

Student Demographic Projections, Public Policy Questions and the Impact on Higher Education

Knowing who is (and is not) knocking at the college door

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College Board Regional Forum
February 2007

“These findings can be very helpful in helping shape public policy. Many folks may not like the implications of these findings, but they are the facts, and we ignore them at our peril.”

David Longenecker, Executive Director,
WICHE, *The Chronicle of Higher Education*
2/24/2006

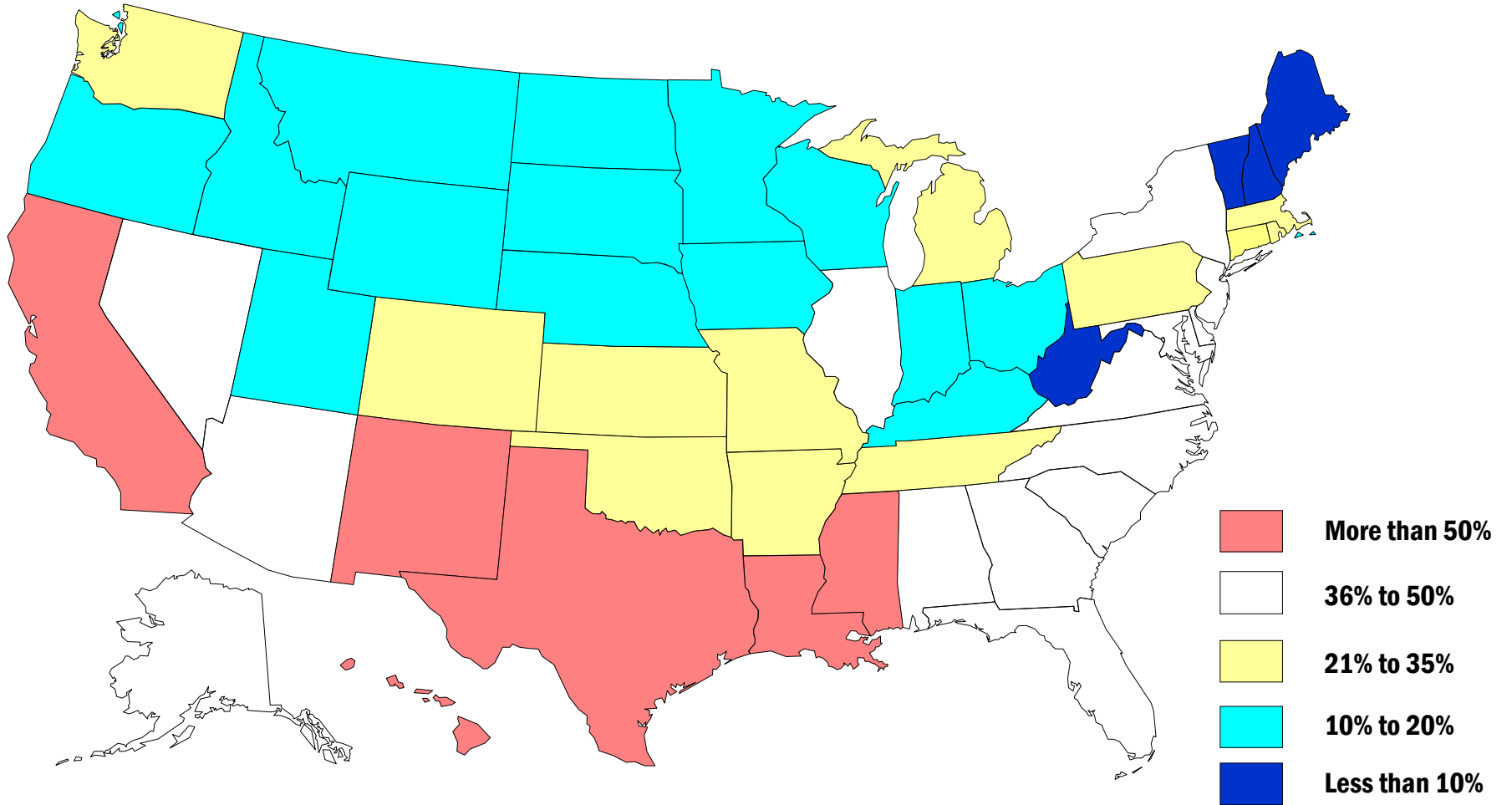
February 2007 - The Changing Demographic
Landscape of Higher Education

Things to think about today...

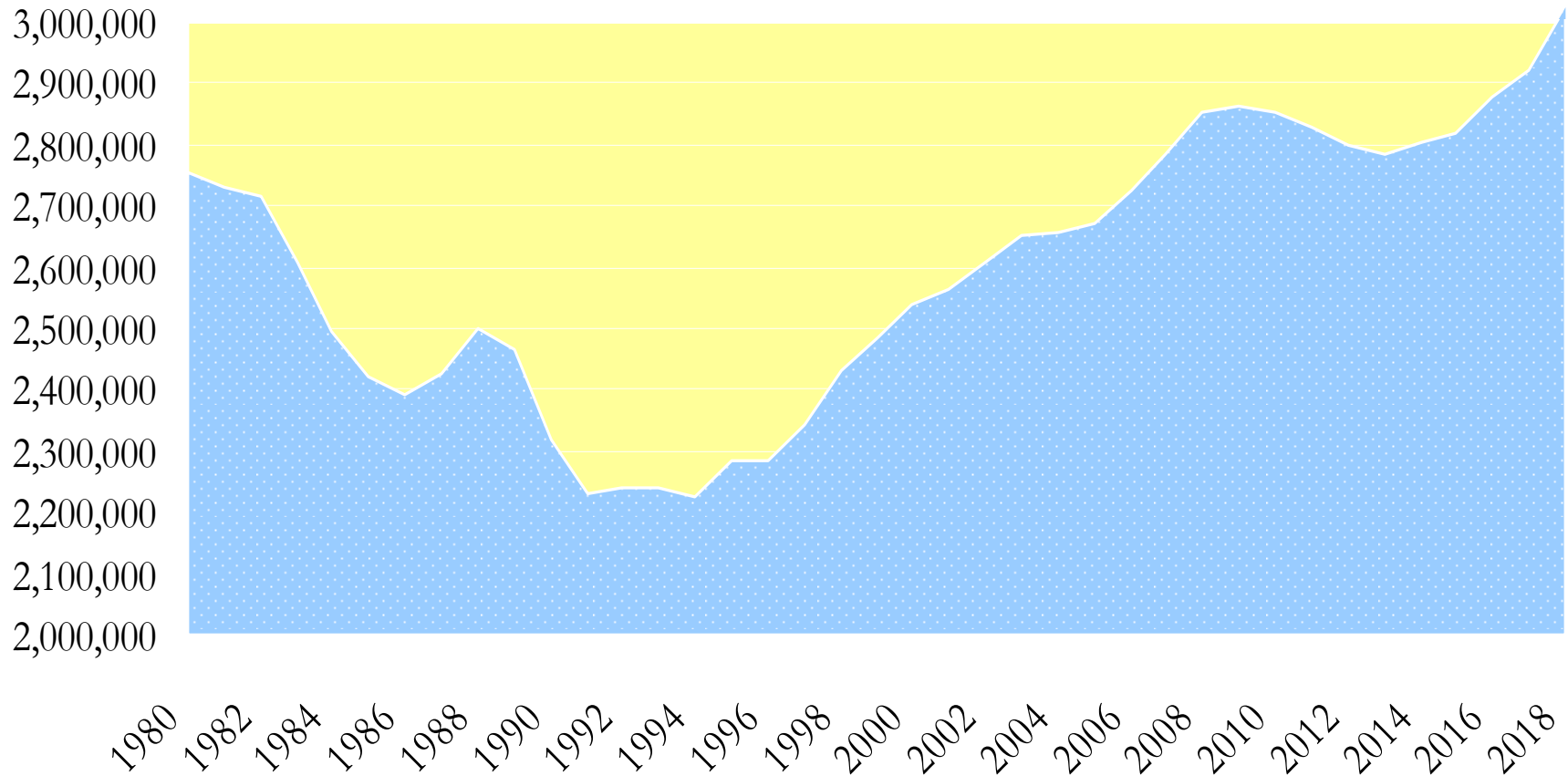
- What is the environment within which we operate?
- What is happening in our state and region (and surrounding regions)?
- Where do our students come from (at our institutions) and our states?
- Where do students from our state go?
- Where do non-residents come from to our schools?
- Will these changes impact career colleges, community colleges, state colleges, public flagships and different varieties of privates differently?

Minority School Enrollments

Source: U.S. Department of Education



Number of Public High School Graduates Peaks and Valleys ...

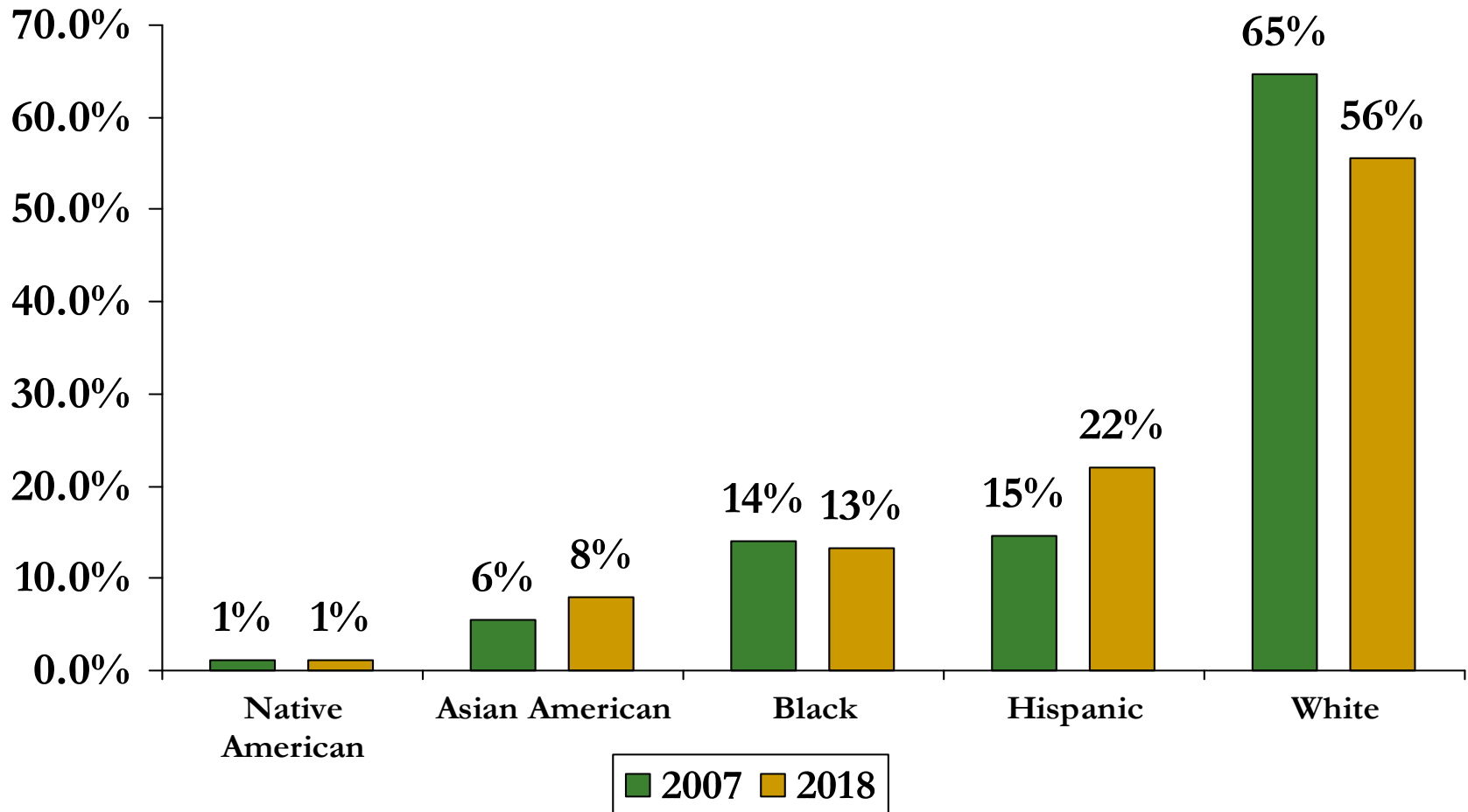


Source: WICHE/The College Board

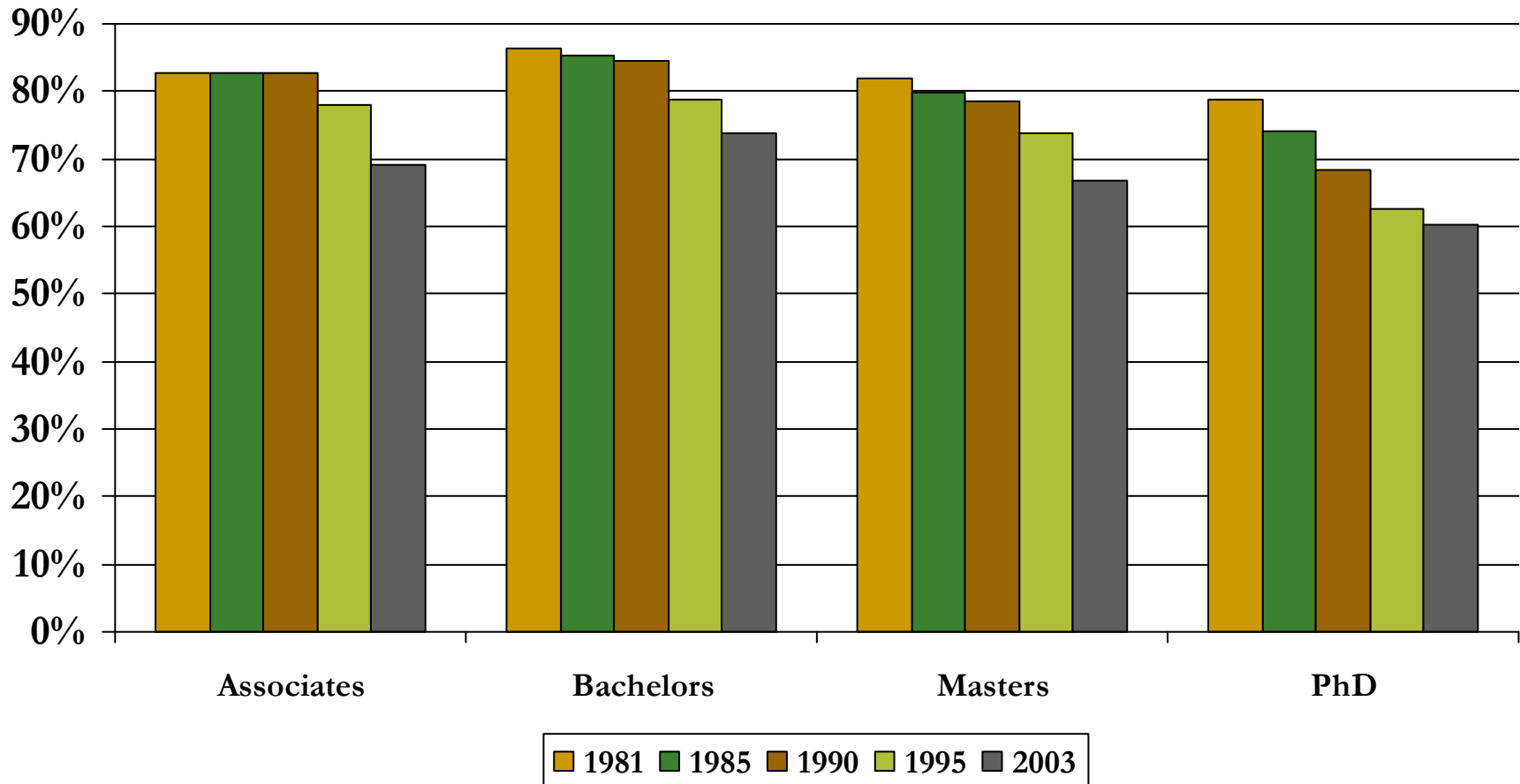
College 'bubble' is about to burst (Philadelphia Inquirer – 7/31/2006)

- *Administrators at local private institutions as diverse as Chestnut Hill College, Drexel University, St. Joseph's University, and two-year Harcum College in Bryn Mawr say they already are preparing for the coming shortage. In an effort to maintain the dramatic enrollment gains they've made, many are extending their recruiting efforts to faster-growing states, as well as adopting new academic programs to appeal to a wider pool of students.*

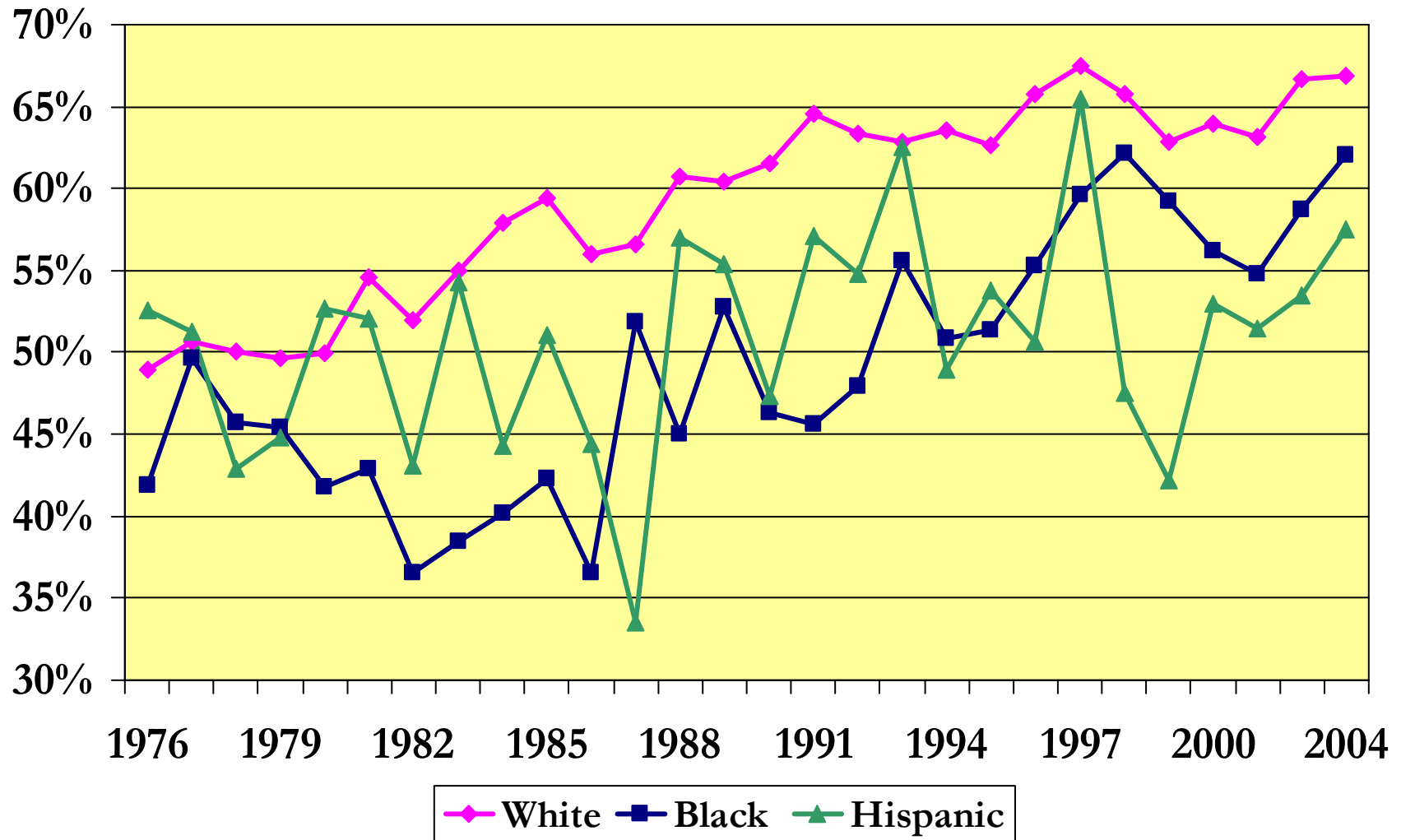
Projections of HS Graduates in the United States



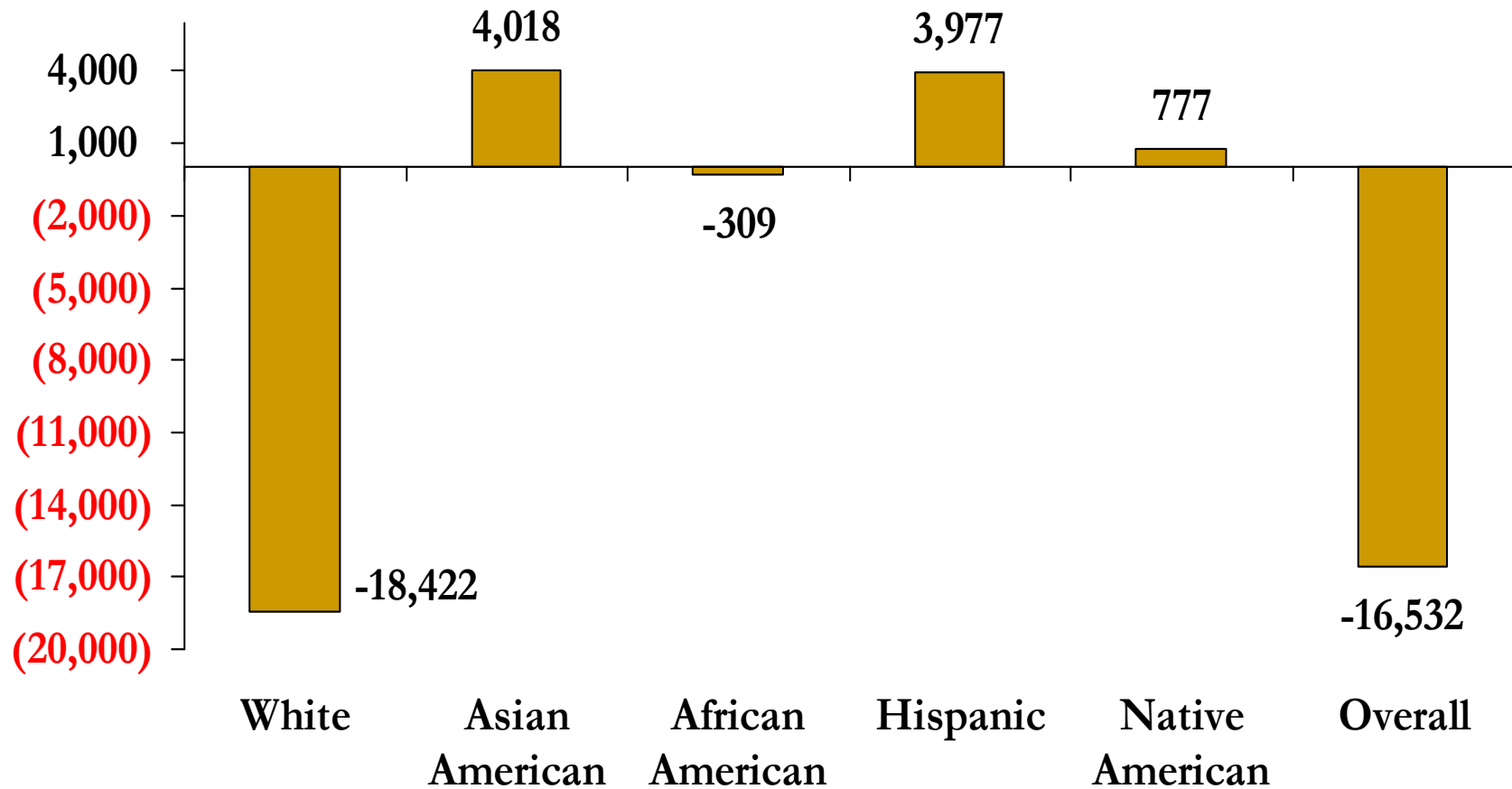
White, Non-Hispanic Degree Attainment – percent of total declining in all degrees



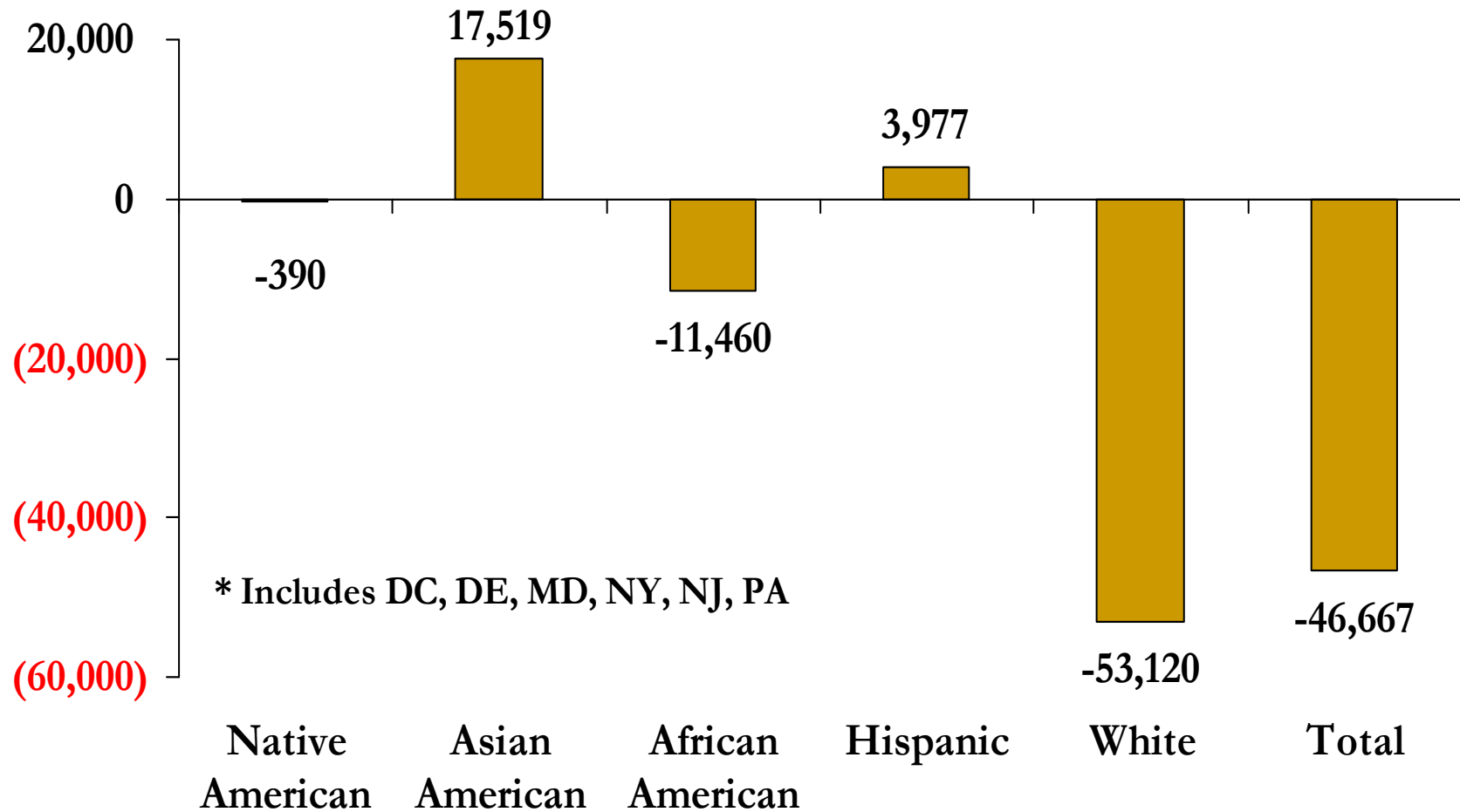
College Continuation Rates



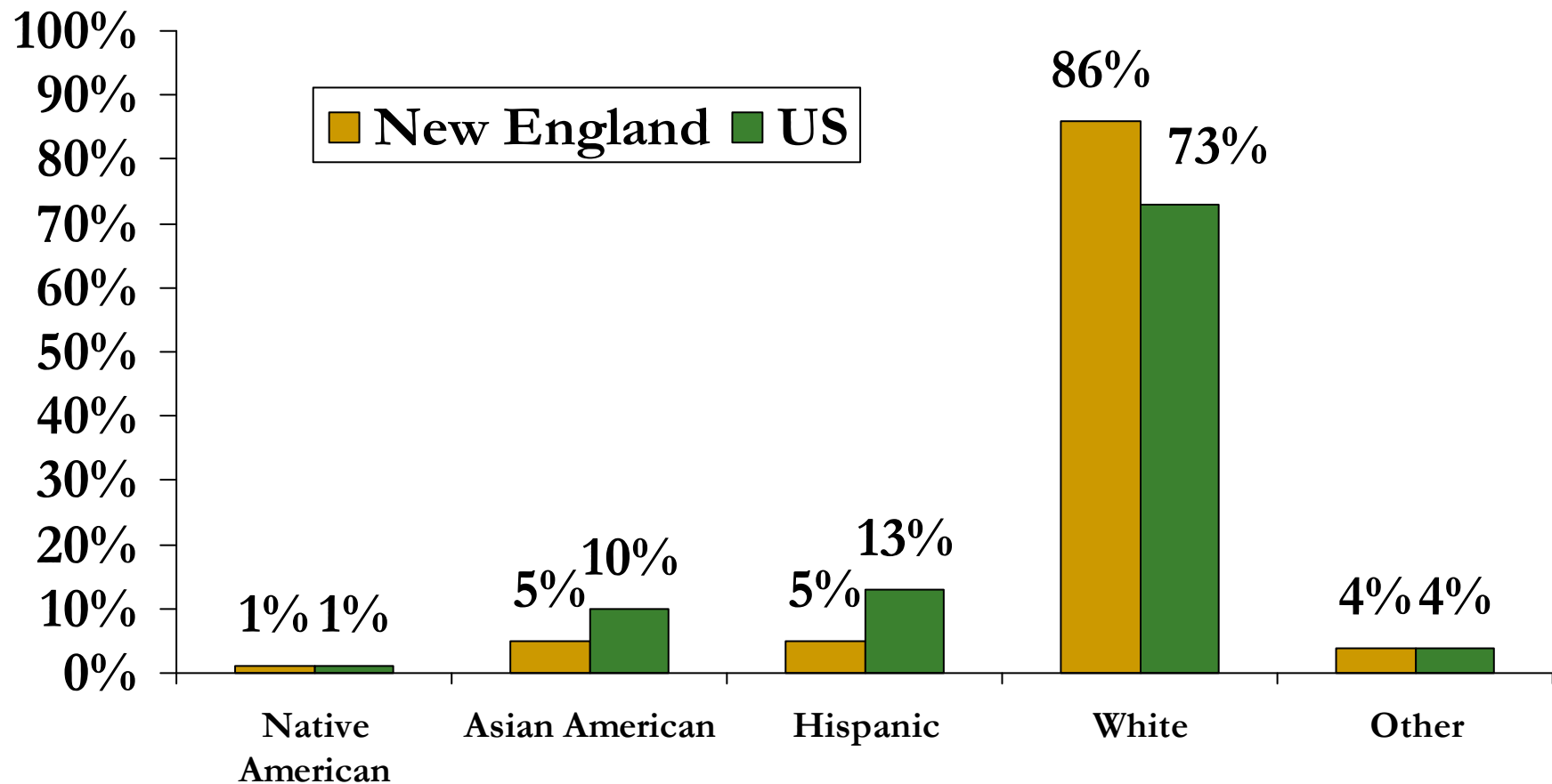
New England HS Graduates: 2008 to 2018



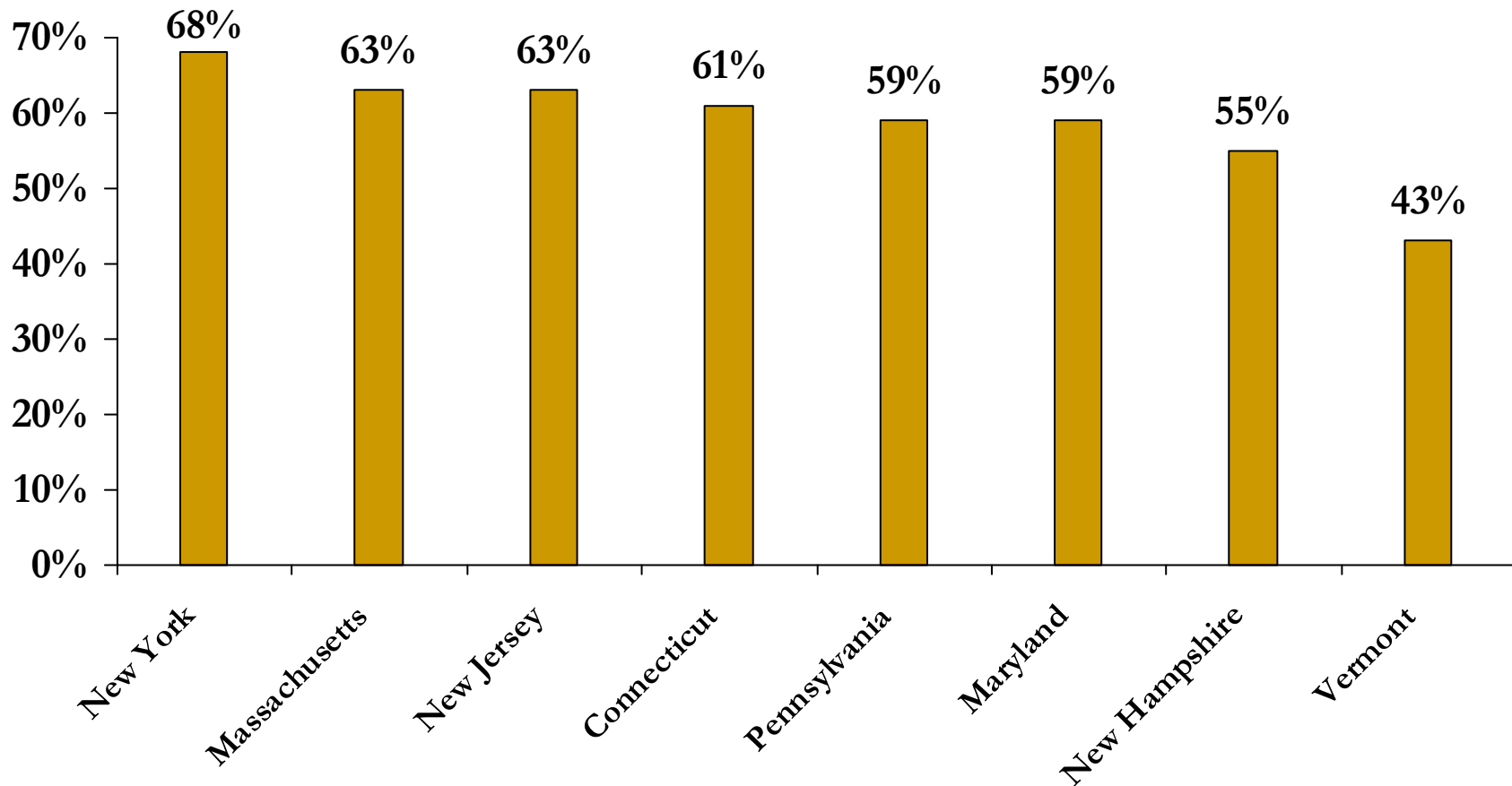
Other Northeast* HS Graduates: 2007-08 to 2017-18



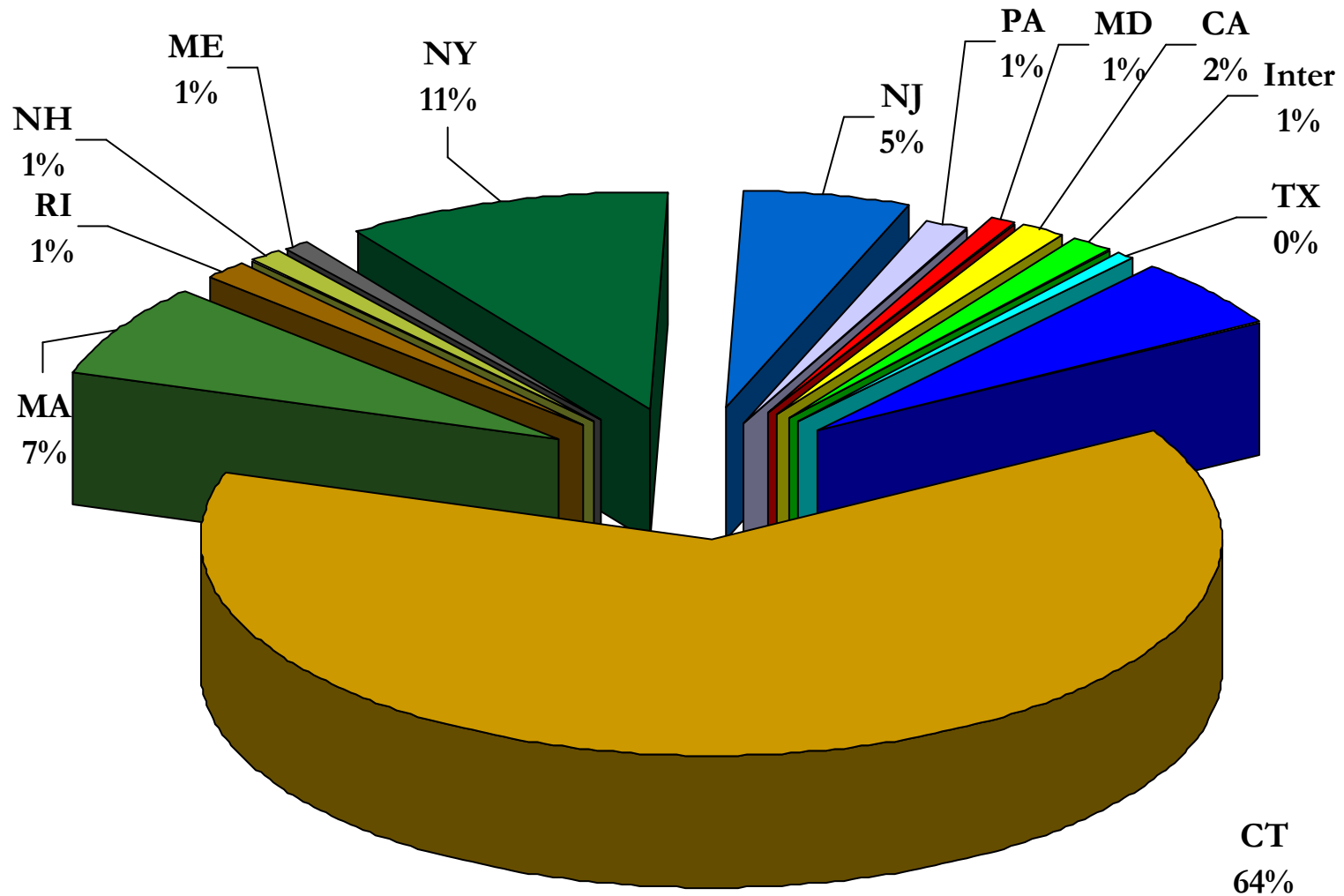
SAT Takers by Race/Ethnicity



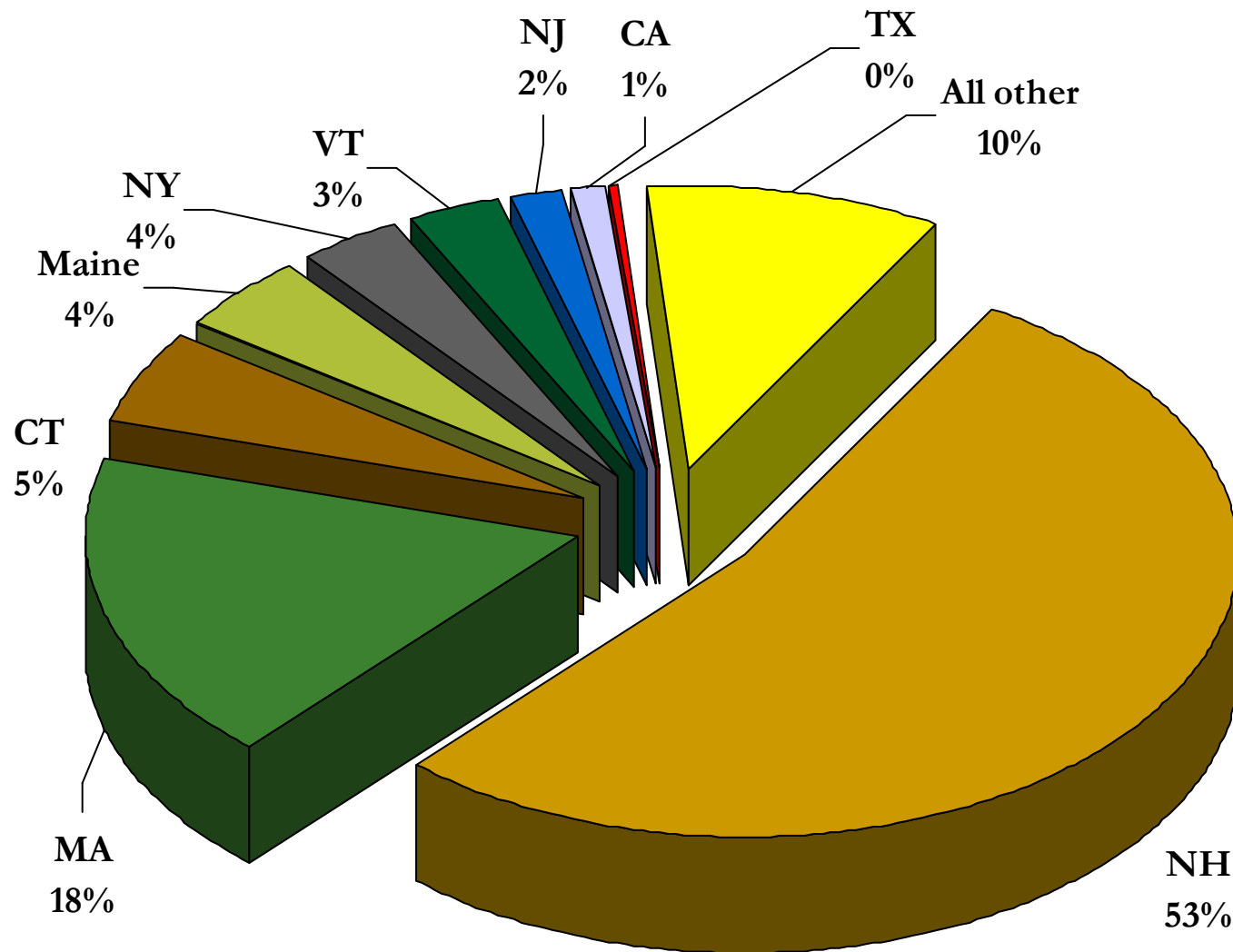
College Continuation Rates in the Northeast



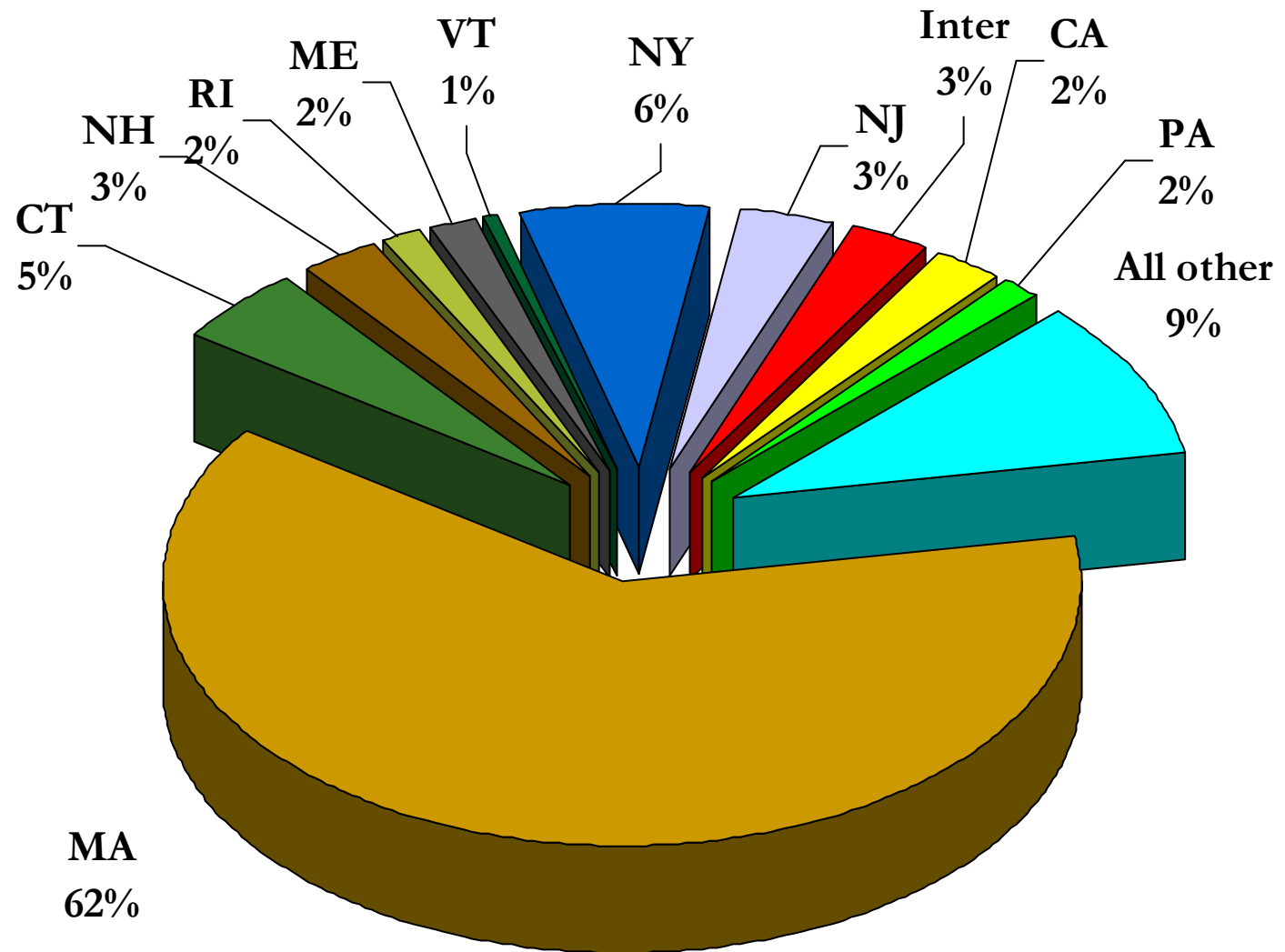
Enrollment at Colleges in Connecticut



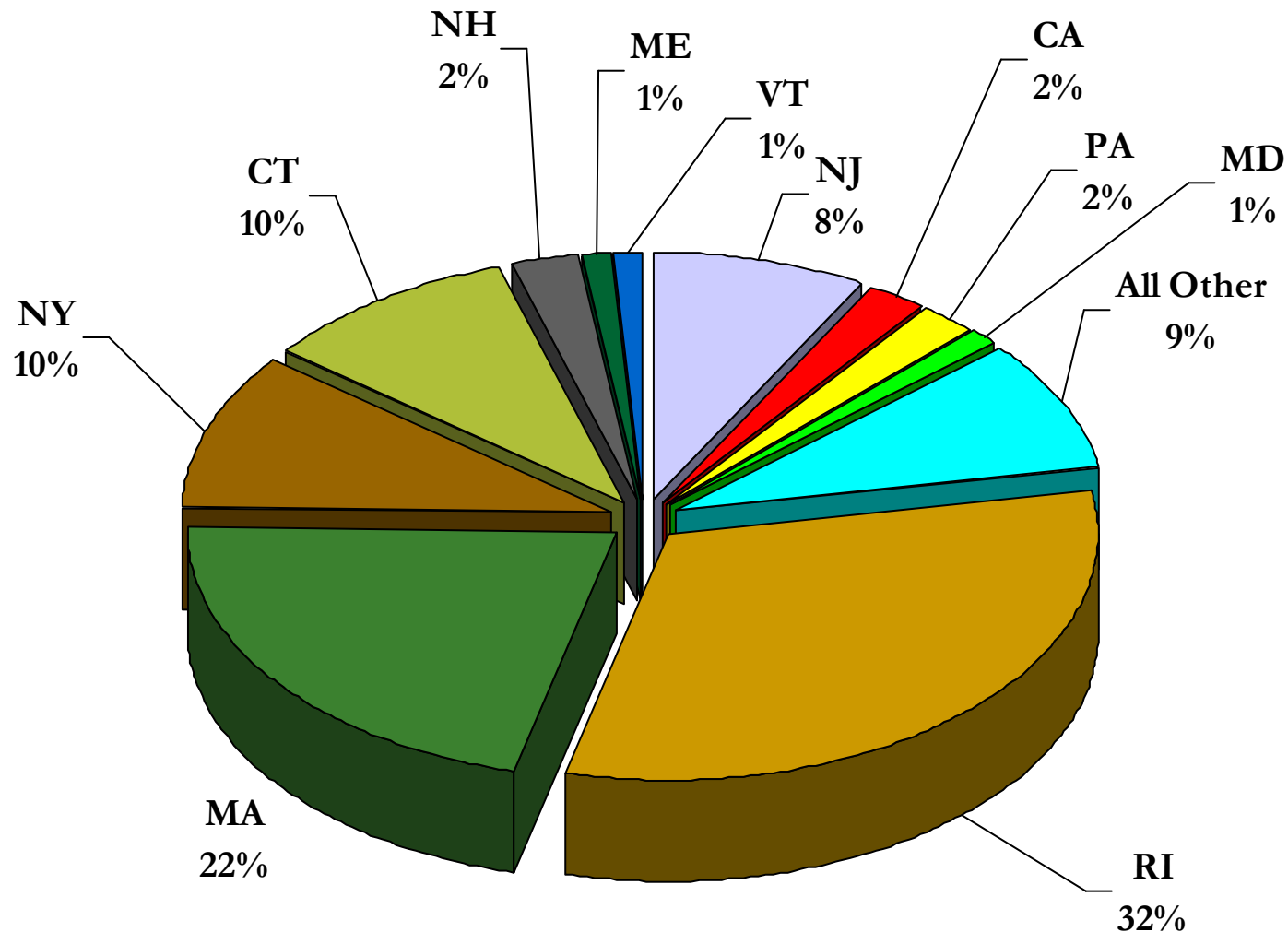
Enrollment at Colleges in New Hampshire



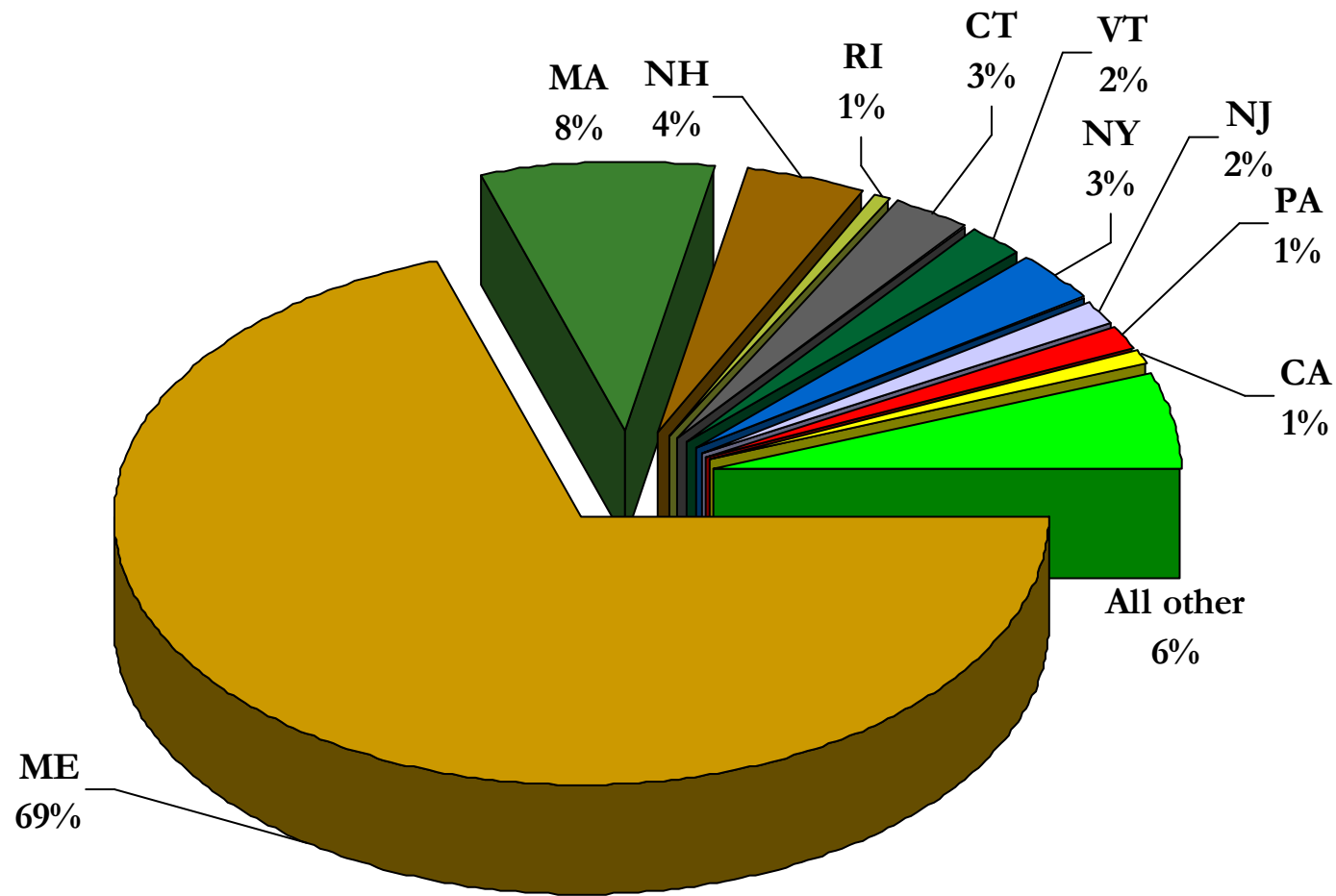
Enrollment at Colleges in Massachusetts



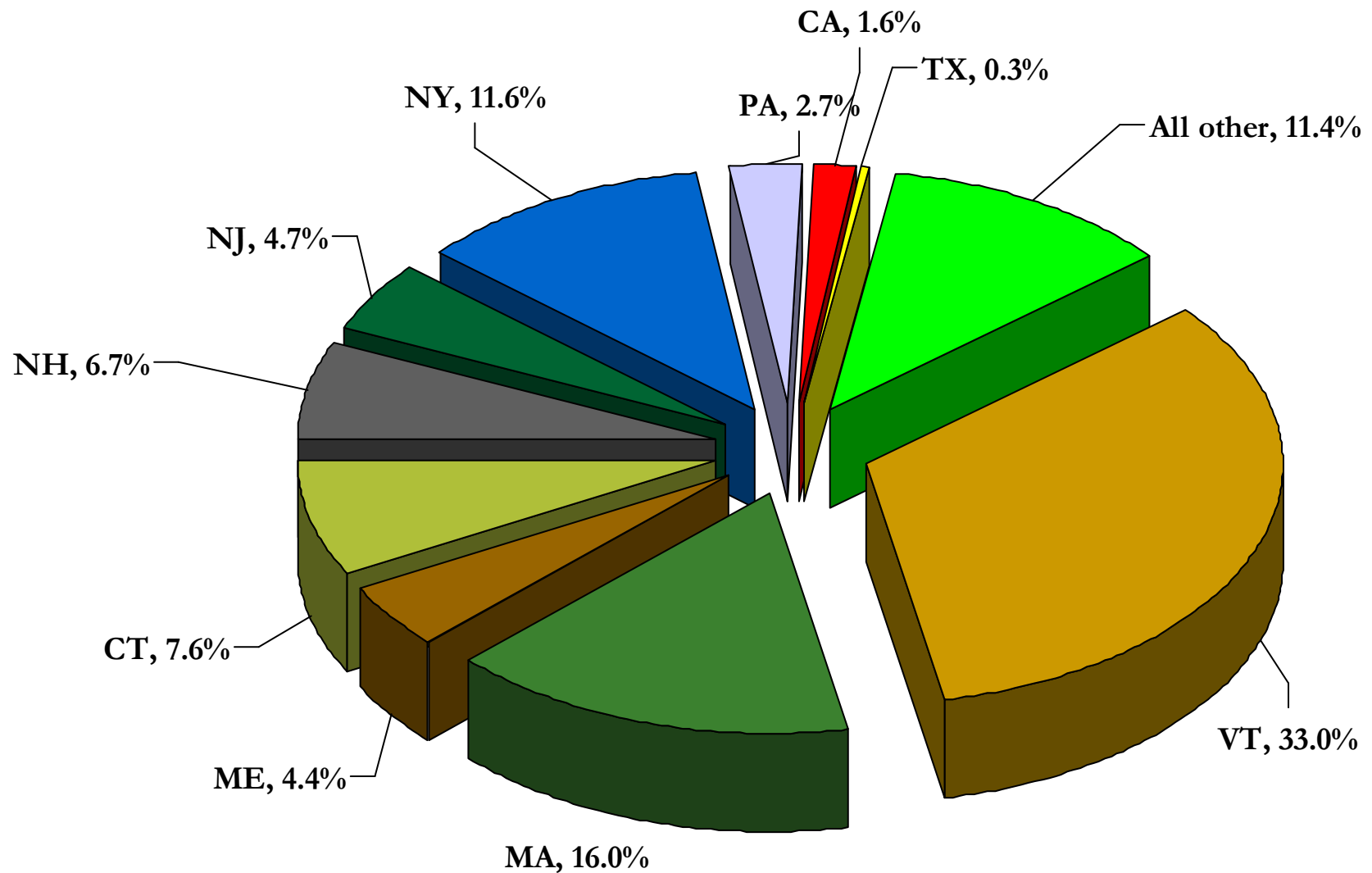
Enrollment at Colleges in Rhode Island



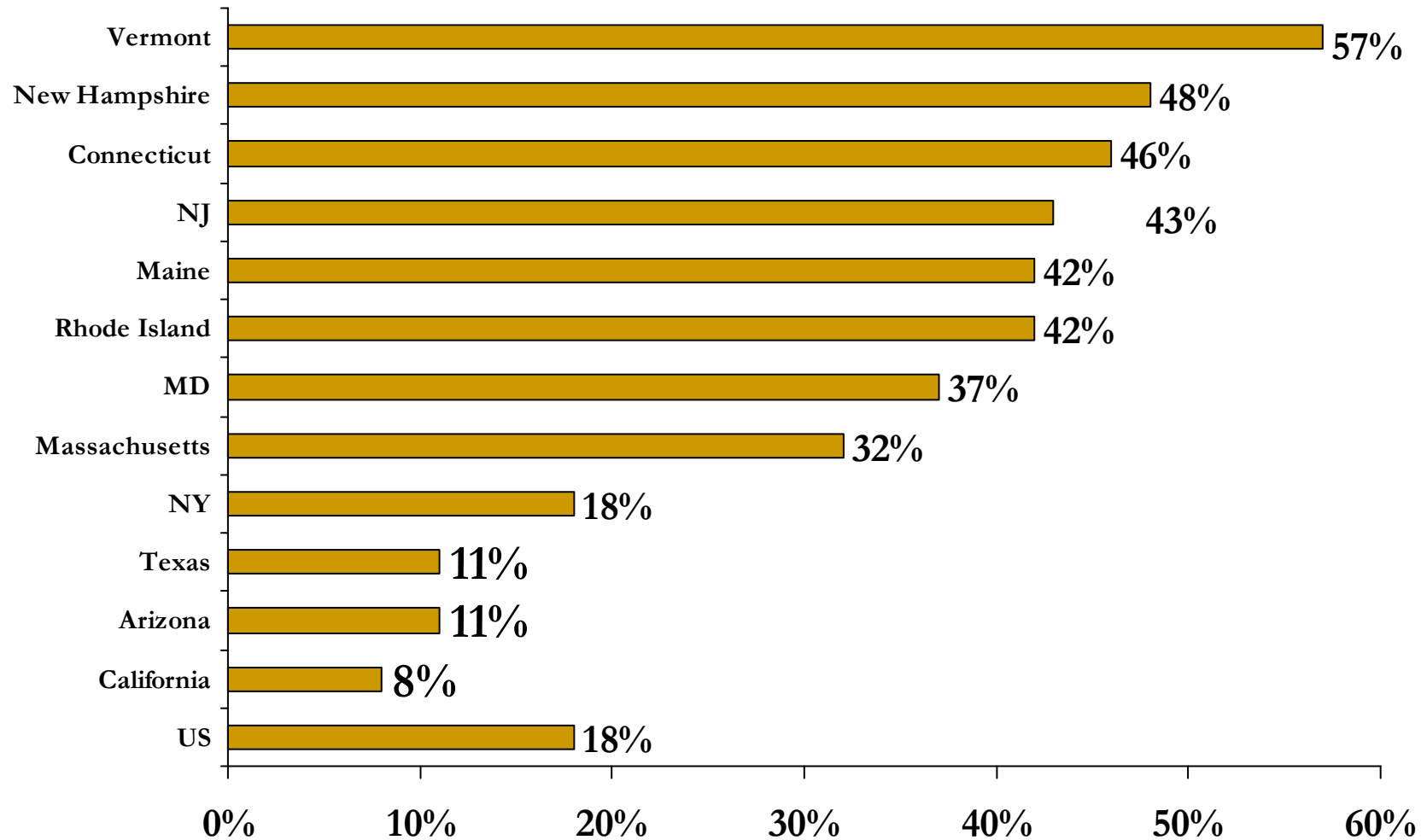
Enrollment at Colleges in Maine



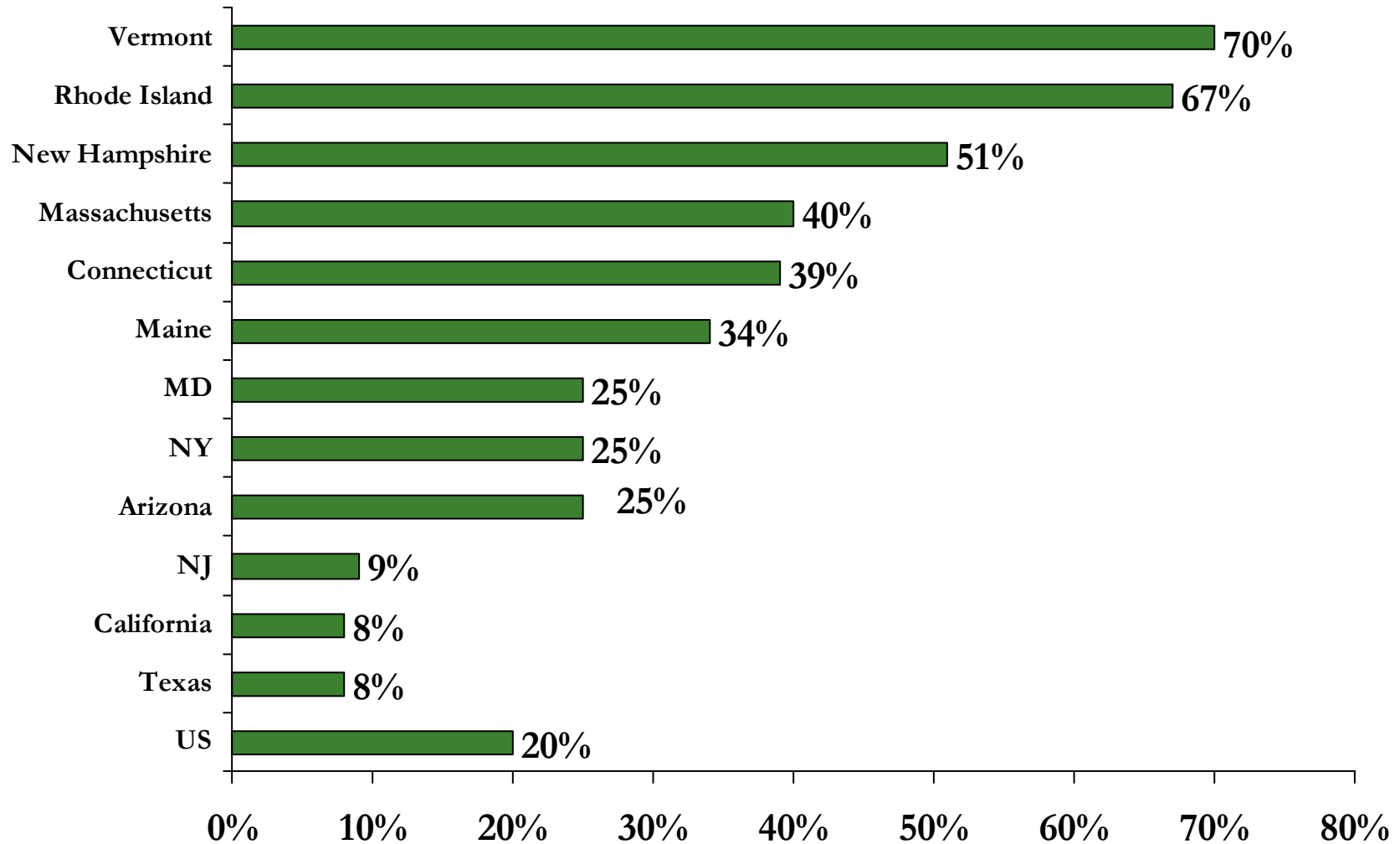
Enrollment at Colleges in Vermont



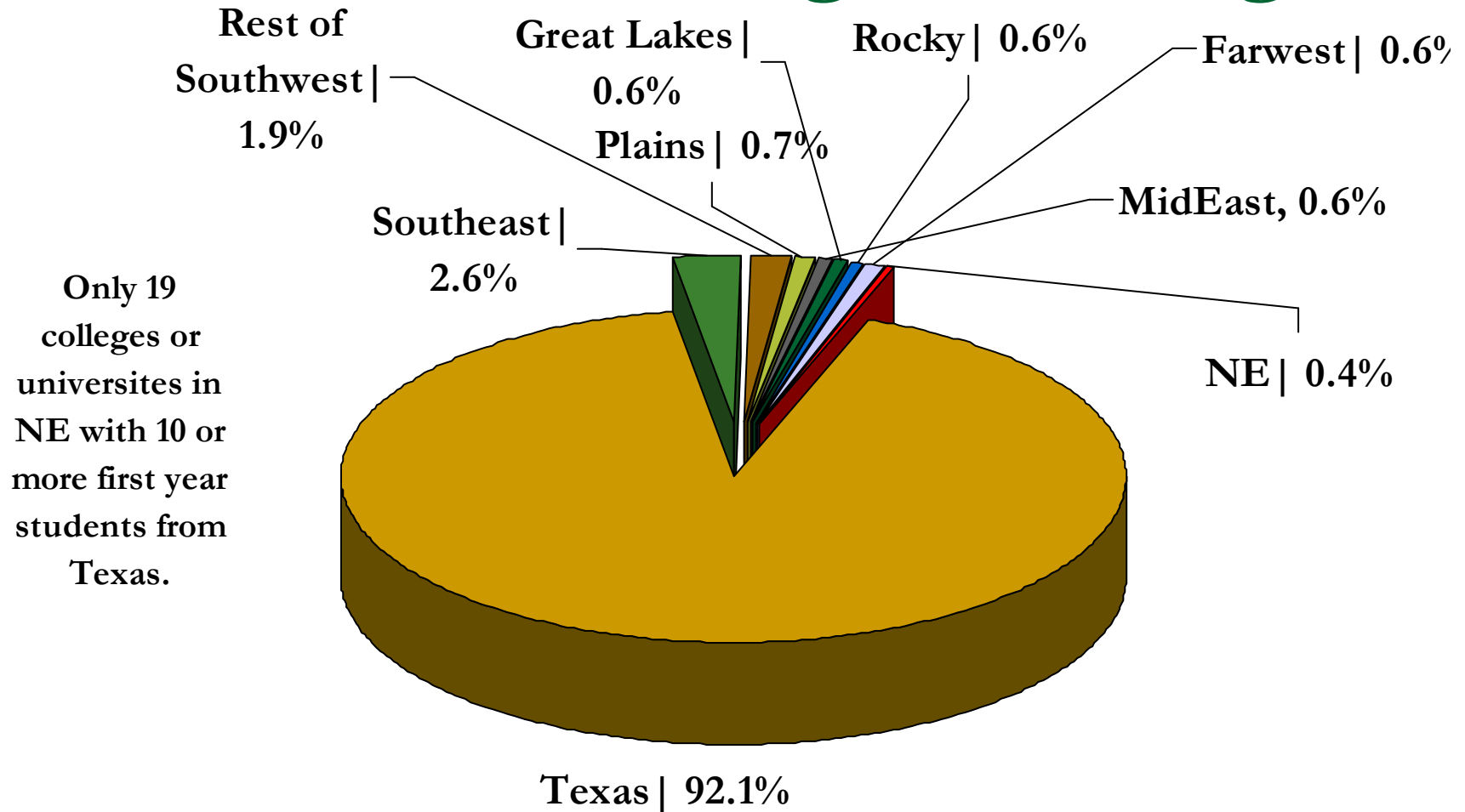
Emigration of College Students



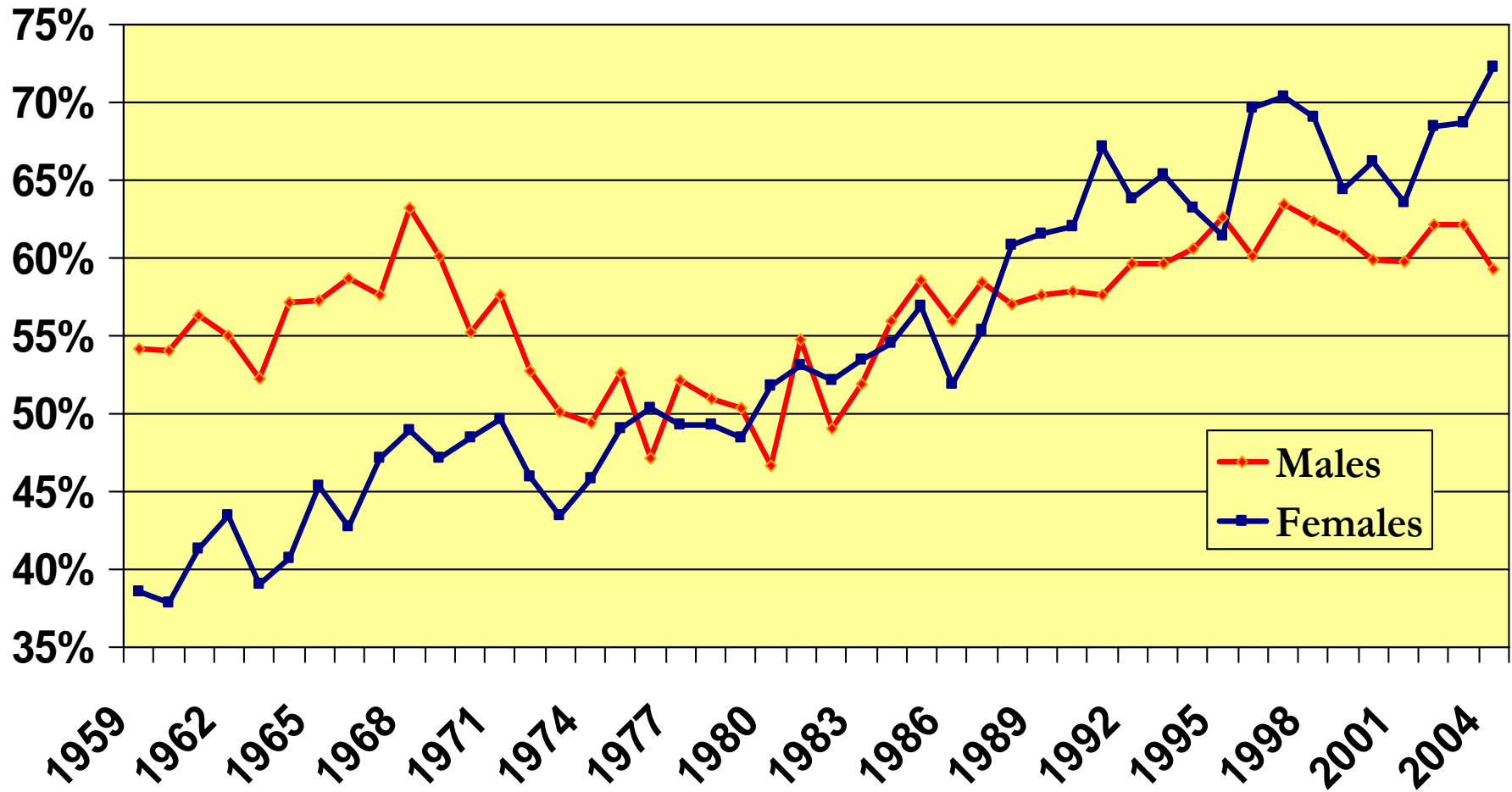
Percent of Freshmen from Out-of-State



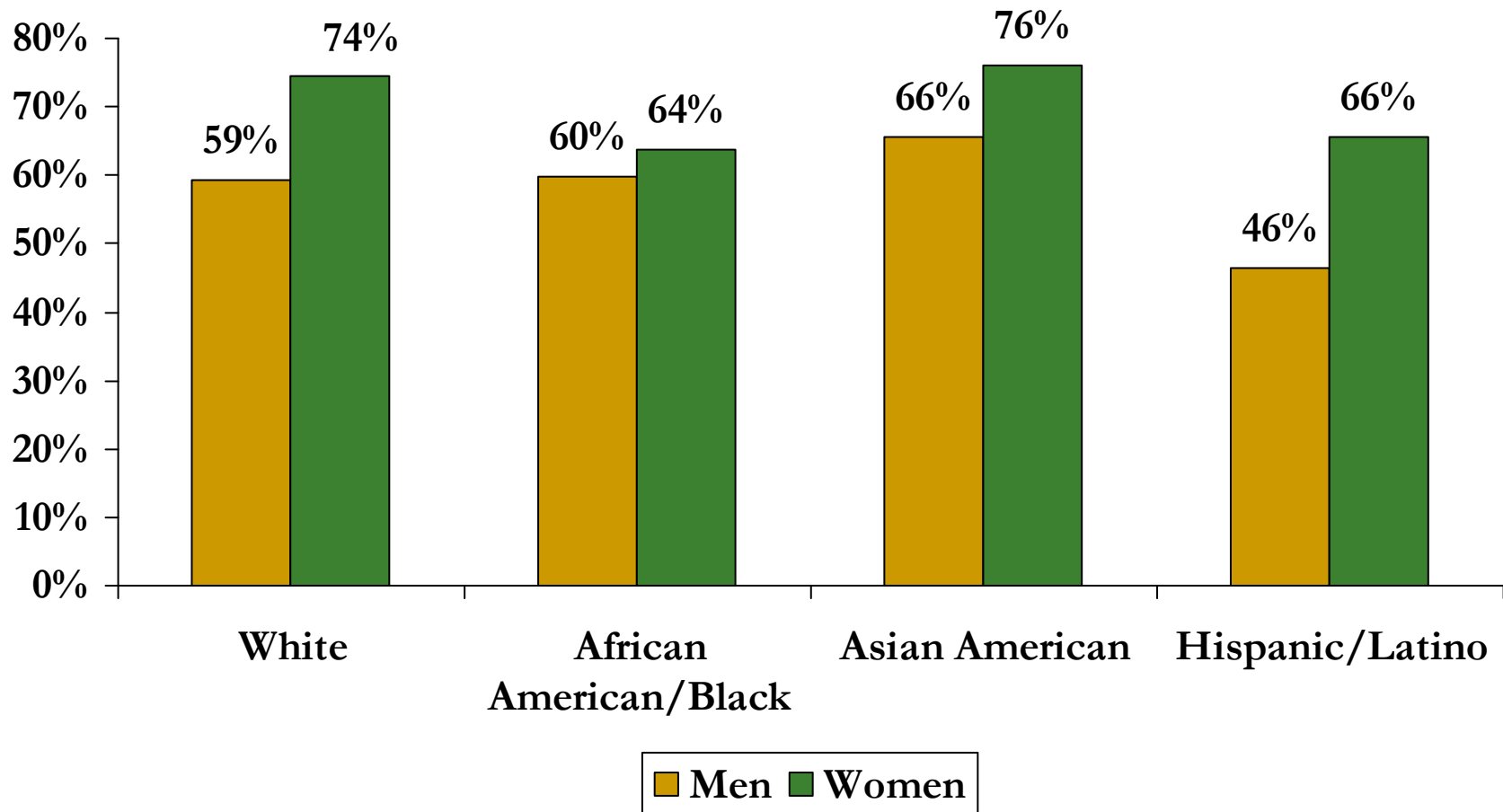
Don't mess with Texas! Where do their HS Graduates go to College?



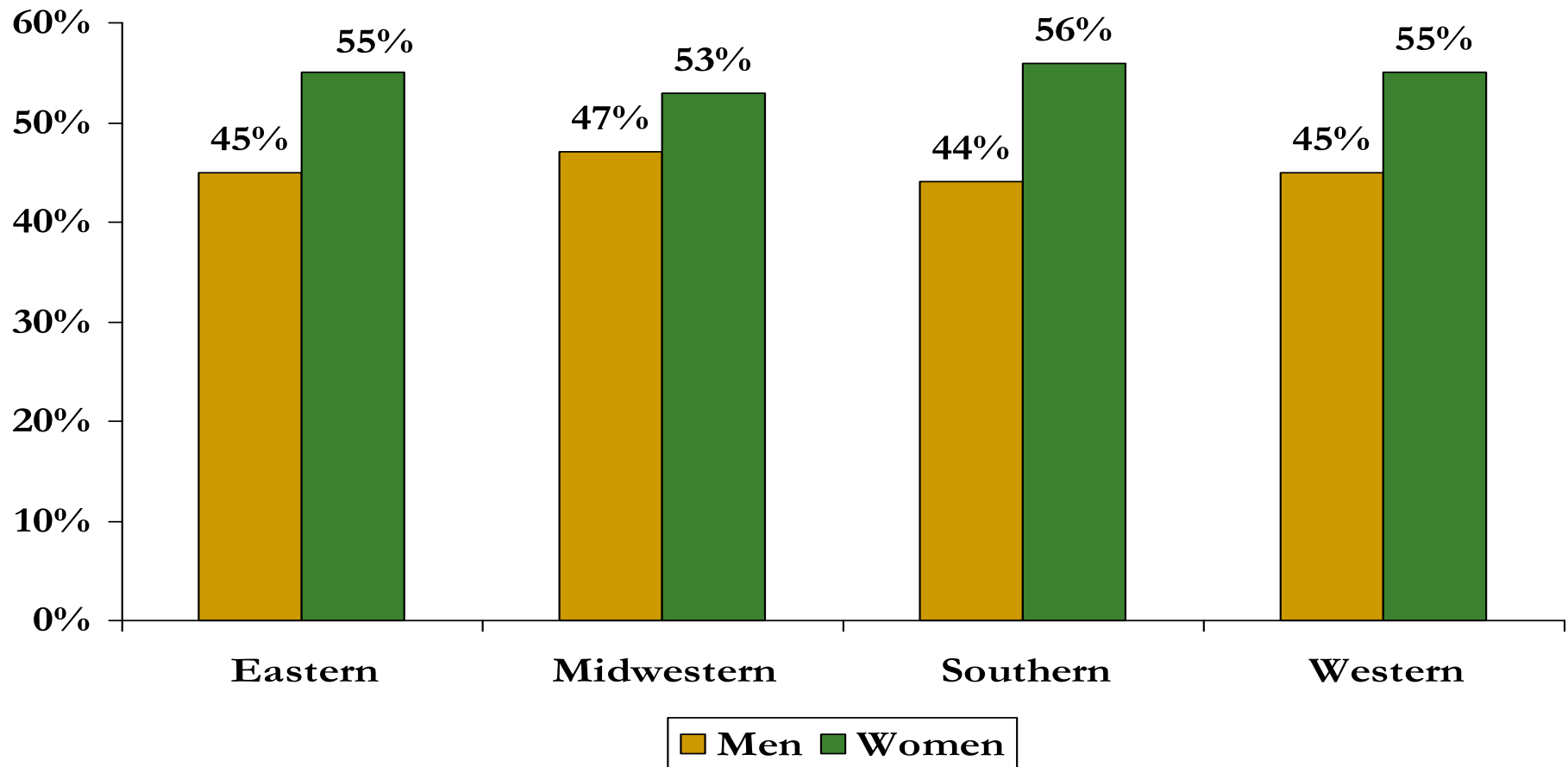
College continuation rates



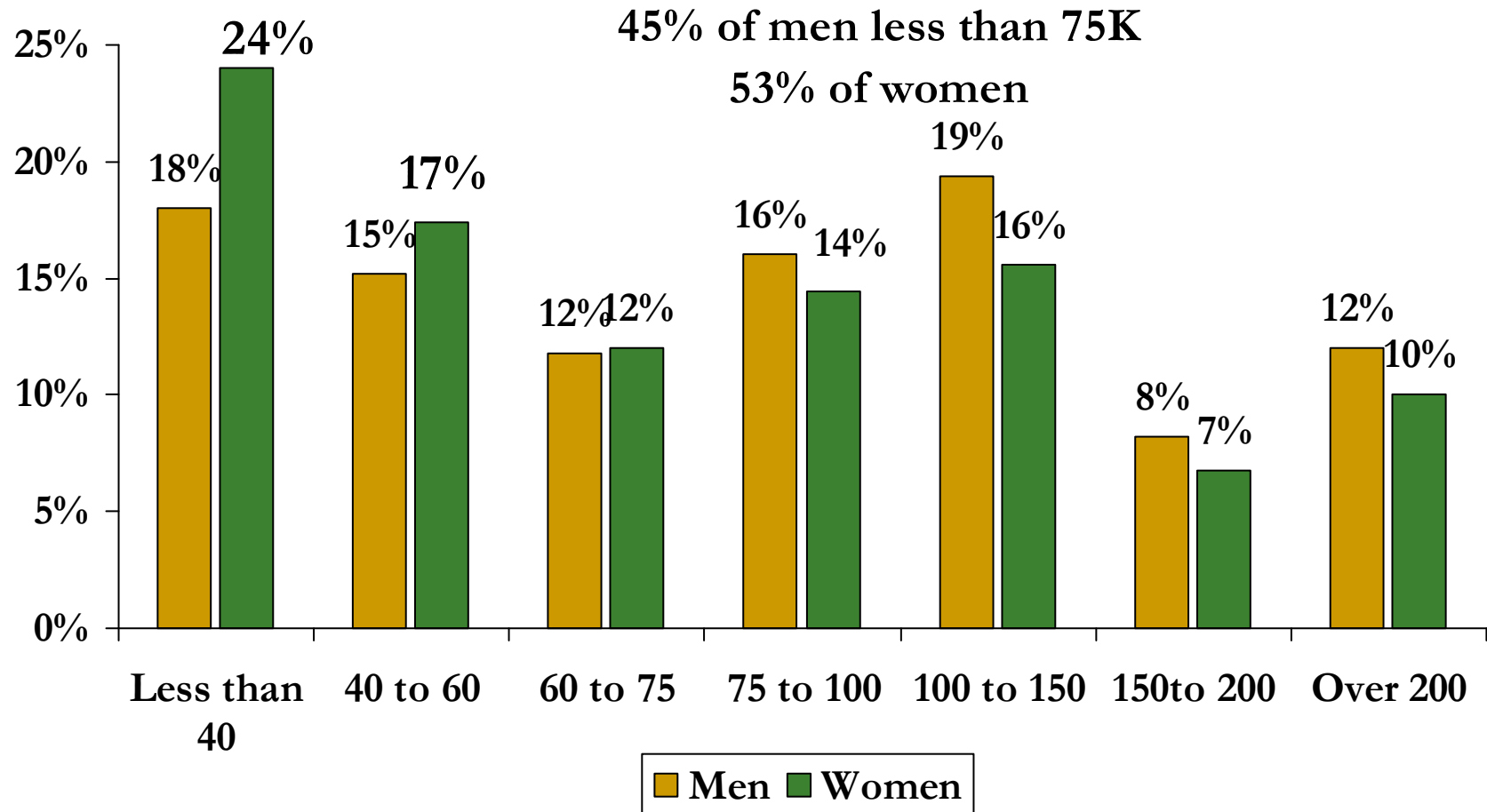
College Continuation Rates by Gender and Race



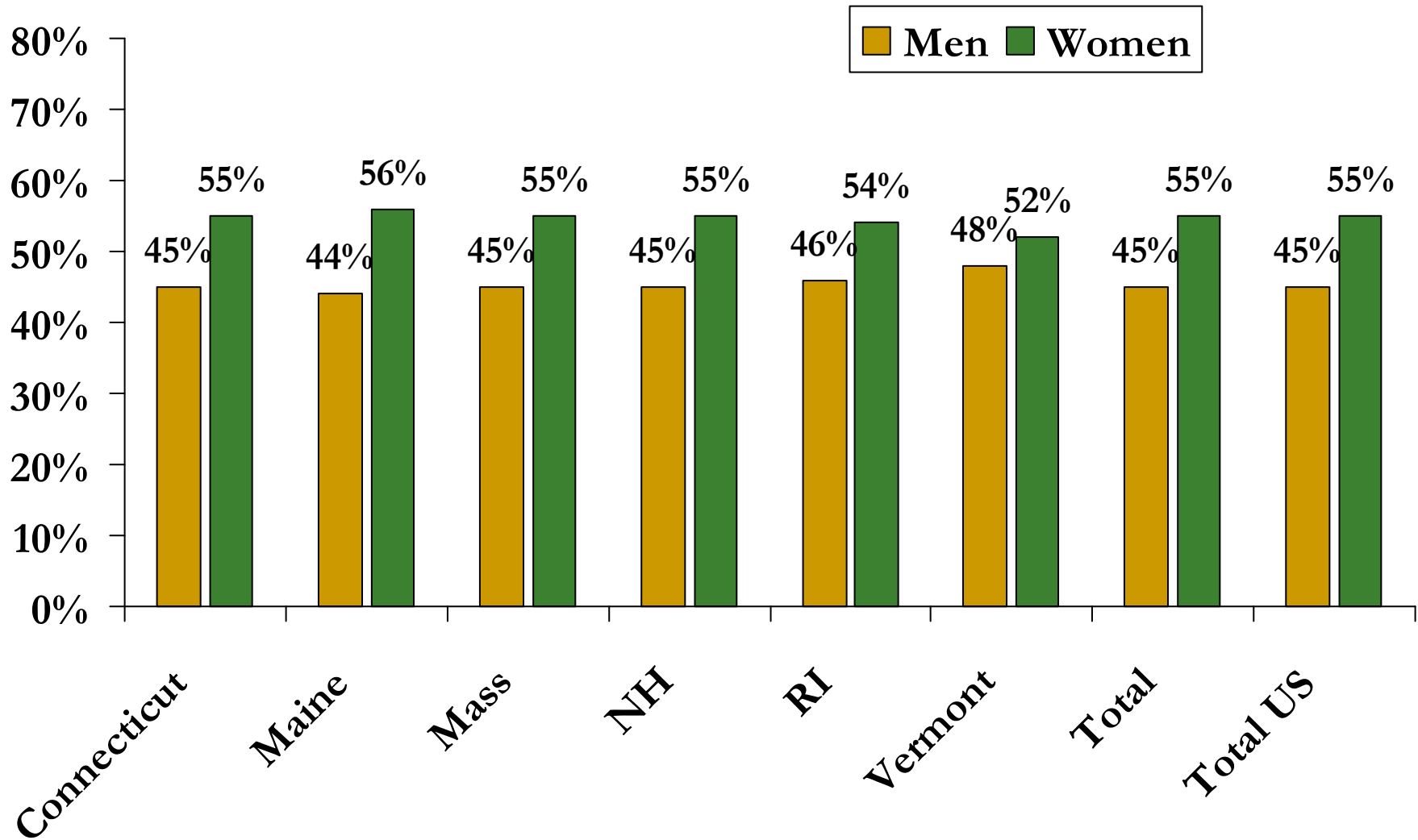
Fall 2005 Freshmen by Gender and Region



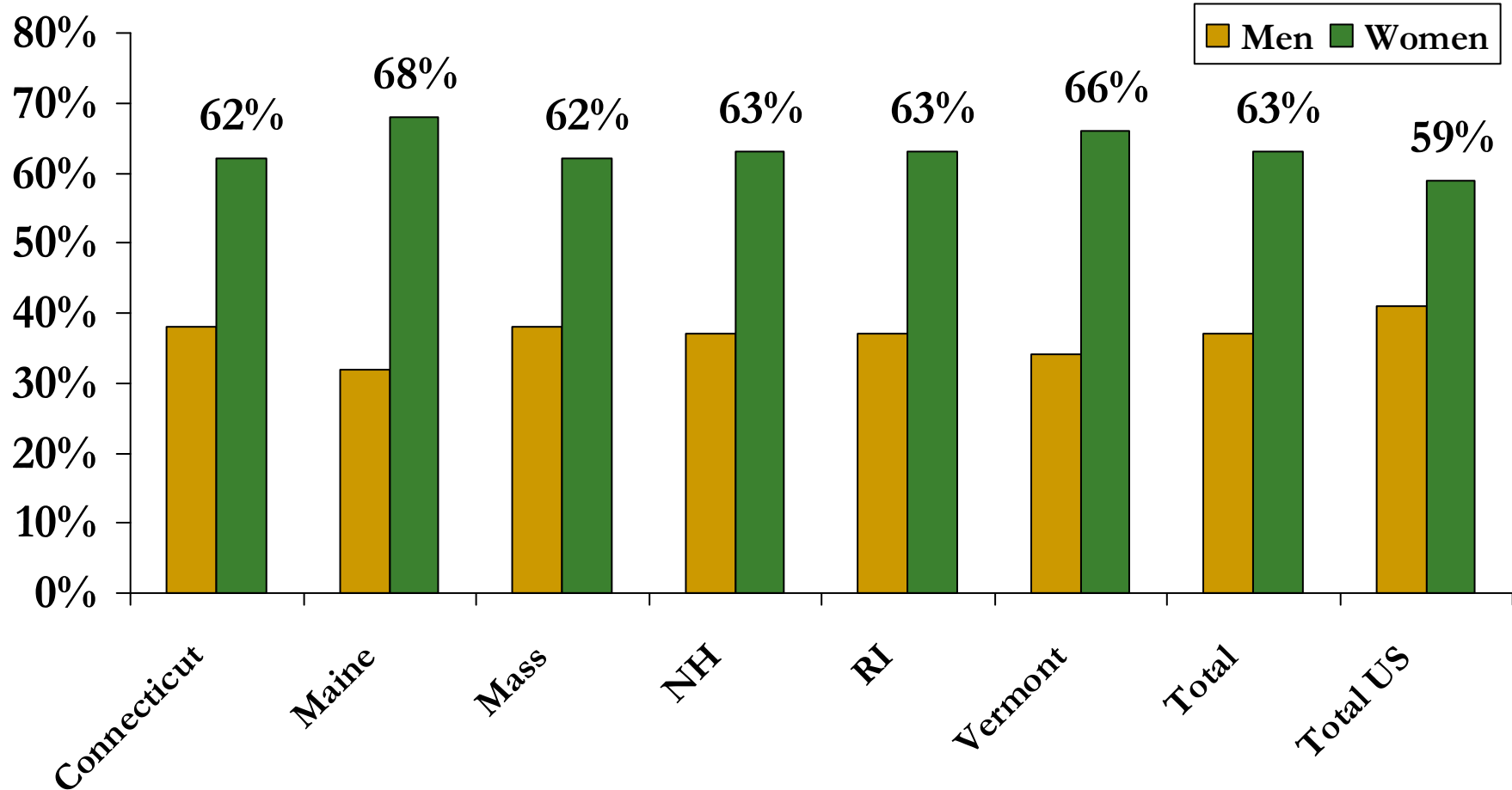
Fall 2006 Freshmen by Gender by Income



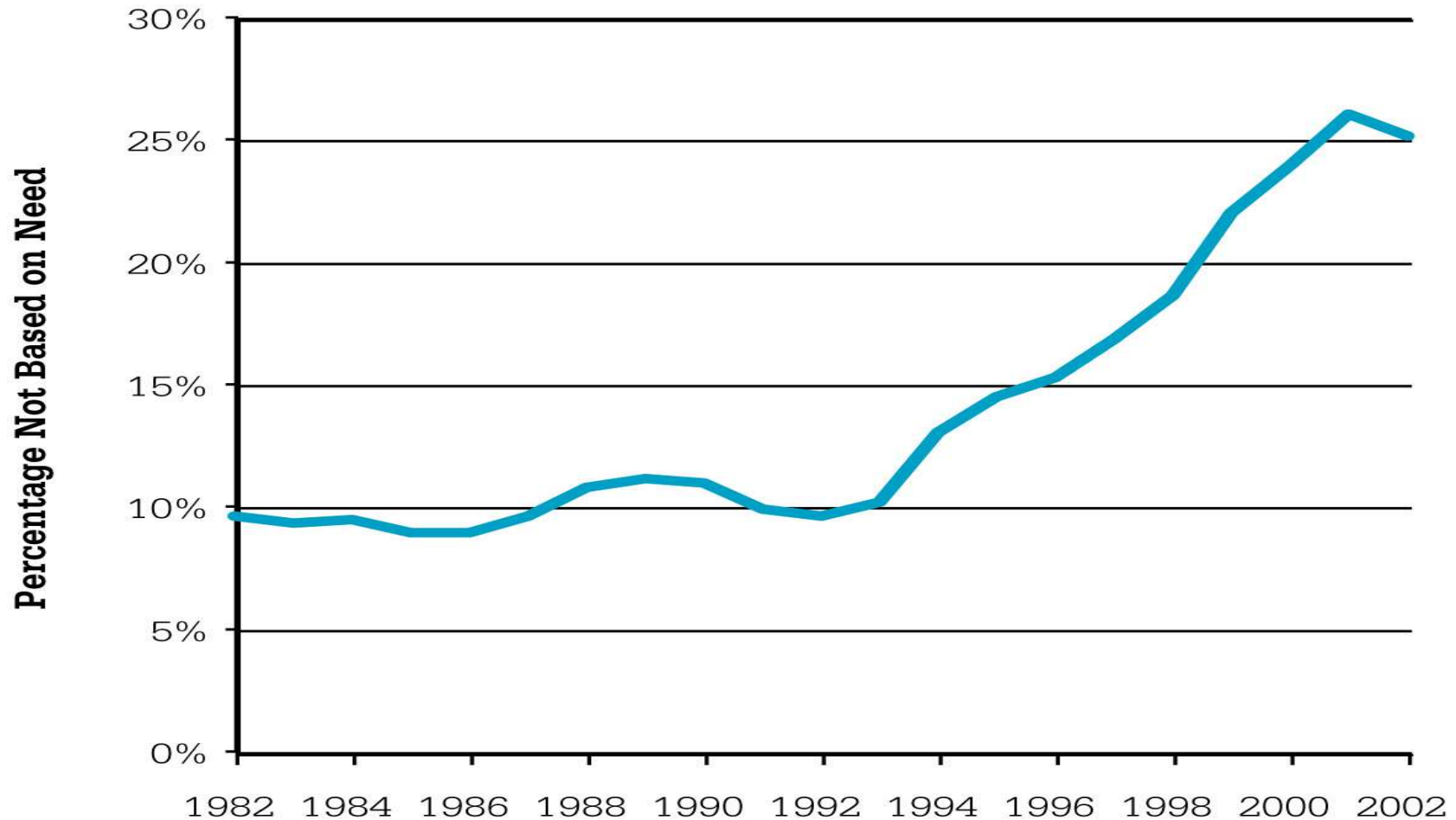
NE Enrollment Patterns: Full-Time



NE Enrollment Patterns: Part-Time



Percent of Total Undergraduate State Aid Not Based on Need, 1982 to 2002



Tomás Rivera Study

18-24 year old California Latinos

- 98% said it was important to have a college education
- **38% did not feel the benefits outweighed the costs**
- Not being able to work and incurring debt were opportunity costs associated with attending college

Tomás Rivera Study

18-24 year old California Latinos

- Almost 25% thought loan availability was contingent on grades
- 30% would use a commercial bank as the source of their loan

“Perceptions of College Financial Aid Among California Latino Youth”

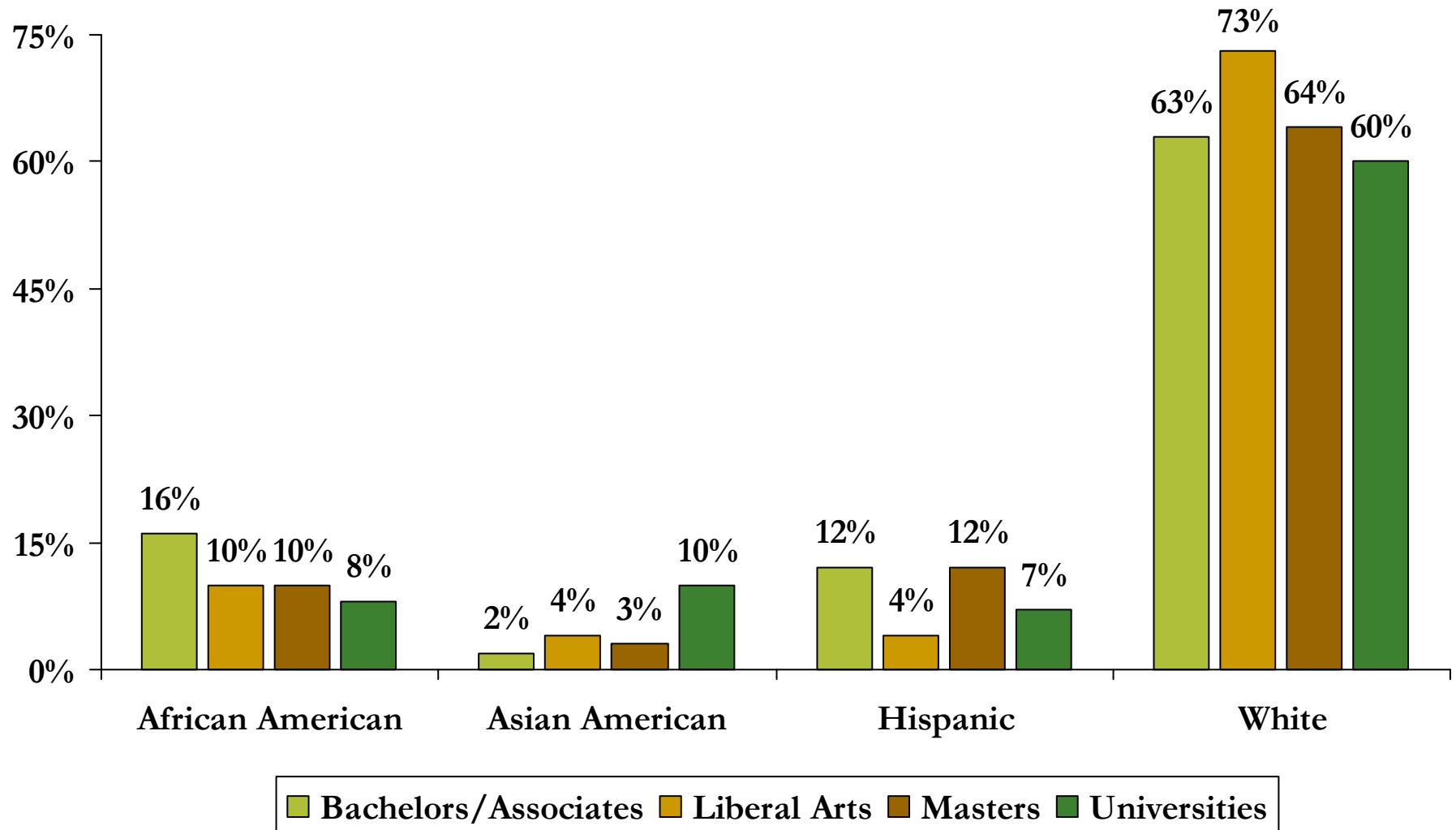
Recent LA Times article

- *Most Latino students spurn college loans*
 - Less likely to take out a loan than any other racial/ethnic group
 - **Reasons: lack of knowledge, fear of debt and distrust of lenders – particularly federal government**

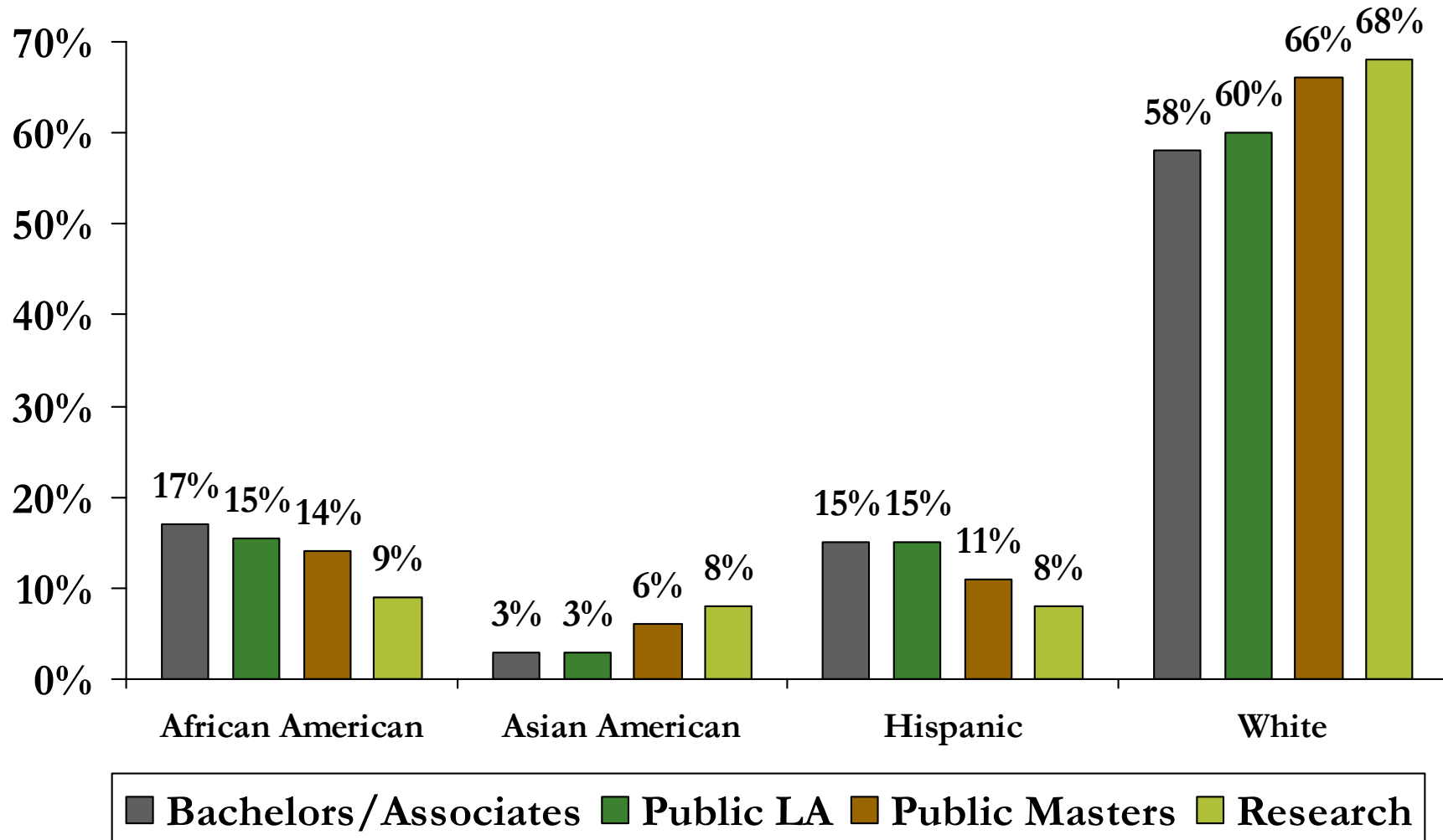
Implications

- Explaining the benefits of higher education will continue to be a challenge, especially when recruiting students with no family history
- Opportunity costs are an impediment to many families
- Cost perceptions will continue to hamper colleges ability to recruit
- Need to better explain financial aid eligibility

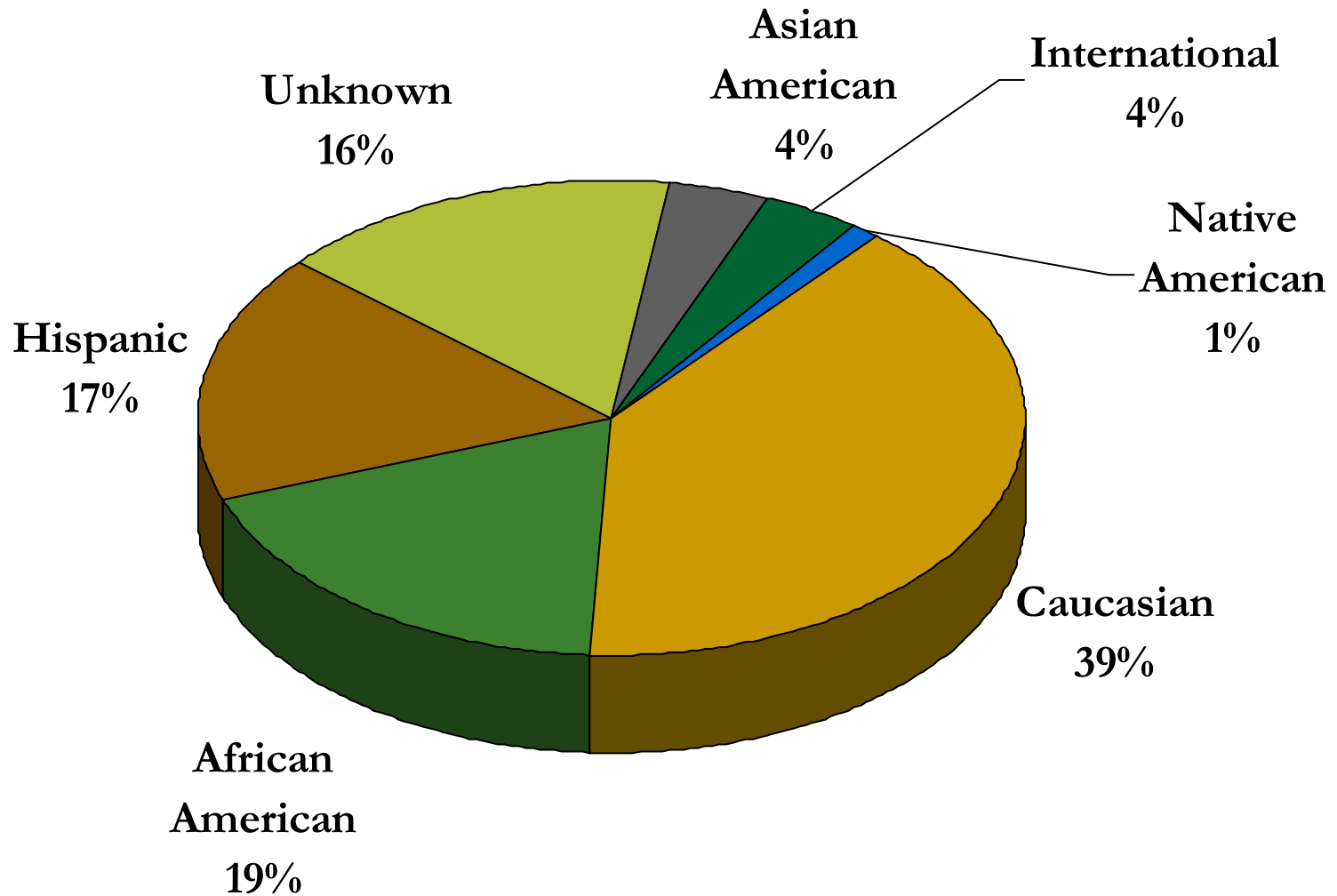
Race by Type of Private College



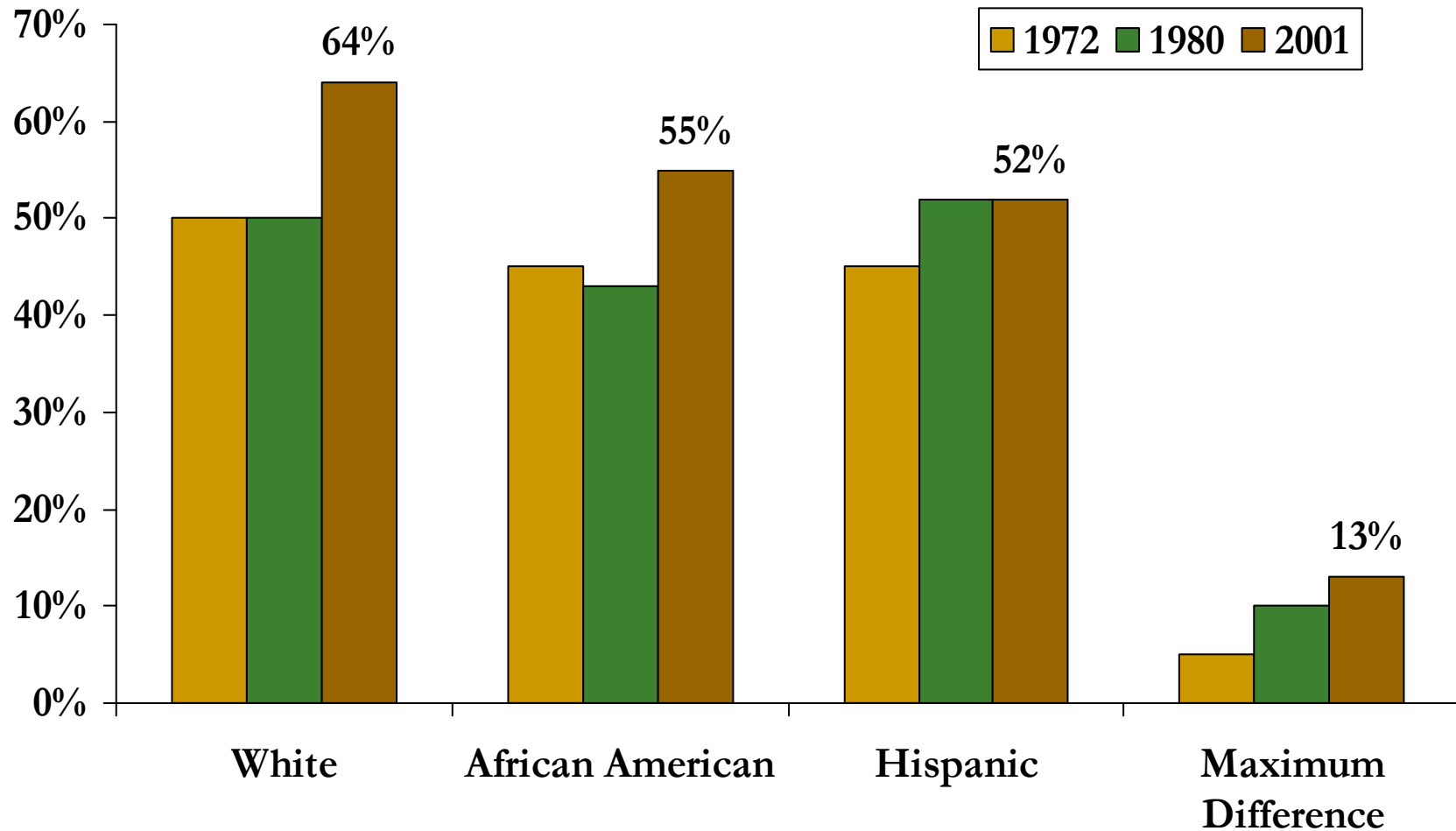
Race by Type of Public College



For Profit Colleges

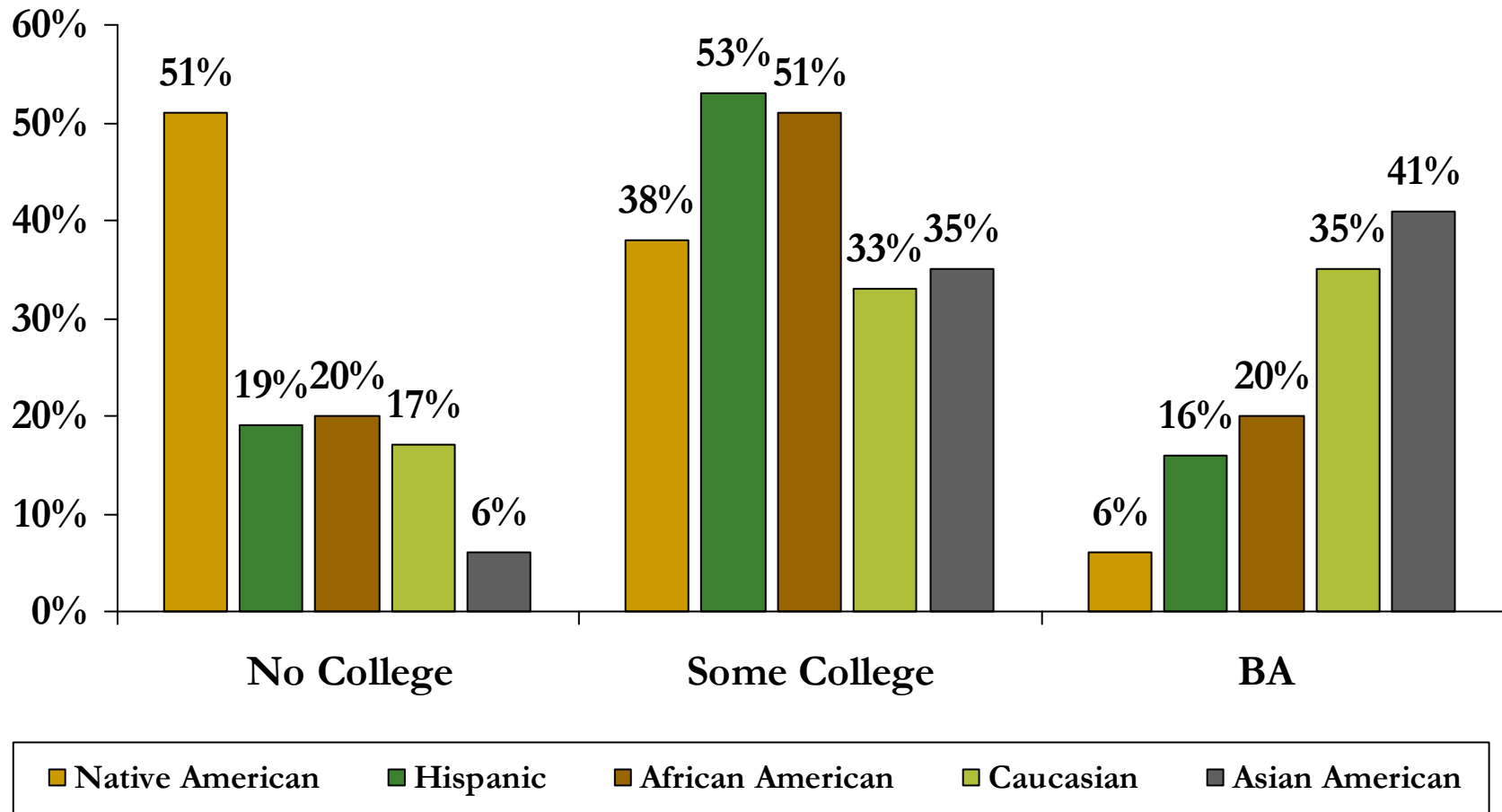


College Entrance within One-Year of High School Graduation

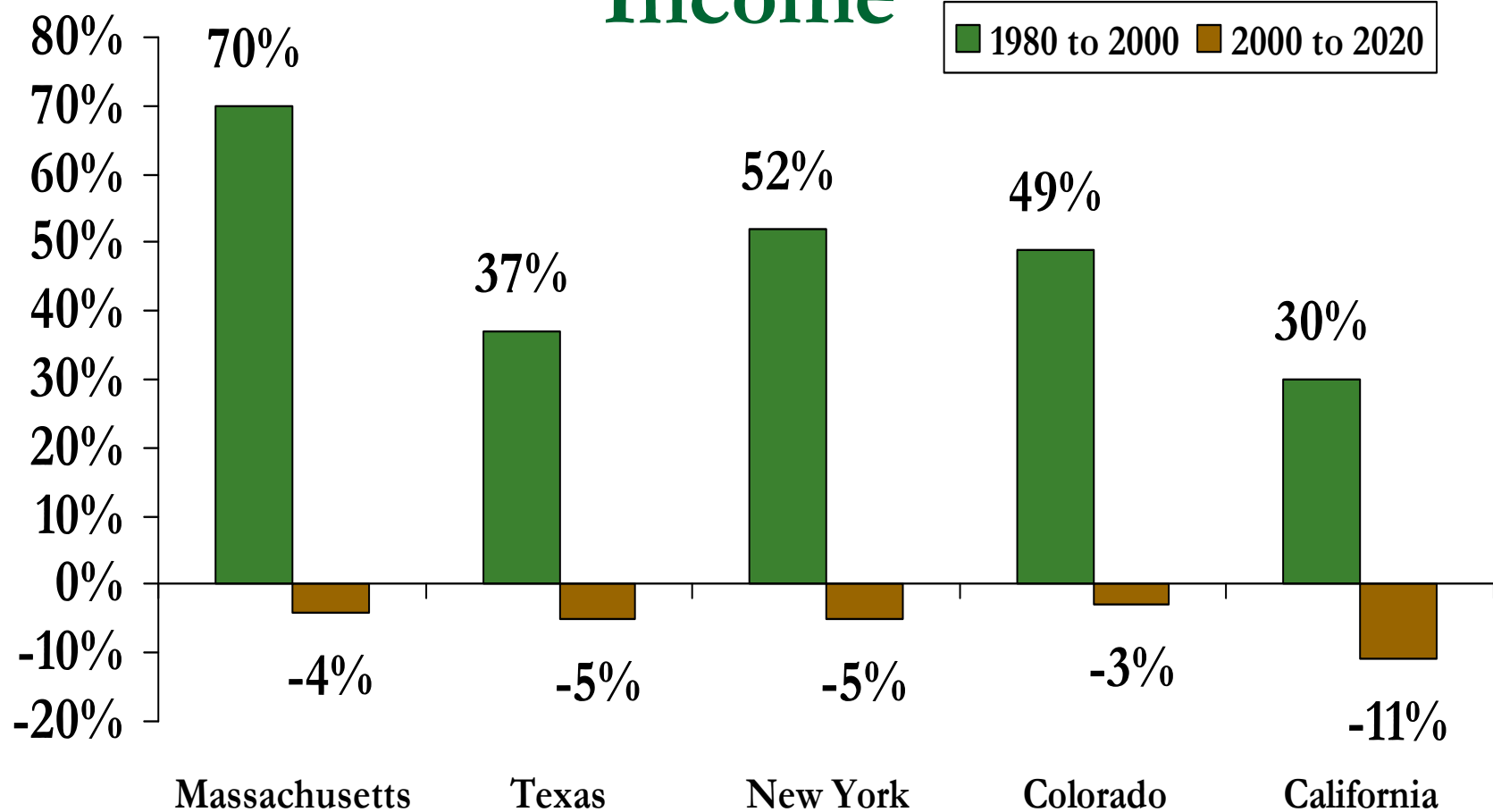


Source: *Higher Education and the Color Line*, Pg 37.

Levels of Education for the High School Class of 1992 (by 2000)



Implications for the States – Changes in Personal per Capita Income

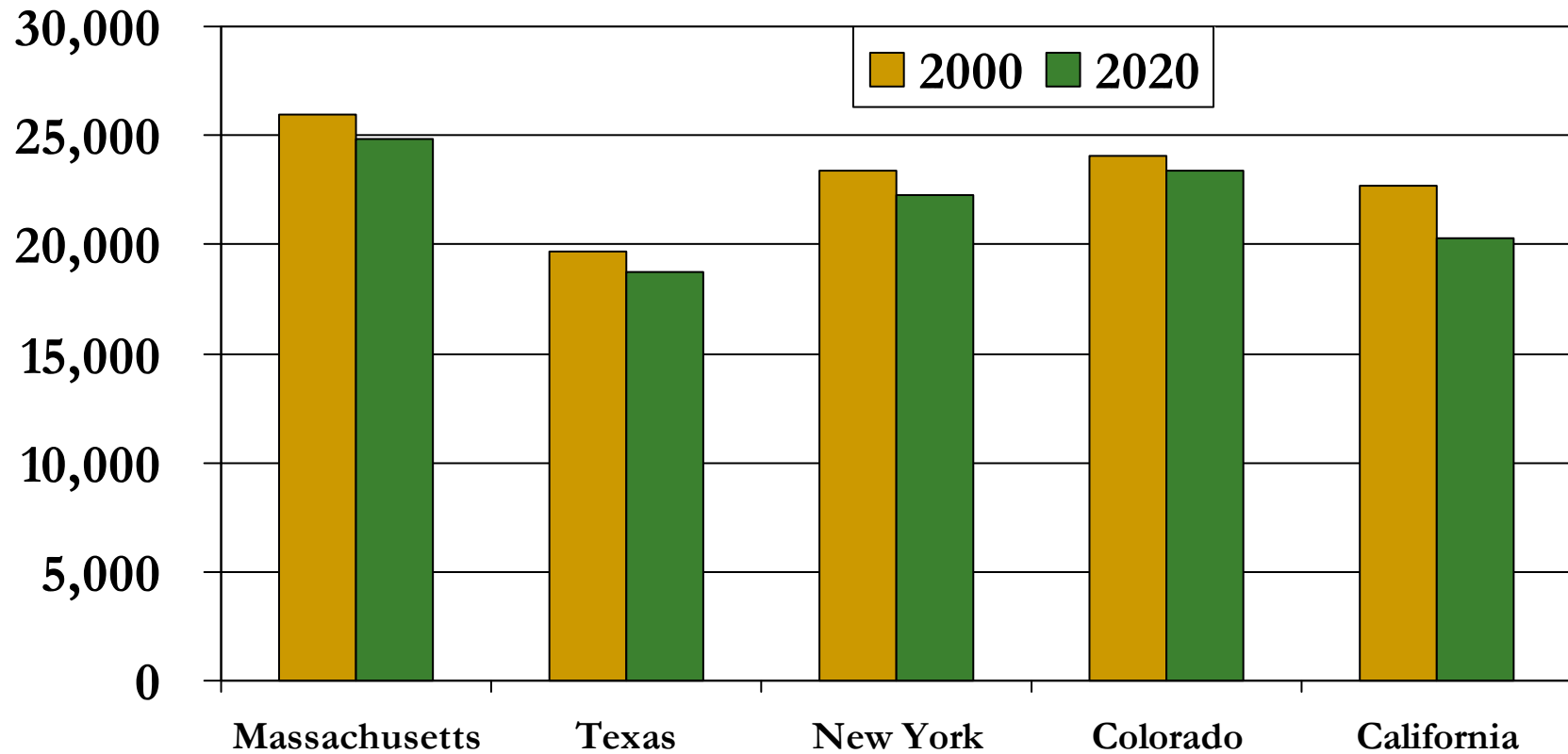


Recent Sacramento Bee Headline...

- *Latinos lag in reaching, finishing college*

As a result, state per capita income could fall below national average

Implications for the States – Personal per Capita Income



Summary

- HS graduation projections
 - in NE and the Northeast going down over all
 - Increases in groups with lower college continuation rates
 - Increasing in states that do not export students

Summary

- Other Questions?
 - Will affirmative actions changes/legal cases stifle enrollment by students of color in states like California and Texas?
 - What will happen to per capita income in those states and public higher education funding as a result?

Summary

- Male/Female ratios not likely to improve – females are poorer – financial aid implications
- Colleges in NE going to have to work harder just to maintain market share – expand marketing efforts and develop new strategies – we enroll each others students

Institutional Implications

- More competition for fewer students in the North East
- More expense to attempt to recruit students from outside the region
- Will college going rates increase for different ethnic groups? Are we ready?
- Will the pressure to maintain/increase market share lead to a growth in discounting and increase in state and institutional merit aid awards?

Broad Institutional Considerations

- Does your staff (the faculty and administrators) resemble in the composition of future student body?
- Will your strategy be to target these new groups of students or will you attempt to adapt to changes as they occur?
- What are the financial resources (including financial aid) necessary to meet the institution's enrollment goals?
- If students come in with weaker preparation, what will be your response?
- What will be the impact on retention and graduation rates?

Additional Implications

- Some institutions will see shrinking enrollments because of declines in the number of high school graduates in their states or regions.
- Some institutions may need to expand or alter their recruitment strategies and redefine the target populations they seek to attract and enroll.
- The racial and ethnic composition of students on campus may be markedly different from current classes.