

Status and Trends in the Education of Racial and Ethnic Minorities

Chapter 6 - Postsecondary Participation

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This chapter focuses on indicators of postsecondary participation, looking at the characteristics of students who enroll in postsecondary education, students who receive financial aid, and students who receive different levels of postsecondary degrees. Between 1976 and 2004, minority enrollments increased as a percentage of undergraduate enrollments, from 17 to 32 percent. Since 1976, the percentage of female undergraduate enrollments has surpassed that of male undergraduate enrollments. In 2004, the enrollment gender gap was largest for Black undergraduates (*indicator 23.1*). Trends in graduate enrollments were similar to those for undergraduate enrollments, with the percentage of enrolled graduate students who were minorities increasing 14 percentage points from 1976 to 2004. As with undergraduate enrollments, female graduate enrollments surpassed male graduate enrollments during this period (*indicator 23.2*). Looking at the participation rates of 18- to 24-year-olds in colleges and universities, participation rates of Whites, Blacks, and Hispanics increased between 1980 and 2004 and Black, Hispanic, and White females had higher enrollment rates than their male counterparts in 2004 (*indicator 23.3*).

In the 2003–04 school year, a larger percentage of Black students received financial aid than did White, Hispanic, and Asian/Pacific Islander students, while a lower percentage of Asians/Pacific Islanders received aid than did any other race/ethnicity (*indicator 24*). Black students also received larger average amounts of aid than

White and Hispanic students. White, Black, and Hispanic students experienced an increase in the average amount of aid awarded to them between 1999–2000 and 2003–04.

In 2004, more postsecondary degrees were awarded to Blacks than Hispanics, despite the fact that Hispanics made up a larger percentage of the total population. Twice as many associate's, bachelor's, and master's degrees were awarded to Black females as to Black males (*indicator 25.1*). Among those who received bachelor's degrees in 2004, business was the most popular field of study. Blacks had the highest proportion of bachelor's degrees conferred in business of any race/ethnicity (*indicator 25.2*). More master's and doctoral degrees were conferred in education than any other subject. Asians/Pacific Islanders received a higher proportion of master's and doctoral degrees in engineering than any other race/ethnicity (*indicator 25.2*).

23. Enrollment

Adults who graduate from a postsecondary institution have more stable employment patterns and higher earnings than adults without postsecondary degrees (U.S. Department of Education 2005, *indicators 15, 16, and 17*). Over the past 25 years, the total enrollment of adults and the proportion of all 18- to 24-year olds enrolled in degree-granting institutions increased for Whites, Blacks, and Hispanics. Within each minority group, female enrollment increased more than male enrollment, although the rates of increase varied.

23.1. Undergraduate Enrollment

Undergraduate enrollment figures include all students, regardless of age, enrolled either part time or full time in undergraduate studies at a degree-granting institution. Between 1976 and 2004, total undergraduate enrollment increased for each racial/ethnic group. In 1976, some 1,535,000 minorities were enrolled in undergraduate studies at degree-granting institutions, accounting for 17 percent of total enrollment (*appendix table A-23.1*). Since then, enrollment has increased for each minority group, and in 2004, total minority enrollment reached 4,696,000, or 32 percent of total undergraduate enrollment. Asians/Pacific Islanders had the fastest rate of increase between 1976 and 2004 (461 percent); their enrollment increased from 169,000 to 950,000. During the same time period, Hispanic enrollment increased from 353,000 to 1,667,000, a 372 percent increase; American Indian/Alaska Native enrollment increased from 70,000 to 160,000, a 130 percent increase; and Black enrollment increased from 943,000 to 1,918,000, a 103 percent increase. The enrollment of each of the minority groups rose at a faster rate than that of Whites, which increased from 7,740,000 to 9,771,000, a 26 percent increase. Since 1976, the number of both males and females in undergraduate programs has increased. By 1980, the percentage of females enrolled as undergraduates surpassed the percentage of males enrolled as undergraduates. The largest dif-

Table 23.1
 Percentage of Undergraduate Fall Enrollment in Degree-Granting
 Institutions, by Race/Ethnicity and Sex: Selected Years, 1976-2004

Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Percent male						
1976	52.0	52.4	45.7	54.3	53.8	49.9
1980	47.7	47.8	42.0	48.8	51.7	44.6
1990	45.0	45.1	39.0	45.1	50.8	41.8
2000	43.9	44.6	37.3	43.1	47.5	40.7
2001	43.8	44.6	36.9	42.8	47.2	40.4
2002	43.4	44.4	36.4	42.3	47.0	39.8
2003	43.0	44.1	35.9	41.6	46.4	39.0
2004	42.9	44.1	35.7	41.4	46.2	39.1
Percent female						
1976	48.0	47.6	54.3	45.7	46.2	50.1
1980	52.3	52.2	58.0	51.2	48.3	55.4
1990	55.0	54.9	61.0	54.9	49.2	58.2
2000	56.1	55.4	62.7	56.9	52.5	59.3
2001	56.2	55.4	63.1	57.2	52.8	59.6
2002	56.6	55.6	63.6	57.7	53.0	60.2
2003	57.0	55.9	64.1	58.4	53.6	61.0
2004	57.1	55.9	64.3	58.6	53.8	60.9
Difference (male-female)						
1976	4.0	4.7	-8.7	8.6	7.6	-0.1
1980	-4.5	-4.4	-15.9	-2.4	3.4	-10.8
1990	-10.0	-9.7	-21.9	-9.8	1.7	-16.4
2000	-12.2	-10.7	-25.5	-13.8	-4.9	-18.5
2001	-12.4	-10.8	-26.2	-14.4	-5.6	-19.2
2002	-13.1	-11.2	-27.2	-15.3	-6.1	-20.5
2003	-14.0	-11.8	-28.1	-16.9	-7.3	-22.1
2004	-14.2	-11.8	-28.6	-17.1	-7.5	-21.8

NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-years colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 205, data from the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

ference between male and female enrollments was for Black students. In 1976, some 54 percent of Black undergraduate enrollment was female. Over time, Black females continued to enroll in degree-granting institutions in larger numbers than Black males, and in 2004, females accounted for 64 percent of the total Black enrollment. American Indian/Alaska Native female enrollment has also overtaken male enrollment: in 1976 enrollment numbers were almost even between American

Indian/Alaska Native males and females, but thereafter, a larger number of females enrolled, and in 2004, females were 61 percent of the total American Indian/Alaska Native student enrollment. Similarly, both Hispanic and White females increased their percentages of undergraduate enrollment between 1976 and 2004 (from 46 to 59 percent for Hispanic females and from 48 to 56 percent for White females). Between 1976 and 1990, Asian/Pacific Islander females represented less than half

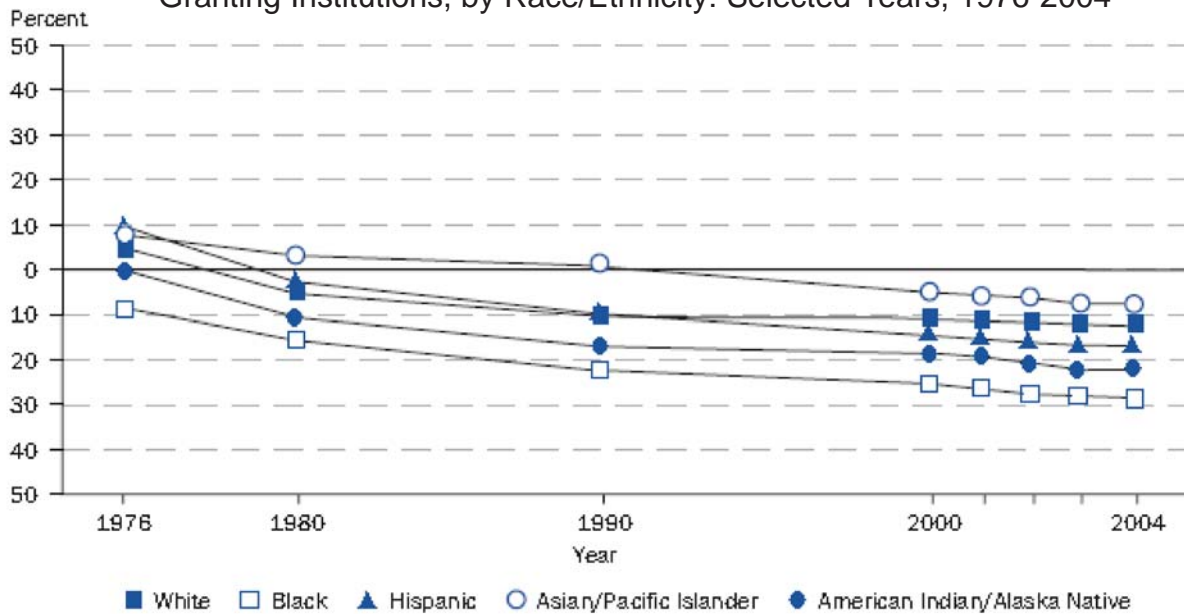
of the total Asian/Pacific Islander enrollment. Since 2000, however, more females have enrolled, and in 2004, females represented 54 percent of total Asian/Pacific Islander enrollment, a near reversal of their standing with males three decades earlier.

23.2. Graduate Enrollment

Total graduate enrollment also increased between the years 1976 and 2004 for each racial/ethnic group. Minority enrollment increased from 134,000, or

Figure 23.1

Difference in Percentages of Male and Female Undergraduate Fall Enrollment in Degree-Granting Institutions, by Race/Ethnicity: Selected Years, 1976-2004



NOTE: Data from 1976 - 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2005 (NCES 2006-030), table 205, data from the Higher Education General Education Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

11 percent of the total in 1976, to 475,000, or 25 percent of the total, in 2004; much of the increase was due to higher enrollments after 1990 (appendix table A-23.2). The increase of Hispanic graduate enrollment from 26,000 to 126,000 students between 1976 and 2004 represented the highest rate of increase (377 percent) of any racial/ethnic group. The rate of increase during this period was nearly the same for Asians/Pacific Islanders (373 percent), reflecting an increase from 25,000 to 116,000. More Black and American Indians/Alaska Natives enrolled in graduate studies in 2004 than in prior years. The number of Black graduate students increased from 78,000 to 220,000 (181 percent) between 1976 and 2004. The num-

ber of American Indian/Alaska Native graduate students increased from 5,000 to 13,000 (162 percent), and the number of White graduate students increased from 1,116,000 to 1,413,000 (27 percent) during the same period.

Shifts in graduate enrollment were similar to shifts in undergraduate enrollment: More females were enrolled in graduate programs in 2004 than males, and the size of the gap differed by race/ethnicity. Again, the largest difference in the percentages of males and females enrolled was for Black students. In 1976, Black females composed 59 percent of the total number of Black graduate students. Black females continued to enroll at faster rates than did their male counterparts, and

by 2004, 71 percent of Black graduate students were female. In 1976, White, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native females represented less than 50 percent of the total enrollment of their respective race/ethnicities. However, between 1976 and 2004, female enrollment grew faster than male enrollment for all racial/ethnic groups shown, and in 2004 females accounted for 61 percent of White, 63 percent of Hispanic, 54 percent of Asian/Pacific Islander, and 65 percent of American Indian/Alaska Native graduate enrollment.

23.3. Postsecondary Participation Rate

Another measure of enrollment is the postsecondary participa-

Table 23.2
Percentage of Graduate Fall Enrollment in Degree-Granting Institutions,
by Race/Ethnicity and Sex: Selected Years, 1976-2004

Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Percent male						
1976	53.5	52.8	40.7	55.3	58.8	52.5
1980	50.1	48.7	37.5	49.0	59.0	47.6
1990	46.5	43.9	34.9	43.7	55.7	41.6
2000	42.1	39.9	31.0	38.3	47.8	37.1
2001	41.8	39.5	30.4	37.6	46.8	36.5
2002	41.6	39.4	29.9	37.2	46.7	35.9
2003	41.2	39.3	29.5	37.0	46.0	35.6
2004	40.7	39.1	29.0	36.8	45.8	35.2
Percent female						
1976	46.5	47.2	59.3	44.7	41.2	47.5
1980	49.9	51.3	62.5	51.0	41.0	52.4
1990	53.5	56.1	65.1	56.3	44.3	58.4
2000	57.9	60.1	69.0	61.7	52.2	62.9
2001	58.2	60.5	69.6	62.4	53.2	63.5
2002	58.4	60.6	70.1	62.8	53.3	64.1
2003	58.8	60.7	70.5	63.0	54.0	64.4
2004	59.3	60.9	71.0	63.2	54.2	64.8
Difference (male-female)						
1976	7.1	5.6	-18.5	10.5	17.7	4.9
1980	0.3	-2.5	-25.0	-2.0	17.9	-4.8
1990	-7.0	-12.3	-30.1	-12.7	11.4	-16.8
2000	-15.7	-20.1	-38.1	-23.4	-4.4	-25.9
2001	-12.4	-21.0	-39.2	-24.9	-6.4	-27.1
2002	-16.8	-21.1	-40.2	-25.7	-6.6	-28.1
2003	-17.5	-21.3	-41.0	-25.9	-7.9	-28.8
2004	-18.5	-21.8	-42.0	-26.5	-8.4	-29.6

NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-years colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), table 205, data from the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and 1990 through 2004 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2005.

tion rate, which is the proportion of all 18- to 24-year-olds enrolled in colleges or universities, including both undergraduate and graduate studies. This measure accounts for population growth within the demographic group.

The overall postsecondary participation rate increased over the past 25 years. In 1980, 28 percent of White 18- to 24-year-olds were enrolled in colleges and universities, compared to 42 percent in 2004, an increase of

14 percentage points. Blacks and Hispanics also experienced increases in their postsecondary participation rates. In 2004, 32 percent of Black 18- to 24-year-olds were enrolled in colleges or universities (an increase of 12 percentage points from 1980) and 25 percent of Hispanic 18- to 24- year-olds were enrolled (an increase of 8 percentage points from 1980).

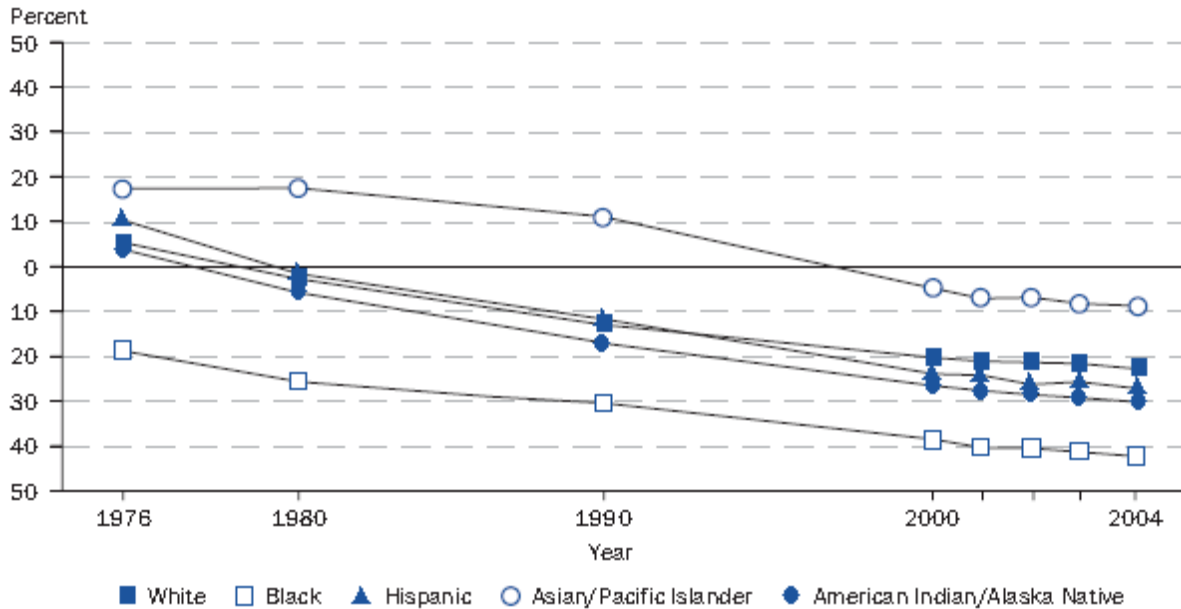
No measurable differences were found in the participation rates between 1990 and 2004

(data were not available for 1980) for Asians/Pacific Islanders or for American Indians/Alaska Natives—the apparent increase in participation rate for each group was not statistically significant, due to large standard errors. In 2004, Asians/Pacific Islanders had the highest participation rate (60 percent).

Participation rates differed for males and females in 2004. Thirty-seven percent of all 18- to 24-year-old Black females were enrolled in colleges or uni-

Figure 23.2

Difference in Percentages of Male and Female Graduate Fall Enrollment in Degree-Granting Institutions, by Race/Ethnicity: Selected Years, 1976-2004



NOTE: Data from 1976 to 1990 are for institutions of higher education that are accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Later data are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Race categories exclude persons of Hispanic origin.

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versities, compared to 26 percent of Black males. Hispanic females had a participation rate of 28 percent compared to 22 percent for Hispanic males. White females also enrolled at a higher rate (45 percent) than White males (38 percent). No measurable differences were detected in the participation rates between the sexes for Asians/Pacific Islanders or for American Indians/Alaska Natives.

24. Financial Aid

The cost of a postsecondary education is a potential barrier to completing an undergraduate degree. Financial aid can help ease this burden. Financial aid includes assistance in the form of grants, loans, workstudy, or any other type of aid. In the

2003–04 school year, the amount of financial aid received by undergraduate students varied by racial/ethnic group.

In 2003–04, a higher percentage of Black undergraduate students received financial aid than did White, Hispanic, and Asian/Pacific Islander undergraduates. Eighty-nine percent of full-time, full-year Black undergraduate students received financial aid, compared to 81 percent of Hispanic students, 74 percent of White students, and 66 percent of Asian/Pacific Islander students. Due to a large standard error, the percentage of American Indian/Alaska Native students receiving aid was not measurably different from that of Black students. A lower percentage of Asian/Pacific Islander

students received aid than students of any other race/ethnicity.

Grants and loans are two primary forms of financial aid. Grants are a type of student financial aid that does not require repayment or employment. Grants include merit-only scholarships, tuition waivers, and employer tuition reimbursements. In contrast, loans require repayment and can be issued by federal, state, institutional, or private sector institutions. Loans also include federal PLUS loans²⁸ to parents, but do not include loans from family or friends to the student or commercial loans to parents (U.S. Department of Education 2004b).

In the 2003–04 school year, Black students received higher average amounts of total aid

Table 23.3
Percentage of 18- to 24-Year Olds Enrolled in Colleges and Universities,
by Race/Ethnicity and Sex: Selected Years, 1980-2004

Year	Total ¹	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total						
1976	26.1	27.7	19.7	16.3	--	--
1980	27.9	30.1	19.8	17.0	--	--
1990	32.1	35.1	25.2	15.9	56.9	15.8!
1995	34.3	37.9	27.5	20.7	54.6	27.6!
2000	35.5	38.7	30.5	21.7	55.9	15.9!
2003	37.8	41.6	32.3	23.5	60.3	17.7!
2004	38.0	41.7	31.8	24.7	60.3	24.4
Males						
1976	26.9	28.9	17.7	16.3	--	--
1980	28.4	30.8	20.3	15.1	--	--
1990	32.4	35.6	25.8	15.4	59.2	8.4!
1995	33.1	37.0	26.0	18.7	55.7	27.4!
2000	32.6	36.2	25.1	18.5	59.0	12.8!
2003	34.3	38.5	28.2	18.3	61.6	20.3!
2004	34.7	38.4	26.5	21.7	63.0	20.5!
Females						
1976	25.4	26.7	21.3	16.4	--	--
1980	27.4	29.3	19.3	19.0	--	--
1990	31.8	34.7	24.7	16.4	54.9	21.7!
1995	35.5	38.8	28.7	23.0	53.7	27.8!
2000	38.4	41.3	35.2	25.4	52.8	20.5!
2003	41.3	44.5	36.0	29.4	59.2	15.6!
2004	41.2	45.0	36.6	28.2	57.7	28.1!

-- Not available

! Interpret data with caution.

¹ Table includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 to 2004.

(\$10,500), than White (\$9,900) and Hispanic (\$9,000) students. Hispanic students had a lower average amount of aid than did White, Black, and Asian/Pacific Islander students. Asian/Pacific Islander students received the highest amount of aid in the form of grants (\$6,700). There were no differences between races/ethnicities in average amounts of loans received. White, Black, Hispanic, and American Indian/Alaska Native undergraduates received larger amounts of aid in the form of loans than grants.

The average amount of aid in any form awarded to White, Black, and Hispanic students increased from 1999–2000 to

2003–04. Over the same period, Black and Hispanic students experienced increases in aid in the form of both grants and loans, while White and Asian/Pacific Islander students experienced significant increases in aid through loans, but not grants.

25. Degrees Awarded

Adults with higher levels of education earn higher average salaries and are less likely to be unemployed than their less-educated peers (U.S. Department of Education 2005, *indicators 16* and *17*). In 2004, a total of 2.8 million associate's or higher degrees were awarded, of which 1.4 million were bachelor's degrees.²⁹

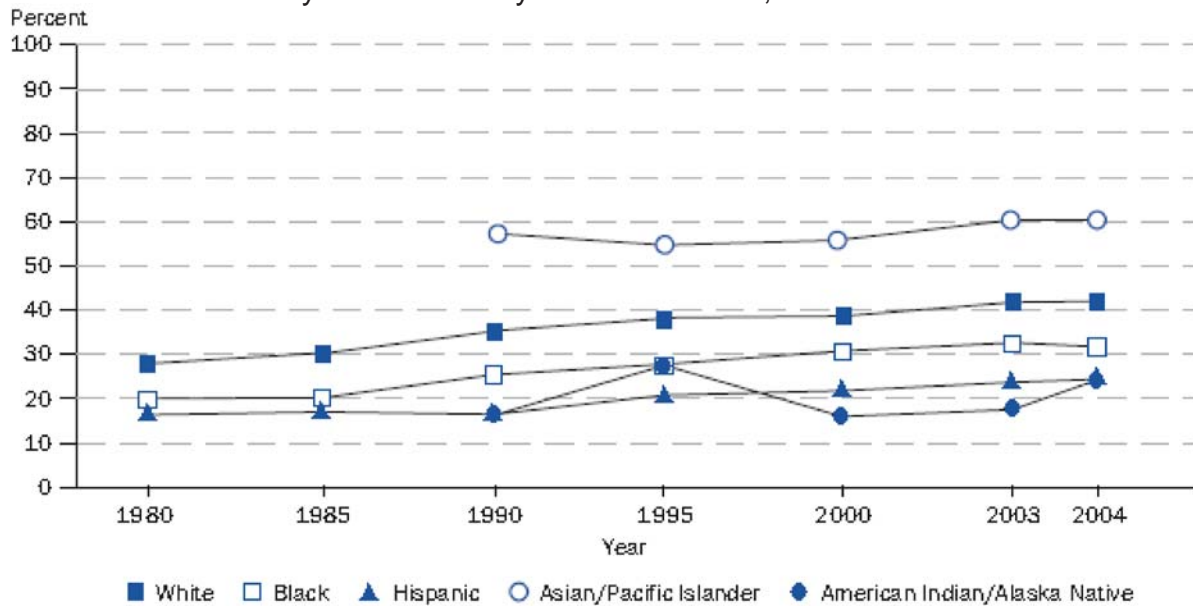
25.1. All Degrees

Across all racial/ethnic groups shown, more women than men received degrees in 2004. This difference was especially pronounced among Blacks, but less so among Asians/Pacific Islanders and Whites. Black females received twice as many associate's, bachelor's, and master's degrees as their male counterparts. Asian/Pacific Islander females received 55 percent of all degrees granted to Asians/Pacific Islanders, and White females received 58 percent of all degrees granted to Whites.

A greater number of degrees were earned by Blacks than Hispanics in 2004, even though Hispanics make up a larger per-

Figure 23.3

Percentages of 18- to 24-Year-Olds Enrolled in Colleges and Universities, by Race/Ethnicity: Selected Years, 1980-2004



NOTE: Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Populations Survey (CPS), October 1980 to 2004.

centage of the total U.S. population than Blacks (see *indicator 1*). Among those who earned degrees, the proportions of Hispanics and American Indians/Alaska Natives who received associate's degrees were higher than those of all other racial/ethnic groups shown. A higher proportion of degrees conferred to Asians/Pacific Islanders were first-professional degrees than was the case for degrees conferred to other racial/ethnic groups. A similar proportion of White and Asian/Pacific Islander degree recipients earned doctoral degrees in 2004.

25.2. Degrees by Level and Field of Study

Business was the most popular field of study for bachelor's degree recipients for all racial/eth-

Table 24a
Percentage of Full-Time, Full-Year Undergraduates Receiving Financial Aid From Any Source, by Race/Ethnicity: 1999-2000 and 2003-04

Race/ethnicity	1999-2000	2003-04
Total¹	72.5	76.1
White	70.2	74.1
Black	88.2	89.2
Hispanic	78.7	80.7
Asian/Pacific Islander	60.9	66.1
American Indian/Alaska Native	81.1	81.9

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

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

nic groups shown in 2004, followed by the social sciences and history. Blacks had the highest percentage of bachelor's degrees conferred within their racial/ethnic group awarded in business (25 percent) and the lowest percentage in engineering (3 percent) of any racial/ethnic group. Hispanics had the high-

est percentage of bachelor's degrees conferred within their racial/ethnic group awarded in psychology (7 percent) of any racial/ethnic group. Asians/Pacific Islanders received a higher percentage of degrees conferred to those in their racial/ethnic group in the biological and biomedical sciences (9 percent), computer and information sciences (9 percent), and engineering (9 percent) than other racial/ethnic groups. Asians/Pacific Islanders also had the lowest percentage of degrees conferred within their racial/ethnic group awarded in education (2 percent). American Indians/Alaska Natives and Whites had a higher percentage of bachelor's degrees conferred within their racial/ethnic groups in education (9 percent

Table 24b

Average Amount of Financial Aid From Any Source Per Full-Time, Full-Year Undergraduate Student, by Type of Aid, and Race/Ethnicity: 1999-2000 and 2003-04

Race/ethnicity	1999-2000	2003-04
Any aid		
Total¹	\$9,300	\$9,900
White	9,500	9,900
Black	9,300	10,500
Hispanic	7,800	9,000
Asian/Pacific Islander	10,100	10,000
American Indian/Alaska Native	9,200	9,500
Grants		
Total¹	\$5,400	\$5,600
White	5,600	5,500
Black	5,100	5,700
Hispanic	4,700	5,400
Asian/Pacific Islander	6,400	6,700
American Indian/Alaska Native	5,700	5,400
Loans		
Total¹	\$6,000	\$7,300
White	6,000	7,400
Black	5,800	7,100
Hispanic	5,900	7,000
Asian/Pacific Islander	6,000	7,100
American Indian/Alaska Native	5,800	6,900

¹ Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic origin.

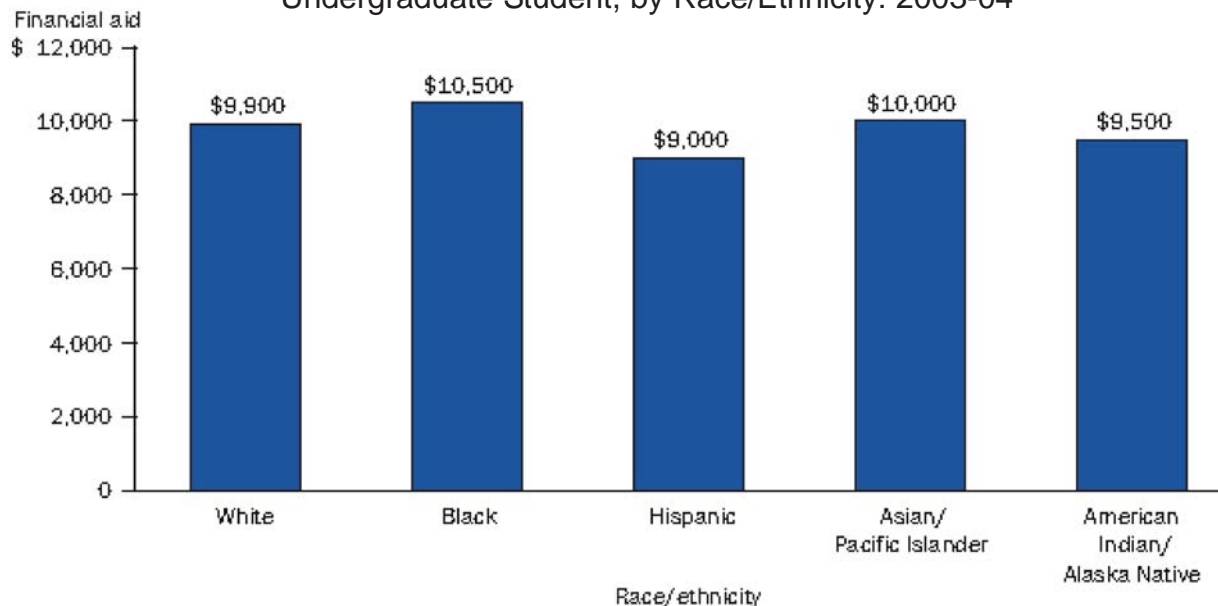
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000 and 2003-04 National Postsecondary Student Aid Study (NPSAS:2000 and NPSAS:04).

for both groups) than did other racial/ethnic groups.

Overall, the largest proportion of master's degrees awarded in 2004 were in education, with business being the second most popular field of study. This was also the trend within each racial/ethnic group, with the exception of Asians/Pacific Islanders, for whom business (34 percent) was the most frequently awarded master's degree. Engineering (10 percent) was also a popular master's degree for Asians/Pacific Islanders. Additionally, high percentages of master's degrees conferred to Asians/Pacific Islanders (11 percent), American Indians/Alaska Natives (9 percent), and Whites (9 percent) were in health professions and related clinical sciences. Blacks received a lower percentage of their master's degrees in engineering (2 percent) than any other racial/ethnic group. Hispanics received the highest percentage of

Figure 24

Average Amount of Financial Aid Awarded From Any Source Per Full-Time, Full-Year Undergraduate Student, by Race/Ethnicity: 2003-04



NOTE: Students may receive aid from multiple sources. Figures include PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree granting institutions. Race categories exclude persons of Hispanic origin.

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

Table 25.1
 Number and Percentage Distribution of Degrees Conferred by Degree-Granting
 Institutions, by Level of Degree, Race/Ethnicity, and Sex: 2003-04

Race/Ethnicity and Sex	Total	Associate's	Bachelor's	Master's	First professional ¹	Doctor's
Number of Degrees						
Total degrees conferred	2,755,202	665,301	1,399,542	558,940	83,041	48,378
White	1,940,336	456,047	1,026,114	369,582	60,379	28,214
Male	818,690	183,819	445,483	143,827	31,994	13,567
Female	1,121,646	272,228	580,631	225,755	28,385	14,647
Black	271,911	81,183	131,241	50,657	5,930	2,900
Male	87,728	25,961	43,851	14,653	2,248	1,015
Female	184,183	55,222	87,390	36,004	3,682	1,885
Hispanic	201,619	72,270	94,644	29,666	4,273	1,662
Male	78,775	27,828	37,288	10,813	2,080	766
Female	122,844	44,442	57,356	18,853	2,193	896
Asian/Pacific Islander	168,770	33,149	92,073	30,952	9,964	2,632
Male	75,435	13,907	41,360	14,347	4,528	1,293
Female	93,335	19,242	50,713	16,605	5,436	1,339
American Indian/Alaska Native	22,731	8,119	10,638	3,192	565	217
Male	8,476	2,740	4,244	1,127	275	90
Female	14,255	5,379	6,394	2,065	290	127
Percentage Distribution						
Total degrees conferred	100.0	24.1	50.8	20.3	3.0	1.8
White	100.0	23.5	52.9	19.0	3.1	1.5
Male	100.0	22.5	54.4	17.6	3.9	1.7
Female	100.0	24.3	51.8	20.1	2.5	1.3
Black	100.0	29.9	48.3	18.6	2.2	1.1
Male	100.0	29.6	50.0	16.7	2.6	1.2
Female	100.0	30.0	47.4	19.5	2.0	1.0
Hispanic	100.0	35.8	46.9	14.7	2.1	0.8
Male	100.0	35.3	47.3	13.7	2.6	1.0
Female	100.0	36.2	46.7	15.3	1.8	0.7
Asian/Pacific Islander	100.0	19.6	54.6	18.3	5.9	1.6
Male	100.0	18.4	54.8	19.0	6.0	1.7
Female	100.0	20.6	54.3	17.8	5.8	1.4
American Indian/Alaska Native	100.0	35.7	46.8	14.0	2.5	1.0
Male	100.0	32.3	50.1	13.3	3.2	1.1
Female	100.0	37.7	44.9	14.5	2.0	0.9

¹ A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

NOTE: Numbers within each degree do not sum to totals because degrees conferred to nonresident aliens are not shown separately on table. Race categories exclude persons of Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2005* (NCES 2006-030), tables 259, 262, 265, 268, and 271, data from Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Table 25.2

Percentage of Degrees Conferred by Degree-Granting Institutions in Most Popular Fields of Study, by Race/Ethnicity and Level of Study: 2003-04

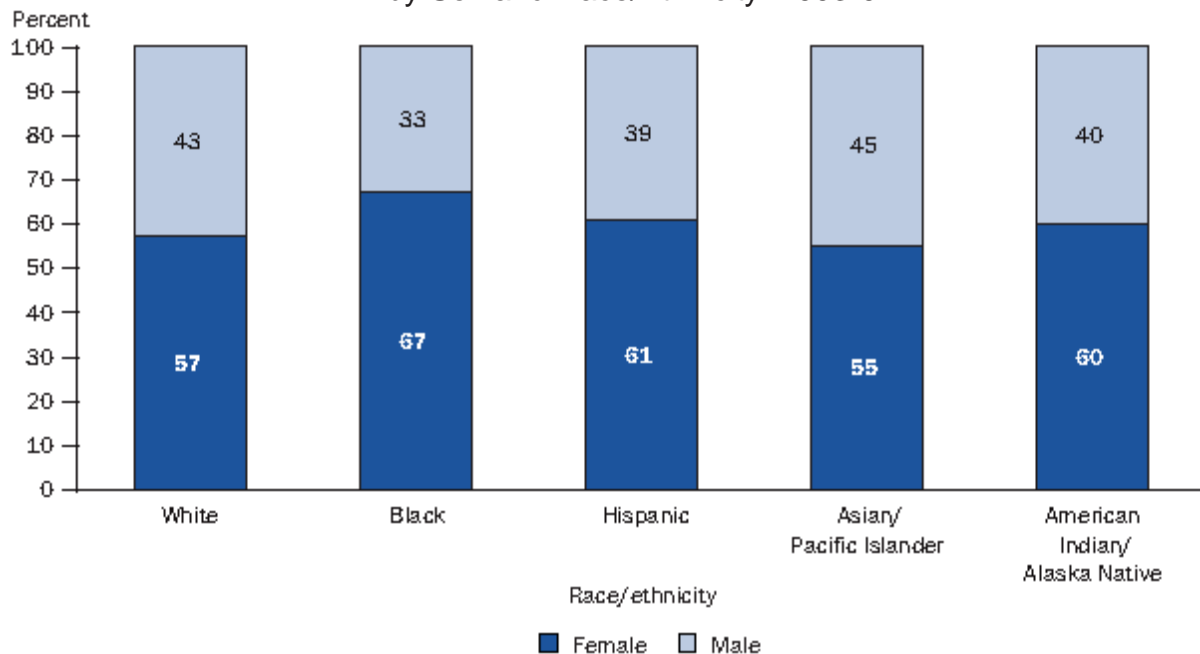
Race/Ethnicity and Sex	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Bachelor's Degrees						
Total	100.00	100.00	100.00	100.00	100.00	100.00
Biological & biomedical sciences	4.4	4.2	3.9	3.8	8.5	4.0
Business	21.9	20.8	25.5	22.1	24.1	19.3
Communications, journalism, and related programs	5.1	5.4	5.0	4.4	3.1	3.6
Computer and information sciences	4.3	3.4	5.3	3.9	9.2	4.6
Education	7.6	8.9	4.9	5.1	1.9	9.3
Engineering	4.5	4.3	2.6	3.8	8.7	3.3
Health professions and related clinical sciences	5.3	5.5	6.5	4.4	4.1	5.4
Psychology	5.9	5.8	6.8	7.4	4.9	5.9
Social sciences and history	10.7	10.6	10.5	11.8	12.2	10.9
Visual and performing arts	5.5	5.8	3.2	5.0	5.2	5.1
Master's Degrees						
Total	100.00	100.00	100.00	100.00	100.00	100.00
Biological & biomedical sciences	1.4	1.3	0.9	1.1	2.7	1.1
Business	24.9	23.0	28.8	21.7	33.9	20.5
Computer and information sciences	3.6	1.8	2.1	2.2	8.9	2.1
Education	29.0	34.3	31.2	36.8	12.8	33.1
Engineering	5.9	3.3	1.7	3.4	10.2	2.6
English language and literature/letters	1.4	1.8	0.8	1.0	0.9	1.9
Health professions and related clinical sciences	8.0	8.9	7.9	7.4	10.6	9.0
Psychology	3.2	3.5	4.5	3.7	2.3	4.4
Social sciences and history	2.9	2.7	2.4	2.7	2.3	2.8
Visual and performing arts	2.3	2.4	1.1	1.9	2.2	2.6
Doctor's Degrees						
Total	100.00	100.00	100.00	100.00	100.00	100.00
Biological & biomedical sciences	10.8	10.9	5.6	10.4	18.8	7.4
Business	3.1	2.4	3.9	3.1	2.5	4.1
Education	14.7	16.8	38.3	18.5	7.7	25.8
Engineering	12.2	6.2	3.6	6.3	14.0	3.7
Health professions and related clinical sciences	9.0	11.1	7.2	8.9	10.9	8.8
Physical sciences and science technologies	7.9	6.8	2.5	4.6	7.3	7.4
Psychology	10.0	13.1	11.8	16.6	9.4	18.4
Social sciences and history	7.9	8.3	6.5	9.2	5.8	7.4
Theology and religious vocations	2.7	2.7	4.5	2.3	4.4	0.9
Visual and performing arts	2.6	3.0	1.0	1.9	2.9	0.9

NOTE: Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail do not sum to totals because colleges and universities conferred degrees in many other fields not shown separately. Race categories exclude persons of Hispanic origin.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics (NCES 2006-030), tables 262, 265, and 268, data from Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

Figure 25

Percentage Distribution of Bachelor's Degrees Conferred by Degree-Granting Institutions, by Sex and Race/Ethnicity: 2003-04



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2005 (NCES 2006-030), table 265, data from Integrated Postsecondary Education Data System (IPEDS), Fall 2004.

their master's degrees in education (37 percent) of any racial/ethnic group.

The largest percentage of doctoral degrees conferred in 2004 was in the field of education, followed by engineering. Among the different racial/ethnic groups, Blacks had the highest percentage of doctoral degrees conferred within their racial/ethnic group in education (38 percent), and the lowest in the biological and biomedical sciences (6 percent). American Indians/Alaska Natives and Hispanics had high percentages of doctoral degrees conferred within their racial/ethnic groups awarded in psychology (18 and 17 percent, respectively), while Asians/Pacific Islanders had the lowest percentage of their degrees in this field (9 percent). Similar to the trends in other degree levels, a low percentage of the doctoral degrees awarded to Asians/Pacific Is-

landers were in education (8 percent) and high percentages were in biological and biomedical sciences (19 percent) and engineering (14 percent). Whites and Asians/Pacific Islanders had higher percentages of the degrees awarded within their racial/ethnic groups in health professions and related clinical sciences (both 11 percent) than other racial/ethnic groups.

References

- U.S. Department of Education, National Center for Education Statistics. (2004b). *A Decade of Undergraduate Student Aid: 1989-90 to 1999-2000* (NCES 2004-158). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2005). *The Condition of Education 2005* (NCES 2005-094), indicators 9, 10, 15, 16, 17, and 19. Washington, DC: U.S. Government Printing Office.

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Endnotes

- 28 Federal PLUS loans are available to parents of dependent undergraduate students and include Direct Loans from the federal government and loans from private lenders under the Federal Family Education Loan (FFEL) program (U.S. Department of Education n.d.).
- 29 This indicator provides a snapshot of degrees conferred in the 2003-04 school year. *Indicator 26* presents the distribution of the population by highest educational attainment.