

# Minnesota Measures 2015

## A Report on Higher Education Performance



### Preparing for and Entering College

### During College



### Outcomes of College

## About the Minnesota Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid finance and trends.

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# Minnesota Measures

## A REPORT ON HIGHER EDUCATION PERFORMANCE

### Introduction

*Minnesota Measures 2015* serves as a comprehensive resource of accurate and timely indicators of higher education performance in Minnesota. This report provides historical and national comparisons to contextualize state data. *Minnesota Measures* also offers Minnesota postsecondary peer institution comparisons. Finally, as possible, indicators are disaggregated by student race and income to illustrate disparities at all levels of the education system and to help policymakers and the public understand and address inequities in Minnesota.

*Minnesota Measures* reveals that while Minnesota has a strong postsecondary system as compared to other states, students of color are not succeeding at the same rates as their White peers. Given the increasing diversity of the Minnesota population, especially among the youngest generation, it is critical to recognize the different experiences of Minnesota's students of color in our education system.

Several stakeholder groups, including state legislators, educators and researchers, can use this information to inform their work. To enhance usability, this document is organized into three sections:

- Preparing for and Entering College
- During College
- Outcomes of College

This structure replicates a student's experience through their educational pathway.

To confirm the veracity of the data, the Office of Higher Education utilizes a variety of data sources, including the U.S. Department of Education, the U.S. Census Bureau and state level data on enrollment and financial aid maintained by the Office. Each indicator included in this report identifies the data source and relies on the most recently available data.

The Office organizes and designs the tables and graphs presented in this report to enrich readers' understanding and interpretation of the included data. The Office's mission includes a commitment to producing useful and high quality public resources. *Minnesota Measures* is one such resource. Now in its seventh edition, revisions and improvements continue to affect design, display and relevance of the data. This year, a new indicator—participation in developmental education coursework—adds to the comprehensive picture of Minnesota's postsecondary performance.

## MINNESOTA'S RACIAL INEQUITIES IN POSTSECONDARY EDUCATION

- » Minnesota's youngest generation is the most racially diverse.
- » Black students are more likely than their peers to attend two-year colleges and to go to school part time.
- » Students of color do not complete college at the same rates as White students.

According to the Minnesota State Demographic Center projections, the percent of the state's population that is nonwhite or Latino will reach 25 percent in 2035. The state's youngest generation is the most racially diverse; the 2012 American Community Survey, conducted by the U.S. Census Bureau, reported that 74 percent of children under age 18 are White, compared to 83 percent of Minnesotans over age 65. The Minnesota Department of Education reported nearly 30 percent of students in the K-12 system are non-White or Hispanic.

Throughout *Minnesota Measures*, data is disaggregated by student race or ethnicity whenever possible. Key indicators at each stage of the education pathway demonstrate that Minnesota's students of color do not share the same outcomes in the state's postsecondary education system as their White peers. Clearly Minnesota's population is changing, and the racial disparities throughout the state's education system will become increasingly critical.

While racial disparities appear early in a child's educational journey, *Minnesota Measures* begins with high school graduation rates, as the postsecondary achievement gap in Minnesota is directly affected by the disparities in high school graduation rates between White students and students of color in Minnesota public high schools. The 2013 four-year graduation rate for Black students, for example, was 27 percentage points lower than the rate for White students. Postsecondary data included in this report reflects college enrollment data, as students who do not graduate from high school cannot be included in college participation rates.

Indicators related to college readiness greatly affect postsecondary achievement, and show differences in preparation by race. Most notably, 50 percent of Black public high school graduates enrolled in developmental education in 2013, compared to 19 percent of White graduates.

Disparities by race continue when students enroll in college. Students of color are more likely to enroll in state colleges and private career schools, two types of institutions with lower

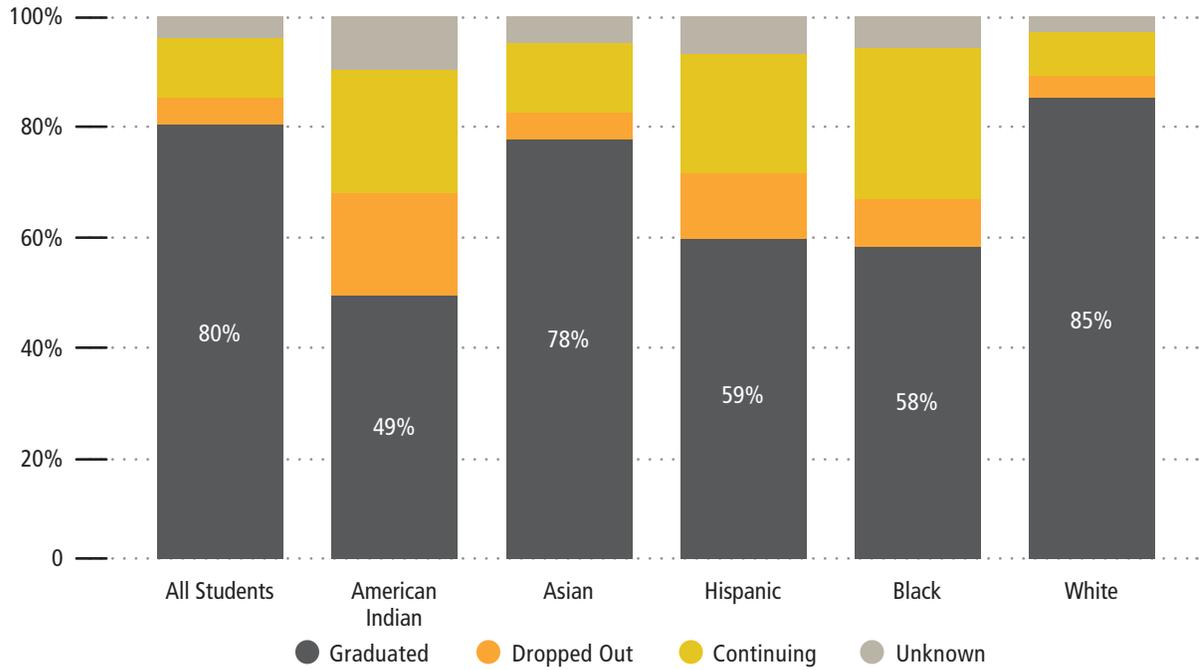
graduation rates than four-year colleges and universities. They are far more likely to attend college part time. Research shows students who enroll part time are less likely to persist to degree completion. For example, 46 percent of Black students enrolled in a postsecondary program attend a two-year college part time. Students of color, particularly American Indian, Hispanic, and Black students, have significantly lower graduation rates than their White and Asian peers.

These opportunity gaps, and specifically the differences in enrollment, affect long-term outcomes. Educational attainment data collected by the U.S. Census Bureau shows that Minnesota's Asian and White population are more educated than other populations. In Minnesota, 51 percent of Asian adults and 45 percent of White adults have an associate degree or higher, compared to just 29 percent of Black adults, and 23 percent of American Indian and Hispanic adults.

These disparities in educational attainment are ultimately reflected in Minnesota's economy. At the household level, Minnesota's population of color, on average, earn lower incomes than White households. Minnesota's average household income of \$55,571 (in 2012 dollars), masks the differences by income by race. According to Minnesota Compass data, the median income of households of color was \$37,136 in 2012, compared to \$60,221 for White households. This difference of more than \$23,000 in annual income has significant impacts on the education sector and reflects the disparities of educational attainment levels by race in the state.

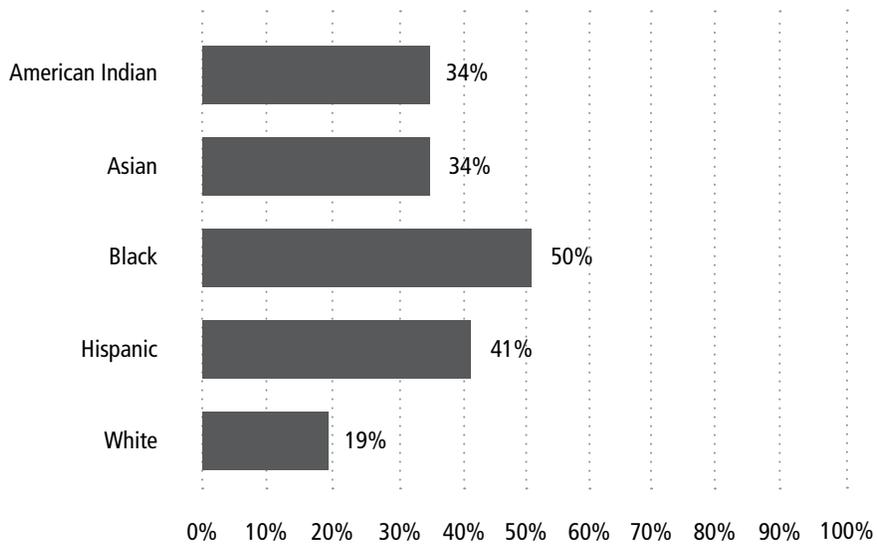
In addition to the direct effect on individual and family income, Minnesota's continued racial disparities will have an increased adverse effect on the state economy. The educational disparities outlined throughout *Minnesota Measures* affect the state's tax base, workforce development and stability, and overall economic growth. Educational attainment also affects wealth generation indicators, such as homeownership, savings, and investment rates.

**MINNESOTA'S STUDENTS OF COLOR LESS LIKELY TO GRADUATE HIGH SCHOOL IN 4 YEARS THAN WHITE PEERS**  
Class of 2013



Source: Minnesota Department of Education

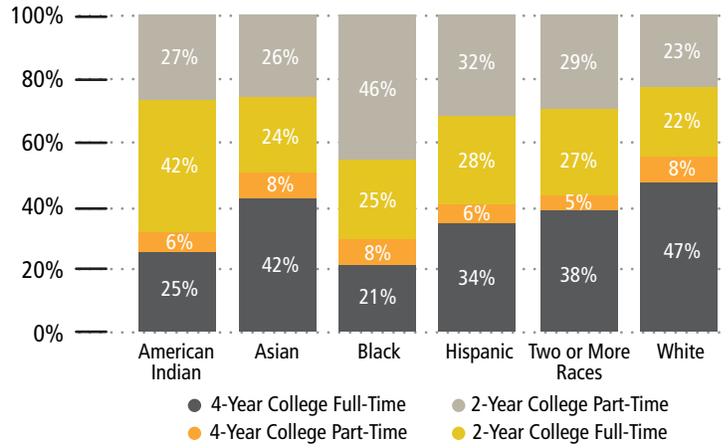
**BLACK PUBLIC HIGH SCHOOL GRADUATES OF 2013 MOST LIKELY TO ENROLL IN DEVELOPMENTAL EDUCATION**  
Class of 2013



Source: Statewide Longitudinal Education Data System

### BLACK STUDENTS MORE LIKELY TO ENROLL IN 2-YEAR COLLEGES PART-TIME

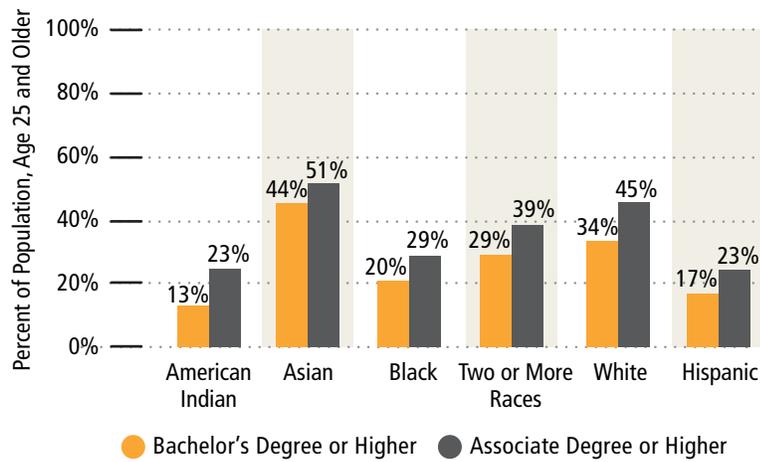
Fall 2013



Source: Minnesota Office of Higher Education

### ASIAN AND WHITE ADULTS HAVE HIGHER EDUCATIONAL ATTAINMENT

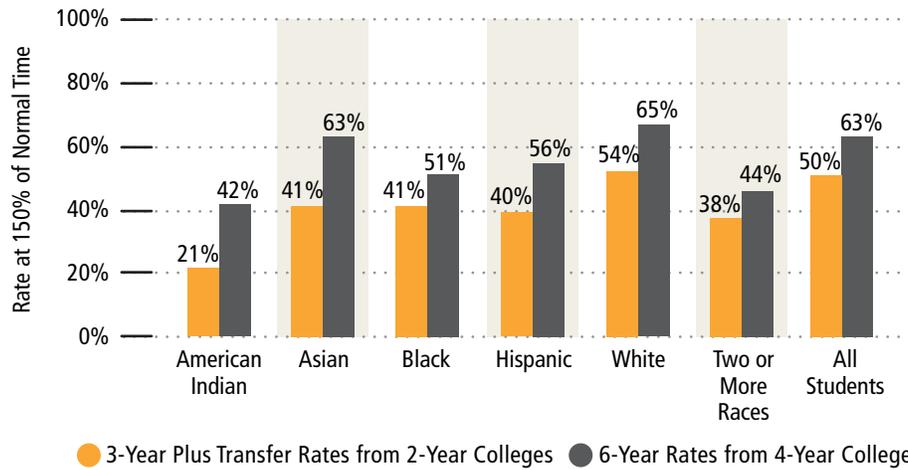
2013



Source: U.S. Census Bureau, 2013 American Community Survey 1-Year Estimates

## MINNESOTA'S NONWHITE UNDERGRADUATES ARE LESS LIKELY TO REACH GRADUATION

2013



● 3-Year Plus Transfer Rates from 2-Year Colleges ● 6-Year Rates from 4-Year Colleges

At 4-year institutions, first-time, full-time undergraduates entering college in 2007 and graduating from same institutions by 2013. At 2-year institutions first-time, full-time undergraduates entering college in 2010 and graduating from same institution or transferring to another institution by 2013.

Source: U.S. Department of Education, IPEDS Graduation Rate Survey

# Preparing for and Entering College

## OVERVIEW

Section One of *Minnesota Measures* analyzes the initial stages of students' entry into postsecondary education, including how many recent high school graduates enroll in a postsecondary institution, how well prepared they are to do collegiate-level work, where and at what types of postsecondary institutions they choose to enroll, what costs first-year students and their families face, and what types of financial aid they receive. Although students enter postsecondary education at different points throughout their lives, examining recent high school graduates as they choose to pursue a postsecondary education provides a sense of how the different levels of education work together and what factors may impact students as they initially pursue a postsecondary education.



## Preparing for and Entering College

- There are several options available for Minnesota high school students to get ready academically for college-Advanced Placement courses, postsecondary enrollment options and ACT exams.
  - o Results on ACT tests and Advanced Placement exams vary by race/ethnicity. White students tend to perform better than other racial/ethnic groups.
- 67 percent of Minnesota high school graduates enrolled immediately in college the next fall.
  - o Four-year colleges are popular choices.
  - o Students stay close to Minnesota.
    - o 72 percent stay in Minnesota.
    - o 21 percent enrolled in college in one of Minnesota's border states.
- Financial aid lowers the price of college for many students and their families.
  - o 87 percent of freshmen attending college full time received financial aid.

## During College



## Outcomes of College

# 1 HIGH SCHOOL ACADEMIC PREPARATION AND COLLEGE READINESS

- » High school graduation rates for all racial and ethnic groups and special populations increased from 2012 to 2013.
- » The high school graduation rate for English language learners and students eligible for free/reduced price lunch were 20 and 16 percentage points lower than the state average respectively, highlighting significant achievement gaps that exist in our education pipeline.
- » The Minnesota Comprehensive Assessment results in both Grade 10 reading and Grade 11 math highlight large achievement differences for lower-income students as indicated by free/reduced price lunch eligibility and students of color.

Minnesota's higher education institutions are the major post-high school education and training pathway in the state. As such, higher education is impacted in part by the preparation level of high school graduates entering the state's colleges and universities. Students completing more rigorous courses in core academic subjects in high school consistently have higher high school graduation rates, score higher on standardized tests and college entrance assessments, and are more likely to be successful in college.

## Minnesota's Public High School Graduation Rate

The 2013 four-year high school graduation rate for Minnesota public high schools was 80 percent (53,962 students) which increased from 78 percent in 2012. Graduation rates for all racial and ethnic groups and special populations increased from 2012 to 2013. Despite these increases in graduation rates, there are still significant differences in high school completion across racial and ethnic groups and special populations.

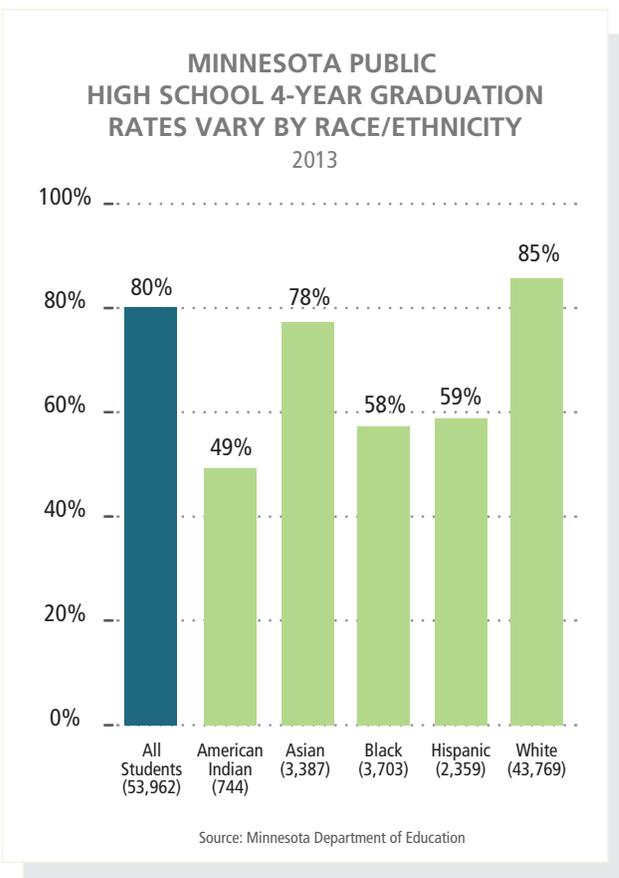
For key populations, the high school graduation rates in 2013 were:

- 59 percent (2,547 students) for English language learners
- 58 percent (5,219 students) for students receiving special education services
- 64 percent (14,704 students) for students eligible for free/reduced price lunch.

## Other Preparation for Postsecondary

These high school graduation figures do not include graduates of private high schools or homeschools in Minnesota as that data is not reported, though many of those graduates will enroll in Minnesota's postsecondary institutions. Additionally, some non-graduates from Minnesota's high schools will later obtain GED credentials and enter postsecondary institutions.

In 2013, 8,753 Minnesotans passed the GED test, with 64 percent of test-takers reporting educational reasons for taking the test.<sup>1</sup> Minnesota's GED pass rate for 2013 was 86 percent, ranking 14th nationally which increased from 17th in 2012. The average age of GED test candidates was 28 years, making this population considerably older than traditional college students. Additionally, 45 percent of the test-takers left high school after grade 11 and 25 percent left after grade 10, which may increase their likelihood of requiring developmental education in college.



<sup>1</sup>GED Testing Service. (2014). 2013 Annual Statistical Report on the GED Test: The close of the 2002 Series GED Test. Retrieved from <http://www.gedtestingservice.com/uploads/files/5b49fc887db0c-075da20a68b17d313cd.pdf>.

## Measures of Academic Preparation

There are a variety of measures that can be used to determine Minnesota students' preparation for postsecondary education and the workforce. Minnesota Comprehensive Assessments (MCA) help districts measure student progress toward Minnesota's academic standards as well as meet the requirements of the Elementary and Secondary Education Act. Enrollment in and completion of dual credit courses are indicators of the rigor of students' high school preparation. Lastly, the ACT is a college entrance exam that provides information of Minnesota high school students' college and workforce preparation through alignment with readiness benchmarks.

## Minnesota Comprehensive Assessments

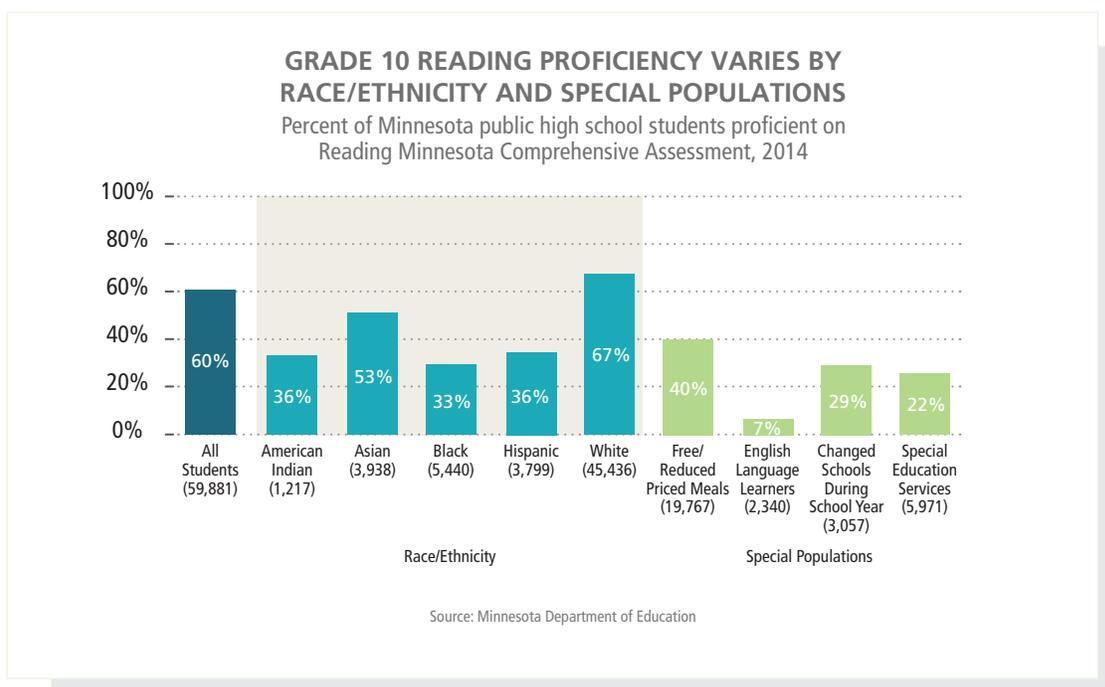
The MCA measures student progress toward Minnesota's academic standards for K-12 education. All public school students in grades three through eight take reading and mathematics assessments. Students in grade 10 take reading assessments, and students in grade 11 take mathematics assessments.

The statewide MCA results of public high school students in 2014 indicated 60 percent were meeting the reading competency standard set by the Minnesota Department of Education and 51 percent met the math standards, which are both slightly lower than 2013. The results in both reading and math also showed large achievement differences for lower-income students as indicated by free/reduced price lunch eligibility and students of color.

## Dual Credit Courses

Minnesota students have access to a wide variety of college preparatory or college credit courses. Minnesota high school students can earn college credit while still in high school in a number of ways, and most of these programs are free to the student.

- Advanced Placement (AP) allows high school students to take free college-level courses at their high school. In 2013-2014, AP courses were offered in 296 Minnesota high schools.
- International Baccalaureate (IB) is a two-year pre-college diploma program that helps prepare students age 16 to 19 for higher education in the United States and overseas. The IB curriculum is available in 20 Minnesota high schools.
- Postsecondary Enrollment Options (PSEO) is a free Minnesota program that allows juniors and seniors to take courses at a college at no cost. Additionally, eligible grade 10 students can enroll in one Career and Technical Education (CTE) course as identified by the Minnesota State College and University System.
- Concurrent enrollment, also referred to as college in the school, allows juniors and seniors to take free college-level courses at their high school through partnerships between high schools and colleges.



## Advanced Placement Exams

Advanced Placement (AP) is a College Board program offering high school students the opportunity to take rigorous, college-level courses and earn college credit while in high school. The content in AP courses is structured similar to college coursework. The Minnesota Department of Education has provided high schools with supplemental funding to support the delivery of AP courses. Additionally, the cost of AP exams is reimbursed by the Minnesota Department of Education for students from lower-income backgrounds.

During the 2013-2014 school year, 40,877 Minnesota high school students took 67,830 AP examinations in 34 subjects. This marks a five percent increase in number of students taking AP exams and a five percent increase in number of subject exams taken. Although participation has increased across racial/ethnic groups, students of color still take AP exams at lower rates than their white, non-Hispanic peers.

Adequate performance on AP exams is indicated by receiving a score of 3 to 5, which is considered to be an indicator of students' ability to perform successful college-level work. Some Minnesota colleges and universities offer college credit for scores 3 to 5. Minnesota AP test-takers received scores 3 to 5 on 44,460 exams or 66 percent of the total, a slight increase from 2012-2013.

## Postsecondary Enrollment Options & Concurrent Enrollment

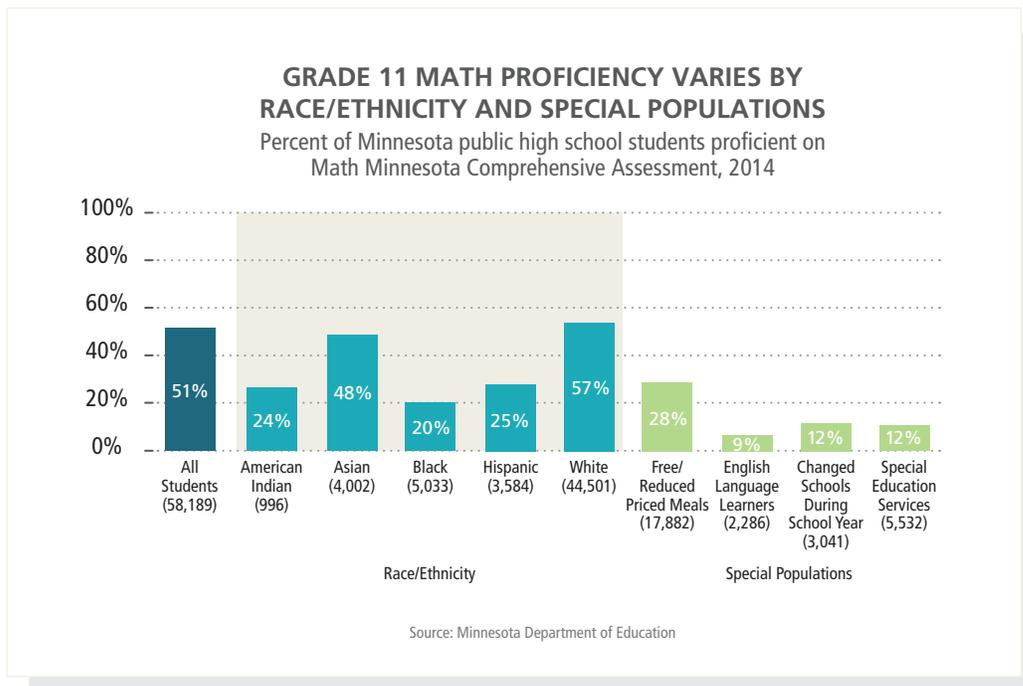
Postsecondary Enrollment Options (PSEO) allow high school juniors and seniors in Minnesota to enroll in college-level courses while still in high school. Legislation (Minn. Stat. § 124D.09) was passed in 2012 allowing eligible grade 10 students to enroll in Career and Technical Education (CTE) course as identified by the Minnesota State College and University System.

High school students can participate in PSEO by taking courses taught by a college instructor either physically at a postsecondary institution or through online courses offered by a college or university. PSEO provides students with a wide variety of college-level course offerings and the opportunity to experience challenging coursework in a college environment.

By contrast, concurrent enrollment courses are a college or university course offered through a secondary school and taught by a high school teacher. The number of high school students enrolled in college-level courses through PSEO or concurrent enrollment has increased from 15,447 to 28,203 in the past 10 years.

## ACT College Entrance Exam

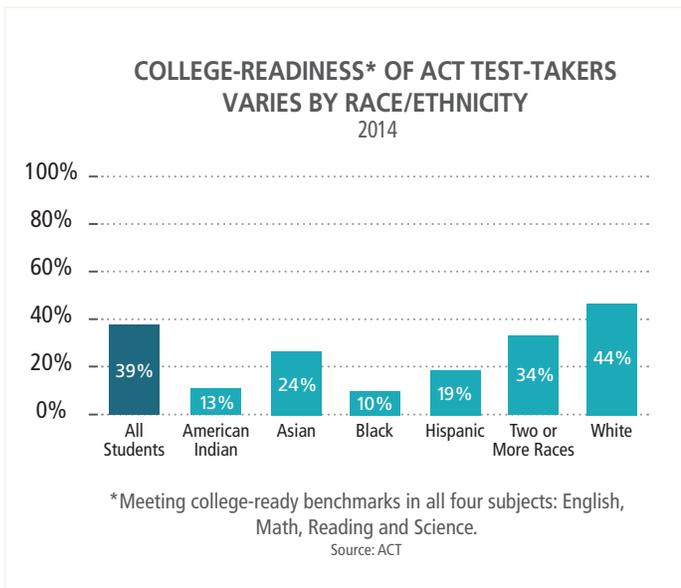
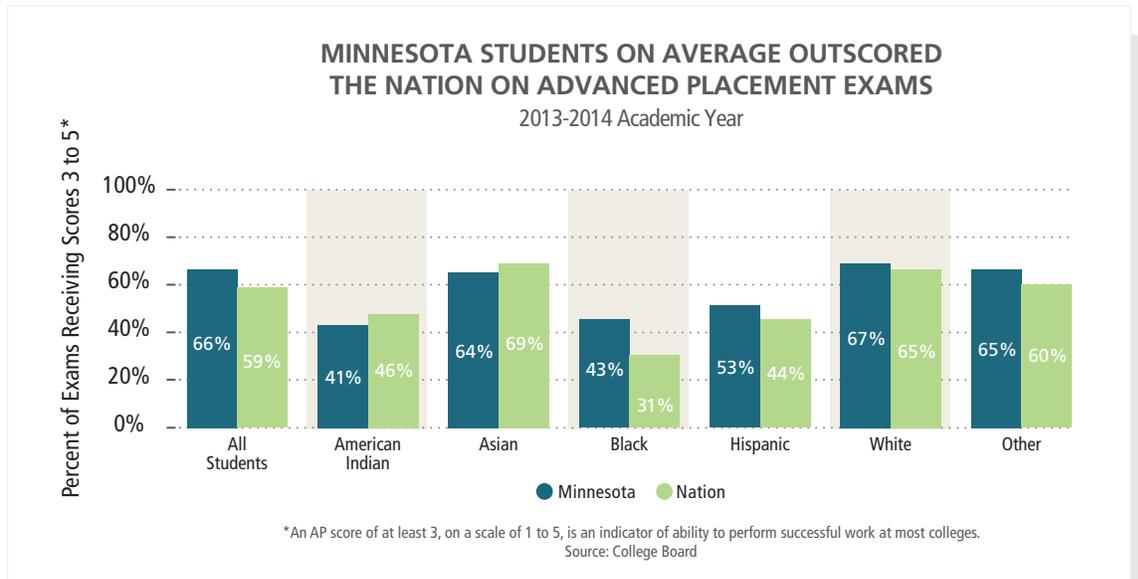
Results from the ACT college entrance exam provide another indicator of Minnesota high school students' college and workforce readiness. It is recognized that the knowledge and



skills needed for college are equivalent to those needed in the workplace.<sup>2</sup> An estimated 76 percent of Minnesota's 2014 high school graduates took the ACT exam. Minnesota's average composite score of 23 was the highest among the 30 states in which more than half of high school graduates took the test. The national composite score was 21 out of a total of 36.

While Minnesota had the highest average composite score in the nation, a significant proportion of high school graduates were not prepared for college-level work after high school graduation, according to ACT. ACT developed college

readiness benchmarks in each of the four testing areas of its college entrance exams. Based on ACT research, these benchmarks define the score needed to have a 75 percent chance of earning a grade of "C" or better in related college-level courses. Thirty-nine percent of Minnesota's ACT test-takers were academically prepared to succeed in all four subject areas: college-level English, social science, algebra and biology. Minnesota students of color were less college-ready overall than white students, which echoes the achievement gaps seen in high school graduation rates and MCA scores.



### MINNESOTA HIGH SCHOOL STUDENTS IN PSEO OR CONCURRENT ENROLLMENT COURSES\* CONTINUES TO INCREASE

2004-2013

Year*	Number of High School Students in College-Level Courses
2004	15,447
2005	19,840
2006	19,514
2007	20,144
2008	21,066
2009	22,438
2010	23,591
2011	25,741
2012	27,084
2013	28,203

\*Measured by fall enrollment of high school students in a MN postsecondary institution  
Source: Minnesota Office of Higher Education

<sup>2</sup>ACT. (2006). Reading Between the Lines: What the ACT Reveals About College Readiness in Reading. Retrieved from [http://www.act.org/research/policymakers/pdf/reading\\_report.pdf](http://www.act.org/research/policymakers/pdf/reading_report.pdf).

## 2 COLLEGE PARTICIPATION

- » In 2013, 67 percent of Minnesota high school graduates enrolled in postsecondary education in the fall term after high school graduation.
- » Minnesota's college participation rate increased 11 percentage points since 1996.

The rate at which recent high school graduates enroll in college is known as the college participation rate. Minnesota's performance on this measure may indicate the effectiveness of college awareness initiatives, the success of college recruiting and outreach targeted to Minnesota high school students, and the academic preparation of high school students to pursue postsecondary education across a wide range of institutional options.

### About Participation Rates

Participation rates are calculated by dividing the number of Minnesota high school graduates by the number who attended a postsecondary institution the fall term after high school graduation. The Minnesota Office of Higher Education's student enrollment database includes year of high school graduation, Minnesota high school of graduation and racial identity for new entering students. Where Minnesota high school graduates attend out of state is reported in the IPEDS Enrollment Survey. Identifying undergraduate state of residence is optional in odd-numbered years and do not include the racial identity of students in the IPEDS survey.

### Minnesota High School Graduates

The college participation rate of recent high school graduates increased 11 percentage points from 56 percent in 1996 to 67 percent in 2013. The participation rate in Minnesota remained above the mid-60 percent range since 2002.

Of all 2013 Minnesota high school graduates:

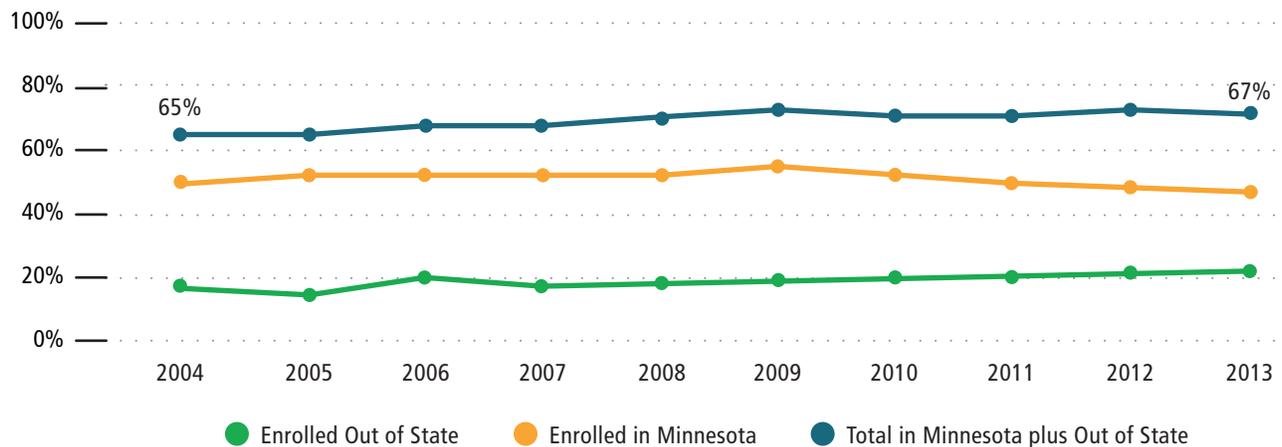
- 46 percent attended a Minnesota postsecondary institution
- 21 percent attended an out-of-state institution
- 33 percent did not attend college in the fall after graduating.

Students age 18 to 24 make up two-thirds of all undergraduates enrolled in Minnesota, and they also make up the majority of undergraduates at four-year institutions enrolling full time. Projections from the Minnesota State Demographic Center indicate the overall number of high school graduates reached its peak in 2010 and will decline somewhat during the next decade; but then will remain steady. Colleges relying primarily on recent high school graduates to fill their admissions classes may find the market competitive.

### College Participation by Race/Ethnicity within Minnesota

While Minnesota has a relatively high overall college participation rate compared to other states, there were

**TOTAL COLLEGE PARTICIPATION OF MINNESOTA HIGH SCHOOL GRADUATES  
STEADY OVER THE DECADE  
2004-2013**



Source: Minnesota Office of Higher Education (Minnesota); U.S. Department of Education, IPEDS Enrollment Survey (out-of-state)

notable differences in participation by race and ethnic categories. Asian and Hispanic high school graduates enrolled in Minnesota postsecondary institutions at rates higher than other populations. White high school graduates had the next highest participation rate, followed by Black and American Indian high school graduates. Participation rates for certain racial and ethnic populations attending Minnesota postsecondary colleges immediately following high school can vary by several percentage points from year to year due to small numbers of students in some racial and ethnic groups, so a five-year average is shown.

College participation rates by race and ethnicity were available only for students attending Minnesota institutions. Since 21 percent of high school graduates who enrolled in college attended out of state, a complete picture of college participation of Minnesota's high school graduates by race and ethnicity was not available.

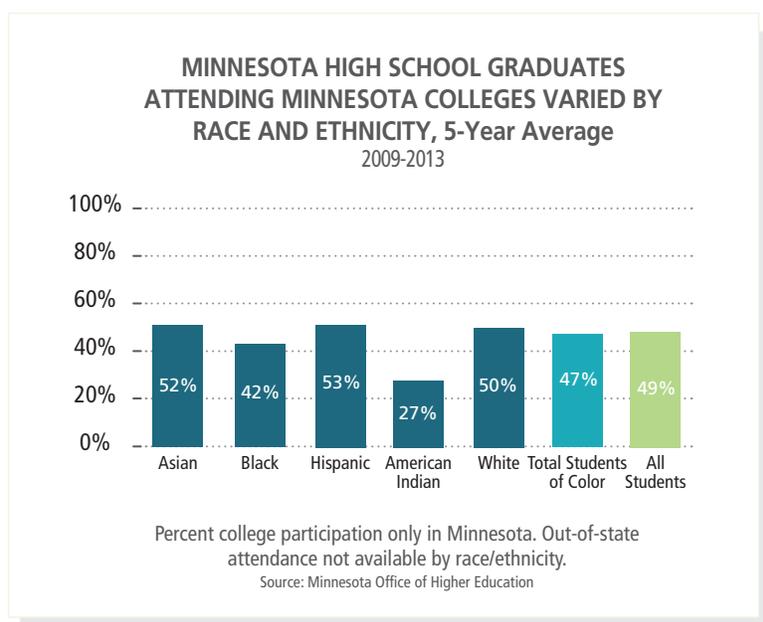
College participation rates should be considered in conjunction with each racial and ethnic group's high school graduation rate. While it might seem students of color have college participation rates similar to White students, there are large gaps in Minnesota public high school graduation rates by race and ethnic groups. Students who do not graduate from high school cannot be included in college participation rates. According to Minnesota Department of Education data, the rate of public high school students graduating within four years in 2013 was 85 percent for White students, 78 percent for Asian students, 59 percent for Hispanic students, 58 percent for Black students, and 49 percent for American Indian students.

The percent of students of color enrolled in Minnesota colleges who were recent Minnesota high school graduates increased from 16 percent in fall 2009 to 18 percent in fall 2013. The number of White students decreased 13 percent during this same five-year period. In comparison, 21 percent of Minnesota public high school graduates were students of color in 2013 increasing from 17 percent five years earlier.

### National Comparisons

Data provided by the U.S. Department of Education shows the national college participation rate between 1990 and 2012, increased from 60 percent to 66 percent. Even though college participation of immediate high school graduates increased, national data shows an enrollment gap based on family income. In 2012, the immediate enrollment rate for high school completers from low-income families (52 percent) was 29 percentage points lower than the rate for completers from high-income families (81 percent). The 29 percentage point gap between the immediate enrollment rates of high school completers from high-income families and from low-income families in 2012 was not measurably different from the gap in 1990.

Nationally, immediate enrollment in college also varies by race/ethnicity. In 2012, the rates were 67 percent for White, 69 percent for Hispanic and 62 percent for Black high school completers. At 84 percent, Asians had the highest college participation rate in the nation.



# 3 WHERE STUDENTS ATTEND COLLEGE

- » Of 2013 Minnesota high school graduates enrolled in college in fall 2013, 72 percent chose a postsecondary institution in Minnesota.
- » Postsecondary institutions in states bordering Minnesota were popular choices for Minnesota high school graduates enrolling out of state.

Most high school graduates enrolling in college immediately after graduation chose to stay close to home. This trend is seen by Minnesota high school graduates as well as graduates in other states. A recent article in the *Chronicle of Higher Education* highlighted some reasons students may not go that far: students may want to be near their families, students tend to choose locations they know and it is often cheaper to attend college in-state due to in-state tuition and state-funded financial aid programs opportunities.<sup>1</sup> In Minnesota's case the Minnesota State Grant Program is available only to undergraduates attending a Minnesota institution. Even the tuition reciprocity agreements Minnesota has with public institutions in North Dakota, South Dakota

and Wisconsin keep students near Minnesota. Staying closer to home also lowers additional travel expenses.

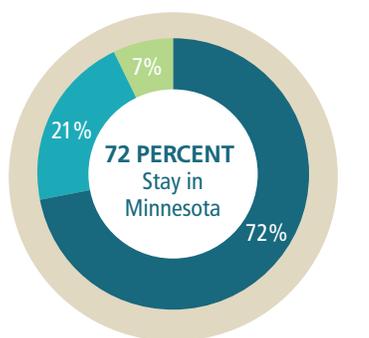
## College Choices by 2013 Minnesota High School Graduates

In 2013, of all 40,859 Minnesota high school graduates enrolled in college, 72 percent chose to attend in Minnesota and 28 percent enrolled out of state. Only seven percent of the 2013 Minnesota high school graduates enrolled in a college beyond Minnesota and its border states.

## Attending Minnesota Colleges

Of the Minnesota high school graduates attending in Minnesota, four-year institutions--state universities, private colleges, and the University of Minnesota--were the most popular type of institution attended by 60 percent of high school graduates. The University of Minnesota-Twin Cities campus enrolled the largest number of 2013 Minnesota high school graduates. Seventy-seven percent of graduates attended Minnesota public institutions compared to private institutions.

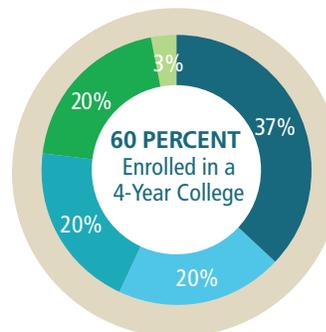
**MINNESOTA COLLEGES TOP CHOICE FOR 2013 MINNESOTA HIGH SCHOOL GRADUATES ENROLLED**  
Fall 2013



- Minnesota
- Out of State (IA, ND, SD and WI)
- Out of State (all other states)

Source: Minnesota Office of Higher Education (Minnesota data); U.S. Department of Education, IPEDS Fall Enrollment Survey (out of state)

**60 PERCENT OF 2013 MINNESOTA HIGH SCHOOL GRADUATES STAYING IN MINNESOTA ATTENDED 4-YEAR INSTITUTIONS**  
Fall 2013



- State College
- State University
- University of Minnesota
- Private 4-Year College
- Private Career

29,330 Minnesota graduates attended 118 Minnesota institutions.  
Source: Minnesota Office of Higher Education

<sup>1</sup>Supiano, B. *The Chronicle of Higher Education*. "Why Comparing Lots of Colleges Might Not Help as Many Students as You'd Think." December 19, 2014. Retrieved from <http://chronicle.com/article/Why-Comparing-Lots-of-Colleges/150937/>.

Minnesota high school graduates enrolled in the following types of Minnesota institutions:

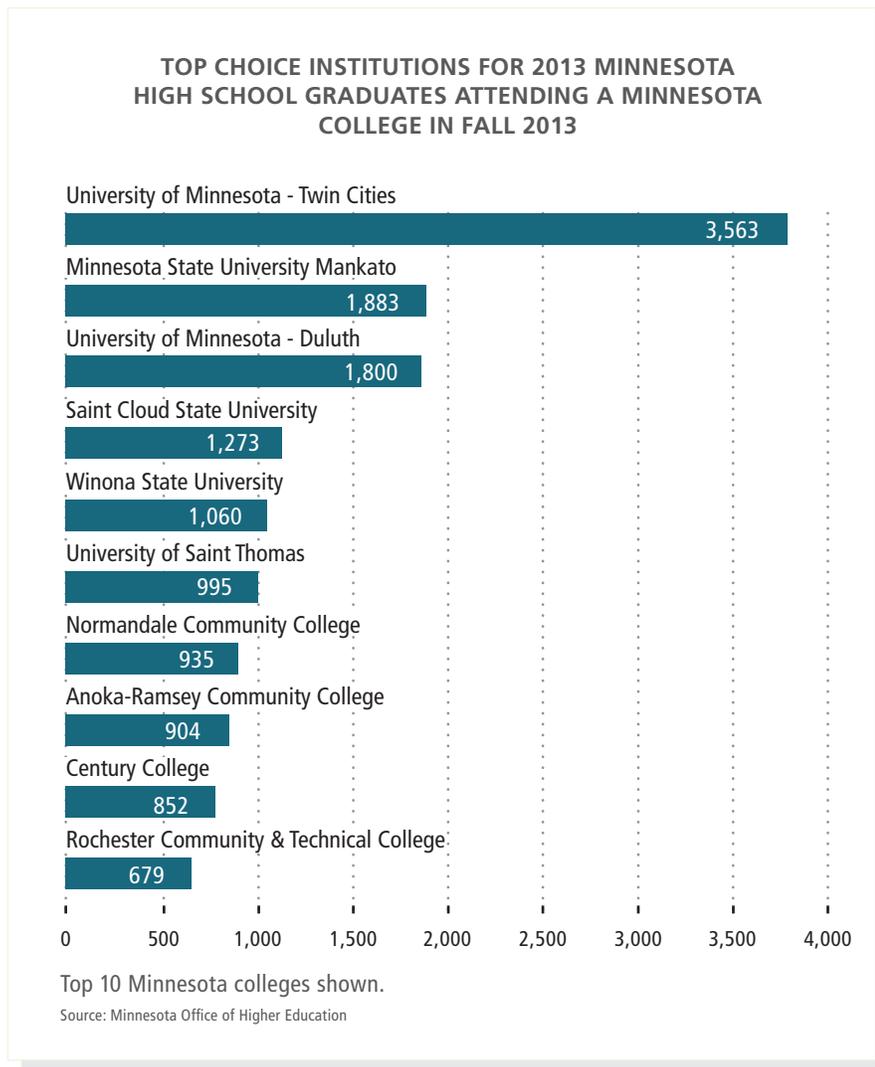
- 37 percent (10,887 students) enrolled at a state college
- 20 percent (5,873 students) enrolled at state universities
- 20 percent (5,984 students) enrolled at a University of Minnesota campus
- 20 percent (5,832 students) enrolled at a Minnesota four-year private college
- 3 percent (754 students) enrolled at a private career school

### Attending Out of State

The most popular destinations for Minnesota high school graduates enrolling out of state were institutions located in states bordering Minnesota. Institutions in Iowa, North Dakota, South Dakota and Wisconsin enrolled 8,429 or 72 percent of Minnesota’s 11,529 graduates enrolling out of

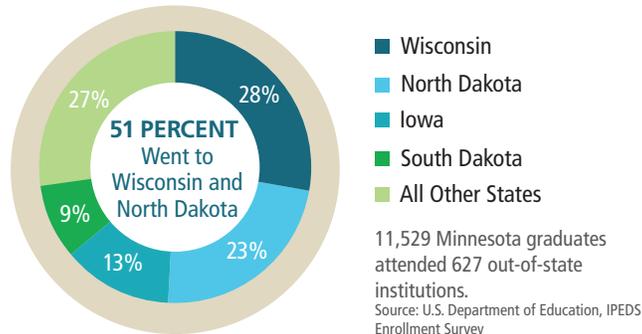
state. North Dakota State University-Fargo enrolled the most 2011 through 2013 Minnesota high school graduates attending out of state. Many Minnesota residents take advantage of statewide tuition reciprocity agreements Minnesota has with North Dakota, South Dakota and Wisconsin.

Of the Minnesota high school graduates enrolling in out-of-state institutions not adjacent to Minnesota’s border, attendance was scattered across the country. Institutions located in the Rocky Mountain region (Colorado, Montana, Utah and Wyoming) have been popular destinations for recent Minnesota high school graduates, followed by other institutions in the Midwest (Illinois, Indiana, Michigan and Ohio) and the Southwest region (Arizona) of the U.S.

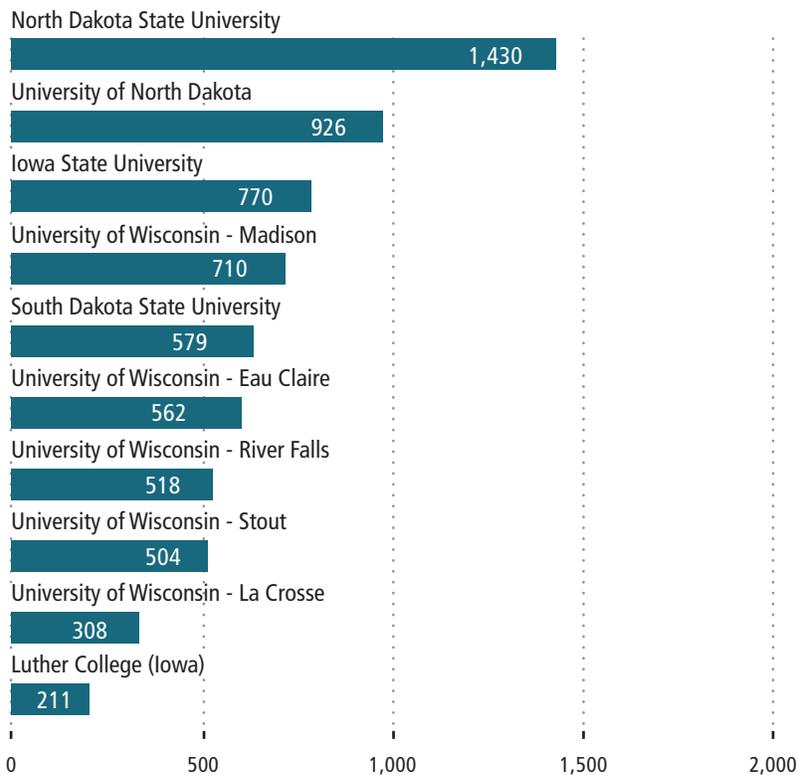


**BORDER STATES WERE TOP DESTINATIONS FOR  
2013 MINNESOTA HIGH SCHOOL GRADUATES  
ATTENDING COLLEGE OUT OF STATE**

Fall 2013



**BORDER STATE INSTITUTIONS WERE TOP CHOICE FOR 2013  
MINNESOTA HIGH SCHOOL GRADUATES ATTENDING  
COLLEGE OUT OF STATE IN FALL 2013**



Top 10 out-of-state colleges shown.

Source: U.S. Department of Education, IPEDS Fall Enrollment Survey

# 4 PUBLISHED VS. NET TUITION AND FEES FOR FIRST-TIME, FULL-TIME FRESHMEN

» Published tuition and fees at Minnesota institutions comparable to peer states, but higher than national averages.

The list (or “sticker”) price is the published total of tuition and fees charged by a postsecondary institution before accounting for any student financial aid received. List prices are used to compare institutions, but net price should be used to determine college affordability. Because students and their families often use the list price to inform their college decision process, it is important to compare Minnesota’s published tuition and fees to peer states and national averages.

## Comparing Tuition and Fees

Tuition and fees at Minnesota postsecondary institutions are higher than the national averages for most institutional types but are similar to those in peer states for public institutions. College prices tend to reflect other regional economic differences. Institutions on the East Coast have higher tuition and fees than institutions in Southern and Western states.

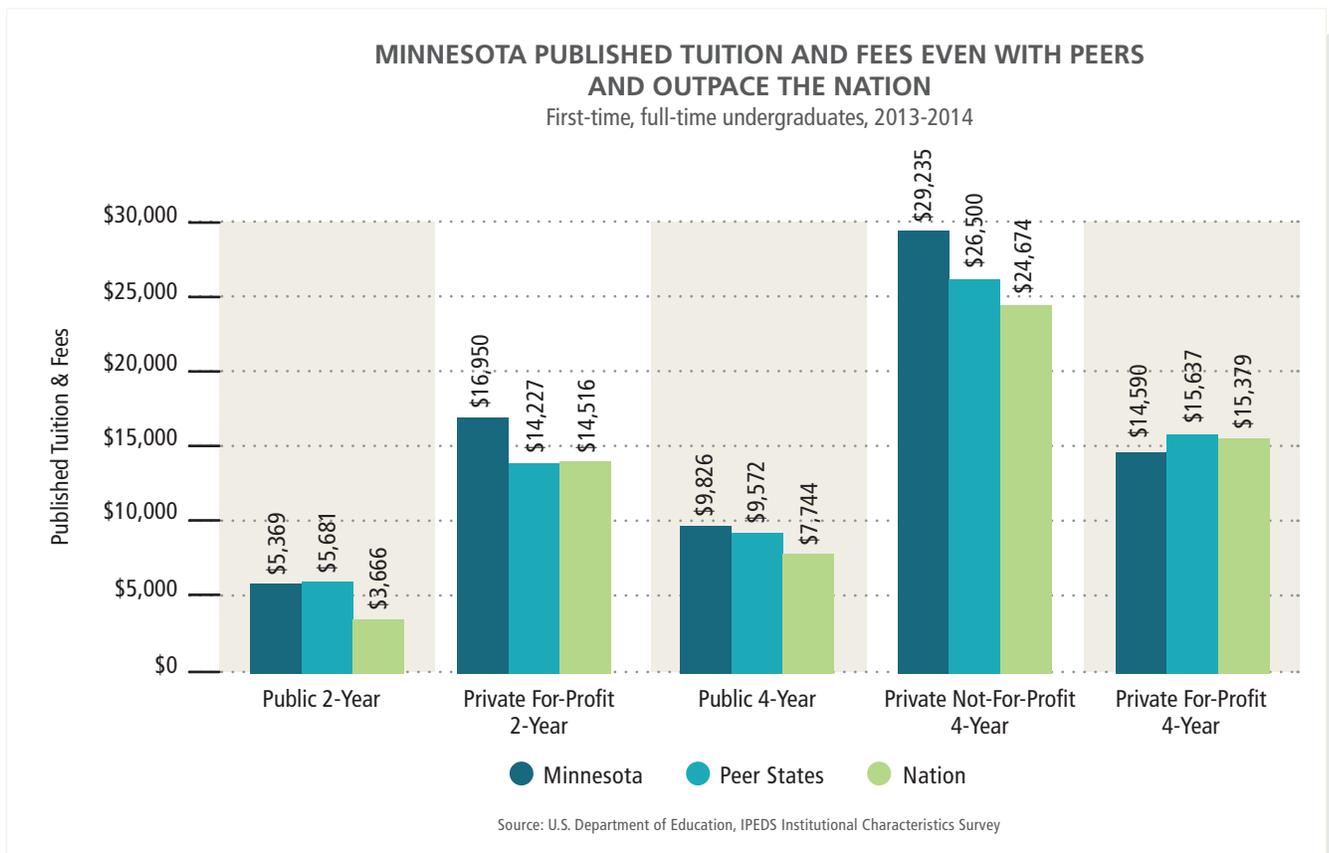
Among two-year institutions, the average published tuition and fees in 2013-2014 at Minnesota state colleges was substantially higher (\$5,369) than the national average (\$3,666), though average tuition and fees at Minnesota state colleges only increased by \$19 from the 2012-2013 rates.

Tuition and fees were higher at Minnesota’s private for-profit two-year institutions (\$16,950), compared to peer states’ average of \$14,227 and the national average of \$14,516.

At Minnesota four-year institutions, published tuition and fees in 2013-2014 at public and private not-for-profit institutions exceeded the national average. The average published tuition and fees at Minnesota’s public four-year institutions was \$9,826, a \$16 increase from the 2012-2013 rates. This remains higher than public four-year published tuition and fees of both peer states (\$9,572) and the nation (\$7,744). The average published tuition and fees of Minnesota private not-for-profit four-year institutions was \$29,235, higher than both peer states (\$26,500) and the nation (\$24,674). Among private for-profit four-year institutions, the average published tuition and fees decreased to \$14,590 in 2013-2014 and is now lower than peer states (\$15,637) and the nation (\$15,379).

## Trends in Tuition and Fees

Published tuition and fee rates have increased over time at Minnesota institutions. The fastest rates of growth in average published tuition and fees were at public institutions,



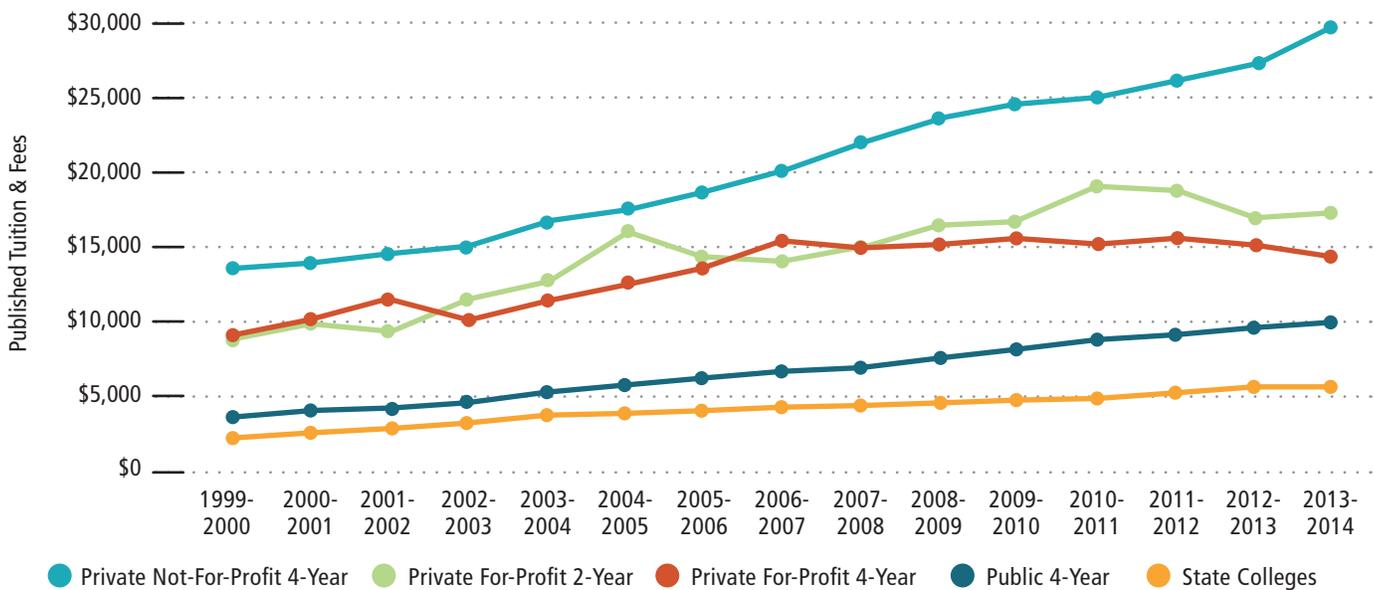
although the actual dollar amount increases have been larger at private institutions.

Analysis of national data from the U.S. Department of Education's IPEDS Survey for the years 1999-2000 to 2013-2014 showed that published tuition and fees at public four-year institutions increased by an annual rate of 7.6 percent, while private not-for-profit four-year institutions' list

price increased 6.0 percent. Average published tuition and fees for public two-year institutions increased at an annual rate of 6.2 percent. The annual rate of increase for average published tuition and fees was lower for private for-profit institutions, with an increase of 5.0 percent for two-year institutions and 3.3 percent for four-year institutions.

### PUBLISHED TUITION AND FEES INCREASED ACROSS MINNESOTA INSTITUTIONS

First-time, full-time undergraduates, 1999-2000 to 2013-2014



Source: U.S. Department of Education, IPEDS Institutional Characteristics Survey

# 5 FINANCIAL AID TO FIRST-TIME, FULL-TIME FRESHMEN

- » In 2012-2013, over \$480 million in financial aid was provided to 87 percent of first-time, full-time undergraduates attending Minnesota institutions.
- » Grants and scholarships comprised 60 percent of financial aid.
- » Loans comprised the remaining 40 percent of financial aid.

First-time college students and their parents need to know about available financial aid assistance to help pay for college. The student, the student's family, and taxpayers (through financial aid) share responsibility for paying for higher education. Although college list prices continue to rise, few students or families are expected to pay the full price of attendance out-of-pocket.

Financial aid is intended to fill the gap between the actual price of college and what students and their families can contribute, from savings and income, to pay for their education. Financial aid is available as grants and scholarships, which students do not repay, or through student loans that must be repaid. In short, financial aid allows students to attend colleges that they otherwise may not be able to afford.

In 2012-2013, 87 percent of the 41,494 new first-year students attending Minnesota institutions full time received financial aid. The amount provided in financial aid totaled \$480 million, not including earnings from work-study.

## Grants

A total of \$289 million, or 60 percent of all financial aid, came from state, federal or institutional grants. Grants were awarded to 70 percent of first-time, full-time undergraduates attending Minnesota institutions. The average grant awarded totaled

\$9,881 per student. Grants, including need-based grants and merit-based grants/scholarships, do not have to be repaid. Most merit-based grants or scholarships are awarded to undergraduates by institutions or private organizations. Most state and federal grants are awarded based on students' family income level.

The percentage of students receiving a grant at each institution ranged from 62 to 100 percent, depending on the institution type attended. The average grant amount per student ranged from \$4,353 to \$19,103.

## Loans

A total of \$191 million, or 40 percent of all financial aid, was provided as state, federal or private student loans. Sixty-two percent of first-time, full-time undergraduates attending Minnesota institutions utilized loans to pay for college. The average loan amount was \$7,379 per student. Unlike grants, student loans must be repaid when the student graduates or stops attending a postsecondary institution.

The percentage of students receiving a student loan at each institution ranged from 59 to 84 percent, based on the institution type attended. The average loan amount per student ranged from \$5,865 to \$10,370.

## MAJORITY OF STUDENTS RECEIVE FINANCIAL AID DURING FIRST-YEAR

First-time, full-time undergraduates attending Minnesota institutions, 2012-2013

Institution Type	Student Total	% Receiving Any Aid	Any Aid Total	% Receiving Grants	Average Grant	Grant Total	% Receiving Loans	Average Loan	Loan Total
State Colleges	13,433	84%	\$81,780,165	64%	\$4,353	\$37,161,400	57%	\$5,865	\$44,618,765
State Universities	8,249	87%	\$68,882,736	62%	\$4,610	\$23,617,144	69%	\$7,912	\$45,265,592
University of Minnesota	8,161	80%	\$69,083,322	59%	\$7,733	\$37,273,023	55%	\$7,102	\$31,810,299
Private Not-For-Profit 4-Year	10,194	96%	\$242,372,432	95%	\$19,103	\$184,268,388	68%	\$8,340	\$58,104,044
Private For-Profit 4-Year	852	94%	\$11,362,584	81%	\$6,148	\$4,260,354	84%	\$9,892	\$7,102,230
Private Not-For-Profit 2-Year	100	100%	\$674,146	100%	\$6,741	\$674,146	N/A	N/A	N/A
Private For-Profit 2-Year	505	95%	\$5,920,075	66%	\$5,323	\$1,761,762	79%	\$10,370	\$4,158,313
<b>Total</b>	<b>41,494</b>	<b>87%</b>	<b>\$480,075,460</b>	<b>70%</b>	<b>\$9,881</b>	<b>\$289,016,217</b>	<b>62%</b>	<b>\$7,379</b>	<b>\$191,059,243</b>

Grants include state, federal and institutional aid. Loans include state, federal and other sources.

Source: U.S. Department of Education, IPEDS Student Financial Aid Survey

# 6 AFFORDABILITY: NET PRICE FOR FIRST-TIME, FULL-TIME FRESHMEN

- » Grants and scholarships reduced the price students paid by approximately \$4,600 at Minnesota public four-year institutions and \$3,600 at Minnesota public two-year colleges in 2012-2013. As a result, net price for lower income students remained stable over the most recent five years.
- » Net price varied by family income and institutional type.

The measure of college affordability involves more than comparing institutions' published tuition and fees rates, given the additional expenses of room and board, transportation, books, and other personal expenses. The best available method for evaluating college affordability is the "net price" paid by students and families. Net price reflects the out-of-pocket costs students pay for college after subtracting grants and scholarships awarded. The net price students pay varies by family income and the institution attended.

## Net Price Compared to Published Price

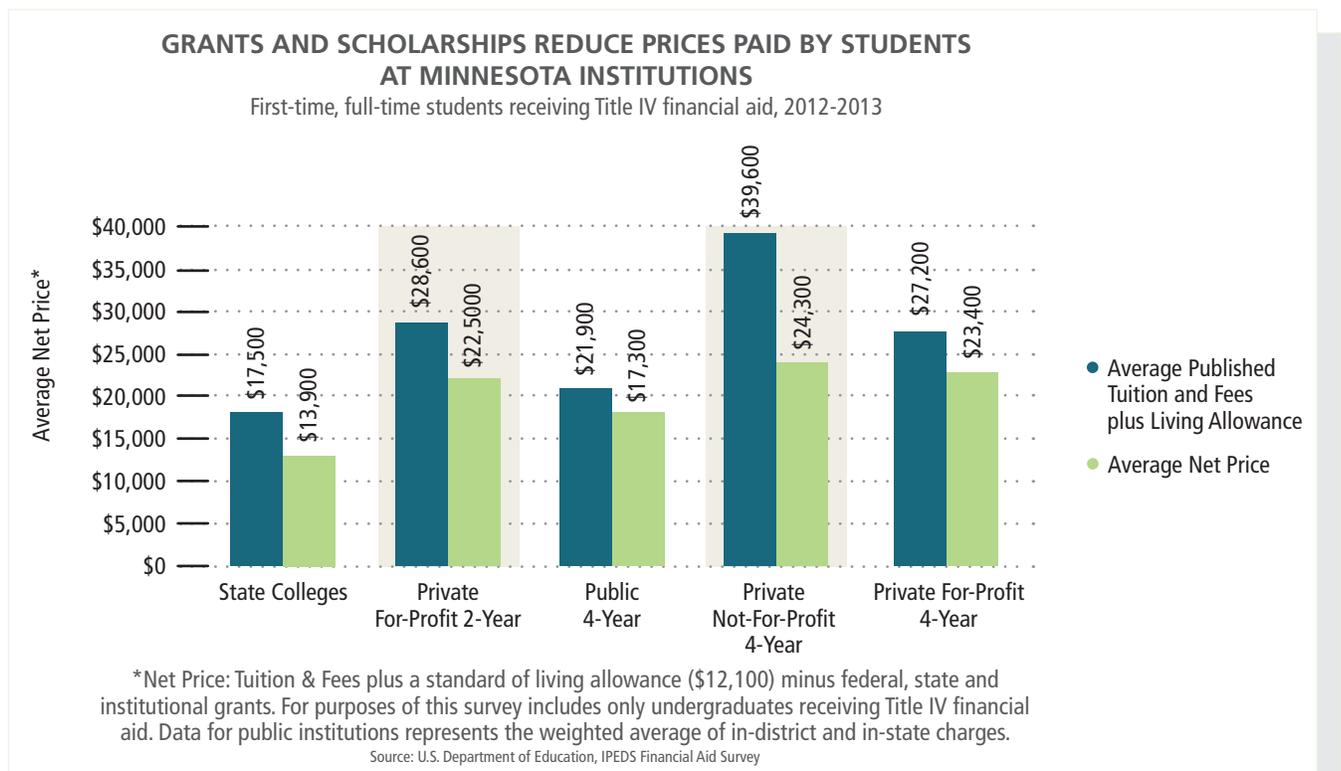
In Minnesota, 70 percent of first-time, full-time freshmen received grants or scholarships that reduced the cost of attendance. The average net price shown is weighted by the number of first-time, full-time undergraduates receiving grants and scholarships at each institution. In 2012-2013, the average net price at Minnesota institutions was:

- \$13,900 at state colleges

- \$22,500 at private for-profit two-year institutions
- \$17,300 at public four-year institutions
- \$24,300 at private not-for-profit four-year institutions
- \$23,400 at private for-profit four-year institutions.

## Comparisons of Affordability: Minnesota, Peer States and the Nation

Affordability policies at the state and federal level focus on lower income undergraduate students. Policies related to grant or scholarship eligibility vary greatly by institution type and state. Minnesota undergraduates from families with incomes of less than \$75,000 are eligible to receive federal Pell Grants, Minnesota State Grants and institutional need-based grants. Analysis of net price for this income group allows for better understanding of the impact of state and institution-specific policies on educational cost reductions for lower income students.



For students from families with incomes less than \$75,000, the average net price in 2012-2013 for undergraduates attending Minnesota institutions was approximately \$13,000 at state colleges and \$13,700 at public four-year institutions, similar to peer states' average (\$12,900; \$13,800) and higher than the national average net price (\$10,700; \$11,300). At Minnesota private not-for-profit four-year institutions, the average net price of \$19,900 for students from lower-income families was slightly higher than the price paid by similar students attending institutions in peer states (\$19,300) and the nation (\$19,200). Students from lower-income families attending Minnesota private for-profit institutions experienced comparable net price at two-year and four-year institutions (\$21,500; \$22,000) as the averages of peer states (\$22,100; \$21,300) and the nation (\$21,300; \$21,300).

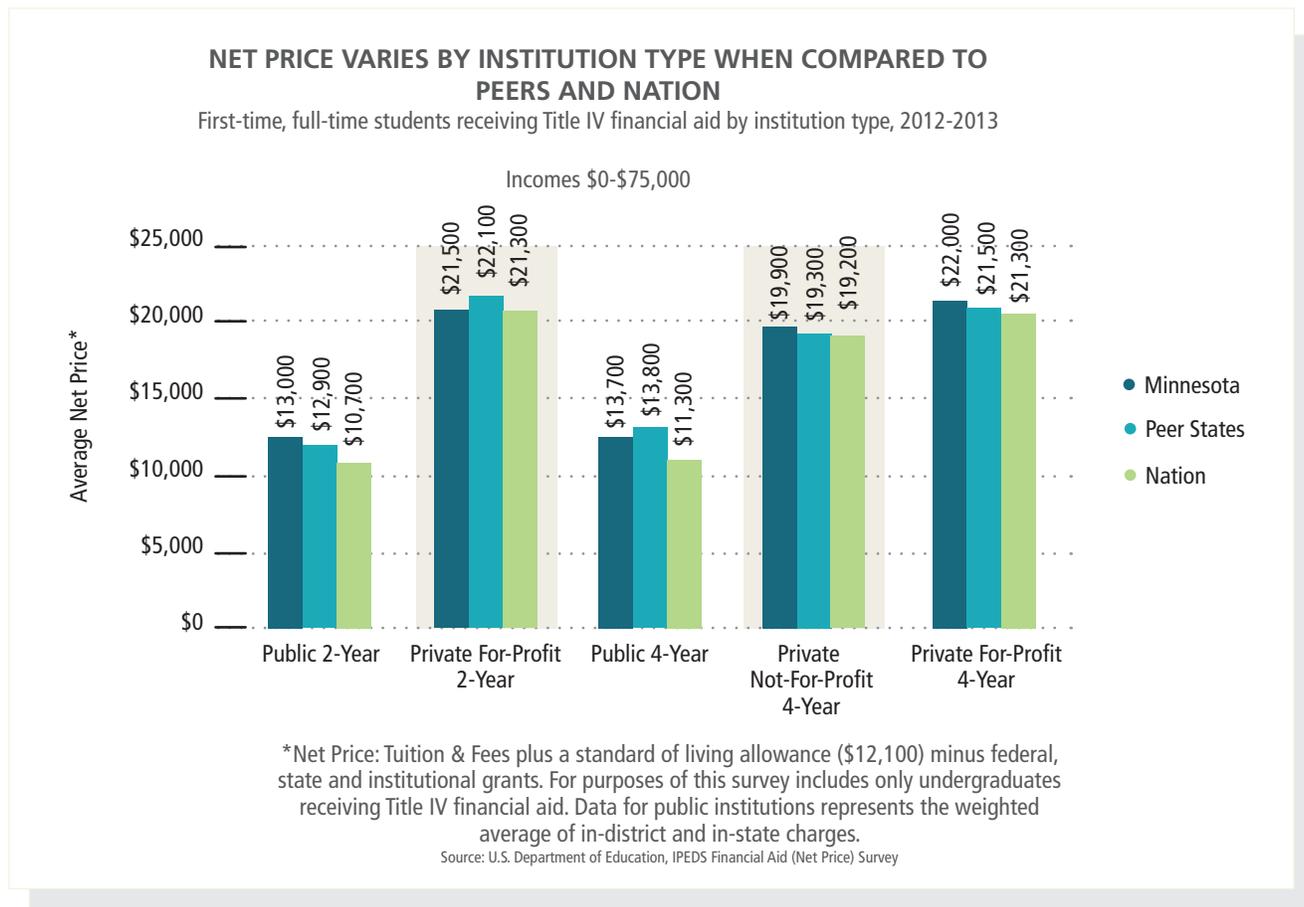
## Income and Net Price

Estimated net prices paid by students and families increased as family income increased. Comparing the average net price paid during the past five years, students from families with incomes of less than \$30,000 had a net price of \$13,800 in 2012-2013, nearly the same net price of \$14,000 in 2008-2009. At family incomes of \$110,001 or more, however, the net price in 2012-2013 was \$25,000. This compares to the net price of \$23,400 in 2008-2009.

## Public Institutions and Net Price

At all family income levels, the net price paid at Minnesota public institutions was lower than private institutions.

For family incomes of \$30,000 or lower, the University of Minnesota offered the lowest net price for undergraduates



attending Minnesota public institutions in 2012-2013 (\$10,700), as compared to state colleges (\$12,300) or state universities (\$12,000). The University of Minnesota's lower net price resulted from larger institutional grant aid which targeted Pell Grant recipients and middle income students.

Net price increased as family income increased for undergraduates attending Minnesota public institutions. At annual family incomes of \$110,000 or more, state colleges provided the lowest net price in 2012-2013 (\$17,400), as compared to the University of Minnesota (\$24,100) or state universities (\$19,500).

### Private Institutions and Net Price

Among the private institutions, private not-for-profit four-year institutions offered the lowest net price for Minnesota undergraduates from families with incomes of \$30,000 or lower in 2012-2013 (\$18,900). In comparison, the net price for private for-profit two-year institutions was \$20,800, and \$21,100 at private for-profit four-year institutions. This lower net price for lower-income students at private not-for-profit four-year institutions is due to larger institutional grant aid awards which are based on both merit and need.

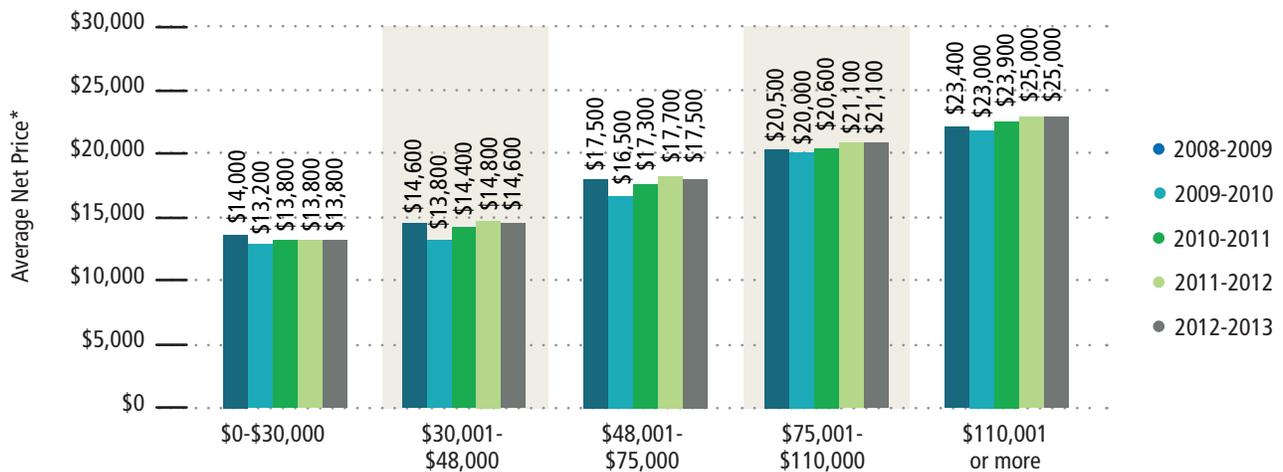
Net price increased as family income increased for undergraduates attending Minnesota private institutions. For family incomes of \$110,000 or more, the lowest net price in 2012-2013 was at private for-profit two-year institutions (\$26,300), as compared to private for-profit four-year institutions (\$29,300) and private not-for-profit four-year institutions (\$30,700).

### About Net Price

This indicator measures the total costs paid by first-time, full-time undergraduate students to attend a postsecondary institution for one year. The "net price" is calculated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance equals the sum of published tuition and required fees for Minnesota residents, plus a standard living allowance of \$12,100 for books, supplies, transportation, room, board and miscellaneous expenses.

### AVERAGE NET PRICES REMAIN STABLE FOR LOWER INCOME STUDENTS AT MINNESOTA INSTITUTIONS

First-time, full-time students receiving Title IV financial aid, 2009-2013

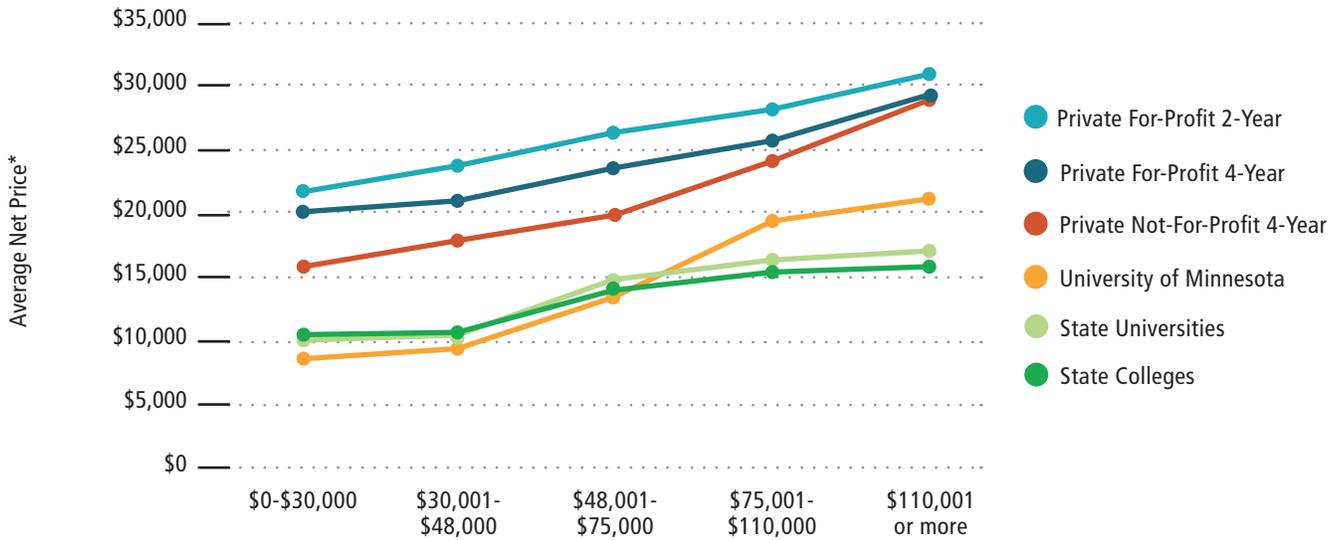


\*Net Price: Tuition & Fees plus a standard of living allowance (\$12,100) minus federal, state and institutional grants. For purposes of this survey includes only undergraduates receiving Title IV financial aid. Data for public institutions represents the weighted average of in-district and in-state charges.

Source: U.S. Department of Education, IPEDS Financial Aid (Net Price) Survey

## AVERAGE NET PRICE INCREASES BY INCOME AT MINNESOTA INSTITUTIONS

First-time, full-time students receiving Title IV financial aid, 2012-2013



\*Net Price: Tuition & Fees plus a standard of living allowance (\$12,100) minus federal, state and institutional grants. For purposes of this survey includes only undergraduates receiving Title IV financial aid. Data for public institutions represents the weighted average of in-district and in-state charges.

Source: U.S. Department of Education, IPEDS Financial Aid (Net Price) Survey

# During College

## OVERVIEW

Section two of *Minnesota Measures* analyzes postsecondary students' experiences during their academic career, from who participates in postsecondary education in the state to how they finance the costs of attendance. This section examines some of the different paths students choose in the types of postsecondary programs and institutions, as well as how they attend. Some students choose to transfer and others choose to study abroad. Some new entering freshmen need academic help in developmental education. Once finished undergraduate studies, some students further their education by enrolling in graduate education programs in Minnesota.



## Preparing for and Entering College

### During College



- Undergraduates enrolled at Minnesota four-year colleges mostly attend full time and are younger than 24 years old.
- Undergraduates enrolled at Minnesota two-year colleges mostly attend part time and are older than 24 years old.
- Students of color are 24 percent of Minnesota undergraduates.
- Minnesota students have a high participation in study abroad programs.
- 24 percent of new freshmen are enrolled in developmental education. Most developmental education occurs at Minnesota state colleges.
- The freshman to sophomore retention rate was 81 percent at Minnesota four-year colleges; ranking 14th nationally.
- Financial aid to Minnesota's undergraduates has tripled over the past decade and is now \$3.3 billion; with slightly more than half in loans and the rest in grants and scholarships.



## Outcomes of College

# 7 UNDERGRADUATE ENROLLMENT PROFILE AND TRENDS

- » Undergraduate enrollments at four-year institutions have remained stable in general, but attendance at private career schools has grown over time.
- » Women comprised the majority of undergraduates across all race/ethnicity groups.
- » Undergraduates age 25 and older were more likely to enroll part time than those aged 24 and younger, who were more likely to enroll full time.
- » Undergraduates enrolled at four-year institutions mainly attend full time.
- » Majority of undergraduates attending Minnesota postsecondary institutions were Minnesota residents.

Undergraduate education is the entry point to postsecondary education. Therefore, state policy related to undergraduates focuses on access, choice and financial aid.

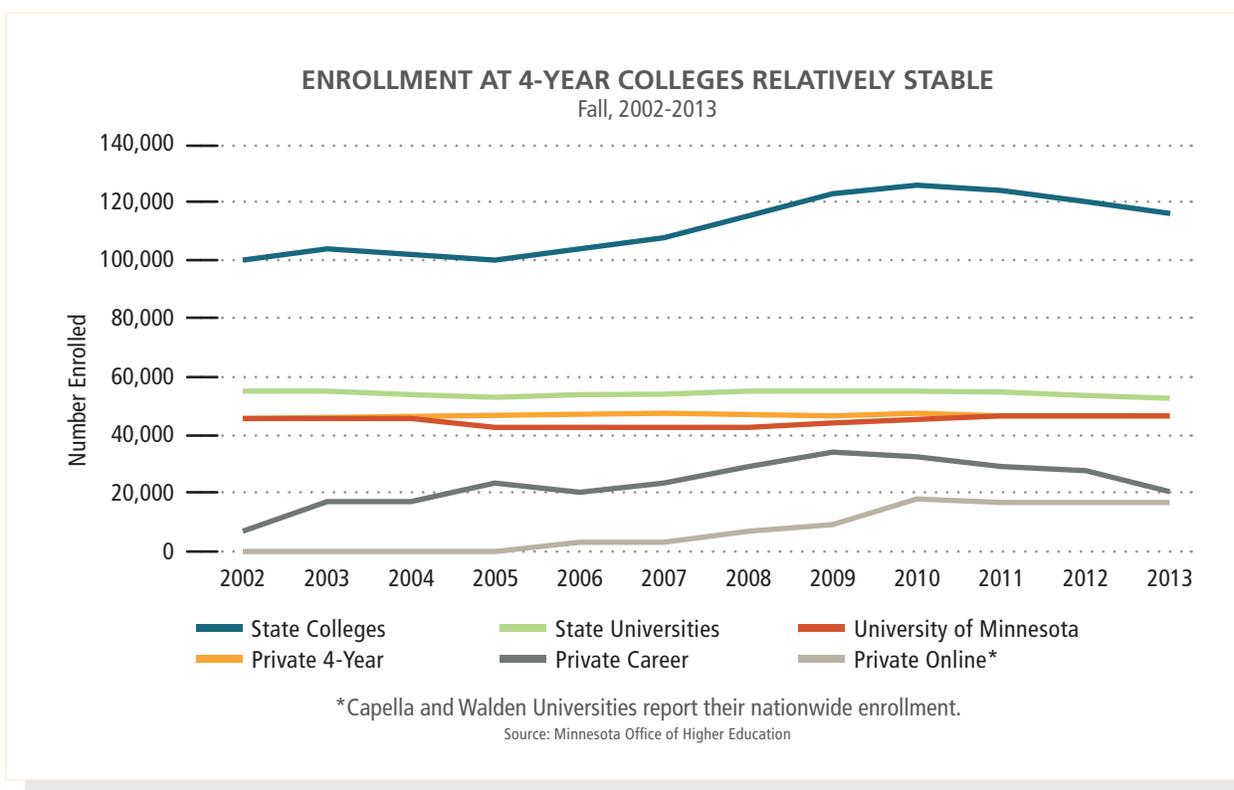
During fall 2013, 282,674 undergraduate students (69 percent of all 440,632 students) enrolled in Minnesota postsecondary institutions. The vast majority, 79 percent, were Minnesota residents.

## Undergraduate Enrollment Trends

Undergraduate enrollment at Minnesota postsecondary institutions increased during the last three decades at all institution types. The most dramatic increases in

undergraduate enrollment during the past decade occurred at two-year institutions (public state colleges and private career schools), which increased 14 percent. These institutions attract older adults who are either attending college for the first time, or are returning to complete a degree or receive additional training. Enrollments at these institutions change more dramatically from year to year, reflecting changes in the economic environment.

Total enrollment at four-year institutions (University of Minnesota campuses, State Universities and private four-year colleges) increased by just one percent over the past decade. These institutions generally try to meet specific undergraduate



enrollment targets—especially when enrolling new-entering freshman—unless they intentionally wish to increase their enrollment.

### Patterns of Enrollment

The characteristics of undergraduates enrolled at Minnesota postsecondary institutions exhibit a few general patterns.

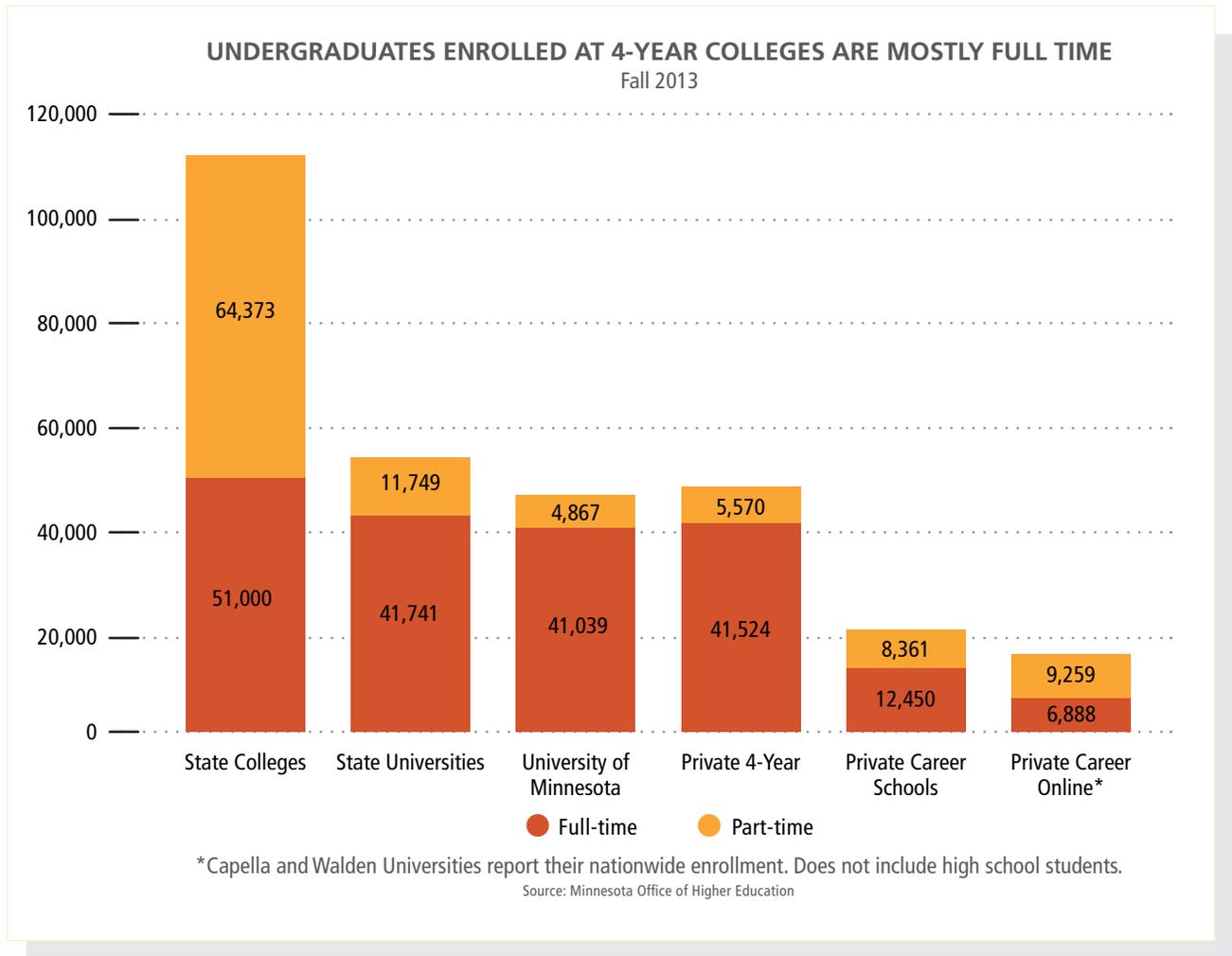
- Women comprised the majority of undergraduates across all race/ethnicity groups.
- Four-year institutions tend to enroll undergraduates age 24 and younger who attend full time.
- Two-year institutions tend to enroll the most undergraduates age 25 and older. More undergraduates at two-year institutions attend part time.

### Enrollment Patterns by Age

During the previous ten years, the number of undergraduates age 24 and younger enrolled in postsecondary programs increased by four percent, compared to a 46 percent increase in enrollment of undergraduate students age 25 and older.

Undergraduates aged 24 or younger comprised 67 percent of all undergraduates, but enrolled in four-year institutions (63 percent) at higher percentages than two-year institutions (37 percent).

Undergraduates aged 25 and older comprised 33 percent of all undergraduates, but enrolled in two-year institutions (72 percent) at higher percentages than four-year institutions (28



percent). Undergraduates age 25 and older contributed to the majority of undergraduate enrollment growth during the past decade at two-year institutions.

### Enrollment Patterns by Race and Ethnicity

Enrollment by students of color has grown by 11 percentage points over the past ten years, from 13 percent to 24 percent. During that same period, the percentage of White students decreased by 11 percentage points.

Even though the number of undergraduates of color increased, they are not enrolled in the same type of institutions equally. In fall 2013, American Indian, Asian, Black and Hispanic undergraduates attended two-year institutions at rates higher than Whites. Of enrolled Black students, 71 percent attended two-year institutions compared to four-year institutions, the highest percent of all racial/ethnic groups. Students of color earn a smaller percentage of associate and bachelor's degrees than White students as a result.

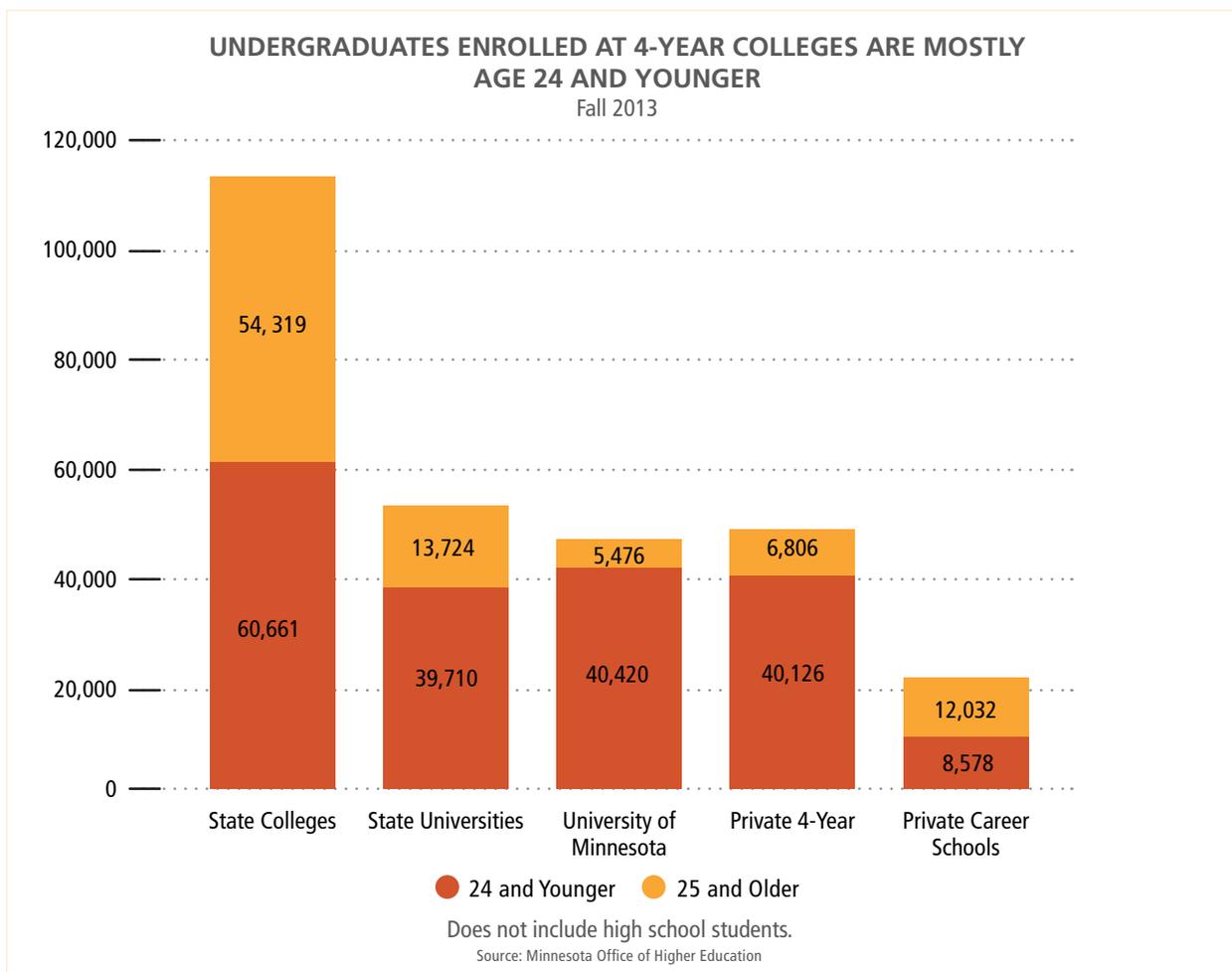
### About Undergraduates

Undergraduate data in this section does not include high school students who dual-enroll in a high school and a postsecondary institution. Enrollment data are only collected for the fall semester and do not reflect an annual headcount.

For enrollment purposes institutions are organized by the type of educational offering.

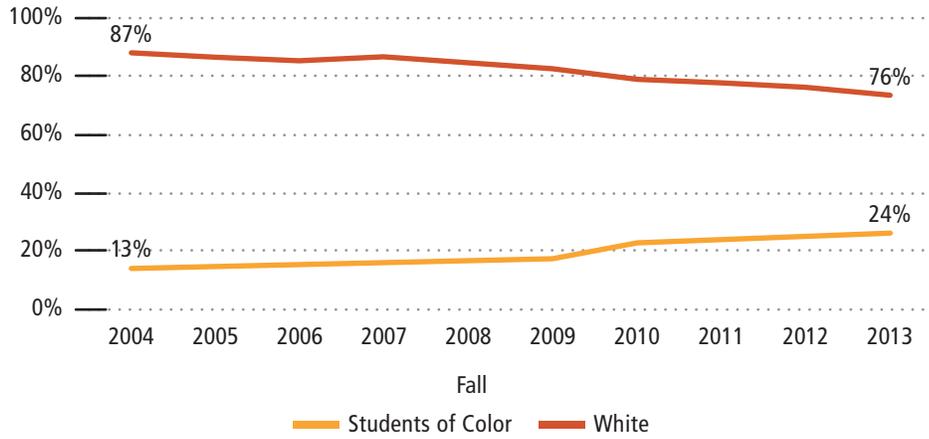
**Two-year institutions** include two sectors: state colleges and private career institutions. The private career schools may be for-profit or not-for-profit and some offer a limited number of career-oriented bachelor's degrees.

**Four-year institutions** include three sectors: state universities, the University of Minnesota campuses and private colleges. The private colleges in this group tend to be mostly not-for-profit institutions and offer a mix of bachelor's degrees which include liberal arts programs.



### UNDERGRADUATES OF COLOR ARE INCREASING IN MINNESOTA

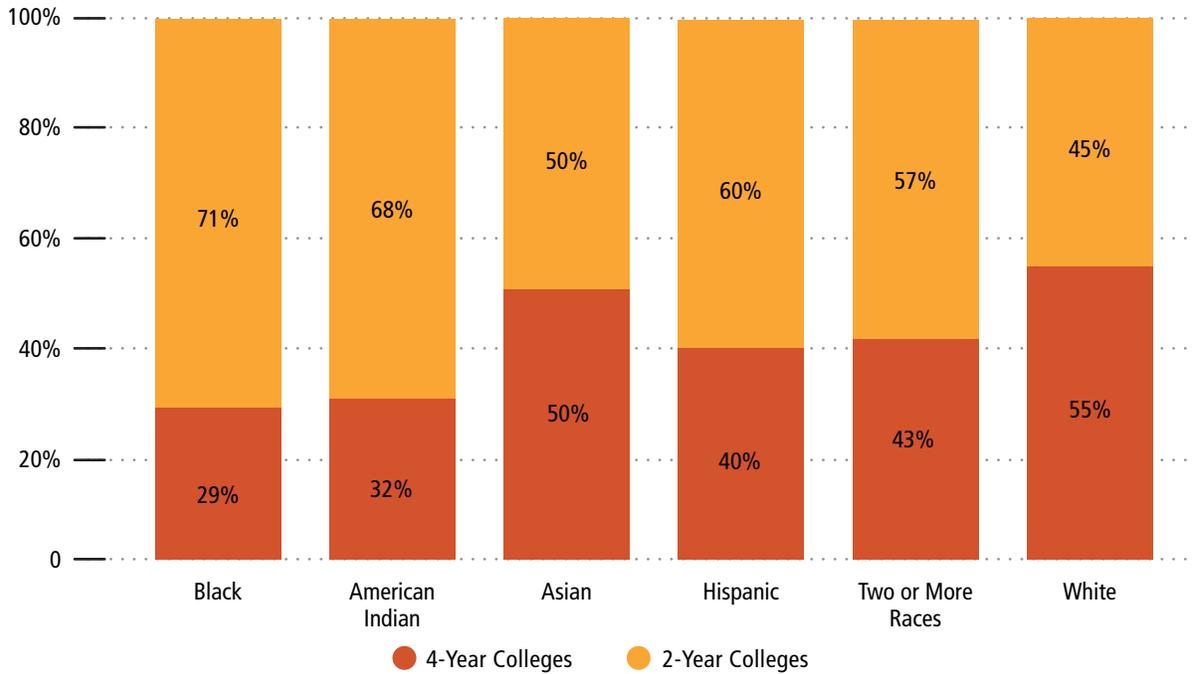
Fall, 2003-2012



Source: Minnesota Office of Higher Education

### UNDERGRADUATES OF COLOR MOSTLY ENROLLED IN 2-YEAR COLLEGES

Fall 2013



2-year colleges include state colleges and private career schools  
4-year colleges include state universities, University of Minnesota and private colleges

Source: Minnesota Office of Higher Education

# 8 INTERNATIONAL PERSPECTIVES

- » Minnesota institutions have high participation rates in study abroad programs.
- » University of Minnesota-Twin Cities students accounted for 28 percent of Minnesota’s study abroad participants.
- » The number of international students studying at Minnesota institutions during 2013-2014 increased by four percent since the previous year.
- » The University of Minnesota, Twin Cities hosted 48 percent of the international students studying at Minnesota institutions.

The world is increasingly interconnected. Recognizing these trends, higher education across the globe has responded with dramatic increases in the rates of both American students studying abroad and international students studying in the United States. Six Minnesota institutions are included in the top twenty institutions with the highest percentages of their undergraduate enrollment studying abroad. In addition, Minnesota ranks 19th nationally in states hosting international students.

## Study Abroad

According to the Institute of International Education *Open Doors 2014* report, 9,022 students attending Minnesota institutions studied abroad for academic credit during the

academic year 2012-2013. Nationally, 289,408 American students studied abroad. This represents an all-time high, as well as a two percent increase from 2011-2012 participation. The United Kingdom remains the most popular destination for American students, followed by Italy, Spain, France and China. In 2012-2013, student participation in programs located in Denmark, Peru, South Korea, South Africa and Thailand all increased by more than 10 percent.

Nationally, 289,408 American students studied abroad during the 2012-2013 academic year, a two percent increase from last year. Despite the fact that U.S. student participation in study abroad programs has more than tripled in the past 20 years, fewer than 10 percent of all U.S. undergraduate students study abroad. Over 60 percent of students who

### SEVEN MINNESOTA INSTITUTIONS ACCOUNTED FOR 66 PERCENT OF MINNESOTA STUDY ABROAD STUDENTS 2012-2013

Institution	Number
University of Minnesota - Twin Cities	2,555
Saint Olaf College*	739
University of St. Thomas*	713
Hamline University*	596
College of Saint Benedict/Saint John’s University*	563
Carleton College*	422
Bethel University*	371
All Other Minnesota Institutions	3,063
<b>Total Study Abroad Students Attending a Minnesota Institution</b>	<b>9,022</b>

\*Ranked in the top 20 nationally in percent of the institution’s undergraduate enrollment studying abroad.

Source: Institute of International Education, Open Doors Report on International Educational Exchange

study abroad participate in short-term programs; just three percent study abroad long-term for an academic or calendar year. The STEM field (Science, Technology, Engineering and Mathematics) increased study abroad participation by nine percent from the prior year and is now the top field of study of American study abroad students.

Of 2012-2013 study abroad students attending Minnesota institutions:

- The University of Minnesota-Twin Cities ranked fourth nationally in the total number of students participating in study abroad programs for academic credit with 2,544 students, behind New York University, University of Texas-Austin and University of Southern California.
- Seven Minnesota institutions accounted for 66 percent of the total Minnesota study abroad students.

### International Students

According to the Institute of International Education *Open Doors 2014* report, 13,765 students from outside of the U.S. attended Minnesota institutions during the academic year 2013-2014. This number was up four percent from the previous year. Minnesota ranked 19th out of all states in the number of international students attending postsecondary institutions in the state, unchanged from 2012-2013. China remains the leading country of origin for international students in Minnesota. The Chinese student population in

Minnesota comprises 30 percent of all international students in the state. South Korea and India were the next two leading countries of origin for Minnesota's international student population.

Nationally, American institutions hosted 886,052 international students, which was an increase of eight percent from 2012-2013 and the largest ever number of international students studying in the United States. According to the U.S. Department of Commerce, international students contributed over \$27 billion to the U.S. economy in 2013-2014. Within Minnesota, international students contributed \$354 million to the economy.

Of 2013-2014 international students attending a Minnesota institution:

- With 6,621 international students, the University of Minnesota-Twin Cities ranked 16th of all postsecondary institutions in the country in terms of the number of international students.
- The Chinese student population in Minnesota comprises 30 percent of all international students in the state.
- Eight Minnesota institutions accounted for 78 percent of the total Minnesota study abroad students.

#### EIGHT MINNESOTA INSTITUTIONS ACCOUNTED FOR 78 PERCENT OF INTERNATIONAL STUDENTS IN MINNESOTA 2013-2014

Institution	Number
University of Minnesota - Twin Cities	6,621
St. Cloud State University	1,272
Minnesota State University - Mankato	1,044
Minnesota State University - Moorhead	506
University of St. Thomas	486
Macalester College	296
College of Saint Benedict/Saint John's University	249
Saint Olaf College	194
All Other Minnesota Institutions	3,097
<b>Total International Students Attending a Minnesota Institution</b>	<b>13,765</b>

Source: Institute of International Education, Open Doors Report on International Educational Exchange

# 9 DEVELOPMENTAL EDUCATION

- » Twenty-four percent of Minnesota’s public high school graduating class of 2013 enrolled in developmental education upon college entry.
- » Developmental education participation rates in Minnesota vary greatly by race, income and language spoken at home.

The transition from high school to college can be more difficult for some students than others. While some students begin college-level coursework immediately upon enrollment in college, other students require additional preparatory or developmental coursework and/or support services prior to beginning college level courses. Enrollment in preparatory or developmental coursework can delay accruing credits for degree completion. Student preparation, their previous education and the criteria of the college granting admission affect whether a student begins immediately earning credits toward their degree program or whether preparatory coursework must be completed first.

## What is Developmental Education?

“Developmental education” is a term used to refer to programs offered by postsecondary institutions to prepare students for success in college-level work. Developmental education course taking encompasses the subject areas of mathematics, reading, writing, English as a Second Language or general study skills. Participation in developmental

education is one measure of the academic readiness of high school graduates for college level coursework.

Recent national strategies to improve developmental education in Minnesota include co-curricular developmental education, re-conceptualizing developmental education placement test cut scores, and predicting developmental education needs early so that intervention can occur during a student’s K-12 education. In co-curricular developmental education approaches, activities, programs, and learning experiences are connected to what students are learning in developmental education coursework, which deepens their engagement with the material. Institutions have also re-conceptualized developmental education placement test cut scores, so students who score close to proficient have the opportunity to enroll in credit-bearing coursework with additional support services. An additional strategy would be to strengthen developmental education prediction mechanisms so intervention can occur before a student graduates from high school and thus may be able to avoid developmental education altogether.

It should be noted that while postsecondary institutions typically assess the academic readiness of high school graduates for college level academic coursework, students can enroll in a variety of technical programs requiring less than college-level skills in reading, writing and/or math.

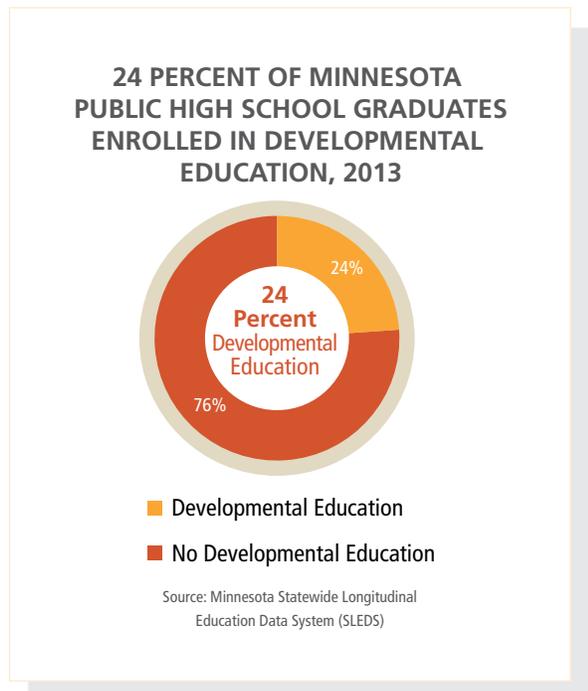
## Minnesota Public High School Graduate Developmental Education Course Taking

Twenty-four percent of Minnesota’s public high school graduating class of 2013 enrolled in one or more developmental course upon college entry. Students took an average of six developmental education credits.

Developmental education enrollment was higher for students of color compared to their White peers.

- American Indian 34 percent
- Asian 34 percent
- Black 50 percent
- Hispanic 41 percent
- White 19 percent

In 2013, 39 percent of free and reduced price lunch enrolled high school graduates enrolled in developmental education compared to 24 percent not in free and reduced-price lunch.



Seventy-two percent of high school graduates whose primary home language was not English enrolled in developmental education compared to 24 percent for English speakers.

### Trends in Developmental Education Over Time

In Minnesota, the percent of public high school graduates enrolled in one or more developmental education credits during fall term and the first two years of college has fluctuated from 27 to 30 percent between 2006 and 2012. Rates vary greatly by type of postsecondary institution. At four-year colleges, rates of developmental education participation are decreasing. At two-year colleges, on the other hand, rates of developmental education participation are increasing.

Among graduates enrolled in developmental education:

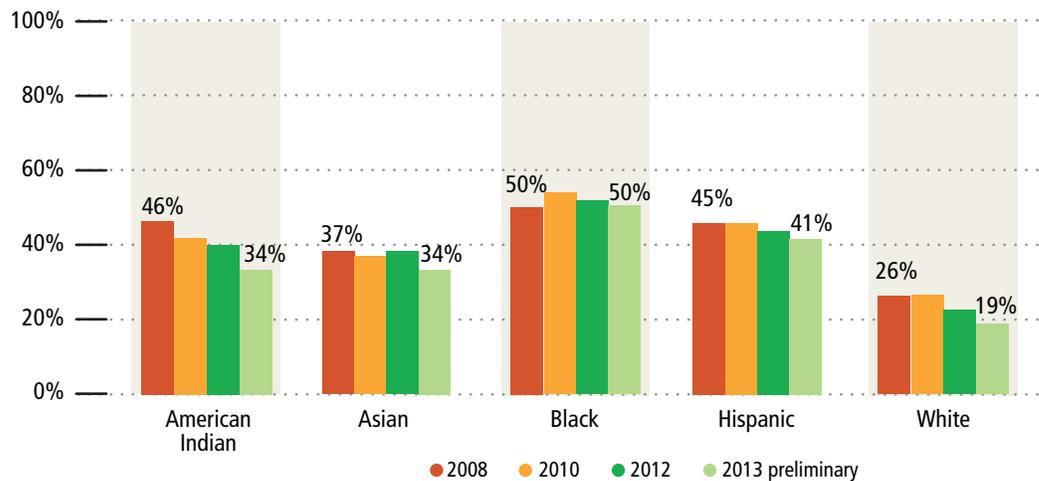
- 85 percent enrolled at a Minnesota state college
- 11 percent enrolled at a Minnesota state university
- 1 percent enrolled at a Minnesota private four-year college
- 1 percent enrolled at a Minnesota private career school
- 2 percent enrolled at the University of Minnesota

### About Developmental Education

Data was provided by the Minnesota Statewide Longitudinal Education Data System (SLEDS), managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Departments' of Education (MDE) and Employment and Economic Development (DEED). SLEDS links student data from pre-kindergarten through completion of postsecondary and into the workforce to enable educators and policymakers to gauge the effectiveness of programs and design targeted improvement strategies.

### DEVELOPMENTAL EDUCATION ENROLLMENT RELATIVELY STABLE, BUT STILL HIGHER FOR STUDENTS OF COLOR THAN WHITE STUDENTS

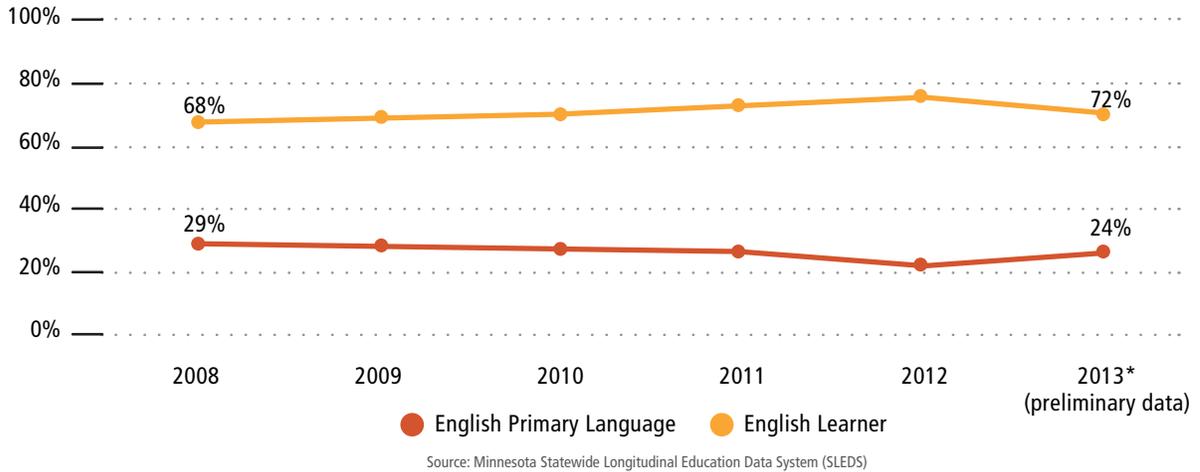
Minnesota Public High School Graduates



Source: Minnesota Statewide Longitudinal Education Data System (SLEDS)

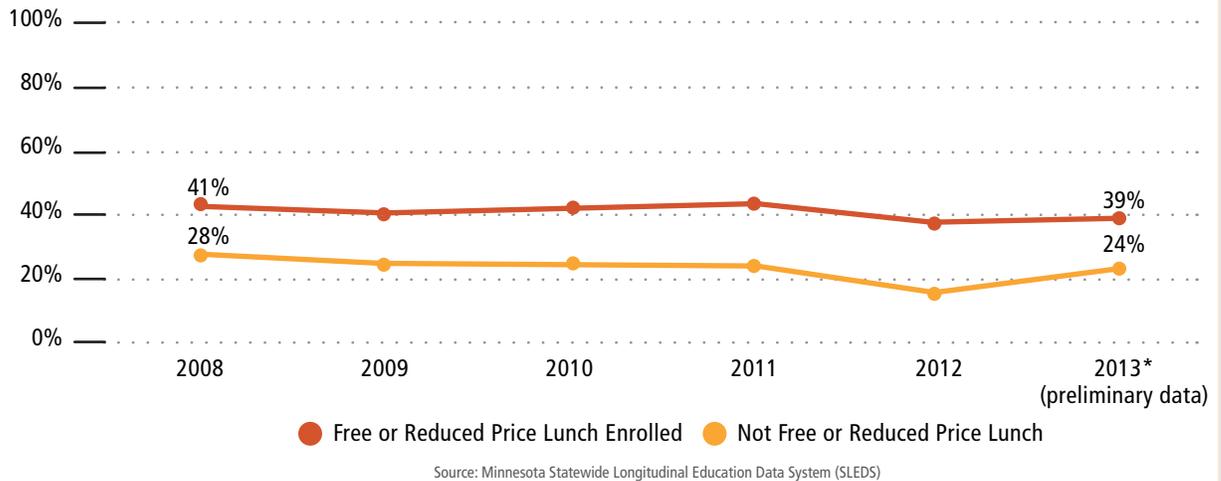
### NON-ENGLISH HOME LANGUAGE STUDENTS ENROLL IN DEVELOPMENTAL EDUCATION AT HIGHER RATES

Minnesota Public High School Graduates



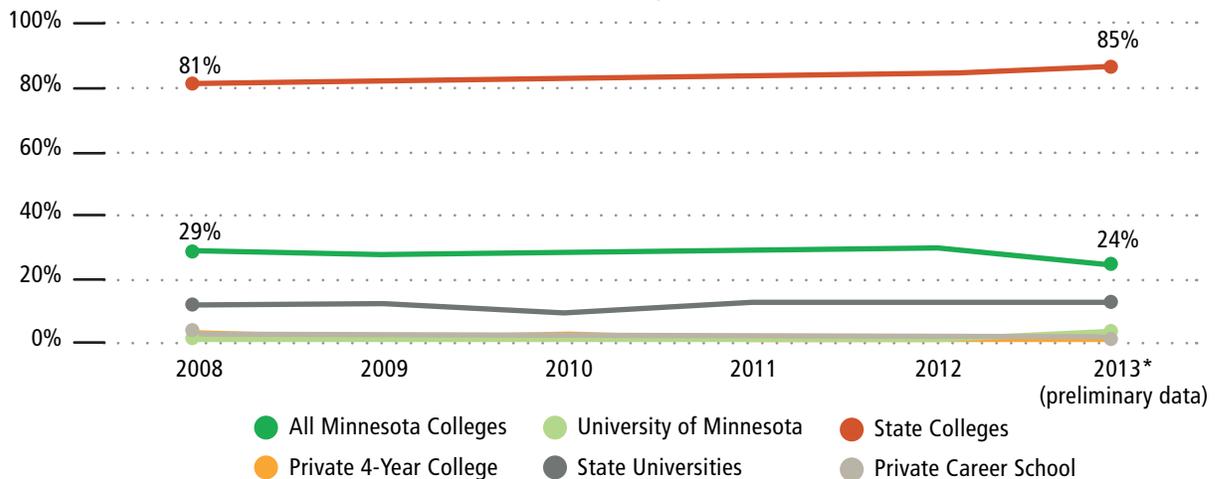
### FREE OR REDUCED PRICE LUNCH ELIGIBLE STUDENTS ENROLL IN DEVELOPMENTAL EDUCATION AT HIGHER RATES

Minnesota Public High School Graduates



### MAJORITY OF DEVELOPMENTAL EDUCATION ENROLLMENT OCCURS AT STATE COLLEGES

Minnesota Public High School Graduates



# 10 RETENTION AND TRANSFER

- » Minnesota's four-year institutional first-to-second year retention rate was 81 percent in 2013.
- » Minnesota ranked 14th highest nationally and above both the peer states and national averages in four-year institutional first-to-second year retention in 2013.
- » Approximately 12 percent of Minnesota undergraduates transfer to another institution each year.
- » About 48 percent of transfer activity involved students enrolling into a state college from another state college.

Looking at first-year retention rates is very important. This is because students who leave an institution are most likely to do so in between their first and second years of postsecondary education. Students may not return for a wide range of reasons. Some students do not initially find the right institutional fit, or may be underprepared for college or have other family or personal circumstances causing them to withdraw from college. In addition, low retention rates at an institution may signal that students are leaving for reasons related to a lack of institutional support. This can include weak advising, lack of social integration of all students, or a lack of clear academic goals for students. Institutions are under increasing pressure to find ways to keep their enrolled students and to accommodate students who transfer into their institution.

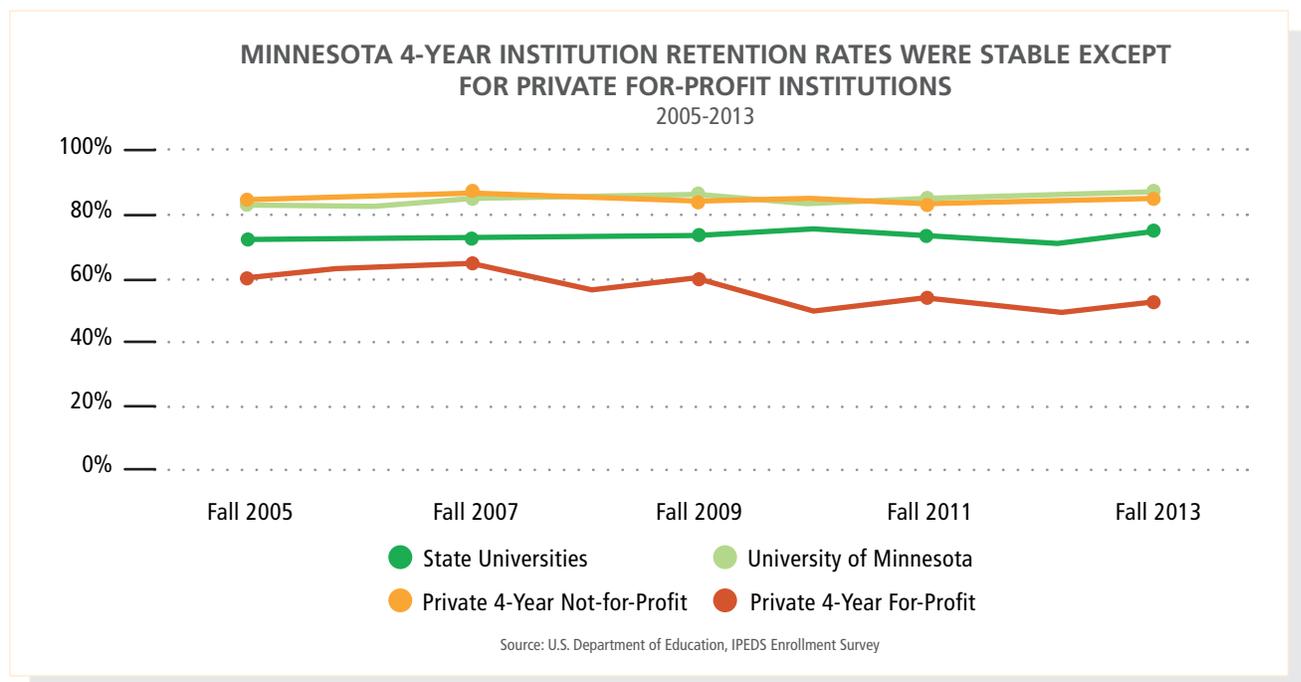
Both the first-year college retention rates of students at Minnesota institutions and the transfer rates of students into

Minnesota institutions are measured here. College retention is defined as the number of undergraduates returning for a second year at the same institution as a proportion of those who were first-time, full-time undergraduates in the prior year. Students attending part-time are not included in this measure. Also, retention rates do not include students transferring to another institution to continue their education.

Transfer students are undergraduates entering an institution who had previously attended another postsecondary institution as an undergraduate. Students may transfer with or without credit, but for the purposes here include students transferring credits from another postsecondary institution.

## Retention at Four-Year Institutions

Between fall 2012 and fall 2013, 81 percent of first-time, full-time students returned for a second year at Minnesota



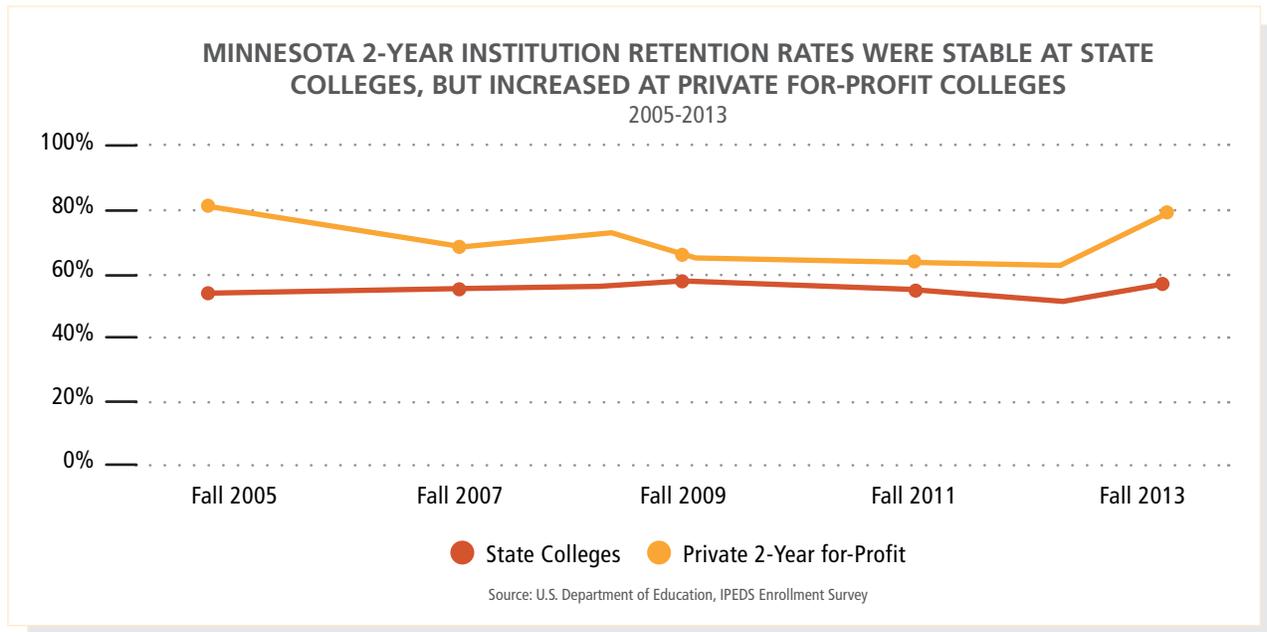
four-year institutions. Minnesota's retention rate over the last five years has remained at or near 80 percent. Comparing Minnesota institution type, the University of Minnesota and private not-for-profit institutions had higher first-to-second year retention rates than the state universities. The retention rates and the numbers of students tracked vary considerably from institution to institution. The rates ranged from:

- a high of 90 percent to a low of 69 percent at the University of Minnesota campuses
- a high of 96 percent to a low of 62 percent at Minnesota private not-for-profit colleges
- a high of 78 percent to a low of 61 percent at Minnesota state universities.

Minnesota ranked 14th nationally (up from 16th in fall 2012), in first-to-second year retention rates at four-year institutions in fall 2013, and was one percentage point higher than peer states or national averages in recent years. Nationally, retention rates at four-year institutions ranged from a high of 87 percent in California to a low of 68 percent in Wyoming.

### Retention at Two-Year Institutions

Two-year institutions offer a wide variation in the length of programs, from less than one year to more than two years. Students completing their programs in the first year of study were counted as if they were enrolled in the second year and did not negatively impact retention rates. Comparing



**MINNESOTA'S RETENTION RATES WERE SIMILAR TO THE NATIONAL AVERAGE AT 4-YEAR INSTITUTIONS, LOWER AT 2-YEAR INSTITUTIONS**  
Undergraduate Full-Time Student First-to-Second Year Retention at the Same Institution, Fall 2013

4-Year Institutions		2-Year Institutions	
Top States		Top States	
California	87%	Alaska	89%
Massachusetts	86%	California	71%
Rhode Island	85%	South Dakota	69%
<b>Minnesota (14th)</b>	<b>81%</b>	<b>Minnesota (34th)</b>	<b>57%</b>
Peer States	80%	Peer States	58%
Nation	80%	Nation	61%

Source: U.S. Department of Education, IPEDS Enrollment Survey

Minnesota institution type, private for-profit colleges had higher first-to-second year retention rates (78 percent) than state colleges (57 percent). However, the private for-profit colleges were only three percent of the overall first-year full-time enrollment at Minnesota two-year institutions.

In fall 2013, Minnesota ranked 34th nationally in freshman-to-sophomore retention rates for students at two-year institutions, up from 45th in fall 2012. Minnesota two-year institutional retention rates were 57 percent, one point below the peer states average of 58 percent and four points

below the national average of 61 percent in fall 2013.

Nationally, retention rates at two-year institutions ranged from a high of 89 percent in Alaska to a low of 49 percent in West Virginia. Two-year colleges across states vary in the type, variety, and mix of programs offered which may explain the wide variance in retention rates at the state level.

### Transfer Students

In fall 2013, 32,560 undergraduates were admitted to Minnesota institutions with transfer credits from another institution. These students represented 12 percent of all

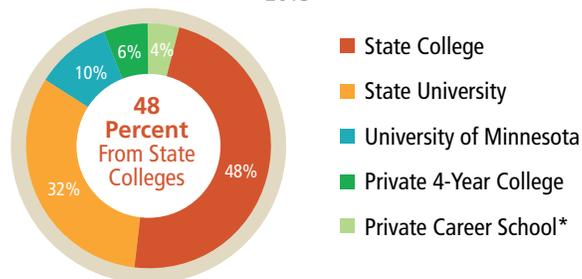
### UNDERGRADUATES ADMITTED WITH TRANSFER CREDITS IN MINNESOTA INSTITUTIONS FALL 2013

Transferred to:	State College	State University	University of Minnesota	Private 4-Year College	Private Career School	Total
<b>Transferred from:</b>						
State College	5,134	3,465	1,069	665	445	10,778
State University	1,590	381	169	86	117	2,343
University of Minnesota	669	258	47	74	27	1,075
Private College	504	266	198	159	49	1,176
Private Career School*	227	76	7	77	174	561
Unspecified Minnesota Institution	216	38	23	8	3	288
Out of State	3,174	1,476	887	527	683	6,747
Institution Not Reported	4,024	54	1,076	1,916	2,522	9,592
<b>Total</b>	<b>15,538</b>	<b>6,014</b>	<b>3,476</b>	<b>3,512</b>	<b>4,020</b>	<b>32,560</b>

\*Currently this category includes Capella University and Walden University. These institutions have corporate offices in Minnesota. Their nationwide enrollment was reported. Their enrollment consists mostly of out-of-state graduate students.

Source: Minnesota Office of Higher Education

### ALMOST HALF OF TRANSFER STUDENTS AT STATE COLLEGES WERE LATERAL TRANSFERS 2013



\*Currently this category includes Capella University and Walden University. These institutions have corporate offices in Minnesota. Their nationwide enrollment was reported. Their enrollment consists mostly of out-of-state graduate students.

Source: Minnesota Office of Higher Education

Minnesota undergraduates, a one percent increase from fall 2012. With recent improvements in the transfer process within Minnesota public institutions and improved access to online courses, transferring credits has become more common.

### Fall 2013 Transfer Activity

Many students pursue a traditional transfer path from a two-year college to a four-year college, also called a forward transfer. However in 2013, 48 percent of the transfer activity into Minnesota institutions involved students transferring credits into state colleges from either a four-year institution or another state college. Moving from one institution to another of the same type (e.g., transfer from a four-year institution to another four-year institution) is known as a lateral transfer, whereas moving from a four-year institution to a two-year institution, is known as a reverse transfer. Also, 33 percent of all transfers at Minnesota postsecondary institutions involved students transferring from a state college. It is unknown how many Minnesota undergraduates transfer to out-of-state institutions.

The number of students admitted to Minnesota postsecondary institutions with transfer credit slightly declined from 33,856 in 2012 to 32,560 in 2013. Over the span of 10 years, the number of undergraduates admitted to Minnesota institutions with transfer credits increased by 53 percent from 21,238 in 2003 to 32,560 in 2013.

In 2013, 3,476 students transferred into one of the University of Minnesota institutions. No one institution type dominates the source of their transfer students. Thirty-one percent of their transfer students came from Minnesota state colleges, while 25 percent came from institutions outside of Minnesota. The source of transfer students into University of Minnesota institutions could not be reported for 31 percent of students. Transfer students enrolling into one of Minnesota's state universities numbered 6,014 in 2013. The majority of these students (58 percent) transferred from a Minnesota state college. Twenty-five percent of transfer students came from

an institution outside of Minnesota, while six percent transferred from another Minnesota state university.

### Transfer from Two-Year Colleges

Minnesota's two-year institutions reported the highest percentage in the country of students who transferred to another college. Among students who transferred, 48 percent transferred to a state college and of those transfers: 33 percent transferred from another state college, 17 percent transferred from a four-year institution and 21 percent transferred from an out-of-state institution. Minnesota's two-year colleges reported 22 percent of their first-time, full-time freshmen transferred to another institution within three years in 2013.

The state's relatively high transfer-out rate is good news if students are transferring into baccalaureate programs without losing time or academic credits that apply toward their majors. Students who transfer out of two-year colleges to change their program of study may take longer to complete their degree than students who started and persisted in the same program at the same institution.

### Transfer by Student Level

Most transfers occur early in students' college careers. Seventy-five percent of undergraduates at Minnesota institutions enrolling as transfer students in fall 2013 were first- or second-year students (freshmen or sophomores). This was up from 71 percent in fall 2012. Only eight percent of transfer students were categorized as seniors, or fourth-year students, when they transferred.

### About Undergraduate Transfers

While transferring may be relatively common for students and may not adversely affect a student's educational goals, transfer activity does have an adverse effect on institutional reporting of first-year to second-year undergraduate retention and graduation rates. These measures rely on tracking new-entering first-year student cohorts throughout their studies at the same institution. Students transferring to another institution after their first-year of study or before graduating are not counted in institutional retention and graduation rates. Transfer students may also include those students who did not initially find the right fit or who did not find the programs and services they expected or needed at their first institution.

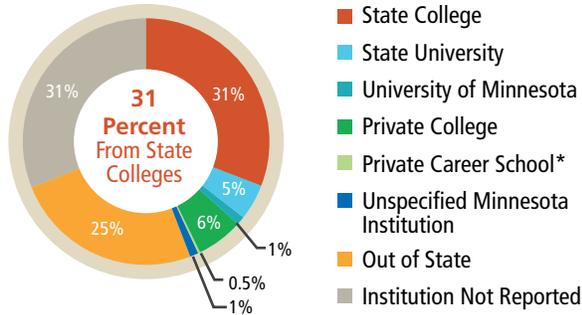
### MINNESOTA 2-YEAR STUDENTS TRANSFERRED AT HIGH RATES AS COMPARED TO OTHER STATES 2013

Top States	Transfer Rate
Michigan	26%
<b>Minnesota (2nd)</b>	<b>22%</b>
Illinois	22%
South Carolina	21%
Peer States	16%
Nation	13%

Source: U.S. Department of Education, IPEDS Graduation Rate Survey

**TRANSFERS FROM STATE COLLEGES COMPRISED ALMOST A THIRD OF TRANSFER STUDENTS AT UNIVERSITY OF MINNESOTA INSTITUTIONS**

2013

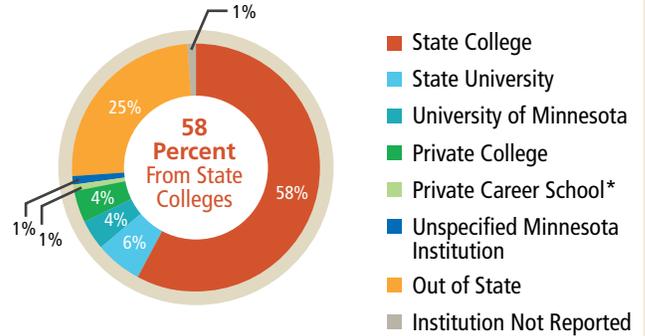


\*Currently this category includes Capella University and Walden University. These institutions have corporate offices in Minnesota. Their nationwide enrollment was reported. Their enrollment consists mostly of out-of-state graduate students.

Source: Minnesota Office of Higher Education

**TRANSFERS FROM STATE COLLEGES COMPRISED THE MAJORITY OF TRANSFER STUDENTS AT STATE UNIVERSITIES**

2013

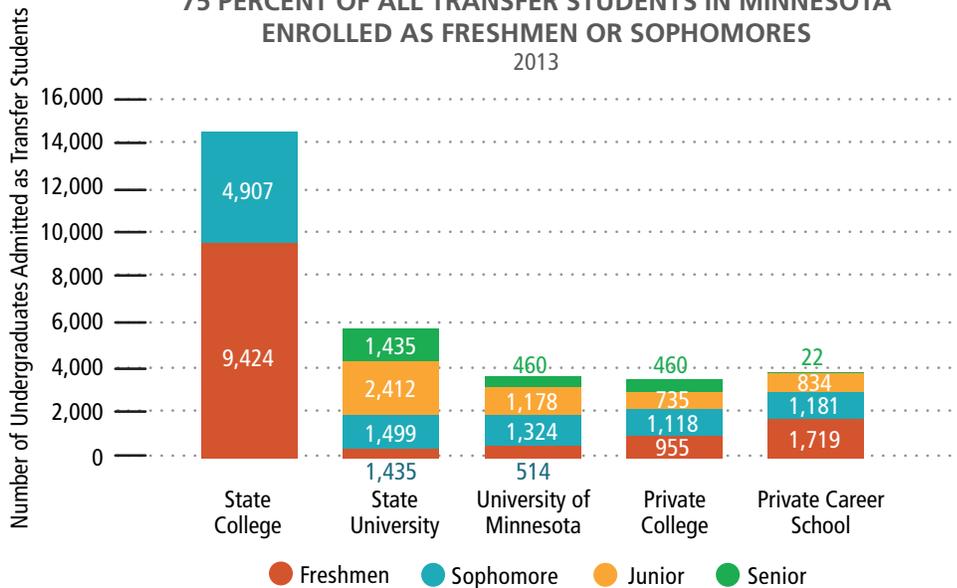


\*Currently this category includes Capella University and Walden University. These institutions have corporate offices in Minnesota. Their nationwide enrollment was reported. Their enrollment consists mostly of out-of-state graduate students.

Source: Minnesota Office of Higher Education

**75 PERCENT OF ALL TRANSFER STUDENTS IN MINNESOTA ENROLLED AS FRESHMEN OR SOPHOMORES**

2013



Source: Minnesota Office of Higher Education

# 11 GRADUATE SCHOOL ENROLLMENT

- » Almost 30,000 Minnesota residents are enrolled in Minnesota graduate programs.
- » Master's degrees have been the most common graduate program of study.

Graduate students are considered Minnesota residents who are pursuing postsecondary awards beyond the baccalaureate level. These can include post-baccalaureate certificates, post-master's certificates, master's degrees, and doctorate degrees. Certain professions, such as law, medicine, social work, and teaching, require education beyond a bachelor's degree in order for someone to be considered a professional in their field. In addition, those with awards beyond the bachelor's degree have the potential of increased lifetime earnings.

In 2013, 29,669 Minnesota residents were pursuing graduate school at a Minnesota postsecondary institution. The plurality of these students were seeking graduate-level awards at private colleges and universities (12,786), while University of Minnesota institutions accounted for the second-largest segment of institutions (9,396). State universities make up the third-largest sector of postsecondary institutions.

In the past few years, there has been a gradual decline in graduate school enrollment in Minnesota. This trend continued for 2013 as well. In addition, enrollment in private institutions still made up the majority of Minnesota resident graduate school enrollments (56 percent), when compared to enrollments at public institutions.

Most graduate students were enrolled in master's degrees programs. In fall 2013, 70 percent of Minnesota resident graduate students were pursuing a master's degree. This is compared to 24 percent pursuing a doctorate degree, and six percent pursuing a graduate level certificate program. Most adults pursuing graduate programs were 34 years of age or younger. In fall 2013, 66 percent of Minnesota residents enrolled in graduate school were younger than age 35, compared to 20 percent who were age 35 to 44, and 14 percent who are 45 and older.

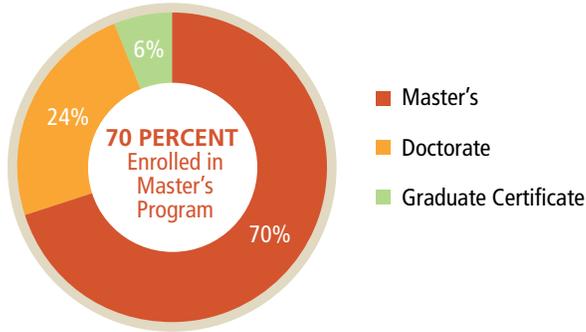
In addition, women made up the majority of most graduate school enrollments in Minnesota. However, the proportion of men increased as the level of the award gets higher. While men only make up 28 percent of all enrollees in graduate certificate programs, they comprise 37 percent of enrolled master's degree students, and almost half (43 percent) of all doctoral students. When looking at race, Whites make up the vast majority of graduate students in Minnesota. Whites constitute 88 percent of certificate students, 85 percent of master's students, and 84 percent of doctorate students. The proportion of non-white graduate students increases with the award level.

**MINNESOTA RESIDENTS PURSUED GRADUATE DEGREES AT VARIOUS PUBLIC AND PRIVATE MINNESOTA INSTITUTIONS**  
Fall 2013

Institution Type	Post-Baccalaureate Certificate	Master's Degree	Post-Master's Certificate	Doctorate-Research	Doctorate-Professional	Doctorate-Other	Total
State Universities	368	2,886	112	230	-	-	3,596
University of Minnesota	262	4,787	-	1,983	1,943	421	9,396
Private Colleges & Universities	492	10,360	464	644	826	-	12,786
Private Career Schools	24	692	-	18	187	-	921
Private Career Online Schools	34	1,101	10	368	10	-	1,523
Private Graduate & Professional Schools	-	811	9	349	278	-	1,447
<b>Total</b>	<b>1,180</b>	<b>20,637</b>	<b>595</b>	<b>3,592</b>	<b>3,244</b>	<b>421</b>	<b>29,669</b>

### MOST MINNESOTA GRADUATE STUDENTS ARE ENROLLED IN MASTER'S DEGREE PROGRAMS

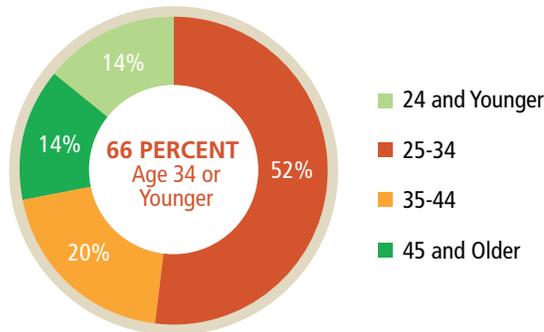
Fall 2013



Source: Minnesota Office of Higher Education

### OVER HALF OF MINNESOTA RESIDENTS ENROLLED IN GRADUATE DEGREE PROGRAMS ARE UNDER AGE 35

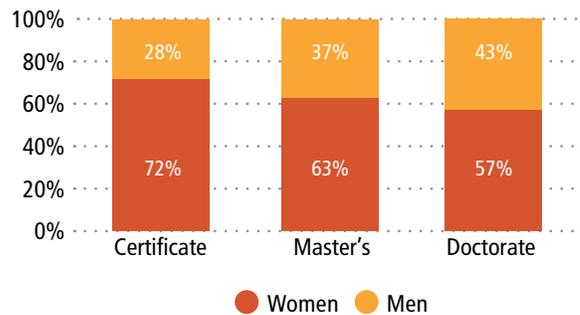
Fall 2013



Source: Minnesota Office of Higher Education

### WOMEN COMPRISE THE MAJORITY OF GRADUATE STUDENTS IN MINNESOTA

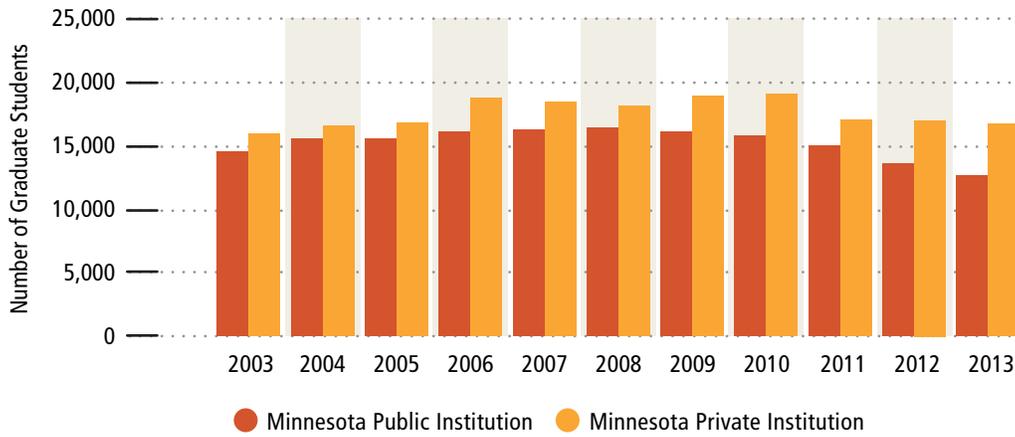
Fall 2013



Source: Minnesota Office of Higher Education

**PRIVATE MINNESOTA INSTITUTIONS HAVE CONSISTENTLY ENROLLED MORE MINNESOTA RESIDENT GRADUATE STUDENTS**

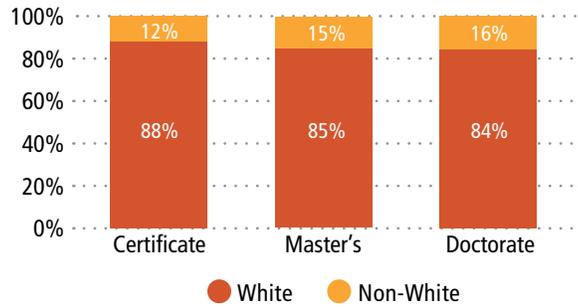
2003-2013



Source: Minnesota Office of Higher Education

**85 PERCENT OF ALL GRADUATE STUDENTS IN MINNESOTA WERE WHITE**

Fall 2013



Source: Minnesota Office of Higher Education

# 12 FINANCIAL AID TO MINNESOTA UNDERGRADUATES

- » Minnesota undergraduates received \$3.3 billion in financial aid in 2012-2013.
- » Students and families borrowed \$1.7 billion in educational loans and received \$1.5 billion in grants.
- » Financial aid to Minnesota undergraduates tripled from 2001 to 2013.

Minnesota undergraduates received a variety of financial aid including grants, scholarships, work-study and student loans to help pay for their postsecondary education. Undergraduates must complete the federal Free Application for Federal Student Aid (FAFSA) to receive federal, state and often institutional financial aid.

The total amount of all financial aid Minnesota undergraduates received tripled from \$1.2 billion in 2001 to \$3.3 billion in 2013. In 2013, slightly more than half of financial aid was loans (\$1.7 billion) compared to \$1.5 billion in grants and scholarships.

## Grants and Scholarships

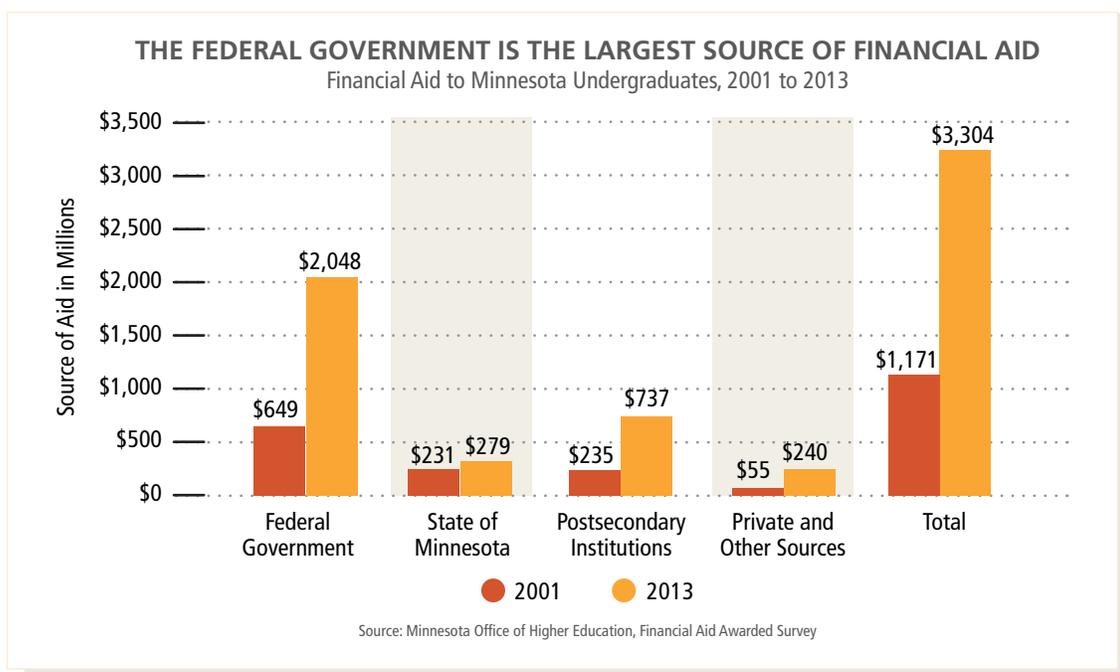
In 2012-2013, Minnesota undergraduates received \$1.5 billion in grants from all sources, tripling from \$529 million in 2001. The 2013 government grants included \$481 million in Federal Pell Grants and \$161 million from the Minnesota State Grant program. Institutional grants totaled almost \$729 million, the largest category of grant and scholarship aid.

## Federal Grants

Federal grants include the Pell Grant, Supplemental Education Opportunity Grant, Academic Competitiveness Grant and SMART grants. Total federal grants were \$520 million in 2012-2013. The federal Pell Grant program is the largest federal grant program and provided \$481 million to 151,399 undergraduates attending Minnesota institutions, an average of \$3,180 per recipient.

## Minnesota Grants

Minnesota grant programs include the Minnesota State Grant, Minnesota Indian Scholarship, Minnesota GI Bill, Minnesota Postsecondary Child Care Grants and Minnesota Public Safety Officers' Survivor Grant. Total Minnesota grant programs provided \$207 million in 2012-2013. The Minnesota State Grant is the largest state financial aid program and provided \$161 million to more than 102,961 undergraduates. The average state grant was \$1,564. The program is a need-based grant program for Minnesota undergraduate students attending Minnesota public and private institutions. Minnesota State Grant recipients from families with annual incomes less than \$40,000 comprised 69 percent of State Grant recipients.



## Work-Study Aid

Work-study jobs are arranged by postsecondary institutions, with 75 percent of the wages paid from state or federal funds and at least 25 percent from institutional funds in 2012-2013. Most work-study positions are sponsored by institutions, but a small percentage of positions were with nonprofit agencies and other off-campus employers.

Work-study aid totaled \$47.6 million in 2012-2013; \$27 million in federal work-study funds and \$20 million in state work-study funds. Over 15,000 Minnesota undergraduates had federal work-study jobs. An additional 10,618 students had state work-study jobs.

## Educational Loans

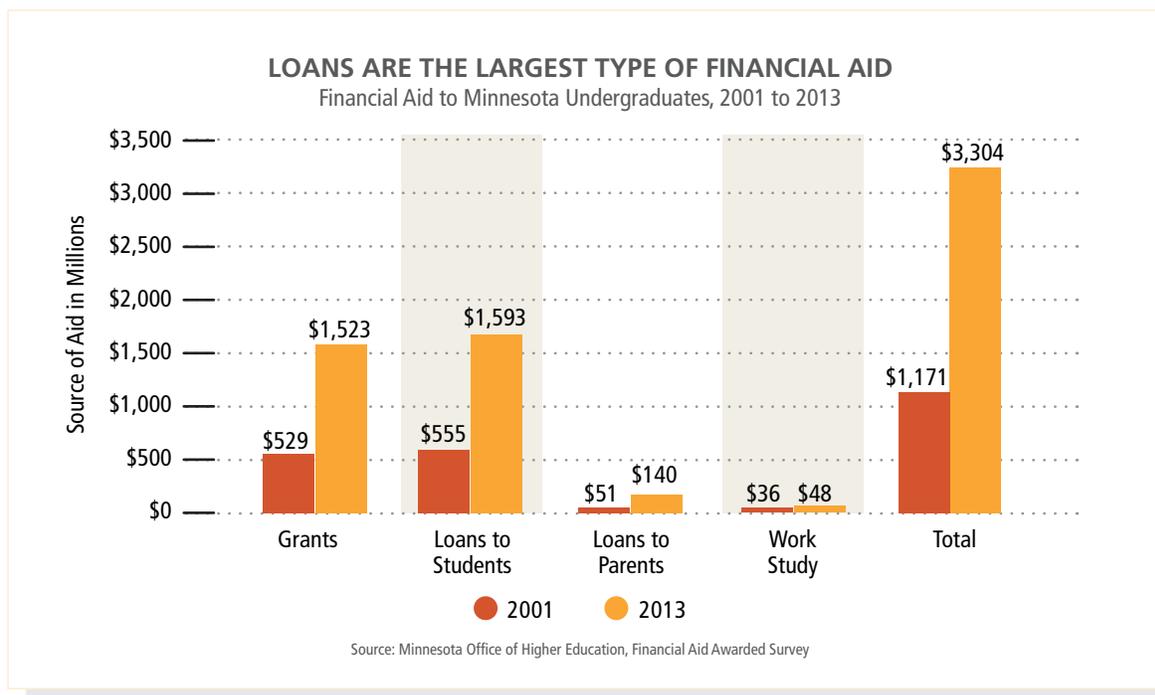
Undergraduates and their families borrowed \$1.7 billion in educational loans in 2013 tripling from \$606 million in 2001. Over 78 percent of educational loans were federal student loans (\$1.35 billion) in 2012-2013. The remaining 22 percent included federal parent loans (\$140 million), Minnesota SELF loans (\$52 million) and private and institutional loans (\$182 million).

## Federal Student Loans

Minnesota undergraduates borrowed almost \$1.35 billion in federal student loans in 2012-2013. The amount borrowed decreased six percent from \$1.45 billion in 2010-2011. Currently, annual Stafford Loan limits for dependent students are \$5,500 for first-year undergraduates, \$6,500 for second-year undergraduates and \$7,500 for the third-year and beyond.

## Minnesota SELF Loans

The State of Minnesota operates one state loan program, the SELF Loan program. In 2012-2013, \$51 million was loaned to 8,367 undergraduates, a decrease of 27 percent compared to 2010-2011. A new federal preferred lender requirement went into effect in 2010 restricting the ability of many colleges to inform students of private and state student loans.



## POSTSECONDARY INSTITUTIONS PROVIDED MORE GRANTS THAN EITHER THE FEDERAL OR STATE GOVERNMENT

Grant Aid by Source to Minnesota Undergraduates, 2012-2013

Institution Type	In Millions							Total
	Number of Undergraduates Enrolled in Fall 2012	Federal Pell Grants	Other Federal Grants	Minnesota State Grants	Other State Grants*	Institutional Grants**	Private and Other Grants	
State College	122,844	\$222	\$4	\$34	\$30	\$5	\$20	\$314
State Universities	54,532	\$75	\$4	\$31	\$5	\$23	\$13	\$151
University of Minnesota	46,052	\$45	\$4	\$38	\$3	\$104	\$11	\$205
Private Not-for-Profit	49,128	\$61	\$14	\$44	\$2	\$582	\$20	\$723
Private For-Profit	23,553	\$77	\$13	\$15	\$6	\$16	\$3	\$130
<b>Total</b>	<b>296,109</b>	<b>\$481</b>	<b>\$39</b>	<b>\$161</b>	<b>\$46</b>	<b>\$729</b>	<b>\$66</b>	<b>\$1,523</b>

\*Includes grants funded by Minnesota state agencies, counties and local governments. Examples are Division of Rehabilitation Services Grants.

\*\* Includes postsecondary institutional grant and scholarship aid, tuition remission and discounts.

Source: Minnesota Office of Higher Education, Financial Aid Awarded Survey

## MAJORITY OF LOANS WERE FROM THE FEDERAL GOVERNMENT

Loan Aid by Source to Minnesota Undergraduates, 2012-2013

Institution Type	In Millions						Total
	Number of Undergraduates Enrolled in Fall 2012	Federal Student Loans	Federal PLUS Loans	Other Federal Loans	Minnesota SELF Loan	Private and Institutional Loans	
State College	122,844	\$496	\$3	\$0	\$3	\$7	\$509
State Universities	54,532	\$256	\$13	\$0	\$15	\$38	\$323
University of Minnesota	46,052	\$165	\$57	\$0	\$14	\$30	\$267
Private Not-for-Profit	49,128	\$242	\$53	\$1	\$15	\$74	\$385
Private For-Profit	23,553	\$197	\$13	\$1	\$4	\$33	\$249
<b>Total</b>	<b>296,109</b>	<b>\$1,357</b>	<b>\$140</b>	<b>\$2</b>	<b>\$52</b>	<b>\$182</b>	<b>\$1,733</b>

Source: Minnesota Office of Higher Education, Financial Aid Awarded Survey



# Outcomes of College

## OVERVIEW

Section Three of *Minnesota Measures* analyzes the outcomes of postsecondary education in the state, both for individual students and for the state overall. The indicators include overall educational attainment within the state's adult population, college undergraduate graduation rates, the number and types of postsecondary degrees and certificates awarded, employment outcomes of graduates, student debt and default rates of borrowers. Although the benefits of postsecondary education to the individual and to society are numerous and not easily calculable, these indicators give a sense of the experience of individual students at Minnesota postsecondary institutions and the larger impact of postsecondary education within the state.



## Preparing for and Entering College

### During College



## Outcomes of College

- Minnesota is a state with a high percentage of adults who have gone to college.
  - Minnesota ranks 2nd nationally in percentage of 24 to 64 year olds with an associate degree or higher.
  - Higher education levels lead to lower unemployment rates and higher median wages.
- 63 percent of undergraduates graduate in six years from the same four-year institution they first enrolled in Minnesota.
  - Graduation rates have increased at the University of Minnesota and now approach private colleges. State university graduation rates remained the same over the past several years.
- The number of degrees and other awards conferred in Minnesota has doubled over the past decade.
  - Bachelor's degrees are the most common award level.
  - Awards in health science programs are the most numerous across all academic levels.
- 75 percent of Minnesota's college graduates were employed in Minnesota within two years of graduation.
  - The program of study or major, along with the level of award earned, showed the greatest effect on wages.
  - The annual median wage was \$30,825 for full-time employees in the second year and \$46,064 in the fourth year after graduation.
- 70 percent of graduates earning a bachelor's degree borrowed student loans.
  - The average amount borrowed was \$27,300 for a bachelor's degree.
  - Student loans doubled for doctorate degrees and more than quadrupled for professional degrees.

# 13 EDUCATIONAL ATTAINMENT

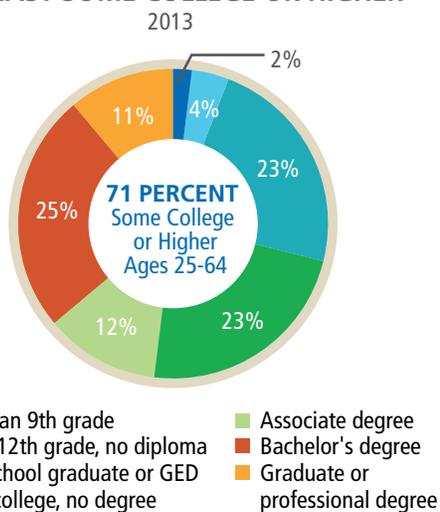
- » Minnesota ranks 2nd nationally in the percentage of its population (aged 25 to 64) with an associate degree or higher.
- » While the percentage of Minnesotans (age 25 and older) with an associate degree or higher compares favorably nationally, disparities exist across racial groups (age 25 and above) with only Asian (51 percent) and White (45 percent) Minnesotans exceeding the state average (44 percent).
- » Minnesota adults (age 25 and older) with a bachelor's degree had the lowest level of unemployment (2 percent) in 2013.
- » Minnesota adults (age 25 and older) with a graduate or professional degree had the highest median annual wage (\$65,317) in 2013.

States benefit both economically and socially from having an educated populace. Economically, there is a positive correlation between the percentage of a state's population with an associate degree or higher and a state's per capita personal income. In 2013, Minnesota's per capita personal income (\$47,500) ranked 13th nationally, and was higher than the national average (\$44,765).<sup>1</sup> In addition to the economic benefits associated with postsecondary education, there are numerous societal spillover effects, including: improved employee-employer job match, lower crime rates, greater and more informed civic participation, improved health outcomes, increased life expectancy, and intergenerational degree attainment effects.<sup>2</sup>

## About Educational Attainment

The U.S. Census Bureau collects information on the highest level of education attained by individuals age 18 and older. The data are available by age, gender, race and geography. The Census defines postsecondary as either "some college," "associate degree," "bachelor's degree", or a "graduate or professional degree." Individuals with "some college" include three different groups of individuals; (1) students currently enrolled in college, (2) those dropping out of college before obtaining an academic certificate or degree, and (3) those completing a formal non-degree vocational certificate below the associate degree which can be completed in two years or less.

### 71 PERCENT OF MINNESOTA ADULTS HAVE AT LEAST SOME COLLEGE OR HIGHER



## Minnesota's Educational Attainment

The percentage of Minnesota's population earning a bachelor's degree has been above the national average since 1970. It remains higher than the Midwest Regional average, and equivalent to that of the Northeast Region, which contains several states with high percentages of college-educated populations.

In comparing state populations with an associate degree or higher, Minnesota ranked second in the nation with 48 percent of its adult population (aged 25 to 64) with an associate degree or higher in 2013. States' percentage of the adult population with an associate degree or higher ranged from 52 percent in Massachusetts to a low of 28 percent in West Virginia.

<sup>1</sup>Bureau of Economic Analysis (2014, September). Regional Data: GDP & personal income. [SA1-3 Personal income summary]. Retrieved from <http://www.bea.gov/itable/itable.cfm?ReqID=70&step=1#reqid=70&step=30&isuri=1&7022=21&7023=0&7024=non-industry&7033=-1&7025=0&7026=27000&7027=2013&7001=421&7028=-1&7031=0&7040=-1&7083=levels&7029=21&7090=70>.  
<sup>2</sup>Wolfe, B. L., & Haveman, R. H. (2002, June). Social and nonmarket benefits from education in an advanced economy. In Conference Series-Federal Reserve Bank of Boston (Vol. 47, pp. 97-131). Federal Reserve Bank of Boston, 1998.

Over the past 20 years, the percentage of Minnesotans earning an associate degree or higher has increased, with each new generation exceeding or performing at the level of the previous generation; however, there are disparities by race and ethnicity. Specifically, only Asian (51 percent) and White (45 percent) adults (age 25 and older) had attainment levels above the state average of 44 percent.<sup>3</sup> Given the changing state demographics, and that non-white students represent an increasing share of postsecondary enrollment, Minnesota must identify and implement effective strategies to integrate and support to completion historically underserved populations in order to maintain its high levels of educational attainment.

It's important to note that a population's educational attainment levels are a byproduct of numerous factors, including the effectiveness and success of the state's postsecondary institutions, the vitality and diversity of the state's economy, and quality of life in a geographic area. For example, Colorado, which ranks fourth nationally in the percent of its adult population (aged 25 to 64) with an associate degree or higher, is impacted by the large population of educated adults who received their degrees elsewhere and migrate to the state. In addition to serving its own citizens, Minnesota is a net importer of highly educated adults, especially to the Twin Cities metropolitan area. A 2014 Lumina Foundation report ranked metropolitan areas with the

highest percentage of their population (aged 25 to 64) with an associate degree or higher. Minneapolis/St. Paul ranked fourth (51.5 percent) behind Washington D.C. (55 percent), Boston (54.3 percent) and San Francisco (53.3 percent).<sup>4</sup>

### Degrees versus Certificates

Non-degree, industry-recognized credentials, as well as individuals' basic skills progress is of growing importance. A postsecondary certificate (awarded in many vocational programs) is the highest education level needed to enter several high-demand high-wage careers. Current national and state tracking systems are inadequate to quantify non-degree credentials earned as a percent of the population. The U.S. Census Bureau does not collect this data in a separate category. The Census category "some college, no degree" is a catch-all category that includes individuals who are currently enrolled in college and have not finished, individuals who attended college and did not obtain a postsecondary credential, and individuals who obtained a postsecondary credential below an associate degree (e.g., diploma or certificate). The U.S. Department of Education is working with the Census Bureau to improve the collection of postsecondary education attainment in non-degree programs and other industry-recognized credentials.

### MINNESOTA RANKS HIGH IN PERCENT OF POPULATION WITH AN ASSOCIATE DEGREE OR HIGHER

2013

Age 25-64 Total		25-34 Year Olds		35-44 Year Olds		45-64 Year Olds	
Top States	Percent						
Massachusetts	51.5%	Massachusetts	55.7%	Massachusetts	54.6%	Massachusetts	48.0%
Minnesota (2nd)	48.1%	New York	51.8%	Minnesota (2nd)	52.4%	Colorado	47.2%
Connecticut	47.8%	Minnesota (3rd)	51.7%	North Dakota	52.3%	Connecticut	46.8%
Colorado	47.6%	North Dakota	50.4%	New Hampshire	50.9%	Minnesota (6th)	44.3%
Peer States	39.9%	Peer States	43.5%	Peer States	42.7%	Peer States	36.5%
Nation	39.6%	Nation	41.6%	Nation	42.2%	Nation	38.0%

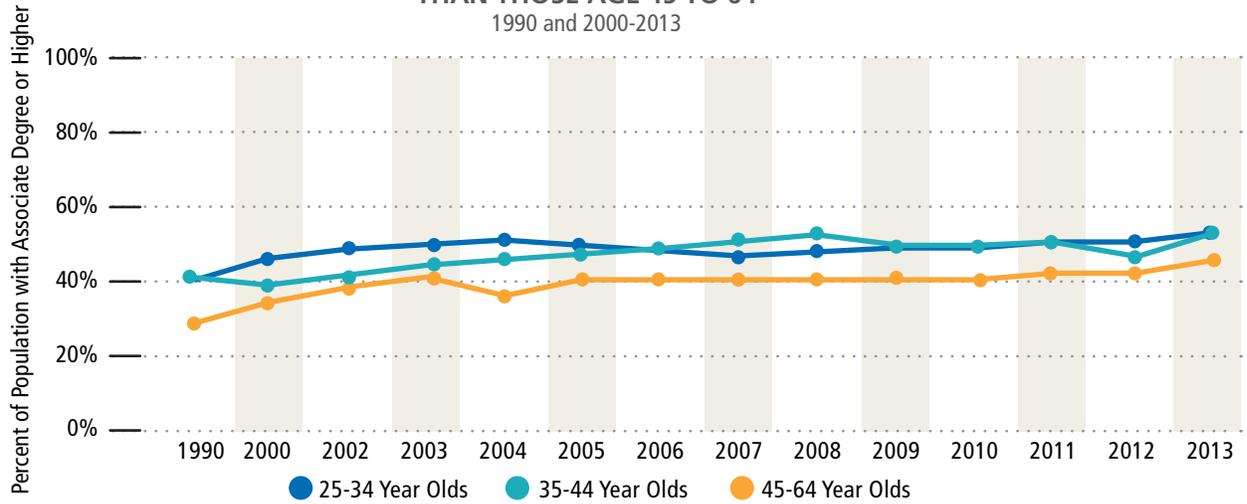
Source: U.S. Census Bureau, 2013 American Community Survey 1-Year Estimates

<sup>3</sup> Educational attainment data by race is only available for the population age 25 and older.

<sup>4</sup> Lumina Foundation (2014). Metro regions brief. Retrieved from <http://strongernation.luminafoundation.org/report/downloads/pdfs/metro-regions-brief-2014.pdf>.

### YOUNGER MINNESOTANS, AGE 25 TO 44, HAVE MORE DEGREES THAN THOSE AGE 45 TO 64

1990 and 2000-2013



Source: U.S. Census Bureau, 1990 and 2000 Decennial Census; 2002-2012 American Community Survey

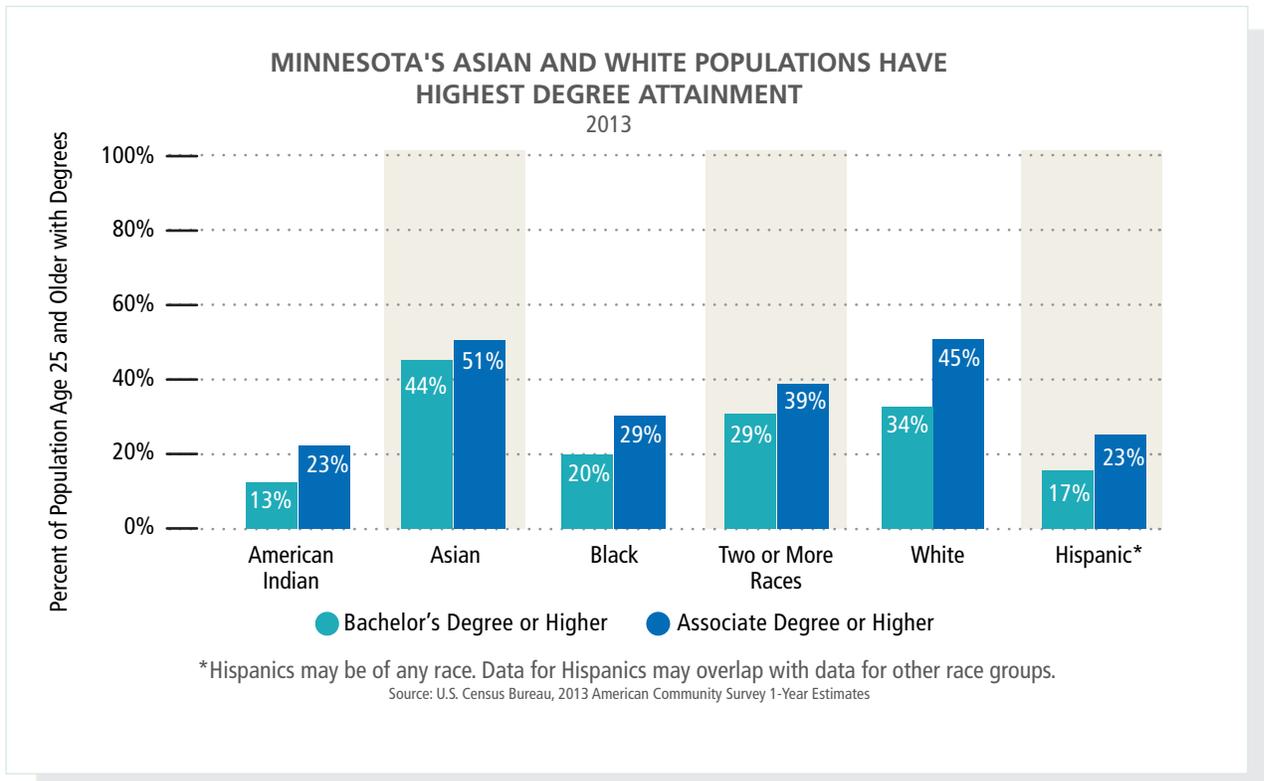
### MINNESOTA AHEAD OF NATIONAL AVERAGE IN PERCENT OF ADULTS, AGE 25 AND OLDER, WITH BACHELOR'S DEGREE OR HIGHER

1940-2013

	1940	1950	1960	1970	1980	1990	2000	2013
Minnesota	4%	6%	8%	11%	17%	22%	27%	34%
Nation	5%	6%	8%	11%	16%	20%	24%	30%
<b>Geographic Regions</b>								
Northeast	5%	7%	8%	11%	17%	23%	28%	34%
Midwest	4%	6%	7%	10%	15%	18%	23%	29%
South	4%	5%	7%	10%	15%	19%	23%	28%
West	6%	8%	10%	13%	19%	23%	26%	31%

Note: data on associate degrees not available in earlier years.

Source: U.S. Census Bureau, 1940 to 2000 Decennial Census; 2013 American Community Survey 1-Year Estimates



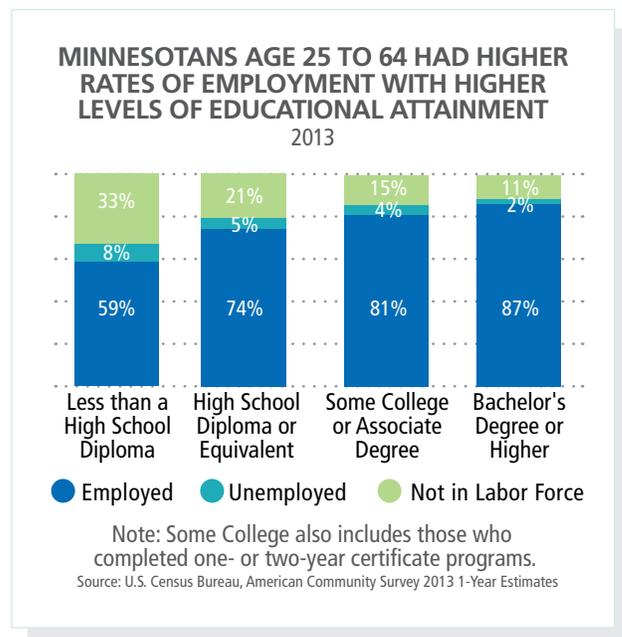
### Employment by Level of Educational Attainment

Minnesotans (aged 25 to 64) experience varying levels of employment based on their educational attainment. Only 59 percent of Minnesotans with less than a high school diploma were employed, compared to 74 percent with a high school diploma or equivalent, according to U.S. Census data. Participating in postsecondary education increased Minnesotans' likelihood of employment; 81 percent of Minnesotans with some college experience or an associate degree were employed. The "some college" category includes individuals that earned a postsecondary diploma or one- or two-year certificate. Minnesotans with bachelor's degrees or higher had the highest employment level, with 87 percent.

### Median Earnings by Level of Educational Attainment

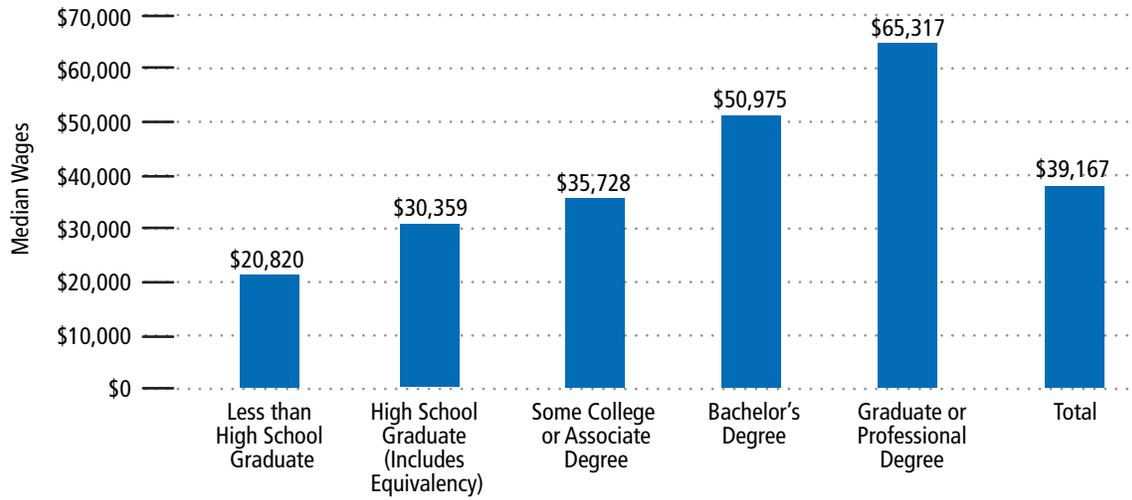
Minnesotans also experienced higher median annual wages as their level of educational attainment increased. In 2013, the median annual wage level for Minnesotans (age 25 and older) was \$39,167; however, those with less than a high school diploma had a median annual wage of only \$20,820. Additionally, Minnesotans with a high school diploma or equivalent (\$30,359) and those with some college or an associate degree (\$35,728) both had median annual wages below the state median. While bachelor's degree holders

(\$50,975) and graduate or professional degree recipients (\$65,317) had the highest median annual wages.



### MINNESOTANS AGE 25 AND OLDER WITH HIGHER EDUCATIONAL ATTAINMENT LEVELS HAD HIGHER MEDIAN WAGES

2013



Note: Some College also includes those who completed one- or two-year certificate programs.

Source: U.S. Census Bureau, American Community Survey 2013 1-Year Estimate

# 14 GRADUATION RATES

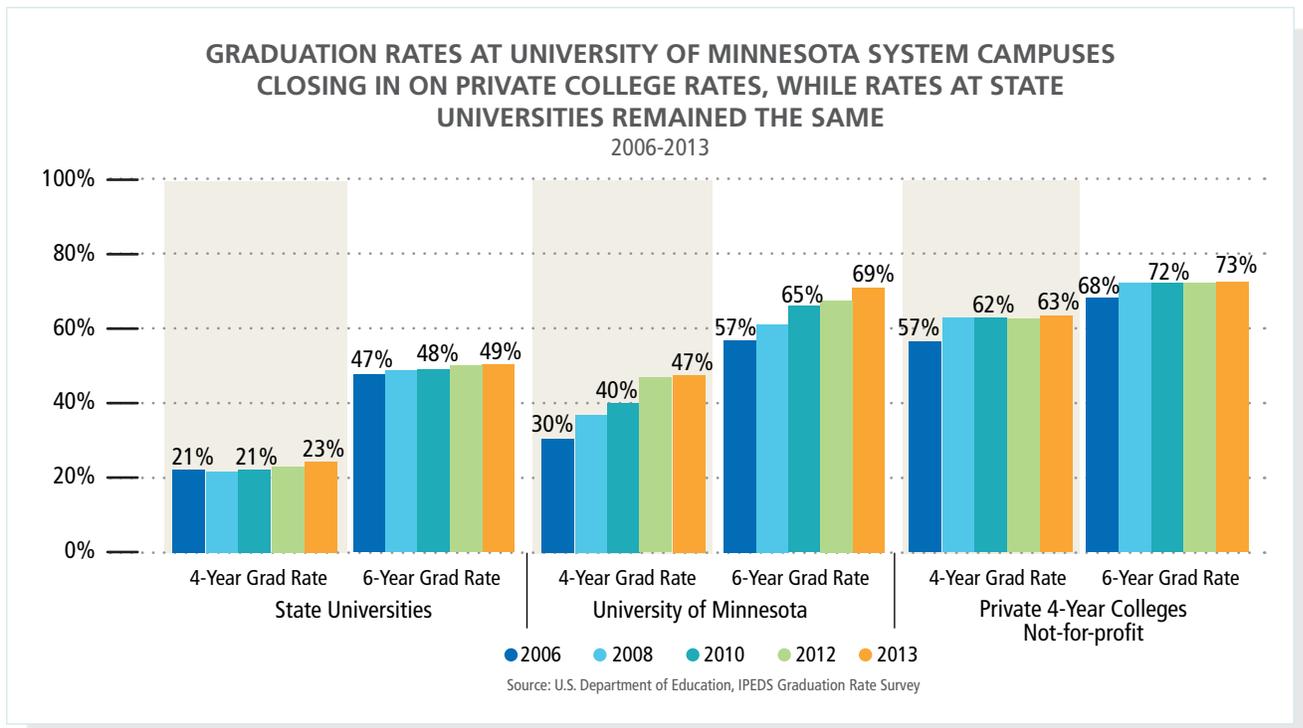
- » Graduation rates at Minnesota four-year institutions have remained steady. In 2013, 44 percent of first-time, full-time undergraduates graduated within four years and 63 percent graduated within six years.
- » At Minnesota two-year institutions, although the three-year graduation rate ranked 27th in the nation, the combined rate of students transferring to another institution or graduating within three years ranked 12th highest nationally.

Graduation rates measure whether students are completing their studies and institutional effectiveness in facilitating student completion. High graduation rates may indicate appropriately targeted student recruitment, effective campus communication and scheduling, strong instruction and advising, and accessible student support services. Other variables, such as the academic preparation of students, colleges' admissions selectivity, student demographics and financial support, also influence graduation rates.

Graduation rates are measured by the institution's highest level of undergraduate programs offered.

## About Graduation Rates

The 2013 data reflects the graduation rates of first-time, full-time degree-seeking undergraduates who began at a four-year institution in fall 2007 or at a two-year institution in fall 2010. Only students completing their degree or other award at the same institution were included in the graduation rate. Students who transfer negatively impact an institution's graduation rate. Overall, about 12 percent of all undergraduates statewide transferred to another institution in fall 2013.



## Graduation Rates at Minnesota Four-Year Institutions

In 2013, 44 percent of Minnesota undergraduates graduated within four years and 63 percent graduated within six years. These are the same four- and six-year graduation rates in 2012. When comparing individual institutions across the state; however, there is a great deal of variation. The six-year graduation rates in 2013 ranged from:

- a high of 75 percent to a low of 44 percent at the University of Minnesota campuses;
- a high of 56 percent to a low of 34 percent at Minnesota state universities; and
- a high of 92 percent to a low of 44 percent at Minnesota private not-for-profit institutions.

Although the highest graduation rates are within the private not-for-profit institution sector, the University of Minnesota campuses have made the greatest strides in increasing their graduation rates. The six-year graduation rate for the University's combined campuses has increased from 44 percent in 1998 to 69 percent in 2013. The University of Minnesota—Twin Cities campus had the greatest increase with the six-year rate rising from 47 percent in 1998 to 75 percent in 2013, which is now comparable to all but seven Minnesota private not-for-profit institutions. A national analysis of graduation rates by *The Chronicle of Higher Education* showed the University of Minnesota-Twin Cities had the sixth-largest gain in graduation rates of all public research institutions in the U.S. from 2003-2008. Nationally, 65 percent of four-year institutions had graduation rate increases during this time period and 35 percent had declining rates.<sup>1</sup>

## Four-Year Institutions: Minnesota and National Comparisons

Minnesota ranked 14th nationally in four-year (44 percent) and 15th in six-year (63 percent) graduation rates, and was higher than peer states and national averages. Nationally, four-year graduation rates ranged from a high of 57 percent in New Hampshire to a low of 12 percent in Alaska. Six-year graduation rates ranged from a high of 70 percent in Massachusetts to a low of 30 percent in Alaska.

Among peer states, the four-year graduation rate ranged from 50 percent (Pennsylvania) to 33 percent (Wisconsin); the six-year rate ranged from 66 percent (Pennsylvania) to 58 percent (Ohio).

States located in the New England and the mid-Atlantic regions have higher percentages of students enrolled at private not-for-profit four-year institutions compared to public four-year institutions. Private institutions generally have higher graduation rates than public institutions which may explain why eastern states tend to rank higher on this indicator.

## Graduation and Transfer Rates at Minnesota Two-Year Institutions

For two-year institutions, examining both graduation and transfer rates more accurately reflects student outcomes. (Note: providing transfer rate data is optional). Some two-year institutions offer more technical/occupational programs culminating in a certificate or associate degree while others specialize in a liberal arts/transfer curriculum preparing students to complete a bachelor's degree at a four-year institution. The Minnesota Transfer Curriculum, offered at Minnesota's state colleges, is specially designed for students who wish to transfer to a four-year institution; these students may transfer before receiving an associate degree.

At Minnesota two-year institutions, the combined graduation and transfer rate has decreased slightly since 2006. The state colleges had this same pattern. The private two-year for-profit colleges showed a decrease in graduation rates since 2010. Note: there were only eight schools in the private two-year for-profit college category with a 2009 cohort of 1,151 students compared to 18,178 students in state colleges that were used to track graduation rates in 2013.

## Two-Year Institutions: Minnesota and National Comparisons

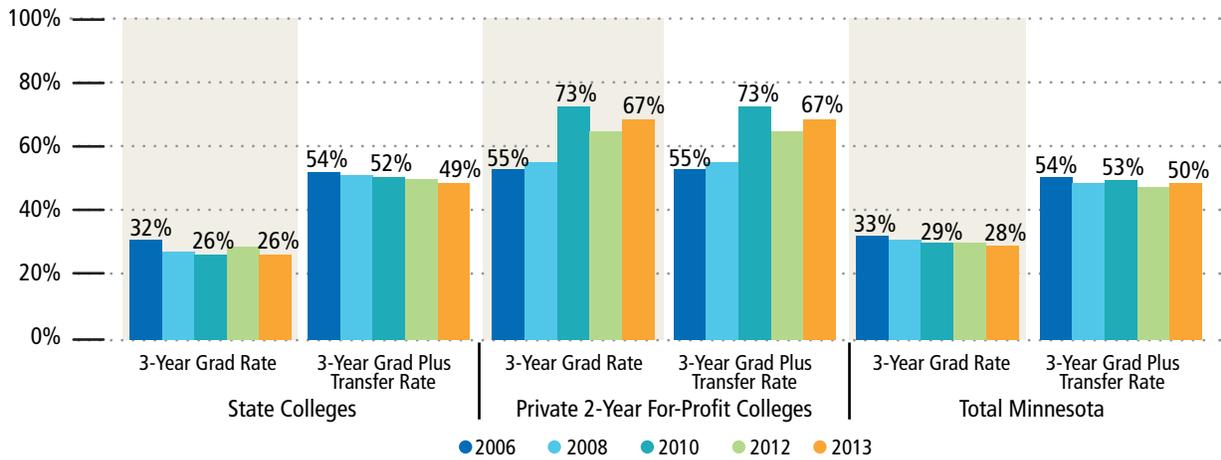
Minnesota ranked second nationally in the percent of students transferring from two-year institutions. In the combined transfer and graduation rate, Minnesota ranked 12th nationally at 50 percent, above the peer states and national averages. The Minnesota State Colleges and Universities system office makes a specific effort to track the transfer-out rates of their students. Not all institutions collect this data.

Nationally, three-year graduation rates ranged from a high of 76 percent in Alaska to a low of 11 percent in Vermont. Transfer rates ranged from a high of 26 percent in Michigan to a low of zero percent in Vermont and New Hampshire. The combined graduation and transfer rates ranged from a high of 77 percent in Alaska to a low of 11 percent in Vermont.

<sup>1</sup> *The Chronicle of Higher Education*, December 6, 2010. "Graduation Rates Fall at One-Third of 4-Year Colleges," [www.chronicle.com/article/Graduation-Rates-2010-/125587/](http://www.chronicle.com/article/Graduation-Rates-2010-/125587/)

### MINNESOTA 3-YEAR GRADUATION RATES GRADUALLY DECLINED AT 2-YEAR INSTITUTIONS, EVEN WHEN TRANSFER RATES ARE INCLUDED

2006-2013



Private 2-year for-profit colleges include only eight institutions with 1,151 students in cohort; compared to 18,178 students in the state colleges cohort in 2013. Private 2-year for-profit colleges do not report transfer-out data.

Source: U.S. Department of Education, IPEDS Graduation Rate Survey

### GRADUATION RATES ABOVE NATIONAL AVERAGE AT MINNESOTA 4-YEAR INSTITUTIONS

2013

Top States	4-Year Graduation Rate	Top States	6-Year Graduation Rate
New Hampshire	57%	Massachusetts	70%
Vermont	55%	New Hampshire	68%
Massachusetts	55%	Washington	68%
Minnesota (14th)	44%	Minnesota (15th)	63%
Peer States	42%	Peer States	62%
Nation	39%	Nation	59%

Source: U.S. Department of Education, IPEDS Graduation Rate Survey

### GRADUATION PLUS TRANSFER RATES HIGHER THAN NATIONAL AVERAGE AT MINNESOTA 2-YEAR INSTITUTIONS

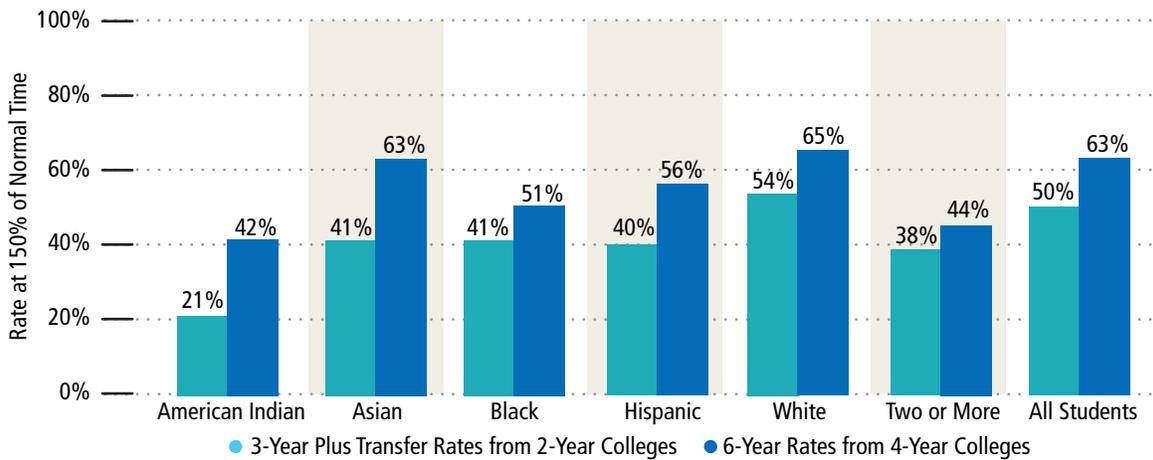
2013

Top States	3-Year Graduation Rate	Top States	3-Year Transfer Rate	Top States	Combined Graduation and Transfer Rate
Alaska	76%	Michigan	26%	Alaska	77%
Nevada	55%	Minnesota (2nd)	22%	Wyoming	61%
Florida	54%	Illinois	22%	South Dakota	57%
Minnesota (27th)	28%	South Carolina	21%	Minnesota (12th)	50%
Peer States	29%	Peer States	16%	Peer States	45%
Nation	33%	Nation	13%	Nation	45%

Source: U.S. Department of Education, IPEDS Graduation Rate Survey

### MINNESOTA GRADUATION RATES VARIED BY RACE, BUT WERE HIGHER AT 4-YEAR INSTITUTIONS

2013



First-time, full-time undergraduates entering college in 2007 at Minnesota 4-year institutions and 2010 at Minnesota 2-year institutions and graduating from the same institution, or transferring to another institution (2-year colleges only) by 2013.

Source: U.S. Department of Education, IPEDS Graduation Rate Survey

# 15 DEGREES AND OTHER AWARDS EARNED

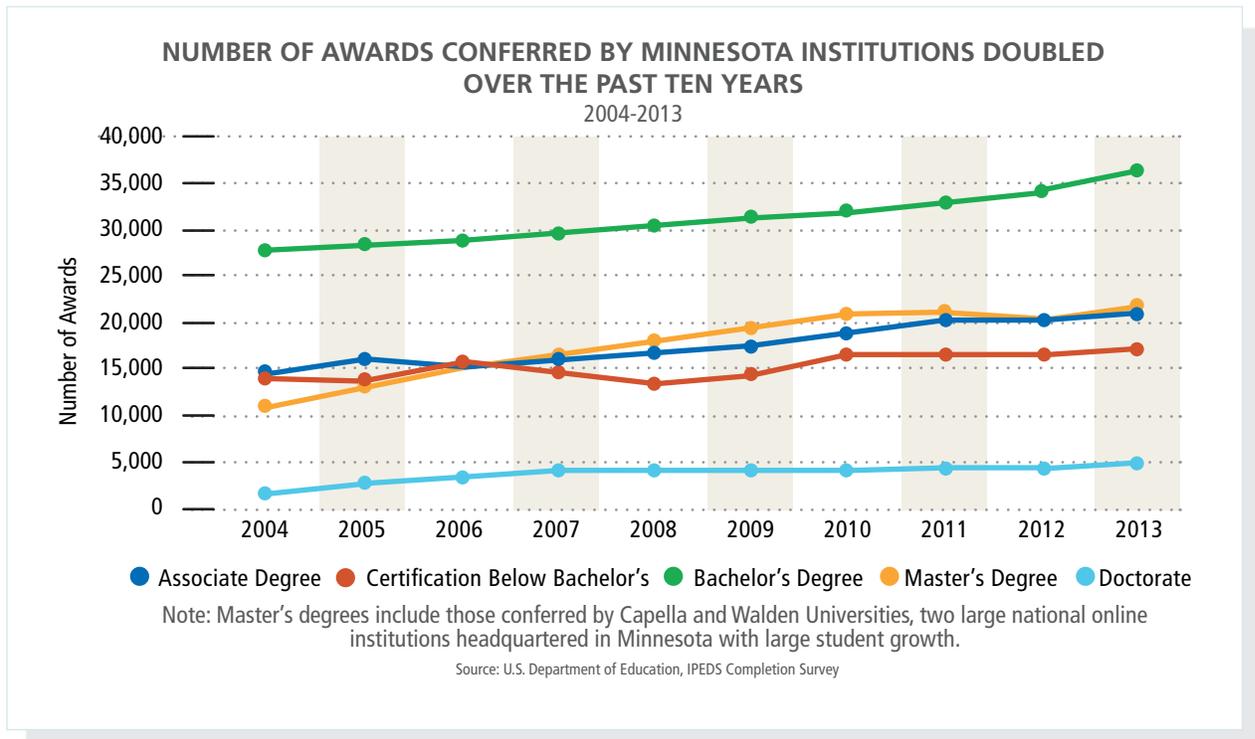
- » The number of academic credentials awarded annually at all levels by Minnesota postsecondary institutions has increased over the past decade, with bachelor's degrees remaining the most common award conferred.
- » Awards in health science programs are the most numerous across all academic levels.
- » Minnesota ranks high in state comparisons of the number of certificates produced.

## All Academic Awards

The successful completion of a program of study culminates in the conferring of an academic award. Minnesota's postsecondary institutions offer a variety of awards at all levels of training. In 2012-2013, Minnesota postsecondary institutions awarded 104,134 academic credentials: 16,434 certificates and diplomas requiring less than two years of study, 21,664 associate degrees, 36,326 bachelor's degrees, 2,695 graduate certificates, 22,202 master's degrees, and

4,813 doctoral degrees, both research and professional (such as in law, medicine, or theology).

From 2004 to 2013, the total number of all awards conferred by Minnesota postsecondary institutions increased by 32,628 degrees, or 46 percent. This increase parallels higher enrollments at all institutions, along with an expansion of private for-profit institutions.



## Academic Awards by Career Cluster

Over 800 majors or programs of study are offered by Minnesota postsecondary institutions at the various award levels. To track trends for such a large array of programs, the career cluster taxonomy model was used. Career clusters align terminology used in postsecondary programs with those used in analyzing careers and occupations. The U.S. Department of Education developed the career clusters used in this report to help policymakers and students (at both the secondary and

postsecondary level) link the knowledge acquired in school with the skills needed to pursue careers and enter the workforce.

From certificate to doctorate, more awards were earned in health sciences than most other career clusters. Three different career clusters accounted for 53 to 75 percent of the total awards earned in each award level.

### HEALTH SCIENCE, BUSINESS AND EDUCATION ACCOUNTED FOR OVER 50 PERCENT OF TOTAL AWARDS CONFERRED BY MINNESOTA INSTITUTIONS

2012-2013

Program Career Cluster	Award Level						Total
	Certificate Below Bachelor's Degree	Associate Degree	Bachelor's Degree	Graduate Certificates	Master's Degree	Doctorate	
Agriculture, Food and Natural Resources	737	296	1,844	6	158	35	3,076
Architecture and Construction	1,302	601	274	8	136		2,321
Arts, Audio/Video Technology and Communications	285	876	3,671	15	192	46	5,085
Business Management, Marketing and Finance	1,398	2,375	7,823	180	4,114	344	16,234
Education and Training	279	239	2,650	1,549	6,013	869	11,599
Government and Public Administration			1,073	24	499	56	1,652
Health Science	6,591	6,300	6,213	566	6,695	1,721	28,086
Hospitality and Tourism	693	309	79				1,081
Human Services*	1,967	476	2,349	49	2,061	182	7,084
Information Technology	339	958	1,174	63	699	81	3,314
Law and Corrections	745	1,450	1,369	96	363	988	5,011
Liberal Arts, Languages and History	145	6,919	3,979	86	384	70	11,583
Manufacturing and Transportation	1,911	900	174		22		3,007
Science, Technology, Engineering and Mathematics	42	185	6,647	54	949	421	8,298
<b>Total</b>	<b>16,434</b>	<b>21,884</b>	<b>39,319</b>	<b>2,696</b>	<b>22,285</b>	<b>4,813</b>	<b>107,431</b>

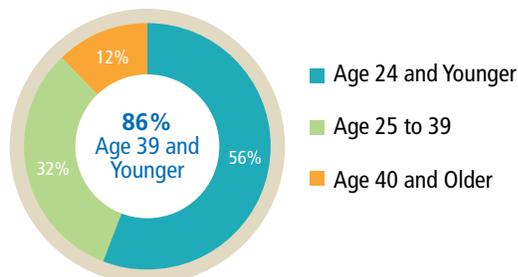
\*Includes predominantly cosmetology and culinary arts at the certificate level.

Note: totals include 3,297 double majors, mainly in bachelor's degrees.

Source: U.S. Department of Education, IPEDS Completion Survey

### MAJORITY OF UNDERGRADUATE AWARDS ARE EARNED BY STUDENTS YOUNGER THAN 39 YEARS OLD

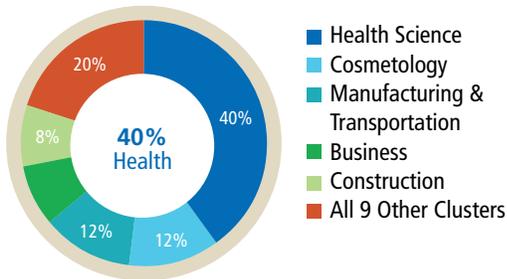
2012-2013



Source: U.S. Department of Education, IPEDS Completion Survey

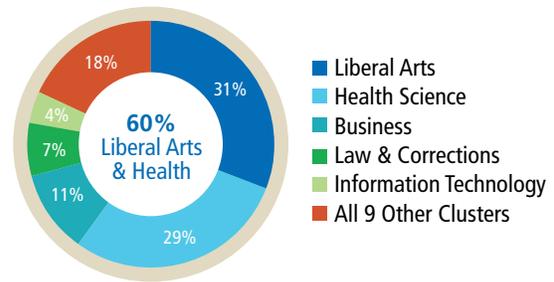
TOP PROGRAMS OF STUDY DIFFER BY AWARD LEVEL AT MINNESOTA INSTITUTIONS  
2012-2013

CERTIFICATES



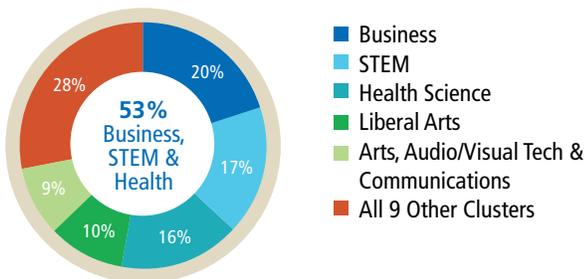
Source: U.S. Department of Education, IPEDS Completion Survey

ASSOCIATE DEGREES



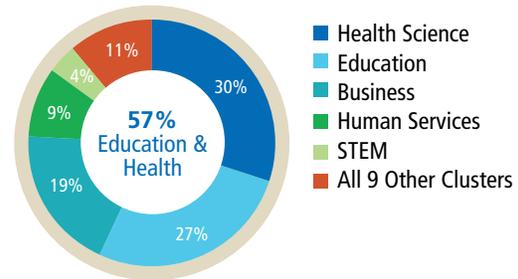
Source: U.S. Department of Education, IPEDS Completion Survey

BACHELOR'S DEGREES



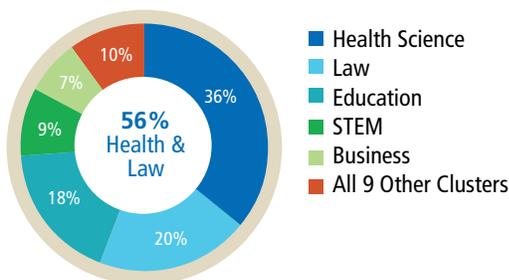
Source: U.S. Department of Education, IPEDS Completion Survey

MASTER'S DEGREES



Source: U.S. Department of Education, IPEDS Completion Survey

DOCTORATE DEGREES



Source: U.S. Department of Education, IPEDS Completion Survey

About STEM Degrees

Science, technology, engineering and mathematics (STEM) acronym has no universal program definition. Using the Career Cluster model, the following academic programs are included in STEM: biological and biomedical studies, engineering; engineering technologies, mathematics and statistics, multi/interdisciplinary studies in science areas, physical sciences (chemistry, geology, physics) and social sciences (anthropology, cartography, demography, economics, geography).

Source: U.S. Department of Education, IPEDS Completion Survey

## Undergraduate Awards

- At the certificate level, programs in health care dominated (40 percent). Other popular short-term training programs were in cosmetology, manufacturing, transportation (including vehicular repair) and construction trades.
- At the associate degree level, programs in liberal arts (32 percent) and health sciences (29 percent) comprised more than half of the degrees earned. Associate degrees are either awarded in liberal arts as an Associate in Arts (A.A.) or in more applied occupational fields as an Associate in Science (A.S.) or as an Associate of Applied Science (A.A.S.). In general students obtaining an A.A. degree can use the credits to transfer to a four-year degree. The A.A.S. degree is considered a terminal degree and is used for entry-level jobs in health care, business, law enforcement, information technology, construction trades and culinary arts.
- At the bachelor's degree level, degrees in business (20 percent), STEM (17 percent) and health sciences (16 percent) comprised more than half of the degrees earned. Business continues to be the most popular bachelor's degree major. Science (STEM) majors, especially biological science, and health science majors have increased at a faster pace than other majors over the last five years.

## Graduate Awards

- At the master's degree level, approximately three-quarters of degrees earned were in health science, education and business programs.
- At the doctoral level, which includes research and professional degrees, health science, law and education comprised three-quarters of the degrees earned.

## Age Matters

Younger students are more likely to attend school full-time, which is an important factor in degree or program completion. In 2012-2013, 86 percent of students earning an undergraduate academic award were younger than age 40. Ninety-five percent of bachelor's degree earners were younger than 40 years old; 59 percent were younger than age 25.

## Students of Color

Students of color earned 19 percent of all undergraduate awards in 2012-2013. Among all White students earning an undergraduate award, 49 percent earned a bachelor's degree. In general, lower percentages of students of color earned bachelor's degrees, although 48 percent of Asian students earned a bachelor's degree.

On average, individuals with a bachelor's degree earn significantly more over their lifetime than those with lower levels of education. According to The College Board, "During a 40-year full-time working life, the median earnings of

bachelor's degree recipients without an advanced degree are 65 percent higher than the median earnings of high school graduates."<sup>1</sup> Disparities in educational attainment affect intergenerational poverty. As the Minnesota population becomes more racially diverse, these disparities will have a greater impact on the state's economic stability.

## What About Sub-Baccalaureate Certificates?

Not all undergraduates attend a postsecondary institution with the goal of obtaining a degree. Many students, especially older adults, choose to enter a career where an occupationally-specific credential is required for employment.

A number of Minnesota postsecondary institutions, primarily state colleges and private for-profit institutions, award a large number of occupationally specific certificates annually. The need to quantify the academic credentials awarded at the sub-baccalaureate level has gained national and state level attention in order to better measure training of the labor market.

A postsecondary certificate is the highest education needed to enter several high-demand, high-wage careers, including jobs in the healthcare, manufacturing and construction sectors. While there has been some conflicting data on the economic value of obtaining a certificate in every field of study, Complete College America's report, *Certificates Count: An Analysis of Sub-baccalaureate Certificates*, highlights the importance of certificates in an individual's ability to enter a well-paying career:

*... [C]ertificate awards for completion of programs of study of at least one year have significant and consistent labor market value and should count toward national and state postsecondary attainment goals. They are particularly accessible to young high school graduates and working adults who may not now be attracted to more traditional degree programs.*

(Certificates Count, 2010, p. iii)

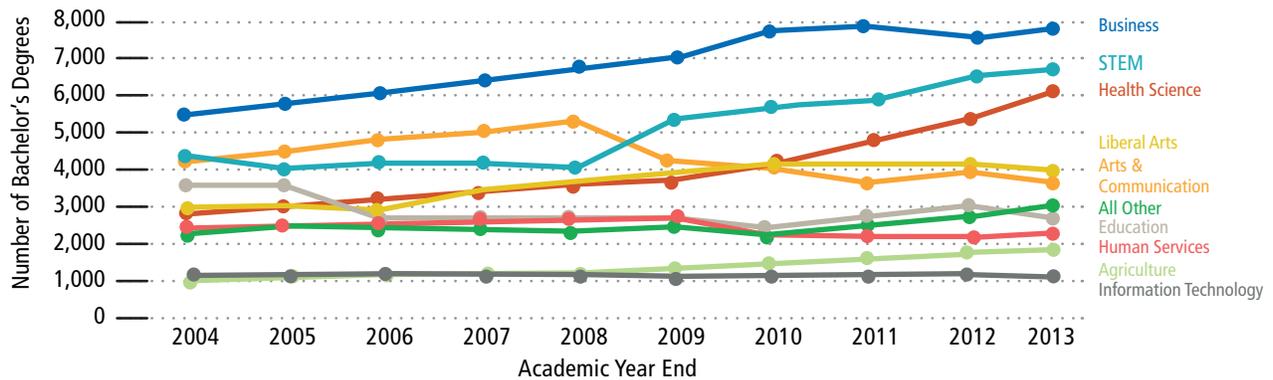
Certificates in high-demand fields, such as in precision engineering or manufacturing, can provide greater income returns than some associate and bachelor's degrees.

Minnesota institutions awarded 16,434 certificates in 272 specific programs of study during 2012-2013. Certificates earned in the health care career cluster (40 percent) were the most common, followed by cosmetology and culinary services (12 percent), manufacturing and transportation (12 percent), business (9 percent), construction trades (8 percent) and all others (19 percent).

<sup>1</sup>Baum, S. Education Pays 2013: The Benefits of Higher Education for Individuals and Society. The College Board.

## BACHELOR'S DEGREES IN BUSINESS, STEM AND HEALTH SCIENCE PROGRAMS ARE GROWING AND NOW ACCOUNT FOR ALMOST HALF OF ALL DEGREES

2004-2013



"All Other" includes: architecture and construction, government, hospitality and tourism, law and corrections, manufacturing and transportation programs.

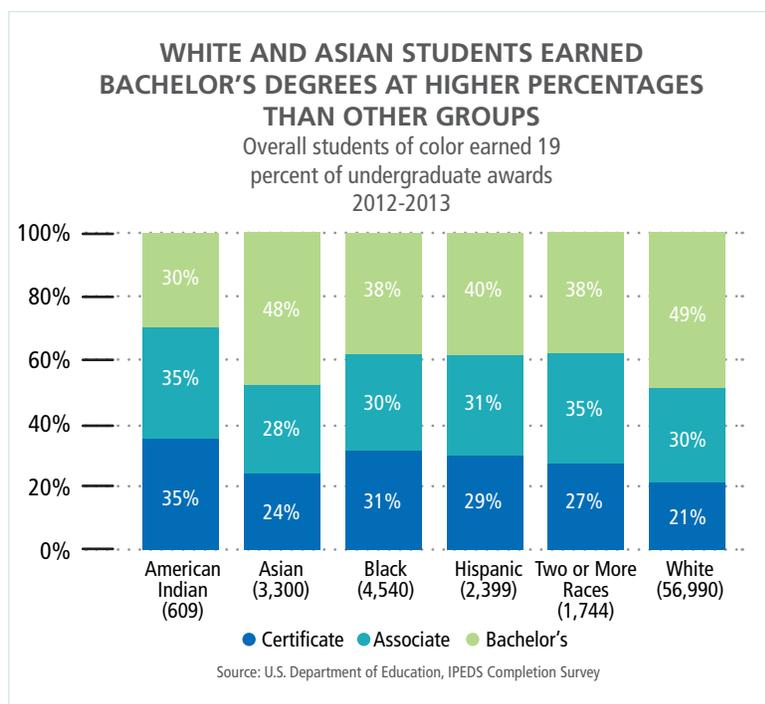
Source: U.S. Department of Education, IPEDS Completion Survey

## TOP 10 PROGRAMS COMPRISED HALF THE CERTIFICATES AWARDED BY MINNESOTA INSTITUTIONS

2012-2013

Program	Career Cluster	Number	Percent
Nursing Assistant and Patient Care Assistant	Health Science	2,529	15%
Cosmetology	Human Services	1,366	8%
Licensed Practical/Vocational Nurse Training	Health Science	1,084	7%
Criminal Justice/Police Science	Law and Public Safety	559	3%
Medical/Clinical Assistant	Health Science	557	3%
Farm and Ranch Management	Agriculture	453	3%
Culinary Arts/Chef Training	Hospitality and Tourism	452	3%
Welding Technology	Manufacturing	403	2%
Massage Therapy	Health Science	396	2%
Carpentry	Architecture & Manufacturing	367	2%
<b>Subtotal</b>		<b>8,166</b>	<b>50%</b>
All Other Programs		8,268	50%
<b>Grand Total</b>		<b>16,434</b>	<b>100%</b>

Source: U.S. Department of Education, IPEDS Completion Survey



## Comparing Certificates Nationally

States differ in the share of the labor force reporting certificates as their highest level of education. Georgetown University's Center on Education and the Workforce report, *Certificates: Gateway to Gainful Employment and College Degrees*, found states ranking high in workers with certificates usually ranked lower in workers with college degrees. Minnesota is an exception to this rule; the state ranks sixth in its share of workers with certificates and third in its share of bachelor's degree workers.

Nationally, the number of certificates awarded has increased more than 800 percent over the past 30 years. Postsecondary institutions have offered more formal educational training:

- In 1984, less than 2 percent of adults 18 and older had a certificate as their highest educational attainment; by 2009, the percentage had grown to almost 12 percent, according to the Survey of Income and Program Participation, administered by the U.S. Department of Education.
- 24 percent of all 23-to 65-year-old workers responded that they had attended a vocational, technical, trade, or business program beyond high school at some point.
- 75 percent of those who had attended these schools reported having earned a certificate.

- Overall, 18 percent of prime-age workers have obtained certificates and, of those, 12 percent have certificates as their highest educational attainment
  - One third of certificate holders also have an Associate's, Bachelor's, or graduate degree.
- (*Certificates: Gateway To Gainful Employment and College Degrees*, 2012, p. 4)

## A HIGH PERCENT OF MINNESOTA'S WORKFORCE HAVE CERTIFICATES

Share of Workers with a Certificate		Certificates Awarded Per 10,000 Population	
Top States	Percent	Top States	Number
Wyoming	20%	Louisiana	67
Oklahoma	18%	Kentucky	50
Louisiana	15%	Georgia	50
<b>Minnesota (6th)</b>	<b>13%</b>	<b>Minnesota (18th)</b>	<b>30</b>
<b>Nation</b>	<b>12%</b>		

Source: Georgetown University, Center on Education and the Workforce using IPEDS and 2010 Census data for awards per population; and 2005 and 2009 Survey of Income and Program Participation (SIPP) data for percent of workforce with certificates.

# 16 EMPLOYMENT OF RECENT GRADUATES

- » Of Minnesota's postsecondary graduating class of 2012, 75 percent were employed in Minnesota two years after graduation.
- » The program of study or major, along with the level of award earned, showed the greatest effect on wages earned by graduates.

Amid increasing attention of the media and concern of policymakers about tuition costs, many have questioned postsecondary education's return on investment. This is heightened in a period of underemployment of some college graduates. Yet, the data continues to show that individuals with education beyond high school earn more, on average, at each increased level of education attainment. Two factors contribute to postsecondary graduates' earning power: first, an increasing number of occupations require training beyond high school and second, employers tend to favor job applicants who have attended college, even though the sought after job may not require postsecondary training.

Unfortunately for graduates, not all jobs requiring postsecondary training pay equally. Some occupations, such as cosmetologist, home health care aide or childcare provider, tend to pay lower wages than other fields that require comparable education or training.

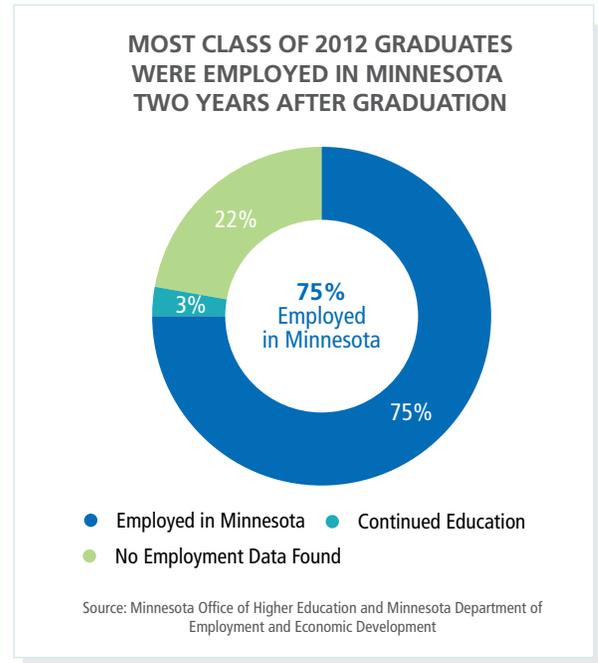
## Graduate Employment Outcome Tool

The Graduate Employment Outcome Tool provides data to view and compare employment outcomes of Minnesota postsecondary graduates working in Minnesota receiving differing levels of education and programs of study. The tool provides data on the employment and wages of past graduating classes from Minnesota postsecondary institutions who now work in the state.

## Minnesota Graduate Outcomes after Four Years

Aggregated data of the 189,582 students who graduated from Minnesota postsecondary institutions between 2007 and 2009 measures the employment outcomes of graduates who were working in Minnesota four years after graduation as follows:

- Overall, graduates working full time after graduation earned more at each additional level of education as compared to those with lower educational attainment (certificate, associate degree, bachelor's degree or graduate degree).
- Seventy-three percent of all Minnesota postsecondary graduates were employed in Minnesota in at least one of the four quarters during the second year after graduation.



- Fifty percent of all graduates were employed full-time, year-round in Minnesota during the fourth year after graduation, an increase from 43 percent in the second year.
- Hourly median wage for all graduates was \$17.77 in the first quarter, 24 months after graduation, and \$21.12 in the first quarter, 48 months after graduation.
- Annual median wage was \$30,825 for all employed graduates working full-time, year-round statewide during the second year after graduation and \$46,064 during the fourth year after graduation.
- Annual median wages were higher for graduates working in the Twin Cities than those working in Greater Minnesota.
- The program of study or major, along with the level of award earned, showed the greatest effect on wages earned by graduates. Graduates who majored in engineering and engineering technologies, health science and computer sciences earned the most at every level of award. These occupations are known as high-wage, high-demand occupations in Minnesota and in the nation.
- The health care and social assistance industry employs the highest percentage of graduates at all levels of education, except at the post-bachelor's degree level where educational services had the highest participation.

## Outcomes by Institution Type Conferring Award

Using data from the class of 2012, approximately 75 percent of Minnesota's postsecondary graduates were employed in Minnesota two years after graduation, three percent were continuing their education, and 22 percent could not be found in state data. Data on graduates included any student receiving any award, ranging from a one-year certificate to doctorate or professional degree. Percentages of graduates working varied by the type of institution conferring the award: 81 percent from private career schools, 80 percent from state colleges, 75 percent from state universities, 72 percent from private colleges and graduate schools and 68 percent from the University of Minnesota worked two years after graduation. These numbers were consistent with previous graduating classes of 2010 and 2011.

## Industry Sector Employing Graduates in Minnesota

Besides wages earned, employment data on graduates contains the industry sector of employment. Industries are classified into 22 sectors. Data on the occupation of individuals employed within an industry sector are not available. This makes precise correlation with program of postsecondary study and industry sector of employment impossible, although, some general observations can be inferred.

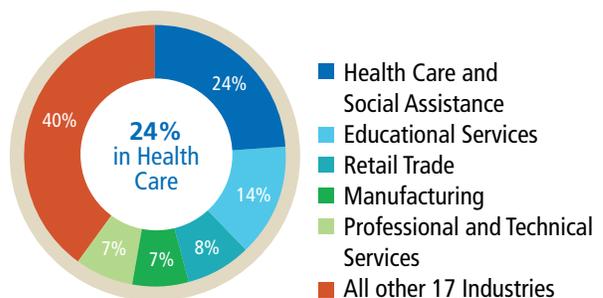
Of the graduating class of 2012, roughly one of four graduates (24 percent) was employed in health care and social assistance industries, followed by the education industry (13 percent). According to analysis by the Minnesota Department of Employment and Economic Development, these industries continued to grow during the recent recession and provided more entry-level job opportunities than other industry sectors. The health care and social assistance industry is unique as it contains occupations quite polarized in skill and wages. It has many minimum-wage jobs, such as home health aides, but also has some of the highest-skilled and high-wage jobs for nurses and physicians.

Additionally, some industries pay more than other industry sectors in Minnesota. For example, new engineering graduates employed in manufacturing, or mathematics and statistics graduates employed in the finance and insurance industry have higher starting wages than new graduates employed in other industry sectors.<sup>1</sup> The technical and professional services industry, or finance and insurance also tends to employ higher percentages of college-educated personnel.

## About Graduate Employment Outcome Data

Minnesota's Statewide Longitudinal Education Data System (SLEDS) project provided data for the above indicator. SLEDS is jointly managed by the Minnesota Office of Higher Education, the Minnesota Department of Education and the Minnesota Department of Employment and Economic Development. Wage data on individuals in the state unemployment insurance (UI) wage record database were matched, where possible, with program of study and degree level of students graduating from Minnesota postsecondary institutions. Employment data included graduates working one or more hours (or earning \$1 or more in wages) for Minnesota employers covered by unemployment insurance; this represents about 97 percent of Minnesota employers. Employment data does not include graduates employed at federal agencies, in military service, who are self-employed nor those employed in other states because these employees are not in the UI database. The UI database includes employer industries, but not the occupation of employees.

### 60 PERCENT OF GRADUATES ARE EMPLOYED IN TOP 5 INDUSTRIES

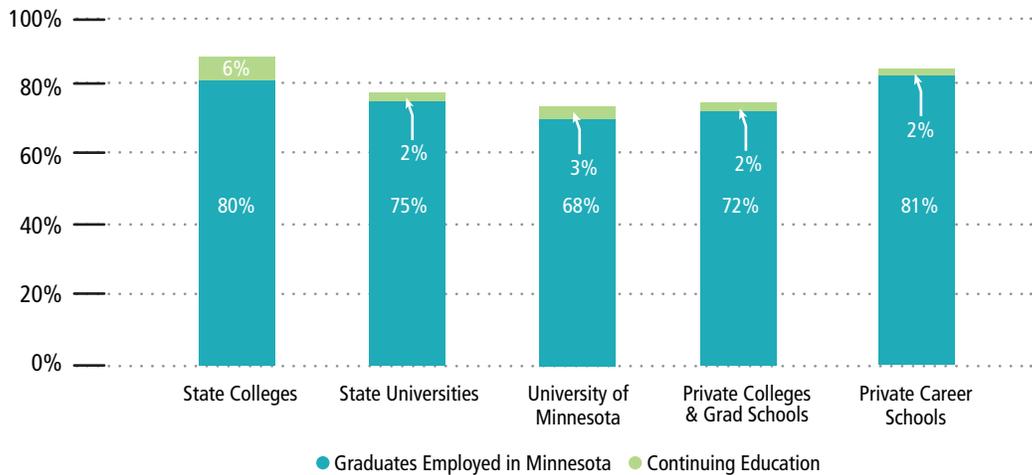


116,978 class of 2010, 2011 and 2012 graduates employed 24 months after graduation

Source: Minnesota Office of Higher Education and Minnesota Department of Employment and Economic Development.

<sup>1</sup> Minnesota Department of Employment and Economic Development. Minnesota Economic TRENDS. September 2014. "Helping Students Make Educational Choices."

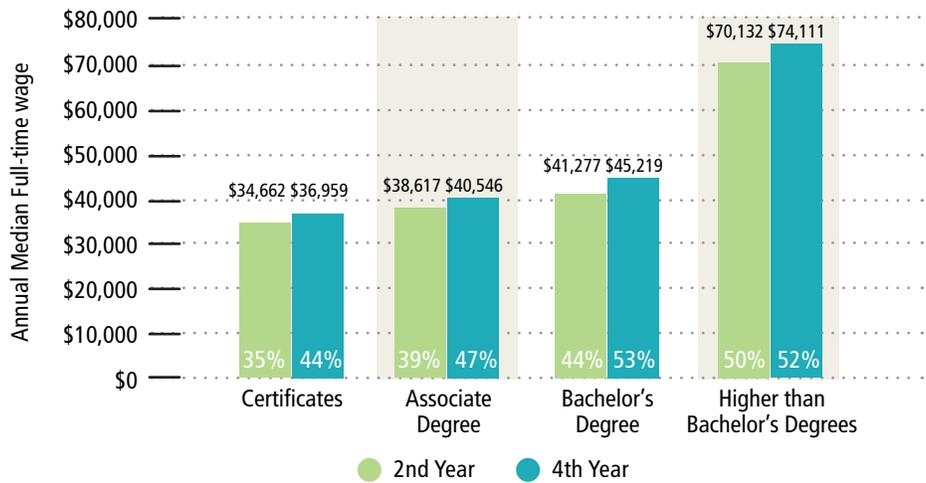
### CLASS OF 2012 GRADUATES EMPLOYED IN MINNESOTA TWO YEARS AFTER GRADUATION VARIED BY TYPE OF INSTITUTION CONFERRING AWARD



Source: Minnesota Office of Higher Education and Minnesota Department of Employment and Economic Development

### ANNUAL MEDIAN WAGE OF MINNESOTA COLLEGE GRADUATES INCREASES WITH EACH LEVEL OF EDUCATION

June 2006 to July 2009 graduates employed full-time, year-round in Minnesota during 2nd and 4th year after graduation



Percent of 189,582 graduates working full-time, year-round after graduation shown at bottom of each bar.  
Source: Minnesota Office of Higher Education and Minnesota Department of Employment and Economic Development.

# 17 CUMULATIVE DEBT OF COLLEGE GRADUATES AND REPAYMENT OF LOANS

- » The median debt of bachelor's degree recipients who graduated in 2013 was \$27,300 and 70 percent of these students borrowed student loans.
- » Students attending every type of public and private institution in Minnesota had lower loan default rates, on average, than national rates.
- » Students attending public two-year institutions had the highest default rates in Minnesota compared with other types of institutions. This is true nationwide.

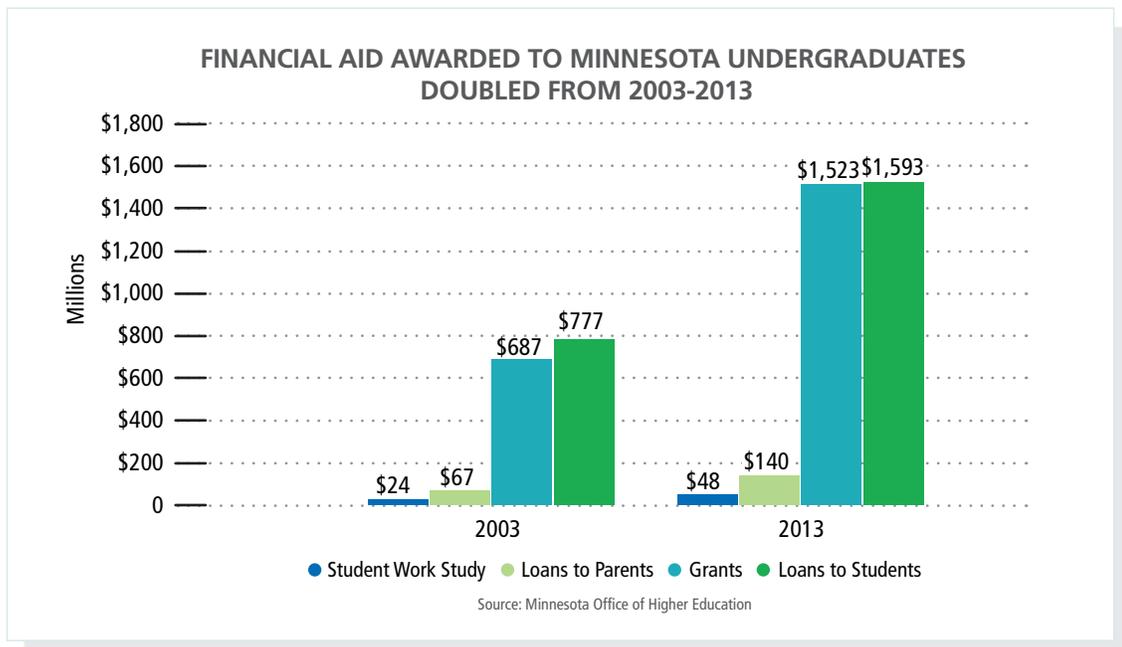
The Minnesota Office of Higher Education monitors loan and debt trends to evaluate state financial aid policies. Loans are one of two major sources of undergraduate financial aid used by students and their families to pay for higher education. The other source is grants and scholarships. In Fiscal Year 2013, Minnesota undergraduates received \$1.5 billion from student loan programs out of \$3.3 billion in total financial aid. Student loans from all sources comprised 48 percent of undergraduate financial aid. Even though the percentage of financial aid derived from student loans was the same compared to grant aid in 2003, the total amount of both types of aid doubled from 2003 to 2013. In addition to loans students borrow, parents borrowed \$140 million in federal loans in 2013, or four percent of total aid, to help their children.

## Cumulative Graduate Debt

To help gauge the debt faced by graduating students at all

degree levels, the Office of Higher Education surveyed Minnesota postsecondary institutions in 2013 to collect new cumulative student loan debt data over the past three years. The data includes cumulative median and average debt for students receiving sub-baccalaureate certificates, associate degrees, bachelor's degrees, master's degrees, doctorates and first-professional degrees in Minnesota.

Debt incurred by graduating students varied widely from institution to institution, even among institutions in the same sector. Sixty-eight percent of undergraduates borrowed student loans and 56 percent of graduate students borrowed. At the sub-baccalaureate certificate and master's degree levels, students graduating from for-profit institutions borrowed similar amounts, on average, as students graduating from public and private not-for-profit institutions. At the associate and bachelor's degree levels, however, students



graduating from for-profit institutions borrowed more, on average, than students graduating from public and private not-for-profit institutions.

Debt increased as the level of degree and specialization increased. This was especially acute in the medical and health sciences fields at the graduate and professional level.

The median debt of bachelor's degree recipients in 2013 was \$27,300. Minnesota students graduating with bachelor's degrees had higher debt than the national average debt, but they had lower loan default rates than students nationally. Most students who left college without a degree (non-completers) borrowed less than \$11,500.

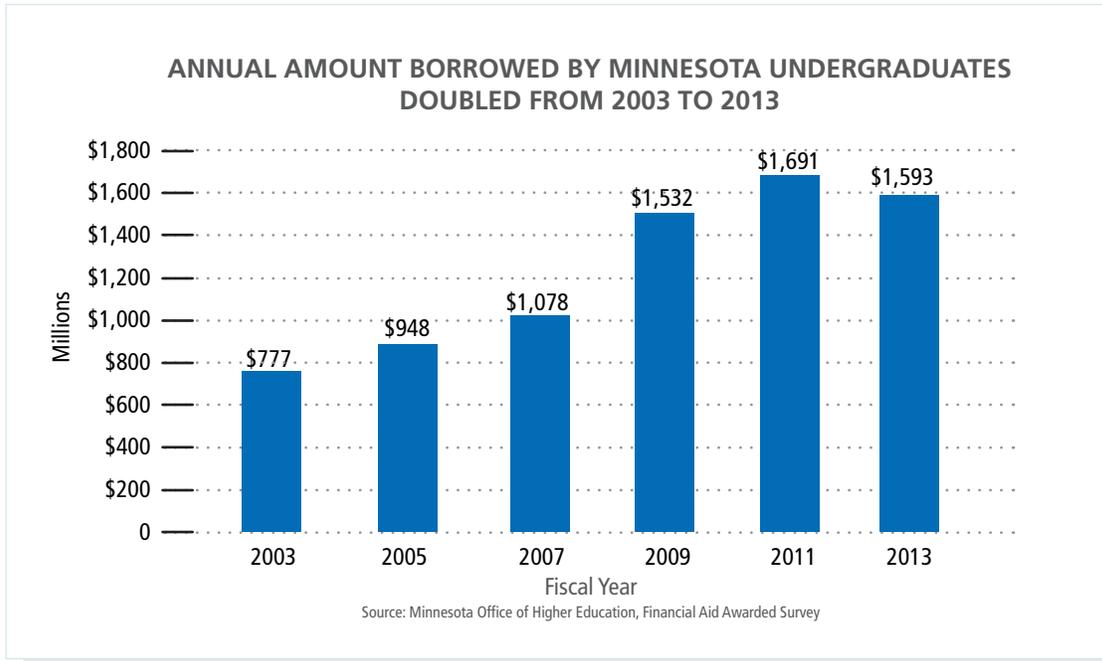
### Repaying Loans

Taking on debt to pay for higher education is an important option for many students and families. Because obtaining a higher education credential is seen as a personal benefit, paying for the education, as well as repaying debt, is viewed partly as the responsibility of the individual. Any amount of debt, however, can become problematic if the borrower's income is insufficient to repay the debt. Two factors impacting the ability to repay student loans include borrower incomes

and choice of repayment terms. No single payment-to-income ratio answers the question of how much students should borrow without increasing their chance of encountering repayment problems. Research on student loan borrowers in Missouri from 2006 through 2008, however, found the number of borrowers defaulting increased by 59 percent as the payment-to-income ratio increased from eight to 10 percent.<sup>1</sup>

Federal student loan programs accounted for 78 percent of student loans borrowed by undergraduates attending Minnesota institutions in 2013. Obtaining student loans from federal programs is preferred to other sources such as private bank loans since federal programs offer repayment plans that may help borrowers who are struggling to repay their loans. Available federal loan options for reduced monthly payments include income-based repayment, extended repayment, unemployment deferments, economic hardship deferments and up to five years of forbearance.

Federal student loan programs do not help all students or their parents who need loans since the loans have yearly borrowing limits. Some students need to resort to other loan options if they need additional financial aid. Unfortunately,



<sup>1</sup> Kantrowitz, M. (2010). Relationship of Default Rates to Debt and Income.

students who take out private or bank loans do not have the same loan repayment options offered through the federal student loan program which could impact their ability to repay their loans.

### Federal Loan Default Rates

The U.S. Department of Education publishes default rates of undergraduates who borrowed federal loans annually. Undergraduates attending Minnesota's colleges were less likely to default on federal student loans than their peers nationally, though they were more likely to borrow than students in other states.

At 12 percent, Minnesota's three-year default rate ranked 32nd of the 50 states. New Mexico (21 percent) had the highest rate and North Dakota (6 percent) had the lowest rate. Nationally, the default rate was 14 percent.

Even though Minnesota undergraduates default less than the national average, the three-year default rate increased from nine percent in Fiscal Year 2009 to 12 percent in Fiscal Year 2011. The number of students defaulting also increased from 9,457 to 17,888.

Fiscal Year 2011 default rates varied among Minnesota institutions from one to 28 percent.

### About Default Rates

The U.S. Department of Education releases official cohort default rates once per year.

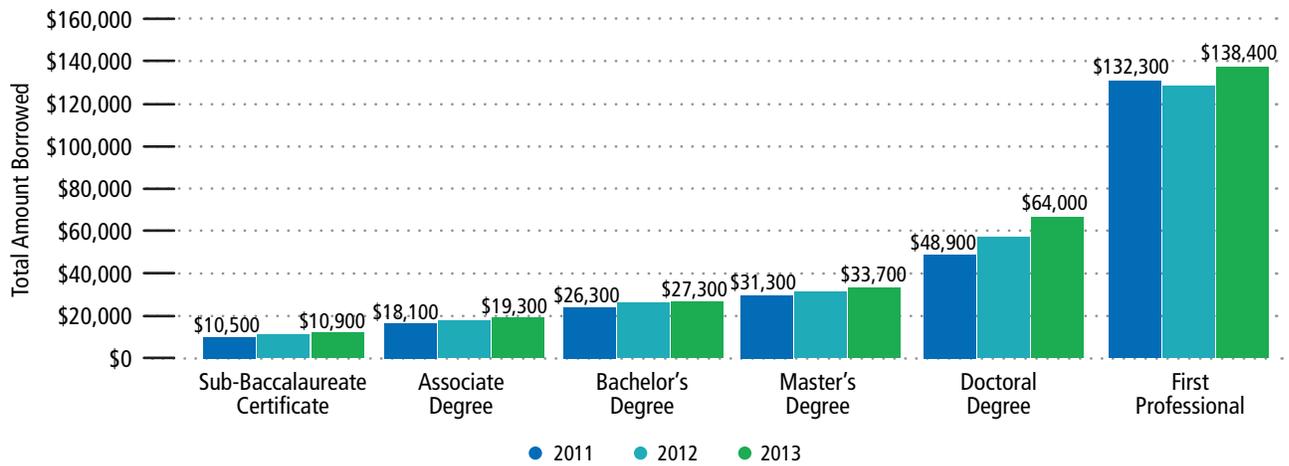
The Higher Education Opportunity Act of 2009, enacted by the U.S. Department of Education, published regulations governing the calculation of cohort default rates. An institution's cohort default rate is calculated as the percentage of borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. This extends the length of time in which a student can default from two to three years.

A three-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Colleges and universities with consistently high student loan default rates over a period of three years may be denied participation in federal and state financial aid programs for their students. No institutions in Minnesota have been denied participation in recent years.

### MEDIAN DEBT OF MINNESOTA GRADUATES INCREASED WITH EACH LEVEL OF EDUCATION COMPLETED

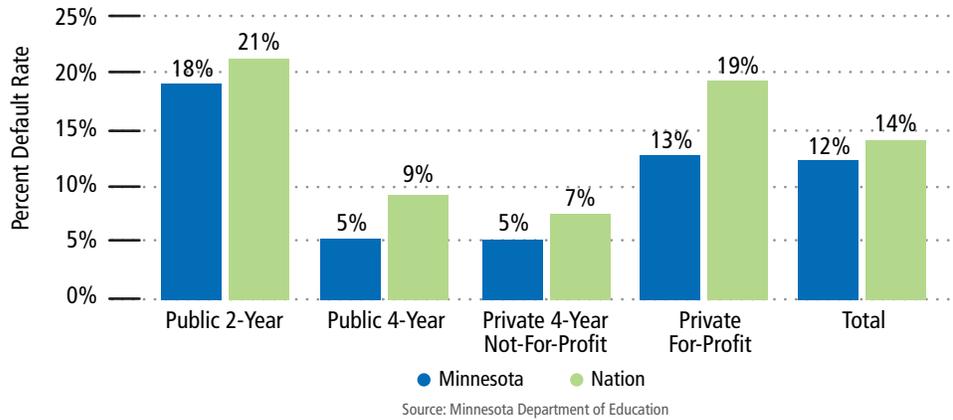
2011-2013



Source: Minnesota Office of Higher Education

### UNDERGRADUATES ATTENDING MINNESOTA COLLEGES WERE LESS LIKELY TO DEFAULT ON FEDERAL STUDENT LOANS THAN THEIR PEERS NATIONALLY

2013



### MINNESOTA STUDENTS DEFAULT RATES ARE LOWER THAN NATIONAL AVERAGE

Fiscal Year 2011 3-Year Official Cohort Default Rates

State	Number of Schools	Number of Borrowers in Default	Number of Borrowers Entered Repayment	Borrowers Default Rate
Illinois	244	28,657	218,078	13.1%
Indiana	115	20,987	134,576	15.5%
Iowa	87	19,633	112,933	17.3%
Michigan	138	25,082	173,447	14.4%
<b>Minnesota</b>	<b>107</b>	<b>17,544</b>	<b>146,031</b>	<b>12.0%</b>
Ohio	256	35,727	213,933	16.7%
Pennsylvania	335	25,980	222,937	11.6%
Wisconsin	91	8,441	84,427	9.9%
Nation	5,564	639,662	4,647,698	13.7%

Calculated July 26, 2014

Source: U.S. Department of Education, Office of Student Financial Aid Program

# Appendix A: Definitions and Terms Used in the Report

## Certificates

Postsecondary awards conferred after completing a curriculum of study at least three months in duration. Certificates are earned in programs below the sub-baccalaureate degree. There are three types of certificate programs based on duration of study. One can be completed in less than one year. The other can be completed in one but less than two years in length. There are a few programs offered at Minnesota postsecondary institutions that are two, but less than four years in length. All three types are grouped together for data purposes in this report. Certificates are predominantly offered in occupationally-specific programs.

## Dual Enrollment

A high school student enrolled in one or more college-level courses while still attending high school.

## First-Time, Full-Time Freshmen

A cohort of undergraduate students admitted as freshmen attending a postsecondary institution the first-time since graduating high school. They are also attending full-time and are degree-seeking students at their time of admittance. Does not include transfer students, but may include students admitted with advanced standing due to credits earned while still attending high school.

## Institution Definitions

- **Four-year institutions:** For data from the Office of Higher Education's Student Enrollment Record Database, four-year institutions are all postsecondary institutions in Minnesota offering bachelor's degrees as their primary undergraduate degree. For data from IPEDS, four-year institutions are all postsecondary institutions offering a program of at least four years duration or one that offers programs at or above the baccalaureate level. Includes schools offering only post-baccalaureate certificates or graduate programs and free-standing medical, law or other first-professional schools.
- **Two-year institutions:** For data from the Office of Higher Education's Student Enrollment Record Database, two-year institutions are all postsecondary institutions in Minnesota offering associate degrees as their primary undergraduate degree. For data from IPEDS, two-year institutions are postsecondary institutions offering programs of at least two but less than four years duration. This includes occupational and vocational schools with programs of at least 1,800 hours and

academic institutions with programs of less than four years but not bachelor's degree-granting institutions where the baccalaureate program can be completed in three years.

## Institutional Grants

All grants, scholarships, tuition discounts, fellowships and gift aid awarded by the institution.

## Institutional Loans

Institution loans are educational loans from the institution to the student and his or her parents from institution controlled funds.

## IPEDS

The Integrated Postsecondary Education Data System (IPEDS) are a series of surveys administered by the U.S. Department of Education's National Center for Education Statistics. All U.S. postsecondary institutions eligible to participate in federal student aid programs are required to complete the surveys. Data are collected and reported at the institutional level.

## Minnesota State Colleges and Universities

This state-supported system comprises seven state universities and 30 state colleges across Minnesota. The institutions are governed by the Minnesota State Colleges and Universities (MnSCU) system.

Where appropriate in this report:

- State Universities were included with public 4-year institutions
- State colleges were included with public 2-year institutions

## Minnesota State Grant Program

Postsecondary grants provided by the state to eligible Minnesota resident students attending a Minnesota institution. The award is based on the financial circumstances of the student and his or her family and estimated educational costs.

## Minnesota SELF Loan Program

The SELF Loan is a long-term, low-interest educational loan primarily for Minnesota students who need assistance paying for education beyond high school. Borrowers pay interest while they are in school.

## Peer States

Peer states were selected due to their similarities to Minnesota in terms of geography, higher education structures, economies, and demographics. The peer states are Iowa, Illinois, Indiana, Michigan, Ohio, Pennsylvania and Wisconsin.

## Postsecondary Institution

An educational organization offering a program of study leading to an award (degree or other non-degree certificate) conferred to enrolled students completing the specified curriculum. In this report, the program of study must offer at least one program that is of at least three months duration. Unless dual enrolled, students are beyond high school level education.

## Private Colleges

These institutions are licensed or registered by the state, and their students are generally eligible to receive state and federal financial aid. Some colleges are church affiliated; others are independent. Classifications within the private colleges:

- Not-for-Profit: These schools have a tax-exempt status and are typically church affiliated. In Minnesota, they mainly include four-year liberal arts colleges. Examples are Augsburg College, Macalester College and St. Olaf College.
- For-Profit: In Minnesota, these institutions mainly offer associate degrees or sub-baccalaureate certificates in specific career fields. Recently a few have started offering career-related bachelor's and master's degrees. Private for-profit institutions may be locally owned and publicly traded. Examples are Brown College and Rasmussen College.

## Private Grants

All grants, scholarships, fellowships and gift aid provided by organizations not associated with the federal or state government or organizations not associated with the institution. Examples of these grants include grants awarded by service clubs (such as Lions Clubs, Kiwanis, PTA and churches), grants awarded by labor unions and fraternal organizations and Blandin Foundation grants to students living in northeastern Minnesota.

## Private Loans

Private loans are loans to students and their parents from private sources. Examples include Citibank Citiassist Student Loans, Marquette Students Choice Loans, Signature Loans (SallieMae, TCF), U.S. Bank Education Loans, U.S. Bank Gap Loans and Wells Fargo Collegiate Loans.

## Race/Ethnicity Descriptions

Measuring students by race and ethnicity is limited by constraints of data collection systems. Existing data do not recognize the breadth of diversity existing within communities of color. Most educational institutions use definitions adopted by the U.S. Department of Education which use the following terms: American Indian, Asian, Hawaiian or Other Pacific Islander, Black, Hispanic, White or Two or More Races.

## State Grants

Grants funded by states or localities. In Minnesota, these grants include Minnesota State Grants, Minnesota Indian Scholarships, Minnesota GI Bill awards, Postsecondary Child Care Grants, Public Safety Officers' Survivor Grants and miscellaneous grants funded by state agencies other than the Minnesota Office of Higher Education.

## Title IV

Title IV aid to students includes grant aid, work study aid, and loan aid. These include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Work-Study, Federal Perkins Loan, Subsidized Direct or FFEL Stafford Loan, and Unsubsidized Direct or FFEL Stafford Loan. For those Title IV recipients, net price is reported by income category and includes students who received federal aid even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of student for which the data are reported, the definition of net price remains the same – total cost of attendance minus grant aid.

## Undergraduate

A student enrolled at a postsecondary institution taking one or more courses where the credits earned in the course can be applied to an academic award at the baccalaureate level or below.

## University of Minnesota

References to the University of Minnesota include the state's land grant campus in the Twin Cities and its comprehensive regional institutions in Crookston, Duluth, Morris and Rochester. Unless reported separately, the University of Minnesota campuses were included with public four-year institutions in this report.

# Appendix B: Data Sources Used in the Report

## Exam Data

The Office of Higher Education obtained data from the following organizations, for data on various assessments and admissions exams completed by students:

- ACT:  
([www.act.org](http://www.act.org)) Data on ACT test takers.
- American Council on Education:  
Data on GED test takers.
- College Board:  
([www.collegeboard.org](http://www.collegeboard.org)) Data on advanced placement test-takers.
- Minnesota Department of Education:  
([www.education.state.mn.us](http://www.education.state.mn.us)) Data on the Minnesota Comprehensive Assessment exam taken by public high school students.

## Georgetown University Center on Education and the Workforce

([cew.georgetown.edu](http://cew.georgetown.edu)) Data on the percent of the population obtaining academic certificates.

## Minnesota Department of Education

([education.state.mn.us](http://education.state.mn.us)) Data on Minnesota high school graduates, high school assessments and dual enrollment programs.

## Minnesota Department of Employment and Economic Development

([www.mn.gov/deed](http://www.mn.gov/deed)) Data on employment and wages of Minnesota's workforce.

## Minnesota Office of Higher Education

([www.ohe.state.mn.us](http://www.ohe.state.mn.us)) Data on students enrolled during the fall term in Minnesota's public and private postsecondary education institutions. Data on financial aid awarded from Minnesota funded programs. Data from the State Longitudinal Education Data System (SLEDS) on employment outcomes of Minnesota graduates working in Minnesota.

## State Longitudinal Educational Data System (SLEDS)

(<http://sleds.mn.gov>) Data on developmental education and employment outcome of college.

## U.S. Census Bureau

([www.census.gov](http://www.census.gov)) Data on educational attainment of the population and student employment from the American Community Survey.

## U.S. Department of Education

([www.ed.gov](http://www.ed.gov)) Data on enrollment, degrees conferred, student financial aid, and institutional characteristics from the National Center of Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) from the nation's postsecondary institutions ([nces.ed.gov/ipeds](http://nces.ed.gov/ipeds)). Data on federal student aid cohort default rates ([federalstudentaid.ed.gov/datacenter/cohort.html](http://federalstudentaid.ed.gov/datacenter/cohort.html)).

# Appendix C: Enrollment At Minnesota Postsecondary Institutions – Fall 2013

	Enrollment Level			Total Enrolled	Minnesota Resident Undergraduate Only*	Undergraduate Students of Color Percent
	Undergraduate	Graduate / Professional	High School Student			
<b>University of Minnesota</b>						
University of Minnesota-Crookston	1,857		982	2,839	1,246	15%
University of Minnesota-Duluth	9,337	1,162	742	11,241	8,176	10%
University of Minnesota-Morris	1,867		79	1,946	1,484	27%
University of Minnesota-Rochester	494		1	495	396	19%
University of Minnesota-Twin Cities	32,351	17,077	2,097	51,525	21,252	21%
<b>Total University of Minnesota</b>	<b>46,906</b>	<b>18,239</b>	<b>3,901</b>	<b>68,046</b>	<b>32,554</b>	<b>19%</b>
<b>State Universities</b>						
Bemidji State University	4,515	236	212	4,963	3,991	10%
Metropolitan State University	7,601	863	46	8,510	6,463	38%
Minnesota State University Mankato	12,745	1,959	722	15,426	10,188	15%
Minnesota State University Moorhead	6,123	471	40	6,634	3,633	11%
Southwest State University	2,473	450	3,994	6,917	1,994	13%
Saint Cloud State University	11,820	1,631	3,314	16,765	9,731	18%
Winona State University	8,213	529	40	8,782	5,514	9%
<b>Total State Universities</b>	<b>53,490</b>	<b>6,139</b>	<b>8,368</b>	<b>67,997</b>	<b>41,514</b>	<b>17%</b>
<b>Public State Colleges</b>						
Alexandria Technical and Community College	2,356		489	2,845	2,228	7%
Anoka Technical College	2,091		158	2,249	1,960	20%
Anoka-Ramsey Community College	7,079		2,241	9,320	6,553	21%
Central Lakes College	2,805		1,545	4,350	2,687	10%
Century College	9,717		356	10,073	8,234	40%
Dakota County Technical College	3,092		36	3,128	2,676	21%
Fond du Lac Tribal & Community College	1,057		1,215	2,272	926	35%

	Enrollment Level			Total Enrolled	Minnesota Resident Undergraduate Only*	Undergraduate Students of Color Percent
	Undergraduate	Graduate	High School Student			
Hennepin Technical College	6,205		197	6,402	5,133	41%
Hibbing Community College	1,249		127	1,376	1,174	15%
Inver Hills Community College	5,371		573	5,944	4,891	30%
Itasca Community College	1,166		82	1,248	1,060	18%
Lake Superior College	4,610		784	5,394	3,850	13%
Mesabi Range Community & Technical College	1,079		346	1,425	992	18%
Minneapolis Community & Technical College	9,441		250	9,691	7,709	57%
Minnesota State College-Southeast Technical	1,940		267	2,207	1,422	12%
Minnesota West Community & Technical College	2,598		633	3,231	2,215	17%
MN State Community & Technical College	5,270		1,194	6,464	3,297	17%
Normandale Community College	8,718		790	9,508	7,508	37%
North Hennepin Community College	7,088		474	7,562	6,096	47%
Northland Community & Technical College	3,346		446	3,792	1,920	16%
Northwest Technical College	1,189		27	1,216	1,034	22%
Pine Technical College	815		283	1,098	686	11%
Rainy River Community College	237		78	315	162	29%
Ridgewater College	3,486		280	3,766	3,259	14%
Riverland Community College	2,673		635	3,308	2,382	18%
Rochester Community & Technical College	5,601		456	6,057	4,950	22%
Saint Cloud Technical College	4,653		293	4,946	4,336	16%
Saint Paul College	6,580		160	6,740	5,329	60%
South Central College	3,337		73	3,410	3,095	20%
Vermilion Community College	524		187	711	409	17%
<b>Total Public State Colleges</b>	<b>115,373</b>		<b>14,675</b>	<b>130,048</b>	<b>98,173</b>	<b>30%</b>
<b>Private 4-Year Colleges</b>						
Augsburg College	2,716	838		3,554	2,224	31%
Bethany Lutheran College	555		24	579	411	11%
Bethel University	3,181	1,264	88	4,533	2,549	14%

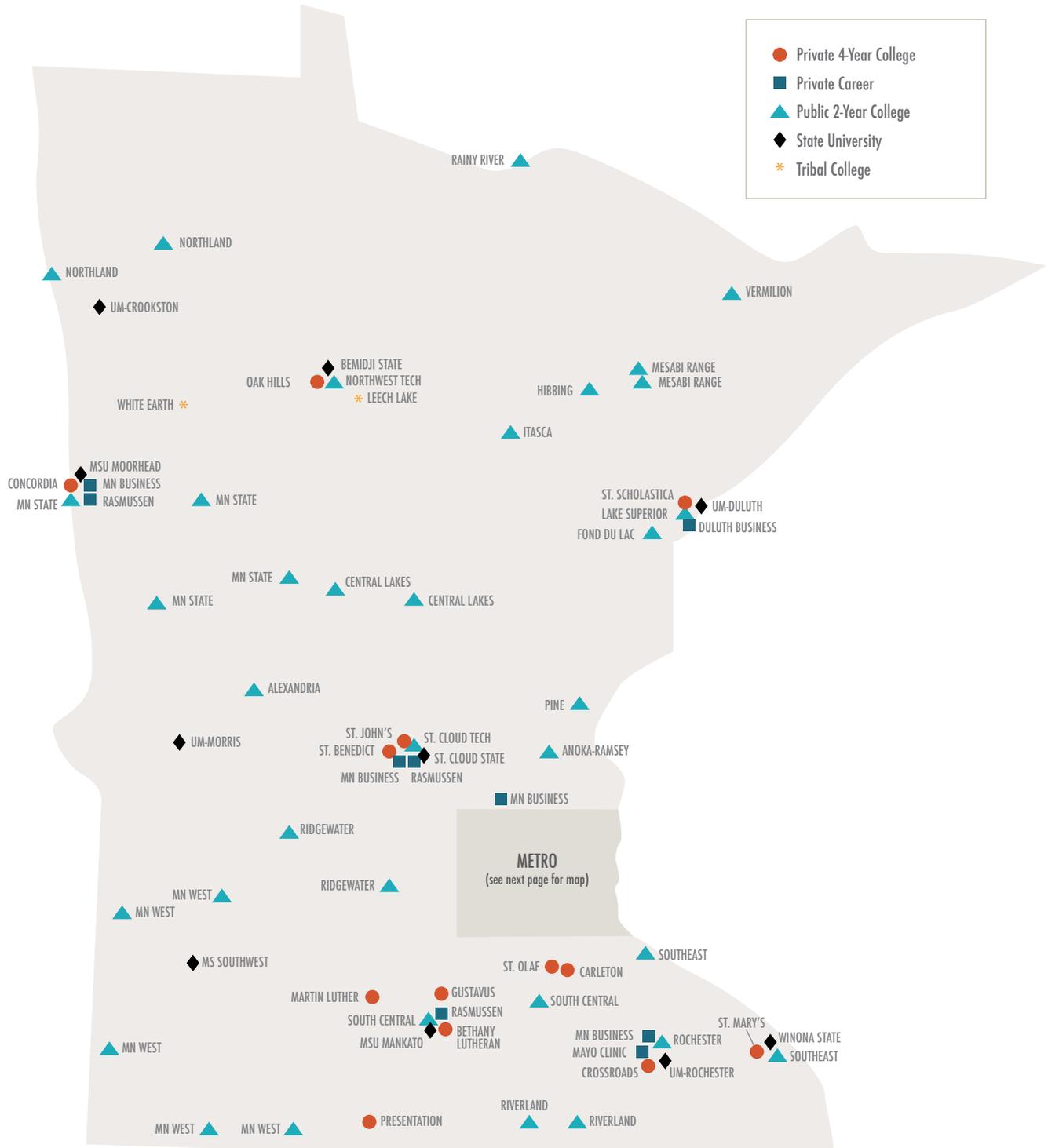
	Enrollment Level			Total Enrolled	Minnesota Resident Undergraduate Only*	Undergraduate Students of Color Percent
	Undergraduate	Graduate	High School Student			
Carleton College	2,046		1	2,047	412	26%
College of Saint Benedict	2,042		6	2,048	1,608	15%
College of Saint Scholastica	2,923	1,304	13	4,240	2,348	11%
Concordia College Moorhead	2,504	27	22	2,553	1,684	8%
Concordia University St. Paul	1,892	1,463	276	3,631	1,422	30%
Crossroads College	98		3	101	62	28%
Crown College	1,101	179	43	1,323	585	19%
Gustavus Adolphus College	2,447		15	2,462	1,937	14%
Hamline University	2,183	2,370	28	4,581	1,707	25%
Macalester College	2,033		5	2,038	315	24%
Martin Luther College	763	61		824	102	3%
Minneapolis College of Art & Design	687	103		790	441	40%
North Central University	1,104		195	1,299	542	16%
Oak Hills Christian College	117			117	78	16%
Presentation College (Fairmont)	257		16	273	252	19%
St. Catherine University	3,545	1,450	20	5,015	3,210	30%
Saint John's University	1,855	112	12	1,979	1,440	13%
Saint Mary's University of MN	1,910	3,597	21	5,528	1,377	19%
St. Olaf College	3,103		22	3,125	1,435	16%
University of Northwestern-St. Paul	1,711	57	372	2,140	1,283	13%
University of St. Thomas	6,321	3,871		10,192	4,874	12%
<b>Total Private Colleges &amp; Universities</b>	<b>47,094</b>	<b>16,696</b>	<b>1,182</b>	<b>64,972</b>	<b>32,298</b>	<b>18%</b>
<b>Private Career Schools</b>						
Academy College	148		1	149	140	28%
American Indian OIC	156			156	154	53%
Argosy University/Twin Cities	1,122	504		1,626	1,037	19%
Art Institutes International Minnesota	1,128			1,128	1,044	25%
Avalon School of Cosmetology	33			33	27	42%
Aveda Institute Minneapolis	320			320	300	15%
Brainco School of Advertising	15			15	67%	

	Enrollment Level			Total Enrolled	Minnesota Resident Undergraduate Only*	Undergraduate Students of Color Percent
	Undergraduate	Graduate	High School Student			
Brainco School of Advertising	11			11	11	
CenterPoint Massage and Shiatsu Therapy	101			101	98	12%
Cosmetology Training Center (Mankato)	19			19	19	0%
DeVry University (Edina Center)	290	176		466	280	27%
Duluth Business University	208			208	160	6%
Dunwoody College of Technology	978		3	981	951	19%
Empire Beauty School (Bloomington)	46			46	46	51%
Empire Beauty School (Eden Prairie)	17			17	17	53%
Empire Beauty School (Spring Lake Park)	29			29	29	67%
Empire Beauty School (St. Paul)	20			20	20	82%
Everest Institute	202			202	202	61%
Globe University (Minneapolis)	126	111		237	123	56%
Globe University (Woodbury)	919	59	5	983	483	16%
Hastings Beauty School	40			40	30	23%
Herzing University	260			260	245	30%
Institute of Production & Recording	241		1	242		23%
ITT Technical Institute (Brooklyn Center)	118			118	118	43%
ITT Technical Institute (Eden Prairie)	195			195	195	
LA Beauty School	26			26	26	75%
LeCordon Bleu College of Culinary Arts	1,268			1,268	1,055	28%
Leech Lake Tribal College	331		17	348	331	91%
McNally Smith College of Music	547	19	23	589	286	23%
Miami Ad School Minneapolis	18			18	185	17%
Minneapolis Business College	191			191	181	47%
Minneapolis Media Institute	147			147	138	35%
Minnesota Commercial Diving Training	27			27	3	0%
Minnesota School of Beauty	39			39	39	3%

	Enrollment Level			Total Enrolled	Minnesota Resident Undergraduate Only*	Undergraduate Students of Color Percent
	Undergraduate	Graduate	High School Student			
Minnesota School of Barbering	8			8	7	83%
Minnesota School of Business (Blaine)	390		5	395	386	11%
Minnesota School of Business (Brooklyn Center)	168		1	169	165	63%
Minnesota School of Business (Elk River)	287		3	290	287	9%
Minnesota School of Business (Lakeville)	201		2	203	199	14%
Minnesota School of Business (Moorhead)	174		7	181	65	10%
Minnesota School of Business (Plymouth)	188			188	187	17%
Minnesota School of Business (Richfield)	963	66	2	1,031	864	20%
Minnesota School of Business (Rochester)	264		1	265	259	14%
Minnesota School of Business (Shakopee)	115		2	117	114	16%
Minnesota School of Business (St. Cloud)	351		3	354	349	9%
Minnesota School of Cosmetology (Plymouth)	88			88	87	42%
Minnesota School of Cosmetology (Woodbury)	143			143	109	23%
Model College Hair Design	99			99	95	6%
Moler Barber School	37			37	37	75%
National Am. University (Bloomington)	486			486	468	51%
National Am. University (Brooklyn Ctr.)	725			725	689	53%
National Am. University (Burnsville)	157			157	146	43%
National Am. University (Roseville)	364			364	354	57%
Nova Academy of Cosmetology	77			77	74	13%
Park Avenue School of Cosmetology	54			54	49	13%
PCI Academy (New Hope)	62			62	62	19%
Professional Salon Academy	28			28	28	7%
Rasmussen College	4,379			4,379	4,106	16%
Regency Beauty Institute (Blaine)	62			62	60	12%
Regency Beauty Institute (Burnsville)	57			57	57	5%

	Enrollment Level			Total Enrolled	Minnesota Resident Undergraduate Only*	Undergraduate Students of Color Percent
	Undergraduate	Graduate	High School Student			
Regency Beauty Institute (Maplewood)	26			26	25	45%
Regency Beauty Institute (Minnetonka)	28			28	28	29%
Regency Beauty Institute (St. Cloud)	26			26	26	22%
Rochester School of Hair Design	48			48	48	15%
Sanford-Brown College (Mendota Heights)	668			668	646	59%
Summit Academy OIC	318		1	319	314	85%
Trails End Taxidermy	13			13	13	0%
Transportation Center for Excellence	19			19	18	56%
Travel Academy	69			69	6	42%
University of Phoenix (Mpls/St. Paul)	153	27		180	151	45%
White Earth Tribal College	55			55	55	84%
<b>Total Private Career Schools</b>	<b>20,698</b>	<b>962</b>	<b>77</b>	<b>21,737</b>	<b>18,632</b>	<b>28%</b>
<b>Private Career Online Schools</b>						
Capella University	7,947	26,060		34,007	489	49%
Walden University	8,200	42,774		50,974	173	52%
<b>Total Private Career Online Schools</b>	<b>16,147</b>	<b>68,834</b>		<b>84,981</b>	<b>662</b>	<b>50%</b>
<b>Private Graduate &amp; Professional</b>						
Adler Graduate School		369		369		
American Academy of Acupuncture		91		91		
Bethel Seminary		516		516		
Montessori Training Center		23		23		
Northwestern Health Sciences University	113	791		904		18%
United Theological Seminary		135		135		
Vesper College		4		4		
William Mitchell College of Law		809		809		
<b>Total Private Graduate &amp; Professional Schools</b>	<b>113</b>	<b>2,738</b>		<b>2,851</b>		
<b>Grand Total</b>	<b>298,821</b>	<b>113,608</b>	<b>28,203</b>	<b>440,632</b>	<b>223,833</b>	<b>25%</b>
*High school students not included						
Source: Minnesota Office of Higher Education						

# Minnesota Postsecondary Institutions: Greater Minnesota



Note: Not all postsecondary institutions licensed or registered in Minnesota are included. The map includes all public 2-year and 4-year campuses, private non-profit institutions, and private for-profit institutions with enrollments of greater than 200 students. Not shown are approximately 100 licensed and registered institutions in Minnesota with fewer than 200 students or other institutions offering a single specialized program below the associate degree.

Source: Minnesota Office of Higher Education





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