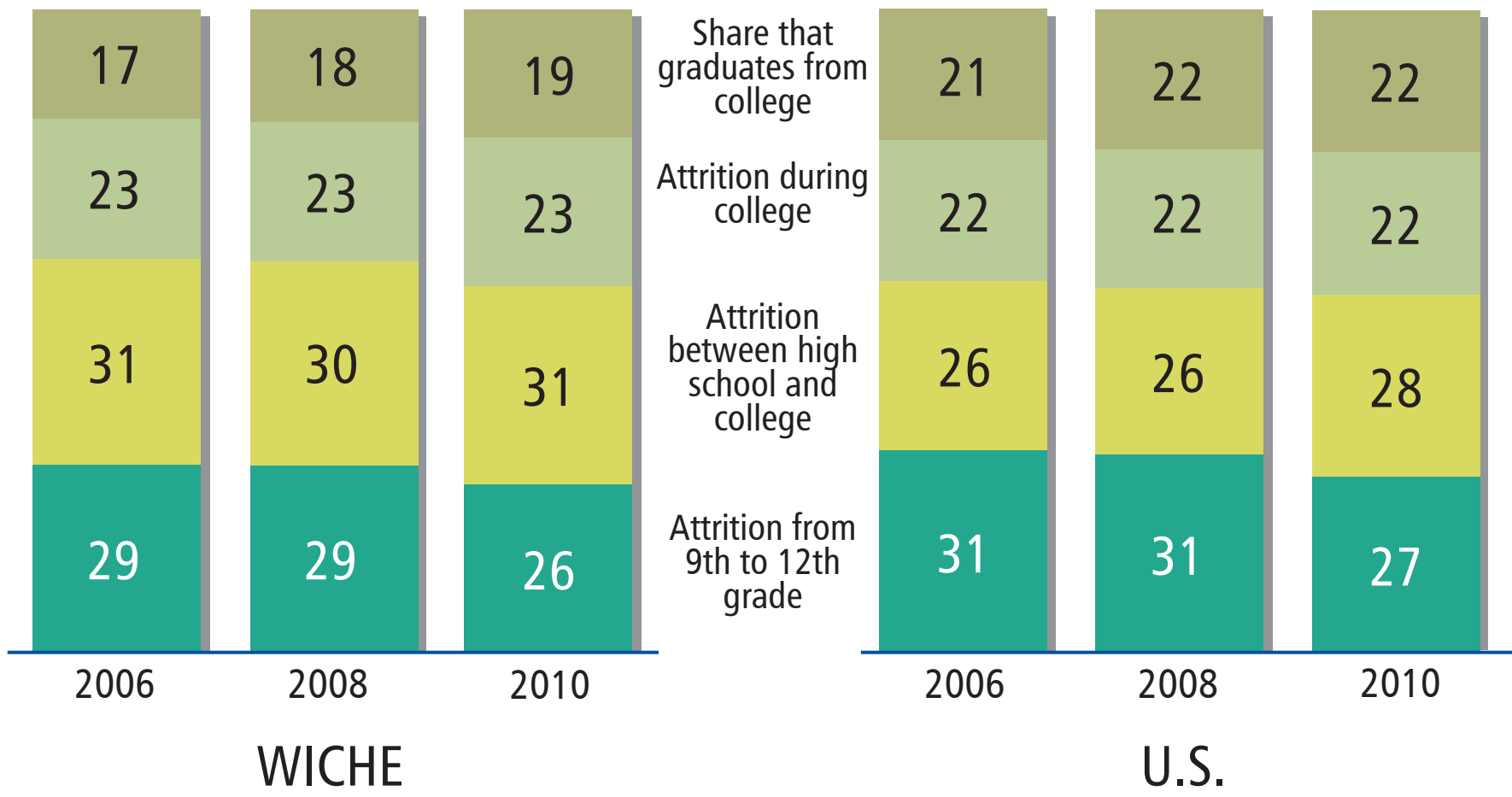


BENCHMARKS

WICHE Region 2016

Figure 1. The Educational Pipeline

Based on the most recent available data, for 2010, 26 out of 100 ninth graders in the West do not finish high school and an additional 31 do not go on to college. Only 19 graduate on time from college. Nationally, about 27 out of 100 ninth graders do not finish high school and 28 more do not go on to college. About 22 graduate on time from college.



Note: Data are approximate in order to ensure that each state's sum equals 100.
 Source: National Center for Higher Education Management Systems (NCHEMS), www.higheredinfo.org, *Student Pipeline - Transition and Completion Rates from 9th Grade to College*, as of October 27, 2016.

Figure 2. Adult Enrollment

The Western region consistently surpasses the U.S. on the enrollment of adult students as undergraduates as a percent of the total adult population. After recent upticks presumably related to the recessionary economy, the U.S. ratio was down in 2013, while it continued to increase slightly in the West.

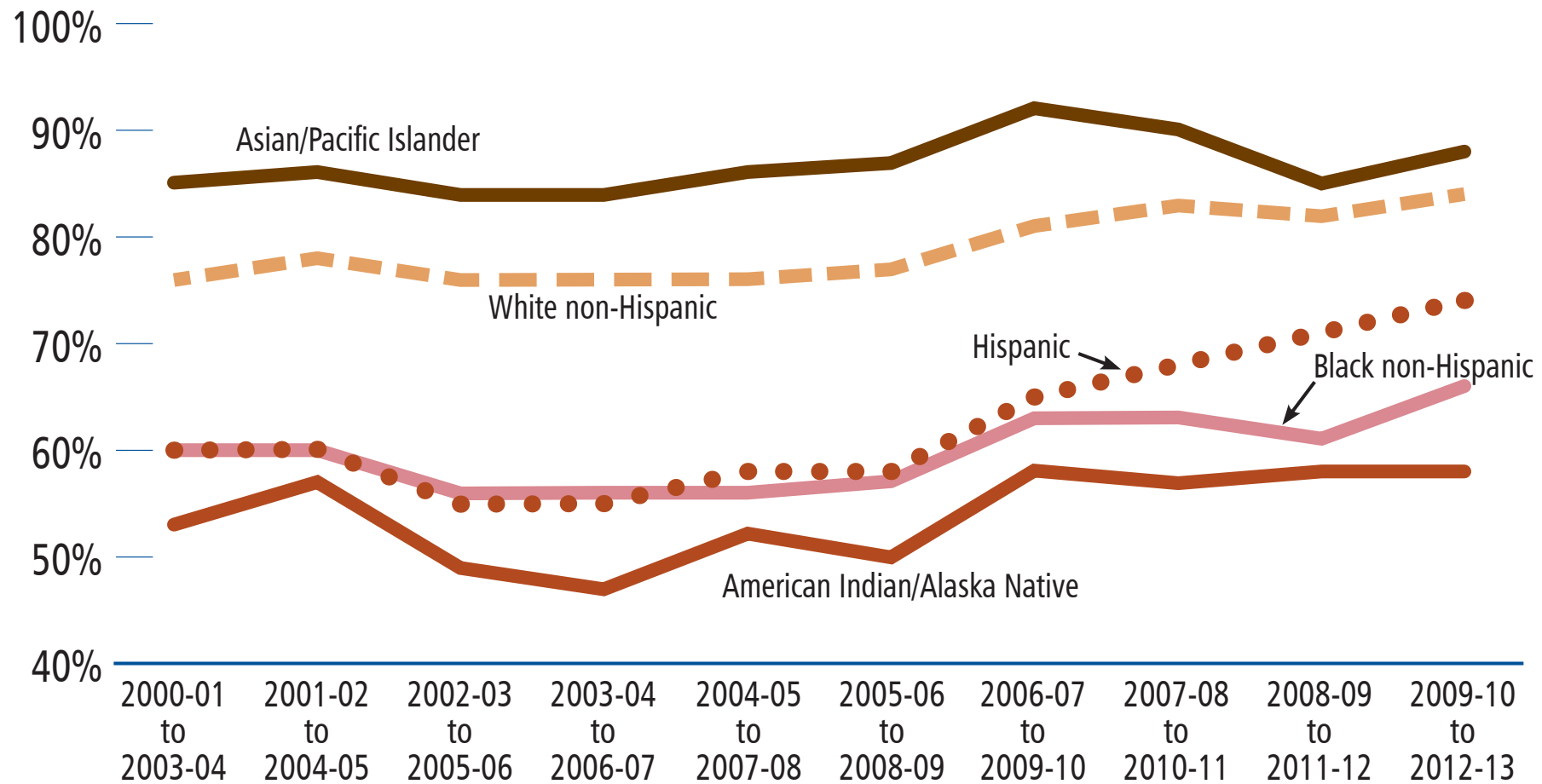


Notes: Data are undergraduate students age 25-49 enrolled for credit at degree-granting, non-profit, Title IV-eligible, public and private two- and four-year institutions. Enrollment by age is mandatory for reporting only in odd-year IPEDS collection cycles.

Sources: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data Systems (IPEDS), *Fall Enrollment Survey*. U.S. Census Bureau, *Population Estimates*. WICHE calculations. Most recent available data as of November 2, 2016.

Figure 3. Progression from 9th Grade to HS Graduation

In the West, successfully progressing from ninth grade to high school graduation varies starkly by race/ethnicity. The most recent data shows progress over time for each race/ethnicity, but most notably for Hispanic students. But, disparities remain for American Indian/Alaska Native, Black non-Hispanic and Hispanic students.

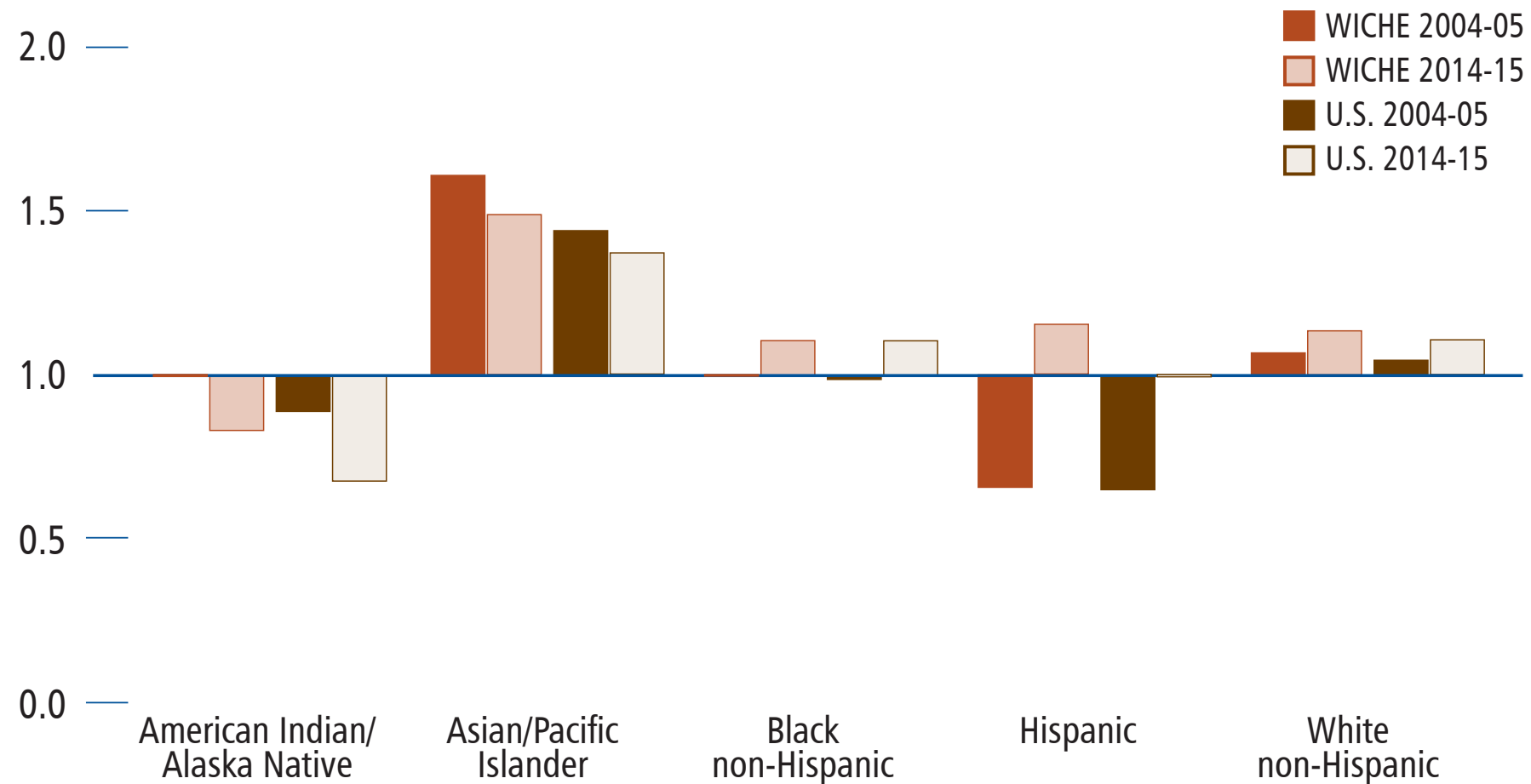


Notes: Completers are those who received a high school diploma; GED recipients are not included. Detailed information about the data used and change in race/ethnicity categories over time is available in Appendix C of the *Knocking at the College Door* report at www.wiche.edu/knocking.

Sources: National Center for Education Statistics (NCES), *Common Core of Data* (data available as of October 2015). WICHE, *Knocking at the College Door: Projections of High School Graduates*, 2016.

Figure 4. Undergraduate Enrollment

The West in 2014 enrolled higher proportions of students of Asian/Pacific Islander, White non-Hispanic, Black non-Hispanic, and Hispanic than their proportional share of the general population. The West improved its enrollment rate among Hispanics and Blacks over 2004, but enrollment proportions for American Indians/Alaska Natives declined.

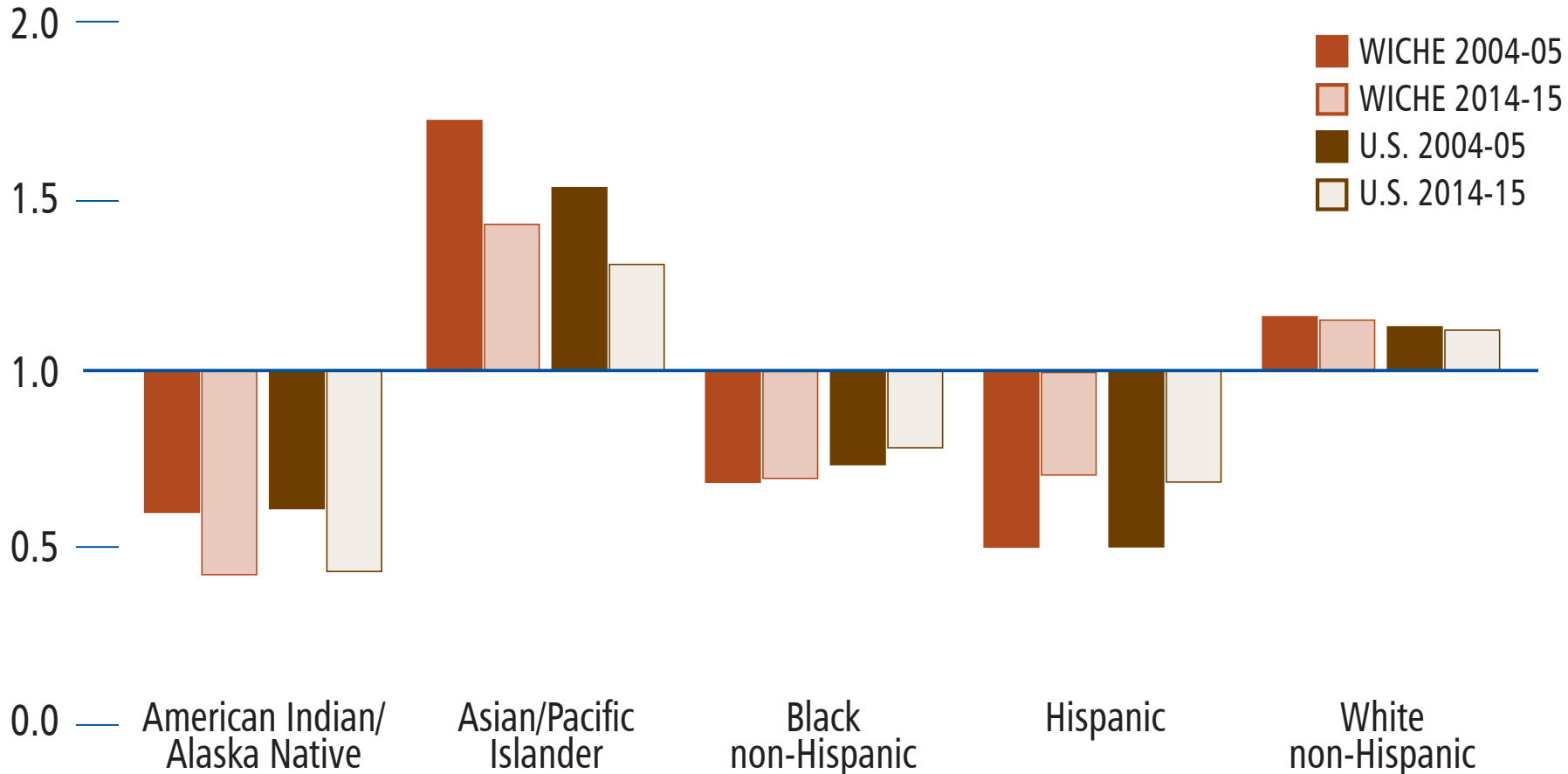


Notes: Calculated as the ratio of the proportion full-time undergraduates of each race/ethnic group among all full-time undergraduates, to the proportion of members of each race/ethnic group in the total population. Students from the unknown race/ethnic group and nonresident aliens are not counted in the population of full-time undergraduate students. Members of two or more races and "other" races are counted in the total population.

Sources: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), *Fall Enrollment Survey*; U.S. Census Bureau Population Estimates.

Figure 5. Bachelor's Completion

In 2014-15, the West awarded proportionately fewer bachelor's degrees to students from Black non-Hispanic, Hispanic, and American Indian/Alaska Native backgrounds, as compared to each group's share of the general population. The West improved the most among Hispanics when comparing to bachelor's completion in 2004, whereas completion rates declined among American Indians/Alaska Natives.

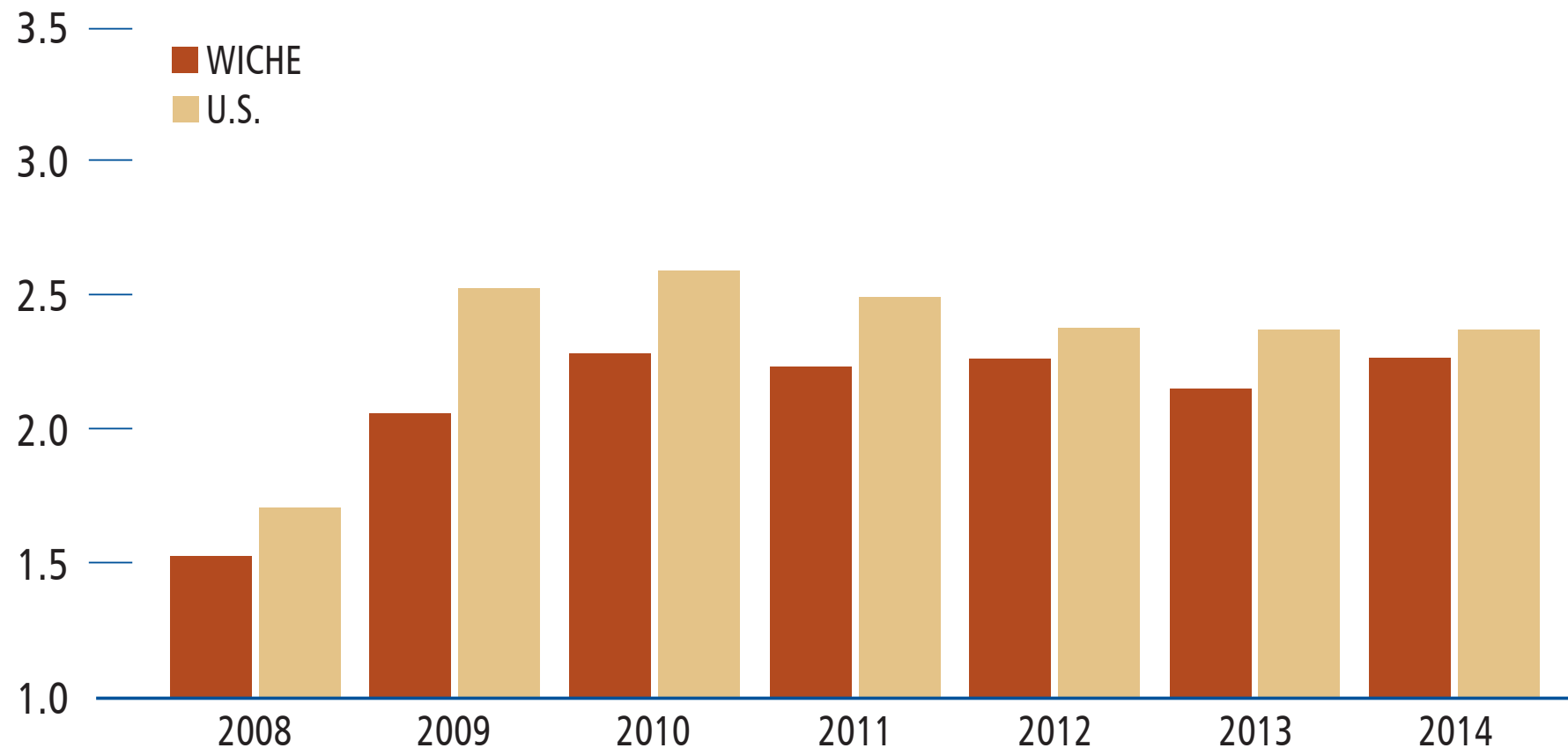


Notes: Calculated as the ratio of the proportion of the bachelor's degrees awarded to members of each race/ethnic group among all bachelor's degrees awarded to the proportion of members of each race/ethnic group in the total population. Students from the unknown race/ethnic group and nonresident aliens are not counted in the population of full-time undergraduate students. Members of two or more races and "other" races are counted in the total population.

Sources: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), *Completions Survey*; U.S. Census Bureau Population Estimates.

Figure 6. Pell Receipt vs. Poverty

Poverty rates among youth approaching traditional college age in the West were slightly lower than the nation in 2014. But, the West lagged the nation in the share of Pell recipients among undergraduates during the corresponding academic year. These ratios and Figure 11 attempt to measure access and affordability for low-income populations, albeit imperfectly due to data limitations (some data initiatives underway may provide better data in future years). Regardless, the nation and the West will struggle to serve under-resourced students as predicted by ongoing demographic and economic shifts.

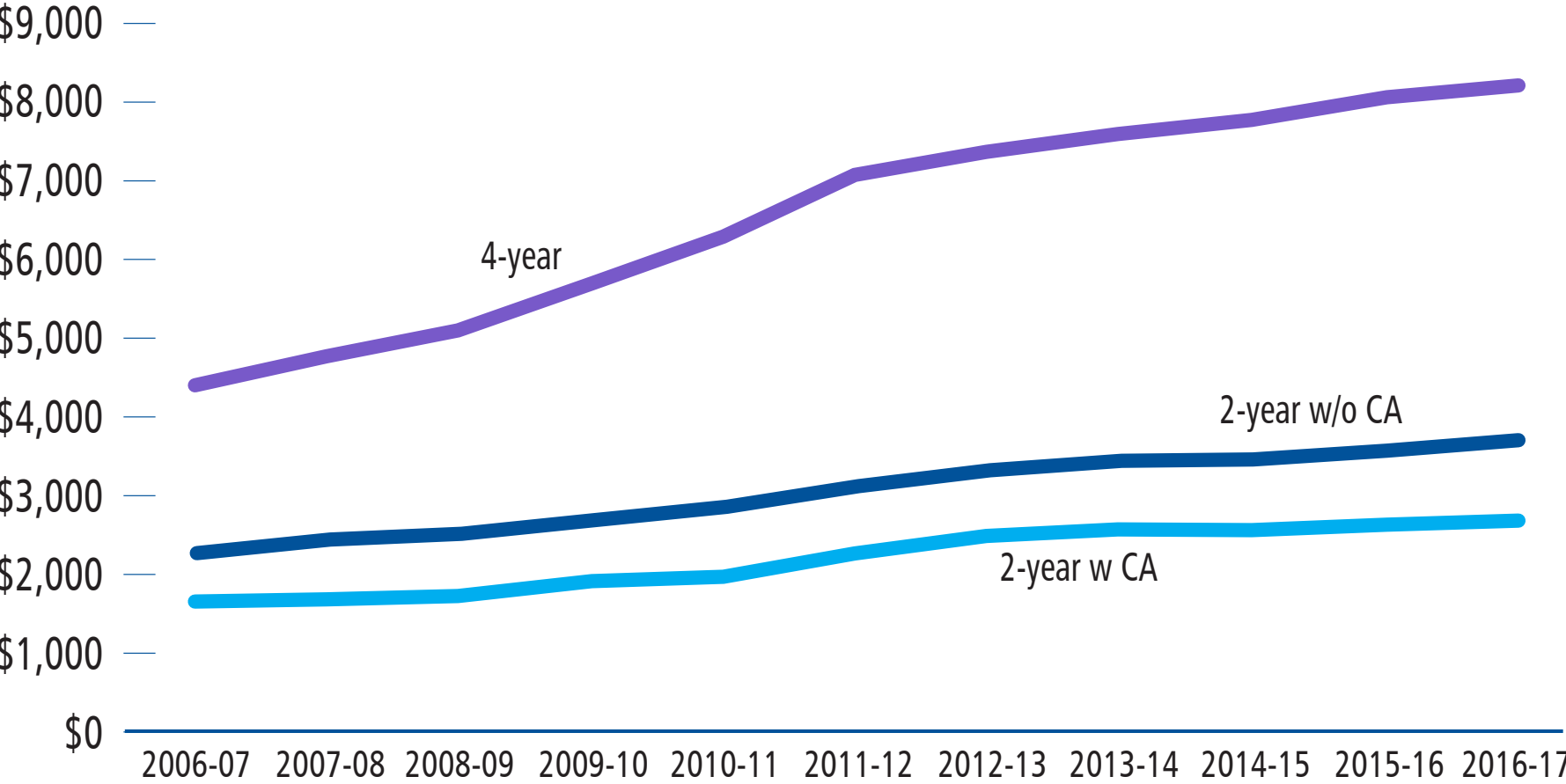


Notes: Total undergraduate enrollment at degree-granting, Title IV-eligible, non-profit two- and four-year institutions, excluding U.S. service academies. Pell data are available for Northern Marianas College, the Commonwealth's only public institution, but ACS data are not; therefore, the WICHE averages do not include the Northern Mariana Islands.

Sources: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), *Fall Enrollment Survey*; Pell data from the U.S. Department of Education's Office of Postsecondary Education; U.S. Census Bureau, *American Community Survey 2014*, Table B17001: "Poverty status in the past 12 months by sex by age", 1 year estimates.

Figure 7. Public Undergraduate Tuition & Fees

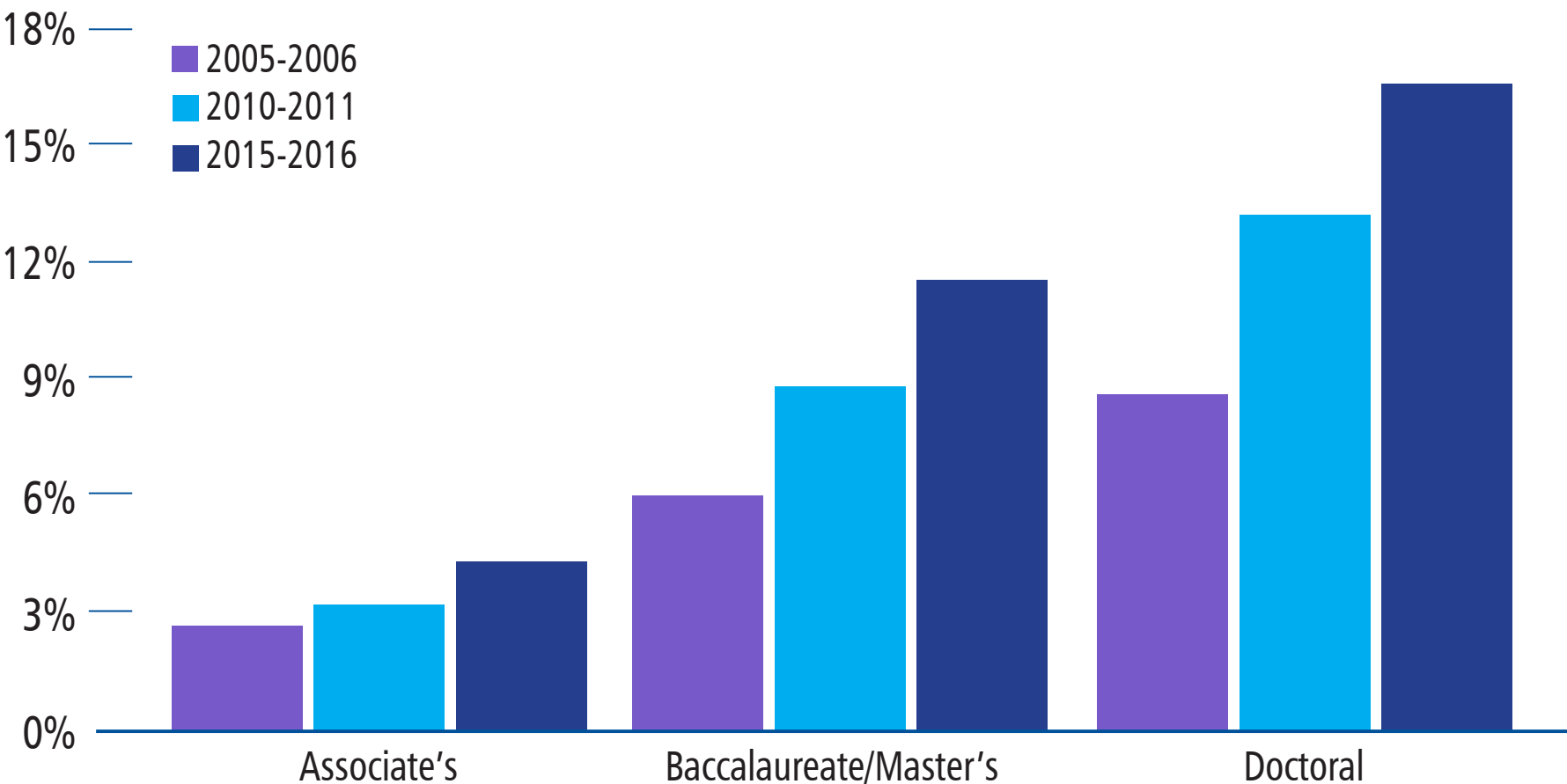
In the past decade, the average tuition and fees published price at public four-year institutions in the West has increased 86%, and 60% at public two-year colleges. Increases in the last several years are moderate compared to prior years but continue to trend upward.



Source: Western Interstate Commission for Higher Education, *Tuition and Fees in Public Higher Education in the West*.

Figure 8. Ratio of Tuition & Fees to Household Income

The ratio of household income to average published tuition and fees at public institutions has increased dramatically over the past decade at all institutional types.

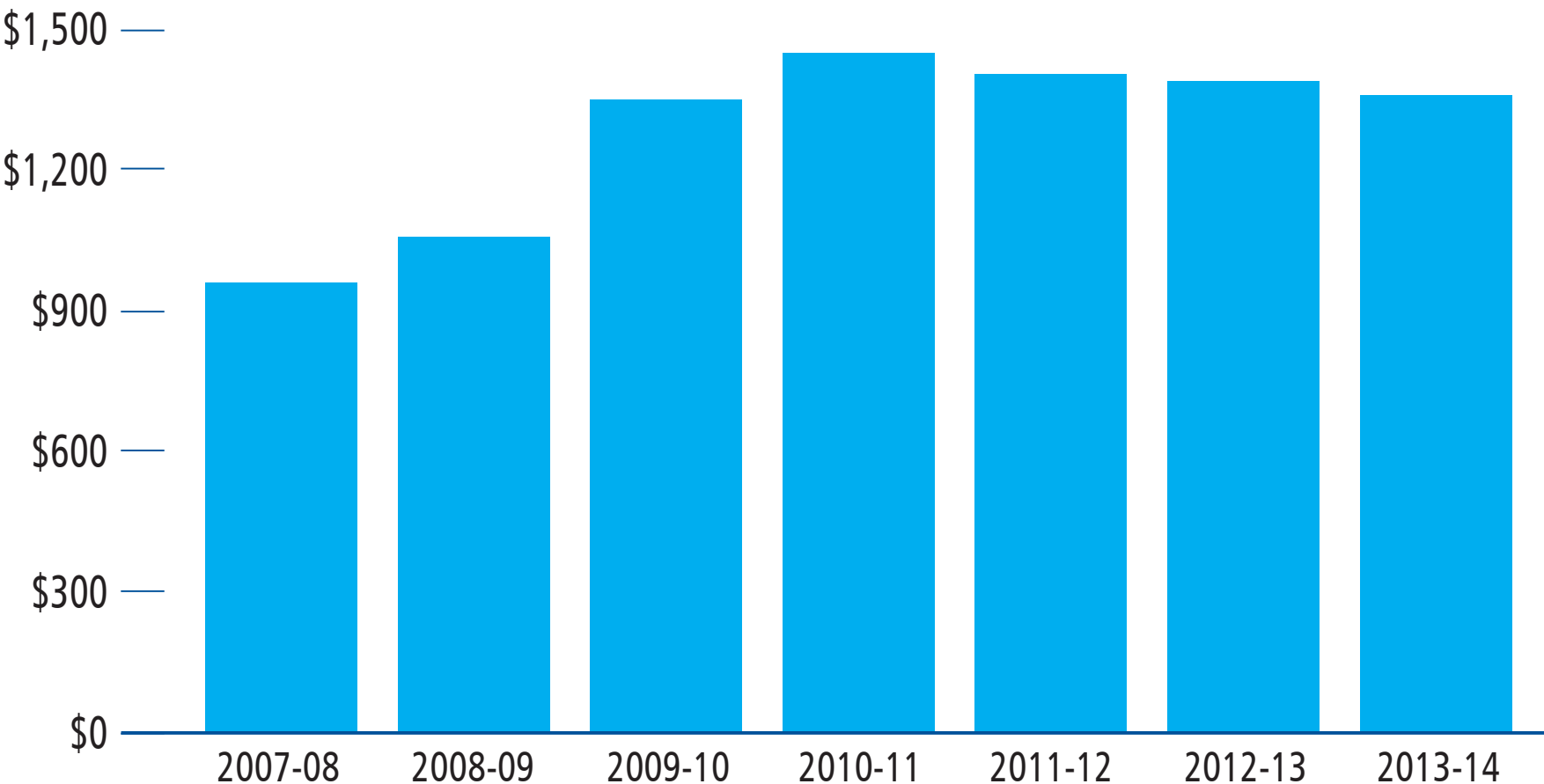


Notes: Tuition and fees amounts are the simple average of the amounts charged to resident undergraduates at institutions within each state, by institution type based on Carnegie Classifications (2010). The WICHE average median household income was calculated as a simple average of the 15 member states. The WICHE regional ratio of tuition and fees at public two-year institutions to median household income was calculated with and without California two-year colleges because the large number of two-year institutions and the historically low matriculation fee structure distort regional patterns.

Source: Western Interstate Commission for Higher Education, *Tuition and Fees in Public Higher Education in the West*. U.S. Census Bureau, Table H-8: Median household income by state: 1984 to 2015. Accessed 10/27/2016 from <http://www.census.gov/hhes/www/income/data/statemedian/>.

Figure 9. Grant Aid per FTE

The amount of total grant financial aid per FTE in the region's public institutions increased almost 50% between 2007-08 and 2010-11, but fell back slightly (6%) from 2011-12 to 2013-14.

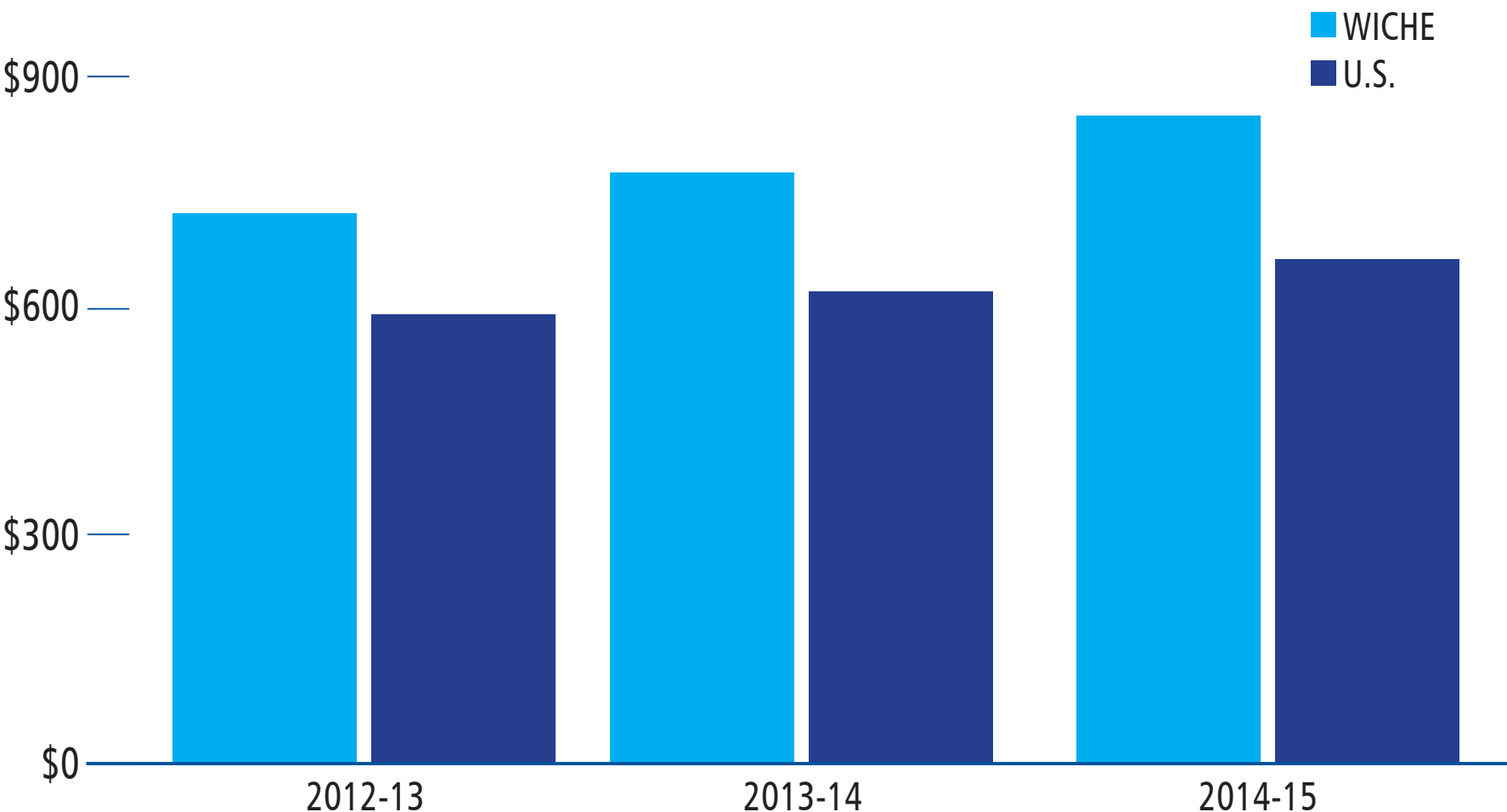


Notes: Data are for grant aid expenditures, not including discounts and allowances, from all sources at public institutions only. Data not available for the Commonwealth of the Northern Marianas Islands

Source: National Center for Education Statistics, IPEDS, *Finance and Enrollment Surveys*, 2007-2014.

Figure 10. Need-Based Aid

In the West, state need-based grant aid to undergraduates per FTE increased about 10% between academic years 2013-14 and 2014-15. Grant aid per FTE in the West was up 60% over five years prior, compared to a 25% increase for the U.S. over that period.

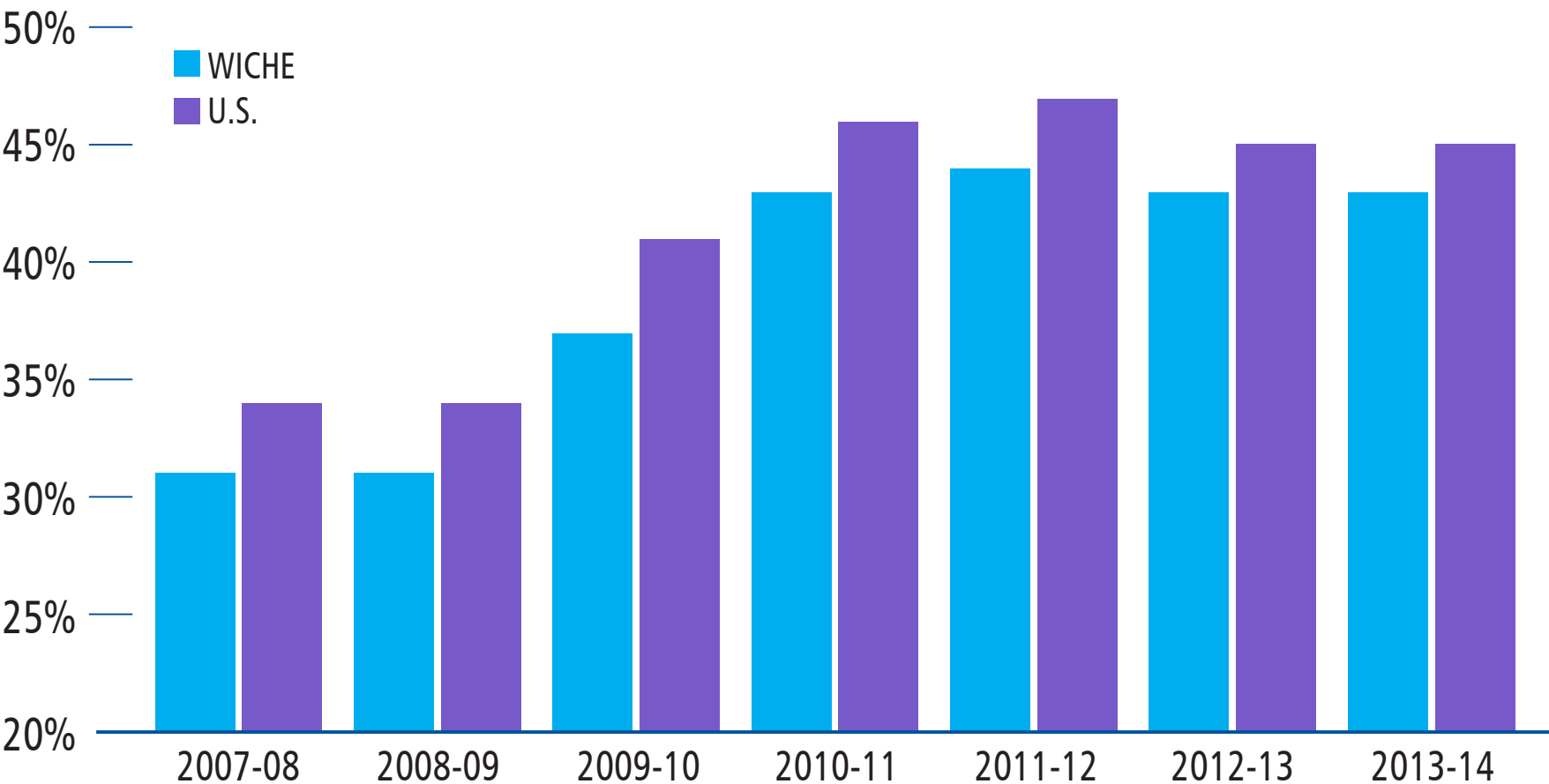


Notes: FTE data are for Title IV-participating, degree-granting, public and independent two- and four-year institutions only and are calculated full-time undergraduate enrollment plus 1/3 part-time undergraduate enrollment.

Source: National Association of State Student Grant and Aid Programs. National Center for Education Statistics (NCES), *IPEDS Fall Enrollment Survey*. WICHE calculations.

Figure 11. Federal Grant Aid

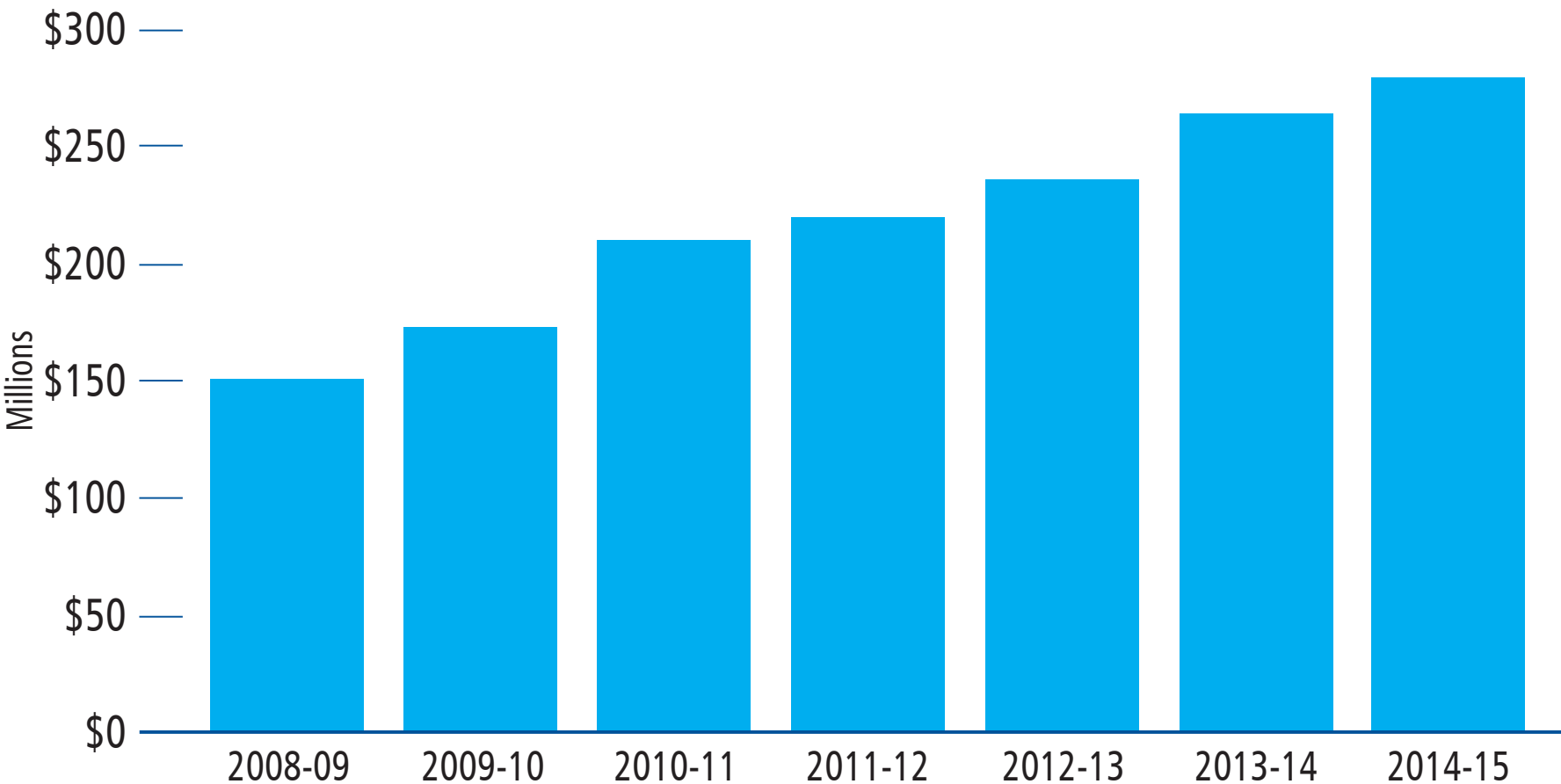
The share of the full-time entering cohort of students in the West receiving federal financial aid (mainly Pell grants) climbed dramatically during the recession years through 2010-11, and has decreased slightly in the years since.



Notes: Data are for public institutions, excluding U.S. service academies. Federal grant aid includes grants awarded principally through the Pell Grant and SEOG programs, but also includes educational assistance grants awarded through the Veteran's Administration, Department of Labor, and other federal agencies. The WICHE average includes the data for the Commonwealth of the Northern Marianas' sole public institution of higher education, Northern Marianas College.
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), *Student Financial Aid Survey*.

Figure 12. WUE Savings

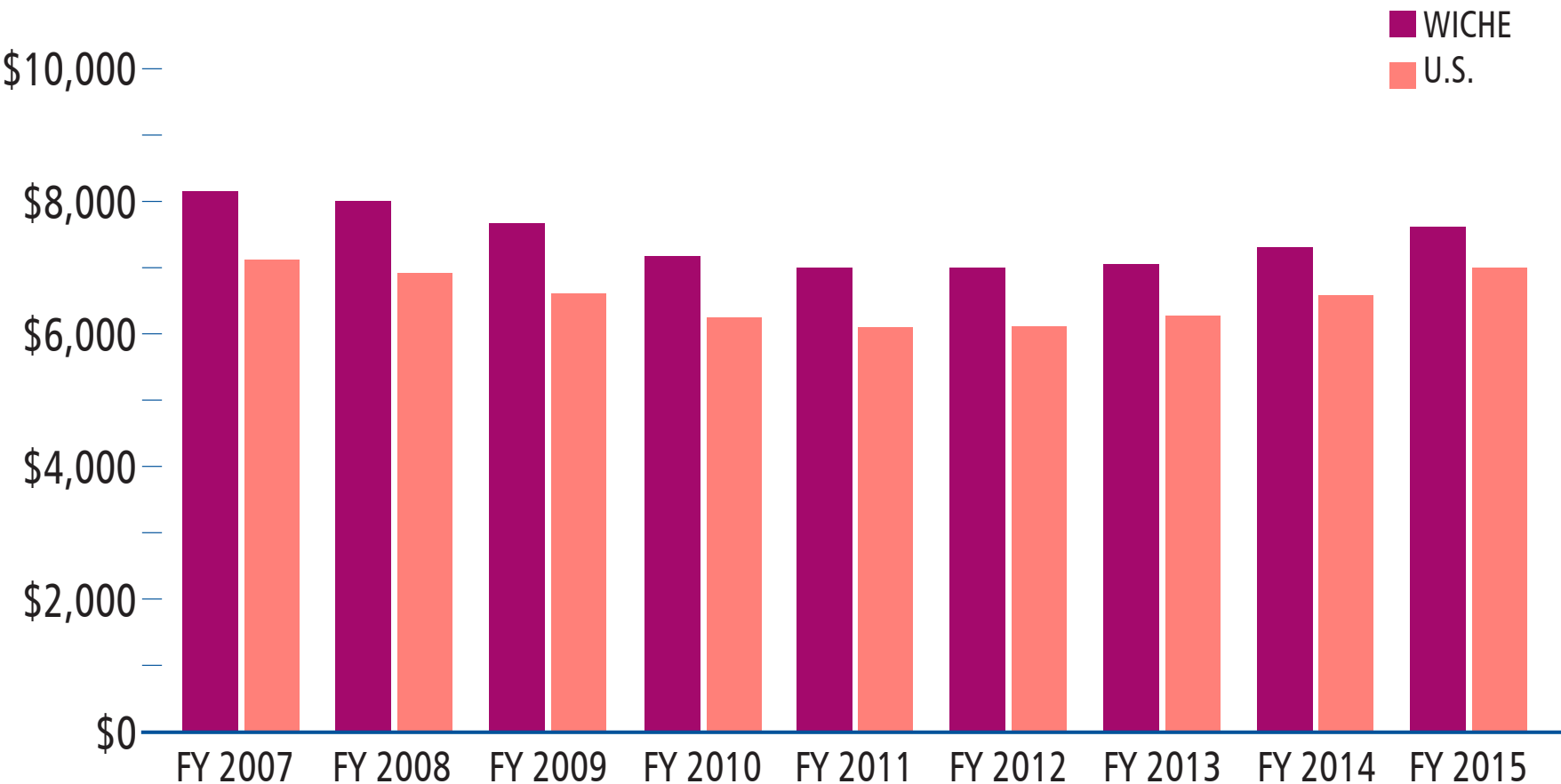
Savings to families and/or students through participation in WICHE's Western Undergraduate Exchange (WUE) program have grown substantially in the last several years.



Source: Western Interstate Commission for Higher Education.

Figure 13. State Appropriations per FTE

State appropriations per FTE in the region showed an increase of 5% in FY 2015 over the previous year, and by FY 2015 they had returned to about 90% of pre-recession levels.

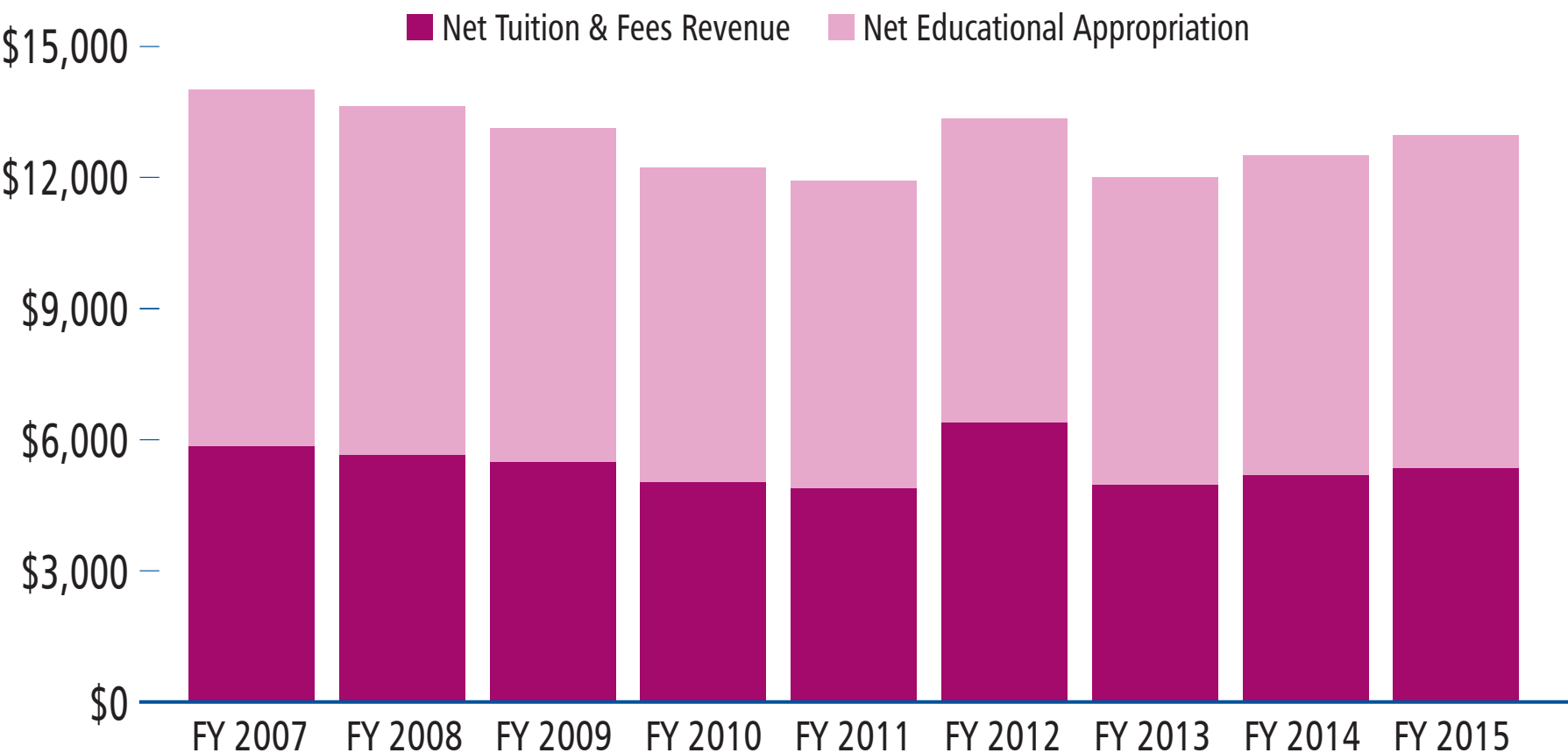


Notes: Data are adjusted for enrollment mix, cost of living, and inflation. Inflation-adjusted using the Higher Education Cost Adjustment (HECA, 2015 Dollars).

Source: State Higher Education Executive Officers, *State Higher Education Finance Survey*.

Figure 14. Revenues per FTE

Net tuition and fees in the West accounted for 41% of total revenue from appropriations and tuition and fees per FTE in FY 2015, compared to 30% in FY 2008.

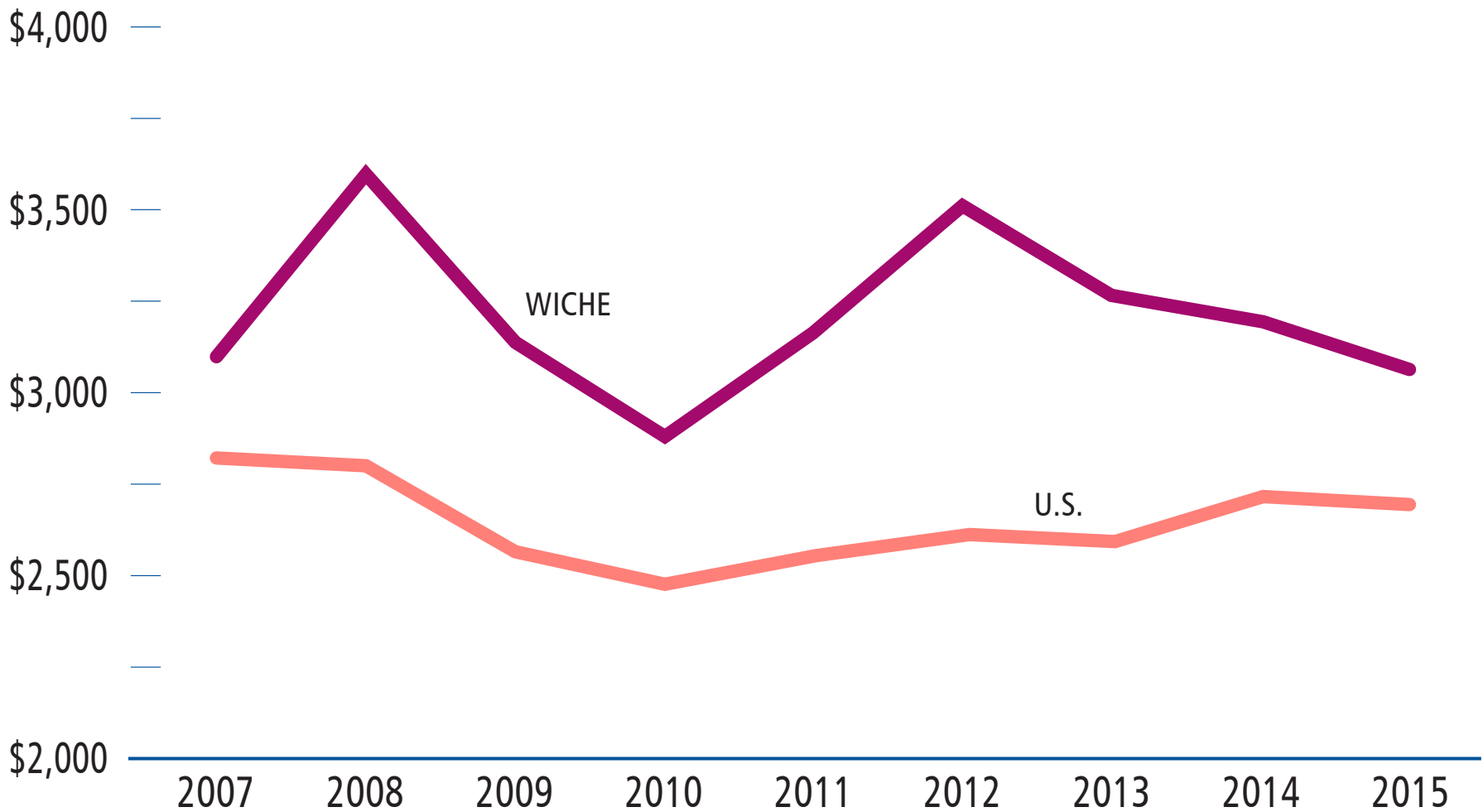


Note: Data are adjusted for enrollment mix, cost of living, and inflation. Inflation-adjusted using the Higher Education Cost Adjustment (HECA, 2015 Dollars). "State and Local Net Educational Appropriations" are state tax and non-tax support not including support to independent institutions. "Net Tuition and Fees Revenues" do not include discounts or waivers, state-funded student financial aid, and medical student tuition revenues. FTEs do not include medical students. WICHE values are calculated as the average of the member states.

Source: State Higher Education Executive Officers, *State Higher Education Finance Survey*.

Figure 15. State Tax Revenues

The West's regional average state tax revenue per capita, adjusted for inflation, remains well above the national rate and has returned to around pre-recession levels for most Western states.



Note: Inflation-adjusted using the CPI-U series from the Bureau of Labor Statistics (2015 Dollars). The value for the WICHE region is a simple average of the member states. See the Figure 15 data table for tax revenue definitions and details.

Source: U.S. Census Bureau, *State Government Tax Collections Report*. U.S. Census Bureau, *National and State Population Estimates* (Table NST-EST2015-01).