A stack of several books is shown from a low angle, creating a sense of depth. The books are slightly out of focus, and a semi-transparent purple overlay covers the entire image. The text is centered over the books.

A Profile of the Ronald E. McNair Postbaccalaureate Achievement Program: 1999-2000

**U.S. Department of Education
Office of Postsecondary Education
Office of Federal TRIO Programs**

2002

A Profile of the Ronald E. McNair Postbaccalaureate Achievement Program: 1999-2000

Prepared for:

U.S. Department of Education
Office of Postsecondary Education
Office of Federal TRIO Programs

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CONTENTS

FOREWORD	viii
ACKNOWLEDGMENTS	ix
HIGHLIGHTS	xi
I. INTRODUCTION	1
A. Background	1
1. TRIO Programs	1
2. The McNair Program	2
B. Classifications used in the report	3
C. Response rates and characteristics of host institutions	5
1. Response rates	5
2. Distribution of grantees and participants by institutional characteristics	5
D. Data issues	8
1. Data reporting	8
2. Unclear and missing data	10
3. Miscoded data	10
E. Structure of the remainder of the report	10
II. STUDENT PARTICIPANTS IN THE McNAIR PROGRAM: 1999-2000	11
A. Participants	11
1. Participant status	11
2. Eligibility status	11
3. Race and ethnicity	13
4. Gender	15
5. Age	16
B. Program entry and academic progress	17
1. Entry year	17
2. Current grade level	19
3. Comparing grade level across years to determine graduate school progression	22
4. Enrollment status	24
5. Degree status	26

III. McNAIR PROGRAM ACTIVITIES: 1999-2000	29
IV. FUTURE PLANS	33
APPENDICES	
A. Historically Black Colleges and Universities and Hispanic-Serving Institutions with McNair Projects: 1999-2000	35
B. Tables	37
REFERENCES	61

TABLES AND FIGURES

TABLES

1.	Description of annual awards	3
2.	TRIO funding levels in constant 2000 dollars	4
3.	Percentage and number of grantees reporting participant-level performance information, by institutional characteristics: 1999-2000 . . .	6
4.	Number and percentage of participant records with missing or blank responses: 1999-2000, 1998-99, 1997-98, and 1996-97	9
5.	McNair participant characteristics by participant status: 1999-2000	12
6.	Estimated percentage of graduating seniors in 1998-99 reported as having a current grade status of “enrolled” in graduate school in 1999-2000	23
7.	End-of-year enrollment status, by race and ethnicity: 1999-2000	25
8.	End-of-year enrollment status, by gender and eligibility: 1999-2000	25
9.	Distribution of degrees by race and ethnicity: 1999-2000	27
10.	End-of-year enrollment status in 1998-99, by end-of-year enrollment status in 1999-2000	27
11.	Comparison of McNair participant data and the Survey of Earned Doctorates	28
12.	Activities reported by McNair projects: 1999-2000	29
13.	Comparison of activities reported by newly funded and previously funded McNair projects: 1999-2000	30
14.	“Other” scholarly activities reported by McNair projects: 1999-2000 . . .	31

APPENDIX B TABLES

1a.	Participant status: 1999-2000	37
1b.	Participant status: 1998-99	37
1c.	Participant status: 1997-98	38
1d.	Participant status: 1996-97	38
2a.	Eligibility status, by race and gender of participants: 1999-2000	39
2b.	Eligibility status, by race and gender of participants: 1998-99	39
2c.	Eligibility status, by race and gender of participants: 1997-98	40
2d.	Eligibility status, by race and gender of participants: 1996-97	40
3a.	Race and ethnicity, by gender of participants: 1999-2000	41
3b.	Race and ethnicity, by gender of participants: 1998-99	41
3c.	Race and ethnicity, by gender of participants: 1997-98	42
3d.	Race and ethnicity, by gender of participants: 1996-97	42

4a.	Age: 1999-2000	43
4b.	Age: 1998-99	43
4c.	Age: 1997-98	44
4d.	Age: 1996-97	44
5a.	College year in which participants entered the McNair Program: 1999-2000	45
5b.	College year in which participants entered the McNair Program: 1998-99	45
5c.	College year in which participants entered the McNair Program: 1997-98	46
5d.	College year in which participants entered the McNair Program: 1996-97	46
6a.	Grade level of participants: 1999-2000.....	47
6b.	Grade level of participants: 1998-99.....	48
6c.	Grade level of participants: 1997-98.....	48
6d.	Grade level of participants: 1996-97.....	49
7a.	Grade level of participants, by participant characteristics: 1999-2000 ...	50
7b.	Grade level of participants, by participant characteristics: 1998-99	52
7c.	Grade level of participants, by participant characteristics: 1997-98	52
7d.	Grade level of participants, by participant characteristics: 1996-97	54
8a.	End-of-year enrollment status: 1999-2000.....	56
8b.	End-of-year enrollment status: 1998-99.....	56
8c.	End-of-year enrollment status: 1997-98.....	57
8d.	End-of-year enrollment status: 1996-97.....	57
9a.	Percentage of participants who had earned a degree, by degree type and participant characteristics: 1999-2000	58
9b.	Percentage of participants who had earned a degree, by degree type and participant characteristics: 1998-99	59
9c.	Percentage of participants who had earned a degree, by degree type and participant characteristics: 1997-98	59
9d.	Percentage of participants who had earned a degree, by degree type and participant characteristics: 1996-97	60

FIGURES

1.	Percentage of McNair projects submitting participant data, by region: 1999-2000	7
2.	Percentage of McNair projects submitting aggregate performance data, by region: 1999-2000.....	7
3.	Participant status, by year: 1999-2000, 1998-99, 1997-98, and 1996-97	9
4.	Eligibility status: 1999-2000.....	13
5.	Distribution of McNair participants by race and ethnicity: 1999-2000	13

6a.	Underrepresented participants, by race and ethnicity: 1999-2000	14
6b.	Low-income and first-generation participants, by race and ethnicity: 1999-2000	15
7.	Participant gender: 1999-2000	15
8.	Participant race and ethnicity, by gender: 1999-2000	16
9.	Participant age distribution: 1999-2000	17
10.	College year in which participants entered the McNair Program: 1999-2000	18
11.	College year in which participants entered the McNair Program, by percentage of low-income and first-generation participants: 1999-2000	19
12a.	Grade level of new, continuing, and prior year McNair participants: 1999-2000	20
12b.	Grade level of current (new and continuing) McNair participants: 1999-2000	21
13.	Grade level of participants, by participant status: 1999-2000	22
14.	Participant degree status: 1999-2000	26

FOREWORD

To ensure the success of President Bush’s education initiative “No Child Left Behind,” high-quality postsecondary educational opportunities must be available to all students. In keeping with this goal, the Federal TRIO Programs provide outreach and support programs to assist low-income, first-generation college students in progressing through the academic pipeline from middle school to postbaccalaureate programs.

On behalf of the Office of Federal TRIO Programs, I am pleased to present this report, *A Profile of the Ronald E. McNair Postbaccalaureate Achievement Program: 1999-2000*. This TRIO Program prepares low-income, first-generation college students and individuals from groups that are underrepresented in graduate education for doctoral studies through involvement in research and other scholarly activities.

This report is the second in a series of planned reports that present a national profile of the McNair Program. Individual project reports, under separate cover, summarize specific information submitted by each McNair project and provide aggregate information on other McNair projects in the same federal region, the same institutional sector, and the nation. The performance report, submitted annually by McNair projects, was the primary data source for both the individual project reports and the national profile.

The Office of Federal TRIO Programs is proud to continue a systematic process—through these publications—for sharing with you national statistical information on the McNair Program. It is our hope that the collection and dissemination of this information will foster communication aimed at furthering our mission and implementing measures to see how well we are doing. We look forward to continuing to work together to improve program services and increase the number of students who earn doctoral degrees.

Larry Oxendine
Acting Director
Office of Federal TRIO Programs

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Publishing this report was a team effort and we appreciate the support of all who contributed. First, we thank the project staff members of the McNair projects who reported the data upon which the report is based. Computer Business Methods Inc. processed the student-level record files. The Office of Federal TRIO Programs sponsored the report, and Frances Bergeron of the Office of Federal TRIO Programs coordinated the reporting process. Linda Byrd-Johnson, team leader for the McNair Program, assisted in reviewing the report. Mary Fran Miklitsch deserves special mention for designing and preparing the report for publication.

HIGHLIGHTS

This report summarizes the statistical performance report data submitted by McNair projects for program year 1999-2000. Ninety-nine percent of projects (154 of 156 projects) submitted aggregate-level data, and 95 percent of projects (148 of 156 projects) submitted participant-level data for the 1999-2000 program year. The 148 projects provided data on 10,934 participants.

The highlights below include information on McNair grantees and participants and the services provided to project participants.

Grantees

- More than three-quarters of McNair grantees (79 percent) were public institutions, and more than four-fifths (84 percent) were institutions that had 5,000 or more full-time enrollment (FTE) students. According to Carnegie classifications, master's level institutions comprised 37 percent of host organizations; research institutions, 35 percent; doctoral institutions, 21 percent; baccalaureate institutions, 6 percent; and specialized institutions, 1 percent.
- Historically Black Colleges and Universities (HBCUs) made up 8 percent of grantees, and Hispanic-Serving Institutions (HSIs) accounted for another 10 percent.

Participants

- More than four-fifths of McNair participants (82 percent) attended public institutions, and an even higher proportion (88 percent) attended institutions with 5,000 or more FTE students.
- Almost 40 percent of the participants included in the 1999-2000 performance files were current participants (those receiving McNair services in the 1999-2000 academic year), with 24 percent classified as new participants (those receiving services for the first time) and 15 percent classified as continuing participants (those who received services in a prior academic year). Sixty-one percent were prior-year participants (those who received McNair services in a previous academic year and were not currently receiving services).
- Almost three-quarters of participants (72 percent) were classified as low-income and first-generation students, and more than one-quarter of participants (28 percent) were classified as members of underrepresented racial and ethnic groups.

- Black or African American students accounted for the largest percentage of McNair participants (44 percent). Hispanic or Latino and white participants together accounted for another 44 percent of participants (23 percent and 21 percent, respectively).
- Women accounted for 66 percent of McNair participants.
- Students ages 17 to 24 made up 41 percent of participants, and students ages 25 to 34 were 46 percent of participants.

Program Services

- All projects reported offering academic counseling in 1999-2000, and nearly all projects provided seminars (99 percent), internships (98 percent), admission assistance (95 percent), and financial aid assistance (91 percent). Eighty-six percent of projects offered tutorial assistance, and 76 percent provided research activities (other than internships).
- The services participants most frequently made use of were academic counseling (87 percent), seminars (82 percent), financial aid assistance (72 percent), admission assistance (67 percent), and internships (54 percent).

Outcomes

- Of the McNair students who graduated from an undergraduate program in 1998-99, an estimated 25 percent to 41 percent were reported as attending a graduate program in 1999-2000.
- Among those participants included in both the 1998-99 and 1999-2000 participant files, 91 percent of participants reported as graduate students during the 1998-99 program year were still enrolled in graduate school or had graduated from graduate school in 1999-2000 (75 percent and 16 percent, respectively).

I. INTRODUCTION

This report is the second in a series of reports that provide information on the Ronald E. McNair Postbaccalaureate Achievement Program. The report is presented in two documents as follows:

- This first document, the national report, provides information on the status of McNair performance reporting and gives the overall results from all projects reporting.
- A second, companion document provides individual reports that summarize data from each project.

Both documents cover results from the aggregate portion of the performance reports and from the participant-level records.

This report analyzes data from the 1999-2000 program year. The previous report contained three years of data, with a focus on data from 1998-99.

In addition to this report, there are four other recent reports of interest to the McNair Program that we wish to highlight. The first is from the Program Monitoring and Information Technology Service, Higher Education Programs, U.S. Department of Education, titled *Program Assessment: Ronald E. McNair Postbaccalaureate Achievement Program*, March, 1999. The second is from the Commonwealth of Massachusetts, Higher Education Coordinating Council, titled the *McNair Reserve Study Panel: Final Report*, October, 1995. Finally, two research journals recently featured articles on McNair participants and projects; the publications are the *Journal of Negro Education* and *The Council Journal*.¹

A. Background

1. TRIO Programs

The McNair Program is one of six federal TRIO Programs offered by the U.S. Department of Education (ED) to motivate and support students from economically disadvantaged backgrounds. The name TRIO was created in the late 1960s when there were three such programs (Upward Bound, Talent Search, and Student Support Services). The TRIO Programs expanded in the early 1970s with the development of

¹ Grimmett, M.A.S., J.R. Bliss, D.M. Davis, and L. Ray. (1999). Assessing Federal TRIO McNair Program Participants' Expectations and Satisfaction with Project Services: A Preliminary Study. *Journal of Negro Education*, 67 (4), 404-415.

Taylor, O. L. (December, 1999). The Ronald E. McNair Post-baccalaureate Achievement Program: A Vehicle for Achieving Diversity in Graduate Education. *The Council Journal*, 6-9.

the Educational Opportunity Centers, and again in the mid-1980s with the inclusion of the McNair Program. TRIO also includes a training program for TRIO project directors and staff and a dissemination program to encourage the replication of successful practices.

TRIO Programs have the following mission:

...to maximize educational opportunities for low-income and potential first-generation college students through direct services that provide access to education and encourage retention through the education pipeline.

2. The McNair Program

Description. The McNair Program awards grants to institutions of higher education for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. The McNair Program is designed for college students from disadvantaged backgrounds who have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees. The goal of the McNair Program is to increase the attainment of Ph.D.s by students from underrepresented segments of society.

The program offers participants the following services:

- Mentoring
- Summer internships
- Tutoring
- Academic counseling
- Seminars and other scholarly activities designed to prepare students for doctoral studies
- Assistance in securing admission and financial aid for enrollment in graduate programs
- Research opportunities for participants who have completed their sophomore year of college

Legislation, appropriations, and awards. The Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1, Sec. 402E, as amended, 20 U.S.C. 1070a-5, authorizes the McNair Program. Grant competitions were held in 1989, 1990, 1991, 1992, 1995, and 1999. Since 1995, all funded grants have been on a four-year cycle. Those institutions scoring in the top 10 percent receive an additional year of funding, for five years of funding in all.

The McNair Program, which began with 14 projects, grew to 156 funded institutions as of 2001-2002 (FY 2001; Table 1). Once projects received their original funding, most were awarded grants in each succeeding competition. There were 99 grants awarded in 1995, and these same institutions participated from 1995-98. There were 156 grants awarded in the latest competition, for four- and five-year project periods beginning with the 1999-2000 academic year. Almost nine times as many students participated in the McNair Program in 1999 as did in 1989.

Appropriations for the program began at \$1,482,000 in fiscal year 1989 and, 12 years later, had increased to \$35,785,817 in fiscal year 2001 (Table 1).

Table 1. Description of annual awards

Fiscal year	Appropriation	Number of awards	Average award	Number of participants	Average cost per participant
2001	\$35,785,817	156	\$229,396	3,774	\$9,482
2000	\$34,859,043	156	\$223,455	3,774	\$9,237
1999	\$32,114,068	156	\$205,859	3,641	\$8,820
1998	\$20,774,063	99	\$209,839	2,469	\$8,414
1997	\$20,367,000	99	\$205,727	2,480	\$8,213
1996	\$19,817,000	99	\$200,172	2,480	\$7,991
1995	\$19,080,000	99	\$192,727	2,460	\$7,756
1994	\$11,900,000	68	\$175,000	1,800	\$6,611
1993	\$9,598,000	68	\$141,147	1,730	\$5,548
1992	\$9,576,000	68	\$140,824	1,700	\$5,633
1991	\$4,944,000	42	\$117,714	1,000	\$4,944
1990	\$3,000,000	28	\$107,143	730	\$4,110
1989	\$1,482,000	14	\$105,857	415	\$3,571

SOURCE: Office of Federal TRIO Programs, <http://www.ed.gov/offices/OPE/HEP/trio/mcnair.html>, and Program Monitoring and Information Technology Service, Higher Education Programs, U.S. Department of Education, Program Assessment: Ronald E. McNair Postbaccalaureate Achievement Program, March, 2000.

It is helpful to look at McNair in the context of the other TRIO Programs. Table 2 shows TRIO funding in constant 2000 dollars. This table shows each program's growth since their inception.

B. Classifications used in the report

This report presents information by the characteristics of the host institution. Data from the performance reports were merged with the ED's Integrated Postsecondary Educational Data System (IPEDS). The following institutional characteristics are

Table 2. TRIO funding levels in constant 2000 dollars (in millions)

Year	Talent Search	Upward Bound	Student Support Services	EOC	McNair	Upward Bound Math Science
2000	\$100.5	\$241.9	\$183.3	\$30.5	\$34.9	\$30.1
1995	\$84.1	\$204.3	\$153.9	\$26.4	\$20.5	\$20.4
1990	\$34.5	\$121.2	\$114.1	\$15.4	\$2.0	\$2.5
1985	\$28.5	\$113.4	\$107.2	\$13.0	—	—
1980	\$32.0	\$127.6	\$115.1	\$13.2	—	—
1975	\$18.4	\$117.5	\$70.6	\$9.2	—	—
1970	\$16.7	\$124.2	\$41.7	—	—	—
1967	\$9.5	\$123.2	—	—	—	—

SOURCE: Calculated from information in U.S. Department of Education Annual Report, and U.S. Statistical Abstract, Table 752.

shown: control (public or private); Carnegie classification² (research I and II, doctoral I and II, master's I and II, baccalaureate I and II, and associate and specialized); and full-time enrollment (FTE) size (less than 1,500 FTE students, 1,500 to 4,999 FTE students, 5,000 or more FTE students). We also present some data by the federal program regions and for Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs).

Because the McNair Program follows participants from the time they enroll until they complete their doctoral degrees, institutions track participants who are not currently receiving services. The program categorizes students into the following three types of participants:

- **New**—a student who is being served by the project for the first time in the current reporting period.
- **Continuing**—a student who was served by the project for the first time in another reporting period and also received services during the current reporting period.
- **Prior year**—a student who received services in a previous reporting period but who has not received services during the current reporting period.

This report presents information on all three types of participants. It also presents some data for current participants served in the 1999-2000 academic year (new and continuing students). The data reported herein do not necessarily reflect all McNair participants, but only those participants reported by the programs.

² The Carnegie Foundation for the Advancement of Teaching, *A Classification of Institutions of Higher Education*, 1994 Edition, (Princeton, NJ).

C. Response rates and characteristics of host institutions

1. Response rates

Performance reporting response rates have increased almost every year since the Office of Management and Budget (OMB) approved the new McNair performance report form calling for participant records. In program year 1996-97, 64 percent of grantees (63 of 99) submitted participant records on 3,618 students. In program year 1997-98, 78 percent of grantees (77 of 99) submitted participant records on 4,140 students. For 1998-99, 97 percent of all grantees (96 of 99) submitted participant records on 9,090 students. For the 1999-2000 program year, 95 percent of projects (148 of 156) submitted participant-level data on 10,934 participants; 99 percent of grantees (154 of 156) submitted aggregate performance data.

Table 3 gives the percentage of grantees reporting 1999-2000 participant-level information by institutional characteristics. There were few differences in response rates by institutional characteristics.

Table 3 and Figure 1 also show the percentage of grantees reporting participant-level performance information by region. The percentage of grantees reporting these data ranged from 75 percent in Region I to 100 percent for Regions V, VII, VIII, IX, and X. Because there are a low number of McNair projects in each region, one or two projects that do not report lower the percentage substantially.

Figure 2 shows the response rates for the aggregate reports by region. The percentage of grantees reporting aggregate data ranged from 95 percent in Region II and Region IX to 100 percent for the remaining regions.

2. Distribution of grantees and participants by institutional characteristics

Table 3 also gives the percentage distribution of McNair projects and participants by the characteristics of the host institutions. For comparison, the table shows the distribution of all degree-granting institutions included in IPEDS for 1998.

Seventy-nine percent of McNair grantee institutions were public, and 21 percent were private or nonprofit. This distribution is almost the reverse of that for all degree-granting institutions. Overall, 22 percent are public and 78 percent are private.

It is no surprise that McNair projects were more likely to be found at institutions with graduate programs. Overall, only 6 percent of all degree-granting institutions were classified as research institutions in the Carnegie classification. About one-third of McNair projects, however, were at research institutions (35 percent), and a slightly larger proportion (37 percent) were at master's institutions. Twenty-one percent were at doctoral institutions. Only 6 percent of projects were at baccalaureate institutions, and 1 percent (2 programs) were at specialized institutions.

HBCUs made up 8 percent and HSIs 10 percent of the grantees. (The HBCUs and the HSIs that received McNair grants are listed in Appendix A.) The most host insti-

Table 3. Percentage and number of grantees reporting participant-level performance information, by institutional characteristics: 1999-2000

Institutional characteristics	Percentage of institutions serving undergraduates, as reported in IPEDS	Percentage of grantees	Total grantees	Number of grantees reporting participant-level data	Participant-level report response	Number of participant records	Percentage of participant records
All	100% ¹	100%	154 ²	146 ²	94% ²	10,919 ²	100%
Control							
Public	22%	79%	121	115	95%	9,001	82%
Private	78%	21%	33	31	94%	1,918	18%
Carnegie classification							
Research I and II	6%	35%	54	53	98%	4,504	41%
Doctoral I and II	5%	21%	32	31	97%	2,358	22%
Master's I and II	25%	37%	53	49	92%	3,531	32%
Baccalaureate I and II	30%	6%	13	11	85%	346	3%
Specialized ³	34%	1%	2	2	100%	180	2%
Size							
Fewer than 1,500	60%	2%	3	3	100%	199	2%
1,500 to 4,999	22%	14%	22	18	82%	1,040	10%
5,000 or more	18%	84%	129	125	97%	9,680	88%
Region							
Region I (Boston)	8%	3%	4	3	75%	251	2%
Region II (New York)	12%	13%	21	18	86%	1,018	9%
Region III (Philadelphia)	12%	9%	14	13	93%	946	9%
Region IV (Atlanta)	16%	13%	20	18	90%	1,365	12%
Region V (Chicago)	17%	19%	29	29	100%	1,885	17%
Region VI (Dallas)	8%	16%	25	24	96%	1,559	14%
Region VII (Kansas City)	6%	6%	10	10	100%	1,137	10%
Region VIII (Denver)	4%	5%	8	8	100%	679	6%
Region IX (San Francisco)	14%	12%	19	19	100%	1,818	17%
Region X (Seattle)	3%	4%	6	6	100%	284	3%
Minority institutions							
Historically Black Colleges and Universities	3%	8%	13	10	77%	915	8%
Hispanic-Serving Institutions	— ⁴	10%	15	14	93%	911	8%

¹This number includes 2,880 institutions in three sectors from the 1997-98 IPEDS: public, four-year; private, nonprofit, four-year; and private, for-profit, four-year.

²Two McNair host institutions did not have corresponding data in IPEDS. Control, Carnegie classification, size, and minority status are not included in the table for these institutions.

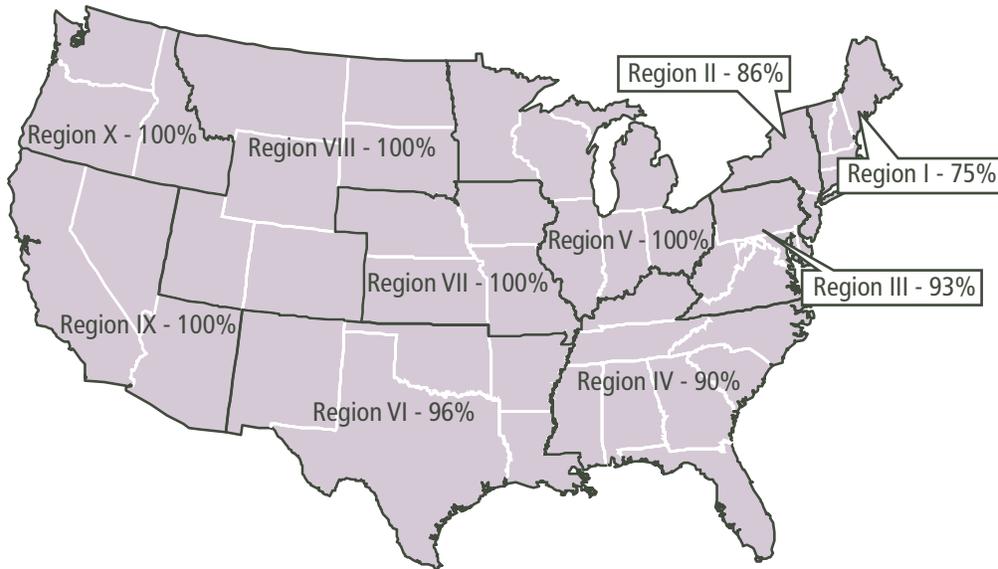
³The “specialized” category includes specialized institutions and 88 of the approximately 1,200 Associate of Arts colleges.

⁴Data were not available in IPEDs on the percentage of Hispanic-Serving Institutions.

Percentages may not total 100 due to rounding.

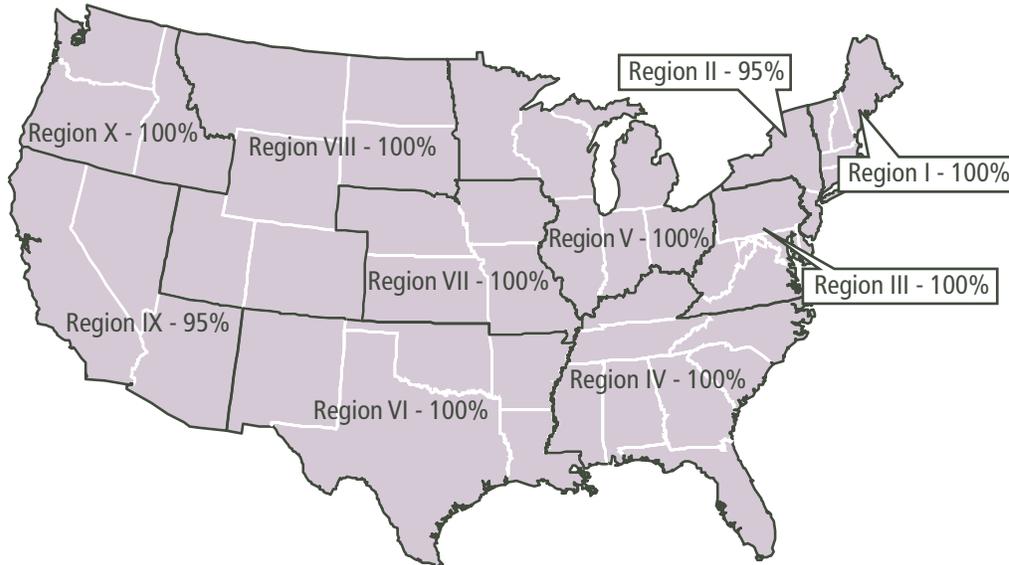
SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Figure 1. Percentage of McNair projects submitting participant data, by region: 1999-2000



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Figure 2. Percentage of McNair projects submitting aggregate performance data, by region: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

tutions (19 percent) were located in Region V, followed by Region IV (13 percent) and Region IX (12 percent).

Corresponding to the distribution by Carnegie classification, most McNair host institutions had enrollments over 1,500 students (Table 3). Eighty-four percent were institutions that had FTEs of 5,000 or more, and 14 percent had from 1,500 to 4,999 FTEs. Only two percent of McNair institutions had FTEs fewer than 1,500. This is quite different from all degree-granting institutions in the IPEDS database, where 60 percent of institutions have enrollments of less than 1,500 students.

The distribution of participants was similar to that of the grantees. The largest percentage of participants (82 percent) attended public institutions, and the remaining participants (18 percent) matriculated at private or nonprofit institutions (Table 3). Research institutions had the largest proportion of participants (41 percent), followed by master's institutions (32 percent) and doctoral institutions (22 percent).

Eighty-eight percent of participants attended institutions with FTEs of 5,000 or more. Colleges or universities with 1,500 to 4,999 FTEs hosted 10 percent of students (Table 3). The federal regions with the highest percentage of McNair participants were Region V and Region IX. Each of these hosted 17 percent of participants.

D. Data issues

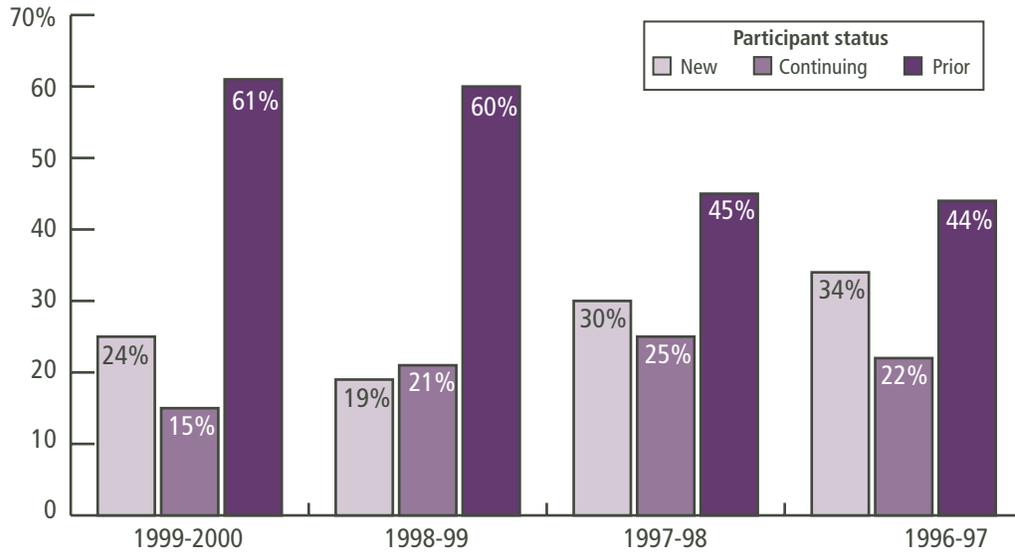
McNair performance reporting using individual records is a relatively new undertaking. Each year, the number of students covered by project reports has increased. Given the differences in the response rates among reporting years, caution should be taken when making interpretations regarding yearly trends. The data in this report reflect information on reported participants, not all McNair participants.

1. Data reporting

In addition to the general increase in the response rate from year to year, there was an expected increase in the number of people included in the participant file. In 1996-97, there were 3,618; in 1997-98, there were 4,140; in 1998-99, there were 9,090; and in 1999-2000, there were 10,934 (Table 4). Also expected, the percentage of prior-year participants increased. (Each year, students completing their undergraduate degree move from continuing to prior-year participants.) In 1996-97, prior-year participants were 44 percent of the total reported, and in 1998-99 they were 60 percent of the reported participants (Figure 3). The percentage of prior-year participants increased slightly to 61 percent in 1999-2000. Because of the addition of newly-funded projects in 1999-2000, however, the percentage of new participants reversed a three-year decline and increased from 19 percent in 1998-99 to 24 percent in 1999-2000.

The goal of maintaining participant-level data is to track students through completion of their doctoral programs. Therefore, institutions were asked to include McNair participants in their databases until these students earned their doctoral degrees, but

Figure 3. Participant status, by year: 1999-2000, 1998-99, 1997-98, and 1996-97



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Table 4. Number and percentage of participant records with missing or blank responses: 1999-2000, 1998-99, 1997-98, and 1996-97

Participant item	1999-2000		1998-99		1997-98		1996-97	
	N	%	N	%	N	%	N	%
Gender	134	1.3	7	< 0.1	2	<0.1	0	0.0
Ethnicity	25	0.2	12	0.1	2	<0.1	5	0.1
Date of birth*	9	<0.1	219	2.4	109	2.6	17	0.5
First school enrollment date*	7	<0.1	174	1.9	115	2.8	7	0.2
Project entry date*	20	0.2	149	1.6	125	3.0	1	<0.1
Eligibility status	13	0.1	53	0.6	10	0.2	19	0.5
Participant status	90	0.8	237	2.6	4	0.1	4	0.1
College grade level – at entry into project	44	0.4	139	1.5	9	0.2	29	0.8
College grade level – current	1,444	13.2	2,655	29.2	1,093	26.4	846	23.4
Enrollment status – end of year	590	5.4	679	7.5	309	7.5	369	10.2
Degree status	742	6.8	2,676	29.4	1,698	41.0	1,444	39.9
Total number of participants	10,934	100.0	9,090	100.0	4,140	100.0	3,618	100.0

*Percentages include some outliers that are outside the expected range of values: 5 percent of participants had birth dates after 1986, 4 percent of participants had enrollment dates after 1999, 2 percent of participants had project entry dates prior to 1990, and 4 percent of participants had project entry dates after 2000.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

not all projects have done so. Over 600 individuals on the 1998-99 participant-level file were not on the 1999-2000 participant-level file.³

2. Unclear and missing data

Most participant records had few missing data items. Items with the highest nonresponse rates include current grade level (13 percent) and degree status (7 percent) (Table 4).

3. Miscoded data

There were a few instances of miscoded values and internal inconsistencies between years of reporting. For example, some participants were shown to skip or drop grade levels between academic years. The miscoded data may have resulted from confusion about the specific reporting period. Institutions were asked to report in September for the previous academic year; project administrators at some institutions may have provided information on participants' status as of that September, rather than for the prior academic year.

E. Structure of the remainder of the report

This introductory chapter described the McNair Program, the projects reporting performance results, and the issues with the data reported. Chapter II describes the student participants and their progress toward completing a doctoral program. That chapter is based on Section I, "Project Identification, Certification, and Warning," and Section II, "Record Structure for Information on Project Participants," of the reports. Chapter III offers an overview of the scholarly activities provided by McNair grantees and is based on Section III, "Provision of Services," of the program performance reports. The tables and figures in the report focus primarily on the most recent data—that of 1999-2000—though some statistics from 1998-99 are presented for comparison.

³ This includes only participants (1) who project staff did not report as receiving a doctoral degree in 1998-99, and (2) at projects that reported participant-level data in both 1998-99 and 1999-2000.

II. STUDENT PARTICIPANTS IN THE McNAIR PROGRAM: 1999-2000

A. Participants

There were 10,934 participants included in the performance files submitted for the McNair Program during the 1999-2000 program year, an increase of 1,844 participants from 1998-99 (Table 5). About 10 percent of participants were at projects funded for the first time during the 1999-2000 funding cycle.

1. Participant status

In the 1999-2000 academic year, 61 percent of those included in the performance files were prior-year participants, 15 percent were continuing participants, and 24 percent were new participants (Table 5).

2. Eligibility status

For each project, at least two-thirds of the participants must be low-income and first-generation college students. The rest may be members of groups that are underrepresented in graduate education. *Underrepresented groups* consist of the following ethnic and racial categories: black or African American, Hispanic or Latino, and American Indian or Alaska Native.⁴

In the 1999-2000 program year, 72 percent of participants were classified as low-income, first-generation college students, surpassing the project requirement of two-

⁴ In their applications for the 1995 grant competition, a number of projects defined women, Asian or Pacific Islander students, and other groups as underrepresented in certain graduate disciplines. Prior to 1995, there were no program regulations; from 1995-96, the program office policy on underrepresented groups was not as clear as it is today. Current regulations both define three specific underrepresented groups (black or African American, Hispanic or Latino, and American Indian or Alaska Native) and allow for a grant applicant to define and make a case for serving a group underrepresented in certain disciplines. Applicants must document their case with standard statistical references, and their case must be accepted by the Secretary of Education. Certain currently funded projects had to stop serving groups they had served before 1996; the policy in 1996 limited the types of groups eligible for service to the three mentioned above.

Table 5. McNair participant characteristics by participant status: 1999-2000

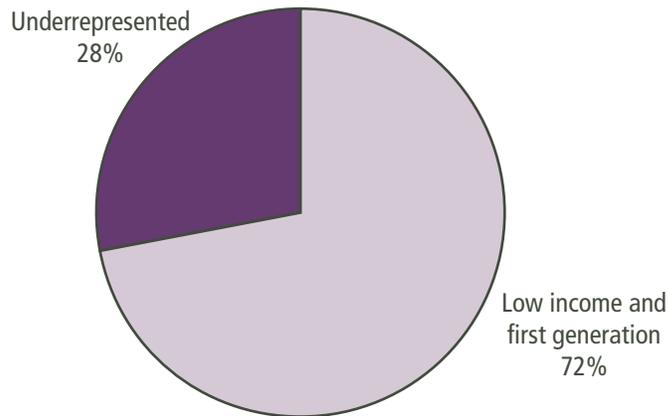
Participant characteristics	Total		Participant status					
	N	%	New		Continuing		Prior year	
			N	%	N	%	N	%
Total	10,844	100.0	2,628	24.2	1,645	15.2	6,571	60.6
Eligibility								
Low-income and first-generation	7,774	71.8	1,849	70.4	1,228	74.7	4,697	71.6
Underrepresented	3,060	28.2	776	29.6	416	25.3	1,868	28.5
Race/ethnicity								
American Indian or Alaska Native	417	3.9	93	3.6	77	4.7	247	3.8
Asian	626	5.8	130	5.0	86	5.2	410	6.2
Black or African American	4,765	44.1	1,230	47.2	649	39.5	2,886	44.0
Hispanic or Latino	2,502	23.1	612	23.5	463	28.2	1,427	21.7
White	2,297	21.2	483	18.5	327	19.9	1,487	22.6
Native Hawaiian	124	1.2	15	0.6	21	1.3	88	1.3
Multiracial	85	0.8	45	1.7	18	1.1	22	0.3
Gender								
Women	7,072	66.0	1,755	67.5	1,100	67.2	4,217	65.2
Men	3,640	34.0	847	32.6	538	32.8	2,255	34.8
Funding status								
Newly funded in 1999-2000	1,058	9.8	1,011	38.5	47	2.9	0	0.0
Previously funded	9,786	90.2	1,617	61.5	1,598	97.1	6,571	100.0

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

thirds representation (Figure 4). Twenty-eight percent were students from underrepresented groups who were not included in the low-income, first-generation group. The proportion of 1999-2000 McNair students from both underrepresented and low-income, first-generation groups remained constant from the 1998-99 academic year.

Figure 4. Eligibility status: 1999-2000

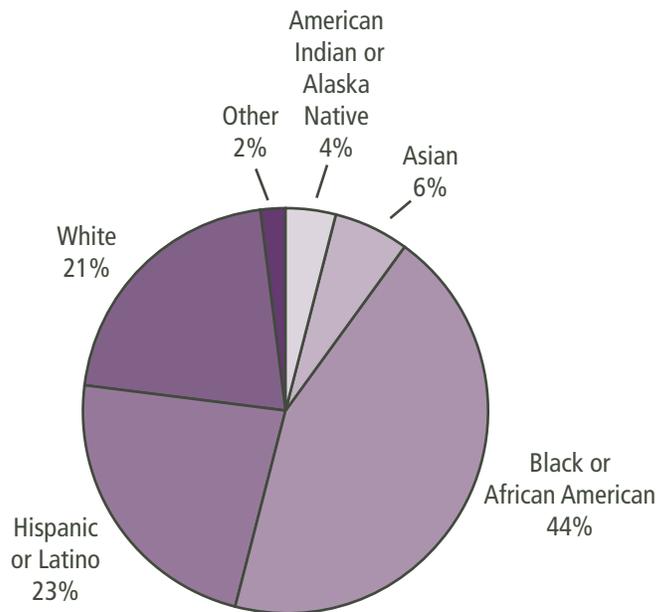


Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

3. Race and ethnicity

Black or African American students accounted for the largest proportion of McNair current and prior-year participants in 1999-2000—44 percent (Figure 5). This proportion was even higher among grantees newly funded in 1999-2000; among

Figure 5. Distribution of McNair participants by race and ethnicity: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

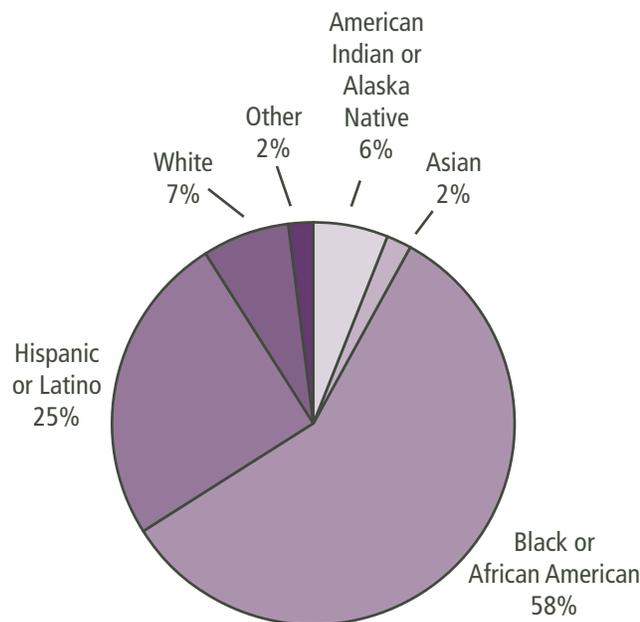
these institutions, 50 percent of participants were black or African American (not shown in tables).

Hispanics or Latinos were the second largest group of participants, comprising 23 percent of the total participants. This group was followed by whites at 21 percent, Asians at 6 percent, and American Indians or Alaska Natives at 4 percent (Figure 5). Compared to 1998-99 data, the percentage of black or African American participants rose slightly from 40 to 44 percent, while the percentage of Hispanic or Latino participants dropped from 26 to 23 percent and of whites from 23 to 21 percent.

Race and ethnicity by eligibility status. The distribution of current and prior-year participants by racial and ethnic categories varied by eligibility status. As might be expected, each of the racial and ethnic groups classified as underrepresented (black or African American; Hispanic or Latino; and American Indian or Alaska Native) constituted a larger proportion of underrepresented participants than of low-income and first-generation participants.

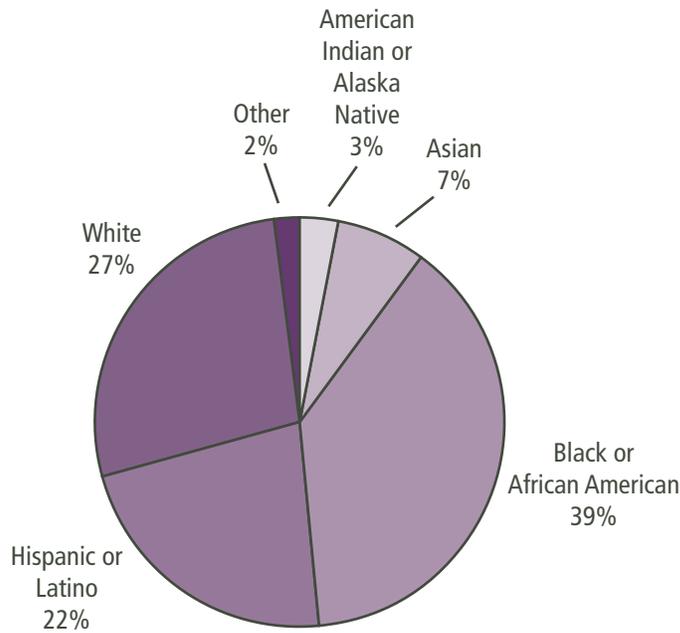
Black or African American students accounted for 58 percent of participants in the underrepresented group, but 39 percent of the low-income and first-generation group (Figures 6a and 6b). Hispanic or Latino students were the second-largest racial and ethnic category of both underrepresented participants (25 percent) and low-income and first-generation participants (22 percent). American Indians or Alaska Natives were 6 percent of the underrepresented participants and 3 percent of the low-income and first-generation participants. Whites showed the largest difference, constituting 7 percent of underrepresented participants but 27 percent of low-income and first-generation participants.

Figure 6a. Underrepresented participants, by race and ethnicity: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Figure 6b. Low-income and first-generation participants, by race and ethnicity: 1999- 2000

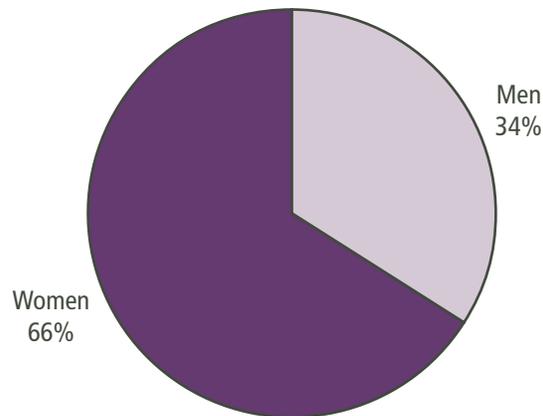


SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

4. Gender

Women constituted two-thirds of the 1999-2000 participants (66 percent, Figure 7). Among grantees newly funded in 1999-2000, this proportion climbs to 69 percent (not shown in tables). The percentage of women was similar across participant status

Figure 7. Participant gender: 1999-2000

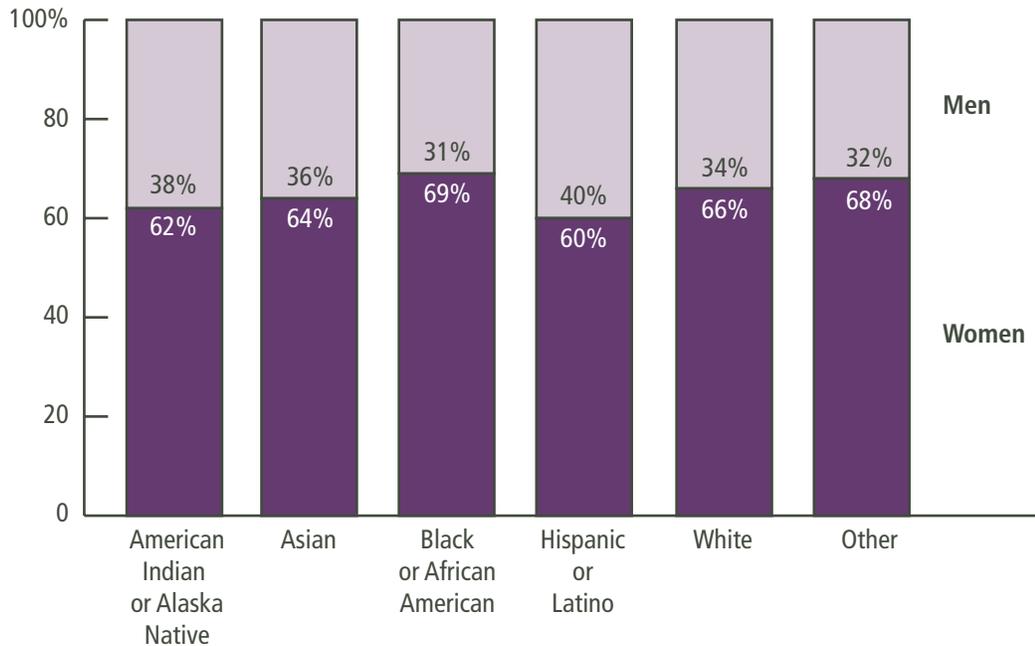


SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

categories: Sixty-five percent of prior-year, 67 percent of continuing, and 68 percent of new participants (Table 5). Women also represented 66 percent of low-income and first-generation participants and 67 percent of underrepresented participants (Appendix Table 2a).

Race and ethnicity by gender. Whereas all women constituted 66 percent of 1999-2000 participants, 69 percent of black or African American participants were women, 62 percent of American Indian or Alaska Native participants were women, and 60 percent of Hispanic or Latino participants were women (Figure 8).

Figure 8. Participant race and ethnicity, by gender: 1999-2000

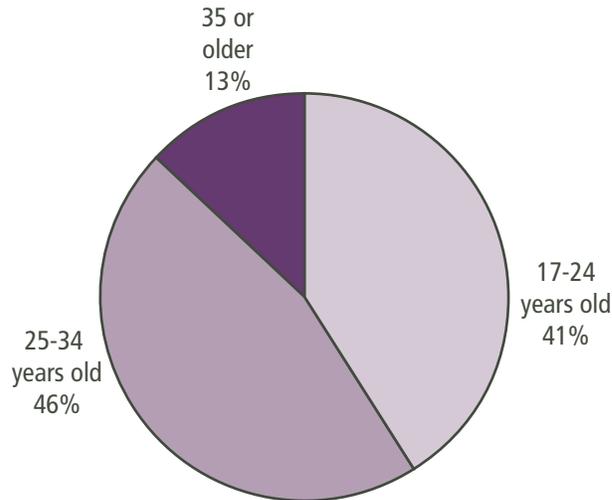


SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

5. Age

Forty-one percent of all participants (current and prior-year) were between ages 17 and 24 in the 1999-2000 academic year (Figure 9 and Appendix Table 4a). Nearly half (46 percent) ranged from age 25 to 34, and 13 percent were age 35 or older. The proportion of participants ages 17 to 24 dropped 11 percentage points and the proportion of participants ages 25 to 35 rose 10 percentage points from 1998-99. This is explained by the large number of participants who turned 25 years of age and moved into the older category between 1998-99 and 1999-2000.

Figure 9. Participant age distribution: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

As the age range of participants increased, the proportion of low-income and first-generation students increased (Appendix Table 4a). Also, as the age range increased, so did the proportion of white and American Indian or Alaska Native participants. The proportion of Asian, Hispanic or Latino, and black or African American participants decreased as participant age increased.

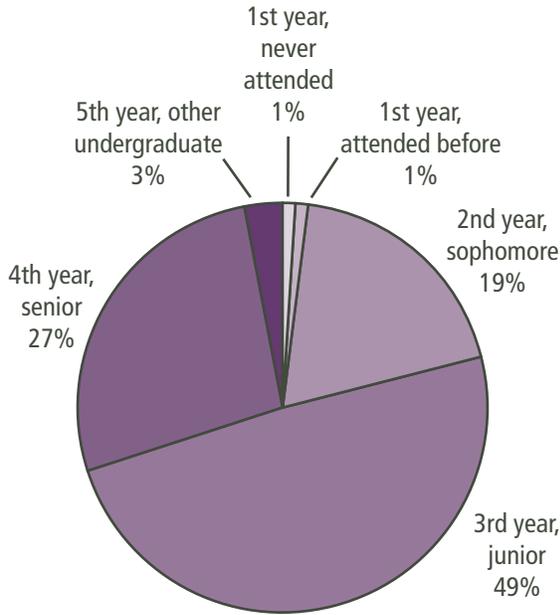
B. Program entry and academic progress

Students are eligible to receive services during any year of their baccalaureate program at an institution that has a McNair grant. Performance report instructions ask project staff to track current (new and continuing) and prior-year participants until they earn their doctoral degree. Because of this interest in tracking, several indicators capture participants' progress in college.

1. Entry year

In the 1999-2000 academic year, about one-fifth of participants (19 percent) entered the program in their sophomore year, almost half (49 percent) entered in their junior year, and just over one-fourth (27 percent) entered in their senior year (Figure 10). One percent of participants entered the McNair Program during their freshman year (including students who had attended college before), and 3 percent entered as fifth-year undergraduates.

Figure 10. College year in which participants entered the McNair Program: 1999-2000

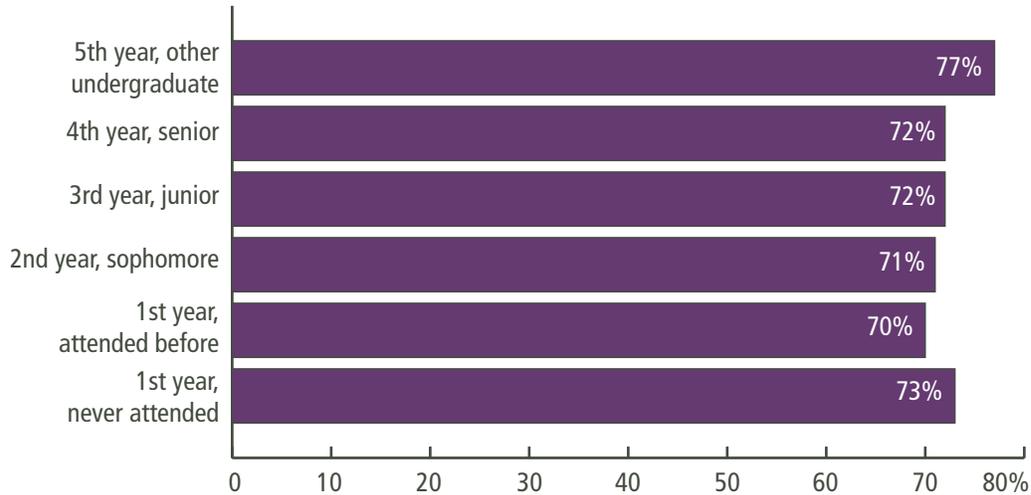


SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Among each of the racial and ethnic groups, students were most likely to enter the McNair Program in their junior year (not shown in tables). The percentage for each group entering in their junior year is as follows: Asian (51 percent), American Indian or Alaska Native (47 percent), Hispanic or Latino (49 percent), black or African American (49 percent), white (47 percent), and Native Hawaiian or other Pacific Islander (48 percent).

The distribution of students by their entry year for new, continuing, and prior-year participants were similar to the distribution for all 1999-2000 participants (Appendix Table 5a). Men and women were equally as likely to enter the McNair Program in their junior year (49 percent for both genders, not shown in table). The percentage of low-income and first-generation participants varied little by year of entry and ranged from 70 percent to 77 percent (Figure 11).

Figure 11. College year in which participants entered the McNair Program, by percentage of low-income and first-generation participants: 1999-2000

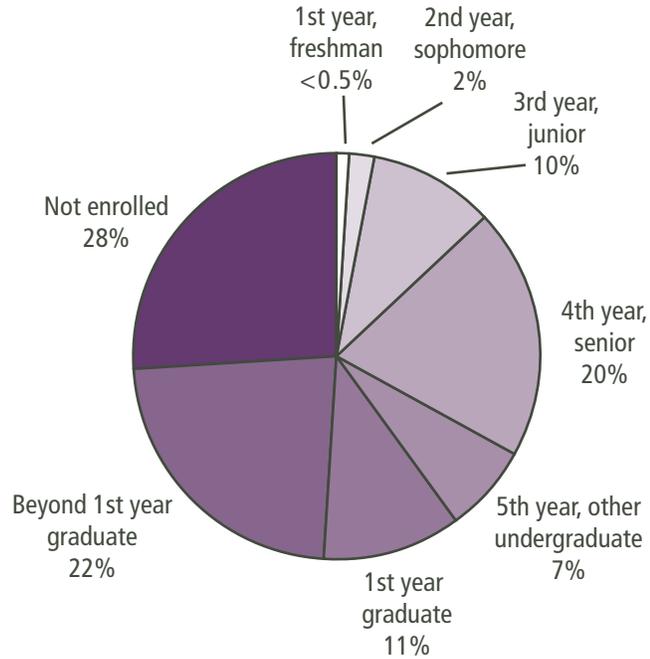


SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

2. Current grade level

In 1999-2000, a majority of all those on the participant record files (new, continuing, and prior-year participants) were undergraduate students (40 percent), while 34 percent were graduate or professional students and 28 percent were not enrolled in an educational institution (Figure 12a). Of those enrolled, the largest proportion consisted of fourth-year undergraduates. This finding was even more pronounced for grantees newly funded in 1999-2000, where 51 percent of participants were fourth-year undergraduates (not shown in tables).

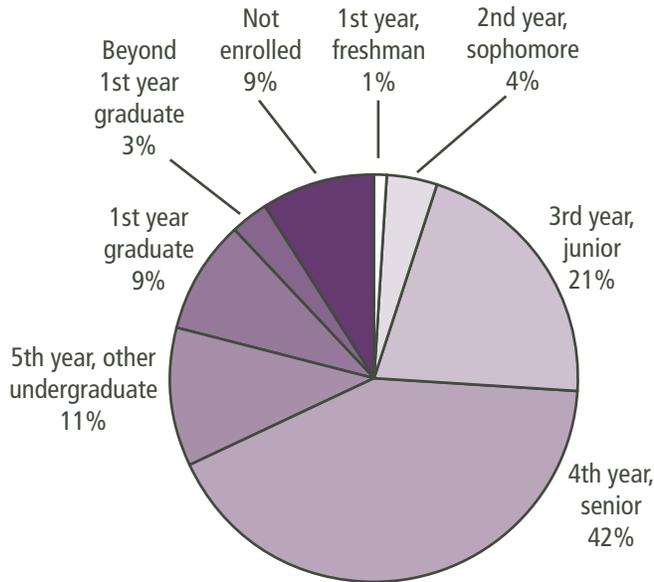
Figure 12a. Grade level of new, continuing, and prior-year McNair participants: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

When examining just those who were current (new and continuing) participants in 1999-2000 and enrolled in a post-secondary institution, the largest group is still fourth-year undergraduates (42 percent, Figure 12b).

Figure 12b. Grade level of current (new and continuing) McNair participants: 1999-2000⁵

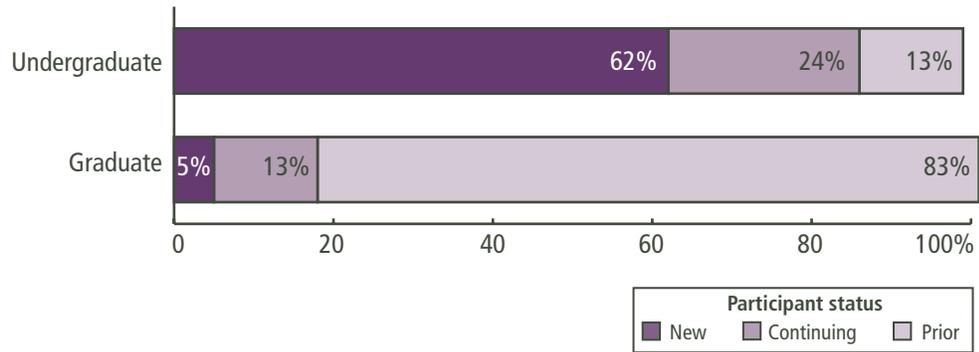


SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Figure 13 presents the participant status distribution by current grade level classifications of graduate or undergraduate. Sixty-two percent of undergraduate students were new participants and 24 percent were continuing students. Eighty-three percent of graduate students were classified as prior-year participants, compared with 13 percent of undergraduates.

⁵ McNair Program staff reported that 9 percent of new and continuing participants (362 participants) were 1st year graduate students. Of these 362 participants, 120 were also reported as having graduated from an undergraduate degree program (and in some cases enrolled in a graduate degree program) at the end of the spring/summer term. We expect that these 120 participants were “rising” graduate students and were undergraduate students when they were receiving McNair services. It is likely that the other 242 1st year graduate students, as well as those students beyond the 1st year of graduate school, were graduate students when they received McNair services.

Figure 13. Grade level of participants, by participant status: 1999-2000⁶



Percentages may not total 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000. Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

3. Comparing grade level across years to determine graduate school progression

Project staff track student participants from their enrollment in the McNair Program through their completion of a doctoral degree or withdrawal from an undergraduate or graduate program. Depending on the undergraduate year in which a student enters the McNair Program, the student may take from 6 to 10 years (or perhaps longer) to complete his or her doctorate. Therefore, it is useful to look at more intermediate outcomes to assess the success of the McNair Program. One such measure is the percentage of students who graduate from an undergraduate program in one year and enroll in graduate school the next year.

In one sense, that percentage is a simple statistic to calculate. The calculation is complicated, however, by the following data quality issues: 1) a high percentage of participants included in the file one year were not listed the next year; and 2) students who were fourth- or fifth-year undergraduates at the end of one academic year but were still being reported as undergraduates (and not as “fifth-year or other undergraduate”) in the next academic year. Table 6 lists the numbers in these various categories.

⁶ As discussed in the previous footnote, in some cases projects provided McNair services to current (new and continuing) participants. In other cases, projects provided services to “rising” graduate students when they were still undergraduates.

Table 6. Estimated percentage of graduating seniors in 1998-99 reported as having a current grade status of “enrolled” in graduate school in 1999-2000

Participants	
Numerator for methods 1-3	
Participants with current grade reported as graduate year 1 to 3 or beyond in 1999-2000	387
Denominator for method 1	
Participants currently enrolled in a graduate degree program	387
Participants no longer enrolled in any degree program (or had completed a terminal degree)	561
Estimated percentage going on to graduate school one year later using method 1	41%
Denominator for method 2	
Participants currently enrolled in a graduate degree program	387
Participants no longer enrolled in any degree program (or had completed a terminal degree)	561
Participants included in the 1998-99 file but not the 1999-2000 file.	585
Estimated percentage going on to graduate school one year later using method 2	25%
Denominator for method 3	
Participants currently enrolled in a graduate degree program	387
Participants no longer enrolled in any degree program (or had completed a terminal degree)	561
Participants with a blank response for current enrollment status in 1999-2000	185
Estimated percentage going on to graduate school one year later using method 3	34%

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Interpreting this data requires certain assumptions to be made. Depending on these assumptions, we arrive at different estimates of the percentage of graduating seniors continuing to graduate school. Using one method, we computed a statistic of 41 percent; using a second method, we computed a statistic of 25 percent; using a third, we computed a statistic of 34 percent. The methods are explained below.

For all three methods, we included in the numerator only those participants who were currently enrolled in a graduate program (387 participants). For method 1 (Table 6), we included in the denominator those participants currently enrolled in a graduate degree program (387 participants) and those no longer enrolled in any degree program or who had completed a terminal degree (561 participants). Using method 1, an estimated 41 percent of eligible students enrolled in graduate school.

Method 2 began with the same denominator as in method 1 but also included those participants included in the 1998-99 file but not the 1999-2000 file (585 participants). Using this method, the percentage of eligible students who went to graduate school was 25 percent.

Method 3 began with the same denominator as in method 1, but added those students with a blank response for current enrollment status in 1999-2000 (185). Using method 3, 34 percent of those eligible students enrolled in graduate school.

Because projects staff were not given the option of reporting participants as “not currently enrolled” until the 1999-2000 annual performance report, comparisons with previous years are difficult. We estimated that 25 percent to 41 percent of McNair students who graduated from an undergraduate program in 1998-99 attended a graduate program in 1999-2000. For perspective, we noted that national data showed that the average percentage of graduating seniors who entered graduate school the next year was 25 percent.⁷ In addition, a national survey of 1992-93 bachelor’s degree recipients showed that 30 percent of these students enrolled in an advanced degree program *within four years* (by 1997).⁸

4. Enrollment status

The goal of the McNair Program is for participants to enter and complete a doctoral degree program. At the end of each academic year, institutions classify all participants in one of seven groups according to their progress toward this end:

- Enrolled in an undergraduate degree program
- Dismissed or withdrew from an undergraduate degree program
- Graduated from an undergraduate degree program
- Graduated from an undergraduate degree program/accepted to a graduate degree program
- Enrolled in a graduate degree program
- Dismissed or withdrew from a graduate degree program
- Graduated from a graduate degree program

At the end of 1999-2000, more than half of all participants (52 percent) were reported as enrolled in a degree program, with 31 percent in undergraduate programs and 21 percent in graduate programs (derived from Table 7 and Appendix Table 8a). Thirty-four percent had graduated from an undergraduate program; 9 percent had graduated from a graduate program. A small proportion of students (5 percent) withdrew or were dismissed from a program.

Graduation rates from graduate school ranged from 6 percent of multiracial participants to 14 percent of Native Hawaiian or Pacific Islander participants (Table 7). The withdraw or dismissal rates for undergraduate programs were low for nearly all groups of students, ranging from 1 percent to 5 percent for the different racial and ethnic groups.

⁷ *Money Online: College Search* www.pathfinder.com/money/colletes98, as cited in *Issues on the Use of the Integrated Postsecondary Education Data System (IPEDS) and Other National Postsecondary Databases as Performance Indicators: A Synthesis Report*. (August 14, 2000). Mathematica Policy Research Inc. NJ: Princeton, p. IV-28.

⁸ *Life After College: A Descriptive Summary of 1992-93 Bachelor’s Degree Recipients in 1997*. (July 1999). National Center for Education Statistics, NCES 1999-155, p.v.

Table 7. End-of-year enrollment status, by race and ethnicity: 1999-2000

Race	Enrolled in an undergrad. program	Dismissed/withdrew from an undergrad. program	Graduated from and undergrad. program	Graduated from an undergrad. program/accepted to a grad. program	Enrolled in a grad. program	Dismissed/withdrew from a grad. program	Graduated from a grad. program
All participants	31%	2%	26%	8%	21%	3%	9%
Multiracial	57%	1%	20%	7%	9%	0%	6%
Native Haw./Pac. Islander	28%	2%	20%	9%	24%	3%	14%
White	27%	3%	24%	7%	24%	3%	11%
Hispanic or Latino	30%	2%	27%	8%	21%	3%	8%
Black or Af. American	33%	2%	27%	7%	20%	4%	8%
Asian	27%	1%	28%	10%	22%	2%	10%
Am. Indian/Alaska Nat.	29%	5%	26%	7%	24%	1%	7%

Totals do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

In 1999-2000, 22 percent of women and 21 percent of men had enrolled in a graduate degree program. Three percent had been dismissed or had withdrawn from a graduate degree program (Table 8 and Appendix Table 8a). Enrollment, graduation, and withdrawal or dismissal rates were similar between low-income and first-generation participants and underrepresented participants.

Table 8. End-of-year enrollment status, by gender and eligibility: 1999-2000

Participant characteristic	Enrolled in an undergrad. program	Dismissed/withdrew from an undergrad. program	Graduated from an undergrad. program	Graduated from an undergrad. program/accepted to a grad. program	Enrolled in a grad. program	Dismissed/withdrew from a grad. program	Graduated from a grad. program
Underrep.	32%	1%	26%	7%	21%	3%	9%
Low income/ first gen.	31%	3%	26%	8%	21%	3%	9%
Women	32%	2%	26%	7%	22%	3%	9%
Men	30%	3%	26%	8%	21%	3%	9%

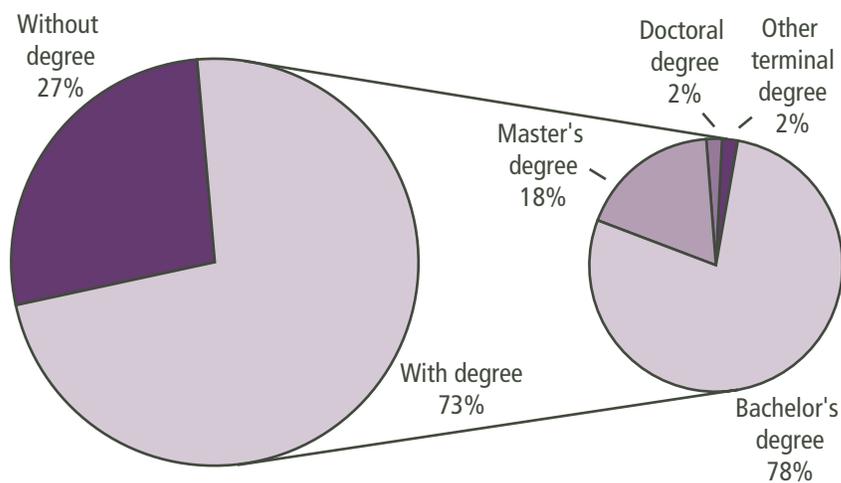
Totals do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

5. Degree status

About 7 of every 10 participants included in the file for 1999-2000 (73 percent) were reported as having completed a degree by the end of the academic year (Figure 14 and Appendix Table 9a). Of those participants who completed a degree, more than three-quarters (78 percent) earned a bachelor's degree, 18 percent earned a master's degree, and another 2 percent each received a doctoral degree or some other terminal degree. Examining all McNair participants included in the file, 57 percent had a bachelor's degree as the highest degree earned, 13 percent had a master's degree, 1 percent had a doctoral degree, and 2 percent some other terminal degree (not shown in table).

Figure 14. Participant degree status: 1999-2000



SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Table 9 shows the proportion of degrees awarded in each racial or ethnic group. Generally, the distribution mirrors the racial and ethnic distribution of participants overall (Figure 5, page 13). For example, 44 percent of McNair's current and prior-year participants were black or African American, and 43 percent of the bachelor's and master's degrees and 46 percent of the doctoral degrees granted to McNair participants were awarded to blacks or African Americans.

Table 9. Distribution of degrees by race and ethnicity: 1999-2000

Race and ethnicity	Bachelor's degree	Master's degree	Doctoral degree	Other terminal degree
American Indian or Native American	4%	3%	3%	2%
Black or African American	43%	43%	46%	45%
White	21%	25%	27%	27%
Asian	6%	7%	6%	7%
Hispanic or Latino	24%	20%	16%	19%
Native Hawaiian or other Pacific Islander	1%	2%	2%	0%
Multiracial	1%	1%	0%	1%

Totals do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

Looking at the status of the participants included on file from year to year is complex, but it does give us some indication of the progression of participants toward their degrees. These comparisons will be more meaningful as the coverage of the performance reports continues to improve and as more years of data are obtained. We analyzed the end-of-year enrollment status for those reporting this item in both 1998-99 and 1999-2000.

As can be seen in Table 10, the status of most participants remained the same; however, 16 percent of those identified as *graduated from an undergraduate degree* program in 1998-99 were reported to be enrolled in a graduate program in 1999-2000. Twenty-six percent of those reported as *enrolled in undergraduate school* in 1998-99 were reported as graduated from an undergraduate program and 25 percent were enrolled in graduate school in 1999-2000.

Table 10. End-of-year enrollment status in 1999-99, by end-of-year enrollment status in 1999-2000

Enrollment status, end of 1998-99	Enrollment status, end of 1999-2000				
	Enrolled in undergrad	Dismissed/withdrew	Graduated from undergrad	Enrolled in grad school	Graduated from graduate school
Enrolled in undergrad	45%	3%	26%	25%	0%
Dismissed/withdrew	10%	68%	11%	4%	6%
Graduated from undergrad	1%	4%	63%	16%	16%
Enrolled in graduate school	0%	5%	3%	75%	16%

Totals do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

For participants included in both the 1998-99 and 1999-2000 participant files, 91 percent of participants reported as graduate students in 1998-99 had either graduated from graduate school or were still enrolled in graduate school in 1999-2000

(16 percent and 75 percent, respectively). Only 5 percent were reported as having been dismissed or withdrawn.

In order to better understand the McNair participants who have received doctoral degrees, we merged participant data from the 1997-2000 program years with data from the Survey of Earned Doctorates (SED). The SED, sponsored by the National Science Foundation and ED, includes information on about 90 percent of Ph.D. recipients in the U.S. from 1920 through 2000.

Seventy-five McNair participants were on the SED file. Of these 75, projects reported that 60 of these participants had received a doctoral degree. This represents 19 percent of the 310 McNair participants who were reported as having completed a doctoral degree at any point between 1997 and 2000 (Table 11) and 30 percent of the 203 McNair participants who were reported as having received a doctoral degree in their most recent program year.⁹

Table 11. Comparison of McNair participant data and the Survey of Earned Doctorates

	Doctoral degree recipient in McNair file during any year	Doctoral degree recipient in McNair file during any year, except those with other terminal degree in 1999-2000	Doctoral degree recipient in McNair file in final year
Number of McNair doctoral recipients	310	261	203
Total number of recipients on SED	60	60	60
Percentage of recipients on SED	19%	23%	30%

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000 and National Science Foundation and U.S. Department of Education, Survey of Earned Doctorates, 1999-2000.

Of the 15 McNair participants included in the SED file but not reported on the McNair participant file as doctoral degree recipients, eight were reported as having received their bachelor's degrees, five as having received their master's degrees, one as not having yet received his bachelor's degree, and one whose status was unknown.

⁹ In some cases, participants were reported as having earned a doctoral degree during one program year and in the following year they were reported as having earned a lesser degree. One explanation for this may be that respondents were given additional response items on the 1999-2000 performance report that were not available in previous years. For example, many respondents who had been reported as receiving doctoral degrees in 1996-1999 were reported as receiving "another terminal degree" in 1999-2000, an option not available in 1996-1999.

III. McNAIR PROGRAM ACTIVITIES: 1999-2000

McNair institutions were asked to specify which of seven scholarly activities they offered to their participants and the number of participants who engaged in each activity. Nearly every institution (154 grantees, or 99 percent) supplied information on these activities; 148 of those grantees also submitted participant records and are included below in the reports of the number and percentage of students participating in McNair activities.

There was little variation in the percentage of projects engaged in specific project activities (Table 12). All projects reported that they offered academic counseling, and nearly all stated that they provided seminars (99 percent), internships (98 percent), admission assistance (95 percent), and financial aid assistance (91 percent). Eighty-six percent of projects provided tutorial assistance and 76 percent supported research activities (other than internships). The percentage of projects offering these opportunities varied little from the 1998-99 program year.

There was a pronounced variation in the popularity of program activities. More than eight of ten current participants participated in academic counseling (87 percent) and seminars (82 percent) while fewer took advantage of tutorial assistance (37 percent) or research opportunities (25 percent).

Table 12. Activities reported by McNair projects: 1999-2000

Type of activity	Number of institutions reporting activity	Percentage	Number of participants reported per activity	Percentage
Academic counseling	154	100%	3,710	87%
Seminars	153	99%	3,478	82%
Internships	151	98%	2,304	54%
Admission assistance	146	95%	2,834	67%
Financial aid assistance	140	91%	3,062	72%
Tutorial assistance	132	86%	1,561	37%
Research (other than research internships)	117	76%	1,073	25%

The number and percentage of institutions reporting each activity is based on 154 institutions. The number and percentage of participants reported is based on the number of new and continuing participants at the 148 institutions that reported activities and submitted participant records: 4,247.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

McNair grantees funded prior to the 1999-2000 grant cycle were more likely to offer each of the seven scholarly activities to their participants than were grantees funded in the most recent cycle (Table 13). For example, 100 percent of previously-funded institutions provided seminars and admission assistance to their participants, compared with 98 percent and 87 percent, respectively, of newly-funded institutions. The previously-funded grantees were also more likely to provide financial aid assistance (96 percent compared to 83 percent), tutorial assistance (89 percent compared to 80 percent), and research opportunities (81 percent compared to 72 percent).

Conversely, newly-funded grantees provided these services to a larger percentage of their participants for five of the seven activities. For example, 77 percent of participants at newly funded institutions were given internship opportunities, compared to 47 percent of participants at previously-funded projects.

McNair projects were also asked to specify “other scholarly activities” that did not readily fit into one of the categories mentioned. The two most commonly reported “other” activities were conferences and research presentations (32 percent) and skills workshops, which included writing, researching, and learning how to use the Internet

Table 13. Comparison of activities reported by newly funded and previously funded McNair projects: 1999-2000

Type of activity	Percentage of institutions reporting activity		Percentage of participants reported per activity	
	Newly-funded institutions	Previously-funded institutions	Newly-funded institutions	Previously-funded institutions
Academic counseling	100%	100%	102%*	83%
Internships	98%	98%	77%	47%
Seminars	98%	100%	96%	77%
Admission assistance	87%	100%	74%	64%
Financial aid assistance	83%	96%	77%	70%
Tutorial assistance	80%	89%	50%	33%
Research (other than research internships)	72%	81%	33%	23%

* In some cases, projects may have duplicated the participant total by counting individuals who attended more than one academic counseling session as multiple participants.

The percentages reporting the activity were based on a total of 60 newly-funded institutions and 94 previously-funded institutions. Percentages for participants reported are based on the number of new and continuing participants at the 60 newly-funded institutions (1,032 participants) and at the 88 previously-funded institutions (3,215 participants) that reported activities and submitted participant records.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

(20 percent, Table 14). Overall, a total of over 620 other scholarly activities were provided to 9,949 individuals.¹⁰

Table 14. “Other” scholarly activities reported by McNair projects: 1999-2000

Activity	Number of activities reported	Percentage of activities reported	Total number of participants per activity	Average number of participants per activity
Conferences and research presentations	200	32%	2,845	14.2
Skills workshops	121	20%	2,047	16.9
Test preparation	72	12%	1,315	18.3
Graduate school visits	74	12%	1,148	15.5
General graduate school preparation	38	6%	686	18.1
Mentoring	32	5%	702	21.9
Graduate school fairs, colloquia, presenters	25	4%	421	16.8
Publishing	19	3%	229	12.1
Cultural events	20	3%	239	12.0
Internships	7	1%	56	8.0
General administrative assistance	4	<1%	88	22.0
Improving McNair staff opportunities/ resources	4	<1%	79	19.8
Other activities	4	<1%	94	23.5
Total	620	100%	9,949	16.1

Percentages may not total 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1999-2000.

¹⁰ Because participants could engage in multiple “other” scholarly activities, this total does not include distinct participants.

IV. FUTURE PLANS

As this report demonstrates, the number of McNair projects that have submitted performance data for participant records has increased greatly. In the four years since projects began reporting such data, the proportion of institutions that responded has increased from just under two-thirds to nearly every McNair project. The response rate for the performance reports with aggregate program data has also increased to include nearly every McNair project (99 percent in 1999-2000). The McNair projects are to be commended for their high-quality reports and ambitious objectives.

Some data quality issues remain to be addressed. ED has modified the McNair performance report form to eliminate the ambiguities that contributed to high non-response rates for a few items. ED will continue to clarify the directions for completing the reports and to make revisions based on feedback from project staff concerning the report forms and procedures. The increasing number of participants for whom projects are providing performance data—though partly accounted for by the growing number of new, continuing, and prior-year participants—also suggests that institutions have improved their ability to track participants.

This second report presented limited information on student outcomes. Using information from multiple years, future reports will present information on tracking students' progress from their senior year in undergraduate programs to their years in graduate programs, and through the completion of their doctoral degrees. We also plan to continue to use the Survey of Earned Doctorates to further track participants.

We hope that these efforts will give project staff increased access to information that will help them continue to improve project services. We also hope that these services will enhance the success and opportunities for college students from low-income and first-generation backgrounds and for underrepresented racial and ethnic minorities.

APPENDIX A: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND HISPANIC-SERVING INSTITUTIONS WITH MCNAIR PROJECTS: 1999-2000

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Alabama

Talladega College

Arkansas

University of Arkansas at Pine Bluff

District of Columbia

Howard University

Florida

Florida A&M University

Georgia

Morehouse College

Louisiana

Xavier University of Louisiana

Maryland

Bowie State University

Coppin State College

Mississippi

Jackson State University

North Carolina

Elizabeth City State University

North Carolina A&T State University

Texas

Texas Southern University

Virginia

Hampton University

HISPANIC-SERVING INSTITUTIONS

California

California State University/Fresno

California State University/Los Angeles

California State University/
San Bernardino

New Mexico

New Mexico State University/

Las Cruces

University of New Mexico

New York

CUNY/John Jay College of

Criminal Justice

CUNY/Lehman College

Mercy College

Puerto Rico

Inter American University of Puerto

Rico/San German

Pontifical Catholic University/Ponce

University of Puerto Rico/Rio Piedras

Texas

Our Lady of the Lake University

Texas A&M University/Kingsville

University of the Incarnate Word

University of Texas/El Paso

APPENDIX B : TABLES

Table 1a. Participant status: 1999-2000. This table is Table 5 on page 12. Unlike in 1998-99, graduate students who project staff reported as new or continuing participants in 1999-2000 were not reclassified as prior-year participants.

Participant characteristics	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	8,947	100.0	1,527	17.1	1,395	15.6	6,025	67.3
Eligibility								
Low-income, first-generation	6,517	72.1	1,090	72.3	1,020	73.2	4,284	71.5
Underrepresented	2,520	27.9	418	27.7	374	26.8	1,708	28.5
Race/ethnicity								
Amer. Ind./N.A.	347	3.8	64	4.2	66	4.7	210	3.5
Asian/Pacific Islander	548	6.0	81	5.3	79	5.7	373	6.2
Black non-Hispanic	3,653	40.2	670	44.0	563	40.4	2,392	39.7
Hispanic	2,317	25.5	412	27.1	405	29.1	1,437	23.9
White non-Hispanic	2,057	22.7	279	18.3	256	18.4	1,498	24.9
Other	156	1.7	16	1.1	24	1.7	110	1.8
Gender								
Women	5,924	65.2	1,022	67.0	921	66.0	3,876	64.4
Men	3,159	34.8	503	33.0	474	34.0	2,144	35.6

Graduate students who project staff reported as new or continuing participants were reclassified as prior-year participants. Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 1c. Participant status: 1997-98

Participant characteristics	N	%	Participant status					
			New		Continuing		Prior year	
			N	%	N	%	N	%
Total	4,136	100.0	1,246	30.1	1,040	25.1	1,850	44.7
Eligibility								
Low-income, first-generation	2,980	72.2	890	71.6	761	73.5	1,325	71.7
Underrepresented	1,150	27.8	353	28.4	275	26.5	522	28.3
Race/ethnicity								
American Indian	170	4.1	66	5.3	33	3.2	70	3.8
Asian/Pacific Islander	174	4.2	74	5.9	42	4.0	58	3.1
Black non-Hispanic	1,976	47.8	533	42.8	497	47.8	945	51.1
Hispanic	816	19.7	325	26.1	265	25.5	226	12.2
White non-Hispanic	953	23.0	226	18.1	188	18.1	537	29.1
Other	49	1.2	22	1.8	15	1.4	12	0.7
Gender								
Women	2,668	64.5	823	66.1	670	64.4	1,172	63.4
Men	1,470	35.5	423	34.0	370	35.6	676	36.6

Graduate students who project staff reported as new or continuing participants were not reclassified as prior-year participants. Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 1d. Participant status: 1996-97

Participant characteristics	Total		Participant status					
	N	%	New		Continuing		Prior year	
			N	%	N	%	N	%
Total	3,614	100.0	1,224	33.9	804	22.2	1,586	43.9
Eligibility								
Low-income, first-generation	2,553	70.9	837	68.8	604	75.1	1,109	70.5
Underrepresented	1,046	29.1	380	31.2	200	24.9	465	29.5
Race/ethnicity								
American Indian	119	3.3	46	3.8	32	4.0	41	2.6
Asian/Pacific Islander	186	5.1	68	5.6	28	3.5	90	5.7
Black non-Hispanic	1,658	45.9	549	44.9	376	46.8	732	46.2
Hispanic	674	18.7	288	23.6	183	22.8	200	12.6
White non-Hispanic	934	25.9	250	20.5	178	22.1	506	32.0
Other	42	1.2	21	1.7	7	0.9	14	0.9
Gender								
Women	2,361	65.3	791	64.6	552	68.7	1,015	64.0
Men	1,257	34.7	433	35.4	252	31.3	571	36.0

Graduate students who project staff reported as new or continuing participants were not reclassified as prior-year participants. Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 2a. Eligibility status, by race and gender of participants: 1999-2000

Participant characteristics	N	Eligibility status			
		Low-income, first-generation		Underrepresented	
		N	%	N	%
Total	10,897	7,828	71.8	3,069	28.2
Race/ethnicity					
Amer. Ind./N.A.	419	389	3.1	175	5.7
Asian	632	561	7.2	71	2.3
Black or African American	4,790	3,007	38.4	1,783	58.1
Hispanic or Latino	2,523	1,745	22.3	778	25.4
White	2,318	2,104	26.9	214	7.0
Hawaiian or Pac. Islander	124	105	1.3	19	0.6
More than one race	90	61	0.8	29	0.9
Gender					
Women	7,127	5,093	65.7	2,034	67.0
Men	3,665	2,665	34.4	1,000	33.0

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 2b. Eligibility status, by race and gender of participants: 1998-99

Participant characteristics	N	Eligibility status			
		Low-income, first-generation		Underrepresented	
		N	%	N	%
Total	9,031	6,512	72.1	2,519	27.9
Race/ethnicity					
American Indian	346	199	3.1	147	5.8
Asian/Pacific Islander	546	464	7.1	82	3.3
Black non-Hispanic	3,631	2,255	34.6	1,376	54.7
Hispanic	2,299	1,628	25.0	671	26.7
White non-Hispanic	2,049	1,824	28.0	225	8.9
Other	156	141	2.2	15	0.6
Gender					
Women	5,894	4,215	64.7	1,679	66.7
Men	3,137	2,297	35.3	840	33.4

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 2c. Eligibility status, by race and gender of participants: 1997-98

Participant characteristics	N	Eligibility status			
		Low-income, first-generation		Underrepresented	
		N	%	N	%
Total	4,140	2,980	72.2	1,150	27.8
Race/ethnicity					
American Indian	170	87	2.9	83	7.2
Asian/Pacific Islander	174	143	4.8	30	2.6
Black non-Hispanic	1,976	1,280	43.0	688	59.8
Hispanic	816	564	18.9	252	21.9
White non-Hispanic	953	861	28.9	91	7.9
Other	49	43	1.4	6	0.5
Gender					
Women	2,668	1,898	63.7	765	66.5
Men	1,470	1,080	36.3	385	33.5

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 2d. Eligibility status, by race and gender of participants: 1996-97

Participant characteristics	N	Eligibility status			
		Low-income, first-generation		Underrepresented	
		N	%	N	%
Total	3,618	2,553	70.9	1,046	29.1
Race/ethnicity					
American Indian	119	57	2.2	62	5.9
Asian/Pacific Islander	186	141	5.5	43	4.1
Black non-Hispanic	1,658	1,065	41.8	580	55.5
Hispanic	674	465	18.2	209	20.0
White non-Hispanic	934	787	30.9	143	13.7
Other	42	34	1.3	8	0.8
Gender					
Women	2,361	1,645	64.4	703	67.2
Men	1,257	908	35.6	343	32.8

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 3a. Race and ethnicity, by gender of participants: 1999-2000

Race	N	Gender			
		Women		Men	
		N	%	N	%
Total	10,782	7,120	66.0	3,662	34.0
Amer. Ind./N.A.	418	258	3.6	160	4.4
Asian	631	405	5.7	226	6.2
Black or African American	4,732	3,280	46.1	1,452	39.6
Hispanic or Latino	2,473	1,490	20.9	983	26.8
White	2,316	1,539	21.6	777	21.2
Hawaiian or Pac. Islander	122	42	1.1	80	1.1
More than one race	90	23	0.6	67	0.9

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 3b. Race and ethnicity, by gender of participants: 1998-99

Race	N	Gender			
		Women		Men	
		N	%	N	%
Total	9,072	5,913	65.2	3,159	34.8
American Indian	347	203	3.4	144	4.6
Asian/Pacific Islander	548	353	6.0	195	6.2
Black non-Hispanic	3,682	2,518	42.6	1,134	35.9
Hispanic	2,313	1,373	23.2	940	29.8
White non-Hispanic	2,056	1,377	23.3	679	21.5
Other	156	89	1.5	67	2.1

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 3c. Race and ethnicity, by gender of participants: 1997-98

Race	N	Gender			
		Women		Men	
		N	%	N	%
Total	4,140	2,668	64.5	1,470	35.5
American Indian	170	92	3.5	78	5.3
Asian/Pacific Islander	174	107	4.0	66	4.5
Black non-Hispanic	1,976	1,338	50.2	638	43.4
Hispanic	816	477	17.9	339	23.1
White non-Hispanic	953	621	23.3	331	22.5
Other	49	31	1.2	18	1.2

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 3d. Race and ethnicity, by gender of participants: 1996-97

Race	N	Gender			
		Women		Men	
		N	%	N	%
Total	3,618	2,361	65.3	1,257	34.7
American Indian	119	59	2.5	60	4.8
Asian/Pacific Islander	186	121	5.1	65	5.2
Black non-Hispanic	1,658	1,122	47.6	536	42.6
Hispanic	674	396	16.8	278	22.1
White non-Hispanic	934	630	26.7	304	24.2
Other	42	28	1.2	14	1.1

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 4a. Age: 1999-2000

Participant characteristics	Total		Age					
	N	%	17-24 years		25-34 years		35 or older	
			N	%	N	%	N	%
Total	10,415	100.0	4,271	41.0	4,747	45.6	1,397	13.4
Eligibility								
Low-income, first-generation	7,490	72.0	2,878	67.5	3,451	72.7	1,161	83.3
Underrepresented	2,915	28.0	1,389	32.6	1,293	27.3	233	16.7
Race/ethnicity								
Amer. Ind./N.A.	405	3.9	119	2.8	181	3.8	105	7.5
Asian	587	5.6	227	5.3	330	7.0	30	2.2
Black or African American	4,554	43.8	2,122	49.9	1,992	42.0	440	31.6
Hispanic or Latino	2,398	23.1	1,066	25.1	1,111	23.4	221	15.9
White	2,245	21.6	628	14.8	1,042	21.0	575	41.3
Hawaiian or Pac. Islander	116	12.1	43	1.0	59	1.2	14	1.0
More than one race	85	10.6	47	1.1	29	0.6	9	0.7
Gender								
Women	6,802	66.1	2,933	69.9	2,929	62.3	940	67.6
Men	3,485	33.9	1,261	30.1	1,774	43.1	450	32.4

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 4b. Age: 1998-99

Participant characteristics	Total		Age					
	N	%	17-24 years		25-34 years		35 or older	
			N	%	N	%	N	%
Total	9,090	100.0	4,556	51.7	3,172	36.0	1,086	12.3
Eligibility								
Low-income, first-generation	6,343	72.3	3,100	68.1	2,364	75.4	879	81.7
Underrepresented	2,431	27.7	1,452	31.9	782	24.9	197	18.3
Race/ethnicity								
American Indian	339	3.9	140	3.1	125	3.9	74	6.8
Asian/Pacific Islander	513	5.8	297	6.5	194	6.1	22	2.0
Black non-Hispanic	3,591	40.7	2,091	45.9	1,188	37.5	312	28.7
Hispanic	2,264	25.7	1,272	56.2	814	25.7	178	16.4
White non-Hispanic	1,983	22.5	695	15.3	810	25.5	478	44.0
Other	124	1.4	61	1.3	41	1.3	22	2.0
Gender								
Women	5,746	65.2	3,118	68.4	1,878	59.1	750	68.9
Men	3,073	34.9	1,439	31.6	1,295	40.8	339	31.1

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 4c. Age: 1997-98

Participant characteristics	Total		Age					
			17-24 years		25-34 years		35 or older	
	N	%	N	%	N	%	N	%
Total	4,140	100.0	2,008	48.7	1,495	36.2	622	15.1
Eligibility								
Low-income, first-generation	2,970	72.1	1,373	68.7	1,095	73.2	502	80.7
Underrepresented	1,147	27.9	627	31.4	400	26.8	120	19.3
Race/ethnicity								
American Indian	170	4.1	71	2.8	68	3.1	31	5.0
Asian/Pacific Islander	174	4.2	119	6.2	41	3.1	14	2.4
Black non-Hispanic	1,969	47.7	992	50.9	734	45.1	243	37.6
Hispanic	812	19.7	490	23.2	242	17.5	80	12.7
White non-Hispanic	951	23.1	314	15.4	387	28.0	250	41.2
Other	49	1.2	22	1.5	24	1.0	3	1.2
Gender								
Women	2,661	64.5	1,350	67.2	869	58.1	442	28.9
Men	1,464	35.5	648	32.7	626	41.9	180	71.1

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 4d. Age: 1996-97

Participant characteristics	Total		Age					
			17-24 years		25-34 years		35 or older	
	N	%	N	%	N	%	N	%
Total	3,618	100.0	1,909	53.2	1,206	33.6	473	13.2
Eligibility								
Low-income, first-generation	2,553	70.9	1,261	66.5	894	74.1	381	80.7
Underrepresented	1,046	29.1	634	33.5	313	25.9	91	19.3
Race/ethnicity								
American Indian	119	3.3	76	3.5	56	3.8	22	4.7
Asian/Pacific Islander	186	5.1	115	5.3	30	4.6	7	1.5
Black non-Hispanic	1,658	45.9	1,066	49.4	580	42.2	182	38.5
Hispanic	674	18.7	522	24.2	197	16.0	54	11.4
White non-Hispanic	934	25.9	351	16.3	330	32.4	203	42.9
Other	42	1.2	27	1.3	20	1.0	5	1.1
Gender								
Women	2,361	65.3	1,317	68.9	688	56.9	340	71.9
Men	1,257	34.7	594	31.1	521	43.1	133	28.1

Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response.

Table 5a. College year in which participants entered the McNair Program: 1999-2000

College year	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	10,801	100.0	2,488	23.0	1,287	11.9	7,026	65.1
1st year, total	211	1.9	61	2.5	38	2.3	105	1.8
1st year, never attended	132	1.2	36	1.5	20	1.2	76	1.2
1st year, attended before	79	0.7	25	1.0	18	1.1	36	0.6
2nd year/sophomore	2,028	18.8	484	18.5	445	27.3	1,099	16.8
3rd year/junior	5,266	48.8	1,283	49.0	800	49.1	3,183	48.7
4th year/senior	2,935	27.2	722	27.6	311	19.1	1,902	29.1
5th year/other undergraduate	347	3.2	67	2.6	35	2.2	245	3.8

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 5b. College year in which participants entered the McNair Program: 1998-99

College year	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	8,951	100.0	1,706	19.3	1,879	21.2	5,268	59.5
1st year, total	265	3.0	59	3.5	84	5.1	112	2.2
1st year, never attended	195	2.2	46	2.7	76	4.1	73	1.4
1st year, attended before	70	0.8	13	0.8	18	1.0	39	.8
2nd year/sophomore	1,860	20.8	334	19.6	541	28.9	976	18.8
3rd year/junior	4,251	47.5	821	48.2	900	48.1	2,463	47.6
4th year/senior	2,296	25.7	453	26.6	305	16.3	1,443	27.9
5th year/other undergraduate	279	3.1	36	2.1	31	1.7	186	3.6

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 5c. College year in which participants entered the McNair Program: 1997-98

College year	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	4,140	100.0	1,246	30.1	1,040	25.1	1,850	44.7
1st year, total	88	2.2	31	2.5	11	1.1	46	2.5
1st year, never attended	52	1.3	13	1.0	1	0.1	38	2.1
1st year, attended before	36	0.9	18	1.5	10	1.0	8	0.4
2nd year/sophomore	852	20.6	218	17.5	310	29.9	324	17.8
3rd year/junior	2,024	49.0	642	51.6	527	50.9	852	46.2
4th year/senior	1,057	25.5	333	26.8	163	15.7	560	30.3
5th year/other undergraduate	110	2.7	21	19.1	25	22.7	64	58.2

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 5d. College year in which participants entered the McNair Program: 1996-97

College year	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	3,618	100.0	1,224	33.9	804	22.2	1,586	43.9
1st year, total	166	4.6	66	5.5	51	6.3	49	3.1
1st year, never attended	125	3.5	46	3.8	38	4.7	41	2.6
1st year, attended before	41	1.1	20	1.7	13	1.6	8	0.5
2nd year/sophomore	741	20.6	193	16.1	230	28.6	316	20.0
3rd year/junior	1,543	43.0	584	48.7	344	42.8	6.3	38.8
4th year/senior	968	27.0	314	26.2	161	20.1	493	31.2
5th year/other undergraduate	171	4.8	43	1.2	17	0.5	111	3.1

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 6a. Grade level of participants: 1999-2000

College year	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	9,426	100.0	2,551	27.1	1,556	16.5	5,319	56.4
Total undergraduate	3,709	31.7	2,318	91.9	892	57.3	499	9.4
1st year, total	36	0.4	30	1.1	1	0.1	5	0.1
1st year, never attended	7	0.1	6	0.2	1	0.1	0	0.0
1st year, attended before	29	0.3	24	0.9	0	0.0	5	0.1
2nd year/sophomore	190	2.0	170	6.7	14	0.9	6	0.1
3rd year/junior	909	2.0	730	28.6	141	9.1	38	0.7
4th year/senior	1,916	20.3	1,191	46.7	481	30.9	244	4.6
5th year/other undergraduate	658	7.0	197	7.7	255	16.4	206	3.9
Total graduate/professional	2,757	29.2	136	5.3	355	22.8	2,266	42.6
1st year graduate professional	1,008	10.7	120	4.7	242	15.6	646	12.2
2nd year graduate/professional	839	8.9	12	0.5	63	4.1	764	14.4
3rd year graduate/professional	454	4.8	3	0.1	28	1.8	423	8.0
Beyond 3rd year graduate/prof.	456	4.8	1	<0.1	22	1.4	433	8.1
Completed doctoral degree	88	0.9	0	0.0	1	0.1	87	1.6
Completed terminal degree	225	2.4	1	<0.1	26	1.7	198	3.7
Not enrolled	2,647	28.0	96	3.8	282	18.1	2,269	42.7

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 6b. Grade level of participants: 1998-99

College year	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	6,345	100.0	1,619	25.7	1,611	25.5	3,082	48.8
Total undergraduate	3,550	55.2	1,440	88.9	1,127	70.0	954	31.0
1st year, total	87	1.4	29	1.8	3	0.2	55	1.8
1st year, never attended	42	0.7	24	1.5	2	0.1	16	0.5
1st year, attended before	45	0.7	5	0.3	1	0.1	39	1.3
2nd year/sophomore	171	2.7	73	4.5	32	2.0	66	2.1
3rd year/junior	758	11.8	480	29.6	164	10.2	113	3.7
4th year/senior	1,737	27.0	745	46.0	637	39.5	349	11.3
5th year/other undergraduate	797	12.4	113	7.0	291	18.1	371	12.0
Total graduate/professional	2,885	44.8	179	11.1	484	30.0	2,128	69.1
1st year graduate professional	1,091	17.0	126	7.8	303	18.8	629	20.4
2nd year graduate/ professional	861	13.4	33	2.0	70	4.4	725	23.5
3rd year graduate/professional	480	7.5	10	0.6	44	2.7	409	13.3
Beyond 3rd year graduate/ professional	453	7.0	10	0.6	67	4.2	365	11.8

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 6c. Grade level of participants: 1997-98

College year	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	3,047	100.0	1,202	39.4	908	29.8	937	30.8
Total undergraduate	2,044	67.1	1,130	94.0	654	72.0	260	27.7
1st year, total	7	0.2	1	0.1	5	0.6	1	0.1
1st year, never attended	7	0.2	1	0.1	5	0.6	1	0.1
1st year, attended before	0	0.0	0	0.0	0	0.0	0	0.0
2nd year/sophomore	81	2.7	71	5.9	3	0.3	7	0.7
3rd year/junior	526	17.3	419	34.9	83	9.1	24	2.6
4th year/senior	1,074	35.2	548	45.6	412	45.4	114	12.2
5th year/other undergraduate	356	11.7	91	7.6	151	42.4	114	12.2
Total graduate/professional	1,003	32.9	72	6.0	254	28.0	677	72.3
1st year graduate professional	520	17.1	67	5.6	218	24.0	235	25.1
2nd year graduate/ professional	294	9.6	5	0.4	30	3.3	259	27.6
3rd year graduate/professional	133	4.4	0	0.0	5	0.6	128	13.7
Beyond 3rd year graduate/ professional	56	1.8	0	0.0	1	0.1	55	5.9

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 6d. Grade level of participants: 1996-97

College year	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
Total	2,772	100.0	1,152	41.6	761	27.5	855	30.9
Total undergraduate	1,975	71.2	1,066	92.5	637	83.7	269	31.5
1st year, total	74	2.7	54	4.7	19	2.5	1	0.1
1st year, never attended	47	1.7	47	4.1	0	0.0	0	0.0
1st year, attended before	27	1.0	7	0.6	19	2.5	1	0.1
2nd year/sophomore	89	3.2	56	4.9	22	2.9	11	1.3
3rd year/junior	437	15.8	297	25.8	114	15.0	25	2.9
4th year/senior	1,046	37.7	555	48.2	330	43.4	159	18.6
5th year/other undergraduate	329	11.9	104	9.0	152	20.0	73	8.5
Total graduate/professional	797	28.8	86	7.5	124	16.3	586	68.5
1st year graduate professional	384	13.9	76	6.6	94	12.4	213	24.9
2nd year graduate/ professional	237	8.5	8	0.7	21	2.8	208	24.3
3rd year graduate/professional	105	3.8	1	0.1	6	0.8	98	11.5
Beyond 3rd year graduate/ professional	71	2.6	1	0.1	3	0.4	67	7.8

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Table 7a. Grade level of participants, by participant characteristics: 1999-2000

Participant characteristics	Total N %		All under-graduates N %		1st year				2nd year N %		3rd year N %		4th year N %	
					Never attended N %	Attended before N %								
Total	9,488	100	3,740	39.4	7	0.1	30	0.3	190	2.0	918	9.7	1,937	20.4
Eligibility														
Low-inc., first gen.	6,822	72.0	2,663	71.3	4	57.1	21	70.0	139	73.2	651	70.9	1,339	69.2
Under-represented	2,656	28.0	1,073	28.7	3	42.9	9	30.0	51	29.1	267	29.1	595	30.8
Race/ethnicity														
Amer. Ind./N.A.	374	4.0	141	3.8	2	28.6	1	3.3	10	5.3	28	3.4	66	3.4
Asian	549	5.8	178	4.8	0	0.0	0	0.0	8	4.2	38	4.8	92	4.8
Black or Af. Am.	4,038	42.7	1,767	47.5	4	57.1	15	50.0	113	59.5	476	48.2	927	48.2
His. or Lat.	2,207	23.3	848	22.8	0	0.0	3	10.0	25	13.2	191	22.4	431	22.4
White	2,113	22.3	692	18.6	0	0.0	9	30.0	31	16.3	163	18.7	360	18.7
Haw. or Pac. Isl.	94	1.0	36	1.0	1	14.3	1	3.3	0	0.0	6	1.0	18	0.9
More than one race	88	0.9	58	1.6	0	0.0	1	3.3	3	1.6	13	1.6	31	1.6
Gender														
Women	6,255	66.5	2,503	67.4	4	57.1	22	73.3	134	70.5	642	70.0	1,262	65.9
Men	3,152	33.5	1,209	32.6	3	42.9	8	26.7	56	29.5	275	30.0	654	34.1

5th year		All graduates		1st year		2nd year		3rd year		Beyond 3rd year		Completed doc. degree		Completed term. degree		Not enrolled	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
658	6.9	5,748	60.6	1,017	10.7	842	8.9	455	4.8	457	4.8	88	0.9	225	2.4	2,664	28.1
509	77.5	2,048	69.3	727	71.5	604	71.7	333	73.4	335	73.3	49	55.7	156	69.3	1,955	73.5
148	22.5	892	30.3	290	28.5	238	28.3	121	26.7	122	26.7	39	44.3	69	30.7	704	26.5
34	5.2	120	4.2	50	4.9	31	3.7	20	4.4	18	4.0	1	1.1	7	3.1	106	4.0
40	6.1	182	6.4	61	6.0	42	5.0	39	8.6	35	7.7	5	5.7	22	9.8	167	6.3
232	35.5	1,166	40.8	410	40.4	363	43.1	182	40.0	183	40.1	28	31.8	76	33.8	1,029	38.7
198	30.3	676	23.7	259	25.5	200	23.8	104	22.9	93	20.4	30	22.7	58	25.8	625	23.5
129	19.8	665	23.3	218	21.5	194	23.0	101	22.2	120	26.3	32	36.4	57	25.3	699	26.3
10	1.5	37	1.3	11	1.1	8	1.0	9	2.0	7	1.5	2	2.3	3	1.3	18	0.7
10	1.5	11	0.4	7	0.7	4	0.5	0	0.0	0	0.0	0	0.0	2	0.9	17	0.6
439	67.3	1,884	66.7	686	68.1	561	68.3	288	63.9	295	68.3	54	61.4	141	63.2	1,727	65.2
213	32.7	939	33.3	321	31.9	261	31.8	163	36.1	160	31.8	34	38.6	82	36.8	922	34.8

Table 7b. Grade level of participants, by participant characteristics: 1998-99

Participant characteristics	Total		All undergraduates		1st year				2nd year	
	N	%	N	%	Never attended	Attended before	Never attended	Attended before	N	%
Total	6,435	100	3,550	55.2	42	0.7	45	0.7	171	2.7
Eligibility										
Low-inc., first gen.	4,677	72.8	2,591	73.4	17	40.5	29	64.4	121	70.8
Underrepresented	1,717	27.2	937	26.6	25	59.5	16	35.6	50	29.2
Race/ethnicity										
American Indian	239	3.7	148	4.2	1	2.1	2	4.4	8	4.7
Asian/Pac. Islndr.	374	5.8	202	5.7	2	4.8	0	0.0	67	3.5
Black non-Hisp.	2,570	40.0	1,447	40.8	21	50.0	32	71.0	92	53.8
Hispanic	1,700	26.5	1,035	29.2	13	31.0	8	17.8	52	30.4
White non-Hisp.	1,420	22.1	661	18.7	4	9.5	2	4.4	13	7.6
Other	125	1.9	50	1.4	1	2.4	1	2.2	0	0.0
Gender										
Women	4,204	65.4	2,319	65.4	26	63.4	35	77.8	119	69.6
Men	2,225	34.6	1,228	34.6	15	36.6	10	22.2	52	30.4

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 7c. Grade level of participants, by participant characteristics: 1997-98

Participant characteristics	Total		All undergraduates		1st year				2nd year	
	N	%	N	%	Never attended	Attended before	Never attended	Attended before	N	%
Total	4,140	100.0	2,044	67.1	7	0.2	0	0.0	81	2.7
Eligibility										
Low-inc., first gen.	2,980	72.0	1,479	72.6	7	100.0	0	0.0	19	76.5
Underrepresented	1,150	27.8	558	27.4	0	100.0	0	0.0	62	23.5
Race/ethnicity										
American Indian	170	4.1	101	4.9	0	0.0	0	0.0	3	3.7
Asian/Pac. Islndr.	174	4.2	113	5.5	0	0.0	0	0.0	2	2.5
Black non-Hisp.	1,976	47.8	930	45.5	4	57.2	0	0.0	31	28.3
Hispanic	816	19.7	514	25.2	3	42.9	0	0.0	32	39.5
White non-Hisp.	953	23.0	351	17.2	0	0.0	0	0.0	13	16.1
Other	49	1.2	34	1.7	0	0.0	0	0.0	0	0.0
Gender										
Women	2,668	64.5	1,304	63.8	2	28.6	0	0.0	54	66.7
Men	1,470	35.5	740	36.2	5	71.4	0	0.0	27	33.3

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

3rd year		4th year		5th year		All graduates		1st year		2nd year		3rd year		Beyond 3rd year	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
758	11.8	1,737	27.0	797	12.4	2,885	44.8	1,091	17.0	861	13.4	480	7.5	453	7.0
553	73.3	1,241	72.2	630	79.2	2,086	72.8	778	72.1	641	74.5	341	71.3	326	72.3
201	26.6	479	27.8	166	20.9	780	27.2	301	27.9	217	25.2	137	28.7	125	27.7
27	3.6	69	4.0	41	5.2	91	3.2	42	3.9	25	2.9	14	2.9	10	2.2
31	4.1	112	6.5	51	6.4	172	6.0	66	6.1	46	5.3	32	6.7	28	6.2
320	42.2	738	42.6	244	30.7	1,123	38.9	454	41.6	342	39.7	174	36.3	153	33.8
222	29.3	466	26.9	274	34.4	665	23.1	247	22.6	189	22.0	100	20.8	129	28.5
146	19.3	320	18.5	176	22.1	759	26.3	260	23.8	240	27.9	148	30.8	111	24.5
12	1.6	26	1.5	10	1.3	75	2.6	22	2.0	19	2.2	12	2.5	22	4.9
496	65.5	1,129	65.0	514	64.5	1,885	65.4	717	65.8	579	67.3	302	63.1	287	63.4
261	34.5	607	35.0	283	35.5	997	34.6	373	34.2	281	32.7	177	37.0	166	36.6

3rd year		4th year		5th year		All graduates		1st year		2nd year		3rd year		Beyond 3rd year	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
526	17.3	1,074	35.2	356	11.7	1,003	32.99	520	17.1	294	9.6	133	4.4	56	1.8
377	71.8	769	71.9	264	74.4	731	73.0	383	73.8	216	73.5	95	72.0	37	66.1
148	28.2	300	28.1	91	25.6	270	27.0	136	26.2	78	26.5	37	28.0	19	33.4
25	4.8	47	4.4	26	7.3	34	3.4	14	2.7	11	3.7	8	6.0	1	1.8
29	5.5	65	6.1	17	4.8	33	3.3	18	3.5	12	4.1	2	1.5	1	1.8
253	48.1	500	46.6	142	40.0	418	41.7	232	44.7	110	37.4	55	41.4	21	37.5
125	23.8	257	23.9	97	27.3	174	17.4	105	20.2	52	17.7	14	10.5	3	5.4
90	17.1	181	16.9	67	18.9	333	33.2	141	27.2	109	37.1	53	39.9	30	53.6
4	0.8	24	2.2	6	1.7	10		9	1.7	0	0.0	1	0.8	0	0.0
332	63.1	692	64.4	224	62.9	660	65.8	352	67.7	188	64.0	91	68.4	29	51.8
194	36.9	382	35.6	132	37.1	343	34.2	168	32.3	106	36.1	42	31.6	27	48.2

Table 7d. Grade level of participants, by participant characteristics: 1996-97

Participant characteristics	Total		All under-graduates		1st year				2nd year	
	N	%	N	%	Never attended	Attended before			N	%
					N	%	N	%		
Total	3,618	100.0	1,975	71.2	47	1.7	27	1.0	89	3.2
Eligibility										
Low-inc., first gen.	2,553	70.9	1,413	71.8	41	87.2	25	92.6	63	71.6
Underrepresented	1,046	29.1	556	28.2	6	12.8	2	7.4	25	28.4
Race/ethnicity										
American Indian	119	3.3	87	4.4	1	2.1	1	3.7	5	5.6
Asian/Pac. Islndr.	186	5.1	90	4.5	1	2.1	1	3.7	5	5.6
Black non-Hisp.	1,658	45.9	866	43.9	20	42.6	17	63.0	42	47.2
Hispanic	674	18.7	437	22.2	18	38.3	4	14.8	24	27.0
White non-Hisp.	934	25.9	466	23.6	3	6.4	4	14.8	13	14.6
Other	42	1.2	26	1.3	4	8.5	0	0.0	0	0.0
Gender										
Women	2,361	65.3	1,273	64.5	26	55.3	20	74.1	57	64.0
Men	1,257	34.7	702	35.5	21	44.7	7	25.9	32	36.0

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

3rd year		4th year		5th year		All graduates		1st year		2nd year		3rd year		Beyond 3rd year	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
437	15.8	1,046	37.7	329	11.9	797	28.8	384	13.9	237	8.5	105	3.8	71	2.6
317	72.9	741	71.1	226	103	528	67.0	259	67.6	162	68.6	66	66.0	41	59.4
118	27.1	302	29.0	1697	31.3	260	33.0	124	32.4	74	31.4	34	34.0	28	40.6
20	4.6	46	4.4	14	4.3	20	2.5	10	2.6	7	3.0	2	1.9	1	1.4
19	4.4	47	4.5	17	5.2	48	6.0	20	5.2	15	6.4	8	7.7	5	7.0
204	46.7	467	44.7	116	35.5	320	40.3	163	42.5	88	37.3	40	38.5	29	40.9
105	24.0	210	20.1	76	23.2	138	17.4	63	16.4	38	16.1	23	22.1	14	19.7
85	19.5	263	25.2	98	30.0	263	33.1	124	32.3	87	36.9	30	28.9	22	31.0
4	0.9	12	1.2	6	1.8	6	0.8	4	1.0	1	0.4	1	1.0	0	0.0
273	62.5	682	65.2	215	65.4	529	66.4	259	67.5	151	63.7	78	74.3	41	57.8
164	37.5	364	37.5	114	34.7	268	33.6	125	32.6	86	36.3	27	25.7	30	42.3

Table 8a. End-of-year enrollment status: 1999-2000

Participant characteristics	N	Enrolled in degree program				Graduated		Dismissed/ withdrew	
		Undergraduate		Graduate		N	%	N	%
		N	%	N	%				
Total	10,338	3,209	31.0	2,203	21.3	4,354	42.1	572	5.5
Eligibility									
Low-inc., first gen.	7,419	2,282	30.8	1,579	21.3	3,114	42.0	444	6.0
Underrepresented	2,909	924	28.8	623	28.4	1,236	28.4	126	22.1
Race/ethnicity									
Amer. Ind./N.A.	397	116	3.6	97	4.4	159	3.7	25	4.4
Asian	609	165	5.2	133	6.0	291	6.7	20	3.5
Black or African Am.	4,483	1,485	46.5	894	40.6	1,858	42.7	246	43.2
Hispanic or Latino	2,450	742	23.3	526	23.9	1,043	24.0	139	24.4
White	2,175	602	18.9	517	23.5	922	21.2	134	23.5
Hawaiian or Pac. Isl.	109	31	1.0	26	1.2	47	1.1	5	0.9
More than one race	89	51	1.6	8	0.4	29	0.7	1	0.2
Gender									
Women	6,754	2,148	67.5	1,438	66.2	2,824	65.9	344	60.6
Men	3,457	1,035	32.5	734	33.8	1,464	34.1	224	39.4

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 8b. End-of-year enrollment status: 1998-99

Participant characteristics	N	Enrolled in degree program				Graduated		Dismissed/ withdrew	
		Undergraduate		Graduate		N	%	N	%
		N	%	N	%				
Total	9,090	2,697	32.0	2,493	29.6	2,914	34.6	307	3.6
Eligibility									
Low-inc., first gen.	6,517	1,967	32.4	1,784	29.4	2,066	34.1	246	4.11
Underrepresented	2,520	724	31.3	698	30.1	830	35.8	61	2.6
Race/ethnicity									
American Indian	347	119	36.3	91	27.7	94	28.7	23	7.0
Asian/Pac. Island.	548	154	29.8	161	31.1	191	36.9	11	2.1
Black non-Hisp.	3,653	1,117	33.2	979	29.1	1,155	34.3	107	3.2
Hispanic	2,317	790	35.7	541	24.4	810	36.6	68	3.1
White non-Hisp.	2,057	467	25.2	672	36.2	624	33.6	92	5.0
Other	156	43	32.3	49	36.8	36	27.1	5	3.8
Gender									
Women	5,924	1,797	32.7	1,628	29.6	1,892	34.4	170	3.1
Men	3,159	898	30.7	864	29.6	1,019	34.9	136	4.7

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 8c. End-of-year enrollment status: 1997-98

Participant characteristics	N	Enrolled in degree program				Graduated		Dismissed/ withdrew	
		Undergraduate		Graduate		N	%	N	%
Total	4,140	1,694	44.2	847	22.1	1,184	30.9	106	2.8
Eligibility									
Low-inc., first gen.	2,980	1,225	44.4	615	22.3	841	30.5	79	2.9
Underrepresented	1,150	467	43.8	232	21.8	340	31.9	27	2.5
Race/ethnicity									
American Indian	170	82	50.9	29	18.0	37	23.0	13	8.1
Asian/Pac. Island.	174	91	55.5	30	18.3	42	25.6	1	0.6
Black non-Hisp.	1,976	753	40.8	390	21.2	651	35.3	50	2.7
Hispanic	816	433	55.7	140	18.0	194	25.0	10	1.3
White non-Hisp.	953	304	36.5	247	29.6	252	30.2	31	3.7
Other	49	31	63.3	10	20.4	7	14.3	1	2.0
Gender									
Women	2,668	1,099	44.3	563	22.7	766	30.9	54	2.2
Men	1,470	595	44.1	284	21.1	418	31.0	51	3.8

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 8d. End-of-year enrollment status: 1996-97

Participant characteristics	N	Enrolled in degree program				Graduated		Dismissed/ withdrew	
		Undergraduate		Graduate		N	%	N	%
Total	3,618	1,392	42.8	733	22.6	1,012	31.1	112	3.4
Eligibility									
Low-inc., first gen.	2,553	976	42.9	513	22.6	693	30.5	91	4.0
Underrepresented	1,046	411	42.9	217	22.7	309	32.3	21	2.2
Race/ethnicity									
American Indian	119	63	55.8	21	18.6	24	21.2	5	4.4
Asian/Pac. Island.	186	65	38.2	47	27.7	57	33.5	1	0.6
Black non-Hisp.	1,658	648	43.4	297	19.9	492	33.0	56	3.8
Hispanic	674	328	52.4	145	23.2	135	21.6	18	2.9
White non-Hisp.	934	271	33.5	212	26.2	294	36.4	31	3.8
Other	42	16	47.1	9	26.5	8	23.5	1	2.9
Gender									
Women	2,361	897	42.5	487	23.1	667	31.6	58	2.8
Men	1,257	495	43.4	246	21.6	345	30.3	54	4.7

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 9a. Percentage of participants who had earned a degree, by degree type and participant characteristics: 1999-2000

Participant characteristics	N	Participants with a degree		Those with a degree — Degree type							
				Bachelor's		Master's		Doctoral		Other terminal	
		N	%	N	%	N	%	N	%	N	%
Total	10,191	7,456	73.2	5,806	77.9	1,362	18.3	122	1.6	166	2.2
Eligibility											
Low-inc., first gen.	7,304	5,352	73.3	4,169	77.9	1,008	18.8	71	1.3	104	1.9
Under-represented	2,877	2,098	72.9	1,633	77.4	352	16.8	51	2.4	62	3.0
Race/ethnicity											
Amer. Ind./N.A.	395	270	68.4	225	3.9	38	2.8	4	3.3	3	1.8
Asian	585	470	80.3	354	6.1	98	7.2	7	5.7	11	6.6
Black or Af. American	4,459	3,231	72.5	2,518	43.4	583	42.8	56	45.9	74	44.6
Hispanic or Latino	2,323	1,721	74.1	1,395	24.1	276	20.3	20	16.4	31	18.7
White	2,202	1,622	73.7	1,203	20.7	340	25.0	33	27.1	46	27.7
Hawaiian or Pac. Isl.	114	92	80.7	69	1.2	21	1.5	2	1.6	0	0.0
More than one race	87	41	47.1	35	0.6	5	0.4	0	0.0	1	0.6
Gender											
Women	6,648	4,863	73.1	3,781	66.2	910	67.4	80	66.1	92	55.8
Men	3,412	2,263	66.3	1,935	33.9	441	32.6	41	33.9	73	44.2

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 9b. Percentage of participants who had earned a degree, by degree type and participant characteristics: 1998-99

Participant characteristics	N	Participants with a degree		Those with a degree — Degree type					
				Bachelor's		Master's		Doctoral	
		N	%	N	%	N	%	N	%
Total	9,090	6,414	70.6	5,103	79.5	1,063	16.6	248	3.9
Eligibility									
Low-inc., first gen.	6,517	4,523	69.4	3,634	80.3	753	16.7	136	3.0
Underrepresented	2,520	1,847	73.3	1,443	78.1	303	16.4	101	5.5
Race/ethnicity									
American Indian	347	211	60.8	182	86.3	23	10.9	6	2.8
Asian/Pac. Island.	548	398	72.6	300	75.4	77	19.4	21	5.3
Black non-Hisp.	3,653	2,607	71.4	2,096	80.4	407	15.6	104	4.0
Hispanic	2,317	1,562	67.4	1,303	83.4	214	13.7	45	2.9
White non-Hisp.	2,057	1,520	73.9	1,122	73.8	328	21.6	70	4.6
Other	156	112	71.8	96	85.7	14	12.5	2	1.8
Gender									
Women	5,924	4,186	70.7	3,298	78.8	726	17.3	161	3.9
Men	3,159	2,225	70.4	1,802	81.0	336	15.1	87	3.9

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 9c. Percentage of participants who had earned a degree, by degree type and participant characteristics: 1997-98

Participant characteristics	N	Participants with a degree		Those with a degree — Degree type					
				Bachelor's		Master's		Doctoral	
		N	%	N	%	N	%	N	%
Total	4,140	2,442	59.0	2,097	85.9	290	11.9	55	2.3
Eligibility									
Low-inc., first gen.	2,980	1,751	58.8	1,509	86.2	205	11.7	37	2.1
Underrepresented	1,150	688	59.8	586	85.2	84	12.2	18	2.6
Race/ethnicity									
American Indian	170	76	44.7	68	89.5	7	9.2	1	1.3
Asian/Pac. Island.	174	95	54.6	84	88.4	6	6.3	5	5.3
Black non-Hisp.	1,976	1,240	62.8	1,066	86.0	154	12.4	20	1.6
Hispanic	816	388	47.5	358	92.3	24	6.2	6	1.6
White non-Hisp.	953	617	64.7	499	80.9	96	15.6	22	3.6
Other	49	24	49.0	20	83.3	3	12.5	1	4.2
Gender									
Women	2,668	1,593	59.7	1,364	85.6	194	12.2	35	2.2
Men	1,470	848	57.7	732	86.3	96	11.3	20	2.4

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

Table 9d. Percentage of participants who had earned a degree, by degree type and participant characteristics: 1996-97

Participant characteristics	N	Participants with a degree		Those with a degree — Degree type					
		N	%	Bachelor's		Master's		Doctoral	
				N	%	N	%	N	%
Total	3,618	2,174	68.6	1,837	84.5	312	14.4	25	1.1
Eligibility									
Low-inc., first gen.	2,553	1,483	58.1	1,263	85.2	206	13.9	14	0.9
Underrepresented	1,046	677	64.7	562	83.0	104	15.4	11	1.6
Race/ethnicity									
American Indian	119	53	44.5	48	90.6	5	9.4	0	0.0
Asian/Pac. Island.	186	128	68.8	112	87.5	15	11.7	1	0.8
Black non-Hisp.	1,658	963	58.1	823	85.5	133	13.8	7	0.7
Hispanic	674	380	56.4	337	88.7	40	10.5	3	0.8
White non-Hisp.	934	623	66.7	495	79.5	114	18.3	14	2.3
Other	42	23	54.8	18	78.3	5	21.7	0	0.0
Gender									
Women	2,361	1,453	61.5	1,226	84.4	211	14.4	16	1.1
Men	1,257	721	57.4	611	84.7	101	14.0	9	1.3

Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

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