

System Design Plan

Washington Higher Education: Students and Faculty

“Road Map” for 6/15 Meeting

1. What participation in higher education do we need to reach Master plan degree goals projected to 2030? What is the gap?

- If we just depend on population growth, we won't reach *MP* goals projected to 2030. Bachelor's degree goals exceed planned capacity at existing institutions.
- 11,400 additional bachelor's degrees will be needed to meet *Master Plan* goals, projected to the year 2030. 3,500 bachelor's degrees could be realized from population growth alone, but nearly 8,000 more will be needed.
- There is also insufficient capacity at the **graduate** level to maintain current participation rates. Reaching the Master Plan goals will require nearly doubling planned capacity.
- 11,600 graduate degrees will be needed to reach Master Plan goals, projected to 2030. Only 1,500 additional degrees can be expected to result from population growth, which means that 7,800 more will need to be realized through policy changes.
- 10,000 CTC degrees and certificates will be needed between 2010-2030 to meet employer demand and *Master Plan* Bachelor's Degree goals.
- 5,000 additional awards could be realized from population changes (Status Quo Expected Output), but 5,000 more will be need to be added in the form of policy changes.

2. What is the current enrollment in Washington higher education? Of the residents in a region, how many participate in higher education?

- Proximity counts! Public 4-year participation rates as a percentage of the population age 17-64 – are influenced by proximity to an institution.
- The 4-year undergraduate participation rates vary across regions of the state. The highest rates are in King County and the Spokane & Northeast region. The lowest rates are in the Southwest region and Pierce County.
- CTC participation is also strongly related to the proximity of a campus.
- The highest rate is in King County. The lowest rates are in the Central & Southeast and Southwest regions.
- King is the only county in which the 4-year and CTC participation rates are above the statewide average.
- Both growth and sheer numbers need to be considered in assessing where to grow higher education in Washington. King County is the most highly populous area. But fast growth is also occurring in other areas of the state (http://www.erd.c.wa.gov/temporary/hecb_cumulative_v2.pdf).

3. What is the current enrollment in Washington higher education, by race/ethnicity?

- Participation rates for Hispanic students are very low at both CTCs and public 4-years.
- Rates for African American & American Indian/Alaskan Natives are low at 4-year institutions.
- Graduate and professional participation rates are similar for all racial/ethnic groups, suggesting that individuals with a bachelor's degree are equally likely to go on to graduate or professional education, regardless of race/ethnicity.

4. Who is in the potential pipeline of students?

- Additional college enrollments resulting from population growth alone won't be high enough to bring about the increased educational attainment the state needs.
- The diversity of Washington public high school graduates will increase considerably, but many students from underrepresented groups may not go on to college. To increase college-going rates, we must increase the number of Hispanics, African-American, and American Indian/Alaskan Natives who enroll in college.
- Proximity matters: High school students tend to go to college close to home.
- The educational pipeline includes large numbers of students who should be encouraged to consider college, including 43% of high school graduates who don't continue, 61% of GED completers, 87% who earn technical degrees, and 29% of those who earn transfer associate degrees.
- The largest 4-year undergraduate growth is expected in the Central & East region. The largest CTC "College-level+" growth will occur in the Northwest region.

5. How many who start college are really "college-ready?"

- Among 2007 Washington high school graduates who went on to college, 33% took at least one remedial course (English or math, or both).
- Remedial enrollment is much higher among at the CTCs (55 percent), compared to the universities (10 percent).
- In 2008, more than 1/3 of high school graduates failed to meet the minimum 4-year college admissions standards in math.
- Improvements in science preparation will also be necessary to encourage more students to enter STEM fields. Just a little more than half of Washington's high school graduates met the new CORE 24 minimum graduation requirements in science.

6. Who could potentially be a student . . . but isn't?

- We may be able to raise educational attainment levels more quickly if we also focus upon working adults who have already earned some college credits.
- Adult learners (e.g. non-traditional, re-entry, working adults) comprise at least half of the students enrolled in credit programs nationally. Nationally, 40% are undergraduates; 80% are graduate students.
- In 2008, the "typical" adult learner was female; non-minority; employed & juggling work, home, school; and self-financed.
- Another important target group to raise the state's educational attainment levels are residents whose highest educational level is a "high school diploma or less." 630,000 adults 25-44 years old with high school education or less reside in Washington State.
- 1 in 5 of the 630,000 adults are also limited English speakers.
- Students in online courses and programs also are a growing segment of higher education. 11% of all 2-year college instruction in Washington today is online.
- Students taking online courses tend to be older, undergraduate students familiar with college. Many prefer asynchronous (their time, their place) academic/student services.

7. Who are the faculty? Will they be available and ready to teach tomorrow's students?

- 55 - 60% of the faculty needed in 2030 are in school today.
- Part-time faculty contribute significantly to instruction and are particularly important in the community and technical colleges and the private colleges and universities.
- Across higher education, students are more diverse than the faculty, although newly hired faculty are more diverse than existing faculty and closely reflect the diversity of the graduate student population.

Discussion

What does the information about students—their characteristics and potential growth—tell us about System Design? What are possible alternatives to serve the growing demand for baccalaureate degree production in the following regions—East King, Snohomish, Kitsap, Southwest Washington--and for the state as a whole?