



ACCESS TO COLLEGE

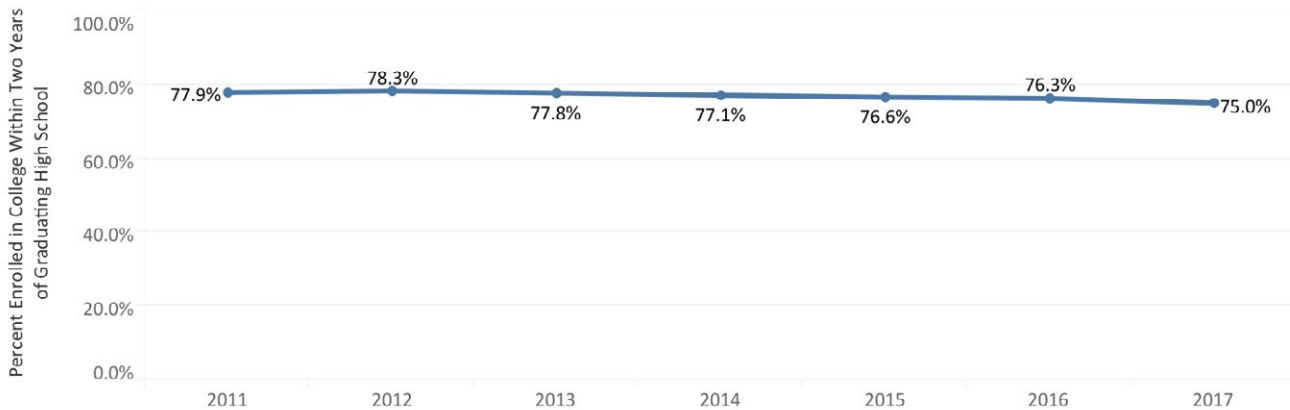
A 2020 MINNESOTA MEASURES REPORT

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PARTICIPATION IN COLLEGE

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

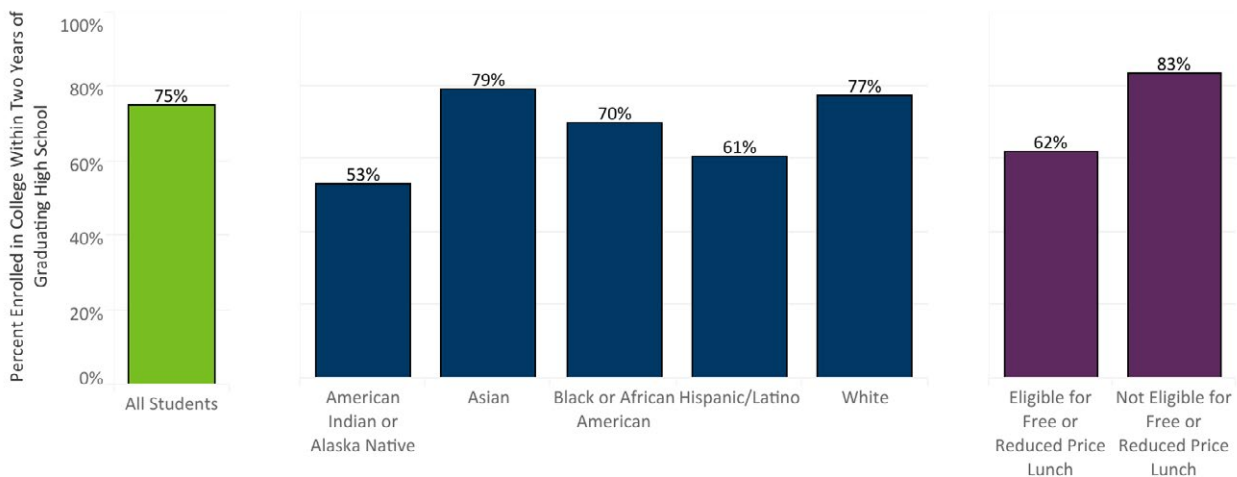
Figure 1: College enrollment rates have stayed largely steady in recent years



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

Minnesota’s college participation rates remains strong, with 75% of public high school graduates enrolling in college within two years of high school graduation, as of the class of 2017. This rate has remained largely steady in recent years, ranging from 75% to 78.3% of public high school graduates enrolling in college within two years of high school graduation.

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

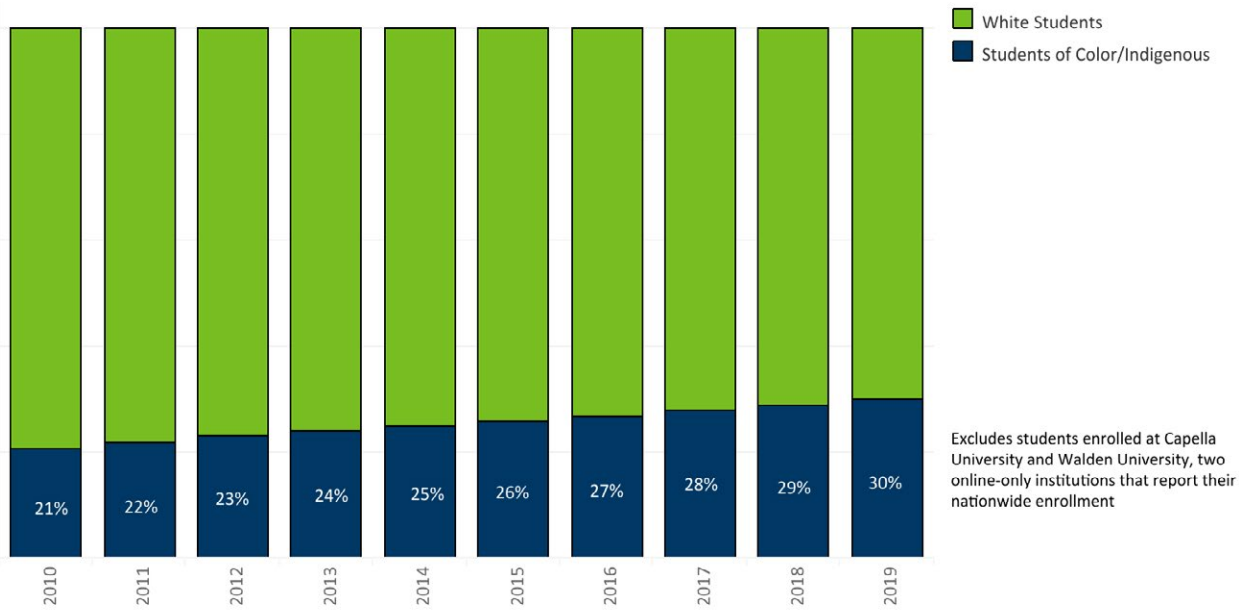


Source: Minnesota Office of Higher Education analysis Minnesota SLEDS data (Statewide Longitudinal Education Data System)

STUDENT ENROLLMENT DISPARITIES

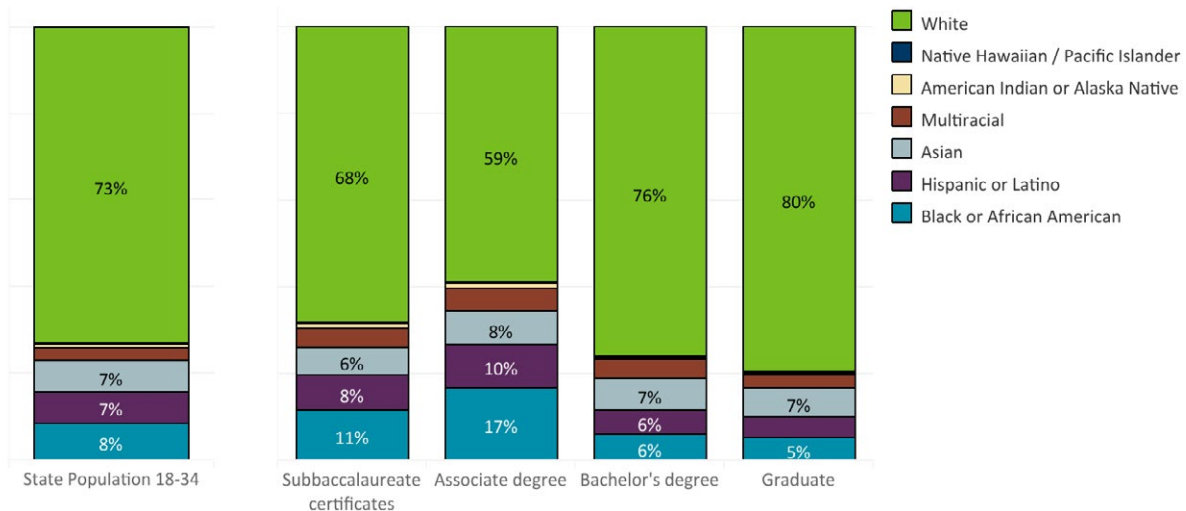
Although college enrollment is becoming more diverse, students of color and indigenous students remain underrepresented in bachelor's and graduate programs.

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



The percent of Minnesota undergraduates who were students of color or indigenous students has increased in the past 10 years, from 21% in the fall of 2010 to 30% in the fall of 2019. This trend largely mirrors trends in the overall population.

Figure 5: Enrollment disparities exist by credential type for students of color, indigenous students (fall 2019) (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 ages 18-34 make up 89% of Minnesota postsecondary students).



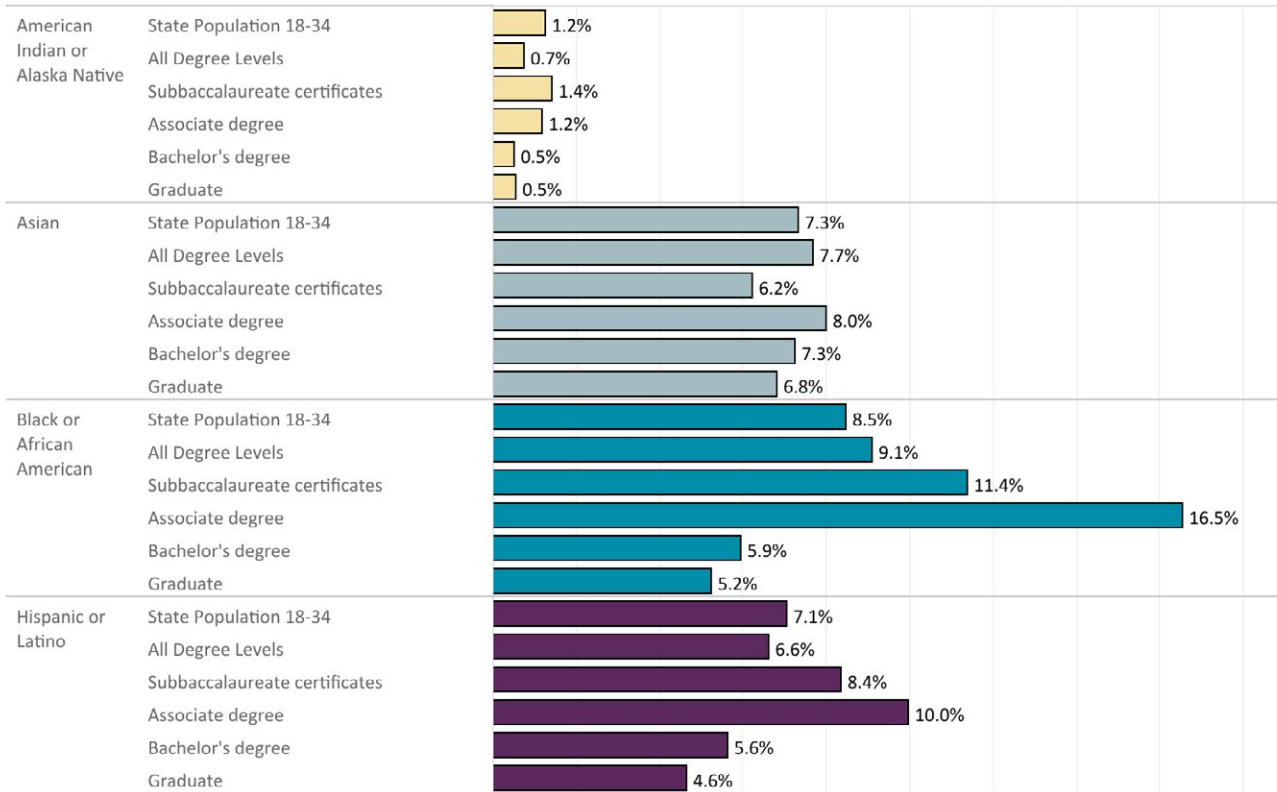
Sources: US Census Annual Estimates of the Resident Population, 2019; Minnesota Office of Higher Education Student Enrollment Database.

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 subbaccalaureate certificate and associate degree students (32% and 41%, respectively, in the fall of 2019) compared to 27% of Minnesota’s population aged 18-34 in the year 2019. Meanwhile, students of color and indigenous students make up disproportionately low percentages of bachelor’s degree and graduate students (24% and 20%, 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

Multiple values

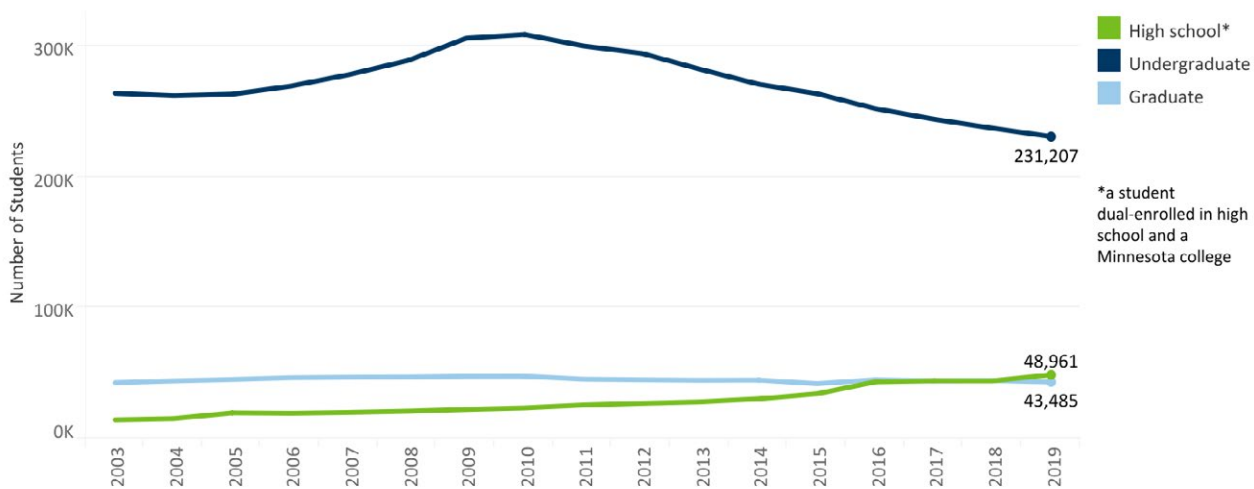


A closer look within each racial and ethnic category highlights the significance of these enrollment disparities. For example, while Black or African American residents make up 8.5% of Minnesota’s 18-34 year-old population, these residents only represent 5.9% of the state’s bachelor’s degree enrollment – a 30% difference in representation. Similarly, American Indian

or Alaska Native students make up less than half the amount of bachelor’s degree students (0.5%) versus what would be seen if the bachelor’s degree-seeking population mirrored the state’s population as a whole (1.2%). Hispanic or Latino students made up 5.6% of bachelor’s enrollment – 21% lower than their makeup of the state population age 18-34 (8.5%).

EXAMINING ENROLLMENT TRENDS AND STUDENT CHARACTERISTICS

Figure 7: College enrollment is at a 20-year low, but more high school students are dual-enrolling in college



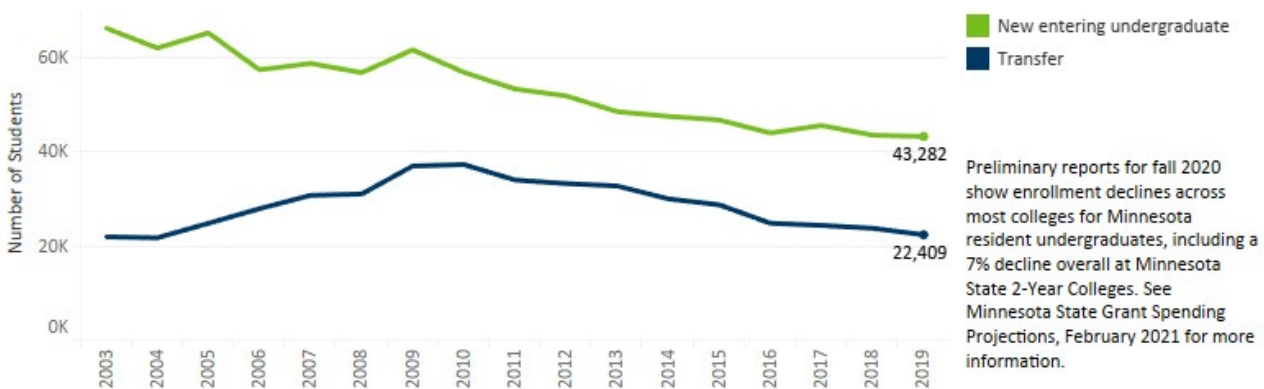
*a student dual-enrolled in high school and a Minnesota college

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

Undergraduate enrollment reached its peak in 2010 at the height of the Great Recession and has declined since. Economic trends tend to impact college enrollment, with increases generally seen during economic downturns as unemployed workers pursue additional education. As of 2019, postsecondary enrollment in Minnesota was at a low not seen since the early 2000s.

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

Figure 8: New student enrollments flattened in the last five years, but early data show declines in fall 2020

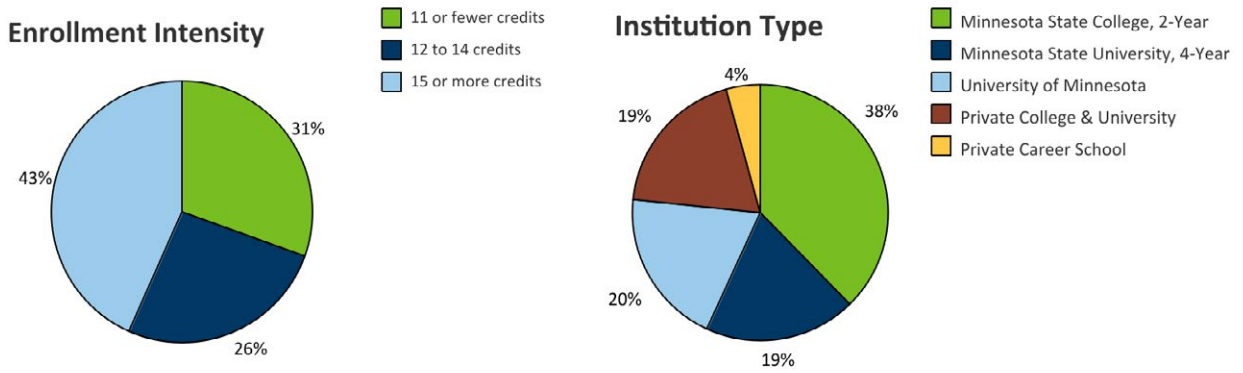


Preliminary reports for fall 2020 show enrollment declines across most colleges for Minnesota resident undergraduates, including a 7% decline overall at Minnesota State 2-Year Colleges. See Minnesota State Grant Spending Projections, February 2021 for more information.

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 from 2003 to 2019 despite a temporary increase seen during the great recession. In recent years this decline flattened at roughly 43,000 new entering undergraduates each year (down from over 60,000 in 2003). However, preliminary reports for fall 2020 show enrollment declines across most colleges for Minnesota resident undergraduates. Data from the Office of Higher Education’s Minnesota State Grant Spending Projections (February 2021) show a 7% decline in Minnesota resident undergraduate enrollment at Minnesota State two-year colleges.

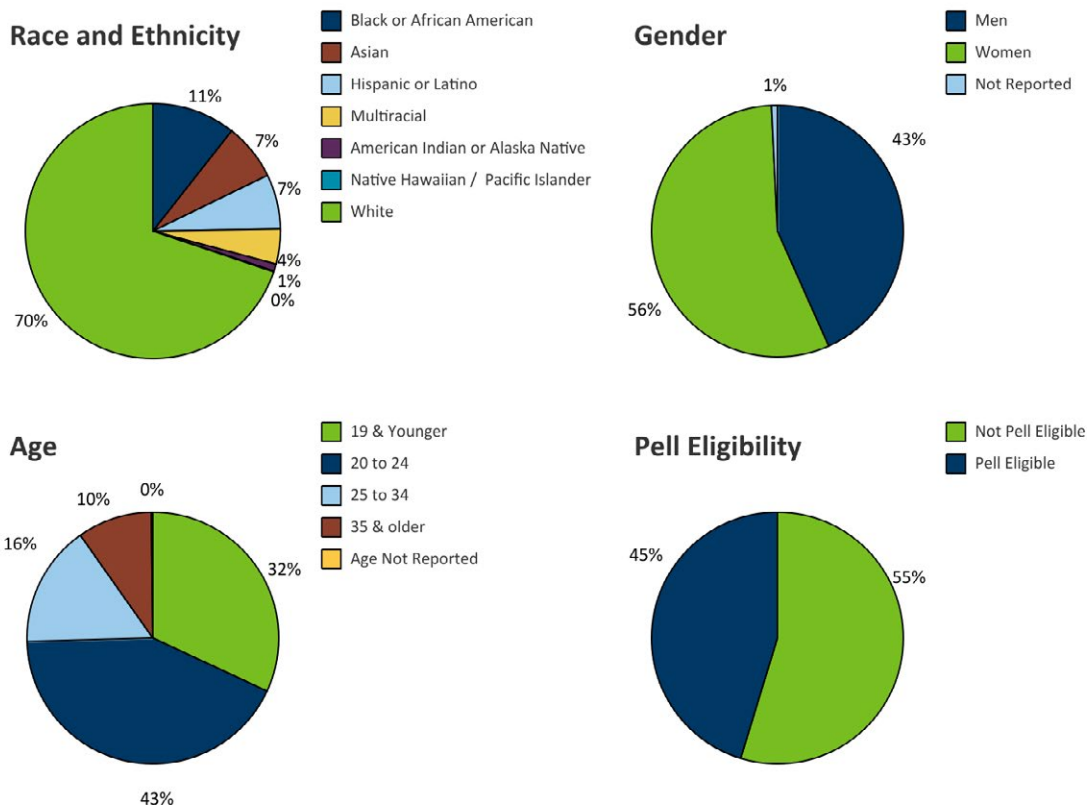
Figure 9: Enrollment characteristics of Minnesota undergraduate students (fall term 2019)



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

Most Minnesota undergraduates enroll at full-time levels of 12 credits or more, and over half (58%) enrolled at four-year schools. 20% were enrolled at the University of Minnesota, 19% were enrolled at Minnesota State Universities (four-year), and 19% at private colleges and universities. Minnesota State Colleges (two-year) enrolled 38% of Minnesota undergraduates – the largest percentage of any institution type – while private career schools (mostly two-year programs) enrolled just 5%.

Figure 10: Demographic profile of Minnesota resident undergraduate students (fall term 2019)



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

In fall 2019, 70% of Minnesota resident undergraduates were White students versus 30% 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 11%, followed by Asian students at 7%, Hispanic or Latino students (7%), Multiracial students (4%), American Indian or Alaska Native students (1%). Native Hawaiian and Other Pacific Islander students made up just a fraction of a percent.

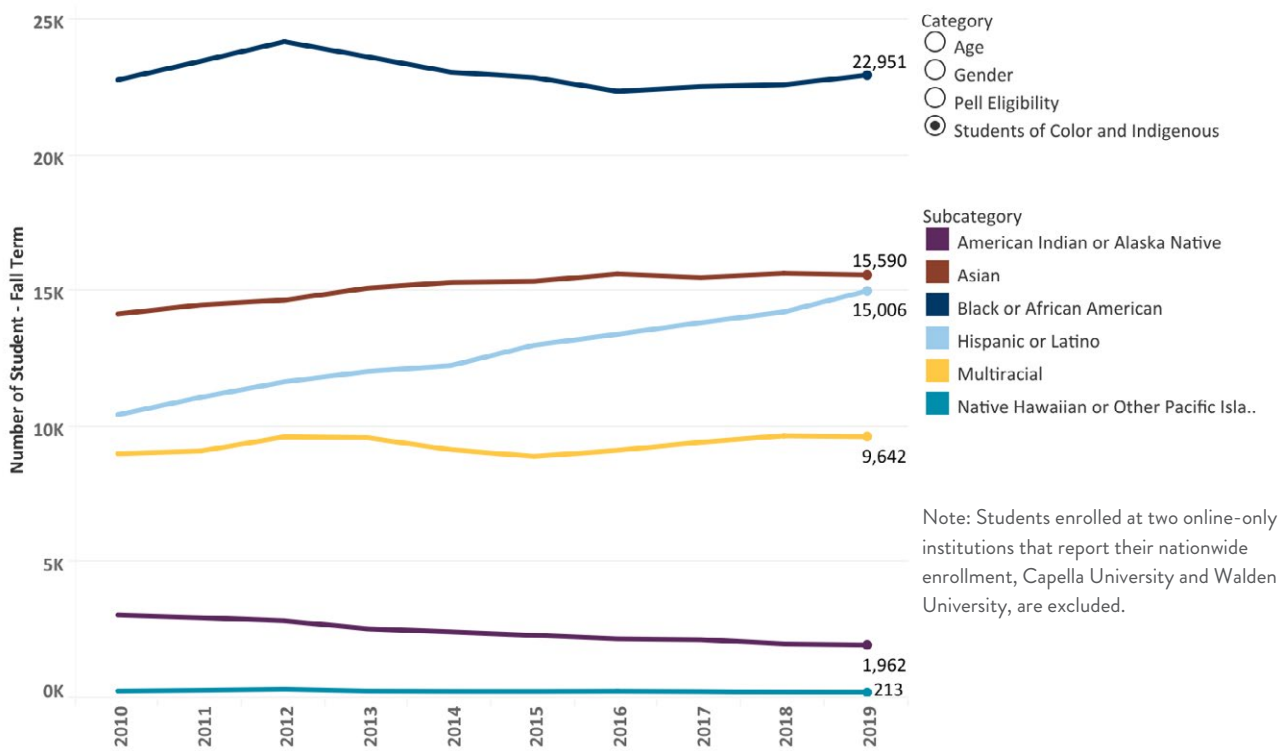
Women outnumber men among Minnesota resident undergraduates, making up 57% of students versus men at 42% (gender was not reported for 1% of students).

A significant percentage of Minnesota resident undergraduates are older than the traditional student, with 28% of these students age 25 or older. Still, Minnesota resident undergraduates age 24 or younger account for the majority, at 72%.

Slightly less than half of undergraduate students (46%) were Pell-eligible, while 54% 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, 2010-2019 (fall term)

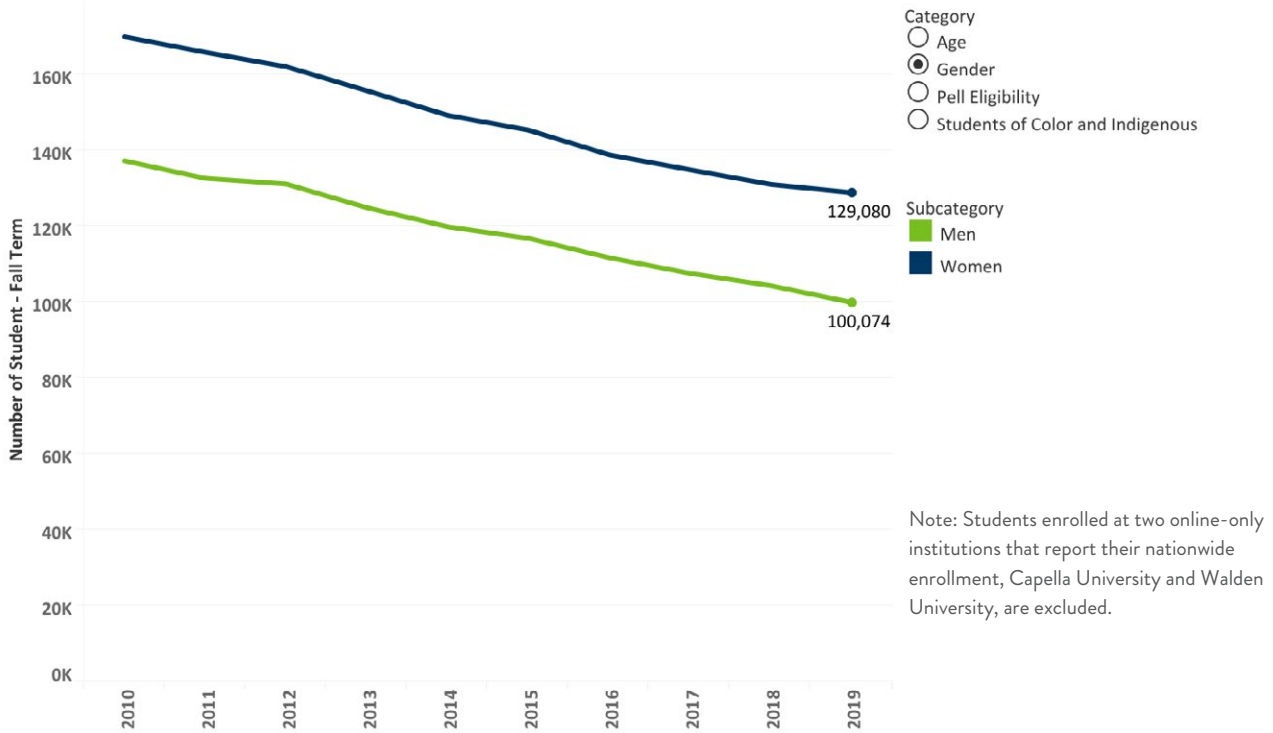


Differing trends are apparent in the total number of undergraduate students enrolled by race and ethnicity among students of color and indigenous students. Black or African American students, the largest group of non-white students, decreased from 2010 to 2016 before increasing to 22,951 in 2019. Hispanic or Latino students increased substantially over the 10-year period, from 10,441 in 2010 to 15,006 in 2019. Asian students increased only slightly, from 14,151 in 2010 to 15,590 in 2019. Multiracial students also increased slightly from 9,011 in 2010 to 9,642 in 2019. American Indian or Alaska Native students decreased from 3,065 in 2010 to 1,962 in 2019.

In understanding these trends, one important factor is the categorization required by federal race reporting: students indicating Hispanic or Latino ethnicity are reported as such regardless of their race, and students indicating more than one racial identity are categorized as multiracial.

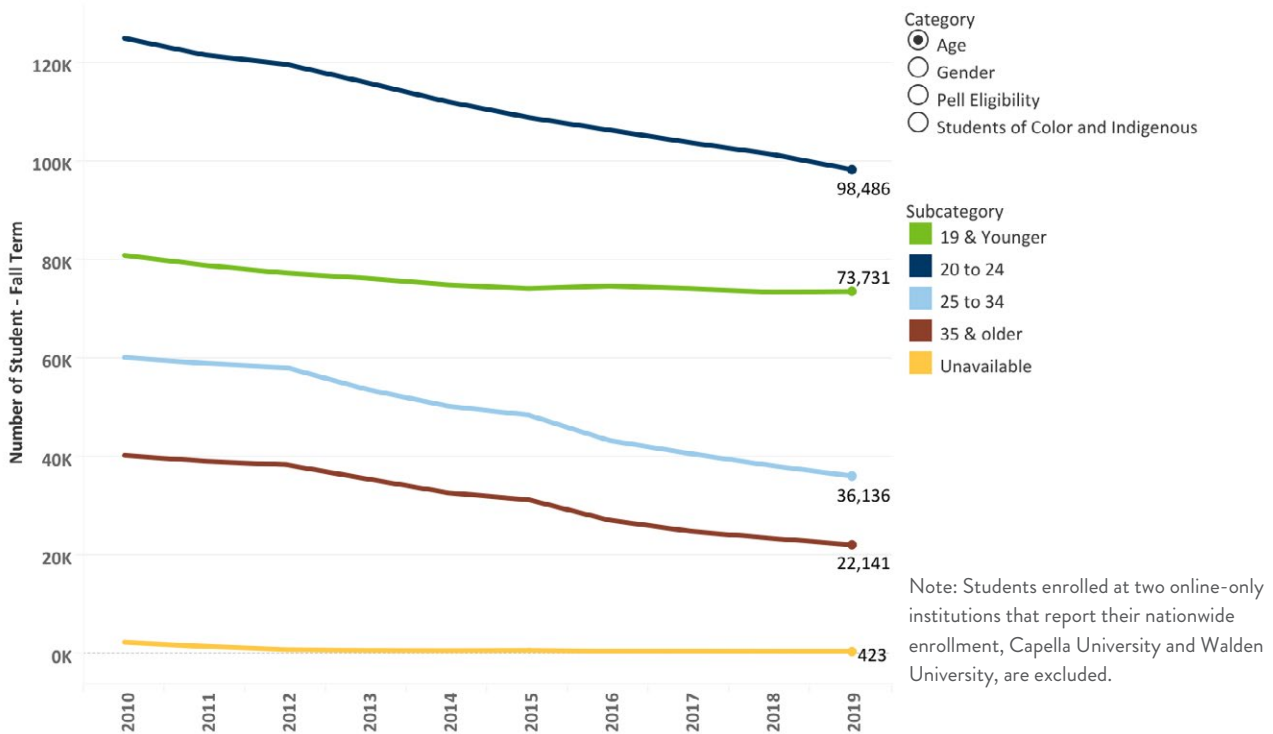
Enrollment of Hispanic or Latino students increased substantially between 2010 and 2019.

Figure 12: Undergraduate enrollment by gender, 2010-2019 (fall term)



Women and men saw a similar decline in enrollment numbers from 2010 to 2019, showing that the post-recession enrollment declines tended to affect both genders roughly equally.

Figure 13: Undergraduate enrollment by age, 2010-2019 (fall term)



Trends by age group for Minnesota resident undergraduates show the largest decline among students aged 20 to 24. This mirrors the decline in new undergraduate enrollments seen in Figure 9. Declines were less notable among undergraduates age 19 and younger. Within older undergraduates, similar declines were seen for students age 25 to 34 and 35 and older.



EDUCATIONAL ATTAINMENT

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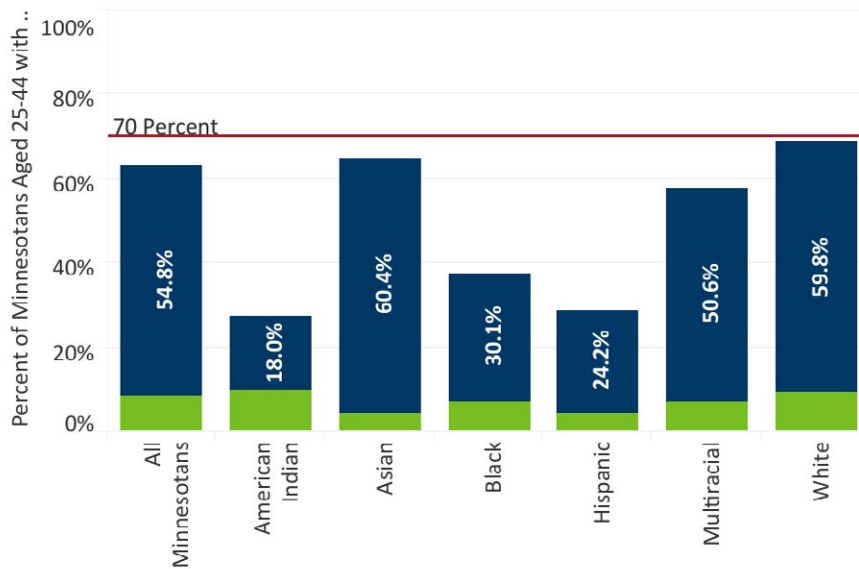
OVERALL ATTAINMENT

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 one-year American Community Survey (ACS) sample for the most recent five-year period (2014-2018) in conjunction with data provided by Minnesota State Colleges and Universities and the Office of Higher Education to obtain an estimate of educational attainment.

Key: Disparities in credential completion exist by race/ethnicity.

Figure 1: 2020 Educational Attainment Rate by Basic Race/Ethnicity by certificate and associate or higher credential

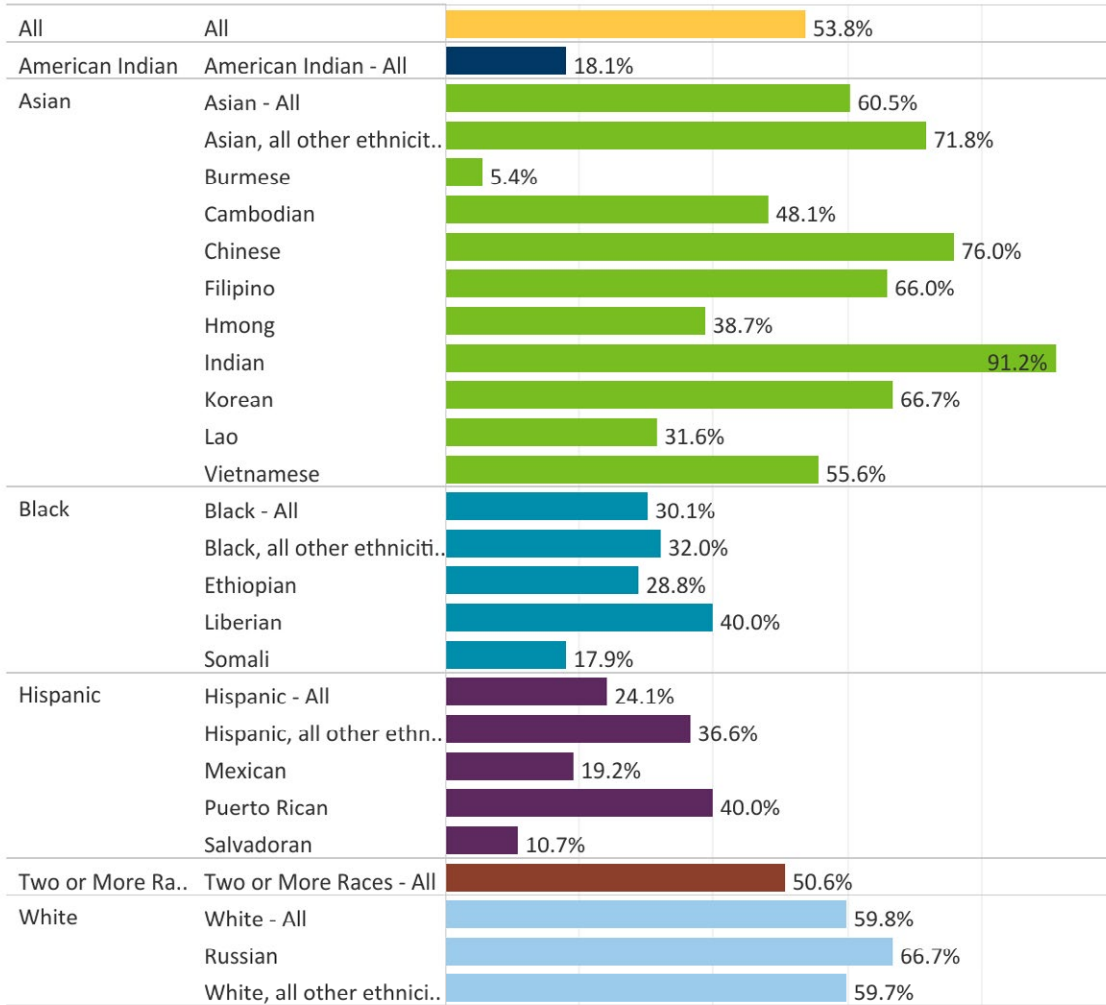


The overall attainment rate for Minnesotans aged 25-44 is 63.1%

The overall attainment rate for people 25-44 in Minnesota is 63.1% (8.3% certificates + 54.8% associate or higher credential). American Indian Minnesotans have the lowest attainment rate at 18.0%. Hispanic (26.2%) and Black Minnesotans (37.3%) both have rates which are much lower than the state average. White Minnesotans (70.1%) have the highest educational attainment of any other basic racial group.

Key Disparities in attainment also exist within racial groups.

Figure 2: Educational Attainment for Associate Degree or Higher Credential by Detailed Race/Ethnic Groups, 2020



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 60.5%. However, looking at the disaggregated numbers for Burmese (5.4%), Laotian (31.6%), and Hmong (38.7%) 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.

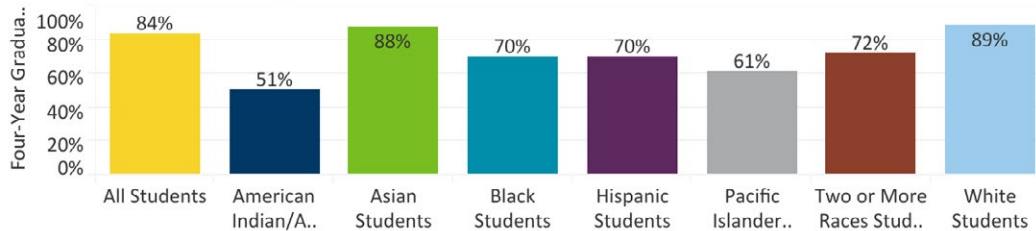
The discrepancy between the basic race group attainment numbers and the detailed ones demonstrates the need to disaggregate data for more accurate assessments.

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, 2019



The overall high school graduation rate in Minnesota is 84%. White students (89%) and Asian students (88%) have the highest high school graduation rates of any other racial/ethnic groups. American Indian students (51%) and Pacific Islander students (61%) have the lowest graduation rates.

Getting Prepared: Data on Developmental Education

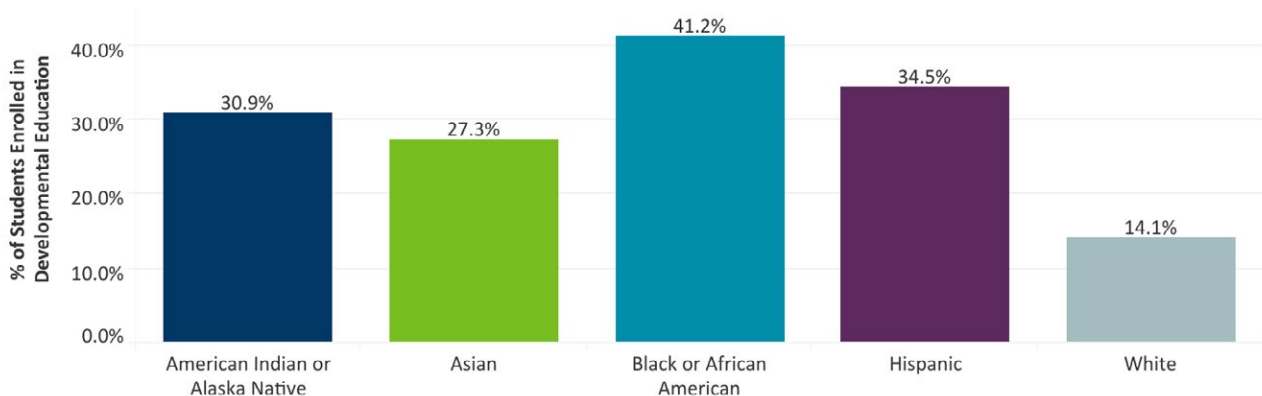
For students transitioning to college, requirements to enroll in developmental education increase the number of credits needed to graduate and delay college completion. The numbers displayed here come from the Office of Higher Education's Getting Prepared report on enrollment in developmental education 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 pertains to the high school class of 2017, 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



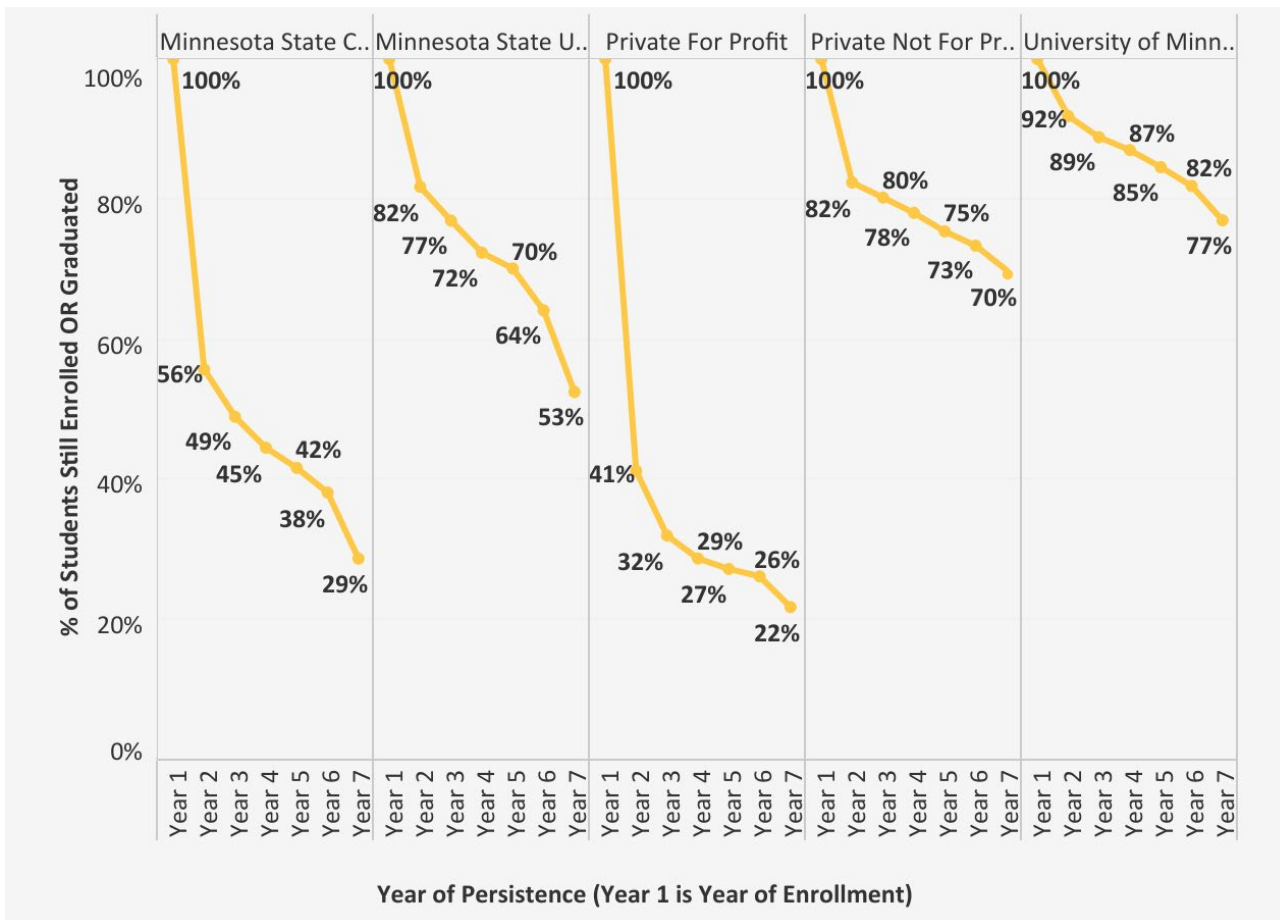
Black (41.2%), Hispanic (34.5%), and American Indian (30.9%) students enroll in developmental education courses in postsecondary institutions at higher rates than White Students (14.1%).

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 two 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.

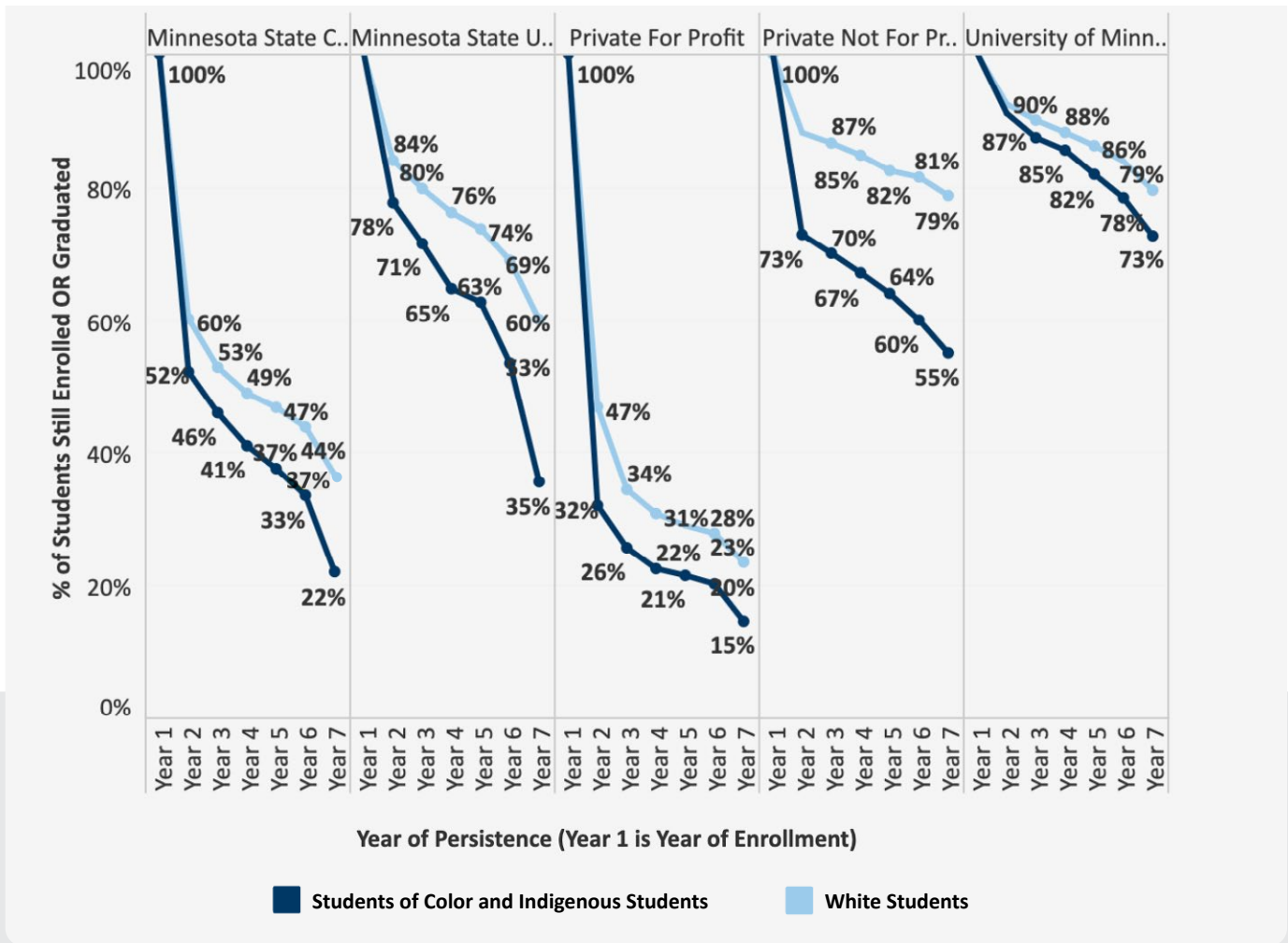
Figure 5: Overall Rate of Student Persistence by Sector, 2015



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 (41%) than private not-for-profits institutions (82%) and the University of Minnesota system (92%). In the Minnesota State College and Universities system, Minnesota State College students have lower year one persistence (56%) than Minnesota State University students (82%). 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.

Figure 6: Student Persistence by Sector, and Students of Color and Indigenous students versus White Students, 2015



Student persistence is much lower for students of color and indigenous students (SOC) than White students. For example, in private for-profit institutions the first year persistence rate is 32% for SOC versus 47% for White students. At Minnesota State Colleges SOC students have a year one persistence rate of 52% versus White students which have a persistence rate of 60%. The University of Minnesota system has the smallest gap difference between SOC student persistence (87%) and White student persistence (90%).

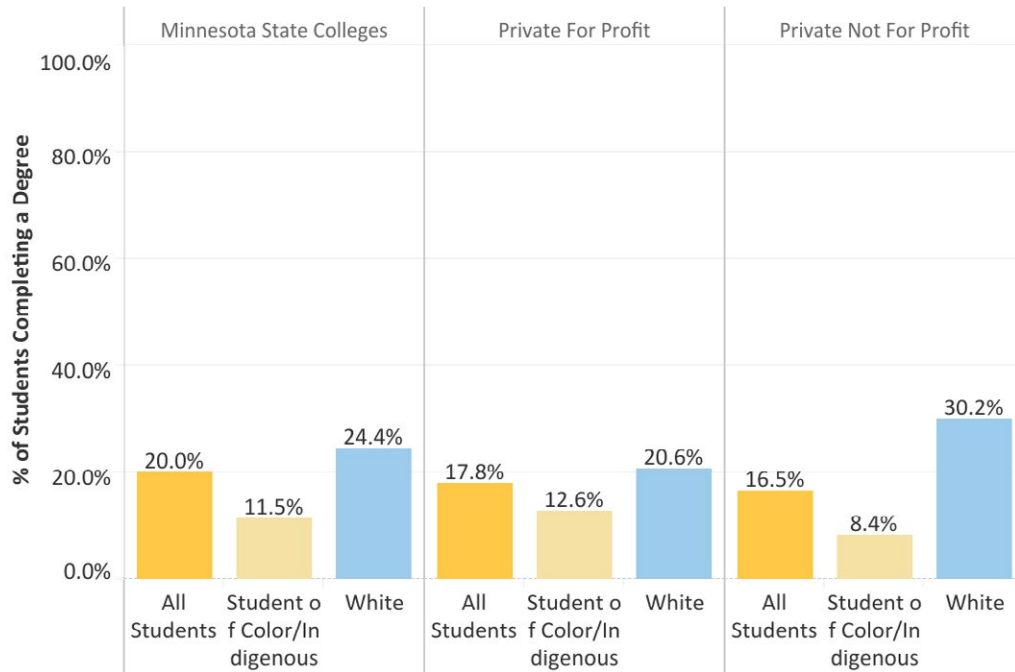
STUDENT COMPLETIONS

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 six years for a bachelor’s degree or three years for an associate degree.

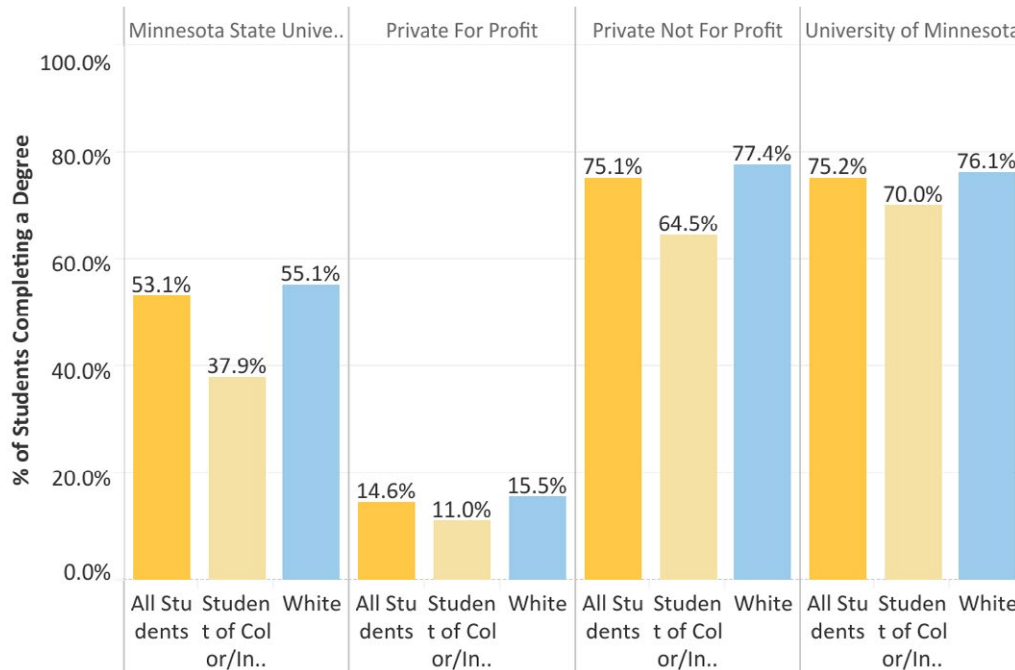
Completion data for bachelor’s degree students is preliminary for Enrollment Year 2014 onward.

Figure 7: Completion rates at 150% of On-time Graduation for Associate Degree or Less, 2014



Overall, only 20% of students graduate within three years (150% time) with an associate degree or less from Minnesota State Colleges, 17.8% from private for-profits and 16.5% from private not-for-profit institutions. Rates are much lower for students of color and indigenous students (SOCl). SOCl students graduate within three years at 11.5% from Minnesota State Colleges, 12.6% from private for-profit institutions and 8.4% from private not-for-profit institutions. White students have higher completion rates at 24.4% for Minnesota State Colleges, 20.6% private for-profit institutions, and 30.2% at private not-for-profit institutions.

Figure 8: Completion rates at 150% of On-time Graduation for Bachelor Degrees, 2011

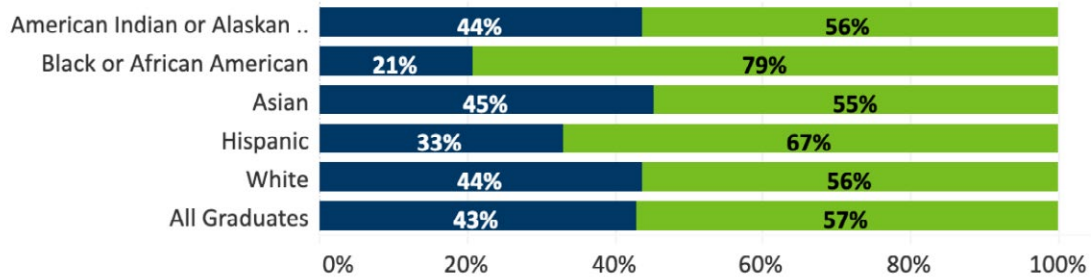


Overall, 53.1% of students graduate within six years (150% time) with a bachelor degree from Minnesota State Universities, 75.1% from private not-for-profit institutions and 75.2% from the University of Minnesota system schools. Private for-profit institutions have six-year graduations rates which are much lower than other sectors at 14.6%. The six-year graduation rate for students of color and indigenous students (SOCl) is slightly lower than average for Minnesota State Universities (37.9%), private not-for-profit institutions (64.5%), and the University of Minnesota system (70%). Again, private for-profit institutions have a much lower rate of completion for SOCl students at 11%. White students have six-year graduation rates of 55.1% for Minnesota State Universities, 77.4% for private not-for-profit, and 76.1% for University of Minnesota System.

EMPLOYMENT OUTCOMES

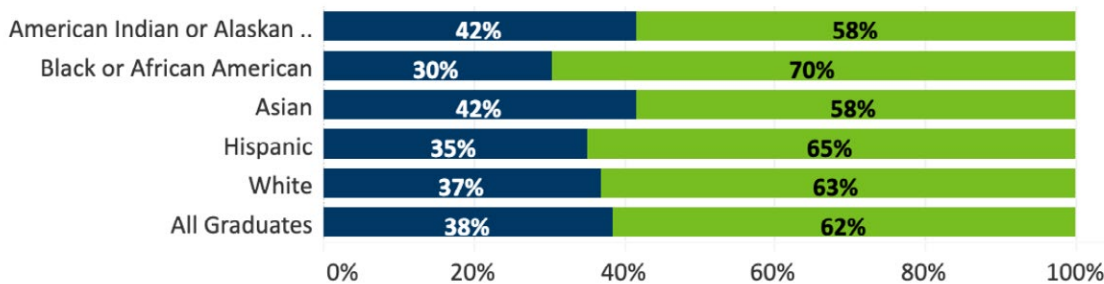
🔑 Disparities persist after college completion.

Figure 9: Percent of Graduates with Any Sub-Baccalaureate Certificate Employed, 1 Year Post-Graduation, by Race/Ethnicity, 2015



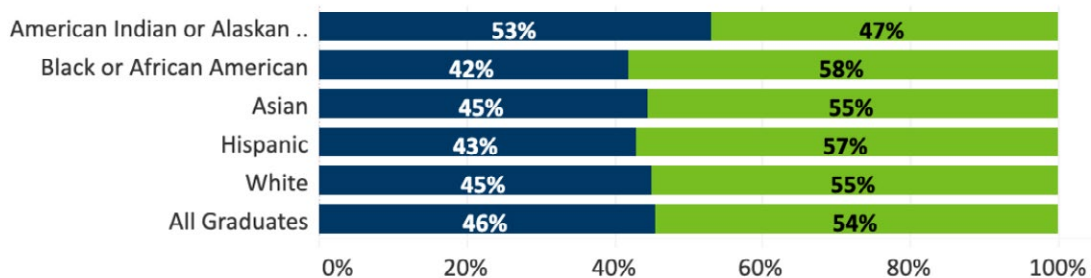
One year after graduation, those with certificate credentials had an average full-time employment rate of 43% and an average part-time employment rate of 57%. Full-time employment rates, one year after graduation, are much lower for Black or African American certificate holders (21%) and Hispanic certificate holders (33%).

Figure 10: Percent of Graduates with an Associate Degree Employed, 1 Year Post-Graduation, by Race/Ethnicity, 2015



One year after graduation, those with associate degrees had an average full-time employment rate of 38% and an average part-time employment rate of 62%. American Indian (42%) and Asian (42%) associate degree holders had higher than average full-time employment rates one year after graduation. Black or African American associate degree holders had the lowest full-time employment rate one year after graduation at 30%.

Figure 11: Percent of Graduates with a Bachelor's Degree Employed, 1 Year Post-Graduation, by Race/Ethnicity, 2015



One year after graduation, those with bachelor's degrees had an average full-time employment rate of 46% and an average part-time employment rate of 54%. The full-time employment rate, one-year post graduation was highest for American Indian bachelor degree holders at 53%.



FINANCIAL AID

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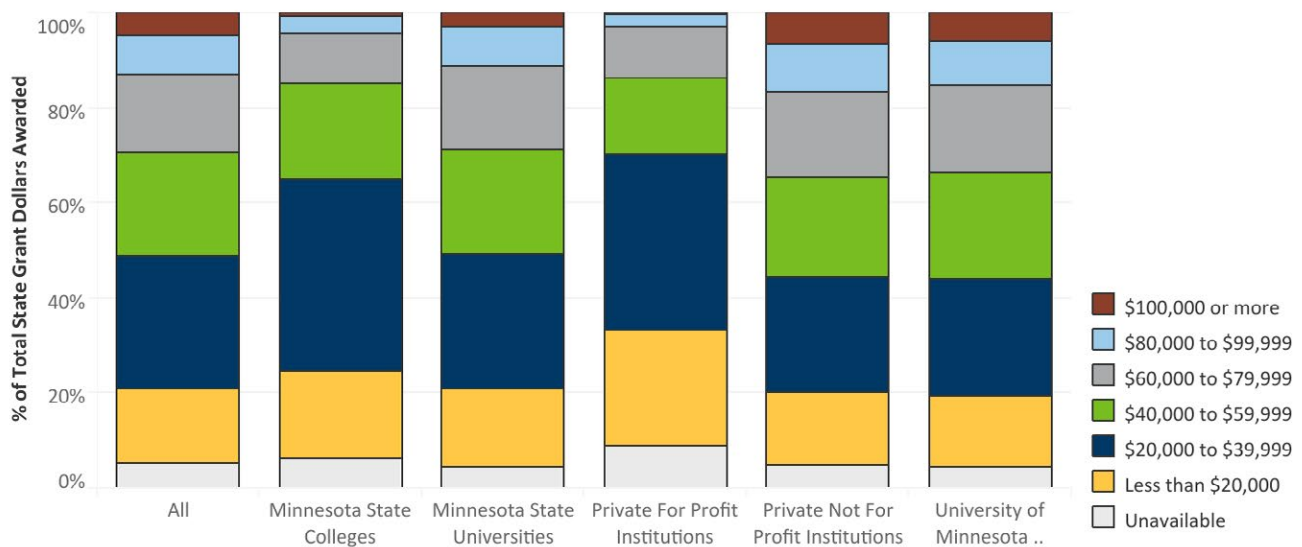
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MINNESOTA STATE GRANT

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.

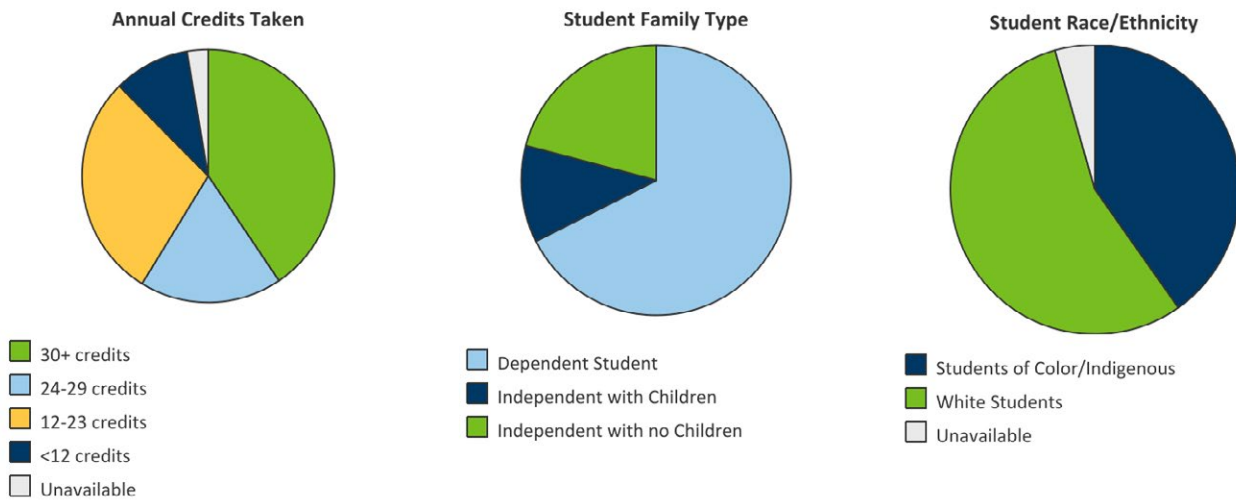
Figure 1: State Grant awards and recipients vary by student characteristics and tuition and fees paid, 2020



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.

Figure 2: Snapshot of State Grant recipients, 2019



Among all State Grant recipients, 40% of recipients were enrolled for 30 or more credits annually (full-time), 66% of recipients were dependent students, and 40% 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 in 2018.

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

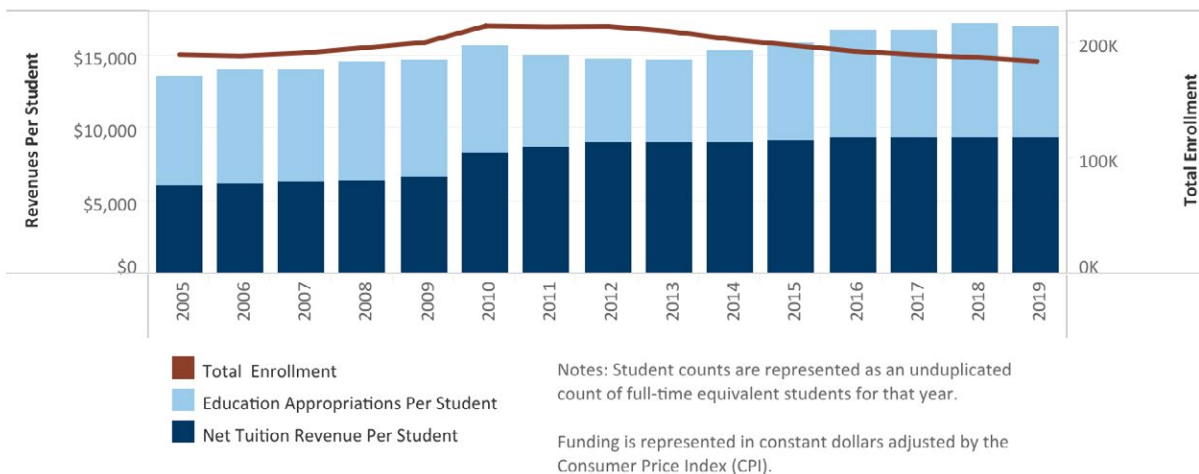
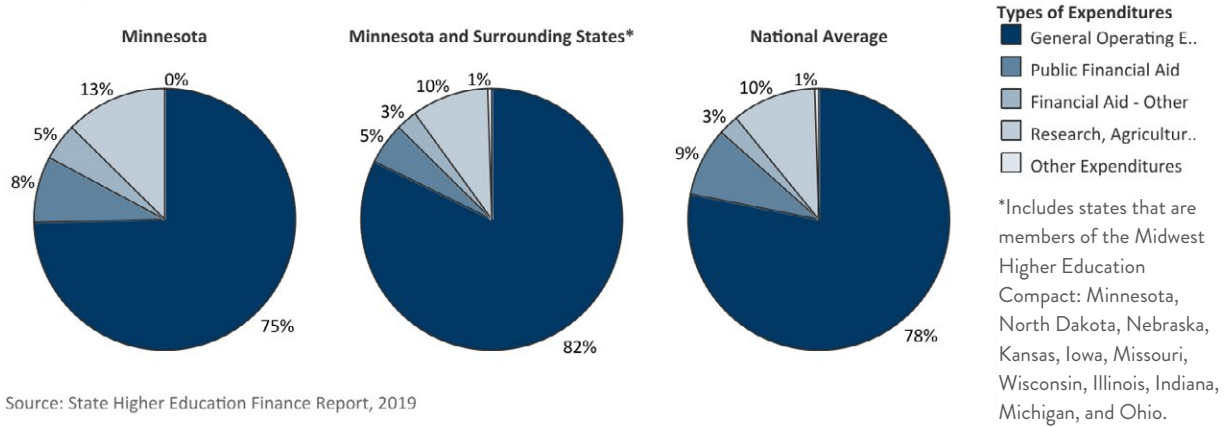
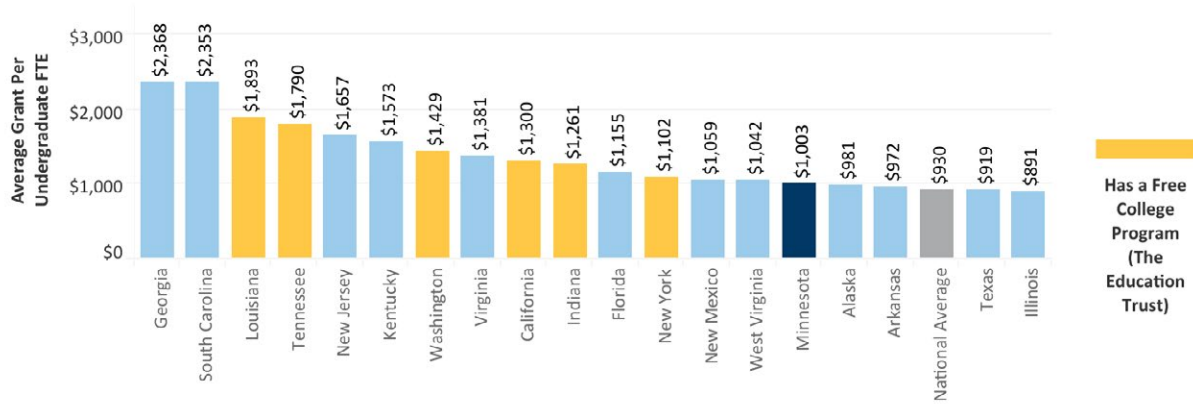


Figure 4: Higher education spending patterns in Minnesota compare to national average, fiscal year 2019



Source: State Higher Education Finance Report, 2019

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



Source: National Association of State Student Grant and Aid Programs, 2018-2019

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.**

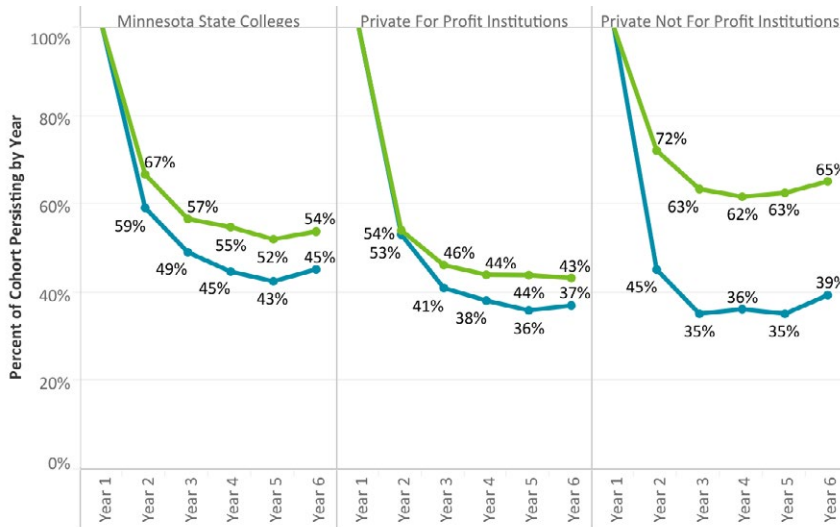


Figure 6: Percent of State Grant or Pell Grant recipients enrolled in an associate degree or less program persisting or graduating, 2012 first-year student cohort

Student Race/Ethnicity
 White Students
 Students of Color/Indige..

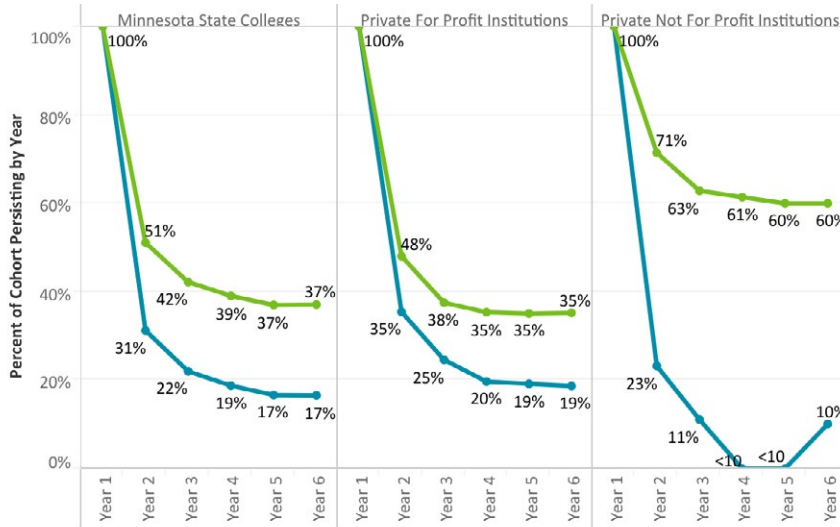


Figure 7: Percent of non-financial aid recipients enrolled in an associate degree or less program persisting or graduating, 2012 first-year student cohort

Student Race/Ethnicity
 White Students
 Students of Color/Indige..

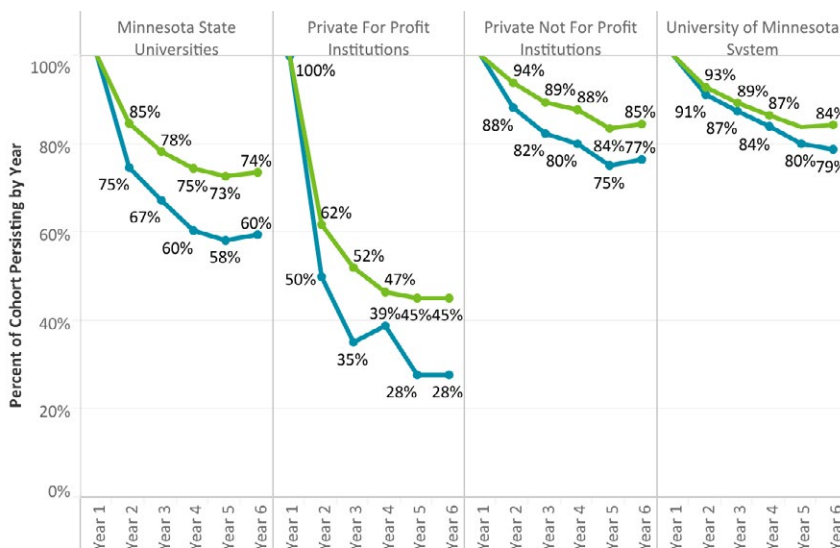


Figure 8: Percent of State Grant or Pell Grant recipients enrolled in a bachelor's degree program persisting or graduating, 2012 first-year student cohort

Student Race/Ethnicity
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 Students of Color/Indige..

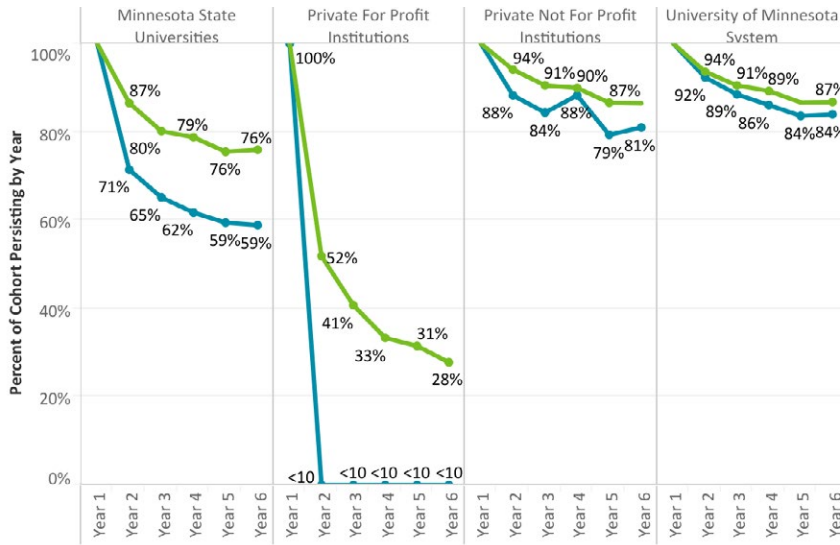


Figure 9: Percent of non-financial aid recipients enrolled in a bachelor's program persisting or graduating, 2012 first-year student cohort

Student Race/Ethnicity
 White Students
 Students of Color/Indig.

PATTERNS IN STUDENT COMPLETIONS

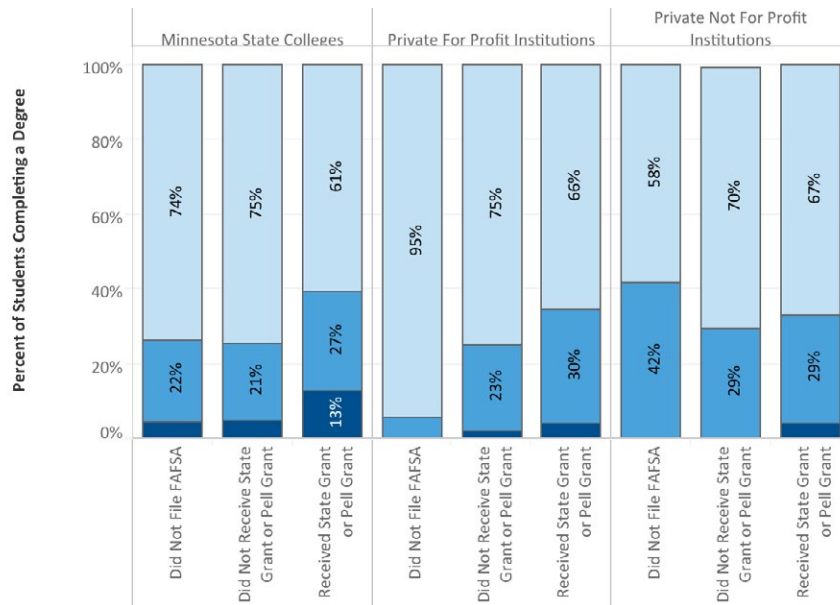


Figure 10: Percent of students completing an associate degree or less, 2012 first-year student cohort

Student Completion Patterns
 Did Not Complete
 Completed in 3 Years or Less
 Completed in 4 or More Years

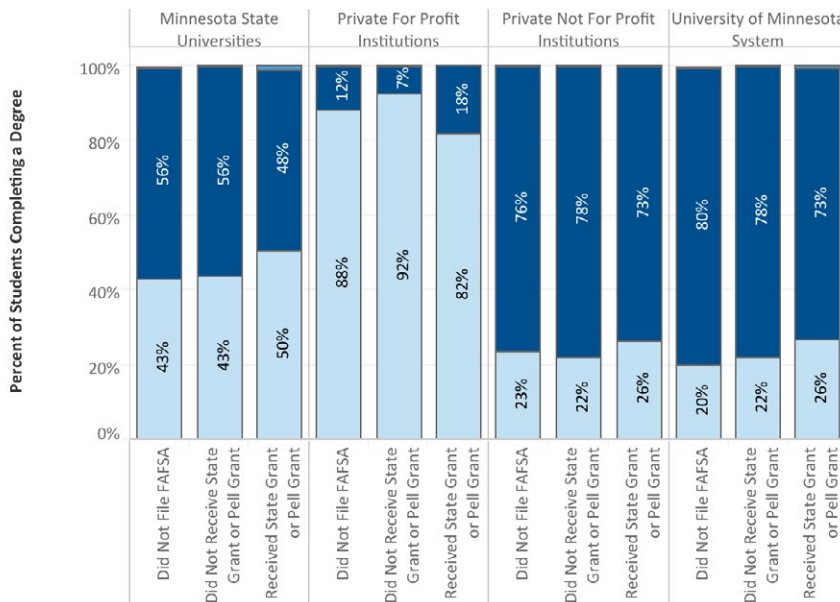


Figure 11: Percent of students completing a bachelor's degree, 2012 first-year student cohort

Student Completion Patterns
 Did Not Complete
 Completed in 3 Years or Less
 Completed in 4 or More Years

GRADUATE DEBT

🔑 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)

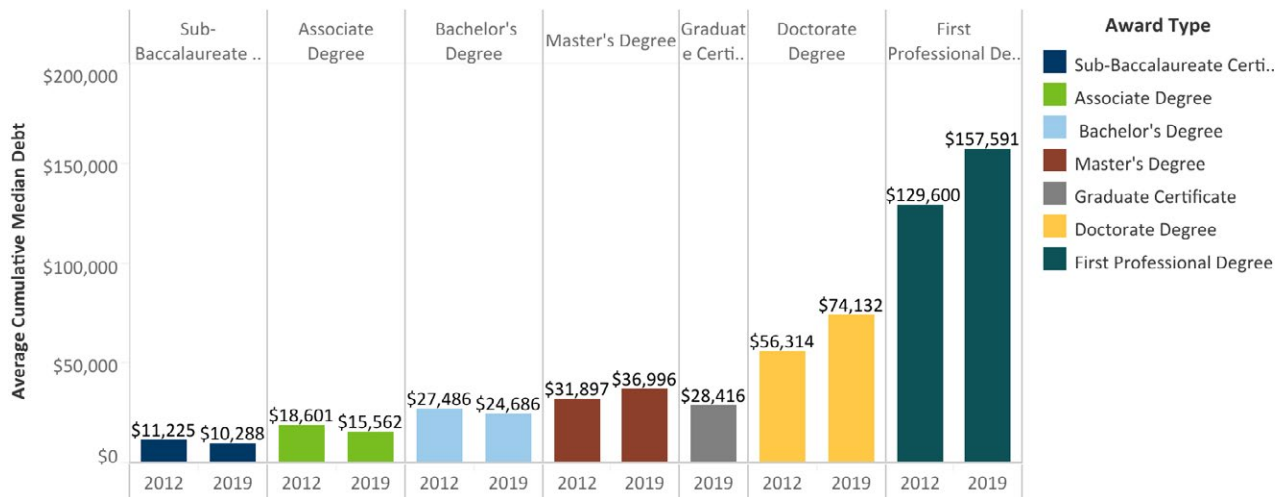
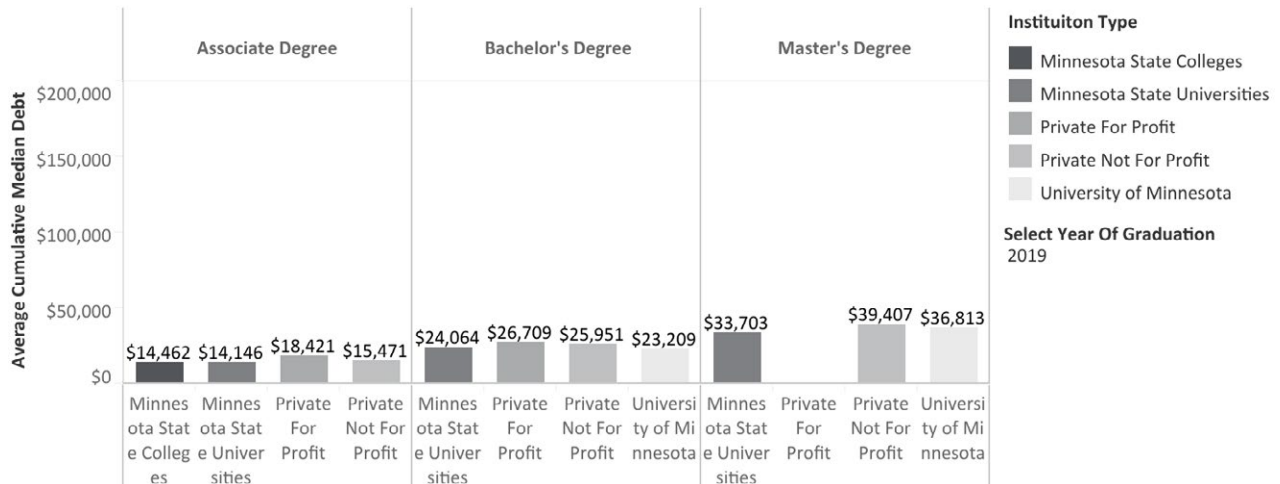


Figure 13: Within degree types, borrowing patterns vary by institution type





COLLEGE AFFORDABILITY

A 2020 MINNESOTA MEASURES REPORT

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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.

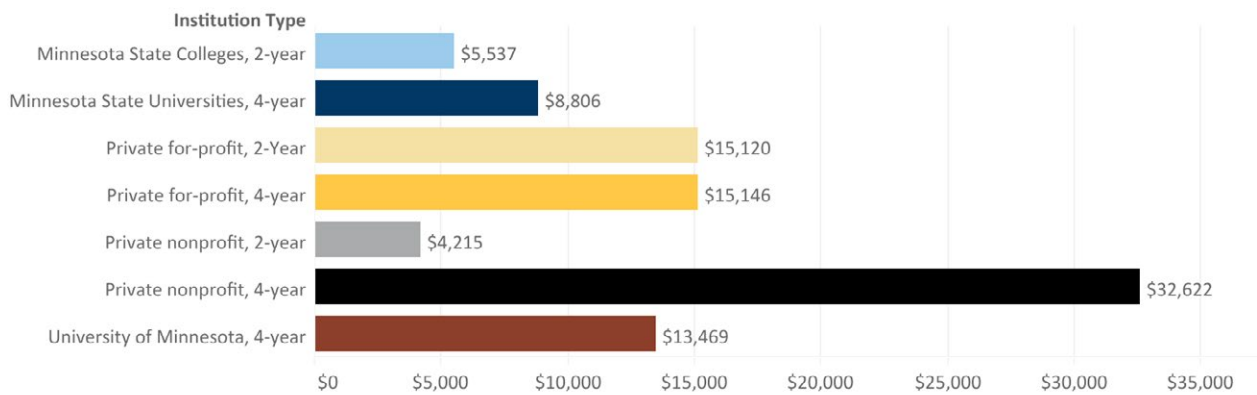
Colleges must pay for instructors, student services, administrative support, technology, and related costs in order to provide a student's education. Colleges, both public and private, often use funds provided by the state, donors, or campus services

(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 2020



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

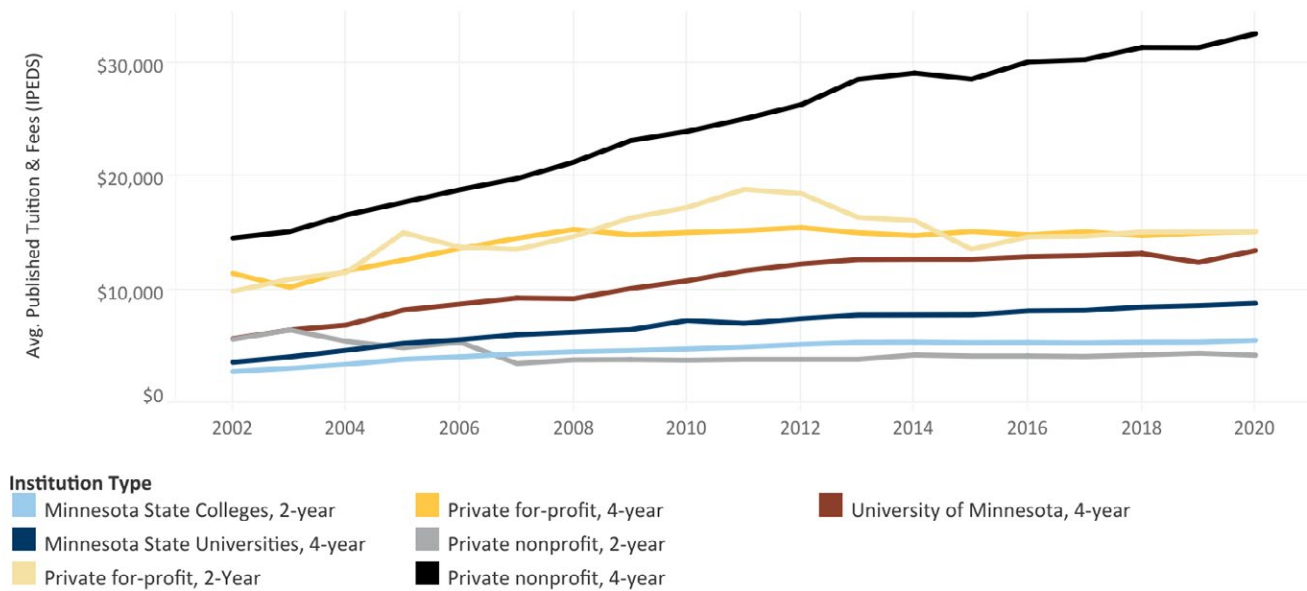
Table 1: Significant equity gaps in college enrollment exist for students of color, indigenous students, and students eligible for free and reduced price lunch.

Institution Type	Avg. Percent Change Year to Year 2002–2019	Avg. Percent Change Year to Year Since 2010
Minnesota State Colleges, 2-year	4.2%	1.6%
Minnesota State Universities, 4-year	5.3%	2.9%
Private for-profit, 2-year	2.9%	-1.4%
Private for-profit, 4-year	2.5%	0.1%
Private nonprofit, 2-year	5.4%	1.7%
Private nonprofit, 4-year	5.2%	4.0%
University of Minnesota, 4-year	4.6%	2.1%

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 2020



Note: Data are not adjusted for inflation.

COST OF ATTENDANCE

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

- Books & Supplies,
- Room and Board (Housing & Meals), and
- Other Expenses (Transportation & 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, off-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.

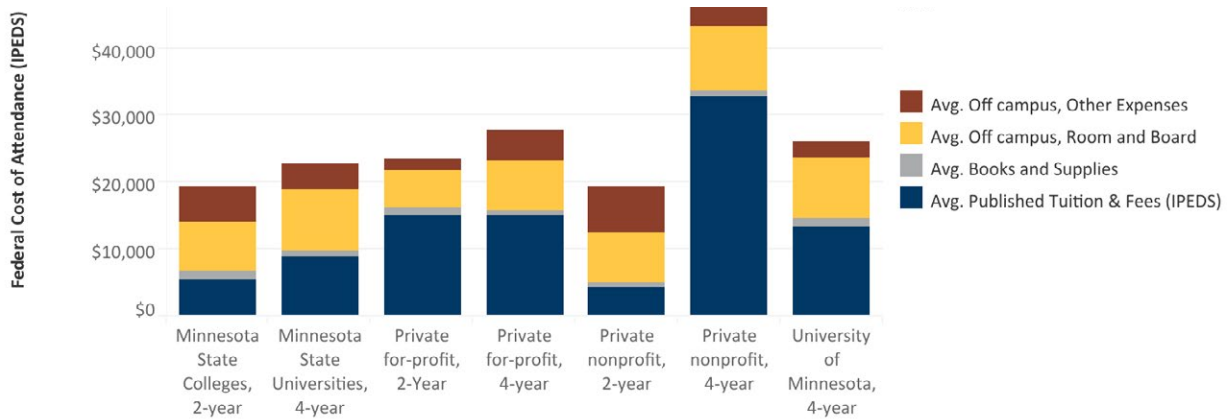
Why is understanding the cost of attendance important?

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.

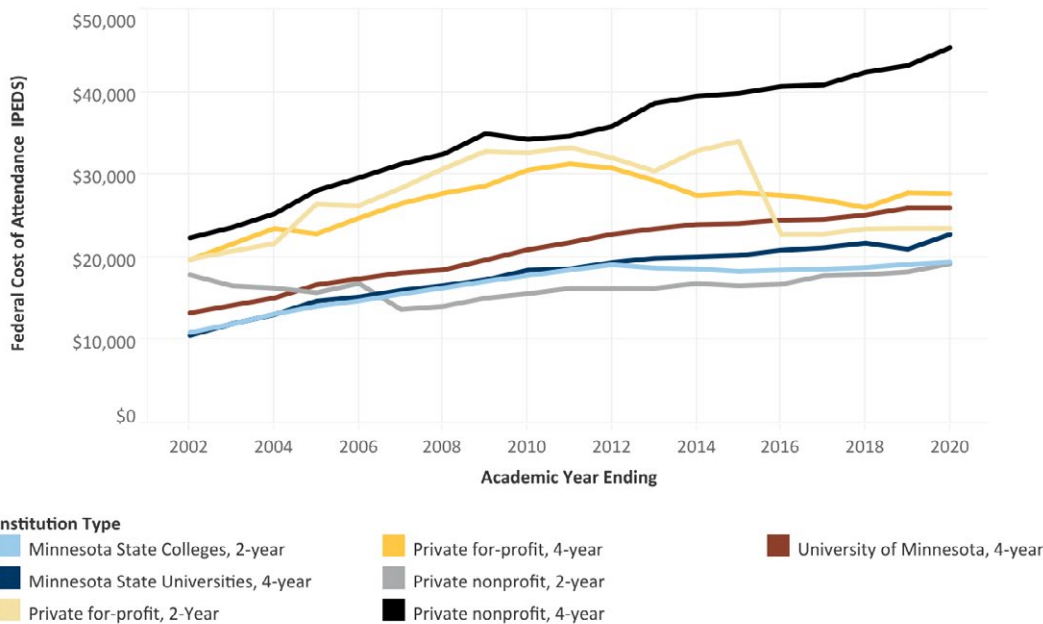
🔑 Costs for books, supplies, room and board, and other expenses are similar across institution types. However, tuition and fees charged vary greatly.

Figure 3: Average Federal Cost of Attendance (IPEDS) for Academic Year Ending 2020 by Institution Type



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

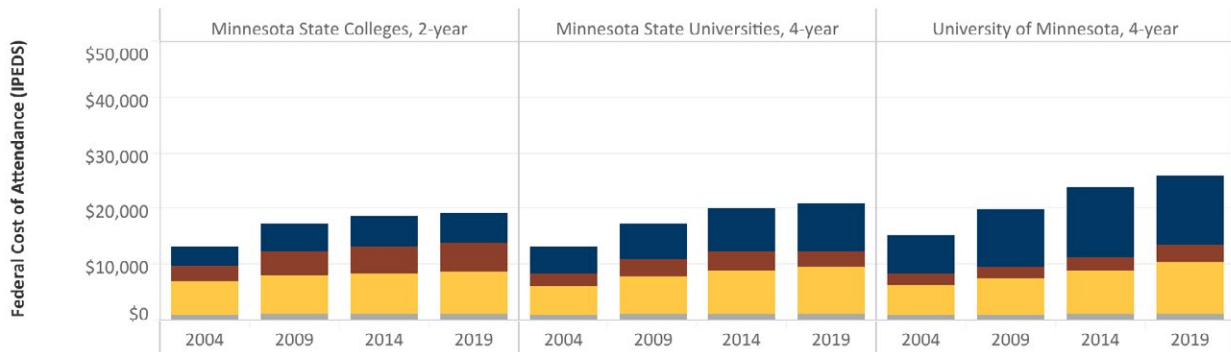
Figure 4: Average Federal Cost of Attendance by Institution Type over Time, 2002-2020



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.

🔑 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.

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:

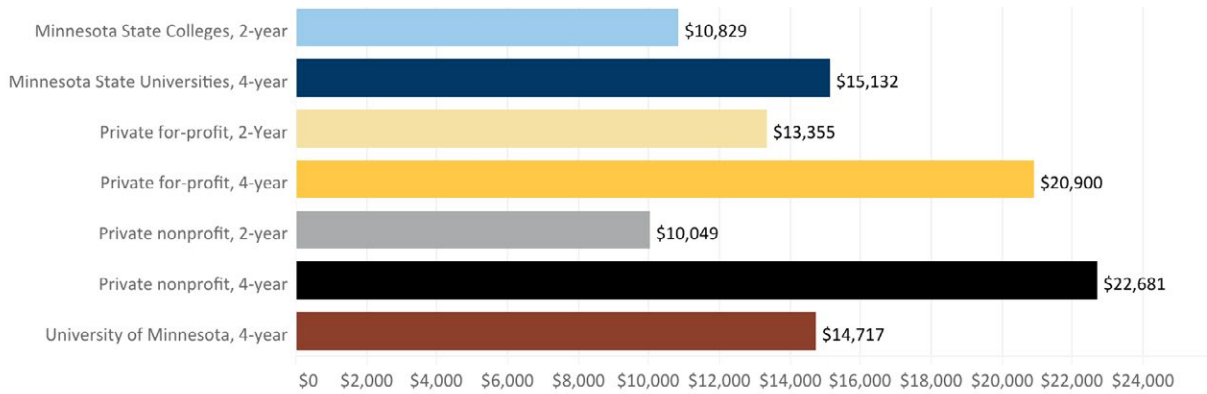
- Net Price, and
- Expected Family Contribution

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.

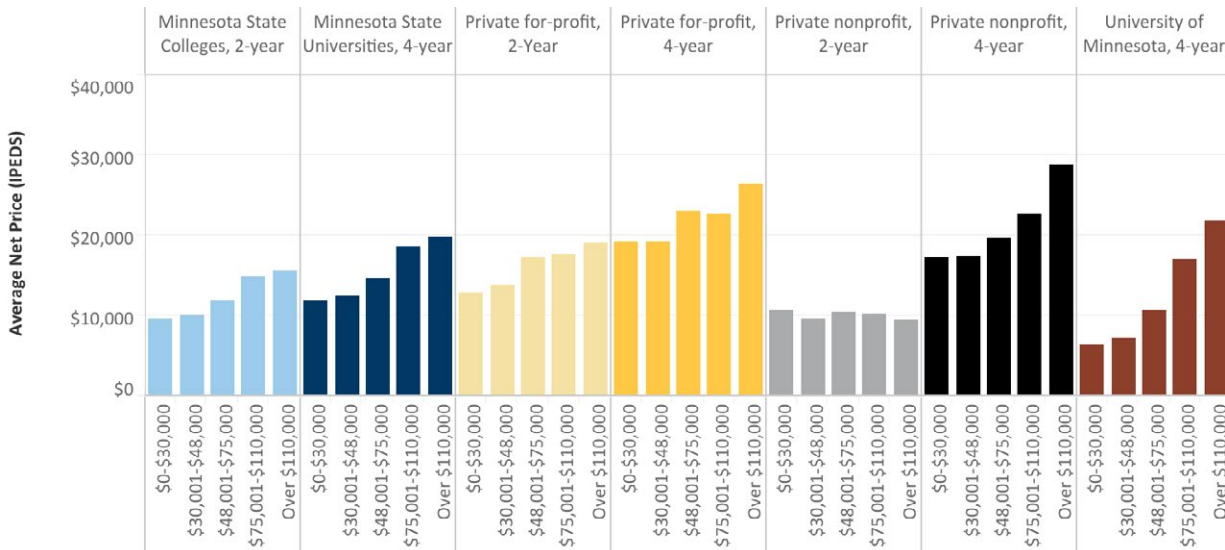
Net price is the amount students and families must pay after subtracting all grants and scholarships from the cost of attendance. It's also referred to as the out-of-pocket cost. Net price data presented here are values as reported to IPEDS by each college participating in federal financial aid.

Figure 6: Average Net Price for the Academic Year Ending in 2019 by Institution Type



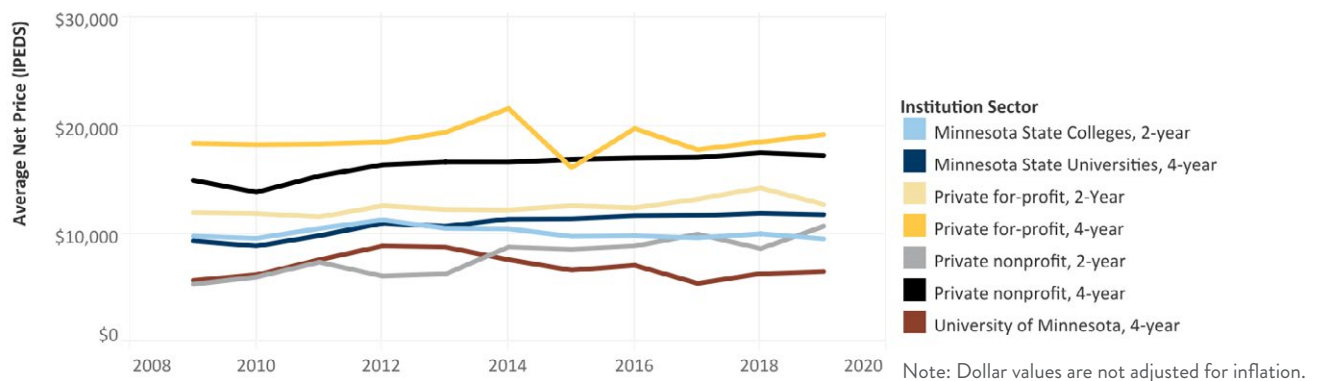
For the lowest income students, the University of Minnesota offers the lowest net price.

Figure 7: Average Net Price for the Academic Year Ending in 2019 by Institution Type and Income



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

Figure 8: Average Net Price by Institution Type over Time from 2009-2019



EXPLORE NET PRICE DATA BY COLLEGE

Table 2: Average Net Price by Institution by Income for the Academic Year Ending 2019

Institution Type	Institution	All	\$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	\$13,175	\$10,676	\$10,859	\$12,783	\$16,365	\$16,907
Minnesota State Colleges, 2-year	Anoka Technical College	\$11,497	\$10,326	\$10,461	\$11,197	\$15,267	\$15,806
Minnesota State Colleges, 2-year	Anoka-Ramsey Community College	\$11,213	\$9,754	\$10,361	\$12,002	\$14,576	\$15,385
Minnesota State Colleges, 2-year	Central Lakes College-Brainerd	\$11,790	\$10,592	\$10,720	\$13,035	\$15,876	\$16,683
Minnesota State Colleges, 2-year	Century College	\$10,227	\$9,460	\$9,441	\$10,956	\$13,798	\$14,524
Minnesota State Colleges, 2-year	Dakota County Technical College	\$10,805	\$8,042	\$9,186	\$10,822	\$13,364	\$14,456
Minnesota State Colleges, 2-year	Fond du Lac Tribal and Community College	\$9,069	\$8,086	\$9,541	\$12,189	\$14,228	\$14,830
Minnesota State Colleges, 2-year	Hennepin Technical College	\$11,190	\$10,295	\$10,421	\$12,200	\$15,304	\$16,176
Minnesota State Colleges, 2-year	Hibbing Community College	\$9,607	\$8,543	\$8,404	\$10,323	\$13,871	\$14,244
Minnesota State Colleges, 2-year	Inver Hills Community College	\$10,977	\$9,395	\$10,156	\$11,582	\$13,754	\$14,982
Minnesota State Colleges, 2-year	Itasca Community College	\$11,150	\$10,152	\$9,828	\$11,791	\$14,883	\$15,375
Minnesota State Colleges, 2-year	Lake Superior College	\$12,422	\$11,456	\$12,098	\$13,914	\$16,488	\$17,140
Minnesota State Colleges, 2-year	Mesabi Range College	\$9,692	\$8,722	\$8,716	\$10,410	\$14,854	\$15,055
Minnesota State Colleges, 2-year	Minneapolis Community and Technical College	\$12,145	\$11,411	\$12,045	\$13,639	\$16,497	\$17,143
Minnesota State Colleges, 2-year	Minnesota State College Southeast	\$12,837	\$12,042	\$12,618	\$13,637	\$16,890	\$17,829
Minnesota State Colleges, 2-year	Minnesota State Community and Technical College	\$9,813	\$8,515	\$8,608	\$10,592	\$13,216	\$14,337
Minnesota State Colleges, 2-year	Minnesota West Community and Technical College	\$11,244	\$10,088	\$10,611	\$11,880	\$15,665	\$16,031
Minnesota State Colleges, 2-year	Normandale Community College	\$12,269	\$10,860	\$11,248	\$13,253	\$15,730	\$16,871
Minnesota State Colleges, 2-year	North Hennepin Community College	\$10,004	\$8,674	\$9,195	\$10,810	\$12,975	\$14,178
Minnesota State Colleges, 2-year	Northland Community and Technical College	\$9,992	\$8,516	\$9,246	\$10,633	\$14,293	\$15,137
Minnesota State Colleges, 2-year	Northwest Technical College	\$11,008	\$10,114	\$9,850	\$11,365	\$15,158	\$16,990
Minnesota State Colleges, 2-year	Pine Technical & Community College	\$10,037	\$8,648	\$9,270	\$10,628	\$14,089	\$14,477
Minnesota State Colleges, 2-year	Rainy River Community College	\$6,699	\$5,853	\$7,600	\$9,179	\$13,558	\$13,558
Minnesota State Colleges, 2-year	Ridgewater College	\$11,111	\$9,547	\$10,099	\$11,909	\$14,711	\$15,652
Minnesota State Colleges, 2-year	Riverland Community College	\$8,861	\$7,047	\$7,621	\$9,868	\$11,899	\$13,459
Minnesota State Colleges, 2-year	Rochester Community and Technical College	\$13,430	\$12,365	\$12,236	\$14,463	\$17,307	\$17,897

Institution Type	Institution	All	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Minnesota State Colleges, 2-year	Saint Paul College	\$11,359	\$10,901	\$10,995	\$12,676	\$15,644	\$16,916
Minnesota State Colleges, 2-year	South Central College	\$9,928	\$8,609	\$9,309	\$10,666	\$13,785	\$14,717
Minnesota State Colleges, 2-year	St Cloud Technical and Community College	\$8,141	\$7,142	\$6,970	\$9,044	\$12,196	\$13,051
Minnesota State Colleges, 2-year	Vermilion Community College	\$13,176	\$10,329	\$10,764	\$14,519	\$16,823	\$17,515
Minnesota State Universities, 4-year	Bemidji State University	\$14,945	\$10,632	\$11,658	\$14,001	\$18,280	\$19,464
Minnesota State Universities, 4-year	Metropolitan State University	\$15,056	\$14,388	\$14,812	\$15,869	\$20,003	\$21,590
Minnesota State Universities, 4-year	Minnesota State University Moorhead	\$16,589	\$12,484	\$12,279	\$15,002	\$19,300	\$20,235
Minnesota State Universities, 4-year	Minnesota State University-Mankato	\$14,464	\$11,057	\$11,781	\$14,451	\$18,312	\$19,443
Minnesota State Universities, 4-year	Saint Cloud State University	\$13,594	\$10,688	\$11,274	\$13,373	\$17,307	\$18,455
Minnesota State Universities, 4-year	Southwest Minnesota State University	\$14,658	\$10,801	\$11,410	\$13,988	\$18,005	\$17,797
Minnesota State Universities, 4-year	Winona State University	\$16,617	\$12,381	\$13,606	\$15,140	\$18,682	\$21,073
Private for-profit, 2-Year	Avalon School of Cosmetology	\$6,777	\$6,123	\$8,737	<10	<10	<10
Private for-profit, 2-Year	Aveda Institute-Minneapolis	\$14,860	\$13,386	\$14,018	\$17,120	\$19,736	\$21,392
Private for-profit, 2-Year	CenterPoint Massage & Shiatsu Therapy School & Clinic	\$19,295	\$16,973	<10	\$22,778	<10	<10
Private for-profit, 2-Year	Cosmetology Careers Unlimited College of Hair Skin	\$10,704	\$10,704	<10	<10	<10	<10
Private for-profit, 2-Year	Empire Beauty School-Bloomington	\$14,514	\$14,269	\$14,683	\$17,643	\$19,785	<10
Private for-profit, 2-Year	Empire Beauty School-Spring Lake Park	\$14,011	\$13,727	\$13,339	\$16,122	\$19,114	<10
Private for-profit, 2-Year	Hastings Beauty School	\$15,751	\$15,111	\$16,582	\$16,204	\$13,627	\$18,118
Private for-profit, 2-Year	Minnesota School of Cosmetology-Plymouth Campus	\$15,541	\$14,711	\$15,809	\$18,567	\$17,214	\$20,687
Private for-profit, 2-Year	Minnesota School of Cosmetology-Woodbury Campus	\$15,528	\$14,674	\$15,117	\$16,780	\$17,965	\$20,008
Private for-profit, 2-Year	Model College of Hair Design	\$9,439	\$7,909	\$9,729	\$11,495	\$15,300	\$15,015
Private for-profit, 2-Year	Nova Academy of Cosmetology	\$14,615	\$15,723	\$15,847	\$17,841	\$18,632	\$18,823
Private for-profit, 2-Year	PCI Academy-Plymouth	\$9,229	\$9,229	<10	<10	<10	<10
Private for-profit, 4-year	Academy College	\$23,573	\$20,913	\$16,366	\$29,748	<10	\$31,729
Private for-profit, 4-year	Capella University	\$17,368	\$17,429	\$18,850	<10	<10	<10
Private for-profit, 4-year	Institute of Production and Recording	\$24,202	\$20,846	\$24,409	\$20,205	\$24,099	\$25,797
Private for-profit, 4-year	Rasmussen College-Minnesota	\$18,455	\$17,479	\$17,395	\$19,054	\$21,009	\$21,838
Private nonprofit, 2-year	American Indian OIC	\$10,266	<10	<10	<10	<10	<10
Private nonprofit, 2-year	Leech Lake Tribal College	\$8,347	\$9,287	\$6,255	\$7,443	<10	<10
Private nonprofit, 2-year	Red Lake Nation College	\$9,529	\$11,349	\$13,425	\$14,269	<10	<10
Private nonprofit, 2-year	Summit Academy Opportunities Industrialization Cen	\$9,024	\$9,021	\$9,275	\$9,784	\$10,171	\$9,394
Private nonprofit, 2-year	White Earth Tribal and Community College	\$13,081	\$13,081	<10	<10	<10	<10
Private nonprofit, 4-year	Augsburg University	\$25,311	\$21,179	\$21,545	\$23,301	\$25,370	\$31,711
Private nonprofit, 4-year	Bethany Global University	\$20,224	\$20,308	\$20,083	\$20,108	\$20,141	\$20,219
Private nonprofit, 4-year	Bethany Lutheran College	\$17,580	\$10,038	\$12,888	\$15,373	\$17,900	\$21,278
Private nonprofit, 4-year	Bethel University	\$26,468	\$18,396	\$19,525	\$22,228	\$24,638	\$29,721
Private nonprofit, 4-year	Bethlehem College & Seminary	\$5,500	<10	<10	<10	<10	<10

Institution Type	Institution	All	\$0-\$30,000	\$30,001-\$48,000	\$48,001-\$75,000	\$75,001-\$110,000	Over \$110,000
Private nonprofit, 4-year	Carleton College	\$31,547	\$9,579	\$9,358	\$16,716	\$23,290	\$43,700
Private nonprofit, 4-year	College of Saint Benedict	\$28,177	\$17,143	\$17,956	\$20,978	\$25,952	\$32,131
Private nonprofit, 4-year	Concordia College at Moorhead	\$23,970	\$17,881	\$17,927	\$20,924	\$23,902	\$27,176
Private nonprofit, 4-year	Concordia University-Saint Paul	\$18,757	\$13,423	\$13,288	\$14,023	\$18,611	\$22,097
Private nonprofit, 4-year	Crown College	\$26,850	\$26,128	\$22,366	\$25,011	\$27,655	\$28,934
Private nonprofit, 4-year	Dunwoody College of Technology	\$23,576	\$21,534	\$21,345	\$24,772	\$25,428	\$28,491
Private nonprofit, 4-year	Gustavus Adolphus College	\$21,707	\$12,150	\$11,669	\$14,548	\$20,755	\$27,762
Private nonprofit, 4-year	Hamline University	\$22,253	\$17,038	\$18,298	\$18,963	\$22,880	\$25,855
Private nonprofit, 4-year	Herzing University-Minneapolis	\$19,195	\$18,023	\$16,162	\$17,576	\$20,065	\$26,890
Private nonprofit, 4-year	Macalester College	\$31,458	\$10,158	\$14,047	\$20,102	\$26,382	\$44,320
Private nonprofit, 4-year	Martin Luther College	\$20,154	\$17,222	\$16,451	\$17,026	\$21,765	\$25,084
Private nonprofit, 4-year	Mayo Clinic College of Medicine and Science	\$9,546	<10	<10	<10	<10	<10
Private nonprofit, 4-year	Minneapolis College of Art and Design	\$28,848	\$24,434	\$23,848	\$26,469	\$27,772	\$34,643
Private nonprofit, 4-year	North Central University	\$21,457	\$17,582	\$17,984	\$18,389	\$21,646	\$26,678
Private nonprofit, 4-year	Oak Hills Christian College	\$16,989	\$15,786	\$16,455	\$16,675	\$8,446	\$22,477
Private nonprofit, 4-year	Saint John's University	\$27,126	\$14,683	\$15,628	\$19,017	\$24,177	\$30,516
Private nonprofit, 4-year	Saint Mary's University of Minnesota	\$20,369	\$15,036	\$14,033	\$16,050	\$20,759	\$23,551
Private nonprofit, 4-year	St Catherine University	\$20,172	\$15,102	\$17,569	\$17,062	\$21,026	\$25,048
Private nonprofit, 4-year	St Olaf College	\$27,779	\$12,459	\$12,276	\$17,577	\$22,977	\$33,771
Private nonprofit, 4-year	The College of Saint Scholastica	\$24,636	\$18,502	\$22,004	\$22,813	\$24,383	\$29,468
Private nonprofit, 4-year	University of Northwestern-St Paul	\$23,085	\$19,785	\$13,899	\$16,780	\$22,516	\$27,485
Private nonprofit, 4-year	University of St Thomas	\$29,645	\$27,460	\$26,365	\$26,172	\$28,674	\$31,032
University of Minnesota, 4-year	University of Minnesota-Crookston	\$11,483	\$5,832	\$7,948	\$8,680	\$13,185	\$18,498
University of Minnesota, 4-year	University of Minnesota-Duluth	\$16,828	\$7,443	\$7,992	\$12,438	\$19,042	\$23,064
University of Minnesota, 4-year	University of Minnesota-Morris	\$11,682	\$4,230	\$3,435	\$7,558	\$13,194	\$18,736
University of Minnesota, 4-year	University of Minnesota-Rochester	\$16,314	\$7,712	\$7,813	\$11,692	\$19,405	\$23,969
University of Minnesota, 4-year	University of Minnesota-Twin Cities	\$17,279	\$7,266	\$8,418	\$12,556	\$19,942	\$24,913

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

IS COLLEGE AFFORDABLE? A LOOK AT EFCs

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 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:

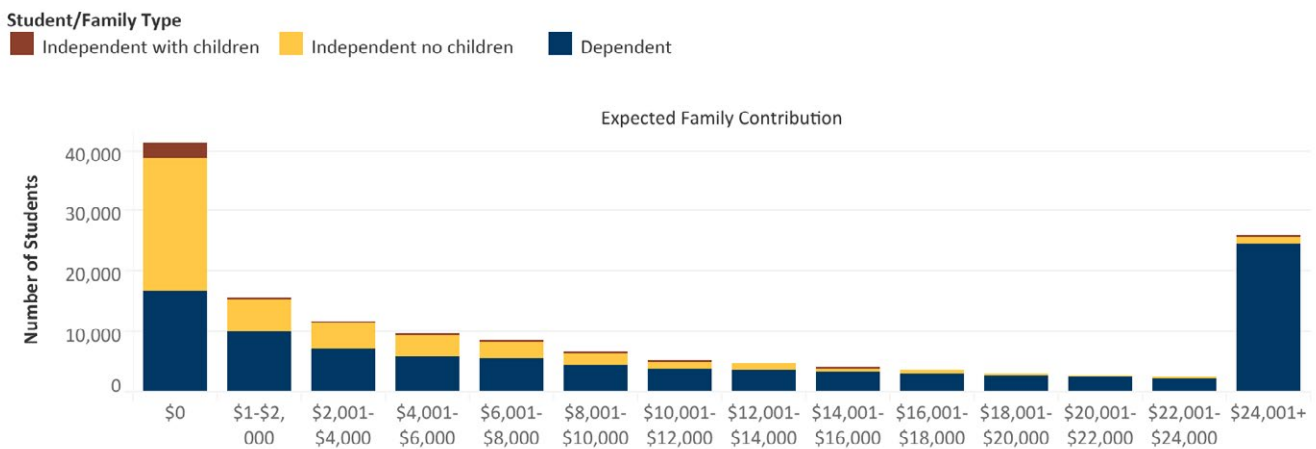
- Net Price, and
- Expected Family Contribution

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 2020 maintained by the Office of Higher Education.

Figure 9: Number of Students by Family Type by Expected Family Contribution (EFC) for Academic Year Ending 2020



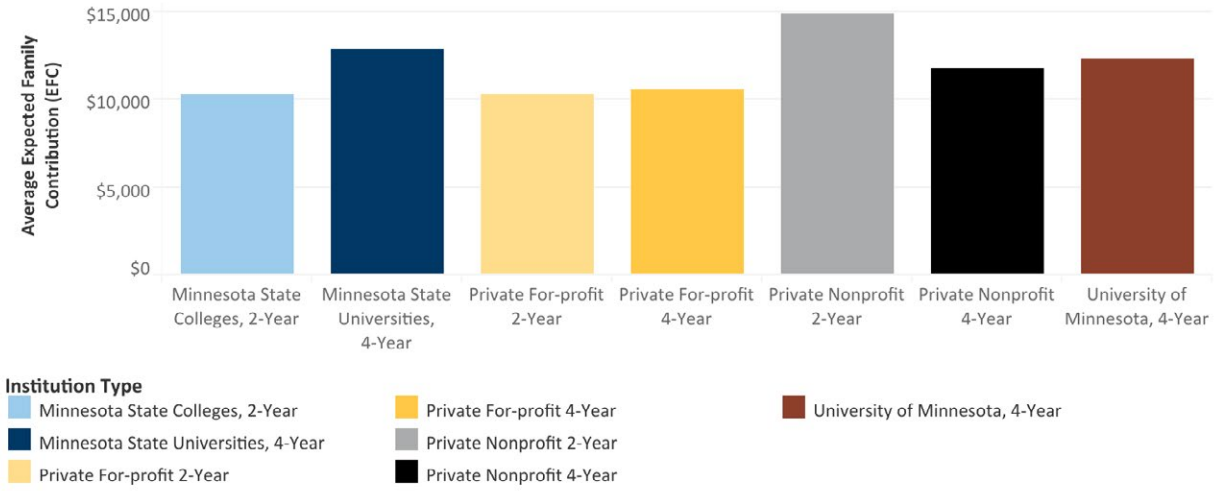
Key: Within income ranges, little change is seen in EFCs over the past ten years.

Figure 10: Average Expected Family Contribution (EFC) for Academic Years Ending 2008-2020



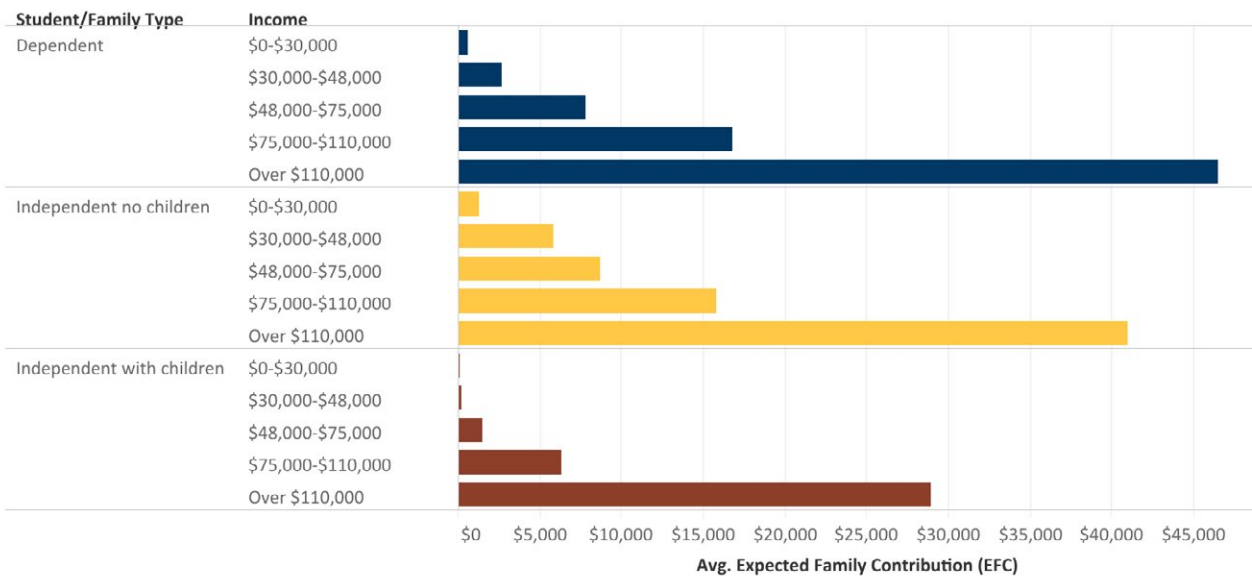
🔑 Average EFCs by college type reflect differences in the income distribution of students enrolled.

Figure 11: Average Expected Family Contribution (EFC) for Academic Years Ending 2020



🔑 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 12: Average Expected Family Contribution (EFC) for Academic Year Ending 2020 by Family Type and Income





STUDENT HEALTH & SAFETY

A 2020 MINNESOTA MEASURES REPORT

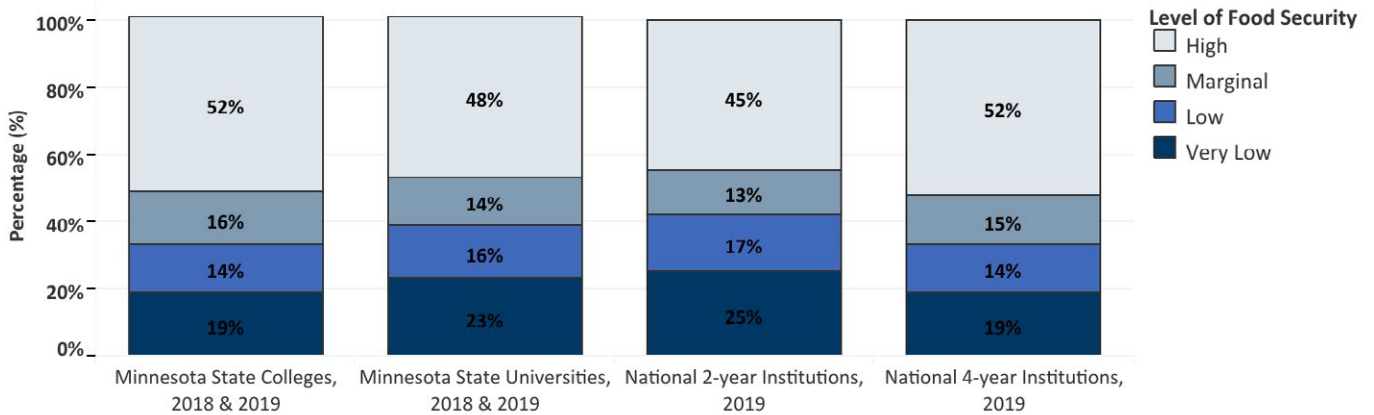
TO VIEW THE FULL REPORT, VISIT
mnmeasures.highered.mn.gov

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.

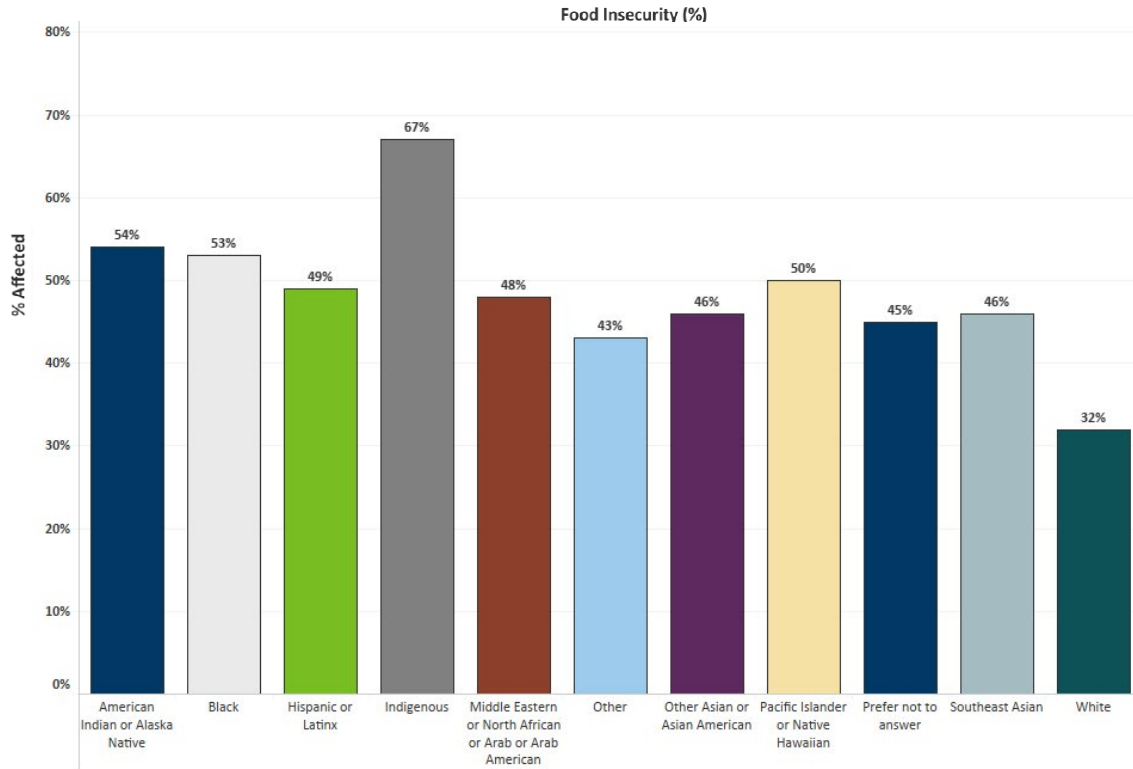
Figure 1: Levels of food security among Minnesota postsecondary students mirror national trends



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

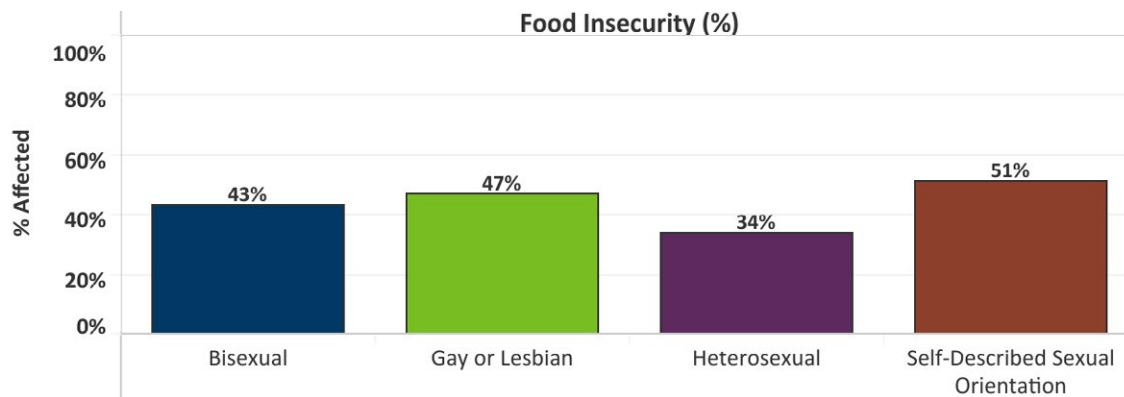
Unfortunately, the experience of basic needs insecurity is very prevalent among college students. However, not all types of students are affected equally by food insecurity, housing insecurity, and homelessness. Effective support services will recognize both the commonality of these crises and the need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

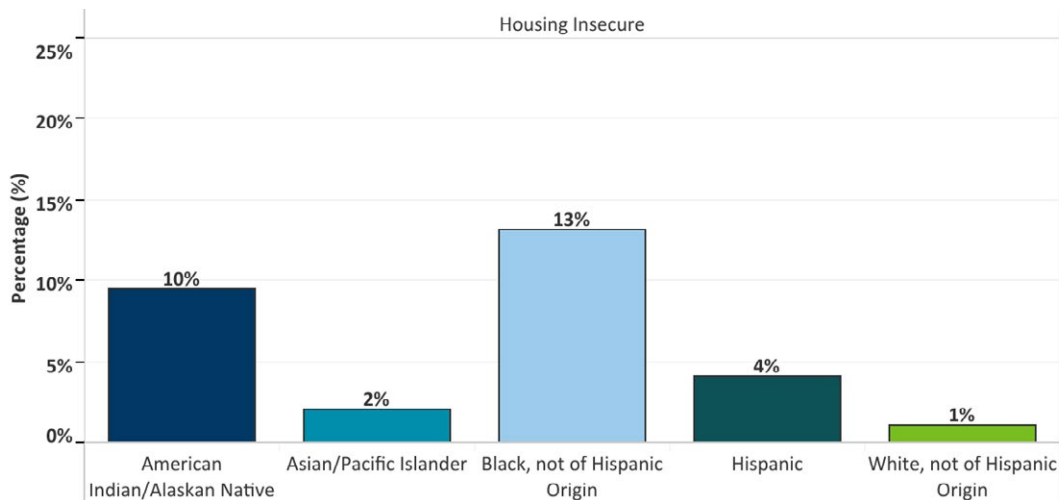
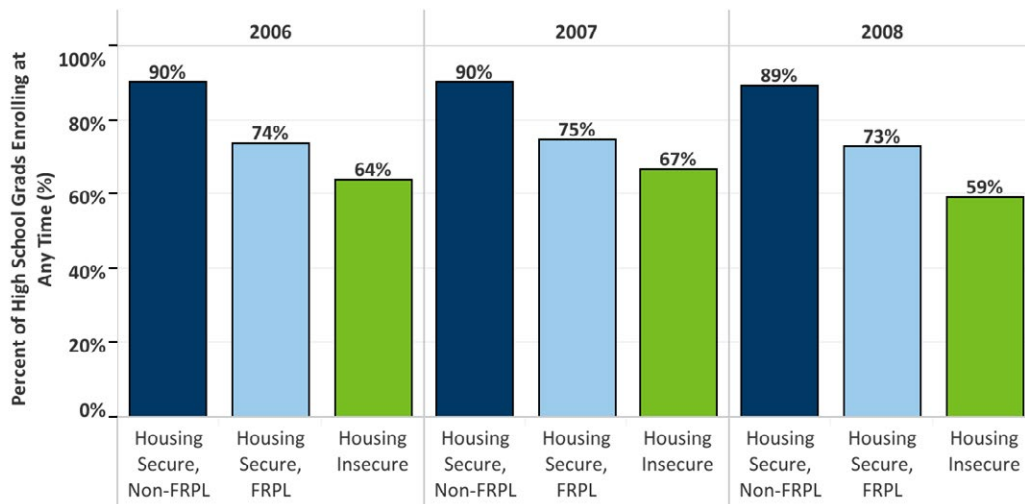
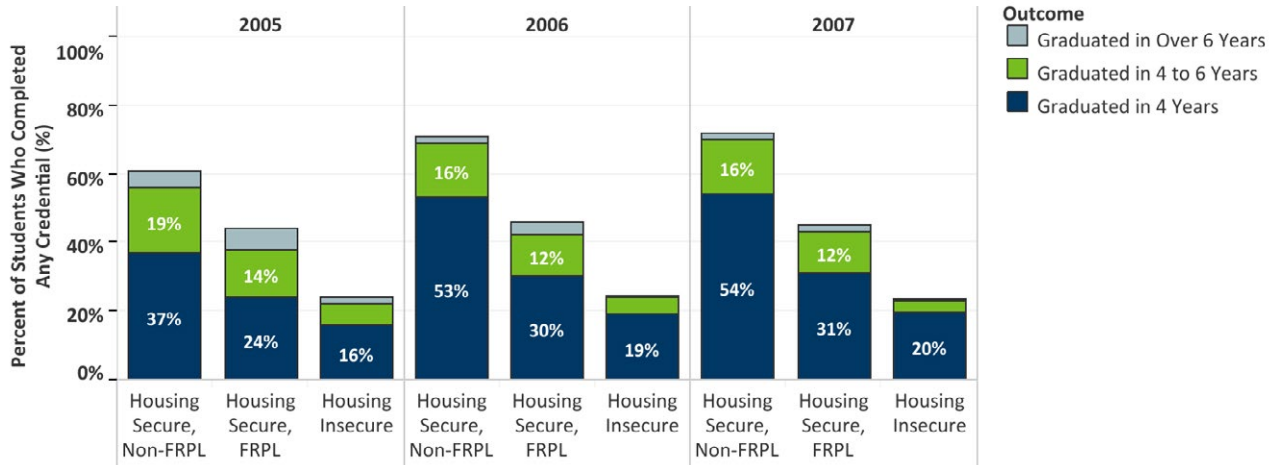


Figure 5: Postsecondary enrollment among high school graduates varies by housing security and eligibility to free and reduced-price meals



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

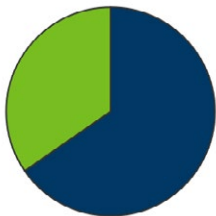


KEY TAKEAWAY: Students that are housing insecure in high school and/or eligible for free and reduced-price meals are less likely to enroll at a postsecondary institution and complete their credential, whether it be a short-term credential program or a bachelor’s degree.

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



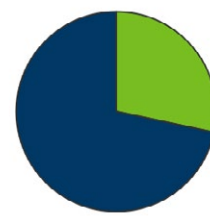
■ Incidents Not Investigated
■ Investigated Incidents

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



■ Investigation Not Opened, Other Reason
■ 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, 2019

Category	Category Definition	State Total
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)	491
Investigated	Of incidents reported to the institution, the number that were investigated by the institution to determine whether the institution's policy was violated	170
Referred for Disciplinary Process	Of incidents that were investigated, the number that were referred for a disciplinary process at the institution	94
Reported to Law Enforcement	The number of total incidents reported to the institution in which the alleged victim chose to report to local or state law enforcement, to the extent that the institution is aware	77
Disciplinary Process Pending	The number for which a campus disciplinary process is pending, but has not reached a final resolution at the beginning of the data collection period (fall following the calendar year)	<10
Respondent Found Responsible	The number in which the respondent(s) was/were found responsible for sexual assault by the disciplinary process at the institution	52
Action Greater than a Warning	The number that resulted in any action by the institution greater than a warning issued to the respondent	61
Closed Without Resolution	The number that resulted in a disciplinary process at the institution that closed without resolution	15
Closed Without Resolution - Respondent Withdrew	Of those that closed without resolution, the number that resulted in a disciplinary process at the institution that closed without resolution because the respondent withdrew from the institution	<10
Closed Without Resolution - Victim Did Not Participate	Of those that closed without resolution, 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
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	230
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	81

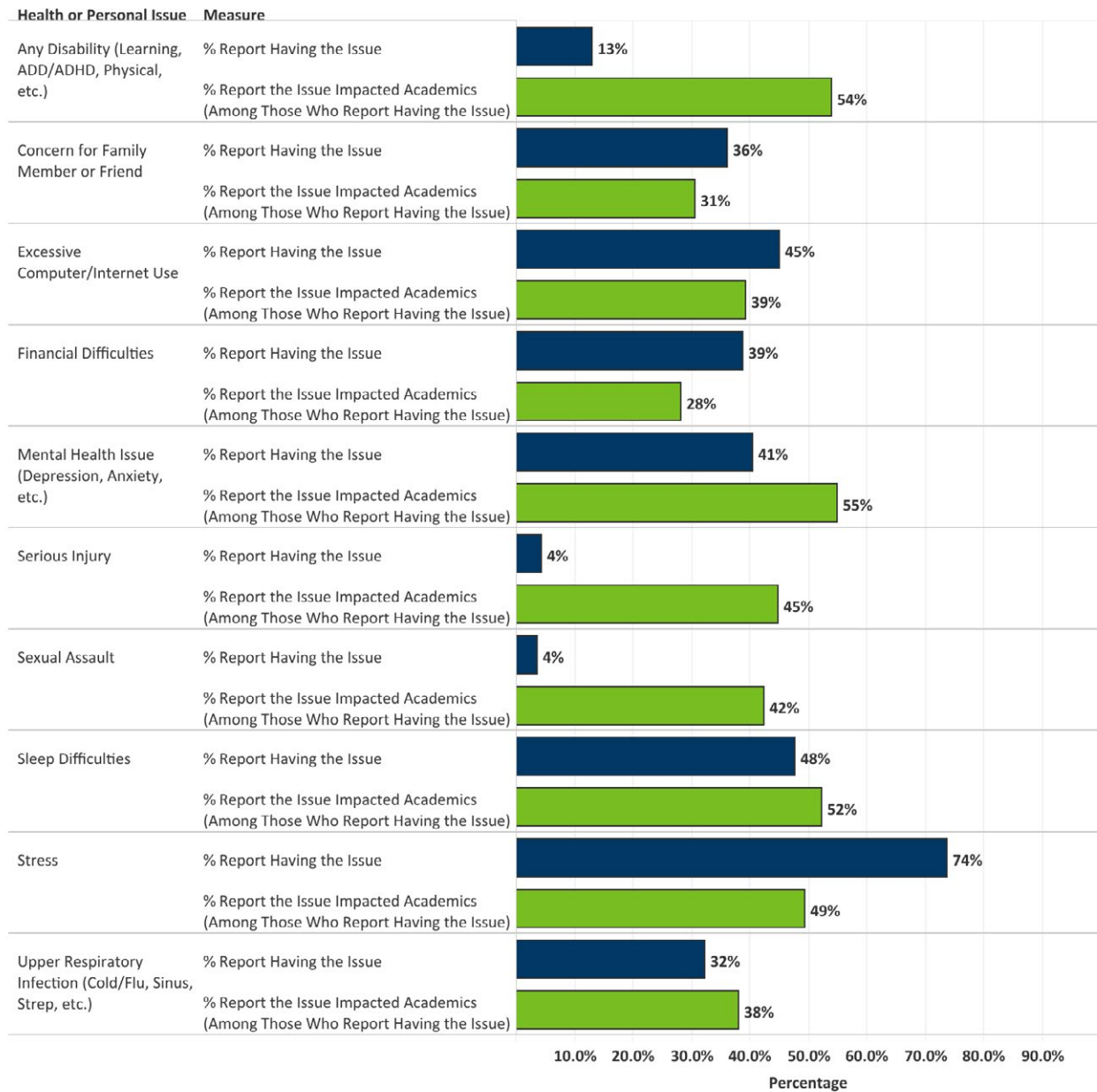


KEY TAKEAWAY: The number of reports of sexual assault incidents have steadily increased in the past four years, and around 2 in 5 reports (41.8%) led to an institutional investigation. Oftentimes, an institutional investigation is not opened because the victim/complainant chose not to participate in the disciplinary process.

EXAMINING STUDENT MENTAL HEALTH & STRESS

The 2018 College Student Health survey was sent to college students at 17 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



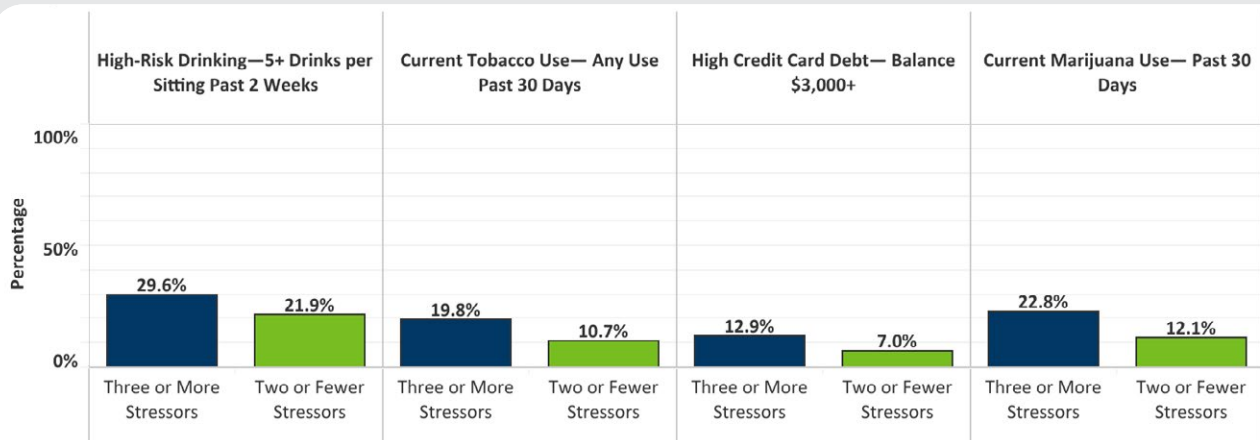
Source: University of Minnesota, 2018 College Student Health Survey

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: 20.0%
2. Death of someone close to you: 18.1%
3. Serious physical illness of someone close to you: 16.4%
4. Parental conflict: 15.2%
5. Termination of personal relationship (not including marriage): 15.0%
6. Excessive debt other than credit card: 11.2%

39.8% of respondents had experienced one or two of the above stressors within the past year, and 23.4% of respondents experienced three or more stressors. An association between 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, 2018 College Student Health Survey



KEY TAKEAWAY: According to the 2018 Minnesota College Student Health Survey, postsecondary students report that health and personal issues impact their academic performance. The majority of students (63.2%) also indicated experiencing at least one significant stressor within the past year, which was associated with a higher likelihood of partaking in risky behaviors.