Percentage of 54-olds was higher in 2000 than in 1980 (49 percent vs. 37 percent). From 1980 to 2000, the percentage of attendance percentage increased for each age group during this period. The enrollment rate for 3-year-olds increased from 29 to 59 percent. The full-day enrollment rates were also


Early Education and Child Care Arrangements of Young Children

From 1980 to 2011, the percentage of 3- to 5-year-olds enrolled in preprimary programs increased from 53 percent to 64 percent. The percentage of these children who attended full-day programs increased from 32 percent to 59 percent during this time period.

Preprimary programs are groups or classes that are organized to provide educational experiences for children and include kindergarten, preschool, and nursery school programs. From 1980 to 2011, the percentage of 3- to 5-year-olds enrolled in preprimary programs increased from 33 percent to 46 percent, with most of the growth occurring between 1980 and 2000. From 1980 to 2000, the percentage of children enrolled in preprimary programs increased from 27 to 39 percent for 3-year-olds and from 46 to 65 percent for 4-year-olds. The enrollment rate for 5-year-olds was higher in 2000 than in 1980 (88 percent vs. 85 percent). However, the percentages enrolled in preprimary programs were not measurably different in 2000 compared to 2011 for any of the age groups.

The percentage of 3- to 5-year-olds in preprimary programs who attended full-day programs increased from 32 percent in 1980 to 59 percent in 2011. In addition to the overall increase, the full-day attendance percentage increased for each age group during this period. The enrollment rate for 3-year-olds was higher in 2000 than in 1980 (49 percent vs. 37 percent). From 1980 to 2000, the percentage of 4-year-olds enrolled in full-day preprimary programs increased from 33 to 46 percent, and the percentage of 5-year-olds increased from 29 to 59 percent. The full-day enrollment rates were also
Over the years, policies and practices have emerged that are intended to improve children’s early school experiences by giving them more time to develop and mature (e.g., changes to age of entry.

Differences by age in enrollment in full-day preprimary programs have shifted over the past few decades. For example, in 1980, the percentage of 5-year-olds enrolled in full-day preprimary programs was 8 points lower than the percentage of 3-year-olds (29 percent vs. 37 percent), and not measurably different from the percentage of 4-year-olds (33 percent); but in 2011, the percentage of 5-year-olds was 14 points higher than the percentage of 3-year-olds (70 percent vs. 56 percent), and 23 points higher than the percentage of 4-year-olds (47 percent).

Enrollment in preprimary programs varied by parents’ highest level of education, defined as the diploma attained by the most educated parent. In 2011, higher percentages of 3- to 5-year-olds whose parents had either a graduate or professional degree (75 percent) or a bachelor’s degree (71 percent) were enrolled in preprimary programs than children of parents with any other level of educational attainment. For instance, 53 percent of children whose parents had less than a high school degree and 58 percent of children whose parents had a high school credential were enrolled in preprimary programs. Enrollment in full-day and part-day preprimary programs also differed by the highest educational attainment of parents or guardians. Forty-four percent of 3- to 5-year-olds whose parents had a graduate or professional degree were enrolled in full-day preprimary programs, an enrollment rate that was generally higher than for children whose parents had any other level of educational attainment, except for those whose parents had attended a vocational/technical program or some college. Children whose parents had a graduate or professional degree (31 percent) or a bachelor’s degree (33 percent) were also enrolled in part-day preprimary programs at higher percentages than those of children whose parents had less than a high school degree (16 percent) or a high school credential (24 percent).

Kindergarten Entry Status: On-Time, Delayed-Entry, and Repeating Kindergartners

In the fall of 2010, reading scores were higher, on average, for delayed-entry kindergartners (36 points) and repeating kindergartners (37 points) than for on-time kindergartners (35 points). In the spring of 2011, however, reading scores were higher for delayed-entry kindergartners and on-time kindergartners (51 and 50 points, respectively) than for repeating kindergartners (48 points).

As of May 2011, 42 states and the District of Columbia required their school districts to offer kindergarten programs, and 15 states and the District of Columbia required children to attend kindergarten (see Digest of Education Statistics 2012, table 197). In the 2010–11 school year, about 4 million students were enrolled in kindergarten in the United States (see Digest of Education Statistics 2012, table 136). About 89 percent of the kindergartners attended public schools and 11 percent attended private schools.

Over the years, policies and practices have emerged that are intended to improve children’s early school experiences by giving them more time to develop and mature (e.g., changes to age of entry.
requirements and use of transitional grades and readiness testing). One such enrollment strategy is to purposefully delay a child’s entrance into kindergarten, a practice known as “academic redshirting.” Parents or school staff may decide to wait a year to enroll a child in kindergarten if the child’s birthday is close to the school system’s cutoff date for kindergarten age requirements. Redshirting may occur if parents do not wish their child to be among the youngest in their kindergarten class, or if there is social, or physical skills than their peers of the same age. A second strategy is to retain kindergartners who did not achieve the same level of academic or social skills as their peers in their first year of school and to have them repeat kindergarten.

In the fall of 2010, about 94 percent of kindergartners were attending their first year of kindergarten: 87 percent were on-time kindergartners who started kindergarten within the age requirements set by their school system, while 6 percent were delayed-entry kindergartners and 1 percent were early-entry kindergartners, based on school system age requirements. In addition, about 6 percent of fall 2010 kindergartners were repeating kindergarten.

In fall 2010, about 6 percent of all kindergartners were delayed entrants. Higher percentages of American Indians/Alaska Natives (8 percent), Whites (7 percent), and students of two or more races (7 percent) than of Hispanics (4 percent) or Blacks (3 percent) were delayed-entry kindergartners. Also, a higher percentage of Asian students than of Black students (6 vs. 3 percent) were delayed-entry kindergartners. No measurable differences were observed in the percentages of repeating kindergartners across different racial/ethnic groups. Comparisons could not be made for early-entry kindergartners due to the small number of children in the sample.

For the most part, delayed-entry kindergartners tended to outscore on-time and repeating kindergartners in reading, mathematics, and science in the 2010–11 school year. In reading, for instance, the fall scores were higher, on average, for delayed-entry kindergartners (36 points) and repeating kindergartners (37 points) than for on-time kindergartners (35 points) (see Digest of Education Statistics 2012, table 137). In the spring, however, reading scores were higher for delayed-entry kindergartners and on-time kindergartners (51 and 50 points, respectively) than for repeating kindergartners (48 points).

In mathematics, the fall 2010 scores were higher for delayed-entry kindergartners (33 points) than for on-time kindergartners (29 points) and repeating kindergartners (30 points). This pattern was also observed in the spring of 2011: delayed-entry kindergartners had an average mathematics score of 45 points, compared with an average score of 42 points for on-time kindergartners and an average score of 41 points for repeating kindergartners. Kindergartners were also assessed in science in the spring of 2011. The science assessment reflects student performance on questions about physical sciences, life sciences, environmental sciences, and scientific inquiry. For that assessment, scores were higher, on average, for delayed-entry kindergartners (12.1 points) than for on-time kindergartners (11.4 points) and repeating kindergartners (11.0 points).
In the fall of 2010 and the spring of 2011, kindergarten teachers were asked to rate their students on a set of seven approaches to learning behaviors: attentiveness, task persistence, eagerness to learn, learning independence, flexibility, organization, and ability to follow classroom rules. Scores ranged from 1 to 4, with higher scores indicating that a child exhibited positive learning behaviors more often. In both the fall and spring of the kindergarten year, delayed-entry and on-time kindergartners had higher scores on the approaches to learning scale than repeating kindergartners. In the spring, for example, delayed-entry and on-time kindergartners both had average scores of 3.1 points on the 4-point scale, while repeating kindergartners had an average score of 2.9 points.

**Undergraduate Enrollment**

In the most recent decade, total undergraduate enrollment in degree-granting postsecondary institutions increased from 13.2 million students in fall 2000 to 17.6 million in fall 2009. Undergraduate enrollment increased at a faster rate between 2000 and 2009 (34 percent) than during the 1980s (12 percent) and the 1990s (7 percent); during the 1970s, the rate of growth was 36 percent. During the two most recent survey years, 2010 and 2011, undergraduate enrollment decreased by less than 1 percent. Between 2011 and 2021, undergraduate enrollment is expected to increase to 20.3 million students. This will reflect a slower rate of increase (12 percent) than during the early 2000s.

In 2011, there were 10.2 million female undergraduate students (57 percent of total enrollment) and 7.8 million male undergraduate students (43 percent). From 1970 to 1979, female enrollment increased by 66 percent, while male enrollment increased by 13 percent. The larger increase in the number of female students resulted in females accounting for the majority of undergraduate enrollment beginning in 1978. In more recent years, the increases in enrollment for female and male students have been more similar. Between 2000 and 2009, female enrollment increased by 35 percent, while male enrollment increased by 31 percent. Female enrollment is expected to increase by 16 percent (from 10.2 to 11.9 million students) between 2011 and 2021, while male enrollment is expected to increase by 7 percent (from 7.8 to 8.4 million students).

In 2011, there were 11.4 million full-time undergraduate students and 6.7 million part-time undergraduate students. From fall 1970 to fall 2011, the number of full-time undergraduate students in postsecondary degree-granting institutions more than doubled, and the number of part-time students more than tripled. However, the patterns of increase shifted over this period: During the 1970s, full-time undergraduate enrollment increased by 15 percent, while part-time undergraduate enrollment increased by 88 percent. During the 1980s, part-time undergraduate enrollment also experienced a larger percentage increase (19 percent) than did full-time undergraduate enrollment (8 percent). Since that period, full-time undergraduate enrollment has increased more rapidly than part-time undergraduate enrollment. During the 1990s, full-time undergraduate enrollment increased by 11 percent, compared with a less than 1 percent increase for part-time undergraduate enrollment. Between 2000 and 2009, full-time undergraduate enrollment increased by 41 percent, compared with 23 percent for part-time undergraduate enrollment. Between the two most recent survey years, 2010 and 2011, full-time undergraduate enrollment decreased by 1 percent, while part-time undergraduate enrollment remained nearly constant.
enrollment increased by 1 percent. Between 2011 and 2021, part-time undergraduate enrollment is projected to increase by 15 percent (from 6.7 to 7.7 million students), faster than full-time undergraduate enrollment is projected to increase (11 percent, from 11.4 to 12.6 million students).

Between fall 1970 and fall 2011, undergraduate enrollment at private nonprofit institutions increased by a lower percentage (57 percent) than at public institutions (144 percent). During this period, undergraduate enrollment at private nonprofit institutions increased from 1.7 to 2.7 million students, and undergraduate enrollment at public institutions increased from 5.6 to 13.7 million students. Undergraduate enrollment at private for-profit institutions increased by a large percentage between 1970 and 2011 compared with increases at private nonprofit and public institutions, but there were a relatively small number of undergraduate students enrolled at private for-profit institutions in 1970. Undergraduate enrollment at private for-profit institutions increased from 18,000 students in 1970 to 1.7 million in 2011. Most of this growth in the number of students occurred between 2000 and 2009; undergraduate enrollment at private for-profit institutions increased by 293 percent (from 0.4 to 1.6 million students). During the same period, undergraduate enrollment at private nonprofit institutions increased by 17 percent, and undergraduate enrollment at public institutions increased by 27 percent. As a result of these different rates of undergraduate enrollment growth, the proportion of all undergraduate students enrolled at private for-profit institutions increased from 3 percent in 2000 to 9 percent in 2009, while the proportion of all undergraduate students enrolled at private nonprofit institutions and public institutions decreased from 17 to 15 percent and from 80 to 76 percent, respectively. The distribution of undergraduate students remained the same in 2011 as that in 2009. More recently, the pattern of rapid undergraduate enrollment increases at private for-profit institutions compared with other types of institutions changed. Between the two most recent survey years, 2010 and 2011, undergraduate enrollment at private for-profit institutions decreased by 4 percent, while enrollment at private nonprofit institutions increased by 2 percent. At public institutions, undergraduate enrollment decreased by one-tenth of a percentage point.

From 1970 to 1980, undergraduate enrollment at 2-year institutions increased at a faster rate (95 percent, from 2.3 to 4.5 million students) than at 4-year institutions (18 percent, from 5.0 to 5.9 million students). The growth rate of undergraduate enrollment at 2-year institutions continued to outpace the rate at 4-year institutions during the 1980s and the 1990s. However, the pattern shifted between 2000 and 2009, when 4-year institutions had a larger percentage increase in undergraduate enrollment (39 percent, from 7.2 to 10.0 million students) than did 2-year institutions (26 percent, from 5.9 to 7.5 million students). Between 2000 and 2009, private for-profit 4-year institutions had the highest percentage increase in undergraduate enrollment among all types of institutions (470 percent, from 0.2 to 1.2 million students). Undergraduate enrollment increased by 30 percent at public 4-year institutions (from 4.8 to 6.3 million students) and by 19 percent at private nonprofit 4-year institutions (from 2.2 to 2.6 million students). Private for-profit 2-year institutions had the second largest increase in undergraduate enrollment (100 percent, from 0.2 to 0.4 million students) among all types of institutions after private for-profit 4-year institutions. Undergraduate enrollment increased by 25 percent at public 2-year institutions (from 5.7 to 7.1 million students). In contrast, undergraduate enrollment at private
nonprofit 2-year institutions decreased by 41 percent, from 59,000 to 35,000 students, during the same period. Between the two most recent survey years, 2010 and 2011, only private nonprofit 2-year institutions experienced an increase in undergraduate enrollment (6 percent). Private for-profit 2-year institutions experienced the largest decrease during this period (10 percent, from 430,000 to 385,000 students). Overall in 2011, some 58 percent of undergraduate students were enrolled at 4-year institutions (10.6 million students), compared with 42 percent at 2-year institutions (7.5 million students).

Postbaccalaureate Enrollment

In fall 2011, some 2.9 million students were enrolled in postbaccalaureate degree programs. Postbaccalaureate degree programs include master’s and doctoral programs as well as programs formerly classified as first-professional, such as law, medicine, and dentistry. Postbaccalaureate enrollment increased at a faster rate (33 percent) between fall 2000 and fall 2009 than in any decade since the 1970s. Enrollment increased by 30 percent in the 1970s; it also increased throughout the 1980s and 1990s, but at slower rates (11 and 13 percent, respectively). Between 2010 and 2011, the two most recent survey years, postbaccalaureate enrollment decreased by less than 1 percent. Between fall 2011 and fall 2021, postbaccalaureate enrollment is projected to increase to 3.5 million, resulting in a slower rate of increase (18 percent) than during the early 2000s.

In fall 2011, some 1.7 million postbaccalaureate students were female (59 percent of enrollment) and 1.2 million were male (41 percent). By comparison, in fall 1975 females accounted for 41 percent of enrollment and males accounted for 59 percent. From fall 1970 to fall 1989, female enrollment more than doubled, while male enrollment increased by 11 percent. The larger increase in the number of female students resulted in females accounting for 50 percent of postbaccalaureate enrollment beginning in 1988, with 875,000 female students out of a total enrollment of 1.7 million students. In more recent years, female enrollment has continued to increase at a faster rate than male enrollment. Between fall 2000 and fall 2009, female enrollment increased by 39 percent, and male enrollment increased by 24 percent. Between 2010 and 2011, both female and male postbaccalaureate enrollment decreased by less than 1 percent. Female enrollment is projected to increase by 22 percent between fall 2011 and fall 2021, from 1.7 to 2.1 million students, while male enrollment is expected to increase by 12 percent, from 1.2 to 1.4 million students.

In fall 2011, there were 1.6 million full-time students and 1.3 million part-time students. From fall 1970 through fall 2011, the number of full-time postbaccalaureate students more than tripled, and the number of part-time postbaccalaureate students almost doubled. Since fall 1970, full-time enrollment has consistently increased at a faster rate than part-time enrollment. During the 1970s, full-time enrollment increased by 33 percent, while part-time enrollment increased by 27 percent. During the 1980s, full-time enrollment also increased by a larger percentage (11 percent) than part-time enrollment (10 percent). During the 1990s, full-time enrollment increased by 24 percent, while part-time enrollment increased by 5 percent. Between fall 2000 and fall 2009, full-time enrollment increased by 45 percent, while part-time enrollment increased by 20 percent. Most recently, full-time enrollment...
increased by 1 percent, while part-time enrollment decreased by 1 percent between fall 2010 and fall 2011. This pattern of larger percent increases in full-time enrollment is not expected to continue between fall 2011 and fall 2021, with full-time enrollment projected to increase by 16 percent and part-time enrollment projected to increase by 20 percent.

Between fall 1970 and fall 2011, postbaccalaureate degree enrollment at private institutions nearly quadrupled, while the enrollment at public institutions increased by 76 percent. During this period, enrollment at private institutions increased from 0.4 to 1.5 million students, and enrollment at public institutions increased from 0.8 to 1.4 million. Since fall 1970, enrollment at private institutions has grown at a faster rate than at public institutions. During the 1970s, enrollment at private institutions increased by 44 percent, while enrollment at public institutions increased by 23 percent. During the 1980s, enrollment at private institutions also increased by a larger percentage (16 percent) than did enrollment at public institutions (7 percent). During the 1990s, enrollment at private institutions increased by 25 percent, compared with a 6 percent increase at public institutions. Between fall 2000 and fall 2009, enrollment at private institutions experienced its fastest rate of growth (52 percent), while enrollment at public institutions increased by 17 percent. In fall 2008, for the first time, private and public institutions each constituted 50 percent of total postbaccalaureate degree enrollment. From fall 2008 to fall 2011, enrollment at private institutions increased by 11 percent, and enrollment at public institutions increased by 3 percent. In fall 2011, some 52 percent of students were enrolled at private institutions, and 48 percent were enrolled at public institutions.

**Characteristics of Public Elementary and Secondary Schools**

In school year 2010–11, there were 98,817 public schools in the United States, including 93,543 traditional public schools and 5,274 charter schools. These numbers have increased from school year 1999–2000. In 1999–2000, there were a total of 92,012 public schools, with 90,488 traditional public schools and 1,524 charter schools. Over two-thirds of traditional public schools (69 percent) were elementary schools in 2010–11, compared with 54 percent of charter schools. By contrast, 19 percent of charter schools in that year were combined schools, meaning that they began with grade 6 or below and extended to grade 9 or above, compared with just 5 percent of traditional public schools.

Charter schools tend to be smaller, in terms of enrollment, than traditional public schools. In 2010–11, some 29 percent of traditional public schools were small (enrollment of fewer than 300 students), compared with 59 percent of charter schools. In that same year, 9 percent of traditional public schools were large (1,000 or more students), compared with 4 percent of charter schools.

In 2010–11, some 60 percent of all public schools had enrollment in which more than half of the students were White, while 11 percent of public schools had enrollment in which more than half of the students were Black, and 14 percent of public schools had enrollment in which more than half of the students were Hispanic. Looking at charter schools only, 38 percent had more than 50 percent White enrollment, 25 percent had more than 50 percent Black enrollment, and 21 percent had more than 50 percent Hispanic enrollment.
High-poverty schools, in which more than 75 percent of the students qualify for free or reduced-price lunch (FRPL) under the National School Lunch Program (NSLP), comprised 21 percent of all public schools in 2010-11, compared with 12 percent in 1999-2000. In 2010-11, some 21 percent of traditional public schools were high poverty, compared with 33 percent of charter schools. In 2010-11, about 33 percent of traditional public schools were in rural areas, compared with 16 percent of charter schools. In contrast, 25 percent of traditional public schools were in cities, compared with 55 percent of charter schools.

Regionally, the highest percentage of traditional public schools was in the South (35 percent) in 2010-11, followed by the Midwest (27 percent), the West (23 percent), and the Northeast (16 percent). Charter schools followed a different pattern. In 2010-11, some 38 percent of charter schools were in the West, 30 percent were in the South, 23 percent were in the Midwest, and 10 percent were in the Northeast.

Teachers and Pupil/Teacher Ratios

Of the 6.2 million staff members in public elementary and secondary schools in fall 2010, some 3.1 million, or half, were teachers. In addition, there were 0.7 million instructional aides, who made up about 12 percent of the total staff. The 2010 percentage of teachers reflects a slight decrease from the fall 2000 ratio, when 52 percent of staff were teachers. The decrease in the ratio of teachers as a percentage of staff coincided with an increase, from 11 to 12 percent, in instructional aides as a percentage of staff. By comparison, in fall 1969 teachers represented 60 percent of public school staff, and instructional aides represented 2 percent of public school staff.

In most states, between 45 and 55 percent of public school staff were teachers in 2010. There are five states where teachers make up less than 45 percent of the staff (Virginia, Indiana, Kentucky, Wyoming, and Oregon) and seven states where they make up more than 55 percent of the staff (Wisconsin, Massachusetts, Idaho, Rhode Island, Illinois, Nevada, and South Carolina).

The number of students per teacher, or the pupil/teacher ratio, has been decreasing for more than 50 years. In fall 1955, there were 1.1 million public and 145,000 private elementary and secondary school teachers in the United States. By fall 2010, these numbers had nearly tripled for public school teachers (to 3.1 million) and more than tripled for private school teachers (to 443,000). However, proportional increases in school enrollment were smaller over this time period: from 31 million public school students to 49 million (a 61 percent increase) and from 4.6 million private school students to 5.4 million (a 17 percent increase). The resulting decline in pupil/teacher ratios was concentrated in the period between 1955 and 1985 for public schools. During this period, public school pupil/teacher ratios fell from 26.9 to 17.9, or approximately 33 percent. Over the next 23 years, the public school pupil/teacher ratio declined by two additional students per teacher to 15.3 in 2008. There were slight increases in 2009 (15.4) and in 2010 (16.0). Private school pupil/teacher ratios decreased more steeply over this period, from 31.7 in 1955 to 12.2 in 2010. As a result, pupil/teacher ratios have been lower in private schools than in public schools since 1972.
Public School Revenue Sources

From school years 2000–01 through 2009–10, total elementary and secondary public school revenues increased from $522 billion to $627 billion (in constant 2011–12 dollars), a 20 percent increase, adjusting for inflation using the Consumer Price Index (CPI). During this period, the total amounts from each revenue source (federal, state, and local) increased, but the percentage of increase differed by revenue source. Federal revenues, the smallest of the three revenue sources, increased by 111 percent, compared with increases of 22 percent for local revenues and 5 percent for state revenues. Federal revenues peaked in 2009–10 at $80 billion, while local revenues peaked in 2008–09 at $275 billion, and state revenues peaked in 2007–08 at $304 billion.

The percentage of total revenues for public elementary and secondary education that came from federal sources increased from 7 percent in school year 2000–01 to 13 percent in 2009–10. The American Recovery and Reinvestment Act directed spending toward education and contributed to the increase in revenues during school years 2008–09 and 2009–10. The percentage coming from local sources fluctuated during this period: 43 percent in 2000–01, compared with 44 percent in 2009–10. The percentage of total revenues from state sources decreased from 50 percent in school year 2000–01 to 44 percent in school year 2009–10.

For more information on the American Recovery and Reinvestment Act, please go to http://www.ed.gov/recovery.

From school years 2008–09 through 2009–10, total revenues for public elementary and secondary schools decreased by about $1 billion in constant 2011–12 dollars (0.1 percent). During this period, state revenues declined by $20 billion, or 7 percent. Total local revenues declined by $0.1 billion (0.02 percent), despite the increase in the revenues from local property taxes ($3 billion, or 1 percent). In 2009–10, local property taxes constituted 81 percent of total local revenues and 35 percent of total revenues for elementary and secondary schools. Federal revenues were the only other source that increased from 2008–09 through 2009–10 (by $20 billion, or 33 percent).

In school year 2009–10, there were significant variations across the states in the percentages of public school revenues coming from each revenue source. In 18 states, half or more of education revenues came from state governments, while in 14 states and the District of Columbia half or more came from local revenues. In the remaining 18 states, no single revenue source made up more than half of education revenues.

In school year 2009–10, the percentage of revenues coming from state sources was highest in Hawaii and Vermont (82 percent each). The percentage of revenues coming from state sources was lowest in Missouri and Illinois (29 and 28 percent, respectively). The District of Columbia does not receive any state revenue; in 2009–10, most of its revenues were from local sources (91 percent). The percentage of revenues coming from federal sources was highest in North Dakota (22 percent), followed by Mississippi, New Mexico, and Idaho (21 percent each); the percentage was lowest in Wyoming (7 percent), followed by Massachusetts, Maryland, and Colorado (8 percent each). Among all states, the...
percentage of revenues coming from local sources was highest in Illinois and Nevada (59 percent each) and lowest in Vermont and Hawaii (8 and 3 percent, respectively).

In school year 2009–10, the percentages of local revenue from property taxes also differed by state. Connecticut had the highest percentage of local revenue from property taxes, at 55 percent. Four other states had percentages of local revenue from property taxes of 50 percent or more: New Hampshire, Rhode Island, Illinois, and New Jersey. Vermont and Hawaii had the lowest percentages of local revenue from property taxes (0.2 percent and 0 percent, respectively). In 14 other states, property taxes made up less than 25 percent of education revenues (in descending order): Mississippi, Delaware, Washington, Maryland, Montana, Kentucky, North Carolina, Tennessee, Minnesota, Idaho, Louisiana, Alabama, New Mexico, and Alaska.

Public School Expenditures
Total expenditures for public elementary and secondary schools in the United States amounted to $638 billion in 2009–10, or about $12,743 per public school student. These expenditures include $11,184 per student in current expenditures for operation of schools; $1,182 for capital outlay (i.e., expenditures for property and for buildings and alterations completed by school district staff or contractors); and $376 for interest on school debt. Expenditures are reported in constant 2011–12 dollars, based on the Consumer Price Index (CPI).

From 1999–2000 to 2009–10, current expenditures per student enrolled in the fall increased by 20 percent, compared with a 44 percent increase for interest on school debt per student in fall enrollment. Much of the increase in current expenditures occurred during the early part of the period, with current expenditures per student increasing by 1 percent from 2007–08 to 2009–10. There was a 5 percent decrease in capital outlay expenditures per student overall from 1999–2000 to 2009–10. Over that period, however, these expenditures actually increased until 2007–08 (when they reached $1,449 in constant 2011–12 dollars), after which they began to decrease, ending up at $1,182 in 2009–10.

The single largest component of current expenditures was instruction, amounting to about 61 percent of the total, or $6,852 per student in 2009–10. These expenditures include salaries and benefits of teachers and teaching assistants, as well as costs for instructional materials and instructional services provided under contract. Between 1999–2000 and 2009–10, expenditures for instruction per student increased by 19 percent. Expenditures for some major school activities increased more rapidly than this. For example, expenditures for student support services, such as for guidance and health personnel, increased by 35 percent, from $460 to $622. Expenditures per student for instructional staff services, including curriculum development, staff training, libraries, and media and computer centers, increased by 28 percent, reaching $536 in 2009–10. Also, transportation costs per student increased by 25 percent during this period, reaching $465 per student. In contrast, some categories of expenditure increased at a slower rate than instruction. School and general administrative costs per student and food services expenditures per student both increased by 15 percent, reaching $830 and $425, respectively, in 2009–
10. Expenditures per student for operation and maintenance of schools increased by the same percentage as instruction costs (19 percent) and reached $1,063 per student in 2009–10.

Current expenditures can also be expressed in terms of the percentage going toward salaries and benefits for all staff or for supplies for all activities. In 2009–10, about 81 percent of current expenditures were for salaries and benefits for staff. About 10 percent of current expenditures were for purchased services, which include a wide variety of items, such as contracts for food, transportation, or janitorial services, or for professional development for teachers. Another 8 percent of school expenditures were for supplies, ranging from books to heating oil. This expenditure distribution has shifted only slightly from 1999–2000 to 2009–10, when expenditures for purchased services increased from 9 to 10 percent and expenditures in other categories changed less than a percentage point. However, there has been a shift within the labor costs for staff. The proportion of school budgets for staff salaries decreased from 65 percent in 1999–2000 to 60 percent in 2009–10. In contrast, the proportion of school budgets for staff benefits increased from 16 to 21 percent during this period.

Reading and Mathematics Score Trends

The average reading and mathematics scores on the long-term trend National Assessment of Educational Progress were higher in 2008 than in the early 1970s for 9- and 13-year-olds; however, scores for 17-year-olds were not measurably different from the early 1970s.

The long-term trend National Assessment of Educational Progress (NAEP) provides information on the reading and mathematics achievement of 9-, 13-, and 17-year-olds enrolled in both public and private schools in the United States. Data have been collected every 2 to 5 years since 1971 for reading and since 1973 for mathematics. Long-term trend NAEP results may differ from the main NAEP results presented in other National Center for Education Statistics (NCES) publications since the long-term trend assessment measures a consistent body of knowledge and skills over an extended period, while the main NAEP undergoes changes periodically to reflect current curricula and emerging standards. Several administrative changes were initiated in the 2004 long-term trend assessment that have been carried forward to 2008, including allowing accommodations for students with disabilities and for English language learners. All comparisons referring to 2004 are based on the revised assessment scores.

NAEP long-term trend results indicate that the average reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2008. In reading, 9-year-olds scored higher in 2008 than in any previous assessment year, scoring 4 points higher than in 2004 and 12 points higher than in 1971. The average reading score for 13-year-olds was higher in 2008 than in both 2004 and 1971, but the 2008 score was not significantly different from the scores in 1980, 1988, and any test years from 1992 through 1999. In mathematics, the average scores for 9- and 13-year-olds were higher in 2008 than in all previous assessment years. The 2008 average mathematics score for 9-year-olds showed a 4-point increase over the 2004 score and a 24-point increase over the 1973 score. Thirteen-year-olds scored 3 points higher in 2008 than in 2004 and 15 points higher in 2008 than in 1973 in mathematics.
The average performance of 17-year-olds on the 2008 reading and mathematics assessments was not measurably different from their performance in the early 1970s. The average reading score for 17-year-olds was higher in 2008 than in 1971, and the reading score for Hispanic 9-year-old students was higher in 2008. Between 1971 and 2008, White 13-year-olds had a 7-point gain, and Black students showed a 25-point gain. Between 1971 and 2008, White 17-year-olds showed a gain of 4 points, while Black students showed a gain of 28 points. At ages 13 and 17, Hispanic student scores were higher in 2008 than in 1975. Scores for Hispanics increased between 1975 and 2008 by 10 points at age 13 and by 17 points at age 17.

Between 2004 and 2008, average reading scores increased for 9-year-olds across racial/ethnic groups. The average reading score for White 9-year-olds was 4 points higher in 2008 than in 2004, the reading score for Black 9-year-old students was 7 points higher in 2008 than in 2004, and the reading score for Hispanic 9-year-old students was 8 points higher in 2008 than in 2004. Between 2004 and 2008, White 13-year-olds had a 4-point gain, and Black students showed an 8-point gain. At age 17, only White students showed a significant increase (7 points) during this period.

In comparison to average mathematics scores in 1973, mathematics scores for 9-year-olds in 2008 were 25 points higher for White students, 34 points higher for Black students, and 32 points higher for Hispanic students. Between 1973 and 2008, White 13-year-olds gained 16 points, compared with a 34-point gain for Black 13-year-olds and a 29-point gain for Hispanic 13-year-olds. Similarly, the score for White 17-year-olds increased 4 points between 1973 and 2008, the score for Black students increased 17 points, and the score for Hispanic students increased 16 points.

In contrast to the increases in mathematics scores noted over the longer period from 1971 to 2008, only White 9-year-olds showed a significant increase (5 points) between 2004 and 2008.

**High School Coursetaking**

In addition to administering students’ assessments, the National Assessment of Educational Progress (NAEP) periodically collects data on the transcripts of high school graduates. The transcript survey gathers information about the types of courses that graduates from regular and honors programs take, how many credits they earn, their grade point averages, and the relationship between coursetaking patterns and achievement. The transcript data include only information about the coursework that graduates completed while they were enrolled in grades 9 through 12.

The percentages of high school graduates who had completed mathematics courses in algebra I, geometry, algebra II/trigonometry, analysis/precalculus, statistics/ probability, and calculus increased.
between 1990 and 2009. For example, the percentage of graduates who had completed calculus increased from 7 percent to 16 percent between 1990 and 2009. Similarly, the percentage of graduates who had completed algebra II/trigonometry increased from 54 percent to 76 percent. Between 1990 and 2009, the percentages of high school graduates who had taken various mathematics courses generally increased across subgroups. For example, the percentage of Hispanic graduates completing calculus increased from 4 percent in 1990 to 9 percent in 2009. Also, the percentage of Hispanic graduates completing algebra II/trigonometry increased from 40 percent to 71 percent. Similarly, the percentage of Black graduates completing calculus during this period increased from 3 to 6 percent, and the percentage completing algebra II/trigonometry increased from 44 to 71 percent. Although there were increases in mathematics course-taking across racial/ethnic groups during this period, gaps between groups remained in terms of the percentages of graduates completing courses. For example, in 2009 higher percentages of Asian/Pacific Islander (42 percent) and White graduates (18 percent) had taken calculus than had their Black (6 percent) and Hispanic peers (9 percent). In 2009, there was no measurable difference between the percentages of males and females who had taken calculus (16 percent each). However, the percentage of females who had taken algebra II/trigonometry (78 percent) was higher than that of male graduates (74 percent).

The percentages of high school graduates who had taken science courses in chemistry and physics also increased between 1990 and 2009. The percentage of graduates who had taken chemistry increased from 49 to 70 percent, and the percentage of graduates who had completed physics courses increased from 21 to 36 percent. The percentage of graduates who earned at least one credit in biology, chemistry, and physics increased from 19 percent in 1990 to 30 percent in 2009.

The general increases in science course-taking in biology, chemistry, and physics between 1990 and 2009 were reflected by increases for students of most racial/ethnic groups. For instance, the percentage of Hispanic graduates who had completed a chemistry course increased from 38 to 66 percent, and the percentage of Hispanic graduates who had completed at least one credit in biology, chemistry, and physics increased from 10 to 23 percent. Similarly, the percentage of Black graduates who had completed a chemistry course increased from 40 to 65 percent, and the percentage of Black graduates who had completed at least one credit in biology, chemistry, and physics increased from 12 to 22 percent. Although there were increases in course-taking among student groups from 1990 to 2009, gaps between different subgroups in course-taking remained unchanged. In 2009, a higher percentage of Asian (54 percent) and White (31 percent) graduates had completed the combination of biology, chemistry, and physics courses than had their Black and Hispanic peers (22 percent and 23 percent, respectively). A higher percentage of males (39 percent) than of females (33 percent) had completed a physics class in 2009; however, a higher percentage of females (73 percent) than of males (67 percent) had taken chemistry, and a higher percentage of females (96 percent) than of males (95 percent) had taken a biology class.

A higher percentage of 2009 graduates from private schools (85 percent) had taken courses in algebra II/trigonometry than had graduates from traditional public schools (75 percent), and a higher percentage of graduates from private schools (23 percent) had taken courses in calculus than had graduates from
public schools (15 percent). Also, a higher percentage of private high school graduates (44 percent) had taken at least one credit in biology, chemistry, and physics than had graduates from traditional public schools (29 percent). A higher percentage of graduates from city (32 percent) and suburban (39 percent) schools had taken courses in biology, chemistry, and physics than had graduates from schools in towns (19 percent) or rural areas (20 percent).

In 2009, higher average scale scores on the National Assessment of Educational Progress (NAEP) 12th-grade mathematics assessment were associated with higher levels of high school mathematics coursetaking. For example, graduates who had taken only algebra I or below had an average scale score of 114 (on a scale of 0–300), whereas graduates who had taken calculus had an average scale score of 193. In addition, among those students who had completed specific mathematics courses, there were differences across demographic subgroups. For graduates who had taken calculus, the average scale score was higher for males than for females (197 vs. 190). Average scale scores were also higher for students who had taken calculus who were Asian/Pacific Islander (203) and White (194) than for their Hispanic (179) and Black (170) peers. Among students who had taken calculus, the average scale score for those who had attended low-poverty schools (schools in which 0 to 25 percent of students receive, or are eligible to receive, free or reduced-price lunch under the National School Lunch Program) was 199, compared with a score of 163 for their peers at high-poverty schools (schools in which 75 to 100 percent of students receive, or are eligible to receive, free and reduced lunches).

Public High School Graduation Rates

In school year 2009–10, some 3.1 million public high school students, or 78.2 percent, graduated on time with a regular diploma. Among all public high school students, Asian/Pacific Islanders had the highest graduation rate (93.5 percent), followed by Whites (83.0 percent), Hispanics (71.4 percent), American Indian/Alaska Natives (69.1 percent), and Blacks (66.1 percent).

This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the Averaged Freshman Graduation Rate (AFGR), which is the number of high school diplomas expressed as a percentage of the estimated freshman class 4 years earlier. In school year 2009–10, the AFGR was 78.2 percent, and some 3.1 million public high school students graduated on time with a regular diploma. The overall AFGR was higher for the graduating class of 2009–10 than it was for the class of 1990–91 (73.7 percent). However, during the earlier part of the period from 1990–91 to 1995–96, the graduation rate decreased from 73.7 to 71.0 percent. The rate fluctuated from a low of 71.1 to a high of 74.7 percent from 1997–98 to 2004–05. Since 2005–06, the graduation rate has increased by nearly 5 percentage points from 73.4 to 78.2 percent.

Averaged Freshman Graduation Rates varied by race/ethnicity in 2009–10. Asian/Pacific Islander students had the highest graduation rate (93.5 percent), followed by White (83.0 percent), Hispanic (71.4 percent), American Indian/Alaska Native (69.1 percent), and Black students (66.1 percent).
In school year 2009–10, the AFGR ranged by more than 30 percentage points among the states. Vermont had the highest graduation rate, at 91.4 percent. Twenty-one other states had graduation rates of 80 percent or more (ordered from high to low): Wisconsin, North Dakota, Minnesota, Iowa, New Jersey, New Hampshire, Kansas, Pennsylvania, Idaho, Nebraska, Missouri, Maine, Massachusetts, Maryland, Illinois, Montana, South Dakota, Ohio, Virginia, Tennessee, and Wyoming. Nevada had the lowest rate, at 57.8 percent. Five other states and the District of Columbia had graduation rates below 70 percent (ordered from high to low): Georgia, Louisiana, South Carolina, New Mexico, Mississippi, and the District of Columbia.

In terms of changes by state, there was an increase in the AFGR in 43 states from school year 2005–06 to 2009–10. In 3 states (Tennessee, Louisiana, and Vermont), the rate increased by between 9 and 10 percentage points; in 14 others (Alaska, California, New York, Georgia, Florida, South Carolina, Kansas, Virginia, Maine, Texas, North Dakota, Alabama, New Hampshire, and North Carolina), rates increased by more than 5 percentage points but less than 9 percentage points. The graduation rate decreased from 2005–06 to 2009–10 in the District of Columbia and 7 states (Hawaii, Delaware, Rhode Island, South Dakota, Nebraska, Arkansas, and Connecticut) with decreases of more than 5 percentage points occurring in Arkansas (5.4 percent), the District of Columbia (5.5 percent), and Connecticut (5.8 percent).

Immediate Transition to College
The immediate college enrollment rate in this indicator is defined as the annual percentage of high school completers (including GED recipients) of a given year who enroll in 2- or 4-year colleges in the fall immediately after completing high school. Between 1975 and 2011, the immediate college enrollment rate increased from 51 percent to 68 percent. This rate increased from 1975 to 1997 (51 to 67 percent), declined from 1997 to 2001 (to 62 percent), then increased from 2001 to 2011 (to 68 percent). The immediate college enrollment rates for both males and females increased between 1975 and 2011: the rate for males increased from 53 to 65 percent and the rate for females from 49 to 72 percent. Thus, the enrollment pattern has shifted over time to higher enrollment rates for females than for males.

In each year between 1975 and 2011, the immediate college enrollment rates for high school completers from low- and middle-income families were lower than that of high school completers from high-income families. Due to some short-term data fluctuations associated with small sample sizes, estimates for the income groups were calculated based on 3-year moving averages, except in 1975 and 2011 when estimates were calculated on 2-year moving averages. Low income refers to the bottom 20 percent of all family incomes, high income refers to the top 20 percent of all family incomes, and middle income refers to the 60 percent in between. In 2011, the immediate college enrollment rate for high school completers from low-income families was 52 percent, 30 percentage points lower than the rate for completers from high-income families (82 percent). The immediate college enrollment rate for completers from middle-income families (66 percent) was 16 percentage points lower than the rate for their peers from high-income families.
The 30 percentage point gap between the immediate enrollment rates of high school completers from high-income families and from low-income families in 2011 was not measurably different from the gap in 1975. There were patterns of increases and decreases in the gap during this period. This gap increased from 1975 to 1983 (from 29 to 38 percentage points), declined from 1983 to 1989 (to 28 percentage points), did not measurably change from 1990 to 1993 (ranging from 30 to 36 percentage points), and then narrowed from 1994 to 2011 (from 38 to 30 percentage points). Between 1975 and 2011, the gap between immediate college enrollment rates of high school completers from middle-income families and low-income families ranged from 8 to 17 percentage points. The low-income to middle-income gap in 2011 (14 percentage points) was not measurably different from the gap in 1975 (9 percentage points).

Between 1995 and 2011, immediate college enrollment rates increased for White (65 to 69 percent), Black (53 to 65 percent), and Hispanic (52 to 63 percent) high school completers. The estimates for racial/ethnic groups are also based on 2- or 3-year moving averages. Separate data on Asian high school completers have been collected since 2003. In each year between 2003 and 2011, the immediate college enrollment rate for Asians was higher than the rates for Whites, Blacks, and Hispanics. Between 2003 and 2011, the immediate college enrollment rate for Asian completers did not measurably change, ranging from 80 to 90 percent. The immediate college enrollment rate for Whites was also higher than the rate for Hispanics in every year during this period and higher than the rate for Blacks in every year from 2003 to 2009. In 2010 and 2011, there was no measurable difference between the rates for Whites and for Blacks.

Overall, the immediate college enrollment rates of high school completers going to both 2- and 4-year colleges increased between 1975 and 2011. In 1975, about 18 percent of high school completers enrolled at a 2-year college immediately after high school, while 26 percent did so in 2011. Similarly, in 1975 some 33 percent of high school completers enrolled at a 4-year college immediately after high school, compared with 42 percent in 2011. In each year during this period, the immediate college enrollment rate at 4-year colleges was higher than that at 2-year colleges. For example, in 2011 the immediate college enrollment rate at 4-year colleges was 60 percent higher than that at 2-year colleges.

**Financing Postsecondary Education in the United States**

*In 2011, the federal government provided $146 billion in student financial aid in grants and loans. The total amount, in constant 2011 dollars, disbursed in grant aid increased almost fourfold, from $10 billion in 2000 to $38 billion in 2010. The total annual amount disbursed to students as loans (Direct and Federal Family Education Loans) increased 2 1/2 times—from $43 billion in 2000 to $109 billion in 2010. Postsecondary education in the United States includes academic, career and technical, and continuing professional education programs after high school. American colleges and universities and technical and vocational institutions offer a diverse array of postsecondary education experiences. Participation in postsecondary education in the United States has expanded over the last decade, as has the total financing for this growing sector of the U.S. economy. Students are increasingly relying on loans as a*
In 2000, some 45 percent of 18- and 19-year-olds and 32 percent of 20- to 24-year-olds were enrolled in postsecondary education (see Digest of Education Statistics 2012, table 7). By 2011, these numbers had increased to 50 percent of 18- and 19-year-olds and 40 percent of 20- to 24-year-olds. In addition, in 2011, some 15 percent of 25- to 29-year-olds and 8 percent of 30- to 34-year-olds were enrolled in school.

Overall, between 2000 and 2010, fall enrollment in degree-granting institutions increased by 37 percent, from 15 million students to 21 million students (see Digest of Education Statistics 2012, table 222). Of these 21 million students in 2010, about 18 million were in undergraduate programs and 3 million were in graduate, or postbaccalaureate, programs (see Digest of Education Statistics 2012, table 228).

Overall, between 2000 and 2010, fall enrollment in degree-granting institutions increased by 37 percent, from 15 million students to 21 million students (see Digest of Education Statistics 2012, table 222). Of these 21 million students in 2010, about 18 million were in undergraduate programs and 3 million were in graduate, or postbaccalaureate, programs (see Digest of Education Statistics 2012, table 228).

The primary federal grant program is the Pell Grant Program. These grants are need-based and are usually only awarded to undergraduate students who have not yet earned a bachelor’s degree. In the last decade, the total annual amount, in constant 2011–12 dollars, that was disbursed by the federal government in grant aid increased almost fourfold, from $10 billion in 2000 (when 100 percent of federal grants were Pell Grants) to nearly $38 billion in 2010 (when 97 percent of federal grants were Pell Grants). During this same time period, the number of recipients of federal grants increased from 4 million students to 11 million students.

The William D. Ford Federal Direct Loan (Direct Loan) Program is the largest federal student loan program. Direct Loans can be awarded to undergraduate students, either with the interest subsidized (DL Subsidized) or unsubsidized (DL Unsubsidized); to parents of undergraduate students (DL PLUS); or to graduate students (DL GRAD PLUS). The U.S. Department of Education is the lender for these loans. Prior to 2010, the federal government also offered the Federal Family Education Loan (FFEL) Program. Under this program, private lenders loaned money to students and the federal government insured the loans. In 2010, it was decided that the U.S. Department of Education would become the lender for all federal student loans, and the FFEL program was ended. As a result, no new FFEL loans have been made since July 2010. The total annual amount disbursed to students as loans (Direct and FFEL) increased by 150 percent (in constant 2011–12 dollars) in the last decade, from $43 billion in 2000 to $109 billion in 2010. The number of loan recipients increased from 8 million students to 19 million students. However, it is possible for a student to be the recipient of multiple loans in a given year.

In its monthly G-19 statistical report on consumer credit, the Federal Reserve Bank provides data on the total amount of student loans owned by the federal government. According to the report, the federal
government originates consumer credit solely in the form of nonrevolving student loans through the Department of Education. The G-19 quarterly report includes data on federal government balances on loans issued through the Direct Loan Program, as well as the FFEL program loans purchased from depository institutions and finance companies. Between October 2000 and October 2009, the total outstanding amount of student loans owned by the federal government, in constant 2011 dollars, remained between approximately $100 and $150 billion. A combination of the federal student loan policy change and a growing demand for student loans resulted in a balance of over $500 billion by October of 2012.

In addition to loans originated by the federal government, students can obtain private student loans from financial institutions, nonprofit lenders, and certain schools that elect to fund or guarantee loans. According to the Federal Reserve Bank of New York’s Quarterly Report on Household Debt and Credit, total student loan debt, across all age groups, stood at nearly $1 trillion ($956 billion) in the fall of 2012. By comparison, in fall 2003, total student loan debt outstanding was $304 billion (in constant 2011 dollars), meaning that it has more than tripled in the last 9 years. Further, student loan debt is the only form of consumer debt that has grown since the peak of consumer debt in 2008, and balances of student loans have eclipsed both auto loans and credit cards, making student loan debt the largest form of consumer debt outside of mortgages.5

According to the federal government, a federal student loan is in default if there has been no payment on the loan in 270 days. The Department of Education calculates a 2-year cohort default rate, which is the percentage of students who entered repayment in a given fiscal year within the following 2 fiscal years. In 2010, the national 2-year cohort default rate was 9.1 percent, meaning that of those students who entered repayment during fiscal year 2008, some 9.1 percent had not made a payment on their loans for at least 270 consecutive days during fiscal years 2009 and 2010. The 2-year cohort default rate has been increasing since 2005, when it was 4.6 percent. (from October 1 to September 30) and then defaulted.

In addition to providing data on the total student loan debt outstanding, the Federal Reserve Bank of New York’s Quarterly Report on Household Debt and Credit contains data on those student loans that are delinquent in a given month, meaning that they are at least 30 days past due, as well as those that are “seriously” delinquent, meaning that they are at least 90 days past due. In the first quarter of 2003, approximately 6 percent of all outstanding student loans were at least 90 days delinquent. By the third quarter of 2012, that rate had increased to 11 percent.

Characteristics of Postsecondary Institutions

In 2011–12, some 25 percent of 4-year institutions had open admissions policies, 25 percent accepted three-quarters or more of their applicants, 35 percent accepted one-half to less than three-quarters of their applicants, and the remaining 15 percent accepted less than one-half of their applicants.
In 2011–12, there were 4,280 degree-granting institutions, including 2,560 4-year institutions offering programs at the bachelor’s or higher degree level and 1,730 2-year institutions offering associate’s degrees. These institutions may be governed by publicly appointed or elected officials, with major support from public funds (publicly controlled), or by privately elected or appointed officials, with major support from private sources (private control). Privately controlled institutions may be operated on a nonprofit or for-profit basis. The number of private nonprofit institutions in 2011–12 (1,340) was 3 percent lower than in 2000–01 (1,380), and the number of public institutions in 2011–12 (1,610) was 2 percent lower than in 2000–01 (1,650). In contrast, the number of private for-profit institutions increased by 95 percent between 2000–01 and 2011–12 (from 690 to 1,340).

In 2011–12, some 25 percent of 4-year institutions had open admissions policies (accepted all applicants), 25 percent accepted three-quarters or more of their applicants, 35 percent accepted one-half to less than three-quarters of their applicants, and 15 percent accepted less than one-half of their applicants. Among 4-year institutions, a higher percentage of private for-profit institutions (53 percent) than public (18 percent) and private nonprofit institutions (14 percent) had open admissions policies in 2011–12. Some 22 percent of private for-profit 4-year institutions accepted three-quarters or more of their applicants, whereas 28 percent of public 4-year institutions and 25 percent of private 4-year nonprofit institutions did so.

In 2011–12 some 88 percent of 2-year institutions had open admissions, 8 percent accepted three-quarters or more of their applicants, 3 percent accepted one-half to less than three-quarters of applicants, and 1 percent accepted less than one-half of their applicants. Among 2-year institutions, almost all public institutions had open admissions (97 percent), while 79 percent of private for-profit institutions and 50 percent of private nonprofit ones had open admissions.

In 2011–12, some 74 percent of 4-year and 11 percent of 2-year institutions had admissions criteria for their applicants. A small percentage of 4-year (1 percent) and 2-year institutions (2 percent) had no admissions requirements, only suggested admissions criteria. Admissions criteria are requirements for all applicants to an institution to submit specific information, such as secondary school administrative records, Test of English as a Foreign Language (TOEFL) scores, secondary school grades, admission tests (such as the SAT or ACT), recommendations, and college preparatory programs (i.e., International Baccalaureate). Among 4-year institutions, 75 percent of public institutions had a requirement for admission tests such as the SAT or ACT, compared with 63 percent of private nonprofit and 1 percent of private for-profit institutions. The percentage of 4-year private nonprofit institutions (53 percent) that required recommendations for admission was higher than the percentages for public (9 percent) and private for-profit 4-year institutions (2 percent). The percentage of 4-year public and private nonprofit institutions requiring TOEFL scores (71 percent and 69 percent, respectively) was higher than the percentage for 4-year private for-profit institutions (35 percent). Among 2-year institutions, 31 percent of private nonprofit and 15 percent of private for-profit institutions had a requirement for secondary school records, compared with 3 percent of public institutions.
In fall 2011, there were 18.1 million undergraduate students and 2.9 million postbaccalaureate students attending degree-granting postsecondary institutions in the United States. Undergraduate students can attend either 4-year institutions that can award a bachelor’s or higher degree or 2-year institutions that can award associate’s degrees but may also award certificates in 2-year and less than 2-year programs. Some 10.6 million undergraduate students (58 percent of the total) attended 4-year institutions in fall 2011, while 7.5 million (42 percent of the total) attended 2-year institutions. Of undergraduate students at 4-year institutions that year, 8.2 million, or 78 percent, attended full time. Of undergraduate students at 2-year institutions that year, 3.2 million (42 percent) were full-time students and 4.3 million (58 percent) were part-time students.

At public and private nonprofit 4-year institutions in 2011, most of the full-time students (88 percent and 86 percent, respectively) were young adults under the age of 25. However, at private for-profit 4-year institutions in 2011 just 29 percent of full-time students were young adults; 39 percent were between the ages of 25 and 34, and 32 percent were age 35 and older.

Of full-time students at 2-year institutions in 2011, young adults accounted for 71 percent of enrollment at public institutions, 59 percent of enrollment at private nonprofit institutions, and 47 percent of enrollment at private for-profit institutions. Regarding the remaining age groups of full-time students in 2011, at public 2-year institutions some 18 percent were between 25 and 34 years old, and 11 percent were 35 and older; at private nonprofit institutions 25 percent were between 25 and 34, and 16 percent were 35 and older; and at private for-profit institutions 31 percent were between 25 and 34, and 21 percent were 35 and older.

Of undergraduate students enrolled part time in 4-year institutions in 2011, young adults made up 50 percent of the enrollment at public institutions, 32 percent of the enrollment at private nonprofit institutions, and 21 percent of the enrollment at private for-profit institutions. Thus, students ages 25–34 and 35 and older accounted for the other half of the part-time enrollment at public 4-year institutions (29 percent and 21 percent, respectively), two-thirds of the part-time enrollment at private nonprofit 4-year institutions (30 percent and 36 percent, respectively), and over three-quarters of the part-time enrollment at private for-profit 4-year institutions (39 percent each).

In 2011, some 52 percent of part-time students at public 2-year institutions were young adults, while 25 percent were between the ages of 25 and 34, and 23 percent were 35 and older. At private nonprofit 2-year institutions, some 40 percent of part-time students were young adults, 32 percent were between the ages of 25 and 34, and 27 percent were 35 and older. At private for-profit 2-year institutions, 39 percent of part-time students were young adults, 35 percent were between the ages of 25 and 34, and 26 percent were age 35 and older.
Sixty-nine percent of all undergraduate students (full-time and part-time) at private nonprofit 4-year institutions in 2011 were White, which was higher than the percentage of White students at either public or private for-profit 4-year institutions. For Asian undergraduate students at 4-year institutions that year, the highest percentage was at public institutions (7 percent). Higher percentages of Black (28 percent) and Hispanic (14 percent) undergraduates attended private for-profit 4-year institutions than public (12 percent and 13 percent, respectively) and private nonprofit (14 and 9 percent, respectively) 4-year institutions.

At 2-year institutions in 2011, the highest percentages of White and Asian undergraduate students were at public institutions, at 56 percent and 6 percent, respectively, and the highest percentage of Black students was at private nonprofit institutions, at 30 percent. The highest percentage of Hispanic students at 2-year institutions in 2011 was at private for-profit institutions, at 26 percent.

In 2011, some 48 percent of postbaccalaureate (graduate) students attended public institutions, 41 percent attended private nonprofit institutions, and 10 percent attended private for-profit institutions. There were differences in attendance patterns by race/ethnicity, however. At public institutions in 2011, some 72 percent of graduate students were White, compared with 69 percent at private nonprofit institutions and 49 percent at private for-profit institutions. Thirty-six percent of graduate students at private for-profit institutions were Black, compared with 12 percent of students at private nonprofit institutions and 11 percent of students at public institutions. Hispanics accounted for 8 percent of graduate enrollment at public and private for-profit institutions and 7 percent of graduate enrollment at private nonprofit institutions, while Asians accounted for 9 percent of graduate enrollment at private nonprofit institutions, 7 percent of graduate enrollment at public institutions, and 4 percent of graduate enrollment at private for-profit institutions.

According to the Current Population Survey (CPS), in 2011 about 41 percent of full-time undergraduate students and 74 percent of part-time undergraduate students ages 16 to 24 years old worked in addition to being enrolled in a postsecondary institution. Of full-time undergraduate students, 16 percent of college students who were employed reported working less than 20 hours per week, 18 percent reported working 20 to 34 hours per week, and 6 percent reported working 35 hours or more per week. By comparison, 11 percent of part-time undergraduate students who were employed reported working less than 20 hours per week while they attended school, another 28 percent reported working 20 to 34 hours per week, and 33 percent reported working 35 or more hours per week.

In general, smaller percentages of all postsecondary students ages 16 to 24 years old were working in 2011 than had been working a decade prior. For full-time students, the decline in the percentage of all students who worked was from 52 percent in 2000 to 41 percent in 2011. For part-time students, the decline was from 85 percent to 75 percent. Further, for full-time students who were employed, the percentage of all students who worked less than 20 hours per week decreased from 20 percent in 2000 to 16 percent in 2011. Those full-time students who were working 20 to 34 hours per week decreased
from 22 percent to 17 percent, and those who were working 35 or more hours per week decreased from 9 percent to 7 percent over the same period.

Meanwhile, nearly half (47 percent) of all part-time students worked 35 hours or more per week in 2000, while in 2011 just 35 percent did. The percentages of part-time students who worked less than 20 hours per week or between 20 and 34 hours per week did not change measurably between 2000 and 2011.

Undergraduate Fields of Study
About two-thirds of the 942,000 associate’s degrees awarded by degree-granting institutions in academic year 2010–11 were in three broad fields of study: liberal arts and sciences, general studies, and humanities (33 percent); health professions and related programs (21 percent); and business, management, marketing, and support services (13 percent). These are the same three fields in which the largest numbers of associate’s degrees were awarded in 2000–01.

Overall, the number of associate’s degrees awarded from academic year 2000–01 to 2010–11 increased by 363,000 degrees, or 63 percent. Of the 20 major fields of study in which the most associate’s degrees were awarded in 2010–11, the field of homeland security, law enforcement, and firefighting had the largest percentage increase (174 percent, from 16,400 to 44,900 degrees). Additionally, the number of associate’s degrees awarded more than doubled in the following fields: psychology (it increased 149 percent), social sciences and history (it increased 149 percent), health professions and related programs (138 percent), multi/interdisciplinary studies (127 percent), public administration and social service professions (124 percent), physical sciences and science technologies (116 percent), education (115 percent), and construction trades (101 percent). In contrast, the number of degrees conferred declined in two fields from 2000–01 to 2010–11: Some 6,800 fewer associate’s degrees were awarded in engineering technologies and engineering-related fields (a decrease of 16 percent), and 220 fewer degrees were awarded in agriculture and natural resources (a decrease of 3 percent).

Of the 1.7 million bachelor’s degrees awarded in academic year 2010–11, almost one-third were concentrated in two fields: business (21 percent) and social sciences and history (10 percent). Five other fields each accounted for 5 percent or more of all bachelor’s degrees awarded. These were health professions and related programs, education, psychology, visual and performing arts, and biological and biomedical sciences. These are the same seven fields in which the largest numbers of bachelor’s degrees were awarded in 2000–01.

Overall, the number of bachelor’s degrees awarded increased by 472,000 degrees from academic year 2000–01 to 2010–11, reflecting an increase of 38 percent. During this period, the two largest fields of study, business and social sciences, had increases of 39 percent and 38 percent, respectively. Of the 20 major fields of study in which the most bachelor’s degrees were awarded in 2010–11, the largest percentage increase in the number of bachelor’s degrees awarded occurred in the field of parks, recreation, leisure, and fitness studies (from 17,900 to 35,900 degrees, an increase of more than 100 percent). In contrast, the number of degrees conferred declined in two fields from 2000–01 to 2010–11:

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Some 1,500 fewer bachelor’s degrees were awarded in education (a decrease of 1 percent), and 1,100 fewer degrees were awarded in computer and information sciences (a decrease of 2 percent).

Graduate Fields of Study

Of the 731,000 master’s degrees awarded by degree-granting institutions in academic year 2010–11, over 50 percent were concentrated in two fields: business (26 percent) and education (25 percent). Three other fields each accounted for 5 percent or more of all master’s degrees awarded. These were health professions and related programs, engineering, and public administration and social services. These are the same five fields in which the largest numbers of master’s degrees were awarded in 2000–01.

Overall, the number of master’s degrees awarded increased by 257,000 degrees between academic years 2000–01 and 2010–11, reflecting an increase of 54 percent. During this period, the two largest fields of study, business and education, had increases of 62 percent and 45 percent, respectively. In each of the 20 major fields of study in which the most master’s degrees were awarded in 2010–11, the number of master’s degrees awarded was higher in 2010–11 than in 2000–01. Master’s degrees awarded in the field of homeland security, law enforcement, and firefighting exhibited the largest percentage increase of all fields (from 2,500 to 7,400 degrees, a 196 percent increase). The next largest percentage increase was in the field of parks, recreation, leisure, and fitness studies (from 2,400 to 6,600 degrees, a 178 percent increase). The field of computer and information sciences saw the smallest percentage increase (15 percent) in the number of master’s degrees awarded over this period (from 16,900 to 19,400 degrees).

Almost two-thirds of the 164,000 doctor’s degrees awarded in academic year 2010–11 were awarded in health professions and related programs degrees (37 percent) and legal professions and studies degrees (27 percent). Three other fields each accounted for 4 percent or more of all doctor’s degrees awarded. These were education, engineering, and biological and biomedical sciences. These are the same five fields in which the largest numbers of doctor’s degrees were awarded in 2000–01.

Overall, the number of doctor’s degrees awarded from academic year 2000–01 to 2010–11 increased by 44,200 degrees, or 37 percent. During this period, the two largest fields of study, health professions and related programs and legal professions and studies, had increases of 54 percent and 18 percent, respectively. In all of the 20 major fields of study in which the most doctor’s degrees were awarded in 2010–11, the numbers of doctor’s degrees awarded increased from 2000–01 to 2010–11. The field of computer and information sciences had the largest percentage increase (107 percent) in the numbers of doctor’s degrees awarded (from 770 to 1,600 degrees). The field of English language and literature/letters had the smallest percentage increase (1 percent) in the number of doctor’s degrees awarded (about 1,300 degrees in both years).

Price of Attending an Undergraduate Institution
The average total cost of attendance in 2011–12 for first-time, full-time students living on campus and paying in-state tuition was $21,000 at public 4-year institutions, $41,420 at private nonprofit 4-year institutions, and $30,840 at private for-profit 4-year institutions.

The total cost of attending a postsecondary institution is the sum of published tuition and required fees, books and supplies, and the weighted average for room, board, and other expenses. In 2011–12, the total cost of attendance differed by institution level and control and by student living arrangements. At 4-year institutions, the average total cost of attendance for first-time, full-time students living on campus and paying in-state tuition was $21,000 at public institutions, $41,420 at private nonprofit institutions, and $30,840 at private for-profit institutions. All averages are weighted by the number of students at the institution receiving Title IV aid including grant aid, work-study aid, and loan aid. At 2-year institutions, the average total cost of attendance for first-time, full-time students living on campus and paying in-state tuition was $12,820 at public institutions, $26,840 at private nonprofit institutions, and $27,710 at private for-profit institutions. Across institution levels and controls, the average total cost of attendance was lowest for students living with family. For example, the average total cost of attendance for students paying in-state tuition at public 2-year institutions and living with family was $8,150, compared with $12,820 for students living on campus and $15,530 for students living off campus but not with family.

Out of these total costs, the cost of room and board differed by institution level and control and by student living arrangements. In 2011–12, the average cost of room and board was higher for students at 4-year institutions than for students at 2-year institutions. For example, the average cost of room and board for students living on campus and paying in-state tuition at public institutions was $8,830 at 4-year institutions, compared with $5,550 at 2-year institutions; the average cost for students living off campus but not with family was $9,260 at 4-year institutions, compared with $7,470 at 2-year institutions. The average cost of room and board was also lower for students paying in-state tuition at public institutions than for students at private nonprofit and private for-profit institutions. For example, the average cost of room and board for students living on campus and paying in-state tuition at 4-year public institutions was $8,830, compared with $9,850 at private nonprofit institutions and $9,530 at private for-profit institutions.

The cost of books and supplies also varied by institution level and control. The average cost of books and supplies ranged from $1,230 for students paying in-state tuition at public 4-year institutions to $1,420 at private for-profit 4-year institutions.

Many students and their families do not pay the full price of attendance because they receive financial aid to help cover their expenses. The primary types of financial aid are grants, which do not have to be repaid, and loans, which must be repaid. Grants, which include scholarships, may be awarded on the basis of financial need, merit, or both and may include tuition aid from employers. In 2010–11, first-time, full-time students who received grants received an average of $9,660 at 4-year institutions and $4,630 at 2-year institutions.
The net price is the estimate of the actual amount of money that students and their families need to pay in a given year to cover educational expenses. Net price is calculated here as the total cost of attendance minus grants. Net price provides an indication of what the actual financial burden is upon students and their families. In 2010–11, first-time, full-time students paid an average net price of $16,820 at 4-year institutions and $9,370 at 2-year institutions.

The average amount of grant aid received and net price paid differed by family income level. In general, the lower the income, the greater the total amount of grant aid received. At public 4-year institutions, the average amount of grant aid received by first-time, full-time students paying in-state tuition was highest for those with incomes of $30,000 or less ($9,530 in 2010–11) and lowest for those with incomes of $110,001 or more ($1,640). Accordingly, the lowest average net price was for those with incomes of $30,000 or less ($8,050), and the highest average net price was for those with incomes of $110,001 or more ($18,730).

At private for-profit 4-year institutions, the same pattern was observed. The average amount of grant aid received by first-time, full-time students was highest for those with family incomes of $30,000 or less ($5,470 in 2010–11) and lowest for those with incomes of $110,001 or more ($1,410). Accordingly, the lowest average net price was for those with incomes of $30,000 or less ($22,280), and the highest average net price was for those with incomes of $110,001 or more ($31,280).

The pattern of average net price increasing with family income was also observed for private nonprofit 4-year institutions. However, the average amount of grant aid received was highest for those with incomes between $30,001 and $48,000 ($19,340 in 2010–11), followed by those with incomes of $30,000 or less ($17,740), those with incomes between $48,001 and $75,000 ($17,590), those with incomes between $75,001 and $110,000 ($15,560), and those with incomes of $110,001 or more ($12,390).

The average amount of grant aid received and average net price of attendance also varied by institution control. Across family income levels, the average amount of grant aid was generally highest for students at private nonprofit institutions and lowest for students at private for-profit institutions; the average net price was highest for students at private for-profit institutions and lowest for students paying in-state tuition at public institutions. For example, the average amount of grant aid received by students with family incomes between $30,001 and $48,000 at private for-profit 4-year institutions was $5,070, compared with $8,810 for students paying in-state tuition at public 4-year institutions; the average net price of attendance was $23,520 for students at this income level attending private for-profit institutions, compared with $9,660 for students paying in-state tuition at public institutions.

Grants and Loan Aid to Undergraduate Students
From academic years 2006–07 to 2010–11, the percentage of first-time, full-time undergraduate students at 4-year degree-granting institutions receiving any financial aid increased from 75 to 85 percent. Grants and loans are the major forms of federal financial aid for degree-seeking undergraduate students. The largest federal grant program available to undergraduate students is the Pell Grant program. In order to qualify for a Pell Grant, a student must demonstrate financial need. Federal loans, on the other hand, are available to all students. In addition to federal financial aid, there are also grants from state and local governments, institutions, and private sources, as well as private loans.

From academic years 2006–07 to 2010–11, the percentage of first-time, full-time undergraduate students at 4-year degree-granting institutions receiving any financial aid increased from 75 to 85 percent. During this time, the largest percentage increase in first-time, full-time students receiving aid was at private for-profit institutions, from 55 to 90 percent. The percentage of students receiving aid at 4-year public institutions increased from 75 to 83 percent, while the percentage of students at private nonprofit institutions had the smallest increase, from 85 to 89 percent. For 2-year institutions, the percentage of first-time, full-time undergraduate students receiving aid increased from 67 percent in 2006–07 to 77 percent in 2010–11. For 2-year institutions, the largest percentage increase in first-time, full-time students receiving aid was at public institutions, from 61 to 74 percent. The percentage of students receiving aid at private nonprofit institutions increased from 83 to 90 percent. For students attending private for-profit institutions, the percentage receiving any financial aid was higher in 2010–11 than in 2006–07 (90 vs. 89 percent).

From academic years 2006–07 to 2010–11, the percentage of first-time, full-time undergraduate students at 4-year degree-granting institutions receiving any financial aid increased from 75 to 85 percent. During this time, the largest percentage increase in first-time, full-time students receiving aid was at private for-profit institutions, from 55 to 90 percent. The percentage of students receiving aid at 4-year public institutions increased from 75 to 83 percent, while the percentage of students at private nonprofit institutions had the smallest increase, from 85 to 89 percent. For 2-year institutions, the percentage of first-time, full-time undergraduate students receiving aid increased from 67 percent in 2006–07 to 77 percent in 2010–11. For 2-year institutions, the largest percentage increase in first-time, full-time students receiving aid was at public institutions, from 61 to 74 percent. The percentage of students receiving aid at private nonprofit institutions increased from 83 to 90 percent. For students attending private for-profit institutions, the percentage receiving any financial aid was higher in 2010–11 than in 2006–07 (90 vs. 89 percent).

In 2010–11, the percentage of first-time, full-time undergraduate students receiving federal grants at 4-year institutions was highest at private for-profit institutions (73 percent), followed by 39 percent of students at public institutions and 35 percent at private nonprofit institutions. In the same year, the percentage of students at 4-year institutions receiving state or local grants was highest at public institutions (38 percent), followed by 28 percent at private nonprofit institutions and 11 percent at private for-profit institutions. The percentage of students receiving institutional grants was highest at 4-
year private nonprofit institutions (80 percent), followed by 40 percent at public institutions and 24 percent at private for-profit institutions. The percentage of first-time, full-time undergraduate students at 4-year institutions receiving student loan aid was highest at private for-profit institutions (83 percent). In comparison, 64 percent of students at 4-year private nonprofit institutions and 51 percent of students at public institutions received student loan aid.

For 2-year institutions in 2010–11, the percentage of first-time, full-time undergraduate students receiving federal grants was highest at private for-profit institutions (76 percent), compared with 74 percent at private non-profit institutions and 56 percent at students at public institutions. In the same year, 33 percent of students at 2-year public institutions received state or local grants, compared with 27 percent at private nonprofit institutions and 8 percent at private for-profit institutions. About 28 percent of first-time, full-time undergraduate students at 2-year private nonprofit institutions received institutional grants, compared with 11 percent at private for-profit institutions and 10 percent at public institutions. The percentage of first-time, full-time undergraduate students at 2-year institutions receiving student loan aid was highest at private for-profit institutions (82 percent), compared with 65 percent of students at private nonprofit institutions and 25 percent of students at public institutions.

Average grant amounts are reported in constant 2011–12 dollars. The average institutional grant award for students receiving institutional grants at 4-year institutions was highest at private nonprofit institutions ($14,826), compared with the average institutional grant award for those at public institutions ($4,765) and for those at private for-profit institutions ($2,872). The average federal grant award for students receiving federal grants at 4-year institutions was higher for students attending private nonprofit institutions ($5,248) than for students attending public institutions ($5,134) and for students attending private for-profit institutions ($4,875).

Among 2-year institutions, the average institutional grant award for students receiving institutional grants was highest at private nonprofit institutions ($5,289), compared with the average institutional grant amount awarded to those at public institutions ($1,730) and to those at private for-profit institutions ($902). The average federal grant award for first-time, full-time undergraduate students receiving federal grants in 2010–11 was higher for students attending public institutions ($4,691) than for those attending private nonprofit institutions ($4,601) and for those attending private for-profit institutions ($4,478).

**Expenses of Postsecondary Institutions**

In 2010–11, total expenses were $296 billion (in current dollars) at public postsecondary institutions, $153 billion at private nonprofit institutions, and $23 billion at private for-profit institutions. Some financial data may not be comparable across institutions by control categories because of differences in accounting standards. Comparisons by institutional level (i.e., between 2-year and 4-year institutions) may also be limited because of different institutional missions.
Instruction, including faculty salaries and benefits, is the largest expense category at public and private nonprofit postsecondary institutions and the second largest category at private for-profit institutions. In 2010–11, the percentage of total expenses spent on instruction was 27 percent at public institutions and 33 percent at private nonprofit institutions. At private for-profit institutions, instruction constituted 25 percent of total expenses; but student services, academic support, and institutional support, which includes expenses associated with admissions, student activities, libraries, and administrative and executive activities, was the largest category, at 66 percent. At public and private nonprofit institutions, expenses on student services, academic support, and institutional support are available as separate categories. Combined expenses on student services, academic support, and institutional support made up 19 percent of total expenses at public institutions and 30 percent at private nonprofit institutions. Other relatively large categories at public institutions (i.e., those accounting for 8–10 percent of expenses) were research, hospitals, and institutional support. At private nonprofit institutions, some of the other large categories (i.e., those accounting for 8–13 percent of expenses) were institutional support, research, auxiliary enterprises (i.e., self-supporting operations, such as residence halls), hospitals, academic support, and student services.

In 2010–11, across all levels of postsecondary institutional control, 2-year institutions spent a greater share of their total expenses on instruction than 4-year institutions did. The percentage of total expenses at public institutions for instruction was 35 percent at 2-year institutions, compared with 25 percent at 4-year institutions. At private nonprofit institutions, instruction accounted for 34 percent of total expenses at 2-year institutions and 33 percent at 4-year institutions; at private for-profit institutions, the percentage of total expenses on instruction at 2-year and 4-year institutions were 32 and 23 percent, respectively.

In 2010–11, total expenses per full-time-equivalent (FTE) student were much higher at private nonprofit postsecondary institutions ($47,779) than at public institutions ($27,656) and private for-profit institutions ($14,111). Expenses per FTE student are reported in constant 2011–12 dollars, based on the Consumer Price Index (CPI). Private nonprofit institutions spent more than twice as much per student on instruction ($15,568) as public institutions did ($7,413). A similar pattern was found for most other expense classifications, such as student services, academic support, and institutional support (a total of $14,437 for private nonprofit institutions vs. $5,302 for public institutions). Expenses per FTE student for public service, such as expenses for public broadcasting and community services, were an exception to this pattern, with public institutions spending more than private nonprofit institutions ($1,108 vs. $706). Expenses per student for instruction were more than twice as high at public institutions as at private for-profit institutions ($7,413 vs. $3,534), but expenses per student for student services, academic support, and institutional support were higher at private for-profit institutions ($9,279) than at public institutions ($5,302).

Expenses per FTE student for instruction have shown varying patterns of change between 2005–06 and 2010–11 at the different postsecondary institution types, after adjusting for inflation. At public 4-year institutions, instruction expenses per FTE student were less than 1 percent lower in 2010–11 than they were in 2005–06, and these expenses were 10 percent lower at public 2-year institutions. At private
nonprofit institutions, instruction expenses per FTE increased by 3 percent at 4-year institutions but decreased by 22 percent at 2-year institutions. At private for-profit institutions, expenses per FTE student for instruction in 2010–11 were higher than they were in 2005–06 for both 4-year and 2-year institutions (11 and 4 percent higher, respectively).

Characteristics of Postsecondary Faculty
In fall 2011, there were 1.5 million faculty in degree-granting institutions—approximately half were full time and half were part time. Full-time faculty include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, or interim professors (or the equivalent). From fall 1991 to fall 2011, the number of faculty in degree-granting institutions increased by 84 percent. The number of full-time faculty in degree-granting institutions increased by 42 percent from fall 1991 to fall 2011, compared with an increase of 162 percent in the number of part-time faculty. As a result of the faster increase in the number of part-time faculty, the percentage of faculty who were part time increased from 35 percent to 50 percent during this period. Additionally, the percentage of all faculty who were female increased from 36 percent in 1991 to 48 percent in 2011.

The number of faculty increased at institutions of each control type during this period; the percentage increases in faculty were smaller for public and private nonprofit institutions than for private for-profit institutions. From fall 1991 to fall 2011, the number of faculty increased by 64 percent at public institutions, by 83 percent at private nonprofit institutions, and by almost 1,400 percent at private for-profit institutions. Despite the faster growth in the number of faculty at private for-profit institutions over this period, approximately 9 percent of all faculty were employed by private for-profit institutions in fall 2011, while 63 percent were employed by public institutions and 28 percent by private nonprofit institutions.

In 2011, of those full-time faculty whose race/ethnicity was known, 79 percent were White (44 percent were White males and 35 percent were White females), 6 percent were Black, 4 percent were Hispanic, 9 percent were Asian/Pacific Islander, and less than 1 percent were American Indian/Alaska Native or two or more races. Among full-time professors, 84 percent were White (60 percent were White males and 25 percent were White females), 4 percent were Black, 3 percent were Hispanic, 8 percent were Asian/Pacific Islander, and less than 1 percent were American Indian/Alaska Native.

In academic year 2011–12, the average salary for full-time instructional faculty on 9- and 10-month contracts at degree-granting institutions was $76,600; average salaries ranged from $53,400 for lecturers to $107,100 for professors. The average salary (adjusted for inflation) for all full-time instructional faculty on 9- and 10-month contracts increased by 9 percent from 1991–92 to 2009–10, but decreased by 2 percent from 2009–10 to 2011–12. Average salaries for specific academic ranks also increased between 1991–92 and 2009–10: Average salary increases were 15 percent for professors, 10 percent for associate professors, 11 percent for assistant professors, 19 percent for instructors, and 9 percent for lecturers. From 2009–10 to 2011–12, however, average salaries across academic ranks decreased: the decreases ranged from 2 percent to 4 percent.
The average salary for all full-time instructional faculty was higher for males than for females in all years for which data were available. In academic year 2011–12, the average salary was 21 percent higher for males than for females ($83,200 versus $68,500 in current dollars). Between 1991–92 and 2011–12, the average salary increased by 8 percent for males and by 11 percent for females, after adjusting for inflation. Due to the faster increase in salary for females, the salary gap between male and female instructional faculty overall decreased from $15,300 in 1991–92 to $14,700 in 2011–12. However, the gender gap in salary for professors increased from $11,300 to $16,200 during this period.

In academic year 2011–12, the average salary for full-time instructional faculty at private nonprofit institutions ($83,800) was higher than for instructional faculty at public institutions ($73,500) or private for-profit institutions ($54,400). Among the specific institutional types, average instructional faculty salaries were highest at private nonprofit doctoral institutions ($96,100) and public doctoral institutions ($82,500). The average salaries were lowest for instructional faculty at private nonprofit 2-year institutions ($49,000) and private for-profit institutions ($54,400). From 1999–2000 to 2011–12, average instructional faculty salaries decreased by 1 percent at public institutions, but increased by 7 percent at private nonprofit institutions and by 37 percent at private for-profit institutions, after adjusting for inflation.

In academic year 2011–12, approximately 45 percent of institutions had tenure systems. The percentage of institutions with tenure systems ranged from 1 percent at private for-profit institutions to almost 100 percent at public doctoral institutions. Of those faculty at institutions with tenure systems, 49 percent of full-time faculty had tenure in 2011–12, compared with 54 percent in 1999–2000. From 1999–2000 to 2011–12, the percentage of full-time faculty having tenure decreased 5 percentage points at public institutions, 4 percentage points at private nonprofit institutions, and 46 percentage points at private for-profit institutions. At institutions with tenure systems, the percentage of full-time faculty having tenure was generally higher for males than for females. In 2011–12, some 54 percent of males had tenure, compared with 41 percent of females.

Institutional Retention and Graduation Rates for Undergraduate Students

The 2011 graduation rate for full-time, first-time undergraduate students who began their pursuit of a bachelor’s degree at a 4-year degree-granting institution in fall 2005 was 59 percent. That is, 59 percent of full-time, first-time students who began seeking a bachelor’s degree at a 4-year institution in fall 2005 completed the degree at that institution within 6 years. Graduation rates are calculated to meet requirements of the 1990 Student Right to Know Act, which directed postsecondary institutions to report the percentage of students that complete their program within 150 percent of the normal time for completion (that is, within 6 years for students pursuing a bachelor’s degree). Students who transfer and complete a degree at another institution are not included as completers in these rates.

Among full-time, first-time undergraduate students who began seeking a bachelor’s degree at a 4-year degree-granting institution in fall 2005, the 6-year graduation rate was 57 percent at public institutions, 65 percent at private nonprofit institutions, and 42 percent at private for-profit institutions. This
graduation rate was 56 percent for males and 61 percent for females; it was higher for females than for males at both public (59 percent vs. 54 percent) and private nonprofit institutions (67 percent vs. 62 percent). At private for-profit institutions, however, males had a higher graduation rate than females; the rate was 48 percent for males and 36 percent for females.

At 2-year degree-granting institutions, 31 percent of full-time, first-time undergraduate students who began their pursuit of a certificate or associate’s degree in fall 2008 attained it within 150 percent of the normal time required to do so. For example, this measure refers to students who were seeking a 2-year associate’s degree and completed the degree within 3 years. This graduation rate was 20 percent at public 2-year institutions, 51 percent at private nonprofit 2-year institutions, and 62 percent at private for-profit 2-year institutions. At 2-year institutions overall, as well as at each type of 2-year institution, the completion rate was higher for females than for males. At 2-year private for-profit institutions, for example, 63 percent of females versus 59 percent of males completed a certificate or associate’s degree within 150 percent of the normal time required.

Differences in 6-year graduation rates for full-time, first-time students who began seeking a bachelor’s degree in fall 2005 varied according to institutions’ level of selectivity. In particular, graduation rates were highest at postsecondary degree-granting institutions that were the most selective (i.e., had the lowest admissions acceptance rates). For example, at 4-year institutions with open admissions policies, 31 percent of students completed a bachelor’s degree within 6 years. At 4-year institutions where the acceptance rate was less than 25 percent of applicants, the 6-year graduation rate was 88 percent.

In terms of student retention, among full-time, first-time students who enrolled in a postsecondary degree-granting institution in 2010, about 79 percent returned to 4-year institutions and 60 percent to 2-year institutions in the following fall. At public 4-year institutions, the retention rate was 79 percent, with a range of 62 percent at the least selective institutions (those with open admissions) to 95 percent at the most selective institutions (those where fewer than 25 percent of students are accepted). Retention rates for private nonprofit 4-year institutions followed a similar pattern: the overall retention rate was 80 percent, ranging from 63 percent at the least selective institutions to 96 percent at the most selective. The retention rate at private for-profit institutions was 54 percent; it differed little (2 percent or less) in terms of institution selectivity level. At 2-year institutions overall, the retention rate was 60 percent. The retention rate for 2-year institutions was highest at private for-profit institutions (67 percent), followed by private nonprofit institutions (61 percent) and public institutions (59 percent).

Degrees Conferred by Public and Private Institutions

*From academic year 2000–01 to 2010–11, the number of postsecondary degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public institutions and private nonprofit institutions; this was true for all levels of degrees*

From academic year 2000–01 to 2010–11, the number of postsecondary degrees conferred by public, private for-profit, and private nonprofit institutions increased for each level of degree. For all Title IV
institutions, the total number of certificates awarded increased by 86 percent, associate’s degrees increased by 63 percent, bachelor’s degrees increased by 38 percent, master’s degrees increased by 54 percent, and doctor’s degrees increased by 37 percent. For all postsecondary degree levels, the percentage increases from 2000–01 to 2010–11 were smaller for public and private nonprofit institutions than for private for-profit institutions.

From academic year 2000–01 to 2010–11, the number of certificates awarded by public institutions increased by 68 percent (from 310,000 to 520,000 certificates), by 24 percent for private nonprofit institutions (from 29,300 to 36,500 certificates), and by 122 percent for private for-profit institutions (from 214,000 to 473,000 certificates). As a result of these changes, the share of all certificates awarded by private for-profit institutions increased from 39 percent in academic year 2000–01 to 46 percent in 2010–11 while the share conferred by public and private nonprofit institutions decreased during this period (from 56 to 50 percent and from 5 to 4 percent, respectively).

The number of associate’s degrees awarded from academic year 2000–01 to 2010–11 increased by 53 percent for public institutions (from 456,000 to 697,000 degrees), by 14 percent for private nonprofit institutions (from 45,700 to 52,000 degrees), and by 152 percent for private for-profit institutions (from 76,700 to 194,000 degrees). Due to these changes, the share of all associate’s degrees conferred by private for-profit institutions increased from 13 percent in 2000–01 to 21 percent in 2010–11, while the share conferred by public and private nonprofit institutions decreased during this period (from 79 to 74 percent and from 8 to 6 percent, respectively).

From academic year 2000–01 to 2010–11, the number of bachelor’s degrees awarded by public institutions increased by 34 percent (from 812,000 to 1.1 million degrees), the number awarded by private nonprofit institutions increased by 26 percent (from 409,000 to 513,000 degrees), and the number awarded by private for-profit institutions increased by 397 percent (from 23,000 to 115,000 degrees). Despite the gain made by private for-profit institutions, they awarded 7 percent of all bachelor’s degrees conferred in 2010–11, while public institutions awarded 63 percent and private nonprofit institutions awarded 30 percent.

The number of master’s degrees awarded by public institutions increased 38 percent (from 246,000 to 339,000 degrees) from academic year 2000–01 to 2010–11, yet the percentage of all master’s degrees conferred by these institutions declined from 52 to 46 percent. The number of master’s degrees conferred by private nonprofit institutions increased 45 percent (from 216,000 to 313,000 degrees) from 2000–01 to 2010–11, resulting in a decrease in their share of all master’s degrees (from 46 to 43 percent). In contrast, the number of master’s degrees conferred by private for-profit institutions increased by 572 percent (from 11,600 to 78,200 degrees) from 2000–01 to 2010–11, resulting in an increase in their share of total master’s degrees conferred. The percentage of all master’s degrees conferred by private for-profit colleges increased from 2 percent to 11 percent between 2000–01 and 2010–11.

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From academic year 2000–01 to 2010–11, the number of doctor’s degrees conferred increased by 35 percent at public institutions (from 60,800 to 81,900 degrees), by 33 percent at private nonprofit institutions (from 57,700 to 76,600 degrees), and by 400 percent at private for-profit institutions (from 1,000 to 5,200 degrees). In 2010–11, public institutions awarded 50 percent of all doctor’s degrees, private nonprofit institutions awarded 47 percent, and private for-profit institutions awarded 3 percent.