

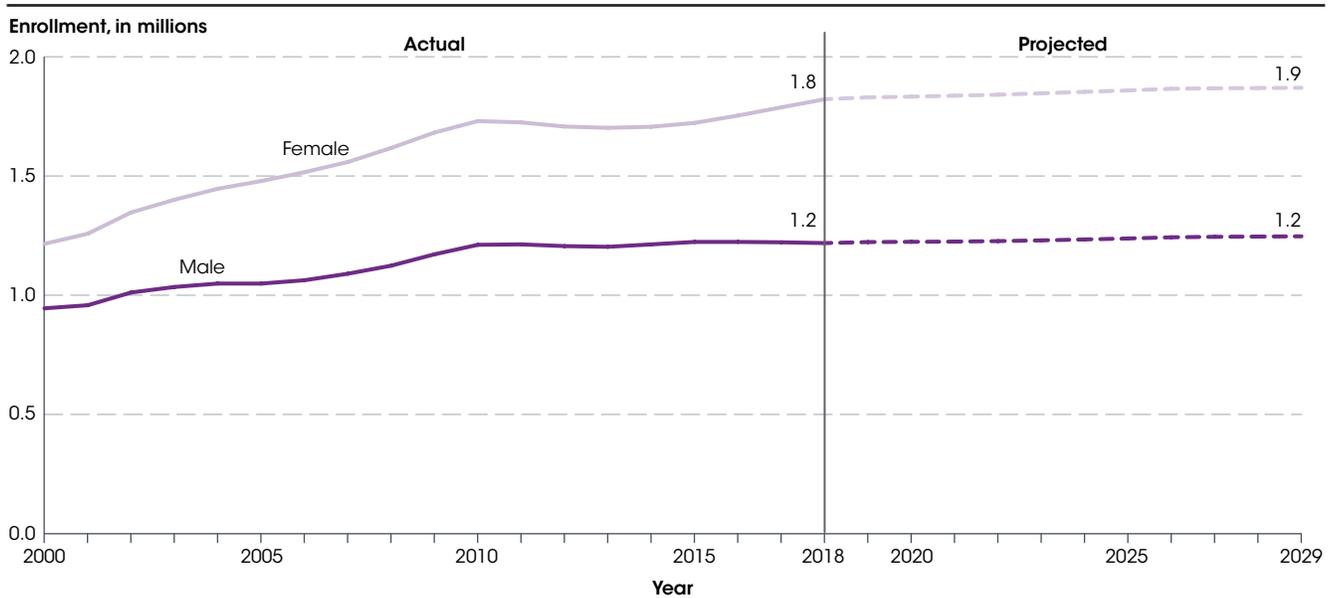
Postbaccalaureate Enrollment

Between 2000 and 2018, total postbaccalaureate enrollment increased by 41 percent (from 2.2 million to 3.0 million students). By 2029, postbaccalaureate enrollment is projected to increase to 3.1 million students.

In fall 2018, some 3.0 million students were enrolled in postbaccalaureate degree programs. Postbaccalaureate degree programs include master’s and doctoral programs, as well as professional doctoral programs such as law, medicine, and dentistry. Total postbaccalaureate enrollment increased by 36 percent between 2000 and

2010 (from 2.2 million to 2.9 million students), and by 3 percent between 2010 and 2018 (from 2.9 million to 3.0 million students). Between 2018 and 2029, postbaccalaureate enrollment is projected to increase by 3 percent (from 3.0 million to 3.1 million students).

Figure 1. Actual and projected postbaccalaureate enrollment in degree-granting postsecondary institutions, by sex: Fall 2000 through 2029

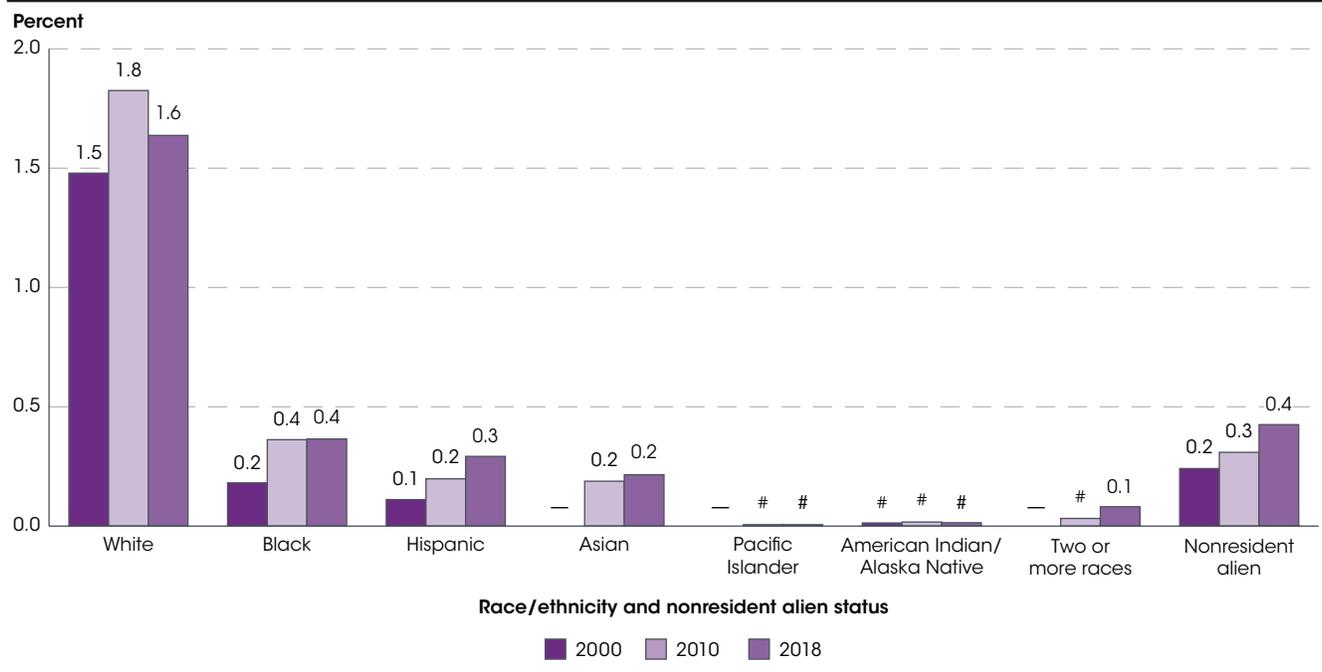


NOTE: Postbaccalaureate degree programs include master’s and doctoral programs, as well as professional doctoral programs such as law, medicine, and dentistry. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Projections are based on data through 2018. Some data have been revised from previously published figures.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. See *Digest of Education Statistics 2019*, table 303.80.

In fall 2018, female students made up 60 percent of total postbaccalaureate enrollment (1.8 million students), and male students made up 40 percent (1.2 million students). Between 2000 and 2010, female enrollment increased by 42 percent, a larger percentage increase than that observed for male enrollment (28 percent). In addition, female enrollment increased by 5 percent between 2010 and

2018 (from 1.7 million to 1.8 million students), whereas male enrollment was 1 percent higher in 2018 than in 2010 (1.22 million vs. 1.21 million students). Between 2018 and 2029, female enrollment is projected to increase by 3 percent (from 1.8 million to 1.9 million students), and male enrollment is projected to increase by 2 percent (from 1.22 million to 1.25 million students).

Figure 2. Postbaccalaureate enrollment in degree-granting postsecondary institutions, by race/ethnicity and nonresident alien status: Fall 2000 through 2018



— Not available.
Rounds to zero.

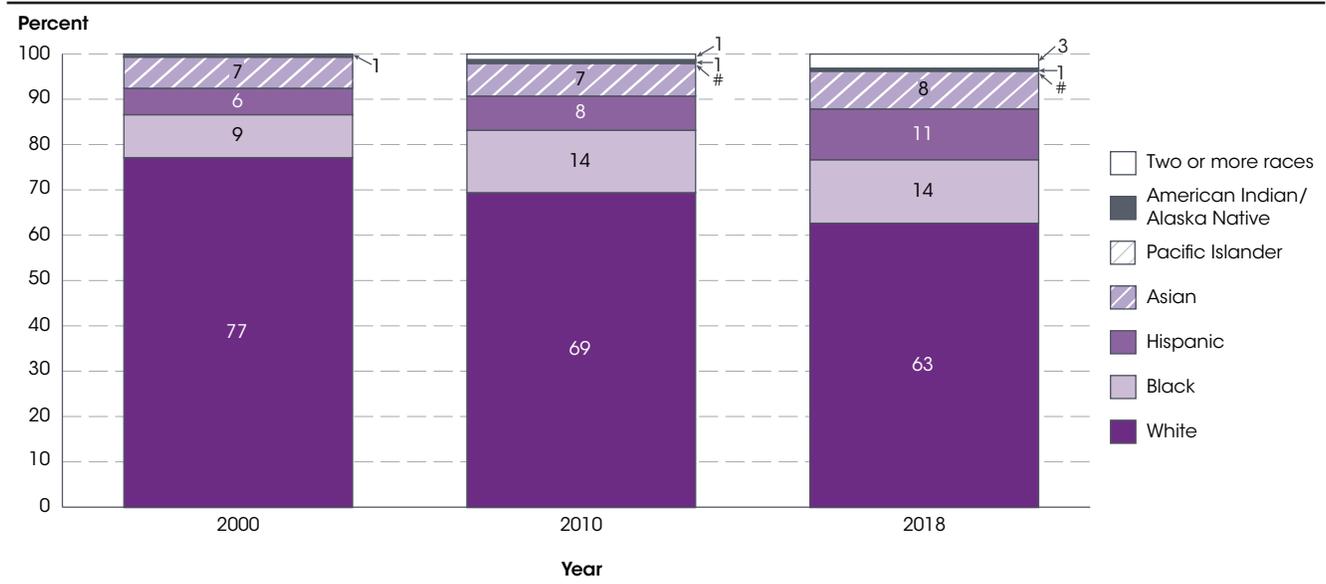
NOTE: Postbaccalaureate degree programs include master’s and doctoral programs, as well as professional doctoral programs such as law, medicine, and dentistry. Prior to 2010, separate data on Asian students, Pacific Islander students, and students of two or more races were not available. Race categories exclude persons of Hispanic ethnicity. Race/ethnicity categories exclude nonresident aliens. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component. See *Digest of Education Statistics 2019*, table 306.10.

Of the 3.0 million postbaccalaureate students enrolled in fall 2018, some 1.6 million were White, 365,000 were Black, 292,000 were Hispanic, 215,000 were Asian, 81,300 were of Two or more races, 13,600 were American Indian/Alaska Native, and 5,800 were Pacific Islander. Overall, postbaccalaureate enrollment for each racial/ethnic group with available data¹ was higher in 2018 than in 2000. For example, between 2000 and 2018, Hispanic enrollment increased by 164 percent (from 111,000 to 292,000 students), and Black enrollment increased by 101 percent (from 181,000 to 365,000 students). Between 2000 and 2010, enrollment increased for all racial/ethnic groups with available data: Black enrollment increased by 99 percent (from 181,000 to 362,000 students), Hispanic enrollment increased by 79 percent (from 111,000 to 198,000 students), American Indian/Alaska Native enrollment increased by 36 percent (from 12,600 to 17,100 students), and White enrollment increased by 23 percent (from 1.5 million to 1.8 million students). However, between 2010 and 2018, changes in enrollment

varied by racial/ethnic group. During this period, American Indian/Alaska Native enrollment decreased by 21 percent (from 17,100 to 13,600 students), White enrollment decreased by 10 percent (from 1.8 million to 1.6 million students), and Pacific Islander enrollment decreased by 10 percent (from 6,500 to 5,800 students). Enrollment of postbaccalaureate students of Two or more races increased by 156 percent (from 31,700 to 81,300 students), Hispanic enrollment increased by 48 percent (from 198,000 to 292,000 students), and Asian enrollment increased by 14 percent (from 188,000 to 215,000 students) between 2010 and 2018. Black enrollment was 1 percent higher in 2018 than in 2010 (365,000 vs. 362,000 students). In fall 2018, degree-granting postsecondary institutions enrolled 425,000 nonresident alien postbaccalaureate students.² Enrollment of nonresident alien postbaccalaureate students increased by 28 percent between 2000 and 2010 (from 241,000 to 309,000 students) and increased by 38 percent between 2010 and 2018 (from 309,000 to 425,000 students).

Figure 3. Percentage distribution of postbaccalaureate enrollment in degree-granting postsecondary institutions, by race/ethnicity: Fall 2000, fall 2010, and fall 2018



Rounds to zero.

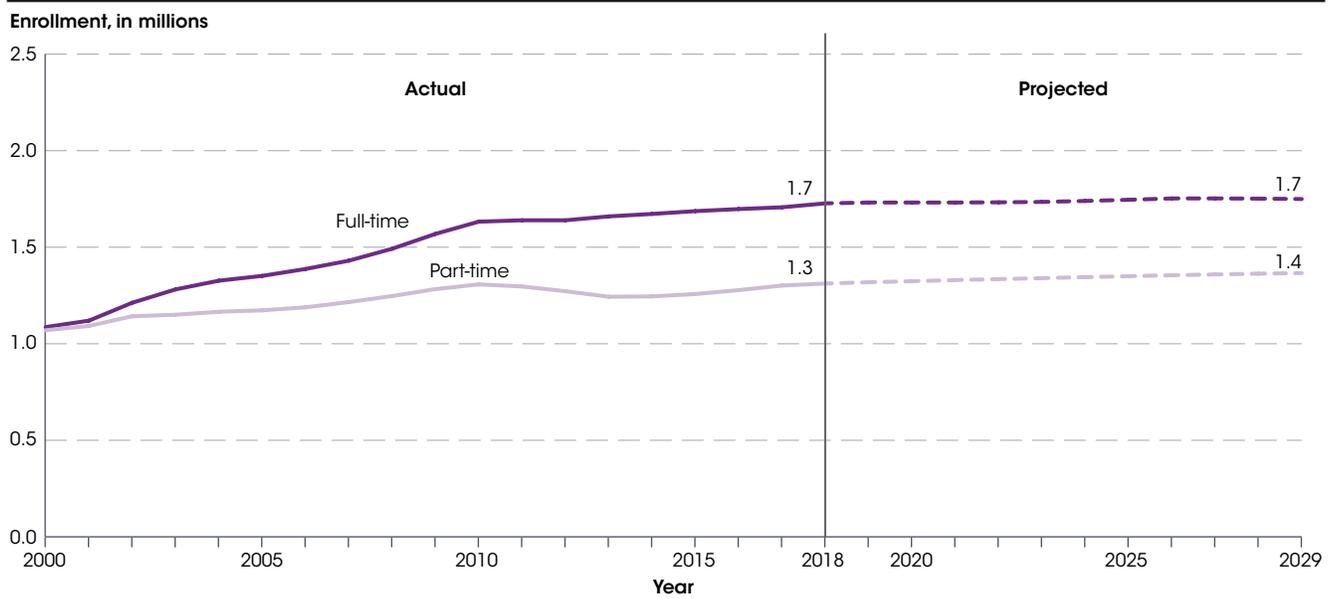
NOTE: Postbaccalaureate degree programs include master's and doctoral programs, as well as professional doctoral programs such as law, medicine, and dentistry. Separate data on those who were Asian and Pacific Islander were unavailable in 2000. In 2000, individuals of Two or more races were required to select a single race category. Race categories exclude persons of Hispanic ethnicity. Race/ethnicity categories exclude nonresident aliens. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001, 2011, and 2019, Fall Enrollment component. See *Digest of Education Statistics 2019*, table 306.10.

Of the 2.6 million U.S. resident postbaccalaureate students (excludes enrollment of nonresident alien postbaccalaureate students), the percentage of postbaccalaureate students who were White was lower in fall 2018 (63 percent) than in 2010 (69 percent) and 2000 (77 percent). By contrast, the percentage of postbaccalaureate students who were Black was higher in 2010 and 2018 (14 percent in both years) than in 2000 (9 percent), and the percentage who were Hispanic was higher in 2018 (11 percent) than in 2010 (8 percent) and

2000 (6 percent). In all three years, the percentage of postbaccalaureate students who were American Indian/Alaska Native was 1 percent. In addition, the percentage who were Asian was higher in 2018 (8 percent) than in 2010 (7 percent), the first year for which separate data on individuals who were Asian, Pacific Islander, and of Two or more races were available. The percentage who were of Two or more races was higher in 2018 (3 percent) than in 2010 (1 percent), and the percentage who were Pacific Islander was less than one-half of 1 percent in both years.

Figure 4. Actual and projected postbaccalaureate enrollment in degree-granting postsecondary institutions, by attendance status: Fall 2000 through 2029

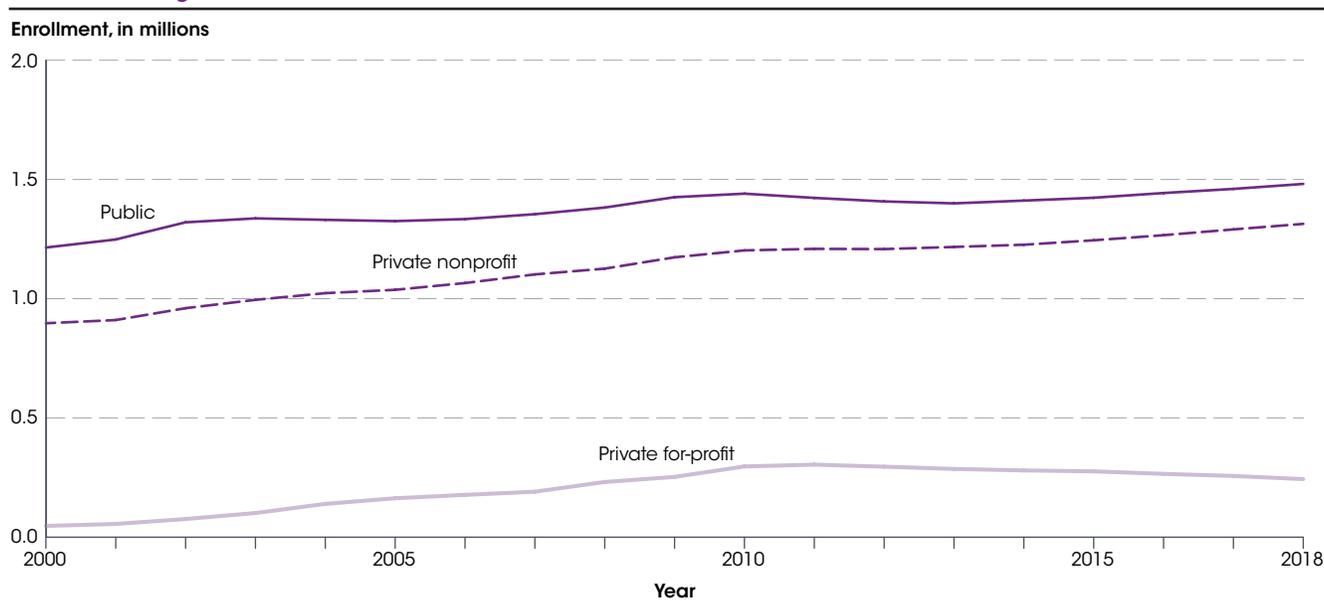


NOTE: Postbaccalaureate degree programs include master’s and doctoral programs, as well as professional doctoral programs such as law, medicine, and dentistry. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Projections are based on data through 2018. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. See *Digest of Education Statistics 2019*, table 303.80.

In fall 2018, there were 1.7 million full-time postbaccalaureate students and 1.3 million part-time postbaccalaureate students. Between 2000 and 2018, full-time enrollment had a larger percentage increase (59 percent, from 1.1 million to 1.7 million students) than part-time enrollment (23 percent, from 1.1 million to 1.3 million students). Between 2000 and 2010, full-time enrollment increased by 50 percent (from 1.1 million to 1.6 million students), while part-time enrollment increased by 22 percent (from 1.1 million to 1.3 million

students). More recently, between 2010 and 2018, full-time enrollment increased by 6 percent (from 1.6 million to 1.7 million students), while part-time enrollment remained steady (at 1.3 million students). Between 2018 and 2029, however, part-time enrollment is projected to increase by 4 percent (from 1.3 million to 1.4 million students), whereas full-time enrollment is projected to increase by 1 percent (from 1.72 million to 1.75 million students).

Figure 5. Postbaccalaureate enrollment in degree-granting postsecondary institutions, by control of institution: Fall 2000 through 2018



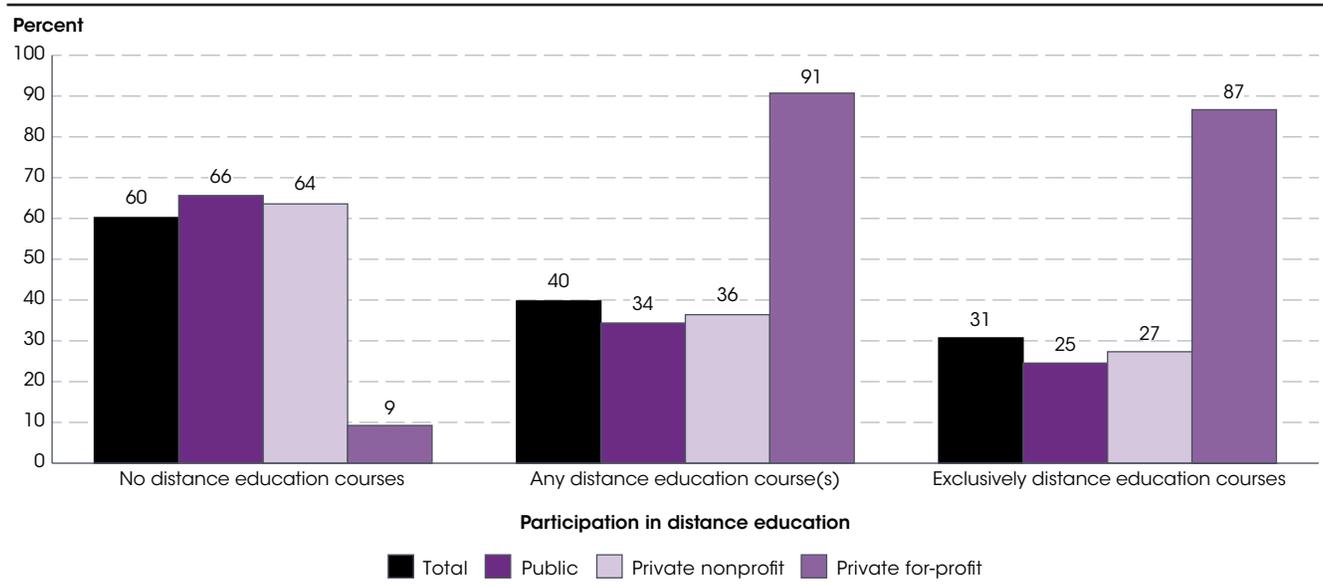
NOTE: Postbaccalaureate degree programs include master's and doctoral programs, as well as professional doctoral programs such as law, medicine, and dentistry. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component. See *Digest of Education Statistics 2019*, table 303.80.

From fall 2000 to fall 2018, postbaccalaureate enrollment had a larger percentage increase at private for-profit institutions (415 percent, from 47,200 to 243,000 students) than at private nonprofit institutions (46 percent, from 896,000 to 1.3 million students) and public institutions (22 percent, from 1.2 million to 1.5 million students). Between 2000 and 2010, postbaccalaureate enrollment increased by 528 percent (from 47,200 to 296,000 students) at private for-profit institutions, compared with increases of 34 percent (from 896,000

to 1.2 million students) at private nonprofit institutions and 19 percent (from 1.2 million to 1.4 million students) at public institutions. More recently, however, between 2010 and 2018, enrollment at private for-profit institutions decreased by 18 percent (from 296,000 to 243,000 students), while enrollment at private nonprofit institutions increased by 9 percent (from 1.2 million to 1.3 million students). Enrollment at public institutions was 3 percent higher in 2018 than in 2010 (1.5 million vs. 1.4 million students).

Figure 6. Percentage of postbaccalaureate students enrolled in degree-granting postsecondary institutions, by participation in distance education and control of institution: Fall 2018



NOTE: Postbaccalaureate degree programs include master’s and doctoral programs, as well as professional doctoral programs such as law, medicine, and dentistry. Distance education uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the student and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: the Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; and videocassettes, DVDs, and CD-ROMs, only if the videocassettes, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. See *Digest of Education Statistics 2019*, table 311.15.

Distance education³ courses and programs provide flexible learning opportunities to postbaccalaureate students. In fall 2018, more than one-third (1.2 million) of all postbaccalaureate students participated in distance education. Some 933,000 students, or 31 percent of total postbaccalaureate enrollment, took distance education courses exclusively.⁴ Among students who took distance education courses exclusively, 406,000 were enrolled at institutions located in the same state in which they resided, and 495,000 were enrolled at institutions in a different state.⁵

The percentage of postbaccalaureate students enrolled exclusively in distance education courses varied by institutional control (i.e., public, private nonprofit, or private for-profit). In fall 2018, the percentage of students at private for-profit institutions who took distance education courses exclusively (87 percent) was more than three times higher than that of students at private nonprofit (27 percent) and public (25 percent) institutions. The percentage of students who did not take any distance education courses was higher for those enrolled at public (66 percent) and private nonprofit (64 percent) institutions than for those at private for-profit institutions (9 percent).

Endnotes:

¹ Prior to 2010, separate data on Asian students, Pacific Islander students, and students of Two or more races were not available.

² In the Integrated Postsecondary Education Data System (IPEDS), data for the nonresident alien category are collected alongside data for racial/ethnic categories.

³ Distance education uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the student and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: the Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines,

fiber optics, satellite, or wireless communication devices; audio conferencing; and videocassettes, DVDs, and CD-ROMs, only if the videocassettes, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

⁴ In comparison, 14 percent of undergraduate students took distance education courses exclusively. See indicator on [Undergraduate Enrollment](#).

⁵ Not all students taking distance education courses exclusively are specified separately in this comparison; for instance, students residing outside the United States or those whose location is unknown are not specified separately.

Reference tables: *Digest of Education Statistics 2019*, tables 303.80, 306.10, and 311.15; *Digest of Education Statistics 2017*, table 306.10; *Digest of Education Statistics 2015*, table 306.10; *Digest of Education Statistics 2009*, table 226; *Digest of Education Statistics 2005*, table 205

Related indicators and resources: [Characteristics of Degree-Granting Postsecondary Institutions](#); [Postbaccalaureate Enrollment](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Trends in Student Loan Debt for Graduate School Completers](#) [*The Condition of Education 2018 Spotlight*]; [Undergraduate Enrollment](#); [Undergraduate Enrollment](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]

Glossary: Control of institutions; Distance education; Enrollment; Full-time enrollment; Part-time enrollment; Postbaccalaureate enrollment; Private institution; Public school or institution; Racial/ethnic group