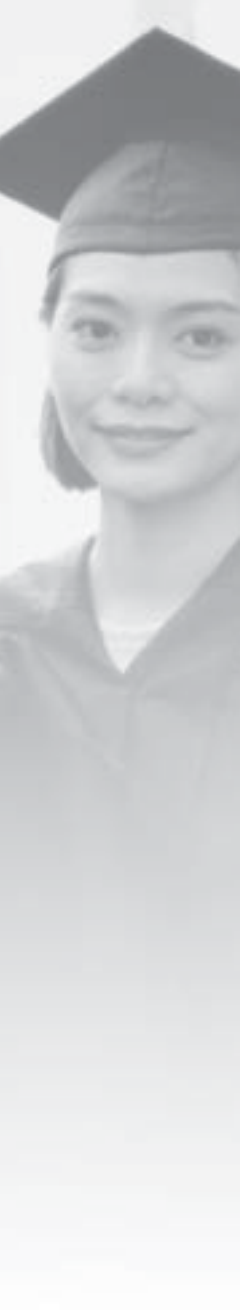


Section 5

Contexts of Postsecondary Education





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This List of Indicators includes all the indicators in Section 5 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from previous published print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Contexts of Postsecondary Education

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. There are 21 indicators in this section: 5, prepared for this year's volume, appear on the following pages, and all 21, including indicators from previous years, are on the Web (see Website Contents on the facing page for a full list of the indicators).

Postsecondary education is characterized by diversity in both the types of institutions and characteristics of the students. Postsecondary institutions vary in terms of the types of degrees awarded, control (public or private), and whether they are operated on a not-for-profit or for-profit basis. Beyond these basic differences, postsecondary institutions have distinctly different missions and provide a wide range of learning environments. For example, some institutions are research universities with strong graduate programs, while others focus on undergraduate education; some have a religious affiliation, while others do not; and some have selective entrance policies, while others have more open admissions. The student bodies of postsecondary institutions are diverse in other ways as well. For example, many students hold down jobs and regard themselves as employees first and students second; many delay entry into postsecondary education rather than enroll immediately after high school; and a sizable number come from foreign countries. Indicators in *The Condition of Education* measure these and other dimensions of diversity that are fundamental to the character of postsecondary education.

The courses and programs of study that students take are an important feature of postsecondary

education. Data on degree completion show trends in the fields of study for undergraduate and graduate degree recipients. In addition, one indicator in this volume compares the distribution of degrees awarded by institution type. Indicators on the Web also present information on distance education courses taught by faculty and on the provision of and participation in remedial education.

Like elementary and secondary schools, postsecondary institutions provide special support and accommodations for special populations of students. One indicator on the Web measures the services and accommodations that are available for students with disabilities in postsecondary education.

Faculty teach students, conduct research, and serve their institutions and communities. One indicator in this volume of *The Condition of Education* highlights trends in faculty salaries and benefits at different postsecondary levels and across types of institutions.

Finally, *The Condition of Education* examines financial support for education. One indicator in this year's volume shows the number and characteristics of college students who are employed. Additional indicators on the Web look at the institutional aid available to students, the total and net access price of attending postsecondary institutions, and the debt burden of college graduates.

The indicators on the contexts of postsecondary education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i5.asp>.



Programs and Courses

Undergraduate Fields of Study

In 2005–06, degrees in the field of business made up 21 percent of the bachelor’s degrees awarded. Over 318,000 bachelor’s degrees were awarded in business that year.

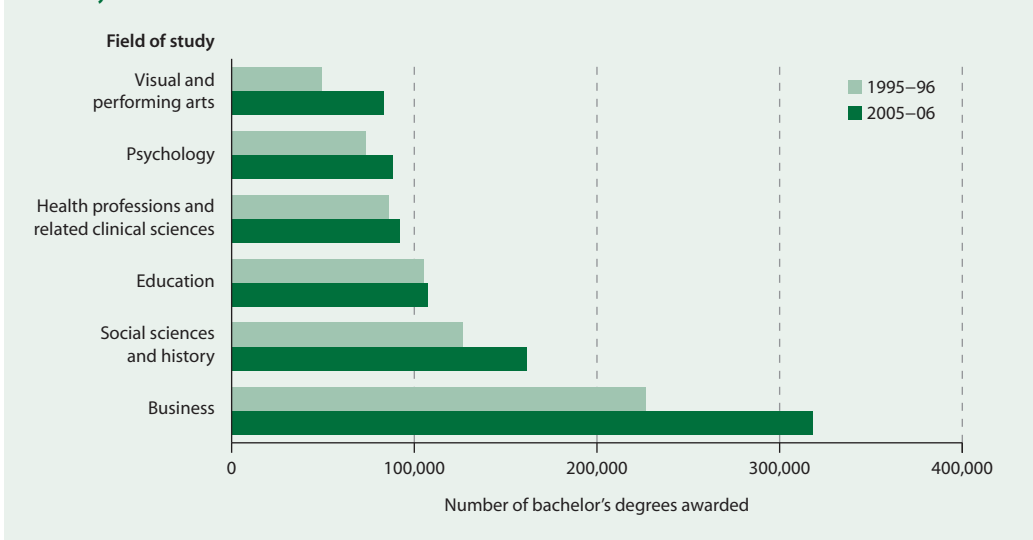
In each year shown (1990–91, 1995–96, and 2005–06), three broad areas of study—liberal arts and sciences, general studies, and humanities; health professions; and business—made up 65 to 69 percent of associate’s degrees awarded (see supplemental table 39-1). In 2005–06, nearly 245,000 degrees were awarded in the first area, and over 114,000 degrees were awarded in each of the other two areas. Other prevalent degrees at this level in 2005–06 included engineering (32,600 degrees) and computer and information sciences (31,200 degrees).

Overall, 158,000 more associate’s degrees were awarded in 2005–06 than in 1995–96 (a 28 percent increase). Increases in the number of associate’s degrees awarded in the three major areas of study above and in computer and information sciences contributed to 85 percent of this overall growth. The number of degrees awarded in computer and information sciences has increased by 150 percent since 1995–96. Fields including visual and performing arts had a smaller impact on the overall growth but had notable increases during this period (61 percent increase for a total of 21,800 degrees in 2005–06). Also, during this period, the number of associate’s degrees awarded in engineering decreased by 23 percent.

In each year shown, between 63 and 66 percent of bachelor’s degrees were awarded in seven fields: business; social sciences and history; education; health professions; psychology; visual and performing arts; and engineering (see supplemental table 39-2). In 2005–06, some 318,000 degrees were awarded in business, 161,000 were awarded in social sciences and history, 107,000 were awarded in health professions, and between 81,600 and 92,000 degrees were awarded in each of the other four fields.

Overall, 320,000 more bachelor’s degrees were awarded in 2005–06 than in 1995–96 (a 28 percent increase). Increases in the number of bachelor’s degrees awarded in business; social sciences and history; visual and performing arts; communication, journalism, and related programs; and computer and information sciences made up 66 percent of this overall growth. Fields including parks, recreation, leisure and fitness studies had a smaller impact on the overall growth in bachelor’s degrees awarded but had notable increases during this period (96 percent increase for a total of 25,500 degrees in 2005–06).

FIELDS OF STUDY: Number of bachelor’s degrees awarded by degree-granting institutions in selected fields of study: Academic years 1995–96 and 2005–06



NOTE: The six most common fields of study at the bachelor’s degree level in academic year 2005–06 are featured for academic years 1995–96 and 2005–06; the remaining fields of study are not shown. The contribution of growth is calculated as the increase in the number of degrees for a particular field divided by the increase in the total number of degrees. See supplemental note 10 for more information on fields of study. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for earlier years have been reclassified when necessary to conform to the new taxonomy. See supplemental note 9 for more information on the Classification of Postsecondary Education Institutions. See supplemental note 3 for more information on the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), tables 259 and 261, data from U.S. Department of Education, NCES, 1995–96 and 2005–06 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:96), and Fall 2006.

FOR MORE INFORMATION:
Supplemental Notes 3, 9, 10
Supplemental Tables 39-1,
39-2



Indicators 26, 27, 40



Programs and Courses

Graduate Fields of Study

In 2005–06, of the 594,000 master's degrees awarded, over 50 percent were in the fields of education (29 percent) and business (25 percent).

In each year shown (1990–91, 1995–96, and 2005–06), six fields—education, business, health professions, engineering, public administration and social services, and psychology—accounted for 72 to 77 percent of the total number of master's degrees awarded (see supplemental table 40-1). In 2005–06, about 175,000 degrees (29 percent) were awarded in education and 146,000 degrees (25 percent) were awarded in business.

Overall, 188,000 more master's degrees were awarded in 2005–06 than in 1995–96 (a 46 percent increase). The increase in the number of education and business degrees earned contributed to over 65 percent of this growth. Although they had less impact on the overall growth, during this time, the number of degrees earned in architecture increased by 44 percent (totaling 5,700 in 2005–06) and the number earned in mathematics and statistics increased by 30 percent (totaling 4,700 in 2005–06).

In each year shown, between 71 and 74 percent of doctoral degrees were awarded in seven fields: education, engineering, health professions, biological and biomedical sciences, psychology, physical sciences, and social sciences and history. In 2005–06, some 7,600 degrees

were awarded in education, 7,500 were awarded in engineering, and 7,100 were awarded in health professions (each accounting for 13 to 14 percent of all degrees).

Overall, 11,400 more doctoral degrees were awarded in 2005–06 than in 1995–96 (a 26 percent increase). The increase in doctoral degrees awarded in health professions accounted for 48 percent of this overall growth, and the increase in education and engineering degrees accounted for an additional 21 percent of the overall growth. Although the increase in degrees awarded in computer and information sciences made a smaller contribution to the overall growth (5 percent), the number of degrees in this field increased by 63 percent (from 870 to 1,400) between 1995–96 and 2005–06. During this period, the number of degrees awarded decreased in English language and literature/letters, theology and religious vocations, and agriculture and natural resources.

The number of first-professional degrees awarded increased by 11,000 (a 14 percent increase) between 1995–96 and 2005–06. The increase in the number of degrees awarded in pharmacy (264 percent) accounted for 62 percent of this overall growth.

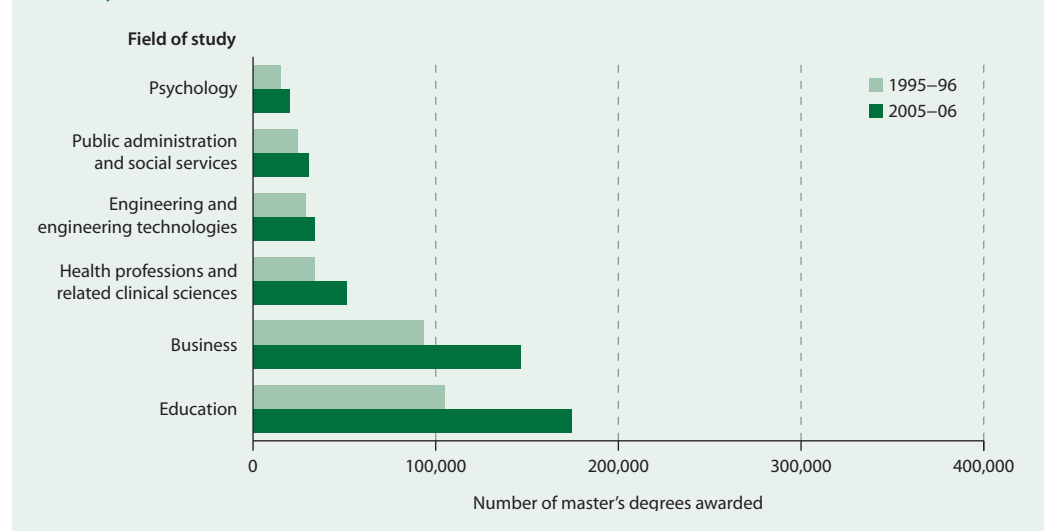
NOTE: The six most common fields of study at the master's degree level in academic year 2005–06 are featured for academic years 1995–96 and 2005–06; the remaining fields of study are not shown. The contribution of growth is calculated as the increase in the number of degrees for a particular field divided by the increase in the total number of degrees. See supplemental note 10 for more information on fields of study. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for earlier years have been reclassified when necessary to conform to the new taxonomy. See supplemental note 9 for more information on the Classification of Postsecondary Education Institutions. See supplemental note 3 for more information on the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), table 262, data from U.S. Department of Education, NCES, 1995–96 and 2005–06 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:96), and Fall 2006.



FOR MORE INFORMATION:
Supplemental Notes 3, 9, 10
Supplemental Table 40-1
Indicators 26, 27, 39

FIELDS OF STUDY: Number of master's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1995–96 and 2005–06



Programs and Courses

Degrees Conferred by Public and Private Institutions

The number of associate's, bachelor's, master's, and doctoral degrees conferred by private for-profit institutions increased by a larger percentage between 1995–96 and 2005–06 than the number conferred by private not-for-profit and public institutions.

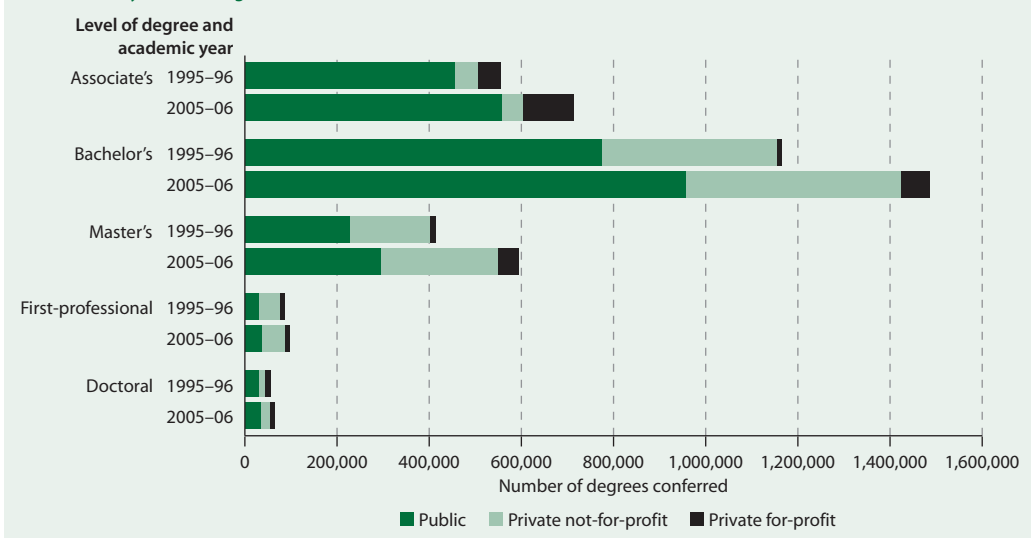
Although the number of degrees conferred increased between 1995–96 and 2005–06, the percentage increase varied among types of institutions. For associate's, bachelor's, master's, and doctoral degrees, the percentage increases were slower for public and private not-for-profit institutions than for private for-profit institutions. For example, the number of bachelor's degrees conferred by public and private not-for-profit institutions increased by 23 percent between 1995–96 and 2005–06 (from 774,100 to 995,400 at public institutions and from 379,900 to 467,800 at private not-for-profit institutions), compared with 474 percent (10,800 to 62,000) at private for-profit institutions (see supplemental table 41-1). At the master's degree level, the number of degrees conferred by public institutions increased 29 percent (from 227,200 to 293,500), compared with 46 percent at private not-for-profit institutions (175,300 to 255,400) and 1,069 percent at private for-profit institutions (3,900 to 45,100).

The shift was evident in the share of degrees awarded. Between 1995–96 and 2005–06, the percentage of associate's degrees decreased

from 82 to 78 percent for public institutions and from 9 to 7 percent for private not-for-profit institutions. In contrast, the percentage of these degrees conferred by private for-profit institutions increased from 9 to 15 percent. The percentage of bachelor's degrees conferred decreased from 66 to 64 percent for public institutions and from 33 to 31 percent for private not-for-profit institutions, while it increased from 1 to 4 percent for private for-profit institutions. The largest shift at the advanced degree level was in the percentage of master's degrees conferred by private for-profit institutions, which increased from 1 to 8 percent during this period. The percentage of master's degrees conferred by public institutions decreased from 56 to 49 percent, while the percentage conferred by private not-for-profit institutions remained at about 43 percent.

Yet, despite relatively large percentage increases in the number and share of degrees conferred by private for-profit institutions, the number of degrees awarded remained substantially smaller than at public or private not-for-profit institutions, with the exception of associate's degrees.

DEGREES CONFERRED BY PUBLIC AND PRIVATE INSTITUTIONS: Number of degrees conferred by degree-granting institutions, by level of degree and control of institution: 1995–96 and 2005–06



NOTE: Includes institutions that participated in Title IV federal financial aid programs. See supplemental note 9 for more information on these programs. See supplemental note 3 for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of first-professional degree programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 and 2005–06 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:96), and Fall 2006.

FOR MORE INFORMATION:
Supplemental Notes 3, 9
Supplemental Table 41-1





Faculty and Staff

Faculty Salary, Benefits, and Total Compensation

Average inflation-adjusted salaries for full-time instructional faculty in colleges and universities were 20 percent higher in 2006–07 than in 1979–80; however, recent increases have been relatively small (1 percent between 1999–2000 and 2006–07).

Rounds to zero.

¹ Academic ranks include professor, associate professor, assistant professor, instructor, and lecturer. About 8 percent of faculty in 2006–07 did not have an academic rank.

² Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, or other benefits.

³ Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. See *supplemental note 9* for more information about Classifications of Postsecondary Education Institutions.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2006–07, there were about 3,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries reflect an average of all faculty on 9- through 12-month contracts, rather than a weighted average based on contract length that appears in some other NCES reports. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2006–07 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 2006–07 Integrated Postsecondary Education Data System, Fall 2006 and Winter 2006–07.

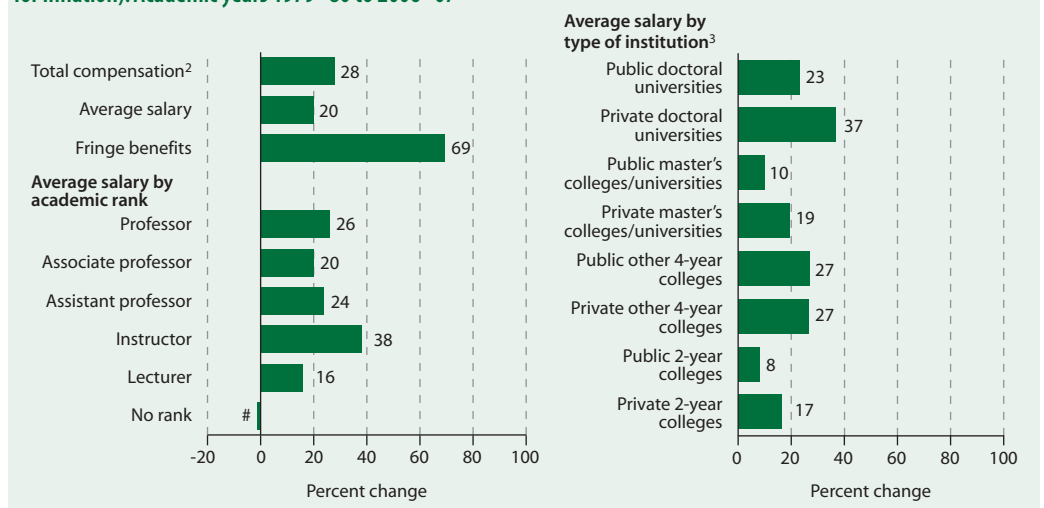
The average salary for full-time instructional faculty in colleges and universities increased by 20 percent overall between 1979–80 and 2006–07 after adjusting for inflation (see supplemental table 42-1). Average salaries were higher in 2006–07 than in 1979–80 for faculty with academic ranks.¹ The increase was greatest for instructors, whose average salary increased by 38 percent, followed by that for professors, whose average salary increased by 26 percent. The average salary increased at all types of institutions as well, ranging from a low of 8 percent at public 2-year colleges to a high of 37 percent at private doctoral universities. In 2006–07, the average faculty salary was \$69,500, with institutional averages ranging from \$41,800 at private 2-year colleges to \$91,300 at private doctoral universities.

Much of the growth in faculty salaries between 1979–80 and 2006–07 occurred during the earlier years. After increasing by 14 percent during the 1980s and 4 percent during the 1990s, average salaries for faculty increased by 1 percent between 1999–2000 and 2006–07 after adjusting for inflation. Between 1999–2000 and 2006–07,

faculty salaries increased by less than 1 percent at public doctoral universities and private master's degree universities, and decreased by 2 percent at public master's degree universities and by 1 percent at public 2-year colleges. Faculty salaries increased by an average of 2 percent at private doctoral universities and private (nonuniversity) 4-year colleges. Although faculty salaries increased by 16 percent at public (nonuniversity) 4-year colleges and by 4 percent at private 2-year colleges, these institutions together employed less than 5 percent of postsecondary faculty.

Fringe benefits for faculty (adjusted for inflation) have increased by a higher percentage than salaries since 1979–80 (69 vs. 20 percent). In contrast to the generally small changes in faculty salaries between 1999–2000 and 2006–07, fringe benefits rose substantially among most types of institutions. Overall, average fringe benefits for faculty increased 17 percent between 1999–2000 and 2006–07, compared with 1 percent for average salaries after adjusting for inflation. The percentage of faculty compensation received in the form of benefits rose from 16 percent in 1979–80 to 21 percent in 2006–07.

FACULTY SALARIES: Percentage change in total compensation, average salary, and fringe benefits, and in average salary, by academic rank and type of institution for full-time instructional faculty at degree-granting institutions (adjusted for inflation): Academic years 1979–80 to 2006–07



FOR MORE INFORMATION:
Supplemental Notes 3, 9, 11
Supplemental Table 42-1

Finance

Employment of College Students

In 2006, about 46 percent of full-time and 81 percent of part-time college students ages 16–24 were employed.

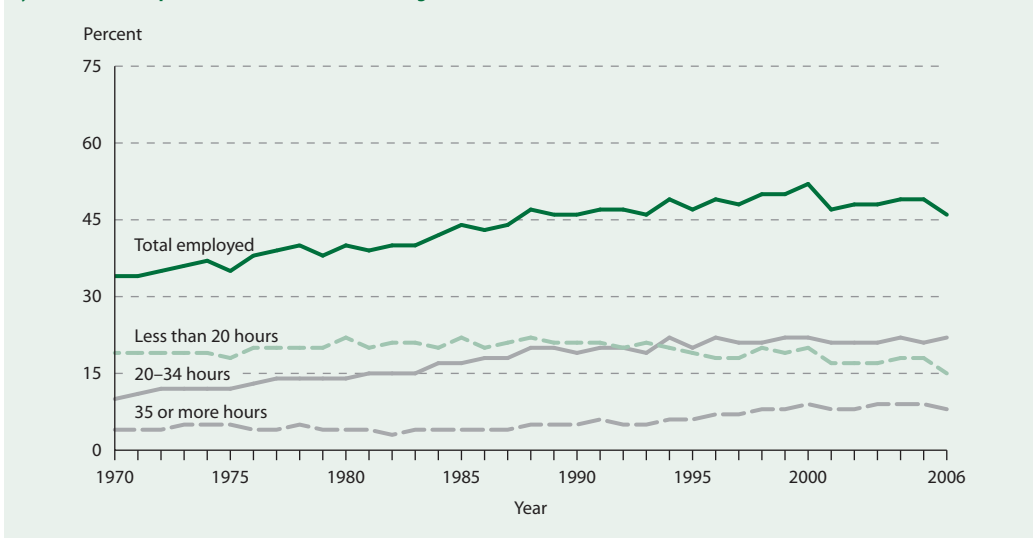
The percentage of full-time college students ages 16–24 who were employed increased between 1970 and 2000 from 34 to 52 percent, and in the more recent years, between 2001 and 2006, the percentage fluctuated between 46 and 49 percent. Along with the increase in the percentage of students who worked, the number of hours these students worked per week increased between 1970 and 2006. In 1970, some 10 percent of full-time students worked 20–34 hours per week, and 4 percent worked 35 or more hours per week; in 2006, however, about 22 percent of these students worked 20–34 hours per week, and 8 percent worked 35 or more hours per week (see supplemental table 43-1). In the more recent years, between 2001 and 2006, there were no measurable changes in the percentages of full-time students working 20 or more hours per week.

In contrast to the increase among full-time college students, there was no measurable change between 1970 and 2006 in the percentage of part-time college students ages 16–24 who were employed. In 2006, approximately 81 percent of part-time college students were employed. However, part-time college students worked

fewer hours per week in 2006 than they did in 1970, with the percentage of students working 35 or more hours a week decreasing from 60 to 45 percent. In the more recent years, from 2001 to 2006, there were no measurable changes in these employment percentages.

In 2006, the percentage of full-time college students ages 16–24 who were employed differed by sex, race/ethnicity, and school type. A higher percentage of female than male full-time students were employed (49 vs. 44 percent) (see supplemental table 43-2). Also, the employment rates of full-time students were higher among White and Hispanic students (49 and 48 percent, respectively) than among Black and Asian students (37 and 38 percent, respectively). In terms of school type, a higher percentage of full-time students at 2-year colleges than at 4-year institutions were employed (54 vs. 44 percent). Within school types, the percentage of full-time students who were employed varied by school control: a higher percentage of students who attended public colleges than private colleges were employed among students attending 2-year colleges (55 vs. 40 percent) and 4-year institutions (47 vs. 37 percent).

EMPLOYMENT OF COLLEGE STUDENTS: Percentage of 16- to 24-year-old full-time college students who were employed, by hours worked per week: October 1970 through October 2006



NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and were classified as part time if they were taking fewer hours. Percent employed estimates include those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2006.

FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Tables 43-1,
43-2



