

## Educational Attainment in Minnesota

by David E. Birkholz

### Highlights:

- People with a high-school equivalent or better education in 1990 made up 82.4 percent of the population, while 21.8 percent achieved a bachelor's degree or better. The rates in 1980 were 73.1 percent and 17.4 percent respectively.
- Every county showed an increase from 1980 to 1990 in the percentage of those with a high-school education or better.
- Across the state, 49.4 percent of the population had at least some post high-school education, but 17.6 had no high-school diploma or equivalent.
- Metropolitan counties had rates of 86.2 percent for those having a high-school education or higher and 26 percent with a bachelor's or higher degree. Non-metropolitan rates were 74.3 percent and 13.2 percent respectively.
- The percentage of Minnesota's labor force with a Bachelor's degree or higher was 23.6 percent. The U.S. percentage was 21.6 percent. The percentage for the five-state area was 20.7 percent.
- The following are percentages of Minnesotans 25 years and older without a high-school diploma: White, 17.2 percent; African American, 23.9; American Indian, 31.8; Asian-Pacific Islander, 30.3; and Hispanic, 28.9 percent.

### Introduction:

Minnesotans achieved a much higher overall level of education in 1990 than in 1980, according to 1990 Census data. People with a high-school equivalent or better education in 1990 made up 82.4 percent of the population aged 25 and over. Some 21.8 percent achieved a bachelor's degree or better. The rates in 1980 were 73.1 percent and 17.4 percent respectively.

In addition to these basic figures, we also know that the education level of Minnesotans in the civilian labor force is higher than that of surrounding states and the United States in general. The negative finding from the Census is the lower level of educational attainment by minority persons when compared to whites in Minnesota.

Basic educational attainment figures are for persons 25 years of age and older. The age grouping is used to show the overall education level of people in a given area who might be assumed to have completed their official schooling. While there are certainly exceptions, and while this assumption might be changing, the measure does provide an opportunity to compare changes in overall education levels over time. Educational attainment in the labor force was figured using the standard labor force descriptions, i.e., the labor force consists of persons 16 years of age and older who are working or looking for work.

### **Factors Influencing Education Levels:**

Several major factors act as indicators of a county's education level. The foremost is whether the county is part of a metropolitan area. In 1990, metropolitan counties had a rate over 86 percent for those having a high-school education or higher and a rate of 26 percent with a bachelor's or higher degree. On the other hand, rates for nonmetropolitan counties were just over 74 percent for high-school diplomas and slightly over 13 percent for college degrees.

A second factor indicating education levels is the median age of the population of a given county. Counties with a comparatively higher median age will likely have a matching lower overall level of education attainment. It has been well established that younger people tend to have higher education levels, measured in years of school completed or degrees received. If a county has a larger percentage of older persons, who were less likely to have finished high-school, that county will have a lower rate of educational attainment. Counties with a larger proportion of younger people, like the metropolitan areas, have higher rates.

In fact, growth in overall education levels can be greatly attributed to this factor. In actuality, levels have not increased significantly over the last decade for younger persons. (See Figure 1. and Figure 2.) Overall increases can mostly be attributed to the mortality of older, less educated age groups. Due to this, over time, education levels have continued and can continue to rise without an increase in the education level of younger people.

Another factor is poverty rates, although it is more difficult in this case to portray a straightforward cause-and-effect relationship. There is a strong correlation between counties having high poverty rates and low educational achievement rates. Whether poverty impedes education, or low education levels produce high rates of poverty, it is difficult to tell. In any case, the cycle has continued from one decade to the next.

Another significant factor affecting educational attainment rates across Minnesota is an individual's race or ethnic origin. In most categories, whites had higher levels of educational attainment than African Americans, American Indians, Asian-Pacific Islanders and persons of Hispanic origin.

#### **Educational Attainment Across Minnesota:**

The data show that every county experienced an increase from 1980 to 1990 in the percentage of the population with a high-school education or better. The same was true for the percentage with college degrees or higher, with the exceptions of Lincoln, Lake of the Woods and Todd counties. However, the actual levels differed greatly from county to county. (See Table 1.)

Three counties in the northwest region of the state were exceptionally low in educational attainment levels. In fact, each of the counties of Red Lake, Mahnomen and Clearwater had over 35 percent of their population that had not achieved a high-school diploma or an equivalency degree. To put this in perspective, statewide only 17.6 percent had no high-school education. However, each county has shown improvement since 1980. For instance, Mahnomen County in 1980 had nearly one of every two persons deficient in the achievement of the basic high-school degree. By 1990, that had been reduced to nearly one in three.

On the other end of the continuum, Washington and Dakota counties each had over 90 percent of their populations that had achieved at least a high-school level education. Typically, metropolitan areas were well above nonmetropolitan areas in this regard. About 6 out of 7

metropolitan residents had a high-school degree, while approximately 1 of every 4 nonmetropolitan residents had not attained this level of education.

Of Minnesota's 5 largest cities, Bloomington had the smallest percentage without this degree at 8.8 percent, followed by Rochester at 10.9 percent and Minneapolis at 17.4 percent. Of these largest cities, two had percentages worse than the state average. Duluth had 18.6 percent without a high-school diploma. St. Paul rated worst of the largest cities at 18.9 percent.

Across the state, 49.4 percent of Minnesotans had attended some post high-school training. This included those who had attended some college, received an associate degree, received a bachelor's degree or had obtained a professional or graduate degree.

Again, this level of achievement was not equal among the counties. Among metropolitan area residents, 55.3 percent had attended grade levels above a high-school diploma. In nonmetropolitan areas, only 37.2 percent had done so. Hennepin and Dakota counties led the state in this regard, with 61.9 and 60.2 percent respectively. The two counties with the smallest percentage of their population who had some post high-school education were Morrison at 26.7 percent and Sibley at 26.9 percent. Several other rural counties had rates below 30 percent: Kanabec, Todd, Pine, Lincoln and Murray.

All of the state's 5 largest cities were above the state average in this respect. In Bloomington, 64.4 percent of the residents had some post high-school education. Rochester had 63.7 percent, followed by Minneapolis at 57.1 percent and St. Paul at 51.1 percent. Duluth was the lowest ranking of these cities at 49.6 percent.

Nearly 22 percent of Minnesota residents had achieved at least a bachelor's degree. In 1990, 15.6 percent held a bachelor's degree as their highest educational attainment, while another

6.3 percent had gone on to obtain a professional<sup>1</sup> or graduate degree. Among metropolitan residents, 26 percent held at least a bachelor's degree. For nonmetropolitan residents, the rate was 13.2 percent, essentially half the rate of their metropolitan counterparts.

All the leading counties in this aspect were metropolitan counties. Hennepin County led the state with 31.6 percent of its residents having achieved at least a bachelor's degree. Olmsted, Ramsey, Dakota and Washington counties were close followers. (See Table 1.) On the other hand, sixteen counties in outstate Minnesota had fewer than 10 percent of their residents that achieved this educational attainment.

Rochester had the highest percentage of residents at these higher levels of educational among the state's largest cities, with 33.2 percent having achieved a bachelor's degree or higher. Bloomington and Minneapolis also had rates above 30 percent, at 31.7 and 30.3 respectively. St. Paul's rate was 26.5 percent, while Duluth was just over the state average at 22.5 percent.

#### **Educational Attainment of the Labor Force:**

Sixty-three and one-half percent of Minnesota's labor force had achieved an education level between a high-school degree and a bachelor's degree. Twenty-three and one-half percent had a bachelor's degree or higher. While most surrounding states compared favorably with Minnesota in the mid-level education of their work forces, they were unable to match Minnesota's level of more highly-educated workers. The U.S. as a whole had a smaller percentage in the mid-range and at the higher range compared to Minnesota. (See Table 2.)

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<sup>1</sup> Professional degrees include degrees achieved in the areas of medicine, dentistry, law, theology, et al. It specifically does not include training in professional school courses, such as cosmetology school, business school and the like.

The largest difference between Minnesota and its surrounding states, as well as with the U.S. generally, was in the percentage of persons at the lowest educational levels. Over 18 percent of the United States labor force was made up of workers with less than a high-school education. Workers at this educational level made up only 12 percent of Minnesota's labor force. The next closest state in the area was Iowa at 14 percent.

The implication for Minnesota is twofold. The state has a much smaller than average pool of available workers for unskilled-labor positions. However, the state also has an attractive level of education for employers seeking workers for skilled positions and seeking to reduce investment in remedial education. As most outlooks for future employment project a diminishing need for unskilled laborers, Minnesota is poised in this regard rather positively. Minnesota is also at an advantage in having a larger than average pool of highly educated workers. The percentage of workers in the state with post high-school education is 56.3 percent, compared to the U.S. average of 51.9 percent. Additionally, Minnesota is improving in this regard over time. (See Map 3. & Map 4.)

There are, however, differences in the distribution of education levels between males and females in the labor force. In Minnesota, there are a smaller percentage of women than men without a high-school education. A slightly larger percentage of women than men hold a high-school degree, a much larger percentage of women than men have some college or an Associate degree, and a nearly equal percentage of women and men hold bachelor's degrees. The percentage of men with graduate degrees, however, still exceeds that of women. (See Table 2.)

In this regard, Minnesota fairly closely resembles the U.S. labor force. Although the percentage of workers with a college degree is higher than the U.S., the pattern between the sexes in Minnesota and in the nation is fairly similar. However, the pattern differs in the five-state area where male and female workers peak at a high-school degree level of education (See Figure 3. and Figure 4.) Minnesota, though, has nearly as many males with some college as with just a high-school degree, and more women at the higher level than at just a high-school education.

As a sidelight, 6.4 percent of Minnesota's 16 to 19 year-olds were neither high-school graduates nor enrolled in school. This group would be generally considered dropouts. Of this group, 55.3 percent were either unemployed or not in the labor force at all. In comparison, of those in this age group who had a high-school degree, only 23.7 percent were either unemployed or not in the labor force.

### **Factors of Race and Ethnic Origin<sup>2</sup> in Educational Attainment:**

Educational attainment levels are anything but equal in Minnesota when comparing between the white and minority populations. A most telling statistic is the number within each group that has not been able to obtain a high-school level of education. As stated above, the average for the state was 17.6 percent. Only Minnesota's white population improved on the state average, with 17.1 percent. For other races in the state, the percentage went to 23.9 for African Americans, 31.8 for American Indians and 30.3 for Asian-Pacific Islanders. The rate for persons of Hispanic origin was 28.9 percent.

As noted above, 21.8 percent of Minnesotans had achieved a bachelor's degree or higher level of education. White Minnesotans had a rate of 21.9 percent. African American rates were 17.5 percent, and American Indian rates were 7.7 percent. Asian-Pacific Islanders outdistanced all other groups by posting a rate of 33.5 percent. Persons of Hispanic origin had rates in this factor of 17.2 percent. Education levels varied by race in how they compared to U.S. levels. (See Figure 5.)

Race and ethnic groups also have widely divergent distributions across educational levels. The white distribution is, of course, essentially the same as for Minnesota as a whole, given that minorities are such a small percentage of the state population. African American residents nearly plateau at the high-school and some college levels. Hispanic origin figures follow a roughly

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<sup>2</sup> Persons of Hispanic origin may be members of any race.

similar pattern to that of African Americans, except that they have a larger percentage at educational achievement below the 9th grade level. This can largely be accounted for by immigrants.

An even larger cluster at this level occurs in the Asian-Pacific Islander group. Again, immigration can explain most of this phenomenon. This is shown specifically in St. Paul, where there was a large immigration of Southeast Asians during the 1980s. The API population in St. Paul with less than a 9th grade education was 42.2 percent. However, the cluster at the highest education levels for the API population is also impressive, with 17.3 percent holding bachelor's degrees and another 16.2 percent holding graduate or professional degrees.

The American Indian population peaks sharply at the high-school education level. The evidence of higher degrees in Minnesota's American Indian population is starkly lacking. Only 7.7 percent hold a bachelor's degree or higher. The rate in outstate nonmetropolitan areas is only 5.3 percent. Fewer than 35 percent of Minnesota's American Indian population have had any education beyond the high-school level; in outstate areas the figure is 31 percent. The largest portion of that group completed their education without attaining a degree. The situation in Minnesota for American Indian access to higher education and incentive for completing degrees is a serious matter.

In how groups have advanced over time, there is again a variance by race and ethnic origin. All groups had improvement from 1980 to 1990 in the percentages graduating from college and having bachelor's degrees, except Asian-Pacific Islanders. (See Figure 6.) However, improvements for African Americans were much smaller than for whites. Although improvements for American Indians were greater than for whites, increases would have to be much larger than they were to establish an equity position. Again, figures for Asian-Pacific Islanders probably reflect the inflow of a large immigrant population.

## Conclusions:

It is true that the education level of Minnesotans is high, higher than the average United States' resident. The levels are also definitely improving over time. However, to look at the overall rates for Minnesota is to only see a cover to the story. Indeed, educational attainment levels are unequal in Minnesota geographically and between racial and ethnic groups.

Education levels in Minnesota's metropolitan areas, especially in the Twin Cities metropolitan area, are significantly higher than in other areas of the state. Twenty outstate counties have over 40 percent of their population with a high-school degree but no higher education. Fourteen outstate counties have over 30 percent of their population that doesn't even have a high-school level of education. On the other hand, every metropolitan county in the state has over 80 percent of its population with a high-school degree or higher level of education.

The educational attainment levels of whites in Minnesota is significantly different than their counterparts in the various racial and ethnic groups. Especially, minority groups, excluding Asians, are much less likely than whites to have obtained a bachelor's level degree or to have completed a professional or graduate level degree. Where Minnesota does not experience a large discrepancy is between the sexes. While patterns across levels differ, it is difficult to assert that men and women in Minnesota have huge variances between their overall levels of educational attainment.

Finally, it is not the purpose of this treatise to establish policy discussions, although questions such as opportunity and access do arise out of a review of the data. This study has been undertaken only to show the pattern of educational attainment levels over time in Minnesota and to point out where variances exist.

**Notes:**

Sources for this *Population Note* were the 1980 Census of Population, General Social and Economic Characteristics (PC80-1-C25), the 1990 Census of Population and Housing, Summary Tape File 3A, the 1990 Census of Population and Housing, Equal Employment Opportunity File, and Educational Attainment in the United States: March 1991 and 1990, Current Population Reports Population Characteristics (Series P-20, No. 462). All the data in this report are sample data, meaning that the data were arrived at by surveying a sample of the population and extrapolating those numbers to the general population.

As the questions asked on education attainment have differed through subsequent decennial censuses, the comparison of data from one decade to the next is not always possible. The time-lines for data from 1980 to 1990 used in this report are the only ones available that offer comparability. Questions asked that determined high-school level and higher and bachelor's degree and higher in 1980 and 1990 were comparable.

For the 1990 census, persons who did not report an educational attainment level on their questionnaire were assigned a level equal to a person of the same age, race or Hispanic origin, and sex living in the same or a nearby area.

**Announcement:**

The State Demographer's Office in Minnesota Planning has recently released a book comparing census data across Minnesota Legislative Districts. The book, *District Data Book*, uses analysis, tables and maps to portray differences between the 201 districts in Minnesota. This book is available from the Minnesota Book Store for \$16.75, plus tax and shipping. Call the bookstore at (612) 296-7000 to order copies.

## EDUCATIONAL ATTAINMENT IN 1980 AND 1990

	Percent in 1990		Percent in 1980			Percent in 1990		Percent in 1980	
	High School Graduate or Higher	Bachelor's Degree or Higher	High School Graduate or Higher	Bachelor's Degree or Higher		High School Graduate or Higher	Bachelor's Degree or Higher	High School Graduate or Higher	Bachelor's Degree or Higher
Minnesota	82.4%	21.8%	73.1%	17.4%					
Aitkin	70.5%	9.5%	61.5%	8.4%	Martin	75.2%	13.0%	64.6%	9.7%
Anoka	86.7%	15.5%	80.1%	13.8%	Meeker	73.4%	10.0%	62.0%	8.8%
Becker	72.9%	12.0%	60.1%	10.4%	Mille Lacs	70.1%	9.4%	57.6%	8.7%
Beltrami	75.9%	20.4%	65.6%	17.3%	Morrison	67.7%	9.0%	54.5%	8.2%
Benton	77.3%	14.8%	66.4%	12.7%	Mower	75.8%	12.9%	66.6%	10.3%
Big Stone	72.3%	10.1%	62.0%	9.2%	Murray	69.7%	8.5%	59.8%	8.0%
Blue Earth	82.7%	22.7%	75.0%	18.3%	Nicollet	81.5%	22.4%	73.6%	19.1%
Brown	71.7%	12.3%	61.5%	9.9%	Nobles	70.4%	11.1%	60.8%	9.0%
Carlton	75.1%	12.2%	66.7%	10.6%	Norman	69.7%	9.7%	56.1%	8.0%
Carver	84.6%	21.4%	73.0%	15.6%	Olmsted	88.0%	29.5%	81.7%	24.8%
Cass	72.5%	11.4%	63.0%	10.1%	Otter Tail	71.6%	13.0%	58.9%	10.4%
Chippewa	73.7%	10.9%	62.2%	9.7%	Pennington	72.3%	13.7%	66.4%	12.0%
Chisago	80.1%	11.9%	68.3%	10.8%	Pine	69.2%	9.5%	59.3%	8.9%
Clay	80.5%	21.5%	73.0%	18.0%	Pipstone	70.4%	9.9%	56.9%	9.2%
Clearwater	64.9%	9.8%	52.5%	8.4%	Polk	73.0%	12.9%	62.8%	11.7%
Cook	84.9%	20.7%	76.4%	18.6%	Pope	72.1%	10.2%	61.4%	9.3%
Cottonwood	71.7%	12.3%	63.8%	9.9%	Ramsey	85.0%	28.8%	77.2%	22.3%
Crow Wing	75.7%	13.5%	65.0%	11.1%	Red Lake	64.3%	9.3%	54.6%	7.0%
Dakota	90.7%	27.6%	83.6%	21.6%	Redwood	71.3%	11.1%	60.3%	9.4%
Dodge	78.7%	11.7%	68.6%	9.7%	Renville	71.7%	10.2%	60.3%	8.4%
Douglas	76.1%	12.7%	62.8%	11.2%	Rice	78.7%	19.3%	68.2%	16.1%
Faribault	74.4%	12.0%	64.2%	11.2%	Rock	69.8%	10.8%	59.5%	7.6%
Fillmore	70.2%	10.5%	61.3%	9.4%	Roseau	71.8%	10.2%	55.6%	9.0%
Freeborn	75.5%	11.5%	65.1%	9.5%	St. Louis	80.3%	17.3%	72.0%	14.8%
Goodhue	78.0%	14.1%	65.7%	11.9%	Scott	84.8%	17.2%	74.1%	13.5%
Grant	71.9%	11.4%	59.1%	8.8%	Sherburne	84.2%	16.7%	72.9%	14.2%
Hennepin	88.2%	31.6%	81.7%	25.1%	Sibley	68.2%	8.9%	54.6%	8.2%
Houston	75.9%	14.4%	64.3%	12.4%	Stearns	78.3%	17.5%	67.0%	14.5%
Hubbard	76.4%	14.7%	64.1%	12.4%	Steele	79.4%	16.0%	69.1%	13.6%
Isanti	78.2%	11.5%	65.1%	9.9%	Stevens	77.0%	17.0%	66.6%	13.5%
Itasca	77.5%	12.5%	70.0%	12.4%	Swift	68.2%	11.2%	58.6%	8.7%
Jackson	74.2%	10.0%	64.4%	10.0%	Todd	68.4%	7.8%	56.2%	8.4%
Kanabec	69.9%	8.9%	58.7%	8.6%	Traverse	71.2%	9.8%	57.7%	7.9%
Kandiyohi	76.3%	15.7%	65.6%	12.4%	Wabasha	76.4%	12.4%	64.0%	10.0%
Kittson	71.0%	12.5%	61.9%	9.6%	Wadena	70.6%	11.6%	57.8%	10.9%
Koochiching	73.0%	10.4%	65.5%	10.2%	Waseca	77.5%	13.6%	68.2%	11.6%
Lac Qui Parle	72.2%	10.9%	58.6%	9.2%	Washington	90.0%	26.2%	82.9%	20.4%
Lake	80.2%	12.2%	72.9%	10.9%	Watsonwan	72.2%	10.1%	60.2%	9.1%
Lake of the Woods	75.2%	11.0%	60.1%	11.5%	Wilkin	73.8%	11.6%	62.1%	9.8%
Le Sueur	76.3%	13.1%	66.5%	12.2%	Winona	77.7%	19.7%	66.1%	16.4%
Lincoln	67.7%	8.4%	56.8%	8.6%	Wright	80.1%	12.1%	69.1%	10.1%
Lyon	75.9%	16.8%	64.9%	12.4%	Yellow Medicine	72.6%	9.9%	60.2%	8.4%
McLeod	75.5%	11.7%	63.3%	8.5%	Metropolitan	86.2%	26.0%	NA	NA
Mahnomen	64.7%	10.5%	51.5%	8.0%	Non-Metropolitan	74.3%	13.2%	NA	NA
Marshall	68.5%	10.2%	56.5%	8.5%					

## LABOR FORCE EDUCATIONAL ATTAINMENT BY SEX

State	Education Level	Men in Labor Force	Women in Labor Force	All in Labor Force
<b>Minnesota</b>	No High School Diploma	13.3%	10.3%	11.9%
	High School Graduate, or Equiv.	31.0%	32.6%	31.8%
	Some College, or Assoc. Degree	30.7%	35.1%	32.7%
	Bachelor's Degree	17.1%	17.1%	17.1%
	Graduate or Professional Degree	7.9%	5.0%	6.5%
<b>Five-state Area</b>	No High School Diploma	15.3%	11.7%	13.7%
	High School Graduate, or Equiv.	34.3%	35.5%	34.8%
	Some College, or Assoc. Degree	28.8%	33.4%	31.0%
	Bachelor's Degree	14.5%	14.8%	14.6%
	Graduate or Professional Degree	7.1%	4.6%	5.9%
<b>United States</b>	No High School Diploma	20.3%	16.0%	18.3%
	High School Graduate, or Equiv.	28.6%	31.1%	29.7%
	Some College, or Assoc. Degree	27.4%	31.9%	29.5%
	Bachelor's Degree	15.0%	14.4%	14.7%
	Graduate or Professional Degree	8.7%	6.6%	7.8%

## EDUCATIONAL ATTAINMENT BY RACE &amp; ETHNIC ORIGIN

**White**

	Less than 9th Grade	9th to 12th No Diploma	High School or Equivalent	Some College No Degree	Associate Degree	Bachelor's Degree	Graduate or Professional
Minnesota	8.5%	8.7%	33.3%	19.0%	8.6%	15.7%	6.2%
Metropolitan Counties	5.2%	7.9%	31.3%	20.7%	8.8%	18.8%	7.5%
Non-metro. Counties	15.0%	10.5%	37.3%	15.6%	8.4%	9.7%	3.6%

**African  
American**

	Less than 9th Grade	9th to 12th No Diploma	High School or Equivalent	Some College No Degree	Associate Degree	Bachelor's Degree	Graduate or Professional
Minnesota	6.3%	17.6%	28.6%	23.8%	6.3%	12.3%	5.2%
Metropolitan Counties	6.1%	17.5%	28.7%	24.0%	6.3%	12.3%	5.1%
Non-metro. Counties	14.0%	20.1%	21.9%	17.6%	3.9%	12.7%	9.8%

**American  
Indian**

	Less than 9th Grade	9th to 12th No Diploma	High School or Equivalent	Some College No Degree	Associate Degree	Bachelor's Degree	Graduate or Professional
Minnesota	9.4%	22.5%	33.3%	20.3%	6.9%	5.3%	2.3%
Metropolitan Counties	6.7%	21.9%	33.8%	21.6%	6.7%	6.4%	3.0%
Non-metro. Counties	13.1%	23.2%	32.7%	18.5%	7.3%	3.8%	1.5%

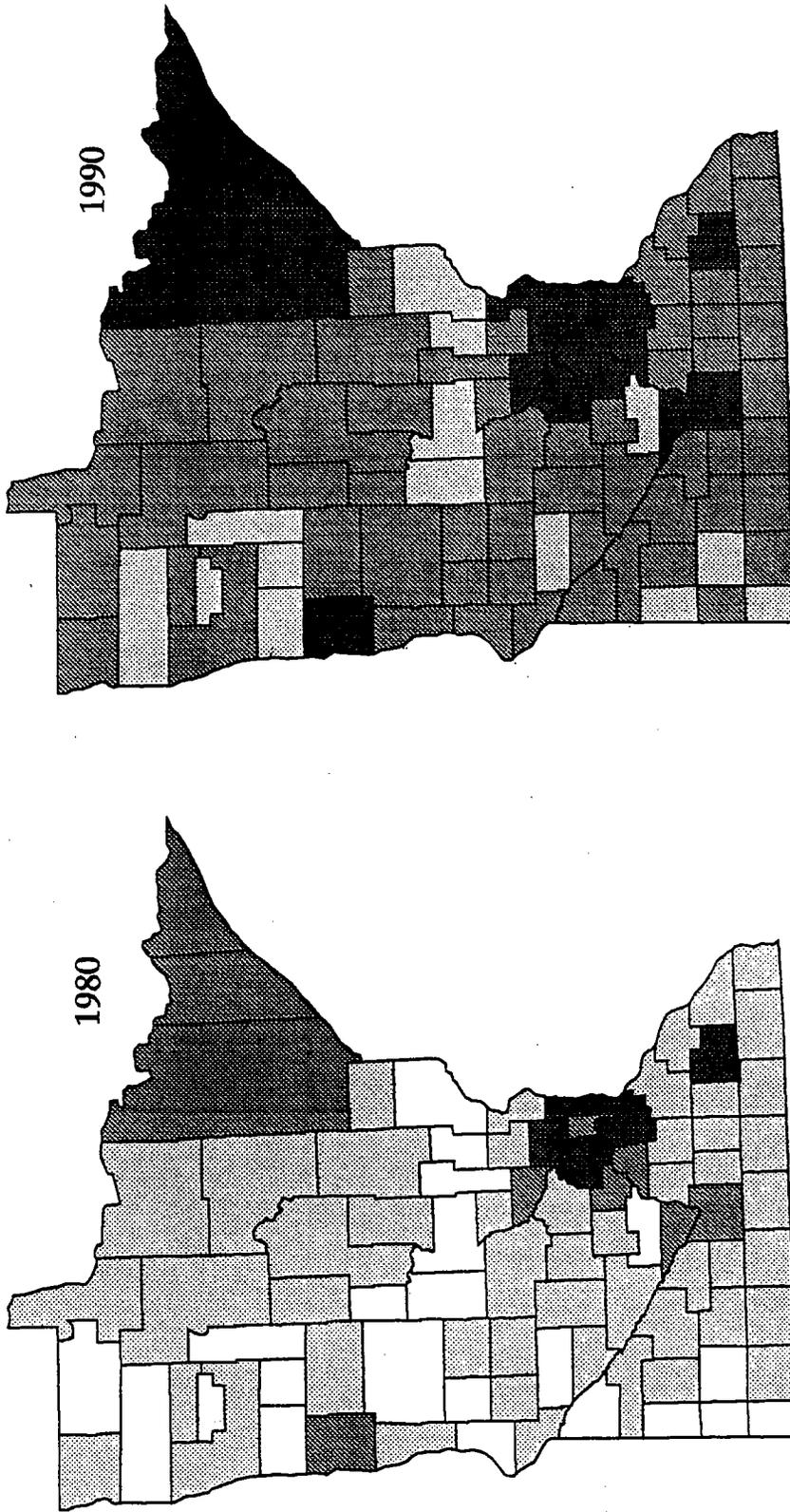
**Asian or  
Pacific-Islander**

	Less than 9th Grade	9th to 12th No Diploma	High School or Equivalent	Some College No Degree	Associate Degree	Bachelor's Degree	Graduate or Professional
Minnesota	22.0%	8.3%	16.5%	12.4%	7.3%	17.3%	16.2%
Metropolitan Counties	22.1%	8.2%	16.1%	12.2%	7.3%	17.7%	16.5%
Non-metro. Counties	21.0%	10.2%	22.1%	16.0%	6.3%	12.9%	11.4%

**Hispanic  
Origin**

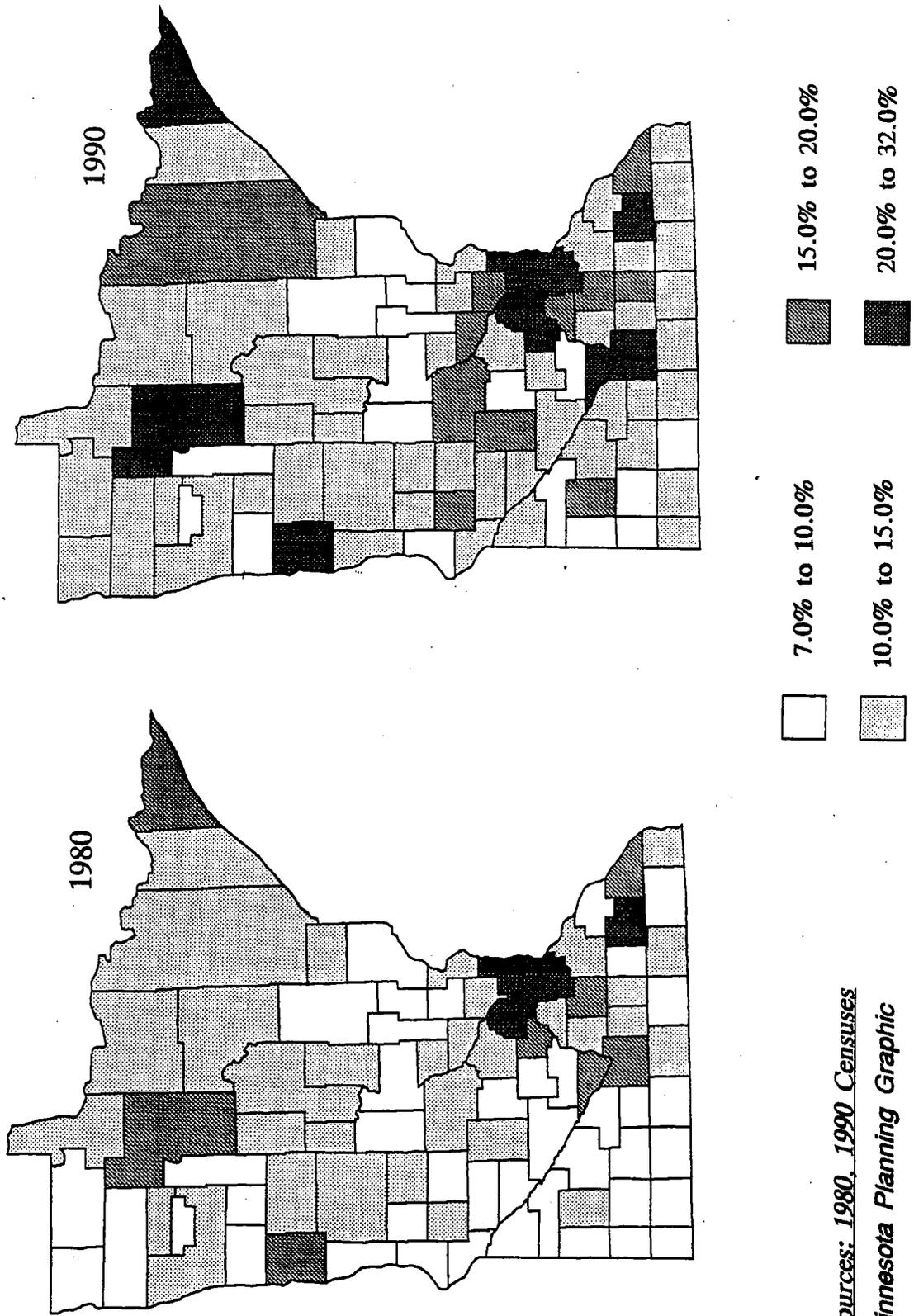
	Less than 9th Grade	9th to 12th No Diploma	High School or Equivalent	Some College No Degree	Associate Degree	Bachelor's Degree	Graduate or Professional
Minnesota	14.7%	14.2%	26.7%	19.5%	7.8%	10.4%	6.7%
Metropolitan Counties	11.0%	12.9%	27.7%	20.6%	7.9%	12.0%	8.0%
Non-metro. Counties	28.2%	19.2%	23.0%	15.3%	7.3%	4.8%	2.2%

# High School Graduates or Higher (Of People 25 Years and Over)



Sources: 1980, 1990 Censuses  
Minnesota Planning Graphic

# Bachelor's Degrees or Higher (Of People 25 Years and Over)



Sources: 1980, 1990 Censuses  
Minnesota Planning Graphic

FIG. 1

**Change in Educational Attainment, 1980 to 1990  
(For the U.S., Completing High School)**

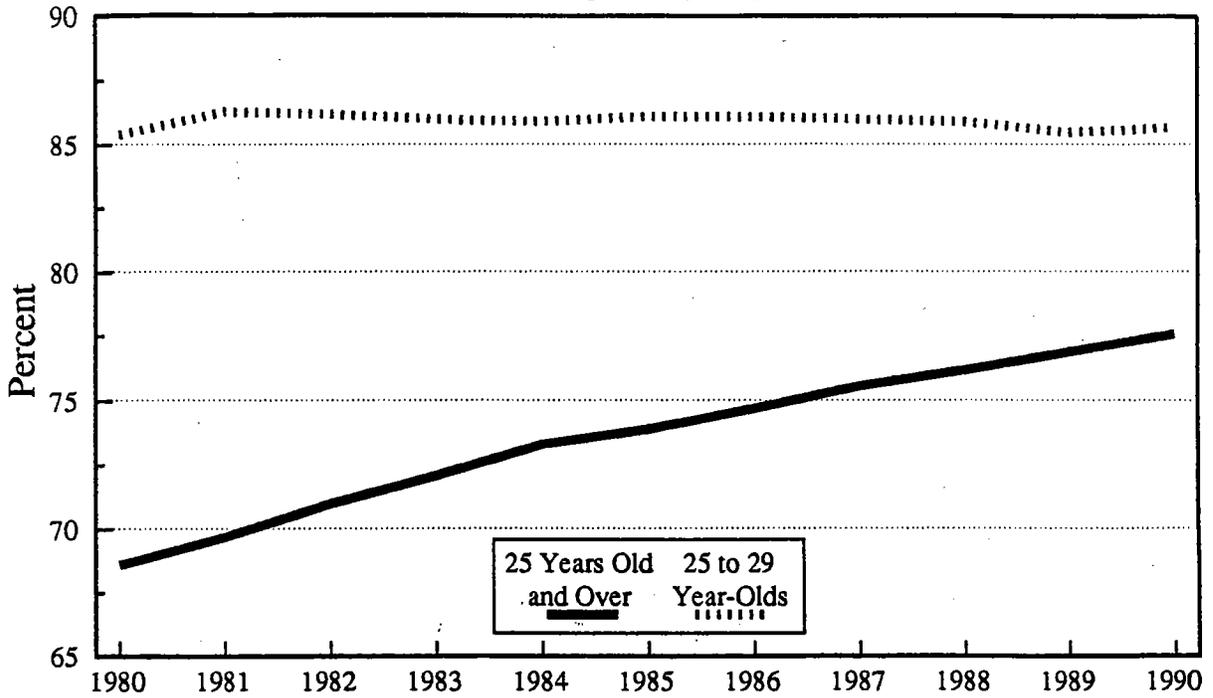


FIG. 2

**Change in Educational Attainment, 1980 to 1990  
(For the U.S., Completing 4 Years of College)**

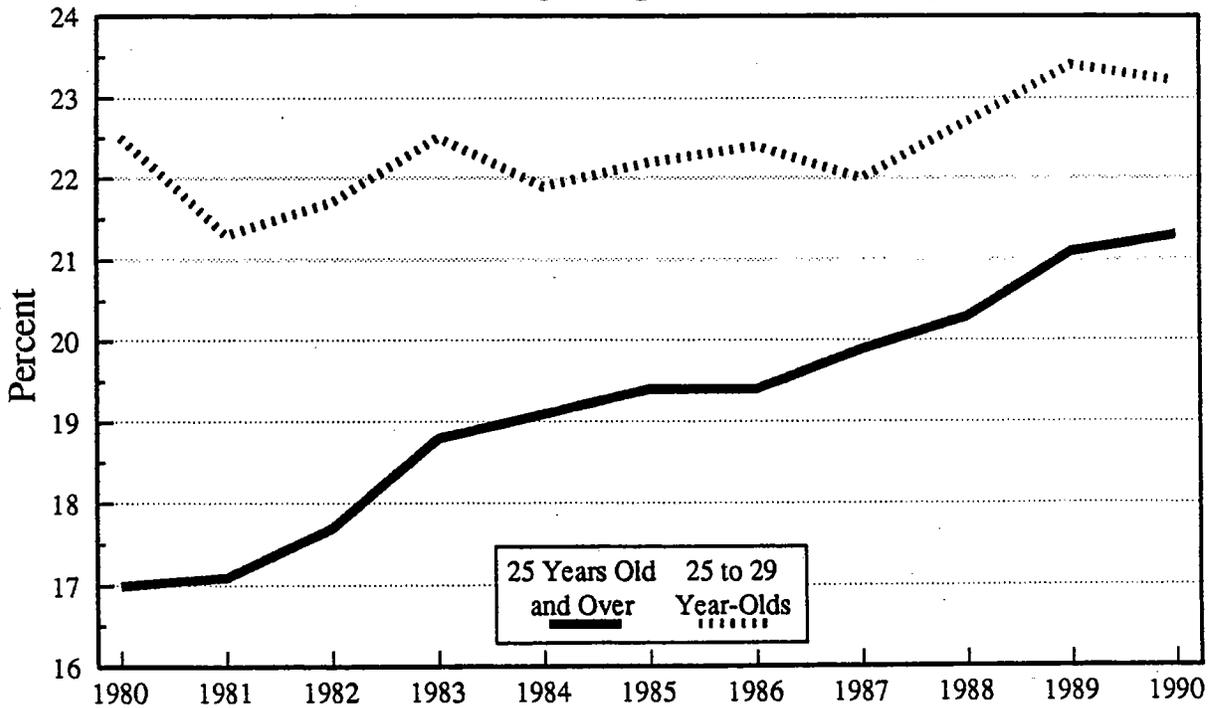


Fig. 3

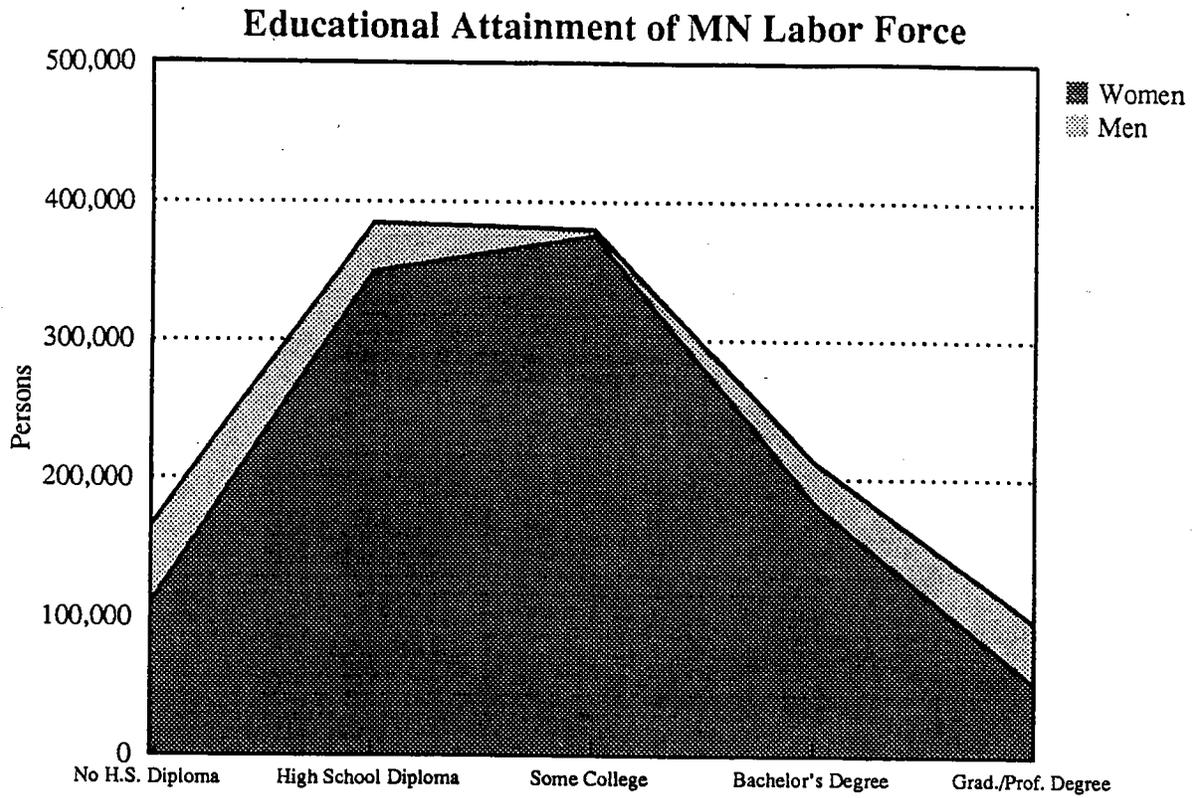


Fig. 4

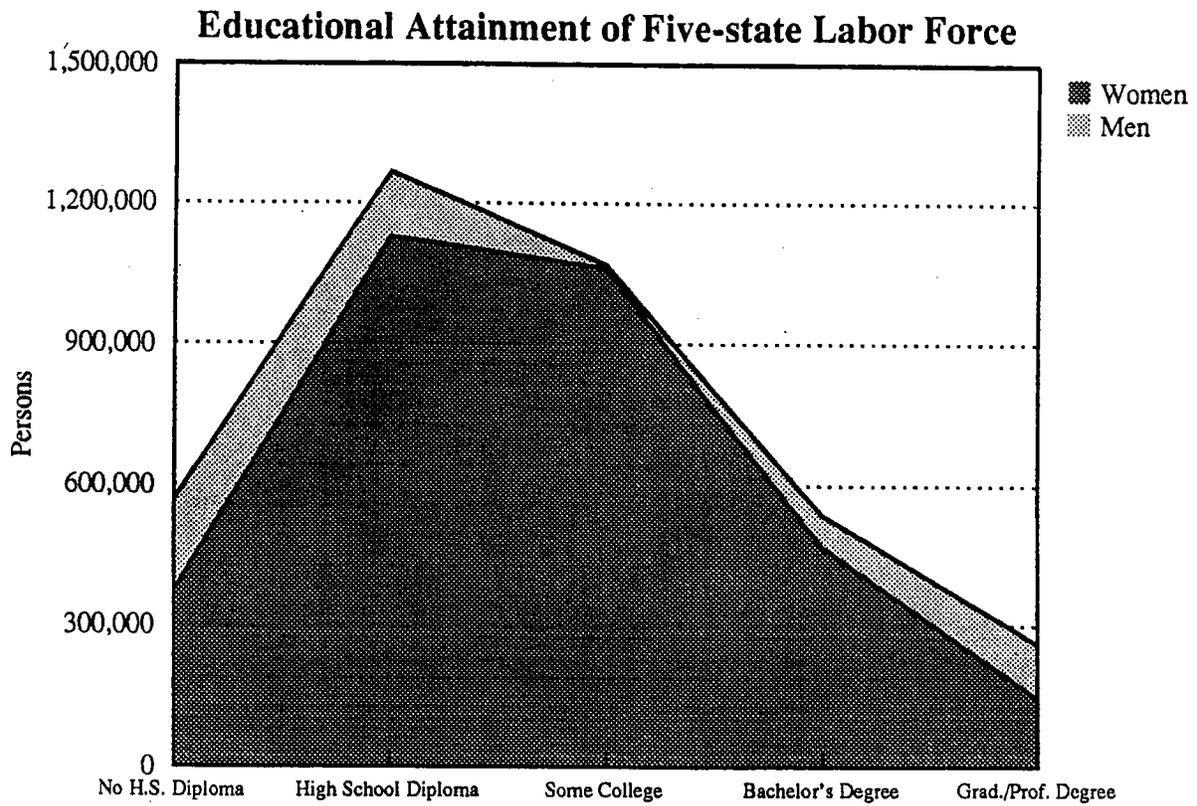


Fig. 5

### College Graduates in MN and the U.S. in 1990 (Percentage of Persons 25 and Older)

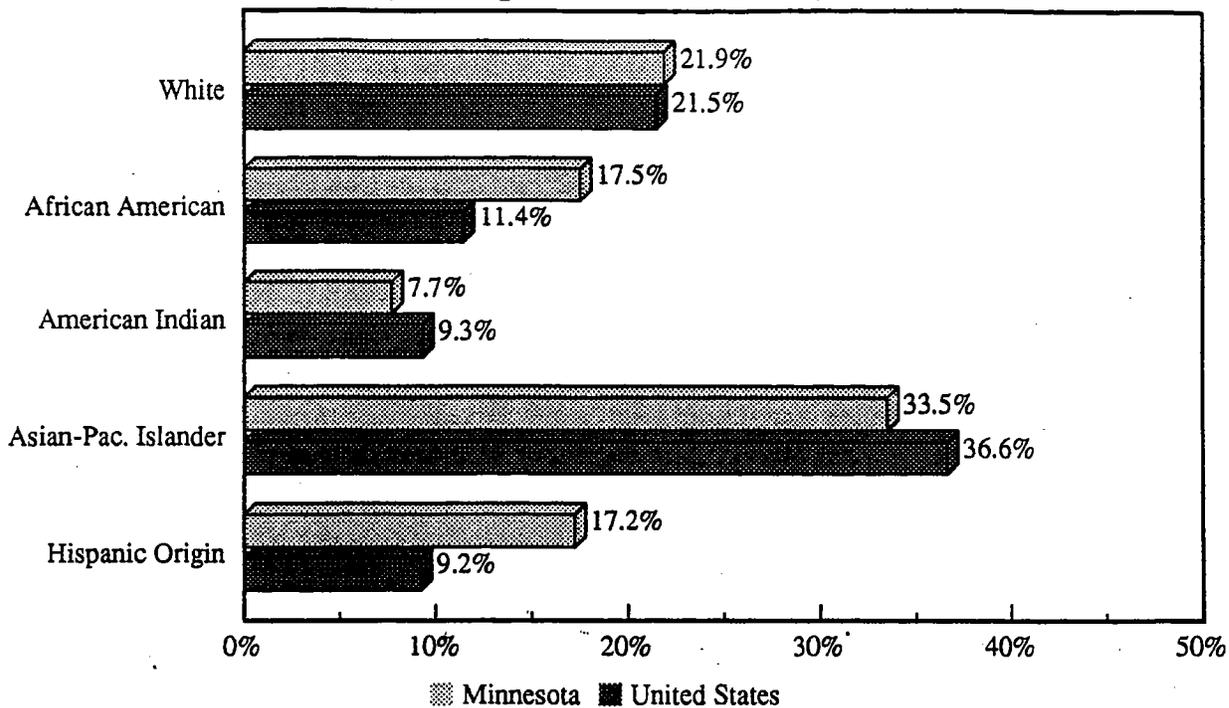
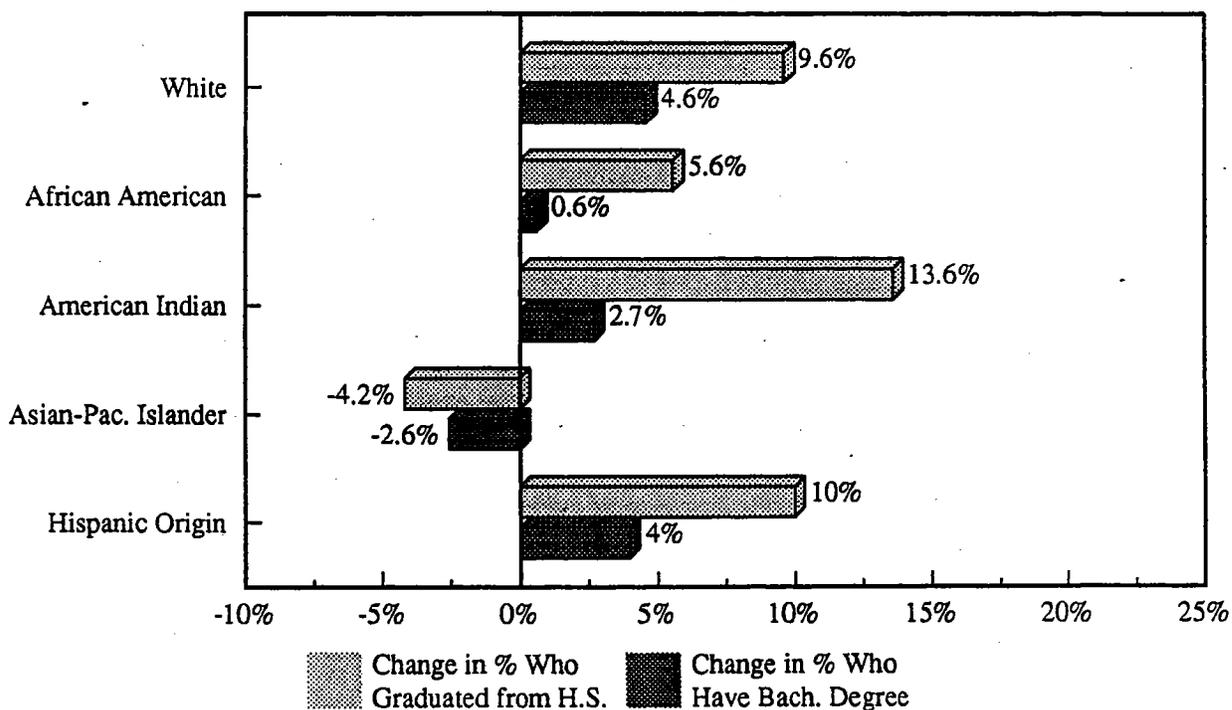


Fig. 6

### Change in Educational Attainment In Minnesota From 1980 to 1990



### Addendum to Edc\_attn.d2n . . .

According to recently released *Current Population Reports*<sup>1</sup>, educational attainment levels have reached record highs in 1993. For Americans 25 and over, 80.2 percent had completed at least high school and 21.9 percent had completed a bachelor's degree or higher. For Minnesotans, 86 percent had completed at least high school and 23.3 had completed a bachelor's degree or higher.

Again, as older, less educated persons pass on the overall educational attainment levels increase. However, levels for younger persons have evened off. The level for 25 to 29 year olds in 1993 "was not different from that in 1983." The attainment of bachelor's degrees for this group "has been fairly constant since the mid-1970s."

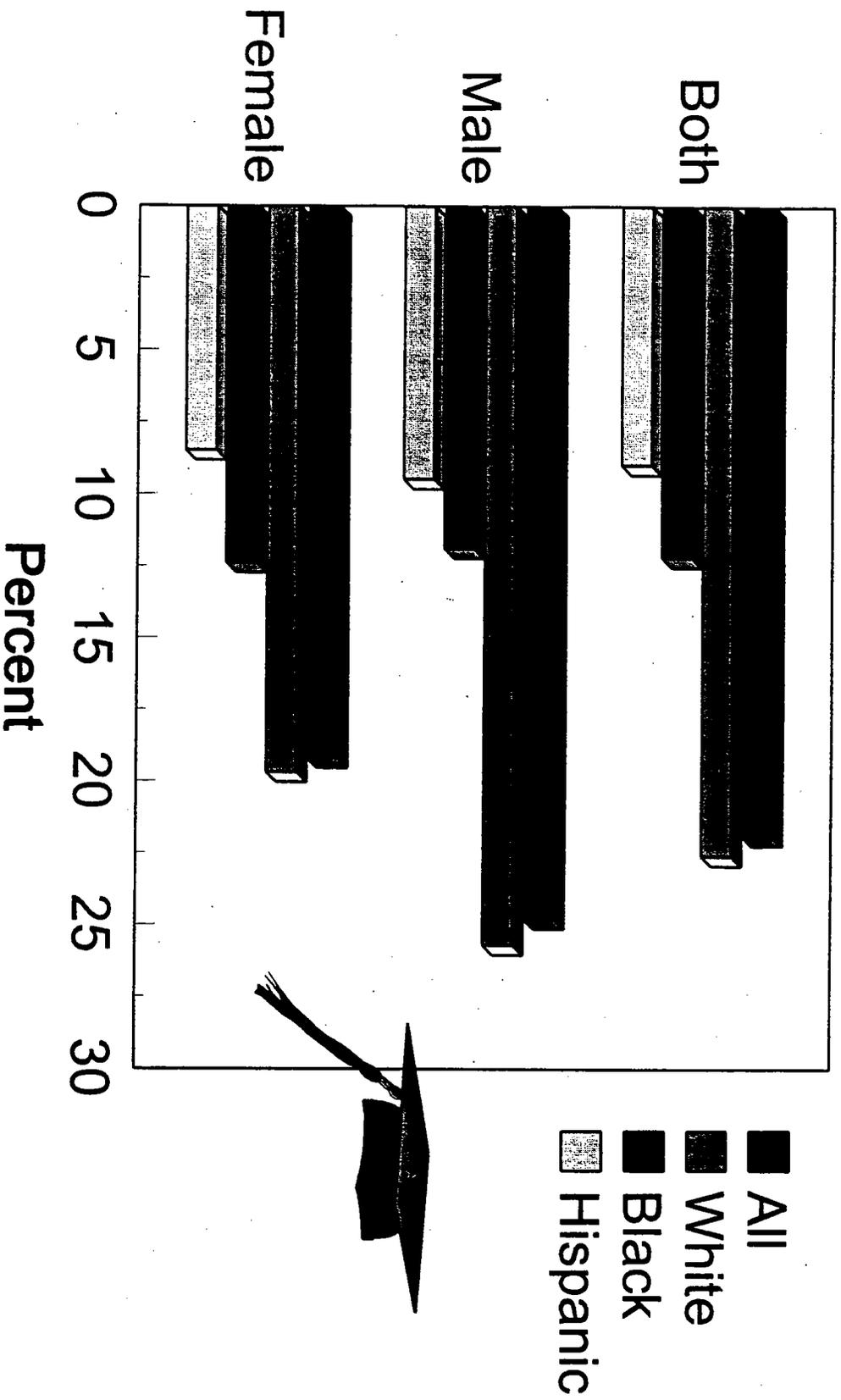
See *Educational Attainment in the United States: March 1993 and 1992*, Current Population Reports Series P-20, May 1994.

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<sup>1</sup> Current Population Reports, Special Studies, Series P-23, No. 187, January 1994

# Educational Attainment by Sex, Race & Origin

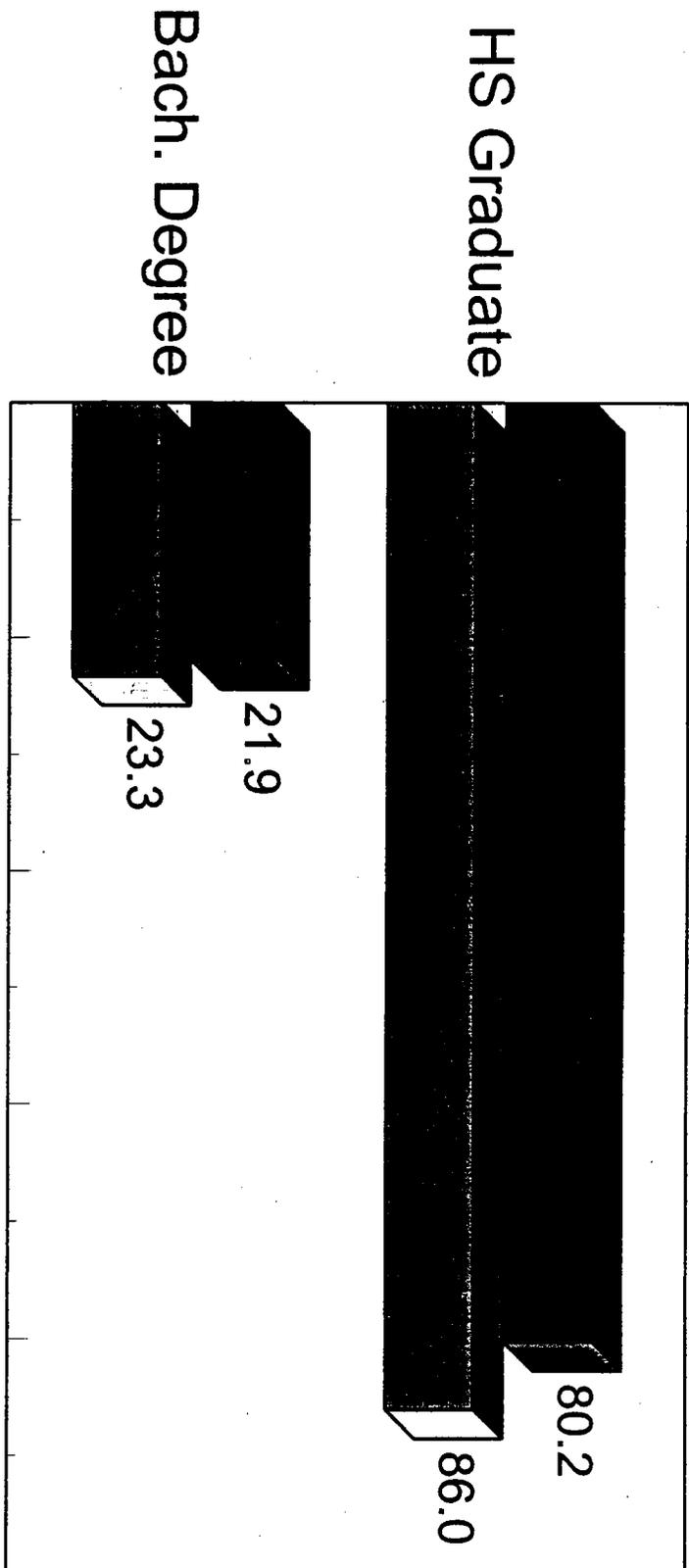
## 1993 Bachelor Degree Rates for 25 yr. and Older



CPS, U.S. Census Bureau

# Educational Attainment in 1993

## 25 Years and Older



■ U.S. ■ Minnesota

CPS, U.S. Census Bureau

