Washington State Encyclopedia of Education Data

June 2021

Washington Student Achievement Council

Research Division

Foreword

The Washington State Encyclopedia of Education Data uses data from a variety of sources to present a holistic look at educational outcomes in the state organized around the Washington Student Achievement Council's strategic framework. The key areas addressed in the Encyclopedia are educational attainment and outcomes, state investment and affordability, enrollment and completion, and labor market outcomes. Where applicable, the Encyclopedia presents trends over time and disaggregated data by relevant socio-demographic characteristics, including gender, race, and income. The data shared is meant to provide useful information about the educational landscape in Washington to help inform policymaking and program development in the state.

This project was a collaborative effort by members of the Washington Student Achievement Council Research Team. We are also appreciative of the hard work of our colleagues in IT who assisted with the data querying and checking processes.

Data in this report was compiled during the first half of 2021 and is current to the greatest extent possible. However, due to the multitude of data sources used, data may vary slightly in time periods available and date of last update. Refer to the original data source or contact WSAC Research with any questions.

Glossary for Encyclopedia of Education Data

Term	Meaning	Definition
ACS	American Community Survey	An annual survey conducted by the United States Census Bureau that provides vital information about our nation and its people.
CBS	College Bound Scholarship	The College Bound Scholarship is an early commitment of state financial aid to eligible students who enroll in middle school and meet the pledge requirements. It covers average tuition at public college rates, some fees, and a small book allowance.
CTC	Community and technical college	Another term for 2-year postsecondary institutions.
CTE	Career and technical education	Career and Technical Education promotes and supports locally based middle and high school programs that provide 21st century, academic and technical skills for all students.
Dual credit courses		Dual Credit provides students with the potential to earn high school and college credit at the same time. Dual credit options can be course or exam based.
ERDC	Education Research and Data Center	Washington's Education Research and Data Center compiles data about students as they move through school to the workforce. It houses the state longitudinal data system.
Extended-time graduation rate		The rate of students who graduated within 150% of "normal" time. For example, extended-time graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.
FAFSA	Free Application for Federal Student Aid	The federal application students must complete in order to receive federal and state financial aid. See WASFA for alternative option.
FRPL	Free or Reduced Priced Lunch	Often used as a proxy for low-income for K-12 students.

FTE	Full-Time Equivalency	A measurement equal to one student enrolled full-time for one academic year.
Headcount		Total number of students.
IPEDS	The Integrated Postsecondary Education Data System	A system of interrelated surveys conducted by the United States Department of Education's National Center for Education Statistics. IPEDS gathers information from all postsecondary institutions that participate in federal financial aid programs.
LEAP	Legislative Evaluation and Accountability Program Committee	A bipartisan committee of the Washington State Legislature for developing budgets, communicating budget decisions, and tracking revenue, expenditure, and staffing activity.
MFI	Median Family Income	The median family income (MFI) category is based on a student's family income as a percent of the state median family income, taking into account family size. It is used to determine financial aid award eligibility.
OSPI	Office of Superintendent of Public Instruction	Washington's K-12 education agency.
Pell grant		A federal grant for undergraduate students who have exceptional financial need.
Pre-college courses		Pre-college courses, also referred to as remedial or developmental courses, are courses used by postsecondary institutions to prepare students for college-level Math and English courses.
SNG	State Need Grant	Prior to the 2020-2021 academic year, the Washington College Grant was called the State Need Grant. See WCG for definition.
Unmet need		The difference between a students' financial need and their need-based financial aid package.

WASFA	Washington Application for Student Financial Aid	The state application students may complete in order to receive state financial aid if ineligible to complete the FAFSA.
WCG	Washington College Grant	Washington's largest state financial aid program. Amounts vary based on income, family size, and school or program cost. A maximum award will cover full tuition at any approved in-state public college or university.

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Section A. Educational Attainment and Outcomes

The labor market is dependent upon people with skills and knowledge that are applicable in today's economy. Higher education equips individuals with the tools they need to succeed in the labor market. Those with a postsecondary credential also tend to qualify for higher-paying jobs that lead to improved living standards and more secure and fulfilling lives. Particularly during times of crisis, like the COVID-19 pandemic, these benefits can improve individual wellbeing. They also contribute to our state's economic prosperity. To that end, Washington has a goal to increase educational attainment in the state so that at least 70 percent of the adult population ages 25 to 44 have some sort of postsecondary credential. Ensuring a strong K-12 education system and equitable access and success in higher education is critical to the state's ability to achieve this goal.

A1. Educational Attainment of Adults in Washington

Table A1.1 Distribution of adults (ages 25+) in Washington by highest level of education attained

Educational Attainment	Count	Percent
Less Than 9th Grade	186,922	3.5%
9th - 12th Grade	254,658	4.8%
HS Diploma or Equivalent	1,167,441	22.0%
Some College, No Degree	1,197,283	22.6%
Associate degree	533,581	10.1%
Bachelor's Degree	1,203,778	22.7%
Graduate Degree	750,908	14.2%
Total	5,294,571	100.0%

Source: American Community Survey, 1-Year PUMS data, 2019

Table A1.2 Distribution of adults (ages 25-44) in Washington by highest level of education attained

Educational Attainment	Count	Percent
Less Than 9th Grade	64,753	2.9%
9th - 12th Grade	113,432	5.2%
HS Diploma or Equivalent	457,365	20.8%
Some College, No Degree	456,471	20.7%
Associate degree	219,655	10.0%
Bachelor's Degree	566,217	25.7%
Graduate Degree	322,983	14.7%
Total	2,200,876	100.0%

Source: American Community Survey, 1-Year PUMS data, 2019

Table A1.3 Educational attainment in Washington by gender (ages 25-44)

Educational Attainment	Male		Female	
	Count	Percent	Count	Percent
Less Than 9th Grade	38,919	3.4%	25,834	2.4%
9th - 12th Grade	66,222	5.9%	47,210	4.4%
HS Diploma or Equivalent	262,730	23.3%	194,635	18.2%
Some College, No Degree	234,284	20.7%	222,187	20.7%
Associate degree	107,698	9.5%	111,957	10.5%
Bachelor's Degree	275,962	24.4%	290,255	27.1%
Graduate Degree	143,847	12.7%	179,136	16.7%
Total	1,129,662	100.0%	1,071,214	100.0%

Source: American Community Survey, 1-Year PUMS data, 2019

Table A1.4 Educational attainment in Washington by race/ethnicity (ages 25-44), percentages

Educational Attainment	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian and Other Pacific Islander	White/ Middle-Eastern	Two or More
Less Than High School	16.3%	4.4%	5.8%	12.0%	7.2%	4.8%	6.3%
HS Diploma or Equivalent	31.9%	11.0%	27.6%	27.7%	35.4%	21.1%	21.6%
Some College, No Degree	25.8%	14.6%	28.7%	23.8%	33.5%	22.3%	26.2%
Associate Degree	13.4%	9.6%	11.4%	9.9%	9.2%	11.0%	9.7%
Bachelor's Degree	7.6%	36.4%	17.6%	18.3%	10.5%	27.6%	27.9%
Graduate Degree	5.0%	24.0%	9.0%	8.2%	4.2%	13.1%	8.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: American Community Survey, 1-Year PUMS data, 2019

Table A1.5 Educational attainment in Washington by race/ethnicity (ages 25-44), counts

Educational Attainment	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian and Other Pacific Islander	White/ Middle-Eastern	Two or More
Less Than High School	3,723	6,064	4,546	23,032	1,066	64,578	5,946
HS Diploma or Equivalent	7,258	15,337	21,718	52,863	5,192	284,099	20,483
Some College, No Degree	5,872	20,284	22,513	45,298	4,910	300,480	24,851
Associate Degree	3,045	13,360	8,948	18,893	1,351	148,714	9,209
Bachelor's Degree	1,728	50,539	13,791	34,963	1,536	371,176	26,487
Graduate Degree	1,145	33,388	7,053	15,633	621	176,819	7,858
Total	22,771	138,972	78,569	190,682	14,676	1,345,866	94,834

Source: American Community Survey, 1-Year PUMS data, 2019

Table A1.6 Educational attainment in Washington by county (ages 25-44), percentages

County	Less than High School	High School Diploma or Equivalent	Some college, no degree	Associate degree	Bachelor's degree	Graduate or professional degree	Total
Adams	36.7%	30.9%	13.2%	6.9%	7.5%	4.8%	100.0%
Asotin	8.4%	28.3%	30.1%	12.9%	14.8%	5.6%	100.0%
Benton	10.0%	25.0%	24.2%	10.3%	20.3%	10.3%	100.0%
Chelan	20.0%	27.7%	15.7%	11.3%	16.3%	9.0%	100.0%
Clallam	10.5%	29.2%	28.2%	10.2%	13.4%	8.4%	100.0%
Clark	8.7%	23.4%	26.4%	11.2%	21.6%	8.7%	100.0%
Columbia	6.2%	10.9%	33.7%	23.2%	18.1%	7.8%	100.0%
Cowlitz	12.2%	29.3%	29.8%	12.4%	11.5%	4.8%	100.0%
Douglas	19.2%	30.3%	20.1%	10.3%	13.9%	6.2%	100.0%
Ferry	15.1%	38.8%	24.8%	5.7%	11.8%	3.7%	100.0%
Franklin	24.4%	26.5%	22.7%	9.0%	12.2%	5.3%	100.0%
Garfield	4.6%	19.0%	25.3%	13.5%	30.6%	7.0%	100.0%
Grant	24.8%	28.9%	19.9%	8.8%	13.2%	4.5%	100.0%
Grays Harbor	10.7%	35.2%	28.7%	11.1%	9.9%	4.4%	100.0%
Island	4.3%	23.8%	33.3%	14.0%	18.1%	6.5%	100.0%
Jefferson	9.1%	27.1%	26.1%	8.4%	19.2%	10.0%	100.0%
King	5.8%	12.7%	15.3%	7.5%	35.8%	22.9%	100.0%
Kitsap	4.6%	23.6%	30.1%	11.5%	22.2%	8.0%	100.0%
Kittitas	11.1%	21.3%	26.3%	7.0%	25.1%	9.1%	100.0%
Klickitat	13.4%	22.9%	18.7%	7.7%	24.8%	12.4%	100.0%
Lewis	13.8%	27.7%	28.2%	13.3%	12.2%	4.7%	100.0%
Lincoln	6.4%	24.8%	24.9%	11.3%	22.1%	10.4%	100.0%
Mason	16.6%	34.8%	25.1%	11.3%	9.1%	3.2%	100.0%
Okanogan	18.8%	32.3%	24.7%	8.2%	12.1%	3.8%	100.0%
Pacific	14.0%	33.6%	26.3%	10.1%	10.8%	5.2%	100.0%
Pend Oreille	11.5%	38.3%	17.4%	11.7%	16.8%	4.3%	100.0%
Pierce	8.7%	26.2%	25.8%	12.3%	19.1%	7.8%	100.0%
San Juan	6.6%	22.8%	21.8%	8.9%	29.1%	10.8%	100.0%
Skagit	12.4%	27.0%	24.9%	12.8%	16.6%	6.3%	100.0%
Skamania	12.6%	29.3%	21.6%	9.1%	15.1%	12.2%	100.0%
Snohomish	7.5%	22.0%	23.7%	11.0%	25.2%	10.6%	100.0%
Spokane	6.3%	22.6%	27.2%	13.5%	20.1%	10.4%	100.0%
Stevens	10.2%	37.6%	23.2%	11.2%	12.8%	5.0%	100.0%
Thurston	6.5%	21.3%	25.8%	11.1%	23.7%	11.6%	100.0%
Wahkiakum	9.8%	38.8%	30.0%	14.8%	4.1%	2.6%	100.0%
Walla Walla	12.6%	18.7%	24.7%	16.0%	17.7%	10.3%	100.0%
Whatcom	7.4%	20.5%	23.1%	14.6%	25.1%	9.3%	100.0%
Whitman	3.5%	11.1%	16.3%	9.4%	30.7%	29.0%	100.0%
Yakima	26.3%	30.0%	19.1%	8.8%	10.4%	5.4%	100.0%

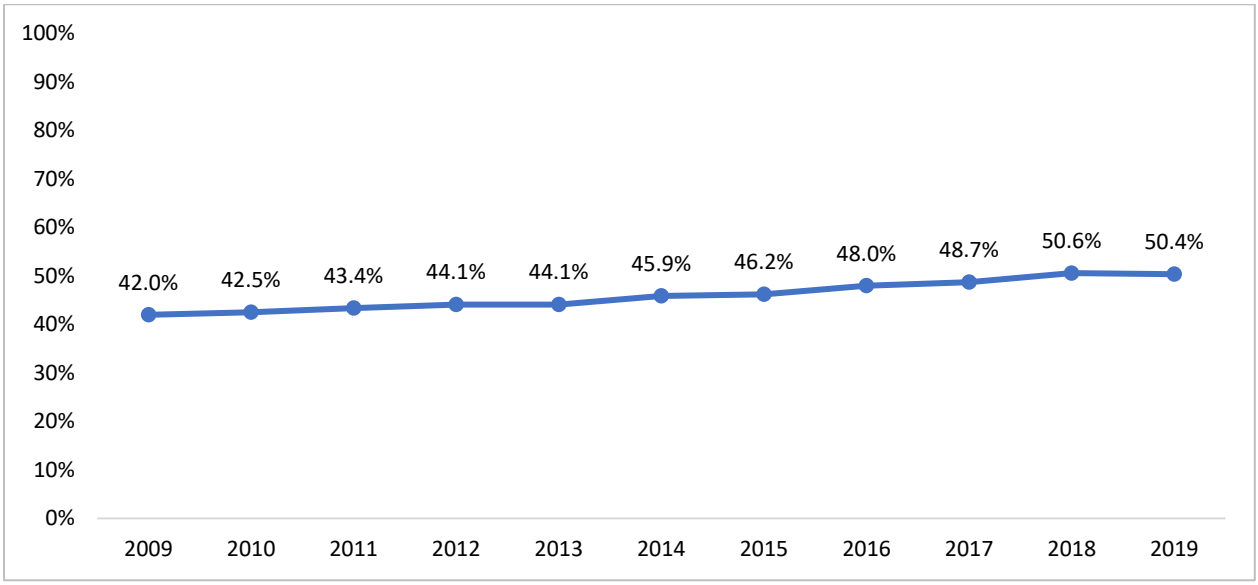
Source: American Community Survey, 1-Year PUMS data, 2019

Table A1.7 Educational attainment in Washington by county (ages 25-44), counts

County	Less than High School	High School Diploma or Equivalent	Some college, no degree	Associate degree	Bachelor's degree	Graduate or professional degree	Total
Adams	1,722	1,452	621	324	351	225	4,695
Asotin	417	1,413	1,501	642	739	281	4,993
Benton	5,154	12,842	12,405	5,285	10,406	5,272	51,364
Chelan	3,633	5,016	2,853	2,055	2,951	1,623	18,131
Clallam	1,633	4,542	4,391	1,590	2,090	1,311	15,557
Clark	10,885	29,337	33,063	14,033	27,103	10,930	125,351
Columbia	51	90	277	191	149	64	822
Cowlitz	3,080	7,411	7,551	3,145	2,911	1,219	25,317
Douglas	1,944	3,071	2,031	1,047	1,405	624	10,122
Ferry	233	601	384	89	183	58	1,548
Franklin	6,516	7,078	6,065	2,403	3,263	1,420	26,745
Garfield	21	87	116	62	140	32	458
Grant	5,953	6,936	4,781	2,113	3,161	1,081	24,025
Grays Harbor	1,833	5,999	4,898	1,885	1,683	756	17,054
Island	847	4,724	6,602	2,778	3,589	1,292	19,832
Jefferson	481	1,441	1,387	448	1,019	533	5,309
King	42,131	91,678	110,472	54,638	259,061	165,867	723,847
Kitsap	3,208	16,332	20,856	7,959	15,371	5,513	69,239
Kittitas	1,104	2,121	2,622	700	2,505	910	9,962
Klickitat	636	1,086	885	365	1,176	585	4,733
Lewis	2,516	5,063	5,154	2,431	2,235	861	18,260
Lincoln	125	485	487	221	433	204	1,955
Mason	2,406	5,029	3,632	1,633	1,313	458	14,471
Okanogan	1,735	2,978	2,278	756	1,117	346	9,210
Pacific	574	1,381	1,080	413	442	215	4,105
Pend Oreille	280	931	423	284	408	105	2,431
Pierce	21,861	65,622	64,701	30,932	47,849	19,610	250,575
San Juan	198	684	652	266	873	324	2,997
Skagit	3,761	8,212	7,562	3,897	5,035	1,908	30,375
Skamania	330	767	564	239	396	319	2,615
Snohomish	17,281	50,821	54,603	25,403	58,023	24,366	230,497
Spokane	8,561	30,914	37,275	18,434	27,522	14,198	136,904
Stevens	876	3,225	1,993	962	1,095	431	8,582
Thurston	5,009	16,552	20,053	8,581	18,424	8,970	77,589
Wahkiakum	65	257	199	98	27	17	663
Walla Walla	1,807	2,690	3,542	2,295	2,543	1,484	14,361
Whatcom	4,137	11,389	12,835	8,112	13,953	5,198	55,624
Whitman	402	1,264	1,850	1,062	3,481	3,284	11,343
Yakima	16,524	18,852	11,983	5,553	6,522	3,411	62,845

Source: American Community Survey, 1-Year PUMS data, 2019

Figure A1.8 Proportion of adults (ages 25-44) in Washington with any postsecondary credential (associate and higher), trend over time



Source: American Community Survey, 1-Year PUMS data, 2009 through 2019

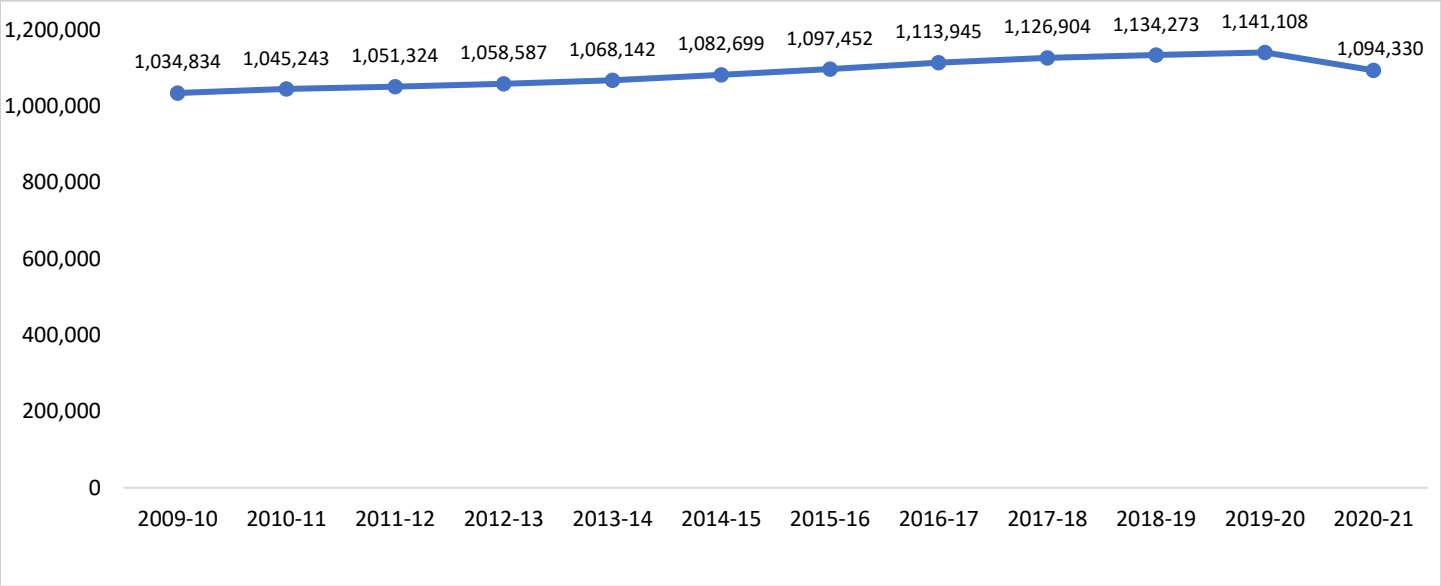
Table A1.9 Proportion of adults (ages 25-44) in Washington with any postsecondary credential (associate and higher), trend over time

Year	Total Count of Adults	Proportion with Associate and higher
2009	1,859,134	42.0%
2010	1,847,955	42.5%
2011	1,874,243	43.4%
2012	1,895,458	44.1%
2013	1,921,011	44.1%
2014	1,936,934	45.9%
2015	1,988,924	46.2%
2016	2,016,967	48.0%
2017	2,094,309	48.7%
2018	2,169,806	50.6%
2019	2,200,876	50.4%

Source: American Community Survey, 1-Year PUMS data, 2009 through 2019

A2. K-12 Education

Figure A2.1 Total count of K-12 students, trend over time



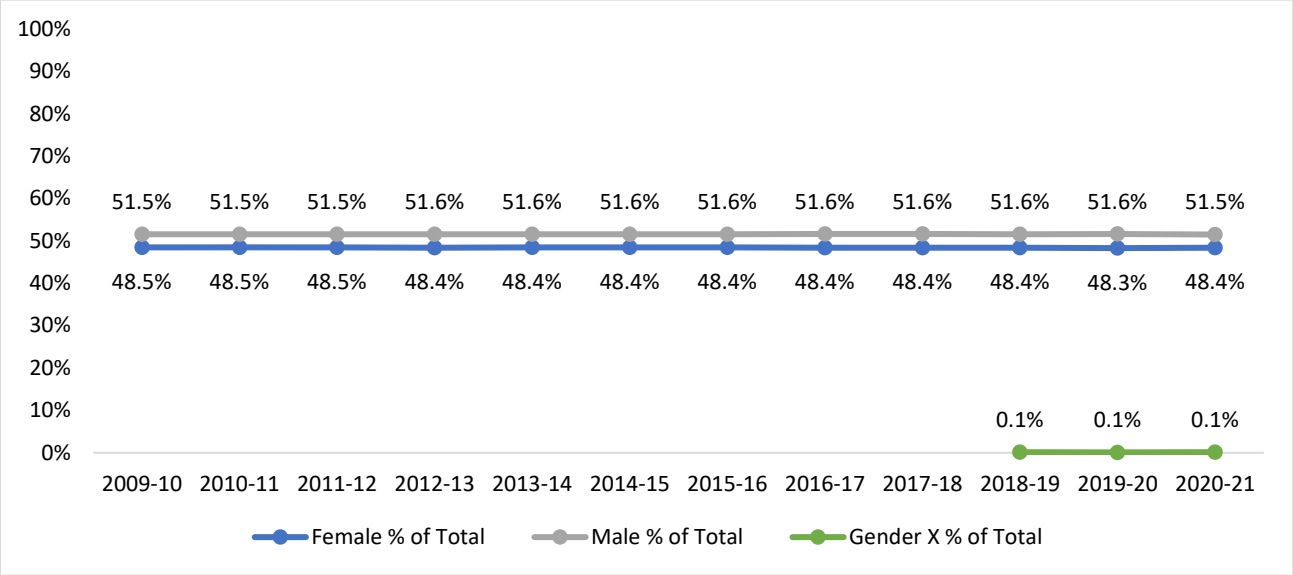
Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Table A2.2 Total count of K-12 students, trend over time

School Year	Count
2009-10	1,034,834
2010-11	1,045,243
2011-12	1,051,324
2012-13	1,058,587
2013-14	1,068,142
2014-15	1,082,699
2015-16	1,097,452
2016-17	1,113,945
2017-18	1,126,904
2018-19	1,134,273
2019-20	1,141,108
2020-21	1,094,330

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Figure A2.3 Distribution of K-12 students by gender, trend over time



Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Effective January 2018, WAC 246-490-075 defines "X" as "a gender that is not exclusively male or female, including, but not limited to, intersex, agender, amalgagender, androgynous, bigender, demigender, female-to-male, genderfluid, genderqueer, male-to-female, neutrois, nonbinary, pangender, third sex, transgender, transsexual, Two Spirit, and unspecified.

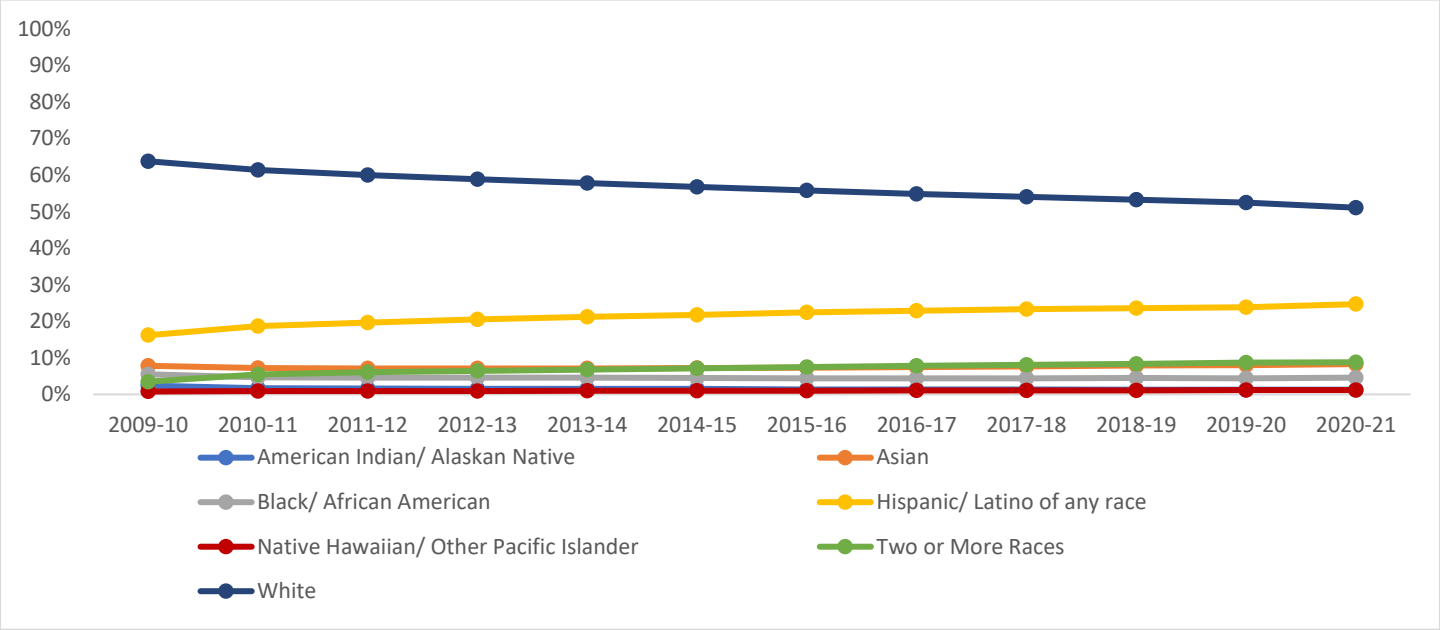
Table A2.4 Distribution of K-12 students by gender, trend over time

School Year	Female	Male	Gender X	Total
2009-10	48.5%	51.5%	--	100.0%
2010-11	48.5%	51.5%	--	100.0%
2011-12	48.5%	51.5%	--	100.0%
2012-13	48.4%	51.6%	--	100.0%
2013-14	48.4%	51.6%	--	100.0%
2014-15	48.4%	51.6%	--	100.0%
2015-16	48.4%	51.6%	--	100.0%
2016-17	48.4%	51.6%	--	100.0%
2017-18	48.4%	51.6%	--	100.0%
2018-19	48.3%	51.6%	0.1%	100.0%
2019-20	48.3%	51.6%	0.1%	100.0%
2020-21	48.4%	51.5%	0.1%	100.0%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Effective January 2018, WAC 246-490-075 defines "X" as "a gender that is not exclusively male or female, including, but not limited to, intersex, agender, amalgagender, androgynous, bigender, demigender, female-to-male, genderfluid, genderqueer, male-to-female, neutrois, nonbinary, pangender, third sex, transgender, transsexual, Two Spirit, and unspecified.

Figure A2.5 Distribution of K-12 students by race/ethnicity, trend over time



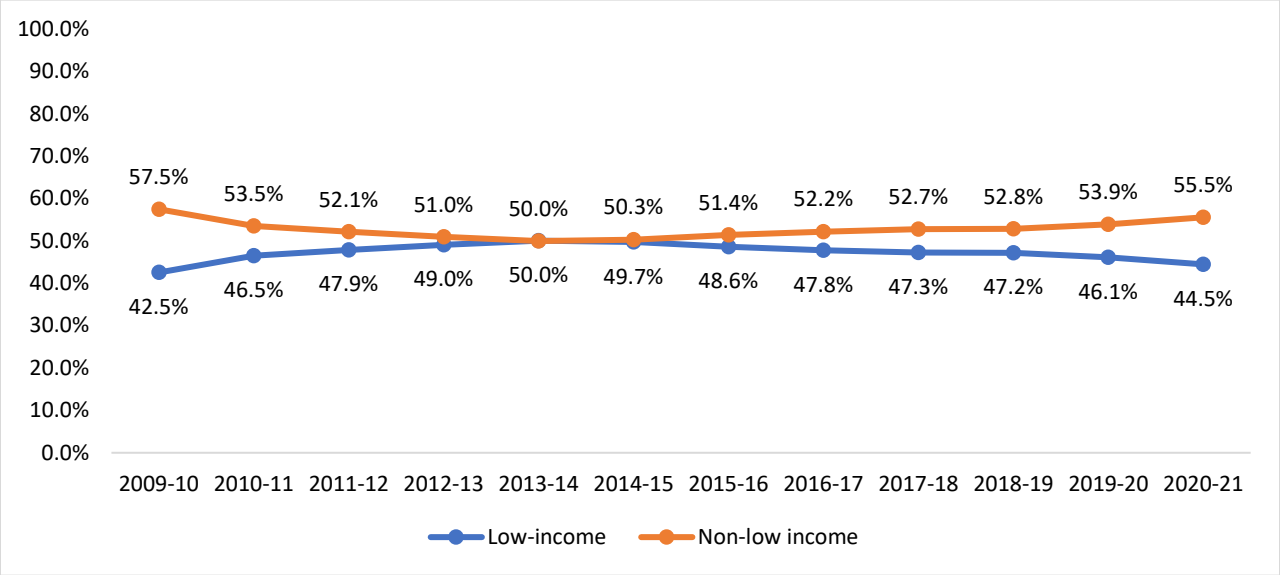
Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Race was unknown for some students, resulting in slightly smaller total number of students

Table A2.6 Distribution of K-12 students by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Total
2009-10	2.4%	7.8%	5.5%	16.2%	0.8%	3.5%	63.8%	100.0%
2010-11	1.7%	7.2%	4.7%	18.7%	0.9%	5.5%	61.4%	100.0%
2011-12	1.6%	7.1%	4.6%	19.7%	0.9%	6.1%	60.0%	100.0%
2012-13	1.5%	7.1%	4.6%	20.5%	0.9%	6.4%	58.9%	100.0%
2013-14	1.5%	7.1%	4.6%	21.2%	1.0%	6.8%	57.8%	100.0%
2014-15	1.5%	7.2%	4.5%	21.8%	1.0%	7.1%	56.8%	100.0%
2015-16	1.4%	7.3%	4.4%	22.5%	1.0%	7.5%	55.8%	100.0%
2016-17	1.4%	7.5%	4.4%	22.9%	1.1%	7.8%	54.9%	100.0%
2017-18	1.4%	7.7%	4.4%	23.3%	1.1%	8.1%	54.1%	100.0%
2018-19	1.3%	7.9%	4.5%	23.6%	1.1%	8.4%	53.3%	100.0%
2019-20	1.3%	8.0%	4.4%	23.9%	1.2%	8.7%	52.5%	100.0%
2020-21	1.3%	8.3%	4.6%	24.7%	1.2%	8.8%	51.1%	100.0%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Race was unknown for some students, resulting in slightly smaller total number of students

Figure A2.7 Distribution of K-12 students by income (based on FRPL status), trend over time



Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Free and Reduced Price Meal/Lunch (FRPL) eligibility is used as a proxy for low-income. The source of this data is the information submitted by school districts through the Comprehensive Education Data and Research System (CEDARS).

Table A2.8 Distribution of K-12 students by income (based on FRPL status), trend over time

School Year	Low-income	Non-low income	Total
2009-10	42.5%	57.5%	100.0%
2010-11	46.5%	53.5%	100.0%
2011-12	47.9%	52.1%	100.0%
2012-13	49.0%	51.0%	100.0%
2013-14	50.0%	50.0%	100.0%
2014-15	49.7%	50.3%	100.0%
2015-16	48.6%	51.4%	100.0%
2016-17	47.8%	52.2%	100.0%
2017-18	47.3%	52.7%	100.0%
2018-19	47.2%	52.8%	100.0%
2019-20	46.1%	53.9%	100.0%
2020-21	44.5%	55.5%	100.0%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Free and Reduced Price Meal/Lunch (FRPL) eligibility is used as a proxy for low-income. The source of this data is the information submitted by school districts through the Comprehensive Education Data and Research System (CEDARS).

Table A2.9 Assessment outcomes of K-12 students overall by assessment (English Language Arts, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	548,448	50.6%	548,599	44.3%	--	--
2015-16	506,256	59.8%	558,899	47.2%	--	--
2016-17	518,943	58.7%	563,002	47.4%	--	--
2017-18	579,584	59.4%	579,832	49.5%	246,865	46.3%
2018-19	585,373	59.6%	585,581	48.9%	247,014	46.7%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card; general status assessment only

Note: Every spring, students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area. Science was not assessed prior to academic year 2017-2018.

Table A2.10 Assessment outcomes of K-12 students by grade by assessment (English Language Arts, Math, Science), trend over time

Assessment outcomes of 3rd grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	80,458	51.7%	80,386	56.4%	--	--
2015-16	84,201	54.0%	84,258	58.6%	--	--
2016-17	85,482	52.4%	85,589	57.6%	--	--
2017-18	84,389	55.6%	84,475	57.6%	--	--
2018-19	82,565	55.4%	82,644	58.0%	--	--

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Science is not assessed in 3rd grade.

Assessment outcomes of 4th grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	78,679	54.2%	78,719	53.6%	--	--
2015-16	81,399	56.7%	81,455	55.0%	--	--
2016-17	85,025	54.9%	85,084	54.0%	--	--
2017-18	86,125	57.3%	86,162	53.8%	--	--
2018-19	85,084	56.9%	85,147	54.0%	--	--

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Science is not assessed in 4th grade.

Assessment outcomes of 5th grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	78,524	57.2%	78,538	47.7%	--	--
2015-16	79,581	59.6%	79,613	48.8%	--	--
2016-17	82,577	58.2%	82,605	48.3%	--	--
2017-18	85,511	59.3%	85,533	48.6%	85,563	55.1%
2018-19	86,609	60.4%	86,625	48.3%	86,651	53.2%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Science was not assessed for 5th grade students prior to academic year 2017-2018.

Assessment outcomes of 6th grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	77,736	53.4%	77,772	45.1%	--	--
2015-16	79,279	56.0%	79,283	47.8%	--	--
2016-17	80,220	55.0%	80,250	47.9%	--	--
2017-18	82,642	56.0%	82,641	48.3%	--	--
2018-19	85,884	56.9%	85,915	46.8%	--	--

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Science is not assessed in 6th grade.

Assessment outcomes of 7th grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	77,118	56.2%	77,208	47.6%	--	--
2015-16	78,705	58.0%	78,717	49.4%	--	--
2016-17	80,090	59.6%	80,114	49.6%	--	--
2017-18	80,699	59.8%	80,733	49.1%	--	--
2018-19	83,264	60.6%	83,298	48.7%	--	--

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Science is not assessed in 7th grade.

Assessment outcomes of 8th grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	78,904	56.0%	78,939	45.7%	--	--
2015-16	78,031	59.1%	78,065	47.5%	--	--
2016-17	79,622	57.9%	79,654	47.4%	--	--
2017-18	80,451	59.1%	80,500	47.5%	80,574	53.0%
2018-19	81,204	58.0%	81,215	45.8%	81,230	51.6%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Science was not assessed for 8th grade students prior to academic year 2017-2018.

Assessment outcomes of 10th grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	--	--	--	--	--	--
2015-16	--	--	--	--	--	--
2016-17	--	--	--	--	--	--
2017-18	79,767	69.6%	79,788	40.7%	--	--
2018-19	80,763	69.7%	80,737	40.2%	--	--

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: 10th grade students were not assessed prior to academic year 2017-2018. Science is not assessed in 10th grade.

Assessment outcomes of 11th grade students by assessment (English, Math, Science), trend over time

School Year	English Language Arts		Math		Science	
	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard	Count of Students Expected to Test	Percent Met Standard
2014-15	77,029	25.3%	77,037	13.2%	--	--
2015-16	25,060	75.3%	77,508	21.8%	--	--
2016-17	25,927	73.3%	69,706	25.8%	--	--
2017-18	--	--	--	--	80,728	30.3%
2018-19	--	--	--	--	79,133	34.5%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Science was not assessed in 11th grade prior to academic year 2017-2018. English Language Arts and Math were not assessed in 11th grade after academic year 2016-2017.

Table A2.11 Proportion of high school students enrolled in any dual credit course, trend over time

School Year	Total Count of High School Students	Percent Enrolled in any Dual Credit Course
2015	330,199	55.7%
2016	327,947	57.0%
2017	334,542	57.2%
2018	339,021	59.3%
2019	338,351	60.2%
2020	338,672	61.6%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Table A2.12 Proportion of high school students enrolled in dual credit by dual credit course type, trend over time

School Year	Percent Taking AP	Percent Taking IB	Percent Taking College in The High School	Percent Taking Cambridge	Percent Taking Running Start	Percent Taking CTE
2014-15	18.8%	2.6%	5.7%	1.0%	6.7%	35.0%
2015-16	18.9%	2.4%	6.8%	1.0%	7.0%	35.4%
2016-17	19.7%	2.6%	6.7%	1.0%	7.7%	34.5%
2017-18	20.1%	2.7%	10.5%	1.0%	8.2%	35.2%
2018-19	20.2%	2.7%	12.3%	1.0%	8.7%	35.5%
2019-20	19.9%	2.7%	14.3%	1.0%	9.0%	37.0%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Students may take more than one dual credit course at a time so the percent in any dual credit may not be the sum of the individual course type participation percentages.

Table A2.13 Count of high school students by grade, trend over time

School Year	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	84,774	81,962	82,311	81,152
2015-16	83,158	81,691	81,627	81,471
2016-17	83,327	83,338	84,664	83,213
2017-18	85,313	83,012	85,518	85,178
2018-19	86,450	83,981	83,626	84,294
2019-20	85,706	84,837	84,123	84,006

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Table A2.14 Proportion of high school students enrolled in dual credit by dual credit course type and grade, trend over time

9th grade students enrolled in dual credit by dual credit course type, trend over time

School Year	Percent Taking AP	Percent Taking IB	Percent Taking College in The High School	Percent Taking Cambridge	Percent Taking Running Start	Percent Taking CTE	Percent Taking any Dual Credit Type
2014-15	4.7%	1.0%	1.3%	1.0%	1.0%	39.5%	44.1%
2015-16	5.2%	1.0%	2.0%	1.0%	1.0%	39.4%	44.2%
2016-17	6.7%	1.0%	1.7%	1.0%	1.0%	38.2%	43.7%
2017-18	8.2%	1.0%	2.7%	1.0%	1.0%	41.4%	47.5%
2018-19	9.2%	1.0%	3.8%	1.0%	1.0%	41.6%	48.1%
2019-20	8.8%	1.0%	4.4%	1.0%	1.0%	41.6%	47.9%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Students may take more than one dual credit course at a time so the percent in any dual credit may not be the sum of the individual course type participation percentages.

10th grade students enrolled in dual credit by dual credit course type, trend over time

School Year	Percent Taking AP	Percent Taking IB	Percent Taking College in The High School	Percent Taking Cambridge	Percent Taking Running Start	Percent Taking CTE	Percent Taking any Dual Credit Type
2014-15	17.4%	1.8%	4.4%	1.0%	1.0%	32.3%	47.3%
2015-16	18.6%	1.5%	5.5%	1.0%	1.0%	33.1%	49.1%
2016-17	19.9%	1.6%	5.4%	1.0%	1.0%	31.8%	48.6%
2017-18	20.3%	1.6%	9.6%	1.0%	1.0%	32.6%	50.3%
2018-19	21.3%	1.6%	11.8%	1.0%	1.0%	33.6%	52.3%
2019-20	21.6%	1.5%	14.3%	1.0%	1.0%	36.5%	55.0%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Students may take more than one dual credit course at a time so the percent in any dual credit may not be the sum of the individual course type participation percentages.

11th grade students enrolled in dual credit by dual credit course type, trend over time

School Year	Percent Taking AP	Percent Taking IB	Percent Taking College in The High School	Percent Taking Cambridge	Percent Taking Running Start	Percent Taking CTE	Percent Taking any Dual Credit Type
2014-15	25.8%	4.3%	8.8%	1.0%	12.6%	33.5%	65.6%
2015-16	25.1%	3.9%	10.3%	1.0%	13.1%	33.9%	66.8%
2016-17	25.5%	4.5%	10.0%	1.0%	14.4%	33.5%	67.6%
2017-18	25.3%	4.6%	15.3%	1.0%	15.3%	32.4%	68.7%
2018-19	24.8%	4.6%	17.2%	1.0%	16.1%	33.2%	69.8%
2019-20	24.5%	4.8%	19.9%	1.0%	17.5%	34.1%	71.3%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Students may take more than one dual credit course at a time so the percent in any dual credit may not be the sum of the individual course type participation percentages.

12th grade students enrolled in dual credit by dual credit course type, trend over time

School Year	Percent Taking AP	Percent Taking IB	Percent Taking College in The High School	Percent Taking Cambridge	Percent Taking Running Start	Percent Taking CTE	Percent Taking any Dual Credit Type
2014-15	27.9%	3.5%	8.5%	1.0%	14.6%	34.6%	66.6%
2015-16	27.1%	3.6%	9.5%	1.0%	14.9%	35.0%	68.2%
2016-17	26.7%	3.7%	9.6%	1.0%	16.4%	34.4%	68.8%
2017-18	26.6%	4.0%	14.2%	1.0%	17.3%	34.3%	70.3%
2018-19	25.8%	4.1%	16.5%	1.0%	18.8%	33.4%	71.1%
2019-20	25.1%	4.0%	18.7%	1.0%	18.9%	35.9%	72.3%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card
Note: Students may take more than one dual credit course at a time so the percent in any dual credit may not be the sum of the individual course type participation percentages.

Table A2.15 Proportion of high school students enrolled in dual credit by dual credit type and gender, trend over time

Female students enrolled in dual credit by dual credit type

School Year	Total Count of Female Students	Advanced Placement (AP)	College in the High School	Cambridge International	International Baccalaureate (IB)	Running Start	CTE
2014-15	159,953	21.1%	6.2%	<1%	2.8%	8.3%	33.0%
2015-16	158,891	21.1%	7.5%	<1%	2.6%	8.7%	33.6%
2016-17	162,027	21.9%	7.3%	<1%	2.8%	9.7%	32.6%
2017-18	164,627	22.4%	11.1%	<1%	2.9%	10.3%	33.0%
2018-19	164,101	22.6%	13.0%	<1%	2.9%	10.9%	33.7%
2019-20	164,782	22.2%	15.2%	<1%	2.8%	11.4%	35.2%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Male students enrolled in dual credit by dual credit type

School Year	Total Count of Male Students	Advanced Placement (AP)	College in the High School	Cambridge International	International Baccalaureate (IB)	Running Start	CTE
2014-15	169,148	16.8%	5.3%	<1%	2.5%	5.3%	36.8%
2015-16	168,013	17.0%	6.2%	<1%	2.2%	5.4%	37.1%
2016-17	171,252	17.7%	6.1%	<1%	2.4%	6.0%	36.2%
2017-18	173,143	18.1%	9.9%	<1%	2.6%	6.3%	37.2%
2018-19	172,674	18.0%	11.7%	<1%	2.6%	6.6%	37.5%
2019-20	173,272	17.8%	13.4%	<1%	2.5%	6.8%	38.9%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Gender X students enrolled in dual credit by dual credit type

School Year	Total Count of Gender X Students	Advanced Placement (AP)	College in the High School	Cambridge International	International Baccalaureate (IB)	Running Start	CTE
2014-15	--	--	--	--	--	--	--
2015-16	--	--	--	--	--	--	--
2016-17	--	--	--	--	--	--	--
2017-18	--	--	--	--	--	--	--
2018-19	462	12.1%	5.4%	<1%	<1%	3.0%	9.5%
2019-20	618	24.4%	7.1%	<1%	<1%	3.1%	19.3%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Note: Effective January 2018, WAC 246-490-075 defines "X" as "a gender that is not exclusively male or female, including, but not limited to, intersex, agender, amalgagender, androgynous, bigender, demigender, female-to-male, genderfluid, genderqueer, male-to-female, neutrois, nonbinary, pangender, third sex, transgender, transsexual, Two Spirit, and unspecified.

Table A2.16 Counts of high school students by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
2014-15	48,453	250,490	161,225	772,577	24,158	243,799	2,184,101
2015-16	45,980	256,209	158,194	804,648	27,427	257,921	2,164,976
2016-17	45,226	269,182	160,805	843,704	33,986	274,849	2,144,858
2017-18	45,464	279,430	162,945	874,324	37,421	287,442	2,138,163
2018-19	43,326	282,105	163,747	901,876	32,159	298,381	2,105,090
2019-20	42,390	281,166	158,325	890,282	25,308	299,034	2,002,571

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Table A2.17 Proportion of high school students enrolled in dual credit by dual credit type and race/ethnicity, trends over time

Proportion of high school students enrolled in Advanced Placement (AP) Courses by race/ethnicity

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
2014-15	8.7%	33.5%	15.7%	11.9%	14.8%	20.7%	19.7%
2015-16	9.1%	33.6%	15.8%	12.2%	15.7%	21.0%	19.8%
2016-17	8.7%	34.9%	16.6%	13.3%	17.7%	22.1%	20.4%
2017-18	8.8%	36.4%	17.2%	13.5%	16.4%	22.1%	20.8%
2018-19	9.9%	37.8%	16.6%	12.9%	15.6%	22.5%	20.9%
2019-20	8.8%	37.4%	16.1%	12.6%	14.7%	22.3%	20.7%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Proportion of high school students enrolled in College in the High School Courses by race/ethnicity

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
2014-15	3.3%	9.5%	3.0%	4.0%	3.0%	5.1%	6.2%
2015-16	4.1%	9.5%	4.8%	5.2%	3.9%	6.2%	7.4%
2016-17	3.7%	9.5%	4.5%	5.5%	3.5%	6.0%	7.1%
2017-18	5.5%	15.3%	6.6%	8.9%	5.4%	9.3%	11.1%
2018-19	6.1%	21.2%	8.4%	10.6%	5.5%	12.0%	12.3%
2019-20	8.6%	23.8%	9.4%	11.9%	6.7%	14.1%	14.6%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Proportion of high school students enrolled in Cambridge International Courses by race/ethnicity

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
2014-15	<1%	<1%	<1%	<1%	1.6%	<1%	<1%
2015-16	<1%	<1%	<1%	<1%	1.7%	<1%	<1%
2016-17	<1%	<1%	<1%	<1%	1.7%	<1%	<1%
2017-18	<1%	<1%	<1%	<1%	2.0%	<1%	<1%
2018-19	<1%	<1%	<1%	<1%	1.4%	<1%	<1%
2019-20	<1%	<1%	<1%	<1%	1.5%	<1%	<1%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Proportion of high school students enrolled in International Baccalaureate (IB) Courses by race/ethnicity

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
2014-15	1.0%	7.9%	4.5%	2.4%	3.2%	2.9%	1.9%
2015-16	1.0%	7.5%	4.5%	2.0%	1.8%	2.5%	1.7%
2016-17	1.0%	7.3%	5.1%	2.2%	2.7%	2.8%	1.9%
2017-18	1.0%	7.5%	5.7%	2.4%	2.6%	2.9%	1.9%
2018-19	1.1%	7.3%	5.3%	2.5%	2.8%	2.8%	1.9%
2019-20	1.0%	6.9%	4.7%	2.5%	2.9%	2.9%	1.9%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Proportion of high school students enrolled in Running Start Courses by race/ethnicity

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
2014-15	3.2%	8.5%	3.8%	4.3%	2.0%	5.9%	7.8%
2015-16	3.4%	9.3%	4.1%	4.1%	2.5%	6.6%	8.1%
2016-17	3.8%	10.4%	5.5%	4.3%	3.3%	7.5%	9.0%
2017-18	3.9%	11.2%	6.2%	4.8%	3.9%	8.1%	9.5%
2018-19	4.0%	11.9%	7.4%	5.3%	4.2%	8.3%	10.0%
2019-20	4.2%	12.9%	8.5%	5.6%	4.0%	8.5%	10.2%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

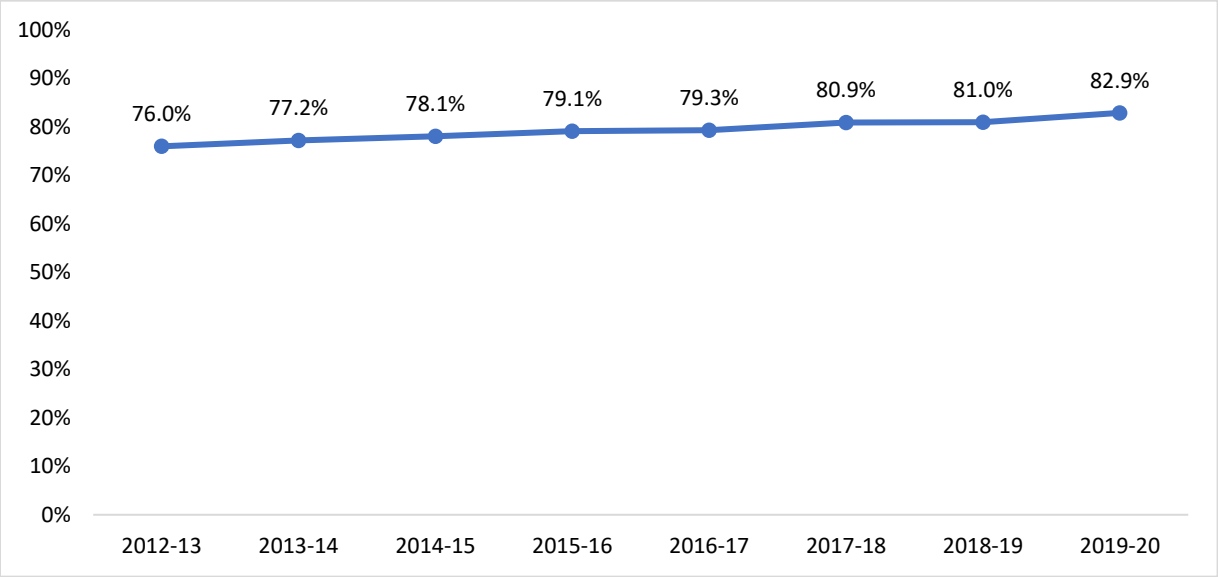
Proportion of high school students enrolled in CTE Courses by race/ethnicity

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
2014-15	27.3%	36.5%	39.7%	34.3%	38.4%	36.0%	34.7%
2015-16	28.1%	36.9%	40.5%	36.9%	42.6%	35.6%	34.3%
2016-17	27.6%	36.6%	39.6%	36.1%	39.4%	35.2%	33.1%
2017-18	27.7%	38.2%	39.5%	35.7%	41.1%	35.4%	34.2%
2018-19	28.4%	38.6%	38.8%	36.5%	42.1%	37.1%	34.4%
2019-20	28.2%	40.7%	38.8%	38.1%	43.4%	38.1%	35.8%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

A3. High School Outcomes

Figure A3.1 Four year high school graduation rate, trend over time



Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Table A3.2 Four year high school graduation rate, trend over time

School Year	Graduation Rate
2012-13	76.0%
2013-14	77.2%
2014-15	78.1%
2015-16	79.1%
2016-17	79.3%
2017-18	80.9%
2018-19	81.0%
2019-20	82.9%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Table A3.3 Four year high school graduation rate by gender, trend over time

School Year	Female	Gender X	Male
2012-13	79.9%	--	72.3%
2013-14	81.1%	--	73.6%
2014-15	81.6%	--	74.7%
2015-16	82.4%	--	76.0%
2016-17	82.6%	--	76.3%
2017-18	84.0%	--	77.8%
2018-19	84.0%	70.8%	78.1%
2019-20	86.0%	67.5%	80.0%

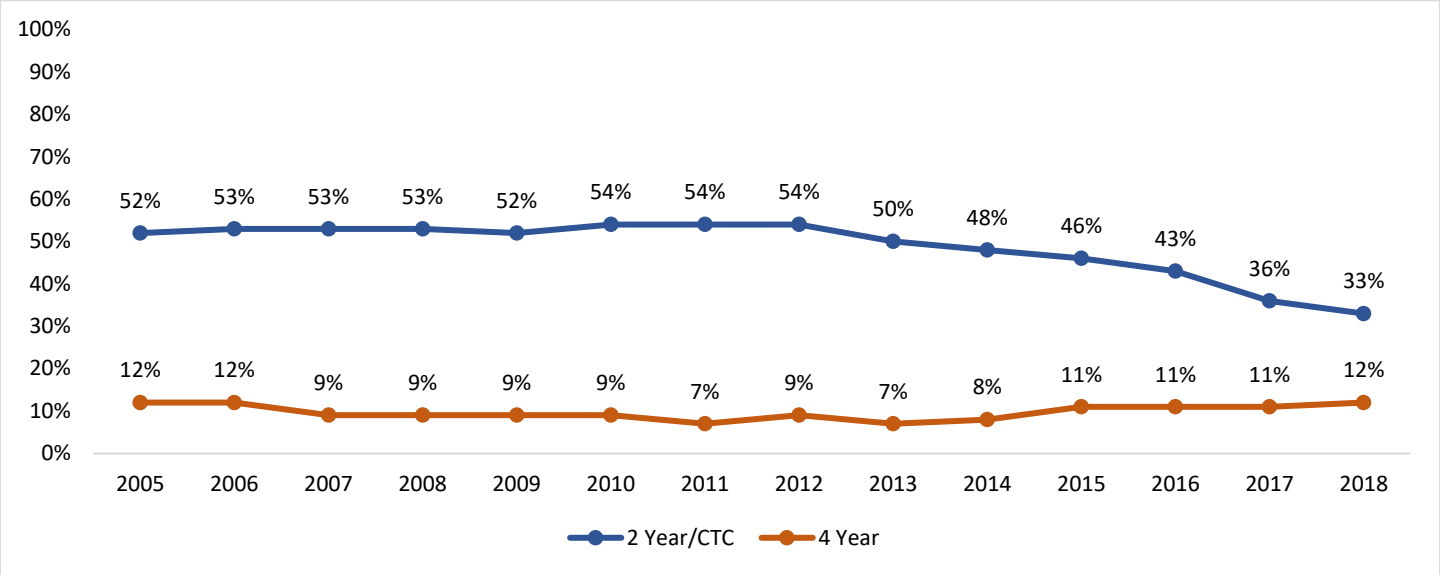
Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Table A3.4 Four year high school graduation rate by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/Latino of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White
2012-13	52.5%	84.1%	65.4%	65.6%	62.3%	76.2%	79.4%
2013-14	53.7%	86.5%	67.8%	67.3%	64.6%	75.5%	80.5%
2014-15	56.4%	87.8%	68.8%	69.6%	67.0%	77.9%	80.9%
2015-16	60.6%	88.6%	70.7%	72.3%	68.2%	77.9%	81.5%
2016-17	60.3%	87.5%	71.5%	72.7%	68.1%	79.7%	81.9%
2017-18	60.4%	90.0%	74.4%	75.2%	74.0%	80.7%	82.9%
2018-19	61.7%	90.4%	73.6%	75.7%	74.4%	81.2%	82.8%
2019-20	69.8%	91.1%	76.3%	77.7%	77.3%	83.9%	84.7%

Source: Washington State Office of Superintendent of Public Instruction (OSPI) Report Card

Figure A3.5 Rate of high school graduates enrolled in any pre-college coursework by course type and institution sector, trend over time



Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Table A3.6 Rate of high school graduates enrolled in pre-college coursework by course type and institution sector, trend over time

School Year	English		Math		Both Course Types		Any Course Type	
	2-Year/ CTC	4-Year	2-Year/ CTC	4-Year	2-Year/ CTC	4-Year	2-Year/ CTC	4-Year
2004-05	22%	3%	46%	8%	16%	1%	52%	12%
2005-06	22%	1%	47%	7%	16%	1%	53%	12%
2006-07	22%	4%	47%	6%	16%	2%	53%	9%
2007-08	22%	3%	47%	7%	16%	2%	53%	9%
2008-09	23%	3%	45%	7%	16%	2%	52%	9%
2009-10	24%	3%	48%	7%	17%	1%	54%	9%
2010-11	24%	2%	48%	5%	17%	1%	54%	7%
2011-12	23%	2%	47%	8%	17%	1%	54%	9%
2012-13	22%	2%	43%	6%	15%	1%	50%	7%
2013-14	21%	2%	41%	7%	14%	1%	48%	8%
2014-15	20%	3%	40%	9%	14%	1%	46%	11%
2015-16	17%	3%	38%	9%	12%	1%	43%	11%
2016-17	12%	2%	32%	10%	8%	1%	36%	11%
2017-18	11%	2%	29%	11%	6%	1%	33%	12%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Table A3.7 Rate of high school graduates enrolled in pre-college coursework by gender, by course type, and institution sector, trend over time

Rate of high school graduates enrolled in pre-college English courses, by gender and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	Female	Male	Female	Male
2004-05	22%	22%	3%	3%
2005-06	23%	21%	2%	1%
2006-07	23%	22%	4%	4%
2007-08	23%	21%	3%	4%
2008-09	23%	22%	3%	4%
2009-10	24%	23%	3%	3%
2010-11	24%	24%	2%	2%
2011-12	24%	23%	2%	2%
2012-13	23%	21%	2%	3%
2013-14	21%	20%	2%	2%
2014-15	19%	20%	3%	3%
2015-16	18%	17%	3%	2%
2016-17	12%	13%	2%	2%
2017-18	11%	11%	2%	3%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in pre-college Math courses, by gender and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	Female	Male	Female	Male
2004-05	48%	44%	10%	5%
2005-06	50%	44%	9%	5%
2006-07	50%	43%	7%	5%
2007-08	50%	43%	8%	6%
2008-09	48%	42%	7%	6%
2009-10	51%	45%	8%	6%
2010-11	51%	45%	7%	4%
2011-12	49%	44%	9%	6%
2012-13	45%	41%	6%	5%
2013-14	43%	39%	8%	5%
2014-15	41%	38%	9%	7%
2015-16	39%	36%	10%	7%
2016-17	33%	31%	10%	9%
2017-18	30%	27%	12%	10%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in both English and Math pre-college courses, by gender and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	Female	Male	Female	Male
2004-05	16%	15%	1%	1%
2005-06	17%	15%	1%	1%
2006-07	17%	15%	2%	2%
2007-08	17%	14%	2%	2%
2008-09	17%	15%	2%	2%
2009-10	18%	16%	2%	1%
2010-11	18%	17%	1%	1%
2011-12	18%	16%	1%	1%
2012-13	16%	15%	1%	1%
2013-14	15%	13%	1%	1%
2014-15	14%	14%	1%	1%
2015-16	12%	12%	1%	1%
2016-17	8%	8%	1%	1%
2017-18	7%	6%	1%	1%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in any pre-college courses, by gender and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	Female	Male	Female	Male
2004-05	54%	50%	14%	9%
2005-06	55%	51%	14%	10%
2006-07	56%	50%	10%	8%
2007-08	56%	50%	10%	8%
2008-09	54%	49%	10%	8%
2009-10	56%	52%	10%	8%
2010-11	56%	51%	8%	6%
2011-12	56%	51%	10%	7%
2012-13	51%	48%	8%	6%
2013-14	49%	46%	9%	7%
2014-15	47%	44%	12%	10%
2015-16	44%	42%	12%	9%
2016-17	37%	35%	12%	10%
2017-18	34%	32%	13%	11%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Table A3.8 Rate of high school graduates enrolled in pre-college coursework by race/ethnicity, course type, and institution sector, trend over time

Rate of high school graduates enrolled in pre-college English courses at 2-year/CTC institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	30%	29%	32%	11%	0-20%	40%	18%
2005-06	29%	28%	32%	20%	53%	40%	19%
2006-07	29%	28%	36%	19%	23%	39%	18%
2007-08	29%	28%	36%	25%	38%	39%	18%
2008-09	30%	27%	35%	22%	35%	39%	19%
2009-10	29%	29%	37%	22%	27%	40%	20%
2010-11	29%	28%	34%	24%	35%	40%	19%
2011-12	35%	27%	36%	23%	38%	38%	18%
2012-13	33%	24%	32%	21%	30%	36%	17%
2013-14	33%	21%	28%	21%	23%	36%	16%
2014-15	25%	22%	28%	19%	22%	33%	14%
2015-16	24%	17%	26%	16%	29%	29%	13%
2016-17	18%	10%	18%	10%	19%	22%	9%
2017-18	14%	11%	17%	9%	9%	18%	7%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in pre-college English courses at 4-year institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	4%	1%	8%	0-20%	0%	12%	3%
2005-06	0-2%	1%	9%	0-5%	0%	4%	1%
2006-07	5%	2%	11%	0-5%	11-19%	15%	4%
2007-08	9%	2%	10%	0-5%	0-10%	12%	3%
2008-09	5%	1%	13%	5%	0-10%	11%	3%
2009-10	5%	1%	11%	3%	0-10%	11%	2%
2010-11	0-5%	1%	5%	1%	10%	9%	2%
2011-12	0-5%	1%	5%	1%	0-5%	8%	1%
2012-13	7%	1%	6%	1%	8%	7%	2%
2013-14	0-5%	1%	7%	3%	6%	5%	2%
2014-15	0-5%	1%	7%	4%	10%	8%	2%
2015-16	0-5%	1%	6%	3%	6-9%	4%	2%
2016-17	6%	1%	5%	2%	9%	5%	1%
2017-18	0-5%	1%	4%	3%	10%	4%	2%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in pre-college Math courses at 2-year/CTC institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	44%	43%	52%	50%	45%	55%	46%
2005-06	49%	46%	55%	53%	53%	54%	46%
2006-07	42%	44%	57%	48%	53%	54%	46%
2007-08	50%	42%	53%	54%	42%	56%	46%
2008-09	48%	41%	51%	46%	49%	54%	44%
2009-10	48%	42%	55%	45%	47%	61%	46%
2010-11	56%	41%	55%	46%	60%	59%	45%
2011-12	52%	39%	52%	48%	52%	59%	45%
2012-13	48%	35%	49%	47%	50%	57%	40%
2013-14	48%	34%	47%	37%	45%	55%	38%
2014-15	45%	30%	47%	38%	42%	54%	36%
2015-16	37%	29%	46%	35%	39%	50%	34%
2016-17	38%	27%	37%	29%	30%	44%	28%
2017-18	33%	22%	35%	27%	28%	40%	25%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in pre-college Math courses at 4-year institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	14%	3%	15%	0-20%	0%	19%	8%
2005-06	9%	3%	15%	6-9%	0%	12%	7%
2006-07	11%	2%	14%	0-5%	18%	17%	6%
2007-08	12%	2%	17%	8%	0-10%	16%	7%
2008-09	10%	2%	16%	6%	11%	18%	6%
2009-10	12%	2%	17%	5%	14%	16%	6%
2010-11	11%	1%	8%	5%	12%	12%	5%
2011-12	11%	2%	10%	7%	9%	17%	7%
2012-13	10%	1%	12%	5%	6%	12%	5%
2013-14	12%	1%	13%	6%	9%	14%	6%
2014-15	12%	2%	10%	9%	9%	17%	8%
2015-16	14%	2%	14%	10%	12%	16%	8%
2016-17	20%	2%	16%	9%	14%	17%	10%
2017-18	15%	3%	15%	12%	16%	18%	11%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in both English and Math pre-college courses at 2-year/CTC institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	18%	18%	24%	9%	0-20%	31%	14%
2005-06	20%	19%	25%	11%	37%	29%	14%
2006-07	17%	18%	27%	15%	20%	29%	13%
2007-08	22%	18%	26%	17%	19%	28%	13%
2008-09	21%	17%	25%	15%	27%	29%	14%
2009-10	22%	18%	27%	16%	17%	31%	15%
2010-11	19%	17%	26%	17%	26%	31%	14%
2011-12	24%	16%	25%	17%	27%	29%	13%
2012-13	24%	14%	21%	16%	23%	27%	12%
2013-14	22%	13%	17%	13%	13%	26%	11%
2014-15	18%	12%	19%	14%	14%	26%	10%
2015-16	17%	10%	18%	10%	21%	21%	9%
2016-17	12%	5%	11%	6%	12%	16%	6%
2017-18	8%	6%	10%	5%	4%	12%	4%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in both English and Math pre-college courses at 4-year institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	3-4%	0%	3%	0-20%	0%	6%	1%
2005-06	0-2%	0%	3%	0-5%	0%	2%	1%
2006-07	4%	0%	4%	0-5%	0-10%	10%	2%
2007-08	5%	1%	6%	0-5%	0-10%	8%	1%
2008-09	3%	0%	7%	0-2%	0-10%	8%	1%
2009-10	4%	0%	6%	0-2%	0-10%	8%	1%
2010-11	0-5%	0-1%	3%	1%	0-5%	5%	1%
2011-12	0-5%	0%	1%	1%	0-5%	5%	1%
2012-13	7%	1%	4%	1%	0-5%	3%	1%
2013-14	0-5%	0-1%	4%	1%	0-5%	3%	1%
2014-15	0-5%	0%	2%	2%	0-5%	4%	1%
2015-16	0-5%	0%	3%	2%	0-5%	2%	1%
2016-17	5%	0%	2%	1%	0-5%	3%	1%
2017-18	0-5%	0%	2%	1%	0-5%	2%	1%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in any pre-college courses at 2-year/CTC institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	56%	54%	61%	52%	45%	64%	50%
2005-06	58%	55%	62%	63%	68%	65%	51%
2006-07	54%	54%	66%	52%	55%	65%	51%
2007-08	57%	53%	63%	62%	61%	67%	51%
2008-09	57%	51%	61%	53%	57%	65%	49%
2009-10	55%	53%	65%	51%	56%	69%	51%
2010-11	65%	52%	63%	54%	69%	68%	51%
2011-12	64%	50%	63%	54%	63%	67%	50%
2012-13	58%	45%	59%	52%	57%	66%	45%
2013-14	59%	43%	57%	46%	56%	64%	43%
2014-15	51%	40%	55%	44%	51%	62%	41%
2015-16	45%	36%	55%	40%	47%	58%	38%
2016-17	44%	31%	44%	33%	37%	50%	31%
2017-18	39%	27%	42%	31%	33%	46%	28%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in any pre-college courses at 4-year institutions by race/ethnicity, trend over time

School Year	American Indian/ Alaskan Native	Asian	Black/African American	Two or more races	Native Hawaiian/ Pacific Islander	Hispanic or Latino of any race(s)	White
2004-05	20%	5%	25%	0-20%	0%	30%	11%
2005-06	14%	5%	24%	6-9%	0%	26%	12%
2006-07	14%	3%	22%	0-5%	32%	22%	9%
2007-08	16%	3%	21%	8%	0-10%	20%	9%
2008-09	13%	3%	24%	12%	11%	21%	9%
2009-10	15%	3%	23%	7%	16%	20%	9%
2010-11	11%	2%	10%	7%	18%	16%	7%
2011-12	12%	2%	14%	8%	9%	19%	9%
2012-13	10%	2%	14%	6%	11%	16%	7%
2013-14	13%	2%	16%	8%	12%	16%	8%
2014-15	17%	3%	15%	12%	16%	21%	10%
2015-16	16%	3%	17%	12%	17%	18%	11%
2016-17	21%	3%	18%	10%	20%	19%	11%
2017-18	15%	3%	17%	14%	24%	20%	12%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Table A3.9 Rate of high school graduates enrolled in pre-college coursework by FRPL status, course type, and institution sector, trend over time

Rate of high school graduates enrolled in pre-college English courses by FRPL status and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	FRPL	Not FRPL	FRPL	Not FRPL
2004-05	33%	19%	7%	3%
2005-06	34%	19%	4%	1%
2006-07	33%	19%	10%	3%
2007-08	34%	19%	9%	2%
2008-09	34%	19%	8%	3%
2009-10	34%	20%	6%	2%
2010-11	34%	19%	5%	1%
2011-12	33%	17%	5%	1%
2012-13	31%	17%	5%	2%
2013-14	30%	15%	4%	2%
2014-15	28%	14%	6%	2%
2015-16	25%	13%	4%	2%
2016-17	18%	9%	4%	1%
2017-18	16%	7%	4%	2%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in pre-college Math courses by FRPL status and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	FRPL	Not FRPL	FRPL	Not FRPL
2004-05	50%	45%	13%	7%
2005-06	50%	46%	10%	6%
2006-07	49%	46%	10%	6%
2007-08	51%	45%	13%	6%
2008-09	51%	43%	12%	6%
2009-10	54%	45%	11%	6%
2010-11	53%	45%	8%	5%
2011-12	53%	43%	12%	6%
2012-13	50%	38%	9%	4%
2013-14	48%	37%	10%	5%
2014-15	47%	35%	13%	7%
2015-16	44%	34%	13%	7%
2016-17	38%	28%	14%	8%
2017-18	35%	25%	15%	9%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in both English and Math pre-college courses by FRPL status and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	FRPL	Not FRPL	FRPL	Not FRPL
2004-05	24%	14%	3%	1%
2005-06	24%	14%	1%	1%
2006-07	23%	14%	5%	2%
2007-08	25%	13%	5%	1%
2008-09	25%	14%	5%	1%
2009-10	25%	14%	3%	1%
2010-11	25%	13%	2%	1%
2011-12	24%	12%	3%	1%
2012-13	22%	11%	2%	1%
2013-14	20%	10%	2%	1%
2014-15	20%	9%	2%	1%
2015-16	18%	9%	2%	1%
2016-17	12%	6%	2%	1%
2017-18	10%	4%	2%	1%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

Rate of high school graduates enrolled in any pre-college courses by FRPL status and institution sector, trend over time

School Year	2-Year/CTC		4-Year	
	FRPL	Not FRPL	FRPL	Not FRPL
2004-05	59%	50%	21%	10%
2005-06	59%	51%	19%	11%
2006-07	59%	52%	16%	8%
2007-08	61%	51%	17%	8%
2008-09	61%	49%	17%	8%
2009-10	63%	51%	15%	8%
2010-11	62%	50%	11%	6%
2011-12	63%	48%	14%	7%
2012-13	59%	44%	12%	6%
2013-14	57%	42%	13%	7%
2014-15	55%	40%	17%	8%
2015-16	52%	38%	15%	9%
2016-17	44%	31%	16%	9%
2017-18	41%	28%	17%	10%

Source: ERDC High School Graduate Outcomes

Note: Rates are calculated for Washington high school graduates. Pre-college courses, also referred to as remedial or developmental courses, are courses used by institutions to prepare students for college-level Math and English Courses. Information on postsecondary course taking is only available for students who attended public institutions in Washington.

A4. Labor Market Outcomes

Table A4.1 Annual unemployment counts for adults ages 25 and up by educational attainment, trend over time

School Year	No HS Diploma	HS Diploma or GED	Some College, < 1 Year	Some College, 1 Year or More	Associate degree	Bachelor's Degree	Master's Degree	Professional Degree	Doctoral Degree
2009	33,151	66,012	22,452	41,736	21,868	31,130	9,499	2,095	1,435
2010	37,461	78,524	25,585	47,543	25,711	40,130	10,746	1,907	1,426
2011	36,131	71,130	23,883	47,164	27,391	34,200	12,781	1,785	1,556
2012	23,716	57,480	19,849	39,148	24,200	30,789	7,303	1,889	1,991
2013	27,496	52,342	16,371	36,998	17,838	30,261	9,293	2,288	1,366
2014	22,399	40,168	13,307	27,055	16,152	24,347	11,804	1,891	1,339
2015	20,069	40,196	11,672	27,067	17,597	25,070	7,336	1,566	1,815
2016	20,021	37,180	10,389	24,292	13,737	20,957	8,934	1,378	820
2017	16,634	34,671	8,672	21,876	10,794	23,888	7,156	1,226	1,950
2018	16,499	25,484	9,778	16,741	11,792	21,777	7,884	1,152	1,333
2019	14,055	36,136	10,516	21,414	10,967	22,071	8,408	905	773

Source: American Community Survey, 1-Year PUMS data, 2009 through 2019

Note: Historical data for unemployment rate by educational attainment was not available. This table presents estimated counts of unemployed adults ages 25+.

Table A4.2 Annual unemployment rates by gender of adults ages 25 and up, trend over time

Year	Men	Women
2009	8.8%	5.8%
2010	9.3%	7.5%
2011	8.2%	7.2%
2012	6.9%	7.1%
2013	5.7%	5.0%
2014	5.2%	4.0%
2015	4.7%	4.9%
2016	4.8%	4.1%
2017	4.0%	4.1%
2018	3.8%	3.2%
2019	3.6%	3.2%
2020	7.2%	6.7%

Source: U.S. Bureau of Labor Statistics, local area unemployment statistics for Washington state

Table A4.3 Annual unemployment rates by race/ethnicity of adults ages 25 and up, trend over time

Year	Asian	Black	Hispanic	White
2009	5.4%	10.5%	10.0%	7.2%
2010	6.0%	20.6%	12.6%	7.9%
2011	6.3%	19.2%	12.4%	7.5%
2012	3.4%	16.4%	8.3%	7.0%
2013	2.9%	--	5.7%	5.2%
2014	3.4%	18.9%	6.9%	4.2%
2015	2.7%	--	4.4%	4.5%
2016	2.8%	--	5.8%	4.2%
2017	4.8%	--	3.7%	3.9%
2018	2.9%*	--	4.5%	3.6%
2019	3.6%	--	5.2%	3.5%

Source: U.S. Bureau of Labor Statistics, local area unemployment statistics for Washington state
Note: Unemployment rate for Asian adults in 2018 does not include age group 35-44 due to limited sample sizes

Table A4.4 Median earnings of adults ages 25 and up by educational attainment

Educational Attainment	Median income
Less than high school	$30,304.35
High school or equivalent	$36,365.22
Some college, no degree	$40,405.80
Associate	$44,143.34
Bachelor's	$62,628.99
Graduate or professional	$85,862.33

Source: American Community Survey, 1-Year PUMS data, 2019

Table A4.5 Median earnings of graduates (5 years after graduation) by field of study and award level

Field of Study	Postsecondary Certificate	Associate Degree	Apprenticeship	Bachelor's Degree
Business, Management, Marketing, and Related Support Services	$38,900	$45,100	$47,800	$69,000
Health Professions and Related Programs	$41,600	$63,600	--	$74,300
Culinary, Entertainment, and Personal Services	$34,800	$36,300	$59,700	--
Family and Consumer Sciences/Human Sciences	--	$31,500	--	$47,500
Computer and Information Sciences and Support Services	$48,400	$54,800	--	$104,900
Construction Trades	$64,100	$55,300	$84,800	--
Agricultural/Animal/Plant/Veterinary Science, & Related Fields	$31,400	$39,700	--	$56,200
Engineering	--	$53,400	--	$90,400
Education	--	$36,600	--	$51,400
Engineering- Related Technologies/Technicians	$53,100	$60,100	$83,000	$80,200

Source: ERDC Earnings for Graduates Dashboard, by top 10 fields of study

Table A4.6 Median earnings of graduates (10 years after graduation) by field of study and award level

Field of Study	Postsecondary Certificate	Associate Degree	Apprenticeship	Bachelor's Degree
Business, Management, Marketing, and Related Support Services	$44,000	$52,300	--	$90,600
Health Professions and Related Programs	$47,400	$75,600	--	$82,300
Culinary, Entertainment, and Personal Services	$40,500	$40,700	$58,100	--
Family and Consumer Sciences/Human Sciences	--	--	--	$58,100
Computer and Information Sciences and Support Services	$52,000	$63,100	--	$134,600
Construction Trades	$79,800	$65,100	$91,500	--
Agricultural/Animal/Plant/Veterinary Science, & Related Fields	--	$42,100	--	$64,900
Engineering	--	--	--	$114,000
Education	--	$36,900	--	$62,400
Engineering- Related Technologies/Technicians	$69,000	$70,100	$90,800	$102,500

Source: ERDC Earnings for Graduates Dashboard, by top 10 fields of study

Section B. Affordability in Higher Education

Affordability is a major barrier to postsecondary education, especially for students from lower-income backgrounds. The state subsidizes the cost of higher education to make it more affordable and accessible for students. Included in the state's efforts to make postsecondary education more affordable is financial aid that is awarded to students based on financial need. Financial aid in the form of grants can help lower the costs of postsecondary education and reduce the student debt burden on students and families. Most financial aid is awarded based on information from the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA).

B1. Average Tuition

Table B1.1 Average tuition by institution sector, trend over time

Year	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Less-Than-2-Year, Private Nonprofit	Less-Than-2-Year, Private For Profit	Tribal
2009	$7,243	$27,959	$15,258	$3,019	$13,500	$16,745	—	$8,875	$3,306
2010	$8,102	$29,277	$15,460	$3,294	$12,212	$16,541	—	$8,875	$3,720
2011	$9,394	$30,775	$16,980	$3,648	$13,171	$15,801	—	$10,154	$3,720
2012	$10,782	$32,266	$17,874	$3,929	$13,241	$15,134	—	$10,188	$3,720
2013	$10,836	$33,675	$18,667	$3,993	$13,129	$15,166	$16,000	$9,375	$4,155
2014	$10,908	$35,735	$18,391	$4,038	$13,198	$14,961	$16,500	$9,375	$4,407
2015	$10,536	$36,684	$22,301	$3,918	$11,072	$17,013	$17,000	$9,375	$4,407
2016	$9,587	$37,677	$22,174	$3,912	$11,464	$21,887	$17,500	$9,375	$4,407
2017	$9,825	$39,195	$23,182	$4,030	$12,886	$21,908	—	$9,875	$4,437
2018	$10,044	$40,959	$30,422	$4,205	$19,439	$22,655	—	$10,375	$4,437
2019	$10,317	$42,704	$31,420	$4,279	$20,650	$18,161	—	$10,375	$4,840

Source: IPEDS Fall Enrollment data

B2. Spending on Higher Education Operating Costs

Table B2.1 Total state expenditure on higher education operating costs in constant thousands of dollars, by institution sector, trend over time

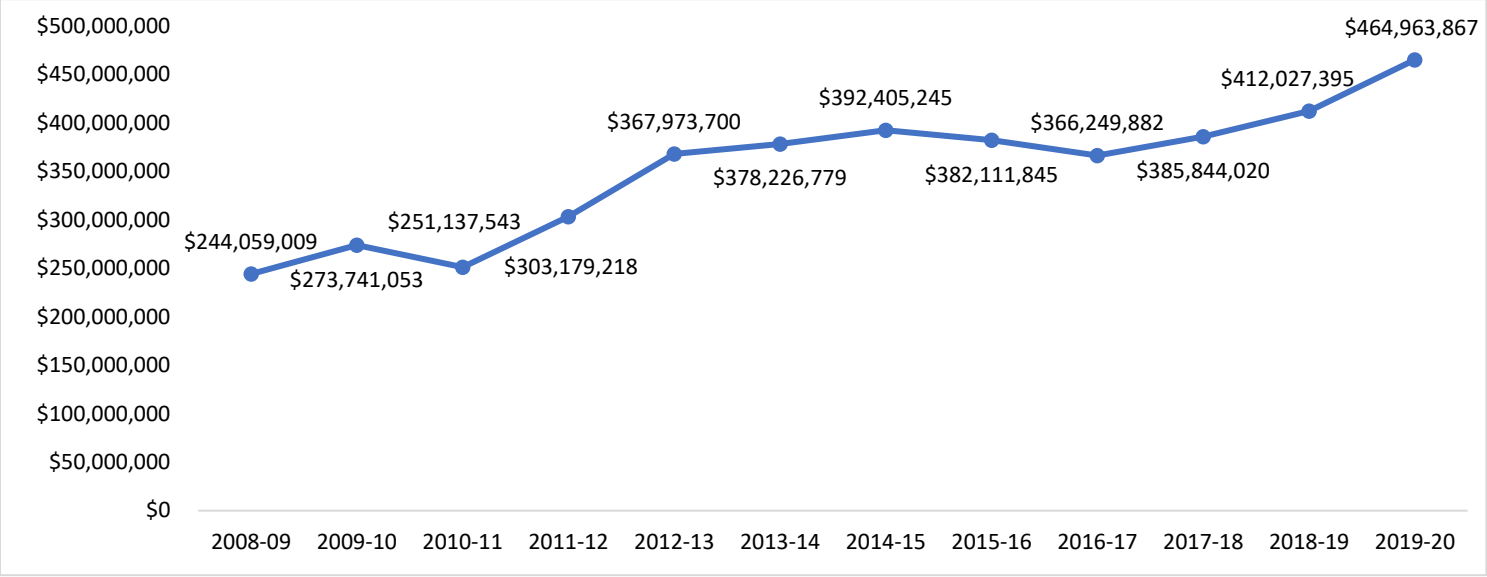
Fiscal Year	Total 4-Year Institutions	2-Year / CTC	Non-Institution	Total Higher Education
2009	$1,708,948	$1,122,538	$279,733	$3,111,219
2010	$1,603,763	$1,108,086	$296,004	$3,007,852
2011	$1,651,406	$1,098,505	$264,336	$3,014,248
2012	$1,564,292	$1,003,360	$325,782	$2,893,434
2013	$1,661,284	$1,008,509	$357,095	$3,026,888
2014	$1,703,163	$1,064,651	$399,894	$3,167,708
2015	$1,825,160	$1,060,423	$381,210	$3,266,792
2016	$1,907,261	$1,126,635	$393,629	$3,427,524
2017	$1,964,217	$1,151,704	$372,573	$3,488,494
2018	$2,078,615	$1,132,085	$368,112	$3,578,812
2019	$2,029,027	$1,105,356	$390,325	$3,524,708
2020	$2,106,965	$1,235,342	$425,921	$3,768,228
2021	$2,165,016	$1,311,428	$530,210	$4,006,654

Source: LEAP state funds and tuition, constant dollars in thousands, last updated September 11, 2020, extracted on March 31, 2021

Note: Non-institution includes the Higher Education Coordinating Board, the Council for Higher Education, the Office of Student Financial Assistance, and the Student Achievement Council.

B3. Spending on State Financial Aid

Figure B3.1 Total state expenditure on state financial aid, trend over time



Source: WSAC research analysis of Unit Record Report as of May 4, 2021

Table B3.2 Total state expenditure on state financial aid, trend over time

School Year	Total State Aid
2008-09	$244,059,009
2009-10	$273,741,053
2010-11	$251,137,543
2011-12	$303,179,218
2012-13	$367,973,700
2013-14	$378,226,779
2014-15	$392,405,245
2015-16	$382,111,845
2016-17	$366,249,882
2017-18	$385,844,020
2018-19	$412,027,395
2019-20	$464,963,867

Source: WSAC research analysis of Unit Record Report as of May 4, 2021

B4. Financial Aid Application and Receipt

Table B4.1 Annual FAFSA completion rate for high school seniors in Washington, trend over time

School Year	Total Senior Count	FAFSA Completion Count	FAFSA Completion Rate
2014-15	54,759	31,030	56.7%
2015-16	68,689	38,482	56.0%
2016-17	68,094	40,148	59.0%
2017-18	65,915	39,973	60.6%
2018-19	74,780	40,185	53.7%
2019-20	75,955	39,327	51.8%

Source: WSAC research analysis of FAFSA data as of March 31, 2021

Table B4.2 Annual FAFSA error rate for high school seniors in Washington, trend over time

School Year	Total Students Submitting FAFSA	FAFSA Error Count	FAFSA Error Rate
2014-15	32,779	1,749	5.3%
2015-16	41,023	2,541	6.2%
2016-17	42,749	2,601	6.1%
2017-18	42,476	2,503	5.9%
2018-19	42,274	2,089	4.9%
2019-20	41,377	2,050	5.0%

Source: WSAC research analysis of FAFSA data as of March 31, 2021

Table B4.3 FAFSA completion rate for high school seniors in Washington by gender

Gender	Total Senior Count	FAFSA Completion Count	FAFSA Completion Rate
Female	37,696	22,752	60.4%
Male	38,194	16,936	44.3%
Gender X	143	48	33.6%

Source: WSAC research analysis of class of 2020 FAFSA data as of September 15, 2020

Table B4.4 FAFSA error rate for high school seniors in Washington by gender

Gender	Total Students Submitting FAFSA	FAFSA Error Count	FAFSA Error Rate
Female	23,635	883	3.7%
Male	17,681	745	4.2%
Gender X	49	1	2.0%

Source: WSAC research analysis of class of 2020 FAFSA data as of September 15, 2020

Table B4.5 FAFSA completion rate for high school seniors in Washington by race/ethnicity

Race/Ethnicity	Total Senior Count	FAFSA Completion Count	FAFSA Completion Rate
American Indian/Alaskan Native	950	381	40.1%
Asian	6,488	4,438	68.4%
Black/African American	3,393	2,072	61.1%
Hispanic/Latino	16,442	7,620	46.3%
White	42,419	21,684	51.1%
Native Hawaiian/Other Pacific Islander	849	383	45.1%
Two or More Races	5,485	3,156	57.5%

Source: WSAC research analysis of class of 2020 FAFSA data as of September 15, 2020

Table B4.6 FAFSA error rate for high school seniors in Washington by race/ethnicity

Race/Ethnicity	Total Students Submitting FAFSA	FAFSA Error Count	FAFSA Error Rate
American Indian/Alaskan Native	400	19	4.8%
Asian	4,568	130	2.8%
Black/African American	2,178	106	4.9%
Hispanic/Latino	8,285	665	8.0%
White	22,265	581	2.6%
Native Hawaiian/Other Pacific Islander	424	41	9.7%
Two or More Races	3,243	87	2.7%

Source: WSAC research analysis of class of 2020 FAFSA data as of September 15, 2020

Table B4.7 FAFSA completion rate for high school seniors in Washington by FRPL status

Free/Reduced Price Meal Recipient	Total Senior Count	FAFSA Completion Count	FAFSA Completion Rate
Yes	29,623	14,063	47.5%
No	46,406	25,671	55.3%
Missing	4	2	50.0%

Source: WSAC research analysis of class of 2020 FAFSA data as of September 15, 2020

Table B4.8 FAFSA error rate for high school seniors in Washington by FRPL status

Free/Reduced Price Meal Recipient	Total Students Submitting FAFSA	FAFSA Error Count	FAFSA Error Rate
Yes	15,068	1,005	6.7%
No	26,295	624	2.4%
Missing	--	--	--

Source: WSAC research analysis of class of 2020 FAFSA data as of September 15, 2020

Table B4.9 Unmet need count by MFI category, trend over time

Academic Year	MFI Category							
	0-55%	56-60%	61-65%	66-70%	71-75%	76-100%	Over 100%	MFI Missing
2012-13	117,385	5,383	4,856	4,102	3,466	11,061	8,461	1
2013-14	110,999	5,198	4,782	3,981	3,444	10,967	8,117	4
2014-15	107,792	5,458	4,616	3,834	3,414	10,694	7,882	9
2015-16	99,194	5,227	4,446	3,901	3,182	10,072	7,477	584
2016-17	93,246	5,274	4,526	3,792	3,145	9,749	7,235	15
2017-18	93,947	5,323	4,514	3,805	3,112	9,753	7,058	14
2018-19	90,998	5,356	4,535	3,855	3,259	10,092	7,140	14
2019-20	89,749	5,371	4,591	3,936	3,160	9,300	6,490	20

Source: WSAC research analysis of Unit Record Report data

Note: The median family income (MFI) category is based on a student's family income as a percent of the state median family income, taking into account family size. Unmet need is the difference between a student's financial need and their need-based financial aid package.

Table B4.10 Count of students receiving Washington College Grant/State Need Grant (WCG/SNG) by sector, trend over time

Academic Year	Total Receiving WCG/SNG	
	2-Year	4-Year
2012-2013	49,575	24,646
2013-2014	45,721	24,619
2014-2015	44,877	26,478
2015-2016	41,096	27,776
2016-2017	39,694	29,193
2017-2018	38,868	29,695
2018-2019	39,592	32,684
2019-2020	41,506	36,445

Source: WSAC research analysis of Unit Record Report data for both public and private institutions

Table B4.11 Count of students receiving College Bound Scholarship (CBS) by sector, trend over time

Academic Year	Total Receiving CBS	
	2-Year	4-Year
2012-2013	2,403	2,340
2013-2014	4,296	4,152
2014-2015	5,793	6,040
2015-2016	6,292	8,489
2016-2017	6,972	9,190
2017-2018	8,013	11,057
2018-2019	8,016	10,779
2019-2020	8,750	12,045

Source: WSAC research analysis of Unit Record Report data for both public and private institutions

Table B4.12 Count of students receiving State Work Study (SWS) by sector, trend over time

Academic Year	Total Receiving SWS	
	2-Year	4-Year
2012-2013	1,906	2,836
2013-2014	1,886	2,513
2014-2015	1,832	2,644
2015-2016	1,842	2,501
2016-2017	1,881	2,256
2017-2018	1,908	2,200
2018-2019	1,789	2,180
2019-2020	1,453	2,017

Source: WSAC research analysis of Unit Record Report data for both public and private institutions as of March 31, 2021

Table B4.13 Count of students receiving Pell grant by sector, trend over time

Academic Year	Sector						
	2-Year / CTC	Public 4-Year	Private 2-Year For Profit	Private 2-Year Nonprofit	Private 4-Year For Profit	Private 4-Year Nonprofit	Tribal College 2-Year
2012-2013	81,101	34,544	4,155	687	339	8,635	566
2013-2014	76,780	35,309	3,995	728	336	10,562	619
2014-2015	72,263	35,797	3,287	677	311	11,051	545
2015-2016	63,346	35,722	1,749	702	322	10,966	504
2016-2017	59,423	34,070	1,623	690	309	10,424	405
2017-2018	57,609	35,353	1,148	706	325	11,264	381
2018-2019	54,880	34,287	1,529	746	336	11,952	377
2019-2020	53,950	32,513	1,497	670	369	11,688	353

Source: WSAC research analysis of Unit Record Report data as of March 31, 2021

Table B4.14 Count of students receiving Pell by gender, trend over time

Academic Year	Gender			
	Female	Male	Unknown	X/Non-binary
2012-2013	75,214	53,284	35	--
2013-2014	74,189	52,635	42	--
2014-2015	71,944	50,507	49	--
2015-2016	66,260	45,364	388	--
2016-2017	62,344	42,351	1,052	--
2017-2018	62,873	41,390	1,312	--
2018-2019	62,163	39,755	1,005	--
2019-2020	61,511	37,488	836	1

Source: WSAC research analysis of Unit Record Report data as of March 31, 2021

Table B4.15 Count of students receiving Pell by race/ethnicity, trend over time

Academic Year	Race/Ethnicity								
	Asian	Black/ African American	Hispanic/ Latinx	American Indian/ Alaskan Native	Other Race	Native Hawaiian/ Other Pacific Islander	Two Or More Race	Race Unknown	White
2012-2013	10,799	10,279	16,717	2,847	3,223	1,172	5,128	7,242	71,573
2013-2014	10,918	10,224	17,675	2,774	2,764	1,119	5,369	7,291	69,183
2014-2015	10,910	9,879	18,005	2,592	2,660	1,178	5,457	6,644	65,573
2015-2016	10,659	9,062	17,541	2,275	2,647	1,044	5,274	6,228	57,674
2016-2017	10,241	8,441	17,858	2,085	2,516	1,010	5,027	6,362	52,529
2017-2018	10,250	8,405	19,203	1,966	3,267	1,050	6,884	5,118	49,818
2018-2019	10,169	8,483	19,500	1,870	2,875	1,073	6,620	5,165	47,563
2019-2020	9,994	8,757	20,179	1,941	2,303	1,351	4,500	5,260	45,913

Source: WSAC research analysis of Unit Record Report data as of March 31, 2021

Table B4.16 Count of students receiving Pell by MFI, trend over time

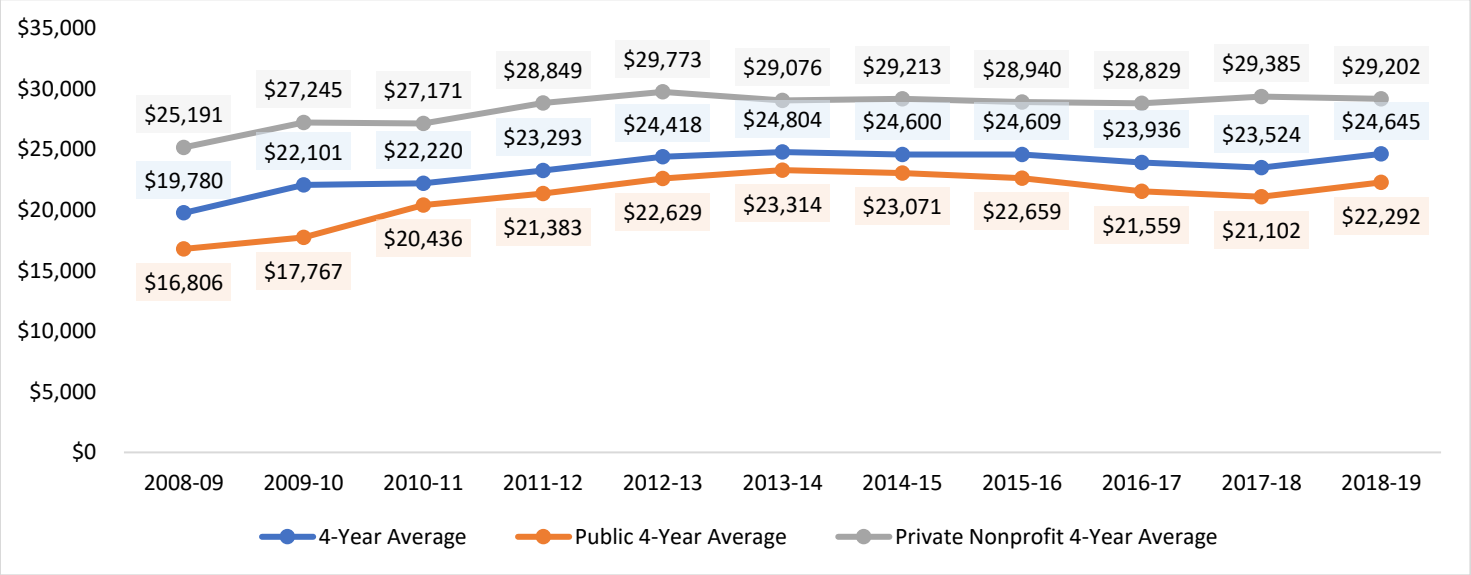
Academic Year	MFI Category						
	<0%	0-50%	51-55%	56-60%	61-65%	66-70%	>70%
2012-2013	558	107,160	5,506	4,457	3,693	2,697	4,569
2013-2014	597	104,294	5,655	4,300	3,748	2,852	5,475
2014-2015	503	100,271	5,631	4,411	3,604	2,688	5,443
2015-2016	565	90,611	5,451	4,199	3,467	2,636	5,122
2016-2017	381	85,212	5,261	4,199	3,461	2,556	4,707
2017-2018	517	85,436	5,366	4,235	3,426	2,506	4,100
2018-2019	543	82,315	5,411	4,197	3,357	2,529	4,602
2019-2020	525	80,389	5,289	4,170	3,271	2,301	3,912

Source: WSAC research analysis of Unit Record Report data as of March 31, 2021

Note: The median family income (MFI) category is based on a student's family income as a percent of the state median family income, taking into account family size

B5. Student Debt

Figure B5.1 Average student debt for Washington graduates of undergraduate programs by institution sector, trend over time



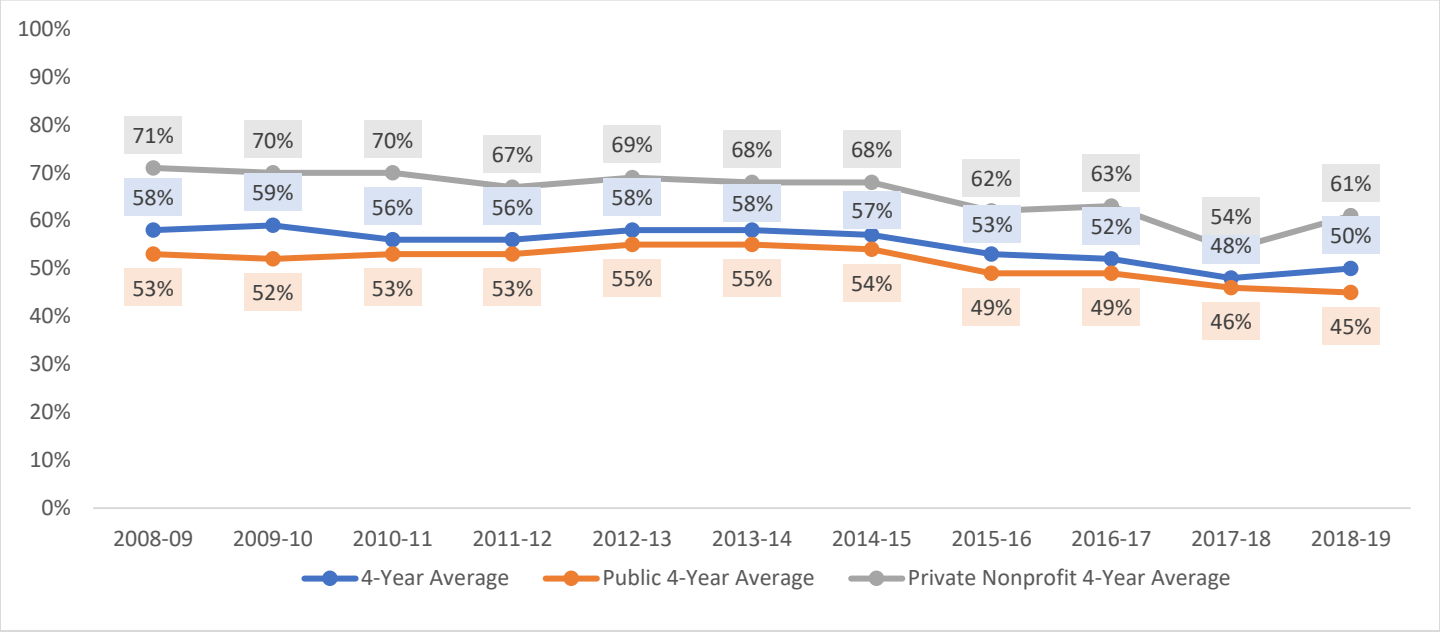
Source: The Institute for College Access & Success, College Insight, generated on 1/27/2021

Table B5.2 Average student debt for Washington graduates of undergraduate programs by institution sector, trend over time

Year	4-Year Average	Public 4-Year Average	Private Nonprofit 4-Year Average
2008-09	$19,780	$16,806	$25,191
2009-10	$22,101	$17,767	$27,245
2010-11	$22,220	$20,436	$27,171
2011-12	$23,293	$21,383	$28,849
2012-13	$24,418	$22,629	$29,773
2013-14	$24,804	$23,314	$29,076
2014-15	$24,600	$23,071	$29,213
2015-16	$24,609	$22,659	$28,940
2016-17	$23,936	$21,559	$28,829
2017-18	$23,524	$21,102	$29,385
2018-19	$24,645	$22,292	$29,202

Source: The Institute for College Access & Success, College Insight, generated on 1/27/2021

Figure B5.3 Proportion of Washington graduates of undergraduate programs with student loan debt, trend over time



Source: The Institute for College Access & Success, College Insight, generated on 1/27/2021

Table B5.4 Proportion of Washington graduates of undergraduate programs with student loan debt, trend over time

Year	4-Year Average	Public 4-Year Average	Private Nonprofit 4-Year Average
2008-09	58%	53%	71%
2009-10	59%	52%	70%
2010-11	56%	53%	70%
2011-12	56%	53%	67%
2012-13	58%	55%	69%
2013-14	58%	55%	68%
2014-15	57%	54%	68%
2015-16	53%	49%	62%
2016-17	52%	49%	63%
2017-18	48%	46%	54%
2018-19	50%	45%	61%

Source: The Institute for College Access & Success, College Insight, generated on 1/27/2021

Section C. Enrollment and Completion in Higher Education

Enrollment, persistence, and completion of postsecondary programs are critical aspects of increasing our state's educational attainment. Washington has a variety of postsecondary institutions across the state, including public and private 2-year and 4-year institutions. After enrolling in a postsecondary program, students must also persist, or remain enrolled, from year to year in order to complete their program and obtain a credential.

C1. Institutions in Washington

Table C1.1 List of state financial aid participating institutions by sector

Sector	Institution
Public 4-Year/Research	University of Washington
	Washington State University
Public 4-Year/Comprehensive	Central Washington University
	Eastern Washington University
	The Evergreen State College
	Western Washington University
Independent/Private 4-Year Nonprofit	Antioch University
	Bastyr University
	City University of Seattle
	Cornish College of the Arts
	Gonzaga University
	Heritage University
	Northwest University
	Pacific Lutheran University
	Saint Martin's University
	Seattle Pacific University
	Seattle University
	University of Puget Sound
	Walla Walla University
	WGU Washington
	Whitman College
	Whitworth University
Independent/Private 4-Year For Profit	DigiPen Institute of Technology
	Northwest College of Art and Design
	Seattle Film Institute
Private 2-Year Career Colleges Nonprofit	Perry Technical Institute
Private 2-Year Career Colleges For Profit	Divers Institute of Technology
	Evergreen Beauty College-Everett/Renton
	Gene Juarez Academy
	Glen Dow Academy
	International Air & Hospitality Academy
	Paul Mitchell - The School (Richland)
	Stylemasters College of Hair Design
Public 2-Year/Community and Technical Colleges	Bates Technical College
	Bellevue College
	Bellingham Technical College

Public 2-Year/Community and Technical Colleges (continued)	Big Bend Community College
	Cascadia College
	Centralia College
	Clark College
	Clover Park Technical College
	Columbia Basin College
	Edmonds Community College
	Everett Community College
	Grays Harbor College
	Green River College
	Highline College
	Lake Washington Institute of Technology
	Lower Columbia College
	North Seattle College
	Olympic College
	Peninsula College
	Pierce College
	Renton Technical College
	Seattle Central College
	Shoreline Community College
	Skagit Valley College
	South Puget Sound Community College
	South Seattle College
	Spokane Community College
	Spokane Falls Community College
	Tacoma Community College
	Walla Walla Community College
	Wenatchee Valley College
	Whatcom Community College
	Yakima Valley Community College
Tribal Colleges	Northwest Indian College

Source: Washington Student Achievement Council; state financial aid participating institutions as of September 2021

Note: Approved non-campus based apprenticeship programs may also qualify for Washington College Grant and Passport to Careers

C2. Postsecondary Education Access

Table C2.1 High school graduates enrolling in postsecondary programs within one year of graduation by institution sector, trend over time

Academic Year	Sector	
	2-Year/CTC	4-Year
2005	31%	30%
2006	31%	31%
2007	31%	31%
2008	33%	32%
2009	33%	32%
2010	32%	31%
2011	30%	31%
2012	30%	32%
2013	30%	33%
2014	29%	33%
2015	28%	33%
2016	27%	33%
2017	26%	34%
2018	25%	35%

Source: ERDC High School Graduate Outcomes Dashboard

Table C2.2 High school graduates enrolling in postsecondary programs within one year of graduation by gender and institution sector, trend over time

Academic Year	Sector			
	2-Year/CTC		4-Year	
	Female	Male	Female	Male
2005	32%	31%	33%	27%
2006	31%	30%	34%	28%
2007	32%	31%	34%	28%
2008	33%	33%	35%	29%
2009	34%	33%	34%	29%
2010	33%	32%	34%	28%
2011	31%	29%	34%	27%
2012	31%	28%	35%	28%
2013	30%	29%	37%	29%
2014	30%	28%	37%	29%
2015	28%	27%	37%	29%
2016	27%	27%	37%	29%
2017	27%	26%	39%	29%
2018	26%	25%	40%	30%

Source: ERDC High School Graduate Outcomes Dashboard

Table C2.3 High school graduates enrolling in postsecondary programs within one year of graduation by race/ethnicity and institution sector, trend over time

High school graduates enrolling in 4-year postsecondary programs within one year of graduation by race/ethnicity, trend over time

Academic Year	Race/Ethnicity						
	American Indian/ Alaskan Native	Asian	Black/ African American	Two or More Races	Native Hawaiian/ Pacific Islander	Hispanic/ Latinx	White
2005	15%	40%	21%	30%	11%	15%	31%
2006	16%	42%	24%	33%	20%	14%	32%
2007	16%	43%	24%	29%	23%	14%	32%
2008	17%	45%	28%	29%	18%	16%	34%
2009	16%	44%	25%	31%	20%	17%	33%
2010	17%	45%	27%	28%	18%	16%	32%
2011	16%	46%	25%	31%	18%	17%	33%
2012	17%	47%	27%	32%	20%	18%	33%
2013	22%	49%	29%	32%	20%	19%	34%
2014	21%	52%	29%	33%	22%	20%	34%
2015	19%	50%	28%	34%	23%	20%	34%
2016	18%	52%	29%	35%	16%	21%	35%
2017	18%	54%	30%	36%	24%	22%	36%
2018	20%	56%	31%	37%	20%	22%	37%

Source: ERDC High School Graduate Outcomes Dashboard

High school graduates enrolling in 2-year/CTC postsecondary programs within one year of graduation by race/ethnicity, trend over time

Academic Year	Race/Ethnicity						
	American Indian/ Alaskan Native	Asian	Black/ African American	Two or More Races	Native Hawaiian/ Pacific Islander	Hispanic/ Latinx	White
2005	28%	34%	35%	31%	29%	30%	31%
2006	29%	33%	33%	29%	25%	29%	31%
2007	28%	34%	36%	34%	24%	32%	31%
2008	31%	33%	34%	36%	32%	33%	32%
2009	32%	34%	38%	33%	32%	34%	33%
2010	29%	34%	37%	33%	26%	34%	32%
2011	24%	32%	35%	31%	24%	33%	30%
2012	27%	31%	35%	30%	25%	33%	29%
2013	23%	32%	35%	29%	26%	32%	29%
2014	24%	29%	33%	29%	23%	32%	28%
2015	23%	29%	33%	28%	21%	31%	26%
2016	23%	27%	31%	26%	21%	30%	26%
2017	26%	25%	32%	25%	20%	31%	25%
2018	25%	26%	31%	24%	17%	30%	23%

Source: ERDC High School Graduate Outcomes Dashboard

Table C2.4 High school graduates enrolling in postsecondary programs within one year of graduation by FRPL status and institution sector trend over time

Academic Year	2-Year/CTC		4-Year	
	FRPL	Not FRPL	FRPL	Not FRPL
2005	30%	32%	14%	35%
2006	30%	31%	15%	36%
2007	31%	31%	15%	35%
2008	33%	32%	16%	37%
2009	34%	33%	17%	37%
2010	33%	32%	17%	37%
2011	32%	30%	17%	38%
2012	31%	29%	18%	39%
2013	31%	29%	19%	41%
2014	30%	28%	20%	41%
2015	29%	27%	20%	41%
2016	28%	26%	20%	41%
2017	28%	26%	21%	42%
2018	26%	25%	20%	43%

Source: ERDC High School Graduate Outcomes Dashboard

C3. Enrollment in Higher Education

Table C3.1 Unduplicated annual headcount enrollment by institution sector, trend over time

Academic Year	Sector								
	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Less-Than-2-Year, Private Nonprofit	Less-Than-2-Year, Private For Profit	Tribal
2010-2011	113,351	33,546	4,191	343,404	1,110	16,971	46	7,963	1,397
2011-2012	114,640	33,278	3,784	315,916	1,065	13,829	47	8,114	1,234
2012-2013	113,535	33,646	3,820	300,962	1,182	13,049	95	7,280	1,104
2013-2014	119,012	33,832	5,729	292,875	1,231	10,767	100	5,987	1,030
2014-2015	121,121	33,488	2,967	292,759	3,394	8,386	1,252	4,848	967
2015-2016	121,016	33,016	3,607	287,682	2,881	8,423	238	4,584	907
2016-2017	128,656	33,182	2,906	287,120	2,523	8,231	48	4,679	835
2017-2018	130,574	32,764	2,518	284,777	1,497	7,625	49	4,893	850
2018-2019	131,004	32,627	1,347	280,636	1,503	7,473	41	4,703	832

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Table C3.2 Unduplicated annual FTE enrollment by institution sector, trend over time

Academic Year	Sector								
	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Less-Than-2-Year, Private Nonprofit	Less-Than-2-Year, Private For Profit	Tribal
2010-2011	93,287	30,216	3,502	167,546	1,303	12,736	45	7,507	608
2011-2012	95,477	30,739	3,002	159,457	2,232	10,443	47	7,163	581
2012-2013	96,155	30,458	2,976	155,663	1,880	9,950	76	6,019	548
2013-2014	97,659	30,408	4,232	152,300	1,421	8,631	77	5,127	568
2014-2015	99,240	29,788	2,489	150,764	2,958	6,377	1,068	3,847	529
2015-2016	100,600	29,505	2,986	148,552	2,394	10,975	216	3,610	527
2016-2017	106,187	29,665	2,512	147,560	2,134	11,253	41	3,642	491
2017-2018	107,361	29,082	2,265	147,058	1,454	10,535	48	4,028	454
2018-2019	107,811	29,091	1,374	144,837	1,384	10,276	41	3,838	447

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Table C3.3 Annual enrollment headcount by gender by sector, trend over time

Annual enrollment headcount of male students by sector, trend over time

Academic Year	Sector								
	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Less-Than-2-Year, Private Nonprofit	Less-Than-2-Year, Private For Profit	Tribal
2010-2011	53,129	13,608	2,555	155,550	879	5,522	46	2,171	505
2011-2012	54,124	13,646	2,265	146,636	872	4,714	46	1,911	464
2012-2013	54,168	13,783	2,291	138,379	944	4,277	77	1,809	444
2013-2014	56,531	13,928	3,260	134,850	1,001	3,018	80	1,386	360
2014-2015	57,357	13,959	1,798	135,818	1,384	3,285	263	1,185	337
2015-2016	57,061	13,556	2,109	133,645	1,340	1,922	141	1,158	282
2016-2017	60,317	13,754	1,776	133,847	1,344	1,756	48	1,131	268
2017-2018	60,838	13,588	1,607	129,907	1,174	1,555	48	1,234	275
2018-2019	60,707	13,429	963	126,275	1,212	1,564	40	1,050	277

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Annual enrollment headcount of female students by sector, trend over time

Academic Year	Sector								
	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Less-Than-2-Year, Private Nonprofit	Less-Than-2-Year, Private For Profit	Tribal
2010-2011	60,222	19,938	1,636	187,854	231	11,449	0	5,792	892
2011-2012	60,516	19,632	1,519	169,280	193	9,115	1	6,203	770
2012-2013	59,367	19,863	1,529	162,583	238	8,772	18	5,471	660
2013-2014	62,481	19,904	2,469	158,025	230	7,749	20	4,601	670
2014-2015	63,764	19,529	1,169	156,941	2,010	5,101	989	3,663	630
2015-2016	63,955	19,460	1,498	154,037	1,541	6,501	97	3,426	625
2016-2017	68,339	19,428	1,130	153,273	1,179	6,475	0	3,548	567
2017-2018	69,736	19,176	911	154,870	323	6,070	1	3,659	575
2018-2019	70,297	19,198	384	154,361	291	5,909	1	3,653	555

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Table C3.4 Annual enrollment headcount by race by sector, trend over time

Public 4-year or above annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	1,463	13,628	3,616	7,515	69,898	543	2,535	9,770
2011-2012	1,208	13,144	3,574	8,207	70,012	480	4,300	8,191
2012-2013	1,030	12,493	3,424	9,255	68,086	497	5,649	6,850
2013-2014	933	13,249	3,667	10,692	69,236	529	7,004	6,563
2014-2015	885	13,479	3,854	11,819	68,945	536	7,727	6,166
2015-2016	858	13,877	4,000	12,427	67,151	578	8,137	5,753
2016-2017	837	14,668	4,183	14,035	67,053	563	8,463	10,557
2017-2018	853	14,985	4,287	15,423	66,769	624	8,773	10,456
2018-2019	831	15,556	4,416	15,658	65,569	627	8,949	10,946

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Private nonprofit 4-year or above annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	428	2,308	1,207	2,555	22,407	249	1,352	1,908
2011-2012	393	2,241	1,154	2,789	21,888	221	1,377	2,023
2012-2013	387	2,312	1,084	3,133	21,875	200	1,639	1,605
2013-2014	327	2,413	1,006	3,279	21,562	183	1,859	1,564
2014-2015	265	2,480	977	3,380	20,489	186	1,948	1,976
2015-2016	282	2,484	1,025	3,360	19,693	200	1,948	2,495
2016-2017	269	2,536	996	3,619	19,058	229	2,001	2,890
2017-2018	263	2,658	969	3,769	18,534	285	2,097	2,661
2018-2019	280	2,778	1,089	3,980	18,446	299	2,265	1,872

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Private for profit 4-year or above annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	34	224	342	262	1,786	51	131	1,252
2011-2012	37	211	386	252	1,814	68	144	770
2012-2013	35	182	342	247	1,655	73	144	806
2013-2014	46	228	336	502	1,729	82	161	2,513
2014-2015	22	163	254	186	1,295	68	159	675
2015-2016	39	162	189	339	1,408	43	142	984
2016-2017	34	138	153	265	1,131	33	136	749
2017-2018	33	149	138	263	1,051	30	75	566
2018-2019	8	92	36	95	691	8	69	241

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Public 2-year annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	4,410	20,944	18,001	27,028	201,926	2,072	13,570	45,843
2011-2012	3,941	19,867	17,365	26,497	182,767	1,943	13,926	39,001
2012-2013	3,605	19,365	16,850	27,753	169,809	1,892	15,245	34,798
2013-2014	3,246	19,284	16,158	29,326	161,719	1,813	16,090	32,745
2014-2015	3,066	19,463	15,600	31,480	155,945	1,811	17,202	34,757
2015-2016	2,924	19,643	14,652	32,403	147,348	1,764	17,814	37,196
2016-2017	3,362	19,963	14,678	33,321	143,343	1,773	18,633	37,901
2017-2018	2,782	20,167	14,390	35,428	138,641	1,770	20,136	37,983
2018-2019	2,442	20,654	14,127	37,021	132,283	1,726	21,092	39,190

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Private nonprofit 2-year annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	24	13	12	312	669	0	41	35
2011-2012	23	7	11	326	653	4	35	2
2012-2013	20	7	10	364	633	48	67	30
2013-2014	22	16	11	383	666	0	76	53
2014-2015	67	108	247	658	1,754	100	213	241
2015-2016	52	109	164	649	1,470	90	156	182
2016-2017	40	111	121	664	1,281	65	121	107
2017-2018	23	33	11	575	774	9	32	19
2018-2019	24	19	9	628	729	15	43	21

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Private for profit 2-year annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	292	1,227	1,226	1,341	10,697	175	554	1,421
2011-2012	198	808	896	1,146	7,163	166	519	2,931
2012-2013	213	739	853	1,148	6,912	173	628	2,382
2013-2014	193	720	940	1,025	6,529	221	642	497
2014-2015	101	607	562	891	4,143	63	335	1,683
2015-2016	330	645	659	1,668	4,230	69	456	366
2016-2017	507	350	547	1,686	4,058	288	447	348
2017-2018	573	294	513	1,586	3,557	274	479	349
2018-2019	462	307	539	1,540	3,247	278	684	415

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Private nonprofit less than 2-year annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	3	2	1	2	36	0	2	0
2011-2012	2	0	1	5	37	0	0	2
2012-2013	0	3	4	2	83	0	0	3
2013-2014	1	5	4	6	77	3	0	4
2014-2015	19	126	152	141	576	57	82	99
2015-2016	8	26	21	20	138	7	9	9
2016-2017	2	1	0	3	38	0	0	4
2017-2018	2	1	2	3	37	0	0	4
2018-2019	1	2	3	2	32	0	0	1

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Private for profit less than 2-year, annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	167	460	765	661	4,758	211	341	589
2011-2012	153	403	726	721	4,956	189	360	567
2012-2013	107	361	587	642	4,026	394	354	802
2013-2014	93	271	473	578	3,688	99	350	431
2014-2015	96	141	332	449	3,062	52	253	459
2015-2016	72	153	306	459	2,880	42	239	430
2016-2017	95	169	374	644	2,842	49	215	287
2017-2018	107	172	416	767	2,762	60	285	318
2018-2019	87	148	377	820	2,653	55	278	278

Source: WSAC analysis of IPEDS twelve-month enrollment survey

Tribal annual enrollment headcount by race, trend over time

Academic Year	Race/Ethnicity							
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races	Not Provided or Missing
2010-2011	1,184	16	11	19	115	6	3	43
2011-2012	1,103	5	11	25	51	5	19	15
2012-2013	1,027	1	6	4	35	5	15	11
2013-2014	957	0	6	2	30	4	25	6
2014-2015	902	1	3	1	30	2	19	8
2015-2016	859	1	4	2	30	3	7	1
2016-2017	778	0	4	8	36	1	4	4
2017-2018	691	1	2	42	36	5	65	5
2018-2019	724	0	8	33	27	2	34	2

Source: WSAC analysis of IPEDS twelve-month enrollment survey

C4. Completion in Higher Education

Table C4.1 Extended-time (150%) graduation rates by institution sector, trend over time

Academic Year	Sector						
	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Tribal
2010-2011	68.3%	70.8%	37.1%	28.1%	77.9%	60.2%	27.8%
2011-2012	67.9%	71.8%	44.9%	26.9%	74.1%	64.6%	17.8%
2012-2013	68.1%	71.0%	37.0%	28.2%	75.2%	65.6%	8.9%
2013-2014	69.6%	72.5%	35.7%	28.0%	78.0%	69.7%	17.3%
2014-2015	68.6%	72.4%	29.8%	28.6%	72.9%	63.6%	25.3%
2015-2016	69.2%	72.4%	30.3%	30.6%	69.3%	61.1%	22.8%
2016-2017	69.0%	73.5%	32.9%	29.5%	81.2%	61.9%	9.9%
2017-2018	67.4%	72.8%	35.7%	30.6%	75.6%	57.7%	11.4%
2018-2019	69.1%	73.6%	54.0%	32.1%	84.4%	54.3%	19.0%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Table C4.2 Extended-time (150%) graduation rates by gender and institution sector, trend over time

Extended-time (150%) graduate rates of male students by institution sector, trend over time

Academic Year	Sector						
	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Tribal
2010-2011	66.1%	70.7%	39.6%	27.4%	78.3%	46.3%	23.1%
2011-2012	66.4%	70.5%	47.9%	25.4%	75.5%	52.7%	12.5%
2012-2013	65.7%	70.2%	41.6%	26.4%	74.5%	52.2%	6.9%
2013-2014	65.9%	69.8%	34.2%	26.4%	79.5%	62.1%	8.3%
2014-2015	65.9%	69.7%	33.6%	26.6%	70.3%	50.4%	19.0%
2015-2016	66.5%	70.9%	29.2%	28.7%	68.3%	51.2%	16.7%
2016-2017	65.8%	72.9%	32.2%	28.3%	85.1%	50.9%	5.9%
2017-2018	64.2%	70.1%	36.9%	28.7%	76.5%	46.1%	7.5%
2018-2019	66.2%	70.6%	55.3%	29.7%	84.2%	44.5%	17.9%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Extended-time (150%) graduate rates of female students by institution sector, trend over time

Academic Year	Sector						
	4-Year or Above, Public	4-Year or Above, Private Nonprofit	4-Year or Above, Private For Profit	2-Year, Public	2-Year, Private Nonprofit	2-Year, Private For Profit	Tribal
2010-2011	70.2%	70.9%	31.7%	28.9%	76.3%	63.7%	30.4%
2011-2012	69.2%	72.7%	38.2%	28.4%	71.0%	67.6%	22.0%
2012-2013	70.1%	71.5%	28.9%	30.2%	78.0%	68.6%	11.1%
2013-2014	72.8%	74.4%	37.9%	29.6%	70.4%	71.8%	25.0%
2014-2015	70.9%	74.1%	24.4%	30.6%	73.9%	69.2%	32.4%
2015-2016	71.5%	73.5%	32.0%	32.7%	69.7%	63.9%	29.7%
2016-2017	71.8%	74.0%	33.6%	30.7%	77.3%	65.5%	14.0%
2017-2018	70.2%	74.6%	33.3%	32.6%	72.2%	62.1%	15.4%
2018-2019	71.5%	75.6%	51.5%	34.6%	85.1%	58.3%	20.0%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Table C4.3 Extended-time (150%) graduation rates by race and institution sector, trend over time

Public 4-year or above extended-time (150%) graduation rates by race, trend over time

Academic Year	Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races
2010-2011	59.3%	74.6%	52.0%	60.6%	68.5%	73.1%	65.2%
2011-2012	56.3%	75.0%	51.4%	63.8%	68.2%	56.4%	54.8%
2012-2013	53.6%	75.4%	52.3%	63.3%	68.3%	51.8%	58.7%
2013-2014	56.5%	80.2%	56.4%	61.9%	69.6%	50.6%	64.3%
2014-2015	53.9%	79.6%	54.6%	60.8%	68.5%	58.1%	57.2%
2015-2016	58.5%	78.6%	58.3%	62.9%	68.7%	60.0%	62.9%
2016-2017	54.2%	79.3%	50.9%	61.3%	68.4%	64.1%	66.2%
2017-2018	35.2%	78.8%	52.9%	57.7%	66.6%	47.8%	65.9%
2018-2019	46.9%	79.3%	54.4%	58.8%	69.0%	64.0%	65.7%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Private nonprofit 4-year or above extended-time (150%) graduation rates by race, trend over time

Academic Year	Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races
2010-2011	43.6%	67.9%	74.8%	60.5%	73.1%	44.4%	78.9%
2011-2012	55.7%	72.1%	57.8%	58.6%	74.1%	51.4%	81.9%
2012-2013	44.3%	74.1%	57.8%	59.8%	72.8%	67.4%	83.2%
2013-2014	45.3%	72.3%	63.9%	61.0%	74.8%	71.4%	71.4%
2014-2015	38.1%	74.2%	48.2%	59.5%	75.5%	66.7%	70.7%
2015-2016	40.6%	75.8%	56.5%	64.9%	74.5%	60.5%	71.9%
2016-2017	38.9%	73.4%	48.4%	63.6%	76.9%	27.8%	69.0%
2017-2018	42.9%	74.2%	58.9%	63.0%	75.9%	44.4%	67.6%
2018-2019	55.3%	73.3%	56.1%	67.2%	75.8%	44.4%	71.8%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Private for profit 4-year or above extended-time (150%) graduation rates by race, trend over time

Academic Year	Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races
2010-2011	20.0%	28.0%	27.3%	28.1%	42.9%	50.0%	22.2%
2011-2012	0.0%	58.3%	17.6%	34.4%	43.1%	100.0%	0.0%
2012-2013	20.0%	72.4%	13.0%	35.0%	35.2%	28.6%	75.0%
2013-2014	16.7%	36.0%	22.9%	30.4%	38.3%	80.0%	75.0%
2014-2015	0.0%	36.0%	22.2%	15.9%	36.7%	25.0%	38.1%
2015-2016	15.4%	37.5%	11.1%	28.0%	38.5%	100.0%	66.7%
2016-2017	20.0%	40.0%	25.0%	52.1%	34.1%	0.0%	33.3%
2017-2018	50.0%	46.2%	20.0%	39.2%	41.0%	16.7%	17.6%
2018-2019	50.0%	60.0%	0.0%	44.4%	55.4%	0.0%	64.7%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Public 2-year extended-time (150%) graduation rates by race, trend over time

Academic Year	Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races
2010-2011	12.4%	31.0%	16.6%	22.4%	29.5%	17.0%	22.7%
2011-2012	17.2%	24.4%	16.5%	21.8%	28.9%	13.7%	20.8%
2012-2013	22.2%	33.0%	18.7%	23.6%	29.2%	31.8%	24.6%
2013-2014	17.6%	34.5%	18.8%	22.6%	29.5%	16.9%	22.3%
2014-2015	19.1%	33.7%	17.4%	26.8%	29.2%	18.3%	24.1%
2015-2016	23.7%	34.4%	19.8%	26.5%	31.8%	25.5%	24.1%
2016-2017	18.8%	38.8%	20.5%	25.8%	30.6%	15.9%	23.2%
2017-2018	27.2%	35.7%	18.3%	29.8%	31.6%	21.3%	24.9%
2018-2019	19.6%	37.2%	17.3%	28.8%	34.3%	17.3%	26.2%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Private nonprofit 2-year extended-time (150%) graduation rates by race, trend over time

Academic Year	Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races
2010-2011	81.8%	25.0%	100.0%	76.4%	79.6%	--	76.9%
2011-2012	66.7%	80.0%	33.3%	77.5%	73.0%	--	73.3%
2012-2013	50.0%	100.0%	--	80.7%	73.5%	--	70.0%
2013-2014	33.3%	75.0%	50.0%	81.7%	74.9%	--	92.9%
2014-2015	63.2%	80.0%	65.5%	79.4%	72.9%	68.8%	68.6%
2015-2016	53.1%	80.4%	51.6%	77.4%	70.2%	65.6%	66.4%
2016-2017	46.2%	88.9%	61.5%	83.2%	80.1%	100.0%	79.5%
2017-2018	33.3%	100.0%	50.0%	76.6%	76.5%	66.7%	61.5%
2018-2019	85.7%	100.0%	--	89.1%	81.3%	100.0%	60.0%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Private for profit 2-year extended-time (150%) graduation rates by race, trend over time

Academic Year	Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races
2010-2011	50.5%	65.3%	49.4%	61.6%	61.5%	80.0%	51.1%
2011-2012	52.3%	67.7%	48.6%	58.7%	68.2%	69.7%	53.2%
2012-2013	59.8%	70.2%	53.7%	64.5%	67.2%	64.6%	68.8%
2013-2014	68.3%	76.4%	57.9%	67.4%	71.1%	65.7%	72.4%
2014-2015	49.1%	69.6%	56.2%	66.5%	65.5%	50.0%	62.7%
2015-2016	29.7%	72.1%	47.8%	63.6%	66.1%	52.7%	67.5%
2016-2017	37.7%	76.1%	43.7%	60.3%	67.5%	41.3%	61.7%
2017-2018	22.3%	65.5%	41.5%	64.4%	63.6%	43.2%	45.9%
2018-2019	27.3%	45.2%	28.1%	61.8%	59.9%	71.4%	47.0%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

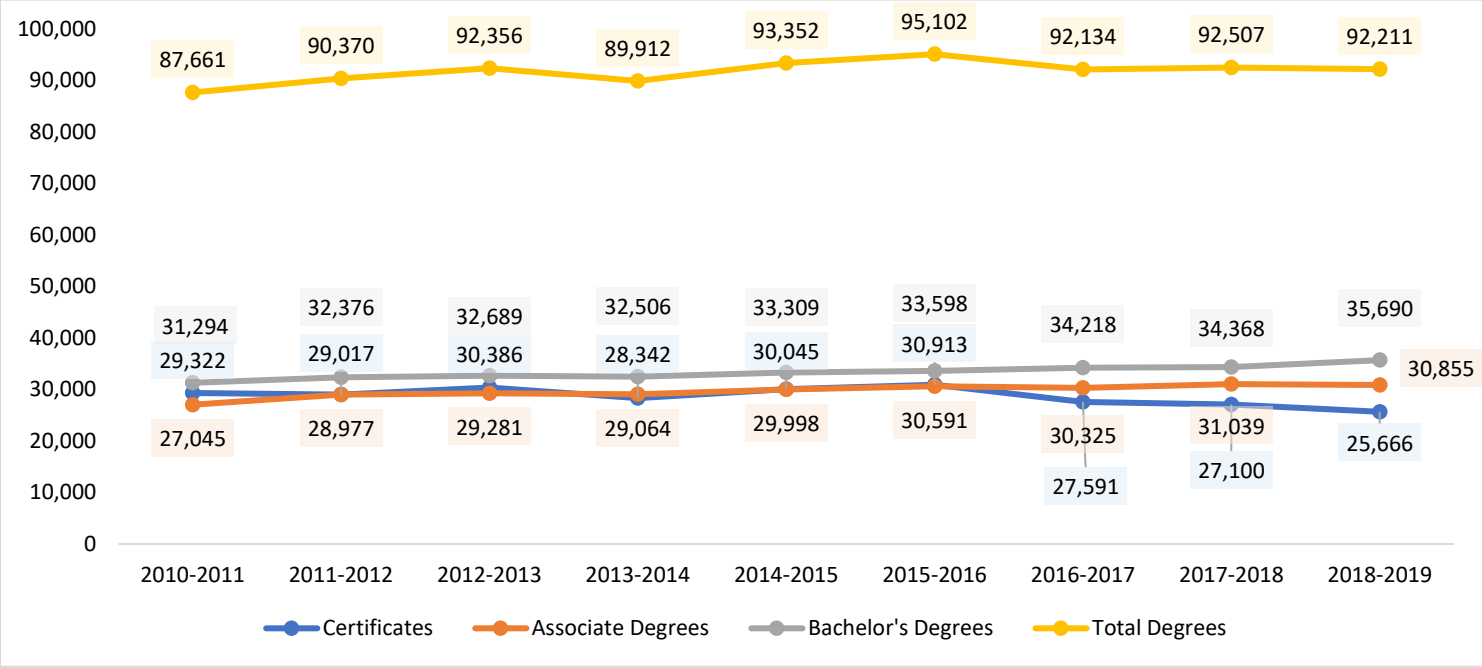
Tribal extended-time (150%) graduation rates by race, trend over time

Academic Year	Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic /Latinx	White	Native Hawaiian/ Other Pacific Islander	Two or More Races
2010-2011	30.0%	0.0%	0.0%	--	50.0%	--	--
2011-2012	18.1%	--	--	--	0.0%	--	--
2012-2013	9.4%	0.0%	--	--	0.0%	--	--
2013-2014	20.0%	--	0.0%	0.0%	0.0%	--	--
2014-2015	27.3%	100.0%	14.3%	--	0.0%	--	--
2015-2016	25.8%	100.0%	0.0%	--	0.0%	--	--
2016-2017	9.7%	--	50.0%	--	0.0%	--	0.0%
2017-2018	10.8%	--	--	--	--	--	20.0%
2018-2019	19.7%	--	--	0.0%	25.0%	0.0%	0.0%

Source: WSAC analysis of IPEDS graduation rate survey

Note: Extended-time (150%) graduation signifies that the student graduated within 3 years for 2-year institutions and within 6 years for 4-year institutions.

Figure C4.4 Total count of degrees awarded statewide, trend over time



Source: WSAC analysis of IPEDS completions survey

Table C4.5 Total count of degrees awarded statewide, trend over time

Academic Year	Certificates	Associate Degrees	Bachelor's Degrees	Total Degrees
2010-2011	29,322	27,045	31,294	87,661
2011-2012	29,017	28,977	32,376	90,370
2012-2013	30,386	29,281	32,689	92,356
2013-2014	28,342	29,064	32,506	89,912
2014-2015	30,045	29,998	33,309	93,352
2015-2016	30,913	30,591	33,598	95,102
2016-2017	27,591	30,325	34,218	92,134
2017-2018	27,100	31,039	34,368	92,507
2018-2019	25,666	30,855	35,690	92,211

Source: WSAC analysis of IPEDS completions survey

Section D. Labor Market Outcomes in Washington

Higher education is closely tied with the labor market. Higher education systems equip individuals with the tools they need to succeed in the labor market with higher-paying jobs that lead to improved living standards and more secure and fulfilling lives. Postsecondary programs must continue to respond to new demands and prepare students with the skills to take advantage of emerging opportunities essential to our state's economic wellbeing.

D1. High Demand Occupations

Table D1.1 Washington top 50 high demand occupations over a 12-month period (April 1, 2020 – March 31, 2021)

Occupation Title	Number of Job Postings
Registered Nurses	50,235
Software Developers, Applications	35,716
Laborers and Freight, Stock, and Material Movers, Hand	30,078
Managers, All Other	24,619
Computer Occupations, All Other	21,973
Stock Clerks and Order Fillers	21,904
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	21,222
Retail Salespersons	20,445
Heavy and Tractor-Trailer Truck Drivers	19,187
Customer Service Representatives	18,190
First-Line Supervisors of Retail Sales Workers	12,808
Marketing Managers	11,315
Maintenance and Repair Workers, General	10,789
Medical and Health Services Managers	10,714
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	9,224
Web Developers	9,063
General and Operations Managers	9,044
Sales Managers	8,148
Nursing Assistants	7,585
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	7,284
Combined Food Preparation and Serving Workers, Including Fast Food	6,896
Merchandise Displayers and Window Trimmers	6,780
Accountants and Auditors	6,750
Driver/Sales Workers	6,626
Human Resources Specialists	6,414
Medical Assistants	6,390
Licensed Practical and Licensed Vocational Nurses	6,312
Bookkeeping, Accounting, and Auditing Clerks	6,266
Personal Care Aides	6,237
Financial Managers	6,140
Security Guards	6,096
Production Workers, All Other	6,015
Speech-Language Pathologists	5,993

Computer User Support Specialists	5,386
Childcare Workers	5,238
Management Analysts	5,189
Insurance Sales Agents	4,888
Medical Secretaries	4,851
Automotive Service Technicians and Mechanics	4,809
Dental Assistants	4,729
Food Service Managers	4,710
Maids and Housekeeping Cleaners	4,709
Physicians and Surgeons, All Other	4,656
Cashiers	4,571
Computer Systems Analysts	4,475
First-Line Supervisors of Office and Administrative Support Workers	4,470
Real Estate Sales Agents	4,086
Cooks, Restaurant	3,843
Light Truck or Delivery Services Drivers	3,835
Market Research Analysts and Marketing Specialists	3,797

Source: Burning Glass Technologies Labor Insights, high demand occupations report

Note: High demand occupations were determined by count of job postings, including those with at least 1,000 job postings statewide over a 12-month period. Occupations are listed in descending order.

Table D1.2 Washington high demand occupations by top fields of study over a 12-month period (April 1, 2020 – March 31, 2021)

Washington high demand Information Technology occupations over a 12-month period (April 1, 2020 – March 31, 2020)

Occupation Title	Number of Job Postings
Software Developers, Applications	35,716
Computer Occupations, All Other	18,197
Web Developers	8,952
Computer User Support Specialists	3,907
Database Administrators	3,448
Information Security Analysts	3,124
Computer Systems Analysts	3,028
Computer and Information Research Scientists	2,109
Computer Network Architects	1,802
Network and Computer Systems Administrators	1,760
Computer Programmers	1,551
Graphic Designers	1,062
Computer and Information Systems Managers	758
Computer Network Support Specialists	592

Source: Burning Glass Technologies Labor Insights, high demand occupations report

Note: High demand occupations were determined by count of job postings, including those with at least 1,000 job postings statewide over a 12-month period. Occupations are listed in descending order.

Washington high demand Health occupations over a 12-month period (April 1, 2020 – March 31, 2020)

Occupation Title	Number of Job Postings
Registered Nurses	50,095
Medical and Health Services Managers	7,596
Nursing Assistants	7,585
Licensed Practical and Licensed Vocational Nurses	6,312
Medical Assistants	6,306
Speech-Language Pathologists	5,993
Medical Secretaries	4,851
Dental Assistants	4,729
Physicians and Surgeons, All Other	4,656
Customer Service Representatives	3,463
Nurse Practitioners	3,252
Medical and Clinical Laboratory Technicians*	3,250
Health Technologists and Technicians, All Other	3,194
Pharmacy Technicians	2,711

Source: Burning Glass Technologies Labor Insights, high demand occupations report

Note: High demand occupations were determined by count of job postings, including those with at least 1,000 job postings statewide over a 12-month period. Occupations are listed in descending order.

Washington high demand Engineering occupations over a 12-month period (April 1, 2020 – March 31, 2020)

Occupation Title	Number of Job Postings
Architectural and Engineering Managers	3,064
Civil Engineers	2,579
Engineers, All Other	1,832
Mechanical Engineers	1,764
Engineering Technicians, Except Drafters, All Other	1,697
Electrical Engineers	1,667
Electrical And Electronics Engineering Technicians	888
Computer Hardware Engineers	608
Electronics Engineers, Except Computer	594
Drafters, All Other	575
Surveyors	507
Industrial Engineers	504
Environmental Engineers	462
Electro-Mechanical Technicians	438
Chemical Engineers	372

Source: Burning Glass Technologies Labor Insights, high demand occupations report
Note: High demand occupations were determined by count of job postings, including those with at least 1,000 job postings statewide over a 12-month period. Occupations are listed in descending order.

Washington high demand Education occupations over a 12-month period (April 1, 2020 – March 31, 2020)

Occupation Title	Number of Job Postings
Preschool Teachers, Except Special Education	3,520
Teacher Assistants	2,469
Coaches and Scouts	2,240
Middle School Teachers, Except Special and Career/Technical Education	1,626
Elementary School Teachers, Except Special Education	1,536
Training and Development Specialists	1,426
Education Administrators, Postsecondary	1,414
Postsecondary Teachers, All Other	1,370
Teachers And Instructors, All Other, Except Substitute Teachers	1,278
Special Education Teachers, All Other	1,119
Education Administrators, Elementary and Secondary School	1,057
Fitness Trainers and Aerobics Instructors	907
Special Education Teachers, Middle School	827
Self-Enrichment Education Teachers	714
Secondary School Teachers, Except Special and Career/Technical Education	679

Source: Burning Glass Technologies Labor Insights, high demand occupations report
Note: High demand occupations were determined by count of job postings, including those with at least 1,000 job postings statewide over a 12-month period. Occupations are listed in descending order.

D2. Largest Projected Growth Occupations

D2.1 Washington occupations requiring a postsecondary credential with largest projected growth (in 10 years)

Occupation	2021 Jobs	2031 Jobs	Change in Jobs (2021-2031)	% Change (2021-2031)	2020 Median Hourly Earnings
Software Developers and Software Quality Assurance Analysts and Testers	106,090	121,628	15,538	15%	$66.94
Market Research Analysts and Marketing Specialists	30,010	35,062	5,052	17%	$40.03
General and Operations Managers	55,127	58,977	3,850	7%	$56.26
Registered Nurses	62,773	66,226	3,453	6%	$43.05
Hairdressers, Hairstylists, and Cosmetologists	18,206	21,068	2,863	16%	$17.89
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	12,323	14,369	2,046	17%	$24.23
Preschool Teachers, Except Special Education	13,336	15,262	1,926	14%	$15.56
Management Analysts	28,850	30,725	1,875	6%	$46.98
Manicurists and Pedicurists	7,051	8,876	1,825	26%	$15.24
Medical and Health Services Managers	7,555	9,288	1,732	23%	$56.63
Medical Assistants	17,373	19,030	1,657	10%	$21.87
Nurse Practitioners	4,313	5,911	1,598	37%	$61.21
Massage Therapists	7,367	8,862	1,495	20%	$28.44
Elementary School Teachers, Except Special Education	28,712	30,206	1,494	5%	$35.13
Construction Managers	12,268	13,655	1,387	11%	$44.81
Financial Managers	13,369	14,748	1,379	10%	$64.18
Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	23,031	24,227	1,197	5%	$47.09
Tutors and Teachers and Instructors, All Other	7,941	9,133	1,192	15%	$22.77
Substitute Teachers, Short-Term	13,785	14,886	1,102	8%	$20.31
Marketing Managers	10,864	11,964	1,099	10%	$73.24

Source: Economic Modeling Specialists, Intl. (EMSI)

Note: Largest projected growth occupations were determined by the change in the number of jobs between 2021 and 2031 and are listed in descending order. Occupations included are those that require a postsecondary credential of any type.

D2.2 Washington occupations requiring a postsecondary credential with largest projected growth by top fields of study

Information Technology occupations with largest projected growth

Occupation	2021 Jobs	2031 Jobs	Change in Jobs (2021-2031)	% Change (2021-2031)	2020 Median Hourly Earnings
Software Developers and Software Quality Assurance Analysts and Testers	106,090	121,628	15,538	15%	$66.94
Web Developers and Digital Interface Designers	17,558	18,593	1,035	6%	$65.29
Information Security Analysts	3,886	4,705	819	21%	$51.39
Computer Occupations, All Other	12,607	13,303	697	6%	$43.79
Data Scientists and Mathematical Science Occupations, All Other	2,759	3,393	634	23%	$56.24
Computer Systems Analysts	20,664	21,073	409	2%	$50.97
Operations Research Analysts	2,770	3,140	369	13%	$44.15
Statisticians	1,543	1,849	306	20%	$47.53
Database Administrators and Architects	3,605	3,896	290	8%	$55.61
Computer Network Support Specialists	3,928	4,138	210	5%	$40.41
Computer and Information Research Scientists	2,396	2,572	176	7%	$70.34
Network and Computer Systems Administrators	9,264	9,418	154	2%	$45.16
Computer Network Architects	4,168	4,294	127	3%	$59.99
Actuaries	514	560	46	9%	$61.59

Source: Economic Modeling Specialists, Intl. (EMSI)

Note: Largest projected growth occupations were determined by the change in the number of jobs between 2021 and 2031 and are listed in descending order. Occupations included "Computer and Mathematical Occupations" that require a postsecondary credential of any type.

Health occupations with largest projected growth

Occupation	2021 Jobs	2031 Jobs	Change in Jobs (2021-2031)	% Change (2021-2031)	2020 Median Hourly Earnings
Registered Nurses	62,773	66,226	3,453	6%	$43.05
Medical Assistants	17,373	19,030	1,657	10%	$21.87
Nurse Practitioners	4,313	5,911	1,598	37%	$61.21
Massage Therapists	7,367	8,862	1,495	20%	$28.44
Nursing Assistants	36,439	37,252	814	2%	$17.27
Speech-Language Pathologists	3,338	4,085	747	22%	$39.48
Dental Assistants	10,366	11,099	733	7%	$22.31
Physical Therapists	6,673	7,380	707	11%	$44.53
Licensed Practical and Licensed Vocational Nurses	9,007	9,653	645	7%	$28.64
Physician Assistants	3,040	3,627	587	19%	$61.87
Dental Hygienists	6,929	7,443	514	7%	$46.78
Physical Therapist Assistants	1,815	2,265	450	25%	$29.80
Respiratory Therapists	2,183	2,568	385	18%	$35.98
Occupational Therapists	2,903	3,260	357	12%	$42.29
Psychiatric Technicians	1,464	1,758	294	20%	$21.34
Dentists, General	4,094	4,380	286	7%	$80.27
Veterinary Technologists and Technicians	2,530	2,811	281	11%	$19.76
Emergency Medical Technicians and Paramedics	4,525	4,776	251	6%	$21.62
Physicians, All Other; and Ophthalmologists, Except Pediatric	9,712	9,961	249	3%	$119.46
Phlebotomists	2,545	2,793	249	10%	$19.60
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	8,605	8,839	234	3%	$25.54
Diagnostic Medical Sonographers	1,980	2,212	232	12%	$44.88
Veterinarians	2,541	2,770	230	9%	$47.30
Clinical Laboratory Technologists and Technicians	7,138	7,366	228	3%	$29.48
Occupational Therapy Assistants	895	1,123	228	25%	$29.81

Source: Economic Modeling Specialists, Intl. (EMSI)

Note: Largest projected growth occupations were determined by the change in the number of jobs between 2021 and 2031 and are listed in descending order. Occupations included are “Healthcare Practitioners and Technical Occupations” and “Healthcare Support Occupations” that require a postsecondary credential of any type.

Education occupations with largest projected growth

Occupation	2021 Jobs	2031 Jobs	Change in Jobs (2021-2031)	% Change (2021-2031)	2020 Median Hourly Earnings
Preschool Teachers, Except Special Education	13,336	15,262	1,926	14%	$15.56
Elementary School Teachers, Except Special Education	28,712	30,206	1,494	5%	$35.13
Tutors and Teachers and Instructors, All Other	7,941	9,133	1,192	15%	$22.77
Substitute Teachers, Short-Term	13,785	14,886	1,102	8%	$20.31
Secondary School Teachers, Except Special and Career/Technical Education	15,017	16,019	1,001	7%	$36.79
Middle School Teachers, Except Special and Career/Technical Education	10,270	10,852	582	6%	$36.28
Librarians and Media Collections Specialists	3,072	3,435	363	12%	$38.38
Instructional Coordinators	2,892	3,090	198	7%	$35.72
Special Education Teachers, Kindergarten and Elementary School	2,976	3,166	190	6%	$33.67
Kindergarten Teachers, Except Special Education	4,804	4,986	182	4%	$32.26
Special Education Teachers, Secondary School	2,141	2,283	142	7%	$36.31
Library Technicians	2,522	2,642	120	5%	$23.70
Career/Technical Education Teachers, Secondary School	2,691	2,786	95	4%	$36.48
Special Education Teachers, Middle School	1,408	1,476	68	5%	$35.25
Special Education Teachers, Preschool	803	865	62	8%	$33.38
Special Education Teachers, All Other	621	679	58	9%	$32.70
Curators	272	311	39	14%	$29.45
Archivists	282	313	31	11%	$31.01
Museum Technicians and Conservators	287	316	28	10%	$20.58
Career/Technical Education Teachers, Middle School	473	496	23	5%	$38.07
Educational Instruction and Library Workers, All Other	2,408	2,426	19	1%	$26.36

Source: Economic Modeling Specialists, Intl. (EMSI)

Note: Largest projected growth occupations were determined by the change in the number of jobs between 2021 and 2031 and are listed in descending order. Occupations included are "Educational Instruction and Library Occupations" that require a postsecondary credential of any type.

About the Washington Student Achievement Council

The Washington Student Achievement Council is committed to increasing educational opportunities and attainment in Washington. The Council has three main functions:

- Lead statewide strategic planning to increase educational attainment.
- Administer programs that help people access and pay for college.
- Advocate for the economic, social, and civic benefits of higher education.

The Council has nine members. Four members represent each of Washington's major education sectors: four-year public baccalaureates, four-year private colleges, public community and technical colleges, and K-12 public schools. Five are citizen members, including one current student.

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