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HIGHER EDUCATION
POLICY INSTITUTE

2016 COLLEGE AFFORDABILITY DIAGNOSIS

WYOMING



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WYOMING

College students in Wyoming benefit from relatively low tuition at the state’s public colleges and universities, despite the fact that the state makes no investment in need-based financial aid. However, college affordability in the state is compromised by the high percentage of income required from low-income families to attend these institutions.

Sixty percent of the state’s undergraduates enroll in public two-year colleges, which tend to be relatively affordable; however, for families earning \$30,000 or less per year, 32 percent of family income, on average, is required to attend these institutions full time. About 40 percent of the state’s undergraduates enroll in public four-year research institutions. Families earning \$30,000 or less annually would have to contribute 45 percent of family income, on average, to attend these institutions full time.

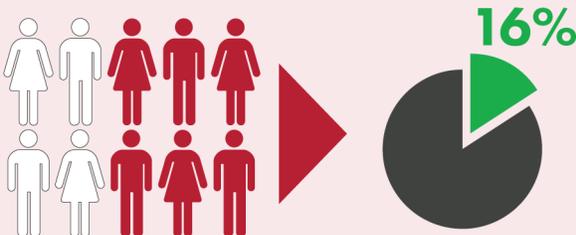
Since 2008, the share of family income required to pay for college has increased by about 5 percent at Wyoming’s public community colleges and research universities.

Wyoming may compromise its ability to address the state’s future workforce needs if it does not make higher education more affordable. By 2020,

65 percent of jobs in Wyoming will require a postsecondary credential, but only 39 percent of young adults (age 25–34) and 38 percent of working-age adults (age 35–64) in the state had an associate’s degree or higher as of 2014.

- ▶ Wyoming students would need to work at least 21 hours a week, on average, while attending full-time to pay the annual costs of public two-year colleges.
- ▶ Wyoming students would need to work at least 30 hours a week, on average, while attending full-time to cover the annual costs of public four-year research universities.
- ▶ Wyoming does not contribute any money to need-based financial aid for students to attend public institutions. Nationwide, the average state contribution is \$474.
- ▶ Educational attainment by race and ethnicity varies considerably in Wyoming. On average, 40 percent of Whites have an associate’s degree or higher, compared to only 22 percent of Hispanics and only 21 percent of Native Americans.
- ▶ Since 2005, the percent of children living in poverty increased by 5 percentage points—from 11 percent to 16 percent.

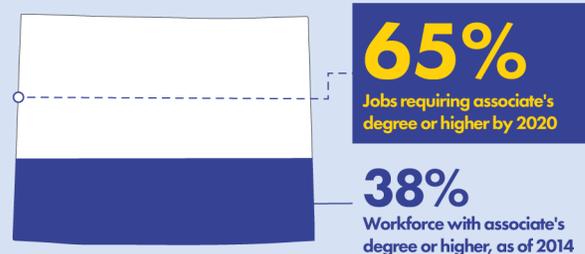
More Wyoming students attend **public two-year institutions** than any other kind of institution, with **60 percent enrolled**. Families would spend, on average, **16 percent of annual income** to pay for full-time attendance.



Percentage of students attending public two-year institutions

Percentage of family income required to pay for full-time attendance

On average, **38 percent** of working-age Wyoming state residents (age 25–64) have an associate’s degree or higher. By 2020, **65 percent of jobs will require an associate’s degree or higher**.



WHAT PERCENT OF FAMILY INCOME would be needed to attend college full time?

| | Percent of Income 2008 | Percent of Income 2013 | Ranking* |
|--|------------------------|------------------------|----------|
| Public Two-Year (60 percent of enrollment)** | 12 | 16 | 10 |
| Public Four-Year Nondoctoral (NA percent of enrollment) | NA | NA | NA |
| Public Research (40 percent of enrollment) | 17 | 22 | 4 |
| Private Four-Year Nondoctoral (<1 percent of enrollment) | NA | 86 | 50 |
| Private Research (NA percent of enrollment) | NA | NA | NA |

* This measure ranked states 1-50. The lower the ranking on this measure, the better a state performed on overall college affordability.

** Enrollment may not add up to 100% due to rounding.

NOTE: The "net price" reported in the following tables for each sector of higher education includes tuition, mandatory fees, room/board and books *minus* all financial aid (federal, state and institutional).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at www2.gse.upenn.edu/irhe/affordability-diagnosis.

STATE INCOME PROFILE

Income
\$0—30,000
Average Income in Group
\$17,636
Families in Group
17%

Income
\$30,000 —48,000
Average Income in Group
\$39,191
Families in Group
15%

Income
\$48,000—75,000
Average Income in Group
\$61,448
Families in Group
24%

Income
\$75,000—110,000
Average Income in Group
\$91,629
Families in Group
23%

Income
\$110,000 and above
Average Income in Group
\$163,170
Families in Group
21%

PERCENT OF FAMILY INCOME needed to attend full time:

PUBLIC TWO-YEAR INSTITUTION

| | Net Price | % of Income Needed to Pay Net Price |
|---------------------|-----------|-------------------------------------|
| \$0—30,000 | 5,701 | 32 |
| \$30,000—48,000 | 6,508 | 17 |
| \$48,000—75,000 | 8,164 | 13 |
| \$75,000—110,000 | 9,465 | 10 |
| \$110,000 and above | 10,278 | 6 |

Students would have to work 21 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public two-year institution full time.

PUBLIC RESEARCH INSTITUTION

| | Net Price | % of Income Needed to Pay Net Price |
|---------------------|-----------|-------------------------------------|
| \$0—30,000 | 7,886 | 45 |
| \$30,000—48,000 | 9,154 | 23 |
| \$48,000—75,000 | 10,347 | 17 |
| \$75,000—110,000 | 14,402 | 16 |
| \$110,000 and above | 15,102 | 9 |

Students would have to work 30 hours a week, on average, at federal minimum wage to pay for college expenses to attend a public research institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

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STATE INCOME PROFILE

Income

\$0–30,000

Average Income in Group

\$17,636

Families in Group

17%

Income

\$30,000 –48,000

Average Income in Group

\$39,191

Families in Group

15%

Income

\$48,000–75,000

Average Income in Group

\$61,448

Families in Group

24%

Income

\$75,000–110,000

Average Income in Group

\$91,629

Families in Group

23%

Income

\$110,000 and above

Average Income in Group

\$163,170

Families in Group

21%

PERCENT OF FAMILY INCOME needed to attend full time:

PRIVATE FOUR-YEAR NONDOCTORAL INSTITUTION

| | Net Price | % of Income Needed to Pay Net Price |
|---------------------|-----------|-------------------------------------|
| \$0–30,000 | 24,196 | 137 |
| \$30,000–48,000 | 28,791 | 73 |
| \$48,000–75,000 | 29,312 | 48 |
| \$75,000–110,000 | NA | NA |
| \$110,000 and above | NA | NA |

Students would have to work 73 hours a week, on average, at federal minimum wage to pay for college expenses to attend a private four-year nondoctoral institution full time.

Source: Income data: U.S. Census Bureau; Net price data: U.S. Department of Education.

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WHAT INVESTMENT DOES THE STATE MAKE to financial aid programs to make college more affordable?

TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS

| | 2004 | 2007 | 2013 | National Average, 2013 |
|-----------------------|------|------|------|------------------------|
| Need-Based Aid | 7 | 0 | 0 | 474 |
| Other Aid | 0 | 0 | 666 | 210 |

TOTAL STATE FINANCIAL AID DOLLARS PER STUDENT AT PRIVATE INSTITUTIONS

| | 2004 | 2007 | 2013 | National Average, 2013 |
|-----------------------|------|------|------|------------------------|
| Need-Based Aid | NA | NA | 0 | 644 |
| Other Aid | NA | NA | 0 | 221 |

Data Source: National Association of State Student Grant and Aid Programs and the U.S. Department of Education.

HOW MUCH IS ANNUAL UNDERGRADUATE BORROWING for students who earn and do not earn degrees?

- ▶ Students who enroll in public research institutions typically borrow \$2,823 annually.
- ▶ Students who enroll at private four-year nondoctoral institutions typically borrow \$5,979 annually.
- ▶ In contrast, students who enroll at public two-year institutions borrow \$1,424 annually.

Data Source: U.S. Department of Education.

For information on how these measures were calculated or which institutions were included, please see the technical report, available at www2.gse.upenn.edu/irhe/affordability-diagnosis.

WHAT CONSIDERATIONS SHOULD STATES take into account in establishing policies on college affordability?

Workforce Needs

- ▶ By 2020, 65 percent of jobs in Wyoming will require a postsecondary credential.
- ▶ Wyoming is 33rd in terms of states with the highest percentage of jobs that will require a postsecondary credential in the future.

Educational Attainment

- ▶ As of 2014, 39 percent of young adults in Wyoming (ages 25-34) had an associate's degree or higher compared to 42 percent nationally.
- ▶ As of 2014, 38 percent of working age adults in Wyoming (ages 35-64) had an associate's degree or higher, compared to 40 percent nationally.

Educational Attainment by Race/Ethnicity

- ▶ As of 2014, on average, 38 percent of working age Wyoming state residents (age 25-64) have an associate's degree or higher. However, attainment varies by race: 40 percent of Whites have an associate's degree or higher but the other two most populous racial groups (Hispanic and Native American) have attainment of only 22 percent and 21 percent respectively.

Educational Pipeline in Wyoming

- ▶ In 2020, Wyoming's public high school graduates are projected to be 13 percent Hispanic and 2 percent Native American.
- ▶ The total number of high school graduates at public institutions in Wyoming is projected to grow by 18 percent between 2020 and 2028.
- ▶ The percent of graduates that are Hispanic in Wyoming is projected to grow by 3 percent and the percent of graduates that are White is projected to decline by 1 percent while the percent of graduates that are Native American is projected to remain constant over the same time period.
- ▶ While the decline in White graduates is similar but less pronounced than projections for the nation (4 percent decline in White graduates between 2020 and 2028), the growth in Hispanics in Wyoming is slightly above national patterns (Hispanics are only projected to increase by 2 percent of national high school graduates by 2028). The flat growth in Native American graduates is similar to the projections for the nation (Native Americans are projected to remain constant between 2020 and 2028).

For information on how these measures were calculated or which institutions were included, please see the technical report, available at www2.gse.upenn.edu/irhe/affordability-diagnosis.

Children in Poverty

- ▶ The percent of children living in poverty in Wyoming increased between 2005 and 2013, from 11 percent to 16 percent.
- ▶ In 2013 Wyoming was ranked 10th in terms of percent of children living in poverty. Rank order is from lowest to highest percentages of poverty.

Student Share of Total State and Tuition Revenues for Public Higher Education

- ▶ In Wyoming, total student share of state and net tuition revenues per full time student was 12 percent in 1989, 22 percent in 2000, and 15 percent in 2014, adjusted for inflation. This pattern shows that net tuition revenues were increasing as a share of higher education funding from 1989 to 2000 but after the 2007-08 recession net tuition revenues decreased.



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POLICY QUESTIONS FOR STATE LEADERS

- ▶ In what types of higher education institutions (sectors) has the state lost ground in college affordability?
- ▶ What are the economic circumstances of families in the state (by income quintiles, by different regions of the state, etc.)? What are the implications for college affordability?
- ▶ What is the projected demand for an educated workforce in the state? How far is your state from addressing this demand? To what extent is college affordability one of the barriers in educating more state residents?
- ▶ What are the gaps in college attainment between Whites and minority groups in your state? How can state policies on college affordability help to narrow these gaps?
- ▶ How is tuition policy related, if at all, to the income of the students and families that the state must educate?
- ▶ If tuition policy is delegated to public institutions, how does the state provide oversight to ensure that tuition and other educational costs are affordable for students and families?
- ▶ In what ways can state policies related to tuition be more tightly coupled with state policies on institutional appropriations and financial aid to address college affordability?
- ▶ To what extent do tuition policies encourage access to higher education and completion of certificates and degrees? How do financial aid policies address the needs of both young and working-age students?
- ▶ In what ways has the state provided incentives for institutions to improve efficiency and productivity in order to reduce the overall costs to students?
- ▶ Research shows that students who work more than 20 hours a week are less likely to make progress toward or complete their certificate or degree programs. How is the state alleviating the need for students to work more than 20 hours a week so that they can focus more on earning their certificates and degrees?
- ▶ How much are students borrowing relative to the percent of family income needed to pay for postsecondary education?
- ▶ Are all state policies that influence college affordability inadvertently stratifying higher education by income or race?

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