



ACCESS TO COLLEGE

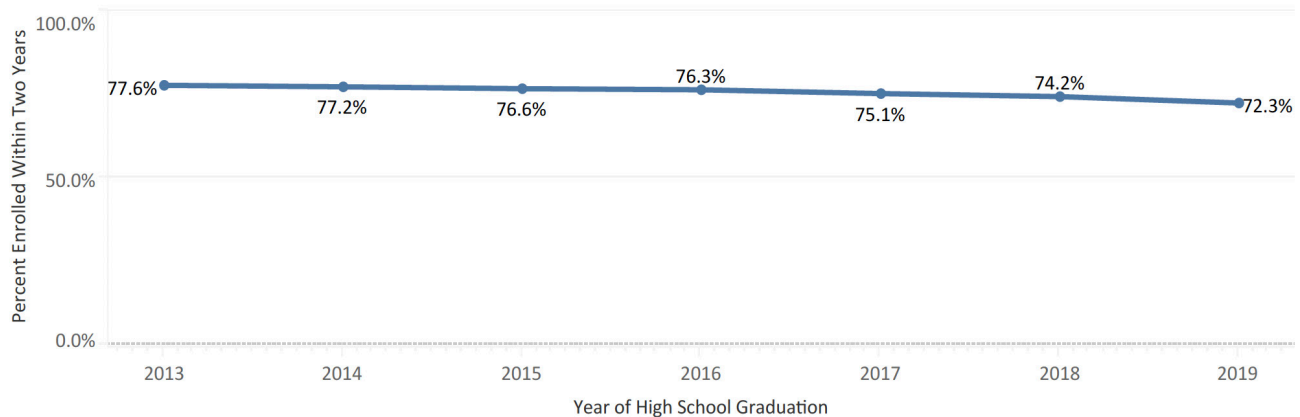
A 2022 MINNESOTA MEASURES REPORT

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PARTICIPATION IN COLLEGE

Key: Minnesota maintains strong college enrollment rates, but equity gaps persist.

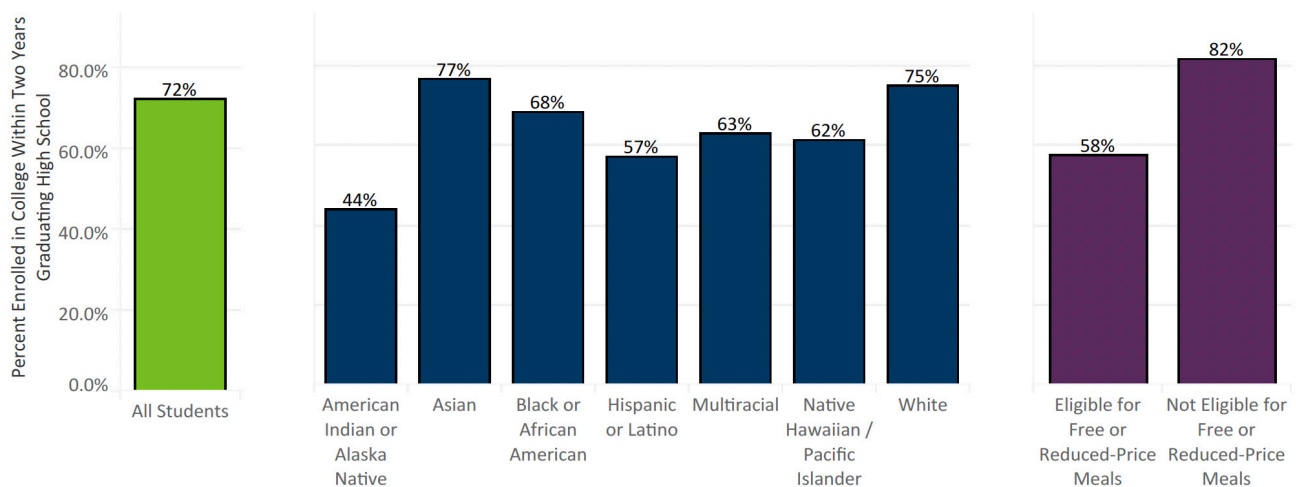
Figure 1: College enrollment rates have declined since 2013



Source: Minnesota Office of Higher Education analysis Minnesota SLEDS data (Statewide Longitudinal Education Data System)

The percentage of Minnesota high school graduates enrolling in college has declined since 2013. In the class of 2019, 72.3% of public high school graduates enrolled in college within two years of graduation. This rate was lower than the recent high of 77.6% seen for the class of 2013.

Figure 2: Significant gaps in college enrollment exist for students of color, indigenous students, and students eligible for free or reduced-price meals



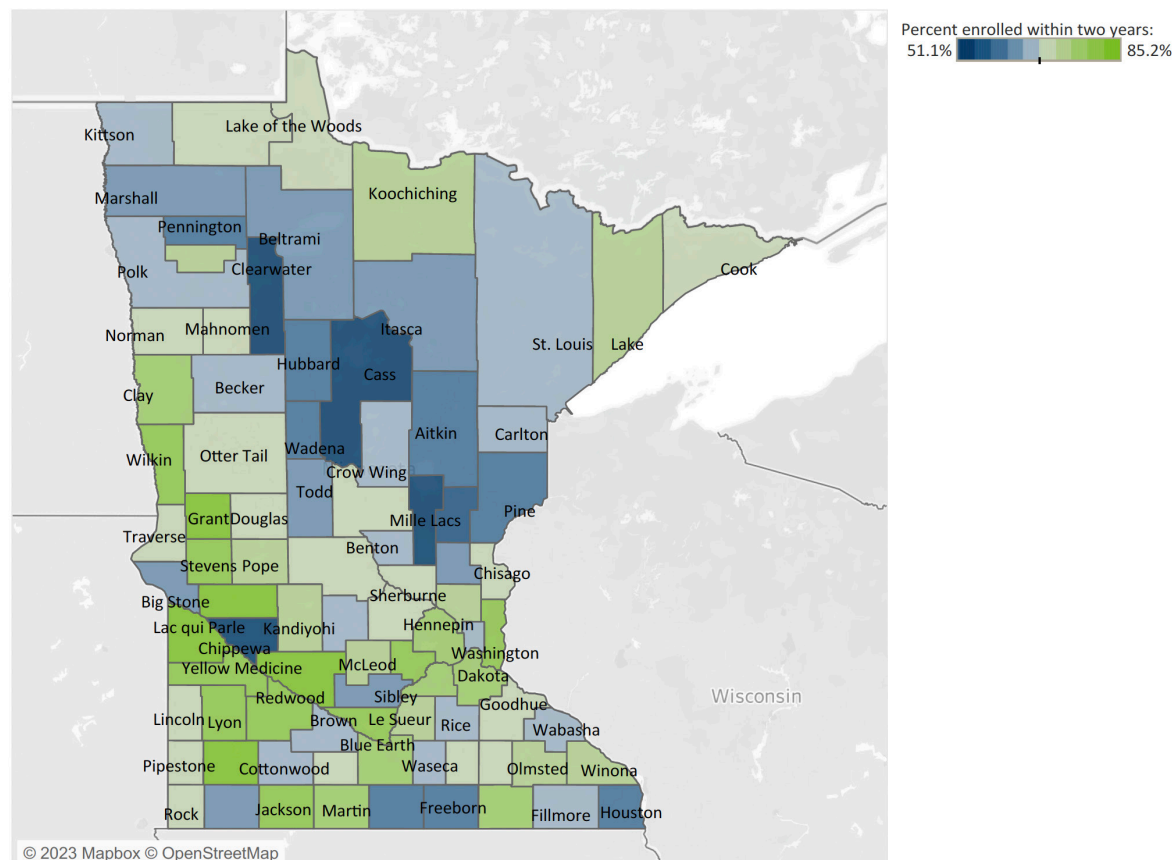
Note: Students in households with incomes below 185 percent of the federal poverty level are eligible for free or reduced-price meals

Source: Minnesota Office of Higher Education analysis of Minnesota SLEDS data (Statewide Longitudinal Education Data System)

Significant gaps persist within student groups, based both on race/ethnicity and on eligibility for free or reduced-price meals. College enrollment rates for public high school graduates in the class of 2019 showed the largest gap for American Indian or Alaska Native students, whose college enrollment rate was 28 percentage points lower than the rate for all students.

Enrollment rates for Black or African American students, Hispanic or Latino students, multiracial students, and Native Hawaiian or Other Pacific Islander students were also lower than the rate for all students. Students eligible for free and reduced-price meals enrolled in college at a rate 24 percentage points lower than ineligible students.

Figure 3: Disparities in college enrollment rates also exist by geography (percent of public high school graduates enrolling in college within two years of graduating high school – class of 2019)



Source: Minnesota Office of Higher Education analysis of Minnesota SLEDS data (Statewide Longitudinal Education Data System)

Examining college enrollment rates of public high school graduates by the county of the students' high schools reveals disparities in enrollment rates by geography. For the class of 2019, enrollment rates ranged from as low as 49% in Chippewa County to as high as 86% in Lac qui Parle County. However, counties with smaller numbers of high school graduates appear to have college enrollment rates that fluctuate more over time, making it hard to draw clear conclusions from a single year. Within counties that graduated more than 1,000 students in 2017, college enrollment rates ranged from 67% in Ramsey County to 79% in Washington County.

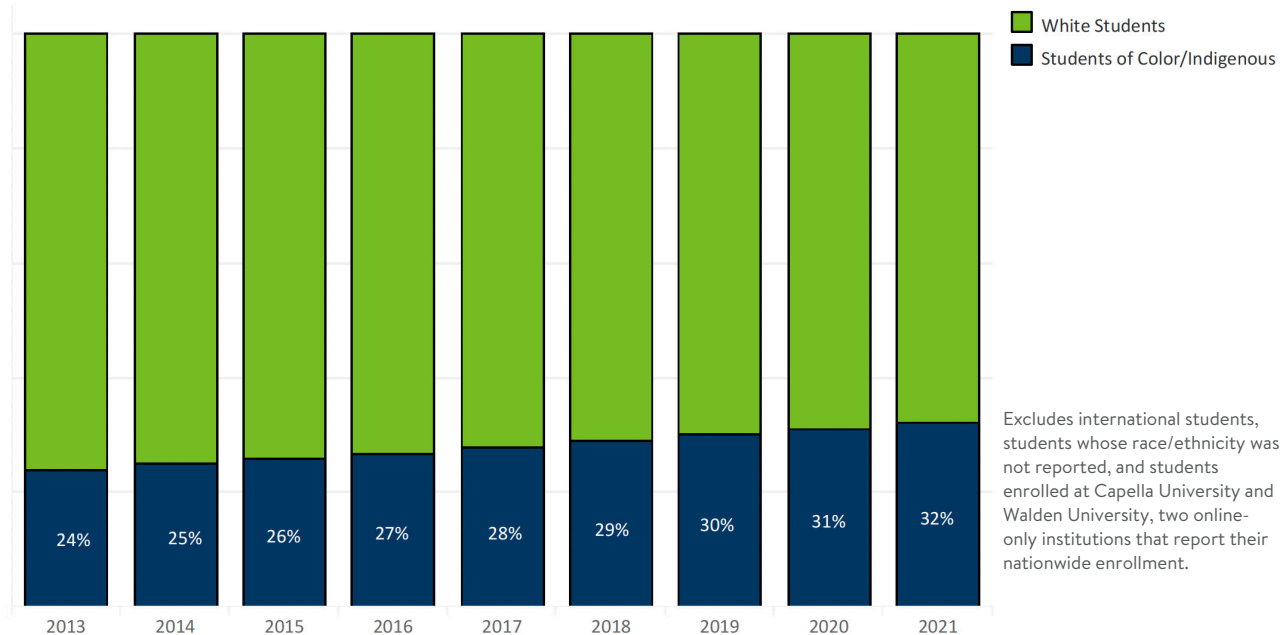


Counties with smaller numbers of high school graduates appear to have college enrollment rates that fluctuate more over time.

STUDENT ENROLLMENT DISPARITIES

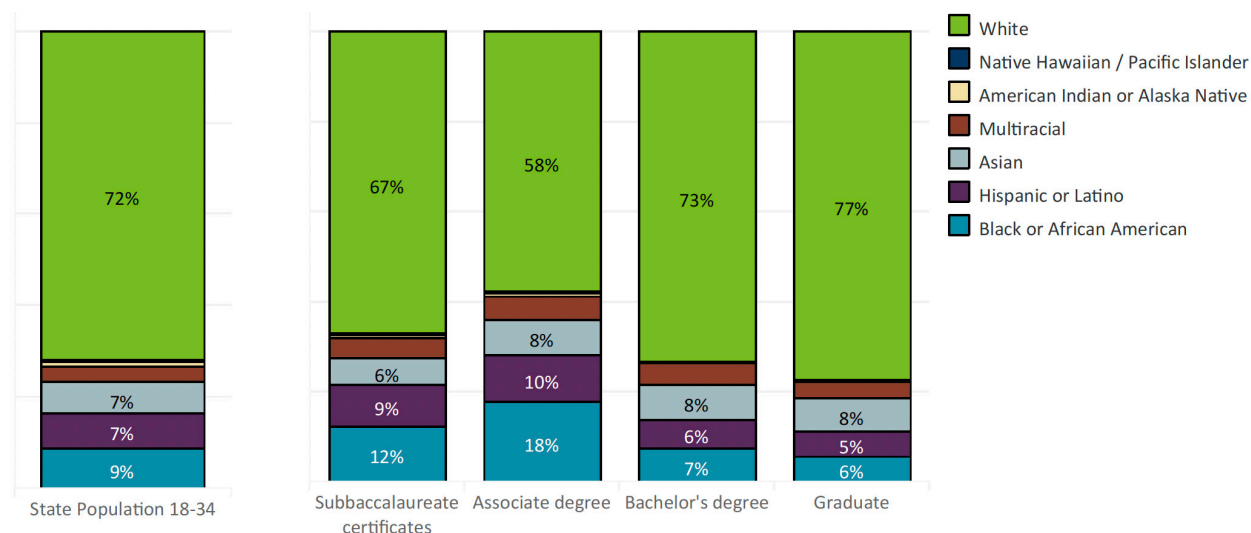
Although college enrollment is becoming more diverse, students of color and indigenous students remain underrepresented in Bachelor's and graduate programs.

Figure 4: Students of color and indigenous students make up a growing share of Minnesota undergraduate students



The share of Minnesota undergraduates who were students of color or indigenous students has increased in the past nine years, from 24% in the fall of 2013 to 32% in the fall of 2021. This trend largely mirrors trends in the overall population.

Figure 5: Enrollment disparities exist by credential type for students of color, indigenous students (fall '21) (Race and ethnicity of Minnesota resident students ages 18-34 by credential type, as compared to the state population of 18-34 year-olds. Students age 18-34 make up 90% of Minnesota postsecondary students)

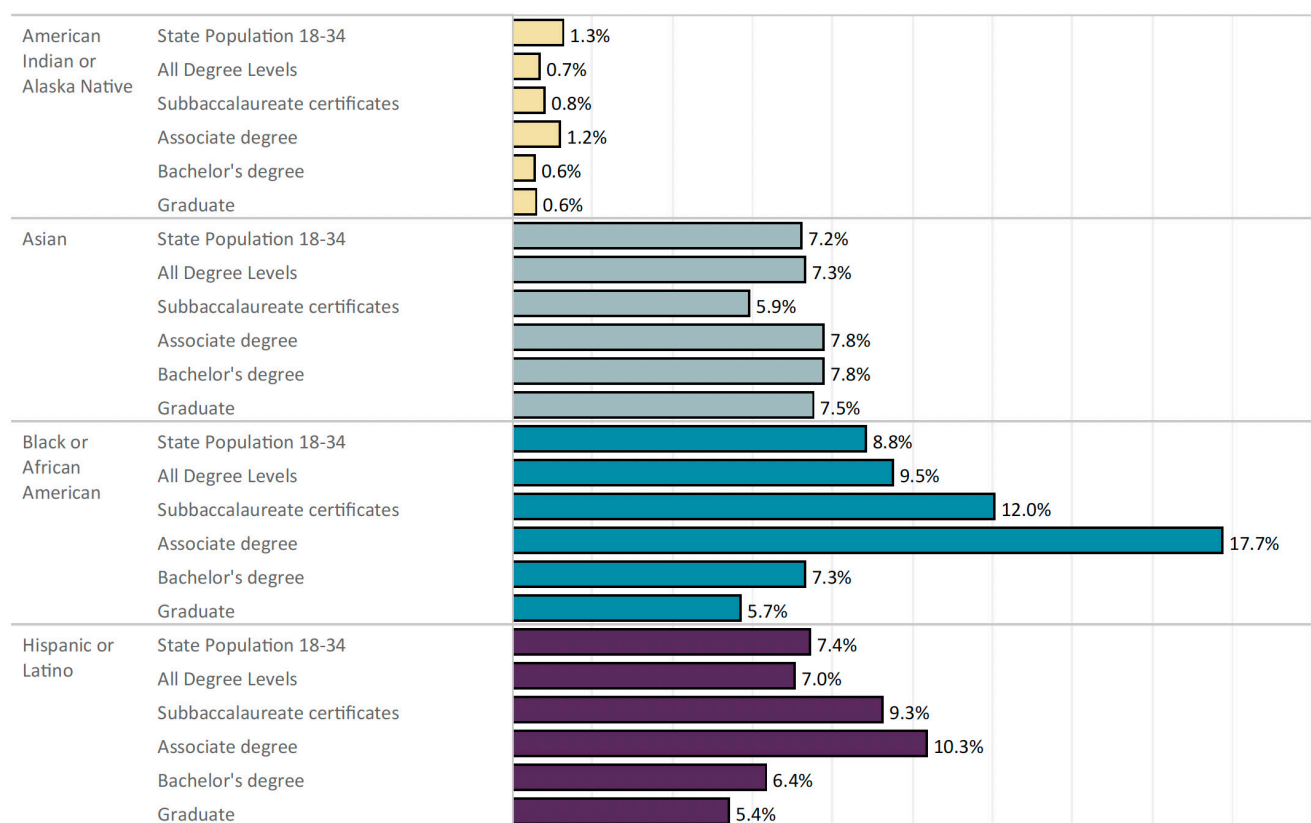


Sources: US Census State Characteristics Population Estimates 7/1/2021; Minnesota Office of Higher Education Student Enrollment Database.
Note: Excludes students enrolled at Capella University and Walden University, two online-only institutions that report their nationwide enrollment.

A comparison of the racial and ethnic makeup of students by different credential types, as compared to the makeup of Minnesota's state population aged 18-34, highlights enrollment disparities by credential type. Students of color and indigenous students make up disproportionately high percentages of sub-baccalaureate certificate and associate degree students (33% and 42%, respectively, in the fall of 2021) compared to 28% of Minnesota's population aged 18-34 in the year 2021. Meanwhile, students of color and indigenous students make up disproportionately low percentages of Bachelor's degree and graduate students (27% and 23%, respectively).

Students of color and indigenous students make up disproportionately high percentages of subbaccalaureate certificate and associate degree students.

Figure 6: Explore representation of racial and ethnic groups by credential type

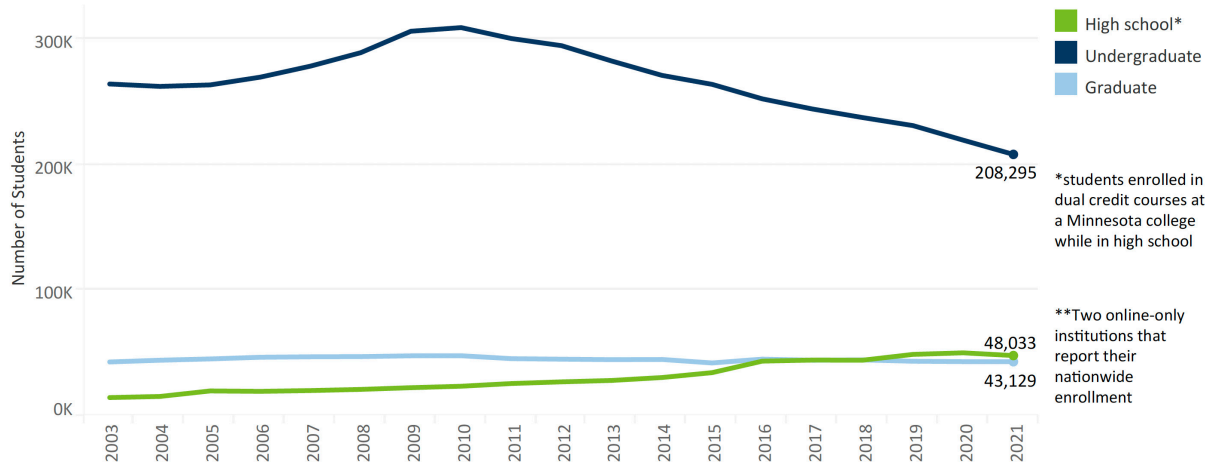


A closer look within each racial and ethnic category highlights the significance of these enrollment disparities. For example, while Black or African American residents make up 8.8% of Minnesota's 18-34 year-old population, these residents only represent 7.3% of the state's Bachelor's degree enrollment, a 17% decrease in representation. Similarly, American Indian or Alaska

Native students make up less than half the amount of Bachelor's degree students (0.6%) versus what would be seen if the Bachelor's degree-seeking population mirrored the state's population as a whole (1.3%). Hispanic or Latino students made up 6.4% of Bachelor's enrollment, 14% lower than their makeup of the state population age 18-34 (7.4%).

EXAMINING ENROLLMENT TRENDS AND STUDENT CHARACTERISTICS

Figure 7: The decline in undergraduate enrollment accelerated in fall 2020 during the COVID-19 pandemic (fall student headcount by year)

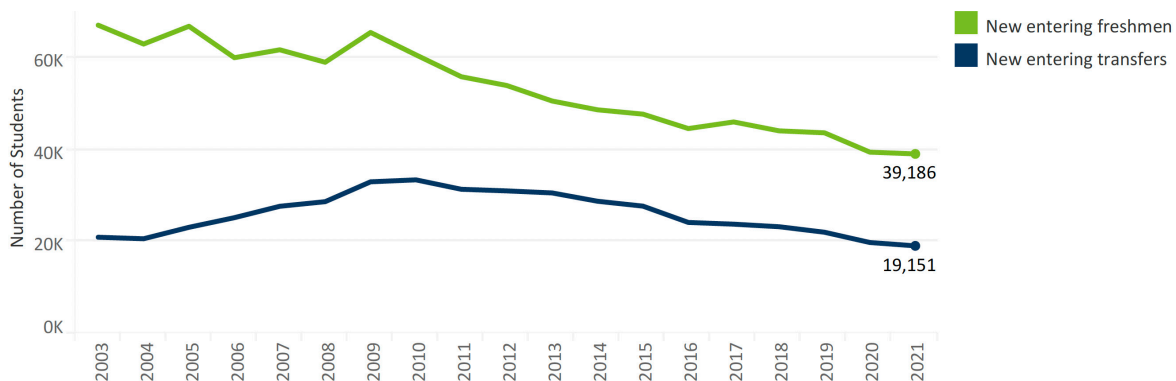


Note: Students enrolled at two online-only institutions that report their nationwide enrollment, Capella University and Walden University, are excluded.

Declines in undergraduate enrollment, a trend since enrollment peaked in 2010 at the height of the Great Recession, accelerated in fall 2020 during the COVID-19 pandemic. Undergraduate enrollment in Minnesota declined from 231,246 in fall 2019 to 219,643 in fall 2020, a decrease of -5.3%, and decreased further to 208,295 in fall 2021, a decrease of an additional -5.2%. In contrast, graduate enrollment and enrollment of high school students in dual credit courses both decreased only slightly from fall 2019 to fall 2021.

College enrollment generally increases during economic downturns as unemployed workers pursue additional education.

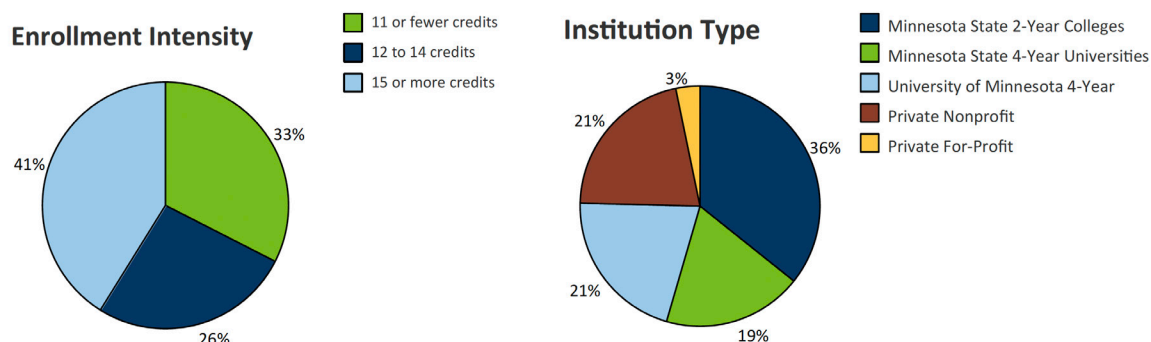
Figure 8: Both new entering freshmen and transfer undergraduates declined during the pandemic (fall student headcount by year – new entering undergraduates)



Note: Students enrolled at two online-only institutions that report their nationwide enrollment, Capella University and Walden University, are excluded.

New entering undergraduate enrollment decreased during the COVID-19 pandemic, falling from 43,622 in fall 2019 to 39,186 in fall 2021 – a decline of 10.2%. New entering transfers decreased at a similar rate, falling from 22,086 in fall 2019 to 19,151 in fall 2021 – a decline of 10.0%.

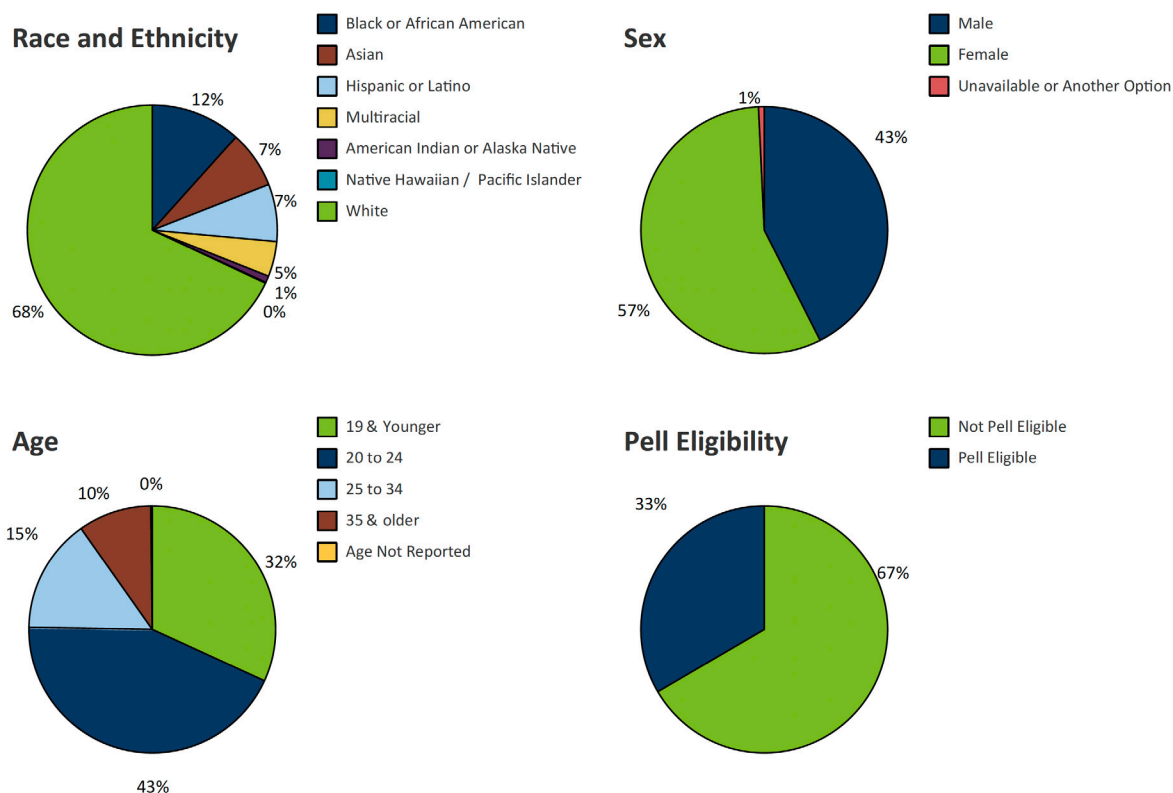
Figure 9: Enrollment characteristics of Minnesota undergraduate students (fall term 2021)



Note: Students enrolled at two online-only institutions that report their nationwide enrollment, Capella University and Walden University, are excluded.

In fall 2021, most Minnesota undergraduates enrolled at full-time levels of 12 credits or more, and over half (61%) enrolled at either public 4-year schools or private nonprofit institutions (mostly 4-year liberal arts colleges). 21% were enrolled at the University of Minnesota, 19% were enrolled at Minnesota State Universities (4-year), and 21% at private non-profits. Minnesota State Colleges (2-year) enrolled 36% of Minnesota undergraduates – the largest percentage of any institution type – while private for-profits enrolled just 3%.

Figure 10: Demographic profile of Minnesota resident undergraduate students (fall term 2021)



Note: Students enrolled at two online-only institutions that report their nationwide enrollment, Capella University and Walden University, are excluded.

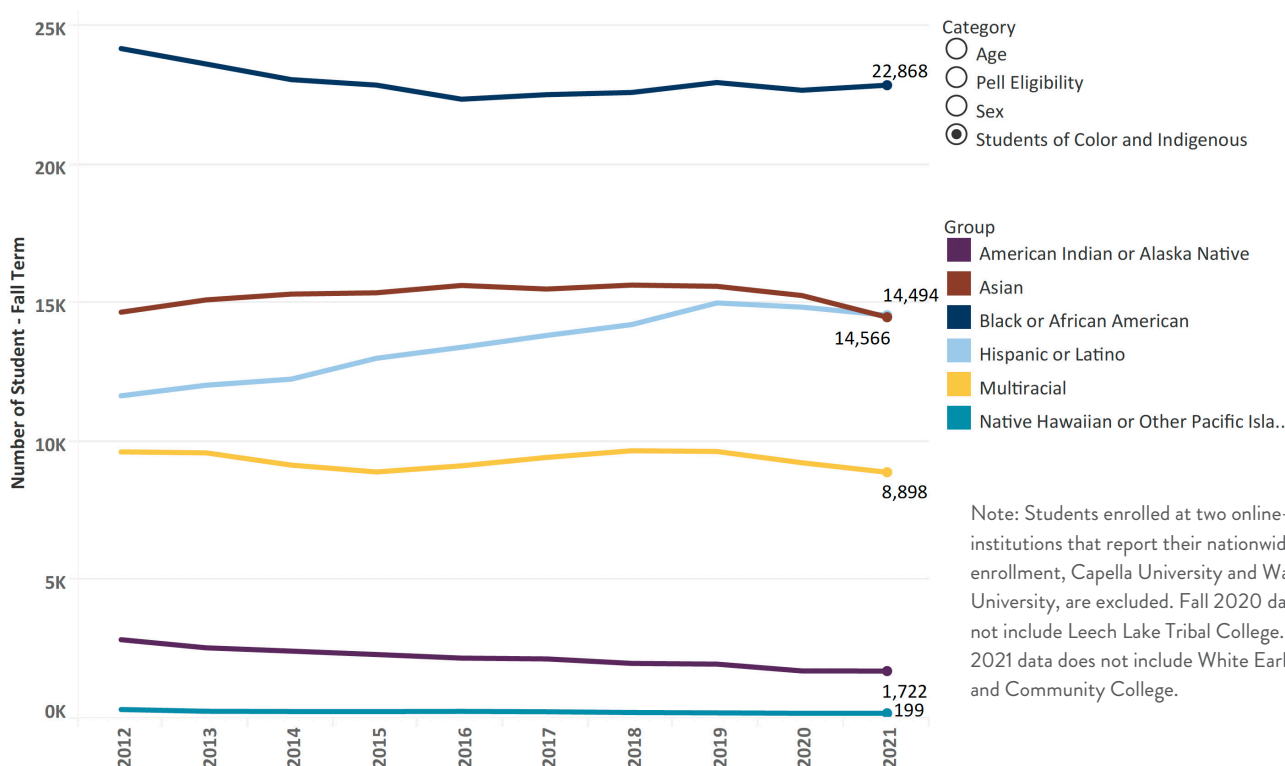
In fall 2021, 68% of Minnesota undergraduates were white students versus 32% who were students of color or indigenous students. Within students of color and indigenous students, Black or African American students make up the largest percentage at 12%, followed by Asian students at 7%, Hispanic or Latino students (7%), Multiracial students (5%), and American Indian or Alaska Native students (1%). Native Hawaiian and Other Pacific Islander students made up just a fraction of a percent.

Female undergraduates outnumber male undergraduates, making up 57% of students versus men at 43% (the remaining 1% of students either did not report their sex or selected another option besides female or male). A significant percentage of Minnesota resident undergraduates are older than the traditional student, with 25% of these students age 25 or older. Still, Minnesota undergraduates age 24 or younger account for the majority, at 75%.

Roughly one-third of undergraduate students (33%) were Pell-eligible, while 67% were not Pell eligible.

Women outnumber men among Minnesota resident undergraduates, making up 57% of students.

Figure 11: Undergraduate enrollment of students of color and indigenous students, 2012-2021 (fall term)



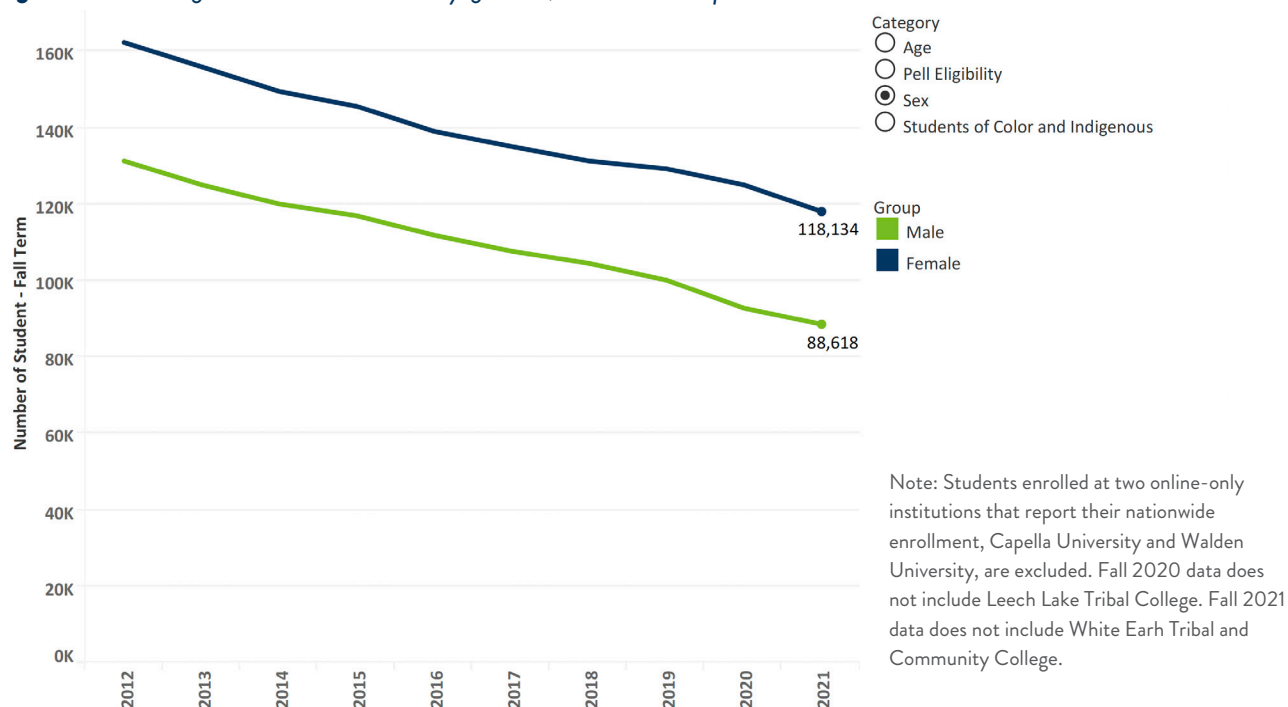
Among undergraduate students of color and indigenous undergraduates, the numbers of students enrolled declined for all groups in fall 2020 during the COVID-19 pandemic, in some cases reversing recent enrollment gains. However, over a longer timespan differing trends are apparent. Black or African American students decreased from 24,189 in 2012 to 22,868 in 2021. Hispanic or Latino students increased from 11,657 in 2012 to 14,566 in 2021.

Asian students decreased only slightly from 14,675 in 2012 to 14,494 in 2021. Multiracial students decreased

from 9,633 in 2012 to 8,898 in 2021. American Indian or Alaska Native students decreased from 2,854 in 2012 to 1,722 in 2021. Native Hawaiian or Other Pacific Islander students decreased from 334 in 2012 to 199 in 2021.

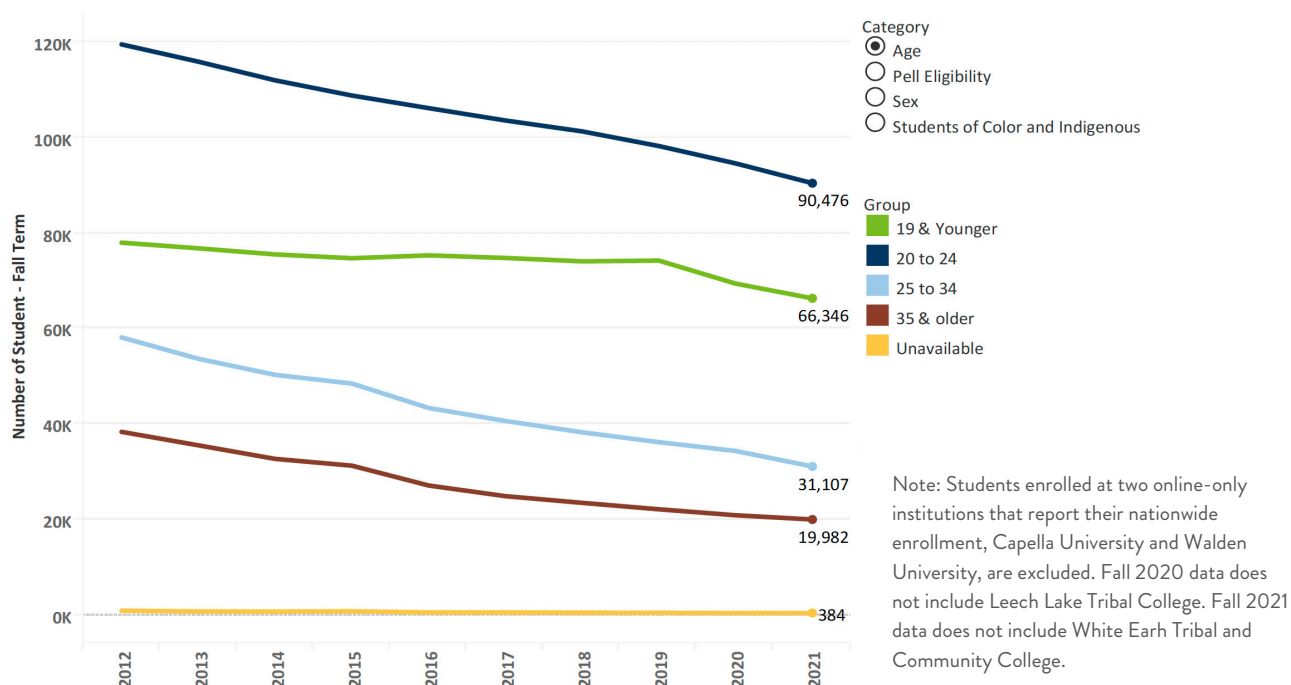
Enrollment of Black or African American students decreased between 2012 and 2021.

Figure 12: Undergraduate enrollment by gender, 2012-2021 (fall term)



Male undergraduate enrollment has been consistently lower than female undergraduate enrollment, and both have declined over time. In fall 2021, 29,516 more female students were enrolled in college than male students (118,134 versus 88,618, respectively).

Figure 13: Undergraduate enrollment by age, 2012-2021 (fall term)



Undergraduates age 19 and younger showed the largest enrollment decline of any age group during the COVID-19 pandemic, falling -10.6% from 74,249 in fall 2019 to 66,346 in fall 2021. Other age groups declined at rates similar to recent years, mirroring the overall trend of declining undergraduate enrollments since the Great Recession.



EDUCATIONAL ATTAINMENT

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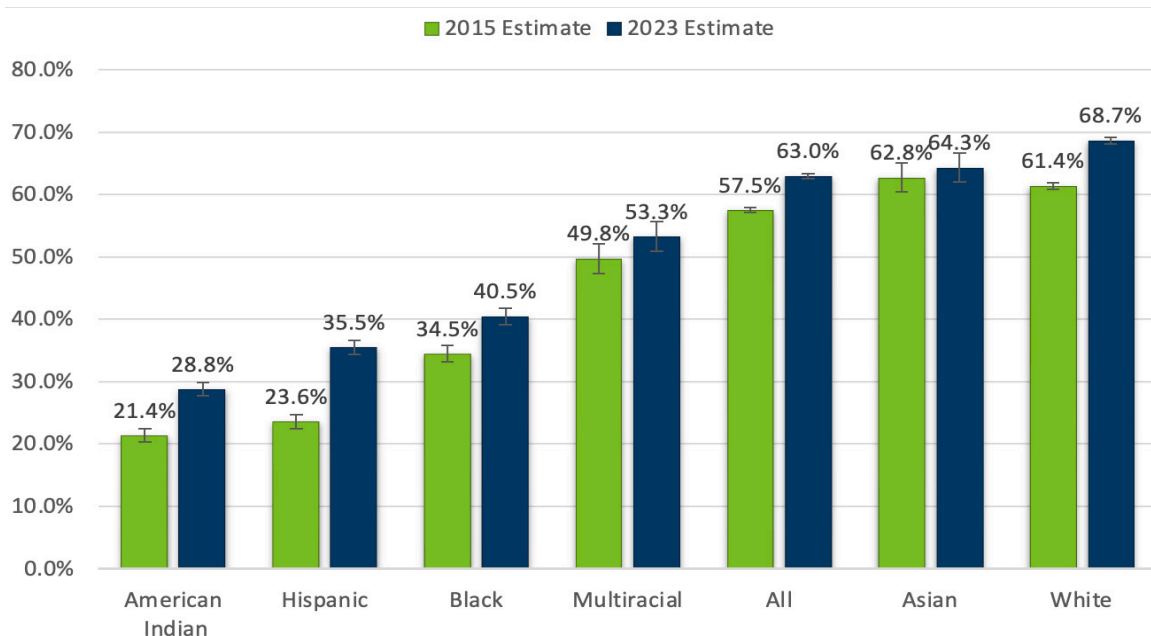
OVERALL ATTAINMENT

The 2015 Minnesota Legislature enacted legislation setting a target that 70 percent of Minnesota adults age 25 to 44 will have attained a postsecondary certificate or degree by 2025. Educational attainment refers to the highest level of education an individual completes. Greater educational attainment correlates with increased earnings, lower unemployment, better health, and other social and economic benefits.

Minnesota uses the 1-year American Community Survey (ACS) sample for the most recent 5-year period (2015-2019) in conjunction with data provided by Minnesota State Colleges and Universities and the Office of Higher Education to obtain an estimate of educational attainment.

Disparities in credential completion exist by race/ethnicity.

Figure 1: 2023 Educational Attainment Rate by Basic Race/Ethnicity by Certificate and Associate or Higher Credential

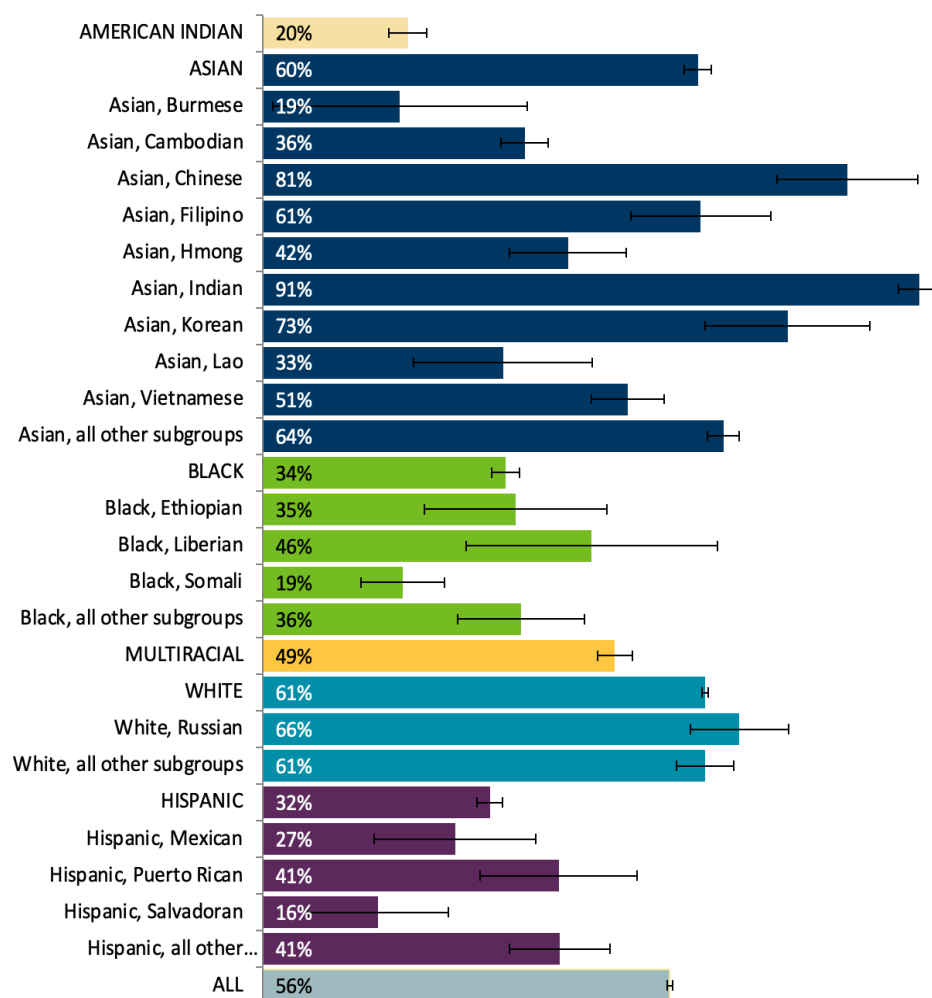


The overall attainment rate for Minnesotan's aged 25-44 is 63%.

The overall attainment rate for people 25-44 in Minnesota is 63.0% (6.7% certificates + 56.5% associate or higher credential). American Indian Minnesotans have the lowest attainment rate at 28.8%. Hispanic (35.5%) and Black Minnesotans (40.5%) both have rates that are much lower than the state average. White Minnesotans (68.7%) have the highest educational attainment of any other basic racial group.

Disparities in attainment also exist within racial groups.

Figure 2: Educational Attainment for Associate Degree or Higher Credential by Detailed Race/Ethnic Groups, 2023



As shown, there is a discrepancy between the basic race group attainment numbers and the detailed ones. For example, the basic race category of Asian has an overall associate degree or higher attainment rate of 60.0%. However, looking at the disaggregated numbers for Burmese (19.0%), Laotian (33.0%), and Hmong (42.0%) Minnesotans their attainment rates are far below the overall average for the basic race group of Asian. This graph demonstrates the need to disaggregate data whenever possible to get a more accurate assessment of the attainment of a group of people.



The discrepancy between the basic race group attainment numbers and the detailed ones demonstrates the need to disaggregate data for more accurate assessments.

Table 1: Percent of Educational Attainment for Associate Degree or Higher Credential by Detailed Race/Ethnic Groups, 2023

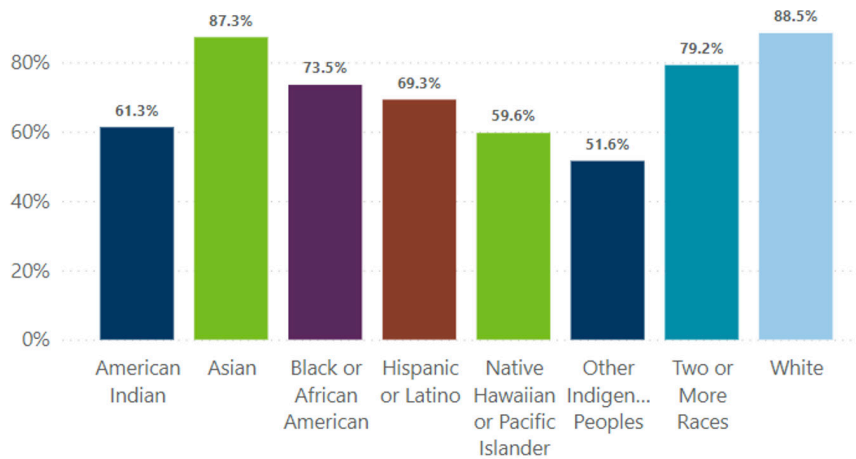
Race	Ethnicity	Percent
American Indian	N/A	20.2%
Asian	All	60.4%
Asian	Burmese	19.0%
Asian	Cambodian	36.4%
Asian	Chinese	81.1%
Asian	Filipino	60.8%
Asian	Hmong	42.3%
Asian	Indian	91.1%
Asian	Korean	72.8%
Asian	Lao	33.3%
Asian	Vietnamese	50.6%
Asian	All other ethnicities	63.9%
Black	All	33.7%
Black	Ethiopian	35.1%
Black	Liberian	45.7%
Black	Somali	19.4%
Black	All other ethnicities	35.8%
Multiracial	N/A	48.9%
White	All	61.4%
White	Russian	66.1%
White	All other ethnicities	61.4%
Hispanic	All	31.5%
Hispanic	Mexican	26.7%
Hispanic	Puerto Rican	41.1%
Hispanic	Salvadoran	16.0%
Hispanic	All other ethnicities	41.2%
All Racial Groups	All	56.5%

TRANSITION TO COLLEGE

Key Students' high school experiences impact postsecondary learning.

One strategy to boost statewide educational attainment is to reduce the number of high school dropouts and ensure all students have access to rigorous course-taking opportunities, such as Postsecondary Enrollment Options (PSEO), Advanced Placement (AP), or International Baccalaureate (IB) coursework. Completion of rigorous courses is correlated to college enrollment and persistence through college.

Figure 3: Minnesota High School Graduation Rates, 2023



Across basic race communities, White students (88.5%) and Asian students (87.3%) have the highest high school graduation rates of any other racial/ethnic groups. American Indian students (61.3%), Native Hawaiian or Pacific Islander students (59.6%), and other Indigenous Peoples (51.6%) have the lowest high school graduation rates.

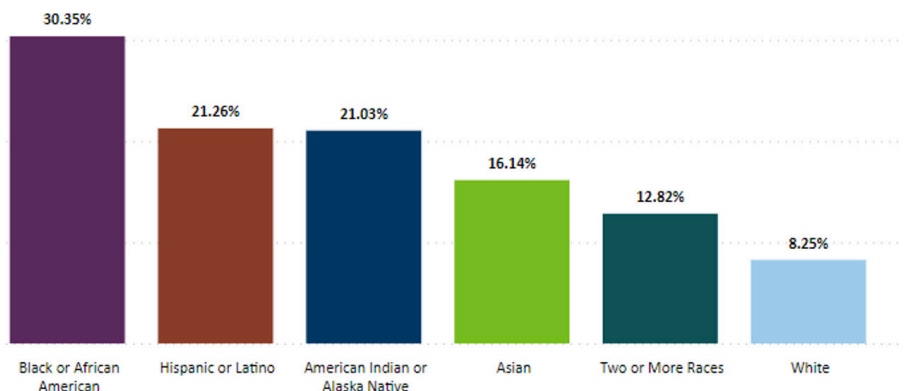
Getting Prepared: Data on Developmental Education

For students transitioning to college, requirements to enroll in developmental education increase the number of credits needed to graduate and delay college completion. The numbers displayed here come from the Office of Higher Education's Getting Prepared report on enrollment in developmental education credits. The report utilizes analysis resulting from linking student level data within the Minnesota Statewide Longitudinal Education

Data System (SLEDS) on Minnesota public high school graduates from the Minnesota Department of Education with college enrollment data from the Minnesota Office of Higher Education.

Data shown here is data from the high school class of 2019, students enrolling in developmental education at a Minnesota institution within two years of graduating high school.

Figure 4: Percent of Students Who Enroll in Developmental Education Within Two Years of Graduating High School



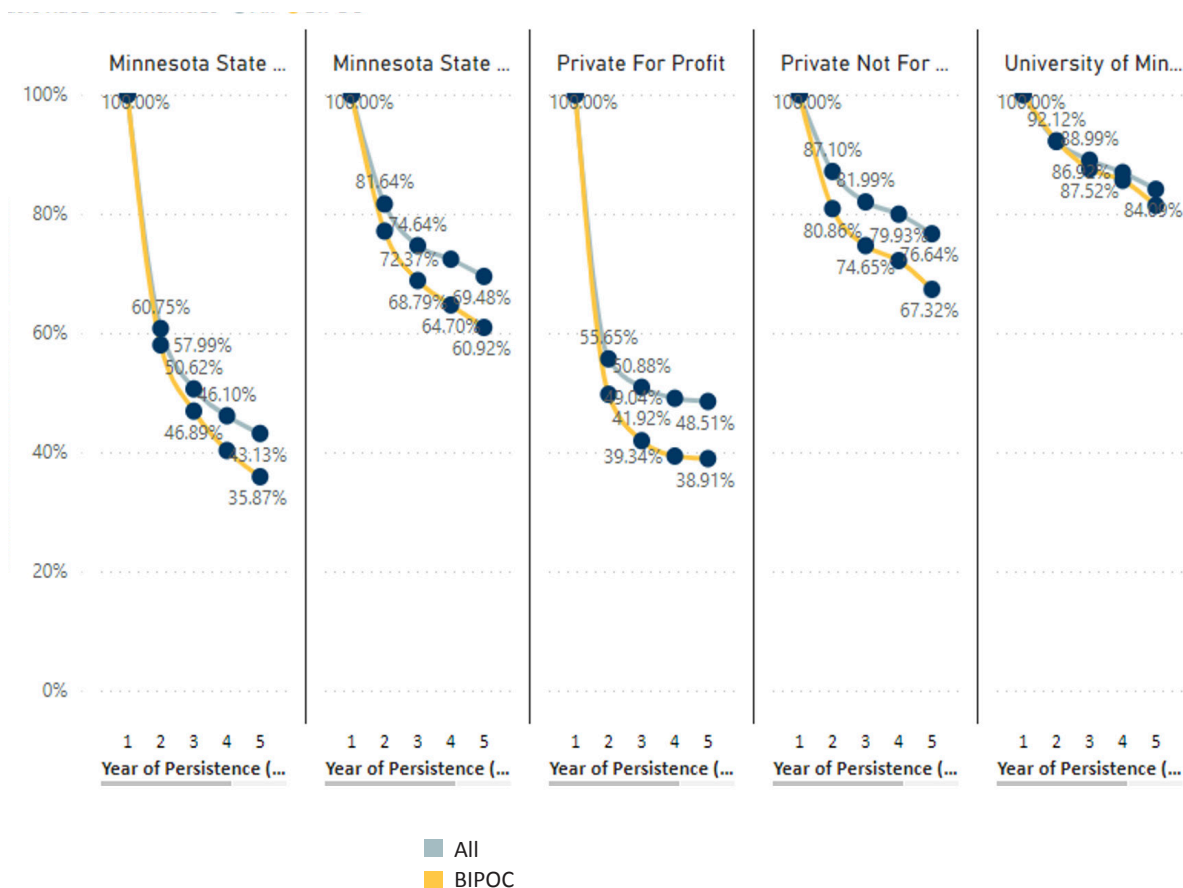
Black or African American-identifying students (30.35%), Hispanic or Latino (21.26%), and American Indian or Alaska Native-identifying students (21.03%) enrolled in developmental education at higher rates than their White (8.25%) and Asian (16.14%) counterparts.

STUDENT PERSISTENCE

Key Most students who stop out do so after their first year of enrollment.

Increasing persistence is critical to increasing college completion and educational attainment. Data shows significant gaps in persistence for students of color and American Indian students compared to their white peers. Increasing persistence in year 2 of enrollment is critical to boosting overall persistence and completion. Research indicates that the difference in persistence rates for students of color and American Indian students partially results from a lack of sense of belonging, low socialization, and negative campus climates.

Figure 5: Overall Rate of Student Persistence by Sector, 2017–2018



The percentage of students who return to any postsecondary institution for their second year (student persistence), is much lower for students in private for-profit institutions (55.65%) than private not-for-profits institutions (87.10%) and the University of Minnesota system (92.2%). In the Minnesota State College and Universities system, Minnesota State College students have lower year one persistence (60.75%) than Minnesota State University students (81.64%). Generally, the biggest drop in persistence happens between a student's first and second year of school.



Private not-for-profit institutions and the University of Minnesota have the best overall rates of student persistence.

Table 2: Year-to-Year Persistence of New Entering Freshmen at Minnesota State Colleges

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	60.75%	50.62%	46.10%	43.13%	41.90%	35.82%
BIPOC Students	100%	57.99%	46.89%	40.28%	35.87%	34.19%	29.37%

Table 3: Year-to-Year Persistence of New Entering Freshmen at Minnesota State Universities

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	81.64%	74.64%	72.37%	69.48%	67.49%	60.02%
BIPOC Students	100%	77.09%	68.79%	64.70%	60.92%	55.73%	50.35%

Table 4: Year-to-Year Persistence of New Entering Freshmen at Private For-Profit Institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	55.65%	50.88%	49.04%	48.51%	48.66%	50.06%
BIPOC Students	100%	49.71%	41.92%	39.34%	38.91%	39.67%	41.76%

Table 5: Year-to-Year Persistence of New Entering Freshmen at Private Non-Profit Institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	87.10%	81.99%	79.93%	76.64%	72.21%	72.88%
BIPOC Students	100%	80.86%	74.65%	72.14%	67.32%	63.16%	64.34%

Table 6: Year-to-Year Persistence of New Entering Freshmen at the University of Minnesota System

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	92.12%	88.99%	86.92%	84.09%	82.40%	81.95%
BIPOC Students	100%	92.24%	87.52%	85.61%	81.41%	79.13%	78.90%

Persistence rates for BIPOC students are often below the average for all students. For example, in private for-profit institutions the second-year persistence rate is 49.71% for BIPOC versus 55.65% for all students. At Minnesota State Colleges BIPOC students have a second-year persistence rate of 57.99% compared to the rate for all students, which is 60.75%. The University of Minnesota system is the only sector where BIPOC student persistence to their second is slightly higher than all students, at 92.24 compared to 92.12%.

Figure 6: Rate of Student Persistence for New Entering Freshmen Enrolled in Bachelor's Degree Programs, Students First Enrolled in 2017–2018

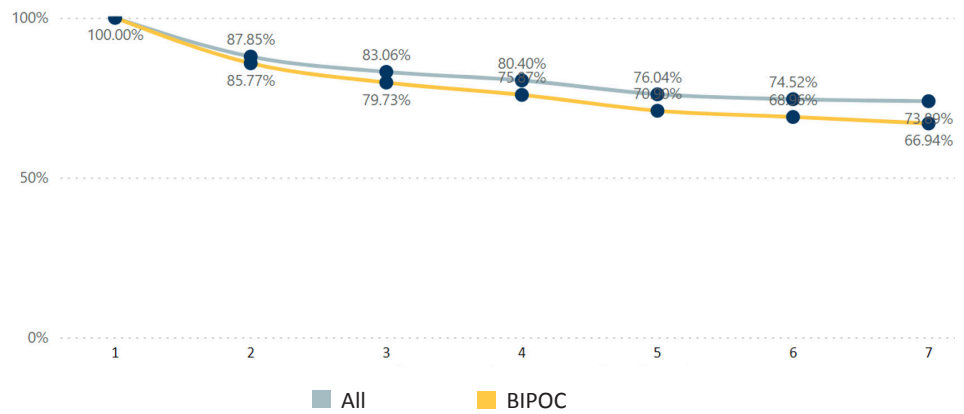


Table 7: Rate of Student Persistence for New Entering Freshmen Enrolled in Bachelor's Degree Programs, Students First Enrolled in 2017–2018

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	87.85%	83.06%	80.40%	76.04%	74.52%	73.89%
BIPOC	100%	85.77%	79.73%	75.87%	70.90%	68.96%	66.94%

Figure 7: Rate of Student Persistence for New Entering Freshmen Enrolled in Associate Degree Programs, Students First Enrolled in 2017–2018

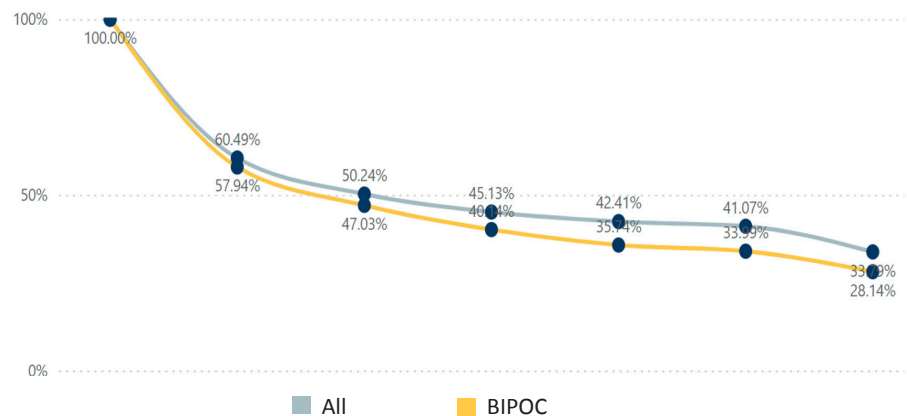


Table 8: Rate of Student Persistence for New Entering Freshmen Enrolled in Associate Degree Programs, Students First Enrolled in 2017–2018

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	60.49%	50.24%	45.13%	42.41%	41.07%	33.79%
BIPOC	100%	57.94%	47.03%	40.14%	35.74%	33.99%	28.14%

Figure 8: Rate of Student Persistence for New Entering Freshmen Enrolled in Sub-Baccalaureate Certificate Programs, Students First Enrolled in 2017–2018

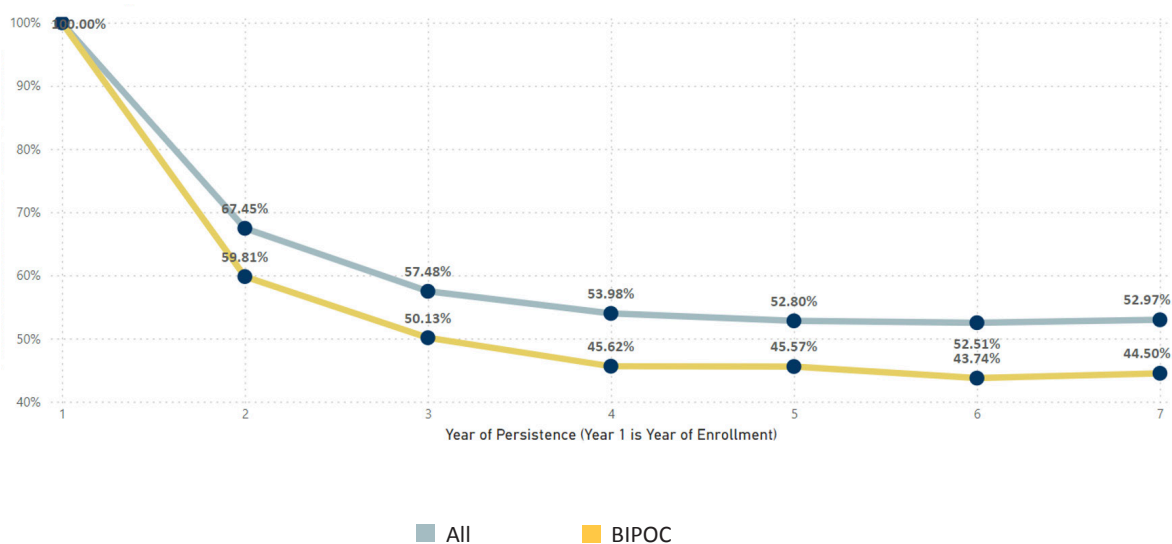


Table 9: Rate of Student Persistence for New Entering Freshmen Enrolled in Sub-Baccalaureate Certificate Programs, Students First Enrolled in 2017–2018

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
All Students	100%	67.45%	57.48%	53.98%	52.80%	52.51%	52.97%
Students of Color/ Indigenous Students	100%	59.81%	50.13%	45.62%	45.57%	43.74%	44.50%

STUDENT COMPLETIONS

Key: Increasing college completion aids in boosting attainment.

Among a single cohort of high school graduates, roughly 30% of those who enroll in college will drop out before completing their degree. However, among students of color and Indigenous students that enroll in college, more than 40% will drop out before completing their degree. Data shown here represents the percent of students completing a degree within 150% of on-time graduation, defined as 6 years for a bachelor's degree or 3 years for an associate degree.

Completion data for bachelor's degree students is preliminary for Enrollment Year 2014 onward.

Figure 9: Completion Rates at 150% of On-Time Graduation for Associate Degree or Less, New Entering Freshmen Students Entering in 2018

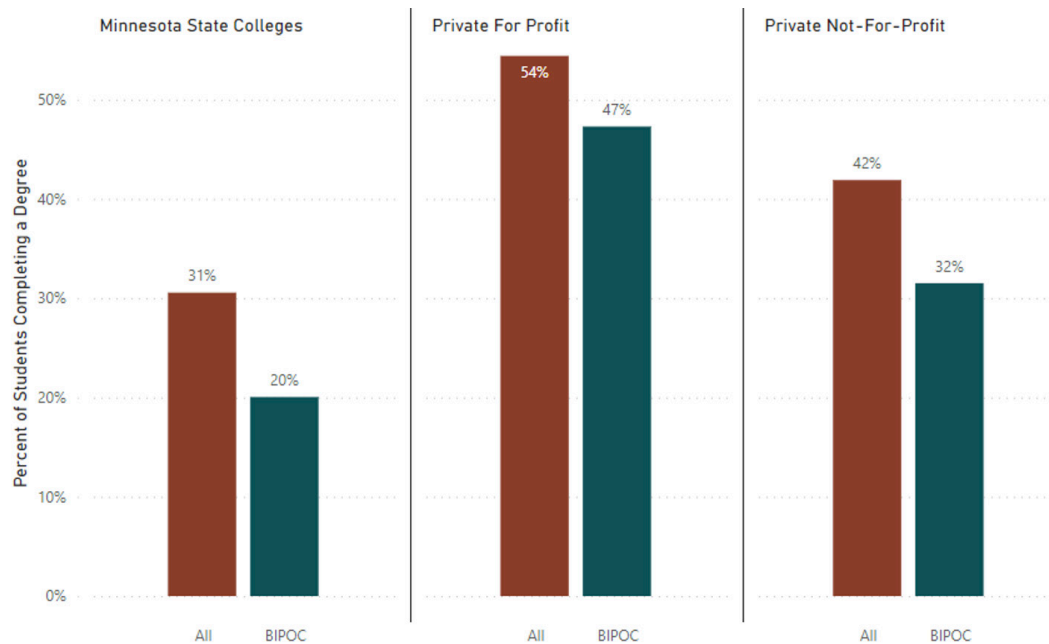
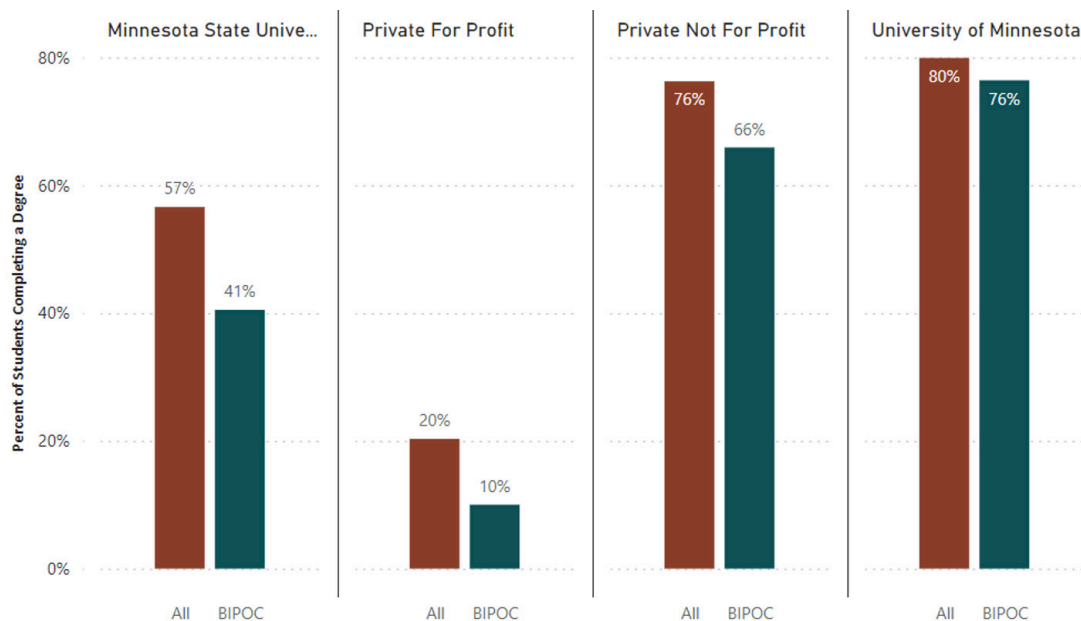


Figure 10: Completion Rates at 150% of On-Time Graduation for Bachelor Degrees, New Entering Freshmen Students Entering in 2018



Overall, 57% of students graduate within 6 years (150% time) with a bachelor degree from Minnesota State Universities, 76% from private not-for-profit institutions and 76% from the University of Minnesota system schools. Private for-profit institutions have 6-year graduations rates, which are much lower than other sectors at 20%. The 6-year graduation rate BIPOC students are lower than average at Minnesota State Universities (41%), private not-for-profit institutions (66%), and the University of Minnesota system (76%). Again, private for-profit institutions have a much lower rate of completion for BIPOC students at 10%.

EMPLOYMENT OUTCOMES

Key Disparities persist after college completion.

Disparities continue to exist after college completion. One year after graduation, those with certificate credentials had an average full-time employment rate of 35.6% and an average part-time employment rate of 64.4%. Full-time employment rates, one year after graduation, are much lower for American Indian certificate holders (32.1%).

For those with associate degrees, and one-year post-completion, had an average full-time employment rate of 44.7% and an average part-time employment rate of 55.3%. American Indian (46.6%) associate degree holders had lower than average full-time employment rates one year after graduation. All BIPOC graduates with an associate degree had an average full-time employment rate of 45.4%. White graduates with an associate degree had an average full-time employment rate of 44.1%.

One year after graduation, those with bachelor's degrees had an average full-time employment rate of 47.6% and an average part-time employment rate of 52.4%. Graduates of color/Indigenous graduates, overall, had a full-time employment rate slightly below the average (46.1%).

As seen in figures 11, 12, and 13 below, disparities in employment outcomes persist despite how much time has passed since college completion. The graphs below display the continuing disparities after 4-years; highlighting the percent of graduates employed who have earned any sub-baccalaureate certificate, associate degree, or bachelor's degree.

Figure 11: Percent of Graduates With Any Sub-Baccalaureate Certificate Employed, Four Years Post-Graduation, by Race/Ethnicity, 2018

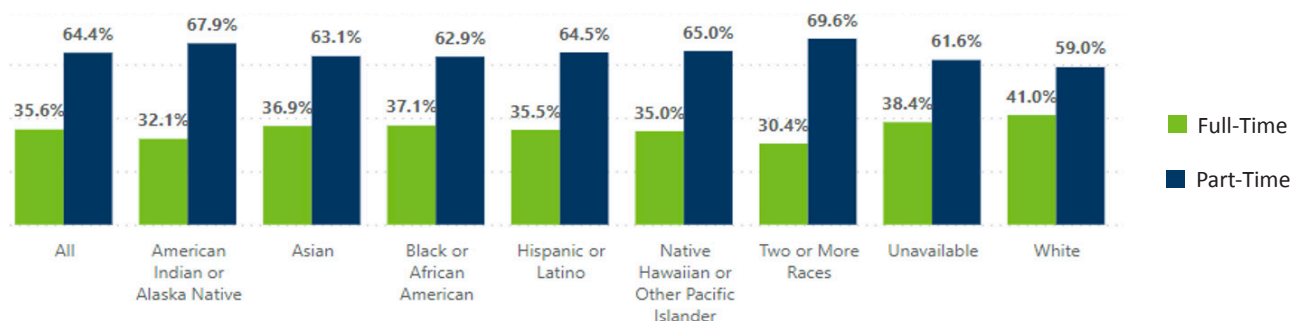


Figure 12: Percent of Graduates With an Associate Degree Employed Four Years Post-Graduation, by Race/Ethnicity, Students Graduating in 2018

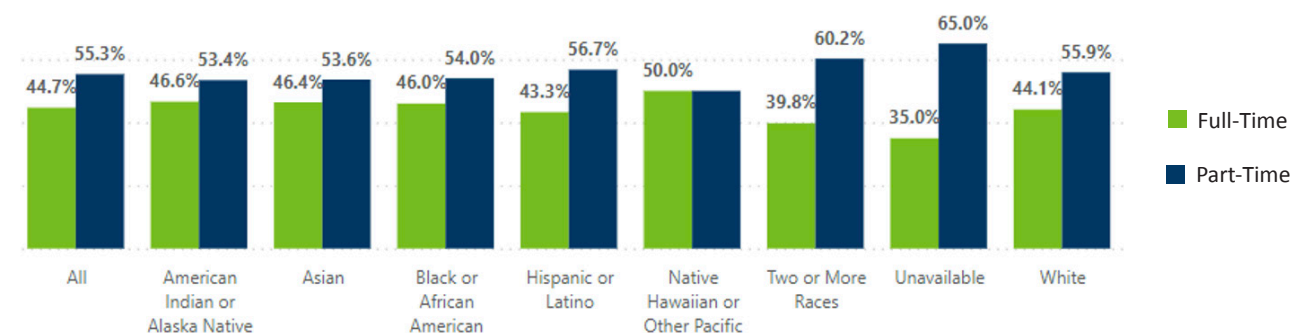
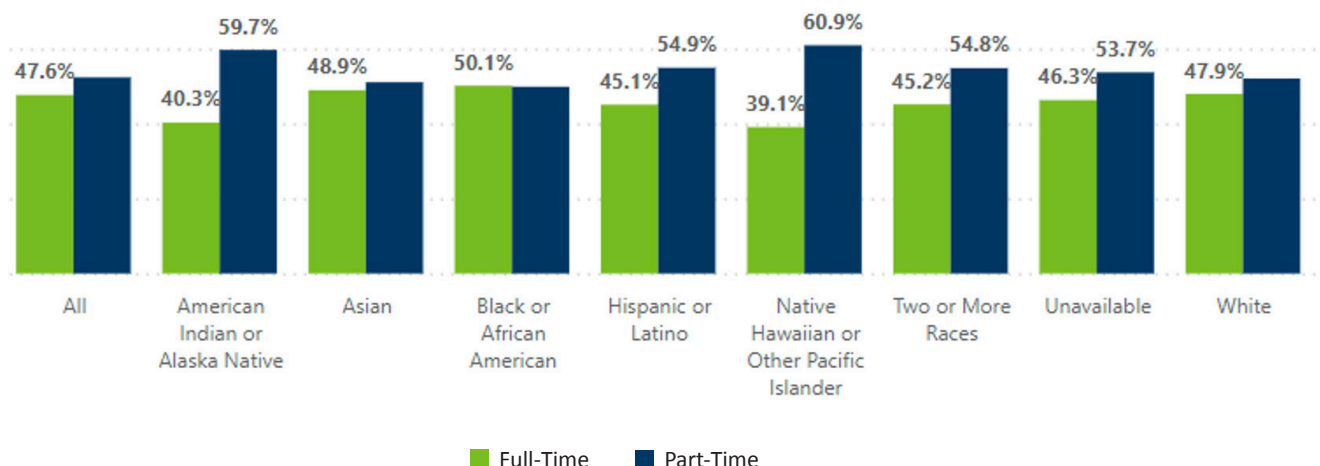


Figure 13: Percent of Graduates With Bachelor's Degree Employed Four Years Post-Graduation, by Race/Ethnicity, Students Graduating in 2018



Figures 14, 15, and 16 highlight median wages earned by race and ethnicity where we can see that regardless of degree type obtained, wage disparities persist. Most graduates, regardless of degree type however, experience median wages that increase over time.

Figure 14: Median Wages of Graduates With Any Sub-Baccalaureate Certificate Employed Four Years Post-Graduation, by Race/Ethnicity, Students Graduating in 2018

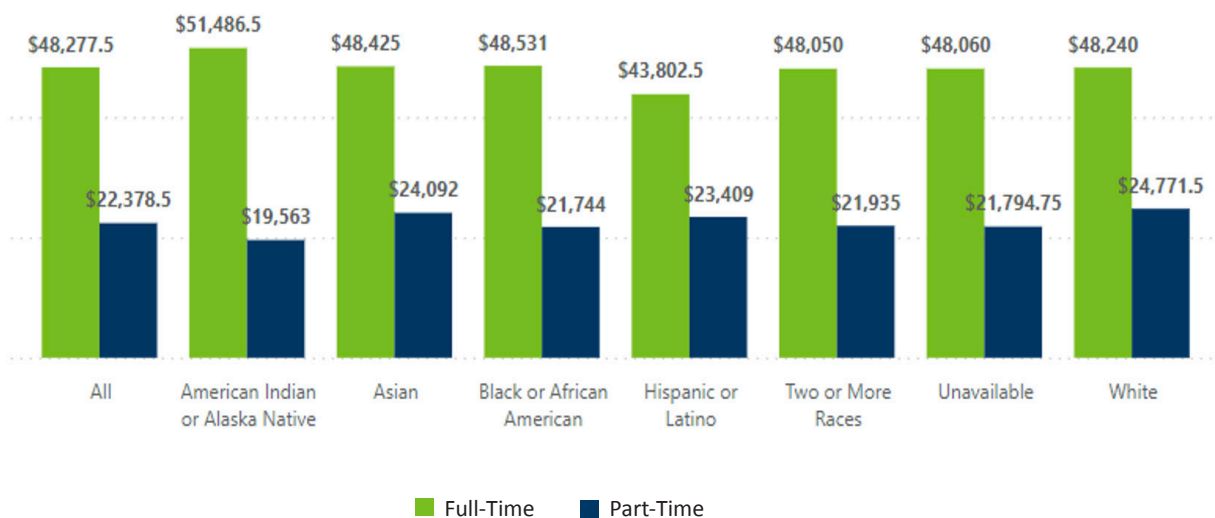


Figure 15: Median Wages of Graduates With an Associate Degree Employed Four Years Post-Graduation, by Race/Ethnicity, Students Graduating in 2018

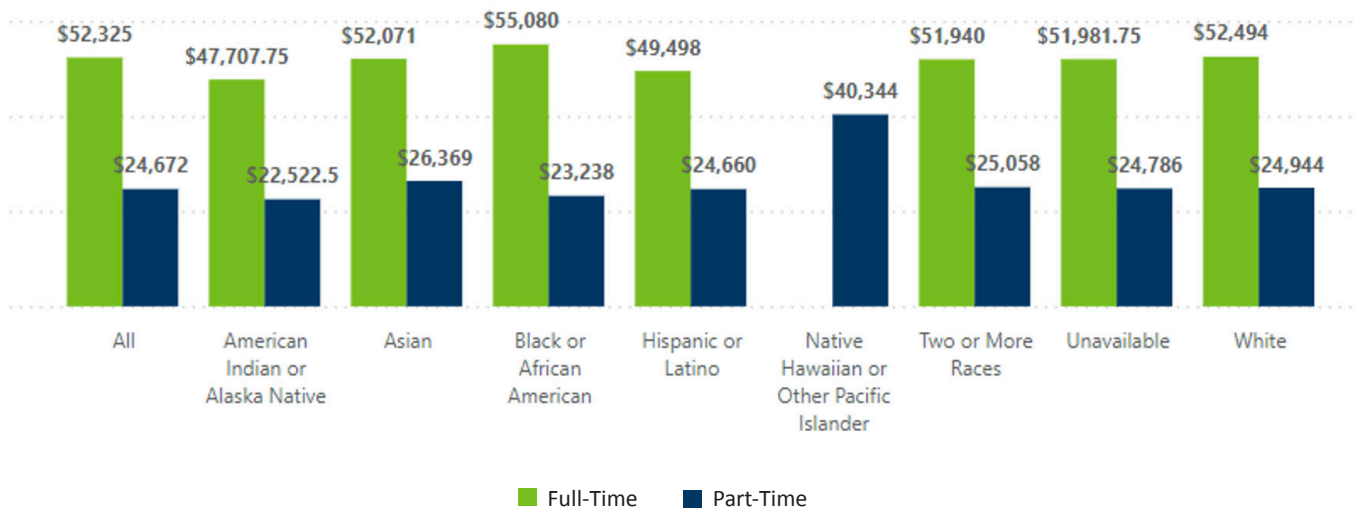
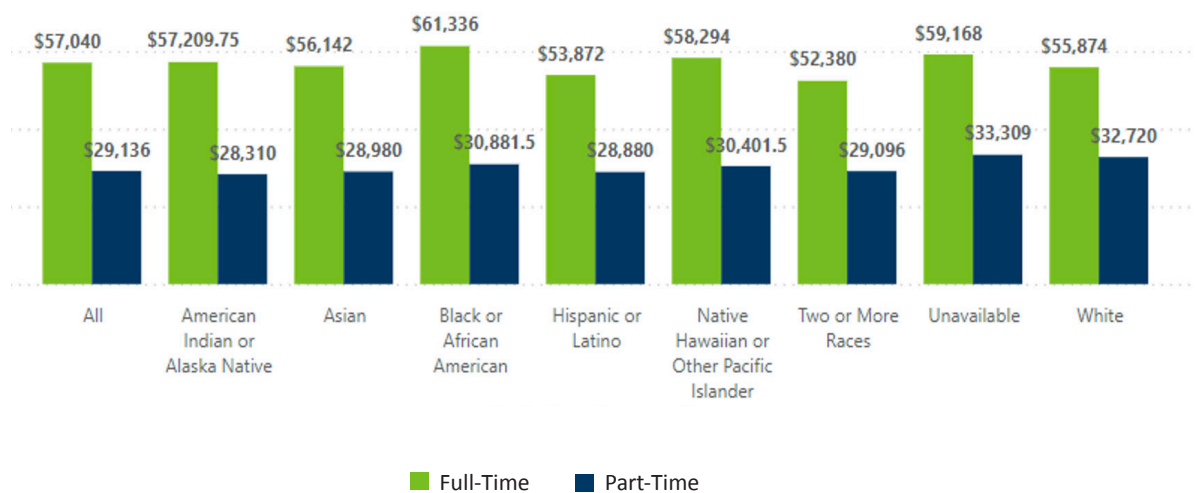


Figure 16: Median Wages of Graduates With a Bachelor's Degree Employed Four Years Post-Graduation, by Race/Ethnicity, Students Graduating in 2018





FINANCIAL AID

A 2022 MINNESOTA MEASURES REPORT

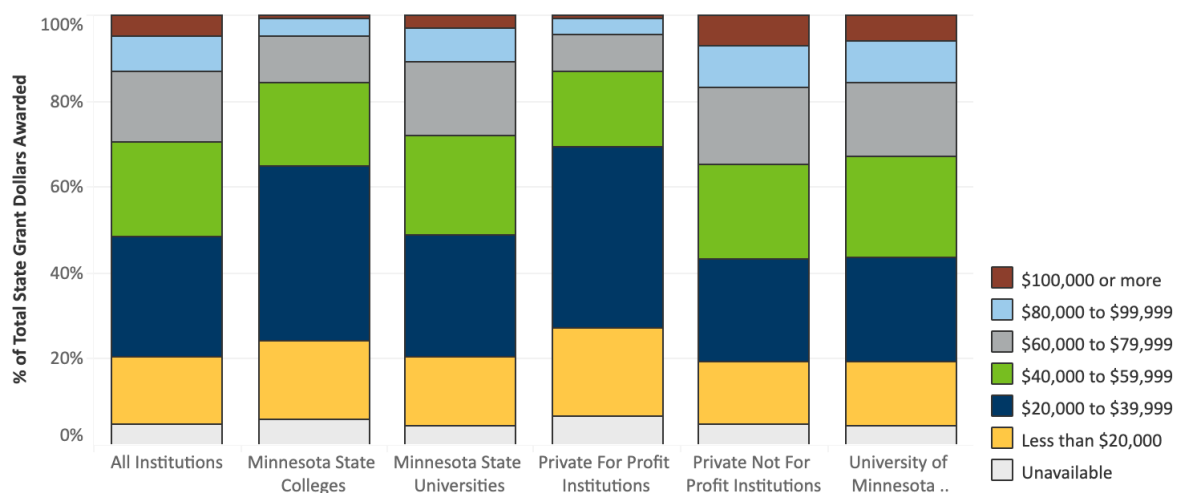
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MINNESOTA STATE GRANT

Key State Grants help students achieve their college goals.

The State Grant program was established in 1969, and is designed to provide choice and access to undergraduate students to attend the postsecondary institutions that best meet their needs. It provides financial aid to students in conjunction with the Federal Pell Grant. Students can receive grants to attend public or private institutions.

Figure 1: State Grant awards and recipients vary by student characteristics and tuition and fees paid, 2021



At Minnesota State Colleges and Private for-Profit Institutions, grants to students from families earning less than \$40,000 annually represent two-thirds of State Grant dollars awarded. By comparison, grants to students from this income profile make up about half of all State Grant dollars awarded and about half of dollars awarded at Minnesota State Universities, while grants to students from families earning more than \$40,000 annually make up nearly 60% of State Grant dollars awarded to recipients attending Private Not-for-Profit Institutions and the University of Minnesota.

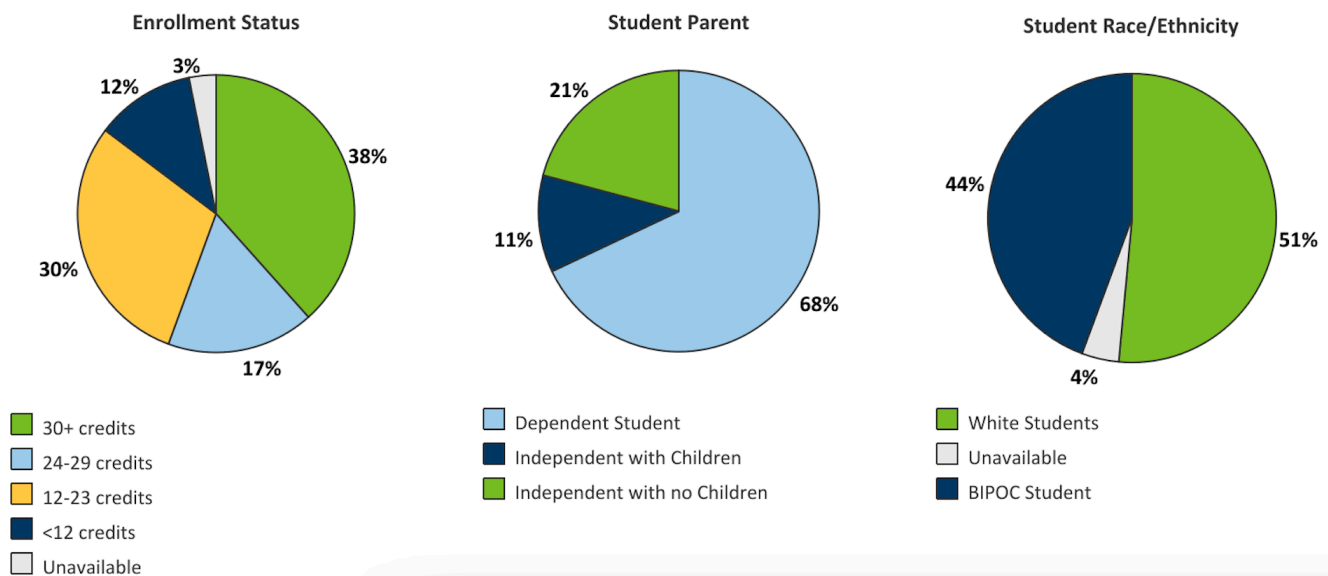


About half of all State Grant dollars awarded go to students from families earning less than \$40,000 annually.

Table 1: State Grant awards and recipients vary by student characteristics and tuition and fees paid, 2021

	All Institutions	Minnesota State Colleges	Minnesota State Universities	Private For Profit Institutions	Private Non Profit Institutions	University of Minnesota
Income unavailable	7%	9%	5%	10%	5%	4%
Less than \$20,000	20%	24%	19%	29%	15%	14%
\$20,000 to \$39,999	28%	35%	26%	33%	22%	21%
\$40,000 to \$59,999	19%	18%	20%	15%	18%	20%
\$60,000 to \$79,999	13%	10%	15%	8%	15%	16%
\$80,000 to \$99,999	8%	4%	9%	4%	11%	12%
\$100,000 or more	6%	1%	6%	1%	12%	12%
Total	100%	100%	100%	100%	100%	100%

Figure 2: Snapshot of State Grant recipients, 2022



Among all State Grant recipients, 40% of recipients were enrolled for 30 or more credits annually (full-time), 68% of recipients were dependent students, and 44% of recipients were students of color or indigenous students.

APPROPRIATIONS AND SPENDING

Public postsecondary institutions are funded through a combination of state and federal appropriations, along with revenues on tuition paid by students. Starting in 2010, tuition revenues began making up a larger portion of public higher education funding than state and federal appropriations, due to funding cuts made following the Great Recession. This trend continues. Minnesota also spends a greater percentage on state financial aid than the Midwest as a whole. Overall, Minnesota ranked #17 in financial aid spending per student for the 2020-2021 aid year.

Figure 3: Higher education appropriations still below pre-recession levels

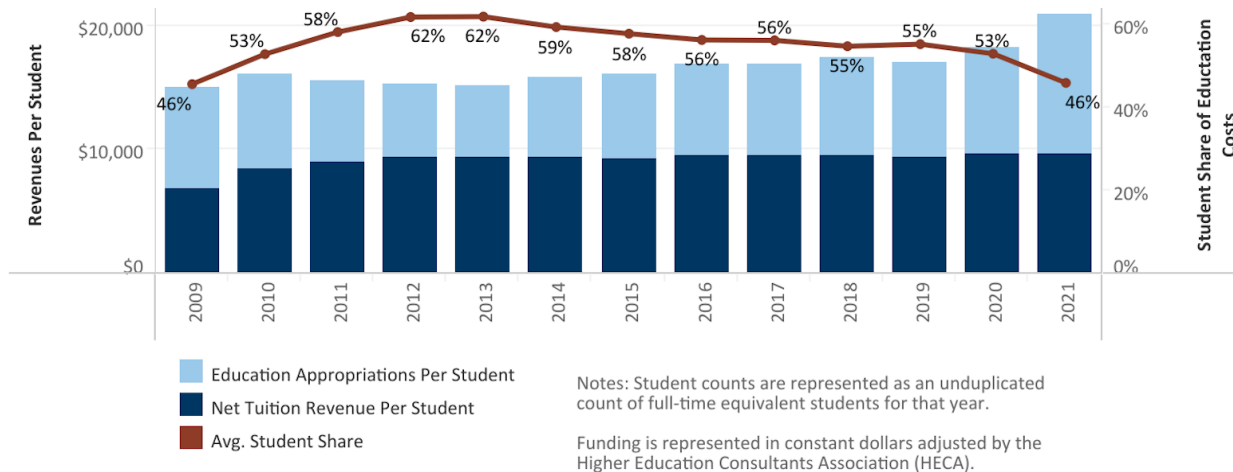


Table 2: Higher education appropriations still below pre-recession levels

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Appropriations Per Student	\$8,163	\$7,605	\$6,524	\$5,874	\$5,799	\$6,450	\$6,799	\$7,395	\$7,418	\$7,874	\$7,654	\$8,602	\$11,338
Net Tuition Revenue Per Student	\$6,803	\$8,471	\$8,999	\$9,411	\$9,341	\$9,342	\$9,240	\$9,465	\$9,444	\$9,488	\$9,408	\$9,613	\$9,576
Average Student Share	46%	53%	58%	62%	62%	59%	58%	56%	56%	55%	55%	53%	46%

Figure 4: Higher education spending patterns in Minnesota compare to national average, fiscal year 2021

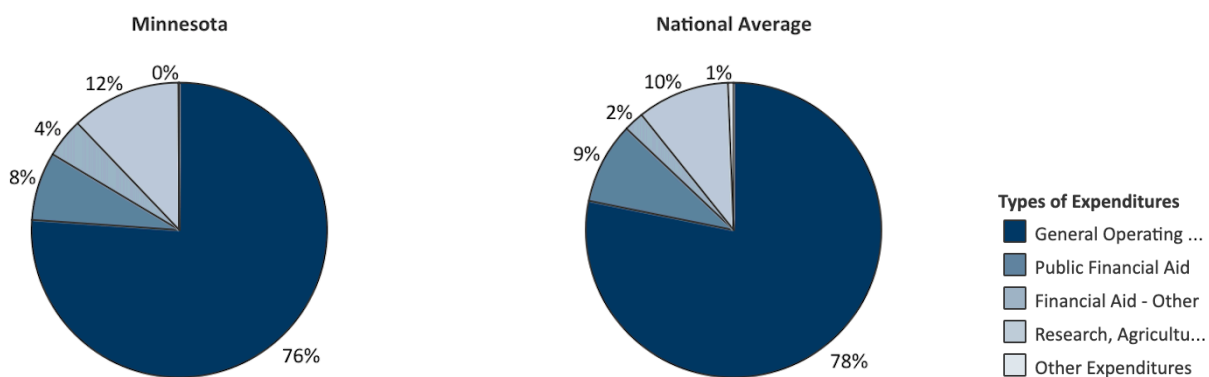


Figure 5: Funding for state financial aid exceeds national average, lags many states with free college funding, 2020-2021

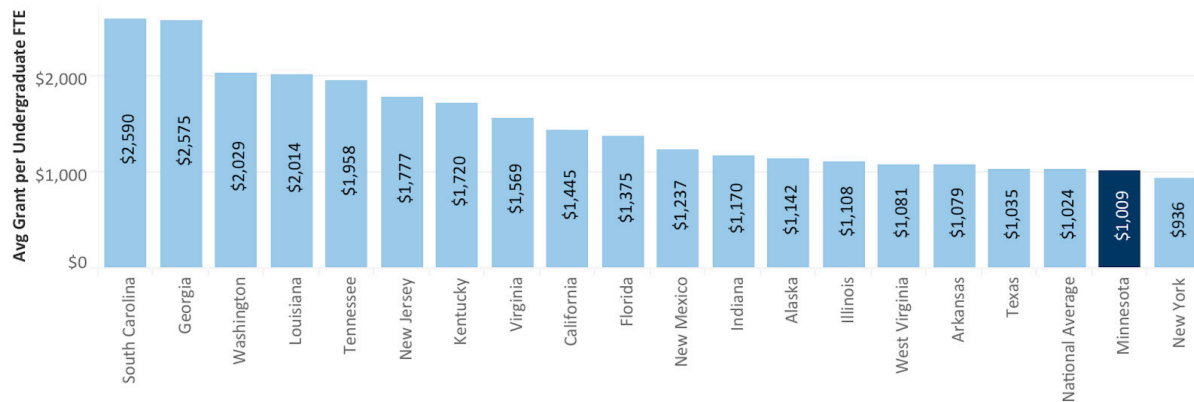


Table 3: Funding for state financial aid exceeds national average, lags many states with free college funding

State	Average Grant Per Undergraduate FTE
South Carolina	\$2,590
Georgia	\$2,575
Washington	\$2,029
Louisiana	\$2,014
Tennessee	\$1,958
New Jersey	\$1,777
Kentucky	\$1,720
Virginia	\$1,569
California	\$1,445
Florida	\$1,375
New Mexico	\$1,237
Indiana	\$1,170
Alaska	\$1,142
Illinois	\$1,108
West Virginia	\$1,081
Arkansas	\$1,079
Texas	\$1,035
Minnesota	\$1,009
New York	\$936
North Carolina	\$860

PERSISTENCE AND COMPLETION

Key Most student groups receiving need-based aid persist at higher rates.

Receiving need-based aid can have a profound impact on a student's college experience. In particular, for students completing an associate's degree or less, receiving a State Grant or Pell Grant boosts persistence and completion rates. However, research indicates that the difference in persistence rates for students of color and American Indian students partially results from a lack of sense of belonging, low socialization, and negative campus climates (1). This may mean that financial aid alone may not be able to solve Minnesota's college completion disparities.

Receiving a State Grant or Pell Grant boosts persistence and completion rates for student's completing an associate's degree or less.

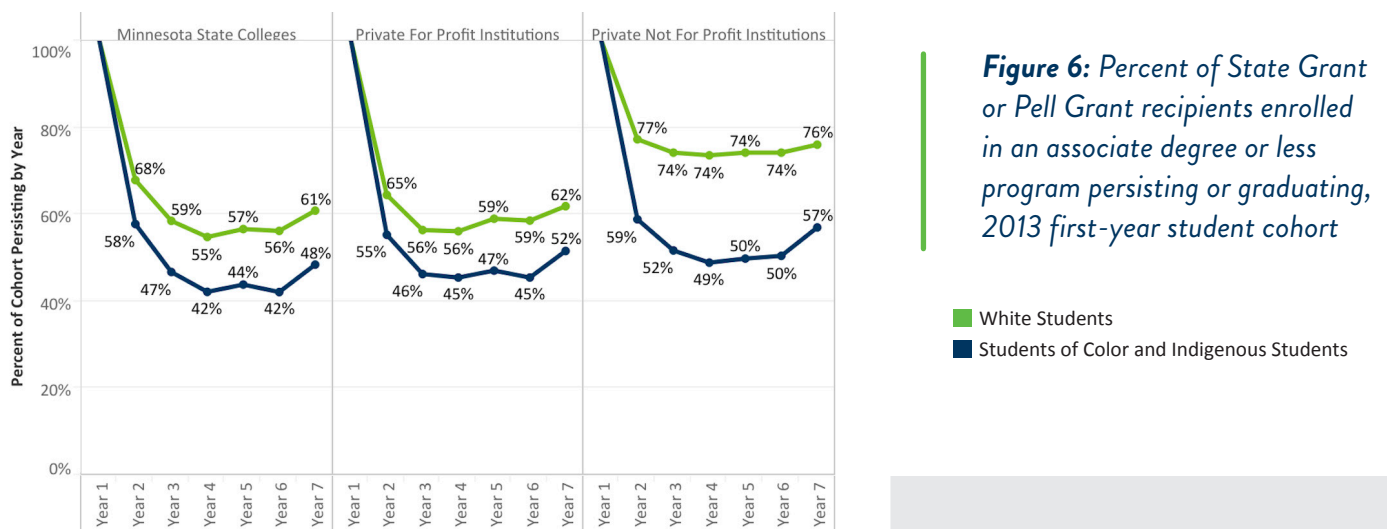


Table 4: Year-to-year persistence of new entering freshmen at Minnesota State colleges

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	68%	59%	55%	57%	56%	61%
Students of Color/ Indigenous Students	100%	58%	47%	42%	44%	42%	48%

Table 5: Year-to-year persistence of new entering freshmen at private for-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	65%	56%	56%	59%	59%	62%
Students of Color/ Indigenous Students	100%	55%	46%	45%	47%	45%	52%

Table 6: Year-to-year persistence of new entering freshmen at private for-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	77%	74%	74%	74%	74%	76%
Students of Color/ Indigenous Students	100%	59%	52%	49%	50%	50%	57%

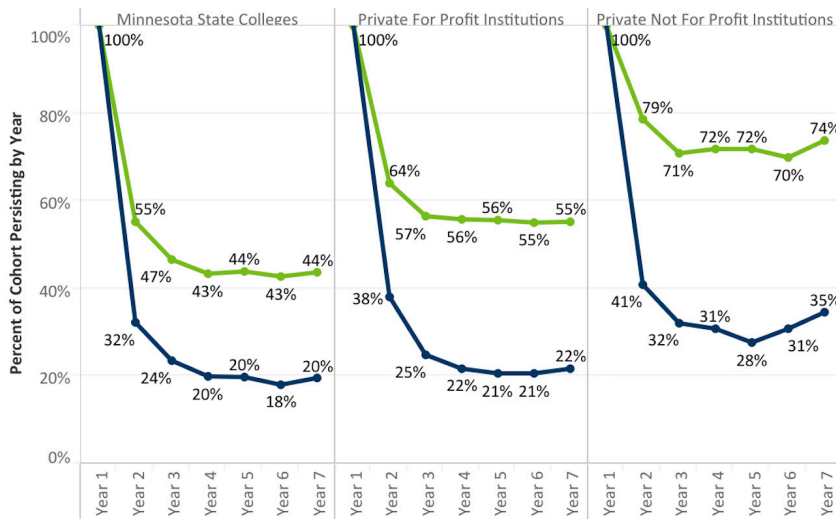


Figure 7: Percent of non-financial aid recipients enrolled in an associate degree or less program persisting or graduating, 2013 first-year student cohort

White Students
Students of Color and Indigenous Students

Table 7: Year-to-year persistence of new entering freshmen at Minnesota State colleges

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	55%	47%	43%	44%	43%	44%
Students of Color/ Indigenous Students	100%	32%	24%	20%	20%	18%	20%

Table 8: Year-to-year persistence of new entering freshmen at private non-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	79%	71%	72%	72%	70%	74%
Students of Color/ Indigenous Students	100%	41%	32%	31%	28%	31%	35%

Table 9: Year-to-year persistence of new entering freshmen at private for-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	64%	57%	56%	56%	55%	55%
Students of Color/ Indigenous Students	100%	38%	25%	22%	21%	21%	22%

Figure 8: Percent of State Grant or Pell Grant recipients enrolled in a bachelor's degree program persisting or graduating, 2013 first-year student cohort

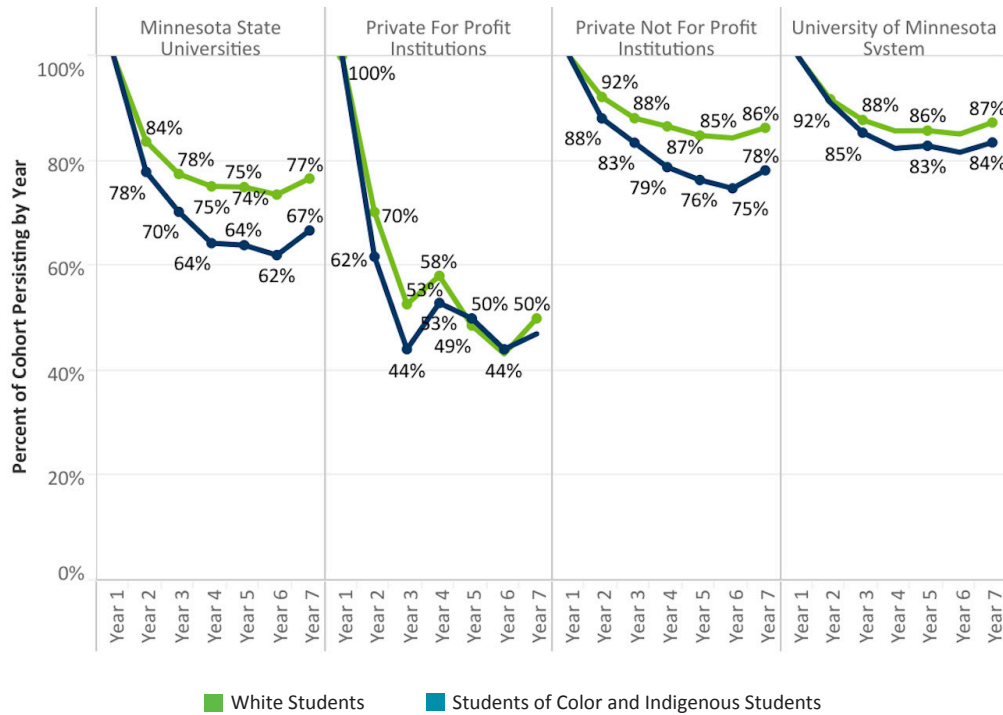


Table 10: Year-to-year persistence of new entering freshmen at Minnesota State universities

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	84%	78%	75%	75%	74%	77%
Students of Color/ Indigenous Students	100%	78%	70%	64%	64%	62%	67%

Table 11: Year-to-year persistence of new entering freshmen at private non-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 8
White Students	100%	70%	53%	58%	50%	44%	50%
Students of Color/ Indigenous Students	100%	62%	44%	53%	49%	44%	47%

Table 12: Year-to-year persistence of new entering freshmen at private for-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 9
White Students	100%	92%	88%	87%	85%	84%	86%
Students of Color/ Indigenous Students	100%	88%	83%	79%	76%	75%	78%

Table 13: Year-to-year persistence of new entering freshmen at University of Minnesota system

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	92%	88%	86%	86%	85%	87%
Students of Color/ Indigenous Students	100%	92%	85%	82%	83%	82%	84%

Figure 9: Percent of non-financial aid recipients enrolled in a bachelor's program persisting or graduating, 2013 first-year student cohort

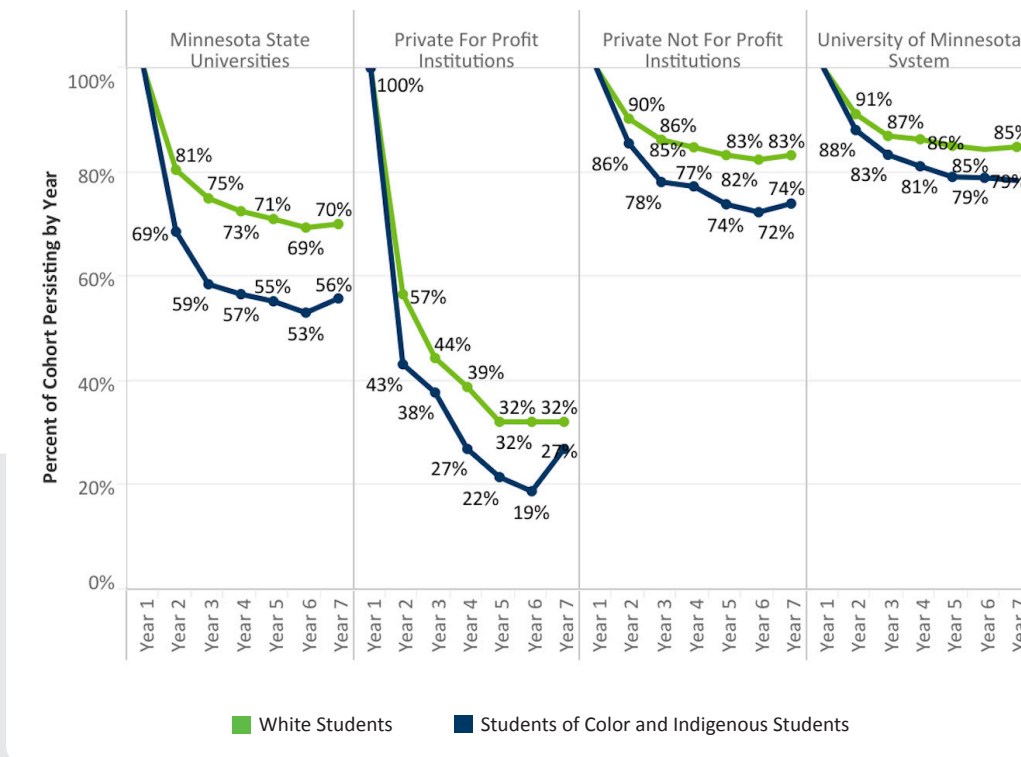


Table 14: Year-to-year persistence of new entering freshmen at Minnesota State universities

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	81%	75%	73%	71%	69%	70%
Students of Color/ Indigenous Students	100%	69%	59%	57%	55%	53%	56%

Table 15: Year-to-year persistence of new entering freshmen at private for-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	57%	44%	39%	32%	32%	32%
Students of Color/ Indigenous Students	100%	43%	38%	27%	22%	19%	27%

Table 16: Year-to-year persistence of new entering freshmen at private non-profit institutions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	90%	86%	85%	83%	82%	83%
Students of Color/ Indigenous Students	100%	86%	78%	77%	74%	72%	74%

Table 17: Year-to-year persistence of new entering freshmen at the University of Minnesota System

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
White Students	100%	91%	87%	86%	85%	84%	85%
Students of Color/ Indigenous Students	100%	88%	83%	81%	79%	79%	80%

PATTERNS IN STUDENT COMPLETIONS

Figure 10: Percent of students completing an associate degree or less, 2013 first-year student cohort

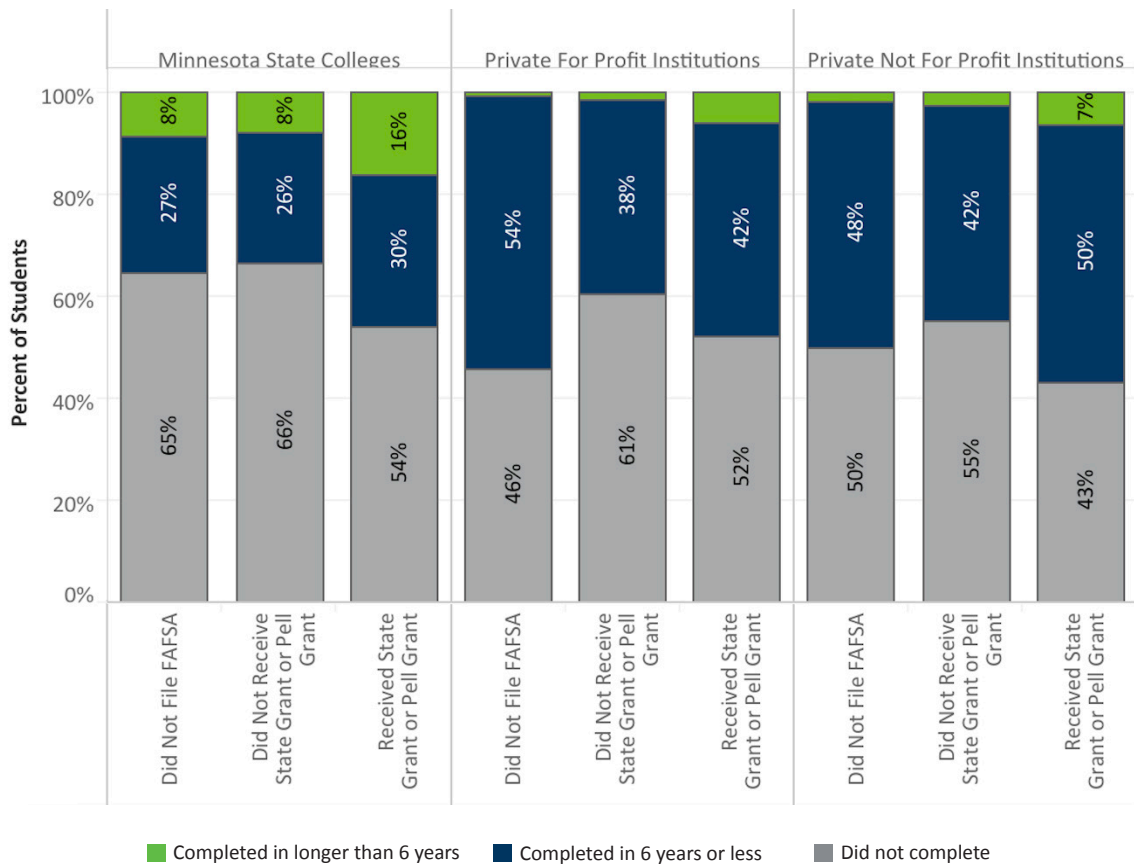
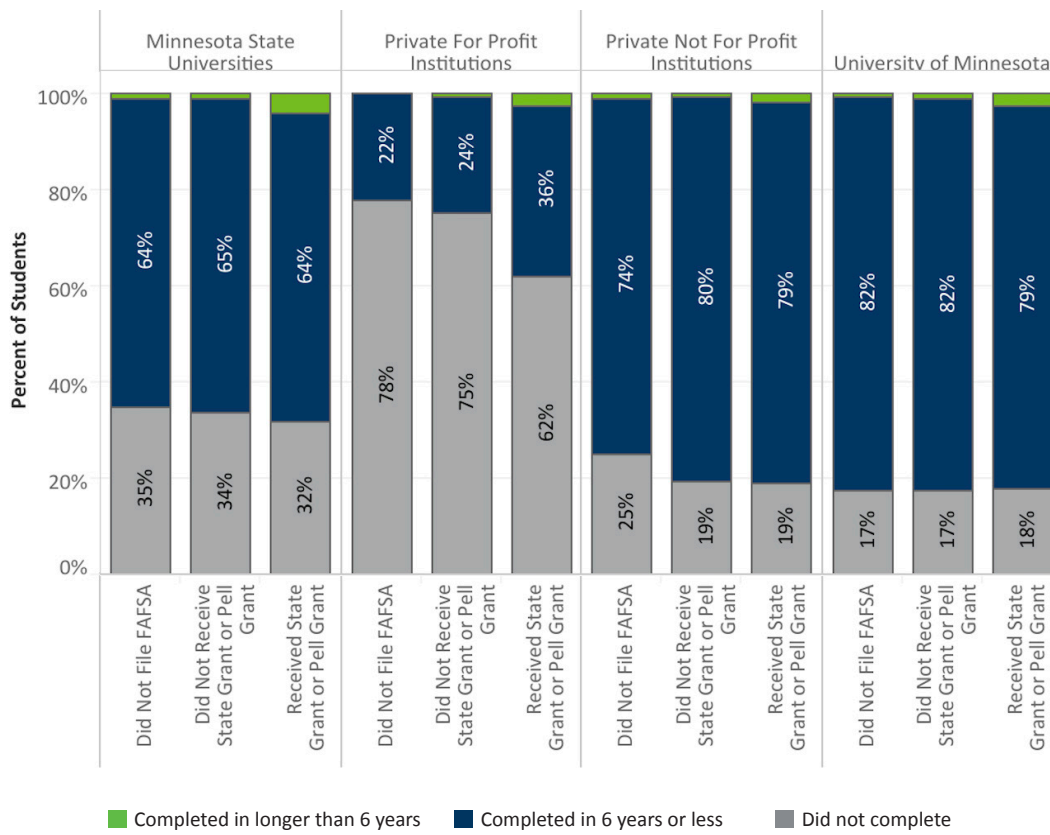


Figure 11: Percent of students completing a bachelor's degree, 2013 first-year student cohort



GRADUATE DEBT

Key Graduate debt has declined for undergraduate degrees.

The Office of Higher Education collects graduate debt data from Minnesota institutions eligible to participate in a Minnesota-funded financial aid program to measure how much students borrow to fund their postsecondary education.

The Office reports the median debt graduates incurred to complete a postsecondary award only at the institution conferring the award for each award level. In other words, data

does not include any debt a student may have incurred from previously attended institutions, and debt incurred to receive multiple awards is not combined. For example, debt reported for graduates with a master's degree only includes debt incurred to receive a master's degree at the institution where the student received the master's degree. It does not include any other additional debt a student might have accumulated while completing their bachelor's degree.

Figure 12: Graduate borrowing patterns vary by degree type (statewide figures)

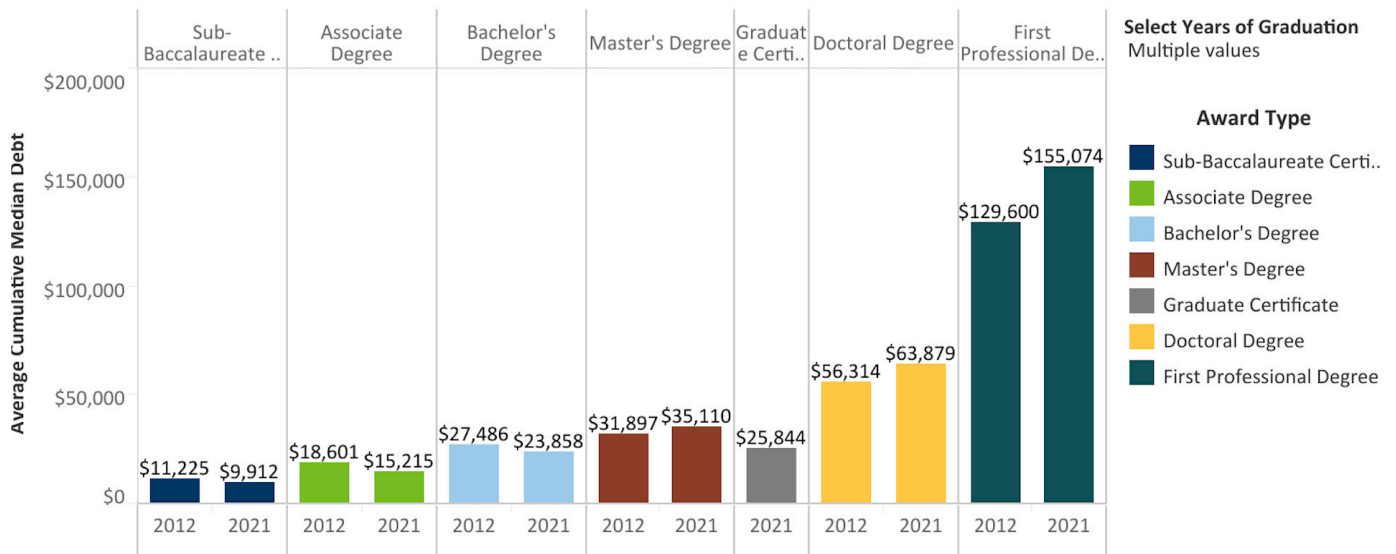
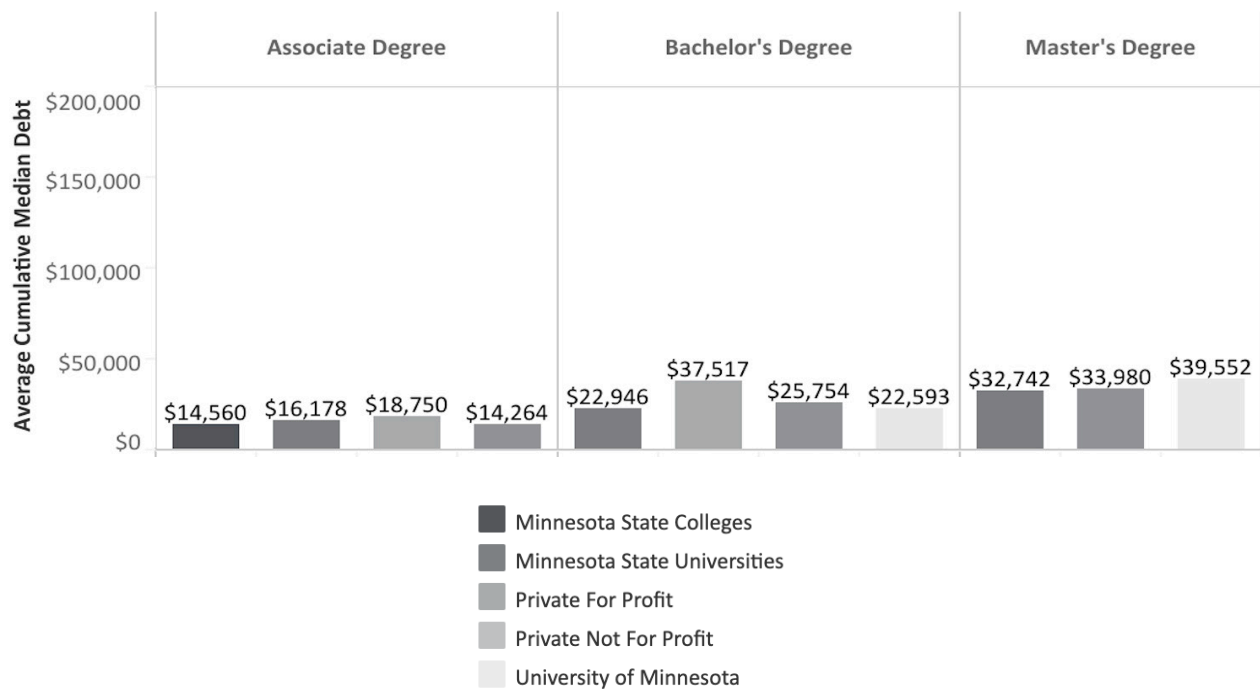


Figure 13: Within degree types, borrowing patterns vary by institution type, students graduating in 2020





COLLEGE AFFORDABILITY

A 2023 MINNESOTA MEASURES REPORT

TO VIEW THE FULL REPORT, VISIT
mnmeasures.highered.mn.gov

UNDERSTANDING THE COST OF COLLEGE

When students see the published tuition and fees charged by a college, they might not realize that the tuition they pay, whether out-of-pocket or with financial aid, often covers only a portion of what their education really costs.

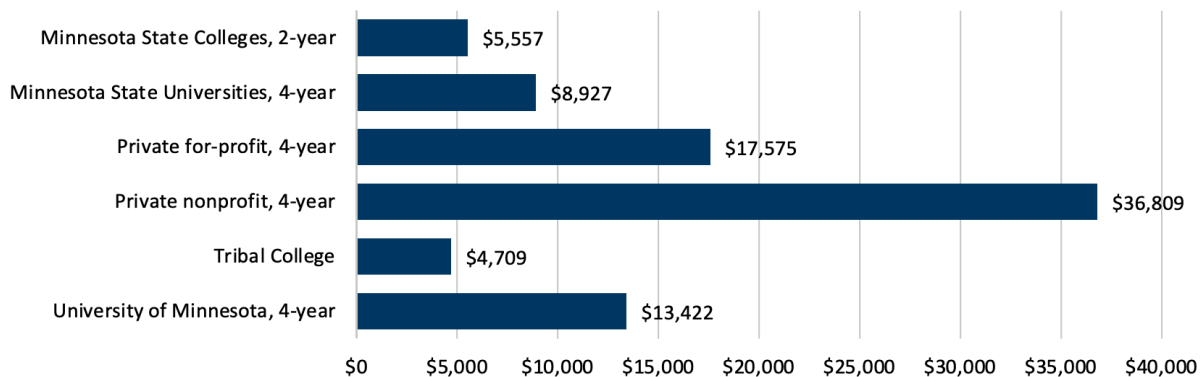
Colleges must pay for instructors, student services, administrative support, technology, and related costs in order to provide a student's education. Colleges, both public and private, often use funds provided by the state, donors, or campus services

(e.g. bookstores, parking services, and housing) to cover costs. These sources of funding subsidize the cost of education, so the published tuition and fees seen by students are lower than what a college spends to provide a student's education.

This dashboard describes trends in the published tuition and fees of college. Data presented here are limited to colleges participating in the Minnesota State Grant program and/or federal financial aid.

Key: Average published tuition and fees vary by institution type.

Figure 1: Average Published Tuition and Fees by Institution Type for Academic Year Ending 2022



Since 2010, colleges increased published tuition and fees at a slower rate than compared to earlier years.

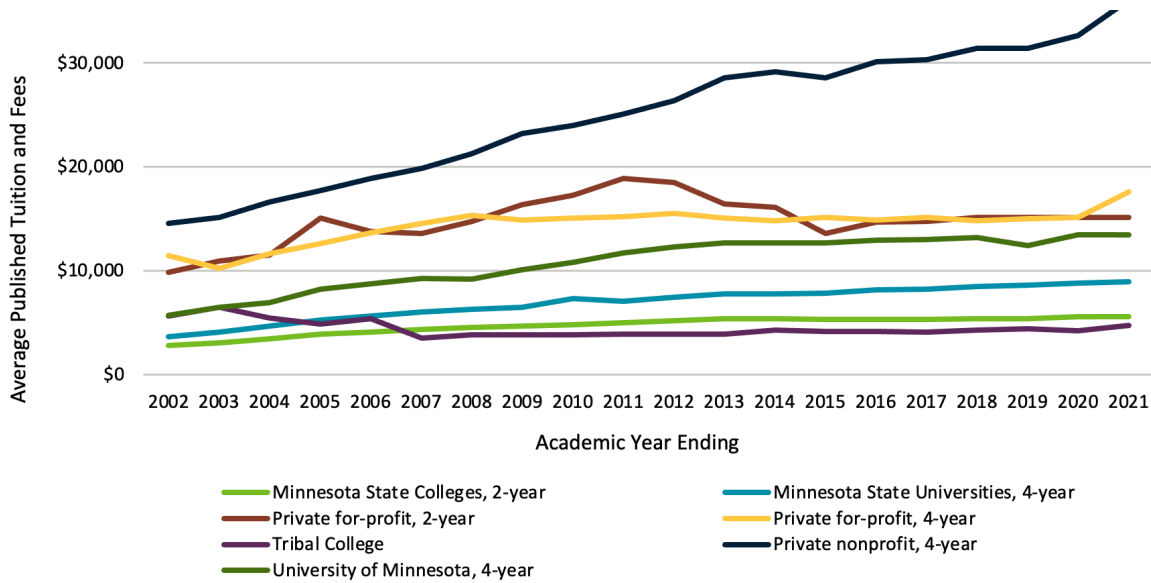
Table 1: Percent Change in Average Published Tuition and Fees by Institution Type (Reference Year 2022)

Institution Type	Average Annual Percent Change Over 1 Year	Average Annual Percent Change Over 5 Years	Average Annual Percent Change Over 10 Years	Average Annual Percent Change Over 20 Years
Minnesota State Colleges, 2-year	4.63%	2.13%	1.27%	5.55%
Minnesota State Universities, 4-year	6.56%	3.16%	2.69%	8.16%
Private for-profit, 4-year	-2.47%	2.15%	-0.01%	1.49%
Private nonprofit, 2-year	0.00%	1.34%	3.91%	6.20%
Private nonprofit, 4-year	0.98%	2.92%	3.45%	7.07%
University of Minnesota, 4-year	2.22%	1.06%	1.16%	7.24%

Note: Decreases in average costs over time among for-profit institutions reflect that we have fewer for-profit institutions operating in Minnesota since 2010.

🔑 Average published tuition and fees have increased over time.

Figure 2: Average Published Tuition and Fees by Institution Type, 2002 to 2022



Note: Data are not adjusted for inflation.

Table 2: Average Published Tuition and Fees by Institution Type, 2010 to 2022

Institution Type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Minnesota State Colleges, 2-year	\$4,767	\$4,947	\$5,170	\$5,350	\$5,369	\$5,319	\$5,330	\$5,298	\$5,363	\$5,372	\$5,537	\$5,557	\$5,804
Minnesota State Universities, 4-year	\$7,284	\$7,025	\$7,445	\$7,767	\$7,780	\$7,792	\$8,139	\$8,181	\$8,484	\$8,613	\$8,806	\$8,927	\$9,058
Private for-profit, 2-year	\$17,275	\$18,877	\$18,506	\$16,398	\$16,107	\$13,580	\$14,680	\$14,720	\$15,100	\$15,120	\$15,120	\$15,120	
Private for-profit, 4-year	\$15,054	\$15,222	\$15,484	\$15,036	\$14,781	\$15,149	\$14,847	\$15,125	\$14,773	\$15,014	\$15,146	\$17,575	\$15,416
Private nonprofit, 2-year	\$3,788	\$3,858	\$3,858	\$3,858	\$4,238	\$4,143	\$4,143	\$4,104	\$4,240	\$4,396	\$4,215	\$4,709	\$4,568
Private nonprofit, 4-year	\$23,994	\$25,104	\$26,341	\$28,580	\$29,149	\$28,601	\$30,130	\$30,327	\$31,414	\$31,403	\$32,622	\$36,089	\$33,810
University of Minnesota, 4-year	\$10,794	\$11,671	\$12,278	\$12,671	\$12,692	\$12,694	\$12,919	\$13,012	\$13,200	\$12,416	\$13,469	\$13,422	

COST OF ATTENDANCE

Students pay for more than just tuition and fees when enrolling in college. They must also think about expenses for:

- Books and supplies,
- Room and board (housing and meals), and
- Other expenses (transportation and other personal expenses).

Each college prepares a cost of attendance budget which serves as an estimate for students on planning for these expenses during the year. The cost of attendance also determines eligibility and award amounts for most financial aid programs.

To determine the cost of attendance, the college will generally provide students with three housing options (on-campus,

campus, and off-campus with family) and adjust other expenses as needed. For example, a student who lives off campus may have higher transportation expenses.

Why is understanding the cost of attendance important?

1. Expenses such as housing, meals, transportation, and personal expenses are often under the control of the student. A student could save money by choosing to live at home, taking the bus, or bringing their lunch.

2. More importantly, if these costs are not planned for, the student may be at greater risk for not finishing their education. Should the student face a financial emergency, they may be at risk of having inadequate funds for housing and food.

This dashboard describes trends in the changing cost of attendance, including books and supplies, room and board, transportation, and personal expenses. Data presented here assume full-time enrollment and are limited to colleges participating in the Minnesota State Grant program and/or federal financial aid.

Key Costs for books, supplies, room and board, and other expenses are similar across institution types. However, tuition and fees charged vary greatly.

Figure 3: Average Federal Cost of Attendance (IPEDS) for Academic Year Ending 2022 by Institution Type

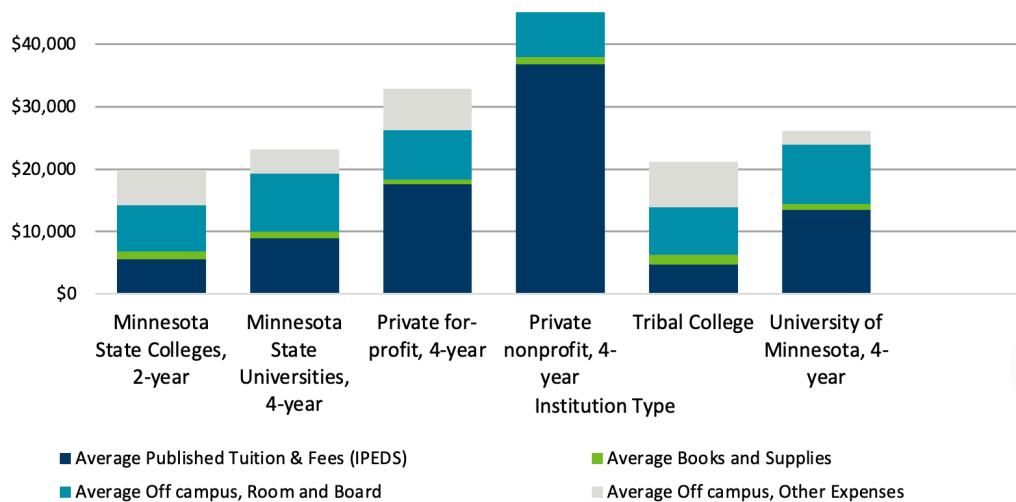
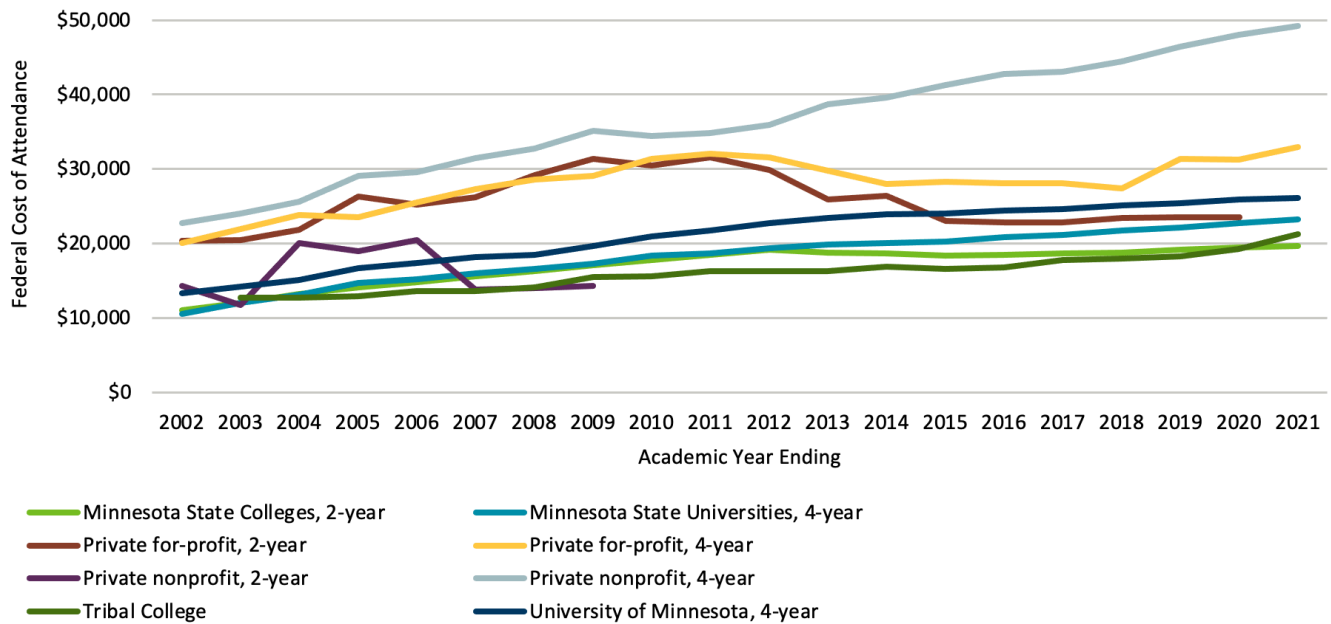


Table 3: Average Federal Cost of Attendance (IPEDS) for Academic Year Ending 2022 by Institution Type

Institution Type	Average Published Tuition and Fees (IPEDS)	Average Books and Supplies	Average Off campus, Room and Board	Average Off campus, Other Expenses
Private nonprofit, 4-year	\$33,810	\$1,016	\$9,889	\$3,376
Private for-profit, 4-year	\$15,416	\$642	\$8,040	\$4,435
University of Minnesota, 4-year	\$13,700	\$1,000	\$10,067	\$2,170
Minnesota State Universities, 4-year	\$9,058	\$1,117	\$9,226	\$4,213
Minnesota State Colleges, 2-year	\$5,804	\$1,346	\$7,492	\$5,641
Private nonprofit, 2-year	\$4,568	\$2,200	\$7,175	\$7,875

Key Average federal cost of attendance has increased over time for all institutions.

Figure 4: Average Federal Cost of Attendance by Institution Type over Time, 2002-2021



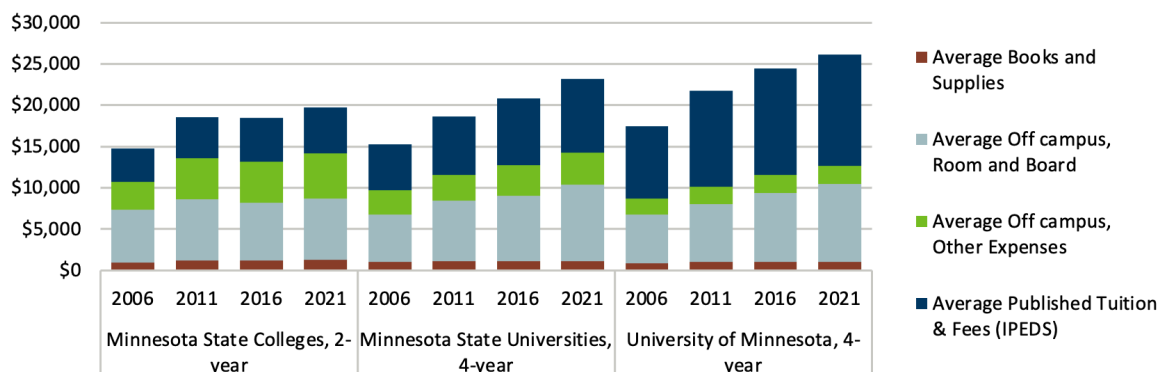
Note: Decreases in average costs over time for for-profit institutions reflect that we have fewer for-profit institutions operating in Minnesota since 2010. Dollar values are not adjusted for inflation.

Table 4: Average Federal Cost of Attendance by Institution Type over Time, 2010-2022

Institution Type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Minnesota State Colleges, 2-year	\$17,421	\$18,495	\$19,110	\$18,724	\$18,614	\$18,313	\$18,472	\$18,593	\$18,783	\$19,164	\$19,446	\$19,699	\$20,284
Minnesota State Universities, 4-year	\$17,142	\$18,616	\$19,387	\$19,902	\$20,047	\$20,230	\$20,848	\$21,166	\$21,728	\$20,995	\$22,765	\$23,186	\$23,614
Private for-profit, 2-Year	\$32,671	\$33,262	\$32,009	\$31,017	\$32,867	\$30,091	\$22,810	\$22,817	\$23,452	\$23,507	\$23,507		
Private for-profit, 4-year	\$30,547	\$31,287	\$30,784	\$28,814	\$27,508	\$28,030	\$27,558	\$26,936	\$26,006	\$27,772	\$27,691	\$28,892	\$28,533
Private nonprofit, 2-year													\$21,818
Private nonprofit, 4-year	\$30,782	\$32,715	\$34,004	\$39,130	\$40,031	\$39,395	\$41,357	\$41,638	\$43,189	\$43,582	\$45,671	\$46,700	\$47,145
Tribal College	\$15,613	\$16,270	\$16,270	\$16,270	\$16,840	\$16,555	\$16,745	\$17,791	\$17,927	\$18,258	\$19,240	\$18,456	
University of Minnesota, 4-year	\$20,924	\$21,791	\$22,795	\$23,445	\$23,976	\$24,085	\$24,492	\$24,597	\$25,124	\$25,966	\$25,964	\$26,111	\$26,937

🔑 All student expense categories have increased over time, not just tuition and fees.

Figure 5: Federal Cost of Attendance (IPEDS) by Academic Year Ending and Institution Type



Note: Dollar values are not adjusted for inflation.

Table 5: Federal Cost of Attendance (IPEDS) by Academic Year Ending and Institution Type

Institution Type	Academic Year Ending	Annual Published Tuition and Fees	Books and Supplies	Off Campus Room and Board	Off Campus Other Expenses
Minnesota State Colleges, 2-year	2005	\$3,865	\$940	\$6,130	\$3,175
	2012	\$5,170	\$1,173	\$7,617	\$5,151
	2017	\$5,298	\$1,224	\$7,081	\$4,990
	2022	\$5,804	\$1,346	\$7,492	\$5,641
Minnesota State Universities, 4-year	2005	\$5,260	\$984	\$5,674	\$2,829
	2012	\$7,445	\$1,091	\$7,533	\$3,317
	2017	\$8,181	\$1,099	\$8,157	\$3,730
	2022	\$9,058	\$1,117	\$9,226	\$4,213
University of Minnesota, 4-year	2005	\$8,207	\$874	\$5,589	\$2,024
	2012	\$12,278	\$1,075	\$7,227	\$2,216
	2017	\$13,012	\$1,060	\$8,366	\$2,159
	2022	\$13,700	\$1,000	\$10,067	\$2,170

IS COLLEGE AFFORDABLE? A LOOK AT NET PRICE

This is the question everyone is asking. Students and families want to know which colleges they can afford. What is the out-of-pocket cost or net price of college? And what resources are available to help pay for college?

Affordability is subjective and requires that one takes into account not only a student's resources, including income and

assets, but also the other expenses the student or family have, both the items they have to pay for (e.g. housing, child care, food) and the items they choose to pay for that are valued (e.g. family vacations). Two families with similar incomes may have very different levels of affordability—it's based on the student or family's judgment of the trade offs involved.

This view of affordability differs from how the State measures affordability. From a state perspective, one could ask - for which students, are college costs a barrier to enrollment?

While no agreed upon measure of affordability exists in Minnesota, there are several ways to measure college costs as compared to student and family resources:

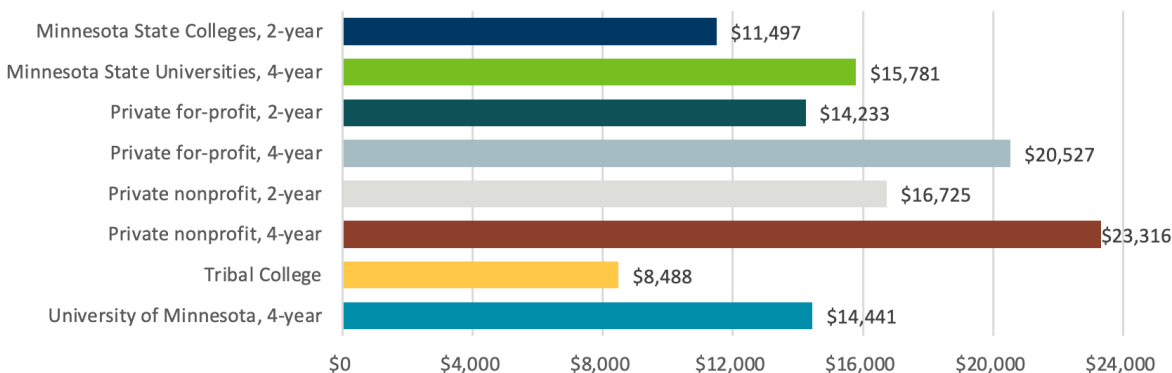
- Net Price, and
- Expected Family Contribution

This dashboard shows the various ways to measure college costs and family resources. Data presented here are limited to colleges participating in the Minnesota State Grant program and/or federal financial aid.

On average, students pay \$10,000 to \$23,000 after grants and scholarships each year.

Net price is the amount students and families must pay after subtracting all grants and scholarships from the cost of attendance. It's also referred to as the out-of-pocket cost. Net price data presented here are values as reported to IPEDS by each college participating in federal financial aid.

Figure 6: Average Net Price for the Academic Year Ending in 2022 by Institution Type



For the lowest income students, the University of Minnesota offers the lowest net price.

Figure 7: Average Net Price for the Academic Year Ending in 2022 by Institution Type and Income

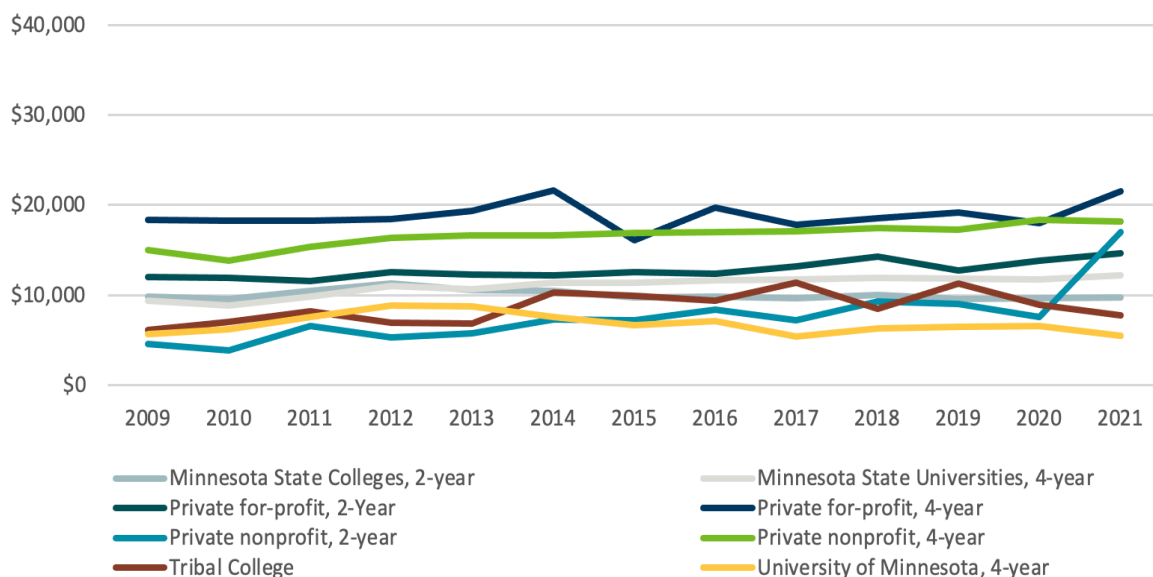


Table 6: Average Net Price for the Academic Year Ending in 2022 by Institution Type and Income

Institution Type	Income	Average Net price
Minnesota State Colleges, 2-year	\$0-\$30,000	\$10,332
	\$30,001-\$48,000	\$10,454
	\$48,001-\$75,000	\$11,876
	\$75,001-\$110,000	\$14,960
	All	\$11,824
	Over \$110,000	\$16,432
Minnesota State Universities, 4-year	\$0-\$30,000	\$11,877
	\$30,001-\$48,000	\$12,641
	\$48,001-\$75,000	\$14,273
	\$75,001-\$110,000	\$18,402
	All	\$15,848
	Over \$110,000	\$20,457
University of Minnesota, 4-year	\$0-\$30,000	\$4,415
	\$30,001-\$48,000	\$4,846
	\$48,001-\$75,000	\$9,292
	\$75,001-\$110,000	\$16,196

By income, net price has remained stable over the past 10 years.

Figure 8: Average Net Price by Institution Type over Time from 2009-2021



Note: Dollar values are not adjusted for inflation.

Table 7: Average Net Price by Institution Type over Time, 2011-2022

Institution Type	2011	2015	2016	2017	2018	2019	2020	2021	2022
Minnesota State Colleges, 2-year	\$11,437	\$10,920	\$10,959	\$10,463	\$11,040	\$10,829	\$10,928	\$11,497	\$11,824
Minnesota State Universities, 4-year	\$12,452	\$14,363	\$14,884	\$14,724	\$15,064	\$15,132	\$15,516	\$15,781	\$15,848
Private for-profit, 2-year	\$15,611	\$13,425	\$13,030	\$12,974	\$14,941	\$13,355	\$13,784	\$14,233	\$14,790
Private for-profit, 4-year	\$22,395	\$20,013	\$20,405	\$18,217	\$19,384	\$20,900	\$19,247	\$20,527	\$21,007
Private nonprofit, 2-year	\$5,308	\$7,556	\$8,569	\$8,971	\$9,508	\$9,645	\$8,742	\$16,725	\$16,735
Private nonprofit, 4-year	\$20,989	\$22,843	\$22,725	\$23,457	\$23,565	\$22,681	\$23,402	\$23,343	\$24,047
Tribal College	\$8,151	\$9,240	\$9,287	\$11,295	\$7,810	\$10,319	\$8,427	\$8,488	\$9,094
University of Minnesota , 4-year	\$14,756	\$14,734	\$14,628	\$14,595	\$14,538	\$14,717	\$14,913	\$14,441	\$14,145

EXPLORE NET PRICE DATA BY COLLEGE

Table 8: Average Net Price by Institution by Income for the Academic Year Ending 2021

Institution	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Academy College	\$29,249	\$31,194			\$34,100
Alexandria Technical & Community College	\$11,054	\$11,202	\$12,249	\$16,157	\$17,554
Anoka Technical College	\$9,736	\$9,863	\$11,032	\$15,581	\$16,860
Anoka-Ramsey Community College	\$10,631	\$10,223	\$11,628	\$14,264	\$15,919
Augsburg University	\$20,925	\$22,603	\$22,297	\$24,289	\$29,957
Avalon School of Cosmetology	\$5,071	\$6,153	\$5,071		
Aveda Arts & Sciences Institute Minneapolis	\$18,942	\$16,107	\$20,325	\$22,885	\$24,127
Bemidji State University	\$10,918	\$11,382	\$12,487	\$18,005	\$20,418
Bethany Global University	\$23,116	\$22,377	\$21,532	\$20,018	\$17,780
Bethany Lutheran College	\$12,048	\$12,184	\$16,006	\$19,109	\$23,023
Bethel University	\$21,600	\$24,105	\$22,265	\$27,349	\$33,418
Capella University	\$17,602	\$14,252		\$21,572	\$21,572
Carleton College	\$11,645	\$8,456	\$12,453	\$21,520	\$41,301
Central Lakes College-Brainerd	\$10,460	\$9,816	\$12,776	\$15,573	\$16,785
Century College	\$9,223	\$9,157	\$10,495	\$12,777	\$14,783
College of Saint Benedict	\$15,533	\$18,316	\$21,269	\$26,148	\$32,803
Concordia College at Moorhead	\$18,683	\$17,945	\$21,554	\$23,310	\$27,691

Institution	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Concordia University-Saint Paul	\$14,696	\$16,220	\$17,582	\$17,668	\$21,902
Crown College	\$22,501	\$22,811	\$22,561	\$25,800	\$28,255
Dakota County Technical College	\$8,547	\$9,703	\$11,072	\$13,190	\$15,432
Dunwoody College of Technology	\$19,129	\$20,621	\$23,683	\$26,983	\$30,261
Empire Beauty School-Bloomington	\$15,189	\$16,766	\$19,218	\$21,096	\$21,096
Empire Beauty School-Spring Lake Park	\$16,072	\$15,507	\$16,486	\$20,475	\$20,475
Fond du Lac Tribal and Community College	\$8,700	\$10,498	\$12,920	\$16,465	\$16,465
Gustavus Adolphus College	\$13,796	\$15,862	\$17,341	\$24,887	\$29,834
Hamline University	\$17,986	\$18,189	\$19,002	\$22,036	\$29,196
Hastings Beauty School	\$16,970	\$12,035	\$15,530	\$15,857	\$21,024
Hennepin Technical College	\$10,039	\$10,059	\$11,417	\$14,639	\$15,816
Herzing University-Minneapolis	\$18,515	\$18,484	\$19,787	\$17,534	\$25,555
Institute of Production and Recording	\$20,993	\$20,763	\$26,558	\$24,449	
Inver Hills Community College	\$9,022	\$9,174	\$10,908	\$13,408	\$14,885
Lake Superior College	\$14,448	\$14,713	\$15,837	\$18,793	\$19,691
Leech Lake Tribal College	\$13,153	\$10,052	\$17,173		
Macalester College	\$12,933	\$14,488	\$17,913	\$25,149	\$40,691
Martin Luther College	\$17,830	\$18,668	\$17,793	\$21,039	\$25,706
Metropolitan State University	\$18,117	\$18,090	\$18,760	\$23,126	\$25,608
Minneapolis College of Art and Design	\$24,722	\$22,169	\$23,899	\$27,831	\$33,212
Minneapolis Community and Technical College	\$12,338	\$12,347	\$13,846	\$15,402	\$17,482
Minnesota North College	\$7,774	\$8,205	\$9,989	\$12,803	\$14,248
Minnesota School of Cosmetology-Woodbury Campus	\$15,825	\$16,373	\$17,950	\$20,576	\$22,098
Minnesota State College Southeast	\$14,397	\$15,270	\$15,443	\$19,300	\$20,608
Minnesota State Community and Technical College	\$9,303	\$8,992	\$10,431	\$13,540	\$15,057
Minnesota State University Moorhead	\$13,000	\$13,444	\$14,783	\$19,215	\$21,088
Minnesota State University-Mankato	\$12,115	\$12,389	\$14,810	\$18,896	\$21,186
Minnesota West Community and Technical College	\$10,133	\$9,985	\$12,038	\$15,585	\$17,000
Model College of Hair Design	\$12,640	\$16,577	\$17,297	\$18,711	\$18,711
Normandale Community College	\$10,427	\$10,633	\$12,225	\$14,694	\$16,393
North Central University	\$19,571	\$18,466	\$24,048	\$25,525	\$29,386
North Hennepin Community College	\$8,287	\$8,604	\$10,137	\$12,433	\$14,200
Northland Community and Technical College	\$11,097	\$12,156	\$12,693	\$16,669	\$17,532
Northwest Technical College	\$11,341	\$11,341	\$12,746	\$15,731	\$18,393
Northwestern Health Sciences University	\$25,754		\$28,001	\$28,716	\$30,350
Nova Academy of Cosmetology	\$18,574	\$19,003	\$20,220	\$22,110	\$22,525
Oak Hills Christian College	\$17,154	\$22,674	\$21,011	\$19,904	\$25,544
PCI Academy-Plymouth	\$13,125	\$13,125		\$19,620	\$19,620
Pine Technical & Community College	\$11,783	\$10,448	\$13,183	\$16,891	\$17,295
Rasmussen University-Minnesota	\$18,240	\$19,745	\$21,298	\$23,390	\$21,790
Red Lake Nation College	\$6,471	\$6,723	\$3,747	\$7,723	\$10,010
Ridgewater College	\$8,614	\$9,149	\$10,168	\$14,516	\$15,527
Riverland Community College	\$8,027	\$7,929	\$9,685	\$12,034	\$14,226
Rochester Community and Technical College	\$11,710	\$12,037	\$13,501	\$16,756	\$17,790

Institution	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Saint Cloud State University	\$10,744	\$11,452	\$12,692	\$16,707	\$19,275
Saint John's University	\$14,484	\$15,535	\$17,956	\$24,698	\$31,822
Saint Mary's University of Minnesota	\$15,068	\$16,916	\$18,301	\$20,178	\$24,547
Saint Paul College	\$11,200	\$11,562	\$12,451	\$15,333	\$17,526
South Central College	\$9,684	\$9,706	\$10,214	\$13,780	\$14,721
Southwest Minnesota State University	\$9,370	\$11,354	\$12,523	\$16,188	\$18,753
St Catherine University	\$15,616	\$14,532	\$17,369	\$17,348	\$24,384
St Cloud Technical and Community College	\$9,034	\$9,077	\$10,740	\$14,141	\$15,085
St Olaf College	\$8,659	\$11,756	\$13,449	\$21,846	\$32,917
Summit Academy Opportunities Industrialization Center	\$17,394	\$16,835	\$17,134	\$14,735	
The College of Saint Scholastica	\$16,210	\$18,450	\$19,855	\$24,944	\$27,739
University of Minnesota-Crookston	\$5,489	\$4,857	\$7,776	\$13,860	\$20,384
University of Minnesota-Duluth	\$3,137	\$4,293	\$11,465	\$17,694	\$24,097
University of Minnesota-Morris	\$684	\$892	\$5,763	\$13,406	\$18,194
University of Minnesota-Rochester	\$5,830	\$7,158	\$10,606	\$17,642	\$24,925
University of Minnesota-Twin Cities	\$6,933	\$7,032	\$10,850	\$18,380	\$25,233
University of Northwestern-St Paul	\$20,494	\$17,640	\$22,829	\$23,377	\$28,163
University of St Thomas	\$24,757	\$21,875	\$22,294	\$26,102	\$32,740
White Earth Tribal and Community College	\$9,612	\$15,176	\$3,294		
Winona State University	\$12,051	\$12,522	\$15,212	\$18,615	\$20,862

Note: Cells with fewer than 10 students are not shown and appear as "<10".

IS COLLEGE AFFORDABLE? EXPECTED FAMILY CONTRIBUTIONS (EFCs)

The Expected Family Contribution or EFC is a dollar value based on a federal calculation of what students and families can pay based on their reported income and assets on the Free Application for Federal Student Aid (FAFSA). Amounts vary based on number in the family, number attending college, age of the parent/guardian, employment status, and other factors. Data shown here reflect the EFCs of actual Minnesota resident students enrolled in an undergraduate program between 2008 and 2023 maintained by OHE.

Affordability is subjective and requires that one takes into account not only a student's resources, including income and assets, but also the other expenses the student or family have, both the items they have to pay for (e.g. housing, child care, food) and the items they choose to pay for that are valued (e.g. family vacations). Two families with similar incomes may have very different levels of affordability - it's based on the student

or family's judgment of the tradeoffs involved.

This view of affordability differs from how the State measures affordability. From a state perspective, one could ask - for which students, are college costs a barrier to enrollment?

While no agreed upon measure of affordability exists in Minnesota, there are several ways to measure college costs as compared to student and family resources:

- Net Price, and
- Expected Family Contribution

This dashboard shows the various ways to measure college costs and family resources. Data presented here are limited to colleges participating in the Minnesota State Grant program and/or federal financial aid.

Key Independent students are heavily concentrated at lower EFCs reflecting their lower incomes. Dependent students are more evenly across EFCs.

The Expected Family Contribution or EFC is a dollar value based on a federal calculation of what students and families can pay based on their reported income and assets on the Free Application for Federal Student Aid (FAFSA). Amounts vary based on number in the family, number attending college, age of the parent/guardian, employment status, and other factors. Data shown here reflect the EFCs of actual Minnesota resident students enrolled in an undergraduate program between 2008 and 2023 maintained by OHE.

Figure 9: Number of Students by Family Type by Expected Family Contribution (EFC) for Academic Year Ending 2023

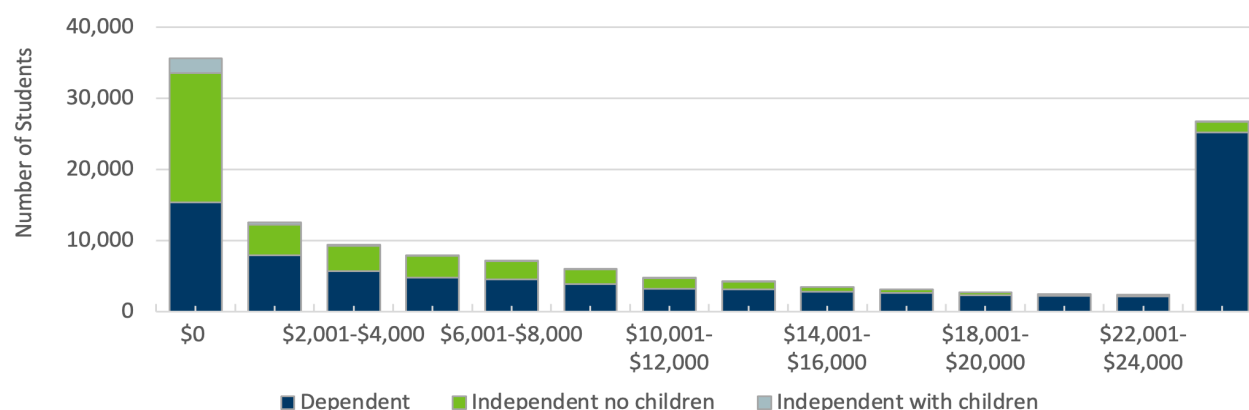


Table 9: Number of Students by Family Type by Expected Family Contribution (EFC) for Academic Year Ending 2022

Income Band	Dependent	Independent no children	Independent with children
\$0	14704	16815	1400
\$1-\$2,000	741	3841	10
\$2,001-\$4,000	5512	3242	107
\$4,001-\$6,000	4690	2729	0
\$6,001-\$8,000	4134	2272	13
\$8,001-\$10,000	3566	3215	0
\$10,001-\$12,000	3071	0	10
\$12,001-\$14,000	2975	1036	0
\$14,001-\$16,000	2690	508	0
\$16,001-\$18,000	2469	636	0
\$20,001-\$22,000	2148	390	0
\$18,001-\$20,000	2410	323	0
\$22,001-\$24,000	2134	235	0
\$24,001+	26402	1431	0

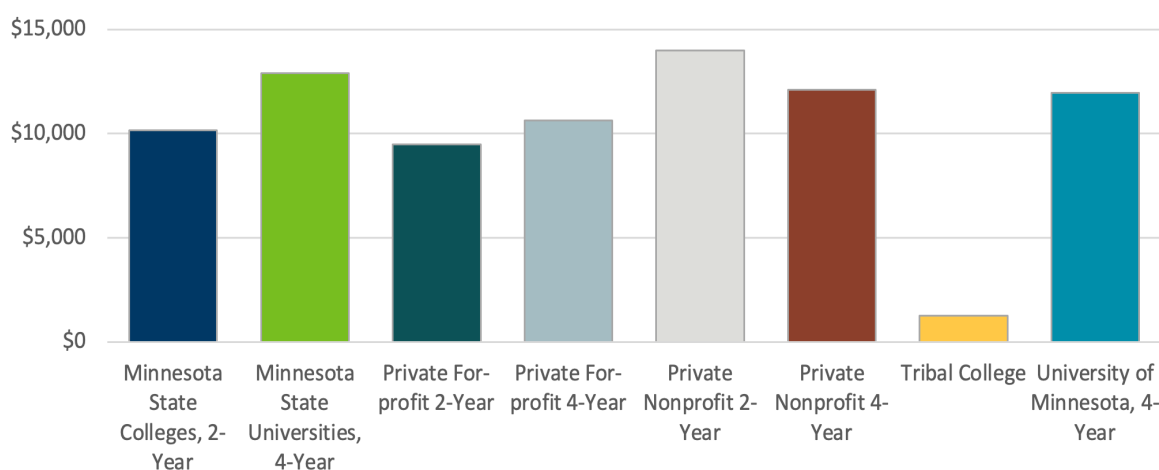
🔑 Within income ranges, little change is seen in EFCs over the past ten years.

Table 10: Average Expected Family Contribution (EFC) for Academic Years Ending 2014-2023

Family Type	Income Band	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Dependent	\$0-\$30,000	\$497	\$634	\$605	\$604	\$474	\$528	\$593	\$866	\$355	\$439
	\$30,000-\$48,000	\$2,838	\$3,107	\$3,191	\$2,933	\$2,559	\$2,620	\$2,693	\$2,673	\$2,457	\$2,621
	\$48,000-\$75,000	\$7,471	\$7,362	\$8,303	\$7,785	\$7,329	\$7,313	\$7,827	\$8,263	\$7,798	\$8,228
	\$75,000-\$110,000	\$15,674	\$16,414	\$15,823	\$15,615	\$15,447	\$16,247	\$16,736	\$17,906	\$16,865	\$17,490
	Over \$110,000	\$36,317	\$42,136	\$42,076	\$42,629	\$42,702	\$44,163	\$46,524	\$50,364	\$50,154	\$54,248
Independent No Children	\$0-\$30,000	\$1,024	\$1,209	\$1,162	\$1,227	\$1,198	\$1,244	\$1,273	\$1,363	\$1,199	\$1,208
	\$30,000-\$48,000	\$5,075	\$5,175	\$5,354	\$5,580	\$5,231	\$5,347	\$5,802	\$5,912	\$5,717	\$5,434
	\$48,000-\$75,000	\$8,256	\$8,738	\$8,948	\$8,160	\$8,681	\$9,108	\$8,659	\$10,340	\$8,957	\$9,155
	\$75,000-\$110,000	\$14,168	\$14,018	\$15,109	\$14,600	\$14,736	\$14,016	\$15,795	\$18,147	\$15,225	\$15,196
	Over \$110,000	\$31,810	\$37,136	\$33,684	\$34,873	\$32,540	\$35,800	\$40,949	\$37,087	\$37,855	\$39,439
Independent with Children	\$0-\$30,000	\$36	\$11	\$42	\$32	\$37	\$37	\$54	\$61	\$38	\$5
	\$30,000-\$48,000	\$578	\$331	\$312	\$293	\$297	\$350	\$231	\$276	\$168	\$151
	\$48,000-\$75,000	\$2,039	\$2,334	\$1,823	\$1,997	\$1,780	\$1,749	\$1,503	\$1,464	\$1,246	\$1,973
	\$75,000-\$110,000	\$7,003	\$7,814	\$7,912	\$6,965	\$7,465	\$6,000	\$6,305	\$5,300	\$5,274	\$4,915
	Over \$110,000	\$19,904	\$31,488	\$19,976	\$19,279	\$33,456	\$22,954	\$28,881	\$19,049	\$26,148	\$16,673

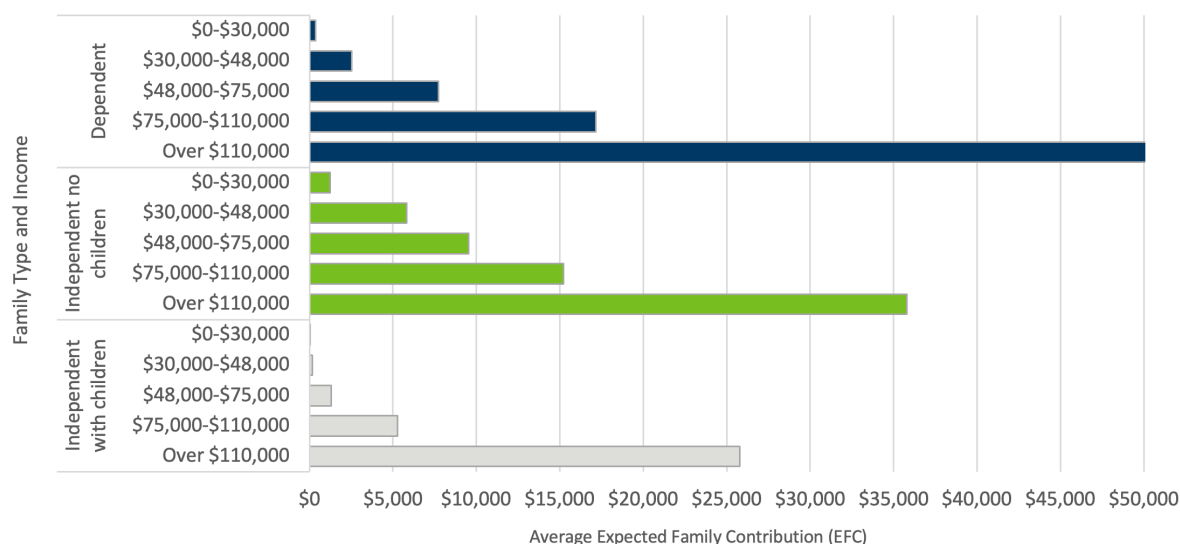
🔑 Average EFCs by college type reflect differences in the income distribution of students enrolled.

Figure 10: Average Expected Family Contribution (EFC) for Academic Years Ending 2023



Key The formula for calculating the EFC is based on a student's (family's) available income; the result is that EFCs increase quickly as income increases.

Figure 11: Average Expected Family Contribution (EFC) for Academic Year Ending 2022 by Family Type and Income



IS COLLEGE AFFORDABLE? NET PRICE VS. INCOME

Net price is the amount students and families must pay after subtracting all grants and scholarships from the cost of attendance. It's also referred to as the out-of-pocket cost. Net price data presented here are values as reported to IPEDS by each college participating in federal financial aid.

This net price data is reported by each college by income group. Using the midpoint of each income group (\$15,000; \$39,000; \$61,500; \$92,500), we can calculate the percent of annual

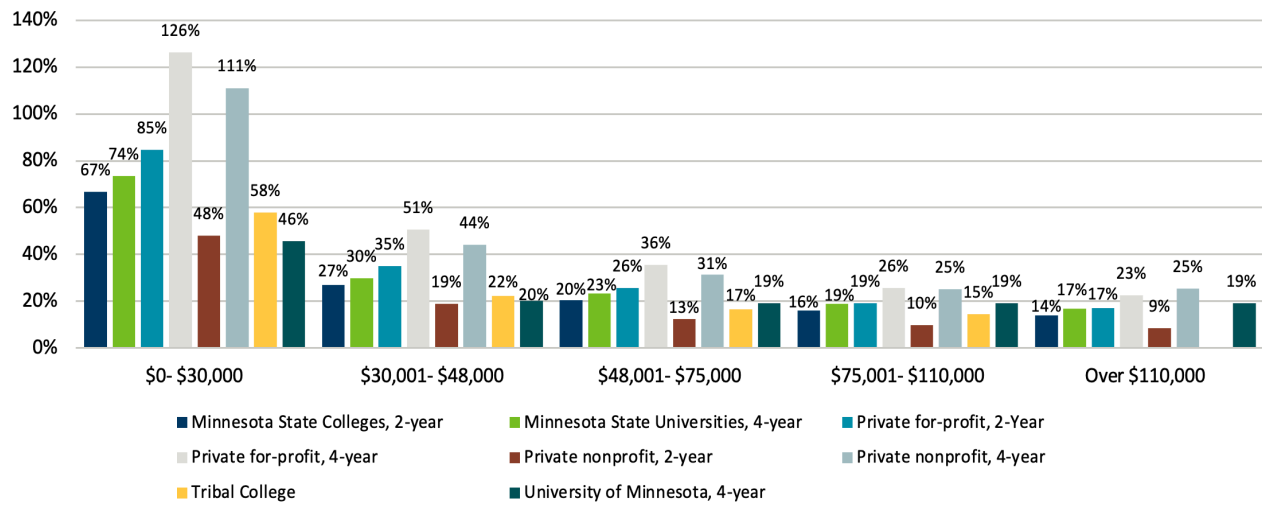
family income needed to pay the net price of college. For the top income group (\$110,00+), we use an annual family income of \$110,000 to calculate the net price as a percent of annual family income.

The following tables and chart demonstrate the burden college costs place upon Minnesota's lower- and middle-income families.

Table 11: Net Price as Percent of Annual Family Income by Institution Type, Academic Year End 2022

Institution Sector	\$0- \$30,000	\$30,001- \$48,000	\$48,001- \$75,000	\$75,001- \$110,000	Over 110,000
Minnesota State Colleges, 2-year	69%	27%	19%	16%	15%
Minnesota State Universities, 4-year	79%	32%	23%	20%	19%
Private for-profit, 2-Year	98%	38%	27%	22%	19%
Private for-profit, 4-year	144%	55%	39%	25%	24%
Private nonprofit, 2-year	116%	43%	28%	16%	
Private nonprofit, 4-year	119%	46%	33%	25%	27%
Tribal College	65%	27%	13%	8%	9%

Figure 12: Net Price as Percent of Annual Family Income by Institution Type, Academic Year End 2022



Note: Dollar values are not adjusted for inflation.

Table 12: Net Price as Percent of Annual Family Income by College, Academic Year End 2022

Institution Sector	College Name	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Minnesota State Colleges, 2-year	Alexandria Technical & Community College	74%	29%	20%	17%	16%
	Anoka Technical College	65%	25%	18%	17%	15%
	Anoka-Ramsey Community College	71%	26%	19%	15%	14%
	Central Lakes College-Brainerd	70%	25%	21%	17%	15%
	Century College	61%	23%	17%	14%	13%
	Dakota County Technical College	57%	25%	18%	14%	14%
	Fond du Lac Tribal and Community College	58%	27%	21%	18%	15%
	Hennepin Technical College	67%	26%	19%	16%	14%
	Inver Hills Community College	60%	24%	18%	14%	14%
	Lake Superior College	96%	38%	26%	20%	18%
	Minneapolis Community and Technical College	82%	32%	23%	17%	16%
	Minnesota North College	52%	21%	16%	14%	13%
	Minnesota State College Southeast	96%	39%	25%	21%	19%
	Minnesota State Community and Technical College	62%	23%	17%	15%	14%
	Minnesota West Community and Technical College	68%	26%	20%	17%	15%
	Normandale Community College	70%	27%	20%	16%	15%
	North Hennepin Community College	55%	22%	16%	13%	13%
	Northland Community and Technical College	74%	31%	21%	18%	16%

Institution Sector	College Name	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Minnesota State Colleges, 2-year	Northwest Technical College	76%	29%	21%	17%	17%
	Pine Technical & Community College	79%	27%	21%	18%	16%
	Ridgewater College	57%	23%	17%	16%	14%
	Riverland Community College	54%	20%	16%	13%	13%
	Rochester Community and Technical College	78%	31%	22%	18%	16%
	Saint Paul College	75%	30%	20%	17%	16%
	South Central College	65%	25%	17%	15%	13%
	St Cloud Technical and Community College	60%	23%	17%	15%	14%
Minnesota State Universities, 4-year	Bemidji State University	73%	29%	20%	19%	19%
	Metropolitan State University	121%	46%	31%	25%	23%
	Minnesota State University Moorhead	87%	34%	24%	21%	19%
	Minnesota State University-Mankato	81%	32%	24%	20%	19%
	Saint Cloud State University	72%	29%	21%	18%	18%
	Southwest Minnesota State University	62%	29%	20%	18%	17%
	Winona State University	80%	32%	25%	20%	19%
Private for-profit, 2-Year	Avalon School of Cosmetology	34%	16%	8%		
	Aveda Arts & Sciences Institute Minneapolis	126%	41%	33%	25%	22%
	Empire Beauty School-Bloomington	101%	43%	31%	23%	19%
	Empire Beauty School-Spring Lake Park	107%	40%	27%	22%	19%
	Hastings Beauty School	113%	31%	25%	17%	19%
	Minnesota School of Cosmetology-Woodbury Campus	106%	42%	29%	22%	20%
	Model College of Hair Design	84%	43%	28%	20%	17%
	Nova Academy of Cosmetology	124%	49%	33%	24%	20%
	PCI Academy-Plymouth	88%	34%		21%	18%
Private for-profit, 4-year	Academy College	195%	80%			31%
	Capella University	117%	37%		23%	20%
	Institute of Production and Recording	140%	53%	43%	26%	
	Rasmussen University-Minnesota	122%	51%	35%	25%	20%
Private nonprofit, 2-year	Summit Academy Opportunities Industrialization Center	116%	43%	28%	16%	
Private nonprofit, 4-year	Augsburg University	140%	58%	36%	26%	27%
	Bethany Global University	154%	57%	35%	22%	16%
	Bethany Lutheran College	80%	31%	26%	21%	21%
	Bethel University	144%	62%	36%	30%	30%
	Carleton College			78%	22%	20%
	College of Saint Benedict	104%	47%	35%	28%	30%
	Concordia College at Moorhead	125%	46%	35%	25%	25%
	Concordia University-Saint Paul	98%	42%	29%	19%	20%

Institution Sector	College Name	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Private nonprofit, 4-year	Crown College	150%	58%	37%	28%	26%
	Dunwoody College of Technology	128%	53%	39%	29%	28%
	Gustavus Adolphus College	92%	41%	28%	27%	27%
	Hamline University	120%	47%	31%	24%	27%
	Herzing University-Minneapolis	123%	47%	32%	19%	23%
	Macalester College	86%	37%	29%	27%	37%
	Martin Luther College	119%	48%	29%	23%	23%
	Minneapolis College of Art and Design	165%	57%	39%	30%	30%
	North Central University				130%	47%
	Northwestern Health Sciences University	172%		46%	31%	28%
	Oak Hills Christian College	114%	58%	34%	22%	23%
	Saint John's University	97%	40%	29%	27%	29%
	Saint Mary's University of Minnesota	100%	43%	30%	22%	22%
	St Catherine University	104%	37%	28%	19%	22%
	St Olaf College	58%	30%	22%	24%	30%
	The College of Saint Scholastica	108%	47%	32%	27%	25%
	University of Northwestern-St Paul	137%	45%	37%	25%	26%
	University of St Thomas	165%	56%	36%	28%	30%
Tribal College	Leech Lake Tribal College	88%	26%	28%		
	Red Lake Nation College	43%	17%	6%	8%	9%
	White Earth Tribal and Community College	64%	39%	5%		
University of Minnesota, 4-year	University of Minnesota-Crookston	37%	12%	13%	15%	19%
	University of Minnesota-Duluth	21%	11%	19%	19%	22%
	University of Minnesota-Morris	5%	2%	9%	14%	17%
	University of Minnesota-Rochester	39%	18%	17%	19%	23%
	University of Minnesota-Twin Cities	46%	18%	18%	20%	23%



STUDENT HEALTH & SAFETY

A 2022 MINNESOTA MEASURES REPORT

mn OFFICE OF
HIGHER EDUCATION
MINNESOTA MEASURES

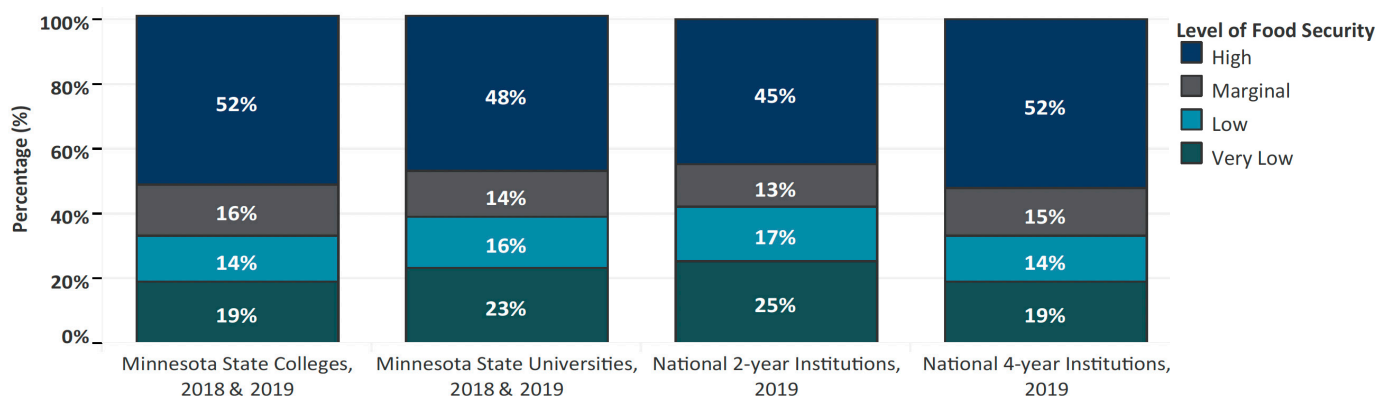
TO VIEW THE FULL REPORT, VISIT
mnmeasures.highered.mn.gov

BASIC NEEDS INSECURITY ON COLLEGE CAMPUSES

Over the past few years, basic needs insecurity has quickly become an issue of great discussion and concern on college and university campuses. State and national data from the Hope Center #RealCollege survey help contextualize the issue of basic needs insecurity among college students, and illuminate the need for on-campus services and supports that cater to students' basic needs.

In the 2018 and 2019 #RealCollege survey administration, over 9,800 students from 24 Minnesota State Colleges (two-year) and three Minnesota State Universities (four-year) participated in the survey. While basic needs insecurity captures more than just food and housing, this report focuses on three main outcomes: food insecurity, housing insecurity, and homelessness.

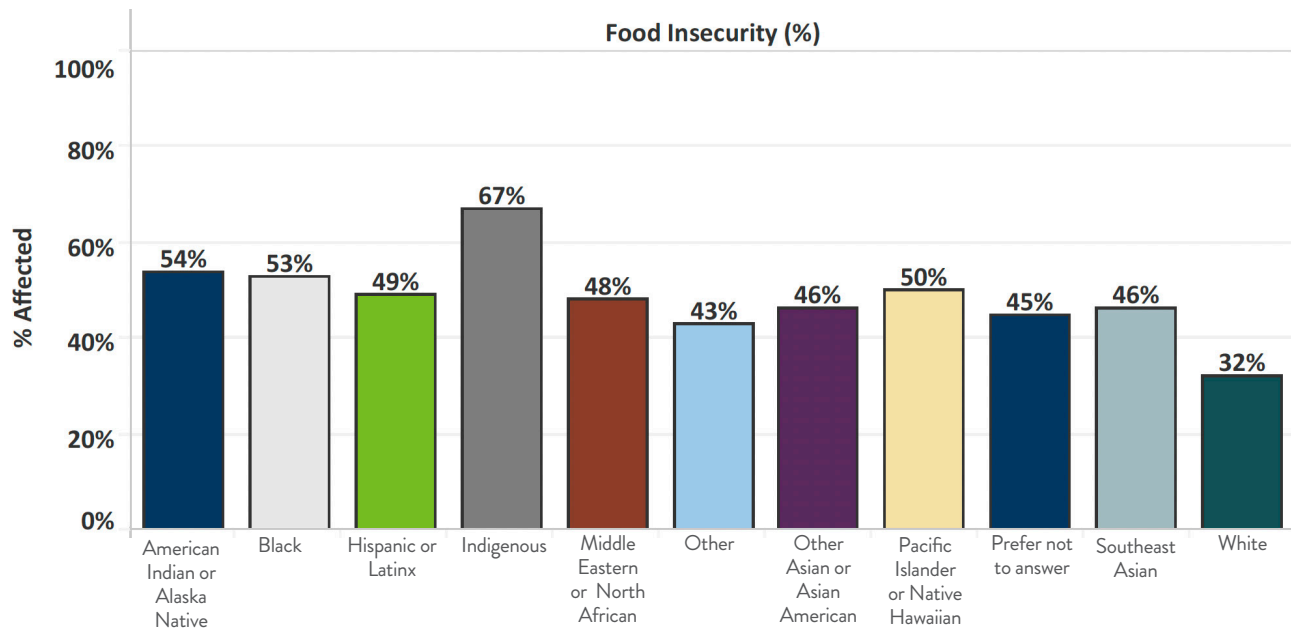
Figure 1: Levels of food security among Minnesota postsecondary students mirror national trends



Source: The Hope Center at Temple University, #RealCollege National Surveys

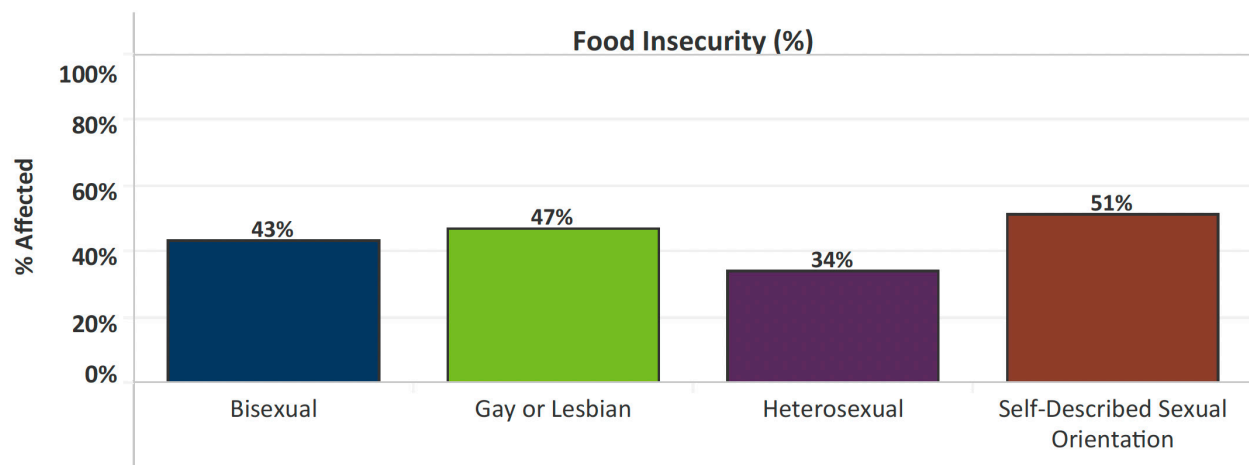
Unfortunately, the experience of basic needs insecurity is very prevalent among college students. However, not all types of students are affected equally by food insecurity, housing insecurity, and homelessness. Effective support services will recognize both the commonality of these crises and the need to implement equitable solutions that serve those most impacted.

Figure 2: Disparities in who experiences basic needs insecurity exist across racial and ethnic lines



Source: The Hope Center at Temple University, #RealCollege National Surveys

Figure 3: Percentage of students experiencing food insecurity by sexual orientation



Source: The Hope Center at Temple University, #RealCollege National Surveys

KEY TAKEAWAY: Basic needs insecurity impacts postsecondary students greatly across the state and country, but disproportionately affects students of color and LGBTQ+ students. Minnesota postsecondary students experience similar rates of food insecurity as students nationwide.

HOUSING INSECURITY REPORT

Key Educational outcomes are impacted by housing insecurity

The Office of Higher Education published a report titled *The Impact of Housing Insecurity on Educational Outcomes* using data from the Statewide Longitudinal Education Data System (SLEDS) in 2018. The report specifically analyzed the educational outcomes for high school students who

were housing secure, housing secure and eligible for free and reduced-price meals, and housing insecure. Results cover seven cohorts of students who attended ninth grade in Minnesota between 2005 and 2011, including 11,770 students who experienced housing insecurity during high school.

Figure 4: Students of color and indigenous students are more likely to be housing insecure in high school

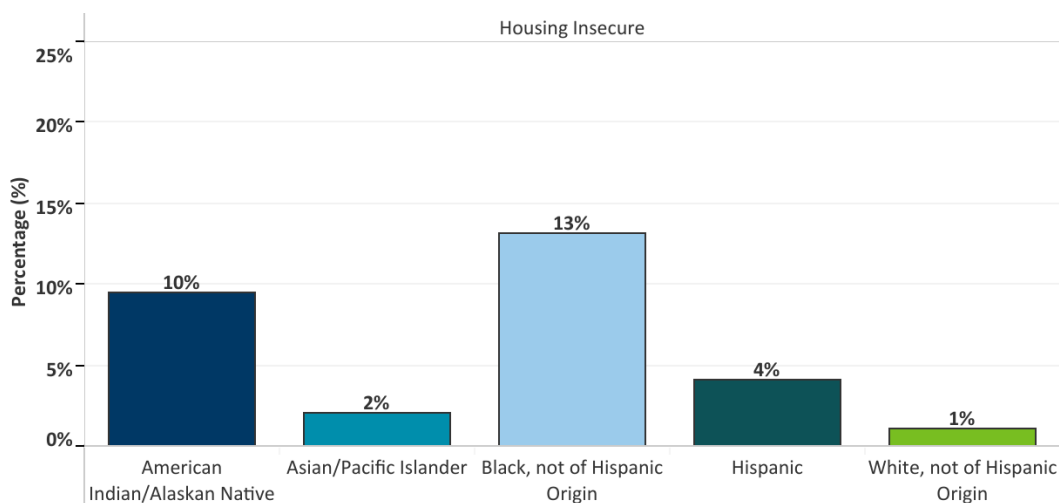
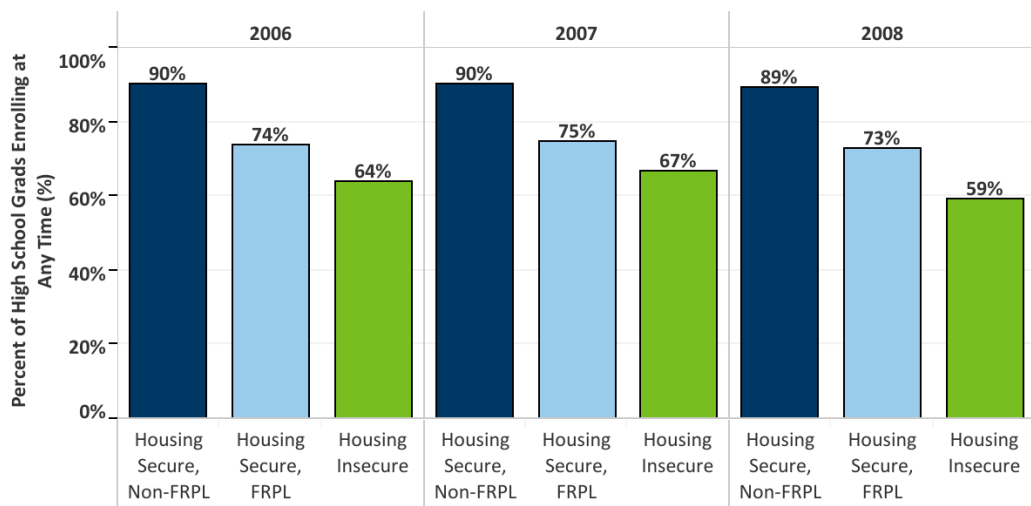
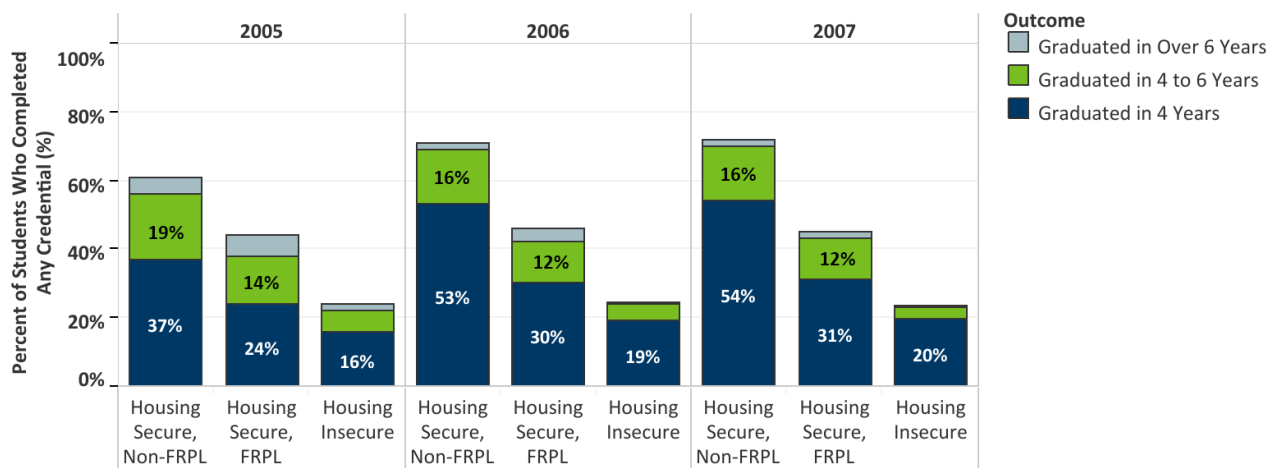


Figure 5: Postsecondary enrollment among high school graduates varies by housing security and eligibility to free and reduced-price meals



High school graduates that are eligible for free and reduced-price meals (FRPL) and/or housing insecure in high school enroll and complete college at lower rates than housing secure students. The impact of housing security for both postsecondary enrollment and completion cannot be ignored; even when students were FRPL-eligible but stably housed, their educational outcomes are markedly higher than housing insecure students.

Figure 6: High school graduates who are FRPL-eligible and/or housing insecure complete postsecondary credentials (any type) at lower rates

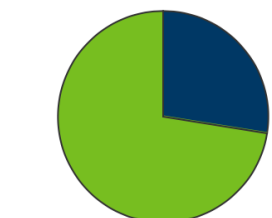


KEY TAKEAWAY: Students that are housing insecure in high school and/or eligible for free and reduced-price meals are less likely to enroll at a postsecondary institution and complete their credential, whether it be a short-term credential program or a bachelor's degree.

REPORT OUTCOMES ON CAMPUS SEXUAL ASSAULT

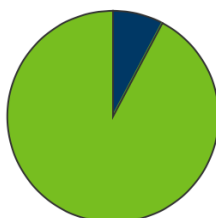
Since 2016, the Office of Higher Education is required by the Minnesota Legislature to publish the Sexual Assault Data Report, which includes annual statistics on the outcomes of sexual assault incidents reported to postsecondary institutions. Below are some highlighted details on reports of sexual assault incidents and the outcomes of institutional investigations, if applicable.

Figure 7a: Percentage of Incidents Investigated



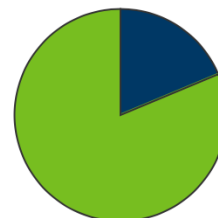
■ Incidents Investigated
■ Incidents Not Investigated

Figure 7b: Percentage of Investigations Where Respondent Was Found Responsible



■ Respondent Found Responsible
■ Respondent Not Found Responsible (Of Those Investigated)

Figure 7c: Reasons Why Investigations Were Not Opened



■ Closed Without Investigation - Other
■ Victim Did Not Participate Pre-Disciplinary Process

The majority of incidents that go uninvestigated are due to the fact that the victim did not wish to proceed with an investigation at their postsecondary institution.

Table 1: Statewide Summary, 2022

Category	Category Definition	State Total
1. Incidents Reported to Institution	The number of incidents of sexual assault reported to the institution during the prior calendar year within the scope defined above (total incidents)	332
2. Investigated	Of incidents reported to the institution (category #1), the number that were investigated by the institution to determine whether the institution's policy was violated	107
3. Referred for Disciplinary Process	Of incidents that were investigated (category #2), the number that were referred for a disciplinary process at the institution	47
4. Reported to Law Enforcement	The number of total incidents (category #1) in which the alleged victim chose to report to local or state law enforcement, to the extent that the institution is aware	43
5. Disciplinary Process Pending	The number for which a campus disciplinary process is pending, but has not reached a final resolution as of fall following the calendar year reported	<10
6. Respondent Found Responsible	The number in which the respondent(s) was/were found responsible for sexual assault by the disciplinary process at the institution	20
7. Action Greater than a Warning	The number that resulted in any action by the institution greater than a warning issued to the respondent	31
8. Closed Without Resolution	The number that resulted in a disciplinary process at the institution that closed without resolution	<10
9. Closed Without Resolution - Respondent Withdrew	Of those that closed without resolution (category #8), the number that resulted in a disciplinary process at the institution that closed without resolution because the respondent withdrew from the institution	<10
10. Closed Without Resolution - Victim Did Not Participate	Of those that closed without resolution (category #8), the number that resulted in a disciplinary process at the institution that closed without resolution because the alleged victim chose not to participate in the process	<10
11. Victim Did Not Participate Pre-Disciplinary Process	The number in which the alleged victim chose not to participate in the institution's process prior to a disciplinary process beginning	180
12. Reports via Online Reporting System	The number of reports made through the online reporting system established in Minn. Stat. § 135A.15, subd. 5, excluding reports submitted anonymously	71

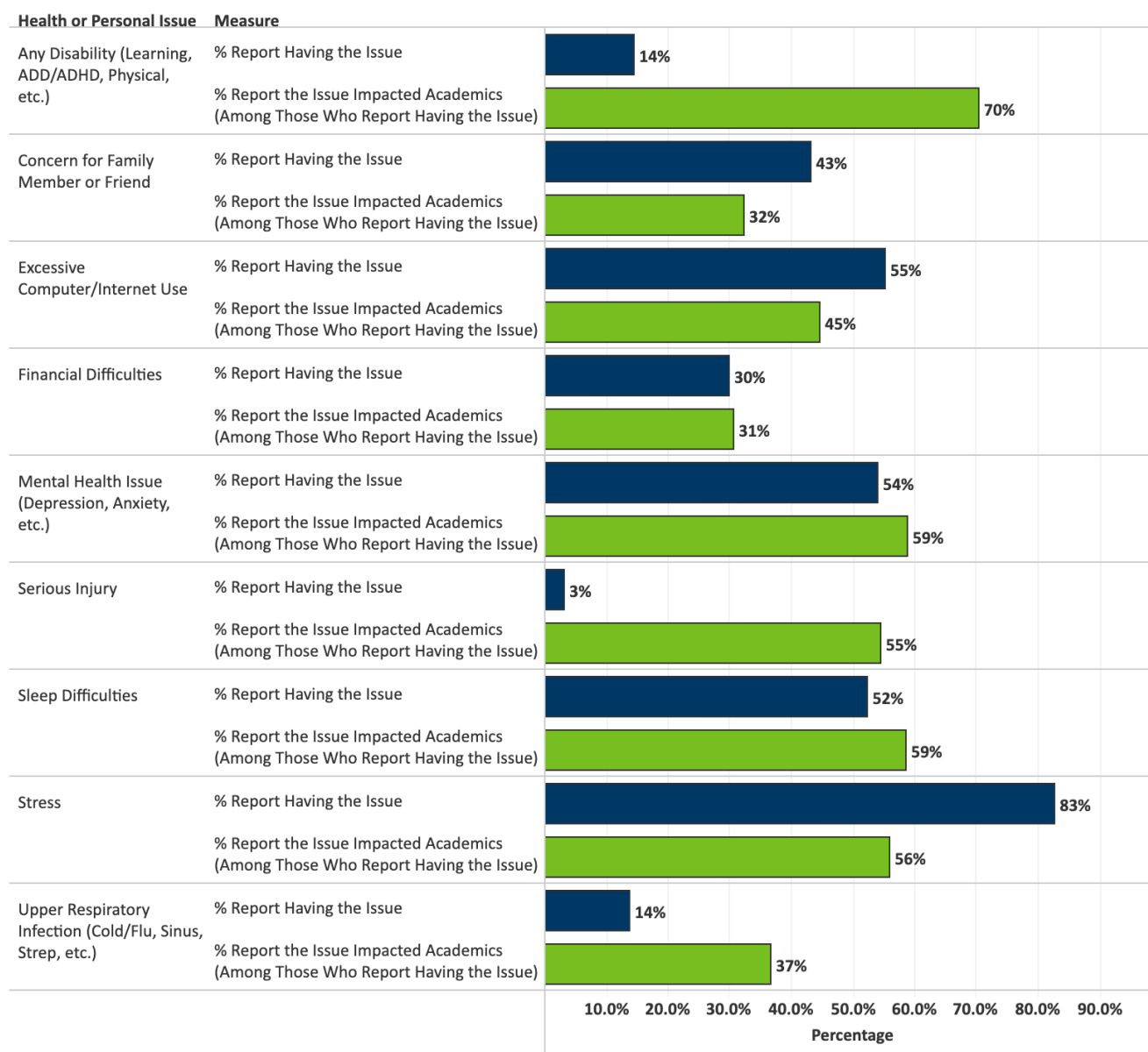


KEY TAKEAWAY: The number of reports of sexual assault incidents has steadily increased last year possibly due to shifting to in-person classes as campuses reopen. Around 32% led to an institutional investigation. Oftentimes, an institutional investigation is not opened because the victim/complainant chose not to participate in the disciplinary process.

EXAMINING STUDENT MENTAL HEALTH & STRESS

The 2021 College Student Health survey was sent to college students at 13 colleges and universities throughout Minnesota, representing both public and private institutions. One of several sections covered questions related to mental health.

Figure 9: Students report that health and personal issues affect their academic performance



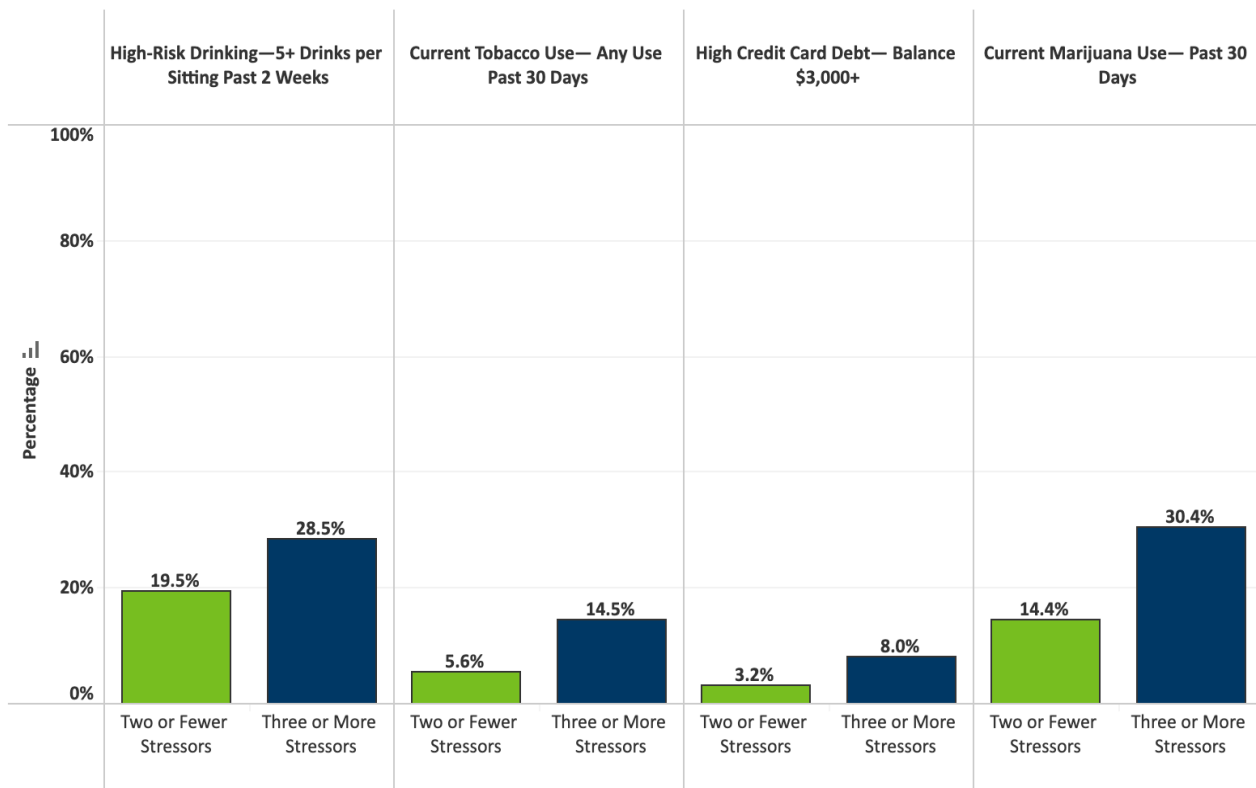
Source: University of Minnesota, 2021 College Student Health Survey

Survey respondents were given a list containing 19 common stressors to indicate which they had experienced within the past 12 months. Of the 19 items, the most commonly experienced in the past 12 months were:

1. Roommate/housemate conflict: 21.8%
2. Serious physical illness of someone close to you: 19.1%
3. Parental conflict: 18.7%
4. Death of someone close to you: 17.4%
5. Termination of personal relationship (not including marriage): 15.8%
6. Diagnosed with a serious mental illness: 13.7%

A total of 40.1% of respondents had experienced one or two of the above stressors within the past year, and 24.6% of respondents experienced three or more stressors. An association between the number of stressors and engaging in risky behaviors can be seen in the graph below.

Figure 10: Risky health behaviors related to mental health stressors



Source: University of Minnesota, 2021 College Student Health Survey



KEY TAKEAWAY: According to the 2021 Minnesota College Student Health Survey, postsecondary students report that health and personal issues impact their academic performance. The majority of students (64.7%) also indicated experiencing at least one significant stressor within the past year, which was associated with a higher likelihood of partaking in risky behaviors.