

PERCEPTIONS OF HIGHER EDUCATION IN MONTANA



MONTANA
UNIVERSITY SYSTEM

**FINDINGS AND STRATEGY RECOMMENDATIONS FOR
ENHANCING MONTANA'S EDUCATION POTENTIAL**

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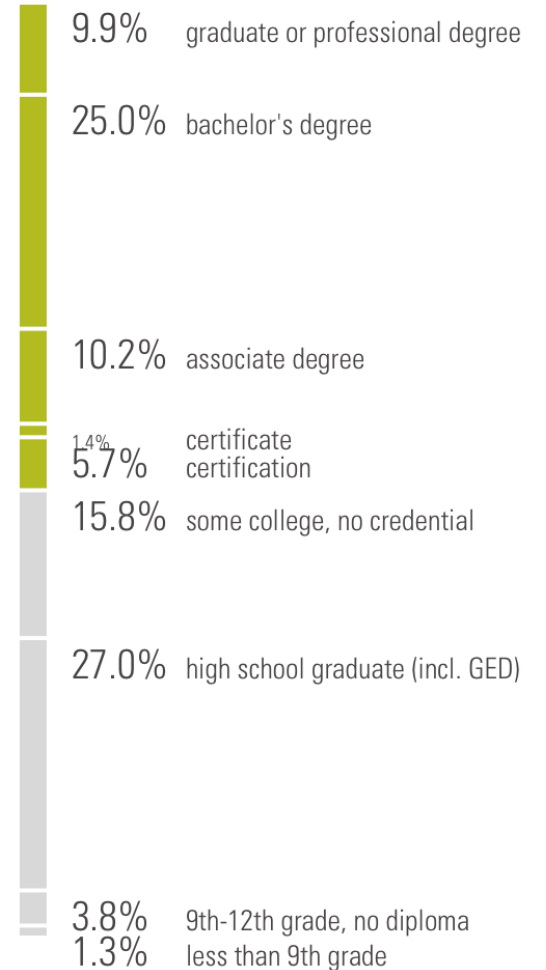


A STRONGER NATION

LEARNING BEYOND HIGH SCHOOL BUILDS AMERICAN TALENT

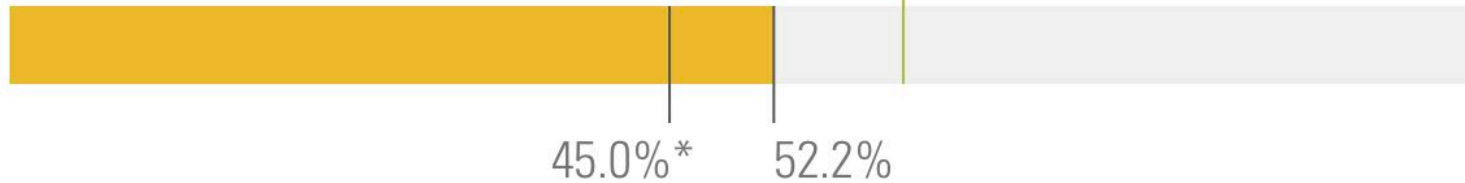


2019 EDUCATION DISTRIBUTION
MT RESIDENTS AGES 25-64



MONTANA ATTAINMENT

MONTANA GOAL



NATIONAL ATTAINMENT

NATIONAL GOAL

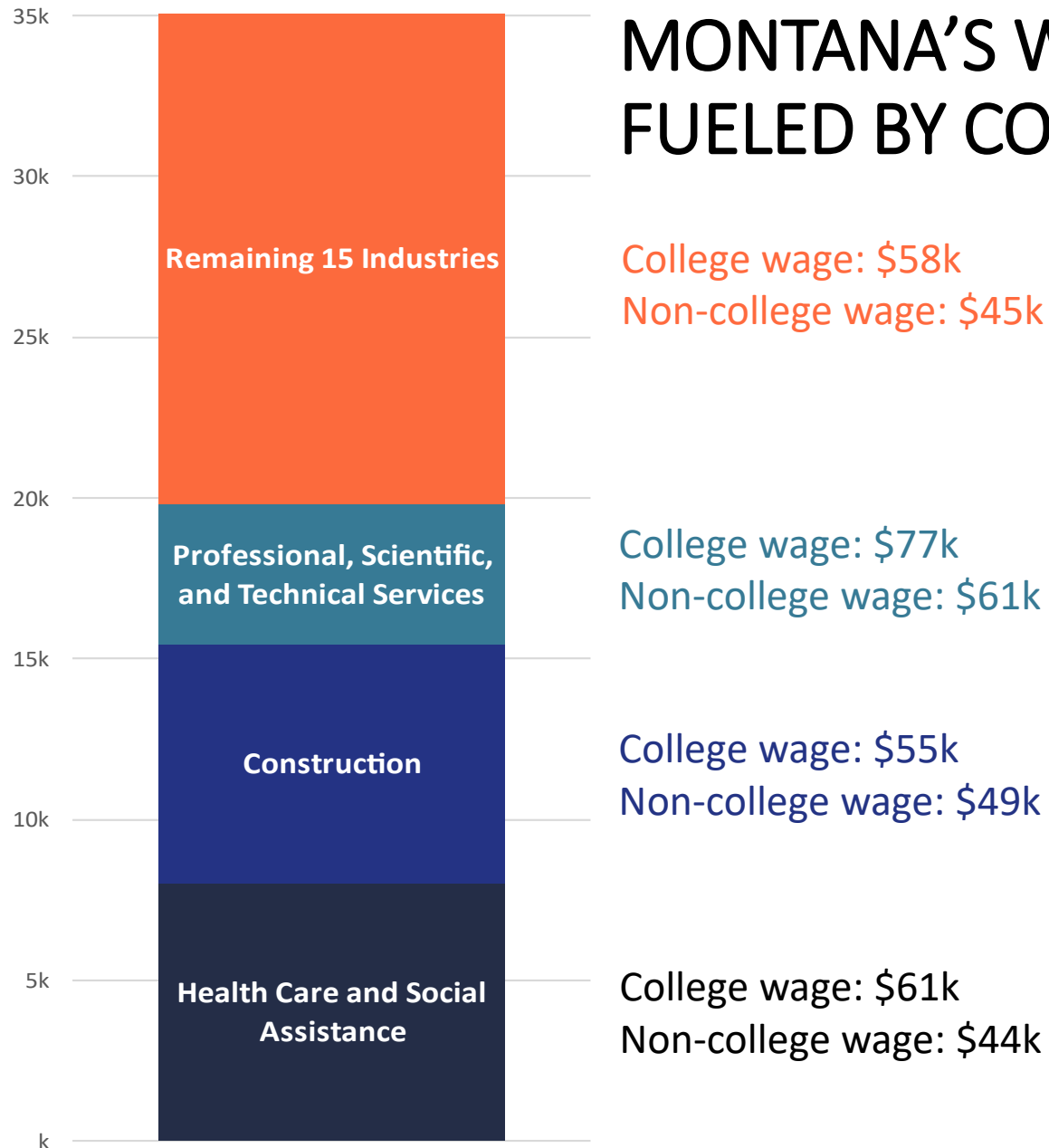


*without short-term credentials



MONTANA'S WORKFORCE IS INCREASINGLY FUELED BY COLLEGE GRADS

New Jobs, 2011 - 2021



- Between 2011 and 2021, Montana added 35,100 new jobs for those aged 25+.
- 53% of these new jobs went to Montanans with a postsecondary degree or certificate.
- On average, those with a degree or certificate earned \$13k more per year.
- The share of jobs paying \$50k+ going to college grads grew to 63%.

NOTES: OCHE analysis of US Census Bureau Quarterly Workforce Indicators (QWI) data. Analysis shows the difference in the number of stable jobs held by Montanans 25+ by industry sector from Q1 2011 to Q1 2021.

RESPONDENT PROFILE



Region	Weighted Percent	Total Responses
Eastern	7%	169
North Central	13%	205
Northwest	32%	245
South Central	19%	211
Southwest	29%	263

Gender	Weighted Percent	Total Responses
Male	50%	437
Female	50%	640
Prefer to self-describe	0%	2

Household Income	Weighted Percent	Total Responses
\$0 to \$29,999	15%	109
\$30,000 to \$49,999	17%	162
\$50,000 to \$74,999	19%	221
\$75,000 to \$99,999	20%	190
\$100,000 to \$149,999	19%	209
\$150,000 or more	11%	149

Household Size	Weighted Percent	Total Responses
1	25%	260
2	42%	528
3	13%	122
4 or more	19%	173

Community Size	Weighted Percent	Total Responses
Less than 1,0000 or no town	13%	149
1,000 to 9,999	28%	322
10,000 to 49,999	23%	192
50,000 or more	36%	409

Educational Attainment	Weighted Percent	Total Responses
High school, no diploma	4%	25
High school diploma or equivalency	14%	99
Some college, no degree	33%	192
Associate Degree	20%	122
Bachelor's degree	13%	287
Some grad school	3%	70
Graduate degree	13%	295

Age	Weighted Percent	Total Responses
18-34	26%	128
35-44	18%	134
45-54	13%	152
55-64	21%	215
65+	23%	442

Race/Ethnicity	Weighted Percent	Total Responses
White/Caucasian/Anglo	89%	991
Black/African American	1%	4
American Indian/Alaska Native	7%	52
Hispanic/Latino	4%	24
Asian	1%	14
Pacific Islander	1%	5
Other	2%	19

SURVEY QUESTIONS



2) In your opinion, what are the three items you feel are most important for a quality college or university experience to provide? Rank up to three factors (Enter 1 for most important, 2 for second most important, and 3 for third most important).

4) What are the three most important purposes of colleges and universities? Using the list below, rank up to three purposes by writing “1” next to the most important purpose, “2” next to the second most important purpose, and “3” next to the third most important purpose.

5) Beyond benefiting individuals who get degrees, does higher education have an impact on your community?
 Yes No Please describe your answer in the box below:

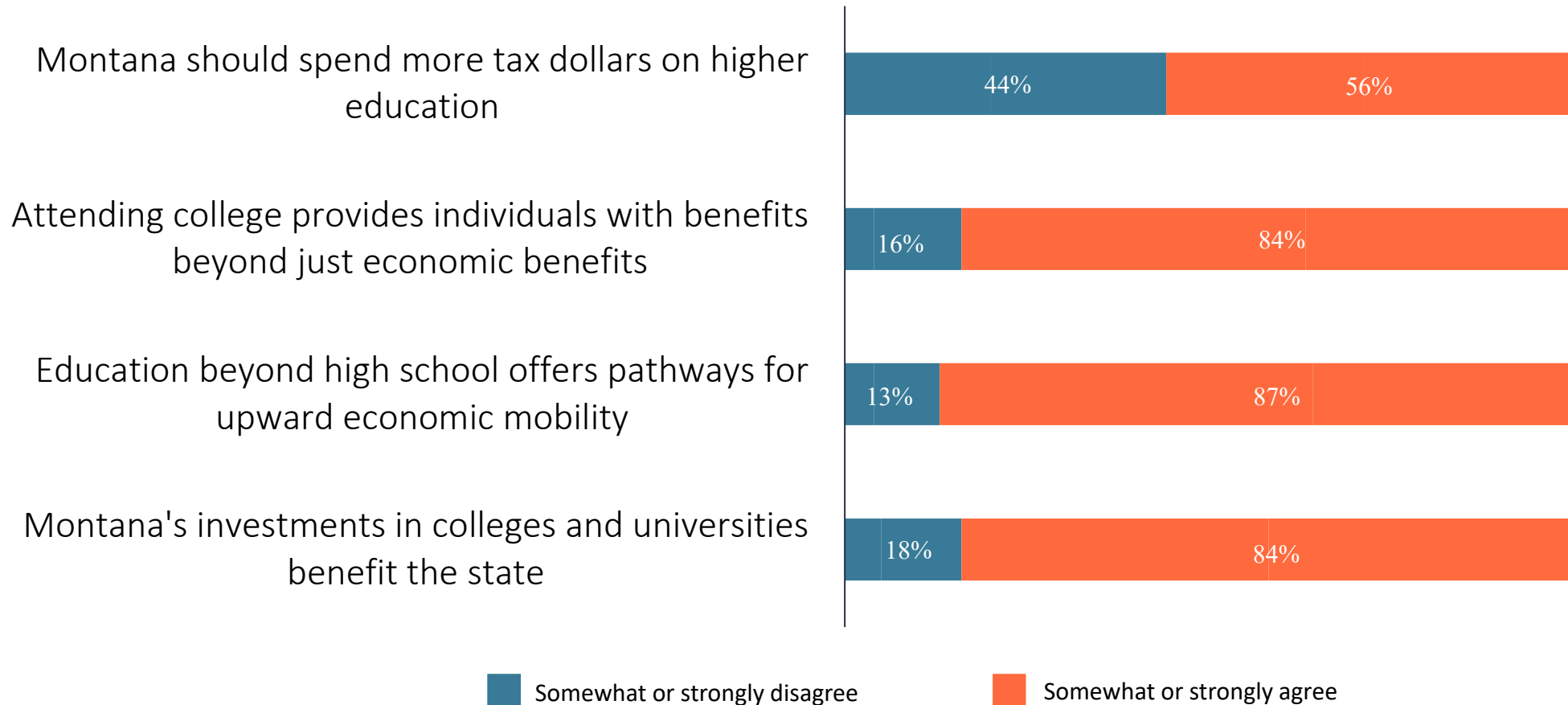
7) How would you describe the quality of education people receive from:

	Very bad	Bad	Okay	Good	Very good
Your nearest college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-year public colleges or universities in Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-year private colleges or universities in Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-year colleges in Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleges or universities elsewhere in the USA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MONTANANS VALUE HIGHER EDUCATION FOR THEMSELVES, THEIR FAMILIES, AND THE STATE



Resident Agreement With Higher Education Statements



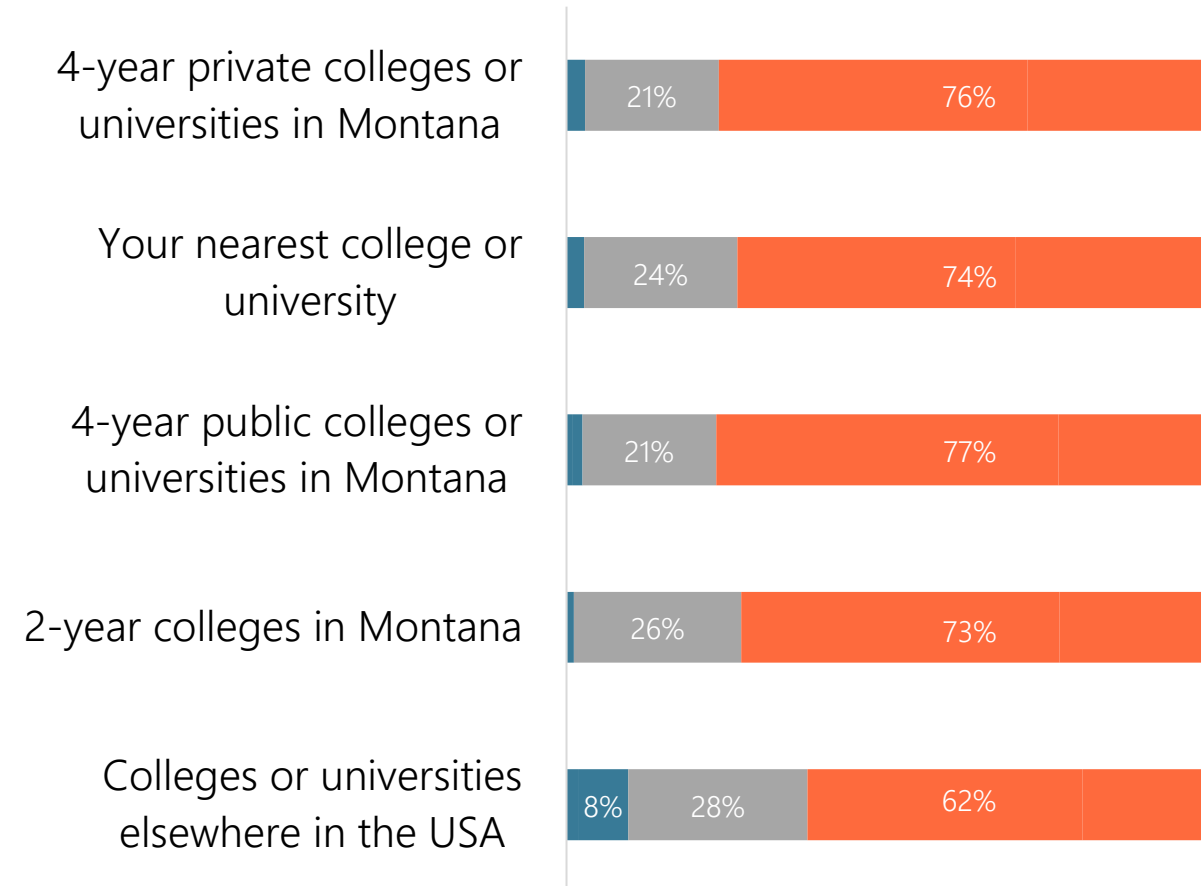
MONTANANS BELIEVE THAT THE MUS OFFERS HIGH QUALITY EDUCATION



#1 Most Important Purpose of Colleges & Universities



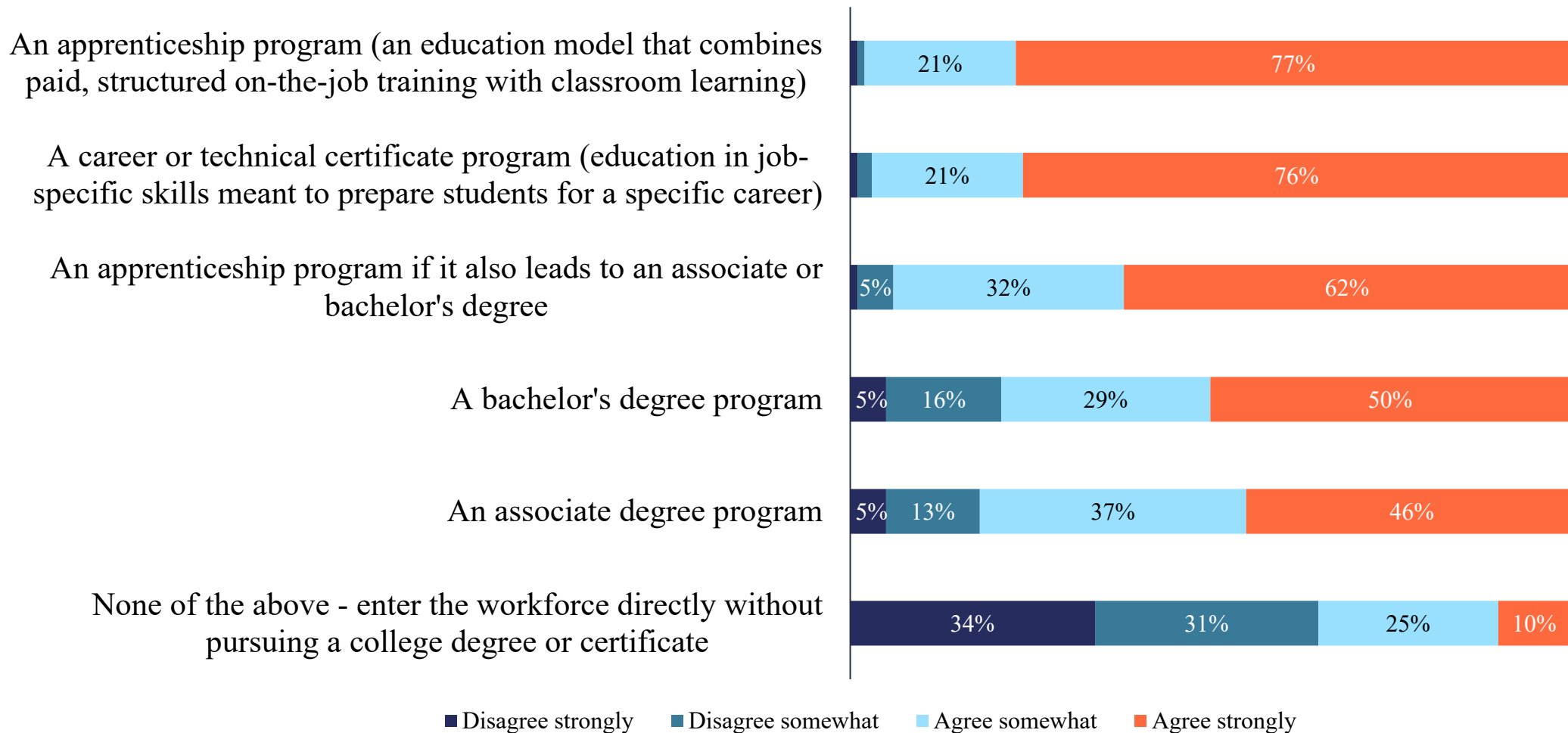
Rating of education sectors available to Montanans



MONTANANS WOULD RECOMMEND 4-YEAR AND 2-YEAR PROGRAMS, ESPECIALLY CTE AND EXPERIENTIAL LEARNING PROGRAMS



Residents Would Feel Comfortable Recommending That a Friend or Relative Enroll in...



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An apprenticeship program (an education model that combines paid, structured on-the-job training with classroom learning)



A career or technical certificate program (education in job-specific skills meant to prepare students for a specific career)



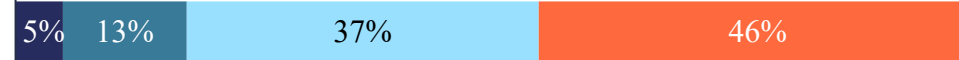
An apprenticeship program if it also leads to an associate or bachelor's degree



A bachelor's degree program



An associate degree program

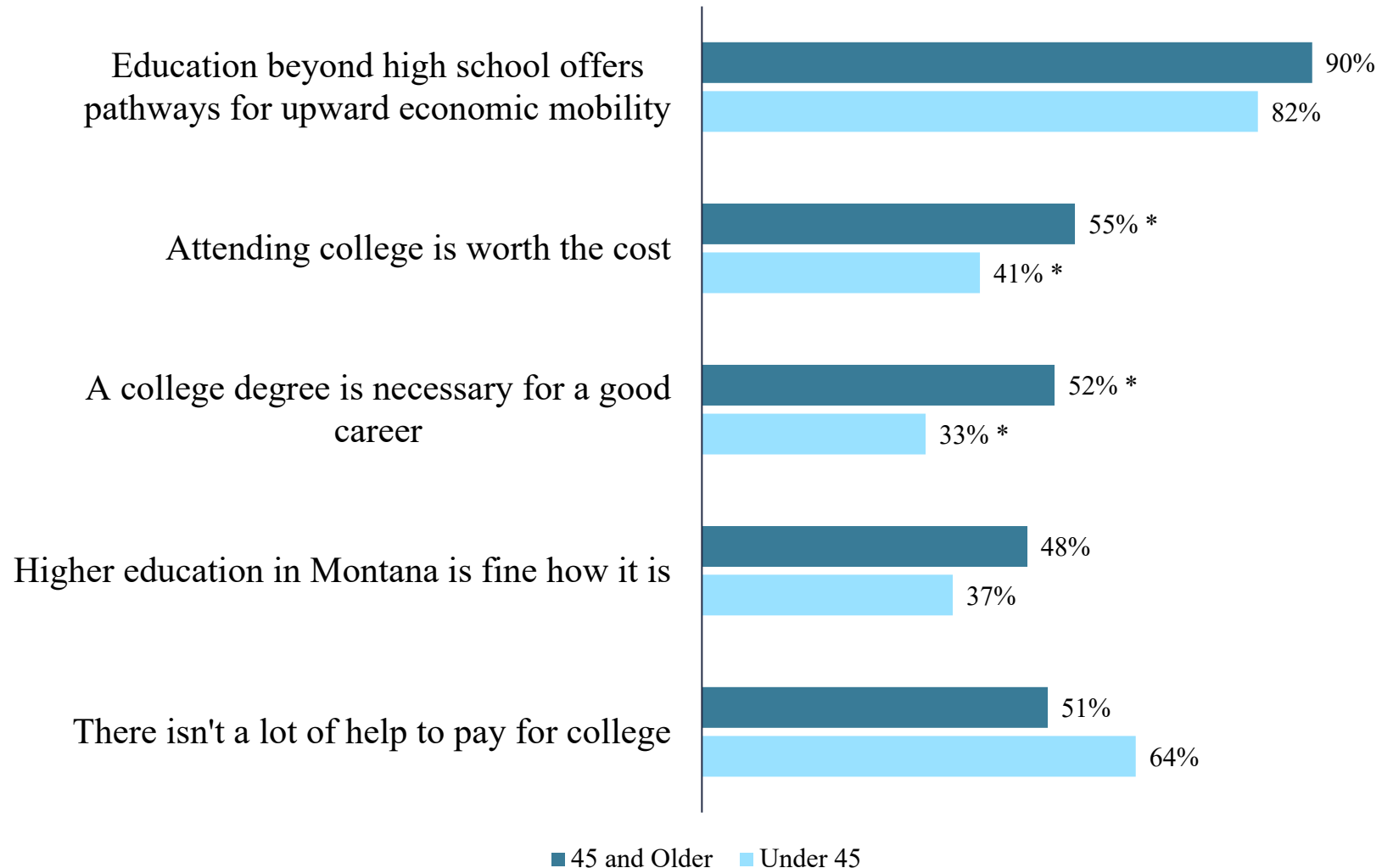


None of the above - enter the workforce directly without pursuing a college degree or certificate



■ Disagree strongly ■ Disagree somewhat ■ Agree somewhat ■ Agree strongly

....BUT HAVE CONCERNS ABOUT AFFORDABILITY



COLLEGE AFFORDABILITY IN MONTANA



		Public Two-Year		Public Four-Year Nondoctoral		Public Research	
		24% of enrollment		16% of enrollment		60% of enrollment	
		Net Price*	% of avg. family income	Net Price*	% of avg. family income	Net Price*	% of avg. family income
\$56k MT Median Family Income	\$0-30k (18% of households)	8,448	49	11,000	63	13,576	78
	\$30k-48k (16%)	8,874	23	12,161	31	14,100	36
	\$48k-75k (21%)	11,674	19	14,180	23	17,321	28
	\$75k-110k (19%)	12,696	14	16,869	18	19,549	21
	\$110k + (25%)	13,838	7	17,138	9	20,866	11

Source: IPEDS AY 2020-2021 survey. American Community Survey 2016-2020 5-year estimates (accessed via IPUMS). MUS headcount enrollment F2022.*Net price includes tuition, room/board, and fees less all grant and scholarship financial aid (institutional, state, and federal)

DRIVERS OF RETURN ON INVESTMENT IN HIGHER EDUCATION



COMPLETION MATTERS

MUS institutions graduate students at or just below national averages for on-time 2- and 4-year programs. Some credit, no degree, and debt mean low ROI for students and stranded investment for the state.

AFFORDABILITY IS STRATIFIED

Relative to our peers across the nation and in the region, Montana has a low sticker price but low need-based aid, jeopardizing affordability for Montana's lowest income families.

MAJOR CHOICE INFLUENCES ROI...

and is complex. On average, MT graduates earn higher than the state's median wages shortly after graduation, and some fields have much higher-than-average wages. Yet, other fields, such as K-12 education, with low individual ROI are highly important to Montana's economic and community development.