



Section 3

Student Effort and Educational Progress





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Introduction

The indicators in this section of *The Condition of Education* report on the progress students make as they move through the education system. In this section, particular attention is paid to how various subgroups in the population proceed through school and attain different levels of education, as well as the factors that are associated with their progress along the way. Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including various indicators from previous years, appear on the NCES website (see the "List of Indicators on *The Condition of Education* Website" on page xxii for a full listing of indicators).

Focusing on the educational aspirations and efforts of students, the first indicators in this section (found on the website) include student measures of time spent on homework, preparedness for academic activities, postsecondary education expectations, and patterns of school attendance.

Included in this section of the volume is an indicator on the averaged freshman graduation rate, which estimates the on-time graduation rate for students in each state. On the website, there are indicators on the percentage of students who have ever been retained in a grade; the percentage of students with disabilities who leave high school with a regular diploma; and the dropout rates by family income. Dropping out of high school is measured here in two ways: (1) by status rates (the percentage of students in a given age range who are not enrolled in school and who have not completed high school) and

(2) by event rates (the percentage of students in an age range who leave school in a given year). Status rates are discussed in an indicator in this volume, while event rates are discussed in an indicator on the website.

Students' transition to college is also examined in this section. One important measure featured in this volume is the percentage of students who enroll in college within one year of completing high school. In addition, this section includes indicators that describe the relationship between the qualifications and characteristics of students who enter postsecondary education, in particular their need for remedial coursework, and their success in earning a credential.

Lastly, this section contains indicators that focus on completion. An overall measure of the progress of the population through the education system is attainment, which is the highest level of education completed by a certain age. *The Condition of Education* annually examines levels of attainment for 25- through 29-year-olds. In addition, this section has an indicator that compares U.S. educational attainment to that of other countries. Another indicator in this volume showcases the number of postsecondary degrees earned over time by gender and race/ethnicity.

Indicators of student effort and educational progress from previous editions of *The Condition of Education* which are not included in this volume are available at <http://nces.ed.gov/programs/coe>.

Public High School Graduation Rates

In 2007–08, about three-quarters of public high school students graduated on time with a regular diploma.

This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the *averaged freshman graduation rate*—an estimate of the number of regular diplomas issued in a given year divided by an estimate of the averaged enrollment base for the freshman class four years earlier. For each year, the averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among public high school students in the class of 2007–08, the averaged freshman graduation rate was 74.7 percent; that is, 3 million students graduated on time (see table A-19-1). Wisconsin had the highest graduation rate, at 89.6 percent. Sixteen other states had rates of 80 percent or more (ordered from high to low): Vermont, Minnesota, Iowa, New Jersey, South Dakota, North Dakota, Nebraska, New Hampshire, Pennsylvania, Missouri, Connecticut, Montana, Massachusetts, Maryland, Illinois, and Idaho. The District of Columbia had the lowest rate, at 56.0 percent. Nine other states had graduation rates below 70 percent (ordered from high to low): Alaska, Alabama, Florida, New Mexico, Georgia, Mississippi, Louisiana, South Carolina, and Nevada.

Technical Notes

Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. The 2003–04 national estimates include imputed data for New York and Wisconsin.

The overall averaged freshman graduation rate was higher for the graduating class of 2007–08 (74.7 percent) than it was for the graduating class of 2001–02 (72.6 percent). However, from 2004–05 to 2005–06, the overall averaged freshman graduation rate decreased from 74.7 percent to 73.4 percent. Looking at changes by state, there was an increase in the graduation rate in 40 states from school year 2001–02 to 2007–08; in 8 of these states (Alabama, Missouri, New Hampshire, New York, Oregon, South Dakota, Tennessee, and Vermont) rates increased by more than 5 percentage points. The graduation rate decreased in 11 states (Arizona, California, Louisiana, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Texas, Utah, and Washington) and the District of Columbia, with decreases of greater than 5 percentage points observed in Utah (6 percent), the District of Columbia (12 percent), and Nevada (16 percent).

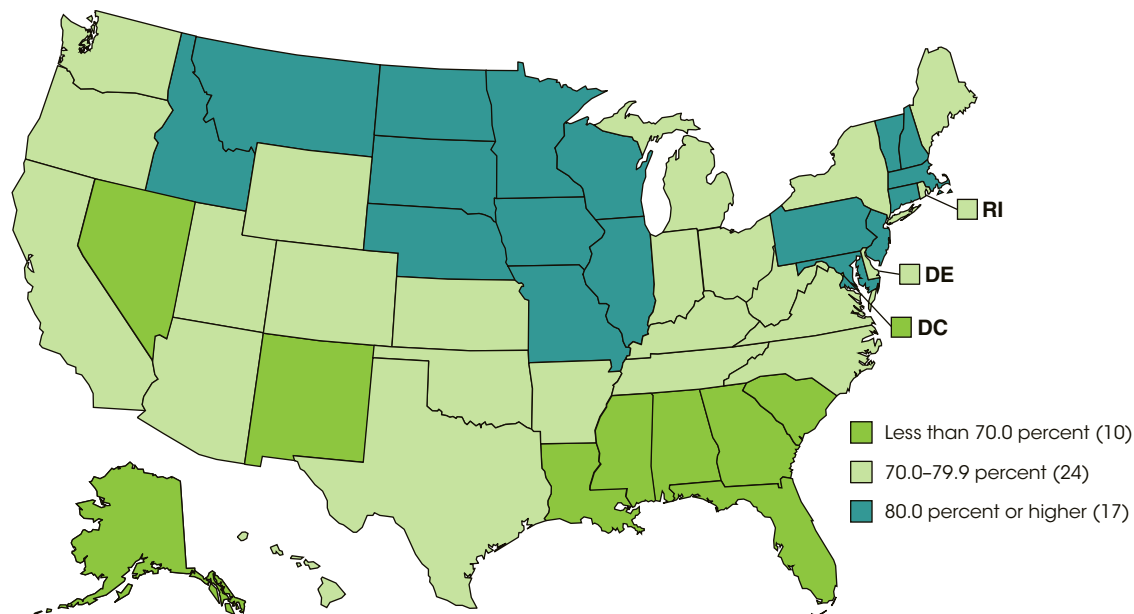


For more information: *Table A-19-1*

Glossary: *High school, High school diploma, Public school*

The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007–08 estimate includes graduates of semi-private schools in Maine. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on measures of student progress and persistence, see *supplemental note 6*.

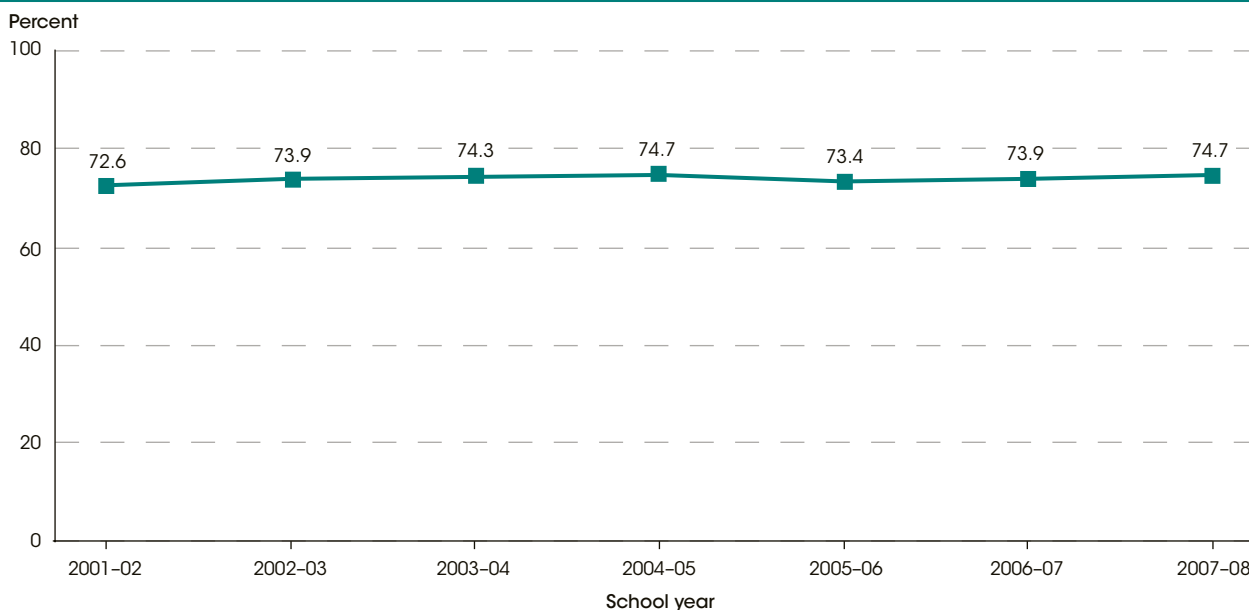
Figure 19-1. Averaged freshman graduation rate for public high school students, by state or jurisdiction: School year 2007-08



NOTE: The rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. The estimate for Maine includes graduates of semi-private schools. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on measures of student progress and persistence, see *supplemental note 6*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007-08, version 1a.

Figure 19-2. Averaged freshman graduation rate for public high school students: School years 2001-02 through 2007-08



NOTE: The rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. The 2003-04 national estimates include imputed data for New York and Wisconsin. The 2005-06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007-08 estimate includes graduates of semi-private schools in Maine. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on measures of student progress and persistence, see *supplemental note 6*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007-08, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2002-03, Version 1b; 2003-04, Version 1b; 2004-05, Version 1b; 2005-06, Version 1b; and 2006-07, Version 1b.

Status Dropout Rates

In general, the status dropout rates for Whites, Blacks, and Hispanics each declined between 1980 and 2009. However, in each year during that period, the status dropout rate was lower for Whites and Blacks than for Hispanics.

The *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). In this indicator, status dropout rates are estimated using both the American Community Survey (ACS) and the Current Population Survey (CPS). The 2009 ACS has larger sample sizes than the CPS, which allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, and sex. For more information on these surveys, see *supplemental notes 2 and 3*.

Based on the CPS, the status dropout rate declined from 14 percent in 1980 to 8 percent in 2009 (see table A-20-1). A significant part of this decline occurred between 2000 and 2009 (from 11 percent to 8 percent). Status dropout rates and changes in these rates over time differed by race/ethnicity. In general, the status dropout rates for Whites, Blacks, and Hispanics each declined between 1980 and 2009. However, in each year during that period, the status dropout rate was lower for Whites and Blacks than for Hispanics. In addition, the rate for Asians/Pacific Islanders was lower than that for Hispanics and Blacks every year between 1989 and 2009. Although the gaps between the rates of Blacks and Whites, Hispanics and Whites, and Hispanics and Blacks have decreased, the decreases occurred in different time periods. The Black-White gap narrowed during the 1980s, with no measurable change between 1990 and 2009. In contrast, the Hispanic-Black gap narrowed between 1990 and 2009, with no measurable change in the gap during the 1980s. The Hispanic-White gap narrowed between 2000 and 2009, with no measurable change in the gap between 1980 and 1999.

The ACS allows for comparisons of status dropout rates for 16- through 24-year-olds residing in households, as well as those in noninstitutionalized and institutionalized group quarters. Among those living in households and noninstitutionalized group quarters, such as college

housing and military quarters, the status dropout rate was 8 percent (see table A-20-2) in 2009. A higher percentage of males than females were status dropouts (9 vs. 7 percent). This pattern was evident across certain racial/ethnic groups, namely Whites, Blacks, and Hispanics.

The status dropout rate includes all 16- through 24-year-old dropouts, regardless of when they last attended school, as well as individuals who may never have attended school in the United States and may never have earned a high school credential. It is possible to isolate data for immigrants and those who were born and attended school in the United States, helping to highlight the experiences of young people in our education system. In 2009, the status dropout rate for Hispanics born in the United States was higher than the rates for Asians, Whites, Blacks, and persons of two or more races born in the United States. No measurable differences were found, however, between U.S.-born Hispanics and Native Hawaiians/Pacific Islanders. Overall, the status dropout rate for U.S.-born 16- through 24-year-olds was lower than the rate for their peers born outside of the United States (7 vs. 20 percent). Hispanics and Asians born in the United States had lower status dropout rates than did their counterparts born outside of the United States, whereas U.S.-born Blacks had higher status dropout rates than did their counterparts born outside of the United States. A higher dropout rate among Hispanics born outside of the United States (32 percent) compared to those born in the United States (10 percent) partially accounts for the relatively high overall Hispanic rate (17 percent). In 2009, the status dropout rate for the institutionalized population was 40 percent (see table A-20-3). This rate varied by race/ethnicity, ranging from 31 percent for Whites to 47 percent for Hispanics.



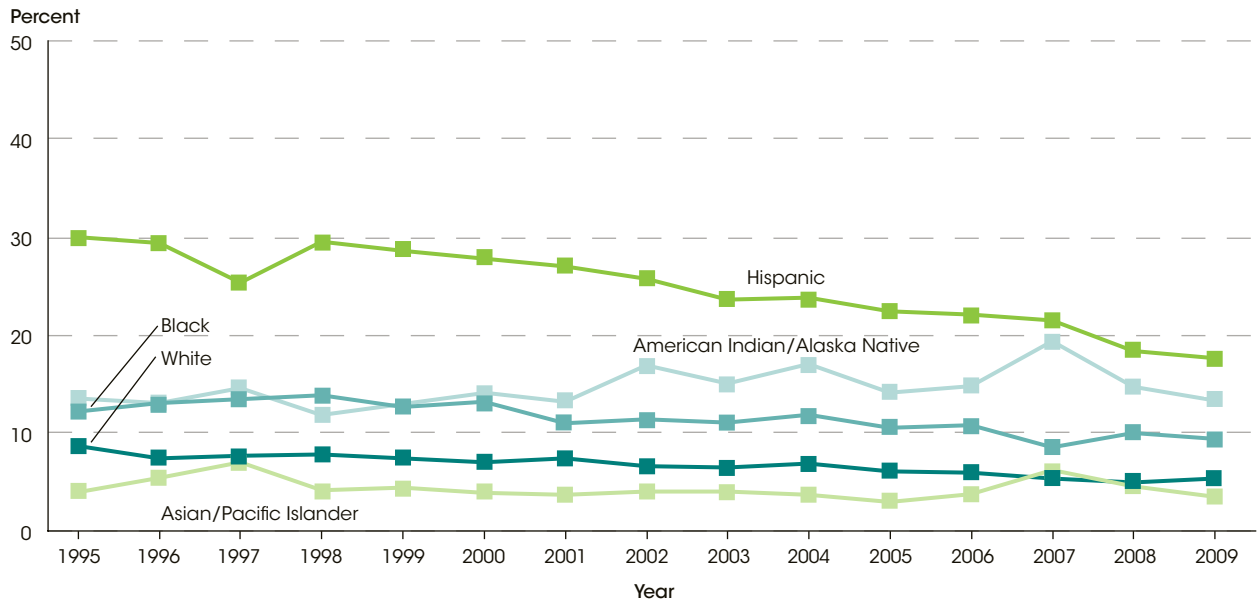
For more information: *Tables A-20-1 through A-20-3*
Glossary: *GED certificate, High school equivalency certificate, Status dropout rate*

Technical Notes

The United States refers to the 50 states and the District of Columbia. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Estimates of the status dropout rate using the CPS include civilian, noninstitutionalized 16- through 24-year-olds. Young adults in the military or those who are incarcerated, for instance, are not included in this measure. However, the 2009 ACS

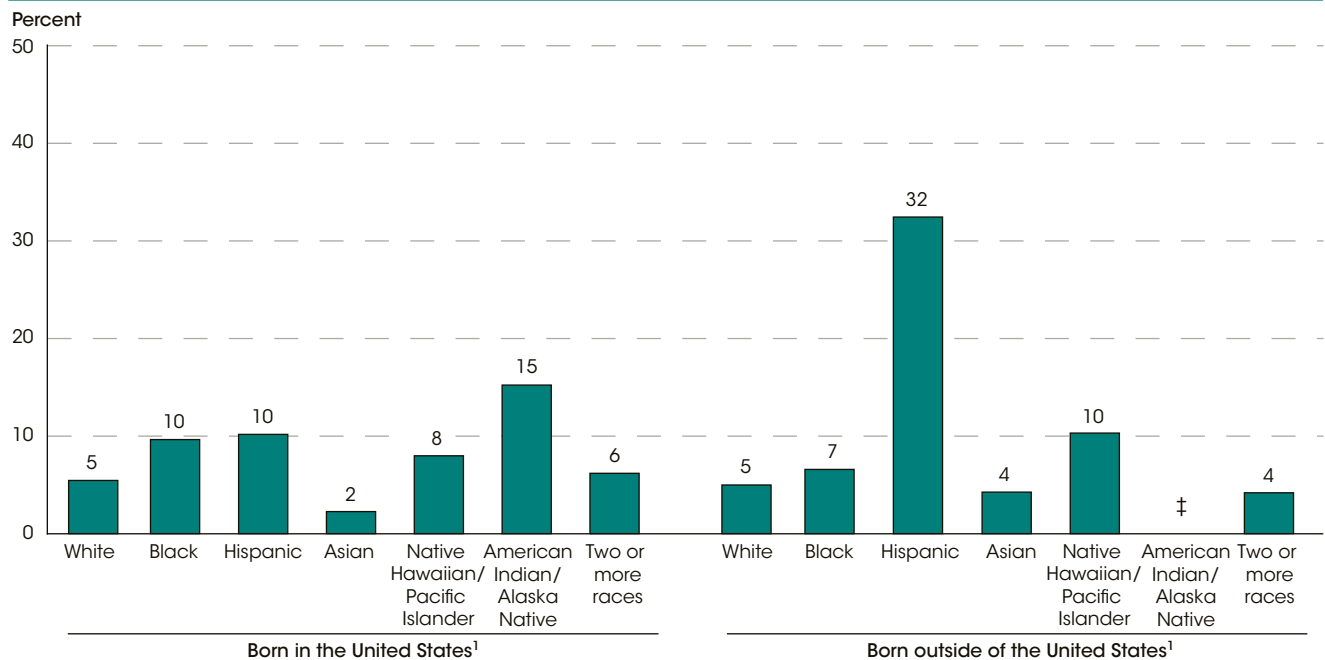
includes noninstitutionalized and institutionalized group quarters. Therefore, due to this and other methodological differences between the CPS and ACS, status dropout estimates from the two surveys are not directly comparable. For more information on these surveys, see *supplemental notes 2 and 3*. For more information on measures of student persistence and progress, see *supplemental note 6*.

Figure 20-1. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey (CPS) 1995-2009



NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. Data for American Indians/Alaska Natives in 1999 have been suppressed due to unstable estimates. This figure uses a different data source than figure 20-2; therefore, estimates for 2009 are not directly comparable to the estimates in figure 20-2. Race categories exclude persons of Hispanic ethnicity. One should use caution when making comparisons between data for 1995 and later years because of differing response options for race/ethnicity. For more information on race/ethnicity and the CPS, see *supplemental notes 1 and 2*. For more information on measures of student persistence and progress, see *supplemental note 6*. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995-2009.

Figure 20-2. Status dropout rates of 16- through 24-year-olds in the household and noninstitutionalized group quarters population, by race/ethnicity and nativity: American Community Survey (ACS) 2009



‡ Reporting standards not met.

¹ United States refers to the 50 states and the District of Columbia.

NOTE: This figure uses a different data source than figure 20-1; therefore, estimates are not directly comparable to the 2009 estimates in figure 20-1. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Among those counted in noninstitutionalized group quarters in the American Community Survey, only the residents of military barracks are not included in the civilian noninstitutionalized population in the Current Population Survey. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the ACS, see *supplemental notes 1 and 3*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2009.

Immediate Transition to College

The immediate college enrollment rate after high school increased from 1975 to 1997 (51 to 67 percent), declined from 1997 to 2001 (to 62 percent), then increased from 2001 to 2009 (70 percent). Gaps in immediate enrollment rates by family income, race/ethnicity, and sex have persisted over time.

The *immediate college enrollment rate* is defined as the percentage of high school completers of a given year who enroll in 2- or 4-year colleges in the fall immediately after completing high school. Between 1975 and 2009, the immediate college enrollment rate ranged from 49 to 70 percent (see table A-21-1). The rate of enrollment immediately after high school increased from 1975 to 1997 (51 to 67 percent), declined from 1997 to 2001 (to 62 percent), then increased from 2001 to 2009 (70 percent).

Differences in immediate college enrollment rates by family income, race/ethnicity, and sex were observed over time. In every year between 1975 and 2009, the immediate college enrollment rates of high school completers from low- and middle-income families were lower than those of high school completers from high-income families (see table A-21-1). Most recently, in 2009, the immediate college enrollment rate of high school completers from low-income families was 55 percent, 29 percentage points lower than the rate of high school completers from high-income families (84 percent). The immediate college enrollment rate of high school completers from middle-income families (67 percent) also trailed the rate of their peers from high-income families by 17 percentage points.

Since 2003, data on Asian high school completers have been collected separately. Between 2003 and 2009, the immediate college enrollment rate of Asian high school completers increased from 80 to 90 percent, while the enrollment rate of White high school completers increased from 66 to 71 percent (see table A-21-2). During this period, the immediate college enrollment rates did not measurably change for Black and Hispanic high school completers (approximately 60 percent each in 2003 and 2009). In every year between 2003 and 2009, the immediate college enrollment rate of Asian high school

completers was higher than the rates of White, Black, and Hispanic high school completers. The immediate college enrollment rate of Asian high school completers was 19 percentage points higher than the immediate college enrollment rate of White high school completers (71 percent). In 2009, the immediate college enrollment rates of White and Asian high school completers were higher than the rates of Black (63 percent) and Hispanic (62 percent) high school completers.

Overall, at 2- and 4-year colleges, the immediate college enrollment rates of high school completers increased between 1975 and 2009 (see table A-21-3). In 1975, 18 percent of high school completers enrolled at a 2-year college immediately after high school, while 28 percent did so in 2009. Similarly, in 1975, some 33 percent of high school completers enrolled at a 4-year college immediately after high school, compared with 42 percent in 2009. In every year between 1975 and 2009, immediate college enrollment rates at 2-year colleges were lower than those at 4-year colleges.

During this period, immediate college enrollment rates increased for both males and females: the rate for males increased from 53 to 66 percent, and for females, from 49 to 74 percent. Thus, the enrollment pattern shifted during this period from higher college enrollment rates for males to higher enrollment rates for females. At 2-year colleges in 2009, the immediate college enrollment rate for males (25 percent) was lower than the rate for females (30 percent), while at 4-year colleges the rates for males and females were not measurably different.



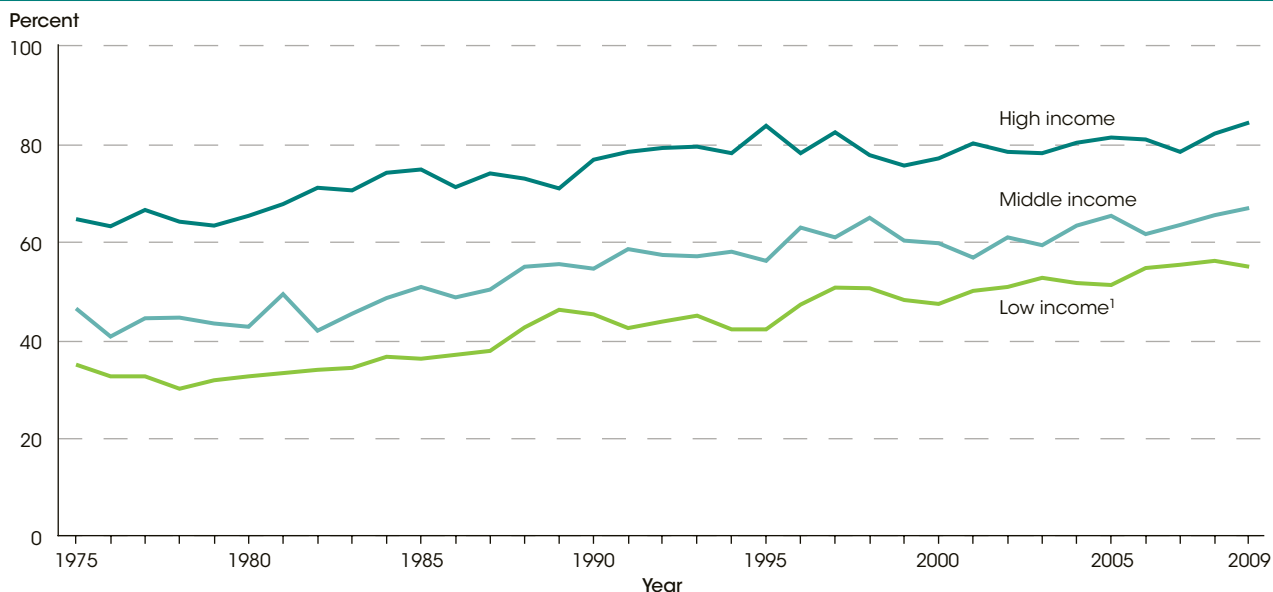
For more information: Tables A-21-1 through A-21-3
Glossary: Educational attainment, High school completer

Technical Notes

This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Enrollment rates were calculated using data from the Current Population Survey (CPS). Before 1992, *high school completer* referred to those who had completed 12 years of schooling. As of 1992, *high school completer* refers to those who have received a high school diploma or equivalency certificate. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20

percent of all family incomes, and *middle income* refers to the 60 percent in between. Race categories exclude persons of Hispanic ethnicity. Due to short-term data fluctuations associated with small sample sizes for the Black, Hispanic, Asian, and low-income categories in some years, moving average rates are also presented and discussed in the indicator text. For more information on the CPS, educational attainment, family income, and race/ethnicity, see *supplemental note 2*.

Figure 21-1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1975–2009

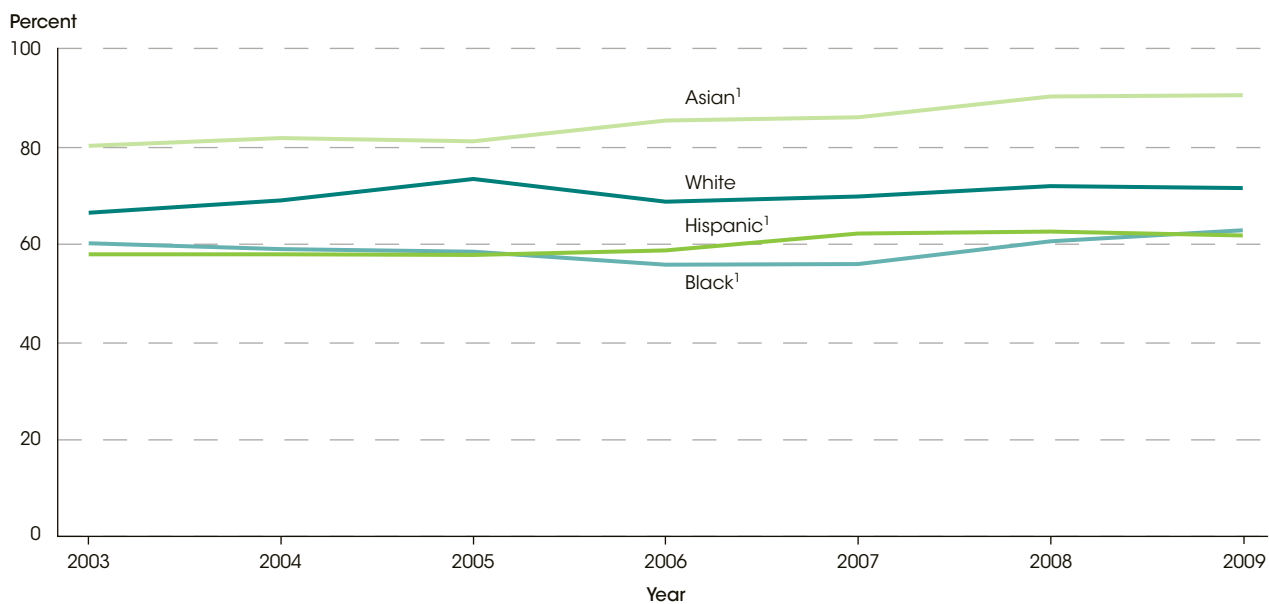


¹ Due to the small sample size for the low-income category, data are subject to relatively large sampling errors. Therefore, moving averages are used to produce more stable estimates. The 3-year moving average is an arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For 1975 and 2009, a 2-year moving average is used: data for 1975 reflect an average of 1975 and 1976, and data for 2009 reflect an average of 2008 and 2009.

NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. For more information on the Current Population Survey (CPS), educational attainment, and family income, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1975–2009.

Figure 21-2. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: 2003–09



¹ Due to the small sample sizes for the Black, Hispanic, and Asian categories, data are subject to relatively large sampling errors. Therefore, moving averages are used to produce more stable estimates. The 3-year moving average is an arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For 2009, a 2-year moving average is used: data for 2009 reflect an average of 2008 and 2009.

NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Race categories exclude persons of Hispanic ethnicity. From 2003 onward, data for Asians and Pacific Islanders are collected separately. Data for the Asian category are not available prior to 2003. For more information on the Current Population Survey (CPS), educational attainment, and race/ethnicity, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2003–09.

Remedial Coursetaking

In 2007–08, about 36 percent of undergraduate students considered to be in their first year reported having ever taken a remedial course, while 20 percent had actually taken one in that same year. At public 2-year institutions, about 42 percent of students had ever taken a remedial course.

Many students enter postsecondary education not fully prepared for college-level work, requiring them to take remedial courses. Remedial courses, usually in mathematics, English, or writing, provide instruction to improve basic knowledge and skills within a subject and to develop studying and social habits related to academic success at the college level.

Students attending postsecondary education part time or not completing the credit accumulation requirements for second-year status could be considered first-year students for more than 1 year. Therefore, there is a distinction between “first-year” students who reported in 2007–08 that they had “ever” taken a remedial course and those who reported that they had taken one in 2007–08.

In 2007–08, approximately 36 percent of first-year undergraduate students reported that they had ever taken a remedial course, and 20 percent of first-year undergraduates reported that they had taken at least one remedial course in the 2007–08 academic year (see table A-22-1). Some 9 percent of first-year undergraduate students reported that they took one remedial course in 2007–08, while 7 percent took two, and 4 percent took three or more remedial courses in that year.

A higher percentage of female than male undergraduate students reported in 2007–08 that they had ever taken a remedial course (39 percent vs. 33 percent) or that they had taken at least one in 2007–08 (21 percent vs. 19 percent).

In 2007–08, the percentage of White first-year undergraduates (31 percent) who reported that they had ever taken a remedial course in college was smaller than the percentages of undergraduate students who had in

all other racial/ethnic groups, except students of two or more races and students who listed their race as “other.” The reported rates of remedial coursetaking for students in these two groups were not measurably different than that of Whites. In addition, higher percentages of Black and Hispanic undergraduate students (45 percent and 43 percent, respectively) than Asian students (38 percent) reported that they had ever taken a remedial course.

There were differences by age group in the percentages of first-year undergraduates who reported in 2007–08 that they had ever taken a remedial course. The percentage of the youngest students (ages 15 to 23 years old) who reported ever taking a remedial course (35 percent) was smaller than the percentages of students ages 24 to 29 (40 percent) or students 30 years or older (38 percent) who reported doing so.

In 2007–08, some 42 percent of first-year undergraduate students at public 2-year institutions (typically community colleges) reported having ever taken a remedial college course—a percentage that was higher than students at institutions of any other level or control. For instance, 4-year institutions in the following categories had smaller percentages of first-year students who reported having ever taken a remedial college course: public non-doctorate institutions (39 percent of students), public doctorate institutions (24 percent), private not-for-profit non-doctorate institutions (26 percent), and private not-for-profit doctorate institutions (22 percent).



For more information: *Table A-22-1*

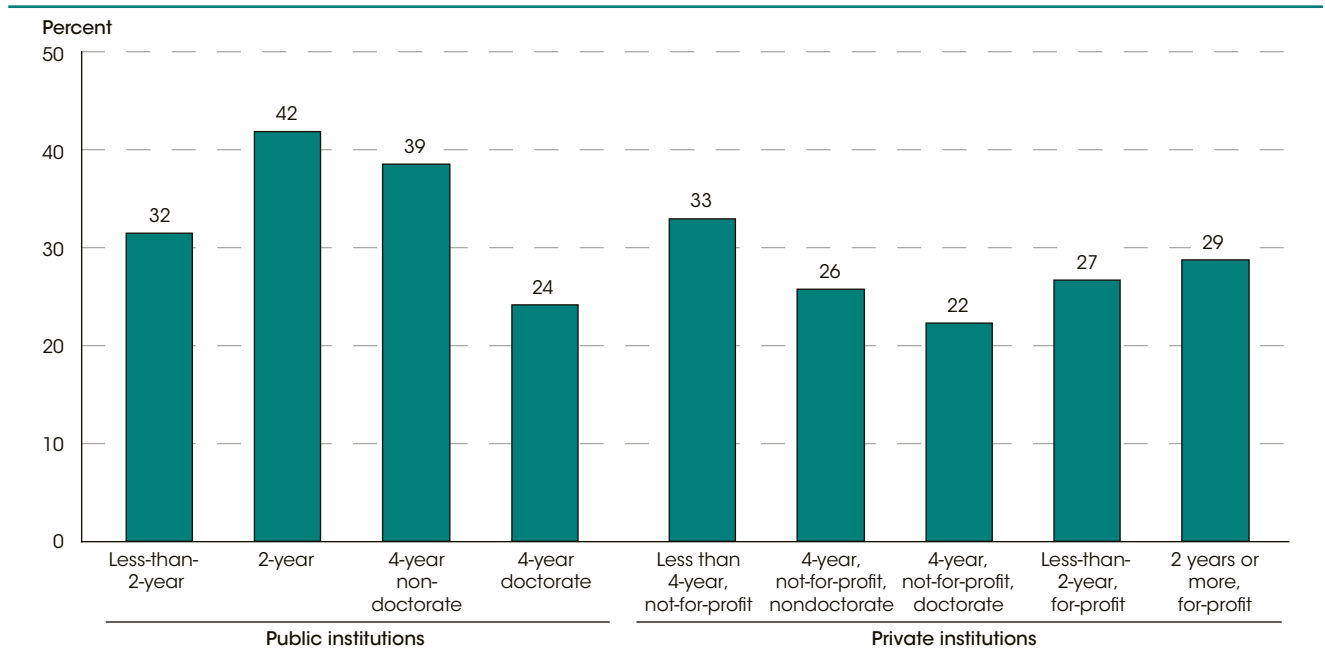
Glossary: *Four-year postsecondary institution, Postsecondary education, Two-year postsecondary institution, Undergraduate student*

Technical Notes

Data are based on a sample survey of students who enrolled at any time during the school year including those that were not in degree- or certificate-awarding programs. Data include the 50 states, the District of Columbia, and Puerto Rico. *Full time* refers to students who attended full time (as defined by the institution) for the full year (at least 9 months). Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more

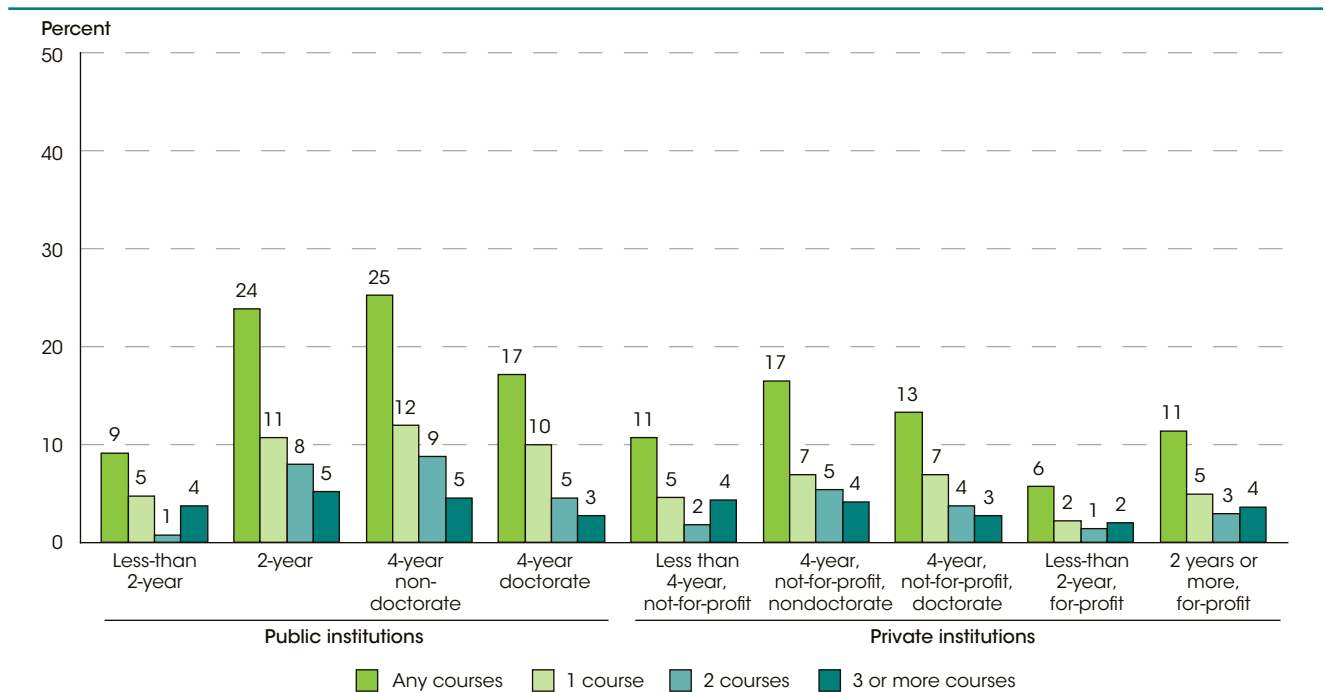
information on the National Postsecondary Student Aid Study (NPSAS), see *supplemental note 3*. Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. For more information on the classification of postsecondary institutions, see *supplemental note 8*.

Figure 22-1. Percentage of first-year undergraduate students who ever took a remedial education course, by institution control and level: 2007-08



NOTE: Although these data are for first-year undergraduates, student status was determined by accumulation of credits. Students attending postsecondary education part time, or not completing the credit accumulation requirements for second-year status, could be considered first-year students for more than 1 year. Therefore, there is a distinction between having "ever" taken a remedial course and having taken one in 2007-08. Data are based on a sample survey of students who enrolled at any time during the school year. Data include the 50 states, the District of Columbia, and Puerto Rico.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 National Postsecondary Student Aid Study (NPSAS:08).

Figure 22-2. Percentage of first-year undergraduate students who took remedial education courses, by institution control, level, and number of courses: 2007-08



NOTE: Although these data are for first-year undergraduates, student status was determined by accumulation of credits. Students attending postsecondary education part time, or not completing the credit accumulation requirements for second-year status, could be considered first-year students for more than 1 year. Therefore, there is a distinction between having "ever" taken a remedial course and having taken one in 2007-08. Data are based on a sample survey of students who enrolled at any time during the school year. Data include the 50 states, the District of Columbia, and Puerto Rico.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 National Postsecondary Student Aid Study (NPSAS:08).

Postsecondary Graduation Rates

About 54 percent of male and 60 percent of female first-time students who sought a bachelor's degree and enrolled at a 4-year institution full time in fall 2002 completed a bachelor's degree at that institution within 6 years.

Approximately 57 percent of first-time students who sought a bachelor's degree or its equivalent and enrolled at a 4-year institution full time in fall 2002 completed a bachelor's degree or its equivalent at that institution within 6 years (see table A-23-1). By comparison, 55 percent of students in an analogous cohort who began seeking a bachelor's degree or its equivalent in fall 1996 graduated within 6 years.

The bachelor's degree completion rates for students who began seeking a bachelor's degree at 4-year institutions in fall 2002 varied by the control of institution. Graduation rates were highest at private not-for-profit institutions, followed by public institutions and private for-profit institutions. For example, the 6-year graduation rate at private not-for-profit institutions was 65 percent, compared with 55 percent at public institutions and 22 percent at private for-profit institutions.

At both public and private not-for-profit 4-year institutions, the 6-year graduation rates for females who enrolled in fall 2002 were higher than the rates for males. At public institutions, approximately 58 percent of females seeking a bachelor's degree or its equivalent graduated within 6 years, compared with 52 percent of males; at private not-for-profit institutions, 67 percent of females graduated within 6 years, compared with 62 percent of males. At private for-profit institutions, however, the 6-year graduation rate was higher for males than females (24 vs. 21 percent).

Bachelor's degree completion rates for students who sought a bachelor's degree at 4-year institutions and enrolled in fall 2002 also varied by race/ethnicity. Asian/Pacific Islander students had the highest 6-year graduation rate, followed by White, Hispanic, Black, and American Indian/Alaska Native students (see table A-23-2). Approximately 67 percent of Asians/Pacific Islanders

graduated with a bachelor's degree or its equivalent within 6 years, compared with 60 percent of Whites, 49 percent of Hispanics, 40 percent of Blacks, and 38 percent of American Indians/Alaska Natives.

At both public and private not-for-profit 4-year institutions, the 6-year graduation rates for both males and females who began seeking a bachelor's degree in fall 2002 varied by the acceptance rate of the institution. For example, at public 4-year institutions with open admissions policies, 27 percent of males and 34 percent of females completed a bachelor's degree or its equivalent within 6 years. At public 4-year institutions where the acceptance rate was less than 25 percent of applicants, however, the 6-year graduation rate for males was 73 percent and for females, 72 percent.

At 2-year institutions, about 27 percent of first-time, full-time students who enrolled in fall 2005 completed a certificate or associate's degree within 150 percent of the normal time required to complete such a degree (see table A-23-3). For the cohort who enrolled in 1999, the completion rate was 29 percent.

The certificate or associate's degree completion rate of students who enrolled in 2-year institutions in fall 2005 varied by institution control. Fifty-eight percent of students graduated within 150 percent of the normal time at private for-profit 2-year institutions, 48 percent did so at private not-for-profit institutions, and 21 percent did so at public institutions.



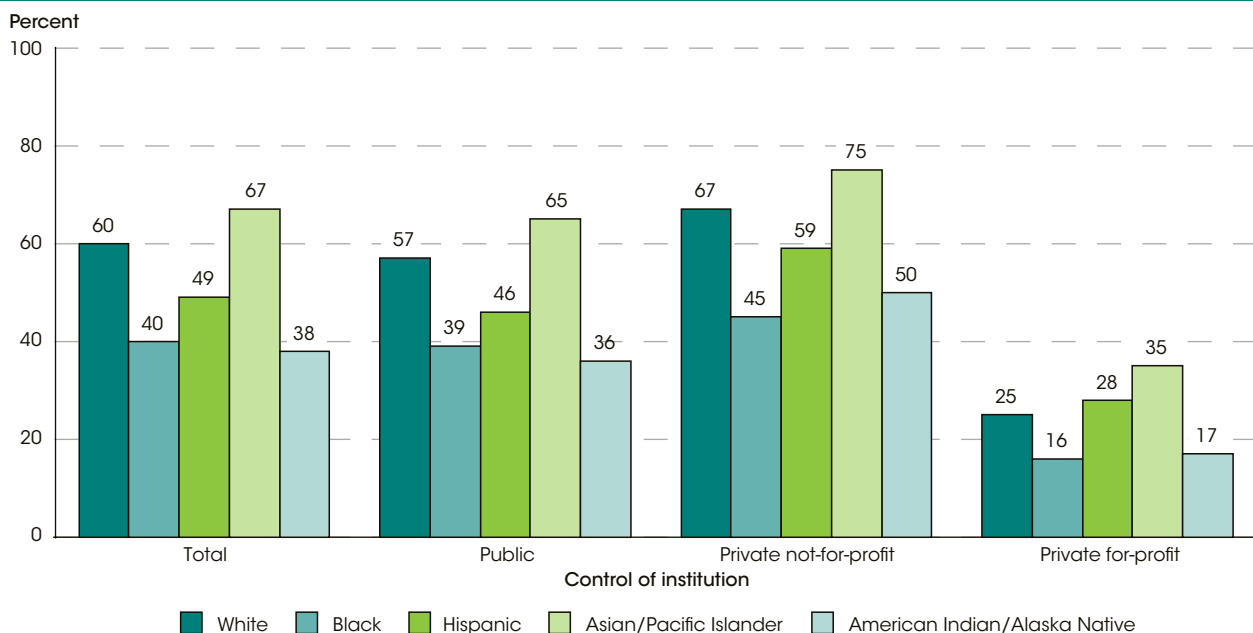
For more information: Tables A-23-1 through A-23-3
Glossary: Associate's degree, Bachelor's degree, Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution

Technical Notes

The graduation rate was calculated as the total number of students who completed a degree within the specified time to degree attainment (for bachelor's degrees, 6 years; for less than 4-year degrees, 150 percent of the normal time required to attain such a degree) divided by the revised cohort, meaning the cohort minus any allowable exclusions. For this indicator, the revised cohorts are the spring 2009 estimates of 1) the number of students who entered a 4-year institution in fall 1996, fall 1999, and fall 2002 as first-time, full-time undergraduates seeking

a bachelor's or equivalent degree, and 2) the number of students who entered a 2-year institution in fall 1999 and fall 2005 as first-time, full-time undergraduates seeking a certificate or associate's 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 *supplemental note 3*. Race categories exclude person of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

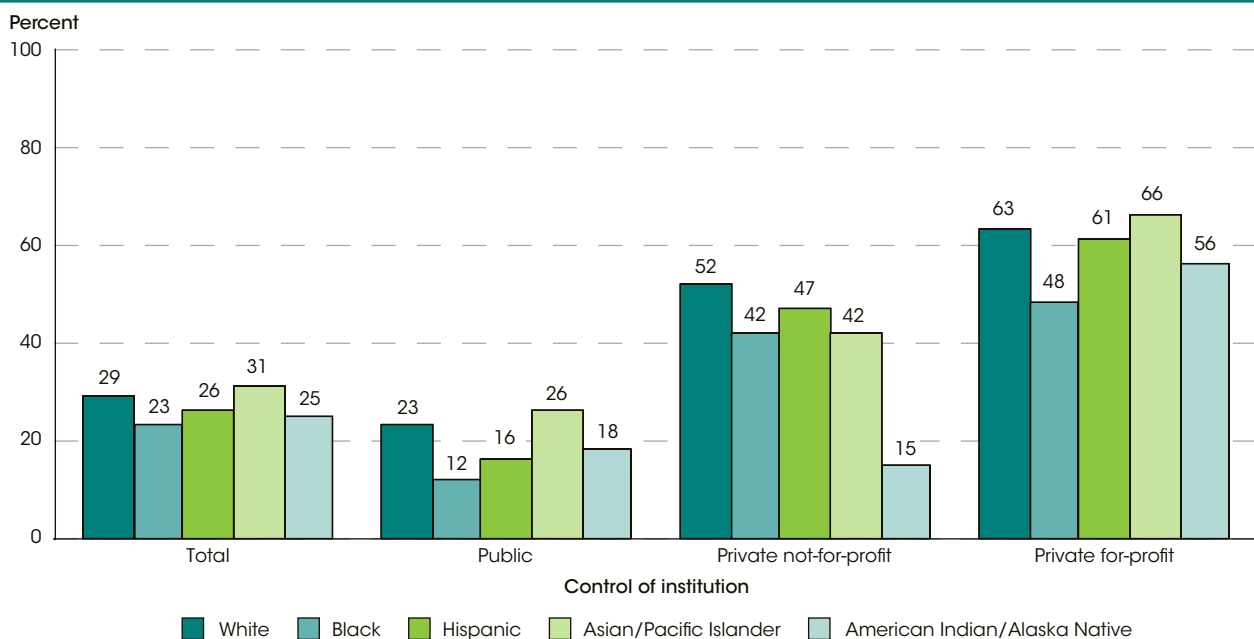
Figure 23-1. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and race/ethnicity: Cohort year 2002



NOTE: The rate was calculated as the total number of students who completed a degree within the specified time to degree attainment (6 years) divided by the revised cohort minus any allowable exclusions. Students who transferred to another institution and graduated from the other institution are not counted as completers at their initial institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

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

Figure 23-2. Percentage of students seeking a certificate or associate's degree at 2-year institutions who completed a certificate or degree within 150 percent of the normal time required to do so, by control of institution and race/ethnicity: Cohort year 2005



NOTE: The rate was calculated as the total number of students who completed a degree within the specified time to degree attainment (6 years) divided by the revised cohort minus any allowable exclusions. Students who transferred to another institution and graduated from the other institution are not counted as completers at their initial institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

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

Educational Attainment

In 2010, some 32 percent of 25- to 29-year-olds had completed at least a bachelor's degree. Between 1975 and 2010, the gap in bachelor's degree attainment between Whites and Hispanics widened from 15 to 25 percentage points, and the gap between Whites and Blacks widened from 13 to 19 percentage points.

Between 1975 and 2010, the educational attainment of 25- to 29-year-olds increased. For the purpose of this indicator, educational attainment represents the percentage who achieved at least the cited credential, such as a high school diploma or equivalency credential or a bachelor's degree. In 2010, for example, 89 percent of 25- to 29-year-olds had received at least a high school diploma or equivalency certificate, a 6 percentage point increase from 1975 (see table A-24-1). The high school completion rate has remained between 85 and 89 percent since 1980.

In both 1975 and 2010, the percentage of Whites who had completed high school was higher than that of Blacks and Hispanics, although the gaps between Whites and Blacks and Whites and Hispanics have narrowed over the years. Between 1975 and 2010, the high school completion rate for Blacks increased from 71 to 90 percent, and the gap between Blacks and Whites decreased from 15 to 5 percentage points. During this period, the high school completion rate for Hispanics increased from 53 to 69 percent, and the gap between Hispanics and Whites decreased from 34 to 25 percentage points. In 2010, the high school completion rate for Whites was 95 percent. Educational attainment data for Asians/Pacific Islanders were not available until 1990; in that year, 90 percent of Asians/Pacific Islanders had completed high school. Between 1990 and 2010, the high school completion rate for Asians/Pacific Islanders increased from 90 to 94 percent.

Between 1975 and 2010, the percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 22 to 32 percent; however, most of the increase occurred prior to the last decade. Between 1975 and 2010, the percentage who had attained a bachelor's degree increased from 24 to 39 percent for Whites, from

10 to 19 percent for Blacks, and from 9 to 13 percent for Hispanics. During this period, the gap in bachelor's degree attainment between Blacks and Whites increased from 13 to 19 percentage points, and the gap between Whites and Hispanics increased from 15 to 25 percentage points. Between 1990 and 2005, the percentage of Asians/Pacific Islanders who had attained a bachelor's degree increased from 42 to 60 percent; however, between 2005 and 2010 this percentage decreased from 60 to 53 percent.

In 2010, some 7 percent of 25- to 29-year-olds had completed a master's degree or higher. The percentage of Asians/Pacific Islanders who had attained a master's degree in 2010 (18 percent) was higher than that of their peers from all other races/ethnicities: 8 percent of Whites, 5 percent of Blacks, and 2 percent of Hispanics had attained a master's degree in 2010. Between 1995 and 2010, the rate of master's degree attainment increased for Whites (from 5 to 8 percent), Blacks (from 2 to 5 percent), and Asians/Pacific Islanders (from 11 to 18 percent).

Differences in educational attainment by gender shifted between 1975 and 2010. For example, in 1975, a higher percentage of males than females had completed high school, by a difference of 3 percentage points, but by 2010 females' rate of high school attainment was higher than males', by 3 percentage points. A higher percentage of males than females had attained a bachelor's degree in 1975 (by a difference of 6 percentage points), while by 2010 the percentage of females who had attained a bachelor's degree was 8 percentage points higher than that of males.



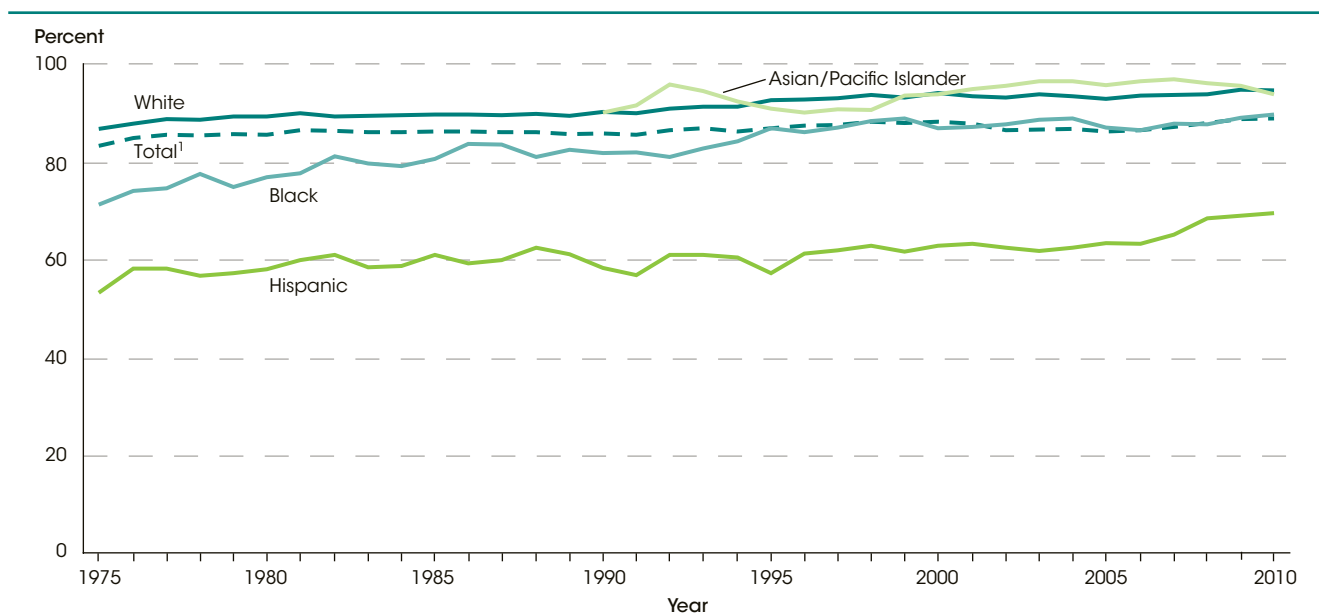
For more information: *Table A-24-1*

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. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, *some college* meant completing 1 or more years of college, and *bachelor's degree or higher* referred to those who completed 4 years of college; from 1992 to 2010, *high school completers* refers to those who have received a high school diploma or equivalency certificate, *some college*

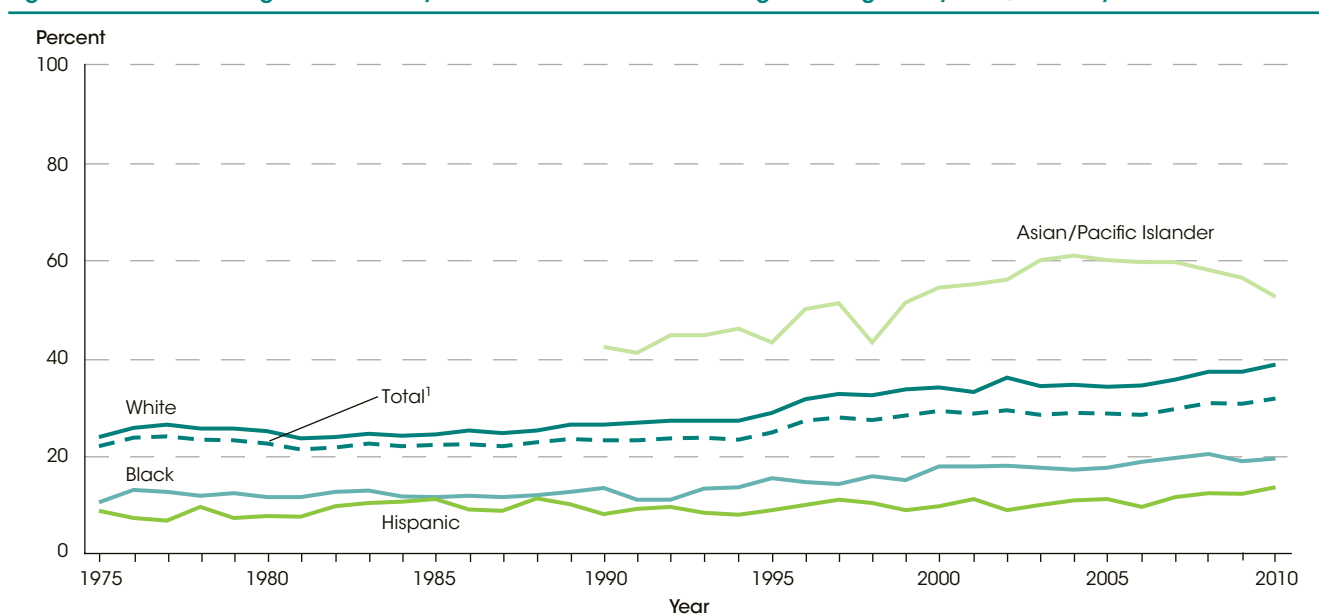
means completing any college at all, and *bachelor's degree or higher* refers to those who have earned at least a bachelor's degree. For more information on the CPS, see *supplemental note 2*. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. Some estimates are revised from previous publications. 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, see *supplemental note 1*.

Figure 24-1. Percentage of 25- to 29-year-olds who completed at least high school, by race/ethnicity: March 1975-2010



¹ Included in the total but not shown separately are estimates for persons from other racial/ethnic groups.
 NOTE: Data for Asians/Pacific Islanders were available beginning in 1990. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling; from 1992 to 2010, the term refers to those who have received a high school diploma or equivalency certificate. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. 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*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1975-2010.

Figure 24-2. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity: March 1975-2010



¹ Included in the total but not shown separately are estimates for persons from other racial/ethnic groups.
 NOTE: Data for Asians/Pacific Islanders were available beginning in 1990. Data prior to 1992 were for completing 4 years of college; from 1992 to 2010, data are for earning a bachelor's degree. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. 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*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1975-2010.

International Comparison of Educational Attainment

Greater percentages of the population ages 25 to 64 had earned a bachelor's degree or higher in all reporting OECD countries in 2008 than in 2001 (21 vs. 15 percent). The percentage of the U.S. population with a bachelor's degree or higher was 32 percent in 2008, compared with 28 percent in 2001.

Member countries of the Organization for Economic Co-operation and Development (OECD) generally reported that the percentages of the adult population (ages 25 to 64) with a high school education or a bachelor's degree or higher were greater in 2008 than in 2001. On average across member countries of the OECD reporting data, the percentage of the population ages 25 to 64 possessing a high school education was 65 percent in 2001 and 72 percent in 2008. The percentage of the adult population possessing a bachelor's degree or higher was 15 percent in 2001 and 21 percent in 2008 (see table A-25-1).

The percentage of the population who had completed high school was higher in 2008 than in 2001 in 24 OECD countries and lower in 2008 than in 2001 in three OECD countries (one OECD country showed no measurable difference from 2001 to 2008). In the United States, 88 percent of the population had completed high school in 2001, compared with 89 percent in 2008. Greater percentages of the population ages 25 to 64 had earned a bachelor's degree or higher in all reporting OECD countries in 2008 than in 2001. The percentage of the U.S. adult population with a bachelor's degree or higher was 32 percent in 2008, compared with 28 percent in 2001.

In 2008 in 27 reporting OECD countries, 60 percent or more of the population ages 25 to 64 had completed at least high school, but differences in educational attainment were seen when the population was broken out by age group. On average across OECD countries, the percentage of 25- to 34-year-olds with at least a high school education was 21 percentage points higher than that of 55- to 64-year-olds with at least a high school

education (81 vs. 60 percent, respectively) (see table A-25-2). The United States was the only country in 2008 where the percentage of 25- to 34-year-olds who had completed high school did not exceed the percentage of 55- to 64-year-olds who had completed high school. The percentage of the population who had completed high school in 2008 was about the same at every age group in the United States (between 88 and 89 percent). Canada, the Czech Republic, Estonia, Germany, the Slovak Republic, and Switzerland were the only other countries where 80 percent or more of 55- to 64-year-olds were high school completers.

In 2008, over 20 percent of the 25- to 64-year-old population in 18 OECD countries had earned a bachelor's degree or higher. In 31 OECD countries and the partner country Brazil, 25- to 34-year-olds had higher levels of attaining a bachelor's degree or higher than did 55- to 64-year-olds. On average across OECD countries, 27 percent of the population ages 25 to 34 had completed a bachelor's degree or higher, compared with 15 percent of the population 55 to 64 years old. In the United States, some 32 percent of 25- to 34-year-olds and 31 percent for 55- to 64-year-olds had attained a bachelor's degree or higher. The United States was the only country where at least 30 percent of 55- to 64-year-olds had attained a bachelor's degree or higher in 2008.



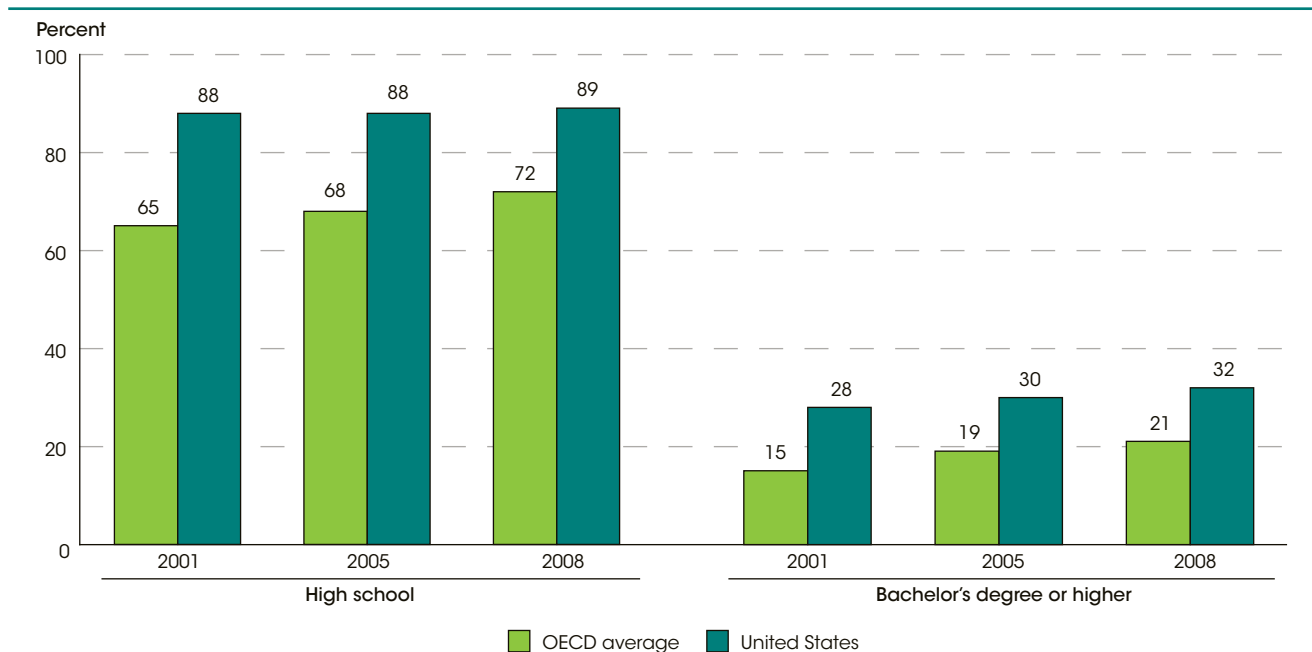
For more information: Tables A-25-1 and A-25-2
Glossary: Educational attainment, Organization for Economic Co-operation and Development (OECD)

Technical Notes

The OECD is an organization of 34 countries whose purpose is to promote trade and economic growth in both member and nonmember countries. Of the 34 OECD member countries, 29 countries reported high school attainment data in 2001 and 32 countries reported these data in both 2005 and 2008. Twenty-nine OECD member countries reported bachelor's degree or higher attainment data in 2001, and 33 countries reported these data in both 2005 and 2008. The OECD average refers to the mean of the data values for all reporting OECD countries, to which each country reporting data contributes equally. Attainment data for two non-OECD partner countries are displayed separately and are not included in the OECD average. High school attainment data in this indicator refer to degrees classified by the

OECD as International Standard Classification of Education (ISCED) level 3. ISCED level 3 corresponds to high school completion in the United States. ISCED level 3C short programs do not correspond to high school completion; these short programs are excluded from this indicator. Data regarding the attainment of a bachelor's degree or higher in this indicator refer to degrees classified by the OECD as ISCED level 5A or 6. ISCED level 5A, first award, corresponds to the bachelor's degree in the United States; ISCED level 5A, second award, corresponds to master's and first-professional degrees in the United States; and ISCED level 6 corresponds to doctoral degrees. For more information on ISCED levels, see *supplemental note 11*.

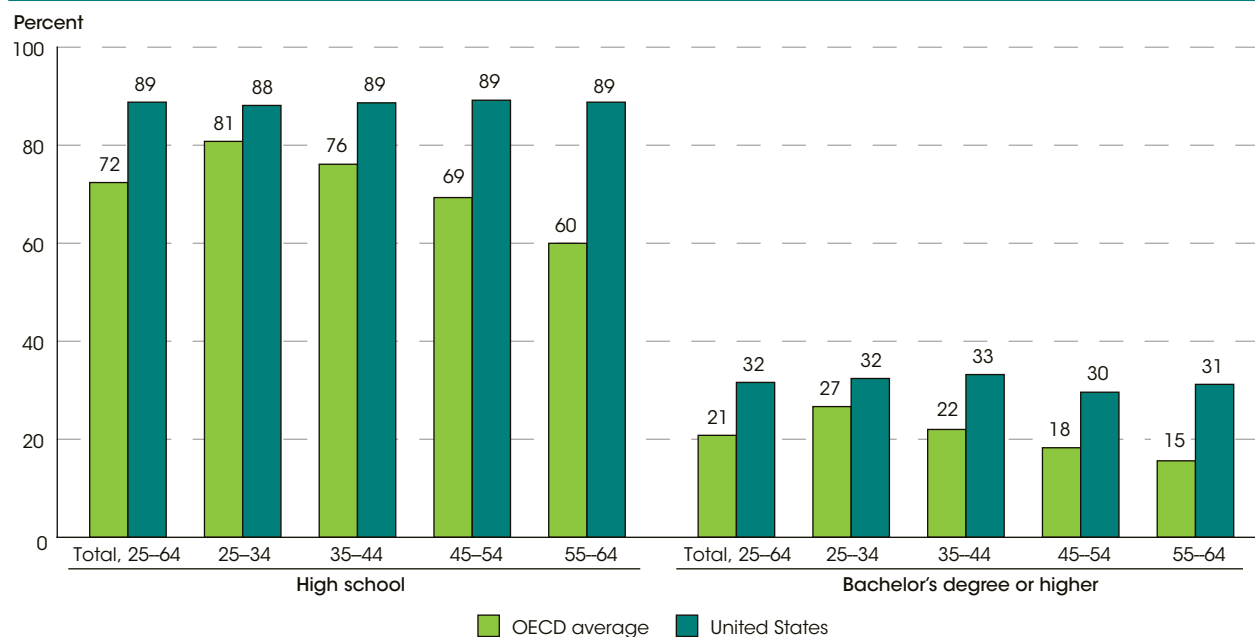
Figure 25-1. Percentage of the population 25 to 64 years old who have attained selected levels of education: 2001, 2005, and 2008



NOTE: Educational attainment data in this figure refer to degrees classified by the Organization for Economic Co-operation and Development (OECD) as International Standard Classification of Education (ISCED) level 3 for high school and level 5A or 6 for bachelor's degree or higher. For more information on ISCED levels, please see *supplemental note 11*. The OECD average refers to the mean of the data values for all reporting OECD countries, to which each country reporting data contributes equally.

SOURCE: Organization for Economic Co-operation and Development (OECD), *Education at a Glance*, 2002, 2007, and 2010, Tables A1.2a and A1.3a.

Figure 25-2. Percentage of the population 25 to 64 years old who have attained selected levels of education, by age group: 2008



NOTE: Educational attainment data in this figure refer to degrees classified by the Organization for Economic Co-operation and Development (OECD) as International Standard Classification of Education (ISCED) level 3 for high school and level 5A or 6 for bachelor's degree or higher. For more information on ISCED levels, please see *supplemental note 11*. The OECD average refers to the mean of the data values for all reporting OECD countries, to which each country reporting data contributes equally.

SOURCE: Organization for Economic Co-operation and Development (OECD), *Education at a Glance*, 2002, 2007, and 2010, Tables A1.2a and A1.3a.

Degrees Earned

Between 1998–99 and 2008–09, the number of degrees earned increased by 41 percent for associate’s degrees, by 33 percent for bachelor’s degrees, and by 49 percent for master’s degrees. In 2008–09, females earned the majority of all associate’s, bachelor’s, master’s, and doctoral degrees awarded.

Postsecondary enrollment in degree-granting institutions increased by 32 percent from academic years 1998–99 to 2008–09, from 14.5 to 19.1 million students (see *indicators 8 and 9*). This growth was accompanied by a 38 percent increase in the number of degrees earned, which rose from 2.3 million in 1998–99 to 3.2 million in 2008–09. The number of degrees earned increased by 41 percent for associate’s degrees, by 33 percent for bachelor’s degrees, and by 49 percent for master’s degrees (see table A-26-1). In addition, the number of first-professional degrees earned increased by 17 percent, and the number of doctoral degrees, by 54 percent.

From 1998–99 to 2008–09, the number of degrees earned increased for students of all racial/ethnic groups for each level of degree, but at varying rates. For all levels of degrees, the change in percentage distribution of degree recipients was characterized by increased numbers of Black and Hispanic graduates. For more information on changing enrollment patterns in postsecondary education by race/ethnicity, see tables A-8-3 and A-9-2. From 1998–99 to 2008–09, the number of associate’s degrees earned by Hispanics more than doubled (increasing by 101 percent), and the number earned by Black students increased by 77 percent, while the number earned by White students increased by 28 percent (see table A-26-2). As a result, in 2008–09, Black students earned 13 percent and Hispanic students earned 12 percent of all associate’s degrees awarded, up from 10 and 9 percent, respectively, in 1998–99. 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 85 percent. The number of bachelor’s degrees awarded to White students increased by 26 percent. In 2008–09, Black students earned 10 percent and Hispanics earned

8 percent of all bachelor’s degrees conferred, up from 9 and 6 percent, respectively, in 1998–99. Similarly, higher percentages of master’s degrees were conferred to Black and Hispanic students in 2008–09 (11 and 6 percent, respectively) than in 1998–99 (7 and 4 percent, respectively).

From 1998–99 to 2008–09, the percentage of degrees earned by females fluctuated between 61 and 62 percent for associate’s degrees and remained steady around 57 percent for bachelor’s degrees. In contrast, both the percentage of master’s and the percentage of doctoral degrees earned by females increased during this period (from 58 to 60 percent and from 43 to 52 percent, respectively) (see table A-26-1). For nearly all levels of degrees within different race/ethnic groups, women earned the majority of degrees in 2008–09. For example, Black females earned 68 percent of associate’s degrees, 66 percent of bachelor’s degrees, 72 percent of master’s degrees, 62 percent of first-professional degrees, and 67 percent of doctoral degrees awarded to Black students (see table A-26-2). Hispanic females earned 62 percent of associate’s degrees, 61 percent of bachelor’s degrees, 64 percent of master’s degrees, 53 percent of first-professional degrees, and 57 percent of doctoral degrees awarded to Hispanic students. White females earned more degrees than White males for each level of degree except first-professional, for which they earned 46 percent of the degrees awarded.



For more information: *Tables A-26-1 and A-26-2*

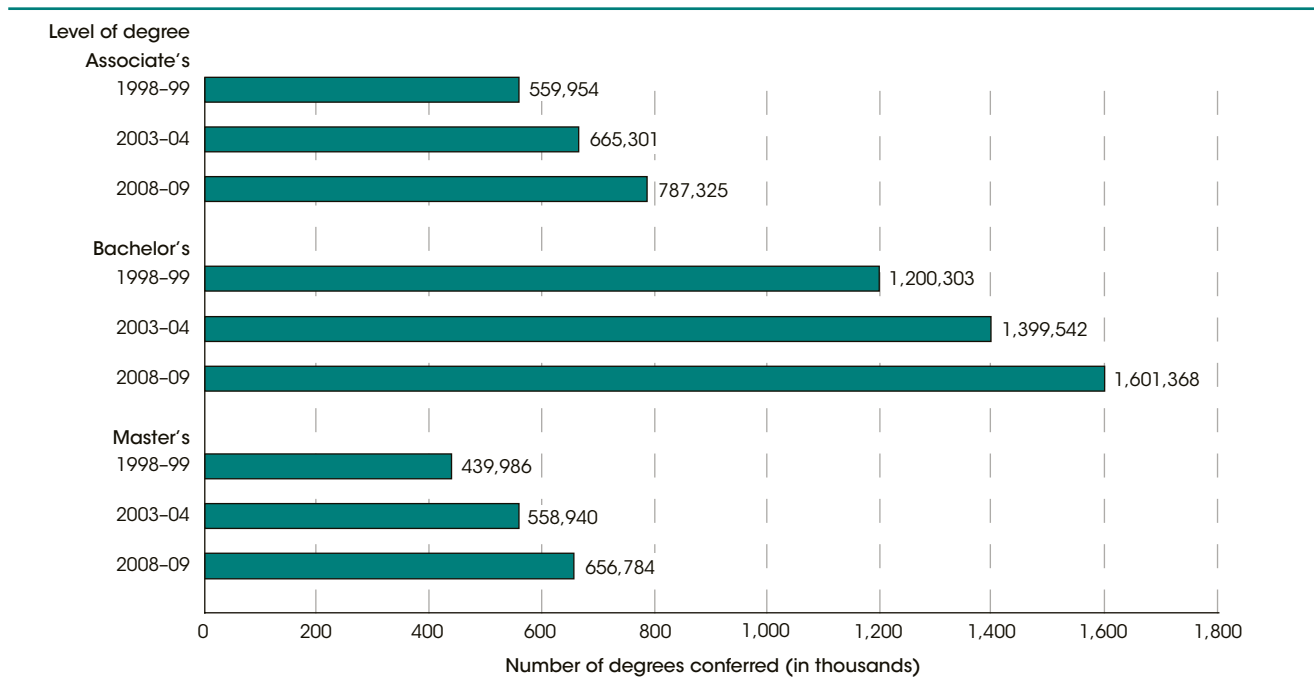
Glossary: *Associate’s degree, Bachelor’s degree, Doctoral degree, First-professional degree, Non-resident alien, Private institution, Public institution*

Technical Notes

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. Nonresident aliens are featured separately because information about their race/ethnicity is not

available. 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*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

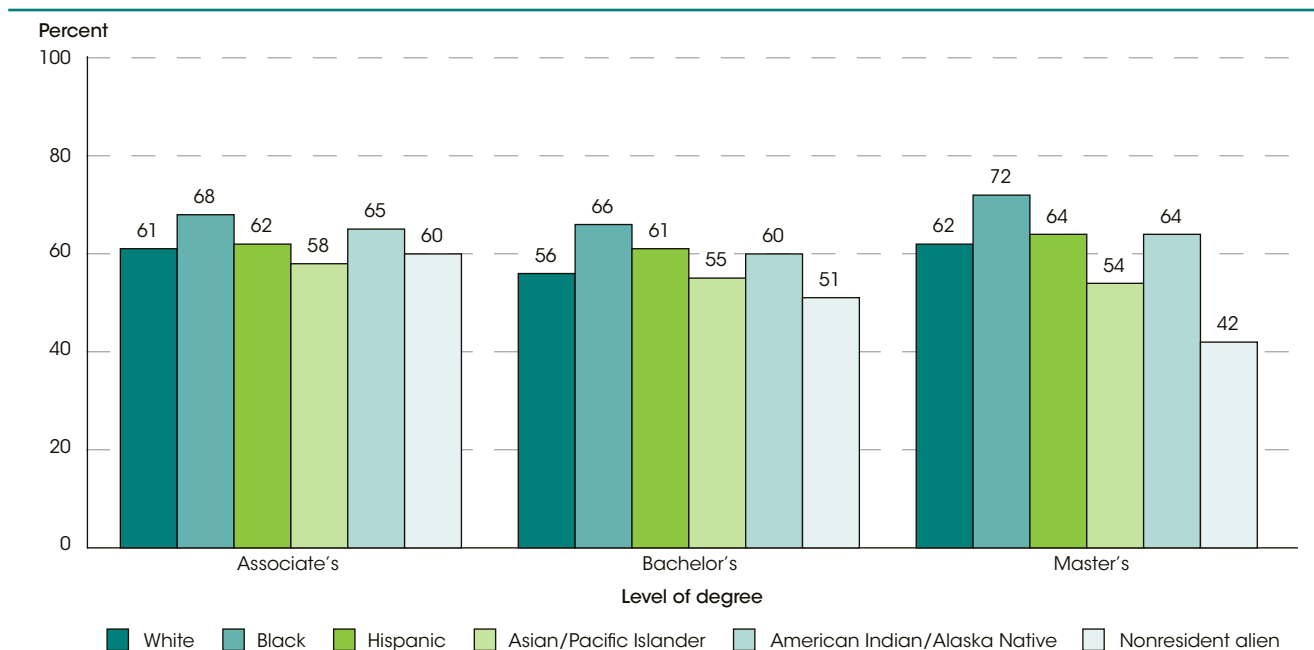
Figure 26-1. Number of degrees conferred by degree-granting institutions, by level of degree: Academic years 1998–99, 2003–04, and 2008–09



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1998–99, 2003–04, and 2008–09 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:99) and Fall 2004 and 2009.

Figure 26-2. Percentage of degrees conferred to females by degree-granting institutions, by level of degree and race/ethnicity: Academic year 2008–09



NOTE: 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. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Detail may not sum to totals because of rounding. 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*. For more information on the classification of postsecondary education institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008–09 Integrated Postsecondary Data System (IPEDS), "Completion Survey," Fall 2009.