



Special Report from Ruffalo Noel Levitz

# 2014-24 Projections of High School Graduates by State and Race/Ethnicity

Based Primarily on Data From WICHE

Also in this report: a 10-year forecast for online learners from Pew, projections by student age ranges through 2021 from NCES, and recent research on college-going rates and student mobility.

This special report from Ruffalo Noel-Levitz compiles pertinent projections for higher education student recruitment leaders and strategic enrollment planners whose markets include traditional-age undergraduates. Over the next five to ten years, changes in the numbers and racial/ethnic backgrounds of high school graduates will influence higher education enrollments at colleges and universities in many parts of the United States. In addition, there will be significant changes in many other critical ways. For a glimpse at what’s coming, don’t miss the detailed Appendix on pages 8-15 and the concluding section, *Crafting a strategic response*, on page 6.

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**WICHE is the Western Interstate Commission for Higher Education. All WICHE data in this report came from the following source with permission:**

Brian T. Prescott and Peace Bransberger (2012). *Knocking at the college door: Projections of high school graduates* (eighth edition). Boulder, CO: Western Interstate Commission for Higher Education. Retrieved from <http://www.wiche.edu/pub/knocking-8th-and-supplements>.

## Highlights from the WICHE data

In the next 5-10 years, it appears that the overall changes in high school seniors will not be as daunting for higher education as changes that have occurred in recent years, based on data from WICHE. Nationally, the total number of high school seniors is expected to increase by 3.0 percent in five years and by 7.9 percent in 10 years. At the macro level, this is a generally steady, non-threatening trend. However, further analysis reveals the following **significant variances by state**:

- Eight states and the District of Columbia will experience declines of more than 3 percent between 2014 and 2019, and eight states, not exactly the same states, will see declines of more than 3 percent between 2014 and 2024.
- Twenty-five states are expected to see increases of more than 3 percent between 2014 and 2019. Of these 25 states, seven states will see either an increase of more than 10 percent or grow by more than 5,000 seniors.
- In the next 10 years (between 2014 and 2024), 27 states will see increases of more than 10 percent. In addition, California and New York will have 10,000 additional high school seniors even though this growth will be less than 10 percent.

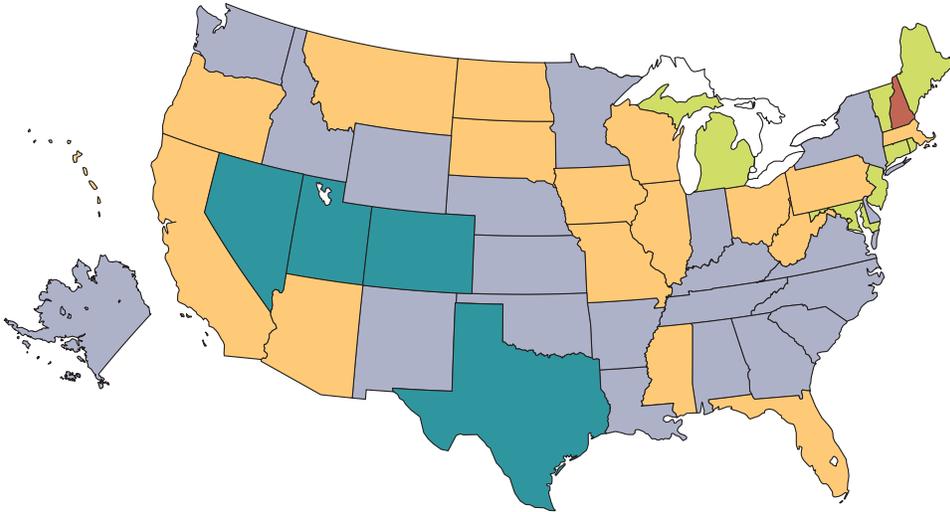
**In addition, the following trends by racial/ethnic groups and by state will influence higher education enrollments significantly**, especially at institutions where White/Caucasian students currently dominate enrollment, at institutions seeking more racial-ethnic diversity, and at institutions that plan to grow enrollments in the next 5-10 years:

- White, Non-Hispanic high school seniors, which account for the majority of the seniors and tend to have high college-going rates, are expected to decline by 1.0 percent at public high schools in five years and by 4.2 percent in 10 years. In the next five years, 14 states will see declines of 1,000 or more of these seniors. In the next 10 years, 17 states will see declines of 1,000 or more.
- Black, Non-Hispanic high school seniors, which now have high college-going rates approaching those of White, Non-Hispanic seniors,<sup>1</sup> are expected to increase by 3.4 percent at public high schools in five years and by 7.6 percent in 10 years. In the next five years, only two states will see a decline of 1,000 or more of these seniors and four states will see an increase of 1,000 or more. In addition, in the next 10 years, only five states will see a decline of 1,000 or more and 15 states will see an increase of 1,000 or more.
- Asian high school seniors, which have the highest college-going rates, are expected to increase by 16.6 percent at public high schools in five years and by 38.5 percent in 10 years. In the next five years, nine states will see an increase of 1,000 or more of these seniors, and in the next 10 years, 19 states will see an increase of 1,000 or more.
- Hispanic high school seniors, which also now have high college-going rates approaching those of White, Non-Hispanic seniors,<sup>2</sup> are expected to increase by 21.8 percent at public high schools in five years and by 44.6 percent in 10 years. In the next five years, all the states but four will see more than a 10 percent increase in these seniors, but only 28 states will see an increase of 1,000 or more. In addition, in the next 10 years, 37 states will see an increase of 1,000 or more.

**As these highlights suggest, be sure to look at the volume of students—not just the percentage changes**, as large percentage changes may in fact represent relatively small numbers of students. (This is especially apparent in the Appendix on pages 8-15.)

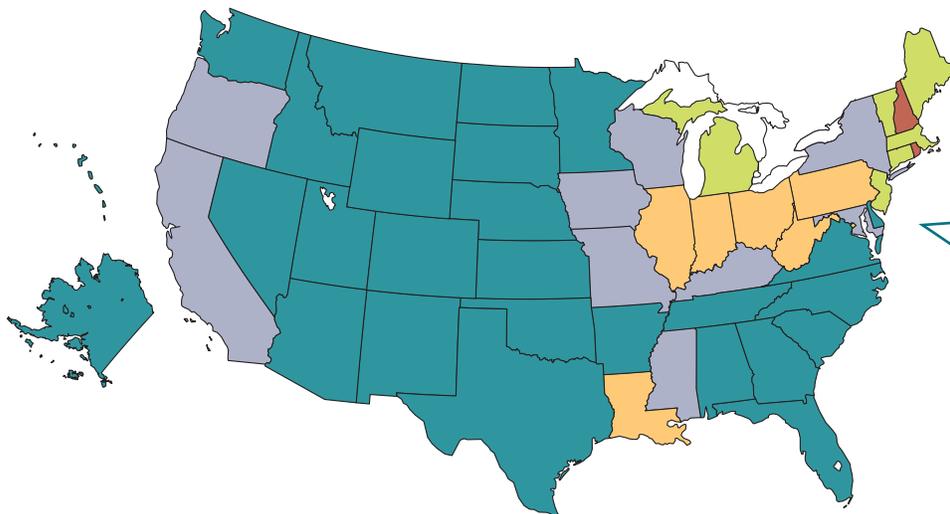
### Areas of change over the next five years, 2014-19

Based on the latest available data from WICHE, the map below shows the United States grouped in five categories to illustrate the coming demographic changes over the next five years.



### Areas of change over the next 10 years, 2014-24

Similar to the previous map, the map below shows the United States grouped in five categories to illustrate the coming demographic changes—except this map shows the changes over the next 10 years.



**For details,  
please see  
the Appendix  
on pages  
8-15.**

#### Key for both maps

- States that will have severe overall declines in high school graduates (decreases greater than or equal to 10 percent)
- States that will have a moderate overall decrease in high school graduates (decreases between 3 and 10 percent)
- States that will have a minimal overall change in high school graduates (less than 3 percent change, up or down)
- States that will have a moderate overall increase in high school graduates (increases between 3 and 10 percent)
- States that will have large overall increases in high school graduates (increases greater than or equal to 10 percent)

Data source: Brian T. Prescott and Peace Bransberger (2012). *Knocking at the college door: Projections of high school graduates* (eighth edition). Boulder, CO: Western Interstate Commission for Higher Education. Retrieved from <http://www.wiche.edu/pub/knocking-8th-and-supplements>.

## Changes in the age of students

Another important consideration for strategic enrollment planners is the rising average age of college students as people return to college again and again to acquire new knowledge, advance their careers, or move in new career directions. The data below from the United States Department of Education's National Center for Education Statistics (NCES) indicate that 42.6 percent of all students enrolled in United States higher education in 2019 are projected to be 25 or older. Students in this age group are projected to enroll in higher education at increasingly higher rates in the years ahead, as shown here and as reported in the 2013 NCES Condition of Education Report.<sup>3</sup>

### Total fall-term enrollment in degree-granting institutions by student age (Projected, 2014 through 2021-presented in thousands)

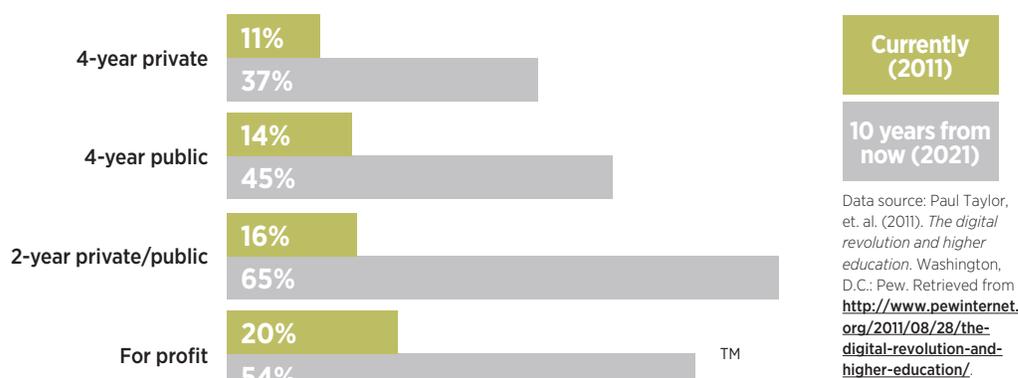
AGE	2014	2015	2016	2017	2018	2019	2020	2021
Total enrollment	22,042	22,252	22,509	22,842	23,219	23,569	23,867	24,092
14 to 17 years old	212	216	222	228	238	241	244	247
18 and 19 years old	4,406	4,406	4,419	4,485	4,573	4,700	4,809	4,832
20 and 21 years old	4,414	4,408	4,424	4,428	4,444	4,494	4,558	4,670
22 to 24 years old	4,038	4,051	4,053	4,069	4,089	4,087	4,086	4,096
25 to 29 years old	3,244	3,341	3,438	3,531	3,604	3,632	3,624	3,596
30 to 34 years old	1,793	1,825	1,859	1,899	1,946	1,990	2,034	2,066
35 years old and over	3,935	4,005	4,093	4,202	4,324	4,426	4,512	4,585

Data source: U.S. Department of Education Institute of Education Sciences (IES) National Center for Education Statistics (2013). *Digest of education statistics*. Washington, D.C.: NCES. Retrieved from [https://nces.ed.gov/programs/projections/projections2021/tables/table\\_21ct.asp](https://nces.ed.gov/programs/projections/projections2021/tables/table_21ct.asp).

## Changes in online/distance learning

Momentum continues to build for online/distance learning. The Pew data below show that many college presidents see the potential for growth in this area. In addition, a report from the Babson Survey Research Group indicates that most chief academic officers view online education as critical to their institutional strategy.<sup>4</sup> Over the past decade, the number of students taking at least one online course has continued to grow at a rate far in excess of overall enrollments, from 9.6 percent in fall 2002 to 33.5 percent in fall 2012.<sup>5</sup>

### Percentage of all college presidents saying more than half of their undergraduate students have taken/will be taking an online class



Data source: Paul Taylor, et. al. (2011). *The digital revolution and higher education*. Washington, D.C.: Pew. Retrieved from <http://www.pewinternet.org/2011/08/28/the-digital-revolution-and-higher-education/>.

## High school senior additional factors: college-going rates, migration patterns, and intra-state trends

As the maps on page 3 show, the number of high school graduates will somewhat shift around the country in the years ahead, creating modest declines in some states or regions, increases in others, and a veritable roller coaster ride in some areas. In addition, there will be significant changes in the racial-ethnic mix of high school graduates. However, these highlights represent only part of the trends that need to be considered for traditional-age students in strategic enrollment planning.

Within each of the trends that are important to an institution, it is also very important to analyze additional factors such as the college-going rates, migration rates, and intra-state trends of the institution's target populations. The latter is especially true for institutions whose current or potential target geographic markets may be made of portions of various states that may not be affected by statewide demographical changes.

College-going rates for specific target populations can have as big of an impact on enrollment as growth and decline patterns by state. For example, data from the National Center for Education Statistics show that college-going rates by racial-ethnic category continue to vary significantly.<sup>6</sup> In 2011, Asian-Americans who completed high school continued to have the highest college-going rate at 85.4 percent. Caucasians had a 69.4 percent college-going rate; African-Americans had a 64.6 percent college-going rate; and Hispanics had a 63.5 percent rate. Perhaps a more significant college-going factor across racial-ethnic categories is socioeconomic status. In 2012, 82 percent of graduates from high-income families were enrolled in college the following fall, compared to 66 percent from middle-income families and 52 percent from low-income families.<sup>7</sup> Analyzing the patterns of high school seniors who take college standardized tests such as the ACT and SAT provides another good indicator of college-going rates of different populations, including their preparedness for succeeding in college. ACT's Enrollment Information Service (EIS) and The College Board's Enrollment Planning Service (EPS) are good sources for doing such analyses by geographic areas and subpopulations within those areas.

Mobility rates are another important factor for traditional-age student strategic enrollment planning. Unfortunately, for target populations located more than 100 miles from campus, the fact that more than 50 percent of first-year students choose a college within 100 miles of home,<sup>8</sup> may lead to disappointing out-of-state recruitment efforts. It's important to consider state-to-state migration patterns, as well as the varying numbers of graduates in college-going ethnic groups. For this type of analysis, ACT provides a mobility index for each student who takes the ACT, and this information can be analyzed at not only the individual student level but also at the group level. Note that college-going mobility is likely to be decreasing for many student populations across the nation, as there is a growing trend of more students each year enrolled in the free lunch program (families at 130 percent of the poverty level or less) with those numbers now reaching as high as 50 percent in some areas and projected to continue to grow.<sup>9</sup>

Intra-state trends are also well worth exploring. The high school senior trends for a number of geographic areas within states can be quite different than the trends for the states overall. To dig into this further, see the high school senior projections by major metropolitan areas and by gender from WICHE.<sup>10</sup> In addition, each state's board of education typically provides K-12 enrollment by school district, clusters of school districts, or county.

Keep in mind that a strategic enrollment plan is only as good as the information it is based upon. Good judgment is needed to determine how much or how little demographic data is needed to minimize risks of being misled by summary information. In some cases, the above types of "hidden details" in demographic summaries may reveal a different picture of enrollment opportunities and threats than the dominant narrative depicts.

## Crafting a strategic response

Clearly, colleges and universities located in states and regions that will be experiencing declines in high school seniors are not the only institutions that need to be engaged in strategic enrollment planning to align their institution with its environment. Indeed, the need for careful planning is also acute for any institution where White/Caucasian students dominate current enrollment, where more race-ethnic diversity is desired, or where the broader plan is to grow enrollments in the next 5-10 years. As the data in this report show, the significant shifts in racial/ethnic groups (see pages 10-15), as well as the significant shifts in college-going rates and mobility patterns mentioned in the previous section, make comprehensive, data-informed strategic enrollment planning an imperative for most institutions in order to ensure continued stability and quality.

In most cases, this will mean creating a plan to accomplish one or more of the following:

- Increase market share of traditional-aged students in the primary market area.
- Identify and build new programs to attract more students from primary and secondary market areas.
- Increase retention and graduation rates among current students.
- Create new markets of non-traditional students (keeping in mind that the adult population is growing, less mobile, and more interested in the flexibility of hybrid and online course offerings).
- Create new markets of students from other states (keeping in mind college-going rates and mobility rates in those other states).
- Influence the college-going rates of target populations so they will increase.
- Downsize enrollment in a strategic way in order to guarantee survival and stability.

Faced with current challenges, institutions have a wide array of possibilities for repositioning themselves to adapt to the changing demographic landscape—as long as they are willing to earnestly revisit their mission, markets, and programming. Examples of approaches include the following:

- Develop a more friendly product and marketing approach for the increasing diverse populations. (See the WICHE map of the non-White share of public high school graduates, 2019-20, at <http://www.wiche.edu/knocking-8th><sup>11</sup>).
- Reach out to non-traditional-aged students with expanded delivery options such as off-site and online programs.
- Strengthen retention efforts through early-alert, intervention, and advising strategies focused on increasing degree completion.
- Conduct pricing research and make appropriate tuition and aid adjustments to address the ability of diverse populations to pay for college.
- Restructure academic programs, co-curriculars, and support services, as needed, to align them with: 1) the changing demands of the modern economy and workforce; and 2) students' current and projected academic and co-curricular interests and needs.

Regardless of the direction chosen, it's essential that the strategic enrollment planning process be information-based and ongoing, effectively addressing an institution's mission, vision, goals, and capabilities; the ways the institution serves its students, currently and in the future; and the changing marketplace and environment.

This is a complex and comprehensive process that should be facilitated by individuals with strong background and previous successes with strategic enrollment planning and requires strong partnership with academic and fiscal affairs. The strategic plan needs to be well-grounded in environmental data, institutional data, institutional strengths and weaknesses, enrollment best practices, pricing and financial aid analyses, and attractive returns on investment. An effective strategic plan also requires support at the very highest levels, and across all the levels, of the institution. (*Learn how Ruffalo Noel Levitz can help you with strategic enrollment planning on page 16.*)

## Now is the time to strategize, organize, mobilize

Sometimes, it's possible to be too farsighted or overly committed to a long-range plan that was fashioned in a vastly different environment. A community college that limits its program delivery to face-to-face courses mostly offered Monday through Thursday during the day may limit its ability to attract a growing adult student market most in need of its program offerings. Similarly, a small liberal arts college breaking ground for a new residence hall while on the verge of a decline among high school graduates in its primary market may be faithful to its long-term vision, but heedless of its more immediate challenges. Colleges today confront a potentially threatening vortex of profound demographic change, rapidly changing workforce demands, and the need to provide access and promote achievement among previously underserved populations. But opportunity and success lie ahead for those who are able to face the situation squarely and navigate these waters with a strategic enrollment plan that effectively connects mission, capabilities, and a changing environment to long-term enrollment and fiscal health.

### Important considerations

For strategic planning purposes, you not only need to know high school graduation rate trends, you also need to plan for the potential impact these trends will have on your future enrollments, including identifying any demographic opportunities to take advantage of and designing a plan to address any potential threats you need to manage.

Be sure to **look at the volume of students, too**—not just the changes in percentage. For example, in the next five years, even though almost all states will experience more than a 10 percent increase in Hispanic public high school seniors, there are 22 states which have increases of less than 1,000 seniors. And six of the 22 have an increase of less than 100 seniors!

### Citations

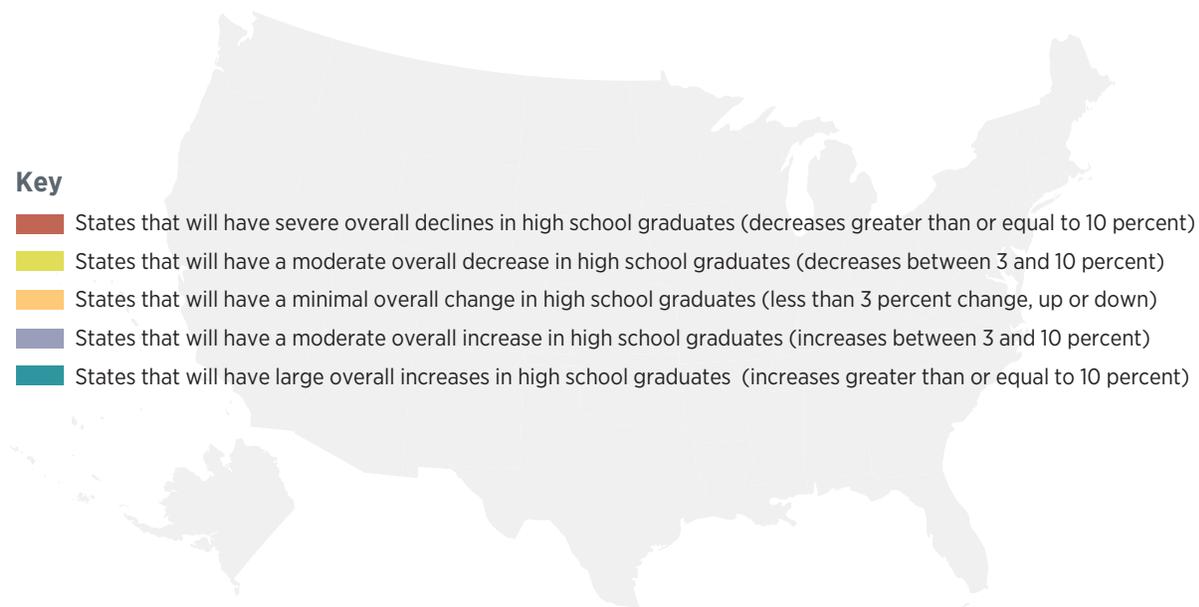
- 1 U.S. Department of Education Institute of Education Sciences (IES) National Center for Education Statistics (2012). *Digest of education statistics*. Washington, D.C.: NCES. Retrieved from [http://nces.ed.gov/programs/digest/d12/tables/dt12\\_235.asp](http://nces.ed.gov/programs/digest/d12/tables/dt12_235.asp).
- 2 Ibid.
- 3 Susan L. Aud, et. al. (2013). *The condition of education 2013* (NCES 2013-037). Washington, D.C.: U.S. Department of Education Institute of Education Sciences (IES) National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2013/2013037.pdf>.
- 4 I. Elaine Allen and Jeff Seaman (2011). *Going the distance: Online education in the United States 2011*. Wellesley, Massachusetts: Babson Survey Research Group. Retrieved from <http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf>.
- 5 I. Elaine Allen and Jeff Seaman (2014). *Grade change: Tracking online education in the United States*. Wellesley, Massachusetts: Babson Survey Research Group. Retrieved from: <http://www.onlinelearningsurvey.com/reports/gradechange.pdf>.
- 6 U.S. Department of Education Institute of Education Sciences (IES) National Center for Education Statistics (2012). *Digest of education statistics*. Washington, D.C.: NCES. Retrieved from [http://nces.ed.gov/programs/digest/d12/tables/dt12\\_235.asp](http://nces.ed.gov/programs/digest/d12/tables/dt12_235.asp).
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- 8 John H. Pryor, et. al. (2012). *The American freshman: National norms fall 2012*. Los Angeles, CA: Higher Education Research Institute. Retrieved from <http://www.heri.ucla.edu/monographs/theamericanfreshman2012.pdf>.
- 9 Pell Institute for the Study of Opportunity in Higher Education (2013). *Low-income students in the K-12 pipeline headed for higher education by state 1989 to 2030*. Postsecondary Education Opportunity (252), page 2.
- 10 Brian T. Prescott and Peace Bransberger (2012). *Knocking at the college door: Projections of high school graduates* (eighth edition). Boulder, CO: Western Interstate Commission for Higher Education. Retrieved from <http://www.wiche.edu/pub/knocking-8th-and-supplements>.
- 11 Ibid.

## Appendix with state-by-state projections and projections by race/ethnicity

The following tables show the coming demographic changes in graduating high school seniors *over the next five years* and *over the next ten years*, including both the percentage change and the change in volume, based on the latest available data from WICHE. Note that it is important to look at the volume of students, too—not just the changes in percentage (see note in box on page 7).

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### The source of data

The data source for all five tables in this section is the following study:

Brian T. Prescott and Peace Bransberger (2012). *Knocking at the college door: Projections of high school graduates* (eighth edition). Boulder, CO: Western Interstate Commission for Higher Education. Retrieved from <http://www.wiche.edu/pub/knocking-8th-and-supplements>.

TABLE 1 ALL GROUPS Public and Private High School Graduates	FIVE-YEAR CHANGES				TEN-YEAR CHANGES		
	ACADEMIC YEAR 2013-14	ACADEMIC YEAR 2018-19	CHANGES	PERCENT INCREASE/ DECREASE	ACADEMIC YEAR 2023-24	CHANGES	PERCENT INCREASE/ DECREASE
<b>United States total</b>	<b>3,219,207</b>	<b>3,315,636</b>	<b>96,429</b>	<b>3.0%</b>	<b>3,473,018</b>	<b>253,811</b>	<b>7.9%</b>
New Hampshire	15,743	14,158	-1,585	-10.1%	13,810	-1,933	-12.3%
Rhode Island	10,915	10,036	-879	-8.1%	9,593	-1,322	-12.1%
Maine	14,769	13,872	-897	-6.1%	14,046	-723	-4.9%
District of Columbia	4,059	3,851	-208	-5.1%	4,190	131	3.2%
Vermont	7,273	6,909	-364	-5.0%	6,871	-402	-5.5%
Michigan	106,537	102,015	-4,522	-4.2%	96,260	-10,277	-9.7%
Maryland	63,276	60,689	-2,587	-4.1%	65,771	2,495	3.9%
Connecticut	41,146	39,486	-1,660	-4.0%	38,336	-2,810	-6.8%
New Jersey	105,229	101,789	-3,440	-3.3%	100,665	-4,564	-4.3%
Massachusetts	71,863	70,219	-1,644	-2.3%	67,719	-4,144	-5.8%
Hawaii	13,125	12,895	-230	-1.8%	14,456	1,331	10.1%
California	392,740	386,146	-6,594	-1.7%	407,948	15,208	3.9%
Illinois	142,131	140,547	-1,584	-1.1%	138,190	-3,941	-2.8%
Pennsylvania	139,323	138,044	-1,279	-0.9%	142,398	3,075	2.2%
Arizona	62,121	62,667	546	0.9%	71,106	8,985	14.5%
Oregon	37,260	37,604	344	0.9%	40,010	2,750	7.4%
Wisconsin	64,327	64,978	651	1.0%	67,692	3,365	5.2%
Mississippi	27,582	27,900	318	1.2%	29,831	2,249	8.2%
South Dakota	8,663	8,765	102	1.2%	10,017	1,354	15.6%
West Virginia	17,197	17,404	207	1.2%	17,617	420	2.4%
Ohio	126,427	128,134	1,707	1.4%	126,773	346	0.3%
Iowa	33,593	34,101	508	1.5%	36,589	2,996	8.9%
Montana	9,228	9,368	140	1.5%	10,537	1,309	14.2%
Missouri	64,456	65,621	1,165	1.8%	69,749	5,293	8.2%
Florida	159,903	163,844	3,941	2.5%	180,742	20,839	13.0%
North Dakota	7,136	7,333	197	2.8%	8,316	1,180	16.5%
Minnesota	59,379	61,316	1,937	3.3%	65,791	6,412	10.8%
Indiana	67,829	70,175	2,346	3.5%	69,764	1,935	2.9%
Arkansas	28,924	29,947	1,023	3.5%	32,307	3,383	11.7%
New York	202,914	211,325	8,411	4.2%	213,018	10,104	5.0%
Alaska	7,274	7,596	322	4.4%	8,277	1,003	13.8%
Washington	65,451	68,467	3,016	4.6%	74,462	9,011	13.8%
Delaware	9,176	9,601	425	4.6%	10,484	1,308	14.3%
Virginia	81,978	85,963	3,985	4.9%	92,353	10,375	12.7%
Louisiana	45,835	48,074	2,239	4.9%	46,783	948	2.1%
Kentucky	42,382	44,689	2,307	5.4%	46,572	4,190	9.9%
Alabama	47,306	50,259	2,953	6.2%	52,239	4,933	10.4%

**Table 1: ALL GROUPS Public and Private High School Graduates *continued***

Tennessee	62,996	67,138	4,142	6.6%	71,421	8,425	13.4%
Georgia	95,402	101,954	6,552	6.9%	110,146	14,744	15.5%
New Mexico	18,841	20,186	1,345	7.1%	21,845	3,004	15.9%
Idaho	17,907	19,256	1,349	7.5%	21,836	3,929	21.9%
Kansas	31,963	34,378	2,415	7.6%	36,076	4,113	12.9%
South Carolina	40,035	43,122	3,087	7.7%	47,371	7,336	18.3%
Nebraska	20,622	22,216	1,594	7.7%	23,747	3,125	15.2%
Oklahoma	38,058	41,274	3,216	8.5%	44,543	6,485	17.0%
North Carolina	90,852	98,557	7,705	8.5%	101,900	11,048	12.2%
Wyoming	5,290	5,776	486	9.2%	7,103	1,813	34.3%
Nevada	21,532	23,934	2,402	11.2%	28,774	7,242	33.6%
Colorado	51,179	57,391	6,212	12.1%	60,858	9,679	18.9%
Texas	288,555	330,318	41,763	14.5%	358,018	69,463	24.1%
Utah	32,943	38,284	5,341	16.2%	42,979	10,036	30.5%

TABLE 2		FIVE-YEAR CHANGES			TEN-YEAR CHANGES		
WHITE, NON-HISPANIC Public High School Graduates	ACADEMIC YEAR 2013-14	ACADEMIC YEAR 2018-19	CHANGES	PERCENT INCREASE/ DECREASE	ACADEMIC YEAR 2023-24	CHANGES	PERCENT INCREASE/ DECREASE
<b>United States Total</b>	<b>1,707,660</b>	<b>1,690,188</b>	<b>-17,472</b>	<b>-1.0%</b>	<b>1,636,873</b>	<b>-70,787</b>	<b>-4.2%</b>
Hawaii	1,611	1,446	-165	-10.2%	2,559	948	58.9%
California	115,544	104,292	-11,252	-9.7%	97,319	-18,225	-15.8%
Connecticut	24,227	22,019	-2,208	-9.1%	19,418	-4,809	-19.9%
New Jersey	51,977	47,250	-4,727	-9.1%	42,284	-9,693	-18.7%
New Hampshire	12,390	11,319	-1,071	-8.6%	10,847	-1,543	-12.5%
Rhode Island	6,307	5,768	-539	-8.6%	5,125	-1,182	-18.7%
Maryland	25,972	23,904	-2,068	-8.0%	22,686	-3,286	-12.7%
Florida	67,449	62,823	-4,626	-6.9%	60,295	-7,154	-10.6%
Maine	11,595	10,837	-758	-6.5%	10,682	-913	-7.9%
Nevada	8,281	7,783	-498	-6.0%	8,375	94	1.1%
North Dakota	5,741	5,419	-322	-5.6%	5,715	-26	-0.5%
Vermont	5,608	5,296	-312	-5.6%	5,170	-438	-7.8%
Massachusetts	45,190	42,869	-2,321	-5.1%	38,478	-6,712	-14.9%
Michigan	76,215	72,617	-3,598	-4.7%	66,181	-10,034	-13.2%
New York	92,701	88,855	-3,846	-4.2%	82,126	-10,575	-11.4%
South Dakota	6,832	6,556	-276	-4.0%	7,240	408	6.0%
Illinois	76,432	73,491	-2,941	-3.9%	66,664	-9,768	-12.8%
Pennsylvania	93,112	89,563	-3,549	-3.8%	84,614	-8,498	-9.1%
Oregon	24,619	23,914	-705	-2.9%	23,064	-1,555	-6.3%
Washington	41,758	40,696	-1,062	-2.5%	38,738	-3,020	-7.2%
Texas	97,677	95,228	-2,449	-2.5%	92,529	-5,148	-5.3%
Indiana	49,871	48,761	-1,110	-2.2%	43,455	-6,416	-12.9%

**Table 2: WHITE, NON-HISPANIC Public High School Graduates *continued***

Minnesota	44,542	44,339	-203	-0.5%	44,351	-191	-0.4%
Louisiana	19,119	19,054	-65	-0.3%	18,336	-783	-4.1%
Montana	7,846	7,850	4	0.1%	8,756	910	11.6%
Wisconsin	47,533	47,625	92	0.2%	47,179	-354	-0.7%
Iowa	26,950	27,003	53	0.2%	28,111	1,161	4.3%
Alaska	4,155	4,168	13	0.3%	4,404	249	6.0%
Ohio	93,108	93,543	435	0.5%	84,690	-8,418	-9.0%
Arizona	27,184	27,433	249	0.9%	30,708	3,524	13.0%
West Virginia	15,324	15,481	157	1.0%	15,687	363	2.4%
Delaware	4,314	4,368	54	1.3%	4,300	-14	-0.3%
Missouri	45,833	46,639	806	1.8%	48,027	2,194	4.8%
Virginia	45,736	46,630	894	2.0%	44,958	-778	-1.7%
Georgia	43,632	44,503	871	2.0%	43,830	198	0.5%
Arkansas	18,944	19,356	412	2.2%	20,000	1,056	5.6%
Mississippi	11,565	11,858	293	2.5%	12,025	460	4.0%
Oklahoma	21,246	21,891	645	3.0%	21,953	707	3.3%
Nebraska	14,368	14,822	454	3.2%	15,022	654	4.6%
Alabama	25,492	26,301	809	3.2%	25,472	-20	-0.1%
Kansas	22,400	23,201	801	3.6%	22,532	132	0.6%
New Mexico	5,443	5,653	210	3.9%	5,605	162	3.0%
Idaho	14,043	14,642	599	4.3%	16,663	2,620	18.7%
North Carolina	49,691	52,850	3,159	6.4%	50,038	347	0.7%
Wyoming	4,429	4,712	283	6.4%	5,738	1,309	29.6%
Kentucky	32,340	34,498	2,158	6.7%	34,294	1,954	6.0%
Tennessee	39,364	42,264	2,900	7.4%	42,592	3,228	8.2%
South Carolina	22,169	23,827	1,658	7.5%	24,142	1,973	8.9%
Colorado	31,130	34,432	3,302	10.6%	35,451	4,321	13.9%
Utah	26,265	29,788	3,523	13.4%	32,141	5,876	22.4%
District of Columbia	142	261	119	83.8%	328	186	131.0%

HISPANIC Public High School Graduates	FIVE-YEAR CHANGES				TEN-YEAR CHANGES		
	ACADEMIC YEAR 2013-14	ACADEMIC YEAR 2018-19	CHANGES	PERCENT INCREASE/ DECREASE	ACADEMIC YEAR 2023-24	CHANGES	PERCENT INCREASE/ DECREASE
<b>United States Total</b>	<b>547,474</b>	<b>667,057</b>	<b>119,583</b>	<b>21.8%</b>	<b>791,423</b>	<b>243,949</b>	<b>44.6%</b>
Rhode Island	1,738	1,762	24	1.4%	1,684	-54	-3.1%
California	161,664	174,554	12,890	8.0%	196,680	35,016	21.7%
Arizona	21,823	23,654	1,831	8.4%	28,844	7,021	32.2%
New York	30,413	33,144	2,731	9.0%	32,733	2,320	7.6%
New Mexico	9,420	10,440	1,020	10.8%	11,668	2,248	23.9%
Michigan	4,205	4,788	583	13.9%	4,942	737	17.5%
Illinois	23,205	27,009	3,804	16.4%	27,324	4,119	17.8%

**Table3: HISPANIC Public High School Graduates *continued***

New Hampshire	261	307	46	17.6%	443	182	69.7%
Montana	304	362	58	19.1%	315	11	3.6%
New Jersey	16,734	20,047	3,313	19.8%	24,667	7,933	47.4%
Connecticut	4,639	5,565	926	20.0%	6,600	1,961	42.3%
Massachusetts	7,542	9,056	1,514	20.1%	10,724	3,182	42.2%
Florida	36,620	45,477	8,857	24.2%	60,648	24,028	65.6%
Pennsylvania	8,104	10,134	2,030	25.1%	14,847	6,743	83.2%
District of Columbia	302	382	80	26.5%	520	218	72.2%
Colorado	10,827	13,740	2,913	26.9%	14,615	3,788	35.0%
Maryland	5,448	6,944	1,496	27.5%	11,763	6,315	115.9%
Alaska	473	607	134	28.3%	670	197	41.7%
Delaware	746	963	217	29.1%	1,533	787	105.5%
Ohio	2,805	3,636	831	29.6%	4,715	1,910	68.1%
Utah	3,390	4,398	1,008	29.7%	5,779	2,389	70.5%
Idaho	2,321	3,070	749	32.3%	4,202	1,881	81.0%
Iowa	2,111	2,793	682	32.3%	3,864	1,753	83.0%
Hawaii	357	487	130	36.4%	599	242	67.8%
Texas	122,568	167,287	44,719	36.5%	196,570	74,002	60.4%
Nebraska	2,248	3,088	840	37.4%	3,897	1,649	73.4%
Kansas	3,409	4,687	1,278	37.5%	5,973	2,564	75.2%
Minnesota	2,468	3,399	931	37.7%	4,536	2,068	83.8%
Wisconsin	3,862	5,359	1,497	38.8%	6,931	3,069	79.5%
Washington	8,029	11,174	3,145	39.2%	13,017	4,988	62.1%
Indiana	3,908	5,511	1,603	41.0%	6,486	2,578	66.0%
Virginia	6,880	9,723	2,843	41.3%	13,700	6,820	99.1%
Arkansas	2,384	3,402	1,018	42.7%	5,556	3,172	133.1%
Nevada	5,423	7,839	2,416	44.6%	10,809	5,386	99.3%
Oklahoma	3,907	5,660	1,753	44.9%	7,833	3,926	100.5%
Vermont	78	113	35	44.9%	182	104	133.3%
Maine	167	245	78	46.7%	265	98	58.7%
Georgia	7,408	10,890	3,482	47.0%	15,486	8,078	109.0%
Oregon	6,143	9,113	2,970	48.4%	12,069	5,926	96.5%
Wyoming	511	759	248	48.5%	1,070	559	109.4%
Missouri	2,033	3,031	998	49.1%	4,467	2,434	119.7%
South Dakota	212	321	109	51.4%	447	235	110.9%
North Carolina	7,551	11,656	4,105	54.4%	15,971	8,420	111.5%
Louisiana	899	1,426	527	58.6%	3,296	2,397	266.6%
South Carolina	1,628	2,701	1,073	65.9%	5,327	3,699	227.2%
Tennessee	2,542	4,353	1,811	71.2%	8,541	5,999	236.0%
North Dakota	115	200	85	73.9%	342	227	197.4%
Mississippi	525	938	413	78.7%	2,025	1,500	285.7%

**Table 3: HISPANIC Public High School Graduates *continued***

Alabama	1,329	2,394	1,065	80.1%	4,858	3,529	265.5%
West Virginia	161	301	140	87.0%	731	570	354.0%
Kentucky	1,097	2,159	1,062	96.8%	3,881	2,784	253.8%

TABLE 4 BLACK, NON-HISPANIC Public High School Graduates	FIVE-YEAR CHANGES				TEN-YEAR CHANGES		
	ACADEMIC YEAR 2013-14	ACADEMIC YEAR 2018-19	CHANGES	PERCENT INCREASE/ DECREASE	ACADEMIC YEAR 2023-24	CHANGES	PERCENT INCREASE/ DECREASE
<b>United States Total</b>	<b>405,165</b>	<b>418,720</b>	<b>13,555</b>	<b>3.4%</b>	<b>436,061</b>	<b>30,896</b>	<b>7.6%</b>
Oregon	750	638	-112	-14.9%	696	-54	-7.2%
Wyoming	61	52	-9	-14.8%	68	7	11.5%
District of Columbia	2,462	2,150	-312	-12.7%	2,059	-403	-16.4%
New Hampshire	424	383	-41	-9.7%	516	92	21.7%
Illinois	19,756	18,029	-1,727	-8.7%	16,430	-3,326	-16.8%
California	21,163	19,382	-1,781	-8.4%	18,601	-2,562	-12.1%
New Jersey	13,708	13,136	-572	-4.2%	12,322	-1,386	-10.1%
Ohio	14,149	13,641	-508	-3.6%	13,397	-752	-5.3%
Pennsylvania	15,467	14,972	-495	-3.2%	15,349	-118	-0.8%
Wisconsin	4,290	4,153	-137	-3.2%	4,771	481	11.2%
New York	27,388	26,852	-536	-2.0%	22,339	-5,049	-18.4%
Maryland	18,775	18,419	-356	-1.9%	19,795	1,020	5.4%
Kansas	2,016	1,981	-35	-1.7%	2,237	221	11.0%
Louisiana	14,631	14,437	-194	-1.3%	13,025	-1,606	-11.0%
Arkansas	5,719	5,723	4	0.1%	5,843	124	2.2%
Rhode Island	776	777	1	0.1%	909	133	17.1%
Washington	2,711	2,719	8	0.3%	3,736	1,025	37.8%
Alaska	211	212	1	0.5%	216	5	2.4%
Mississippi	11,622	11,700	78	0.7%	12,949	1,327	11.4%
Alabama	13,100	13,208	108	0.8%	12,941	-159	-1.2%
Connecticut	4,042	4,079	37	0.9%	4,402	360	8.9%
Texas	31,339	31,627	288	0.9%	33,740	2,401	7.7%
Massachusetts	4,822	4,902	80	1.7%	5,177	355	7.4%
New Mexico	414	431	17	4.1%	508	94	22.7%
Missouri	8,359	8,708	349	4.2%	9,816	1,457	17.4%
Virginia	16,417	17,146	729	4.4%	18,070	1,653	10.1%
Tennessee	12,642	13,233	591	4.7%	14,173	1,531	12.1%
South Carolina	12,200	12,867	667	5.5%	14,094	1,894	15.5%
Hawaii	238	253	15	6.3%	229	-9	-3.8%
Maine	265	285	20	7.6%	1,072	807	304.5%
Colorado	2,264	2,450	186	8.2%	3,182	918	40.6%
Georgia	30,475	32,980	2,505	8.2%	35,840	5,365	17.6%

**Table 4: BLACK, NON-HISPANIC Public High School Graduates *continued***

West Virginia	829	901	72	8.7%	877	48	5.8%
Michigan	15,610	17,045	1,435	9.2%	17,271	1,661	10.6%
Florida	27,725	30,394	2,669	9.6%	31,472	3,747	13.5%
Indiana	5,653	6,283	630	11.1%	6,306	653	11.6%
Oklahoma	3,621	4,061	440	12.2%	4,557	936	25.9%
Delaware	2,378	2,701	323	13.6%	2,992	614	25.8%
Idaho	190	217	27	14.2%	301	111	58.4%
Iowa	1,260	1,476	216	17.1%	2,012	752	59.7%
North Carolina	21,763	25,511	3,748	17.2%	31,176	9,413	43.3%
Kentucky	3,800	4,511	711	18.7%	4,625	825	21.7%
Nebraska	920	1,098	178	19.4%	1,558	638	69.4%
Arizona	3,580	4,380	800	22.4%	6,802	3,222	90.0%
Minnesota	3,600	4,495	895	24.9%	6,286	2,686	74.6%
Nevada	1,531	1,920	389	25.4%	2,887	1,356	88.6%
Vermont	130	167	37	28.5%	291	161	123.9%
North Dakota	198	272	74	37.4%	425	227	114.7%
Utah	394	560	166	42.1%	865	471	119.5%
Montana	64	97	33	51.6%	155	91	142.2%
South Dakota	196	375	179	91.3%	878	682	348.0%

TABLE 5 ASIAN/PACIFIC ISLANDER Public High School Graduates	FIVE-YEAR CHANGES				TEN-YEAR CHANGES		
	ACADEMIC YEAR 2013-14	ACADEMIC YEAR 2018-19	CHANGES	PERCENT INCREASE/ DECREASE	ACADEMIC YEAR 2023-24	CHANGES	PERCENT INCREASE/ DECREASE
<b>United States Total</b>	<b>178,589</b>	<b>208,140</b>	<b>29,551</b>	<b>16.6%</b>	<b>247,382</b>	<b>68,793</b>	<b>38.5%</b>
Wyoming	77	73	-4	-5.2%	116	39	50.7%
Vermont	179	170	-9	-5.0%	190	11	6.2%
Hawaii	8,138	7,974	-164	-2.0%	7,834	-304	-3.7%
Oregon	1,787	1,791	4	0.2%	1,927	140	7.8%
California	54,781	56,272	1,491	2.7%	60,521	5,740	10.5%
Wisconsin	2,203	2,385	182	8.3%	3,118	915	41.5%
Montana	132	144	12	9.1%	169	37	28.0%
Michigan	2,990	3,336	346	11.6%	3,718	728	24.4%
New Mexico	342	382	40	11.7%	524	182	53.2%
Louisiana	816	915	99	12.1%	920	104	12.8%
Idaho	362	414	52	14.4%	511	149	41.2%
New York	16,384	18,834	2,450	15.0%	21,193	4,809	29.4%
New Jersey	9,137	10,521	1,384	15.2%	12,183	3,046	33.3%
Washington	5,965	6,888	923	15.5%	8,682	2,717	45.6%
West Virginia	157	182	25	15.9%	242	85	54.1%
Rhode Island	273	318	45	16.5%	384	111	40.7%

**Table 5: ASIAN/PACIFIC ISLANDER Public High School Graduates *continued***

District of Columbia	<b>47</b>	<b>55</b>	<b>8</b>	<b>17.0%</b>	<b>54</b>	<b>7</b>	<b>14.9%</b>
Maryland	<b>3,871</b>	<b>4,553</b>	<b>682</b>	<b>17.6%</b>	<b>6,500</b>	<b>2,629</b>	<b>67.9%</b>
Illinois	<b>6,531</b>	<b>7,710</b>	<b>1,179</b>	<b>18.1%</b>	<b>8,785</b>	<b>2,254</b>	<b>34.5%</b>
Minnesota	<b>3,379</b>	<b>4,019</b>	<b>640</b>	<b>18.9%</b>	<b>5,400</b>	<b>2,021</b>	<b>59.8%</b>
Massachusetts	<b>3,752</b>	<b>4,474</b>	<b>722</b>	<b>19.2%</b>	<b>4,964</b>	<b>1,212</b>	<b>32.3%</b>
North Dakota	<b>106</b>	<b>128</b>	<b>22</b>	<b>20.8%</b>	<b>168</b>	<b>62</b>	<b>58.5%</b>
Delaware	<b>334</b>	<b>408</b>	<b>74</b>	<b>22.2%</b>	<b>596</b>	<b>262</b>	<b>78.4%</b>
Connecticut	<b>1,579</b>	<b>1,937</b>	<b>358</b>	<b>22.7%</b>	<b>2,559</b>	<b>980</b>	<b>62.1%</b>
Iowa	<b>729</b>	<b>896</b>	<b>167</b>	<b>22.9%</b>	<b>1,037</b>	<b>308</b>	<b>42.3%</b>
Ohio	<b>2,092</b>	<b>2,574</b>	<b>482</b>	<b>23.0%</b>	<b>2,802</b>	<b>710</b>	<b>33.9%</b>
Texas	<b>12,623</b>	<b>15,706</b>	<b>3,083</b>	<b>24.4%</b>	<b>18,037</b>	<b>5,414</b>	<b>42.9%</b>
Kansas	<b>897</b>	<b>1,136</b>	<b>239</b>	<b>26.6%</b>	<b>1,438</b>	<b>541</b>	<b>60.3%</b>
New Hampshire	<b>434</b>	<b>551</b>	<b>117</b>	<b>27.0%</b>	<b>673</b>	<b>239</b>	<b>55.1%</b>
Colorado	<b>1,864</b>	<b>2,369</b>	<b>505</b>	<b>27.1%</b>	<b>3,218</b>	<b>1,354</b>	<b>72.6%</b>
Florida	<b>4,919</b>	<b>6,260</b>	<b>1,341</b>	<b>27.3%</b>	<b>8,201</b>	<b>3,282</b>	<b>66.7%</b>
Virginia	<b>5,798</b>	<b>7,433</b>	<b>1,635</b>	<b>28.2%</b>	<b>9,619</b>	<b>3,821</b>	<b>65.9%</b>
Nevada	<b>2,053</b>	<b>2,640</b>	<b>587</b>	<b>28.6%</b>	<b>4,278</b>	<b>2,225</b>	<b>108.4%</b>
Maine	<b>212</b>	<b>274</b>	<b>62</b>	<b>29.3%</b>	<b>433</b>	<b>221</b>	<b>104.3%</b>
Alaska	<b>700</b>	<b>910</b>	<b>210</b>	<b>30.0%</b>	<b>1,244</b>	<b>544</b>	<b>77.7%</b>
Georgia	<b>4,101</b>	<b>5,356</b>	<b>1,255</b>	<b>30.6%</b>	<b>6,858</b>	<b>2,757</b>	<b>67.2%</b>
Mississippi	<b>283</b>	<b>371</b>	<b>88</b>	<b>31.1%</b>	<b>378</b>	<b>95</b>	<b>33.6%</b>
Missouri	<b>1,367</b>	<b>1,795</b>	<b>428</b>	<b>31.3%</b>	<b>2,420</b>	<b>1,053</b>	<b>77.0%</b>
Pennsylvania	<b>4,316</b>	<b>5,684</b>	<b>1,368</b>	<b>31.7%</b>	<b>7,402</b>	<b>3,086</b>	<b>71.5%</b>
Utah	<b>1,254</b>	<b>1,671</b>	<b>417</b>	<b>33.3%</b>	<b>2,057</b>	<b>803</b>	<b>64.0%</b>
North Carolina	<b>2,611</b>	<b>3,518</b>	<b>907</b>	<b>34.7%</b>	<b>4,785</b>	<b>2,174</b>	<b>83.3%</b>
Alabama	<b>643</b>	<b>872</b>	<b>229</b>	<b>35.6%</b>	<b>1,369</b>	<b>726</b>	<b>112.9%</b>
Arizona	<b>2,381</b>	<b>3,229</b>	<b>848</b>	<b>35.6%</b>	<b>5,050</b>	<b>2,669</b>	<b>112.1%</b>
Nebraska	<b>456</b>	<b>640</b>	<b>184</b>	<b>40.4%</b>	<b>698</b>	<b>242</b>	<b>53.1%</b>
Arkansas	<b>578</b>	<b>839</b>	<b>261</b>	<b>45.2%</b>	<b>1,058</b>	<b>480</b>	<b>83.0%</b>
South Dakota	<b>162</b>	<b>236</b>	<b>74</b>	<b>45.7%</b>	<b>285</b>	<b>123</b>	<b>75.9%</b>
Oklahoma	<b>1,157</b>	<b>1,688</b>	<b>531</b>	<b>45.9%</b>	<b>2,017</b>	<b>860</b>	<b>74.3%</b>
Tennessee	<b>1,106</b>	<b>1,647</b>	<b>541</b>	<b>48.9%</b>	<b>2,049</b>	<b>943</b>	<b>85.3%</b>
Indiana	<b>1,314</b>	<b>1,957</b>	<b>643</b>	<b>48.9%</b>	<b>2,381</b>	<b>1,067</b>	<b>81.2%</b>
South Carolina	<b>653</b>	<b>988</b>	<b>335</b>	<b>51.3%</b>	<b>1,470</b>	<b>817</b>	<b>125.1%</b>
Kentucky	<b>615</b>	<b>1,105</b>	<b>490</b>	<b>79.7%</b>	<b>1,500</b>	<b>885</b>	<b>143.9%</b>

## How Ruffalo Noel Levitz can help you

As this special report has shown, student enrollments in higher education will undergo significant changes in the coming years. At Ruffalo Noel Levitz, we can help you and your colleagues to adapt and thrive in the midst of the changing landscape.



### Strategic Enrollment Analysis to align your institution with its environment

Ask for an on-campus analysis from Ruffalo Noel Levitz to prepare your campus for the academic, demographic, and economic challenges that lie ahead. This fully customized review provides you with the opportunity to:

- Identify a roadmap for effective strategic enrollment planning for your institution
- Uncover hidden enrollment opportunities to grow and/or shape your student body
- See how to leverage fiscal, human, and technological resources to increase recruitment and retention.

Call us at **800.876.1117** to request your enrollment analysis,  
or email [ContactUs@RuffaloNL.com](mailto:ContactUs@RuffaloNL.com).

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### About Ruffalo Noel Levitz

Ruffalo Noel Levitz provides higher education and nonprofit organizations with technology-enabled services, software, and consulting for enrollment and fundraising management. More than 3,000 colleges and universities and numerous nonprofit clients have partnered with us worldwide.

Learn more about how we can help you accomplish your goals at [www.RuffaloNL.com](http://www.RuffaloNL.com).

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