

Chapter IV: Who Goes to College in Washington

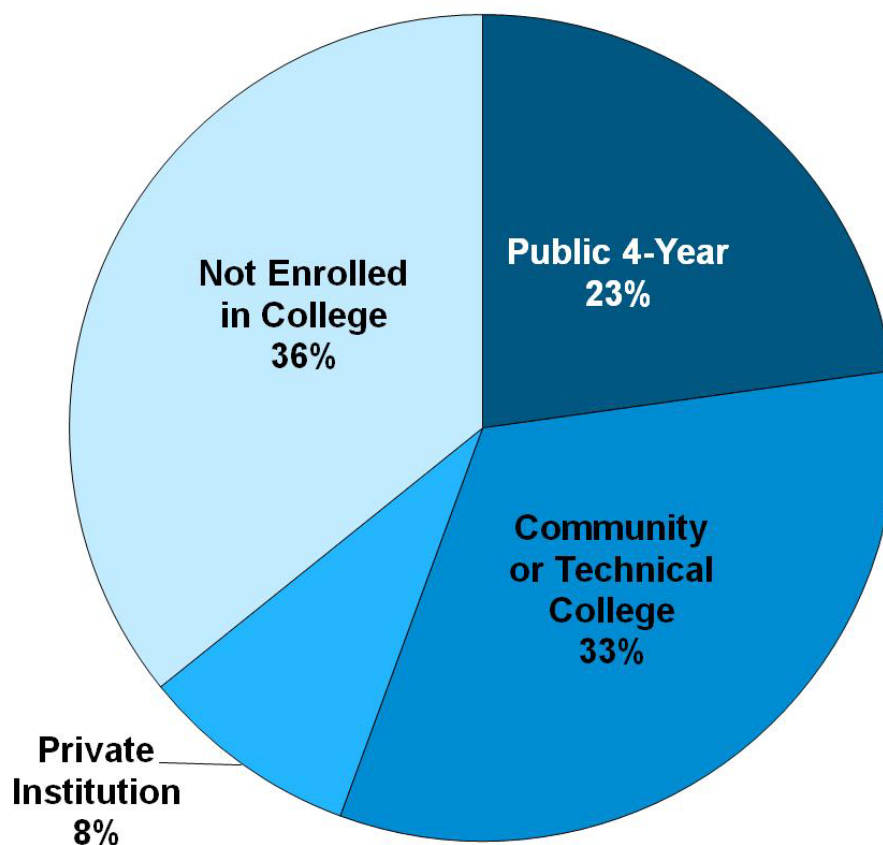


College-going behavior after high school

The traditional path to a postsecondary education – high school immediately followed by two to four years at a college or trade school – is not the typical journey for many college students today. Increasingly, college experiences occur throughout one's adult life. By choice or necessity, some go to work full-time immediately after high school and defer college. Others work and attend college part-time. Many return to college later in life for career retraining or to update job skills.

The Washington State Education Research & Data Center looked at education-related activities of Washington's 2008-09 high school graduates in their first year after graduation. Of the 63,386 high school graduates, 40,708 (64.2 percent) had enrolled in postsecondary education. The remaining 36 percent presumably were working or decided not to attend college for other reasons. According to the study, female graduates were more likely to enroll the first year (67.6 percent) than male graduates (60.6 percent).

**Student Activity One Year After High School Graduation
from Washington Public High Schools, Class of 2009**



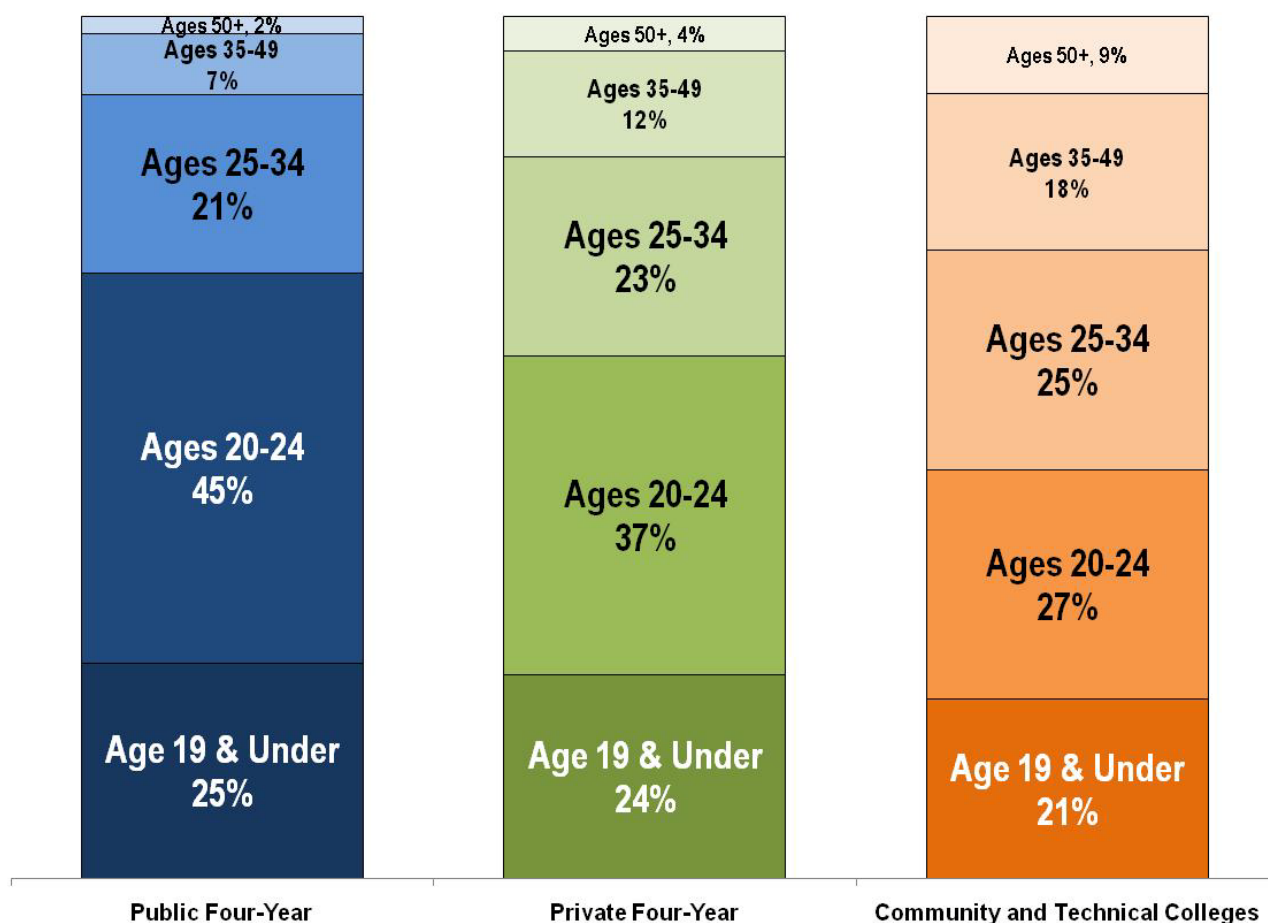
Note: Students for whom no enrollment or employment data exists are not included.

Source: Education Research & Data Center, *Participation in Post-secondary Education, Washington State High School Graduates, 2008-09* (December 2010).

Students at baccalaureate institutions more likely to be in their early 20s

Students attending four-year public and private institutions tend to be in the age categories most commonly associated with college students (ages 18-24). The community and technical colleges, on the other hand, serve a greater percentage of older students.

Student Age Distribution as a Percentage of Total Headcount Enrollment by Sector, Fall 2009



Note: Students for whom no age data exists are not included.

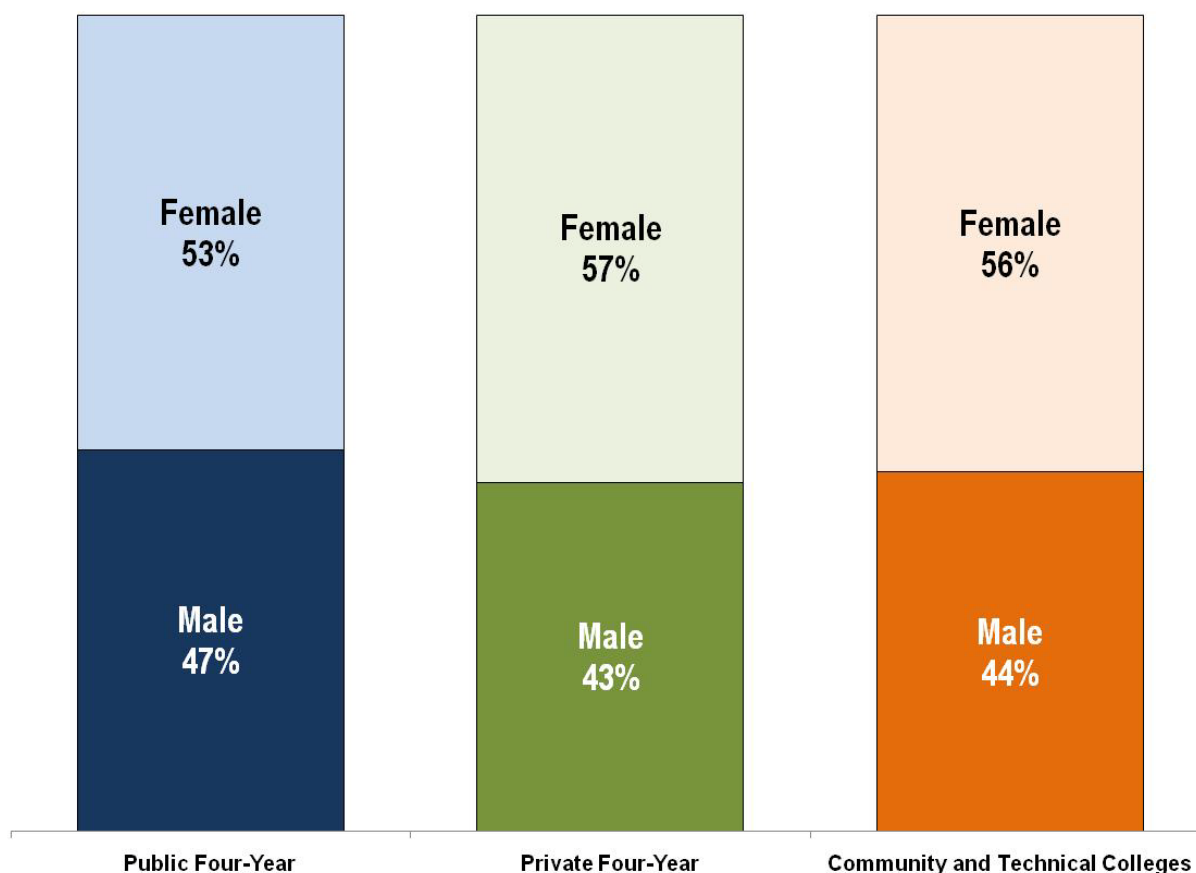
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009.

More than half of college students at two- and four-year institutions are female

In 2009, females again outnumbered males on Washington college campuses, although the percentage of women enrolled in public four-year institutions and community and technical colleges dropped slightly from the previous year. Female enrollments at most institutions have consistently outpaced male enrollments at most Washington institutions since at least 1996.

While females outnumber males in overall numbers on college campuses, they trail in pursuit of degrees in the science, technology, engineering, and mathematics (STEM) fields. In 2007-08, just 34 percent of all STEM postsecondary degree awards in Washington's public and private institutions went to female students.¹

Student Gender Distribution as a Percentage of Total Headcount Enrollment by Sector, Fall 2009



Sources: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009.

¹ HECB analysis of data from Integrated Postsecondary Education Data System (U.S. Department of Education).

More students leave the state for their college educations than come here

Washington is a net exporter of high school graduates to colleges and universities in other states. More students leave the state to attend college than come here for the same purpose.²

Most of the 1,235 students who represented Washington's net student loss in 2008, attended private colleges and universities in other states. High school graduates entering and leaving the state to attend public colleges and universities were roughly even, suggesting that Washington public institutions continue to place greater emphasis on enrolling resident students than out-of-state students.

High school graduates who were eligible for federal student aid (Pell Grant) in 2008, left Washington to attend private colleges and universities at a much higher rate than Pell-eligible students who migrated to Washington to attend private institutions. Institutional or state-aid policies may help explain the movement of aid-eligible students out of state.

Washington's net out-migration of high school graduates further complicates the state's efforts to expand degree production among its own population in order to meet projected demand for college-educated workers in the future.

Migration of Recent High School Graduates by Institution Type, Fall 2008

Sector	In-Migration	Out-Migration	Net In-Migration
Public Two-Year	260	273	-13
Public Four-Year	2,743	2,642	+ 100
Private Two-Year	0	118	- 118
Private Four-Year	2,914	4,118	-1,204
All Sectors	5,917	7,152	-1,235

Source: Postsecondary Education Opportunity Analysis of U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data Systems (IPEDS) Fall 2008 Enrollment Survey.

² Spaulding, Randy. *The Impact of Interstate Migration on Human Capital Development in Washington*, Higher Education Coordinating Board (September 2010), <http://www.hecb.wa.gov/research/documents/2010migrationReport-final.pdf>.

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State's growing diversity reflected on Washington campuses

Washington is growing more diverse. The share of the state population that includes people of color and Hispanics grew from 20.6 percent of the state population in 2000, to 23.8 percent in 2008.³

As Washington's overall population changes, the mix of students on college campuses also is undergoing a transformation. In 1999, 76 percent of students attending the state's public four-year institutions were white. By 2009, fewer than 69 percent were white. At the state's independent four-year institutions, 77 percent of students were white in 1999. By 2009, 74 percent were white. At the state's community and technical colleges, more than 79 percent were white in 1999, compared to nearly 70 percent in 2009.

Hispanics, Washington's fastest-growing minority group, accounted for nearly 4 percent of students at public four-year institutions in 1999, compared to 6.5 percent in 2009. The next fastest-growing group, Asians and Pacific Islanders, accounted for nearly 11.5 percent of the student population in 1999; it was nearly 14 percent in 2009.

Student Race/Ethnicity Distribution as a Percentage of Total Headcount Enrollment by Sector, Fall 2009

Race/Ethnicity	Headcount Enrollment			Percentage Within Sector		
	Public Four-Year	Private Four-Year	Community & Technical Colleges	Public Four-Year	Private Four-Year	Community & Technical Colleges
Fall 1999						
Black	2,188	1,335	7,498	2.6%	3.5%	4.6%
Native American	1,581	521	3,415	1.9%	1.4%	2.1%
Asian/Pacific Islander	9,657	3,088	11,631	11.5%	8.2%	7.2%
Hispanic	3,163	1,488	7,670	3.8%	3.9%	4.7%
White	63,633	29,072	128,780	75.7%	77.0%	79.2%
Nonresident Alien	3,866	2,232	3,619	4.6%	5.9%	2.2%
TOTAL	84,088	37,736	162,613	100.0%	100.0%	100.0%
Fall 2009						
Black	3,561	2,097	9,462	3.2%	4.8%	5.1%
Native American	1,697	723	2,988	1.5%	1.6%	1.6%
Asian/Pacific Islander	15,111	4,141	13,564	13.7%	9.4%	7.4%
Hispanic	7,107	2,807	15,526	6.5%	6.4%	8.4%
White	75,663	32,517	128,634	68.8%	73.7%	70.0%
2 or More (see note)	1,213	80	7,561	1.1%	0.2%	4.1%
Nonresident Alien	5,611	1,773	6,073	5.1%	4.0%	3.3%
TOTAL	109,963	44,138	183,808	100.0%	100.0%	100.0%

Note: Northwest Indian College enrollments are included in the community and technical colleges sector. Students from "unknown" racial/ethnic backgrounds are excluded from the analysis. For fall 2008, institutions were given the option of using the "multi-racial" category; not all schools did.

Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009.

³ Population by Race and Hispanic Origin: 2000 and 2008. OFM <http://www.ofm.wa.gov/pop/race/08estimates/executivesummary08.pdf>.

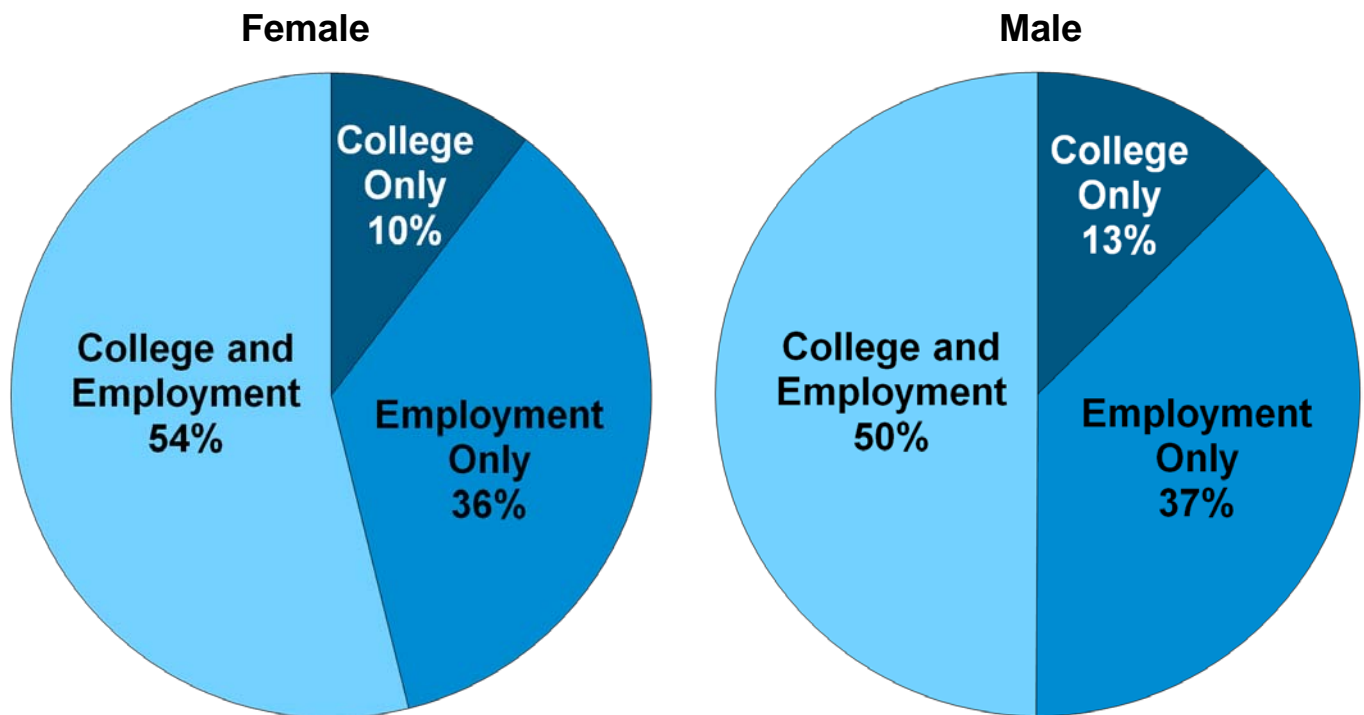
Juggling study and work is a reality for many Washington students

Many students face the challenge of balancing college work with the demands of a job or family. Some work intermittently or full-time to earn money to help pay tuition and cover living expenses or to gain valuable work experience in a chosen field. Others work at career jobs full-time while taking college classes to update job skills in specific areas.

The *Washington State Graduate Follow-up Study* for 2007 found that more than 24 percent of high school graduates who attended two-year institutions during their first year after graduation were employed at some time during the year. More than 20 percent of those attending baccalaureate institutions worked.

The report also found that female students were more likely to have jobs during the year, while men were more likely to work without attending college. Roughly the same proportion of men and women (10 percent) attended college without working.

**Post-High School Efforts in Year After Graduating by Gender
Class of 2007**



Note: Students for which no data exists are not included.

Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-up Study*, Class of 2007.

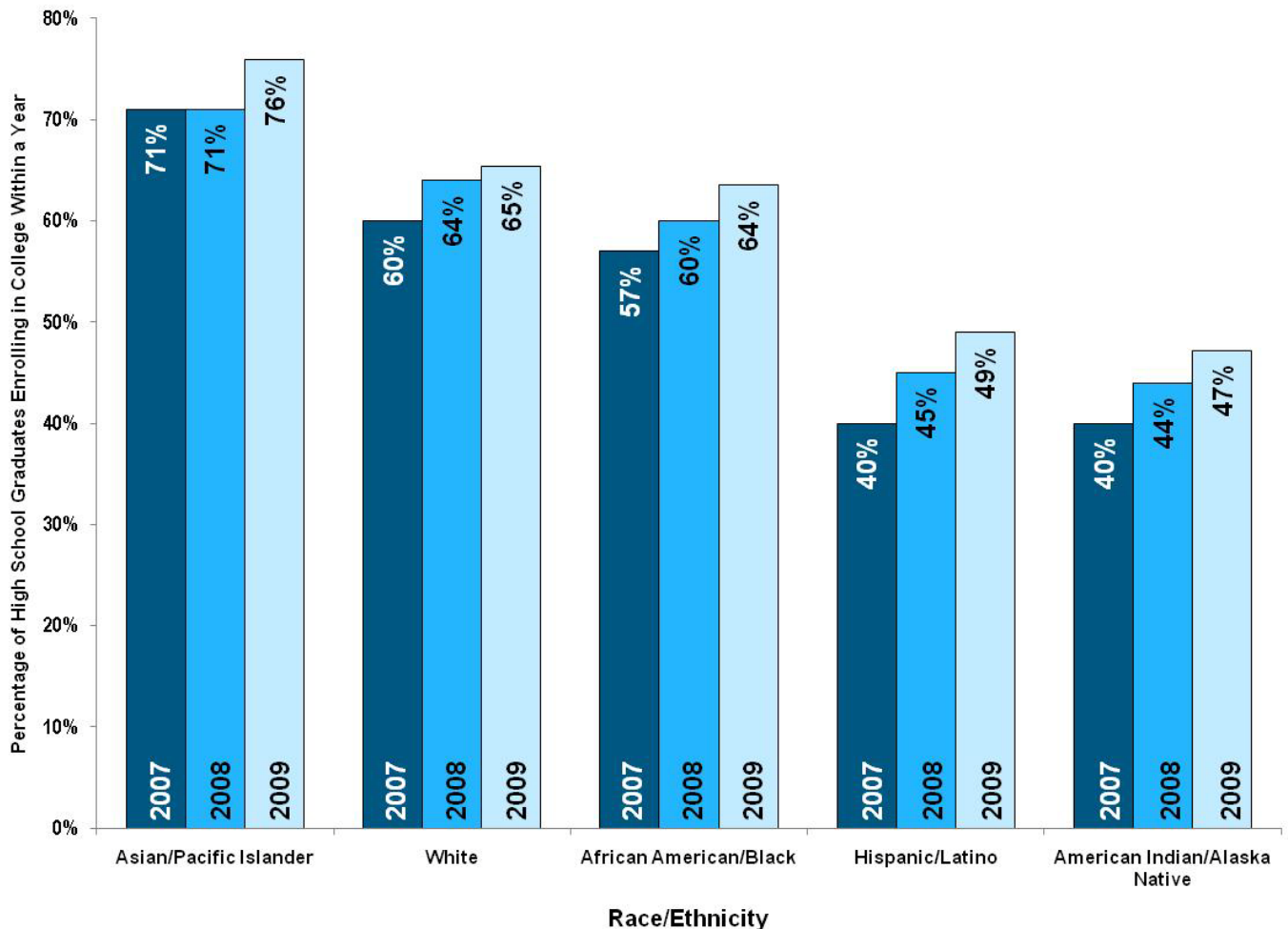
College participation rates vary among racial and ethnic groups

While more minority students are enrolling at Washington colleges and universities, the level of participation by different ethnic groups varies and does not always correspond to their overall growth rate in the state population.

Asians and Pacific Islanders are the state's second fastest-growing minority group, but they lead all racial and ethnic categories in rates of college participation. Hispanics, the fastest-growing racial and ethnic category, trail Asian and Pacific Islanders, whites, and African Americans in college participation.

To meet the state's long-term goals for increased production of college degrees, more members of minority groups will need to be encouraged to pursue college degrees and certificates.

**Percentage of High School Graduates Enrolling in College within a Year
by Race/Ethnicity, 2007-2009**



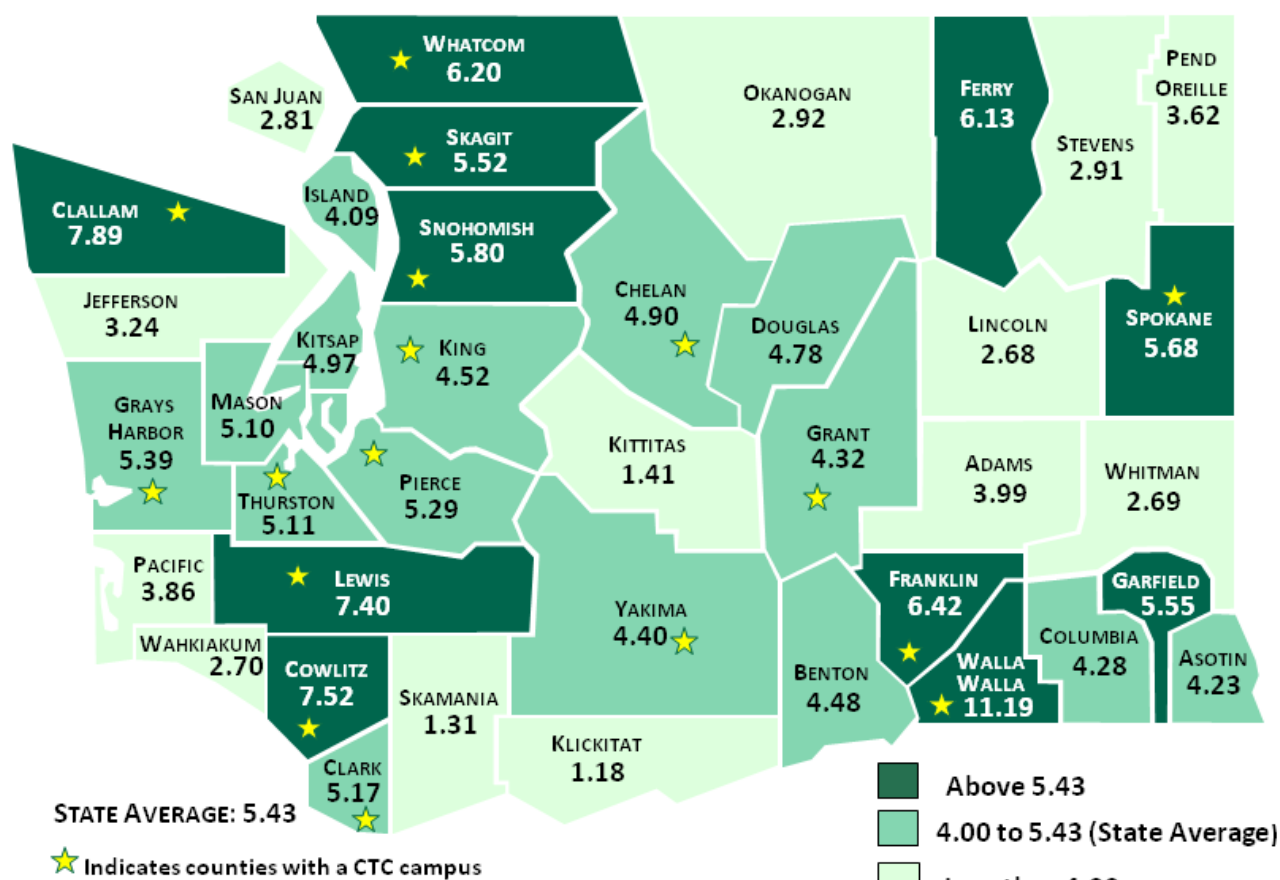
Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, Washington State College Enrollment Study (2007, 2008), ERDC 2009.

Proximity to college increases odds of enrollment

Having a college in one's hometown or a nearby community makes it easier to attend college. Data confirm that Washington residents who live in counties where community or technical colleges are located attend CTCs in greater numbers than people who live in counties that do not host CTCs.

The map below shows CTC participation rates as a percentage of the county resident population aged 17-64. The impact that proximity and ease-of-access have on college participation rates highlights the importance of improving college access, especially for people whose incomes or other circumstances make it difficult to travel long distances to attend college.

Community College Participation Rates by County
Percent of Population Aged 17-64, Fall 2009



Sources: State Board for Community and Technical College's Management Information System Reports; Office of Financial Management's county population estimates.

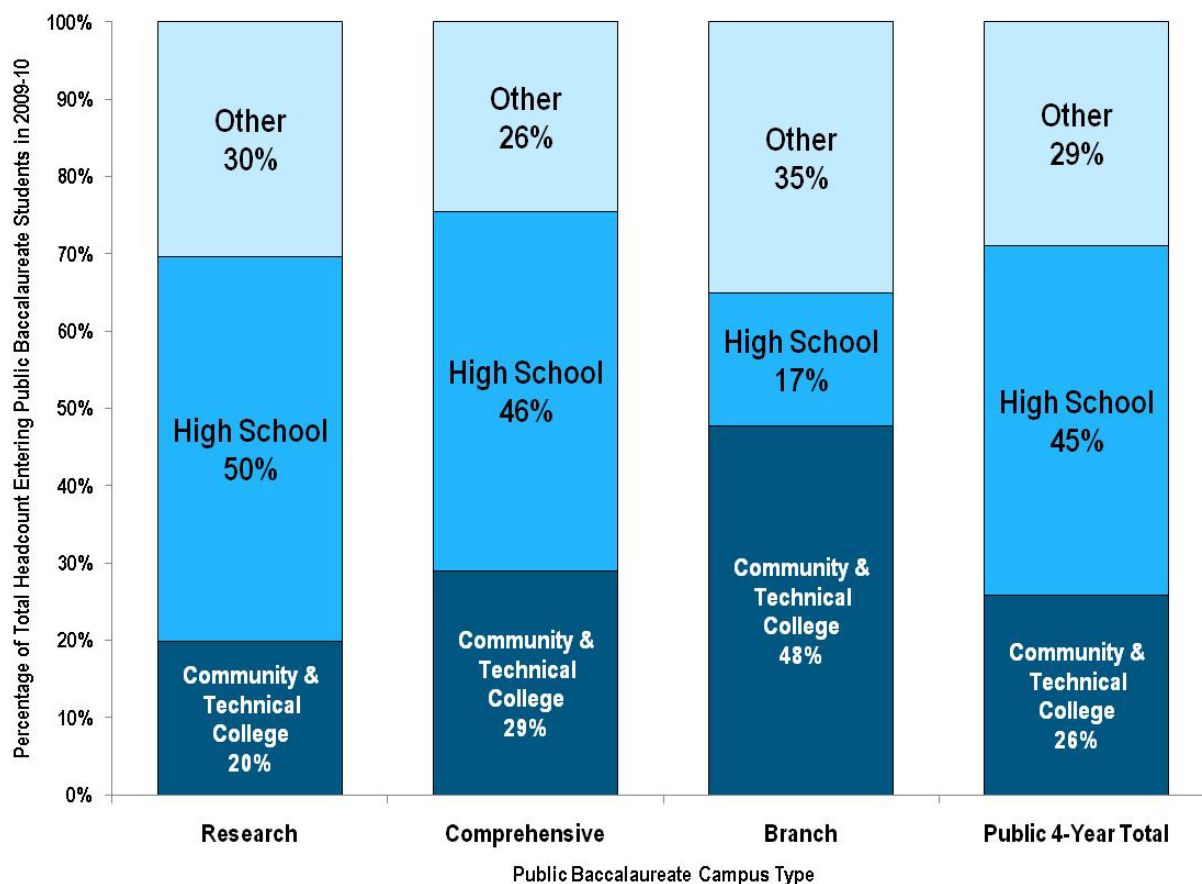
Students travel a variety of pathways to reach baccalaureate institutions

Students arrive at the state's public baccalaureate institutions with a variety of educational backgrounds. Some come straight from high school, while others transfer from community and technical colleges or from other baccalaureate institutions.

The chart below shows that the educational backgrounds of the student populations within each institutional type vary considerably. More than half the entering students at the research and comprehensive institutions enrolled directly from high school, while less than a quarter of those enrolling at branch campuses came from high school.

Branch campuses, which began admitting freshmen in 2006, have a higher percentage of students with other educational backgrounds, including transfers from other four-year institutions in Washington or out-of-state.

**Students Entering Public Baccalaureate Institutions
as a Percentage of Headcount Total by Source and Campus Type
2009-10 Academic Year**



Notes: Students with Running Start credits are included in "High School." "Other" includes transfers from Washington four-year institutions, transfers from out-of-state, and unknown.

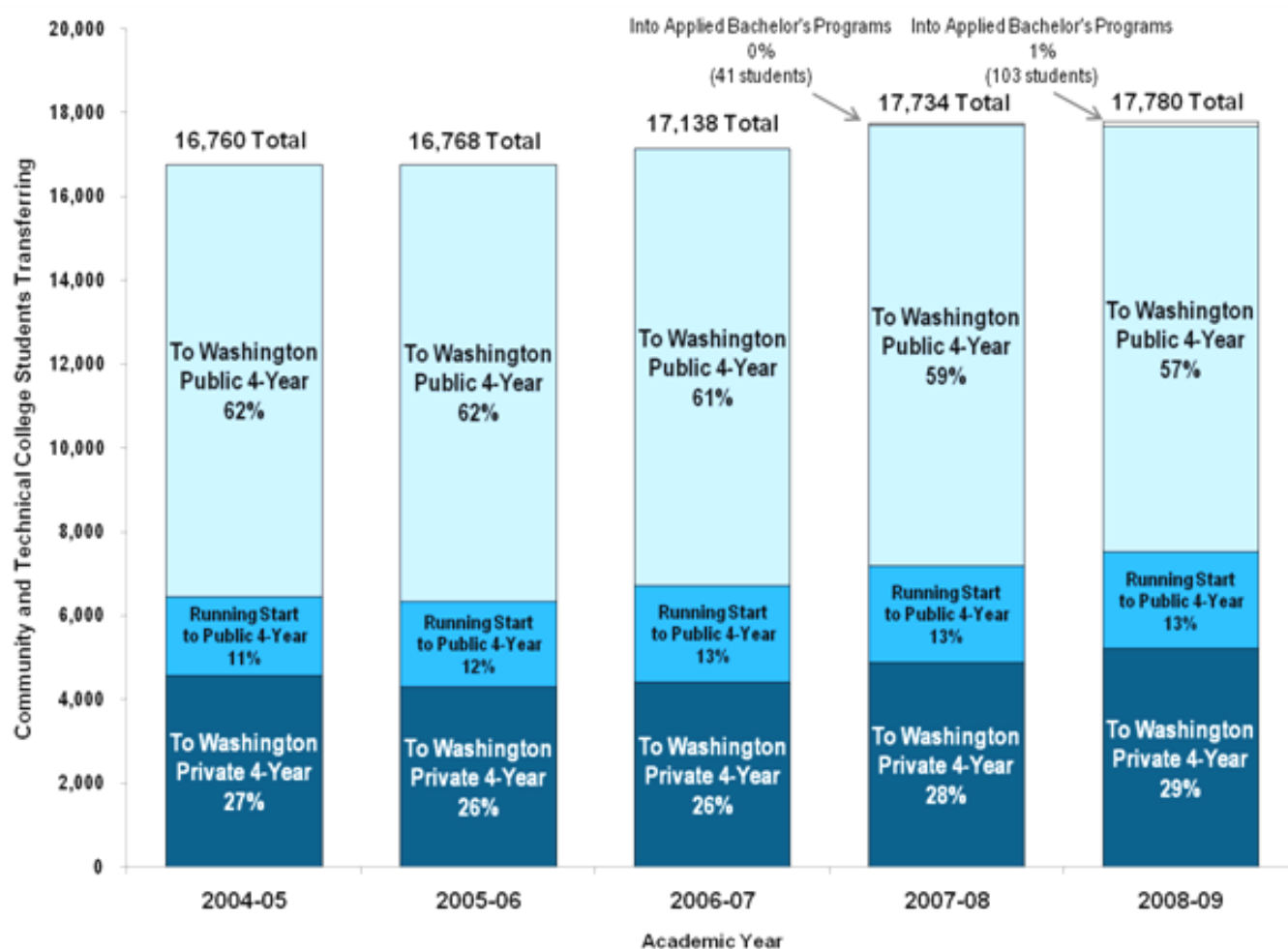
Source: Office of Financial Management, *Higher Education Enrollment Report*, Table 7, 2009-10.

Many baccalaureate students begin college at two-year institutions

The number of community and technical college students who transfer to public or private baccalaureate institutions has grown at a modest pace in recent years. In 2007-08, about 17,800 Washington community and technical college students transferred to four-year institutions in the state. Another 3,000 students transferred to out-of-state institutions.

Not all transfer students have degrees and not all students with two-year degrees transfer. Of those who transferred to a Washington college or university, about four-fifths enrolled at public four-year institutions; this includes more than 2,300 Running Start students. In addition, about 5,200 students transferred to independent four-year institutions in Washington or to Portland State University.

**Transfer Students from Community and Technical Colleges,
by Destination 2004-05 to 2008-09**



Notes: Washington independent schools includes Portland State University. Totals may not add due to rounding.

Source: State Board for Community and Technical Colleges, *Academic Year Report*, 2007-08.