

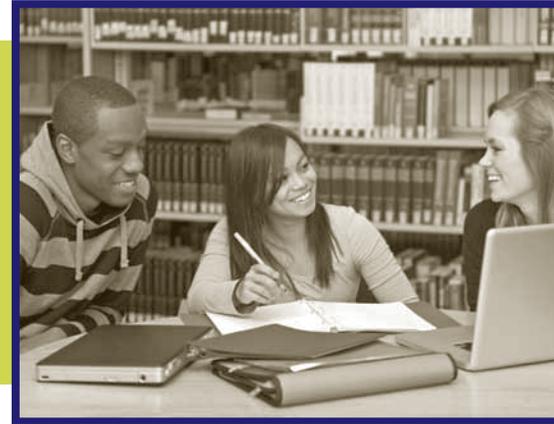


The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. The indicators examine the characteristics of postsecondary students; postsecondary programs and courses of study; finance and resources; postsecondary completions; and economic outcomes, both for postsecondary graduates and the general population.

Postsecondary education is characterized by diversity both in the types of institutions and in the characteristics of students. Postsecondary institutions vary by the types of degrees awarded, control (public or private), and whether they are operated on a not-for-profit or for-profit basis. Beyond these basic differences, postsecondary institutions have distinctly different missions and provide students with a wide range of learning environments.

Indicators on postsecondary education and outcomes from previous editions of *The Condition of Education* not included in this volume are available at <http://nces.ed.gov/programs/coe>.

SECTION 3



Postsecondary Education

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Indicator 36

Characteristics of Undergraduate Institutions

Of the 18 million undergraduate students at degree-granting institutions in the United States in fall 2010, some 76 percent attended public institutions, 15 percent attended private nonprofit institutions, and 10 percent attended private for-profit institutions.

Of the 18 million undergraduate students at degree-granting institutions in the United States in fall 2010, some 76 percent attended public, 15 percent attended private nonprofit, and 10 percent attended private for-profit institutions (see table A-36-1). Enrollment patterns by institutional control varied by race/ethnicity. For example, 18 percent of Black undergraduates attended private for-profit institutions in fall 2010, compared with 5 percent of Asian students. Fifty-one percent of Hispanic and 45 percent of both American Indian/Alaska Native and Native Hawaiian/Pacific Islander undergraduates attended public 2-year institutions, compared with 38 percent of White, 40 percent of Black, and 41 percent of Asian students.

Some 11 million undergraduate students attended institutions full time in fall 2010, while 7 million attended part time. Among full-time students, the largest percentage (44 percent) attended public 4-year institutions, followed by 26 percent at public 2-year institutions and 19 percent at private nonprofit 4-year institutions. In contrast, about two-thirds of part-time students (64 percent) attended public 2-year institutions, 22 percent attended public 4-year institutions, and 7 percent attended private nonprofit 4-year institutions.

Some 79 percent of first-time, full-time students and 45 percent of first-time, part-time students who entered 4-year institutions in 2009 returned the following year to continue their studies; this percentage is known as the retention rate (see table A-36-2). At 2-year institutions, the retention rates for those who first entered school in 2009 were 61 percent for full-time and 42 percent for part-time students. Retention rates of first-time students varied by institutional control. For example, among first-time, full-time undergraduates at 4-year institutions, retention rates were higher at private nonprofit and

public institutions (80 and 79 percent, respectively) than at private for-profit institutions (52 percent). However, among first-time, full-time undergraduates at 2-year institutions, retention rates at private for-profit institutions (67 percent) were higher than those at public and private nonprofit institutions (60 and 59 percent, respectively).

At 4-year institutions, retention rates of first-time students also varied by the percentage of applicants accepted for admission. At 4-year institutions with open admissions policies, 61 percent of first-time, full-time students and 41 percent of first-time, part-time students who enrolled in fall 2009 returned the following year. In contrast, at 4-year institutions that accepted less than a fourth of their applicants, 96 percent of first-time, full-time students and 82 percent of first-time, part-time students who enrolled in fall 2009 returned the following year.

At public 4-year institutions with open admissions policies, 29 percent of students who began as full-time, first-time undergraduates in 2004 completed a bachelor's degree within 6 years (by fall 2010). In contrast, at public 4-year institutions that accepted less than a fourth of their applicants, 82 percent of such students completed a bachelor's degree within 6 years. At private nonprofit and private for-profit institutions with open admissions policies, the 6-year graduation rates of bachelor's degree recipients in the 2004 cohort were 36 and 23 percent, respectively.



Tables A-36-1 and A-36-2

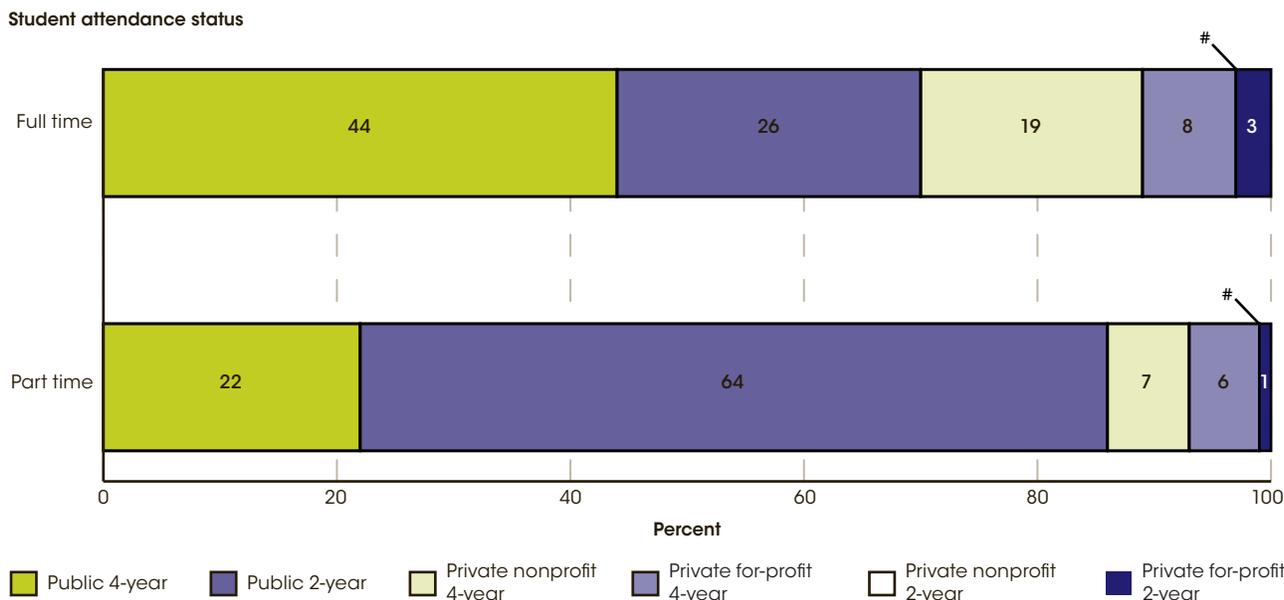
Glossary: *College, Four-year postsecondary institution, Full-time enrollment, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution*

Technical Notes

Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For 4-year institutions, the retention rate is the percentage of first-time, bachelor's degree-seeking students enrolled in the fall who return to the institution to continue their studies in the following fall. For 2-year institutions, the retention rate is the percentage of first-time degree/certificate-seeking students enrolled in the fall who either return to the institution or successfully complete their program by the following fall. The overall graduation rate is the percentage of full-time, first-time students who enrolled in the fall and graduated out of

the institution within 150 percent of normal program completion time. For a bachelor's degree, this represents 6 years. Students who transferred to another institution and graduated are not counted as completers at either of the institutions attended. Race categories exclude persons of Hispanic ethnicity. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. Institutions in this indicator are classified based on the highest degree offered. For more information on the classification of postsecondary institutions or race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 36-1. Percentage distribution of fall undergraduate enrollment in degree-granting institutions, by student attendance status and control and level of institution: Fall 2010

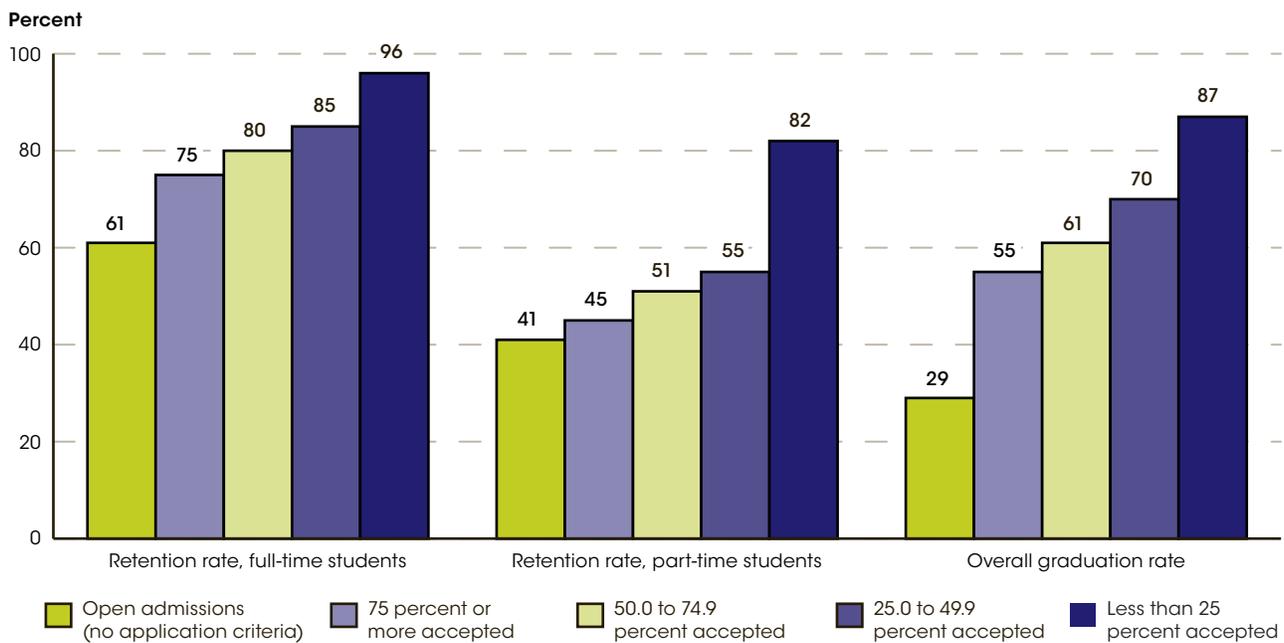


The percentage share for private nonprofit 2-year institutions rounds to zero.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Institutions in this indicator are classified based on the highest degree offered. For more information on the classification of postsecondary institutions, see Appendix C - *Commonly Used Measures*. For more information on IPEDS, see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Enrollment component.

Figure 36-2. Annual retention rates and graduation rates within 150 percent of normal time at all 4-year degree-granting institutions, by student attendance status and acceptance rate: Fall 2010



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Institutions in this indicator are classified based on the highest degree offered. The retention rate is the percentage of first-time, bachelor's degree-seeking students who return to the institution to continue their studies the following year (in this case, fall 2010). The overall graduation rate is the percentage of full-time, first-time students who graduated within 150 percent of normal program completion time (in this case, fall 2010 for the cohort that enrolled in 4-year institutions in fall 2004). For more information on the classification of postsecondary institutions, see Appendix C - *Commonly Used Measures*. For more information on IPEDS, see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Enrollment component and Graduation Rates component.

Indicator 37

College Student Employment

In 2010, about 40 percent of full-time and 73 percent of part-time college students ages 16 to 24 were employed.

In 2010, about 40 percent of full-time and 73 percent of part-time college students ages 16 to 24 were employed. The percentage of full-time college students ages 16 to 24 who were employed differed by sex and race/ethnicity. A higher percentage of female full-time students were employed than were male full-time students (42 vs. 37 percent) (see table A-37-2). A higher percentage of White students were employed (44 percent) than were Hispanic, Black, or Asian students (35 percent, 33 percent, and 30 percent, respectively).

The percentage of students who were employed in 2010 also differed by student enrollment level. The percentage of part-time graduate students who were employed was higher than the percentage of part-time undergraduate students who were employed (90 percent vs. 72 percent). At both the part-time and full-time levels, higher percentages of graduate than undergraduate students worked 35 or more hours per week.

The percentage of full-time college students ages 16 to 24 who were employed increased from 34 to 52 percent between 1970 and 2000 and then decreased to 40 percent in 2010 (see table A-37-1). Among full-time students in this age group, 10 percent worked 20–34 hours per week in 1970, 22 percent in 2000, and 17 percent in 2010. The percentage of these students who worked 35 or more hours per week increased from 4 percent in 1970 to 9 percent in 2000, then fluctuated between 9 and 6 percent between 2000 and 2010.

Between 1970 and 2000, the percentage of part-time college students who were employed fluctuated between 81 percent and 86 percent, then dropped to 73 percent in 2010. The percentage of part-time college students working 35 or more hours per week decreased from 60 to 47 percent from 1970 to 2000, decreasing again to 33 percent in 2010.

At public 4-year institutions, the percentage of full-time students who were employed fluctuated between 43 percent in 1990 and 51 percent in 2000, then declined to 41 percent in 2010. At private 4-year institutions, the percentage of full-time students who were employed increased from 38 percent in 1990 to 46 percent in 2000, then decreased to 36 percent in 2010. At public 2-year institutions, the percentages of both full-time and part-time students who were employed did not measurably change between 1990 and 2000, but decreased between 2000 and 2010. Similarly, the percentage of part-time students in public 4-year institutions who were employed did not measurably change from 1990 to 2000, but decreased from 87 percent in 2000 to 70 percent in 2010. The percentage of part-time students in private 4-year institutions who were employed did not show an overall trend between 1990 and 2010.

In general, the percentage of full-time students who were employed was higher at public 2-year institutions than at public and private 4-year institutions for most years of data shown between 1990 and 2009. The percentage of full-time students who were employed was higher at public institutions than at private institutions for all years of data shown until 2010, when there were no measurable differences between full-time students at public 2-year, public 4-year, and private 4-year institutions (41 percent, 41 percent, and 36 percent, respectively). The percentage of part-time students who were employed generally did not differ by level and control of institution between 1990 and 2010. In 2010, the percentage of part-time students at private 4-year institutions who were employed was not measurably different from that at public 4-year or public 2-year institutions.



Tables A-37-1 and A-37-2

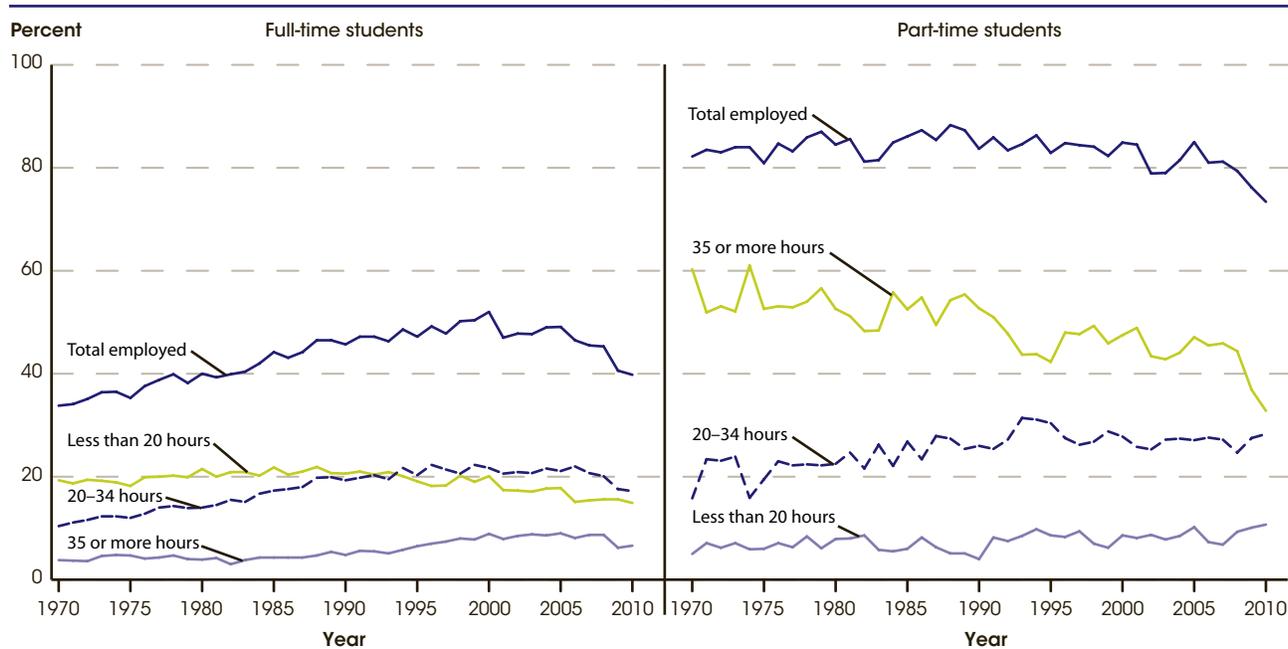
Glossary: *Four-year postsecondary institution, Full-time enrollment, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution*

Technical Notes

College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. *Percent employed* estimates include those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during

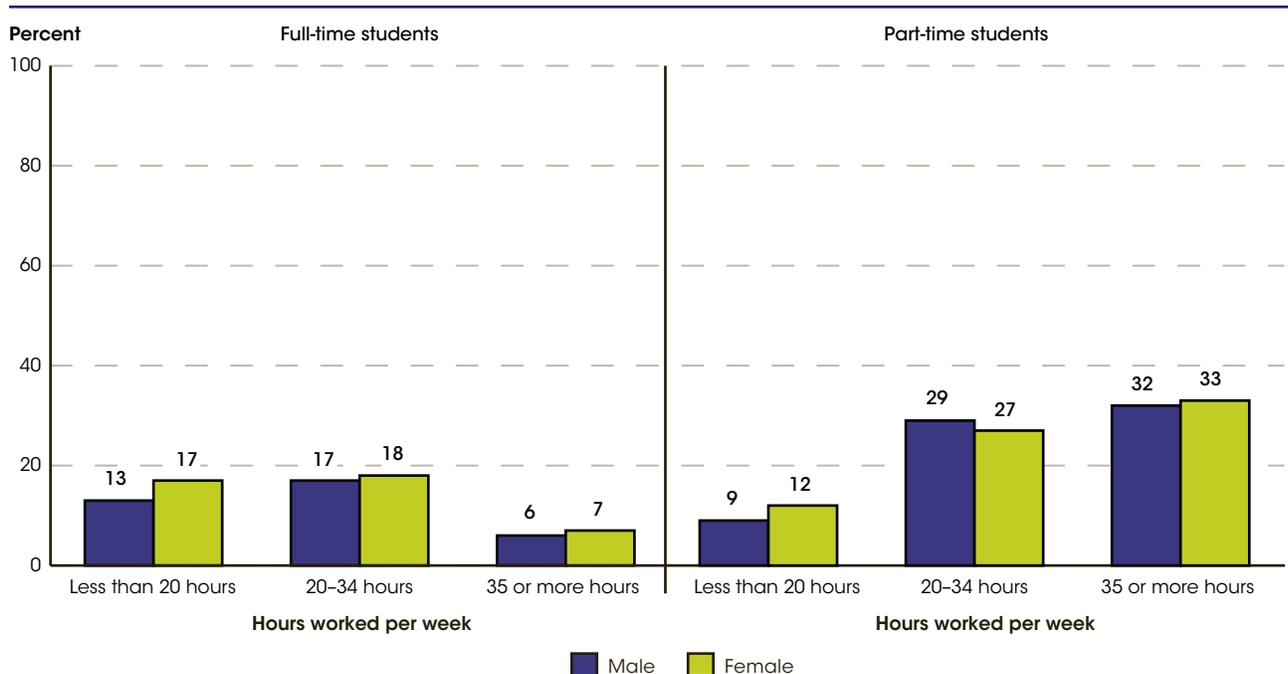
the survey week; these estimates exclude those who were employed but not at work during the survey week. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

Figure 37-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2010



NOTE: College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. For more information on the classification of postsecondary education institutions, see Appendix C - *Commonly Used Measures*. *Total employed* estimates include those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see Appendix B - *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970-2010.

Figure 37-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and sex: October 2010



NOTE: College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. For more information on the classification of postsecondary education institutions, see Appendix C - *Commonly Used Measures*. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see Appendix B - *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2010.

Indicator 38

Undergraduate Fields of Study

In 2009–10, more than half of the 1.7 million bachelor's degrees awarded were in five fields: business, management, marketing, and personal and culinary services (22 percent); social sciences and history (10 percent); health professions and related programs (8 percent); education (6 percent); and psychology (6 percent).

Of the 1.7 million bachelor's degrees awarded in 2009–10, over half were concentrated in five fields: business, management, marketing, and personal and culinary services (22 percent); social sciences and history (10 percent); health professions and related programs (8 percent); education (6 percent); and psychology (6 percent) (see table A-38-1). The fields of visual and performing arts (6 percent), engineering and engineering technologies (5 percent), biological and biomedical sciences (5 percent), and communication and communications technologies (5 percent) represented an additional 21 percent of all bachelor's degrees awarded in 2009–10.

Undergraduate enrollment increased from 12.7 million students in fall 1999 to 17.6 million in fall 2009 (see *indicator 10*). Overall, 33 percent more bachelor's degrees were awarded in 2009–10 than in 1999–2000 (an increase of 412,000 degrees). Bachelor's degrees awarded in the field of parks, recreation, leisure, and fitness studies exhibited the largest percent increase of all fields (from 17,600 to 33,300 degrees, a 90 percent increase). The next largest percent increase was in the field of homeland security, law enforcement, firefighting, and related protective services (from 24,900 to 43,700 degrees, a 76 percent change). Education was the only field in which fewer bachelor's degrees were awarded in 2009–10 than in 1999–2000 (from 108,000 to 101,000, a decrease of 6 percent).

Over half of all bachelor's degrees conferred in 2009–10 were awarded to females (57 percent), similar to the percentage awarded to females in 1999–2000. Females earned between 49 and 85 percent of the degrees awarded in the five most prevalent bachelor's degree fields. In 2009–10, females earned the smallest percentages of bachelor's degrees relative to males in the fields of engineering and engineering technologies (17 percent) and computer and information sciences and support services (18 percent).

From 1999–2000 to 2009–10, the percentages of bachelor's degrees conferred to females changed in

several fields of study. For example, of all the bachelor's degrees conferred in the field of homeland security, law enforcement, firefighting, and related protective services, the percentage conferred to females increased from 43 percent in 1999–2000 to 49 percent in 2009–10. In contrast, of all the bachelor's degrees conferred in the field of computer and information sciences and support services, the percentage conferred to females decreased from 28 percent in 1999–2000 to 18 percent in 2009–10.

Of the 849,000 associate's degrees earned in 2009–10, about 54 percent were awarded in two broad areas of study: liberal arts and sciences, general studies, and humanities (34 percent) and health professions and related programs (21 percent). Overall, the number of associate's degrees awarded from 1999–2000 to 2009–10 increased by 50 percent, or by 285,000 degrees. The field of psychology experienced the largest percent increase in the number of associate's degrees awarded over this time period (352 percent, from 1,500 to 6,600 degrees). Of the 20 fields of study in which the most associate's degrees were awarded in 2009–10, two fields experienced a decline from the number of degrees awarded in 1999–2000: some 770 fewer associate's degrees were awarded in agriculture and natural resources (a decrease of 12 percent), and 4,200 fewer degrees were awarded in engineering and engineering technologies (a decrease of 7 percent).

In 2009–10, females earned 62 percent of all associate's degrees awarded. The fields in which females earned the highest percentage of associate's degrees included family and consumer sciences/human sciences (95 percent were awarded to females) and legal professions and studies (88 percent). Females earned fewer associate's degrees than males in fields such as precision production (6 percent) and engineering and engineering technologies (10 percent).



Table A-38-1

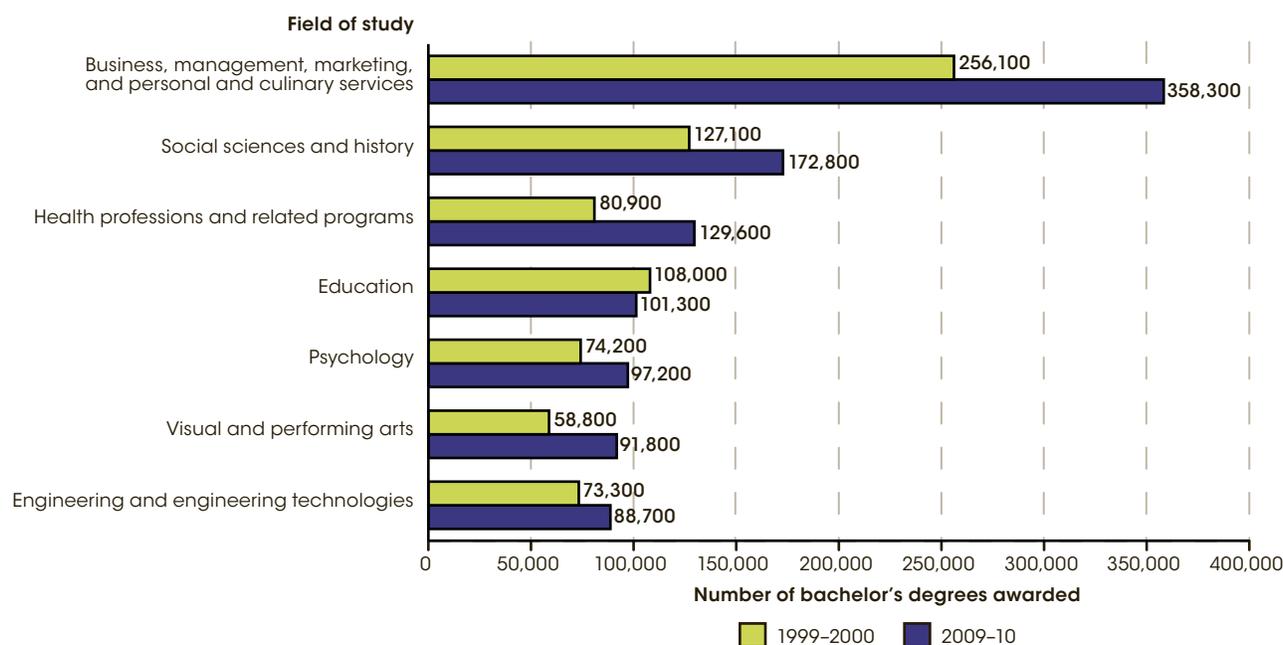
Glossary: *Associate's degree, Bachelor's degree, Classification of Instructional Programs (CIP), STEM fields, Undergraduate student*

Technical Notes

This indicator includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. Estimates for 1999–2000 have been reclassified when necessary to conform to the new taxonomy. For

more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

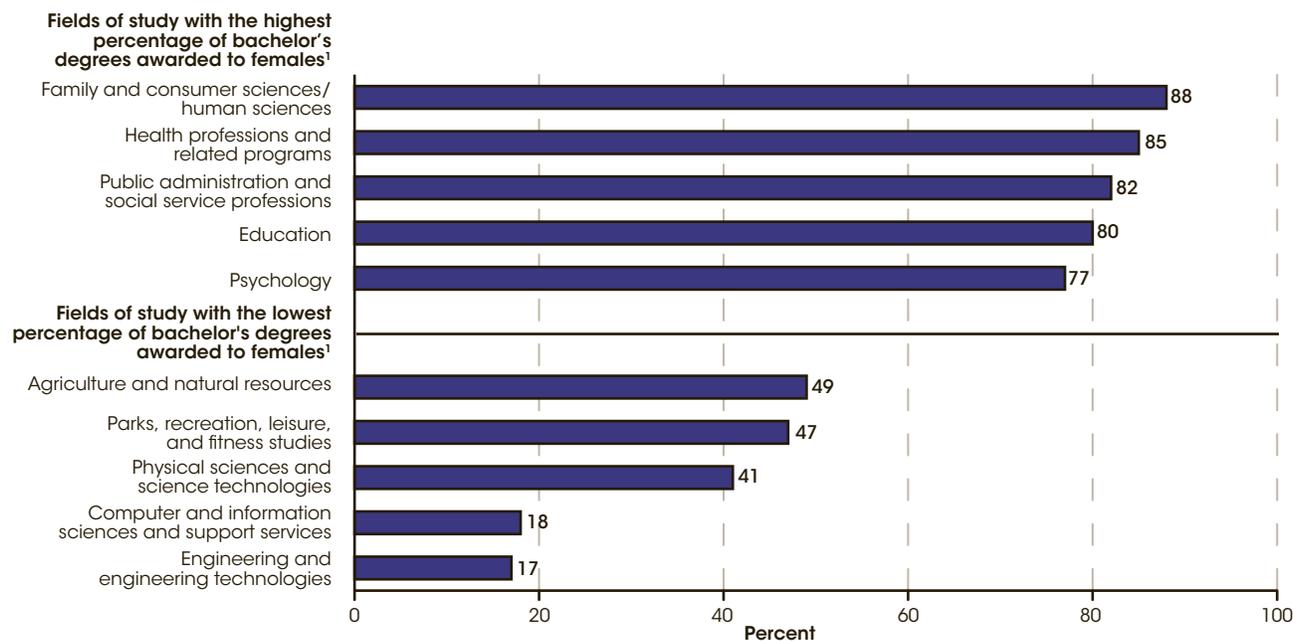
Figure 38-1. Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1999-2000 and 2009-10



NOTE: Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. Estimates for 1999-2000 have been reclassified when necessary to conform to the new taxonomy. For more information on the classification of postsecondary education institutions, see Appendix C - *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Figure 38-2. Percentage of bachelor's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2009-10



¹ Of the 20 fields of study in which the most bachelor's degrees were awarded in 2009-10.

NOTE: Includes only institutions that participated in Title IV federal financial aid programs. For more information on the classification of postsecondary education institutions, see Appendix C - *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component.

Indicator 39

Graduate Fields of Study

Overall, 693,000 master's degrees and 159,000 doctor's degrees were awarded in 2009–10; these numbers represent increases of 50 and 34 percent, respectively, over the numbers awarded in 1999–2000. In 2009–10, females earned 60 percent of master's degrees and 52 percent of doctor's degrees awarded.

Of the 693,000 master's degrees awarded in 2009–10, over 50 percent were concentrated in two fields: education and business (26 percent each) (see table A-39-1). These are the same two fields in which the majority of master's degrees were awarded in 1999–2000. In 2009–10, an additional 10 percent of all master's degrees were awarded in the field of health professions and related programs.

Overall, 50 percent more master's degrees were awarded in 2009–10 than in 1999–2000 (an increase of 230,000 degrees). During this period, the two fields awarding the most master's degrees, education and business, had increases of 48 and 59 percent, respectively, in the number of degrees awarded. In each of the 20 fields of study in which the most master's degrees were awarded in 2009–10, the number of master's degrees awarded was higher in 2009–10 than in 1999–2000. The field of homeland security, law enforcement, and firefighting had the largest percent increase (157 percent) in the number of master's degrees awarded (from 2,600 to 6,700 degrees). The field of theology and religious vocations saw the smallest percent increase (10 percent) in the number of master's degrees awarded over this period (from 11,700 to 12,800 degrees).

Females earned 60 percent of all master's degrees awarded in 2009–10. From 1999–2000 to 2009–10, there were two fields where the portion of master's degrees awarded to females increased from less than half to more than half: homeland security, law enforcement, and firefighting (from 41 percent to 53 percent) and legal professions and studies (from 42 percent to 51 percent). In the two fields awarding the most master's degrees in 2009–10, education and business, females earned 77 and 46 percent, respectively. In addition, females earned 81 percent of all master's degrees awarded in the field of health professions and related programs that year. In fields such as engineering and engineering technologies and computer and information sciences, females earned fewer master's degrees than males in 2009–10: some 22 percent of the master's degrees awarded in engineering and engineering technologies and 27 percent of the master's

degrees awarded in computer and information sciences were awarded to females.

Almost two-thirds of the 159,000 doctor's degrees awarded in 2009–10 were either health professions and related programs degrees (36 percent) or legal professions and studies degrees (28 percent). Overall, there were 34 percent more doctor's degrees awarded in 2009–10 than in 1999–2000 (an increase of 39,800 degrees). In all but two of the 20 most popular fields of study (i.e., English language and literature/letters, and agriculture and natural resources), the numbers of doctor's degrees awarded were higher in 2009–10 than in 1999–2000. The field of computer and information sciences had the largest percentage increase (105 percent) in the number of doctor's degrees awarded (from 780 to 1,600 degrees). The field of English language and literature/letters had the largest percentage decrease (9 percent) in the number of doctor's degrees awarded (from 1,500 to 1,300 degrees).

Females earned about 82,000 doctor's degrees (or 52 percent of all doctor's degrees awarded) in 2009–10, a 52 percent increase over the number awarded to females in 1999–2000. From 1999–2000 to 2009–10, there were two fields in which the portion of doctor's degrees awarded to females increased from less than half to more than half: health professions and related programs (from 47 percent to 59 percent) and biological and biomedical sciences (from 44 percent to 53 percent). Of the 20 fields of study in which the most doctor's degrees were awarded in 2009–10, females earned the smallest percentages of doctor's degrees relative to males in the fields of computer and information sciences (22 percent) and engineering and engineering technologies (23 percent). In contrast, females earned the greatest percentages of doctor's degrees relative to males in psychology (73 percent) and education (67 percent).



Table A-39-1

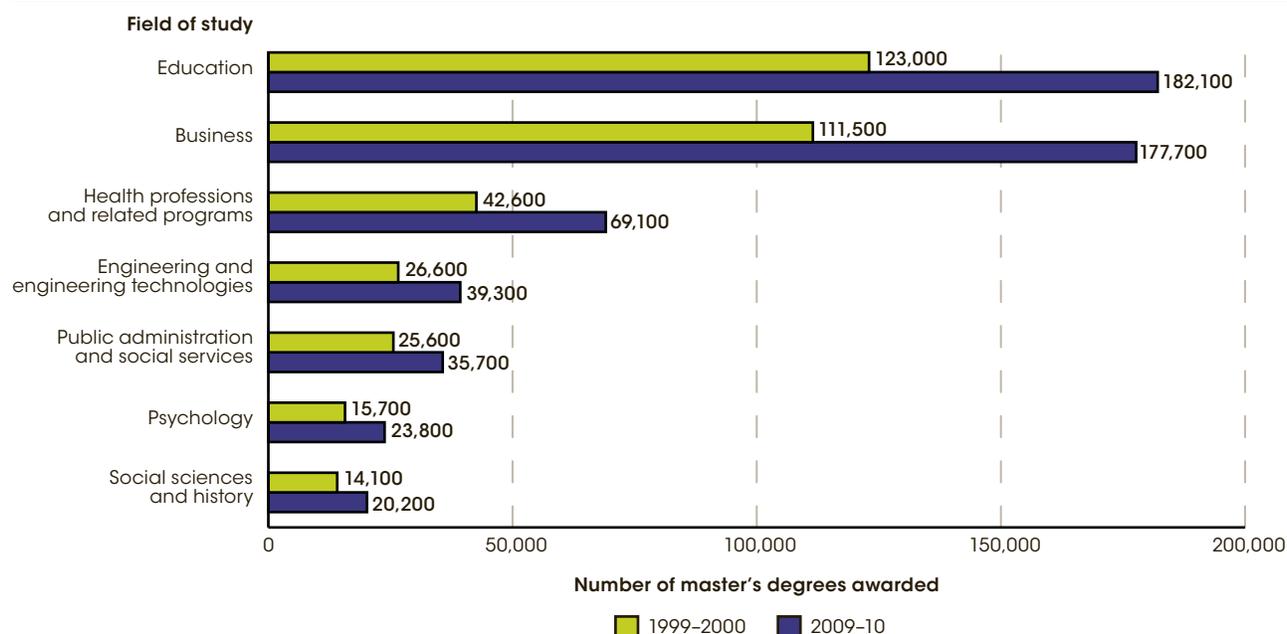
Glossary: *Classification of Instructional Programs (CIP), Doctor's degree, Master's degree*

Technical Notes

This indicator includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. The estimates for 1999–2000 have been reclassified when necessary to make them conform to the new taxonomy. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as

most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*.

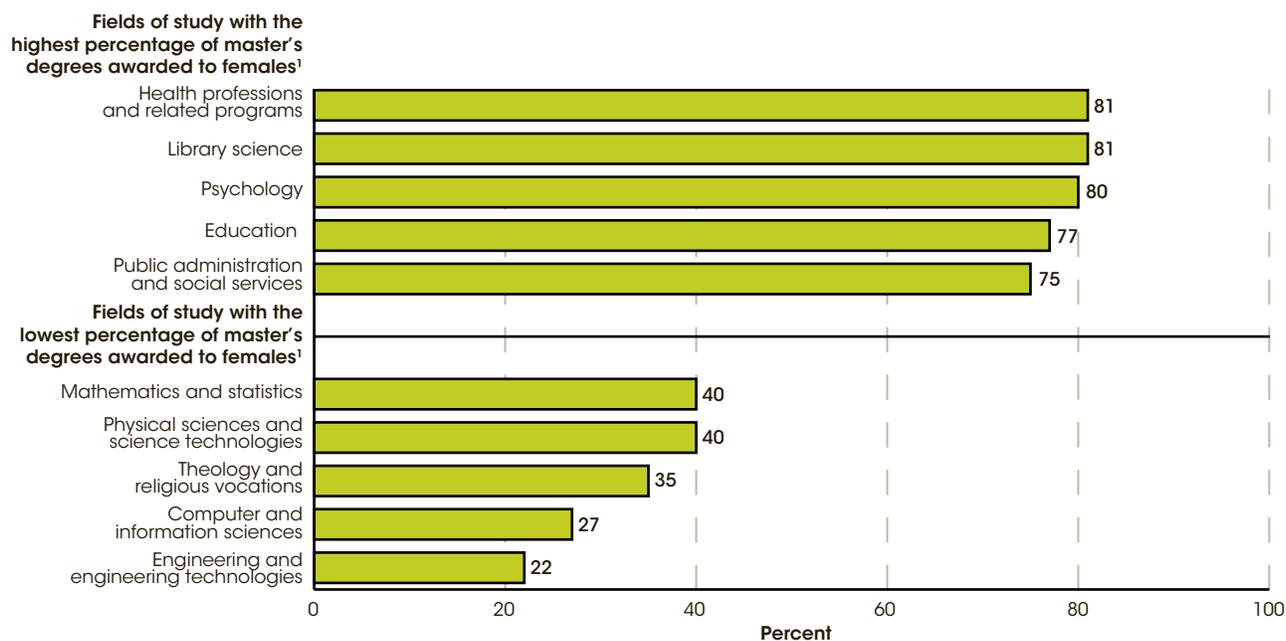
Figure 39-1. Number of master's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1999-2000 and 2009-10



NOTE: These seven fields were selected, because they were the top fields in which master's degrees were awarded in 2009-10. Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The estimates for 1999-2000 have been reclassified when necessary to make them conform to the new taxonomy. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of institutions and degree levels, see Appendix C - *Commonly Used Measures*. For more information on IPEDS, see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Figure 39-2. Percentage of master's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2009-10



¹ Of the 20 fields of study in which the most master's degrees were awarded in 2009-10.

NOTE: Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of institutions and degree levels, see Appendix C - *Commonly Used Measures*. For more information on IPEDS, see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component.

Indicator 40

Price of Attending an Undergraduate Institution

The average total cost of attendance in 2010–11 for first-time, full-time students living on campus and paying in-state tuition was \$20,100 at public 4-year institutions and \$39,800 at private nonprofit 4-year institutions.

The total cost of attending a postsecondary institution is the sum of published tuition and required fees, books and supplies, and the average for room, board and other expenses. In 2010–11, the total cost of attendance differed by institution level and control and by student living arrangements. The average total cost of attendance for first-time, full-time students living on campus and paying in-state tuition was \$20,100 at public 4-year institutions and \$39,800 at private nonprofit 4-year institutions (see table A-40-1). The lowest total costs were for students living with family and paying in-state tuition at public 2-year institutions (\$7,900) and at public 4-year institutions (\$12,600).

Out of these total costs, the cost of books and supplies and of room and board differed by institution level and control and student living arrangements. The cost of books and supplies ranged from \$800 at private for-profit 4-year institutions to \$1,500 at private for-profit 2-year institutions. The cost of room and board ranged from \$5,400 for first-time, full-time students living on campus and paying in-state tuition at 2-year public institutions to \$9,500 for first-time, full-time students living on campus at private nonprofit 4-year institutions.

Many students and their families do not pay the full price of attendance because they receive financial aid to help cover their expenses. The primary types of financial aid are grants, which do not have to be repaid, and loans, which must be repaid. Grants, including scholarships, may be awarded on the basis of financial need, merit, or both, and may include tuition aid from employers. In 2009–10, first-time, full-time students who received aid

received an average of \$8,400 at 4-year institutions and \$4,400 at 2-year institutions (see table A-40-2).

The average amount of aid received differed by income level; in general, the lower the income, the greater the total amount of aid received. In 2009–10, across all 4-year institutions, for first-time, full-time students receiving aid, the average amount of aid received ranged from a low of \$900 for those with incomes above \$110,000 at private for-profit institutions to \$18,400 at private nonprofit institutions for those with incomes ranging from \$30,001 to \$48,000. The overall average amount of aid received across all 4-year institutions was \$8,400 in 2009–10.

The net price is an estimate of the cash outlay, including loans that students and their families need to pay in a given year to cover educational expenses. It is calculated here as the total cost of attendance minus grants (which decrease the price). Tax credits and deductions are excluded from the calculation of net price. In 4-year institutions, average net price in 2009–10 for first-time, full-time students receiving aid ranged from \$7,900 for those with incomes in the \$0 to \$30,000 range at public institutions to \$33,200 at private for-profit institutions for those with incomes above \$110,001. For first-time, full-time students receiving aid at 2-year institutions, the lowest average net price was \$5,500 for those with incomes in the \$0 to \$30,000 range at public institutions and the highest average net price was \$32,500 at private for-profit institutions for those with incomes of \$110,001 or more.



Tables A-40-1 and A-40-2

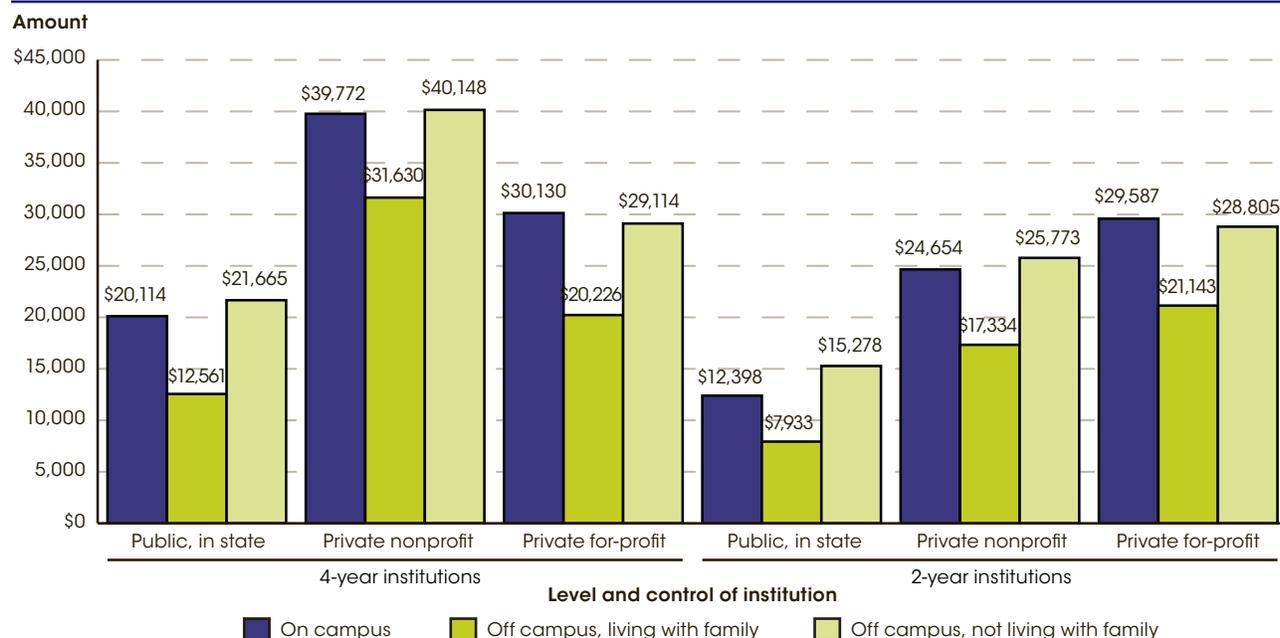
Glossary: *Financial aid, Private institution, Public institution, Tuition*

Technical Notes

Data on total cost of attendance pertain to first-time, full-time undergraduate students who paid the in-state or in-district tuition rate. These data are weighted by the number of first-time, full-time students at the institution receiving Title IV aid and living on campus, living off campus, or living with their family off campus. Title IV aid includes grant aid, work study aid, and loan aid. Grant aid refers to federal, state, and local government, as well as institutional, grants and scholarships. Year-to-year changes in cost may be affected by changes in enrollment. Data on average amount of grant aid and scholarship

aid and net price are only for students receiving Title IV financial aid and include both dependent and independent students. For those Title IV recipients, net price is reported by income category and includes students who received federal aid, even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of students for which the data are reported, the definition of net price remains the same—total cost of attendance minus grant aid. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

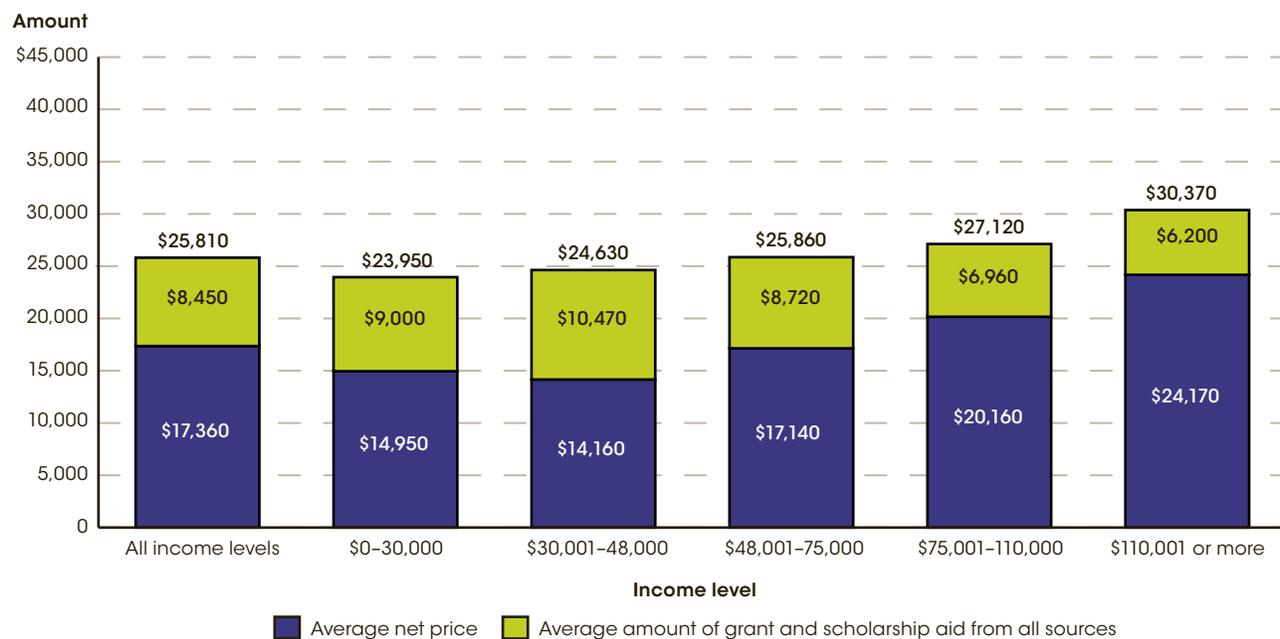
Figure 40-1. Total cost of attending an undergraduate institution for first-time, full-time students, by level and control of institution and living arrangement: Academic year 2010-11



NOTE: Excludes students who have already attended another postsecondary institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component; and Fall 2010, Institutional Characteristics component.

Figure 40-2. Average total price, grants and scholarship aid, and net price for first-time, full-time students receiving aid at 4-year institutions, by income level: Academic year 2009-10



NOTE: First-time, full-time students are those who are entering postsecondary education for the first time. This data refers to first-time, full-time students who paid the in-state or in-district tuition rate and were awarded Title IV aid by income. Students not receiving aid (18.7 percent) were excluded from this analysis. Title IV aid to students includes grant aid, work study aid, and loan aid. These grants include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant, and Federal Work-Study. For those Title IV recipients, net price is reported by income category and includes students who received federal aid even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of student for which the data are reported, the definition of net price remains the same—total cost of attendance minus grant aid. Data are weighted by the number of students at the institution receiving Title IV aid. Detail may not sum to total due to rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component.

Indicator 41

Undergraduate Grants and Loans

From 2006–07 to 2009–10, the percentage of first-time, full-time undergraduates receiving any financial aid increased from 75 to 85 percent at 4-year institutions.

Grants and loans are the major forms of federal financial aid for degree-seeking undergraduate students. Federal grants, which do not need to be repaid, are available to degree-seeking undergraduates who qualify by economic need, whereas loans are available to all students. In addition to federal financial aid, there are also grants from state and local governments, institutions, and private sources.

From 2006–07 to 2009–10, the percentage of first-time, full-time undergraduate students receiving any financial aid increased from 75 to 85 percent at 4-year institutions (see table A-41-2). During this time, the largest increase in first-time, full-time students receiving aid was at 4-year private for-profit institutions, from 55 to 92 percent. The percentage of first-time, full-time undergraduate students receiving aid at public 4-year institutions increased from 75 to 82 percent, while 4-year private nonprofit institutions had a smaller increase, from 85 to 89 percent. For 2-year institutions, the percentage of first-time, full-time undergraduate students receiving aid was higher in 2009–10 than in 2006–07 in all institutions except private for-profit institutions, in which the percentage receiving aid in 2009–10 (88 percent) was less than in 2006–07 (89 percent).

In 2009–10, about 67 percent of first-time, full-time undergraduate students at public 4-year institutions received grant or scholarship aid, as compared to 84 percent in private nonprofit institutions and 81 percent in private for-profit institutions (see table A-41-1). Out of all 4-year institutions, the percentage of first-time, full-time undergraduate students receiving student loan aid was

highest at private for-profit institutions (86 percent). In comparison, 63 percent of 4-year nonprofit students and 50 percent of 4-year public students received student loan aid.

For first-time, full-time undergraduate students at 2-year institutions in 2009–10, 67 percent received grant or scholarship aid and 39 percent received student loan aid. As in 4-year institutions, the percent of first-time, full-time undergraduate students receiving student loan aid at 2-year institutions was highest at private for-profit institutions (78 percent). By comparison, 59 percent of students at 2-year private nonprofit institutions and 24 percent of students at 2-year public institutions received student loan aid. The percentage of first-time, full-time undergraduate students at 2-year institutions receiving grant or scholarship aid was highest at private nonprofit institutions (85 percent).

In 2009–10, in 4-year institutions, the average amount of student loan aid received was highest in private for-profit institutions (\$9,641). First-time, full-time undergraduate students at 4-year private nonprofit institutions received an average amount of \$7,466, and students at 4-year public institutions received an average amount of \$6,063 in student loan aid. Similarly, among 2-year institutions, the average amount of student loan aid received was highest in private for-profit institutions (\$8,035).



Tables A-41-1 and A-41-2

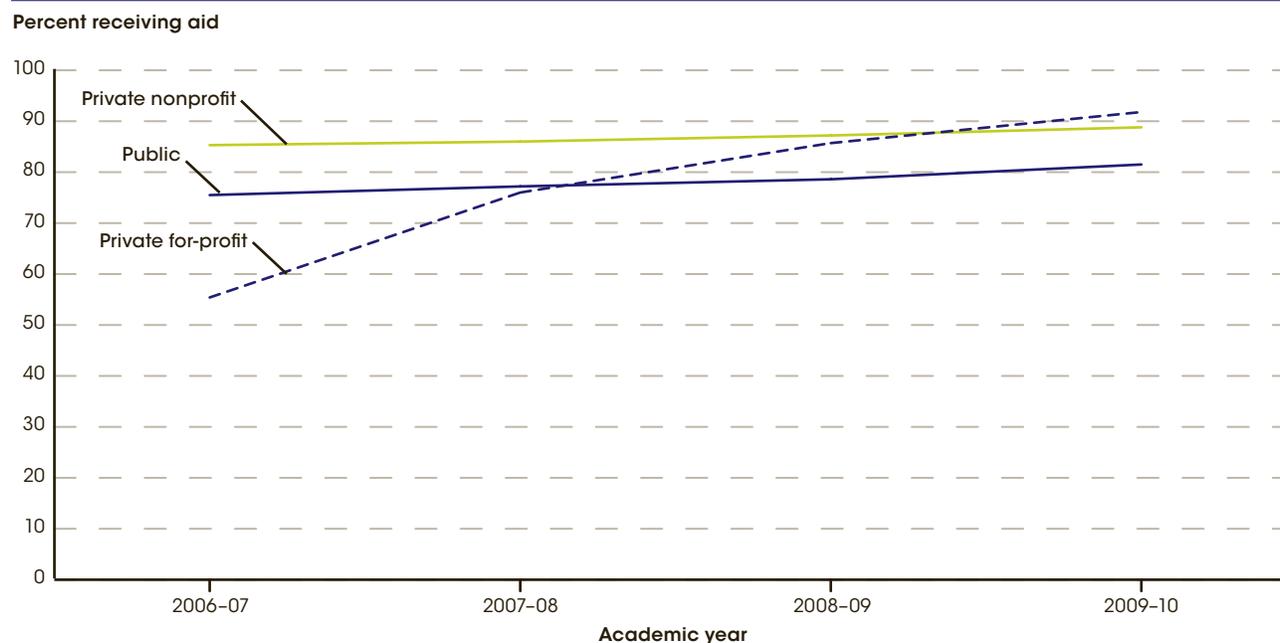
Glossary: *Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution*

Technical Notes

Any student financial aid includes students receiving Federal Work-Study aid and aid from other sources in addition to those listed in table A-41-1. Discontinuity in the time series could be due to a change in the

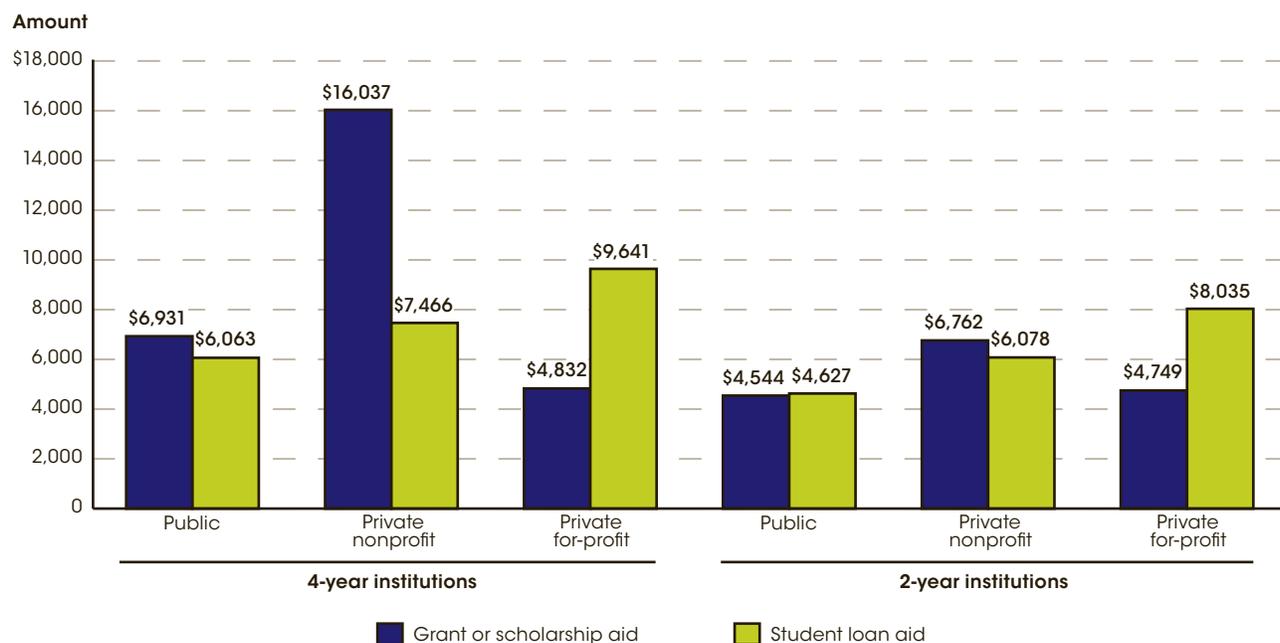
structure of the reporting forms. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

Figure 41-1. Percentage of first-time, full-time undergraduate students receiving any financial aid at 4-year institutions, by institution control: Academic years 2006-07 through 2009-10



NOTE: Any student financial aid includes students who were awarded any Federal Work-Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2011, Student Financial Aid component.

Figure 41-2. Average amount of aid received by full-time, first-time, degree-seeking undergraduate students in financial aid programs, by institution level, control, and type of aid: Academic year 2009-10



NOTE: Any student financial aid includes students who were awarded any Federal Work-Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component.

Indicator 42

Postsecondary Revenues

In academic year 2009–10, total revenues per full-time-equivalent (FTE) student were 1 percent less than in 2004–05 in public postsecondary degree-granting institutions (in constant 2010–11 dollars). Total revenues per student went from \$28,966 in 2004–05 to \$28,781 in 2009–10.

In academic year 2009–10, total revenue was \$309 billion (in constant 2010–11 dollars) at public postsecondary degree-granting institutions, \$172 billion at private nonprofit institutions, and \$25 billion at private for-profit institutions (see table A-42-1). The category of student tuition and fees typically accounts for a large percentage of total revenue and was the largest revenue source at both private nonprofit and for-profit institutions in 2009–10 (33 and 91 percent, respectively). At public institutions, the percentage of revenue from tuition and fees (18 percent) was the second largest to that from state appropriations (21 percent). Revenue from tuition and fees made up over half of all revenue for all private for-profit institutions and 2-year nonprofit institutions (see table A-42-2).

In 2009–10, total revenues per full-time-equivalent (FTE) student in public institutions were 1 percent less than in 2004–05 in public postsecondary institutions (see table A-42-1). Total revenues per student went from \$28,966 in 2004–05 to \$28,781 in 2009–10 (see table A-42-1). Total revenues were 14 percent higher in 2004–05 than in 2009–10 for public institutions, but FTE enrollment was 15 percent higher (9,348,081 in 2004–05 and 10,750,132 in 2009–10). Tuition and fees per student were 12 percent higher in 2009–10 than in 2004–05, and nonoperating revenue from government grants per student were 373 percent higher in 2009–10 than in 2004–05 (See table A-42-1). These increases were not enough to offset the drop in revenue per student from most other revenue sources.

In 2-year public postsecondary institutions, total revenue per student in 2009–10 was higher in constant 2010–11 dollars than in 2004–05 (from \$12,765 to \$13,107), but total revenue per student was less in 2009–10 than in 2004–05 in all other 2-year institutions and in all 4-year institutions (see table A-42-2). Revenue per student from

tuition and fees was nearly 15 percent higher for 4-year public institutions in 2009–10 than in 2004–05 and 9 percent higher in 4-year private nonprofit institutions in 2009–10 than in 2004–05. Tuition and fees per student increased by a small percentage in private 2-year institutions and 4-year for-profit institutions.

In 4-year private nonprofit institutions, decreases per student in 2009–10 compared to 2004–05 in investment returns and private gifts grants and contracts were larger than other revenue sources and resulted in a net loss in total revenue per student (from \$56,746 in 2004–05 compared to \$54,703 in 2009–10). In 4-year private for-profit institutions, decreases per student in 2009–10 compared to 2004–05 in other revenue (from \$135 to -\$375) and auxiliary enterprises (from \$420 to \$307) were the major factors leading to a drop in total revenue per student (from \$16,019 to \$15,679). In public 2-year institutions, declines in per-student operating revenue from government grants and contracts and nonoperating government appropriations were offset by increases in nonoperating revenue government grants.

Investment returns or investment income accounted for less than 5 percent of overall revenues for all postsecondary sectors except for nonprofit 4-year private schools. Investment returns or investment income fell for all postsecondary sectors between 2004–05 and 2009–10, except for-profit 4-year schools (where investment returns made up 0.2 percent or less of total revenues). The biggest decline in investment returns was seen for nonprofit 4-year schools, where investment returns fell by \$6 billion between these two time points.



Tables A-42-1 and A-42-2

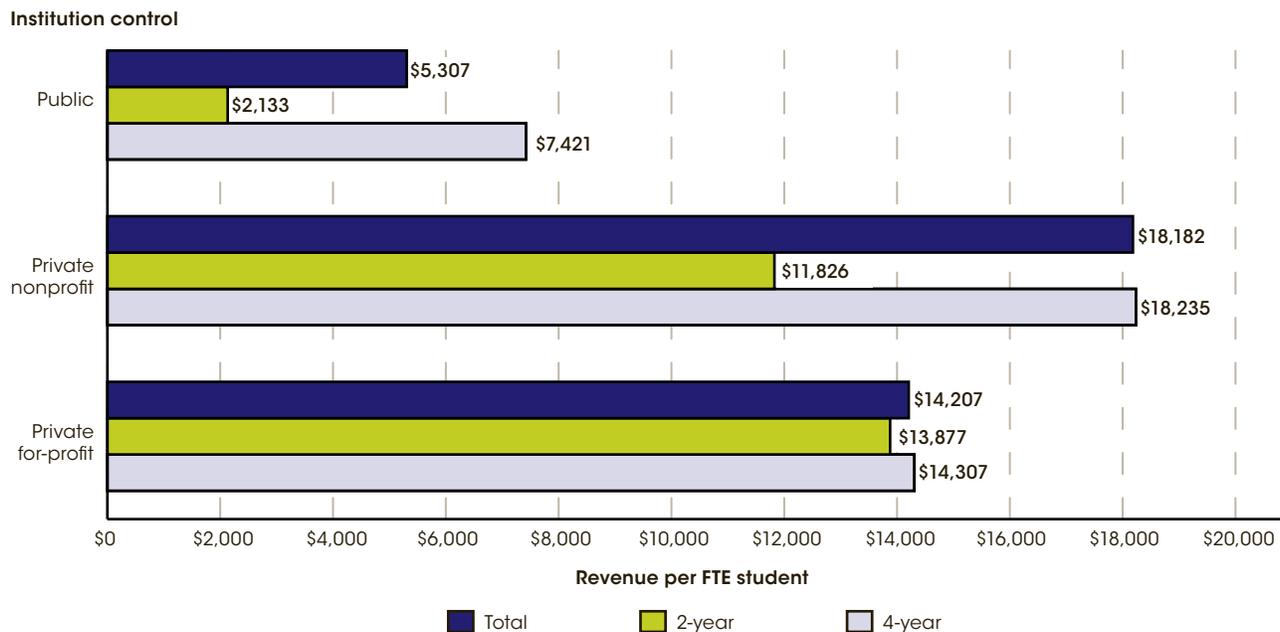
Glossary: *Consumer Price Index (CPI), Full-time-equivalent (FTE) enrollment, Private institution, Public institution, Revenues, Tuition*

Technical Notes

Auxiliary enterprises are essentially self-supporting operations, such as residence halls, that exist to provide a service to students, faculty, or staff and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Operating revenue is revenue from providing specific goods and services. Nonoperating revenue is revenue that is not in exchange for providing specific goods and services. Government grants can be operating revenue or nonoperating revenue. Full-time-equivalent students include the count of full-time students plus the full-time equivalent of part-time students.

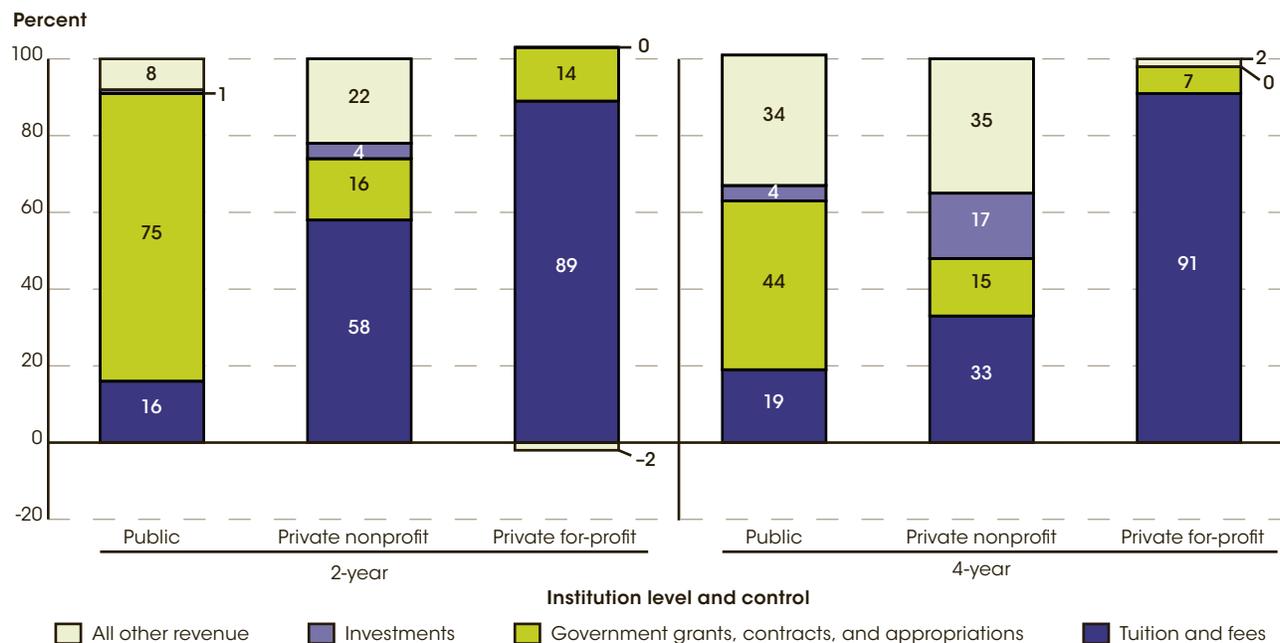
Public institutions use Governmental Accounting Standards Board (GASB) accounting standards, and private institutions use Financial Accounting Standards Board (FASB) accounting standards. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B – *Guide to Sources*.

Figure 42-1. Revenue per full-time-equivalent (FTE) student from tuition and fees for postsecondary degree-granting institutions, by institution control and level: Academic year 2009-10
[In constant 2010-11 dollars]



NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010-11 dollars. For more information on the CPI, see Appendix C - Finance. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - Guide to Sources.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2010, Enrollment component; and Spring 2011, Finance component.

Figure 42-2. Percentage distribution of total revenues at postsecondary degree-granting institutions, by institution level, institution control, and source of funds: Academic year 2009-10



NOTE: All other revenue includes gifts, grants, contracts, auxiliary enterprises, and other revenue. In public institutions, all other revenue also includes revenue from sales and service of educational activities. Government grants, contracts and appropriations includes revenue from federal, state, and local governments. Data are adjusted by the Consumer Price Index (CPI) to constant 2010-11 dollars. For more information on the CPI, see Appendix C - Finance. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B - Guide to Sources.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2010, Enrollment component; and Spring 2011, Finance component.

Indicator 43

Postsecondary Expenses

In academic year 2009–10, instruction was the largest per full-time-equivalent (FTE) student expense at public (\$7,239) and private nonprofit institutions (\$15,321). At private for-profit institutions, instruction was the second largest expense category, at \$3,017 per student.

This indicator examines general patterns in expenses of postsecondary degree-granting institutions. Only some financial data may be comparable across institutions by control categories (i.e., between public, private nonprofit, and private for-profit institutions) because of differences in accounting procedures. In addition, comparisons by institutional level (i.e., between 2-year and 4-year institutions) may also be limited because of different institutional control.

In academic year 2009–10, total expenses were \$287 billion at public institutions, \$148 billion at private nonprofit institutions, and \$20 billion at private for-profit institutions (see table A-43-1). At public and private nonprofit institutions, instruction was the largest expense category (at 27 and 33 percent, respectively). At private for-profit institutions, instruction constituted 24 percent of total expenses but student services and academic and institutional support (a category which covers a wide range of costs) was the largest category at 66 percent. Other relatively large categories at public institutions (those accounting for 8–10 percent of expenses) were research, institutional support, and hospitals. At private nonprofit institutions, some of the other larger categories (those accounting for 8–14 percent of expenses) were research, academic support, student services, institutional support, auxiliary enterprises, and hospitals. Expenses for student services and academic and institutional support made up 19 percent of total expenses in public institutions and 30 percent in nonprofit institutions, less than half of the share spent by private for-profit institutions (66 percent).

Total expenses per full-time equivalent (FTE) student were much higher for private nonprofit institutions (\$46,287 in 2009–10) than for public institutions (\$26,697 in 2009–10) and private for-profit institutions

(\$12,683 in 2009–10). Private nonprofit institutions spent more than twice as much per student on instruction (\$15,321) as public institutions (\$7,239). A similar pattern was found for most other expense classifications such as academic support (\$4,175 for nonprofit institutions vs. \$1,791 for public institutions) and institutional support (\$6,270 for nonprofit institutions vs. \$2,152 for public institutions). Expenses per student for public service were an exception to this pattern, with public institutions spending more than nonprofit institutions (\$1,092 vs. \$674). Expenses per student for instruction were more than twice as high in public institutions as in private for-profit institutions (\$7,239 vs. \$3,017), but expenses per student for student services, academic, and institutional support were higher in for-profit institutions (\$8,310) than in public institutions (\$5,190).

Differences were found between expenses at 2- and 4-year institutions in academic year 2009–10. For example, 2-year institutions (for all levels of control) spent a greater share of their budgets on instruction than did their 4-year counterparts (35 vs. 25 percent for public institutions, 34 vs. 33 percent for private nonprofit institutions, and 32 vs. 21 percent for private for-profit institutions) (see table A-43-2). Expenses per FTE student for instruction in 2009–10 were less (in constant 2010–11 dollars) at 2-year institutions than they were in 2004–05, but were slightly higher at 4-year public and 4-year nonprofit institutions (less than 1 percent higher at public institutions and nearly 5 percent higher at nonprofit institutions). Instruction expenses per student in private for-profit 4-year institutions were less in 2009–10 (\$2,692) than in 2004–05 (\$2,978).



Tables A-43-1 and A-43-2

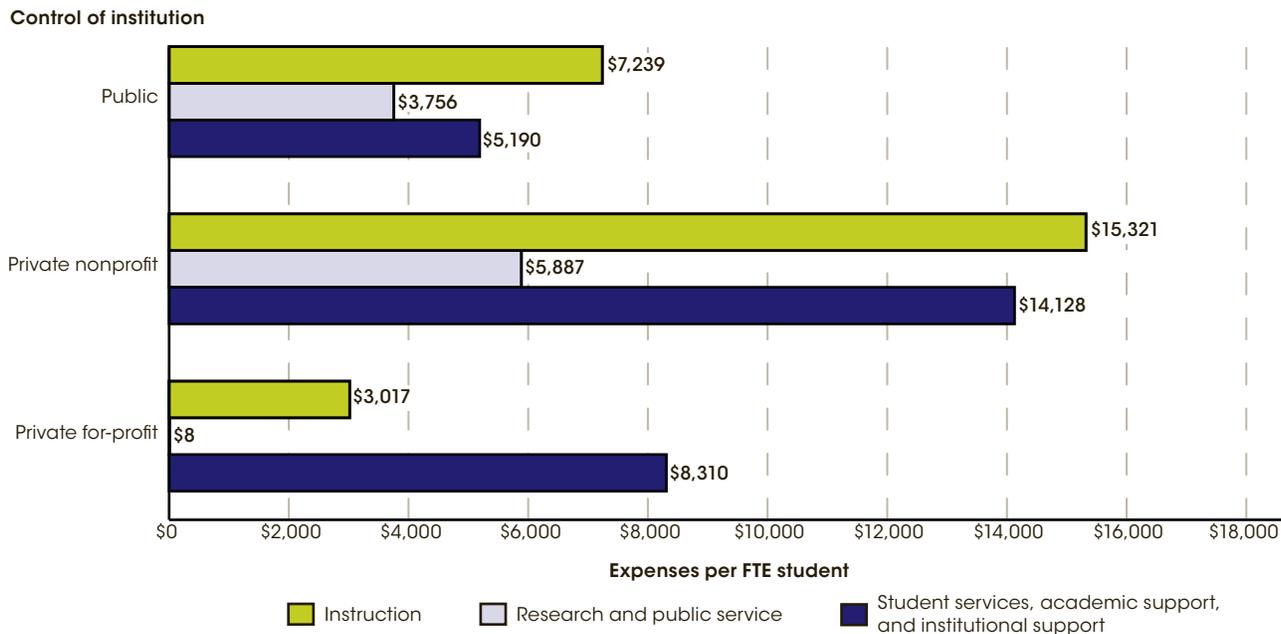
Glossary: *Consumer Price Index (CPI), Full-time-equivalent (FTE) enrollment, Private institution, Public institution, Revenues, Tuition*

Technical Notes

“Auxiliary” enterprises are essentially self-supporting operations, such as residence halls, that exist to provide a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. “Academic support” includes services that directly support an institution’s primary missions of instruction, research, or public service. “Institutional support” includes general administrative services, executive direction and planning, legal and fiscal operations, and community relations. “Student services” include expenses associated with admissions, registrar activities, and activities whose primary purpose is to

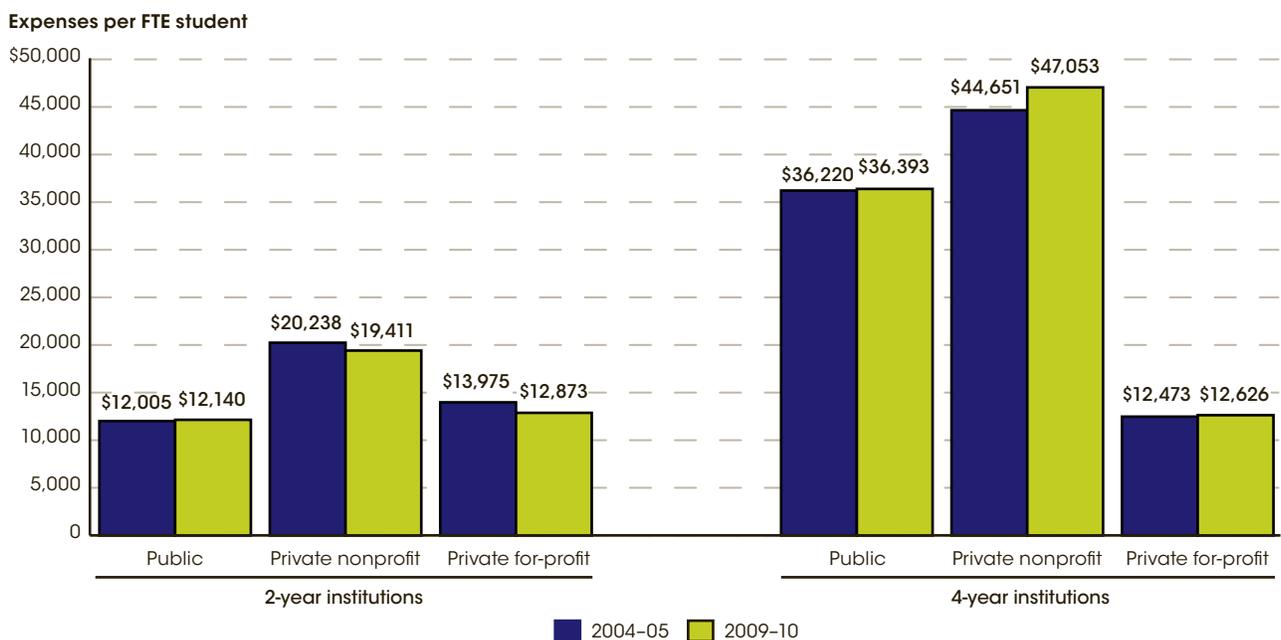
contribute to students’ emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. FTE students is the full-time student enrollment, plus the full-time equivalent of the part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B – *Guide to Sources*.

Figure 43-1. Expenses per full-time-equivalent student at degree-granting postsecondary institutions, by control of institution and purpose: Academic year 2009-10
[In constant 2010-11 dollars]



NOTE: Full-time-equivalent (FTE) student includes full-time students plus the full-time equivalent of part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010-11 dollars. For more information on the CPI, see Appendix C - Finance. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - Guide to Sources.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010, Enrollment component; and Spring 2011, Finance component.

Figure 43-2. Total expenses per full-time-equivalent student at 2-year and 4-year degree-granting postsecondary institutions, by control of institution: Academic years 2004-05 and 2009-10
[In constant 2010-11 dollars]



NOTE: Full-time-equivalent (FTE) students includes full-time students plus the full-time equivalent of part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010-11 dollars. For more information on the CPI, see Appendix C - Finance. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - Guide to Sources.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2010, Enrollment component; and Spring 2011, Finance component, Spring 2005.

Indicator 44

Faculty Salaries, Benefits, and Total Compensation

Combining salary with benefits, faculty received an average total compensation package in academic year 2010–11 that was about 8 percent higher than the package they received in 1999–2000, after adjusting for inflation. In 2010–11, the average total compensation package for faculty was about \$97,200, including \$75,500 in salaries and \$21,700 in benefits.

In academic year 2010–11, the average salary for full-time instructional faculty on 9- and 10-month contracts at postsecondary degree-granting institutions was \$75,500, ranging from \$56,500 for other faculty to \$105,000 for professors (see table A-44-1). By control and level of institution, salaries ranged from \$40,100 at private for-profit 2-year colleges to \$95,000 at private nonprofit doctoral universities. Combining salary with benefits, faculty received an average total compensation package in 2010–11 that was about 8 percent higher than the package they received in 1999–2000, after adjusting for inflation. In 2010–11, the average compensation package for faculty was about \$97,200, including \$75,500 in salaries and \$21,700 in benefits.

The average salary for all full-time instructional faculty on 9- and 10-month contracts was 8 percent higher in 2010–11 than it was in 1989–90, after adjusting for inflation (see table A-44-2). By faculty type, salary increases were 14 percent higher for professors, 11 percent higher for assistant professors, 9 percent higher for associate professors, and 7 percent higher for other faculty. Average salaries were also higher in 2010–11 than they were in 1989–90 by institutional control, with two exceptions: public master's colleges/universities (3 percent lower) and public other 4-year colleges (2 percent lower). Salary increases ranged from 4 percent higher at public 2-year colleges to 30 percent higher at private for-profit master's colleges/universities between 1989–90 and 2010–11.

Inflation-adjusted faculty salaries were 5 percent higher in 1999–2000 than in 1989–90, and faculty salaries increased by 3 percent between 1999–2000 and 2010–11. Salary increases from 1999–2000 to 2010–11 tended to occur in private institutions (with the exception of private 2-year institutions). Except for public doctoral

universities, salaries for faculty in public universities/colleges were generally lower from 1999–2000 to 2010–11 by 1 percent to 3 percent. In private institutions, except for private 2-year colleges, salaries were generally higher by 1 percent to 8 percent. Increases in salaries at private for-profit institutions varied more between 1999–2000 and 2010–11. In private for-profit private doctoral universities, salaries were lower by 37 percent, while the faculty salaries in private for-profit other 4-year colleges were higher by 39 percent. At private 2-year colleges, salaries were lower by 6 percent at nonprofit colleges but higher by 26 percent at for-profit colleges.

Fringe benefits (adjusted for inflation) for all faculty increased by a greater percentage, on average, than average faculty salaries (52 vs. 8 percent) between 1989–90 and 2010–11. As a result, fringe benefits accounted for a larger share of total faculty compensation for faculty in 2010–11 than they did in 1989–90. Fringe benefits also increased, on average, by a larger percentage than faculty salaries (26 vs. 3 percent) between 1999–2000 and 2010–11. These increases in fringe benefits were higher at public institutions than at private institutions. For example, average benefits at public master's colleges/universities were higher by 30 percent between 1999–2000 and 2010–11, compared with 16 percent at private master's colleges/universities. At private institutions, variations in fringe benefits differed between nonprofit versus for-profit institutions. For example, benefits were lower by 8 percent at nonprofit 2-year colleges between 1999–2000 and 2010–11, but were higher by 89 percent at private for-profit 2-year colleges over the same time period.



Tables A-44-1 and A-44-2

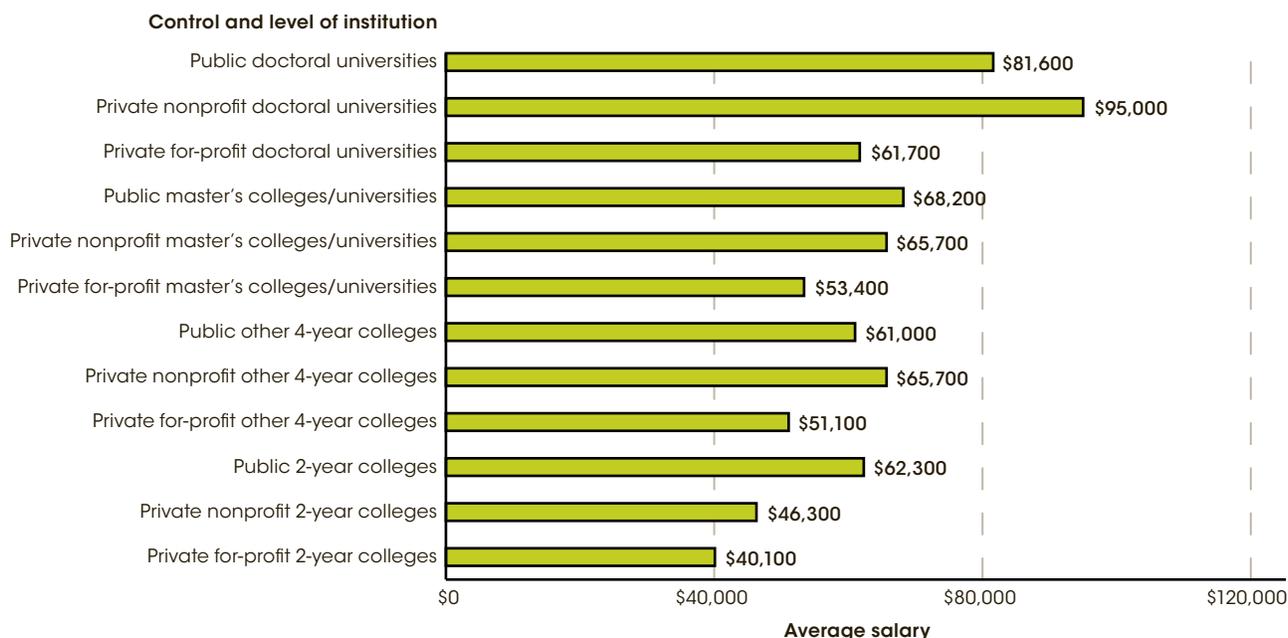
Glossary: *Consumer Price Index (CPI), Faculty, Four-year postsecondary institution, Private institution, Public institution, Salary, Two-year postsecondary institution*

Technical Notes

Average total compensation is the sum of salary and fringe benefits (which may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits). Faculty categories (professor, associate professor, assistant professor, and other faculty) are defined by the institution. *Other faculty* include faculty with no rank titles such as professor or instructor. Private institutions include private nonprofit and for-profit institutions. Institutions are classified by the number of highest degrees awarded (doctor's, master's, bachelor's, or associate's). For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. For more information on the classification of postsecondary

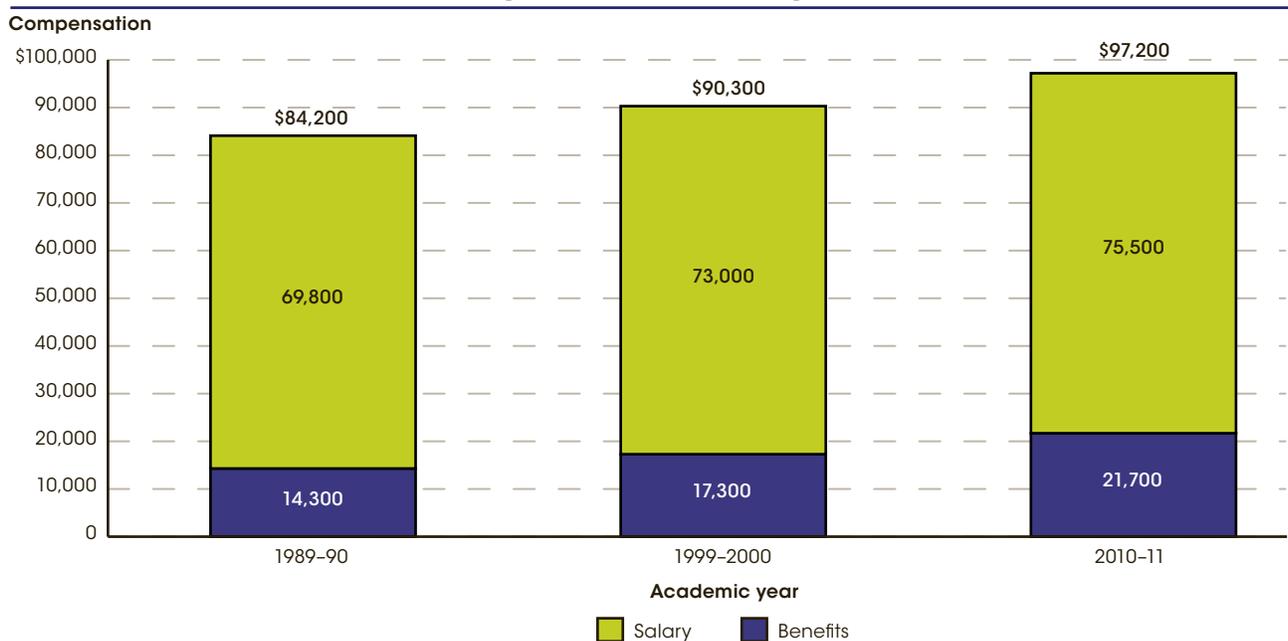
institutions, see Appendix C – *Commonly Used Measures*. Data do not include institutions at which all faculty were part time, contributed their services, were in the military, or taught preclinical or clinical medicine. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length, as in some other National Center for Education Statistics reports. Data exclude faculty on 11- and 12-month contracts. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

Figure 44-1. Average salary for full-time instructional faculty on 9- and 10-month contracts at degree-granting postsecondary institutions, by control and level of institution: Academic year 2010-11



NOTE: Institutions are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see Appendix C - *Commonly Used Measures*. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component and Winter 2010-11, Human Resources component, Salaries section.

Figure 44-2. Inflation-adjusted average total compensation, salary, and fringe benefits for full-time faculty on 9- and 10-month contracts at degree-granting institutions, with percentage change, by academic rank and control and level of institutions: Academic years 1989-90, 1999-2000, and 2010-11
[In constant 2010-11 dollars]



NOTE: Average total compensation is the sum of salary (which excludes outside income) and fringe benefits (which may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits). Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2010-11 dollars. For more information on the CPI, see Appendix C - *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89-99); "Completions Survey" (IPEDS-C:89-99), Fall 2010, Completions component and Winter 2010-11, Human Resources component, Salaries section.

Indicator 45

Postsecondary Graduation Rates

Approximately 56 percent of male and 61 percent of female first-time, full-time students who sought a bachelor's degree at a 4-year institution in fall 2004 completed their degree at that institution within 6 years.

Approximately 58 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2004 completed a bachelor's degree at that institution within 6 years or 150 percent of normal completion time to degree (see table A-45-1). In comparison, 55 percent of first-time, full-time students who began seeking a bachelor's degree in fall 1996 earned a bachelor's degree within 6 years at that institution.

Completion rates for bachelor's degree seeking students who enrolled at a 4-year institution in fall 2004 varied by institutional control. Students at private nonprofit institutions had the highest graduation rates, followed by students at public institutions and private for-profit institutions. For example, the 6-year graduation rate at private nonprofit institutions was 65 percent, compared with 56 percent at public institutions and 28 percent at private for-profit institutions.

At both public and private nonprofit 4-year institutions, the 6-year graduation rates of first-time, full-time female students who sought a bachelor's degree in fall 2004 were higher than those of males. At public institutions, about 58 percent of females seeking a bachelor's degree graduated within 6 years, compared with 53 percent of males; at private nonprofit institutions, 67 percent of females graduated within 6 years, compared with 63 percent of males. However, at private for-profit institutions, the 6-year graduation rate was higher for males (30 percent) than for females (27 percent).

Completion rates for first-time, full-time students who sought a bachelor's degree in fall 2004 also varied by race/ethnicity. Asian/Pacific Islander students had the highest 6-year graduation rate (69 percent), followed by White

students (62 percent), Hispanic students (50 percent), and Black and American Indian/Alaska Native students (39 percent each) (see table A-45-2).

At both public and private nonprofit institutions, the 6-year graduation rates for first-time, full-time students who sought a bachelor's degree in fall 2004 varied by the acceptance rate of the institution. Graduation rates were highest at institutions with the lowest admissions acceptance rates. For example, at public 4-year institutions with open admissions policies, 29 percent of students completed a bachelor's degree within 6 years (see table A-45-2). At public 4-year institutions where the acceptance rate was less than 25 percent of applicants, the 6-year graduation rate was 82 percent.

At 2-year institutions, approximately 30 percent of first-time, full-time students who enrolled in fall 2007 completed a certificate or associate's degree within 150 percent of the normal time required to complete such a degree (see table A-45-3). For the cohort that enrolled in fall 2000, the completion rate was about 31 percent.

The certificate or associate's degree completion rate of students who enrolled in 2-year institutions in fall 2007 varied by institutional control. For example, 60 percent of students graduated within 150 percent of the normal time at private for-profit institutions, 51 percent did so at private nonprofit institutions, and 20 percent did so at public institutions.



Tables A-45-1, A-45-2, and A-45-3

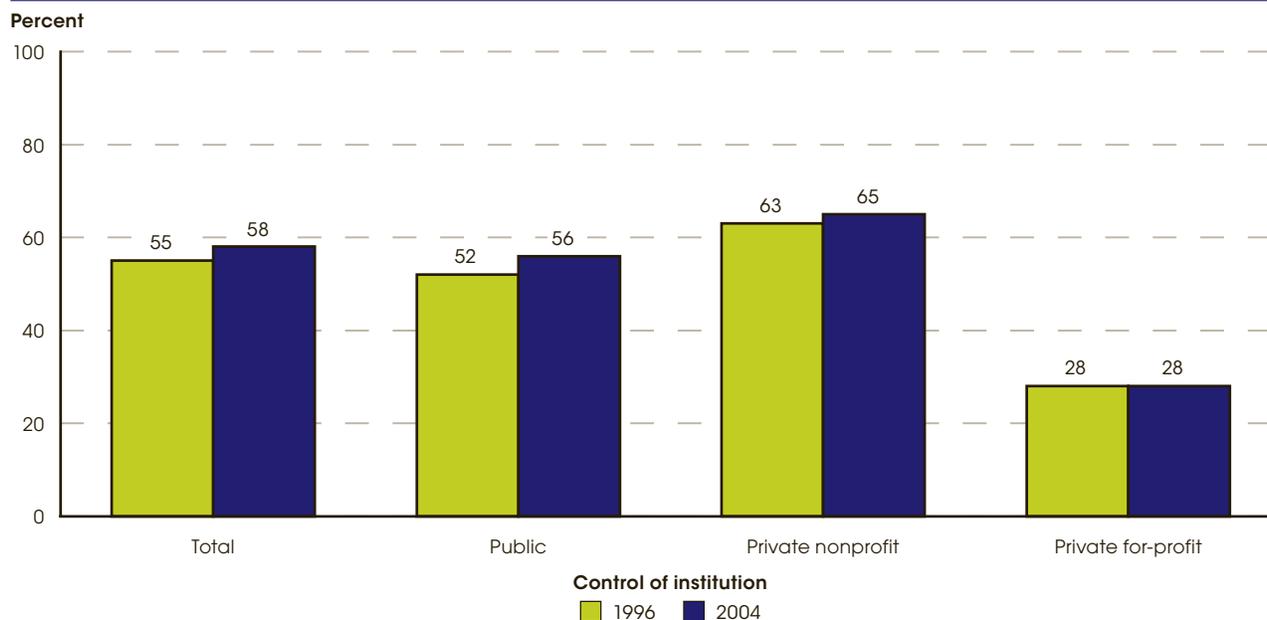
Glossary: *Associate's degree, Bachelor's degree, Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution*

Technical Notes

The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, 6 years for bachelor's degrees) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts use spring 2011 estimates of the number of first-time, full-time undergraduates who entered (1) a 4-year institution in fall 2004 seeking a bachelor's degree or (2) a 2-year institution in fall 2007 seeking a certificate or associate's degree, and spring 2003 estimates of the number of students who entered (3) a 4-year institution in fall 1996 seeking a bachelor's degree or (4) a 2-year

institution in fall 2000 seeking a certificate or associate's degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. Included in the totals, but not shown separately, are estimates for persons with unknown race/ethnicity and nonresident aliens. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

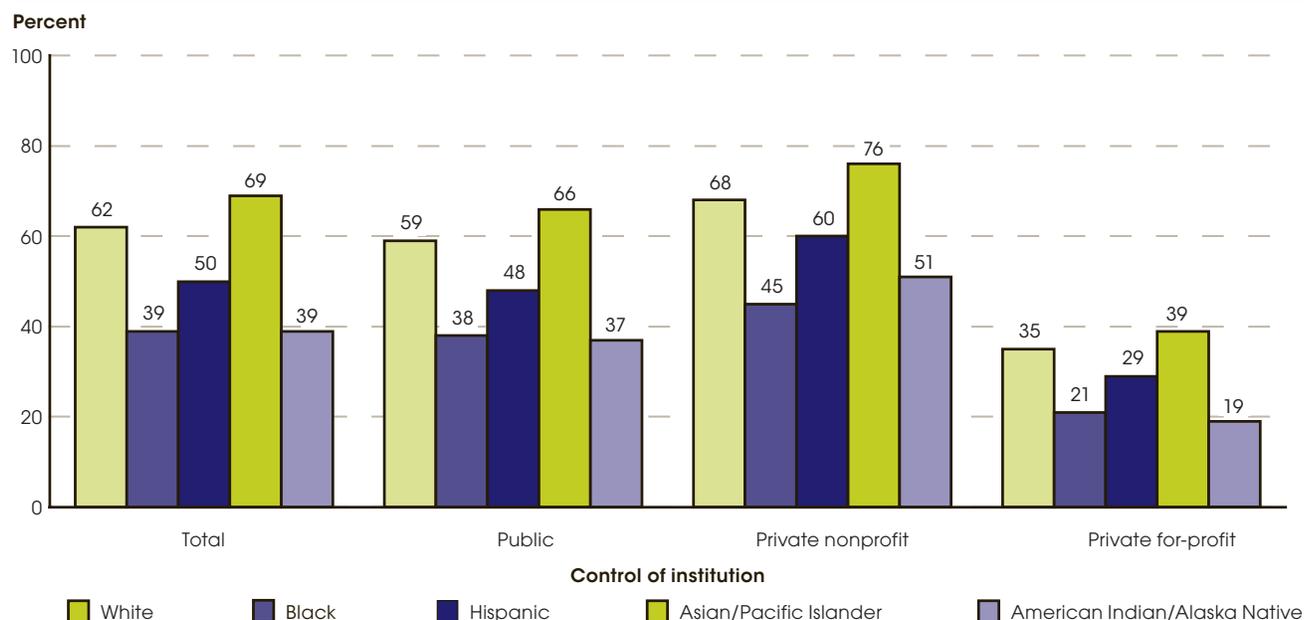
Figure 45-1. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and cohort year: Starting cohort years 1996 and 2004



NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2003 and Spring 2011, Graduation Rates and Institutional Characteristics components.

Figure 45-2. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and race/ethnicity: Starting cohort year 2004



NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. Included in the totals, but not shown separately, are estimates for persons with unknown race/ethnicity and nonresident aliens. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and classification of postsecondary education institutions, see Appendix C - *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Graduation Rates and Institutional Characteristics components.

Indicator 46

Degrees Conferred by Public and Private Institutions

From academic years 1999–2000 to 2009–10, the number of postsecondary degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public institutions and private nonprofit institutions; this was true for all levels of degrees.

Between academic years 1999–2000 and 2009–10, the number of postsecondary degrees conferred by public, private for-profit, and private nonprofit institutions increased for each level of degree. The number of associate's degrees awarded increased by 50 percent, bachelor's degrees increased by 33 percent, master's degrees increased by 50 percent, and doctor's degrees increased by 34 percent. For all postsecondary degree levels, the percentage increases from 1999–2000 to 2009–10 were smaller for public and private nonprofit institutions than for private for-profit institutions.

The number of associate's degrees awarded from academic years 1999–2000 to 2009–10 increased by 43 percent for public institutions (from 448,400 to 640,100 degrees), by 1 percent for private nonprofit institutions (from 46,300 to 46,700 degrees), and by 132 percent for private for-profit institutions (from 70,200 to 162,700 degrees). Due to these changes, the share of all associate's degrees conferred by private for-profit institutions increased from 12 percent in 1999–2000 to 19 percent in 2009–10, while the share conferred by public and private nonprofit institutions decreased during this period (from 79 to 75 percent and from 8 to 5 percent, respectively) (see table A-46-1).

From academic years 1999–2000 to 2009–10, the number of bachelor's degrees awarded by public institutions increased by 29 percent (from 810,900 to 1,049,100 degrees), the number awarded by private nonprofit institutions increased by 24 percent (from 407,000 to 503,200 degrees), and the number awarded by private for-profit institutions increased by 387 percent (from 20,100 to 97,800 degrees). Despite the gain made by private for-profit institutions, they awarded 6 percent of all bachelor's degrees conferred in 2009–10, while public

institutions awarded 64 percent and private nonprofit institutions awarded 30 percent.

The number of master's degrees awarded by private nonprofit institutions increased 43 percent (from 209,700 to 299,900 degrees) from academic years 1999–2000 to 2009–10, yet the percentage of all master's degrees conferred by these institutions declined from 45 to 43 percent. The number of master's degrees conferred by public institutions increased at a lower rate (33 percent, from 243,200 to 322,200 degrees) over the same time period, resulting in a decrease in their share of all master's degrees (from 52 to 46 percent). In contrast, the number of master's degrees conferred by private for-profit institutions increased by 588 percent (from 10,300 to 70,900 degrees) from 1999–2000 to 2009–10, resulting in an increase in their share of total master's degrees conferred. Private for-profit institutions conferred 2 percent of all master's degrees in 1999–2000 and 10 percent in 2009–10.

From academic years 1999–2000 to 2009–10, the number of doctor's degrees conferred increased by 30 percent at public institutions (from 60,700 to 78,800 degrees), by 32 percent at private nonprofit institutions (from 57,000 to 75,200 degrees), and by over 300 percent at private for-profit institutions (from 1,100 to 4,600 degrees). In 2009–10, public institutions awarded 50 percent of all doctor's degrees, private nonprofit institutions awarded 47 percent, and private for-profit institutions awarded 3 percent.



Table A-46-1

Glossary: *Associate's degree, Bachelor's degree, Doctor's degree, Master's degree, Private institution, Public institution*

Technical Notes

This indicator includes only postsecondary degree-granting institutions that participated in Title IV federal financial aid programs. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the IPEDS classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*.

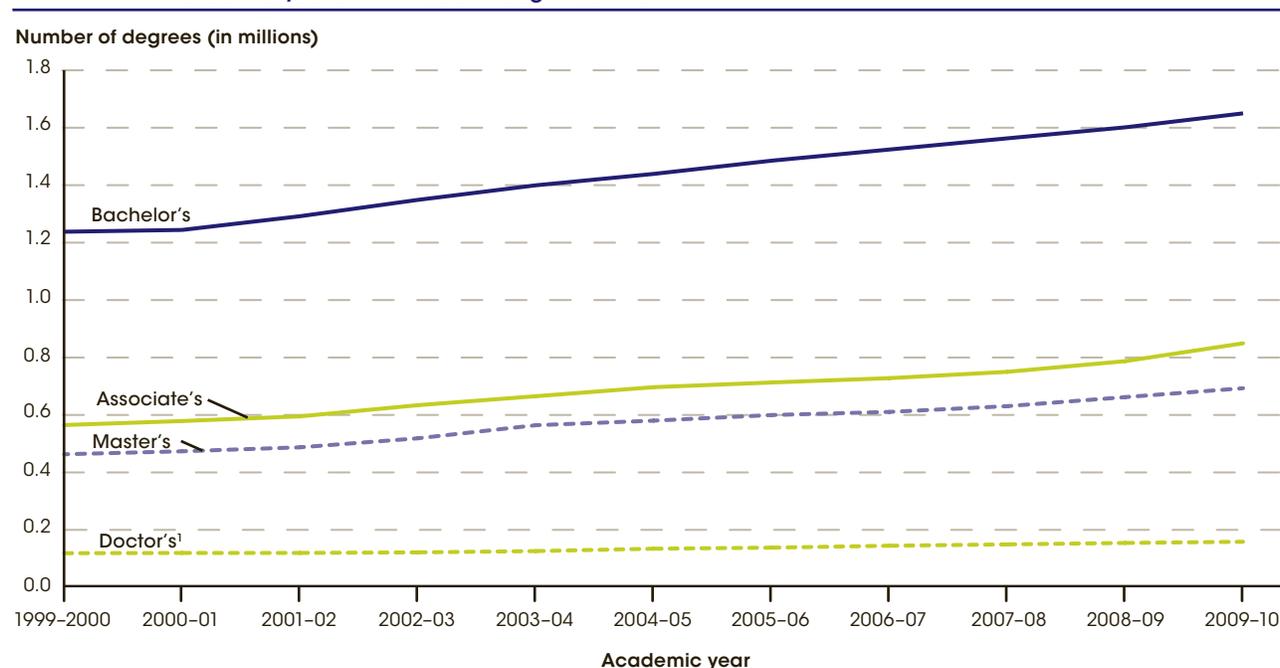
Table 46-1. Number of degrees conferred by postsecondary degree-granting institutions and percent change, by control of institution and level of degree: Academic years 1999-2000 and 2009-10

Level of degree and academic year	Total	Public	Private		
			Total	Nonprofit	For-profit
Associate's					
1999-2000	564,933	448,446	116,487	46,337	70,150
2009-10	849,452	640,113	209,339	46,673	162,666
Percent change	50.4	42.7	79.7	0.7	131.9
Bachelor's					
1999-2000	1,237,875	810,855	427,020	406,958	20,062
2009-10	1,650,014	1,049,057	600,957	503,164	97,793
Percent change	33.3	29.4	40.7	23.6	387.5
Master's					
1999-2000	463,185	243,157	220,028	209,720	10,308
2009-10	693,025	322,243	370,782	299,911	70,871
Percent change	49.6	32.5	68.5	43.0	587.5
Doctor's¹					
1999-2000	118,736	60,655	58,081	56,972	1,109
2009-10	158,558	78,779	79,779	75,166	4,613
Percent change	33.5	29.9	37.4	31.9	316.0

¹ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

NOTE: Includes only postsecondary institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*. For more information on the IPEDS classification of institutions and degree levels, see Appendix C - *Commonly Used Measures*. See the glossary for the definition of doctor's degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Figure 46-1. Number of degrees conferred by postsecondary degree-granting institutions, by level of degree: Academic years 1999-2000 through 2009-10

¹ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

NOTE: Includes only postsecondary institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - *Guide to Sources*. For more information on the IPEDS classification of institutions and degree levels, see Appendix C - *Commonly Used Measures*. See the glossary for the definition of doctor's degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2010, Completions component.

Indicator 47

Degrees Earned

Between academic years 1999–2000 and 2009–10, the number of degrees earned increased by 50 percent each for associate’s and master’s degrees, 33 percent for bachelor’s degrees, and 34 percent for doctor’s degrees. For all levels of degrees in 2009–10, females earned the majority of degrees awarded.

Postsecondary enrollment in degree-granting institutions increased by 38 percent, from 14.8 million students in fall 1999 to 20.4 million students in fall 2009 (see *indicators 10 and 11*). This growth was accompanied by a 41 percent increase, from 2.4 million to 3.4 million, in the number of degrees earned in the same time period. The number of degrees earned increased by 50 percent each for associate’s and master’s degrees, 33 percent for bachelor’s degrees, and 34 percent for doctor’s degrees (see table A-47-1).

From 1999–2000 to 2009–10, the number of degrees earned among U.S. residents increased for students of all racial/ethnic groups for each level of degree, but at varying rates (see table A-47-2). For associate’s, bachelor’s, and master’s degrees, the change in percentage distribution of degree recipients was characterized by an increase in the numbers of degrees conferred to Black and Hispanic students. For doctor’s degrees, the change in percentage distribution of degree recipients was characterized by an increase in the numbers of degrees conferred to Hispanic and Asian/Pacific Islander students. (For more information on changing enrollment patterns in postsecondary education by race/ethnicity, see tables A-10-3 and A-11-2.)

Among U.S. residents, the number of associate’s degrees earned by Hispanic students more than doubled from academic years 1999–2000 to 2009–10 (increasing by 118 percent), and the number earned by Black students increased by 89 percent (see table A-47-2). As a result, Blacks earned 14 percent and Hispanics earned 13 percent of all associate’s degrees awarded in 2009–10, up from 11 percent and 9 percent, respectively, in 1999–2000. During the same time period, the number of bachelor’s degrees awarded to Black students increased by 53 percent, and the number awarded to Hispanic students increased by 87 percent. In 2009–10, Black students

earned 10 percent and Hispanics earned 9 percent of all bachelor’s degrees conferred, versus the 9 and 6 percent, respectively, earned in 1999–2000. Similarly, the numbers of master’s degrees earned by Black and Hispanic students more than doubled from 1999–2000 to 2009–10 (increasing by 109 percent and 125 percent, respectively). As a result, among U.S. residents in 2009–10, Black students earned 12 percent and Hispanics earned 7 percent of all master’s degrees conferred, up from 9 percent and 5 percent, respectively, in 1999–2000. In addition, the number of doctor’s degrees awarded increased by 60 percent for Hispanic students and by 47 percent for Black students.

From 1999–2000 to 2009–10, the percentage of degrees earned by females remained between approximately 60 and 62 percent for associate’s degrees and between 57 and 58 percent for bachelor’s degrees (see table A-47-1). In contrast, the percentages of both master’s and doctor’s degrees earned by females increased from 1999–2000 to 2009–10 (from 58 to 60 percent and from 45 to 52 percent, respectively). Within each racial/ethnic group, women earned the majority of degrees at all levels in 2009–10. For example, among U.S. residents, Black females earned 68 percent of associate’s degrees, 66 percent of bachelor’s degrees, 71 percent of master’s degrees, and 65 percent of all doctor’s degrees awarded to Black students (see table A-47-2). Hispanic females earned 62 percent of associate’s degrees, 61 percent of bachelor’s degrees, 64 percent of master’s degrees, and 55 percent of all doctor’s degrees awarded to Hispanic students.



Tables A-47-1 and A-47-2

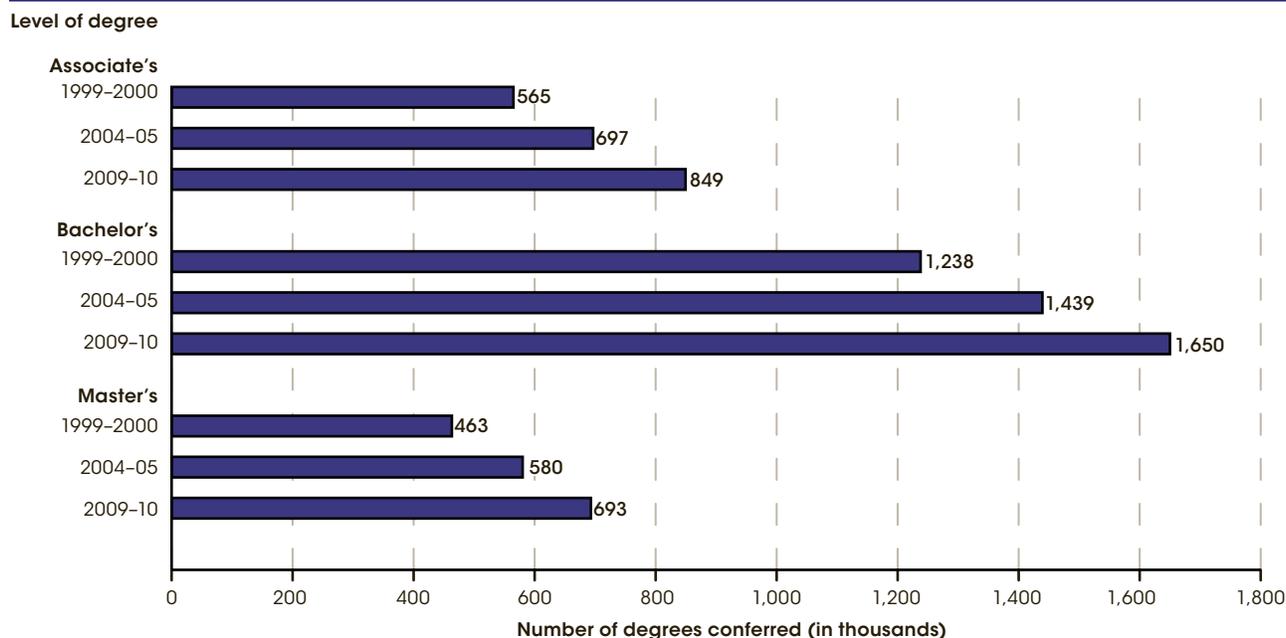
Glossary: *Associate’s degree, Bachelor’s degree, Doctor’s degree, Master’s degree, Private institution, Public institution*

Technical Notes

Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Doctor’s degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

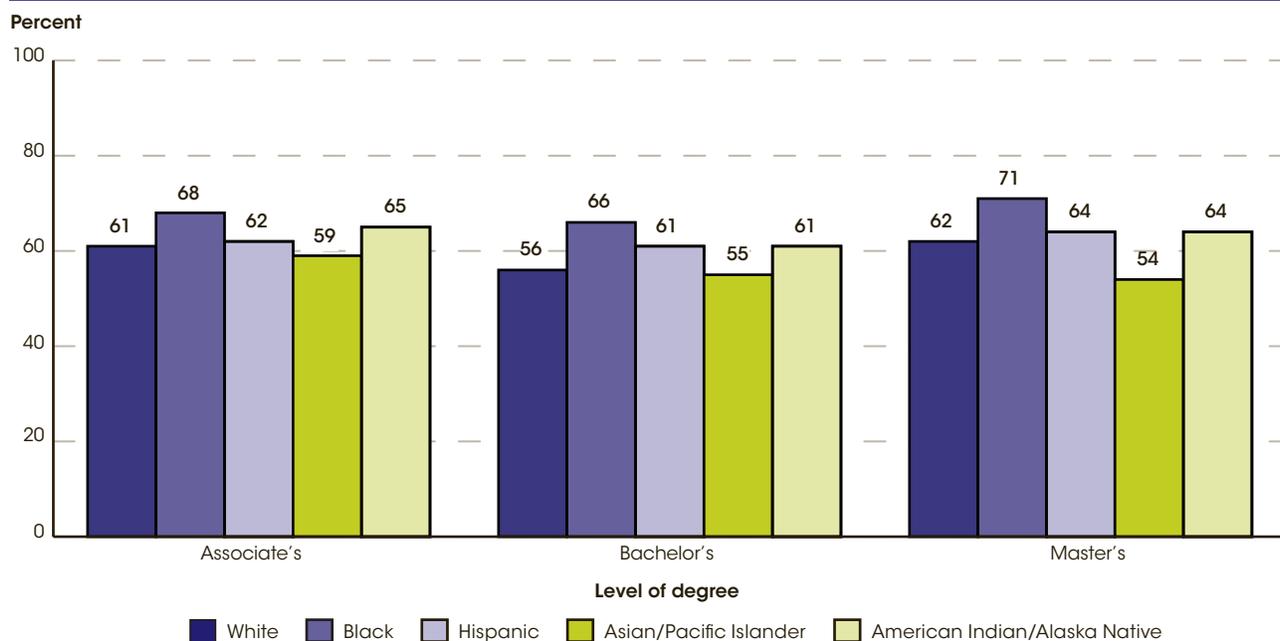
Nonresident aliens are included in figure 47-1 and table A-47-1, but are excluded from figure 47-2 and table A-47-2 because information about their race/ethnicity is not available. For more information on race/ethnicity and the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*. See the glossary for the detailed definition of doctor’s degree.

Figure 47-1. Number of degrees conferred by degree-granting institutions, by level of degree: Academic years 1999-2000, 2004-05, and 2009-10



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C - *Commonly Used Measures*. For more information on IPEDS, see Appendix B - *Guide to Sources*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000, Fall 2005, and Fall 2010, Completions component.

Figure 47-2. Percentage of degrees conferred to U.S.-resident females by degree-granting institutions, by level of degree and race/ethnicity: Academic year 2009-10



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are excluded because information about their race/ethnicity is not available. For more information on race/ethnicity and the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C - *Commonly Used Measures*. For more information on IPEDS, see Appendix B - *Guide to Sources*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component.

Indicator 48

Educational Attainment

In 2011, some 32 percent of 25- to 29-year-olds had completed a bachelor's degree or higher. From 1980 to 2011, the gap in the attainment of a bachelor's degree or higher between Whites and Hispanics widened from 17 to 26 percentage points, and the gap between Whites and Blacks widened from 13 to 19 percentage points.

For the purpose of this indicator, educational attainment represents the percentage of 25- to 29-year-olds who achieved at least the cited credential (i.e., a high school diploma or equivalency, some college, a bachelor's degree, or a master's degree). Between 1980 and 2011, educational attainment among 25- to 29-year-olds increased: the percentage who had received at least a high school diploma or equivalency increased from 85 to 89 percent, and the percentage who had completed a bachelor's degree or higher increased from 22 to 32 percent. In 2011, some 7 percent of 25- to 29-year-olds had completed a master's degree or higher, a 2-percentage-point increase from 1995 (see table A-48-1).

Between 1980 and 2011, the attainment rate of at least a high school diploma or equivalency increased for Whites (from 89 to 94 percent), Blacks (from 77 to 88 percent), and Hispanics (from 58 to 71 percent). Between 1990 (when educational attainment data were first available for Asians/Pacific Islanders) and 2011, the completion rate for at least high school or equivalency for Asians/Pacific Islanders increased from 90 to 95 percent. In both 1980 and 2011, the percentage of Whites who had completed at least high school or equivalency was higher than that of Blacks and Hispanics; however, the gaps between Whites and Blacks and Whites and Hispanics narrowed over the years. Between 1980 and 2011, the gap between Blacks and Whites decreased from 12 to 6 percentage points, and the gap between Hispanics and Whites decreased from 31 to 23 percentage points.

From 1980 to 2011, the percentage of 25- to 29-year-olds who had attained a bachelor's degree or higher increased from 25 to 39 percent for Whites, from 12 to 20 percent for Blacks, and from 8 to 13 percent for Hispanics. For Asians/Pacific Islanders, the attainment rate of at least a bachelor's degree in 2011 (56 percent) was higher than the rate in 1990 (42 percent). Between 1980 and

2011, the gap in the attainment of a bachelor's degree or higher between Blacks and Whites increased from 13 to 19 percentage points, and the gap between Whites and Hispanics increased from 17 to 26 percentage points.

In 2011, some 7 percent of 25- to 29-year-olds had completed at least a master's degree. From 1995 to 2011, the attainment rate of a master's degree or higher increased for Whites (from 5 to 8 percent), Blacks (from 2 to 4 percent), and Asians/Pacific Islanders (from 11 to 17 percent). In 2011, the percentage of Asians/Pacific Islanders who had attained at least a master's degree in 2011 (17 percent) was higher than that of their peers of any other race/ethnicity: 8 percent of Whites, 4 percent of Blacks, and 3 percent of Hispanics. Between 1995 and 2011, the gap in the attainment of a master's degree or higher between Blacks and Whites was not measurably different, while the gap between Whites and Hispanics increased from 4 to 5 percentage points.

Differences in educational attainment by gender have shifted over the past few decades, with female attainment now greater than male attainment at each education level. For example, in 1980, the percentages of males (85 percent) and females (86 percent) who had completed at least high school or equivalency were not measurably different, but in 2011, the percentage of females (91 percent) was higher than the percentage of males (87 percent) by 3 percentage points. The percentage of females (21 percent) who had attained at least a bachelor's degree was 3 points lower than the percentage of males (24 percent) in 1980, but in 2011 the percentage of females (36 percent) was 8 points higher than the percentage of males (28 percent).



Table A-48-1

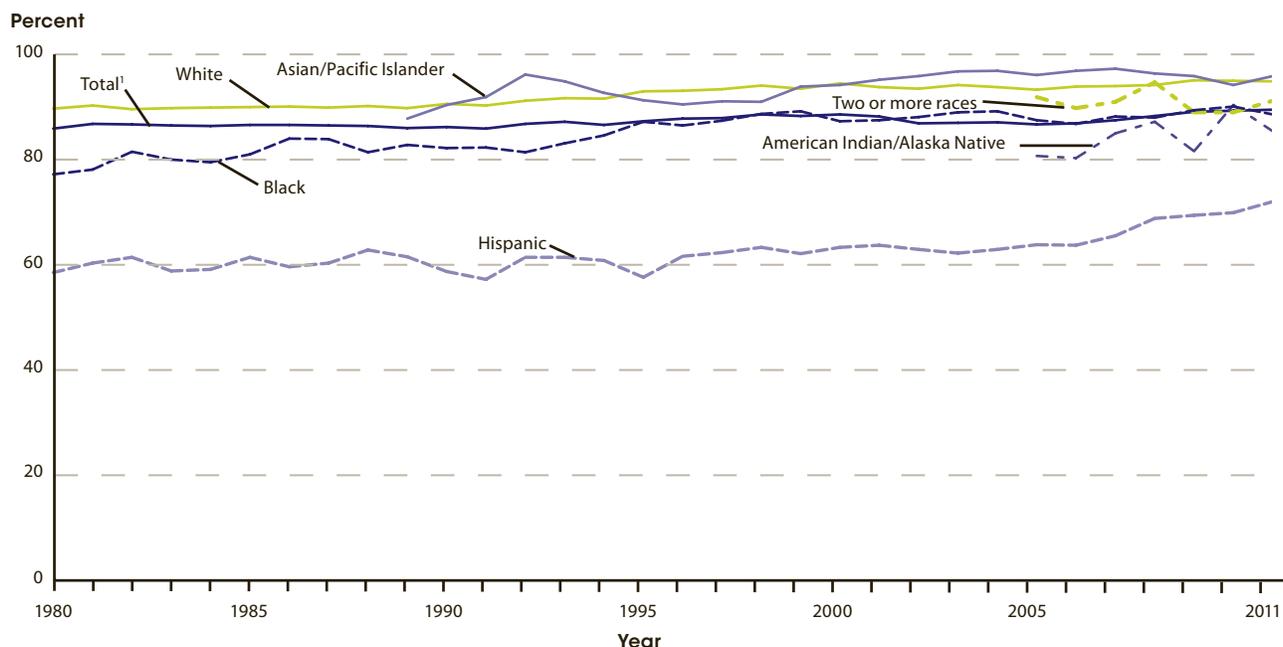
Glossary: *Educational attainment*

Technical Notes

This indicator uses March Current Population Survey (CPS) data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who are out of high school. In 1992, the CPS question on educational attainment was revised. Prior to 1992, a *high school diploma* meant completing 12 years of schooling; *some college* meant completing 1 or more years of college ("some college" may have included students who earned an associate's degree); a *bachelor's degree* meant completing 4 years of college; and data on attainment of a master's degree were not available. From 1992 onward, a *high school*

diploma means a high school diploma or equivalency certificate; *some college* means completing any college at all; and a *bachelor's degree* means earning a bachelor's degree. Included in the totals, but not shown separately, are estimates for persons from other racial/ethnic groups. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and educational attainment, see Appendix C – *Commonly Used Measures*. For more information on the CPS, see Appendix B – *Guide to Sources*. Some estimates are revised from previous publications.

Figure 48-1. Percentage of 25- to 29-year-olds who completed at least a high school diploma or equivalency, by race/ethnicity: 1980-2011

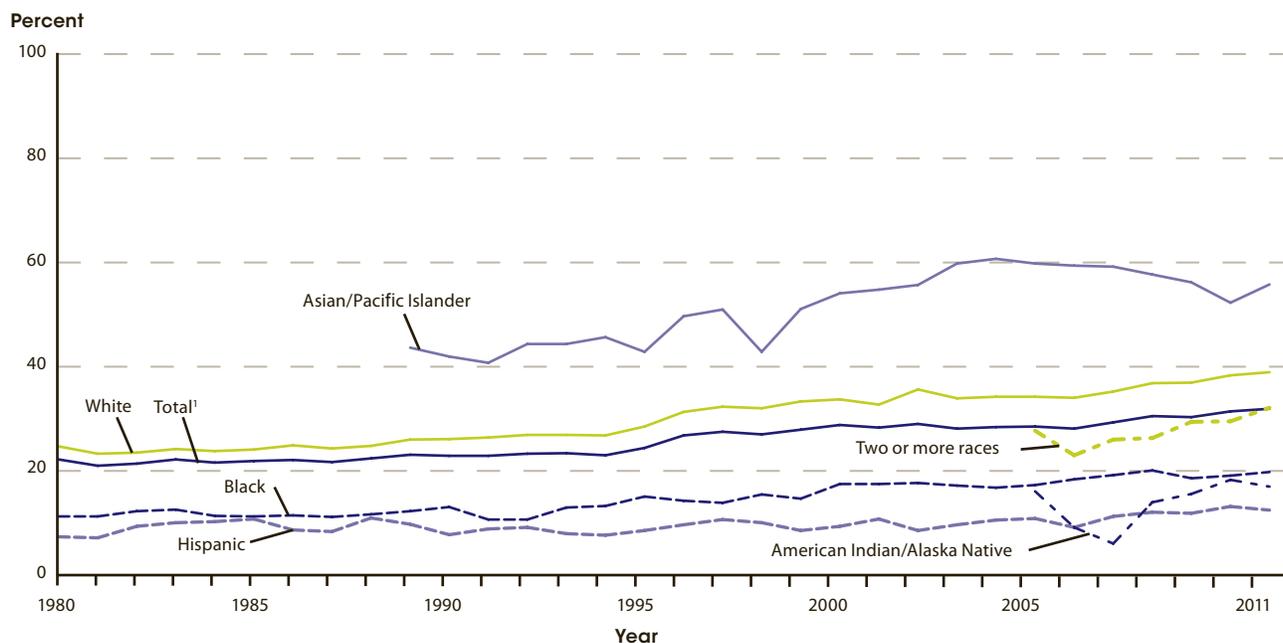


¹ Included in the totals but not shown separately are estimates for persons from other racial/ethnic groups.

NOTE: In 1992, the question on educational attainment was revised. Prior to 1992, a *high school diploma* meant completing 12 years of schooling; from 1992 onward, a high school diploma means a high school diploma or equivalency certificate. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and educational attainment, see Appendix C - *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1980-2011.

Figure 48-2. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity: 1980-2011



¹ Included in the totals but not shown separately are estimates for persons from other racial/ethnic groups.

NOTE: In 1992, the question on educational attainment was revised. Prior to 1992, a *bachelor's degree* meant completing 4 years of college; from 1992 onward, a bachelor's degree means earning a bachelor's degree. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and educational attainment, see Appendix C - *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B - *Guide to Sources*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1980-2011.

Annual Earnings of Young Adults

In 2010, young adults ages 25–34 with a bachelor’s degree earned 114 percent more than young adults without a high school diploma or its equivalent, 50 percent more than young adult high school completers, and 22 percent more than young adults with an associate’s degree.

In 2010, some 62 percent of young adults ages 25–34 who were in the labor force were employed full time throughout a full year (table A-49-1). The percentage of young adults working full time throughout a full year was generally higher for those with higher levels of educational attainment. For example, 71 percent of young adults with a bachelor’s degree or higher were full-time, full-year workers in 2010, compared with 57 percent of young adults with a high school diploma or its equivalent.

For young adults ages 25–34 who worked full time throughout a full year, higher educational attainment was associated with higher median earnings. This pattern of higher median earnings corresponding with higher levels of educational attainment was consistent for each year examined between 1995 and 2010 (see table A-49-1). For example, young adults with a bachelor’s degree consistently had higher median earnings than those with less education. This pattern also held across sex and race/ethnicity subgroups.

In 2010, the median of earnings for young adults with a bachelor’s degree was \$45,000, while the median was \$21,000 for those without a high school diploma or its equivalent, \$29,900 for those with a high school diploma or its equivalent, and \$37,000 for those with an associate’s degree. In other words, young adults with a bachelor’s degree earned more than twice as much as those without a high school diploma or its equivalent in 2010 (i.e., 114 percent more), 50 percent more than young adult high school completers, and 22 percent more than young adults with an associate’s degree. In 2010, the median of earnings for young adults with a master’s degree or higher was \$54,700, some 21 percent more than the median for young adults with a bachelor’s degree.

The difference (in constant 2010 dollars) in median earnings between those with a bachelor’s degree or higher

and those without a high school diploma or its equivalent increased between 1995 and 2010. For example, in 1995, the median of earnings for young adults with a bachelor’s degree or higher was \$24,500 greater than the median for those without a high school diploma or its equivalent; in 2010, this earnings differential was \$27,700. There was no measurable difference, however, between the 1995 median earnings differential and the 2010 median earnings differential of those with a bachelor’s degree or higher over those with a high school diploma or its equivalent. Nor was there a measurable difference between the 1995 median earnings differential and the 2010 median earnings differential of those with a master’s degree or higher over those with a bachelor’s degree.

Earnings differences were also observed by sex and race/ethnicity. In 2010, the median of earnings for young adult males was higher than the median for young adult females at every education level. For example, in 2010, young adult males with a bachelor’s degree earned \$49,800, while their female counterparts earned \$40,000. In the same year, the median of earnings by education level for White young adults generally exceeded the corresponding medians for Black and Hispanic young adults. Asian young adults with a bachelor’s degree or with a master’s degree or higher had higher median earnings than did their White, Black, and Hispanic counterparts in 2010. For example, the median of earnings in 2010 for young adults with at least a master’s degree was \$68,300 for Asians, \$54,300 for Whites, \$49,100 for Blacks, and \$48,800 for Hispanics.



Table A-49-1

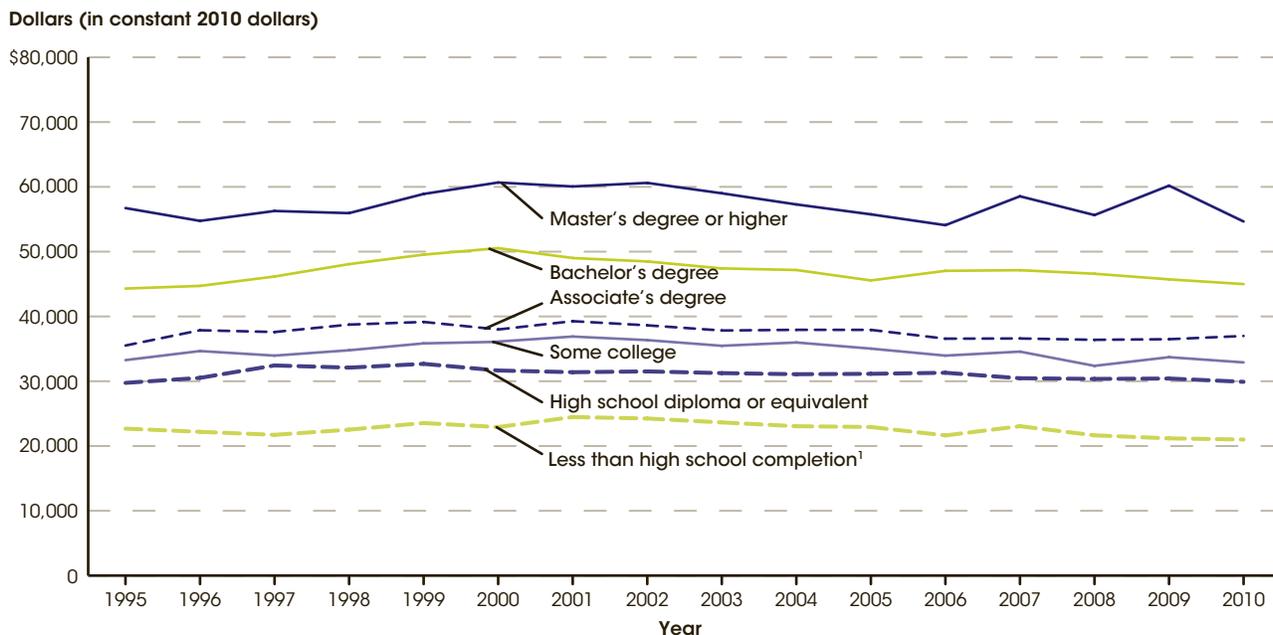
Glossary: Bachelor’s degree, Consumer Price Index (CPI), Constant dollars, Educational attainment, High school completer, Master’s degree

Technical Notes

High school completers are those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate). Median earnings are presented in 2010 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and to allow for direct comparison across years. For more information on the CPI, see Appendix C – Finance. *Full-year workers* refers to those who were employed 50 or more weeks during the previous year;

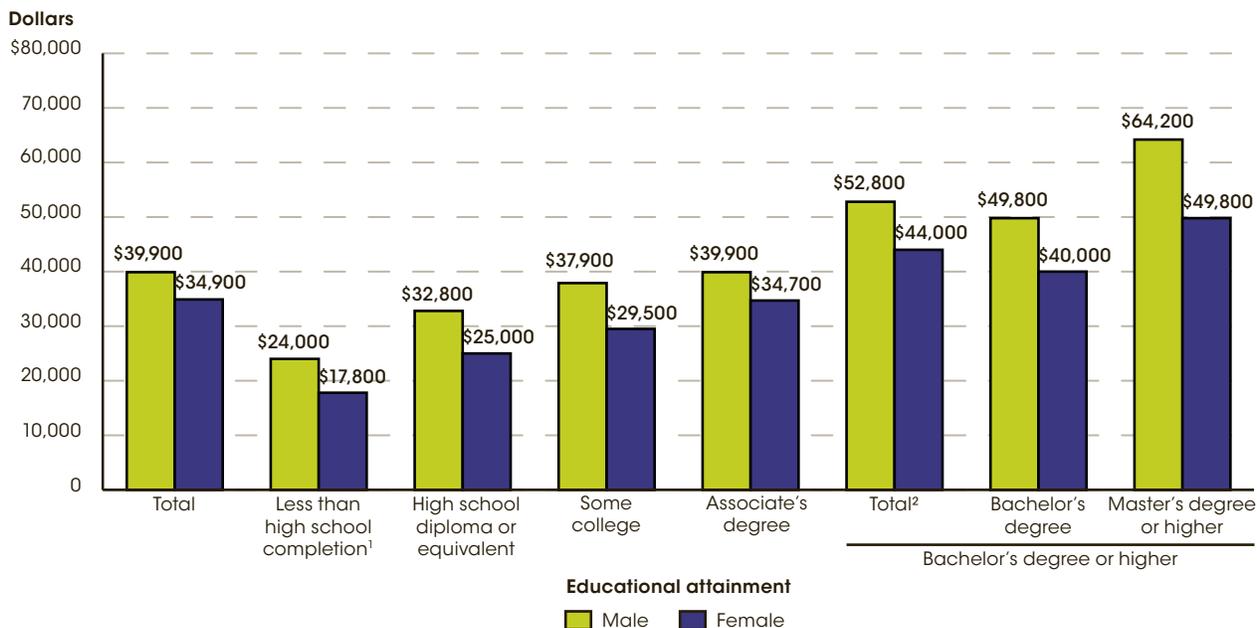
full-time workers refers to those who were usually employed 35 or more hours per week. Beginning in 2005, standard errors were computed using replicate weights, which produced more precise values than the methodology used in prior years. For more information on the Current Population Survey, see Appendix B – Guide to Sources. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – Commonly Used Measures.

Figure 49-1. Median annual earnings of full-time, full-year wage and salary workers ages 25-34, by educational attainment: 1995-2010



¹ Young adults in this category did not earn a high school diploma or receive alternative credentials such as a General Educational Development (GED) certificate.
 NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and to allow for direct comparison across years. For more information on the CPI, see Appendix C - Finance. Full-year workers refers to those who were employed 50 or more weeks during the previous year; full-time workers refers to those who were usually employed 35 or more hours per week. For more information on the Current Population Survey, see Appendix B - Guide to Sources. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C - Commonly Used Measures.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1996-2011.

Figure 49-2. Median annual earnings of full-time, full-year wage and salary workers ages 25-34, by educational attainment and sex: 2010



¹ Young adults in this category did not earn a high school diploma or receive alternative credentials, such as a General Educational Development (GED) certificate.
² Total represents median annual earnings of young adults with a bachelor's degree or higher.
 NOTE: Full-year workers refers to those who were employed 50 or more weeks during the previous year; full-time workers refers to those who were usually employed 35 or more hours per week. For more information on the Current Population Survey, see Appendix B - Guide to Sources.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2011.