

MARYLAND

WHO ARE TODAY'S STUDENTS?

Nationally, today's students are more diverse than any previous generation of college students: in age, race, and income level. They're more mobile and may not live on campus. Most participate in the workforce, either full-time or part-time. Work and family responsibilities beyond the classroom—whether that is on-campus or online—often compete with today's students' educational goals.

NATIONWIDE, TODAY'S STUDENTS ARE:

37%

OLDER THAN 25



64%

WORKING WHILE
IN COLLEGE



24%

PARENTING



13%

LIVING ON CAMPUS



40%

PART-TIME



University of Maryland University College (UMUC) student John Englehart had to juggle parenting, work, and postsecondary education. He says nontraditional students often feel forgotten about in higher education, and he hopes real legislation and policy can come to light to help students like him afford college and bring the American dream to families. Once John earned his college degree, he followed through on his promise to take his daughter to Disney World—a promise his daughter reminded him of when John once procrastinated on homework.

To learn more about John's story, visit todaysstudents.higherlearningadvocates.org.

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SNAPSHOT: How do Maryland's numbers stack up?

To better understand how Maryland compares to the national higher education landscape, look to the data below detailing trends in enrollment, federal student aid, tuition and fees, earnings, and attainment comparing national and state level data.

ENROLLMENT

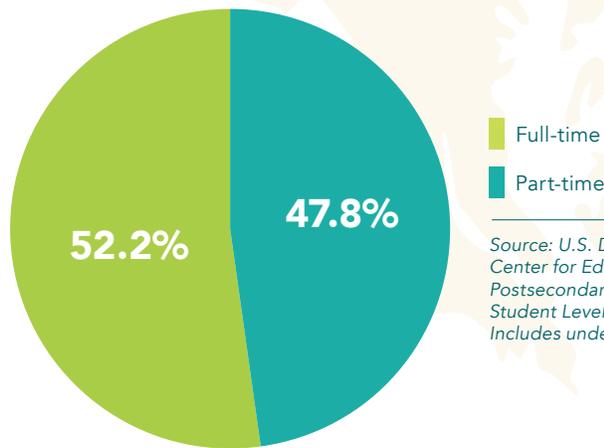
Maryland's total student enrollment is

368,587

52%

Maryland students attend full-time.

Maryland's Fall Student Enrollment, 2017



Source: U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Data System (IPEDS), Enrollment by Student Level survey, Fall 2017 preliminary data. Includes undergraduate and graduate fall enrollment.

FEDERAL STUDENT AID

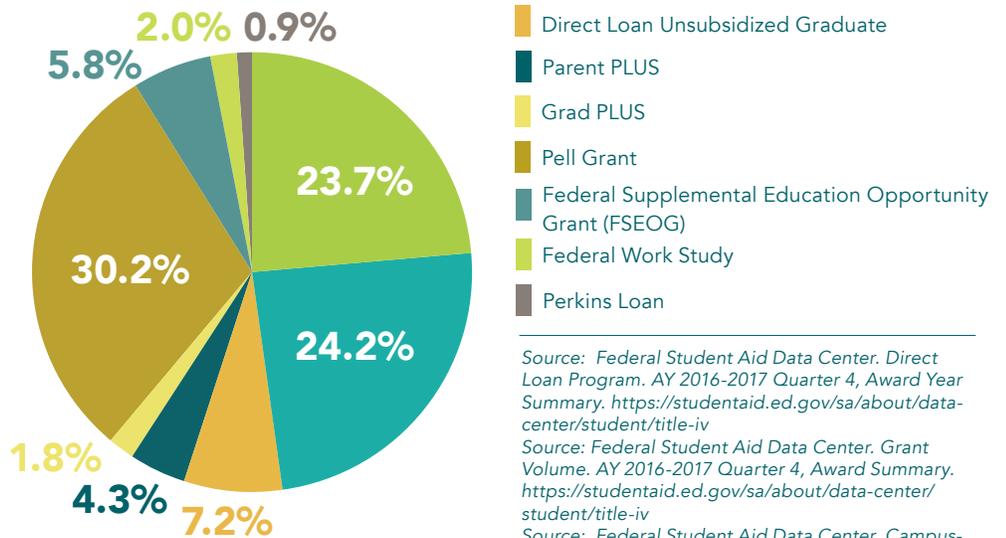
About

62%

of Maryland's college students and their families take out federal student loans,¹ compared to

70% nationwide.²

Maryland Federal Student Aid Portfolio



Source: Federal Student Aid Data Center. Direct Loan Program. AY 2016-2017 Quarter 4, Award Year Summary. <https://studentaid.ed.gov/sa/about/data-center/student/title-iv>
 Source: Federal Student Aid Data Center. Grant Volume. AY 2016-2017 Quarter 4, Award Summary. <https://studentaid.ed.gov/sa/about/data-center/student/title-iv>
 Source: Federal Student Aid Data Center. Campus-Based Program. AY 2016-2017. <https://studentaid.ed.gov/sa/about/data-center/student/title-iv>

¹Includes Direct Subsidized Loan, Direct Unsubsidized Loans, Parent PLUS, Grad PLUS, and Perkins Loan.

²<https://www.cnbc.com/2017/07/03/this-is-the-age-most-americans-pay-off-their-student-loans.html>

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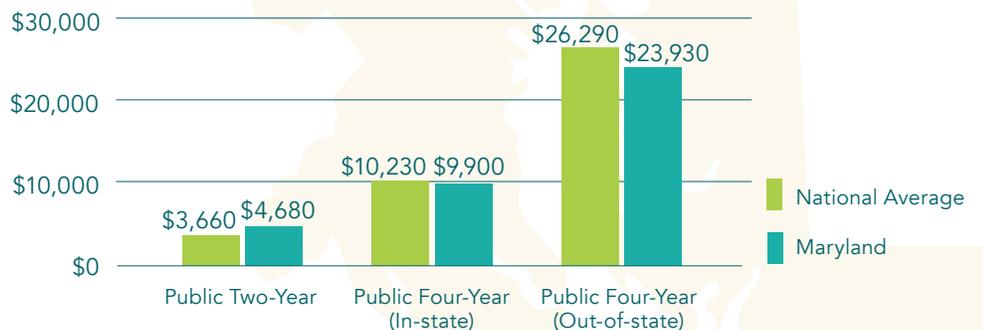
SNAPSHOT: How do Maryland's numbers stack up?

TUITION & FEES

Maryland's institutions of higher education tuition & fees are below the national average at public four-year institutions.

Source: College Board. Trends in College Pricing 2018. Figure 5 and 6. <https://trends.collegeboard.org/college-pricing>
Source: College Board. Average Tuition and Fees and Room and Board in Current Dollars, 2017-18 and 2018-19. <https://trends.collegeboard.org/college-pricing/figures-tables/average-published-undergraduate-charges-sector-2018-19>

Average Tuition & Fees | 2018-2019

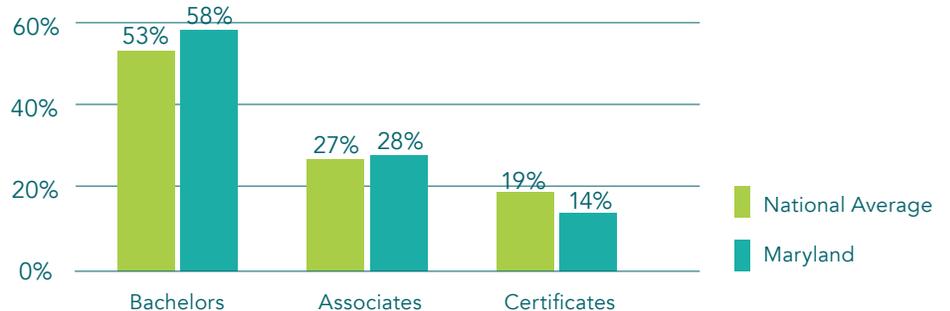


ATTAINMENT

In 2016-2017, about-average rates of Maryland students obtained postsecondary degrees and credentials compared to the rest of the nation.

Source: U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS), Completions Survey by Gender, 2016-2017 academic year.
Source: Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B. (2018). Postsecondary Institutions and Cost of Attendance in 2017-18; Degrees and Other Awards Conferred, 2016-17; and 12-Month Enrollment, 2016-17: First Look (Provisional Data) (NCES 2018-060rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved November 2018 from <https://nces.ed.gov/pubs2018/2018060REV.pdf>
Note: Certificates only include less than one year and at least one year but less than 4 years.

Percentage of Degrees & Certificates Awarded | 2016-2017



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SNAPSHOT: How do Maryland's numbers stack up?

ATTAINMENT *continued*

As of February 2019,

51.4%

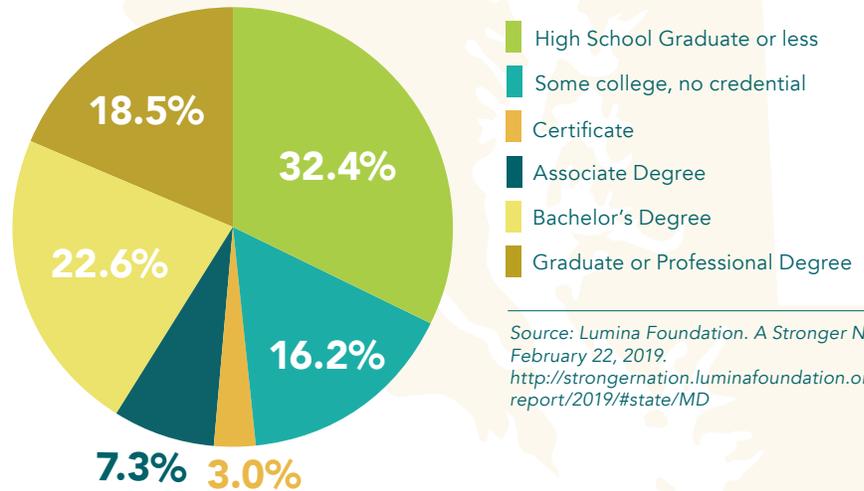
of Maryland residents ages 25-64 have obtained a certificate or postsecondary degree.

NATIONALLY,

47.6%

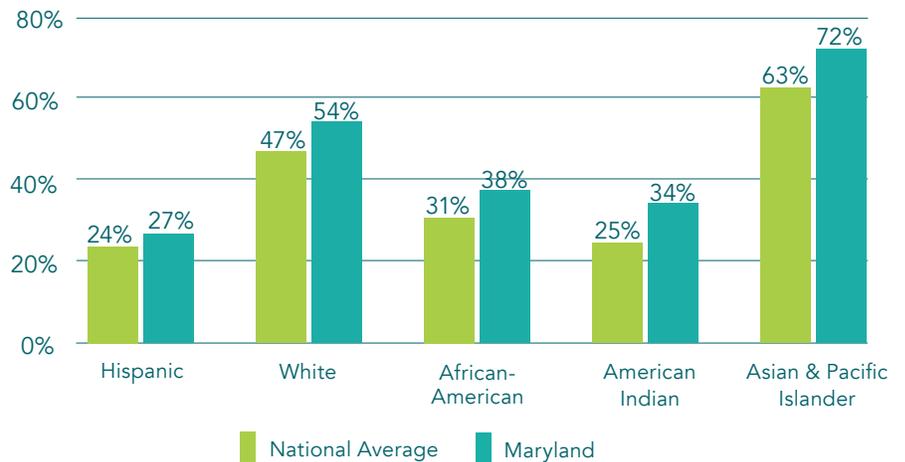
of Americans ages 25-64 have obtained a certificate or postsecondary degree.³

Maryland Education Levels for Residents Ages 25-64



Source: Lumina Foundation. A Stronger Nation. February 22, 2019. <http://strongernation.luminafoundation.org/report/2019/#state/MD>

Percentage of Maryland Residents Ages 25-64 with at least an Associate's Degree by Race



Source: Lumina Foundation. A Stronger Nation. February 22, 2019. <http://strongernation.luminafoundation.org/report/2019/#state/MD>

³<http://strongernation.luminafoundation.org/report/2019/#state/MD>

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SNAPSHOT: How do Maryland's numbers stack up?

EARNINGS AND EMPLOYMENT

Americans who earn a postsecondary degree or credential have higher earnings potential.

Source: Georgetown University Center for Education and Workforce. Certificates: Gateway to Gainful Employment and College Degrees. <https://cew.georgetown.edu/cew-reports/certificates/>

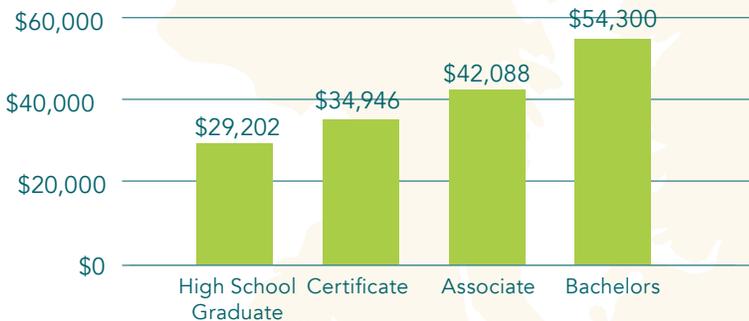
Maryland workers with higher levels of postsecondary attainment have more earning power than their peers with less than a bachelor's degree. The median earnings of Maryland residents is above the national average.

Source: U.S. Census Bureau, *Earnings in the Past 12 Months, 2012-2016 American Community Survey 5-Year Estimates*. https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_09_5YR_S1501&prodType=table

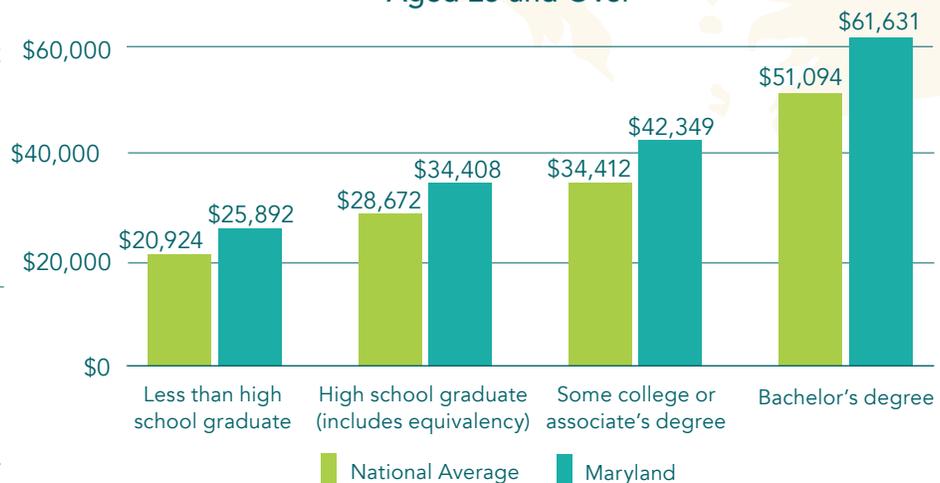
The majority of jobs nationwide in 2020 will require education beyond high school.

Source: Anthony P. Carnevale, Nicole Smith, and Jeff Strohl. Georgetown Center for Education and Workforce. *Recovery: Job Growth and Education Requirements through 2020*. June 26, 2013. <https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/>

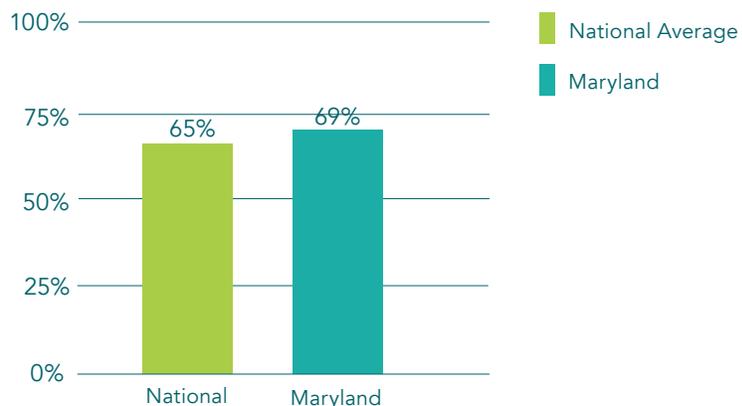
National Average Earnings of U.S. Workers By Educational Attainment



Median Earnings by Educational Attainment for Maryland Residents Aged 25 and Over



Percentage of Jobs that will Require Postsecondary Education by 2020



WHAT CHALLENGES DO TODAY'S STUDENTS FACE?

AFFORDABILITY

49%

FINANCIALLY
INDEPENDENT



31%

AT OR BELOW

FEDERAL
POVERTY
LINE

PART-TIME VS.

40%

PART-TIME



COMPLETION

38%

OF STUDENTS



with additional
financial, work,
and family
obligations

leave school in their
first year⁵

WORK

64%

WORK WHILE
IN COLLEGE



PARENTING

24%



EMERGENCY COSTS



Early data from the University Innovation Alliance (UIA), a coalition of eleven public research universities, shows that about **4,000 Pell-eligible college seniors**, who are in good academic standing, are at risk of being dropped from their classes or not allowed to graduate because **less than \$1,000 is owed to their institutions**.⁴

VETERAN-STATUS

4% OF
UNDERGRADS
ARE VETERANS



but they face unique challenges, such as applying competencies learned in military service to civilian careers and academics.

HOW CAN FEDERAL POLICY HELP SET TODAY'S STUDENTS UP FOR SUCCESS?

Outcomes are critical for today's students—including completion, employment, equity, and value—to be gained from higher learning. Federal policy needs to catch up to the way that today's students are learning and reward institutions and systems that deliver the strongest career and educational outcomes.

FEDERAL FINANCIAL AID should be redesigned with a focus on the needs of a wide range of students, especially those who work full- or part-time, are financially independent, or need to enroll in courses outside the traditional two-semester approach. Redesign approaches could include rethinking Pell eligibility for workforce programs, or simpler loan repayment to match today's students' needs.

DATA gathered through federal, state, and workforce data systems should cover the full spectrum of today's students, not just first-time, full-time students. Today's students, families, schools, and taxpayers need clear information to make informed choices about higher learning.

⁴ https://www.insidehighered.com/sites/default/server_files/files/Completion%20Grants%20release%208_16_17%20FINAL.pdf

⁵ <https://www.luminafoundation.org/todays-student-statistics>