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

IN NEW HAMPSHIRE,
Paul LeBlanc, President of Southern New Hampshire University (SNHU), advocates to ensure institutions of higher education help today’s students access and complete postsecondary education, especially working adults, veterans, parents, immigrants, and refugees.

“...We are being very intentional about not thinking of ourselves only as an “institution” with traditional boundaries, but a learning platform that reaches more emphatically upstream to pre-college learners and more emphatically downstream to post-college age learners.”
SNAPSHOT: How do New Hampshire’s numbers stack up?

To better understand how New Hampshire 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

New Hampshire’s total student enrollment is 150,262.

54%

New Hampshire students attend part-time.

FEDERAL STUDENT AID

About 75% of New Hampshire’s college students and their families take out federal student loans,¹ compared to 70% nationwide.²

New Hampshire Federal Student Aid Portfolio

- Direct Loan Subsidized: 3.5%
- Direct Loan Unsubsidized Undergraduate: 19.5%
- Direct Loan Unsubsidized Graduate: 1.4%
- Parent PLUS: 30.1%
- Grad PLUS: 2.3%
- Pell Grant: 54.0%
- Federal Supplemental Education Opportunity Grant (FSEOG): 46.0%
- Federal Work Study: 0.6%
- Perkins Loan: 8.7%

¹Includes Direct Subsidized Loan, Direct Unsubsidized Loans, Parent PLUS, Grad PLUS, and Perkins Loan.
²https://www.cnbc.com/2017/07/03/this-is-the-age-most-americans-pay-off-their-student-loans.html

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.


SNAPSHOT: How do New Hampshire’s numbers stack up?

TUITION & FEES

New Hampshire’s institutions of higher education tuition & fees are above the national average.

Source: College Board. Trends in College Pricing 2018. Figure 5 and 6. https://trends.collegeboard.org/college-pricing


ATTAINMENT

In 2016-2017, below-average rates of New Hampshire students obtained associate’s degrees and certificates compared to the rest of the nation, but New Hampshire students obtained bachelor’s degrees above the national average.


Note: Certificates only include less than one year and at least one year but less than 4 years.
SNAPSHOT: How do New Hampshire’s numbers stack up?

ATTAINMENT continued

As of February 2019,
51.2%
of New Hampshire 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

New Hampshire Education Levels for Residents Ages 25-64

- Some college, no credential: 16.2%
- High School Graduate or less: 32.3%
- Certificate: 24.2%
- Associate Degree: 10.8%
- Bachelor’s Degree: 16.2%
- Graduate or Professional Degree: 2.0%

Percentage of New Hampshire Residents Ages 25-64 with at least an Associate’s Degree by Race

- Hispanic: 24%
- White: 40%
- African-American: 47%
- American Indian: 49%
- Asian & Pacific Islander: 63%

National Average: 47.6%
New Hampshire: 51.2%


1http://strongernation.luminafoundation.org/report/2019/#state/NH
SNAPSHOT: How do New Hampshire’s numbers stack up?

EARNINGS AND EMPLOYMENT

Americans who earn a postsecondary degree or credential 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/

New Hampshire 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 New Hampshire residents is above the national average.

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

### WHAT CHALLENGES DO TODAY’S STUDENTS FACE?

<table>
<thead>
<tr>
<th>AFFORDABILITY</th>
<th>PART-TIME VS.</th>
<th>COMPLETION</th>
<th>WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% FINANCIALLY INDEPENDENT</td>
<td>40% PART-TIME</td>
<td>38% OF STUDENTS</td>
<td>64% WORK WHILE IN COLLEGE</td>
</tr>
<tr>
<td>31% AT OR BELOW FEDERAL POVERTY LINE</td>
<td></td>
<td>with additional financial, work, and family obligations leave school in their first year⁵</td>
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<table>
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<tr>
<th>PARENTING</th>
<th>EMERGENCY COSTS</th>
<th>VETERAN-STATUS</th>
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<tbody>
<tr>
<td>24%</td>
<td>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</td>
<td>4% OF UNDERGRADS ARE VETERANS</td>
</tr>
<tr>
<td></td>
<td>but they face unique challenges, such as applying competencies learned in military service to civilian careers and academics.</td>
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<tr>
<th>WHAT CHALLENGES DO TODAY’S STUDENTS FACE?</th>
<th>HOW CAN FEDERAL POLICY HELP SET TODAY’S STUDENTS UP FOR SUCCESS?</th>
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<tr>
<td>HOW CAN FEDERAL POLICY HELP SET TODAY’S STUDENTS UP FOR SUCCESS?</td>
<td>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.</td>
</tr>
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</table>

**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](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](https://www.luminafoundation.org/todays-student-statistics)