

Community Colleges

Special Supplement to The Condition of Education 2008



NCES 2008-033

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Community Colleges

Special Supplement to The Condition of Education 2008

Statistical Analysis Report

August 2008

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Executive Summary

The Condition of Education summarizes important developments and trends in education using the latest available data. The report, which is required by law, is an indicator report intended for a general audience of readers who are interested in education. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. For the 2008 edition, a special analysis was prepared to take a closer look at community colleges.

Drawing upon a wide range of data sources collected by the National Center for Education Statistics (NCES), the 2008 special analysis provides a descriptive profile of community colleges in the United States, examines the characteristics of community college students who entered directly from high school, and looks at rates of postsecondary persistence and attainment among community college students in general. It also compares the characteristics of these institutions and of the students who enroll in them with those of public and private 4-year colleges and universities. Selected findings include:

- In 2006–07, there were 1,045 community colleges in the United States, enrolling 6.2 million students (or 35 percent of all postsecondary students enrolled that year).
- Average annual community college tuition and fees are less than half those at public 4-year colleges and universities and one-tenth those at private 4-year colleges and universities.
- Community colleges enroll a diverse group of students, with various reasons for going to college, and have larger percentages of nontraditional, low-income, and minority students than 4-year colleges and universities.

- High school seniors who enrolled immediately in community colleges in 2004 spanned a broad range of academic achievement—including students who were well-prepared for college in terms of their performance on standardized tests and coursework completed. They included a greater percentage of well-prepared seniors than did the 1992 senior cohort.
- About two-thirds of 2004 seniors who enrolled immediately in a community college seem to have done so with the intention of pursuing a bachelor's degree or higher: as high school seniors, 28 percent had planned to use a community college as a stepping stone to a bachelor's degree and 39 percent revised their original plans to attend a 4-year college and earn a bachelor's degree by starting their postsecondary education at a community college.
- One-third of 2004 seniors who enrolled immediately in a community college did so with no intention of pursuing any education higher than an associate's degree; however, by 2006, almost 47 percent of this group had raised their educational expectations to start or complete a bachelor's degree.
- The percentage of students who had left school by 2006 without completing a degree or certificate program was higher among 2003–04 community college freshmen who intended to transfer to a 4-year college than among all 2003–04 freshmen at public 4-year and private not-for-profit 4-year institutions.

Technical notes about the data sources, methodology, and standard errors are included at the end of this report. Special analyses are available both as booklets and on the NCES *Condition of Education* website (<http://nces.ed.gov/programs/coe>).

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Contents

Executive Summary..... iii

List of Tables vi

List of Figures and Exhibit.....viii

Introduction 1

Section 1. Institutional Characteristics 2

Number, Size, and Location 2

Enrollment Patterns 2

State Community College Systems 5

Degrees Conferred 6

Tuition and Fees 6

Faculty 8

Admission Criteria 10

Remedial Education 11

Section 2. Student Characteristics 12

Part A. Students Who Enroll in Community Colleges Immediately After High School 13

 Immediate College Enrollment After High School 14

 Which Seniors Attend Community Colleges Right After High School? 14

 Background characteristics and immediate enrollment..... 14

 Student achievement and immediate enrollment..... 16

 Students' immediate educational plans, future educational expectations, and immediate enrollment..... 19

Part B. Community College Students' Short-Term Persistence or Attainment Rate 22

Summary 23

Notes 25

References 28

Special Analysis Tables 29

Technical Notes 60

List of Tables

Table 1.	Percentage of degree-granting institutions with first-year undergraduates using various selection criteria for admission, by control and type of institution: 2005–06	10
Table 2.	Percentage distribution of immediate enrollees in postsecondary institutions in fall 2004, by control and type of institution and selected academic achievement characteristics.....	18
Table 3.	Percentage distribution of 2004 and 1992 seniors who enrolled immediately after high school in a community college, by their educational plans and expectations as seniors and 2 years later	21
Table SA-1.	Number of degree-granting institutions, by control and type of institution: Academic years 1974–75 through 2006–07.....	29
Table SA-2.	Number of degree-granting institutions, by enrollment size, control and type of institution, and community type: Fall 2006	31
Table SA-3.	Percentage distribution of degree-granting institutions, by enrollment size, control and type of institution, and community type: Fall 2006	32
Table SA-4.	Total fall enrollment in degree-granting institutions, by control and type of institution: 1963 through 2006.....	33
Table SA-5.	Number of degree-granting community colleges, size of their total enrollment, and ratio of enrollment to adult population, by state or jurisdiction: 2005–06	35
Table SA-6.	Average annual undergraduate tuition and fees for full-time students in degree-granting institutions, by control and type of institution: Academic years 1976–77 through 2006–07	37
Table SA-7.	Number and percentage distribution of faculty and instructional staff in degree-granting institutions, by control and type of institution and selected faculty characteristics: Fall 2003.....	38
Table SA-8.	Percentage of beginning postsecondary students who reported taking various types of remedial courses in their first year, by control and type of institution: 2003–04	39
Table SA-9.	Percentage distribution of undergraduates, by control and type of institution and student characteristics: 2003–04	40
Table SA-10.	Percentage distribution of the spring 2004 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and selected background characteristics: 2004 and 2006	41
Table SA-11.	Percentage distribution of the spring 2004 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and selected background characteristics: 2004.....	42
Table SA-12.	Percentage distribution of the spring 1992 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and selected background characteristics: 1992 and 1994	43
Table SA-13.	Percentage distribution of the spring 1992 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and selected background characteristics: 1992.....	44

List of Tables

Continued

Table SA-14.	Percentage distribution of the spring 2004 12th-grade cohort, by immediate postsecondary enrollment status and selected characteristics: 2004	45
Table SA-15.	Percentage distribution of the spring 1992 12th-grade cohort, by immediate postsecondary enrollment status and selected characteristics: 1992	48
Table SA-16.	Percentage distribution of the spring 2004 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and academic achievement characteristics: 2004 and 2006	50
Table SA-17.	Percentage distribution of the spring 2004 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and academic achievement characteristics: 2004	51
Table SA-18.	Percentage distribution of the spring 1992 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and academic achievement characteristics: 1992 and 1994	52
Table SA-19.	Percentage distribution of the spring 1992 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and academic achievement characteristics: 1992	53
Table SA-20.	Percentage distribution of immediate enrollees in a postsecondary institution in fall 1994, by control and type of institution and selected academic achievement characteristics	54
Table SA-21.	Percentage distribution of the spring 2004 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and educational plans and expectations: 2004 and 2006	55
Table SA-22.	Percentage distribution of the spring 2004 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and educational plans and expectations: 2004	56
Table SA-23.	Percentage distribution of the spring 1992 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and educational plans and expectations: 1992 and 1994	57
Table SA-24.	Percentage distribution of the spring 1992 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and educational plans and expectations: 1992	58
Table SA-25.	Percentage of 2003–04 beginning postsecondary students who in 2006 were still enrolled and/or had completed a degree or certificate program at any postsecondary institution, by control and type of institution, program plans, and attendance status	59

List of Figures and Exhibit

Figures

Figure 1.	Number of degree-granting institutions in the United States, by control and type of institution: Selected academic years, 1974–75 through 2006–07	3
Figure 2.	Percentage distribution of degree-granting institutions, by control and type of institution and enrollment size: Fall 2006	3
Figure 3.	Percentage of degree-granting institutions, by control and type of institution and community type: Fall 2006.....	4
Figure 4.	Total fall enrollment in degree-granting institutions, by control and type of institution: 1963 through 2006.....	4
Figure 5.	Estimated number of students enrolled in each state’s community colleges, by state: Fall 2005	5
Figure 6.	Number of associate’s degrees conferred in the United States, by control and type of postsecondary institution: Academic year 2005–06.....	7
Figure 7.	Average annual undergraduate tuition and fees for full-time students in degree-granting institutions, by control and type of institution: Academic years 1976–77 through 2006–07	7
Figure 8.	Percentage distribution of faculty in degree-granting institutions, by faculty employment status, main activity, and control and type of institution: Fall 2003.....	8
Figure 9.	Percentage distribution of faculty in degree-granting institutions, by highest level of educational attainment, minority race/ethnicity, and control and type of institution: Fall 2003	9
Figure 10.	Percentage of beginning postsecondary students who reported taking remedial courses in their first year, by control and type of institution: 2003–04	11
Figure 11.	Percentage of community college students reporting various reasons for enrolling in a community college: Academic year 2003–04	12
Figure 12.	Percentage of 2004 seniors who enrolled immediately in a postsecondary institution after high school and percentage distribution of these immediate enrollees, by control and type of institution: 2004	14
Figure 13.	Percentage of 2004 seniors who enrolled immediately in a postsecondary institution after high school and percentage distribution of these immediate enrollees, by control and type of institution and race/ethnicity: 2004	15
Figure 14.	Percentage of 2004 seniors who enrolled immediately in a postsecondary institution after high school and percentage distribution of these immediate enrollees, by control and type of institution and socioeconomic status: 2004	16
Figure 15.	Percentage of 2004 seniors who enrolled immediately in a community college after high school, by race/ethnicity and socioeconomic status: 2004	17
Figure 16.	Percentage of 2004 seniors who enrolled in a postsecondary institution immediately after high school, by type of institution and high school grade point average (GPA): 2004.....	17
Figure 17.	Percentage of 2004 seniors who enrolled immediately in a community college or a 4-year postsecondary institution in fall 2004, by their reported post-high school educational plans: 2004	20
Figure 18.	Percentage distribution of first-time undergraduates in 2003–04, by persistence or attainment rate, control and type of postsecondary institution, program plans, and attendance status: 2006	23

Exhibit

Exhibit A.	Overview of the datasets used for the special analysis	61
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Community Colleges

INTRODUCTION

This special analysis draws upon a wide range of data sources collected by the National Center for Education Statistics (NCES) to present a descriptive profile of community colleges in the United States (see exhibit A in the Technical Notes). Public 2-year postsecondary institutions, commonly known today as “community colleges,”¹ primarily award associate’s degrees and certificates and offer a wide range of services in their local communities. For example, besides offering academic coursework to earn a degree and occupational education or training, community colleges help students transfer to public 4-year postsecondary institutions with articulation agreements² and provide many forms of noncredit activities, ranging from remedial coursework to community and support services (Cohen and Brawer 2003; Phillippe 2004; Vaughan 2006; Coley 2000). Furthermore, by virtue of their open admissions policies, they allow all individuals to register for courses. Consequently, community colleges offer educational opportunities to greater percentages of nontraditional students³ and minority students than do 4-year institutions (Horn and Nevill 2006, p. 9).

The special analysis describes both the institutional characteristics of community colleges and the characteristics of students who attend them. It also compares the characteristics of these institutions and the students who enroll in them with those of public and private 4-year colleges and universities. The special analysis is organized into two sections, each of which presents data from various sources and examines different questions. Section 1 describes the institutional characteristics of community colleges and addresses the following questions:

- How have the number of community colleges and their enrollments changed over time?

- How do state community college systems differ?
- How much are tuition and fees at community colleges?
- Who teaches at community colleges?
- What are the admission criteria at community colleges?

Section 2 is subdivided into two parts. Part A focuses on the characteristics of students who enroll in community colleges immediately after high school. Using longitudinal data on the senior high school classes of 1992 and 2004, part A examines the following questions:

- What are the characteristics of students who enroll in community colleges immediately after completing high school?
- How do “immediate enrollees” in community colleges differ from those in public and private 4-year colleges and universities?
- What percentage of immediate enrollees attend community college as a stepping stone to a higher degree?
- Do the educational expectations of immediate enrollees change after enrolling in a community college?

Part B expands the analysis to look at a larger population of students than immediate enrollees: it considers students who enter postsecondary education at any time in their lives. Using longitudinal data from undergraduates who enrolled in a postsecondary institution for the first time during the 2003–04 academic year, part B addresses the following questions:

- What percentage of beginning undergraduates at community colleges are still enrolled in college 3 years later?

- Do community college students' persistence rates differ for full- and part-time students and by students' academic plans?

Neither Part A or B of section 2 provides a complete picture of the community college student body because the available data only allow us to look at immediate enrollees and first-time enrollees. In addition, community colleges serve students who take noncredit courses and training. The longitudinal studies used in section 2 of this report do not fully capture this population of learners.

As mentioned above, community colleges and their students are compared with public 4-year postsecondary institutions and their students throughout this special analysis. When possible, comparisons are also made with private not-for-profit 4-year institutions and their students; however, sometimes data for all private 4-year institutions are aggregated, and thus some comparisons are made with all private 4-year institutions. Additional information about less-than-2-year, private 2-year (both not-for-profit and for-profit), and private for-profit 4-year postsecondary institutions is presented in figures and supporting tables when possible.⁴

This special analysis relies on a combination of data from administrative records and student self-reports. When historical data are available, trends or historical comparisons are reported. Finally, it is important to note that, while many of the variables examined in this analysis are related to one another, the purpose of this special analysis is to provide descriptive information; thus, complex interactions and relationships have not been explored here.

SECTION 1. INSTITUTIONAL CHARACTERISTICS

Number, Size, and Location

Between 1974–75 and 2006–07, the number of community colleges in the United States increased by 17 percent, from 896 to 1,045 (see table SA-1 and figure 1). The number of community colleges was highest during the 1997–98 academic year (1,092 institutions).⁵ Compared with the growth rate of other types of postsecondary institutions between 1974–75 and 2006–07, community colleges have grown at a

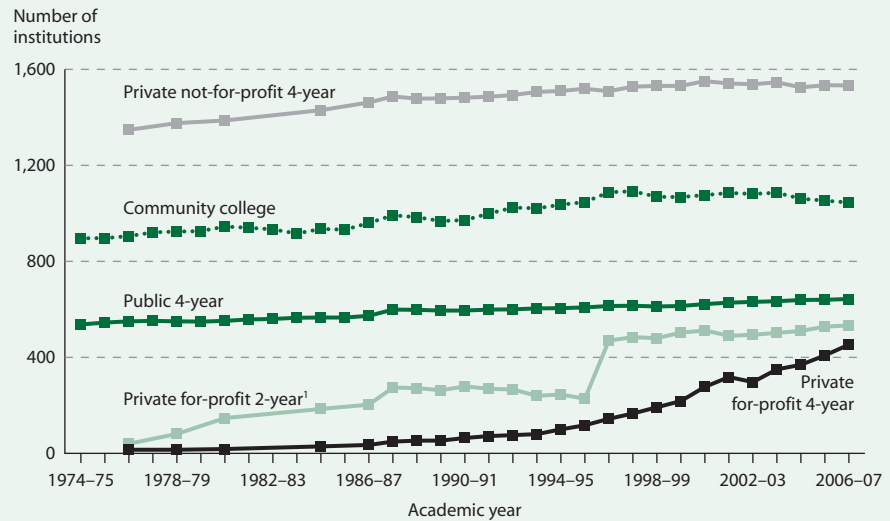
slower rate. For example, the number of public 4-year colleges and universities increased by 20 percent (from 537 to 643), while the number of private 4-year colleges and universities increased by 49 percent (from 1,329 to 1,986).

The typical size and location of colleges and universities vary by the control and type of institution, but community colleges tend to have relatively moderate-sized enrollments and are located across all community types (see table SA-2). Whereas public 4-year colleges and universities tend to have large enrollments (62 percent enroll 5,000 students or more) and private not-for-profit 4-year colleges and universities tend to have small enrollments (75 percent enroll fewer than 2,500 students), the majority of community colleges (71 percent) enroll between 1,000 and 10,000 students (see figure 2 and table SA-3). Also unlike public and private not-for-profit 4-year institutions, which tend to be in cities, community colleges are distributed more evenly across community types, with 29 percent each in cities and rural areas, 24 percent in towns, and 18 percent in suburban areas (see figure 3).

Enrollment Patterns

In fall 2006, over 6.2 million students (35 percent of all postsecondary students) were enrolled in community colleges across the country (see table SA-4).⁶ This figure represented a slight decline from their peak enrollment of almost 6.3 million students in fall 2002, but a 741 percent increase from fall 1963, when community colleges enrolled 739,811 students (see figure 4). In comparison, over this period, the enrollment for public 4-year colleges and universities increased by 197 percent, while the enrollment for private 4-year colleges and universities increased by 170 percent. As a result of the greater growth in enrollment for community colleges over this period, the difference in total enrollment between community colleges and public 4-year colleges and universities shrunk. In fall 1968, public 4-year colleges and universities enrolled over 2.1 million more students than community colleges. By fall 2002, this difference had decreased to 211,233 students; however, by fall 2006, the difference had increased to 729,893 students.

Figure 1. Number of degree-granting institutions in the United States, by control and type of institution: Selected academic years, 1974–75 through 2006–07

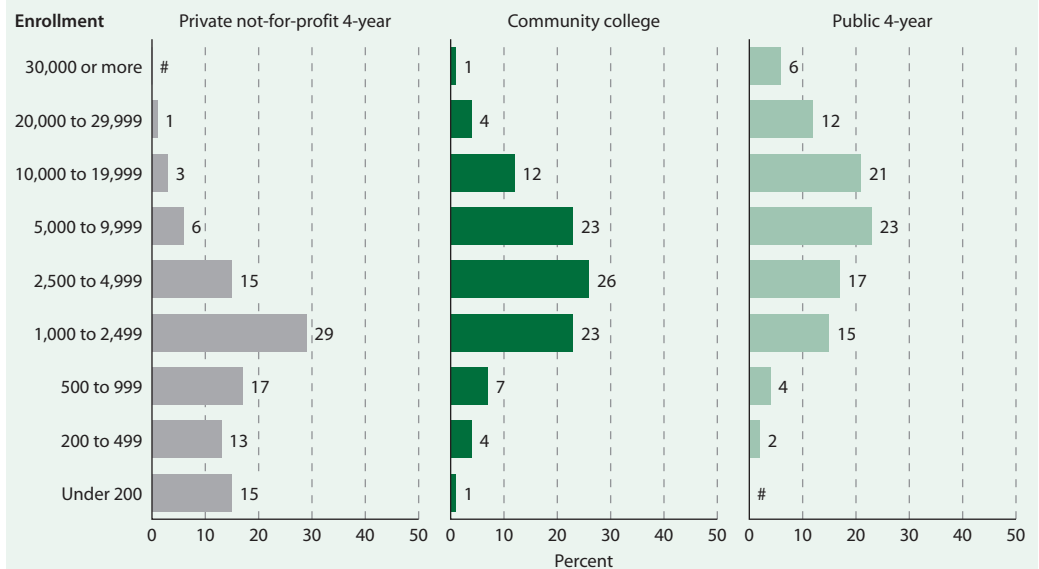


¹The number of private-for-profit 2-year institutions increased markedly between 1995–96 and 1996–97 in large part because the definition of degree-granting institutions adopted in 1996–97 included institutions that were not previously recognized as institutions of higher education.

NOTE: Data between 1974–75 and 1995–96 are for institutions of higher education. Data from 1996–97 onward are for degree-granting institutions. Institutions of higher education were institutions, accredited by an agency or association recognized by the U.S. Department of Education or recognized directly by the Secretary of Education, that had courses leading to an associate's or higher degree or that had courses accepted for credit toward those degrees. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Changes in counts of institutions over time are partly affected by increasing or decreasing numbers of institutions submitting separate data for branch campuses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1974–75 through 1985–86; and 1986–87 through 2006–07 Integrated Postsecondary Education Data System, "Institutional Characteristics Survey" (IPEDS-IC:86–99), and Fall 2000 through Fall 2006.

Figure 2. Percentage distribution of degree-granting institutions, by control and type of institution and enrollment size: Fall 2006

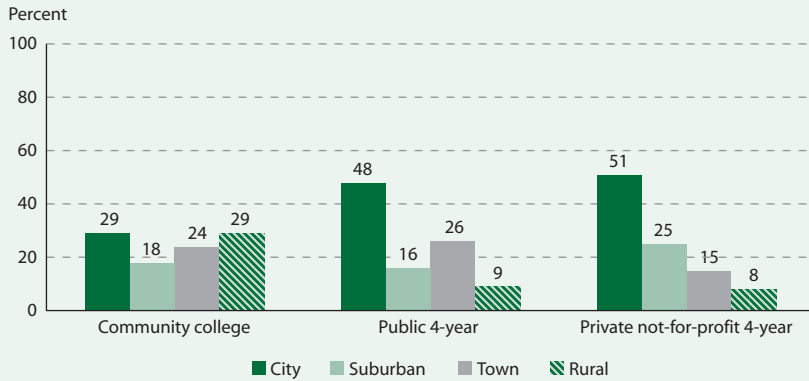


Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

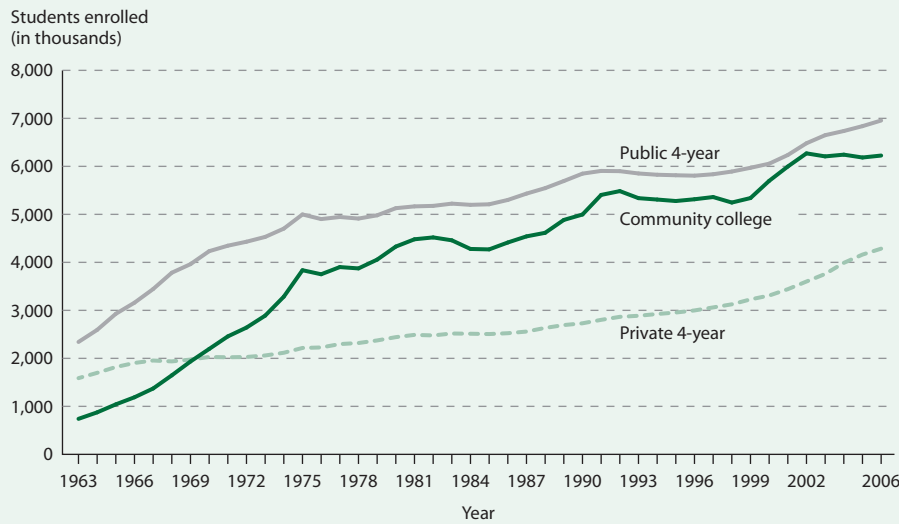
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006–07 Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Enrollment component.

Figure 3. Percentage of degree-granting institutions, by control and type of institution and community type: Fall 2006



NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006–07 Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Enrollment component.

Figure 4. Total fall enrollment in degree-granting institutions, by control and type of institution: 1963 through 2006



NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Institutions of higher education were institutions, accredited by an agency or association recognized by the U.S. Department of Education or recognized directly by the Secretary of Education, that had courses leading to an associate's or higher degree or that had courses accepted for credit toward those degrees. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Data for private 4-year institutions combine both not-for-profit and for-profit institutions. Enrollment data do not include students who were only enrolled in noncredit courses.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Opening Fall Enrollment in Higher Education, 1963 through 1966; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1966 through 1985; and 1986 through 2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2007.

Examining growth more recently, between fall 2000 and fall 2006, enrollments at community colleges increased by 9 percent, which was less than the increases at public 4-year institutions (by 15 percent) and at private 4-year institutions (by 30 percent) (see table SA-4). Between the most recent years for which fall enrollment data are available, 2005 and 2006, the enrollment at community colleges increased by 1 percent, while enrollments increased by 2 percent at public 4-year institutions and by 3 percent at private 4-year institutions.

Since the early 1970s, more than half of community college enrollments have been part-time students, a percentage generally at least twice that at public and private 4-year colleges and universities (U.S. Department of Education 2008b, table 187). In fall 2006, about 62 percent of community college students were enrolled part time compared with 27 percent of students at public 4-year colleges and universities and 25 percent of students at private 4-year colleges and universities.

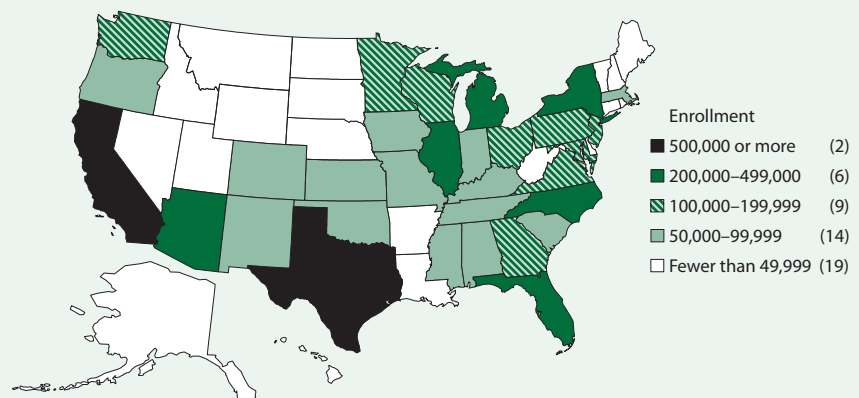
Community colleges frequently enroll relatively large percentages of minority students compared with public and private not-for-profit 4-year institutions. In fall 2005, 19 percent of community colleges had minority enrollments that were 50 percent or more of their total enrollment compared with 15 percent of public

4-year institutions and 10 percent of private not-for-profit 4-year institutions. However, a higher percentage of private for-profit 2-year and 4-year institutions had minority enrollments that were 50 percent or more of their total enrollment (38 and 34 percent, respectively) than community colleges (U.S. Department of Education 2008b, table 220). Community colleges with enrollments of 25 percent or more of Hispanic students may be eligible to participate in programs for Hispanic Serving Institutions. In addition, 11 community colleges are Historically Black Colleges and Universities and 17 community colleges are tribally controlled (U.S. Department of Education 2008b, tables 231 and 229).

State Community College Systems

Each state has its own community college system, with the number of institutions and the size of their student body varying across the states (see figure 5). The largest state community college system is in California. In fall 2005, California's 111 community colleges enrolled 1.4 million students (about 23 percent of the nation's community college students) (see table SA-5). The smallest state community college systems are in Rhode Island and Vermont (each of which has one community college) and in Alaska and Nevada (each of which has two).

Figure 5. Estimated number of students enrolled in each state's community colleges, by state: Fall 2005



NOTE: The total public community college enrollment for Florida excludes students enrolled at Dade County College because the college was recently reclassified in IPEDS as a public 4-year institution by virtue of its offering bachelor's degrees beginning in 2006. Dade County College historically has been among the nation's largest community colleges; in 2006, it enrolled over 51,000 students. The District of Columbia has no community colleges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2005.

The percentage of a state's adult population (18 years old and older), the primary population served by community colleges, varies across the states, suggesting that the size of a state community college system is not simply the function of its population size. For instance, the two states with the largest ratio of community college enrollment to adult population are California, which has the largest adult population of all the states, and Wyoming, which has the smallest adult population of all the states. In California, community college enrollments equal 5.2 percent of the adult population; in Wyoming, it equals 5.0 percent of the adult population (see table SA-5). In contrast, in New York and Pennsylvania, two of the five states with the largest adult populations, community college enrollments as a percentage of the adult population are 1.8 and 1.3 percent, respectively. In three states (Alaska, Nevada, and South Dakota), this ratio is under 1.0 percent.

State and local government agencies are the primary source of funding for community colleges. In 2004–05, expenditures for community colleges totaled \$38.6 billion, with 38 percent of revenues coming from state funding,⁷ 20 percent from local funding, 15 percent from federal funding, and the remainder from student tuition and fees (17 percent) and other sources (10 percent) (U.S. Department of Education 2008b, tables 338, 339, and 348). Sources of revenue for individual public colleges can vary widely from these averages. For example, institutions in some states receive little or no funding from local sources and those in other states receive substantial amounts. In comparison, expenditures for public 4-year institutions totaled \$177.2 billion, with 27 percent of revenues coming from state funding, 4 percent from local funding, 15 percent from federal funding, and the remainder from student tuition and fees (16 percent) and other sources (38 percent).

Community colleges have lower expenditures than public 4-year colleges and universities. In 2004–05, the average total expenditure per full-time-equivalent (FTE) student at a community college was \$10,500 compared with \$31,900 at a public 4-year college or university (U.S. Department of Education 2008b, table 348).⁸ The instructional cost per FTE student

at community colleges was \$4,100 compared with \$8,000 at public 4-year colleges and universities.⁹ In making these comparisons, it is important to bear in mind that community colleges have a larger proportion of part-time students than 4-year colleges and universities, thus the FTE student count for community colleges represents a greater number of individual students than the FTE student count for 4-year colleges and universities. In addition, because instructional costs include faculty salaries, instructional costs for 4-year colleges and universities may be higher than at community colleges by virtue of the fact that a greater proportion of faculty at 4-year institutions have doctorates, are employed full time, and spend a greater portion of their time on research and noninstitutional activities than community college faculty (see the discussion under Faculty below).

Degrees Conferred

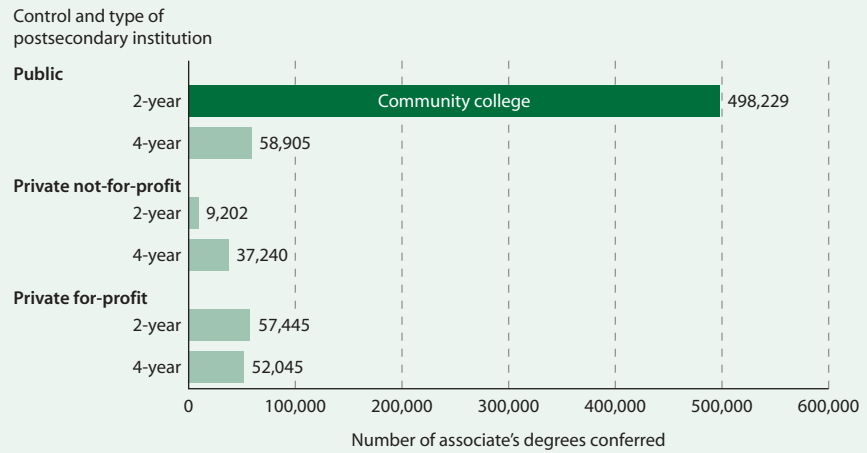
Community colleges confer the majority of associate's degrees awarded in the United States. In 2005–06, community colleges conferred 498,229 associate's degrees, accounting for 70 percent of all associate's degrees awarded that year (see figure 6). Forty-three percent of associate's degrees conferred by public institutions were in liberal arts and sciences, general studies, and humanities, followed by 18 percent in health professions or clinical sciences and 12 percent in business (U.S. Department of Education 2008b, table 267).

Tuition and Fees

In 2006–07, the average annual tuition and fees for a full-time, in-state student attending a community college were \$2,017.¹⁰ This amount was less than half the average annual tuition and fees at public 4-year colleges and universities for full-time, in-state students (\$5,685) and about one-tenth the average annual tuition and fees at private 4-year colleges and universities (\$20,492) (see table SA-6).

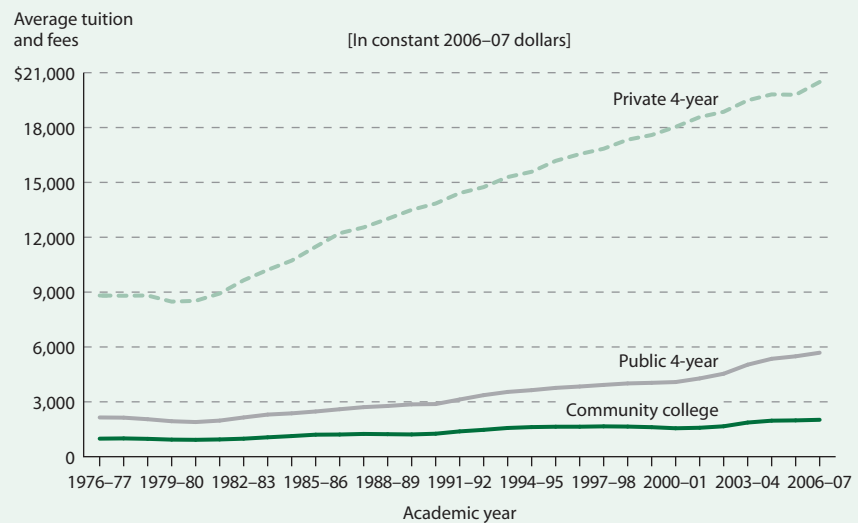
Between 1976–77 and 2006–07, average tuition and fees at community colleges increased by 105 percent, accounting for inflation (a \$1,032 increase, in constant dollars) (see figure 7). Over this period, average tuition and fees at public 4-year institutions increased by

Figure 6. Number of associate's degrees conferred in the United States, by control and type of postsecondary institution: Academic year 2005–06



NOTE: Data are for degree-granting institutions, which grant associate's degrees or higher and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2006.

Figure 7. Average annual undergraduate tuition and fees for full-time students in degree-granting institutions, by control and type of institution: Academic years 1976–77 through 2006–07



NOTE: Data are for the entire academic year and are average total charges for full-time attendance. Data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Institutions of higher education were institutions, accredited by an agency or association recognized by the U.S. Department of Education or recognized directly by the Secretary of Education, that had courses leading to an associate's or higher degree or that had courses accepted for credit toward those degrees. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Data for private 4-year institutions combine both not-for-profit and for-profit institutions. Detail may not sum to totals because of rounding.

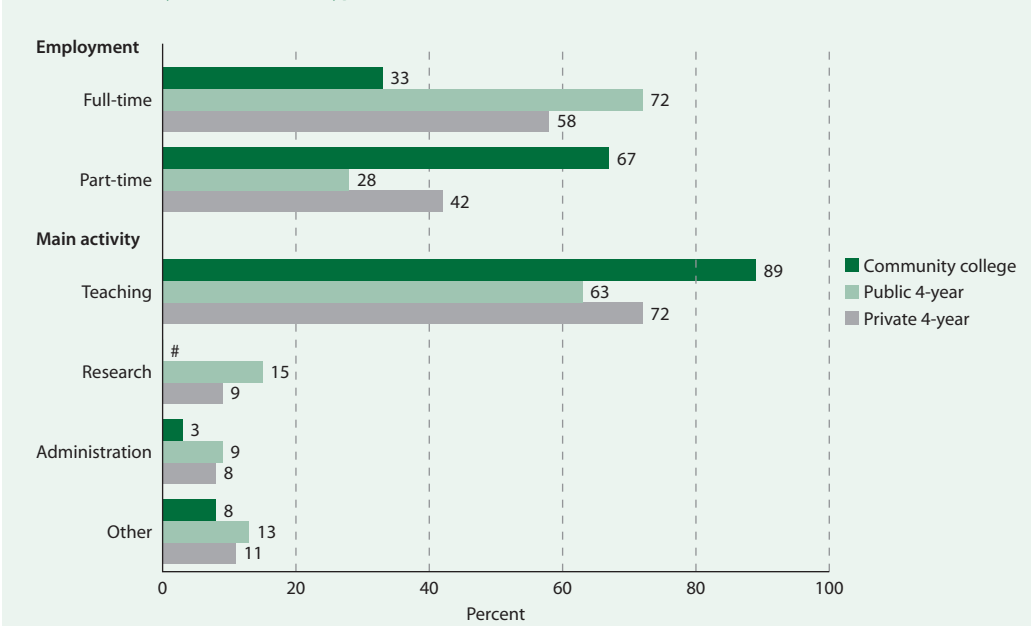
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1976–77 through 1985–86; "Fall Enrollment in Institutions of Higher Education" surveys, 1976 through 1985; and 1986–87 through 2005–06 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), "Institutional Characteristics Survey" (IPEDS-C:86–99), Spring 2001 through Spring 2006, and Fall 2000 through Fall 2006.

165 percent (a \$3,540 increase), and by 133 percent (a \$11,678 increase) at private 4-year institutions. In recent years, the rate of increase in average tuition and fees at community colleges has remained lower than it has at public 4-year institutions but has been higher than at private 4-year institutions. The average amount of increase in constant dollars, however, has been lower at community colleges than at either public or private 4-year institutions. Between 1999–2000 and 2006–07, average tuition and fees at community colleges increased by 25 percent (a \$405 increase), compared with 41 percent for public 4-year institutions (a \$1,646 increase) and 16 percent for private 4-year institutions (a \$2,901 increase).

Faculty

The faculty and instructional staff at community colleges differ in various ways from those at public and private 4-year colleges and universities. Unlike their colleagues at 4-year institutions, a majority of faculty at community colleges hold part-time appointments. In fall 2003, two-thirds of faculty at community colleges were employed part time (over 240,000 faculty), and one-third were employed full time (approximately 121,000 faculty) (see figure 8 and table SA-7). In comparison, at public 4-year institutions, 28 percent of faculty were employed part time that year, while at private 4-year institutions, 42 percent were employed part time.

Figure 8. Percentage distribution of faculty in degree-granting institutions, by faculty employment status, main activity, and control and type of institution: Fall 2003



Rounds to zero.

NOTE: Data for private 4-year institutions combine both not-for-profit and for-profit institutions. Faculty include instructional staff. The “Other” category under main activity includes respondents who answered that their primary activity at their college or university was public service, clinical service, on sabbatical, or some other activity. Detail may not sum to totals because of rounding.

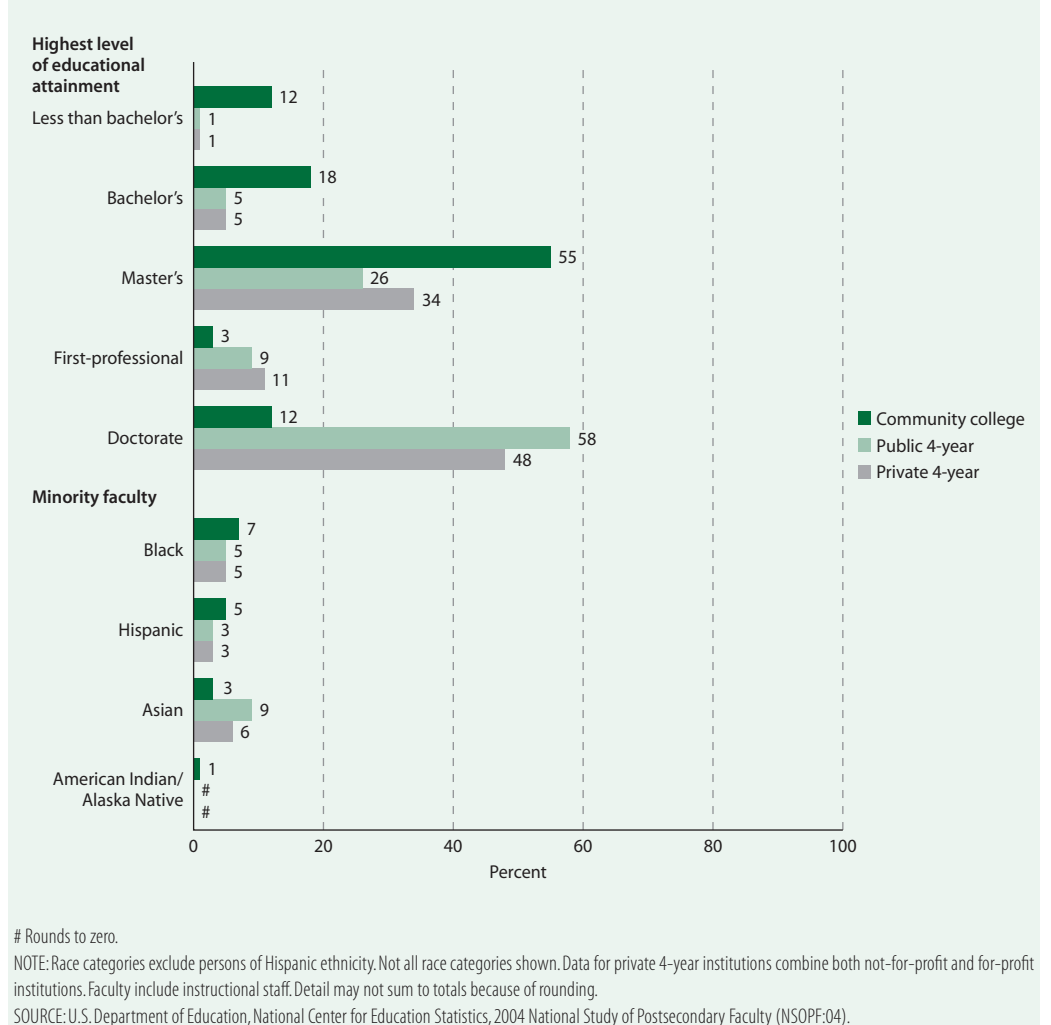
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

The primary activity of almost 90 percent of faculty at community colleges is teaching, with virtually no faculty devoted primarily to research. In addition, compared with faculty at 4-year institutions, smaller percentages at community colleges report administrative duties as their main activity (8–9 percent compared with 3 percent). The percentage of faculty that serve primarily in an administrative role, however, is small across all institution types (less than 10 percent).

The demographics of the faculty at community colleges also differ from those at 4-year institutions. Larger percentages of faculty at

community colleges than at public or private 4-year institutions have a master’s degree or less as their highest level of educational attainment (see figure 9). At community colleges, there is relative parity in the percentage of male and female faculty compared with public and private 4-year institutions where males predominate (constituting about 60 percent of faculty members) (see table SA-7). In addition, at community colleges, there are greater percentages of Black and Hispanic faculty than at public or private 4-year institutions. However, 80 to 85 percent of the faculty are White at all three types of institutions.

Figure 9. Percentage distribution of faculty in degree-granting institutions, by highest level of educational attainment, minority race/ethnicity, and control and type of institution: Fall 2003



Admission Criteria

Unlike most 4-year colleges and universities, the great majority of community colleges (95 percent in 2005–06) have an “open admissions” policy, which means that students neither need to compete for admission at a set time of the year nor demonstrate a level of academic proficiency to enroll (see table 1). Instead, anyone can apply (and be admitted) year round. However, admission does not mean students can freely take any courses for academic credit. In many community college systems, admitted students are not eligible to take courses for academic credit in particular subjects until they demonstrate certain levels of proficiency in those subjects or have completed

remedial courses in the subjects.¹¹ Moreover, at times community colleges cap enrollments in courses or reduce course offerings in some subject areas (Evelyn 2003).

In the 2005–06 academic year, only 4 percent of community colleges reported having one or more requirements for admission. The most commonly reported admission requirement for community colleges in 2005–06 was a high school record (required by 4.2 percent of community colleges), followed by the Test of English as a Foreign Language (TOEFL) (required by 3.9 percent), college admission test scores, such as the SAT or ACT (required by 2.4 percent), and high school grades (required by 2.2 percent).

Table 1. Percentage of degree-granting institutions with first-year undergraduates using various selection criteria for admission, by control and type of institution: 2005–06

Criteria for admission	2-year				4-year			
	Public	Total	Private		Public	Total	Private	
			Not-for-profit	For-profit			Not-for-profit	For-profit
Open admissions	95.4	52.4	40.5	54.9	13.6	20.1	13.1	43.5
Some admission requirements ¹	4.3	40.8	57.7	37.2	86.1	78.5	86.5	51.6
High school grades	2.2	7.4	25.2	3.6	68.4	53.0	66.2	8.6
High school class rank	0.2	1.6	6.3	0.6	28.7	16.0	20.5	0.8
High school record	4.2	35.4	55.0	31.3	78.2	71.6	79.7	44.3
College preparatory program	0.8	0.3	1.8	0.0	47.1	18.8	24.3	0.5
Recommendations	0.2	6.3	23.4	2.7	7.7	40.8	51.5	5.1
Demonstration of competencies ²	0.2	8.4	9.0	8.3	6.1	11.1	10.3	13.8
Test scores ³	2.4	3.0	12.6	1.0	82.3	55.2	70.5	4.1
TOEFL ⁴	3.9	12.3	27.0	9.2	79.3	63.8	70.6	41.1
Guidelines used for admission decisions	0.3	6.8	1.8	7.9	0.3	1.4	0.4	4.9

¹ Many institutions have more than one admission requirement.

² Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments).

³ Includes SAT, ACT, or other admission tests.

⁴ Test of English as a Foreign Language.

NOTE: Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2005.

Remedial Education

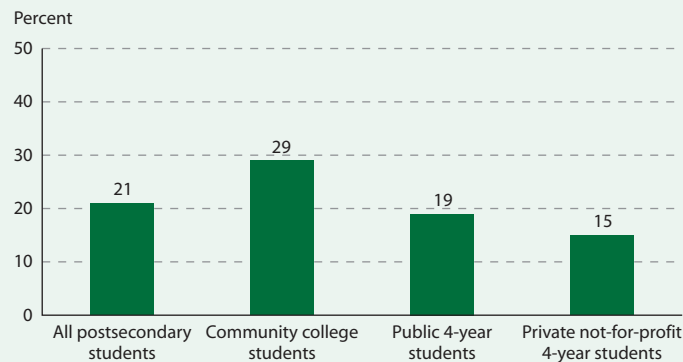
One of the key educational tasks that has fallen to community colleges is to offer developmental or remedial education to prepare students who, for one reason or another, are not ready for college-level coursework. Remedial courses, usually in mathematics, English, or writing, provide instruction to shore up the basic fundamentals within a subject and to develop studying and social habits related to academic success. Given the large increases in postsecondary student enrollment and the open admissions policies offered by many institutions (see table 1), student populations have become increasingly diverse and many new students (especially nontraditional students¹²) are entering college each year. As a result of the growing need for remediation on campuses, some states require students to take remedial coursework at community colleges and have in turn stopped offering these courses at public 4-year institutions (Cohen and Brawer 2003, p. 264).

Based on a survey of beginning postsecondary students in 2003–04, about 29 percent of community college students (compared with

19 percent of students at public 4-year institutions) reported having taken some remedial coursework in their first year (see figure 10 and table SA-8).¹³ Mathematics was the most common remedial course reported by beginning postsecondary students (15 percent enrolled in remedial mathematics) and by beginning community college students (22 percent) in 2004. Ten percent of beginning community college students reported having taken remedial reading, 10 percent reported having taken remedial writing, and 8 percent reported having taken remedial English.

The reader should interpret these estimates of remedial coursework as being at the low end of a range because the estimates only account for students' coursework in their first year and not over their entire postsecondary education. Moreover, these estimates are based on student self-reports and may not fully capture all remedial coursetaking because some students may not recognize a class as being remedial or they may fail to report it for other reasons. When compared with estimates generated from postsecondary student transcripts, student estimates are often lower (Adelman 2006).¹⁴

Figure 10. Percentage of beginning postsecondary students who reported taking remedial courses in their first year, by control and type of institution: 2003–04



NOTE: Data reflect self-reported remedial courses. These data include students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

SECTION 2. STUDENT CHARACTERISTICS

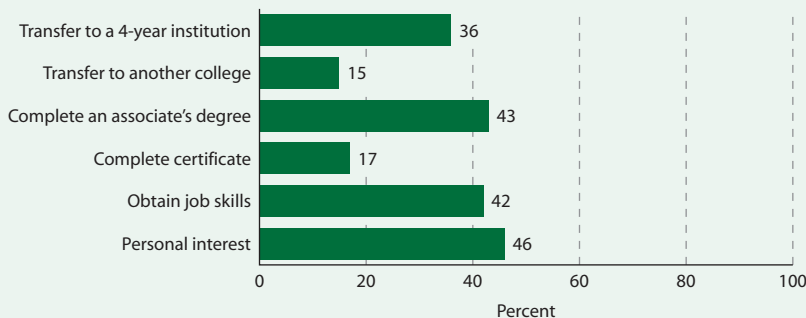
Community college students are a diverse group who report various reasons for going to a community college. In 2003–04, nearly 40 percent of community college students were dependent students (i.e., under 24 years old and not independent financially from their parents), 26 percent were 24 years old or older and financially independent from their parents, 20 percent were independent and married with children, and 15 percent were independent, single parents (Horn and Nevill 2006, table 2).¹⁵ That same year, when asked to identify one or more reasons why they enrolled in a community college, over one-third of community college students reported that they enrolled in order to transfer to a 4-year college, 43 percent reported seeking an associate’s degree, 17 percent reported seeking a certificate, 42 percent reported seeking job skills, and 46 percent reported enrolling for personal interest (see figure 11). In addition, compared with students attending 4-year colleges and universities in 2003–04, higher proportions of community college students were older, female, and from low-income families, and lower proportions were White (Horn and Nevill 2006, p. 9).

In 2003–04, the median age of community college students (24 years old) was higher than the median age for both public and private not-for-profit 4-year college students (21 years old) (see table SA-9). Thirty-five percent of

community college students were 30 years old or older (compared with 13 percent at public 4-year institutions and 21 percent at private not-for-profit 4-year institutions), 18 percent were between 24 and 29 years old (compared with 16 percent at public 4-year institutions and 12 percent at private not-for-profit 4-year institutions), and 38 percent were between 19 and 23 years old (compared with 60 percent at public 4-year institutions and 55 percent at private not-for-profit 4-year institutions).

Community college students also differed from their peers enrolled in public and private 4-year institutions in terms of sex, race/ethnicity, and income level. About 59 percent of community college students in 2003–04 were female, a greater percentage than at public 4-year institutions (54 percent) and at private not-for-profit 4-year institutions (56 percent). The majority of community college students were White in 2003–04, but Black and Hispanic students made up a larger percentage of the student body in community colleges than in public 4-year institutions: 15 percent of community college students were Black, and 14 percent were Hispanic (see table SA-9). In comparison, 10 percent of students at public 4-year institutions were Black, and 9 percent were Hispanic. The percentage of students at private not-for-profit 4-year institutions who were Black was not measurably different from that at community colleges, but the percentage of Hispanics (12 percent) was smaller. When

Figure 11. Percentage of community college students reporting various reasons for enrolling in a community college: Academic year 2003–04



NOTE: Respondents could cite more than one reason for attending. Estimates include students enrolled in community colleges in Puerto Rico.
 SOURCE: Horn, L., and Nevill, S. (2006). *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003–04, With a Special Analysis of Community College Students* (NCES 2006–184), table 6, data from U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

incomes for community college students are compared with poverty thresholds, 26 percent of community college students were in the lowest income level in 2003–04, compared with 20 percent of students in public and private not-for-profit 4-year institutions (Horn and Nevill 2006, table 2).¹⁶

Among community college students, general levels of commitment to completing a formal degree program also varied. A 2006 NCES study using NPSAS:04 data classified 2003–04 community college students into three commitment levels: “more committed,” “less committed,” and “not committed” (Horn and Nevill 2006, p. 19). For this analysis, a student’s level of commitment was based on three factors: enrollment in a formal degree or transfer program; intensity of attendance (full-time, less than full-time but at least half-time, less than half-time); and the student’s reason for enrolling in a community college. Community college students were classified as “more committed” if they (1) were enrolled in a formal transfer, associate’s degree, or certificate program; (2) attended at least half time; and (3) reported that they enrolled in order to transfer to a 4-year institution or to earn an associate’s degree or vocational certificate. Students were designated as “less committed” if they (1) enrolled in formal degree or transfer programs but did not report explicit intentions to complete a degree or transfer or (2) attended classes less than half time. Students were designated as “not committed” if they were not enrolled in a formal degree program (e.g., students who enrolled to take a course or two for personal enrichment). Applying this taxonomy, 49 percent of 2003–04 community college students were found to be “more committed,” 39 percent were “less committed,” and 12 percent were “not committed.”

Given the great diversity of community college students, their varying reasons for attending community colleges, and their different levels of commitment, any analysis of community college students—especially one that looks at their access to postsecondary education and their persistence and attainment once enrolled—is complicated. This special analysis attempts simply to address parts of these issues, particularly those that recent NCES data can

inform. Thus, the rest of this section focuses on two subgroups of the entire community college student population: (1) students who enrolled immediately in community colleges after high school¹⁷ and (2) first-time freshmen in community colleges.

Part A of this section examines the immediate college enrollment patterns of high school seniors in 2004 and 1992 to understand which students go to a community college instead of a 4-year college or university immediately after high school. It also looks at how the educational expectations of these seniors changed after enrolling in a community college. Part B of this section examines persistence and attainment rates within a broader population of community college students—those who were freshmen for the first-time during the 2003–04 academic year—to see how many community college students persist in college or earn a degree or credential within 3 years. Limitations due to the relatively short follow-up periods in the longitudinal studies prevent a detailed discussion about transfer students. Transfers are included in these measures, but they are not identified as a separate category in the tables.

Part A. Students Who Enroll in Community Colleges Immediately After High School

Data from two surveys are used here to describe the characteristics of students who enroll immediately after high school in community colleges and to determine if there have been any changes in these characteristics over time. The most recent data come from the Education Longitudinal Study of 2002 (ELS:2002), “Second Follow-up, 2006,” a longitudinal study that began with a nationally representative cohort of high school sophomores in 2002. These same students were interviewed again in 2004, when most were seniors,¹⁸ and then a second time in 2006, when most had begun their postsecondary education or gotten jobs. The ELS:2002 data allow us to map out what percentage of the senior class of 2004 enrolled immediately in college as well as the type of college in which they enrolled. Moreover, these data allow us to compare students who enrolled in community colleges with their peers who enrolled in 4-year colleges and universities by sex, race/ethnicity, and socioeconomic status, and by measures of

high school academic preparation (coursework) and ability (using 10th-grade mathematics assessment scores).

In this special analysis, ELS data are compared with data on the senior high school class of 1992 to see if there are any differences between immediate enrollees at community colleges in 2004 and over a decade earlier. Data on the senior high school class of 1992 come from the National Education Longitudinal Study of 1988 (NELS:88), an earlier longitudinal study that began with a nationally representative cohort of 8th-graders in 1988. This study interviewed the students in the sample in 1992, when most were seniors,¹⁹ and followed up again in 1994, when most had begun their postsecondary education or gotten jobs.

Immediate College Enrollment After High School

In 2004, among students who were in the 12th grade in the spring (hereafter referred to as “2004 seniors”), almost all graduated from high school,²⁰ and the majority (63 percent) enrolled in a postsecondary institution in the fall (hereafter referred to as “immediate enrollees”) (see figure 12 and table SA-10). Roughly one-third of these immediate enrollees (30 percent) enrolled in a community college (see table SA-11). In 1992, the same percentage of seniors graduated from high school as in

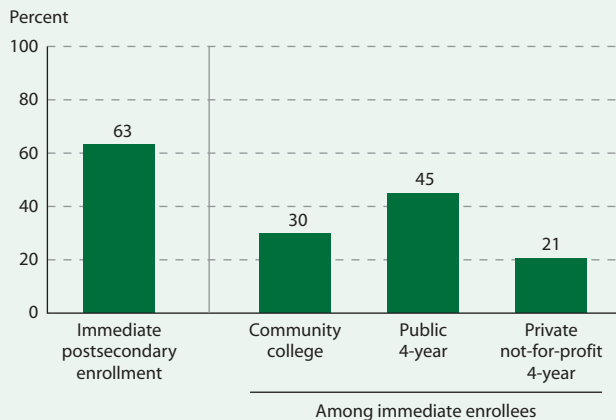
2004,²¹ but a smaller percentage (51 percent) were immediate enrollees (see table SA-12). Among immediate enrollees in 1992, however, the percentage who enrolled in a community college (31 percent) was about the same as in 2004 (see table SA-13).

Which Seniors Attend Community Colleges Right After High School?

Background characteristics and immediate enrollment

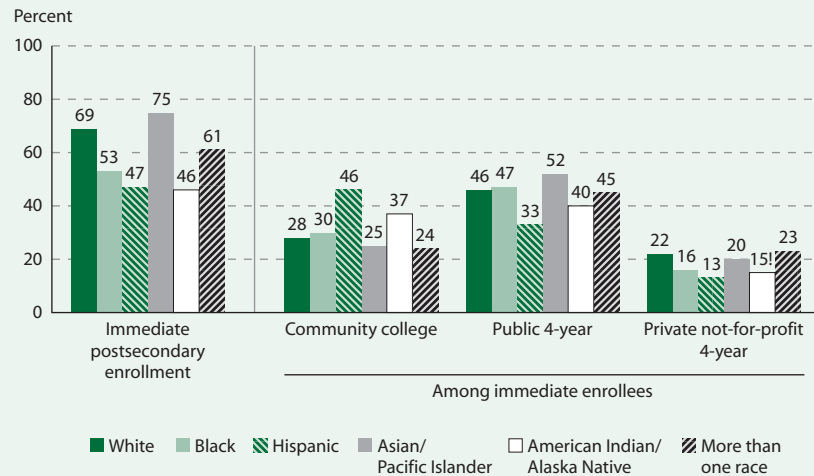
Among 2004 seniors, a greater percentage of females than males were immediate enrollees (67 vs. 59 percent) (see table SA-10).²² However, among those immediate enrollees, no measurable difference was found between the percentage of females and males who enrolled in a community college (29 vs. 31 percent) because females enrolled in 4-year institutions at higher rates than males (see table SA-11). Among all 2004 seniors, the percentages of Asians/Pacific Islanders and Whites who enrolled immediately after high school in a postsecondary institution (75 and 69 percent, respectively) were greater than the percentages of Blacks (53 percent), Hispanics (47 percent), and American Indians/Alaska Natives (46 percent) who did so (see figure 13). However, among immediate enrollees, a greater percentage of Hispanics enrolled in a community college than Asians/Pacific Islanders, Whites, Blacks, or students of more than

Figure 12. Percentage of 2004 seniors who enrolled immediately in a postsecondary institution after high school and percentage distribution of these immediate enrollees, by control and type of institution: 2004



NOTE: Immediate enrollees in other types of postsecondary institutions are not shown.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), “Second Follow-up, 2006.”

Figure 13. Percentage of 2004 seniors who enrolled immediately in a postsecondary institution after high school and percentage distribution of these immediate enrollees, by control and type of institution and race/ethnicity: 2004



! Interpret data with caution (estimates are unstable).

NOTE: Race categories exclude persons of Hispanic ethnicity. Immediate enrollees in other types of postsecondary institutions not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

one race (46 percent vs. 25, 28, 30, and 24 percent, respectively). These same patterns by sex and race/ethnicity were observed in 1992 (see tables SA-12 and SA-13).²³

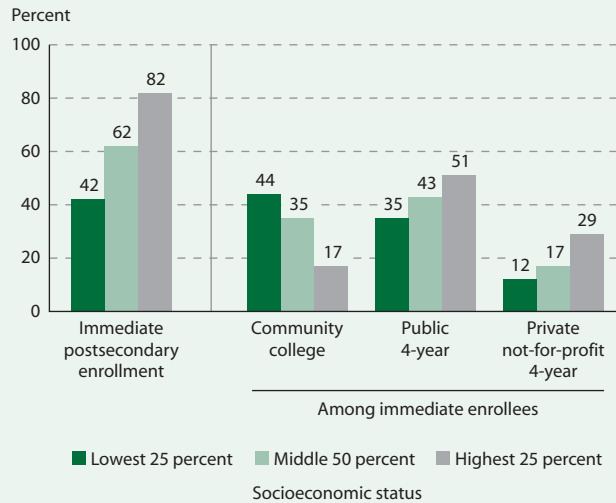
The same relationship found with sex and race/ethnicity—whereby those students with the highest rates of immediate enrollment in a postsecondary institution had among the lowest rates of enrollment in community colleges—was also apparent when looking at 12th-graders' family socioeconomic status (SES), parents' highest level of education, and income. SES is a composite measure created using parents' income, level of education, and occupation. These three separate measures yield consistent findings.

Among all 2004 seniors, a greater percentage of students from families within the highest quarter of SES enrolled immediately in college than students from families within the lowest quarter of SES (82 vs. 42 percent) (see figure 14 and table SA-10).²⁴ However, among immediate enrollees, 17 percent of students from the highest SES families enrolled in a community college, whereas 44 percent of students from the lowest SES families did so. Likewise, among

2004 seniors, as students' parental education and income increased, so did the percentage who enrolled immediately in a postsecondary institution. And again, among immediate enrollees, the inverse was true for enrollment in community colleges: as students' parental education and family income increased, the percentage who enrolled immediately in a community college decreased (see table SA-11). These same differences by SES, parental education, and family income were detected among 1992 seniors (see tables SA-12 and SA-13).

In sum, these data suggest that, like the community college population as a whole, the population of immediate enrollees going to community colleges includes seniors from a wide spectrum of family backgrounds. However, at the same time, these immediate enrollees consist disproportionately of seniors who are among the least likely to attend a 4-year college or university right out of high school—Hispanics and those from families in the lowest quarter of SES. This does not mean that these two groups constitute a majority of immediate enrollees in community colleges, but rather that they enroll at higher rates than their peers. Indeed, looking at differences by race/

Figure 14. Percentage of 2004 seniors who enrolled immediately in a postsecondary institution after high school and percentage distribution of these immediate enrollees, by control and type of institution and socioeconomic status: 2004



NOTE: Immediate enrollees in other types of postsecondary institutions are not shown.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

ethnicity while controlling for SES, underscores that (1) Hispanic immediate enrollees, regardless of family SES, generally enroll at higher rates in community colleges than their peers of other races/ethnicities (except American Indians/Alaska Natives) and (2) immediate enrollees from the lowest SES families enroll in community colleges at higher rates than their peers from the highest SES families regardless of being White, Black, Hispanic, Asian/Pacific Islander, or more than one race (see figure 15). Among American Indian/Alaska Native immediate enrollees, however, family SES does not seem to be related to the rates at which they enroll in community colleges.

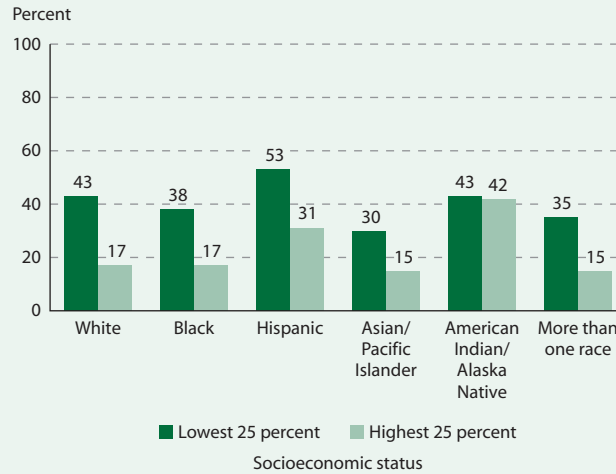
Student achievement and immediate enrollment

Among 2004 seniors, the rate of immediate enrollment in community colleges and in 4-year colleges and universities differed by academic achievement. For example, seniors who had a high school GPA above 2.5 (i.e., generally equivalent to a C+ or better) enrolled immediately in 4-year institutions at higher rates than in community colleges; while those whose high school GPA was 2.5 or below enrolled immediately in community colleges at higher

rates generally than in 4-year institutions (see figure 16 and tables SA-16 and SA-17). This same pattern held true when comparing other measures of academic achievement:

- Seniors with standardized mathematics scores in the top half of 12th-graders enrolled immediately in 4-year institutions at higher rates than in community colleges, while the opposite was true for those with standardized mathematics scores in the bottom quarter.
- Seniors who had completed mathematics coursework more advanced than *algebra II* enrolled immediately in 4-year institutions at higher rates than in community colleges, while the reverse was true for those whose highest level of mathematics coursework was *algebra I/geometry* or below.
- Seniors who had coursework more advanced than *general biology* enrolled immediately in 4-year institutions at higher rates than in community colleges, while the reverse was true for those whose highest level of science coursework was *general biology* or below.

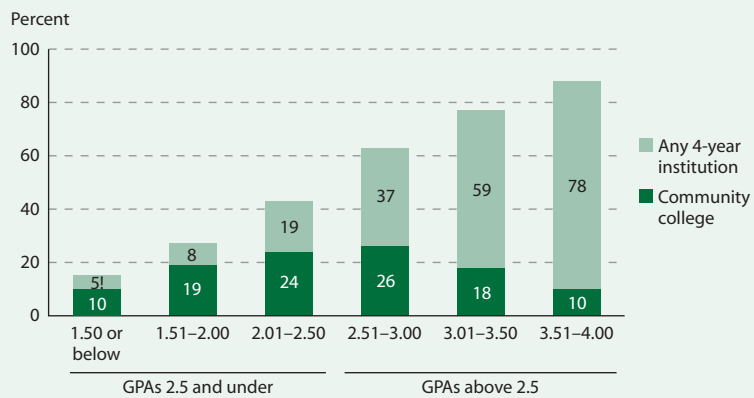
Figure 15. Percentage of 2004 seniors who enrolled immediately in a community college after high school, by race/ethnicity and socioeconomic status: 2004



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Figure 16. Percentage of 2004 seniors who enrolled in a postsecondary institution immediately after high school, by type of institution and high school grade point average (GPA): 2004



! Interpret data with caution (estimates are unstable).

NOTE: Individual columns do not add to 100 because 2004 seniors who enrolled in other postsecondary institutions, delayed enrollees, and those who did not enroll in a postsecondary institution before 2006 are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

- Seniors who had completed foreign language coursework at or more advanced than *year 2* enrolled immediately in 4-year institutions at higher rates than in community colleges, while the reverse was true for those who had completed *year 1* or no foreign language coursework.

Among 1992 seniors, these same patterns generally were found for these last four measures (see tables SA-18 and SA-19).²⁵ No comparison with 1992 immediate enrollees by GPA is possible because NELS and ELS did not collect comparable information on grades.²⁶

Although this pattern might seem to indicate that seniors with either weaker academic achievement or weaker high school records enroll immediately in community colleges in *larger numbers* than their better qualified or better prepared peers, it is important to keep in

mind that *smaller percentages* of these seniors go to college than their better qualified or better prepared peers. This means that the differences in the rates of immediate enrollment in community colleges by academic achievement do not necessarily tell us anything about the proportions of better prepared or better qualified students among the immediate enrollees in community colleges. For example, even though 2004 seniors with higher GPAs tended to enroll at community colleges at lower rates than in 4-year institutions, among immediate enrollees in community colleges the percentage with GPAs above 2.5 was actually larger than the percentage with lower GPAs (64 vs. 36 percent) (see table 2).

The results are mixed when one looks at the other measures of academic achievement in table 2. Among the immediate enrollees in community colleges in fall 2004,

Table 2. Percentage distribution of immediate enrollees in postsecondary institutions in fall 2004, by control and type of institution and selected academic achievement characteristics

Academic achievement characteristic	All	Community college	In 4-year institution ¹	
			Public	Private not-for-profit
Total	1,849,000	551,000	832,000	379,000
Cumulative GPA for grade 12 ²				
2.5 or below	19.6	36.2	10.1	9.7
Above 2.5	80.4	63.8	89.9	90.3
12th-grade standardized mathematics score				
Bottom half	35.6	60.4	22.9	20.0
Top half	64.4	39.6	77.1	80.0
Highest level of mathematics completed in high school ²				
Algebra II or below	36.7	62.4	23.8	20.7
More advanced than algebra II	63.3	37.6	76.2	79.3
Highest level of science completed in high school ²				
General biology or below	20.4	37.2	11.9	9.8
More advanced than general biology	79.6	62.8	88.1	90.2
Highest level of foreign language study completed in high school ²				
Year 2 or below	57.5	76.2	51.7	38.1
More advanced than year 2	42.5	23.8	48.3	61.9

¹ Private for-profit 4-year institutions are not shown separately.

² Denominator excludes 7 percent of students who had incomplete or missing transcript data.

NOTE: Not all types of postsecondary institutions shown. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Course-taking: Findings from the Condition of Education 2007* (NCES 2007-065). Data include a few cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "All" column, but they are not included in the distributions showing control of institution. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

- a greater percentage had completed science coursework more advanced than *general biology* than had completed less academically challenging science coursework (63 vs. 37 percent);

however,

- a smaller percentage scored in the top half of 12th-graders in mathematics than in the bottom half (40 vs. 60 percent),
- a smaller percentage had completed mathematics coursework more advanced than *algebra II* than had completed less academically challenging mathematics (38 vs. 62 percent), and
- a smaller percentage had completed foreign language coursework more advanced than *year 2* than had completed less academically challenging foreign language coursework (24 vs. 76 percent).

By comparison, among the 1992 immediate enrollees in community colleges, across all four measures of academic achievement, the percentage of better qualified or better prepared students was smaller than the percentage who had weaker academic qualifications or preparation (see table SA-20).

In sum, these data suggest that 12th-graders who enrolled immediately in community colleges in 2004 not only spanned a broad range of academic achievement—including some students who were very well-prepared for college—but also included a greater proportion of well-prepared students than did the 1992 senior cohort. In addition, these data suggest that many 2004 immediate enrollees in community colleges were students with a high school GPA of C+ or above but who lacked mathematics coursework beyond *algebra II*, foreign language coursework beyond *year 2*, or both.

Students' immediate educational plans, future educational expectations, and immediate enrollment

In both ELS and NELS, students were asked what their plans were right after high school and what they expected their highest level of educational attainment would be. The 2004 and 1992 seniors' responses provide perspec-

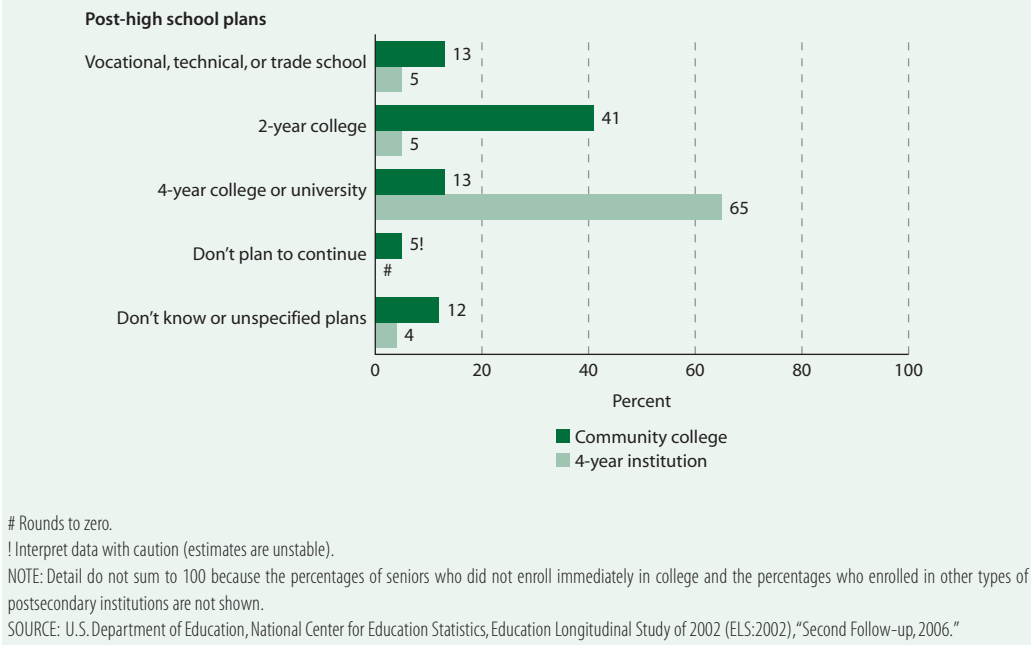
tive on the extent to which students—among those who intend to eventually get a bachelor's degree—start their postsecondary education at a community college. Their responses also can help clarify what percentage of students, who intend to go to a 4-year college or university when they are high school seniors, started out at a community college. Comparing students' expectations while seniors in high school with their expectations 2 years after enrolling in a community college may also provide some perspective on the extent to which students' experience in a community college raises or lowers their educational expectations.

When asked about their immediate plans after high school, 62 percent of 2004 seniors said they planned to attend a 4-year college or university after high school, and 22 percent said they planned to attend a 2-year college (see table SA-14). Among those who said they expected to attend a 4-year college or university, 13 percent actually enrolled in a community college in the fall (65 percent enrolled in a 4-year college or university) (see figure 17 and table SA-21).²⁷

When asked about their expectations for their highest educational attainment, 35 percent of 2004 seniors said they expected it to be a graduate degree, 37 percent said a bachelor's degree,²⁸ and 15 percent said attending or completing 2-year college (see table SA-14). Among those who expected their highest educational attainment to be a graduate degree, 14 percent enrolled in a community college in the fall (see table SA-21), while among those who expected it to be a bachelor's degree, 22 percent did so. Among those who said they expected their highest educational attainment to be attending or completing 2-year college, 26 percent enrolled in a community college (and 5 percent in a 4-year college or university).²⁹

These two sets of statistics independently provide some context for the percentage of 2004 seniors who enrolled immediately at a community college yet intended to earn more than an associate's degree. However, independently they do not reveal what percentage of these immediate enrollees—i.e., immediate community college enrollees who sought to attain a bachelor's degree or higher—actually enrolled because they planned on using the community

Figure 17. Percentage of 2004 seniors who enrolled immediately in a community college or a 4-year postsecondary institution in fall 2004, by their reported post-high school educational plans: 2004



college as a “stepping stone” versus the percentage who did so because their plans to attend a 4-year institution did not come to fruition. However, if one examines these immediate enrollees’ post-high school plans, accounting for their educational expectations, one can get a sense of the percentage of 2004 seniors who deliberately chose to use community colleges as a stepping stone versus the percentage whose initial post-high school plans did not include a community college.³⁰ Among the 551,000 seniors who enrolled immediately in community colleges in the fall of 2004,

- about 28 percent had said as seniors that they (1) planned on attending a 2-year institution immediately after high school and (2) expected to earn a bachelor’s degree or higher, while
- about 39 percent had said as seniors that they (1) planned on attending a 4-year institution immediately after high school and (2) expected to earn a bachelor’s degree or higher (data not shown).

(Such estimates for 1992 seniors are not possible because NELS only asked seniors if they

intended to pursue some postsecondary education, not what level of postsecondary institution they planned to attend.)

Students’ educational expectations, of course, are not fixed and many personal, social, economic, and institutional factors can change them. However, examining changes in the educational expectations of seniors who enrolled immediately after high school in a community college provides some sense of the extent to which this experience was associated with higher or lower educational expectations.

Among the 2004 seniors who had said that their highest level of educational attainment would be to attend or complete a 2-year college and who actually enrolled immediately in a community college, 47 percent had higher educational expectations when asked again in 2006 (36 percent expected to attend a 4-year college or university, and 11 percent expected to obtain a graduate degree); 14 percent said they no longer knew what their highest educational attainment would be (see table 3).³¹ Among those who had said as seniors that their highest educational attainment would be to attend or complete a 4-year college and who actually enrolled im-

mediately in a 2-year college, 79 percent still expected to earn a bachelor's degree when asked again in 2006 (14 percent had lowered their expectation to attending a 2-year college, and 7 percent no longer knew what their highest level of educational attainment would be).³² Among those who had said as seniors that their highest educational attainment would be a graduate degree and who actually enrolled immediately in a 2-year college, 54 percent still expected to earn a graduate degree when asked again in 2006 what their highest educational attainment would be (32 percent had lowered their expectation to attending or completing a 4-year college, 8 percent had lowered it to attending a 2-year college, and 5 percent no longer knew what their highest educational attainment would be).

Comparing these percentages with those for 1992 seniors' expectations in 1994, reveals no measurable differences in the percentages of 2004 and 1992 immediate community college

enrollees who raised their educational expectations after 2 years. However, a smaller percentage of 2004 than 1992 immediate community college enrollees who as seniors said that their highest educational attainment would be a bachelor's degree lowered their educational expectations after 2 years (14 vs. 18 percent). In addition, a greater percentage of 2004 than 1992 immediate community college enrollees who as seniors said that their highest educational attainment would be a graduate degree still had this expectation when asked 2 years later (54 vs. 43 percent).

In sum, these data suggest that about two-thirds of 2004 seniors who enrolled immediately in a community college did so with the intention of pursuing a bachelor's degree or higher: 28 percent deliberately using the community college as a stepping stone and 39 percent revising their postsecondary education plans and starting at a community college. The other one-third

Table 3. Percentage distribution of 2004 and 1992 seniors who enrolled immediately after high school in a community college, by their educational plans and expectations as seniors and 2 years later

Plans and expectations	Total	All	Highest educational attainment expected when asked 2 years later			
			Don't know	Attend or complete 2-year college	Attend or complete 4-year college	Obtain graduate degree
2004 immediate community college enrollees						
Highest educational attainment expected when in 12th-grade (2004)	100.0					
Don't know	8.0	100.0	18.3	19.5	40.1	22.1
High school diploma or less	1.4	100.0	17.4!	32.7!	36.4	13.6!
Attend or complete 2-year college	20.9	100.0	13.9	39.6	35.9	10.6
Attend or complete 4-year college	43.6	100.0	7.0	13.9	51.6	27.5
Obtain graduate degree	26.1	100.0	5.4	7.9	32.4	54.2
1992 immediate community college enrollees						
Highest educational attainment expected when in 12th-grade (1992)	100.0					
Don't know	4.1	100.0	‡	21.8	49.8	26.2
High school diploma or less	1.0!	100.0	#	47.0	27.1!	25.9!
Attend or complete 2-year college	9.4	100.0	2.3!	58.1	30.2	9.5
Attend or complete 4-year college	57.3	100.0	1.9	18.1	48.4	31.6
Obtain graduate degree	25.7	100.0	‡	12.6	44.0	43.0

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

of these seniors who enrolled in a community college did so with no declared intention of pursuing any education higher than an associate's degree; however, by 2006, almost 47 percent of them had raised their educational expectations to at least attend or complete a 4-year college.³³

Expectations, of course, are not a guarantee of achievement. Thus, this analysis now turns to examine the percentage of community college students who persist in their studies or attain a degree or certificate. For this analysis, data from the Beginning Postsecondary Students (BPS) Longitudinal Study are used to provide a broader picture of students' short-term persistence or attainment in community colleges.

Part B. Community College Students' Short-Term Persistence or Attainment Rate

The BPS Longitudinal Study is designed to collect data related to persistence in and completion of postsecondary education programs. It surveys a nationally representative sample of students who are enrolled in a postsecondary institution for the first time, regardless of when they completed high school. All individuals in BPS were initially surveyed through the National Postsecondary Student Aid Study (NPSAS) to find out how they and their families pay for education beyond high school. These same students are then surveyed after 3 years through BPS to find out about their undergraduate experiences, persistence in school, and degree completion.³⁴

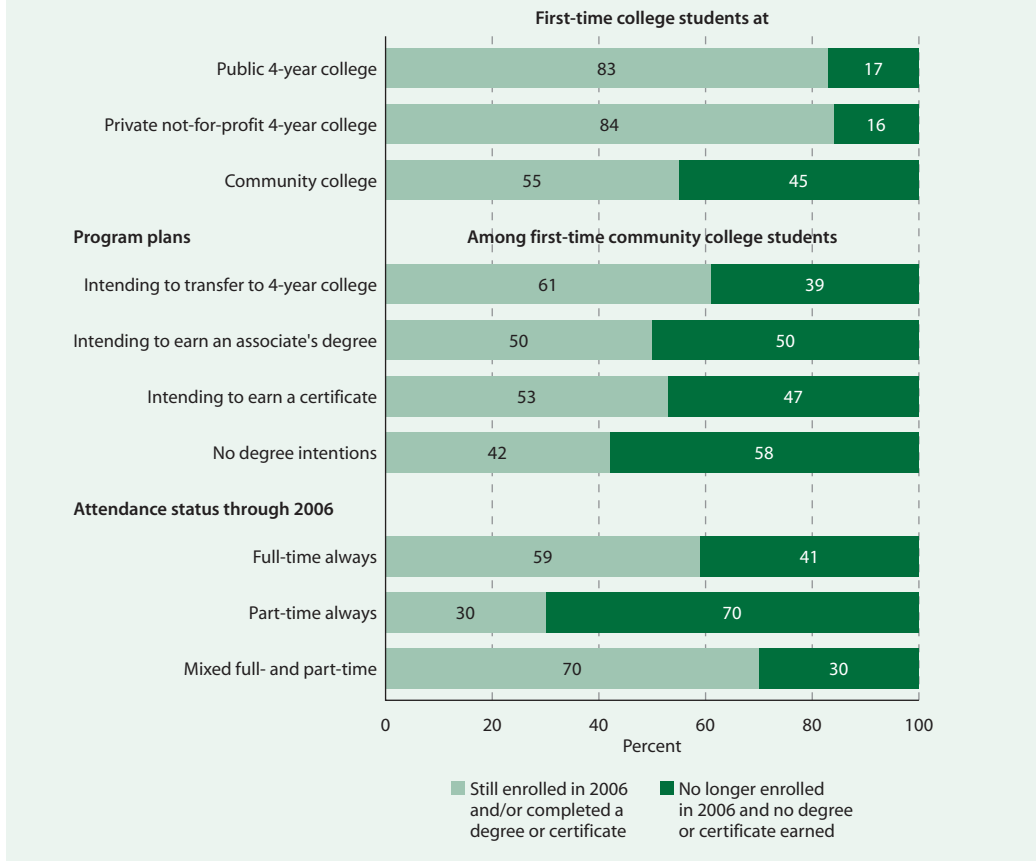
The most recent national data from the 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06) allow us to describe the 3-year persistence or attainment rate for community college students who enrolled for the first time as freshmen in a community college in 2003–04. This subpopulation of community college students differs from the subpopulation just considered (in part A) in that it includes community college students who did not enter college immediately after high school. Besides immediate enrollees, it includes students who delayed enrollment in college for any period of time. Thus, in contrast to the subpopulation examined in part A, this subpopulation includes students of a wider age range with more “non-traditional” student characteristics.³⁵

In 2006, about 50 percent of students who began at a community college in 2003–04 were still enrolled in college (either in the same school or having transferred to a new school),³⁶ 6 percent had completed a degree or certificate program and left college, and 45 percent had left college without completing a degree or certificate program (see table SA-25).³⁷ A greater percentage of these first-time freshmen at community colleges than first-time freshmen at public 4-year institutions or at private not-for-profit 4-year institutions had left school in 2006 without completing a degree or certificate program (45 vs. 17 and 16 percent, respectively) (see figure 18).

Yet, many community college students have no intention of getting a degree or other credential; thus, for such a comparison, it is important to consider community college students' academic intentions. This special analysis compares the short-term persistence or attainment rate of community college students *who intended to transfer to a 4-year college* with those of community college students *who intended to complete an associate's degree, who intended to earn a certificate, and who had no intention to earn a degree or certificate*. Such a comparison reveals that community college students who intended to transfer to a 4-year college had a higher persistence or attainment rate than those who had no specific academic intentions (see table SA-25). Still, however, the percentage of students who had left school by 2006 without completing a degree or certificate program was higher among 2003–04 community college freshmen who intended to transfer to a 4-year college than among all 2003–04 freshmen at public 4-year colleges and universities and all 2003–04 students at private not-for-profit 4-year institutions (39 vs. 17 and 16 percent, respectively) (see figure 18).

Comparing community college students' persistence or attainment rate by their attendance status reveals that students who always attended college full time had higher rates of persistence or attainment than students who always attended part time. Yet, the persistence or attainment rate for students who alternated between full- and part-time attendance was higher than either those for full-time or part-time students.

Figure 18. Percentage distribution of first-time undergraduates in 2003–04, by persistence or attainment rate, control and type of postsecondary institution, program plans, and attendance status: 2006



NOTE: Estimates in the table include students enrolled in institutions in Puerto Rico. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

SUMMARY

Drawing upon data from various NCES surveys, this special analysis has provided a descriptive profile of community colleges in the United States, has examined the characteristics of seniors who enrolled immediately after high school in community colleges in fall 2004 and 1992, and has looked at the rates of postsecondary persistence and attainment by 2006 among students who began at a community college in 2003–04.

The defining institutional characteristics of community colleges described in this special analysis are as follows:

- In 2006–07, there were 1,045 community colleges in the United States, enrolling 6.2 million students (or 35 percent of all postsecondary students enrolled that year).
- Community colleges rely to a larger extent than 4-year institutions on part-time faculty and staff. In addition, compared with the faculty and staff at 4-year institutions, the main activity of a greater percentage of community college faculty and staff is teaching.
- Average annual community college tuition and fees are less than half those at public 4-year colleges and universities and one-tenth those at private 4-year colleges and universities.
- Some 95 percent of community colleges have an open admissions policy.

- Community colleges enroll a diverse group of students, with various reasons for going to college, and have larger percentages of nontraditional, low-income, and minority students than 4-year colleges and universities.

The defining characteristics of high school seniors who go to a community college immediately after high school include the following:

- Seniors from demographic groups with the lowest rates of immediate enrollment in a postsecondary institution—students from the lowest quarter of SES families and Hispanic and American Indian/Alaska Native students—had the highest rates of immediate enrollment in community colleges in 1992 and 2004.
- Seniors who enrolled immediately in community colleges in 2004 spanned a broad range of academic achievement—including some students who were very well-qualified for college in terms of their performance on standardized tests and coursework completed. They included a greater percentage of well-prepared seniors than did the 1992 senior cohort and included many students with a high school GPA of C+ or above but who lacked mathematics coursework beyond *algebra II*, foreign language coursework beyond *year 2*, or both.
- About two-thirds of 2004 seniors who enrolled immediately in a community college seem to have done so with the intention of pursuing a bachelor's degree or

higher: as high school seniors, 28 percent had planned to use a community college as a stepping stone to a bachelor's degree and 39 percent revised their original plans to attend a 4-year college and earn a bachelor's degree by starting their postsecondary education at a community college.

- One-third of 2004 seniors who enrolled immediately in a community college did so with no intention of pursuing any education higher than an associate's degree; however, by 2006, almost 47 percent of them had raised their educational expectations to start or complete a bachelor's degree.

The short-term persistence or attainment rate of first-time community college students in 2003–04 was lower than that of first-time undergraduates in 4-year institutions, even when looking separately at “more committed” community college students.

- Forty-five percent of students beginning at a community college in 2003–04 had left school without completing a degree or certificate program by 2006. Among the community college first-time freshmen who intended to transfer to a 4-year college, 39 percent had left school by 2006 without completing a degree or certificate program.
- Sixteen percent of students beginning at a community college in 2003–04 had completed a degree or certificate program by 2006, while 40 percent had not completed a degree or certificate program but were still enrolled.

NOTES

¹ Historians of education trace the roots of community colleges back to institutions created in the early 20th century as “junior colleges,” the first of which was established in 1901 in Illinois. Since then, in response to labor markets and social change, the number, size, form, and curriculum of 2-year colleges have changed many times as have the names applied to them (e.g., “city college,” “technical institute,” and “branch college”). For a while in the 1950s and 1960s, “community college” referred to public 2-year institutions, while “junior college” referred to private ones. In recent years, however, “junior college” has fallen out of use, and the term “community college” has become ambiguous, sometimes referring to just public 2-year institutions and sometimes referring to both public and private ones. Throughout this special analysis, however, “community colleges” refers to public 2-year postsecondary institutions, regardless of the actual name of the institution. Private for-profit and not-for-profit 2-year institutions, sometimes referred to as trade or technical institutes, are not included as community colleges (Cohen and Braver 2003, pp. 3–4; Brint and Karabel 1989, chapter 2; Phillippe 2004).

² Articulation agreements define how course credits are transferred between postsecondary institutions.

³ The characteristics of “nontraditional” undergraduates include any or all of the following: delaying enrollment (i.e., not entering postsecondary education in the same calendar year as finishing high school); attending part time for at least part of the academic year; working full time while enrolled; being financially independent from one’s parents; having dependents; or being a single parent. For more information on nontraditional students, see Choy (2002).

⁴ Most sampled data have sample sizes that are too small to generate reliable statistics for fine-grained analysis of students and faculty at less-than-2-year, private 2-year (both not-for-profit and for-profit), and, sometimes, private for-profit 4-year postsecondary institutions. Furthermore, due to the amount of data shown in this special analysis’ figures and supporting tables, it is not always possible for them to include breakouts for all categories of postsecondary institutions without compromising their readability, clarity, and efficiency.

⁵ Although the number of community colleges has remained fairly steady over the past few years, more recent year-to-year changes are partially due to how branch campuses and technical schools are counted and to the revision of survey procedures and definitions (Cohen and Braver 2003, p. 14).

⁶ Enrollment data for all years do not include students who were only enrolled in noncredit courses. All enrollment data discussed are based on reports of fall enrollment, not enrollment counts over the course of the academic year.

⁷ State funding includes state grants and contracts for operations, state appropriations, state nonoperating grants, and capital appropriations.

⁸ Total expenditures include current outlays plus capital outlays to the extent that those capital costs are included as depreciation.

⁹ The number of FTE students at 4-year colleges and universities includes graduate students.

¹⁰ The total tuition and fees reported is the average retail price of community college; however, this cost is reduced for many students by financial aid. The levels and types of student financial aid vary by student and institution characteristics (Berkner and Wei 2006).

¹¹ In many community colleges, students need to pass college placement tests in particular subject areas to take academic courses in those subject areas (College for Adults 2006).

¹² See footnote 3.

¹³ While the terms “developmental” and “remedial” are typically used interchangeably, the estimates presented in this section are based on student responses to questions about how much “remedial” coursework they had taken. It is possible that students would have responded differently if they were asked about “developmental education” coursework.

¹⁴ Unlike this special analysis which looks at student’s coursework in the first year using Beginning Postsecondary Students (BPS) Longitudinal Study data, Adelman (2006) examined the student’s entire postsecondary transcript using the National Education Longitudinal Study (NELS:1988/1994). The NELS file looked specifically at the 1992 high school cohort, while the BPS data file includes all first-time postsecondary enrollees, regardless of their high school graduation date.

It is also important to keep in mind that estimates of remedial coursetaking at different points in time may not be comparable and that trends in remedial coursetaking over time may not be reliable because many colleges have relabeled courses from “remedial” to “developmental education” and have converted remedial credit coursework to noncredit coursework or tutoring. For more information, see Jenkins and Boswell (2002).

¹⁵ At public and private 4-year institutions in 2003–04, about 65 percent of undergraduates were dependent students (i.e., under 24 years old and not independent financially from their parents), 19 percent were 24 years or older and financially independent from their parents, 10 percent were independent and married with children, and 6 percent were independent, single parents (Horn and Nevill 2006, table 2).

¹⁶ The lowest income level included all those in families at or below 125 percent of the 2002 poverty threshold. Established poverty thresholds are based on family income and family size. For more information on the poverty thresholds, see U.S. Department of Education (2008a), supplemental note 1 (at <http://nces.ed.gov/programs/coe/2008/supnotes/n01.asp>).

¹⁷ Students were considered as having enrolled “immediately” after high school if they enrolled before the end of December of their senior high school year. For more details on the definition of immediate enrollees and the assignment of their postsecondary enrollment status, see the Technical Notes.

¹⁸ The 2004 Follow-up augmented the original sample to ensure a nationally representative sample of high school seniors. For more information on ELS:2002, see <http://nces.ed.gov/surveys/els2002/>.

¹⁹ The 1992 Second Follow-up augmented the original sample to ensure a nationally representative sample of high school seniors. For more information on NELS:88, see <http://nces.ed.gov/surveys/nels88/>.

²⁰ One percent completed a GED by 2006, and 2 percent had earned no diploma or equivalent by 2006.

²¹ One percent completed a GED by 1994, and 2 percent had earned no diploma or equivalent by 1994.

²² The percentage of male and female students in the 2004 senior cohort and among immediate enrollees can be found along with percentage distributions for all the variables used in this special analysis in table SA-14. Table SA-15 presents the comparable percentages for 1992 seniors and immediate enrollees.

²³ One difference in 1992 that was not detectable in 2004 was that, among immediate enrollees in 1992, American Indians/Alaska Natives as well as Hispanics enrolled at greater percentages in community college than Asians/Pacific Islanders, Whites, or Blacks.

²⁴ Each student’s family was assigned an SES value based on five equally weighted, standardized components: father’s/guardian’s education, mother’s/guardian’s education, family income, father’s/guardian’s occupation, and mother’s/guardian’s occupation. An occupation prestige value was determined by using the 1961 Duncan index. The information about these components came from the parent questionnaire, or, when missing, from the student questionnaire or imputation. Students from families with the highest SES are those whose family SES value was in the top 25 percent of all sampled students’ families. Students from families with the lowest SES are those whose family SES value was in the bottom 25 percent of all sampled students’ families.

²⁵ The pattern among 1992 seniors differed from that among 2004 seniors only in that apparent differences between the rate of immediate enrollment in 4-year institutions and community colleges were not statistically significant for 1992 seniors who either had completed general biology as their most advanced science coursework or had completed as their most advanced foreign language coursework year 1 of a foreign language.

²⁶ For details on the comparability of NELS and ELS variables, see the Technical Notes.

²⁷ No comparison with the responses of seniors from 1992 is possible because 1992 seniors were only asked if they intended to go on for some postsecondary education, not what level of postsecondary institution they planned to attend.

²⁸ Includes a small percentage of students who said they expected their highest educational attainment to be above a 2-year degree but less than a bachelor’s degree.

²⁹ Comparing these percentages with those for 1992 seniors’ expectations and their actual enrollment, no differences were detected except for the percentage of seniors who expected their highest educational attainment would be to attend or complete 2-year college: a smaller percentage of 1992 seniors than 2004 seniors who reported this expectation actually enrolled in a community college immediately after high school (13 vs. 26 percent) (see tables SA-23 and SA-21).

³⁰ One can only get a sense of these percentages because there is no way to determine what these immediate enrollees actually intended.

³¹ For the percentage distributions of 2004 seniors and immediate enrollees by educational expectations, see tables SA-21 and SA-22. For the comparable percentages for 1992 and immediate enrollees, see tables SA-23 and SA-24.

³² This 79 percent includes both students whose highest educational attainment expectations had not changed as well as students who had raised their expectations from a bachelor’s degree to a graduate degree.

³³ This group includes 8 percent of 2004 immediate community college enrollees who responded “don’t know” when asked as seniors what they expected their highest educational attainment to be.

³⁴ The BPS:04/06 First Follow-up in 2006 with 2003–04 first-time freshmen is the earliest logical timeframe to measure associate degree attainment and transfer rates to 4-year institutions among full-time community college students. However, it is not a sufficient timeframe to capture degree attainment for part-time students or to measure any bachelor degree attainment. For these reasons, this special analysis focuses primarily on persistence rather than attainment.

³⁵ See footnote 3.

³⁶ About one-fifth of students who began at a community college in 2003–04 and who were still enrolled in college in 2006 (10 percent of all beginning community college students in 2003–04) had completed a degree or certificate program. About four-fifths of students who began at a community college in 2003–04 and who were still enrolled in college in 2006 (40 percent of all beginning community college students in 2003–04) had not completed a degree or certificate program.

³⁷ While this statistic can serve as a measure of “event dropouts,” it is important to keep in mind that some community college students may never have intended to get a degree and that some of these students may eventually return to college to complete a degree.

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Special Analysis Tables

Table SA-1. Number of degree-granting institutions, by control and type of institution: Academic years 1974–75 through 2006–07

Academic year	All	2-year					4-year				
		Total	Public	Private			Total	Public	Private		
				Total	Not-for-profit	For-profit			Total	Not-for-profit	For-profit
1974–75	3,004	1,138	896	242	†	†	1,866	537	1,329	†	†
1975–76	3,026	1,128	897	231	†	†	1,898	545	1,353	†	†
1976–77	3,046	1,133	905	228	188	40	1,913	550	1,363	1,348	15
1977–78	3,095	1,157	921	236	†	†	1,938	552	1,386	†	†
1978–79	3,134	1,193	924	269	188	81	1,941	550	1,391	1,376	15
1979–80	3,152	1,195	926	269	†	†	1,957	549	1,408	†	†
1980–81	3,231	1,274	945	329 ¹	182	147	1,957	552	1,405	1,387	18
1981–82	3,253	1,274	940	334 ¹	†	†	1,979	558	1,421	†	†
1982–83	3,280	1,296	933	363 ¹	†	†	1,984	560	1,424	†	†
1983–84	3,284	1,271	916	355	†	†	2,013	565	1,448	†	†
1984–85	3,331	1,306	935	371	186	185	2,025	566	1,459	1,430	29
1985–86	3,340	1,311	932	379	†	†	2,029	566	1,463	†	†
1986–87	3,406	1,336	960	376	173	203	2,070	573	1,497	1,462	35
1987–88	3,587	1,452	992	460	186	274	2,135	599	1,536	1,487	49
1988–89	3,565	1,436	984	452	180	272	2,129	598	1,531	1,478	53
1989–90	3,535	1,408	968	440	177	263	2,127	595	1,532	1,479	53
1990–91	3,559	1,418	972	446	167	279	2,141	595	1,546	1,482	64
1991–92	3,601	1,444	999	445	176	269	2,157	599	1,558	1,486	72
1992–93	3,638	1,469	1,024	445	179	266	2,169	600	1,569	1,493	76
1993–94	3,632	1,442	1,021	421	181	240	2,190	604	1,586	1,506	80
1994–95	3,688	1,473	1,036	437	192	245	2,215	605	1,610	1,510	100
1995–96	3,706	1,462	1,047	415	187	228	2,244	608	1,636	1,519	117
1996–97	4,009	1,742	1,088	654	184	470	2,267	614	1,653	1,509	144
1997–98	4,064	1,755	1,092	663	179	484	2,309	615	1,694	1,528	166
1998–99	4,048	1,713	1,069	644	164	480	2,335	612	1,723	1,531	192
1999–2000	4,084	1,721	1,068	653	150	503	2,363	614	1,749	1,531	218
2000–01	4,182	1,732	1,076	656	144	512	2,450	622	1,828	1,551	277
2001–02	4,197	1,710	1,085	625	135	490	2,487	628	1,859	1,541	318
2002–03	4,168	1,702	1,081	621	127	494	2,466	631	1,835	1,538	297
2003–04	4,236	1,706	1,086	620	118	502	2,530	634	1,896	1,546	350
2004–05	4,216	1,683	1,061	622	112	510	2,533	639	1,894	1,525	369
2005–06	4,276	1,694	1,053	641	113	528	2,582	640	1,942	1,534	408
2006–07	4,314	1,685	1,045	640	107	533	2,629	643	1,986	1,533	453

See notes at end of table.

Table SA-1. Number of degree-granting institutions, by control and type of institution: Academic years 1974–75 through 2006–07—Continued

Academic year	All	2-year					4-year				
		Total	Public	Private			Total	Public	Private		
				Total	Not-for-profit	For-profit			Total	Not-for-profit	For-profit
Percent change from 1974–75 to 2006–07	44	48	17	164	†	†	41	20	49	†	†
Percent change from 1976–77 to 2006–07	42	49	15	181	-43	1,233	37	17	46	14	2,920

† Not available.

¹ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

NOTE: Data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Institutions of higher education were institutions, accredited by an agency or association recognized by the U.S. Department of Education or recognized directly by the Secretary of Education, that had courses leading to an associate's degree or higher or that had courses accepted for credit toward those degrees. Degree-granting institutions grant associate's degrees or higher and participate in Title IV federal financial aid programs. The degree-granting classification is similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Changes in counts of institutions over time are partly affected by increasing or decreasing numbers of institutions submitting separate data for branch campuses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1974–75 through 1985–86; and 1986–87 through 2006–07 Integrated Postsecondary Education Data System, "Institutional Characteristics Survey" (IPEDS-IC:86–99), and Fall 2000 through Fall 2006.

Table SA-2. Number of degree-granting institutions, by enrollment size, control and type of institution, and community type: Fall 2006

Control and type of institution and community type	Enrollment size									
	All	Under 200	200–499	500–999	1,000–2,499	2,500–4,999	5,000–9,999	10,000–19,999	20,000–29,999	30,000 or more
Total	4,301	499	603	645	909	651	495	317	126	56
2-year institutions										
Public	1,043	13	39	69	237	266	241	130	37	11
4-year institutions										
Public	643	3	11	23	97	110	149	135	76	39
Private not-for-profit	1,530	234	202	259	449	229	97	46	10	4
Private for-profit	452	66	131	116	80	40	8	6	3	2
Public 2-year institutions										
City	304	1	2	10	23	71	93	70	26	8
Suburban	186	1	3	1	16	32	78	41	11	3
Town	250	6	16	33	98	68	26	3	0	0
Rural	303	5	18	25	100	95	44	16	0	0
Public 4-year institutions										
City	307	2	8	7	28	29	64	84	54	31
Suburban	105	0	0	6	14	21	25	21	11	7
Town	170	0	1	4	29	47	49	30	10	0
Rural	61	1	2	6	26	13	11	0	1	1
Private not-for-profit 4-year institutions										
City	782	123	123	117	194	124	56	33	8	4
Suburban	387	71	42	47	112	72	33	9	1	0
Town	234	17	17	61	110	21	6	2	0	0
Rural	127	23	20	34	33	12	2	2	1	0

NOTE: Total includes private 2-year and private for-profit 4-year institutions. Some institutions do not report separate enrollment data for each branch campus. For this reason, counts of institutions in this table are somewhat lower than the figures appearing in some other tables. For details on the community types, see U.S. Department of Education, National Center for Education Statistics, (2008). *The Condition of Education 2008* (NCES 2008-031), *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006–07 Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Enrollment component.

Table SA-3. Percentage distribution of degree-granting institutions, by enrollment size, control and type of institution, and community type: Fall 2006

Control and type of institution and community type	All	Enrollment size								
		Under 200	200–499	500–999	1,000–2,499	2,500–4,999	5,000–9,999	10,000–19,999	20,000–29,999	30,000 or more
Total	100	12	14	15	21	15	12	7	3	1
2-year institutions										
Public	100	1	4	7	23	26	23	12	4	1
4-year institutions										
Public	100	#	2	4	15	17	23	21	12	6
Private not-for-profit	100	15	13	17	29	15	6	3	1	#
Private for-profit	100	15	29	26	18	9	2	1	1	#
Public 2-year institutions										
City	100	#	1	3	8	23	31	23	9	3
Suburban	100	1	2	1	9	17	42	22	6	2
Town	100	2	6	13	39	27	10	1	0	0
Rural	100	2	6	8	33	31	15	5	0	0
Public 4-year institutions										
City	100	1	3	2	9	9	21	27	18	10
Suburban	100	0	0	6	13	20	24	20	10	7
Town	100	0	1	2	17	28	29	18	6	0
Rural	100	2	3	10	43	21	18	0	2	2
Private not-for-profit 4-year institutions										
City	100	16	16	15	25	16	7	4	1	1
Suburban	100	18	11	12	29	19	9	2	#	0
Town	100	7	7	26	47	9	3	1	0	0
Rural	100	18	16	27	26	9	2	2	1	0

Rounds to zero.

NOTE: Totals include private 2-year and private for-profit 4-year institutions. For details on the community types, see U.S. Department of Education, National Center for Education Statistics, (2008). *The Condition of Education 2008* (NCES 2008-031), *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006–07 Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Enrollment component.

Table SA-4. Total fall enrollment in degree-granting institutions, by control and type of institution: 1963 through 2006

Year	All	2-year			4-year		
		Total	Public	Private	Total	Public	Private
1963 ¹	4,779,609	850,361	739,811	110,550	3,929,248	2,341,468	1,587,780
1964 ¹	5,280,020	988,926	874,779	114,147	4,291,094	2,592,929	1,698,165
1965 ¹	5,920,864	1,172,952	1,041,264	131,688	4,747,912	2,928,332	1,819,580
1966 ¹	6,389,872	1,325,970	1,189,169	136,801	5,063,902	3,159,748	1,904,154
1967 ¹	6,911,748	1,512,762	1,372,053	140,709	5,398,986	3,443,975	1,955,011
1968 ¹	7,513,091	1,792,296	1,646,474	145,822	5,720,795	3,784,178	1,936,617
1969	8,004,660	2,067,533	1,934,346	133,187	5,937,127	3,962,522	1,974,605
1970	8,580,887	2,319,385	2,195,412	123,973	6,261,502	4,232,722	2,028,780
1971	8,948,644	2,579,289	2,457,319	121,970	6,369,355	4,346,990	2,022,365
1972	9,214,820	2,756,186	2,640,939	115,247	6,458,634	4,429,696	2,028,938
1973	9,602,123	3,012,100	2,889,621	122,479	6,590,023	4,529,895	2,060,128
1974	10,223,729	3,403,994	3,285,482	118,512	6,819,735	4,703,018	2,116,717
1975	11,184,859	3,970,119	3,836,366	133,753	7,214,740	4,998,142	2,216,598
1976	11,012,137	3,883,321	3,751,786	131,535	7,128,816	4,901,691	2,227,125
1977	11,285,787	4,042,942	3,901,769	141,173	7,242,845	4,945,224	2,297,621
1978	11,260,092	4,028,467	3,873,690	154,777	7,231,625	4,912,203	2,319,422
1979	11,569,899	4,216,666	4,056,810	159,856	7,353,233	4,980,012	2,373,221
1980	12,096,895	4,526,287	4,328,782	197,505 ²	7,570,608	5,128,612	2,441,996
1981	12,371,672	4,716,211	4,480,708	235,503 ²	7,655,461	5,166,324	2,489,137
1982	12,425,780	4,771,706	4,519,653	252,053	7,654,074	5,176,434	2,477,640
1983	12,464,661	4,723,466	4,459,330	264,136	7,741,195	5,223,404	2,517,791
1984	12,241,940	4,530,773	4,279,097	251,676	7,711,167	5,198,273	2,512,894
1985	12,247,055	4,531,077	4,269,733	261,344	7,715,978	5,209,540	2,506,438
1986	12,503,511	4,679,548	4,413,691	265,857 ³	7,823,963	5,300,202	2,523,761
1987	12,766,642	4,776,222	4,541,054	235,168 ³	7,990,420	5,432,200	2,558,220
1988	13,055,337	4,875,155	4,615,487	259,668	8,180,182	5,545,901	2,634,281
1989	13,538,560	5,150,889	4,883,660	267,229	8,387,671	5,694,303	2,693,368
1990	13,818,637	5,240,083	4,996,475	243,608	8,578,554	5,848,242	2,730,312
1991	14,358,953	5,651,900	5,404,815	247,085	8,707,053	5,904,748	2,802,305
1992	14,487,359	5,722,390	5,484,555	237,835	8,764,969	5,900,012	2,864,957
1993	14,304,803	5,565,867	5,337,328	228,539	8,738,936	5,851,760	2,887,176
1994	14,278,790	5,529,710	5,308,467	221,243	8,749,080	5,825,213	2,923,867
1995	14,261,781	5,492,529	5,277,829	214,700	8,769,252	5,814,545	2,954,707
1996	14,367,520	5,563,327	5,314,463	248,864	8,804,193	5,806,036	2,998,157
1997	14,502,334	5,605,569	5,360,686	244,883	8,896,765	5,835,433	3,061,332
1998	14,506,967	5,489,314	5,245,963	243,351	9,017,653	5,891,806	3,125,847
1999 ⁴	14,791,224	5,592,699	5,339,449	253,250	9,198,525	5,969,950	3,228,575
2000	15,312,289	5,948,431	5,697,388	251,043	9,363,858	6,055,398	3,308,460

See notes at end of table.

Table SA-4. Total fall enrollment in degree-granting institutions, by control and type of institution: 1963 through 2006—Continued

Year	All	2-year			4-year		
		Total	Public	Private	Total	Public	Private
2001	15,927,987	6,250,579	5,996,701	253,878	9,677,408	6,236,455	3,440,953
2002	16,611,711	6,529,379	6,270,380	258,999	10,082,332	6,481,613	3,600,719
2003	16,911,481	6,494,234	6,209,257	284,977	10,417,247	6,649,441	3,767,806
2004	17,272,044	6,545,863	6,243,576	302,287	10,726,181	6,736,536	3,989,645
2005	17,487,475	6,488,055	6,184,229	303,826	10,999,420	6,837,605	4,161,815
2006	17,758,870	6,518,540	6,225,120	293,420	11,240,330	6,955,013	4,285,317
Percent change from							
1963 to 2006	272	667	741	165	186	197	170
2000 to 2006	16	10	9	17	20	15	30

¹ Data for 2-year branch campuses of 4-year institutions are included with the 4-year institutions.

² Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

³ Because of imputation techniques, data are not consistent with figures for other years.

⁴ Data were imputed using alternative procedures.

NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Institutions of higher education were institutions, accredited by an agency or association recognized by the U.S. Department of Education or recognized directly by the Secretary of Education, that had courses leading to an associate's degree or higher or that had courses accepted for credit toward those degrees. Degree-granting institutions grant associate's degrees or higher and participate in Title IV federal financial aid programs. The degree-granting classification is similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Data for private institutions combine both not-for-profit and for-profit institutions; data for these two categories were not collected separately until 1976. Enrollment data for all years do not include students who were only enrolled in noncredit courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Opening Fall Enrollment in Higher Education, 1963 through 1966; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1966 through 1985; and 1986 through 2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86-99), and Spring 2001 through Spring 2007.

Table SA-5. Number of degree-granting community colleges, size of their total enrollment, and ratio of enrollment to adult population, by state or jurisdiction: 2005–06

State or jurisdiction	Institutions		Total enrollment		Adult population (18 years and older)	Ratio of enrollment to adult population
	Number	Percent	Number	Percent		
United States	1,053	100.0	6,184,229	100.0	225,662,922	2.7
Alabama	25	2.4	78,401	1.3	3,484,729	2.2
Alaska	2	0.2	1,101	0.0	488,619	0.2
Arizona	20	1.9	200,845	3.2	4,538,120	4.4
Arkansas	22	2.1	47,771	0.8	2,119,686	2.3
California	111	10.5	1,398,758	22.6	26,924,935	5.2
Colorado	15	1.4	79,803	1.3	3,584,076	2.2
Connecticut	12	1.1	46,227	0.7	2,686,523	1.7
Delaware	3	0.3	13,978	0.2	650,110	2.2
District of Columbia	0	0.0	0	0.0	466,649	0.0
Florida	24	2.3	277,446	4.5	14,068,333	2.0
Georgia	53	5.0	144,594	2.3	6,908,921	2.1
Hawaii	6	0.6	22,330	0.4	987,417	2.3
Idaho	3	0.3	12,014	0.2	1,072,185	1.1
Illinois	48	4.6	352,824	5.7	9,616,726	3.7
Indiana	14	1.3	59,969	1.0	4,735,891	1.3
Iowa	16	1.5	82,118	1.3	2,271,891	3.6
Kansas	26	2.5	74,262	1.2	2,068,238	3.6
Kentucky	23	2.2	84,669	1.4	3,206,543	2.6
Louisiana	41	3.9	33,514	0.5	3,197,767	1.0
Maine	7	0.7	12,435	0.2	1,040,580	1.2
Maryland	16	1.5	119,246	1.9	4,255,196	2.8
Massachusetts	16	1.5	84,209	1.4	4,988,309	1.7
Michigan	30	2.8	215,585	3.5	7,617,287	2.8
Minnesota	30	2.8	110,324	1.8	3,909,837	2.8
Mississippi	17	1.6	66,298	1.1	2,151,135	3.1
Missouri	20	1.9	86,742	1.4	4,426,121	2.0
Montana	12	1.1	9,134	0.1	726,784	1.3
Nebraska	8	0.8	40,220	0.7	1,323,298	3.0
Nevada	2	0.2	16,371	0.3	1,861,009	0.9
New Hampshire	4	0.4	13,750	0.2	1,017,270	1.4
New Jersey	19	1.8	151,885	2.5	6,635,222	2.3
New Mexico	20	1.9	64,137	1.0	1,445,669	4.4
New York	35	3.3	271,308	4.4	14,791,841	1.8
North Carolina	59	5.6	200,507	3.2	6,701,118	3.0
North Dakota	7	0.7	9,205	0.1	490,933	1.9
Ohio	32	3.0	173,962	2.8	8,707,971	2.0
Oklahoma	13	1.2	65,617	1.1	2,685,178	2.4
Oregon	17	1.6	80,513	1.3	2,844,499	2.8
Pennsylvania	21	2.0	124,077	2.0	9,635,748	1.3
Rhode Island	1	0.1	16,042	0.3	830,159	1.9
South Carolina	20	1.9	78,883	1.3	3,281,596	2.4
South Dakota	5	0.5	5,485	0.1	587,238	0.9
Tennessee	13	1.2	74,829	1.2	4,596,210	1.6
Texas	64	6.1	543,491	8.8	17,013,818	3.2

See notes at end of table.

Table SA-5. Number of degree-granting community colleges, size of their total enrollment, and ratio of enrollment to adult population, by state or jurisdiction: 2005–06—Continued

State or jurisdiction	Institutions		Total enrollment		Adult population (18 years and older)	Ratio of enrollment to adult population
	Number	Percent	Number	Percent		
Utah	6	0.6	35,796	0.6	1,758,865	2.0
Vermont	1	0.1	5,515	0.1	490,519	1.1
Virginia	24	2.3	154,967	2.5	5,836,037	2.7
Washington	35	3.3	190,423	3.1	4,869,531	3.9
West Virginia	10	0.9	17,807	0.3	1,429,399	1.2
Wisconsin	18	1.7	115,357	1.9	4,243,976	2.7
Wyoming	7	0.7	19,485	0.3	393,210	5.0

NOTE: Degree-granting institutions grant associate's degrees or higher and participate in Title IV federal financial aid programs. Total count of institutions includes 13 institutions which were unable to respond to the Fall 2005 survey due to natural disaster and 8 institutions in other U.S. jurisdictions. Total enrollment includes 10,215 students in the 8 institutions in other U.S. jurisdictions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2005; U.S. Census Bureau, Current Population Survey (CPS), 2005–06.

Table SA-6. Average annual undergraduate tuition and fees for full-time students in degree-granting institutions, by control and type of institution: Academic years 1976–77 through 2006–07

Academic year	Current dollars						Constant 2006–07 dollars					
	Public institutions			Private institutions			Public institutions			Private institutions		
	All	2-year	4-year	All	2-year	4-year	All	2-year	4-year	All	2-year	4-year
1976–77	\$479	\$283	\$617	\$2,467	\$1,592	\$2,534	\$1,665	\$986	\$2,145	\$8,580	\$5,537	\$8,814
1977–78	512	306	655	2,624	1,706	2,700	1,667	999	2,134	8,551	5,559	8,801
1978–79	543	327	688	2,867	1,831	2,958	1,617	975	2,049	8,545	5,456	8,815
1979–80	583	355	738	3,130	2,062	3,225	1,534	933	1,939	8,231	5,421	8,480
1980–81	635	391	804	3,498	2,413	3,617	1,496	922	1,894	8,243	5,686	8,523
1981–82	714	434	909	3,953	2,605	4,113	1,548	943	1,973	8,574	5,650	8,923
1982–83	798	473	1,031	4,439	3,008	4,639	1,660	984	2,145	9,232	6,256	9,648
1983–84	891	528	1,148	4,851	3,099	5,093	1,788	1,059	2,302	9,728	6,215	10,215
1984–85	971	584	1,228	5,315	3,485	5,556	1,874	1,127	2,370	10,257	6,726	10,723
1985–86	1,045	641	1,318	5,789	3,672	6,121	1,960	1,203	2,472	10,860	6,889	11,482
1986–87	1,106	660	1,414	6,316	3,684	6,658	2,030	1,212	2,594	11,591	6,760	12,220
1987–88	1,218	706	1,537	6,988	4,161	7,116	2,147	1,244	2,709	12,315	7,332	12,540
1988–89	1,285	730	1,646	7,461	4,817	7,722	2,164	1,230	2,773	12,568	8,115	13,006
1989–90	1,356	756	1,780	8,147	5,196	8,396	2,180	1,216	2,861	13,098	8,354	13,499
1990–91	1,454	824	1,888	8,772	5,570	9,083	2,216	1,256	2,878	13,372	8,491	13,845
1991–92	1,628	936	2,117	9,419	5,754	9,759	2,405	1,383	3,127	13,913	8,499	14,415
1992–93	1,782	1,025	2,349	9,942	6,059	10,294	2,552	1,468	3,365	14,239	8,678	14,743
1993–94	1,942	1,125	2,537	10,572	6,370	10,952	2,711	1,570	3,541	14,759	8,893	15,291
1994–95	2,057	1,192	2,681	11,111	6,914	11,481	2,792	1,618	3,638	15,080	9,384	15,582
1995–96	2,179	1,239	2,848	11,864	7,094	12,243	2,879	1,638	3,762	15,676	9,374	16,177
1996–97	2,271	1,276	2,987	12,498	7,236	12,881	2,918	1,639	3,837	16,055	9,296	16,548
1997–98	2,360	1,314	3,110	12,801	7,464	13,344	2,979	1,658	3,925	16,156	9,421	16,842
1998–99	2,430	1,327	3,229	13,428	7,854	13,973	3,015	1,646	4,006	16,660	9,743	17,335
1999–2000	2,506	1,338	3,349	14,081	8,235	14,588	3,021	1,613	4,039	16,979	9,930	17,591
2000–01	2,562	1,333	3,501	15,000	9,067	15,470	2,987	1,554	4,081	17,489	10,571	18,037
2001–02	2,700	1,380	3,735	15,742	10,076	16,211	3,093	1,581	4,279	18,034	11,543	18,571
2002–03	2,903	1,483	4,046	16,383	10,651	16,826	3,254	1,662	4,536	18,364	11,939	18,861
2003–04	3,319	1,702	4,587	17,315	11,545	17,763	3,641	1,867	5,031	18,994	12,665	19,486
2004–05	3,629	1,849	5,027	18,154	12,122	18,604	3,865	1,969	5,353	19,333	12,909	19,812
2005–06	3,874	1,935	5,351	18,862	12,450	19,292	3,974	1,985	5,489	19,350	12,772	19,791
2006–07	4,101	2,017	5,685	19,991	12,620	20,492	4,101	2,017	5,685	19,991	12,620	20,492

NOTE: Data are for the entire academic year and are average total charges for full-time attendance. Tuition and fees were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect student residency. Data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Institutions of higher education were institutions, accredited by an agency or association recognized by the U.S. Department of Education or recognized directly by the Secretary of Education, that had courses leading to an associate's degree or higher or that had courses accepted for credit toward those degrees. Degree-granting institutions grant associate's degrees or higher and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Because of their low response rate, data for private 2-year colleges must be interpreted with caution. Some data have been revised from previously published figures. Data for private institutions combine both not-for-profit and for-profit institutions. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1976–77 through 1985–86; "Fall Enrollment in Institutions of Higher Education" surveys, 1976 through 1985; and 1986–87 through 2005–06 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), "Institutional Characteristics Survey" (IPEDS-C:86–99), Spring 2001 through Spring 2006, and Fall 2000 through Fall 2006.

Table SA-7. Number and percentage distribution of faculty and instructional staff in degree-granting institutions, by control and type of institution and selected faculty characteristics: Fall 2003

Faculty characteristic	Total	2-year institution		4-year institution	
		Public	Private	Public	Private
Total	1,212,00	362,000	8,600	494,000	347,000
Sex					
Male	57.5	50.7	52.4	60.7	60.1
Female	42.5	49.3	47.6	39.3	39.9
Race/ethnicity					
White	82.5	82.7	95.2	80.6	84.6
Black	5.5	6.8	2.0	5.1	4.8
Hispanic	3.5	4.9	0.4	3.2	2.6
Asian	6.3	2.9	1.0	9.0	6.1
Pacific Islander	0.1	0.2	#	0.1	0.1
American Indian/Alaska Native	0.4	0.6	#	0.4	0.2
More than one race	1.7	1.8	1.4	1.7	1.6
Employment status					
Full-time	56.3	33.3	58.3	71.7	58.2
Part-time	43.7	66.7	41.7	28.3	41.8
Highest level of educational attainment					
Less than bachelor's	4.2	11.9	6.7	0.9	0.9
Bachelor's	9.3	18.5	18.2	5.2	5.5
Master's	37.4	55.1	52.3	26.3	34.3
First-professional	7.8	2.9	2.6	9.2	11.0
Doctorate	41.3	11.6	20.3	58.4	48.4
Main activity					
Teaching	73.8	89.3	79.7	63.4	72.1
Research	8.8	0.1	#	15.3	9.0
Administration	6.7	3.1	11.9	8.5	7.6
Other	10.8	7.5	8.3	12.8	11.4

Rounds to zero.

NOTE: Totals may differ from figures reported in other tables because of varying survey methodologies. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

Table SA-8. Percentage of beginning postsecondary students who reported taking various types of remedial courses in their first year, by control and type of institution: 2003–04

Remedial course	All	2-year institution			4-year institution		
		Public	Private		Public	Private	
			Not-for-profit	For-profit		Not-for-profit	For-profit
Any	20.5	28.6	17.6	8.3	18.6	15.2	10.6
English	6.1	8.4	8.4	2.2	5.2	4.5	4.9
Mathematics	15.5	22.3	13.1	5.1	13.9	9.8	7.9
Reading	6.4	10.0	5.2	1.7	4.7	3.8	3.0
Study skills	2.3	2.8	3.6	1.7	1.9	2.1	3.1
Writing	7.9	9.6	5.6	4.8	8.1	7.3	4.9

NOTE: Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. Courses are self-reported by students during their first year. Institutions and administrative transcript records report higher rates of remedial coursetaking than do students. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

Table SA-9. Percentage distribution of undergraduates, by control and type of institution and student characteristics: 2003–04

Characteristic	Community college	4-year institution	
		Public	Private not-for-profit
Sex			
Male	40.9	45.5	44.2
Female	59.1	54.5	55.9
Race/ethnicity			
White	59.9	70.2	67.3
Black	15.3	10.4	13.0
Hispanic	14.4	8.9	12.0
Asian	5.3	5.9	4.2
American Indian/Alaska Native	1.0	1.0	0.4
Pacific Islander	0.7	0.4	0.2
More than one race	2.1	2.0	1.8
Other	1.3	1.2	1.1
Age			
18 or younger	9.3	10.7	11.4
19–23	37.7	60.3	55.5
24–29	18.2	15.6	12.2
30–39	17.5	7.6	11.0
40 or older	17.3	5.8	9.9
Median	24.0	21.0	21.0
Average	28.5	23.7	25.0
Marital status			
Not married ¹	70.4	85.1	81.8
Married	27.3	13.9	16.6
Separated	2.3	1.0	1.6
Single parent	17.2	6.3	9.0
Parents' highest level of education			
High school or less	40.8	26.7	27.6
Some postsecondary education	27.1	22.9	20.2
Bachelor's degree or higher	32.1	50.4	52.2
Dependency and income²			
Dependent students			
Less than \$20,000	6.0	7.1	6.8
\$20,000–39,999	8.4	11.4	10.7
\$40,000–59,999	7.7	11.8	9.9
\$60,000–79,999	6.5	11.9	9.6
\$80,000–99,999	3.8	8.7	8.5
\$100,000 or more	6.3	14.8	16.8
Independent students			
Less than \$10,000	12.6	9.0	7.9
\$10,000–19,999	10.6	6.6	6.0
\$20,000–29,999	9.5	5.5	5.9
\$30,000–49,999	12.3	6.0	7.3
\$50,000 or more	16.3	7.3	10.7

¹ Includes single, divorced, and widowed students.

² Based on 2002 income.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table SA-10. Percentage distribution of the spring 2004 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and selected background characteristics: 2004 and 2006

Background characteristic	No post-secondary education through 2006	Immediate enrollment in a postsecondary institution							Delayed enrollment		
		Total	Less-than-2-year institution	2-year institution		4-year institution			Total	In 2-year institution in 2006	In 4-year institution in 2006
				All ¹	Public	All	Public	Private			
Total	23.0	63.1	0.9	19.9	18.8	42.3	28.4	13.9	13.7	8.0	4.3
Sex											
Male	27.3	59.1	0.7	19.5	18.2	38.9	26.5	12.4	13.5	7.9	4.5
Female	18.9	67.1	1.0	20.3	19.5	45.7	30.3	15.4	13.9	8.2	4.0
Race/ethnicity											
White	19.5	68.9	0.7	20.2	19.1	48.0	31.8	16.2	11.6	6.5	4.1
Black	28.8	52.7	1.3	16.6	15.9	34.8	25.0	9.7	18.4	11.3	5.0
Hispanic	33.0	46.9	1.2	23.2	21.6	22.4	15.3	7.1	19.6	12.3	4.4
Asian/Pacific Islander	13.4	75.2	0.4!	19.5	18.6	55.3	39.5	15.9	11.0	6.4	4.1
American Indian/Alaska Native	37.9	46.0	‡	18.9	17.0	25.5	18.4!	7.1!	16.1	10.7!	4.6!
More than one race	28.2	61.0	1.3!	15.6	14.6	44.1	27.3	16.8	10.6	5.9	3.8
Socioeconomic status (SES)											
Lowest 25 percent	40.0	42.3	1.6	19.7	18.6	20.9	14.9	6.1	17.4	11.5	3.7
Middle 50 percent	23.6	62.4	0.8	23.0	21.6	38.5	27.1	11.4	13.9	8.5	3.9
Highest 25 percent	7.5	82.0	0.3!	14.5	14.1	67.2	42.2	25.0	10.4	4.5	5.5
Parent's highest level of education											
Did not finish high school	43.1	39.6	0.9!	21.4	19.3	17.2	12.9	4.3	16.7	11.8	2.5
High school completer or GED	36.6	47.4	1.7	20.6	19.0	25.2	19.1	6.1	15.9	10.5	3.6
Some college	25.5	59.4	0.9	23.5	22.4	35.0	24.2	10.8	14.9	9.0	4.3
Graduated from college	13.5	74.6	0.3!	19.1	17.9	55.1	37.9	17.2	11.8	6.1	4.4
Completed master's or equivalent	9.7	79.6	0.5!	14.3	14.0	64.7	39.2	25.5	10.7	5.0	5.5
Completed Ph.D., M.D., or other advanced degree	8.1	82.1	0.3!	10.5	10.4	71.3	40.2	31.1	9.7	4.1	5.2
Student's family's income from all sources in 2001											
\$20,000 or less	39.5	42.0	1.4	18.9	18.2	21.7	14.6	7.1	18.0	11.8	3.8
\$20,001–35,000	31.7	51.9	0.8	22.1	20.9	29.1	20.3	8.8	16.1	9.8	4.3
\$35,001–50,000	26.6	60.1	1.4	22.7	20.9	36.1	25.0	11.1	13.2	8.0	3.7
\$50,001–75,000	19.9	67.0	0.8	21.6	20.6	44.8	31.3	13.5	12.8	7.9	4.1
\$75,001–100,000	12.9	76.0	0.5!	18.8	17.6	56.7	37.2	19.4	11.1	5.8	4.4
More than \$100,000	6.9	81.7	0.1	13.1	12.5	68.6	43.0	25.7	11.0	4.8	5.8

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Total includes private 2-year institutions that are not shown separately.

NOTE: Data include a few cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "Total" column for immediate enrollment and the "All" columns for type of institution, but they are not included in the distributions showing control of institution. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding or because some subcategories are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table SA-11. Percentage distribution of the spring 2004 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and selected background characteristics: 2004

Background characteristic	In 2-year institution ¹		In 4-year institution		
	Public	Private for-profit	Public	Private not-for-profit	Private for-profit
Total	29.8	1.4	45.0	20.5	1.5
Sex					
Male	30.7	1.9	44.8	19.0	1.9
Female	29.0	1.0	45.2	21.8	1.2
Race/ethnicity					
White	27.8	1.2	46.1	22.5	1.1
Black	30.1	1.2!	47.3	16.0	2.4
Hispanic	46.1	3.4!	32.6	12.9	2.3!
Asian/Pacific Islander	24.8	1.0!	52.5	19.5	1.6
American Indian/Alaska Native	36.9	‡	39.9	15.5!	#
More than one race	24.0	‡	44.8	22.9	4.6
Socioeconomic status					
Lowest 25 percent	43.9	2.5	35.2	11.7	2.6
Middle 50 percent	34.5	2.0	43.4	16.9	1.5
Highest 25 percent	17.2	0.2!	51.4	29.4	1.1
Parent's highest level of education					
Did not finish high school	48.7	5.3!	32.7	7.1	3.7!
High school completer or GED	40.1	2.8	40.3	11.4	1.5
Some college	37.7	1.6	40.7	16.5	1.7
Graduated from college	24.0	1.0!	50.8	21.3	1.7
Completed master's or equivalent	17.6	0.2!	49.3	31.2	0.9!
Completed Ph.D., M.D., or other advanced degree	12.7	‡	48.9	37.4	0.5!
Student's family's income from all sources in 2001					
\$20,000 or less	43.2	1.1!	34.7	15.1	1.8!
\$20,001–35,000	40.2	2.1	39.1	14.9	2.1
\$35,001–50,000	34.7	2.6	41.5	17.0	1.4
\$50,001–75,000	30.7	1.2	46.5	18.9	1.1
\$75,001–100,000	23.2	1.1!	49.0	24.0	1.6
More than \$100,000	15.2	0.4	52.5	29.9	1.5

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Private not-for-profit 2-year institutions are not shown separately.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table SA-12. Percentage distribution of the spring 1992 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and selected background characteristics: 1992 and 1994

Background characteristic	No post-secondary education through 1994 ¹	Immediate enrollment in a postsecondary institution						Delayed enrollment		
		Total ^{2,3}	2-year institution		4-year institution			Total	In 2-year institution in 1994	In 4-year institution in 1994
			All ³	Public	All	Public	Private			
Total	27.9	51.4	17.0	15.7	33.6	21.9	11.7	20.7	10.6	8.3
Sex										
Male	31.4	48.3	16.8	15.7	31.0	20.7	10.2	20.3	10.5	8.4
Female	24.4	54.6	17.2	15.8	36.3	23.1	13.2	21.0	10.7	8.3
Race/ethnicity										
White	26.1	53.0	16.6	15.4	35.6	23.0	12.5	20.8	10.5	8.8
Black	35.2	43.3	13.6	12.1	29.2	19.5	9.7	21.6	9.7	9.0
Hispanic	35.2	44.2	21.3	19.9	21.7	15.4	6.3	20.5	12.5	5.7
Asian/Pacific Islander	15.3	66.3	21.4	20.7	43.3	25.7	17.6	18.3	10.6	6.5
American Indian/Alaska Native	45.5	40.7	22.5	22.5	17.0	12.4	4.5!	13.8	9.7	2.0
Socioeconomic status										
Lowest 25 percent	51.5	31.0	14.8	13.4	14.7	10.7	4.0	17.6	11.4	4.0
Middle 50 percent	29.5	48.4	19.4	18.1	28.3	20.0	8.4	22.0	12.1	7.9
Highest 25 percent	8.2	71.4	14.5	13.3	56.3	33.1	23.1	20.4	7.4	12.1
Parent's highest level of education										
Did not finish high school	48.6	32.5	14.4	11.9	15.8	11.8	4.0	19.0	11.9	4.4
High school completer or GED	44.3	36.8	17.7	16.6	18.4	12.5	5.8	18.9	11.7	5.0
Some college	28.4	49.4	19.2	18.1	29.5	20.8	8.7	22.2	11.8	8.4
Graduated from college	11.6	66.5	15.4	14.6	50.7	33.5	17.2	21.9	8.7	11.5
Completed master's or equivalent	6.6	75.6	11.6	10.3	63.8	33.9	29.9	17.8	6.7	10.7
Completed Ph.D., M.D., or other advanced degree	5.5	76.8	12.8	10.0	62.0	32.1!	30.0	17.7	4.1	13.0
Student's family's income from all sources in 1991										
Less than \$20,000	43.3	37.9	15.4	14.2	21.4	14.9	6.5	18.8	10.4	5.8
\$20,000–34,999	33.4	47.3	19.0	17.2	27.3	19.5	7.8	19.3	10.6	6.6
\$35,000–49,999	25.8	51.9	18.3	17.3	33.1	22.3	10.8	22.3	12.2	8.4
\$50,000–74,999	14.8	63.7	19.6	18.4	43.4	28.5	14.9	21.4	10.3	9.4
\$75,000–99,999	10.0	69.4	15.3	13.1	54.1	33.8	20.2	20.6	7.3	12.4
\$100,000 or more	6.4	72.4	6.2	5.9	66.2	32.9	33.3	21.2	5.7	14.9

! Interpret data with caution (estimates are unstable).

¹ Includes some cases of students who were enrolled in postsecondary courses before high school graduation but who did not enroll in any postsecondary institution after high school.

² Total includes 12th-graders (0.8 percent) who enrolled immediately in a less-than-2-year postsecondary institution. The sample size for these students is too small to show breakdowns.

³ Total includes private 2-year institutions that are not shown separately.

NOTE: Data include some cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "Total" column for immediate enrollment and the "All" columns for type of institution, but they are not included in the distributions showing control of institution. Spring 1992 12th-graders who attended postsecondary institutions for which there is no IPEDS information are excluded. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding or because some subcategories are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-13. Percentage distribution of the spring 1992 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and selected background characteristics: 1992

Background characteristic	In 2-year institution ¹		In 4-year institution ²	
	Public	Private for-profit	Public	Private not-for-profit
Total	30.6	1.4	42.6	22.3
Sex				
Male	32.4	1.4	42.9	20.5
Female	28.9	1.5	42.3	24.0
Race/ethnicity				
White	29.0	1.4	43.5	23.3
Black	28.1	2.5!	45.1	21.2
Hispanic	45.1	1.5!	34.9	13.6
Asian/Pacific Islander	31.3	‡	38.8	26.5
American Indian/Alaska Native	55.1	#	30.6	11.1!
Socioeconomic status				
Lowest 25 percent	43.4	3.1	34.6	12.0
Middle 50 percent	37.4	2.0	41.2	16.8
Highest 25 percent	18.6	0.3	46.4	32.2
Parent's highest level of education				
Did not finish high school	36.5	6.0!	36.3	10.2
High school completer or GED	45.0	2.5	34.0	15.4
Some college	36.6	1.6	42.1	17.1
Graduated from college	21.9	0.5!	50.3	25.8
Completed master's or equivalent	13.6	0.4	44.8	39.5
Completed Ph.D., M.D., or other advanced degree	13.0!	#	41.8	39.1
Student's family's income from all sources in 1991				
Less than \$20,000	37.4	2.5	39.3	16.2
\$20,000–34,999	36.4	2.2	41.3	16.0
\$35,000–49,999	33.3	1.1!	42.9	20.2
\$50,000–74,999	28.9	1.3!	44.8	23.2
\$75,000–99,999	18.9	0.6	48.8	29.2
\$100,000 or more	8.1	#	45.4	46.0

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Private not-for-profit 2-year institutions are not shown separately because the sample size is too small to show breakouts.² Private for-profit 4-year institutions are not shown separately because the sample size is too small to show breakouts.

NOTE: Spring 1992 12th-graders who attended postsecondary institutions for which there is no IPEDS information are excluded. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-14. Percentage distribution of the spring 2004 12th-grade cohort, by immediate postsecondary enrollment status and selected characteristics: 2004

Characteristic	Entire 12th-grade cohort	Immediate enrollees in a postsecondary institution
Total	100.0	100.0
Sex		
Male	49.1	45.9
Female	50.9	54.1
Race/ethnicity		
White	62.0	67.6
Black	13.3	11.1
Hispanic	15.1	11.2
Asian/Pacific Islander	4.5	5.4
American Indian/Alaska Native	0.9	0.7
More than one race	4.2	4.1
Socioeconomic status		
Lowest 25 percent	22.0	14.7
Middle 50 percent	50.5	49.9
Highest 25 percent	27.2	35.3
Parent's highest level of education		
Did not finish high school	5.3	3.3
High school completer or GED	20.1	15.1
Some college	34.1	32.1
Graduated from college	22.9	27.1
Completed master's or equivalent	11.7	14.7
Completed Ph.D., M.D., or other advanced degree	5.9	7.7
Student's family's income from all sources in 2001		
\$20,000 or less	13.0	8.7
\$20,001–35,000	17.9	14.8
\$35,001–50,000	19.1	18.2
\$50,001–75,000	21.8	23.2
\$75,001–100,000	14.0	16.9
More than \$100,000	14.1	18.3
Cumulative GPA for grade 12		
Nonrespondent and missing	6.6	5.6
1.50 or below	3.5	0.9
1.51–2.00	9.8	4.5
2.01–2.50	18.0	13.1
2.51–3.00	21.8	22.6
3.01–3.50	22.0	27.6
3.51–4.00	18.2	25.7

See notes at end of table.

Table SA-14. Percentage distribution of the spring 2004 12th-grade cohort, by immediate postsecondary enrollment status and selected characteristics: 2004—Continued

Characteristic	Entire 12th-grade cohort	Immediate enrollees in a postsecondary institution
12th-grade standardized mathematics score		
Lowest 25 percent	23.9	13.6
Lower middle quarter	24.7	22.1
Upper middle quarter	25.1	29.1
Top 25 percent	26.0	35.1
Highest level of mathematics completed in high school		
Nonrespondent	6.6	5.6
Low academic, nonacademic, or no mathematics coursework	6.0	1.9
Algebra I/geometry	18.9	10.6
Algebra II	22.9	22.2
Trigonometry/algebra III	16.4	19.3
Precalculus	16.6	22.2
Calculus	12.6	18.3
Highest level of science completed in high school		
Nonrespondent	6.6	5.6
Low academic or no science	7.2	2.8
General biology	23.9	16.5
Chemistry I or physics I	30.4	33.2
Chemistry I and physics I	15.5	20.3
Chemistry II or physics II or advanced biology	16.4	21.6
Highest level of foreign language study completed in high school		
Nonrespondent	6.6	5.6
No credit	19.5	10.3
Year 1	14.2	10.7
Year 2	30.0	33.4
Year 3	15.7	20.6
Year 4	8.2	11.5
Advanced placement (AP)	5.8	7.9
Post-high school educational plans		
Plan to get postsecondary education	92.4	98.1
Vocational, technical, or trade school	8.0	3.6
2-year community college	22.3	17.0
4-year college or university	62.2	77.5
Don't plan to continue	1.3	0.1!
Don't know or unspecified plans	5.7	1.7
Early high school graduation, already attending postsecondary school	0.3	#!
Missing	0.2	0.1!

See notes at end of table.

Table SA-14. Percentage distribution of the spring 2004 12th-grade cohort, by immediate postsecondary enrollment status and selected characteristics: 2004—Continued

Characteristic	Entire 12th-grade cohort	Immediate enrollees in a postsecondary institution
Highest educational attainment expected when in 12th-grade (2004)		
Don't know	8.0	4.2
High school diploma or less	4.5	0.6
Attend or complete 2-year college	15.1	8.9
Attend or complete 4-year college	36.7	40.2
Obtain graduate degree	35.5	46.0
Highest educational attainment expected 2 years later (2006)		
Don't know	7.5	5.3
High school diploma or less	5.5	‡
Attend or complete 2-year college	14.5	8.7
Attend or complete 4-year college	35.2	36.8
Obtain graduate degree	37.3	49.2

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

NOTE: Race categories exclude persons of Hispanic ethnicity. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Coursetaking: Findings From the Condition of Education 2007* (NCES 2007-065). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table SA-15. Percentage distribution of the spring 1992 12th-grade cohort, by immediate postsecondary enrollment status and selected characteristics: 1992

Characteristic	Entire 12th-grade cohort	Immediate enrollees in a postsecondary institution
Total	100.0	100.0
Sex		
Male	50.2	47.1
Female	49.8	52.9
Race/ethnicity		
White	72.5	74.8
Black	11.9	10.0
Hispanic	9.9	8.5
Asian/Pacific Islander	4.3	5.6
American Indian/Alaska Native	1.0	0.8
Missing	0.3!	0.3!
Socioeconomic status		
Lowest 25 percent	19.3	11.6
Middle 50 percent	50.1	47.2
Highest 25 percent	28.9	40.1
Parent's highest level of education		
Did not finish high school	7.3	4.6
High school completer or GED	17.9	12.8
Some college	36.7	35.2
Graduated from college	14.6	19.0
Completed master's or equivalent	9.3	13.7
Completed Ph.D., M.D., or other advanced degree	4.3	6.4
Missing	9.7	8.2
Student's family's income from all sources in 1991		
Less than \$20,000	17.7	13.0
\$20,000–34,999	18.5	17.0
\$35,000–49,999	17.2	17.4
\$50,000–74,999	17.7	22.0
\$75,000–99,999	5.9	7.9
\$100,000 or more	5.7	8.0
Missing	17.3	14.6
12th-grade standardized mathematics score		
Lowest 25 percent	14.9	8.1
Lower middle quarter	18.6	15.9
Upper middle quarter	21.0	23.2
Top 25 percent	22.8	33.6
Incomplete test	0.3!	0.2!
Missing	22.4	19.0
Highest level of mathematics completed in high school		
Nonrespondent	19.0	15.4
Low academic, nonacademic, or no mathematics coursework	11.2	5.0
Algebra I/geometry	18.3	12.1
Algebra II	20.6	22.0
Trigonometry/algebra III	12.9	17.6
Precalculus	9.2	13.8
Calculus	8.8	14.1

See notes at end of table.

Table SA-15. Percentage distribution of the spring 1992 12th-grade cohort, by immediate postsecondary enrollment status and selected characteristics: 1992—Continued

Characteristic	Entire 12th-grade cohort	Immediate enrollees in a postsecondary institution
Highest level of science completed in high school		
Nonrespondent	19.0	15.4
Low academic or no science	8.8	4.6
General biology	29.2	22.2
Chemistry I or physics I	21.8	26.4
Chemistry I and physics I	9.7	14.4
Chemistry II or physics II or advanced biology	11.6	17.0
Highest level of foreign language study completed in high school		
Nonrespondent	19.0	15.4
No credit	19.2	10.8
Year 1	15.8	13.0
Year 2	25.6	30.7
Year 3	11.8	16.5
Year 4	6.1	9.3
Advanced Placement (AP)	2.6	4.3
Post-high school educational plans		
Plan to get postsecondary education	71.4	90.3
Don't plan to continue	16.6	4.6
Don't know or unspecified plans	4.4	1.8
Missing	2.8	1.6
Legitimate skip	4.8	1.6
Highest educational attainment expected when in 12th-grade (1992)		
Nonrespondent	3.7	2.3
Don't know	4.8	3.0
High school diploma or less	5.1	0.5
Attend or complete 2-year college	11.8	5.2
Attend or complete 4-year college	43.9	47.4
Obtain graduate degree	30.7	41.6
Highest educational attainment expected 2 years later (1994)		
Don't know	1.7	1.0
High school diploma or less	6.3	#
Attend or complete 2-year college	19.0	9.5
Attend or complete 4-year college	32.5	32.5
Obtain graduate degree	40.4	56.9

Rounds to zero.

! Interpret data with caution (estimates are unstable).

NOTE: Race categories exclude persons of Hispanic ethnicity. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Coursetaking: Findings From the Condition of Education 2007* (NCES 2007-065). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-16. Percentage distribution of the spring 2004 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and academic achievement characteristics: 2004 and 2006

Academic achievement characteristic	No post-secondary education through 2006	Immediate enrollment in a postsecondary institution							Delayed enrollment		
		Total	Less-than-2-year institution	2-year institution		4-year institution			Total	In 2-year institution in 2006	In 4-year institution in 2006
				All ¹	Public	All	Public	Private			
Total	23.0	63.1	0.9	19.9	18.8	42.3	28.4	13.9	13.7	8.0	4.3
Cumulative GPA for grade 12 ²											
1.50 or below	64.2	15.9	‡	10.6	9.6	5.0!	2.7!	2.3!	19.1	11.9	4.0!
1.51–2.00	50.1	29.2	0.9!	20.7	18.8	7.6	4.5	3.1	20.4	14.9	2.8
2.01–2.50	34.5	45.7	1.7	25.2	23.9	18.9	12.1	6.7	19.5	13.1	4.2
2.51–3.00	20.8	65.4	0.8	27.2	26.0	37.5	26.7	10.8	13.7	8.0	4.2
3.01–3.50	11.1	79.3	0.7	19.3	18.0	59.3	41.8	17.5	9.6	5.0	4.1
3.51–4.00	3.2	89.2	0.4!	10.4	9.9	78.4	49.7	28.7	7.5	2.1	5.2
12th-grade standardized mathematics score											
Lowest 25 percent	46.0	35.9	1.9	21.7	20.1	12.2	7.8	4.4	17.9	12.0	2.8
Lower middle quarter	25.9	56.5	0.9	28.1	26.5	27.5	19.3	8.2	17.3	11.1	4.6
Upper middle quarter	15.6	73.1	0.5	20.3	19.4	52.4	37.1	15.3	11.3	5.7	4.8
Top 25 percent	5.6	85.4	0.2!	10.3	9.9	74.9	47.9	26.9	8.9	3.8	4.8
Highest level of mathematics completed in high school ²											
Low academic, nonacademic, or no mathematics coursework	63.7	20.4	1.2!	15.8	14.2	3.4	1.9!	1.5!	15.8	10.5	2.9
Algebra I/geometry	45.9	35.3	1.6	24.7	23.0	9.0	5.2	3.8	18.5	12.7	3.0
Algebra II	21.7	61.0	1.0	27.6	26.1	32.5	23.0	9.4	17.0	10.7	4.8
Trigonometry/algebra III	13.1	74.4	0.8!	22.1	20.9	51.6	37.4	14.2	12.4	7.7	4.1
Precalculus	6.2	84.2	0.3!	15.1	14.5	68.8	47.3	21.5	9.6	3.8	5.5
Calculus	3.0	91.5	0.1!	7.3	7.1	84.1	50.9	33.1	5.3	1.0	4.2
Highest level of science completed in high school ²											
Low academic or no science	59.4	24.7	1.9!	16.9	14.9	5.8	3.4	2.5	15.7	10.1	2.5!
General biology	38.2	43.5	1.2	24.6	23.4	17.7	12.3	5.4	18.2	12.3	3.7
Chemistry I or physics I	17.0	68.9	1.0	23.5	22.2	44.4	31.6	12.8	14.0	8.2	4.7
Chemistry I and physics I	7.2	82.7	0.3!	15.8	15.2	66.5	43.7	22.8	9.8	4.9	4.7
Chemistry II or physics II or advanced biology	8.1	83.3	0.1!	14.0	13.1	69.2	43.9	25.3	8.5	3.5	4.3
Highest level of foreign language study completed in high school ²											
No credit	49.4	33.3	1.2	19.5	18.2	12.5	8.9	3.7	17.1	11.1	3.7
Year 1	31.8	47.3	1.7	25.8	24.1	19.9	14.5	5.4	20.6	13.8	4.4
Year 2	16.0	70.3	0.7	23.6	22.3	46.1	33.5	12.5	13.4	7.8	4.7
Year 3	8.1	82.9	0.4!	18.5	17.7	64.0	42.5	21.5	8.9	4.3	4.1
Year 4	5.5	88.3	0.4!	11.0	10.6	76.8	45.4	31.4	6.2	2.8	3.2
Advanced Placement (AP)	5.5	86.8	‡	10.9	10.5	75.6	43.5	32.1	7.7	2.1!	4.8

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Total includes private 2-year institutions that are not shown separately.

² Data are not shown for 7 percent of students who had incomplete or missing transcript data.

NOTE: Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Course-taking: Findings From the Condition of Education 2007* (NCES 2007-065). Data include a few cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "Total" column for immediate enrollment and the "All" columns for type of institution, but they are not included in the distributions showing control of institution. Detail may not sum to totals because of rounding or because some subcategories are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table SA-17. Percentage distribution of the spring 2004 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and academic achievement characteristics: 2004

Academic achievement characteristic	In 2-year institution ¹		In 4-year institution		
	Public	Private for-profit	Public	Private not-for-profit	Private for-profit
Total	29.8	1.4	45.0	20.5	1.5
Cumulative GPA for grade 12 ²					
1.50 or below	60.4	6.1!	16.8!	9.4!	5.1!
1.51–2.00	64.3	5.8	15.5	6.5	4.2!
2.01–2.50	52.2	2.4	26.4	11.4	3.3
2.51–3.00	39.8	1.1	40.8	15.0	1.5
3.01–3.50	22.7	1.3	52.7	21.2	0.8
3.51–4.00	11.1	0.4	55.7	31.6	0.6!
12th-grade standardized mathematics score					
Lowest 25 percent	56.0	4.2	21.6	8.6	3.6
Lower middle quarter	47.0	2.3	34.2	13.1	1.4
Upper middle quarter	26.6	0.8	50.7	19.6	1.3
Top 25 percent	11.5	0.3	56.1	30.5	1.0
Highest level of mathematics completed in high school ²					
Low academic, nonacademic, or no mathematics coursework	69.3	7.9!	9.3	4.4!	3.0!
Algebra I/geometry	65.1	4.5	14.7	7.5	3.2
Algebra II	42.8	1.7	37.7	14.0	1.4
Trigonometry/algebra III	28.1	1.3	50.2	17.6	1.5
Precalculus	17.2	0.3	56.2	24.4	1.2
Calculus	7.7	‡	55.7	35.4	0.8!
Highest level of science completed in high school ²					
Low academic or no science	60.5	7.2	13.6	7.2	2.8!
General biology	53.8	2.6	28.3	10.3	2.2
Chemistry I or physics I	32.2	1.4	45.9	16.6	2.0
Chemistry I and physics I	18.3	0.4	52.9	26.9	0.7!
Chemistry II or physics II or advanced biology	15.7	0.8	52.7	29.6	0.8!
Highest level of foreign language study completed in high school ²					
No credit	54.6	3.8	26.7	9.6	1.5!
Year 1	51.0	2.9	30.7	8.5	2.8
Year 2	31.7	1.3	47.7	16.3	1.5
Year 3	21.4	0.9	51.2	25.2	0.7!
Year 4	12.0	0.4	51.5	34.1	1.4!
Advanced Placement (AP)	12.1	#	50.1	35.2	1.8!

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Private not-for-profit 2-year institutions are not shown separately.² Data are not shown for 7 percent of students who were missing or had incomplete transcript data.NOTE: Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Coursetaking: Findings From the Condition of Education 2007* (NCES 2007-065). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table SA-18. Percentage distribution of the spring 1992 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and academic achievement characteristics: 1992 and 1994

Academic achievement characteristic	No post-secondary education through 1994 ¹	Immediate enrollment in a postsecondary institution						Delayed enrollment		
		Total ^{2,3}	2-year institution		4-year institution			Total	In 2-year institution in 1994	In 4-year institution in 1994
			All ³	Public	All	Public	Private			
Total	27.9	51.4	17.0	15.7	33.6	21.9	11.7	20.7	10.6	8.3
12th-grade standardized mathematics score ⁴										
Lowest 25 percent	54.6	27.9	19.5	17.6	7.5	5.5	2.1	17.5	10.7	3.3
Lower middle quarter	35.0	43.9	23.5	21.7	18.9	13.5	5.4	21.1	12.1	6.5
Upper middle quarter	19.0	56.7	19.1	17.4	37.1	25.8	11.3	24.3	12.5	10.7
Top 25 percent	7.6	75.8	10.0	9.6	65.6	39.9	25.7	16.6	6.2	9.8
Highest level of mathematics completed in high school ⁵										
Low academic, nonacademic, or no mathematics coursework	61.1	23.0	18.0	16.2	3.9	2.4	1.5	16.0	10.5	2.4
Algebra I/geometry	41.7	33.9	22.9	21.1	9.8	6.7	3.1	24.4	15.0	6.4
Algebra II	21.1	55.0	21.4	20.4	32.7	23.3	9.4	23.9	12.2	10.1
Trigonometry/algebra III	11.2	70.0	17.2	16.0	52.4	36.4	16.0	18.8	8.2	9.6
Precalculus	4.6	77.2	10.0	9.4	66.7	42.9	23.9	18.2	6.5	11.5
Calculus	3.8	82.8	5.4	4.9	77.5	45.0	32.5	13.4	4.4	8.5
Highest level of science completed in high school ⁵										
Low academic or no science	53.6	27.1	18.6	17.3	7.5	5.3	2.3	19.3	12.5	2.8
General biology	39.1	39.1	20.9	19.2	17.1	12.4	4.7	21.9	13.1	6.6
Chemistry I or physics I	15.4	62.3	19.5	18.1	42.1	28.9	13.3	22.2	10.6	10.3
Chemistry I and physics I	6.1	76.5	10.8	10.4	65.6	40.0	25.6	17.4	7.5	9.5
Chemistry II or physics II or advanced biology	8.4	75.6	10.7	10.1	64.7	40.2	24.5	16.0	4.4	10.6
Highest level of foreign language study completed in high school ⁵										
No credit	53.1	29.1	17.3	15.9	10.8	7.8	3.0	17.9	10.9	4.2
Year 1	35.7	42.4	23.0	21.2	18.4	13.9	4.5	21.9	13.7	5.8
Year 2	14.6	61.8	19.9	18.7	41.1	30.2	10.9	23.5	11.5	10.7
Year 3	8.6	71.8	13.3	12.5	58.1	33.3	24.8	19.5	7.5	10.9
Year 4	5.8	78.5	8.4	7.8	70.0	39.2	30.8	15.8	4.8	10.5
Advanced Placement (AP)	3.4!	85.3	5.0	4.4	79.7	44.8	34.9	11.2	3.8!	7.1

! Interpret data with caution (estimates are unstable).

¹ Includes some cases of students who were enrolled in postsecondary courses before high school graduation but who did not enroll in any postsecondary institution after high school.

² Total includes 12th-graders (0.8 percent) who enrolled immediately in a less-than-2-year postsecondary institution. The sample size for these students is too small to show breakdowns.

³ Total includes private 2-year institutions that are not shown separately.

⁴ Data are not shown for 22 percent of students who had incomplete or missing standardized mathematics scores.

⁵ Data are not shown for 19 percent of students who had incomplete or missing transcript data.

NOTE: No GPA data shown because NELS did not collect GPA information from schools that is comparable to that collected by the Education Longitudinal Study of 2002 (ELS:2002). Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Coursetaking: Findings From the Condition of Education 2007* (NCES 2007-065). Data include some cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "Total" column for immediate enrollment and the "All" columns for type of institution, but they are not included in the distributions showing control of institution. Spring 1992 12th-graders who attended postsecondary institutions for which there is no IPEDS information are excluded. Detail may not sum to totals because of rounding or because some subcategories are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-19. Percentage distribution of the spring 1992 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and academic achievement characteristics: 1992

Academic achievement characteristic	In 2-year institution ¹		In 4-year institution ²	
	Public	Private for-profit	Public	Private not-for-profit
Total	30.6	1.4	42.6	22.3
12th-grade standardized mathematics score ³				
Lowest 25 percent	62.9	5.2	19.6	6.6
Lower middle quarter	49.5	2.3	30.7	12.0
Upper middle quarter	30.8	1.5	45.5	19.9
Top 25 percent	12.7	0.3!	52.6	33.7
Highest level of mathematics completed in high school ⁴				
Low academic, nonacademic, or no mathematics coursework	70.4	6.3!	10.5	5.8
Algebra I/geometry	62.4	3.3	19.7	8.8
Algebra II	37.1	1.0	42.4	16.5
Trigonometry/algebra III	22.8	1.3!	52.0	22.4
Precalculus	12.2	‡	55.5	30.8
Calculus	6.0	#	54.3	39.1
Highest level of science completed in high school ⁴				
Low academic or no science	64.0	3.6	19.5	8.2
General biology	49.1	2.8	31.7	11.6
Chemistry I or physics I	29.1	1.1!	46.3	20.8
Chemistry I and physics I	13.6	0.3!	52.2	33.1
Chemistry II or physics II or advanced biology	13.4	0.5!	53.2	32.4
Highest level of foreign language study completed in high school ⁴				
No credit	54.8	3.2	26.9	9.5
Year 1	50.0	2.8	32.8	9.7
Year 2	30.3	1.1	48.9	17.4
Year 3	17.4	0.4!	46.3	34.6
Year 4	10.0	0.5!	50.0	39.1
Advanced Placement (AP)	5.2	‡	52.5	40.9

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Private not-for-profit 2-year institutions are not shown separately because the sample size is too small to show breakouts.² Private for-profit 4-year institutions are not shown separately because the sample size is too small to show breakouts.³ Data are not shown for 19 percent of students who had incomplete or missing standardized mathematics scores.⁴ Data are not shown for 15 percent of students who had incomplete or missing transcript data.

NOTE: No GPA data shown because NELS did not collect GPA information from schools that is comparable to that collected by the Education Longitudinal Study of 2002 (ELS:2002). Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Course-taking: Findings From the Condition of Education 2007* (NCES 2007-065). Spring 1992 12th-graders who attended postsecondary institutions for which there is no IPEDS information are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-20. Percentage distribution of immediate enrollees in a postsecondary institution in fall 1994, by control and type of institution and selected academic achievement characteristics

Academic achievement characteristic	All	Community college	In 4-year institution ¹	
			Public	Private not-for-profit
Total	1,266,000	387,000	539,000	283,000
Cumulative GPA for grade 12 ²				
2.5 or below	—	—	—	—
Above 2.5	—	—	—	—
12th-grade standardized mathematics score ELS				
Bottom half	29.7	53.2	18.6	13.3
Top half	70.3	46.8	81.4	86.7
Highest level of mathematics completed in high school ³				
Algebra II or below	46.2	74.6	33.3	26.6
More advanced than Algebra II	53.8	25.4	66.7	73.4
Highest level of science completed in high school ³				
General biology or below	31.7	53.8	21.6	15.8
More advanced than general biology	68.3	46.2	78.4	84.2
Highest level of foreign language study completed in high school ³				
Year 2 or below	64.5	84.4	60.4	40.8
More advanced than year 2	35.5	15.6	39.6	59.2

— Not available.

¹ Private for-profit 4-year institutions are not shown separately.

² No comparison with 2004 immediate enrollees by GPA is possible because NELS and ELS did not collect comparable information on grades. For details on the comparability of NELS and ELS variables, see the Technical Note.

³ Denominator excludes about 20 percent of students who had incomplete or missing transcript data.

NOTE: Not all types of postsecondary institutions shown. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. For details on coursework classification, see the Technical Notes and Methodology in Planty, M., Provasnik, S., and Daniel, B. (2007). *High School Course-taking: Findings from the Condition of Education 2007* (NCES 2007-065). Data include a few cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "All" column, but they are not included in the distributions showing control of institution. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-21. Percentage distribution of the spring 2004 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and educational plans and expectations: 2004 and 2006

Plans and expectations	No post-secondary education through 2006	Immediate enrollment in a postsecondary institution							Delayed enrollment		
		Total institution	Less-than-2-year	2-year institution		4-year institution			Total	In 2-year institution in 2006	In 4-year institution in 2006
				All ¹	Public	All	Public	Private			
Total	23.0	63.1	0.9	19.9	18.8	42.3	28.4	13.9	13.7	8.0	4.3
Post-high school educational plans											
Plan to get postsecondary education	19.1	67.0	0.8	20.7	19.5	45.5	30.5	15.0	13.8	7.9!	4.4
Vocational, technical, or trade school	49.2	28.6	4.4	19.0	12.9	5.2	2.1	3.1	21.8	14.2	3.8
2-year community college	33.5	48.0	1.1	41.7	40.7	5.2	3.1	2.1	18.4	14.1	2.0
4-year college or university	10.0	78.7	0.3	13.3	12.7	65.1	44.0	21.2	11.0	5.1	5.3
Don't plan to continue	83.3	6.4!	#	5.9!	4.9!	‡	#	‡	10.1	7.9!	‡
Don't know or unspecified plans	67.2	18.4	1.4!	12.7	12.1	4.4	3.6	0.8!	14.2	8.1	3.8
Highest educational attainment expected when in 12th-grade (2004)											
Don't know	50.5	33.3	0.7!	20.2	18.9	12.3	8.2	4.2	16.2	10.9	2.8
High school diploma or less	79.0	9.0	1.5!	6.2	5.7	‡	‡	#	11.9	7.2	2.8!
Attend or complete 2-year college	45.8	37.4	2.7	29.6	26.0	5.1	2.4	2.7	16.5	11.7	1.8
Attend or complete 4-year college	15.5	69.3	0.6	23.4	22.4	45.3	31.9	13.4	15.1	8.6	5.4
Obtain graduate degree	7.3	81.8	0.3!	14.1	13.8	67.4	44.0	23.3	10.8	5.4	4.7
Highest educational attainment expected 2 years later (2006)											
Don't know	36.1	44.4	1.9	24.7	#	17.8	10.5	7.2	19.4	12.1	3.5
Attend or complete 2-year college	42.2	38.0	2.2	26.9	24.0	9.0	5.8	3.2	19.4	13.3	2.9
Attend or complete 4-year college	19.1	66.0	0.8	23.7	22.5	41.6	30.0	11.6	14.7	9.0	4.8
Obtain graduate degree	5.4	83.2	0.3!	15.7	15.3	67.2	43.5	23.7	11.2	5.4	5.1

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Total includes private 2-year institutions that are not shown separately.

NOTE: Data include a few cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "Total" column for immediate enrollment and the "All" columns for type of institution, but they are not included in the distributions showing control of institution. Detail may not sum to totals because of rounding or because some subcategories are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table SA-22. Percentage distribution of the spring 2004 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and educational plans and expectations: 2004

Plans and expectations	In 2-year institution ¹		In 4-year institution		
	Public	Private for-profit	Public	Private not-for-profit	Private for-profit
Total	29.8	1.4	45.0	20.5	1.5
Post-high school educational plans					
Plan to get postsecondary education	29.1	1.4	45.5	20.8	1.5
Vocational, technical, or trade school	45.1	20.8	7.2	2.8	7.9
2-year community college	84.8	1.7	6.5	2.1	2.2
4-year college or university	16.2	0.4	55.8	25.8	1.1
Don't plan to continue	76.9	‡	#	‡	#
Don't know or unspecified plans	65.4	2.4!	19.5	3.0	‡
Highest educational attainment expected in 2004 (when in 12th-grade)					
Don't know	56.9	3.4	24.6	10.6	1.9!
High school diploma or less	63.8	‡	14.2	#	#
Attend or complete 2-year college	69.7	9.2	6.4	3.2	4.0
Attend or complete 4-year college	32.3	0.9	46.1	17.5	1.8
Obtain graduate degree	16.9	0.2!	53.9	27.7	0.8
Highest educational attainment expected 2 years later (2006)					
Don't know	51.4	3.9!	23.7	13.8	2.5!
Attend or complete 2-year college	63.1	7.5	15.2	4.0	4.4
Attend or complete 4-year college	34.1	1.2	45.4	15.9	1.6
Obtain graduate degree	18.4	0.2!	52.3	27.7	0.8

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Private not-for-profit 2-year institutions are not shown separately.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Table SA-23. Percentage distribution of the spring 1992 12th-grade cohort, by immediate and delayed postsecondary enrollment status, control and type of institution, and educational plans and expectations: 1992 and 1994

Plans and expectations	No post- secondary education through 1994 ¹	Immediate enrollment in a postsecondary institution						Delayed enrollment		
		Total ^{2,3}	2-year institution		4-year institution			Total	In 2-year institution in 1994	In 4-year institution in 1994
			All ³	Public	All	Public	Private			
Total	27.9	51.4	17.0	15.7	33.6	21.9	11.7	20.7	10.6	8.3
Post-high school educational plans										
Plan to get postsecondary education	13.7	65.1	19.9	18.7	44.4	28.9	15.5	21.2	10.2	9.8
Don't plan to continue	67.1	14.3	9.2	7.5	3.6	2.4	1.2!	18.6	10.9	4.1
Don't know or unspecified plans	56.5	21.7	13.4	12.4	7.5	5.3	2.3!	21.8	15.9	3.5
Highest educational attainment expected when in 12th-grade (1992)										
Don't know	45.7	32.2	16.2	13.3	13.5	8.7	4.9	22.1	13.2	5.8
High school diploma or less	88.5	4.8	3.6	3.1	1.0!	1.0!	‡	6.7	5.0	0.4!
Attend or complete 2-year college	60.7	22.7	16.0	12.6	3.4	2.4	1.1!	16.6	10.3	2.1
Attend or complete 4-year college	20.9	55.5	21.6	20.6	33.4	23.1	10.2	23.6	12.8	9.0
Obtain graduate degree	10.0	69.7	13.8	13.2	55.7	34.3	21.3	20.3	8.0	11.8
Highest educational attainment expected 2 years later (1994)										
Don't know	52.3	31.3	16.0	13.6	10.6	7.1	3.4!	16.4	9.4	4.1!
Attend or complete 2-year college	55.2	25.8	20.2	17.8	3.8	2.4	1.5	19.0	13.1	2.4!
Attend or complete 4-year college	24.2	51.4	23.0	21.8	27.4	20.1	7.3	24.3	13.6	8.5
Obtain graduate degree	5.7	72.5	13.4	12.4	58.9	36.6	22.3	21.9	8.7	12.5

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Includes some cases of students who were enrolled in postsecondary courses before high school graduation but who did not enroll in any postsecondary institution after high school.

² Total includes 12th-graders (0.8 percent) who enrolled immediately in a less-than-2-year postsecondary institution. The sample size for these students is too small to show breakdowns.

³ Total includes private 2-year institutions that are not shown separately.

NOTE: Data include some cases of students who enrolled immediately in a postsecondary institution for which the control of the institution was unknown. These cases are included in the "Total" column for immediate enrollment and the "All" columns for type of institution, but they are not included in the distributions showing control of institution. Spring 1992 12th-graders who attended postsecondary institutions for which there is no IPEDS information are excluded. Detail may not sum to totals because of rounding or because some subcategories are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-24. Percentage distribution of the spring 1992 12th-grade cohort who enrolled immediately after high school in a postsecondary institution, by control and type of institution and educational plans and expectations: 1992

Plans and expectations	In 2-year institution ¹		In 4-year institution		
	Public	Private for-profit	Public	Private not-for-profit	Private for-profit
Total	30.6	1.4	42.6	22.3	0.4
Post-high school educational plans					
Plan to get postsecondary education	28.7	1.1	44.4	23.4	0.4!
Don't plan to continue	52.7	6.3!	17.0	7.3!	0.9!
Don't know or unspecified plans	57.2	4.2!	24.2	10.4!	#
Highest educational attainment expected when in 12th-grade (1992)					
Don't know	41.4	2.0!	26.9	14.8	‡
High school diploma or less	64.5	9.7!	20.0!	‡	#
Attend or complete 2-year college/school	55.4	12.7	10.4	2.1!	2.6!
Attend or complete 4-year college	37.0	1.0	41.7	18.0	0.4!
Obtain graduate degree	18.9	0.4!	49.3	30.5	0.2!
Highest educational attainment expected 2 years later (1994)					
Don't know	43.3	7.2!	22.7	11.0!	#
Attend or complete 2-year college/school	69.1	6.5	9.2	4.8	‡
Attend or complete 4-year college	42.4	1.5	39.0	13.8	0.4!
Obtain graduate degree	17.2	0.4!	50.6	30.4	0.3!

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (sample size too small or standard error greater than estimate).

¹ Private not-for-profit 2-year institutions are not shown separately.

NOTE: Spring 1992 12th-graders who attended postsecondary institutions for which there is no IPEDS information are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, 1992."

Table SA-25. Percentage of 2003–04 beginning postsecondary students who in 2006 were still enrolled and/or had completed a degree or certificate program at any postsecondary institution, by control and type of institution, program plans, and attendance status

Control and type of institution, program plans, and attendance status	Total who either completed a degree or certificate or are still enrolled	Completed a degree or certificate program		No degree or certificate earned yet	
		Still enrolled at a postsecondary institution	No longer enrolled at a postsecondary institution	Still enrolled at a postsecondary institution	No longer enrolled at a postsecondary institution
All	66.5	7.0	8.9	50.7	33.5
Control and type of institution in which first enrolled in 2003–04					
Public 2-year	55.4	10.1	5.5	39.8	44.6
Public 4-year	82.7	2.4	3.2	77.2	17.3
Private not-for-profit 4-year	83.9	3.1	4.0	76.8	16.1
Private for-profit 4-year	53.7	9.0	29.0	15.7	46.3
Private not-for-profit less-than-4-year	61.6	12.4	21.8	27.3	38.4
Among first-time community college students					
Program plans					
4-year transfer intentions	60.9	12.2	2.5	46.2	39.1
Associate's degree program	49.6	8.9	6.0	34.7	50.4
Certificate intentions	53.1	11.1	21.9	20.1	46.9
No degree intentions	41.6	1.8	4.4	35.4	58.4
Attendance status through 2006					
Full-time always	59.3	14.1	8.6	36.5	40.7
Part-time always	29.5	2.8	2.8	23.9	70.5
Mixed full- and part-time	70.1	11.4	4.3	54.3	29.9

NOTE: Estimates in the table include students enrolled in institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

Technical Notes

This special analysis draws upon various NCES datasets, which are summarized in exhibit A. Many of the findings in this special analysis come from previously published NCES reports; however, the findings in part A and part B of section 2 come from special analyses of ELS:2002, NELS:88, and BPS:04/06. These three datasets were obtained from statistical samples of the entire population of target students. These technical notes describe various issues that are important to keep in mind when interpreting sampled data as well as the sample populations and the variables created for these special analyses. For detailed information about any of the NCES datasets, see <http://nces.ed.gov/surveys/>.

Estimates From Sampled Data

Estimating the size of the total population or subpopulations from a data source based on a sample of the entire population requires consideration of several factors before the estimates become meaningful. However conscientious an organization may be in collecting data from a sample of a population, there will always be some margin of error in estimating the size of the actual total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an estimate of the true or actual value. The margin of error or the range of the estimate depends on several factors, such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the “standard error” of an estimate.

Standard Errors

The standard error for each estimate in this special analysis was calculated in order to determine the “margin of error” for these estimates.

The standard errors for all the estimated means and percentages reported in the figures and tables of the special analysis can be found on *The Condition of Education* website at <http://nces.ed.gov/programs/coe>.

An estimate with a smaller standard error provides a more reliable estimate of the true value than an estimate with a higher standard error. Standard errors tend to diminish in size as the size of the sample (or subsample) increases. Consequently, for the same data, such as the percentage of students who enrolled immediately in a community college, standard errors will almost always be larger for American Indian/Alaska Native students than for White students because the latter represent a larger proportion of the population.

Analysis and Interpretation

Due to standard errors, caution is warranted when drawing conclusions about the size of one population estimate in comparison to another or whether a time series of population estimates is increasing, decreasing, or staying about the same. Although one estimate of the population size may be larger than another, a statistical test may reveal that there is no measurable difference between the two estimates due to their uncertainty. Whether differences in means or percentages are statistically significant can be determined by using the standard errors of the estimates. When differences are statistically significant, the probability that the difference occurred by chance is usually small; for example, it might be about 5 times out of 100. For this special analysis, differences between means or percentages (including increases or decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests, at the .05 level, were used. The *t* test formula for determining statistical significance was adjusted when the samples being compared were dependent.

Exhibit A. Overview of the datasets used for the special analysis

Dataset	Abbreviation	Time period/data collection	Data source	Population of interest	Type of data collected
Universe data					
Education Directory, Colleges and Universities	—	1949–50 through 1965–66	Colleges and universities	All postsecondary institutions	Administrative records, including enrollment, degrees conferred, and financial information
Higher Education General Information Survey, “Institutional Characteristics of Colleges and Universities”	HEGIS	1966–67 through 1985–86	Colleges and universities	All postsecondary institutions	Administrative records, including enrollment, degrees conferred, and financial information
Integrated Postsecondary Education Data System, “Institutional Characteristics Survey”	IPEDS	1986–87 through 2005–06	Colleges and universities	All postsecondary institutions	Administrative records, including enrollment, degrees conferred, and financial information
Sample survey data					
Education Longitudinal Study of 2002	ELS	2002, with follow-ups in 2004 and 2006	Students	Spring 2004 high school seniors who enrolled in college in fall 2004	A nationally representative longitudinal study of high school students to study their educational experiences and their life choices after school
National Education Longitudinal Study of 1988	NELS	1988, with follow-ups in 1992, 1994, 1996	Students	Spring 1992 high school seniors who enrolled in college in fall 1992	A nationally representative longitudinal study of 8th-graders to study their educational experiences and their life choices after school
Beginning Postsecondary Students Longitudinal Study of 2003/06	BPS	2006 follow-up to NPSAS:04	Postsecondary undergraduates	First-time undergraduates who enrolled in college in 2003–04	The third national study of postsecondary students’ financial aid records covering the entire undergraduate period to provide complete information on progress and persistence
National Postsecondary Student Aid Study	NPSAS	1986–87, 1989–90, 1992–93, 1995–96, 1999–2000, and 2003–04	Postsecondary students	All postsecondary students	A nationwide study designed to determine how students and their families pay for postsecondary education
National Study of Postsecondary Faculty	NSOPF	1987–88, 1992–93, 1998–99, and 2003–04	Postsecondary faculty	All postsecondary faculty	A nationwide study designed to gather information on both full- and part-time faculty, including their education, responsibilities, workloads, and salaries

NOTE: For more details on all of these surveys, see <http://nces.ed.gov/surveys/>.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

Rounding and Other Considerations

Although values reported in the supplemental tables are rounded to one decimal place (e.g., 76.5 percent), values reported in this special analysis are rounded to whole numbers (with any value of 0.5 or above rounded to the next highest whole number). Due to rounding, total percentages sometimes differ from the sum of the reported parts, which may, for example, equal 99 or 101 percent, rather than the percentage distribution's total of 100 percent.

Some values reported in supplemental tables are flagged with an exclamation mark (!) to alert readers that those values have relatively large standard errors in relation to the estimated value, or, in other words, have larger confidence intervals around them than unflagged estimates. Specifically, this special analysis has flagged values with standard errors greater than 30 percent of the estimated value. For example, an estimate of 15.3 percent with a standard error of 4.9 is flagged because $4.9 / 15.3$ equals 0.32. (With this standard error, at a confidence level of .95, the estimate may differ from the actual value by ± 9.6 or, in other words, lies in the confidence interval 6.6 and 24.9.) In contrast, an estimate of 15.3 percent with a standard error of 1.8 is not flagged because $1.8 / 15.3$ equals 0.12. (With this standard error, at a confidence level of .95, the estimate may differ from the actual value by ± 3.5 or, in other words, lies in the confidence interval 11.8 and 18.8.)

Education Longitudinal Study of 2002 (ELS:2002)

The ELS:2002 *base year* conducted a baseline survey of high school sophomores in spring term 2002, surveying almost 15,400 students in 752 schools (out of 17,600 students and 1,268 schools selected for the sample).¹ The ELS:02/04 *first follow-up* surveyed 15,000 of the participants (out of 16,500 eligible for the sample) in the spring of 2004, when most sample members were seniors (though some were dropouts, some early graduates, and some retained in an earlier grade).² The first follow-up survey collected high school course offerings and student transcripts (coursetaking records at the student level for grades 9–12) for all sample members. Transcript information was

obtained for about 14,900 participants, or for about 91 percent (weighted) of the ELS:2002 student sample. The ELS:02/06 *second follow-up* surveyed 15,000 participants (out of 16,400 eligible for the sample) between January and September 2006, about 2 years after most sample members had completed high school.

For the special analysis in section 2, part A, only students in the spring-term 2004 senior cohort (or “2004 seniors”) were used.³ The 2004 seniors who enrolled in a postsecondary institution some time between July and December 2004 were classified as “immediate enrollees.” The 2004 seniors who first enrolled in a postsecondary institution after December 2004 and before the second follow-up in 2006 were classified as “delayed enrollees.” The 2004 seniors who had never enrolled in a postsecondary institution before the second follow-up in 2006 were considered to have had “no postsecondary education through 2006.”

To determine the type of postsecondary institution into which 2004 immediate enrollees enrolled, this special analysis used the ELS variables F2PS1 and F2IORDER to identify the first postsecondary institution a student attended.⁴ The postsecondary institution used to classify delayed enrollees by institution type was the last institution in which the delayed enrollee was enrolled before the second follow-up in 2006.⁵

The special analysis used the panel weight F2F1WT, which generalizes to the spring 2004 senior cohort who also participated in the second follow-up survey.

For more information on ELS:2002, including sampling design, data collection methodology, data processing and procedures, response rates, imputation, weighting, and the construction of specific variables, see Ingels et al. (2007).

National Education Longitudinal Study of 1988 (NELS:88)

The NELS:88 *base year* conducted a baseline survey of high school 8th-graders in spring term 1988, surveying almost 24,600 students in 1,052 schools (out of about 26,400 students and 1,032 schools selected for the sample).⁶ The NELS:88/92 *second follow-up* surveyed

about 16,800 of the participants (out of 18,200 eligible for the sample⁷) in the spring of 1992, when most sample members were in their final semester of high school (though some were dropouts, some early graduates, and some retained in an earlier grade).⁸ The second follow-up survey collected high school course offerings and student transcripts (coursetaking records at the student level for grades 9–12) for all sample members. Transcript information was obtained for about 17,300 participants, or for about 88 percent (weighted) of the NELS:88 student sample. The NELS:88/94 *third follow-up* surveyed the students during the spring of 1994, about 2 years after most sample members had completed high school. This follow-up included 14,900 participants (out of almost 16,000 eligible for the sample).⁹

For the special analysis in section 2, part A, only students in the spring-term 1992 senior cohort (or “1992 seniors”) were used.¹⁰ The 1992 seniors who enrolled in a postsecondary institution some time between May and December 1992 were classified as “immediate enrollees.”¹¹ The 1992 seniors who enrolled in a postsecondary institution after December 1992 and before the third follow-up in 1994 were classified as “delayed enrollees.” The 1992 seniors who had never enrolled in a postsecondary institution before the third follow-up in 1994 were considered to have had “no postsecondary education through 1994.”¹² The 1992 seniors who enrolled in a postsecondary institution outside the United States (24 cases, incode = -10) and who reported attending a “postsecondary” institution for which no identifying IPEDS data existed (500 cases, incode = -12) were dropped from the analysis.

Because NELS does not include information identifying all types of postsecondary institutions, data on the level (i.e., 2-year or 4-year) and control (e.g., public or private) of all postsecondary institutions in IPEDS 1993/94 were merged with the NELS data. To determine the type of postsecondary institution into which 1992 immediate enrollees enrolled, this special analysis used the IPEDS variables CONTROL and LEVEL associated with the first “real” postsecondary institution a student attended. The first “real” postsecondary institution that a student attended was either (1) the first institu-

tion in which the student enrolled after August 1992 or (2) the institution in which the student enrolled before September 1992 and in which he or she remained a student through at least September 1992. The postsecondary institution used to classify delayed enrollees by institution type was the last institution in which the delayed enrollee was enrolled before the second follow-up in 1994.¹³

The special analysis used the panel weight F3F2PNWT, which generalizes to the spring 1992 senior cohort who also participated in the third follow-up survey.

For more information on NELS:88, including sampling design, data collection methodology, data processing and procedures, response rates, imputation, weighting, and the construction of specific variables, see Curtin et al. (2002).

ELS was designed to permit comparisons with NELS data; however, some variables used in this special analysis are not directly comparable between the two datasets. The following bullets describe these variables and how they are treated in the special analysis:

- Data on grade point averages (GPAs) were collected for ELS from schools on a standardized scale of 0.0 to 4.0; however for NELS, schools reported student GPAs on a scale of 0 to 104. Given the different scales, no comparison is made and the NELS GPA data are not reported. For the analysis of the GPAs in ELS, a cutpoint of 2.5 was used to distinguish the top half of the grade distribution from the bottom half: grades above 2.5 (typically equated to a C+ or better) fall into 3 categories (2.51-3.0, 3.1-3.5, and 3.51-4.0) and grades of 2.5 or below fall into 3 categories for which credit is earned (2.1-2.5, 1.51-2.0, and 1.0-1.5).
- Data on family income in ELS were from a base year 2 years prior to the data collection for 2004 seniors; however, the NELS data on family income come from a base year 4 years prior to the data collection for 1992 seniors. In addition, the cutpoints used to collect the information varied slightly: ELS used categories that began with “001” and ended in “000” (e.g., “\$20,001–35,000”) while NELS used categories that began

with “000” and ended in “999” (e.g., \$20,000–34,999”). These data are reported as they are without any adjustments to make them more comparable, given that no adjustments for inflation (which is a greater source of incompatibility) are possible with such categorical data.

- Data on race/ethnicity in ELS were collected using the Office of Management and Budget (OMB) standard racial and ethnic classifications for the 2000 Census. These superseded the prior OMB classifications, used in NELS, which did not include the category “more than one race.” As a result of the new category, the race categories in ELS and NELS are not directly comparable. These data are reported as they are.
- Data on the 2004 seniors’ post-high school plans in ELS identify the type of postsecondary institution (e.g., at a 2-year or 4-year institution) that a senior plans to attend, if he or she reported having plans to get a postsecondary education. In contrast, data on 1992 seniors in NELS only report if seniors had plans to get a postsecondary education (not the type of postsecondary institution they planned to attend). These data are reported as they are, with a total shown for 2004 seniors who had plans to get any type of postsecondary education.

Transcript data collected as part of ELS and NELS were classified into the coursetaking categories using the same coding scheme. For more information on how these coursetaking

categories were created and on the courses assigned to each category, see the Technical Notes and Methodology in Planty, Provasnik, and Daniel (2007).

Beginning Postsecondary Students Longitudinal Study of 2006 (BPS:04/06)

BPS:04/06 surveyed a subsample of the 89,500 undergraduates who participated in the National Postsecondary Student Aid Study (NPSAS) of all postsecondary students in academic year 2003–04.¹⁴ NPSAS:04 selected a sample of postsecondary students from some 1,600 postsecondary institutions that were stratified to be nationally representative of the entire postsecondary universe of institutions. The students were initially interviewed for NPSAS in 2004; the BPS:04/06 study is the first follow-up of these students 3 years later in 2006. BPS:04/06 surveyed about 18,600 NPSAS:04 participants who began their postsecondary education in the academic year 2003–04.

The BPS:04/06 data for this special analysis were analyzed using NCES’ Data Analysis System (DAS). BPS data in the DAS pertain to the experiences of students over 3 academic years and provide information about rates of program completion, transfer, and attrition for students who first enrolled at various types of postsecondary institutions. The DAS may be accessed at <http://nces.ed.gov/das/>.

For more information about BPS:04/06 including sampling design, data collection methodology, imputation, and weighting, see appendix B of Berkner et al. (2007).

Notes

¹ Schools were the first-stage unit of selection, with sophomores randomly selected within schools.

² At this time, the survey was “freshened” to ensure a nationally representative spring-term 2004 senior cohort. This freshening procedure is a method for producing a representative sample of students who were enrolled in 12th grade in 2004 but were not enrolled in 10th grade in 2002 (e.g., students held back in the 11th or 12th grades or who were not in school in the United States in 2002).

³ The filter used for this population was $G12COHRT > 0$.

⁴ The ELS variable F2PS1 takes into account the fact that some 2004 seniors took college classes over the summer before entering their “real” college of intended matriculation in the fall. In most cases, the first “real” institution (what F2PS1 identifies) is the postsecondary institution with the earliest start date (and will therefore appear first on the ELS institution file, i.e. F2IORDER=1). This was not the case, however, if (1) the first chronological institution (as opposed to the first “real” institution) is a summer school (defined as an institution with a start date of May, June, or July, and a same year end date of May, June, July, or August); (2) the summer school was attended in the same year as high school completion/exit; and (3) a second postsecondary institution (with longer total enrollment) was also started in August, September, or October of that same year. If all the above conditions are met, the post-summer school institution is identified in F2PS1. If the earliest start date is shared by more than one institution, the one with the longest enrollment period is identified in F2PS1.

⁵ For delayed enrollees who were enrolled concurrently in more than one institution, the institution in which the student was enrolled the longest amount of time was used to determine the institution type.

⁶ More schools ended up participating than were in the original selected sample.

⁷ Excludes dropouts.

⁸ The sample was also “freshened” to ensure a nationally representative spring-term high school senior class of 1992.

⁹ To control costs in the third follow-up, subsampling was instituted to reduce the second follow-up sample of 21,600 participating students and dropouts to some 16,000 sample members. See Curtin et al. (2002), p.38.

¹⁰ The filter used for this population was $G12COHRT > 0$.

¹¹ For some 1992 seniors, the month that they enrolled in their first postsecondary institution was missing or unknown. If these seniors reported that they enrolled in their first postsecondary institution in 1992, they were classified as “immediate enrollees.” Students initially classified as “immediate enrollees” who reported an end date of their postsecondary education before September 1992 were reclassified. Those who enrolled in another postsecondary institution before January 1993 were reclassified as “immediate enrollees” at the control and level of the institution enrolled at in the fall. Those who did not enroll in another postsecondary institution before January 1993, but enrolled sometime before the third follow-up in 1994, were reclassified as “delayed enrollees” at the control and level of that later institution.

¹² The category “no postsecondary education through 1994” also includes a few students who had enrolled in a postsecondary institution before graduating high school (e.g., dual-credit course students) but who did not enroll in a postsecondary institution again before the third follow-up in 1994.

¹³ For delayed enrollees who were enrolled concurrently in more than one institution, the institution in which the student was enrolled the longest amount of time was used to determine the institution type.

¹⁴ BPS also surveyed first-time graduate students, but these data were not used for this special analysis.