Population Demographics Affecting Washington Higher Education

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Washington’s population is aging

Through 2020 the number and share of 18-24 year olds will decline.

Through at least 2030 the share of the population 45-64 will decline while the number in this age cohort will remain fairly stable.

The share of the population 65 and older is increasing.

Source: HECB Analysis of OFM Population Estimate, Downloaded March 2009
Washington is becoming more diverse

The number of working-age adults from diverse groups will grow, while the number of working-age Whites will decline.

Whites as a share of the workforce will decline; Blacks and Native Americans as a share of the workforce will remain about the same; and the share of Asian or Pacific Islanders, Latinos, and those from multiple races will increase.

Source: HECB Analysis of OFM 18-64 Population Estimate, Downloaded March 2009
Younger Hispanics / Latinos driving population growth

Population growth among 18 to 34-year-olds 2010-2030

Source: HECB Analysis of OFM Population Estimate, Downloaded March 2009
Under-represented students are the most rapidly growing group in the K-12 system.

By 2030, more than 36% of K-12 students will be from diverse groups.
High school graduation rates lower among under-represented groups

High School Graduation Rates 2007-08

<table>
<thead>
<tr>
<th>Group</th>
<th>On-Time Grad Rate (minus continuing)</th>
<th>Extended Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer. Indian</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Pac. Islander</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Asian/Pac. Islander</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

Source: OSPI - Graduation and Dropout Statistics for Washington in 2007-08
Opportunities for change

Latino high school graduates fastest-growing group

WICHE projections show the number of Hispanic/Latino high school graduates will increase considerably in the next decade and beyond even if no improvement in their high school graduation rates is achieved.

Since Latinos participate in higher education at a much lower rate than other groups, more emphasis will be needed to raise participation rates among these students.

Source: Projection through 2022 based on Western Interstate Commission for Higher Education (WICHE) projections from Knock, Knock Who’s There. Findings from WICHE’s Projections of High School Graduates by State and Race/Ethnicity. 2022 – 2031 based upon HECB calculations of high school graduates based on the Caseload Forecast Council’s grade 12 caseload forecasts.
Postsecondary participation rates vary by race/ethnicity

Participation rates at 4-year institutions (public and ICW) and CTCs (college level) by race/ethnicity 2006-2007

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>API</th>
<th>Black</th>
<th>White</th>
<th>AI/AN</th>
<th>Hispanic / Latino</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTCs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>API</td>
<td>13.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>12.2%</td>
<td>11.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10.5%</td>
<td>7.5%</td>
<td>10.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AI/AN</td>
<td>9.3%</td>
<td></td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>6.2%</td>
<td>2.6%</td>
<td>6.2%</td>
<td>2.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide</td>
<td>11.6%</td>
<td>6.9%</td>
<td>11.6%</td>
<td>6.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Participation Rates include:** CTC: CTC Headcount / 18-44 population with less than an associate degree and 4-Year: Public and ICW Baccalaureate Headcount / 18-44 population with less than a bachelor’s degree.

**Source:** SBCTC Data Warehouse; 2006-07 PCHEES for public 4-years; IPEDS for ICW data. Population Data from 2007 American Community Survey.
Undergraduate, graduate enrollment and state population by race/ethnicity

Graduate students

Undergraduate students

State population 18-44

State population 18-64

Sources: SBCTC Personnel Data (Fall 2008), IPEDS Staff Survey (2005,06,07), ACS 2007, PCHEES
Under-represented students are less likely to graduate on time

Public 4-Year Baccalaureate Graduation Rate
First-Time / Full Time Freshmen who Completed within 150% (6 years) of Normal Time

- Asian/Pacific Islander: 72%
- White: 66%
- Hispanic/Latino: 58%
- American Indian/Alaska Native: 50%
- Black/African American: 50%
- Total: 66%

Source: 2007 IPEDS.
Opportunities for change

Latinos, American Indians, and Alaska Natives have the lowest levels of postsecondary educational attainment

Highest Educational Attainment by Race/Ethnicity: Ages 25-64

- **Hispanic/Latino**: 13% (High School Diploma or Less), 11% (Some college, no degree), 31% (Associate's Degree), 24% (Bachelor's Degree or Higher)
- **American Indian/Alaska Native**: 13% (High School Diploma or Less), 9% (Some college, no degree), 32% (Associate's Degree), 22% (Bachelor's Degree or Higher)
- **Black/African American**: 18% (High School Diploma or Less), 11% (Some college, no degree), 22% (Associate's Degree), 32% (Bachelor's Degree or Higher)
- **Other Race**: 31% (High School Diploma or Less), 7% (Some college, no degree), 39% (Associate's Degree), 24% (Bachelor's Degree or Higher)
- **Multi-racial**: 24% (High School Diploma or Less), 8% (Some college, no degree), 33% (Associate's Degree), 15% (Bachelor's Degree or Higher)
- **Asian/Pacific Islander**: 33% (High School Diploma or Less), 11% (Some college, no degree), 25% (Associate's Degree), 24% (Bachelor's Degree or Higher)
- **White**: 33% (High School Diploma or Less), 11% (Some college, no degree), 30% (Associate's Degree), 32% (Bachelor's Degree or Higher)
- **Total**: 32% (High School Diploma or Less), 11% (Some college, no degree), 34% (Associate's Degree), 24% (Bachelor's Degree or Higher)

Source: 2007 American Community Survey
## Opportunities for change

Too few students continue to higher levels of education

<table>
<thead>
<tr>
<th>Potential students who can attain higher levels of education</th>
<th>2006-07 completers/residents</th>
<th>% Who continue in higher education</th>
<th># Who continue (2006-07)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduates*</td>
<td>65,300</td>
<td>57%</td>
<td>37,200</td>
</tr>
<tr>
<td>GED Completers</td>
<td>16,600</td>
<td>39%</td>
<td>6,500</td>
</tr>
<tr>
<td>Private Vocational School Certificates</td>
<td>12,700</td>
<td>n/a (data not avail.)</td>
<td>n/a (data not avail.)</td>
</tr>
<tr>
<td>CTC Technical Degrees</td>
<td>7,350</td>
<td>13%</td>
<td>950</td>
</tr>
<tr>
<td>CTC Transfer Associate Degrees</td>
<td>12,540</td>
<td>71%</td>
<td>8,900</td>
</tr>
<tr>
<td>Adults age 18-44 with “a high school diploma or less”**</td>
<td>865,000</td>
<td>9%</td>
<td>77,800</td>
</tr>
<tr>
<td>Adult re-entry – age 18-44 with “some college, no degree”**</td>
<td>440,000</td>
<td>30%</td>
<td>132,000</td>
</tr>
</tbody>
</table>

*Estimate based on % of respondents who reported continuation to college.**Some duplicate counting possible.

Source: OSPI 2007 Graduate Follow-up Study (SESRC); GED Testing Data (SBCTC); SBCTC Completions Files; Private Vocational School data from WTECB; adult re-entry and adults with no college experience from 2007 American Community Survey.
Three critical implications

1. The Higher education system will need to grow to provide the same level of service provided today.

2. In order to maintain current total participation rates, we’ll need to do a better job of serving underrepresented minorities in higher education.

3. In order to reach the master plan goals and best position Washington to remain globally competitive, participation rates and completion rates in our higher education system must increase.
Opportunities for change

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Comments about the master plan?
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