



RACE AND ETHNICITY IN HIGHER EDUCATION

2024 Status Report



Race and Ethnicity in Higher Education

2024 Status Report

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ABOUT THE PROJECT

Race and Ethnicity in Higher Education: 2024 Status Report follows *Race and Ethnicity in Higher Education: A Status Report* (2019) and *Race and Ethnicity in Higher Education: 2020 Supplement*. These reports and the accompanying website provide a data-informed foundation for those who are working to close persistent equity gaps and also offer a glimpse into the educational pathways of today's college students and the educators who serve them. For more information, including downloadable figures and detailed data tables behind the figures presented in this report, please visit equityinhighered.org.

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ABOUT THE AMERICAN COUNCIL ON EDUCATION

The American Council on Education (ACE) is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice. As the major coordinating body for the nation's colleges and universities, our strength lies in our diverse membership of nearly 1,700 colleges and universities, related associations, and other organizations in America and abroad. ACE is the only major higher education association to represent all types of U.S. accredited, degree-granting colleges and universities. Our members educate two out of every three students in all accredited, degree-granting U.S. institutions. For more information, please visit acenet.edu.

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FOREWORD

The American Council on Education (ACE), with generous support from the Mellon Foundation, launched the Race and Ethnicity in Higher Education project in 2019 to provide a data-informed foundation from which the higher education community and its many stakeholders can examine racial disparities in educational opportunities and outcomes, draw insights, raise new questions, and make the case for why closing racial equity gaps in American higher education is important. ACE's longstanding series, the *Minorities in Higher Education Status Report*, as well as *Race and Ethnicity in Higher Education: A Status Report* (2019) and *Race and Ethnicity in Higher Education: 2020 Supplement* revealed detailed data that illuminated differences among racial and ethnic groups in postsecondary experiences.

Race and Ethnicity in Higher Education: 2024 Status Report builds on the findings discussed in the preceding publications and examines updated data. The report analyzes sought-after data indicators and topics, such as graduate and professional education, student loan debt and repayment, and postsecondary faculty and staff, and it exposes how the data differ by race and ethnicity. This iteration newly analyzes additional trends by institution type to expand the understanding of educational pathways.

The data have changed since the 2019 report, and the nuances have increased. Despite progress in enrollment and attainment among all groups, unacceptable gaps persist. White and Asian students are more likely than others to enroll in college, attend four-year institutions, and graduate with degrees that open the doors to valuable labor market opportunities. Much of the data in this report highlight a critical issue: the importance of distinguishing among groups of students who are frequently categorized as underrepresented in higher education. Black or African American and Hispanic or Latino students—the two largest of these groups—show patterns of enrollment, attainment, and education financing that are quite different from one another. Yet comparing shares of students who enroll in postsecondary education is not sufficient for understanding the impact of stratification within higher education. Student outcomes depend substantially on the types of institutions in which students enroll; to illuminate this aspect, this report includes information on enrollment, completion, and financing by institution type and sector. The concentrations of Black or African American students, women, and older students in the for-profit sector and of Asian and international students at institutions with the most research activity, all of which are documented in this report, are signs of the different educational opportunities that are available to students from different backgrounds.

The U.S. Supreme Court's 2023 ruling on race in college admissions in both *Students for Fair Admissions (SFFA) v. Harvard University* and *SFFA v. University of North Carolina* adds a new dimension to the national discourse around achieving a diverse student body in higher education.¹ As such, providing an organized landscape of the state of race and ethnicity in higher education has gained renewed importance. This report is a resource for policymakers, institutional leaders, researchers, members of the media, and the public who are interested in education access and success among underrepresented students as well as working toward closing existing equity gaps in higher education.

Ted Mitchell

President

American Council on Education

¹ See *The SFFA v. Harvard and UNC Race in Admissions Cases: Reactions to the U.S. Supreme Court's Ruling* (Washington, DC: American Council on Education, 2023).

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CONTRIBUTION STATEMENT

This report was prepared by Ji Hye “Jane” Kim, Maria Claudia Soler, Zhe Zhao, and Erica Swirsky under the direction of Maria Claudia Soler and Hironao Okahana.

Kim contributed to the preparation of the data tables and the selection of the indicators included in the report; contributed to data checking; and authored chapters 1, 4, 5, and 7. She also helped produce content for the accompanying website.

Soler provided leadership and overall management of the project through to completion; contributed to the selection of the indicators included in the report as well as to all chapters in writing, development, and editing; and authored chapters 3, 6, 8, and the executive summary. She also served as a liaison between ACE and RTI for the production of the accompanying website and oversaw the content production.

Zhao authored chapter 2 and assisted with data analysis and checking.

Swirsky authored chapter 6 and assisted with data analysis and checking.

The authors thank Sandy Baum, chair of the advisory committee and senior adviser for the project, for her technical support, thoughtful insights, and substantial feedback during the writing process.

EXECUTIVE SUMMARY

U.S. postsecondary education is currently facing the challenges and opportunities presented by a growing and highly diverse population. Between 2002 and 2022, the population of the United States grew from about 282 million to approximately 329 million people. The U.S. population has not only increased, but it has also become more racially and ethnically diverse. The Hispanic or Latino population has grown considerably and represented one in five individuals in 2022. The U.S. Census Bureau forecast that the White population will be less than half of the total U.S. population by 2045 (Vespa, Medina, and Armstrong 2020). Given these population changes, what do educational pathways look like for a racially and ethnically diverse student body? How can higher education actors and society at large make informed decisions to promote social and economic mobility?

The American Council on Education (ACE)'s Race and Ethnicity in Higher Education project fills the need for a singular source from which policymakers, researchers, higher education practitioners, and others can access these types of data combined in a straightforward and reliable format. The project provides a data-informed foundation that enables the higher education community to examine the myriad differences by race and ethnicity that exist within the U.S. postsecondary education system. The data should serve as a starting point for stakeholders to ask questions and seek answers to how the higher education sector can close persistent racial equity gaps.

Race and Ethnicity in Higher Education: 2024 Status Report examines over 200 indicators to determine who accesses a variety of educational environments and experiences, to explore how student trajectories and outcomes differ by race and ethnicity, and to provide an overview of the racial and ethnic backgrounds of faculty, staff, and college presidents. Many indicators present a snapshot of the most recent publicly available data, while others depict data over time. In addition to the Race and Ethnicity in Higher Education project's traditional focus on disaggregating data by demographic characteristics, this report includes for the first time information on enrollment, completion, and financing by Carnegie Classification.¹ Additionally, graduate enrollment trends in this report were analyzed by R1 doctoral, other doctoral, and master's institutions to offer a more nuanced view into graduate school completion. Finally, most available data sources combine diverse groups of students who have different experiences. For example, *Hispanic or Latino* included students of both South American and Puerto Rican origin, among others; yet data show that South American students generally had stronger educational outcomes than those from Puerto Rico. Students who were categorized as Asian included those from Indian backgrounds, who tended to have higher levels of attainment than those of other Asian subgroups. And some of the categories, such as Native Hawaiian or other Pacific Islander and American Indian or Alaska Native students, were frequently too small to yield meaningful results in surveys that are based on samples. Nonetheless, the differences reported here are stark and demand attention.

Key takeaways, based on the data presented in this report, are summarized as follows.

- **Similar to the increased diversity of the U.S. population, diversity in higher education participation has also increased.** Although the White population has continued to be the largest racial and ethnic group in the U.S., its share of the overall population decreased from 69.1 percent in 2002 to 59.2 percent in 2022. In contrast, the Hispanic or Latino population grew from 13.3 percent in 2002 to 19.1 percent in 2022 and increased the most in its total share of the overall population (see figure 1.1). Postsecondary education also experienced a demographic transformation due to the increased enrollment of students from racially and ethnically diverse backgrounds. In particular, the undergraduate enrollment rates of Hispanic or Latino graduates and the share of Hispanic or Latino students among all undergraduate enrollment grew dramatically over the past two decades (see figure 2.1). Also, between 1999-2000 and 2019-20, the share of White students among all undergraduate enrollment dropped from 65.9 percent to 47.6 percent, while the share of students of color increased from 32.2 percent to 49.9 percent (see figure 2.5).
- **The levels of educational attainment continued to rise for all racial and ethnic groups, yet the gaps—such as those for non-White, non-Asian adults who were less likely to get a college degree—remained large.** The share of adults who earned a bachelor's degree or higher increased from 26.7 percent in 2002 to 37.7 percent in 2022. Hispanic or Latino adults made significant progress in educational attainment; their share of those who earned a bachelor's degree or

¹ This report utilized the 2018 Basic Classification, as that was the most recent classification at the time of data analysis.

higher rose from 11.1 percent in 2002 to 20.9 percent in 2022. However, the growth in attainment of a bachelor's degree or higher among White (from 29.4 percent to 41.8 percent) and Asian (from 47.7 percent to 60.2 percent) adults further increased existing gaps (see table 1.2).

- **While postsecondary completions increased for all racial and ethnic groups, some consistently experienced poorer outcomes than those of other groups.** Regardless of the institution type at which they began, Black or African American students were less likely than their peers from other racial and ethnic groups to complete a degree or certificate. For example, among students who began at R1 doctoral universities in fall 2011, the shares of those who had earned a bachelor's degree six years later ranged from 69.2 percent of Black or African American students to 86.5 percent of Asian and 90.9 percent of international students (see table 4.1). Among those who began at associate institutions, the shares who had left their college or university within six years of first enrolling without completing a degree or certificate ranged from 23.0 percent of international and 33.1 percent of Asian students to 52.2 percent of Black or African American students (see table 4.5). These numbers show that Black or African American students consistently had lower completion rates than those of any other racial and ethnic groups, regardless of the Carnegie Classification of the starting institution (see tables 4.1 through 4.6).
- **Postsecondary completions differed widely among racial and ethnic groups.** Bachelor's degrees were concentrated among Asian, White, and multiracial students. In comparison, Black or African American, Native Hawaiian or other Pacific Islander, Hispanic or Latino, and American Indian or Alaska Native students earned a larger share of subbaccalaureate certificates and degrees (see table 4.7).
- **Data reveal disparities in how students from different racial and ethnic backgrounds financed their postsecondary education, with Black or African American students being more likely than those from other groups to incur large amounts of educational debt.** In 2019–20, the shares of undergraduates who borrowed to pay educational costs ranged from 26.8 percent of Asian students (who borrowed an average of \$7,620) and 28.1 percent of Hispanic or Latino students (who borrowed an average of \$7,448) to 49.7 percent of Black or African American students (who borrowed an average of \$7,373) (see table 6.7). Among both dependent and independent students, Black or African American undergraduates borrowed at the highest rates across all sectors and income groups. Hispanic or Latino and Asian students borrowed at lower-than-average rates. However, Asian students borrowed the highest amount per borrower when including parent loans (see table 6.8).
- **Black or African American and Native Hawaiian or other Pacific Islander enrolled at for-profit institutions at higher rates than those of other groups.** Larger shares of Black or African American and Native Hawaiian or other Pacific Islander undergraduates than those of other groups were enrolled at for-profit institutions in 2019–20 (12.1 percent and 13.7 percent, respectively, compared with 6 percent overall) (see figure 2.11). These two groups were also more likely than others to earn a degree or certificate at for-profit institutions in both undergraduate and graduate levels. While for-profit institutions awarded 7.0 percent of all undergraduate completions in 2021, 18.5 percent of Native Hawaiian or other Pacific Islander and 13.6 percent of Black or African American students earned their undergraduate degrees and certificates at for-profit institutions (see figure 4.2). Also, while for-profit institutions awarded 7.7 percent of all graduate completions in 2021, 21.5 percent of Native Hawaiian or other Pacific Islander and 18.5 percent of Black or African American students earned their graduate degrees and certificates at for-profit institutions (see figure 5.3).
- **Science, technology, mathematics, and engineering (STEM) fields were the popular choice among international and Asian students.** Among 2019–20 bachelor's degree recipients, nearly four in 10 Asian and international students studied STEM fields, while fewer than 20 percent of Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and Black or African American students did so (see figure 4.27). Furthermore, STEM was also the most popular field of study for research doctoral degree recipients. About 70 percent of international students and approximately 48 percent of Asian students earned their research doctoral degrees in STEM, while only 10 percent of Black or African American students did so (see table 5.10).
- **Completion rates at R1 doctoral institutions were higher when compared with those from other institution types.** For all racial and ethnic groups, the six-year completion rate was the highest at R1 doctoral institutions and the lowest at associate and special focus institutions (see tables 4.1 through 4.6). Asian and international students were more likely than others to earn a graduate degree or certificate at R1 doctoral institutions (about 45 percent and 64 percent, respectively, compared with approximately 37 percent overall). American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students were more likely than others to earn a graduate degree or certificate at master's institutions (about 35 percent and 34 percent, respectively, compared with approximately 24 percent overall) (see figure 5.4).

- **College and university faculty and staff were less racially and ethnically diverse than their students. Despite increased shares of non-White students at all levels of higher education, college faculty, staff, and administrators remained predominantly White.** In 2021, 69.4 percent of all full-time faculty and 56.2 percent of newly hired full-time faculty were White, whereas 6.1 percent of all full-time faculty and 9.3 percent of new full-time faculty were Black or African American (see figures 8.1 and 8.17). Moreover, professors who had lower academic ranks were more diverse than those who had higher ranks. The share of White faculty among all full-time full professors was 75.7 percent, while the shares among associate and assistant professors were 70.2 percent and 60.2 percent, respectively (see figure 8.3).

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CHAPTER 1

POPULATION TRENDS AND EDUCATIONAL ATTAINMENT



INTRODUCTION

The overall population of the United States grew from almost 282 million to 329 million people between 2002 and 2022. Additionally, the country became much more racially and ethnically diverse during this period. Much of this change was due to the growth of the Hispanic or Latino population, which represented nearly one in five individuals by 2022. Current population projections from the U.S. Census Bureau predict that these trends will continue; by 2045, the White population is forecast to no longer be the majority racial and ethnic group in the United States (Vespa, Medina, and Armstrong 2020).

The total share of the U.S. population who were accessing postsecondary education and completing college degrees has also increased. In 2022, nearly half of all adults ages 25 and older (48.1 percent) had attained an associate degree or higher—a much greater share than 35.0 percent in 2002. While all racial and ethnic groups saw increases in overall educational attainment, Hispanic or Latino, American Indian or Alaska Native, Black or African American, and Native Hawaiian or other Pacific Islander adults were less likely to have attained a college degree than Asian or White adults. These racial disparities are important to note, as research shows that higher education can play a role in upward social and economic mobility (U.S. Department of Education 2016). College graduates have a higher likelihood of earning more in their lifetime than those who only attain a high school education. They are also more likely to vote, volunteer in their communities, and lead healthier lives (Ma and Pender 2023).

Increasing the diversity of student composition on campus not only benefits historically minoritized students by providing opportunities to experience college education and improve their postcollege life, but it also benefits all campus members. This is especially true when institutions form inclusive campus cultures that enrich all students' learning experiences (U.S. Department of Education 2016). Although compositional diversity does not in and of itself guarantee positive learning outcomes, it can act as a starting point. Further, it increases the chances for campus members to interact with students from various racial and ethnic groups, which can lead to positive learning outcomes (Bowman 2010; Gurin 1999; Gurin et al. 2002; Pettigrew and Tropp 2006). By providing opportunity and access to postsecondary education for students from racial and ethnic backgrounds that were historically barred from accessing it due to racial discrimination, diversity in higher education demonstrates its own intrinsic and moral value (byrd 2019). As such, ensuring racial equity in access to and success in postsecondary education requires our continuous attention to safeguard an even playing field for all groups throughout the entire education pipeline from K–12 to postsecondary education.

KEY FINDINGS

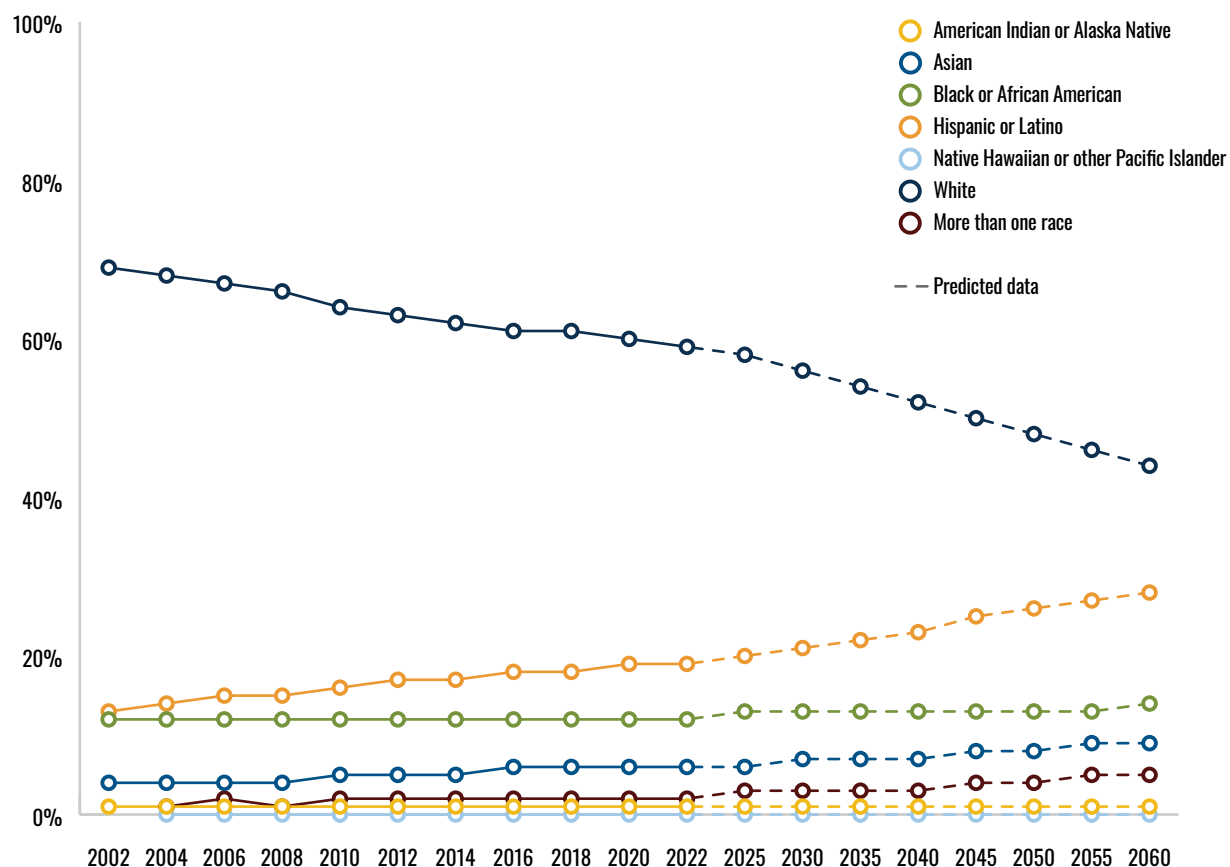
- As the U.S. population increased, the nation became more racially and ethnically diverse. Overall, the Hispanic or Latino population increased the most in their total share of the overall population, which grew from 13.3 percent in 2002 to 19.1 percent in 2022. Projections predict that the Hispanic or Latino population will continue to increase, with their total share potentially accounting for 27.5 percent of the total U.S. population by 2060 (see figure 1.1).
- Although the White population continued to represent the largest racial and ethnic group in the U.S., their share of the overall population decreased from 69.1 percent in 2002 to 59.2 percent in 2022. Projections predict this trend will continue, with the White population likely being less than half of the total U.S. population by 2045 (see figure 1.1).
- Some areas across the country experienced greater demographic changes than others. For example, the share of the White population decreased in all states but not in the District of Columbia. The share of the Hispanic or Latino population increased in all areas across the nation, with the greatest increases in New Jersey and Connecticut. The Asian population in Hawaii experienced the sharpest decline by any one racial and ethnic group (see table 1.1).
- The overall educational attainment of adults ages 25 and older increased as more of the population enrolled in and completed some level of postsecondary education (see table 1.2). In 2022, Asian adults had the highest levels of postsecondary attainment of any racial or ethnic group.
- The share of adults ages 25 and older who had attained a graduate degree increased from 9.0 percent in 2002 to 14.2 percent in 2022. The total share of adults who earned an advanced degree more than doubled among Black or African American (5.3 percent in 2002 to 10.6 percent in 2022) and Hispanic or Latino (3.0 percent in 2002 to 6.4 percent in 2022) adults. Yet Hispanic or Latino, American Indian or Alaska Native, and Black or African American adults remained well behind other groups in graduate degree attainment (see table 1.2).
- Overall, a greater share of women than men had attained an associate degree or higher, with the largest gaps among American Indian or Alaska Native and Native Hawaiian or other Pacific Islander adults. However, men were more likely than women to hold a professional or doctoral degree. Hispanic or Latino men and women and American Indian or Alaska Native men had the lowest levels of educational attainment, with more than half who had attained a high school credential or less (see table 1.3).
- In 2022, nearly eight in 10 Asian adults ages 25 to 34 had attained a college degree (78.2 percent)—the highest share among all adults. Comparatively, only 23.2 percent of American Indian or Alaska Native adults ages 25 to 34 had attained a college degree—the lowest share of any group (see figure 1.4).

THE U.S. POPULATION, BY RACE AND ETHNICITY

This chapter analyzes data from the U.S. Census Bureau's Current Population Survey (CPS) and National Population Projections. Prior to 2003, the CPS reported only on Hispanic; White; Black; American Indian, Eskimo, or Aleut; and Asian or Pacific Islander groups. In 2003, the Census Bureau changed CPS to include new categories for the Native Hawaiian or other Pacific Islander population and individuals of more than one race, aligning CPS data with the outcomes of Census 2000. These changes provide the opportunity for individuals to select the racial and ethnic groups with which they most identify, and the census data therefore present a more complete picture of the evolving demographics of the U.S. population (Bowler et al. 2003).

The U.S. population grew 17 percent—from almost 282 million to 329 million, an increase of nearly 47 million people—between 2002 and 2022. Although the White population continued to be the largest racial and ethnic group in the U.S. during this period, their share of the overall population decreased from 69.1 percent in 2002 to 59.2 percent in 2022. As the country becomes more racially and ethnically diverse, projections predict that the White population will represent less than half (44.3 percent) of the overall U.S. population by 2060.

Figure 1.1: The U.S. Population, by Race and Ethnicity: 2002 to 2022, with Projections up to 2060



Sources: Data from U.S. Census Bureau, Current Population Survey, 2002–22; National Population Projections, 2017.

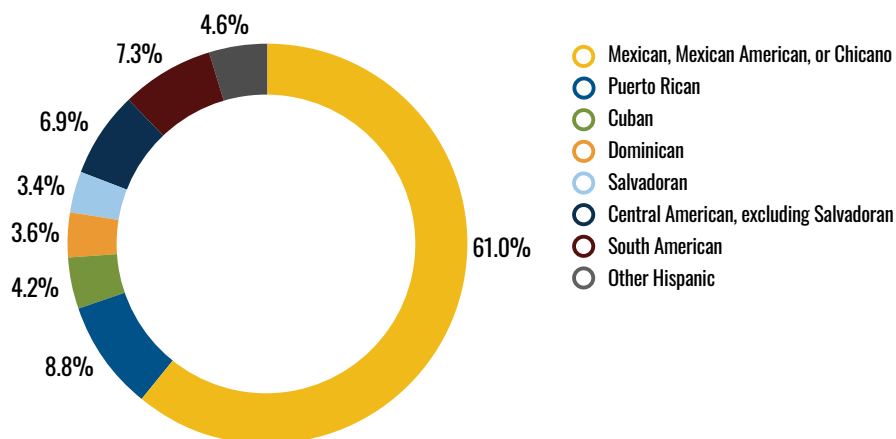
Note: In 2002, the only reported racial demographic categories were Hispanic; White; Black; American Indian, Eskimo, or Aleut; and Asian or Pacific Islander.

- The share of the total population who were Hispanic or Latino grew from 13.3 percent in 2002 to 19.1 percent in 2022—the largest growth among all racial and ethnic groups. Projections predict a continued and steady increase, with the Hispanic or Latino population potentially representing 21.1 percent of the total population in 2030 and more than one-quarter by 2060 (27.5 percent).
- The Black or African American population remained a relatively constant share of the total between 2002 and 2022 and increased slightly from 12.3 percent to 12.5 percent. The share of the U.S. population identifying as Black or African American is projected to increase gradually and reach 13.6 percent by 2060.
- The share of individuals who identified as Asian grew slightly, from 4.3 percent in 2002 to 6.1 percent in 2022. The Asian share of the population is also projected to increase gradually to 8.9 percent of the total population by 2060.
- The overall share of the population who were American Indian or Alaska Native declined slightly from 1.0 percent in 2002 to 0.8 percent in 2022; projections predict that the share will remain at 0.7 percent through 2060.
- The Native Hawaiian or other Pacific Islander population represented 0.2 percent of the total population in 2003 and 0.3 percent in 2022, with that share projected to remain at 0.2 percent through 2060.
- The share of the total population who were multiracial increased slightly from 1.4 percent in 2003 to 2.1 percent in 2022. Their share of the total population is projected to more than double by 2060 to 4.9 percent.

Hispanic Origin and Asian Origin Subgroups: 2022

The country's Hispanic or Latino and Asian populations are often falsely portrayed as monolithic racial and ethnic groups, when in fact they consist of many different subgroups.¹ A closer look at these populations in the U.S. reveals great diversity within those racial and ethnic groups.

Figure 1.2: The Hispanic Population Across Hispanic Origins: 2022



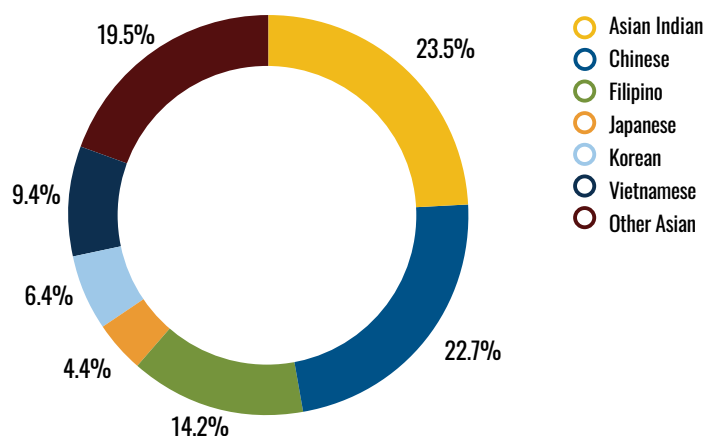
Source: Data from U.S. Census Bureau, Current Population Survey, 2022.

- Within the Hispanic or Latino population in 2022, the largest subgroup was Mexican, Mexican American, or Chicano (61.0 percent); followed by Puerto Rican (8.8 percent); South American (7.3 percent); Central American, excluding Salvadoran (6.9 percent); other Hispanic or Latino (4.6 percent); Cuban (4.2 percent); Dominican (3.6 percent); and Salvadoran (3.4 percent).²

1 Data used in this chapter preclude the disaggregation of the Black or African American population by subgroups. For more detailed information on the growing diversity in the Black or African American population, please see the Pew Research Center's analysis using the U.S. Census American Community Survey, published in 2021 as [The Growing Diversity of Black America](#).

2 *South American* included respondents who indicated that they were of Argentinian, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, South American, South American Indian, Uruguayan, or Venezuelan origin. *Central American, excluding Salvadoran* included respondents of Central American, Central American Indian, Costa Rican, Guatemalan, Honduran, Nicaraguan, or Panamanian origin. *Other Hispanic or Latino* included all CPS respondents who reported they were of "Hispanic, Latino, or Spanish origin" and who subsequently indicated that they belonged to one of 24 Hispanic origin subgroups (e.g., Castilian) that fall outside of the other seven Hispanic origin groups listed in this chapter.

Figure 1.3: The Asian Population Across Asian Origins: 2022



Source: Data from U.S. Census Bureau, Current Population Survey, 2022.

Note: Data represent all CPS respondents who reported that they were Asian, inclusive of those who also reported as being of Hispanic or Latino ethnicity.

- Within the Asian population in 2022, the largest subgroup was Asian Indian (23.5 percent), followed by Chinese (22.7 percent), other Asian (19.5 percent), Filipino (14.2 percent), Vietnamese (9.4 percent), Korean (6.4 percent), and Japanese (4.4 percent).³

Racial and Ethnic Distribution, by Location: 2020 to 2022

The U.S. population as a whole experienced great racial and ethnic demographic changes between 2002 and 2022. The overall share of the population who identified as White decreased, and the share of those who identified as people of color increased. Comparing the distribution of racial and ethnic groups in each state and the District of Columbia from 2002 and 2022 showed how each state has experienced demographic changes.⁴

Table 1.1: Racial and Ethnic Distribution, by Location: 2002 and 2022

	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		White	
	2002	2022	2002	2022	2002	2022	2002	2022	2002	2022
Arizona	2.52%	2.02%	4.79%	3.40%	2.54%	5.10%	27.46%	35.80%	62.69%	52.25%
California	1.42%	0.43%	12.25%	15.23%	6.09%	5.38%	34.55%	40.70%	45.70%	35.61%
Connecticut	0.41%	0.00%	2.89%	6.86%	10.03%	11.69%	8.80%	18.72%	77.87%	61.21%
District of Columbia	0.44%!	0.16%!!	2.07%	3.60%	62.13%	45.21%	7.70%	8.63%	27.66%	38.99%
Florida	0.65%	0.19%	2.08%	3.25%	13.98%	15.47%	19.76%	28.47%	63.53%	51.26%

³ *Other Asian* includes all CPS respondents who reported that they were Asian but who did not identify as a member of any of the six Asian origin groups listed in this chapter.

⁴ *Native Hawaiian or other Pacific Islander* and *more than one race* were not official classifications until 2003. As a result, a 20-year comparison is not possible.

	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		White	
	2002	2022	2002	2022	2002	2022	2002	2022	2002	2022
Hawaii	0.65%	0.33%!	70.24%	38.79%	2.81%	1.44%	3.00%	10.25%	23.31%	16.00%
Indiana	0.32%	0.57%!	0.68%	2.55%	6.82%	9.88%	2.44%	7.24%	89.74%	77.58%
Maryland	0.73%	0.05%!!	4.18%	6.43%	26.97%	30.63%	6.04%	9.01%	62.09%	51.54%
Massachusetts	0.20%!	0.00%	3.45%	8.46%	7.25%	7.89%	7.95%	11.75%	81.15%	69.70%
Minnesota	1.54%	1.16%	3.43%	7.28%	2.48%	7.36%	3.18%	5.21%	89.36%	74.51%
Nevada	0.99%	2.00%	6.65%	8.91%	7.61%	9.74%	21.76%	29.61%	62.99%	46.21%
New Jersey	0.56%	0.22%!	6.57%	11.85%	12.80%	13.38%	11.53%	21.73%	68.54%	51.70%
New Mexico	9.45%	14.95%	1.36%	1.41%	1.85%	1.48%	42.76%	43.74%	44.58%	37.25%
Oklahoma	7.68%	9.72%	1.62%	2.45%	7.49%	7.43%	5.68%	12.71%	77.53%	61.60%
Washington	3.09%	2.60%	6.12%	10.15%	3.27%	3.98%	5.76%	11.93%	81.76%	66.74%

Sources: Data from U.S. Census Bureau, Current Population Survey, 2002 and 2022.

Notes: In 2002, the only reported racial demographic categories were Hispanic; White; Black; American Indian, Eskimo, or Aleut; and Asian or Pacific Islander. | ! Interpret with caution. Ratio of standard error to estimate is greater than 30 percent but less than 50 percent. | !! Interpret with caution. Ratio of standard error is greater than 50 percent.

- The share of the total population who identified as White decreased throughout the nation except in the District of Columbia, where there was an 11.3 percentage point increase. The largest changes in the share of the White population took place in New Jersey (16.9 percentage point decrease), Nevada (16.8 percentage point decrease), and Connecticut (16.7 percentage point decrease). Despite the nationwide declines, in 2022 the White population still represented more than half of the population in 44 states. Nearly 94 percent of the population of Vermont (93.7 percent) and Maine (93.7 percent) were White—the highest shares across the country.
- The share of the total population who were Hispanic or Latino grew in all 50 states and the District of Columbia. The highest growth occurred in New Jersey (10.2 percentage points), Connecticut (9.9 percentage points), Florida (8.7 percentage points), and Arizona (8.3 percentage points). In 2022, New Mexico (43.7 percent) and California (40.7 percent) had the largest shares of Hispanic or Latino individuals in the country.
- The share of the Black or African American population grew the most in Minnesota (4.9 percentage points), followed by Maryland (3.7 percentage points) and Indiana (3.1 percentage points). The District of Columbia reported the largest decrease in the share of the Black or African American population between 2002 and 2022 (16.9 percentage points), yet it still had the highest share of Black or African American individuals in the country in 2022 (45.2 percent).
- The share of the total population who identified as Asian grew by 4 percentage points or more in New Jersey (5.3 percentage points), Massachusetts (5.0 percentage points), Washington (4.0 percentage points), and Connecticut (4.0 percentage points). Hawaii reported the sharpest decline since 2002 in the Asian share of the population (31.4 percentage points); however, 38.8 percent of the population in Hawaii was Asian, the largest share in the country in 2022.
- The American Indian or Alaska Native share of the population rose the most in New Mexico (5.5 percentage points), followed by Oklahoma (2.1 percentage points). In 2022, Alaska (17.5 percent) and New Mexico (14.9 percent) had the highest share of the American Indian or Alaska Native population in the country.

Educational Attainment, by Race and Ethnicity: 2002 to 2022

Educational attainment measures the highest credential earned by an individual at a specific point in time (e.g., a given year). Between 2002 and 2022, overall educational attainment for the U.S. population ages 25 and older increased as more of the population enrolled in and completed some level of postsecondary education.

Table 1.2: Educational Attainment of Adults Ages 25 and Older, by Race and Ethnicity: 2002 and 2022

		Less than High School	High School Graduate	Some College but No Degree	Associate Degree	Bachelor's Degree	Master's Degree	Professional Degree	Doctoral Degree
2002	All racial and ethnic groups	15.9%	32.1%	17.0%	8.3%	17.7%	6.3%	1.5%	1.2%
	American Indian or Alaska Native	21.5%	36.4%	19.7%	8.4%	9.6%	3.0%	0.4% !!	1.0%!
	Asian	12.3%	21.8%	11.2%	7.0%	31.3%	10.7%	2.7%	3.0%
	Black or African American	20.8%	33.9%	20.0%	8.1%	11.9%	4.0%	0.7%	0.5%
	Hispanic or Latino	43.0%	27.9%	12.7%	5.3%	8.1%	1.9%	0.7%	0.3%
	Native Hawaiian or other Pacific Islander	-	-	-	-	-	-	-	-
	White	11.3%	33.0%	17.5%	8.8%	19.3%	7.1%	1.7%	1.3%
	More than one race	-	-	-	-	-	-	-	-
2022	All racial and ethnic groups	8.8%	28.5%	14.6%	10.5%	23.4%	10.6%	1.5%	2.1%
	American Indian or Alaska Native	10.1%	39.3%	18.4%	12.0%	12.8%	6.4%	0.2%!!	0.8%!
	Asian	7.5%	18.3%	7.7%	6.3%	33.1%	19.3%	2.4%	5.4%
	Black or African American	9.5%	33.5%	18.1%	11.0%	17.3%	8.1%	1.0%	1.5%
	Hispanic or Latino	24.8%	32.7%	13.0%	8.6%	14.5%	4.7%	0.9%	0.8%
	Native Hawaiian or other Pacific Islander	6.7%	36.3%	14.7%	13.0%	19.5%	7.3%	0.4% !!	2.3%!
	White	4.8%	27.4%	14.9%	11.1%	26.1%	11.7%	1.7%	2.3%
	More than one race	5.8%	25.2%	18.0%	13.7%	24.0%	10.5%	0.8%!	2.1%

Sources: Data from U.S. Census Bureau, Current Population Survey, 2002 and 2022.

Notes: In 2002, the only reported racial demographic categories were Hispanic; White; Black; American Indian, Eskimo, or Aleut; and Asian or Pacific Islander. | ! Interpret with caution. Ratio of standard error to estimate is greater than 30 percent but less than 50 percent. | !! Interpret with caution. Ratio of standard error is greater than 50 percent.

- Among all adults ages 25 and older, 48.1 percent had attained an associate degree or higher in 2022—an increase from 35.0 percent in 2002. Although all groups saw gains in postsecondary education degree attainment, Asian (66.5 percent) and White (52.9 percent) adults were much more likely than Black or African American (39.0 percent), American Indian or Alaska Native (32.2 percent), and Hispanic or Latino (29.5 percent) adults to have attained an associate degree or higher.

- Attainment of a bachelor's degree or higher also increased, from 26.7 percent of adults ages 25 and older in 2002 to 37.7 percent in 2022. The largest increase in attainment of a bachelor's degree or higher was seen among Asian (47.7 percent to 60.2 percent) and White (29.4 percent to 41.8 percent) adults. While Black or African American (17.2 percent to 27.9 percent), Hispanic or Latino (11.1 percent to 20.9 percent), and American Indian or Alaska Native (14.0 percent to 20.2 percent) adults also reported large gains, the total share within those groups of those who had earned a bachelor's degree or higher remained well below that of Asian and White adults.
- The share of adults ages 25 and older who attained a graduate degree increased from 9.0 percent in 2002 to 14.2 percent in 2022. The total share of adults with an advanced degree more than doubled among Black or African American (5.3 percent in 2002 to 10.6 percent in 2022) and Hispanic or Latino (3.0 percent in 2002 to 6.4 percent in 2022) adults.
- Despite those promising gains in graduate degree attainment, lower shares of Hispanic or Latino (6.4 percent), American Indian or Alaska Native (7.4 percent), and Black or African American (10.6 percent) had attained graduate degrees in 2022 when compared with White (15.7 percent) and Asian (27.2 percent) adults. In particular, the share of Asian adults ages 25 and older who had attained graduate degrees increased the most relative to any other group—a 10.7 percentage point increase (16.4 percent in 2002 to 27.2 percent in 2022).
- Overall, Asian adults continued to have higher levels of degree attainment than those of other racial and ethnic groups. In 2022, about one-third of all Asian adults ages 25 and older had attained a bachelor's degree (33.1 percent), 19.3 percent had attained a master's degree, and 7.9 percent had attained a professional or doctoral degree.⁵
- Hispanic or Latino and American Indian or Alaska Native adults had the lowest level of degree attainment among racial and ethnic groups. In 2022, the majority of Hispanic or Latino adults ages 25 and older (57.5 percent) and nearly half of all American Indian or Alaska Native adults (49.4 percent) had attained a high school credential or less. In contrast, 32.2 percent of White adults, 31.0 percent of multiracial adults, and 25.8 percent of Asian adults had attained only a high school credential or less.

5 Professional degrees reflect those classified as *doctorate-professional practice*, including chiropractic, dentistry, law, medicine, pharmacy, veterinary medicine, and other degrees for which a credential or license is required for professional practice. Doctoral degrees reflect those classified as *doctorate-research/scholarship degrees*, including PhD, EdD, DMA, and other research-based degrees.

Educational Attainment, by Gender: 2022

Data from 2022 show that gender differences in educational attainment exist among all racial and ethnic groups at each education level. A larger share of women than men had attained an associate (11.2 percent versus 9.7 percent), bachelor's (24.0 percent versus 22.9 percent), or master's (11.8 percent versus 9.2 percent) degree as their highest degree earned. Men were more likely than women to hold a professional (1.7 percent versus 1.4 percent) or doctoral degree (2.4 percent versus 1.9 percent) as their highest level of educational attainment.

Table 1.3: Educational Attainment of Adults Ages 25 and Older, by Gender and Race and Ethnicity: 2022

		Less than High School	High School Graduate	Some College but No Degree	Associate Degree	Bachelor's Degree	Master's Degree	Professional Degree	Doctoral Degree
Men	All racial and ethnic groups	9.4%	30.1%	14.6%	9.7%	22.9%	9.2%	1.7%	2.4%
	American Indian or Alaska Native	11.0%	47.3%	16.1%	10.1%	10.0%	4.2%	0.4%!!	0.9%!!
	Asian	6.3%	17.1%	7.9%	5.8%	32.4%	20.8%	2.9%	6.8%
	Black or African American	10.2%	37.8%	17.3%	9.7%	16.5%	6.3%	1.0%	1.2%
	Hispanic or Latino	26.0%	35.0%	12.5%	7.6%	13.5%	3.9%	0.9%	0.7%
	Native Hawaiian or other Pacific Islander	5.0%	43.6%	15.8%	12.3%	14.3%	5.9%!	0.8%!!	2.4%!!
	White	5.3%	28.4%	15.3%	10.5%	25.8%	10.2%	1.9%	2.7%
	More than one race	6.5%	30.0%	18.6%	13.9%	21.9%	7.1%	1.0%!	0.9%!
Women	All racial and ethnic groups	8.2%	27.0%	14.5%	11.2%	24.0%	11.8%	1.4%!!	1.9%
	American Indian or Alaska Native	9.2%	32.0%	20.5%	13.7%	15.4%	8.3%	0.0%	0.8%!!
	Asian	8.6%	19.3%	7.4%	6.8%	33.6%	17.9%	2.0%	4.2%
	Black or African American	8.8%	29.9%	18.8%	12.1%	18.0%	9.7%	1.0%	1.8%
	Hispanic or Latino	23.6%	30.4%	13.4%	9.7%	15.6%	5.6%	0.9%	0.8%
	Native Hawaiian or other Pacific Islander	8.0%!	30.4%	13.8%	13.5%	23.6%	8.4%	0.1%!!	2.1%!!
	White	4.3%	26.4%	14.6%	11.8%	26.3%	13.2%	1.5%	1.9%
	More than one race	5.2%	21.2%	17.4%	13.5%	25.7%	13.3%	0.6%!	3.1%

Source: Data from U.S. Census Bureau, Current Population Survey, 2022.

Notes: ! Interpret with caution. Ratio of standard error to estimate is greater than 30 percent but less than 50 percent. | !! Interpret with caution. Ratio of standard error is greater than 50 percent.

- More than half of all Hispanic or Latino men (61.0 percent), American Indian or Alaska Native men (58.3 percent), and Hispanic or Latina women (54.0 percent) had attained only a high school credential or less—the lowest levels of educational attainment among all groups.
- Overall, 50.2 percent of all women had attained an associate degree or higher—4.3 percentage points higher than that of men (45.9 percent). The gaps were largest among American Indian or Alaska Native adults (38.3 percent of women

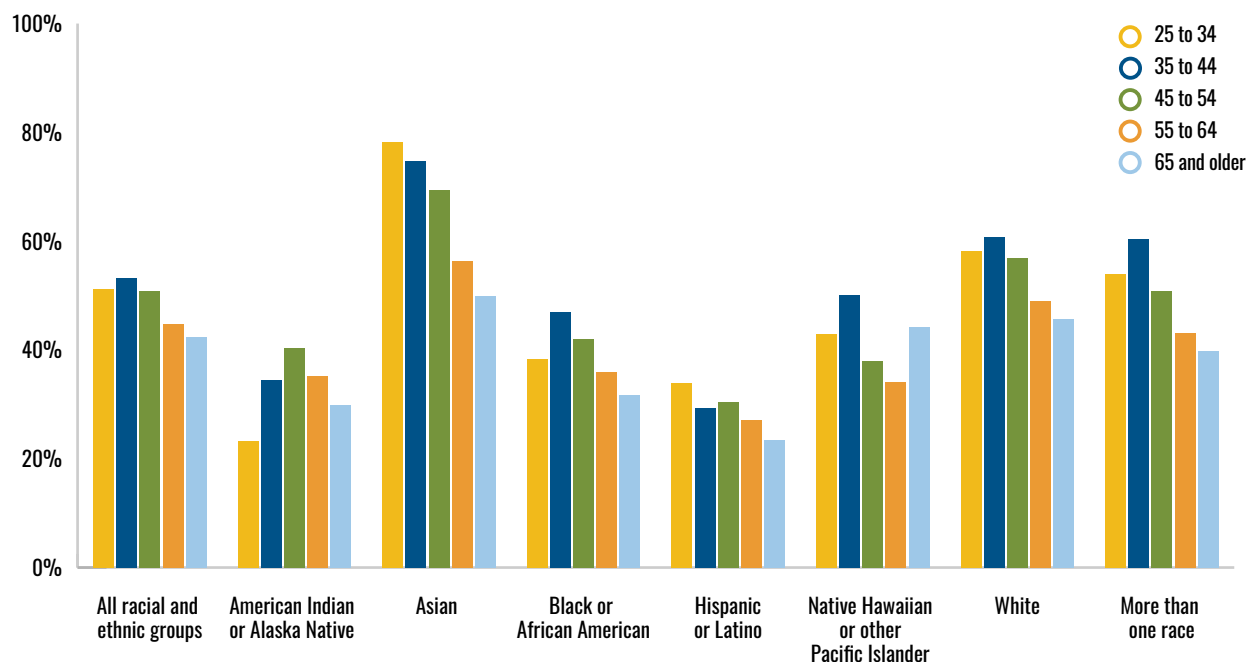
versus 25.6 percent of men) and Native Hawaiian or other Pacific Islander adults (47.7 percent of women versus 35.7 percent of men). The pattern was reversed among Asian adults, with 68.7 percent of men and 64.6 percent of women holding an associate degree or higher; however, Asian women still had a higher level of postsecondary education attainment than that of all other racial and ethnic groups.

- The gender gap in graduate degree attainment showed more variation across groups. First, master's degree attainment was higher among women than men in all racial and ethnic groups except among Asian adults. Across all racial and ethnic groups, men were overall more likely than women to have attained a professional or doctoral degree. However, women who were multiracial, Black or African American, and Hispanic or Latina had slightly higher levels of doctoral degree attainment than that of men from the same groups.

Educational Attainment, by Age: 2022

Educational attainment varied by age. Across all racial and ethnic groups, adults ages 35 to 44 were the most likely of any group to have attained an associate degree or higher (53.2 percent), followed by adults ages 25 to 34 (51.3 percent), adults ages 45 to 54 (50.8 percent), adults ages 55 to 64 (44.7 percent), and adults ages 65 and older (42.4 percent).

Figure 1.4: Percentage of Adults with an Associate Degree or Higher, by Age and Race and Ethnicity: 2022



Source: Data from U.S. Census Bureau, Current Population Survey, 2022.

- Regardless of age, Asian adults had the highest levels of educational attainment of all groups; more than half of Asian adults had attained at least an associate degree.
- Only 23.2 percent of American Indian or Alaska Native adults ages 25 to 34 had attained an associate degree or higher. This was the lowest share of any racial or ethnic group in this age range to have attained a college degree.
- Among Asian and Hispanic or Latino adults, the highest share of college degree holders was among those who were ages 25 to 34 (78.2 percent of Asian adults and 33.9 percent of Hispanic or Latino adults); shares gradually decreased as age increased.

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CHAPTER 2

ENROLLMENT IN UNDERGRADUATE EDUCATION



INTRODUCTION

Higher education is a key catalyst for social mobility that provides many individual and societal benefits. Median annual earnings are higher among college graduates than those with a high school diploma (U.S. Census Bureau 2019). College graduates also represent a larger share of workers when compared with those who have lower levels of education (U.S. Bureau of Labor Statistics 2023a). The unemployment rate for Americans with a bachelor's degree was 2.1 percent—about one-third of the 5.8 percent unemployment rate for those with less than a high school diploma, half of the 4.0 percent unemployment rate for high school graduates with no college education, and two-thirds of the 3.1 percent rate for those with some college or an associate degree (U.S. Bureau of Labor Statistics 2023b). College-educated individuals also tend to have better health outcomes (National Center for Health Statistics 2018, 2019) and greater civic engagement (U.S. Census Bureau 2020).

Undergraduate education has seen a demographic transformation in the past two decades as enrollment of students from racially and ethnically diverse backgrounds has increased. The share of young adults who identified as Hispanic or Latino rose from 10.6 percent in 2002 to 21.2 percent in 2022, and the share of Hispanic or Latino high school graduates who then directly enrolled in college rose significantly over the same period. Moreover, unlike other groups, the share of undergraduates who were Hispanic or Latino nearly doubled between 2000 and 2020, increasing to more than 20 percent. In contrast, the share of undergraduates who were White fell from 65.9 percent in 1999–2000 to 47.6 percent 20 years later. While this change might be good news for the economic security of the Hispanic or Latino population, the enrollment rates of White and Asian young adults remain far above those of other racial and ethnic groups. Closing this gap is critical in order to promote equitable outcomes and social and economic mobility across groups.

The data presented in this chapter show differences in enrollment rates and institution types attended for members of different racial and ethnic groups by varying economic backgrounds. While 63.7 percent of all recent high school graduates enrolled in college, the enrollment rate ranged from 55.4 percent for Black or African American students to 86.0 percent for Asian students. Financial barriers contributed to these differences; about 40 percent of dependent Black or African American and Hispanic or Latino undergraduate students came from families in the lowest income quartile.

Divergent trends also manifested in the types of institutions students attended. Minority and lower income students were overrepresented at community colleges, for-profit institutions, and less selective universities. Over 75 percent of dependent students from the highest income quartile enrolled at public or private nonprofit four-year institutions, compared with fewer than 50 percent of those from the lowest income quartile. Such stratification exacerbates existing inequalities. Exposing gaps in postsecondary access and attainment is key to unmasking diversity and inclusion barriers that hinder social mobility. This chapter draws attention to some of those gaps by uncovering changes in undergraduate enrollment patterns across several key dimensions, including racial, ethnic, and socioeconomic backgrounds; age; gender; geography; institutional sector; and institutional classification.

KEY FINDINGS

- The share of high school graduates who directly enrolled in college rose from 62.7 percent in 2000 to 68.8 percent in 2010, but this share had fallen back to 63.7 percent by 2020. The shares of those who directly enrolled grew most for Black or African American (56.4 percent to 66.1 percent) and Hispanic or Latino (48.6 percent to 62.3 percent) students between 2000 and 2010. Between 2010 and 2020, the largest decline was among Black or African American students (66.1 percent to 55.4 percent). Hispanic or Latino students were the only group for whom the share of those who directly enrolled rose more than 10 percentage points over the 20-year period from 2000 to 2020 (see figure 2.1).
- There was considerable variation among groups of students who were usually combined in racial and ethnic breakdowns. For example, among Hispanic or Latino students, 44.4 percent of South American high school graduates ages 18 to 24 enrolled in college in 2022, compared with 31.8 percent of Puerto Ricans in the same demographic. Among Asian students, the shares of those ages 18 to 24 enrolled in college in 2022 ranged from 71.9 percent of Asian Indian to 51.4 percent of Japanese adults (see figures 2.3 and 2.4).
- The most rapid growth in undergraduate enrollment between 1999–2000 and 2019–20 was among Hispanic or Latino students, who accounted for 11.3 percent of the total at the beginning of this 20-year period, 15.8 percent in 2011–12, and 20.5 percent in 2019–20 (see figure 2.5).
- Women accounted for more than half of the undergraduate enrollment among all groups except for international students. The largest gender gap was among Black or African American students; in 2019–20, 65.8 percent of Black or African American undergraduates were women (see table 2.1).
- American Indian or Alaska Native undergraduates were the oldest group, with only 45.8 percent who were ages 23 and younger, compared with 61.9 percent overall. Asian and international students were youngest, with 70.6 percent and 76.7 percent of students in the 15 to 23 age range (see figure 2.6).
- Black or African American students were the lowest-income group of dependent undergraduates, with 43.9 percent from families in the lowest income quartile among undergraduates. White students were the highest-income group, with 34.5 percent in the highest income quartile (see figure 2.9).
- Larger shares of Black or African American and Native Hawaiian or other Pacific Islander undergraduates than those of other groups enrolled at for-profit institutions (12.1 percent and 13.7 percent, respectively, compared with 6.4 percent overall). However, such distribution varied within income groups. Larger shares of Asian and international undergraduates than those of other groups enrolled at public or private nonprofit four-year institutions (60.1 percent and 68.6 percent, respectively, compared with 51.1 percent overall) (see figure 2.11).
- Women enrolled at for-profit institutions at a higher rate than men (71 percent versus 58 percent, respectively), with the largest gender gap among Native Hawaiian or Pacific Islander students (20.0 percent of women versus about 7.0 percent of men) (see table 2.3).
- The share of Asian students who attended R1 doctoral universities (32.0 percent) was more than twice as high as the overall share at these institutions (15.7 percent). Only 8.3 percent of Black or African American students attended these institutions. These differences persisted within income groups (see figure 2.12 and tables 2.7 and 2.8).

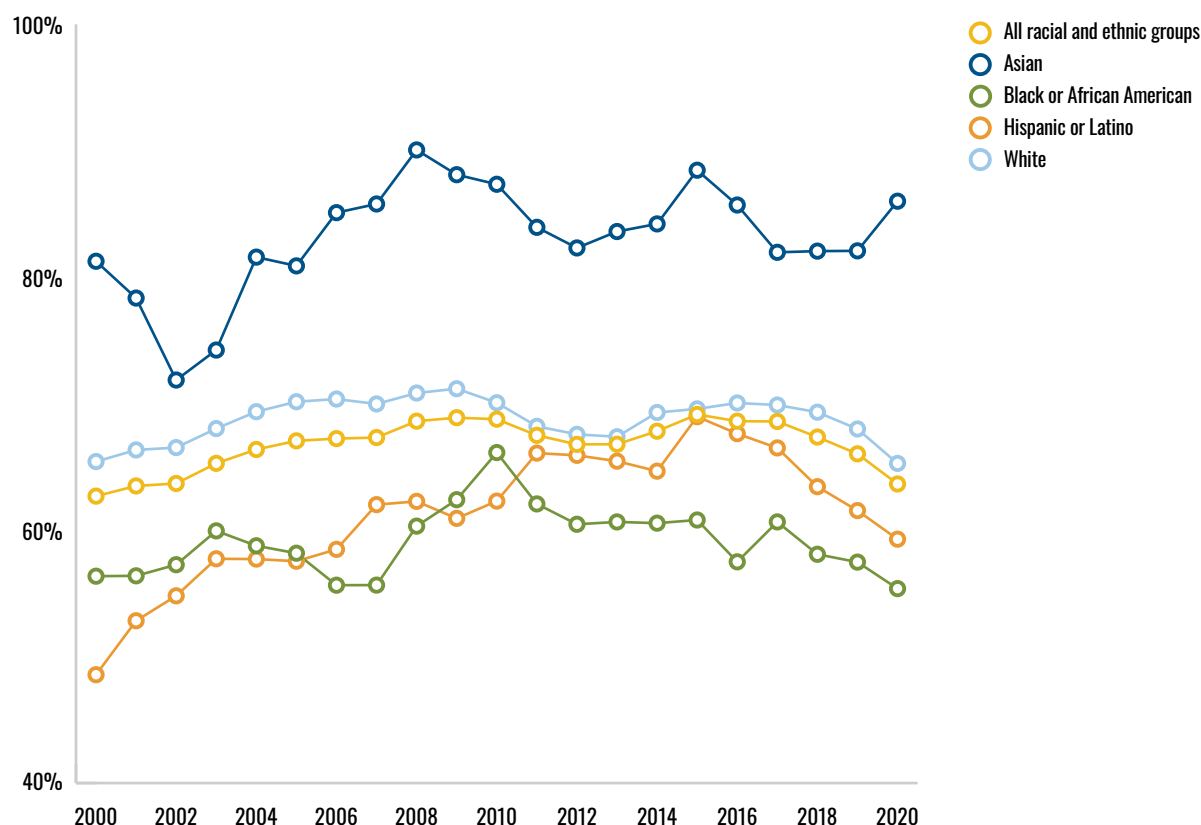
COLLEGE ENROLLMENT AFTER HIGH SCHOOL

The U.S. Census commonly measures college enrollment rates in two ways. The first is an immediate college enrollment rate—the percentage of recent high school graduates or equivalent ages 16 to 24 who enrolled in college by the October immediately following their high school completion. The second measures the percentage of 18- to 24-year-olds enrolled in college who completed high school or a high school equivalency credential, regardless of how recently they completed high school. Both measures of college enrollment among young adults are presented in this section.

Immediate College Enrollment Rates: 2000 to 2020

In 2020, 63.7 percent of all recent high school graduates or equivalent ages 16 to 24 were enrolled in an undergraduate program of study. The shares of recent high school or equivalent graduates who were enrolled in college ranged from 55.4 percent of Black or African American to 86.0 percent of Asian students. The share of college students ages 16 to 24 increased from 62.7 percent in 2000 to 68.8 percent in 2010 but fell back to 63.7 percent over the following decade. The patterns differed among racial and ethnic groups, with the largest increase over the 20 years among Hispanic or Latino students and no increase among Black or African American and White students.

Figure 2.1: Immediate College Enrollment of Recent High School Graduates or Equivalent Ages 16 to 24, by Race and Ethnicity: 2000 to 2020



Source: Data from U.S. Department of Education, *Digest of Education Statistics*, 2021.

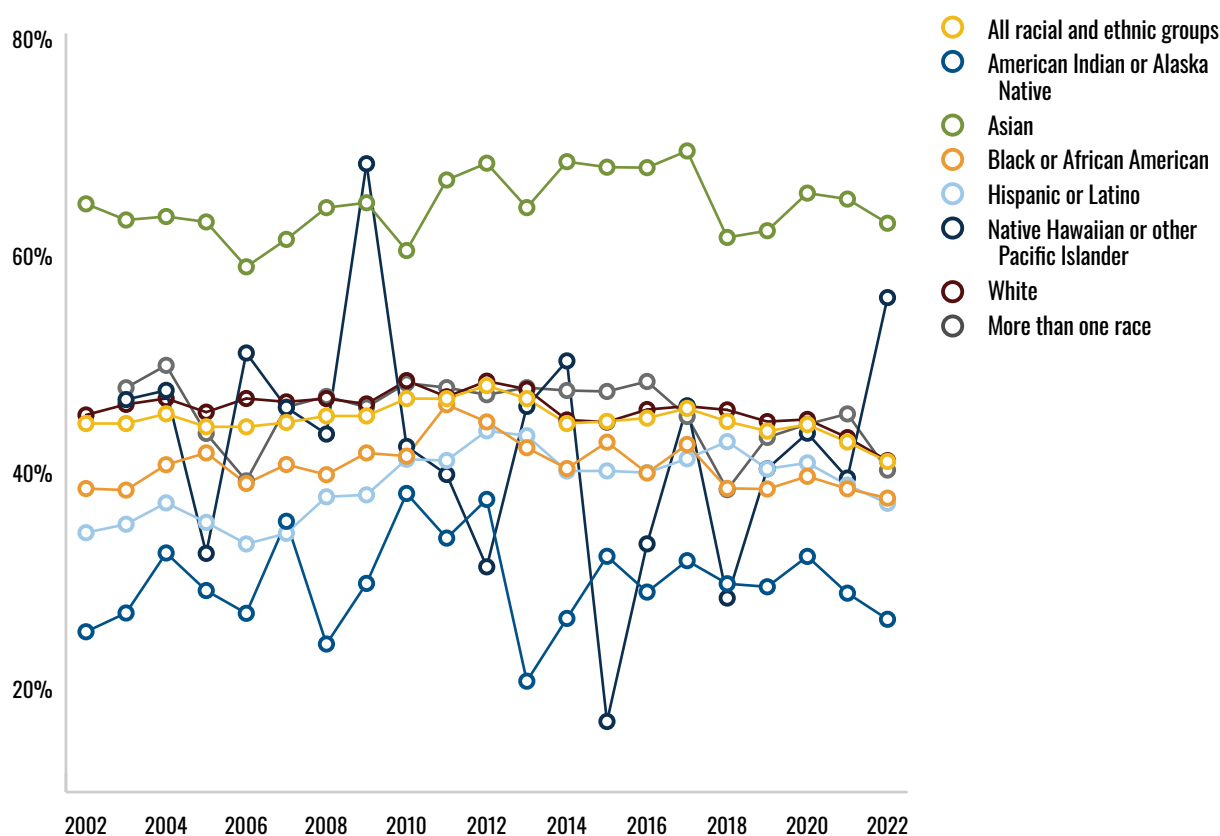
Notes: This figure uses a three-year moving average, which is a weighted average of the year indicated, the year immediately preceding, and the year immediately following. For the final year, a two-year moving average was used. Moving averages were used to produce more stable estimates. | All racial and ethnic groups includes persons of other racial and ethnic groups not shown separately. | Prior to 2003, Asian data included Pacific Islander graduates. | After 2002, White, Black or African American, and Asian data excluded persons of more than one race.

- While Hispanic or Latino recent high school graduates or equivalent experienced the largest increase in college enrollment from 48.6 percent in 2000 to 59.3 percent in 2020—a 10.7 percentage point increase—their enrollment rate reached its peak in 2015 at 69.0 percent and gradually declined each year thereafter until 2020.
- The share of young Black or African American high school graduates who were enrolled in college rose from 56.4 percent in 2010, but it declined 10.8 percentage points to 55.4 percent in 2020.

College Enrollment Rates of 18- to 24-Year-Olds

In 2022, 40.5 percent of high school graduates or equivalent ages 18 to 24 were enrolled in an undergraduate program of study. The shares ranged from 25.9 percent of American Indian or Alaska Native to 62.5 percent of Asian students. From 2002 to 2022, the shares enrolled in college increased for American Indian or Alaska Native and Hispanic or Latino students but decreased for Asian, Black or African American, and White students. Between 2003 and 2022, the share of college enrollment increased for Native Hawaiian and other Pacific Islander students, while it decreased for multiracial students.¹

Figure 2.2: Percentage of 18- to 24-Year-Olds Enrolled in College, by Race and Ethnicity: 2002 to 2022



Sources: Data from U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2002–22.

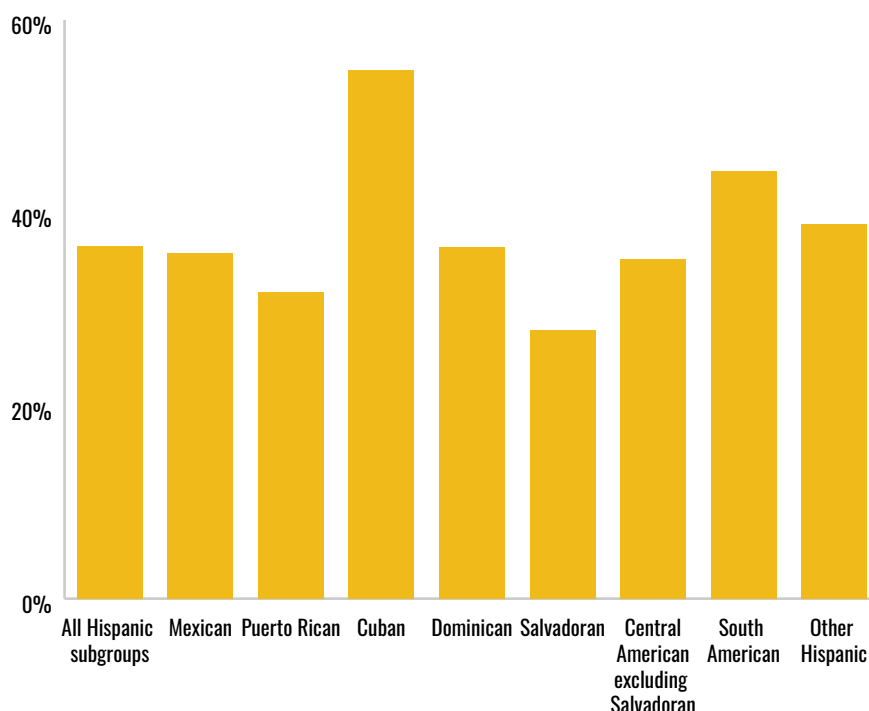
Notes: Prior to 2003, the U.S. Census Bureau's Current Population Survey did not include the racial and ethnic categories of more than one race and Native Hawaiian or other Pacific Islander. | Estimates may differ when compared with previous reports because of differences in the sample and analysis. | Detail may not sum to totals because of rounding.

- The share of young high school graduates who were enrolled in college rose from 44.0 percent in 2002 to 47.5 percent in 2012, but it fell to 40.5 percent by 2022. The college enrollment rate for American Indian or Alaska Native young adults increased from 24.8 percent in 2002 to a peak of 37.6 percent in 2010 before it declined again to 25.9 percent in 2022.

¹ Prior to 2003, the U.S. Census Bureau's Current Population Survey did not include the racial and ethnic categories of more than one race and Native Hawaiian or other Pacific Islander.

- The share of Black or African American young adults who were enrolled in college increased between 38.0 percent in 2002 and 45.7 percent in 2011. This share declined over time; in 2022, 37.1 percent of Black or African American young adults were enrolled in college.
- The share of White young adults who were enrolled in college rose from 44.8 percent in 2002 to 47.9 percent in 2012, but it declined over the second decade to 40.6 percent in 2022.
- From 2003 to 2022, the college enrollment rate of multiracial young adults decreased from nearly half (47.3 percent) to two-fifths (39.7 percent).

Figure 2.3: Percentage of 18- to 24-Year-Olds Enrolled in College, by Hispanic Subgroups: 2022



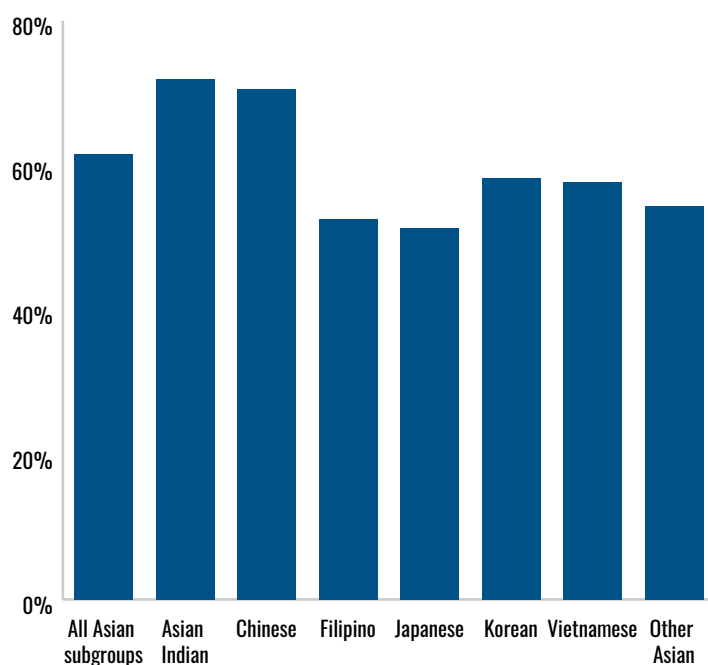
Source: Data from U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2022.

Notes: *Central American, excluding Salvadoran* includes respondents of Central American, Central American Indian, Costa Rican, Guatemalan, Honduran, Nicaraguan, or Panamanian origin. | *South American* includes respondents who indicated that they were of Argentinian, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, South American, South American Indian, Uruguayan, or Venezuelan origin. | *Other Hispanic* includes all CPS respondents who reported they were of "Hispanic, Latino, or Spanish origin" and who subsequently indicated that they belonged to one of 24 Hispanic-origin subgroups (e.g. Castilian) that fall outside of the other seven Hispanic origin groups listed in this figure. | Detail may not sum to totals because of rounding.

- In 2022, 36.6 percent of Hispanic or Latino young adults enrolled in college. Nearly two-thirds (62.4 percent) of Hispanic or Latino students were of Mexican origin. Those of Cuban (54.9 percent) and South American (44.4 percent) backgrounds enrolled at the highest rates.² Salvadoran students had the lowest enrollment rate, at 27.9 percent.

² *South American* includes respondents who indicated that they were of Argentinian, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, South American, South American Indian, Uruguayan, or Venezuelan origin.

Figure 2.4: Percentage of 18- to 24-Year-Olds Enrolled in College, by Asian Subgroups: 2022



Source: Data from U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, 2022.

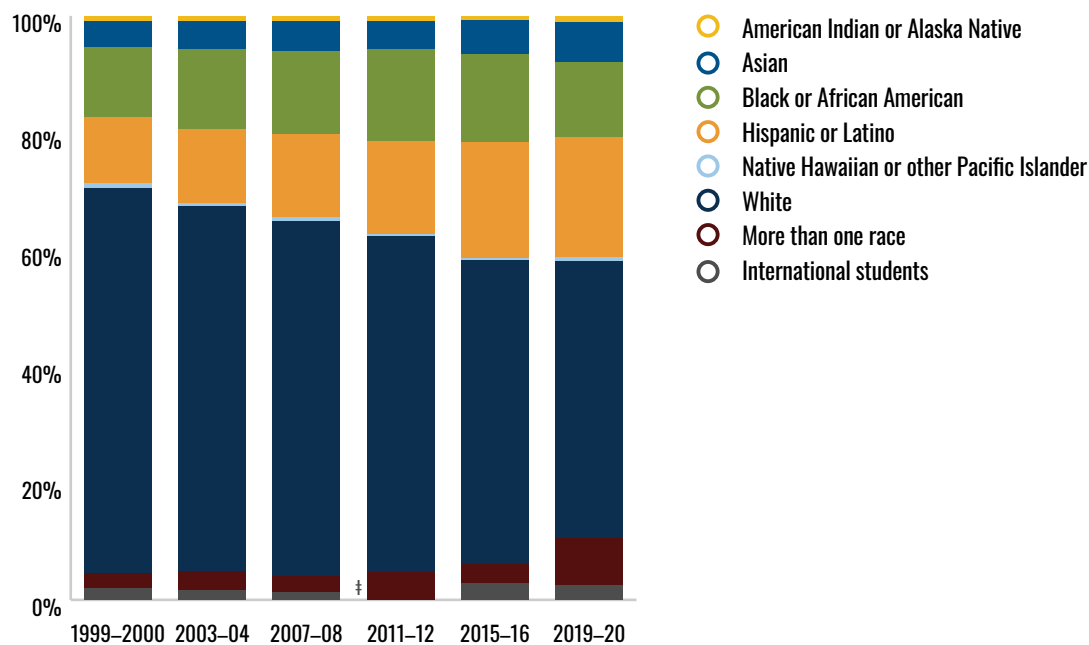
Notes: This figure includes all CPS respondents who indicated that they were Asian, inclusive of those who also reported as being of Hispanic or Latino ethnicity. | Other Asian includes all CPS respondents who reported that they were Asian but who did not identify as a member of any of the six Asian origin groups listed in this figure.

- In 2022, 61.6 percent of Asian young adults were enrolled in college. Larger shares of students were from Asian Indian (71.9 percent) and Chinese (70.6 percent) backgrounds than those from other Asian subgroups were enrolled in college.

UNDERGRADUATE ENROLLMENT: 1999–2000 TO 2019–20

As the undergraduate student body became more diverse over time, the share of domestic White students as a proportion of total undergraduate enrollment declined from 65.9 percent in 1999–2000 to 47.6 percent in 2019–20. In 2019–20, 49.9 percent of all domestic undergraduate students identified as being a race or ethnicity other than White, compared with 32.2 percent in 1999–2000. Much of the growth in the student of color population can be attributed to the growth of Hispanic or Latino enrollment.

Figure 2.5: Undergraduate Enrollment Across Race and Ethnicity, Select Years: 1999–2000, 2003–04, 2007–08, 2011–12, 2015–16, and 2019–20



Sources: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2000, 2004, 2008, 2012, 2016, and 2020.

Note: † Reporting standards not met.

- The representation of Hispanic or Latino undergraduates nearly doubled between 1999–2000 (11.3 percent) and 2019–20 (20.5 percent).
- The share of multiracial undergraduates also increased significantly, rising from 2.7 percent in 1999–2000 to 8.0 percent in 2019–20.
- The shares of American Indian or Alaska Native and Native Hawaiian or other Pacific Islander undergraduates remained relatively stable from 1999–2000 to 2019–20, with small changes from 0.9 percent to 1.0 percent and 0.7 percent to 0.6 percent, respectively.
- Enrollment of Black or African American undergraduates rose from 12.1 percent in 1999–2000 to 15.9 percent in 2011–12, and then fell to 12.8 percent in 2019–20.
- The share of international students increased from 1.9 percent in 1999–2000 to 2.5 percent in 2019–20.

Overall, women made up a larger share of undergraduate student enrollment in 2019–20 than that of men (57.7 percent and 41.0 percent, respectively). Among undergraduate students, 1.3 percent identified as genderqueer or gender nonconforming, or as having a different gender identity. The gender breakdown was similar in 1999–2000; the shares of women and men were then 56.3 percent and 43.7 percent, respectively. But the share of undergraduates who were women did rise measurably over this period among Asian and Hispanic or Latino students and those of more than one race. The only demographic group in which women did not outnumber men in 2019–20 was international students, among whom men were 52.2 percent and women were 47.1 percent.

Table 2.1: Undergraduate Enrollment Across Gender, by Race and Ethnicity: 1999–2000 and 2019–20

		Men	Women	Genderqueer, Gender Nonconforming, or a Different Gender Identity	Total
1999–2000	All racial and ethnic groups	43.7%	56.3%	-	100%
	American Indian or Alaska Native	38.6%	61.4%	-	100%
	Asian	48.3%	51.7%	-	100%
	Black or African American	36.7%	63.3%	-	100%
	Hispanic or Latino	44.1%	55.9%	-	100%
	Native Hawaiian or other Pacific Islander	48.2%	51.8%	-	100%
	White	44.5%	55.5%	-	100%
	More than one race	48.8%	51.2%	-	100%
	International students	49.3%	50.7%	-	100%
2019–20	All racial and ethnic groups	41.0%	57.7%	1.3%	100%
	American Indian or Alaska Native	35.9%	62.0%	2.1% †	100%
	Asian	44.1%	55.1%	0.7%	100%
	Black or African American	33.5%	65.8%	0.7%	100%
	Hispanic or Latino	38.9%	60.0%	1.0%	100%
	Native Hawaiian or other Pacific Islander	45.8%	54.0%	†	100%
	White	43.0%	55.6%	1.4%	100%
	More than one race	40.7%	56.5%	2.8%	100%
	International students	52.2%	47.1%	0.7%	100%

Sources: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2000 and 2020.

Notes: Categories for students' self-selected gender identities were updated in the NPSAS:20 survey to include male; female; transgender, male-to-female; transgender, female-to-male; genderqueer or gender nonconforming; or a different gender identity. Students who identified as male or transgender, female-to-male were classified as *men*. Students who identified as female or transgender, male-to-female were classified as *women*. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity were classified as *genderqueer, gender nonconforming, or a different identity* (except for students who selected multiple responses within the same gender binary, who were classified within that binary—e.g., students who selected both male and transgender, female-to-male, were classified as male). † Detail may not sum to totals because of rounding. ‡ Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

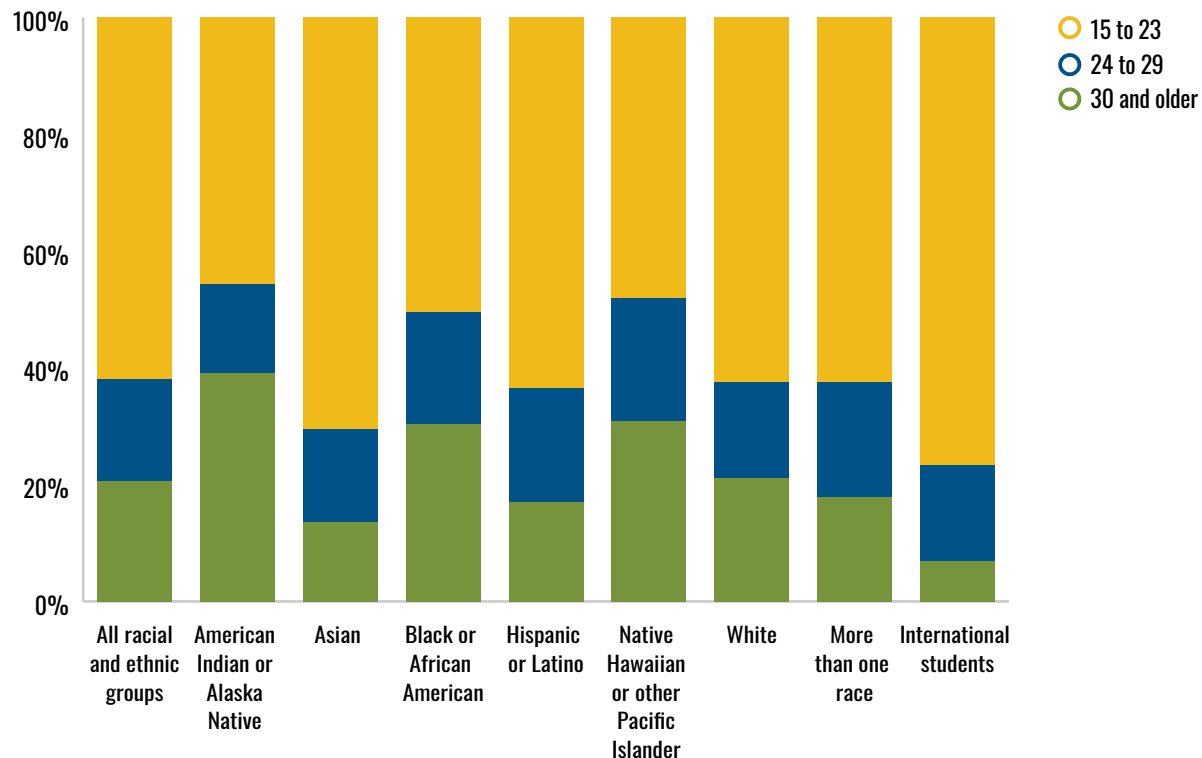
- In 2019–20, the largest gender gap was observed among Black or African American undergraduates. Women made up 65.8 percent of Black or African American undergraduates, compared with 33.5 percent who were men.
- The smallest gender gaps within domestic students were among Native Hawaiian or other Pacific Islander undergraduates (54.0 percent women and 45.8 percent men) and Asian students (55.1 percent women and 44.1 percent men).
- The American Indian or Alaska Native and Hispanic or Latino undergraduates also had substantial gender gaps in 2019–20, with women outnumbering men by 26.1 and 21.1 percentage points, respectively.

UNDERGRADUATE ENROLLMENT: 2019–20

Undergraduate Enrollment Across Ages

Over 60 percent of all undergraduate students enrolled in 2019–20 were young adults ages 15 to 23, with 17.5 percent ages 24 to 29 and 20.6 percent ages 30 and older.

Figure 2.6: Undergraduate Enrollment Across Ages, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

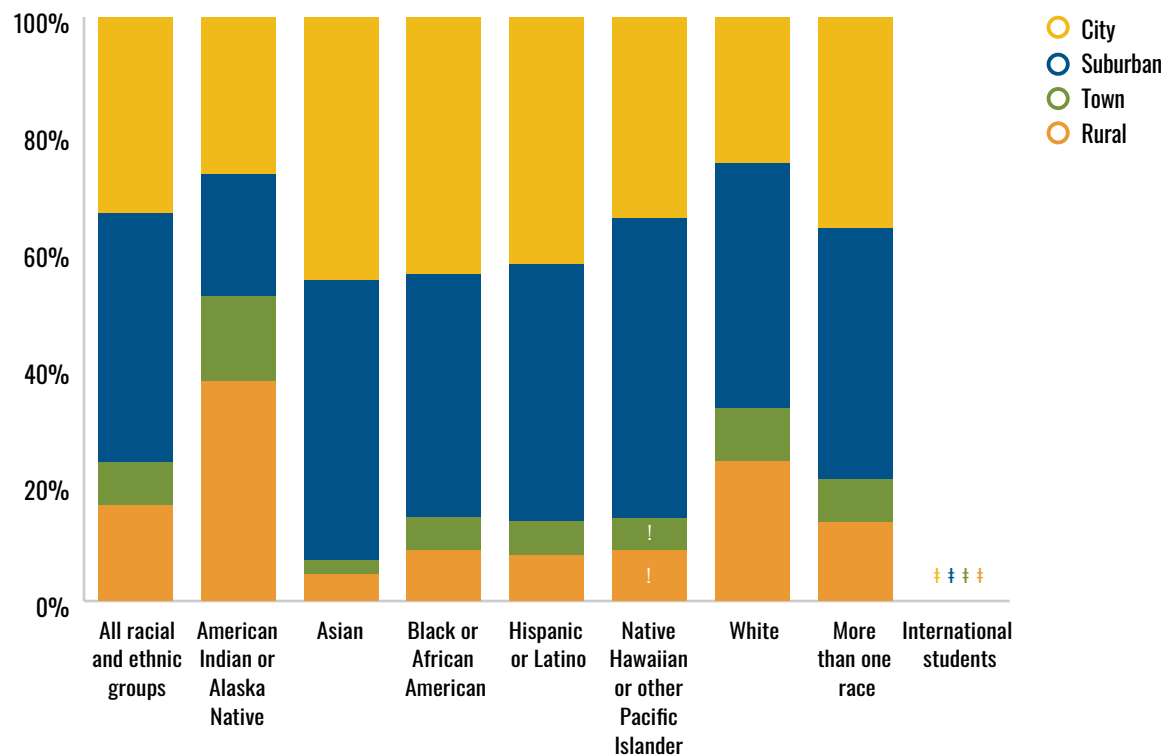
Note: Detail may not sum to totals because of rounding.

- The shares of undergraduates who were ages 23 and younger ranged from 45.8 percent of American Indian or Alaska Native students to 70.6 percent of Asian students and 76.7 percent of international students.
- Overall, 20.6 percent of undergraduates were ages 30 and older. The shares in this age group ranged from 7.0 percent of international students and 3.6 percent of Asian students to 30.4 percent of Black or African American students, 30.8 percent of Native Hawaiian or other Pacific Islander students, and 39.1 percent of American Indian or Alaska Native students.

Undergraduate Enrollment Across Urbanities

Greater than three in four undergraduates enrolled in 2019–20 had permanent residence in either urban (33.6 percent) or suburban areas (42.7 percent), as opposed to rural areas (16.4 percent) or towns (7.4 percent).

Figure 2.7: Undergraduate Enrollment Across Urbanities (Student Permanent Address), by Race and Ethnicity: 2019–20



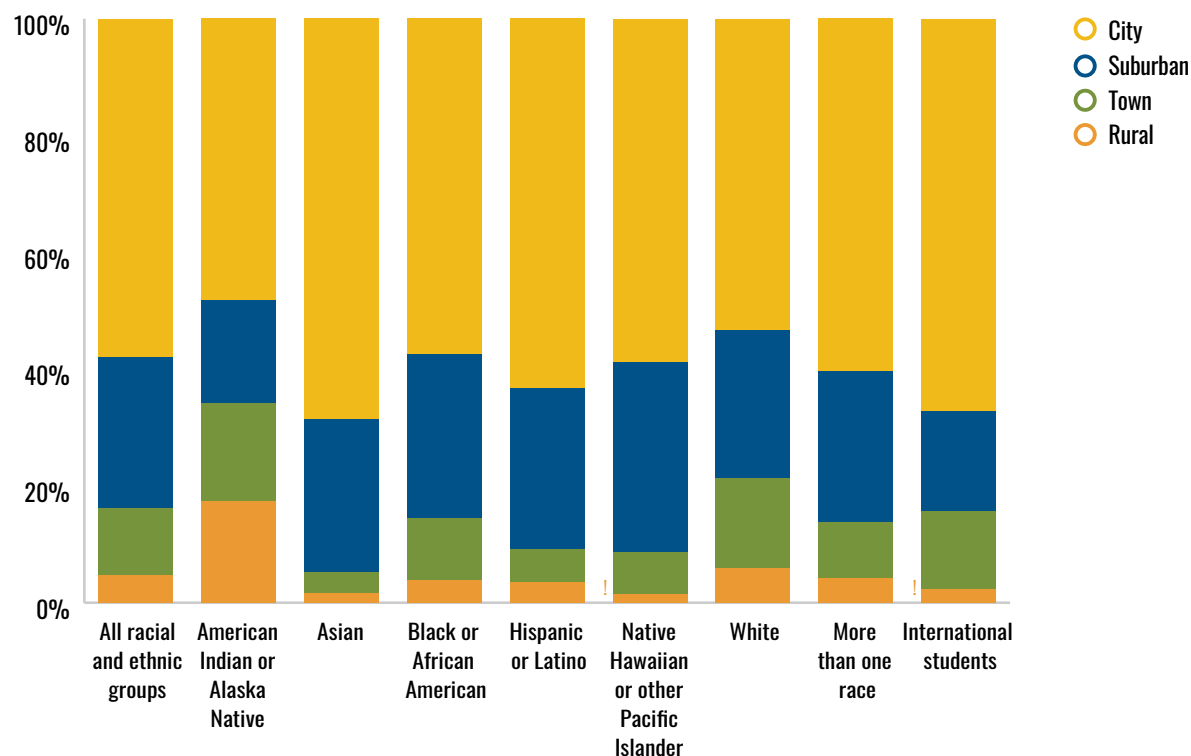
Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: This figure includes respondents who had a permanent residence in the 50 U.S. states, the District of Columbia, or Puerto Rico. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- More than one in three American Indian or Alaska Native undergraduates lived in rural areas (37.6 percent).
- Over three-quarters of undergraduates from all racial and ethnic groups lived in urban or suburban areas versus rural areas or towns. The share was highest for Asian students, with over 90 percent living in urban or suburban areas.

In 2019–20, nearly three-fifths of all undergraduate students were enrolled at urban institutions (57.9 percent). When comparing by race and ethnicity, more than half of undergraduates from all racial and ethnic groups—except for American Indian or Alaska Native undergraduates (48.2 percent)—attended urban institutions. The highest share of undergraduates at urban institutions was that of Asian undergraduates (68.5 percent), followed by international students (67.3 percent).

Figure 2.8: Undergraduate Enrollment Across Institutional Urbanities, by Race and Ethnicity: 2019–20



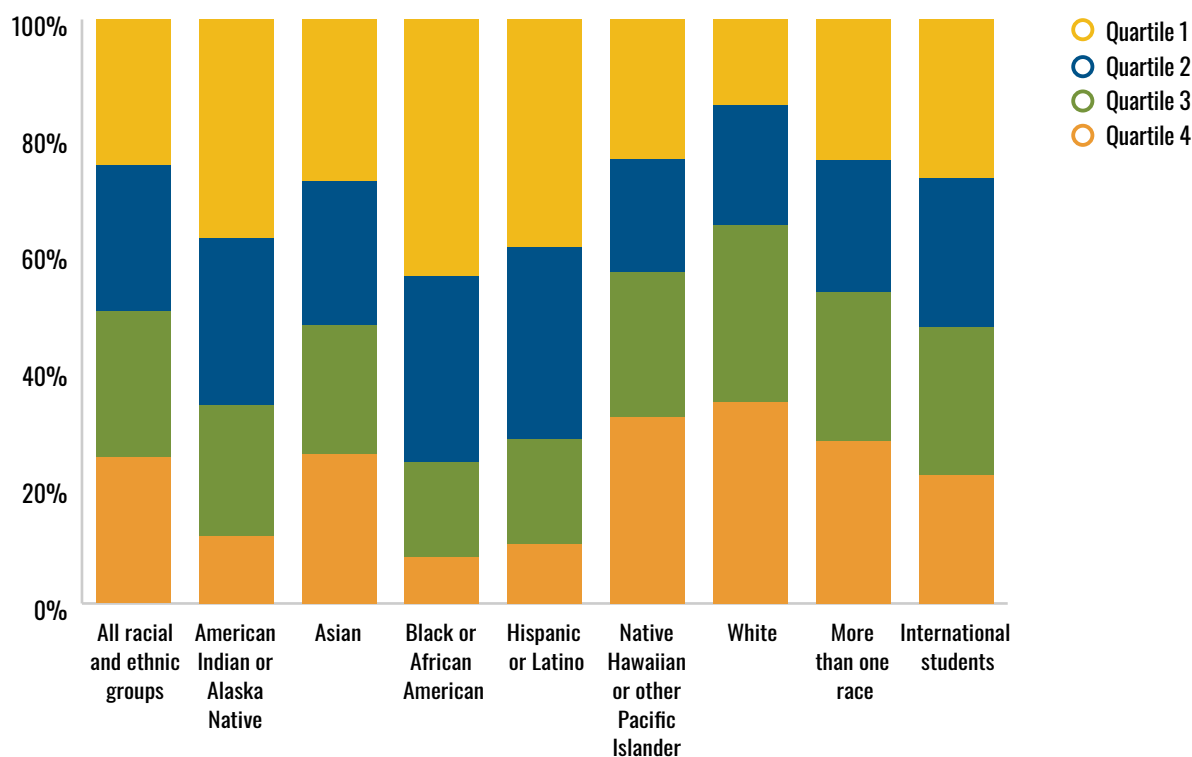
Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Undergraduate Enrollment Across Incomes

A larger share of dependent Black or African American undergraduate students (43.9 percent) than that of any other group came from families in the lowest income quartile.³ More than a quarter of Hispanic or Latino (39.0 percent), American Indian or Alaska Native (37.5 percent), Asian (27.7 percent) and international (27.3 percent) undergraduate students came from families in the lowest income quartile. In contrast, 34.5 percent of White, 31.9 percent of Native Hawaiian or other Pacific Islander (31.9 percent), and 27.8 percent of multiracial undergraduate students came from families in the highest income quartile.

Figure 2.9: Undergraduate Enrollment of Dependent Students Across Incomes, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for dependent students reflect income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$27,900; 2) \$27,901 to \$63,000; 3) \$63,001 to \$113,500; 4) more than \$113,500. | Detail may not sum to totals because of rounding.

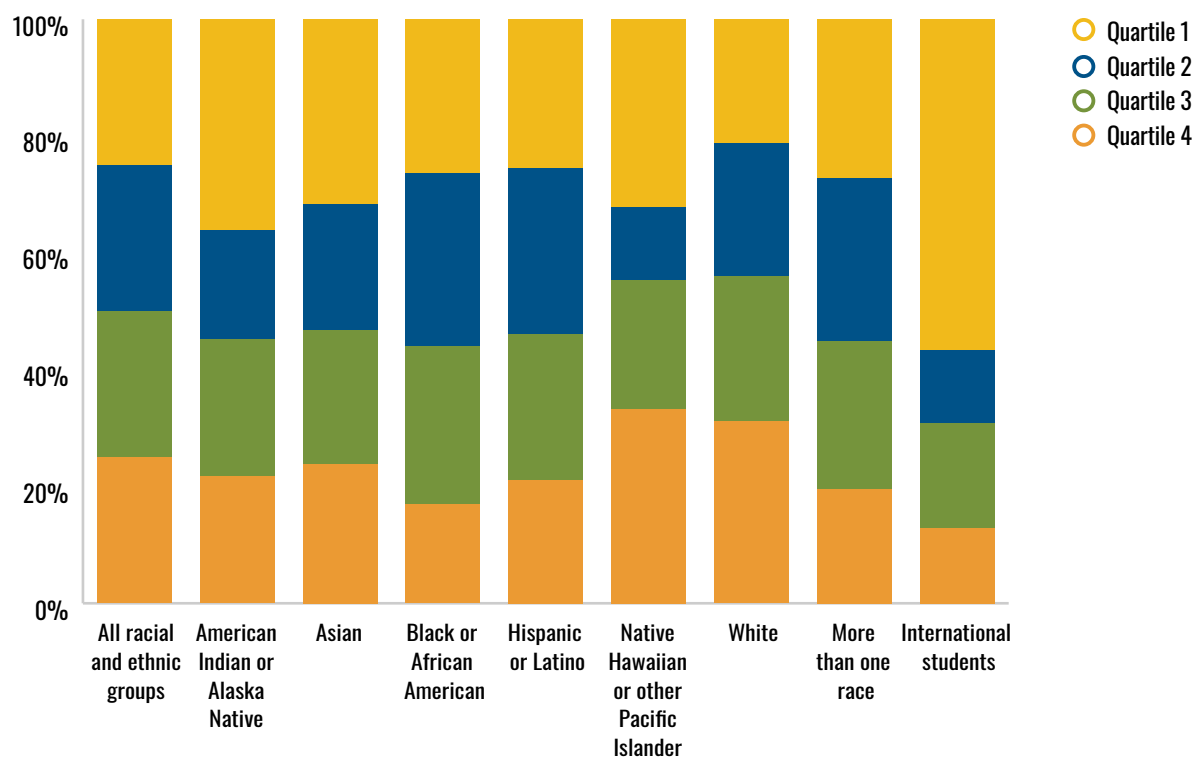
- Slightly more than one-third of White dependent undergraduates came from families in the top income quartile (34.5 percent), the most of any racial or ethnic group.
- Among dependent undergraduates, 75.7 percent of Black or African American and 71.8 percent of Hispanic or Latino students came from families in the lowest two income quartiles—the highest combined share of any racial or ethnic group.
- Only 7.9 percent of Black or African American dependent undergraduates came from families in the top income quartile—the smallest share across all racial and ethnic groups.

³ The National Postsecondary Student Aid Study's (NPSAS) *dependent* category comprises students “under 24 years of age who are unmarried, do not have dependents, are not veterans or on active military duty, are not orphans or wards of the court, are not homeless or at risk of homelessness, and have not been deemed independent by a financial aid officer” (Radwin et al. 2018).

Independent undergraduate students made up 43.4 percent of total enrollment in 2019–20; 56.6 percent were dependent undergraduate students. International and Asian undergraduates had the lowest enrollment rates among independent students (32.7 and 33.0 percent, respectively). In contrast, 55.0 percent of Black or African American, 63.0 percent of American Indian or Alaska Native, and 60.0 percent of Native Hawaiian or other Pacific Islander students were independent students.

Over half of independent students who were Black or African American, Hispanic or Latino, Asian, American Indian or Alaska Native, multiracial, or international came from families in the lowest two income quartiles. In contrast, more than half of independent White and Native Hawaiian or other Pacific Islander undergraduates came from families in the top two income quartiles. Over half of independent international students (56.8 percent) came from families in the lowest income quartile.

Figure 2.10: Undergraduate Enrollment of Independent Students Across Incomes, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the quartiles are: 1) less than \$7,200; 2) \$7,201 to \$20,200; 3) \$20,201 to \$43,000; and 4) more than \$43,000. | Detail may not sum to totals because of rounding.

- About one-third of both White and Native Hawaiian or other Pacific Islander independent undergraduates came from families in the top income quartile.
- The majority of independent international students (56.8 percent) came from families in the lowest income quartile.

Undergraduate Enrollment Across Financial Security Levels

A larger share of independent undergraduates (27.3 percent) than that of dependent undergraduates (18.4 percent) reported they certainly could not obtain \$2,000 from any available source within the next month.⁴ Dependent undergraduates showed higher financial security, with 57.6 percent who stated they probably or certainly could procure \$2,000 if needed.

Table 2.2: Undergraduate Enrollment Across Financial Security Levels, by Dependency Status and Race and Ethnicity: 2019–20

		Student's level of confidence in coming up with \$2,000, from any available source, within the next month.				Total
		Certainly could come up with the \$2,000	Probably could come up with the \$2,000	Probably could not come up with the \$2,000	Certainly could not come up with the \$2,000	
Dependent Students	All dependent students	27.5%	30.1%	23.9%	18.4%	100%
	American Indian or Alaska Native	19.0%	27.9%	34.2%	18.9%	100%
	Asian	28.9%	31.9%	22.7%	16.5%	100%
	Black or African American	13.4%	25.6%	30.9%	30.1%	100%
	Hispanic or Latino	15.8%	28.7%	29.7%	25.8%	100%
	Native Hawaiian or other Pacific Islander	25.4%	14.7%	28.5%	31.4%	100%
	White	35.4%	31.2%	20.3%	13.1%	100%
	More than one race	24.3%	32.5%	24.2%	19.1%	100%
	International students	34.0%	29.9%	20.5%	15.6%	100%
Independent Students	All independent students	26.6%	24.2%	21.9%	27.3%	100%
	American Indian or Alaska Native	16.8%	25.7%	30.1%	27.5%	100%
	Asian	31.7%	25.4%	20.3%	22.6%	100%
	Black or African American	15.5%	20.8%	24.9%	38.9%	100%
	Hispanic or Latino	20.4%	24.1%	25.3%	30.2%	100%
	Native Hawaiian or other Pacific Islander	24.2%	16.0%	20.1%	39.7%	100%
	White	33.2%	25.2%	19.3%	22.3%	100%
	More than one race	25.1%	25.0%	21.7%	28.2%	100%
	International students	29.0%	26.8%	22.6%	21.5%	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

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

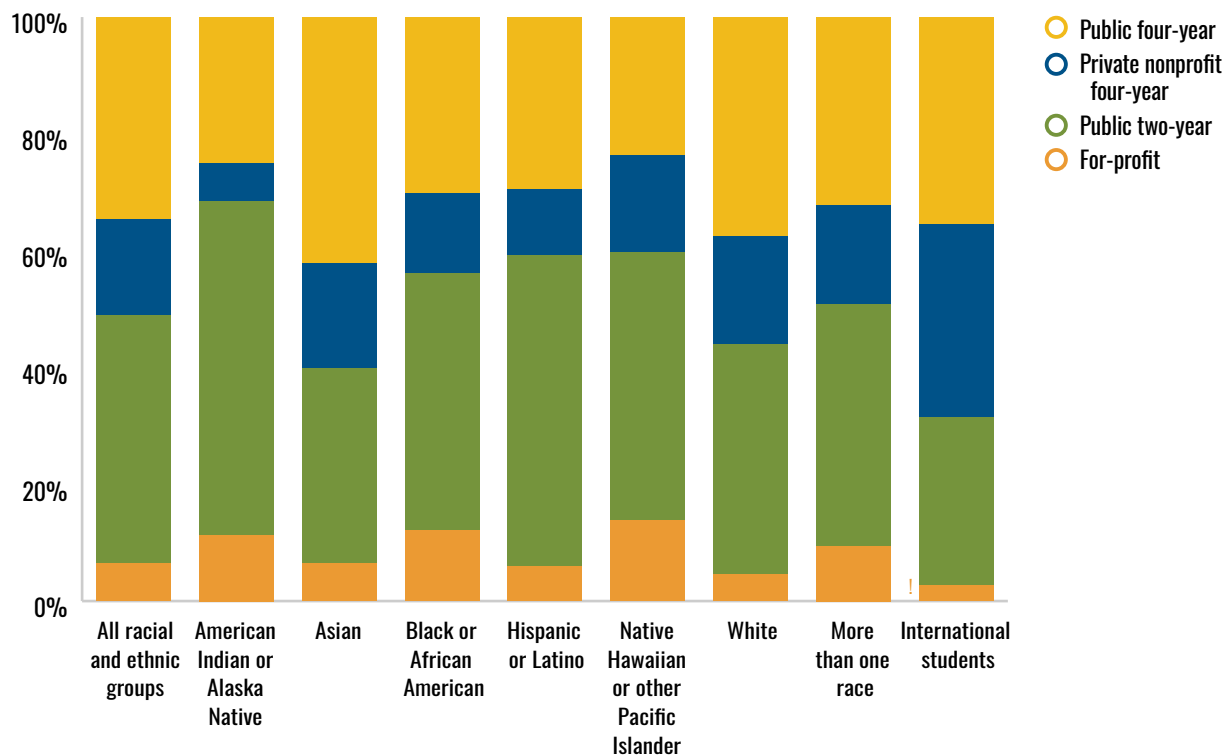
- Over one-third (35.4 percent) of dependent White undergraduates indicated they could certainly garner \$2,000 in an emergency—the largest share across all racial and ethnic groups.
- For dependent undergraduates, more than three in 10 Native Hawaiian or other Pacific Islander (31.4 percent) and Black or African American (30.1 percent) students said they certainly could not amass \$2,000 in urgent funds; this exceeded the 18.4 percent average across all dependent students.
- For independent undergraduates, Native Hawaiian or other Pacific Islander (39.7 percent) and Black or African American (38.9 percent) students were also the largest shares who responded that they certainly could not accumulate \$2,000 if needed urgently.

⁴ The 2020 National Postsecondary Student Aid Study (NPSAS:20) defined financial security as “the student’s level of confidence in coming up with \$2,000, from any available source, within the next month” (NCES 2024).

Undergraduate Enrollment Across Institutional Sectors

In 2019–20, 42.5 percent of undergraduate students were enrolled at public two-year institutions. Over half of Asian (60.1 percent), White (56.0 percent), and international (68.6 percent) undergraduates were enrolled at public or private nonprofit four-year institutions.

Figure 2.11: Undergraduate Enrollment Across Sectors, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

- The largest shares of undergraduates enrolled at public two-year institutions were American Indian or Alaska Native (57.2 percent), Hispanic or Latino (53.3 percent), and Native Hawaiian or other Pacific Islander (46.0 percent).
- The highest undergraduate enrollment rates at for-profit institutions were among Native Hawaiian or other Pacific Islander (13.7 percent), Black or African American (12.1 percent), and American Indian or Alaska Native (11.3 percent) students.

Gender

The shares of men who were enrolled in public four-year institutions were higher than that of women across all racial and ethnic groups—except for American Indian or Alaska Native undergraduates, among whom 26.9 percent were women and 22.0 percent were men. Some differences in undergraduate enrollment across institutional sectors by gender emerged.

Table 2.3: Undergraduate Enrollment Across Sectors, by Gender and Race and Ethnicity: 2019–20

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit	Total
Men	Men total	37.3%	16.3%	41.8%	4.5%	100%
	American Indian or Alaska Native	22.0%	8.8% !	56.2%	13.0% !	100%
	Asian	45.7%	15.7%	34.5%	4.1%	100%
	Black or African American	33.2%	14.8%	43.7%	8.3%	100%
	Hispanic or Latino	29.5%	11.2%	54.9%	4.4%	100%
	Native Hawaiian or other Pacific Islander	37.7%	17.3% !	38.5%	6.5% !!	100%
	White	40.3%	17.7%	38.7%	3.3%	100%
	More than one race	37.1%	16.7%	38.9%	7.2%	100%
	International students	36.4%	33.4%	26.8%	3.4% !!	100%
Women	Women total	32.7%	16.4%	43.0%	7.8%	100%
	American Indian or Alaska Native	26.9%	5.3% !	58.5%	9.2% !	100%
	Asian	39.3%	19.9%	32.4%	8.4%	100%
	Black or African American	28.5%	13.3%	44.0%	14.2%	100%
	Hispanic or Latino	29.4%	11.3%	52.3%	7.0%	100%
	Native Hawaiian or other Pacific Islander	11.5%	16.2% !	52.3%	20.0%	100%
	White	35.6%	18.7%	40.0%	5.7%	100%
	More than one race	28.5%	16.9%	43.3%	11.3%	100%
	International students	34.1%	32.6%	31.4%	1.8% !!	100%
Genderqueer, Gender Nonconforming, or a Different Gender Identity	Genderqueer, gender nonconforming, or a different gender identity total	35.3%	21.0%	40.7%	3.0%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡
	Asian	35.0%	18.8% !	43.9%	2.2% !!	100%
	Black or African American	31.2%	15.2% !	52.2%	1.3% !	100%
	Hispanic or Latino	32.7%	14.5%	50.4%	2.4% !!	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡
	White	35.6%	24.3%	37.7%	2.4% !!	100%
	More than one race	37.9%	20.3% !	38.8%	3.0% !!	100%
	International students	‡	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The shares of Native Hawaiian or other Pacific Islander women who enrolled at public two-year (52.3 percent) and for-profit institutions (20.0 percent) were higher than that of men (38.5 percent and 6.5 percent, respectively).
- Asian women enrolled at for-profit institutions at twice the rate of Asian men—8.4 percent versus 4.1 percent.
- When considering enrollment at private nonprofit four-year institutions, a higher percentage of White undergraduates who identified as genderqueer, gender nonconforming, or a different gender identity did so (24.3 percent), compared with White men (17.7 percent) and White women (18.7 percent).
- Across nearly all racial and ethnic groups except for American Indian or Alaska Native students, larger shares of undergraduate women enrolled at for-profit institutions when compared with those of undergraduate men.

Age

Among all groups, a larger share of undergraduates ages 15 to 23 (61.3 percent) than that of older students were enrolled at public and private nonprofit four-year institutions. More than half of all students 24 to 29 years old (51.5 percent) and students ages 30 and older (54.4 percent) were enrolled at public two-year institutions. A larger share of students ages 30 and older (15.1 percent) than that of younger students were enrolled at for-profit institutions.

Table 2.4: Undergraduate Enrollment Across Sectors, by Age and Race and Ethnicity: 2019–20

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit	Total
15 to 23	15 to 23 total	41.9%	19.3%	36.2%	2.6%	100%
	American Indian or Alaska Native	30.9%	7.8%	54.8%	6.5% !	100%
	Asian	48.4%	22.4%	26.2%	2.9% !	100%
	Black or African American	40.8%	15.5%	39.6%	4.1%	100%
	Hispanic or Latino	33.7%	12.5%	50.3%	3.5%	100%
	Native Hawaiian or other Pacific Islander	36.3%	17.2%	41.6%	4.8% !!	100%
	White	45.6%	21.5%	31.4%	1.5%	100%
	More than one race	39.0%	20.8%	36.2%	4.0%	100%
	International students	38.2%	35.4%	24.5%	1.9% !	100%
24 to 29	24 to 29 total	27.8%	10.5%	51.5%	10.2%	100%
	American Indian or Alaska Native	16.0% !	12.9% !!	49.1%	22.0% !!	100%
	Asian	33.3%	7.4% !	47.3%	12.0% !	100%
	Black or African American	23.7%	8.9%	49.5%	17.9%	100%
	Hispanic or Latino	26.3%	7.2%	58.9%	7.6%	100%
	Native Hawaiian or other Pacific Islander	13.3% !!	8.7% !!	59.9%	18.1% !!	100%
	White	30.0%	12.2%	49.7%	8.1%	100%
	More than one race	24.5%	10.5%	50.9%	14.0%	100%
	International students	28.9%	27.9%	38.8%	4.4% !!	100%
30 and Older	30 and older total	18.0%	12.5%	54.4%	15.1%	100%
	American Indian or Alaska Native	21.6%	2.5% !!	63.0%	12.9%	100%
	Asian	18.6%	6.8% !	56.1%	18.5%	100%
	Black or African American	15.6%	13.8%	48.1%	22.4%	100%
	Hispanic or Latino	16.9%	11.5%	58.4%	13.3%	100%
	Native Hawaiian or other Pacific Islander	9.6% !	21.0% !	43.9%	25.5%	100%
	White	19.4%	13.4%	55.8%	11.4%	100%
	More than one race	16.9%	10.2%	49.5%	23.4%	100%
	International students	21.5% !	18.7% !!	53.5%	6.3% !!	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate.

Income: Dependent Students

Dependent undergraduate enrollment across institutional sectors differed depending on students' family income levels. The shares of dependent students who were enrolled at both public two-year and for-profit institutions were lower at higher income levels. The shares of dependent students who were enrolled at public or private nonprofit four-year institutions increased with family income, ranging from 51.8 percent of those in the lowest income quartile to 77.7 percent of those in the highest income quartile. The share of dependent students who were enrolled at public two-year institutions decreased by half between the lowest and highest income quartiles (from 44.2 percent to 21.3 percent), while for-profit enrollment decreased from 4.1 percent to 1.0 percent across the same income range.

Table 2.5: Undergraduate Enrollment of Dependent Students Across Sectors, by Income and Race and Ethnicity: 2019–20

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit	Total
Income Quartile 1	All racial and ethnic groups	36.4%	15.3%	44.2%	4.1%	100%
	American Indian or Alaska Native	24.4% !	5.9% !!	55.3%	14.4% !!	100%
	Asian	49.0%	16.1%	32.2%	2.7%	100%
	Black or African American	38.7%	14.4%	42.6%	4.3%	100%
	Hispanic or Latino	31.3%	12.3%	51.7%	4.8%	100%
	Native Hawaiian or other Pacific Islander	25.2% !	7.5% !!	61.0%	6.4% !!	100%
	White	39.3%	15.9%	42.3%	2.5%	100%
	More than one race	32.5%	20.7%	38.7%	8.2% !	100%
	International students	29.1%	35.2%	35.2%	0.5% !!	100%
Income Quartile 2	All racial and ethnic groups	41.8%	16.8%	39.0%	2.4%	100%
	American Indian or Alaska Native	50.2%	13.9% !!	30.5%	5.4% !!	100%
	Asian	48.1%	19.2%	29.5%	3.3% !	100%
	Black or African American	43.8%	16.4%	37.3%	2.4%	100%
	Hispanic or Latino	35.4%	11.4%	50.7%	2.5%	100%
	Native Hawaiian or other Pacific Islander	24.6% !	16.1% !!	57.4%	1.9% !!	100%
	White	45.0%	18.8%	34.4%	1.8%	100%
	More than one race	37.0%	18.1%	41.1%	3.8% !	100%
	International students	40.1%	33.3%	22.6%	4.0% !!	100%
Income Quartile 3	All racial and ethnic groups	44.6%	20.0%	34.3%	1.1%	100%
	American Indian or Alaska Native	27.1% !	9.6% !!	62.8%	†	100%
	Asian	49.6%	23.4%	24.7%	2.3% !	100%
	Black or African American	48.6%	16.9%	33.3%	1.2% !	100%
	Hispanic or Latino	37.2%	12.9%	48.5%	1.4%	100%
	Native Hawaiian or other Pacific Islander	42.0%	11.9% !	45.5%	0.5% !!	100%
	White	46.2%	21.2%	31.8%	0.8% !	100%
	More than one race	40.9%	18.4%	39.0%	1.7%	100%
	International students	44.3%	36.7%	18.4%	0.7% !!	100%

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit	Total
Income Quartile 4	All racial and ethnic groups	50.0%	27.7%	21.3%	1.0%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	100%
	Asian	49.2%	34.7%	13.1%	3.0% !!	100%
	Black or African American	52.8%	24.0%	22.3%	0.8% !!	100%
	Hispanic or Latino	47.1%	21.4%	30.3%	1.1%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	100%
	White	50.9%	27.1%	21.5%	0.4%	100%
	More than one race	47.1%	29.9%	21.0%	2.0% !	100%
	International students	43.1%	41.7%	11.6%	3.6% !!	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment of dependent students at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Income quartiles for dependent students reflects income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$27,900; 2) \$27,901 to \$63,000; 3) \$63,001 to \$113,500; 4) more than \$113,500. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- At all income levels, the shares of Asian and international students who were attending public or private nonprofit four-year institutions were higher than the shares of those who were attending public two-year institutions.
- Overall, while larger shares of Black or African American (12.1 percent) and Native Hawaiian or other Pacific Islander (13.7 percent) students were enrolled at for-profit institutions when compared with those of other groups (see table 2.13), this was not the case within income groups. The overall patterns appeared to be associated with lower incomes, rather than differences among racial and ethnic groups with similar incomes. For instance, enrollment at for-profit institutions for students in the first income quartile was higher among American Indian or Alaska Native (14.4 percent) and multiracial (8.2 percent) students.

Income: Independent Students

Enrollment rates of independent undergraduates across institutional sectors were relatively similar across income quartiles in 2019–20. More than half of independent undergraduates from all income quartiles were enrolled at public two-year institutions, ranging from 50.5 percent in the lowest income quartile to 56.6 percent in the second-highest income quartile. Private nonprofit four-year institutions saw a small increase in the share of independent undergraduates as income level rose. The enrollment rate fluctuated from 10.8 percent in the lowest income quartile to 9.3 percent in the second income quartile, 10.8 percent in the third income quartile, and 15.4 percent in the top income quartile. In contrast, public four-year institutions saw a decrease in the share of independent undergraduates as income level rose, ranging from 26.9 percent in the lowest income quartile to 19.5 percent in the top income quartile.

Table 2.6: Undergraduate Enrollment of Independent Students Across Sectors, by Income and Race and Ethnicity: 2019–20

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit	Total
Income Quartile 1	All racial and ethnic groups	26.9%	10.8%	50.5%	11.7%	100%
	American Indian or Alaska Native	13.8% !	3.4% !!	66.8%	15.9% !!	100%
	Asian	36.4%	6.9%	47.5%	9.1% !	100%
	Black or African American	23.0%	8.7%	48.0%	20.4%	100%
	Hispanic or Latino	24.9%	9.0%	55.4%	10.7%	100%
	Native Hawaiian or other Pacific Islander	4.5% !!	11.0% !!	59.3%	25.2% !	100%
	White	30.1%	12.0%	49.0%	8.9%	100%
	More than one race	23.0%	9.4%	53.4%	14.2%	100%
	International students	27.0%	28.2%	40.5%	4.2% !	100%
Income Quartile 2	All racial and ethnic groups	25.0%	9.3%	52.4%	13.3%	100%
	American Indian or Alaska Native	33.2%	‡	49.6%	17.2% !	100%
	Asian	25.2%	8.6% !	51.3%	14.9%	100%
	Black or African American	19.1%	10.1%	50.9%	19.9%	100%
	Hispanic or Latino	25.1%	6.3%	59.3%	9.2%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	100%
	White	27.6%	10.8%	50.5%	11.1%	100%
	More than one race	23.2%	8.3%	47.9%	20.6%	100%
	International students	35.7%	19.5% !	42.9%	1.8% !!	100%
Income Quartile 3	All racial and ethnic groups	21.0%	10.8%	56.6%	11.7%	100%
	American Indian or Alaska Native	19.2% !	0.8% !!	64.6%	15.3%	100%
	Asian	26.5%	6.5% !	51.9%	15.1% !	100%
	Black or African American	18.1%	14.4%	48.9%	18.5%	100%
	Hispanic or Latino	16.8%	8.4%	64.8%	10.0%	100%
	Native Hawaiian or other Pacific Islander	18.9% !	6.9% !!	62.5%	11.7% !!	100%
	White	23.2%	11.3%	56.7%	8.8%	100%
	More than one race	20.4%	8.3%	55.7%	15.6% !	100%
	International students	27.3%	25.4%	43.0%	4.3% !!	100%
Income Quartile 4	All racial and ethnic groups	19.5%	15.4%	53.1%	12.0%	100%
	American Indian or Alaska Native	21.2% !	16.6% !	56.4%	5.8% !!	100%
	Asian	19.9%	6.3% !	55.7%	18.1%	100%
	Black or African American	15.6%	14.7%	48.3%	21.4%	100%
	Hispanic or Latino	17.6%	12.7%	60.0%	9.7%	100%
	Native Hawaiian or other Pacific Islander	9.2% !!	32.4% !	27.0% !	31.4% !	100%
	White	20.4%	16.7%	53.2%	9.6%	100%
	More than one race	22.0%	15.0% !	45.5%	17.5%	100%
	International students	31.5% !	22.2% !	43.8%	2.6% !!	100%

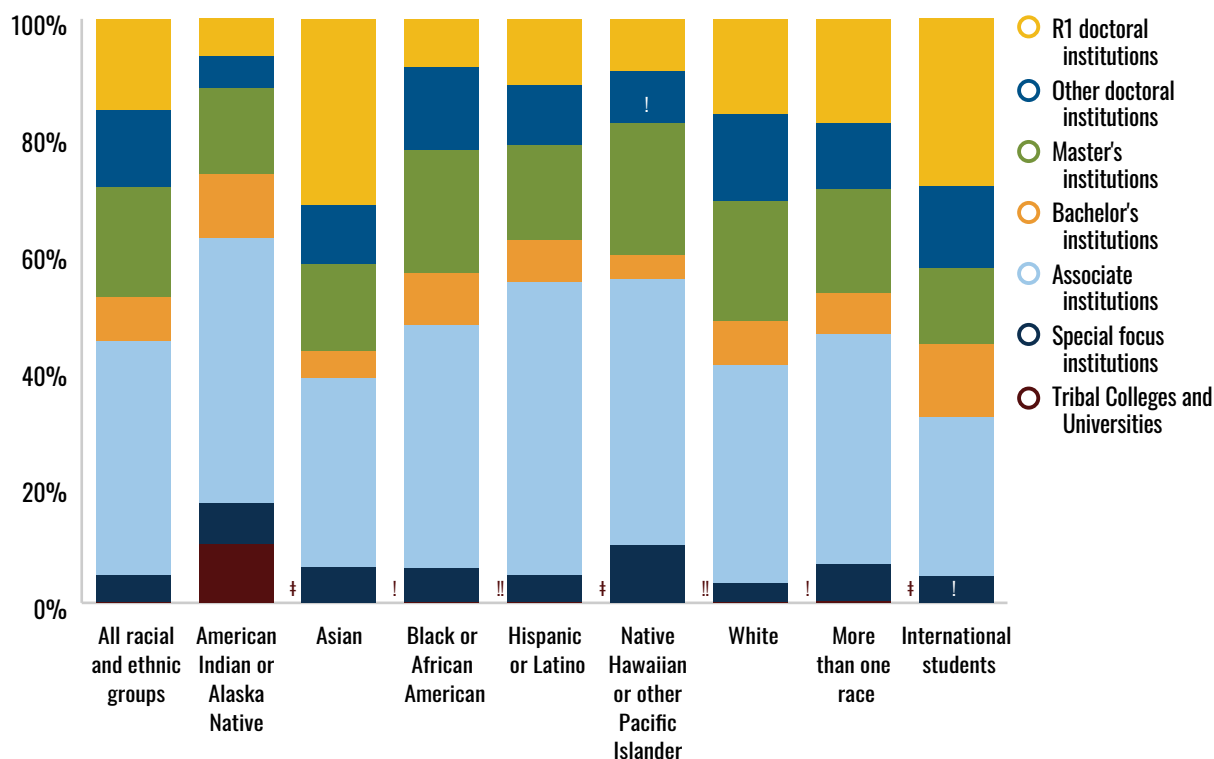
Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment of independent students at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the income quartiles are: 1) less than \$7,200; 2) \$7,201 to \$20,200; 3) \$20,201 to \$43,000; and 4) more than \$43,000. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Undergraduate Enrollment Across Carnegie Classifications

Across all Carnegie Classifications, associate institutions enrolled 40.2 percent of undergraduates from all racial and ethnic backgrounds. For most racial and ethnic groups, enrollment was concentrated at these institutions. Over four in 10 Hispanic or Latino (50.1 percent), American Indian or Alaska Native (45.4 percent), Native Hawaiian or other Pacific Islander (45.4 percent), and Black or African American (41.7 percent) students attended associate institutions. The exception was international students, among whom only 27.2 percent were enrolled at associate institutions and the largest share (28.6 percent) were enrolled at R1 doctoral institutions.

Figure 2.12: Undergraduate Enrollment Across Carnegie Classifications, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment at institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Income: Dependent Students

Table 2.7: Undergraduate Enrollment of Dependent Students Across Carnegie Classifications, by Income and Race and Ethnicity: 2019–20

		R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities	Total
Income Quartile 1	All racial and ethnic groups	16.2%	12.4%	17.3%	9.0%	41.4%	3.5%	0.1% !	100%
	American Indian or Alaska Native	13.5% !!	7.6% !!	9.9% !!	11.3% !	40.9%	7.2% !!	9.5% !	100%
	Asian	39.4%	7.8%	14.4%	5.0%	30.6%	2.8% !	‡	100%
	Black or African American	10.9%	14.4%	19.5%	12.0%	39.9%	3.2%	‡	100%
	Hispanic or Latino	11.2%	10.4%	16.8%	9.3%	47.9%	4.3%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	5.5% !!	11.2% !!	5.0% !	64.8%	6.3% !!	‡	100%
	White	16.9%	14.3%	18.5%	7.4%	40.2%	2.7%	‡	100%
	More than one race	16.2%	15.6%	18.4%	9.4%	36.6%	3.5%	0.2% !!	100%
	International students	24.7%	13.2%	9.0%	14.9%	34.3%	3.9% !	‡	100%
Income Quartile 2	All racial and ethnic groups	17.3%	15.1%	19.2%	8.3%	37.0%	3.1%	0.1% !	100%
	American Indian or Alaska Native	23.2% !	6.2% !!	11.6% !!	24.7%	29.3%	1.6% !!	3.3% !!	100%
	Asian	32.2%	12.2%	17.6%	5.0%	28.9%	4.2%	‡	100%
	Black or African American	12.2%	17.5%	19.9%	12.4%	34.5%	3.5%	‡	100%
	Hispanic or Latino	13.6%	11.8%	16.4%	7.2%	48.0%	3.0%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	19.1% !!	9.9% !!	2.3% !!	55.7%	‡	‡	100%
	White	17.0%	18.1%	21.7%	7.9%	32.7%	2.4%	0.1% !!	100%
	More than one race	18.8%	11.6%	17.4%	8.9%	39.0%	4.3% !	‡	100%
	International students	32.1%	11.1%	17.7%	11.1%	22.6%	5.4% !!	‡	100%
Income Quartile 3	All racial and ethnic groups	21.9%	15.5%	19.7%	8.4%	32.3%	2.1%	0.0% !!	100%
	American Indian or Alaska Native	8.3% !!	5.5% !	16.4% !	19.5% !!	43.6%	‡	2.6% !!	100%
	Asian	44.2%	11.5%	13.4%	4.0%	23.8%	3.1% !	‡	100%
	Black or African American	16.9%	21.2%	18.2%	9.3%	32.9%	1.4%	‡	100%
	Hispanic or Latino	16.6%	12.2%	16.2%	6.6%	46.4%	2.0%	‡	100%
	Native Hawaiian or other Pacific Islander	8.1% !!	‡	38.4%	‡	45.5%	‡	‡	100%
	White	20.2%	17.2%	21.8%	9.3%	29.6%	1.9%	‡	100%
	More than one race	23.2%	11.5%	18.0%	6.1%	38.0%	2.9%	‡	100%
	International students	39.6%	10.7%	17.7%	13.0%	15.8%	3.1% !	‡	100%
Income Quartile 4	All racial and ethnic groups	35.1%	16.9%	17.8%	8.0%	20.1%	2.1%	‡	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	54.6%	12.9%	11.0%	5.2%	12.7%	3.5% !	‡	100%
	Black or African American	24.4%	21.6%	17.7%	13.1%	21.6%	1.6% !	‡	100%
	Hispanic or Latino	34.8%	12.5%	15.6%	6.6%	28.4%	2.2%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
	White	32.3%	17.9%	19.6%	8.5%	20.1%	1.6%	‡	100%
	More than one race	40.3%	12.9%	15.7%	7.3%	20.6%	3.2% !	‡	100%
	International students	44.7%	21.7%	8.8%	6.9%	11.1%	6.7% !	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment of dependent students at institutions that were classified by the 2018 Carnegie Basic Classification. | Income quartiles for dependent students reflects income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$27,900; 2) \$27,901 to \$63,000; 3) \$63,001 to \$113,500; 4) more than \$113,500. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The undergraduate enrollment distribution of dependent and independent students across Carnegie Classifications and income quartiles provides nuanced insights. For dependent undergraduates in the top income quartile, R1 doctoral institutions enrolled the largest share from all racial and ethnic groups (35.1 percent). Enrollment at associate institutions was highest for lower income quartiles; this ranged from 20.1 percent in the fourth income quartile to 41.4 percent in the first income quartile. The enrollment percentage of all racial and ethnic groups for both R1 doctoral and other doctoral institutions was highest for undergraduate dependent students from higher income backgrounds. R1 doctoral institutions enrolled 16.2 percent of undergraduates in the first income quartile and 35.1 percent in the fourth income quartile. At R1 doctoral institutions, dependent White, Hispanic or Latino, and multiracial undergraduates in the top income quartile had almost twice the enrollment rates of those from other income quartiles.
- Enrollment rates at master's and bachelor's institutions were relatively similar across dependent undergraduates from all racial and ethnic groups and income levels.

Income: Independent Students

Associate institutions also had a larger enrollment share among independent undergraduates (47.6 percent) than among dependent students (41.4 percent). Enrollment at these institutions ranged from 47.6 percent in the first income quartile to 53.2 percent in the third income quartile. Furthermore, when comparing the enrollment rates of independent undergraduates at R1 doctoral institutions by income, the enrollment shift toward R1 doctoral institutions by independent undergraduates with higher income was less pronounced; it decreased from 8.5 percent in the first income quartile to just 4.3 percent in the fourth income quartile for independent undergraduates.

Table 2.8: Undergraduate Enrollment of Independent Students Across Carnegie Classifications, by Income and Race and Ethnicity: 2019–20

		R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities	Total
Income Quartile 1	All racial and ethnic groups	8.5%	11.2%	18.5%	7.0%	47.6%	6.8%	0.6%	100%
	American Indian or Alaska Native	‡	‡	15.9% !!	6.6% !	45.9%	7.0% !!	21.4%	100%
	Asian	12.9%	11.6%	16.4%	2.6% !	46.1%	10.5% !	‡	100%
	Black or African American	5.1%	10.1%	23.8%	7.5%	46.1%	7.4%	‡	100%
	Hispanic or Latino	7.4%	8.0%	16.7%	6.6%	53.3%	8.0%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	‡	20.2% !	‡	55.8%	18.9% !	‡	100%
	White	9.1%	13.6%	18.7%	8.2%	45.7%	4.6%	0.2% !!	100%
	More than one race	9.2%	12.1% !	14.8%	3.5%	51.2%	8.7%	0.6% !!	100%
	International students	17.1%	11.7%	15.9%	12.7%	37.7%	5.0% !	‡	100%
Income Quartile 2	All racial and ethnic groups	6.7%	11.7%	18.0%	6.3%	49.7%	7.6%	0.1% !	100%
	American Indian or Alaska Native	‡	6.2% !!	11.5%	16.0% !!	46.3%	8.9% !	4.3% !!	100%
	Asian	10.1%	3.5% !	16.1%	4.7% !	50.9%	14.8% !	‡	100%
	Black or African American	3.6%	11.4%	19.3%	6.0%	49.2%	10.5%	‡	100%
	Hispanic or Latino	6.7%	9.2%	15.4%	7.1%	55.4%	6.3%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
	White	6.7%	14.2%	20.2%	5.6%	47.9%	5.4%	‡	100%
	More than one race	9.2%	12.3% !	15.1% !	7.4% !	44.2%	11.6%	‡	100%
	International students	22.4% !	13.1% !!	12.2% !	7.3% !!	41.3%	3.7% !!	‡	100%

		R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities	Total
Income Quartile 3	All racial and ethnic groups	5.8%	9.4%	19.5%	5.6%	53.2%	6.1%	0.3%	100%
	American Indian or Alaska Native	‡	‡	15.2% !	3.6% !!	45.7%	16.0% !	17.9%	100%
	Asian	9.0% !	7.1% !	21.1%	2.5% !	50.0%	10.3% !	‡	100%
	Black or African American	4.0%	13.2%	24.5%	5.9%	46.0%	6.3%	‡	100%
	Hispanic or Latino	5.2%	6.7%	14.7%	8.0%	58.8%	6.5%	‡	100%
	Native Hawaiian or other Pacific Islander	20.3% !	‡	4.7% !!	2.4% !!	61.3%	9.4% !!	‡	100%
	White	5.6%	10.4%	20.2%	4.5%	54.7%	4.6%	‡	100%
	More than one race	8.5%	4.1% !	20.7%	5.2% !!	51.7%	9.0%	0.8% !!	100%
	International students	12.0% !	13.5% !!	5.8% !!	23.1%	41.5%	4.0% !!	‡	100%
Income Quartile 4	All racial and ethnic groups	4.3%	10.3%	21.3%	6.2%	50.5%	7.3%	0.0% !!	100%
	American Indian or Alaska Native	‡	10.9% !	22.3% !	7.3% !!	55.5%	2.4% !!	1.1% !!	100%
	Asian	7.9% !	7.1% !	14.8%	5.5% !	54.1%	10.7% !	‡	100%
	Black or African American	3.0%	13.2%	22.2%	6.2%	45.7%	9.7%	‡	100%
	Hispanic or Latino	4.7%	9.3%	17.4%	3.8%	57.8%	6.9%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	‡	43.0% !	11.0% !!	26.9% !	18.5% !	‡	100%
	White	4.3%	10.5%	22.2%	6.5%	50.3%	6.1%	‡	100%
	More than one race	3.9% !	7.0% !	25.3%	8.6%	43.0%	11.9%	‡	100%
	International students	10.0%	27.6% !	8.6% !	12.3% !	38.9%	2.6% !!	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect undergraduate enrollment of independent students at institutions that were classified by the 2018 Carnegie Basic Classification. | Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges the income quartiles are: 1) less than \$7,200; 2) \$7,201 to \$20,200; 3) \$20,201 to \$43,000; and 4) more than \$43,000. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Independent Asian undergraduates across income quartiles showed substantial enrollment at master's and associate institutions.
- Hispanic or Latino students in the second and fourth income quartiles had the largest shares of enrollment at associate institutions.
- Native Hawaiian or other Pacific Islander students in the first and third income quartiles had the largest shares of enrollment at associate institutions.

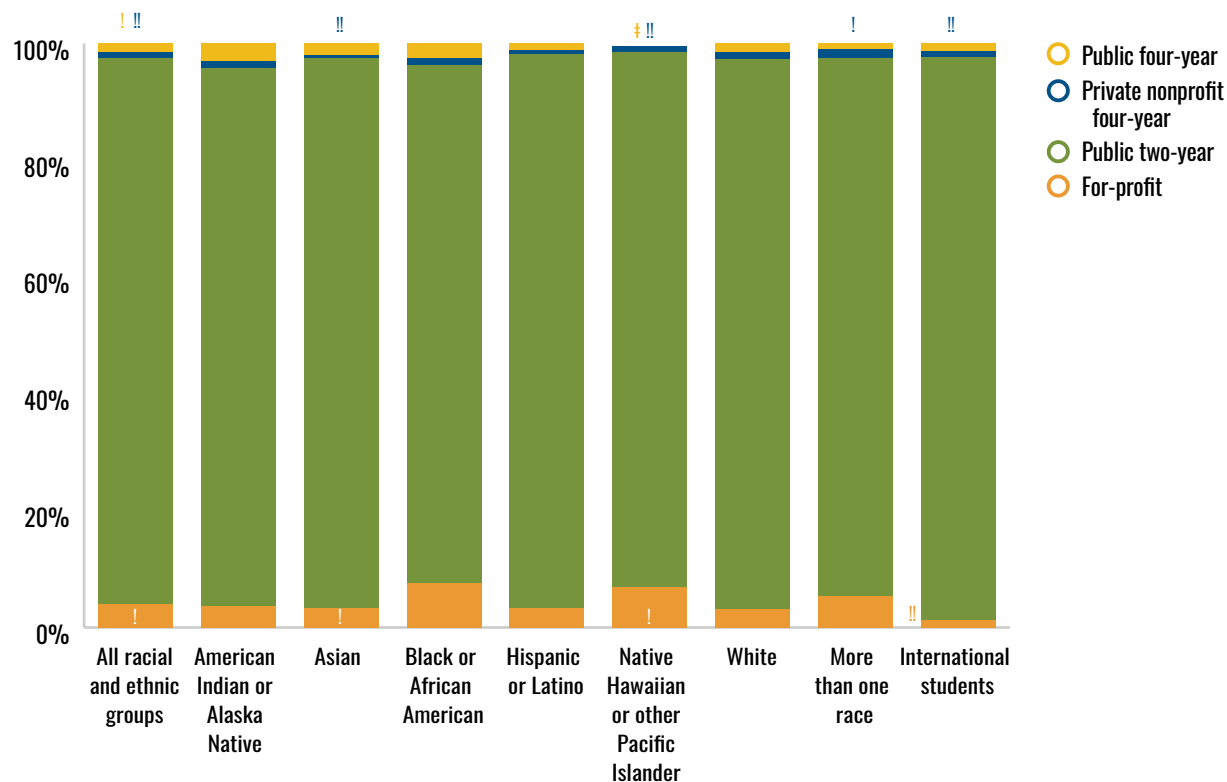
UNDERGRADUATE ENROLLMENT, BY PROGRAM TYPE

Associate Degree–Seeking Students

Institutional Sector

The majority of students enrolled in associate degree programs attended public two-year institutions (93.4 percent), followed by for-profit (4.0 percent), public four-year (1.5 percent), and private nonprofit four-year (1.1 percent) institutions.

Figure 2.13: Enrollment of Associate Degree–Seeking Students Across Sectors, by Race and Ethnicity: 2019–20



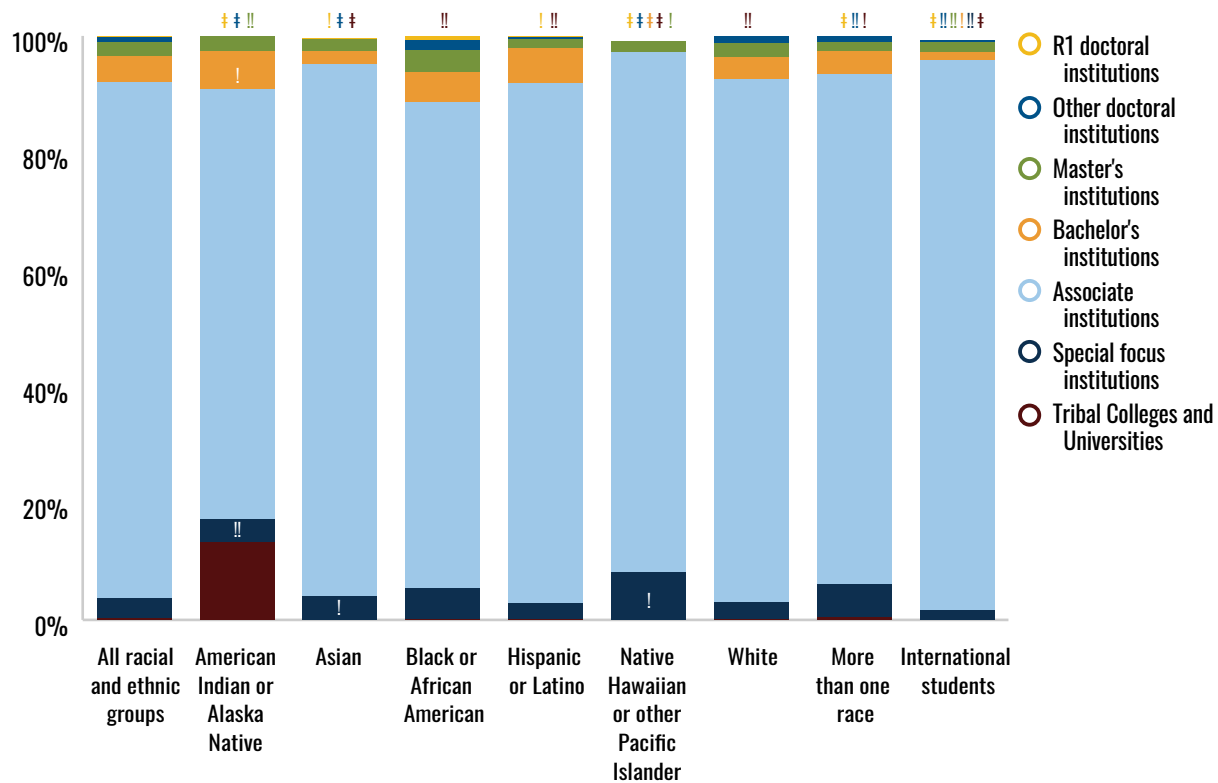
Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect associate degree–seeking student enrollment at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Carnegie Classification

For students seeking associate degrees, 88.4 percent attended associate institutions. The remainder enrolled primarily at bachelor's (4.4 percent), special focus (3.6 percent), and master's (2.3 percent) institutions. This pattern was consistent across most racial and ethnic groups except American Indian or Alaska Native undergraduates—13.3 percent of associate degree-seeking students from this group attended Tribal Colleges and Universities (TCUs).

Figure 2.14: Enrollment of Associate Degree–Seeking Students Across Carnegie Classifications, by Race and Ethnicity: 2019–20



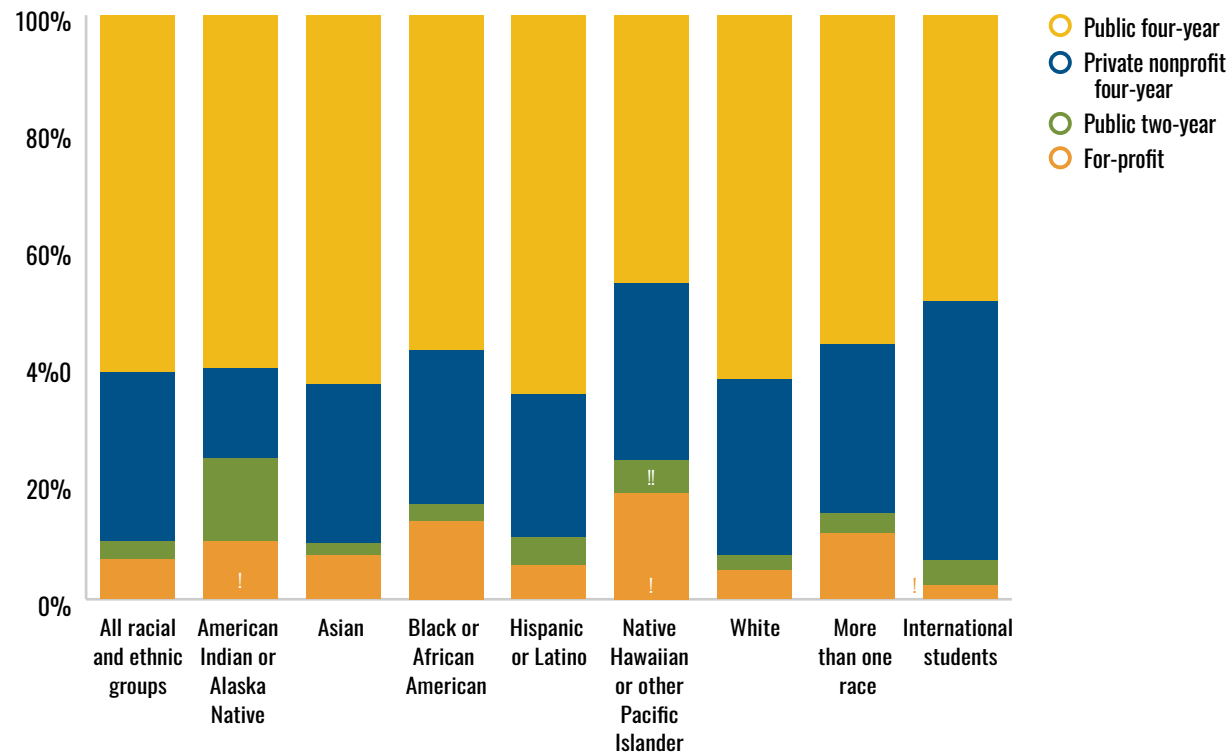
Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect associate degree-seeking student enrollment at institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | + Reporting standards not met.

Bachelor's Degree–Seeking Students

Institutional Sector

Figure 2.15: Enrollment of Bachelor's Degree–Seeking Students Across Sectors, by Race and Ethnicity: 2019–20



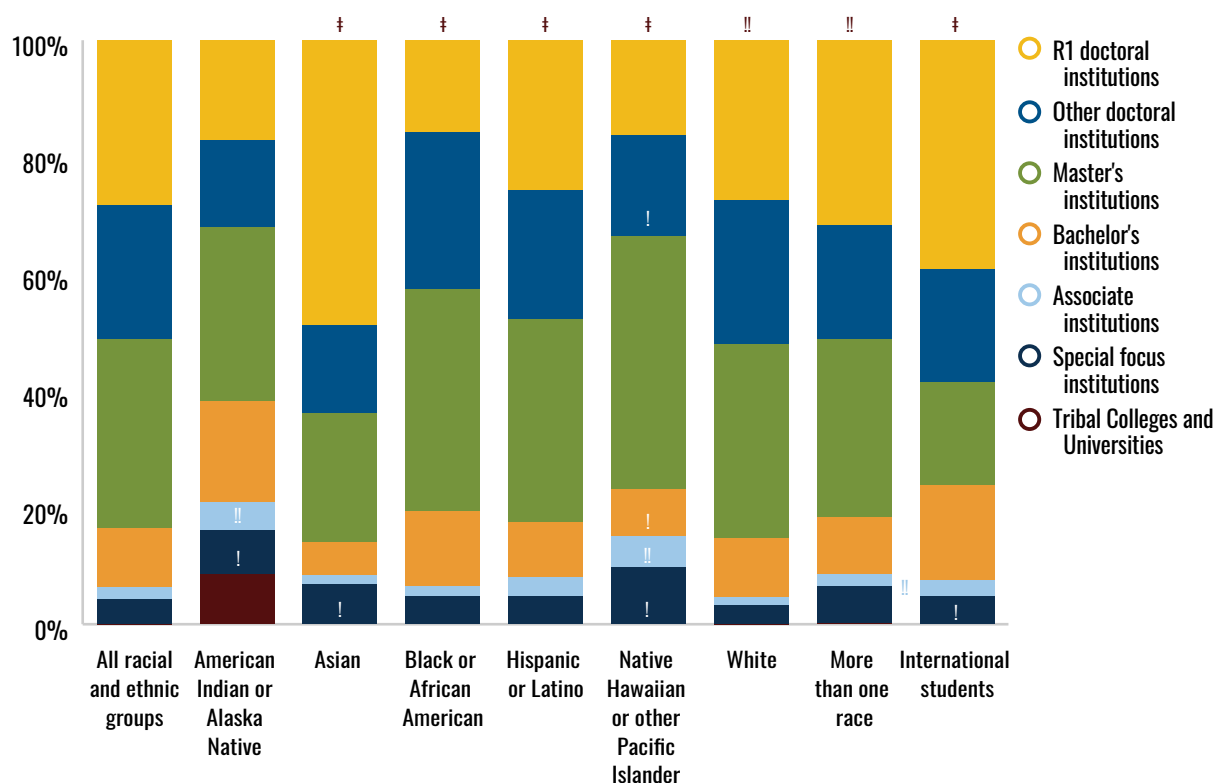
Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect bachelor's degree-seeking student enrollment at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate.

- Among students seeking bachelor's degrees, 61.2 percent of all racial and ethnic groups enrolled at public four-year institutions. Over half of Hispanic or Latino (64.9 percent), Asian (63.2 percent), White (62.3 percent), American Indian or Alaska Native (60.6 percent), Black or African American (57.5 percent), and multiracial (56.3 percent) students attended public four-year institutions. Enrollment rates at these institutions were slightly lower for international (48.9 percent) and Native Hawaiian or other Pacific Islander (45.9 percent) undergraduates. Among international students seeking a bachelor's degree, the highest enrollment share was at private nonprofit four-year institutions (44.5 percent).
- American Indian or Alaska Native students seeking a bachelor's degree had the highest enrollment percentage (14.3 percent) among all racial and ethnic groups at public two-year institutions.
- Substantial shares of Native Hawaiian or other Pacific Islander (18.2 percent), Black or African American (13.4 percent), multiracial (11.3 percent), and American Indian or Alaska Native (9.9 percent) undergraduates pursuing bachelor's degrees enrolled at for-profit institutions.

Carnegie Classification

Figure 2.16: Enrollment of Bachelor's Degree–Seeking Students Across Carnegie Classifications, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect bachelor's degree–seeking student enrollment at institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Across all racial and ethnic groups, the largest share of bachelor's degree–seeking students enrolled at master's institutions (32.4 percent), followed by R1 doctoral universities (28.2 percent). Master's institutions also represented the highest enrollment percentage for Native Hawaiian or other Pacific Islander (43.3 percent), Black or African American (38.0 percent), Hispanic or Latino (34.9 percent), and White (33.2 percent) bachelor's degree–seeking students. International and Asian bachelor's degree–seeking students were heavily concentrated at R1 doctoral universities (39.2 percent and 48.9 percent, respectively).
- About one-fourth of Black or African American (26.9 percent) and White (24.7 percent) bachelor's degree–seeking students attended other doctoral institutions.
- American Indian or Alaska Native bachelor's degree–seeking students enrolled at TCUs at a rate of 8.6 percent—the highest percentage among all racial and ethnic groups.

Subbaccalaureate and Postbaccalaureate Certificate–Seeking Students

Institutional Sector: Subbaccalaureate Certificate–Seeking Students

Just 4.9 percent of subbaccalaureate certificate–seeking students enrolled at public and private nonprofit four-year institutions. The majority attended public two-year institutions (71.3 percent). For-profit institutions captured 23.8 percent of enrollment—including more than half of American Indian or Alaska Native subbaccalaureate certificate–seeking students (53.8 percent) and 39.5 percent of Black or African American students.

- International students who were seeking subbaccalaureate certificates demonstrated a higher enrollment percentage at private nonprofit four-year institutions (15.7 percent) when compared with the enrollment percentages of all other groups.
- Large shares of Black or African American students who were seeking subbaccalaureate certificates enrolled at public two-year (57.6 percent) and for-profit (39.5 percent) institutions.
- Special focus institutions were another major provider for subbaccalaureate certificate-seeking students and enrolled 16.8 percent of the overall student population, with notable shares of Native Hawaiian or other Pacific Islander (39.1 percent) and international (29.3 percent) students.
- Bachelor's institutions enrolled 13.7 percent of international and 12.2 percent of American Indian or Alaska Native subbaccalaureate certificate-seeking students.

Institutional Sector: Postbaccalaureate Certificate–Seeking Students

By contrast, 90.5 percent of postbaccalaureate certificate-seeking students enrolled at public and private nonprofit four-year institutions. Hispanic or Latino (61.3 percent), White (61.1 percent), and Black or African American (54.0 percent) postbaccalaureate certificate-seeking students had the highest shares enrolled at public four-year institutions.

Table 2.9: Enrollment of Subbaccalaureate and Postbaccalaureate Certificate–Seeking Students Across Sectors, by Race and Ethnicity: 2019–20

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit	Total
Subbaccalaureate Certificates	All racial and ethnic groups	3.2%	1.7%	71.3%	23.8%	100%
	American Indian or Alaska Native	‡	‡	45.2% !	53.8%	100%
	Asian	2.7% !	‡	81.8%	15.5% !	100%
	Black or African American	2.4% !	0.5% !!	57.6%	39.5%	100%
	Hispanic or Latino	3.2% !	1.3% !!	62.0%	33.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡
	White	3.7%	2.1%	80.3%	13.9%	100%
	More than one race	‡	2.2% !!	73.6%	21.7%	100%
	International students	1.5% !!	15.7% !!	57.8% !	25.0% !!	100%
Postbaccalaureate Certificates	All racial and ethnic groups	57.1%	33.4%	-	9.5%	100%
	American Indian or Alaska Native	‡	‡	-	‡	‡
	Asian	38.0% !	42.6% !	-	19.4% !!	100%
	Black or African American	54.0%	27.0%	-	18.9%	100%
	Hispanic or Latino	61.3%	28.4%	-	10.3% !	100%
	Native Hawaiian or other Pacific Islander	‡	‡	-	‡	‡
	White	61.1%	33.2%	-	5.6%	100%
	More than one race	‡	‡	-	‡	‡
	International students	18.7% !!	79.5%	-	1.8% !!	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect subbaccalaureate and postbaccalaureate certificate-seeking student enrollment at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Among postbaccalaureate certificate-seeking international students, 79.5 percent attended private nonprofit four-year institutions. Their public four-year institution enrollment rate was just 18.7 percent—the lowest overall.
- The enrollment rate for Black or African American postbaccalaureate certificate-seeking students at for-profit institutions was 18.9 percent, which was almost double the rate for all racial and ethnic groups combined.

Carnegie Classification: Subbaccalaureate and Postbaccalaureate Certificate–Seeking Students

Associate institutions enrolled the largest share of subbaccalaureate certificate–seeking students from all racial and ethnic groups (73.5 percent). Associate institutions enrolled nearly four-fifths of Asian (80.1 percent), White (78.4 percent), and multiracial (76.7 percent) subbaccalaureate certificate–seeking students. In contrast, the distribution of postbaccalaureate certificate–seeking students varied even more by institution type. Master’s institutions enrolled over one-third (36.2 percent) of postbaccalaureate certificate–seeking students, compared with just 3.0 percent of subbaccalaureate certificate–seeking students. R1 doctoral and other doctoral institutions accounted for 20.0 percent and 29.3 percent of postbaccalaureate certificate–seeking students, respectively. A large share of Black or African American postbaccalaureate certificate–seeking students (43.5 percent) enrolled at other doctoral institutions.

Table 2.10: Enrollment of Subbaccalaureate and Postbaccalaureate Certificate–Seeking Students Across Carnegie Classifications, by Race and Ethnicity: 2019–20

		R1 Doctoral Institutions	Other Doctoral Institutions	Master’s Institutions	Bachelor’s Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities	Total
Subbaccalaureate Certificates	All racial and ethnic groups	0.8% !	1.5%	3.0%	4.3%	73.5%	16.8%	0.1% !!	100%
	American Indian or Alaska Native	‡	‡	‡	12.2% !!	44.6% !	21.5% !!	‡	100%
	Asian	1.3% !!	‡	1.3% !!	5.0% !!	80.1%	12.3% !	‡	100%
	Black or African American	0.4% !!	1.9% !	4.7% !	3.5%	67.9%	21.4%	‡	100%
	Hispanic or Latino	1.1% !!	1.6% !!	1.7% !	2.1% !	68.3%	25.2%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	3.2% !!	57.7%	39.1% !	‡	100%
	White	0.8% !	1.9% !	2.6%	4.9% !	78.4%	11.3%	‡	100%
	More than one race	‡	‡	2.7% !!	3.5% !!	76.7%	15.5% !	1.0% !!	100%
	International students	‡	0.7% !!	‡	13.7% !!	55.3% !	29.3% !!	‡	100%
Postbaccalaureate Certificates	All racial and ethnic groups	20.0%	29.3%	36.2%	5.4%	1.4% !	7.7%	‡	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	7.7% !!	18.5% !!	38.0% !	15.2% !!	4.4% !!	16.3% !!	‡	100%
	Black or African American	13.1% !	43.5%	33.2%	1.7% !	1.5% !!	7.0% !	‡	100%
	Hispanic or Latino	16.5% !	18.1% !	44.1%	8.7% !!	1.9% !!	10.6% !	‡	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
	White	20.8%	30.1%	36.3%	5.5%	1.2% !	6.0%	‡	100%
	More than one race	‡	‡	‡	‡	‡	‡	‡	‡
	International students	38.3% !	15.5% !!	23.9% !!	0.6% !!	‡	21.6% !!	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect subbaccalaureate and postbaccalaureate certificate–seeking student enrollment at institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Over one-third (38.3 percent) of international postbaccalaureate certificate–seeking students were enrolled at R1 doctoral institutions.
- Asian students pursuing postbaccalaureate certificates had the highest enrollment rates at bachelor’s (15.2 percent) and special focus (16.3 percent) institutions.

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CHAPTER 3

ENROLLMENT IN GRADUATE EDUCATION



INTRODUCTION

Graduate and professional education play key roles in positioning individuals in the workforce and on career pathways. Jobs that require graduate or professional degrees continue to grow—the U.S. Bureau of Labor Statistics (Torpey 2024) projects new job openings within the next eight years for the current top occupations for those who have graduate degrees. Since advanced studies are becoming more relevant for employment, individuals are pursuing postbaccalaureate degrees at a higher rate. Between 2015 and 2021, this type of enrollment in the United States increased 10 percent (from approximately 2.9 million to 3.2 million students), and it is expected to grow another 6 percent (an increase of 200,000 students) by 2031 (NCES 2023).

On average, graduate degrees lead to significant increases in earnings. Median earnings for graduate degree holders ages 35 to 44 who worked full time year-round in 2022 were just over \$100,000, compared with \$80,520 for those whose highest degree earned was a bachelor's degree. However, the type of advanced degree is relevant. By highest degree earned, median earnings were \$95,480 for master's degrees, \$127,200 for doctoral degrees, and \$130,500 for professional degrees (U.S. Census Bureau 2022). The type of institution attended also matters. There is evidence, for example, that master's degrees from elite universities have the highest payoff, while degrees from for-profit institutions do not have the same return on investment for many students (Cooper 2022).

Differences in graduate enrollment patterns can have longstanding effects on students' career or professional trajectories, earning potential, and overall social and economic mobility. This chapter considers graduate enrollment differences at the intersection of race, ethnicity, gender, and age, as well as the differences in where graduate students enroll and which degree types they pursue. The racial and ethnic composition of the graduate student population differs from that of undergraduate students. In 2019–20, 47.6 percent of undergraduates were domestic White students and 49.3 percent of graduate students were White. A much smaller share of graduate students than of undergraduates were Hispanic or Latino—10.1 percent versus 20.5 percent. And a much larger share of graduate students than of undergraduates were international—12.5 percent versus 2.5 percent. Asian students were a slightly larger share of graduate than of undergraduate students, and Black or African American students were a slightly larger share of undergraduate than of graduate students (see chapter 2).

This chapter reports on the growth and increasing diversity of graduate enrollment and differences in the programs and institutions at which graduate students from different racial and ethnic groups enroll. Notable findings include the concentration of Black or African American students, women, and older students in the for-profit sector and the concentration of Asian and international students at R1 doctoral institutions.

KEY FINDINGS

- About one-third of 2015–16 bachelor's degree recipients had enrolled in graduate school by 2019–20. The enrolled shares were 25.2 percent of American Indian or Alaska Native students, 30.2 percent of Hispanic or Latino students, 36.1 percent of Black or African American students, and 52.4 percent of international students (see figure 3.1).
- Among all demographic groups, a larger share of women than that of men enrolled in graduate school. The largest gender gaps were about 23 percentage points among American Indian or Alaska Native students and 9.3 percentage points among those of more than one race. The smallest gender gap was 4.4 percentage points among international students (see figure 3.2).
- Among all racial and ethnic groups, students who completed their bachelor's degrees at ages 23 and younger enrolled in graduate school within four years at a higher rate than those who were ages 23 and older. This gap was largest for Asian students, among whom 41.0 percent of the youngest group and less than 20.0 percent of older students enrolled (19.8 percent among those ages 24 to 29 and 17.0 percent among those ages 30 and older). Enrollment rates were similar for all age groups among Black or African American students (34.6 percent to 36.8 percent) (see figure 3.3).
- Overall, graduate school enrollment rates of dependent students ranged from 33.3 percent of those from the lowest family income quartile to 37.0 percent of those from the highest income quartile. The biggest differences were among Hispanic or Latino students, for whom enrollment rates ranged from 29.5 percent of the lowest-income students to 43.0 percent of the highest-income students (see figure 3.4).
- The share of graduate students who were White domestic students fell from 68.2 percent in 1999–2000 to 49.3 percent in 2019–20. This group declined in all program types but remained above 50 percent among both master's and professional and other doctoral students, and it constituted just 41.0 percent of research doctoral students in 2019–20 (see table 3.1).
- The share of graduate students who were Black or African American domestic students rose from 8.3 percent in 1999–2000 to 11.5 percent in 2019–20. Enrollment of Black or African American graduate students in 2019–20 was higher in master's degree programs (12.6 percent) than in research doctoral (9.2 percent) and professional and other doctoral (9.3 percent) degree programs (see table 3.1).
- Women made up about 60 percent of master's and of professional and other doctoral students, but men and women were equally represented among research doctoral students. The largest gender gaps were among Black or African American students: women were 68.4 percent of Black or African American research doctoral students, 66.3 percent of Black or African American professional or other doctoral students, and 69.5 percent of Black or African American master's degree students (see table 3.2).
- Professional and other doctoral degree students tended to be younger than other graduate students, with 24.4 percent who were ages 30 and older, compared with 58.1 percent of research doctoral students and 49.4 percent of master's degree students. Larger shares of Black or African American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students than those of other groups were ages 30 and older, with the 77.8 percent of Black or African American research doctoral students in this age category representing the largest share among all program types and demographic groups (see table 3.3).
- The shares of graduate students enrolled at for-profit institutions ranged from 1.3 percent of international students and 7.4 percent of White graduate students to 21.6 percent of Black or African American students and 22.8 percent of Native Hawaiian or other Pacific Islander students (see figure 3.6).
- The shares of graduate students enrolled at R1 doctoral institutions ranged from 15.9 percent of Black or African American students to 42.8 percent of Asian students and 65.4 percent of international students (see table 3.6).

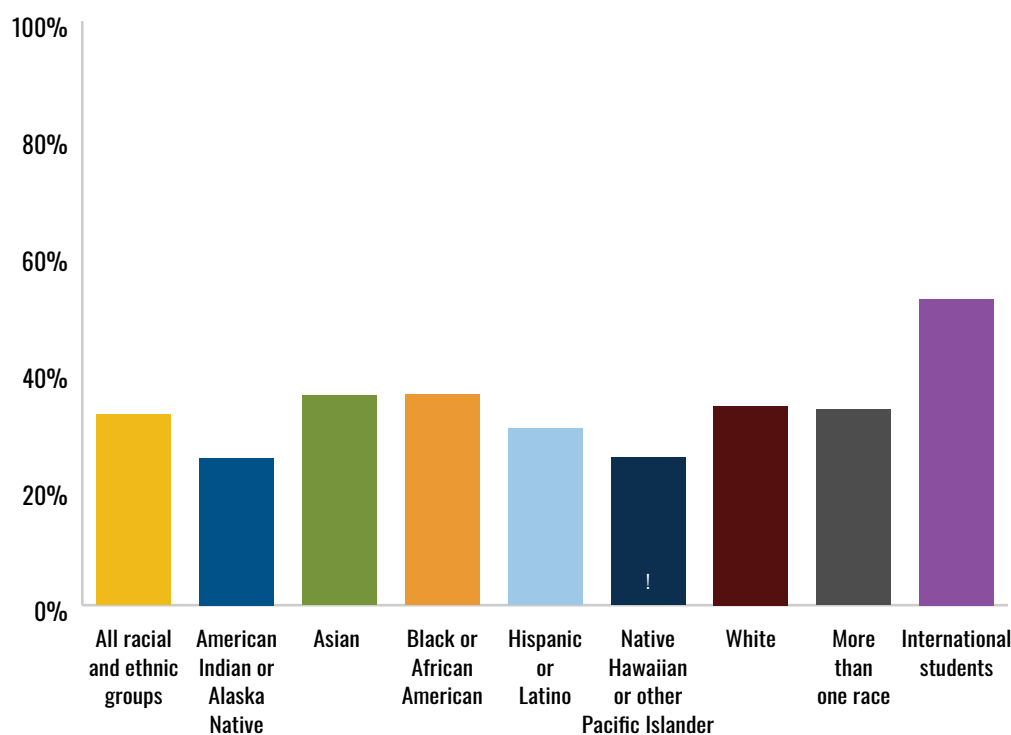
- More women than men graduate students enrolled in the for-profit sector (11.6 percent versus 6.4 percent). The largest gender gap was among Black or African American students, with 24.7 percent of Black or African American women and 14.6 percent of Black or African American men enrolled at for-profit institutions (see table 3.7).
- Older students attended for-profit institutions at a higher rate when compared with that of younger students: 14.5 percent of those ages 30 and older versus 5.0 percent of those ages 30 and younger. The age gap was largest for Black or African American students (28.6 percent versus 9.8 percent) (see table 3.8).
- Master's degree students were more concentrated at both private nonprofit and for-profit institutions than graduate students were in other programs. Patterns among racial and ethnic groups differed by program type; however—in all programs—Black or African American graduate students were overrepresented at for-profit institutions and Asian students were overrepresented at private nonprofit institutions (see figures 3.7, 3.8, and 3.9).
- The shares of master's degree students enrolled at R1 doctoral institutions ranged from 9.9 percent of Black or African American students to 37.8 percent of Asian students and 52.0 percent of international students. Among professional and other doctoral students, the range was from 25.4 percent of Black or African American students to 40.2 percent of Asian students and 55.3 percent of international students. Among research doctoral students, the range was from 30.8 percent of Black or African American students to 71.5 percent of Asian students and 80.7 percent of international students (see tables 3.9 and 3.10 and figure 3.10).

GRADUATE ENROLLMENT RATES OF BACHELOR'S DEGREE RECIPIENTS

Data on the graduate enrollment rates of bachelor's degree recipients—those who enrolled in a graduate program within four years after bachelor's degree attainment—come from the U.S. Department of Education's Baccalaureate and Beyond (B&B) Longitudinal Study. The B&B data presented here followed up in 2020 on a cohort of students who earned their bachelor's degrees in 2015–16 (NCES 2022).

Nearly one-third of first time 2015–16 bachelor's degree earners (32.6 percent) enrolled in a graduate program by 2020, but there was variation by race and ethnicity. Graduate enrollment rates of 2015–16 bachelor's degree earners were highest among international students (52.4 percent), followed by Black or African American students (36.1 percent), Asian students (35.9 percent), and students of more than one race (33.5 percent). The lowest graduate enrollment rates of bachelor's degree recipients were among American Indian or Alaska Native (25.2 percent), Native Hawaiian or other Pacific Islander (25.3 percent), and Hispanic or Latino (30.2 percent) students.

Figure 3.1: Graduate Enrollment Rates of 2015–16 Bachelor's Degree Recipients, by Race and Ethnicity: 2020

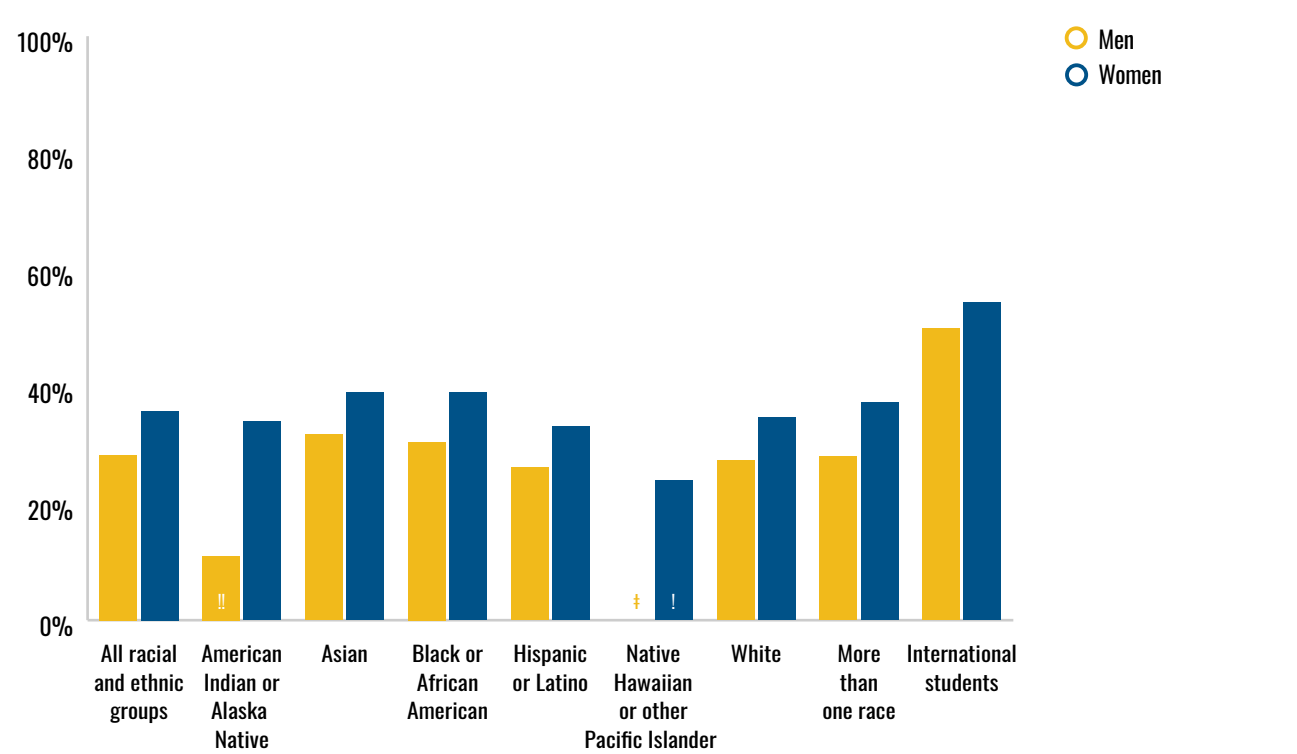


Source: Data from U.S. Department of Education, Baccalaureate and Beyond Longitudinal Study, B&B: 16/20.

Notes: Estimates exclude 2015–16 bachelor's degree recipients who had completed a prior bachelor's degree or higher. | Graduate enrollment includes enrollment in postbaccalaureate or post-master's certificates, master's degrees, research doctoral degrees, or professional and other doctoral degrees. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

The graduate enrollment rate of bachelor’s degree recipients was higher among women than men across all racial and ethnic groups. The gender gap for racial and ethnic groups ranged from 4.4 percentage points for international students to about 23 percentage points for American Indian or Alaska Native students. Among Hispanic or Latino students, 33.2 percent of women enrolled in a graduate program after they received their bachelor’s degree, and 26.1 percent of men did so. Among Black or African American students, these figures were 30.5 percent for men and 39.0 percent for women.

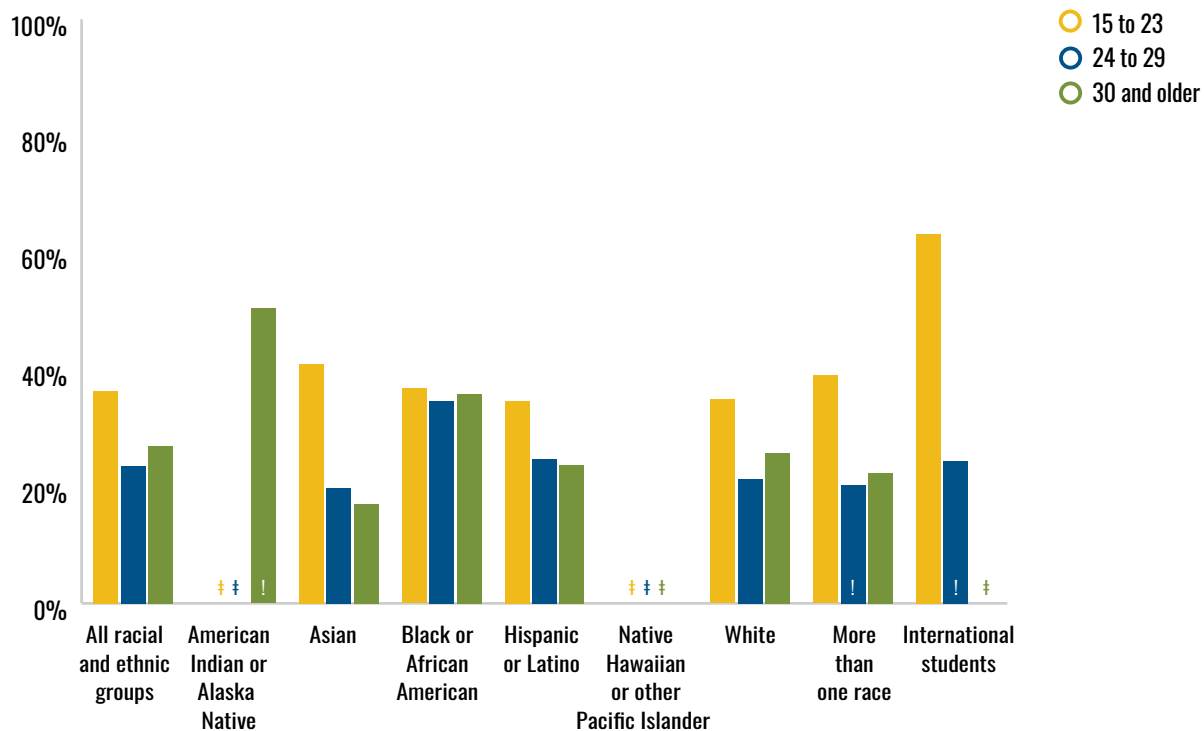
Figure 3.2: Graduate Enrollment Rates of 2015–16 Bachelor’s Degree Recipients, by Gender and Race and Ethnicity: 2020



Source: Data from U.S. Department of Education, Baccalaureate and Beyond Longitudinal Study, B&B: 16/20.
 Notes: Estimates exclude 2015–16 bachelor’s degree recipients who had completed a prior bachelor’s degree or higher. | Graduate enrollment includes enrollment in postbaccalaureate or post-master’s certificates, master’s degrees, research doctoral degrees, or professional and other doctoral degrees. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Students who received their bachelor's degree in 2015–16 at ages 23 and younger were more likely than those who were older to enroll in graduate education by 2020 (36.4 percent versus 23.5 percent of those who were ages 24 to 29 and 27.0 percent among those who graduated from college at ages 30 and older). Across all racial and ethnic groups, 15- to 23-year-olds had higher graduate enrollment rates than that of older students, but the variation across age groups was minimal among Black or African American students.

Figure 3.3: Graduate Enrollment Rates of 2015–16 Bachelor's Degree Recipients, by Age and Race and Ethnicity: 2020

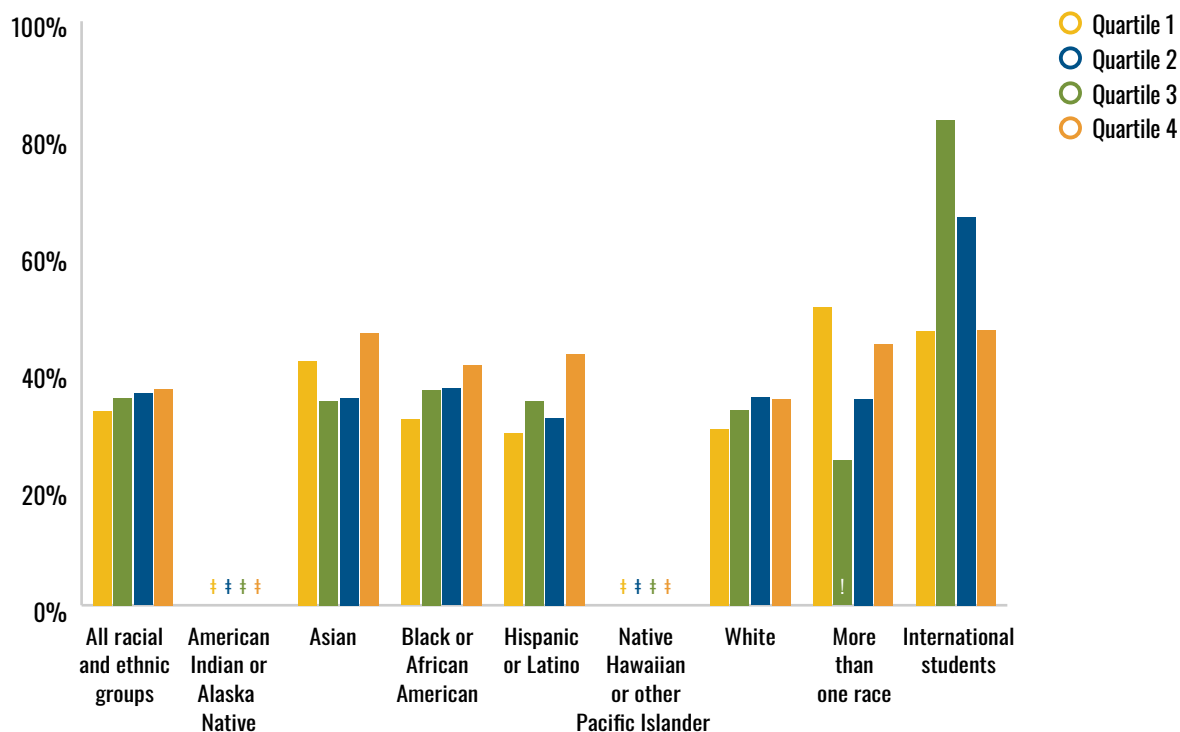


Source: Data from U.S. Department of Education, Baccalaureate and Beyond Longitudinal Study, B&B: 16/20.

Notes: Estimates exclude 2015–16 bachelor's degree recipients who had completed a prior bachelor's degree or higher. | Graduate enrollment includes enrollment in postbaccalaureate or post-master's certificates, master's degrees, research doctoral degrees, or professional and other doctoral degrees. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | # Reporting standards not met.

Among dependent students, graduate school enrollment rates did not differ substantially across income groups.¹ Overall, the range was from 37.0 percent of those from the highest income quartile to 33.3 percent of those from the lowest income quartile. The largest differences were among Black or African American students—41.1 percent of those from the highest income quartile enrolled, compared with 31.8 percent of those from the lowest income quartile. Among multiracial bachelor’s degree recipients, the pattern was reversed; 51.1 percent of the lowest-income students, compared with 44.7 percent of students from the highest-income families, enrolled in graduate school within four years after college.

Figure 3.4: Graduate Enrollment Rates of 2015–16 Bachelor’s Degree Recipients (Dependent Students), by Income and Race and Ethnicity: 2020



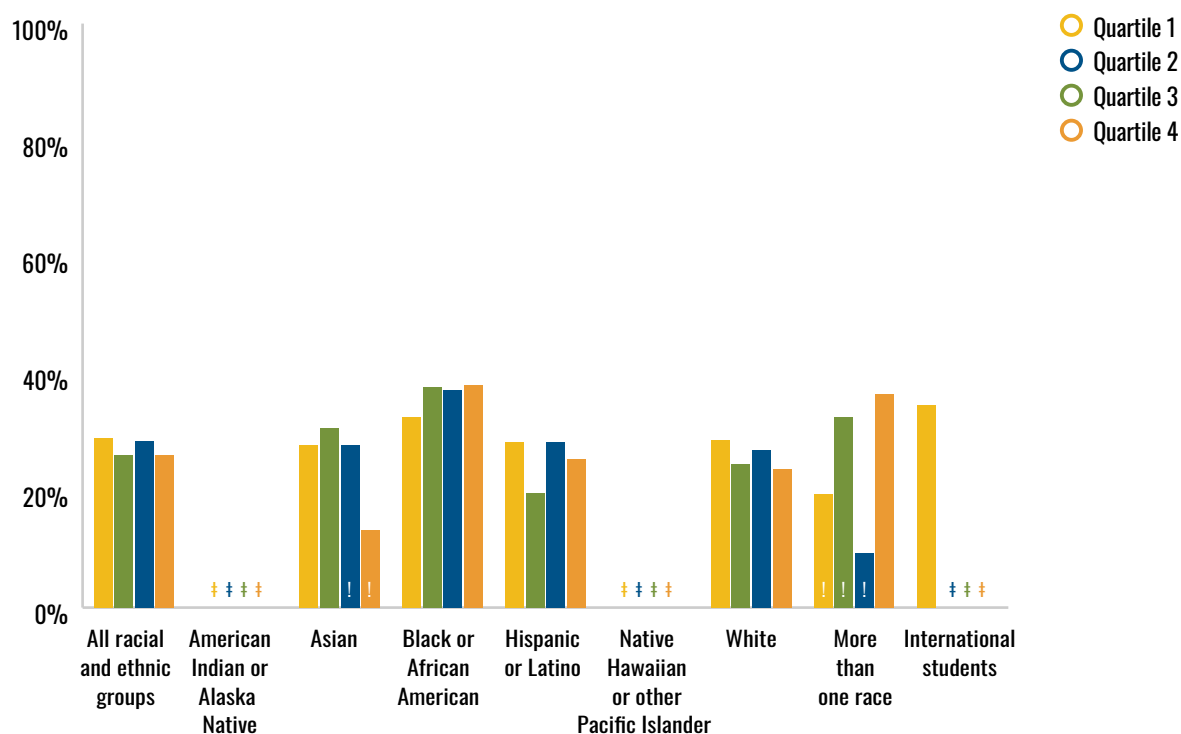
Source: Data from U.S. Department of Education, Baccalaureate and Beyond Longitudinal Study, B&B: 16/20.

Notes: Income quartiles for dependent students reflects income of the student’s parents or guardians. | The approximate income ranges for the income quartiles of dependent students’ parents or guardians are: 1) less than \$27,900; 2) \$27,901 to \$63,000; 3) \$63,001 to \$113,500; 4) more than \$113,500. | Estimates exclude 2015–16 bachelor’s degree recipients who had completed a prior bachelor’s degree or higher. | Graduate enrollment includes enrollment in postbaccalaureate or post-master’s certificates, master’s degrees, research doctoral degrees, or professional and other doctoral degrees. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | # Reporting standards not met.

1 The National Postsecondary Student Aid Study’s (NPSAS) *dependent* category comprises students “under 24 years of age who are unmarried, do not have dependents, are not veterans or on active military duty, are not orphans or wards of the court, are not homeless or at risk of homelessness, and have not been deemed independent by a financial aid officer” (Radwin et al. 2018).

Independent student graduate enrollment also showed little variation in enrollment rates across income groups, but the pattern was different from that of dependent students. The enrollment rate was the highest among the lowest income group (29.1 percent) and the lowest among the highest income group (26.1 percent). Among independent bachelor's degree recipients from the highest income quartile by race and ethnicity, 38.1 percent of Black or African American, 36.6 percent of multiracial, 25.5 percent of Hispanic or Latino, and 23.7 percent of White students enrolled in graduate school within four years of completing their undergraduate degree. In contrast, among independent students from the lowest income quartile, 34.7 percent of international, 32.7 percent of Black or African American, 28.6 percent of White, 28.4 percent of Hispanic or Latino, and 27.8 of Asian students did so.

Figure 3.5: Graduate Enrollment Rates of 2015–16 Bachelor's Degree Recipients (Independent Students), by Income and Race and Ethnicity: 2020



Source: Data from U.S. Department of Education, Baccalaureate and Beyond Longitudinal Study, B&B: 16/20.

Notes: Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the quartiles are: 1) less than \$7,200; 2) \$7,201 to \$20,200; 3) \$20,201 to \$43,000; and 4) more than \$43,000. | Estimates exclude 2015–16 bachelor's degree recipients who had completed a prior bachelor's degree or higher. | Graduate enrollment includes enrollment in postbaccalaureate or post-master's certificates, master's degrees, research doctoral degrees, or professional and other doctoral degrees. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | # Reporting standards not met.

GRADUATE ENROLLMENT: 1999–2000 TO 2019–20

The graduate student population continued to diversify between 1999–2000 and 2019–20; specifically, international student enrollment increased by 3.4 percentage points, Black or African American student enrollment increased by 3.2 percentage points, Hispanic or Latino student enrollment increased by 3.9 percentage points, and multiracial student enrollment increased by 4.6 percentage points. Although nearly half of graduate students were White in 2019–20 (49.3 percent), this share decreased by 18.9 percentage points (from 68.2 percent) between 1999–2000 and 2019–20. Furthermore, fewer than 1 percent of graduate students in 2019–20 were Native Hawaiian or other Pacific Islander, which was consistent with their graduate student enrollment between 1999–2000 and 2019–20.

Table 3.1: Graduate Enrollment Across Race and Ethnicity, by Award Level, Select Years: 1999–2000 to 2019–2020

		1999–2000	2003–04	2007–08	2011–12	2015–16	2019–20
All Degrees	American Indian or Alaska Native	0.4%	0.6%	0.2%	0.4% !	0.4%	0.7%
	Asian	5.2%	6.4%	5.5%	6.9%	6.3%	9.0%
	Black or African American	8.3%	9.2%	12.0%	11.4%	13.5%	11.5%
	Hispanic or Latino	6.2%	7.3%	7.5%	8.1%	9.2%	10.1%
	Native Hawaiian or other Pacific Islander	0.4%	0.2% !	0.2%	0.5%	0.2%	0.5%
	White	68.2%	65.9%	63.8%	62.0%	56.0%	49.3%
	More than one race	2.0%	2.6%	2.2%	2.0%	2.3%	6.6%
	International students	9.1%	7.9%	8.5%	8.7%	12.0%	12.5%
	Total	100%	100%	100%	100%	100%	100%
Research Doctoral Degrees	American Indian or Alaska Native	0.4%	0.6%	0.2% !	0.2% !	0.4% !	0.5% !
	Asian	4.8%	6.3%	5.5%	6.7%	5.4%	6.7%
	Black or African American	6.5%	7.7%	12.0%	10.3%	12.8%	9.2%
	Hispanic or Latino	4.9%	5.3%	6.7%	5.5%	7.5%	7.6%
	Native Hawaiian or other Pacific Islander	0.4% !	0.1% !	0.2% !	0.4% !	0.1% !	0.1% !!
	White	60.3%	57.0%	54.2%	50.6%	50.0%	41.0%
	More than one race	2.3%	2.9%	2.5% !!	2.1%	2.3%	6.4%
	International students	20.4%	20.3%	18.6%	24.2%	21.5%	28.6%
	Total	100%	100%	100%	100%	100%	100%
Professional and Other Doctoral Degrees	American Indian or Alaska Native	0.7% !	0.4% !	‡	0.2% !	0.6% !	0.6% !!
	Asian	11.2%	11.5%	10.5%	12.4%	13.1%	16.2%
	Black or African American	5.9%	5.9%	6.3%	8.4%	11.2%	9.3%
	Hispanic or Latino	5.1%	8.6%	6.5%	6.1%	9.4%	8.8%
	Native Hawaiian or other Pacific Islander	0.5% !	‡	0.5% !	0.7% !	0.1% !	0.6% !!
	White	71.6%	66.0%	71.7%	65.8%	60.6%	54.9%
	More than one race	2.1%	4.3%	2.4%	3.1%	3.0%	7.2%
	International students	2.9%	3.1% !	2.0%	3.4%	1.9%	2.3%
	Total	100%	100%	100%	100%	100%	100%
Master's Degrees	American Indian or Alaska Native	0.4%	0.6%	0.3%	0.5% !	0.3%	0.8%
	Asian	4.6%	5.6%	5.3%	6.1%	5.4%	8.3%
	Black or African American	9.6%	10.2%	12.6%	12.3%	14.4%	12.6%
	Hispanic or Latino	6.1%	7.6%	7.9%	8.5%	9.9%	11.2%
	Native Hawaiian or other Pacific Islander	0.3%	0.3% !	0.2%	0.6%	0.2% !	0.5%
	White	68.1%	66.0%	64.1%	62.5%	54.7%	49.6%
	More than one race	1.9%	2.2%	1.7%	1.8%	2.3%	6.5%
	International students	9.0%	7.6%	7.8%	7.6%	12.7%	10.4%
	Total	100%	100%	100%	100%	100%	100%

Sources: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2000, 2004, 2008, 2012, 2016, and 2020.

Notes: Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Women represented over half of all graduate students in 1999–2000, both overall (57.6 percent) and within all racial and ethnic groups; however, 57.1 percent of international graduate students were men. This gender gap increased, both overall and for most racial and ethnic groups, between 1999–2000 and 2019–20. However, in 2019–20, women remained the highest share of graduate students overall (58.6 percent) and men were more than half of the shares of Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, and international graduate students. The widest gender gap in graduate enrollment was among Black or African American students, followed by Hispanic or Latino, Asian, and White students.

Table 3.2: Graduate Enrollment Across Gender, by Award Level and Race and Ethnicity: 1999–2000 and 2019–20

		1999–2000			2019–20			
		Men	Women	Total	Men	Women	Genderqueer, Gender Nonconforming, or a Different Gender Identity	Total
All Degrees	All racial and ethnic groups	42.4%	57.6%	100%	40.3%	58.6%	1.1%	100%
	American Indian or Alaska Native	41.7%	58.3%	100%	51.1%	46.0%	†	100%
	Asian	47.3%	52.7%	100%	38.1%	60.6%	1.3%	100%
	Black or African American	31.6%	68.4%	100%	29.2%	70.3%	0.5% !!	100%
	Hispanic or Latino	38.3%	61.7%	100%	37.9%	61.5%	0.6%	100%
	Native Hawaiian or other Pacific Islander	35.0%	65.0%	100%	56.9%	42.2%	†	100%
	White	41.7%	58.3%	100%	38.7%	60.3%	1.1%	100%
	More than one race	46.4%	53.6%	100%	45.1%	51.9%	3.0% !	100%
	International students	57.1%	42.9%	100%	57.1%	42.3%	0.6% !!	100%
Research Doctoral Degrees	All racial and ethnic groups	50.7%	49.3%	100%	48.9%	49.2%	2.0%	100%
	American Indian or Alaska Native	†	†	†	†	†	†	†
	Asian	51.3%	48.7%	100%	50.9%	45.7%	3.4% !	100%
	Black or African American	42.9%	57.1%	100%	29.9%	68.4%	1.7% !!	100%
	Hispanic or Latino	32.2%	67.8%	100%	43.7%	55.1%	1.2% !	100%
	Native Hawaiian or other Pacific Islander	†	†	†	†	†	†	†
	White	48.9%	51.1%	100%	44.2%	53.6%	2.2%	100%
	More than one race	34.1%	65.9%	100%	54.2%	41.4%	4.4% !	100%
	International students	65.1%	34.9%	100%	61.2%	37.9%	0.9% !!	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	54.1%	45.9%	100%	39.9%	59.8%	0.3% !	100%
	American Indian or Alaska Native	†	†	†	†	†	†	†
	Asian	49.7%	50.3%	100%	34.4%	65.0%	0.6% !!	100%
	Black or African American	45.6%	54.4%	100%	33.7%	66.3%	†	100%
	Hispanic or Latino	49.3%	50.7%	100%	38.7%	60.5%	0.9% !!	100%
	Native Hawaiian or other Pacific Islander	†	†	†	†	†	†	†
	White	55.6%	44.4%	100%	41.7%	58.1%	0.2% !	100%
	More than one race	†	†	†	41.9%	57.7%	†	†
	International students	68.3%	31.7%	100%	40.3%	59.7%	†	100%

		1999–2000			2019–20			
		Men	Women	Total	Men	Women	Genderqueer, Gender Nonconforming, or a Different Gender Identity	Total
Master's Degrees	All racial and ethnic groups	40.8%	59.2%	100%	39.0%	59.9%	1.0%	100%
	American Indian or Alaska Native	‡	‡	‡	49.8% !	50.2% !	‡	100%
	Asian	44.6%	55.4%	100%	37.4%	61.6%	1.0% !	100%
	Black or African American	28.3%	71.7%	100%	30.1%	69.5%	0.4% !!	100%
	Hispanic or Latino	40.4%	59.6%	100%	36.6%	63.0%	0.4% !!	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	51.3%	48.7% !	‡	100%
	White	40.5%	59.5%	100%	38.1%	60.8%	1.2%	100%
	More than one race	44.6%	55.4%	100%	44.2%	52.6%	3.2% !	100%
	International students	53.2%	46.8%	100%	53.7%	45.9%	‡	100%

Sources: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2000 and 2020.

Notes: Categories for a student's gender identity provided for self-identification were updated in the NPSAS:20 survey to include male; female; transgender, male-to-female; transgender, female-to-male; genderqueer or gender nonconforming; or a different gender identity. Students who identified as male or transgender, female-to-male were classified as *men*. Students who identified as female or transgender, male-to-female were classified as *women*. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity were classified as *genderqueer, gender nonconforming, or a different identity* (except students who selected multiple responses within the same gender binary, who were classified within that binary—e.g., students who selected both male and transgender, female-to-male were classified as male). | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Women represented 42.2 percent of Native Hawaiian or other Pacific Islander graduate students in 2019–20, a decrease from 65.0 percent in 1999–2000 (a decline of 35 percent)—the largest decrease in women's representation within racial and ethnic groups during this period.
- The share of Black or African American women in 2019–20 (70.3 percent) was about 41 percentage points larger than that of men (29.2 percent).
- Men and women's enrollment was nearly equal among graduate students who were pursuing research doctoral degrees in 2019–20 (48.9 percent and 49.2 percent, respectively). In contrast, men composed less than 40 percent of graduate students enrolled in professional and other doctoral degree programs (39.9 percent) and master's degree programs (39.0 percent).

GRADUATE ENROLLMENT: 2019–20

In 2019–20, 49.3 percent of all graduate students were White, 38.4 percent were students of color, and 12.5 percent were international students.² The largest group of graduate students of color was Black or African American students, who composed 11.5 percent of total enrollment, followed by Hispanic or Latino students (10.1 percent), Asian students (9.0 percent), and multiracial students (6.6 percent) (see table 3.1).

Graduate Enrollment Across Ages

In 2019–20, over half of graduate students were ages 29 and younger (52.9 percent); of this percentage, 39.4 percent were 24 to 29 years old and 13.5 percent were between 15 and 23 years old. Adults ages 30 and older represented 47.1 percent of all graduate students.

Table 3.3: Graduate Enrollment Across Ages, by Award Level and Race and Ethnicity: 2019–20

		15 to 23	24 to 29	30 and Older	Total
All Degrees	All racial and ethnic groups	13.5%	39.4%	47.1%	100%
	American Indian or Alaska Native	‡	17.8% !	75.3%	100%
	Asian	15.0%	49.6%	35.4%	100%
	Black or African American	9.4%	27.7%	62.8%	100%
	Hispanic or Latino	11.3%	39.4%	49.3%	100%
	Native Hawaiian or other Pacific Islander	18.0% !!	14.8% !	67.2%	100%
	White	13.6%	38.2%	48.2%	100%
	More than one race	13.0%	36.2%	50.8%	100%
	International students	18.5%	50.9%	30.6%	100%
Research Doctoral Degrees	All racial and ethnic groups	6.2%	42.0%	51.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	10.6% !	50.0%	39.4%	100%
	Black or African American	1.8% !	20.4%	77.8%	100%
	Hispanic or Latino	2.6% !	34.3%	63.1%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	6.7%	39.3%	54.0%	100%
	More than one race	7.6% !	46.0%	46.3%	100%
	International students	6.5%	53.1%	40.4%	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	19.9%	55.7%	24.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	18.4%	63.1%	18.5%	100%
	Black or African American	15.2%	34.7%	50.1%	100%
	Hispanic or Latino	13.7%	58.1%	28.1%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	22.7%	56.5%	20.8%	100%
	More than one race	14.8% !	60.7%	24.5%	100%
	International students	15.1% !	59.2%	25.6% !	100%

2 Some international students who were not classified by race and ethnicity may have been included as White students. The group *students of color* included American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and multiracial students. International students were not included as students of color because of the lack of precise data on their race or ethnicity.

		15 to 23	24 to 29	30 and Older	Total
Master's Degrees	All racial and ethnic groups	14.7%	35.8%	49.4%	100%
	American Indian or Alaska Native	‡	22.6% !!	72.2%	100%
	Asian	14.1%	42.6%	43.3%	100%
	Black or African American	10.2%	29.8%	59.9%	100%
	Hispanic or Latino	11.8%	37.7%	50.5%	100%
	Native Hawaiian or other Pacific Islander	‡	12.5% !!	87.5%	100%
	White	13.8%	34.8%	51.4%	100%
	More than one race	14.2%	26.1%	59.7%	100%
	International students	30.3%	49.1%	20.6%	100%

Sources: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Nearly four in 10 Black or African American graduate students (37.1 percent) were ages 29 and younger, compared with 50.7 percent of Hispanic or Latino graduate students.
- Just over half of all multiracial students (50.8 percent) and nearly half of all Hispanic or Latino (49.3 percent) and White (48.2 percent) students were ages 30 and older.
- Three-quarters of American Indian or Alaska Native graduate students (75.3 percent), 67.2 percent of Native Hawaiian or other Pacific Islander, and 62.8 percent of Black or African American students were ages 30 and older. In contrast, fewer than a third (30.6 percent) of international graduate students and 35.4 percent of Asian graduate students were in this older age range.

Graduate Enrollment Across Urbanities

Almost 80 percent of all graduates enrolled in 2019–20 had a permanent residence in either cities (36.5 percent) or suburban areas (42.5 percent), as opposed to rural areas (15.3 percent) or towns (5.7 percent). Overall, the share of those enrolled in a research doctoral degree in a city (45.2 percent) was higher than that of those in a professional and other doctoral degree (37.1 percent) and those in master's degrees (34.6 percent).

Table 3.4: Graduate Enrollment Across Urbanities (Student Permanent Address), by Award Level and Race and Ethnicity: 2019–20

		City	Suburban	Town	Rural	Total
All Degrees	All racial and ethnic groups	36.5%	42.5%	5.7%	15.3%	100%
	American Indian or Alaska Native	23.6% !	16.6% !	7.9% !!	51.9%	100%
	Asian	45.2%	46.6%	1.9% !	6.3%	100%
	Black or African American	40.9%	47.4%	3.2%	8.5%	100%
	Hispanic or Latino	42.6%	44.5%	4.4%	8.5%	100%
	Native Hawaiian or other Pacific Islander	20.7% !	60.6%	5.1% !!	13.6% !!	100%
	White	32.6%	40.6%	7.1%	19.7%	100%
	More than one race	40.0%	40.9%	6.0% !	13.0%	100%
	International students	‡	‡	‡	‡	‡
Research Doctoral Degrees	All racial and ethnic groups	45.2%	38.9%	5.0%	10.9%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡
	Asian	51.7%	41.8%	1.2% !!	5.2% !	100%
	Black or African American	43.0%	45.2%	1.8%	10.0%	100%
	Hispanic or Latino	55.5%	36.1%	4.4% !	4.0%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡
	White	43.1%	38.3%	5.8%	12.8%	100%
	More than one race	46.0%	34.2%	9.0% !!	10.8% !	100%
	International students	‡	‡	‡	‡	‡
Professional and Other Doctoral Degrees	All racial and ethnic groups	37.1%	42.2%	4.9%	15.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡
	Asian	46.2%	46.3%	2.4% !!	5.1% !	100%
	Black or African American	45.4%	41.6%	3.3% !	9.7% !	100%
	Hispanic or Latino	44.0%	39.7%	3.4% !!	12.8%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡
	White	32.1%	40.0%	6.5%	21.3%	100%
	More than one race	38.5%	50.0%	3.1% !	8.3% !	100%
	International students	‡	‡	‡	‡	‡
Master's Degrees	All racial and ethnic groups	34.6%	43.2%	6.0%	16.1%	100%
	American Indian or Alaska Native	23.1% !!	5.3% !!	11.7% !!	59.9%	100%
	Asian	43.3%	47.3%	1.9% !	7.5% !	100%
	Black or African American	38.8%	49.6%	3.1%	8.5%	100%
	Hispanic or Latino	41.1%	45.3%	5.0%	8.7%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡
	White	30.4%	41.1%	7.7%	20.8%	100%
	More than one race	40.1%	41.1%	5.7% !	13.1%	100%
	International students	‡	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: This table includes respondents who had a permanent residence in the 50 U.S. states, the District of Columbia, or Puerto Rico. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Almost 90 percent of graduates from all racial and ethnic groups enrolled at institutions located in cities (68.3 percent) or suburban areas (20.8 percent), compared with those located in rural areas (1.1 percent) or towns (9.8 percent). The share of students enrolled at institutions in the city or suburban areas was highest for international students (91.5 percent).

Table 3.5: Graduate Enrollment Across Institutional Urbanities, by Award Level and Race and Ethnicity: 2019–20

		City	Suburban	Town	Rural	Total
All Degrees	All racial and ethnic groups	68.3%	20.8%	9.8%	1.1%	100%
	American Indian or Alaska Native	63.3%	15.7% !	19.8% !	1.1% !!	100%
	Asian	72.2%	20.3%	6.6%	0.9% !	100%
	Black or African American	66.4%	23.0%	9.6%	1.1% !	100%
	Hispanic or Latino	69.3%	24.5%	5.6%	0.6% !	100%
	Native Hawaiian or other Pacific Islander	69.5%	7.5% !!	23.0% !!	†	100%
	White	65.1%	22.0%	11.5%	1.4%	100%
	More than one race	67.7%	22.0%	10.0%	†	100%
	International students	79.9%	11.6%	7.8%	0.7%	100%
Research Doctoral Degrees	All racial and ethnic groups	79.1%	14.2%	6.3%	0.3% !!	100%
	American Indian or Alaska Native	†	†	†	†	†
	Asian	79.1%	14.2%	6.2% !	†	100%
	Black or African American	80.7%	10.9%	8.3%	†	100%
	Hispanic or Latino	81.5%	15.6%	2.8% !	†	100%
	Native Hawaiian or other Pacific Islander	†	†	†	†	†
	White	75.9%	17.2%	6.1%	0.7% !!	100%
	More than one race	76.7%	13.2% !	10.1% !!	†	100%
	International students	83.3%	11.1%	5.6%	†	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	74.7%	18.5%	6.4%	0.4% !!	100%
	American Indian or Alaska Native	†	†	†	†	†
	Asian	70.3%	21.4%	8.0%	†	100%
	Black or African American	75.0%	18.8%	5.7% !	0.5% !!	100%
	Hispanic or Latino	78.2%	19.8%	2.0% !!	†	100%
	Native Hawaiian or other Pacific Islander	†	†	†	†	†
	White	75.3%	17.1%	7.2%	0.5% !!	100%
	More than one race	76.8%	21.4% !	1.7% !	†	100%
	International students	87.9%	8.9% !	3.2% !!	†	100%
Master's Degrees	All racial and ethnic groups	63.9%	23.0%	11.6%	1.5%	100%
	American Indian or Alaska Native	67.8%	12.2% !!	18.3% !!	1.7% !!	100%
	Asian	71.3%	21.7%	5.5% !!	1.6% !	100%
	Black or African American	61.0%	26.5%	10.8%	1.6% !	100%
	Hispanic or Latino	65.2%	27.2%	6.7%	0.9% !	100%
	Native Hawaiian or other Pacific Islander	67.4%	4.3% !!	28.2% !!	†	100%
	White	60.6%	23.8%	13.8%	1.8%	100%
	More than one race	61.7%	25.8%	12.0%	†	100%
	International students	76.0%	12.0%	10.6%	1.4%	100%

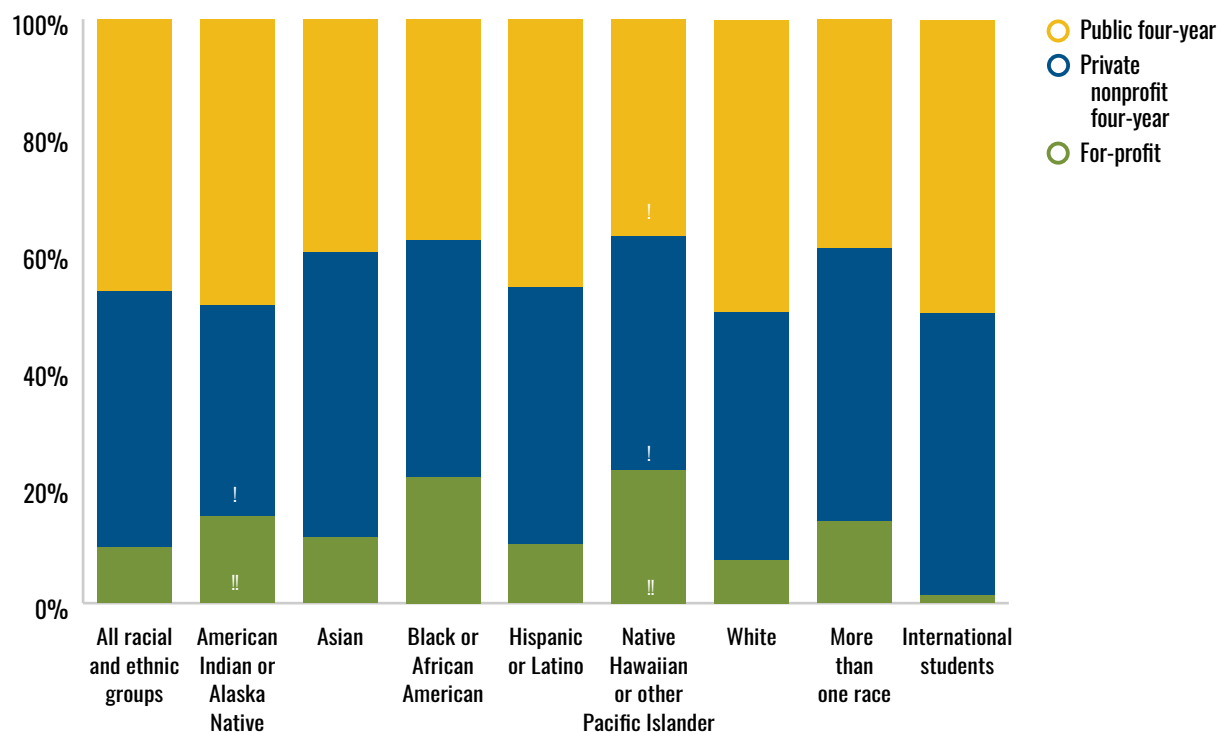
Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | † Reporting standards not met.

Graduate Enrollment Across Institution Types

Most 2019–20 graduate students were enrolled at either public four-year universities (46.6 percent) or private nonprofit four-year universities (43.9 percent). Only 9.5 percent of all graduate students were enrolled at for-profit institutions. However, there was considerable variation across racial and ethnic groups.

Figure 3.6: Graduate Enrollment Across Sectors, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect graduate enrollment at public four-year, private nonprofit four-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate.

- Among Black or African American students, 40.8 percent were enrolled at private four-year institutions, 37.9 percent at public four-year institutions, and 21.6 percent at for-profit institutions.
- International students had the lowest share of enrollment at for-profit institutions (1.3 percent).
- The shares of students enrolled at public four-year institutions ranged from about 37 percent of Native Hawaiian or Pacific Islander students to 50.3 percent of international students. The shares enrolled at private nonprofit four-year institutions ranged from about 36 percent of American Indian or Alaska Native students to 48.7 percent of Asian students.

R1 doctoral institutions enrolled 34.3 percent of graduate students from all racial and ethnic backgrounds, followed by other doctoral institutions (26.3 percent) and master's institutions (24.4 percent). The groups with the largest shares at R1 doctoral institutions were international (65.4 percent) and Asian (42.8 percent) students. Black or African American students had the smallest share at R1 doctoral institutions (15.9 percent).

Table 3.6: Graduate Enrollment Across Carnegie Classifications, by Race and Ethnicity: 2019–20

	R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities	Total
All racial and ethnic groups	34.3%	26.3%	24.4%	2.0%	0.2%	12.8%	0.02% !!	100%
American Indian or Alaska Native	20.1% !	23.7% !	36.0% !	‡	‡	17.3% !!	1.1% !!	100%
Asian	42.8%	16.8%	16.1%	1.4% !	0.2% !!	22.7%	‡	100%
Black or African American	15.9%	39.2%	30.6%	1.4%	0.1% !!	12.7%	‡	100%
Hispanic or Latino	27.8%	28.2%	27.3%	1.4%	0.4% !	14.9%	‡	100%
Native Hawaiian or other Pacific Islander	18.1% !!	46.0% !	23.0% !	‡	‡	10.8% !!	‡	100%
White	31.2%	26.7%	26.9%	2.5%	0.2%	12.6%	‡	100%
More than one race	32.2%	24.6%	26.1%	2.2% !!	‡	14.9%	‡	100%
International students	65.4%	18.6%	10.7%	1.1% !	‡	4.1%	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect graduate enrollment at institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Overall, the share of women pursuing graduate education at for-profit institutions was higher than that of men. The shares of men graduate students enrolled at public four-year and private nonprofit four-year institutions were higher than those of women. Gender differences in enrollment patterns were particularly large for Hispanic or Latino and Black or African American graduate students. Among Hispanic or Latino students, 42.3 percent of women and 51.4 percent of men enrolled at public four-year institutions, 46.0 percent of women and 41.0 percent of men enrolled at private nonprofit four-year institutions, and 11.7 percent of women and 7.7 percent of men enrolled at for-profit institutions. Among Black or African American students, 35.2 percent of women and 43.4 percent of men enrolled at public four-year institutions, 40.1 percent of women and 42.0 percent of men enrolled at private nonprofit four-year institutions, and 24.7 percent of women and 14.6 percent of men enrolled in the for-profit sector.

Table 3.7: Graduate Enrollment Across Sectors, by Gender and Race and Ethnicity: 2019–20

		Public Four-Year	Private Nonprofit Four-Year	For-Profit	Total
Men	Men total	48.7%	44.9%	6.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	39.9%	49.0%	11.1% !	100%
	Black or African American	43.4%	42.0%	14.6%	100%
	Hispanic or Latino	51.4%	41.0%	7.7%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	51.5%	43.2%	5.3%	100%
	More than one race	41.0%	50.3%	8.7% !	100%
	International students	50.4%	48.6%	0.9% !!	100%
Women	Women total	45.1%	43.3%	11.6%	100%
	American Indian or Alaska Native	49.1% !	32.1% !	18.8% !!	100%
	Asian	39.9%	48.4%	11.7%	100%
	Black or African American	35.2%	40.1%	24.7%	100%
	Hispanic or Latino	42.3%	46.0%	11.7%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	49.2%	41.9%	8.9%	100%
	More than one race	36.7%	44.8%	18.5%	100%
	International students	50.3%	47.8%	1.9% !	100%
Genderqueer, Gender Nonconforming, or a Different Gender Identity	Genderqueer, gender nonconforming, or a different gender identity total	54.1%	40.5%	5.4% !	100%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	‡	‡	‡	‡
	Black or African American	‡	‡	‡	‡
	Hispanic or Latino	‡	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	50.8%	47.0%	2.1% !!	100%
	More than one race	‡	‡	‡	‡
	International students	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect graduate enrollment at public four-year, private nonprofit four-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Categories for a student's gender identity provided for self-identification were updated in the NPSAS:20 survey to include male; female; transgender, male-to-female; transgender, female-to-male; genderqueer or gender nonconforming; and a different gender identity. Students who identified as male or transgender, female-to-male, were classified as *men*. Students who identified as female or transgender, male-to-female, were classified as *women*. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity were classified as *genderqueer, gender nonconforming, or a different identity* (except students who selected multiple responses within the same gender binary, who were classified within that binary—e.g., students who selected both male and transgender, female-to-male, were classified as male). | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The share of all women enrolled at for-profit institutions (11.6 percent) was higher than that of men (6.4 percent). This pattern was consistent across all racial and ethnic groups.
- Nearly one-quarter of Black or African American women graduate students were enrolled at for-profit institutions in 2019–20 (24.7 percent), followed by 18.5 percent of multiracial women, 11.7 percent of Asian women, 11.7 percent of Hispanic or Latina women, and 8.9 percent of White women.

Overall, a greater share of graduate students enrolled at public four-year institutions than in other institutional sectors in 2019–20. Over half of graduate students ages 15 to 23 (53.1 percent), 48.9 percent of graduate students ages 24 to 29, and 42.9 percent of graduate student ages 30 and older were enrolled at public four-year institutions. Furthermore, the group of students ages 30 and older had the highest enrollment rate at for-profit institutions (14.5 percent), compared with students ages 24 to 29 (6.1 percent) and ages 15 to 23 (1.8 percent). That was consistent across all racial and ethnic groups. Also, while students ages 30 and older were evenly divided between public four-year and private nonprofit four-year institutions (42.9 and 42.6 percent, respectively), students ages 15 to 23 and 24 to 29 enrolled at public four-year institutions at a higher rate (53.1 percent and 48.9 percent, respectively).

Table 3.8: Graduate Enrollment Across Sectors, by Age and Race and Ethnicity: 2019–20

		Public Four-Year	Private Nonprofit Four-Year	For-Profit	Total
15 to 23	15 to 23 total	53.1%	45.1%	1.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	55.5%	40.5%	4.0% !!	100%
	Black or African American	53.5%	44.0%	2.4% !!	100%
	Hispanic or Latino	47.2%	48.0%	4.9% !	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	58.8%	39.6%	1.6% !	100%
	More than one race	61.8%	37.5%	0.7% !!	100%
	International students	35.3%	64.7%	‡	100%
24 to 29	24 to 29 total	48.9%	45.0%	6.1%	100%
	American Indian or Alaska Native	‡	‡	‡	100%
	Asian	37.9%	53.3%	8.7% !	100%
	Black or African American	46.6%	41.1%	12.3%	100%
	Hispanic or Latino	51.7%	42.3%	5.9%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	51.1%	43.3%	5.5%	100%
	More than one race	41.4%	45.8%	12.8%	100%
	International students	51.3%	48.3%	0.4% !	100%
30 and Older	30 and older total	42.9%	42.6%	14.5%	100%
	American Indian or Alaska Native	37.0% !	43.4% !	19.6% !!	100%
	Asian	36.3%	45.6%	18.2%	100%
	Black or African American	31.7%	39.7%	28.6%	100%
	Hispanic or Latino	40.9%	44.4%	14.7%	100%
	Native Hawaiian or other Pacific Islander	37.3% !	32.3% !	30.4% !!	100%
	White	46.9%	42.5%	10.6%	100%
	More than one race	31.7%	50.0%	18.3%	100%
	International students	57.8%	38.4%	3.8%	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect graduate enrollment at public four-year, private nonprofit four-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The largest concentrations of students in the for-profit sector were among Black or African American students ages 30 and older (28.6 percent) and Native Hawaiian or other Pacific Islander students in this age range (about 30 percent). In the 24 to 29 age bracket, the share of graduate students enrolled in public four-year institutions was higher than those at private nonprofit four-year institutions across all racial and ethnic groups except for Asian students and students of more than one race.

- Among graduate students under ages 30 and younger, all groups except Asian and international students had larger shares of students enrolled at public four-year institutions than at private nonprofit four-year institutions.
- Among graduate students ages 30 and older, enrollment at public four-year institutions was higher than that at private nonprofit four-year institutions for White (46.9 versus 42.5 percent), international (57.8 versus 38.4 percent), and Native Hawaiian or other Pacific Islander students (37.3 versus 32.3 percent).

GRADUATE ENROLLMENT, BY DEGREE PROGRAM

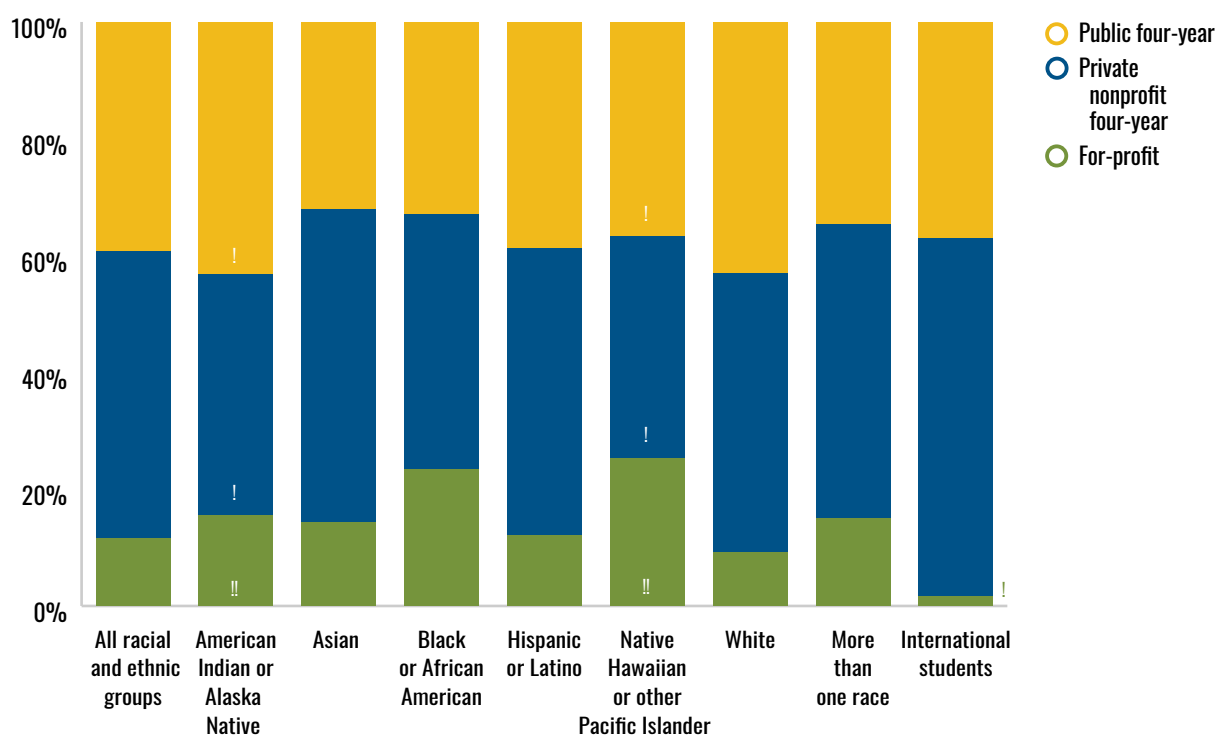
Similar to differences seen in undergraduate enrollment (see chapter 2), there was great variation by student group as to where students enroll in graduate education. For example, 11.5 percent of master's students enrolled at for-profit institutions, compared with 8.9 percent of professional and other doctoral degree students and 5.0 percent of research doctoral students. A larger share of research doctoral students than those of other graduate students enrolled at public institutions (57.3 percent), and a larger share of master's students than those of other graduate students enrolled at private nonprofit institutions (49.3 percent).

Master's Degree Programs

Institutional Sector

Most 2019–20 master's degree students were enrolled in programs at either private or public nonprofit four-year institutions (49.3 percent and 39.2 percent, respectively). Only 11.5 percent of master's degree students were enrolled at for-profit institutions.

Figure 3.7: Graduate Enrollment in Master's Degree Programs Across Sectors, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect master's degree programs enrollment at public four-year, private nonprofit four-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate.

- Master's degree students enrolled at private nonprofit four-year institutions at a higher rate than at public four-year institutions; this was true for all racial and ethnic groups except for American Indian or Alaska Native students.
- More than six in 10 international students in master's degree programs were enrolled at private nonprofit four-year institutions (61.4 percent), compared with 36.9 percent enrolled at public four-year institutions—the largest difference in sector enrollment within racial and ethnic groups.
- Among Black or African American master's degree students, the differences in enrollment across institutional sectors—43.7 percent were enrolled in programs at private nonprofit four-year institutions, 32.9 percent were enrolled at public four-year institutions, and 23.4 percent were enrolled at for-profit institutions—were smaller than differences in institutional sector enrollment of other racial and ethnic groups.
- Around a quarter of Black or African American (23.4 percent) and Native Hawaiian or other Pacific Islander (about 25 percent) master's degree students attended for-profit institutions.

Carnegie Classification

In 2019–20, over a third of all graduate students pursuing a master's degree (34.8 percent) were enrolled at master's institutions, compared with 28.4 percent enrolled at other doctoral institutions and less than a quarter enrolled at R1 doctoral institutions (24.2 percent). Graduate student enrollment across Carnegie Classifications differed among racial and ethnic groups.

Table 3.9: Graduate Enrollment in Master's Degree Programs Across Carnegie Classifications, by Race and Ethnicity: 2019–20

	R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities	Total
All racial and ethnic groups	24.2%	28.4%	34.8%	2.2%	0.1%	10.4%	0.01% !!	100%
American Indian or Alaska Native	‡	25.6% !!	51.4% !	‡	‡	16.9% !!	1.7% !!	100%
Asian	37.8%	19.1%	26.1%	1.8% !	‡	15.1%	‡	100%
Black or African American	9.9%	37.1%	39.1%	1.6%	‡	12.3% !	‡	100%
Hispanic or Latino	21.5%	30.2%	35.3%	1.1% !	0.1% !!	11.9%	‡	100%
Native Hawaiian or other Pacific Islander	24.2% !!	30.9% !!	32.4% !	‡	‡	9.4% !!	‡	100%
White	20.9%	29.0%	37.5%	2.6%	0.1% !	10.1%	‡	100%
More than one race	22.4%	26.2%	37.8%	3.2% !!	‡	10.4% !	‡	100%
International students	52.0%	22.1%	20.1%	1.8% !	‡	3.9%	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect master's degree programs enrollment in institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

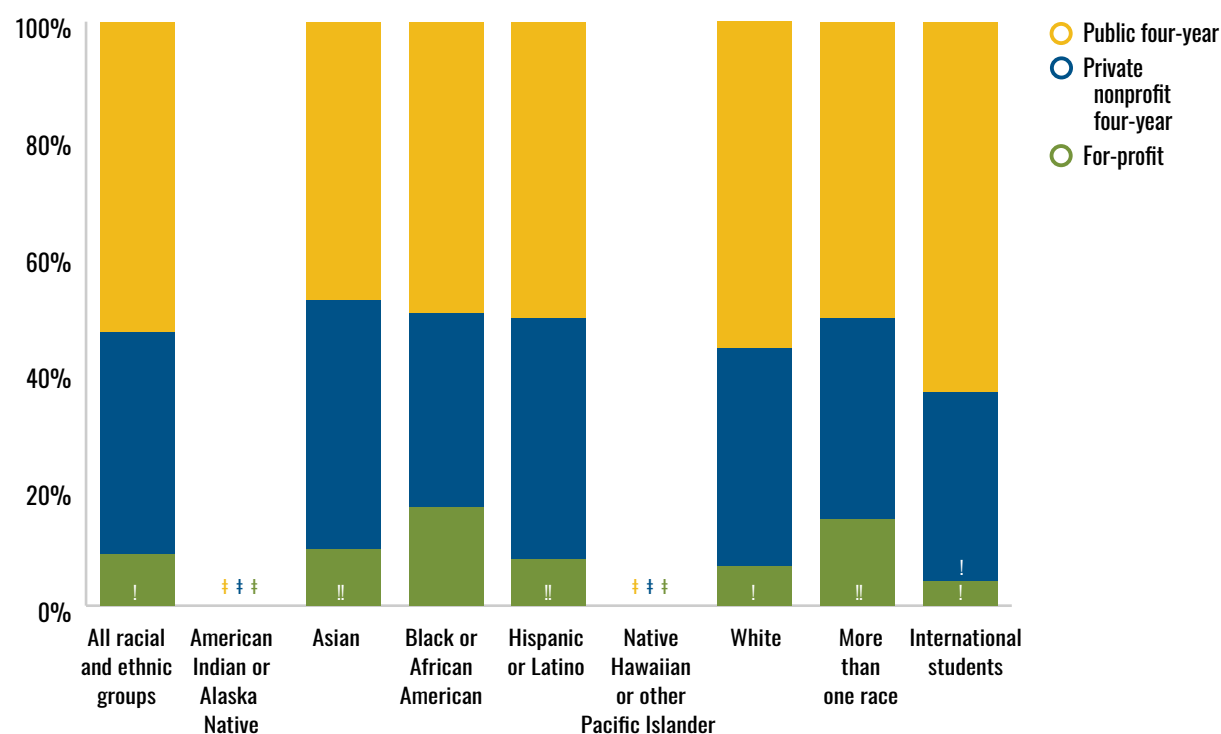
- The shares of master's degree students enrolled at R1 doctoral institutions ranged from 9.9 percent of Black or African American students to 37.8 percent of Asian students and 52.0 percent of international students.
- Asian and international students had the highest concentration of master's students enrolled at R1 doctoral institutions (37.8 and 52.0 percent, respectively).
- Black or African American and international master's students showed the highest enrollment difference between enrollment at R1 doctoral institutions and other doctoral institutions. Almost 10 percent of Black or African American students enrolled at R1 doctoral institutions (9.9 percent), compared with 37.1 percent at other doctoral institutions. International students were more concentrated at R1 doctoral institutions (52.0 percent), followed by 22.1 percent at other doctoral institutions.

Professional and Other Doctoral Degree Programs

Institutional Sector

In 2019–20, over half of the students seeking professional (e.g., law and medical fields) and other doctoral degrees were enrolled at public four-year institutions (53.2 percent), 37.9 percent were enrolled at private nonprofit four-year institutions, and 8.9 percent were enrolled at for-profit institutions. Across all racial and ethnic groups, larger shares of students enrolled at public four-year institutions than at private nonprofit four-year institutions. Nearly half of Asian (47.6 percent) and at least half of Black or African American (50.0 percent), Hispanic or Latino (50.8 percent), multiracial (50.8 percent), White (56.0 percent), and international (63.5 percent) professional and other doctoral degree students were enrolled at public four-year institutions. The gap between public and private nonprofit enrollment was largest among international students (63.5 percent versus about 32 percent).

Figure 3.8: Graduate Enrollment in Professional and Other Doctoral Degree Programs Across Sectors, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect professional and other doctoral degree programs enrollment at public four-year, private nonprofit four-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Carnegie Classification

A larger share of professional and other doctoral degree program students enrolled at R1 doctoral institutions (37.9 percent) than at other types of institutions, with 21.2 percent at other doctoral institutions and 7.5 percent at master's institutions.

Table 3.10: Graduate Enrollment in Professional and Other Doctoral Degree Programs Across Carnegie Classifications, by Race and Ethnicity: 2019–20

	R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities	Total
All racial and ethnic groups	37.9%	21.2%	7.5%	1.5% !	0.1% !!	31.9%	‡	100%
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Asian	40.2%	11.1% !	3.5% !	‡	‡	45.2%	‡	100%
Black or African American	25.4%	36.9%	12.5%	0.7% !	‡	24.4%	‡	100%
Hispanic or Latino	34.7%	24.8%	7.9% !	‡	‡	32.2%	‡	100%
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
White	39.5%	21.7%	8.3%	2.2% !	0.03% !!	28.2%	‡	100%
More than one race	36.3%	14.6%	4.5% !!	‡	‡	44.5%	‡	100%
International students	55.3%	17.5% !	3.6% !!	‡	‡	17.1% !!	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect professional and other doctoral degree programs enrollment at institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

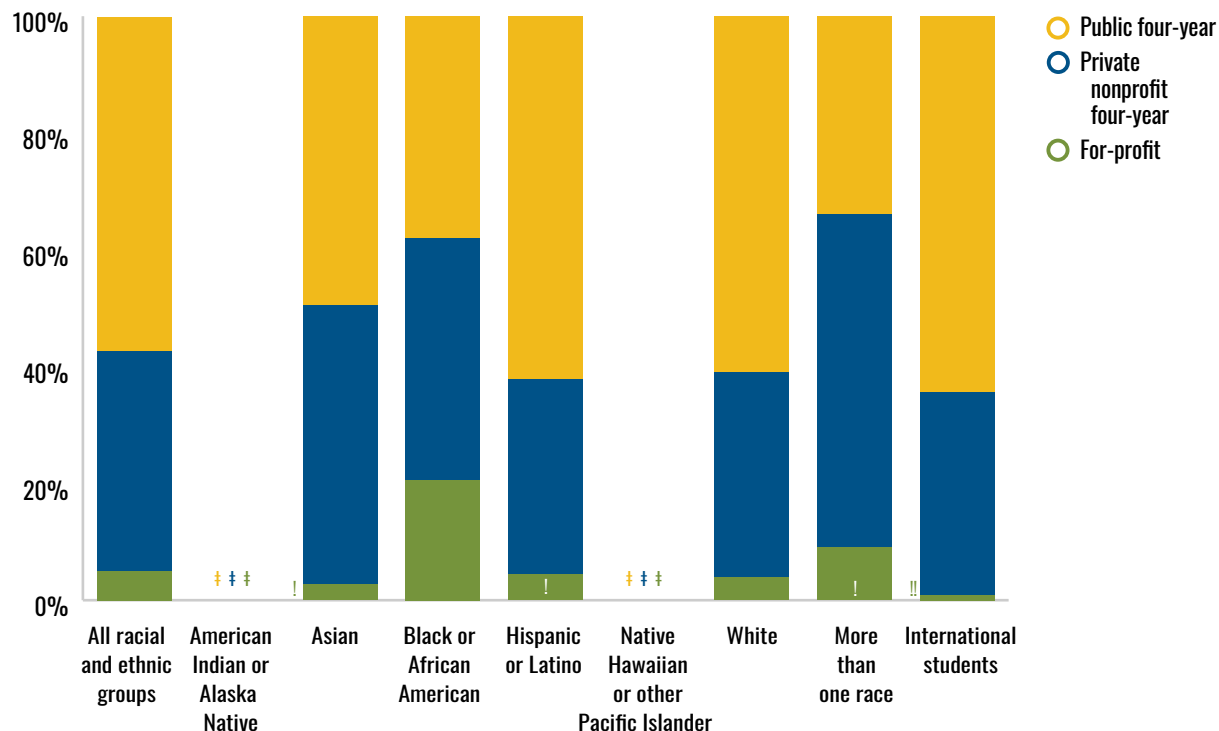
- The shares of students in professional and other doctoral degree programs enrolled at R1 doctoral institutions ranged from 25.4 percent of Black or African American students to 55.3 percent of international students.
- Black or African American professional students were enrolled at other doctoral institutions (36.9 percent)—the only racial and ethnic group to show greater enrollment at this institutional type than at R1 doctoral universities.

Research Doctoral Degree Programs

Institutional Sector

Among students who were pursuing research doctoral degrees, over half (57.3 percent) were enrolled at public four-year institutions, 37.6 percent were enrolled at private nonprofit four-year institutions, and 5.0 percent attended for-profit institutions. There was considerable variation by race, ethnicity, and international status.

Figure 3.9: Graduate Enrollment in Research Doctoral Degree Programs Across Sectors, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

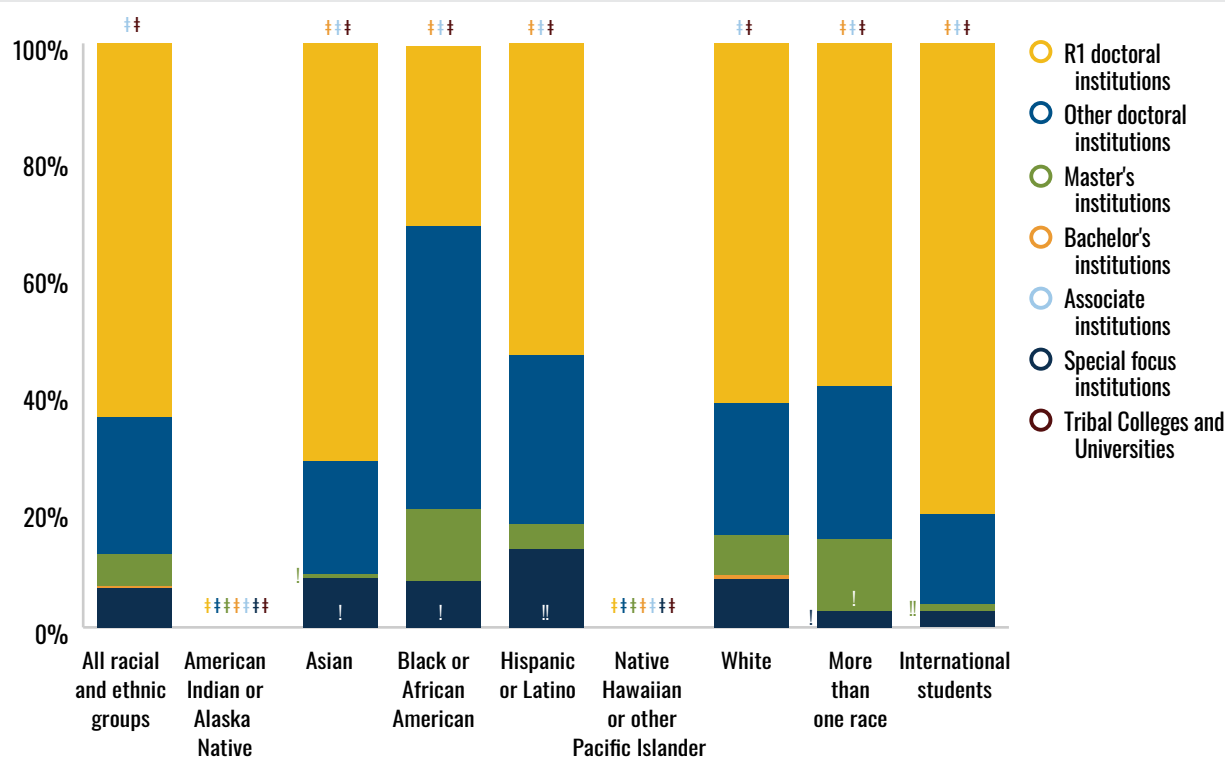
Notes: Data reflect research doctoral degree programs enrollment at public four-year, private nonprofit four-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | # Reporting standards not met.

- In 2019–20, 20.6 percent of Black or African American students in research doctoral programs were enrolled at for-profit institutions, compared with 5.0 percent of all students in this sector.
- A larger share of international students (64.4 percent) than that of any other group enrolled at public four-year institutions, followed closely by Hispanic or Latino students (62.1 percent) and White students (60.9 percent).
- Over half of multiracial students (57.1 percent) enrolled as doctoral students at private nonprofit institutions.

Carnegie Classification

When comparing graduate students who were pursuing a research doctoral degree in 2019–20, 64.0 percent were enrolled at R1 doctoral institutions, 23.5 percent were enrolled at other doctoral institutions, 5.5 percent were enrolled at master's institutions, and fewer than 1.0 percent (0.3 percent) were enrolled at bachelor's institutions.

Figure 3.10: Graduate Enrollment in Research Doctoral Degree Programs Across Carnegie Classifications, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Data reflect research doctoral degree programs enrollment at institutions that were classified by the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | † Reporting standards not met.

- Larger shares of international (80.7 percent) and Asian (71.5 percent) students than those of other groups attended R1 doctoral institutions while pursuing a research doctoral degree in 2019–20.
- Nearly half of Black or African American research doctoral students (48.4 percent) were enrolled at other doctoral institutions—the only racial and ethnic group for whom enrollment in these institutions was higher than enrollment in R1 doctoral institutions.

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CHAPTER 4

UNDERGRADUATE COMPLETION



INTRODUCTION

Concerns about differential college enrollment rates among racial and ethnic groups are long-standing. In 2020 and 2021, 84 percent of Asian and 64 percent of White recent high school graduates enrolled in college, compared with the 57 percent of Hispanic or Latino and 58 percent of Black or African American recent graduates who enrolled in either a two-year or a four-year institution. The gaps in enrollment at four-year institutions are even larger (NCES 2023). But merely enrolling in college is insufficient to ensure that students receive the advantages of a college education. Students must complete their degrees or certificates to reap financial and other benefits associated with college.

As this chapter details, regardless of the institution type at which they began, Black or African American students were less likely than their peers from other racial and ethnic groups to complete a degree or certificate. While the data presented here do not explain the disparities, they do highlight the need for policies and practices to narrow gaps in college success.

This chapter also reports on the degrees and certificates earned by students from different racial and ethnic groups. It looks separately at short- and long-term certificates, associate degrees, and bachelor's degrees and examines fields of study at different types of institutions. The variations across racial and ethnic groups are relevant because they are associated with differences in employment opportunities and earnings. Asian, White, and international students were more likely than others to earn bachelor's degrees. At public and private nonprofit institutions, Asian and international students were far more likely than others to pursue their bachelor's degrees in science, technology, engineering, and mathematics (STEM) fields. Black or African American students were more likely than others to choose health care fields, social science, general studies, and other applied fields.

KEY FINDINGS

Completion Rates

- For all racial and ethnic groups, the six-year completion rate was the highest at R1 doctoral institutions and the lowest at associate and special focus institutions (see tables 4.1 through 4.6).¹
- Women who completed a degree or certificate within six years did so at a higher rate than men, regardless of the Carnegie Classification of the institution in which students first enrolled. However, gender gaps tended to be larger at master's institutions and at other doctoral institutions than at R1 doctoral institutions (see tables 4.1 through 4.6).
- Black or African American students consistently had lower completion rates than those of any other racial and ethnic groups, regardless of the Carnegie Classification of the starting institution (see tables 4.1 through 4.6).
- The gap in completion rates between White students and Black or African American students was largest at other doctoral institutions (73 percent versus 48 percent) and smallest at special focus institutions (43 percent versus 34 percent). The shares of students who did not complete a degree or certificate or were not enrolled at an institution six years after enrolling were larger at both other doctoral institutions and master's institutions than at R1 doctoral institutions (see tables 4.1 through 4.6).

Degrees and Certificates Earned

- Between 2001 and 2021, the total number of undergraduate degrees and certificates awarded annually increased from about 2.1 million to 3.9 million (see figure 4.1). The share of bachelor's degrees declined from 58.9 percent to 53.5 percent, while the share of short-term certificates increased from 13.1 percent to 19.3 percent (see table 4.7).²
- More than half of Asian, White, and multiracial students completed bachelor's degrees in 2021. In contrast, among Black or African American, Native Hawaiian or other Pacific Islander, Hispanic or Latino, and American Indian or Alaska Native students, subbaccalaureate certificates and degrees made up the highest share of completed degrees (see table 4.7).³
- More than three-quarters of the undergraduate degrees and certificates completed in 2021 were awarded at public four-year (37.3 percent) or public two-year (39.7 percent) institutions. Undergraduate completions of international and Asian students were more concentrated at public four-year institutions (50.4 percent and 46.8 percent, respectively), while Hispanic or Latino and American Indian or Alaska Native students were more concentrated at public two-year institutions (50.8 percent and 49.5 percent, respectively). Seven percent of all undergraduate completions were awarded at for-profit institutions (see figure 4.2).⁴
- Over one-third of international and Asian students completed an undergraduate degree or certificate at R1 doctoral institutions, while nearly half of Hispanic or Latino students earned a degree or certificate at associate institutions. Roughly 8 percent of American Indian or Alaska Native students earned a degree or certificate at Tribal Colleges and Universities (see figures 4.13, 4.17, and 4.21).
- The largest share of subbaccalaureate degrees and certificates awarded in 2021 were conferred at public two-year institutions, while most bachelor's degrees were awarded at public four-year institutions (see figure 4.25).

1 Institutions were categorized into Carnegie Classification based upon the 2018 Basic Carnegie Classification, an update of the framework that was developed by the Carnegie Commission on Higher Education in the early 1970s. It is important to note that classifications are time-specific descriptions of institutional attributes and behavior; thus, an individual institution's classification may change over time. For more information, please refer to the report's methodology.

2 *Short-term certificates* included those that were designed to be completed in less than two academic years.

3 The National Center for Education Statistics (NCES, n.d.-b.) defines a U.S. nonresident as "a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely." In this report, U.S. nonresidents are labeled as international students. NCES defines students as two or more races for those who report as identifying with more than one racial or ethnic group. In this report, students of two or more races are labeled as multiracial students.

4 Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. For more information, please refer to this report's methodology.

- In 2021, when about 13 percent of all short-term certificates were from for-profit institutions, approximately 22 percent of Black or African American students and 28 percent of Native Hawaiian or other Pacific Islander students earned a certificate in the for-profit sector (see figure 4.13).
- Manufacturing, military technology, and other applied fields were the most common fields of study for both short-term and long-term certificate recipients (see figures 4.15 and 4.19). General studies and other fields and STEM fields were the most common fields of study for associate and bachelor's degree recipients, respectively (see figures 4.23 and 4.27).⁵
- Among bachelor's degree recipients, nearly four in 10 Asian and international students studied STEM fields, while fewer than 20 percent of Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and Black or African American students did so (see figure 4.27).

5 *General studies and other fields* included fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. *STEM fields* included computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture.

UNDERGRADUATE COMPLETION RATES: STUDENTS WHO BEGAN COLLEGE IN FALL 2011

This section analyzes the completion rates of students who first enrolled in postsecondary education institutions in fall 2011. Completion rates were calculated within six years of first enrollment and followed students through spring 2017. Six years represented 300 percent of the normal time at two-year institutions and 150 percent of the normal time at four-year institutions. Completion rates included both full-time and part-time students.

Undergraduate completion rate data come from the U.S. Department of Education's Beginning Postsecondary Students (BPS) Longitudinal Study, which tracks students' paths through postsecondary education by surveying a cohort of students at three points: at the end of their first, third, and sixth academic years after entry into postsecondary education. BPS draws its cohorts from the National Postsecondary Student Aid Study (NPSAS) to create a nationally representative sample of first-time beginning undergraduate students enrolled in postsecondary education (NCES, n.d.-a).

We present data on students' six-year outcomes, disaggregated by six different types of institutions where students first enrolled: 1) R1 doctoral institutions; 2) other doctoral institutions; 3) master's institutions; 4) bachelor's institutions; 5) associate institutions; or 6) special focus institutions. This categorization of institutional type utilizes the 2018 Carnegie Basic Classification.⁶ Detailed descriptions for each type of institution are provided in the report's methodology.

Undergraduate completion rates within six years varied greatly across types of institutions. Across all racial and ethnic groups, students who started at R1 doctoral institutions (86.6 percent) had the highest six-year completion rate, followed by students who started at other doctoral (67.6 percent), master's (66.3 percent), and bachelor's (64.8 percent) institutions. Completion rates for students who started at special focus (42.8 percent) and associate (41.1 percent) institutions were much lower.

Across all Carnegie Classifications, women on average were more likely than men to complete a degree or certificate within six years of first enrolling. Black or African American students consistently had the lowest completion rates of any racial and ethnic group, while White and Asian students tended to have the highest completion rates.

R1 doctoral institutions had lower shares of students who did not complete or were not enrolled at any institution six years after initial enrollment, compared with shares of students at master's institutions and other doctoral institutions.

Completion Rates for Students Who Started at R1 Doctoral Institutions

Most students who started at R1 doctoral institutions in fall 2011 completed a degree or certificate within six years (86.6 percent)—83.5 percent attained a bachelor's degree, 1.7 percent attained an associate degree, and 1.2 percent attained a certificate. About 5 percent of students were still enrolled at either four-year (3.5 percent) or less-than-four-year (1.4 percent) institutions in spring 2017. About 8 percent did not complete a degree or certificate and were no longer enrolled in any institutions after six years.

⁶ Six-year outcomes data for students who began at Tribal Colleges and Universities were suppressed due to small sample size.

Table 4.1: Six-Year Outcomes for Students Who Started at R1 Doctoral Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	83.7%	1.7%	1.2%	3.5%	1.4%	8.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	86.5%	‡	‡	3.0% !	‡	7.7% !	100%
	Black or African American	69.2%	6.8% !	‡	9.0% !	3.9% !!	11.0% !	100%
	Hispanic or Latino	78.6%	2.6% !!	6.9% !	2.5% !!	‡	8.8% !	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	85.9%	1.2% !	0.7% !	3.3%	1.2% !	7.7%	100%
	More than one race	80.2%	‡	‡	‡	‡	14.5% !	100%
	International students	90.9%	‡	‡	6.1% !!	‡	‡	100%
Men	All men	82.3%	‡	0.9% !	4.9%	1.8129 !	9.5%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	85.5%	‡	‡	6.8% !	‡	5.3% !	100%
	Black or African American	71.8%	‡	‡	9.4% !!	‡	18.8% !	100%
	Hispanic or Latino	76.5%	‡	‡	‡	‡	13.1% !	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	83.9%	‡	1.2% !!	4.4%	1.8% !	8.5%	100%
	More than one race	‡	‡	‡	‡	‡	‡	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	84.9%	2.6%	1.5% !	2.4%	1.1% !	7.5%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	87.2%	‡	‡	‡	‡	9.6% !	100%
	Black or African American	67.4%	11.6% !	‡	8.8% !!	6.6% !!	5.6% !	100%
	Hispanic or Latina	80.0%	2.1% !!	10.5% !	‡	‡	5.7% !!	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	87.8%	2.0% !	‡	2.4% !	0.6% !!	7.0%	100%
	More than one race	83.1%	‡	‡	‡	‡	12.1% !!	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Nearly nine in 10 international (90.1 percent), Asian (86.5 percent), and White (85.9 percent) students completed a bachelor's degree within six years. Smaller percentages of multiracial (80.2 percent), Hispanic or Latino (78.6 percent), and Black or African American (69.2 percent) students did so.

Gender

- A larger share of the women who started at R1 doctoral institutions in fall 2011 (84.9 percent) completed a bachelor's degree within six years, compared with the share of men (82.3 percent) who did so. A similar pattern emerged for all racial and ethnic groups except for Black or African American students when looking at completion rates by gender and race and ethnicity. A larger share of Black or African American men than that of Black or African American women completed a bachelor's degree within six years.

Completion Rates for Students Who Started at Other Doctoral Institutions

More than two-thirds (67.6 percent) of students who started in fall 2011 at other doctoral institutions completed a degree or certificate within six years. Sixty percent of students attained a bachelor's degree, 5.4 percent earned an associate degree, and 2.1 percent earned a certificate. Approximately 12 percent (12.1 percent) were still enrolled at four-year (9.6 percent) or less-than-four-year (2.5 percent) institutions in spring 2017. One-fifth (20.3 percent) did not complete a degree or certificate and were no longer enrolled at any institution six years after their first enrollment.

Table 4.2: Six-Year Outcomes for Students Who Started at Other Doctoral Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	60.1%	5.4%	2.1%	9.6%	2.5%	20.3%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	55.9%	4.0% !!	‡	23.8% !	‡	8.8% !	100%
	Black or African American	38.9%	6.8%	2.8% !	11.8%	5.7% !	34.1%	100%
	Hispanic or Latino	57.4%	5.4%	3.1% !	7.2% !	5.3% !	21.6%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	65.8%	5.1%	1.7%	8.3%	1.2% !	17.8%	100%
	More than one race	62.6%	6.3% !	‡	8.1% !	‡	21.8%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	56.9%	5.1%	1.4% !	11.8%	2.1% !	22.6%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	46.9%	‡	‡	34.3% !	‡	‡	100%
	Black or African American	31.2%	8.0% !!	2.0% !!	18.4% !	3.3% !!	37.0%	100%
	Hispanic or Latino	60.7%	7.5%	3.7% !!	3.4% !!	6.2% !!	18.6%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	62.8%	4.3%	1.1% !	10.0%	0.7% !!	21.1%	100%
	More than one race	52.8%	3.8% !	‡	8.5% !!	‡	34.9% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	62.3%	5.5%	2.6%	8.1%	2.8%	18.7%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	63.6%	‡	‡	14.9% !!	‡	9.6% !!	100%
	Black or African American	43.5%	6.0% !	3.2% !	7.8%	7.1% !	32.3%	100%
	Hispanic or Latina	55.5%	4.1% !	2.8% !	9.4% !	4.8% !	23.4%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	68.1%	5.7%	2.2%	7.0%	1.6% !	15.3%	100%
	More than one race	68.3%	7.7% !!	‡	7.8% !	‡	14.2% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Nearly three-quarters of White students (72.6 percent) completed a degree or certificate within six years, while fewer than half of Black or African American students did so.
- More than one-third of Black or African American students (34.1 percent) had left their college or university within six years of enrolling without completing a degree or certificate—the highest share of any group.

Gender

- Overall, women (70.4 percent) completed an undergraduate degree or certificate within six years at a higher rate than men (63.5 percent) across all racial and ethnic groups except for Hispanic or Latino students.
- Black or African American men had the highest dropout rate (37.0 percent) of any group.

Completion Rates for Students Who Started at Master's Institutions

Two-thirds of students who started at master's institutions in fall 2011 completed a degree or certificate within six years (66.3 percent)—60.0 percent attained a bachelor's degree, 4.6 percent attained an associate degree, and 1.7 percent attained a certificate. Roughly one in 10 students (11.2 percent) were still enrolled at four-year (7.6 percent) or less-than-four-year (3.6 percent) institutions in spring 2017. The average dropout rate of students at master's institutions was 22.6 percent, larger than that of students at R1 institutions (8.4 percent) and other doctoral institutions (20.3 percent).

Table 4.3: Six-Year Outcomes for Students Who Started at Master's Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	60.0%	4.6%	1.7%	7.6%	3.6%	22.6%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	70.9%	3.8% !	‡	7.3% !	1.6% !!	15.7%	100%
	Black or African American	42.3%	4.8%	3.2% !!	7.9%	7.1% !	34.8%	100%
	Hispanic or Latino	56.5%	3.6%	1.8% !	8.4%	6.1%	23.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	65.0%	4.9%	1.5%	7.0%	2.5%	19.2%	100%
	More than one race	49.2%	3.5% !!	1.0% !!	9.7% !	2.9% !!	33.7%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	54.6%	4.5%	1.6%	9.2%	3.1%	26.9%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	60.9%	5.5% !!	‡	13.0% !	‡	19.1% !	100%
	Black or African American	41.9%	4.6% !	1.9% !!	6.9% !	5.8% !!	38.8%	100%
	Hispanic or Latino	47.8%	4.7% !	3.2% !	9.0%	7.6% !	27.7%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	59.3%	4.5%	1.3% !	9.0%	1.9% !	24.0%	100%
	More than one race	43.5%	3.1% !!	‡	10.1% !!	‡	41.3%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
Women	All women	63.9%	4.6%	1.8%	6.4%	3.9%	19.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	80.2%	2.3% !!	‡	2.0% !!	1.8% !!	12.6% !	100%
	Black or African American	42.5%	4.9%	4.0% !!	8.6%	7.9% !	32.0%	100%
	Hispanic or Latina	62.6%	2.8% !	0.9% !	8.1%	5.1%	20.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	69.2%	5.2%	1.6%	5.5%	2.9%	15.6%	100%
	More than one race	54.3%	3.9% !!	2.0% !!	9.3% !	‡	26.7%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- About two-thirds of Asian (70.9 percent), White (65.0 percent), and Hispanic or Latino (56.5 percent) students completed a bachelor's degree within six years. Fewer than half of multiracial (49.2 percent) and Black or African American (42.3 percent) students had attained a bachelor's degree in spring 2017.
- The dropout rate was highest among Black or African American (34.8 percent) students at master's institutions. This rate was higher compared with that of Black or African American students at R1 doctoral institutions (11.0 percent) and at other doctoral institutions (34.1 percent). Moreover, the dropout rate for Black or African American students at master's institutions was lower than that at bachelor's (39.0 percent), associate (52.2 percent), and special focus institutions (52.9 percent).

Gender

- Across all racial and ethnic groups, a larger share of women (70.3 percent overall) than that of men (60.8 percent overall) completed a bachelor's degree.
- In particular, Asian women (80.2 percent) were twice as likely as Black or African American men (41.9 percent) to have completed a bachelor's degree by spring 2017.
- In spring 2017, 38.8 percent of Black or African American men had not completed a degree or were no longer enrolled at any institution.

Completion Rates for Students Who Started at Bachelor's Institutions

Slightly fewer than two-thirds of students who started at bachelor's institutions in fall 2011 completed a degree or certificate within six years (64.8 percent). More than half of all students (55.2 percent) attained a bachelor's degree, 6.5 percent attained an associate degree, and 3.1 percent attained a certificate. About one in 10 students (10.5 percent) were still enrolled at four-year (7.3 percent) or less-than-four-year (3.2 percent) institutions. By spring 2017, one-quarter of students (24.8 percent) had left their college or university without completing a degree or certificate.

Table 4.4: Six-Year Outcomes for Students Who Started at Bachelor's Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	55.2%	6.5%	3.1%	7.3%	3.2%	24.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	72.7%	3.6% !!	‡	8.6% !!	‡	11.8% !!	100%
	Black or African American	35.4%	6.5% !	5.2%	7.7%	6.2% !!	39.0%	100%
	Hispanic or Latino	39.2%	15.0% !	8.5% !	9.0% !	3.6% !	24.6%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	62.6%	5.3%	1.9% !	6.7%	2.6%	20.9%	100%
	More than one race	48.3%	2.7%	4.3% !!	7.3% !	‡	36.6%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	52.8%	6.6%	1.8%	7.0%	3.1% !	28.7%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	‡	‡	‡	‡	100%
	Black or African American	35.0%	6.4% !	1.1% !!	5.9% !!	4.4% !!	47.2%	100%
	Hispanic or Latino	30.7%	19.8% !	8.2% !	11.5% !	3.8% !!	26.1%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	60.9%	4.6%	1.3% !	6.0%	3.2% !	24.1%	100%
	More than one race	41.9%	3.5% !!	‡	5.3% !!	‡	49.3%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	57.1%	6.3%	4.1%	7.5%	3.2%	21.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	‡	‡	‡	‡	100%
	Black or African American	35.7%	6.6% !	8.1%	9.0%	7.5% !!	33.1%	100%
	Hispanic or Latina	45.7%	11.4% !	8.8% !!	7.1% !!	3.4% !!	23.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	63.8%	5.8%	2.3% !	7.3%	2.2%	18.6%	100%
	More than one race	53.1%	‡	7.6% !!	8.8% !	‡	27.2%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Nearly three-quarters of Asian students (72.7 percent) completed a bachelor's degree within six years, compared with 39.2 percent of Hispanic or Latino students and 35.4 percent of Black or African American students.
- About 39 percent of Black or African American students left their college or university without completing any degree or certificate—the highest share of any group.

Gender

- A larger share of women (67.5 percent) than that of men (61.3 percent) attained a degree or certificate within six years.
- About two-thirds of White women (63.8 percent) completed a bachelor's degree, which was more than double the share of Hispanic or Latino men (30.7 percent) who did the same.
- Nearly half of multiracial men (49.3 percent) and Black or African American men (47.2 percent) left their college or university without completing a degree or certificate.

Completion Rates for Students Who Started at Associate Institutions

Across all Carnegie Classifications, students who started at associate institutions had the lowest six-year completion rate. Fewer than half of students who started at associate institutions in fall 2011 completed a degree or certificate within six years (41.1 percent). About 12 percent of students who first enrolled at associate institutions attained a bachelor's degree, 18.4 percent attained an associate degree, and 10.6 percent attained a certificate. About 15 percent of students were still enrolled at four-year (5.9 percent) or less-than-four-year (8.7 percent) institutions in spring 2017. Slightly fewer than half (44.2 percent) did not complete a degree or certificate and were no longer enrolled at any institution six years after their first enrollment.

Table 4.5: Six-Year Outcomes for Students Who Started at Associate Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	12.1%	18.4%	10.6%	5.9%	8.7%	44.2%	100%
	American Indian or Alaska Native	7.4% !!	13.7%	19.6%	11.4% !!	8.9% !!	39.0%	100%
	Asian	19.8%	19.7%	8.3% !	9.2% !	9.9% !	33.1%	100%
	Black or African American	6.4%	13.5%	11.7%	5.2%	11.1%	52.2%	100%
	Hispanic or Latino	8.7%	16.7%	13.1%	7.2%	11.0%	43.3%	100%
	Native Hawaiian or other Pacific Islander	7.3% !!	23.6% !!	9.7% !!	‡	‡	53.7%	100%
	White	14.6%	20.0%	9.5%	5.1%	7.1%	43.7%	100%
	More than one race	12.8%	23.7%	9.1%	6.3% !	6.0% !	42.1%	100%
	International students	20.7%	30.7% !	‡	14.5% !!	9.9% !!	23.0% !	100%
Men	All men	10.4%	18.3%	9.5%	6.3%	8.1%	47.3%	100%
	American Indian or Alaska Native	8.7% !!	10.0% !!	11.7% !!	‡	16.1% !!	34.9% !	100%
	Asian	15.5%	16.3%	7.0% !	8.2% !	11.6% !	41.3%	100%
	Black or African American	4.3% !	14.3%	10.6%	5.0%	9.5%	56.3%	100%
	Hispanic or Latino	8.0%	16.8%	11.6%	8.9%	10.4%	44.4%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	12.1%	19.5%	9.1%	5.1%	6.8%	47.4%	100%
	More than one race	12.5% !	24.5%	5.1% !!	2.0% !!	2.7% !!	53.2%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
Women	All women	13.6%	18.5%	11.6%	5.6%	9.2%	41.6%	100%
	American Indian or Alaska Native	6.1% !!	17.5% !	27.7%	‡	1.5% !!	43.2%	100%
	Asian	25.5%	24.2%	9.9% !	10.6% !	7.5% !!	22.2%	100%
	Black or African American	7.9%	12.9%	12.4%	5.3%	12.1%	49.4%	100%
	Hispanic or Latina	9.3%	16.5%	14.3%	6.0%	11.4%	42.4%	100%
	Native Hawaiian or other Pacific Islander	10.7% !!	5.2% !!	13.7% !!	‡	‡	67.5%	100%
	White	17.0%	20.4%	9.9%	5.0%	7.4%	40.4%	100%
	More than one race	13.0%	23.0%	12.5%	10.0% !	9.0% !	32.4%	100%
	International students	16.9% !!	36.5% !	‡	‡	13.7% !!	28.9% !!	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- About 20 percent of international (20.7 percent) and Asian (19.8 percent) students who began at an associate institution completed a bachelor's degree within six years. In contrast, fewer than 10 percent of Hispanic or Latino (8.7 percent), American Indian or Alaska Native (7.4 percent), Native Hawaiian or other Pacific Islander (7.3 percent), and Black or African American (6.4 percent) students did so.
- More than half of all Native Hawaiian or other Pacific Islander (53.7 percent) and Black or African American (52.2 percent) students had left their college or university within six years of first enrolling without completing a degree or certificate.

Gender

- Among students who began at associate institutions, women (43.6 percent) had a higher six-year completion rate than that of men (38.2 percent). Women of all racial and ethnic groups had higher completion rates than that of men, but the gap was particularly large (21 percentage points) between Asian women and men.
- More than two-thirds of Native Hawaiian or other Pacific Islander women (67.5 percent) and more than half of Black or African American men (56.3 percent) and multiracial men (53.2 percent) had left their college or university within six years of first enrolling without completing a degree or certificate.

Completion Rates for Students Who Started at Special Focus Institutions

Fewer than one-third (30.7 percent) of students who started at special focus institutions in fall 2011 attained a bachelor's degree within six years, and 8.5 percent attained an associate degree. In spring 2017, 12.4 percent of students were enrolled at four-year institutions, compared with 2.5 percent of students enrolled at less-than-four-year institutions. More than four in 10 students (42.4 percent) had left their college or university within six years after first enrollment without completing a degree or certificate.

Table 4.6: Six-Year Outcomes for Students Who Started at Special Focus Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	30.7%	8.5%	3.6% !	12.4%	2.5%	42.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	56.6% !	5.8% !!	‡	15.0% !!	‡	20.2% !!	100%
	Black or African American	22.8%	8.4% !	2.6% !	11.0%	2.2% !	52.9%	100%
	Hispanic or Latino	28.2%	11.0%	4.1%	17.5%	3.1% !	36.0%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	31.9%	7.6%	3.3%	9.6%	2.5% !	45.2%	100%
	More than one race	45.3% !	6.5% !	4.1% !!	18.6% !	‡	22.8% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	23.6%	7.5%	2.1% !	13.2%	3.8% !	49.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	‡	‡	‡	‡	100%
	Black or African American	16.7% !	4.9% !	1.8% !!	11.7% !	2.6% !!	62.3%	100%
	Hispanic or Latino	24.6%	9.6%	1.5% !!	20.1%	4.9% !	39.4%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	26.9%	8.0%	1.7% !	11.1%	4.1% !!	48.2%	100%
	More than one race	29.6% !	8.1% !	7.8% !!	9.8% !!	‡	39.1% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	36.5%	9.3%	4.8%	11.7%	1.4% !	36.2%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	65.7%	6.3% !!	‡	11.4% !!	‡	13.7% !!	100%
	Black or African American	29.8%	12.3% !	3.6% !!	10.2%	1.9% !!	42.3%	100%
	Hispanic or Latina	31.3%	12.3%	6.4%	15.3%	1.6% !!	33.1%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	36.0%	7.3%	4.6% !	8.3%	1.1% !!	42.7%	100%
	More than one race	53.0%	5.7% !!	2.3% !!	22.9% !	‡	14.8% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Among students who started at special focus institutions, about four in 10 Hispanic or Latino (43.4 percent) and White (42.7 percent) students completed a degree or certificate within six years after first enrollment.
- More than half of Black or African American students (52.9 percent) had dropped out within six years after first enrollment without completing a degree or certificate.

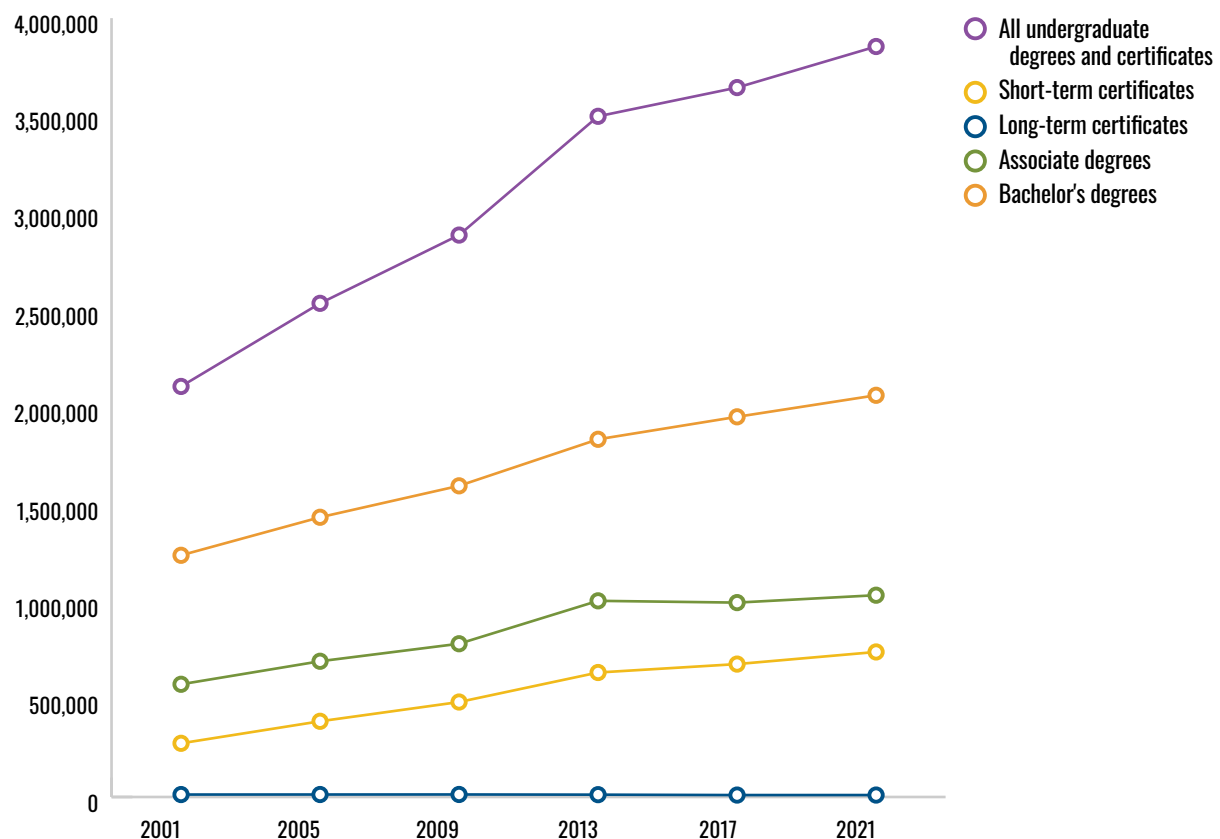
Gender

- Among students who started at special focus institutions, women (45.8 percent) had a higher six-year completion rate than that of men (31.1 percent).
- About two-thirds of Asian women (65.7 percent) attained a bachelor's degree within six years, compared with 24.6 percent of Hispanic or Latino men and 26.9 percent of White men.
- Among all groups, the dropout rate was the highest among Black or African American men (62.3 percent).

UNDERGRADUATE COMPLETIONS: 2001 TO 2021

Between 2001 and 2021, the total number of undergraduate degrees and certificates awarded annually increased from about 2.1 million to nearly 3.9 million. The total number of short-term certificates awarded also increased, from roughly 276,000 to about 745,000; this was the highest percent change of any undergraduate degrees and certificates between 2001 and 2021 (170 percent increase). The total number of bachelor's and associate degrees awarded increased by 83 percent and 66 percent, respectively. In contrast, the total number of long-term certificates decreased approximately 20 percent from about 12,500 to 10,000. Note that for any given student, data in this chapter reflect only their primary major or field of study to avoid multiple counts of a single degree completion.

Figure 4.1: Undergraduate Completions, by Award Level, Select Years: 2001, 2005, 2009, 2013, 2017, and 2021



Sources: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2001, 2005, 2009, 2013, 2017, and 2021.

Notes: Data reflect undergraduate degrees and certificates earned at all Title IV-eligible, degree-granting institutions. | *Short-term certificates* include those that were of less than two academic years. | *Long-term certificates* include those that were of at least two but less than four academic years.

Undergraduate Completions Within Student Groups

Between 2001 and 2021, the share of short-term certificates among all undergraduate completions grew from 13.1 to 19.3 percent, while the share of all other types of degrees and certificates fell slightly. Of nearly 3.9 million undergraduate degrees and certificates awarded in 2021, still over half were bachelor's degrees (53.5 percent), a slight decrease from 58.9 percent in 2001. Associate degrees represented 26.9 percent of undergraduate degrees and certificates awarded in 2021, a slight decline from 27.5 percent in 2001. Only 0.3 percent of all undergraduate degrees and certificates awarded were long-term certificates in 2021, a decline from 0.6 percent in 2001.

Table 4.7: Undergraduate Completions Across Award Levels, by Race and Ethnicity: 2001 and 2021

	2001					2021				
	Short-Term Certificates	Long-Term Certificates	Associate Degrees	Bachelor's Degrees	Total	Short-Term Certificates	Long-Term Certificates	Associate Degrees	Bachelor's Degrees	Total
All racial and ethnic groups	13.1%	0.6%	27.5%	58.9%	100%	19.3%	0.3%	26.9%	53.5%	100%
American Indian or Alaska Native	18.7%	0.4%	34.4%	46.6%	100%	26.3%	0.3%	33.9%	39.6%	100%
Asian	10.5%	0.5%	23.7%	65.2%	100%	13.5%	0.2%	24.5%	61.8%	100%
Black or African American	20.9%	0.8%	28.7%	49.6%	100%	24.1%	0.3%	28.4%	47.2%	100%
Hispanic or Latino	17.1%	0.6%	35.1%	47.2%	100%	22.6%	0.2%	34.8%	42.4%	100%
Native Hawaiian or other Pacific Islander	-	-	-	-	-	21.4%	0.5%	32.0%	46.1%	100%
White	11.7%	0.6%	27.1%	60.7%	100%	18.5%	0.3%	24.6%	56.6%	100%
More than one race	-	-	-	-	-	17.2%	0.3%	26.8%	55.7%	100%
Race or ethnicity unknown	17.2%	0.6%	24.1%	58.0%	100%	22.2%	0.3%	26.6%	50.9%	100%
International students	5.1%	0.6%	21.2%	73.1%	100%	7.8%	0.1%	16.2%	75.9%	100%

Sources: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2001 and 2021.

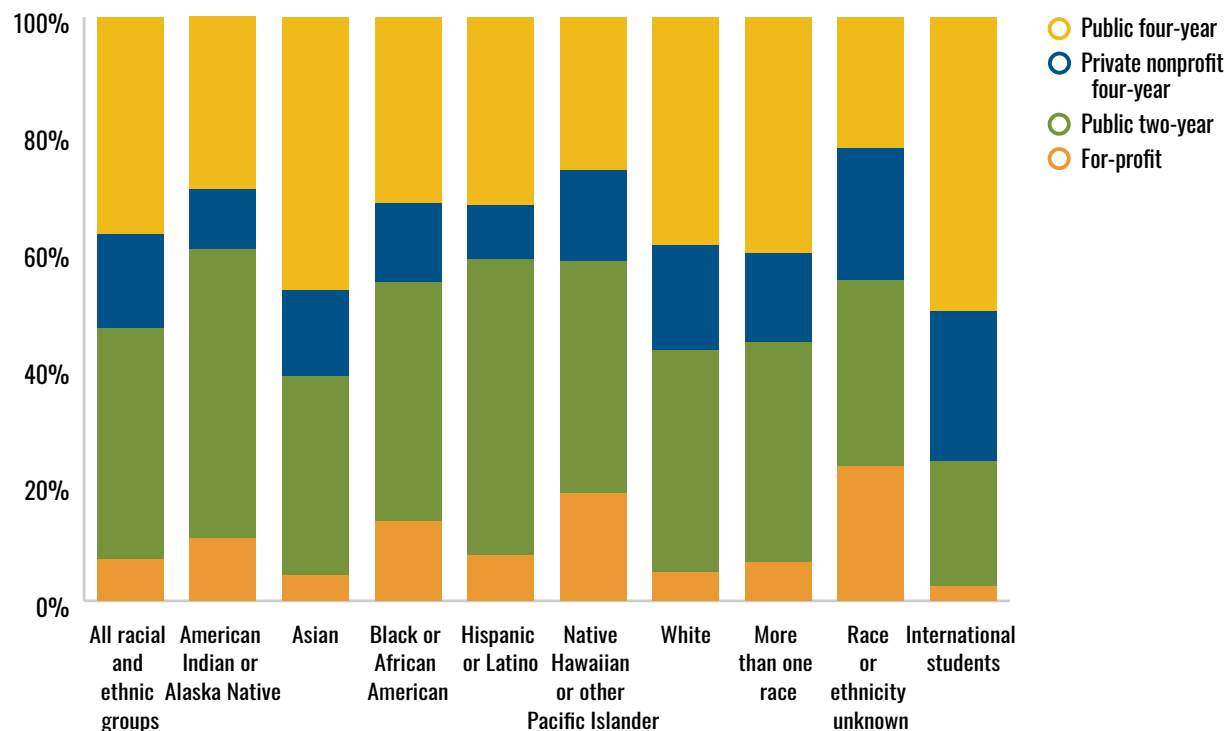
Notes: Data reflect undergraduate degrees and certificates earned at all Title IV-eligible, degree-granting institutions. | Short-term certificates include those that were of less than two academic years. | Long-term certificates include those that were of at least two but less than four academic years. | In 2001, Native Hawaiian or other Pacific Islander students was not an available category. These students were categorized as Asian. | In 2001, data on students of more than one race were not collected separately.

- Between 2001 and 2021, the share of bachelor's degrees among all undergraduate degrees and certificates earned decreased across all student groups except for international students (73.1 percent in 2001 to 75.9 percent in 2021).
- In 2021, more than three-quarters of international students earned a bachelor's degree (75.9 percent)—the highest share of any group, followed by Asian (61.8 percent) and White (55.7 percent) students. In contrast, fewer than half of American Indian or Alaska Native (39.6 percent), Hispanic or Latino (42.4 percent), Native Hawaiian or other Pacific Islander (46.1 percent), and Black or African American (47.2 percent) students who earned a credential earned a bachelor's degree in 2021.
- In 2021, about one-third of all undergraduate degrees and certificates earned by Hispanic or Latino (34.8 percent), American Indian or Alaska Native (33.9 percent), and Native Hawaiian or other Pacific Islander (32.0 percent) students were associate degrees. These were the highest shares across all racial and ethnic groups.

UNDERGRADUATE COMPLETIONS, BY INSTITUTIONAL SECTOR AND FIELD

In 2021, more than three-quarters of undergraduate degrees and certificates were awarded at public institutions—39.7 percent were awarded at public two-year institutions and 37.3 percent at public four-year institutions. Nearly 16 percent of undergraduates earned a degree or certificate at private nonprofit four-year institutions, and 7.0 percent completed a degree or certificate at for-profit institutions.

Figure 4.2: Undergraduate Completions Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

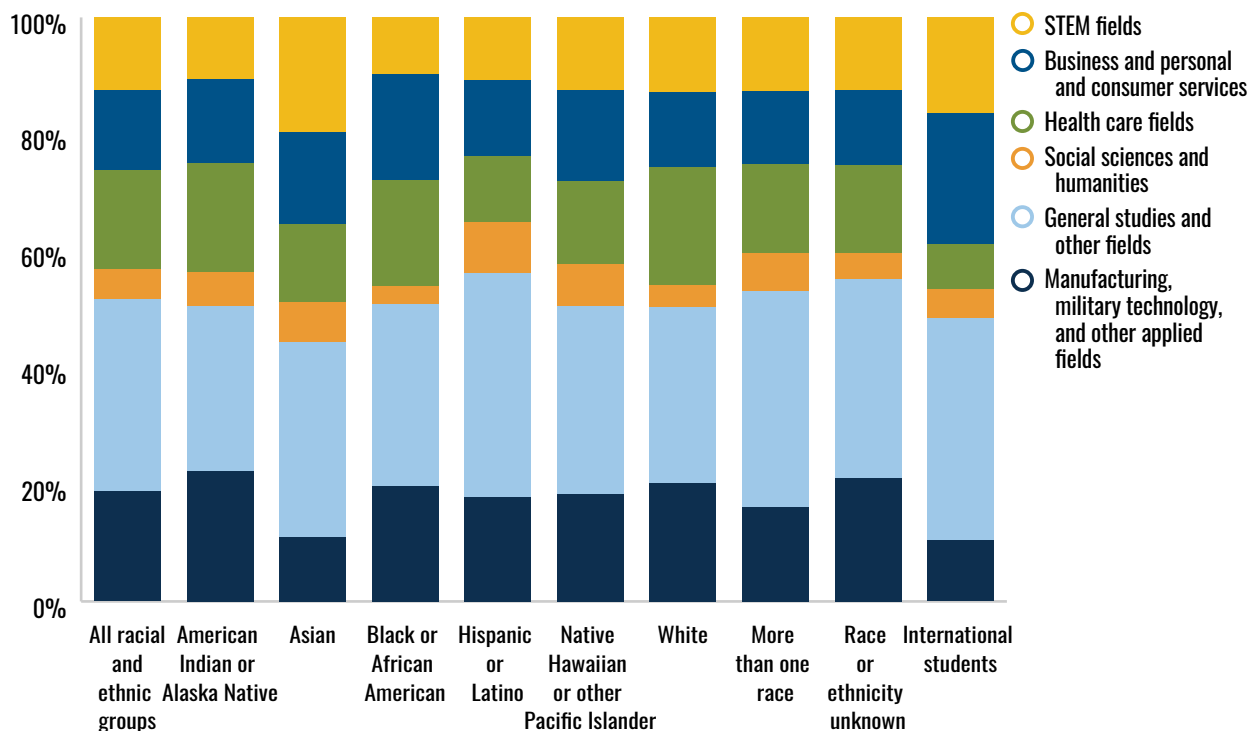
Notes: Data reflect undergraduate degrees and certificates earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Roughly half of all Hispanic or Latino (50.8 percent) and American Indian or Alaska Native (49.8 percent) students earned an undergraduate degree or certificate at public two-year institutions. In contrast, about half of international students and approximately 47 percent of Asian students did so at public four-year institutions.
- Over a quarter of all international students earned an undergraduate degree or certificate at private nonprofit four-year institutions (25.8 percent). In contrast, about 10 percent of American Indian or Alaska Native students and 9 percent of Hispanic or Latino students did so.
- About 19 percent of Native Hawaiian or other Pacific Islander students earned an undergraduate degree or certificate at for-profit institutions, while fewer than 5 percent of all White (4.9 percent), Asian (4.4 percent), and international (2.6 percent) students did so.

Public Two-Year Institutions: Subbaccalaureate Degrees and Certificates

The most credentialed fields at public two-year institutions were general studies and other fields (32.9 percent), followed by manufacturing, military technology, and other applied fields (18.8 percent), health care fields (16.8 percent), business and personal and consumer services (13.8 percent), STEM fields (12.4 percent), and social sciences and humanities (5.2 percent).

Figure 4.3: Subbaccalaureate Degrees and Certificates Completed at Public Two-Year Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

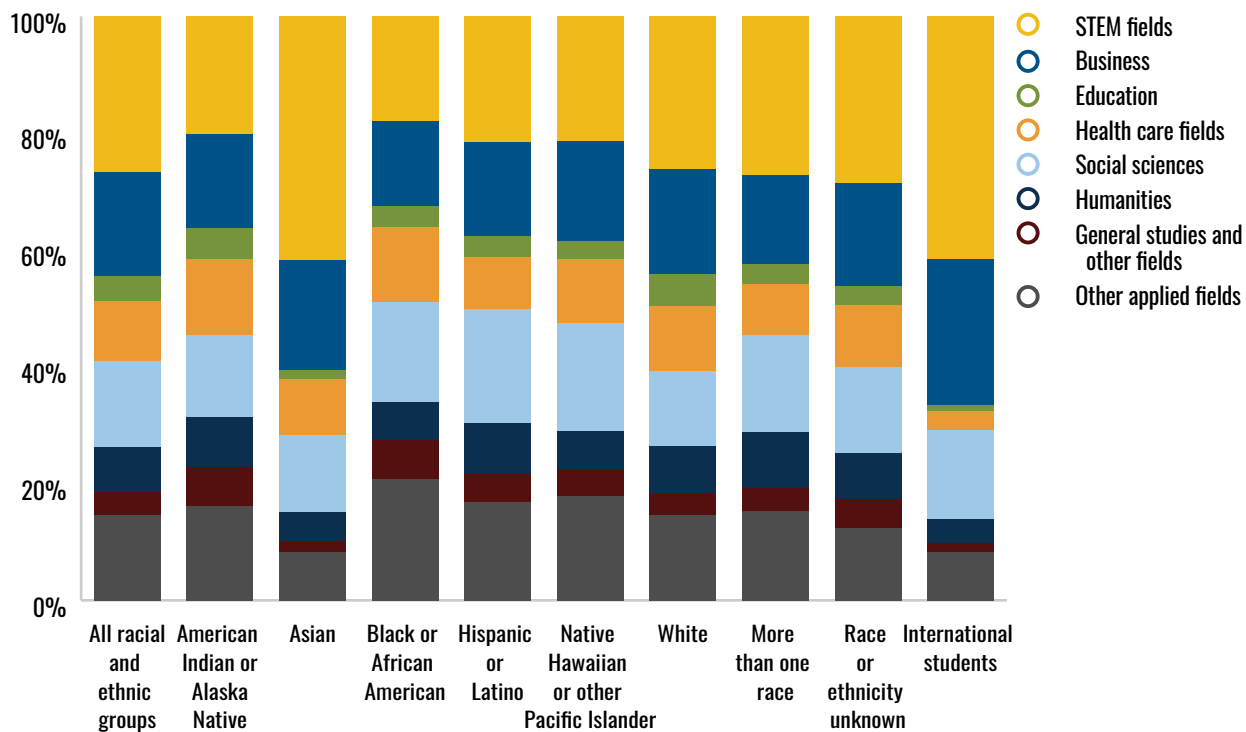
Notes: Data reflect subbaccalaureate degrees and certificates earned at Title IV–eligible, degree-granting public two-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at two-year institutions includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- General studies and other fields were the top credentialed fields for most students; however, the total share of students earning subbaccalaureate degrees or certificates in these fields ranged from 28.2 percent of American Indian or Alaska Native students to 38.3 percent of Hispanic or Latino students.
- About 20 percent of White students earned subbaccalaureate degrees or certificates in manufacturing, military technology, and other applied fields, while about 11 percent of Asian students and 10 percent of international (10.4 percent) students did so.
- Roughly 20 percent of White students with a subbaccalaureate degree or certificate studied health care fields, compared with about 8 percent of international students and 11 percent of Hispanic or Latino students.
- Nearly a quarter (22.4 percent) of subbaccalaureate degrees or certificates earned by international students at public two-year institutions were in business and personal and consumer services.
- Among students who earned a subbaccalaureate degree or certificate at public two-year institutions, nearly 20 percent of Asian students (19.6 percent) studied STEM fields, while fewer than 10 percent of Black or African American students (9.7 percent) did so.

Public Four-Year Institutions: Bachelor's Degrees

More than one-quarter of all bachelor's degrees awarded at public four-year institutions were in STEM fields (26.8 percent). Business (17.7 percent), social sciences (14.8 percent), other applied fields (14.7 percent), and health care fields (10.2 percent) followed. Fewer than 10 percent of bachelor's degrees were awarded in humanities (7.6 percent), education (4.3 percent), or general studies and other fields (3.9 percent).⁷

Figure 4.4: Bachelor's Degrees Completed at Public Four-Year Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting public four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

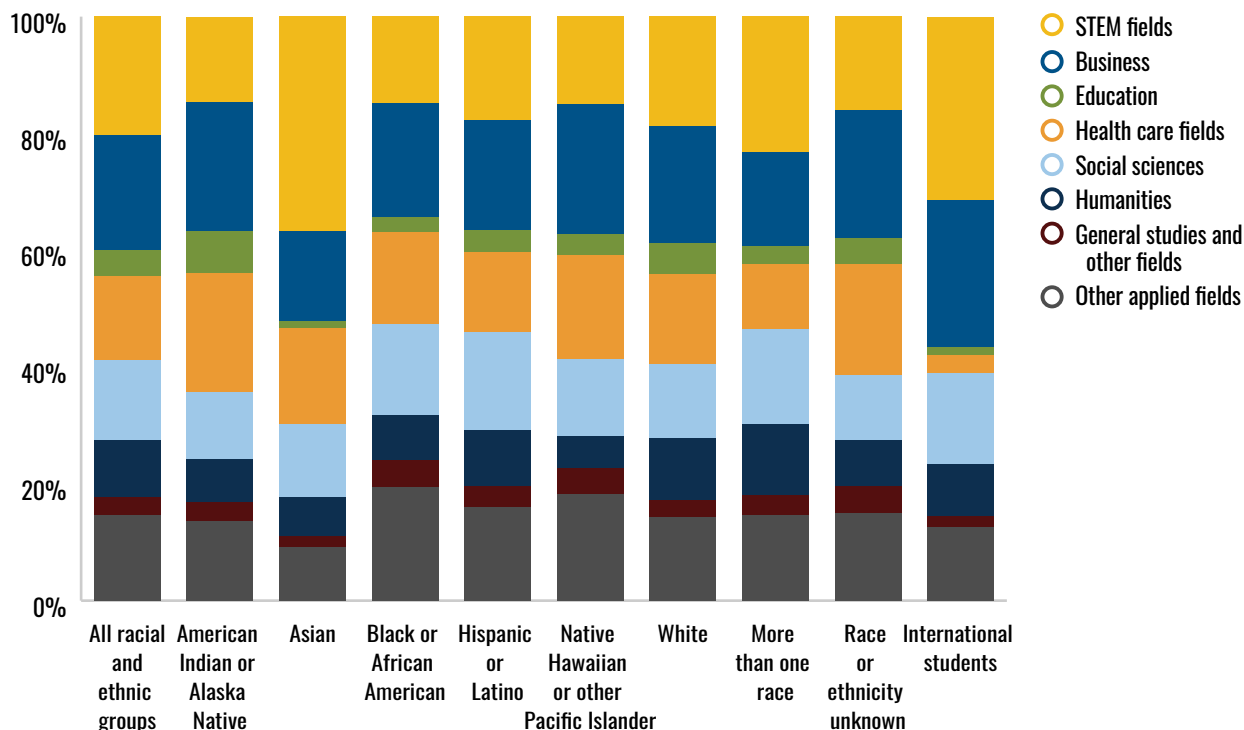
- Among students who earned a bachelor's degree at public four-year institutions, more than 40 percent of Asian (41.8 percent) and international (41.6 percent) students studied STEM fields, while 20.1 percent of American Indian or Alaska Native students and 18.0 percent of Black or African American students did so.
- One-quarter of all bachelor's degrees earned by international students at public four-year institutions were in business (24.9 percent).
- Nearly one in five Hispanic or Latino (19.4 percent) and Native Hawaiian or other Pacific Islander (18.5 percent) students earned a bachelor's degree in social sciences, while about 13 percent of Asian and White students did so.
- About one in five Black or African American (20.8 percent) and Native Hawaiian or other Pacific Islander (17.9 percent) students earned a bachelor's degree in other applied fields, compared with 8.3 percent of Asian and international students.
- Roughly 13 percent of American Indian or Alaska Native students and a similar share of Black or African American students earned a bachelor's degree in health care fields, in contrast to the only 3.2 percent of international students who earned a bachelor's degree in this field.

⁷ *Other applied fields* at four-year institutions included personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

Private Nonprofit Four-Year Institutions: Bachelor's Degrees

STEM (20.3 percent) and business (19.7 percent) were the two most popular fields of study for bachelor's degree recipients at private nonprofit four-year institutions, followed by other applied fields (14.6 percent) and health care fields (14.6 percent).

Figure 4.5: Bachelor's Degrees Completed at Private Nonprofit Four-Year Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting private nonprofit four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among those who earned a bachelor's degree at private nonprofit four-year institutions, STEM was the most popular field of study for Asian and international students, while business was the top field for Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and White students. For American Indian or Alaska Native students, health care was the most popular field.
- Around one-third of Asian (36.8 percent) and international (31.5 percent) students studied STEM fields, while around 15 percent of Native Hawaiian or other Pacific Islander (15.0 percent), Black or African American (14.8 percent), and American Indian or Alaska Native (14.6 percent) students did so.
- Nearly one-fifth of Black or African American students (19.5 percent) earned a bachelor's degree in other applied fields, versus about 9 percent of Asian students.
- About 12 percent of multiracial students earned a degree in humanities (12.0 percent), compared with only 5.5 percent of Native Hawaiian or other Pacific Islander students (5.5 percent).

For-Profit Institutions: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees

Over half of subbaccalaureate degrees and certificates awarded at for-profit institutions in 2021 were in health care fields (54.1 percent). Health care fields were also the most common field of study among bachelor's degree recipients (36.7 percent).

Table 4.8: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees Completed at For-Profit Institutions Across Fields of Study, by Race and Ethnicity: 2021

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Total		
Subbaccalaureate Degrees and Certificates	All racial and ethnic groups	9.5%	14.2%	54.1%	1.7%	1.3%	19.2%	100%		
	American Indian or Alaska Native	10.4%	12.9%	51.4%	0.6%	1.1%	23.5%	100%		
	Asian	7.8%	9.7%	68.6%	2.6%	0.9%	10.5%	100%		
	Black or African American	8.3%	18.0%	55.1%	1.0%	1.0%	16.7%	100%		
	Hispanic or Latino	7.7%	8.1%	63.0%	0.8%	0.9%	19.6%	100%		
	Native Hawaiian or other Pacific Islander	7.3%	12.7%	59.7%	0.5%	2.7%	17.1%	100%		
	White	12.5%	14.3%	47.7%	1.5%	1.8%	22.3%	100%		
	More than one race	10.7%	16.0%	48.3%	1.4%	1.6%	22.1%	100%		
	Race or ethnicity unknown	7.0%	20.4%	50.1%	5.3%	1.4%	15.8%	100%		
	International students	8.6%	38.0%	22.3%	13.9%	0.6%	16.6%	100%		
		STEM Fields	Business	Education	Health Care Fields	Social Sciences	Humanities	General Studies and Other Fields	Other Applied Fields	Total
Bachelor's Degrees	All racial and ethnic groups	8.4%	29.3%	3.6%	36.7%	3.4%	3.9%	0.3%	14.5%	100%
	American Indian or Alaska Native	8.5%	33.5%	2.8%	30.1%	4.0%	3.4%	0.3%	17.4%	100%
	Asian	8.6%	16.7%	0.9%	63.6%	1.0%	3.2%	0.1%	5.8%	100%
	Black or African American	6.1%	35.1%	3.3%	34.8%	3.7%	2.3%	0.2%	14.5%	100%
	Hispanic or Latino	7.0%	25.9%	4.2%	38.7%	3.5%	4.4%	0.3%	15.9%	100%
	Native Hawaiian or other Pacific Islander	7.0%	33.8%	2.8%	39.2%	3.1%	1.7%	0.6%	11.7%	100%
	White	9.0%	26.3%	4.4%	38.4%	3.6%	3.7%	0.3%	14.3%	100%
	More than one race	8.8%	31.8%	2.7%	29.5%	4.2%	5.2%	0.5%	17.3%	100%
	Race or ethnicity unknown	9.5%	37.4%	2.5%	27.7%	3.1%	4.4%	0.2%	15.1%	100%
	International students	20.8%	31.1%	0.7%	9.8%	1.8%	16.1%	0.1%	19.6%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect subbaccalaureate degrees and certificates and bachelor's degrees earned at Title IV-eligible, degree-granting for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences; engineering and engineering technology; biological and physical sciences; science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences; interpersonal and social skills; personal awareness and self-improvement; and multi- or interdisciplinary studies, among others. | *Other applied fields* at for-profit institutions includes manufacturing; construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

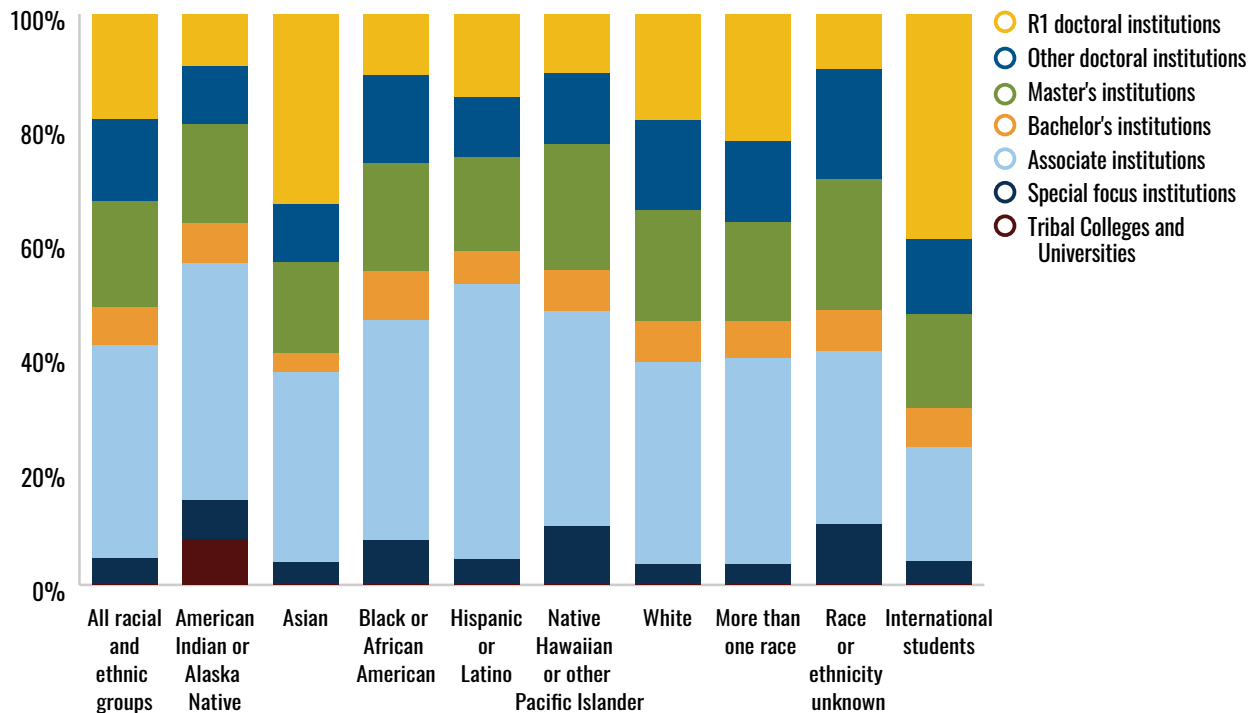
- Other than international students, of whom only 22.3 percent graduated with a subbaccalaureate degree or certificate in health care, health care was the most common field of study among every other student group, ranging from 47.7 percent of White students to 68.6 percent of Asian students.
- Among students who earned a subbaccalaureate degree or certificate at for-profit institutions, nearly a quarter of American Indian or Alaska Native (23.5 percent), White (22.3 percent), and multiracial (22.1 percent) students studied manufacturing, military technology, and other applied fields, versus 10.5 percent of Asian students (10.5 percent).⁸
- Over one-third of all bachelor's degrees awarded at for-profit institutions by Black or African American (35.1 percent), Native Hawaiian or other Pacific Islander (33.8 percent), and American Indian or Alaska Native (33.5 percent) students were earned in business.
- Nearly two-thirds of Asian students from for-profit institutions earned a bachelor's degree in health care fields (63.6 percent). In contrast, fewer than 10 percent of international students (9.8 percent) did so.

8 *Other applied fields* at for-profit institutions included manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

UNDERGRADUATE COMPLETIONS, BY CARNEGIE CLASSIFICATION AND FIELD

Among all undergraduate degrees and certificates earned in 2021, associate institutions awarded the largest share (37.3 percent), followed by master's institutions (18.5 percent), R1 doctoral institutions (18.5 percent), other doctoral institutions (14.3 percent), bachelor's institutions (6.8 percent), special focus institutions (4.6 percent), and Tribal Colleges and Universities (0.1 percent).

Figure 4.6: Undergraduate Completions Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

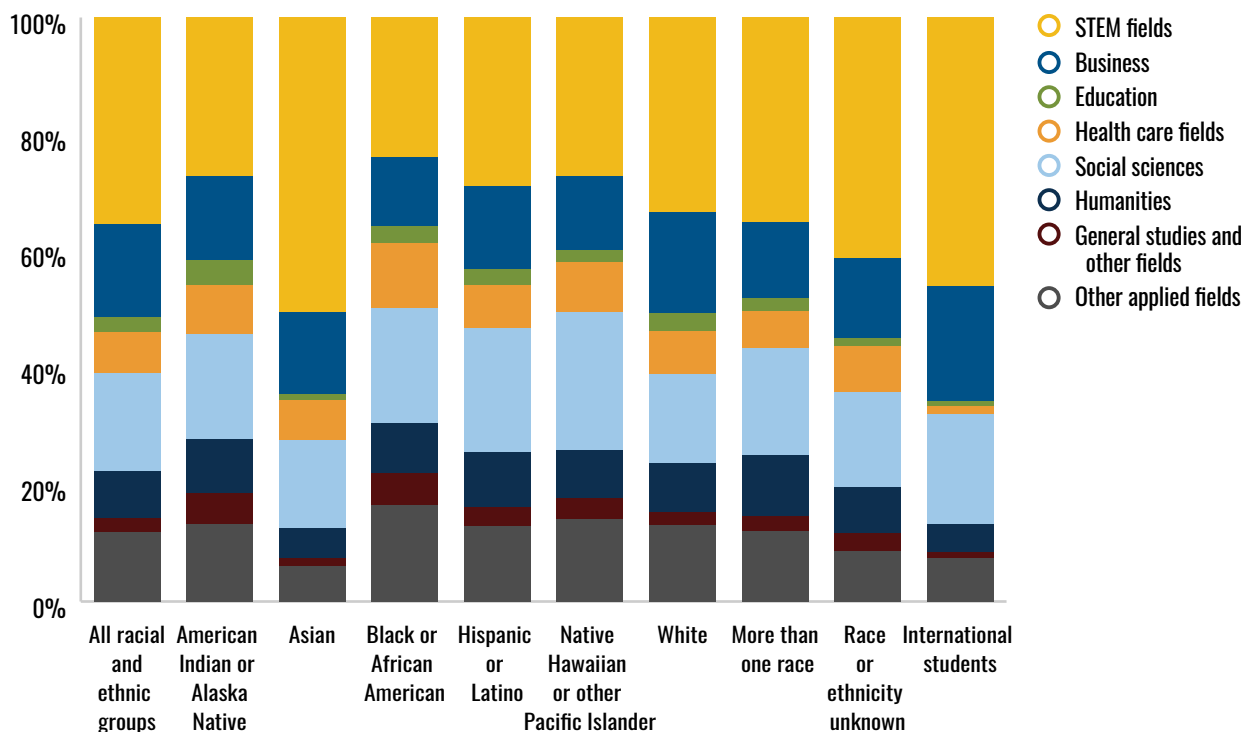
Note: Data reflect undergraduate degrees and certificates earned at all Title IV–eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification.

- Nearly 40 percent of international students (39.4 percent) and one-third of Asian students (33.3 percent) earned an undergraduate degree or certificate at R1 doctoral institutions, while around one in 10 Black or African American (10.7 percent), Native Hawaiian or other Pacific Islander (10.4 percent), and American Indian or Alaska Native (9.2 percent) students did so.
- About 22 percent of Native Hawaiian or other Pacific Islander students earned an undergraduate degree or certificate at master's institutions.
- Forty-eight percent of all undergraduate degrees or certificates earned by Hispanic or Latino students were awarded at associate institutions.
- Roughly 10 percent of Native Hawaiian or other Pacific Islander students earned an undergraduate degree or certificate at special focus institutions, while only 3.7 percent of White and 3.6 percent of multiracial students did so.
- About 8 percent of American Indian or Alaska Native students earned an undergraduate degree or certificate at Tribal Colleges and Universities. In contrast, fewer than 0.1 percent of all other racial and ethnic groups did so.

R1 Doctoral Institutions: Bachelor's Degrees

More than one-third of all bachelor's degrees awarded at R1 doctoral institutions were in STEM fields (35.3 percent). Seventeen percent were awarded in social sciences, business (16.0 percent), or other applied fields (11.9 percent), followed by humanities (7.9 percent), health care (7.1 percent), education (2.5 percent), or general studies and other fields (2.4 percent).

Figure 4.7: Bachelor's Degrees Completed at R1 Doctoral Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

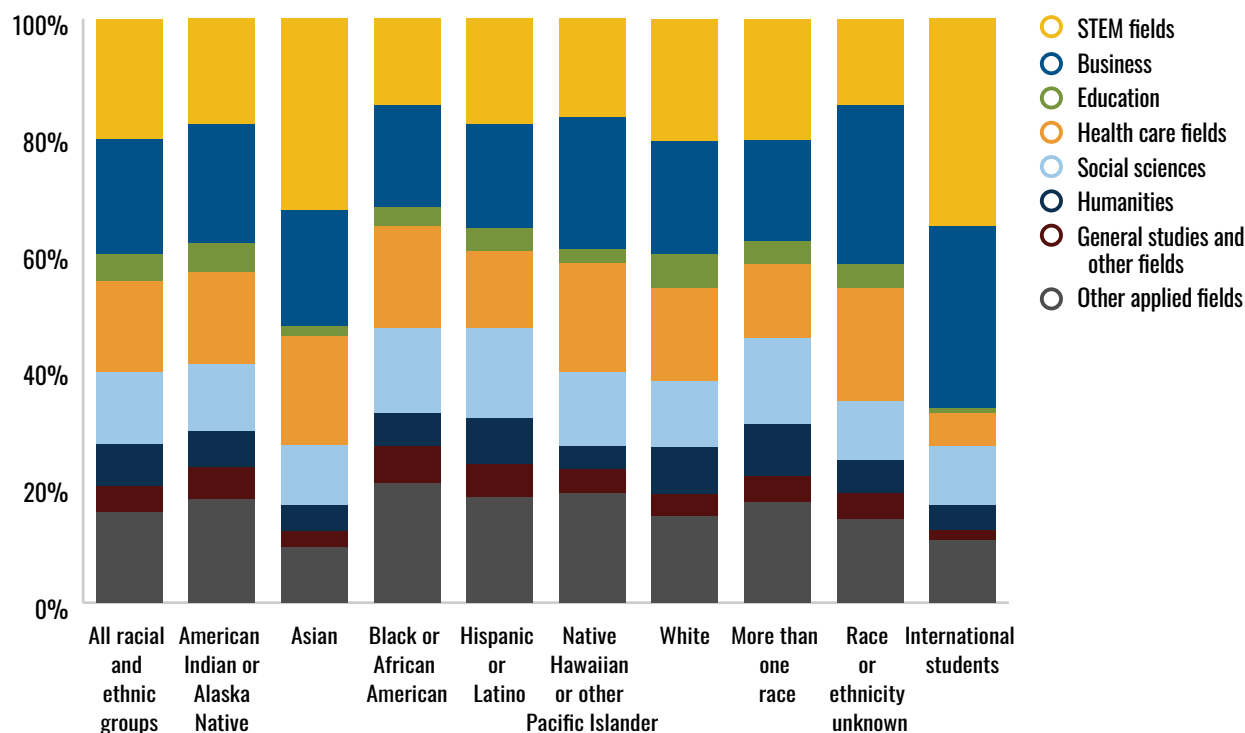
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *R1 doctoral institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned a bachelor's degree at R1 doctoral institutions in 2021, half of Asian (50.4 percent) and 46.1 percent of international students studied STEM fields, while nearly a quarter of Black or African American students (23.9 percent) did so.
- Nearly one-quarter of bachelor's degrees earned by Native Hawaiian or other Pacific Islander students (23.6 percent) were in social sciences.
- About 17 percent of Black or African American students earned a bachelor's degree in other applied fields.
- Over one in 10 Black or African American students (11.9 percent) earned a bachelor's degree in health care fields. In contrast, only 1.5 percent of international students did so.
- About one in 10 multiracial (10.4 percent), Hispanic or Latino (9.4 percent), and American Indian or Alaska Native (9.2 percent) students earned a bachelor's degree in humanities.

Other Doctoral Institutions: Bachelor's Degrees

STEM (20.7 percent) and business (19.6 percent) were the most common fields of study for bachelor's degrees awarded at other doctoral institutions, followed by other applied fields (15.6 percent), health care fields (15.5 percent), and social sciences (12.3 percent). Fewer than 10 percent of bachelor's degrees were awarded in humanities (7.3 percent), education (4.8 percent), and general studies and other fields (4.3 percent).

Figure 4.8: Bachelor's Degrees Completed at Other Doctoral Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

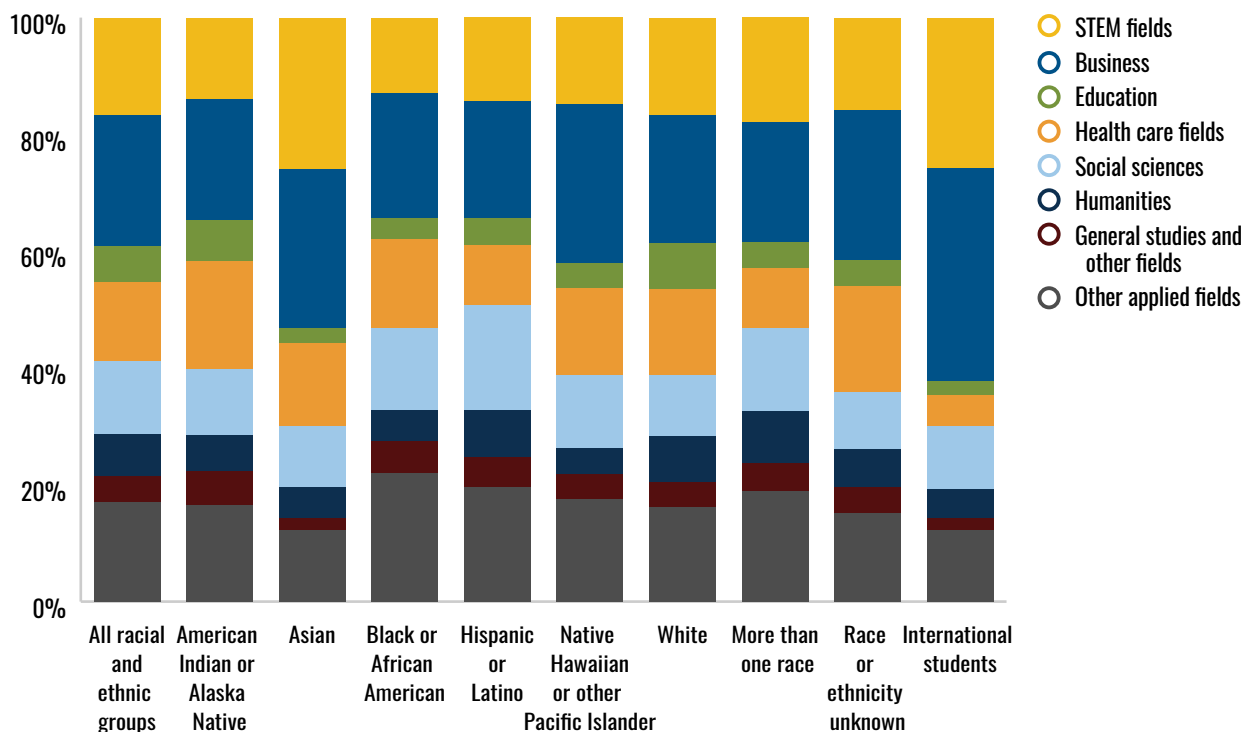
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *other doctoral institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned a bachelor's degree at other doctoral institutions in 2021, around one-third of international (35.6 percent) and Asian (32.8 percent) students studied STEM fields. In contrast, fewer than 20 percent of Hispanic or Latino (18.1 percent), American Indian or Alaska Native students (18.0 percent), Native Hawaiian or other Pacific Islander (17.0 percent), and Black or African American (14.8 percent) students studied these fields.
- One in five Black or African American students (20.4 percent) earned a bachelor's degree in other applied fields, while around 10 percent of international (10.6 percent) and Asian (9.5 percent) students did so.

Master's Institutions: Bachelor's Degrees

Business (22.5 percent) was the most common field of study for bachelor's degrees awarded at master's institutions, followed by other applied fields (17.1 percent), STEM fields (16.8 percent), health care fields (13.7 percent), social sciences (12.3 percent), humanities (7.3 percent), education (6.0 percent), and general studies and other fields (4.3 percent).

Figure 4.9: Bachelor's Degrees Completed at Master's Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

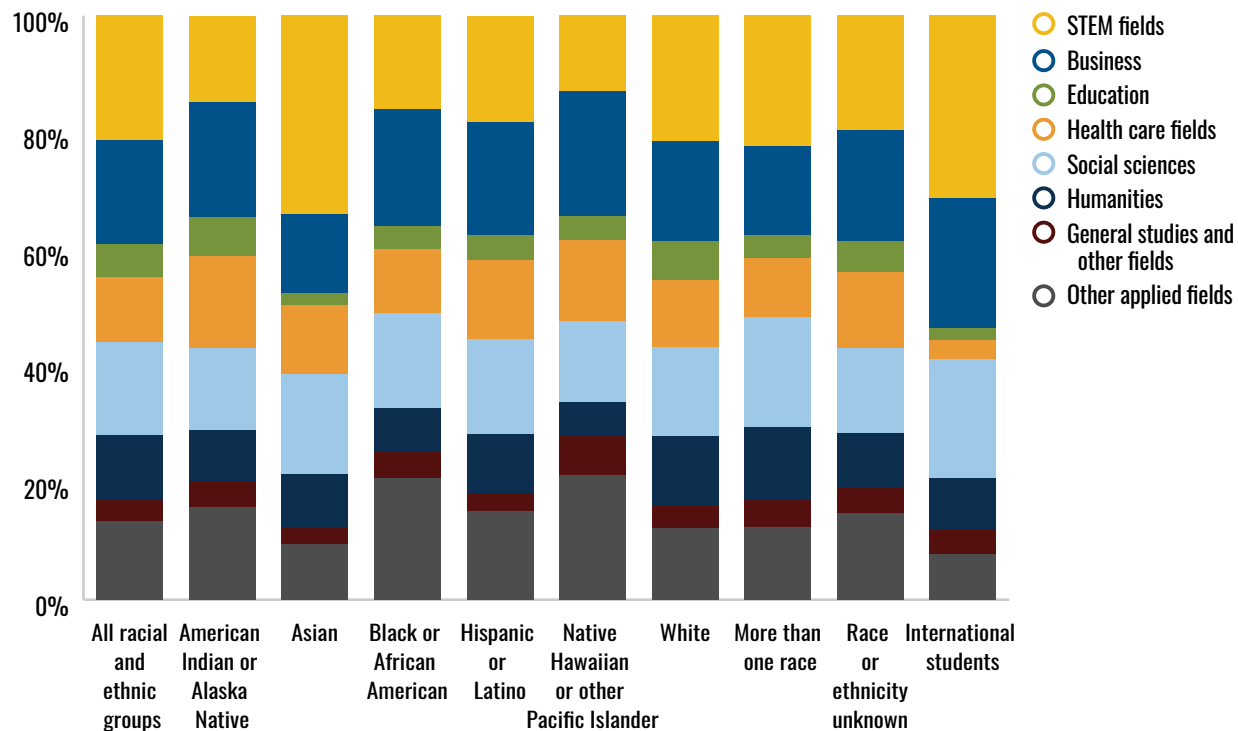
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *master's institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned a bachelor's degree at master's institutions in 2021, over one-third of international students (36.4 percent) studied business, while about 20 percent of Hispanic or Latino students did so.
- Over a quarter of Asian (26.0 percent) and international (25.8 percent) students earned a bachelor's degree in a STEM field, compared with about 13 percent of Black or African American students.
- Nearly one in five American Indian or Alaska Native students (18.6 percent) earned a bachelor's degree in health care fields.
- Nearly one in five bachelor's degrees earned by Hispanic or Latino students were in social sciences (18.0 percent).

Bachelor's Institutions: Bachelor's Degrees

STEM fields (21.3 percent) were the most common field of study among bachelor's degree recipients at bachelor's institutions. Following in popularity were business (17.8 percent), social sciences (15.8 percent), other applied fields (13.5 percent), health care fields (11.3 percent), humanities (11.0 percent), education (5.6 percent), and general studies and other fields (3.7 percent).

Figure 4.10: Bachelor's Degrees Completed at Bachelor's Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *bachelor's institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

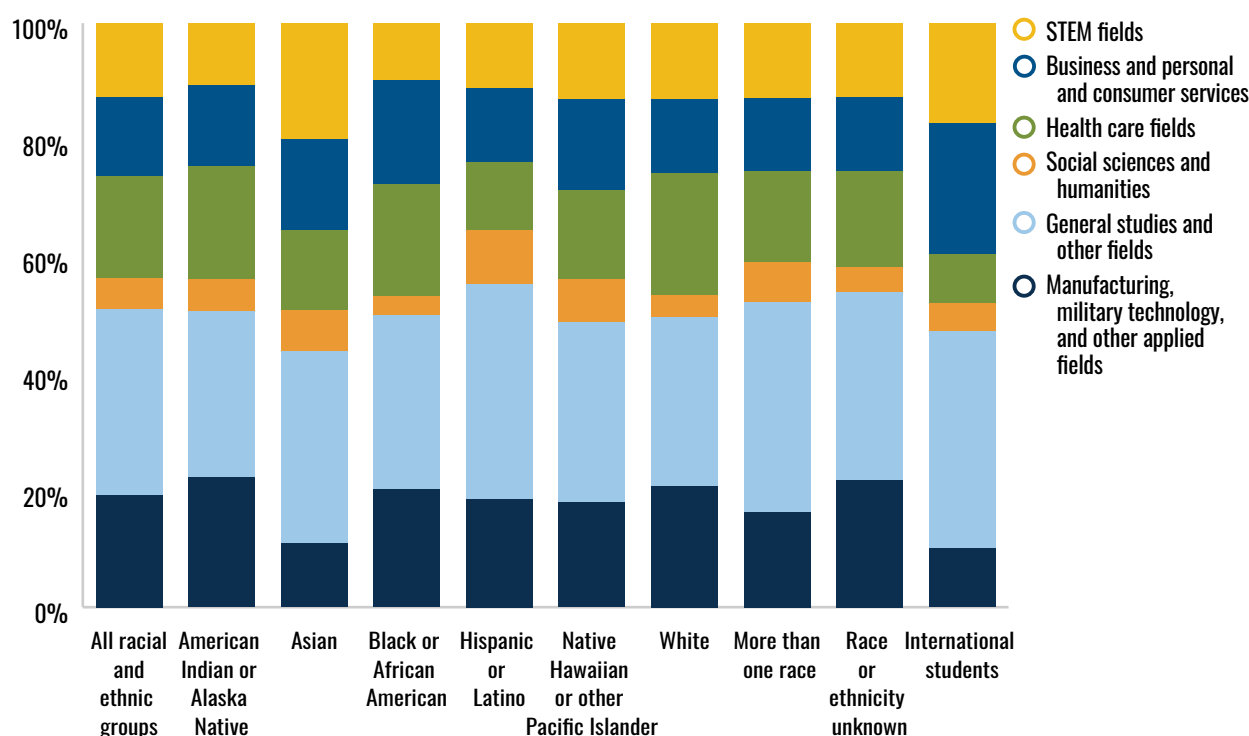
- Among all students who earned a bachelor's degree at bachelor's institutions in 2021, around one-third of Asian (34.0 percent) and international (31.2 percent) students studied STEM fields. In contrast, about 15 percent of American Indian or Alaska Native students and 13 percent of Native Hawaiian or other Pacific Islander students studied these fields.⁹
- Around one-fifth of international (22.2 percent), Native Hawaiian or other Pacific Islander (21.3 percent), Black or African American (20.1 percent), American Indian or Alaska Native (19.7 percent), and Hispanic or Latino (19.5 percent) students studied business.
- Over one-fifth of Black or African American students (20.8 percent) earned a bachelor's degree in other applied fields, while fewer than 10 percent of Asian (9.5 percent) and international (7.8 percent) students did so.
- About 16 percent of American Indian or Alaska Native students earned a bachelor's degree in health care fields, compared with only 3.4 percent of international students.
- Over 12 percent of multiracial (12.7 percent) and White (12.1 percent) students studied humanities, while 5.8 percent of Native Hawaiian or other Pacific Islander students did so.

⁹ The percentages for American Indian or Alaska Native and for Native Hawaiian or other Pacific Islander should be interpreted with caution since the number of students in each group (148 and 47, respectively) is very small.

Associate Institutions: Subbaccalaureate Degrees and Certificates

The most common field of study for subbaccalaureate degrees and certificates awarded at associate institutions was general studies and other fields (31.7 percent).

Figure 4.11: Subbaccalaureate Degrees and Certificates Completed at Associate Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect subbaccalaureate degrees and certificates earned at Title IV–eligible, degree-granting institutions classified as *associate institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at two-year institutions includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned subbaccalaureate degrees or certificates at associate institutions in 2021, about 37 percent of international students majored in general studies and other fields.
- Nearly a quarter of American Indian or Alaska Native students (22.2 percent) earned a subbaccalaureate degree or certificate in manufacturing, military technology, and other applied fields, while around 10 percent of Asian (10.9 percent) and international (10.1 percent) students did so.
- Over one-fifth of White students (20.8 percent) earned a subbaccalaureate degree or certificate in health care fields. In contrast, 8.3 percent of international students did so.
- Nearly one in five Asian students (19.8 percent) earned a subbaccalaureate degree or certificate in STEM fields, compared with one in 10 Black or African American students (9.9 percent).
- About 10 percent of subbaccalaureate degrees or certificates earned by Hispanic or Latino students were in social sciences and humanities.

Special Focus Institutions: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees

Health care was the most popular field of study for students who earned an undergraduate degree or certificate at special focus institutions in 2021. Nearly two-thirds of all subbaccalaureate degrees and certificates awarded at these institutions were in health care fields (63.7 percent), as were nearly half of all bachelor's degrees (49.8 percent).

Table 4.9: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees Completed at Special Focus Institutions Across Fields of Study, by Race and Ethnicity: 2021

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Total		
Subbaccalaureate Degrees and Certificates	All racial and ethnic groups	7.3%	7.0%	63.7%	2.2%	0.4%	19.4%	100%		
	American Indian or Alaska Native	8.2%	5.4%	60.1%	0.2%	0.5%	25.7%	100%		
	Asian	4.1%	7.1%	78.6%	0.7%	0.1%	9.3%	100%		
	Black or African American	3.6%	8.4%	70.3%	0.9%	0.3%	16.4%	100%		
	Hispanic or Latino	6.9%	4.4%	69.3%	0.8%	0.3%	18.3%	100%		
	Native Hawaiian or other Pacific Islander	4.5%	4.7%	70.6%	0.5%	0.3%	19.5%	100%		
	White	11.3%	7.6%	54.2%	1.9%	0.5%	24.4%	100%		
	More than one race	9.3%	7.1%	61.1%	2.1%	0.6%	19.8%	100%		
	Race or ethnicity unknown	3.3%	5.1%	69.8%	7.1%	0.1%	14.5%	100%		
	International students	4.2%	28.5%	15.0%	32.4%	1.1%	18.7%	100%		
		STEM Fields	Business	Education	Health Care Fields	Social Sciences	Humanities	General Studies and Other Fields	Other Applied Fields	Total
Bachelor's Degrees	All racial and ethnic groups	5.5%	12.5%	0.6%	49.8%	1.2%	13.3%	0.3%	16.8%	100%
	American Indian or Alaska Native	6.0%	13.2%	0.0%	57.0%	1.5%	7.9%	0.0%	14.3%	100%
	Asian	5.6%	6.0%	0.3%	66.9%	0.4%	6.7%	0.1%	13.9%	100%
	Black or African American	4.1%	23.6%	0.2%	51.8%	1.5%	6.1%	0.3%	12.4%	100%
	Hispanic or Latino	4.6%	9.7%	0.5%	59.7%	2.1%	9.1%	0.4%	13.9%	100%
	Native Hawaiian or other Pacific Islander	2.3%	10.4%	0.0%	67.2%	1.2%	5.4%	0.4%	13.1%	100%
	White	5.1%	10.1%	0.9%	50.5%	0.9%	15.2%	0.4%	16.9%	100%
	More than one race	6.6%	11.7%	0.4%	52.9%	1.3%	12.5%	0.3%	14.2%	100%
	Race or ethnicity unknown	3.4%	18.7%	0.5%	40.7%	1.4%	15.3%	0.3%	19.8%	100%
	International students	14.4%	19.1%	0.1%	7.2%	1.1%	26.4%	0.4%	31.4%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect subbaccalaureate degrees and certificates and bachelor's degrees earned at Title IV–eligible, degree-granting institutions classified as *special focus institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

Subbaccalaureate Degrees and Certificates

- Among all students who earned a subbaccalaureate degree or certificate at special focus institutions in 2021 except for international students, the majority studied health care fields, ranging from 54.2 percent of White students to 78.6 percent of Asian students.
- About a quarter of all subbaccalaureate degrees or certificates earned by American Indian or Alaska Native (25.7 percent) and White (24.4 percent) students at special focus institutions were in manufacturing, military technology, and other applied fields.
- More than one in 10 White students (11.3 percent) earned a subbaccalaureate degree or certificate in STEM fields, while only 3.6 percent of Black or African American students did so.
- Nearly one in three international students (32.4 percent) earned a subbaccalaureate degree or certificate in social sciences and humanities. In contrast, fewer than 1 percent of Black or African American (0.9 percent), Hispanic or Latino (0.8 percent), Asian (0.7 percent), Native Hawaiian or other Pacific Islander (0.5 percent), and American Indian or Alaska Native (0.2 percent) students did so.

Bachelor's Degrees

- Among all bachelor's degree recipients from special focus institutions, the majority of most student groups (except for international students) majored in health care fields, ranging from 50.5 percent of White students to 67.2 percent of Native Hawaiian or other Pacific Islander students.
- Nearly one-third of international students earned a bachelor's degree in other applied fields (31.4 percent), while 12.4 percent of Black or African American students did so.
- Nearly a quarter of Black or African American students (23.6 percent) at special focus institutions earned a bachelor's degree in business, compared with about 6 percent of Asian students.
- Around 14 percent of international students earned a bachelor's degree in STEM fields (14.4 percent), while only 2.3 percent of Native Hawaiian or other Pacific Islander students did so.

Tribal Colleges and Universities: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees

Over half of all subbaccalaureate degrees and certificates awarded at Tribal Colleges and Universities in 2021 (52.4 percent) were in manufacturing, military technology, and other applied fields (29.8 percent) or general studies and other fields (22.5 percent). Among bachelor's degree recipients, the top fields of study were business (26.5 percent) and humanities (23.4 percent), which together accounted for about half of all bachelor's degrees (49.9 percent). American Indian or Alaska Native students earned the majority of all undergraduate degrees and certificates awarded by Tribal Colleges and Universities—78.3 percent of all subbaccalaureate degrees and certificates and 87.1 percent of all bachelor's degrees.

Table 4.10: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees Completed at Tribal Colleges and Universities Across Fields of Study, by Race and Ethnicity: 2021

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Total		
Subbaccalaureate Degrees and Certificates	All racial and ethnic groups	8.2%	13.8%	17.5%	8.2%	22.5%	29.8%	100%		
	American Indian or Alaska Native	9.5%	16.1%	15.3%	9.0%	21.6%	28.6%	100%		
	Asian	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	100%		
	Black or African American	0.0%	0.0%	45.2%	3.2%	35.5%	16.1%	100%		
	Hispanic or Latino	9.1%	13.6%	27.3%	9.1%	22.7%	18.2%	100%		
	Native Hawaiian or other Pacific Islander	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	100%		
	White	3.2%	4.8%	25.0%	4.2%	24.0%	38.8%	100%		
	More than one race	8.0%	8.0%	8.0%	16.0%	44.0%	16.0%	100%		
	Race or ethnicity unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%		
	International students	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	100%		
		STEM Fields	Business	Education	Health Care Fields	Social Sciences	Humanities	General Studies and Other Fields	Other Applied Fields	Total
Bachelor's Degrees	All racial and ethnic groups	16.5%	26.5%	14.5%	4.5%	4.0%	23.4%	0.2%	10.5%	100%
	American Indian or Alaska Native	17.6%	30.2%	12.8%	3.8%	4.1%	21.2%	0.3%	10.0%	100%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	Black or African American	25.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	25.0%	100%
	Hispanic or Latino	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	100%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	White	10.5%	2.6%	28.9%	13.2%	5.3%	21.1%	0.0%	18.4%	100%
	More than one race	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	Race or ethnicity unknown	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	International students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

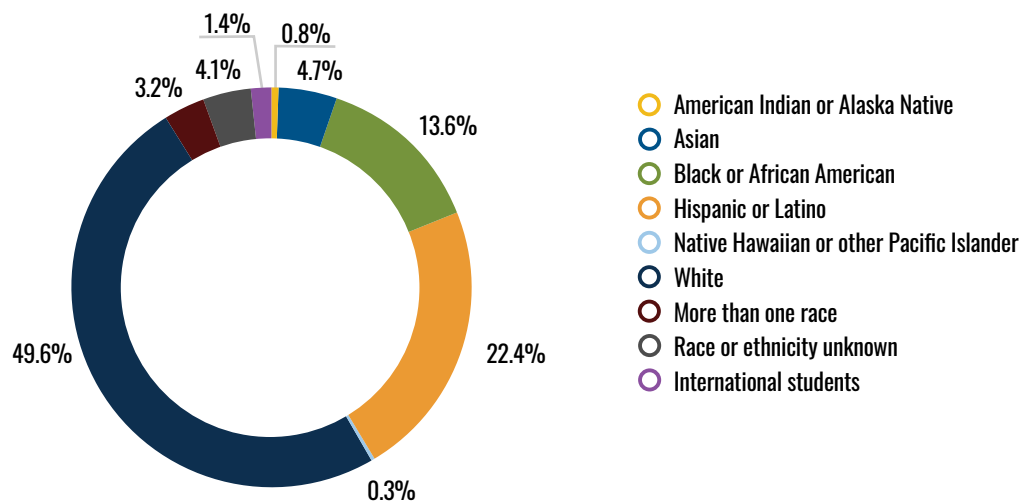
Notes: Data reflect subbaccalaureate degrees and certificates and bachelor's degrees earned at Title IV–eligible, degree-granting institutions classified as *Tribal Colleges and Universities* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at two-year institutions includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

UNDERGRADUATE COMPLETIONS, BY CREDENTIAL TYPE

Short-Term Certificates

In 2021, undergraduate students earned 744,850 short-term certificates—19.3 percent of all undergraduate completions. Among students who earned short-term certificates, 49.6 percent were White and 45.0 percent were students of color.¹⁰ International students made up 1.4 percent of short-term certificate completers.

Figure 4.12: Short-Term Certificates Across Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

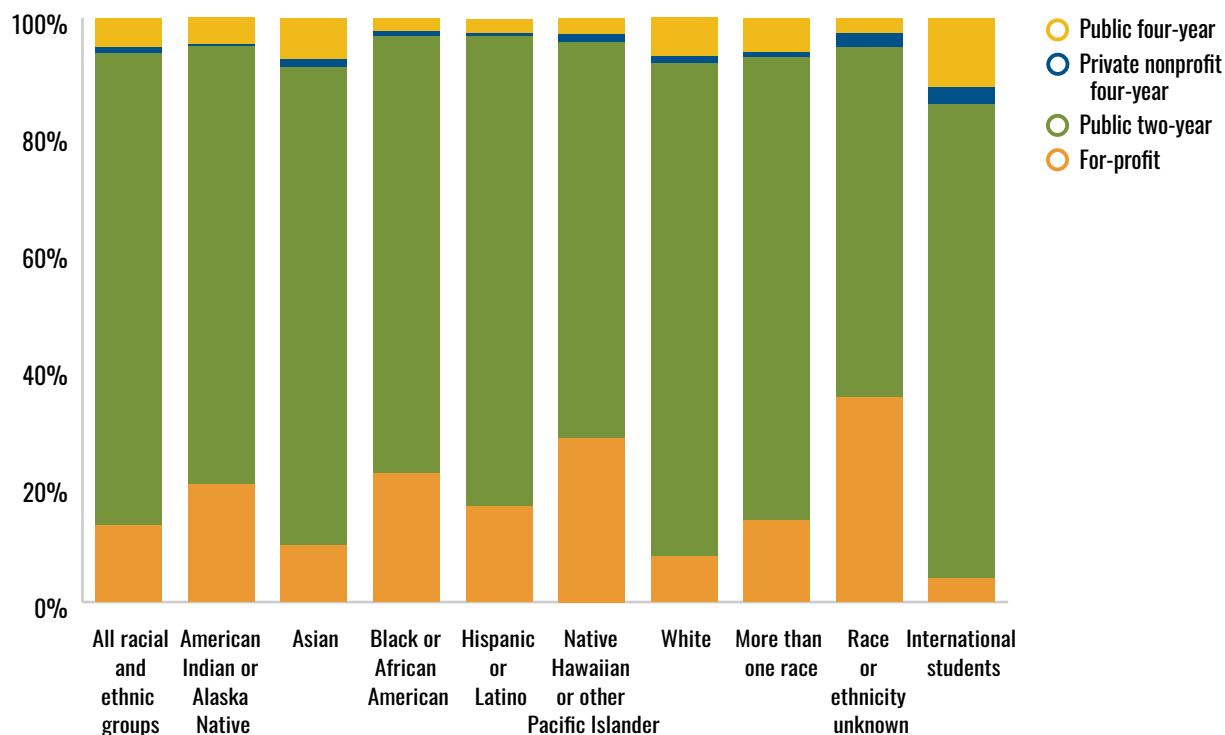
Notes: Data reflect short-term certificates earned at all Title IV–eligible, degree-granting institutions. | Short-term certificates include those that were of less than two academic years.

¹⁰ The group of *students of color* included students who were American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, or multiracial.

Institutional Sector

The majority of all short-term certificates earned in 2021 were awarded at public two-year institutions (80.9 percent), followed by for-profit (13.1 percent), public four-year (5.0 percent), and private nonprofit four-year (1.0 percent) institutions.

Figure 4.13: Short-Term Certificates Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

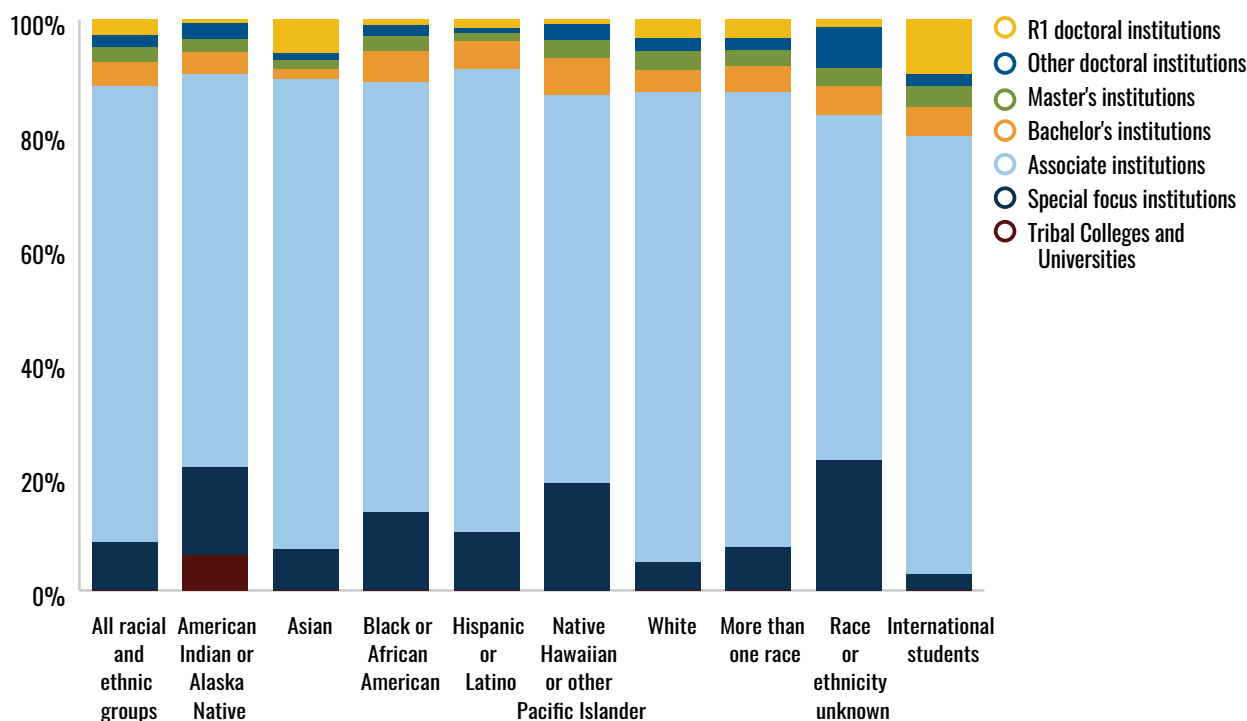
Notes: Data reflect short-term certificates earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *Short-term certificates* include those that were of less than two academic years.

- More than eight in 10 White (84.5 percent), Asian (81.9 percent), international (81.2 percent), and Hispanic or Latino (80.5 percent) students earned a short-term certificate at public two-year institutions.
- About 28 percent of Native Hawaiian or other Pacific Islander students and 22 percent of Black or African American students earned a short-term certificate at for-profit institutions. In contrast, fewer than 10 percent of Asian (9.7 percent) and White (7.8 percent) students did so.
- About 12 percent of international students earned a short-term certificate at public four-year institutions, compared with fewer than 3 percent of Native Hawaiian or other Pacific Islander (2.8 percent), Hispanic or Latino (2.5 percent), and Black or African American (2.3 percent) students.

Carnegie Classification

About 80 percent of all short-term certificates earned in 2021 were awarded at associate institutions (79.9 percent). Special focus institutions awarded 8.3 percent of all short-term certificates.

Figure 4.14: Short-Term Certificates Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

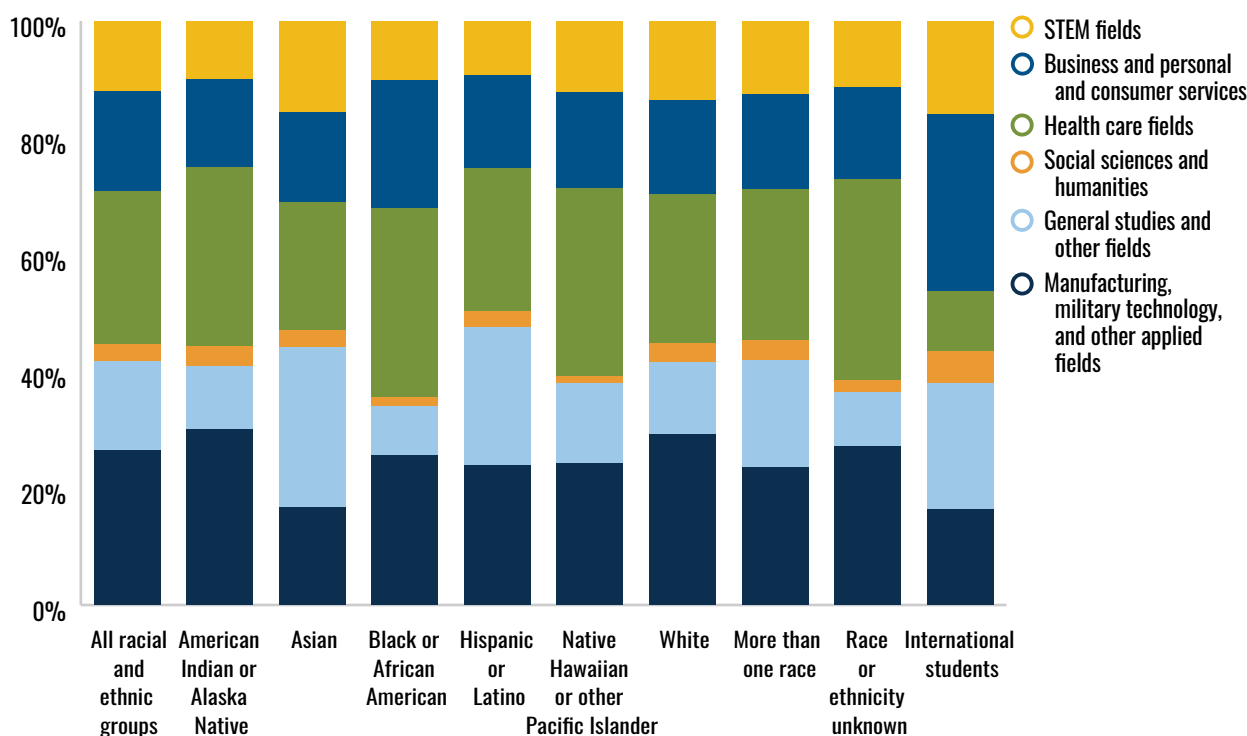
Notes: Data reflect short-term certificates earned at all Title IV–eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification. | Short-term certificates include those that were of less than two academic years.

- Over 80 percent of White (82.3 percent), Asian (82.2 percent), and Hispanic or Latino (81.2 percent) students earned a short-term certificate at associate institutions.
- Roughly one in five Native Hawaiian or other Pacific Islander students (18.8 percent) who earned a short-term certificate in 2021 graduated from special focus institutions.
- Nearly one in 10 international students (9.6 percent) earned a short-term certificate at R1 doctoral institutions, while around 1 percent of Hispanic or Latino (1.4 percent), Black or African American (1.0 percent), Native Hawaiian or other Pacific Islander (0.9 percent), and American Indian or Alaska Native (0.6 percent) students did so.

Field of Study

In 2021, over half of all short-term certificates were awarded in manufacturing, military technology, and other applied fields (26.5 percent) or health care fields (26.2 percent).

Figure 4.15: Field of Study for Short-Term Certificate Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

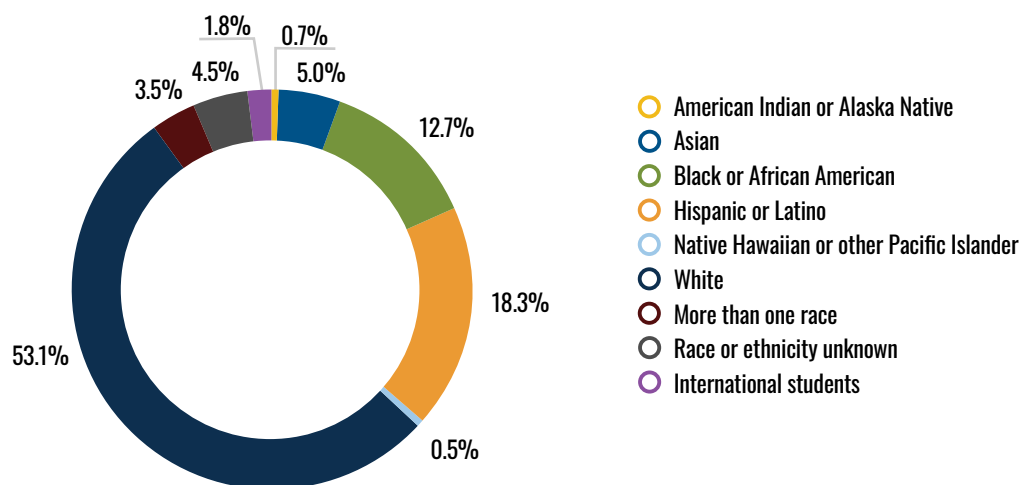
Notes: Data reflect short-term certificates earned at all Title IV–eligible, degree-granting institutions. | Short-term certificates include those that were of less than two academic years. | STEM fields includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | General studies and other programs includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | Other applied fields in this figure includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Nearly one-third of American Indian or Alaska Native (30.1 percent) and White (29.3 percent) students earned a short-term certificate in manufacturing, military technology, and other applied fields, while around 16 percent of Asian (16.8 percent) and international (16.4 percent) students did so.
- Health care was the most popular field of study, except among Asian, White, and international students.
- International students chose business and personal and consumer services as their top field of short-term certificate completions (30.3 percent).
- Around a quarter of Asian (27.3 percent) and Hispanic or Latino (23.6 percent) students earned a short-term certificate in general studies and other fields. In contrast, 8.4 percent of Black or African American students did so.
- More than 15 percent of international (15.9 percent) and Asian (15.6 percent) students earned a short-term certificate in STEM fields, compared with 9.4 percent of Hispanic or Latino students.

Long-Term Certificates

A small fraction of all undergraduate degrees and certificates awarded in 2021 were long-term certificates. Of the 10,013 students who earned these certificates, 53.1 percent were White students and 40.6 percent were students of color. International students made up 1.8 percent of long-term certificate recipients.

Figure 4.16: Long-Term Certificates Across Race and Ethnicity: 2021



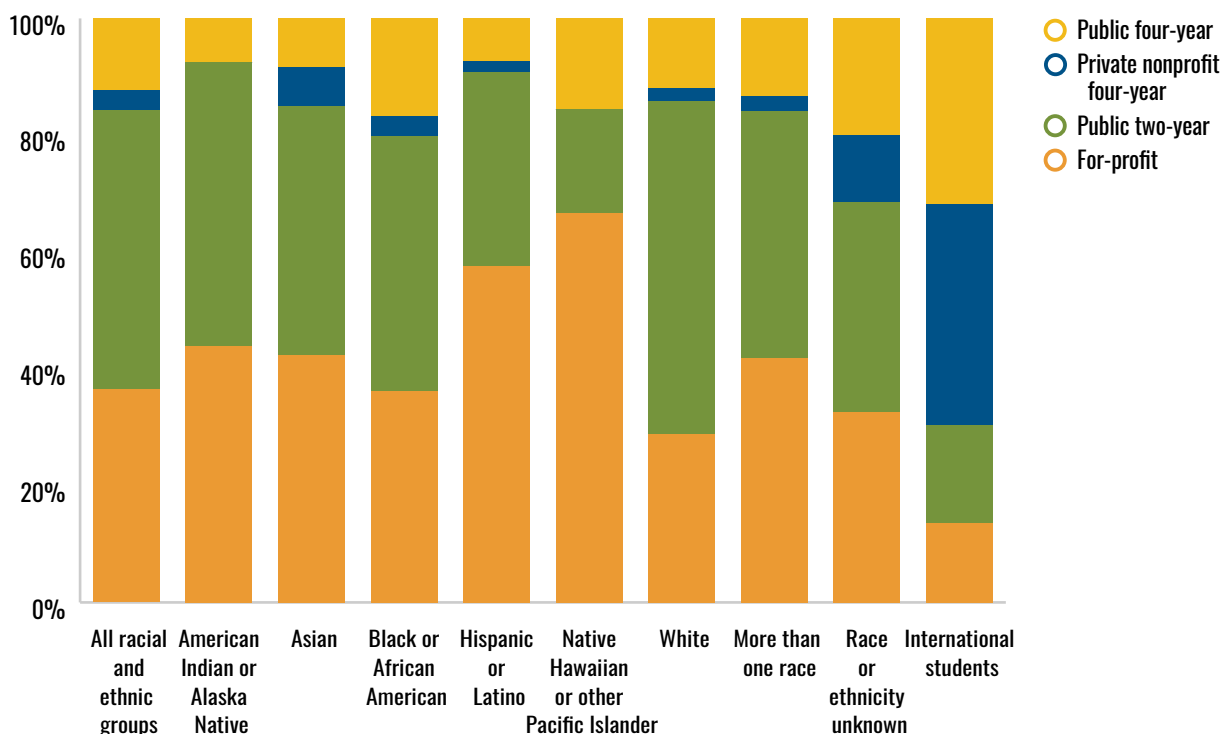
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect long-term certificates earned at all Title IV-eligible, degree-granting institutions. | Long-term certificates include those that were of at least two but less than four academic years.

Institutional Sector

About half of all long-term certificates were awarded at public two-year institutions (47.8 percent), followed by for-profit (36.4 percent), public four-year (12.2 percent), and private nonprofit four-year (3.5 percent) institutions.

Figure 4.17: Long-Term Certificates Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

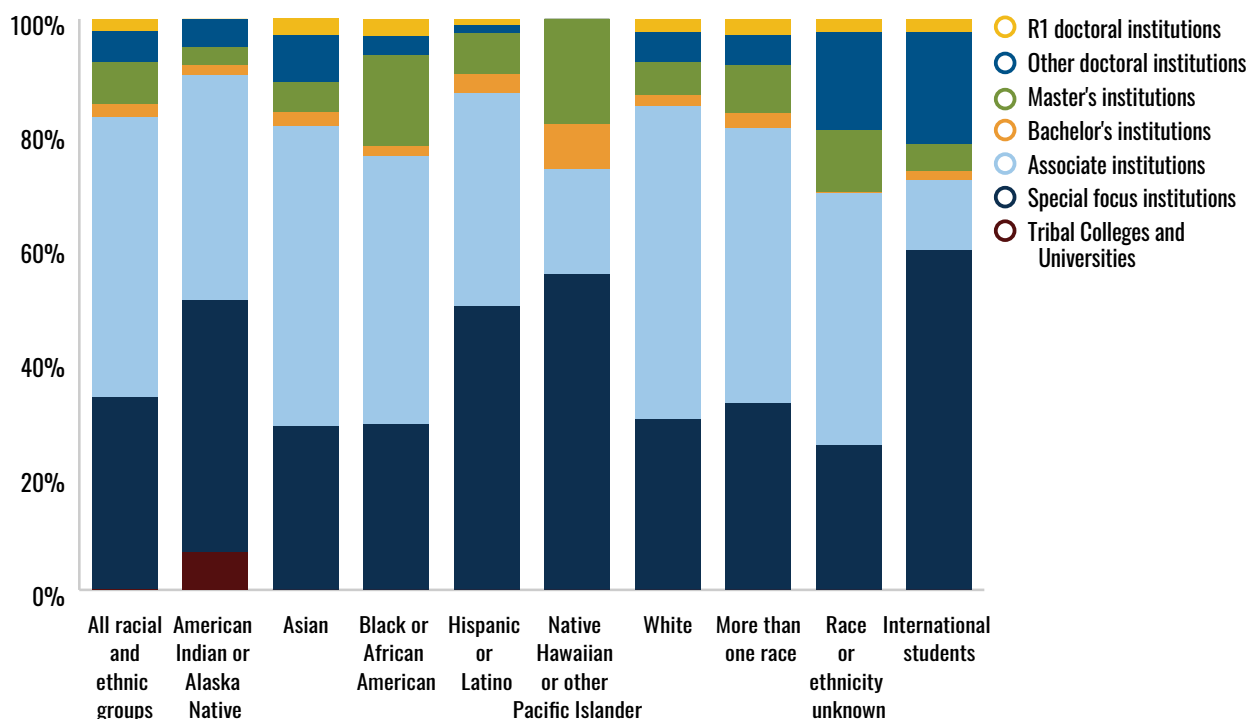
Notes: Data reflect long-term certificates earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Long-term certificates include those that were of at least two but less than four academic years.

- Over half of White (57.0 percent) students earned a long-term certificate at public two-year institutions, while fewer than 20 percent of Native Hawaiian or other Pacific Islander (17.8 percent) and international (16.7 percent) students did so.
- The majority of Native Hawaiian or other Pacific Islander (66.7 percent) and Hispanic or Latino (57.6 percent) students earned a long-term certificate at for-profit institutions. In contrast, fewer than one-third of White (28.8 percent) students and only 13.6 percent of international students did so.
- Most international students earned a long-term certificate at public four-year (31.8 percent) or private nonprofit four-year (37.9 percent) institutions.

Carnegie Classification

Most long-term certificates earned in 2021 were awarded at associate institutions (49.0 percent) or at special focus institutions (33.8 percent).

Figure 4.18: Long-Term Certificates Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

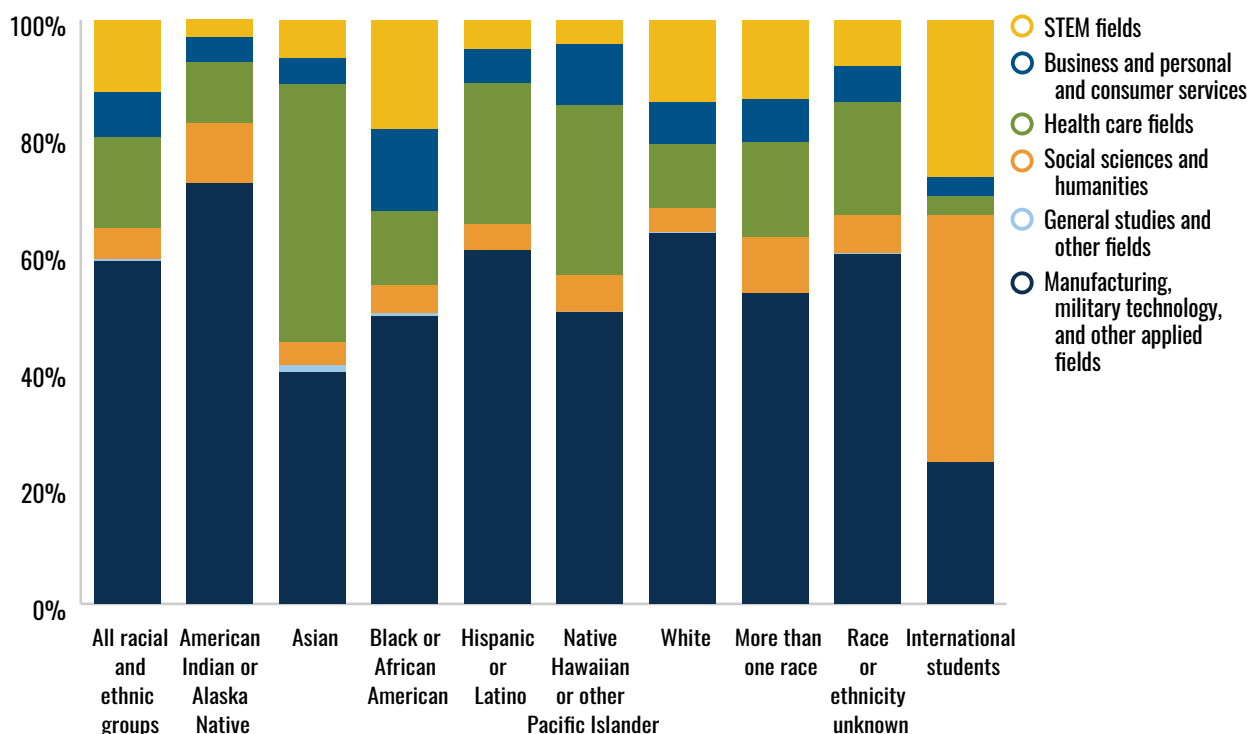
Notes: Data reflect long-term certificates earned at all Title IV-eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification. | Long-term certificates include those that were of at least two but less than four academic years.

- Over half of White (54.8 percent) and Asian (52.7 percent) students who earned long-term certificates graduated from associate institutions, compared with 18.4 percent of Native Hawaiian or other Pacific Islander and 12.1 percent of international students.
- Larger shares of long-term certificates were earned at special focus institutions than at any other type of institutions. For instance, almost 60 percent of international (59.5 percent), Native Hawaiian or other Pacific Islander (55.3 percent), Hispanic or Latino (49.6 percent), and American Indian or Alaska Native (44.3 percent) students earned a long-term certificate at special focus institutions.
- Nearly one in five Native Hawaiian or other Pacific Islander (18.4 percent) students earned a long-term certificate at master's institutions. In contrast, 3.3 percent of American Indian or Alaska Native students did so.
- Roughly one-fifth of international (19.7 percent) students earned a long-term certificate at other doctoral institutions, compared with 3.5 percent of Black or African American students and 1.3 percent of Hispanic or Latino students.
- About 7 percent of American Indian or Alaska Native students earned a long-term certificate at Tribal Colleges and Universities; no students from other groups did so.

Field of Study

The majority of long-term certificates earned in 2021 were awarded in manufacturing, military technology, and other applied fields (58.7 percent), followed by health care (15.7 percent) and STEM (12.5 percent) fields.

Figure 4.19: Field of Study for Long-Term Certificate Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

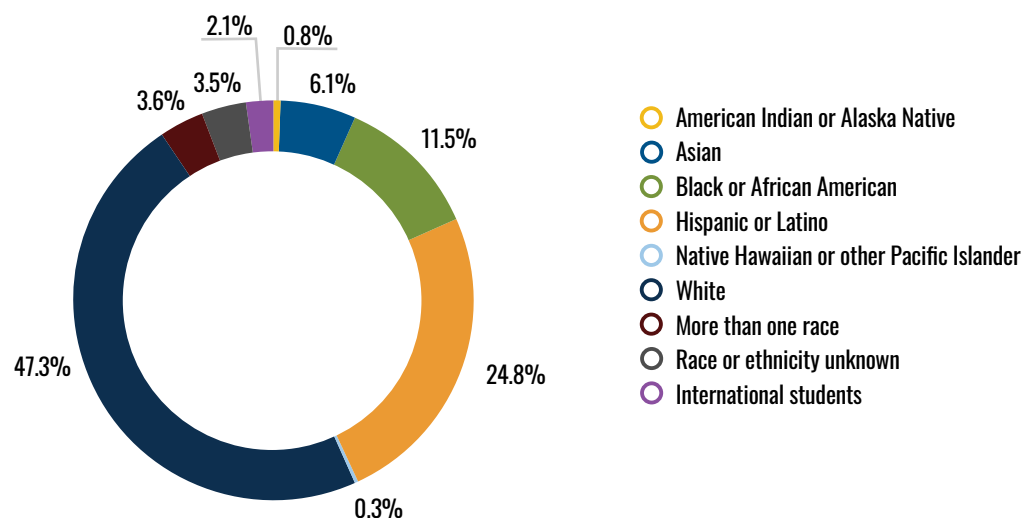
Notes: Data reflect long-term certificates earned at all Title IV–eligible, degree-granting institutions. | *Long-term certificates* include those that were of at least two but less than four academic years. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* in this figure includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Manufacturing, military technology, and other applied fields was the most popular field of study for most student groups—ranging from 49.2 percent of Black or African American students to 72.1 percent of American Indian or Alaska Native students—except for Asian and international students.
- Nearly three-quarters of American Indian or Alaska Native (72.1 percent) students earned a long-term certificate in manufacturing, military technology, and other applied fields, while a quarter of international (24.2 percent) students did so.
- About 44 percent of Asian students earned a long-term certificate in health care fields, compared with 12.8 percent of Black or African American, 10.9 percent of White, 10.3 percent American Indian or Alaska Native, and 3.3 percent of international students.
- Roughly 27 percent of international students and 19 percent of Black or African American students earned a long-term certificate in STEM fields, while fewer than 10 percent of Asian (6.6 percent), Hispanic or Latino (4.9 percent), Native Hawaiian or other Pacific Islander (4.2 percent), and American Indian or Alaska Native (2.9 percent) students did so.
- About 42 percent of international students earned a long-term certificate in social sciences and humanities; this share was much higher than those of other groups, which ranged from 3.8 percent of Asian students to 10.3 percent of American Indian or Alaska Native students.

Associate Degrees

Of the over 1 million students who received associate degrees in 2021, 47.3 percent were White and 47.1 percent were students of color. International students made up 2.1 percent of associate degree recipients.

Figure 4.20: Associate Degrees Across Race and Ethnicity: 2021



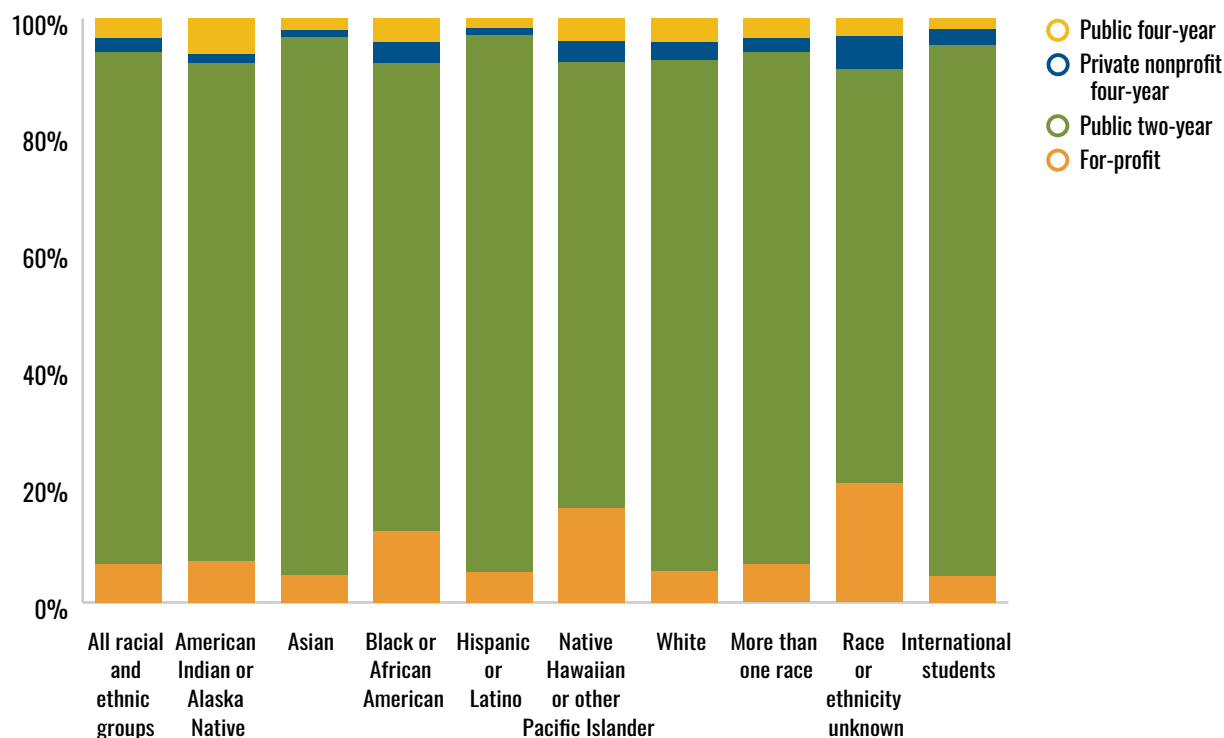
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect associate degrees earned at all Title IV-eligible, degree-granting institutions.

Institutional Sector

In 2021, the majority of associate degrees were awarded at public two-year institutions (87.6 percent), followed by for-profit (6.6 percent), public four-year (3.3 percent), and private nonprofit four-year (2.5 percent) institutions.

Figure 4.21: Associate Degrees Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

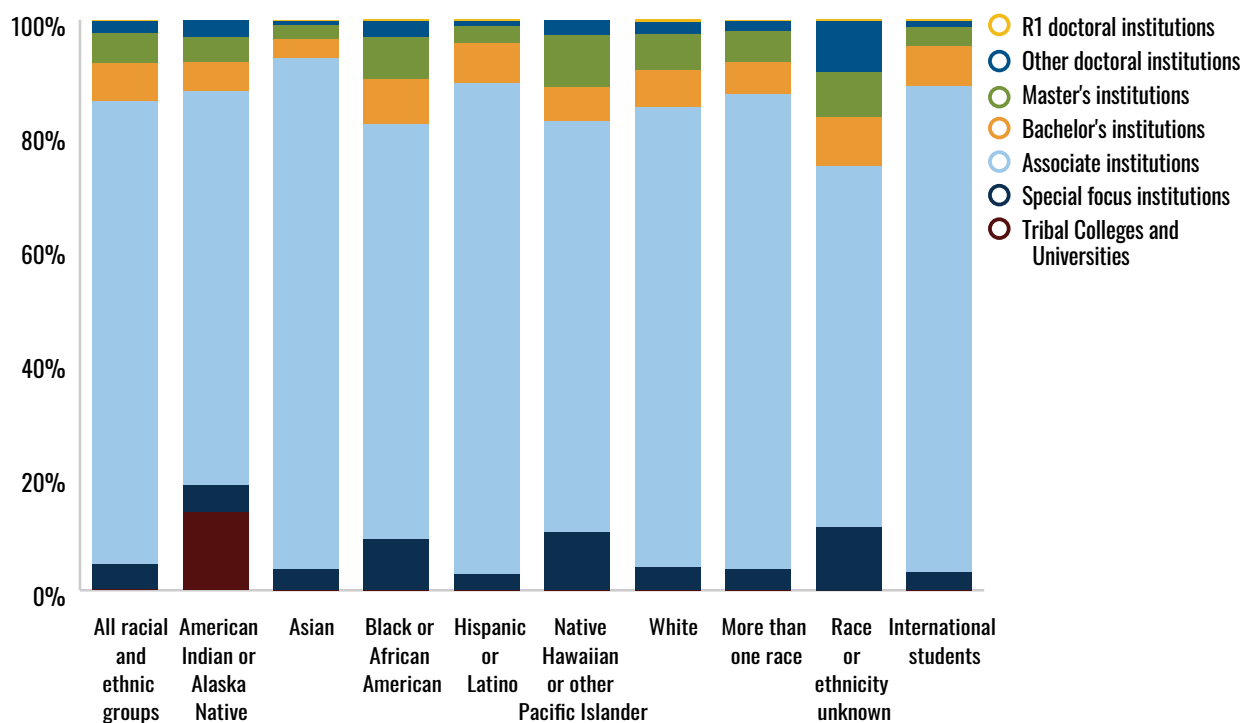
Notes: Data reflect associate degrees earned at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Over 90 percent of Asian (92.2 percent), Hispanic or Latino (91.8 percent), and international (90.8 percent) students earned an associate degree at public two-year institutions.
- About 16 percent of Native Hawaiian or other Pacific Islander students earned an associate degree at for-profit institutions, while 5.3 percent of White students did so.

Carnegie Classification

In 2021, the majority of associate degrees were awarded at associate institutions (81.2 percent).

Figure 4.22: Associate Degrees Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

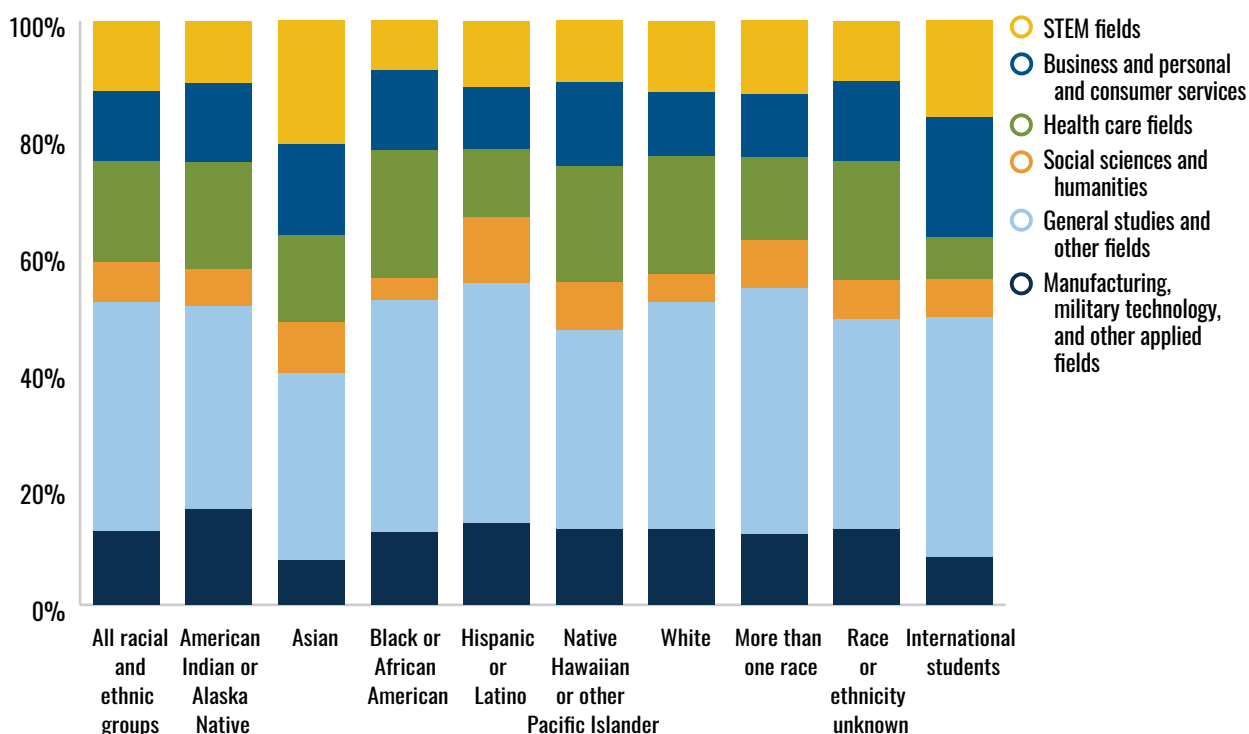
Note: Data reflect associate degrees earned at all Title IV–eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification.

- Roughly 14 percent of American Indian or Alaska Native students earned an associate degree at Tribal Colleges and Universities.

Field of Study

The largest share of all associate degrees earned in 2021 were awarded in general studies and other fields (39.2 percent), followed by health care fields (17.5 percent).

Figure 4.23: Field of Study for Associate Degree Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

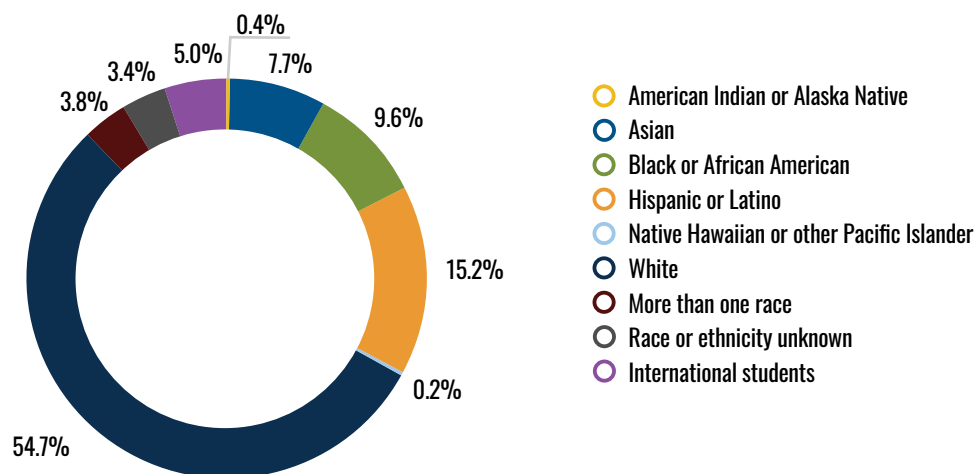
Notes: Data reflect associate degrees earned at all Title IV-eligible, degree-granting institutions. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* in this figure includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Over one-fifth of Black or African American students (21.8 percent) earned an associate degree in health care fields, compared with 11.7 percent of Hispanic or Latino students.
- About 16 percent of American Indian or Alaska Native students earned an associate degree in manufacturing, military technology, and other applied fields. In contrast, around 8 percent of international (8.2 percent) and Asian (7.5 percent) students did so.
- More than one in five Asian associate degree recipients (21.1 percent) majored in STEM, whereas 8.4 percent of Black or African American associate degree recipients did so.
- More than one in 10 Hispanic or Latino associate degree recipients (11.3 percent) studied social sciences and humanities.

Bachelor's Degrees

Over 2 million bachelor's degrees were awarded in 2021. Of the graduates who earned these degrees, 54.7 percent were White students and 37.0 percent were students of color. International students made up 5.0 percent of bachelor's degree recipients.

Figure 4.24: Bachelor's Degrees Across Race and Ethnicity: 2021



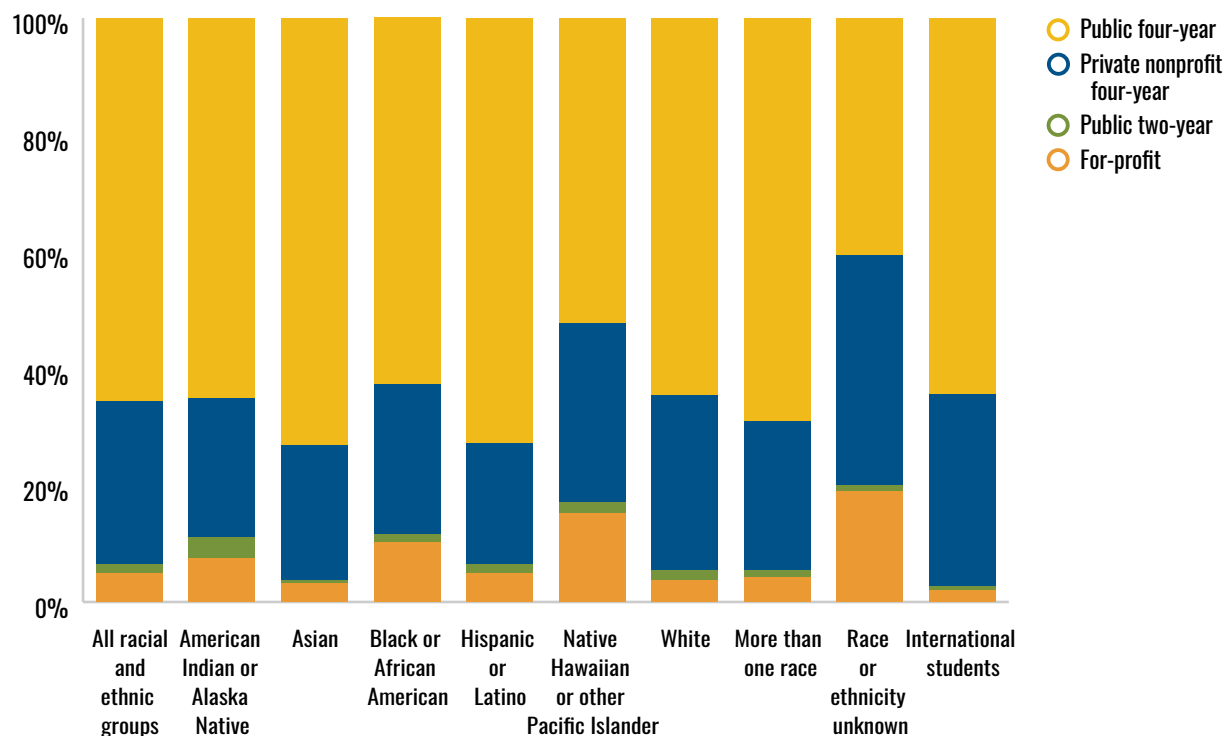
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect bachelor's degrees earned at all Title IV-eligible, degree-granting institutions.

Institutional Sector

The majority of bachelor's degrees earned in 2021 were awarded at public four-year institutions (65.7 percent), followed by private nonprofit four-year (27.9 percent), for-profit (5.0 percent), and public two-year (1.5 percent) institutions.

Figure 4.25: Bachelor's Degrees Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

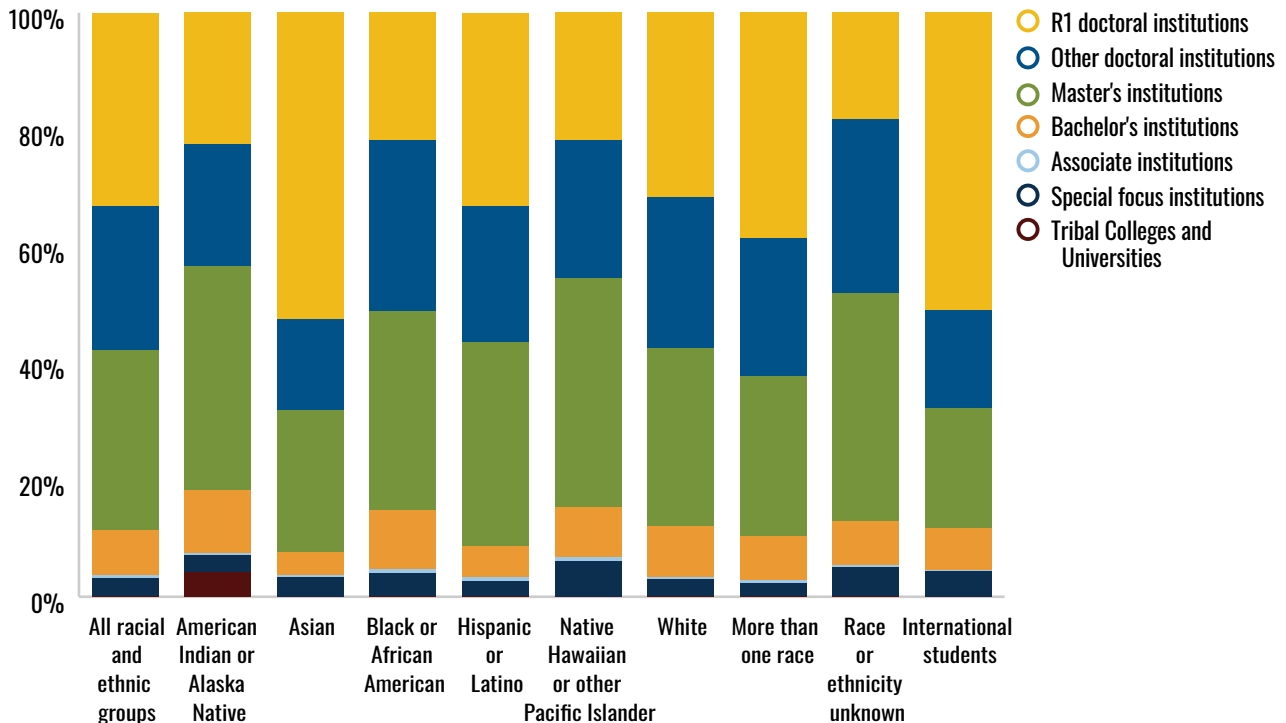
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Nearly three-quarters of Asian (73.2 percent) and Hispanic or Latino (72.8 percent) students earned a bachelor's degree at public four-year institutions.
- About 15 percent of Native Hawaiian or other Pacific Islander students earned a bachelor's degree at for-profit institutions. In contrast, only 3.1 percent of Asian students and 2.0 percent of international students did so.

Carnegie Classification

The largest share of all bachelor's degrees earned in 2021 were awarded by R1 doctoral institutions (33.2 percent), followed by master's institutions (30.8 percent) and other doctoral institutions (24.6 percent).

Figure 4.26: Bachelor's Degrees Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

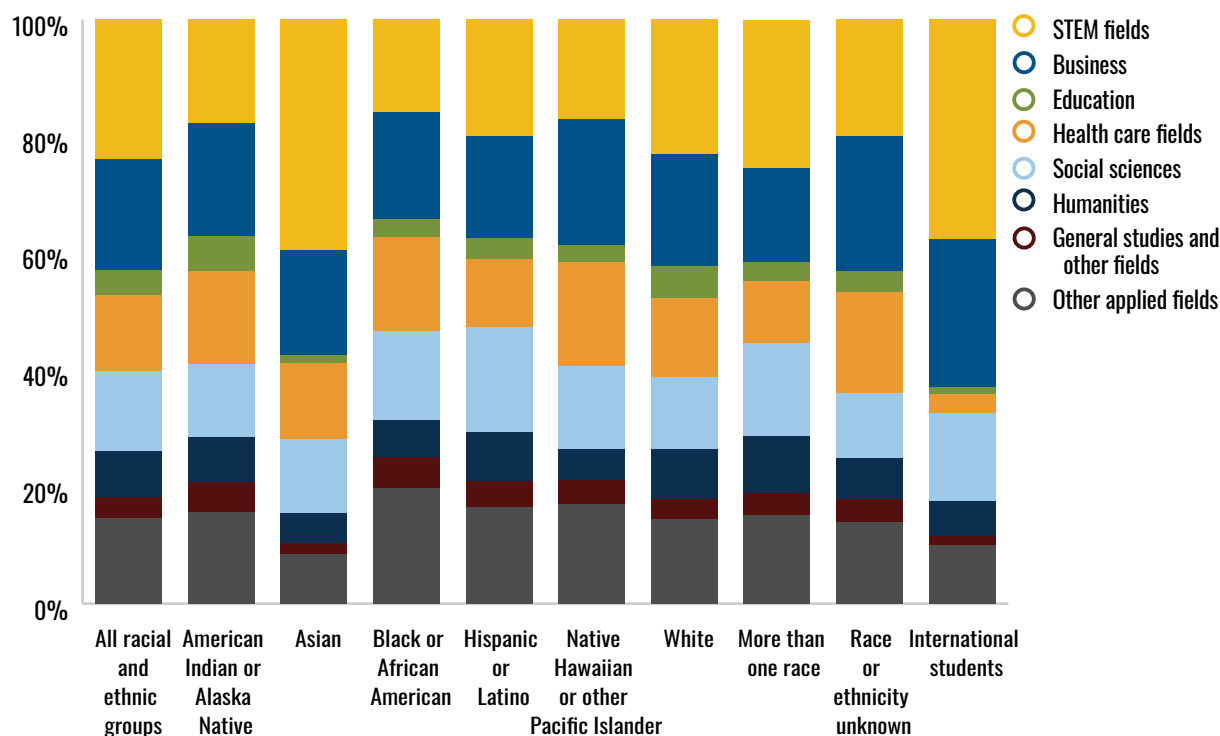
Note: Data reflect bachelor's degrees earned at all Title IV-eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification.

- Over half of Asian (52.4 percent) and international (50.9 percent) students earned a bachelor's degree at R1 doctoral institutions. In contrast, much smaller percentages of Hispanic or Latino (33.1 percent), White (31.6 percent), American Indian or Alaska Native (22.5 percent), Black or African American (21.8 percent), and Native Hawaiian or other Pacific Islander (21.8 percent) students did so.
- About 4 percent of American Indian or Alaska Native students earned a degree at Tribal Colleges and Universities.

Field of Study

In 2021, nearly one-quarter of all bachelor's degrees were awarded in STEM fields (23.9 percent), followed by business (19.0 percent) and other applied fields (14.6 percent).

Figure 4.27: Field of Study for Bachelor's Degree Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at all Title IV–eligible, degree-granting institutions. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* in this figure includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Nearly four in 10 Asian (39.4 percent) and international (37.7 percent) bachelor's degree recipients majored in STEM fields. In contrast, fewer than 20 percent of Hispanic or Latino (19.9 percent), American Indian or Alaska Native (17.8 percent), Native Hawaiian or other Pacific Islander (17.1 percent), and Black or African American (15.8 percent) bachelor's degree recipients studied in STEM fields.
- Nearly every student group, with the exception of international students (3.4 percent), earned more than 10 percent of its total degrees awarded in health care fields.

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CHAPTER 5

GRADUATE SCHOOL COMPLETION



INTRODUCTION

Advanced degrees open many doors for college graduates. Earnings are higher for those with master's degrees than for those whose highest degree is a bachelor's, and the earnings premium for doctoral and professional degrees is significantly larger still. In 2022, the median earnings were \$71,530 for adults ages 35 to 44 whose highest degree was a bachelor's degree, yet the median was \$86,820 for master's degree recipients and \$113,372 for those with research doctoral or professional degrees (U.S. Census Bureau 2023). Advanced degrees are also associated with the enhancement of certain skills, depending on the field of study, as well as lower unemployment rates. However—while 14 percent of White and 27 percent of Asian adults ages 25 and over held master's, doctoral, or professional degrees—only 11 percent of Black or African American and 6 percent of Hispanic or Latino adults held these degrees (U.S. Census Bureau 2022).

There is considerable variation in the returns for graduate degrees and certificates. In particular, master's degrees—which account for three-quarters of postbaccalaureate degrees and certificates awarded each year—lead to a wide range of outcomes. In 2022, one-third of master's degree holders ages 35 to 44 earned less than \$67,500 per year. A significant number of master's degree programs produce graduates who then earn less than the median earnings of bachelor's degree holders in their state (Delisle and Cohn 2023). The range of postgraduation earnings of adults with master's degrees raises concerns about the levels of borrowing among these students, which often occurs in addition to debt incurred for undergraduate study.¹ Differences by field of study and work sector explain some of these discrepancies.

These variations show how important it is to understand the distribution of graduate students from different racial and ethnic groups across types of institutions, programs, and fields of study. This chapter explores differences in the types of graduate certificates and degrees—postbaccalaureate certificates, master's degrees, professional or other doctoral degrees, and research doctoral degrees—earned by students from different racial and ethnic groups.

1 The subsidized and unsubsidized aggregate loan limit is \$138,500 for graduate or professional students, and no more than \$65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study (Federal Student Aid 2023).

KEY FINDINGS

- The total number of graduate completions rose sharply between 2001 and 2021, growing from about 618,000 to over 1.15 million degrees and certificates earned. Over these two decades, postbaccalaureate certificates grew from about 4 percent to approximately 8 percent of all graduate degrees and certificates completed. Professional or other doctoral degrees declined from 12.9 percent to 10.6 percent, and research doctoral degrees fell from 7.3 percent to 6.3 percent (see figures 5.1 and 5.3).
- Between 2001 and 2021, while the share of White students among all graduate completions declined from about 64 percent to roughly 51 percent, the share of students of color among all graduate completions increased from about 18 percent to approximately 30 percent (see table 5.1).²
- The shares of graduate completions earned by Black or African American, Hispanic or Latino, Asian, and international students increased between 2001 and 2021. In particular, the share of graduate certificates earned by Black and African American students rose from about 7 percent in 2001 to approximately 10 percent in 2021. The share of graduate certificates and degrees earned by Hispanic or Latino students rose from about 4 percent in 2001 to roughly 10 percent in 2021 (see table 5.1).
- Of all graduate degrees and certificates earned in 2021, about 76 percent were master's degrees, 11 percent were professional or other doctoral degrees, roughly 8 percent were postbaccalaureate certificates, and about 6 percent were research doctoral degrees (see table 5.2).
- In 2021, about 58 percent of postbaccalaureate certificates, 48 percent of master's degrees, 60 percent of research doctoral degrees, and 48 percent of professional or other doctoral degrees were from public four-year institutions (see figures 5.6 and 5.12 and table 5.8).
- Enrollment patterns varied among different racial and ethnic groups. Native Hawaiian or other Pacific Islander and Black or African American students were more likely than others to earn a graduate degree or certificate at for-profit institutions (see figure 5.3). For example, of the total share earned by Black or African American students, about 18 percent of certificates, 19 percent of master's degrees, 25 percent of research doctoral degrees, and 6 percent of professional or other doctoral degrees were awarded at for-profit institutions. For White students, these percentages were about 4 percent, 7 percent, 6 percent, and 3 percent (see figures 5.6 and 5.12 and table 5.8).³
- Science, technology, engineering, and mathematics (STEM) fields accounted for about 22 percent of graduate degrees and certificates earned at public four-year institutions, ranging from about 10 percent of American Indian or Alaska Native and Black or African American students to 25.7 percent of Asian and 61.5 percent of international students (see table 5.2). STEM fields accounted for about 15 percent of graduate degrees and certificates earned at private nonprofit four-year institutions, ranging from about 7 percent of American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander students to 19.3 percent of Asian and 45.6 percent of international students (see table 5.3). STEM fields accounted for about 5 percent of graduate degrees and certificates earned at for-profit institutions, ranging from 2.9 percent of Hispanic or Latino students to 16.9 percent of international students (see table 5.4).⁴

2 *Students of color* included American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and multiracial students.

3 Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. For more information, please refer to the report's methodology.

4 For the graduate-level field of study, *STEM fields* included life and physical sciences, math, engineering, and computer science.

- About 90 percent of graduate degrees and certificates completed in 2021 were earned at R1 doctoral, other doctoral, and master's institutions denoted by Carnegie Classification. Asian and international students were more likely than others to earn a graduate degree or certificate at R1 institutions (about 45 percent and 64 percent respectively, compared with approximately 37 percent overall). American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students were more likely than others to earn a graduate degree or certificate at master's institutions (about 35 percent and 34 percent, respectively, compared with approximately 24 percent overall) (see figure 5.4).⁵
- In 2021, three-quarters of master's degrees were in STEM, business and management, education, or health fields. The STEM share ranged from about 8 percent of American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander students to 25.2 percent of Asian and 51.7 percent of international students. The business and management share was between 22 percent and 27 percent for all racial and ethnic groups. The education share ranged from about 3 percent of international and 9 percent of Asian students to 23 percent of American Indian or Alaska Native and Hispanic or Latino students. The health fields share ranged from about 3 percent of international students to 21 percent of Asian students and 23 percent of Native Hawaiian or Pacific Islander students (see figure 5.14).
- STEM was the most popular field of study for research doctoral degree recipients. About 70 percent of international students and 48 percent of Asian students earned their research doctoral degrees in STEM, while only 10 percent of Black or African American students did so (see table 5.10).
- For professional or other doctoral degrees, health was the primary field of study. About 84 percent of Asian students earned a degree in health, versus about 54 percent of American Indian or Alaska Native and 56 percent of Hispanic or Latino students (see table 5.10).
- In 2021, 17 percent of adults ages 35 to 54 held advanced degrees (U.S. Census Bureau 2022) and about 46 percent of the parents or guardians of research doctoral degree recipients held advanced degrees. This share ranged from about 35 percent of Black or African American graduates and 37 percent of international and Hispanic or Latino graduates to approximately 55 percent of multiracial graduates and 56 percent of Asian graduates (see figure 5.33).⁶
- Overall, about one in five 2021 research doctoral degree recipients had ever attended a community college. The shares of students who had attended a community college among all research doctoral recipients ranged from 4.0 percent of international students and 21.3 percent of Asian students to 37.4 percent of Hispanic or Latino students and 55.4 percent of American Indian or Alaska Native students (see table 5.15).

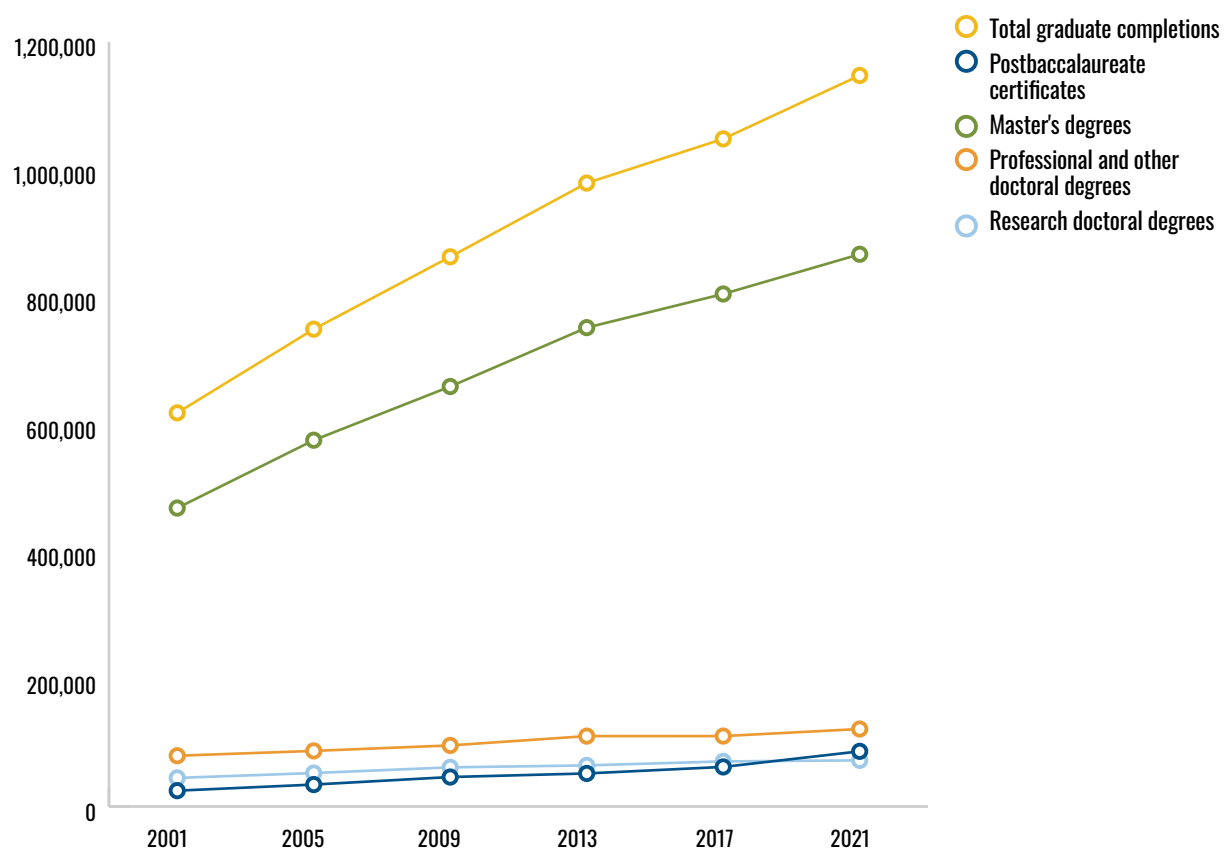
5 Institutions were categorized into Carnegie Classification based upon the 2018 Basic Carnegie Classification, an update of the traditional framework that was developed by the Carnegie Commission on Higher Education in the early 1970s. It is important to note that classifications are time-specific descriptions of institutional attributes and behavior; thus, an individual institution's classification may change over time. For more information, please refer to the report's methodology.

6 NCES defines those who reported identifying with more than one racial or ethnic group as students of two or more races. In this report, students of two or more races are labeled as *multiracial students*.

GRADUATE COMPLETIONS: 2001 TO 2021

The total number of graduate degrees and certificates earned rose sharply between 2001 and 2021, growing from about 618,000 to 1.15 million. Postbaccalaureate certificate completions rose from 24,854 in 2001 to 86,616 in 2021—a 249 percent increase. The shares of postbaccalaureate certificates among all graduate completions increased from about 4 percent in 2001 to 7.5 percent in 2021. Master’s degrees still accounted for three-quarters of graduate completions in 2021, with a slight decrease from 75.8 percent in 2001 to 75.5 percent in 2021. While the total number of doctoral degrees earned increased between 2001 and 2021, the shares of doctoral degrees among all graduate completions slightly decreased. Professional or other doctoral degrees fell from 12.9 percent of the total in 2001 to 10.6 percent in 2021, and research doctoral degrees fell from 7.3 percent of the total to 6.3 percent.⁷

Figure 5.1: Graduate Completions, by Award Level, Select Years: 2001, 2005, 2009, 2013, 2017, and 2021



Sources: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2001, 2005, 2009, 2013, 2017, and 2021.
Note: Data reflect graduate degrees and certificates earned at all Title IV–eligible, degree-granting institutions.

The total number of graduate completions increased between 2001 and 2021 across all award levels and racial and ethnic groups except for small declines in professional and other doctoral degree completions among American Indian or Alaska Native graduates. The postbaccalaureate certificate completions of Black or African American students rose from 1,602 in 2001 to 10,644 in 2021—a 564 percent increase.

⁷ The data in this chapter included only students’ first majors to avoid counting multiple completions.

- In 2021, White students represented the largest share of graduate completions (50.6 percent), followed by international students (13.9 percent), Black or African American students (10.3 percent), Hispanic or Latino students (9.6 percent), Asian students (6.9 percent), and multiracial students (2.6 percent). American Indian or Alaska Native (0.4 percent) and Native Hawaiian or other Pacific Islander (0.2 percent) students represented less than 1 percent of all graduate completions in 2021.
- While White students continued to earn most of all graduate degrees and certificates completed in 2021, the share of graduate completions by students of color increased from 17.5 percent to 29.9 percent between 2001 and 2021. The largest percentage increase was in postbaccalaureate certificate completions (15.8 percent to 30.4 percent).
- In 2021, 27.6 percent of all research doctoral degrees were earned by international students, a slight increase from 24.4 percent in 2001.
- The total share of graduate completions by Hispanic or Latino students nearly doubled at all award levels between 2001 and 2021. The largest increase was among master's degree completions, which more than doubled from 4.2 percent to 10.1 percent.
- Black or African American students also saw about a twofold increase in their representation among postbaccalaureate certificate (6.4 percent to 12.3 percent) and research doctoral degree (4.7 percent to 9.8 percent) completions during this 20-year period.

Table 5.1: Graduate Completions Across Race and Ethnicity, by Award Level: 2001 and 2021

	Total Graduate Completions		Postbaccalaureate Certificates		Master's Degrees		Professional and Other Doctoral Degrees		Research Doctoral Degrees	
	2001	2021	2001	2021	2001	2021	2001	2021	2001	2021
American Indian or Alaska Native	0.5%	0.4%	0.4%	0.4%	0.5%	0.4%	0.7%	0.4%	0.4%	0.3%
Asian	5.6%	6.9%	4.2%	5.7%	4.8%	6.1%	11.3%	14.0%	5.4%	5.3%
Black or African American	7.2%	10.3%	6.4%	12.3%	7.5%	10.6%	6.5%	7.2%	4.7%	9.8%
Hispanic or Latino	4.2%	9.6%	4.7%	9.1%	4.2%	10.1%	4.6%	9.1%	3.2%	6.1%
Native Hawaiian or other Pacific Islander	-	0.2%	-	0.2%	-	0.2%	-	0.1%	-	0.1%
White	63.9%	50.6%	67.4%	55.8%	63.2%	49.6%	70.7%	57.8%	57.6%	43.1%
More than one race	-	2.6%	-	2.6%	-	2.5%	-	3.2%	-	2.2%
Race or ethnicity unknown	6.1%	5.6%	7.7%	6.3%	6.6%	5.6%	3.6%	5.3%	4.3%	5.5%
International students	12.4%	13.9%	9.1%	7.5%	13.1%	14.9%	2.6%	2.9%	24.4%	27.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

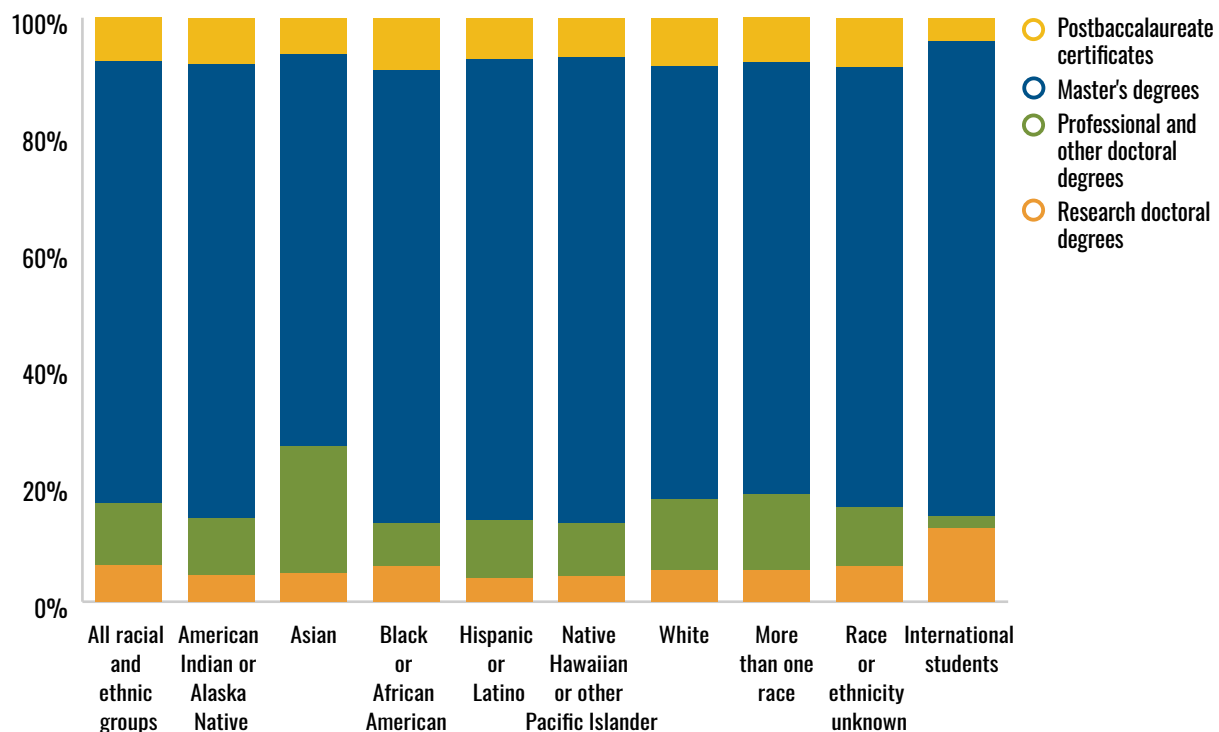
Sources: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2001 and 2021.

Notes: Data reflect graduate degrees and certificates earned at all Title IV–eligible, degree-granting institutions. | In 2001, data for Asian students also included data for Native Hawaiian or other Pacific Islander students.

GRADUATE COMPLETIONS: 2021

About 1.15 million graduate degrees and certificates were earned in 2021. Of these, 75.5 percent were master's degrees, 10.6 percent were professional or other doctoral degrees, 7.5 percent were postbaccalaureate certificates, and 6.3 percent were research doctoral degrees. The distribution of types of credentials varied across racial and ethnic groups.

Figure 5.2: Graduate Completions Across Award Levels, by Race and Ethnicity: 2021



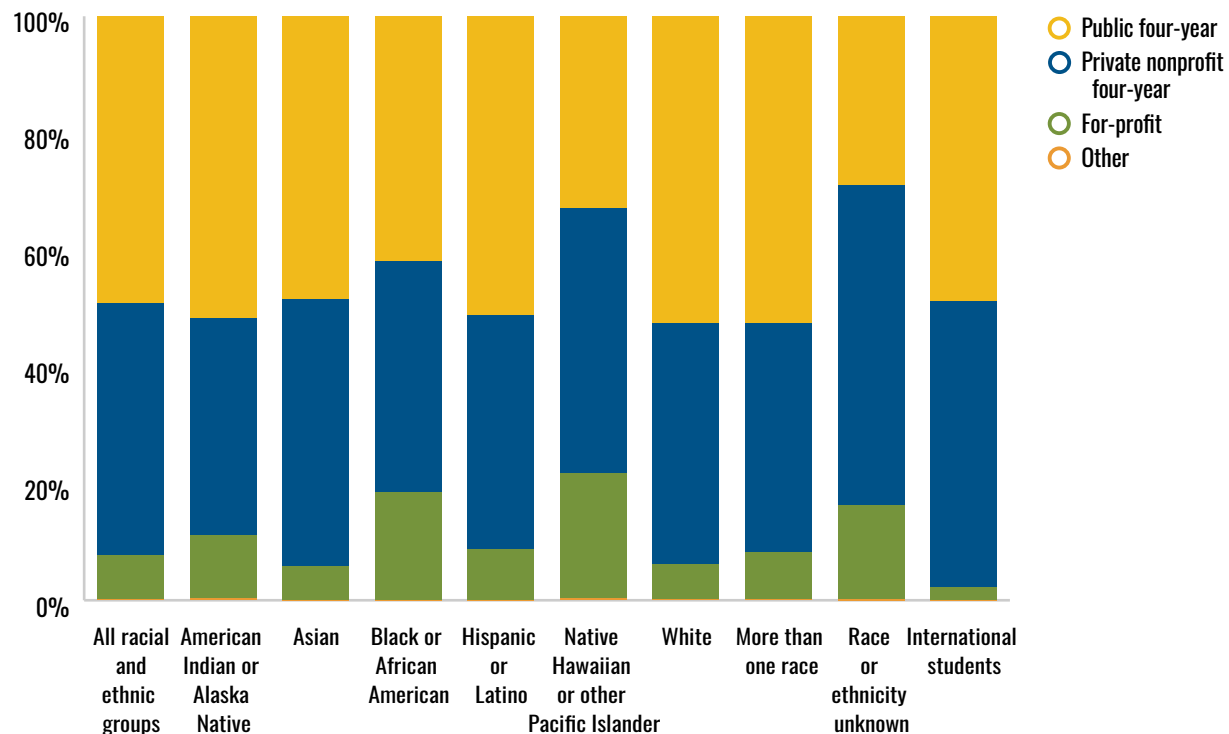
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect graduate degrees and certificates earned at all Title IV-eligible, degree-granting institutions.

- Research doctoral degrees accounted for 12.5 percent of graduate completions by international students, much higher than the corresponding percentages for domestic student groups. Among all graduate completions by domestic students, the shares of research doctoral degrees ranged from 4.0 percent for Hispanic or Latino students to 6.0 percent for Black or African American students.
- In contrast, professional or other doctoral degrees were uncommon among international students (2.2 percent). Among graduate completions by domestic students, the shares of professional or other doctoral degrees ranged from 7.4 percent for Black or African American students to 21.6 percent for Asian students.
- Among Black or African American students, 9.0 percent earned a postbaccalaureate certificate. In contrast, 4.1 percent of international students did so.

GRADUATE COMPLETIONS, BY SECTOR AND FIELD

Among all graduate completions in 2021, public four-year institutions awarded 49.1 percent of all degrees and certificates earned, private nonprofit four-year institutions awarded 43.1 percent, and for-profit institutions awarded 7.7 percent.

Figure 5.3: Graduate Completions Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Other includes other types of institutions, as well as some cases of public two-year institutions that offer or confer graduate degrees.

- Over half of all White (52.5 percent), multiracial (52.5 percent), American Indian or Alaska Native (51.7 percent), and Hispanic or Latino (51.2 percent) students graduated from public four-year institutions. In contrast, fewer than one-third of Native Hawaiian or other Pacific Islander students (32.9 percent) graduated from these institutions.
- About one in five Native Hawaiian or other Pacific Islander (21.5 percent) and Black or African American (18.5 percent) students graduated from for-profit institutions, while 6.1 percent of White students, 5.8 percent of Asian students, and 2.1 percent of international students did so.

Public Four-Year Institutions

The primary fields for graduate completions at public four-year institutions were STEM (21.9 percent), education (18.2 percent), health (17.8 percent), and business and management (17.2 percent) fields, followed by social and behavioral sciences (4.4 percent), humanities (4.3 percent) and law (3.0 percent). When comparing sectors, 21.9 percent of graduate completions at public four-year institutions were in STEM, versus 15.3 at private nonprofit and 4.5 percent at for-profit institutions.

Table 5.2: Graduate Completions at Public Four-Year Institutions Across Fields of Study, by Award Level and Race and Ethnicity: 2021

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
All Degrees	All racial and ethnic groups	21.9%	17.2%	18.2%	17.8%	4.3%	4.4%	3.0%	13.2%	100%
	American Indian or Alaska Native	9.8%	14.7%	25.5%	16.2%	5.8%	3.9%	7.5%	16.6%	100%
	Asian	25.7%	21.4%	9.1%	28.9%	2.4%	2.8%	2.5%	7.2%	100%
	Black or African American	10.2%	18.5%	22.4%	19.1%	2.8%	4.0%	2.7%	20.2%	100%
	Hispanic or Latino	13.0%	17.2%	22.2%	17.0%	4.8%	4.9%	3.1%	17.8%	100%
	Native Hawaiian or other Pacific Islander	12.3%	20.6%	22.3%	18.3%	4.1%	3.6%	2.5%	16.4%	100%
	White	15.4%	16.7%	22.0%	19.8%	4.7%	4.5%	3.4%	13.5%	100%
	More than one race	17.1%	16.1%	16.6%	19.3%	5.6%	5.3%	3.9%	16.0%	100%
	Race or ethnicity unknown	17.8%	20.8%	15.3%	21.1%	4.3%	4.3%	4.0%	12.4%	100%
Research Doctoral Degrees	International students	61.5%	15.8%	3.0%	4.0%	4.0%	4.2%	1.2%	6.3%	100%
	All racial and ethnic groups	51.5%	2.1%	13.5%	9.1%	8.2%	9.7%	0.1%	5.8%	100%
	American Indian or Alaska Native	25.5%	1.9%	25.5%	6.6%	16.0%	16.0%	0.0%	8.5%	100%
	Asian	55.2%	2.0%	9.1%	12.8%	6.8%	8.8%	0.0%	5.2%	100%
	Black or African American	17.6%	2.1%	41.1%	16.3%	5.6%	8.2%	0.1%	9.1%	100%
	Hispanic or Latino	38.3%	1.0%	18.1%	11.7%	11.7%	12.7%	0.04%	6.5%	100%
	Native Hawaiian or other Pacific Islander	25.0%	0.0%	25.0%	10.7%	10.7%	17.9%	0.0%	10.7%	100%
	White	41.8%	1.5%	16.9%	11.6%	10.0%	11.8%	0.04%	6.3%	100%
	More than one race	45.6%	1.2%	15.0%	9.3%	9.2%	12.4%	0.0%	7.3%	100%
Professional and Other Doctoral Degrees	Race or ethnicity unknown	49.4%	1.8%	10.4%	10.8%	11.8%	9.6%	0.1%	6.0%	100%
	International students	73.1%	3.3%	3.9%	3.2%	5.4%	6.5%	0.3%	4.4%	100%
	All racial and ethnic groups	5.3%	0.3%	1.1%	66.4%	0.2%	0.2%	26.5%	0.1%	100%
	American Indian or Alaska Native	4.1%	0.0%	1.8%	52.5%	0.5%	0.0%	40.6%	0.5%	100%
	Asian	1.8%	0.1%	0.9%	85.0%	0.1%	0.1%	12.0%	0.1%	100%
	Black or African American	1.2%	1.0%	1.9%	64.9%	0.1%	0.2%	30.5%	0.1%	100%
	Hispanic or Latino	4.2%	0.2%	2.1%	61.9%	0.02%	0.1%	31.4%	0.1%	100%
	Native Hawaiian or other Pacific Islander	6.0%	0.0%	6.0%	60.0%	0.0%	0.0%	24.0%	4.0%	100%
	White	6.5%	0.1%	0.9%	63.6%	0.1%	0.2%	28.4%	0.1%	100%
	More than one race	4.3%	0.4%	1.3%	62.1%	0.1%	0.1%	31.4%	0.2%	100%
	Race or ethnicity unknown	8.2%	1.1%	0.8%	69.5%	0.1%	0.04%	20.2%	0.1%	100%
	International students	2.2%	0.4%	0.7%	62.7%	3.5%	0.1%	30.0%	0.5%	100%

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
Master's Degrees	All racial and ethnic groups	22.1%	21.0%	18.9%	13.1%	4.5%	4.1%	0.6%	15.7%	100%
	American Indian or Alaska Native	9.3%	17.9%	25.9%	13.0%	6.1%	3.8%	4.5%	19.5%	100%
	Asian	30.0%	28.9%	10.3%	15.8%	2.6%	3.0%	0.3%	9.2%	100%
	Black or African American	10.5%	21.7%	20.6%	15.4%	2.9%	4.0%	0.7%	24.1%	100%
	Hispanic or Latino	12.8%	19.9%	23.5%	13.2%	4.9%	4.7%	0.5%	20.6%	100%
	Native Hawaiian or other Pacific Islander	11.9%	23.9%	22.9%	14.8%	4.6%	2.9%	0.6%	18.5%	100%
	White	15.1%	20.6%	23.2%	15.1%	5.1%	4.3%	0.4%	16.3%	100%
	More than one race	17.2%	19.8%	17.8%	14.2%	6.2%	5.1%	0.4%	19.3%	100%
	Race or ethnicity unknown	16.7%	27.3%	16.4%	13.9%	4.1%	4.1%	1.9%	15.7%	100%
	International students	61.3%	18.7%	2.5%	2.9%	3.5%	3.7%	0.9%	6.5%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at Title IV–eligible, degree-granting public four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes life and physical sciences, math, engineering, and computer science.

All Degrees

- The majority of international students completed a graduate degree or certificate in STEM (61.5 percent).
- More than a quarter of American Indian or Alaska Native students (25.5 percent) completed a graduate degree or certificate in education, while only 3.0 percent of international students did so.
- Over a quarter of Asian students (28.9 percent) completed a graduate degree or certificate in health, compared with only 4.0 percent of international students.

Research Doctoral Degrees

- Over half of all research doctoral degrees awarded at public four-year institutions in 2021 were in STEM fields (51.5 percent). Education was the second most popular field of study for doctoral degrees earned at these institutions (13.5 percent).
- Nearly three-quarters of international students (73.1 percent) earned a research doctoral degree in STEM fields. In contrast, a quarter of American Indian or Alaska Native (25.5 percent) and Native Hawaiian or other Pacific Islander (25.0 percent) students and 17.6 percent of Black or African American students did so.
- Among Black or African American students who earned a research doctoral degree, 41.1 percent did so in education—much higher than the corresponding percentages for all other groups.
- The largest shares of research doctoral degrees in social and behavioral sciences were earned by Native Hawaiian or other Pacific Islander (17.9 percent) and American Indian or Alaska Native (16.0 percent), compared with 6.5 percent of international students.

Professional or Other Doctoral Degrees

- Over half of all professional or other doctoral degrees earned at public four-year institutions in 2021 were awarded in health fields (66.4 percent) or in law (26.5 percent).
- Of the Asian students who completed a professional or other doctoral degree, 85.0 percent did so in health fields.
- About four in 10 American Indian or Alaska Native students completed a professional or other doctoral degree in law (40.6 percent).

Master's Degrees

- The most popular fields of study for master's degrees earned at public four-year institutions were STEM (22.1 percent), business and management (21.0 percent), and education (18.9 percent).
- More than 60 percent of international students (61.3 percent) and 30.0 percent of Asian students earned a master's degree in STEM fields. In contrast, 10.5 percent of Black or African American students and 9.3 percent of American Indian or Alaska Native students did so.

Private Nonprofit Four-Year Institutions

The primary fields for graduate completions at private nonprofit four-year institutions were business and management (21.3 percent) and health (20.3 percent), followed by education (16.2 percent), STEM (15.3 percent), social and behavioral sciences (6.2 percent), humanities (6.1 percent), and law (5.0 percent).

Table 5.3: Graduate Completions at Private Nonprofit Four-Year Institutions Across Fields of Study, by Award Level and Race and Ethnicity: 2021

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
All Degrees	All racial and ethnic groups	15.3%	21.3%	16.2%	20.3%	6.1%	6.2%	5.0%	9.6%	100%
	American Indian or Alaska Native	7.2%	21.8%	21.1%	24.4%	5.7%	4.7%	5.6%	9.5%	100%
	Asian	19.3%	20.6%	6.9%	33.6%	4.1%	4.7%	4.4%	6.3%	100%
	Black or African American	6.9%	24.0%	17.9%	20.8%	6.4%	6.1%	4.2%	13.7%	100%
	Hispanic or Latino	8.0%	20.2%	19.9%	18.8%	4.9%	9.0%	6.4%	12.7%	100%
	Native Hawaiian or other Pacific Islander	7.0%	22.1%	18.4%	25.2%	5.0%	8.6%	2.4%	11.3%	100%
	White	8.9%	20.2%	20.4%	23.0%	6.7%	6.0%	5.6%	9.2%	100%
	More than one race	11.8%	19.2%	15.7%	21.5%	6.9%	7.8%	5.9%	11.2%	100%
	Race or ethnicity unknown	8.6%	21.0%	20.9%	23.0%	5.8%	7.0%	4.6%	9.0%	100%
	International students	45.6%	24.6%	2.6%	5.1%	5.9%	5.2%	2.9%	8.1%	100%
Research Doctoral Degrees	All racial and ethnic groups	35.0%	6.8%	24.0%	8.6%	10.5%	11.1%	0.4%	3.6%	100%
	American Indian or Alaska Native	22.2%	11.1%	36.5%	7.9%	7.9%	12.7%	0.0%	1.6%	100%
	Asian	46.2%	4.4%	12.8%	14.1%	9.2%	9.9%	0.1%	3.3%	100%
	Black or African American	7.3%	12.4%	50.1%	8.6%	8.2%	9.4%	0.2%	3.8%	100%
	Hispanic or Latino	24.4%	7.8%	34.9%	8.6%	7.7%	13.2%	0.0%	3.4%	100%
	Native Hawaiian or other Pacific Islander	6.5%	6.5%	48.4%	19.4%	6.5%	6.5%	0.0%	6.5%	100%
	White	29.3%	6.1%	27.0%	10.1%	12.5%	11.1%	0.1%	3.8%	100%
	More than one race	32.6%	6.0%	23.6%	9.9%	10.5%	11.8%	0.4%	5.2%	100%
	Race or ethnicity unknown	17.5%	12.5%	33.1%	10.3%	10.4%	13.4%	0.1%	2.8%	100%
	International students	65.3%	3.9%	2.6%	3.6%	9.0%	10.9%	1.5%	3.4%	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	1.1%	0.1%	0.6%	57.8%	1.1%	2.2%	36.6%	0.5%	100%
	American Indian or Alaska Native	1.2%	0.0%	0.6%	50.9%	2.4%	2.4%	40.8%	1.8%	100%
	Asian	0.6%	0.04%	0.1%	79.3%	1.0%	1.0%	17.7%	0.3%	100%
	Black or African American	1.5%	0.4%	1.2%	55.0%	3.2%	2.4%	34.6%	1.7%	100%
	Hispanic or Latino	0.8%	0.02%	0.5%	48.5%	0.5%	2.7%	46.2%	0.9%	100%
	Native Hawaiian or other Pacific Islander	1.6%	0.0%	3.2%	68.3%	1.6%	1.6%	22.2%	1.6%	100%
	White	1.3%	0.1%	0.6%	53.9%	0.9%	2.4%	40.4%	0.3%	100%
	More than one race	0.7%	0.1%	0.1%	56.6%	0.5%	2.1%	39.8%	0.1%	100%
	Race or ethnicity unknown	0.9%	0.4%	0.6%	67.1%	0.4%	2.5%	27.1%	1.1%	100%
	International students	0.1%	0.1%	0.7%	53.7%	3.0%	1.5%	40.8%	0.2%	100%

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
Master's Degrees	All racial and ethnic groups	16.5%	25.6%	16.7%	16.0%	6.5%	6.4%	1.1%	11.3%	100%
	American Indian or Alaska Native	7.3%	25.7%	22.2%	22.0%	5.9%	4.2%	1.6%	11.2%	100%
	Asian	23.5%	27.5%	8.1%	21.7%	4.7%	5.5%	0.9%	8.1%	100%
	Black or African American	7.5%	28.2%	15.6%	17.9%	6.8%	6.3%	1.5%	16.4%	100%
	Hispanic or Latino	8.5%	23.9%	21.4%	15.1%	5.4%	9.7%	1.1%	15.0%	100%
	Native Hawaiian or other Pacific Islander	7.1%	25.0%	17.4%	22.6%	5.4%	9.1%	0.9%	12.6%	100%
	White	9.1%	24.7%	21.6%	19.4%	7.2%	6.3%	0.7%	11.0%	100%
	More than one race	12.7%	23.2%	16.4%	16.9%	7.8%	8.7%	0.9%	13.4%	100%
	Race or ethnicity unknown	9.1%	24.7%	21.6%	18.8%	6.1%	7.3%	2.2%	10.2%	100%
	International students	46.1%	27.2%	2.6%	3.2%	5.6%	4.8%	1.8%	8.6%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at Title IV–eligible, degree-granting private nonprofit four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | STEM fields includes life and physical sciences, math, engineering, and computer science.

All Degrees

- Nearly a quarter of international (24.6 percent) and Black or African American (24.0 percent) students at private nonprofit four-year institutions completed a graduate degree or certificate in business and management.
- More than one-third of Asian students completed a graduate degree or certificate in health (33.7 percent), while only 5.1 percent of international students did so.
- Approximately one in five American Indian or Alaska Native (21.1 percent), White (20.4 percent), and Hispanic or Latino (19.9 percent) students studied education, compared with 6.9 percent of Asian students and 2.6 percent of international students.
- More than 40 percent of international students studied STEM fields (45.6 percent), versus fewer than 10 percent of all American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and White students.

Research Doctoral Degrees

- The most popular field of study for research doctoral degrees awarded at private nonprofit four-year institutions was STEM (35.0 percent), followed by education (24.0 percent).
- In contrast with fewer than 10 percent of Black or Hispanic (7.3 percent) and Native Hawaiian or other Pacific Islander (6.5 percent) students, 65.3 percent of international students and 46.2 percent of Asian students completed a research doctoral degree in STEM fields.
- Around half of research doctoral degrees earned by Black or African American (50.1 percent) and Native Hawaiian or other Pacific Islander (48.4 percent) students were in education.

Professional or Other Doctoral Degrees

- Over half of all professional or other doctoral degrees awarded at private nonprofit four-year institutions were in health fields (57.8 percent). Law represented 36.6 percent of these types of doctoral degrees.
- About four in five professional or other doctoral degrees earned by Asian students were in health fields (79.3 percent).
- When considering students who completed a professional or other doctoral degree in law, 46.2 percent of Hispanic or Latino students earned a degree of this type, while 22.2 percent of Native Hawaiian or other Pacific Islander students and 17.7 percent of Asian students did so.

Master's Degrees

- The primary field for master's degrees awarded at private nonprofit four-year institutions was business and management (25.6 percent), followed by education (16.7 percent), STEM (16.5 percent), and health (16.0 percent).
- Fewer than 10 percent each of most domestic student groups completed a master's degree in STEM fields, compared with 46.1 percent of international students.

For-Profit Institutions

The primary fields for graduate completion at for-profit institutions were health (34.5 percent) and business and management (29.0 percent), followed by education (15.9 percent), social and behavioral sciences (6.4 percent), STEM (4.5 percent), humanities (2.0 percent), and law (0.7 percent).

Table 5.4: Graduate Completions at For-Profit Institutions Across Fields of Study, by Award Level and Race and Ethnicity: 2021

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
All Degrees	All racial and ethnic groups	4.5%	29.0%	15.9%	34.5%	2.0%	6.4%	0.7%	7.1%	100%
	American Indian or Alaska Native	5.2%	26.2%	15.7%	35.6%	1.9%	5.2%	1.0%	9.2%	100%
	Asian	6.1%	24.6%	6.1%	54.1%	1.5%	3.8%	0.8%	3.1%	100%
	Black or African American	3.8%	33.1%	15.7%	29.1%	1.5%	6.4%	0.4%	10.0%	100%
	Hispanic or Latino	2.9%	26.0%	18.2%	36.3%	1.5%	8.1%	0.8%	6.2%	100%
	Native Hawaiian or other Pacific Islander	5.3%	30.3%	13.8%	37.1%	0.8%	4.8%	0.3%	7.8%	100%
	White	3.5%	22.8%	19.1%	38.9%	1.6%	6.9%	0.9%	6.3%	100%
	More than one race	5.0%	33.5%	13.1%	28.4%	2.1%	9.4%	0.2%	8.3%	100%
	Race or ethnicity unknown	5.6%	36.4%	13.2%	31.1%	1.8%	5.3%	0.7%	6.1%	100%
	International students	16.9%	54.4%	2.7%	7.8%	10.6%	1.9%	0.1%	5.6%	100%
Research Doctoral Degrees	All racial and ethnic groups	2.5%	17.9%	25.5%	26.4%	0.2%	17.9%	-	9.6%	100%
	American Indian or Alaska Native	0.0%	7.4%	29.6%	33.3%	0.0%	18.5%	-	11.1%	100%
	Asian	2.0%	12.6%	11.1%	48.5%	0.0%	23.2%	-	2.5%	100%
	Black or African American	2.2%	21.5%	27.1%	25.1%	0.0%	11.1%	-	13.0%	100%
	Hispanic or Latino	3.2%	14.7%	23.9%	16.8%	0.4%	32.6%	-	8.4%	100%
	Native Hawaiian or other Pacific Islander	4.8%	4.8%	47.6%	33.3%	0.0%	9.5%	-	0.0%	100%
	White	2.6%	12.0%	27.0%	27.3%	0.2%	23.8%	-	7.0%	100%
	More than one race	1.4%	17.7%	24.8%	15.6%	0.0%	29.8%	-	10.6%	100%
	Race or ethnicity unknown	2.9%	25.4%	23.2%	26.8%	0.3%	10.3%	-	11.2%	100%
	International students	5.1%	29.3%	17.2%	23.2%	1.0%	20.2%	-	4.0%	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	1.7%	2.3%	0.6%	83.3%	0.6%	0.1%	11.5%	-	100%
	American Indian or Alaska Native	6.7%	0.0%	6.7%	60.0%	0.0%	0.0%	26.7%	-	100%
	Asian	1.0%	1.2%	0.2%	92.0%	0.0%	0.0%	5.6%	-	100%
	Black or African American	2.3%	6.1%	1.5%	71.1%	3.4%	0.0%	15.6%	-	100%
	Hispanic or Latino	0.7%	0.0%	0.0%	83.6%	0.2%	0.0%	15.4%	-	100%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	-	100%
	White	0.8%	1.3%	0.5%	84.4%	0.2%	0.1%	12.7%	-	100%
	More than one race	0.6%	1.9%	0.0%	94.9%	0.0%	0.0%	2.6%	-	100%
	Race or ethnicity unknown	7.9%	7.2%	1.5%	73.8%	0.5%	0.0%	9.2%	-	100%
	International students	0.0%	0.0%	0.0%	93.1%	0.0%	0.0%	6.9%	-	100%

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
Master's Degrees	All racial and ethnic groups	4.3%	30.0%	16.6%	33.1%	2.2%	6.0%	0.1%	7.6%	100%
	American Indian or Alaska Native	4.3%	26.5%	15.7%	35.9%	2.0%	5.1%	0.3%	10.4%	100%
	Asian	6.8%	28.2%	6.9%	49.3%	1.9%	3.3%	0.03%	3.6%	100%
	Black or African American	3.4%	33.2%	15.5%	29.2%	1.7%	6.2%	0.1%	10.7%	100%
	Hispanic or Latino	2.4%	26.1%	19.7%	35.7%	1.7%	7.8%	0.1%	6.6%	100%
	Native Hawaiian or other Pacific Islander	4.0%	33.0%	13.5%	34.3%	0.9%	5.2%	0.3%	8.9%	100%
	White	3.4%	24.1%	20.5%	37.0%	1.8%	6.4%	0.1%	6.8%	100%
	More than one race	4.9%	36.4%	13.6%	24.5%	2.6%	8.5%	0.0%	9.5%	100%
	Race or ethnicity unknown	5.2%	37.2%	13.1%	30.5%	2.0%	5.2%	0.4%	6.2%	100%
	International students	17.3%	55.7%	2.3%	6.6%	11.1%	1.3%	0.0%	5.7%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at Title IV-eligible, degree-granting for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | STEM fields includes life and physical sciences, math, engineering, and computer science.

All Degrees

- More than half of all Asian students (54.1 percent) earned a graduate degree or certificate in health fields.
- More than half of all international students (54.4 percent) studied business and management.
- Nearly one in five White (19.1 percent) and Hispanic or Latino (18.2 percent) students studied education, while 6.1 percent of Asian students and 2.7 percent of international students did so.
- Approximately 17 percent of international students (16.9 percent) earned a graduate degree or certificate in STEM fields.

Research Doctoral Degrees

- Over half of all research doctoral degrees completed at for-profit institutions in 2021 were in health fields (26.4 percent) or in education (25.5 percent).
- About half of Asian students (48.5 percent) completed a research doctoral degree in health fields.
- Almost half of research doctoral degrees completed by Native Hawaiian or other Pacific Islander students at for-profit institutions were in education (47.6 percent).
- Approximately one-third of Hispanic or Latino students studied social and behavioral sciences (32.6 percent), compared with 11.1 percent of Black or African American students and 9.5 percent of Native Hawaiian or other Pacific Islander students.
- Nearly three in 10 international students (29.3 percent) earned a research doctoral degree in business and management. In contrast, fewer than 10 percent of American Indian or Alaska Native (7.4 percent) and Native Hawaiian or other Pacific Islander (4.8 percent) students did so.

Professional or Other Doctoral Degrees

- Most of the professional or other doctoral degrees earned at for-profit institutions in 2021 were in health fields (83.3 percent). The second most popular field of study for professional or other doctoral degrees at for-profit institutions was law (11.5 percent).
- All professional or other doctoral degrees earned by Native Hawaiian or other Pacific Islander students at for-profit institutions were in health fields (100.0 percent). More than 90 percent of multiracial (94.9 percent), international (93.1 percent), and Asian (92.0 percent) students completed a professional or other doctoral degree in health fields.
- Over a quarter of American Indian or Alaska Native students (26.7 percent) and about 15 percent of Black or African American (15.6 percent) and Hispanic or Latino (15.4 percent) students at for-profit institutions completed a professional or other doctoral degree in law.

Master's Degrees

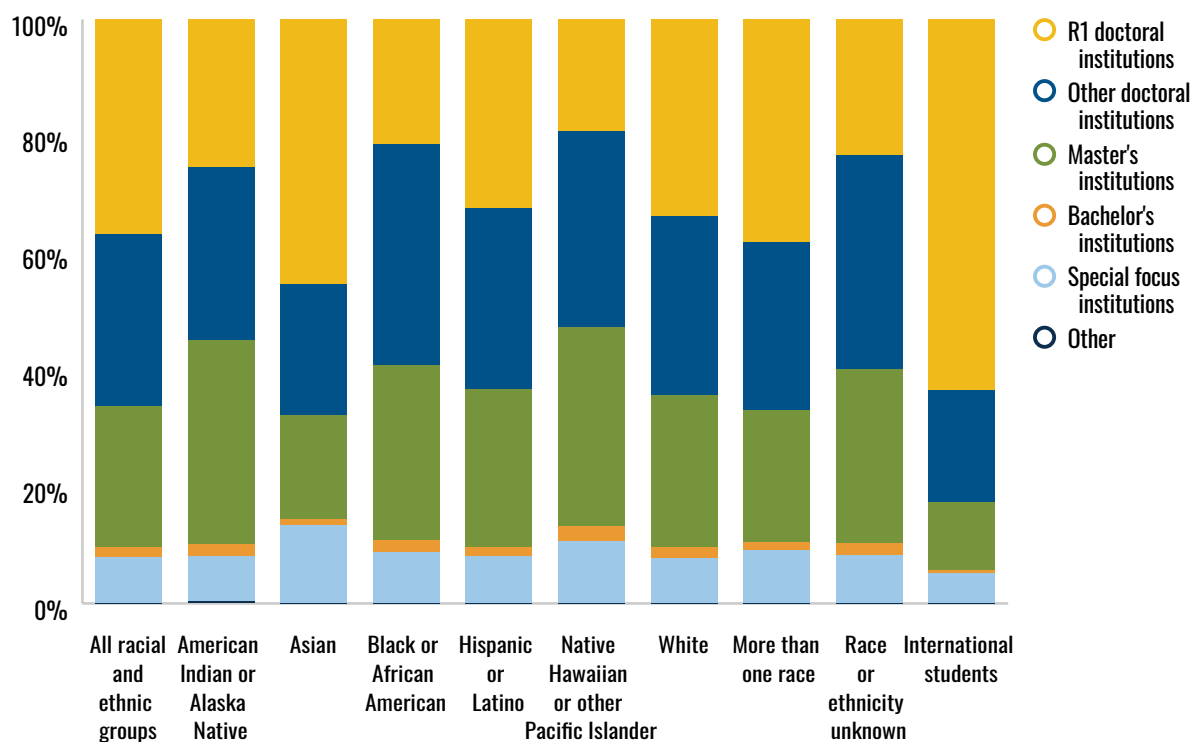
- The primary fields of study in which students at for-profit institutions completed a master's degree were health fields (33.1 percent) and business and management (30.0 percent).
- Over half of all international students (55.7 percent) completed a master's degree in business and management, while about a quarter of American Indian or Alaska Native (26.5 percent), Hispanic or Latino (26.1 percent), and White (24.1 percent) students did so.
- Nearly half of Asian students (49.3 percent) earned a master's degree in health fields, compared with 6.6 percent of international students.
- About one in five White (20.5 percent) and Hispanic or Latino (19.7 percent) students earned a master's degree in education versus 6.9 percent of Asian students and 2.3 percent of international students.
- Approximately one in five international students (17.3 percent) earned a master's degree in STEM fields. In contrast, fewer than 5 percent of multiracial (4.9 percent), American Indian or Alaska Native (4.3 percent), Native Hawaiian or other Pacific Islander (4.0 percent), Black or African American (3.4 percent), White (3.4 percent), and Hispanic or Latino (2.4 percent) students did so.

GRADUATE COMPLETIONS, BY CARNEGIE CLASSIFICATION AND FIELD

Among all graduate degrees and certificates earned in 2021, more than 90 percent were awarded by R1 doctoral institutions (36.7 percent), other doctoral institutions (29.6 percent), and master's institutions (24.1 percent).

- Nearly two-thirds of all international students (63.5 percent) and 45.4 percent of all Asian students earned a graduate degree or certificate at R1 doctoral institutions, compared with fewer than a quarter of all Black or African American (21.3 percent) and Native Hawaiian or other Pacific Islander (19.2 percent) students.
- Over one-third of all Black or African American (37.9 percent) and Native Hawaiian or other Pacific Islander (33.4 percent) students graduated from other doctoral institutions, while 22.4 percent of all Asian students and 19.1 percent of all international students did so.
- Over one-third of American Indian or Alaska Native (34.8 percent) and Native Hawaiian or other Pacific Islander (34.1 percent) students earned a graduate degree or certificate at master's institutions, compared with 17.9 percent of Asian students and 11.6 percent of international students.

Figure 5.4: Graduate Completions Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at all Title IV-eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification. | Other includes other types of institutions, including some cases of associate institutions and Tribal Colleges and Universities that offer or confer graduate degrees.

R1 Doctoral Institutions

The primary field for graduate completions at R1 doctoral institutions was STEM (30.5 percent), followed by business and management (17.6 percent) and health (15.9 percent).

Table 5.5: Graduate Completions at R1 Doctoral Institutions Across Fields of Study, by Award Level and Race and Ethnicity: 2021

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
All Degrees	All racial and ethnic groups	30.5%	17.6%	8.7%	15.9%	5.1%	5.0%	5.2%	11.9%	100%
	American Indian or Alaska Native	13.9%	13.0%	14.9%	15.2%	8.0%	3.2%	14.3%	17.3%	100%
	Asian	30.0%	20.5%	4.8%	27.4%	3.0%	3.2%	4.1%	7.0%	100%
	Black or African American	13.8%	16.1%	14.5%	21.3%	4.7%	4.3%	5.6%	19.7%	100%
	Hispanic or Latino	18.4%	17.6%	12.2%	18.5%	5.6%	4.9%	6.0%	16.8%	100%
	Native Hawaiian or other Pacific Islander	15.7%	15.2%	18.9%	19.7%	4.3%	3.7%	3.7%	18.7%	100%
	White	22.0%	17.6%	11.3%	18.6%	5.8%	5.0%	6.2%	13.5%	100%
	More than one race	23.7%	14.8%	10.1%	19.7%	6.5%	5.4%	5.9%	13.9%	100%
	Race or ethnicity unknown	23.4%	19.1%	7.0%	19.8%	5.5%	4.9%	9.9%	10.4%	100%
	International students	57.7%	17.3%	2.2%	3.6%	4.1%	5.7%	2.4%	7.0%	100%
Research Doctoral Degrees	All racial and ethnic groups	56.3%	2.5%	8.9%	7.0%	10.0%	9.9%	0.3%	5.0%	100%
	American Indian or Alaska Native	32.0%	2.0%	23.0%	7.0%	18.0%	10.0%	0.0%	8.0%	100%
	Asian	58.4%	2.6%	7.4%	10.6%	7.7%	8.7%	0.04%	4.6%	100%
	Black or African American	24.0%	3.7%	32.0%	13.7%	9.1%	9.0%	0.3%	8.3%	100%
	Hispanic or Latino	44.7%	1.5%	14.6%	8.2%	13.7%	11.6%	0.04%	5.8%	100%
	Native Hawaiian or other Pacific Islander	28.1%	0.0%	25.0%	12.5%	6.3%	15.6%	0.0%	12.5%	100%
	White	48.3%	1.9%	11.2%	9.1%	12.5%	11.4%	0.1%	5.7%	100%
	More than one race	51.6%	1.2%	10.6%	8.1%	11.0%	11.1%	0.1%	6.3%	100%
	Race or ethnicity unknown	48.9%	2.2%	9.5%	9.1%	15.0%	10.8%	0.2%	4.4%	100%
	International students	72.2%	3.3%	2.7%	2.8%	6.6%	8.1%	0.6%	3.9%	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	6.6%	0.1%	0.3%	55.4%	0.3%	0.1%	36.8%	0.6%	100%
	American Indian or Alaska Native	5.9%	0.0%	0.6%	36.5%	0.0%	0.0%	55.3%	1.8%	100%
	Asian	2.3%	0.0%	0.1%	78.3%	0.2%	0.1%	18.7%	0.4%	100%
	Black or African American	2.2%	0.2%	0.6%	55.4%	0.8%	0.1%	38.4%	2.3%	100%
	Hispanic or Latino	5.0%	0.05%	0.2%	53.1%	0.02%	0.1%	40.6%	0.9%	100%
	Native Hawaiian or other Pacific Islander	8.5%	0.0%	6.4%	61.7%	0.0%	0.0%	19.1%	4.3%	100%
	White	8.5%	0.04%	0.3%	50.5%	0.2%	0.1%	40.1%	0.3%	100%
	More than one race	5.1%	0.1%	0.4%	56.3%	0.1%	0.0%	37.9%	0.2%	100%
	Race or ethnicity unknown	8.8%	0.9%	0.0%	58.5%	0.2%	0.0%	30.2%	1.5%	100%
	International students	1.4%	0.1%	0.1%	43.2%	2.4%	0.3%	52.0%	0.4%	100%

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
Master's Degrees	All racial and ethnic groups	31.9%	22.4%	8.8%	11.1%	5.0%	4.8%	1.3%	14.5%	100%
	American Indian or Alaska Native	13.2%	17.2%	13.5%	12.7%	9.2%	3.2%	8.5%	22.6%	100%
	Asian	35.6%	28.1%	5.3%	15.0%	3.1%	3.4%	0.6%	8.9%	100%
	Black or African American	14.8%	19.7%	13.6%	16.8%	4.9%	4.2%	1.9%	24.1%	100%
	Hispanic or Latino	18.8%	21.8%	13.3%	13.9%	5.7%	4.9%	1.2%	20.4%	100%
	Native Hawaiian or other Pacific Islander	14.1%	19.0%	19.0%	15.2%	5.3%	3.0%	1.9%	22.4%	100%
	White	22.1%	23.0%	12.0%	13.9%	6.0%	5.0%	0.8%	17.2%	100%
	More than one race	25.0%	19.2%	11.0%	14.0%	7.2%	5.5%	0.7%	17.4%	100%
	Race or ethnicity unknown	23.8%	27.3%	6.8%	12.8%	5.1%	4.3%	6.6%	13.3%	100%
	International students	57.2%	20.4%	1.9%	2.6%	3.5%	5.2%	1.7%	7.5%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at Title IV–eligible, degree-granting institutions classified as R1 doctoral institutions in this report. | *STEM fields* includes life and physical sciences, math, engineering, and computer science.

All Degrees

- More than half of international students (57.7 percent) earned a graduate degree or certificate in STEM. In contrast, much smaller percentages of Native Hawaiian or other Pacific Islander (15.7 percent), American Indian or Alaska Native (13.9 percent), and Black or African American (13.8 percent) students did so.
- A larger share of Native Hawaiian or other Pacific Islander students (18.9 percent) completed a graduate degree or certificate in education, compared with corresponding shares of all other groups.
- Larger shares of American Indian or Alaska Native students studied law (14.2 percent) or humanities (8.0 percent) than the corresponding shares of other racial and ethnic groups.

Research Doctoral Degrees

- Over half of all research doctoral degrees awarded at R1 doctoral institutions in 2021 were in STEM fields (56.3 percent).
- Nearly three-quarters of all international students (72.2 percent) earned a research doctoral degree in STEM, while about a quarter of Black or African American students with a research doctoral degree (24.0 percent) did so.
- Larger shares of American Indian or Alaska Native students (18.0 percent) earned a research doctoral degree in humanities, compared with 6.6 percent of international students and 6.3 percent of Native Hawaiian or other Pacific Islander students. A much larger percentage of Black or African American students (32.0 percent) earned a research doctoral degree in education than that of Asian students (7.4 percent) and international students (3.3 percent).

Professional or Other Doctoral Degrees

- Over half of all professional or other doctoral degrees earned at R1 doctoral institutions in 2021 were in health (55.4 percent) or law (36.8 percent).
- More than three-quarters of Asian students (78.3 percent) completed a professional or other doctoral degrees in health fields, compared with 36.5 percent of American Indian or Alaska Native students.
- Over half of American Indian or Alaska Native (55.3 percent) and international (52.0 percent) students earned a professional or other doctoral degree in law, while fewer than 20 percent of Native Hawaiian or other Pacific Islander (19.1 percent) and Asian (18.7 percent) students did so.

Master's Degrees

- The primary fields of study in which students at R1 doctoral institutions completed a master's degree were STEM (31.9 percent) and business and management (22.4 percent).

- Over half of all master's degrees completed by international students at R1 doctoral institutions were in STEM fields (57.2 percent). In contrast, much smaller percentages of Black or African American (14.8 percent), Native Hawaiian or other Pacific Islander (14.1 percent) American Indian or Alaska Native (13.2 percent) students at these institutions earned a master's degree in STEM fields.
- About one in five Native Hawaiian or other Pacific Islander students (19.0 percent) completed a master's degree in education, compared with 5.3 percent of Asian students and 1.9 percent of international students.

Other Doctoral Institutions

The primary fields for graduate completions at other doctoral institutions were health (22.0 percent) and education (21.7 percent), followed by business and management (18.1 percent) and STEM (11.9 percent). Smaller percentages of graduate degrees and certificates were awarded in social and behavioral sciences (6.5 percent), humanities (4.3 percent), or law (4.3 percent).

Table 5.6: Graduate Completions at Other Doctoral Institutions Across Fields of Study, by Award Level and Race and Ethnicity: 2021

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
All Degrees	All racial and ethnic groups	11.9%	18.1%	21.7%	22.0%	4.3%	6.5%	4.3%	11.2%	100%
	American Indian or Alaska Native	7.9%	16.0%	25.0%	22.4%	4.1%	6.2%	5.3%	13.1%	100%
	Asian	15.2%	20.3%	10.7%	35.5%	2.8%	5.0%	4.2%	6.3%	100%
	Black or African American	6.0%	18.9%	24.2%	23.0%	3.6%	6.7%	3.0%	14.7%	100%
	Hispanic or Latino	6.8%	17.8%	26.7%	17.6%	3.6%	8.6%	5.0%	13.8%	100%
	Native Hawaiian or other Pacific Islander	7.2%	22.5%	19.0%	26.8%	3.5%	7.7%	2.9%	10.3%	100%
	White	8.6%	16.3%	24.4%	23.6%	4.7%	6.3%	5.0%	11.1%	100%
	More than one race	8.8%	18.1%	19.4%	20.9%	5.3%	8.8%	5.3%	13.6%	100%
	Race or ethnicity unknown	7.5%	23.3%	20.5%	24.9%	4.3%	7.3%	2.9%	9.3%	100%
	International students	48.1%	22.2%	4.6%	6.6%	4.5%	4.2%	2.2%	7.7%	100%
Research Doctoral Degrees	All racial and ethnic groups	17.7%	8.8%	33.8%	15.0%	4.9%	13.8%	0.1%	5.9%	100%
	American Indian or Alaska Native	8.2%	8.2%	41.2%	14.1%	2.4%	22.4%	0.0%	3.5%	100%
	Asian	21.7%	5.6%	21.0%	27.8%	5.1%	14.5%	0.0%	4.4%	100%
	Black or African American	4.1%	13.0%	43.7%	16.8%	3.6%	10.6%	0.0%	8.2%	100%
	Hispanic or Latino	8.7%	8.9%	41.3%	12.2%	3.5%	19.9%	0.0%	5.5%	100%
	Native Hawaiian or other Pacific Islander	2.0%	5.9%	49.0%	23.5%	5.9%	9.8%	0.0%	3.9%	100%
	White	13.8%	6.2%	37.2%	16.0%	6.0%	15.8%	0.01%	5.0%	100%
	More than one race	9.5%	10.4%	33.0%	12.0%	4.7%	22.8%	0.0%	7.7%	100%
	Race or ethnicity unknown	7.7%	18.9%	32.5%	17.6%	3.9%	13.2%	0.0%	6.1%	100%
	International students	62.1%	4.9%	9.0%	5.5%	4.6%	7.3%	1.0%	5.8%	100%

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
Professional and Other Doctoral Degrees	All racial and ethnic groups	0.6%	0.5%	0.7%	60.3%	0.5%	1.5%	35.8%	0.1%	100%
	American Indian or Alaska Native	0.9%	0.0%	0.0%	52.6%	1.7%	0.0%	44.0%	0.9%	100%
	Asian	0.3%	0.3%	0.2%	82.1%	0.3%	0.7%	16.1%	0.03%	100%
	Black or African American	0.5%	1.9%	1.1%	60.2%	1.8%	1.3%	33.1%	0.1%	100%
	Hispanic or Latino	0.1%	0.03%	1.3%	48.6%	0.2%	1.9%	47.7%	0.03%	100%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%	2.4%	61.9%	0.0%	0.0%	35.7%	0.0%	100%
	White	0.6%	0.3%	0.6%	57.8%	0.4%	1.6%	38.7%	0.1%	100%
	More than one race	0.1%	0.6%	0.3%	55.8%	0.4%	1.4%	41.2%	0.1%	100%
	Race or ethnicity unknown	1.9%	2.3%	0.9%	64.9%	0.3%	2.2%	27.6%	0.0%	100%
	International students	0.0%	0.1%	1.6%	64.6%	1.5%	0.9%	31.1%	0.2%	100%
Master's Degrees	All racial and ethnic groups	12.8%	21.4%	21.9%	18.2%	4.8%	6.6%	0.8%	13.4%	100%
	American Indian or Alaska Native	8.1%	19.3%	24.6%	20.0%	4.4%	5.8%	2.0%	15.8%	100%
	Asian	18.6%	27.6%	12.5%	22.8%	3.4%	5.8%	1.1%	8.3%	100%
	Black or African American	6.4%	21.5%	21.6%	21.0%	3.8%	6.9%	1.1%	17.9%	100%
	Hispanic or Latino	7.3%	20.0%	27.9%	14.8%	4.0%	8.9%	0.9%	16.1%	100%
	Native Hawaiian or other Pacific Islander	7.5%	25.9%	16.8%	25.1%	3.7%	7.9%	0.8%	12.2%	100%
	White	9.2%	19.8%	25.2%	19.9%	5.5%	6.4%	0.6%	13.4%	100%
	More than one race	9.7%	21.2%	20.0%	17.0%	6.1%	9.0%	0.9%	16.2%	100%
	Race or ethnicity unknown	7.7%	25.7%	20.8%	22.0%	4.7%	7.5%	1.0%	10.6%	100%
	International students	48.9%	24.9%	4.1%	4.3%	4.4%	4.0%	1.4%	8.1%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at Title IV–eligible, degree-granting institutions classified as other doctoral institutions in this report. | *STEM fields* includes life and physical sciences, math, engineering, and computer science.

All Degrees

- Over one-third of Asian students (35.5 percent) earned a graduate degree or certificate in health, while only 6.6 percent of international students did so.
- About a quarter of Hispanic or Latino (26.7 percent), American Indian or Alaska Native (25.0 percent), White (24.4 percent), and Black or African American (24.2 percent) students earned a degree or certificate in education, compared with 10.7 percent of Asian students and 4.6 percent of international students.
- When considering students who completed a graduate degree in business and management, 22.5 percent of Native Hawaiian or other Pacific Islander and 22.2 percent of international students earned a degree of this type.
- Nearly half of all international students at other doctoral institutions (48.1 percent) earned a graduate degree or certificate in STEM, while 15.2 percent of Asian students and fewer than 10 percent of all other groups did so.

Research Doctoral Degrees

- Over one-third of all research doctoral degrees awarded at other doctoral institutions were in education (33.8 percent), the largest share of any field, followed by STEM (17.7 percent), health (15.0 percent), and social and behavioral sciences (13.8 percent).
- More than 40 percent of Native Hawaiian or other Pacific Islander (49.0 percent), Black or African American (43.7 percent), Hispanic or Latino (41.3 percent), and American Indian or Alaska Native (41.2 percent) students earned a research doctoral degree in education. In contrast, only 9.0 percent of international students did so.
- The majority of international students completed a research doctoral degree in STEM (62.1 percent), while fewer than 5 percent of Black or African American (4.1 percent) and Native Hawaiian or other Pacific Islander (2.0 percent) students did so.

- More than 20 percent of multiracial (22.8 percent) and American Indian or Alaska Native (22.4 percent) students studied social and behavioral sciences, compared with fewer than 10 percent of Native Hawaiian or other Pacific Islander (9.8 percent) and international (7.3 percent) students.
- Of the Black or African American students who completed a research doctoral degree, 13.0 percent did so in business and management.

Professional or Other Doctoral Degrees

- The majority of all professional or other doctoral degrees earned at other doctoral institutions in 2021 were in health fields (60.3 percent) or in law (35.8 percent).
- When considering students who completed a professional or other doctoral degree in health fields, 82.1 percent of Asian students versus 48.6 percent of Hispanic or Latino students earned a degree of this type.
- More than 40 percent of Hispanic or Latino (47.7 percent), American Indian or Alaska Native (44.0 percent), and multiracial (41.2 percent) students earned a professional or other doctoral degree in law, while 16.1 percent of Asian students did so.

Master's Degrees

- The primary fields of study in which students at other doctoral institutions earned a master's degree were education (21.9 percent) and business and management (21.4 percent), followed by health (18.2 percent) and STEM (12.8 percent).
- Around a quarter of Hispanic or Latino (27.9 percent), White (25.2 percent), and American Indian or Alaska Native (24.6 percent) students earned a master's degree in education.
- Approximately a quarter of Asian (27.6 percent), Native Hawaiian or other Pacific Islander (25.9 percent), and international (24.9 percent) students earned a master's degree in business and management.
- About a quarter of Native Hawaiian or other Pacific Islander students (25.1 percent) earned a master's degree in health fields, while only 4.3 percent of international students did so.
- Nearly half of all master's degrees earned by international students at other doctoral institutions were in STEM (48.9 percent), much higher than the corresponding percentages for other groups.

Master's Institutions

The primary fields for graduate completions at master's institutions in 2021 were education (27.7 percent) and business and management (26.2 percent), followed by health (16.2 percent), STEM (8.9 percent), social and behavioral sciences (4.9 percent), humanities (4.0 percent), and law (0.9 percent).

Table 5.7: Graduate Completions at Master's Institutions Across Fields of Study, by Award Level and Race and Ethnicity: 2021

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
All Degrees	All racial and ethnic groups	8.9%	26.2%	27.7%	16.2%	4.0%	4.9%	0.9%	11.2%	100%
	American Indian or Alaska Native	5.8%	25.1%	30.3%	17.9%	4.1%	3.7%	1.5%	11.8%	100%
	Asian	15.5%	30.2%	15.8%	23.0%	2.7%	4.3%	0.7%	7.7%	100%
	Black or African American	6.3%	33.5%	20.4%	15.2%	3.0%	4.6%	1.1%	15.9%	100%
	Hispanic or Latino	5.5%	24.5%	28.8%	12.6%	4.2%	7.3%	1.6%	15.5%	100%
	Native Hawaiian or other Pacific Islander	6.8%	31.9%	21.1%	19.2%	2.9%	6.0%	0.0%	12.2%	100%
	White	5.2%	23.7%	33.3%	17.7%	4.3%	4.8%	0.9%	10.1%	100%
	More than one race	6.9%	27.6%	25.0%	13.6%	5.0%	6.0%	1.1%	14.7%	100%
	Race or ethnicity unknown	6.5%	28.1%	26.4%	19.1%	3.7%	5.3%	0.5%	10.3%	100%
	International students	48.0%	30.0%	5.5%	3.8%	4.1%	1.8%	0.3%	6.6%	100%

		STEM Fields	Business and Management	Education	Health Fields	Humanities	Social and Behavioral Sciences	Law	Other Fields	Total
Research Doctoral Degrees	All racial and ethnic groups	5.2%	13.7%	58.2%	5.3%	5.2%	5.4%	0.3%	6.7%	100%
	American Indian or Alaska Native	10.0%	30.0%	30.0%	10.0%	0.0%	10.0%	0.0%	10.0%	100%
	Asian	10.1%	12.7%	51.9%	5.1%	6.3%	6.3%	1.3%	6.3%	100%
	Black or African American	3.8%	14.8%	62.7%	4.8%	2.8%	4.5%	0.2%	6.4%	100%
	Hispanic or Latino	3.4%	16.5%	64.8%	5.1%	1.7%	4.5%	0.0%	4.0%	100%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	White	3.0%	12.2%	58.6%	5.6%	7.4%	6.0%	0.1%	7.1%	100%
	More than one race	1.7%	8.6%	65.5%	3.4%	5.2%	6.9%	1.7%	6.9%	100%
	Race or ethnicity unknown	4.5%	18.0%	56.3%	7.3%	2.0%	4.5%	0.0%	7.3%	100%
	International students	42.2%	13.8%	22.9%	1.8%	5.5%	4.6%	3.7%	5.5%	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	0.7%	0.8%	5.1%	64.3%	1.9%	3.1%	23.7%	0.4%	100%
	American Indian or Alaska Native	2.6%	0.0%	7.7%	53.8%	7.7%	7.7%	20.5%	0.0%	100%
	Asian	0.0%	0.4%	5.2%	80.6%	1.9%	1.4%	10.6%	0.0%	100%
	Black or African American	4.2%	2.6%	5.5%	46.2%	2.1%	1.5%	37.7%	0.3%	100%
	Hispanic or Latino	0.9%	0.7%	8.7%	35.8%	0.5%	2.8%	50.1%	0.4%	100%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%	11.1%	77.8%	0.0%	0.0%	0.0%	11.1%	100%
	White	0.2%	0.6%	4.7%	66.5%	2.1%	3.7%	21.7%	0.5%	100%
	More than one race	0.6%	1.7%	7.2%	55.6%	0.6%	2.8%	31.1%	0.6%	100%
	Race or ethnicity unknown	0.7%	0.7%	2.5%	83.5%	0.7%	3.7%	7.6%	0.3%	100%
	International students	1.7%	1.1%	2.8%	68.8%	6.3%	1.7%	17.6%	0.0%	100%
Master's Degrees	All racial and ethnic groups	9.5%	27.9%	26.4%	15.1%	4.2%	4.9%	0.1%	12.0%	100%
	American Indian or Alaska Native	6.0%	25.9%	30.2%	17.4%	3.8%	3.3%	1.0%	12.4%	100%
	Asian	16.9%	33.0%	15.4%	19.0%	2.8%	4.6%	0.0%	8.4%	100%
	Black or African American	6.4%	35.0%	18.4%	14.9%	3.2%	4.7%	0.2%	17.3%	100%
	Hispanic or Latino	5.6%	25.4%	28.4%	12.2%	4.4%	7.4%	0.2%	16.4%	100%
	Native Hawaiian or other Pacific Islander	6.7%	32.0%	20.8%	19.0%	3.1%	6.2%	0.0%	12.3%	100%
	White	5.5%	25.5%	32.0%	16.8%	4.5%	4.8%	0.1%	10.9%	100%
	More than one race	7.2%	29.2%	23.6%	12.8%	5.4%	5.9%	0.1%	15.8%	100%
	Race or ethnicity unknown	6.9%	30.1%	25.1%	17.3%	3.9%	5.4%	0.2%	11.1%	100%
	International students	49.1%	30.4%	5.2%	3.2%	4.0%	1.7%	0.1%	6.3%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect graduate degrees and certificates earned at Title IV–eligible, degree-granting institutions classified as master's institutions in this report. | *STEM fields* includes life and physical sciences, math, engineering, and computer science.

All Degrees

- About one-third of White (33.3 percent) and American Indian or Alaska Native (30.3 percent) students at these institutions earned a graduate degree or certificate in education.
- Over one-third of Black or African American students (33.5 percent) earned a graduate degrees or certificate in business and management.
- Of the Asian students who completed a graduate degree at master's institutions, 23.0 percent studied health fields.
- Nearly half of all graduate degrees and certificates completed by international students at master's institutions were in STEM (48.0 percent), much higher than the corresponding percentages of other groups.

Research Doctoral Degrees

- Over half of all research doctoral degrees completed at master's institutions in 2021 were in education (58.2 percent).
- Around two-thirds of multiracial (65.5 percent), Hispanic or Latino (64.8 percent), and Black or African American (62.7 percent) students completed a research doctoral degree in education, compared with 22.9 percent of international students.
- The most popular field of study for international students who earned research doctoral degrees at master's institutions was STEM (42.2 percent). In contrast, only 10.1 percent of Asian students and fewer than 5 percent of students in all other groups completed a research doctoral degree in STEM.
- No Native Hawaiian or other Pacific Islander students completed research doctoral degrees at master's institutions in 2021.

Professional or Other Doctoral Degrees

- About two-thirds of all professional or other doctoral degrees awarded at master's institutions in 2021 were in health fields (64.3 percent). The second most popular field of study was law (23.7 percent).
- About four in five Asian students (80.6 percent) completed a professional or other doctoral degree in health fields, compared with 35.8 percent of Hispanic or Latino students.
- About half of Hispanic or Latino students (50.1 percent) earned a professional or other doctoral degree in law. No Native Hawaiian or other Pacific Islander students at master's institutions earned professional or other doctoral degrees in law.

Master's Degrees

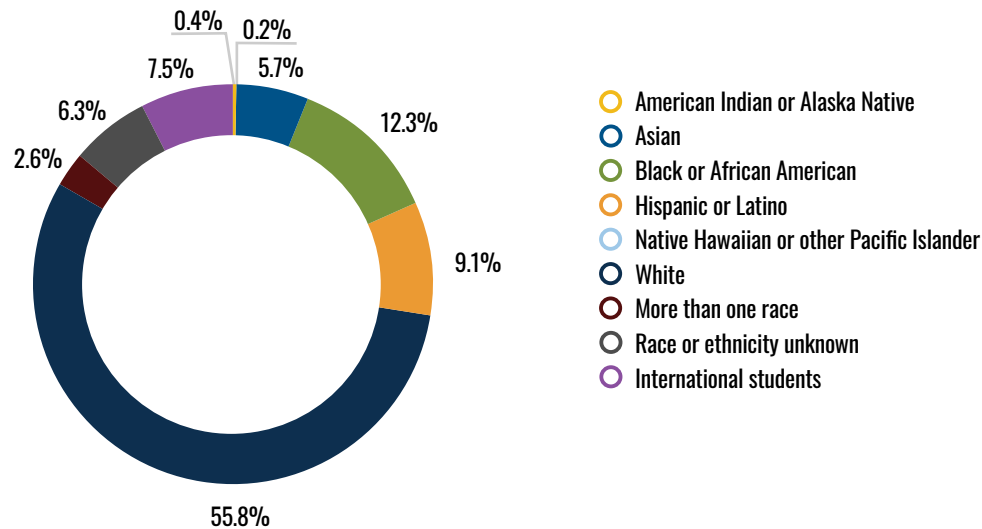
- The primary fields of study in which students at master's institutions earned a master's degree were business and management (27.9 percent) and health (26.4 percent).
- More than one-third of Black or African American students (35.0 percent) earned a master's degree in business and management.
- Nearly one-third of White students (32.0 percent) earned a master's degree in education, while only 5.2 percent of international students did so.
- When considering students who completed a master's degree in health fields, 19.0 percent of Native Hawaiian or other Pacific Islander and Asian students earned a degree of this type, compared with only 3.2 percent of international students.
- Nearly half of international students (49.1 percent) earned a master's degree in STEM fields. In contrast, 16.9 percent of Asian students and fewer than 8 percent of all other groups did so.

GRADUATE COMPLETIONS, BY CREDENTIAL TYPE

Postbaccalaureate Certificates

In 2021, graduate students earned about 86,000 postbaccalaureate certificates. Among postbaccalaureate certificate completers, 55.8 percent were White students and 30.4 percent were students of color. International students made up 7.5 percent of postbaccalaureate certificate completers, and 6.3 percent were of unknown race and ethnicity.

Figure 5.5: Postbaccalaureate Certificates Across Race and Ethnicity: 2021

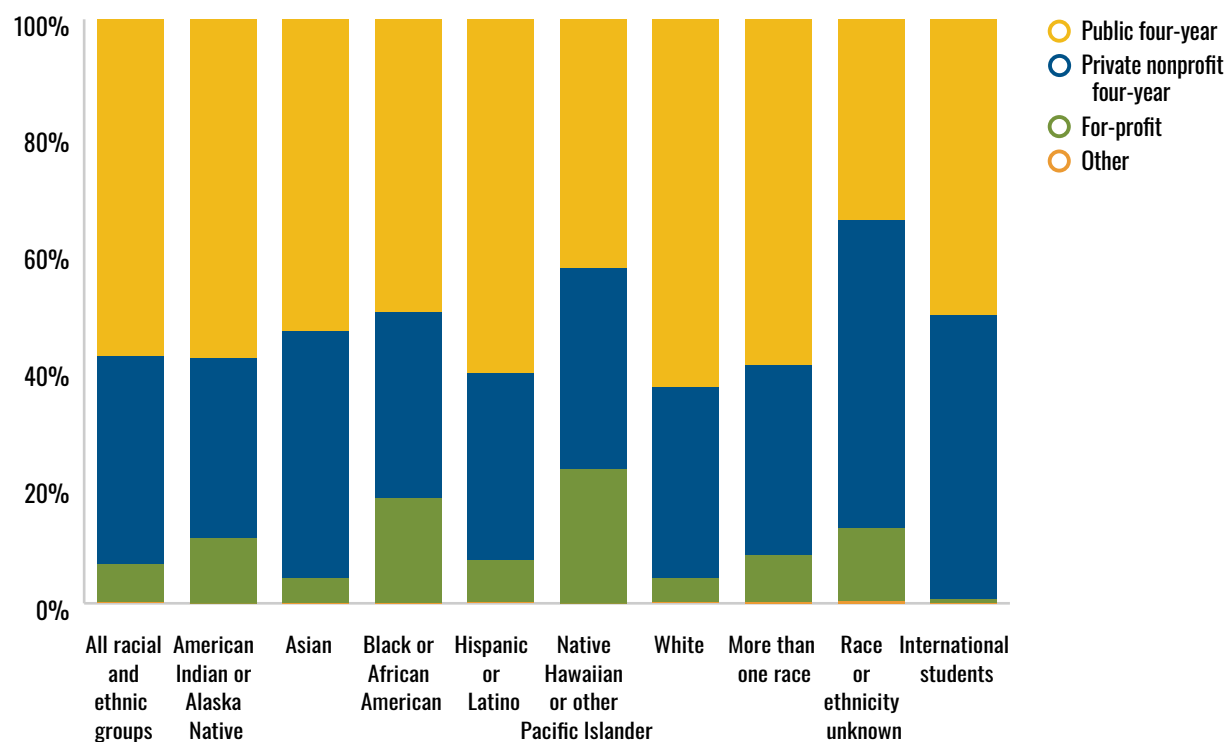


Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
Note: Data reflect postbaccalaureate certificates earned at all Title IV–eligible, degree-granting institutions.

Institutional Sector

Over half of all postbaccalaureate certificates were awarded at public four-year institutions (57.8 percent), and 35.5 percent at private nonprofit four-year institutions.

Figure 5.6: Postbaccalaureate Certificates Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

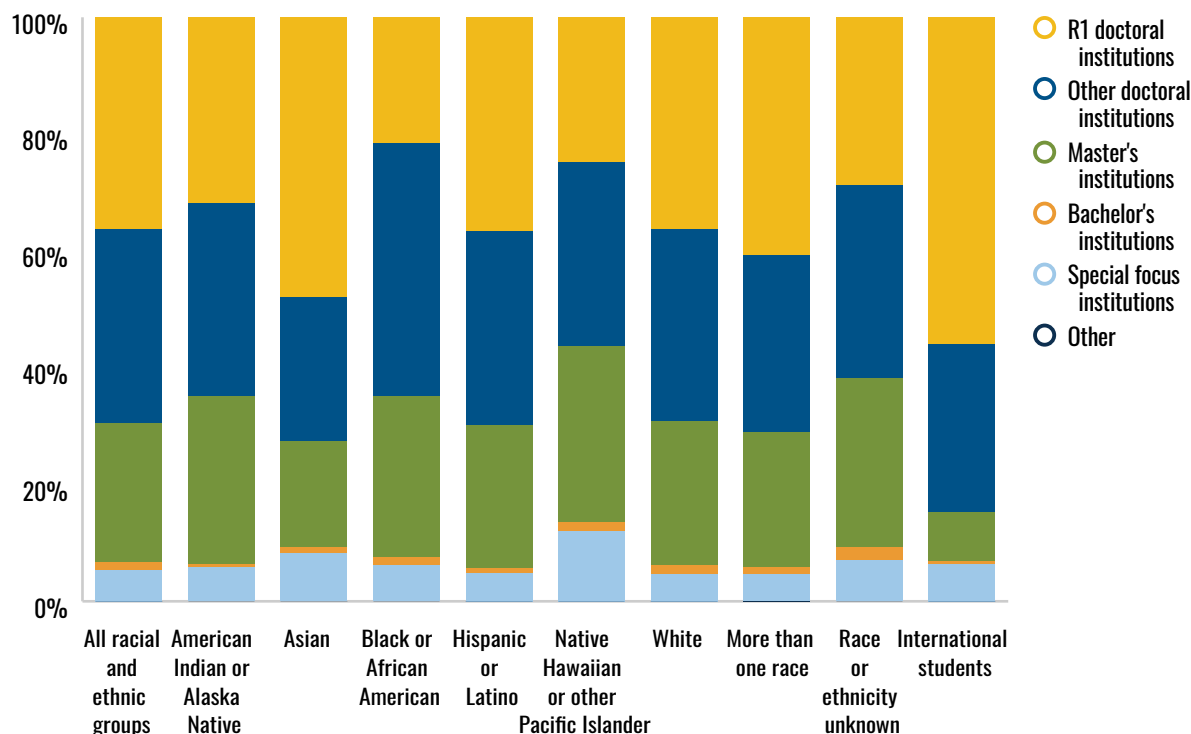
Notes: Data reflect postbaccalaureate certificates earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Other includes other types of institutions, as well as some cases of public two-year institutions that offer or confer postbaccalaureate certificates.

- More than 60 percent of White (62.9 percent) and Hispanic or Latino (60.6 percent) students earned a postbaccalaureate certificate at public four-year institutions, compared with 42.6 percent of Native Hawaiian or other Pacific Islander students.
- Larger shares of international (48.7 percent) and Asian (42.3 percent) students than those of other groups earned a postbaccalaureate certificate at private nonprofit four-year institutions.
- When considering students who completed a postbaccalaureate certificate at for-profit institutions, 23.0 percent of Native Hawaiian or other Pacific Islander students and 17.8 percent of Black or African American students earned degrees of this type. In contrast, 4.3 percent of Asian and White students and 0.7 percent of international students did so.

Carnegie Classification

R1 doctoral institutions (36.1 percent), other doctoral institutions (33.3 percent), and master's institutions (23.7 percent) awarded about 93 percent of all postbaccalaureate certificates earned in 2021 together. Special focus institutions and bachelor's institutions awarded 5.4 percent and 1.3 percent, respectively.

Figure 5.7: Postbaccalaureate Certificates Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

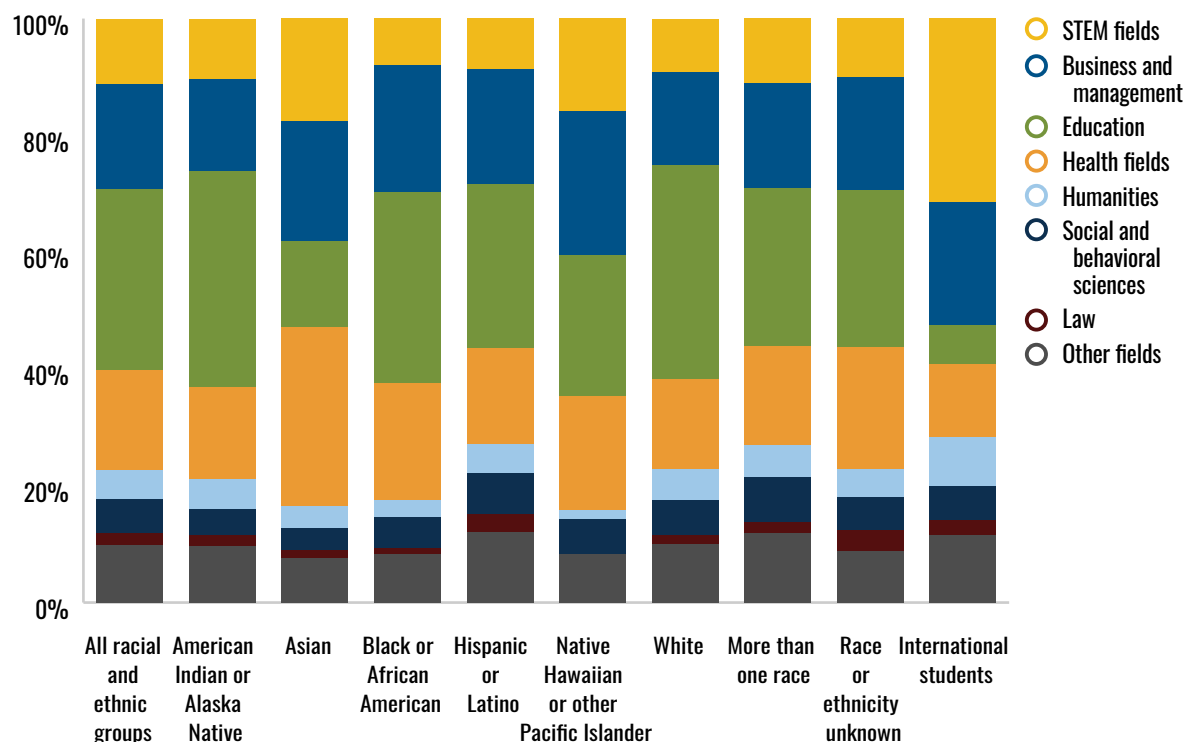
Notes: Data reflect postbaccalaureate certificates earned at all Title IV–eligible, degree-granting institutions, excluding institutions that were not classified by the Carnegie Classification system. | Other includes other types of institutions, as well as some cases of associate institutions and Tribal Colleges and Universities that offer or confer postbaccalaureate certificates.

- Of students who earned a postbaccalaureate certificate at R1 doctoral institutions, 56.0 percent of international students and 48.0 percent of Asian students did so, compared with 24.8 percent of Native Hawaiian or other Pacific Islander students and 21.6 percent of Black or African American students.
- Among Black or African American students who earned a postbaccalaureate certificate, the largest share graduated from other doctoral institutions (43.2 percent), followed by master's institutions (27.5 percent).
- When considering students who completed a postbaccalaureate certificate at master's institutions, 30.1 percent of Native Hawaiian or other Pacific Islander and 28.8 percent of American Indian or Alaska Native students did so, compared with only 8.5 percent of international students.
- Of the Native Hawaiian or other Pacific Islander students with postbaccalaureate certificates, 12.0 percent graduated from special focus institutions.
- In 2021, Tribal Colleges and Universities did not award any postbaccalaureate certificates.

Field of Study

The most popular field of study in which students earned postbaccalaureate certificates in 2021 was education (31.0 percent), followed by business and management (17.9 percent), health (17.2 percent), and STEM (11.3 percent) fields.

Figure 5.8: Postbaccalaureate Certificates Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

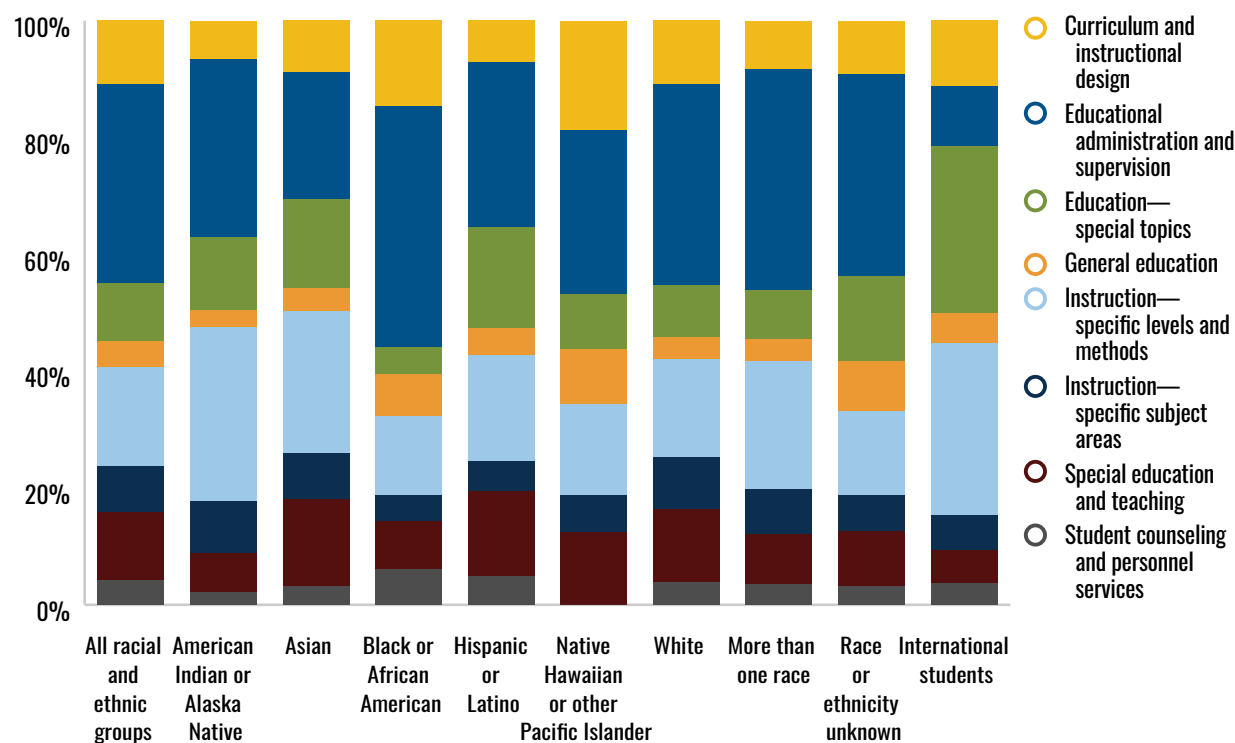
Notes: Data reflect postbaccalaureate certificates earned at all Title IV–eligible, degree-granting institutions. | STEM fields includes life and physical sciences, math, engineering, and computer science.

- Over one-third of all White (36.6 percent) and American Indian or Alaska Native (37.1 percent) students earned a postbaccalaureate certificate in education, compared with 14.8 percent of Asian students and 6.8 percent of international students.
- More than one in five Native Hawaiian or other Pacific Islander (24.8 percent), Black or African American (21.7 percent), international (20.9 percent), and Asian (20.4 percent) students earned a postbaccalaureate certificate in business and management.
- Of the Asian students who completed a postbaccalaureate certificate, 30.7 percent students did so in health.
- Nearly one-third of international students earned a postbaccalaureate certificate in STEM fields (31.5 percent). In contrast, fewer than 10 percent of White (9.2 percent), Hispanic or Latino (8.6 percent), and Black or African American (8.0 percent) students did so.

DETAILED FIELD OF STUDY: EDUCATION

In 2021, the primary field of study among postbaccalaureate certificate completers in education was educational administration and supervision (34.1 percent), followed by instruction—specific levels and methods (17.0 percent), special education and teaching (11.7 percent), curriculum and instructional design (10.8 percent), and education—special topics (9.9 percent).⁸

Figure 5.9: Postbaccalaureate Certificates in Education Across Detailed Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect postbaccalaureate certificates earned at all Title IV–eligible, degree-granting institutions. | *Curriculum and instructional design* includes curriculum and instruction; educational/instructional media design. | *Education—special topics* includes bilingual, multilingual, and multicultural education; teaching English or French as a second or foreign language; international and comparative education; social and philosophical foundations of education; education, other; teaching assistants/aides; educational assessment, evaluation, and research. | *Instruction—specific levels and methods* includes teacher education and professional development, specific levels and methods. | *Instruction—specific subject areas* includes teacher education and professional development, specific subject areas.

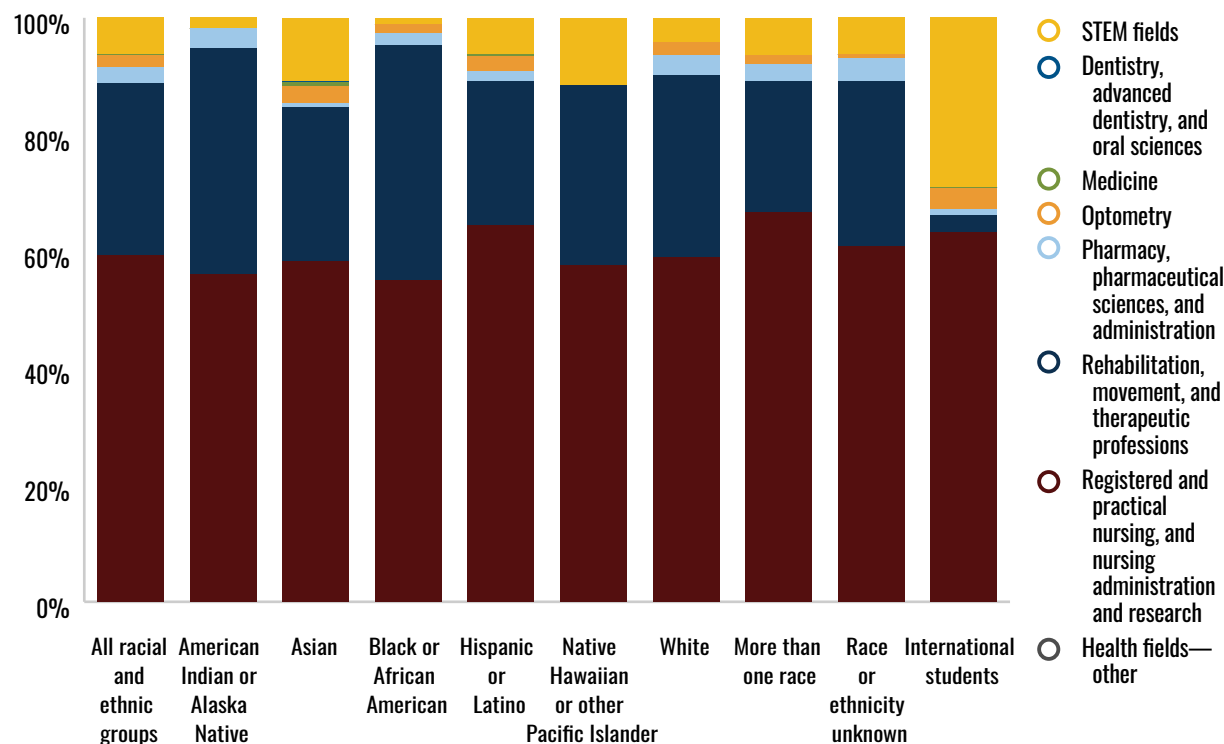
- Among Black or African American students who earned a postbaccalaureate certificate in education, 41.4 percent studied educational administration and supervision.
- About 30 percent of American Indian or Alaska Native (29.6 percent) and international (29.5 percent) students completed a certificate in instruction—specific levels and methods.
- Of students who earned a postbaccalaureate certificate in special education and teaching, 14.8 percent of Asian and 14.6 percent of Hispanic or Latino students did so, compared with 5.7 percent of international students.
- Nearly one in five Native Hawaiian or other Pacific Islander students (18.8 percent) earned a certificate in curriculum and instructional design.

⁸ *Instruction—specific levels and methods* included teacher education and professional development, specific levels and methods. *Curriculum and instructional design* included the curriculum and instruction as well as educational/instructional media design. *Education—special topics* included bilingual, multilingual, and multicultural education; teaching English or French as a second or foreign language; international and comparative education; social and philosophical foundations of education; education, other; teaching assistants/aides; and educational assessment, evaluation, and research.

DETAILED FIELD OF STUDY: HEALTH

The primary field of study among students who completed postbaccalaureate certificates in health fields was health fields—other (59.4 percent), followed by registered and practical nursing, and nursing administration and research (29.4 percent), and dentistry, advanced dentistry, and oral sciences (6.2 percent).⁹

Figure 5.10: Postbaccalaureate Certificates in Health Fields Across Detailed Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect postbaccalaureate certificates earned at all Title IV–eligible, degree-granting institutions. | *Health fields—other* includes allied health; communication disorders sciences and services; dietetics and clinical nutrition services; alternative and complementary medicine; health professions and related clinical sciences, other; public health; health and medical administrative services; podiatric medicine/podiatry. | Veterinary medicine, biomedical, and clinical sciences was no longer classified as a health care field in 2020 Classification of Institutional Programs (CIP) taxonomy. Veterinary fields of study were classified among agricultural, animal, plant, and veterinary sciences, which were included in STEM fields in this report.

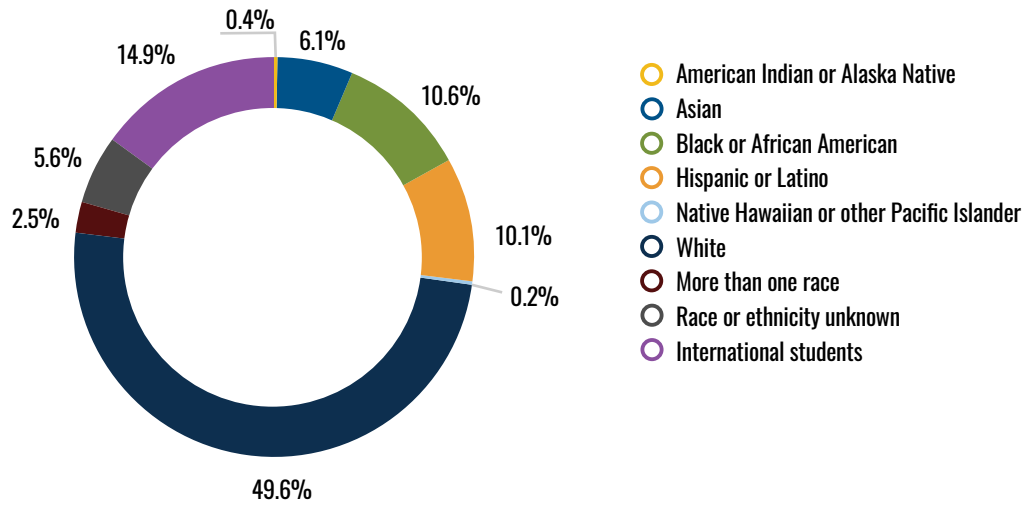
- Over two-thirds of multiracial students (66.8 percent) completed a certificate in health fields—other.
- About four in 10 Black or African American (40.3 percent) and American Indian or Alaska Native (38.6 percent) students earned a certificate in registered and practical nursing or nursing administration and research, while only 2.9 percent of international students did so.
- Twenty-nine percent of international students with postbaccalaureate certificates in health fields studied dentistry, advanced dentistry, and oral sciences, as did 11.5 percent of Native Hawaiian or other Pacific Islander students and 10.9 percent of Asian students. The shares of other groups who earned certificates in these fields were much smaller, ranging from 1.1 percent to 6.4 percent.

⁹ *Health fields—other* included allied health; communication disorders sciences and services; dietetics and clinical nutrition services; alternative and complementary medicine; health professions and related clinical sciences, other; public health; health and medical administrative services; and podiatric medicine/podiatry.

Master's Degrees

Over 860,000 master's degrees were awarded in 2021. Of these, 49.6 percent were earned by White students, followed by international students (14.9 percent), Black or African American students (10.1 percent), Hispanic or Latino students (10.1 percent), Asian students (6.1 percent), students of unknown racial or ethnic background (5.6 percent), and multiracial students (2.5 percent). American Indian or Alaska Native students (0.4 percent), and Native Hawaiian or other Pacific Islander students (0.2 percent) represented fewer than 1 percent of all master's degree recipients.

Figure 5.11: Master's Degrees Across Race and Ethnicity: 2021

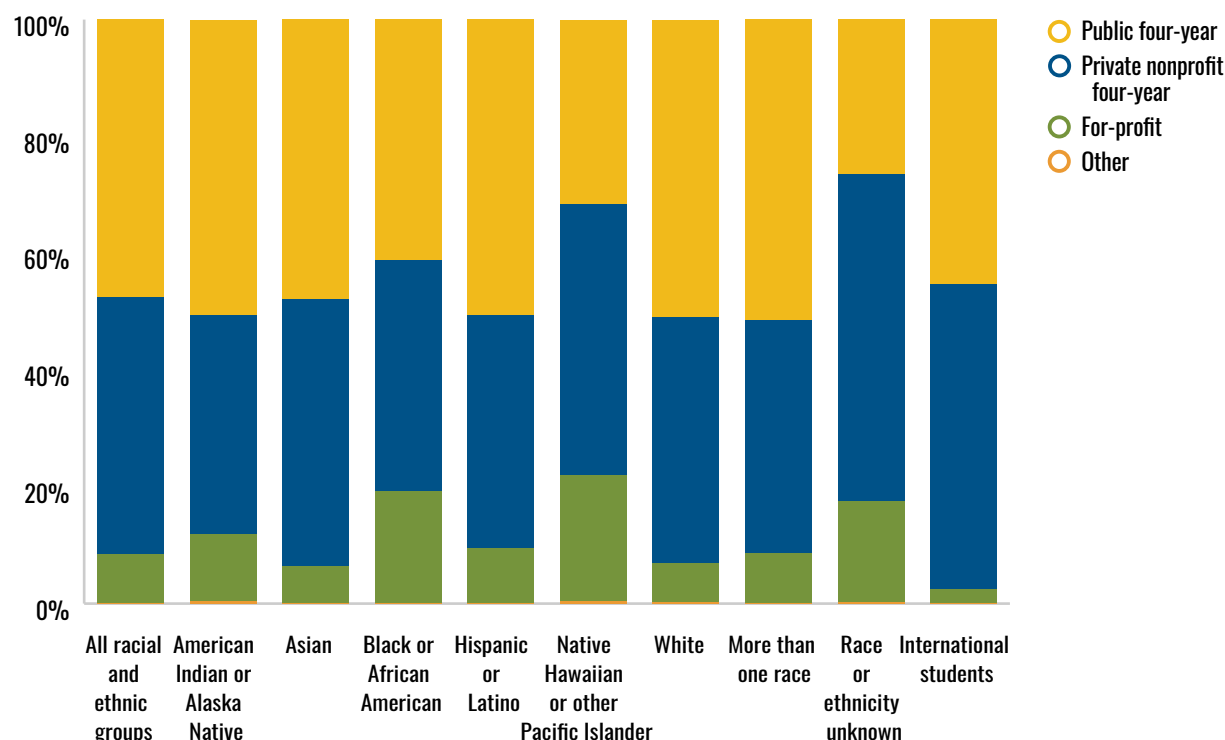


Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
Note: Data reflect master's degrees earned at all Title IV-eligible, degree-granting institutions.

Institutional Sector

Of all master's degrees awarded in 2021, 47.5 percent were awarded at public four-year institutions, 44.1 percent at private nonprofit four-year institutions, and 8.3 percent at for-profit institutions.

Figure 5.12: Master's Degrees Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

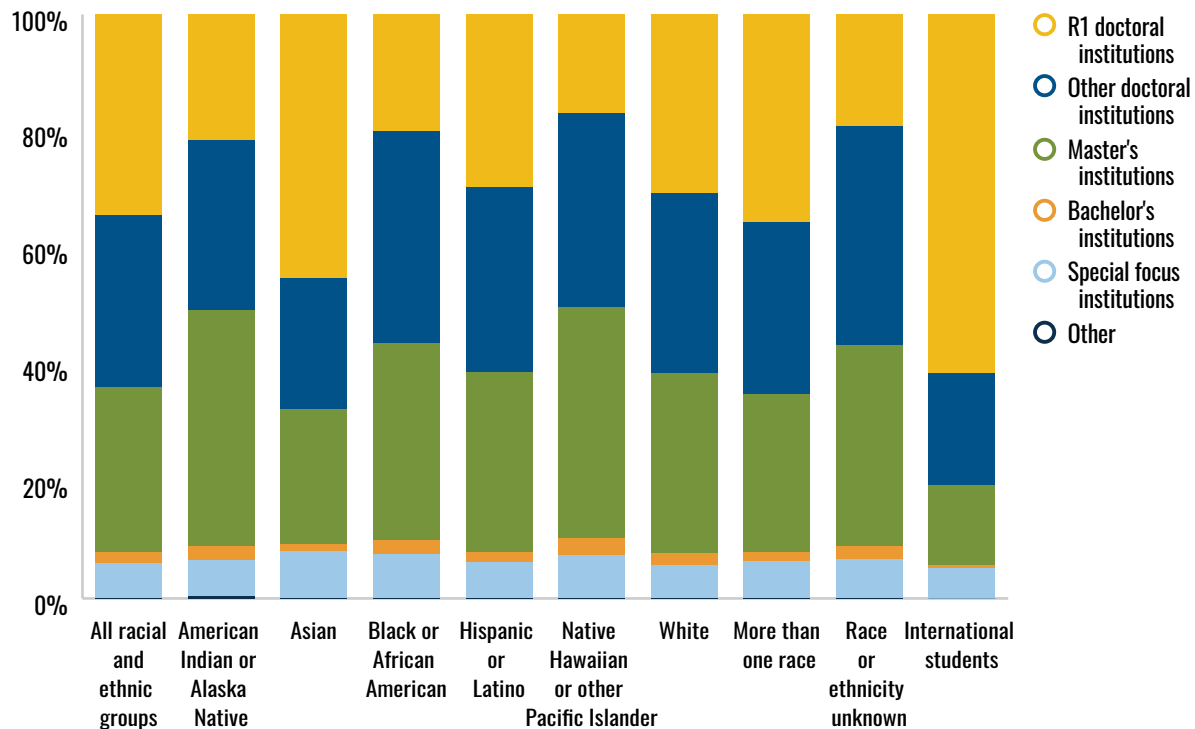
Notes: Data reflect master's degrees earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Other includes other types of institutions, including some cases of public two-year institutions that offer or confer graduate degrees.

- Over half of all multiracial (51.4 percent), White (51.0 percent), Hispanic or Latino (50.7 percent), and American Indian or Alaska Native (50.7 percent) students with a master's degree graduated from public four-year institutions.
- Over half of international students (52.1 percent) earned a master's degree at private nonprofit four-year institutions.
- About one in five Native Hawaiian or other Pacific Islander (21.5 percent) and Black or African American (19.1 percent) students earned a master's degree at for-profit institutions. In contrast, much smaller percentages of White (6.7 percent), Asian (6.4 percent), and international (2.5 percent) students did so.

Carnegie Classification

Most master's degrees completed in 2021 were awarded at R1 doctoral institutions (34.3 percent), other doctoral institutions (29.6 percent), or master's institutions (28.3 percent).

Figure 5.13: Master's Degrees Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

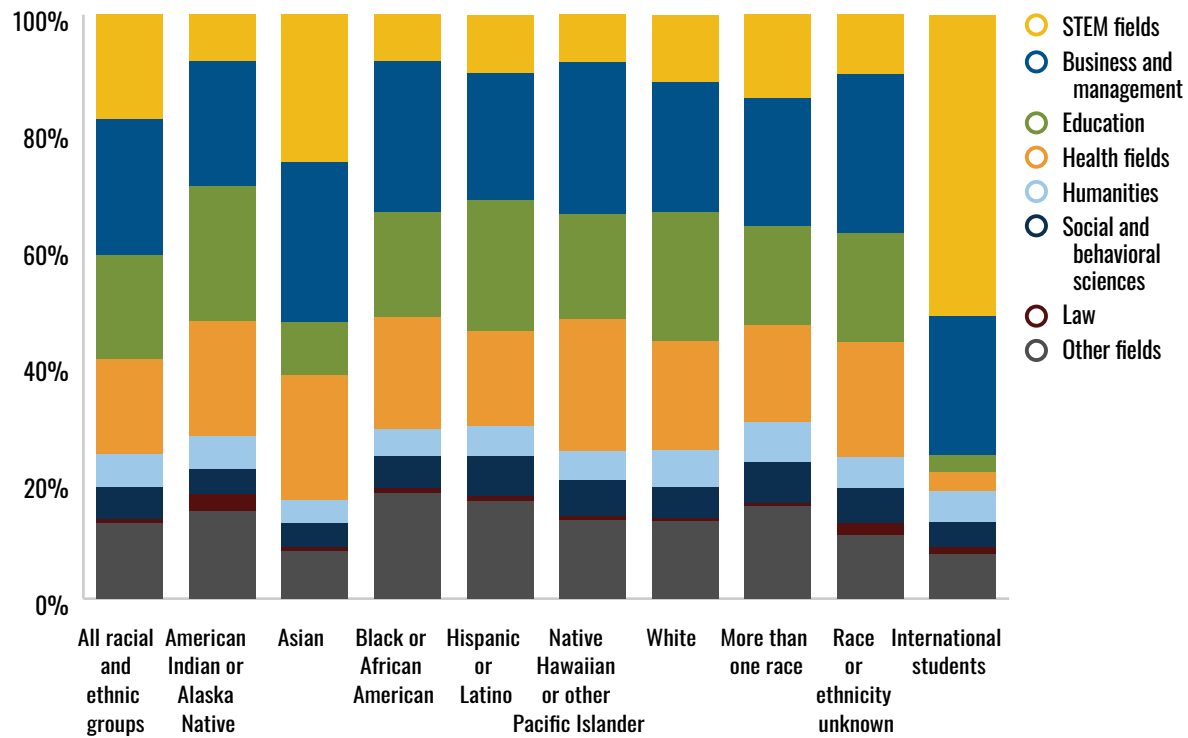
Notes: Data reflect master's degrees earned at all Title IV–eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification. | Other includes other types of institutions, including some cases of associate institutions and Tribal Colleges and Universities that offer or confer graduate degrees.

- Of students who graduated with a master's degree from R1 doctoral institutions, 61.4 percent of international students and 45.1 percent of Asian students did so.
- About one-third of Black or African American (36.3 percent) and Native Hawaiian or other Pacific Islander (33.2 percent) students earned a master's degree at other doctoral institutions.
- When considering students who completed a master's degree at master's institutions, 40.5 percent of American Indian or Alaska Native and 39.6 percent of Native Hawaiian or other Pacific Islander did so.

Field of Study

The primary fields in which students completed master's degrees in 2021 were business and management (23.3 percent), STEM (17.9 percent), education (17.7 percent), and health (16.4 percent).

Figure 5.14: Master's Degrees Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

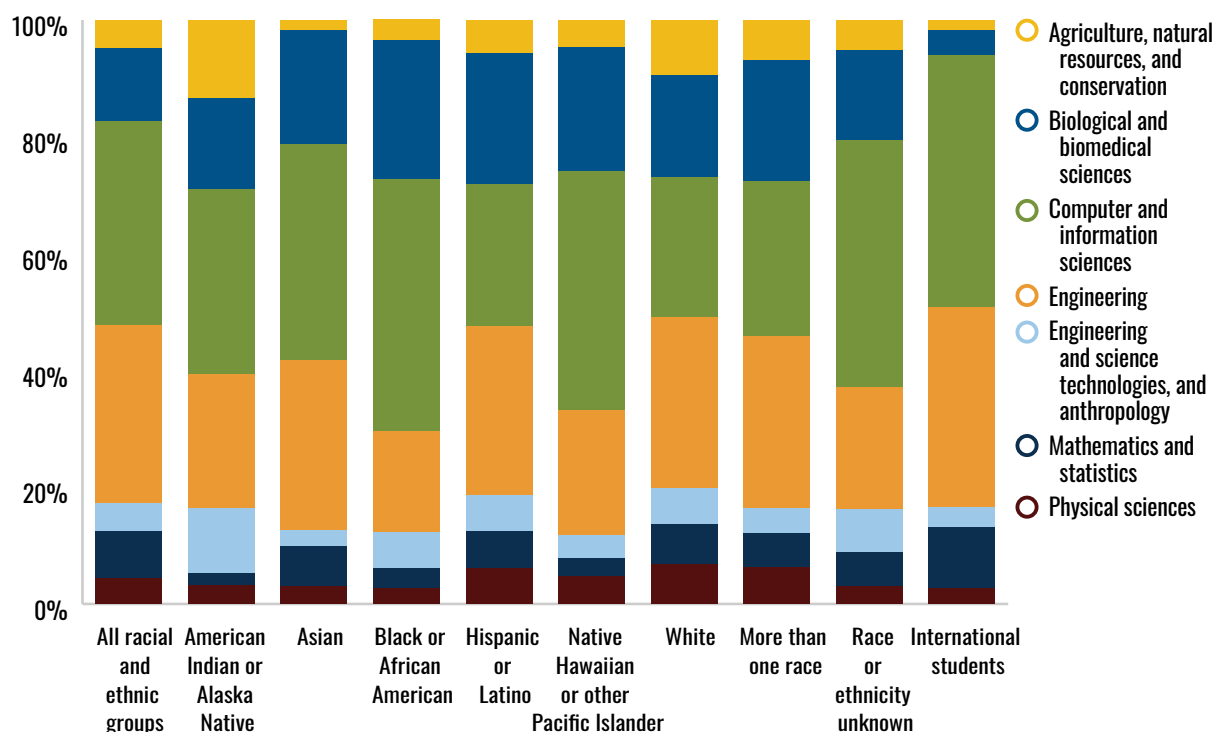
Notes: Data reflect master's degrees earned at all Title IV–eligible, degree-granting institutions. | STEM fields includes life and physical sciences, math, engineering, and computer science.

- Over a quarter of Asian (27.4 percent), Native Hawaiian or other Pacific Islander (26.0 percent), and Black or African American (25.8 percent) students earned a master's degree in business and management.
- Over half of international students (51.7 percent) earned a master's degree in STEM fields. This was the only group for which STEM was the top field of study.
- More than one in five American Indian or Alaska Native (23.1 percent), Hispanic or Latino (22.5 percent), and White (22.2 percent) students earned a master's degree in education. In contrast, 9.1 percent of Asian students and 2.8 percent of international students did so.
- Larger shares of domestic student groups studied health fields when completing master's degrees, ranging from 16.3 percent of Hispanic or Latino students to 22.8 percent of Native Hawaiian or other Pacific Islander students, compared with 3.3 percent of international students.

DETAILED FIELD OF STUDY: STEM

Among all master's degrees earned in STEM fields in 2021, the primary fields of study were computer and information sciences (35.0 percent); engineering (30.5 percent); and biological and biomedical sciences (12.5 percent).

Figure 5.15: Master's Degrees in STEM Fields Across Detailed Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

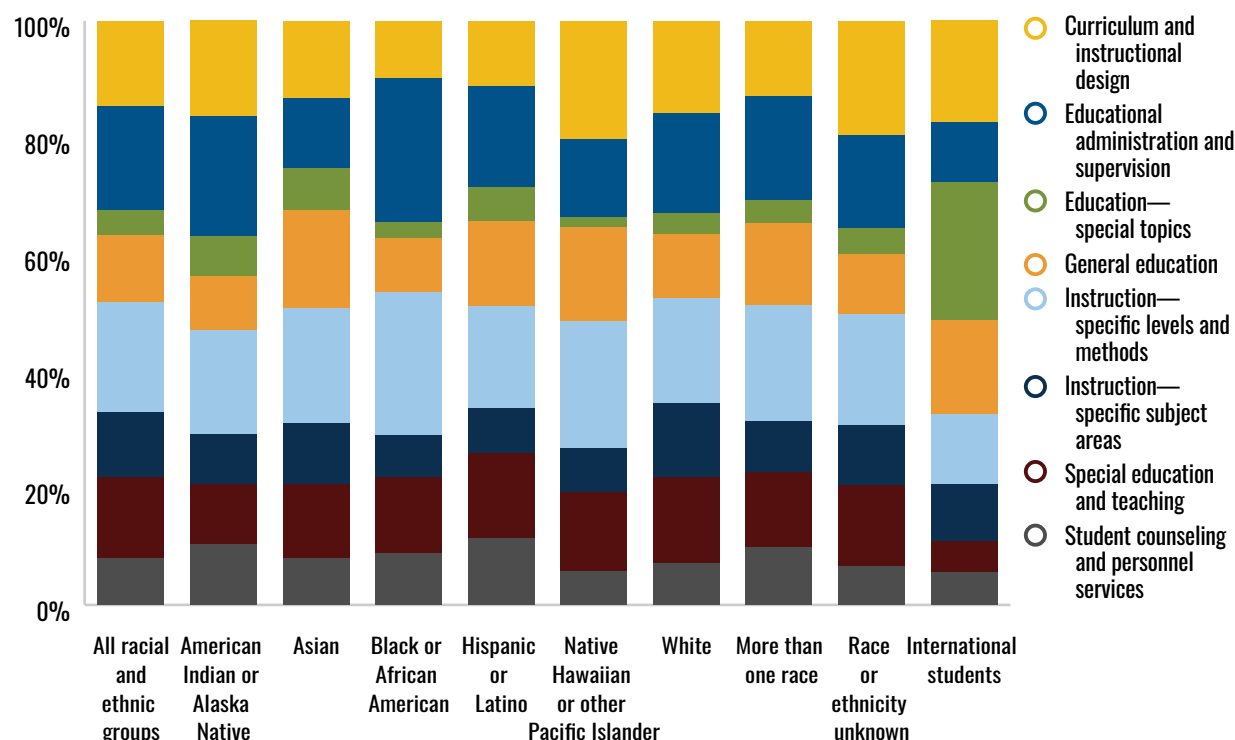
Notes: Data reflect master's degrees in STEM fields earned at all Title IV-eligible, degree-granting institutions. | *Agriculture, natural resources, and conservation* includes agriculture and related sciences; natural resources and conservation. Veterinary medicine and veterinary biomedical and clinical sciences, previously classified as a health care field in the 2010 Classification of Institutional Programs (CIP), were classified with agriculture and related sciences in the 2020 CIP used in this report. | *Engineering and science technologies, and anthropology* includes engineering technologies/technicians; science technologies/technicians; anthropology.

- More than 40 percent of Black or African American (43.3 percent), international (43.0 percent), and Native Hawaiian or other Pacific Islander (40.9 percent) students with a STEM master's degree studied computer and information sciences. In contrast, around a quarter of multiracial (26.7 percent), Hispanic or Latino (24.4 percent), and White (24.1 percent) students did so.
- Of students who earned a STEM master's degree in engineering, 34.2 percent of international students did so, compared with 17.1 percent of Black or African American students.
- Nearly a quarter of Black or African American students (23.8 percent) earned a STEM master's degree in biological and biomedical sciences. In contrast, only 4.4 percent of international students did so.

DETAILED FIELD OF STUDY: EDUCATION

In 2021, the primary fields of study among master's degree recipients in education were instruction—specific levels and methods (18.7 percent); educational administration and supervision (17.6 percent); curriculum and instructional design (14.7 percent); and special education and teaching (14.0 percent).

Figure 5.16: Master's Degrees in Education Across Detailed Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

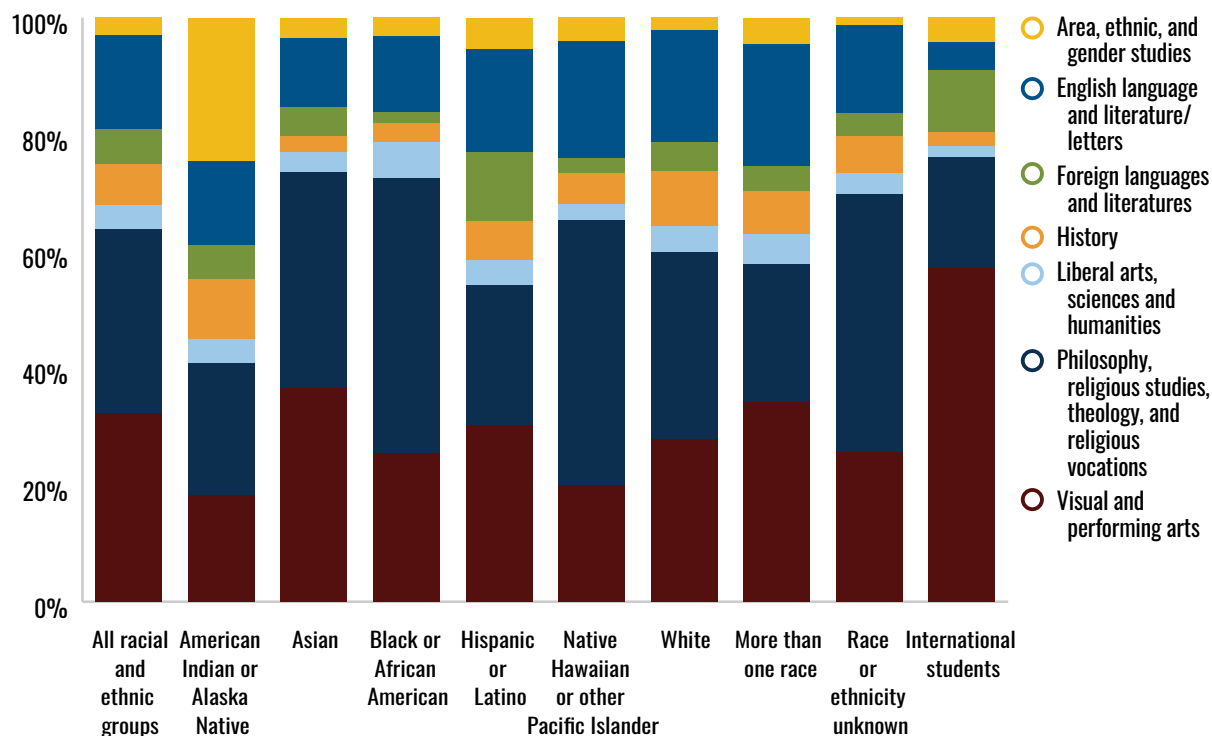
Notes: Data reflect master's degrees in education earned at all Title IV–eligible, degree-granting institutions. | *Curriculum and instructional design* includes curriculum and instruction; educational/instructional media design. | *Education—special topics* includes bilingual, multilingual, and multicultural education; teaching English or French as a second or foreign language; international and comparative education; social and philosophical foundations of education; education, other; teaching assistants/aides; educational assessment, evaluation, and research. | *Instruction—specific levels and methods* includes the following field of study: teacher education and professional development, specific levels and methods. | *Instruction—specific subject areas* includes the following field of study: teacher education and professional development, specific subject areas.

- A majority of Black or African American students who earned education master's degrees studied instruction—specific levels and methods (24.5 percent) or educational administration and supervision (24.7 percent).
- About one in five Native Hawaiian or other Pacific Islander students (20.4 percent) earned an education master's degree in curriculum and instructional design, while 9.9 percent of Black or African American students did so.
- Of students who earned an education master's degree in special education, only 5.4 percent of international students did so, versus more than 10 percent each of all domestic student groups.

DETAILED FIELD OF STUDY: HUMANITIES

In 2021, the primary fields of study among master's recipients in the humanities were visual and performing arts (32.3 percent); philosophy, religious, studies, theology, and religious vocations (31.4 percent); and English language and literature/letters (16.1 percent).

Figure 5.17: Master's Degrees in Humanities Across Detailed Fields of Study, by Race and Ethnicity: 2021



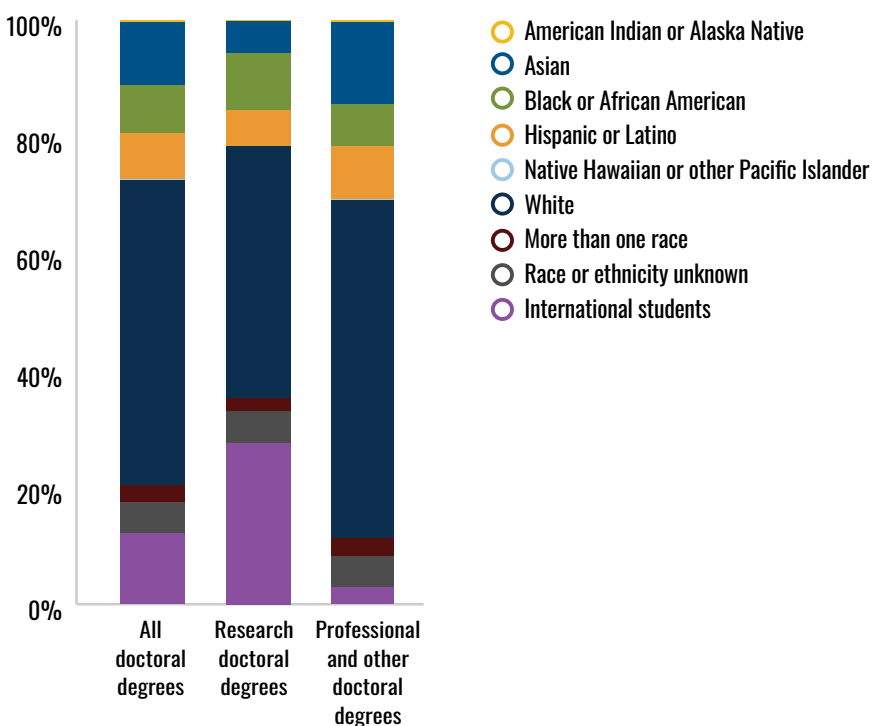
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect master's degrees in humanities earned at all Title IV–eligible, degree-granting institutions.

- Over half of all international students with a master's degree in humanities studied visual and performing arts (57.0 percent).
- Nearly half of Black or African American (47.0 percent) and Native Hawaiian or other Pacific Islander (45.3 percent) students earned a humanities master's degree in philosophy, religious studies, theology, or religious vocations.
- About one in five multiracial (20.8 percent) and Native Hawaiian or other Pacific Islander (20.0 percent) students earned a humanities master's degree in English language and literature/letters, as did 11.8 percent of Asian students and 4.8 percent of international students.

Doctoral Degrees

In 2021, over 194,000 doctoral degrees were awarded. Of these, about one-third (37.3 percent) were research doctoral degrees and the remaining two-thirds (62.7 percent) were professional or other doctoral degrees.

Figure 5.18: Doctoral Degrees Across Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect doctoral degrees earned at all Title IV-eligible, degree-granting institutions.

- The majority of all doctoral degrees were earned by White students (52.3 percent), followed by international students (12.1 percent), Asian students (10.8 percent), Black or African American students (8.2 percent), Hispanic or Latino students (8.0 percent), students of unknown racial or ethnic background (5.4 percent), and multiracial students (2.8 percent). American Indian or Alaska Native (0.3 percent) and Native Hawaiian or other Pacific Islander (0.1 percent) students represented fewer than 1 percent of all doctoral degree recipients.
- White students earned 43.1 percent of research doctoral degrees in 2021. International students represented 27.6 percent of research doctoral degree recipients, followed by Black or African American students (9.8 percent), Hispanic or Latino students (6.1 percent), students of unknown race or ethnicity (5.5 percent), Asian students (5.3 percent), multiracial students (2.2 percent), American Indian or Alaska Native students (0.3 percent), and Native Hawaiian or other Pacific Islander students (0.1 percent).
- Among professional and other doctoral degree recipients in 2021, 57.8 percent were White students, followed by Asian students (14.0 percent), Hispanic or Latino students (9.1 percent), Black or African American students (7.2 percent), students of unknown race or ethnicity (5.3 percent), multiracial students (3.2 percent), international students (2.9 percent), American Indian or Alaska Native students (0.4 percent), and Native Hawaiian or other Pacific Islander students (0.1 percent).

Institutional Sector

Of all doctoral degrees conferred in 2021, more than half (52.9 percent) were awarded at public four-year institutions, 41.9 percent at private nonprofit four-year institutions, and 5.2 percent at for-profit institutions. For research doctoral degrees, 60.0 percent were awarded at public four-year institutions, 33.0 percent at private nonprofit four-year institutions, and 7.0 percent at for-profit institutions. Similar shares of professional or other doctoral degrees were awarded at public four-year (48.2 percent) and at private nonprofit four-year (47.9 percent). In contrast, for-profit institutions awarded only 4.0 percent of such degrees.

Table 5.8: Doctoral Degrees Across Sectors, by Race and Ethnicity: 2021

		Public Four-Year	Private Nonprofit Four-Year	For-Profit	Total
All Doctoral Degrees	All racial and ethnic groups	52.9%	41.9%	5.2%	100%
	American Indian or Alaska Native	54.1%	38.9%	7.0%	100%
	Asian	48.9%	46.7%	4.4%	100%
	Black or African American	40.9%	44.0%	15.1%	100%
	Hispanic or Latino	49.3%	45.7%	5.0%	100%
	Native Hawaiian or other Pacific Islander	36.1%	43.5%	20.4%	100%
	White	54.2%	41.7%	4.2%	100%
	More than one race	54.3%	39.4%	6.3%	100%
	Race or ethnicity unknown	38.1%	50.2%	11.7%	100%
	International students	67.0%	32.4%	0.6%	100%
Research Doctoral Degrees	All racial and ethnic groups	60.0%	33.0%	7.0%	100%
	American Indian or Alaska Native	54.1%	32.1%	13.8%	100%
	Asian	56.4%	38.2%	5.4%	100%
	Black or African American	37.1%	38.1%	24.8%	100%
	Hispanic or Latino	57.0%	36.2%	6.7%	100%
	Native Hawaiian or other Pacific Islander	35.0%	38.8%	26.3%	100%
	White	61.4%	32.9%	5.7%	100%
	More than one race	59.1%	31.7%	9.2%	100%
	Race or ethnicity unknown	36.3%	45.1%	18.6%	100%
	International students	72.1%	27.4%	0.5%	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	48.2%	47.9%	4.0%	100%
	American Indian or Alaska Native	54.1%	42.1%	3.7%	100%
	Asian	46.9%	48.9%	4.2%	100%
	Black or African American	44.3%	49.5%	6.3%	100%
	Hispanic or Latino	45.8%	50.0%	4.2%	100%
	Native Hawaiian or other Pacific Islander	36.8%	46.3%	16.9%	100%
	White	50.6%	46.0%	3.4%	100%
	More than one race	52.0%	43.1%	4.9%	100%
	Race or ethnicity unknown	39.3%	53.7%	7.0%	100%
	International students	34.2%	64.8%	1.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect doctoral degrees earned at Title IV–eligible, public four-year, private nonprofit four-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Among research doctoral degree recipients, the majority of international students graduated from public four-year institutions (72.1 percent), while about one-third of Black or African American (37.1 percent) and Native Hawaiian or other Pacific Islander (35.0 percent) students did so.
- About a quarter of Native Hawaiian or other Pacific Islander (26.3 percent) and Black or African American (24.8 percent) students with a research doctoral degree graduated from for-profit institutions. In contrast, only 5.7 percent of White students, 5.4 percent of Asian students, and 0.5 percent of international students did so.
- Among professional or other doctoral degrees recipients, the majority of international students (64.8 percent) graduated from private nonprofit four-year institutions, whereas the majority of American Indian or Alaska Native (54.1 percent), multiracial (52.0 percent), and White (50.6 percent) students earned a degree at public four-year institutions.
- Of students who graduated with a professional or other doctoral degree from for-profit institutions, 16.9 percent of Native Hawaiian or other Pacific Islander students and fewer than 7 percent of all other student groups did so. Only 1.0 percent of international students who earned a professional or other doctoral degree graduated from for-profit institutions.

Carnegie Classification

Among all doctoral degrees earned in 2021, nearly half were awarded at R1 doctoral institutions (47.6 percent), followed by other doctoral institutions (27.9 percent), special focus institutions (17.8 percent), master's institutions (5.8 percent), and bachelor's institutions (0.9 percent). Among research doctoral degrees, nearly two-thirds of them were awarded at R1 doctoral institutions (63.4 percent), 28.6 percent at other doctoral institutions, 4.2 percent at special focus institutions, 3.6 percent at master's institutions, and 0.2 percent at bachelor's institutions. For professional or other doctoral degrees, over one-third of them were awarded at R1 doctoral institutions (38.2 percent), followed by other doctoral institutions (27.5 percent), special focus institutions (25.9 percent), master's institutions (7.1 percent), and bachelor's institutions (1.3 percent).

Table 5.9: Doctoral Degrees Across Carnegie Classifications, by Race and Ethnicity: 2021

		R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Special Focus Institutions	Total
All Doctoral Degrees	All racial and ethnic groups	47.6%	27.9%	5.8%	0.9%	17.8%	100%
	American Indian or Alaska Native	41.7%	31.1%	7.6%	1.7%	17.9%	100%
	Asian	45.3%	21.6%	4.5%	0.5%	28.1%	100%
	Black or African American	29.0%	43.9%	9.5%	0.9%	16.8%	100%
	Hispanic or Latino	44.6%	27.8%	5.9%	0.6%	21.1%	100%
	Native Hawaiian or other Pacific Islander	30.3%	35.6%	3.4%	1.5%	29.1%	100%
	White	45.5%	29.0%	6.3%	1.1%	18.1%	100%
	More than one race	47.7%	24.9%	4.4%	0.9%	22.1%	100%
	Race or ethnicity unknown	39.4%	34.8%	8.8%	1.2%	15.8%	100%
	International students	77.4%	15.7%	1.2%	0.2%	5.4%	100%
Research Doctoral Degrees	All racial and ethnic groups	63.4%	28.6%	3.6%	0.2%	4.2%	100%
	American Indian or Alaska Native	49.5%	42.1%	5.0%	1.0%	2.5%	100%
	Asian	69.9%	21.4%	2.0%	0.1%	6.5%	100%
	Black or African American	27.2%	58.3%	9.0%	0.5%	5.0%	100%
	Hispanic or Latino	58.4%	31.2%	4.0%	0.1%	6.2%	100%
	Native Hawaiian or other Pacific Islander	37.6%	60.0%	0.0%	0.0%	2.4%	100%
	White	61.4%	29.3%	4.2%	0.3%	4.9%	100%
	More than one race	63.4%	28.1%	3.7%	0.2%	4.6%	100%
	Race or ethnicity unknown	44.2%	45.5%	6.2%	0.5%	3.6%	100%
	International students	83.2%	14.1%	0.5%	0.1%	2.1%	100%

		R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Special Focus Institutions	Total
Professional and Other Doctoral Degrees	All racial and ethnic groups	38.2%	27.5%	7.1%	1.3%	25.9%	100%
	American Indian or Alaska Native	38.2%	26.1%	8.8%	2.0%	24.9%	100%
	Asian	39.7%	21.7%	5.1%	0.6%	33.0%	100%
	Black or African American	30.4%	32.2%	9.9%	1.2%	26.4%	100%
	Hispanic or Latino	39.0%	26.4%	6.7%	0.8%	27.1%	100%
	Native Hawaiian or other Pacific Islander	26.7%	23.9%	5.1%	2.3%	42.0%	100%
	White	38.4%	28.8%	7.2%	1.5%	24.1%	100%
	More than one race	41.2%	23.6%	4.7%	1.2%	29.4%	100%
	Race or ethnicity unknown	36.3%	28.2%	10.4%	1.7%	23.4%	100%
	International students	44.0%	25.1%	5.0%	1.1%	24.7%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect doctoral degrees earned at all Title IV–eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification.

- Among research doctoral degree recipients, the majority of international (83.2 percent), Asian (69.9 percent), multiracial (63.4 percent), White (61.4 percent), and Hispanic or Latino (58.4 percent) students earned a degree at R1 doctoral institutions. In contrast, the majority of Native Hawaiian or other Pacific Islander (60.0 percent) and Black or African American (58.3 percent) students who earned a research doctoral degree graduated from other doctoral institutions.
- Among professional and other doctoral degree recipients, 44.0 percent of international students and 41.2 percent of multiracial students graduated from R1 doctoral institutions, while 26.7 percent of Native Hawaiian or other Pacific Islander students did so.
- Nearly one-third of Black or African American students (32.2 percent) with professional or other doctoral degrees earned a degree from other doctoral institutions.
- When considering students who completed professional or other doctoral degrees at special focus institutions, 42.0 percent of Native Hawaiian or other Pacific Islander students did so.

Field of Study

The primary fields in which students earned doctoral degrees in 2021 were health fields (44.1 percent), law (18.5 percent), and STEM fields (17.6 percent). The primary fields for research doctoral degrees were STEM (42.3 percent) and education (17.7 percent), while health (64.2 percent) and law (29.4 percent) were the primary fields for professional or other doctoral degrees.

Table 5.10: Doctoral Degrees Across Fields of Study, by Race and Ethnicity: 2021

		Business and Management	Education	Health Fields	Humanities	Law	Social and Behavioral Sciences	STEM Fields	Other Fields	Total
All Doctoral Degrees	All racial and ethnic groups	1.9%	7.0%	44.1%	3.9%	18.5%	4.8%	17.6%	2.1%	100%
	American Indian or Alaska Native	1.8%	10.3%	40.2%	4.1%	26.7%	5.7%	8.4%	2.6%	100%
	Asian	0.7%	2.3%	71.3%	1.9%	10.8%	2.3%	9.8%	0.9%	100%
	Black or African American	5.3%	18.8%	40.5%	4.4%	16.8%	5.1%	5.2%	3.9%	100%
	Hispanic or Latino	1.3%	7.6%	43.4%	3.2%	27.1%	5.0%	10.6%	1.8%	100%
	Native Hawaiian or other Pacific Islander	1.1%	14.6%	52.1%	3.1%	15.7%	4.2%	5.7%	3.4%	100%
	White	1.2%	6.8%	46.1%	3.7%	22.3%	4.7%	13.3%	1.8%	100%
	More than one race	1.4%	5.8%	47.9%	2.9%	22.1%	5.1%	12.7%	2.1%	100%
	Race or ethnicity unknown	4.8%	9.0%	47.5%	4.2%	14.2%	5.4%	12.4%	2.4%	100%
	International students	3.0%	3.2%	11.5%	6.4%	5.7%	6.8%	59.8%	3.5%	100%
Research Doctoral Degrees	All racial and ethnic groups	4.7%	17.7%	10.3%	8.6%	0.2%	10.8%	42.3%	5.3%	100%
	American Indian or Alaska Native	5.9%	30.0%	10.8%	10.8%	0.0%	15.3%	20.7%	6.4%	100%
	Asian	3.4%	10.8%	15.8%	7.5%	0.1%	9.9%	48.4%	4.3%	100%
	Black or African American	10.6%	40.4%	15.9%	5.6%	0.1%	9.5%	10.0%	7.8%	100%
	Hispanic or Latino	4.3%	24.2%	11.2%	9.6%	0.02%	14.2%	31.0%	5.4%	100%
	Native Hawaiian or other Pacific Islander	3.5%	38.8%	18.8%	7.1%	0.0%	11.8%	12.9%	7.1%	100%
	White	3.6%	20.6%	12.2%	10.5%	0.04%	12.3%	35.3%	5.5%	100%
	More than one race	4.2%	18.5%	10.1%	9.1%	0.1%	14.3%	36.8%	6.9%	100%
	Race or ethnicity unknown	10.9%	22.6%	13.6%	9.2%	0.1%	11.6%	26.4%	5.5%	100%
	International students	3.5%	3.6%	3.4%	6.6%	0.7%	7.8%	70.2%	4.1%	100%
Professional and Other Doctoral Degrees	All racial and ethnic groups	0.2%	0.7%	64.2%	1.0%	29.4%	1.2%	2.9%	0.3%	100%
	American Indian or Alaska Native	0.0%	1.3%	53.6%	1.1%	38.8%	1.3%	2.9%	0.9%	100%
	Asian	0.1%	0.4%	83.9%	0.7%	13.3%	0.5%	1.1%	0.2%	100%
	Black or African American	0.9%	1.3%	60.6%	3.3%	30.3%	1.5%	1.3%	0.8%	100%
	Hispanic or Latino	0.1%	1.0%	56.2%	0.6%	37.9%	1.3%	2.5%	0.4%	100%
	Native Hawaiian or other Pacific Islander	0.0%	2.8%	68.2%	1.1%	23.3%	0.6%	2.3%	1.7%	100%
	White	0.2%	0.7%	61.2%	0.7%	32.2%	1.3%	3.6%	0.2%	100%
	More than one race	0.3%	0.6%	63.4%	0.3%	31.2%	1.4%	2.8%	0.1%	100%
	Race or ethnicity unknown	1.0%	0.7%	68.3%	1.2%	22.9%	1.5%	3.8%	0.6%	100%
	International students	0.1%	0.6%	58.0%	5.0%	34.3%	1.0%	0.7%	0.2%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect doctoral degrees earned at all Title IV–eligible, degree-granting institutions. | STEM fields includes life and physical sciences, math, engineering, and computer science.

- Among research doctoral degree recipients, 70.2 percent of international students earned a degree in STEM fields, while 12.9 percent of Native Hawaiian or other Pacific Islander students and 10.0 percent of Black or African American students did so.
- Of students with a research doctoral degree who studied education, 40.4 percent of Black or African American and 38.8 percent of Native Hawaiian or other Pacific Islander did so, versus 10.8 percent of Asian students and 3.6 percent of international students.
- Among professional and other doctoral degree recipients, 83.9 percent of Asian students studied health fields.
- Nearly four in 10 American Indian or Alaska Native (38.8 percent) and Hispanic or Latino (37.9 percent) students earned a professional or other doctoral degree in law, while 13.3 percent of Asian students did so.

DETAILED FIELD OF STUDY: STEM

Among all doctoral degrees earned in STEM fields in 2021, the primary fields of study were engineering (31.9 percent), biological and biomedical sciences (21.9 percent), and physical sciences (16.7 percent). Those three detailed fields were particularly popular for research doctoral degree recipients. In contrast, almost all professional or other doctoral degrees awarded in STEM in 2021 were in agriculture, natural resources, and conservation (96.0 percent).

Table 5.11: Doctoral Degrees in STEM Fields Across Detailed Fields of Study, by Race and Ethnicity: 2021

		Agriculture, Natural Resources, and Conservation	Biological and Biomedical Sciences	Computer and Information Sciences	Engineering	Engineering and Science Technologies, and Anthropology	Mathematics and Statistics	Physical Sciences	Total
All Doctoral Degrees in STEM Fields	All racial and ethnic groups	14.3%	21.9%	7.5%	31.9%	2.0%	5.7%	16.7%	100%
	American Indian or Alaska Native	29.1%	32.7%	1.8%	14.5%	5.5%	1.8%	14.5%	100%
	Asian	10.2%	30.6%	7.8%	30.9%	2.5%	5.0%	12.8%	100%
	Black or African American	15.7%	30.5%	15.4%	20.3%	3.0%	3.0%	12.1%	100%
	Hispanic or Latino	20.0%	32.1%	4.2%	21.0%	2.3%	4.3%	16.2%	100%
	Native Hawaiian or other Pacific Islander	26.7%	33.3%	6.7%	20.0%	6.7%	0.0%	6.7%	100%
	White	23.6%	27.4%	4.2%	20.2%	2.2%	4.5%	17.9%	100%
	More than one race	18.4%	29.0%	3.9%	23.8%	2.5%	4.5%	17.9%	100%
	Race or ethnicity unknown	19.5%	24.9%	10.3%	23.5%	4.5%	3.8%	13.5%	100%
	International students	4.3%	13.0%	10.5%	46.5%	1.3%	7.6%	16.8%	100%
Research Doctoral Degrees in STEM Fields	All racial and ethnic groups	5.0%	24.4%	8.2%	35.5%	2.0%	6.4%	18.6%	100%
	American Indian or Alaska Native	11.9%	42.9%	0.0%	19.0%	4.8%	2.4%	19.0%	100%
	Asian	2.5%	33.6%	8.2%	33.9%	2.2%	5.5%	14.1%	100%
	Black or African American	5.6%	35.2%	16.2%	23.4%	2.1%	3.5%	14.0%	100%
	Hispanic or Latino	4.2%	38.5%	4.8%	25.2%	2.7%	5.1%	19.4%	100%
	Native Hawaiian or other Pacific Islander	0.0%	45.5%	9.1%	27.3%	9.1%	0.0%	9.1%	100%
	White	6.5%	33.6%	5.1%	24.8%	2.6%	5.6%	22.0%	100%
	More than one race	3.8%	34.2%	4.5%	28.2%	2.9%	5.3%	21.1%	100%
	Race or ethnicity unknown	4.3%	30.8%	9.7%	29.0%	4.8%	4.7%	16.7%	100%
	International students	4.2%	13.0%	10.6%	46.6%	1.2%	7.6%	16.8%	100%

		Agriculture, Natural Resources, and Conservation	Biological and Biomedical Sciences	Computer and Information Sciences	Engineering	Engineering and Science Technologies, and Anthropology	Mathematics and Statistics	Physical Sciences	Total
Professional and Other Doctoral Degrees in STEM Fields	All racial and ethnic groups	96.0%	0.3%	2.0%	0.1%	1.5%	-	-	100%
	American Indian or Alaska Native	84.6%	0.0%	7.7%	0.0%	7.7%	-	-	100%
	Asian	91.1%	0.0%	3.3%	0.0%	5.6%	-	-	100%
	Black or African American	79.6%	0.9%	9.7%	0.9%	8.8%	-	-	100%
	Hispanic or Latino	98.9%	0.0%	1.1%	0.0%	0.0%	-	-	100%
	Native Hawaiian or other Pacific Islander	100.0%	0.0%	0.0%	0.0%	0.0%	-	-	100%
	White	98.1%	0.4%	0.6%	0.2%	0.8%	-	-	100%
	More than one race	98.1%	0.9%	0.9%	0.0%	0.0%	-	-	100%
	Race or ethnicity unknown	83.8%	0.0%	13.0%	0.0%	3.2%	-	-	100%
	International students	80.0%	0.0%	0.0%	0.0%	20.0%	-	-	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect doctoral degrees in STEM fields earned at all Title IV–eligible, degree-granting institutions. | *Agriculture, natural resources, and conservation* includes agriculture and related sciences; natural resources and conservation. Veterinary medicine and veterinary biomedical and clinical sciences, previously classified as a health care field in the 2010 Classification of Institutional Programs (CIP), were classified with agriculture and related sciences in the 2020 CIP used in this report. | *Engineering and science technologies and anthropology* includes engineering technologies/technicians; science technologies/technicians; anthropology.

- Among STEM research doctoral degree recipients, engineering was the top field of study for international (46.6 percent) and Asian (33.9 percent) students. For all other groups, biological and biomedical sciences was the most chosen field.
- Nearly all STEM professional or other doctoral degrees earned in 2021 by Native Hawaiian or other Pacific Islander (100.0 percent), Hispanic or Latino (98.9 percent), multiracial (98.1 percent), and White (98.1 percent) students were in agriculture, natural resources, and conservation.

DETAILED FIELD OF STUDY: EDUCATION

The primary fields of study among education doctoral degree recipients in 2021 were educational administration and supervision (54.8 percent), followed by general education (15.9 percent); and curriculum and instructional design (11.8 percent). Over half of education research doctoral degrees (53.4 percent) and nearly three-quarters of education professional or other doctoral degrees (74.6 percent) earned in 2021 were in educational administration and supervision.

Table 5.12: Doctoral Degrees in Education Across Detailed Fields of Study, by Race and Ethnicity: 2021

		Curriculum and Instructional Design	Educational Administration and Supervision	Education—Special Topics	General Education	Instruction—Specific Subject Areas, Specific Levels, and Methods	Student Counseling and Personnel Services	Total
All Doctoral Degrees in Education	All racial and ethnic groups	11.8%	54.8%	6.3%	15.9%	8.2%	3.0%	100%
	American Indian or Alaska Native	11.9%	58.2%	6.0%	14.9%	7.5%	1.5%	100%
	Asian	11.2%	50.3%	6.0%	17.3%	12.1%	3.1%	100%
	Black or African American	8.2%	60.6%	5.0%	17.9%	5.8%	2.4%	100%
	Hispanic or Latino	8.8%	56.5%	5.4%	20.9%	5.4%	3.1%	100%
	Native Hawaiian or other Pacific Islander	2.6%	42.1%	2.6%	47.4%	2.6%	2.6%	100%
	White	12.5%	55.7%	6.2%	13.3%	8.7%	3.5%	100%
	More than one race	10.5%	57.5%	5.7%	15.6%	7.9%	2.9%	100%
	Race or ethnicity unknown	12.8%	53.3%	4.4%	22.2%	5.6%	1.7%	100%
	International students	24.3%	23.5%	17.4%	14.7%	17.8%	2.4%	100%
Research Doctoral Degrees in Education	All racial and ethnic groups	12.4%	53.4%	6.6%	15.7%	8.7%	3.2%	100%
	American Indian or Alaska Native	13.1%	55.7%	6.6%	14.8%	8.2%	1.6%	100%
	Asian	12.7%	45.9%	6.7%	17.5%	13.5%	3.6%	100%
	Black or African American	8.5%	59.9%	5.0%	18.0%	6.0%	2.5%	100%
	Hispanic or Latino	9.5%	53.8%	5.9%	21.4%	6.0%	3.4%	100%
	Native Hawaiian or other Pacific Islander	3.0%	33.3%	3.0%	54.5%	3.0%	3.0%	100%
	White	13.2%	54.6%	6.4%	12.8%	9.3%	3.7%	100%
	More than one race	11.0%	55.1%	6.2%	16.1%	8.6%	3.1%	100%
	Race or ethnicity unknown	13.4%	52.3%	4.6%	22.0%	5.9%	1.8%	100%
	International students	25.0%	22.8%	17.9%	13.6%	18.3%	2.5%	100%
Professional and Other Doctoral Degrees in Education	All racial and ethnic groups	2.1%	74.6%	3.2%	19.1%	0.7%	0.4%	100%
	American Indian or Alaska Native	0.0%	83.3%	0.0%	16.7%	0.0%	0.0%	100%
	Asian	1.5%	78.5%	1.5%	15.4%	3.1%	0.0%	100%
	Black or African American	0.9%	78.8%	5.3%	15.0%	0.0%	0.0%	100%
	Hispanic or Latino	1.8%	82.1%	0.0%	16.1%	0.0%	0.0%	100%
	Native Hawaiian or other Pacific Islander	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%
	White	2.8%	71.5%	4.3%	20.0%	0.9%	0.6%	100%
	More than one race	4.3%	87.0%	0.0%	8.7%	0.0%	0.0%	100%
	Race or ethnicity unknown	0.0%	73.8%	0.0%	26.2%	0.0%	0.0%	100%
	International students	0.0%	47.6%	0.0%	52.4%	0.0%	0.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect doctoral degrees in education earned at all Title IV–eligible, degree-granting institutions. | *Curriculum and instructional design* includes curriculum and instruction; educational/instructional media design. | *Education—special topics* includes bilingual, multilingual, and multicultural education; teaching English or French as a second or foreign language; international and comparative education; social and philosophical foundations of education; education, other; teaching assistants/aides; educational assessment, evaluation, and research. | *Instruction—specific subject areas, levels, and methods* includes teacher education and professional development, specific subject areas; teacher education and professional development, specific levels and methods; special education and teaching.

- Among recipients of research doctoral degrees in education, 59.9 percent of Black or African American students studied educational administration and supervision, while 22.8 percent of international students did so.
- Unlike all other groups, the majority of Native Hawaiian or other Pacific Islander students with a research doctoral degree in education studied general education (54.5 percent).
- Among students who earned professional or other doctoral degrees in education, all Native Hawaiian or other Pacific Islander students (100.0 percent) studied educational administration and supervision, while fewer than half of international students (47.6 percent) did so.

DETAILED FIELD OF STUDY: HEALTH FIELDS

In 2021, the primary fields of study among students who earned a doctoral degree in health fields were medicine (23.7 percent); rehabilitation, movement, and therapeutic professions (17.8 percent); and pharmacy, pharmaceutical sciences, and administration (17.5 percent). For research doctoral degrees, registered and practical nursing, and nursing administration and research (40.1 percent) and health fields—other (33.8 percent) were the primary fields. For professional and other doctoral degree recipients in health fields, medicine (25.9 percent) was the most popular field of study, followed by pharmacy, pharmaceutical sciences, and administration (18.6 percent) and rehabilitation, movement, and therapeutic professions (17.8 percent).

Table 5.13: Doctoral Degrees in Health Fields Across Detailed Fields of Study, by Race and Ethnicity: 2021

		Chiropractic	Dentistry, Advanced Dentistry, and Oral Sciences	Medicine	Optometry	Osteopathic Medicine/ Osteopathy	Pharmacy, Pharmaceutical Sciences, and Administration	Rehabilitation, Movement, and Therapeutic Professions	Registered and Practical Nursing, and Nursing Administration and Research	Health Fields—Other	Total
All Doctoral Degrees in Health Fields	All racial and ethnic groups	3.1%	7.9%	23.7%	2.1%	8.7%	17.5%	17.8%	12.7%	6.5%	100%
	American Indian or Alaska Native	5.7%	8.0%	21.4%	2.7%	7.3%	15.3%	10.3%	20.2%	9.2%	100%
	Asian	1.1%	10.9%	29.8%	3.1%	11.4%	23.5%	10.3%	5.7%	4.3%	100%
	Black or African American	1.9%	5.0%	22.5%	0.8%	3.5%	20.3%	8.5%	27.1%	10.5%	100%
	Hispanic or Latino	4.6%	8.7%	27.5%	1.8%	6.8%	16.0%	17.3%	11.3%	5.9%	100%
	Native Hawaiian or other Pacific Islander	5.9%	6.6%	8.8%	2.2%	8.8%	14.0%	17.6%	25.7%	10.3%	100%
	White	3.4%	7.0%	22.4%	1.9%	9.1%	15.1%	21.1%	13.9%	6.1%	100%
	More than one race	2.9%	8.9%	25.8%	1.9%	12.7%	17.4%	15.9%	9.3%	5.1%	100%
	Race or ethnicity unknown	4.7%	3.8%	21.1%	1.3%	6.7%	17.6%	23.5%	11.7%	9.5%	100%
	International students	5.9%	17.6%	8.9%	4.4%	3.7%	24.0%	17.6%	4.8%	13.0%	100%
Research Doctoral Degrees in Health Fields	All racial and ethnic groups	0.4%	0.7%	-	-	-	6.7%	18.3%	40.1%	33.8%	100%
	American Indian or Alaska Native	0.0%	0.0%	-	-	-	4.5%	9.1%	54.5%	31.8%	100%
	Asian	0.0%	1.0%	-	-	-	7.2%	19.3%	42.0%	30.5%	100%
	Black or African American	0.7%	0.1%	-	-	-	1.9%	4.8%	48.1%	44.4%	100%
	Hispanic or Latino	2.0%	0.8%	-	-	-	4.7%	17.2%	41.9%	33.4%	100%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%	-	-	-	0.0%	25.0%	56.3%	18.8%	100%
	White	0.3%	0.2%	-	-	-	3.6%	23.8%	43.0%	29.2%	100%
	More than one race	0.6%	1.3%	-	-	-	4.4%	25.6%	34.4%	33.8%	100%
	Race or ethnicity unknown	0.0%	0.4%	-	-	-	2.8%	21.5%	33.7%	41.7%	100%
	International students	0.1%	4.6%	-	-	-	37.1%	5.8%	12.6%	39.8%	100%

Professional and Other Doctoral Degrees in Health Fields		Chiropractic	Dentistry, Advanced Dentistry, and Oral Sciences	Medicine	Optometry	Osteopathic Medicine/Osteopathy	Pharmacy, Pharmaceutical Sciences, and Administration	Rehabilitation, Movement, and Therapeutic Professions	Registered and Practical Nursing, and Nursing Administration and Research	Health Fields—Other	Total
	All racial and ethnic groups	3.4%	8.6%	25.9%	2.3%	9.5%	18.6%	17.8%	10.1%	3.9%	100%
	American Indian or Alaska Native	6.3%	8.8%	23.3%	2.9%	7.9%	16.3%	10.4%	17.1%	7.1%	100%
	Asian	1.1%	11.3%	31.0%	3.2%	11.9%	24.2%	9.9%	4.1%	3.1%	100%
	Black or African American	2.2%	6.1%	27.3%	1.0%	4.2%	24.2%	9.2%	22.6%	3.3%	100%
	Hispanic or Latino	4.8%	9.4%	29.6%	2.0%	7.4%	16.9%	17.3%	8.9%	3.8%	100%
	Native Hawaiian or other Pacific Islander	6.7%	7.5%	10.0%	2.5%	10.0%	15.8%	16.7%	21.7%	9.2%	100%
	White	3.6%	7.6%	24.4%	2.1%	9.9%	16.2%	20.9%	11.3%	4.1%	100%
	More than one race	3.1%	9.5%	27.5%	2.1%	13.6%	18.3%	15.3%	7.6%	3.2%	100%
	Race or ethnicity unknown	5.3%	4.2%	23.7%	1.4%	7.5%	19.4%	23.8%	9.0%	5.5%	100%
	International students	7.9%	21.9%	11.9%	5.9%	4.9%	19.7%	21.6%	2.2%	4.1%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect doctoral degrees in health fields earned at all Title IV–eligible, degree-granting institutions. | *Health fields—other* includes allied health; communication disorders sciences and services; dietetics and clinical nutrition services; alternative and complementary medicine; health professions and related clinical sciences, other; public health; health and medical administrative services; podiatric medicine/podiatry. | Veterinary medicine, biomedical, and clinical sciences was no longer classified as a health care field in 2020 Classification of Institutional Programs (CIP) taxonomy. Veterinary fields of study were classified among agricultural, animal, plant, and veterinary sciences, which were included in STEM fields in this report.

- Among students who earned research doctoral degrees in health fields, over half of Native Hawaiian or other Pacific Islander (56.3 percent) and American Indian or Alaska Native (54.5 percent) students studied registered and practical nursing, and nursing administration and research, while 12.6 percent of international students did so.
- Of the Black or African American students who earned a research doctoral degree in health fields, 44.4 percent studied health fields—other, while 18.8 percent of Native Hawaiian or other Pacific Islander students did so.
- When considering students who earned a research doctoral degree in health fields, 37.1 percent of international students did so in pharmacy, pharmaceutical sciences, or administration, versus fewer than 5 percent of most other groups.
- Among students with professional or other doctoral degrees in health fields, about three in 10 Asian (31.0 percent) and Hispanic or Latino (29.6 percent) students studied medicine, while 11.9 percent of international students and 10.0 percent of Native Hawaiian or other Pacific Islander students did so.

DETAILED FIELD OF STUDY: HUMANITIES

Among those who earned a doctoral degree in the humanities in 2021, the primary fields of study were philosophy, religious studies, theology, or religious vocations (36.3 percent) and visual and performing arts (22.2 percent). These were also the primary fields of study for research doctoral degrees (25.4 percent and 25.1 percent, respectively). Philosophy, religious studies, theology, or religious vocations accounted for 91.0 percent of all professional or other doctoral degrees in humanities awarded in 2021.

Table 5.14: Doctoral Degrees in Humanities Across Detailed Fields of Study, by Race and Ethnicity: 2021

		Area, Ethnic, and Gender Studies	English Language and Literature/Letters	Foreign Languages and Literatures	History	Liberal Arts, Sciences and Humanities	Philosophy, Religious Studies, Theology, and Religious Vocations	Visual and Performing Arts	Total
All Doctoral Degrees in Humanities	All racial and ethnic groups	3.6%	14.4%	13.1%	9.2%	1.2%	36.3%	22.2%	100%
	American Indian or Alaska Native	22.2%	22.2%	7.4%	3.7%	3.7%	29.6%	11.1%	100%
	Asian	3.8%	9.5%	8.8%	3.5%	0.5%	45.4%	28.6%	100%
	Black or African American	5.5%	8.5%	2.7%	4.3%	2.5%	70.0%	6.4%	100%
	Hispanic or Latino	6.1%	13.2%	22.6%	11.4%	1.6%	27.9%	17.1%	100%
	Native Hawaiian or other Pacific Islander	25.0%	12.5%	0.0%	0.0%	0.0%	62.5%	0.0%	100%
	White	2.7%	18.2%	10.0%	11.1%	1.3%	34.7%	22.2%	100%
	More than one race	8.4%	23.2%	12.9%	9.0%	1.9%	23.2%	21.3%	100%
	Race or ethnicity unknown	2.5%	13.2%	13.2%	8.2%	0.9%	44.1%	18.0%	100%
	International students	3.3%	8.5%	24.1%	8.1%	0.5%	24.4%	31.2%	100%
Research Doctoral Degrees in Humanities	All racial and ethnic groups	4.3%	16.9%	15.7%	11.1%	1.4%	25.4%	25.1%	100%
	American Indian or Alaska Native	27.3%	22.7%	9.1%	4.5%	4.5%	18.2%	13.6%	100%
	Asian	5.2%	13.2%	12.2%	4.9%	0.7%	27.8%	36.1%	100%
	Black or African American	9.5%	14.8%	4.8%	7.5%	4.3%	48.5%	10.6%	100%
	Hispanic or Latino	7.1%	15.4%	26.2%	13.2%	1.9%	16.5%	19.6%	100%
	Native Hawaiian or other Pacific Islander	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%	0.0%	100%
	White	3.1%	20.5%	11.5%	12.8%	1.5%	26.1%	24.6%	100%
	More than one race	9.1%	25.2%	14.0%	9.8%	2.1%	17.5%	22.4%	100%
	Race or ethnicity unknown	3.0%	15.7%	15.9%	9.9%	1.1%	33.2%	21.2%	100%
	International students	3.8%	9.6%	27.3%	9.1%	0.5%	17.7%	32.0%	100%
Professional and Other Doctoral Degrees in Humanities	All racial and ethnic groups	-	1.4%	-	-	0.0%	91.0%	7.6%	100%
	American Indian or Alaska Native	-	20.0%	-	-	0.0%	80.0%	0.0%	100%
	Asian	-	0.0%	-	-	0.0%	91.0%	9.0%	100%
	Black or African American	-	0.0%	-	-	0.0%	99.3%	0.7%	100%
	Hispanic or Latino	-	0.0%	-	-	0.0%	98.5%	1.5%	100%
	Native Hawaiian or other Pacific Islander	-	0.0%	-	-	0.0%	100.0%	0.0%	100%
	White	-	3.2%	-	-	0.0%	90.1%	6.7%	100%
	More than one race	-	0.0%	-	-	0.0%	91.7%	8.3%	100%
	Race or ethnicity unknown	-	1.3%	-	-	0.0%	96.1%	2.6%	100%
	International students	-	0.0%	-	-	0.0%	74.4%	25.6%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect doctoral degrees in humanities earned at all Title IV–eligible, degree-granting institutions.

- Among students who earned a research doctoral degree in humanities, the majority of Native Hawaiian or other Pacific Islander (50.0 percent) and Black or African American (48.5 percent) students studied philosophy, religious studies, theology, or religious vocations.
- Around one-third of Asian (36.1 percent) and international (32.0 percent) students who earned a research doctoral degree in humanities earned a degree in visual and performing arts.
- Over a quarter of international (27.3 percent) and Hispanic or Latino (26.2 percent) students who earned a research doctoral degree in humanities studied foreign languages and literatures.
- Almost all professional or other doctoral degrees in humanities earned in 2021 by Native Hawaiian or other Pacific Islander (100.0 percent), Black or African American (99.3 percent), and Hispanic or Latino (98.5 percent) students were in philosophy, religious studies, theology, or religious vocations.

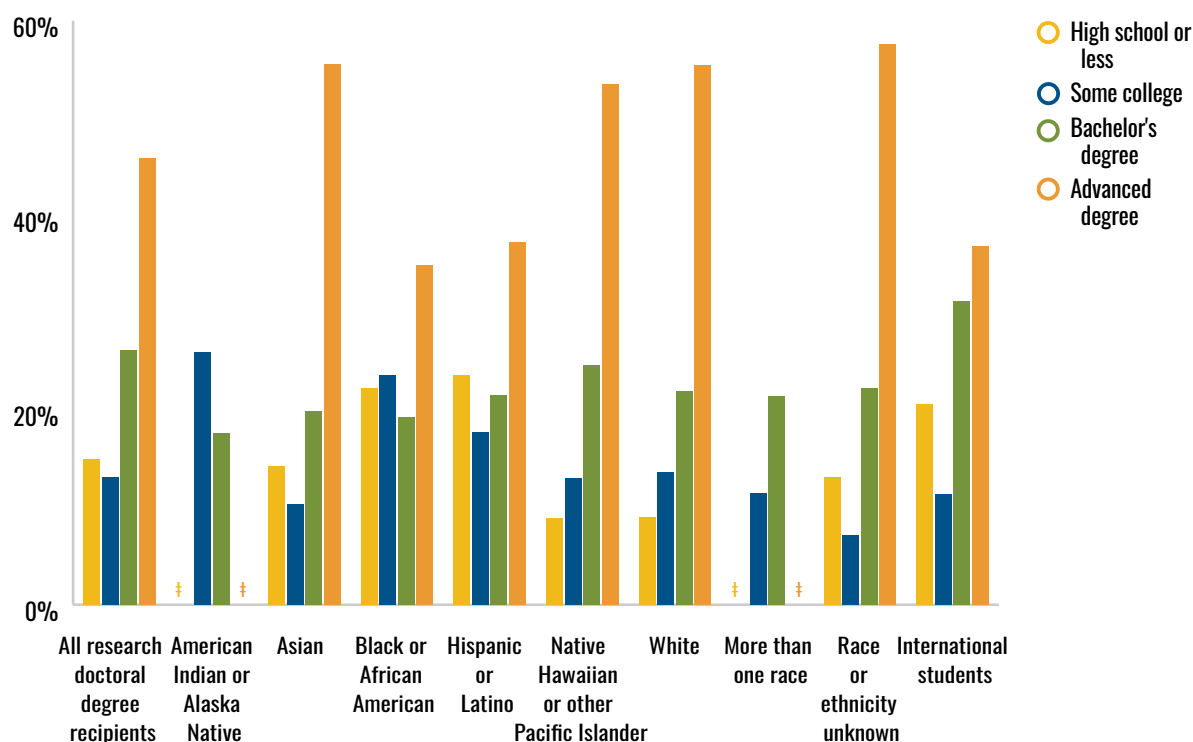
EDUCATIONAL EXPERIENCES OF RESEARCH DOCTORAL DEGREE RECIPIENTS

This section utilizes data from the Survey of Earned Doctorates (SED) to examine the experiences and educational journeys of doctoral degree recipients. Started in 1957, the SED is an annual survey of individuals who have received a research doctorate from accredited U.S. institutions in a given academic year. The SED collects information related to the educational pathways, demographic characteristics, and postgraduation plans of research doctoral degree recipients. The SED is sponsored by the National Center for Science and Engineering Statistics—which is part of the National Science Foundation—as well as by the National Institutes of Health, the U.S. Department of Education, and the National Endowment for the Humanities (National Science Foundation, n.d.). The data presented in this section of the report are on research doctoral degree recipients in 2021 and are not inclusive of professional or other doctoral degree recipients.

Parental Educational Attainment Level

The majority of 2021 research doctoral degree recipients had parents or guardians who had completed some level of postsecondary education. These findings show that research doctoral degree recipients had parents or guardians with much higher education levels than the average for all adults. Roughly 72 percent of research doctoral degree recipients had parents or guardians who had completed a bachelor's degree or higher. About 46 percent of research doctoral degree recipients had parents or guardians who had advanced degrees. In contrast, about 42 percent of all adults ages 35 to 54 held a bachelor's or higher degree and 17 percent held an advanced degree in 2021 (U.S. Census Bureau 2022).

Figure 5.19: Educational Attainment of 2021 Research Doctoral Degree Recipients' Parents or Guardians, by Race and Ethnicity



Source: Data from National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates, 2021.

Notes: Data for individual racial and ethnic categories include all U.S. citizens and permanent residents. Temporary visa holders were categorized as international students. | Totals include only research doctoral degree recipients who reported parental education. | Some college includes those who attended college but did not earn a bachelor's degree. | Totals may not add to 100 percent due to rounding. | † Reporting standards not met.

- Over half of Asian (55.5 percent), multiracial (55.4 percent), and White (53.5 percent) students had parents or guardians who had attained an advanced degree. Moreover, about a quarter of Asian research doctoral recipients had parents or guardians who had completed research doctoral degrees (25.7 percent), a much higher percentage than all other groups.
- More than one in five Hispanic or Latino (23.6 percent), Black or African American (22.2 percent), and international (20.6 percent) research doctoral recipients had parents or guardians who had attained only a high school credential or less, compared with 8.9 percent of White students and 9.0 percent of multiracial students.¹⁰

Pre-doctoral Postsecondary Experience

Community College Enrollment

Overall, 21.2 percent of all 2021 research doctoral degree recipients had ever attended a community college.

Table 5.15: Percentage of 2021 Research Doctoral Degree Recipients Who Had Ever Attended a Community College, by Field of Study and Race and Ethnicity

	All Research Doctoral Degrees	Education	Engineering	Humanities	Arts	Agricultural Sciences and Natural Resources	Biological and Biomedical Sciences	Health Sciences	Mathematics and Statistics	Computer Sciences	Physical Science	Geosciences, Atmospheric, and Ocean Sciences	Psychology	Social Sciences	Multidisciplinary/ Interdisciplinary Sciences	Business	Other Fields
All racial and ethnic groups	21.2%	35.1%	12.5%	24.6%	20.3%	26.1%	22.7%	35.5%	14.3%	9.2%	17.3%	20.7%	29.8%	21.3%	18.5%	18.7%	24.0%
American Indian or Alaska Native	55.4%	52.6%	‡	‡	‡	‡	‡	55.6%	-	-	‡	‡	‡	80.0%	0.0%	‡	83.3%
Asian	21.3%	26.6%	18.9%	‡	‡	15.8%	20.6%	27.4%	26.1%	20.0%	19.2%	23.3%	34.8%	17.9%	14.7%	20.3%	20.2%
Black or African American	33.7%	39.0%	‡	‡	‡	31.0%	‡	40.5%	28.6%	13.9%	‡	‡	‡	34.4%	34.0%	42.9%	34.6%
Hispanic or Latino	37.4%	50.2%	32.8%	29.7%	32.6%	26.8%	35.0%	48.9%	34.9%	35.5%	33.5%	29.8%	40.9%	39.3%	30.8%	50.0%	35.6%
White	30.5%	38.5%	24.7%	29.0%	21.8%	43.5%	29.5%	45.6%	26.8%	23.2%	27.3%	30.8%	29.8%	28.9%	31.3%	33.4%	31.6%
More than one race	34.7%	48.4%	27.7%	38.2%	45.5%	45.5%	31.3%	40.7%	18.8%	19.2%	31.3%	30.3%	36.3%	37.5%	40.7%	26.3%	39.5%
Other race or race not reported	36.8%	42.3%	34.3%	‡	‡	‡	41.9%	41.7%	66.7%	27.3%	23.8%	‡	39.4%	45.5%	22.2%	‡	35.3%
Ethnicity not reported	31.2%	33.3%	29.0%	16.7%	50.0%	12.5%	42.9%	50.0%	20.0%	16.7%	40.0%	50.0%	27.8%	12.5%	0.0%	33.3%	41.7%
International students	4.0%	7.4%	3.7%	6.5%	8.6%	5.6%	4.1%	8.1%	2.9%	2.1%	3.4%	1.9%	6.8%	3.5%	4.5%	5.0%	4.0%

Source: Data from National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates, 2021.

Notes: Data for individual racial and ethnic categories include all U.S. citizens and permanent residents. Temporary visa holders were categorized as international students. | Other fields includes other non-science and engineering fields not shown separately. | Percentages based on total number of research doctoral degree recipients. | ‡ Estimate suppressed. Reporting standards not met. | - Not calculable.

10 The SED includes several categories in which students can identify their citizenship status. In the SED data analyzed in this chapter, individual racial and ethnic categories included all U.S. citizens and permanent residents. Temporary visa holders were categorized as international students.

- By race and ethnicity among domestic students, the shares of research doctoral degree recipients who had attended a community college ranged from 21.3 percent of Asian students to 55.4 percent of American Indian or Alaska Native students. Only 4.0 percent of international students who earned a research doctoral degree had ever attended a community college.
- By broad field of study, over one-third of students who earned a research doctoral degree in health sciences (35.5 percent) and education (35.1 percent) had at some point attended a community college, while 9.2 percent of those in computer sciences did so.
- Of American Indian or Alaska Native students who earned a research doctoral degree in social sciences, only 80.0 percent had ever attended a community college.
- Over half of Hispanic or Latino students who earned a research doctoral degree in education (50.2 percent) or in business (50.0 percent) had ever attended a community college.

Bachelor's Degree Fields

In 2021, 61.7 percent of all research doctoral degree recipients had previously earned a bachelor's degree in a field of study related to their doctorate.

Table 5.16: Percentage of 2021 Research Doctoral Degree Recipients Who Earned a Bachelor's Degree Related to Their Doctorate, by Field of Study and Race and Ethnicity

	All Research Doctoral Degrees	Education	Engineering	Humanities	Arts	Agricultural Sciences and Natural Resources	Biological and Biomedical Sciences	Health Sciences	Mathematics and Statistics	Computer Sciences	Physical Science	Geosciences, Atmospheric, and Ocean Sciences	Psychology	Social Sciences	Multidisciplinary/ Interdisciplinary Sciences	Business	Other Fields
All racial and ethnic groups	61.7%	25.4%	82.3%	73.4%	69.1%	49.6%	64.3%	44.5%	80.1%	40.9%	78.6%	53.0%	72.7%	56.2%	12.3%	36.5%	35.9%
American Indian or Alaska Native	47.3%	33.3%	‡	‡	‡	0.0%	‡	‡	-	-	100.0%	‡	62.5%	46.7%	0.0%	‡	0.0%
Asian	60.6%	17.5%	‡	70.3%	74.2%	51.3%	67.0%	‡	80.4%	43.7%	73.7%	50.0%	75.1%	51.0%	16.2%	35.1%	36.9%
Black or African American	46.2%	18.3%	79.4%	‡	76.5%	31.0%	‡	‡	64.3%	47.2%	76.7%	69.2%	68.2%	51.6%	‡	‡	‡
Hispanic or Latino	61.1%	16.4%	82.3%	69.3%	62.8%	34.1%	72.4%	33.1%	85.7%	61.3%	79.9%	46.8%	80.6%	55.2%	16.7%	39.3%	33.7%
White	63.7%	28.6%	81.5%	77.4%	71.2%	48.7%	69.1%	45.5%	85.5%	46.1%	82.9%	54.5%	75.6%	59.3%	11.2%	‡	‡
More than one race	58.2%	16.1%	77.9%	71.8%	63.6%	‡	71.2%	29.6%	71.9%	53.8%	69.8%	45.5%	68.5%	57.3%	‡	47.4%	26.3%
Other race or race not reported	56.7%	15.4%	91.4%	‡	‡	‡	76.7%	38.5%	66.7%	27.3%	73.9%	‡	69.7%	54.5%	‡	20.0%	23.5%
Ethnicity not reported	51.5%	22.2%	60.0%	84.6%	60.0%	50.0%	64.3%	28.6%	70.0%	42.9%	81.3%	50.0%	52.6%	44.4%	0.0%	25.0%	8.3%
International students	64.0%	33.8%	84.5%	71.0%	66.7%	54.9%	52.0%	55.1%	78.6%	39.0%	76.2%	54.4%	63.0%	56.6%	13.7%	37.9%	45.3%

Source: Data from National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates, 2021.

Notes: Data for individual racial and ethnic categories include all U.S. citizens and permanent residents. Temporary visa holders were categorized as international students. | Other fields includes other non-science and engineering fields not shown separately. | A bachelor's degree was counted as "in same field as doctorate" if the fields of study of the doctorate recipient's first or most recent bachelor's degree and doctoral degree were both in the same major field category for all fields except for engineering and education fields, in which broad field categories need to be the same. See the Survey of Earned Doctorates' technical notes for a listing of major fields and their constituent subfields based on the National Center for Science and Engineering Statistics' field of study taxonomy. | Percentages based on total number of research doctoral degree recipients. | ‡ Estimate suppressed. Reporting standards not met. | - Not calculable.

- Nearly two-thirds of international (64.0 percent) and White (63.7 percent) students who earned a research doctoral degree had earned a bachelor's degree in a related field, while fewer than half of American Indian or Alaska Native (47.3 percent) and Black or African American (46.2 percent) students did so.
- By broad field of study, more than 80 percent of research doctoral degree recipients in engineering (82.3 percent) and mathematics and statistics (80.1 percent) had earned a bachelor's degree in a related field, while much smaller shares of those in education (25.4 percent) and multi- or interdisciplinary sciences (12.3 percent) did so.
- Among Black or African American students who earned a research doctoral degree in engineering, physical sciences, or arts, over three-quarters had earned a bachelor's degree in a related field (79.4 percent, 76.6 percent, and 76.5 percent for those three fields, respectively).
- Among Hispanic or Latino students who earned a research doctoral degree in mathematics and statistics, engineering, or psychology, more than 80 percent had completed a bachelor's degree in a related field (85.7 percent, 82.3 percent, and 80.6 percent for those three fields, respectively).
- All American Indian or Alaska Native research doctoral recipients in the physical sciences field had earned a bachelor's degree in a related field (100.0 percent).
- Fewer than 20 percent of Black or African American (18.3 percent), Asian (17.5 percent), Hispanic or Latino (16.4 percent), and multiracial (16.1 percent) students with a research doctoral degree in education had earned a bachelor's degree in a related field.

Master's Degree Fields

More than half of all research doctoral degree recipients in 2021 (57.6 percent) had previously completed a master's degree in a field of study related to their doctorate.¹¹ The remaining 42.4 percent of doctoral degree recipients either earned a master's degree in an unrelated field or did not earn a master's degree.

Table 5.17: Percentage of 2021 Research Doctoral Degree Recipients Who Earned a Master's Degree Related to Their Doctorate, by Field of Study and Race and Ethnicity

	All Research Doctoral Degrees	Education	Engineering	Humanities	Arts	Agricultural Sciences and Natural Resources	Biological and Biomedical Sciences	Health Sciences	Mathematics	Computer Sciences	Physical Sciences	Geosciences, Atmospheric, and Ocean Sciences	Psychology	Social Sciences	Multidisciplinary/Interdisciplinary Sciences	Business	Other Fields
All racial and ethnic groups	57.6%	62.1%	68.1%	81.7%	82.2%	52.1%	30.5%	59.7%	66.1%	52.0%	45.5%	52.3%	75.9%	68.8%	25.6%	59.0%	60.6%
American Indian or Alaska Native	57.1%	77.8%	‡	‡	‡	‡	‡	‡	-	-	‡	‡	87.5%	46.7%	0.0%	‡	‡
Asian	52.8%	65.6%	61.3%	75.7%	87.1%	56.4%	29.1%	54.8%	58.7%	48.9%	42.4%	36.7%	79.0%	66.1%	23.5%	67.6%	67.9%
Black or African American	58.1%	61.5%	69.7%	‡	‡	48.3%	31.0%	‡	‡	‡	‡	‡	68.2%	55.8%	‡	67.6%	56.6%
Hispanic or Latino	54.7%	59.1%	61.5%	83.0%	‡	41.5%	24.3%	68.4%	61.9%	74.2%	39.7%	42.6%	75.6%	65.3%	15.2%	‡	60.2%
White	56.5%	64.1%	63.2%	84.9%	86.3%	50.8%	25.1%	61.1%	65.8%	59.4%	40.5%	51.4%	78.9%	67.9%	28.6%	59.8%	61.5%
More than one race	54.0%	62.4%	‡	78.2%	86.4%	‡	27.8%	53.7%	65.6%	‡	34.4%	30.3%	79.0%	65.6%	25.9%	‡	‡
Other race or race not reported	61.7%	73.1%	74.3%	73.3%	50.0%	‡	‡	53.8%	‡	54.5%	43.5%	16.7%	78.8%	72.7%	‡	60.0%	47.1%
Ethnicity not reported	59.6%	66.7%	63.3%	84.6%	‡	37.5%	42.9%	42.9%	60.0%	50.0%	62.5%	100.0%	68.4%	68.8%	50.0%	‡	25.0%
International students	62.0%	60.9%	72.6%	80.5%	77.3%	57.0%	43.6%	55.7%	67.8%	50.2%	53.7%	59.8%	69.8%	76.8%	25.8%	57.5%	62.9%

Source: Data from National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates, 2021.

Notes: Data for individual racial and ethnic categories include all U.S. citizens and permanent residents. Temporary visa holders were categorized as international students. | Other fields includes other non-science and engineering fields not shown separately. | A master's degree was counted as *related master's* if the fields of study of doctorate recipient's first or most recent master's degree and doctoral degree were both in the same major field category for all fields except for engineering and education fields, in which broad field categories need to be the same. See the Survey of Earned Doctorates' technical notes for a listing of major fields and their constituent subfields based on the National Center for Science and Engineering Statistics' field of study taxonomy. | Percentages based on total number of research doctoral degree recipients. | ‡ Estimate suppressed. Reporting standards not met. Includes totals unknown due to suppressed estimates. | - Not calculable.

- The majority of international and Black or African American students (62.0 percent and 58.1 percent, respectively) who earned a research doctoral degree had earned a master's degree in a field related to their doctoral degrees.
- By broad field of study, more than 80 percent of research doctoral degree recipients in arts (82.2 percent) and humanities (81.7 percent) had completed a master's degree in a related field of study, while fewer than one-third of those in biological and biomedical sciences (30.5 percent) and multi- or interdisciplinary sciences (25.6 percent) did so.

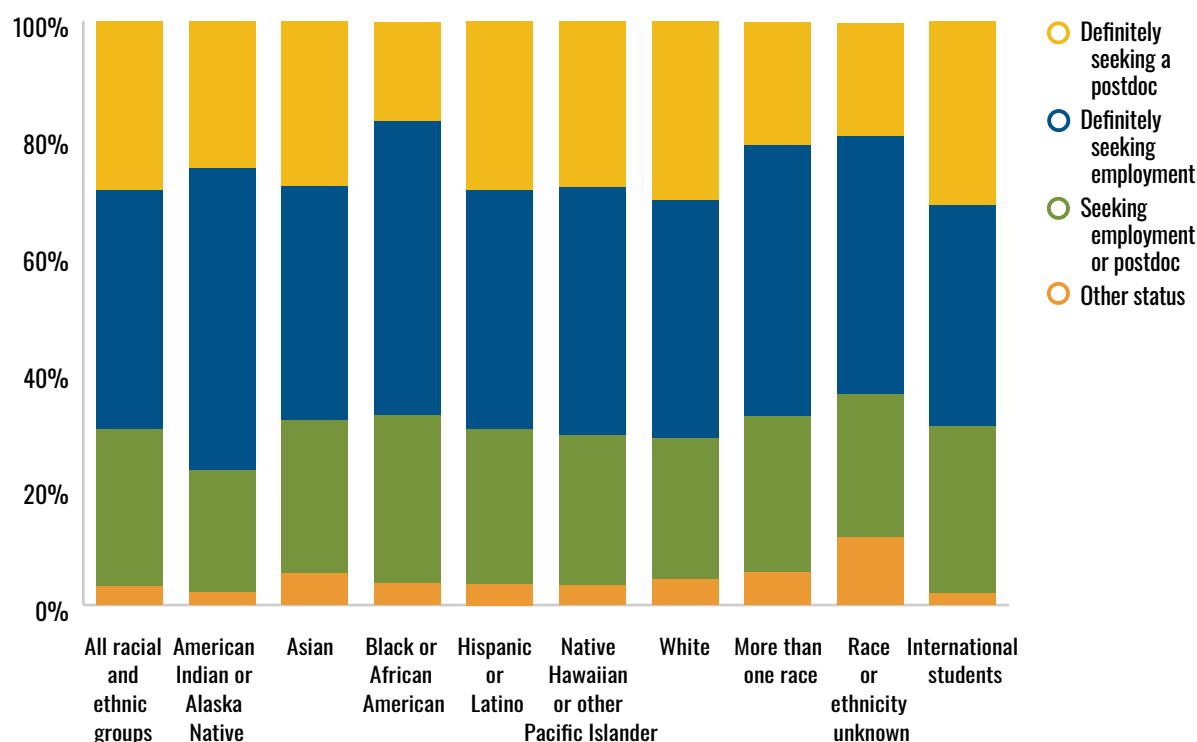
11 A master's degree was counted as *related master's* if the fields of study of a doctorate recipient's first or most recent master's degree and doctoral degree were both in the same major field category for all fields except for engineering and education fields, in which broad field categories need to be the same. See the Survey of Earned Doctorates' technical notes for a listing of major fields and their constituent subfields based on the National Center for Science and Engineering Statistics' field of study taxonomy.

- Nearly three-quarters of Hispanic or Latino research doctoral degree recipients in computer science (74.2 percent) had earned a master's degree in a related field, a much higher share than those of other groups (ranging from 48.9 percent to 59.4 percent).
- Among American Indian or Alaska Native students who earned a research doctoral degree in psychology or in education, more than three-quarters had earned a master's degree in a related field (87.5 percent and 77.8 percent for those two fields, respectively).

Postgraduate Plans

Among all 2021 research doctoral degree recipients, 41.0 percent planned to seek employment after graduation, 28.9 percent planned to seek a postdoc, 26.9 percent reported they would seek either employment or postdoc, and 3.1 percent reported some other plan following graduation.¹²

Figure 5.20: Postgraduate Plans of 2021 Research Doctoral Degree Recipients, by Race and Ethnicity



Source: Data from National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates, 2021.

Notes: A postdoc is a temporary position primarily for gaining additional education and training in research, awarded in academe, industry, government, or a nonprofit organization. | Data for individual racial and ethnic categories include all U.S. citizens and permanent residents. Temporary visa holders were categorized as international students. | Totals may not add to 100 percent due to rounding.

- More than half of American Indian or Alaska Native (51.6 percent) and Black or African American (50.3 percent) research doctoral degree recipients reported that they would definitely seek employment after graduation. In contrast, fewer than 40 percent of Asian (39.9 percent) and international (31.6 percent) research doctoral degree recipients gave the same answer.
- Over three in 10 international students who earned a research doctoral degree (31.6 percent) reported that they would definitely seek a postdoc after graduation, while 17.1 percent of Black or African American students with a research doctoral degree answered the same.

¹² A postdoc is a temporary position primarily for gaining additional education and training in research that is awarded in academe, industry, or government, or at a nonprofit organization.

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CHAPTER 6

HOW STUDENTS FINANCE UNDERGRADUATE EDUCATION



INTRODUCTION

As the cost of attending college increases, students face larger financial barriers. Between 2010–11 and 2020–21, the average total cost of attendance went from \$27,589 to \$35,725 at four-year institutions and from \$13,777 to \$16,503 at two-year institutions (NCES 2023).¹ Given the rise in prices, many students rely on grants and loans to help cover tuition, fees, books and supplies, and other expenses associated with college enrollment. According to the National Center on Education Statistics, 63.9 percent of undergraduate students received some form of grant aid and 36.1 percent had student loans in 2019–20. Both grants and loans were more common among Black or African American students than among students from other racial and ethnic groups. Larger shares of students at private nonprofit and for-profit institutions than at public institutions received both grants and loans (Cameron et al. 2023).

This chapter reports on annual amounts of grants and loans that undergraduates received in 2019–20, as well as the total amount of debt that associate and bachelor’s degree recipients had upon graduation. Further data on types of grant aid and annual borrowing are also included. This chapter highlights variations among racial and ethnic groups and how those differences are related to their income level, dependency status, institution sector, or Carnegie Classification. Though the causes of these differences are complex, the data included here provide a starting point for understanding some of the financial barriers facing different groups of students.

1 The National Center on Education Statistics (NCES) stated that the nominal average cost of attendance increased by 29.4 and 19.7 percent at four-year and two-year institutions, respectively, between 2010–11 and 2020–21. In real terms, the average total cost of attendance increased by 8.79 percent at four-year institutions and by 0.64 percent at two-year institutions between 2010–11 and 2020–21. All amounts were in constant 2021–22 dollars, based on the Consumer Price Index. The amounts included correspond to the average total cost on campus and, while not all institutions offer on-campus accommodations, NCES included weighted averages of only room and board and other costs for institutions that report these amounts. NCES’s definition of college cost comprises published tuition and required fees, books and supplies, and the average cost of room, board, and other expenses. In 2010–11, the average cost was \$9,100 at public institutions and \$34,000 at private nonprofit institutions. In 2021–22, the average cost was \$9,700 at public institutions and \$38,800 at private nonprofit institutions (NCES 2023).

KEY FINDINGS

- The shares of undergraduate students who completed the Free Application for Federal Student Aid (FAFSA) in 2019–20 ranged from 67.2 percent of multiracial students to 85.3 percent of Black or African American students (see figure 6.1).
- In 2019–20, 69.7 percent of all undergraduate students completed the FAFSA form and 85.3 percent of Black or African American students applied for federal aid. Black or African American students had the highest FAFSA completion rates of any group, both overall as well as among full-time, dependent, and independent students. Black or African American students had the highest FAFSA completion rates among all income groups, including 94.6 percent among dependent students in the lowest income quartile (see figure 6.1 and table 6.1).
- The shares of students who had an expected family contribution of \$0—which indicated no financial capacity to contribute to college expenses—ranged from 26.3 percent of White students to 55.1 percent of Black or African American students in 2019–20 (see figure 6.3).
- Within each sector of higher education, Black or African American students were more likely than others to receive grant aid. Within the public four-year sector, the shares of students who received grant aid ranged from 26.3 percent of international and 67.0 percent of multiracial students to 80.1 percent of American Indian or Alaska Native and 85.4 percent of Black or African American students (see figure 6.4).
- Over 70 percent (71.3 percent) of full-time undergraduate students received grant aid in 2019–20. About half (49.7 percent) of that grant aid came from the colleges and universities at which students were enrolled (i.e., institutional grant aid), 22.6 percent came from the federal government, and 11.5 percent from state governments. Grant aid also came from private sources (7.8 percent), programs for veterans and members of the military (6.1 percent), and employers (2.2 percent) (see table 6.4).
- The sources of grant aid varied among demographic groups. In 2019–20, Black or African American full-time students received 36.5 percent of their grant aid from nonmilitary federal programs and 37.2 percent of their grant aid from the institutions they attended. Among White full-time students, 17.7 percent of grants were federal and 54.5 percent were institutional (see table 6.4).
- In 2019–20, the shares of students who borrowed to pay for educational costs ranged from 26.8 percent of Asian students (who borrowed an average of \$7,620) and 28.1 percent of Hispanic or Latino students (who borrowed an average of \$7,448) to 49.7 percent of Black or African American students (who borrowed an average of \$7,373) (see table 6.7).
- Except for American Indian or Alaska Native students, a larger share of dependent than of independent students within each racial and ethnic group took out student loans in 2019–20. The average amounts per borrower were higher for independent students (\$8,324) than for dependent students (\$7,690 without PLUS loans) among all racial and ethnic groups except for American Indian or Alaska Native students. However, including the amounts borrowed by the parents or guardians of dependent students (PLUS loans) ultimately made the total amount per borrower within each group higher for dependent students (\$10,925 with PLUS loans) (see table 6.8).
- When compared with both dependent and independent students, Black or African American undergraduates borrowed at the highest rates. Hispanic or Latino and Asian students borrowed at lower-than-average rates. However, Asian students borrowed the highest amount per borrower when including PLUS loans (see table 6.8).
- Among bachelor's degree recipients, Black or African American recipients left college with higher average debt per borrower than that of any other racial and ethnic group. Hispanic or Latino students graduated with lower-than-average levels of debt (see tables 6.14 and 6.21).
- Across Carnegie Classifications, most students borrowed under \$10,000 to finance their education. Almost all undergraduates at associate institutions (98.7 percent) borrowed less than \$10,000, which was consistent across racial and ethnic groups (see table 6.13).

- The shares of domestic associate degree recipients who graduated with debt in 2019–20 ranged from 24.7 percent of Asian students (who had a median debt of \$10,000) to 57.2 percent of Black or African American students (who had a median debt of \$19,000). Black or African American students were more likely than other groups to have graduated from for-profit institutions (16.3 percent versus 7.3 percent overall) (see table 6.14).
- Among associate degree recipients, 88.0 percent of those who attended for-profit institutions and 29.4 percent of those who attended public two-year institutions borrowed funds. The average and median amounts borrowed at for-profit institutions were double those at public two-year institutions (see table 6.15).
- The share of associate degree recipients who graduated with debt was not linked to their household incomes. Black or African American graduates within all income groups of dependent and independent students were more likely to have borrowed than others (see table 6.19).
- The shares of domestic bachelor's degree recipients who graduated with debt in 2019–20 ranged from 50.9 percent of Asian students (who had a median debt of \$22,975) to 86.4 percent of Black or African American students (who had a median debt of \$30,500). Black or African American students were more likely than all other groups except Native Hawaiian or other Pacific Islander students to have graduated from for-profit institutions (13.6 percent versus 6.4 percent overall) (see table 6.21).
- Black or African American bachelor's degree recipients borrowed at the highest rates at public (86.9 percent), private nonprofit (85.0 percent), and for-profit (87.4 percent) institutions. This group had the highest average debt level at public institutions (\$31,721), but the average debt among borrowers at private and for-profit institutions was higher for Asian students at \$35,364 and \$48,326, respectively (see table 6.22).
- The share of bachelor's degree recipients who graduated with debt was not linked to their household incomes, although dependent students in the highest income quartile were least likely to borrow funds. Black or African American graduates within all income groups of dependent and independent students were more likely than other groups to have borrowed funds (see table 6.26).

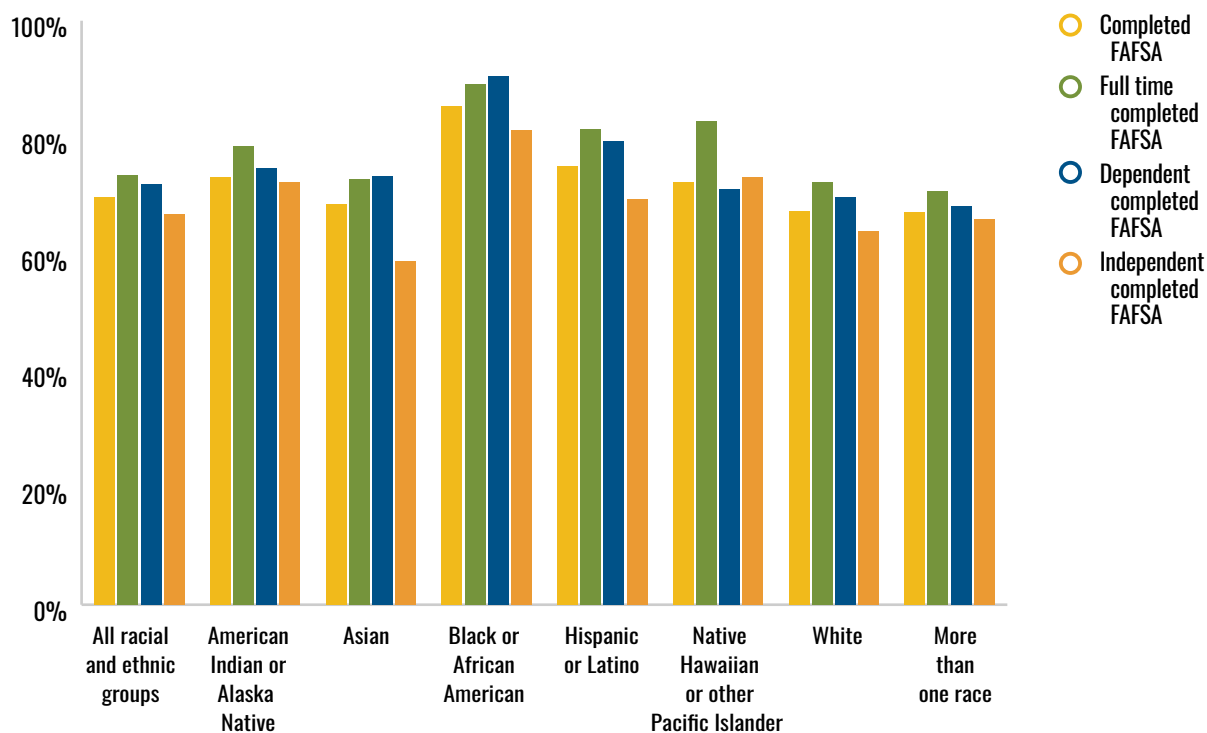
As discussed in chapter 2, White students represented the largest share of undergraduate students (52.0 percent) in 2019–20, followed by Hispanic or Latino (19.8 percent), Black or African American (15.2 percent), Asian (5.7 percent), multiracial (3.3 percent), American Indian or Alaska Native (0.8 percent), and Native Hawaiian or other Pacific Islander (0.4 percent) students. An additional 2.8 percent were international students.²

FINANCIAL AID APPLICATION AND EXPECTED FAMILY CONTRIBUTION

Financial Aid Application

Federal financial aid eligibility is determined by the Free Application for Federal Student Aid (FAFSA) (U.S. Department of Education, n.d.-a). Students complete the FAFSA form to apply for federal student aid, including grants, loans, and work-study. In 2019–20, 69.7 percent of all domestic undergraduate students and 73.6 percent of full-time students completed the FAFSA form.

Figure 6.1: FAFSA Completion Rates, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

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

- FAFSA completion rates ranged from 67.2 percent of multiracial students to 85.3 percent of Black or African American students.
- Among full-time students, FAFSA filing rates ranged from 70.8 percent of multiracial students to 89.1 percent of Black or African American students.

² Comparison of data presented in this chapter across groups should be made with caution, as the data may not be stable for specific racial and ethnic groups due to the small sample size.

- A larger share of dependent students than that of their independent counterparts completed the FAFSA form (72.0 percent and 66.8 percent, respectively).³
- Both Black or African American dependent and independent students had the highest filing rates across all racial and ethnic groups (90.5 percent and 81.2 percent, respectively).
- Multiracial students had the lowest FAFSA completion rate among both full-time (70.8 percent) and dependent students (68.2 percent). Among independent students, however, Asian students had the smallest proportion of completions (58.7 percent).

Income Level and Dependency Status⁴

Submitting the FAFSA form may be particularly relevant for low-income students who are likely to be eligible for higher levels of subsidized student loans and greater amounts of grant aid.⁵ Applications for federal aid varied by income quartile and dependency status. Within each income quartile, Black or African American students had the highest FAFSA completion rates of any group.

Table 6.1: FAFSA Completion Rates, by Income, Dependency Status, and Race and Ethnicity: 2019–20

		Income Quartile			
		Quartile 1	Quartile 2	Quartile 3	Quartile 4
Dependent Students	All dependent students	82.8%	81.2%	68.8%	55.3%
	American Indian or Alaska Native	73.3%	68.9%	83.6%	77.1%
	Asian	84.6%	84.2%	70.4%	53.5%
	Black or African American	94.6%	90.9%	84.5%	78.1%
	Hispanic or Latino	86.3%	82.7%	68.7%	61.1%
	Native Hawaiian or other Pacific Islander	80.7%	85.0%	63.4%	61.9%
	White	79.9%	82.3%	70.9%	56.9%
	More than one race	85.0%	82.1%	63.9%	46.1%
Independent Students	All independent students	75.8%	77.2%	67.3%	47.0%
	American Indian or Alaska Native	84.4%	84.1%	68.7%	46.4%
	Asian	66.8%	75.6%	57.9%	33.7%
	Black or African American	90.3%	87.0%	81.2%	56.7%
	Hispanic or Latino	81.2%	76.7%	64.5%	51.3%
	Native Hawaiian or other Pacific Islander	81.3%	95.6%	78.0%	53.7%
	White	75.6%	75.0%	66.4%	46.0%
	More than one race	76.0%	73.8%	63.9%	43.8%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for dependent students reflect the income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$30,100; 2) \$30,101 to \$68,500; 3) \$68,501 to \$129,800; and 4) more than \$129,800. Note, these quartiles were created including students and parents or guardians who had zero income (CINCOME=0). | Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the quartiles are: 1) less than \$9,300; 2) \$9,301 to \$23,200; 3) \$23,201 to \$45,800; and 4) more than \$45,800. | Detail may not sum to totals because of rounding.

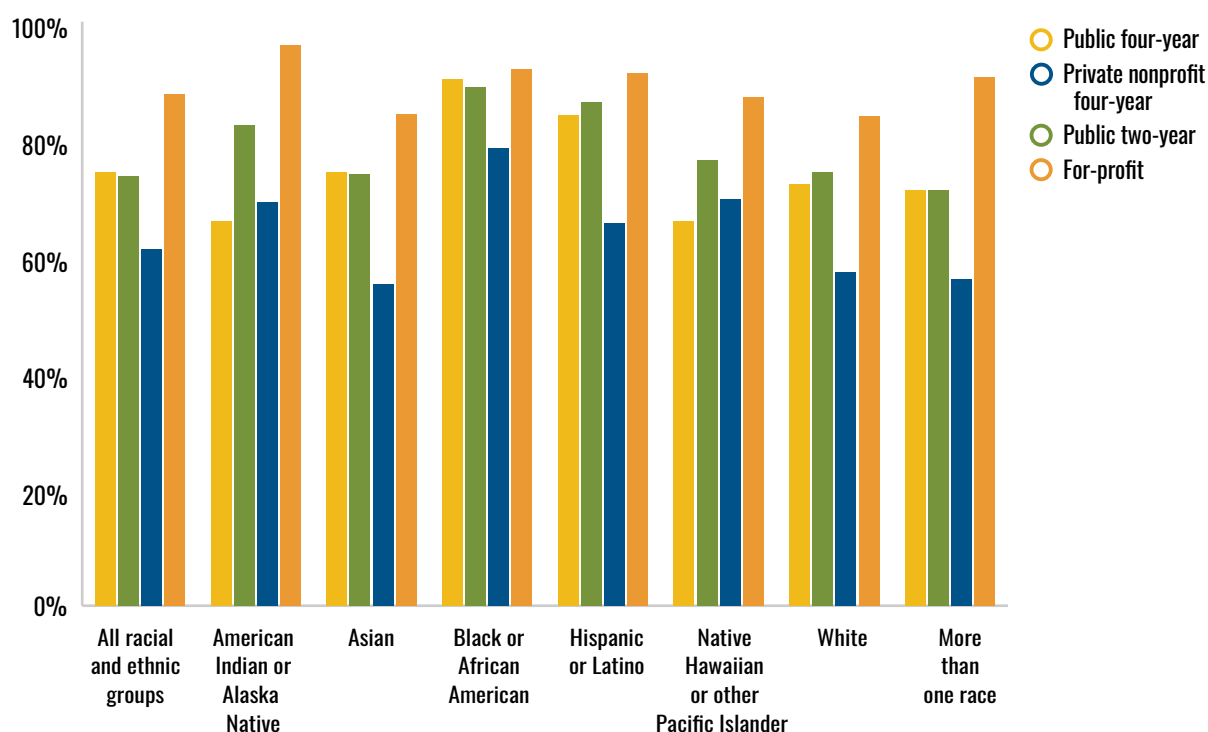
- ³ The National Postsecondary Student Aid Study's (NPSAS) dependent category comprises students "under 24 years of age who are unmarried, do not have dependents, are not veterans or on active military duty, are not orphans or wards of the court, are not homeless or at risk of homelessness, and have not been deemed independent by a financial aid officer" (Radwin et al. 2018).
- ⁴ Income quartiles for dependent students reflect the income of the student's parents or guardians. The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$30,100; 2) \$30,101 to \$68,500; 3) \$68,501 to \$129,800; and 4) more than \$129,800. Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. For independent students, the approximate income ranges for the quartiles are: 1) less than \$9,300; 2) \$9,301 to \$23,200; 3) \$23,201 to \$45,800; and 4) more than \$45,800 (NCES 2024).
- ⁵ Expected family contribution (EFC) is a measure used to determine eligibility for federal financial aid as well as how much aid a student can receive. The calculation to determine EFC considers family income, assets, benefits, family size, and how many family members will attend college that year (U.S. Department of Education, n.d.-a). As of 2024–25, this measure is referred to as the Student Aid Index.

- Among dependent students in the lowest income quartile, FAFSA completion rates ranged from 73.3 percent of American Indian or Alaska Native students to 94.6 percent of Black or African American students.
- In the highest income quartile, 78.1 percent of Black or African American dependent students applied for federal aid, compared with 46.1 percent of multiracial dependent students. Black or African American independent students also had the highest FAFSA completion rate in the highest income quartile (56.7 percent), while Asian students had the lowest (33.7 percent).
- Overall, dependent undergraduate students had higher FAFSA completion rates than independent undergraduate students across all income quartiles. In the lowest income quartile, 82.8 percent of dependent students filed the FAFSA, versus 75.8 percent of independent students. In the highest income quartile, 55.3 percent of dependent students filed the FAFSA, compared with 47 percent of independent students.

Institutional Sector

FAFSA submission rates also differed by institutional sector. Overall, FAFSA filing rates were highest among undergraduates at for-profit institutions (87.6 percent) and lowest among students at public two-year institutions (61.1 percent).

Figure 6.2: FAFSA Completion Rates, by Sector and Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding.

- Black or African American undergraduates applied for federal aid at higher rates than those of students from other groups across public four-year (74.3 percent), private nonprofit four-year (73.6 percent), and public two-year (61.1 percent) institutions. In contrast, American Indian or Alaska Native undergraduates had the highest FAFSA completion rate (96.0 percent) among all racial and ethnic groups at for-profit institutions.
- At public four-year institutions, American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students had the lowest FAFSA filing rates across groups (65.8 percent each). At both private nonprofit four-year and public two-year institutions, multiracial undergraduates had the lowest FAFSA completion rates (71.2 percent and 55.9 percent, respectively).

Financial Security and Dependency Status

The 2020 National Postsecondary Student Aid Study (NPSAS:20) defined financial security as “the student’s level of confidence in coming up with \$2,000, from any available source, within the next month” (NCES 2024). Surveyed students indicated whether they certainly could, probably could, probably could not, or certainly could not procure the \$2,000. The 2019–20 data revealed that the groups of students who indicated lower confidence in affording the \$2,000 also showed higher rates of FAFSA completion.

Table 6.2: FAFSA Completion Rates, by Financial Security, Dependency Status, and Race and Ethnicity: 2019–20

		Student's level of confidence in coming up with \$2,000, from any available source, within the next month.			
		Certainly could come up with the \$2,000	Probably could come up with the \$2,000	Probably could not come up with the \$2,000	Certainly could not come up with the \$2,000
Dependent Students	All dependent students	59.4%	72.5%	78.1%	82.0%
	American Indian or Alaska Native	59.3%	73.6%	80.6%	81.6%
	Asian	64.5%	71.3%	81.2%	82.2%
	Black or African American	81.1%	92.2%	92.0%	91.7%
	Hispanic or Latino	69.8%	78.2%	81.6%	84.0%
	Native Hawaiian or other Pacific Islander	70.4%	86.6%	55.6%	78.9%
	White	59.1%	72.3%	76.9%	81.4%
	More than one race	53.7%	66.0%	73.5%	83.5%
Independent Students	All independent students	47.1%	66.0%	75.1%	80.1%
	American Indian or Alaska Native	53.2%	72.9%	66.5%	90.1%
	Asian	42.7%	64.1%	65.7%	68.9%
	Black or African American	65.7%	76.9%	83.8%	87.9%
	Hispanic or Latino	50.7%	70.1%	74.8%	77.1%
	Native Hawaiian or other Pacific Islander	50.6%	77.8%	75.9%	83.8%
	White	45.1%	63.9%	76.8%	80.9%
	More than one race	46.4%	64.8%	72.1%	79.9%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

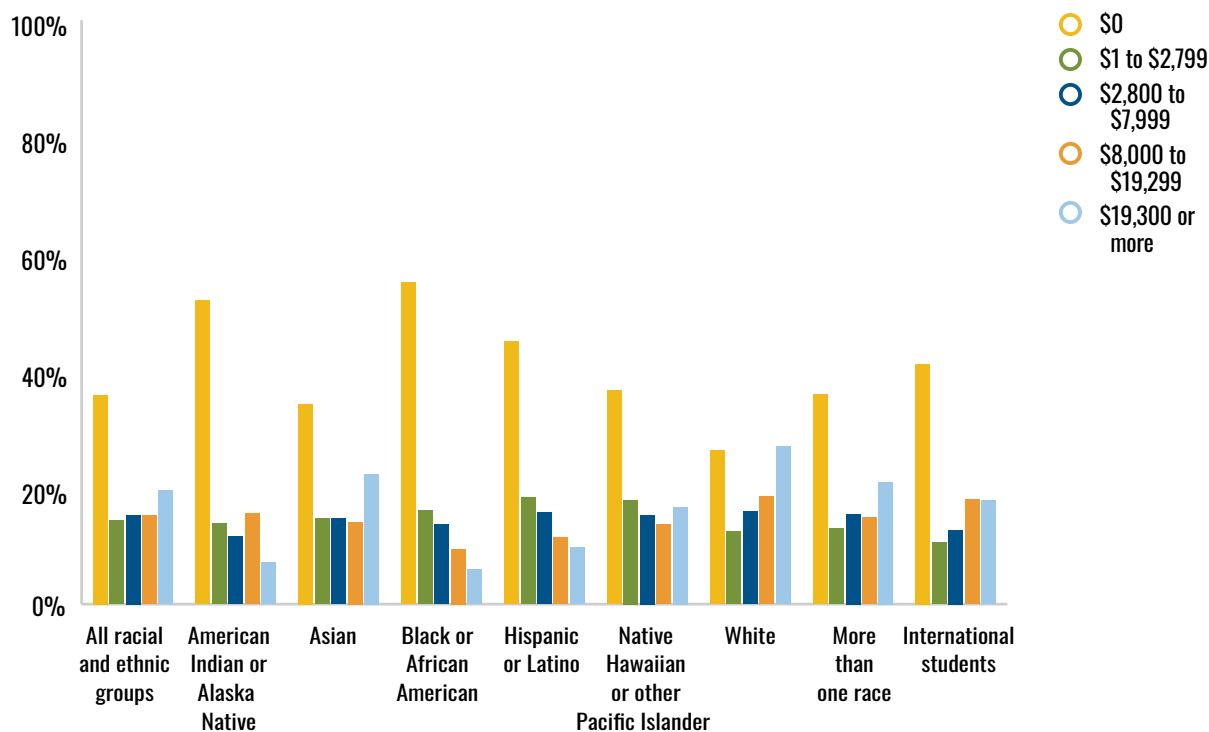
Note: Detail may not sum to totals because of rounding.

- Over 90 percent of American Indian or Alaska Native independent students responded that they certainly could not obtain \$2,000 in the next month—the highest of any independent racial or ethnic group.
- FAFSA completion rates were highest among both the dependent and independent students who were the least financially secure (82.0 and 80.1 percent, respectively). FAFSA completion rates were the lowest among dependent and independent undergraduates who indicated that they certainly could get \$2,000 (59.4 percent and 47.1 percent, respectively).
- Among the most financially secure dependent students, FAFSA completion rates ranged from 53.7 percent of multiracial to 81.1 percent of Black or African American undergraduates. In contrast, among independent students who indicated that they certainly could garner \$2,000, FAFSA completion rates ranged from 42.7 percent of Asian students to 65.7 percent of Black or African American students.
- Across all levels of students’ financial security, FAFSA completion rates for dependent Black or African American students were higher than for those of other racial and ethnic groups. The same was true for Black or African American independent undergraduates.
- Less than half of the most financially secure Asian, White, and multiracial independent students completed the FAFSA form (42.7, 45.1, and 46.4 percent, respectively). Half of Native Hawaiian or other Pacific Islander and Hispanic or Latino independent students in the most financially secure group completed the FAFSA form (50.6 and 50.7 percent, respectively).

Expected Family Contribution

Students whose resources were deemed insufficient to make any financial contribution to their college education had a \$0 expected family contribution (EFC). For dependent students, this was determined by combining a student's resources with those of their parents or guardians; for married independent students, it was calculated by combining a student's resources with those of their spouse.

Figure 6.3: Expected Family Contribution, by Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Expected family contribution estimated by NCES for non-FAFSA filers. | Detail may not sum to totals because of rounding.

- In 2019–20, 35.8 percent of undergraduate students had an EFC of \$0, with shares ranging from 26.3 percent of White students and 34.3 percent of Asian students to 55.1 percent of Black or African American students.
- Among students with a positive EFC, 19.5 percent had an EFC of \$19,300 or more. The shares of students with this level of EFC ranged from 5.9 percent of Black or African American students and 7.2 percent of American Indian or Alaska Native students to 27.0 percent of White students.

GRANT AID

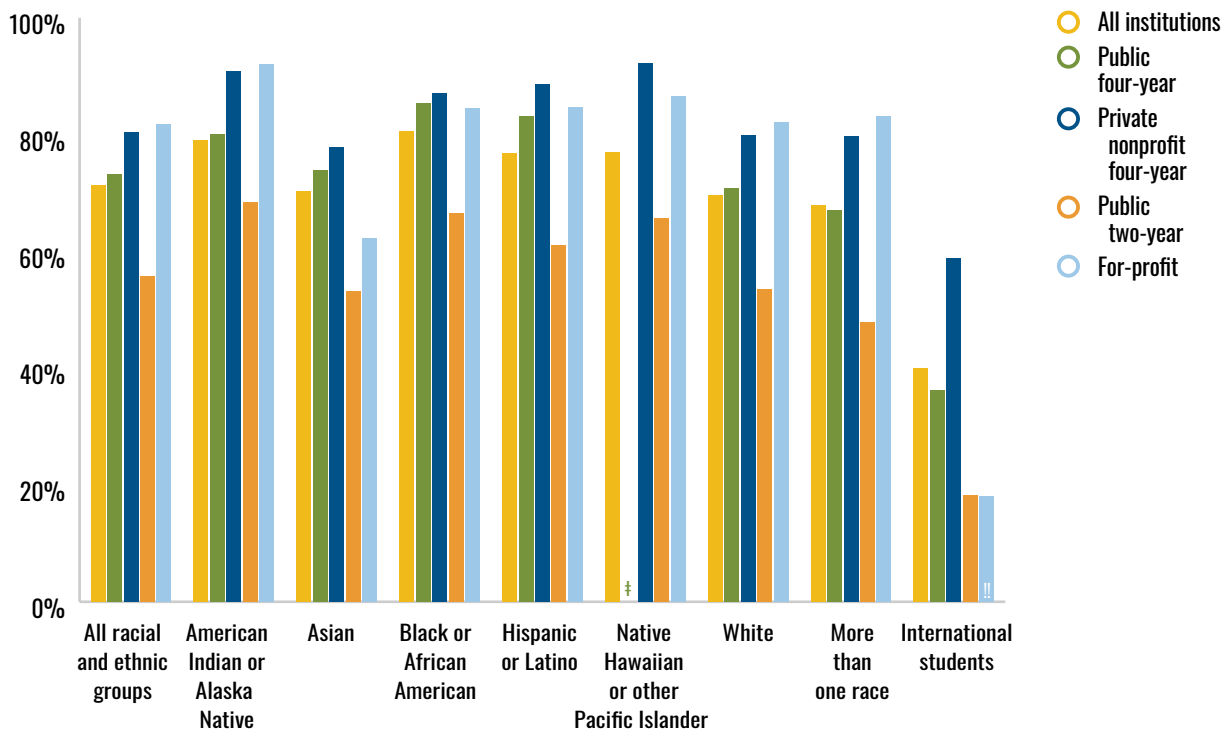
Grant aid is awarded by the federal and state governments, colleges and universities, employers, and other private entities—and it is the form of financial aid that best relieves the financial pressure of paying for college.⁶ Unlike loans, grants do not have to be repaid; unlike work-study, grants do not require work in exchange for funding; and unlike tax credits, grants are available when bills must be paid.

Institutional grant aid varies depending on the resources and policies of the colleges and universities. Some of this grant aid depends on academic achievement, but many institutions allocate grant aid primarily based on students' financial need.

Institutional Sectors

In 2019–20, 71.3 percent of full-time students received grant aid. The largest share of students who received grant aid attended for-profit institutions (81.7 percent), followed by private nonprofit four-year (80.5 percent), public four-year (73.3 percent), and public two-year (55.7 percent) institutions.

Figure 6.4: Share of Full-Time Students Who Received Grant Aid, by Sector and Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | † Reporting standards not met.

- The proportion of students who received grant aid ranged from 39.9 percent of international students and 67.9 percent of multiracial students to 79.1 percent of American Indian or Alaska Native students and 80.6 percent of Black or African American students.
- While international students who received grant aid had the lowest share across all groups, 58.8 percent of international students enrolled at private nonprofit four-year institutions did receive some grant aid in 2019–20.

6 According to Cameron et al. (2023), employer aid consisted of grants to students from their employers or their parents' or guardians' employers, including employer-paid tuition reimbursements. It included tuition waivers from postsecondary institutions for faculty or staff and their dependents, but it did not include tuition waivers for graduate students holding assistantships. Percentage estimates indicated students who received any aid amount. Average award amounts included only students who received aid.

- Within sectors, American Indian or Alaska Native and Black or African American full-time students consistently had the largest shares of students who received aid across all racial and ethnic groups. Across sectors, White and Asian students had the lowest shares of students who received grant aid.

Carnegie Classification

The proportion of full-time students who received grant aid was highest at bachelor's institutions (80.6 percent) and lowest at associate institutions (55.7 percent). Over three-quarters of students at special focus institutions, Tribal Colleges and Universities, and master's institutions received grant aid (78.3 percent, 78.3 percent, and 77.9 percent, respectively).

Table 6.3: Share of Full-Time Students Who Received Grant Aid, by Carnegie Classification and Race and Ethnicity: 2019–20

	All Institutions	R1 Doctoral Institutions	Other Doctoral Institutions	Master's Institutions	Bachelor's Institutions	Associate Institutions	Special Focus Institutions	Tribal Colleges and Universities
All racial and ethnic groups	71.3%	68.3%	80.3%	77.9%	80.6%	55.7%	78.3%	78.3%
American Indian or Alaska Native	79.1%	‡	‡	91.3%	78.9%	73.4%	91.7%	78.6%
Asian	70.3%	72.1%	79.9%	76.9%	80.8%	52.6%	58.3%	‡
Black or African American	80.6%	83.2%	82.4%	85.1%	87.2%	68.0%	88.9%	‡
Hispanic or Latino	76.9%	81.1%	85.7%	86.1%	83.9%	61.2%	83.5%	‡
Native Hawaiian or other Pacific Islander	77.0%	‡	‡	75.8%	‡	70.8%	79.9%	‡
White	69.6%	67.5%	78.8%	75.0%	78.9%	53.2%	79.5%	‡
More than one race	67.9%	62.9%	83.3%	75.4%	82.8%	48.1%	71.0%	‡
International students	39.9%	32.5%	58.2%	50.3%	63.5%	17.8%	51.0%	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized based on the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ‡ Reporting standards not met.

- Bachelor's institutions and other doctoral institutions had larger shares of students who received grant aid than those of other types of institutions (80.6 percent and 80.3 percent, respectively).
- Among all racial and ethnic groups, the smallest shares of students who received grant aid were at associate institutions. Within those institutions, multiracial (48.1 percent) and international (17.8 percent) students had smaller shares of students who received grant aid than their racial and ethnic counterparts who attended other types of institutions.
- About four in five Black or African American full-time students received grant aid, ranging from 68.0 percent of those at associate institutions to 88.9 percent of those at special focus institutions.

Types of Grant Aid

Over 70 percent (71.3 percent) of full-time undergraduate students received grant aid in 2019–20. About half (49.7 percent) of that aid came from the colleges and universities at which students were enrolled (i.e., institutional grant aid), 22.6 percent came from nonmilitary federal government aid and 11.5 percent from state governments.⁷ Other sources of grant aid were private (7.8 percent), programs for veterans and members of the military (6.1 percent), and employers (2.2 percent). Sources of aid varied across racial and ethnic groups, primarily because of differences in financial circumstances and in the institutions at which they were enrolled.

⁷ State government grants included state-funded grants, scholarships, and fellowships received by a student at all institutions attended during the 2019–20 academic year. These state-funded grants comprised the federal matching funds to states through the Leveraging Educational Assistance Partnership Program as well as need- and merit-based grant programs. Also included in this variable were state grants for California public institutions that were funded by state dollars but allocated by the institutions (e.g., Community College Board of Governors Grants, California State University Grants, and Educational Opportunity Program grants) (Cameron et al. 2023).

- In 2019–20, Black or African American (36.5 percent), Hispanic or Latino (32.6 percent), and Native Hawaiian or other Pacific Islander (33.2 percent) students received over 30 percent of their grant aid from nonmilitary federal government grants. White students received 17.7 percent of their grant aid from this source.
- The shares of total grant aid students received from their institutions ranged from 34.2 percent for American Indian or Alaska Native students to 82.0 percent of international students. Following international students, Asian, and White students received the largest shares of their grant aid from their institutions (57.1 and 54.5 percent, respectively).
- American Indian or Alaska Native and international students were the only racial or ethnic group to receive more than 10 percent of their aid from private sources (17.5 and 14.5 percent, respectively).
- Hispanic or Latino students received 16.8 percent of their grant aid from state governments in 2019–20—a larger share than that of any other group.

Table 6.4: Grant Aid per Full-Time Undergraduate Student Recipient, by Source and Race and Ethnicity: 2019–20

		Total Grants	Federal	Veterans/ Department of Defense	State	Institutional	Employer	Private
Average Grant Aid per Recipient	All racial and ethnic groups	\$12,167	\$4,685	\$19,186	\$4,067	\$11,723	\$4,868	\$4,699
	American Indian or Alaska Native	\$11,174	\$4,724	‡	\$3,937	\$10,926	‡	\$5,897
	Asian	\$16,287	\$5,323	\$25,879	\$5,470	\$14,937	\$6,145	\$5,032
	Black or African American	\$10,506	\$4,761	\$14,826	\$3,841	\$10,064	\$4,559	\$4,557
	Hispanic or Latino	\$11,155	\$4,881	\$20,328	\$4,343	\$10,122	\$3,882	\$4,870
	Native Hawaiian or other Pacific Islander	\$8,684	\$4,081	‡	\$3,415	\$9,439	‡	\$3,816 !
	White	\$12,010	\$4,426	\$19,139	\$3,739	\$11,372	\$4,786	\$4,169
	More than one race	\$13,056	\$4,660	\$23,643	\$4,009	\$12,683	\$6,028	\$5,419
	International students	\$20,796	‡	‡	‡	\$20,169	\$9,000	\$12,960
Share Who Received Grants	All racial and ethnic groups	71.3%	41.8%	2.8%	24.6%	36.8%	4.0%	14.4%
	American Indian or Alaska Native	79.1%	53.2%	8.0% !	19.2%	27.7%	5.0% !	26.2%
	Asian	70.3%	38.9%	1.6%	27.9%	43.7%	4.6%	12.3%
	Black or African American	80.6%	65.0%	3.0%	25.8%	31.3%	5.3%	12.0%
	Hispanic or Latino	76.9%	57.2%	2.2%	33.2%	31.6%	3.7%	11.2%
	Native Hawaiian or other Pacific Islander	77.0%	54.5%	2.5% !!	31.2%	20.9%	6.1% !!	14.2% !
	White	69.6%	33.4%	3.1%	23.0%	40.0%	4.0%	16.5%
	More than one race	67.9%	41.5%	3.4%	20.1%	34.2%	3.0%	14.9%
	International students	39.9%	0.2% !!	‡	1.4%	33.8%	2.2%	9.3%
Distribution of Grant Aid across Sources	All racial and ethnic groups	100%	22.6%	6.1%	11.5%	49.7%	2.2%	7.8%
	American Indian or Alaska Native	100%	28.4%	‡	8.5%	34.2%	‡	17.5%
	Asian	100%	18.1%	3.6%	13.3%	57.1%	2.5%	5.4%
	Black or African American	100%	36.5%	5.2%	11.7%	37.2%	2.8%	6.5%
	Hispanic or Latino	100%	32.6%	5.3%	16.8%	37.3%	1.7%	6.3%
	Native Hawaiian or other Pacific Islander	100%	33.2%	‡	15.9%	29.5%	‡	8.1%
	White	100%	17.7%	7.1%	10.3%	54.5%	2.3%	8.2%
	More than one race	100%	21.8%	9.0%	9.1%	48.9%	2.0%	9.1%
	International students	100%	‡	‡	‡	82.0%	2.4%	14.5%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Average grant aid per student is the share of students who received aid multiplied by the average amount awarded. In 2019–20, only 2.8 percent of full-time undergraduates received veterans and military aid and 4.0 percent received employer assistance. While the proportion of students who received veterans and military grant aid was relatively small, the average grant aid per recipient was \$19,186. In contrast, 41.8 percent of students received federal grant aid (with an average of \$4,685 per recipient) and 36.8 percent of students received institutional aid (with an average of \$11,723 per recipient).

- In 2019–20, average grant aid per recipient ranged from \$8,684 for Native Hawaiian or other Pacific Islander and \$10,506 for Black or African American students to \$16,287 for Asian and \$20,796 for international students.
- Asian students received the largest amounts on average of veterans and military aid (\$25,878), state (\$5,470), and federal (\$5,323) grant aid per recipient, relative to that of other racial and ethnic groups.
- International students received the largest average institutional (\$20,168), employer (\$8,999), and private (\$12,690) grant aid per recipient.

Dependent Students

Many of the differences in grant aid by race and ethnicity were associated with differences in income and dependency status. Among all income quartiles, full-time dependent students received the majority (58.5 percent) of their grant aid from institutions and independent students received the largest share (42.2 percent) of their grant aid from nonmilitary federal grants.

Table 6.5: Share of Grant Aid for Full-Time Dependent Undergraduate Students Across Sources, by Income and Race and Ethnicity: 2019–20

		Federal Grants (Excludes Veterans and Department of Defense)	Federal Veterans Benefits and Department of Defense	State Grants	Institutional Grants	Employer Aid	Private Source Grants	Total
All Income Quartiles	All racial and ethnic groups	17.6%	1.5%	12.3%	58.5%	1.8%	8.3%	100%
	American Indian or Alaska Native	20.0%	‡	5.9%	53.5%	‡	15.3%	100%
	Asian	16.0%	‡	13.8%	61.2%	2.2%	5.6%	100%
	Black or African American	29.7%	‡	13.2%	46.7%	2.3%	7.0%	100%
	Hispanic or Latino	29.1%	1.4%	18.3%	43.4%	1.3%	6.6%	100%
	Native Hawaiian or other Pacific Islander	17.5%	‡	‡	45.6%	‡	‡	100%
	White	12.4%	1.9%	10.8%	64.2%	1.7%	9.0%	100%
	More than one race	16.8%	‡	9.9%	59.9%	1.8%	9.9%	100%
	International students	‡	‡	‡	83.6%	2.2%	13.8%	100%
Income Quartile 1	All racial and ethnic groups	36.4%	0.5%	15.6%	40.1%	1.1%	6.3%	100%
	American Indian or Alaska Native	43.0%	‡	‡	‡	‡	‡	100%
	Asian	27.5%	‡	19.1%	48.6%	‡	4.3%	100%
	Black or African American	42.1%	‡	14.8%	34.1%	2.3%	6.5%	100%
	Hispanic or Latino	44.0%	‡	19.7%	31.5%	0.8%	3.8%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	37.0%	‡	14.7%	39.4%	0.9%	6.9%	100%
	More than one race	31.7%	‡	11.6%	49.4%	‡	6.2%	100%
	International students	‡	‡	‡	78.5%	‡	20.5%	100%

		Federal Grants (Excludes Veterans and Department of Defense)	Federal Veterans Benefits and Department of Defense	State Grants	Institutional Grants	Employer Aid	Private Source Grants	Total
Income Quartile 2	All racial and ethnic groups	23.0%	1.4%	14.7%	52.2%	1.6%	7.2%	100%
	American Indian or Alaska Native	10.7%	‡	‡	‡	‡	‡	100%
	Asian	21.9%	‡	16.9%	53.9%	‡	3.7%	100%
	Black or African American	28.9%	‡	12.9%	48.3%	1.9%	6.6%	100%
	Hispanic or Latino	28.3%	‡	19.7%	42.6%	1.7%	6.4%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	20.9%	‡	13.8%	54.3%	1.6%	7.9%	100%
	More than one race	23.0%	‡	12.5%	50.7%	‡	12.3%	100%
	International students	‡	‡	‡	90.7%	‡	5.8%	100%
Income Quartile 3	All racial and ethnic groups	2.2%	2.3%	10.7%	73.9%	1.6%	9.3%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	0.8%	‡	9.0%	81.9%	‡	6.3%	100%
	Black or African American	4.8%	‡	12.5%	69.3%	‡	9.1%	100%
	Hispanic or Latino	4.0%	‡	17.8%	64.0%	1.8%	9.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	2.0%	2.6%	10.3%	74.0%	1.3%	9.8%	100%
	More than one race	‡	‡	10.2%	74.6%	‡	9.0%	100%
	International students	‡	‡	‡	91.9%	‡	‡	100%
Income Quartile 4	All racial and ethnic groups	0.2%	2.4%	6.0%	76.5%	3.3%	11.6%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	3.7%	75.6%	6.8%	10.5%	100%
	Black or African American	‡	‡	6.7%	78.0%	‡	8.8%	100%
	Hispanic or Latino	‡	‡	7.6%	70.6%	‡	16.0%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	0.2%	2.2%	6.4%	78.0%	2.7%	10.5%	100%
	More than one race	‡	‡	4.3%	73.6%	‡	13.4%	100%
	International students	‡	‡	‡	70.5%	‡	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for dependent students reflect the income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$30,100; 2) \$30,101 to \$68,500; 3) \$68,501 to 129,800; and 4) more than \$129,800. | Note, these quartiles were created including students and parents or guardians who had zero income (CINCOME=0). | The reported frequencies in this table are the number of students who received the type of aid. Students can receive more than one type of aid. | The percentages reported are the distribution of grant aid based on this calculation: [(average aid amount)*(students who received aid)] / [(average grant amount in total)*(total number of students who received grants)]. | Detail may not sum to totals because of rounding. | ‡ Reporting standards not met.

- Overall, White dependent students received the lowest share of their grant aid from nonmilitary federal grants (12.4 percent) and the highest share from institutional grants (64.2 percent), compared with shares of other groups.
- The shares of Black or African American and Hispanic or Latino dependent students who received federal grant aid were higher than those of other groups (29.7 and 29.1 percent, respectively). The lowest shares of students who received institutional grant aid when compared with other groups were among Black or African American (46.7 percent), Native Hawaiian or other Pacific Islander (45.6 percent), and Hispanic or Latino (43.4 percent) students.
- Among dependent undergraduates from the lowest income quartile, the two largest sources of grant aid were institutional grants (40.1 percent) and federal grants (36.4 percent). In contrast, institutional aid (76.5 percent) was the primary source of grant aid among dependent undergraduates in the highest income quartile.

Independent Students

Compared with other income quartiles, independent students in the lowest income quartile received the largest share of institutional grants (19.6 percent). Students in the highest income quartile (13.1 percent) received the largest share of employer grant aid across income quartiles. Overall, the shares of grant aid independent students received from federal veterans benefits and employers increased as income levels rose. In contrast, the shares of grant aid independent students received from state grants were higher at lower income levels.

Table 6.6: Share of Grant Aid for Full-Time Independent Undergraduate Students Across Sources, by Income and Race and Ethnicity: 2019–20

		Federal Grants (Excludes Veterans and Department of Defense)	Federal Veterans Benefits and Department of Defense	State Grants	Institutional Grants	Employer Aid	Private Source Grants	Total
All Income Quartiles	All racial and ethnic groups	42.2%	24.1%	8.6%	15.4%	4.0%	5.7%	100%
	American Indian or Alaska Native	38.1%	‡	11.6%	12.0%	‡	19.9%	100%
	Asian	35.8%	0.243	9.3%	22.3%	4.7%	3.6%	100%
	Black or African American	53.4%	0.160	7.9%	13.6%	4.1%	5.1%	100%
	Hispanic or Latino	45.5%	19.6%	11.4%	15.1%	3.1%	5.3%	100%
	Native Hawaiian or other Pacific Islander	47.6%	‡	‡	‡	‡	‡	100%
	White	39.9%	28.7%	8.1%	13.8%	4.6%	4.8%	100%
	More than one race	38.8%	0.339	6.4%	11.8%	‡	6.4%	100%
	International students	‡	‡	‡	70.2%	‡	‡	100%
Income Quartile 1	All racial and ethnic groups	49.3%	12.7%	11.3%	19.6%	0.9%	6.2%	100%
	American Indian or Alaska Native	53.8%	‡	‡	‡	‡	‡	100%
	Asian	48.5%	‡	17.3%	19.9%	‡	‡	100%
	Black or African American	56.8%	‡	9.7%	16.2%	‡	6.9%	100%
	Hispanic or Latino	52.6%	‡	13.6%	14.7%	‡	5.2%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	49.9%	15.7%	11.1%	18.3%	0.6%	4.3%	100%
	More than one race	47.4%	‡	9.6%	16.4%	‡	‡	100%
	International students	‡	‡	‡	78.1%	‡	‡	100%
Income Quartile 2	All racial and ethnic groups	52.1%	19.7%	9.5%	12.9%	1.6%	4.3%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	40.4%	‡	‡	‡	‡	‡	100%
	Black or African American	63.6%	‡	9.7%	9.6%	‡	3.9%	100%
	Hispanic or Latino	53.1%	15.1%	13.3%	14.1%	‡	2.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	49.6%	24.6%	8.5%	11.0%	1.5%	4.8%	100%
	More than one race	52.0%	‡	7.9%	15.4%	‡	‡	100%
	International students	‡	‡	‡	‡	‡	‡	100%

		Federal Grants (Excludes Veterans and Department of Defense)	Federal Veterans Benefits and Department of Defense	State Grants	Institutional Grants	Employer Aid	Private Source Grants	Total
Income Quartile 3	All racial and ethnic groups	37.4%	32.0%	6.7%	13.1%	4.8%	6.0%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	26.1%	‡	‡	‡	‡	‡	100%
	Black or African American	54.1%	18.9%	5.6%	11.7%	7.5%	2.2%	100%
	Hispanic or Latino	37.0%	25.7%	8.8%	16.0%	3.9%	8.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	35.8%	35.1%	6.1%	12.1%	5.1%	5.7%	100%
	More than one race	30.0%	‡	‡	‡	‡	‡	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Income Quartile 4	All racial and ethnic groups	18.0%	44.8%	4.2%	13.2%	13.1%	6.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	‡	‡	‡	‡	100%
	Black or African American	20.3%	0.422	‡	17.0%	12.1%	‡	100%
	Hispanic or Latino	23.7%	37.6%	5.4%	16.6%	10.3%	‡	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	16.9%	46.9%	5.0%	12.3%	13.9%	4.9%	100%
	More than one race	‡	‡	‡	‡	‡	‡	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the quartiles are: 1) less than \$9,300; 2) \$9,301 to \$23,200; 3) \$23,201 to \$45,800; and 4) more than \$45,800. | The reported frequencies in this table are the number of students who received the type of aid. Students can receive more than one type of aid. | The percentages reported are the distribution of grant aid based on this calculation: [(average aid amount)*(students who received aid)] / [(average grant amount in total)*(total number of students who received grants)]. | Detail may not sum to totals because of rounding. | ‡ Reporting standards not met.

- Federal nonmilitary aid was the largest source of grant aid among independent students from all racial and ethnic groups, ranging from 35.8 percent for Asian students to 53.4 percent for Black or African American students.
- Overall, Black or African American independent students received most of their grant aid from nonmilitary federal grants (53.4 percent). The next largest sources were federal veterans benefits and aid from the U.S. Department of Defense (16.0 percent) and institutional grants (13.6 percent).
- Among independent students in the second highest income quartile, Black or African American, Hispanic or Latino, and White students received the largest portion of their grant aid from nonmilitary federal sources (54.1 percent, 37.0 percent, and 35.8 percent, respectively).
- Nonmilitary federal grants were the primary source of grant aid for all groups of undergraduates across income quartiles—except for the highest income quartile, in which military federal support was the primary source of grant aid.

ANNUAL BORROWING

The most common types of loans for undergraduate students are direct subsidized and unsubsidized loans from the federal government. Subsidized loans are available only to undergraduate students with documented financial need; the government pays the interest on these loans while students are enrolled in postsecondary education. Unsubsidized loans are available to all undergraduate and graduate students, regardless of financial need. However, interest accrues on unsubsidized loans while students are enrolled in college (U.S. Department of Education, n.d.-a).

Types of Loans

In 2019–20, about 36.3 percent of undergraduate students—including both full-time and part-time students—borrowed to help finance their undergraduate education. About 34.3 percent of students took subsidized and/or unsubsidized direct loans in 2019–20.

Table 6.7: Types of Loans: Undergraduate Students, by Race and Ethnicity: 2019–20

	Direct Subsidized Loans		Direct Unsubsidized Loans		Subsidized and Unsubsidized Combined		Perkins Loans		Private Loans		Direct PLUS Loans to Parents or Guardians		Total Loans (Excluding Parent PLUS Loans)		Total loans (Including Parent PLUS Loans)	
	% Borrowing (n=4,940,727)	Average Amount Borrowed per Borrower	% Borrowing (n=4,939,126)	Average Amount Borrowed per Borrower	% Borrowing (n=5,872,062)	Average Amount Borrowed per Borrower	% Borrowing (n=521,468)	Average Amount Borrowed per Borrower	% Borrowing (n=1,018,388)	Average Amount Borrowed per Borrower	% Borrowing (n=748,978)	Average Amount Borrowed per Borrower	% Borrowing (n=6,169,184)	Average Amount Borrowed per Borrower	% Borrowing (n=6,200,628)	Average Amount Borrowed per Borrower
All racial and ethnic groups	28.9%	\$3,790	28.9%	\$3,975	34.3%	\$6,532	3.0%	\$2,884	6.0%	\$10,028	4.4%	\$16,273	36.1%	\$7,948	36.3%	\$9,873
American Indian or Alaska Native	21.3%	\$3,416	22.5%	\$4,480	26.0%	\$6,674	1.2% !	‡	4.3%	\$7,182 !	0.7% !!	‡	26.8%	\$7,620	27.0%	\$7,840
Asian	24.3%	\$4,146	22.0%	\$3,941	28.5%	\$6,571	3.9%	\$2,868	5.3%	\$13,559	4.3%	\$20,770	29.9%	\$8,756	30.2%	\$11,600
Black or African American	43.8%	\$3,645	42.1%	\$4,088	48.4%	\$6,855	4.2%	\$2,698	4.4%	\$7,230	6.2%	\$14,339	49.7%	\$7,373	49.9%	\$9,111
Hispanic or Latino	23.6%	\$3,741	20.8%	\$3,782	26.5%	\$6,282	1.7%	\$2,705	4.4%	\$9,088	3.0%	\$15,501	28.1%	\$7,448	28.2%	\$9,079
Native Hawaiian or other Pacific Islander	27.3%	\$3,423	30.1%	\$4,427	34.9%	\$6,484	‡	‡	3.9% !	‡	3.8% !	‡	36.6%	\$7,426	36.6%	\$8,453
White	29.3%	\$3,821	31.2%	\$4,009	36.6%	\$6,465	3.4%	\$2,944	7.3%	\$10,172	4.6%	\$16,204	38.6%	\$8,151	38.8%	\$10,058
More than one race	30.7%	\$3,858	30.5%	\$3,788	35.0%	\$6,687	3.2%	\$3,156	6.1%	\$10,594	5.4%	\$18,633	36.6%	\$8,198	36.9%	\$10,848

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The shares of students who borrowed under the Federal Direct Loan Program ranged from 26.0 percent of American Indian or Alaska Native students and 26.5 percent of Hispanic or Latino students to 48.4 percent of Black or African American students.
- Black or African American students borrowed at the highest rate across all loan types except for private loans, for which White students (7.3 percent) borrowed at a higher rate than those of other groups.
- The average total amount borrowed per recipient (excluding parent PLUS loans) ranged from \$7,373 among Black or African American students to \$8,756 among Asian students. However, the amount borrowed per student was highest among Black or African American students, averaging \$3,665.
- The largest shares of undergraduates who took out private loans were White undergraduates (7.3 percent), followed by Asian (5.3 percent), Black or African American (4.4 percent), and Hispanic or Latino (4.4 percent) students. However, Asian undergraduates borrowed the highest average amount (\$13,559), followed by that of multiracial students (\$10,594).
- In 2019–20, the parents or guardians of 4.4 percent of undergraduates took out parent PLUS loans.⁸ Parents or guardians of Black or African American undergraduates took out this type of loan at a higher rate (6.2 percent) than those of other racial or ethnic groups. The average annual amount borrowed through parent PLUS loans ranged from \$14,339 among Black or African American students to \$20,770 among Asian borrowers.
- A larger share of Black or African American students than that of any other group took out some type of loans (49.7 percent excluding parent PLUS loans and 49.9 percent including parent PLUS loans).

Borrowing, by Dependency Status

Within each racial and ethnic group except for American Indian or Alaska Native students, a larger share of dependent than of independent students took out student loans in 2019–20. The average amounts borrowed were higher for independent students (\$8,324) than for dependent students (\$7,690). However, including the amounts borrowed by the parents or guardians of dependent students ultimately made the total borrowing within each group higher for dependent students. Borrowing differences might be explained by the large share of independent students enrolled at public two-year institutions, at which borrowing rates are low.

Table 6.8: Total Annual Borrowing, by Dependency Status and Race and Ethnicity: 2019–20

	Dependent Students						Independent Students	
	PLUS		Total Loans (with PLUS)		Total Loans (without PLUS)		Total Loans	
	% Borrowing (n=748,978)	Average Amount Borrowed per Borrower	% Borrowing (n=3,692,745)	Average Amount Borrowed per Borrower	% Borrowing (n=3,661,301)	Average Amount Borrowed per Borrower	% Borrowing (n=2,507,883)	Average Amount Borrowed per Borrower
All racial and ethnic groups	7.7%	\$16,273	38.1%	\$10,925	37.8%	\$7,690	33.8%	\$8,324
American Indian or Alaska Native	1.8% !!	†	25.0%	\$8,584	24.4%	\$7,945	28.2%	\$7,457
Asian	6.4%	\$20,770	31.7%	\$11,854	31.3%	\$7,797	27.1%	\$10,999
Black or African American	13.9%	\$14,339	54.8%	\$10,417	54.3%	\$6,836	46.1%	\$7,877
Hispanic or Latino	5.3%	\$15,501	29.2%	\$9,414	29.0%	\$6,659	26.9%	\$8,590
Native Hawaiian or other Pacific Islander	9.6% !	†	37.5%	\$9,668	37.5%	\$7,139	36.0%	\$7,623
White	8.0%	\$16,204	41.8%	\$11,229	41.5%	\$8,194	34.5%	\$8,079
More than one race	9.6%	\$18,633	38.4%	\$12,120	37.9%	\$7,607	35.0%	\$9,030

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | † Reporting standards not met.

8 A parent PLUS loan, otherwise known as a Direct PLUS Loan, is available to parents or guardians for their undergraduate child's educational expenses and is usually accompanied by other forms of financial aid. The U.S. Department of Education determines eligibility using general federal student aid requirements and credit history (U.S. Department of Education, n.d.-b).

- Both dependent and independent Black or African American students borrowed at higher rates than other students in 2019–20 (54.8 and 46.1 percent, respectively).
- Including PLUS loans, dependent multiracial students borrowed the highest average amount (\$12,120) of all racial and ethnic groups, whereas White dependent students borrowed the highest average amount when excluding PLUS loans (\$8,194).
- PLUS loans averaged \$20,770 among the relatively small share of Asian students whose parents or guardians borrowed funds, compared with an overall average of \$16,273. The size of Asian students' parent PLUS loans had increased 28.2 percent since 2015–16 (from \$16,201 in 2015–16 to \$20,770 in 2019–20), whereas the average loan amount for all racial and ethnic groups only increased 16.7 percent (from \$14,027 in 2015–16 to \$16,373 in 2019–20).⁹
- Among independent students, Asian borrowers had the largest average loan size (\$10,999) but borrowed at one of the lowest rates (27.1 percent). Hispanic or Latino students borrowed at the lowest rate (26.9 percent). American Indian or Alaska Native students had smallest average loan size (\$7,457) and borrowed at a similarly low rate (28.2 percent), relative to those of other independent students across racial and ethnic groups.
- Asian and Hispanic or Latino dependent students borrowed at lower rates than those of other groups. Hispanic or Latino students had the lowest average loan amounts of any group (\$6,659).

Borrowing, by Income Level

The amounts students borrow for college depend on many factors, including their financial circumstances, the prices of the institutions in which they enroll, the grant aid they receive, and their attitudes toward debt.

Dependent Students

Among dependent students, the average amount borrowed increased with family income; students in the lowest income quartile borrowed \$6,384 and students in the highest income quartile borrowed \$9,321.

Table 6.9: Average Annual Borrowing per Borrower for Dependent Undergraduate Students, by Income and Race and Ethnicity: 2019–20

		Student Loans		Parent Loans		Total Loans	
		Number of Borrowers	Average Amount Borrowed per Borrower	Number of Borrowers	Average Amount Borrowed per Borrower	Number of Borrowers	Average Amount Borrowed per Borrower
Income Quartile 1	All racial and ethnic groups	825,094	\$6,384	212,619	\$21,303	831,040	\$8,315
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡
	Asian	53,685	\$6,226	12,952	\$34,881	54,053	\$9,087
	Black or African American	216,682	\$6,561	76,379	\$18,265	219,291	\$8,704
	Hispanic or Latino	195,479	\$5,746	36,802	\$22,458	196,197	\$7,390
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡
	White	266,459	\$6,676	64,110	\$21,042	267,536	\$8,292
	More than one race	81,500	\$6,040	21,539	\$22,002	82,675	\$8,751
	International students	‡	‡	‡	‡	‡	‡

⁹ Data from 2015–16 are from Espinosa et al. 2019.

		Student Loans		Parent Loans		Total Loans	
		Number of Borrowers	Average Amount Borrowed per Borrower	Number of Borrowers	Average Amount Borrowed per Borrower	Number of Borrowers	Average Amount Borrowed per Borrower
Income Quartile 2	All racial and ethnic groups	989,576	\$7,045	281,703	\$23,308	993,468	\$9,549
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡
	Asian	73,500	\$7,178	15,554	\$34,163	73,674	\$9,582
	Black or African American	176,946	\$6,867	66,153	\$22,146	177,906	\$10,002
	Hispanic or Latino	187,608	\$6,209	53,070	\$20,720	188,157	\$8,497
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡
	White	461,622	\$7,308	120,991	\$22,411	463,457	\$9,465
	More than one race	79,268	\$7,782	23,657	\$29,011	79,324	\$11,714
	International students	‡	‡	‡	‡	‡	‡
Income Quartile 3	All racial and ethnic groups	1,055,461	\$8,093	348,720	\$29,747	1,065,701	\$11,631
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡
	Asian	71,508	\$7,736	21,414	\$40,133	73,347	\$11,761
	Black or African American	91,426	\$6,948	44,057	\$33,859	92,220	\$13,111
	Hispanic or Latino	127,247	\$7,267	42,110	\$25,135	128,161	\$10,600
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡
	White	681,902	\$8,424	210,615	\$28,114	686,422	\$11,467
	More than one race	73,847	\$7,986	27,945	\$34,856	76,020	\$12,779
	International students	‡	‡	‡	‡	‡	‡
Income Quartile 4	All racial and ethnic groups	791,170	\$9,321	270,654	\$41,841	802,536	\$14,394
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡
	Asian	51,135	\$10,419	18,950	\$51,303	52,335	\$18,038
	Black or African American	40,447	\$7,915	19,578	\$41,236	41,141	\$15,308
	Hispanic or Latino	72,957	\$9,202	27,108	\$47,863	75,069	\$14,976
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡
	White	558,593	\$9,370	176,538	\$39,764	564,833	\$13,778
	More than one race	56,522	\$9,124	24,788	\$43,018	57,642	\$16,639
	International students	‡	‡	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for dependent students reflect the income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$30,100; 2) \$30,101 to \$68,500; 3) \$68,501 to \$129,800; and 4) more than \$129,800. | Note, these quartiles were created including students and parents or guardians who had zero income (CINCOME=0). | Detail may not sum to totals because of rounding. | ‡ Reporting standards not met.

- Asian students had the highest total average of combined student and parent loans in the lowest and highest income quartiles (\$9,087 and \$18,038), but average loans were largest for multiracial students in the second income quartile (\$11,714) and for Black or African American students in the third income quartile (\$13,111).
- Among dependent students, the average student loan per borrower, the average parent loan, and the average total amount borrowed all increased with income. The total average amount borrowed ranged from \$8,315 for the lowest income quartile to \$14,394 for the highest income quartile.
- Patterns among racial and ethnic groups varied across income groups. Asian parents or guardians had the highest average loan amounts in all income groups. However, average student loans were highest for White students in the first (\$6,676) and third (\$8,424) income quartiles, multiracial students had the largest average loan (\$7,782) in the second income quartile, and Asian students had the highest average loan (\$10,419) amount in the highest income quartile.

Independent Students

Among independent students, the average amount borrowed increased with household income but the range was narrow, from \$8,137 for students in the lowest income quartile to \$8,538 in the highest income quartile.

Table 6.10: Average Annual Amount per Borrower for Independent Undergraduate Students, by Income and Race and Ethnicity: 2019–20

		Student Loans	
		Number of Borrowers	Average Amount Borrowed per Borrower
Income Quartile 1	All racial and ethnic groups	693,489	\$8,137
	American Indian or Alaska Native	13,649	\$5,726
	Asian	34,693	\$11,292
	Black or African American	173,518	\$7,318
	Hispanic or Latino	114,764	\$7,878
	Native Hawaiian or other Pacific Islander	†	†
	White	282,068	\$8,300
	More than one race	65,003	\$8,613
	International students	†	†
Income Quartile 2	All racial and ethnic groups	735,767	\$8,217
	American Indian or Alaska Native	†	†
	Asian	31,015	\$10,152
	Black or African American	180,497	\$7,965
	Hispanic or Latino	123,144	\$8,188
	Native Hawaiian or other Pacific Islander	†	†
	White	323,164	\$8,211
	More than one race	69,947	\$8,003
	International students	†	†
Income Quartile 3	All racial and ethnic groups	630,959	\$8,502
	American Indian or Alaska Native	7,580	\$9,409
	Asian	23,742	\$11,755
	Black or African American	144,790	\$8,129
	Hispanic or Latino	96,004	\$9,295
	Native Hawaiian or other Pacific Islander	†	†
	White	310,576	\$7,851
	More than one race	43,263	\$10,530
	International students	†	†
Income Quartile 4	All racial and ethnic groups	447,668	\$8,538
	American Indian or Alaska Native	†	†
	Asian	17,443	\$10,893
	Black or African American	62,302	\$8,591
	Hispanic or Latino	68,754	\$9,516
	Native Hawaiian or other Pacific Islander	10,163	\$7,868
	White	255,931	\$7,942
	More than one race	28,688	\$10,213
	International students	†	†

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the quartiles are: 1) less than \$9,300; 2) \$9,301 to \$23,200; 3) \$23,201 to \$45,800; and 4) more than \$45,800. | Detail may not sum to totals because of rounding. | † Reporting standards not met.

- Asian independent students borrowed the largest average amount across all income quartiles. Among Asian borrowers, these averages ranged from \$10,152 in the second income quartile to \$11,755 in the third income quartile.
- In contrast, the group with the lowest average borrowed amount varied by income quartile: in the lowest income quartile, American Indian or Alaska Native students had the lowest borrowing amount (\$5,726); in the second income quartile, Black or African American students (\$7,965); in the third income quartile, White students (\$7,851); and in the highest income quartile, Native Hawaiian or other Pacific Islander (\$7,868).

Borrowing Across Loan Amounts

Overall, most undergraduate borrowers borrowed less than \$10,000. Under the federal student loan program, most dependent undergraduates can borrow a maximum of \$5,500 to \$7,500 per year. Independent students and dependent students whose parents or guardians do not qualify for parent PLUS loans can borrow a maximum amount between \$9,500 and \$12,500 per year. Only 0.6 percent of undergraduate students borrowed above \$40,000. The shares of borrowers taking out less than \$10,000 in loans ranged from 84.4 percent of Black or African American undergraduates to 98.0 percent of international undergraduates.

Dependency Status

A larger proportion of independent students (90.0 percent) than dependent students (87.2 percent) borrowed under \$10,000 in 2019–20.

Table 6.11: Distribution of Borrowers Across Loan Amounts, by Dependency Status and Race and Ethnicity: 2019–20

		\$0 to \$10,000	\$10,001 to \$20,000	\$20,001 to \$30,000	\$30,001 to \$40,000	Above \$40,000	Total
All Students	All racial and ethnic groups	88.4%	7.8%	2.4%	0.8%	0.6%	100.0%
	American Indian or Alaska Native	94.0%	5.0%	0.6% !	†	†	100.0%
	Asian	89.2%	6.1%	2.3%	1.2%	1.2%	100.0%
	Black or African American	84.4%	12.1%	2.4%	0.8%	0.3%	100.0%
	Hispanic or Latino	92.2%	5.4%	1.3%	0.5%	0.4%	100.0%
	Native Hawaiian or other Pacific Islander	91.2%	6.9%	1.7% !	0.1% !!	†	100.0%
	White	87.2%	8.4%	2.9%	0.9%	0.5%	100.0%
	More than one race	87.7%	7.5%	2.5%	1.3%	1.1%	100.0%
	International students	98.0%	1.1%	0.5% !	0.3% !	†	100.0%
Dependent Students	All racial and ethnic groups	87.2%	7.0%	3.5%	1.3%	0.9%	100.0%
	American Indian or Alaska Native	95.4%	2.5% !!	†	†	†	100.0%
	Asian	90.1%	4.3%	2.7%	1.6%	1.3%	100.0%
	Black or African American	81.3%	12.0%	4.3%	1.7%	0.7%	100.0%
	Hispanic or Latino	92.3%	4.5%	1.7%	0.8%	0.6%	100.0%
	Native Hawaiian or other Pacific Islander	89.5%	7.4% !	2.6% !!	0.2% !!	†	100.0%
	White	85.3%	7.9%	4.5%	1.4%	0.9%	100.0%
	More than one race	85.6%	7.2%	3.8%	1.9%	1.5%	100.0%
	International students	98.2%	1.1% !	0.5% !	0.3% !!	†	100.0%

		\$0 to \$10,000	\$10,001 to \$20,000	\$20,001 to \$30,000	\$30,001 to \$40,000	Above \$40,000	Total
Independent Students	All racial and ethnic groups	90.0%	8.9%	0.8%	0.2%	0.2%	100.0%
	American Indian or Alaska Native	93.2%	6.4%	‡	‡	‡	100.0%
	Asian	87.4%	9.7%	1.5% !	0.4% !	0.9% !!	100.0%
	Black or African American	86.8%	12.2%	0.8%	0.1% !	‡	100.0%
	Hispanic or Latino	92.1%	6.7%	0.8%	0.2%	0.2% !	100.0%
	Native Hawaiian or other Pacific Islander	92.3%	6.6%	1.1% !!	‡	‡	100.0%
	White	89.9%	9.2%	0.8%	0.1%	0.1% !	100.0%
	More than one race	90.4%	7.9%	0.7% !!	0.6% !!	0.5% !!	100.0%
	International students	97.7%	1.2% !!	0.7% !!	‡	‡	100.0%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- When comparing students who borrowed under \$10,000, the shares of independent borrowers were larger than that of dependent borrowers across racial and ethnic groups except for Native Hawaiian or other Pacific Islander, multiracial, and White students.
- The shares of students who borrowed more than \$20,000 in 2019–20 exceeded 5 percent among Asian (5.6 percent), Black or African American (6.7 percent), White (6.8 percent), and multiracial (7.1 percent) dependent students.

Institutional Sector

The majority of students borrowed less than \$10,000 across all sectors. The shares of students who borrowed less than \$10,000 ranged from 59.1 percent at private nonprofit four-year institutions to 90.7 percent at public two-year institutions.

Table 6.12: Distribution of Borrowers Across Loan Amounts, by Sector and Race and Ethnicity: 2019–20

		\$0 to \$10,000	\$10,001 to \$20,000	\$20,001 to \$30,000	\$30,001 to \$40,000	Above \$40,000	Total
Public Four-Year	All racial and ethnic groups	65.5%	23.6%	7.8%	2.1%	1.1%	100.0%
	American Indian or Alaska Native	85.2%	14.2% !	‡	‡	‡	100.0%
	Asian	72.0%	18.8%	6.4%	1.4% !	1.5% !	100.0%
	Black or African American	63.8%	28.3%	5.7%	1.8%	0.4% !!	100.0%
	Hispanic or Latino	73.7%	18.6%	5.0%	1.6%	1.1% !	100.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	100.0%
	White	63.5%	23.9%	9.4%	2.3%	0.9%	100.0%
	More than one race	58.5%	26.1%	8.5%	3.2%	3.6% !	100.0%
	International students	‡	‡	‡	‡	‡	100.0%
Private Nonprofit Four-Year	All racial and ethnic groups	59.1%	23.6%	9.2%	4.6%	3.5%	100.0%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	100.0%
	Asian	60.3%	15.9%	9.1%	6.4%	8.3%	100.0%
	Black or African American	53.6%	31.1%	9.3%	3.9%	2.1%	100.0%
	Hispanic or Latino	63.6%	21.9%	6.8%	4.2%	3.4%	100.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	100.0%
	White	58.7%	23.7%	10.0%	4.3%	3.3%	100.0%
	More than one race	59.6%	20.1%	8.6%	7.1%	4.6% !	100.0%
	International students	59.4%	20.4% !	8.8% !!	11.4% !	‡	100.0%

		\$0 to \$10,000	\$10,001 to \$20,000	\$20,001 to \$30,000	\$30,001 to \$40,000	Above \$40,000	Total
Public Two-Year	All racial and ethnic groups	90.7%	8.9%	0.4%	0.03% !	0.01% !!	100.0%
	American Indian or Alaska Native	93.8%	6.2% !!	‡	‡	‡	100.0%
	Asian	91.9%	7.1% !	‡	0.2% !!	‡	100.0%
	Black or African American	91.6%	8.2%	0.1% !	‡	‡	100.0%
	Hispanic or Latino	89.8%	9.6%	0.6% !	‡	0.02% !!	100.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	100.0%
	White	90.1%	9.5%	0.4% !	0.1% !!	0.00% !!	100.0%
	More than one race	93.8%	5.6%	0.6% !!	‡	‡	100.0%
	International students	‡	‡	‡	‡	‡	100.0%
For-Profit	All racial and ethnic groups	67.0%	25.6%	4.5%	1.7% !	1.1%	100.0%
	American Indian or Alaska Native	66.8%	26.1% !	‡	‡	‡	100.0%
	Asian	37.8% !	34.6%	12.2%	9.6% !	5.7% !!	100.0%
	Black or African American	72.4%	24.2%	2.7%	0.5% !!	0.2% !!	100.0%
	Hispanic or Latino	68.4%	24.4%	4.4%	1.3% !	1.4% !	100.0%
	Native Hawaiian or other Pacific Islander	67.8%	25.0% !	6.9% !	‡	‡	100.0%
	White	67.0%	27.4%	3.9%	1.0% !	0.6% !	100.0%
	More than one race	70.6%	20.3%	5.5% !	2.0% !!	1.6% !	100.0%
	International students	‡	‡	‡	‡	‡	100.0%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- A larger proportion of undergraduates who took out loans greater than \$20,000 did so at private nonprofit four-year institutions (17.3 percent) than those who did so at public four-year (11.0 percent), public two-year (0.4 percent), and for-profit (7.4 percent) institutions.
- At public and private nonprofit four-year institutions, Asian, White, and multiracial students were mostly likely to borrow more than \$20,000.
- About a quarter (27.6 percent) of Asian students at for-profit institutions borrowed more than \$20,000—a larger share than that of any other racial and ethnic group.

Carnegie Classification

Across Carnegie Classifications, most students borrowed less than \$10,000 to finance their education. Among those who took out loans under \$10,000, the shares of borrowers ranged from 71.4 percent at special focus institutions to 100 percent at Tribal Colleges and Universities.

Table 6.13: Distribution of Borrowers Across Loan Amounts, by Carnegie Classification and Race and Ethnicity: 2019–20

		\$0 to \$10,000	\$10,001 to \$20,000	\$20,001 to \$30,000	\$30,001 to \$40,000	Above \$40,000	Total
R1 Doctoral Institutions	All racial and ethnic groups	83.9%	9.0%	4.2%	1.5%	1.4%	100.0%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	100.0%
	Asian	88.4%	6.0%	3.1%	1.1% !	1.4%	100.0%
	Black or African American	74.6%	16.9%	5.1%	2.1%	1.3% !	100.0%
	Hispanic or Latino	85.5%	8.2%	3.4%	1.5% !	1.4% !	100.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	100.0%
	White	82.1%	9.7%	5.2%	1.8%	1.2%	100.0%
	More than one race	82.1%	9.9%	3.5%	1.6% !	2.9% !	100.0%
	International students	97.8%	1.2% !!	0.8% !!	‡	‡	100.0%
Other Doctoral Institutions	All racial and ethnic groups	79.4%	14.1%	4.0%	1.7%	0.9%	100.0%
	American Indian or Alaska Native	95.2%	4.0% !!	‡	‡	‡	100.0%
	Asian	85.1%	8.6%	1.8% !	2.2% !	2.3% !!	100.0%
	Black or African American	71.2%	20.5%	5.3%	2.3%	0.6% !	100.0%
	Hispanic or Latino	83.3%	11.8%	3.0%	1.4%	0.6% !	100.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	100.0%
	White	79.1%	14.1%	4.5%	1.3%	1.0%	100.0%
	More than one race	76.0%	15.9%	3.3% !	4.3% !	0.6% !	100.0%
	International students	96.4%	2.1% !!	‡	‡	‡	100.0%
Master's Institutions	All racial and ethnic groups	82.1%	12.7%	3.7%	1.1%	0.4%	100.0%
	American Indian or Alaska Native	91.9%	5.9% !	‡	‡	‡	100.0%
	Asian	88.9%	7.6%	2.2% !	0.9% !!	0.4% !!	100.0%
	Black or African American	76.9%	18.9%	3.0%	1.1%	0.03% !!	100.0%
	Hispanic or Latino	87.1%	9.8%	2.0%	0.6% !	0.4% !	100.0%
	Native Hawaiian or other Pacific Islander	87.7%	10.2% !!	‡	‡	‡	100.0%
	White	80.3%	13.4%	4.6%	1.4%	0.4%	100.0%
	More than one race	81.8%	11.0%	4.6%	1.9% !	0.7% !!	100.0%
	International students	98.5%	‡	1.1% !!	‡	‡	100.0%
Bachelor's Institutions	All racial and ethnic groups	84.6%	10.4%	3.4%	0.8%	0.8%	100.0%
	American Indian or Alaska Native	95.6%	3.9% !!	‡	‡	‡	100.0%
	Asian	83.5%	9.4% !	4.5% !	0.7% !!	1.9% !!	100.0%
	Black or African American	74.7%	19.2%	4.6%	0.7% !	0.9% !!	100.0%
	Hispanic or Latino	92.0%	6.2%	1.0%	0.4% !	0.3% !!	100.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	100.0%
	White	83.0%	10.7%	4.2%	1.1%	1.0%	100.0%
	More than one race	85.0%	9.4%	4.4%	0.5% !!	0.7% !!	100.0%
	International students	98.3%	1.3% !!	‡	‡	‡	100.0%

		\$0 to \$10,000	\$10,001 to \$20,000	\$20,001 to \$30,000	\$30,001 to \$40,000	Above \$40,000	Total
Associate Institutions	All racial and ethnic groups	98.7%	1.3%	0.04%	#	#	100.0%
	American Indian or Alaska Native	98.4%	1.6%	‡	‡	‡	100.0%
	Asian	99.6%	0.4%	‡	0.00%	‡	100.0%
	Black or African American	97.9%	2.0%	0.1%	‡	‡	100.0%
	Hispanic or Latino	99.2%	0.7%	0.1%	‡	#	100.0%
	Native Hawaiian or other Pacific Islander	98.5%	1.5%	‡	‡	‡	100.0%
	White	98.3%	1.6%	0.04%	#	#	100.0%
	More than one race	99.0%	1.0%	‡	‡	‡	100.0%
	International students	99.9%	‡	‡	‡	‡	100.0%
Special Focus Institutions	All racial and ethnic groups	71.4%	18.2%	5.1%	2.7%	2.5%	100.0%
	American Indian or Alaska Native	60.9%	33.4%	‡	‡	‡	100.0%
	Asian	52.2%	23.7%	10.0%	8.1%	6.0%	100.0%
	Black or African American	69.8%	24.3%	3.9%	1.0%	1.0%	100.0%
	Hispanic or Latino	74.2%	15.9%	4.6%	2.5%	2.8%	100.0%
	Native Hawaiian or other Pacific Islander	69.2%	22.6%	7.9%	‡	‡	100.0%
	White	74.0%	17.2%	4.8%	2.3%	1.7%	100.0%
	More than one race	73.2%	13.3%	5.7%	2.9%	4.9%	100.0%
	International students	91.6%	4.6%	3.3%	‡	‡	100.0%
Tribal Colleges and Universities	All racial and ethnic groups	100.0%	‡	‡	‡	‡	100.0%
	American Indian or Alaska Native	100.0%	‡	‡	‡	‡	100.0%
	Asian	‡	‡	‡	‡	‡	100.0%
	Black or African American	‡	‡	‡	‡	‡	100.0%
	Hispanic or Latino	‡	‡	‡	‡	‡	100.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	100.0%
	White	‡	‡	‡	‡	‡	100.0%
	More than one race	‡	‡	‡	‡	‡	100.0%
	International students	‡	‡	‡	‡	‡	100.0%

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized based on the 2018 Carnegie Basic Classification. | Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met. | # Rounds to zero.

- At all types of institutions except special focus institutions, Black or African American students were least likely to borrow \$10,000 or less. At R1 doctoral institutions, the shares who borrowed in this range spanned from 74.6 percent of Black or African American students to 88.4 percent of Asian students.
- In 2019–20, Asian students borrowed more than \$20,000 at bachelor's institutions (7.1 percent) and special focus institutions (about 24 percent). At R1 doctoral institutions, however, Black or African American students (8.5 percent) were most likely to borrow within this range; at other doctoral institutions and master's institutions, multiracial students were most likely to borrow within this range (8.1 and 7.2 percent, respectively).
- Almost all students (98.7 percent) at associate institutions took out loans under \$10,000, and the lowest share of those who did so was 97.9 percent of Black or African American students.

TOTAL CUMULATIVE AMOUNT BORROWED, BY DEGREE RECIPIENTS

The data presented here provide information on the average loan amount per borrower and per student. The average loan amount per borrower included only those students who took out loans to finance their education. The average amount borrowed per student included all students, regardless of whether they took out loans to finance their education.

Associate Degree Recipients

Among students who completed an associate degree in 2019–20, 35.8 percent borrowed an average of \$17,252 during their undergraduate years, with a median debt among borrowers of \$14,166 at graduation. The share of associate degree recipients who borrowed money to finance their education decreased 12.2 percentage points between 2015–16 and 2019–20, from 48.0 percent to 35.8 percent.¹⁰

Table 6.14: Total Borrowing: Associate Degree Recipients, by Race and Ethnicity: 2019–20

	% Who Borrowed (n=296,904)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Independent	% Completed at Public Two-Year Institution	% Completed at For-Profit Institution
All racial and ethnic groups	35.8%	\$17,252	\$14,166	51.6%	87.2%	7.6%
American Indian or Alaska Native	39.8% !	‡	‡	72.8%	79.7%	6.1% !!
Asian	24.7%	\$16,906	\$10,000	48.7%	93.2%	5.6% !
Black or African American	57.2%	\$21,750	\$19,000	62.8%	75.5%	16.3%
Hispanic or Latino	30.9%	\$15,189	\$11,000	49.2%	86.8%	9.7%
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡
White	37.2%	\$16,713	\$13,250	52.6%	90.0%	4.5%
More than one race	36.8%	\$16,681	\$15,000	46.0%	83.9%	10.7% !
International students	‡	‡	‡	33.4%	91.4%	1.0% !!

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Black or African American students borrowed at the highest rate (57.2 percent), median debt (\$19,000), and average debt per borrower (\$21,750) across all racial and ethnic groups.
- Factors contributing to the higher debt levels of Black or African American students included their high rate of attendance at for-profit institutions, a sector in which tuition prices and debt levels were much higher than at public two-year colleges. For-profit institutions awarded 7.6 percent of associate degrees, yet 16.3 percent of Black or African American and 10.7 percent of multiracial students graduated from this sector.
- In addition, a larger share of Black or African American associate degree recipients were independent students (62.8 percent), compared with 33.4 percent of international students, 46.0 percent of multiracial students, and 51.6 percent overall.

¹⁰ Data from 2015–16 are from Espinosa et al. 2019.

Institutional Sector

Students who earned their associate degrees at for-profit institutions borrowed at much higher rates and in considerably larger amounts than those who earned their associate degrees at public two-year colleges.

Table 6.15: Total Borrowing, Associate Degree Recipients, by Sector and Race and Ethnicity: 2019–20

		% Who Borrowed (n=296,904)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Public Two-Year	All racial and ethnic groups	29.4%	\$13,580	\$10,056
	American Indian or Alaska Native	‡	‡	‡
	Asian	20.6%	\$11,320	\$9,500
	Black or African American	46.3%	\$17,783	\$14,565
	Hispanic or Latino	23.7%	\$10,212	\$7,609
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	32.6%	\$14,206	\$10,500
	More than one race	27.5%	\$11,466	\$8,250 !!
	International students	‡	‡	‡
For-Profit	All racial and ethnic groups	88.0%	\$26,636	\$23,987
	American Indian or Alaska Native	‡	‡	‡
	Asian	82.1%	‡	‡
	Black or African American	96.4%	\$27,448	\$23,987
	Hispanic or Latino	85.0%	\$25,568	\$24,667
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	84.6%	\$25,846	\$23,444
	More than one race	92.3%	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Among 2019–20 associate degree graduates, 88.0 percent from the for-profit sector had education debt, with an average of \$26,635 debt per borrower and a median of \$23,987. In contrast, 29.4 percent of graduates at public two-year institutions had education debt, with an average of \$13,580 and a median of \$10,056.
- Black or African American students had the largest shares of borrowers at both public two-year (46.3 percent) and at for-profit (96.4 percent) institutions. They also accrued the highest average and median debt levels. Among associate degree recipients at public two-year colleges, borrowing rates ranged from 20.6 percent for Asian students to 46.3 percent for Black or African American students. The average total debt ranged from \$10,212 for Hispanic or Latino students to \$17,783 for Black or African American students.

Carnegie Classification

Overall, associate degree recipients at special focus institutions borrowed at a higher rate (88.3 percent) than that of those at other doctoral (68.9 percent), master's (51.9 percent), bachelor's (42.6 percent), and associate (30.2 percent) institutions. As discussed in chapter 4, the majority of associate degrees (81.2 percent) were awarded at associate institutions.¹¹ The average total debt per borrower was highest among students at special focus institutions (\$28,275), followed by students at other doctoral (\$27,664), master's (\$27,038), bachelor's (\$18,867), and associate institutions (\$13,679).

Table 6.16: Total Borrowing: Associate Degree Recipients, by Carnegie Classification and Race and Ethnicity: 2019–20

		% Who Borrowed (n=296,904)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
R1 Doctoral Institutions	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Other Doctoral Institutions	All racial and ethnic groups	68.9%	\$27,664	\$23,125 !
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Master's Institutions	All racial and ethnic groups	51.9%	\$27,038	\$20,921 !!
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

¹¹ See figure 4.22 in chapter 4 for more detail regarding institutions that awarded associate degrees. Smaller shares of associate degrees were awarded at bachelor's (6.7 percent), master's (5.2 percent), special focus (4.4 percent), and other doctoral institutions (2.1 percent). Tribal Colleges and Universities and R1 doctoral institutions awarded only 0.1 and 0.3 percent, respectively.

		% Who Borrowed (n=296,904)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Bachelor's Institutions	All racial and ethnic groups	42.6%	\$18,867	\$18,084
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	35.0% !	\$18,879	\$19,582 !
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	45.3%	\$17,589	\$16,000
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Associate Institutions	All racial and ethnic groups	30.2%	\$13,679	\$10,439
	American Indian or Alaska Native	‡	‡	‡
	Asian	20.7%	\$11,443	\$9,500
	Black or African American	47.3%	\$17,753	\$14,565
	Hispanic or Latino	24.7%	\$10,376	\$8,124
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	33.2%	\$14,340	\$11,000
	More than one race	28.6%	\$11,218	\$9,356 !
	International students	‡	‡	‡
Special Focus Institutions	All racial and ethnic groups	88.3%	\$28,275	\$25,123
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	93.9%	\$29,615	\$24,960
	Hispanic or Latino	81.6%	\$29,200	\$25,123
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	86.8%	\$27,008	\$25,500
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Tribal Colleges and Universities	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized based on the 2018 Carnegie Basic Classification. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Among associate degree recipients at special focus institutions, 93.9 percent of Black or African American borrowed an average of \$29,615, followed by 81.6 percent of Hispanic or Latino and 86.8 percent of White students, who borrowed an average of \$29,200 and \$27,008, respectively.
- Black or African American students had the highest borrowing rates and larger average debt at associate and special focus institutions (47.3 percent and \$17,753 at associate institutions, and 93.9 percent and \$29,615 at special focus institutions).

Dependency Status

A larger share of independent than dependent associate degree recipients borrowed (47.5 percent versus 23.4 percent).

Independent students also had higher average and median debt (\$19,169 and \$16,125) than those among dependent students (\$13,087 and \$11,000).

Table 6.17: Total Borrowing: Associate Degree Recipients, by Dependency Status and Race and Ethnicity: 2019–20

	Dependent Students			Independent Students		
	% Who Borrowed (n=93,594)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=203,310)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
All racial and ethnic groups	23.4%	\$13,087	\$11,000	47.5%	\$19,169	\$16,125
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡
Asian	13.6%	‡	‡	36.3%	\$18,254	\$12,950 !
Black or African American	37.7%	\$12,145	\$11,500	68.8%	\$24,865	\$20,073
Hispanic or Latino	18.8%	\$12,053	\$9,500	43.4%	\$16,591	\$12,373
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡
White	27.9%	\$13,069	\$12,000	45.5%	\$18,729	\$16,000
More than one race	18.6%	‡	‡	58.2%	\$16,984	\$16,000
International students	‡	‡	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- Among independent associate degree recipients, borrowing rates ranged from 36.3 percent of Asian to 68.8 percent of Black or African American students. Among dependent associate degree recipients, borrowing rates ranged from 13.6 percent of Asian to 37.7 percent of Black or African American students.
- Black or African American dependent and independent associate degree recipients (68.8 and 37.7 percent, respectively) borrowed at higher rates than those of other racial or ethnic groups.
- While Black or African American and Hispanic or Latino dependent students borrowed similar average amounts (\$12,145 and \$12,052, respectively), the borrowing rate of Black or African American students—and thus the average debt per student—was double that of Hispanic or Latino students (37.7 percent versus 18.8 percent).

Income Level: Dependent Students

Overall, the borrowing rate among dependent associate degree recipients was lowest in both the lowest (18.5 percent) and highest (16.8 percent) income quartiles. Larger shares of dependent students in the second (26.9 percent) and third (28.9 percent) income quartiles borrowed funds. Sample sizes allow comparisons across groups only within the lowest two income quartiles.

Table 6.18: Total Borrowing: Associate Degree Recipients (Dependent Students), by Income and Race and Ethnicity: 2019–20

		% Who Borrowed (n=93,594)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Income Quartile 1	All racial and ethnic groups	18.5%	\$13,948	\$11,566
	American Indian or Alaska Native	‡	‡	‡
	Asian	10.9% !!	‡	‡
	Black or African American	33.1%	\$12,323	\$11,000
	Hispanic or Latino	17.9%	\$14,814	\$11,748 !
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	17.3%	\$14,272	\$12,000 !
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Income Quartile 2	All racial and ethnic groups	26.9%	\$12,104	\$9,500
	American Indian or Alaska Native	‡	‡	‡
	Asian	7.3% !!	‡	‡
	Black or African American	35.1%	‡	‡
	Hispanic or Latino	16.6%	\$12,617	\$9,945
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	39.7%	\$11,893	\$8,250
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Income Quartile 3	All racial and ethnic groups	28.9%	\$12,773	\$12,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	23.8% !	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	24.0%	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	33.4%	\$13,321	\$12,467
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Income Quartile 4	All racial and ethnic groups	16.8%	\$14,916	\$8,450 !
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	21.3% !	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	16.5%	\$13,938	\$6,500 !!
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for dependent students reflect the income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are: 1) less than \$30,100; 2) \$30,101 to \$68,500; 3) \$68,501 to \$129,800; and 4) more than \$129,800. | Note, these quartiles were created including students and parents or guardians who had zero income (CINCOME=0). | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Black or African American associate degree recipients borrowed at much higher rates than those of other groups, both overall and within income quartiles.
- Among dependent students from the lowest income quartile, the shares of 2019–20 associate degree recipients who graduated with debt ranged from 17.3 percent of White students (who borrowed an average of \$14,272) to 33.1 percent of Black or African American students (who borrowed an average of \$12,323).
- Among dependent students in the second income quartile, borrowing rates ranged from 7.3 percent of Asian students to 35.1 percent of Black or African American and 39.7 percent of White students. White students in that quartile borrowed an average of \$11,893.

Income Level: Independent Students

Overall, the borrowing rate among independent associate degree recipients was lowest among those from the lowest income quartile (39.2 percent). The borrowing rates of those in the higher three income quartiles ranged from 45.3 percent in the highest quartile to 52.8 percent in the second quartile.

Table 6.19: Total Borrowing: Associate Degree Recipients (Independent Students), by Income and Race and Ethnicity: 2019–20

		% Who Borrowed (n=203,310)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Income Quartile 1	All racial and ethnic groups	39.2%	\$17,333	\$16,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	46.7%	‡	‡
	Black or African American	57.5%	\$17,434	\$17,088
	Hispanic or Latino	32.3%	\$16,935	\$12,373 †
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	36.9%	\$16,249	\$14,095
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Income Quartile 2	All racial and ethnic groups	52.8%	\$21,342	\$19,957
	American Indian or Alaska Native	‡	‡	‡
	Asian	37.4% †	‡	‡
	Black or African American	80.8%	\$28,462	\$24,250
	Hispanic or Latino	44.2%	\$15,845	\$11,999
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	47.5%	\$22,592	\$19,957
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Income Quartile 3	All racial and ethnic groups	50.4%	\$18,209	\$14,627
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	77.8%	\$24,490	\$18,250
	Hispanic or Latino	51.0%	\$17,462	\$15,652
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	48.3%	\$16,117	\$12,596
	More than one race	‡	‡	‡
	International students	‡	‡	‡

		% Who Borrowed (n=203,310)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Income Quartile 4	All racial and ethnic groups	45.3%	\$18,722	\$15,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	46.9%	‡	‡
	Hispanic or Latino	48.2%	\$16,587	\$8,708 !
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	46.6%	\$19,741	\$18,500
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the quartiles are: 1) less than \$9,300; 2) \$9,301 to \$23,200; 3) \$23,201 to \$45,800; and 4) more than \$45,800. ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- Black or African American independent students from the first, second, and third income quartiles had the largest shares of borrowers (57.5 percent, 80.8 percent, and 77.8 percent, respectively). They also borrowed the largest average amount per borrower in each of these quartiles.
- The shares of Hispanic or Latino independent associate degree recipients who borrowed were much smaller than those of Black or African American students in the lower three income quartiles. In the highest income quartile, however, the shares of Hispanic or Latino and Black or African American associate degree recipients were similar.

Financial Security

Overall, students who had the lowest level of financial security (those who responded that they certainly could not amass \$2,000) borrowed at the highest rate (41.0 percent) and had the highest average and median debt (\$19,238 and \$17,334) of any group.

Table 6.20: Total Borrowing: Associate Degree Recipients, by Financial Security, Dependency Status, and Race and Ethnicity: 2019–20

		All Students			Dependent Students			Independent Students		
		% Who Borrowed (n=296,904)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=93,594)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=203,310)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Certainly could come up with the \$2,000	All racial and ethnic groups	33.7%	\$14,971	\$11,000	22.8%	\$14,563	\$12,000	45.0%	\$15,185	\$9,500
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	31.3% !	‡	‡	‡	‡	‡	‡	‡	‡
	Black or African American	58.6%	\$21,298 !	\$13,052 !!	‡	‡	‡	88.6%	‡	‡
	Hispanic or Latino	29.8%	\$13,051	\$8,000	15.4%	‡	‡	48.2%	\$12,209	\$6,319 !
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	31.8%	\$14,889	\$9,940	25.8%	\$14,459	\$12,000	37.8%	\$15,185	\$8,845
	More than one race	47.9%	‡	‡	‡	‡	‡	‡	‡	‡
	International students	‡	‡	‡	‡	‡	‡	‡	‡	‡

		All Students			Dependent Students			Independent Students		
		% Who Borrowed (n=296,904)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=93,594)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=203,310)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Probably could come up with the \$2,000	All racial and ethnic groups	32.9%	\$16,870	\$14,000	24.1%	\$11,355	\$7,000 !	42.0%	\$20,081	\$17,684
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	17.2% !	‡	‡	11.6% !	‡	‡	‡	‡	‡
	Black or African American	44.0%	\$26,071	\$24,288	30.2% !	‡	‡	53.3%	\$31,835	\$30,262
	Hispanic or Latino	30.5%	\$14,826	\$11,895	21.8%	\$9,617	\$3,250 !!	41.7%	\$18,342	\$14,500
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	36.7%	\$15,907	\$12,325	29.6%	\$10,957	\$9,463 !	43.1%	\$18,930	\$16,681
	More than one race	25.6% !	‡	‡	‡	‡	‡	‡	‡	‡
	International students	‡	‡	‡	‡	‡	‡	‡	‡	‡
Probably could not come up with the \$2,000	All racial and ethnic groups	36.6%	\$17,805	\$14,627	23.6%	\$14,069	\$11,500	51.6%	\$19,765	\$18,500
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	32.0%	‡	‡	9.9% !!	‡	‡	‡	‡	‡
	Black or African American	68.2%	\$19,822	\$20,000	49.3%	‡	‡	79.6%	\$22,401	\$21,966
	Hispanic or Latino	29.8%	\$13,313	\$9,500	24.0%	\$11,502	\$9,500	34.8%	\$14,407	\$9,500 !
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	36.9%	\$18,488	\$16,000	25.9%	\$14,973	\$12,467	50.8%	\$20,760	\$18,898
	More than one race	28.5% !	‡	‡	‡	‡	‡	‡	‡	‡
	International students	‡	‡	‡	‡	‡	‡	‡	‡	‡
Certainly could not come up with the \$2,000	All racial and ethnic groups	41.0%	\$19,238	\$17,334	22.6%	\$12,548	\$11,343	52.4%	\$21,022	\$19,582
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	22.0%	‡	‡	‡	‡	‡	25.4% !	‡	‡
	Black or African American	57.0%	\$21,475	\$17,088	39.9%	‡	‡	65.3%	\$24,295	\$18,084
	Hispanic or Latino	32.9%	\$18,151	\$17,000	13.2%	‡	‡	48.8%	\$18,753	\$19,500
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	49.4%	\$18,509	\$16,500	35.1%	\$11,465	\$11,000	55.8%	\$20,513	\$19,957
	More than one race	39.4% !	‡	‡	‡	‡	‡	‡	‡	‡
	International students	‡	‡	‡	‡	‡	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Financial security reflects the level of student's confidence in coming up with \$2,000, from any available source, within the next month. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Among all associate degree recipients who borrowed, Black or African American students consistently had the highest borrowing rates across financial security levels (ranging from 44.0 percent to 68.2 percent) and the largest average debt amount (ranging from \$19,822 to \$26,071). In contrast, Asian students had the lowest borrowing rates across financial security levels.
- Overall, borrowing rates of independent associate degree recipients were higher than those of dependent associate degree recipients across all financial security levels. The borrowing rate for independent students who responded that they probably could not obtain \$2,000 was 51.6 percent, while it was 23.6 percent for dependent students of the same financial security level.
- Among borrowers who responded that they certainly could not get \$2,000, 41.0 percent of associate degree recipients borrowed funds. The proportion of borrowers in this level of financial security ranged from 22.0 percent of Asian students to 57.0 percent of Black or African American students. Additionally, nearly half of White students (49.4 percent) in this category borrowed funds.

Bachelor's Degree Recipients

Among students who received bachelor's degrees in 2019–20, 60.5 percent borrowed an average of \$29,743 and had a median debt among borrowers of \$26,852 at graduation. The share of bachelor's degree recipients who borrowed money to help finance their education decreased 8.4 percentage points between 2015–16 and 2019–20, from 68.9 percent to 60.5 percent.¹²

Table 6.21: Total Borrowing: Bachelor's Degree Recipients, by Race and Ethnicity: 2019–20

	% Who Borrowed (n=1,152,402)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Independent	% Completing at Public Four-Year	% Completing at Private Nonprofit Four-Year	% Completing at For-Profit
All racial and ethnic groups	60.5%	\$29,743	\$26,852	37.4%	63.1%	28.8%	6.4%
American Indian or Alaska Native	77.0%	‡	‡	76.9%	51.7%	33.7% !	‡
Asian	50.9%	\$30,047	\$22,975	29.0%	62.9%	26.7%	9.9% !
Black or African American	86.4%	\$33,807	\$30,500	52.4%	57.1%	27.7%	13.6%
Hispanic or Latino	63.1%	\$25,990	\$23,150	41.0%	65.8%	23.7%	8.2%
Native Hawaiian or other Pacific Islander	53.6% !	‡	‡	62.8%	42.6% !	26.5% !!	23.9% !!
White	61.6%	\$30,378	\$27,000	33.5%	65.5%	29.2%	3.6%
More than one race	62.9%	\$27,727	\$25,419	47.1%	58.8%	28.9%	10.8%
International students	7.0% !	‡	‡	32.3%	50.0%	45.3%	3.0% !!

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Across all groups, the shares of 2019–20 bachelor's degree recipients who borrowed for their undergraduate education ranged from 50.9 percent of Asian students to 63.1 percent of Hispanic or Latino students and 86.4 percent of Black or African American students.
- Black or African American bachelor's degree recipients who borrowed had median debt of \$30,500 and average debt of \$33,807—the highest of any group. In contrast, Asian bachelor's degree recipients had a median of \$22,975 and Hispanic or Latino bachelor's degree recipients had an average of \$25,990—the lowest amounts of any group.
- Dependency status of bachelor's degree recipients who borrowed varied considerably by race and ethnicity. Whereas 76.9 percent of American Indian or Alaska Native, 52.4 percent of Black or African American, and 47.1 percent of multiracial recipients were independent, only 29.0 percent of Asian and 32.3 of international students fit that description.
- Enrollment patterns of borrowers also varied across demographic groups. The shares who attended public institutions ranged from 42.6 percent of Native Hawaiian or other Pacific Islander students to 65.8 percent of Hispanic or Latino students. The shares who attended private nonprofit institutions ranged from 23.7 percent of Hispanic or Latino students to 45.3 percent of international students, and the shares who attended for-profit institutions ranged from 3.0 percent of international students to 13.6 percent of Black or African American students.

Institutional Sector

Although some of the differences in the debt levels accrued by bachelor's degree recipients were associated with the sectors from which they earned their degrees, the debt levels of Black or African American graduates were notable within sectors. A higher share of graduates from for-profit institutions (81.2 percent) borrowed than those of graduates from public four-year (59.1 percent) or private nonprofit four-year (60.3 percent) institutions.

¹² Data from 2015–16 are from Espinosa et al. 2019.

Table 6.22: Total Borrowing: Bachelor's Degree Recipients, by Sector and Race and Ethnicity: 2019–20

		% Who Borrowed (n=1,152,402)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Public Four-Year	All racial and ethnic groups	59.1%	\$27,131	\$25,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	46.6%	\$22,718	\$20,521
	Black or African American	86.9%	\$31,721	\$29,300
	Hispanic or Latino	61.4%	\$21,883	\$18,750
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	59.4%	\$28,808	\$25,957
	More than one race	61.3%	\$24,702	\$25,000
	International students	8.0% !	‡	‡
Private Nonprofit Four-Year	All racial and ethnic groups	60.3%	\$32,410	\$27,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	51.8%	\$35,364	\$28,000
	Black or African American	85.0%	\$34,503	\$30,000
	Hispanic or Latino	63.8%	\$31,706	\$27,000
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	65.6%	\$32,898	\$27,000
	More than one race	54.8%	\$25,906	\$27,000
	International students	4.9% !	‡	‡
For-Profit	All racial and ethnic groups	81.2%	\$40,358	\$37,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	78.0%	\$48,326	\$40,000 !
	Black or African American	87.4%	\$42,691	\$42,000
	Hispanic or Latino	84.0%	\$38,662	\$38,482
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	77.9%	\$35,935	\$31,063
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- Overall, the average and median borrowing amounts at for-profit institutions (\$40,358 and \$37,000) were higher than those at private nonprofit four-year (\$32,410 and \$27,000) and public four-year (\$27,131 and \$25,000) institutions.
- Black or African American students had the largest borrowing rates across sectors (86.9 percent at public four-year, 85.0 percent at private nonprofit four-year, and 87.4 percent at for-profit institutions). While this group had the highest average debt at public four-year institutions (\$31,721), Asian students had the highest average debt at private nonprofit four-year (\$35,364) and for-profit (\$48,326) institutions.
- Among 2019–20 bachelor's degree graduates, 81.2 percent from the for-profit sector had an average education debt of \$40,358 and a median of \$37,000. In contrast, 59.1 percent of graduates at public four-year institutions had an average education debt of \$27,131 and a median of \$25,000.

Carnegie Classification

Overall, bachelor's degree recipients at special focus institutions borrowed at the highest rate (76.8 percent), followed by other doctoral (65.0 percent), master's (64.7 percent), bachelor's (59.9 percent), and R1 doctoral (51.5 percent) institutions.

Table 6.23: Total Borrowing: Bachelor's Degree Recipients, by Carnegie Classification and Race and Ethnicity: 2019–20

		% Who Borrowed (n=1,152,402)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
R1 Doctoral Institutions	All racial and ethnic groups	51.5%	\$27,408	\$23,599
	American Indian or Alaska Native	‡	‡	‡
	Asian	47.2%	\$26,222	\$22,707
	Black or African American	87.0%	\$32,866	\$27,500
	Hispanic or Latino	63.5%	\$20,423	\$18,065
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	52.3%	\$29,945	\$25,000
	More than one race	51.1%	\$23,601	\$23,250
	International students	‡	‡	‡
Other Doctoral Institutions	All racial and ethnic groups	65.0%	\$29,453	\$26,786
	American Indian or Alaska Native	‡	‡	‡
	Asian	63.1%	‡	‡
	Black or African American	89.6%	\$33,683	\$30,000
	Hispanic or Latino	71.6%	\$30,287	\$27,000
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	63.2%	\$29,260	\$26,047
	More than one race	66.9%	\$24,899	\$25,419
	International students	15.9% !	‡	‡
Master's Institutions	All racial and ethnic groups	64.7%	\$30,002	\$27,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	44.8%	\$24,342	\$18,875
	Black or African American	84.8%	\$31,767	\$30,000
	Hispanic or Latino	60.7%	\$25,360	\$23,387
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	66.4%	\$31,224	\$27,450
	More than one race	76.3%	\$29,885	\$27,063
	International students	1.9% !!	‡	‡
Bachelor's Institutions	All racial and ethnic groups	59.9%	\$30,174	\$27,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	52.0%	‡	‡
	Black or African American	80.6%	\$35,394	\$31,000
	Hispanic or Latino	52.2%	\$28,436	\$20,728
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	63.3%	\$29,983	\$27,000
	More than one race	53.4%	‡	‡
	International students	15.7% !	‡	‡

		% Who Borrowed (n=1,152,402)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Associate Institutions	All racial and ethnic groups	44.3% !	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Special Focus Institutions	All racial and ethnic groups	76.8%	\$39,864	\$31,800
	American Indian or Alaska Native	‡	‡	‡
	Asian	77.1%	\$52,902	\$47,500 !
	Black or African American	89.4%	\$45,047	\$45,000
	Hispanic or Latino	70.8%	\$35,038	\$31,041
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	84.7%	\$34,792	\$27,748
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Tribal Colleges and Universities	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized based on the 2018 Carnegie Basic Classification. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The average cumulative debt per borrower was highest among students at special focus institutions (\$39,864), followed by bachelor's (\$30,174), master's (\$30,002), other doctoral (\$29,453), and R1 doctoral (\$27,408) institutions.
- Black or African American bachelor's degree recipients borrowed at the highest rates at all types of institutions and had the highest average debt per borrower at all types of institutions except special focus institutions.
- Asian bachelor's degree recipients borrowed at the lowest rates at all types of institutions except special focus institutions. The groups with the lowest average debt levels were different by institution type.
- Among bachelor's degree recipients at special focus institutions, 89.4 percent of Black or African American students borrowed an average of \$45,047, followed by 84.7 percent of White and 70.8 percent of Hispanic or Latino students who borrowed \$52,902, and \$35,038, respectively.
- Black or African American students borrowed at the highest rates and larger average debt at bachelor's, master's, R1 doctoral, and other doctoral institutions: 80.6 percent and \$35,394 at bachelor's institutions, and 84.8 percent and \$31,767 at master's institutions, 87.0 percent and \$32,866 at R1 doctoral institutions, and 89.6 percent and \$33,683 at other doctoral institutions.

Dependency Status

A larger share of independent than dependent bachelor's degree recipients had debt (67.8 percent versus 56.1 percent). Independent students also had higher average and median debt (\$33,520 and \$32,085) than dependent students (\$27,021 and \$25,000, respectively).

Table 6.24: Total Borrowing: Bachelor's Degree Recipients, by Dependency Status and Race and Ethnicity: 2019–20

	Dependent Students			Independent Students		
	% Who Borrowed (n=669,675)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=482,727)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
All racial and ethnic	56.1%	\$27,021	\$25,000	67.8%	\$33,520	\$32,085
American Indian or Alaska Native	‡	‡	‡	‡	‡	‡
Asian	46.4%	\$25,165	\$21,000	61.8%	\$39,009	\$35,167
Black or African American	85.8%	\$29,227	\$27,000	87.1%	\$37,903	\$39,493
Hispanic or Latino	59.2%	\$22,105	\$20,250	68.5%	\$30,815	\$26,852
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡
White	58.2%	\$28,364	\$26,000	68.3%	\$33,785	\$32,748
More than one race	55.2%	\$26,043	\$26,000	71.6%	\$29,187	\$25,302
International students	4.4% !	‡	‡	12.7% !!	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- Among dependent bachelor's degree recipients, borrowing rates of domestic students ranged from 46.4 percent of Asian to 85.8 percent of Black or African American students. But among independent bachelor's degree recipients, borrowing rates of domestic students ranged from 61.8 percent of Asian to 87.1 percent of Black or African American students.
- Among independent bachelor's degree recipients, Asian undergraduates borrowed at the lowest rate among domestic students (61.8 percent). However, they had the highest average amount per borrower (\$39,009) across racial and ethnic groups—slightly higher than the \$37,903 average for Black or African American students.

Income Level: Dependent Students

Dependent bachelor's degree recipients from the highest income quartile borrowed at the lowest rate (45.2 percent), while those from the lowest income quartile had the second-lowest rate (57.6 percent). Students in the highest income quartile had the highest average and median cumulative debt per borrower (\$29,975 and \$26,000).

Table 6.25: Total Borrowing: Bachelor's Degree Recipients (Dependent Students), by Income and Race and Ethnicity: 2019–20

		% Who Borrowed (n=669,675)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Income Quartile 1	All racial and ethnic groups	57.6%	\$23,155	\$22,707
	American Indian or Alaska Native	‡	‡	‡
	Asian	48.6%	\$19,153	\$19,300
	Black or African American	87.8%	\$30,874	\$29,677
	Hispanic or Latino	56.1%	\$19,026	\$18,600
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	61.4%	\$23,458	\$21,500
	More than one race	‡	‡	‡
	International students	7.6% !!	‡	‡
Income Quartile 2	All racial and ethnic groups	64.9%	\$26,006	\$25,484
	American Indian or Alaska Native	‡	‡	‡
	Asian	61.9%	\$23,969	\$20,752
	Black or African American	89.0%	\$27,210	\$27,000
	Hispanic or Latino	61.4%	\$19,961	\$16,238
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	69.3%	\$27,480	\$26,786
	More than one race	68.0%	‡	‡
	International students	‡	‡	‡
Income Quartile 3	All racial and ethnic groups	61.4%	\$27,779	\$25,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	56.0%	\$28,281	\$22,975
	Black or African American	81.5%	\$26,825	\$25,000
	Hispanic or Latino	62.0%	\$21,994	\$22,125
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	64.8%	\$28,826	\$25,877
	More than one race	58.9%	‡	‡
	International students	‡	‡	‡
Income Quartile 4	All racial and ethnic groups	45.2%	\$29,975	\$26,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	23.1%	‡	‡
	Black or African American	76.9%	‡	‡
	Hispanic or Latino	58.5%	\$31,198	\$26,244
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	47.1%	\$30,410	\$26,500
	More than one race	47.7%	\$22,075	\$25,419
	International students	6.9% !!	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for dependent students reflect the income of the student's parents or guardians. | The approximate income ranges for the income quartiles of dependent students' parents or guardians are:

1) less than \$30,100; 2) \$30,101 to \$68,500; 3) \$68,501 to \$129,800; and 4) more than \$129,800. | Note, these quartiles were created including students and parents or guardians who had zero income

(INCOME=0). | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- In all income quartiles, Black or African American dependent students borrowed at the highest rate. They had the largest average debt levels in the two lower income quartiles.
- Among dependent students from the lowest income quartile, the shares of 2019–20 domestic bachelor's degree recipients who graduated with debt ranged from 56.1 percent of Hispanic or Latino students (who borrowed an average of \$19,026) to 87.8 percent of Black or African American students (who borrowed an average of \$30,874).
- Among dependent bachelor's degree recipients in the second income quartile, 69.3 percent of White borrowers borrowed the highest average amount (\$27,480).

Income Level: Independent Students

Among independent bachelor's degree recipients, the lowest shares of students with debt were in the lowest and highest income quartiles and the lowest average debt per borrower was in the highest income quartile. Black or African American students borrowed at the highest rate in all income quartiles, and they borrowed the highest average and median amount in all but the highest quartile. The smaller share of Hispanic or Latino independent students who borrowed (64.1 percent) had the highest average and median amount borrowed in the highest income quartile (\$37,287 and \$38,000, respectively).

Table 6.26: Total Borrowing: Bachelor's Degree Recipients (Independent Students), by Income and Race and Ethnicity: 2019–20

		% Who Borrowed (n=482,727)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Income Quartile 1	All racial and ethnic groups	63.5%	\$33,610	\$30,715
	American Indian or Alaska Native	‡	‡	‡
	Asian	54.6%	\$33,938	\$28,000
	Black or African American	95.1%	\$38,636	\$36,900
	Hispanic or Latino	64.6%	\$29,516	\$24,386
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	63.5%	\$37,654	\$36,250
	More than one race	79.3%	‡	‡
	International students	14.8% !!	‡	‡
Income Quartile 2	All racial and ethnic groups	72.9%	\$35,582	\$35,500
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	89.5%	\$41,148	\$45,719
	Hispanic or Latino	71.0%	\$27,566	\$26,191
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	70.8%	\$36,788	\$36,000
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Income Quartile 3	All racial and ethnic groups	74.9%	\$33,993	\$33,500
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	88.6%	\$38,995	\$45,257
	Hispanic or Latino	76.8%	\$31,439	\$30,948
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	77.0%	\$32,478	\$34,398
	More than one race	‡	‡	‡
	International students	‡	‡	‡

		% Who Borrowed (n=482,727)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Income Quartile 4	All racial and ethnic groups	62.9%	\$30,890	\$28,250
	American Indian or Alaska Native	‡	‡	‡
	Asian	47.5% !	‡	‡
	Black or African American	78.3%	\$32,789	\$33,375
	Hispanic or Latino	64.1%	\$37,287	\$38,000
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	65.0%	\$28,862	\$26,753
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Income quartiles for independent students reflect the student's own income; if they were married, their spouse's income was also included. | For independent students, the approximate income ranges for the quartiles are: 1) less than \$9,300; 2) \$9,301 to \$23,200; 3) \$23,201 to \$45,800; and 4) more than \$45,800. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

Financial Security

Overall, bachelor's degree recipients with the lowest level of financial security (students who responded that they certainly could not obtain \$2,000) borrowed at the highest rate (76.8 percent) and had the highest average and median debt amount per borrower (\$32,8634 and \$28,650) of any group. Within that lowest level of financial security, the share of independent students with debt (85.0 percent) was larger than that of dependent students (69.2 percent).

Table 6.27: Total Borrowing: Bachelor's Degree Recipients, by Financial Security, Dependency Status, and Race and Ethnicity: 2019–20

		All Students			Dependent Students			Independent Students		
		% Who Borrowed (n=1,152,402)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=669,675)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=482,727)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Certainly could come up with the \$2,000	All racial and ethnic groups	52.2%	\$27,247	\$24,386	47.9%	\$26,425	\$23,841	60.1%	\$28,444	\$25,000
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	42.3%	\$29,264	\$21,319	39.4%	\$25,463	\$20,500	49.0%	‡	‡
	Black or African American	86.3%	\$31,506	\$28,000	81.1%	\$31,313	\$27,000	89.6%	\$31,617	\$33,250
	Hispanic or Latino	56.4%	\$27,816	\$26,191	49.4%	\$28,656	\$26,244	68.2%	\$26,798	\$25,267
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	52.0%	\$27,154	\$24,250	49.8%	\$26,322	\$24,250	57.0%	\$28,754	\$24,564
	More than one race	61.7%	\$22,754	\$25,000	54.4%	\$22,718	\$20,000	68.8%	\$22,782	\$25,000 !
	International students	8.1% !!	‡	‡	1.2% !!	‡	‡	‡	‡	‡

		All Students			Dependent Students			Independent Students		
		% Who Borrowed (n=1,152,402)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=669,675)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Borrowed (n=482,727)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Probably could come up with the \$2,000	All racial and ethnic groups	59.7%	\$30,208	\$27,000	58.6%	\$28,882	\$26,108	61.9%	\$32,783	\$30,000
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	51.9%	\$30,665	\$25,000	47.6%	\$25,537	\$20,800	64.1%	‡	‡
	Black or African American	82.6%	\$34,475	\$27,800	82.7%	\$28,477	\$27,000	82.5%	\$41,793	\$46,320
	Hispanic or Latino	66.6%	\$24,534	\$20,342	66.8%	\$20,796	\$18,600	66.3%	\$29,508	\$23,500
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	62.7%	\$30,798	\$27,000	62.1%	\$31,080	\$27,000	64.3%	\$30,078	\$29,057
	More than one race	52.7%	\$34,054	\$28,000	52.2%	\$31,844	\$27,000	‡	‡	‡
	International students	5.1% !!	‡	‡	3.5% !!	‡	‡	‡	‡	‡
Probably could not come up with the \$2,000	All racial and ethnic groups	67.4%	\$30,593	\$27,287	62.7%	\$26,303	\$25,000	74.4%	\$35,893	\$35,861
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	52.6%	\$28,846	\$22,750	46.1%	‡	‡	‡	‡	‡
	Black or African American	86.9%	\$33,459	\$30,875	89.5%	\$28,305	\$28,750	83.7%	\$40,172	\$40,184
	Hispanic or Latino	60.0%	\$25,937	\$23,000	55.3%	\$20,531	\$18,750	66.9%	\$32,479	\$30,500
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	73.9%	\$32,486	\$28,214	70.0%	\$28,662	\$25,990	79.4%	\$37,163	\$36,417
	More than one race	66.1%	\$25,338	\$21,500	‡	‡	‡	‡	‡	‡
	International students	12.2% !!	‡	‡	13.1% !!	‡	‡	‡	‡	‡
Certainly could not come up with the \$2,000	All racial and ethnic groups	76.8%	\$32,864	\$28,650	69.2%	\$25,323	\$24,500	85.0%	\$39,477	\$40,000
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	67.9%	\$31,299	\$28,000	61.9%	‡	‡	‡	‡	‡
	Black or African American	90.0%	\$35,577	\$34,500	89.1%	\$29,677	\$29,390	90.6%	\$39,691	\$45,688
	Hispanic or Latino	70.0%	\$26,203	\$23,150	66.9%	\$18,844	\$16,750	74.1%	\$34,957	\$29,864
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	83.7%	\$35,892	\$31,500	74.6%	\$27,427	\$26,772	93.5%	\$43,196	\$43,447
	More than one race	83.3%	\$32,170	\$25,419	‡	‡	‡	‡	‡	‡
	International students	‡	‡	‡	‡	‡	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Financial security reflects the level of student's confidence in coming up with \$2,000, from any available source, within the next month. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The shares of students who graduated with debt were negatively correlated with the degree of financial security students expressed, ranging from 60.1 percent who were confident they could procure \$2,000 to 85.0 percent of those who were sure they could not.
- Across racial and income groups, the shares of borrowers who certainly could not gather \$2,000 ranged from 67.9 percent of Asian borrowers and 70.0 percent of Hispanic or Latino borrowers to 83.7 percent of White borrowers and 90.0 percent of Black or African American borrowers.
- Black or African American bachelor's degree recipients had the largest shares of borrowers across all levels of financial security, ranging from 82.6 percent of Black or African American students who said that they probably could amass \$2,000 to 90.0 percent who said that they certainly could not procure \$2,000.
- Independent multiracial students who said that they could not garner \$2,000 had the highest share of borrowers of any group (93.5 percent). Asian dependent students who said that they certainly could obtain the money had the lowest share, with 39.4 percent who borrowed funds.

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CHAPTER 7

HOW STUDENTS FINANCE GRADUATE EDUCATION



INTRODUCTION

Advanced training and graduate credentials are critical for knowledge discovery and hold great value in the workforce. Between 2015 and 2021, graduate enrollment in the United States increased 10 percent (from approximately 2.9 million to 3.2 million students), and it is expected to grow another 6 percent (an increase of 200,000 students) by 2031 (NCES 2023). With the increasing number of individuals who are pursuing graduate education, it is important to examine how these students afford their studies. The national conversation on college affordability often focuses on undergraduate education, but the ways that graduate students finance their education are quite different from how undergraduates pay for college. For example, fewer than 30 percent of graduate students reported that they received financial help from their parents or guardians in 2019–20, compared with about half of undergraduate students (and, further, more than 60 percent of those in bachelor's degree programs). Moreover, while undergraduate students also receive a significant amount of grant aid from federal and state governments, graduate students primarily receive institutional grant aid. Fewer than half of graduate students (44.7 percent) received any grant aid; those who did received an average total per recipient of about \$12,000, most of which came from the institutions the students attended. As a result, many graduate students rely heavily on loans.

Debt levels vary by type of program, type of institution, and field of study, in addition to demographic groups. Black or African American, Hispanic or Latino, and Asian students generally have higher borrowing levels than those of White students. Yet analysis based on degree programs, institution types, and institutional Carnegie Classifications, as well as students' financial situations, shows considerable variation in how students finance their graduate education. This chapter explores these complexities and shows how graduate students from different racial and ethnic groups finance their graduate education across various types of institutions and programs.¹

1 Data presented in this chapter reflect how graduate students finance their education by award level and the type of institution attended. The field of study is relevant for demonstrating differences in how graduate students finance their education and their student loan debt. However, as shown in chapter 5, the fields of study in which students complete their graduate education varied widely by demographic group. As a result, the sample sizes at the intersection of race and ethnicity, field of study, and award level were limited, which reduced the possibility of providing stable estimates for debt by field and award level. In many cases in this chapter, meaningful comparisons were only possible between larger racial and ethnic groups due to sample sizes in the survey data.

KEY FINDINGS

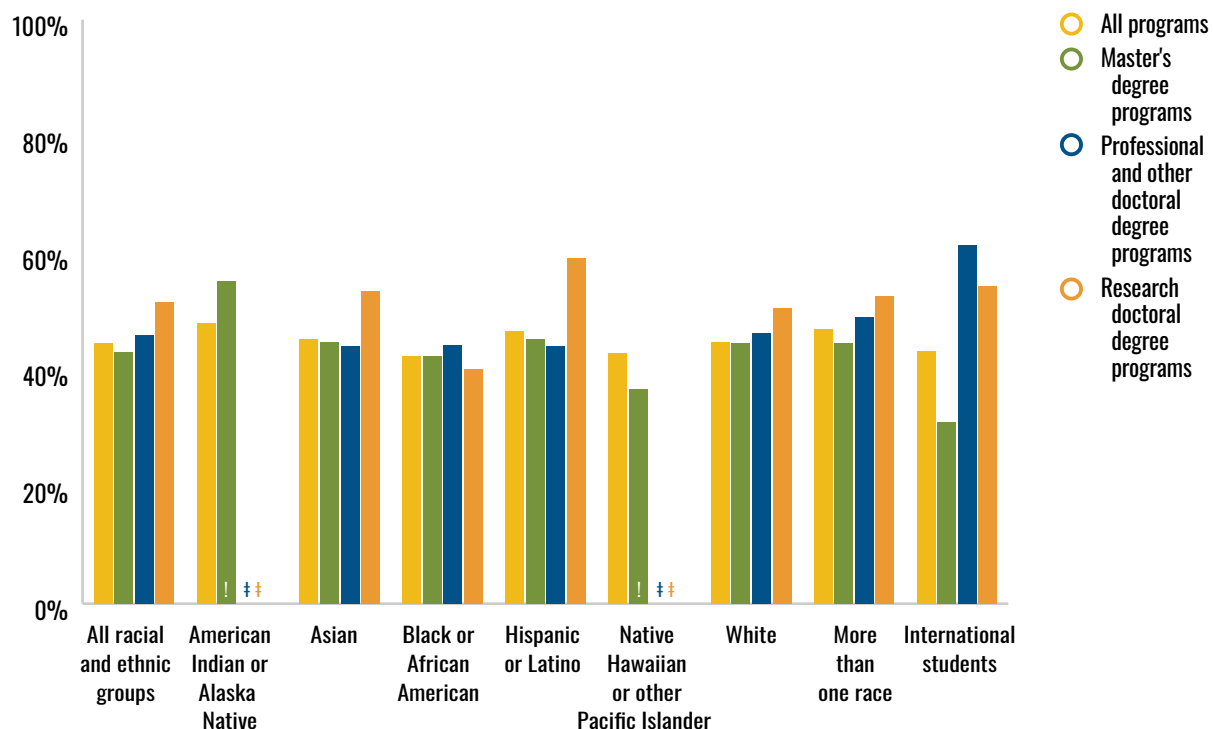
- The shares of graduate students who received grant aid in 2019–20 ranged from 43.0 percent of those in master’s degree programs to 51.5 percent of those in research doctoral degree programs (see figure 7.1).
- The primary source of grant aid for graduate students was support from the institution they attended, especially at the doctoral level. Among research doctoral degree students, about one-third of Black or African American students (30.8 percent) received institutional aid in 2019–20. In comparison, nearly half of Asian (49.3 percent), international (48.9 percent), and Hispanic or Latino (46.7 percent) students received this aid (see table 7.1).
- To help finance their education, 42.2 percent of all graduate students in 2019–20 borrowed funds. The shares of students who borrowed ranged from 19.1 percent of research doctoral students to 68.5 percent of professional and other doctoral degree students. Black or African American students had the highest borrowing rate among master’s and research doctoral degree students, and Hispanic or Latino students had the highest borrowing rate among professional and other doctoral degree students (see table 7.2).
- In 2019–20, the share of professional and other doctoral degree recipients (77.6 percent) who accumulated debt for their graduate education was higher than that of master’s (53.4 percent) and research doctoral (30.1 percent) students. Differences among racial and ethnic groups varied by program type. Black or African American students had the highest borrowing rate among master’s and research doctoral degree recipients (77.5 percent and 60.5 percent, respectively), while Hispanic or Latino students had the highest borrowing rate among professional and other doctoral degree recipients (92.5 percent) (see tables 7.3, 7.8, and 7.13).
- The average cumulative debt for graduate education per borrower among 2019–20 graduates ranged from \$47,906 for master’s degree recipients and \$63,557 for research doctoral degree recipients to \$150,290 for professional and other doctoral degree recipients. Among master’s and research doctoral students, Black or African American students had the highest average debt per borrower of any racial and ethnic group (\$57,415 and \$103,085, respectively). Among professional and other doctoral degree students, Asian students had the highest average debt per borrower (\$204,922) (see tables 7.3, 7.8, and 7.13).
- Among 2019–20 master’s degree recipients, a larger share of Black or African American students (87.3 percent) than those of other groups incurred debt for their postsecondary education. Black or African American master’s degree recipients also had the highest average debt amount per borrower (\$79,046) of any group (see table 7.7).
- The share of 2019–20 professional and other doctoral degree recipients who had undergraduate and/or graduate debt was the highest among Hispanic or Latino students (92.8 percent), but the average total debt per borrower was the highest among Asian students (\$209,704) (see table 7.12).
- Among 2019–20 research doctoral recipients, a larger share of Hispanic or Latino students (72.3 percent) than those of other groups had undergraduate and/or graduate debt, but Black or African American research doctoral recipients left graduate school with the highest average debt amount per borrower (\$117,151) (see table 7.17).

As presented in chapter 3, White students were the largest share of graduate students (49.3 percent) in 2019–20, followed by Black or African American (11.5 percent) and Hispanic or Latino (10.1 percent) students. Asian students made up 9.0 percent, followed by multiracial (6.6 percent), American Indian or Alaska Native (0.7 percent), and Native Hawaiian or other Pacific Islander (0.5 percent) students. An additional 12.5 percent were international students.² By award level, White, international, and Asian students were more concentrated in professional and doctoral degree programs than in other programs; they constituted 54.9 percent, 28.6 percent, and 16.2 percent of all students in those programs, respectively. In contrast, the shares of Black or African American and Hispanic or Latino students in research doctoral programs were higher than those of other groups, and they represented 12.6 percent and 11.2 percent of all students in those programs, respectively. These racial and ethnic distributions across different types of degree programs need to be considered when examining the different borrowing patterns by different racial and ethnic groups.

GRANT AID

Overall, graduate students—when compared with undergraduates—received less grant aid and covered more expenses through earnings and loans. In 2019–20, 44.7 percent of all graduate students received some grant aid. More than half of research doctoral students received grant aid (51.5 percent), followed by professional and other doctoral students (46.1 percent) and master’s students (43.0 percent). Patterns of grant receipt across racial and ethnic groups varied by program type.

Figure 7.1: Share of Graduate Students Who Received Any Grant Aid, by Degree Program and Race and Ethnicity: 2019–20



Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Detail may not sum to totals because of rounding. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | # Reporting standards not met.

2 The National Center for Education Statistics (NCES) defines a U.S. nonresident as “a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely” (NCES, n.d.). In this report, U.S. nonresidents were labeled as *international students*.

- Among master's students, 45.2 percent of Hispanic or Latino students received grant aid, compared with 31.1 percent of international students.
- The largest share of students in professional and other doctoral degree programs who received grant aid was international students (61.5 percent). There was little variation among domestic student groups, ranging from 44.1 percent of Asian and Hispanic or Latino students and 44.2 percent of Black or African American students to 49.0 percent of multiracial students.
- Among research doctoral students, Black or African American students were the only group for whom fewer than half received grant aid (40.1 percent). Among other groups, the shares who received grant aid ranged from 50.6 percent of White students to 59.2 percent of Hispanic or Latino students.

Types of Grant Aid

The most common source of grant aid for graduate students was the colleges and universities in which they were enrolled, including graduate fellowships and tuition waivers.³ In 2019–20, 29.0 percent of graduate students received grant aid from their institutions. The second largest source of grant aid for graduate students was their employers (13.0 percent). Only 6.5 percent of graduate students received grant aid from other private sources.

Table 7.1: Total Grant Aid, by Source, Degree Program, and Race and Ethnicity: 2019–20

		Institutional		Employer		Private		Any Grant Aid	
		% Who Received Grant Aid	Average Amount per Recipient	% Who Received Grant Aid	Average Amount per Recipient	% Who Received Grant Aid	Average Amount per Recipient	% Who Received Grant Aid	Average Amount per Recipient
All Graduate Degree Programs	All racial and ethnic groups	29.0%	\$11,607	13.0%	\$7,023	6.5%	\$7,890	44.7%	\$11,996
	American Indian or Alaska Native	17.8% !	‡	4.1% !!	‡	32.0% !	‡	48.0%	\$8,203 !!
	Asian	32.3%	\$14,352	12.6%	\$6,402	6.9%	\$6,521 !	45.3%	\$13,678
	Black or African American	26.6%	\$7,086	12.1%	\$6,636	5.1%	\$6,810	42.4%	\$8,479
	Hispanic or Latino	29.2%	\$10,557	13.0%	\$6,736	5.5%	\$6,862	46.6%	\$11,032
	Native Hawaiian or other Pacific Islander	25.5% !	‡	12.3% !	‡	10.1% !!	‡	42.9%	\$8,581 !
	White	26.7%	\$10,587	16.0%	\$7,030	6.3%	\$6,167	44.8%	\$11,007
	More than one race	30.8%	\$12,246	11.1%	\$5,195	9.0%	\$10,812 !	47.0%	\$14,634
	International students	37.2%	\$16,545	4.0%	\$13,182	6.6%	\$14,434	43.2%	\$17,638
Master's Degree Programs	All racial and ethnic groups	23.9%	\$7,933	16.4%	\$6,944	5.9%	\$6,494	43.0%	\$9,439
	American Indian or Alaska Native	14.3% !!	‡	4.9% !!	‡	33.9% !	‡	55.2% !	‡
	Asian	27.8%	\$11,712	19.4%	\$6,637	7.2% !	‡	44.8%	\$11,593
	Black or African American	24.1%	\$5,149	13.2%	\$5,992	4.1%	\$6,069 !	42.4%	\$7,008
	Hispanic or Latino	25.3%	\$7,211	14.7%	\$6,463	5.0%	\$4,226	45.2%	\$8,569
	Native Hawaiian or other Pacific Islander	21.5% !!	‡	14.1% !!	‡	‡	‡	36.8% !	‡
	White	22.3%	\$7,241	20.3%	\$7,303	5.8%	\$6,547	44.6%	\$9,272
	More than one race	27.2%	\$8,297	12.0%	\$5,141	9.3%	\$5,444	44.5%	\$11,421
	International students	25.8%	\$11,618	5.0%	\$8,901	3.6% !	‡	31.1%	\$12,142

³ Teaching and research assistantships are forms of employment and were not included in institutional grant aid.

		Institutional		Employer		Private		Any Grant Aid	
		% Who Received Grant Aid	Average Amount per Recipient	% Who Received Grant Aid	Average Amount per Recipient	% Who Received Grant Aid	Average Amount per Recipient	% Who Received Grant Aid	Average Amount per Recipient
Professional and Other Doctoral Degree programs	All racial and ethnic groups	36.6%	\$13,223	4.6%	\$6,970	8.9%	\$10,187	46.1%	\$15,163
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	35.0%	\$13,574	4.0% !!	‡	8.1% !	‡	44.1%	\$13,708
	Black or African American	33.5%	\$11,672	6.1%	\$5,709	8.7% !	‡	44.2%	\$12,790
	Hispanic or Latino	36.7%	\$12,337	4.5% !!	‡	5.5%	‡	44.1%	\$14,805
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
	White	37.0%	\$12,898	4.8%	\$8,329	9.3%	\$6,628	46.3%	\$14,475
	More than one race	39.3%	\$16,936	3.7% !	‡	9.2% !	‡	49.0%	\$24,955
	International students	51.4%	‡	2.0% !	‡	8.7% !!	‡	61.5%	\$19,081
Research Doctoral Degree Programs	All racial and ethnic groups	42.5%	\$17,185	8.0%	\$9,007	7.3%	\$8,904	51.5%	\$17,187
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	49.3%	\$21,429	4.6% !	‡	3.5% !	‡	53.5%	\$21,540
	Black or African American	30.8%	\$10,797	9.7%	\$9,832	7.0% !	\$6,999	40.1%	\$12,381
	Hispanic or Latino	46.7%	\$17,636	10.8%	\$8,289	8.5%	\$9,636 !	59.2%	\$18,104
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
	White	39.8%	\$15,459	11.1%	\$7,732	5.9%	\$5,172	50.6%	\$14,843
	More than one race	37.7%	\$17,146	9.1% !	‡	10.8% !	‡	52.6%	\$16,453
	International students	48.9%	\$19,552	2.9%	\$15,780	8.6%	\$12,730	54.3%	\$20,409

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Institutional Grant Aid

- Overall, 42.5 percent of research doctoral students received institutional grant aid—a larger share than among professional and other doctoral students (36.6 percent) and master's students (23.9 percent). The average grant amount per recipient was also higher among research doctoral students (\$17,185) than professional and other doctoral students (\$13,223) and master's students (\$7,933).
- Among master's students, the percentages of students who received institutional grant aid were similar across racial and ethnic groups, ranging from 22.3 percent of White students to 27.8 percent of Asian students. However, the average grant amount per recipient differed by race and ethnicity. On average, Asian students received \$11,712, while Black or African American students received \$5,149.
- Among professional and other doctoral students, the shares of domestic students who received institutional grant aid ranged from 33.5 percent of Black or African American students to 39.3 percent of multiracial students. In comparison, over half of international students (51.4 percent) received this type of aid.
- Among research doctoral students, Black or African American students not only had the lowest percentage of students who received institutional grant aid (30.8 percent), but they also received the smallest average grant amount per recipient (\$10,797) of any racial and ethnic group. Asian students, on the other hand, had the highest share of students who received institutional grant aid (49.3 percent) and received the largest average grant amount per recipient (\$21,429) of any group.

Employer Grant Aid

- Overall, 16.4 percent of all master's degree students received grant aid from their employers, compared with 8.0 percent of research doctoral students and 4.6 percent of professional and other doctoral students.
- Among domestic master's students, 20.3 percent of White and 19.4 percent of Asian students received employer grant aid, compared with 13.2 percent of Black or African American students. Only about 5 percent of international master's students received employer grant aid. The average grant amount per recipient was the largest among international students (\$8,901), followed by White (\$7,303), Asian (\$6,637), Hispanic or Latino (\$6,463), and Black or African American (\$5,992) students.
- Among professional and other doctoral students, a larger share of Black or African American students (6.1 percent) than that of White students (4.8 percent) received employer grant aid. However, White students (\$8,329) received a larger average grant amount per recipient than that awarded to Black or African American students (\$5,709).
- Among research doctoral students, White students (11.1 percent) had the largest share of those who received employer grant aid, followed by Hispanic or Latino (10.8 percent), Black or African American (9.7 percent), and international (2.9 percent) students. However, the average grant amount per recipient showed the opposite pattern—it was highest among international students (\$15,780), followed by Black or African American (\$9,832), Hispanic or Latino (\$8,289), and White (\$7,732) students.

Private Grant Aid

- About 9 percent of professional and other doctoral students (8.9 percent), 7.3 percent of research doctoral students, and 5.9 percent of master's students received private grant aid.
- Among master's students, 9.3 percent of multiracial students received private grant aid, while 5.0 percent of Hispanic or Latino students and 4.1 percent of Black or African American students received aid of this type. The average grant amount per recipient was the largest among White students (\$6,547) and the smallest among Hispanic or Latino students (\$4,226).
- The shares of professional and other doctoral students who received private grant aid ranged from 5.5 percent of Hispanic or Latino students to 9.3 percent of White students.
- Among research doctoral students, larger shares of international (8.6 percent) and Hispanic or Latino (8.5 percent) students than that of White students (5.9 percent) received private grant aid. The average grant amount per recipient was also the largest among international students (\$12,730) and the smallest among White students (\$5,172).

ANNUAL BORROWING

During the 2019–20 academic year, a much larger share of professional and other doctoral students borrowed a larger average amount (68.5 percent borrowed an average of \$43,371) than that of master's (45.5 percent borrowed an average of \$20,610) and research doctoral (19.1 percent borrowed an average of \$19,595) students. In terms of loan type, the largest amount was borrowed from federal loan programs, through which graduate students can borrow enough to pay for tuition and fees as well as all items not covered by other financial aid—including housing, food, books and supplies, transportation, and other expenses. About 40 percent of all graduate students in 2019–20 borrowed federal loans, while only about 5 percent borrowed private loans. Borrowing patterns also differed across racial and ethnic groups. Overall, the majority of Black or African American (64.5 percent) and Hispanic or Latino (55.9 percent) graduate students borrowed some type of loan in 2019–20, while fewer than half of all other racial and ethnic groups borrowed funds. Particularly, Black or African American students had the highest borrowing rate among all master's and research doctoral students (69.2 percent and 51.6 percent, respectively), and Hispanic or Latino students had the highest borrowing rate among all professional and other doctoral students (78.2 percent). However, the average loan amount per borrower was the highest among Asian students (\$39,613).

Table 7.2: Annual Borrowing, by Type of Loan, Degree Program, and Race and Ethnicity: 2019–20

		Federal Loans			Private Loans			Any Loans		
		% Who Received Loans	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Received Loans	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Received Loans	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
All Graduate Degree Programs	All racial and ethnic groups	39.7%	\$25,506	\$20,500	4.6%	\$18,027	\$10,000	42.2%	\$25,994	\$20,500
	American Indian or Alaska Native	38.0% !	‡	‡	‡	‡	‡	38.0% !	‡	‡
	Asian	41.2%	\$39,186	\$33,000	4.2%	\$25,457	\$20,000	43.5%	\$39,613	\$33,000
	Black or African American	63.0%	\$22,439	\$20,500	4.7%	\$7,526	\$6,000	64.5%	\$22,477	\$20,088
	Hispanic or Latino	54.3%	\$21,933	\$19,537	4.6%	\$10,701	\$5,000	55.9%	\$22,269	\$19,692
	Native Hawaiian or other Pacific Islander	38.6%	‡	‡	‡	‡	‡	38.6%	‡	‡
	White	40.6%	\$25,496	\$20,500	3.8%	\$14,702	\$9,500	42.4%	\$25,815	\$20,500
	More than one race	43.7%	\$22,995	\$16,030	4.4%	‡	‡	44.8%	\$23,867	\$17,250
	International students	‡	‡	‡	8.1%	\$31,433	\$25,000	8.1%	\$31,433	\$25,000
Master's Degree Programs	All racial and ethnic groups	42.3%	\$19,669	\$17,532	5.4%	\$19,024	\$10,000	45.5%	\$20,610	\$18,000
	American Indian or Alaska Native	37.3% !	‡	‡	‡	‡	‡	37.3% !	‡	‡
	Asian	39.7%	\$26,638	\$20,500	6.0%	\$25,169	\$20,000 !	43.6%	\$27,727	\$20,500
	Black or African American	67.7%	\$19,596	\$18,496	5.0%	\$8,132	\$7,035	69.2%	\$19,799	\$18,250
	Hispanic or Latino	57.3%	\$17,832	\$16,356	5.3%	\$11,045	\$5,488 !	58.6%	\$18,469	\$16,820
	Native Hawaiian or other Pacific Islander	26.0% !	‡	‡	‡	‡	‡	26.0% !	‡	‡
	White	41.4%	\$19,339	\$17,163	4.0%	\$14,023	\$8,873	43.4%	\$19,785	\$17,085
	More than one race	47.4%	\$18,827	\$14,224	4.0% !	‡	‡	48.2%	\$19,817	\$15,100
	International students	‡	‡	‡	14.0%	\$32,382	\$28,000	14.0%	\$32,382	\$28,000
Professional and Other Doctoral Degree programs	All racial and ethnic groups	66.4%	\$42,744	\$40,062	5.5%	\$20,565	\$14,500	68.5%	\$43,371	\$40,500
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	65.7%	\$54,949	\$51,226	3.5% !	‡	‡	66.4%	\$55,759	\$52,500
	Black or African American	66.7%	\$42,584	\$37,167	4.2% !	‡	‡	67.4%	\$42,774	\$37,992
	Hispanic or Latino	76.1%	\$39,677	\$37,167	3.7%	‡	‡	78.2%	\$39,787	\$37,167
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	69.2%	\$40,343	\$37,862	5.6%	\$18,996 !	\$10,000 !!	71.1%	\$41,033	\$39,282
	More than one race	55.4%	\$39,710	\$37,000	9.8% !	‡	‡	57.1%	\$40,737	\$37,000
	International students	‡	‡	‡	21.6% !	‡	‡	21.6% !	‡	‡

		Federal Loans			Private Loans			Any Loans		
		% Who Received Loans	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Received Loans	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower	% Who Received Loans	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Research Doctoral Degree Programs	All racial and ethnic groups	18.1%	\$19,881	\$17,900	1.3%	\$10,321	\$9,000	19.1%	\$19,595	\$16,948
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	6.9% !	\$20,476 !	\$15,338	0.3% !!	‡	‡	7.1%	\$20,575	\$15,222
	Black or African American	49.3%	\$19,660	\$20,500	4.3%	\$6,973	\$6,000	51.6%	\$19,353	\$20,500
	Hispanic or Latino	36.4%	\$18,608	\$15,858	0.3% !	‡	‡	36.4%	\$18,605	\$15,858
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	21.0%	\$20,596	\$18,000	1.1% !	\$12,708 !	\$11,000	21.8%	\$20,524	\$17,682
	More than one race	25.6%	\$19,100	\$15,385	0.7% !!	‡	‡	26.0%	\$19,163	\$15,500
	International students	‡	‡	‡	1.4% !!	‡	‡	1.4%	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Federal Loans

- The majority of Black or African American (63.0 percent) and Hispanic or Latino (54.3 percent) students borrowed federal loans, while fewer than half of all other groups did so. The average loan amount was the largest among Asian students (\$39,186).
- Among master's students, Black or African American (67.7 percent) and Hispanic or Latino (57.3 percent) students borrowed at higher rates than those of other groups, but Asian students borrowed the largest average amount per borrower (\$26,638).
- About two-thirds of professional and other doctoral students borrowed federal loans, ranging from 55.4 percent of multiracial students to 76.1 percent of Hispanic or Latino students. Asian students borrowed the largest average amount per borrower (\$54,949).
- Among research doctoral students, larger shares of Black or African American (49.3 percent) and Hispanic or Latino (36.4 percent) students than those of other groups borrowed federal loans. The average loan amount per borrower was the largest among White students (\$20,596) when compared with that of other groups.

Private Loans

- The shares of graduate students who received private loans ranged from 3.8 percent of White students to 8.1 percent of international students. No more than 5 percent of any domestic group took private loans for graduate study. The average loan amount per borrower ranged from \$7,526 for Black or African American students to \$25,457 for Asian students and \$31,433 for international students.
- Among master's students, a much larger share of international students (14.0 percent) borrowed private loans when compared with the average of those who borrowed private loans across all master's students (5.4 percent).
- Black or African American research doctoral students (4.3 percent) borrowed at a higher rate than any other group of research doctoral students, including international students.

TOTAL CUMULATIVE AMOUNT BORROWED, BY DEGREE RECIPIENTS

Of all 2019–20 graduate degree recipients, about 78 percent of professional and other doctoral degree recipients borrowed an average of \$150,290 over the course of their graduate study (see table 7.9), and about 30 percent of research doctoral degree recipients borrowed an average of \$63,557 toward their degrees (see table 7.14). Among master’s degree recipients, about 53 percent borrowed an average of \$47,906 (see table 7.4). In addition to differences by program type, the gaps across racial and ethnic groups were stark.

Master’s Degree Recipients

Overall, 53.4 percent of master’s degree recipients borrowed money to fund their graduate education. Across all student groups, the average amount per borrower for graduate education (\$47,906) surpassed the median amount per borrower (\$38,566), indicating that a subset of the population took on substantially larger amounts of debt.

Table 7.3: Cumulative Debt for Graduate Education: Master’s Degree Recipients, by Race and Ethnicity: 2019–20

	% Who Borrowed (n=379,793)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
All racial and ethnic groups	53.4%	\$47,906	\$38,566
American Indian or Alaska Native	‡	‡	‡
Asian	42.5%	\$57,415	\$43,251
Black or African American	77.5%	\$53,127	\$46,001
Hispanic or Latino	74.7%	\$47,170	\$37,070
Native Hawaiian or other Pacific Islander	‡	‡	‡
White	54.9%	\$45,600	\$35,875
More than one race	62.7%	\$53,122	\$38,704
International students	18.6%	\$38,662	\$35,000

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Note: ‡ Reporting standards not met.

- The majority of Black or African American (77.5 percent) and Hispanic or Latino (74.7 percent) master’s degree recipients borrowed funds, compared with 42.5 percent of Asian students and 18.6 percent of international students.
- Asian master’s degree completers who borrowed funds accrued the largest average debt per borrower (\$57,415) of any group.
- White students (54.9 percent) borrowed at about the same rate as the average across all racial and ethnic groups (53.4 percent), but they borrowed the smallest average amount per borrower (\$45,600) of any domestic student group.

Institutional Sector

Overall, master's degree recipients at public four-year institutions borrowed at a lower rate (51.3 percent) and borrowed less on average (\$36,193) than those at for-profit (67.2 percent borrowed an average of \$46,096) or at private nonprofit four-year institutions (52.0 percent borrowed an average of \$57,445).

Table 7.4: Cumulative Debt for Graduate Education: Master's Degree Recipients, by Sector and Race and Ethnicity: 2019–20

		% Who Borrowed (n=379,793)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Public Four-Year	All racial and ethnic groups	51.3%	\$36,193	\$30,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	31.3%	‡	‡
	Black or African American	65.5%	\$44,979	\$41,000
	Hispanic or Latino	73.5%	\$32,371	\$28,000
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	53.1%	\$33,860	\$25,250
	More than one race	69.3%	‡	‡
	International students	24.0%	‡	‡
Private Nonprofit Four-Year	All racial and ethnic groups	52.0%	\$57,445	\$45,500
	American Indian or Alaska Native	‡	‡	‡
	Asian	45.0%	\$65,622	\$63,500
	Black or African American	83.2%	\$59,376	\$50,253
	Hispanic or Latino	72.5%	\$58,502	\$48,063
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	55.9%	\$56,899	\$41,000
	More than one race	62.1%	‡	‡
	International students	16.5%	\$41,189	\$35,000
For-Profit	All racial and ethnic groups	67.2%	\$46,096	\$37,535
	American Indian or Alaska Native	‡	‡	‡
	Asian	69.9%	‡	‡
	Black or African American	82.6%	\$49,019	\$44,610
	Hispanic or Latino	86.6%	\$44,646	\$32,462 !
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	58.4%	\$43,508	\$37,535
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- Black or African American and Hispanic or Latino master's students consistently had the largest shares of borrowers across all institutional sectors.
- Hispanic or Latino students who earned master's degrees at for-profit institutions borrowed at the highest rate (86.6 percent) among all racial and ethnic groups across sectors, followed by Black or African American students at private nonprofit four-year (83.2 percent) and for-profit (82.6 percent) institutions.
- Among master's degree recipients at public four-year institutions, the majority of Hispanic or Latino (73.5 percent) and Black or African American (65.5 percent) students borrowed for their graduate education, while fewer than one-third of

Asian (31.3 percent) and international (24.0 percent) students did so.

- Among master's degree recipients at private nonprofit four-year institutions, the majority of Black or African American (83.2 percent) and Hispanic or Latino (72.5 percent) students borrowed funds, compared with 45.0 percent of Asian students and 16.5 percent of international students who did so. However, the average debt per borrower was higher among Asian students (\$65,622) than Black or African American (\$59,376) and Hispanic or Latino (\$58,502) students.
- Within the public four-year and for-profit sectors, Black or African American master's degree recipients had the highest average debt amounts per borrower (\$44,979 and \$49,019, respectively).⁴

Carnegie Classification

Overall, master's degree recipients at special focus institutions borrowed at the highest rate (65.6 percent), followed by those from other doctoral (57.4 percent), bachelor's (56.2 percent), master's (55.0 percent), and R1 doctoral (42.9 percent) institutions. The average debt per borrower was also highest for master's degree recipients at special focus institutions (\$64,472), followed by those from R1 doctoral (\$56,996), other doctoral (\$43,762), bachelor's (\$43,032), and master's (\$38,698) institutions.

Table 7.5: Cumulative Debt for Graduate Education: Master's Degree Recipients, by Carnegie Classification and Race and Ethnicity: 2019–20

		% Who Borrowed (n=379,793)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
R1 Doctoral Institutions	All racial and ethnic groups	42.9%	\$56,996	\$44,518
	American Indian or Alaska Native	‡	‡	‡
	Asian	40.1%	\$66,415	\$63,500
	Black or African American	66.8%	‡	‡
	Hispanic or Latino	70.0%	\$63,378	\$41,000 !
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	50.8%	\$53,209	\$38,378
	More than one race	‡	‡	‡
	International students	21.5%	\$42,947	\$40,000
Other Doctoral Institutions	All racial and ethnic groups	57.4%	\$43,762	\$35,542
	American Indian or Alaska Native	‡	‡	‡
	Asian	43.6% !	‡	‡
	Black or African American	76.8%	\$47,047	\$40,966
	Hispanic or Latino	75.2%	\$46,706	\$31,840
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	58.3%	\$40,675	\$34,087
	More than one race	‡	‡	‡
	International students	14.1% !	‡	‡
Master's Institutions	All racial and ethnic groups	55.0%	\$38,698	\$32,800
	American Indian or Alaska Native	‡	‡	‡
	Asian	40.8% !	‡	‡
	Black or African American	75.2%	\$39,514	\$38,465
	Hispanic or Latino	71.1%	\$39,026	\$34,484
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	53.2%	\$39,518	\$31,563
	More than one race	75.1%	‡	‡
	International students	12.7% !!	‡	‡

⁴ Table 7.5 does not include an average amount per borrower for Asian students, as the reporting standards were not met. However, Asian master's degree recipients had higher debt when compared with that of other groups (see table 7.4).

		% Who Borrowed (n=379,793)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Bachelor's Institutions	All racial and ethnic groups	56.2%	\$43,032	\$29,968
	American Indian or Alaska Native	†	†	†
	Asian	†	†	†
	Black or African American	†	†	†
	Hispanic or Latino	†	†	†
	Native Hawaiian or other Pacific Islander	†	†	†
	White	56.7%	\$50,751	\$30,500 !!
	More than one race	†	†	†
	International students	†	†	†
Associate Institutions	All racial and ethnic groups	†	†	†
	American Indian or Alaska Native	†	†	†
	Asian	†	†	†
	Black or African American	†	†	†
	Hispanic or Latino	†	†	†
	Native Hawaiian or other Pacific Islander	†	†	†
	White	†	†	†
	More than one race	†	†	†
	International students	†	†	†
Special Focus Institutions	All racial and ethnic groups	65.6%	\$64,472	\$47,483
	American Indian or Alaska Native	†	†	†
	Asian	47.2%	†	†
	Black or African American	91.6%	\$73,088	\$66,997
	Hispanic or Latino	88.1%	\$49,558	\$37,300
	Native Hawaiian or other Pacific Islander	†	†	†
	White	60.6%	\$61,406	\$45,703
	More than one race	†	†	†
	International students	†	†	†
Tribal Colleges and Universities	All racial and ethnic groups	†	†	†
	American Indian or Alaska Native	†	†	†
	Asian	†	†	†
	Black or African American	†	†	†
	Hispanic or Latino	†	†	†
	Native Hawaiian or other Pacific Islander	†	†	†
	White	†	†	†
	More than one race	†	†	†
	International students	†	†	†

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: † Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- About 92 percent of Black or African American master's degree recipients at special focus institutions borrowed an average of \$73,088 to fund their graduate education—the largest share and highest average debt amount of any racial and ethnic group across all types of institutions.
- The borrowing rates of Asian master's degree recipients were lower than those of other student groups across all classification groups. However, the average amount per borrower among Asian master's degree recipients at R1 doctoral institutions (\$66,415) was higher than those of other racial and ethnic groups.
- Black or African American and Hispanic or Latino students consistently had higher borrowing rates than those of White and Asian students across all institution types.

Field of Study

Master's degree recipients in health fields borrowed at the highest rate (71.1 percent), followed by those in social and behavioral sciences (69.5 percent) and education (61.1 percent). In contrast, only 27.7 percent of master's degree recipients in science, technology, engineering, and mathematics (STEM) fields borrowed funds. The largest average debt per borrower for all racial and ethnic groups was also among master's degree recipients in health fields (\$65,988), while the lowest was among those in education (\$33,623).

Table 7.6: Cumulative Debt for Graduate Education: Master's Degree Recipients, by Field of Study and Race and Ethnicity: 2019–20

		% Who Borrowed (n=379,793)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Business and Management	All racial and ethnic groups	51.8%	\$44,115	\$38,695
	American Indian or Alaska Native	‡	‡	‡
	Asian	34.6%	‡	‡
	Black or African American	77.5%	\$55,323	\$46,939
	Hispanic or Latino	56.9%	\$32,242	\$31,840
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	49.1%	\$36,637	\$28,007
	More than one race	‡	‡	‡
	International students	33.3% !	‡	‡
Education	All racial and ethnic groups	61.1%	\$33,623	\$27,006
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	81.1%	\$34,773	\$30,190
	Hispanic or Latino	80.2%	\$47,450	\$35,177
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	55.4%	\$27,291	\$20,500
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Health Fields	All racial and ethnic groups	71.1%	\$65,988	\$47,318
	American Indian or Alaska Native	‡	‡	‡
	Asian	63.4%	‡	‡
	Black or African American	85.1%	\$67,054	\$56,252 !
	Hispanic or Latino	90.5%	\$58,746	\$46,820
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	72.1%	\$66,243	\$45,000
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Humanities	All racial and ethnic groups	43.1%	\$54,869	\$39,229
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	49.8%	\$45,294	\$39,229 !
	More than one race	‡	‡	‡
	International students	‡	‡	‡

		% Who Borrowed (n=379,793)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Law	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Social and Behavioral Sciences	All racial and ethnic groups	69.5%	\$43,426	\$41,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	63.0%	\$43,351	\$41,490
	More than one race	‡	‡	‡
	International students	‡	‡	‡
STEM Fields	All racial and ethnic groups	27.7%	\$40,779	\$34,804
	American Indian or Alaska Native	‡	‡	‡
	Asian	23.4%	‡	‡
	Black or African American	61.6%	\$47,262	\$40,000
	Hispanic or Latino	49.4%	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	33.6%	\$40,593	\$30,731
	More than one race	‡	‡	‡
	International students	15.6%	\$35,326	\$30,000
Other Fields	All racial and ethnic groups	58.3%	\$50,416	\$41,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	82.9%	\$61,918	\$51,081
	Hispanic or Latino	72.1%	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	59.1%	\$53,528	\$41,000
	More than one race	‡	‡	‡
	International students	25.4% !	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: STEM fields includes life and physical sciences, math, engineering, and computer science. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- Of any group across all fields, Hispanic or Latino master's degree recipients in health fields had the highest borrowing rate (90.5 percent), followed by Black or African American students in the same field (85.1 percent). In contrast, fewer than a quarter of Asian master's degree recipients in STEM fields (23.4 percent) borrowed funds.
- About 85 percent of Black or African American master's degree recipients in health fields borrowed funds; this group also had the highest average debt per borrower (\$67,054) of any group across all fields.

- Among master's degree recipients in business and management, more than three-quarters of Black or African American students (77.5 percent) borrowed funds, while about one-third of Asian students (34.6 percent) did so.
- Among master's degree recipients in STEM fields, more than half of Black or African American students (61.6 percent) borrowed funds, followed by Hispanic or Latino students (49.4 percent). The average debt per borrower was much higher among Black or African American students (\$47,262) than that of all other groups.

Total Amount Borrowed for All Postsecondary Education

Of all 2019–20 master's degree recipients, 66.2 percent (470,992 students) took on debt for their postsecondary education. Of those students, 379,793 students incurred debt for their graduate education—and may have also had undergraduate debt—but the remaining 91,199 students had only undergraduate debt. The average total debt per borrower (\$61,110) was higher than the average graduate debt per borrower (\$47,906).

Table 7.7: Graduate and Total Debt: Master's Degree Recipients, by Race and Ethnicity: 2019–20

	% with Graduate Debt (n=379,793)	Average Graduate Debt per Borrower	% with Any Debt (n=470,992)	Average Total Debt per Borrower (Combined Undergraduate and Graduate)
All racial and ethnic groups	53.4%	\$47,906	66.2%	\$61,110
American Indian or Alaska Native	‡	‡	‡	‡
Asian	42.5%	\$57,415	51.6%	\$60,164
Black or African American	77.5%	\$53,127	87.3%	\$79,046
Hispanic or Latino	74.7%	\$47,170	83.9%	\$61,655
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
White	54.9%	\$45,600	73.0%	\$56,928
More than one race	62.7%	\$53,122	80.7%	\$67,515
International students	18.6%	\$38,662	20.0%	\$41,915

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: The percentage of students with graduate debt reflects the total share of students who borrowed to finance graduate education. The average graduate debt per borrower reflects the average amount borrowed among only those who borrowed to pay for graduate education. | The percentage of students with any debt reflects the total share of students who borrowed to finance undergraduate and graduate education. The average total debt per borrower reflects the average amount borrowed among only those who borrowed to pay for undergraduate and graduate education. | ‡ Reporting standards not met.

- The shares of master's degree recipients who had debt for undergraduate and/or graduate education ranged from 20.0 percent of international students and 51.6 percent of Asian students to 83.9 percent of Hispanic or Latino students and 87.3 percent of Black or African American students.
- The shares of master's degree recipients who had graduate debt ranged from 18.6 percent of international students and 42.5 percent of Asian students to 74.7 percent of Hispanic or Latino students and 77.5 percent of Black or African American students.
- Black or African American students began their master's degree programs with higher levels of undergraduate debt than those of other groups. As a result of this and high levels of borrowing for graduate school, Black or African American master's degree recipients borrowed an average of \$79,046 per borrower—the highest average amount of any group.

Professional and Other Doctoral Degree Recipients

Over three-quarters of students who earned professional and other doctoral degrees in 2019–20 borrowed money to fund their graduate education (77.6 percent). The average debt amount per borrower was \$150,290.

Table 7.8: Cumulative Debt for Graduate Education: Professional and Other Doctoral Degree Recipients, by Race and Ethnicity: 2019–20

	% Who Borrowed (n=109,952)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
All racial and ethnic groups	77.6%	\$150,290	\$137,530
American Indian or Alaska Native	‡	‡	‡
Asian	78.5%	\$204,922	\$175,229
Black or African American	77.2%	\$150,300	\$137,351
Hispanic or Latino	92.5%	\$130,252	\$134,569
Native Hawaiian or other Pacific Islander	‡	‡	‡
White	77.2%	\$133,147	\$128,082
More than one race	63.6%	‡	‡
International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Note: ‡ Reporting standards not met.

- Hispanic or Latino professional and other doctoral degree recipients borrowed at the highest rate (92.5 percent) of any group, but their average amount per borrower was lower (\$130,252) than that among other groups.
- The average debt per borrower among Asian professional and other doctoral degree recipients (\$204,922) was the highest of any group, followed by Black or African American students (\$150,300).

Institutional Sector

Professional and other doctoral degree recipients at private nonprofit four-year institutions borrowed at a higher rate (83.3 percent) and a higher average amount (\$177,183) than that of those at for-profit (79.3 percent borrowed an average of \$141,931) and public four-year (73.1 percent borrowed an average of \$129,952) institutions.

Table 7.9: Cumulative Debt for Graduate Education: Professional and Other Doctoral Degree Recipients, by Sector and Race and Ethnicity: 2019–20

		% Who Borrowed (n=109,952)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Public Four-Year	All racial and ethnic groups	73.1%	\$129,952	\$123,465
	American Indian or Alaska Native	‡	‡	‡
	Asian	70.5%	\$131,308	\$110,000
	Black or African American	63.7%	‡	‡
	Hispanic or Latino	89.5%	\$110,917	\$110,507
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	75.2%	\$133,043	\$128,082
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Private Nonprofit Four-Year	All racial and ethnic groups	83.3%	\$177,183	\$156,940
	American Indian or Alaska Native	‡	‡	‡
	Asian	92.9%	\$269,074	\$260,401 !
	Black or African American	‡	‡	‡
	Hispanic or Latino	95.3%	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	78.9%	\$131,730	\$105,647 !
	More than one race	‡	‡	‡
	International students	‡	‡	‡
For-Profit	All racial and ethnic groups	79.3%	\$141,931	\$156,696
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	83.2%	\$138,921	\$145,000
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- Among professional and doctoral degree recipients at public four-year institutions, 89.5 percent of Hispanic or Latino students borrowed funds, followed by 70.5 percent of Asian and 63.7 percent of Black or African American students. However, the average debt per borrower was much lower among Hispanic or Latino students (\$110,917) than other groups.
- More than 90 percent of Hispanic or Latino (95.3 percent) and Asian (92.9 percent) professional and other doctoral degree recipients who attended private nonprofit four-year institutions borrowed to fund their graduate education.
- The average amount per borrower was much higher among Asian professional and other doctoral degree recipients at private nonprofit four-year institutions (\$269,074) than that of all other racial and ethnic groups across all sectors.

Carnegie Classification

Overall, professional and other doctoral degree recipients at master's institutions borrowed funds at a higher rate (88.5 percent) than that of those at special focus (79.4 percent), other doctoral (77.9 percent), and R1 doctoral (74.5 percent) institutions.

Table 7.10: Cumulative Debt for Graduate Education: Professional and Other Doctoral Degree Recipients, by Carnegie Classification and Race and Ethnicity: 2019–20

		% Who Borrowed (n=109,952)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
R1 Doctoral Institutions	All racial and ethnic groups	74.5%	\$154,255	\$138,667
	American Indian or Alaska Native	‡	‡	‡
	Asian	78.8%	\$194,993	\$165,000 !!
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	73.7%	\$135,361	\$135,167
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Other Doctoral Institutions	All racial and ethnic groups	77.9%	\$93,014	\$85,827
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	75.3%	\$85,940	\$78,630
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Master's Institutions	All racial and ethnic groups	88.5%	\$91,065	\$61,500
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	90.5%	\$79,630	\$61,331
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Bachelor's Institutions	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

		% Who Borrowed (n=109,952)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Associate Institutions	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Special Focus Institutions	All racial and ethnic groups	79.4%	\$187,932	\$171,263
	American Indian or Alaska Native	‡	‡	‡
	Asian	81.5%	\$226,489	\$193,041 !
	Black or African American	‡	‡	‡
	Hispanic or Latino	95.4%	\$140,328	\$145,976
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	80.7%	\$181,329	\$171,263
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Tribal Colleges and Universities	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized based on the 2018 Carnegie Basic Classification. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The average amount per borrower was highest among students at special focus institutions (\$187,932), followed by students at R1 doctoral institutions (\$154,255), other doctoral institutions (\$93,014), and master's institutions (\$91,065).
- Among professional and other doctoral degree recipients at special focus institutions, 95.4 percent of Hispanic or Latino students borrowed an average of \$140,328. In comparison, 81.5 percent of Asian students borrowed an average of \$226,489 and 80.7 percent of White students borrowed an average of \$181,329.⁵

5 Comparing debt levels of professional and other doctoral degree recipients across racial and ethnic groups within other institution types was not possible because of the small sample sizes in available survey data.

Field of Study

Professional and other doctoral degree recipients in health fields borrowed at a higher rate (80.2 percent) than those in law (74.9 percent) and STEM (73.6 percent) fields. The average debt per borrower was also higher among those in health fields (\$161,073) than in STEM (\$154,352) or law (\$120,897) fields.

Table 7.11: Cumulative Debt for Graduate Education: Professional and Other Doctoral Degree Recipients, by Field of Study and Race and Ethnicity: 2019–20

		% Who Borrowed (n=109,952)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Business and Management	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Education	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Health Fields	All racial and ethnic groups	80.2%	\$161,073	\$150,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	81.9%	\$216,056	\$175,552 !
	Black or African American	85.5%	\$126,560	\$137,351
	Hispanic or Latino	94.3%	\$131,672	\$137,664
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	81.0%	\$145,551	\$145,000
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Humanities	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

		% Who Borrowed (n=109,952)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Law	All racial and ethnic groups	74.9%	\$120,897	\$109,631
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	69.2%	\$96,299	\$81,203
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Social and Behavioral Sciences	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
STEM Fields	All racial and ethnic groups	73.6%	\$154,352	\$142,033
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	70.7%	\$156,434	\$142,033
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Other Fields	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: STEM fields includes life and physical sciences, math, engineering, and computer science. | † Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | ‡ Reporting standards not met.

- Among professional and other doctoral degree recipients in health fields, 94.3 percent of Hispanic or Latino students borrowed to fund their graduate education, compared with 81.9 percent of Asian and 81.0 percent of White students. However, Asian students borrowed a much larger average amount (\$216,056) than that of White (\$145,551), Hispanic or Latino (\$131,672), and Black or African American (\$126,560) students.
- Among professional and other doctoral degree recipients in law and STEM fields, the shares of White students (69.2 percent of law students and 70.7 percent of STEM students) who borrowed funds were smaller than the respective shares across all racial and ethnic groups in these fields.⁶

6 Comparing debt levels of professional and other doctoral degree recipients across racial and ethnic groups within other fields was not possible because of the small sample sizes in available survey data.

Total Amount Borrowed for All Postsecondary Education

Of all 2019–20 professional and other doctoral degree recipients, 81.3 percent (115,268 students) incurred debt for their postsecondary education. Among those professional and other doctoral degree recipients who had education debt, 109,952 students took on debt for their graduate education and the remaining 5,316 students had only undergraduate debt. The average total debt per borrower (\$159,176) was higher than the average graduate debt per borrower (\$150,290).

Table 7.12: Graduate and Total Debt: Professional and Other Doctoral Degree Recipients, by Race and Ethnicity: 2019–20

	% with Graduate Debt (n=109,952)	Average Graduate Debt per Borrower	% with Any Debt (n=115,268)	Average Total Debt per Borrower (Combined Undergraduate and Graduate)
All racial and ethnic groups	77.6%	\$150,290	81.3%	\$159,176
American Indian or Alaska Native	‡	‡	‡	‡
Asian	78.5%	\$204,922	81.5%	\$209,704
Black or African American	77.2%	\$150,300	79.1%	\$175,353
Hispanic or Latino	92.5%	\$130,252	92.8%	\$143,104
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
White	77.2%	\$133,147	82.1%	\$140,951
More than one race	63.6%	‡	69.7%	‡
International students	‡	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: The percentage of students with graduate debt reflects the total share of students who borrowed to finance graduate education. The average graduate debt per borrower reflects the average amount borrowed among only those who borrowed to pay for graduate education. | The percentage of students with any debt reflects the total share of students who borrowed to finance undergraduate and graduate education. The average total debt per borrower reflects the average amount borrowed among only those who borrowed to pay for undergraduate and graduate education. | ‡ Reporting standards not met.

- The shares of professional and other doctoral degree recipients who had combined debt from both undergraduate and graduate education ranged from 69.7 percent of multiracial students to 92.8 percent of Hispanic or Latino students.
- The shares of professional and other doctoral degree recipients who had graduate debt ranged from 63.6 percent of multiracial students to 92.5 percent of Hispanic or Latino students.
- The average total and graduate debt amounts per borrower were the highest among Asian students (\$209,704 and \$204,922, respectively), compared with those of any other racial and ethnic groups.

Research Doctoral Degree Recipients

In 2019–20, just under one-third of students who earned research doctoral degrees (30.1 percent) borrowed an average of \$63,557 to fund their graduate education, compared with 53.4 percent of master’s degree recipients who borrowed an average of \$47,906 and 77.6 percent of professional doctorate recipients who borrowed an average of \$150,290.

Table 7.13: Cumulative Debt for Graduate Education: Research Doctoral Degree Recipients, by Race and Ethnicity: 2019–20

	% Who Borrowed (n=41,271)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
All racial and ethnic groups	30.1%	\$63,557	\$43,547
American Indian or Alaska Native	‡	‡	‡
Asian	6.3% !!	‡	‡
Black or African American	60.5%	\$103,085	\$113,985
Hispanic or Latino	47.1%	\$81,998	\$85,670
Native Hawaiian or other Pacific Islander	‡	‡	‡
White	39.5%	\$59,912	\$40,500
More than one race	‡	‡	‡
International students	6.3% !	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- About six in 10 Black or African American research doctoral students (60.5 percent) borrowed an average of \$103,085—the highest share and amount of any group.
- Nearly half of Hispanic or Latino research doctoral students (47.1 percent) borrowed an average of \$81,998, much lower than Black or African American students’ borrowing levels but much higher than the overall averages of all racial and ethnic groups.
- White students borrowed at a higher rate (39.5 percent) but borrowed a smaller average amount (\$59,912) than the overall average of all racial and ethnic groups.

Institutional Sector

About 61 percent of research doctoral degree recipients at for-profit institutions borrowed an average of \$98,930. In comparison, fewer than 30 percent of those at public four-year (28.9 percent) and private nonprofit four-year (28.3 percent) institutions borrowed an average of \$57,716 and \$64,883, respectively.

Table 7.14: Cumulative Debt for Graduate Education: Research Doctoral Degree Recipients, by Sector and Race and Ethnicity: 2019–20

		% Who Borrowed (n=41,271)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Public Four-Year	All racial and ethnic groups	28.9%	\$57,716	\$43,547
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	72.4%	‡	‡
	Hispanic or Latino	42.0%	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	39.4%	\$54,800	\$41,000
	More than one race	‡	‡	‡
	International students	7.7% !	‡	‡
Private Nonprofit Four-Year	All racial and ethnic groups	28.3%	\$64,883	\$37,497 !
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	39.0%	\$65,912 !	\$34,986 !
	More than one race	‡	‡	‡
	International students	3.1% !!	‡	‡
For-Profit	All racial and ethnic groups	61.3%	\$98,937	\$88,360
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	48.2% !	\$93,259 !	\$84,180 !
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. ! ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. ! !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. ‡ Reporting standards not met.

- Among students who earned a research doctoral degree at public four-year institutions, the majority of Black or African American students (72.4 percent) borrowed funds, compared with 42.0 percent of Hispanic or Latino students and 39.4 percent of White students.⁷
- The rate of students who borrowed funds was higher among White research doctoral degree recipients at for-profit institutions (48.2 percent) than at public four-year (39.4 percent) and private nonprofit four-year (39.0 percent) institutions.

7 Comparing debt levels of research doctoral degree recipients across racial and ethnic groups within other sectors was not possible because of the small sample sizes in available survey data.

Carnegie Classification

A larger share of research doctoral degree recipients at master's institutions (80.9 percent) than those at other doctoral (48.4 percent), special focus (36.4 percent), and R1 doctoral (18.8 percent) institutions borrowed to fund their graduate education. Graduate students at special focus institutions had the highest average debt per borrower (\$84,409); those at R1 doctoral institutions had the lowest (\$51,504).

Table 7.15: Cumulative Debt for Graduate Education: Research Doctoral Degree Recipients, by Carnegie Classification and Race and Ethnicity: 2019–20

		% Who Borrowed (n=41,271)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
R1 Doctoral Institutions	All racial and ethnic groups	18.8%	\$51,504	\$37,000
	American Indian or Alaska Native	‡	‡	‡
	Asian	2.9% !!	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	30.3% !	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	32.5%	\$50,285	\$40,500
	More than one race	‡	‡	‡
	International students	5.0% !	‡	‡
Other Doctoral Institutions	All racial and ethnic groups	48.4%	\$79,387	\$59,720 !
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	79.8%	\$106,543	\$108,867
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	47.1%	\$72,076 !	\$41,211 !
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Master's Institutions	All racial and ethnic groups	80.9%	\$53,301 !	\$33,030 !!
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Bachelor's Institutions	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

		% Who Borrowed (n=41,271)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Associate Institutions	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Special Focus Institutions	All racial and ethnic groups	36.4% !	\$84,409 !	\$57,484 !!
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	45.3% !	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Tribal Colleges and Universities	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: Institutions were categorized based on the 2018 Carnegie Basic Classification. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- While 18.8 percent of all students at R1 doctoral institutions borrowed funds, White and Hispanic or Latino students did so at much higher rates (32.5 percent and 30.3 percent, respectively).
- Among research doctoral degree recipients at other doctoral institutions, 79.8 percent of Black or African American students borrowed funds, compared with 47.1 percent of White students.⁸

Field of Study

As was the case for other types of graduate degrees, research doctoral degree recipients in health fields borrowed at the highest rate (56.4 percent), followed by those in education (53.2 percent), social and behavioral sciences (39.6 percent), and STEM (14.0 percent) fields. Among research doctoral degree recipients in education, 63.9 percent of Black or African American students and 59.7 percent of Hispanic or Latino students borrowed to fund their graduate education, compared with 44.2 percent of White students.

⁸ Comparing debt levels of research doctoral degree recipients across racial and ethnic groups within other institution types was not possible because of the small sample sizes in available survey data.

Table 7.16: Cumulative Debt for Graduate Education: Research Doctoral Degree Recipients, by Field of Study and Race and Ethnicity: 2019–20

		% Who Borrowed (n=41,271)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Business and Management	All racial and ethnic groups	42.2% !	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Education	All racial and ethnic groups	53.2%	\$63,309	\$43,547 !
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	63.9%	‡	‡
	Hispanic or Latino	59.7%	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	44.2%	\$58,101	\$36,790
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Health Fields	All racial and ethnic groups	56.2%	\$78,288 !	\$52,668 !
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	82.1%	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Humanities	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

		% Who Borrowed (n=41,271)	Average Amount Borrowed per Borrower	Median Amount Borrowed per Borrower
Law	All racial and ethnic groups	‡	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
Social and Behavioral Sciences	All racial and ethnic groups	39.6%	\$77,713 †	\$46,300 ††
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	54.0%	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡
STEM Fields	All racial and ethnic groups	14.0%	\$39,641	\$33,813
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	22.4%	\$44,550	\$34,986
	More than one race	‡	‡	‡
	International students	6.6% †	‡	‡
Other Fields	All racial and ethnic groups	36.8% †	‡	‡
	American Indian or Alaska Native	‡	‡	‡
	Asian	‡	‡	‡
	Black or African American	‡	‡	‡
	Hispanic or Latino	‡	‡	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡
	White	‡	‡	‡
	More than one race	‡	‡	‡
	International students	‡	‡	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: *STEM fields* includes life and physical sciences, math, engineering, and computer science. | † Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | †† Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Total Amount Borrowed for All Postsecondary Education

Of all 2019–20 research doctoral degree recipients, 46.8 percent (64,283 students) took on debt for their postsecondary education. Many of those students had debt that remained from their undergraduate education. Of those research doctoral students with education debt, 41,271 students incurred debt for their graduate education; the remaining 23,012 students had only undergraduate debt. The average graduate debt per borrower (\$63,557) was higher than the average total debt per borrower (\$56,889).

Table 7.17: Graduate and Total Debt: Research Doctoral Degree Recipients, by Race and Ethnicity: 2019–20

	% with Graduate Debt (n=41,271)	Average Graduate Debt per Borrower	% with Any Debt (n=64,283)	Average Total Debt per Borrower (Combined Undergraduate and Graduate)
All racial and ethnic groups	30.1%	\$63,557	46.8%	\$56,889
American Indian or Alaska Native	‡	‡	‡	‡
Asian	6.3% !!	‡	27.5% !	‡
Black or African American	60.5%	\$103,085	63.6%	\$117,151
Hispanic or Latino	47.1%	\$81,998	72.3%	\$72,572
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
White	39.5%	\$59,912	62.9%	\$55,215
More than one race	‡	‡	‡	‡
International students	6.3% !	‡	7.7%	‡

Source: Data from U.S. Department of Education, National Postsecondary Student Aid Study, 2020.

Notes: The percentage of students with graduate debt reflects the total share of students who borrowed to finance graduate education. The average graduate debt per borrower reflects the average amount borrowed among only those who borrowed to pay for graduate education. | The percentage of students with any debt reflects the total share of students who borrowed to finance undergraduate and graduate education. The average total debt per borrower reflects the average amount borrowed among only those who borrowed to pay for undergraduate and graduate education. | ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

- The shares of research doctoral degree recipients with combined debt for undergraduate and graduate education ranged from 7.7 percent of international students and 27.5 percent of Asian students to 72.3 percent of Hispanic or Latino students.
- The shares of professional and other doctoral degree recipients with graduate debt ranged from 63.6 percent of multiracial students to 92.5 percent of Hispanic or Latino students.
- Black or African American research doctoral degree recipients left graduate school with an average of \$117,151 per borrower for combined undergraduate and graduate education debt—much higher than the average total debt per borrower of Hispanic or Latino (\$72,572) and White (\$55,215) students.

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POSTSECONDARY FACULTY AND STAFF



INTRODUCTION

On college and university campuses, faculty and staff are less diverse than the student bodies. The racial and ethnic composition of the professoriate is significant to the student experience; greater diversity facilitates supportive pathways through college for undergraduate and graduate students of color and research and career mentorship for students (Harris and Lee 2019). Diversity has also been linked to greater engagement and retention, enhanced classroom discussion, and better preparation to engage in the global workforce (Maruyama et al. 2000; Bitar, Montague, and Ilando 2022). Moreover, diversity helps create an environment of cultural validation in and outside of the classroom (Rendon 1994) and encourages students of color to contribute to their respective communities (Reyes, Carales, and Sansone 2021). In research production, greater diversity and breadth of knowledge contribute to a higher quality of scientific contributions and knowledge production (Freeman and Huang 2015).

The data in this chapter provide a snapshot of the diversity of faculty and staff across race and ethnicity, faculty rank, and institution type as of fall 2021. This chapter also reports the racial and ethnic makeup of the American college presidency, which has become considerably more diverse in recent years. This chapter also highlights the need for senior administrators and other higher education stakeholders to develop better structures for the recruitment, hiring, onboarding, professional development, and advancement of faculty and staff of color while also working on other practices to enhance diversity across institutions.

KEY FINDINGS

- The shares of full-time faculty who were White were highest among full professors (75.7 percent) and lowest among assistant professors (60.5 percent). Seventy-four percent of those with no academic rank were White faculty. This pattern was reversed among Black or African American faculty, who accounted for 4.0 percent of full professors and 7.2 percent of assistant professors, and Hispanic or Latino faculty, who composed 4.0 percent of full professors and 5.5 percent of assistant professors. Higher shares of faculty at lower ranks can either mean that members of the group are less likely to be promoted or that recent hires are more diverse than those hired earlier, as the flow of new doctorates has itself changed in demographic composition (see figure 8.3).
- The shares of full-time faculty who were White ranged from 63.9 percent at for-profit institutions to 74.1 percent at public two-year institutions. For-profit institutions had larger shares of Black or African American (12.0 percent) and Hispanic or Latino (10.4 percent) full-time faculty than other sectors. The racial and ethnic distribution of full-time faculty was similar at public and private nonprofit four-year institutions; however, public institutions had a larger share of Asian faculty and private institutions had a larger proportion of faculty who were White. More specifically, a greater number of White faculty worked at public four-year institutions, but the proportion of White faculty was larger at private nonprofit four-year institutions (see figure 8.5).¹
- Across all Carnegie Classifications, Tribal Colleges and Universities had the smallest shares of full-time faculty from all racial and ethnic groups except for American Indian or Alaska Native faculty. At other institution types, the shares of all full-time faculty who were White ranged from 63.5 percent at special focus institutions to 74.2 percent at associate institutions. The shares of full-time faculty who were Black or African American ranged from 4.0 percent at R1 doctoral institutions to 8.0 percent at associate institutions. The shares of full-time faculty who were Hispanic or Latino ranged from 4.6 percent at master's institutions to 7.9 percent at associate institutions. The shares of Asian full-time faculty ranged from 4.9 percent at associate institutions to 16.3 percent at special focus institutions (see figures 8.7 through 8.12).²
- Larger shares of Asian (47.1 percent) and international (52.0 percent) full-time faculty than those of other groups worked at R1 doctoral institutions. Only 20.3 percent of Native Hawaiian or other Pacific Islander faculty worked at these institutions. The shares at associate institutions ranged from 3.4 percent of international and 7.1 percent of Asian faculty to 22.1 percent of Hispanic or Latino and 28.7 percent of Native Hawaiian or other Pacific Islander faculty (see figures 8.7 through 8.12).
- There was a larger share of Asian full-time faculty at public four-year (69.4 percent), private nonprofit four-year (61.0 percent), and public two-year (70.7 percent) institutions than those of other racial and ethnic groups. Black or African American faculty made up the smallest share of tenured or tenure-track faculty at private nonprofit four-year (51.5 percent) and public two-year (47.6 percent) institutions. However, a larger share of Black or African American (64.4 percent) than of Hispanic or Latino (61 percent), White (63 percent), multiracial (61 percent), and international faculty (63 percent) were either tenured or on the tenure track at public four-year institutions (see tables 8.8, 8.10, and 8.12).
- In 2021, 69.4 percent of all full-time faculty and 56.2 percent of newly hired full-time faculty were White, whereas 6.1 percent of all full-time faculty and 9.3 percent of new full-time faculty were Black or African American. International faculty accounted for 3.3 percent of all full-time faculty and 8.9 percent of new full-time faculty (see figures 8.1 and 8.17).

1 Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. For more information, please refer to the report's methodology.

2 Institutions were categorized into Carnegie Classification based upon the 2018 Basic Carnegie Classification, an update of the framework that was developed by the Carnegie Commission on Higher Education in the early 1970s. It is important to note that classifications are time-specific descriptions of institutional attributes and behavior; thus, an individual institution's classification may change over time. For more information, please refer to the report's methodology.

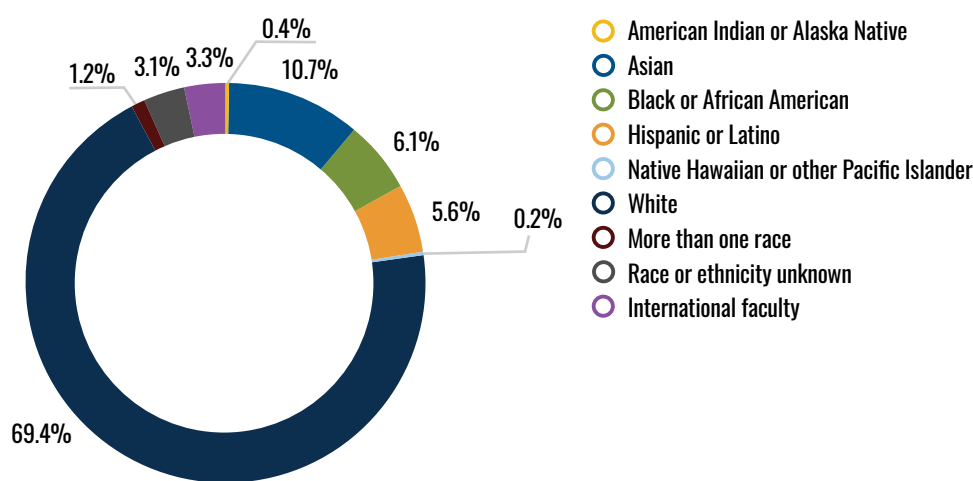
- In 2021, the share of part-time faculty who were White (68.9 percent) was similar to the share of full-time faculty who were White (69.4 percent). In contrast, 9.3 percent of part-time faculty were Black or African American, compared with 6.1 percent of full-time faculty. More Native Hawaiian or other Pacific Islander and American Indian or Alaska Native faculty worked part time than full time. Only 0.9 percent of international faculty worked part time and 3.3 percent worked full time, and 5.3 percent of part-time faculty and 10.7 percent of full-time faculty were Asian (see figures 8.1 and 8.19).
- The shares of full-time staff members in 2021 who were White ranged from 48.4 percent in service occupations to 75.4 percent of librarians, curators, and archivists. The shares who were Black or African American ranged from 6.4 percent in computer, engineering, and science positions to 22.0 percent in service occupations. The shares who were Hispanic or Latino ranged from 6.7 percent of librarians, curators, and archivists to 18.2 percent of those in service occupations (see table 8.4).
- The share of college and university presidents who were White fell from 91.9 percent in 1986 to 83.2 percent in 2016 and 72.7 percent in 2022. The share of presidents who were Black or African American rose from 5.0 percent to 7.9 percent to 13.6 percent over those respective years (see figure 8.22).
- The shares of White presidents ranged from 67.7 percent at bachelor's institutions to 82.3 percent at doctoral institutions. The shares of presidents who were Black or African American ranged from 5.0 percent at special focus and 6.3 percent at doctoral institutions to 21.6 percent at bachelor's institutions (see figure 8.26).

FULL-TIME FACULTY

Faculty rank is a status designation given to full-time faculty by their institution. The share of assistant professors from a demographic group may be higher or lower than the share of full professors because assistant professors were hired more recently and hiring patterns have changed over time, as the flow of new doctorates has changed in demographic composition, or because assistant professors from different groups are not equally likely to be promoted. The Integrated Postsecondary Education Data System (IPEDS) human resources survey allows institutions to report their full-time faculty according to five ranks: professor, associate professor, assistant professor, instructor, and lecturer.³ Overall, institution types have varying concentrations of faculty in different categories, with public two-year institutions having a higher share of faculty in instructor or lecturer positions. Institutions also differ in the extent to which faculty are likely to be employed full time.

In fall 2021, there were 712,180 full-time faculty. Of that number, 69.4 percent were White, 10.7 percent were Asian, 13.4 percent were from all other racial and ethnic groups, and 3.1 percent were of unknown racial and ethnic backgrounds.⁴ International faculty accounted for 3.3 percent.

Figure 8.1: Full-Time Faculty Across Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect full-time instructional staff with faculty status at all Title IV-eligible, degree-granting institutions.

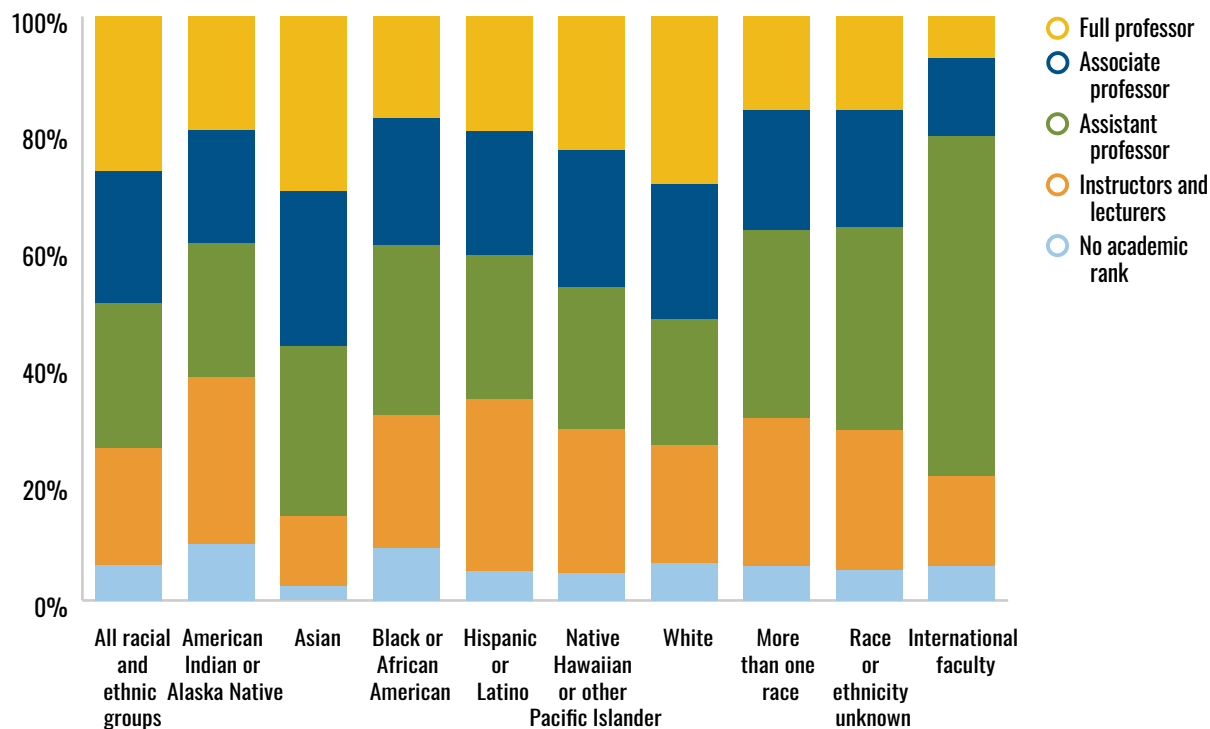
³ Instructors and lecturers were grouped together in the data analysis.

⁴ *Race and ethnicity unknown* is included among the racial and ethnic categories within IPEDS data, which were used in this chapter of the report. As a result, tables and figures include this group alongside other racial and ethnic categories.

Full-Time Faculty, by Faculty Rank

Of all full-time faculty in the fall of 2021, 26.4 percent were full professors, 22.7 percent were associate professors, 24.8 percent were assistant professors, 20.0 percent were either instructors or lecturers, and 6.0 percent held no faculty rank.⁵

Figure 8.2: Full-Time Faculty Across Faculty Ranks, by Race and Ethnicity: Fall 2021



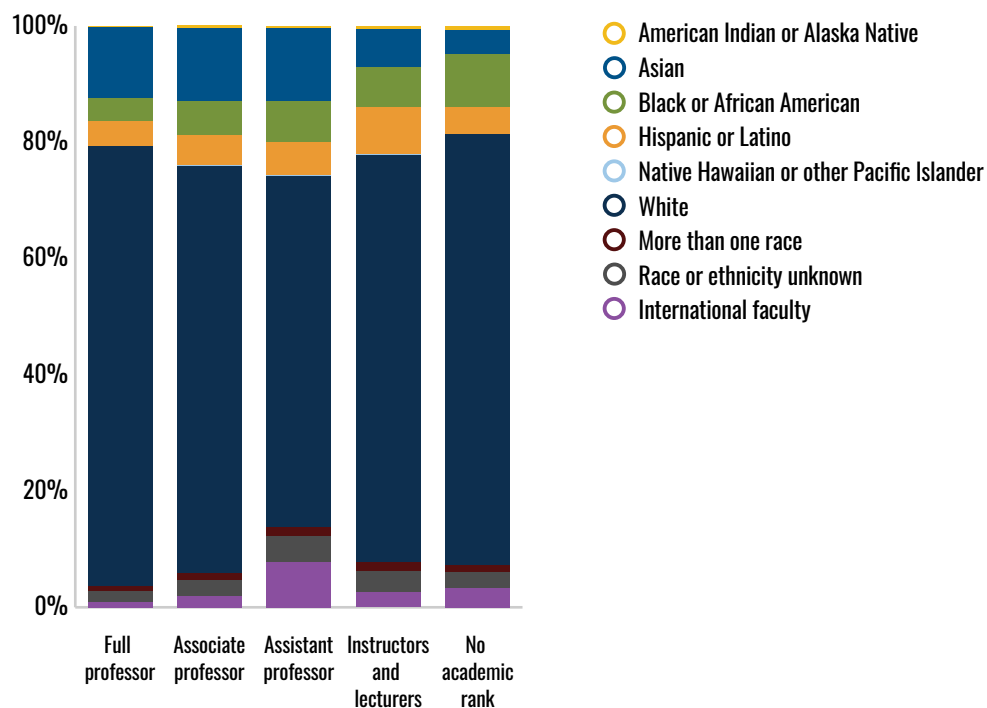
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect full-time instructional staff with faculty status at all Title IV–eligible, degree-granting institutions.

- Nearly 30 percent of all White (28.8 percent) and Asian (29.9 percent) full-time faculty held the rank of full professor—higher shares than any other groups.
- American Indian or Alaska Native full-time faculty were most concentrated at the rank of instructor or lecturer (28.5 percent) and assistant professor (23.0 percent).
- The share of Asian faculty who were lecturers or instructors (12.1 percent) was lower than the shares of other groups.
- Black or African American full-time faculty were concentrated among assistant professor (29.2 percent) and instructors or lecturers (22.8 percent).
- The shares of American Indian or Alaska Native (9.6 percent) and Black or African American (8.9 percent) full-time faculty who held no faculty rank were the highest across all racial and ethnic groups.
- Approximately one third of all American Indian or Alaska Native (38.1 percent), Hispanic or Latino (34.4 percent), Black or African American (31.7 percent), and multiracial (31.2 percent) faculty were instructors, lecturers, or faculty with no academic rank. In contrast, 26.6 percent of White and 14.5 percent of Asian full-time faculty held these positions.

⁵ A shortcoming of IPEDS is that it does not capture field or discipline.

Among the tenure track ranks, the share who were White was highest for full professors (75.7 percent). The shares who were Black or African American (7.2 percent), Hispanic or Latino (5.5 percent), multiracial (1.6 percent), or international (7.8 percent) was highest among assistant professors.

Figure 8.3: Full-Time Faculty Across Race and Ethnicity, by Faculty Rank: Fall 2021



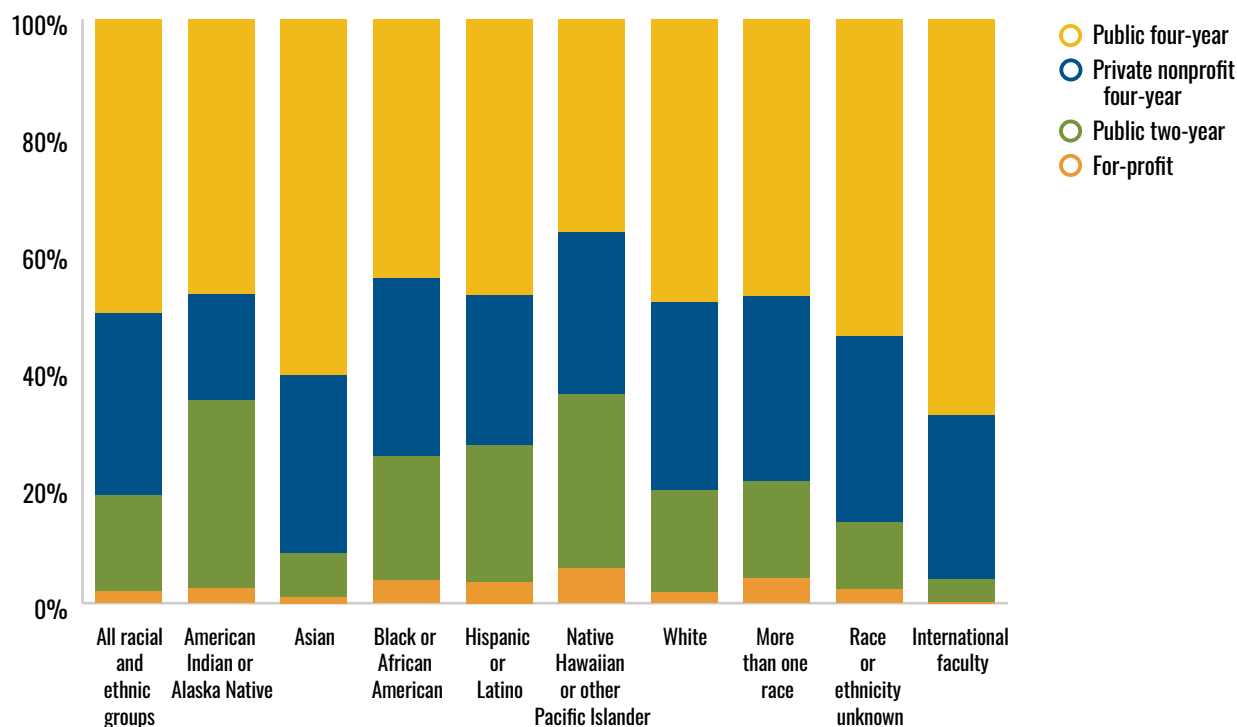
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect full-time instructional staff with faculty status at all Title IV-eligible, degree-granting institutions.

- Asian full-time faculty held approximately 12 percent of all full (12.1 percent), associate (12.6 percent), and assistant professor (12.5 percent) positions but only 6.5 percent of all instructor or lecturer positions.
- Black or African American faculty held 9.0 percent of all full-time positions with no academic rank but only 4.0 percent of all full-time, full professor positions.
- Hispanic or Latino faculty held 8.2 percent of all full-time instructor or lecturer positions but between 4 to 6 percent of all assistant (5.5 percent), associate (5.2 percent), and full (4.2 percent) professor positions.
- International full-time faculty held 7.8 percent of all assistant professor positions but only 1.9 percent of associate professors and 0.9 percent of full professor positions.

Full-Time Faculty, by Sector

Half of all full-time faculty in fall 2021 were employed at public four-year institutions (50.3 percent). Private nonprofit four-year institutions employed 31.3 percent of full-time faculty, public two-year institutions employed 16.5 percent, and for-profit institutions employed just 2.0 percent.

Figure 8.4: Full-Time Faculty Across Sectors, by Race and Ethnicity: Fall 2021

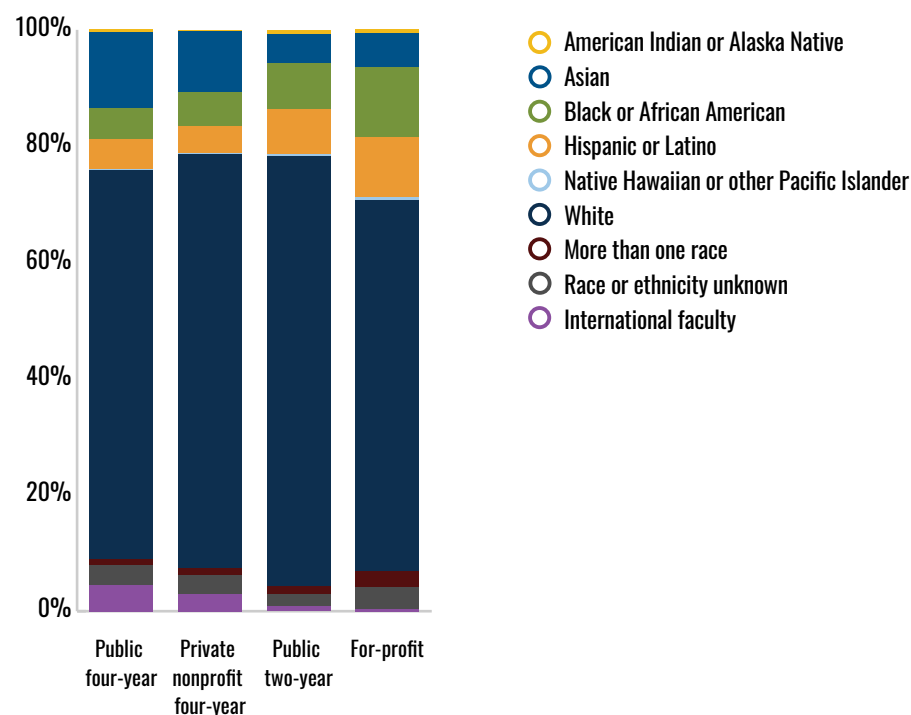


Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Over half of all international faculty (67.9 percent) and Asian faculty (61 percent) were employed at public four-year institutions. In contrast, Black or African American (44.3 percent) and Native Hawaiian or other Pacific Islander (36.5 percent) full-time faculty held the lowest percentages employed within public four-year institutions.
- While almost one-third of all full-time faculty (31.3 percent) were employed at private nonprofit four-year institutions, only 18.2 percent of American Indian or Alaska Native and 25.7 percent of Hispanic full-time faculty were at these institutions—the lowest percentages of any group.
- American Indian or Alaska Native (32.2 percent) and Native Hawaiian or other Pacific Islander (29.8 percent) full-time faculty had their second-highest concentrations of employees at two-year public institutions, while the second-highest concentrations of Asian (30.5 percent), Black or African American (30.5 percent), and Hispanic or Latino (25.7 percent) full-time faculty were at private nonprofit four-year institutions.
- A larger share of Native Hawaiian or other Pacific Islander faculty (6.0 percent) than those of other groups were in the for-profit sector. International and Asian faculty made up the smallest shares in that sector.

Figure 8.5: Full-Time Faculty Across Race and Ethnicity, by Sector: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Within each sector, most full-time faculty were White; public two-year (74.1 percent) and private nonprofit four-year institutions (71.3 percent) had the largest concentrations of faculty in this group.
- Black or African American and Hispanic or Latino faculty held 12.0 percent and 10.4 percent, respectively, of all full-time faculty positions at for-profit institutions. Furthermore, Hispanic or Latino and Black or African American faculty each held 7.9 percent of all full-time faculty positions at public two-year institutions.
- Asian faculty held 13.1 percent of all full-time faculty positions at public four-year institutions but only 4.9 percent of full-time faculty positions at public two-year institutions.
- American Indian or Alaska Native faculty held 0.8 percent of all full-time faculty positions at public two-year institutions—twice the share of full-time faculty positions that they held at public four-year institutions (0.4 percent) and quadruple the share that they held at private nonprofit four-year institutions (0.2 percent).

Full-Time Faculty, by Faculty Rank and Carnegie Classification

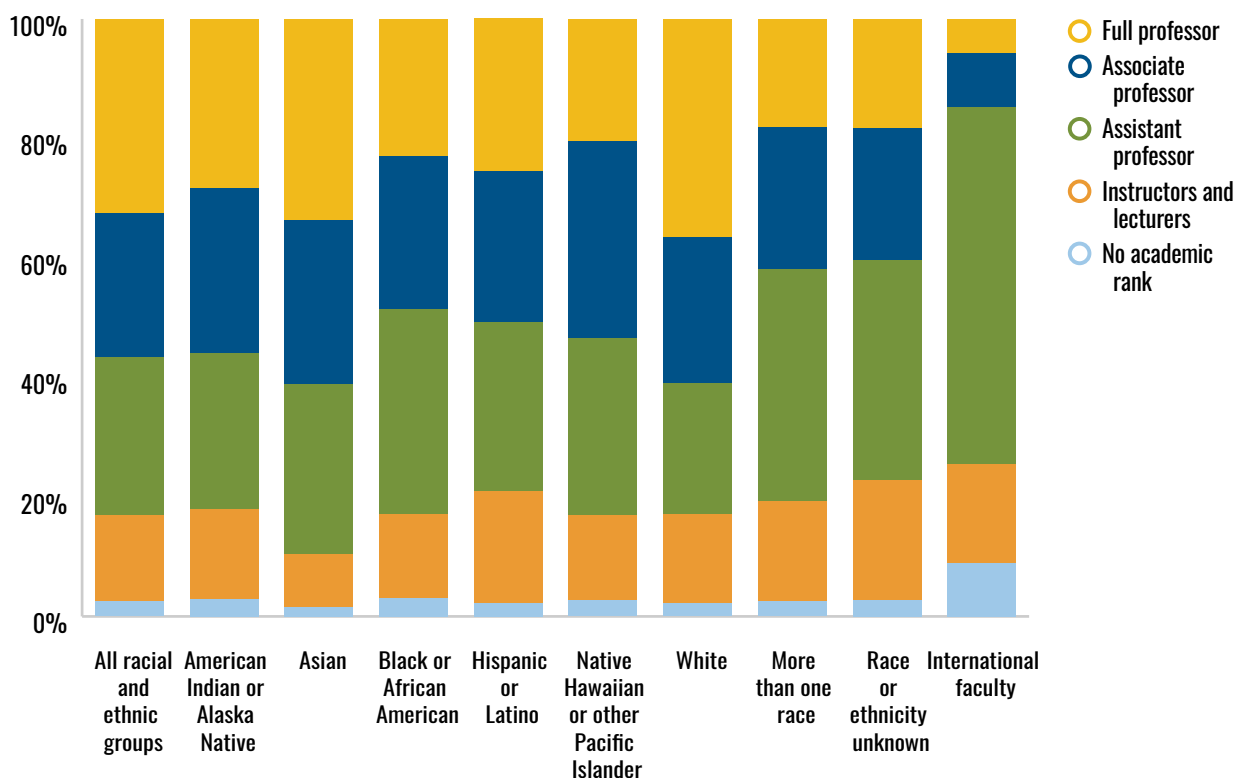
Out of all Carnegie Classifications, R1 doctoral institutions employed the largest number of full-time faculty (248,566 people) while Tribal Colleges and Universities (TCUs) employed the smallest number (799 people).⁶ The data show differences by race and ethnicity among full-time faculty.

- White faculty were the largest percentage of full-time faculty employed across Carnegie Classifications, particularly at associate institutions where they made up 74.1 percent of full-time faculty. The only exception to this was at TCUs, where faculty of color held 51.6 percent of positions in contrast to 45.1 percent held by White faculty.
- Out of all full-time faculty across institutions, 43.0 percent of all full professors, 37.1 percent of all assistant professors, and 37.0 percent of associate professors were concentrated at R1 doctoral institutions. Lecturers or instructors (32.9 percent) and those who held no academic rank (57.7 percent) had the largest percentages of faculty positions at associate institutions.
- R1 doctoral institutions had a larger share of Asian (47.1 percent) and international (52.0 percent) full-time faculty than those of other groups. Only 20.3 percent of Native Hawaiian or other Pacific Islander faculty were at these institutions. The shares at associate institutions ranged from 3.4 percent of international and 7.1 percent of Asian faculty to 22.1 percent of Hispanic or Latino and 28.7 percent of Native Hawaiian or other Pacific Islander faculty.

R1 Doctoral Institutions

At R1 doctoral institutions, a total of 248,566 full-time faculty held positions, of which 32.6 percent were full professors, 24.1 percent were associate professors, 26.3 percent were assistant professors, 14.5 percent were instructors or lecturers, and 2.5 percent held no academic rank.

Figure 8.6: Full-Time Faculty at R1 Doctoral Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as R1 doctoral institutions in this report.

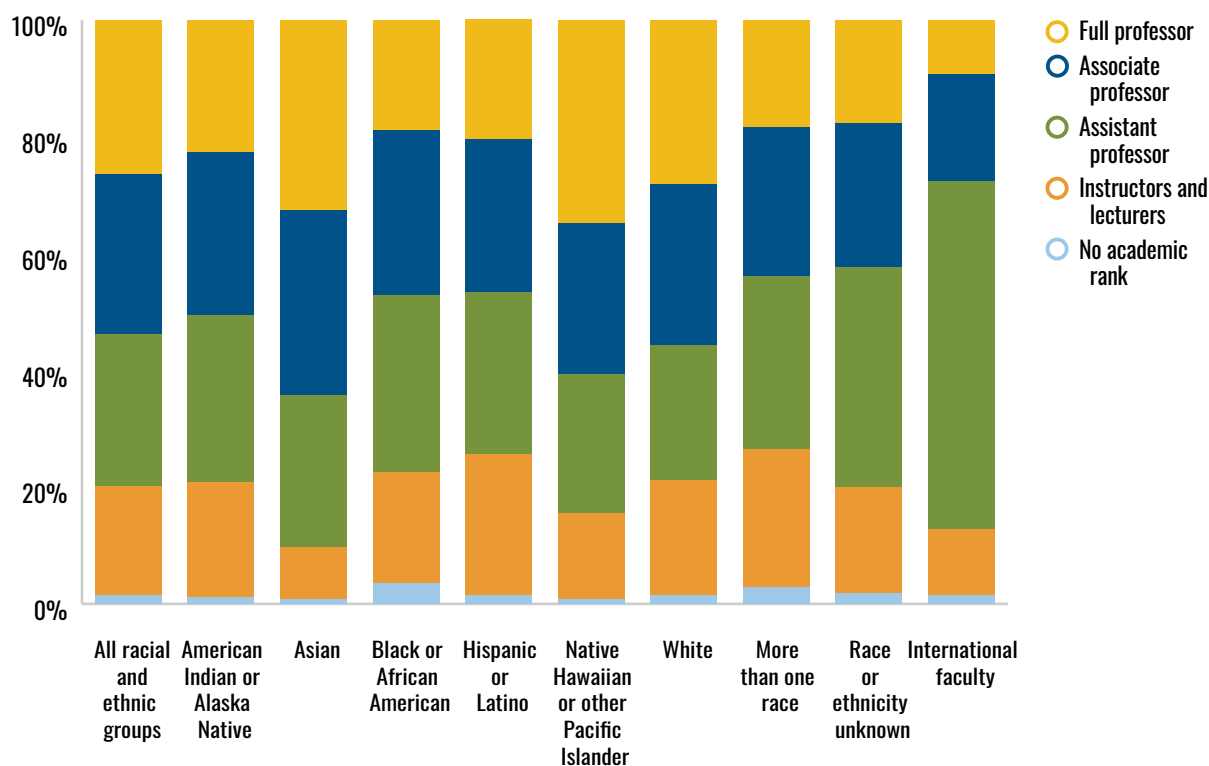
⁶ For context, the data used in this analysis included 131 R1 doctoral institutions, 268 other doctoral institutions, 635 master's institutions, 571 bachelor's institutions, 1,012 associate institutions, 1,031 special focus institutions, and 34 TCUs.

- Over half of all White full-time faculty held positions as either full professors (36.5 percent) or associate professors (24.4 percent). Additionally, 39.1 percent held positions as assistant professors (21.9 percent), instructors or lecturers (15.0 percent), or no academic rank (2.2 percent).
- Among international faculty, almost 60 percent held assistant professor positions (59.6 percent), the largest percentage of any group across that rank designation.
- Hispanic or Latino full-time faculty were concentrated among full professor (25.4 percent), associate professor (25.3 percent), and assistant professor (28.3 percent) positions. Only 2.2 percent of Hispanic or Latino full-time faculty held no academic rank.
- Among Asian full-time faculty, only 1.6 percent held no academic rank.

Other Doctoral Institutions

Over 124,000 faculty worked at other doctoral institutions with 26.3 percent serving as full professors, 27.6 percent as associate professors, 26.1 percent as assistant professors, 18.5 percent as instructors or lecturers, and 1.5 percent with no academic rank.

Figure 8.7: Full-Time Faculty at Other Doctoral Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

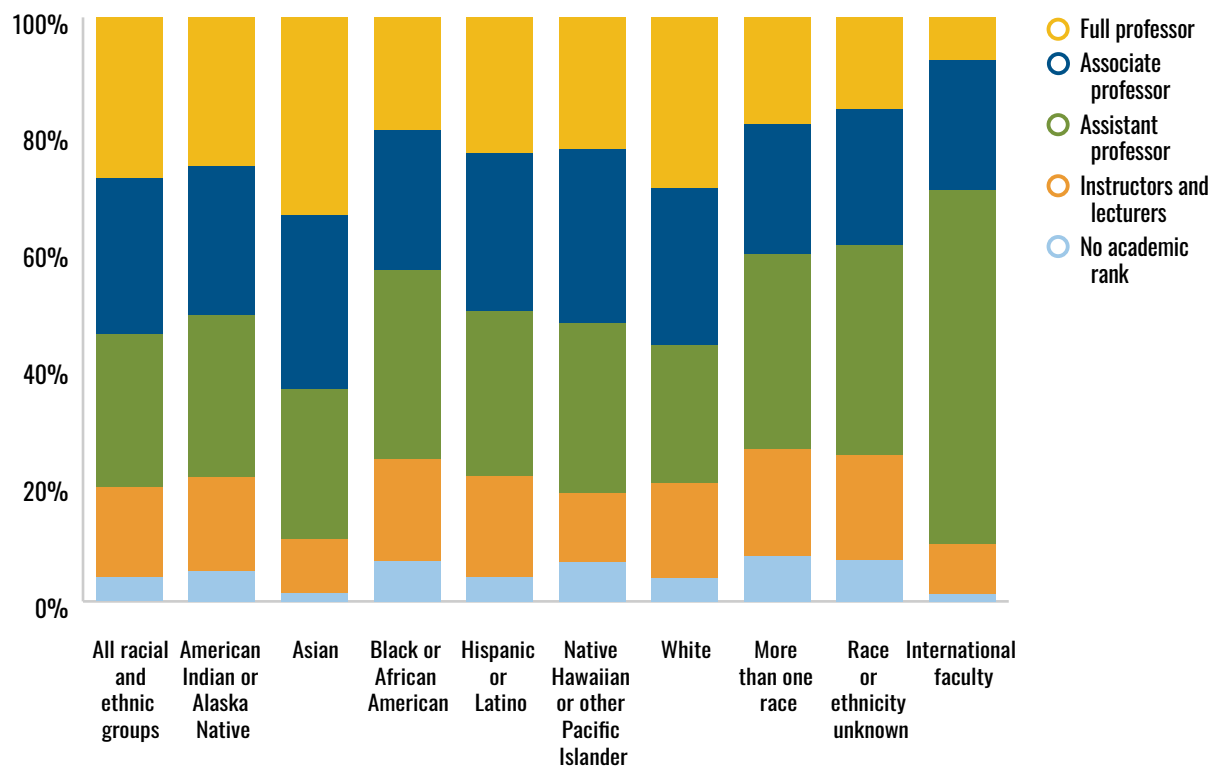
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as other doctoral institutions in this report.

- Across Carnegie Classifications, other doctoral institutions had the smallest group of employed faculty with no academic rank (1.5 percent). In contrast, these institutions also had the highest share of associate professors (27.6 percent).
- International faculty at other doctoral institutions were concentrated among assistant professor roles (59.5 percent).
- Black or African American and Hispanic or Latino faculty were most concentrated at the assistant professor (30.2 and 27.7 percent, respectively) and associate professor (28.2 and 26.3 percent, respectively) levels.
- The percentage of Asian (32.6 percent) and Native Hawaiian or other Pacific Islander (34.8 percent) faculty was highest among full professors.

Master's Institutions

Master's institutions employed more than 118,000 faculty. Of this faculty, 27.6 percent were full professors, 26.6 percent were associate professors, 26.1 percent were assistant professors, 15.6 percent were instructors or lecturers, and 4.1 percent held no academic rank.

Figure 8.8: Full-Time Faculty at Master's Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

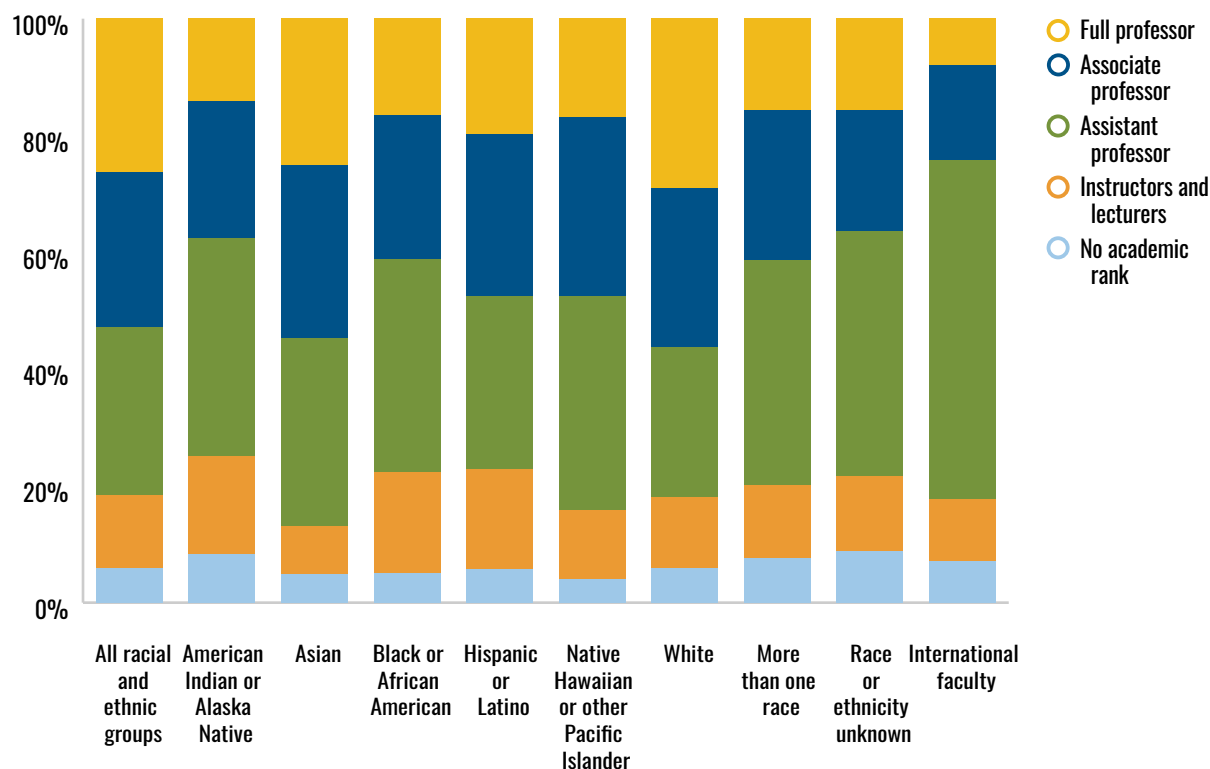
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as master's institutions in this report.

- Approximately three-quarters of American Indian or Alaska Native faculty held positions as full professors (25.6 percent), associate professors (25.4 percent), or assistant professors (27.7 percent).
- Similar to shares at other doctoral institutions, Asian faculty held a greater share of roles as full and associate professors (33.8 and 29.9 percent, respectively), compared with White faculty (29.3 and 26.8 percent, respectively).
- Over half of international faculty (60.5 percent) served as assistant professors.
- Over half of all Native Hawaiian or other Pacific Islander faculty served in associate professor (29.9 percent) or assistant professor (29 percent) roles.

Bachelor's Institutions

Of the over 50,000 faculty at bachelor's institutions, 26.2 percent were full professors, 26.7 percent were associate professors, 28.7 percent were assistant professors, 12.4 percent were instructors or lecturers, and 5.9 percent held no academic rank.

Figure 8.9: Full-Time Faculty at Bachelor's Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

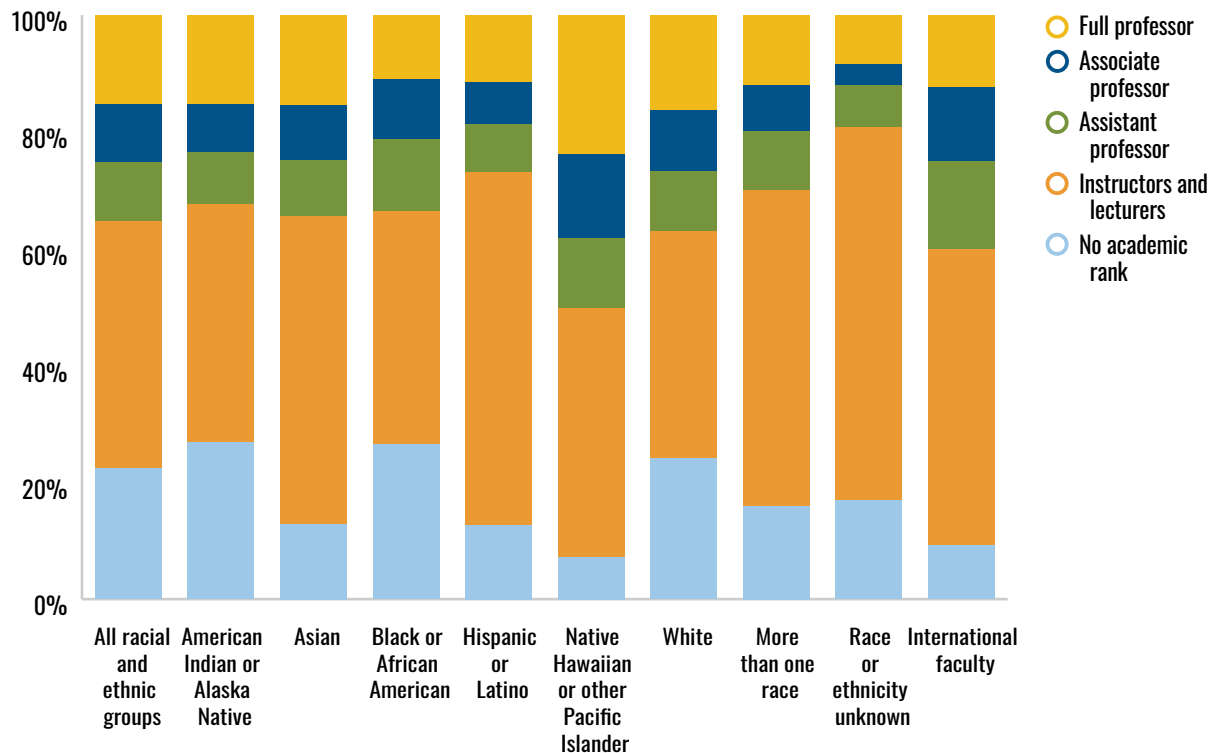
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as bachelor's institutions in this report.

- Over a third of all American Indian or Alaskan Native (37.5 percent), Black or African American (36.6 percent), Native Hawaiian or other Pacific Islander (36.6 percent), and multiracial (38.4 percent) faculty were assistant professors. Additionally, 32.2 percent of Asian and 29.7 percent of Hispanic or Latino faculty were assistant professors.
- Of international faculty, 58.0 percent were assistant professors.
- The shares of all White (29.0 percent) and Asian (25.0 percent) faculty who were full professors were larger than the shares of other groups at this rank.
- More than a quarter of Asian (29.7 percent), Hispanic or Latino (27.6 percent), and Native Hawaiian or other Pacific Islander (30.7 percent) faculty were associate professors.

Associate Institutions

More than 100,000 people were employed as faculty at associate institutions in fall 2021. Among them, 15.2 percent were full professors, 10.1 percent were associate professors, 10.1 percent were assistant professors, 42.2 percent were instructors or lecturers, and 22.4 percent held no academic rank. In contrast to other Carnegie Classifications, associate institutions had the largest share of instructors or lecturers, regardless of race or ethnicity.

Figure 8.10: Full-Time Faculty at Associate Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

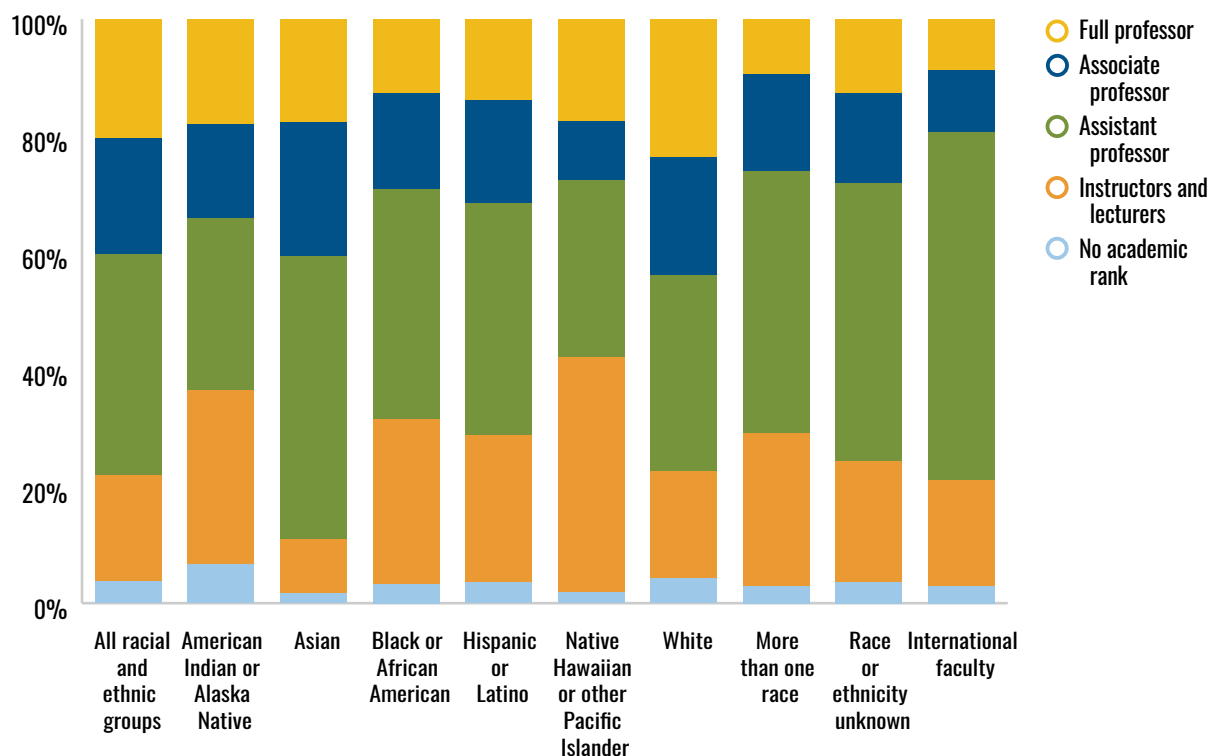
Note: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting institutions that were classified as associate institutions in this report.

- Among full-time faculty at associate institutions, more than half of Hispanic or Latino (60.3 percent), multiracial (54.0 percent), Asian (52.6 percent), and international (50.8 percent) faculty were instructors or lecturers.
- Over a third of all Native Hawaiian or other Pacific Islander (42.6 percent), American Indian or Alaska Native (40.7 percent), Black or African American (40.0 percent), and White (39.0 percent) faculty held roles as instructors or lecturers.
- Among Hispanic or Latino faculty at associate institutions, 11.5 percent were full professors and 7.1 percent were associate professors, while 60.3 percent were instructors or lecturers. Similarly, 11.0 percent of all Black or African American faculty were full professors and 10.4 percent were associate professors, while 40.0 percent were instructors or lecturers.
- Around a quarter of all Black or African American (26.5 percent) and White (24.1 percent) faculty held no academic rank.

Special Focus Institutions

There were over 56,000 faculty members serving at special focus institutions across the country in fall 2021. Of this number, 20.4 percent were full professors, 19.8 percent were associate professors, 37.9 percent were assistant professors, 18.2 percent were instructors or lecturers, and 3.7 percent held no academic rank.

Figure 8.11: Full-Time Faculty at Special Focus Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

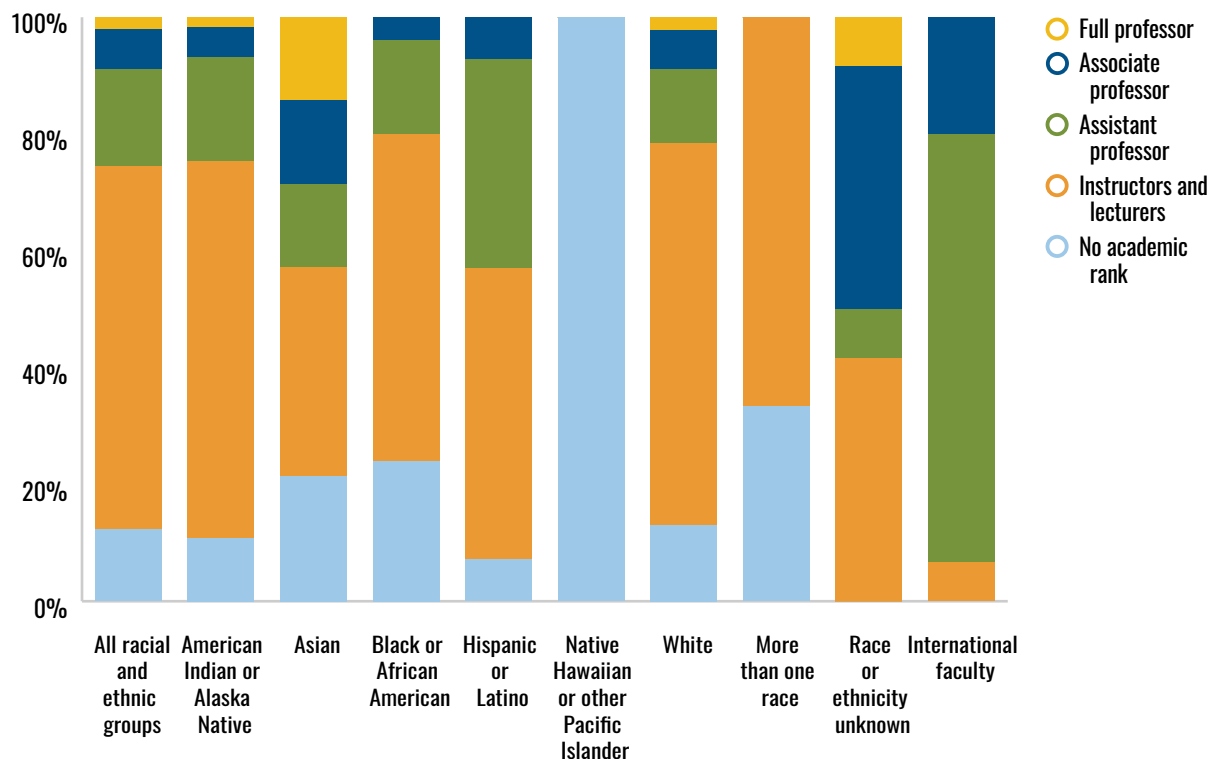
Note: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting institutions that were classified as special focus institutions in this report.

- Over half of all international faculty held roles as assistant professors (59.6 percent). Only 8.7 percent held roles as full professors. Asian faculty were more likely than other groups to hold roles as associate (22.9 percent) and assistant (48.4 percent) professors.
- Nearly 40 percent of Black or African American (39.4 percent) and Hispanic or Latino (39.6 percent) faculty were assistant professors; these were the highest concentrations for these groups.
- Over two-thirds of all Native Hawaiian or other Pacific Islander faculty served as assistant professors (30.3 percent) or instructors or lecturers (40.4 percent). Similarly, 39.4 percent of all Black or African American faculty served as assistant professors and 28.1 percent as instructors or lecturers.

Tribal Colleges and Universities

TCUs employed nearly 800 faculty members during fall 2021. Only one quarter were full, associate, or assistant professors. Most of the faculty held instructor or lecturer roles (62.3 percent), followed by assistant professors (16.5 percent), no academic rank (12.3 percent), associate professors (6.8 percent), and full professors (2.1 percent).

Figure 8.12: Full-Time Faculty at Tribal Colleges and Universities Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as Tribal Colleges and Universities in this report.

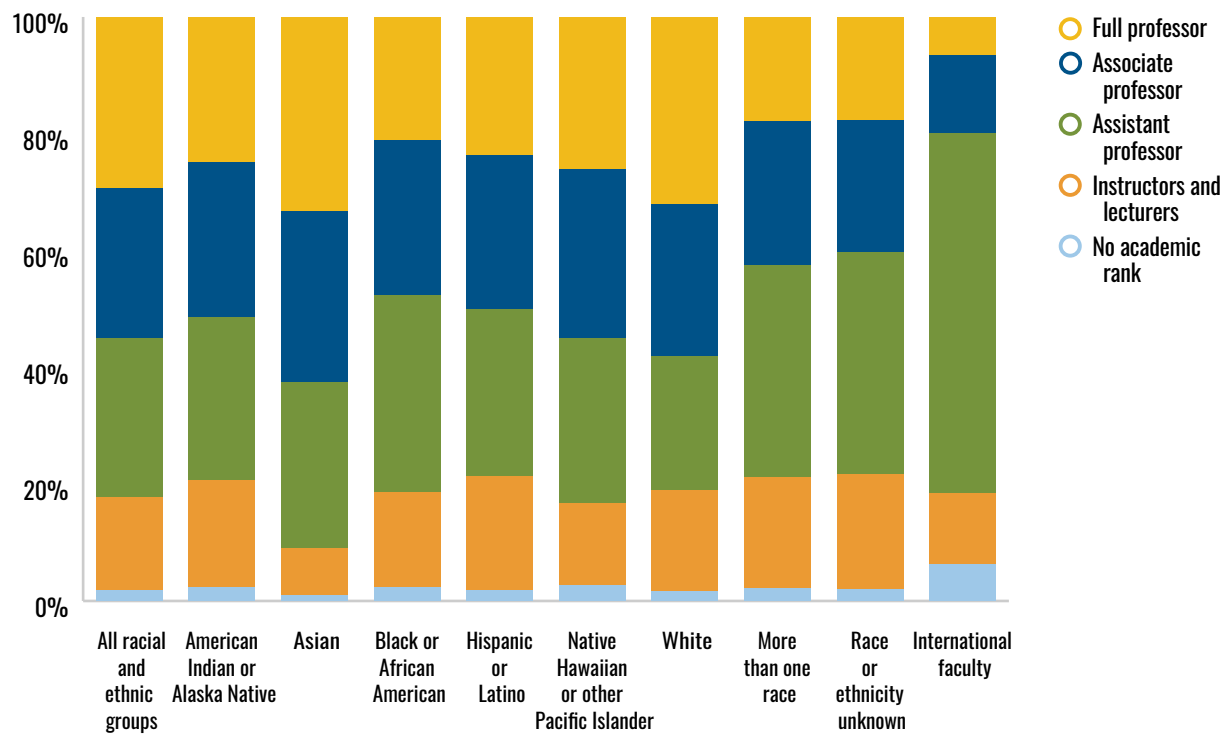
- Out of all American Indian or Alaska Native faculty, the majority held roles as instructors or lecturers (64.5 percent). In contrast, only 1.7 percent were full professors and 5.1 percent were associate professors.
- Over two-thirds of international faculty held assistant professor roles (73.3 percent).
- Half of Hispanic or Latino and Black or African American faculty (50.0 and 56.0 percent, respectively) held roles as instructors or lecturers, while neither group held roles as full professors.

Full-Time Faculty, by Faculty Rank and Sector

Public Four-Year Institutions

At public four-year institutions in fall 2021, full professors made up 29.3 percent of all full-time faculty, followed by associate professors (25.8 percent), assistant professors (27.1 percent), instructors or lecturers (16.1 percent), and those with no rank (1.8 percent).

Figure 8.13: Full-Time Faculty at Public Four-Year Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

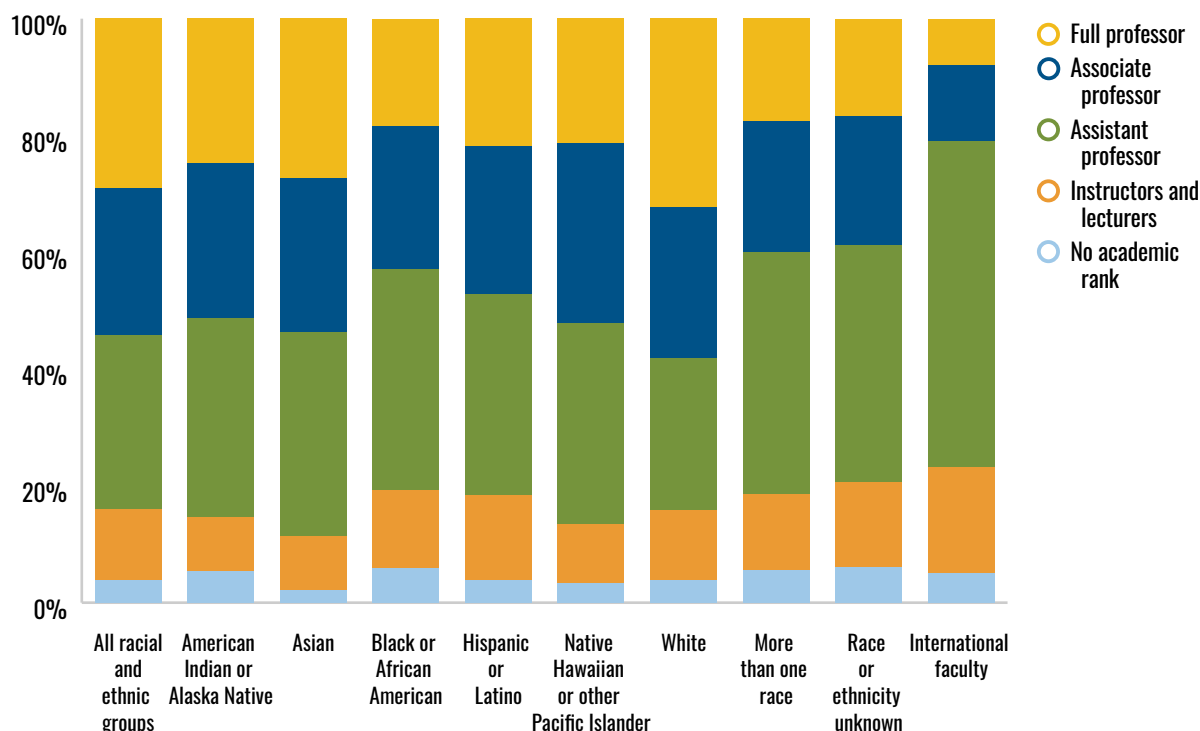
Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- At public four-year institutions, international faculty had the lowest share among full professors (6.5 percent), while Asian faculty had the highest share (33.3 percent).
- The shares of White (32.0 percent) and Asian (33.3 percent) full-time faculty who were full professors were larger than the shares who were assistant professors (23.1 percent and 28.5 percent, respectively). Across all other groups, however, the combined share of full-time faculty who were associate and assistant professors was larger than the shares of full professors for American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander).
- Asian faculty were the least likely to be instructors or lecturers (8.0 percent). In contrast, 19.6 percent of Hispanic or Latino full-time faculty were instructors or lecturers.
- International full-time faculty ranged between 61.6 percent who were assistant professors and 6.5 percent who were full professors.

Private Nonprofit Four-Year Institutions

Among full-time faculty at private nonprofit four-year institutions in fall 2021, 29.0 percent were full professors—approximately the same share as at public four-year institutions. 25.3 percent were associate professors, 29.7 percent were assistant professors, 12.2 percent were instructors or lecturers, and 3.9 percent held no academic rank.

Figure 8.14: Full-Time Faculty at Private Nonprofit Four-Year Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

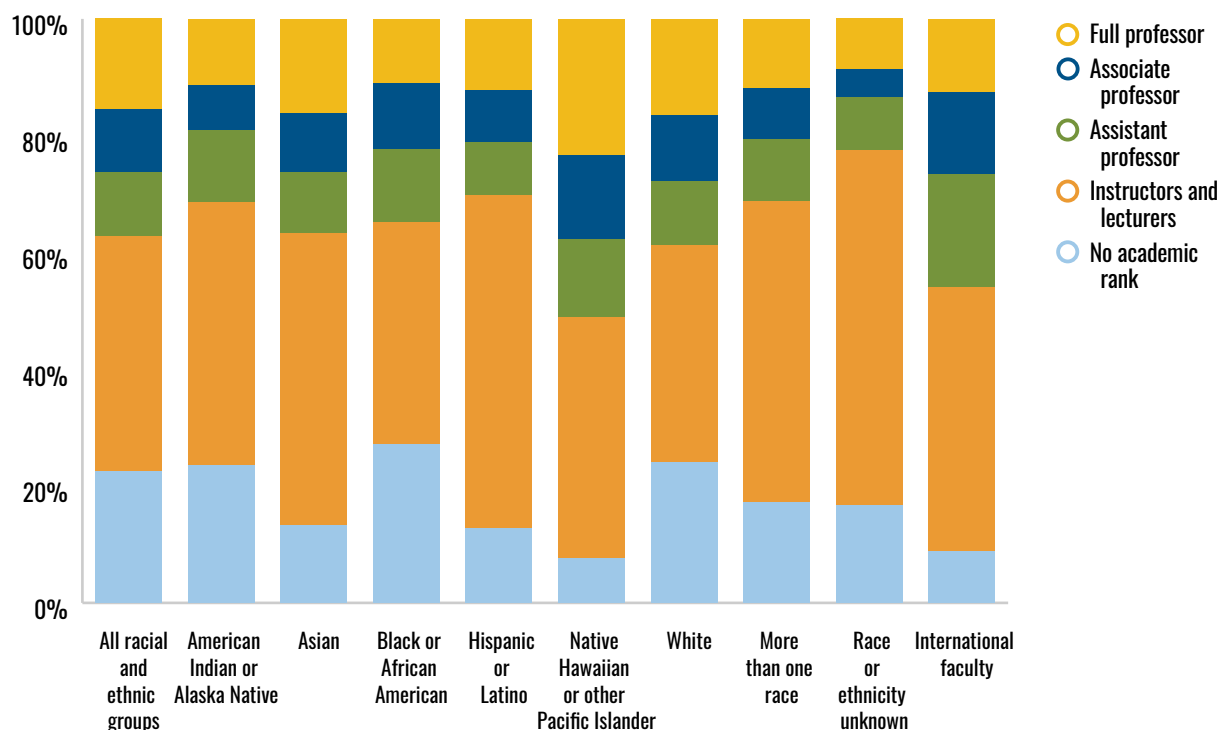
Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting private nonprofit four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Across all groups other than White faculty, the share of full-time faculty who were assistant professors was larger than the share who were full professors.
- Almost one-third of White full-time faculty at private nonprofit four-year institutions were full professors (32.3 percent), followed by a fourth of Asian (27.3 percent) and American Indian or Alaska Native (24.9 percent) full-time faculty.
- International faculty were the most likely to be assistant professors (55.8 percent), followed by multiracial faculty (41.4 percent) and faculty whose race or ethnicity was unknown (40.5 percent). White faculty were the least likely to be assistant professors (26.1 percent). American Indian or Alaska Native (9.4 percent) and Asian (9.1 percent) faculty composed the lowest shares of those employed as instructors or lecturers.
- The distribution of faculty ranks at four-year private nonprofit institutions was similar to that at public four-year institutions; however, there were slightly fewer instructors or lecturers and more assistant professors and faculty with no academic rank.

Public Two-Year Institutions

In fall 2021, 15.4 percent of full-time faculty at public two-year institutions were full professors, 10.9 percent were associate professors, 10.9 percent were assistant professors, 40.3 percent were instructors or lecturers, and 22.5 percent held no academic rank.

Figure 8.15: Full-Time Faculty at Public Two-Year Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

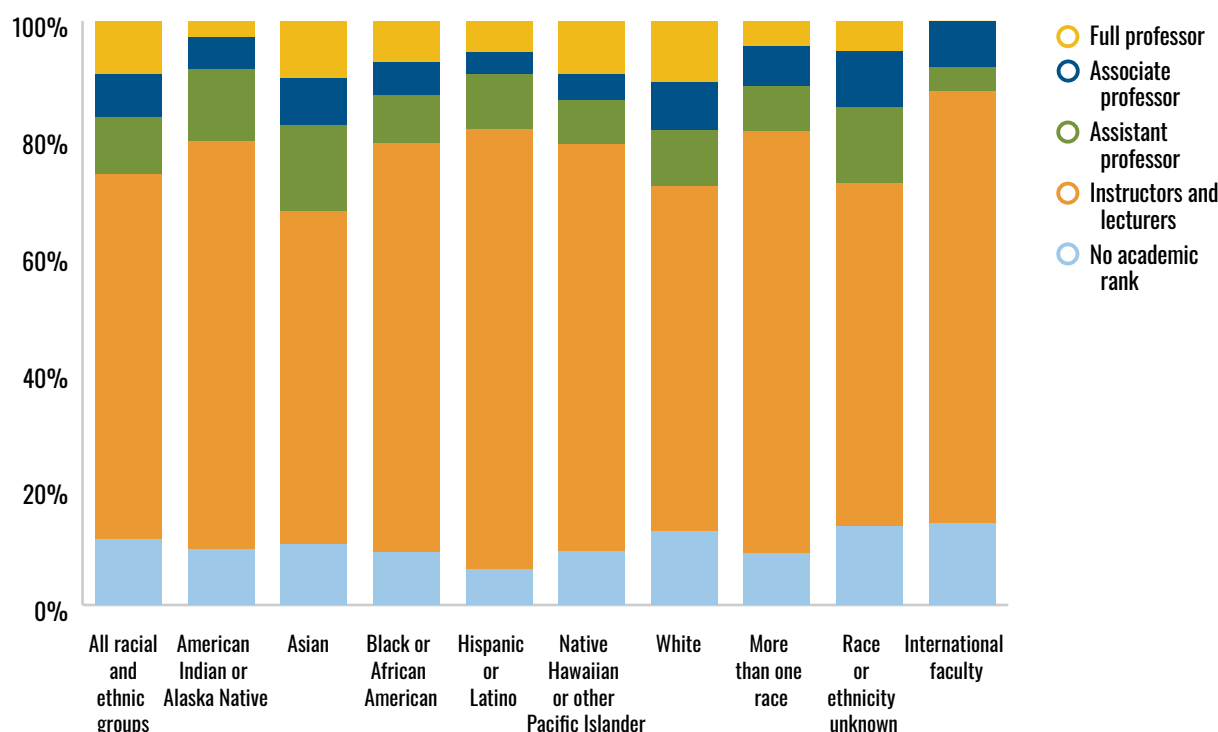
Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public two-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Among full-time faculty at public two-year institutions, Native Hawaiian or other Pacific Islander (23.4 percent), White (16.5 percent), and Asian (16.1 percent) faculty were more likely than other groups to be full professors.
- Approximately half of Asian (50.0 percent), multiracial (51.7 percent), Hispanic or Latino (57.0 percent), and American Indian or Alaska Native (45.0 percent) full-time faculty at public two-year institutions held instructor or lecturer positions.
- Nearly 8 percent of American Indian or Alaska Native full-time faculty at public two-year institutions were associate professors.
- Over half of Black or African American faculty held full-time positions as instructors or lecturers (38.0 percent) or held no academic rank (27.1 percent).
- American Indian or Alaska Native and Hispanic or Latino faculty were mostly concentrated among instructors or lecturers (45.0 percent and 57.0 percent, respectively), and faculty with no academic rank (23.5 percent and 12.8 percent, respectively).

For-Profit Institutions

Similar to shares at public two-year institutions, almost three-quarters of full-time faculty at for-profit institutions in fall 2021 (73.7 percent) were instructors or lecturers (62.5 percent), and faculty with no academic rank (11.2 percent). Only 9.1 percent were full professors, 7.4 percent were associate professors, and 9.7 percent were assistant professors.

Figure 8.16: Full-Time Faculty at For-Profit Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- White faculty had the highest share of any group employed as full professors (10.5 percent). In comparison, only 5.4 percent of Hispanic or Latino faculty and 2.7 percent of American Indian or Alaska Native faculty were full professors.
- The majority of full-time faculty at for-profit institutions across each racial and ethnic group were instructors or lecturers: 75.4 percent of Hispanic or Latino, 74.0 percent of international faculty, and 72.4 percent of multiracial faculty.

FULL-TIME FACULTY, BY TENURE STATUS AND SECTOR

According to the American Association of University Professors (AAUP), tenure plays an important role in higher education. Its purpose is to protect the faculty's academic freedom as well as to maintain the integrity of their research and teaching in colleges and universities (AAUP 2022). Tenure serves the public interest by allowing free inquiry, free expression, and open dissent, all of which are critical for student learning and the advancement of knowledge (AAUP, n.d.). By promoting stability, tenure also facilitates long-term research agendas that are aligned with the mission and production function of some higher education institutions.

AAUP (2022) explains that the tenure process is done through rigorous evaluations of a faculty member's teaching, research, and service. Tenure allows for the free exchange of ideas while protecting open dissent—elements that are necessary for the teaching, learning, and development of critical thinking skills. Those who get tenure have an “indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation” (AAUP, n.d.). Faculty without tenure do not have a guaranteed permanent position and do not have protections for academic freedom, which makes them susceptible to dismissal for ideas they express (AAUP 2022). On average, it takes up to 5.7 years to achieve tenure status in the United States (AAUP 2022).

The National Center for Education Statistics (2024) uses the following categories to describe faculty tenure status:⁷

- **Tenure:** Personnel who hold an indefinite position, with some exceptions in unusual circumstances
- **Tenure track:** Personnel positions that can be considered for tenure
- **Not on tenure track:** Personnel positions that are not eligible for tenure

Public Four-Year Institutions

Overall, 46.1 percent of all full-time faculty at public four-year institutions had tenure in 2021 and another 17.6 percent were on the tenure track. More than one-quarter of all full-time faculty at public four-year institutions were tenured full professors (26.0 percent), followed by tenured associate professors (19.3 percent); 17.3 percent were instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system.

⁷ IPEDS allowed institutions to classify faculty into the outlined categories as it most appropriately fit their institutional structure. As a result, there may be variance across institutions as to how faculty were categorized into these three groups.

Table 8.1: Full-Time Faculty at Public Four-Year Institutions Across Faculty Ranks and Tenure Status, by Race and Ethnicity: Fall 2021

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank			Total
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	
All racial and ethnic groups	26.0%	0.3%	3.0%	19.3%	1.5%	4.9%	0.5%	15.5%	11.0%	0.2%	0.3%	17.3%	100%
American Indian or Alaska Native	22.8%	0.2%	1.8%	21.3%	1.7%	3.7%	0.7%	18.5%	8.7%	0.1%	0.2%	20.4%	100%
Asian	29.5%	0.3%	3.5%	21.5%	1.8%	5.9%	0.3%	15.8%	12.5%	0.1%	0.1%	8.8%	100%
Black or African American	18.9%	0.3%	1.9%	20.4%	2.1%	4.1%	1.4%	20.4%	12.0%	0.5%	0.5%	17.6%	100%
Hispanic or Latino	21.1%	0.2%	2.4%	20.0%	1.5%	4.8%	0.3%	17.7%	10.7%	0.3%	0.3%	20.7%	100%
Native Hawaiian or other Pacific Islander	22.3%	0.7%	3.0%	22.6%	1.7%	4.7%	0.5%	18.4%	9.4%	0.5%	0.5%	15.6%	100%
White	28.4%	0.3%	3.3%	19.5%	1.4%	5.1%	0.6%	12.4%	10.1%	0.3%	0.3%	18.4%	100%
More than one race	16.0%	0.3%	1.5%	19.0%	1.2%	4.5%	0.3%	22.9%	13.0%	0.2%	0.6%	20.4%	100%
Race or ethnicity unknown	14.8%	0.7%	2.2%	16.1%	2.0%	4.5%	0.2%	23.0%	14.7%	0.1%	0.2%	21.4%	100%
International faculty	5.4%	0.2%	0.9%	9.8%	1.6%	2.1%	0.2%	45.2%	16.1%	0.1%	0.4%	18.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- More than half of all Asian (51.4 percent) faculty had tenure, followed by 48.8 percent of White and 45.9 percent of Native Hawaiian or other Pacific Islander faculty—the largest shares of tenured faculty.
- Similar shares of Asian (29.5 percent), White (28.4 percent), and American Indian or Alaska Native (22.8 percent) faculty were tenured full professors. In contrast, only 5.4 percent of all international faculty were tenured full professors. A large share of international faculty were assistant professors on the tenure track (45.2 percent)—the highest percentage of any group.
- American Indian or Alaska Native (20.4 percent), multiracial (20.4 percent), Hispanic or Latino (20.7 percent), and 17.6 percent of Black or African American faculty held positions as instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system.

Private Nonprofit Four-Year Institutions

In 2021, a smaller share of faculty at private nonprofit four-year institutions (38.2 percent) than at public four-year institutions (46.1 percent) had tenure. About 18 percent in each sector were on the tenure track. The share of full-time faculty at private nonprofit four-year institutions who were tenured full professors was 22.6 percent. They were followed by instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system (15.6 percent), tenured associate professors (15.1 percent), and tenure-track assistant professors (14.4 percent).

Table 8.2: Full-Time Faculty at Private Nonprofit Four-Year Institutions Across Faculty Ranks and Tenure Status, by Race and Ethnicity: Fall 2021

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank			Total
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	
All racial and ethnic groups	22.6%	0.7%	5.8%	15.1%	3.0%	7.2%	0.5%	14.4%	14.8%	0.1%	0.3%	15.6%	100%
American Indian or Alaska Native	18.9%	0.6%	5.4%	14.0%	3.3%	9.2%	0.4%	16.6%	17.0%	0.0%	0.4%	14.3%	100%
Asian	21.5%	0.8%	4.9%	15.4%	4.2%	6.8%	0.2%	18.6%	16.3%	0.04%	0.3%	11.0%	100%
Black or African American	13.5%	0.5%	4.4%	13.9%	3.6%	7.1%	0.6%	18.6%	18.5%	0.1%	0.7%	18.5%	100%
Hispanic or Latino	17.0%	0.6%	4.2%	16.4%	2.6%	6.5%	0.3%	18.1%	15.9%	0.1%	0.3%	18.0%	100%
Native Hawaiian or other Pacific Islander	14.8%	0.0%	6.6%	14.1%	6.6%	10.2%	0.3%	13.1%	21.0%	0.0%	0.3%	13.1%	100%
White	25.2%	0.7%	6.4%	15.6%	2.7%	7.5%	0.5%	11.7%	13.9%	0.1%	0.3%	15.4%	100%
More than one race	12.7%	0.5%	4.3%	12.6%	3.5%	6.3%	0.2%	22.2%	19.0%	0.1%	0.4%	18.1%	100%
Race or ethnicity unknown	12.1%	0.6%	4.1%	11.3%	3.3%	7.5%	0.4%	19.5%	20.6%	0.0%	0.2%	20.5%	100%
International faculty	5.9%	0.3%	1.9%	8.0%	2.4%	2.5%	0.2%	41.7%	13.8%	0.02%	0.5%	22.8%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting private nonprofit four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- The three largest groups among private nonprofit four-year institutions were White, Asian, and Black or African American faculty. White (56.8 percent), Asian (61.0 percent), and Black or African American (51.5 percent) faculty made up a larger share of tenured or tenure-track faculty.
- Forty percent of White faculty had tenure (full and associate professors combined), compared with 13.6 percent of international faculty. However, 44.9 percent of international faculty were on the tenure track—the highest of any group. In contrast, only 15.4 percent of White faculty were on the tenure track.
- About one-quarter of all White full-time faculty were tenured full professors (25.2 percent)—almost 4 percentage points higher than Asian faculty at the same level (21.5 percent), the next highest group.
- Over one-third of all international faculty were assistant professors on the tenure track (41.7 percent)—the highest percentage of any group.
- Shares of full-time faculty of color who were assistant professors on the tenure track were larger than share of those who were not. This was not true among American Indian or Alaska Native and Native Hawaiian or other Pacific Islander full-time assistant professors, among whom 17.0 percent and 21.0 percent, respectively, were not on tenure track.

Public Two-Year Institutions

Among all full-time faculty at public two-year institutions, roughly four in 10 faculty held tenure (40.6 percent), 13.7 percent were on the tenure track, and 45.6 percent were not on the tenure track or were at an institution with no tenure system.

Table 8.3: Full-Time Faculty at Public Two-Year Institutions Across Faculty Ranks and Tenure Status, by Race and Ethnicity: Fall 2021

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank			Total
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	
All racial and ethnic groups	10.2%	0.3%	4.9%	6.6%	0.9%	3.4%	3.3%	3.5%	4.1%	20.5%	9.0%	33.3%	100%
American Indian or Alaska Native	6.9%	0.6%	3.9%	4.2%	0.1%	3.2%	1.4%	2.7%	8.4%	15.1%	7.2%	46.2%	100%
Asian	11.4%	0.3%	4.3%	6.7%	1.2%	2.3%	3.6%	4.2%	2.7%	29.7%	13.6%	19.9%	100%
Black or African American	6.6%	0.4%	4.1%	6.3%	1.4%	3.5%	3.9%	3.8%	4.8%	16.0%	9.2%	39.9%	100%
Hispanic or Latino	8.9%	0.3%	3.1%	6.1%	0.7%	2.0%	2.8%	3.9%	2.4%	28.9%	14.8%	26.1%	100%
Native Hawaiian or other Pacific Islander	5.8%	0.3%	17.3%	6.4%	0.3%	7.6%	6.1%	2.7%	4.6%	21.6%	11.9%	15.5%	100%
White	10.9%	0.3%	5.3%	6.7%	0.9%	3.6%	3.4%	3.3%	4.2%	19.1%	7.6%	34.6%	100%
More than one race	6.9%	0.4%	4.5%	5.8%	0.4%	2.7%	2.5%	2.8%	5.1%	31.0%	12.9%	24.9%	100%
Race or ethnicity unknown	6.4%	0.4%	1.8%	3.1%	0.7%	1.2%	2.0%	4.8%	2.3%	29.3%	19.7%	28.5%	100%
International faculty	8.3%	0.1%	4.1%	10.0%	1.3%	2.7%	2.7%	11.1%	5.7%	24.5%	9.6%	20.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public two-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Of the three largest groups among public two-year college full-time faculty, a larger share of Hispanic or Latino faculty had tenure (46.7 percent) across rank, compared with 40.1 percent of White and 32.7 percent of Black or African American faculty.
- Close to half of all American Indian or Alaska Native full-time faculty at public two-year institutions were instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system (46.2 percent)—the highest percentage of any group. Over one-third of all Black or African American (39.9 percent) and White (34.6 percent) full-time faculty were also in these positions.
- Among full-time faculty, over one-quarter of all Asian (29.7 percent), Hispanic or Latino (28.9 percent), multiracial (31 percent) faculty and those whose race and ethnicity was unknown (29.3 percent) were instructors, lecturers, or faculty with no academic rank who had tenure.
- The largest concentration of Native Hawaiian or other Pacific Islander (21.6 percent) full-time faculty at public two-year institutions were tenured instructors, lecturers, or faculty who held no academic rank.

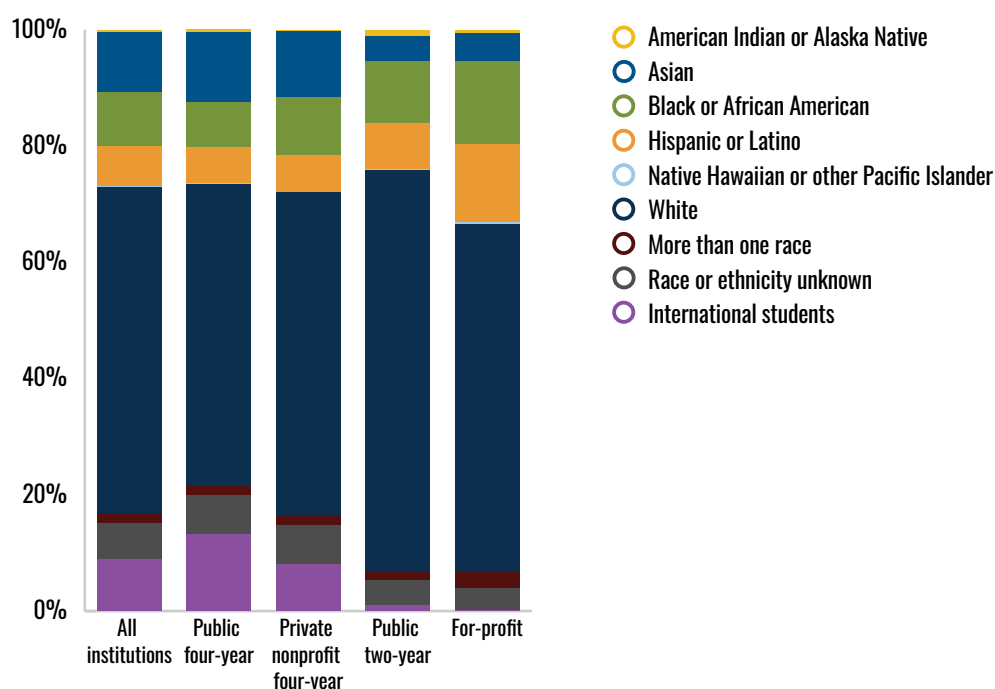
NEW HIRES OF FULL-TIME FACULTY

More than 45,000 full-time faculty were hired during 2021, 12 percent fewer than in 2017. Among the newly hired full-time faculty, 56.2 percent were White, compared with 69.4 percent of all full-time faculty who were White in 2021.⁸ The share of new hires who were Black or African American was significantly higher than the share of all faculty—9.5 percent versus 6.1 percent. The share of new hires who were international was 8.9 percent, compared with 3.3 percent of all faculty.

Institutional Sector

Of the more than 45,000 newly hired full-time faculty in 2021, the majority (about 80 percent) were hired by four-year institutions—public four-year institutions hired 20,640 new full-time faculty, and private nonprofit four-year institutions hired 15,293. Public two-year institutions hired 6,726 full-time faculty, and for-profit institutions hired 2,229 faculty.

Figure 8.17: New Hires of Full-Time Faculty Across Race and Ethnicity, by Sector: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect new hires with faculty status at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

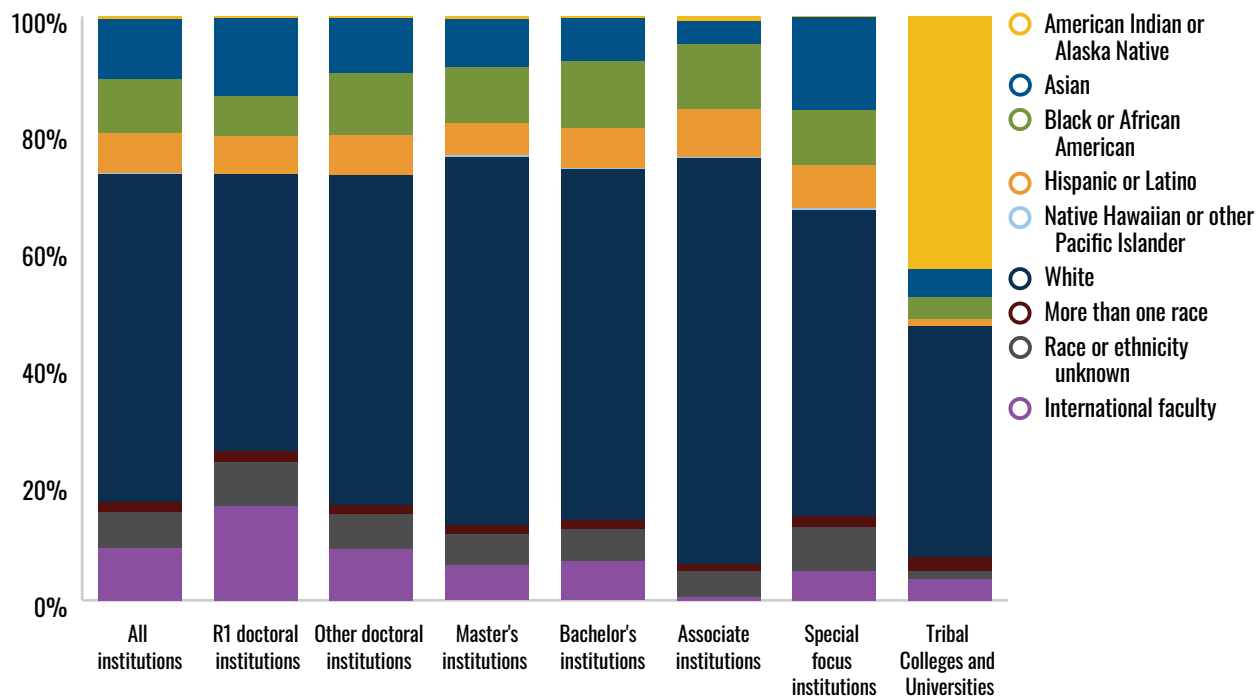
- While for-profit institutions had higher shares of new hires who were Black or African American (14.2 percent) and Hispanic or Latino (7.9 percent) when compared with those of other institutions, the share of Asian faculty new hires was lower (4.2 percent).
- The proportion of Black or African American full-time faculty new hires at for-profit institutions was almost double that of public four-year institutions (14.2 percent and 7.6 percent, respectively).
- The same pattern held for Hispanic or Latino faculty, who constituted 13.4 percent of full-time faculty new hires at for-profit institutions but only about 6.3 percent of all new hires at public and private nonprofit four-year institutions.
- In contrast, Asian faculty new hires were higher at public and private nonprofit four-year institutions (12.2 and 11.3 percent each) than at public two-year (4.2 percent) and for-profit institutions (4.8 percent).
- The representation of international faculty among new hires was highest at public four-year institutions (13.2 percent) but lowest at public two-year institutions (0.9 percent) and for-profit institutions (0.04 percent).

⁸ New hires were individuals who were hired in full-time, permanent positions, including those who were first-time hires and those who returned after a break in employment at their institution between November 1, 2020, and October 31, 2021. New hires did not include individuals who returned from sabbatical or those who worked on a contract for fewer than nine months (NCES 2024b).

Carnegie Classification

Of the over 45,000 newly hired full-time faculty in fall 2021, larger shares were hired at R1 doctoral (32.3 percent) and other doctoral (16.8 percent) institutions. Relatively small shares were hired at bachelor's institutions (8.4 percent) and TCUs (0.2 percent).

Figure 8.18: New Hires of Full-Time Faculty Across Race and Ethnicity, by Carnegie Classification: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data for All Institutions reflect new hires with faculty status at all Title IV-eligible, degree-granting institutions. | Institutions were categorized based on the 2018 Carnegie Basic Classification.

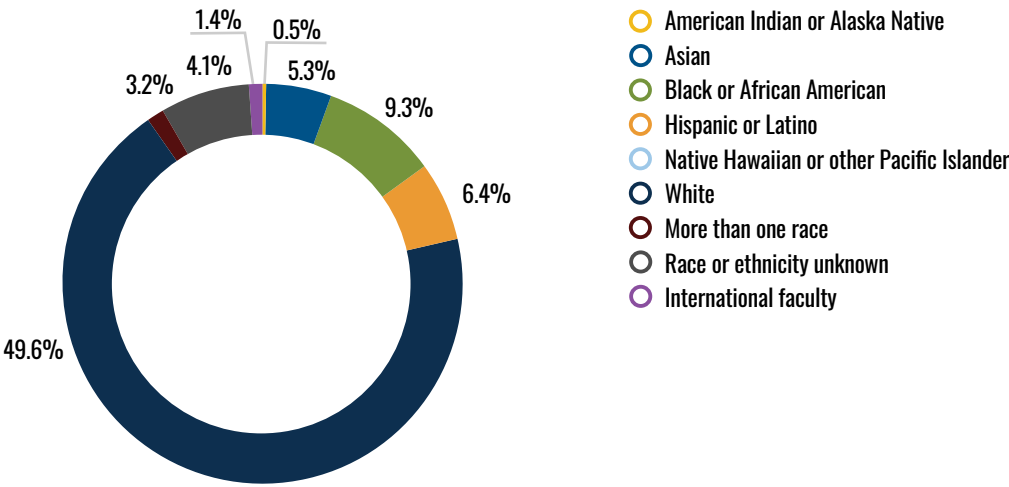
- Across all Carnegie Classifications, White faculty were 56.2 percent of those who were full-time and newly hired. The range of White new hires was from 39.5 percent at TCUs to 69.4 percent at associate institutions.
- American Indian or Alaska Native faculty were 43.2 percent of new hires at TCUs, compared with 0.5 percent overall.
- International faculty made up 16.2 percent of all new, full-time hires at R1 doctoral institutions which was the largest share among classes of institutions.
- Following White faculty, Asian and Black or African American faculty were the largest groups of new hires across all institutions. At R1 doctoral institutions, however, the share of new hires who were Asian (13.3 percent) exceeded the share who were Black or African American (9.3 percent).
- Across all Carnegie Classifications, Tribal Colleges and Universities had the smallest shares of full-time faculty from all racial and ethnic groups except for American Indian or Alaska Native faculty. At other institution types, the shares of all full-time faculty who were White ranged from 63.5 percent at special focus institutions to 74.2 percent at associate institutions. The shares of full-time faculty who were Black or African American ranged from 4.0 percent at R1 doctoral institutions to 8.0 percent at associate institutions. The shares of full-time faculty who were Hispanic or Latino ranged from 4.6 percent at master's institutions to 7.9 percent at associate institutions. The shares of full-time faculty who were Asian full-time faculty ranged from 4.9 percent at associate institutions to 16.3 percent at special focus institutions.⁹

⁹ These percentages were calculated using figures 8.7 through 8.12.

PART-TIME FACULTY

In fall 2021, the majority of the over 645,000 part-time faculty were White (68.9 percent), similar to the share of full-time faculty who were White (69.4 percent). However, a larger share of part-time faculty (9.3 percent) than that of full-time faculty (6.1 percent) were Black or African American. In contrast, smaller shares of part-time faculty (5.3 percent) than that of full-time faculty (10.7 percent) were Asian; the same was true of international faculty (0.9 percent part time versus 3.3 percent full time).

Figure 8.19: Part-Time Faculty Across Race and Ethnicity: Fall 2021



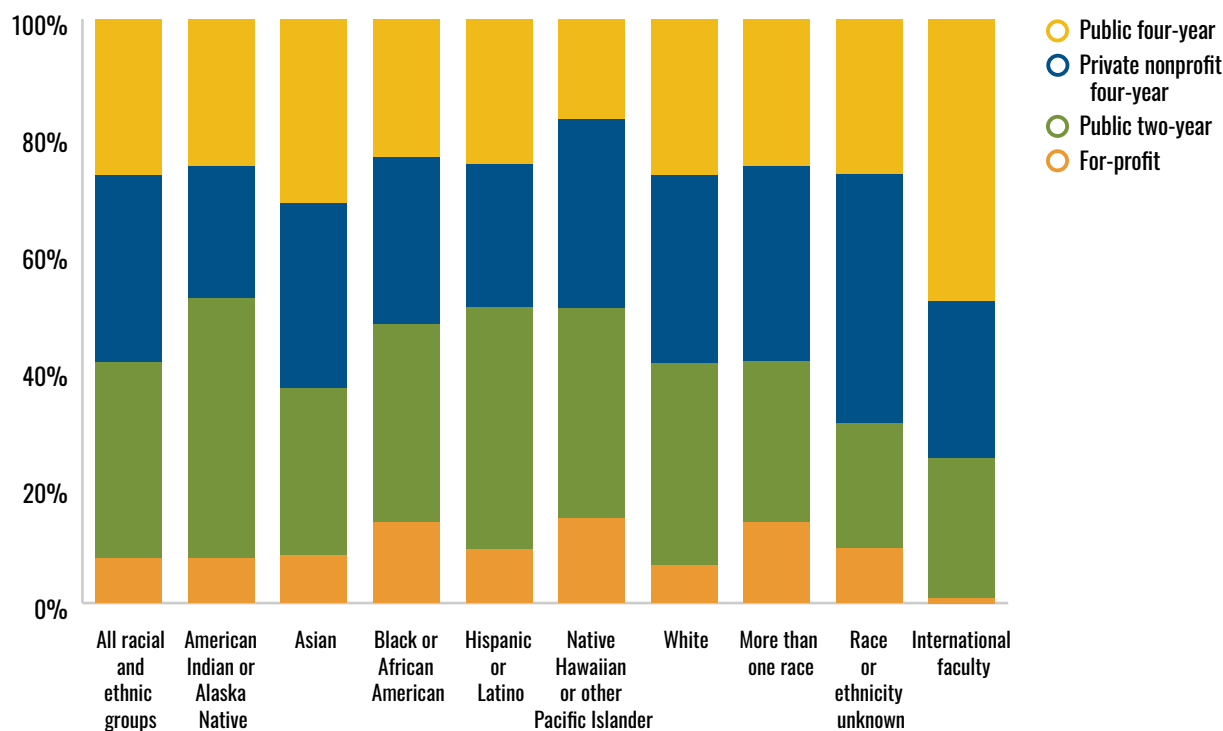
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
Note: Data reflect part-time instructional staff at all Title IV–eligible, degree-granting institutions.

Part-Time Faculty, by Sector

Approximately one-third of all part-time faculty were at public two-year institutions (33.6 percent), followed by private nonprofit four-year (31.9 percent), public four-year (26.8 percent), and for-profit (7.7 percent) institutions. The shares of faculty who worked part time ranged from 32.5 percent at public four-year institutions to 78.1 percent at for-profit institutions.

When calculating the shares of part-time faculty among all faculty using data from figures 8.4 and 8.20, the majority from all demographic groups worked part time at both public two-year and for-profit institutions. At public four-year institutions, only 15.1 percent of international and 18.7 percent of Asian faculty worked part time, compared with 32.5 percent of all faculty. At private nonprofit four-year institutions, 19.2 percent of international and 31.6 percent of Asian faculty worked part time, compared with 48.0 percent overall.

Figure 8.20: Part-Time Faculty Across Sectors, by Race and Ethnicity: Fall 2021



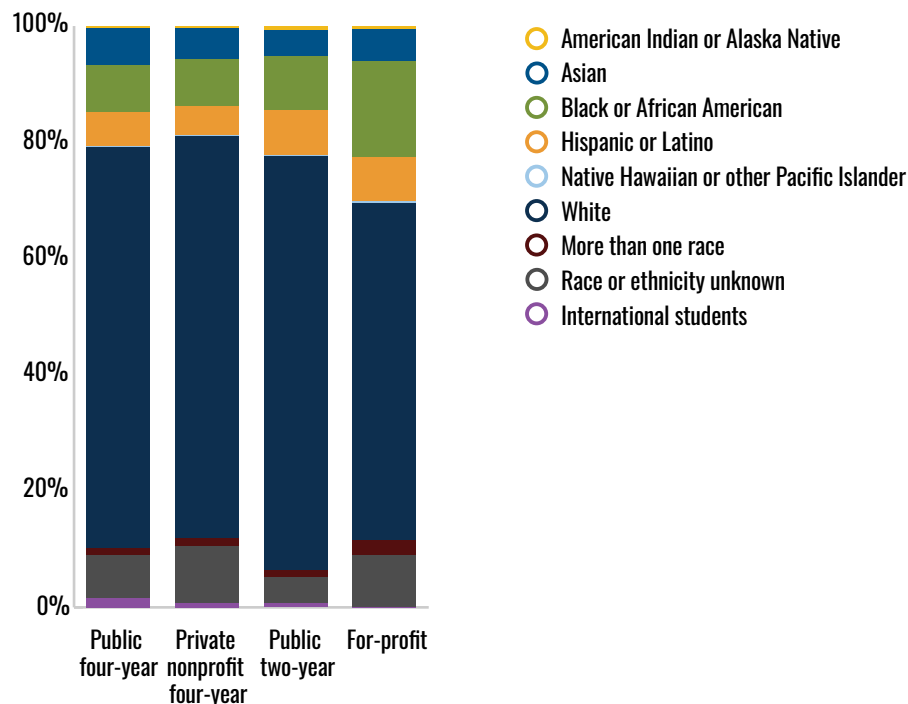
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect part-time instructional staff at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Almost half of all international part-time faculty (48.4 percent) were at public four-year institutions, compared with 17.1 percent of Native Hawaiian or other Pacific Islander part-time faculty in the same type of institution.
- Fewer than a quarter of American Indian or Alaska Native (22.4 percent) and Hispanic or Latino (24.6 percent) part-time faculty worked at private nonprofit four-year institutions. In contrast, those groups were largely concentrated at public two-year institutions (44.7 percent of American Indian or Alaska Native faculty and 41.4 percent of Hispanic or Latino faculty).
- Among Black or African American part-time faculty, 13.7 percent were employed by for-profit institutions and 33.9 percent were employed at public two-year institutions.
- Multiracial part-time faculty were largely concentrated among private nonprofit four-year institutions (33.2 percent), public two-year institutions (27.7 percent), and public four-year institutions (25.3 percent).

Within each sector, most part-time faculty were White, with public two-year (71.1 percent) and public and private nonprofit four-year institutions (69.0 percent and 69.1 percent, respectively) having the largest share of White part-time faculty.

Figure 8.21: Part-Time Faculty Across Race and Ethnicity, by Sector: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect part-time instructional staff at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Black or African American faculty represented larger shares of part-time faculty than those who worked full time in all sectors: 8.1 percent versus 5.3 percent at public four-year institutions, 8.2 percent versus 5.9 percent at private nonprofit institutions, 9.3 percent versus 7.9 percent at public two-year institutions, and 16.4 percent versus 12 percent at for-profit institutions. The pattern was similar for Hispanic or Latino faculty at public four-year and public two-year institutions.
- American Indian and Alaska Native and Native Hawaiian and other Pacific Islander faculty made up less than 1 percent of part-time faculty at each institutional sector.
- The highest concentration of Hispanic or Latino part-time faculty was 7.8 percent at public two-year institutions, followed by 7.6 percent at for-profit institutions, 5.9 at public four-year institutions, and 4.9 percent at private nonprofit four-year institutions.
- International faculty held 1.7 percent of all part-time faculty positions at public four-year institutions. The lowest share of part-time faculty positions held by this group was at for-profit institutions (0.1 percent).

HIGHER EDUCATION ADMINISTRATION AND STAFF

The Integrated Postsecondary Education Data System (IPEDS) allows for the examination of full-time and part-time staff by detailed occupation classifications. This section utilizes data from fall 2021 to provide an in-depth analysis of staff on college and university campuses.

Full-Time Staff, by Occupation

Of the over 1.6 million full-time staff at colleges and universities in fall 2021, the majority were White (63.0 percent), while 32.2 percent were people of color and 1.5 percent were international.¹⁰ The total share of people of color among full-time staff ranged from 21.2 percent of librarians, curators, and archivists and 25.1 percent of natural resources, construction, and maintenance to 39.9 percent of sales and related positions and 46.9 percent of service staff.

Table 8.4: Full-Time Staff Across Race and Ethnicity, by Occupation Classification: Fall 2021

	All Full-Time Staff	Librarians, Curators, and Archivists	Student and Academic Affairs and Other Education Services	Management Occupations	Business and Financial Operations	Computer, Engineering, and Science	Community Service, Legal, Arts, and Media	Health Care Practitioners and Technical Occupations	Service Occupations	Sales and Related Occupations	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
American Indian or Alaska Native	0.6%	0.6%	0.8%	0.5%	0.5%	0.4%	0.6%	0.3%	0.8%	0.8%	0.7%	0.9%	0.9%
Asian	6.0%	5.4%	4.7%	4.5%	7.1%	11.9%	3.5%	11.0%	4.2%	3.3%	4.3%	2.1%	3.3%
Black or African American	12.7%	6.8%	13.6%	11.2%	11.3%	6.4%	12.1%	10.4%	22.0%	18.8%	15.2%	9.7%	15.8%
Hispanic or Latino	11.1%	6.7%	11.1%	7.5%	10.4%	8.1%	9.4%	9.4%	18.2%	13.6%	14.1%	11.1%	12.6%
Native Hawaiian or other Pacific Islander	0.2%	0.2%	0.4%	0.2%	0.2%	0.2%	0.3%	0.1%	0.3%	0.3%	0.2%	0.2%	0.3%
White	63.0%	75.4%	63.2%	71.7%	64.5%	62.0%	67.9%	59.0%	48.4%	56.5%	60.3%	71.1%	61.9%
More than one race	1.7%	1.6%	2.2%	1.5%	1.9%	1.8%	2.0%	1.7%	1.3%	3.1%	1.9%	1.1%	1.4%
Race or ethnicity unknown	3.3%	2.7%	3.0%	2.5%	3.2%	3.5%	3.5%	5.2%	3.8%	3.5%	2.8%	3.5%	3.5%
International faculty	1.5%	0.7%	1.1%	0.5%	0.9%	5.8%	0.7%	3.0%	0.9%	0.1%	0.5%	0.4%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time staff at all Title IV-eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff.

- The shares of Black or African American and Hispanic or Latino staff were higher in service (22.0 and 18.2 percent, respectively) than in other occupations.
- The shares of Asian full-time staff were highest in computer, engineering, and science occupations (11.9 percent) and lowest in natural resources, construction, and maintenance positions (2.1 percent).
- The shares of White staff ranged from 48.4 percent of service occupations to 75.4 percent of all librarians, curators, and archivists and 71.4 percent of management positions.

¹⁰ Full-time staff did not include instructional, research, or public service staff. While some international faculty and staff are people of color, IPEDS does not provide further information that allows us to quantify this group.

Part-Time Staff, by Occupation

The racial and ethnic distribution of part-time staff was similar to that of full-time staff. Of the nearly 232,000 part-time staff in 2021, most were White across all occupation classifications. The shares of part-time staff who identified as people of color were highest in service occupations (36.7 percent) and office and administrative support positions (36.0 percent). The share was the lowest among management occupations (20.2 percent).

Table 8.5: Part-Time Staff Across Race and Ethnicity, by Occupation Classification: Fall 2021

	All Part-Time Staff	Librarians, Curators, and Archivists	Student and Academic Affairs and Other Education Services	Management Occupations	Business and Financial Operations	Computer, Engineering, and Science	Community Service, Legal, Arts, and Media	Health Care Practitioners and Technical Occupations	Service Occupations	Sales and Related Occupations	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
American Indian or Alaska Native	0.6%	0.5%	0.6%	0.4%	0.5%	0.5%	0.5%	0.3%	0.7%	0.6%	0.6%	0.9%	0.6%
Asian	5.2%	4.6%	4.4%	4.9%	5.3%	10.0%	2.6%	10.7%	3.0%	4.5%	5.9%	2.3%	2.0%
Black or African American	11.8%	10.5%	11.3%	9.1%	7.6%	7.4%	10.4%	8.2%	18.5%	9.3%	13.0%	11.5%	15.1%
Hispanic or Latino	10.3%	6.7%	10.2%	4.7%	7.1%	9.0%	7.5%	6.1%	12.5%	7.9%	14.1%	6.3%	6.0%
Native Hawaiian or other Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%	0.1%	0.4%	0.3%	0.2%	0.4%	0.5%
White	63.1%	70.7%	64.8%	74.9%	71.7%	60.8%	69.6%	63.9%	56.8%	64.2%	57.9%	67.6%	67.9%
More than one race	1.8%	1.6%	1.7%	0.9%	1.5%	1.9%	1.8%	1.4%	1.5%	2.3%	2.1%	2.1%	1.4%
Race or ethnicity unknown	5.2%	4.5%	5.5%	4.0%	5.0%	4.6%	6.6%	4.7%	5.7%	9.0%	4.2%	7.6%	5.4%
International faculty	1.8%	0.7%	1.3%	0.9%	1.2%	5.6%	0.7%	4.5%	0.9%	1.9%	1.9%	1.4%	1.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect part-time staff at all Title IV–eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff.

- The shares of Black or African American part-time staff were higher in service occupations (18.5 percent) and production, transportation, and material moving (15.1 percent) than in other occupations.
- Hispanic or Latino staff represented 14.1 percent of all part-time staff in office and administrative support positions and 12.5 percent of all part-time staff in service positions—the highest across all part-time roles.
- The shares of White part-time staff were highest among management positions (74.9 percent) and business and financial operations (71.7 percent) and lowest among service occupations (56.8 percent).
- Among international part-time faculty, 5.6 percent were in computer, engineering, and science positions, followed by 4.5 percent in health care practitioners and technical occupations.

New Hires of Full-Time Staff, by Occupation

Of the more than 207,000 new hires of full-time staff, 54.3 percent were White (compared with 63.0 percent of all full-time staff), 36.8 percent identified as people of color, 6.0 percent were of unknown race or ethnicity, and 2.9 percent were international.¹¹ People of color who were newly hired full-time staff ranged from 25.5 percent in natural resources, construction, and maintenance positions to almost half in sales and related occupations (47.6 percent).

Table 8.6: New Full-Time Staff Hires Across Race and Ethnicity, by Occupation Classification: Fall 2021

	All Full-Time New Hires	Librarians, Curators, and Archivists and Student and Academic Affairs and Other Education Services	Management Occupations	Business and Financial Operations	Computer, Engineering, and Science	Community Service, Legal, Arts, and Media	Health Care Practitioners and Technical Occupations	Service Occupations	Sales and Related Occupations	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
American Indian or Alaska Native	0.6%	0.8%	0.5%	0.5%	0.3%	0.6%	0.3%	1.0%	1.1%	0.7%	0.9%	1.4%
Asian	6.3%	4.5%	4.7%	7.0%	12.6%	3.2%	11.5%	3.4%	2.0%	4.9%	2.0%	2.8%
Black or African American	14.8%	15.9%	18.4%	13.5%	7.2%	16.1%	10.8%	21.6%	22.8%	15.7%	9.0%	13.7%
Hispanic or Latino	12.4%	12.3%	9.2%	11.3%	9.7%	10.2%	10.1%	17.4%	17.6%	15.9%	11.3%	10.6%
Native Hawaiian or other Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%	0.1%	0.3%	0.3%	0.3%	0.3%	0.5%
White	54.3%	57.1%	58.6%	57.2%	50.0%	60.4%	51.3%	46.1%	46.7%	53.6%	66.9%	61.5%
More than one race	2.5%	2.7%	2.4%	2.6%	2.6%	2.6%	2.3%	2.1%	3.7%	2.8%	2.0%	2.2%
Race or ethnicity unknown	6.0%	4.9%	5.2%	5.7%	6.5%	5.7%	8.8%	6.8%	5.7%	5.1%	6.7%	6.7%
International faculty	2.9%	1.5%	0.7%	1.8%	11.1%	1.0%	4.9%	1.2%	0.1%	0.9%	0.8%	0.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect new full-time staff hires at all Title IV–eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff.

- The share of Black or African American new staff hires was highest in sales and related occupations (22.8 percent) and lowest in computer, engineering, and science occupations (7.2 percent).
- Asian new hires represented more than one in 10 newly hired full-time staff in computer, engineering, and science (12.6 percent) and health care practitioners and technical occupations (11.5 percent).
- The representation of international new staff hires was higher in computer, engineering, and science (11.1 percent) and health care practitioners and technical occupations (4.9 percent) than in other occupations.
- The share of White new staff hires was lowest in service occupations (46.1 percent), for which Black or African American and Hispanic or Latino new hires together accounted for 39.1 percent of all new hires.

¹¹ New staff hires did not include instructional, research, and public service staff.

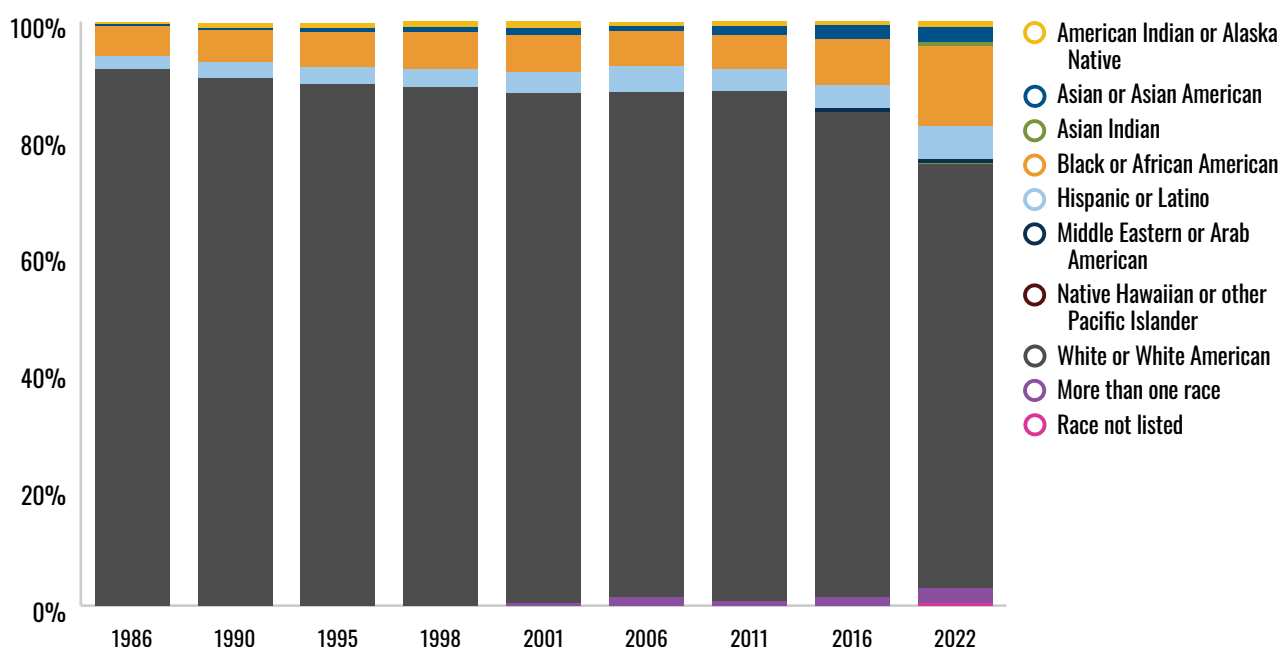
COLLEGE AND UNIVERSITY PRESIDENTS

The American College President Study (ACPS) is the longest-running and most comprehensive survey of college and university presidents across the United States. ACE first conducted the survey in 1986 and analyzed the survey data in an accompanying report, *The American College President: A Contemporary Profile* (1988). Subsequent editions were published in 1993, 1998, 2000, 2002, 2007, 2012, 2017, and 2023. The data featured here were published in *The American College President Study: 2023 Edition* and represent responses from more than 1,000 presidents and chancellors.¹²

College and University Presidents: 1986 to 2022

In 1986, White presidents represented 91.9 percent of all college and university presidents. While White presidents remained the majority in 2022, their representation declined as the presidency became more racially and ethnically diverse. In 2016, 83.2 percent of all presidents identified as White, and 16.8 percent identified as people of color. By 2022, 72.7 percent of all presidents identified as White (a 12.6 percent decrease since 2016), and 26.8 percent identified as people of color (an increase of 59.5 percent). The share of Black or African American presidents increased from 5.0 percent in 1986 to 7.9 percent in 2016 and to 13.6 percent in 2022.

Figure 8.22: College and University Presidents Across Race and Ethnicity, Select Years: 1986 to 2022



Source: Data from American Council on Education, American College President Study, 2022.

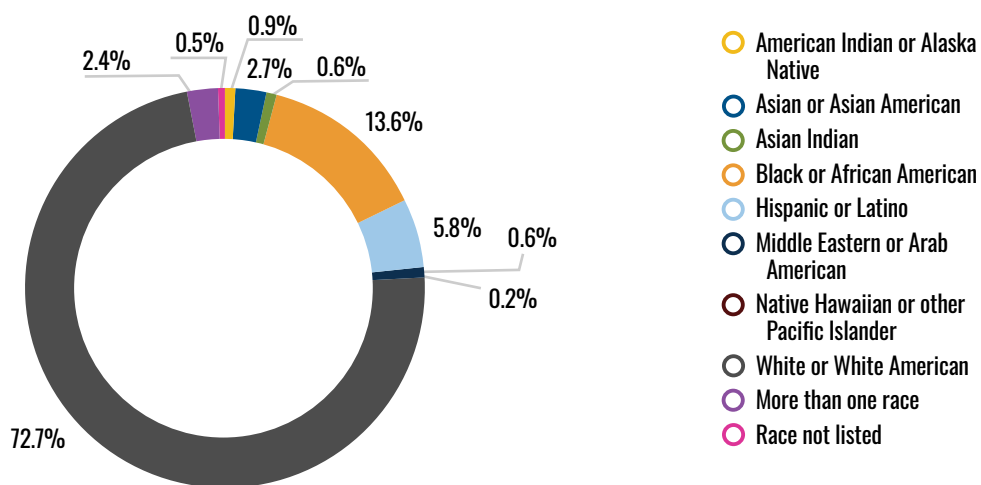
Notes: Data on individuals of more than one race were not collected prior to 2001. | In 2016, ACPS introduced a new racial and ethnic category to allow presidents to identify as Middle Eastern or Arab American. | ACPS introduced two new racial and ethnic categories in 2022 to allow presidents to identify as Asian Indian and Native Hawaiian or other Pacific Islander. | In 2022, presidents were able to report that they identified with a racial or ethnic group not listed in the survey. | Totals may not add to 100 percent due to rounding.

12 Note that the racial and ethnic groups in this section are different from those in the previous sections. In 2022, ACPS allowed presidents to select from a wide array of racial and ethnic identities and categorized them into 10 groups, including American Indian or Alaska Native; Asian or Asian American; Asian Indian; Black or African American; Hispanic or Latino; Middle Eastern or Arab American; Native Hawaiian or other Pacific Islander; White or White American; more than one race; and race not listed (Melidona et al. 2023).

College and University Presidents: 2022

In 2022, 72.7 percent of presidents were White. Black or African American presidents were the second largest group (13.6 percent), followed by Hispanic or Latino (5.8 percent), Asian (2.7 percent), and multiracial (2.4 percent) presidents. American Indian or Alaska Native (0.9 percent) and Middle Eastern or Arab American (0.6 percent) presidents made up the smallest fraction of all college and university presidents.

Figure 8.23: College and University Presidents Across Race and Ethnicity: 2022



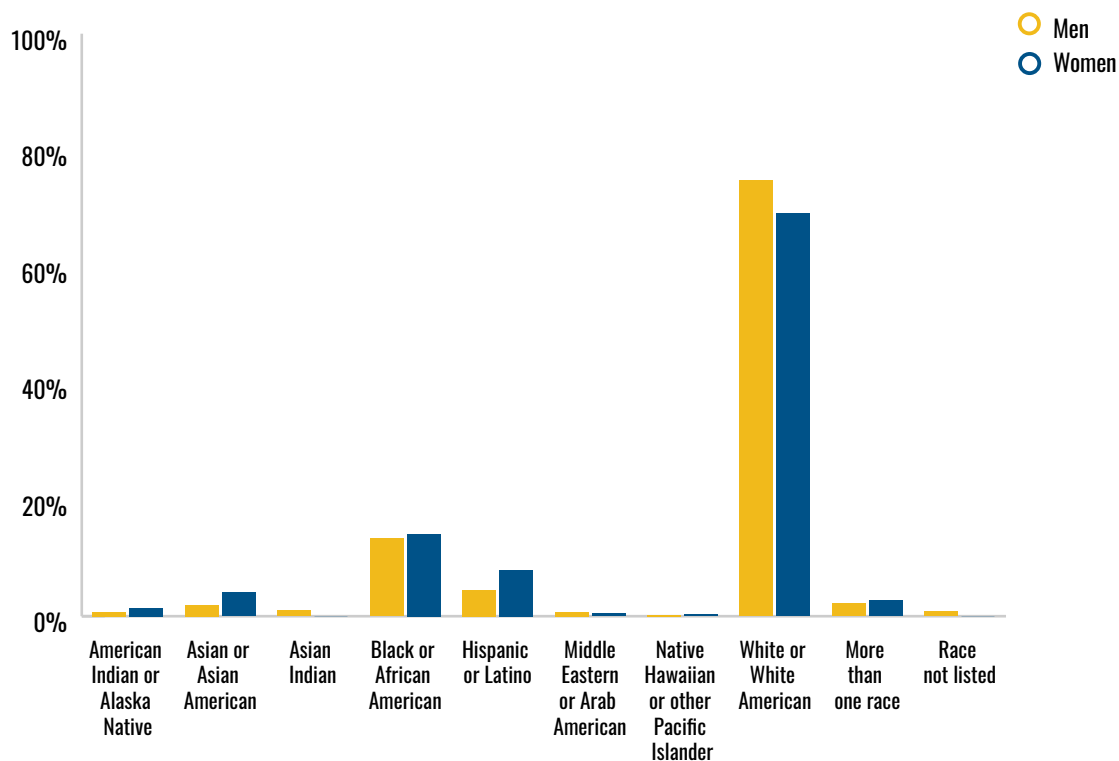
Source: Data from American Council on Education, American College President Study, 2022.

College and University Presidents, by Gender

In 2022, women represented only 38.3 percent of all college and university presidents, while men represented 61.7 percent. Women of color represented 30.9 percent of female presidents and men of color represented 24.5 percent of male presidents. Approximately 74.8 percent of men and 69.1 percent of women presidents were White. A larger share of women presidents identified as either Black or African American or Hispanic or Latina (14.1 percent and 7.9 percent, respectively) in comparison to their men president counterparts (13.3 percent and 4.5 percent).

Women accounted for 50 percent or more of American Indian or Alaska Native, Asian or Asian American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander presidents, but only 36.4 percent of White presidents.

Figure 8.24: College and University Presidents Across Race and Ethnicity, by Gender: 2022

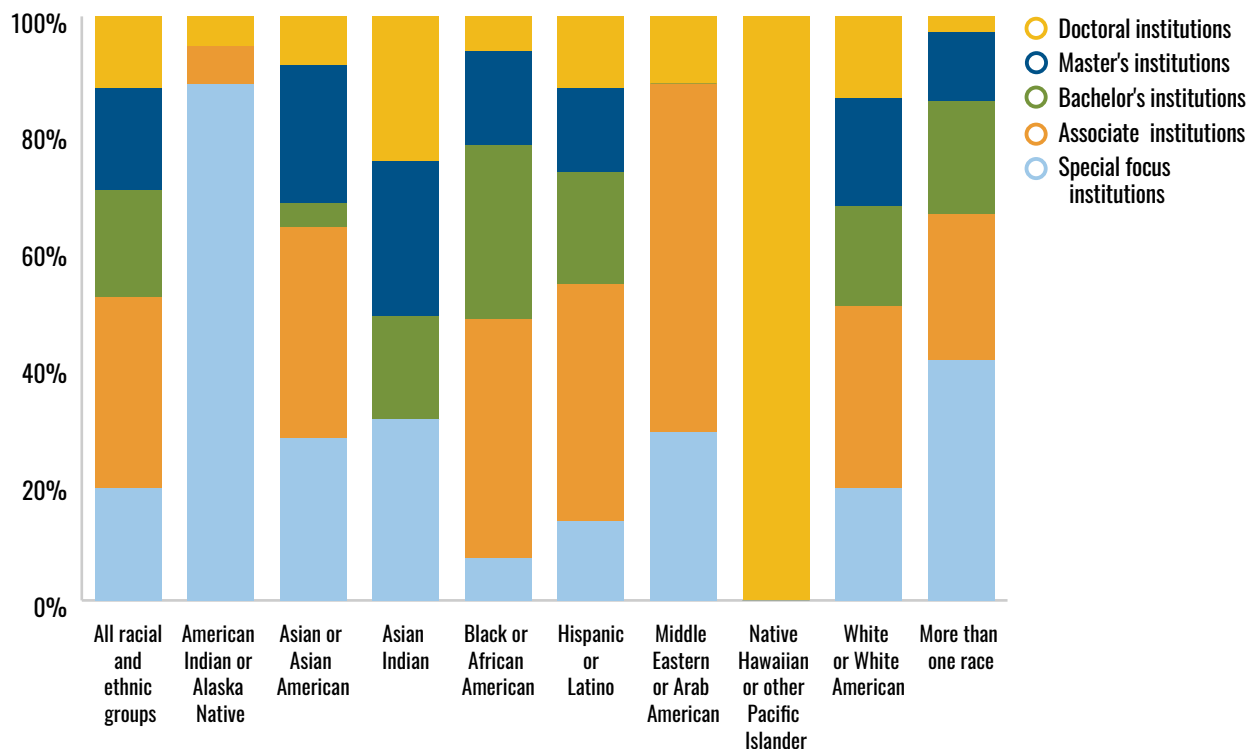


Source: Data from American Council on Education, American College President Study, 2022.

College and University Presidents, by Carnegie Classification¹³

Of the total college and university presidents in 2021, 32.7 percent led associate institutions, 18.2 percent led bachelor's institutions, 17.6 percent led master's institutions, 12.2 percent led doctoral institutions, and 19.3 percent led special focus institutions.

Figure 8.25: College and University Presidents Across Carnegie Classifications, by Race and Ethnicity: 2022



Source: Data from American Council on Education, American College President Study, 2022.

Notes: In 2022, ACPS categorized institutions into five groups—doctoral, master's, bachelor's, associate, and special focus institutions—based on the 2021 Carnegie Basic Classification. Institutions not listed in the 2021 Carnegie Basic Classification were classified into one of the five institutional groups based on the level of the degrees they predominantly offer. | Totals may not add to 100 percent due to rounding.

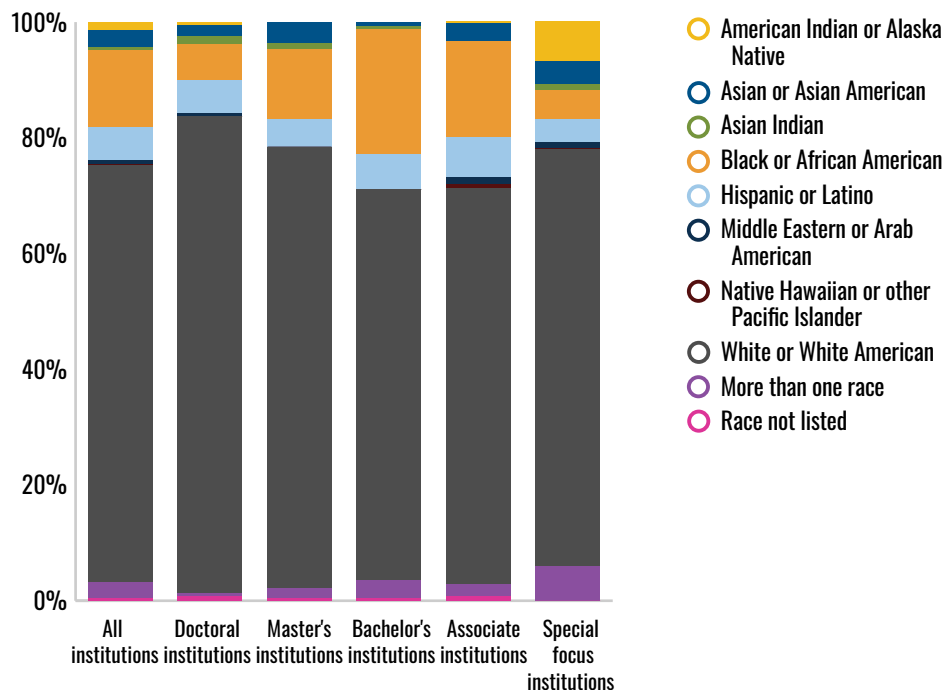
- Associate institutions were led by 40.9 percent of Black or African American presidents and 40.5 percent of Hispanic or Latino presidents, compared with 31.1 percent of White presidents. The small numbers of Middle Eastern or Arab American presidents were overrepresented in this institution type (59.7 percent).
- Special focus institutions were by far most likely to be led by American Indian or Alaska Native presidents (88.4 percent), the highest of any group across institutional classification, followed by multiracial presidents (41.2 percent).¹⁴
- Master's institutions were led by 16.2 percent of Black or African American presidents, and only 5.9 percent led doctoral institutions, compared with 12.2 percent of all presidents.

¹³ In 2022, ACPS categorized institutions into five groups—doctoral, master's, bachelor's, associate, and special focus institutions—based on the 2021 Carnegie Basic Classification. Institutions not listed in the 2021 Carnegie Basic Classification were classified into one of the five institutional groups based on the level of the degrees they predominantly offered. *Doctoral institutions* included institutions that were classified as doctoral universities and doctoral/professional universities. *Master's institutions* included institutions that were classified as master's colleges and universities. *Bachelor's institutions* included institutions that were classified as baccalaureate colleges and baccalaureate/associate's colleges: mixed baccalaureate/associate's. *Associate institutions* included institutions that were classified as associate colleges, special focus two-year, and baccalaureate/associate's colleges: associate's dominant. *Special focus institutions* included institutions that were classified as special focus four-year and tribal colleges.

¹⁴ ACPS grouped Tribal Colleges and Universities within the category of special focus institutions.

White presidents remained the majority in all Carnegie Classification types. However, some racial and ethnic groups had strong representation at particular institution types.

Figure 8.26: College and University Presidents Across Race and Ethnicity, by Carnegie Classification: 2022



Source: Data from American Council on Education, American College President Study, 2022.

Notes: In 2022, ACPs categorized institutions into five groups—doctoral, master's, bachelor's, associate, and special focus institutions—based on the 2021 Carnegie Basic Classification. Institutions not listed in the 2021 Carnegie Basic Classification were classified into one of the five institutional groups based on the level of the degrees they predominantly offer. | Totals may not add to 100 percent due to rounding.

- Bachelor's institutions held the largest share of Black or African American presidents (21.6 percent). Associate institutions had the largest share of Hispanic or Latino presidents (7.0 percent), and doctoral institutions had the largest share of White presidents (82.3 percent). American Indian or Alaska Native presidents represented 7.0 percent of all presidents at special focus institutions—their highest share at any institution type.
- Hispanic or Latino presidents were represented across all institution types with percentages that varied from 4.0 percent at special focus institutions to 7.0 percent at associate institutions.

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METHODS

METHODS

Race and Ethnicity in Higher Education: 2024 Status Report provides an updated overview of various topics in higher education—including undergraduate and graduate student enrollment, completion, student debt, and financing—by race and ethnicity. It also includes an overview of the racial and ethnic backgrounds of faculty, staff, and college presidents. This data-informed foundation allows for the examination of the myriad differences that emerge by race and ethnicity within our postsecondary education system. These data serve as a starting point for stakeholders to ask questions and seek answers as to how the field can close persistent racial equity gaps. This report presents 201 indicators drawn from eight principal data sources. Many indicators present a snapshot of the most recent publicly available data, while others depict data over time.

The purpose of this appendix is threefold: First, to familiarize the reader with the various data sources used throughout the report. Second, to clarify how key concepts were defined. And finally, to provide guidance on how to interpret the findings contained in this report. Helpful methodological notes are also included throughout the report.

Principal Data Sources

Data for this report were drawn from eight principal sources. Many of these data were collected by the U.S. Department of Education and U.S. Census Bureau. When federally collected data were insufficient to address a particular indicator, nonfederal data were included. The principal data sources used in this report are described herein, with notes indicating the chapters in which the data were presented.

Current Population Survey (CPS)

The Current Population Survey (CPS), sponsored jointly by the U.S. Census Bureau and the U.S. Bureau of Labor Statistics, is the primary source of labor force statistics for the population of the United States. The CPS is used to collect data for a variety of other studies that keep the nation informed of the economic and social well-being of its people. Providing information on many of the things that shape American life—work, earnings, and education—the CPS also conducts supplemental inquiries that vary month to month, covering a wide variety of topics such as child support, volunteerism, health insurance coverage, and school enrollment. The CPS represents individuals who were ages 15 and older and not in the armed forces. People in institutions, such as prisons, long-term care hospitals, and nursing homes are ineligible to be interviewed in the CPS. Data from the CPS has been published since 1947. The survey also has one of the highest response rates among government household surveys, averaging around 90 percent. Data from CPS were presented in chapters 1 and 2. For more information on CPS, visit <https://www.census.gov/programs-surveys/cps.html>.

National Population Projections

National Population Projections, a product of the U.S. Census Bureau, is a set of projections based on the 2010 census. The 2017 series uses the official estimates of the resident population on July 1, 2016 to project the U.S. population from 2017 to 2060. The series uses the cohort-component method and historical trends in births, deaths, and international migration to project the future size and composition of the national population. The series also accounts for the generally lower mortality rates and longer life expectancy of the foreign-born people and accounts for the effects of international migration on the population of the United States. Data from the 2017 National Population Projection were presented in chapter 1. For more information, visit <https://www.census.gov/data/tables/2017/demo/popproj/2017-summary-tables.html>.

Digest of Education Statistics

The primary purpose of the *Digest of Education Statistics* is to provide a compilation of statistical information on American education that ranges from prekindergarten through graduate school. The *Digest* includes data from government and private sources and survey results from the National Center for Education Statistics (NCES). The publication contains information on schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education. Additionally, supplemental information is collected on population trends, attitudes about education, education characteristics of the labor force, government finances, and economic trends to provide context for evaluating education data. Data from the *Digest of Education Statistics* were presented in chapter 2. For more information on the *Digest*, visit <https://nces.ed.gov/programs/digest/>.

National Postsecondary Student Aid Study (NPSAS)

The National Postsecondary Student Aid Study (NPSAS) examines the characteristics of students in postsecondary education, with special focus on how they finance their education. NPSAS sample surveys provide access to nationally representative data for undergraduate and graduate students. NPSAS is a comprehensive research dataset based on student-level records provided by the federal government, the states, postsecondary institutions, employers, and private agencies, along with student demographic and enrollment data. NPSAS is one of the sources of information used by the federal government (and others, such as researchers and higher education associations) to analyze student financial aid and to inform public policy on such programs as Pell Grants and Direct or Stafford Loans. Data from NPSAS:20 were presented in chapters 2, 3, 6, and 7. The frequencies and averages reported were based on random samples, not populations. They represent estimates with margins of error. We do not report these margins of error, but we do note if the small sample sizes and large variances make the estimates unreliable. For more information on NPSAS, visit <https://nces.ed.gov/surveys/npsas/>.

Baccalaureate and Beyond Longitudinal Study (B&B)

The Baccalaureate and Beyond Longitudinal Study (B&B) examines students' education and work experiences after they complete a bachelor's degree, following several cohorts of students over time. The study draws its cohorts from NPSAS samples. As such, frequencies detailed in this report are estimates. The B&B sample is representative of graduating seniors in all majors. Following graduates for one, four, and 19 years after they have completed their bachelor's degree, B&B looks at bachelor's degree recipients' workforce participation, income and debt repayment, and entry into and persistence through graduate school programs, among other indicators. B&B also gathers extensive information on bachelor's degree recipients' undergraduate experience, demographic backgrounds, expectations regarding graduate study and work, and participation in community service. Four cohorts have been followed. Students in the most recent cohort completed their bachelor's degrees in 2015–16 and were followed in 2017 and 2020. Data from B&B:16/20 were presented in chapter 3. For more information on B&B, visit <https://nces.ed.gov/surveys/b&b/>.

Beginning Postsecondary Students (BPS)

The Beginning Postsecondary Students Longitudinal Study (BPS) currently surveys cohorts of first-time, beginning students at three points in time: at the end of their first year, and then three and six years after first starting in postsecondary education. The study draws its cohorts from NPSAS. As such, frequencies detailed in this report are estimates based on samples. BPS collects data on various topics, including student demographic characteristics, education and work experiences, persistence, transfer, and degree attainment. The BPS tracks students' paths through postsecondary education to allow for a more in-depth exploration of what academic fields students pursue, how their persistence and completion is associated with financial aid, and—in some cases—why students leave higher education without completing their programs. Data from BPS were presented in chapter 4. For more information on BPS, visit <https://nces.ed.gov/surveys/bps/>.

Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) is the primary source for information on U.S. colleges, universities, and technical and vocational institutions. IPEDS is a system of interrelated surveys conducted annually by NCES. IPEDS gathers information from more than 7,000 colleges, universities, and technical and vocational institutions that participate in federal student aid programs in fundamental areas such as enrollment, program completion and graduation rates, institutional costs, student financial aid and human resources. Frequencies detailed in this report from IPEDS data are actual counts of students, faculty, and staff on U.S. campuses. Data collected through IPEDS are publicly released and can be accessed through the IPEDS Data Center. Data from IPEDS were presented in chapters 4, 5, and 8. For more information on IPEDS, visit <https://nces.ed.gov/ipeds/>.

Survey of Earned Doctorates (SED)

The Survey of Earned Doctorates (SED) is an annual census of all individuals who received a research doctorate from accredited U.S. institutions in a given year. The SED identifies characteristics and trends in doctoral education through

the collection of doctoral degree recipients' demographic information, educational history, and postgraduation plans and outcomes. It also includes a follow-up survey designed to identify characteristics and trends of the population of doctoral recipients. The SED has been administered annually since 1957, and it is a joint product of the National Center for Science and Engineering Statistics (NCSES), National Institutes of Health, U.S. Department of Education, and National Endowment for the Humanities. Data from the 2021 SED were presented in chapter 5. For more information on SED, visit <https://nces.nsf.gov/surveys/earned-doctorates/2022#survey-info>.

American College President Study (ACPS)

Since it was first published in 1988, the American College President Study (ACPS) has remained the most comprehensive source of information about the college presidency and higher education leadership pipeline. ACPS includes surveys conducted approximately every five years, the results of which are analyzed in corresponding reports that provide information on the demographics, career paths, and experiences of college and university presidents. College and university presidents occupy a leadership role unlike any other, and ACPS includes insight into the presidential demographics and pathways to the college presidency. New data collected in 2022 included when respondents first aspired, applied, and were appointed to the presidency; information on the responsibilities that presidents balance with their jobs, such as caregiving for loved ones; and insights on their community and support networks. *The American College President: 2023 Edition* analyzed responses from 1,075 college and university presidents. Data from ACPS were presented in chapter 8. For more information on ACPS, visit <https://www.acenet.edu/acps>.

Key Definitions

With multiple data sources, it is important to be clear about how key terms were defined throughout this report. The following section provides an overview and defines some key terms.

Race and Ethnicity

Race and ethnicity are complex social constructions, and the language and methods used to identify groups of people continue to evolve. This is evident in the changes made over time in the collection of race, ethnicity, and origin data by the U.S. Census Bureau.¹ These changes included new racial categories; the collection of information on ethnicity (defined as whether an individual is of Hispanic origin or not); and the allowance for individuals to self-identify their race and ethnicity, as well as to identify as being of more than one race. These changes made by the Census Bureau have informed the data collection efforts of other federal agencies, including the U.S. Department of Education.

While the language used to identify race and ethnicity varies by data source, this report primarily uses the race and ethnicity categories as currently defined by IPEDS. In doing so, the report identifies individuals as *Hispanic or Latino* if they reported being of Hispanic or Latino origin, regardless of race. We refer to students identified as U.S. nonresidents as *international students*. The racial and ethnic categories used throughout the report are defined as follows:

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam).
- **Black or African American:** A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian or other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

1 See U.S. Census Bureau, "U.S. Decennial Census Measurement of Race and Ethnicity Across the Decades: 1790–2020," published August 3, 2021 and last modified June 9, 2022, <https://www.census.gov/library/visualizations/interactive/decennial-census-measurement-of-race-and-ethnicity-across-the-decades-1790-2020.html>.

- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Multiracial:** Category used by institutions to report persons who selected more than one race. This corresponds with the IPEDS category of *two or more races*.
- **International student:** A person who is not a citizen or national of the United States, is in this country on a visa or temporary basis, and does not have the right to remain indefinitely. This corresponds with the IPEDS category of *U.S. nonresidents*. While some international students, faculty, and staff are people of color, IPEDS does not provide further information that allows us to quantify this group.

Gender

Throughout this report, data were disaggregated by gender. This report uses the gender terms of *men* and *women* rather than the sex terms of *male* and *female*. While the authors recognize gender to be a complex construct with psychological, social, and behavioral dimensions, the analysis presented in this report is bound by the limitations in the data collected by federal agencies such as the U.S. Census Bureau and the U.S. Department of Education. In this report, some tables include information on other identities associated with gender—including genderqueer, gender nonconforming, or a different gender identity—which NPSAS:20 collected for the first time.

Higher Education Institutions and Sectors

In this report, higher education was broadly defined as any formal education beyond high school offered at public and private, nonprofit and for-profit colleges and universities. Higher education institutions were defined exclusively as colleges and universities in the 50 U.S. states, the District of Columbia, and Puerto Rico and that were eligible to receive Title IV federal funds. Throughout this report, institutions were classified into four sectors. The term *sector* is used throughout the report to describe both the control of an institution and the length of the predominant credential awarded.² Those sectors are:

- **Public Four-Year Institutions:** Colleges or universities in which programs and activities are operated by publicly elected or appointed school officials and supported mainly by public funds. More than 50 percent of the total number of degrees and certificates awarded by these institutions are at or above the bachelor's level. Institutions that confer only graduate degrees with no undergraduate programs were also included here.
- **Private Nonprofit Four-Year Institutions:** Colleges or universities in which the individuals or agency in control does not receive compensation other than wages, rent, or other expenses for the assumption of risk. More than 50 percent of the total number of degrees and certificates awarded by these institutions are at or above the bachelor's level. Institutions that confer only graduate degrees with no undergraduate programs were also included here.
- **Public Two-Year Institutions:** Colleges or universities in which programs and activities are operated by publicly elected or appointed school officials and supported primarily by public funds. A college or university was classified as being a two-year institution if it offers only associate degrees and other postsecondary certificates, awards, or diplomas of less than four academic years, or if less than 50 percent of the total number of degrees and certificates awarded by the institution are at or above the bachelor's level.
- **For-Profit Institutions:** Colleges or universities in which the individuals or agency in control receives compensation beyond wages, rent, or other expenses for the assumption of risk. These institutions are degree-granting and may offer both undergraduate and graduate credentials.

Carnegie Classifications³

This report categorized institutions into Carnegie Classifications based on the Basic Classification for 2018, an update from the traditional classification framework developed by the Carnegie Commission on Higher Education in the 1970s. The Basic Classification was first published in 1973 and subsequently updated in 1976, 1987, 1994, 2000, 2005, 2010, 2015, 2018, and 2021. It is important to note that classifications are time-specific descriptions of institutional attributes and behavior; thus, an individual institution's classification may change over time. This report utilized the 2018 Basic Classification for data analysis, as that was the most recent classification prior to data collection. For the purposes of this report, institutions were categorized into sectors based on the degrees awarded during the most recent classification.

² The choice to classify institutions in this way, rather than by the length of the longest program offered, was made in order to more accurately classify community colleges that award a small number of bachelor's degrees. Because these institutions predominantly award associate degrees and certificates, they were classified in this report as two-year institutions and not four-year institutions.

³ For more information on Carnegie Classifications, visit: <https://carnegieclassifications.acenet.edu/>.

Throughout this report, institutions were classified into one of the following seven categories:

- **R1 Doctoral Institutions:** Institutions identified as *doctoral universities: very high research activity* or *R1 doctoral universities* in the 2018 Basic Classification. Such institutions awarded at least 20 research or scholarship doctoral degrees and had at least \$5 million in research expenditures, as reported through the National Science Foundation Higher Education Research and Development Survey (HERD).⁴ This category excludes special focus institutions and Tribal Colleges and Universities.
- **Other Doctoral Institutions:** Institutions identified as *doctoral universities: high research activity* (or *R2 doctoral universities*) and institutions identified as *doctoral/professional universities* (or *D/PU*) in the 2018 Basic Classification. R2 institutions awarded at least 20 research or scholarship doctoral degrees and reported at least \$5 million in research expenditures through NSF HERD. D/PU institutions awarded fewer than 20 research/scholarship doctoral degrees but awarded at least 30 professional practice doctoral degrees in at least two programs. This category excludes special focus institutions and Tribal Colleges and Universities.
- **Master's Institutions:** Institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees. This category excludes special focus institutions and Tribal Colleges and Universities.
- **Bachelor's Institutions:** Institutions at which bachelor's or advanced degrees account for at least 50 percent of all degrees but for which fewer than 50 master's degrees or 20 doctoral degrees were awarded. This category also includes some institutions that conferred more than 50 percent but fewer than 90 percent of degrees at the associate's level and conferred more than 10 percent of degrees at the baccalaureate level or higher (called *baccalaureate/associate's colleges: mixed baccalaureate/associate's* in the 2018 Basic Classification). This category excludes special focus institutions and Tribal Colleges and Universities.
- **Associate Institutions:** Institutions at which an associate degree is the highest level of degree awarded. This category also includes some institutions that have at least one baccalaureate degree program but have conferred fewer than 10 percent of degrees at the baccalaureate level or higher (called *baccalaureate/associate's colleges: associate's dominant* in the 2018 Basic Classification). This category excludes special focus institutions and Tribal Colleges and Universities.
- **Special Focus Institutions:** Institutions at which degrees are highly concentrated in a single field or set of related fields. Examples include two-year institutions focused on health professions, technical professions, arts and design, or other fields; and four-year faith-related institutions, medical schools and centers, other health professions schools, engineering schools, other technology-related schools, business and management schools, arts, music, and design schools, law schools, and other special focus institutions. This category excludes Tribal Colleges and Universities.
- **Tribal Colleges and Universities:** Institutions that are members of the American Indian Higher Education Consortium. Tribal Colleges and Universities were created and chartered by American Indian tribes or the federal government with the specific purpose of providing access to postsecondary education to American Indian populations through culturally based programs that are holistic and supportive. There were 34 Tribal Colleges and Universities in the United States, according to the 2021 IPEDS data.⁵

Postsecondary Credentials

The U.S. Department of Education's definitions of postsecondary awards, as defined in IPEDS, were used throughout this report. While IPEDS recognizes three types of undergraduate certificates, this report aggregates the data into two categories: short-term and long-term certificates. Similarly, IPEDS recognizes two types of graduate certificates. In this report, we aggregated those awards into a single category of *postbaccalaureate certificates*. Finally, IPEDS classifies doctoral degrees into one of three categories: *professional practice*, *research/scholarship*, or *other*. In this report, we presented doctor's degrees—research/scholarship as *research doctoral degrees*, and we aggregated doctor's degrees—professional practice and doctor's degrees—other into *professional and other doctoral degrees*. The postsecondary credentials discussed throughout the report were defined as follows:

- **Short-Term Certificate:** An award that requires completion of an organized program of study at the postsecondary level, below the baccalaureate degree, of less than two academic years.
- **Long-Term Certificate:** An award that requires completion of an organized program of study at the postsecondary level, below the bachelor's degree, of at least two but less than four academic years.
- **Associate Degree:** An award that normally requires at least two but less than four years of full-time equivalent college-level work.

⁴ For more information on HERD, visit <https://nces.nsf.gov/surveys/higher-education-research-development/2022>.

⁵ For more information on Tribal Colleges and Universities, visit <http://www.aihec.org/index.html>.

- **Bachelor's Degree:** An award that normally requires at least four but not more than five years of full-time equivalent college-level work.
- **Postbaccalaureate Certificate:** An award that requires completion of an organized program of study beyond the bachelor's or master's degree.
- **Master's Degree:** An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years beyond the bachelor's degree.
- **Doctoral Degrees:** A *research doctoral degree* is a PhD or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples include doctor of education (EdD), doctor of business administration (DBA), doctor of science (DSc) and others, as designated by the awarding institution. A *professional doctoral degree* is a doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. Some examples include law (JD), medicine (MD), veterinary medicine (DVM), pharmacy (PharmD), and others, as designated by the awarding institution. *Other doctoral degrees* are doctor's degrees that do not meet the definition of research doctoral or professional doctoral degree.

Fields of Study

The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's NCES in 1980, with revisions occurring in 1985, 1990, 2000, 2010, and 2020. In this report, the 2020 CIP was used to group academic programs into fields of study that are in line with the variables MAJORS2Y, MAJORS4Y, and GRADMAJ in NPSAS:20. These variables aggregate fields of study into the categories that are most appropriate for analyzing students in subbaccalaureate programs, baccalaureate programs, and graduate programs, respectively. The following table presents the field of study categories used throughout this report.⁶ Additional details about fields of study can be found in chapters 4, 5, and 7.

Subbaccalaureate Credential Programs	Baccalaureate Credential Programs	Graduate Credential Programs
STEM fields	STEM fields	STEM fields
Business and personal and consumer services	Business	Business and management
Health care fields	Health care fields	Health fields
	Education	Education
Social sciences and humanities	Social sciences	Social and behavioral sciences
	Humanities	Humanities
General studies and other fields	General studies and other fields	Other fields
		Law
Manufacturing, military technology, and other applied fields	Other applied fields	

Notes on Interpreting the Data

This study presents a descriptive analysis of key data to provide readers with an in-depth picture of the educational journeys of students disaggregated by race and ethnicity. Descriptive analysis is used to describe or summarize data and to identify meaningful patterns. While descriptive analysis can provide important insights into data, it cannot be used to explain why a pattern may or may not exist. It is important to note that this study **does not discuss causality and readers should not interpret our findings as being causal.**

⁶ Organization of the table of fields of study was determined by this report's authors, and it should not be viewed as a reflection of any formal classification of fields.

Furthermore, much of the data analyzed in this study come from complex surveys that rely on statistical analysis weights to make the data representative of the populations of interest (e.g., the United States, all students enrolled in undergraduate education). Data derived and presented from CPS, B&B, BPS, and NPSAS are weighted estimates. As a result, some data point estimates in the report were flagged as unstable and others could not be reported at all due to small sample sizes.⁷ Data were flagged or suppressed most frequently when multiple levels of disaggregation were presented, particularly among American Indian or Alaska Native and Native Hawaiian or other Pacific Islander groups.

⁷ This report followed NCES data reporting guidelines to suppress cases with too few respondents and to flag estimates as unstable when the standard error represented more than 30 percent of a given estimate.

