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Minnesota Undergraduate Demographics: Characteristics of Post- Secondary Students



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Executive Summary

As Minnesota's state population changes, the undergraduate student population is also changing. This report is designed to present information about the characteristics of undergraduates who attend post-secondary institutions in Minnesota, based on data from a 2004 national survey conducted by the U.S. Department of Education.

The report provides estimates for enrollment by institutional type, age, dependency status, racial and ethnic background, parents' characteristics, work patterns while enrolled and income distributions for these categories. This report offers a more descriptive overview of the undergraduate population in Minnesota than previously available.

General points of note about Minnesota undergraduates:

- While a large percent of the adult population in Minnesota have bachelor's degrees, there were still a significant number of Minnesota undergraduates (26 percent) who were the first generation in their family to attend college.¹
- One-fifth of undergraduate students in Minnesota had children. Eight percent of all students were single parents.
- While 11 percent of the entire population in Minnesota were people of color, the undergraduate population exhibited slightly greater diversity (15 percent) partly due to recent changes in migration to Minnesota.²
- Twelve percent of undergraduates reported that one or more of their parents were not born in the United States.
- As the costs of postsecondary education rise, undergraduates are working more while in school to defray the cost of attendance. In Minnesota, 83 percent of undergraduates worked during the academic year. About two-thirds of these undergraduates reported working to help pay for tuition, fees and living expenses.
- Twenty-two percent of all minority or non-white students came from families in the lowest income category (less than \$30,000) whereas 13 percent of white students came from families in this category.
- Sixty-four percent of all undergraduate students reported having enrolled in community colleges (public two-year institutions) at some point in their academic experience.

While public two-year colleges enroll a broad range of traditional and non-traditional students, these institutions tend to serve a greater share of non-traditional and lower income students than their four-year college counterparts.

- Almost half of all students in public two-year institutions were 24 years old or older.

- Students attending public two-year colleges were twice as likely to be working 40 or more hours per week than their student counterparts attending public and private four-year institutions.
- Students attending public two-year colleges are twice as likely to be a first generation college student and more than three times as likely to have dependent children than their counterparts attending four-year public and private institutions.
- For 62 percent of students attending private not-for-profit four-year institutions, one or more parent had at least a bachelor's degree. The same was true for only 27 percent of students attending public two-year colleges.
- In Minnesota, 83 percent of undergraduates worked during the academic year. Work intensity varied by institution type. Public two-year institutions had the largest share of students working 40 hours or more per week (32 percent), while public four-year institutions had the largest share of students not working at all (24 percent).

As higher education becomes increasingly important to the state's economic vitality and the financial stability of individuals, the state will benefit from understanding the demographic make up of post-secondary students and prospective students. The Office of Higher Education will continue to analyze the available survey and student data relating to student demographics, financing, borrowing and characteristics of specific student groups. While each institution plays a unique role in serving students, policymakers may find this information useful in evaluating the responsiveness and accessibility of the higher education sector as a whole.

Introduction

As the population in Minnesota has changed, the student population has also transformed. This report is the second in a series examining undergraduate students in Minnesota.³ The report aims to understand the current demographics of the undergraduate student body in the aggregate and by institution type. The estimates for this report are based on data from the 2003-2004 National Postsecondary Student Aid Survey (NPSAS) unless otherwise noted. Not only are the demographic characteristics such as age, dependency status, and race and ethnicity important in discussing the undergraduate population, but the financial background of students is also relevant. Thus, the latter part of this report illustrates income distributions for undergraduates in Minnesota.

The Office of Higher Education will continue to analyze and publish reports based on this data.

About the Data

Source of Data

The majority of the estimates presented in this report are based on data from the National Postsecondary Student Aid Survey (NPSAS).⁴ The National Center for Education Statistics (NCES) of the U.S. Department of Education administered NPSAS. Mandated by the Higher Education Act (HEA), NCES has conducted NPSAS six times since its inception in 1986. The most recent cycles of the NPSAS were in 2000 and 2004. NPSAS provides a nationally representative stratified random sample of undergraduate, graduate and first-professional students attending postsecondary institutions. The survey aims to understand how students and their families finance education and to assess certain characteristics of students enrolled in postsecondary education.

For the first time in the history of NPSAS, the 2003-2004 survey obtained samples large enough to provide detailed state-level data for twelve states. NCES selected these states based upon their interest and involvement in previous cycles of NPSAS. NCES grouped the states according to their population size: small states (Connecticut, Delaware, Nebraska, and Oregon), medium states (Georgia, Indiana, Minnesota, and Tennessee) and large states (California, Illinois, New York, and Texas). NPSAS was not designed to collect and represent data from students attending for-profit career schools. These students, which represent about 11 percent of Minnesota students and five percent of undergraduates nationally, are not included in this analysis.

This report includes information on undergraduates attending institutions that participate in Title IV student aid programs in the United States and in Minnesota.⁵ The stratified random sample for Minnesota had approximately 1,800 students, 800 students from public two-year institutions, 500 students from public four-year institutions and 500 from private not-for-profit four-year institutions.

Data Notes

NPSAS does not contain representative data for the for-profit institutions at the state level. The state samples are representative only for students attending public two-year, public four-year and private not-for-profit institutions. Thus, the estimates in this report pertain to these three institution types.

Dependency status (whether a student is dependent or independent) is often discussed in this report. Dependent students are generally age 18-23, and their parent's income is counted in calculating their eligibility for financial aid. Independent students are generally 24 years old or older. The income of the student (and the student's spouse if the student is married) is counted in calculating eligibility for financial aid. Refer to Appendix A for the full definitions.

In addition to the estimates, several graphs contain error bars. These error bars represent the 95 percent confidence interval of these estimates (which are approximately two standard errors below and above the average). The bars are used to indicate the magnitude of the standard error for estimates. Appendix B provides tables of all estimates used in the report with the accompanying standard errors.

All estimates of amounts are rounded to three significant figures. All estimates of percents are rounded to the nearest whole number.

Acknowledgement

The Minnesota Office of Higher Education thanks the Lumina Foundation for Education for providing support in using the NPSAS data to gain a better understanding of student aid issues.

Undergraduate Enrollment

This section presents the enrollment of undergraduates in Minnesota by institution type and attendance levels (full time or part time).

Enrollment by Institution types

The three major institution types, public two-year, public four-year and private not-for-profit four-year, enroll the majority of the undergraduate student population. Nationally in the 2003-2004 academic year, public institutions accounted for almost 80 percent of the total undergraduate and graduate student population. Minnesota's student body reflected this as public four-year institutions enrolled 39 percent of students (Table 1), followed closely by public two-year institutions which enrolled 34 percent of total students. The enrollment patterns in Minnesota were similar to those of the U.S.

Undergraduates comprised 86 percent of the total student population in Minnesota. The NPSAS sample for Minnesota contains approximately 1,800 respondents for Minnesota; roughly 800 (about 40 percent) were from public two-year institutions while the four-year institution types each had 500 respondents. The state-level NPSAS data are representative for these three major institution types, thus the estimates in this report represent undergraduate students in these types of institutions.

Table 1: Total undergraduate and graduate enrollment by institution type

Enrollment by institution type in Minnesota	Minnesota		US	
	Enrollment	Percent of total	Enrollment	Percent of total
Public four-year	127,455	38%	6,776,768	39%
Public two-year	113,408	33%	6,280,950	36%
Private colleges and universities	60,480	18%	3,455,244	20%
Private career schools	38,323	11%	781,108	5%
Total	339,666	100%	17,294,070	100%

Source: 2003-2004 Academic Year Enrollment from Minnesota Office of Higher Education (online source) and Integrated Postsecondary Education Data System (IPEDS, online source)

While more than half of all undergraduates were enrolled in the two four-year institution groups, a large number of students currently attended, or had attended, community colleges (Table 1). Overall, 64 percent of undergraduates had enrolled at a community college at some point in their academic career. Community colleges provide an important role for undergraduates; they can be used to take supplemental courses or as a step toward a degree in the four-year institutions or as a means in itself to achieve a two-year degree. Also, students may attend community colleges during the summer term or enroll in the Postsecondary Options (PSEO) program allowing them to take college courses while still in high school.

Table 2: Percent of Undergraduate Students Who Have Ever Enrolled at a Community College

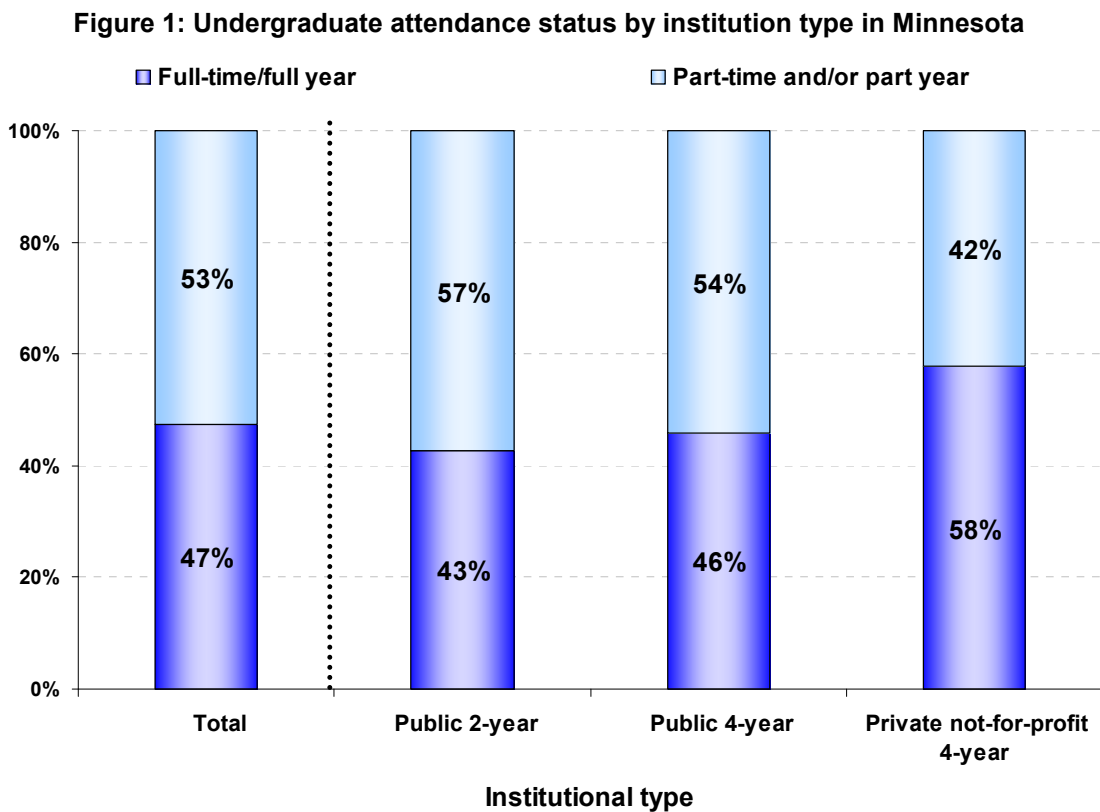
Ever enrolled at a community college		
	National	Minnesota
Total	68%	64%
Public Two-Year	100%	100%
Public Four-Year	42%	32%
Private Not-for-Profit	37%	33%

Source: National Postsecondary Student Aid Study (NPSAS) 2004

Enrollment by Attendance Status

Attendance status describes whether the student attended full time for the full academic year, or part-time, or for only part of the year.⁶ Attendance status and price of attendance are linked since the price of attendance depends on the amount of time a student is enrolled in school.

Figure 1 illustrates the attendance status of undergraduates by institution type. Overall, almost half of all undergraduates attended on a full-time basis for the full year. Undergraduates in private not-for-profit four-year institutions were more likely to attend on a full-time basis for the full year than either public institution type.⁷ Within public institutions, more students were likely to attend on a part-time basis in the two-year institutions than the four-year institutions.



Source: National Postsecondary Student Aid Study (NPSAS) 2004

The Demographics of Undergraduate Students

The following section presents information regarding various aspects of undergraduates, such as age, dependent/independent student status, enrollment patterns, racial and ethnic background, parents' educational attainment, marital status and students with children. The NPSAS estimates are supplemented by estimates from other sources such as the U.S. Census Bureau, *The Chronicle of Higher Education*, and the Bureau of Labor Statistics.

Age and Dependency Status of Undergraduates

Minnesota's undergraduate population includes more non-traditional students than it did ten years ago, but it still tends to be more traditional than the national population. In the 2003-2004 academic year, almost 65 percent of undergraduate students were in the youngest age group, 15-23 years, while only 21 percent of undergraduates were over the age of 30 (Figure 2). Nationally, 26 percent of undergraduates were 30 years or older.

In Minnesota, public two-year institutions had an older population on average, than the four-year institutions. Approximately 30 percent of the students attending public two-year institutions were over the age of 30. The four-year institutions, on the other hand, had a much younger population with the majority of their students belonging to the youngest age group.

Dependent status and age are closely linked; the main criterion for determining dependence is whether the student is 24 years or older.⁸ At the national level, 50 percent of students were defined as dependent students whereas 59 percent of undergraduates in Minnesota were considered dependent (Table 3). The four-year institutions in Minnesota had a larger concentration of dependent students than at the national level.

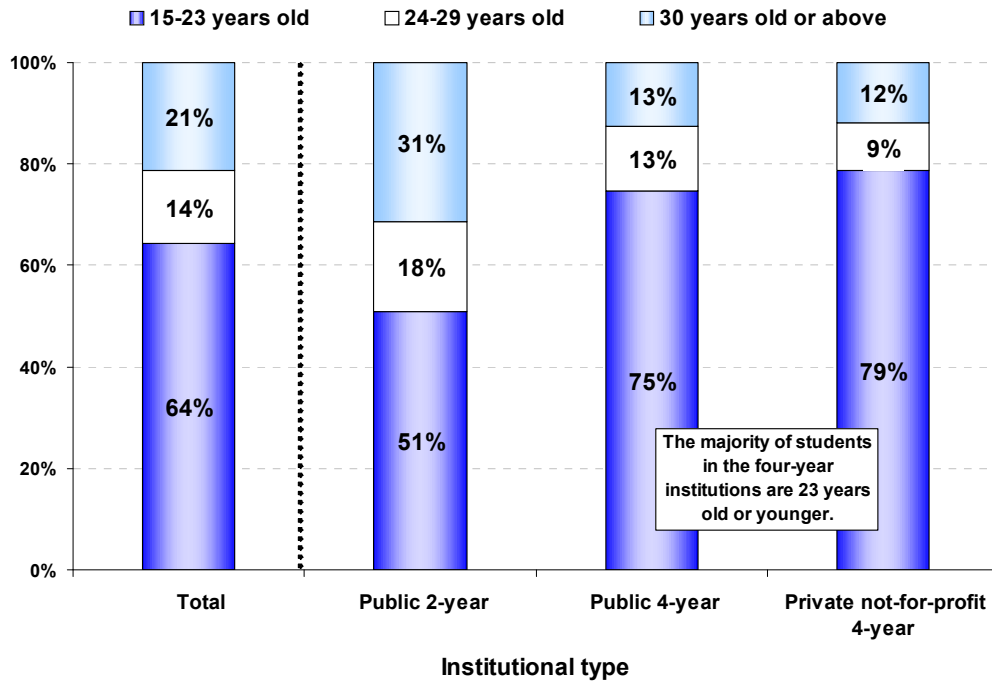
There is substantial variation across the institution types; more than half of all students enrolled in public two-year institutions were independent (Figure 3). The majority of students in the four-year institutions, on the other hand, were dependent students.

Table 3: Dependent Students in the U.S. and Minnesota

Dependent Students as a Percent of Total Undergraduates		
	National	Minnesota
Total	50%	59%
Public Two-Year	39%	43%
Public Four-Year	66%	71%
Private Not-for-Profit Four-Year	62%	76%

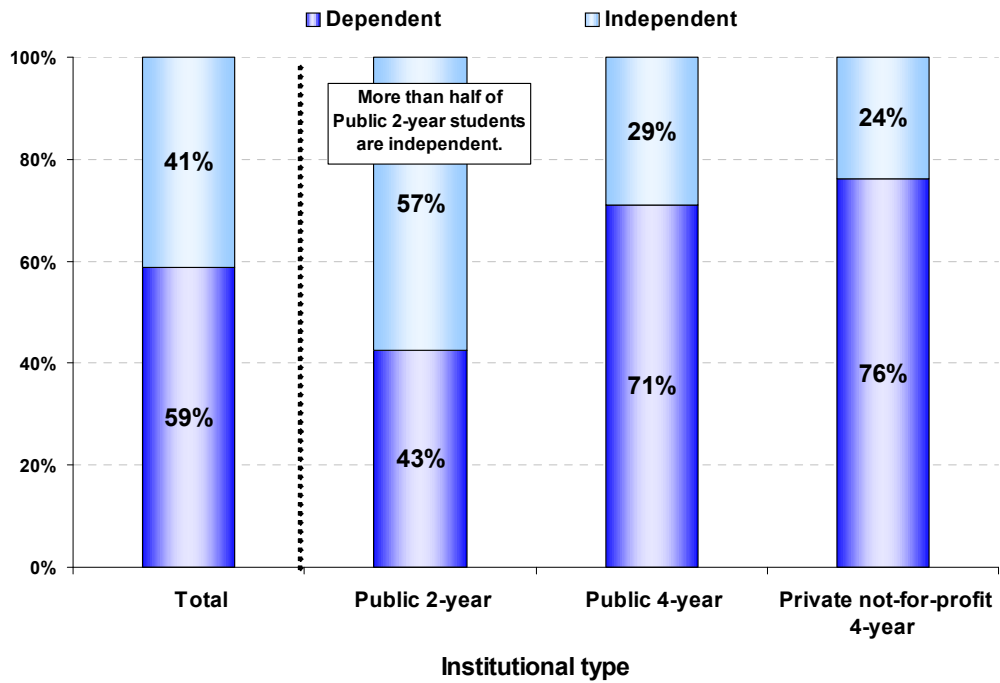
Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 2: Age Distribution of Undergraduates in Minnesota by Institution Type



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 3: Dependent Status of Students in Minnesota by Institution Type



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Racial and Ethnic Background of Undergraduates

Relative to the national racial and ethnic distribution, Minnesota's overall population is less diverse (Table 3). However, this is changing. Recent shifts in migration have led state demographers to project that over the next ten years, Minnesota will witness an increase in the number of students of color.⁹ The projected numbers of students of color will still be smaller than the national averages, but the non-white population will be larger than it has been in Minnesota in recent decades.

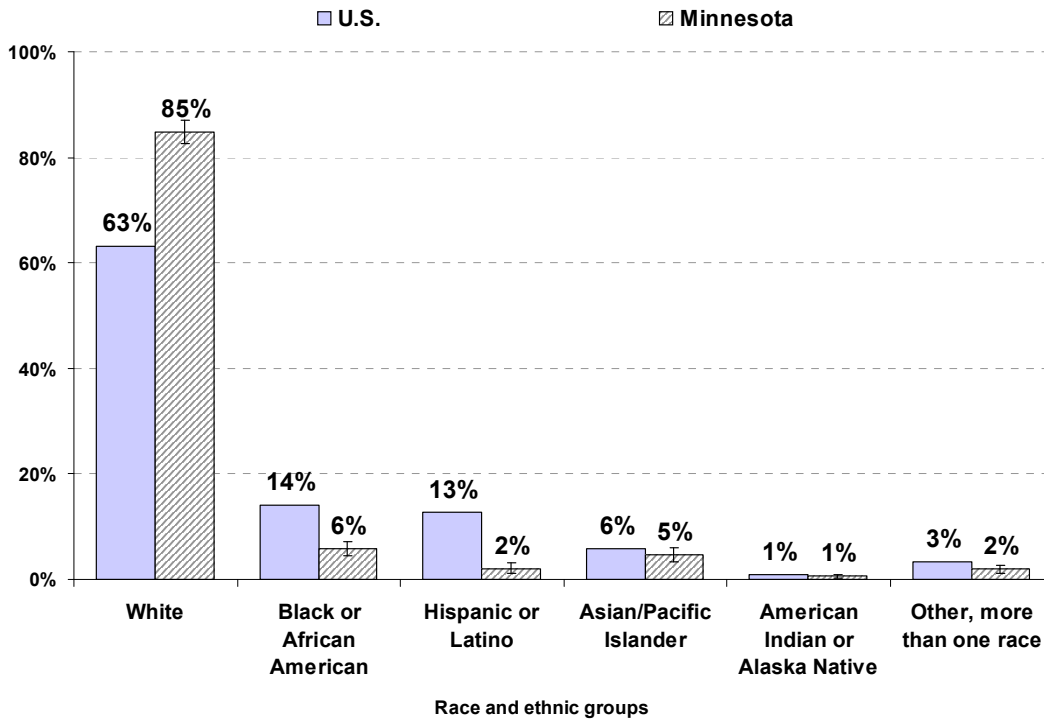
Since the newer populations are younger, the undergraduate population should become much more diverse in the coming years. This is reflected in both the national- and state-level estimates which indicate that the undergraduate populations exhibit greater diversity than the general population in the 2003 academic year (Figures 4-5). The undergraduate population at the national-level was much more diverse than at the state-level for Minnesota. There was not much variation in the enrollment of different racial and ethnic groups across the three institutional types.¹⁰

Table 4: Racial and ethnic distribution of the population in Minnesota and the U.S.

Race or ethnicity	Minnesota	Nation
White persons	89%	75%
Minority and non-white persons	11%	25%
Detailed categories		
White persons	89%	75%
Black or African American persons	4%	12%
Persons of Hispanic or Latino origin	3%	13%
American Indian and Alaska Native persons	1%	1%
Asian persons	3%	4%
Native Hawaiian and Other Pacific Islander	-	0%
Persons reporting some other race	1%	6%
Persons reporting two or more races	2%	2%
Hispanic/Latino origin		
White persons, not of Hispanic/Latino origin	88%	69%
Persons of Hispanic or Latino origin	3%	13%
Non-white persons, not of Hispanic/Latino origin	9%	18%

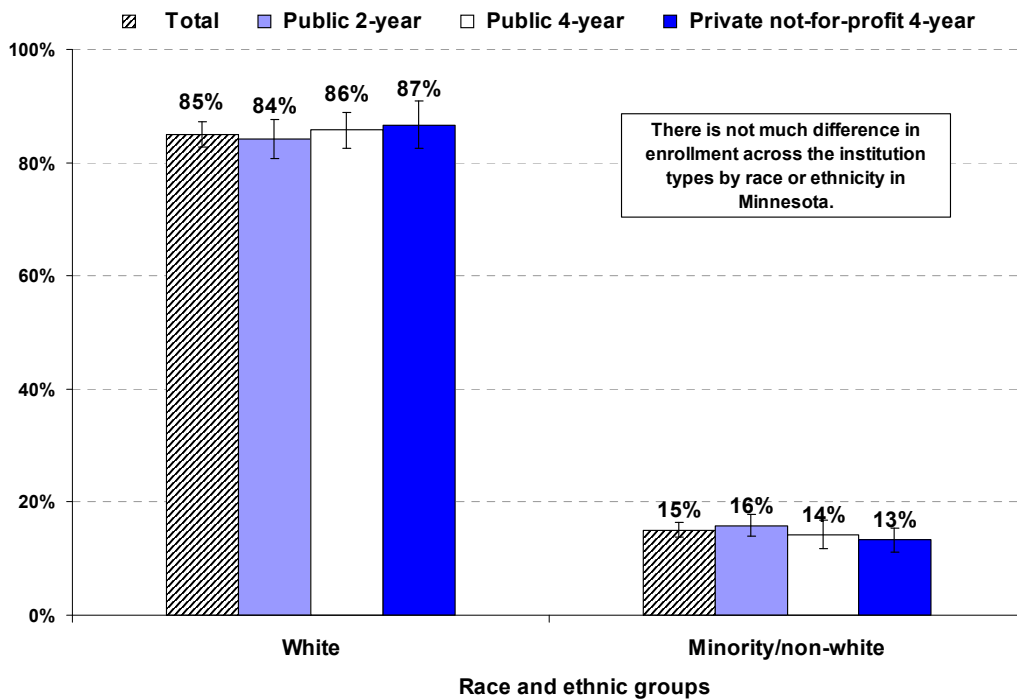
Source: Census 2000, State Quickfacts (online source: <http://quickfacts.census.gov/qfd/states/27000.html>)

Figure 4: Race and ethnic distributions in the U.S. and Minnesota



Source: National Postsecondary Student Aid Study (NPSAS) 2004

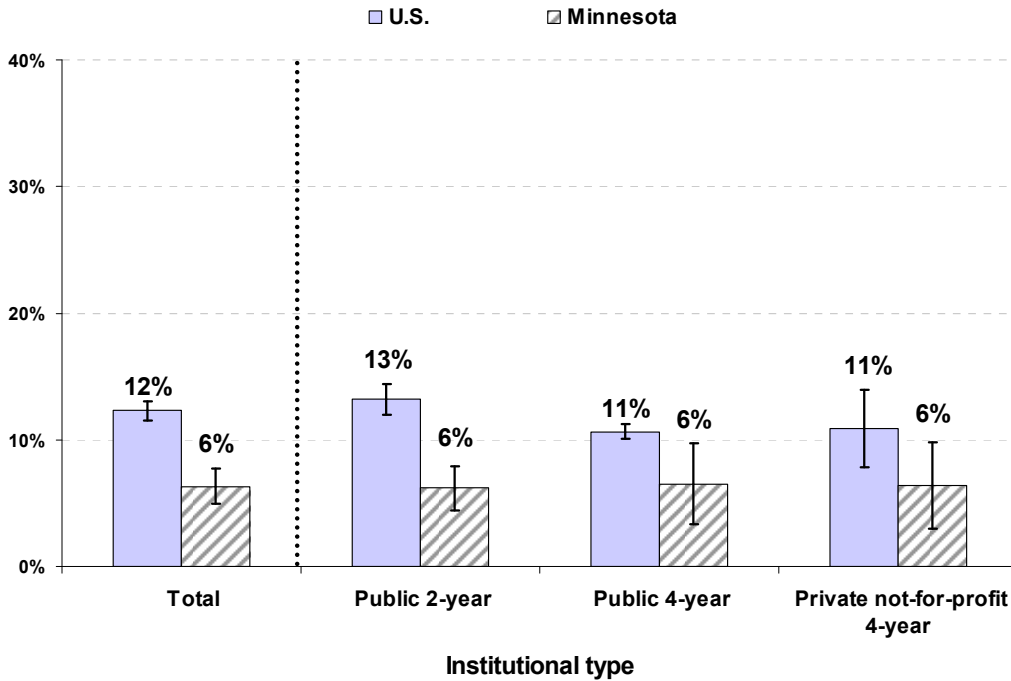
Figure 5: Race and ethnic distributions in Minnesota by Institution Type



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Another measure of the population’s diversity is the language(s) spoken at home. According to the NPSAS estimates, 6 percent of Minnesota undergraduates came from homes where English was not the primary language spoken (Figure 6). This did not differ across institutional types. Nationally, 12 percent of undergraduates reported having a non-English primary language at home.

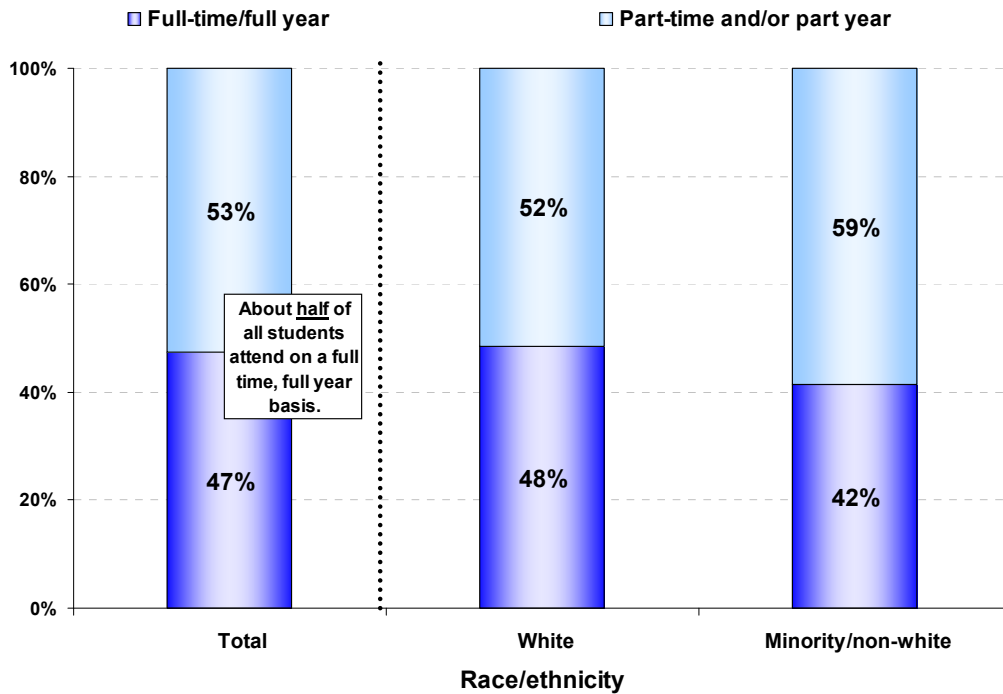
Figure 6: Undergraduates for whom the primary language spoken at home is not English



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 7 illustrates student enrollment intensity levels by race. Attendance status did not vary much by race. Comparisons between the various ethnic groups comprising the minority and non-white category (not shown here) found that White students were much more likely to attend full time for the full year than Black and African American students.¹¹ Attendance is related to several other variables such as income. Income distributions across various groups will be discussed further in the “Income Distributions by Category” section.

Figure 7: Undergraduate attendance status in Minnesota by race



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Parents of Undergraduates

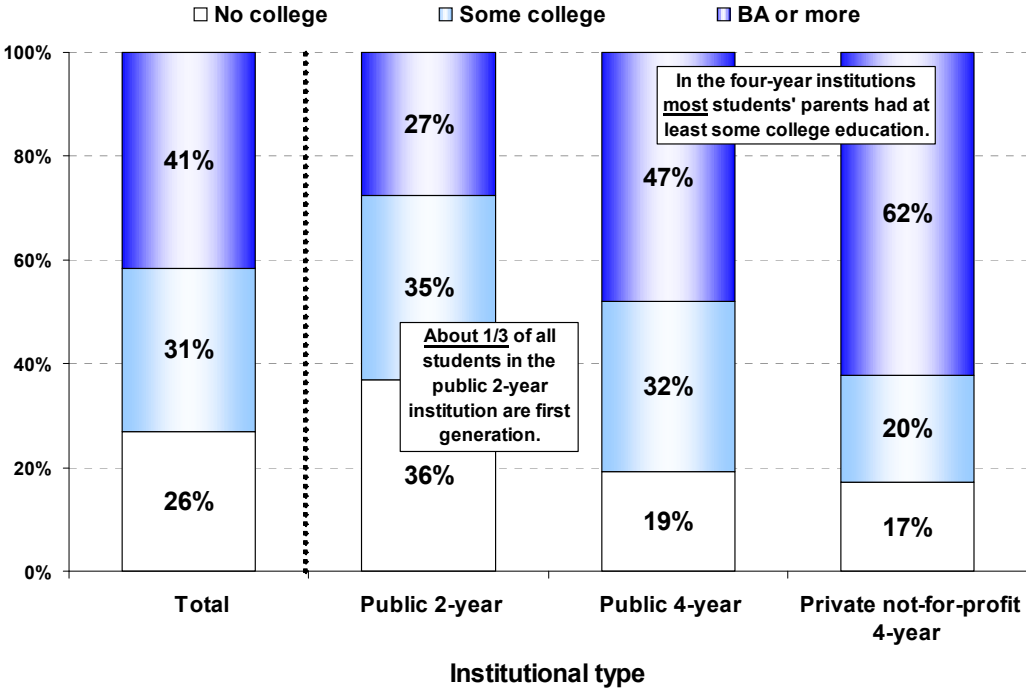
Parents can play a key role in students' lives. As the population changes, assumptions about the roles and experiences of students' parents may also change. Examining the demographics of the parents of students provides further information about the background of enrolled students. Figures 8-9 illustrate parents' characteristics.

One of the more significant variables in indicating students' educational attainment is their parents' educational attainment. A large percent of adults in Minnesota have attained their bachelor's degree or higher. This is reflected in the parents' educational attainment of enrolled undergraduates where 41 percent of students had parents who had attained a bachelor's degree or higher (Figure 8). However, 26 percent of Minnesota undergraduates were the first generation to attend college, which means that neither the student's mother nor father attended college.

Parents' educational attainment varied across the institutional types. In public two-year institutions, 36 percent of undergraduates were first generation students. Meanwhile, in four-year institutions, the majority of students had parents who attended at least some college.

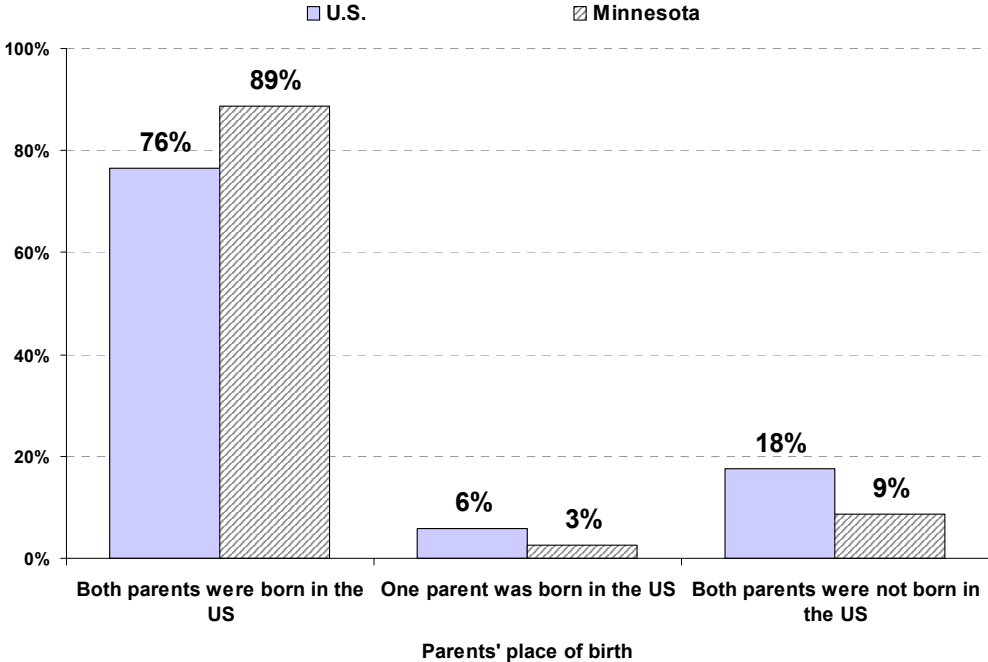
Figure 9 illustrates the place of birth for parents of undergraduate students. Minnesota's population had a larger percentage of parents born in the United States than the national average. Nationally, almost 20 percent of students had both parents born outside of the U.S. compared to approximately 10 percent of Minnesota's undergraduates.

Figure 8: Parents' highest educational attainment in Minnesota by institution type



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 9: Parents' place of birth for the U.S. and Minnesota



Source: National Postsecondary Student Aid Study (NPSAS) 2004

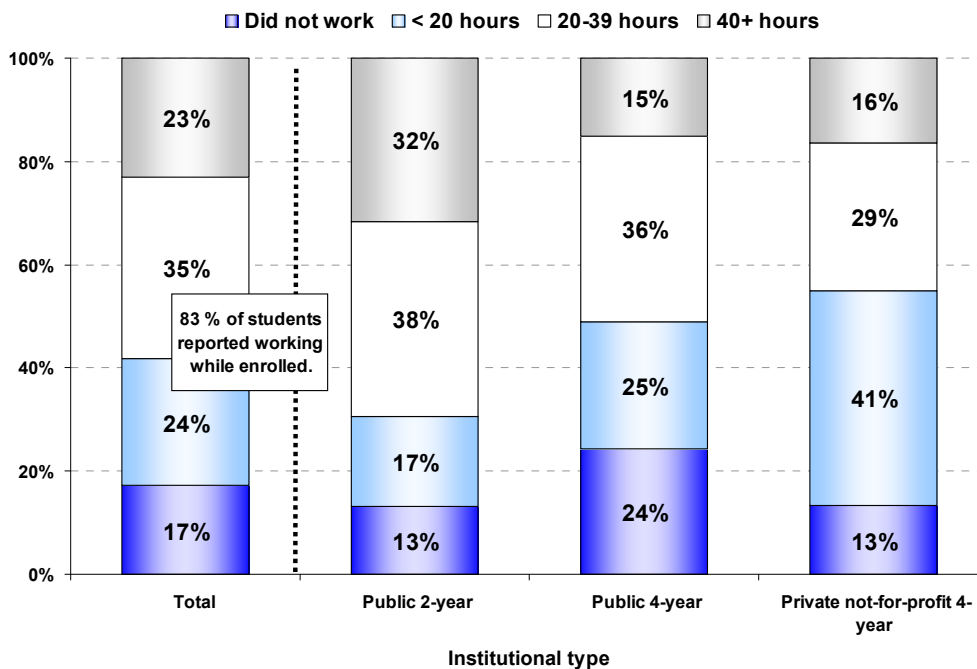
Undergraduate Employment and Financial Support

Many undergraduates work while enrolled in postsecondary education. Some concern has been expressed that students working more hours each week during undergraduate study could adversely affect persistence rates and overall performance. Figures 10-12 explore undergraduate employment in Minnesota.

Figure 10 illustrates the work intensity of students by institution type. The categories range from those who did not work at all, the bottom category, to those who worked 40 hours or more, the topmost category. In Minnesota, 83 percent of undergraduates worked, and 17 percent of undergraduates did not work during the academic year. Work intensity varies by institution type. Public two-year institutions had the largest share of students working 40 hours or more per week, while public four-year institutions had the largest share of students not working at all.

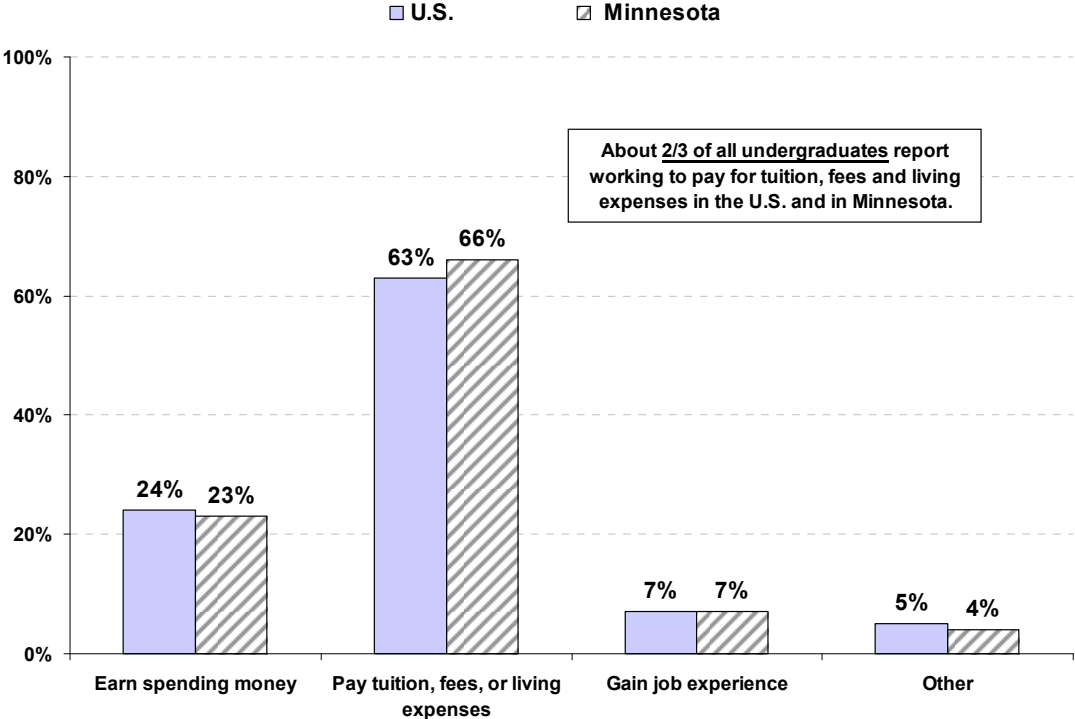
The NPSAS data contain information from student responses to on-line or telephone interviews. The interview questions aimed at understanding the student's perspective regarding employment. Figures 11-12 illustrate responses from students, both at the national- and state-levels, to several questions. Figure 11 pertains to why undergraduates work. The responses for the reason students work are fairly similar at the national- and state-levels. Approximately two-thirds of all students work to pay their education related expenses such as tuition, fees and living expenses. Approximately one-fourth of all undergraduates *at both the national- and state-levels* say they are employees enrolled in school (Figure 12). In Minnesota, 61 percent of undergraduates say they are primarily students working to meet educational and daily expenses.

Figure 10: Hours worked per week by undergraduates in Minnesota



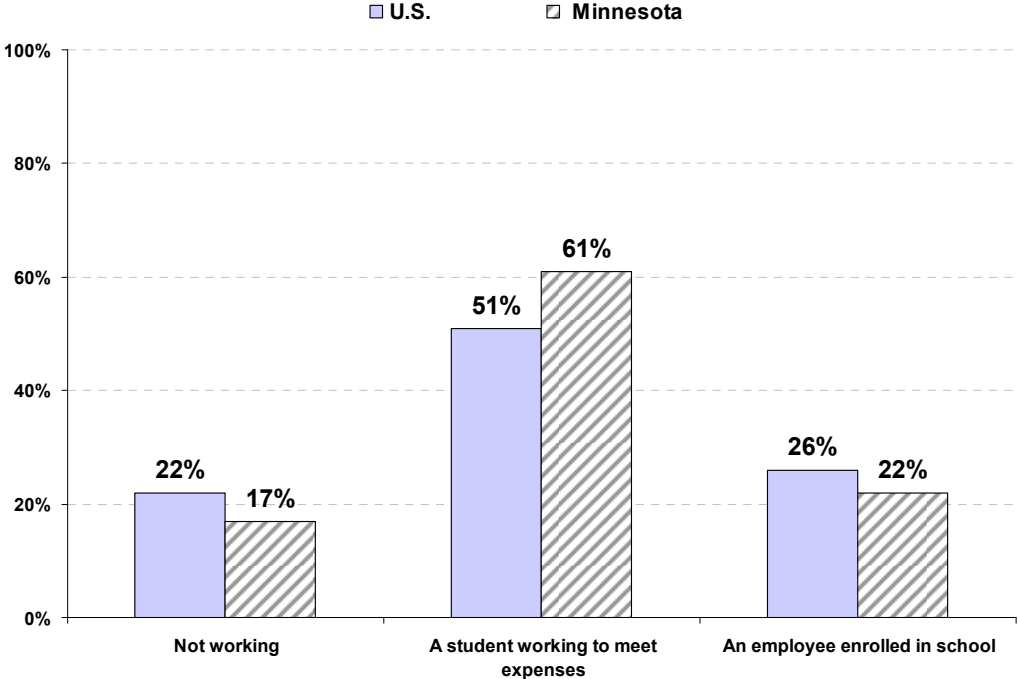
Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 11: Student responses regarding their reasons for working



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 12: Student responses about their primary role, student or employee



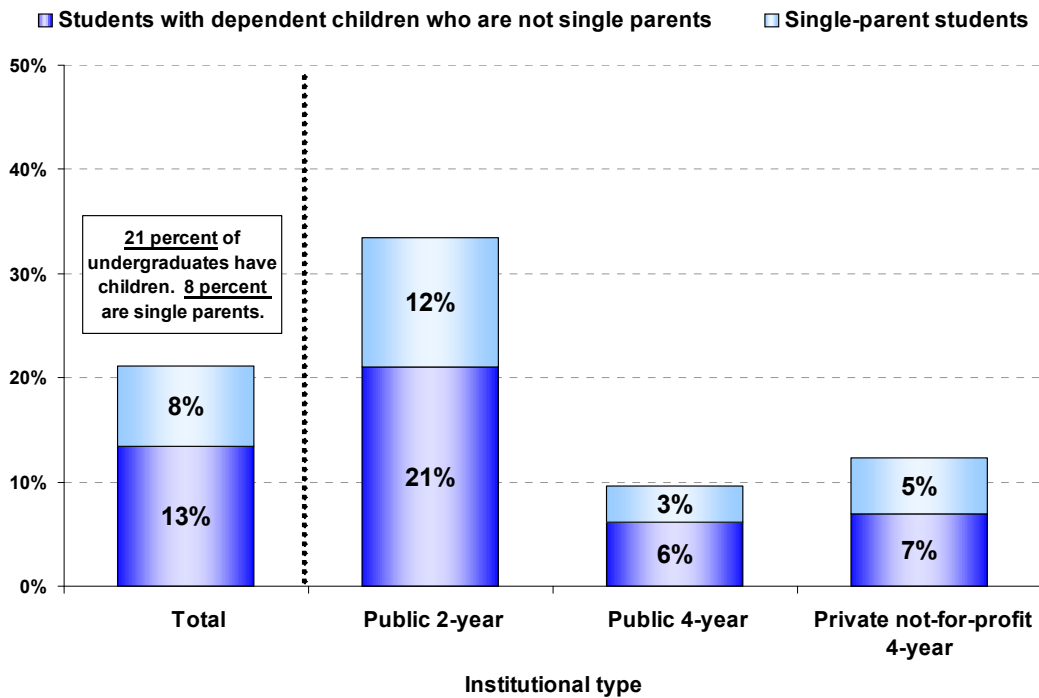
Source: National Postsecondary Student Aid Study (NPSAS) 2004

Students with Children

The number of non-traditional students in higher education has increased. One defining characteristic that separates these students from traditional undergraduates is whether they have children. Parents pursuing higher education, face challenges, especially if they are single-parents. One-fifth of students in Minnesota had children (Figure 13). Eight percent of all students were single parents.

Almost one-third of all students in public two-year institutions reported having children. Twelve percent of students in public two-year institutions reported being single parents. The four-year institutions have smaller percentages of students with children, yet students who were parents still account for at least 10 percent of the student population.

Figure 13: Undergraduates with children in Minnesota



Source: National Postsecondary Student Aid Study (NPSAS) 2004

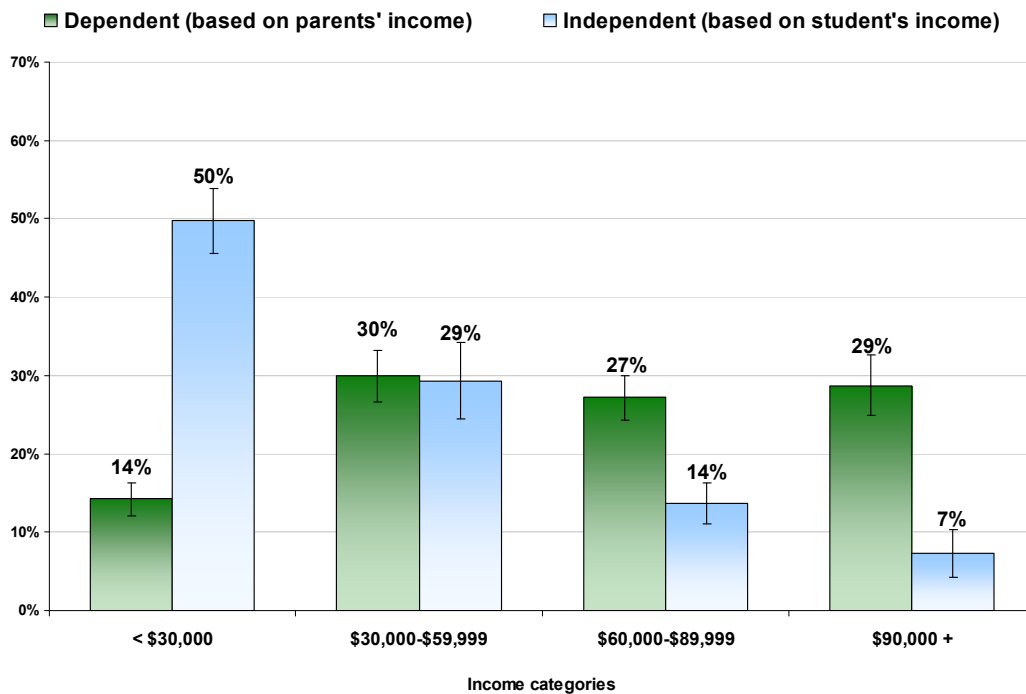
Income Distributions by Category

Income is closely connected to some of the characteristics discussed in this report such as parents' educational attainment, employment and age. Figures 14 through 22 illustrate the income distributions of various groups in Minnesota.

The income categories for dependent students represent their parents' income which often includes more than one person (both parents) whereas independent student's income is based solely on what the students earn and, if they are married, their spouses' income. Figure 14 illustrates this; the median income for the parents' of dependent students was approximately \$68,000 while the median income for all independent students was \$31,000. The income distributions in Figures 15 through 18 separate dependent students from independent students.

The average income for dependent and independent undergraduates in Minnesota was higher than the national average income (Figures 15 and 16). Overall, Minnesota had a higher median income than the national median.¹²

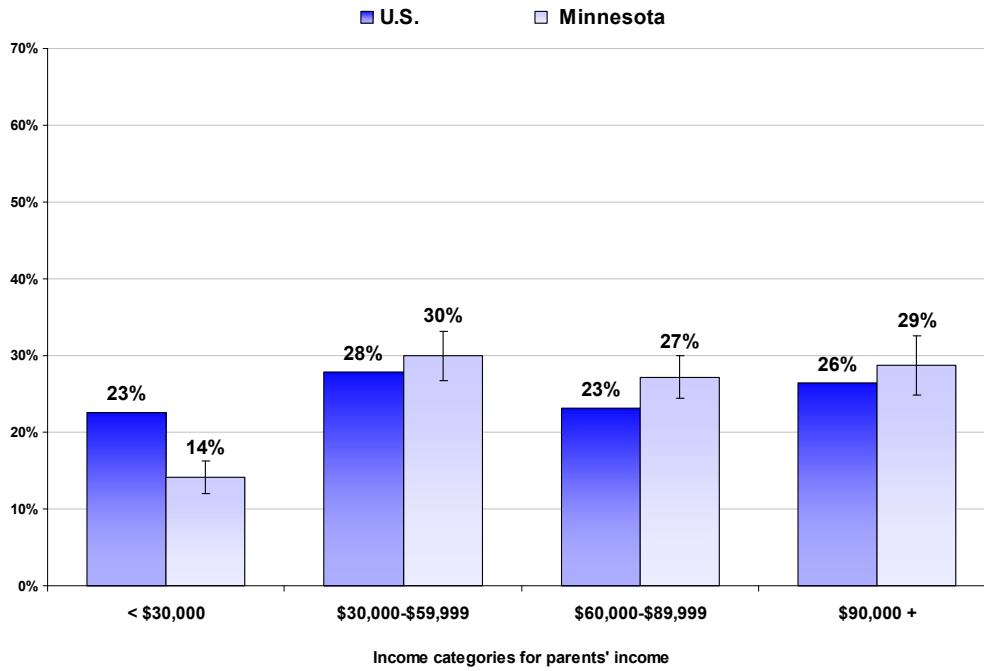
Figure 14: Income distribution for all undergraduates in Minnesota by their dependency status



Source: National Postsecondary Student Aid Study (NPSAS) 2004

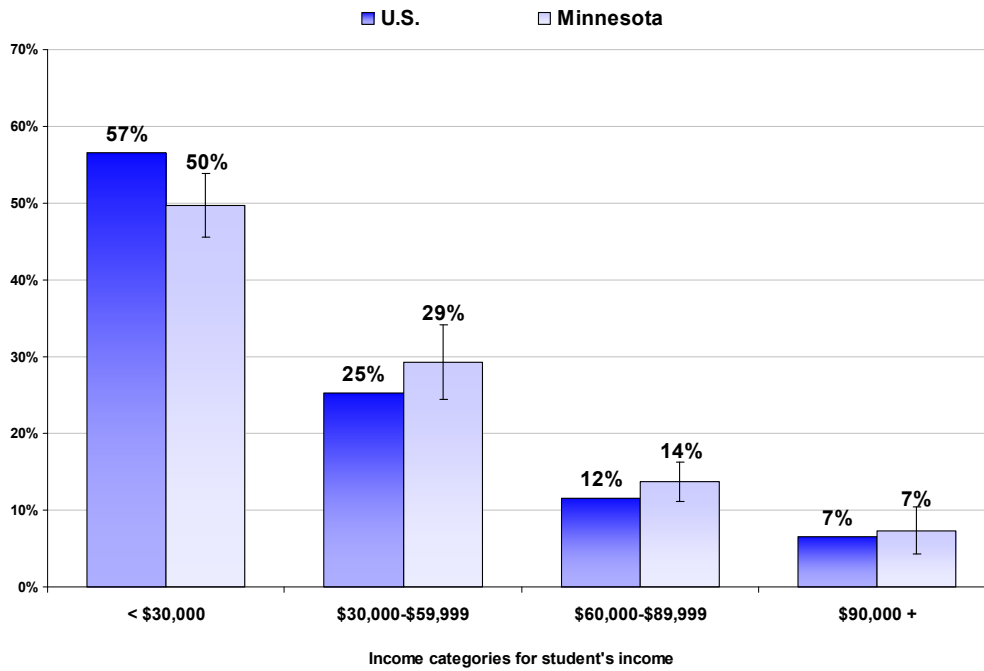
Income distributions for undergraduates in the U.S. and Minnesota

Figure 15: Dependent undergraduates



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 16: Independent undergraduates



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Dividing the income distribution by different categories gleans more information about the finances of different students enrolled in higher education. The income distributions of dependent students attending full time and those attending part time do not differ (Figure 17).¹³ Independent students attending full time for the full year had a lower income, on average, than those attending part time and/or part year (Figure 18).¹⁴ Independent students attending full time earn less money from working, so their incomes are lower.

Due to the small sample size of the independent students, Figures 19-22 illustrate income distributions for all undergraduates and dependent students by race or ethnicity and institutional type.

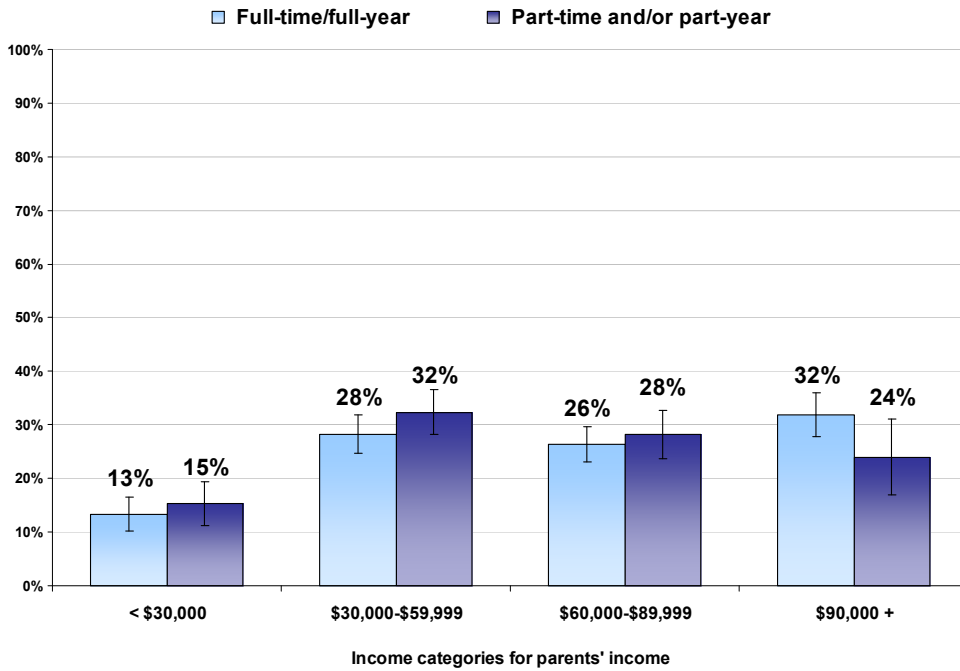
Even though minority or non-white students comprised a small percentage of the overall student body in Minnesota, it is important to understand this group's characteristics, especially in light of changing demographic patterns. Minority students, or their parents, earned less than their white counterparts (Figure 19). Forty-two percent of all students of color were in the lowest income category (less than \$30,000) whereas 27 percent of white students fell in this category.¹⁵ Twenty-two percent of all minority or non-white students' families were in the lowest income category (less than \$30,000) whereas 13 percent of white students' families' fell in this category (Figure 20).¹⁶

The income differences of students by the three major institution types were significant (Figure 21). Students enrolled in public two-year institutions came from families that earned less than their counterparts in the four-year institutions (Figure 21).¹⁷ The income distribution of students in public four-year institutions and private not-for-profit four-year institutions differs in the lowest-income category (less than \$30,000) and the highest income category (\$90,000 and greater).

Dependent students enrolled in the public two-year sector came from families that earned less than their counterparts in the four-year sectors (Figure 22).¹⁸ The income distribution of dependent students in the public four-year sector and private not-for-profit four-year sector did not differ.

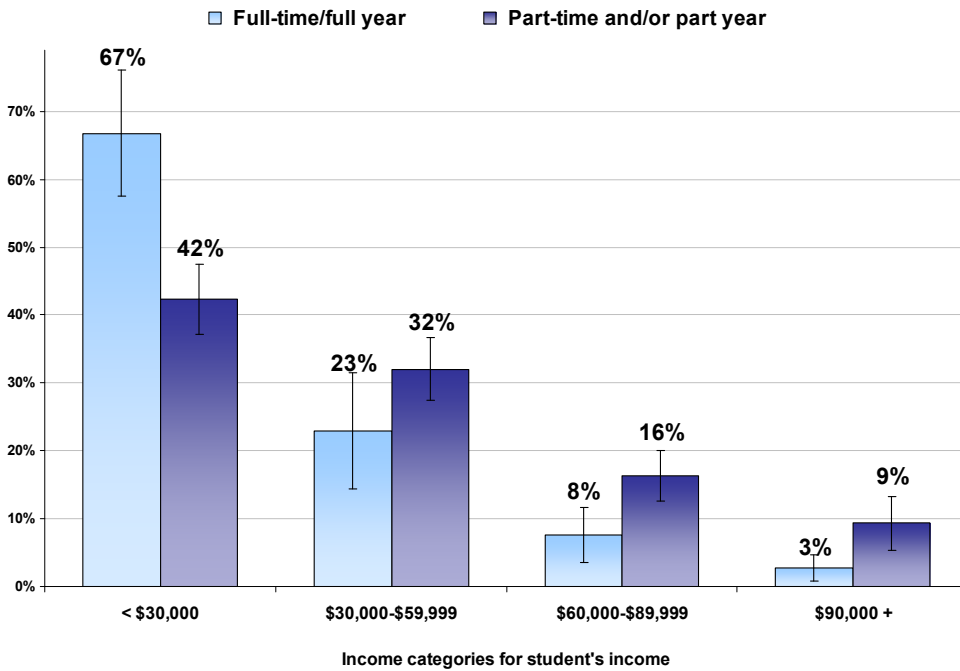
Income distributions for undergraduates in Minnesota by their attendance status

Figure 17: Dependent undergraduates by attendance status



Source: National Postsecondary Student Aid Study (NPSAS) 2004

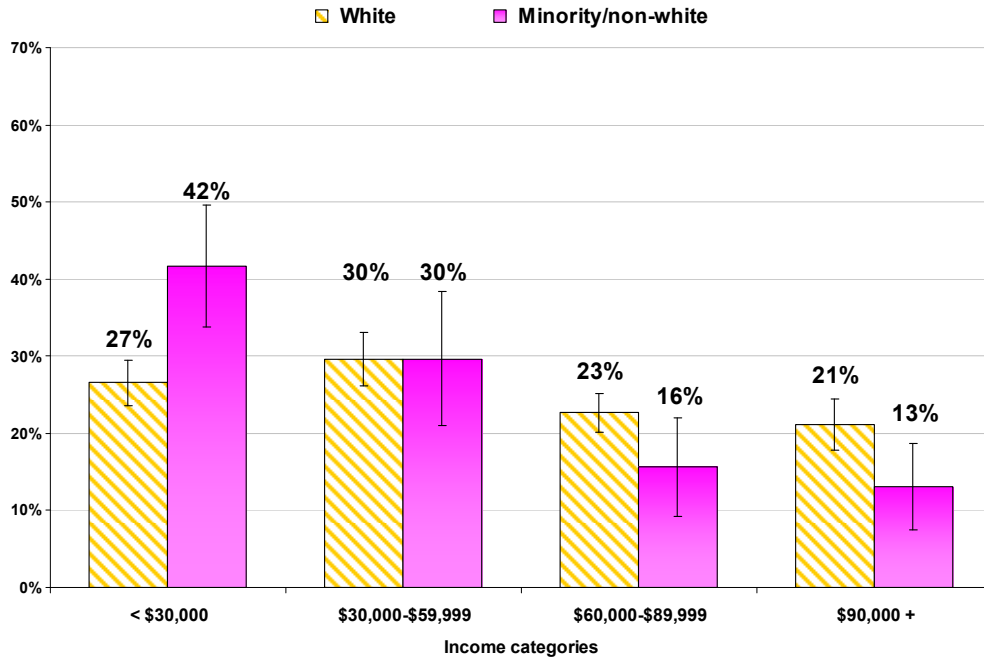
Figure 18: Independent undergraduates by attendance status



Source: National Postsecondary Student Aid Study (NPSAS) 2004

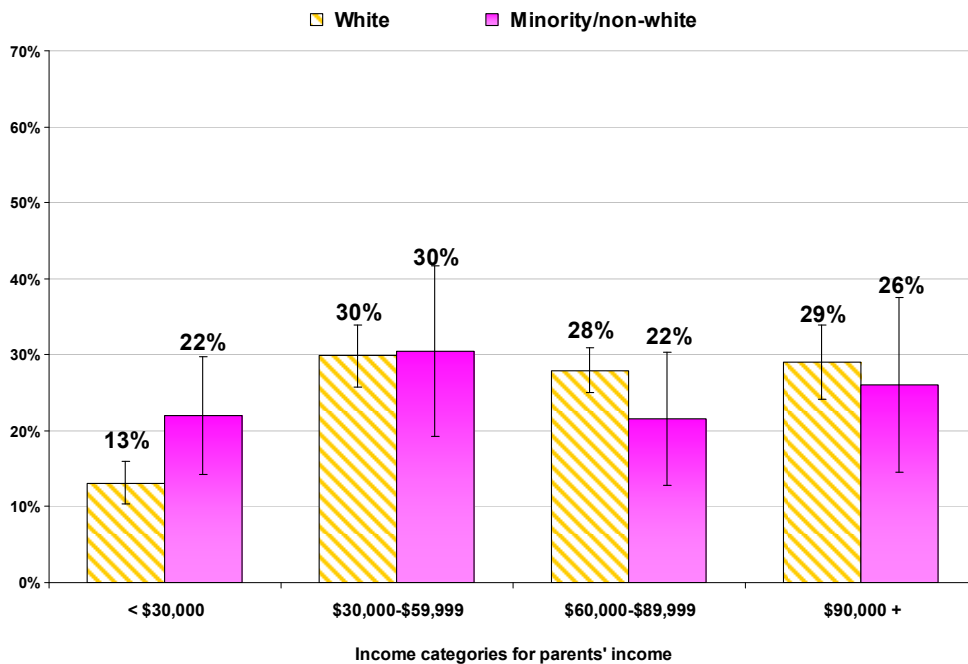
Income distributions for undergraduates in Minnesota by race or ethnic group

Figure 19: All undergraduates by race or ethnic group



Source: National Postsecondary Student Aid Study (NPSAS) 2004

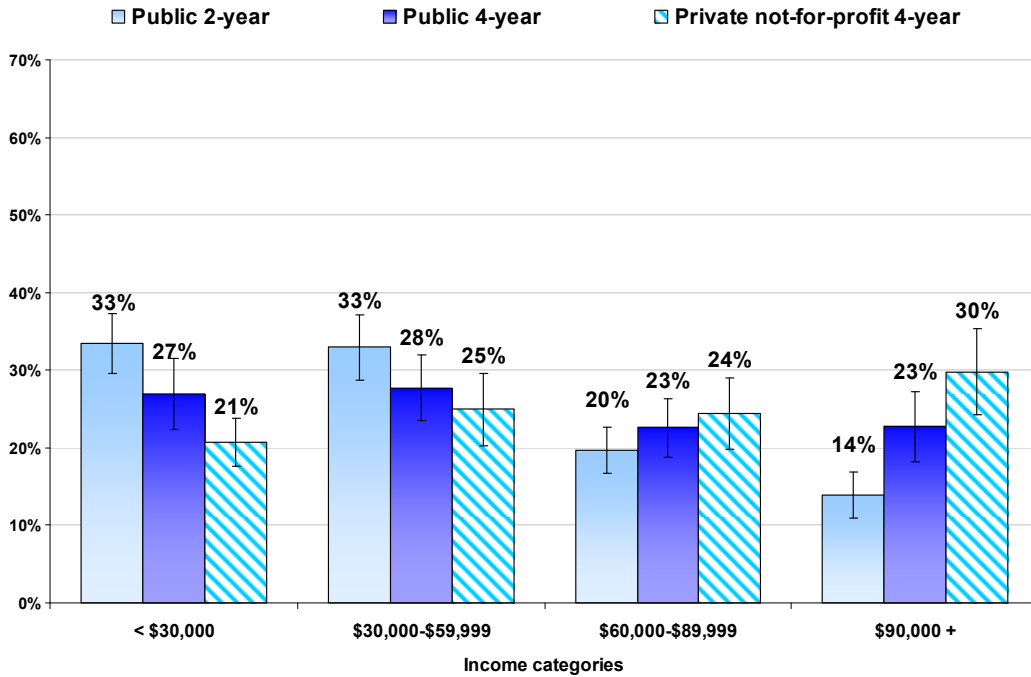
Figure 20: Dependent undergraduates by race or ethnic group



Source: National Postsecondary Student Aid Study (NPSAS) 2004

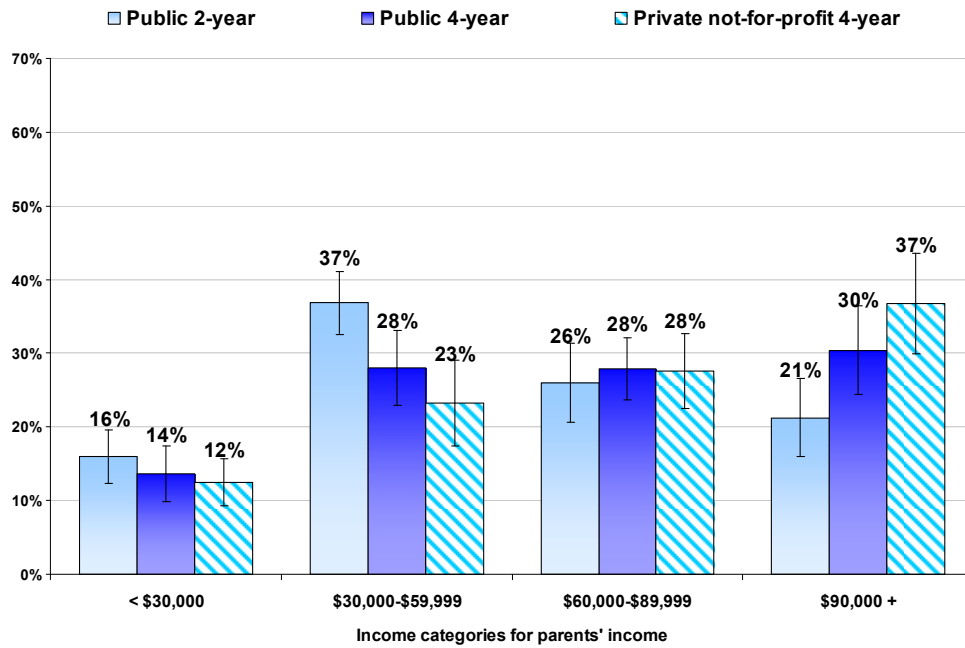
Income distributions for undergraduates in Minnesota by institutional type

Figure 21: All undergraduates by institutional type



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Figure 22: Dependent undergraduates by institutional type



Source: National Postsecondary Student Aid Study (NPSAS) 2004

Discussion

This report is intended as an overview of new demographics information on the undergraduate student population in Minnesota. It provides an overview of the demographics of undergraduates attending Minnesota's post-secondary institutions.

Student demographics are changing and the changes are reflected most at the public two-year colleges where students are more likely to be older, employed and parents.

Public two year colleges serve as an access point for a growing number of non-traditional and first-generation students. More than half of all students (64 percent) reported having enrolled in community colleges (public two-year institutions) at some point in their academic experience. The new information presented in this report prompts further questions:

- Even though non-traditional students are still a fairly small percentage of the entire student population, this group is growing. What are the implications of this change and how are the needs of these students being addressed?
- Minnesota's state demographics are shifting. These shifts are represented by changes in the student body. Will Minnesota's institutions be capable of addressing the needs of students from more diverse backgrounds?
- How does the changing composition of Minnesota's student body affect overall patterns in student finance? What is the role of employment during enrollment in the lives of undergraduate students?

Future research will address some of these questions through further analysis. This research will focus on aspects such as undergraduate employment, first-generation students, community colleges, and the income characteristics of students and their families.

Appendix A

Full time status is defined by the institution based on the credit hours taken by the student during a term. Under federal guidelines, students enrolled for 12 credit hours or more in a term are considered full-time.

Table 5: Definition of attendance status from the NPSAS

Full time/full year	Enrolled 9 or more months full time during 2003-2004; where additional months enrolled could be part time.
Full time/part year	Enrolled less than 9 months during 2003-2004; and enrolled full time in all of these months.
Part time/full year	Enrolled 9 or more months during 2003-2004; but less than 9 months were full time.
Part time/part year	Enrolled less than 9 months during 2003-2004; could be enrolled full time or part time, but not all of these months were full time.

Data source: NPSAS DAS online retrieval system.

Table 6: Definition of independent status from the NPSAS

Criteria for establishing independent status for students:
<ul style="list-style-type: none"> a. Age 24 or older on December 31, 2003 b. A veteran of the U.S. Armed Forces c. Enrolled in a graduate or professional program beyond a bachelor's degree d. Married e. Orphan or ward of the court f. Have legal dependents other than a spouse

Data source: NPSAS DAS online retrieval system.

Appendix B

Appendix B provides tables of the estimates present in the report with their standard errors. The standard error is the estimated standard deviation of the sample. It is calculated by dividing the standard deviation by the square root of the sample size. The standard deviation is the square root of the variance. The standard error can be used to calculate test statistics to check if a statistic is significantly different some hypothesized value or to compare estimates. The standard error can also be used to calculate confidence intervals.

Table 7: Characteristics of undergraduates in Minnesota and the U.S.

	U.S.	Minnesota
Race and ethnicity		
White	63%	85%
	<i>0.76</i>	<i>1.13</i>
Black or African American	14%	6%
	<i>0.62</i>	<i>0.69</i>
Hispanic or Latino	13%	2%
	<i>0.43</i>	<i>0.49</i>
Asian/Pacific Islander	6%	5%
	<i>0.22</i>	<i>0.64</i>
American Indian or Alaska Native	1%	1%
	<i>0.11</i>	<i>0.16</i>
Other, more than one race	3%	2%
	<i>0.11</i>	<i>0.37</i>
English is the primary language		
Yes	88%	94%
	<i>0.39</i>	<i>0.7</i>
No	12%	6%
	<i>0.39</i>	<i>0.7</i>
Parents' place of birth		
Both parents were born in the US	76%	89%
	<i>0.47</i>	<i>0.84</i>
One parent was born in the US	6%	3%
	<i>0.12</i>	<i>0.39</i>
Both parents were not born in the US	18%	9%
	<i>0.43</i>	<i>0.8</i>
Dependency Status		
Dependent	50%	59%
	<i>0.56</i>	<i>1.22</i>
Independent	50%	41%
	<i>0.56</i>	<i>1.22</i>

Standard errors are provided below the estimates (in italics).

Table 8: Characteristics of undergraduates in Minnesota and the U.S. by institution type

	Total	Public 2-year	Public 4-year	Private not-for-profit 4-year
Minnesota				
Dependency status				
Dependent	59%	43%	71%	76%
	1.22	2.30	1.66	2.24
Independent	41%	57%	29%	24%
	1.22	2.30	1.66	2.24
Ever attended community college				
Yes	64%	100%	32%	33%
	1.22	0	1.52	2.63
U.S.				
Dependency status				
Dependent	50%	39%	66%	62%
	0.56	0.89	0.92	1.78
Independent	50%	61%	34%	38%
	0.56	0.89	0.92	1.78
Ever attended community college				
Yes	68%	100%	42%	37%
	0.26	0	0.75	0.9

Table 9: Characteristics of undergraduates in Minnesota by institution type

	Total	Public 2-year	Public 4-year	Private not-for-profit 4-year
Attendance pattern				
Full-time/full-year	47%	44%	47%	58%
	<i>1.33</i>	<i>1.99</i>	<i>1.77</i>	<i>2.73</i>
Part-time and/or part-year	53%	56%	53%	42%
	<i>1.33</i>	<i>1.99</i>	<i>1.77</i>	<i>2.73</i>
Full-time/part-year	21%	18%	28%	16%
	<i>1.16</i>	<i>2.12</i>	<i>1.2</i>	<i>3.4</i>
Part-time/full-year	14%	16%	10%	14%
	<i>1.28</i>	<i>2.05</i>	<i>1.21</i>	<i>2.23</i>
Part-time/part-year	18%	22%	15%	11%
	<i>1.02</i>	<i>1.98</i>	<i>0.95</i>	<i>1.51</i>
Age groups				
15-23 years old	64%	51%	75%	79%
	<i>1.4</i>	<i>2.65</i>	<i>1.4</i>	<i>2.21</i>
24-29 years old	14%	18%	13%	9%
	<i>0.92</i>	<i>1.55</i>	<i>1.23</i>	<i>1.94</i>
30 years old or above	21%	31%	13%	12%
	<i>1.27</i>	<i>2.45</i>	<i>1.59</i>	<i>1.62</i>
Dependency status				
Dependent	59%	43%	71%	76%
	<i>1.22</i>	<i>2.30</i>	<i>1.66</i>	<i>2.24</i>
Independent	41%	57%	29%	24%
	<i>1.22</i>	<i>2.30</i>	<i>1.66</i>	<i>2.24</i>
Race or ethnicity				
White	85%	84%	86%	87%
	<i>1.13</i>	<i>1.76</i>	<i>1.57</i>	<i>2.12</i>
Minority/non-white	15%	16%	14%	13%
	<i>1.13</i>	<i>1.76</i>	<i>1.57</i>	<i>2.12</i>
Black or African American	6%	7%	5%	5%
	<i>0.69</i>	<i>0.95</i>	<i>1.31</i>	<i>1.12</i>
Hispanic or Latino	2%	3%	2%	1%
	<i>0.49</i>	<i>1.04</i>	<i>0.18</i>	<i>0.36</i>
Asian/Pacific Islander	5%	3%	6%	5%
	<i>0.64</i>	<i>0.52</i>	<i>1.34</i>	<i>1.62</i>
American Indian or Alaska Native	1%	1%	1%	0%
	<i>0.16</i>	<i>0.22</i>	<i>0.24</i>	<i>0.3</i>
Other, more than one race	2%	2%	2%	1%
	<i>0.37</i>	<i>0.8</i>	<i>0.57</i>	<i>0.43</i>

Standard errors are provided below the estimates (in italics).

Table 10: Characteristics of undergraduates in Minnesota by institution type

	Total	Public 2-year	Public 4-year	Private not-for-profit 4-year
Hours worked per week				
Did not work	17%	13%	24%	13%
	<i>1.05</i>	<i>1.47</i>	<i>2.01</i>	<i>1.87</i>
< 10 hours	9%	5%	8%	20%
	<i>0.76</i>	<i>1.09</i>	<i>1.28</i>	<i>3.01</i>
10-19 hours	16%	13%	16%	21%
	<i>1.11</i>	<i>1.86</i>	<i>1.9</i>	<i>1.88</i>
20-29 hours	21%	20%	23%	17%
	<i>1.03</i>	<i>1.89</i>	<i>1.61</i>	<i>2.4</i>
30-39 hours	14%	18%	13%	11%
	<i>1.11</i>	<i>1.91</i>	<i>1.56</i>	<i>2.33</i>
40 hours +	23%	32%	15%	16%
	<i>1.37</i>	<i>2.88</i>	<i>1.93</i>	<i>2.06</i>
Parents' educational attainment				
BA or more	26%	36%	19%	17%
	<i>1.02</i>	<i>1.75</i>	<i>2.87</i>	<i>3.34</i>
No college	31%	35%	32%	20%
	<i>1.41</i>	<i>2.99</i>	<i>1.18</i>	<i>2.82</i>
Some college	41%	27%	47%	62%
	<i>1.61</i>	<i>2.61</i>	<i>3.48</i>	<i>2.55</i>
Parents' place of birth				
Both parents were born in the US	89%	91%	89%	87%
	<i>0.84</i>	<i>1.14</i>	<i>1.71</i>	<i>2.67</i>
One parent was born in the US	3%	2%	3%	3%
	<i>0.39</i>	<i>0.52</i>	<i>0.72</i>	<i>0.69</i>
Both parents were not born in the US	9%	7%	8%	10%
	<i>0.8</i>	<i>1.04</i>	<i>1.53</i>	<i>2.3</i>
Undergraduates with children				
Students with dependent children	21%	33%	10%	12%
	<i>1.13</i>	<i>2.31</i>	<i>1.04</i>	<i>2.05</i>
Single-parent students	8%	12%	3%	5%
	<i>0.79</i>	<i>1.51</i>	<i>0.63</i>	<i>1.52</i>
English is the primary language				
Yes	94%	87%	89%	89%
	<i>0.70</i>	<i>0.88</i>	<i>1.63</i>	<i>1.75</i>
No	6%	13%	11%	11%
	<i>0.70</i>	<i>0.88</i>	<i>1.63</i>	<i>1.75</i>

Standard errors are provided below the estimates (in italics).

Table 11: Student responses to questions

	U.S.	Minnesota
Primary role as student or employee		
Not working	22%	17%
	<i>0.26</i>	<i>1.05</i>
A student working to meet expenses	51%	61%
	<i>0.39</i>	<i>1.53</i>
An employee enrolled in school	26%	22%
	<i>0.34</i>	<i>1.14</i>
Reasons for working		
Earn spending money	24%	23%
	<i>0.35</i>	<i>1.77</i>
Pay tuition, fees, or living expenses	63%	66%
	<i>0.42</i>	<i>1.98</i>
Gain job experience	7%	7%
	<i>0.18</i>	<i>0.91</i>
Other	5%	4%
	<i>0.13</i>	<i>0.87</i>

Standard errors are provided below the estimates (in italics).

Table 12: Income distributions for undergraduates in the U.S.

	< \$30,000	\$30,000- \$59,999	\$60,000- \$89,999	\$90,000 +
Dependent Students				
Dependent total	23% <i>0.27</i>	28% <i>0.37</i>	23% <i>0.33</i>	26% <i>0.4</i>
Attendance status				
Full-time/full-year	21% <i>0.33</i>	26% <i>0.38</i>	24% <i>0.36</i>	28% <i>0.39</i>
Part-time and/or part-year	25% <i>0.55</i>	30% <i>0.69</i>	22% <i>0.5</i>	24% <i>0.72</i>
Race-ethnicity				
White	15% <i>0.33</i>	27% <i>0.46</i>	26% <i>0.36</i>	32% <i>0.52</i>
Minority/non-white	38% <i>0.58</i>	29% <i>0.56</i>	17% <i>0.53</i>	16% <i>0.42</i>
Independent Students				
Independent total	57% <i>0.63</i>	25% <i>0.42</i>	12% <i>0.28</i>	7% <i>0.29</i>
Attendance pattern				
Full-time/full-year	71% <i>0.73</i>	19% <i>0.63</i>	7% <i>0.36</i>	3% <i>0.3</i>
Part-time and/or part-year	52% <i>0.73</i>	27% <i>0.5</i>	13% <i>0.32</i>	8% <i>0.35</i>
Race-ethnicity				
White	51% <i>0.75</i>	27% <i>0.5</i>	14% <i>0.37</i>	8% <i>0.4</i>
Minority/non-white	64% <i>0.78</i>	23% <i>0.6</i>	9% <i>0.39</i>	4% <i>0.27</i>

Standard errors are provided below the estimates (in italics).

Table 13: Income distributions for undergraduates in Minnesota

Minnesota	< \$30,000	\$30,000- \$59,999	\$60,000- \$89,999	\$90,000 +
Dependent students				
Dependent total	14% <i>1.1</i>	30% <i>1.66</i>	27% <i>1.43</i>	29% <i>1.98</i>
Attendance pattern				
Full-time/full-year	13% <i>1.63</i>	28% <i>1.85</i>	26% <i>1.68</i>	32% <i>2.07</i>
Part-time and/or part-year	15% <i>2.08</i>	32% <i>2.11</i>	28% <i>2.31</i>	24% <i>3.57</i>
Race-ethnicity				
White	13% <i>1.45</i>	30% <i>2.1</i>	28% <i>1.49</i>	29% <i>2.49</i>
Minority/non-white	22% <i>3.99</i>	30% <i>5.71</i>	22% <i>4.49</i>	26% <i>5.9</i>
Institution type				
Public 2-year	16% <i>1.88</i>	37% <i>2.17</i>	26% <i>2.75</i>	21% <i>2.68</i>
Public 4-year	14% <i>1.91</i>	28% <i>2.62</i>	28% <i>2.13</i>	30% <i>3.06</i>
Private not-for-profit 4-year	12% <i>1.6</i>	23% <i>2.95</i>	28% <i>2.59</i>	37% <i>3.49</i>
Independent students				
Independent total	50% <i>2.09</i>	29% <i>2.48</i>	14% <i>1.31</i>	7% <i>1.57</i>
Attendance pattern				
Full-time/full-year	67% <i>4.72</i>	23% <i>4.36</i>	8% <i>2.06</i>	3% <i>1</i>
Part-time and/or part-year	42% <i>2.62</i>	32% <i>2.32</i>	16% <i>1.88</i>	9% <i>2.02</i>
Race-ethnicity				
White	48% <i>2.48</i>	29% <i>2.6</i>	14% <i>1.79</i>	9% <i>1.96</i>
Minority/non-white	59% <i>6.43</i>	29% <i>6.71</i>	10% <i>3.31</i>	2% <i>1.39</i>
Institution type				
Public 2-year	47% <i>2.77</i>	30% <i>3.49</i>	15% <i>1.75</i>	8% <i>2.11</i>
Public 4-year	59% <i>3.41</i>	27% <i>4.06</i>	10% <i>2.26</i>	4% <i>1.27</i>
Private not-for-profit 4-year	47% <i>5.53</i>	30% <i>4.69</i>	15% <i>4.08</i>	8% <i>5.18</i>

Standard errors are provided below the estimates (in italics).

-
- ¹ First generation student means that neither the mother nor the father attended college.
- ² The minority and non-white populations are younger than current white Minnesota residents (Minnesota Department of Administration, January 12, 2005).
- ³ The first report in the series, “Undergraduate Borrowing in Minnesota”, examines characteristics of undergraduate borrowers in Minnesota.
- ⁴ Data from several other sources- U.S. Census Bureau, Bureau of Labor Statistics, *The Chronicle of Higher Education*, Minnesota State Demographic Center, Minnesota Office of Higher Education, and the Integrated Postsecondary Education Data System- are used to supplement the estimates from the NPSAS. Estimates from different sources may conflict due to sampling differences.
- ⁵ Title IV student aid programs were established by Title IV of the Higher Education Act of 1965 (as amended). This law governs the major federal student grant and loan programs.
- ⁶ Table 5 in Appendix A contains the full definitions for the various categories of attendance status.
- ⁷ The difference is statistically significant at the 95 percent level.
- ⁸ Table 6 in Appendix A contains the criteria to establish independent student status.
- ⁹ Minnesota State Demographic Center, “Minnesota’s Population Continues to Become More Diverse”. Online source: <http://www.mnplan.state.mn.us/resource.html?Id=10959>.
- ¹⁰ The difference in the Asian/Pacific Islander enrollment between public two-year institutions and public four-year institutions is statistically significant at the 95 percent level.
- ¹¹ The difference between the full-time, full-year enrollment of White students and Black and African American students is statistically significant at the 95 percent level.
- ¹² U.S. Census Bureau Quick Facts (<http://quickfacts.census.gov/qfd/states/27000.html>).
- ¹³ The difference between the income distributions of dependent students attending full-time for the full year and those attending part-time or for part of the year is not statistically significant at the 95 percent level.
- ¹⁴ Approximately 50 percent of the independent students in the lowest income category (less than \$30,000) are 24 or 25 years old. The difference between students full-time, full-year independent students and part-time, part-year independent students is statistically significant at the 95 percent level for all income categories except \$30,000-\$59,999.
- ¹⁵ The difference between the white and minority/non-white group for the lowest income category (less than \$30,000) is statistically significant at the 95 percent level.
- ¹⁶ The difference between the white and minority/non-white group for the lowest income category (less than \$30,000) is statistically significant at the 95 percent level.
- ¹⁷ Public two-year estimates are statistically significantly different (at the 95 percent level) from the other two types of institutions for the “\$30,000-\$59,999” and “\$90,000 and greater” income categories. The difference between the income distribution of dependent students in the four-year institutions is not statistically significant at the 95 percent level.
- ¹⁸ The public two-year estimates are statistically significantly different (at the 95 percent level) from the other two sectors for the “\$30,000-\$59,999” and “\$90,000 and greater” income categories. The difference between the income distribution of dependent students in the four-year sectors is not statistically significant at the 95 percent level.