



Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## ALABAMA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Alabama*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# ALABAMA

COLLEGE  
AFFORDABILITY  
RANKING

47

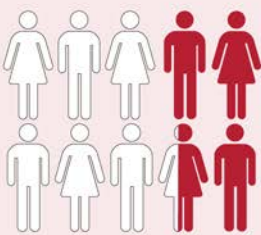
Policy and poverty collide in Alabama, whose poor showing in the college affordability rankings is influenced by the scant provision of state-based financial aid for college students despite widespread poverty among Alabama families. Affordability is further compromised by the high percentage of undergraduates enrolled in public research universities, which are the least affordable of all postsecondary options in the state. To pay the annual educational costs at these institutions, students would need to work nearly 50 hours a week while enrolled full time.

More affordable higher education options do exist for Alabamans. The state ranks in the top 15 in terms of the affordability of public community colleges—and 35 percent of Alabama undergraduates enroll in these institutions. Students would need to work fewer than 20 hours a week to cover the annual costs of attending a two-year college in the state.

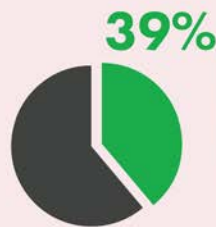
Alabama's performance on college affordability measures will make it challenging for it to close substantial gaps in educational attainment between Blacks and Whites in the state, to address one of the highest levels of childhood poverty in the nation, or to meet projected workforce needs by 2020.

- ▶ The percent of family income needed to cover the cost of attending college full time in Alabama has increased at all types of colleges and universities between 2008 and 2013.
- ▶ Alabama educates nearly 36 percent of its students in public research universities, which cost considerably more than public four-year nondoctoral institutions (39 percent of family income vs. 31 percent of family income).
- ▶ Alabama ranks 14th nationally in providing affordable higher education to students enrolled in public two-year institutions. Alabama students can work less than 20 hours per week and pay the annual costs of higher education at these institutions.
- ▶ Alabama contributes only \$14 per student for need-based financial aid for students to attend public institutions, compared to the national average of \$474.
- ▶ Nearly one third of high school students in Alabama are Black. Black college attainment lags behind White attainment substantially (25 percent vs. 37 percent).
- ▶ Nearly one in three children in Alabama live in poverty.

More Alabama students attend **public research institutions** than any other kind of institution, with **36 percent enrolled**. Families would spend, on average, **39 percent of annual income** to pay for full-time attendance.



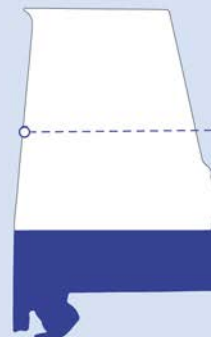
Percentage of students attending public research institutions



Percentage of family income required to pay for full-time attendance

On average, **33 percent** of working-age Alabama state residents (age 25-64) have an associate's degree or higher.

By 2020, **63 percent of jobs will require an associate's degree or higher.**



**63%**

Jobs requiring associate's degree or higher by 2020

**33%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (35 percent of enrollment) **	<b>13</b>	<b>16</b>	<b>14</b>
<b>Public Four-Year Nondoctoral</b> (21 percent of enrollment)	<b>23</b>	<b>31</b>	<b>37</b>
<b>Public Research</b> (36 percent of enrollment)	<b>28</b>	<b>39</b>	<b>48</b>
<b>Private Four-Year Nondoctoral</b> (9 percent of enrollment)	<b>39</b>	<b>48</b>	<b>34</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$16,749**  
Families in Group  
**28%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$38,950**  
Families in Group  
**17%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,746**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,160**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$179,046**  
Families in Group  
**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,743	<b>34</b>
\$30,000—48,000	6,398	<b>16</b>
\$48,000—75,000	8,037	<b>13</b>
\$75,000—110,000	9,715	<b>11</b>
\$110,000 and above	10,386	<b>6</b>

Students would have to work 19 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,194	<b>73</b>
\$30,000—48,000	13,540	<b>35</b>
\$48,000—75,000	15,263	<b>25</b>
\$75,000—110,000	14,702	<b>16</b>
\$110,000 and above	15,168	<b>8</b>

Students would have to work 38 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	14,909	<b>89</b>
\$30,000—48,000	16,302	<b>42</b>
\$48,000—75,000	18,662	<b>31</b>
\$75,000—110,000	20,774	<b>23</b>
\$110,000 and above	21,112	<b>12</b>

Students would have to work 47 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,749**

Families in Group

**28%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$38,950**

Families in Group

**17%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,746**

Families in Group

**22%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,160**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$179,046**

Families in Group

**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	18,717	<b>112</b>
\$30,000–48,000	20,504	<b>53</b>
\$48,000–75,000	22,458	<b>37</b>
\$75,000–110,000	23,247	<b>26</b>
\$110,000 and above	24,226	<b>14</b>

Students would have to work 46 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	5	10	14	474
<b>Other Aid</b>	3	10	7	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	13	17	22	644
<b>Other Aid</b>	85	135	83	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,629 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$6,023 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,686 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,033 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 63 percent of jobs in Alabama will require a postsecondary credential.
- ▶ Alabama is 40th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 34 percent of young adults in Alabama (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 34 percent of working age adults in Alabama (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 33 percent of working age Alabama state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 37 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 25 percent and 20 percent respectively.

## Educational Pipeline in Alabama

- ▶ In 2020, Alabama's public high school graduates are projected to be 29 percent Black and 6 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Alabama are projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Alabama is projected to decline by 1 percent and the percent of graduates that are White is projected to decline by 4 percent while the percent of graduates that are Hispanic is projected to grow by 5 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the decline in Black graduates is above national trends (Black high school graduates are projected to increase 4 percent nationally) and the growth in Hispanic graduates in Alabama is also above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

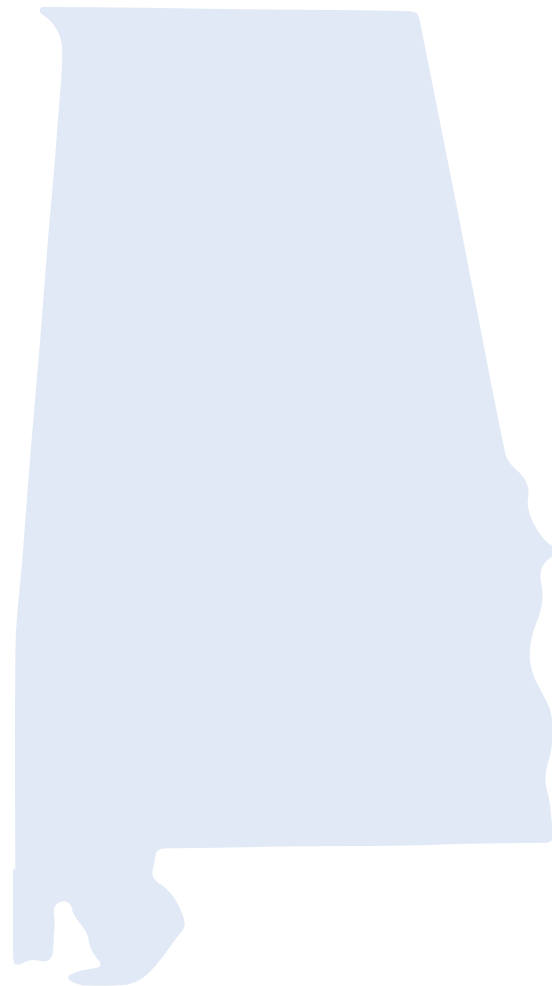


### Children in Poverty

- ▶ The percent of children living in poverty in Alabama increased between 2005 and 2013, from 25 percent to 27 percent.
- ▶ In 2013, Alabama was ranked 40th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Alabama, total student share of state and net tuition revenues per full time student was 28 percent in 1989, 39 percent in 2000, and 66 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## ALASKA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Alaska*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# ALASKA

01

Alaska is the most affordable state for pursuing higher education overall. But attending college poses a serious financial burden for the state's low-income families.

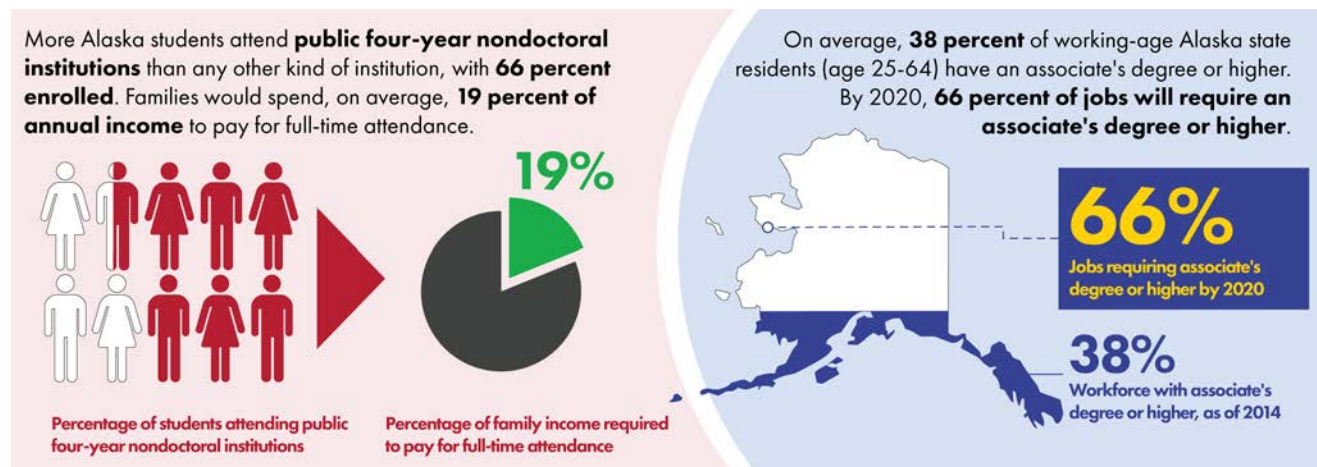
Consider, for example, the difference in share in family income required to attend the University of Alaska, which is the most affordable state public research institution in the country. For the nearly one third of Alaskan families earning \$110,000 or more a year, full-time college costs would require 7 percent of their income, on average. Those same costs would eat up 39 percent of the annual income for families earning less than \$30,000 a year.

Alaska's four-year nondoctoral research colleges are the second most affordable in the country. But to attend these schools, students borrow an average of \$2,689 a year. These borrowing amounts are similar to other lower-ranked states.

While attending these public schools actually required a smaller percentage of a family's income in 2013 than it did in 2008, the state's policies have not been able to close the gap in degree attainment by race and ethnicity. By

2020, 17 percent of Alaska's high school students will be Native American or Alaskan Native. But, as of 2014, only 11 percent of Native American or Alaskan Natives have an associate's degree or higher, compared to 45 percent of Whites.

- ▶ The percent of family income that would be required to attend college full time in Alaska has decreased at public four-year nondoctoral and public research institutions.
- ▶ Nearly a third of Alaskan families earn \$110,000 or more a year, making it the state's largest income group. The share of family income that would be required to attend the state's public four year nondoctoral and public research universities is 7 percent.
- ▶ Families earning less than \$30,000 a year in Alaska face a similar burden when paying for higher education as many families in the lower 48 states. Full-time attendance at a public research institution, for example, would require 39 percent of a family's annual earnings.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (66 percent of enrollment)**	<b>22</b>	<b>19</b>	<b>2</b>
<b>Public Four-Year Nondoctoral</b> (26 percent of enrollment)	<b>26</b>	<b>19</b>	<b>1</b>
<b>Public Research</b> (2 percent of enrollment)	<b>53</b>	<b>57</b>	<b>46</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,669**  
Families in Group  
**14%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,108**  
Families in Group  
**11%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,800**  
Families in Group  
**20%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,168**  
Families in Group  
**23%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$174,470**  
Families in Group  
**32%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,793	<b>38</b>
\$30,000—48,000	7,997	<b>20</b>
\$48,000—75,000	10,146	<b>16</b>
\$75,000—110,000	11,534	<b>13</b>
\$110,000 and above	11,704	<b>7</b>

Students would have to work 27 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,952	<b>39</b>
\$30,000—48,000	8,165	<b>21</b>
\$48,000—75,000	10,657	<b>17</b>
\$75,000—110,000	11,726	<b>13</b>
\$110,000 and above	12,368	<b>7</b>

Students would have to work 26 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,669**  
Families in Group  
**14%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,108**  
Families in Group  
**11%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,800**  
Families in Group  
**20%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$91,168**  
Families in Group  
**23%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$174,470**  
Families in Group  
**32%**

## PERCENT OF FAMILY INCOME needed to attend full time:

### PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	23,599	<b>134</b>
\$30,000–48,000	26,698	<b>68</b>
\$48,000–75,000	25,193	<b>41</b>
\$75,000–110,000	27,442	<b>30</b>
\$110,000 and above	24,099	<b>14</b>

Students would have to work 52 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	30	198	474
<b>Other Aid</b>	0	0	299	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	123	621	644
<b>Other Aid</b>	0	0	135	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,648 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$2,689 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,173 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 66 percent of jobs in Alaska will require a postsecondary credential.
- ▶ Alaska is 28th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 33 percent of young adults in Alaska (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 38 percent of working age adults in Alaska (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

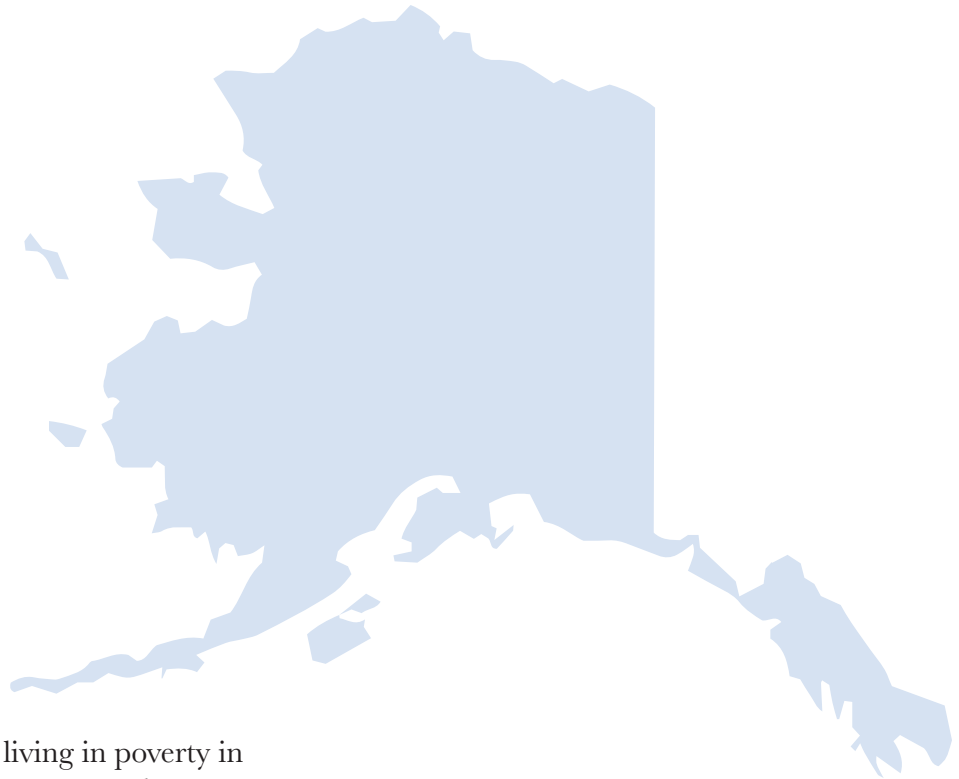
## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 38 percent of working age Alaskan state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 45 percent of Whites have an associate's degree or higher but the other most populous racial groups (Native American and Alaskan Natives and then Asians and Hispanics without about equal share) have attainment of only 11 percent, 32 percent, and 33 percent respectively.

## Educational Pipeline in Alaska

- ▶ In 2020, Alaska's public high school graduates are projected to be 17 percent Native American/Alaska Native, 12 percent Asian and 9 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Alaska are projected to grow by 15 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Native American or Alaskan Native in Alaska is projected to remain constant and the percent of graduates that are White is projected to decline by 3 percent. The percent of graduates that are Asian is projected to grow by 6 percent and the percent of graduates that are Hispanic is projected to decline by 2 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (nationally Whites are projected to decline by 4 percent between 2020 and 2028), the growth in Asian graduates is above national trends (Asian graduates are projected to increase by 1 percent). The flat growth in Native American graduates mirrors national trends (nationally, Native American graduates remain constant between 2020 and 2028) and the decline in Hispanics in Alaska is in the opposite direction of national patterns (Hispanics are projected to increase by 2 percent of national high school graduates between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Alaska decreased between 2005 and 2013, from 15 percent to 13 percent.
- ▶ In 2013 Alaska was ranked 3rd in terms of the percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Alaska, total student share of state and net tuition revenues per full time student was 13 percent in 1989, 22 percent in 2000, and 26 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 and continued to increase after the 2007-08 recession.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**Penn GSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## ARIZONA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Arizona*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)



# ARIZONA

Despite Arizona’s strong standing in the national College Affordability rankings, families in the state may struggle to pay for college expenses. More than half of Arizona undergraduates enroll in public community colleges, which have long been viewed as an affordable path to a college degree. But today this two-year postsecondary option is a significant financial burden for many in the state. Families earning less than \$30,000 per year would have to spend 38 percent of their income to send their children to community college full time.

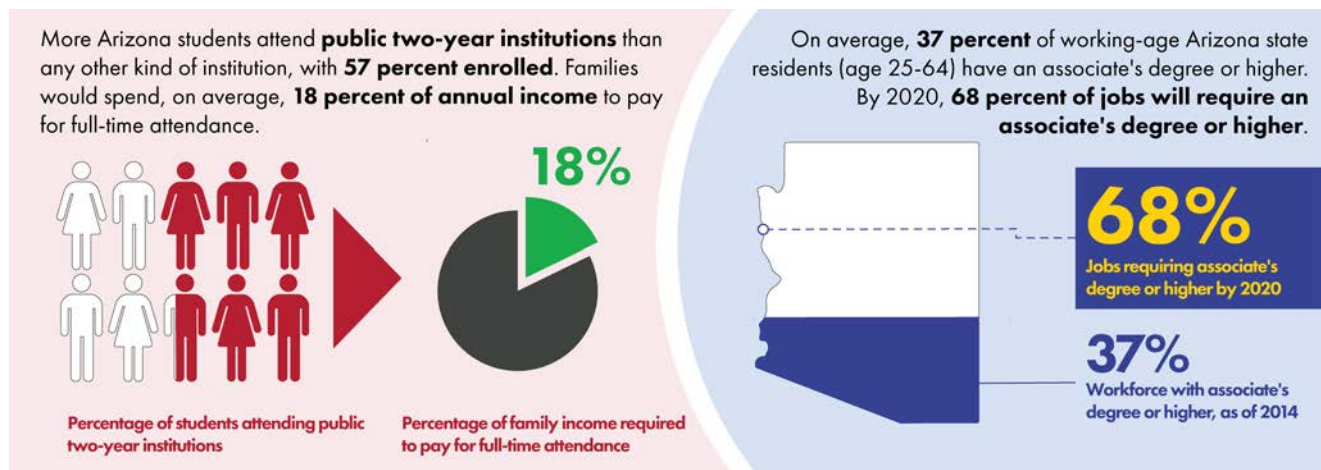
The state does relatively little to minimize the financial strain for its undergraduates. It provides just \$87 in per-student financial aid to attend a public institution, compared with \$474 nationally.

By 2020, 68 percent of jobs in Arizona will require a postsecondary credential, but only 35 percent of young adults (age 25–34) and 37 percent of working-age residents (age 35–64) have an associate’s degree or higher degree.

Affordability is likely a significant factor in the gaps in college attainment between Whites and minorities in the state. Forty-six percent of Whites

ages 24 to 65 have at least an associate’s degree, but just 18 percent of Hispanics and 19 percent of Native Americans in the same age group have earned degrees. This is a problem for a state where 40 percent of all high school graduates will be Hispanic by 2020.

- ▶ One third of Arizona students enroll in public research universities. For those families earning \$30,000 or less, more than half of their annual income would be required to cover the cost of attending college full time.
- ▶ Arizona provides only \$87 per student for need-based financial aid students attending public institutions compared to the national average of \$474.
- ▶ By 2020 nearly 40 percent of Arizona high school graduates will be Hispanic.
- ▶ The percent of children living in poverty in Arizona has increased by 6 percent between 2005 and 2013, from 20 percent to 26 percent.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (57 percent of enrollment) **	18	18	24
<b>Public Four-Year Nondoctoral</b> (9 percent of enrollment)	NA	25	22
<b>Public Research</b> (33 percent of enrollment)	20	27	16
<b>Private Four-Year Nondoctoral</b> (1 percent of enrollment)	54	61	48
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$16,859**  
Families in Group  
**25%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,077**  
Families in Group  
**18%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,761**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,231**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$183,244**  
Families in Group  
**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,486	<b>38</b>
\$30,000—48,000	7,108	<b>18</b>
\$48,000—75,000	8,842	<b>15</b>
\$75,000—110,000	10,245	<b>11</b>
\$110,000 and above	11,101	<b>6</b>

Students would have to work 24 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public community college full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,736	<b>52</b>
\$30,000—48,000	9,085	<b>23</b>
\$48,000—75,000	13,491	<b>22</b>
\$75,000—110,000	16,109	<b>18</b>
\$110,000 and above	17,348	<b>9</b>

Students would have to work 31 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,492	<b>56</b>
\$30,000—48,000	10,415	<b>27</b>
\$48,000—75,000	14,309	<b>24</b>
\$75,000—110,000	16,878	<b>19</b>
\$110,000 and above	18,010	<b>10</b>

Students would have to work 37 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,859**

Families in Group

**25%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,077**

Families in Group

**18%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,761**

Families in Group

**22%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,231**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$183,244**

Families in Group

**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	24,194	<b>144</b>
\$30,000–48,000	24,724	<b>63</b>
\$48,000–75,000	28,372	<b>47</b>
\$75,000–110,000	30,056	<b>33</b>
\$110,000 and above	31,441	<b>17</b>

Students would have to work 62 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	12	62	87	474
<b>Other Aid</b>	0	0	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	86	112	87	644
<b>Other Aid</b>	0	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,126 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,928 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,841 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,270 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 68 percent of jobs in Arizona will require a postsecondary credential.
- ▶ Arizona is 18th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 35 percent of young adults in Arizona (ages 25-34), had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 37 percent of working age adults in Arizona (ages 35-64), had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 37 percent of working age Arizona state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 46 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanic and then Native Americans and Blacks in equal share) have attainment of only 18 percent, 19 percent and 34 percent respectively.

## Educational Pipeline in Arizona

- ▶ In 2020, Arizona's public high school graduates are projected to be 39 percent Hispanic, 5 percent Native American and 8 percent Black.
- ▶ The total number of high school graduates at public institutions in Arizona are projected to decline by 3 percent between 2020 and 2028.
- ▶ The percent of graduates that are White is projected to increase by 2 percent over the same time period. However, the percent of Arizona graduates that are Hispanic is projected to decline by 1 percent, Native American graduates are projected to increase by 1 percent and Black graduates are projected to increase by 5 percent.
- ▶ Many of the demographic trends in Arizona are moving in the opposite direction of national trends. It will have more White high school graduates while the nation is projected to have 4 percent fewer between 2020 and 2028. It will have fewer Hispanic graduates, while the nation will have 2 percent more over the same timeframe. Meanwhile Arizona's projected 1 percent growth in Native American and Black graduates is expected to outpace the flat national trend line.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Arizona increased between 2005 and 2013, from 20 percent to 26 percent.
- ▶ In 2013 Arizona was ranked 37th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Arizona, total student share of state and net tuition revenues per full time student was 27 percent in 1989, 29 percent in 2000, and 57 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## ARKANSAS



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Arkansas*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# ARKANSAS

COLLEGE  
AFFORDABILITY  
RANKING

33

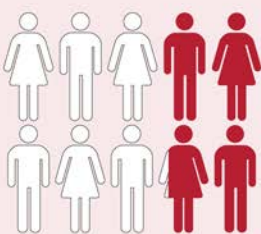
Despite widespread poverty among Arkansas families, the state provides very little need-based financial aid. This means that even the state's least expensive path to a postsecondary degree—its public two-year colleges—poses a significant financial burden to low-income families. These families would need to spend 39 percent of their annual income to attend such institutions full time.

The state does have its successes. For example, Arkansas's public four-year nondoctoral institutions rank among the top half of states in affordability. To attend these institutions full time, students would have to work 29 hours a week. But the state's strong performance in this sector has little effect on students from lower income families, who would need to spend more than half of their income to cover the cost of attending these institutions full time.

Affordability is also among the complex array of factors leading to disparities in college attainment between the Blacks and Whites in the state. Unless the state takes measures now to address college affordability, the substantial gaps in higher education attainment will likely persist.

- ▶ The percent of family income needed to attend college full time in Arkansas has increased at all types of colleges and universities from 2008, with the exception of a slight decrease in public two-year institutions.
- ▶ Arkansas educates nearly 38 percent of its students in public two-year institutions. Students would have to work 20 hours per week to pay for annual costs to attend these institutions full time.
- ▶ Arkansas contributes only \$79 per student in need-based financial aid for students to attend public institutions, compared to the national average of \$474.
- ▶ By 2020, the percentage of Black public high school graduates are projected to be relatively constant at 19 percent and Hispanic high school graduates are projected to be 13 percent.
- ▶ Nearly one in three children in Arkansas lives in poverty. The percent of children in poverty has increased by 3 percent since 2005 and is now at 28 percent.

More Arkansas students attend **public two-year institutions** than any other kind of institution, with **38 percent enrolled**. Families would spend, on average, **18 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **29 percent** of working-age Arkansas state residents (age 25-64) have an associate's degree or higher. By 2020, **59 percent of jobs will require an associate's degree or higher**.



**59%**

Jobs requiring associate's degree or higher by 2020

**29%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (38 percent of enrollment) **	20	18	27
<b>Public Four-Year Nondoctoral</b> (30 percent of enrollment)	22	24	17
<b>Public Research</b> (22 percent of enrollment)	29	30	27
<b>Private Four-Year Nondoctoral</b> (10 percent of enrollment)	30	42	20
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,422**

Families in Group

**29%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$38,869**

Families in Group

**20%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,330**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,021**

Families in Group

**16%**

Income

**\$110,000 and above**

Average Income in Group

**\$178,275**

Families in Group

**13%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,714	<b>39</b>
\$30,000—48,000	6,970	<b>18</b>
\$48,000—75,000	8,908	<b>15</b>
\$75,000—110,000	10,602	<b>12</b>
\$110,000 and above	10,650	<b>6</b>

Students would have to work 20 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,574	<b>55</b>
\$30,000—48,000	9,650	<b>25</b>
\$48,000—75,000	11,499	<b>19</b>
\$75,000—110,000	13,145	<b>14</b>
\$110,000 and above	13,366	<b>7</b>

Students would have to work 29 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,220	<b>64</b>
\$30,000—48,000	12,020	<b>31</b>
\$48,000—75,000	15,170	<b>25</b>
\$75,000—110,000	16,887	<b>19</b>
\$110,000 and above	16,613	<b>9</b>

Students would have to work 38 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,422**

Families in Group

**29%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$38,869**

Families in Group

**20%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,330**

Families in Group

**22%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,021**

Families in Group

**16%**

Income

**\$110,000 and above**

Average Income in Group

**\$178,275**

Families in Group

**13%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	16,961	<b>97</b>
\$30,000–48,000	17,440	<b>45</b>
\$48,000–75,000	20,020	<b>33</b>
\$75,000–110,000	21,795	<b>24</b>
\$110,000 and above	22,454	<b>13</b>

Students would have to work 44 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	21	36	79	474
<b>Other Aid</b>	222	226	1112	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	18	15	38	644
<b>Other Aid</b>	419	322	1239	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,296 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,117 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,420 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,652 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 59 percent of jobs in Arkansas will require a postsecondary credential.
- ▶ Arkansas is 48th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 31 percent of young adults in Arkansas (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 29 percent of working age adults in Arkansas (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 29 percent of working age Arkansas state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 32 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 21 percent and 12 percent respectively.

## Educational Pipeline in Arkansas

- ▶ In 2020, Arkansas's public high school graduates are projected to be 19 percent Black and 13 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Arkansas are projected to grow by 2 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Arkansas is projected to decline by 1 percent and the percent of graduates that are White is projected to decline by 2 percent while the percent of graduates that are Hispanic is projected to grow by 4 percent over the same time period.
- ▶ While the decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanic graduates in Arkansas is above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates between 2020 and 2028) and the decline in Black graduates in Arkansas is in the opposite direction of national trends (Black high school graduates are projected to increase by 1 percent nationally).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Arkansas increased between 2005 and 2013, from 25 percent to 28 percent.
- ▶ In 2013 Arkansas was ranked 42nd in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Arkansas, total student share of state and net tuition revenues per full time student was 27 percent in 1989, 23 percent in 2000, and 42 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## CALIFORNIA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: California*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# CALIFORNIA

COLLEGE  
AFFORDABILITY  
RANKING

04

California remains one of the top states in the nation for affordable postsecondary schooling. The state's widely praised community colleges form the backbone of its system, and the state provides above-average need-based financial aid. But the state's impressive performance may be straining under growing demographic and economic shifts.

A particularly bright spot is California's public two-year institutions, which have become more affordable. The percent of family income required to enroll in these institutions has actually declined since 2008. Students would have to work 21 hours a week on average to pay annual costs of attending these schools full time.

Other postsecondary institutions have become less affordable. Although the state's public research universities have a relatively high affordability ranking nationally, in-state students would have to work more than full time, on average, to pay the costs of attending full time.

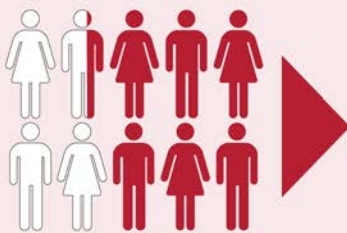
Large degrees of income inequality and significant gaps in college attainment threaten the promise of affordable higher education for many Californians. The income of California families is sharply stratified, with 22 percent of the population making less than \$30,000 per year

and 27 percent making more than \$110,000 per year. Nearly a quarter of young people live in poverty. Very large gaps exist in college attainment between Whites and Hispanics, the largest minority population in California. By 2020, almost half of all high school students will be Hispanic.

In order for California to address these considerable challenges, the state must have a comprehensive strategy in which college affordability is a central policy.

- ▶ The percent of family income that would be required to attend all types of institutions in California, except its community colleges, has increased since 2008.
- ▶ The state has lost ground on college affordability at public nondoctoral and research universities. Students would have to work an average of 33 and 43 hours, respectively, to pay for the annual costs of attending these institutions full time.
- ▶ By 2020, 48 percent of high school students will be Hispanic. As of 2014, Hispanic college attainment lagged behind Whites (18 percent vs. 52 percent).
- ▶ Poverty among children has increased 3 percent since 2005 and is now 22 percent.

More California students attend **public two-year institutions** than any other kind of institution, with **64 percent enrolled**. Families would spend, on average, **16 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **40 percent** of working-age California state residents (age 25-64) have an associate's degree or higher.

By 2020, **67 percent of jobs will require an associate's degree or higher.**



**67%**

Jobs requiring associate's degree or higher by 2020

**40%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (64 percent of enrollment)**	<b>22</b>	<b>16</b>	<b>13</b>
<b>Public Four-Year Nondoctoral</b> (18 percent of enrollment)	<b>19</b>	<b>20</b>	<b>5</b>
<b>Public Research</b> (10 percent of enrollment)	<b>25</b>	<b>27</b>	<b>17</b>
<b>Private Four-Year Nondoctoral</b> (5 percent of enrollment)	<b>51</b>	<b>56</b>	<b>44</b>
<b>Private Research</b> (3 percent of enrollment)	<b>43</b>	<b>46</b>	<b>12</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,035**

Families in Group

**22%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,089**

Families in Group

**15%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,088**

Families in Group

**19%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,802**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$201,394**

Families in Group

**27%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,617	<b>33</b>
\$30,000—48,000	6,462	<b>17</b>
\$48,000—75,000	8,280	<b>14</b>
\$75,000—110,000	9,797	<b>11</b>
\$110,000 and above	11,414	<b>6</b>

Students would have to work 21 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,081	<b>36</b>
\$30,000—48,000	7,676	<b>20</b>
\$48,000—75,000	11,552	<b>19</b>
\$75,000—110,000	16,695	<b>18</b>
\$110,000 and above	18,301	<b>9</b>

Students would have to work 33 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,936	<b>52</b>
\$30,000—48,000	10,276	<b>26</b>
\$48,000—75,000	13,542	<b>22</b>
\$75,000—110,000	20,821	<b>23</b>
\$110,000 and above	27,640	<b>14</b>

Students would have to work 43 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,035**  
Families in Group  
**22%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,089**  
Families in Group  
**15%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,088**  
Families in Group  
**19%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$91,802**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$201,394**  
Families in Group  
**27%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	22,207	<b>130</b>
\$30,000–48,000	23,093	<b>59</b>
\$48,000–75,000	25,463	<b>42</b>
\$75,000–110,000	29,676	<b>32</b>
\$110,000 and above	35,296	<b>18</b>

Students would have to work 66 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	16,707	<b>98</b>
\$30,000–48,000	17,805	<b>46</b>
\$48,000–75,000	22,014	<b>36</b>
\$75,000–110,000	29,458	<b>32</b>
\$110,000 and above	40,719	<b>20</b>

Students would have to work 66 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	314	362	869	474
<b>Other Aid</b>	0	0	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	1759	1763	1545	644
<b>Other Aid</b>	4	0	8	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,343 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,120 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$2,835 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,647 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$247 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 67 percent of jobs in California will require a postsecondary credential.
- ▶ California is 23rd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 40 percent of young adults in California (ages 25-34), had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 40 percent of working age adults in California (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 40 percent of working age California state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 52 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Asians and Blacks) have attainment of 18 percent, 60 percent and 33 percent respectively.

## Educational Pipeline in California

- ▶ In 2020, California's public high school graduates are projected to be 48 percent Hispanic, 16 percent Asian and 5 percent Black.
- ▶ The total number of high school graduates at public institutions in California are projected to decline by 4 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic is projected to increase by 1 percent, the percent of graduates that are Asian is projected to increase by 1 percent and the percent of graduates that are Black in California is projected to remain constant. The percent of graduates that are White is projected to decline by 2 percent over the same time period.
- ▶ While the decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028) the decline in Hispanics and the increase in Asians is similar to national trends (Hispanics are projected to increase by 2 percent and Asian high school graduates are projected to increase by 1 percent nationally). The decline in Black graduates in California is in the opposite direction of national trends (Black graduates are projected to increase 1 percent nationally between 2020 and 2028).

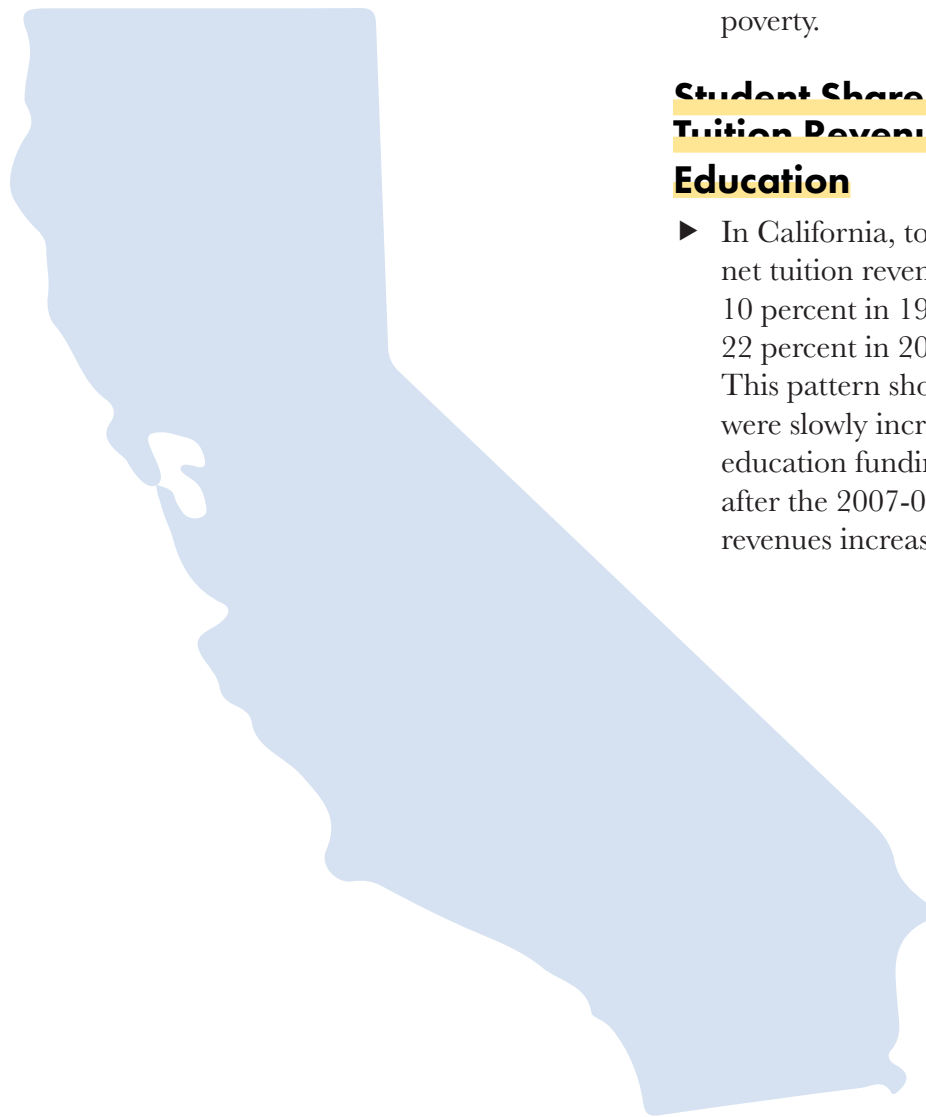
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in California increased between 2005 and 2013, from 19 percent to 22 percent.
- ▶ In 2013 California was ranked 30th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In California, total student share of state and net tuition revenues per full time student was 10 percent in 1989, 11 percent in 2000, and 22 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were slowly increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## COLORADO





Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Colorado*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# COLORADO

COLLEGE  
AFFORDABILITY  
RANKING

31

College has become increasingly more expensive in Colorado at a time when the state's economy will require one of the most educated workforces in the United States.

The state's public two-year and four-year institutions are among the nation's least affordable. Full-time students would have to work 31 hours a week, on average, to cover the cost of attending one of the state's community colleges, and more than 40 hours a week to attend a public four-year institution.

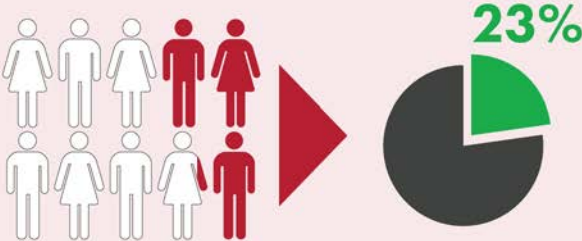
The state has consistently increased need-based aid for public institutions, but this aid has not kept pace with the high cost of attending these institutions. For a student to attend community college full time, for example, low-income families would have to spend almost half of their income. Middle-income families would need to contribute nearly a quarter of their family income to pay for full-time college expenses, while high-income families would need to spend nearly 10 percent of family income.

Colorado's low performance on college affordability will create substantial challenges for its increasingly knowledge-based economy, its rising rates of childhood poverty, and for the state to close substantial gaps in postsecondary

educational attainment between Hispanics and Whites in the state.

- ▶ The percent of family income required to attend college full time has increased in Colorado's four-year nondoctoral colleges and public universities since 2008.
- ▶ Colorado's student population is spread nearly evenly among public-two year, public four-year nondoctoral, and public research institutions.
- ▶ Colorado contributes only \$364 per student need-based financial aid for students to attend public institutions, compared to the national average of \$474.
- ▶ Colorado's high school student population is projected to be 25 percent Hispanic by 2020. As of 2014, however, Hispanic college attainment substantially lagged behind White attainment (20 percent vs. 55 percent).
- ▶ By 2020, 74 percent of jobs in Colorado will require a postsecondary credential. As of 2014, 46 percent of young adults (age 25–34) and 49 percent of working-age adults (age 35–64) in Colorado had an associate's degree or higher.
- ▶ Nearly one in five children in Colorado lives in poverty, a 4 percent increase since 2005.

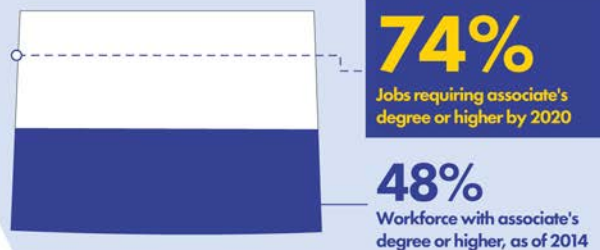
More Colorado students attend **public two-year institutions** than any other kind of institution, with **32 percent enrolled**. Families would spend, on average, **23 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **48 percent** of working-age Colorado state residents (age 25-64) have an associate's degree or higher. By 2020, **74 percent of jobs will require an associate's degree or higher.**



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (32 percent of enrollment) **	<b>24</b>	<b>23</b>	<b>44</b>
<b>Public Four-Year Nondoctoral</b> (30 percent of enrollment)	<b>25</b>	<b>30</b>	<b>33</b>
<b>Public Research</b> (29 percent of enrollment)	<b>29</b>	<b>34</b>	<b>41</b>
<b>Private Four-Year Nondoctoral</b> (6 percent of enrollment)	<b>52</b>	<b>48</b>	<b>35</b>
<b>Private Research</b> (2 percent of enrollment)	<b>58</b>	<b>53</b>	<b>18</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,646**  
Families in Group  
**18%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,185**  
Families in Group  
**15%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,215**  
Families in Group  
**21%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,694**  
Families in Group  
**20%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$189,543**  
Families in Group  
**26%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,361	<b>47</b>
\$30,000—48,000	9,568	<b>24</b>
\$48,000—75,000	11,884	<b>19</b>
\$75,000—110,000	14,062	<b>15</b>
\$110,000 and above	14,633	<b>8</b>

Students would have to work 31 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,589	<b>66</b>
\$30,000—48,000	12,271	<b>31</b>
\$48,000—75,000	14,657	<b>24</b>
\$75,000—110,000	17,054	<b>19</b>
\$110,000 and above	17,297	<b>9</b>

Students would have to work 41 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,284	<b>70</b>
\$30,000—48,000	13,913	<b>36</b>
\$48,000—75,000	18,124	<b>30</b>
\$75,000—110,000	21,978	<b>24</b>
\$110,000 and above	23,245	<b>12</b>

Students would have to work 46 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,646**

Families in Group

**18%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,185**

Families in Group

**15%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,215**

Families in Group

**21%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,694**

Families in Group

**20%**

Income

**\$110,000 and above**

Average Income in Group

**\$189,543**

Families in Group

**26%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	19,453	<b>110</b>
\$30,000–48,000	19,611	<b>50</b>
\$48,000–75,000	22,584	<b>37</b>
\$75,000–110,000	25,210	<b>27</b>
\$110,000 and above	30,148	<b>16</b>

Students would have to work 56 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	19,878	<b>113</b>
\$30,000–48,000	22,235	<b>57</b>
\$48,000–75,000	27,300	<b>45</b>
\$75,000–110,000	29,377	<b>32</b>
\$110,000 and above	39,827	<b>21</b>

Students would have to work 74 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	261	260	364	474
<b>Other Aid</b>	71	0	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	457	334	262	644
<b>Other Aid</b>	19	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,012 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,991 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,786 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,621 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,463 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 74 percent of jobs in Colorado will require a postsecondary credential.
- ▶ Colorado is 3rd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 46 percent of young adults in Colorado (ages 25-34), had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 49 percent of working age adults in Colorado (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 48 percent of working age Colorado state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 55 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Blacks) have attainment of only 20 percent and 34 percent respectively.

## Educational Pipeline in Colorado

- ▶ The total number of high school graduates at public institutions in Colorado are projected to decline by 2 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic is projected to decline by 3 percent and the percent of graduates that are Black is projected to increase by 2 percent in Colorado. The percent of graduates that are White is projected to remain constant over the same time period.
- ▶ While the flat growth of White graduates is above national trends (4 percent decline in White graduates between 2020 and 2028), the decline in Hispanic graduates in Colorado is in the opposite direction of national trends (Hispanics are projected to increase by 2 percent of national high school graduates between 2020 and 2028). The projected increase in Black graduates in Colorado is slightly above national trends (Black high school graduates are projected to increase by only 1 percent nationally).

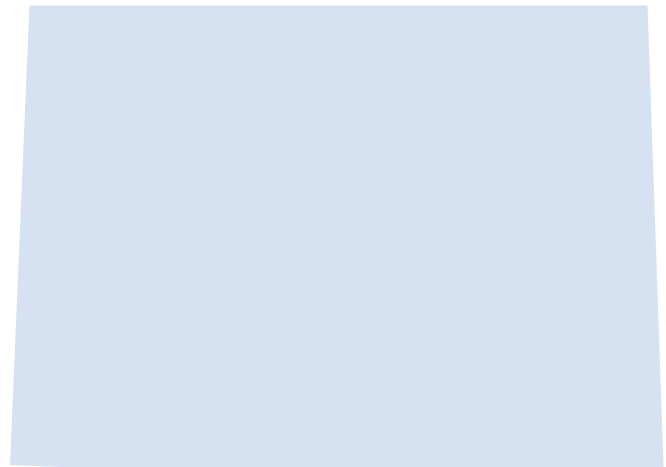
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## Children in Poverty

- ▶ The percent of children living in poverty in Colorado increased between 2005 and 2013, from 14 percent to 18 percent.
- ▶ In 2013 Colorado was ranked 14th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

## Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Colorado, total student share of state and net tuition revenues per full time student was 42 percent in 1989, 45 percent in 2000, and 73 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## CONNECTICUT



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Connecticut*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# CONNECTICUT

21

Connecticut has a largely knowledge-based economy that requires well-educated workers across all levels of society. Meeting that need will be a challenge if the state continues on its current split path. Although it has some of the most affordable two-year colleges and private research universities in the nation, its public four-year colleges and universities are among the nation's least affordable.

One third of Connecticut students are enrolled in public two-year institutions. Students would have to work, on average, 17 hours a week to attend these colleges full time. That weekly workload would more than double for students attending four-year public institutions in the state full time.

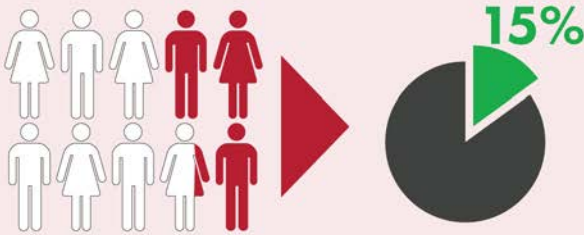
The state contributes below the national average for per-student financial aid, an affordability factor that hits the neediest families the hardest. Lower income families would need more than two thirds of their family income to pay for full-time expenses at four-year public colleges and universities.

By 2020, 70 percent of jobs in Connecticut will require a postsecondary credential. But the state's inconsistent performance on college affordability will make it difficult to meet this need, or to close

substantial gaps in college attainment between Hispanics and Whites in the state.

- ▶ In Connecticut, the percent of family income needed to attend college has increased since 2008 at all but private research institutions, which enroll the smallest number of students.
- ▶ Connecticut enrolls a third of its students in its public two-year institutions. Students would have to work 17 hours a week while attending full time to pay for annual educational costs.
- ▶ Connecticut contributes \$290 per student need-based financial aid for students to attend public institutions, compared to the national average of \$474.
- ▶ Projections show that 16 percent of Connecticut's public high school graduates will be Hispanic by 2020. In 2014, Hispanic higher educational attainment substantially lagged behind White attainment, 23 percent versus 54 percent.
- ▶ By 2020, 70 percent of jobs in Connecticut will require a postsecondary credential. As of 2014, 48 percent of young adults (age 25–34) and 48 percent of working-age adults in (age 35–64) had an associate's degree or higher.

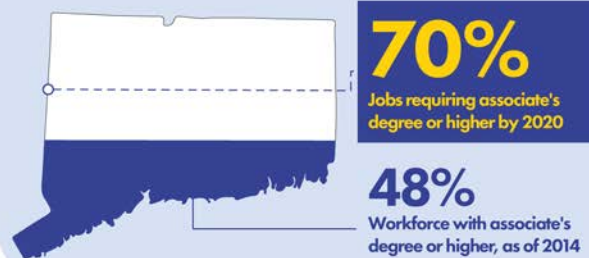
More Connecticut students attend **public two-year institutions** than any other kind of institution, with **33 percent enrolled**. Families would spend, on average, **15 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **48 percent** of working-age Connecticut state residents (age 25-64) have an associate's degree or higher. By 2020, **70 percent of jobs will require an associate's degree or higher**.



**70%**  
Jobs requiring associate's degree or higher by 2020

**48%**  
Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (33 percent of enrollment)**	<b>14</b>	<b>15</b>	<b>6</b>
<b>Public Four-Year Nondoctoral</b> (23 percent of enrollment)	<b>27</b>	<b>30</b>	<b>35</b>
<b>Public Research</b> (12 percent of enrollment)	<b>22</b>	<b>36</b>	<b>45</b>
<b>Private Four-Year Nondoctoral</b> (23 percent of enrollment)	<b>48</b>	<b>56</b>	<b>45</b>
<b>Private Research</b> (9 percent of enrollment)	<b>50</b>	<b>37</b>	<b>10</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,985**

Families in Group

**15%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,190**

Families in Group

**12%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,448**

Families in Group

**18%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,981**

Families in Group

**20%**

Income

**\$110,000 and above**

Average Income in Group

**\$216,464**

Families in Group

**35%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,734	<b>34</b>
\$30,000—48,000	6,253	<b>16</b>
\$48,000—75,000	6,891	<b>11</b>
\$75,000—110,000	9,182	<b>10</b>
\$110,000 and above	11,715	<b>5</b>

Students would have to work 17 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,328	<b>67</b>
\$30,000—48,000	12,560	<b>32</b>
\$48,000—75,000	14,550	<b>24</b>
\$75,000—110,000	17,562	<b>19</b>
\$110,000 and above	19,329	<b>9</b>

Students would have to work 35 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,936	<b>76</b>
\$30,000—48,000	14,904	<b>38</b>
\$48,000—75,000	17,957	<b>29</b>
\$75,000—110,000	21,656	<b>24</b>
\$110,000 and above	24,608	<b>11</b>

Students would have to work 49 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,985**

Families in Group

**15%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,190**

Families in Group

**12%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,448**

Families in Group

**18%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,981**

Families in Group

**20%**

Income

**\$110,000 and above**

Average Income in Group

**\$216,464**

Families in Group

**35%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	22,109	<b>130</b>
\$30,000–48,000	23,621	<b>60</b>
\$48,000–75,000	25,986	<b>42</b>
\$75,000–110,000	29,899	<b>33</b>
\$110,000 and above	37,330	<b>17</b>

Students would have to work 68 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	13,953	<b>82</b>
\$30,000–48,000	15,175	<b>39</b>
\$48,000–75,000	16,685	<b>27</b>
\$75,000–110,000	21,456	<b>23</b>
\$110,000 and above	31,550	<b>15</b>

Students would have to work 56 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	228	221	290	474
<b>Other Aid</b>	52	85	47	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	387	0	644
<b>Other Aid</b>	412	50	356	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,337 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,244 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,511 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,277 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$288 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 70 percent of jobs in Connecticut will require a postsecondary credential.
- ▶ Connecticut is 13th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 48 percent of young adults in Connecticut (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 48 percent of working age adults in Connecticut (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

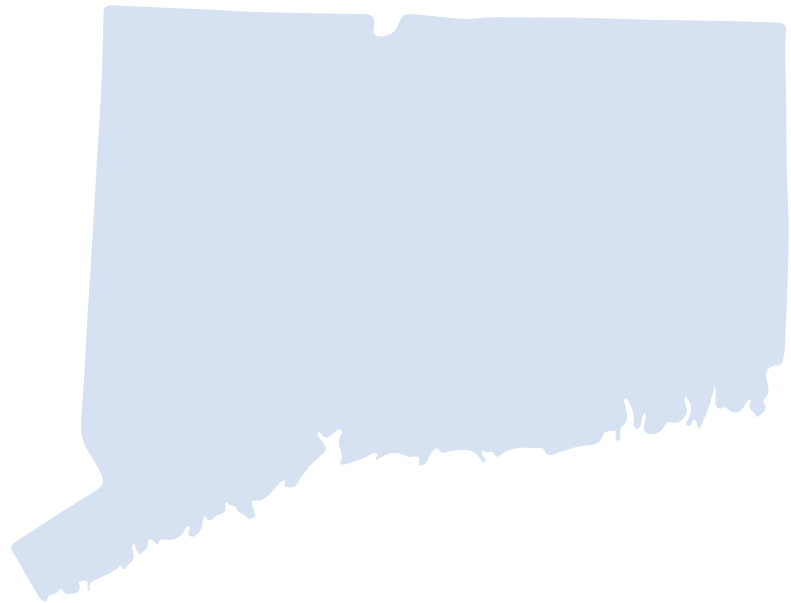
## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 48 percent of working age Connecticut state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 54 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Blacks) have attainment of only 23 percent and 30 percent respectively.

## Educational Pipeline in Connecticut

- ▶ In 2020, Connecticut's public high school graduates are projected to be 16 percent Hispanic and 12 percent Black.
- ▶ The total number of high school graduates at public institutions in Connecticut are projected to decline by 10 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic are projected to increase by 5 percent and the percent of graduates that are Black in Connecticut is projected to increase by 1 percent. White high school graduates are projected to decline by 8 percent over the same time period.
- ▶ While the decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanics in Connecticut is above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028), and increase in Blacks is similar to national patterns (Black high school graduates are projected to increase 1 percent nationally).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Connecticut increased between 2005 and 2013, from 12 percent to 14 percent.
- ▶ In 2013 Connecticut was ranked 4th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Connecticut, total student share of state and net tuition revenues per full time student was 20 percent in 1989, 30 percent in 2000, and 52 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## DELAWARE



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Delaware*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# DELAWARE

COLLEGE  
AFFORDABILITY  
RANKING

16

Nearly 30 percent of undergraduates in Delaware enroll at public two-year institutions and pay, on average, about 17 percent of their income to pay for educational expenses. Students would have to work more than 20 hours a week to pay educational expenses at these institutions. Lower income families would need more than a third of their annual income to cover these costs. But the state's only public research university, the University of Delaware, has become increasingly unaffordable.

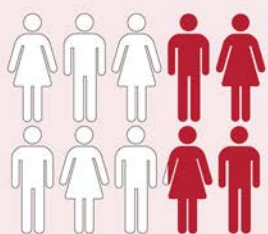
Delaware enrolls nearly 40 percent of students in the University of Delaware, where the percent of family income needed to attend college full time has increased since 2008. Students would have to work an average of 40 hours a week to pay for the annual costs of attending this university full time. For the 18 percent of Delaware families earning less than \$30,000 per year, the cost of attending this institution full time would eat up more than half of their annual pay.

In 2020, 30 percent of the state's high school students will be Black. But as of 2014, there were significant gaps in higher educational attainment between Whites and Blacks, the largest

minority group. Delaware will have to develop a more comprehensive strategy focused on affordability at all sectors to address substantial educational attainment gaps and workforce needs.

- ▶ The percent of family income required to attend all public four-year colleges and universities has increased in Delaware since 2008.
- ▶ Delaware enrolls 39 percent of its students in its public research institution. Students would have to work 40 hours a week, on average, to pay for annual educational costs while attending college full time.
- ▶ Delaware provides \$387 per student in need-based financial aid to attend public institutions, compared to the national average of \$474.
- ▶ By 2020, 30 percent of high school students in Delaware will be Black. As of 2014, a large gap existed in educational attainment between Whites and Blacks (43 percent vs. 31 percent).

More Delaware students attend **public research institutions** than any other kind of institution, with **39 percent enrolled**. Families would spend, on average, **29 percent of annual income** to pay for full-time attendance.



Percentage of students attending public research institutions



Percentage of family income required to pay for full-time attendance

On average, **40 percent** of working-age Delaware state residents (age 25-64) have an associate's degree or higher.

By 2020, **63 percent of jobs will require an associate's degree or higher.**



**63%**

Jobs requiring associate's degree or higher by 2020

**40%**

Workforce with associate's degree or higher, as of 2014



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (29 percent of enrollment) **	19	17	20
<b>Public Four-Year Nondoctoral</b> (8 percent of enrollment)	20	36	46
<b>Public Research</b> (39 percent of enrollment)	26	29	23
<b>Private Four-Year Nondoctoral</b> (5 percent of enrollment)	47	44	25
<b>Private Research</b> (19 percent of enrollment)	38	34	7

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,551**  
Families in Group  
**18%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,391**  
Families in Group  
**15%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,663**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,078**  
Families in Group  
**20%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$182,650**  
Families in Group  
**25%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,320	<b>36</b>
\$30,000—48,000	7,087	<b>18</b>
\$48,000—75,000	8,933	<b>15</b>
\$75,000—110,000	10,450	<b>11</b>
\$110,000 and above	10,805	<b>6</b>

Students would have to work 23 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	15,073	<b>86</b>
\$30,000—48,000	15,922	<b>40</b>
\$48,000—75,000	16,360	<b>27</b>
\$75,000—110,000	15,993	<b>18</b>
\$110,000 and above	15,708	<b>9</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,643	<b>61</b>
\$30,000—48,000	11,086	<b>28</b>
\$48,000—75,000	13,950	<b>23</b>
\$75,000—110,000	18,621	<b>20</b>
\$110,000 and above	21,523	<b>12</b>

Students would have to work 40 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,551**  
Families in Group  
**18%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,391**  
Families in Group  
**15%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,663**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,078**  
Families in Group  
**20%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$182,650**  
Families in Group  
**25%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	18,538	<b>106</b>
\$30,000—48,000	17,095	<b>43</b>
\$48,000—75,000	20,279	<b>33</b>
\$75,000—110,000	21,738	<b>24</b>
\$110,000 and above	23,568	<b>13</b>

Students would have to work 55 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	14,296	<b>81</b>
\$30,000—48,000	14,648	<b>37</b>
\$48,000—75,000	15,621	<b>26</b>
\$75,000—110,000	16,184	<b>18</b>
\$110,000 and above	16,729	<b>9</b>

Students would have to work 41 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	376	134	387	474
<b>Other Aid</b>	13	296	200	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	0	0	644
<b>Other Aid</b>	14	58	35	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,048 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,063 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$5,480 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,852 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$826 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 63 percent of jobs in Delaware will require a postsecondary credential.
- ▶ Delaware is 37th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 42 percent of young adults in Delaware (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 40 percent of working age adults in Delaware (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 40 percent of working age Delaware state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 43 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 31 percent and 22 percent respectively.

## Educational Pipeline in Delaware

- ▶ In 2020, Delaware's public high school graduates are projected to be 30 percent Black and 12 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Delaware are projected to grow by 4 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black is projected to increase by 3 percent and the percent of graduates that are Hispanic in Delaware is projected to increase by 1 percent. White high school graduates are projected to decline by 3 percent over the same time period.
- ▶ The decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028). The growth in Black graduates is also similar to national patterns (Black graduates are projected to increase 1 percent nationally) as is the growth in Hispanics (Hispanics are projected to increase by 2 percent of graduates between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Delaware increased between 2005 and 2013, from 15 percent to 17 percent.
- ▶ In 2013 Delaware was ranked 12th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Delaware, total student share of state and net tuition revenues per full time student was 46 percent in 1989, 55 percent in 2000, and 73 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## FLORIDA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Florida*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# FLORIDA

COLLEGE  
AFFORDABILITY  
RANKING

30

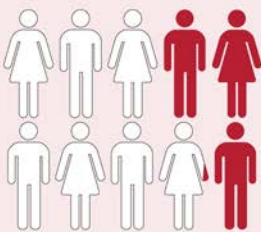
Florida is doing some things right. Its public four-year nondoctoral institutions are among of the most affordable in the nation. But the state's below-average investment in need-based aid, coupled with its high poverty rate, adds up to a below-average college affordability ranking.

Florida enrolls nearly a third of its undergraduates in the state's public four-year nondoctoral institutions. Families, on average, would have to dedicate 20 percent of their income to cover full-time expenses at these institutions. The state's other lower-cost alternative, public two-year colleges, enrolls 28 percent of undergraduates. Students would have to work, on average, 24 hours a week cover the expenses of attending these institutions full time.

Still, the burden of paying for higher education is heavy for the 26 percent of Florida families earning \$30,000 a year or less. The state provides almost \$300 less than the national average per-student in need-based financial aid. This is likely a contributing factor to the persistence of racial and ethnic disparities in college attainment.

- ▶ For families earning \$30,000 or less per year, 42 percent of family income would be required to attend the state's public four-year nondoctoral institutions full time. For families earning \$110,000 or more per year, only 6 percent of family income would be required to attend these institutions full time.
- ▶ For families earning \$30,000 or less per year, 38 percent of family income would be required to attend the state's public two-year colleges full time. For families earning \$110,000 or more per year, merely 6 percent of family income would be required to attend these institutions full time.
- ▶ The state provides \$180 per student in need-based financial aid to attend public institutions, compared to the national average of \$474.
- ▶ Higher educational attainment by race and ethnicity varies considerably. On average, 43 percent of Whites have an associate's degree or higher, compared to 33 of Hispanics, 27 percent of Blacks, and 58 percent of Asians.
- ▶ In Florida, nearly one in four children lives in poverty.

More Florida students attend **public four-year nondoctoral institutions** than any other kind of institution, with **31 percent enrolled**. Families would spend, on average, **20 percent of annual income** to pay for full-time attendance.



Percentage of students attending public four-year nondoctoral institutions



Percentage of family income required to pay for full-time attendance

On average, **39 percent** of working-age Florida state residents (age 25-64) have an associate's degree or higher. By 2020, **65 percent of jobs will require an associate's degree or higher**.



**65%**

Jobs requiring associate's degree or higher by 2020

**39%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (28 percent of enrollment) **	15	18	30
<b>Public Four-Year Nondoctoral</b> (31 percent of enrollment)	21	20	4
<b>Public Research</b> (26 percent of enrollment)	17	26	11
<b>Private Four-Year Nondoctoral</b> (13 percent of enrollment)	42	51	37
<b>Private Research</b> (2 percent of enrollment)	48	61	25

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,425**

Families in Group

**26%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,000**

Families in Group

**19%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,810**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,945**

Families in Group

**16%**

Income

**\$110,000 and above**

Average Income in Group

**\$196,389**

Families in Group

**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,573	<b>38</b>
\$30,000—48,000	7,507	<b>19</b>
\$48,000—75,000	9,301	<b>15</b>
\$75,000—110,000	11,006	<b>12</b>
\$110,000 and above	11,184	<b>6</b>

Students would have to work 24 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,334	<b>42</b>
\$30,000—48,000	8,288	<b>21</b>
\$48,000—75,000	10,494	<b>17</b>
\$75,000—110,000	12,306	<b>14</b>
\$110,000 and above	12,737	<b>6</b>

Students would have to work 26 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,528	<b>55</b>
\$30,000—48,000	10,803	<b>28</b>
\$48,000—75,000	13,275	<b>22</b>
\$75,000—110,000	15,480	<b>17</b>
\$110,000 and above	16,860	<b>9</b>

Students would have to work 35 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,425**  
Families in Group  
**26%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,000**  
Families in Group  
**19%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$60,810**  
Families in Group  
**22%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$90,945**  
Families in Group  
**16%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$196,389**  
Families in Group  
**18%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	20,563	<b>118</b>
\$30,000–48,000	21,285	<b>55</b>
\$48,000–75,000	23,497	<b>39</b>
\$75,000–110,000	25,106	<b>28</b>
\$110,000 and above	27,297	<b>14</b>

Students would have to work 58 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	24,212	<b>139</b>
\$30,000–48,000	25,412	<b>65</b>
\$48,000–75,000	27,975	<b>46</b>
\$75,000–110,000	31,723	<b>35</b>
\$110,000 and above	35,615	<b>18</b>

Students would have to work 74 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	139	181	180	474
<b>Other Aid</b>	413	608	488	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	211	270	227	644
<b>Other Aid</b>	334	415	298	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,386 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,448 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$1,990 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,361 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,865 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 65 percent of jobs in Florida will require a postsecondary credential.
- ▶ Florida is 32nd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 39 percent of young adults in Florida (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 39 percent of working age adults in Florida (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

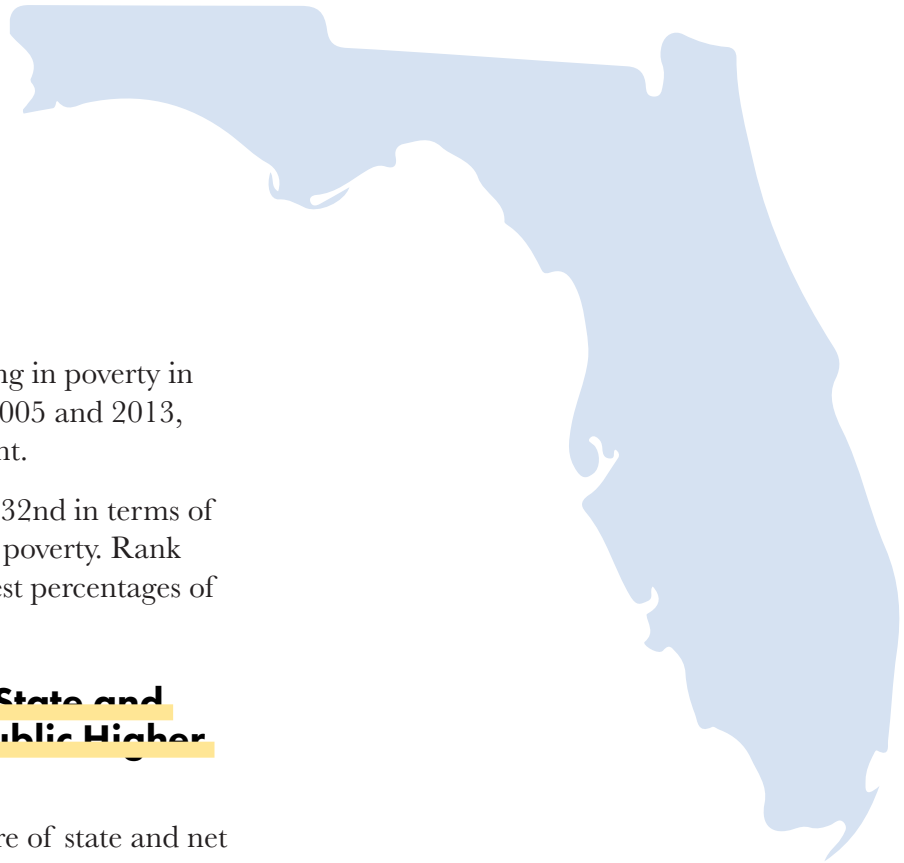
- ▶ As of 2014, on average 39 percent of working age Florida state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 43 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Blacks and Asians) have attainment of 33 percent, 27 percent and 58 percent respectively.

## Educational Pipeline in Florida

- ▶ In 2020, Florida's public high school graduates are projected to be 31 percent Hispanic, 20 percent Black, and 4 percent Asian.
- ▶ The total number of high school graduates at public institutions in Florida are projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic is projected to grow by 3 percent, Black high school graduates are projected to remain constant and Asian graduates in Florida are projected to grow by 1 percent. White high school graduates in Florida are projected to decline by 4 percent over the same time period.
- ▶ The decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), as is the growth in Hispanic and Asian graduates in Florida (Hispanics are projected to increase by 2 percent and Asians are projected to grow by 1 percent of graduates between 2020 and 2028). The flat growth of Black graduates is slightly below the national average (Black graduates are projected to increase 1 percent nationally).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





### **Children in Poverty**

- ▶ The percent of children living in poverty in Florida increased between 2005 and 2013, from 18 percent to 24 percent.
- ▶ In 2013 Florida was ranked 32nd in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Florida, total student share of state and net tuition revenues per full time student was 17 percent in 1989, 25 percent in 2000, and 35 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## GEORGIA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Georgia*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# GEORGIA

COLLEGE  
AFFORDABILITY  
RANKING

35

The large portion of families living in poverty in Georgia, combined with a complete absence of state need-based financial aid, help to explain Georgia's below-average performance on the College Affordability rankings.

Most undergraduates in the state enroll in public four-year nondoctoral institutions and technical colleges, both of which are costly for the state's neediest students. For families earning \$30,000 or less per year, costs of attending full time would eat up 67 percent of their annual income at public four-year nondoctoral institutions, and 27 percent of their income at one of the state's technical institutions.

Georgia's public two-year colleges are among the most affordable in the nation. However, these institutions enroll only 14 percent of all undergraduates.

By 2020, 65 percent of jobs in Georgia will require a postsecondary credential. As of 2014, however, only 38 percent of working age Georgia state residents (25-64) have an associate's degree or higher, and educational attainment varies by race/ethnicity.

Georgia must address college affordability for those who could use the most assistance if it is

to address persistent levels of poverty, increase overall levels of educational attainment, and close economically damaging gaps between Whites, Blacks, and Hispanics.

- ▶ College affordability has declined at all types of higher education institutions, except for Georgia technical institutions, since 2008.
- ▶ Georgia makes no investment in need-based financial aid for low-income students while investing more than five times the national average in financial aid awarded based on criteria other than financial need.
- ▶ Slightly more than one quarter of Georgia families earn \$30,000 or less per year.
- ▶ Students would have to work, on average, 35 hours per week to cover the cost of enrolling full time in public four-year nondoctoral institutions or public research institutions.
- ▶ Forty-three percent of Whites have an associate's degree or higher while only 31 percent of Blacks and 18 percent of Hispanics have earned these credentials.
- ▶ One quarter of children live in poverty.

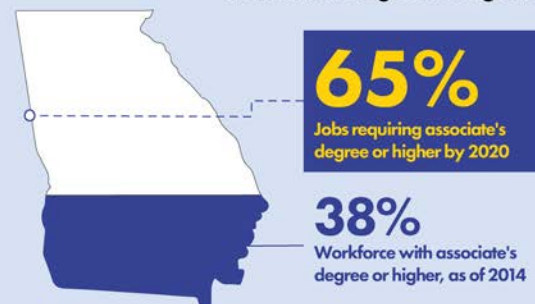
More Georgia students attend **public four-year nondoctoral institutions** than any other kind of institution, with **37 percent enrolled**. Families would spend, on average, **29 percent of annual income** to pay for full-time attendance.



Percentage of students attending public four-year nondoctoral institutions

Percentage of family income required to pay for full-time attendance

On average, **38 percent** of working-age Georgia state residents (age 25-64) have an associate's degree or higher. By 2020, **65 percent of jobs will require an associate's degree or higher**.



**65%**

Jobs requiring associate's degree or higher by 2020

**38%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (14 percent of enrollment) **	14	15	4
<b>Public Four-Year Nondoctoral</b> (37 percent of enrollment)	24	29	31
<b>Public Research</b> (16 percent of enrollment)	21	28	18
<b>Private Four-Year Nondoctoral</b> (10 percent of enrollment)	49	55	43
<b>Private Research</b> (3 percent of enrollment)	45	53	17
<b>Technical Colleges</b> (21 percent of enrollment)	15	13	

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$16,633**  
Families in Group  
**26%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,000**  
Families in Group  
**17%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,945**  
Families in Group  
**21%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,233**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$188,450**  
Families in Group  
**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	4,861	<b>29</b>
\$30,000—48,000	5,554	<b>14</b>
\$48,000—75,000	7,550	<b>12</b>
\$75,000—110,000	9,245	<b>10</b>
\$110,000 and above	10,043	<b>5</b>

Students would have to work 18 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,098	<b>67</b>
\$30,000—48,000	11,931	<b>31</b>
\$48,000—75,000	14,365	<b>24</b>
\$75,000—110,000	15,903	<b>17</b>
\$110,000 and above	16,140	<b>9</b>

Students would have to work 35 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,840	<b>59</b>
\$30,000—48,000	11,542	<b>30</b>
\$48,000—75,000	14,092	<b>23</b>
\$75,000—110,000	15,918	<b>17</b>
\$110,000 and above	16,471	<b>9</b>

Students would have to work 35 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# PERCENT OF FAMILY INCOME needed to attend full time:

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$16,633**  
Families in Group  
**26%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,000**  
Families in Group  
**17%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,945**  
Families in Group  
**21%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,233**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$188,450**  
Families in Group  
**19%**

### PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	22,122	<b>133</b>
\$30,000—48,000	22,975	<b>59</b>
\$48,000—75,000	25,203	<b>41</b>
\$75,000—110,000	26,590	<b>29</b>
\$110,000 and above	27,535	<b>15</b>

Students would have to work 54 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

### PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	22,122	<b>133</b>
\$30,000—48,000	22,975	<b>59</b>
\$48,000—75,000	25,203	<b>41</b>
\$75,000—110,000	26,590	<b>29</b>
\$110,000 and above	27,535	<b>15</b>

Students would have to work 79 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

### TECHNICAL COLLEGE

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	4,463	<b>27</b>
\$30,000—48,000	5,170	<b>13</b>
\$48,000—75,000	7,043	<b>12</b>
\$75,000—110,000	8,749	<b>10</b>
\$110,000 and above	9,801	<b>5</b>

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	4	0	0	474
<b>Other Aid</b>	1390	1468	1528	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	8	0	0	644
<b>Other Aid</b>	1398	845	1226	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,595 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,416 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,397 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,932 annually.
- ▶ Students who enroll at technical colleges typically borrow \$1,381 annually.
- ▶ Students who enroll at public two-year institutions borrow \$2,329 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 65 percent of jobs in Georgia will require a postsecondary credential.
- ▶ Georgia is 30th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 37 percent of young adults in Georgia (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 38 percent of working age adults in Georgia (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 38 percent of working age Georgia state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 43 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks, Hispanics and Asians) have attainment of 31 percent, 18 percent and 61 percent respectively.

## Educational Pipeline in Georgia

- ▶ In 2020, Georgia's public high school graduates are projected to be 35 percent Black, 12 percent Hispanic, and 6 percent Asian.
- ▶ The total number of high school graduates at public institutions in Georgia are projected to decline by 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black will grow by 2 percent, the number of Hispanic graduates will grow by 3 percent and the number of Asian graduates in Georgia will grow by 2 percent. White high school graduates are projected to decline by 6 percent over the same time period.
- ▶ While the decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Black graduates in Georgia is slightly above national patterns (Black graduates are projected to increase 1 percent nationally). The growth in Hispanic and Asian graduates in Georgia is similar to national patterns (Hispanics are projected to increase by 2 percent and Asians are projected to increase by 1 percent nationally between 2020 and 2028)

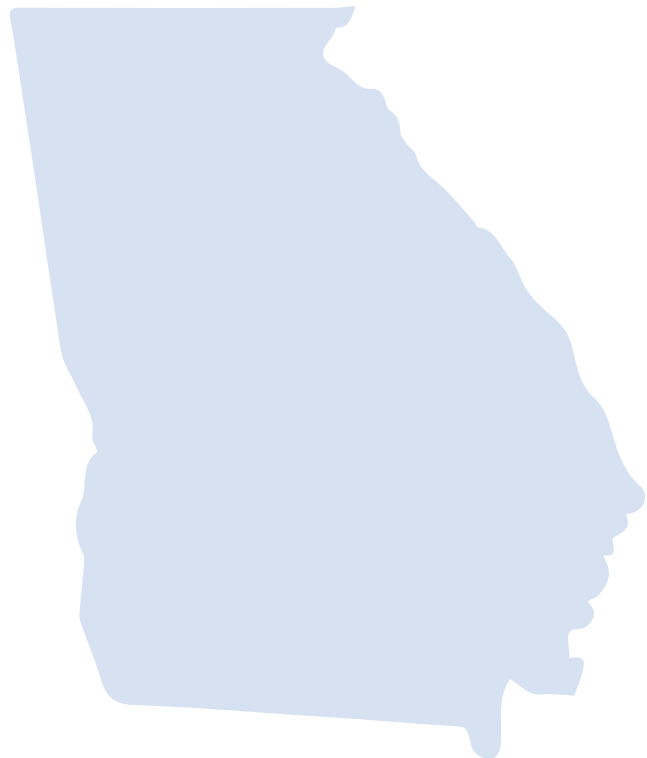
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## Children in Poverty

- ▶ The percent of children living in poverty in Georgia increased between 2005 and 2013, from 20 percent to 25 percent.
- ▶ In 2013 Georgia was ranked 36th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

## Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Georgia, total student share of state and net tuition revenues per full time student was 22 percent in 1989, 16 percent in 2000, and 38 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## HAWAII



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Hawaii*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)



# HAWAII

COLLEGE  
AFFORDABILITY  
RANKING

03

Hawaii has the most affordable public two-year institutions in the nation. At these institutions, which enroll 45 percent of the state's undergraduates, full-time students would be able to cover their costs by working 20 hours a week, on average.

Hawaii's public research university enrolls more than a quarter of the state's students, and is also more affordable than its national counterparts. Students would have to work 33 hours a week, on average, to pay for annual costs of attending this institution full time.

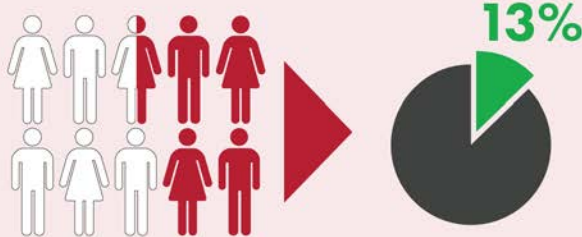
Despite Hawaii's overall high affordability ranking, attending college is a big expense for families earning less than \$30,000 annually. Low-income families would need to spend nearly a quarter of family income to pay for attending a two-year public institution full time, and 45 percent of their income to pay for attending the public research institution full time. Hawaii's financial aid policies do little to alleviate costs for these families. The state provides minimal need-based aid to students attending public institutions.

Hawaii's increasingly knowledge-based economy will require 70 percent of its workforce to have some postsecondary education.

Hawaii's current postsecondary attainment rates fall far short of these needs. In order for Hawaii to address attainment gaps and workforce needs, the state must consider a comprehensive strategy in which college affordability is a central policy.

- ▶ The percent of family income that would be required to attend all types of institutions in Hawaii, except its private four-year nondoctoral institutions, has increased since 2008.
- ▶ Hawaii only provides \$7 per student in need-based financial aid to students who attend public institutions, compared to the national average of \$474.
- ▶ By 2020, 70 percent of jobs in Hawaii will require a postsecondary credential. As of 2014, 41 percent of young adults (ages 25–34) and 45 percent of working-age adults (35–64) had an associate's degree or higher.

More Hawaii students attend **public two-year institutions** than any other kind of institution, with **45 percent enrolled**. Families would spend, on average, **13 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **44 percent** of working-age Hawaii state residents (age 25-64) have an associate's degree or higher. By 2020, **70 percent of jobs will require an associate's degree or higher.**



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (45 percent of enrollment) **	<b>8.8</b>	<b>13</b>	<b>1</b>
<b>Public Four-Year Nondoctoral</b> (10 percent of enrollment)	<b>16</b>	<b>21</b>	<b>7</b>
<b>Public Research</b> (26 percent of enrollment)	<b>21</b>	<b>23</b>	<b>5</b>
<b>Private Four-Year Nondoctoral</b> (19 percent of enrollment)	<b>39</b>	<b>38</b>	<b>8</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,678**

Families in Group

**15%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,425**

Families in Group

**13%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,657**

Families in Group

**21%**

Income

**\$75,000—110,000**

Average Income in Group

**\$92,036**

Families in Group

**21%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,652**

Families in Group

**29%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	4,281	<b>26</b>
\$30,000—48,000	5,248	<b>13</b>
\$48,000—75,000	7,069	<b>11</b>
\$75,000—110,000	9,155	<b>10</b>
\$110,000 and above	9,152	<b>5</b>

Students would have to work 20 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,436	<b>45</b>
\$30,000—48,000	8,363	<b>21</b>
\$48,000—75,000	9,958	<b>16</b>
\$75,000—110,000	12,451	<b>14</b>
\$110,000 and above	13,879	<b>8</b>

Students would have to work 26 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,506	<b>45</b>
\$30,000—48,000	9,879	<b>25</b>
\$48,000—75,000	12,553	<b>20</b>
\$75,000—110,000	14,793	<b>16</b>
\$110,000 and above	17,416	<b>10</b>

Students would have to work 33 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$16,678**  
Families in Group  
**15%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,425**  
Families in Group  
**13%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,657**  
Families in Group  
**21%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$92,036**  
Families in Group  
**21%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$177,652**  
Families in Group  
**29%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	14,899	<b>89</b>
\$30,000–48,000	15,680	<b>40</b>
\$48,000–75,000	18,403	<b>30</b>
\$75,000–110,000	19,578	<b>21</b>
\$110,000 and above	20,010	<b>11</b>

Students would have to work 46 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	10	11	7	474
<b>Other Aid</b>	0	0	81	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	6	7	0	644
<b>Other Aid</b>	0	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,842 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,558 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$3,616 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,251 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 70 percent of jobs in Hawaii will require a postsecondary credential.
- ▶ Hawaii is 14th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 41 percent of young adults in Hawaii (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 45 percent of working age adults in Hawaii (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 44 percent of working age Hawaii state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 54 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Asian and Native American) have attainment of 44 percent and 32 percent respectively.

## Educational Pipeline in Hawaii

- ▶ In 2020, Hawaii's public high school graduates are projected to be 79 percent Asian and 1 percent Native American.
- ▶ The total number of high school graduates at public institutions in Hawaii are projected to grow by 7 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Asian is projected to decline by 10 percent and the number of Native American graduates is projected to remain constant. White high school graduates are projected to grow by 8 percent over the same time period.
- ▶ The increase in White graduates is in the opposite direction as the national trend (4 percent decline in White graduates between 2020 and 2028). The decline in Asians is also contrary to national patterns (nationally Asian graduates are projected to increase by 1 percent). The flat growth in Native American graduates mirrors national projections (nationally, Native American graduates are projected to remain constant between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Hawaii increased between 2005 and 2013, from 13 percent to 15 percent.
- ▶ In 2013 Hawaii was ranked 9th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Hawaii, total student share of state and net tuition revenues per full time student was 9 percent in 1989, 19 percent in 2000, and 34 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## IDAHO



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Idaho*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# IDAHO

COLLEGE  
AFFORDABILITY  
RANKING

17

Idaho's complete lack of need-based financial aid for students attending public institutions keeps the state near the national average in overall affordability despite comparatively low tuition.

The absence of need-based aid is one reason why diminishing affordability has disproportionately affected the quarter of Idaho families who make less than \$30,000 a year. These lower-income families would need to spend more than two thirds of their income for their children to attend a public four-year nondoctoral institution, while high-income families—those earning more than \$110,000 annually—would need to spend just 10 percent of their income.

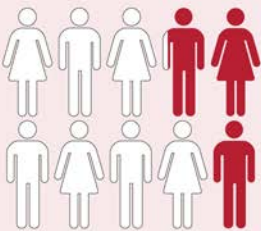
Undergraduate enrollment is spread nearly evenly among all public postsecondary institutions and private four-year nondoctoral institutions. At public two-year colleges, students would have to work 24 hours a week, on average, to pay for annual cost of full-time attendance. In contrast, students would have to work nearly full time or more to pay for annual costs of the other public and private sector institutions.

In order for Idaho to address increasing needs for a highly educated workforce and significant college attainment gaps between White students

and Hispanic students—who comprise the state's largest minority population—the state must have a comprehensive strategy in which college affordability is a central policy.

- ▶ The percent of family income that would be required to attend all types of institutions in Idaho, except its private four-year nondoctoral institutions, has increased since 2008.
- ▶ The state has lost ground on college affordability at public four-year colleges and universities. On average, students must work full time to pay for the annual costs of attending these institutions full time.
- ▶ Idaho provides \$0 per student in state need-based financial aid to attend public institutions, compared with the national average of \$474.
- ▶ By 2020, 17 percent of Idaho high school students will be Hispanic. As of 2014, Hispanic college attainment lagged behind Whites (14 percent vs. 39 percent).
- ▶ By 2020, 68 percent of jobs in Idaho will require a postsecondary credential. As of 2014, only 35 percent of young adults in Idaho (age 25–34) and 36 percent of working-age adults in Idaho (age 35–64) had an associate's degree or higher.

More Idaho students attend **private four-year nondoctoral institutions** than any other kind of institution, with **29 percent enrolled**. Families would spend, on average, **18 percent of annual income** to pay for full-time attendance.



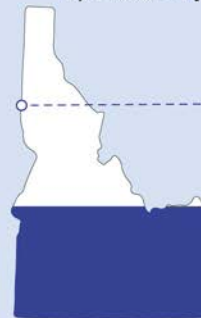
Percentage of students attending private four-year nondoctoral institutions



Percentage of family income required to pay for full-time attendance

On average, **36 percent** of working-age Idaho state residents (age 25-64) have an associate's degree or higher.

By 2020, **68 percent of jobs will require an associate's degree or higher.**



**68%**

Jobs requiring associate's degree or higher by 2020

**36%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (24 percent of enrollment) * *	<b>15</b>	<b>17</b>	<b>17</b>
<b>Public Four-Year Nondoctoral</b> (25 percent of enrollment)	<b>25</b>	<b>32</b>	<b>39</b>
<b>Public Research</b> (22 percent of enrollment)	<b>25</b>	<b>32</b>	<b>32</b>
<b>Private Four-Year Nondoctoral</b> (29 percent of enrollment)	<b>20</b>	<b>18</b>	<b>1</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$18,143**  
Families in Group  
**23%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,033**  
Families in Group  
**20%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,884**  
Families in Group  
**25%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$90,456**  
Families in Group  
**18%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$176,474**  
Families in Group  
**14%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,290	<b>35</b>
\$30,000—48,000	6,980	<b>18</b>
\$48,000—75,000	8,670	<b>14</b>
\$75,000—110,000	10,620	<b>12</b>
\$110,000 and above	10,854	<b>6</b>

Students would have to work 24 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,633	<b>70</b>
\$30,000—48,000	13,537	<b>35</b>
\$48,000—75,000	16,013	<b>26</b>
\$75,000—110,000	17,878	<b>20</b>
\$110,000 and above	17,980	<b>10</b>

Students would have to work 39 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,331	<b>68</b>
\$30,000—48,000	13,228	<b>34</b>
\$48,000—75,000	16,047	<b>26</b>
\$75,000—110,000	18,048	<b>20</b>
\$110,000 and above	18,420	<b>10</b>

Students would have to work 41 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$18,143**

Families in Group

**23%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,033**

Families in Group

**20%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,884**

Families in Group

**25%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,456**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$176,474**

Families in Group

**14%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,737	<b>37</b>
\$30,000—48,000	7,402	<b>19</b>
\$48,000—75,000	9,472	<b>16</b>
\$75,000—110,000	11,126	<b>12</b>
\$110,000 and above	11,662	<b>7</b>

Students would have to work 52 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	20	20	0	474
<b>Other Aid</b>	79	5	59	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	3	3	0	644
<b>Other Aid</b>	60	6	28	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,373 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,742 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$1,694 annually.
- ▶ Students who enroll at public two-year institutions borrow \$2,576 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 68 percent of jobs in Idaho will require a postsecondary credential.
- ▶ Idaho is 22nd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 35 percent of young adults in Idaho (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 36 percent of working age adults in Idaho (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 36 percent of working age Idaho state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 39 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics and then Native Americans and Asians with about the same share of the population) have attainment of 14 percent, 24 percent and 49 percent respectively.

## Educational Pipeline in Idaho

- ▶ In 2014, Hispanic college attainment lagged behind Whites (14 percent vs. 39 percent).
- ▶ The total number of high school graduates at public institutions in Idaho are projected to grow by 7 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic is projected to increase by 3 percent and the percent of graduates who are Native American will remain constant while the percent of graduates who are Asian will increase by 1 percent. White high school graduates are projected to remain constant over the same time period.
- ▶ The flat growth in White graduates is above national trends (nationally White high school graduates are projected to have a 4 percent decline between 2020 and 2028). The growth in Hispanic and Asian graduates in Idaho is similar to national patterns (Hispanics are projected to increase by 2 percent and Asians are projected to increase by 1 percent of graduates nationally). The flat growth in Native American graduates mirrors the national trend (Native American high school graduates are projected to remain constant between 2020 and 2028).

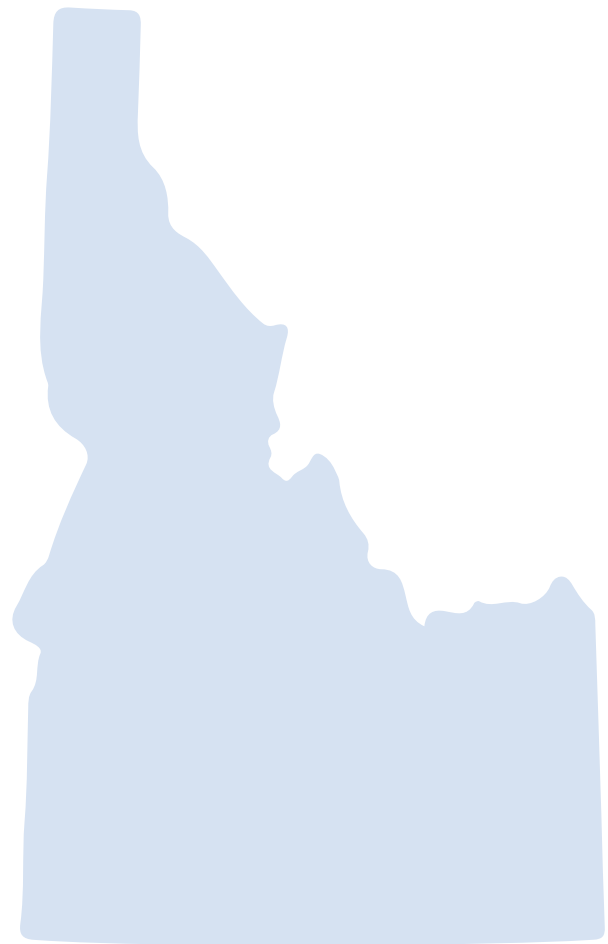
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Idaho increased between 2005 and 2013, from 18 percent to 19 percent.
- ▶ In 2013 Idaho was ranked 21st in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Idaho, total student share of state and net tuition revenues per full time student was 13 percent in 1989, 19 percent in 2000, and 38 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## ILLINOIS



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Illinois*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# ILLINOIS

COLLEGE  
AFFORDABILITY  
RANKING

23

The lack of affordable higher education in Illinois will make it difficult for the state to meet significant demands for an educated workforce in the face of shrinking high school enrollments and substantial gaps in college attainment by race and ethnicity. And although Illinois provides more need-based financial aid than the national average, that amount has declined since 2007, which is certainly a factor in the diminished affordability of all public college and universities.

The state's public two-year colleges, which enroll 48 percent of all Illinois undergraduates, rank 12th in the nation in affordability. But the financial burden of even community college is significant for families making \$30,000 or less per year, who would have to pay a third of their income, on average, to cover the costs of enrolling in these institutions full time. Community college students would have to work approximately 20 hours per week to pay the annual costs of full-time attendance.

That estimated weekly workload would more than double for full-time students enrolled in the state's public four-year colleges and universities, which would eat up from two thirds to three quarters of the annual income, on average, of Illinois families earning \$30,000 or less.

The state's declining affordability is playing out against a backdrop of significant college attainment gaps between White and minority students, and forecasts for high percentages of Black and Hispanic high school graduates. At the same time, Illinois is projected to have a high number of jobs that will require a postsecondary education credential.

- ▶ All public colleges and universities in Illinois have declined in affordability since 2008.
- ▶ Students would have to work more than 40 hours a week to cover the cost of attending a public four-year nondoctoral or public research university full time.
- ▶ Illinois provides more need-based financial aid than the national average for students to attend public and private institutions of higher education, although these dollars per student have declined since 2007.
- ▶ College attainment gaps are substantial in Illinois. Forty-nine percent of White working-age adults have earned an associate's degree or higher compared to 19 percent of Hispanics and 30 percent of Blacks.

More Illinois students attend **public two-year institutions** than any other kind of institution, with **48 percent enrolled**. Families would spend, on average, **16 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **43 percent** of working-age Illinois state residents (age 25-64) have an associate's degree or higher. By 2020, **70 percent of jobs will require an associate's degree or higher**.



**70%**

Jobs requiring associate's degree or higher by 2020

**43%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (48 percent of enrollment)**	<b>13</b>	<b>16</b>	<b>12</b>
<b>Public Four-Year Nondoctoral</b> (9 percent of enrollment)	<b>32</b>	<b>35</b>	<b>45</b>
<b>Public Research</b> (18 percent of enrollment)	<b>27</b>	<b>33</b>	<b>35</b>
<b>Private Four-Year Nondoctoral</b> (17 percent of enrollment)	<b>43</b>	<b>45</b>	<b>26</b>
<b>Private Research</b> (8 percent of enrollment)	<b>53</b>	<b>49</b>	<b>14</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,962**

Families in Group

**20%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,177**

Families in Group

**15%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,322**

Families in Group

**21%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,569**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$194,606**

Families in Group

**25%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,580	<b>33</b>
\$30,000—48,000	6,308	<b>16</b>
\$48,000—75,000	8,515	<b>14</b>
\$75,000—110,000	10,114	<b>11</b>
\$110,000 and above	10,336	<b>5</b>

Students would have to work 20 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,040	<b>77</b>
\$30,000—48,000	14,104	<b>36</b>
\$48,000—75,000	17,612	<b>29</b>
\$75,000—110,000	20,600	<b>22</b>
\$110,000 and above	20,393	<b>10</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,813	<b>64</b>
\$30,000—48,000	13,074	<b>33</b>
\$48,000—75,000	17,936	<b>29</b>
\$75,000—110,000	23,359	<b>26</b>
\$110,000 and above	25,032	<b>13</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0—30,000**  
Average Income in Group  
**\$16,962**  
Families in Group  
**20%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,177**  
Families in Group  
**15%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,322**  
Families in Group  
**21%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,569**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$194,606**  
Families in Group  
**25%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	17,616	<b>104</b>
\$30,000—48,000	18,328	<b>47</b>
\$48,000—75,000	20,320	<b>33</b>
\$75,000—110,000	23,368	<b>26</b>
\$110,000 and above	26,492	<b>14</b>

Students would have to work 53 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	18,606	<b>110</b>
\$30,000—48,000	19,134	<b>49</b>
\$48,000—75,000	21,924	<b>36</b>
\$75,000—110,000	28,184	<b>31</b>
\$110,000 and above	36,206	<b>19</b>

Students would have to work 58 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	460	607	533	474
<b>Other Aid</b>	72	63	2	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	1390	1449	1255	644
<b>Other Aid</b>	16	2	4	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,725 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,556 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$5,230 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,288 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$826 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 70 percent of jobs in Illinois will require a postsecondary credential.
- ▶ Illinois is 10th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 47 percent of young adults in Illinois (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 42 percent of working age adults in Illinois (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 43 percent of working age Illinois state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 49 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Blacks and Asians) have attainment of 19 percent, 30 percent and 72 percent respectively.

## Educational Pipeline in Illinois

- ▶ In 2020, Illinois's public high school graduates are projected to be 21 percent Hispanic, 14 percent Black, and 6 percent Asian.
- ▶ The total number of high school graduates at public institutions in Illinois are projected to decline by 9 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic is projected to decline by 2 percent, Black graduates will decline by 1 percent and Asian graduates are projected to increase by 1 percent in Illinois. White high school graduates are projected to decline by 3 percent over the same time period.
- ▶ While the decline in White graduates is similar to the nation (4 percent decline in White graduates between 2020 and 2028), the decline in both Hispanic and Black graduates in Illinois is in an opposite direction as the national patterns (Hispanics and Blacks are projected to increase by 2 and 1 percent respectively between 2020 and 2028). The increase in Asian graduates in Illinois mirrors the national trends (Asian graduates are projected to increase by 1 percent by 2028).

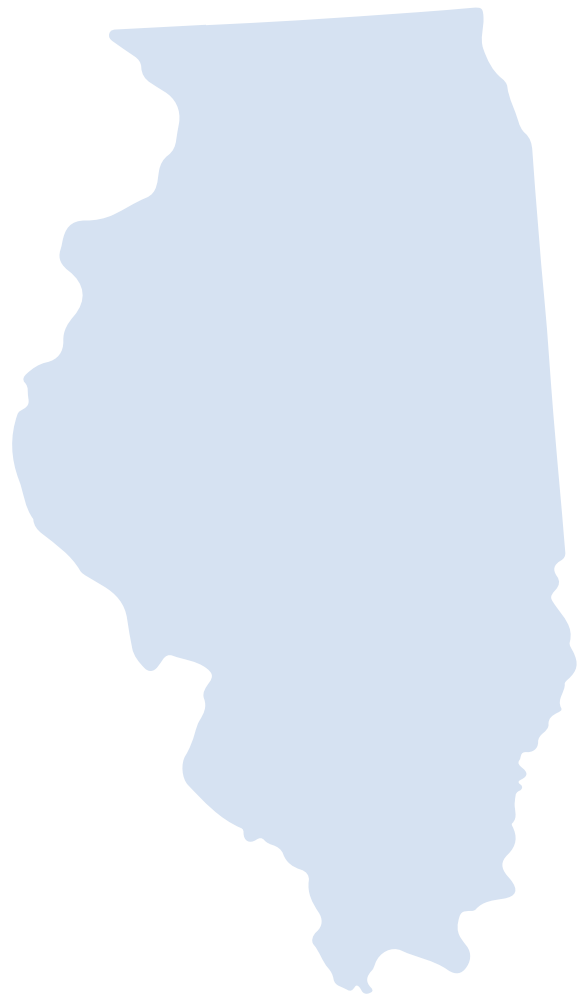
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Illinois increased between 2005 and 2013, from 16 percent to 20 percent.
- ▶ In 2013 Illinois was ranked 23rd in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Illinois, total student share of state and net tuition revenues per full time student was 22 percent in 1989, 20 percent in 2000, and 36 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



VANDERBILT  
PEABODY COLLEGE



HIGHER EDUCATION  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## INDIANA





Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Indiana*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# INDIANA

COLLEGE  
AFFORDABILITY  
RANKING

29

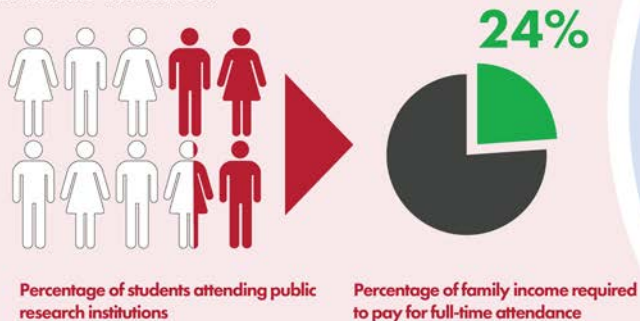
Indiana has made college more affordable for some residents with its policy choices. For example, it provides well above the national average for per-student need-based aid. Also, the percentage of a family's income needed to attend community college has, on average, fallen since 2008. But that doesn't mean those community colleges are inexpensive, and educational expenses at most other institutions have continued to rise.

A third of Indiana students are enrolled in public research universities. They would have to work, on average, 37 hours a week to pay for full-time attendance. Meanwhile, students attending two-year public institutions would still need to work, on average, 29 hours per week to foot the bill for full-time attendance.

Racial and ethnic disparity in degree attainment persists in Indiana. Thirty-six percent of Whites have at least an associate's degree, compared to 25 percent of Blacks and 18 percent of Hispanics.

- ▶ Indiana enrolls 34 percent of its students in its public research universities. Students would need to work an average of 37 hours per week to cover the costs of attending these institutions full time.
- ▶ Twenty-nine percent of undergraduates are enrolled in two-year public institutions. It would cost a family, on average, 18 percent of annual income to pay for full-time attendance.
- ▶ Indiana provides \$763 per student in need-based financial aid to students attending public institutions, compared to the national average of \$474.
- ▶ Students enrolled at Indiana's public research institutions typically borrow \$3,208 annually.
- ▶ Poverty among children has increased by 5 percent since 2005 and is now at 22 percent.

More Indiana students attend **public research institutions** than any other kind of institution, with **34 percent enrolled**. Families would spend, on average, **24 percent of annual income** to pay for full-time attendance.



On average, **35 percent** of working-age Indiana state residents (age 25-64) have an associate's degree or higher. By 2020, **62 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (29 percent of enrollment)**	<b>25</b>	<b>18</b>	<b>34</b>
<b>Public Four-Year Nondoctoral</b> (16 percent of enrollment)	<b>25</b>	<b>24</b>	<b>18</b>
<b>Public Research</b> (34 percent of enrollment)	<b>20</b>	<b>24</b>	<b>7</b>
<b>Private Four-Year Nondoctoral</b> (18 percent of enrollment)	<b>40</b>	<b>47</b>	<b>32</b>
<b>Private Research</b> (3 percent of enrollment)	<b>28</b>	<b>31</b>	<b>5</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,106**

Families in Group

**22%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,142**

Families in Group

**19%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,040**

Families in Group

**24%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,822**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$179,708**

Families in Group

**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,446	<b>38</b>
\$30,000—48,000	7,231	<b>18</b>
\$48,000—75,000	9,880	<b>16</b>
\$75,000—110,000	12,051	<b>13</b>
\$110,000 and above	12,365	<b>7</b>

Students would have to work 29 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,370	<b>49</b>
\$30,000—48,000	9,024	<b>23</b>
\$48,000—75,000	13,984	<b>23</b>
\$75,000—110,000	16,096	<b>18</b>
\$110,000 and above	15,654	<b>9</b>

Students would have to work 32 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,999	<b>41</b>
\$30,000—48,000	8,814	<b>23</b>
\$48,000—75,000	13,933	<b>23</b>
\$75,000—110,000	18,929	<b>21</b>
\$110,000 and above	20,348	<b>11</b>

Students would have to work 37 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,106**  
Families in Group  
**22%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,142**  
Families in Group  
**19%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,040**  
Families in Group  
**24%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$90,822**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$179,708**  
Families in Group  
**16%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	19,244	<b>112</b>
\$30,000—48,000	19,519	<b>50</b>
\$48,000—75,000	20,979	<b>34</b>
\$75,000—110,000	23,718	<b>26</b>
\$110,000 and above	25,983	<b>14</b>

Students would have to work 53 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,048	<b>53</b>
\$30,000—48,000	11,520	<b>29</b>
\$48,000—75,000	15,965	<b>26</b>
\$75,000—110,000	23,099	<b>25</b>
\$110,000 and above	40,836	<b>23</b>

Students would have to work 53 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	432	556	763	474
<b>Other Aid</b>	497	664	20	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	1050	1172	1014	644
<b>Other Aid</b>	14	2	1	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,208 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,385 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,836 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,100 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,304 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 62 percent of jobs in Indiana will require a postsecondary credential.
- ▶ Indiana is 42nd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 38 percent of young adults in Indiana (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 35 percent of working age adults in Indiana (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 35 percent of working age Indiana state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 36 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks, Hispanics and Asians) have attainment of 25 percent, 18 percent and 61 percent respectively.

## Educational Pipeline in Indiana

- ▶ In 2020, Indiana's public high school graduates are projected to be 10 percent Black, 3 percent Asian, and 9 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Indiana are projected to decline by 2 percent between 2020 and 2028.
- ▶ The percent of graduates that are Black will remain constant, the percent of graduates that are Asian will grow by 1 percent and the percent of graduates that are Hispanic in Indiana are projected to grow by 1 percent. White high school graduates are projected to decline by 7 percent over the same time period.
- ▶ The decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Asian graduates in Indiana is similar to national patterns (Asian graduates are projected to increase by 1 percent). The change for both Black and Hispanics is slightly below national trends (Blacks are projected to increase by 1 percent and Hispanics are projected to increase by 2 percent nationally between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Indiana increased between 2005 and 2013, from 17 percent to 22 percent.
- ▶ In 2013 Indiana was ranked 29th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Indiana, total student share of state and net tuition revenues per full time student was 34 percent in 1989, 41 percent in 2000, and 57 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## IOWA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Iowa*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# IOWA

College has become increasingly less affordable in Iowa, and the state's commitment to providing need-based financial aid to attend public institutions has remained well below the national average. The percent of family income needed to pay for college expenses has increased at nearly all of the state's institutions, with the exception of a slight decrease at Iowa's public research universities.

Iowa's public two-year institutions are among the least affordable in the nation. Students would have to work 28 hours a week, on average, to cover the annual costs of attending a two-year public college full time. These institutions are even less affordable for those earning less than \$30,000 a year. These low-income families would need to spend nearly half of their family income to pay for the costs associated with attending public two-year colleges full time.

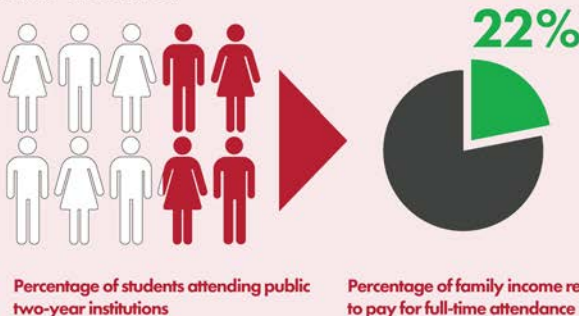
Iowa's two public research universities achieve a high national affordability ranking but students would have to work, on average, nearly full time, 36 hours a week, to cover the annual costs of attending these institutions full time.

By 2020, 9 percent of Iowa's high school population will be Hispanic, constituting Iowa's largest minority population. Because substantial

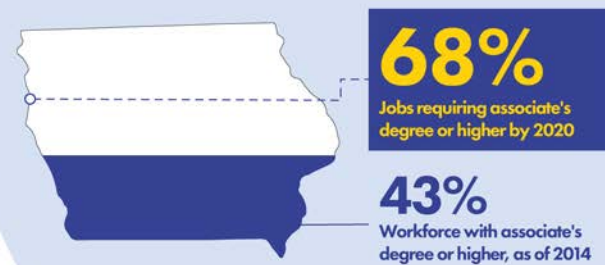
gaps in college attainment exist between Whites and Hispanics (44 percent vs. 18 percent) as of 2014, Iowa will need to develop a comprehensive strategy in which college affordability is a central policy.

- ▶ Iowa educates 39 percent of its students in its public two-year colleges, which are among the least affordable in the nation. Students would have to work 28 hours per week, on average, to cover the annual costs of attending a two-year public college full time.
- ▶ The state has lost ground on college affordability at its public four-year nondoctoral institution, the University of Northern Iowa.
- ▶ Students must work nearly 40 hours a week, on average, to pay for the annual costs of attending public nondoctoral and public research institutions full time.
- ▶ Iowa provides \$39 per student in need-based financial aid to students attending public institutions, compared to the national average of \$474.
- ▶ Iowa provides \$1,103 per student in need-based financial aid to students who attend private institutions; these institutions enroll 26 percent of students who attend college in Iowa.

More Iowa students attend **public two-year institutions** than any other kind of institution, with **39 percent enrolled**. Families would spend, on average, **22 percent of annual income** to pay for full-time attendance.



On average, **43 percent** of working-age Iowa state residents (age 25-64) have an associate's degree or higher. By 2020, **68 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (39 percent of enrollment) **	<b>20</b>	<b>22</b>	<b>43</b>
<b>Public Four-Year Nondoctoral</b> (6 percent of enrollment)	<b>27</b>	<b>28</b>	<b>27</b>
<b>Public Research</b> (29 percent of enrollment)	<b>26</b>	<b>25</b>	<b>10</b>
<b>Private Four-Year Nondoctoral</b> (26 percent of enrollment)	<b>35</b>	<b>43</b>	<b>21</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,803**  
Families in Group  
**18%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,301**  
Families in Group  
**16%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,269**  
Families in Group  
**25%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$90,924**  
Families in Group  
**21%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$177,240**  
Families in Group  
**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,505	<b>48</b>
\$30,000—48,000	9,210	<b>23</b>
\$48,000—75,000	11,365	<b>19</b>
\$75,000—110,000	13,164	<b>14</b>
\$110,000 and above	13,372	<b>8</b>

Students would have to work 28 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,283	<b>58</b>
\$30,000—48,000	12,340	<b>31</b>
\$48,000—75,000	14,655	<b>24</b>
\$75,000—110,000	16,481	<b>18</b>
\$110,000 and above	16,350	<b>9</b>

Students would have to work 37 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,662	<b>49</b>
\$30,000—48,000	10,357	<b>26</b>
\$48,000—75,000	13,877	<b>23</b>
\$75,000—110,000	16,677	<b>18</b>
\$110,000 and above	17,843	<b>10</b>

Students would have to work 36 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,803**

Families in Group

**18%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,301**

Families in Group

**16%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,269**

Families in Group

**25%**

Income

**\$75,000–110,000**

Average Income in Group

**\$90,924**

Families in Group

**21%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,240**

Families in Group

**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,460	<b>98</b>
\$30,000–48,000	17,984	<b>46</b>
\$48,000–75,000	19,593	<b>32</b>
\$75,000–110,000	22,035	<b>24</b>
\$110,000 and above	23,798	<b>13</b>

Students would have to work 51 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	27	28	39	474
<b>Other Aid</b>	5	0	69	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	1061	1215	1103	644
<b>Other Aid</b>	3	0	28	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,336 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,082 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,533 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$3,121 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 68 percent of jobs in Iowa will require a postsecondary credential.
- ▶ Iowa is 19th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 49 percent of young adults in Iowa (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 41 percent of working age adults in Iowa (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 43 percent of working age Iowa state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 44 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Blacks) have attainment of only 18 percent and 30 percent respectively.

## Educational Pipeline in Iowa

- ▶ In 2020, Iowa's public high school graduates are projected to be 9 percent Hispanic and 5 percent Black.
- ▶ The total number of high school graduates at public institutions in Iowa are projected to grow by 2 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic will grow by 2 percent and the percent that are Black is projected to increase by 2 percent. White high school graduates are projected to decline by 3 percent over the same time period.
- ▶ The decline in White graduates is similar but slightly less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanic graduates is similar to national patterns and the growth in Black graduates in Iowa is slightly above national patterns (nationally Blacks are projected to increase by only 1 percent and Hispanics are projected to increase by 2 percent between 2020 and 2028).

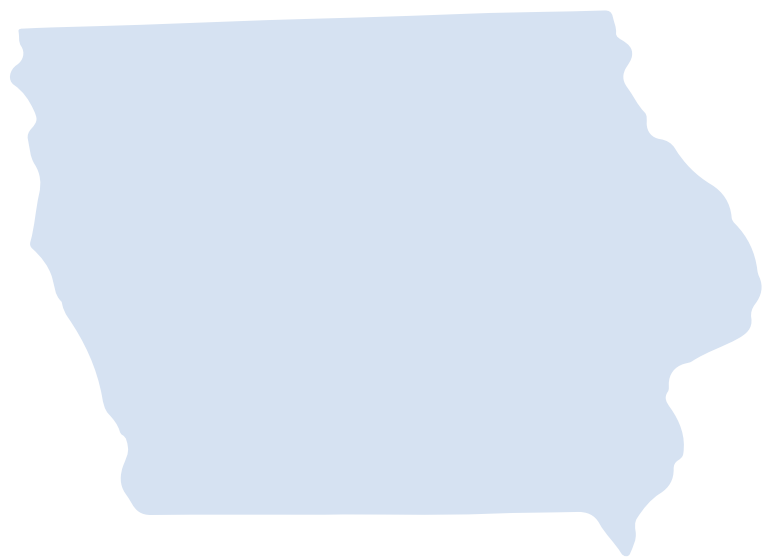
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## Children in Poverty

- ▶ The percent of children living in poverty in Iowa increased between 2005 and 2013, from 14 percent to 16 percent.
- ▶ In 2013 Iowa was ranked 11th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

## Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Iowa, total student share of state and net tuition revenues per full time student was 32 percent in 1989, 35 percent in 2000, and 60 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## KANSAS



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Kansas*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/](https://www.twenty20.com/)@michellehaha

# KANSAS

19

More than two thirds of Kansas college students are enrolled in either public two-year colleges or public research universities, both of which perform in the bottom half of all states. This combination has made postsecondary education increasingly less affordable at a time when the state needs a more educated workforce.

Students at public two-year institutions would have to work, on average, 23 hours a week to pay costs to attend full time. Lower income families would need to spend more than a third of their family income to pay for college expenses at these institutions.

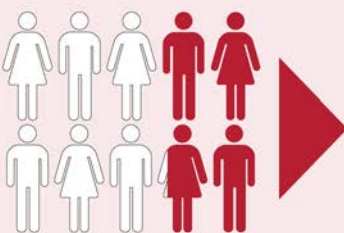
Kansas's public research universities enroll a third of undergraduates. These students would have to work, on average, 40 hours a week to pay for costs to attend these institutions full time. The decrease in affordability at public research universities has also affected middle-income families. On average, middle-income families would need more than 25 percent to 28 percent of their family income to pay for full-time college expenses.

Kansas's mediocre performance on college affordability will create substantial challenges to meet workforce needs of the state by 2020 or for

the state to close substantial gaps in college attainment between White and Hispanic students.

- ▶ The percent of family income needed to pay for college expenses has increased since 2008 at all Kansas institutions, with the exception of private four-year nondoctoral institutions.
- ▶ Kansas educates 38 percent of its students in public two-year institutions. Students would have to work, on average, 23 hours a week to cover costs to attend public two-year institutions full time.
- ▶ Kansas provides \$62 per student in need-based financial aid to students attending public institutions, compared with the national average of \$474.
- ▶ By 2020, Kansas's high school student population will be 15 percent Hispanic. As of 2014, however, Hispanic college attainment lagged behind White attainment, 19 percent versus 45 percent.
- ▶ By 2020, 71 percent of jobs in Kansas will require a postsecondary credential. As of 2014, 43 percent of young adults (age 25–34) and 42 percent of working-age adults (age 35–64) had an associate's degree or higher.

More Kansas students attend **public two-year institutions** than any other kind of institution, with **38 percent enrolled**. Families would spend, on average, **18 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **42 percent** of working-age Kansas state residents (age 25-64) have an associate's degree or higher. By 2020, **71 percent of jobs will require an associate's degree or higher**.



**71%**

Jobs requiring associate's degree or higher by 2020

**42%**

Workforce with associate's degree or higher, as of 2014



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (38 percent of enrollment)**	17	18	31
<b>Public Four-Year Nondoctoral</b> (17 percent of enrollment)	24	25	21
<b>Public Research</b> (33 percent of enrollment)	30	34	40
<b>Private Four-Year Nondoctoral</b> (12 percent of enrollment)	38	37	5
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,970**

Families in Group

**19%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,162**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,146**

Families in Group

**24%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,320**

Families in Group

**20%**

Income

**\$110,000 and above**

Average Income in Group

**\$185,839**

Families in Group

**20%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,910	<b>38</b>
\$30,000—48,000	7,537	<b>19</b>
\$48,000—75,000	9,362	<b>15</b>
\$75,000—110,000	10,569	<b>12</b>
\$110,000 and above	10,419	<b>6</b>

Students would have to work 23 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,425	<b>52</b>
\$30,000—48,000	10,571	<b>27</b>
\$48,000—75,000	12,875	<b>21</b>
\$75,000—110,000	14,635	<b>16</b>
\$110,000 and above	14,448	<b>8</b>

Students would have to work 33 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,572	<b>76</b>
\$30,000—48,000	13,665	<b>35</b>
\$48,000—75,000	16,900	<b>28</b>
\$75,000—110,000	19,326	<b>21</b>
\$110,000 and above	18,722	<b>10</b>

Students would have to work 40 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,970**  
Families in Group  
**19%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,162**  
Families in Group  
**17%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,146**  
Families in Group  
**24%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$91,320**  
Families in Group  
**20%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$185,839**  
Families in Group  
**20%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	15,910	<b>89</b>
\$30,000–48,000	15,383	<b>39</b>
\$48,000–75,000	16,822	<b>28</b>
\$75,000–110,000	19,152	<b>21</b>
\$110,000 and above	20,134	<b>11</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	45	61	62	474
<b>Other Aid</b>	12	0	11	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	411	445	408	644
<b>Other Aid</b>	32	0	14	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,617 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,356 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,116 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,849 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 71 percent of jobs in Kansas will require a postsecondary credential.
- ▶ Kansas is 7th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 43 percent of young adults in Kansas (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 42 percent of working age adults in Kansas (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 42 percent of working age Kansas state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 45 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Blacks) have attainment of only 19 percent and 29 percent respectively.

## Educational Pipeline in Kansas

- ▶ Hispanic college attainment lags behind White attainment, 19 percent versus 45 percent.
- ▶ The total number of high school graduates at public institutions in Kansas are projected to increase by 5 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic will increase by 3 percent and the percent of Black high school graduates in Kansas will remain constant. White high school graduates are projected to decline by 4 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the increase in Hispanic graduates in Kansas is similar but slightly above national patterns (Hispanics are projected to increase by 2 percent between 2020 and 2028). The flat growth in Black graduates is similar but slightly below national trends (Blacks are projected to increase by 1 percent between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Kansas increased between 2005 and 2013, from 15 percent to 19 percent.
- ▶ In 2013 Kansas was ranked 19th highest in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Kansas, total student share of state and net tuition revenues per full time student was 25 percent in 1989, 29 percent in 2000, and 51 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## KENTUCKY



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Kentucky*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# KENTUCKY

20

Higher education in Kentucky is relatively affordable compared with the rest of the country, but the high level of poverty in the state means that college is expensive for many families. Students in Kentucky would have to pay a higher percent of family income for a degree today than in 2008. This is an especially heavy burden for the nearly 30 percent of families earning less than \$30,000 a year, who would have to pay half their annual income to attend public four-year institutions full time.

Kentucky relies on public community colleges to provide higher education to over one-third of its students. Even at these institutions, which are the most affordable postsecondary option in the state, low-income families would have to spend more than a third of their family income in order to attend full time. Students would need to work, on average, 20 hours per week to cover the costs of full-time attendance at these two-year institutions.

Kentucky's public four-year nondoctoral institutions would still require low-income students to pay nearly half of their family income, on average, for full-time attendance. Students would need to work 29 hours per week to cover the costs of attending a public four-year

nondoctoral institution full time.

Kentucky's performance on college affordability will make it challenging for the state to close substantial gaps in postsecondary degree attainment between Whites and Blacks, to address one of the highest levels of childhood poverty in the nation, or to meet projected workforce needs by 2020.

- ▶ Kentucky educates 36 percent of its students in its public two-year institutions. Students would need to work, on average, 20 hours per week to cover the annual educational costs of attending these schools full time.
- ▶ Kentucky provides \$293 per student in need-based financial aid to attend public institutions, compared to the national average of \$474.
- ▶ By 2020, 11 percent of Kentucky's high school student population will be Black. As of 2014, Black college attainment lagged behind White attainment, 25 percent versus 33 percent.
- ▶ Twenty-six percent of Kentucky children live in poverty, a 3 percent increase since 2005.

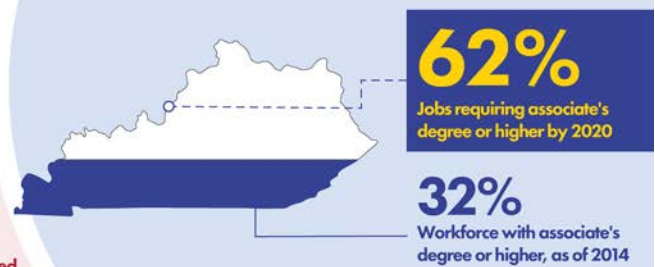
More Kentucky students attend **public two-year institutions** than any other kind of institution, with **36 percent enrolled**. Families would spend, on average, **16 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **32 percent** of working-age Kentucky state residents (age 25-64) have an associate's degree or higher. By 2020, **62 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (36 percent of enrollment)**	14	16	9
<b>Public Four-Year Nondoctoral</b> (31 percent of enrollment)	23	23	14
<b>Public Research</b> (19 percent of enrollment)	21	29	25
<b>Private Four-Year Nondoctoral</b> (14 percent of enrollment)	30	39	10
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,505**

Families in Group

**28%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,190**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,936**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,888**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,399**

Families in Group

**15%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,662	<b>34</b>
\$30,000—48,000	5,766	<b>15</b>
\$48,000—75,000	7,739	<b>13</b>
\$75,000—110,000	9,987	<b>11</b>
\$110,000 and above	10,129	<b>6</b>

Students would have to work 20 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,072	<b>49</b>
\$30,000—48,000	9,611	<b>25</b>
\$48,000—75,000	12,172	<b>20</b>
\$75,000—110,000	13,878	<b>15</b>
\$110,000 and above	13,765	<b>8</b>

Students would have to work 29 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,223	<b>62</b>
\$30,000—48,000	11,713	<b>30</b>
\$48,000—75,000	15,347	<b>25</b>
\$75,000—110,000	18,074	<b>20</b>
\$110,000 and above	18,469	<b>10</b>

Students would have to work 39 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,505**

Families in Group

**28%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,190**

Families in Group

**18%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,936**

Families in Group

**22%**

Income

**\$75,000–110,000**

Average Income in Group

**\$90,888**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,399**

Families in Group

**15%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	15,058	<b>91</b>
\$30,000–48,000	15,878	<b>41</b>
\$48,000–75,000	17,129	<b>28</b>
\$75,000–110,000	20,284	<b>22</b>
\$110,000 and above	22,345	<b>13</b>

Students would have to work 44 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	275	345	293	474
<b>Other Aid</b>	501	572	626	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	499	606	636	644
<b>Other Aid</b>	1653	2102	1957	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,178 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,721 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,396 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$3,249 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 62 percent of jobs in Kentucky will require a postsecondary credential.
- ▶ Kentucky is 45th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 36 percent of young adults in Kentucky (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 31 percent of working age adults in Kentucky (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 32 percent of working age Kentucky state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 33 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 25 percent and 22 percent respectively.

## Educational Pipeline in Kentucky

- ▶ In 2020, Kentucky's public high school graduates are projected to be 11 percent Black and 6 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Kentucky are projected to grow by 2 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black will remain constant while the percent of graduates that are Hispanic in Kentucky is projected to increase by 4 percent. White high school graduates are projected to decline by 5 percent over the same time period.
- ▶ While the decline in White graduates is similar but slightly more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the flat growth in Black graduates is slightly below national trends (Blacks are projected to increase by 1 percent nationally between 2020 and 2028). The increase in Hispanic graduates is slightly above national trends (Hispanics are projected to increase by 2 percent nationally between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

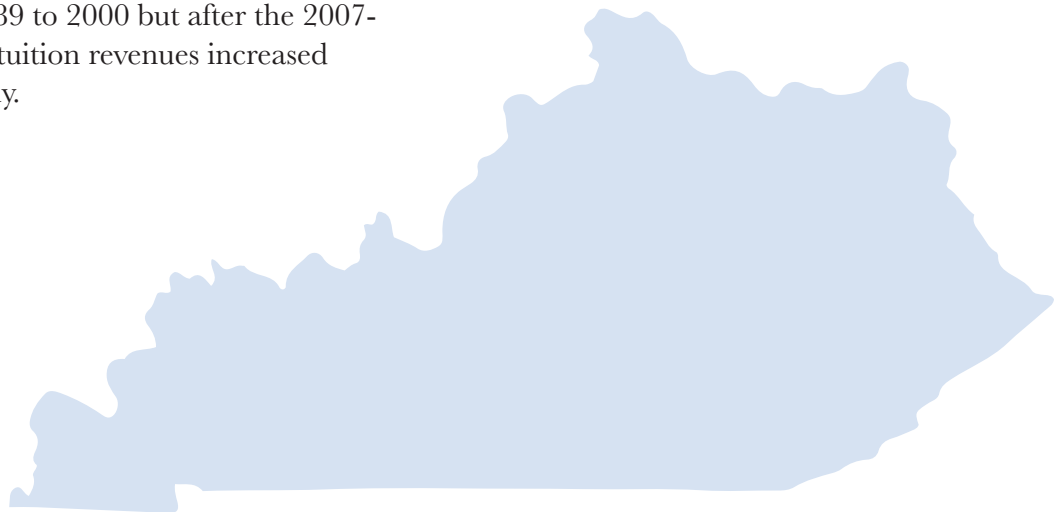


### Children in Poverty

- ▶ The percent of children living in poverty in Kentucky increased between 2005 and 2013, from 23 percent to 26 percent.
- ▶ In 2013 Kentucky was ranked 38th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Kentucky, total student share of state and net tuition revenues per full time student was 27 percent in 1989, 30 percent in 2000, and 48 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## LOUISIANA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Louisiana*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# LOUISIANA

COLLEGE  
AFFORDABILITY  
RANKING

32

Through the 1990s and early 2000s, Louisiana increased spending on the public colleges and universities that educate around 90 percent of its postsecondary students. After the Great Recession, state funding plunged, and institutions have made up the difference with program cuts and tuition hikes. In 2000, tuition accounted for only 25 percent of revenue at Louisiana's public institutions. By 2014, tuition revenue had risen to 45 percent.

These policy changes are having wide-reaching effects in a state where poverty is widespread and only 28 percent of working-age adults have at least an associate's degree, compared to 40 percent nationally.

Louisiana's public two-year institutions are among the least affordable in the nation. Students would have to work, on average, 25 hours per week to pay for educational costs to attend these institutions full time. That cost represents half the yearly income for the quarter of Louisiana families earning \$30,000 or less annually.

Louisiana has not achieved equitable educational attainment by race and ethnicity. Thirty-five percent of White residents have an associate's degree or higher, compared with only 19 percent

of Blacks, the state's largest minority group.

- ▶ The percent of family income needed to pay for college expenses has increased since 2008 at all institutions.
- ▶ Louisiana educates 32 percent of its students in its public two-year institutions. Students would have to work, on average, 25 hours per week to pay for costs to attend these schools full time.
- ▶ Students at Louisiana's public four-year nondoctoral institutions would have to work 30 hours, on average, to pay for full-time attendance. Students at public research universities would have to work, on average, 27 hours a week to pay for full-time attendance.
- ▶ Louisiana provides \$156 per student in need-based financial aid to attend public institutions, compared to the national average of \$474.
- ▶ By 2020, Louisiana's high school student population is projected to be 38 percent Black. State policy has not closed substantial gaps in college attainment between Blacks and Whites in Louisiana.
- ▶ One in four children lives in poverty in Louisiana.

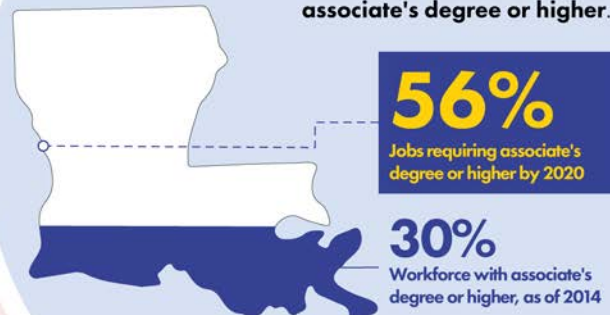
More Louisiana students attend **public two-year institutions** than any other kind of institution, with **32 percent enrolled**. Families would spend, on average, **21 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **30 percent** of working-age Louisiana state residents (age 25-64) have an associate's degree or higher. By 2020, **56 percent of jobs will require an associate's degree or higher**.



56%

Jobs requiring associate's degree or higher by 2020

30%

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (32 percent of enrollment) **	17	21	40
<b>Public Four-Year Nondoctoral</b> (29 percent of enrollment)	18	24	15
<b>Public Research</b> (28 percent of enrollment)	14	21	3
<b>Private Four-Year Nondoctoral</b> (6 percent of enrollment)	27	43	24
<b>Private Research</b> (4 percent of enrollment)	44	72	26

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,373**

Families in Group

**28%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$38,874**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,095**

Families in Group

**20%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,420**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$183,365**

Families in Group

**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,687	<b>47</b>
\$30,000—48,000	8,334	<b>21</b>
\$48,000—75,000	10,344	<b>17</b>
\$75,000—110,000	11,798	<b>13</b>
\$110,000 and above	11,519	<b>6</b>

Students would have to work 25 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,842	<b>54</b>
\$30,000—48,000	9,836	<b>25</b>
\$48,000—75,000	11,977	<b>20</b>
\$75,000—110,000	13,281	<b>15</b>
\$110,000 and above	13,117	<b>7</b>

Students would have to work 30 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,330	<b>39</b>
\$30,000—48,000	8,644	<b>22</b>
\$48,000—75,000	11,942	<b>20</b>
\$75,000—110,000	13,476	<b>15</b>
\$110,000 and above	13,694	<b>7</b>

Students would have to work 27 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,373**

Families in Group

**28%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$38,874**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,095**

Families in Group

**20%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,420**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$183,365**

Families in Group

**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	16,408	<b>100</b>
\$30,000—48,000	17,480	<b>45</b>
\$48,000—75,000	21,122	<b>35</b>
\$75,000—110,000	21,530	<b>24</b>
\$110,000 and above	23,199	<b>13</b>

Students would have to work 51 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	29,089	<b>178</b>
\$30,000—48,000	29,329	<b>75</b>
\$48,000—75,000	28,989	<b>47</b>
\$75,000—110,000	31,907	<b>35</b>
\$110,000 and above	40,636	<b>22</b>

Students would have to work 85 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	0	156	474
<b>Other Aid</b>	588	744	1160	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	0	114	644
<b>Other Aid</b>	509	536	698	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,396 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,904 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,041 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,732 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,713 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 56 percent of jobs in Louisiana will require a postsecondary credential.
- ▶ Louisiana is 50th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 32 percent of young adults in Louisiana (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 28 percent of working age adults in Louisiana (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 30 percent of working age Louisiana state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 35 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 19 percent and 24 percent respectively.

## Educational Pipeline in Louisiana

- ▶ In 2020, Louisiana's public high school graduates are projected to be 38 percent Black and 4 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Louisiana are projected to decline by 4 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Louisiana is projected to decline by 3 percent and the percent of graduates that are White is projected to decline by 3 percent while the percent of graduates that are Hispanic is projected to grow by 10 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanics in Louisiana is significantly above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The decline in Black graduates is in the opposite direction of national trends (Blacks are projected to increase by 1 percent between 2020 and 2028).

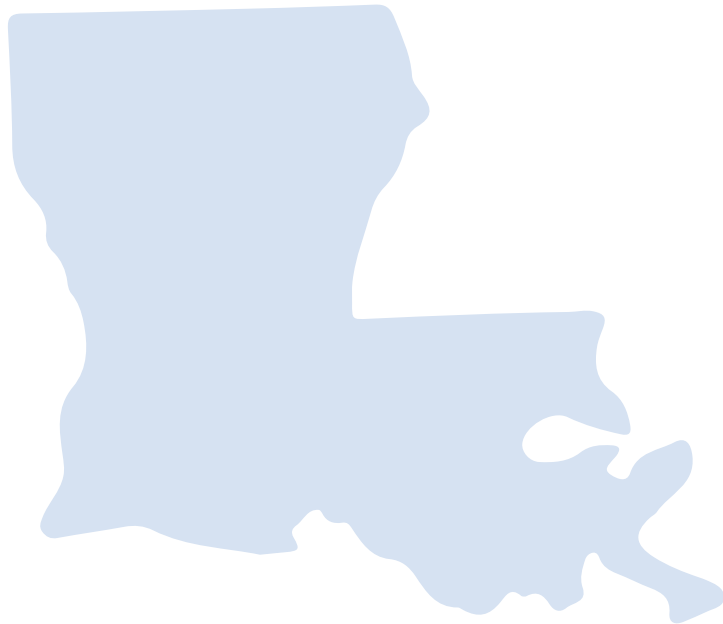
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Louisiana decreased between 2005 and 2013, from 28 percent to 27 percent.
- ▶ In 2013 Louisiana was ranked 41st in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Louisiana, total student share of state and net tuition revenues per full time student was 39 percent in 1989, 25 percent in 2000, and 45 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MAINE



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Maine*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)



# MAINE

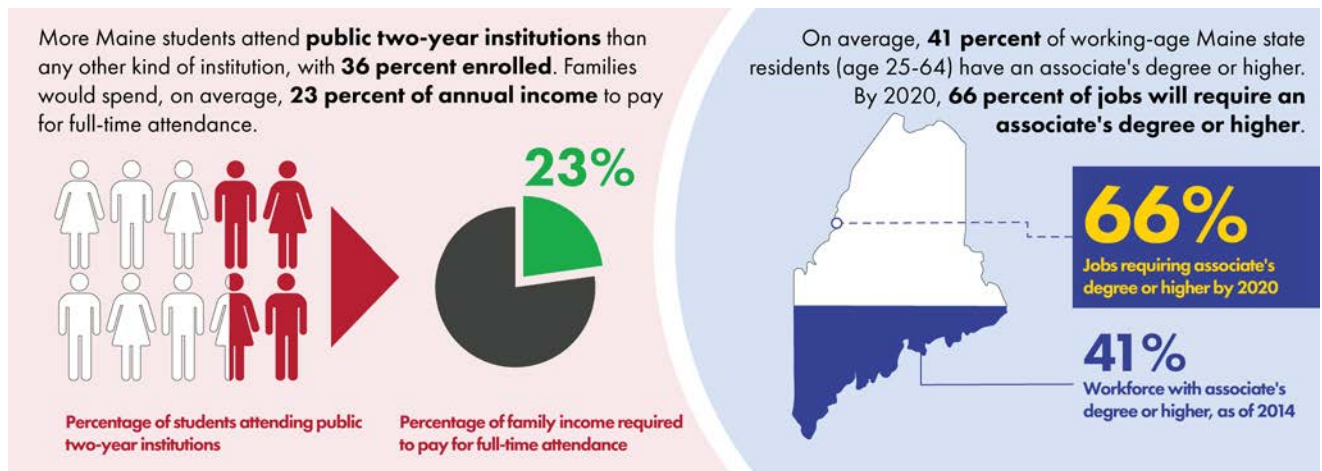
42

More than a third of Maine’s undergraduates attend the state’s community colleges, which are among the most expensive in the nation. At the same time the state has lost ground on the affordability of its other public colleges and universities. On top of this, Maine provides no need-based student aid.

Students attending Maine’s community colleges would have to work, on average, 29 hours per week to cover the costs of attending full time. Families earning less than \$30,000 annually, who make up nearly a quarter of the population, would need to spend over 45 percent of their family income to cover these costs. For middle-class families, who also make up nearly a quarter of the population, these costs would eat up 20 percent of their annual income.

- ▶ The percent of family income needed to pay for educational expenses has increased since 2008 at all types of institutions in Maine.
- ▶ Maine provides \$0 in need-based financial aid to students attending public institutions, compared to the national average of \$474.

- ▶ Twenty-seven percent of undergrads attend private four-year nondoctoral institutions. Students would have to work, on average, 56 hours a week to cover the cost of full time attendance.
- ▶ Students enrolled in Maine’s community colleges typically borrow \$4,320 annually.
- ▶ The total number of high school graduates in Maine is projected to decline 5 percent between 2020 and 2028. This presents a problem considering that 66 percent of jobs in Maine will require some postsecondary education by 2020.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (36 percent of enrollment)**	<b>20</b>	<b>23</b>	<b>46</b>
<b>Public Four-Year Nondoctoral</b> (21 percent of enrollment)	<b>31</b>	<b>33</b>	<b>44</b>
<b>Public Research</b> (16 percent of enrollment)	<b>29</b>	<b>34</b>	<b>38</b>
<b>Private Four-Year Nondoctoral</b> (27 percent of enrollment)	<b>37</b>	<b>38</b>	<b>9</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$18,216**

Families in Group

**22%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$38,815**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,947**

Families in Group

**24%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,245**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$174,380**

Families in Group

**17%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,432	<b>46</b>
\$30,000—48,000	10,313	<b>27</b>
\$48,000—75,000	12,216	<b>20</b>
\$75,000—110,000	13,724	<b>15</b>
\$110,000 and above	13,922	<b>8</b>

Students would have to work 29 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,872	<b>71</b>
\$30,000—48,000	14,225	<b>37</b>
\$48,000—75,000	16,936	<b>28</b>
\$75,000—110,000	18,685	<b>21</b>
\$110,000 and above	19,502	<b>11</b>

Students would have to work 40 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,150	<b>72</b>
\$30,000—48,000	13,858	<b>36</b>
\$48,000—75,000	16,553	<b>27</b>
\$75,000—110,000	19,105	<b>21</b>
\$110,000 and above	20,344	<b>12</b>

Students would have to work 44 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$18,216**

Families in Group

**22%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$38,815**

Families in Group

**18%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,947**

Families in Group

**24%**

Income

**\$75,000–110,000**

Average Income in Group

**\$90,245**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$174,380**

Families in Group

**17%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	13,795	<b>76</b>
\$30,000–48,000	15,953	<b>41</b>
\$48,000–75,000	18,178	<b>30</b>
\$75,000–110,000	24,438	<b>27</b>
\$110,000 and above	32,304	<b>19</b>

Students would have to work 56 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	252	0	0	474
<b>Other Aid</b>	3	0	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	182	0	0	644
<b>Other Aid</b>	8	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,870 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$5,110 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$3,552 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$4,320 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 66 percent of jobs in Maine will require a postsecondary credential.
- ▶ Maine is 27th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 41 percent of young adults in Maine (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 41 percent of working age adults in Maine (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 41 percent of working age Maine state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 41 percent of Whites have an associate's degree or higher but the other most populous racial group (Blacks) have attainment of only 27 percent.

## Educational Pipeline in Maine

- ▶ In 2020, Maine's public high school graduates are projected to be 3 percent Black.
- ▶ The total number of high school graduates at public institutions in Maine are projected to decline by 5 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Maine is projected to increase by 9 percent and the percent of graduates that are White is projected to decline by 4 percent.
- ▶ While the decline in White graduates is similar to the projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Blacks in Maine is well above national patterns (Blacks are only projected to increase by 1 percent of national high school graduates by 2028).

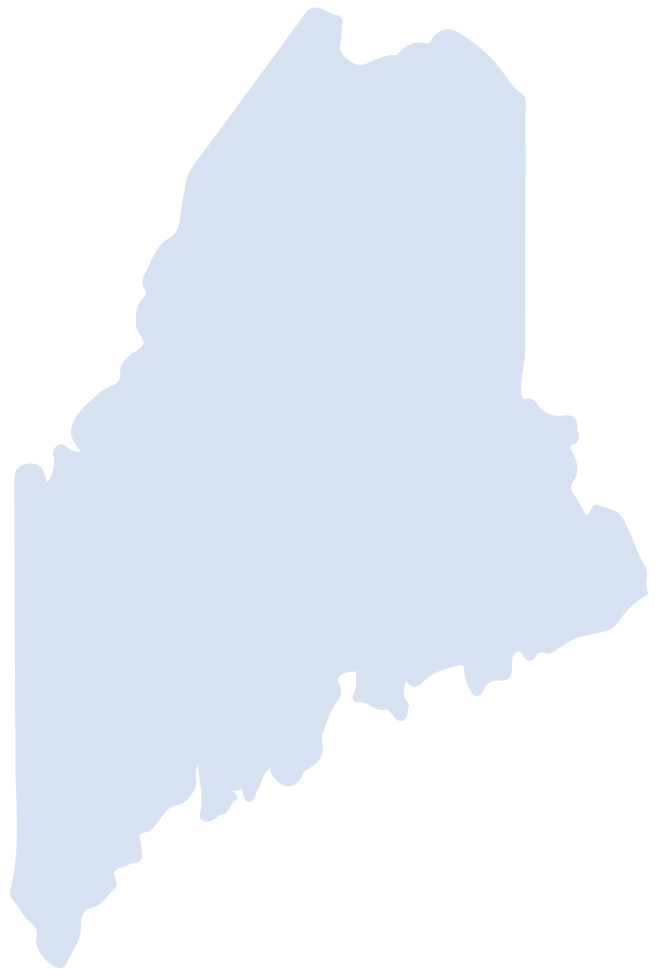
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Maine increased between 2005 and 2013, from 18 percent to 19 percent.
- ▶ In 2013 Maine was ranked 18th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Maine, total student share of state and net tuition revenues per full time student was 22 percent in 1989, 37 percent in 2000, and 57 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MARYLAND



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Maryland*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# MARYLAND

COLLEGE  
AFFORDABILITY  
RANKING

06

Despite Maryland's strong overall showing on college affordability, the state's public institutions—enrolling 90 percent of Maryland students—have declined in affordability since 2008.

Particularly hard hit are low-income families, who would have to pay 40 percent of their annual income to cover the cost of attending community college full time and 60 percent of their income to attend a public nondoctoral four-year institution full time. And yet Maryland's investment in need-based student financial aid has declined since 2007 and is below the national average.

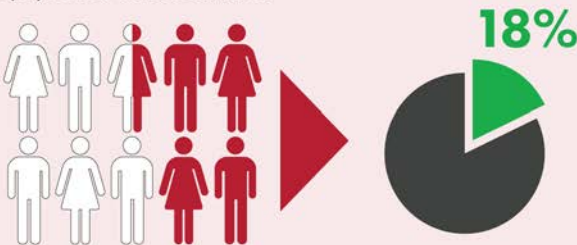
Maryland's affordability performance among public institutions is best at public research universities, but these institutions serve only 14 percent of all undergraduates in the state.

Maryland faces serious demands for educated workers, and the current gaps in college attainment between White residents and Black residents only exacerbate the challenge of preparing a competitive workforce. Policies on college affordability must be among a top priority if Maryland is to be economically competitive and provide higher educational opportunities to its population.

Opportunities for affordable higher education in Maryland may be threatened as the state backs away from its commitment to need-based financial aid and weakens the linkage between tuition increases and growth in median family income, two important policies that Maryland adopted in recent years.<sup>1</sup>

- ▶ Maryland has declined on college affordability for all types of public institutions since 2008.
- ▶ Maryland's contribution to student financial aid is less than the national average and has fallen since 2007.
- ▶ Nearly 70 percent of jobs will require some postsecondary education by 2020.
- ▶ Over half of White adults in Maryland have an associate's degree or higher, but far lower percentages of Blacks and Hispanics (35 percent and 26 percent, respectively) have earned these credentials.
- ▶ By 2020, one third of high school graduates in Maryland will be Black. Black education attainment lags behind White attainment substantially (35 percent vs. 53 percent).

More Maryland students attend **public two-year institutions** than any other kind of institution, with **45 percent enrolled**. Families would spend, on average, **18 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **46 percent** of working-age Maryland state residents (age 25-64) have an associate's degree or higher.

By 2020, **69 percent of jobs will require an associate's degree or higher**.



**69%**

Jobs requiring associate's degree or higher by 2020

**46%**

Workforce with associate's degree or higher, as of 2014

<sup>1</sup>Source: <https://www2.gse.upenn.edu/irhe/srp/maryland>

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (45 percent of enrollment) **	17	18	33
<b>Public Four-Year Nondoctoral</b> (31 percent of enrollment)	27	30	34
<b>Public Research</b> (14 percent of enrollment)	22	27	14
<b>Private Four-Year Nondoctoral</b> (8 percent of enrollment)	41	51	38
<b>Private Research</b> (2 percent of enrollment)	38	33	6

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$16,954**  
Families in Group  
**14%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,242**  
Families in Group  
**12%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,514**  
Families in Group  
**18%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$92,145**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$195,842**  
Families in Group  
**36%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,741	<b>40</b>
\$30,000—48,000	7,462	<b>19</b>
\$48,000—75,000	9,451	<b>15</b>
\$75,000—110,000	11,295	<b>12</b>
\$110,000 and above	11,831	<b>6</b>

Students would have to work 23 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,184	<b>60</b>
\$30,000—48,000	12,628	<b>32</b>
\$48,000—75,000	15,815	<b>26</b>
\$75,000—110,000	19,045	<b>21</b>
\$110,000 and above	19,811	<b>10</b>

Students would have to work 39 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,179	<b>48</b>
\$30,000—48,000	10,731	<b>27</b>
\$48,000—75,000	15,297	<b>25</b>
\$75,000—110,000	19,478	<b>21</b>
\$110,000 and above	21,468	<b>11</b>

Students would have to work 41 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$16,954**  
Families in Group  
**14%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,242**  
Families in Group  
**12%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,514**  
Families in Group  
**18%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$92,145**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$195,842**  
Families in Group  
**36%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	18,948	<b>112</b>
\$30,000–48,000	22,161	<b>56</b>
\$48,000–75,000	23,901	<b>39</b>
\$75,000–110,000	27,399	<b>30</b>
\$110,000 and above	33,138	<b>17</b>

Students would have to work 58 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	10,049	<b>59</b>
\$30,000–48,000	10,857	<b>28</b>
\$48,000–75,000	16,881	<b>27</b>
\$75,000–110,000	27,600	<b>30</b>
\$110,000 and above	42,804	<b>22</b>

Students would have to work 57 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	223	426	345	474
<b>Other Aid</b>	67	21	13	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	417	692	537	644
<b>Other Aid</b>	87	33	19	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,677 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,515 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,749 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,918 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,212 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 69 percent of jobs in Maryland will require a postsecondary credential.
- ▶ Maryland is 16th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 47 percent of young adults in Maryland (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 46 percent of working age adults in Maryland (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

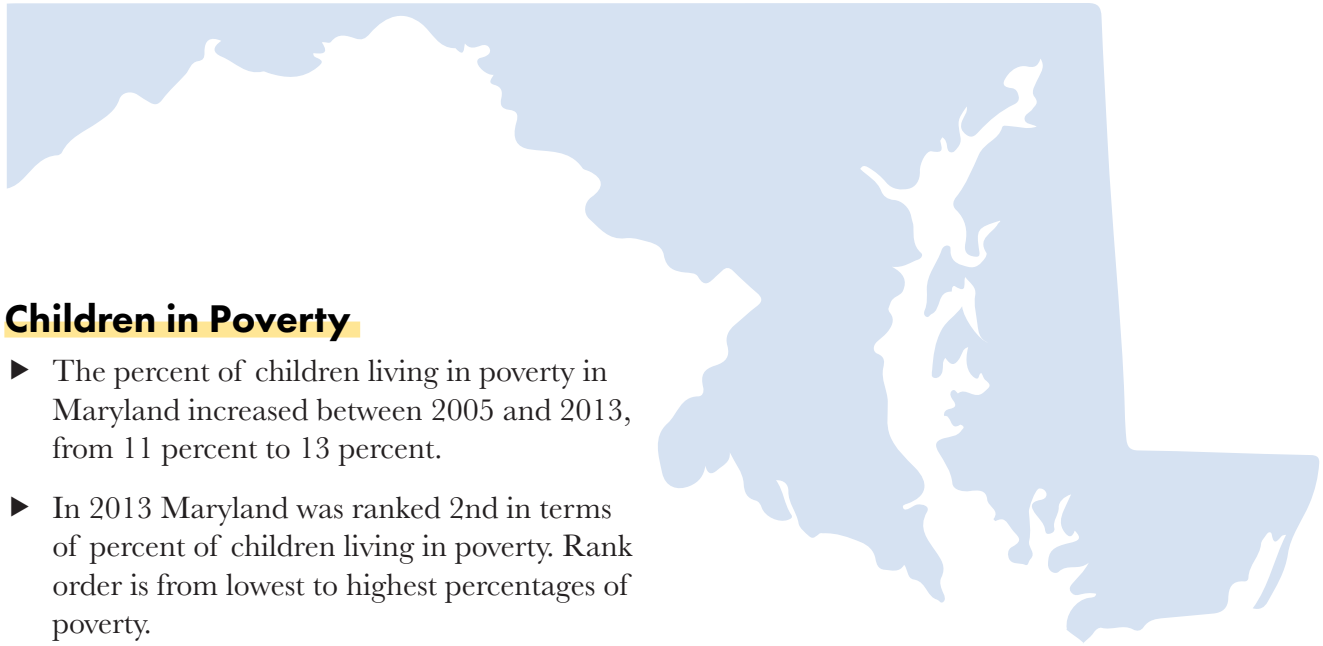
## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 46 percent of working age Maryland state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 53 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 35 percent and 26 percent respectively.

## Educational Pipeline in Maryland

- ▶ In 2020, Maryland's public high school graduates are projected to be 33 percent Black and 14 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Maryland are projected to remain constant between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Maryland is projected to increase by 1 percent and the percent of graduates that are White is projected to decline by 7 percent while the percent of graduates that are Hispanic is projected to grow by 7 percent over the same time period.
- ▶ While the decline in White graduates is similar but more pronounced than national projections (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanic graduates in Maryland is above national patterns (Hispanics are projected to increase by 2 percent nationally by 2028). The increase in Black graduates is similar to national patterns (Blacks are only projected to increase by 1 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Maryland increased between 2005 and 2013, from 11 percent to 13 percent.
- ▶ In 2013 Maryland was ranked 2nd in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Maryland, total student share of state and net tuition revenues per full time student was 29 percent in 1989, 44 percent in 2000, and 50 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 and after the 2007-08 recession net tuition revenues continued to increase.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MASSACHUSETTS



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Massachusetts*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# MASSACHUSETTS

COLLEGE  
AFFORDABILITY  
RANKING

43

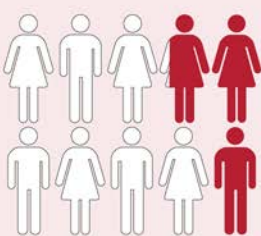
Massachusetts educates the largest concentration of its undergraduates in its private four-year nondoctoral colleges and universities. One need only consider that a student would have to work, on average, 69 hours a week to cover the full-time costs of attending these institutions to see why the state ranks near the bottom of the national College Affordability rankings. Families earning less than \$30,000 a year would need more than 100 percent of their annual income to cover the cost of attending these schools full time.

The state's public two-year institutions are also less affordable compared to other states. Students would need to work, on average, 25 hours per week to cover costs of attending these institutions full time. Lower income families would need to dedicate over 40 percent of their annual family income to attend community college full time.

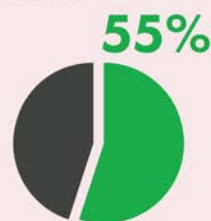
Affordability is also among the complex array of factors leading to disparities in college attainment between Whites and Hispanics—the state's largest minority group—in Massachusetts. Unless lawmakers take measures to address affordability, those gaps are likely to persist.

- ▶ The percent of family income needed to pay for attending college full time has increased since 2008 at all types of postsecondary institutions in Massachusetts.
- ▶ Massachusetts provides \$301 per student in need-based financial aid to attend public institutions, compared with the national average of \$474.
- ▶ By 2020, 15 percent of high school graduates in the state will be Hispanic. As of 2014, Hispanic college attainment rates substantially lag behind White attainment rates (24 percent vs. 56 percent).
- ▶ By 2020, 72 percent of jobs in Massachusetts will require a postsecondary credential. As of 2014, 56 percent of young adults (age 25–34) and 51 percent of working-age adults (age 35–64) had an associate's degree or higher.

More Massachusetts students attend **private four-year nondoctoral institutions** than any other kind of institution, with **28 percent enrolled**. Families would spend, on average, **55 percent of annual income** to pay for full-time attendance.

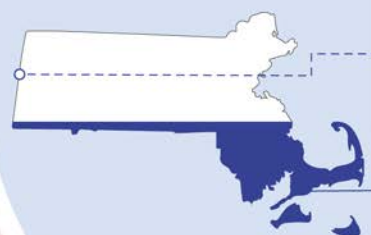


Percentage of students attending private four-year nondoctoral institutions



Percentage of family income required to pay for full-time attendance

On average, **51 percent** of working-age Massachusetts state residents (age 25–64) have an associate's degree or higher. By 2020, **72 percent of jobs will require an associate's degree or higher**.



**72%**

Jobs requiring associate's degree or higher by 2020

**51%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (27 percent of enrollment) **	17	18	32
<b>Public Four-Year Nondoctoral</b> (14 percent of enrollment)	26	32	40
<b>Public Research</b> (13 percent of enrollment)	25	29	24
<b>Private Four-Year Nondoctoral</b> (28 percent of enrollment)	49	55	42
<b>Private Research</b> (19 percent of enrollment)	43	45	11

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,929**

Families in Group

**17%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,127**

Families in Group

**12%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,531**

Families in Group

**18%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,961**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$201,493**

Families in Group

**34%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,860	<b>41</b>
\$30,000—48,000	7,411	<b>19</b>
\$48,000—75,000	9,076	<b>15</b>
\$75,000—110,000	11,239	<b>12</b>
\$110,000 and above	11,586	<b>6</b>

Students would have to work 25 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,931	<b>70</b>
\$30,000—48,000	13,178	<b>34</b>
\$48,000—75,000	16,359	<b>27</b>
\$75,000—110,000	18,935	<b>21</b>
\$110,000 and above	20,014	<b>10</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,095	<b>60</b>
\$30,000—48,000	11,193	<b>29</b>
\$48,000—75,000	14,640	<b>24</b>
\$75,000—110,000	19,510	<b>21</b>
\$110,000 and above	21,974	<b>11</b>

Students would have to work 40 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,929**

Families in Group

**17%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,127**

Families in Group

**12%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,531**

Families in Group

**18%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,961**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$201,493**

Families in Group

**34%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	21,892	<b>129</b>
\$30,000–48,000	22,546	<b>58</b>
\$48,000–75,000	25,438	<b>41</b>
\$75,000–110,000	28,343	<b>31</b>
\$110,000 and above	36,058	<b>18</b>

Students would have to work 69 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	15,902	<b>94</b>
\$30,000–48,000	16,378	<b>42</b>
\$48,000–75,000	21,400	<b>35</b>
\$75,000–110,000	28,580	<b>31</b>
\$110,000 and above	42,572	<b>21</b>

Students would have to work 62 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	354	334	301	474
<b>Other Aid</b>	5	1	47	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	89	82	80	644
<b>Other Aid</b>	130	128	126	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,405 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,274 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,584 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,492 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,385 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 72 percent of jobs in Massachusetts will require a postsecondary credential.
- ▶ Massachusetts is 4th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 56 percent of young adults in Massachusetts (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 51 percent of working age adults in Massachusetts (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

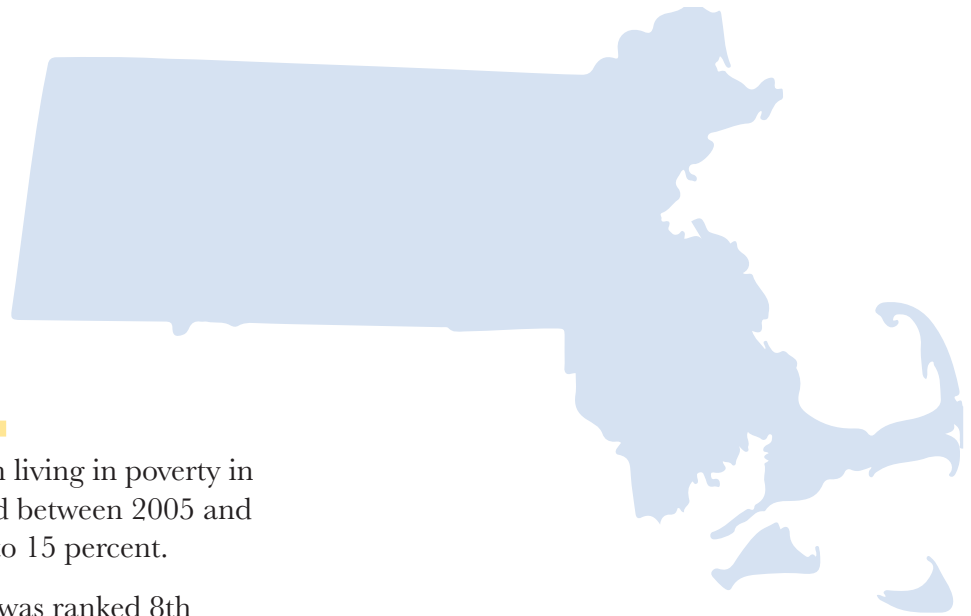
## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 51 percent of working age Massachusetts state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 56 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Blacks and Asians) have attainment of 24 percent, 33 percent and 65 percent respectively.

## Educational Pipeline in Massachusetts

- ▶ In 2020, Massachusetts's public high school graduates are projected to be 15 percent Hispanic, 8 percent Black and 7 percent Asian.
- ▶ The total number of high school graduates at public institutions in Massachusetts are projected to decrease by 8 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in Massachusetts is projected to increase by 3 percent and the percent of graduates that are White is projected to decline by 6 percent while the percent of graduates that are Black is projected to grow by 1 percent over the same time period. The percent of graduates that are Asian is projected to grow by 2 percent.
- ▶ While the decline in White graduates is similar but slightly more pronounced than the national projections (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanic, Black, and Asian graduates in Massachusetts are all similar to national patterns (Hispanics are only projected to increase by 2 percent, Blacks are projected to increase by 1 percent, and Asians are projected to grow by 1 percent of national graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Massachusetts increased between 2005 and 2013, from 14 percent to 15 percent.
- ▶ In 2013 Massachusetts was ranked 8th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Massachusetts, total student share of state and net tuition revenues per full time student was 22 percent in 1989, 30 percent in 2000, and 45 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MICHIGAN





Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Michigan*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# MICHIGAN

COLLEGE  
AFFORDABILITY  
RANKING

15

The low cost of Michigan's public two-year institutions help make college attendance relatively affordable for many of its residents. But the rising percentage of family income needed to attend the state's other colleges and universities—coupled with high poverty—put the state's future college affordability at risk.

Michigan educates over a third of its students in public two-year colleges, which are among the most affordable in the nation. The percentage of family income needed to pay for college expenses to attend these institutions has not increased since 2008. Students would have to work, on average, 20 hours a week to cover educational costs of attending two-year colleges full time.

Michigan's public research universities, which educate 29 percent of the state's undergraduates, are also more affordable than most of their national counterparts. However, lower-income families comprise nearly a quarter of the state's population, and they would need nearly half of their annual family income to pay for educational expenses to attend these schools full time. Students would have to work, on average, 38 hours a week to cover costs of attending public research universities full time.

As Michigan's knowledge-based economy demands an increasingly educated workforce, the state will need to consider strategies to address gaps in educational attainment and high levels of poverty that may be preventing Michiganders from attaining postsecondary degrees.

- ▶ Michigan educates 29 percent of its students in its public research universities. Students would have to work, on average, 38 hours a week to cover educational costs of attending these institutions full time.
- ▶ Michigan provides \$145 per student in need-based financial aid to attend public institutions, compared to the national average of \$474.
- ▶ The percentage of children living in poverty in Michigan is 24 percent.
- ▶ By 2020, 18 percent of Michigan's high school graduates will be Black. As of 2014, Black higher education attainment substantially lagged behind White attainment, 25 percent versus 41 percent.

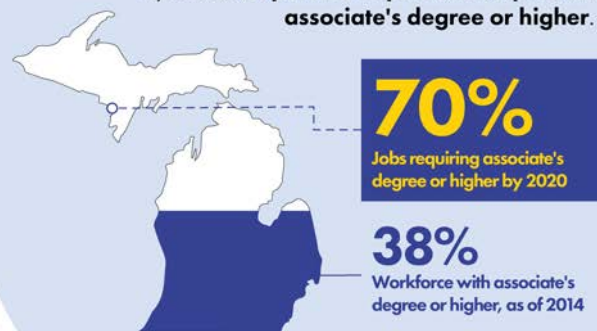
More Michigan students attend **public two-year institutions** than any other kind of institution, with **35 percent enrolled**. Families would spend, on average, **14 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **38 percent** of working-age Michigan state residents (age 25-64) have an associate's degree or higher. By 2020, **70 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (35 percent of enrollment)**	<b>14</b>	<b>14</b>	<b>3</b>
<b>Public Four-Year Nondoctoral</b> (18 percent of enrollment)	<b>27</b>	<b>28</b>	<b>29</b>
<b>Public Research</b> (29 percent of enrollment)	<b>25</b>	<b>26</b>	<b>13</b>
<b>Private Four-Year Nondoctoral</b> (17 percent of enrollment)	<b>35</b>	<b>40</b>	<b>12</b>
<b>Private Research</b> (0 percent of enrollment)	<b>34</b>	<b>47</b>	<b>13</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,703**

Families in Group

**23%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,169**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,894**

Families in Group

**23%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,015**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**179,761**

Families in Group

**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	4,521	<b>27</b>
\$30,000—48,000	5,321	<b>14</b>
\$48,000—75,000	7,337	<b>12</b>
\$75,000—110,000	9,116	<b>10</b>
\$110,000 and above	9,471	<b>5</b>

Students would have to work 20 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,004	<b>60</b>
\$30,000—48,000	11,394	<b>29</b>
\$48,000—75,000	14,323	<b>24</b>
\$75,000—110,000	16,901	<b>19</b>
\$110,000 and above	17,764	<b>10</b>

Students would have to work 36 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,183	<b>49</b>
\$30,000—48,000	10,707	<b>27</b>
\$48,000—75,000	14,451	<b>24</b>
\$75,000—110,000	18,717	<b>21</b>
\$110,000 and above	20,984	<b>12</b>

Students would have to work 38 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,703**

Families in Group

**23%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,169**

Families in Group

**17%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,894**

Families in Group

**23%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,015**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**179,761**

Families in Group

**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	15,381	<b>92</b>
\$30,000–48,000	16,127	<b>41</b>
\$48,000–75,000	18,012	<b>30</b>
\$75,000–110,000	20,287	<b>22</b>
\$110,000 and above	22,562	<b>13</b>

Students would have to work 47 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	19,226	<b>115</b>
\$30,000–48,000	18,714	<b>48</b>
\$48,000–75,000	21,383	<b>35</b>
\$75,000–110,000	22,274	<b>24</b>
\$110,000 and above	25,884	<b>14</b>

Students would have to work 57 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	85	77	145	474
<b>Other Aid</b>	172	276	2	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	956	867	566	644
<b>Other Aid</b>	142	226	1	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,266 annually.
- ▶ Students who enroll at private research institutions typically borrow \$4,716 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$5,967 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$6,333 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,107 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 70 percent of jobs in Michigan will require a postsecondary credential.
- ▶ Michigan is 12th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 40 percent of young adults in Michigan (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 39 percent of working age adults in Michigan (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 38 percent of working age Michigan state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 41 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks, Hispanics and Asians) have attainment of 25 percent, 24 percent and 70 percent respectively.

## Educational Pipeline in Michigan

- ▶ In 2020, Michigan's public high school graduates are projected to be 18 percent Black, 5 percent Hispanic, and 4 percent Asian.
- ▶ The total number of high school graduates at public institutions in Michigan are projected to decline by 13 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Michigan is projected to increase by 3 percent and the percent of graduates that are White is projected to decline by 4 percent. The percent of Hispanics and Asians are both projected to remain constant over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Blacks in Michigan is above national patterns (Blacks are only projected to increase by 1 percent of national high school graduates by 2028). The flat growth for Hispanic and Asian graduates is below national trends (Hispanics are projected to increase by 2 percent and Asians are projected to increase by 1 percent by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Michigan increased between 2005 and 2013, from 18 percent to 24 percent.
- ▶ In 2013 Michigan was ranked 32nd in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Michigan, total student share of state and net tuition revenues per full time student was 38 percent in 1989, 41 percent in 2000, and 70 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MINNESOTA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Minnesota*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# MINNESOTA

COLLEGE  
AFFORDABILITY  
RANKING

25

College has become increasingly more expensive at the very time that Minnesota needs more educated workers to fill jobs that require some postsecondary education. Despite the state's consistently increasing provision of need-based aid for public higher education, the cost of attending these institutions consumes significant portions of a family's income, especially for those earning the least.

Minnesota educates many of its undergraduates in its public two-year institutions, which are some of the least affordable in the nation. Students would need to work, on average, 34 hours per week to cover costs of attending these colleges full time. Lower income families would need to dedicate more than half of their annual income to paying for attending these institutions full time.

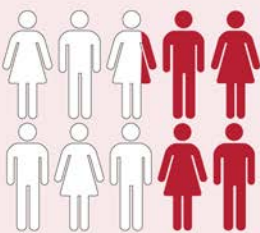
Minnesota has also lost ground on affordability in its public four-year nondoctoral institutions, where students would have to work, on average, nearly full time to cover costs of full-time attendance.

Minnesota provides more per-student need-based financial aid than most states. That it still struggles to make college affordable points

to the challenge ahead, as the state pivots to an increasingly knowledge-based economy while aiming to close substantial gaps in educational attainment.

- ▶ The percent of family income needed to pay for college expenses has increased since 2008 at all Minnesota institutions except private four-year nondoctoral.
- ▶ Minnesota educates 43 percent of its students in its public two-year institutions. Students would have to work, on average, 34 hours per week to cover costs to attend these colleges full time.
- ▶ Minnesota provides \$551 per student in need-based financial aid to students attending public institutions, compared to the national average of \$474.
- ▶ By 2020, Minnesota's high school graduates will be 8 percent Black. As of 2014, however, Black college attainment lagged behind White attainment, 29 percent versus 50 percent.
- ▶ By 2020, 74 percent of jobs in Minnesota will require a postsecondary credential. As of 2014, 52 percent of young adults (age 25–34) and 47 percent of working-age adults (age 35–64) had an associate's degree or higher.

More Minnesota students attend **public two-year institutions** than any other kind of institution, with **43 percent enrolled**. Families would spend, on average, **28 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **48 percent** of working-age Minnesota state residents (age 25-64) have an associate's degree or higher.

By 2020, **74 percent of jobs will require an associate's degree or higher.**



**74%**

Jobs requiring associate's degree or higher by 2020

**48%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (43 percent of enrollment) **	<b>27</b>	<b>28</b>	<b>47</b>
<b>Public Four-Year Nondoctoral</b> (26 percent of enrollment)	<b>23</b>	<b>28</b>	<b>28</b>
<b>Public Research</b> (12 percent of enrollment)	<b>22</b>	<b>26</b>	<b>12</b>
<b>Private Four-Year Nondoctoral</b> (17 percent of enrollment)	<b>41</b>	<b>41</b>	<b>15</b>
<b>Private Research</b> (2 percent of enrollment)	<b>43</b>	<b>54</b>	<b>19</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,888**

Families in Group

**16%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,433**

Families in Group

**14%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,538**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,632**

Families in Group

**22%**

Income

**\$110,000 and above**

Average Income in Group

**\$184,972**

Families in Group

**26%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,007	<b>62</b>
\$30,000—48,000	11,349	<b>29</b>
\$48,000—75,000	13,370	<b>22</b>
\$75,000—110,000	15,549	<b>17</b>
\$110,000 and above	16,048	<b>9</b>

Students would have to work 34 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,609	<b>59</b>
\$30,000—48,000	11,296	<b>29</b>
\$48,000—75,000	14,303	<b>23</b>
\$75,000—110,000	17,707	<b>19</b>
\$110,000 and above	18,886	<b>10</b>

Students would have to work 39 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,650	<b>48</b>
\$30,000—48,000	9,583	<b>24</b>
\$48,000—75,000	14,683	<b>24</b>
\$75,000—110,000	20,036	<b>22</b>
\$110,000 and above	23,108	<b>12</b>

Students would have to work 40 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,888**  
Families in Group  
**16%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,433**  
Families in Group  
**14%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,538**  
Families in Group  
**22%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$91,632**  
Families in Group  
**22%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$184,972**  
Families in Group  
**26%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	16,264	<b>91</b>
\$30,000–48,000	16,840	<b>43</b>
\$48,000–75,000	19,393	<b>32</b>
\$75,000–110,000	23,661	<b>26</b>
\$110,000 and above	28,918	<b>16</b>

Students would have to work 55 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	21,037	<b>118</b>
\$30,000–48,000	23,229	<b>59</b>
\$48,000–75,000	26,016	<b>42</b>
\$75,000–110,000	30,859	<b>34</b>
\$110,000 and above	33,102	<b>18</b>

Students would have to work 71 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	353	528	551	474
<b>Other Aid</b>	0	24	28	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	1148	1248	1214	644
<b>Other Aid</b>	0	18	24	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,861 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,735 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,393 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,974 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$4,228 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 74 percent of jobs in Minnesota will require a postsecondary credential.
- ▶ Minnesota is 2nd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 52 percent of young adults in Minnesota (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 47 percent of working age adults in Minnesota (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

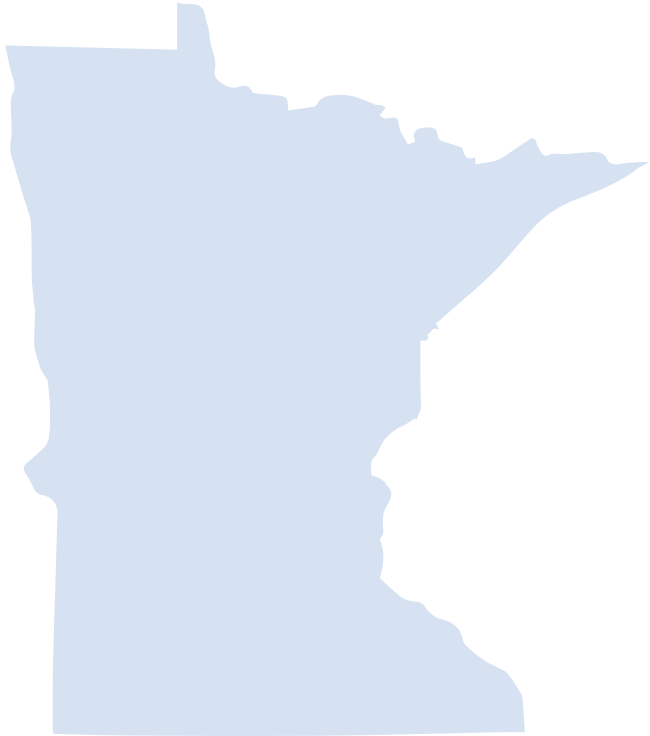
## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 48 percent of working age Minnesota state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 50 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks and then Asians and Hispanics with about equal share) have attainment of 29 percent, 53 percent and 26 percent respectively.

## Educational Pipeline in Minnesota

- ▶ In 2014, Black college attainment lags behind White attainment, 29 percent versus 50 percent.
- ▶ The total number of high school graduates at public institutions in Minnesota are projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Minnesota is projected to grow by 3 percent and the percent of graduates that are White is projected to decline by 5 percent. The percent of Asians is projected to increase by 3 percent while the percent of graduates that are Hispanic is projected to grow by 1 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Black graduates in Minnesota is above national patterns (Blacks are only projected to increase by 1 percent of national high school graduates between 2020 and 2028). The percent of Hispanic graduates is slightly below national patterns while the percent of Asians is slightly above national patterns (nationally, Asian graduates are projected to increase by 1 percent and Hispanic graduates are projected to increase by 2 percent between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Minnesota increased between 2005 and 2013, from 12 percent to 15 percent.
- ▶ In 2013 Minnesota was ranked 6th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Minnesota, total student share of state and net tuition revenues per full time student was 24 percent in 1989, 27 percent in 2000, and 57 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MISSISSIPPI



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Mississippi*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# MISSISSIPPI

36

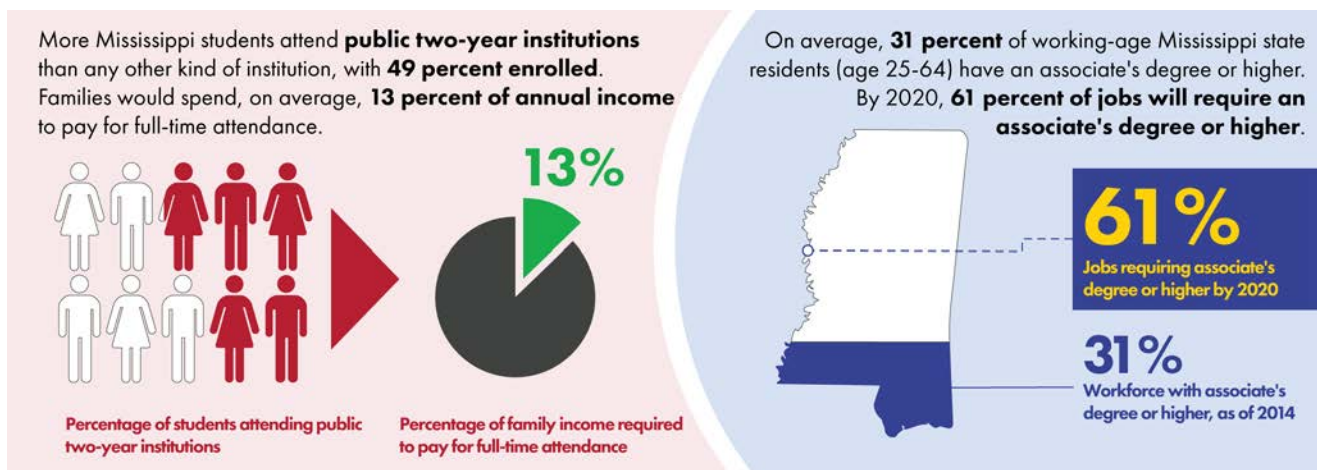
Deep levels of poverty and zero need-based state financial aid threaten the ability of Mississippi to adequately educate its populace.

Mississippi's public research universities are among the least affordable in the nation. Students would need to work, on average, more than 40 hours a week to cover the costs of attending these institutions full time. Lower income families would need to spend over three fourths of their annual income to pay for full-time college expenses at these institutions.

Nearly half of all Mississippi undergraduates enroll in public two-year institutions. Although these institutions are among the most affordable nationally, expenses at these institutions still require a large portion of the income of the state's poorest. Lower income families would have to spend over one quarter of annual family income to cover the cost of full-time attendance.

Substantial gaps in college degree attainment exist between Whites and Blacks in the state. By 2020, 47 percent of Mississippi's high school graduates will be Black.

- ▶ The percent of family income needed to pay for college expenses has increased since 2008 at all types of institutions in Mississippi with the exception of public two-year institutions.
- ▶ Mississippi educates 49 percent of its students in its public two-year institutions. Students would have to work, on average, 16 hours per week to cover full-time attendance costs at these institutions.
- ▶ Mississippi educates 36 percent of its students in public research universities. Students would have to work, on average, 43 hours per week to cover costs to attend these institutions full time.
- ▶ Mississippi provides no need-based financial aid to students attending public institutions, compared to the national average of \$474 per student.
- ▶ By 2020, Mississippi's high school graduates will be 47 percent Black. As of 2014, however, there were substantial gaps between Black educational attainment and White attainment, 24 percent versus 36 percent.
- ▶ Nearly 1 in 3 children live in poverty in Mississippi.





# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (49 percent of enrollment)**	<b>13</b>	<b>13</b>	<b>2</b>
<b>Public Four-Year Nondoctoral</b> (7 percent of enrollment)	<b>23</b>	<b>29</b>	<b>30</b>
<b>Public Research</b> (36 percent of enrollment)	<b>28</b>	<b>35</b>	<b>44</b>
<b>Private Four-Year Nondoctoral</b> (7 percent of enrollment)	<b>33</b>	<b>37</b>	<b>4</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,256**

Families in Group

**33%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$38,787**

Families in Group

**19%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,788**

Families in Group

**21%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,691**

Families in Group

**14%**

Income

**\$110,000 and above**

Average Income in Group

**\$176,411**

Families in Group

**12%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	4,586	<b>28</b>
\$30,000—48,000	5,307	<b>14</b>
\$48,000—75,000	6,713	<b>11</b>
\$75,000—110,000	7,850	<b>9</b>
\$110,000 and above	8,715	<b>5</b>

Students would have to work 16 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,461	<b>71</b>
\$30,000—48,000	12,697	<b>33</b>
\$48,000—75,000	12,848	<b>21</b>
\$75,000—110,000	13,058	<b>14</b>
\$110,000 and above	13,321	<b>8</b>

Students would have to work 32 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,499	<b>83</b>
\$30,000—48,000	13,812	<b>36</b>
\$48,000—75,000	16,582	<b>27</b>
\$75,000—110,000	17,707	<b>20</b>
\$110,000 and above	18,486	<b>10</b>

Students would have to work 43 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,256**

Families in Group

**33%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$38,787**

Families in Group

**19%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,788**

Families in Group

**21%**

Income

**\$75,000–110,000**

Average Income in Group

**\$90,691**

Families in Group

**14%**

Income

**\$110,000 and above**

Average Income in Group

**\$176,411**

Families in Group

**12%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	14,628	<b>90</b>
\$30,000–48,000	15,160	<b>39</b>
\$48,000–75,000	17,141	<b>28</b>
\$75,000–110,000	16,073	<b>18</b>
\$110,000 and above	19,109	<b>11</b>

Students would have to work 38 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	6	0	474
<b>Other Aid</b>	165	169	176	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	23	0	644
<b>Other Aid</b>	274	263	239	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,484 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$6,170 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,464 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,253 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 61 percent of jobs in Mississippi will require a postsecondary credential.
- ▶ Mississippi is 47th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 33 percent of young adults in Mississippi (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 30 percent of working age adults in Mississippi (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 31 percent of working age Mississippi state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 36 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 24 percent and 19 percent respectively.

## Educational Pipeline in Mississippi

- ▶ In 2014, a substantial gap exists between Black educational attainment and White attainment, 24 percent versus 36 percent.
- ▶ The total number of high school graduates at public institutions in Mississippi is projected to decline by 6 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Mississippi is projected to decline by 1 percent and the percent of graduates that are White is projected to decline by 1 percent while the percent of graduates that are Hispanic is projected to grow by 4 percent over the same time period.
- ▶ While the decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanic graduates in Mississippi is above national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2028). The decline in Black graduates is in the opposite direction of national trends (Blacks are projected to increase by 1 percent of national high school graduates by 2028).

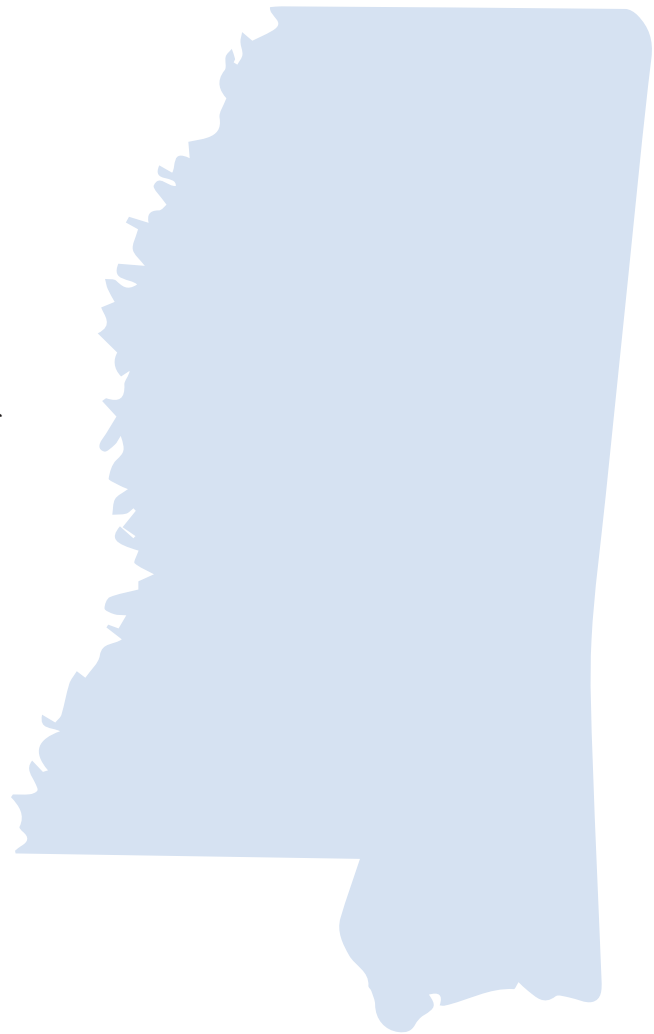
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Mississippi increased between 2005 and 2013, from 31 percent to 32 percent.
- ▶ In 2013 Mississippi was ranked 45th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Mississippi, total student share of state and net tuition revenues per full time student was 30 percent in 1989, 25 percent in 2000, and 40 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MISSOURI



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Missouri*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# MISSOURI

COLLEGE  
AFFORDABILITY  
RANKING

37

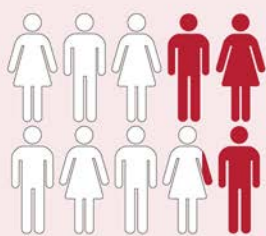
A quarter of Missouri undergraduates attend private four-year nondoctoral institutions, which would require 38 percent of family income to attend full time. And the state provides less than national average in need-based financial aid. This all makes earning a degree unaffordable for many in the Show Me State.

Missouri enrolls 32 percent of its undergraduates in public two-year colleges. To meet that cost, full-time students would have to work, on average, 26 hours a week. The state's private four-year nondoctoral institutions enroll 25 percent of the state's undergraduates. To pay for full-time attendance, students would have to work, on average, 48 hours a week.

Affordability is likely one factor in persistent racial and ethnic disparity in higher educational attainment in the state. Thirty-nine percent of Whites have an associate's degree or higher, compared to only 26 percent of Blacks and Hispanics.

- ▶ In Missouri, nearly a quarter of the state's families (23 percent) earn \$30,000 or less a year.
- ▶ For families earning \$30,000 or less per year, 38 percent of family income would be required to attend the state's public two-year institutions full time. For families earning \$110,000 or more per year, only 6 percent of family income would be required to attend these institutions full time.
- ▶ For families earning \$30,000 or less per year, 92 percent of family income would be required to attend the state's four-year nondoctoral institutions full time. For families earning \$110,000 or more per year, only 10 percent of family income would be required to attend these institutions full time.
- ▶ The state invests \$182 per student in need-based aid at public institutions, and \$381 per student at private institutions. The national average is \$474 and \$644, respectively.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,277 annually.
- ▶ In Missouri, 22 percent of children live in poverty.
- ▶ The percent of family income that would be required to attend any type of public institution full time has increased since 2008.

More Missouri students attend **public two-year institutions** than any other kind of institution, with **32 percent enrolled**. Families would spend, on average, **17 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **37 percent** of working-age Missouri state residents (age 25-64) have an associate's degree or higher. By 2020, **66 percent of jobs will require an associate's degree or higher**.



**66%**

Jobs requiring associate's degree or higher by 2020

**37%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (32 percent of enrollment) * *	<b>14</b>	<b>17</b>	<b>23</b>
<b>Public Four-Year Nondoctoral</b> (20 percent of enrollment)	<b>21</b>	<b>26</b>	<b>25</b>
<b>Public Research</b> (17 percent of enrollment)	<b>32</b>	<b>33</b>	<b>37</b>
<b>Private Four-Year Nondoctoral</b> (25 percent of enrollment)	<b>37</b>	<b>38</b>	<b>7</b>
<b>Private Research</b> (5 percent of enrollment)	<b>50</b>	<b>50</b>	<b>15</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,122**

Families in Group

**23%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,072**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,783**

Families in Group

**23%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,773**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$182,214**

Families in Group

**17%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,506	<b>38</b>
\$30,000—48,000	7,097	<b>18</b>
\$48,000—75,000	8,698	<b>14</b>
\$75,000—110,000	10,035	<b>11</b>
\$110,000 and above	10,472	<b>6</b>

Students would have to work 26 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,737	<b>57</b>
\$30,000—48,000	10,518	<b>27</b>
\$48,000—75,000	13,098	<b>22</b>
\$75,000—110,000	14,882	<b>16</b>
\$110,000 and above	15,607	<b>9</b>

Students would have to work 32 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,784	<b>75</b>
\$30,000—48,000	13,544	<b>35</b>
\$48,000—75,000	16,080	<b>26</b>
\$75,000—110,000	18,653	<b>21</b>
\$110,000 and above	20,129	<b>11</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,122**

Families in Group

**23%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,072**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,783**

Families in Group

**23%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,773**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$182,214**

Families in Group

**17%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	15,785	<b>92</b>
\$30,000—48,000	15,524	<b>40</b>
\$48,000—75,000	16,753	<b>28</b>
\$75,000—110,000	17,820	<b>20</b>
\$110,000 and above	18,137	<b>10</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	19,168	<b>112</b>
\$30,000—48,000	19,004	<b>49</b>
\$48,000—75,000	22,504	<b>37</b>
\$75,000—110,000	29,282	<b>32</b>
\$110,000 and above	37,958	<b>21</b>

Students would have to work 67 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	65	66	182	474
<b>Other Aid</b>	86	84	215	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	205	189	381	644
<b>Other Aid</b>	44	47	36	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,181 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,615 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,602 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,277 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,413 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 66 percent of jobs in Missouri will require a postsecondary credential.
- ▶ Missouri is 26th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 42 percent of young adults in Missouri (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 37 percent of working age adults in Missouri (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 37 percent of working age Missouri state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 39 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 26 percent each.

## Educational Pipeline in Missouri

- ▶ In 2020, Missouri's public high school graduates are projected to be 14 percent Black and 5 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Missouri is projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Missouri is projected to grow by 1 percent and the percent of graduates that are White is projected to decline by 2 percent while the percent of graduates that are Hispanic is projected to grow by 2 percent over the same time period.
- ▶ The decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028) the growth in Blacks and Hispanic graduates in Missouri mirrors national patterns (Blacks are projected to increase by 1 percent and Hispanics are projected to increase by 2 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

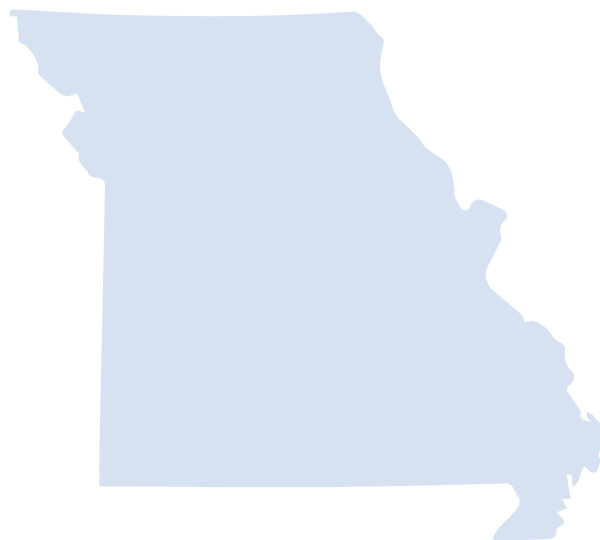


### Children in Poverty

- ▶ The percent of children living in poverty in Missouri increased between 2005 and 2013, from 19 percent to 22 percent.
- ▶ In 2013 Missouri was ranked 25th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Missouri, total student share of state and net tuition revenues per full time student was 30 percent in 1989, 27 percent in 2000, and 51 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## MONTANA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Montana*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# MONTANA

COLLEGE  
AFFORDABILITY  
RANKING

40

More than half of Montana's undergraduates attend the state's two public research institutions, Montana State University and the University of Montana. These universities' relatively high costs—a family would have to dedicate 32 percent of its annual income, on average, to support full-time attendance—and the state's dearth of financial aid leaves Montana near the bottom of the national college affordability rankings.

Only 16 percent of the state's students attend community college, and these are relatively expensive. On average, 20 percent of family income would be required to cover the cost of attending these institutions full time. Students would have to work 21 hours a week, on average, to pay the costs of attending these institutions full time.

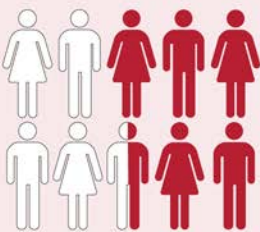
The state provides only \$111 per student in need-based financial aid to attend public colleges and universities, compared with the national average of \$474.

Montana has work to do to meet future demand for an educated workforce. By 2020, 69 percent of jobs in Montana will require a postsecondary

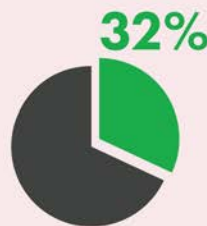
credential. But as of 2014, only 39 percent of young adults (ages 25–34) and 40 percent of working-age adults (ages 35–64) had an associate's degree or higher.

- ▶ Since 2008, a larger percent of family income would be required to attend all institutions in the state full time, with the exception of the public four-year nondoctoral institutions.
- ▶ For families earning \$30,000 or less per year, 72 percent of family income would be required to attend the state's public research institutions full time. For families earning \$110,000 or more per year, 10 percent of family income would be required to attend these institutions full time.
- ▶ Higher educational attainment by race and ethnicity varies considerably. On average, 40 percent of Whites have an associate's degree or higher, compared to only 23 percent of Native Americans and 25 percent of Hispanics.
- ▶ In Montana, 20 percent of children live in poverty.

More Montana students attend **public research institutions** than any other kind of institution, with **55 percent enrolled**. Families would spend, on average, **32 percent of annual income** to pay for full-time attendance.

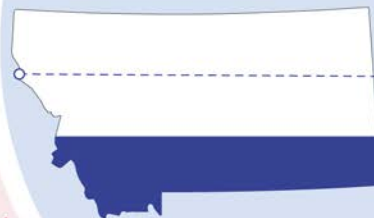


Percentage of students attending public research institutions



Percentage of family income required to pay for full-time attendance

On average, **39 percent** of working-age Montana state residents (age 25-64) have an associate's degree or higher. By 2020, **69 percent of jobs will require an associate's degree or higher**.



**69%**

Jobs requiring associate's degree or higher by 2020

**39%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (16 percent of enrollment) **	19	20	39
<b>Public Four-Year Nondoctoral</b> (20 percent of enrollment)	29	27	26
<b>Public Research</b> (55 percent of enrollment)	29	32	33
<b>Private Four-Year Nondoctoral</b> (9 percent of enrollment)	38	40	13
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,558**

Families in Group

**22%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,057**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$ 61,268**

Families in Group

**25%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,937**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$179,081**

Families in Group

**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,281	<b>41</b>
\$30,000—48,000	7,969	<b>20</b>
\$48,000—75,000	9,586	<b>16</b>
\$75,000—110,000	11,953	<b>13</b>
\$110,000 and above	12,628	<b>7</b>

Students would have to work 21 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,609	<b>60</b>
\$30,000—48,000	10,545	<b>27</b>
\$48,000—75,000	13,395	<b>22</b>
\$75,000—110,000	14,868	<b>16</b>
\$110,000 and above	14,976	<b>8</b>

Students would have to work 33 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,570	<b>72</b>
\$30,000—48,000	13,354	<b>34</b>
\$48,000—75,000	15,491	<b>25</b>
\$75,000—110,000	17,277	<b>19</b>
\$110,000 and above	17,648	<b>10</b>

Students would have to work 40 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,558**  
Families in Group  
**22%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,057**  
Families in Group  
**18%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$ 61,268**  
Families in Group  
**25%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$90,937**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$179,081**  
Families in Group  
**16%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	16,474	<b>94</b>
\$30,000–48,000	15,836	<b>41</b>
\$48,000–75,000	18,690	<b>31</b>
\$75,000–110,000	22,278	<b>24</b>
\$110,000 and above	23,150	<b>13</b>

Students would have to work 46 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	12	119	111	474
<b>Other Aid</b>	60	12	36	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	7	45	0	644
<b>Other Aid</b>	34	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,016 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,849 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,256 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,920 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 69 percent of jobs in Montana will require a postsecondary credential.
- ▶ Montana is 15th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 39 percent of young adults in Montana (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 40 percent of working age adults in Montana (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

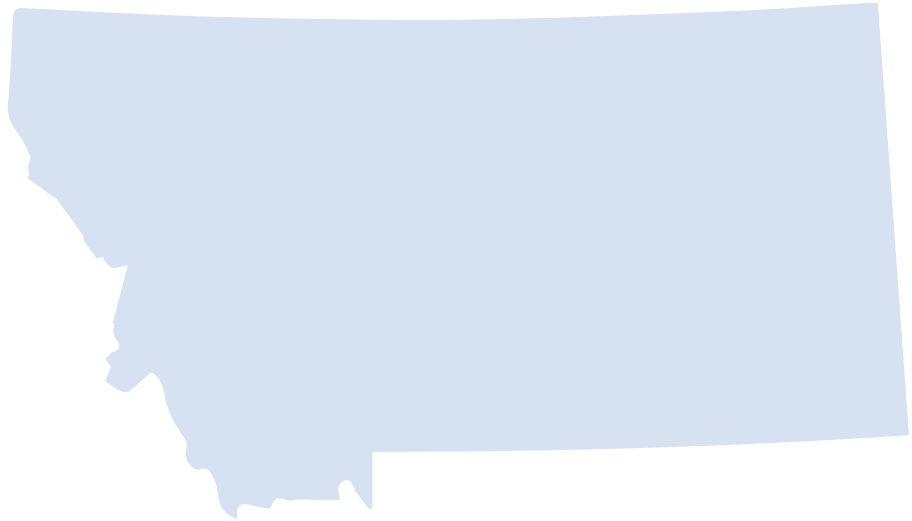
## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 39 percent of working age Montana state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 40 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Native Americans and Hispanics) have attainment of only 23 percent and 25 percent respectively.

## Educational Pipeline in Montana

- ▶ In 2020, Montana's public high school graduates are projected to be 9 percent Native American and 4 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Montana is projected to grow by only 8 percent between 2020 and 2028.
- ▶ The percent of graduates that are White, Native American, and Hispanic are all projected to remain constant between the period of 2020 and 2028.
- ▶ The flat number of projected White high school graduates for Montana is dissimilar to national projections (4 percent decline in White graduates between 2020 and 2028). However, the flat projected number of Native American graduates is similar to national patterns (nationally, Native Americans are projected to remain constant between 2020 and 2028). The flat projected number of Hispanic graduates is dissimilar to national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Montana stayed the same between 2005 and 2013 at 20 percent.
- ▶ In 2013 Montana was ranked 4th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Montana, total student share of state and net tuition revenues per full time student was 19 percent in 1989, 44 percent in 2000, and 53 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 and after the 2007-08 recession net tuition revenues continued to increase.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NEBRASKA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Nebraska*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)



# NEBRASKA

18

Nebraskans benefit from low tuition at the state’s public two-year colleges, which are some of the most affordable in the nation. But the amount families would be required to pay to attend the state’s colleges and universities continues to increase, putting the future of affordable higher education at risk. This is particularly worrisome given that Nebraska contributes little need-based aid for students attending public institutions.

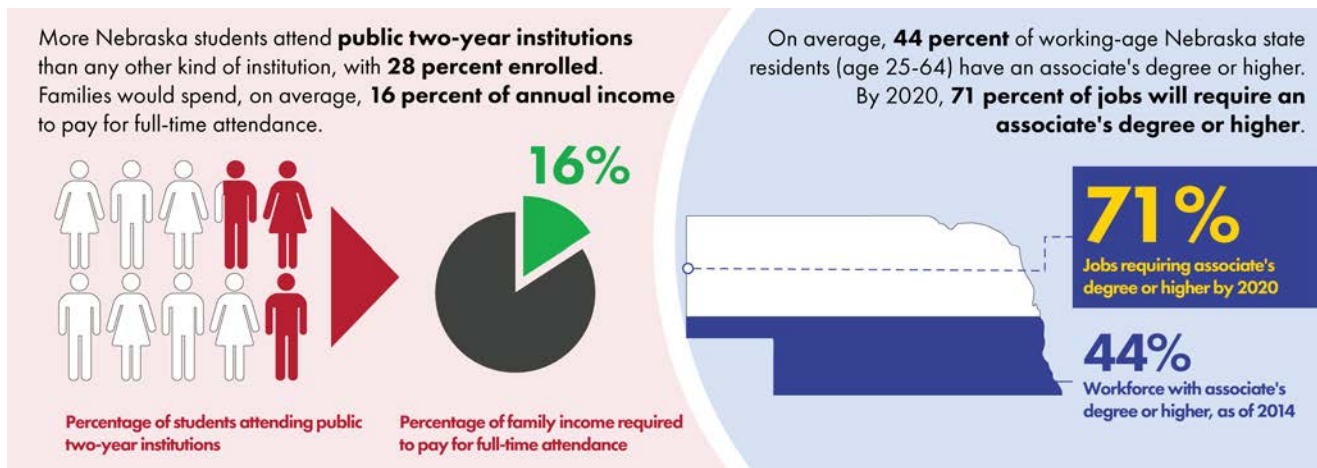
Full-time attendance at a public two-year college would require, on average, just 16 percent of family income. Twenty-eight percent of Nebraska’s undergraduates enroll in these colleges, and they could cover their full-time attendance costs by working 23 hours a week.

Families in Nebraska face a much tougher financial challenge when sending their children to the state’s four-year colleges and universities. Public four-year nondoctoral colleges, which enroll 27 percent of undergraduates, would eat up more than a quarter of family income, on average, for full-time attendance. Full-time students at these institutions would have to work an average of 35 hours to pay their own way.

The workforce needs in this historically agricultural state are changing. By 2020, 71

percent of jobs in Nebraska will require a postsecondary credential. But as of 2014, only 49 percent of young adults (age 25–34) had an associate’s degree or higher. Nebraska will need to address the percent of family income needed to cover college costs if it is to sustain affordable higher education and meet future workforce needs.

- ▶ Since 2008, families must contribute a larger percent of family income at all types of institutions.
- ▶ Low-income families would have to spend 54 percent of family income to attend the state’s public four-year nondoctoral institutions full time. Upper-income families would have to pay just 9 percent of family income to attend these institutions full time.
- ▶ The state invests \$155 in need-based financial aid per student at public institutions. The national average is \$474.
- ▶ Degree attainment by race and ethnicity varies considerably. On average, 48 percent of Whites have an associate’s degree or higher, compared to only 15 percent of Hispanics.
- ▶ In Nebraska, 17 percent of children live in poverty, an increase since 2005.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (28 percent of enrollment) **	<b>15</b>	<b>16</b>	<b>8</b>
<b>Public Four-Year Nondoctoral</b> (27 percent of enrollment)	<b>23</b>	<b>26</b>	<b>24</b>
<b>Public Research</b> (21 percent of enrollment)	<b>23</b>	<b>30</b>	<b>28</b>
<b>Private Four-Year Nondoctoral</b> (24 percent of enrollment)	<b>30</b>	<b>40</b>	<b>11</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$18,264**  
Families in Group  
**18%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,454**  
Families in Group  
**17%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,940**  
Families in Group  
**25%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,491**  
Families in Group  
**21%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$180,532**  
Families in Group  
**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,075	<b>33</b>
\$30,000—48,000	6,209	<b>16</b>
\$48,000—75,000	7,952	<b>13</b>
\$75,000—110,000	9,950	<b>11</b>
\$110,000 and above	8,856	<b>5</b>

Students would have to work 23 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,909	<b>54</b>
\$30,000—48,000	10,678	<b>27</b>
\$48,000—75,000	13,153	<b>22</b>
\$75,000—110,000	15,591	<b>17</b>
\$110,000 and above	16,156	<b>9</b>

Students would have to work 35 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,395	<b>62</b>
\$30,000—48,000	12,149	<b>31</b>
\$48,000—75,000	15,016	<b>25</b>
\$75,000—110,000	19,067	<b>21</b>
\$110,000 and above	19,869	<b>11</b>

Students would have to work 41 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$18,264**

Families in Group

**18%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,454**

Families in Group

**17%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,940**

Families in Group

**25%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,491**

Families in Group

**21%**

Income

**\$110,000 and above**

Average Income in Group

**\$180,532**

Families in Group

**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	15,936	<b>87</b>
\$30,000–48,000	16,796	<b>43</b>
\$48,000–75,000	18,970	<b>31</b>
\$75,000–110,000	21,101	<b>23</b>
\$110,000 and above	24,660	<b>14</b>

Students would have to work 50 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	97	155	474
<b>Other Aid</b>	0	0	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	186	238	644
<b>Other Aid</b>	0	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,466 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,661 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,675 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,668 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 71 percent of jobs in Nebraska will require a postsecondary credential.
- ▶ Nebraska is 8th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 49 percent of young adults in Nebraska (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 42 percent of working age adults in Nebraska (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 44 percent of working age Nebraska state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 48 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Blacks) have attainment of only 15 percent and 29 percent respectively.

## Educational Pipeline in Nebraska

- ▶ In 2020, Nebraska's public high school graduates are projected to be 16 percent Hispanic and 5 percent Black.
- ▶ The total number of high school graduates at public institutions in Nebraska is projected to grow by only 2 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic in Nebraska is projected to grow by 2 percent and the percent of graduates that are White is projected to decline by 4 percent while the percent of graduates that are Black is projected to grow by 2 percent over the same time period.
- ▶ The decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028) as is the growth in Hispanics in Nebraska (Hispanics are projected to increase by 2 percent of national high school graduates by 2028). The growth in Blacks is slightly above national projections (Blacks are only projected to increase by 1 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Nebraska increased between 2005 and 2013, from 15 percent to 17 percent.
- ▶ In 2013 Nebraska was ranked 13th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Nebraska, total student share of state and net tuition revenues per full time student was 27 percent in 1989, 32 percent in 2000, and 41 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NEVADA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Nevada*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# NEVADA

Nevada’s strong overall ranking on college affordability stems from an above-average investment in need-based state aid and the fact that over half of the state’s undergraduates attend public two-year colleges.

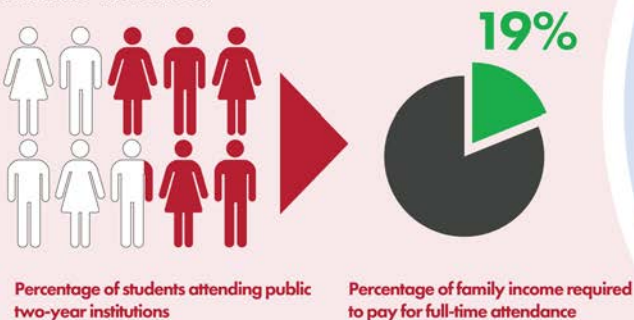
On average, 19 percent of family income would be required to cover the costs of attending public two-year colleges full time. Students attending these schools would be required to work, on average, 27 hours a week to pay these costs.

Forty-four percent of Nevada’s undergraduates attend one of the state’s two public research institutions. On average, 28 percent of family income would be required to cover the costs of attending these institutions full time. Students would have to work 37 hours a week, on average, to pay the expenses of attending these institutions full time.

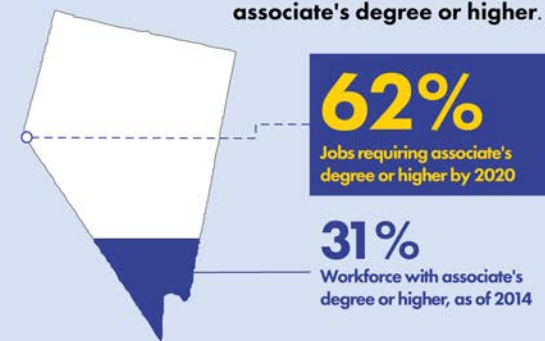
Nevada’s workforce needs are changing, and the number of families living in poverty is on the rise. Within the next four years, 62 percent of jobs will require postsecondary credentials. And yet in 2014, only 31 percent of adults had an associate’s degree or higher.

- ▶ In Nevada, nearly a quarter of the state’s families (23 percent) earn \$30,000 or less a year. Since 2005, the number of children living in poverty increased from 15 percent to 22 percent.
- ▶ Low-income families would need to spend 62 percent of their income, on average, to attend the state’s public research institutions full time. In contrast, families earning \$110,000 or more per year would have to contribute an average of 9 percent.
- ▶ The state contributes \$562 in need-based aid per student at public institutions, which account for almost all of total enrollment. The national average is \$474.
- ▶ Between 2020 and 2028, the number of high school graduates is projected to increase by 7 percent.
- ▶ Educational attainment varies by race/ethnicity: 37 percent of Whites have an associate’s degree or higher. Hispanics are at 14 percent, Blacks at 24 percent, and Asians at 42 percent.

More Nevada students attend **public two-year institutions** than any other kind of institution, with **52 percent enrolled**. Families would spend, on average, **19 percent of annual income** to pay for full-time attendance.



On average, **31 percent** of working-age Nevada state residents (age 25-64) have an associate's degree or higher. By 2020, **62 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (52 percent of enrollment) **	17	19	35
<b>Public Four-Year Nondoctoral</b> (4 percent of enrollment)	20	30	32
<b>Public Research</b> (44 percent of enrollment)	21	28	20
<b>Private Four-Year Nondoctoral</b> (1 percent of enrollment)	51	52	40
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,511**

Families in Group

**23%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,213**

Families in Group

**19%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,634**

Families in Group

**23%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,928**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$181,230**

Families in Group

**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,747	<b>39</b>
\$30,000—48,000	7,191	<b>18</b>
\$48,000—75,000	9,740	<b>16</b>
\$75,000—110,000	11,926	<b>13</b>
\$110,000 and above	12,130	<b>7</b>

Students would have to work 27 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,425	<b>65</b>
\$30,000—48,000	12,087	<b>31</b>
\$48,000—75,000	15,222	<b>25</b>
\$75,000—110,000	16,287	<b>18</b>
\$110,000 and above	17,080	<b>9</b>

Students would have to work 38 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,785	<b>62</b>
\$30,000—48,000	11,544	<b>29</b>
\$48,000—75,000	13,813	<b>23</b>
\$75,000—110,000	16,570	<b>18</b>
\$110,000 and above	16,887	<b>9</b>

Students would have to work 37 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,511**

Families in Group

**23%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,213**

Families in Group

**19%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,634**

Families in Group

**23%**

Income

**\$75,000–110,000**

Average Income in Group

**\$90,928**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$181,230**

Families in Group

**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	21,207	<b>121</b>
\$30,000–48,000	21,533	<b>55</b>
\$48,000–75,000	21,597	<b>36</b>
\$75,000–110,000	27,753	<b>31</b>
\$110,000 and above	32,045	<b>18</b>

Students would have to work 66 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	127	240	562	474
<b>Other Aid</b>	457	390	357	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	0	0	644
<b>Other Aid</b>	0	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,507 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,310 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,088 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,674 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 62 percent of jobs in Nevada will require a postsecondary credential.
- ▶ Nevada is 44th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 30 percent of young adults in Nevada (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 31 percent of working age adults in Nevada (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 31 percent of working age Nevada state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 37 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and then Blacks and Asians with about equal share) have attainment of 14 percent, 24 percent and 42 percent respectively.

## Educational Pipeline in Nevada

- ▶ In 2020, Nevada's public high school graduates are projected to be 35 percent Hispanic, 8 percent Black, and 12 percent Asian.
- ▶ The total number of high school graduates at public institutions in Nevada is projected to grow by only 7 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in Nevada is projected to grow by 2 percent and the percent of graduates that are White is projected to decline by 2 percent while the percent of graduates that are Black is projected to grow by 4 percent over the same time period. The percent of graduates that are Asian is projected to increase by 4 percent between 2020 and 2028.
- ▶ While the decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028) the growth in Hispanics in Nevada is the same as national patterns (Hispanics are also projected to increase by 2 percent of national high school graduates by 2028). The growth in Black graduates in Nevada is above national trends (Blacks are projected to increase by 1 percent of national high school graduates by 2028). The increase in Asian graduates is slightly above national trends (Asians are projected to increase by 1 percent nationally by 2028).

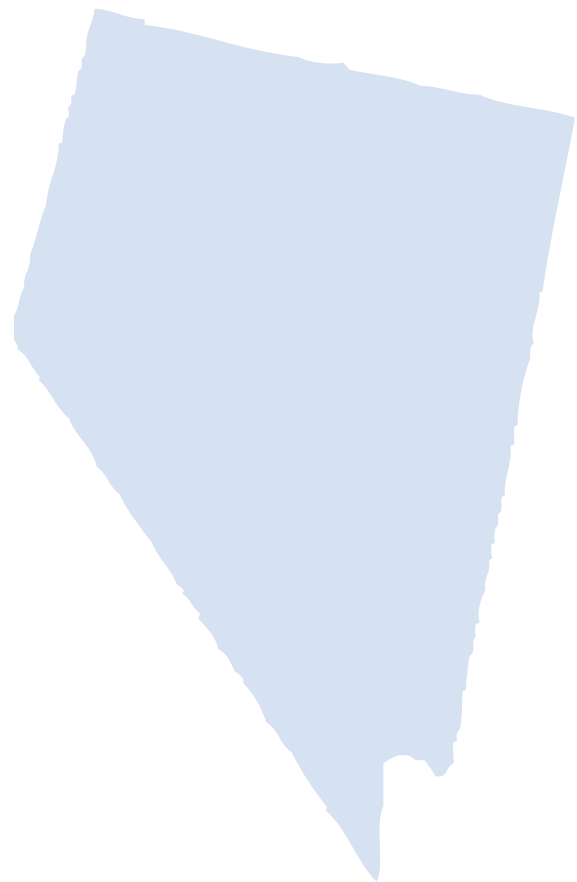
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Nevada increased between 2005 and 2013, from 15 percent to 22 percent.
- ▶ In 2013 Nevada was ranked 26th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Nevada, total student share of state and net tuition revenues per full time student was 21 percent in 1989, 23 percent in 2000, and 36 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NEW HAMPSHIRE



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: New Hampshire*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# NEW HAMPSHIRE

COLLEGE  
AFFORDABILITY  
RANKING

50

New Hampshire is the least affordable state for students pursuing higher education. It offers no need-based financial aid, and yet nearly 40 percent of students enroll in expensive private four-year nondoctoral institutions. Without policy changes, New Hampshire's workforce will not be able to meet the economy's needs by the end of the decade.

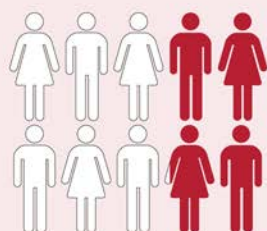
For students to be able to attend a private four-year nondoctoral institution full time, they would be required to work, on average, 66 hours a week. Families would be required to pay 64 percent of their income for the cost of full-time attendance at these colleges and universities, a 16 percent increase between 2008 and 2013.

New Hampshire's public research institutions are costly as well. To attend full time a student would have to work, on average, 58 hours a week.

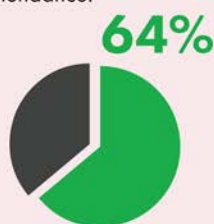
The situation is not expected to improve in coming decades without significant policy changes. Between 2020 and 2028, the total number of high school graduates at public institutions is projected to drop by 12 percent, making it more difficult for New Hampshire to meet the demands for an educated workforce.

- ▶ The state contributes no financial aid to college students attending either public or private institutions. Nationally, states invest an average of \$474 per students at public institutions and \$644 per students at private institutions.
- ▶ In New Hampshire, 39 percent of students attend private four-year nondoctoral colleges. For New Hampshire families earning \$30,000 or less, 159 percent of family income would be required to attend these institutions full time.
- ▶ The state's public two-year colleges, which account for 19 percent of enrollment, require on average 37 percent of family income to attend full time.
- ▶ By 2020, 68 percent of jobs in New Hampshire will require a postsecondary credential. As of 2014, 47 percent of adults (age 25–64) have an associate's degree or higher.
- ▶ Between 2020 and 2028, the total number of high school graduates at public institutions is projected to decline by 12 percent.

More New Hampshire students attend **private four-year nondoctoral institutions** than any other kind of institution, with **39 percent enrolled**. Families would spend, on average, **64 percent of annual income** to pay for full-time attendance.



Percentage of students attending private four-year nondoctoral institutions



Percentage of family income required to pay for full-time attendance

On average, **47 percent** of working-age New Hampshire state residents (age 25-64) have an associate's degree or higher. By 2020, **68 percent of jobs will require an associate's degree or higher**.



**68%**

Jobs requiring associate's degree or higher by 2020

**47%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (19 percent of enrollment) **	<b>43</b>	<b>37</b>	<b>49</b>
<b>Public Four-Year Nondoctoral</b> (17 percent of enrollment)	<b>30</b>	<b>37</b>	<b>48</b>
<b>Public Research</b> (19 percent of enrollment)	<b>32</b>	<b>42</b>	<b>49</b>
<b>Private Four-Year Nondoctoral</b> (39 percent of enrollment)	<b>48</b>	<b>64</b>	<b>49</b>
<b>Private Research</b> (6 percent of enrollment)	<b>17</b>	<b>24</b>	<b>3</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$18,840**  
Families in Group  
**14%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,468**  
Families in Group  
**14%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,484**  
Families in Group  
**21%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,337**  
Families in Group  
**22%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$183,723**  
Families in Group  
**29%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	14,672	<b>78</b>
\$30,000—48,000	18,625	<b>47</b>
\$48,000—75,000	18,519	<b>30</b>
\$75,000—110,000	18,707	<b>20</b>
\$110,000 and above	18,750	<b>10</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	14,399	<b>76</b>
\$30,000—48,000	15,888	<b>40</b>
\$48,000—75,000	18,597	<b>30</b>
\$75,000—110,000	21,856	<b>24</b>
\$110,000 and above	23,437	<b>13</b>

Students would have to work 46 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	15,985	<b>85</b>
\$30,000—48,000	17,873	<b>45</b>
\$48,000—75,000	21,516	<b>35</b>
\$75,000—110,000	25,663	<b>28</b>
\$110,000 and above	29,008	<b>16</b>

Students would have to work 58 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$18,840**  
Families in Group  
**14%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,468**  
Families in Group  
**14%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,484**  
Families in Group  
**21%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$91,337**  
Families in Group  
**22%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$183,723**  
Families in Group  
**29%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	29,971	<b>159</b>
\$30,000–48,000	28,021	<b>71</b>
\$48,000–75,000	27,142	<b>44</b>
\$75,000–110,000	26,408	<b>29</b>
\$110,000 and above	28,978	<b>16</b>

Students would have to work 66 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	7,529	<b>40</b>
\$30,000–48,000	6,881	<b>17</b>
\$48,000–75,000	12,576	<b>20</b>
\$75,000–110,000	19,568	<b>21</b>
\$110,000 and above	42,042	<b>23</b>

Students would have to work 47 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	70	65	0	474
<b>Other Aid</b>	0	6	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	36	45	0	644
<b>Other Aid</b>	0	5	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,288 annually.
- ▶ Students who enroll at private research institutions typically borrow \$1,378 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,981 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,316 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$5,134 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 68 percent of jobs in New Hampshire will require a postsecondary credential.
- ▶ New Hampshire is 21st in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 46 percent of young adults in New Hampshire (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 47 percent of working age adults in New Hampshire (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 47 percent of working age New Hampshire state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 47 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Asians) have attainment of 31 percent and 65 percent respectively.

## Educational Pipeline in New Hampshire

- ▶ In 2020, New Hampshire's public high school graduates are projected to be 3 percent Hispanic and 4 percent Asian.
- ▶ The total number of high school graduates at public institutions in New Hampshire is projected to decline by 12 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic in New Hampshire is projected to increase by 1 percent and the percent of graduates that are White is projected to decline by 2 percent while the percent of graduates that are Asian is projected to grow by 2 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanic graduates in New Hampshire is below national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2028) and the growth in Asians is above national patterns (Asians are projected to increase by 1 percent by 2028).

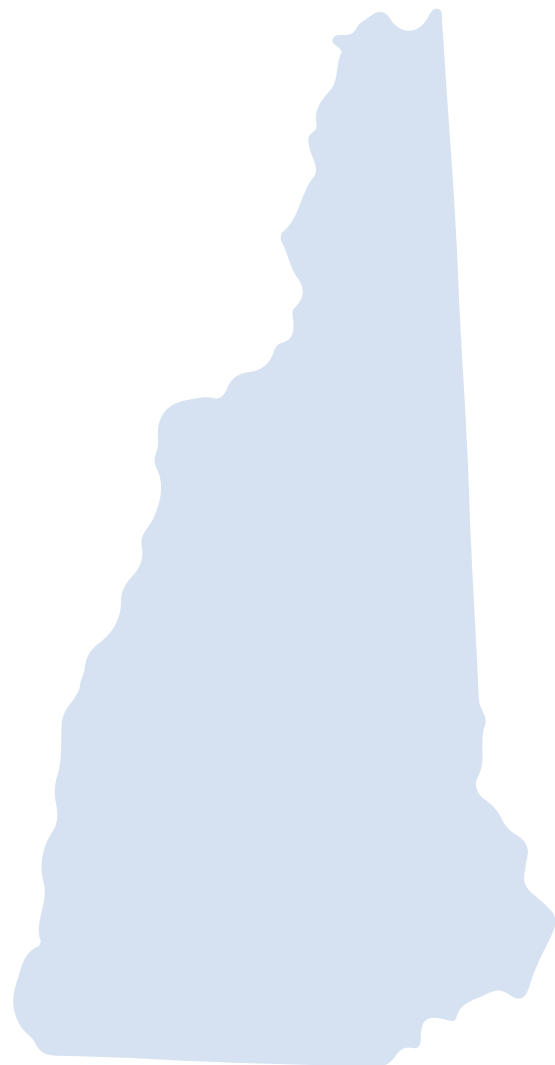
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in New Hampshire increased between 2005 and 2013, from 9 percent to 11 percent.
- ▶ In 2013 New Hampshire was ranked 1st in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In New Hampshire, total student share of state and net tuition revenues per full time student was 55 percent in 1989, 65 percent in 2000, and 81 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NEW JERSEY





Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: New Jersey*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# NEW JERSEY

COLLEGE  
AFFORDABILITY  
RANKING

10

New Jersey's low-cost public two-year colleges drive the state's strong overall ranking on college affordability, with a high concentration of the state's college students attending these institutions. However, the financial burden for families at the state's public four-year colleges and universities put the state's future of affordable higher education at risk.

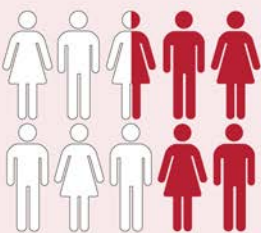
New Jersey enrolls 45 percent of its undergraduates in public community colleges. These two-year institutions would require 17 percent of family income, on average, to attend full time—making them some of the most affordable in the nation. Students would be required to work 23 hours a week, on average, to pay for the cost of attending these colleges full time.

The financial strain is much heavier for undergraduates seeking a degree from one of the state's public four-year nondoctoral colleges, which enroll 29 percent of undergraduates. Full-time attendance at these institutions would require 37 percent of family income, on average—making these colleges some of the most expensive in the nation. On average, students would be required to work more than 40 hours each week to pay the expenses of attending these colleges full time.

New Jersey has work to do to meet future demand for an educated workforce. By 2020, 68 percent of jobs in New Jersey will require a postsecondary credential. But as of 2014, just 49 percent of young adults (age 25–34) and 46 percent of working-age adults (age 35–64) had an associate's degree or higher.

- ▶ Since 2008, a larger percentage of family income would be required to attend the state's public two-year and public four-year nondoctoral colleges, which account for 74 percent of total undergraduate enrollment.
- ▶ For families earning \$30,000 or less per year, 76 percent of family income would be required to attend the state's public four-year nondoctoral institutions full time. For families earning \$110,000 or more per year, 11 percent of family income would be required to attend these institutions full time.
- ▶ The state contributes \$981 per student in need-based financial aid at public institutions, which account for 88 percent of total college enrollment in New Jersey. The national average is \$474.
- ▶ Higher educational attainment varies by race and ethnicity: 52 percent of Whites vs. 24 percent of Hispanics (the largest minority group in New Jersey) has earned an associate's degree or higher.

More New Jersey students attend **public two-year institutions** than any other kind of institution, with **45 percent enrolled**. Families would spend, on average, **17 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **46 percent** of working-age New Jersey state residents (age 25-64) have an associate's degree or higher. By 2020, **68 percent of jobs will require an associate's degree or higher**.



**68%**  
Jobs requiring associate's degree or higher by 2020

**46%**  
Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (45 percent of enrollment) **	<b>15</b>	<b>17</b>	<b>15</b>
<b>Public Four-Year Nondoctoral</b> (29 percent of enrollment)	<b>35</b>	<b>37</b>	<b>49</b>
<b>Public Research</b> (14 percent of enrollment)	<b>36</b>	<b>34</b>	<b>42</b>
<b>Private Four-Year Nondoctoral</b> (9 percent of enrollment)	<b>43</b>	<b>42</b>	<b>18</b>
<b>Private Research</b> (4 percent of enrollment)	<b>33</b>	<b>37</b>	<b>9</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,957**

Families in Group

**16%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,252**

Families in Group

**12%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,446**

Families in Group

**18%**

Income

**\$75,000—110,000**

Average Income in Group

**\$92,198**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$203,906**

Families in Group

**36%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,799	<b>34</b>
\$30,000—48,000	6,865	<b>17</b>
\$48,000—75,000	8,853	<b>14</b>
\$75,000—110,000	10,457	<b>11</b>
\$110,000 and above	10,922	<b>5</b>

Students would have to work 23 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,937	<b>76</b>
\$30,000—48,000	15,807	<b>40</b>
\$48,000—75,000	20,179	<b>33</b>
\$75,000—110,000	23,149	<b>25</b>
\$110,000 and above	23,177	<b>11</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,271	<b>66</b>
\$30,000—48,000	13,389	<b>34</b>
\$48,000—75,000	19,681	<b>32</b>
\$75,000—110,000	24,814	<b>27</b>
\$110,000 and above	26,046	<b>13</b>

Students would have to work 47 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,957**

Families in Group

**16%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,252**

Families in Group

**12%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,446**

Families in Group

**18%**

Income

**\$75,000—110,000**

Average Income in Group

**\$92,198**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$203,906**

Families in Group

**36%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	15,166	<b>89</b>
\$30,000—48,000	16,546	<b>42</b>
\$48,000—75,000	21,687	<b>35</b>
\$75,000—110,000	26,488	<b>29</b>
\$110,000 and above	28,351	<b>14</b>

Students would have to work 43 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,198	<b>78</b>
\$30,000—48,000	14,117	<b>36</b>
\$48,000—75,000	17,928	<b>29</b>
\$75,000—110,000	24,180	<b>26</b>
\$110,000 and above	29,404	<b>14</b>

Students would have to work 54 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	600	740	981	474
<b>Other Aid</b>	112	133	40	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	1678	1915	2542	644
<b>Other Aid</b>	71	52	11	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,620 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,650 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,738 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,568 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$799 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 68 percent of jobs in New Jersey will require a postsecondary credential.
- ▶ New Jersey is 20th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 49 percent of young adults in New Jersey (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 46 percent of working age adults in New Jersey (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 46 percent of working age New Jersey state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 52 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Blacks and Asians) have attainment of 24 percent, 31 percent and 76 percent respectively.

## Educational Pipeline in New Jersey

- ▶ In 2020, New Jersey's public high school graduates are projected to be 23 percent Hispanic, 14 percent Black, and 12 percent Asian.
- ▶ The total number of high school graduates at public institutions in New Jersey is projected to decline by 7 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in New Jersey is projected to grow by 5 percent and the percent of graduates that are White is projected to decline by 6 percent while the percent of graduates that are Black is projected to remain constant over the same time period. The projected number of Asian graduates will increase by 3 percent between 2020 and 2028.
- ▶ While the decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028) the growth in Hispanics in New Jersey is above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The flat growth of Black graduates is slightly below national patterns (Blacks are projected to increase by 1 percent of national high school graduates by 2028) while the growth in Asian graduates is above national trends (nationally, Asian graduates are projected to increase by 1 percent).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in New Jersey increased between 2005 and 2013, from 12 percent to 15 percent.
- ▶ In 2013 New Jersey was ranked 8th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In New Jersey, total student share of state and net tuition revenues per full time student was 21 percent in 1989, 32 percent in 2000, and 59 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NEW MEXICO



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: New Mexico*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# NEW MEXICO

COLLEGE  
AFFORDABILITY  
RANKING

05

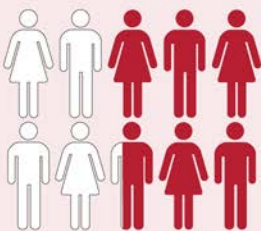
New Mexico has college affordability success stories. It's one of the few states where the percentage of a family's income needed to attend community college has fallen since 2008. And 99 percent of students are enrolled in relatively low-cost public institutions. But in a state where 29 percent of children live in poverty, a college degree remains out of reach for many.

More than half of New Mexico students are enrolled in community colleges, which are among the most affordable in the nation. Still, students would have to work, on average, 21 hours a week to cover full-time attendance.

By 2020, 63 percent of New Mexico's jobs will require at least an associate's degree, nearly twice the percentage of residents who had such a credential in 2014. To close the gap, the state will have to focus on Hispanics and Native Americans. Only 23 percent and 20 percent, respectively, now have a postsecondary credential, compared to 50 percent of Whites.

- ▶ For families earning \$30,000 or less per year, 31 percent of family income would be required to attend the state's public two-year colleges full time. For families earning \$110,000 or more per year, only 5 percent of family income would be required to attend these institutions full time.
- ▶ For families earning \$30,000 or less per year, 52 percent of family income would be required to attend the state's public research institutions full time. For families earning \$110,000 or more per year, only 7 percent of family income would be required to attend these institutions full time.
- ▶ By 2020, 63 percent of jobs in New Mexico will require a postsecondary credential. As of 2014, only 33 percent of young adults (age 25–34) and 36 percent of working-age adults (age 35–64) had an associate's degree or higher.
- ▶ Higher educational attainment by race and ethnicity varies considerably. On average, 50 percent of Whites have an associate's degree or higher, compared to only 23 percent of Hispanics and 20 percent of Native Americans.
- ▶ In New Mexico, 29 percent of children live in poverty. This percentage has increased since 2005.
- ▶ The state contributes \$123 per student in state need-based financial aid to college students attending public institutions, which account for 99 percent of total enrollment. The national average is \$474.

More New Mexico students attend **public two-year institutions** than any other kind of institution, with **57 percent enrolled**. Families would spend, on average, **15 percent of annual income** to pay for full-time attendance.

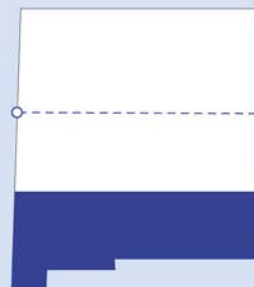


Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **35 percent** of working-age New Mexico state residents (age 25-64) have an associate's degree or higher. By 2020, **63 percent of jobs will require an associate's degree or higher**.



**63%**

Jobs requiring associate's degree or higher by 2020

**35%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (57 percent of enrollment) **	19	15	5
<b>Public Four-Year Nondoctoral</b> (9 percent of enrollment)	19	21	8
<b>Public Research</b> (33 percent of enrollment)	20	24	6
<b>Private Four-Year Nondoctoral</b> (1 percent of enrollment)	53	41	16
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,423**

Families in Group

**30%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$38,859**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,928**

Families in Group

**20%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,887**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,515**

Families in Group

**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,034	<b>31</b>
\$30,000—48,000	5,876	<b>15</b>
\$48,000—75,000	7,754	<b>13</b>
\$75,000—110,000	9,319	<b>10</b>
\$110,000 and above	9,642	<b>5</b>

Students would have to work 21 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,567	<b>46</b>
\$30,000—48,000	8,488	<b>22</b>
\$48,000—75,000	9,973	<b>16</b>
\$75,000—110,000	12,801	<b>14</b>
\$110,000 and above	12,046	<b>7</b>

Students would have to work 24 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,521	<b>52</b>
\$30,000—48,000	9,788	<b>25</b>
\$48,000—75,000	11,925	<b>20</b>
\$75,000—110,000	12,946	<b>14</b>
\$110,000 and above	12,811	<b>7</b>

Students would have to work 30 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$16,423**  
Families in Group  
**30%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$38,859**  
Families in Group  
**17%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$60,928**  
Families in Group  
**20%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$90,887**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$177,515**  
Families in Group  
**16%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	11,524	<b>70</b>
\$30,000–48,000	18,574	<b>48</b>
\$48,000–75,000	22,773	<b>37</b>
\$75,000–110,000	27,261	<b>30</b>
\$110,000 and above	39,080	<b>22</b>

Students would have to work 52 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	152	167	123	474
<b>Other Aid</b>	452	747	898	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	597	0	0	644
<b>Other Aid</b>	994	12	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,261 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$2,486 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,188 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,352 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 63 percent of jobs in New Mexico will require a postsecondary credential.
- ▶ New Mexico is 38th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 33 percent of young adults in New Mexico (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 36 percent of working age adults in New Mexico (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 35 percent of working age New Mexico state residents (age 25-64) have an associate's or higher degree. However, attainment varies by race: 50 percent of Whites have an associate's or higher degree but the other two most populous racial groups (Hispanic and Native Americans) have attainment of only 23 percent and 20 percent respectively.

## Educational Pipeline in New Mexico

- ▶ In 2020, New Mexico's public high school graduates are projected to be 55 percent Hispanic and 10 percent Native American.
- ▶ The total number of high school graduates at public institutions in New Mexico is projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in New Mexico is projected to grow by 2 percent and the percent of graduates that are White is projected to decline by 1 percent while the percent of graduates that are Native American is projected to remain constant over the same time period.
- ▶ The decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028) as is the growth in Hispanics in New Mexico (Hispanics are projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Native American graduates is also similar to national patterns (the percentage of high school graduates that are Native Americans are projected to remain constant between 2020 and 2028).

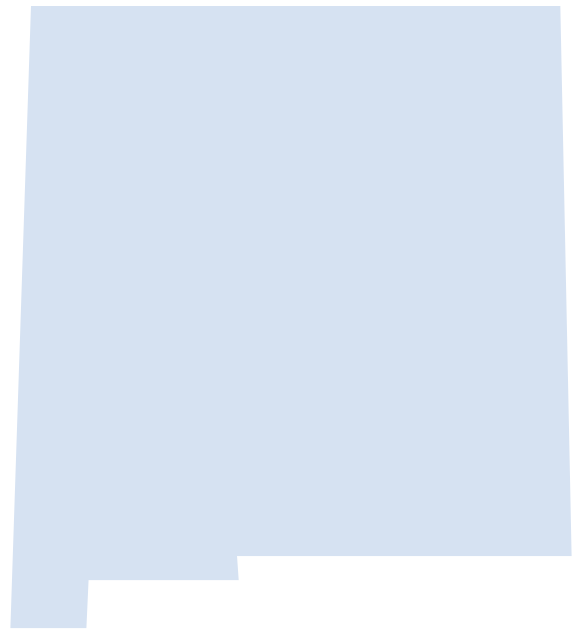
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in New Mexico increased between 2005 and 2013, from 26 percent to 29 percent.
- ▶ In 2013 New Mexico was ranked 44th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In New Mexico, total student share of state and net tuition revenues per full time student was 18 percent in 1989, 9 percent in 2000, and 32 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NEW YORK



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: New York*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# NEW YORK

39

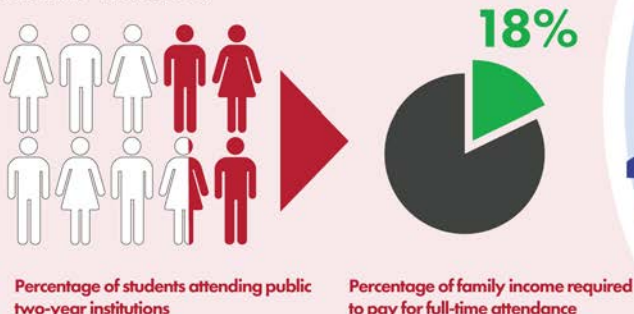
New York spends more than double the national average on per-student need-based financial aid for students attending public institutions, and almost as much for those attending private schools. But that aid doesn't come close to covering the cost of attending the state's relatively high-cost two-year public colleges and four-year private nondoctoral institutions, the two sectors with the highest percentage of enrollment in higher education.

Students attending two-year public colleges full time would have to work, on average, 27 hours a week to cover their costs. Students at private four-year nondoctoral institutions, meanwhile, would have to work 49 hours a week to pay for full-time attendance. That translates to almost half an average family's annual income. For families earning less than \$30,000, the cost would exceed the average annual income.

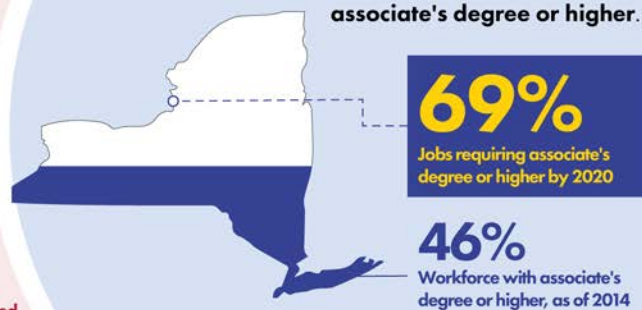
Race, ethnicity, and class are among the many complex factors in who has access to a degree, and better job prospects. On average, 54 percent of Whites and 55 percent of Asians have an associate's degree or higher, compared with only 25 percent of Hispanics and 33 percent of Blacks. New York is also one of the most economically stratified states in the country, with extreme wealth and poverty.

- ▶ New York invests \$1,024 per student in need-based financial aid to attend the state's private institutions, compared with the national average of \$644. The state invests \$1,091 per student in need-based financial aid to attend the state's public institutions compared to the national average of \$474 per student.
- ▶ Twenty-two percent of families earn \$30,000 or less a year. At the other end of the spectrum, 27 percent of families earn \$110,000 or more a year.
- ▶ For families earning \$30,000 or less per year, 33 percent of family income would be required to attend the state's public two-year colleges full time. For families earning \$110,000 or more per year, 6 percent of family income would be required to attend these institutions full time.
- ▶ For families earning \$30,000 or less per year, 107 percent of family income would be required to attend the state's private four-year nondoctoral institutions full time. For families earning \$110,000 or more per year, only 15 percent of family income would be required to attend these institutions full time.

More New York students attend **public two-year institutions** than any other kind of institution, with **34 percent enrolled**. Families would spend, on average, **18 percent of annual income** to pay for full-time attendance.



On average, **46 percent** of working-age New York state residents (age 25-64) have an associate's degree or higher. By 2020, **69 percent of jobs will require an associate's degree or higher**.





# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (34 percent of enrollment) * *	<b>17</b>	<b>18</b>	<b>29</b>
<b>Public Four-Year Nondoctoral</b> (22 percent of enrollment)	<b>19</b>	<b>22</b>	<b>11</b>
<b>Public Research</b> (7 percent of enrollment)	<b>24</b>	<b>31</b>	<b>30</b>
<b>Private Four-Year Nondoctoral</b> (24 percent of enrollment)	<b>42</b>	<b>47</b>	<b>31</b>
<b>Private Research</b> (13 percent of enrollment)	<b>47</b>	<b>56</b>	<b>22</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,664**

Families in Group

**22%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,053**

Families in Group

**14%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,204**

Families in Group

**19%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,824**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$209,044**

Families in Group

**27%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,569	<b>33</b>
\$30,000—48,000	7,235	<b>19</b>
\$48,000—75,000	10,643	<b>17</b>
\$75,000—110,000	12,522	<b>14</b>
\$110,000 and above	13,015	<b>6</b>

Students would have to work 27 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,632	<b>40</b>
\$30,000—48,000	9,037	<b>23</b>
\$48,000—75,000	13,433	<b>22</b>
\$75,000—110,000	16,256	<b>18</b>
\$110,000 and above	16,802	<b>8</b>

Students would have to work 34 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,998	<b>60</b>
\$30,000—48,000	12,549	<b>32</b>
\$48,000—75,000	17,673	<b>29</b>
\$75,000—110,000	20,204	<b>22</b>
\$110,000 and above	20,944	<b>10</b>

Students would have to work 44 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,664**

Families in Group

**22%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,053**

Families in Group

**14%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,204**

Families in Group

**19%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,824**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$209,044**

Families in Group

**27%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,759	<b>107</b>
\$30,000–48,000	19,496	<b>50</b>
\$48,000–75,000	22,950	<b>37</b>
\$75,000–110,000	25,760	<b>28</b>
\$110,000 and above	30,368	<b>15</b>

Students would have to work 49 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	20,767	<b>125</b>
\$30,000–48,000	21,710	<b>56</b>
\$48,000–75,000	26,895	<b>44</b>
\$75,000–110,000	31,768	<b>35</b>
\$110,000 and above	41,009	<b>20</b>

Students would have to work 73 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	977	921	1091	474
<b>Other Aid</b>	21	19	29	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	1418	1252	1024	644
<b>Other Aid</b>	36	35	46	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,279 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,396 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$2,494 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$3,996 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,600 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 69 percent of jobs in New York will require a postsecondary credential.
- ▶ New York is 17th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 52 percent of young adults in New York (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 44 percent of working age adults in New York (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 46 percent of working age New York state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 54 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Blacks and Asians) have attainment of 25 percent, 33 percent and 55 percent respectively.

## Educational Pipeline in New York

- ▶ In 2020, New York's public high school graduates are projected to be 18 percent Hispanic, 14 percent Black, and 11 percent Asian.
- ▶ The total number of high school graduates at public institutions in New York is projected to decline by 2 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic in New York is projected to remain constant and the percent of graduates that are White is projected to decline by 3 percent while the percent of graduates that are Black is projected to decline by 2 percent over the same time period. The projected number of Asian graduates will increase by 1 percent between 2020 and 2028.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the decline in Black graduates in New York is in the opposite direction of national patterns (Blacks are projected to increase by 1 percent of national high school graduates by 2028). The flat growth in Hispanic graduates is below national patterns (Hispanics are projected to increase by 2 percent between 2020 and 2028) while the growth in Asian graduates mirrors national trends (nationally, Asian graduates are projected to increase by 1 percent).

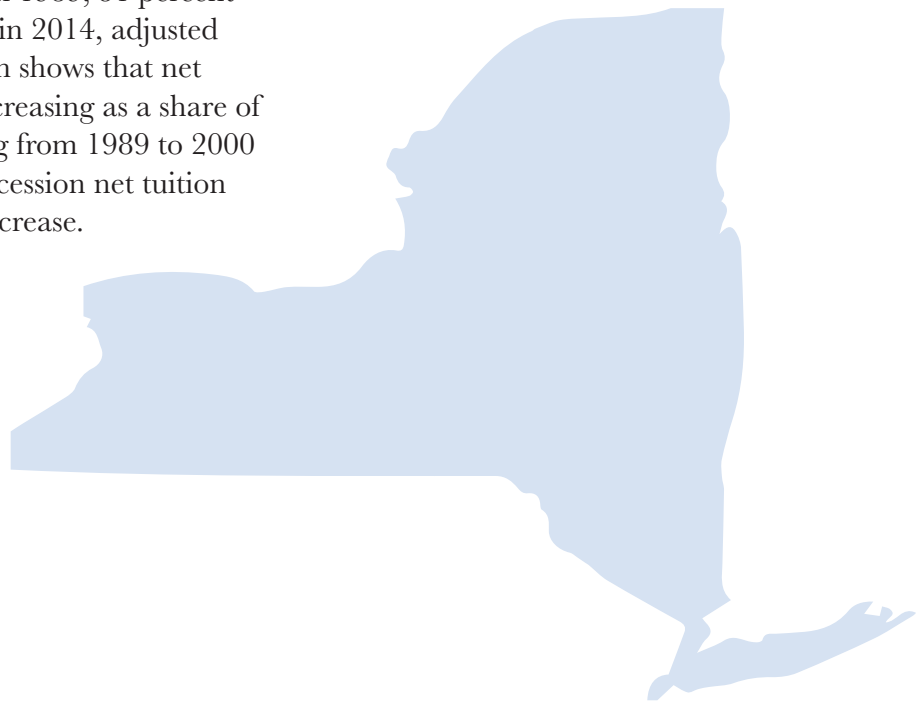
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in New York increased between 2005 and 2013, from 19 percent to 22 percent.
- ▶ In 2013 New York was ranked 27th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In New York, total student share of state and net tuition revenues per full time student was 17 percent in 1989, 31 percent in 2000, and 36 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 and after the 2007-08 recession net tuition revenues continued to increase.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NORTH CAROLINA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: North Carolina*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# NORTH CAROLINA

COLLEGE  
AFFORDABILITY  
RANKING

24

Nearly half of North Carolina's students enroll in some of the most expensive community colleges in the country. Particularly hard hit are low-income families, who would have to pay over 40 percent of their annual income to cover the full-time cost of attendance at these institutions. So despite sitting just inside the top half of these rankings, North Carolina will need to make policy changes if college affordability—to use the state's motto—is “to be rather than to seem.”

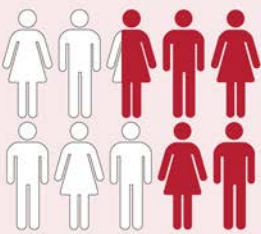
Twenty percent of North Carolina students attend public and private research institutions, which are among the least expensive in the nation. Families would be required to pay, on average, 24 percent of their income for the cost of full-time attendance at public research institutions, and 34 percent of their income for the cost of full-time attendance at private research institutions.

North Carolina has done a good job of increasing its need-based financial aid, which is well above the national average on a per-student basis for those attending either public or private colleges and universities.

It has not done a good job of ensuring that everyone has equal access to a postsecondary degree. Sixty percent of Asians and 45 percent of Whites have at least an associate's degree, compared with only 28 percent of Blacks and 16 percent of Hispanics.

- ▶ Students attending any type of institution in the state would have to work, on average, between 22 and 59 hours a week to cover full-time costs of attendance.
- ▶ North Carolina's child poverty rate rose from 21 percent in 2005 to 25 percent in 2014.
- ▶ The percent of Black high school graduates is expected to grow 6 percent between 2020 and 2028.
- ▶ By 2020, 67 percent of jobs in North Carolina will require a postsecondary credential. As of 2014, 39 percent of adults (age 25-64) have an associate's degree or higher.

More North Carolina students attend **public two-year institutions** than any other kind of institution, with **47 percent enrolled**. Families would spend, on average, **19 percent of annual income** to pay for full-time attendance.

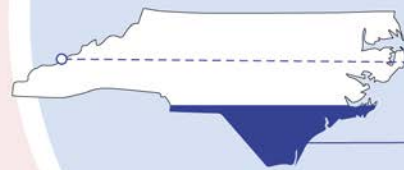


Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **39 percent** of working-age North Carolina state residents (age 25-64) have an associate's degree or higher. By 2020, **67 percent of jobs will require an associate's degree or higher**.



**67%**

Jobs requiring associate's degree or higher by 2020

**39%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (47 percent of enrollment)**	15	19	37
<b>Public Four-Year Nondoctoral</b> (21 percent of enrollment)	15	24	16
<b>Public Research</b> (17 percent of enrollment)	13	24	8
<b>Private Four-Year Nondoctoral</b> (13 percent of enrollment)	39	48	33
<b>Private Research</b> (3 percent of enrollment)	41	34	8

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,162**  
Families in Group  
**26%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,111**  
Families in Group  
**18%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,868**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$90,987**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$187,498**  
Families in Group  
**17%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,449	<b>43</b>
\$30,000—48,000	7,825	<b>20</b>
\$48,000—75,000	8,755	<b>14</b>
\$75,000—110,000	10,290	<b>11</b>
\$110,000 and above	12,548	<b>7</b>

Students would have to work 22 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,218	<b>48</b>
\$30,000—48,000	9,525	<b>24</b>
\$48,000—75,000	12,872	<b>21</b>
\$75,000—110,000	16,424	<b>18</b>
\$110,000 and above	17,264	<b>9</b>

Students would have to work 32 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,260	<b>42</b>
\$30,000—48,000	9,414	<b>24</b>
\$48,000—75,000	13,593	<b>22</b>
\$75,000—110,000	18,713	<b>21</b>
\$110,000 and above	20,684	<b>11</b>

Students would have to work 37 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,162**

Families in Group

**26%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,111**

Families in Group

**18%**

Income

**\$48,000–75,000**

Average Income in Group

**\$60,868**

Families in Group

**22%**

Income

**\$75,000–110,000**

Average Income in Group

**\$90,987**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$187,498**

Families in Group

**17%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	18,862	<b>110</b>
\$30,000–48,000	19,182	<b>49</b>
\$48,000–75,000	21,846	<b>36</b>
\$75,000–110,000	25,087	<b>28</b>
\$110,000 and above	28,419	<b>15</b>

Students would have to work 53 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	10,517	<b>61</b>
\$30,000–48,000	12,125	<b>31</b>
\$48,000–75,000	16,750	<b>28</b>
\$75,000–110,000	26,512	<b>29</b>
\$110,000 and above	43,797	<b>23</b>

Students would have to work 59 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	207	358	669	474
<b>Other Aid</b>	2	14	14	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	536	579	1125	644
<b>Other Aid</b>	747	785	11	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,189 annually.
- ▶ Students who enroll at private research institutions typically borrow \$1,462 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,451 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,355 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,245 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 67 percent of jobs in North Carolina will require a postsecondary credential.
- ▶ North Carolina is 24th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 40 percent of young adults in North Carolina (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 40 percent of working age adults in North Carolina (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 39 percent of working age North Carolina state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 45 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks, Hispanics and Asians) have attainment of 28 percent, 16 percent and 60 percent respectively.

## Educational Pipeline in North Carolina

- ▶ In 2020, North Carolina's public high school graduates are projected to be 27 percent Black, 13 percent Hispanic, and 4 percent Asian.
- ▶ The total number of high school graduates at public institutions in North Carolina are projected to decline by 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in North Carolina is projected to grow by 6 percent and the percent of graduates that are White is projected to decline by 3 percent while the percent of graduates that are Hispanic is projected to grow by 2 percent over the same time period. The projected number of Asian graduates will increase by 2 percent between 2020 and 2028.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Blacks graduates in North Carolina is above national patterns (Blacks are only projected to increase by 1 percent of national high school graduates by 2028). The growth in Hispanics is similar to national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2028) while the growth in Asian graduates is slightly above national trends (nationally, Asian graduates are projected to increase by 1 percent).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

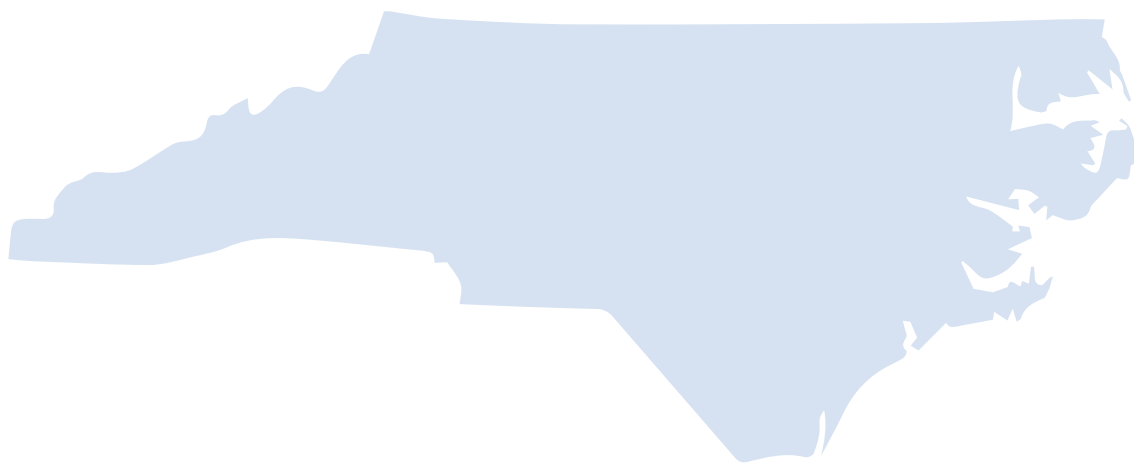


### Children in Poverty

- ▶ The percent of children living in poverty in North Carolina increased between 2005 and 2013, from 21 percent to 25 percent.
- ▶ In 2013 North Carolina was ranked 34th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In North Carolina, total student share of state and net tuition revenues per full time student was 14 percent in 1989, 19 percent in 2000, and 34 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## NORTH DAKOTA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: North Dakota*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# NORTH DAKOTA

COLLEGE  
AFFORDABILITY  
RANKING

11

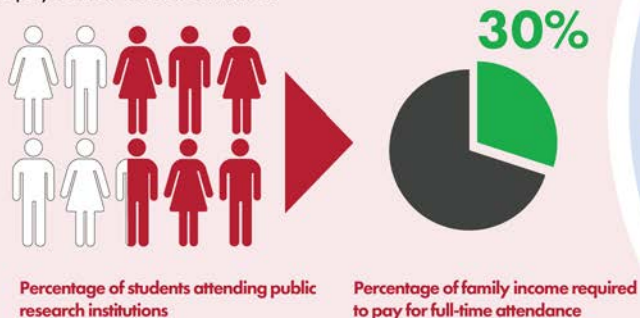
North Dakota can thank its relatively inexpensive community colleges for its high ranking. But the public research institutions, which educate nearly six in 10 college students, will still strain a family budget. With high school graduates projected to increase 20 percent between 2020 and 2028, North Dakota will have to start planning for an influx of students who need a degree to compete in the job market.

A student attending a public research university would have to work, on average, 39 hours a week to pay for full-time attendance. For families earning \$30,000 or less, college expenses would represent 64 percent of their annual income.

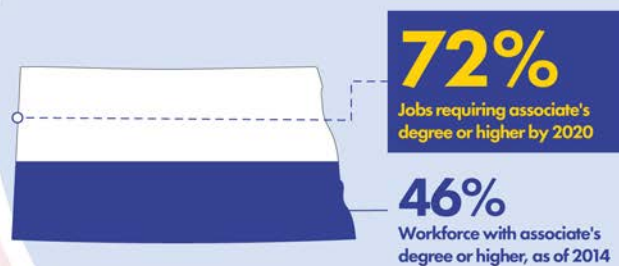
North Dakota has work to do to meet future demand for an educated workforce. By 2020, 72 percent of jobs in North Dakota will require a postsecondary credential. As of 2014, only 49 percent of young adults (age 25–34) and 44 percent of working-age adults (age 35–64) had an associate's degree or higher.

- ▶ The state's public research institutions, which account for over half of total enrollment, require a larger percent of family income to attend full time today than they did in 2008.
- ▶ For families earning \$30,000 or less per year, 64 percent of family income would be required to attend the state's public research institutions full time. For families earning \$110,000 or more per year, only 9 percent of family income would be required to attend these institutions full time.
- ▶ The state contributes \$267 per student in state need-based financial aid to college students attending public institutions—which account for 90 percent of total enrollment. The national average is \$474.
- ▶ In 2020, North Dakota's public high school graduate population is projected to be 7 percent Native American, 5 percent Black, and 3 percent Hispanic. However, higher educational attainment by race and ethnicity varies considerably. As of 2014, 47 percent of Whites had an associate's degree or higher, compared to only 29 of Native Americans, 32 percent of Hispanics, and 23 percent of Blacks.

More North Dakota students attend **public research institutions** than any other kind of institution, with **57 percent enrolled**. Families would spend, on average, **30 percent of annual income** to pay for full-time attendance.



On average, **46 percent** of working-age North Dakota state residents (age 25–64) have an associate's degree or higher. By 2020, **72 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (19 percent of enrollment) **	<b>20</b>	<b>18</b>	<b>25</b>
<b>Public Four-Year Nondoctoral</b> (14 percent of enrollment)	<b>21</b>	<b>21</b>	<b>9</b>
<b>Public Research</b> (57 percent of enrollment)	<b>27</b>	<b>30</b>	<b>26</b>
<b>Private Four-Year Nondoctoral</b> (10 percent of enrollment)	<b>26</b>	<b>27</b>	<b>2</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$18,226**

Families in Group

**17%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,569**

Families in Group

**15%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,278**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,430**

Families in Group

**22%**

Income

**\$110,000 and above**

Average Income in Group

**\$185,792**

Families in Group

**24%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,687	<b>37</b>
\$30,000—48,000	6,918	<b>17</b>
\$48,000—75,000	9,648	<b>16</b>
\$75,000—110,000	11,268	<b>12</b>
\$110,000 and above	11,985	<b>6</b>

Students would have to work 22 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,267	<b>45</b>
\$30,000—48,000	8,553	<b>22</b>
\$48,000—75,000	10,683	<b>17</b>
\$75,000—110,000	12,962	<b>14</b>
\$110,000 and above	12,750	<b>7</b>

Students would have to work 27 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,746	<b>64</b>
\$30,000—48,000	12,085	<b>31</b>
\$48,000—75,000	15,066	<b>25</b>
\$75,000—110,000	17,048	<b>19</b>
\$110,000 and above	17,629	<b>9</b>

Students would have to work 39 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$18,226**

Families in Group

**17%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,569**

Families in Group

**15%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,278**

Families in Group

**22%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,430**

Families in Group

**22%**

Income

**\$110,000 and above**

Average Income in Group

**\$185,792**

Families in Group

**24%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	10,503	<b>58</b>
\$30,000–48,000	10,969	<b>28</b>
\$48,000–75,000	12,622	<b>21</b>
\$75,000–110,000	17,113	<b>19</b>
\$110,000 and above	16,720	<b>9</b>

Students would have to work 30 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	32	49	267	474
<b>Other Aid</b>	11	11	140	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	59	66	266	644
<b>Other Aid</b>	5	0	132	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,736 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,327 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$3,633 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,647 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 72 percent of jobs in North Dakota will require a postsecondary credential.
- ▶ North Dakota is 5th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 49 percent of young adults in North Dakota (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 44 percent of working age adults in North Dakota (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 46 percent of working age North Dakota state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 47 percent of Whites have an associate's degree or higher but the other most populous racial groups (Native Americans and then Blacks and Hispanics with about equal share) have attainment of 29 percent, 23 percent and 32 percent respectively.

## Educational Pipeline in North Dakota

- ▶ In 2020, North Dakota's public high school graduates are projected to be 7 percent Native American, 5 percent Black, and 3 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in North Dakota are projected to grow by 20 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Native American in North Dakota is projected to remain constant and the percent of graduates that are White is projected to decline by 4 percent while the percent of graduates that are Black is projected to grow by 4 percent over the same time period. The percent of graduates that are Hispanic is projected to grow by 2 percent.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Blacks in North Dakota is above national patterns (Blacks are only projected to increase by 1 percent of national high school graduates by 2028) and the growth in Hispanics is similar to national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Native American graduates is also similar to national patterns (Native Americans are projected to remain constant between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## Children in Poverty

- ▶ The percent of children living in poverty in North Dakota stayed constant between 2005 and 2013 at 14 percent.
- ▶ In 2013 North Dakota was ranked 5th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

## Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In North Dakota, total student share of state and net tuition revenues per full time student was 34 percent in 1989, 33 percent in 2000, and 46 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## OHIO



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Ohio*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)



## OHIO

COLLEGE  
AFFORDABILITY  
RANKING

45

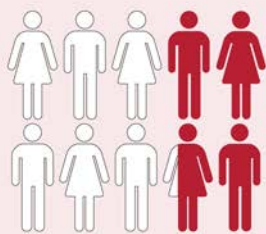
Four in ten Ohio undergraduates attend the state's public research institutions, which are among the least affordable in the nation. The state also offers well below the national average in need-based financial aid, further burdening the nearly quarter of families making less than \$30,000 a year.

Students attending public research institutions would have to work, on average, 48 hours a week to pay for full-time attendance. Their peers at private research institutions would have to work, on average, 69 hours a week. Students attending community colleges would have to work, on average, 28 hours a week to pay for full-time attendance.

Without changes in college affordability, Ohio's racial and ethnic disparity in postsecondary degree attainment will likely persist. Currently, 39 percent of Whites have an associate's degree or higher, compared to 25 percent of Blacks and 24 percent of Hispanics.

- ▶ Since 2008, all institutions, with the exception of public four-year nondoctoral colleges, would require more family income to attend college full time.
- ▶ For Ohio families earning \$30,000 or less per year, 81 percent of family income would be required to attend public research institutions full time.
- ▶ For Ohio families earning more than \$110,000, only 12 percent of family income would be required to attend the public research institutions full time.
- ▶ Students enrolled in public research institutions typically borrow \$4,062 annually.
- ▶ Ohio contributes little investment (\$97) in per-student need-based financial aid for students attending public institutions, compared to the national average of \$474.
- ▶ The total number of high school graduates at public institutions in Ohio is projected to decline 7 percent between 2020 and 2028.
- ▶ In Ohio, nearly a quarter (23 percent) of children live in poverty.

More Ohio students attend **public research institutions** than any other kind of institution, with **39 percent enrolled**. Families would spend, on average, **37 percent of annual income** to pay for full-time attendance.



Percentage of students attending public research institutions



Percentage of family income required to pay for full-time attendance

On average, **37 percent** of working-age Ohio state residents (age 25-64) have an associate's degree or higher. By 2020, **64 percent of jobs will require an associate's degree or higher**.



64%

Jobs requiring associate's degree or higher by 2020

37%

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (29 percent of enrollment) **	17	18	28
<b>Public Four-Year Nondoctoral</b> (10 percent of enrollment)	27	26	23
<b>Public Research</b> (39 percent of enrollment)	33	37	47
<b>Private Four-Year Nondoctoral</b> (18 percent of enrollment)	42	46	27
<b>Private Research</b> (3 percent of enrollment)	43	58	24

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,822**

Families in Group

**23%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,157**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,078**

Families in Group

**23%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,971**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$180,109**

Families in Group

**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,473	<b>38</b>
\$30,000—48,000	7,104	<b>18</b>
\$48,000—75,000	9,088	<b>15</b>
\$75,000—110,000	10,660	<b>12</b>
\$110,000 and above	10,505	<b>6</b>

Students would have to work 28 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,603	<b>57</b>
\$30,000—48,000	10,387	<b>27</b>
\$48,000—75,000	12,798	<b>21</b>
\$75,000—110,000	14,230	<b>16</b>
\$110,000 and above	14,703	<b>8</b>

Students would have to work 32 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,686	<b>81</b>
\$30,000—48,000	15,170	<b>39</b>
\$48,000—75,000	18,676	<b>31</b>
\$75,000—110,000	21,167	<b>23</b>
\$110,000 and above	21,998	<b>12</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,822**

Families in Group

**23%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,157**

Families in Group

**17%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,078**

Families in Group

**23%**

Income

**\$75,000–110,000**

Average Income in Group

**\$90,971**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$180,109**

Families in Group

**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,871	<b>106</b>
\$30,000–48,000	18,548	<b>47</b>
\$48,000–75,000	21,105	<b>35</b>
\$75,000–110,000	23,399	<b>26</b>
\$110,000 and above	26,442	<b>15</b>

Students would have to work 55 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,921	<b>107</b>
\$30,000–48,000	19,034	<b>49</b>
\$48,000–75,000	22,300	<b>37</b>
\$75,000–110,000	25,512	<b>28</b>
\$110,000 and above	27,518	<b>15</b>

Students would have to work 69 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	237	279	97	474
<b>Other Aid</b>	24	64	76	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	578	754	455	644
<b>Other Aid</b>	570	539	60	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,062 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,746 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$5,398 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,365 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$3,496 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 64 percent of jobs in Ohio will require a postsecondary credential.
- ▶ Ohio is 34th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 41 percent of young adults in Ohio (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 37 percent of working age adults in Ohio (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average 37 percent of working age Ohio state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 39 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks, Hispanics and Asians) have attainment of 25 percent, 24 percent and 67 percent respectively.

## Educational Pipeline in Ohio

- ▶ In 2020, Ohio's public high school graduates are projected to be 12 percent Black, 3 percent Hispanic, and 2 percent Asian.
- ▶ The total number of high school graduates at public institutions in Ohio is projected to decline by 7 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Ohio is projected to grow by 1 percent and the percent of graduates that are White is projected to decline by 8 percent while the percent of graduates that are Hispanic is projected to grow by 1 percent over the same time period. The projected number of Asian graduates will increase by 1 percent between 2020 and 2028.
- ▶ While the decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in both Blacks and Hispanic graduates in Ohio is similar to national patterns (Blacks are projected to increase by 1 percent and Hispanics are projected to increase by 2 percent of national high school graduates by 2028). The growth in Asian graduates mirrors national trends (nationally, Asian graduates are projected to increase by 1 percent).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Ohio increased between 2005 and 2013, from 19 percent to 23 percent.
- ▶ In 2013 Ohio was ranked 31st in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Ohio, total student share of state and net tuition revenues per full time student was 38 percent in 1989, 41 percent in 2000, and 63 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## OKLAHOMA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Oklahoma*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# OKLAHOMA

COLLEGE  
AFFORDABILITY  
RANKING

22

Oklahoma's public four-year nondoctoral institutions are among the most affordable in the nation, but these schools do not meet the needs of all students. College affordability is a serious concern in a state where only 33 percent of working-age adults (age 35–64) have a postsecondary credential—especially considering that by 2020, 64 percent of jobs in Oklahoma will require one.

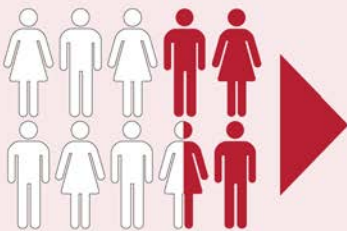
More than one third of Oklahoma students enroll in public two-year colleges. Students attending these institutions would have to work, on average, 23 hours a week to cover the costs of attending full time.

Since 2004, Oklahoma has substantially increased its investment in financial aid, offering a need-based financial aid program and a program that combines both need and other criteria for awarding financial aid. This combination program offers more than double the national average in financial aid per student.

- ▶ About a quarter of Oklahoma students are enrolled in public four-year nondoctoral institutions, where full-time students would be required to work 26 hours per week, on average, to cover their costs.

- ▶ More than one quarter of families earn \$30,000 or less in Oklahoma.
- ▶ The total number of high school graduates at public institutions in Oklahoma is projected to grow by 5 percent between 2020 and 2028.
- ▶ Oklahoma invests half as much as the national average in need-based financial aid for students attending public institutions, but more than twice the national average in a program that combines both need and other criteria for students attending public institutions.
- ▶ Racial and ethnic disparities in higher education attainment persists. Thirty-six percent of White Oklahoma residents have an associate's degree or higher, compared to 25 percent of Native Americans and 13 percent of Hispanics.

More Oklahoma students attend **public two-year institutions** than any other kind of institution, with **35 percent enrolled**. Families would spend, on average, **17 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **33 percent** of working-age Oklahoma state residents (age 25–64) have an associate's degree or higher. By 2020, **64 percent of jobs will require an associate's degree or higher**.



**64%**

Jobs requiring associate's degree or higher by 2020

**33%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (35 percent of enrollment)**	18	17	22
<b>Public Four-Year Nondoctoral</b> (24 percent of enrollment)	19	20	6
<b>Public Research</b> (22 percent of enrollment)	32	31	31
<b>Private Four-Year Nondoctoral</b> (9 percent of enrollment)	36	47	29
<b>Private Research</b> (2 percent of enrollment)	45	55	20
<b>Technical Colleges</b> (8 percent of enrollment)	NA	21	

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,480**

Families in Group

**26%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$38,983**

Families in Group

**19%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,795**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,963**

Families in Group

**18%**

Income

**\$110,000 and above**

Average Income in Group

**\$186,664**

Families in Group

**15%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,397	<b>37</b>
\$30,000—48,000	7,107	<b>18</b>
\$48,000—75,000	8,850	<b>15</b>
\$75,000—110,000	10,559	<b>12</b>
\$110,000 and above	11,095	<b>6</b>

Students would have to work 23 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,090	<b>41</b>
\$30,000—48,000	8,216	<b>21</b>
\$48,000—75,000	11,301	<b>19</b>
\$75,000—110,000	13,418	<b>15</b>
\$110,000 and above	13,680	<b>7</b>

Students would have to work 26 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,214	<b>64</b>
\$30,000—48,000	12,639	<b>32</b>
\$48,000—75,000	16,338	<b>27</b>
\$75,000—110,000	19,521	<b>21</b>
\$110,000 and above	20,565	<b>11</b>

Students would have to work 43 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,480**  
Families in Group  
**26%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$38,983**  
Families in Group  
**19%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$60,795**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$90,963**  
Families in Group  
**18%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$186,664**  
Families in Group  
**15%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	19,924	<b>114</b>
\$30,000—48,000	19,152	<b>49</b>
\$48,000—75,000	20,562	<b>34</b>
\$75,000—110,000	22,761	<b>25</b>
\$110,000 and above	24,850	<b>13</b>

Students would have to work 54 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	22,426	<b>128</b>
\$30,000—48,000	21,636	<b>56</b>
\$48,000—75,000	24,889	<b>41</b>
\$75,000—110,000	27,984	<b>31</b>
\$110,000 and above	31,748	<b>17</b>

Students would have to work 68 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

**TECHNICAL COLLEGE**

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,741	<b>39</b>
\$30,000—48,000	8,215	<b>21</b>
\$48,000—75,000	8,361	<b>14</b>
\$75,000—110,000	8,103	<b>9</b>
\$110,000 and above	NA	<b>NA</b>

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	117	131	122	474
<b>Other Aid</b>	140	284	458	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	84	95	85	644
<b>Other Aid</b>	123	389	514	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,999 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,599 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,021 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,900 annually.
- ▶ Students who enroll at technical colleges typically borrow \$229 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,115 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 64 percent of jobs in Oklahoma will require a postsecondary credential.
- ▶ Oklahoma is 35th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 34 percent of young adults in Oklahoma (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 33 percent of working age adults in Oklahoma (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 33 percent of working age Oklahoma state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 36 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Native Americans and Hispanics) have attainment of only 25 percent and 13 percent respectively.

## Educational Pipeline in Oklahoma

- ▶ In 2020, Oklahoma's public high school graduates are projected to be 18 percent Native American and 15 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Oklahoma are projected to grow by only 5 percent between 2020 and 2028.
- ▶ The percent of graduates that are Native American in Oklahoma is projected to grow by 3 percent and the percent of graduates that are White is projected to decline by 4 percent while the percent of graduates that are Hispanic is projected to grow by 3 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Native Americans in Oklahoma is above national patterns (Native Americans are projected to remain constant between 2020 and 2028). The growth in Hispanics is similar to national trends (Hispanics are projected to grow by 2 percent of national high school graduates by 2028).

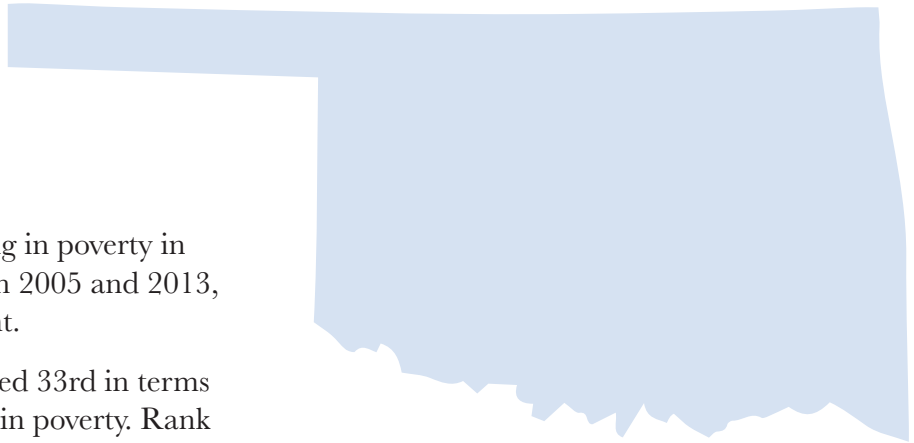
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Oklahoma increased between 2005 and 2013, from 23 percent to 24 percent.
- ▶ In 2013 Oklahoma was ranked 33rd in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Oklahoma, total student share of state and net tuition revenues per full time student was 23 percent in 1989, 12 percent in 2000, and 43 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were decreasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## OREGON



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Oregon*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# OREGON

COLLEGE  
AFFORDABILITY  
RANKING

38

All of the options available to an Oregon undergraduate—community college, public and private research university, and four-year nondoctoral college—are among the least affordable in the country. To worsen matters, the state offers less per-student need-based financial than the national average.

Oregon enrolls about one third of its students in state public research universities—which would require, on average, 34 percent of family income to pay for the costs of attending these institutions full time. To meet those costs, full-time students would have to work an average of 44 hours a week.

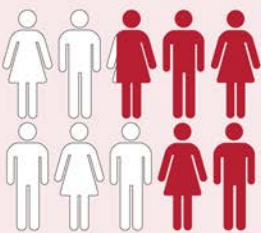
There is a significant racial and ethnic disparity in degree attainment. Fifty-six percent of Asians and 43 percent of Whites have at least an associate's degree, compared to only 18 percent of Hispanics. This is a troubling trend in a state where Hispanic high school graduate population is expected to grow by 5 percent between 2020 and 2028.

- ▶ Almost a quarter of Oregon families earn \$30,000 or less per year.
- ▶ For Oregon families earning \$30,000 or less per year, 74 percent of family income would be

required to attend the state's public research institutions full time. From 2008 to 2013, the average family income required to pay for the annual costs of attending these institutions rose from 26 percent to 34 percent.

- ▶ For Oregon families earning \$30,000 or less per year, nearly half (47 percent) of family income would be required to attend the state's public two-year colleges full time, which enroll 48 percent of all students in the state.
- ▶ Oregon contributes \$326 in per-student need-based financial aid for students attending public institutions. Nationwide, the average state contribution is \$474.
- ▶ By 2020, 70 percent of jobs in the state will require a postsecondary credential. As of 2014, only 40 percent of young adults (age 25–34) and 41 percent of working-age adults (age 35–64) had an associate's degree or higher.
- ▶ Educational attainment by race varies considerably. On average, 43 percent of Whites have an associate's degree or higher, compared to only 18 percent of Hispanics and 56 percent of Asians.
- ▶ In Oregon, 22 percent of children live in poverty.

More Oregon students attend **public two-year institutions** than any other kind of institution, with **48 percent enrolled**. Families would spend, on average, **22 percent of annual income** to pay for full-time attendance.

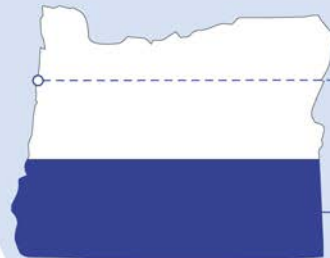


Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **40 percent** of working-age Oregon state residents (age 25-64) have an associate's degree or higher. By 2020, **70 percent of jobs will require an associate's degree or higher**.



**70%**

Jobs requiring associate's degree or higher by 2020

**40%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (48 percent of enrollment) **	17	22	42
<b>Public Four-Year Nondoctoral</b> (9 percent of enrollment)	29	32	41
<b>Public Research</b> (32 percent of enrollment)	26	34	39
<b>Private Four-Year Nondoctoral</b> (11 percent of enrollment)	45	51	39
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,443**  
Families in Group  
**23%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,085**  
Families in Group  
**17%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,233**  
Families in Group  
**23%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,027**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$183,888**  
Families in Group  
**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,161	<b>47</b>
\$30,000—48,000	8,911	<b>23</b>
\$48,000—75,000	10,695	<b>17</b>
\$75,000—110,000	12,408	<b>14</b>
\$110,000 and above	12,749	<b>7</b>

Students would have to work 26 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,399	<b>71</b>
\$30,000—48,000	13,323	<b>34</b>
\$48,000—75,000	15,724	<b>26</b>
\$75,000—110,000	19,000	<b>21</b>
\$110,000 and above	19,392	<b>11</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,875	<b>74</b>
\$30,000—48,000	13,619	<b>35</b>
\$48,000—75,000	15,915	<b>26</b>
\$75,000—110,000	19,879	<b>22</b>
\$110,000 and above	20,998	<b>11</b>

Students would have to work 44 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,443**

Families in Group

**23%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,085**

Families in Group

**17%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,233**

Families in Group

**23%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,027**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$183,888**

Families in Group

**18%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	19,980	<b>115</b>
\$30,000–48,000	21,312	<b>55</b>
\$48,000–75,000	24,025	<b>39</b>
\$75,000–110,000	28,376	<b>31</b>
\$110,000 and above	32,659	<b>18</b>

Students would have to work 64 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	164	238	326	474
<b>Other Aid</b>	0	0	3	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	158	242	189	644
<b>Other Aid</b>	0	2	4	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,089 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$5,831 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,038 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$3,591 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 70 percent of jobs in Oregon will require a postsecondary credential.
- ▶ Oregon is 9th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 40 percent of young adults in Oregon (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 41 percent of working age adults in Oregon (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 40 percent of working age Oregon state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 43 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Asians) have attainment of 18 percent and 56 percent respectively.

## Educational Pipeline in Oregon

- ▶ In 2020, Oregon's public high school graduates are projected to be 28 percent Hispanic and 5 percent Asian.
- ▶ The total number of high school graduates at public institutions in Oregon is projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in Oregon is projected to grow by 5 percent and the percent of graduates that are White is projected to decline by 7 percent while the percent of graduates that are Asian is projected to grow by 1 percent over the same time period.
- ▶ While the decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanics in Oregon is above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028) and the growth in Asians is similar to national patterns (Asians are projected to increase by 1 percent of national high school graduates).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### **Children in Poverty**

- ▶ The percent of children living in poverty in Oregon increased between 2005 and 2013, from 18 percent to 22 percent.
- ▶ In 2013 Oregon was ranked 28 in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Oregon, total student share of state and net tuition revenues per full time student was 26 percent in 1989, 41 percent in 2000, and 61 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## PENNSYLVANIA





Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Pennsylvania*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# PENNSYLVANIA

COLLEGE  
AFFORDABILITY  
RANKING

49

Pennsylvania provides financially needy students with a comparatively large amount of financial aid, but those efforts are outpaced by tuition increases across the state.

All public sectors of higher education in Pennsylvania rank in the bottom half of the state affordability rankings, but the state's public research universities are the most unaffordable in the nation. Nearly one third of all Pennsylvania students attend private nondoctoral institutions, with most other students enrolling in the state's public community colleges and nondoctoral institutions.

In order to pay for college, students in all types of institutions in Pennsylvania would have to work between 29 and 67 hours per week, on average, to be able to attend college full time.

By 2020, 63 percent of all Pennsylvania jobs will require some postsecondary education. Far more high school students and adults will have to earn an associate's degree or above in order for the state to successfully address workforce needs and be competitive in the information economy. Additionally, the stark gaps in the college attainment—those with an associate's

degree or higher—between White and Black residents must be closed for Pennsylvania to be competitive.

- ▶ All sectors of higher education are less affordable than they were in 2007.
- ▶ Financial aid to students enrolled in public and private higher education has declined since 2007 but is well above the national average. Still, Pennsylvania public institutions are among the least affordable nationwide.
- ▶ Large gaps exist between White and Black Pennsylvanians in terms of those who have earned an associate's degree or above (43 percent vs. 26 percent).
- ▶ Nearly 20 percent of Pennsylvania children live in poverty, an increase of 2 percent since 2005.

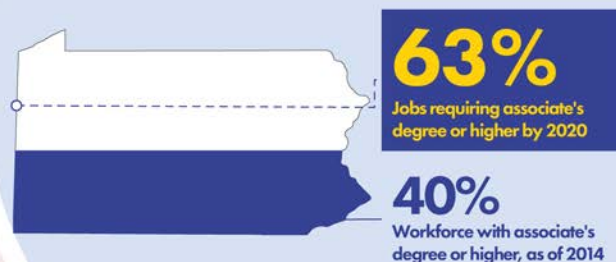
More Pennsylvania students attend **private four-year nondoctoral institutions** than any other kind of institution, with **29 percent enrolled**. Families would spend, on average, **47 percent of annual income** to pay for full-time attendance.



Percentage of students attending private four-year nondoctoral institutions

Percentage of family income required to pay for full-time attendance

On average, **40 percent** of working-age Pennsylvania state residents (age 25-64) have an associate's degree or higher. By 2020, **63 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (23 percent of enrollment) **	18	19	36
<b>Public Four-Year Nondoctoral</b> (22 percent of enrollment)	29	37	47
<b>Public Research</b> (17 percent of enrollment)	36	47	50
<b>Private Four-Year Nondoctoral</b> (29 percent of enrollment)	43	47	30
<b>Private Research</b> (8 percent of enrollment)	50	51	16

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The “net price” reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

STATE  
INCOME  
PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,534**  
Families in Group  
**20%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,103**  
Families in Group  
**16%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,049**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,214**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$187,400**  
Families in Group  
**22%**

## PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,727	<b>38</b>
\$30,000—48,000	7,624	<b>19</b>
\$48,000—75,000	10,066	<b>16</b>
\$75,000—110,000	11,938	<b>13</b>
\$110,000 and above	12,243	<b>7</b>

Students would have to work 29 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,967	<b>80</b>
\$30,000—48,000	15,069	<b>39</b>
\$48,000—75,000	18,329	<b>30</b>
\$75,000—110,000	21,429	<b>23</b>
\$110,000 and above	22,155	<b>12</b>

Students would have to work 46 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	18,441	<b>105</b>
\$30,000—48,000	19,293	<b>49</b>
\$48,000—75,000	22,971	<b>38</b>
\$75,000—110,000	26,383	<b>29</b>
\$110,000 and above	28,240	<b>15</b>

Students would have to work 59 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,534**  
Families in Group  
**20%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,103**  
Families in Group  
**16%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,049**  
Families in Group  
**22%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$91,214**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$187,400**  
Families in Group  
**22%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	18,639	<b>106</b>
\$30,000–48,000	19,438	<b>50</b>
\$48,000–75,000	21,673	<b>36</b>
\$75,000–110,000	25,990	<b>28</b>
\$110,000 and above	30,991	<b>17</b>

Students would have to work 58 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

**PRIVATE RESEARCH INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	19,187	<b>109</b>
\$30,000–48,000	20,195	<b>52</b>
\$48,000–75,000	24,204	<b>40</b>
\$75,000–110,000	29,507	<b>32</b>
\$110,000 and above	38,625	<b>21</b>

Students would have to work 67 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	587	747	713	474
<b>Other Aid</b>	0	0	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	946	1048	970	644
<b>Other Aid</b>	0	0	21	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,052 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,145 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$5,106 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,800 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,763 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 63 percent of jobs in Pennsylvania will require a postsecondary credential.
- ▶ Pennsylvania is 39th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 46 percent of young adults in Pennsylvania (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 39 percent of working age adults in Pennsylvania (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 40 percent of working age Pennsylvania state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 43 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks, Hispanics and Asians) have attainment of 26 percent, 20 percent and 61 percent respectively.

## Educational Pipeline in Pennsylvania

- ▶ In 2020, Pennsylvania's public high school graduates are projected to be 12 percent Black, 8 percent Hispanic, and 5 percent Asian.
- ▶ The total number of high school graduates at public institutions in Pennsylvania are projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Pennsylvania is projected to remain constant and the percent of graduates that are White is projected to decline by 7 percent while the percent of graduates that are Hispanic is projected to grow by 4 percent over the same time period. The projected number of Asian graduates will increase by 1 percent between 2020 and 2028.
- ▶ While the decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028) the growth in Hispanics in Pennsylvania is above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Black graduates is slightly below national trends (Blacks are projected to increase by 1 percent by 2028) while the growth in Asian graduates mirrors national trends (nationally, Asian graduates are projected to increase by 1 percent).

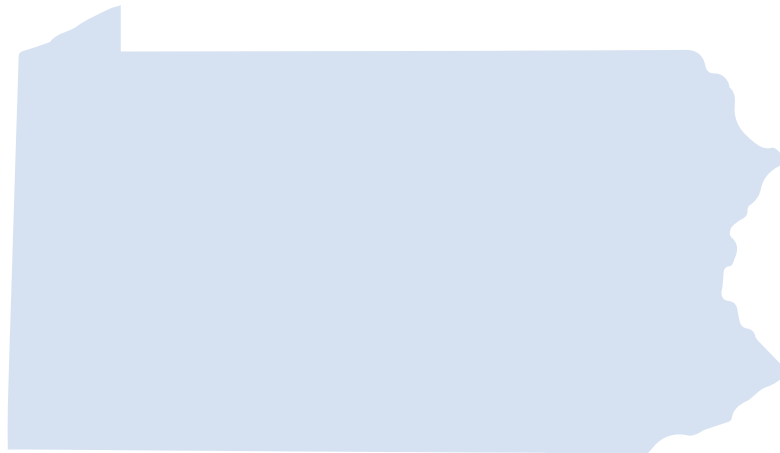
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Pennsylvania increased between 2005 and 2013, from 17 percent to 19 percent.
- ▶ In 2013 Pennsylvania was ranked 20th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Pennsylvania, total student share of state and net tuition revenues per full time student was 41 percent in 1989, 48 percent in 2000, and 72 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## RHODE ISLAND



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Rhode Island*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# RHODE ISLAND

COLLEGE  
AFFORDABILITY  
RANKING

48

Rhode Island's dismal showing on the national college affordability rankings is fueled by deep poverty and a high concentration of students who attend the most expensive higher education institutions in the state.

Rhode Island enrolls the largest concentration of its students in private four-year nondoctoral colleges. On average, students attending these institutions would have to work nearly 80 hours a week to cover the annual costs of attending full time. Full-time attendance costs at these institutions would eat up 60 percent of family income, on average.

The Community College of Rhode Island is much more affordable. At this institution, which enrolls 24 percent of the state's undergraduates, students would have to work 22 hours a week to cover annual full-time costs of attendance

The state faces tough choices as current and future workforce needs outpace the number of Rhode Islanders with the necessary postsecondary credentials.

- ▶ Since 2008, all institutions in the state, with the exception of private research institutions, have become less affordable.
- ▶ For Rhode Island families earning \$30,000 or less per year, 139 percent of family income would be required to attend the state's private four-year nondoctoral institutions full time, compared with the 30 percent of family income to attend public two-year colleges full time.
- ▶ For Rhode Island families earning more than \$110,000, only 20 percent of family income would be required to attend the private four-year nondoctoral colleges full time, and just 6 percent of family income would be required to attend public two-year college full time.
- ▶ By 2020, 71 percent of jobs in Rhode Island will require a postsecondary credential. As of 2014, only 44 percent of young adults (age 25–34) and 41 percent of working-age adults (age 35–64) had an associate's degree or higher.
- ▶ Higher educational attainment by race and ethnicity varies considerably. On average, 47 percent of Whites have an associate's degree or higher, compared to only 19 percent of Hispanics and 28 percent of Blacks.
- ▶ By 2020, 20 percent of Rhode Island's public high school graduates will be Hispanic and 8 percent will be Black.
- ▶ One in five children lives in poverty in Rhode Island.

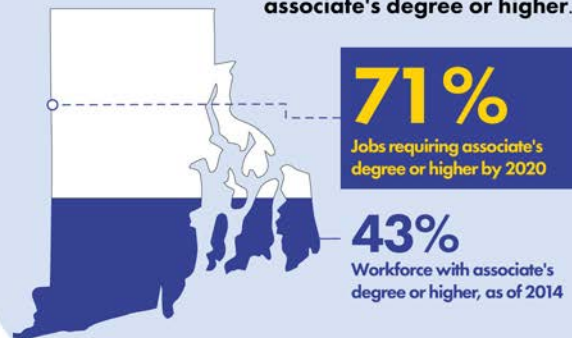
More Rhode Island students attend **private four-year nondoctoral institutions** than any other kind of institution, with **39 percent enrolled**. Families would spend, on average, **60 percent of annual income** to pay for full-time attendance.



Percentage of students attending private four-year nondoctoral institutions

Percentage of family income required to pay for full-time attendance

On average, **43 percent** of working-age Rhode Island state residents (age 25-64) have an associate's degree or higher. By 2020, **71 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (24 percent of enrollment) * *	<b>10</b>	<b>15</b>	<b>7</b>
<b>Public Four-Year Nondoctoral</b> (10 percent of enrollment)	<b>15</b>	<b>19</b>	<b>1</b>
<b>Public Research</b> (18 percent of enrollment)	<b>28</b>	<b>35</b>	<b>43</b>
<b>Private Four-Year Nondoctoral</b> (39 percent of enrollment)	<b>56</b>	<b>60</b>	<b>47</b>
<b>Private Research</b> (9 percent of enrollment)	<b>23</b>	<b>20</b>	<b>1</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,895**

Families in Group

**20%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,328**

Families in Group

**15%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,645**

Families in Group

**20%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,852**

Families in Group

**20%**

Income

**\$110,000 and above**

Average Income in Group

**\$185,360**

Families in Group

**26%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,040	<b>30</b>
\$30,000—48,000	6,136	<b>16</b>
\$48,000—75,000	8,548	<b>14</b>
\$75,000—110,000	10,461	<b>11</b>
\$110,000 and above	10,796	<b>6</b>

Students would have to work 22 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,164	<b>36</b>
\$30,000—48,000	7,012	<b>18</b>
\$48,000—75,000	10,086	<b>16</b>
\$75,000—110,000	14,216	<b>15</b>
\$110,000 and above	15,094	<b>8</b>

Students would have to work 28 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,895	<b>70</b>
\$30,000—48,000	14,779	<b>38</b>
\$48,000—75,000	18,147	<b>29</b>
\$75,000—110,000	22,147	<b>24</b>
\$110,000 and above	24,368	<b>13</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$16,895**

Families in Group

**20%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,328**

Families in Group

**15%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,645**

Families in Group

**20%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,852**

Families in Group

**20%**

Income

**\$110,000 and above**

Average Income in Group

**\$185,360**

Families in Group

**26%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	23,541	<b>139</b>
\$30,000–48,000	24,820	<b>63</b>
\$48,000–75,000	27,722	<b>45</b>
\$75,000–110,000	30,385	<b>33</b>
\$110,000 and above	36,211	<b>20</b>

Students would have to work 79 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	3,186	<b>19</b>
\$30,000–48,000	7,129	<b>18</b>
\$48,000–75,000	10,700	<b>17</b>
\$75,000–110,000	22,282	<b>24</b>
\$110,000 and above	42,007	<b>23</b>

Students would have to work 45 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	225	235	254	474
<b>Other Aid</b>	0	0	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	98	98	62	644
<b>Other Aid</b>	0	0	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,403 annually.
- ▶ Students who enroll at private research institutions typically borrow \$1,414 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,196 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,047 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,448 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 71 percent of jobs in Rhode Island will require a postsecondary credential.
- ▶ Rhode Island is 6th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 44 percent of young adults in Rhode Island (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 41 percent of working age adults in Rhode Island (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 43 percent of working age Rhode Island state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 47 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Blacks) have attainment of only 19 percent and 28 percent respectively.

## Educational Pipeline in Rhode Island

- ▶ In 2020, Rhode Island's public high school graduates are projected to be 20 percent Hispanic and 8 percent Black.
- ▶ The total number of high school graduates at public institutions in Rhode Island are projected to decline by 13 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in Rhode Island is projected to grow by 1 percent and the percent of graduates that are White is projected to decline by 5 percent while the percent of graduates that are Black is projected to grow by 2 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028) the growth in Black graduates in Rhode Island is slightly above national patterns (Blacks are only projected to increase by 1 percent of national high school graduates by 2028). The growth in Hispanics is slightly below national patterns (Hispanics are projected to grow by 2 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Rhode Island stayed the same between 2005 and 2013 at 20 percent.
- ▶ In 2013 Rhode Island was ranked 22nd in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Rhode Island, total student share of state and net tuition revenues per full time student was 32 percent in 1989, 45 percent in 2000, and 70 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## SOUTH CAROLINA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: South Carolina*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# SOUTH CAROLINA

COLLEGE  
AFFORDABILITY  
RANKING

44

Two South Carolinas emerge from the state's college affordability data: a relatively affordable one for well off families and an extremely costly one for the state's poorest.

Families earning \$30,000 or less per year would need to spend 87 percent of their income to send their children to one of the state's public four-year research universities full time. Expenses at community colleges—the most affordable postsecondary option in the state—would eat up 41 percent of those same families' paychecks for full-time enrollment.

The financial sting is much less pronounced for South Carolina families earning more than \$110,000 per year. They would need to contribute just 6 percent of their income to pay for their children to attend community college full time, and 11 percent of their income to cover the full-time costs of attending one of the state's public four-year research universities.

Full-time students paying their own way would have to work more than 40 hours a week, on average, to cover their costs at the state's public research universities, and 23 hours a week, on average, at the state's public two-year institutions.

Contributing to the stark divide in South Carolina's college affordability are high levels of poverty and low levels of per-student, need-based financial aid for public institutions.

- ▶ Compared to 2008, all institutions require a higher level of family income to attend college full time.
- ▶ For the 28 percent of families in the state who earn \$30,000 or less per year, 41 percent of family income would be required to attend the state's public two-year colleges full time and 87 percent of family income would be required to attend the state's public research institutions full time.
- ▶ The state contributes little (\$146 per student) in need-based financial aid to students attending public institutions, which account for 85 percent of total enrollment. The national average is \$474.
- ▶ Higher educational attainment by race and ethnicity varies considerably. On average, 42 percent of Whites have an associate's degree or higher, compared to only 24 percent of Blacks and 20 percent of Hispanics.
- ▶ In South Carolina, 26 percent of children live in poverty.

More South Carolina students attend **public two-year institutions** than any other kind of institution, with **44 percent enrolled**. Families would spend, on average, **18 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **36 percent** of working-age South Carolina state residents (age 25-64) have an associate's degree or higher. By 2020, **62 percent of jobs will require an associate's degree or higher**.



**62%**

Jobs requiring associate's degree or higher by 2020

**36%**

Workforce with associate's degree or higher, as of 2014



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (44 percent of enrollment) **	<b>17</b>	<b>18</b>	<b>26</b>
<b>Public Four-Year Nondoctoral</b> (20 percent of enrollment)	<b>28</b>	<b>33</b>	<b>43</b>
<b>Public Research</b> (21 percent of enrollment)	<b>33</b>	<b>37</b>	<b>46</b>
<b>Private Four-Year Nondoctoral</b> (14 percent of enrollment)	<b>39</b>	<b>43</b>	<b>22</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,927**

Families in Group

**28%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,022**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,786**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,998**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,704**

Families in Group

**15%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,874	<b>41</b>
\$30,000—48,000	6,817	<b>17</b>
\$48,000—75,000	8,356	<b>14</b>
\$75,000—110,000	9,970	<b>11</b>
\$110,000 and above	10,649	<b>6</b>

Students would have to work 23 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,412	<b>73</b>
\$30,000—48,000	13,657	<b>35</b>
\$48,000—75,000	16,429	<b>27</b>
\$75,000—110,000	17,873	<b>20</b>
\$110,000 and above	18,992	<b>11</b>

Students would have to work 41 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	14,675	<b>87</b>
\$30,000—48,000	14,148	<b>36</b>
\$48,000—75,000	17,802	<b>29</b>
\$75,000—110,000	19,549	<b>21</b>
\$110,000 and above	20,305	<b>11</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$16,927**  
Families in Group  
**28%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,022**  
Families in Group  
**18%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$60,786**  
Families in Group  
**22%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$90,998**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$177,704**  
Families in Group  
**15%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,345	<b>102</b>
\$30,000–48,000	17,601	<b>45</b>
\$48,000–75,000	18,677	<b>31</b>
\$75,000–110,000	20,632	<b>23</b>
\$110,000 and above	22,710	<b>13</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	95	141	146	474
<b>Other Aid</b>	1190	1421	1537	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	91	0	0	644
<b>Other Aid</b>	1796	1804	2647	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,461 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,428 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,489 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$3,029 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 62 percent of jobs in South Carolina will require a postsecondary credential.
- ▶ South Carolina is 46th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 37 percent of young adults in South Carolina (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 37 percent of working age adults in South Carolina (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 36 percent of working age South Carolina state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 42 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 24 percent and 20 percent respectively.

## Educational Pipeline in South Carolina

- ▶ In 2020, South Carolina's public high school graduates are projected to be 31 percent Black and 7 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in South Carolina is projected to grow by only 5 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in South Carolina is projected to remain constant and the percent of graduates that are White is projected to decline by 3 percent while the percent of graduates that are Hispanic is projected to grow by 3 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanics in South Carolina is slightly above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Black graduates is slightly below national patterns (Blacks are projected to increase by 1 percent of national high school graduates by 2028).

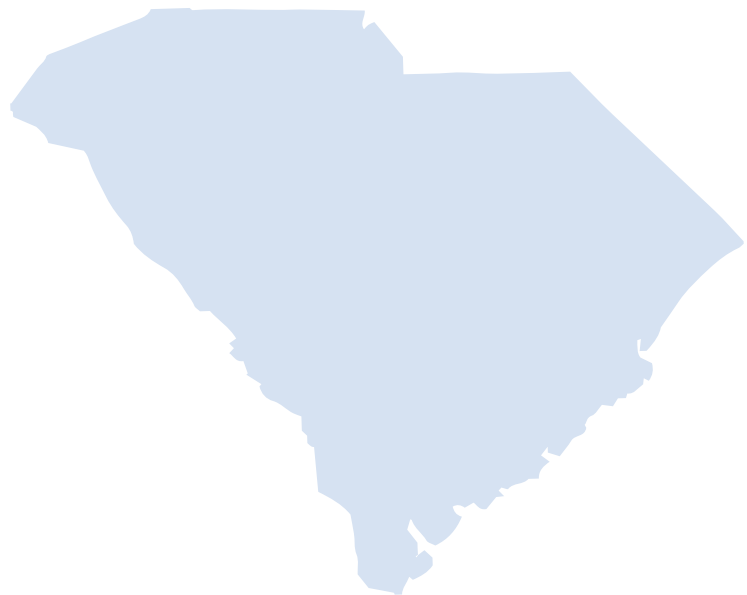
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in South Carolina increased between 2005 and 2013, from 23 percent to 26 percent.
- ▶ In 2013 South Carolina was ranked 39th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In South Carolina, total student share of state and net tuition revenues per full time student was 29 percent in 1989, 36 percent in 2000, and 67 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## SOUTH DAKOTA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: South Dakota*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# SOUTH DAKOTA

COLLEGE  
AFFORDABILITY  
RANKING

41

Hefty tuition at state colleges and universities drives South Dakota's poor performance on overall college affordability. Compounding the problem—especially for the poorest South Dakotans—is the absence of any state need-based financial aid.

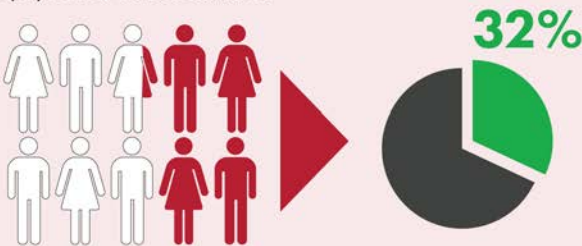
South Dakota enrolls 36 percent of its students in South Dakota State or the University of South Dakota, which are the most expensive paths to a public college degree. Students would have to work more than 40 hours a week to cover the cost of full-time attendance. Full-time enrollment costs at these institutions would eat up about a third of a family's total annual income.

At the state's public four-year nondoctoral colleges, which account for 23 percent of undergraduates in the state, full-time students would have to work 40 hours a week, on average, to cover their college costs.

Policies on college affordability must be among those considered by South Dakota lawmakers if the state expects to meet job educational requirements by 2020. Affordability is also an important factor for closing the substantial college attainment gaps between Whites and Native Americans.

- ▶ All postsecondary institutions in the state are less affordable than they were in 2008.
- ▶ For South Dakota families earning \$30,000 or less per year, 70 percent of family income would be required to attend the state's public research institutions full time.
- ▶ For South Dakota families earning more than \$110,000, only 10 percent of family income would be required to attend the state's public research institutions full time.
- ▶ South Dakota does not contribute any money to need-based financial aid for students to attend public institutions. Nationwide, the average state contribution is \$474.
- ▶ By 2020, 65 percent of jobs in South Dakota will require a postsecondary credential. As of 2014, 44 percent of young adults (age 25–34) and 43 percent of working-age adults (age 35–64) had an associate's degree or higher.
- ▶ Higher educational attainment by race and ethnicity varies considerably. On average, 44 percent of Whites have an associate's degree or higher, compared to only 20 percent of Native American and 22 percent of Hispanic residents.
- ▶ Eighteen percent of children live in poverty.

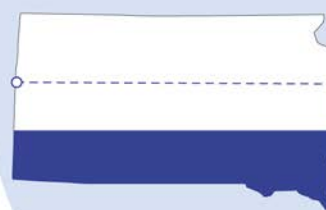
More South Dakota students attend **public research institutions** than any other kind of institution, with **43 percent enrolled**. Families would spend, on average, **32 percent of annual income** to pay for full-time attendance.



Percentage of students attending public research institutions

Percentage of family income required to pay for full-time attendance

On average, **41 percent** of working-age South Dakota state residents (age 25–64) have an associate's degree or higher. By 2020, **65 percent of jobs will require an associate's degree or higher**.



**65%**

Jobs requiring associate's degree or higher by 2020

**41%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (20 percent of enrollment) **	<b>22</b>	<b>23</b>	<b>45</b>
<b>Public Four-Year Nondoctoral</b> (23 percent of enrollment)	<b>25</b>	<b>30</b>	<b>36</b>
<b>Public Research</b> (36 percent of enrollment)	<b>26</b>	<b>32</b>	<b>34</b>
<b>Private Four-Year Nondoctoral</b> (43 percent of enrollment)	<b>33</b>	<b>42</b>	<b>19</b>
<b>Private Research</b> (14 percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$18,198**

Families in Group

**19%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,284**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,414**

Families in Group

**25%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,643**

Families in Group

**21%**

Income

**\$110,000 and above**

Average Income in Group

**\$180,914**

Families in Group

**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,791	<b>48</b>
\$30,000—48,000	9,571	<b>24</b>
\$48,000—75,000	11,897	<b>19</b>
\$75,000—110,000	14,473	<b>16</b>
\$110,000 and above	14,544	<b>8</b>

Students would have to work 27 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,992	<b>66</b>
\$30,000—48,000	12,780	<b>33</b>
\$48,000—75,000	15,717	<b>26</b>
\$75,000—110,000	17,172	<b>19</b>
\$110,000 and above	16,748	<b>9</b>

Students would have to work 40 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,826	<b>70</b>
\$30,000—48,000	13,570	<b>35</b>
\$48,000—75,000	16,425	<b>27</b>
\$75,000—110,000	17,799	<b>20</b>
\$110,000 and above	17,950	<b>10</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

**STATE  
INCOME  
PROFILE**

Income  
**\$0–30,000**  
Average Income in Group  
**\$18,198**  
Families in Group  
**19%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,284**  
Families in Group  
**18%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$61,414**  
Families in Group  
**25%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$90,643**  
Families in Group  
**21%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$180,914**  
Families in Group  
**16%**

**PERCENT OF FAMILY INCOME  
needed to attend full time:**

**PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION**

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,288	<b>95</b>
\$30,000–48,000	18,203	<b>46</b>
\$48,000–75,000	19,978	<b>33</b>
\$75,000–110,000	22,567	<b>25</b>
\$110,000 and above	23,485	<b>13</b>

Students would have to work 53 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	0	0	474
<b>Other Aid</b>	0	61	114	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	0	0	644
<b>Other Aid</b>	0	61	118	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,650 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,555 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,039 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$3,691 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 65 percent of jobs in South Dakota will require a postsecondary credential.
- ▶ South Dakota is 31st in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 44 percent of young adults in South Dakota (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 43 percent of working age adults in South Dakota (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 41 percent of working age South Dakota state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 44 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Native Americans and Hispanics) have attainment of only 20 percent and 22 percent respectively.

## Educational Pipeline in South Dakota

- ▶ In 2020, South Dakota's public high school graduates are projected to be 8 percent Native American, 4 percent Hispanic, and 4 percent Black.
- ▶ The total number of high school graduates at public institutions in South Dakota is projected to grow by 11 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Native American in South Dakota is projected to remain constant and the percent of graduates that are White is projected to decline by 4 percent while the percent of graduates that are Hispanic is projected to grow by 2 percent over the same time period. The percent of graduates that are Black is projected to increase by 7 percent.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Black graduates in South Dakota is above national patterns (Blacks are only projected to increase by 1 percent of national high school graduates by 2028). The flat growth in Native American graduates and the growth in Hispanics is similar to national patterns (nationally, Native Americans are projected to remain constant and Hispanics are projected to increase by 2 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





### **Children in Poverty**

- ▶ The percent of children living in poverty in South Dakota stayed constant between 2005 and 2013 at 18 percent.
- ▶ In 2013 South Dakota was ranked 17th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In South Dakota, total student share of state and net tuition revenues per full time student was 37 percent in 1989, 46 percent in 2000, and 67 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## TENNESSEE



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Tennessee*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# TENNESSEE

COLLEGE  
AFFORDABILITY  
RANKING

34

At first glance, Tennessee would seem to merit a higher College Affordability ranking. For example, its public colleges and universities, which enroll the majority of undergraduates, are relatively affordable. But high—and rising—poverty rates combined with the state's low provision of need-based aid jeopardize college affordability for many Tennesseans.

Tennessee enrolls nearly three quarters of its undergraduates in state public colleges and universities. The highest proportion of enrollment—29 percent—is in the public research institutions. On average, 28 percent of family income would be required to cover the cost of attending these institutions full time. Students would have to work, on average, 38 hours a week to cover these costs.

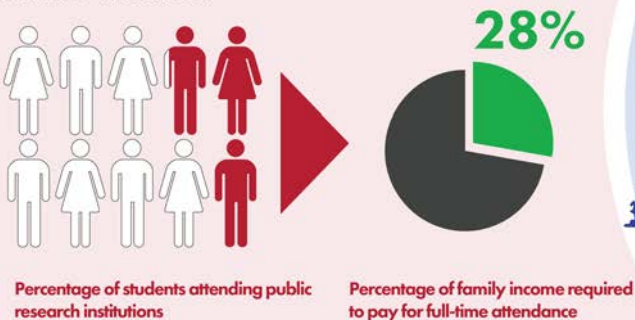
The state's low-cost option—the public two-year colleges—enrolls 28 percent of total undergraduates. For families earning \$30,000 or less per year, 37 percent of family income would be required to cover the cost of attending these colleges full time, compared to just 6 percent of annual income for families earning \$110,000 or more per year.

Tennessee's new Promise Program, which provides free community college tuition, is not

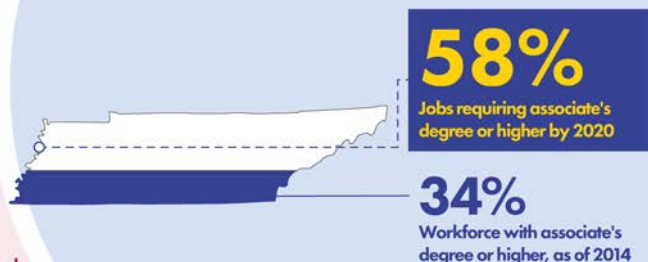
yet accounted for in national databases. If Tennessee is to realize the goals of Governor Haslam's Drive to 55 campaign—to get 55 percent of Tennesseans a college degree or certificate by 2025—affordable college options must continue to be an important part of the policy agenda.

- ▶ The percent of family income that would be required to attend all institutions in the state full time has increased since 2008, with the exception of a 1 percent decrease for public two-year colleges.
- ▶ The state invests \$211 per student in need-based financial aid to attend the state's public institutions, compared with the national average of \$474.
- ▶ In Tennessee, 27 percent of families earn \$30,000 or less a year.
- ▶ Technical colleges enroll 7 percent of undergraduates in the state. For families earning \$30,000 or less per year, 42 percent of family income would be required to attend the state's public technical colleges full time.
- ▶ College attainment by race and ethnicity varies considerably. As of 2014, 36 percent of Whites had an associate's degree or higher, compared to only 26 percent of Blacks.

More Tennessee students attend **public research institutions** than any other kind of institution, with **29 percent enrolled**. Families would spend, on average, **28 percent of annual income** to pay for full-time attendance.



On average, **34 percent** of working-age Tennessee state residents (age 25-64) have an associate's degree or higher. By 2020, **58 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (28 percent of enrollment) **	18	17	19
<b>Public Four-Year Nondoctoral</b> (14 percent of enrollment)	20	23	13
<b>Public Research</b> (29 percent of enrollment)	21	28	19
<b>Private Four-Year Nondoctoral</b> (20 percent of enrollment)	35	41	14
<b>Private Research</b> (3 percent of enrollment)	17	21	2
<b>Technical Colleges</b> (7 percent of enrollment)	18	19	

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,118**

Families in Group

**27%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,056**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,839**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,603**

Families in Group

**16%**

Income

**\$110,000 and above**

Average Income in Group

**\$189,174**

Families in Group

**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,301	<b>37</b>
\$30,000—48,000	6,832	<b>17</b>
\$48,000—75,000	8,773	<b>14</b>
\$75,000—110,000	10,356	<b>11</b>
\$110,000 and above	11,040	<b>6</b>

Students would have to work 21 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,640	<b>45</b>
\$30,000—48,000	9,647	<b>25</b>
\$48,000—75,000	13,559	<b>22</b>
\$75,000—110,000	14,820	<b>16</b>
\$110,000 and above	14,953	<b>8</b>

Students would have to work 32 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,327	<b>54</b>
\$30,000—48,000	11,308	<b>29</b>
\$48,000—75,000	16,107	<b>26</b>
\$75,000—110,000	17,714	<b>20</b>
\$110,000 and above	17,958	<b>9</b>

Students would have to work 38 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,118**

Families in Group

**27%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,056**

Families in Group

**18%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,839**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,603**

Families in Group

**16%**

Income

**\$110,000 and above**

Average Income in Group

**\$189,174**

Families in Group

**16%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	16,303	<b>95</b>
\$30,000—48,000	17,003	<b>44</b>
\$48,000—75,000	19,380	<b>32</b>
\$75,000—110,000	21,348	<b>24</b>
\$110,000 and above	23,255	<b>12</b>

Students would have to work 48 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,905	<b>40</b>
\$30,000—48,000	6,052	<b>15</b>
\$48,000—75,000	8,620	<b>14</b>
\$75,000—110,000	16,018	<b>18</b>
\$110,000 and above	33,006	<b>17</b>

Students would have to work 37 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

## TECHNICAL COLLEGE

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,155	<b>42</b>
\$30,000—48,000	7,509	<b>19</b>
\$48,000—75,000	9,303	<b>15</b>
\$75,000—110,000	11,833	<b>13</b>
\$110,000 and above	9,880	<b>5</b>

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	157	149	211	474
<b>Other Aid</b>	2	77	1479	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	386	217	240	644
<b>Other Aid</b>	6	14	1201	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$4,410 annually.
- ▶ Students who enroll at private research institutions typically borrow \$814 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$3,972 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,846 annually.
- ▶ Students who enroll at technical colleges typically borrow \$1,416 annually.
- ▶ Students who enroll at public two-year institutions borrow \$1,497 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 58 percent of jobs in Tennessee will require a postsecondary credential.
- ▶ Tennessee is 49th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 36 percent of young adults in Tennessee (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 33 percent of working age adults in Tennessee (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 34 percent of working age Tennessee state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 36 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 26 percent and 18 percent respectively.

## Educational Pipeline in Tennessee

- ▶ In 2020, Tennessee's public high school graduates are projected to be 21 percent Black and 7 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Tennessee is projected to grow by only 1 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Tennessee is projected to remain constant and the percent of graduates that are White is projected to decline by 3 percent while the percent of graduates that are Hispanic is projected to grow by 5 percent over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanics in Tennessee is above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Black graduates is slightly below national trends (Blacks are projected to increase by 1 percent by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## Children in Poverty

- ▶ The percent of children living in poverty in Tennessee increased between 2005 and 2013, from 21 percent to 25 percent.
- ▶ In 2013 Tennessee was ranked 36th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

## Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Tennessee, total student share of state and net tuition revenues per full time student was 24 percent in 1989, 36 percent in 2000, and 47 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 and after the 2007-08 recession net tuition revenues continued to increase.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## TEXAS



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Texas*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)



# TEXAS

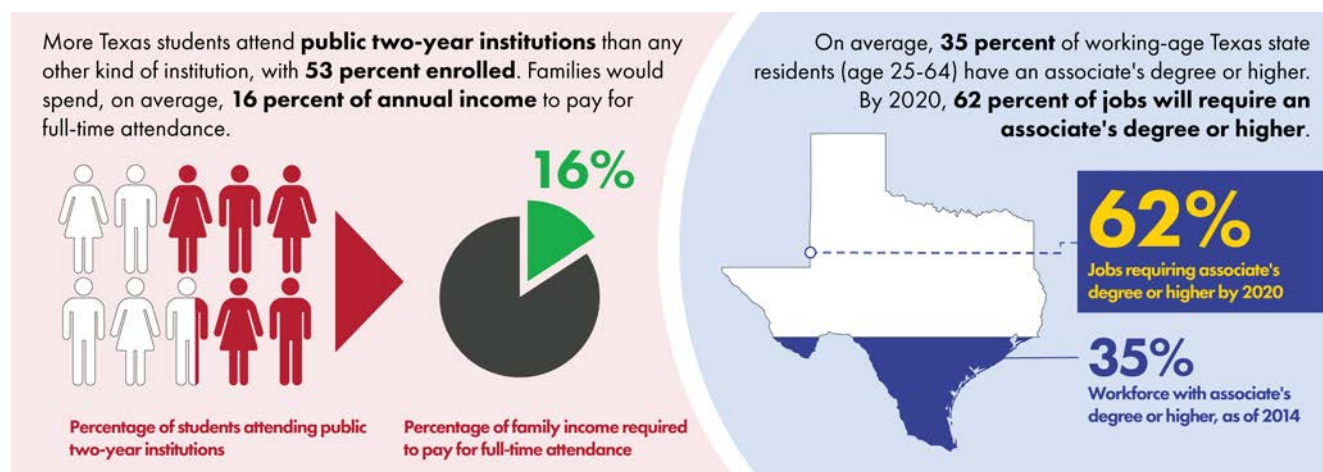
The Lone Star State's top-ten College Affordability ranking masks serious and growing problems for Texans seeking college credentials and for the state's overall economic health. All sectors of higher education have become less affordable for families since 2008—even though the state has significantly increased its provision of need-based per-student financial aid. And the state is not producing enough graduates with postsecondary degrees to keep up with its future needs.

Texas has a high concentration of students in its public two-year colleges. Low-income students at these institutions would have to pay a third of average family income to cover the cost of enrolling full time. This situation is made worse by differing tuition and fees across community colleges in Texas. Some students in Texas community colleges pay nearly twice as much as students in well-financed local districts.<sup>1</sup>

Nearly half of White adults but only 18 percent of Hispanic adults have earned an associate's degree or higher. Yet by 2020, 62 percent of all jobs in Texas will require some postsecondary education. Addressing these considerable

challenges of college access for those in poverty and racial and ethnic gaps will require Texas to improve upon its efforts to make higher education affordable for current and future generations.

- ▶ All sectors of higher education in Texas have declined in college affordability since 2008.
- ▶ Low-income students would have to pay on average 34 percent of their income to attend a Texas public two-year institution full time and approximately 51 percent of their income to attend a public four-year nondoctoral institution full time.
- ▶ White adults have more than double the college attainment rates of Hispanic adults.
- ▶ One quarter of all Texas residents earn \$30,000 per year or less, and the same percentage of Texas children live in poverty.



<sup>1</sup>Source: <https://www2.gse.upenn.edu/irhe/srp/texas>

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (53 percent of enrollment)**	<b>14</b>	<b>16</b>	<b>11</b>
<b>Public Four-Year Nondoctoral</b> (17 percent of enrollment)	<b>22</b>	<b>25</b>	<b>19</b>
<b>Public Research</b> (22 percent of enrollment)	<b>22</b>	<b>24</b>	<b>9</b>
<b>Private Four-Year Nondoctoral</b> (5 percent of enrollment)	<b>37</b>	<b>43</b>	<b>23</b>
<b>Private Research</b> (3 percent of enrollment)	<b>43</b>	<b>56</b>	<b>23</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,195**

Families in Group

**25%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,032**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,969**

Families in Group

**20%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,574**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$191,924**

Families in Group

**21%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,630	<b>33</b>
\$30,000—48,000	6,222	<b>16</b>
\$48,000—75,000	8,330	<b>14</b>
\$75,000—110,000	10,009	<b>11</b>
\$110,000 and above	10,978	<b>6</b>

Students would have to work 21 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,813	<b>51</b>
\$30,000—48,000	9,583	<b>25</b>
\$48,000—75,000	12,849	<b>21</b>
\$75,000—110,000	16,086	<b>18</b>
\$110,000 and above	16,690	<b>9</b>

Students would have to work 32 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,717	<b>45</b>
\$30,000—48,000	9,382	<b>24</b>
\$48,000—75,000	13,995	<b>23</b>
\$75,000—110,000	18,127	<b>20</b>
\$110,000 and above	19,592	<b>10</b>

Students would have to work 36 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0–30,000**  
Average Income in Group  
**\$17,195**  
Families in Group  
**25%**

Income  
**\$30,000 –48,000**  
Average Income in Group  
**\$39,032**  
Families in Group  
**17%**

Income  
**\$48,000–75,000**  
Average Income in Group  
**\$60,969**  
Families in Group  
**20%**

Income  
**\$75,000–110,000**  
Average Income in Group  
**\$91,574**  
Families in Group  
**17%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$191,924**  
Families in Group  
**21%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,042	<b>99</b>
\$30,000–48,000	18,135	<b>46</b>
\$48,000–75,000	19,971	<b>33</b>
\$75,000–110,000	22,230	<b>24</b>
\$110,000 and above	24,461	<b>13</b>

Students would have to work 52 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	20,854	<b>122</b>
\$30,000–48,000	23,376	<b>60</b>
\$48,000–75,000	26,752	<b>44</b>
\$75,000–110,000	31,596	<b>35</b>
\$110,000 and above	38,675	<b>20</b>

Students would have to work 69 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	395	696	474
<b>Other Aid</b>	0	2	0	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	0	81	0	644
<b>Other Aid</b>	0	1128	883	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,902 annually.
- ▶ Students who enroll at private research institutions typically borrow \$2,417 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,448 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,573 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,469 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 62 percent of jobs in Texas will require a postsecondary credential.
- ▶ Texas is 41st in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 35 percent of young adults in Texas (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 36 percent of working age adults in Texas (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 35 percent of working age Texas state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 46 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Blacks and Asians) have attainment of 18 percent, 31 percent and 64 percent respectively.

## Educational Pipeline in Texas

- ▶ In 2020, Texas's public high school graduates are projected to be 54 percent Hispanic, 10 percent Black, and 5 percent Asian.
- ▶ The total number of high school graduates at public institutions in Texas is projected to grow by only 4 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in Texas is projected to grow by 3 percent and the percent of graduates that are White is projected to decline by 3 percent while the percent of graduates that are Black is projected to remain constant over the same time period. The projected number of Asian graduates will increase by 1 percent between 2020 and 2028.
- ▶ The decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), as is the growth in Hispanics in Texas (Hispanics are projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Black graduates is slightly below national trends (Blacks are projected to increase by 1 percent by 2028) while the growth in Asian graduates mirrors national trends (nationally, Asian graduates are projected to increase by 1 percent).

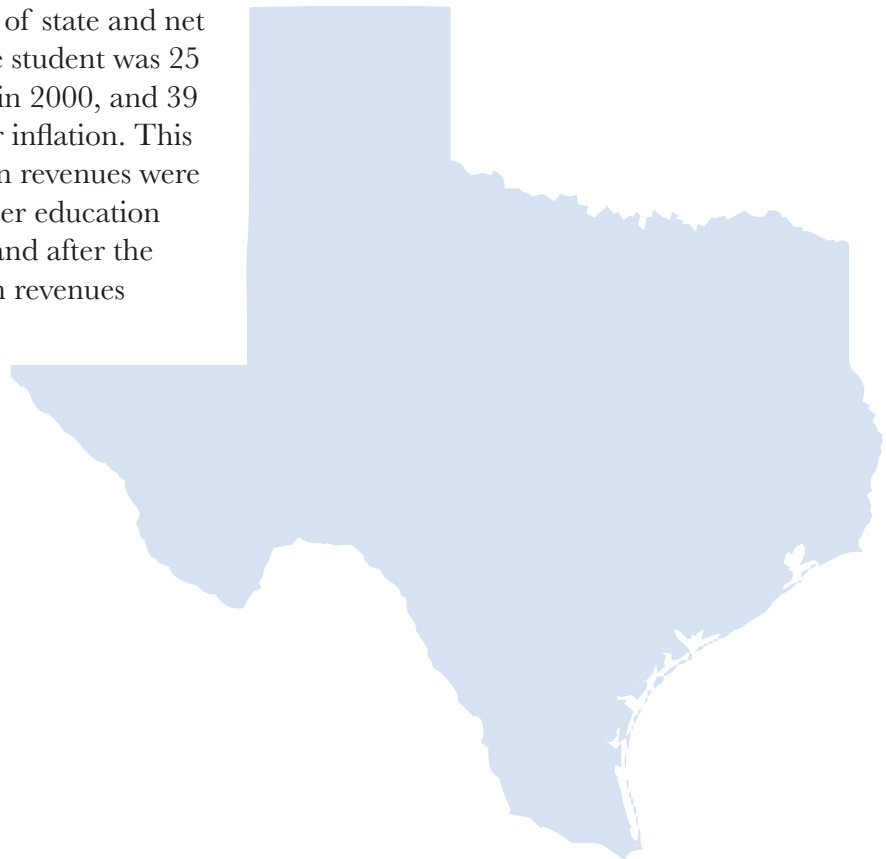
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Texas remained constant between 2005 and 2013 at 25 percent.
- ▶ In 2013 Texas was ranked 36th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Texas, total student share of state and net tuition revenues per full time student was 25 percent in 1989, 33 percent in 2000, and 39 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 and after the 2007-08 recession net tuition revenues continued to increase.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## UTAH



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Utah*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# UTAH

13

Utah’s relatively high College Affordability ranking is primarily due to the low cost of four-year colleges and universities in the state. But low levels of need-based financial aid and steady increases in the amount of family income required to pay for college put the future of affordable higher education in the state at risk.

Utah enrolls the majority of its students in four-year colleges and universities. At public four-year nondoctoral colleges, full-time students would need to work 29 hours a week, on average, to cover the annual costs of attending full time. At the state’s public research universities, full-time students would need to work 36 hours a week, on average, to cover costs.

By 2020, 64 percent of jobs in the state will require a postsecondary education credential. Today, far less than half of Utah’s population holds such credentials.

Affordability policies must be part of Utah’s strategy to address the needs of low-income students and close the significant gaps in college attainment by race and ethnicity between White and Hispanic residents, as well as to meet the future workforce needs of the state.

- ▶ Since 2008, families must contribute a greater percentage of income to pay for full-time enrollment at all public colleges and universities in the state except two-year colleges.
- ▶ Utah educates almost half (47 percent) of its students at public four-year nondoctoral colleges and public four-year research universities. On average, students would need to work 29 and 36 hours, respectively, per week to pay for the annual costs of attending those institutions full time.
- ▶ For families earning \$30,000 or less per year, 46 percent of family income would be required to attend the state’s four-year public colleges full time, and 64 percent of family income would be required to attend public four-year research institutions full time.
- ▶ The state contributes very little (\$26 per student) in state need-based financial aid to college students attending public institutions, despite the fact that they enroll 65 percent of all college attendees. The national average is \$474.
- ▶ Forty-six percent of Asians and 45 percent of Whites have an associate’s degree or higher, compared to only 18 percent of Hispanics.
- ▶ About one in seven children lives in poverty in Utah. Since 2005, this number has increased 4 percentage points—from 11 percent to 15 percent.

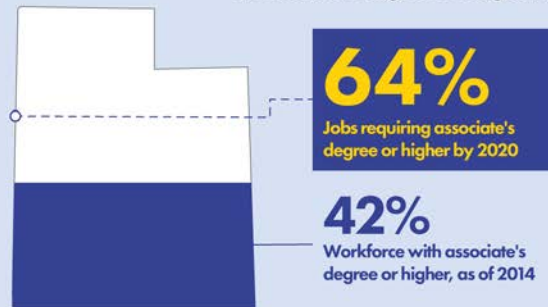
More Utah students attend **public four-year nondoctoral institutions** than any other kind of institution, with **25 percent enrolled**. Families would spend, on average, **21 percent of annual income** to pay for full-time attendance.



Percentage of students attending public four-year nondoctoral institutions

Percentage of family income required to pay for full-time attendance

On average, **42 percent** of working-age Utah state residents (age 25-64) have an associate’s degree or higher. By 2020, **64 percent of jobs will require an associate’s degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (18 percent of enrollment) **	<b>23</b>	<b>19</b>	<b>38</b>
<b>Public Four-Year Nondoctoral</b> (25 percent of enrollment)	<b>20</b>	<b>21</b>	<b>10</b>
<b>Public Research</b> (22 percent of enrollment)	<b>23</b>	<b>28</b>	<b>21</b>
<b>Private Four-Year Nondoctoral</b> (20 percent of enrollment)	<b>20</b>	<b>33</b>	<b>3</b>
<b>Private Research</b> (14 percent of enrollment)	<b>20</b>	<b>25</b>	<b>4</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,613**

Families in Group

**18%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,395**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,305**

Families in Group

**24%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,325**

Families in Group

**21%**

Income

**\$110,000 and above**

Average Income in Group

**\$178,384**

Families in Group

**20%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,608	<b>43</b>
\$30,000—48,000	7,808	<b>20</b>
\$48,000—75,000	8,977	<b>15</b>
\$75,000—110,000	9,779	<b>11</b>
\$110,000 and above	13,305	<b>7</b>

Students would have to work 16 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,184	<b>46</b>
\$30,000—48,000	8,711	<b>22</b>
\$48,000—75,000	10,444	<b>17</b>
\$75,000—110,000	12,545	<b>14</b>
\$110,000 and above	12,986	<b>7</b>

Students would have to work 29 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,289	<b>64</b>
\$30,000—48,000	11,895	<b>30</b>
\$48,000—75,000	13,618	<b>22</b>
\$75,000—110,000	15,073	<b>17</b>
\$110,000 and above	16,094	<b>9</b>

Students would have to work 36 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$17,613**

Families in Group

**18%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,395**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,305**

Families in Group

**24%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,325**

Families in Group

**21%**

Income

**\$110,000 and above**

Average Income in Group

**\$178,384**

Families in Group

**20%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,669	<b>72</b>
\$30,000—48,000	14,980	<b>38</b>
\$48,000—75,000	16,067	<b>26</b>
\$75,000—110,000	17,588	<b>19</b>
\$110,000 and above	15,306	<b>9</b>

Students would have to work 60 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	9,083	<b>52</b>
\$30,000—48,000	10,391	<b>26</b>
\$48,000—75,000	12,564	<b>20</b>
\$75,000—110,000	15,695	<b>17</b>
\$110,000 and above	16,300	<b>9</b>

Students would have to work 34 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	31	66	26	474
<b>Other Aid</b>	16	0	27	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	16	17	4	644
<b>Other Aid</b>	1	0	29	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,672 annually.
- ▶ Students who enroll at private research institutions typically borrow \$1,167 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$2,395 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$3,931 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,506 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 64 percent of jobs in Utah will require a postsecondary credential.
- ▶ Utah is 36th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 41 percent of young adults in Utah (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 42 percent of working age adults in Utah (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 42 percent of working age Utah state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 45 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanics and Asians) have attainment of 18 percent and 46 percent respectively.

## Educational Pipeline in Utah

- ▶ In 2020, Utah's public high school graduates are projected to be 13 percent Hispanic and 5 percent Asian.
- ▶ The total number of high school graduates at public institutions in Utah is projected to grow by 8 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Hispanic in Utah is projected to grow by only 1 percent and the percent of graduates that are White is projected to decline by 3 percent while the percent of graduates that are Asian is projected to remain constant over the same time period.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028), the small growth in Hispanics in Utah is slightly below national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Asian graduates is slightly below national trends (Asians are projected to increase by 1 percent of national high school graduates by 2028).

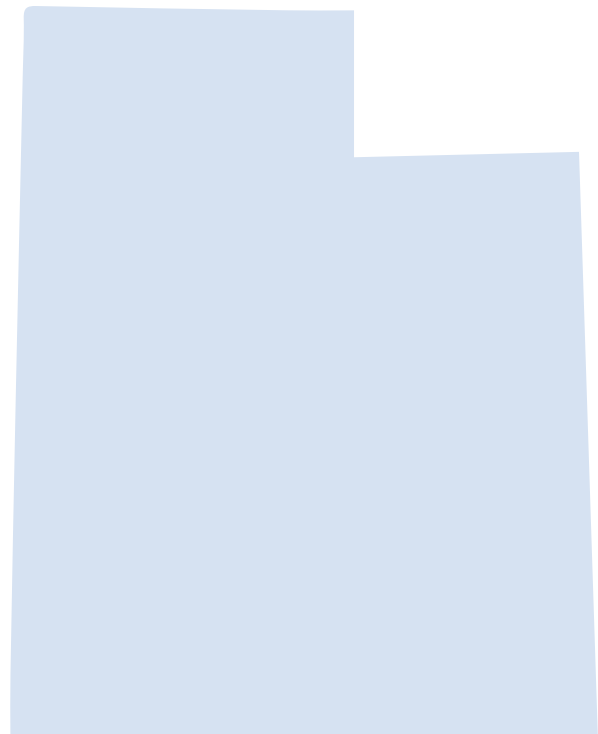
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Utah increased between 2005 and 2013, from 11 percent to 15 percent.
- ▶ In 2013 Utah was ranked 6th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Utah, total student share of state and net tuition revenues per full time student was 23 percent in 1989, 26 percent in 2000, and 47 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## VERMONT



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Vermont*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/](https://www.twenty20.com/)@michellehaha

# VERMONT

COLLEGE  
AFFORDABILITY  
RANKING

46

As a small state, Vermont does not have a wide array of higher education options. The options that do exist—private four-year nondoctoral colleges, a flagship state university, and some of the most expensive community colleges in the nation—are all costly.

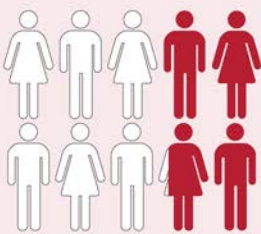
Vermont offers just below the national average in per-student need-based aid to students attending public schools. For students attending private schools, it provides even less.

Students attending Vermont's private four-year nondoctoral colleges would need to work 67 hours a week, on average, to cover the annual costs of attending full time. At the University of Vermont, which accounts for 30 percent of student enrollment, students would have to work 41 hours a week, on average, to pay the annual costs of attending full time.

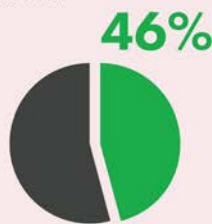
By 2020, 65 percent of jobs in the state will require a postsecondary credential—about a third more than the educational attainment of its current population. At the same time, the number of high school graduates is expected to decline 5 percent between 2020 and 2028.

- ▶ Since 2008, all types of higher education institutions would require a larger percent of family income to attend college full time.
- ▶ Vermont's public two-year colleges, which account for 17 percent of enrollment, are the third most expensive community college system in the country. These schools would require, on average, 29 percent of family income to attend full time.
- ▶ The state contributes little (\$348 per student) in financial aid to college students attending private institutions, which account for 38 percent of total enrollment. The national average is \$644.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,081 annually.
- ▶ Vermont educates 30 percent of its students at the University of Vermont. For families earning \$30,000 or less, 58 percent of family income would be required to attend this institution full time. For families earning between \$30,000 and \$48,000, 29 percent of family income would be required to attend this institution full time.

More Vermont students attend **private four-year nondoctoral institutions** than any other kind of institution, with **38 percent enrolled**. Families would spend, on average, **46 percent of annual income** to pay for full-time attendance.



Percentage of students attending private four-year nondoctoral institutions



Percentage of family income required to pay for full-time attendance

On average, **45 percent** of working-age Vermont state residents (age 25-64) have an associate's degree or higher.

By 2020, **65 percent of jobs will require an associate's degree or higher.**



**65%**

Jobs requiring associate's degree or higher by 2020

**45%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (17 percent of enrollment) **	<b>25</b>	<b>29</b>	<b>48</b>
<b>Public Four-Year Nondoctoral</b> (14 percent of enrollment)	<b>28</b>	<b>33</b>	<b>42</b>
<b>Public Research</b> (30 percent of enrollment)	<b>19</b>	<b>29</b>	<b>22</b>
<b>Private Four-Year Nondoctoral</b> (38 percent of enrollment)	<b>44</b>	<b>46</b>	<b>28</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$18,363**

Families in Group

**17%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,465**

Families in Group

**17%**

Income

**\$48,000—75,000**

Average Income in Group

**\$61,575**

Families in Group

**24%**

Income

**\$75,000—110,000**

Average Income in Group

**\$91,127**

Families in Group

**22%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,090**

Families in Group

**21%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,415	<b>62</b>
\$30,000—48,000	12,060	<b>31</b>
\$48,000—75,000	14,595	<b>24</b>
\$75,000—110,000	16,932	<b>19</b>
\$110,000 and above	17,224	<b>10</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	13,293	<b>72</b>
\$30,000—48,000	13,453	<b>34</b>
\$48,000—75,000	16,111	<b>26</b>
\$75,000—110,000	18,189	<b>20</b>
\$110,000 and above	19,240	<b>11</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,742	<b>58</b>
\$30,000—48,000	11,407	<b>29</b>
\$48,000—75,000	14,030	<b>23</b>
\$75,000—110,000	18,991	<b>21</b>
\$110,000 and above	22,482	<b>13</b>

Students would have to work 41 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$18,363**

Families in Group

**17%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,465**

Families in Group

**17%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,575**

Families in Group

**24%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,127**

Families in Group

**22%**

Income

**\$110,000 and above**

Average Income in Group

**\$177,090**

Families in Group

**21%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	17,214	<b>94</b>
\$30,000–48,000	19,898	<b>50</b>
\$48,000–75,000	23,442	<b>38</b>
\$75,000–110,000	27,148	<b>30</b>
\$110,000 and above	34,452	<b>19</b>

Students would have to work 67 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	415	406	429	474
<b>Other Aid</b>	10	31	27	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	432	379	348	644
<b>Other Aid</b>	12	9	134	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,029 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,102 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,081 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,619 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 65 percent of jobs in Vermont will require a postsecondary credential.
- ▶ Vermont is 29th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 47 percent of young adults in Vermont (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 44 percent of working age adults in Vermont (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 45 percent of working age Vermont state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 45 percent of Whites have an associate's degree or higher but the other most populous racial groups (Asian and Hispanic) have attainment of 52 percent and 48 percent respectively. However, it should be noted that both Asian and Hispanics represent less than 2 percent of total population in Vermont.

## Educational Pipeline in Vermont

- ▶ In 2020, Vermont's public high school graduates are projected to be 3% Asian and 2% Hispanic.
- ▶ The total number of high school graduates at public institutions in Vermont is projected to decrease by 5 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Asian in Vermont is projected to grow by 1 percent and the percent of graduates that are White is projected to decline by 2 percent while the percent of graduates that are Hispanic is projected to grow by 1 percent over the same time period.
- ▶ The decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in both Hispanics and Asians in Vermont is also similar to national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2028 and Asians are projected to increase by 1 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Vermont has remained constant between 2005 and 2013 at 15 percent.
- ▶ In 2013 Vermont was ranked 7th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Vermont, total student share of state and net tuition revenues per full time student was 61 percent in 1989, 76 percent in 2000, and 85 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 and after the 2007-08 recession net tuition revenues continued to increase.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## VIRGINIA





Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Virginia*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# VIRGINIA

COLLEGE  
AFFORDABILITY  
RANKING

26

Low-income undergraduates attempting to climb out of poverty in Virginia are greatly hindered by the state's below-average investment in need-based financial aid.

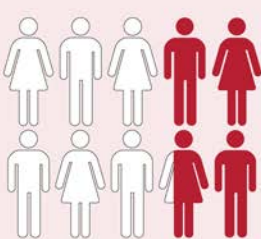
Over one-third of students in Virginia attend a public two-year institution. Low- and middle-income students attending these institutions would have to devote a large proportion of their family income to attend. Students would have to work, on average, 20 hours per week to cover the cost of attending these institutions full time.

Public research universities, typically the most expensive public option, enroll nearly twice as many students as public nondoctoral institutions. At these institutions, low- and middle-income families would have to devote a high proportion of their family income to pay for full-time enrollment. Students would have to work 44 hours per week to cover their expenses associated with attending full time.

The high percentage of jobs in Virginia that will require some postsecondary education, along with large gaps in higher education attainment between Whites and Blacks (50 percent vs. 31 percent) should compel Virginia to consider new state strategies to address these affordability challenges.

- ▶ At public two-year institutions, families earning less than \$30,000 per year would be required to pay 37 percent of their annual family income to attend full time; lower-middle-income families earning between \$30,000 and \$48,000 per year would be required to pay 17 percent of their family income to attend full time.
- ▶ Families earning less than \$30,000 per year would be required to pay 70 percent of their income to attend Virginia's public research universities full time; those families earning between \$30,000 and \$48,000 would be required to pay 35 percent of their income to cover the cost of attending full time.
- ▶ Virginia provides \$315 per student for need-based financial aid compared to \$474 per student nationally. The state provides \$305 per student for financial aid based on criteria other than financial need versus \$210 nationally.
- ▶ There are large gaps in college attainment by race and ethnicity. Half of White residents have an associate's degree or higher, but only 31 percent of Blacks and 29 percent of Hispanics obtain postsecondary degrees.

More Virginia students attend **public two-year institutions** than any other kind of institution, with **37 percent enrolled**. Families would spend, on average, **17 percent of annual income** to pay for full-time attendance.

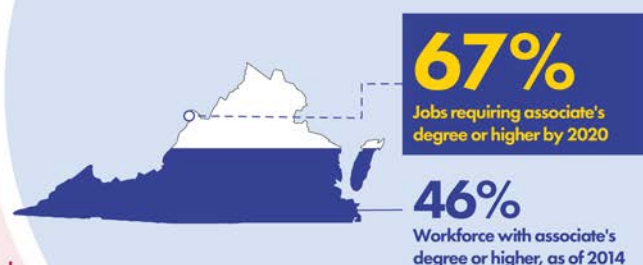


Percentage of students attending public two-year institutions



Percentage of family income required to pay for full-time attendance

On average, **46 percent** of working-age Virginia state residents (age 25-64) have an associate's degree or higher. By 2020, **67 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (37 percent of enrollment)* *	<b>14</b>	<b>17</b>	<b>18</b>
<b>Public Four-Year Nondoctoral</b> (14 percent of enrollment)	<b>23</b>	<b>32</b>	<b>38</b>
<b>Public Research</b> (27 percent of enrollment)	<b>25</b>	<b>33</b>	<b>36</b>
<b>Private Four-Year Nondoctoral</b> (22 percent of enrollment)	<b>44</b>	<b>49</b>	<b>36</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,311**  
Families in Group  
**17%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,345**  
Families in Group  
**14%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,250**  
Families in Group  
**20%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,579**  
Families in Group  
**19%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$197,142**  
Families in Group  
**30%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,337	<b>37</b>
\$30,000—48,000	6,818	<b>17</b>
\$48,000—75,000	8,579	<b>14</b>
\$75,000—110,000	10,706	<b>12</b>
\$110,000 and above	11,664	<b>6</b>

Students would have to work 20 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	11,555	<b>67</b>
\$30,000—48,000	13,260	<b>34</b>
\$48,000—75,000	16,436	<b>27</b>
\$75,000—110,000	19,852	<b>22</b>
\$110,000 and above	21,308	<b>11</b>

Students would have to work 43 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	12,094	<b>70</b>
\$30,000—48,000	13,695	<b>35</b>
\$48,000—75,000	17,214	<b>28</b>
\$75,000—110,000	20,711	<b>23</b>
\$110,000 and above	23,310	<b>12</b>

Students would have to work 44 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,311**

Families in Group

**17%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,345**

Families in Group

**14%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,250**

Families in Group

**20%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,579**

Families in Group

**19%**

Income

**\$110,000 and above**

Average Income in Group

**\$197,142**

Families in Group

**30%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	20,781	<b>120</b>
\$30,000–48,000	20,196	<b>51</b>
\$48,000–75,000	22,097	<b>36</b>
\$75,000–110,000	23,973	<b>26</b>
\$110,000 and above	26,237	<b>13</b>

Students would have to work 54 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	203	242	315	474
<b>Other Aid</b>	173	240	305	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	25	19	14	644
<b>Other Aid</b>	745	822	727	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,227 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,003 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,781 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,349 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 67 percent of jobs in Virginia will require a postsecondary credential.
- ▶ Virginia is 25th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 47 percent of young adults in Virginia (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 46 percent of working age adults in Virginia (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 46 percent of working age Virginia state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 50 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Blacks, Hispanics and Asians) have attainment of 31 percent, 29 percent and 68 percent respectively.

## Educational Pipeline in Virginia

- ▶ In 2020, Virginia's public high school graduates are projected to be 21 percent Black, 13 percent Hispanic, and 10 percent Asian.
- ▶ The total number of high school graduates at public institutions in Virginia is projected to grow by only 2 percent between 2020 and 2028.
- ▶ However, the percent of graduates that are Black in Virginia is projected to remain constant and the percent of graduates that are White is projected to decline by 4 percent while the percent of graduates that are Hispanic is projected to grow by 1 percent over the same time period. The projected number of Asian graduates will increase by 2 percent between 2020 and 2028.
- ▶ While the decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028) the growth in Hispanics in Virginia is slightly below national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Black graduates is slightly below national trends (Blacks are projected to increase by 1 percent of national high school graduates by 2028) while the growth in Asian graduates is slightly above national trends (nationally, Asian graduates are projected to increase by 1 percent).

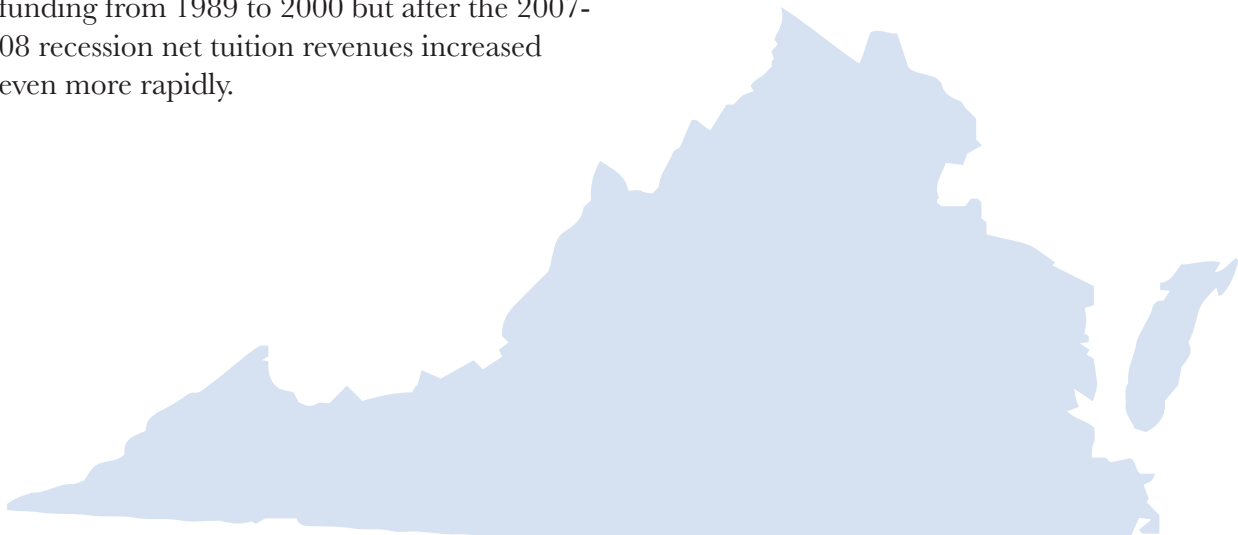
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## Children in Poverty

- ▶ The percent of children living in poverty in Virginia increased percent between 2005 and 2013, from 13 percent to 15 percent.
- ▶ In 2013 Virginia was ranked 8th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

## Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Virginia, total student share of state and net tuition revenues per full time student was 31 percent in 1989, 34 percent in 2000, and 62 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## WASHINGTON



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Washington*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# WASHINGTON

COLLEGE  
AFFORDABILITY  
RANKING

12

Eighty-eight percent of undergraduates in Washington enroll in public colleges and universities. The state provides more than double the national average in need-based financial aid for students in these institutions. And yet attaining a degree in the Evergreen State still strains many families' budget.

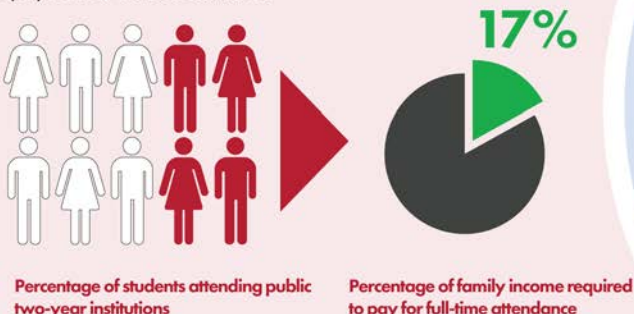
A quarter of Washington's students enroll in relatively low-cost public four-year nondoctoral institutions. But students would still need to work, on average, 30 hours a week to cover the costs of attending these schools full time.

Washington needs to continue striving to make college affordable. Currently, 44 percent of the working-age population (ages 25-64) has at least an associate's degree. As the state's economy changes, an estimated 70 percent will need a postsecondary credential by 2020.

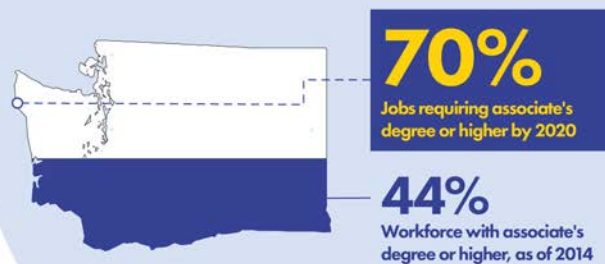
The state will also face increased demand for postsecondary education, as the number of high school students is projected to increase 10 percent between 2020 and 2028.

- ▶ Since 2008, the percent of family income that would be required to attend public institutions full time has remained relatively flat.
- ▶ In Washington, 18 percent of families earn \$30,000 a year or less, compared with 26 percent of families who earn \$110,000 or more a year.
- ▶ For families earning \$30,000 or less per year, 34 percent of family income would be required to attend the state's two-year public colleges full time. For families earning \$110,000 or more per year, only 7 percent of family income would be required to attend these colleges full time.
- ▶ The state contributes \$1,133 in need-based aid per student at public institutions—which account for 88 percent of total enrollment. The national average is \$474.
- ▶ Educational attainment by race and ethnicity varies considerably. As of 2014, 47 percent of Whites had an associate's degree or higher, compared to 21 of Hispanics, 57 percent of Asians, and 31 percent of Blacks.
- ▶ In Washington, 18 percent of children live in poverty.

More Washington students attend **public two-year institutions** than any other kind of institution, with **40 percent enrolled**. Families would spend, on average, **17 percent of annual income** to pay for full-time attendance.



On average, **44 percent** of working-age Washington state residents (age 25-64) have an associate's degree or higher. By 2020, **70 percent of jobs will require an associate's degree or higher**.



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (40 percent of enrollment) **	<b>18</b>	<b>17</b>	<b>21</b>
<b>Public Four-Year Nondoctoral</b> (26 percent of enrollment)	<b>22</b>	<b>23</b>	<b>12</b>
<b>Public Research</b> (22 percent of enrollment)	<b>28</b>	<b>27</b>	<b>15</b>
<b>Private Four-Year Nondoctoral</b> (13 percent of enrollment)	<b>44</b>	<b>54</b>	<b>41</b>
<b>Private Research</b> (NA percent of enrollment)	<b>NA</b>	<b>NA</b>	<b>NA</b>

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,048**  
Families in Group  
**18%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,232**  
Families in Group  
**15%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,220**  
Families in Group  
**22%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,542**  
Families in Group  
**20%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$185,162**  
Families in Group  
**26%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,710	<b>33</b>
\$30,000—48,000	6,964	<b>18</b>
\$48,000—75,000	9,430	<b>15</b>
\$75,000—110,000	12,221	<b>13</b>
\$110,000 and above	12,664	<b>7</b>

Students would have to work 24 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,231	<b>42</b>
\$30,000—48,000	8,675	<b>22</b>
\$48,000—75,000	12,192	<b>20</b>
\$75,000—110,000	18,095	<b>20</b>
\$110,000 and above	19,576	<b>11</b>

Students would have to work 30 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,424	<b>49</b>
\$30,000—48,000	9,432	<b>24</b>
\$48,000—75,000	13,030	<b>21</b>
\$75,000—110,000	22,184	<b>24</b>
\$110,000 and above	25,235	<b>14</b>

Students would have to work 42 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,048**

Families in Group

**18%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,232**

Families in Group

**15%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,220**

Families in Group

**22%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,542**

Families in Group

**20%**

Income

**\$110,000 and above**

Average Income in Group

**\$185,162**

Families in Group

**26%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	20,711	<b>121</b>
\$30,000–48,000	21,968	<b>56</b>
\$48,000–75,000	25,554	<b>42</b>
\$75,000–110,000	29,609	<b>32</b>
\$110,000 and above	32,348	<b>17</b>

Students would have to work 63 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	463	646	1133	474
<b>Other Aid</b>	80	72	106	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	510	774	1022	644
<b>Other Aid</b>	99	65	94	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,702 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$2,638 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$4,615 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,164 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 70 percent of jobs in Washington will require a postsecondary credential.
- ▶ Washington is 11th in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 43 percent of young adults in Washington (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 45 percent of working age adults in Washington (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

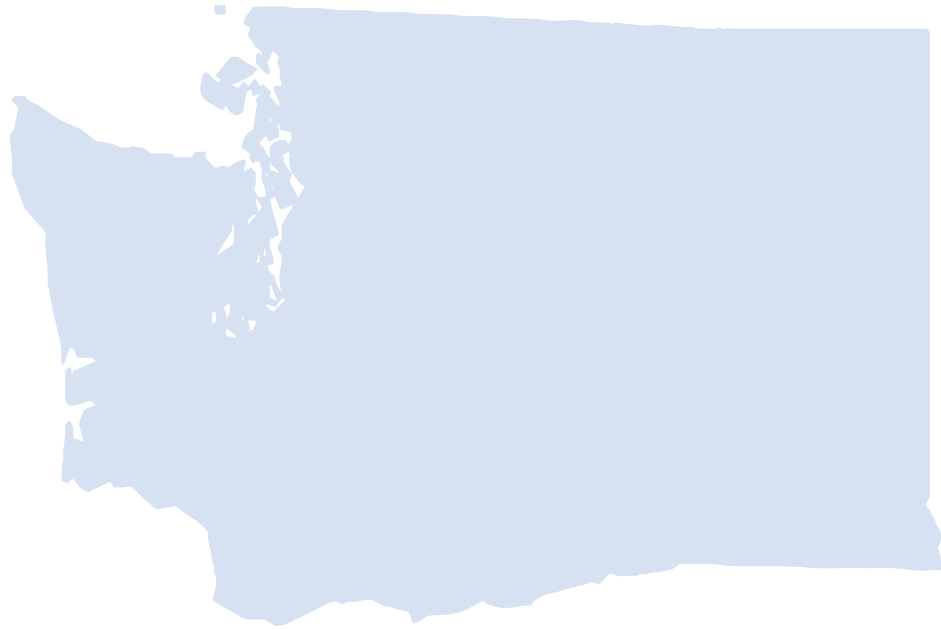
## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 44 percent of working age Washington state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 47 percent of Whites have an associate's degree or higher but the other three most populous racial groups (Hispanics, Asians and Blacks) have attainment of 21 percent, 57 percent and 31 percent respectively.

## Educational Pipeline in Washington

- ▶ In 2020, Washington's public high school graduates are projected to be 17 percent Hispanic, and 11 percent Asian.
- ▶ The total number of high school graduates at public institutions in Washington are projected to grow by 10 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic in Washington is projected to grow by 1 percent and the percent of graduates that are White is projected to decline by 8 percent while the percent of graduates that are Asian is projected to grow by 2 percent over the same time period.
- ▶ While the decline in White graduates is similar but more pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Asian graduates in Washington is slightly above national patterns (Asians are only projected to increase by 1 percent of national high school graduates by 2028) and the growth in Hispanic graduates is slightly below national patterns (Hispanics are projected to increase by 2 percent of national high school graduates by 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



### **Children in Poverty**

- ▶ The percent of children living in poverty in Washington increased between 2005 and 2013, from 15 percent to 18 percent.
- ▶ In 2013 Washington was ranked 15th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Washington, total student share of state and net tuition revenues per full time student was 20 percent in 1989, 21 percent in 2000, and 48 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## WEST VIRGINIA



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: West Virginia*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# WEST VIRGINIA

COLLEGE  
AFFORDABILITY  
RANKING

09

West Virginia's strong ranking on college affordability is compromised by the high percentage of income required from low-income families to attend college. The state provides a generous amount of state-based financial aid, but it is not enough for the poorest West Virginians.

The majority of students attend public colleges in the state. For the nearly one third of West Virginia families that earn \$30,000 or less per year, 36 percent of family income would be required to attend public two-year colleges full time, 42 percent would be required to attend public four-year nondoctoral institutions full time, and 41 percent would be required to attend public four-year research institutions full time.

West Virginia's performance on college affordability will make it difficult to address the large proportion of the population living in poverty or close the gaps that exist between the state's future workforce needs and current educational attainment. By 2020, over half (55 percent) of jobs in West Virginia will require a postsecondary credential, but only 33 percent of young adults (age 25–34) and 27 percent of working-age adults (age 35–64) in the state had an associate's degree or higher by 2014.

- ▶ The percent of family income needed to attend college full time in West Virginia is about the same as it was in 2008.
- ▶ West Virginia students would need to work at least 19 hours a week, on average, to cover the annual educational costs of attending two-year college full time.
- ▶ Students would need to work at least 28 hours a week, on average, to cover the annual educational costs of full-time attendance at West Virginia's public four-year nondoctoral institutions or the public four-year research institutions.
- ▶ West Virginia contributes \$545 per student to need-based financial aid for students to attend public institutions, which is higher than the national average of \$474.
- ▶ Educational attainment by race and ethnicity varies in the state. About 28 percent of Whites have an associate's degree or higher, compared with 22 percent of Blacks.
- ▶ One in four children in West Virginia lives in poverty.

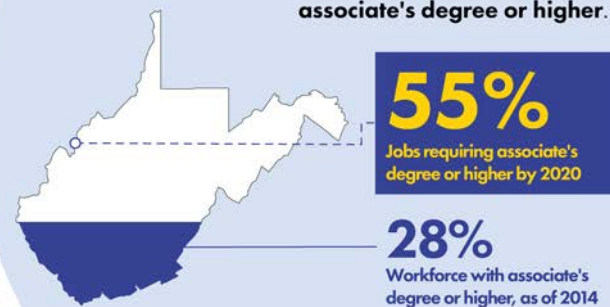
More West Virginia students attend **public four-year nondoctoral institutions** than any other kind of institution, with **36 percent enrolled**. Families would spend, on average, **20 percent of annual income** to pay for full-time attendance.



Percentage of students attending public four-year nondoctoral institutions

Percentage of family income required to pay for full-time attendance

On average, **28 percent** of working-age West Virginia state residents (age 25–64) have an associate's degree or higher. By 2020, **55 percent of jobs will require an associate's degree or higher**.



**55%**

Jobs requiring associate's degree or higher by 2020

**28%**

Workforce with associate's degree or higher, as of 2014



# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (26 percent of enrollment) **	16	17	16
<b>Public Four-Year Nondoctoral</b> (36 percent of enrollment)	20	20	3
<b>Public Research</b> (29 percent of enrollment)	22	20	2
<b>Private Four-Year Nondoctoral</b> (9 percent of enrollment)	34	38	6
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,962**

Families in Group

**28%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,085**

Families in Group

**20%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,466**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,706**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$175,420**

Families in Group

**13%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	6,118	<b>36</b>
\$30,000—48,000	6,272	<b>16</b>
\$48,000—75,000	7,876	<b>13</b>
\$75,000—110,000	10,212	<b>11</b>
\$110,000 and above	11,343	<b>6</b>

Students would have to work 19 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,075	<b>42</b>
\$30,000—48,000	7,903	<b>20</b>
\$48,000—75,000	10,507	<b>17</b>
\$75,000—110,000	12,567	<b>14</b>
\$110,000 and above	12,566	<b>7</b>

Students would have to work 28 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,033	<b>41</b>
\$30,000—48,000	7,703	<b>20</b>
\$48,000—75,000	10,010	<b>17</b>
\$75,000—110,000	13,368	<b>15</b>
\$110,000 and above	13,905	<b>8</b>

Students would have to work 28 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0—30,000**

Average Income in Group

**\$16,962**

Families in Group

**28%**

Income

**\$30,000 —48,000**

Average Income in Group

**\$39,085**

Families in Group

**20%**

Income

**\$48,000—75,000**

Average Income in Group

**\$60,466**

Families in Group

**22%**

Income

**\$75,000—110,000**

Average Income in Group

**\$90,706**

Families in Group

**17%**

Income

**\$110,000 and above**

Average Income in Group

**\$175,420**

Families in Group

**13%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	15,169	<b>89</b>
\$30,000—48,000	14,323	<b>37</b>
\$48,000—75,000	17,140	<b>28</b>
\$75,000—110,000	19,789	<b>22</b>
\$110,000 and above	21,208	<b>12</b>

Students would have to work 45 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	259	347	545	474
<b>Other Aid</b>	336	549	645	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	411	447	656	644
<b>Other Aid</b>	232	359	652	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,570 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,981 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,455 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$2,250 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 55 percent of jobs in West Virginia will require a postsecondary credential.
- ▶ West Virginia is 51st in terms of states (including Washington D.C.) with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 33 percent of young adults in West Virginia (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 27 percent of working age adults in West Virginia (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 28 percent of working age West Virginia state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 28 percent of Whites have an associate's degree or higher but the other most populous racial groups (Blacks) have attainment of only 22 percent.

## Educational Pipeline in West Virginia

- ▶ In 2020, West Virginia's public high school graduates are projected to be 5 percent Black.
- ▶ The total number of high school graduates at public institutions in West Virginia are projected to decline by 3 percent between 2020 and 2028.
- ▶ Both the percent of graduates that are Black in West Virginia and the percent that are White is projected to remain constant in that time period.
- ▶ The flat growth in White graduates is above projections for the nation (4 percent decline in White graduates between 2020 and 2028), and the flat growth in Black graduates is slightly below national patterns (Blacks are projected to increase by 1 percent of national high school graduates by 2028).

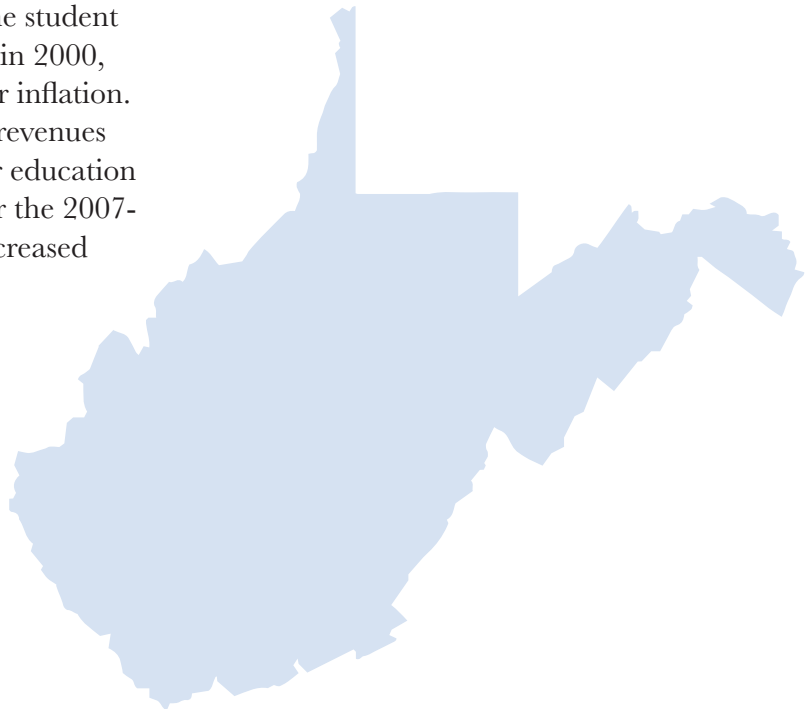
For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in West Virginia decreased between 2005 and 2013, from 26 percent to 25 percent.
- ▶ In 2013 West Virginia was ranked 35th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In West Virginia, total student share of state and net tuition revenues per full time student was 29 percent in 1989, 38 percent in 2000, and 60 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased even more rapidly.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).







Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## WISCONSIN



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Wisconsin*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# WISCONSIN

COLLEGE  
AFFORDABILITY  
RANKING

27

Wisconsin's mediocre college affordability ranking reflects the large percentage of family income required by low-income students to attend public institutions in the state.

Families earning \$30,000 or less per year would have to spend 45 percent of their income to cover the cost of attending one of the state's public two-year colleges full time. Those same families would have to pay 49 percent of their annual income to attend one of Wisconsin's public four-year nondoctoral universities full time. Together, these institutions account for 65 percent of the enrollment in higher education in the state.

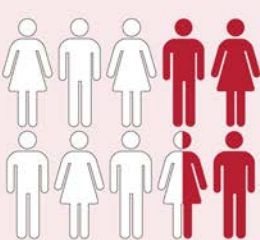
Wisconsin is not likely to meet workforce needs by 2020 without policies to improve college affordability. By 2020, 62 percent of jobs in Wisconsin will require a postsecondary credential. As of 2014, only 45 percent of young adults (age 25–34) had an associate's degree or higher, and only 41 percent of working-age adults (age 35–64) had an associate's degree or higher.

- ▶ Since 2008, the percent of family income required to attend college full-time in Wisconsin has increased at all types of institutions.
- ▶ Wisconsin students would need to work at least 28 hours a week, on average, to cover the annual costs

of attending a two-year public college full time.

- ▶ Wisconsin students would need to work at least 34 hours a week, on average, to cover the annual costs of attending a public four-year nondoctoral institution full time.
- ▶ Wisconsin students would need to work at least 44 hours, on average, a week to cover the annual costs of attending a public four-year research institution full time.
- ▶ Wisconsin contributes \$446 per student in need-based financial aid for attending a public institution, which is slightly lower than the national average of \$474.
- ▶ Educational attainment by race and ethnicity varies considerably in Wisconsin. For example, 44 percent of Whites have an associate's degree or higher, compared with 23 percent of Blacks and 19 percent of Hispanics.
- ▶ Since 2005, the percent of children living in poverty has increased by 4 percentage points—from 14 percent to 18 percent.

More Wisconsin students attend **public four-year nondoctoral institutions** than any other kind of institution, with **35 percent enrolled**. Families would spend, on average, **25 percent of annual income** to pay for full-time attendance.



Percentage of students attending public four-year nondoctoral institutions



Percentage of family income required to pay for full-time attendance

On average, **42 percent** of working-age Wisconsin state residents (age 25–64) have an associate's degree or higher. By 2020, **62 percent of jobs will require an associate's degree or higher**.



**62%**

Jobs requiring associate's degree or higher by 2020

**42%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (30 percent of enrollment) **	18	21	41
<b>Public Four-Year Nondoctoral</b> (35 percent of enrollment)	21	25	20
<b>Public Research</b> (19 percent of enrollment)	24	30	29
<b>Private Four-Year Nondoctoral</b> (13 percent of enrollment)	39	42	17
<b>Private Research</b> (3 percent of enrollment)	40	55	21

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,736**  
Families in Group  
**19%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,262**  
Families in Group  
**17%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,568**  
Families in Group  
**24%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,274**  
Families in Group  
**21%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$178,895**  
Families in Group  
**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

### PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,933	<b>45</b>
\$30,000—48,000	8,778	<b>22</b>
\$48,000—75,000	11,376	<b>18</b>
\$75,000—110,000	13,150	<b>14</b>
\$110,000 and above	13,350	<b>7</b>

Students would have to work 28 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

### PUBLIC FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	8,685	<b>49</b>
\$30,000—48,000	10,078	<b>26</b>
\$48,000—75,000	13,764	<b>22</b>
\$75,000—110,000	16,217	<b>18</b>
\$110,000 and above	16,505	<b>9</b>

Students would have to work 34 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public four-year nondoctoral institution full time.

### PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	10,439	<b>59</b>
\$30,000—48,000	12,029	<b>31</b>
\$48,000—75,000	17,080	<b>28</b>
\$75,000—110,000	20,762	<b>23</b>
\$110,000 and above	21,807	<b>12</b>

Students would have to work 44 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,736**

Families in Group

**19%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,262**

Families in Group

**17%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,568**

Families in Group

**24%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,274**

Families in Group

**21%**

Income

**\$110,000 and above**

Average Income in Group

**\$178,895**

Families in Group

**19%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	16,523	<b>93</b>
\$30,000–48,000	17,322	<b>44</b>
\$48,000–75,000	19,320	<b>31</b>
\$75,000–110,000	22,408	<b>25</b>
\$110,000 and above	26,261	<b>15</b>

Students would have to work 51 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

## PRIVATE RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	21,337	<b>120</b>
\$30,000–48,000	21,927	<b>56</b>
\$48,000–75,000	26,807	<b>44</b>
\$75,000–110,000	31,027	<b>34</b>
\$110,000 and above	35,572	<b>20</b>

Students would have to work 73 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	252	343	446	474
<b>Other Aid</b>	14	14	12	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	589	593	710	644
<b>Other Aid</b>	13	13	13	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$3,618 annually.
- ▶ Students who enroll at private research institutions typically borrow \$3,634 annually.
- ▶ Students who enroll at public four-year nondoctoral institutions typically borrow \$4,282 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,718 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$3,117 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 62 percent of jobs in Wisconsin will require a postsecondary credential.
- ▶ Wisconsin is 43rd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 45 percent of young adults in Wisconsin (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 41 percent of working age adults in Wisconsin (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 42 percent of working age Wisconsin state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 44 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Blacks and Hispanics) have attainment of only 23 percent and 19 percent respectively.

## Educational Pipeline in Wisconsin

- ▶ In 2020, Wisconsin's public high school graduates are projected to be 7 percent Black and 9 percent Hispanic.
- ▶ The total number of high school graduates at public institutions in Wisconsin is projected to remain constant between 2020 and 2028.
- ▶ The percent of graduates that are Black in Wisconsin is projected to increase by 1 percent and the percent of graduates that are White is projected to decline by 4 percent and the percent of graduates that are Hispanic is projected to grow by 2 percent over the same time period.
- ▶ The decline in White graduates is similar to projections for the nation (4 percent decline in White graduates between 2020 and 2028). Similarly, the growth in Black graduates and the growth in Hispanic graduates in Wisconsin mirrors national patterns (Blacks are projected to increase by 1 percent and Hispanics are projected to increase by 2 percent of national high school graduates by 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





### **Children in Poverty**

- ▶ The percent of children living in poverty in Wisconsin increased between 2005 and 2013, from 14 percent to 18 percent.
- ▶ In 2013 Wisconsin was ranked 16th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### **Student Share of Total State and Tuition Revenues for Public Higher Education**

- ▶ In Wisconsin, total student share of state and net tuition revenues per full time student was 31 percent in 1989, 31 percent in 2000, and 48 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were staying constant as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues increased rapidly.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).





Graduate School of Education  
**PennGSE**

INSTITUTE *for* RESEARCH *on* HIGHER EDUCATION



**VANDERBILT**  
PEABODY COLLEGE



**HIGHER EDUCATION**  
POLICY INSTITUTE

# 2016 COLLEGE AFFORDABILITY DIAGNOSIS

## WYOMING



Suggested Citation:

Institute for Research on Higher Education. (2016). *College Affordability Diagnosis: Wyoming*. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. <http://www2.gse.upenn.edu/irhe/affordability-diagnosis>

Image by [twenty20.com/@michellehaha](https://www.twenty20.com/@michellehaha)

# WYOMING

College students in Wyoming benefit from relatively low tuition at the state's public colleges and universities, despite the fact that the state makes no investment in need-based financial aid. However, college affordability in the state is compromised by the high percentage of income required from low-income families to attend these institutions.

Sixty percent of the state's undergraduates enroll in public two-year colleges, which tend to be relatively affordable; however, for families earning \$30,000 or less per year, 32 percent of family income, on average, is required to attend these institutions full time. About 40 percent of the state's undergraduates enroll in public four-year research institutions. Families earning \$30,000 or less annually would have to contribute 45 percent of family income, on average, to attend these institutions full time.

Since 2008, the share of family income required to pay for college has increased by about 5 percent at Wyoming's public community colleges and research universities.

Wyoming may compromise its ability to address the state's future workforce needs if it does not make higher education more affordable. By 2020,

65 percent of jobs in Wyoming will require a postsecondary credential, but only 39 percent of young adults (age 25–34) and 38 percent of working-age adults (age 35–64) in the state had an associate's degree or higher as of 2014.

- ▶ Wyoming students would need to work at least 21 hours a week, on average, while attending full-time to pay the annual costs of public two-year colleges.
- ▶ Wyoming students would need to work at least 30 hours a week, on average, while attending full-time to cover the annual costs of public four-year research universities.
- ▶ Wyoming does not contribute any money to need-based financial aid for students to attend public institutions. Nationwide, the average state contribution is \$474.
- ▶ Educational attainment by race and ethnicity varies considerably in Wyoming. On average, 40 percent of Whites have an associate's degree or higher, compared to only 22 percent of Hispanics and only 21 percent of Native Americans.
- ▶ Since 2005, the percent of children living in poverty increased by 5 percentage points—from 11 percent to 16 percent.

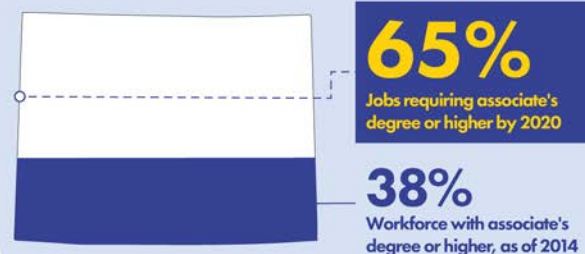
More Wyoming students attend **public two-year institutions** than any other kind of institution, with **60 percent enrolled**. Families would spend, on average, **16 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **38 percent** of working-age Wyoming state residents (age 25–64) have an associate's degree or higher. By 2020, **65 percent of jobs will require an associate's degree or higher**.



**65%**

Jobs requiring associate's degree or higher by 2020

**38%**

Workforce with associate's degree or higher, as of 2014

# WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

	Percent of Income 2008	Percent of Income 2013	Ranking*
<b>Public Two-Year</b> (60 percent of enrollment)**	12	16	10
<b>Public Four-Year Nondoctoral</b> (NA percent of enrollment)	NA	NA	NA
<b>Public Research</b> (40 percent of enrollment)	17	22	4
<b>Private Four-Year Nondoctoral</b> (<1 percent of enrollment)	NA	86	50
<b>Private Research</b> (NA percent of enrollment)	NA	NA	NA

\* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

\*\* Enrollment may not add up to 100% due to rounding.

**NOTE:** The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## STATE INCOME PROFILE

Income  
**\$0—30,000**  
Average Income in Group  
**\$17,636**  
Families in Group  
**17%**

Income  
**\$30,000 —48,000**  
Average Income in Group  
**\$39,191**  
Families in Group  
**15%**

Income  
**\$48,000—75,000**  
Average Income in Group  
**\$61,448**  
Families in Group  
**24%**

Income  
**\$75,000—110,000**  
Average Income in Group  
**\$91,629**  
Families in Group  
**23%**

Income  
**\$110,000 and above**  
Average Income in Group  
**\$163,170**  
Families in Group  
**21%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PUBLIC TWO-YEAR INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	5,701	<b>32</b>
\$30,000—48,000	6,508	<b>17</b>
\$48,000—75,000	8,164	<b>13</b>
\$75,000—110,000	9,465	<b>10</b>
\$110,000 and above	10,278	<b>6</b>

Students would have to work 21 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

## PUBLIC RESEARCH INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0—30,000	7,886	<b>45</b>
\$30,000—48,000	9,154	<b>23</b>
\$48,000—75,000	10,347	<b>17</b>
\$75,000—110,000	14,402	<b>16</b>
\$110,000 and above	15,102	<b>9</b>

Students would have to work 30 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).



## STATE INCOME PROFILE

Income

**\$0–30,000**

Average Income in Group

**\$17,636**

Families in Group

**17%**

Income

**\$30,000 –48,000**

Average Income in Group

**\$39,191**

Families in Group

**15%**

Income

**\$48,000–75,000**

Average Income in Group

**\$61,448**

Families in Group

**24%**

Income

**\$75,000–110,000**

Average Income in Group

**\$91,629**

Families in Group

**23%**

Income

**\$110,000 and above**

Average Income in Group

**\$163,170**

Families in Group

**21%**

# PERCENT OF FAMILY INCOME needed to attend full time:

## PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

	Net Price	% of Income Needed to Pay Net Price
\$0–30,000	24,196	<b>137</b>
\$30,000–48,000	28,791	<b>73</b>
\$48,000–75,000	29,312	<b>48</b>
\$75,000–110,000	NA	<b>NA</b>
\$110,000 and above	NA	<b>NA</b>

Students would have to work 73 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

## WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	7	0	0	474
<b>Other Aid</b>	0	0	666	210

### TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

	2004	2007	2013	National Average, 2013
<b>Need-Based Aid</b>	NA	NA	0	644
<b>Other Aid</b>	NA	NA	0	221

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

## HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,823 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,979 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,424 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

## Workforce Needs

- ▶ By 2020, 65 percent of jobs in Wyoming will require a postsecondary credential.
- ▶ Wyoming is 33rd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

## Educational Attainment

- ▶ As of 2014, 39 percent of young adults in Wyoming (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 38 percent of working age adults in Wyoming (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

## Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 38 percent of working age Wyoming state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 40 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanic and Native American) have attainment of only 22 percent and 21 percent respectively.

## Educational Pipeline in Wyoming

- ▶ In 2020, Wyoming's public high school graduates are projected to be 13 percent Hispanic and 2 percent Native American.
- ▶ The total number of high school graduates at public institutions in Wyoming is projected to grow by 18 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic in Wyoming is projected to grow by 3 percent and the percent of graduates that are White is projected to decline by 1 percent while the percent of graduates that are Native American is projected to remain constant over the same time period.
- ▶ While the decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanics in Wyoming is slightly above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Native American graduates is similar to the projections for the nation (Native Americans are projected to remain constant between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

### Children in Poverty

- ▶ The percent of children living in poverty in Wyoming increased between 2005 and 2013, from 11 percent to 16 percent.
- ▶ In 2013 Wyoming was ranked 10th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

### Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Wyoming, total student share of state and net tuition revenues per full time student was 12 percent in 1989, 22 percent in 2000, and 15 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues decreased.



For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

# POLICY QUESTIONS FOR STATE LEADERS

---

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

For information on how these measures were calculated or which institutions were included, please see the technical report, available at [www2.gse.upenn.edu/irhe/affordability-diagnosis](http://www2.gse.upenn.edu/irhe/affordability-diagnosis).

