



**Section 5**  
*Contexts of Postsecondary  
Education*



# Section 5

## *Contexts of Postsecondary Education*

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# Introduction

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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. Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including indicators from previous years, appear on the Web (see the "List of Indicators on *The Condition of Education* Website" on page xxix for a full listing of indicators).

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. For example, some institutions are research universities with graduate programs, while others focus on undergraduate education; some have a religious affiliation, while others do not; and some have selective entrance policies, while others have more open admissions.

Indicators in the first subsection focus on the characteristics of postsecondary students. Within this volume, indicators contain information on the racial and ethnic concentration in postsecondary institutions and the number and characteristics of U.S. students who study in foreign countries. An additional indicator on the website focuses on international students who study in U.S. postsecondary institutions.

The second subsection highlights the programs and courses in which postsecondary students enroll, which are an important feature of postsecondary education. Indicators in this volume highlight data on degree

completion, which show trends in the fields of study that undergraduate and graduate students receive their degrees in; another indicator compares the distribution of degrees awarded by different types of institutions.

Like elementary and secondary schools, postsecondary institutions provide learning opportunities for all students, along with support and accommodations for special populations of students. An indicator on the Web in the third subsection describes data on remedial coursetaking.

Faculty members, highlighted in the fourth subsection, are another defining feature of postsecondary institutions: they teach students, conduct research, and serve their institutions and communities. An indicator in this volume highlights trends in faculty salaries and benefits at different postsecondary levels and across different types of institutions.

Finally, *The Condition of Education* examines financial support for postsecondary education. Indicators in this volume include the number and characteristics of college students who are employed and an examination of federal grants and loans to undergraduate students. Other indicators provide measures of the price of attending a postsecondary institution. The last indicator in this volume examines the levels and sources of postsecondary revenues and expenditures. Indicators on the Web look at the institutional aid available to students, the debt burden of college graduates, and public funding for postsecondary institutions.

The indicators on the contexts of postsecondary education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

# Racial/Ethnic Concentration in Higher Education

*In 2008, White students accounted for 63 percent of college student enrollment. In that year, 14 percent of college students were Black, 12 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were nonresident aliens.*

This indicator examines the fall 2008 racial/ethnic distribution of undergraduate and postbaccalaureate students in the 4,400 public, private not-for-profit, and private for-profit 2- and 4-year degree-granting institutions in the United States. Overall, 63 percent of college students were White, 14 percent were Black, 12 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were nonresident alien students (see table A-39-1).

The percentages of students at public 2-year and private not-for-profit 2-year institutions who were Black (14 and 20 percent, respectively) were higher than the percentages at public 4-year and private not-for-profit 4-year institutions (11 and 12 percent, respectively). The percentage of students at for-profit institutions who were Black (27 percent) was higher than the percentages at other types of institutions. At public 2-year institutions, the percentage of students who were Hispanic (17 percent) was higher than the percentage at public 4-year institutions (10 percent), private not-for-profit 4-year institutions (7 percent), private not-for-profit 2-year institutions (9 percent), and private for-profit institutions (13 percent). The percentage of students at private not-for-profit 2-year institutions who were Asian/Pacific Islanders (5 percent) was lower than the percentage at private for-profit institutions (6 percent), public 4-year institutions (7 percent), and private not-for-profit 4-year institutions (6 percent). At private for-profit institutions, the percentage of students who were White (52 percent) was lower than the percentages at public 2- and 4-year institutions and private not-for-profit 2- and 4-year institutions (ranging from 59 to 69 percent).

There was variation among college students in the overall percentages of students who were from each racial/ethnic group, and there also was variation in the percentage of students from each racial/ethnic group who enrolled at specific types of colleges. Some colleges had substantially higher percentages of students from specific racial/ethnic groups than other colleges. Compared with Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students, a relatively high percentage of Black students (12 percent) attended colleges where Blacks constituted 75 percent or more of the enrollment (see table A-39-2). Some of these institutions were historically Black colleges and universities (HBCUs), which are institutions that were established prior to 1964 with the primary mission of educating Black Americans. In fall 2007, about 11 percent of Black students attended an HBCU. Compared with Black students, a smaller percentage of Hispanic students (6 percent) attended colleges where their racial/ethnic group constituted 75 percent or more of the enrollment in 2008. Despite their small percentage of the overall population, in 2008, about 8 percent of American Indian/Alaska Native students attended colleges where their racial/ethnic group made up 75 percent or more of the total enrollment. With few exceptions, most of these institutions were tribal colleges, which are institutions that are tribally controlled and located on reservations.



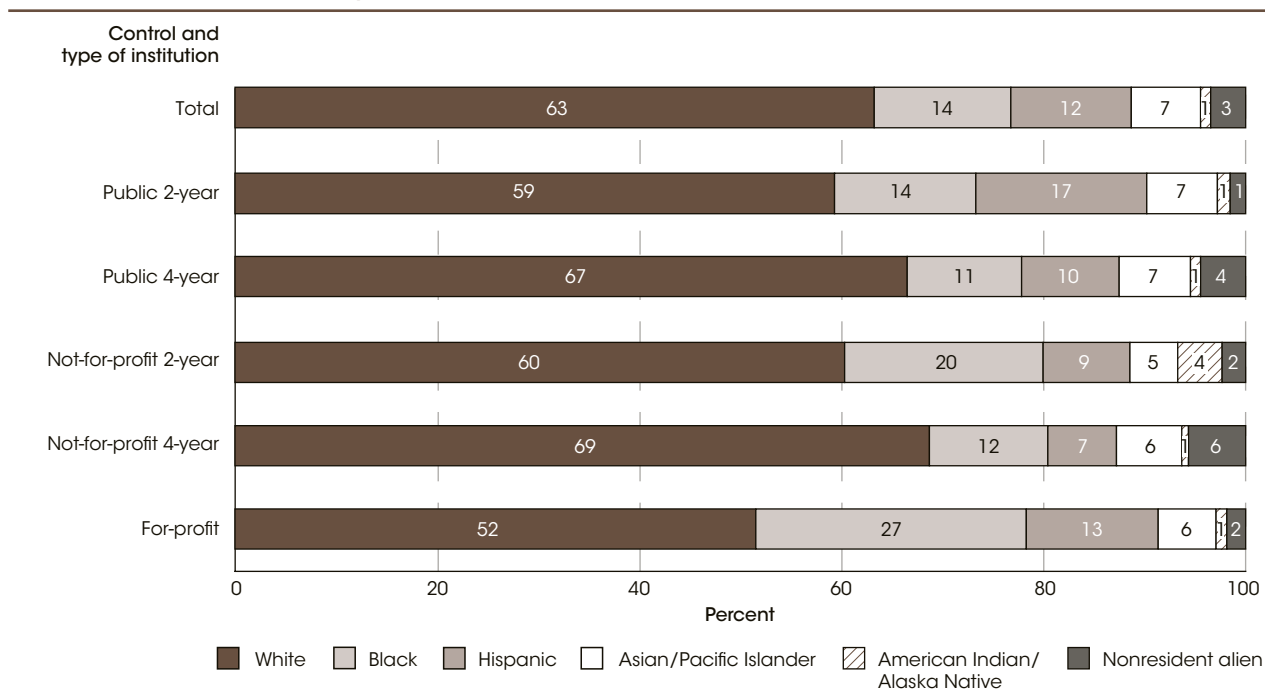
**For more information:** *Tables A-39-1 and A-39-2*  
**Glossary:** *Historically Black Colleges and Universities (HBCU), Nonresident alien, Postsecondary education*

## Technical Notes

This indicator includes information on institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. The percentage of Black students enrolled in HBCUs in fall 2007 was

derived from data in the *Digest of Education Statistics, 2009* (NCES 2010-013), tables 229 and 241. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

**Figure 39-1. Percentage distribution of fall enrollment in degree-granting institutions, by control and type of institution and race/ethnicity: Fall 2008**



NOTE: Includes undergraduate and postbaccalaureate students. Private institutions are presented in three categories: not-for-profit 2-year, not-for-profit 4-year, and for-profit (including both 2- and 4-year) institutions. Nonresident aliens are persons who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

# U.S. Students Studying Abroad

*From 1987–88 to 2007–08, the number of U.S. students studying abroad quadrupled, rising from 62,300 to 262,400 students.*

The number of U.S. students who study abroad has grown steadily over the past 20 years, increasing from 62,300 students in 1987–88 to 114,000 students in 1997–98 and reaching 262,400 students in 2007–08 (see table A-40-1). The study abroad participation rate of students seeking a bachelor's degree has also increased during this period: it is estimated that in 2007–08, some 15 out of every 100 students in a bachelor's degree program had studied abroad, compared with 9 out of every 100 students in 1997–98 and 5 out of every 100 students in 1987–88 (data not shown). The U.S. study abroad population is composed of undergraduate and graduate students who are enrolled in a degree program at an accredited higher education institution in the United States and who receive academic credit from that institution for their study abroad participation. The duration of study abroad programs ranges from a summer or one-month January term to a full calendar year. Of those students who studied abroad for any duration during the 2007–08 academic year, the greatest percentage were in their junior year of undergraduate education (36 percent) (see *Open Doors 2009*).

The geographic distribution of U.S. students studying abroad has shifted in the last two decades. In 2007–08, some 56 percent (147,700 students) of all U.S. study abroad students studied in Europe, compared with 64 percent (72,600 students) who did so in 1997–98 and 75 percent (47,000 students) in 1987–88 (see table A-40-1). Although the number of U.S. students studying abroad has increased in all regions, a greater percentage of those students have chosen to study in non-European regions, including Latin America, Asia, Oceania, Africa, or in multiple destinations. After Europe, Latin America had the greatest percentage of American students (15 percent) in 2007–08, followed by Asia (11 percent), and Oceania and Africa (both 5 percent). Two decades earlier, Latin America hosted 9 percent, Asia hosted 6 percent and Oceania and Africa both hosted 1 percent of U.S. study abroad students. From 1987–88 to 2007–08, the percentage of U.S. students studying abroad in multiple

destinations increased from 1 to 6 percent. Between 1987–88 and 2007–08, the Middle East was the only other host region besides Europe to have a decrease in the percentage of students studying abroad. In 1987–88, some 5 percent of students studying abroad (2,900 students) were in the Middle East, compared with 2 percent (2,200 students) in 1997–98 and 1 percent (3,400 students) in 2007–08.

The top five destination countries for U.S. study abroad students in 2007–08 were the United Kingdom, Italy, Spain, France, and China (see table A-40-2), accounting for 46 percent of all U.S. students studying abroad in that year. The top 25 destination countries all encountered increases in the number of students studying abroad from 1987–88 to 2007–08. Only three of those countries, Argentina, Brazil, and New Zealand, were not among the top 25 destinations in 1997–98.

Social sciences, business and management, and humanities were the top three fields of study among U.S. study abroad students in 2007–08; some 55 percent of U.S. study abroad students majored in one of those fields that year (see table A-40-3). Although the number of students studying abroad from all academic backgrounds has increased from 1987–88, the greatest percentage of students in 2007–08 majored in social sciences (22 percent), a percentage that has remained steady since 2002–03. Twenty percent of U.S. study abroad students majored in business and management in 2007–08, up from 11 percent in 1987–88 and 16 percent in 1997–98. The percentage of U.S. study abroad students who majored in foreign languages has experienced the largest decline in the last 20 years, from 15 percent in 1987–88 to 8 percent in 1997–98 and down to 6 percent in 2007–08.



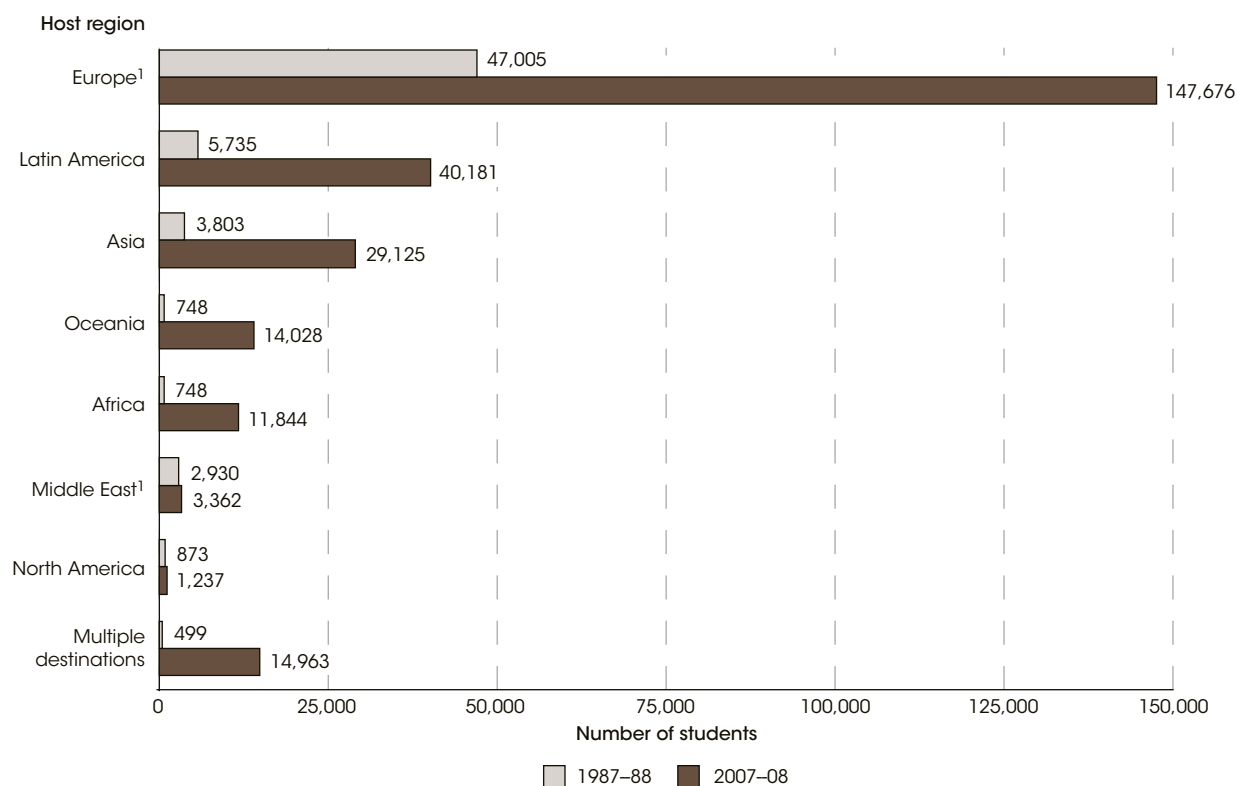
For more information: *Tables A-40-1 through A-40-3; Indicator 41*

Glossary: *Postsecondary education*

## Technical Notes

The U.S. study abroad population includes citizens and permanent residents; it does not include students who study abroad without receiving academic credit or U.S. students who are enrolled in a degree program overseas. For more information on the *Open Doors*

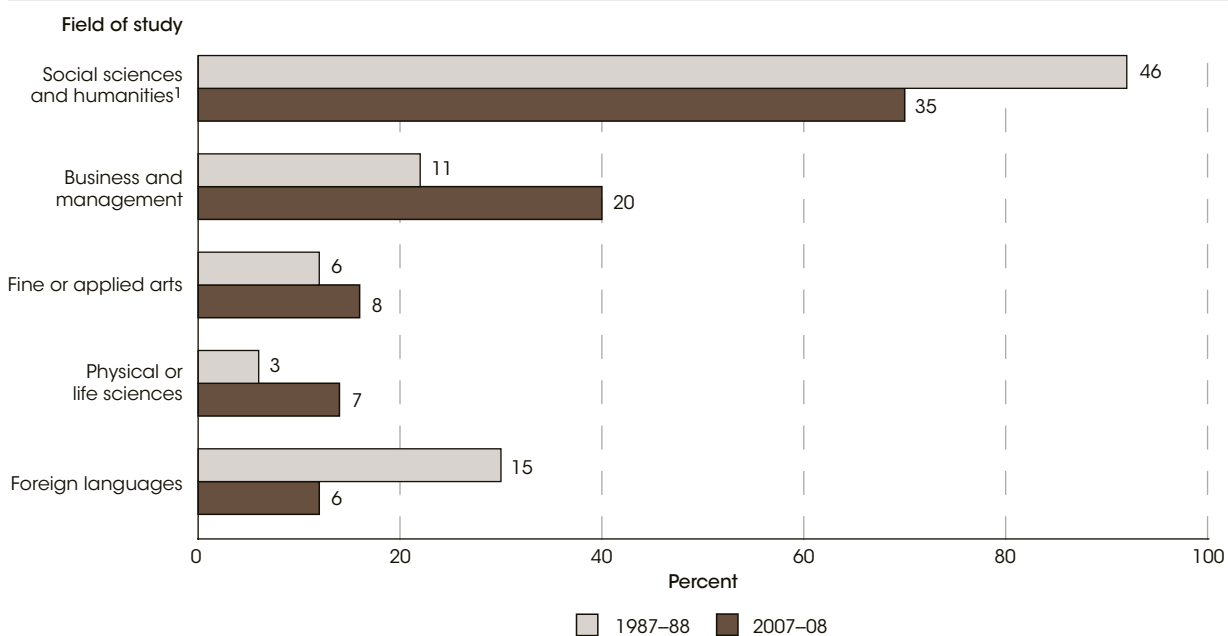
U.S. Study Abroad Survey, the calculation of the study abroad participation rate of students seeking a bachelor's degree, and information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

**Figure 40-1. Number of U.S. study abroad students, by host region: Academic years 1987–88 and 2007–08**

<sup>1</sup> Cyprus and Turkey were classified as part of the Middle East prior to 2004–05, but as part of Europe for 2004–05 and later years.

NOTE: For more information on the *Open Doors* U.S. Study Abroad Survey, see *supplemental note 3*.

SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, 1988–89 and 2009.

**Figure 40-2. Percentage of U.S. study abroad students, by field of study: Academic years 1987–88 and 2007–08**

<sup>1</sup> Social sciences and humanities were combined in 2007–08 for comparison purposes.

NOTE: For more information on fields of study and the *Open Doors* U.S. Study Abroad Survey, see *supplemental note 3*.

SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, 1988–89 and 2009.

## Undergraduate Fields of Study

*In 2007–08, degrees in the field of business made up 21 percent of the bachelor's degrees awarded. Approximately 335,300 bachelor's degrees were awarded in business that year.*

Of the 1.6 million bachelor's degrees awarded in 2007–08, over 50 percent were concentrated in five fields: business (21 percent), social sciences and history (11 percent), health professions and related clinical sciences (7 percent), education (7 percent), and psychology (6 percent) (see table A-41-1). The fields of visual and performing arts (6 percent), engineering and engineering technologies (5 percent), communication and communications technologies (5 percent), and biological and biomedical sciences (5 percent) represented an additional 20 percent of all bachelor's degrees awarded in 2007–08.

Overall, there was a 32 percent increase in the number of bachelor's degrees awarded from 1997–98 to 2007–08 (an increase of 378,700 bachelor's degrees awarded). Bachelor's degrees awarded in the field of parks, recreation, leisure and fitness studies had the largest percent increase of all fields (from 15,400 to 29,900 degrees, a 94 percent increase). The next largest percent increases were in the fields of visual and performing arts (from 52,100 to 87,700 degrees, a 68 percent increase) and communication and communication technology (from 50,300 to 81,000 degrees, a 61 percent increase). Education was the only field to decrease over this time period (3 percent).

About 57 percent of all bachelor's degrees conferred in 2007–08 were awarded to females. Looking at the five most prevalent degree fields, females earned between 49 and 85 percent of the degrees awarded in those fields. In 2007–08, females earned fewer bachelor's degrees than males in fields such as engineering and engineering technologies (17 percent of these degrees were awarded to females), computer and information sciences and support services (18 percent female), and physical sciences and science technologies (41 percent female). Between 1997–98 and 2007–08, there were changes in the percentage of bachelor's degrees conferred to females in several fields of study. For example, of all the bachelor's degrees conferred in the field of security and protective

services, the percentage that were conferred to females increased from 40 to 49 percent. 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 27 to 18 percent. Between 1997–98 and 2007–08, the number of degrees conferred in education increased for females but decreased for males.

Of the 750,200 associate's degrees earned in 2007–08, 55 percent were awarded in two broad areas of study: liberal arts and sciences, general studies, and humanities (34 percent) and health professions and related clinical sciences (21 percent). Overall, there was a 34 percent increase in the number of associate's degrees awarded from 1997–98 to 2007–08 (an increase of 191,600 associate's degrees awarded). The number of degrees awarded in the field of social sciences and history increased by the greatest percentage (86 percent) over this time period. Several fields experienced a decline in the number of associate's degrees awarded; for example, 4,400 fewer associate's degrees were awarded in engineering and engineering technologies in 2007–08 than in 1997–98 (a decrease of 8 percent).

Females earned 62 percent of all associate's degrees awarded in 2007–08. Females earned the majority (96 percent) of all associate's degrees awarded in the field of family and consumer sciences/human sciences. Females earned fewer associate's degrees than males in fields such as precision production (7 percent of these degrees were awarded to females) and engineering and engineering technologies (10 percent female).



For more information: *Table A-41-1; Indicators 40 and 42*

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

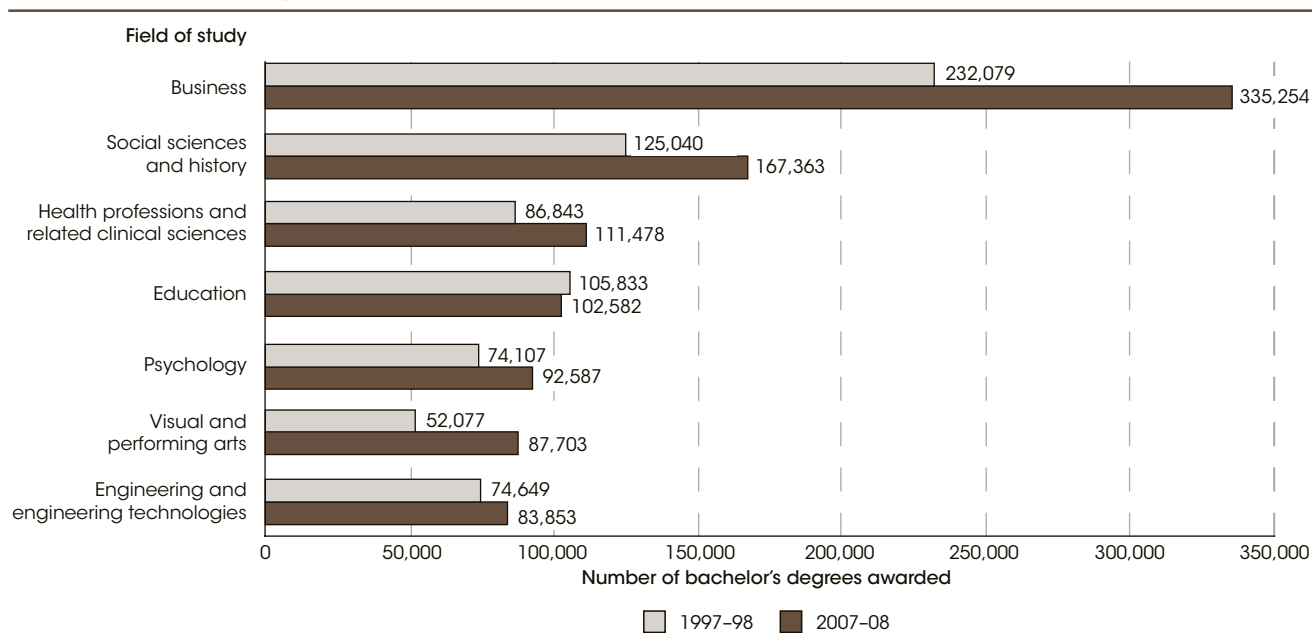
### Technical Notes

The percent increases discussed in this indicator refer to aggregate fields of study. For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for 1997–98 have been reclassified when necessary to conform to the new

taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.



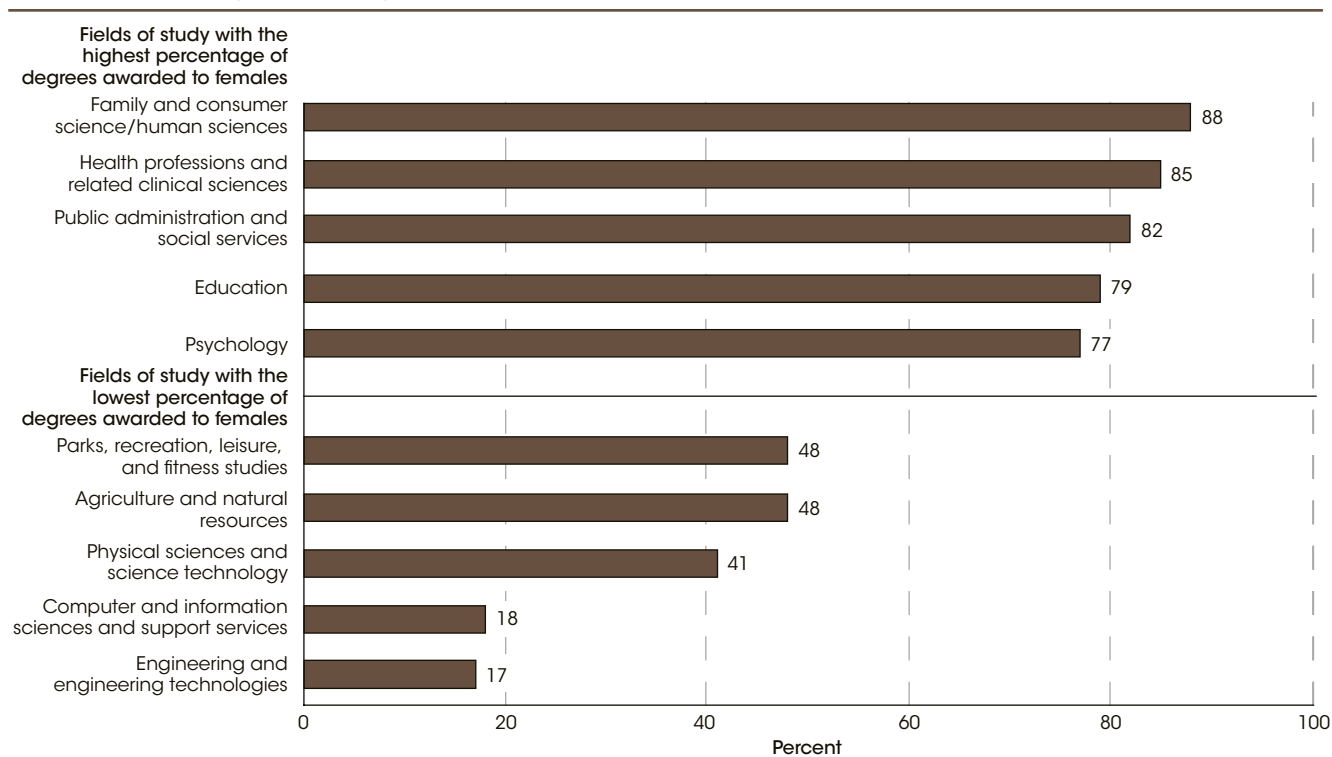
**Figure 41-1. Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1997-98 and 2007-08**



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1997-98 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:98) and Fall 2008.

**Figure 41-2. Percentage of bachelor's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2007-08**



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System, "Completions Survey," Fall 2008.

## Graduate and First-Professional Fields of Study

Overall, 625,000 master's degrees and 63,700 doctoral degrees were awarded in 2007–08, an increase of 45 and 38 percent, respectively, since 1997–98.

Of the 625,000 master's degrees awarded in 2007–08, over 50 percent were concentrated in two fields: education (28 percent) and business (25 percent) (see table A-42-1). During that same academic year, an additional 9 percent of all master's degrees were awarded in the field of health professions and related clinical sciences.

Overall, there was a 45 percent increase in the number of master's degrees awarded from 1997–98 to 2007–08 (an increase of 194,900 master's degrees awarded). During this period, the two fields awarding the most master's degrees, education and business, increased 55 and 53 percent, respectively. The field of security and protective services had the largest percent increase in the number of master's degrees awarded (from 2,000 to 5,800 degrees, a 188 percent increase); the second largest increase occurred in the field of multi/interdisciplinary studies (from 3,100 to 5,300 degrees, a 72 percent increase). The field of physical sciences and science technologies saw the smallest percentage increase in the number of master's degrees awarded over this period (from 5,300 to 5,900 degrees, an 11 percent increase).

Females earned 61 percent of all master's degrees awarded in 2007–08. In the two fields awarding the most master's degrees, education and business, females earned 77 and 45 percent, respectively, of all master's degrees awarded. In addition, females earned 81 percent of all master's degrees awarded in the field of health professions and related clinical sciences. However, females earned fewer master's degrees than males in 2007–08 in fields such as engineering and engineering technologies (23 percent female) and computer and information sciences and support services (27 percent female).

In 2007–08, of the 63,700 doctoral degrees awarded, over 50 percent were awarded in four fields: health

professions and related clinical sciences (16 percent), education (13 percent), engineering and engineering technologies (13 percent), and biological and biomedical sciences (11 percent). Overall, there was a 38 percent increase in the number of doctoral degrees awarded from 1997–98 to 2007–08 (an increase of 17,700 doctoral degrees awarded). In 2007–08, more doctoral degrees were awarded in the field of health professions and related clinical sciences than in any other field, and between 1997–98 and 2007–08 the number of degrees awarded in this field increased four-fold.

In 2007–08, females earned about 51 percent (or 32,500 degrees) of all doctoral degrees awarded, a 68 percent increase from 1997–98. Females earned fewer doctoral degrees than males in 2007–08 in fields such as engineering and engineering technologies and computer and information sciences and support services (21 and 22 percent female, respectively).

In 2007–08, of the 91,300 first-professional degrees awarded, 48 percent were awarded in the field of law. An additional 17 percent of first-professional degrees were conferred in the field of medicine, and 12 percent were conferred in pharmacy. Between 1997–98 and 2007–08, there was a 16 percent increase in the number of first-professional degrees awarded. During this period, the field of pharmacy saw the greatest percentage increase in the number of degrees awarded (199 percent). Females earned half of all first-professional degrees awarded in 2007–08, a 35 percent increase from 1997–98.



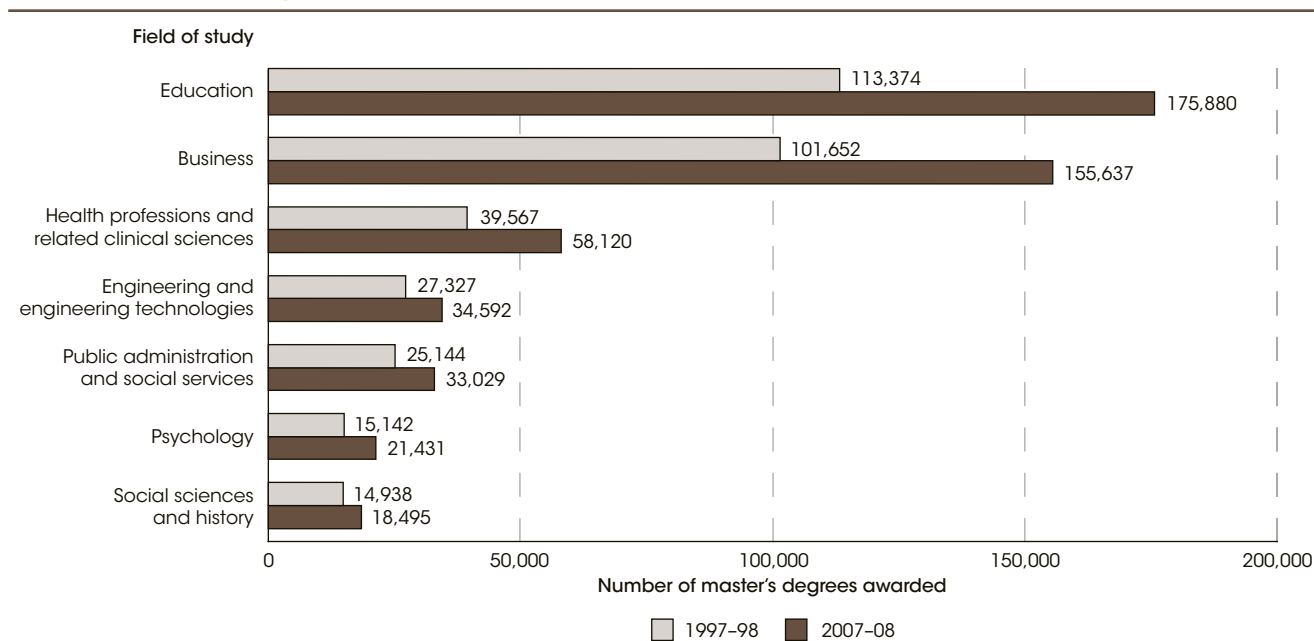
For more information: *Table A-42-1; Indicator 41 Glossary: Classification of Instructional Programs (CIP), Doctoral degree, First-professional degree, Master's degree*

### Technical Notes

The percent increases discussed in this indicator refer to aggregate fields of study. For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for 1997–98 have been reclassified when necessary to conform to the new

taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

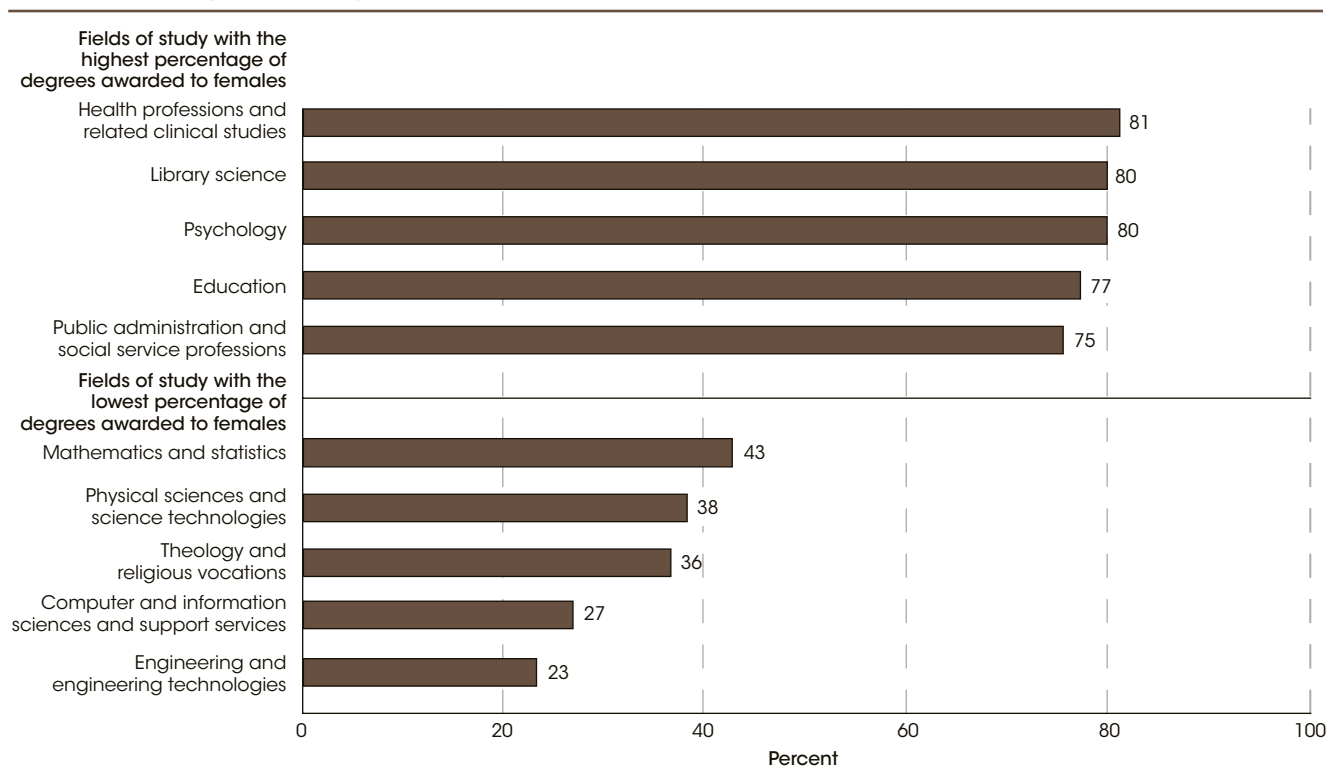
**Figure 42-1. Number of master's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1997-98 and 2007-08**



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1997-98 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:98) and Fall 2008.

**Figure 42-2. Percentage of master's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2007-08**



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System, "Completions Survey," Fall 2008.

# Degrees Conferred by Public and Private Institutions

*Between 1997–98 and 2007–08, the number of degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public and private not-for-profit institutions; this was true for all types of degrees.*

Between 1997–98 and 2007–08, the number of postsecondary degrees conferred by public and private institutions generally increased for each type of degree, although at varying rates. For all degree types, the percentage increases were smaller for public and private not-for-profit institutions than for private for-profit institutions.

The number of associate's degrees awarded between 1997–98 and 2007–08 increased by 27 percent for public institutions (from 455,100 to 578,500 degrees) and more than doubled for private for-profit institutions (from 55,800 to 126,900 degrees); for private not-for-profit institutions, the number of associate's degrees awarded decreased by 6 percent (from 47,600 to 44,800 degrees). Due to these changes, public institutions conferred 81 percent of all associate's degrees in 1997–98 and 77 percent of such degrees in 2007–08, while the percentage of associate's degrees conferred by private for-profit institutions increased from 10 to 17 percent during this time (see table A-43-1).

The number of bachelor's degrees awarded grew by 27 percent each for public institutions (from 784,300 to 996,400 degrees) and private not-for-profit institutions (from 386,500 to 490,700 degrees) between 1997–98 and 2007–08. The number of bachelor's degrees conferred by private for-profit institutions quadrupled (from 13,700 to 75,900 degrees) during this period; despite the larger percent gains, bachelor's degrees conferred by private for-profit institutions awarded 5 percent of all bachelor's degrees conferred in 2007–08. Public institutions awarded 64 percent and private not-for-profit institutions awarded 31 percent of all bachelor's degrees conferred in 2007–08.

Overall, the number of master's degrees conferred between 1997–98 and 2007–08 increased by 45 percent (from 430,200 to 625,000 degrees). The percentage increase in the number of master's degrees awarded by private not-for-profit was about the same as the overall percentage increase in the number awarded. Master's degrees awarded by private not-for-profit accounted for 44 percent of all master's degrees awarded in 1997–98 and 43 percent of those awarded in 2007–08. For public

institutions, however, the number of master's degrees conferred increased at a lower rate (27 percent), resulting in a decrease in their share of all master's degrees: public institutions conferred 55 percent of all master's degrees in 1997–98 and 48 percent in 2007–08. In contrast, the number of master's degrees conferred by private for-profit institutions increased eight-fold, resulting in an increase in their share of total master's degrees conferred. Private for-profit institutions conferred 1 percent of all master's degrees in 1997–98 and 9 percent in 2007–08.

The total number of first-professional degrees conferred between 1997–98 and 2007–08 increased by 16 percent (from 78,600 to 91,300 degrees), with few changes in the proportion of degrees conferred by each type of institution. In 2007–08, private not-for-profit institutions conferred 58 percent, public institutions conferred 41 percent, and private for-profit institutions conferred less than 1 percent of all first-professional degrees. From 1997–98 to 2007–08, the number of doctoral degrees conferred by public institutions increased from 29,700 to 38,300 degrees; by private not-for-profit institutions, from 15,900 to 23,000 degrees; and by private for-profit institutions from 350 to 2,400 degrees.

Although enrollment size is not reported here, the growing number of private for-profit institutions provides context for the percentage increases in the number of degrees conferred by these types of institutions. For example, the number of private for-profit 4-year institutions increased from 170 to 490 between 1997–98 and 2007–08, accounting for most of the overall increase in the number of 4-year institutions (from 2,310 to 2,680 institutions) (see table A-43-2). In addition, the number of private for-profit 2-year institutions increased from 480 to 550 during this time, while the total number of 2-year institutions decreased.



For more information: *Tables A-43-1 and A-43-2; Indicators 7, 8, and 23*

Glossary: *Associate's degree, Bachelor's degree, Doctoral degree, First-professional degree, Private institution, Public institution*

## Technical Notes

This indicator includes only degree-granting institutions that participated in Title IV federal financial aid programs. For more information on the Integrated

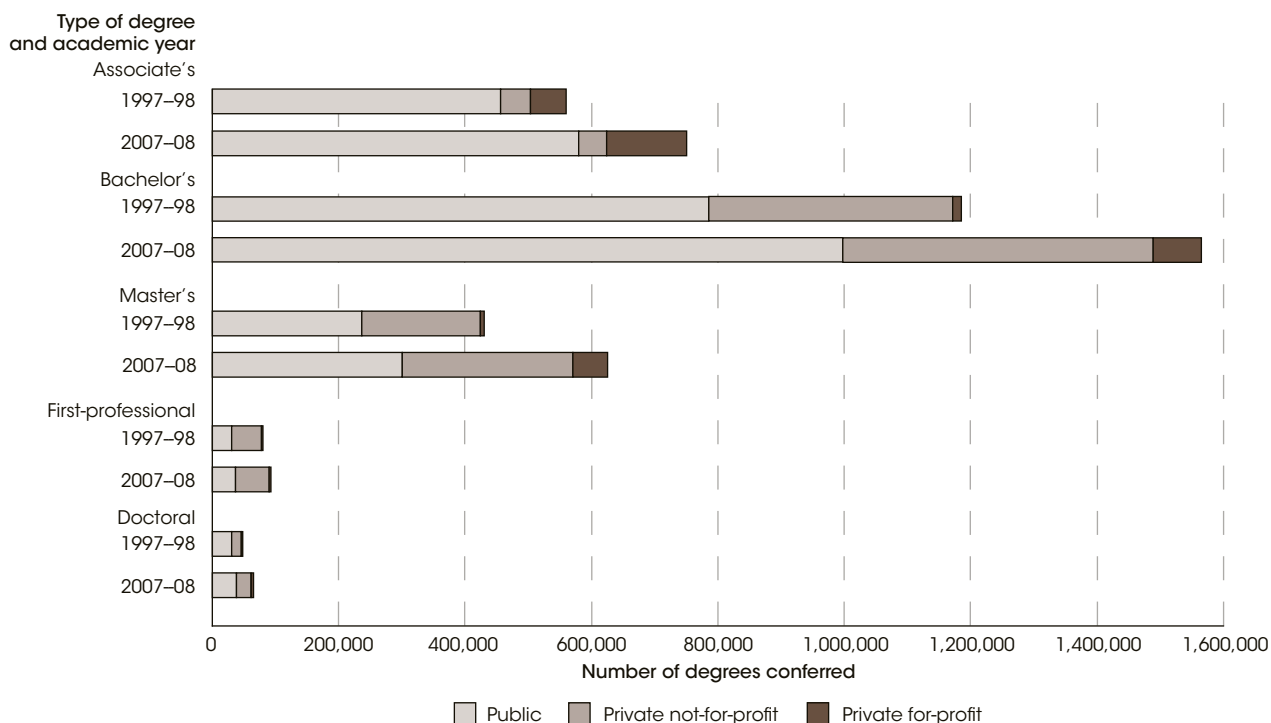
Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see *supplemental notes 3 and 8*.

**Table 43-1. Number of degrees conferred by degree-granting institutions and percent change, by control of institution and type of degree: Academic years 1997-98 and 2007-08**

Type of degree and academic year	Total	Public	Private		
			Total	Not-for-profit	For-profit
<b>Associate's</b>					
1997-98	558,555	455,084	103,471	47,625	55,846
2007-08	750,164	578,520	171,644	44,788	126,856
Percent change	34.3	27.1	65.9	-6.0	127.2
<b>Bachelor's</b>					
1997-98	1,184,406	784,296	400,110	386,455	13,655
2007-08	1,563,069	996,435	566,634	490,685	75,949
Percent change	32.0	27.0	41.6	27.0	456.2
<b>Master's</b>					
1997-98	430,164	235,922	194,242	188,175	6,067
2007-08	625,023	299,923	325,100	270,246	54,854
Percent change	45.3	27.1	67.4	43.6	804.1
<b>First-professional</b>					
1997-98	78,598	31,233	47,365	47,018	347
2007-08	91,309	37,278	54,031	53,225	806
Percent change	16.2	19.4	14.1	13.2	132.3
<b>Doctoral</b>					
1997-98	46,010	29,715	16,295	15,944	351
2007-08	63,712	38,315	25,397	23,037	2,360
Percent change	38.5	28.9	55.9	44.5	572.4

NOTE: Includes institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. See the glossary for definitions of first-professional and doctoral degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98) and Fall 2008.

**Figure 43-1. Number of degrees conferred by degree-granting institutions, by type of degree and control of institution: Academic years 1997-98 and 2007-08**

NOTE: Includes institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. See the glossary for definitions of first-professional and doctoral degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98) and Fall 2008.

# Faculty Salaries, Benefits, and Total Compensation

*After increasing by 14 percent during the 1980s and by 5 percent during the 1990s, average faculty salaries were 4 percent higher in 2008–09 than in 1999–2000, after adjusting for inflation.*

In 2008–09, the average faculty salary was \$73,600, with institutional averages ranging from \$43,500 at private 2-year colleges to \$97,700 at private doctoral universities (see table A-44-1). From 1979–80 to 2008–09, the average salary for full-time instructional faculty at postsecondary institutions increased by 24 percent, after adjusting for inflation. Average salaries were higher in 2008–09 than in 1979–80 for faculty with academic ranks. The increase was greatest for instructors, whose average salary increased by 46 percent, followed by that of professors, whose average salary increased by 30 percent. Similarly, the average faculty salary was higher in 2008–09 than in 1979–80 at most types of institutions, with increases ranging from 9 percent at public 2-year colleges to 41 percent at private doctoral universities.

Much of the growth in faculty salaries between 1979–80 and 2008–09 occurred during the earlier years of this time span. After increasing by 14 percent during the 1980s and by 5 percent during the 1990s, average salaries for faculty were 4 percent higher in 2008–09 than they were in 1999–2000, after adjusting for inflation. The pattern differed across the various types of institutions, which are categorized by the highest degree awarded: doctoral, master's, other 4-year (baccalaureate), or 2-year. In 2008–09, average faculty salaries at public and private doctoral universities, private master's degree universities, and public other 4-year colleges were between 2 and 4 percent higher than they were in 1999–2000. In contrast, salaries increased by 9 percent at private other 4-year colleges. At private 2-year colleges, faculty salaries were 4 percent lower in 2008–09 than in 1999–2000.

Average fringe benefits for faculty (adjusted for inflation) have increased by a higher percentage than average salaries since 1979–80 (78 vs. 24 percent). As a result, salary accounted for 78 percent of total compensation for faculty in 2008–09, compared with 84 percent of total compensation in 1979–80. Between 1999–2000 and 2008–09, fringe benefits increased by a higher percentage than salaries at most institution types. In 2008–09, average fringe benefits for faculty were 21 percent higher than in 1999–2000, while average faculty salaries were 4 percent higher. Fringe benefits for faculty generally increased by a higher percentage at public institutions than at private institutions. The average benefit for faculty at public master's degree institutions increased by 24 percent, compared with the 17 percent increase for faculty at private master's degree universities. The average benefit for faculty at public other 4-year colleges increased by 32 percent, compared with the 23 percent increase for faculty at private other 4-year colleges. Between 1999–2000 and 2008–09, benefits for faculty at public 2-year institutions increased by 25 percent, while benefits at private 2-year colleges decreased by 5 percent.

Combining salary with benefits, full-time instructional faculty received an average total compensation package in 2008–09 that was about 7 percent higher than the package they received in 1999–2000. In 2008–09, the average compensation package for faculty was about \$93,900, including \$73,600 in salaries and \$20,300 in benefits.



For more information: *Table A-44-1*

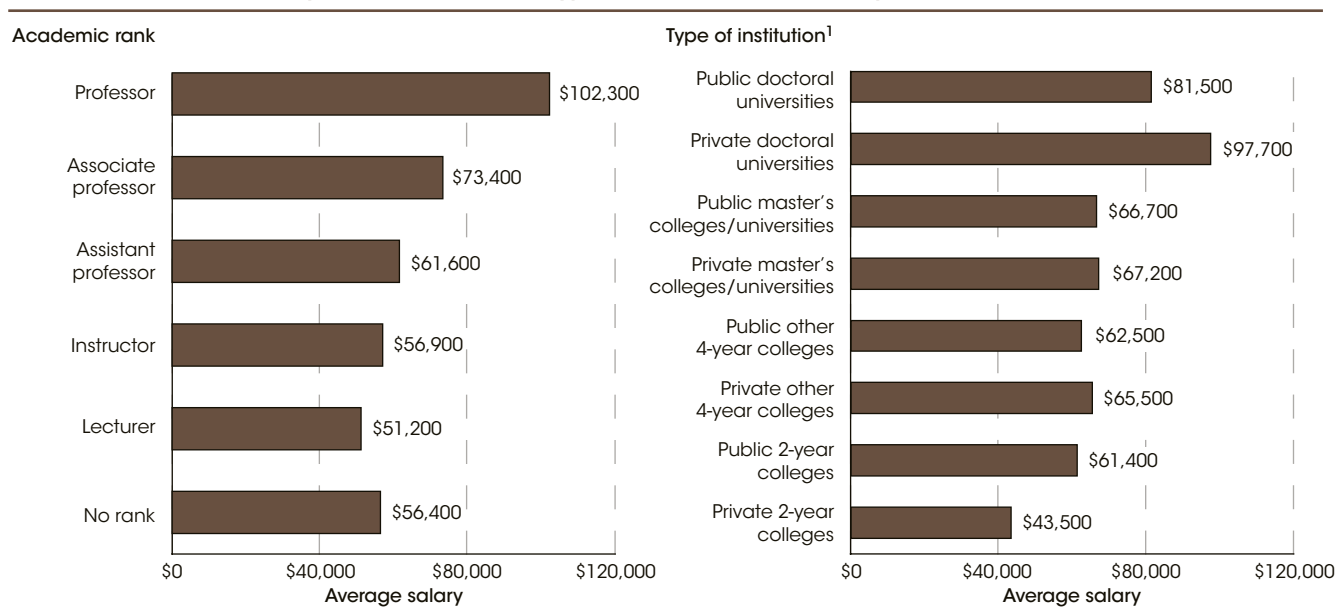
Glossary: *Consumer Price Index (CPI), Faculty, Four-year postsecondary institution, Private institution, Public institution, Salary, Two-year postsecondary institution*

## Technical Notes

Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits. Institutions in this indicator are classified based on the number of highest degrees awarded. 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 *supplemental note 8*. 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 National Center for Education Statistics (NCES) reports. Data exclude faculty on

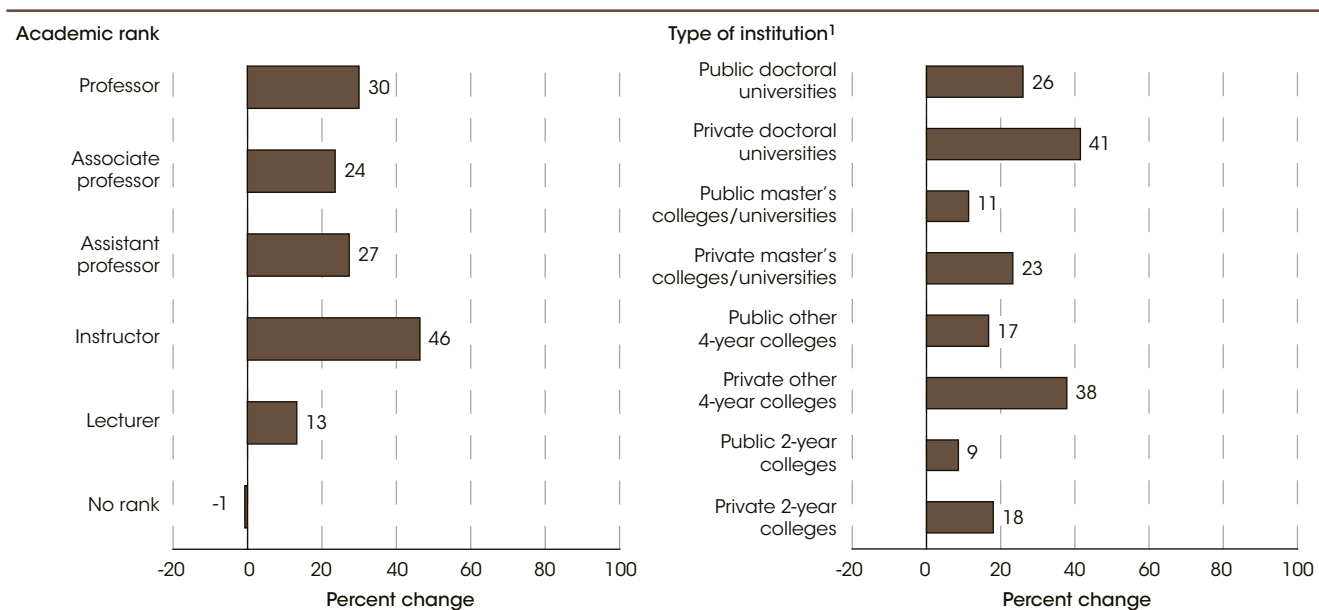
contracts of less than 9 months and 11- and 12-month contracts. In 2008–09, less than 1 percent of faculty were on less-than-9-month contracts and 17 percent were on 11- and 12-month contracts. Salaries, benefits, and compensation are adjusted by the Consumer Price Index (CPI) to constant 2008–09 dollars. Academic ranks include professor, associate professor, assistant professor, instructor, and lecturer. The data are reported for the 50 States and D.C. and exclude Puerto Rico and the territories. Detail may not sum to totals because of rounding. For more information on the CPI, see *supplemental note 10*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

**Figure 44-1. Average salary for full-time instructional faculty on 9- and 10-month contracts at degree-granting institutions, by academic rank and type of institution: Academic year 2008-09**



<sup>1</sup> Institutions in this indicator are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see *supplemental note 8*.  
 NOTE: 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 *supplemental note 3*.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008-09 Integrated Postsecondary Education Data System (IPEDS), Fall 2008 and Winter 2008-09.

**Figure 44-2. Percent change in average salaries for full-time instructional faculty on 9- and 10-month contracts at degree-granting institutions, by academic rank and type of institution: Academic years, 1979-80 through 2008-09**



<sup>1</sup> Institutions in this indicator are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see *supplemental note 8*.  
 NOTE: 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. Estimates are adjusted by the Consumer Price Index (CPI) to constant 2008-09 dollars. For more information on the CPI, see *supplemental note 10*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979-80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 2008-09 Integrated Postsecondary Education Data System (IPEDS), Fall 2008 and Winter 2008-09.

# College Student Employment

*In 2008, about 45 percent of full-time and 79 percent of part-time college students ages 16–24 were employed.*

The percentage of full-time college students ages 16–24 who were employed increased from 34 to 52 percent between 1970 and 2000 and then decreased to 47 percent in 2001, but from 2001 through 2008 there was no measurable change (see table A-45-1). In 2008, about 45 percent of full-time college students were employed, which was not measurably different from the percentage of students who were employed during most of the early 1990s. The number of hours these students worked per week increased from 1970 to 2000 and has since remained relatively stable. From 1970 to 2000, the percentage of full-time students who worked 20–34 hours per week increased from 10 to 22 percent and the percentage who worked 35 or more hours per week increased from 4 to 9 percent. From 2000 to 2008, the percentage of students working 20–34 hours per week remained between 20 and 22 percent and the percentage working 35 or more hours per week remained between 8 and 9 percent.

In 2008, about 79 percent of part-time college students ages 16–24 were employed. In contrast to the increase among full-time college students, there was no measurable change between 1970 and 2008 in the percentage of part-time college students who were employed. In addition, part-time college students worked fewer hours in 2008 than they did in 1970: the percentage of students working 35 or more hours per week decreased from 60 to 44 percent during this period.

The percentage of full-time college students at public and private 4-year institutions who were employed generally followed the pattern of the overall percentage of employed full-time college students; that is, the percentage increased from 1990 to 2000, decreased from 2000 to 2001, and then remained relatively steady through 2008. The percentage of full-time students at public 2-year colleges who were employed did not measurably change between 1990 and 2000 but decreased from 2000 to 2008. In contrast to full-time students, the percentage of part-time students in public and private 4-year institutions who were employed did not measurably change between 1990 and 2008. The percentage of part-time students in public 2-year colleges who were employed in 1990 was not measurably different from the percentage in 2007, but from 2007 to 2008 it decreased from 83 to 75 percent.

## Technical Notes

College includes both 2- and 4-year institutions. College students were classified as attending 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. *Hours worked per week* refers to the number of hours the respondent

The percentages of students who were employed differed by type of institution. In general, the percentages of full-time students who were employed were higher at public 2-year colleges than at 4-year institutions for all years of data shown between 1990 and 2008. In addition, the percentages of full-time students who were working while attending public 4-year institutions were higher than the percentages of full-time students at private 4-year institutions. In 2008, for example, about 53 percent of full-time students at public 2-year colleges were employed, compared with 44 percent of full-time students at public 4-year institutions and 38 percent at private 4-year institutions. The percentage of part-time students who were employed generally did not differ by type of institution between 1990 and 2007, though in 2008 a higher percentage of part-time students at public 4-year institutions worked than did those at public 2-year institutions.

In 2008, the percentage of full-time college students ages 16–24 who were employed differed by sex and race/ethnicity. A higher percentage of female than male full-time students were employed (49 vs. 42 percent) (see table A-45-2). Also, the employment rates of full-time students were higher among White and Hispanic students (49 and 42 percent, respectively) than among Black and Asian students (34 and 29 percent, respectively).

The percentage of students who were employed in 2008 also differed by student enrollment level. The percentage of part-time graduate students who were employed was higher than that of part-time undergraduate students (90 vs. 78 percent). At both the part-time and full-time level, graduate students worked more hours per week than undergraduate students. For example, 74 percent of part-time graduate students worked 35 or more hours per week, compared with 40 percent of part-time undergraduates.

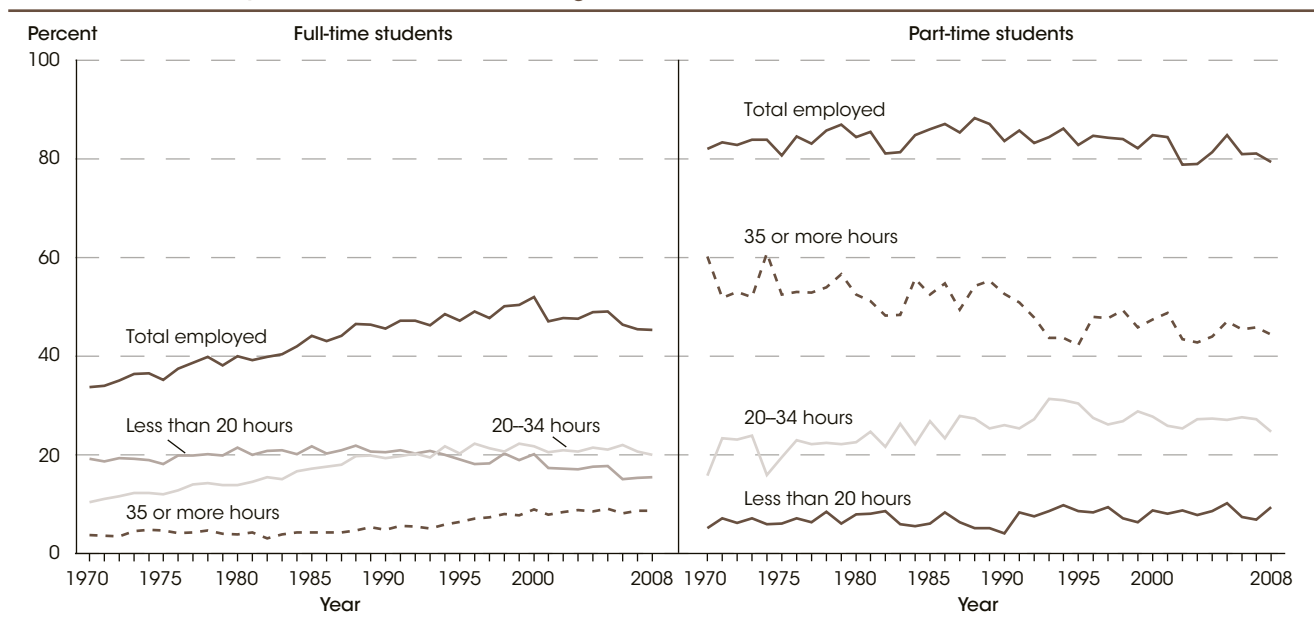


For more information: *Tables A-45-1 and A-45-2*  
 Glossary: *Four-year postsecondary institution, Full-time enrollment, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution*

worked at all jobs during the survey week. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.



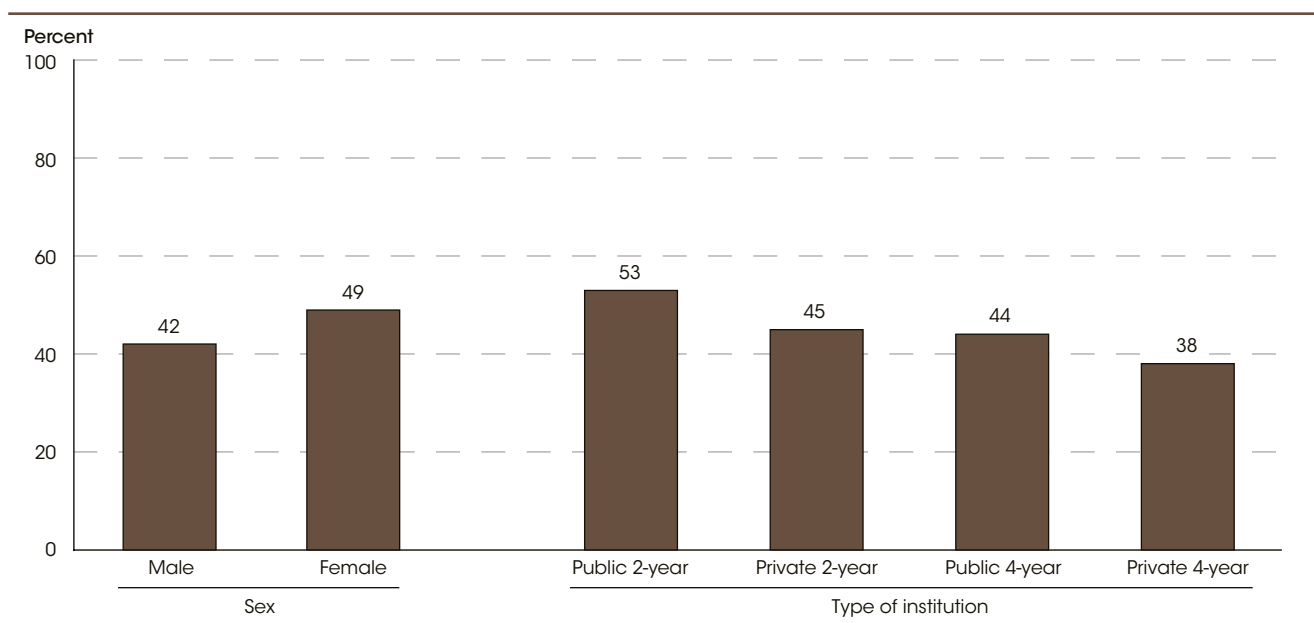
**Figure 45-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2008**



NOTE: College includes both 2- and 4-year institutions. College students were classified as attending 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; therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970-2008.

**Figure 45-2. Percentage of 16- to 24-year-old full-time college students who were employed, by sex and type of institution: 2008**



NOTE: College includes both 2- and 4-year institutions. College students were classified as attending 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. Percent employed estimates include those who were employed but not at work during the survey week. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2008.

# Federal Grants and Loans to Undergraduates

*From 1999–2000 to 2007–08, the percentage of full-time, full-year undergraduates with federal grants and loans increased. The average federal grant amount was larger in 2007–08 than in 1999–2000, but the average federal loan amount was smaller.*

Grants and loans are the major forms of federal financial support for postsecondary students. Federal grants, which do not need to be repaid, are available to undergraduates who qualify by income, whereas loans are available to all students. In addition to federal financial aid, there are also grants from state and local governments, the institution, and private sources, as well as private loans.

In 2007–08, about 65 percent of full-time, full-year undergraduates received grants from all sources, up from 59 percent in 1999–2000 (see table A-46-1). From 1999–2000 to 2007–08, the percentage of full-time, full-year undergraduates receiving federal grants increased from 31 to 33 percent. From 1999–2000 to 2007–08 the average grant amount from any source for full-time, full-year undergraduates increased from \$6,300 to \$7,300 (in constant 2008–09 dollars). During this period, the average federal grant also increased from \$3,200 to \$3,700. The percentage of low-income dependent undergraduate students who received federal grants increased from 72 percent in 1999–2000 to 80 percent in 2007–08. In 2007–08, about 15 percent of middle-income and less than 1 percent of high-income students received federal grants.

For full-time, full-year undergraduates at public 2-year institutions in 2007–08, the percentage receiving federal grants was 37 percent, compared with 29 percent of students at public 4-year institutions, and 28 percent of students at private not-for-profit 4-year institutions. From 1999–2000 to 2007–08, the percentage of students at public 2-year institutions receiving federal grants increased from 32 to 37 percent; however, the percentages of students receiving federal grants at public 4-year and private not-for-profit 4-year institutions showed no measurable change during this period.

The percentage of all full-time, full-year undergraduates who had taken out a loan, including federal loans, was 53

percent in 2007–08, up from 45 percent in 1999–2000. In 2007–08, almost 50 percent of all full-time, full-year undergraduates took out federal loans, compared with the 44 percent who took out federal loans in 1999–2000. Of those students taking out a loan, the average loan amount from any source for undergraduates was \$8,200 in 2007–08, an increase over the average amount in 1999–2000 (\$6,900, in constant 2008–09 dollars). However, the average federal loan amount for full-time, full-year undergraduates declined from \$6,100 to \$5,500.

From 1999–2000 to 2007–08, the percentage of low-income dependent undergraduates who took out federal loans increased from 47 to 51 percent. In 2007–08, there was no measurable difference between the percentages of low-income and middle-income dependent undergraduates who took out federal loans (51 and 49 percent, respectively), but both groups were larger than the percentage of high-income dependent undergraduates who took out federal loans that year (35 percent).

In 2007–08, a higher percentage of students attending private, not-for-profit 4-year institutions received federal loans (61 percent) than did students at public 2-year (20 percent) and public 4-year (49 percent) institutions. At public 2-year institutions, the percentages of students taking out federal loans increased from 16 percent in 1999–2000 to 20 percent in 2007–08. However, there were no measurable changes from 1999–2000 to 2007–08 in the percentages of students taking out federal loans at 4-year public and private, not-for-profit 4-year institutions.



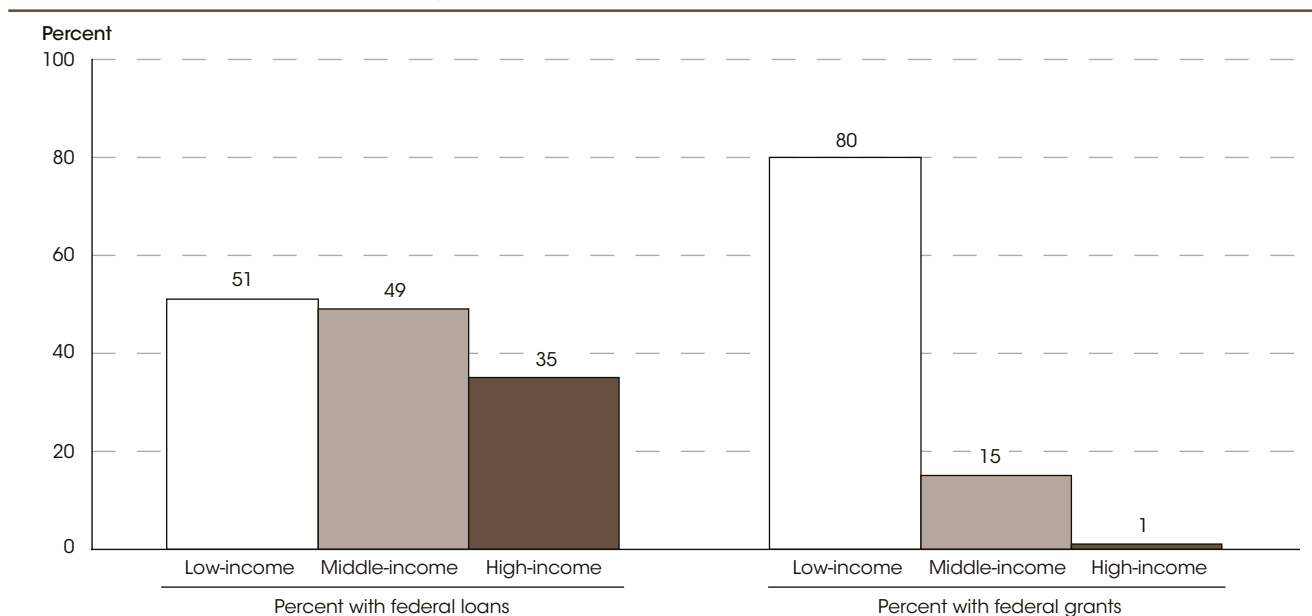
**For more information:** *Table A-46-1; Indicator 47 Glossary: Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution*

## Technical Notes

Total amounts for federal grants and loans in 1999–2000 and 2007–08 are from Table 1: Total Student Aid and Nonfederal Loans Used to Finance Postsecondary Education Expenses in Constant (2008) Dollars (in Millions) 1963–64 to 2008–09, The College Board, *Trends in Student Aid 2009*. Federal loans include Perkins loans, subsidized and unsubsidized Stafford loans, and Supplemental Loans to Students (SLS); federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd

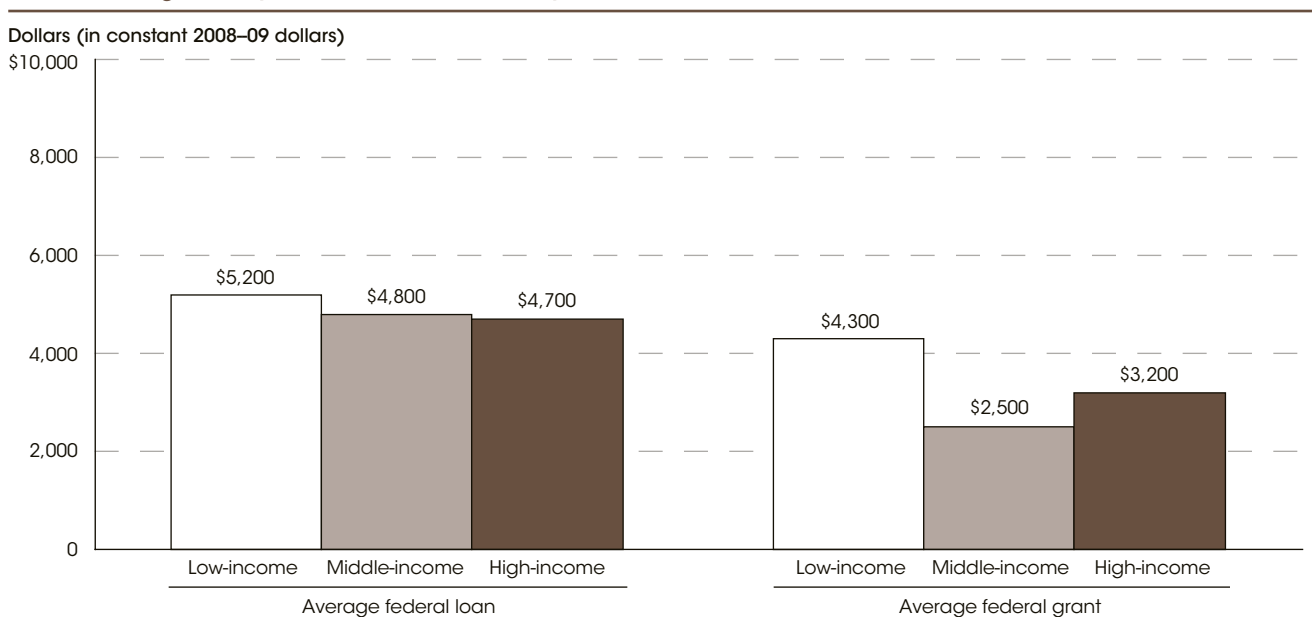
scholarships. Parent Loans for Undergraduate Students (PLUS), veterans' benefits, and tax credits are not included in any of the totals. The cutoff points for low, middle, and high income were obtained by identifying the incomes at the 25th and 75th percentiles. Data were adjusted to 2008–09 dollars using the Consumer Price Index for All Urban Consumers (CPI-U). For more information on the CPI-U, see *supplemental note 10*. For more information on National Postsecondary Student Aid Study (NPSAS), see *supplemental note 3*.

**Figure 46-1. Percentage of full-time, full-year dependent undergraduates who had federal loans and grants, by income level: Academic year 2007–08**



NOTE: Federal loans include Perkins loans, subsidized and unsubsidized Stafford loans, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

**Figure 46-2. Average grants and loans to full-time, full-year dependent undergraduates who had federal loans and grants, by income level: Academic year 2007–08**



NOTE: Federal loans include Perkins loans, subsidized and unsubsidized Stafford loans, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

# Price of Attending an Undergraduate Institution

*For full-time, full-year, dependent undergraduates, the total price of education was higher in 2007–08 than in 1999–2000 at all institutions.*

The total price of attending a postsecondary institution (also called “the student budget”) includes tuition and fees, books and materials, and an allowance for living expenses. In 2007–08, the average total price, in constant 2008–09 dollars, of attendance for full-time, full-year, dependent students was \$12,000 at public 2-year institutions, \$19,100 at public 4-year institutions, \$37,000 at private not-for-profit 4-year institutions, and \$22,400 at private for-profit less-than-4-year institutions (see table A-47-1). The average total price of attendance for students at each of the four major types of institutions was higher in 2007–08 than in 1999–2000.

Many students and their families do not pay the full price of attendance; they receive financial aid to help cover their expenses. The primary types of 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. The loan amounts reported in this indicator include student borrowing through federal, state, institutional, and alternative (private) loan programs, as well as loans taken out by parents through the federal Parent Loans for Undergraduate Students (PLUS) program. When adjusted for inflation, the average amount borrowed by students at each of the four major types of institutions was higher in 2007–08 than in 1999–2000. The average grant amounts for students at public 2- and 4-year institutions and private not-for-profit 4-year institutions were higher in 2007–08 than in 1999–2000, when adjusted to 2008–09 dollars (see table A-47-1).

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 price of attendance minus grants (which decrease the price). The net price for full-time, full-year, dependent undergraduates at all four major types of institutions was higher in 2007–08 than in 1999–2000. After adjusting for inflation, the net price of attendance was higher in 2007–08 than in 2003–04 for students at public 2- and 4-year institutions, as well as for students at private not-for-profit 4-year institutions.

The net price of sending a student to a postsecondary institution (of any type) was higher in 2007–08 than in 1999–2000 for families at all income levels, with the exception of low-income students at public 2-year institutions and middle- and high-income students at private for-profit less than 4-year institutions (see table A-47-2). For middle-income students at public 2- and 4-year institutions and private not-for-profit 4-year institutions, the net price was significantly higher in 2007–08 than in 2003–04; this was also true for high-income students at public 2- and 4-year institutions.



**For more information:** Tables A-47-1 and A-47-2; Indicator 46

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

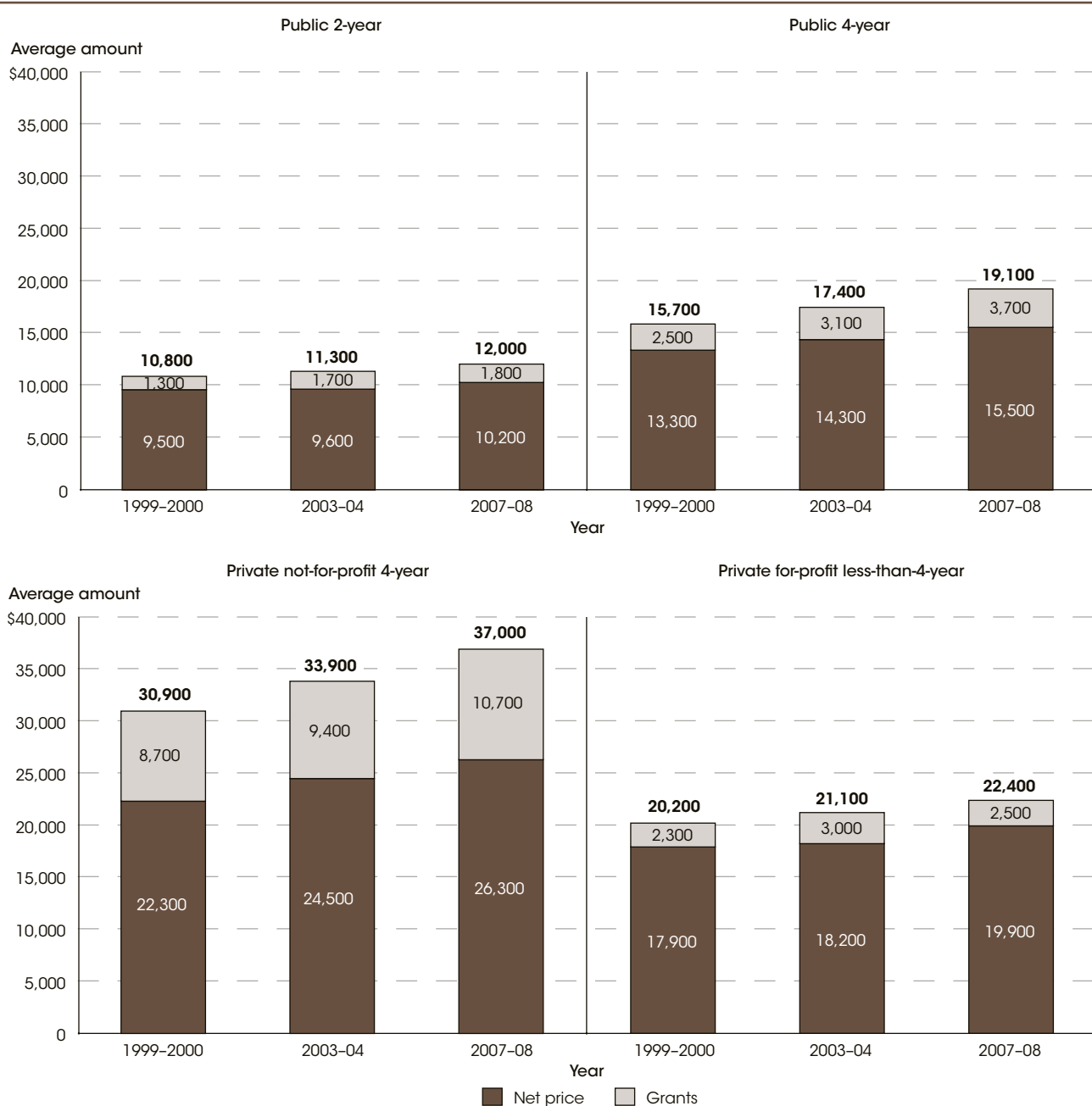
## Technical Notes

*Full time* refers to students who attended full time (as defined by the institution) for the full year (at least 9 months). Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net price. Averages were computed for all students, including those who did not receive financial aid. Detail may not sum to totals because of rounding. Data were adjusted by the Consumer Price Index for All Urban Consumers

(CPI-U) to constant 2008–09 dollars. For more information on the CPI-U, see *supplemental note 10*. Estimates exclude students who were not U.S. citizens or permanent residents and who were therefore ineligible for federal student aid, students who attended more than one institution in a year due to the difficulty matching information on price and aid, and students who attended private for-profit 4-year institutions.

**Figure 47-1. Average total price, grants, and net price for full-time, full-year dependent undergraduates, by type of institution: Academic years 1999-2000, 2003-04, and 2007-08**

[In constant 2008-09 dollars]



NOTE: *Full time* refers to students who attended full time (as defined by the institution) for the full year (at least 9 months). *Net price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance, including loans, minus grants. Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net price. Averages were computed for all students, including those who did not receive financial aid. Data were adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2008-09 dollars. For more information on the CPI-U, see *supplemental note 10*. Estimates exclude students who were not U.S. citizens or permanent residents and who were therefore ineligible for federal student aid, students who attended more than one institution in a year due to the difficulty of matching information on price and aid, and students who attended private for-profit 4-year institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

# Price of Graduate and First-Professional Attendance

*Most full-time graduate students receive financial aid: 85 percent at the master's level, 88 percent at the first-professional level, and 93 percent at the doctoral level receive aid. For all degree programs, the average total price of attending was greater in 2007–08 than in 2003–04.*

In 2007–08, the average total price (tuition and fees, books and materials, and living expenses) for 1 year of full-time graduate education was \$37,300 for a master's degree program; \$42,800 for a doctoral program; and \$50,200 for a first-professional degree program, in constant 2008–09 dollars (see table A-48-1). The average total price differed depending on degree level and institution type, ranging from \$31,300 for a master's degree program at a public institution to \$58,000 for a first-professional degree program at a private not-for-profit institution.

Only 26 percent of master's degree students were enrolled full time in 2007–08, compared to 53 percent of doctoral degree students and 78 percent of first-professional degree students. The adjusted average net price (total price minus grants) for full-time master's degree students was \$25,700 at public institutions and \$37,800 at private not-for-profit institutions. Compared with their peers at private not-for-profit institutions, on average, full-time master's students at public institutions received more in assistantships and borrowed less (see table A-48-1).

In 2007–08, some 85 percent of full-time students at the master's level, 88 percent at the first-professional level, and 93 percent at the doctoral level received some type of aid (see table A-48-2). Grants and assistantships are usually awarded on a discretionary basis and are not related to financial need. Financial need must be demonstrated by students in order to obtain Perkins or subsidized Stafford loans, but not to take out unsubsidized Stafford loans or private loans. Graduate students sometimes receive tuition assistance from their employers (also considered grant aid). For example, in 2007–08, some 48 percent of part-time students in master of business administration programs received this type of aid (see table A-48-3).

Full-time doctoral students had an average net price of \$26,600 at public institutions and \$39,200 at private not-for-profit institutions in 2007–08. Although full-time doctoral students in both sectors faced a higher average total price than their counterparts at the master's level, doctoral students received larger average amounts in grants and assistantships and borrowed less.

In 2007–08, the net price paid for first-professional students was higher than that for doctoral students in both the public and private not-for-profit sectors. However, first-professional students relied more heavily on loans to pay for their education, with loan amounts averaging \$25,300 at public institutions and \$32,900 at private not-for-profit institutions, compared with \$5,000 and \$10,600, respectively, for doctoral students in 2007–08.

The average total price of attending a graduate program at a higher education institution was greater in 2007–08 than in 2003–04 for master's, doctoral, and first-professional students at both public and private not-for-profit institutions. Tuition and fees were greater in 2007–08 than in 2003–04 for doctoral and first-professional students in both public and private not-for-profit institutions, and for master's students in public institutions. When comparing the 2007–08 tuition and fees and net price associated with obtaining a master's degree at a private not-for-profit institution to the costs for 2003–04, no measurable difference was detected. For students at private not-for-profit institutions studying for their first-professional degrees, the total price of attendance rose from approximately \$47,200 in 2003–04 to \$58,000 in 2007–08, in constant 2008–09 dollars.



For more information: Tables A-48-1 through A-48-3  
Glossary: Consumer Price Index (CPI), Private institution, Public institution, Tuition

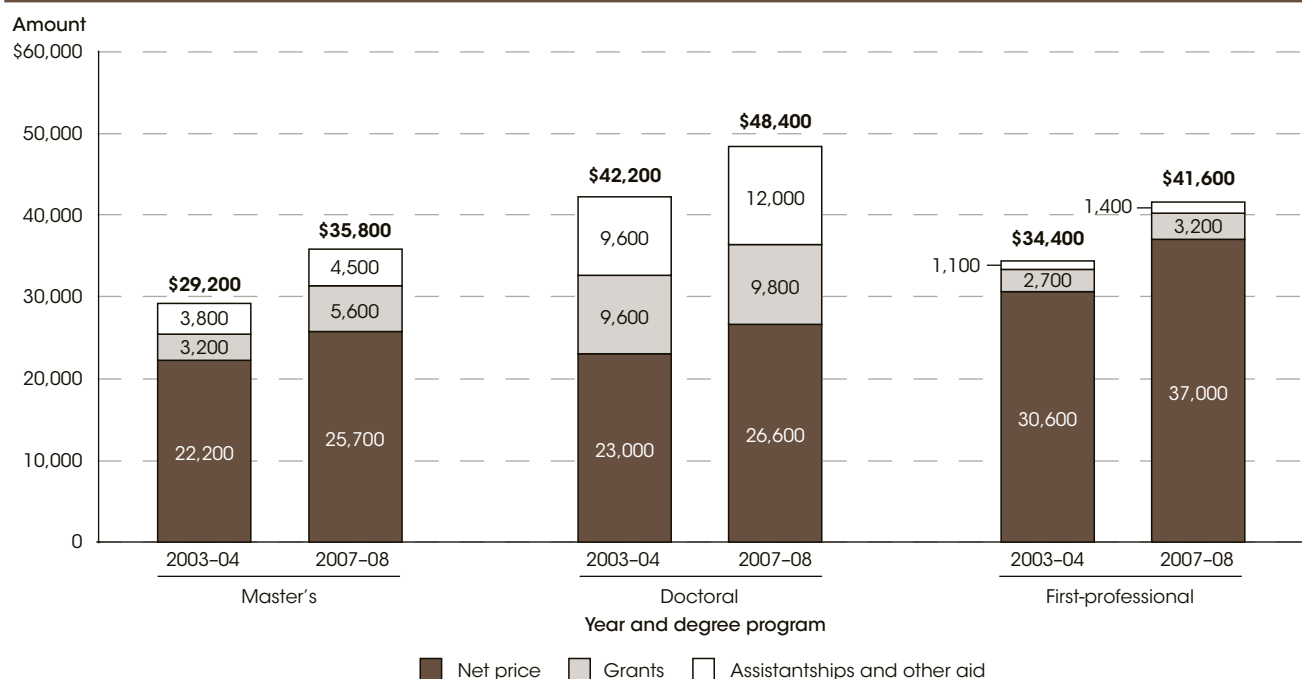
## Technical Notes

First-professional programs include chiropractic, osteopathic medicine, dentistry, pharmacy, law, podiatry, medicine, theology, optometry, and veterinary medicine. The category assistantships and other aid consists primarily of assistantships, but also includes a small amount of other types of aid such as work study, state vocational, rehabilitation and job training grants, federal veterans benefits, and military tuition aid. Analysis is limited to students who attended for the full year at only one institution in 2003–04 and 2007–08 in order to keep aid and prices consistent. *Full time* means enrolled full

time (according to the institution's definition) for at least 9 months during the academic year; full-time enrollment does not preclude working. Averages are calculated for all students, including those with no aid. For more information about the National Postsecondary Student Aid Study (NPSAS), see *supplemental note 3*. Data were adjusted to constant 2008–09 dollars using the Consumer Price Index for All Urban Consumers (CPI-U). For more information about the CPI-U, see *supplemental note 10*. Detail may not sum to totals because of rounding.

**Figure 48-1. Average annual total price, financial aid, and net price for full-time graduate and first-professional students attending public institutions: Academic years 2003-04 and 2007-08**

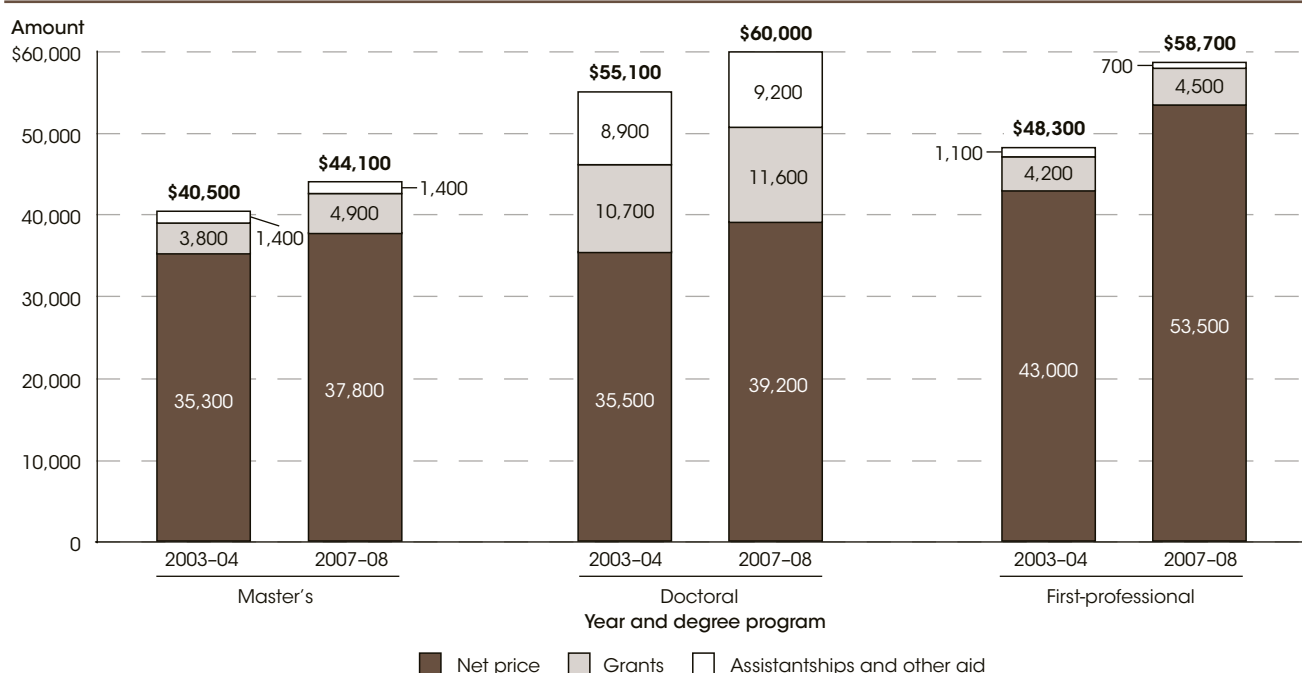
[In constant 2008-09 dollars]



NOTE: Data presented are limited to students who attended for the full year at only one institution in order to keep aid and price data consistent. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003-04 and 2007-08.

**Figure 48-2. Average annual total price, financial aid, and net price for full-time graduate and first-professional students attending private not-for-profit institutions: Academic years 2003-04 and 2007-08**

[In constant 2008-09 dollars]



NOTE: Data presented are limited to students who attended for the full year at only one institution in order to keep aid and price data consistent. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003-04 and 2007-08.

# Postsecondary Revenues and Expenses

*In 2007–08, student tuition accounted for 18 percent of the total revenue for public institutions, 36 percent for private not-for-profit institutions, and 87 percent for private for-profit institutions. State appropriations (25 percent) were the largest source of revenue for public institutions.*

This indicator compares the revenues and expenses for public, private not-for-profit, and private for-profit postsecondary institutions. Detailed comparisons of financial data cannot be made across institutional sectors because of differences in accounting procedures for some categories of items, or across institutional types because of differing missions, such as a focus on relatively expensive graduate level programs; however, some general patterns can be observed. In 2007–08, student tuition and fees accounted for 36 percent of the total revenue for private not-for-profit institutions and 87 percent for private for-profit institutions (see table A-49-1). State appropriations (25 percent) were the largest source of revenue for public institutions, while tuition and fees (18 percent) constituted the second largest single revenue category. The investment return per student in 2007–08 for private not-for-profit institutions (\$2,153) was smaller than the amount in some prior years (\$19,852 in 2006–07 and \$12,723 in 2003–04). These revenues may be volatile from year to year, affecting not only the amount of revenue from investments per student but also the total revenues and the percentage distribution of the revenue sources. Private institutions report most federal student financial aid as tuition or auxiliary enterprise revenue (revenue from college housing and food services) rather than as direct revenue from the federal government. Public institutions report federal financial grant aid as federal grant revenue, although loans supported through federal programs are reported as tuition or auxiliary enterprise revenue.

In 2007–08, public institutions spent \$261 billion (\$27,176 per student in 2008–09 dollars) (see table A-49-2). About 28 percent of this amount, \$7,703 per student, was spent on instruction. The remaining funds were used for other purposes, ranging from research (10 percent) and teaching hospitals (9 percent) to various types of services for students and the public, including public service

(4 percent), student services (5 percent), and auxiliary enterprises (8 percent). Funds also went towards items more directly related to the administration of institutions, including academic support (7 percent) and institutional support (9 percent). The expenses per student for public institutions were 6 percent higher in 2007–08 than in 2003–04, after adjustment for inflation.

In 2007–08, private not-for-profit institutions spent \$134 billion (\$44,592 per student in 2008–09 dollars). About 33 percent of this amount, \$14,772 per student, was spent on instruction. At private not-for-profit institutions, 11 percent of total expenses went towards research, compared with 10 percent at public institutions. Eight percent of expenses at private not-for-profit institutions were for hospitals, compared with 9 percent at public institutions. Private not-for-profit institutions spent 2 percent of their budget on public service, which was lower than the 4 percent that public institutions spent. Of the total spent at private not-for-profit institutions, 9 percent was spent on academic support and 14 percent was spent on institutional support. The expenses per student for private not-for-profit institutions were 4 percent higher in 2007–08 than in 2003–04, after adjustment for inflation.

In 2007–08, the expenses of private for-profit institutions amounted to \$14 billion (\$13,716 per student in 2008–09 dollars). About \$3,186 per student, or 23 percent of total expenses, was spent on instruction. About \$9,173 per student (67 percent of total expenses) was spent on a major category group made up of student services and academic and institutional support; these expenses cover a wide range of administrative costs and institutional profit.



**For more information:** *Tables A-49-1 and A-49-2*

**Glossary:** *Consumer Price Index (CPI), Expenditures, Private institution, Public institution, Revenues, Tuition*

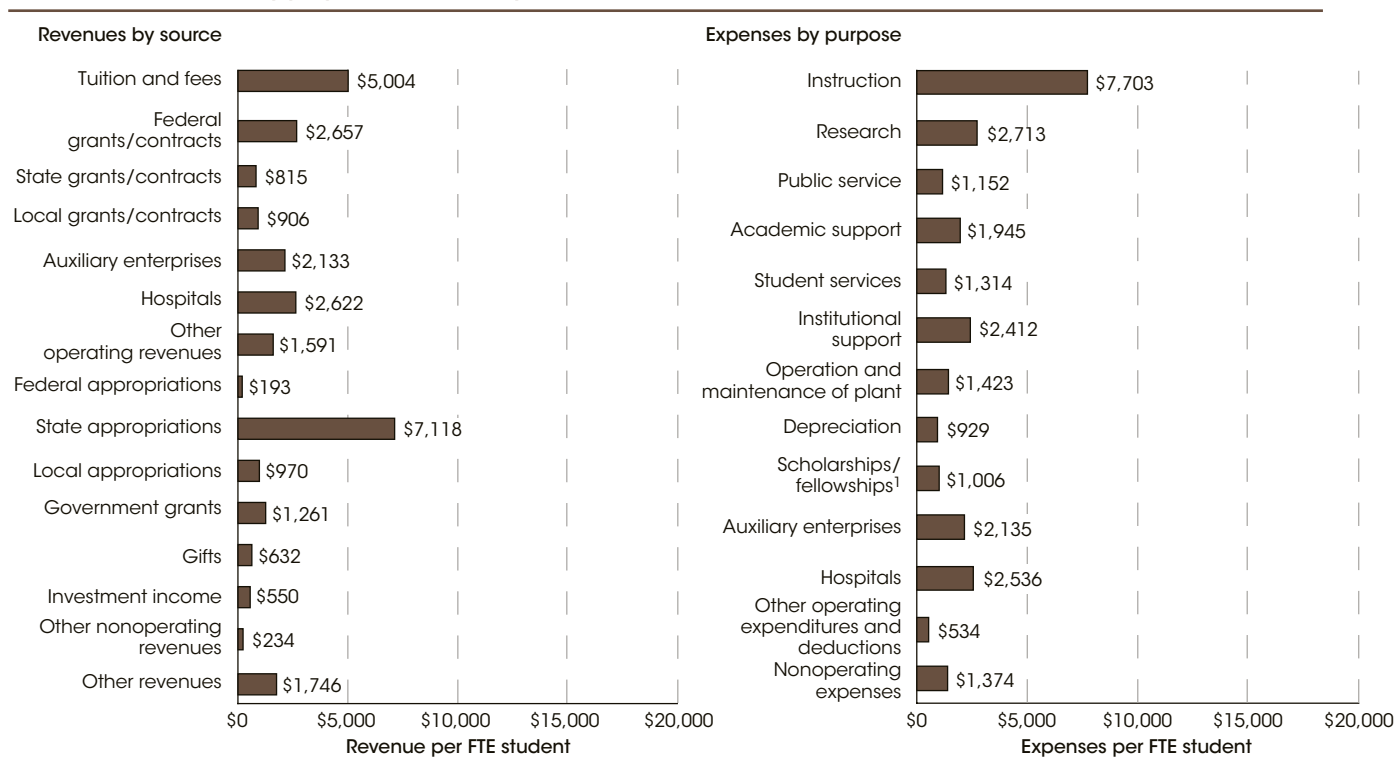
## Technical Notes

Academic support includes services that directly support an institution's primary missions of instruction, research, or public service; examples are libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development. 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. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction (such as remedial instruction), counseling, financial aid administration, and student records. Revenue from endowments can fluctuate from year to year. For example, see negative revenues for investment return for years 2000–01 and 2001–02 in NCES 2010-013, table 353. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

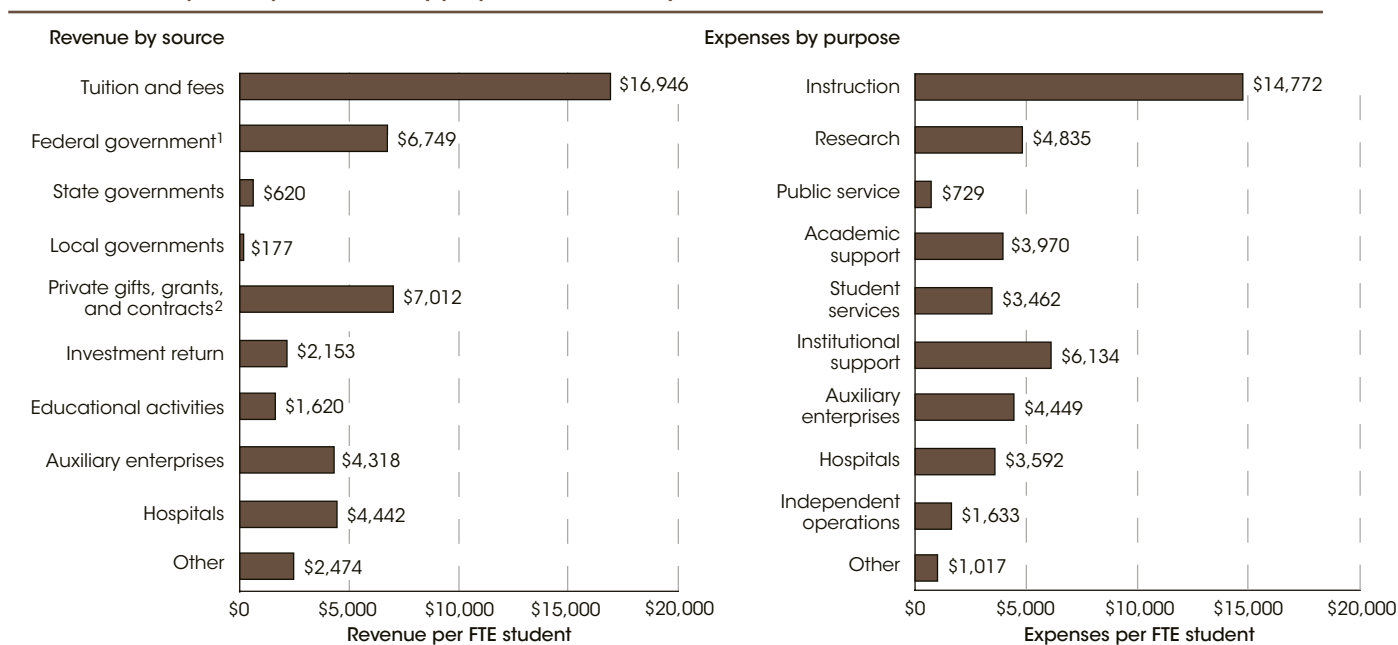


**Figure 49-1. Public degree-granting postsecondary institutions' revenue per student, by source, and expenses per student, by purpose: Academic year 2007-08**



<sup>1</sup> Excludes discounts and allowances. In 2007-08, about 59 percent of the total scholarships were reported under discounts and allowances.  
 NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

**Figure 49-2. Private not-for-profit degree-granting postsecondary institutions' revenue per student, by source, and expenses per student, by purpose: Academic year 2007-08**



<sup>1</sup> Includes independent operations.

<sup>2</sup> Includes contracts and contributions from affiliated entities.

NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.