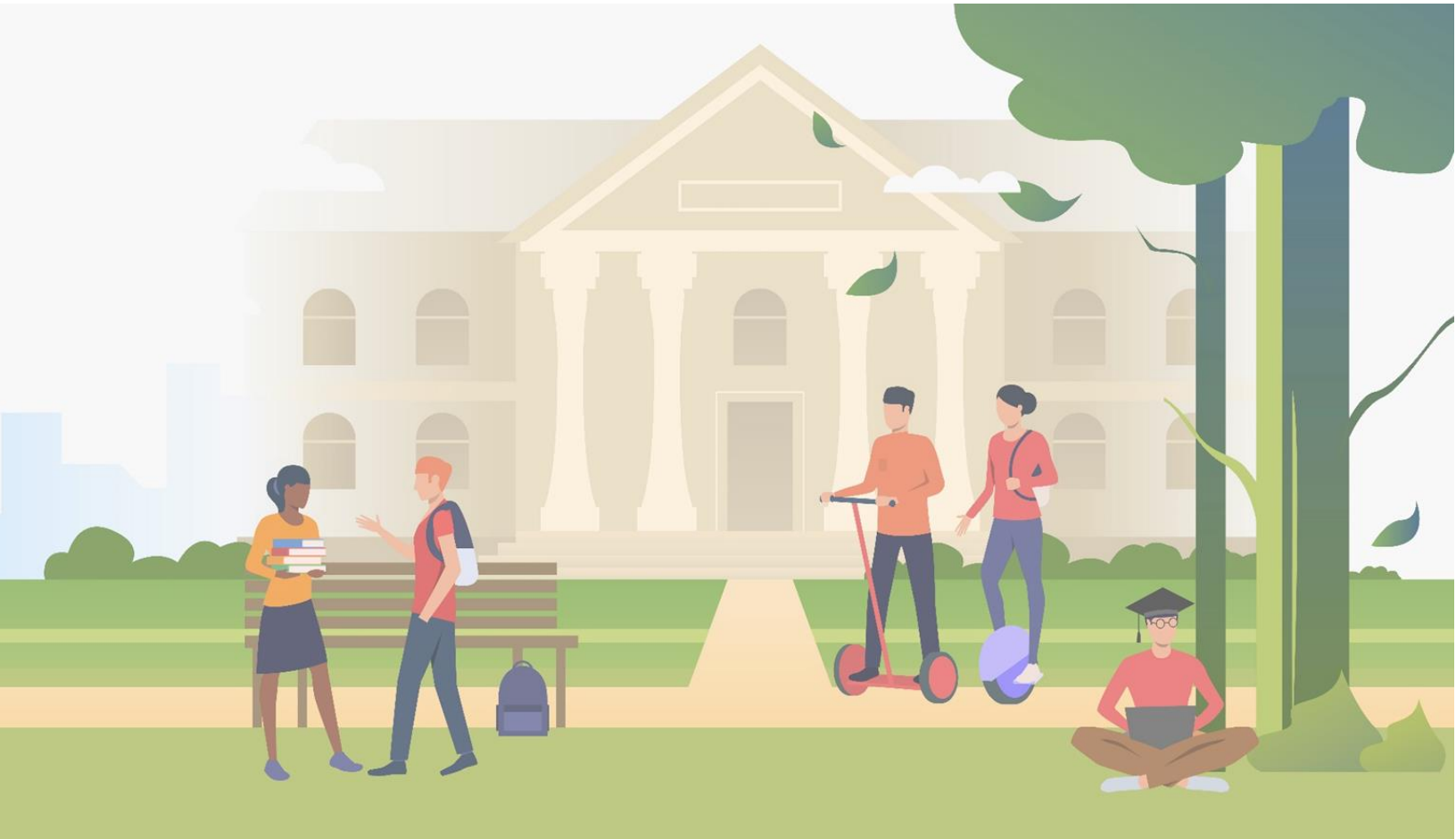


Fall Enrollment Report: Exploring the Impact of COVID-19 on Postsecondary Enrollment in Washington



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Contents

Executive Summary	3
Introduction	5
What is the Relationship Between Unemployment and Postsecondary Enrollment?	5
Looking at Fall Enrollment	7
Discussion	13
Conclusion	15
Technical Notes	16
References	17
Appendix A. Detailed Fall Enrollment at Public Institutions in Washington for Undergraduate and Graduate Students	18
Appendix B. Detailed Fall Enrollment at Public Institutions in Washington	23
Appendix C. Detailed Enrollment by Race at Public Institutions in Washington	24
Appendix D. Detailed Enrollment by Age at Public Institutions in Washington	26
Appendix E. Detailed Enrollment by Gender at Public Institutions in Washington	27

Executive Summary

Higher education leads to increased earnings and lower risks of unemployment and is especially important for individuals during economic downturns. The COVID-19 crisis has caused unemployment rates to increase. In previous economic downturns, increases in unemployment rates led to surges in postsecondary enrollment. But contrary to historical recession patterns, the unique nature of the pandemic has led to a substantial drop in enrollment in the fall of 2020.

Concerns about health and safety, online learning, and competing household priorities have been added to the personal and financial costs of attendance that limit access for many prospective college students. Evidence shows that nationally and in Washington, the largest toll has been on community colleges, and some student groups have been impacted disproportionately. Exploring enrollment data can help inform decision making in response to the COVID-19 crisis to help ensure that all students have continued access and success in higher education.

Key Findings:

Unemployment and postsecondary enrollment in 2020 have not matched historical patterns.

- In previous recessions, increased unemployment rates were met with increases in enrollment in postsecondary programs, offering a path to reentry into the workforce or career advancement for many and fulfilling changing labor market demands in the longer term. The increase in postsecondary enrollment nationally and in Washington was driven primarily by the growth of 2-year programs that tend to offer shorter-term, less expensive programs. The underlying causes of the current downturn, however, are different than in previous recessions and have produced uncertainties around pursuing postsecondary education during the pandemic that have resulted in enrollment declines.
- Higher education has been heavily impacted by the COVID-19 crisis. Unprecedented challenges in higher education—like the sudden shift to remote operations and ongoing health and safety concerns—have likely contributed to declines in enrollment in the fall of 2020. However, it is possible that we may still see enrollment surges in 2021 as workers recognize that, despite safety concerns and remote learning challenges, further education can expand their opportunities during the economic recovery.
- Washington unemployment and postsecondary enrollment data reflects the patterns discussed above. Postsecondary enrollment in Washington experienced a slight decline as the unemployment rate dropped between 2010 and 2019. The unique nature of the COVID-19 crisis in 2020 has caused a spike in unemployment and a decline in postsecondary enrollment.

Overall postsecondary enrollment declined at public institutions in Washington in Fall 2020.

	Fall 2019-20	Fall 2020-21	Difference	Year to Year % Change
All public institutions	342,168	296,434	-45,734	-13.4%
2-Year	221,672	178,875	-42,797	-19.3%
4-Year	120,496	117,559	-2,937	-2.4%

Source: State Board of Community and Technical Colleges (SBCTC), Washington public 2-year institutions unduplicated fall headcount and Education Research Data Center (ERDC), Washington public 4-year institutions unduplicated fall headcount

- Overall postsecondary enrollment fell by 19.3 percent at 2-year institutions and 2.4 percent at 4-year institutions in Fall 2020 compared to Fall 2019. Total undergraduate enrollment fell by 13.8 percent and graduate enrollment fell by 1.2 percent.
- Postsecondary enrollment decline was largest for American Indian and Hispanic students at 2-year institutions and White students at 4-year institutions. Enrollment decline was significantly larger for older students (over age 25) than younger students (under age 25) at 2-year institutions. At 4-year institutions, younger students had a larger enrollment decline. Male students had a somewhat larger enrollment decline than female students at both 2-year and 4-year institutions.

The aggregate data used to produce this report does not allow us to conduct further subgroup and intersectional analyses, but it is still important evidence of enrollment trends in Washington. However, the data in this report cannot provide a full explanation for the decline in postsecondary enrollment in Fall 2020. But still, the information presented is important evidence for policymakers to engage in conversations around what needs to be done to increase postsecondary enrollment in Washington.

Evidence from Fall 2020 enrollment data in Washington presented in this report demonstrates the consequences that the COVID-19 crisis may have on postsecondary education in our state, which may contribute to stagnant educational attainment and labor shortages for years to come. Despite current postsecondary enrollment declines, history has shown us that higher education will play an important role in recovery from the current crisis. Implementing programs and policies to help strengthen enrollment and ensure continued student success during the COVID-19 crisis should be a key priority for our state as we build a future of opportunity and economic stability for all.

Introduction

The arrival of the COVID-19 crisis in the spring of 2020 upended life across our state, including a widespread shutdown of in-person activities and the onset of a recession. Institutions of higher education were not spared. The move to remote instruction led to challenges for students, families, faculty, and staff, and the risk of enrollment slide was evident. The continuation of remote or hybrid instruction on most campuses in Washington this fall, along with a deepening and lengthening recession that has impacted many students and families, had the potential to negatively affect postsecondary enrollment.

Higher education is tied to many benefits, like increased earnings and a lower risk of unemployment for those with a postsecondary credential. This is especially relevant during the COVID-19 crisis when unemployment rates have increased. Furthermore, those with higher education tend to experience better health for themselves and their families, higher civic engagement levels, and more trust in others (Schleicher, 2014). Ensuring uninterrupted access and enrollment, especially during the ongoing COVID-19 crisis, is critical to meeting our state's postsecondary attainment goal and ensuring a robust workforce.

This report presents fall enrollment data for public institutions in Washington to explore enrollment trends during the COVID-19 crisis. It also highlights the uneven effects of the COVID-19 crisis on postsecondary enrollment for some groups of students. The aggregate data used to produce this report does not allow us to conduct further subgroup and intersectional analyses, but it is still important evidence of enrollment trends in Washington. The intent of this report is to provide policymakers and higher education leaders with descriptive data to inform a proactive response to postsecondary enrollment challenges and worsening equity gaps caused by the current and lingering effects of the COVID-19 crisis in our state.

What is the Relationship Between Unemployment and Postsecondary Enrollment?

Labor market trends and higher education are correlated. The labor market is dependent upon people with skills and knowledge that are applicable in today's economy, and higher education systems equip individuals with the tools they need to succeed in the labor market. Sudden shocks to the labor market can spur displaced workers to seek opportunities in higher education to upskill and reskill to reenter the labor market.

During the Great Recession, high unemployment resulted in a surge in postsecondary enrollment

In previous recessions, increased unemployment rates were met with increases in enrollment in postsecondary programs, offering a path to reentry into the workforce or career advancement for many and fulfilling changing labor market demands in the longer term. For instance, overall postsecondary enrollment in the U.S. increased from 17.2 million students in 2006 to 20.4 million in 2011 in the wake of higher unemployment rates during the Great Recession (Schmidt, 2018). Washington experienced similar trends to what occurred nationally during the Great Recession. Between 2007 and 2010,

enrollment in Washington grew 7% at all 4-year institutions and 12% at all 2-year institutions as many sought opportunities in higher education (Kwakye and Kibort-Crocker, 2020a).

The increase in postsecondary enrollment nationally and in Washington was driven primarily by the growth of 2-year programs that tend to offer shorter-term, less expensive programs. These programs are also generally open access, providing a path to new employment opportunities or a launching point for transfer to 4-year programs (Kwakye and Kibort-Crocker, 2020b). However, the nature of the current downturn is different than previous recessions and has produced uncertainties around postsecondary enrollment that may veer from previous patterns.

In the current COVID-19 crisis, high unemployment has not produced a surge in postsecondary enrollment

In previous recessions, many sought opportunities in higher education in response to diminished labor market prospects. But higher education has been heavily impacted by the COVID-19 crisis. As described in detail in the next section of the report, evidence shows that there has been a significant decline in postsecondary enrollment. Postsecondary institutions have been faced with heightened challenges, including state budget shortfalls, concern over tuition revenue, and ongoing disruptions to campus operations. Additionally, a host of barriers may prevent individuals from accessing higher education opportunities. Concerns about health and safety, online learning, and competing household priorities (like caretaking) have been added to the personal and financial costs of attendance that limit access for many prospective college students.

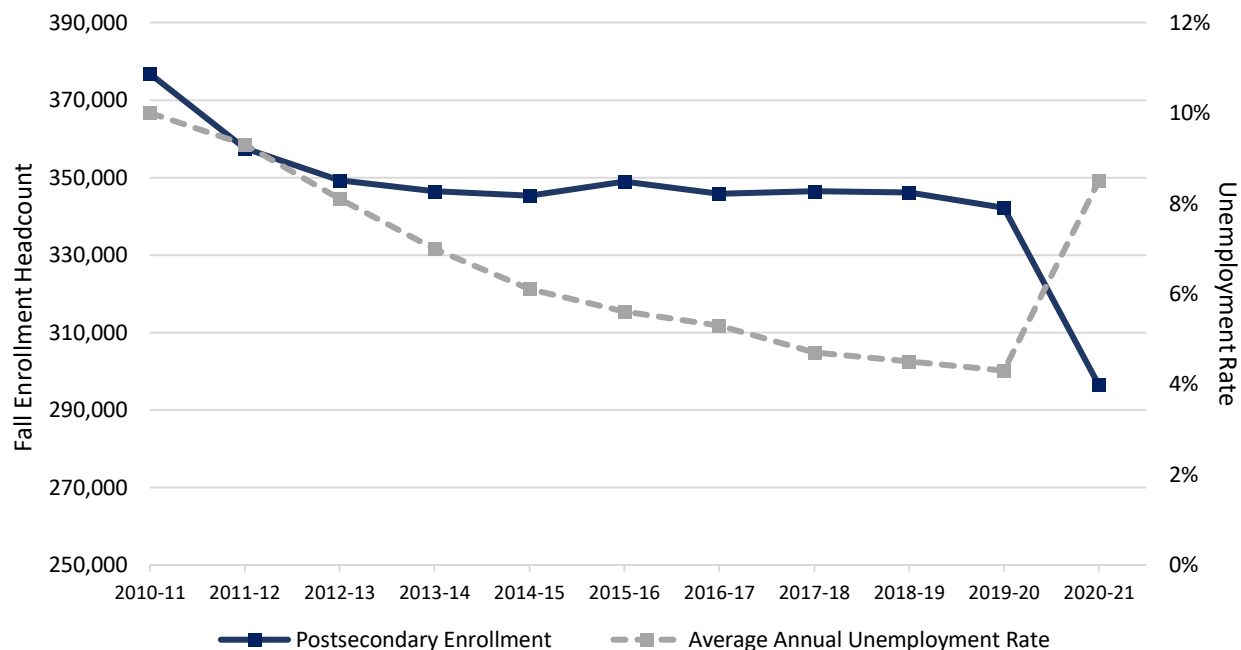
One major change brought by the pandemic is remote operations. Students surveyed in the spring and fall reported struggling with the shift to online learning (*Digital Promise*, 2020 and *OneClass*, 2020). Beyond academics, students have reported difficulty accessing support services typically offered on campus that aid in their learning and wellbeing (*Healthy Minds Network*, 2020).

These unprecedented challenges in higher education have likely contributed to declines in enrollment seen nationally and in Washington this fall. However, once health and safety concerns are resolved, it is possible that we may see similar enrollment surges as in previous downturns because higher education plays an important role in economic recovery.

How does Washington's unemployment rate correspond to postsecondary enrollment?

Figure 1 shows that postsecondary enrollment in Washington experienced a slight decline as the unemployment rate dropped between 2010 and 2019. The unique nature of the COVID-19 crisis in 2020 has caused a spike in unemployment and a decline in postsecondary enrollment.

Figure 1. There has been higher unemployment and lower postsecondary enrollment in Washington during the COVID-19 crisis



Source: State Board of Community and Technical Colleges (SBCTC), Education Research Data Center (ERDC), Bureau of Labor Statistics, Local Area Unemployment Statistics

Note: Postsecondary enrollment is the sum of unduplicated fall headcount at public 2-year and public 4-year institutions in Washington. Some enrollment data is preliminary. Annual average unemployment rate in Washington for 2020 excludes December 2020.

Looking at Fall Enrollment

Most postsecondary institutions use the fall term as the start of the academic year, so using fall enrollment data is a good benchmark for postsecondary enrollment trends. Additionally, comparisons between the Fall 2020 term and prior fall terms illustrates enrollment changes and provides insight into the impact of the COVID-19 crisis on postsecondary enrollment in Washington. This section of the report focuses primarily on fall enrollment headcount data for all postsecondary students at public institutions in Washington. The report also presents data for undergraduate and graduate enrollment (Appendix A).

How has Fall 2020 enrollment changed in Washington?

Evidence from data suggests that the COVID-19 crisis caused a shift in enrollment trends in Fall 2020. Overall postsecondary enrollment at both public 2-year and public 4-year institutions in Washington declined (Table 1). There were approximately 3,000 fewer students enrolled in public 4-year institutions in the state, causing a 2.4 percent drop in enrollment compared to Fall 2019. At 2-year institutions, the drop was more significant—about 43,000 fewer students were enrolled in public 2-year institutions, causing a 19.3 percent drop in fall enrollment in 2020 compared to the prior year. It is possible that primarily online learning in Fall 2020 could have impacted enrollment for programs that require more hands-on learning, such as welding, plumbing or construction trades. Additional research is needed to understand why the drop in enrollment in Fall 2020 was larger at 2-year institutions than 4-year institutions. Detailed fall enrollment data in Washington, including historical trends in fall headcount and FTE, can be found in Appendix B.

Table 1. Postsecondary enrollment declined for public 2-year and public 4-year institutions in Washington in Fall 2020¹

	Fall 2019-20	Fall 2020-21	Difference	Year to Year % Change
All public institutions	342,168	296,434	-45,734	-13.4%
2-Year	221,672	178,875	-42,797	-19.3%
4-Year	120,496	117,559	-2,937	-2.4%

Source: State Board of Community and Technical Colleges (SBCTC), Washington public 2-year institutions unduplicated fall headcount and Education Research Data Center (ERDC), Washington public 4-year institutions unduplicated fall headcount

Enrollment declines in Fall 2020 have been observed in Washington and at the national level. Nationally, postsecondary enrollment dropped by 2.5 percent overall, compared to 13.4 percent in Washington. Furthermore, national undergraduate enrollment declined by 3.6 percent in Fall 2020 compared to Fall 2019. In comparison, undergraduate enrollment in Washington fell by 13.8 percent. Similar to Washington, the drop in enrollment nationally was larger at public 2-year institutions (a decline of 10.1 percent) than public 4-year institutions (a decline of 0.7 percent) (*National Student Clearinghouse, 2020*). Also, enrollment decline in Fall 2020 has varied by state. For instance, Virginia saw a decline of 9.7 percent at public 2-year institutions and 0.2 percent at public 4-year institutions (Massa, 2020). Oregon saw a decline of 23 percent at public 2-year institutions and 3.8 percent at public 4-year institutions (Cox, 2020).

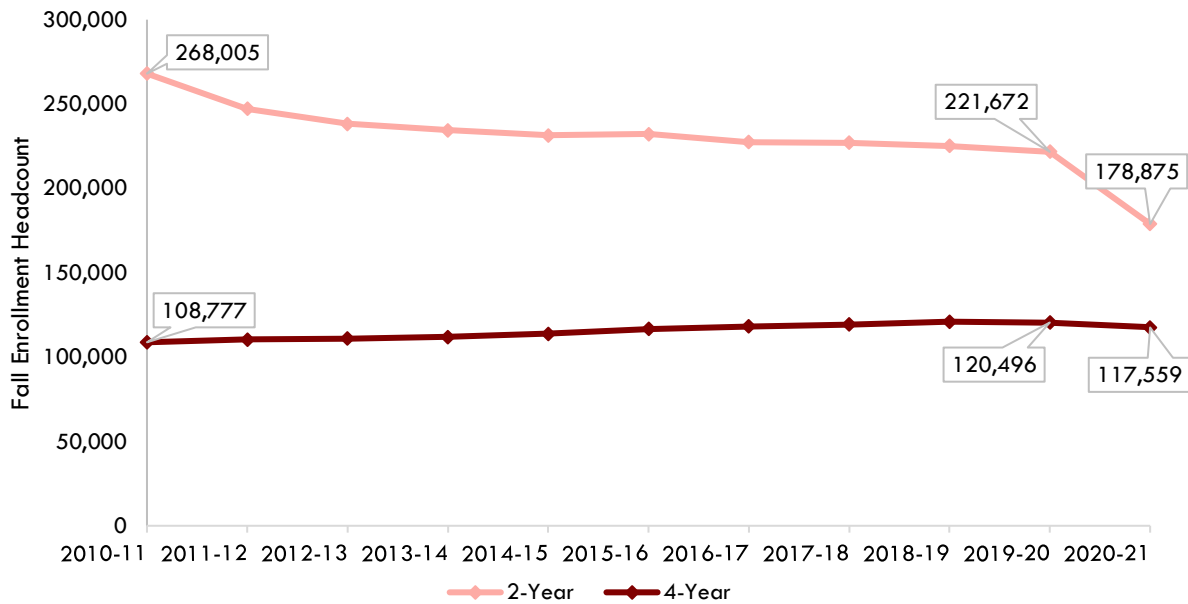
Emerging evidence suggests that the crisis is having a disproportionate impact on community college students. Survey findings from the U.S. Census in October 2020 suggest that over 40 percent of households with a prospective community college student report that they are cancelling all plans for attendance. Prospective community college students cited concerns about the virus and affordability as the main factors impacting their postsecondary plans. In contrast, less than 20 percent of prospective 4-year college students reported cancelling their plans for attendance (Belfield & Brock, 2020).

How has fall enrollment changed over time?

Postsecondary enrollment trends may change over time due to demographic shifts, economic and cultural influences, and other external pressures that alter the demand for postsecondary credentials. For instance, the 2008 Great Recession caused a surge in postsecondary enrollment, particularly at 2-year institutions. Enrollment at 2-year institutions leveled off and eventually declined in the period of economic recovery following the recession, shown in figure 2. In the same period, there were marginal increases in enrollment at 4-year institutions in the state.

¹ Enrollment data is final for 2-year institutions. Final data for 4-year institutions was used where available. For Fall 2019-20, we use Day 10 enrollment data for Central Washington University and The Evergreen State College because final data has not yet been submitted to ERDC. Also, all Fall 2020-21 enrollment data for 4-year institutions is Day 10 enrollment data because final data is not due to ERDC until the following year.

Figure 2. Postsecondary enrollment has grown slightly at public 4-year institutions and declined moderately at public 2-year institutions over the last decade in Washington



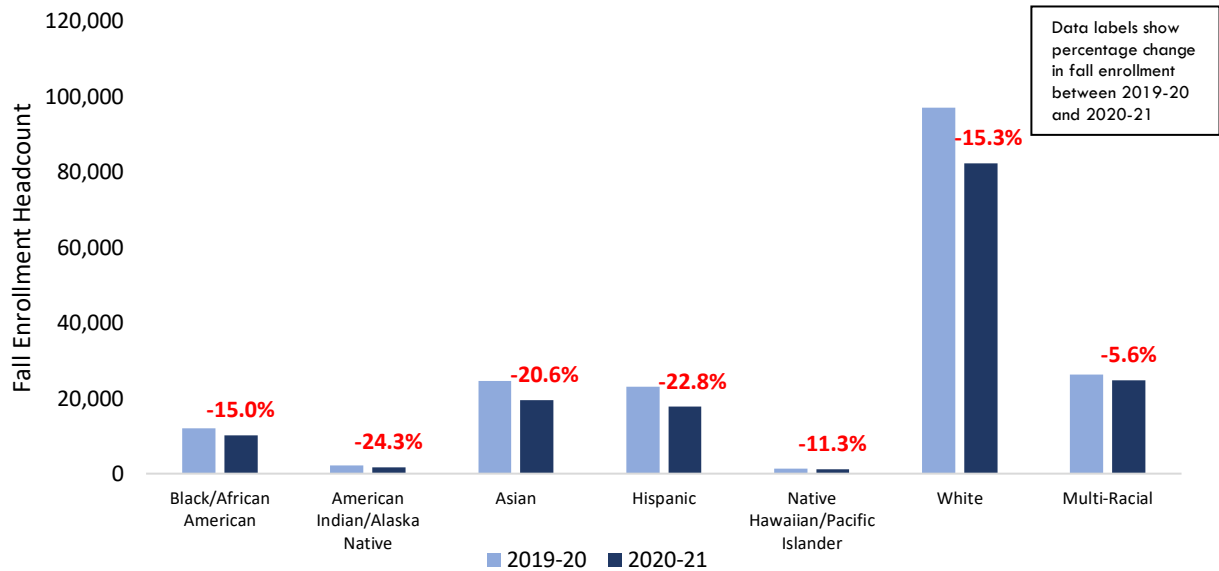
Source: State Board of Community and Technical Colleges (SBCTC), Washington public 2-year institutions unduplicated fall headcount and Education Research Data Center (ERDC), Washington public 4-year institutions unduplicated fall headcount

Overall enrollment trends mask potential disparities for different student groups. We know that some groups have been hit harder by the COVID-19 crisis, and evidence suggests that some students were impacted disproportionately. Examining disaggregated enrollment data can reveal differences in enrollment patterns for various groups of students in Washington.

Has Fall 2020 enrollment changed proportionally for each racial group?

Enrollment data disaggregated by race shows that some racial groups have experienced larger declines in postsecondary enrollment in Fall 2020 compared to Fall 2019 than others. Overall, there was more variation in enrollment decline between racial groups at public 2-year institutions than public 4-year institutions. At 2-year institutions, enrollment decline was greatest for students of color—American Indian students and Hispanic students had the biggest drops in enrollment (figure 3).

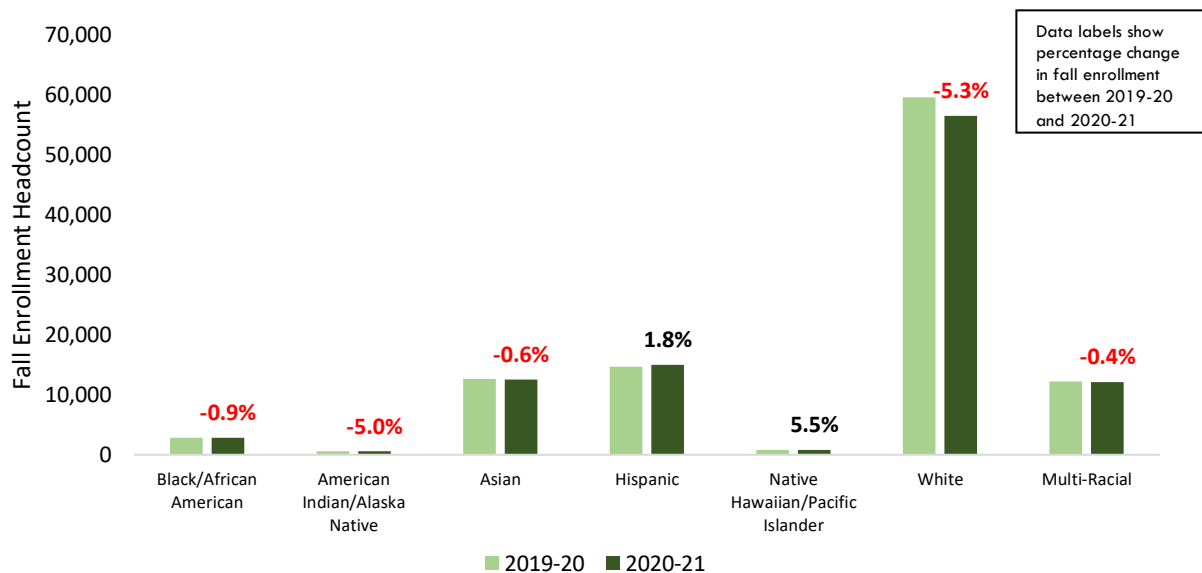
Figure 3. Fall enrollment decline was largest for American Indian and Hispanic students at public 2-year institutions in Washington



Source: State Board of Community and Technical Colleges (SBCTC), Washington public 2-year institutions unduplicated fall headcount by race/ethnicity

In contrast to enrollment declines at public 2-year institutions, White students experienced the largest drop at public 4-year institutions. The number of White students enrolled fell by 5.3 percent in Fall 2020 compared to Fall 2019. There were also 5 percent fewer American Indian/Alaska Native students enrolled. Enrollment increased slightly for Hispanic students and Native Hawaiian/Pacific Islander students (figure 4).

Figure 4. Fall enrollment decline was largest for White students at public 4-year institutions in Washington



Source: Education Research Data Center (ERDC) Washington public 4-year institutions unduplicated fall headcount by race/ethnicity

National data further elaborates on enrollment trends by racial group. Students of color had the biggest undergraduate enrollment declines in Fall 2020 (*National Student Clearinghouse, 2020*). In Washington, undergraduate enrollment declines were largest for American Indian/Alaska Native, Asian, Hispanic, and Black/African American students (Appendix A).

Historical underrepresentation in postsecondary enrollment, along with the disproportionate impact of the COVID-19 pandemic on communities of color, may negatively impact higher educational attainment for these groups in Washington. Understanding the impacts of COVID-19 on enrollment for different racial groups can help inform proactive policies and programs to ensure that racial equity gaps are not further exacerbated during this crisis.

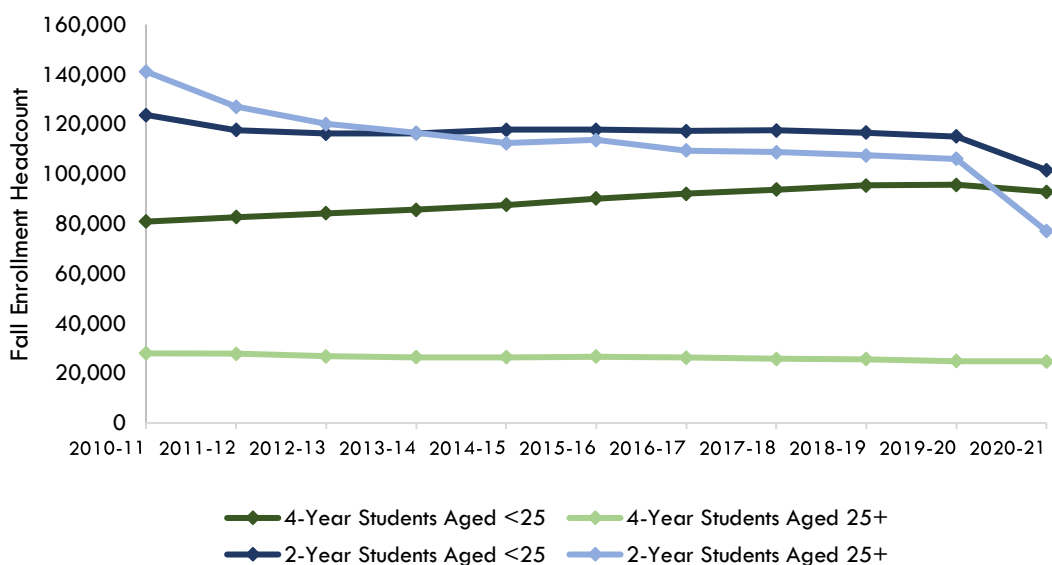
How has the distribution of fall enrollment by racial group changed over time?

The racial distribution of public postsecondary institutions in Washington has changed slightly over the last decade. Notably, the proportion of postsecondary students who are Hispanic has gone up, especially at public 4-year institutions in the state. For instance, in Fall 2010, Hispanic students made up 6.5 percent of the public 4-year student population, and in Fall 2020, they made up 12.7 percent (Appendix C).

Are there differences in fall enrollment trends by age?

Fall 2020 enrollment declines varied by student age at public institutions in Washington. At 2-year institutions, enrollment among older students (over age 25) fell by 27.3 percent compared to 2019. For younger students (under age 25), the drop was less extreme (down 11.7 percent). At 4-year institutions, the enrollment decline was greater for younger students. Enrollment was only marginally lower for older students (down 0.4 percent), but 3 percent lower for younger students (figure 5).

Figure 5. Fall enrollment declines were significantly higher for older students than younger students at public 2-year institutions in Washington



Source: State Board of Community and Technical Colleges (SBCTC), Washington public 2-year institutions unduplicated fall headcount by age and Education Research Data Center (ERDC) Washington public 4-year institutions unduplicated fall headcount by age

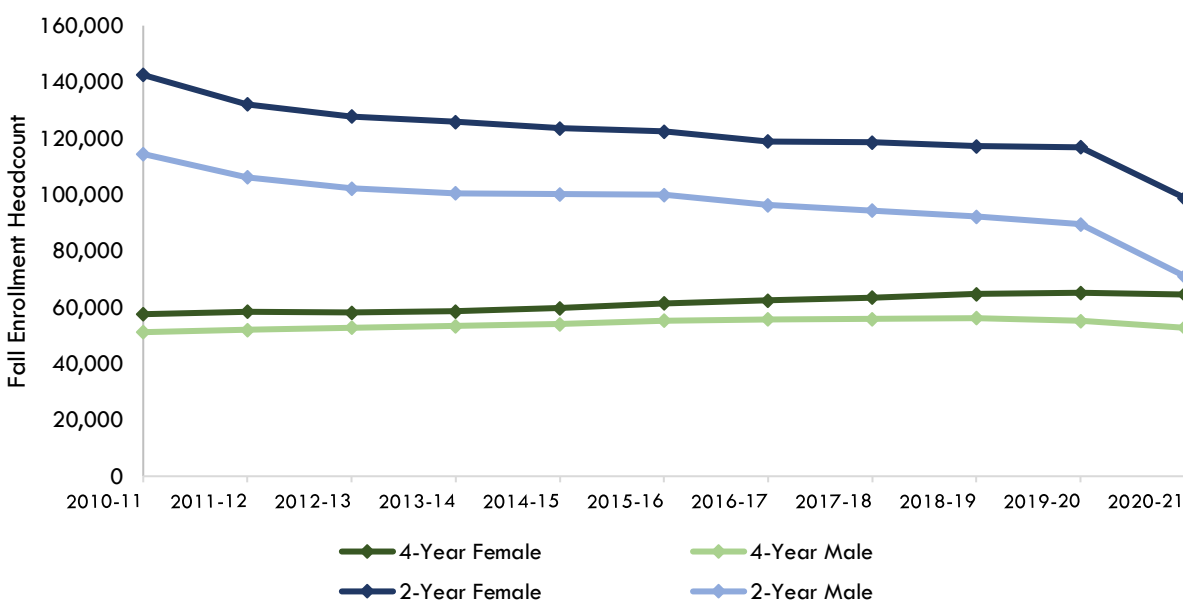
Figure 5 also shows a sharp deviation from historical trends for public 2-year students over age 25. In 2019, almost half of public 2-year students in Washington were over age 25 (47.9 percent), but in 2020, that number fell to 43.1 percent (Appendix D).

As discussed earlier in the report, adults facing higher unemployment rates may look towards higher education to fill the gaps and seek opportunities to upskill and reskill to strengthen their position in the workforce of the future. However, the nature of the COVID-19 crisis and recession is different from previous economic downturns, and enrollment trends have already diverged from historical patterns. Understanding enrollment trends among different age groups of students can help policymakers respond to the impact of the COVID-19 crisis on postsecondary enrollment. This is especially important as we consider the future needs of our workforce.

Are there differences in fall enrollment trends by gender?

Figure 6 shows that Fall 2020 enrollment declines were larger for males than females. At public 2-year institutions in Washington, 20.6 percent fewer males were enrolled than the prior fall, compared to 15.4 percent fewer female students. Enrollment decline was larger for males than females at 4-year institutions as well (down 4.2 percent and 0.9 percent, respectively) (Appendix E).

Figure 6. Fall 2020 enrollment decline was larger for male students than female students at public institutions in Washington



Source: State Board of Community and Technical Colleges (SBCTC), Washington public 2-year institutions unduplicated fall headcount by gender and Education Research Data Center (ERDC) Washington public 4-year institutions unduplicated fall headcount by gender

Fall enrollment patterns by gender in Washington match national trends. Overall, national enrollment for males was down by 5.1 percent in Fall 2020 compared to Fall 2019. For females, the drop was much smaller (0.7 percent). National enrollment decline for males was steepest at public 2-year institutions (down 14.7 percent compared to 6.8 percent for females). Furthermore, additional evidence from

national research shows that males of color were more heavily impacted. Among males at public 2-year institutions nationwide, Native American (down 20.1 percent), Black (down 19.2 percent), and Hispanic students (down 16.6 percent) had the biggest enrollment drops (*National Student Clearinghouse, 2020*).

Some states have observed even more extreme declines for male students of color. For instance, at a community college in Tennessee, half of the Black male students enrolled in Spring 2020 did not enroll in Fall 2020. While the research cannot confirm why so many Black male students did not enroll this fall, leaders at the institution posit several theories. They suggest that some may have been pressured to find jobs to support families experiencing financial hardship, some may have been derailed by online instruction or lacked appropriate access to technology, and some who were already struggling academically were pushed over the edge by the pandemic and chose to drop out (Whitmire, 2020). This anecdotal evidence about enrollment decline likely applies to many students in Washington State whose postsecondary educations have been disrupted by the pandemic.

Discussion

National and state-level data point to concerning postsecondary enrollment trends in Fall 2020. The public health risks of the COVID-19 crisis compounded by worsening financial situations for many students and families have contributed to ongoing uncertainty in enrollment. Emerging evidence from Fall 2020 enrollment data in Washington demonstrates the consequences that the COVID-19 crisis may have on postsecondary education in our state, which may in turn contribute to stagnant educational attainment and labor shortages for years to come.

Understanding enrollment trends requires comprehensive and timely data. Especially in the face of sudden external shocks like the COVID-19 crisis, timely data can help measure the impact on postsecondary enrollment. However, the data in this report cannot provide a full explanation for the decline in postsecondary enrollment in Fall 2020. But still, the information presented is important evidence for policymakers to engage in conversations around what needs to be done to increase postsecondary enrollment in Washington. Allowing data to identify enrollment issues can help inform decision making in response to the COVID-19 crisis to help ensure that all students have continued access and success in higher education.

In addition to efforts by public institutions in Washington to help students access and persist in postsecondary education, there are several proven and emerging strategies that can help increase postsecondary enrollment. These evidence-based strategies to reduce financial, academic, and administrative barriers to postsecondary opportunities may help protect and strengthen enrollment during the COVID-19 crisis. The next section describes some strategies from research that might be of interest to policymakers.

Strategies to strengthen postsecondary enrollment

- Providing students with **financial aid**, and **application assistance** for financial aid, has been proven effective in increasing students' likelihood of enrolling in postsecondary programs (Dynarski, 2003 and Bettinger et al., 2012). Protecting state financial aid programs like the Washington College Grant is especially important as many families are experiencing heightened financial insecurity due to the ongoing pandemic and economic downturn.

- Offering alternative pathways to admission is an innovative strategy to increase enrollment. Utah State University is working to **reduce academic barriers** to enrollment for students who don't have the grades or test scores to normally be considered. Their Earned Admission program will guarantee a seat to any first-year student who passes self-paced courses in math, English, and student skills meant to demonstrate their college readiness (Weissman, 2020). While evidence of the program's impact is still emerging, strategies like these may help more students become eligible and reduce barriers to enrollment.
- Another promising strategy to reduce academic barriers is the use of **multiple measures to assess students' readiness for college-level coursework**. Research shows that students who are required to take developmental (remedial) coursework are less likely to persist and graduate (Valentine et al., 2017). Traditionally, many institutions have used standardized placement assessments to determine if students need to take developmental courses. However, developmental courses add extra time and costs to students to obtain a postsecondary credential. Recent research has shown that utilizing multiple measures to assess college course readiness, rather than just a single standardized assessment, may lead to more students enrolling in college-level courses and passing those courses than if they were required to take developmental coursework (Barnett et al., 2020). It is too soon to see evidence of the implications on completion outcomes, however this reform to course placement shows promise. This may be particularly useful for adult students who have been out of school for a longer period of time.
- Several institutions are **taking advantage of remote instruction** to appeal to students who stopped out before obtaining a credential (Schwartz, 2020). These institutions are using the opportunity to learn remotely as a way to engage students who see online learning as a feasible approach to obtaining a postsecondary credential. While the shift to online learning has had mixed reviews during the pandemic, the more flexible format may be more appropriate for students juggling priorities. Recruiting students with some college credits but no degree can help boost overall educational attainment in the state and ensure that individuals are prepared to meet labor market demands of the future.
- In addition to strengthening enrollment, it is imperative that students who are already enrolled in postsecondary programs in Washington are supported to persist and obtain a credential. **Combining holistic supports** to students, including financial assistance, intensive advising, and academic coaching, has been shown to dramatically improve persistence and completion rates for students (Scrivener et al., 2015). Some programs have been successfully adapted to meet the current circumstances by shifting coaching appointments online, assisting students with pandemic-related issues, and ensuring students have continued access to financial aid (Beal et al., 2020).
- Many institutions have delivered **emergency financial aid** to students who are experiencing increased financial hardship during the pandemic. Emergency financial aid in the form of relatively small just-in-time grants has been shown to increase retention and graduation rates (*Great Lakes*, 2016). This form of assistance may be particularly important during the COVID-19

crisis as students face rapidly changing financial circumstances and challenges that may hinder their ability to continue their education. One innovative approach to ease access to emergency financial aid is an online platform designed to help students in need receive aid quickly. The platform allows students to easily apply for small emergency grants from their institutions and receive aid within about 48 hours via direct deposit or a pre-loaded gift card (Koenig, 2020). The user-friendly technology can help students access emergency funds to meet their basic needs, and ultimately may help with retention and completion during the COVID-19 crisis and beyond.

Conclusion

Higher education leads to increased earnings and a lower risk of unemployment and is especially important for individuals during economic downturns. The COVID-19 crisis has caused unemployment rates to increase. In previous economic downturns, increases in unemployment rates led to surges in postsecondary enrollment. But contrary to historical recession patterns, the unique nature of the pandemic has led to a substantial drop in enrollment this fall. Nationally and in Washington, the largest toll has been on community colleges, and some student groups have been impacted disproportionately. Despite current evidence of enrollment decline, history has shown us that higher education will play an important role in recovery from the current crisis. Implementing programs and policies to help strengthen enrollment and ensure continued student success during the COVID-19 crisis should be a key priority for our state as we build a future of opportunity and economic stability for all.

Technical Notes

Enrollment data presented in this report is for Washington public institutions. Data for 2-year institutions was obtained from the State Board of Community and Technical Colleges (SBCTC). Enrollment data is final for 2-year institutions. Data for the 2-year institutions includes all funding sources (state, contract, and student). Public 2-year enrollment trends for all funding sources and state-funded enrollments are similar.

Enrollment data for 4-year institutions was obtained from the Education Research and Data Center (ERDC). Final data for 4-year institutions was used where available. For Fall 2019-20, we use Day 10 enrollment data for Central Washington University and The Evergreen State College because final data has not yet been submitted to ERDC. Also, all Fall 2020-21 enrollment data is Day 10 enrollment data because final data is not due to ERDC until the following year. Data for the 4-year institutions includes state-funded enrollments only. This data may differ from reports that include both state-funded and self-funded enrollments.

Data for undergraduate students includes all students at public 2-year institutions and students classified as undergraduates at 4-year institutions. A small number of students at 4-year institutions, which includes non-matriculated students, were excluded from the undergraduate and graduate enrollment analysis. Undergraduate enrollment at 2-year institutions may include transfer, professional technical, basic education for adults, and other programs.

Per Washington State budgeting conventions, calculations of full-time-equivalent enrollments (FTE) count 15 undergraduate credits as 1 FTE and 10 graduate credits as 1 FTE. FTE totals displayed here will differ from others reports (such as the federal IPEDS system) which use different credit thresholds.

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Appendix A. Detailed Fall Enrollment at Public Institutions in Washington for Undergraduate and Graduate Students

Table A1. Undergraduate fall enrollment headcount at public institutions in Washington

Academic Year	Undergraduate Fall Headcount	Year to Year % Change
2010-11	359,362	N/A
2011-12	340,533	-5.2%
2012-13	332,397	-2.4%
2013-14	329,898	-0.8%
2014-15	328,560	-0.4%
2015-16	331,208	0.8%
2016-17	327,893	-1.0%
2017-18	328,986	0.3%
2018-19	328,211	-0.2%
2019-20	324,396	-1.2%
2020-21	279,617	-13.8%

Source: State Board of Community and Technical Colleges (SBCTC) and Education Research Data Center (ERDC)

Table A2. Graduate fall enrollment headcount at public institutions in Washington

Academic Year	Graduate Fall Headcount	Year to Year % Change
2010-11	17,392	N/A
2011-12	16,969	-2.4%
2012-13	16,699	-1.6%
2013-14	16,554	-0.9%
2014-15	16,604	0.3%
2015-16	17,022	2.5%
2016-17	17,107	0.5%
2017-18	16,656	-2.6%
2018-19	17,159	3.0%
2019-20	16,978	-1.1%
2020-21	16,777	-1.2%

Source: Education Research Data Center (ERDC)

Table A3. Undergraduate fall FTE at public institutions in Washington

Academic Year	Undergraduate Fall FTE	Year to Year % Change
2010-11	267,102	N/A
2011-12	259,337	-2.9%
2012-13	257,438	-0.7%
2013-14	256,364	-0.4%
2014-15	256,357	0.0%
2015-16	257,604	0.5%
2016-17	256,935	-0.3%
2017-18	257,456	0.2%
2018-19	255,028	-0.9%
2019-20	252,639	-0.9%
2020-21	228,140	-9.7%

Source: State Board of Community and Technical Colleges (SBCTC) and Education Research Data Center (ERDC)

Table A4. Graduate fall FTE at public institutions in Washington

Academic Year	Graduate Fall FTE	Year to Year % Change
2010-11	21,375	N/A
2011-12	21,202	-0.8%
2012-13	21,056	-0.7%
2013-14	20,569	-2.3%
2014-15	20,628	0.3%
2015-16	20,996	1.8%
2016-17	20,983	-0.1%
2017-18	20,327	-3.1%
2018-19	21,181	4.2%
2019-20	21,533	1.7%
2020-21	20,500	-4.8%

Source: Education Research Data Center (ERDC)

Table A5. Number of undergraduate students by race, fall enrollment headcount at public institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	17,461	4,608	35,974	28,045	2,078	204,588	21,614	44,994
2011-12	16,623	3,969	35,567	27,538	1,963	192,049	23,180	39,644
2012-13	16,285	3,675	35,586	28,833	1,937	181,784	25,334	38,963
2013-14	15,722	3,323	35,796	30,669	1,805	176,316	27,478	38,789
2014-15	15,277	3,163	36,251	31,274	1,810	171,544	29,625	39,616
2015-16	14,856	2,970	36,832	32,503	1,766	168,305	30,848	43,128
2016-17	14,586	2,996	37,429	33,580	1,836	162,302	32,046	43,118
2017-18	14,712	2,869	37,612	34,264	1,991	158,559	33,568	45,411
2018-19	14,378	2,693	36,955	35,037	1,999	153,770	35,587	47,792
2019-20	14,422	2,629	35,517	36,411	2,045	147,787	37,221	48,364
2020-21	12,581	2,073	30,409	31,319	1,930	130,118	35,650	35,537

Source: State Board of Community and Technical Colleges (SBCTC) and Education Research Data Center (ERDC)

Table A6. Proportion of undergraduate students by race, fall enrollment headcount at public institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	4.9%	1.3%	10.0%	7.8%	0.6%	56.9%	6.0%	12.5%
2011-12	4.9%	1.2%	10.4%	8.1%	0.6%	56.4%	6.8%	11.6%
2012-13	4.9%	1.1%	10.7%	8.7%	0.6%	54.7%	7.6%	11.7%
2013-14	4.8%	1.0%	10.9%	9.3%	0.5%	53.4%	8.3%	11.8%
2014-15	4.6%	1.0%	11.0%	9.5%	0.6%	52.2%	9.0%	12.1%
2015-16	4.5%	0.9%	11.1%	9.8%	0.5%	50.8%	9.3%	13.0%
2016-17	4.4%	0.9%	11.4%	10.2%	0.6%	49.5%	9.8%	13.2%
2017-18	4.5%	0.9%	11.4%	10.4%	0.6%	48.2%	10.2%	13.8%
2018-19	4.4%	0.8%	11.3%	10.7%	0.6%	46.9%	10.8%	14.6%
2019-20	4.4%	0.8%	10.9%	11.2%	0.6%	45.6%	11.5%	14.9%
2020-21	4.5%	0.7%	10.9%	11.2%	0.7%	46.5%	12.7%	12.7%

Source: State Board of Community and Technical Colleges (SBCTC) and Education Research Data Center (ERDC)

Table A7. Number of graduate students by race, fall enrollment headcount at public institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	360	197	1,557	771	52	10,759	301	3,395
2011-12	370	159	1,474	845	46	10,353	437	3,285
2012-13	348	131	1,356	854	40	10,020	559	3,391
2013-14	324	113	1,294	904	33	9,610	699	3,577
2014-15	350	112	1,304	896	30	9,580	776	3,556
2015-16	340	120	1,340	980	31	9,535	842	3,834
2016-17	367	122	1,309	1,070	56	9,318	930	3,935
2017-18	401	104	1,367	1,115	79	8,715	966	3,909
2018-19	417	83	1,585	1,257	93	8,940	1,076	3,708
2019-20	408	84	1,615	1,298	94	8,633	1,186	3,660
2020-21	424	90	1,615	1,397	99	8,454	1,243	3,455

Source: Education Research Data Center (ERDC)

Table A8. Proportion of graduate students by race, fall enrollment headcount at public institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	2.1%	1.1%	9.0%	4.4%	0.3%	61.9%	1.7%	19.5%
2011-12	2.2%	0.9%	8.7%	5.0%	0.3%	61.0%	2.6%	19.4%
2012-13	2.1%	0.8%	8.1%	5.1%	0.2%	60.0%	3.3%	20.3%
2013-14	2.0%	0.7%	7.8%	5.5%	0.2%	58.1%	4.2%	21.6%
2014-15	2.1%	0.7%	7.9%	5.4%	0.2%	57.7%	4.7%	21.4%
2015-16	2.0%	0.7%	7.9%	5.8%	0.2%	56.0%	4.9%	22.5%
2016-17	2.1%	0.7%	7.7%	6.3%	0.3%	54.5%	5.4%	23.0%
2017-18	2.4%	0.6%	8.2%	6.7%	0.5%	52.3%	5.8%	23.5%
2018-19	2.4%	0.5%	9.2%	7.3%	0.5%	52.1%	6.3%	21.6%
2019-20	2.4%	0.5%	9.5%	7.6%	0.6%	50.8%	7.0%	21.6%
2020-21	2.5%	0.5%	9.6%	8.3%	0.6%	50.4%	7.4%	20.6%

Source: Education Research Data Center (ERDC)

Table A9. Undergraduate fall enrollment headcount by student age at public institutions in Washington

Academic Year	Number of Students Aged <25	Percent of Students Aged <25	Number of Students Aged 25+	Percent of Students Aged 25+
2010-11	200,382	56.3%	155,753	43.7%
2011-12	196,118	58.0%	142,008	42.0%
2012-13	195,976	59.3%	134,311	40.7%
2013-14	197,702	60.2%	130,523	39.8%
2014-15	200,867	61.4%	126,451	38.6%
2015-16	202,789	61.4%	127,556	38.6%
2016-17	204,030	62.4%	123,005	37.6%
2017-18	205,981	62.8%	122,240	37.2%
2018-19	206,658	63.2%	120,422	36.8%
2019-20	205,351	63.4%	118,404	36.6%
2020-21	189,857	68.0%	89,494	32.0%

Source: State Board of Community and Technical Colleges (SBCTC) and Education Research Data Center (ERDC)

Table A10. Graduate fall enrollment headcount by student age at public institutions in Washington

Academic Year	Number of Students Aged <25	Percent of Students Aged <25	Number of Students Aged 25+	Percent of Students Aged 25+
2010-11	4,137	23.8%	13,254	76.2%
2011-12	4,161	24.5%	12,808	75.5%
2012-13	4,250	25.5%	12,449	74.5%
2013-14	4,297	26.0%	12,257	74.0%
2014-15	4,340	26.1%	12,264	73.9%
2015-16	4,416	25.9%	12,606	74.1%
2016-17	4,544	26.6%	12,563	73.4%
2017-18	4,485	26.9%	12,171	73.1%
2018-19	4,622	26.9%	12,537	73.1%
2019-20	4,618	27.2%	12,360	72.8%
2020-21	4,491	26.8%	12,282	73.2%

Source: Education Research Data Center (ERDC)

Table A11. Undergraduate fall enrollment headcount by gender at public institutions in Washington

Academic Year	Number of Female Students	Percent Female Students	Number of Male Students	Percent Male Students	Number of Unknown Students	Percent Unknown Students
2010-11	190,391	53.0%	157,844	43.9%	11,127	3.1%
2011-12	181,047	53.2%	150,597	44.2%	8,889	2.6%
2012-13	176,611	53.1%	147,405	44.3%	8,381	2.5%
2013-14	175,329	53.1%	146,375	44.4%	8,194	2.5%
2014-15	174,072	53.0%	146,739	44.7%	7,749	2.4%
2015-16	174,138	52.6%	147,179	44.4%	9,891	3.0%
2016-17	171,335	52.3%	144,131	44.0%	12,427	3.8%
2017-18	172,096	52.3%	142,708	43.4%	14,182	4.3%
2018-19	171,602	52.3%	140,759	42.9%	15,850	4.8%
2019-20	171,796	53.0%	137,117	42.3%	15,481	4.8%
2020-21	153,644	55.0%	116,905	41.8%	9,049	3.2%

Source: State Board of Community and Technical Colleges (SBCTC) and Education Research Data Center (ERDC)

Table A12. Graduate fall enrollment headcount by gender at public institutions in Washington

Academic Year	Number of Female Students	Percent Female Students	Number of Male Students	Percent Male Students	Number of Unknown Students	Percent Unknown Students
2010-11	9,644	55.5%	7,730	44.4%	18	0.1%
2011-12	9,463	55.8%	7,502	44.2%	4	0.0%
2012-13	9,279	55.6%	7,418	44.4%	2	0.0%
2013-14	9,069	54.8%	7,483	45.2%	2	0.0%
2014-15	9,182	55.3%	7,417	44.7%	5	0.0%
2015-16	9,312	54.7%	7,699	45.2%	11	0.1%
2016-17	9,516	55.6%	7,545	44.1%	46	0.3%
2017-18	9,348	56.1%	7,246	43.5%	62	0.4%
2018-19	9,748	56.8%	7,327	42.7%	84	0.5%
2019-20	9,704	57.2%	7,155	42.1%	119	0.7%
2020-21	9,733	58.0%	6,899	41.1%	145	0.9%

Source: Education Research Data Center (ERDC)

Appendix B. Detailed Fall Enrollment at Public Institutions in Washington

Table B1. Fall enrollment headcount at public 2-year institutions in Washington

Academic Year	2-Year Fall Headcount	Year to Year % Change
2010-11	268,005	N/A
2011-12	247,117	-7.8%
2012-13	238,276	-3.6%
2013-14	234,447	-1.6%
2014-15	231,377	-1.3%
2015-16	232,250	0.4%
2016-17	227,514	-2.0%
2017-18	227,023	-0.2%
2018-19	225,125	-0.8%
2019-20	221,672	-1.5%
2020-21	178,875	-19.3%

Source: State Board of Community and Technical Colleges (SBCTC)

Table B2. Fall enrollment headcount at public 4-year institutions in Washington

Academic Year	4-Year Fall Headcount	Year to Year % Change
2010-11	108,777	N/A
2011-12	110,436	1.5%
2012-13	110,917	0.4%
2013-14	112,014	1.0%
2014-15	113,856	1.6%
2015-16	116,702	2.5%
2016-17	118,221	1.3%
2017-18	119,408	1.0%
2018-19	120,988	1.3%
2019-20	120,496	-0.4%
2020-21	117,559	-2.4%

Source: Education Research Data Center (ERDC)

Table B3. Fall FTE at public 2-year institutions in Washington

Academic Year	2-Year Fall FTE	Year to Year % Change
2010-11	181,145	N/A
2011-12	171,436	-5.4%
2012-13	169,020	-1.4%
2013-14	166,483	-1.5%
2014-15	164,933	-0.9%
2015-16	164,798	-0.1%
2016-17	162,352	-1.5%
2017-18	161,393	-0.6%
2018-19	157,871	-2.2%
2019-20	156,018	-1.2%
2020-21	133,493	-14.4%

Source: State Board of Community and Technical Colleges (SBCTC)

Table B4. Fall FTE at public 4-year institutions in Washington

Academic Year	4-Year Fall FTE	Year to Year % Change
2010-11	107,350	N/A
2011-12	109,135	1.7%
2012-13	109,540	0.4%
2013-14	110,457	0.8%
2014-15	112,117	1.5%
2015-16	114,343	2.0%
2016-17	116,187	1.6%
2017-18	117,045	0.7%
2018-19	118,986	1.7%
2019-20	118,852	-0.1%
2020-21	115,183	-3.1%

Source: Education Research Data Center (ERDC)

Appendix C. Detailed Enrollment by Race at Public Institutions in Washington

Table C1. Number of students by race, fall enrollment headcount at public 2-year institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	14,820	3,523	25,696	21,762	1,691	146,132	17,519	36,862
2011-12	13,929	3,078	25,663	20,612	1,602	133,304	17,668	31,261
2012-13	13,513	2,897	25,752	21,144	1,531	124,236	18,592	30,611
2013-14	13,007	2,655	25,842	22,209	1,421	119,484	19,375	30,454
2014-15	12,440	2,544	26,123	21,915	1,403	115,023	20,626	31,303
2015-16	11,928	2,417	26,392	22,103	1,341	112,280	21,218	34,571
2016-17	11,724	2,434	26,432	22,264	1,398	107,005	22,005	34,252
2017-18	11,666	2,341	26,410	22,170	1,432	103,708	23,466	35,830
2018-19	11,644	2,153	25,538	22,353	1,380	100,078	24,966	37,013
2019-20	12,035	2,149	24,542	23,059	1,359	97,037	26,262	35,229
2020-21	10,225	1,627	19,496	17,795	1,206	82,231	24,793	21,502

Source: State Board of Community and Technical Colleges (SBCTC)

Table C2. Proportion of students by race, fall enrollment headcount at public 2-year institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	5.5%	1.3%	9.6%	8.1%	0.6%	54.5%	6.5%	13.8%
2011-12	5.6%	1.2%	10.4%	8.3%	0.6%	53.9%	7.1%	12.7%
2012-13	5.7%	1.2%	10.8%	8.9%	0.6%	52.1%	7.8%	12.8%
2013-14	5.5%	1.1%	11.0%	9.5%	0.6%	51.0%	8.3%	13.0%
2014-15	5.4%	1.1%	11.3%	9.5%	0.6%	49.7%	8.9%	13.5%
2015-16	5.1%	1.0%	11.4%	9.5%	0.6%	48.3%	9.1%	14.9%
2016-17	5.2%	1.1%	11.6%	9.8%	0.6%	47.0%	9.7%	15.1%
2017-18	5.1%	1.0%	11.6%	9.8%	0.6%	45.7%	10.3%	15.8%
2018-19	5.2%	1.0%	11.3%	9.9%	0.6%	44.5%	11.1%	16.4%
2019-20	5.4%	1.0%	11.1%	10.4%	0.6%	43.8%	11.8%	15.9%
2020-21	5.7%	0.9%	10.9%	9.9%	0.7%	46.0%	13.9%	12.0%

Source: State Board of Community and Technical Colleges (SBCTC)

Table C3. Number of students by race, fall enrollment headcount at public 4-year institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	3,001	1,282	11,837	7,055	439	69,234	4,396	11,533
2011-12	3,064	1,050	11,378	7,773	407	69,125	5,950	11,689
2012-13	3,121	909	11,190	8,546	446	67,600	7,302	11,803
2013-14	3,039	781	11,248	9,364	417	66,445	8,802	11,918
2014-15	3,187	731	11,432	10,255	437	66,101	9,776	11,937
2015-16	3,272	678	11,798	11,395	458	65,703	10,476	12,922
2016-17	3,238	687	12,322	12,401	494	64,727	10,972	13,380
2017-18	3,457	633	12,592	13,217	639	63,666	11,074	14,130
2018-19	3,162	626	13,018	13,956	713	62,759	11,705	15,049
2019-20	2,806	565	12,599	14,665	780	59,476	12,150	17,455
2020-21	2,780	537	12,528	14,923	823	56,345	12,101	17,522

Source: Education Research Data Center (ERDC)

Table C4. Proportion of students by race, fall enrollment headcount at public 4-year institutions in Washington

Academic Year	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	White	Multi- Racial	Other/ Unknown
2010-11	2.8%	1.2%	10.9%	6.5%	0.4%	63.6%	4.0%	10.6%
2011-12	2.8%	1.0%	10.3%	7.0%	0.4%	62.6%	5.4%	10.6%
2012-13	2.8%	0.8%	10.1%	7.7%	0.4%	60.9%	6.6%	10.6%
2013-14	2.7%	0.7%	10.0%	8.4%	0.4%	59.3%	7.9%	10.6%
2014-15	2.8%	0.6%	10.0%	9.0%	0.4%	58.1%	8.6%	10.5%
2015-16	2.8%	0.6%	10.1%	9.8%	0.4%	56.3%	9.0%	11.1%
2016-17	2.7%	0.6%	10.4%	10.5%	0.4%	54.8%	9.3%	11.3%
2017-18	2.9%	0.5%	10.5%	11.1%	0.5%	53.3%	9.3%	11.8%
2018-19	2.6%	0.5%	10.8%	11.5%	0.6%	51.9%	9.7%	12.4%
2019-20	2.3%	0.5%	10.5%	12.2%	0.6%	49.4%	10.1%	14.5%
2020-21	2.4%	0.5%	10.7%	12.7%	0.7%	47.9%	10.3%	14.9%

Source: Education Research Data Center (ERDC)

Appendix D. Detailed Enrollment by Age at Public Institutions in Washington

Table D1. Fall enrollment headcount by student age at public 2-year institutions in Washington

Academic Year	Number of Students Aged <25	Percent of Students Aged <25	Number of Students Aged 25+	Percent of Students Aged 25+
2010-11	123,695	46.7%	141,084	53.3%
2011-12	117,665	48.1%	127,045	51.9%
2012-13	116,182	49.2%	119,984	50.8%
2013-14	116,370	50.0%	116,404	50.0%
2014-15	117,759	51.2%	112,376	48.8%
2015-16	117,784	50.9%	113,603	49.1%
2016-17	117,275	51.7%	109,381	48.3%
2017-18	117,514	51.9%	108,744	48.1%
2018-19	116,583	52.0%	107,412	48.0%
2019-20	115,054	52.1%	105,979	47.9%
2020-21	101,576	56.9%	77,033	43.1%

Source: State Board of Community and Technical Colleges (SBCTC)

Table D2. Fall enrollment headcount by student age at public 4-year institutions in Washington

Academic Year	Number of Students Aged <25	Percent of Students Aged <25	Number of Students Aged 25+	Percent of Students Aged 25+
2010-11	80,845	74.3%	27,930	25.7%
2011-12	82,660	74.8%	27,776	25.2%
2012-13	84,136	75.9%	26,781	24.1%
2013-14	85,634	76.4%	26,380	23.6%
2014-15	87,512	76.9%	26,344	23.1%
2015-16	90,069	77.2%	26,633	22.8%
2016-17	91,979	77.8%	26,242	22.2%
2017-18	93,676	78.5%	25,732	21.5%
2018-19	95,390	78.8%	25,597	21.2%
2019-20	95,657	79.4%	24,837	20.6%
2020-21	92,807	78.9%	24,748	21.1%

Source: Education Research Data Center (ERDC)

Appendix E. Detailed Enrollment by Gender at Public Institutions in Washington

Table E1. Fall enrollment headcount by gender at public 2-year institutions in Washington

Academic Year	Number of Female Students	Percent Female Students	Number of Male Students	Percent Male Students	Number of Unknown Students	Percent Unknown Students
2010-11	142,498	53.2%	114,425	42.7%	11,082	4.1%
2011-12	132,129	53.5%	106,144	43.0%	8,844	3.6%
2012-13	127,790	53.6%	102,151	42.9%	8,335	3.5%
2013-14	125,814	53.7%	100,472	42.9%	8,161	3.5%
2014-15	123,539	53.4%	100,138	43.3%	7,700	3.3%
2015-16	122,478	52.7%	99,946	43.0%	9,826	4.2%
2016-17	118,861	52.2%	96,279	42.3%	12,374	5.4%
2017-18	118,523	52.2%	94,392	41.6%	14,108	6.2%
2018-19	117,155	52.0%	92,225	41.0%	15,745	7.0%
2019-20	116,849	52.7%	89,445	40.4%	15,376	6.9%
2020-21	98,845	55.3%	71,033	39.7%	8,978	5.0%

Source: State Board of Community and Technical Colleges (SBCTC)

Table E2. Fall enrollment headcount by gender at public 4-year institutions in Washington

Academic Year	Number of Female Students	Percent Female Students	Number of Male Students	Percent Male Students	Number of Unknown Students	Percent Unknown Students
2010-11	57,549	52.9%	51,165	47.0%	63	0.1%
2011-12	58,399	52.9%	51,988	47.1%	49	0.0%
2012-13	58,143	52.4%	52,726	47.5%	48	0.0%
2013-14	58,587	52.3%	53,392	47.7%	35	0.0%
2014-15	59,730	52.5%	54,072	47.5%	54	0.0%
2015-16	61,359	52.6%	55,267	47.4%	76	0.1%
2016-17	62,432	52.8%	55,690	47.1%	99	0.1%
2017-18	63,419	53.1%	55,852	46.8%	137	0.1%
2018-19	64,664	53.4%	56,134	46.4%	190	0.2%
2019-20	65,158	54.1%	55,113	45.7%	225	0.2%
2020-21	64,552	54.9%	52,791	44.9%	216	0.2%

Source: Education Research Data Center (ERDC)