

Section 3

Student Effort and Educational Progress





Contents

Introduction: Student Effort and Educational Progress	59
<i>Student Attitudes and Aspirations</i>	
23 Postsecondary Expectations of 12th-Graders	60
<i>Student Effort</i>	
24 Student Absenteeism	61
<i>Elementary/Secondary Persistence and Progress</i>	
25 Grade Retention	62
26 Status Dropout Rates by Race/Ethnicity	63
27 High School Sophomores Who Left Without Graduating Within 2 Years	64
28 Public High School Graduation Rates by State	65
<i>Transition to College</i>	
29 Immediate Transition to College	66
<i>Completions</i>	
30 Degrees Earned by Women	67
31 Educational Attainment	68
32 Advanced Degree Completion Among Bachelor's Degree Recipients	70

Section 3: Website Contents

	<i>Indicator—Year</i>
<i>Student Attitudes and Aspirations</i>	
Postsecondary Expectations of 12th-Graders	23—2006
<i>Student Effort</i>	
Student Absenteeism	24—2006
<i>Elementary/Secondary Persistence and Progress</i>	
Grade Retention	25—2006
Event Dropout Rates by Family Income, 1972–2001	16—2004
Status Dropout Rates by Race/Ethnicity	26—2006
High School Sophomores Who Left Without Graduating Within 2 Years	27—2006
Public High School Graduation Rates by State	28—2006
<i>Transition to College</i>	
Immediate Transition to College	29—2006
International Comparison of Transition to Postsecondary Education	17—2004
<i>Postsecondary Persistence and Progress</i>	
Remediation and Degree Completion	18—2004
Transfers From Community Colleges to 4-Year Institutions	19—2003
Institutional Retention and Student Persistence at 4-Year Institutions	20—2003
Persistence and Attainment of Students With Pell Grants	23—2003
Trends in Undergraduate Persistence and Completion	19—2004
Postsecondary Participation and Attainment Among Traditional-Age Students	22—2005
<i>Completions</i>	
Degrees Earned by Women	30—2006
Time to Bachelor's Degree Completion	21—2003
Postsecondary Attainment of 1988 8th-Graders	22—2003
Educational Attainment	31—2006
Advanced Degree Completion Among Bachelor's Degree Recipients	32—2006

This List of Indicators includes all the indicators in Section 3 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2006 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Student Effort and Educational Progress

The indicators in this section of *The Condition of Education* report on the progress that students make through the education system. There are 20 indicators in this section: 10, prepared for this year's volume, appear on the following pages, and all 20, including selected indicators from previous volumes, appear on the Web (see Website Contents on the facing page for a full list of the indicators). Particular attention is paid to how various subgroups in the population proceed through school and attain different levels of education and what factors are associated with their success along the way.

The first two subsections consider the educational aspirations and expectations of students as precursors of their progress through the education system and their level of effort in their studies. The indicators in these subsections measure students' aspirations and effort by the postsecondary expectations of 12th-graders and students' patterns of school attendance.

The third subsection traces the progress of students through elementary and secondary education to graduation from high school or some alternate form of completion. Measures include the percentage of students who leave high school (drop out) before completion and the percentage who graduate high school on time, in 4 years. Dropouts are measured by event rates (the percentage of students in an age range who leave school in a given year) and status rates. Indicators on the following pages show the status dropout rate (the percentage of students in an age range who are not enrolled in school and who have not completed high school) by race/ethnicity and characteristics

of students in the spring of their sophomore year in 2002 who had left high school without graduating. A new measure is also included that estimates the on-time graduation rate for each state.

The fourth subsection examines the transition to college. An important measure is the percentage of students who make the transition to college within 1 year of completing high school. An indicator on the Web compares the rate of first-time enrollment in postsecondary education in the United States with the rates in other countries.

The fifth subsection concerns the percentage of students who enter postsecondary education who complete a credential and how much time they take to do so. This subsection also includes relationships between the qualifications and characteristics of students who enter postsecondary education and their success in completing a credential.

An overall measure of the progress of the population through the education system is attainment, which is the highest level of education completed by a certain age. *The Condition of Education* annually examines the level of attainment by those ages 24–29. Other indicators examine factors related to the level of attainment and the degrees earned over time by particular cohorts of students.

The indicators on student effort and educational progress from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i3.asp>.



Student Attitudes and Aspirations

Postsecondary Expectations of 12th-Graders

In 2004, some 51 percent of low-socioeconomic status (SES) 12th-graders expected to earn a bachelor’s degree or attend graduate school, compared with 66 percent of middle-SES seniors and 87 percent of high-SES seniors.

In 2003–04, some 69 percent of high school seniors expected to attain a bachelor’s degree or higher (34 percent expected to attain a bachelor’s as their highest degree, while 35 percent expected to continue to graduate or professional school). Another 18 percent expected some postsecondary education but less than a bachelor’s degree (see supplemental table 23-1). The rest either expected not to go beyond high school (5 percent) or did not know (8 percent).

Students have increased their expectations for postsecondary education in the last couple of decades. Overall, the proportion who expected to attain a bachelor’s as their highest degree increased from 19 percent in 1981–82 to 34 percent in 2003–04. The percentage who expected to attend graduate school more than doubled, from 16 to 35 percent over the 22 years.

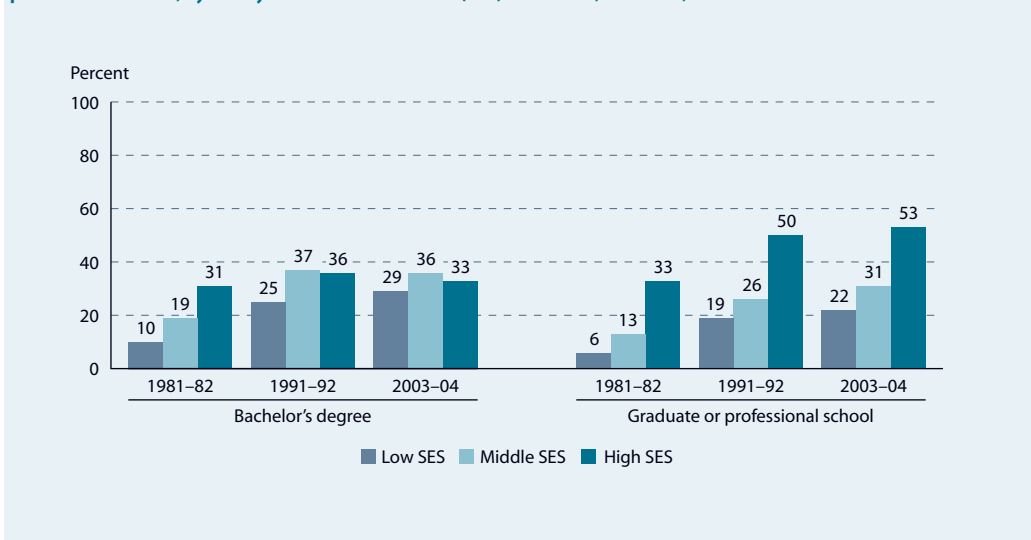
Educational expectations varied by students’ socioeconomic status (SES). In 2003–04, for example, students from middle- or high-SES families were more likely than those from low-SES families to expect to earn a bachelor’s degree as their highest degree (36 and 33 percent,

respectively, vs. 29 percent). In addition, high-SES seniors were more than twice as likely as their low-SES peers to expect to attend graduate school (53 vs. 22 percent).

While expectations for attainment grew among seniors of all SES levels, the gaps between low- or middle-SES seniors and their high-SES peers decreased over the 22-year period. The proportion of low-SES seniors who expected to earn a bachelor’s degree or attend graduate school increased from 16 to 51 percent. The rate increased from 33 to 66 percent among middle-SES seniors, and from 64 to 87 percent among high-SES seniors.

Students’ expectations for attending graduate school in 2003–04 were positively related to their academic preparation and experiences, including mathematics coursetaking and proficiency, never repeating a grade, and taking college entrance examinations (see supplemental table 23-2). For example, 15 percent of seniors whose highest mathematics course was geometry or lower expected to attend graduate school, compared with 52 percent of those who studied trigonometry, precalculus, or calculus.

EDUCATIONAL EXPECTATIONS: Percentage of 12th-graders who expected to attain a bachelor’s degree or attend graduate/professional school, by family socioeconomic status (SES): 1981–82, 1991–92, and 2003–04



NOTE: The SES variable is a composite based on parents’ educational attainment, occupations, and family income. See supplemental note 7 for more detail about SES variable construction in the three datasets.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), “First Follow-up, Student Survey, 1982, Data Analysis System”; National Education Longitudinal Study of 1988 (NELS: 88/92), “Second Follow-up, Student Survey, 1992”; and Education Longitudinal Study of 2002 (ELS:02/04), “First Follow-up, Student Survey, 2004”; previously unpublished tabulations (October 2005).

FOR MORE INFORMATION:
Supplemental Note 7
Supplemental Tables 23-1, 23-2





Student Effort

Student Absenteeism

In 2005, 19 percent of 4th-graders and 20 percent of 8th-graders reported missing 3 or more days of school in the previous month.

This indicator examines both the extent of absenteeism in 2005 among 4th- and 8th-graders during the preceding month and changes in the absenteeism rate since 1994. When asked about their attendance in the previous month, 52 percent of 4th-graders in 2005 reported perfect attendance (i.e., no absences from school); 29 percent reported missing 1–2 days of school; and 19 percent reported missing 3 or more days (see supplemental table 24-1). Among 8th-graders, 45 percent reported perfect attendance, 35 percent reported missing 1–2 days of school, and 20 percent reported missing 3 or more days.

Between 1994 and 2005, these patterns of absenteeism remained relatively stable. For example, there was no measurable change in the percentage of 4th- or 8th-graders reporting perfect attendance. Likewise, there was no measurable change in the percentage of 4th-graders reporting that they were absent from school for 3 or more days, though for 8th-graders this percentage declined from 22 percent in 1994 to 20 percent in 2005. For most of the years

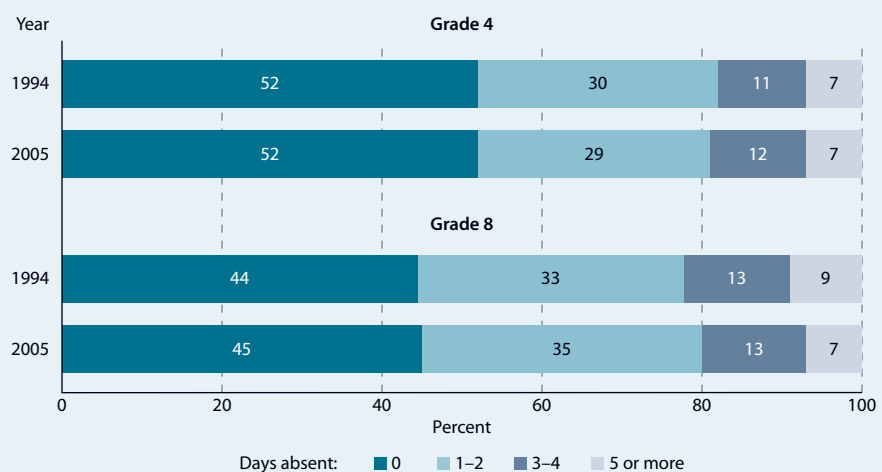
observed, 4th-graders were more likely than 8th-graders to have perfect attendance, and 8th-graders were more likely than 4th-graders to miss 3 or more days of school.

In 2005, rates of absenteeism varied by certain student characteristics. In both grades, students were more likely to miss 3 or more days of school if a language other than English was spoken at home, if the student was an English language learner, or if the student was classified as having a disability (see supplemental table 24-2). Additionally, in both grades, a lower percentage of Asian/Pacific Islander students and a higher percentage of American Indian students reported missing 3 or more days of school than their peers in other racial and ethnic groups. Students who were eligible for a free or reduced-price lunch were more likely to be absent from school for 3 or more days than those who were not eligible. This pattern among students eligible for a free or reduced-price lunch has remained stable for both 4th- and 8th-grade students between 1998 and 2005.

NOTE: From 1994 to 2000, students responded to the question "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2005 Reading Assessments, previously unpublished tabulation (December 2005).

STUDENT ABSENTEEISM: Percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: 1994 and 2005



FOR MORE INFORMATION:
Supplemental Notes 1,4
Supplemental Tables 24-1, 24-2



Elementary/Secondary Persistence and Progress

Grade Retention

Between 1995 and 2004, the percentage of youth ages 16–19 who had ever been retained decreased; high school dropouts were more likely than high school completers to have been retained in a grade at some point in their school career.

Students may be retained in a grade for a number of reasons including if they are judged not to have the academic or social skills to advance to the next grade. This indicator examines the grade retention rates for youth ages 16–19 between 1995 and 2004.

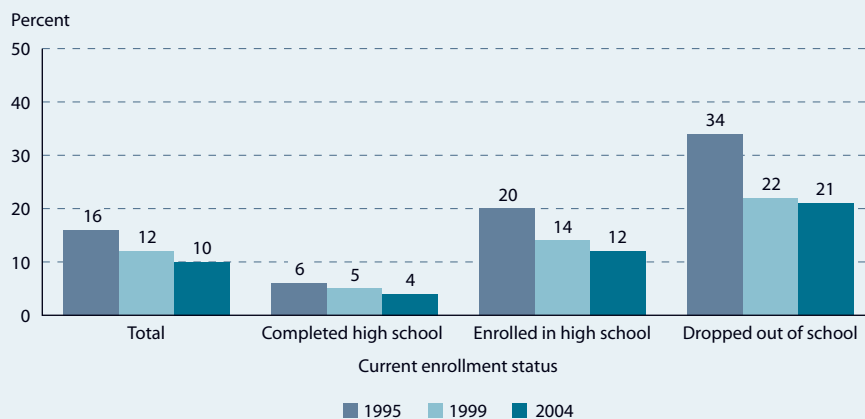
The total percentage of youth ages 16–19 in 2004 who had ever been retained during their school career was smaller than the percentage in 1995 (see supplemental table 25-1). The decrease in retention varied by the youth’s current enrollment status: the decrease was particularly pronounced among youth who were enrolled in high school (decreasing from 20 percent of enrolled youth in 1995 to 12 percent of enrolled youth in 2004) and among youth who had dropped out of high school (decreasing from 34 percent of dropouts in 1995 to 21 percent of dropouts in 2004). The percentage of youth who had been retained in kindergarten through grade 5 decreased from 11 percent of youth in 1995 to 5 percent of youth in 2004, while the percentage retained in grades 6–12 was not measurably different between the two years (7 percent in 1995 and 5 percent in 2004). Youth were more likely to have been retained in grades K–5 than in grades 6–12

in 1995, but in 1999 and 2004, there were no measurable differences by grade level.

Youth who had dropped out of high school in each of the years observed were more likely to have ever been retained than youth who were enrolled in high school or youth who had completed high school. In 2004, for example, 21 percent of youth who had dropped out had ever been retained, compared with 12 percent of those still enrolled and 4 percent of high school completers. Furthermore, of those youth that had dropped out of school, a greater percentage had been retained in grades 6–12 (17 percent) than in grades K–5 (10 percent).

In addition to variation by enrollment status, the percentage of youth who had ever been retained varied by sex, race/ethnicity, and family income in 2004. For example, in 2004, a greater percentage of males than females (13 vs. 6 percent) and of Blacks than Whites (16 vs. 8 percent) had ever been retained. Youth whose families were in the lowest income quarter were also more likely to have been retained than youth whose families were in the middle or highest income quarters.

GRADE RETENTION: Percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status: 1995, 1999, and 2004



NOTE: The term “high school completer” includes those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate) and includes those with higher levels of educational attainment. Estimates rely upon retrospective data reported by the respondent or a household informant on behalf of the respondent.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995, 1999, and 2004, previously unpublished tabulation (December 2005).

FOR MORE INFORMATION:
Supplemental Notes 1,2
Supplemental Table 25-1
NCES 2003-008, indicator 3.2





Elementary/Secondary Persistence and Progress

Status Dropout Rates by Race/Ethnicity

Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have declined since 1972, and they have declined for Whites and Hispanics since 1990. Nonetheless, in 2004, rates remained lowest for Whites and highest for Hispanics.

High school dropouts are more likely to be unemployed and earn less when they are employed than high school completers (U.S. Department of Commerce 2006, tables 261 and 686). Among adults age 25 or older, dropouts reported worse health than high school completers regardless of income (NCES 2004-077, *indicator 12*).

The status dropout rate represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a General Educational Development [GED] certificate). According to this measure, 10 percent of 16- through 24-year-olds were out of school without a high school credential in 2004 (see supplemental table 26-1). The status dropout rate declined for this age group between 1972 and 2004, including during the more recent period of 1990 to 2004.

Status dropout rates and changes in these rates over time differ by race/ethnicity. Each year between 1972 and 2004, the status dropout rate was lowest for Whites and highest for Hispanics. The status dropout rates for Whites, Blacks, and Hispanics each declined between 1972 and 2004, and they have declined for Whites and

Hispanics since 1990. The gaps between the rates of Blacks and Whites and between Hispanics and Whites both decreased from 1972 to 2004, but there was no measurable change in the Hispanic-Black gap over this period. The narrowing of the Black-White gap occurred during the 1980s, with no measurable change during the 1970s or between 1990 and 2004. In contrast, the Hispanic-White gap narrowed between 1990 and 2004, with no measurable change in the gap during the 1970s and 1980s.

In 2004, about one-quarter (25 percent) of status dropouts ages 16–24 were Hispanics who were born outside of the United States¹ (see supplemental table 26-2). Higher dropout rates among Hispanic immigrants partly account for the persistently high dropout rates for all Hispanic young adults. Among Hispanic 16- through 24-year-olds who were born outside the United States, the status dropout rate was 38 percent in 2004—more than double the rates for first- or later-generation Hispanics in this age group who were born in the United States (15 and 14 percent, respectively). Nevertheless, Hispanics born in the United States were more likely to be status dropouts than their non-Hispanic counterparts.

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

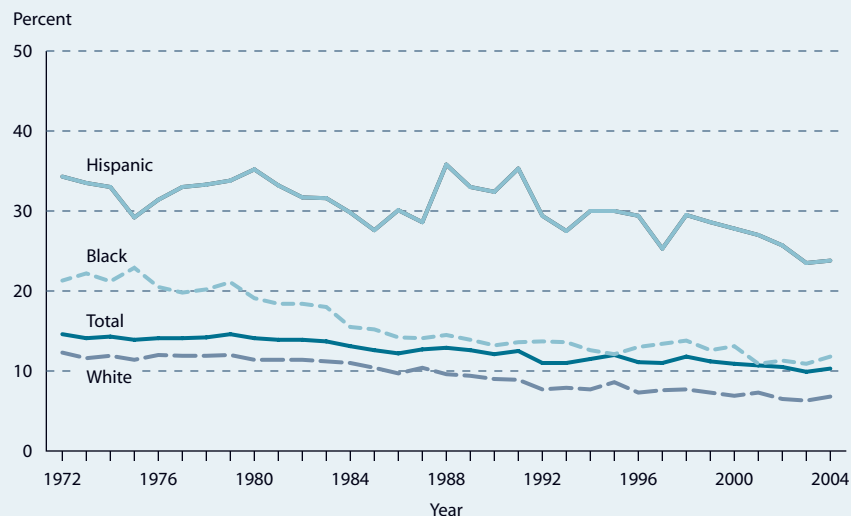
NOTE: The status dropout rate reported in this indicator is one of a number of rates used to report high school dropout and completion behavior in the United States. See *supplemental note 2* for more information about the status dropout rate. Due to small sample sizes for most or all of the years shown in the figure, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the total but are not shown separately. Starting in 2003, respondents were able to indicate more than one race. Those individuals are included in the total for 2003 and 2004 but not shown separately. The variable nature of the Hispanic status dropout rates reflects, in part, the historically small sample size of Hispanics. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Some estimates are revised from previous publications.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table 8. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.



FOR MORE INFORMATION:
Supplemental Notes 1, 2, 12
Supplemental Tables 26-1, 26-2
NCES 2004-077, *indicator 12*
U.S. Department of Commerce
2006

STATUS DROPOUTS: Dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004



Elementary/Secondary Persistence and Progress

High School Sophomores Who Left Without Graduating Within 2 Years

High school sophomores in 2002 whose parents had not completed high school were four times more likely to have left without completing a 4-year program by spring 2004 than those with a parent who had earned at least a bachelor's degree.

Eight percent of students who were high school sophomores in spring 2002 had left school without completing a 4-year program as of spring 2004 (see supplemental table 27-1).¹ In contrast, 10 percent of spring 1990 sophomores had left school without completing a 4-year program as of spring 1992, and 14 percent of spring 1980 sophomores had left as of spring 1982.

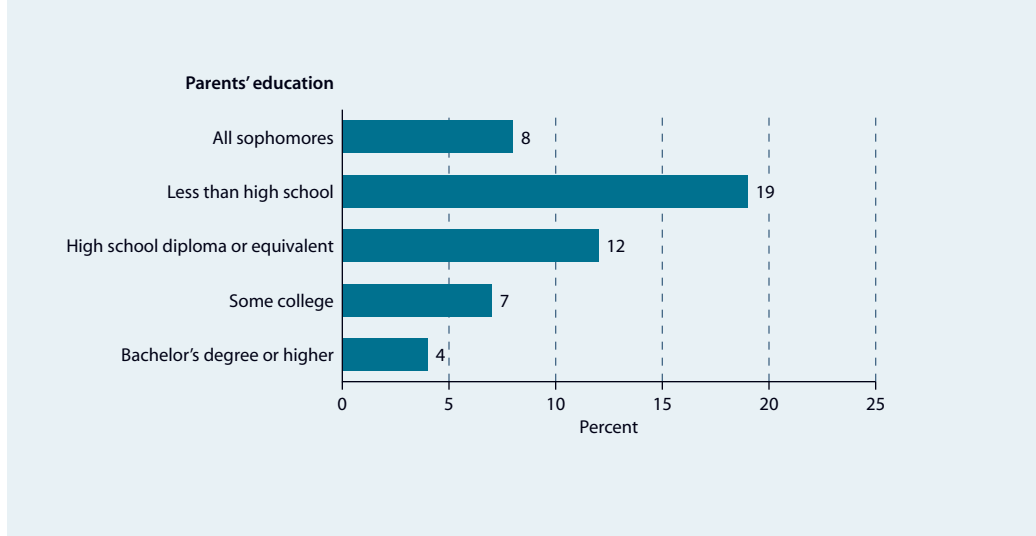
The percentage of 2002 high school sophomores who had left school as of spring 2004 without completing a 4-year program varied by sex, parental education, socioeconomic status (SES), and race/ethnicity (see supplemental table 27-2). For example, males were more likely to have left school than females (9 vs. 7 percent). Students whose parents had not completed high school were more likely to have left school than those with a parent who had earned at least a bachelor's degree (19 vs. 4 percent). In addition, 2002 sophomores from low-SES families were more likely than their peers from middle- or high-SES families to have left school. Students who were White were less likely to have left school than students who were Black,

Hispanic, or more than one race, but more so than Asian/Pacific Islander students.

Academic achievement and school experiences were also associated with students' likelihood of leaving school. For example, 15 percent of students in the bottom quarter of mathematics achievement had left school as of spring 2004, compared with 2 percent of those in the top quarter. Students who had been suspended or placed on probation three or more times before the spring of their sophomore year were more likely to have left school than students who had never been suspended or put on probation (31 vs. 6 percent).

The 2002 sophomores who had left school by spring 2004 were asked to identify the reasons why they had left. Among the most frequently cited reasons were that they had missed too many school days (43 percent), they thought it would be easier to get a GED (40 percent), they were getting poor grades and failing in school (38 percent), and they did not like school (37 percent) (see supplemental table 27-3).

PERSISTENCE: Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by parents' education



¹ This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

FOR MORE INFORMATION:
 Supplemental Notes 1, 3, 12
 Supplemental Tables 27-1,
 27-2, 27-3



NCES 96-893



Elementary/Secondary Persistence and Progress

Public High School Graduation Rates by State

The 2002–03 public high school graduation rate for the averaged freshman class 4 years earlier was 73.9 percent. The rate ranged from a low of 59.6 percent in the District of Columbia to a high of 87.0 percent in New Jersey.

This indicator examines the percentage of public high school students who graduate. To do so, it uses the *averaged freshman graduation rate*—a measure of the percentage of the incoming freshman class that graduates 4 years later. The averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (because this is when current year seniors were freshmen), and the number of 10th-graders 3 years earlier divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among all public high school students in the class of 2002–03, the averaged freshman graduation rate was 73.9 percent (see supplemental table 28-1). New Jersey had the highest graduation rate at 87.0 percent. Thirteen other

states had rates above 80 percent: North Dakota, Wisconsin, Iowa, Nebraska, Minnesota, Vermont, South Dakota, Pennsylvania, Idaho, Montana, Connecticut, Virginia, and Utah. The District of Columbia had the lowest graduation rate in 2002–03 at 59.6 percent. Ten states also had graduation rates below 70 percent, including Alaska, Florida, Alabama, Louisiana, Tennessee, New Mexico, Mississippi, New York, Georgia, and South Carolina.

The overall averaged freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 73.9 percent for the class of 2002–03. Between the two years, there was an increase in the graduation rate in 43 states; 4 states had an increase of greater than 5 percentage points (South Dakota, Florida, Oregon, and Washington). The graduation rate decreased in 7 states and the District of Columbia, with the rate decreasing the most in Massachusetts (3.2 percentage points).

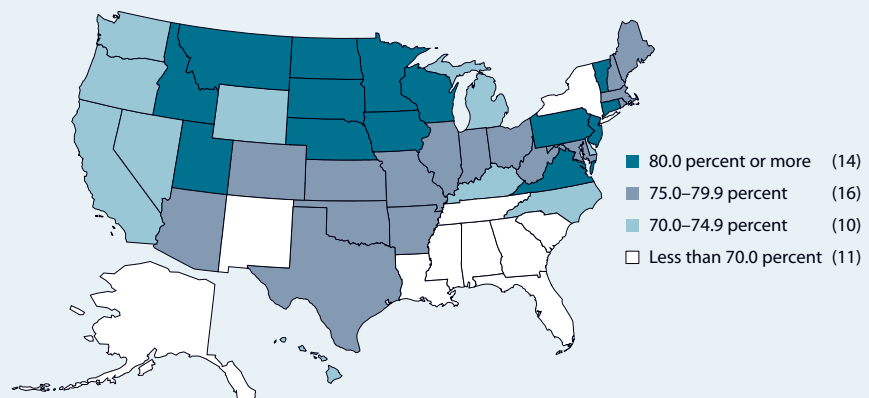
NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The estimated count of freshmen is calculated by summing 10th-grade enrollment 2 years before the graduation year, 9th-grade enrollment 3 years before the graduation year, and 8th-grade enrollment 4 years before the graduation year and dividing this amount by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade.

SOURCE: Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools from the Common Core of Data: School Years 2001–02 and 2002–03* (NCES 2006-601), tables 2 and 3 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Data File: School Years 1996–97 through 2003–04."



FOR MORE INFORMATION:
Supplemental Notes 3, 12
Supplemental Table 28-1
NCES 2006-062
NCES 2006-604
NCES 2006-605

HIGH SCHOOL COMPLETION: Averaged freshman graduation rate for public high school students, by state: 2002–03





Transition to College

Immediate Transition to College

The immediate college enrollment rate increased from 49 percent in 1972 to 67 percent in 2004. The gap between Blacks and Whites first widened between 1977 and 1983 but then narrowed between 1998 and 2001, while the gap between Hispanics and Whites widened between 1979 and 1997.

The percentage of high school completers¹ who enroll in college in the fall immediately after high school reflects the accessibility of and the value placed on college education. The immediate college (2- or 4-year) enrollment rate for all high school completers ages 16–24 increased between 1972 and 1997 from 49 to 67 percent. Then, the enrollment rate declined to 62 percent by 2001, before rising again to 67 percent in 2004 (see supplemental table 29-1).

Between 1972 and 1978, approximately half of White high school completers immediately enrolled in college; the rate increased to 68 percent by 1997, but decreased to 64 percent by 2001 before increasing to 69 percent by 2004. The annual Black immediate enrollment rate was stable between 1972 and 1977; it then decreased between 1978 and 1983, increasing the gap between Blacks and Whites. The rate for Blacks then increased between 1984 and 2004 so that the gap narrowed between Blacks and Whites between 1998 and 2001. For Hispanics, the annual rate fluctuated over time, resulting in a nearly flat trend between 1972 and 2002 before the rate increased to 62 percent by

2004. The gap between Hispanics and Whites widened between 1979 and 1997.

From 1972 to 2004, the immediate enrollment rate of high school completers increased faster for females than for males (see supplemental table 29-2). Much of the growth in the overall rate for females was due to increases between 1981 and 1997 in the rate of attending 4-year institutions. During this period, the rate at which females enrolled at 4-year institutions increased faster than that of their male counterparts and than that of either males or females at 2-year institutions.

Differences in immediate enrollment rates by family income and parents' education have persisted. In each year between 1972 and 2004, the immediate college enrollment rate was higher for high school completers from high-income² families than for their low-income peers (see supplemental table 29-1). Likewise, compared with completers whose parents had a bachelor's or higher degree, those whose parents had less education had lower immediate enrollment rates in each year between 1992 and 2004 (see supplemental table 29-3).³

¹ Refers to those who completed 12 years of school for survey years 1972–1991 and to those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate) for years since 1992. See supplemental note 2 for more information.

² Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. See supplemental note 2 for further information.

³ The earliest year with comparable data available for parents' educational attainment is 1992.

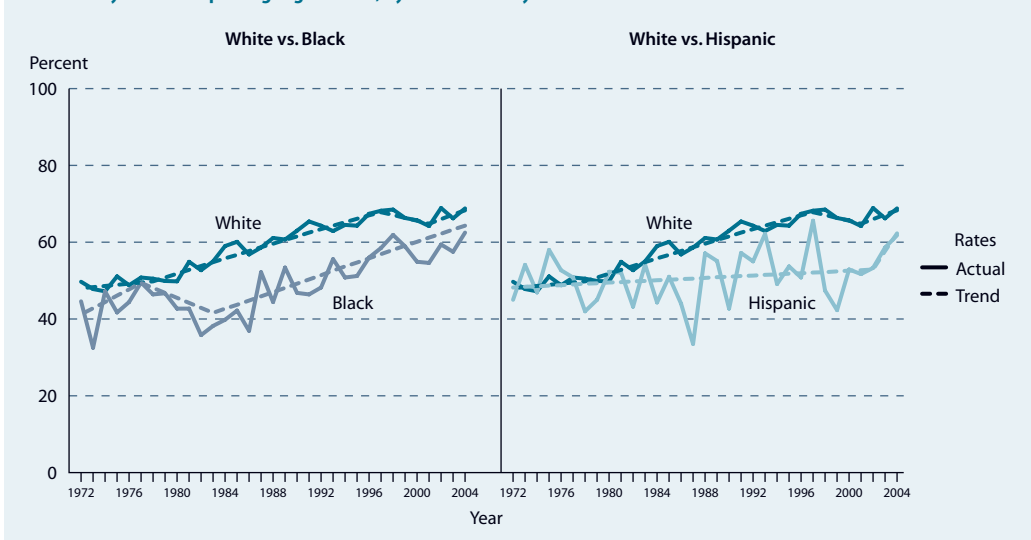
NOTE: Includes those ages 16–24 completing high school in a given year. Actual rates are annual estimates; trend rates show the linear trend of these annual values over the time period shown. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See supplemental note 2 for further discussion. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanics.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

FOR MORE INFORMATION:
Supplemental Notes 1,2
Supplemental Tables 29-1,
29-2, 29-3



COLLEGE ENROLLMENT RATES: Actual and trend rates of high school completers who were enrolled in college the October immediately after completing high school, by race/ethnicity: 1972–2004





Completions

Degrees Earned by Women

Women have earned a greater percentage of bachelor's degrees than men since the early 1980s and now earn at least 4 out of 10 degrees in all fields except computer and information sciences and engineering.

Women earn a greater number and proportion of bachelor's, master's, and doctoral degrees than they did about 25 years ago. For example, the number of bachelor's degrees awarded to women increased from 455,800 in 1979–80 to 804,100 in 2003–04 (see supplemental table 30-1). Women have earned more bachelor's degrees than men every year since 1981–82 and more master's degrees since 1985–86 (NCES 2005-025, table 249). In 2003–04, women earned 57 percent of all bachelor's degrees. They also earned 59 percent of all master's degrees, and 48 percent of all doctoral degrees (see supplemental table 30-2).

The first section in the table below shows fields in which women earned 50 percent or more of the bachelor's degrees awarded in 1979–80 and continued to do so in 2003–04, ordered from highest to lowest according to the percentage of degrees awarded to women in 1979–80. In each of these fields except visual and performing arts, the percentage of degrees awarded to women increased between 1979–80 and 2003–04.

In the second section are fields in which women earned less than half of the bachelor's degrees awarded in 1979–80 but earned at least half by

2003–04. These fields included biological and biomedical sciences, where the proportion of degrees awarded to women increased from 42 to 62 percent, and business, where it increased from 34 to 50 percent.

The last section shows fields in which women earned less than half of the bachelor's degrees awarded in 1979–80 and still earned less than half in 2003–04. Women earned the smallest proportions of bachelor's degrees in 2003–04 in computer and information sciences (25 percent) and engineering (19 percent).

Women have made gains at the graduate level as well. In 2003–04, women earned 59 percent of master's degrees, compared with 53 percent in 1989–90 and 49 percent in 1979–80 (see supplemental table 30-2). However, in 2003–04, women still earned less than half of all master's degrees in business, computer and information sciences, engineering, mathematics, and physical sciences. At the doctoral level, women earned 48 percent of all degrees in 2003–04, up from 36 percent in 1989–90 and 30 percent in 1979–80. While women still earn less than half of doctoral degrees in a majority of fields, they have made gains in every field over the past 25 years.

¹ Includes other fields not shown separately.

NOTE: Based on data from Title IV degree-granting institutions. See *supplemental note 10* for more detail. The first section of fields shows fields in which women earned at least 50 percent of the degrees in 1980 and in 2004. The second section (shaded) includes fields in which women earned less than half of the degrees in 1980 but had earned at least half by 2004. The last section shows fields in which women earned less than half of the bachelor's degrees awarded in 1980 and still earned less than half in 2004. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 249 and 276–297. Data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" and 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87-00) and IPEDS, Fall 2004.

BACHELOR'S DEGREES: Percentage of bachelor's degrees earned by women and change in the percentage earned by women from 1979–80 to 2003–04, by field of study: Various years, 1979–80 through 2003–04

Field of study	1979–80	1989–90	Change in percentage points between 1979–80 and 2003–04		
			1999–2000	2003–04	
Total¹	49.0	53.2	57.2	57.5	8.4
Health professions and related clinical sciences	82.3	84.6	83.5	86.5	4.2
Education	73.8	78.1	75.8	78.5	4.7
English language/literature/letters	65.1	67.0	67.8	68.9	3.8
Psychology	63.3	71.6	76.5	77.8	14.5
Visual and performing arts	63.2	62.0	59.2	61.1	-2.1
Communication, journalism, and related programs	52.3	60.5	61.2	64.6	12.4
Social sciences and history	43.6	44.2	51.2	50.9	7.3
Biological and biomedical sciences	42.1	50.8	58.2	62.2	20.1
Business	33.7	46.8	49.8	50.3	16.7
Mathematics and statistics	42.3	46.2	47.8	46.0	3.6
Computer/information sciences	30.2	29.9	28.1	25.1	-5.2
Agriculture/natural resources	29.6	31.6	42.9	47.9	18.3
Physical sciences and science technologies	23.7	31.3	40.3	41.7	18.1
Engineering and engineering technologies	9.4	14.1	18.7	18.8	9.4



FOR MORE INFORMATION:
Supplemental Notes 3, 9, 10
Supplemental Tables 30-1, 30-2
NCES 2005-025

Completions

Educational Attainment

The percentages of 25- to 29-year-olds who have completed high school, some college, or a bachelor's degree or higher have increased since 1971, but racial/ethnic differences in levels of educational attainment remain.

In 2005, some 86 percent of all 25- to 29-year-olds had received a high school diploma or equivalency certificate, and 57 percent of these young adults had received additional education (see supplemental table 31-1). Although this percentage represents an increase of 8 percentage points since 1971, the high school completion rate has been at least 85 percent since 1976. In 1971, a lower percentage of Blacks than Whites completed high school (59 vs. 82 percent). Although the gap between Blacks and Whites has narrowed, the high school completion rate for Blacks was still below that of Whites in 2005 (87 vs. 93 percent). The high school completion rate for Hispanics also increased between 1971 and 2005 (from 48 to 63 percent). Unlike the gap between Blacks and Whites, no measurable changes in the gap between Hispanics and Whites occurred between 1971 and 2005.

The percentage of 25- to 29-year-olds who had completed at least some college education increased from 34 to 57 percent between 1971 and 2005 (see supplemental table 31-2). However, increases in the rate of completing at least some college were not even throughout the entire period:

the rate increased during the 1970s, leveled off during the 1980s, increased in the early and mid-1990s, and has leveled off since then. The overall upward trend reflects an overall increase in the propensity of high school graduates to enroll in college immediately after completing high school (see indicator 29). For each racial/ethnic group, the percentage completing at least some college increased between 1971 and 2005, but the rate of increase was less for Hispanics than for Whites or Blacks. In 2005, 64 percent of White 25- to 29-year-olds had completed at least some college, compared with 49 percent of their Black peers and 33 percent of their Hispanic peers.

In most years, the rate for completing a bachelor's degree or higher was roughly half the rate for completing some college. The percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 17 to 29 percent between 1971 and 2005 (see supplemental table 31-3). Although the percentage with a bachelor's degree or higher increased for all three racial/ethnic groups, the gaps between Whites and Blacks and between Whites and Hispanics widened over time.

¹ Included in the totals but not shown separately are those from other racial/ethnic categories.

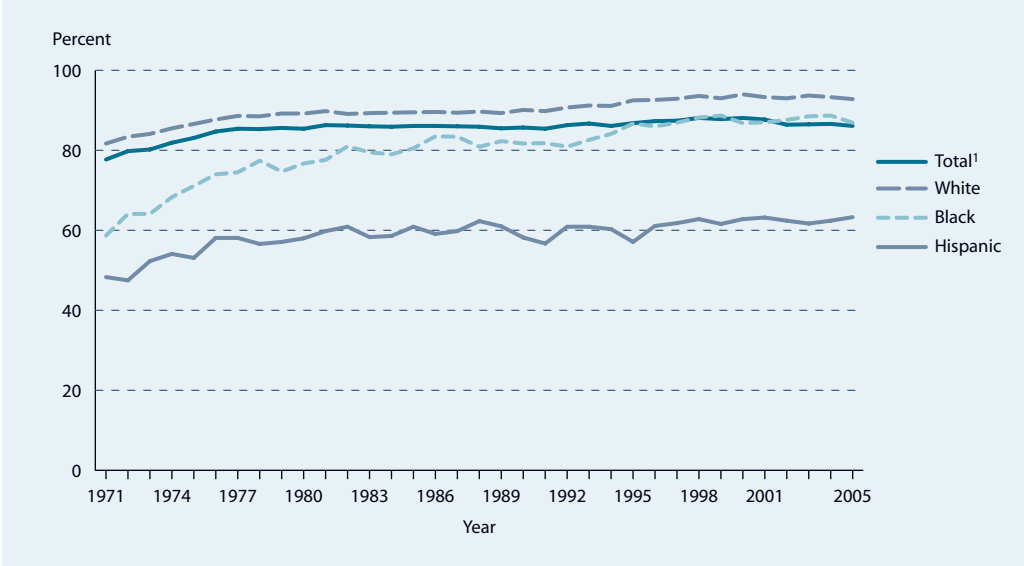
NOTE: Prior to 1992, "high school completers" meant those who completed 12 years of schooling and "some college" meant completing 1 or more years of college; beginning in 1992, the terms meant those who received a high school diploma or equivalency certificate and those who completed any college at all, respectively. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See supplemental note 2 for further discussion. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

FOR MORE INFORMATION:
Supplemental Notes 1, 2, 12
Supplemental Tables 31-1,
31-2, 31-3

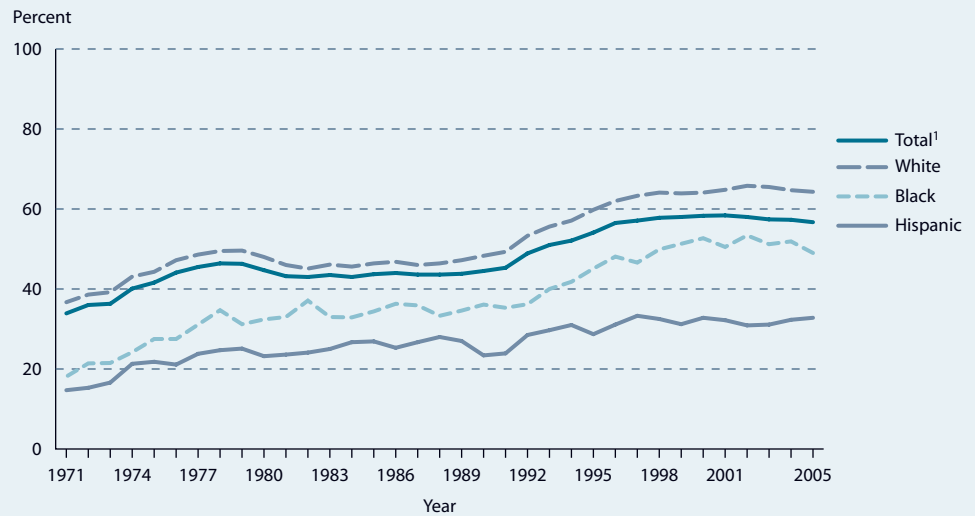


HIGH SCHOOL: Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity: March 1971–2005





SOME COLLEGE: Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity: March 1971–2005

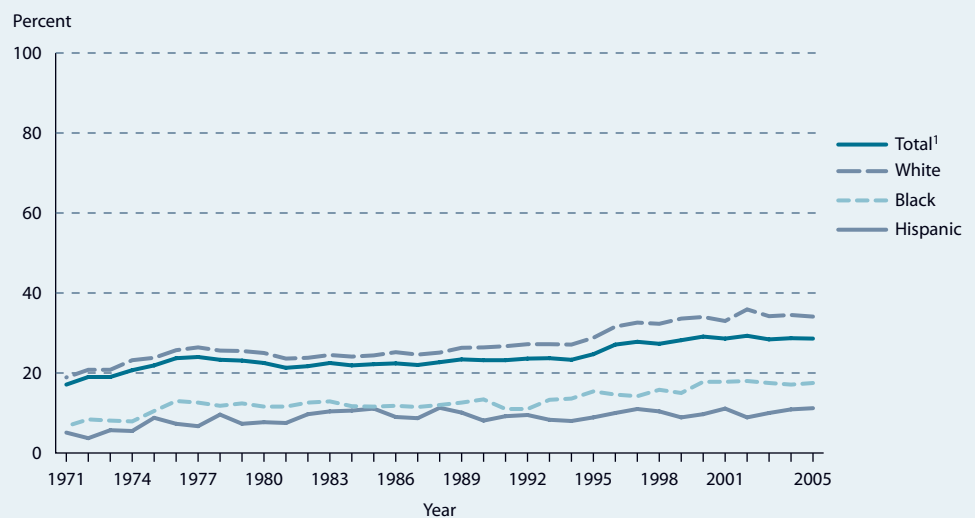


¹ Included in the totals but not shown separately are those from other racial/ethnic categories.

NOTE: Prior to 1992, “high school completers” meant those who completed 12 years of schooling and “some college” meant completing 1 or more years of college; beginning in 1992, the terms meant those who received a high school diploma or equivalency certificate and those who completed any college at all, respectively. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

BACHELOR’S DEGREE OR HIGHER: Percentage of 25- to 29-year-olds who completed a bachelor’s degree or higher, by race/ethnicity: March 1971–2005



FOR MORE INFORMATION:
 Supplemental Notes 1, 2, 12
 Supplemental Tables 31-1,
 31-2, 31-3

Completions

Advanced Degree Completion Among Bachelor's Degree Recipients

By 2003, about one-fourth of 1992–93 bachelor's degree recipients had earned an advanced degree.

In total, 26 percent of 1992–93 graduates had earned at least one advanced degree by 2003, approximately 10 years after they finished college. Considering the highest degree earned, 20 percent of these graduates had earned a master's degree, 4 percent had earned a first-professional degree, and 2 percent had earned a doctoral degree.

Compared with their peers in other undergraduate majors, science, mathematics, and engineering majors were the most likely to have earned any advanced degree and the most likely to have earned a doctoral degree. Undergraduate education majors were more likely to have earned a master's degree than other majors (26 percent), whereas business and management majors were less likely to have earned a master's degree than other majors (15 percent).

By 2003, some 40 percent of 1992–93 graduates had enrolled in an advanced degree program (see supplemental table 32-1). Of those who were enrolled in an advanced degree program, 26 percent had earned at least one degree, 6 percent were still enrolled in an advanced degree program (with or without earlier attainment), and 9 percent

were no longer enrolled and had not completed an advanced degree by 2003.¹ Advanced degree attainment did not always match what students reported when they completed their bachelor's degree. Among those who had expected to earn a doctoral degree, some 7 percent had done so by 2003. However, 28 percent of those with doctoral degree aspirations had earned a master's degree, 6 percent had earned a first-professional degree, and 9 percent were still enrolled in a graduate program in 2003. Among those who had first-professional degree expectations, 53 percent had earned some type of advanced degree and 32 percent had earned a first-professional degree. Less than one-fourth of those with master's degree expectations (22 percent) had earned any advanced degree by 2003.

The percentage of 1992–93 graduates who had earned any advanced degree by 2003 did not vary by sex or race/ethnicity. However, conferment of an advanced degree did vary by parents' highest level of education: 34 percent of those whose parents had an advanced degree had earned a graduate degree by 2003, compared with 19 percent of those whose parents did not go to college.

Rounds to zero.

¹ Three percent of graduates have earned an advanced degree and are currently pursuing a second advanced degree.

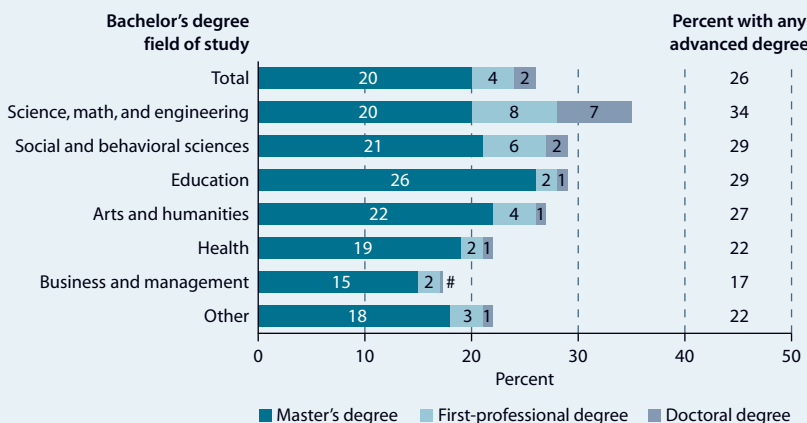
NOTE: Master's degrees include students who earned a post-master's certificate. First-professional programs include Chiropractic (D.C. or D.C.M.), Pharmacy (D.Pharm), Dentistry (D.D.S. or D.M.D.), Podiatry (Pod.D. or D.P.), Medicine (M.D.), Veterinary Medicine (D.V.M.), Optometry (O.D.), Law (L.L.B. or J.D.), Osteopathic Medicine (D.O.), or Theology (M.Div., M.H.L., or B.D.). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B: 93/03), previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:
Supplemental Notes 1,3
Supplemental Table 32-1



HIGHEST ADVANCED DEGREE ATTAINED: Percentage of 1992–93 bachelor's degree recipients who had earned an advanced degree by 2003, by bachelor's degree field of study and highest degree attained



This page intentionally left blank.