

Section 3

Student Effort and Educational Progress





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This List of Indicators includes all the indicators in Section 3 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from previously published print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Student Effort and Educational Progress

The indicators in this section of *The Condition of Education* report on the progress students make through the education system. There are 24 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 24, including indicators from previous volumes, appear on the Web (see Website Contents on the facing page for a full list of the indicators). Particular attention is paid to how various subgroups in the population proceed through school and attain different levels of education as well as the factors that are associated with their success along the way.

The first two subsections focus on the educational aspirations and effort of students. The indicators include student measures of time spent on homework, preparedness for academic activities, postsecondary expectations, and patterns of school attendance.

The third subsection traces the progress of students through elementary and secondary education to graduation from high school or some alternate form of completion. Measures include the percentage of students who graduate high school on time (in 4 years) and the percentage who leave high school before completion (dropout). Dropouts are measured by event rates (the percentage of students in an age range who leave school in a given year) and status rates (the percentage of students in an age range who are not enrolled in school and who have not completed high school). Indicators on the following pages and on the website show the status dropout rate by race/ethnicity as well as characteristics of students in the spring of their sophomore year in 2002 who had dropped out

2 years later. In addition, the averaged freshman graduation rate estimates the on-time graduation rate for each state.

The fourth subsection examines the transition to college. An important measure is the percentage of students who make the transition to college within 1 year of completing high school. An indicator on the website compares the rate of first-time enrollment in postsecondary education in the United States to the rates in other countries.

The fifth subsection concerns the percentage of students who enter postsecondary education who earn a credential and how much time they take to do so. This subsection also includes relationships between the qualifications and characteristics of students who enter postsecondary education and their success in earning a credential.

An overall measure of the progress of the population through the education system is attainment, which is the highest level of education completed by a certain age. This is the focus of the final subsection. *The Condition of Education* annually examines the level of attainment for those ages 25–29. Other indicators examine factors related to the level of attainment and the number of undergraduate and graduate degrees earned over time by sex and race/ethnicity.

The indicators on student effort and educational progress from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i3.asp>.

Elementary/Secondary Persistence and Progress

Public High School Graduation Rates by State

About three-quarters of the freshman class graduated from high school on time with a regular diploma in 2004–05.

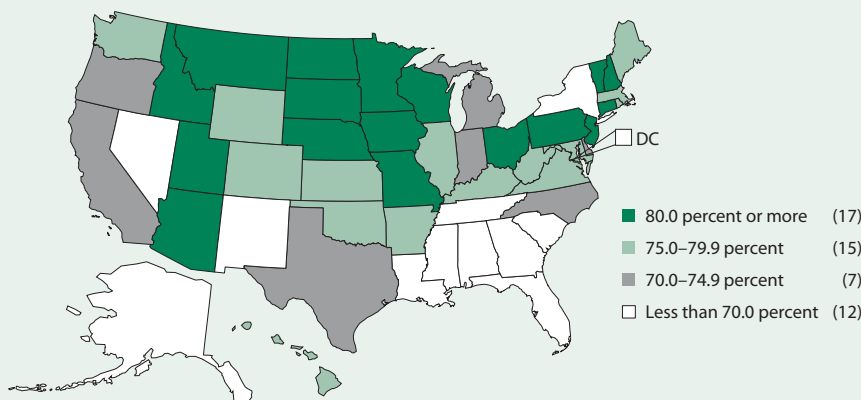
This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the *averaged freshman graduation rate*—an estimate of the percentage of an incoming freshman class that graduates 4 years later. The averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (because this is when current year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among public high school students in the class of 2004–05, the averaged freshman graduation rate was 74.7 percent (see supplemental table 21-1). Nebraska had the highest graduation rate at 87.8 percent. Sixteen other states had rates above 80 percent: Wisconsin, Iowa, Vermont, North Dakota, Minnesota, New Jersey,

Arizona, Utah, Pennsylvania, South Dakota, Montana, Idaho, Connecticut, Missouri, Ohio, and New Hampshire. Nevada had the lowest rate at 55.8 percent. Ten other states and the District of Columbia had graduation rates below 70 percent: Tennessee, Alabama, New Mexico, New York, Florida, Alaska, Louisiana, Mississippi, Georgia, and South Carolina.

The overall averaged freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 74.7 percent for the class of 2004–05. Between these years, there was an increase in the graduation rate in 44 states and the District of Columbia; 9 states (Arizona, Hawaii, Kentucky, Missouri, North Carolina, Oregon, Tennessee, Vermont, and Washington) and the District of Columbia had an increase of greater than 5 percentage points. The graduation rate decreased in 6 states (Alaska, Massachusetts, Michigan, Nevada, New Jersey, and New Mexico), with Nevada being the only state experiencing a decline of greater than 5 percentage points.

HIGH SCHOOL GRADUATION: Averaged freshman graduation rate for public high school students, by state: School year 2004–05



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 through 2005–06; and Seastrom, M., Hoffman, L., and Chapman, C. (2006). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002–03 and 2003–04* (NCES 2006-606rev).

FOR MORE INFORMATION:
 Supplemental Notes 3, 7
 Supplemental Table 21-1
 NCES 2006-604
 NCES 2006-605
 NCES 2007-059
 NCES 2007-352



Elementary/Secondary Persistence and Progress

Students With Disabilities Exiting School With a Regular High School Diploma

Between 1996–97 and 2005–06, the percentage of students with disabilities exiting school with a regular high school diploma increased from 43 to 57 percent.

¹ Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

² “Dropped out” is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

NOTE: Students who exited school by reaching the maximum age and those who died are not shown, but are included in the total. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as in need of special education and related services. The Office of Special Education Programs (OSEP) calculates the graduation rate by dividing the number of students age 14 or older who graduated with a regular high school diploma by the number of students in the same age group who are known to have left school (i.e., graduated with a regular high school diploma, received a certificate of completion, reached a maximum age for services, died, and are not known to be continuing in an education program or dropped out). See *supplemental note 8* for more information about the student disabilities presented here.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from https://www.ideadata.org/arc_toc8.asp#partbEX.



FOR MORE INFORMATION:

Supplemental Note 8

Supplemental Tables 22-1,
22-2, 22-3

U.S. Department of Education
2006a

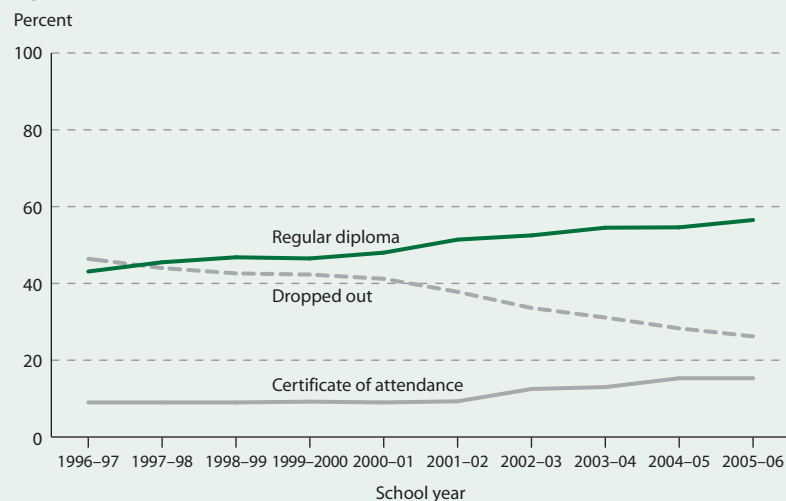
The Individuals with Disabilities Education Act (IDEA) mandates that youth with disabilities are provided a free and appropriate public school education. In 2005–06, the percentage of students with disabilities exiting school with a regular high school diploma was 57 percent, an increase from 43 percent in 1996–97 (see supplemental table 22-1). About 94 percent of these students were between the ages of 17 and 19 years old (see supplemental table 22-2). In addition to the increase in the percentage of regular high school diplomas received over this period, the percentage of students with disabilities exiting with a certificate of attendance¹ increased from 9 to 15 percent, while the percentage who dropped out² without a credential decreased from 46 to 26 percent (see supplemental table 22-1).

Among students with disabilities, those with visual impairments and those with hearing impairments were the two groups with the highest percentages exiting with a regular high school diploma. For example, in 2005–06, some 72 percent of students with a visual impairment exited with a regular high school diploma. In contrast, students with mental retardation had the lowest

percentage (37 percent), followed by students with an emotional disturbance (43 percent) and students with multiple disabilities (44 percent) (see supplemental table 22-2). About 62 percent of students with a specific learning disability exited with a regular high school diploma. In 2005–06, students with specific learning disabilities accounted for 60 percent of all exiting students with disabilities.

In 2005–06, students with disabilities in 29 states and the District of Columbia exited school with a regular high school diploma at a rate higher than the national rate of 57 percent for students with disabilities (see supplemental table 22-3). The percentage who exited high school with a regular diploma ranged from a high of 91 percent in the District of Columbia to a low of 21 percent in Nevada. In many states, a large percentage of students with disabilities exited with a certificate of attendance. In 14 states, the percentage of students with disabilities exiting with such a certificate was greater than the national average of 15 percent. For example, 54 percent of students with disabilities exiting school in Mississippi received a certificate of attendance.

STUDENTS WITH DISABILITIES EXITING SCHOOL WITH DIPLOMAS: Percentage of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status: School years 1996–97 through 2005–06



Elementary/Secondary Persistence and Progress

Status Dropout Rates by Race/Ethnicity

Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have each generally declined between 1972 and 2006. Over this time period, status dropout rates for Whites remained lower than rates for Hispanics and Blacks.

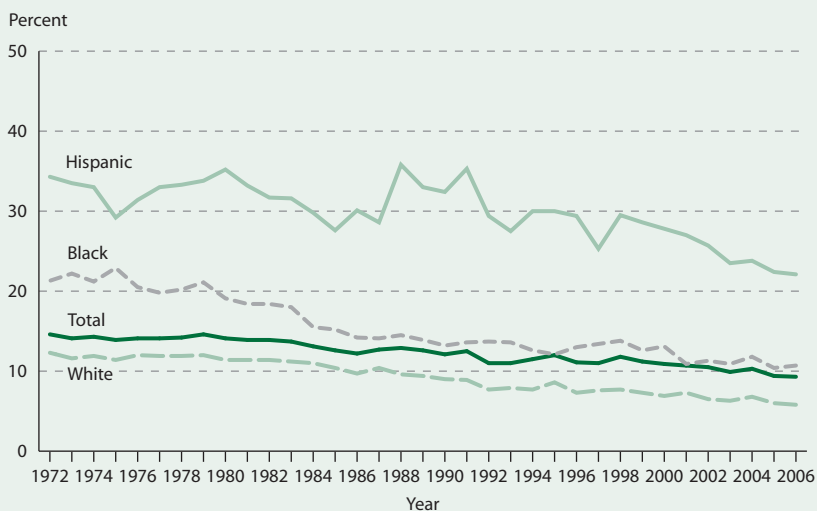
The status dropout rate represents the percentage of persons in an age group who are not enrolled in school and have not earned a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. For this indicator, status dropout rates are reported for 16- through 24-year-olds. The status dropout rate for this age group declined from 15 percent in 1972 to 9 percent in 2006 (see supplemental table 23-1). A decline was also seen between 2000 and 2006, the more recent years of this time span (11 to 9 percent).

Status dropout rates and changes in these rates over time differ by race/ethnicity. In general, the status dropout rates for Whites, Blacks, and Hispanics each declined between 1972 and 2006. However, for each year between 1972 and 2006, the status dropout rate was lowest for Whites and highest for Hispanics. For example, in 2006, the status dropout rate for Whites was 6 percent, compared with 11 percent for Blacks and 22 percent for Hispanics. Although the gaps between the rates of Blacks and Whites and between the rates of Hispanics

and Whites have decreased, the patterns have not been consistent. The Black-White gap narrowed during the 1980s, with no measurable change during the 1970s or between 1990 and 2006. In contrast, the Hispanic-White gap narrowed between 1990 and 2006, with no measurable change in the gap during the 1970s and 1980s.

In 2006, Hispanics who were born outside of the United States¹ represented 7 percent of the 16- through 24-year-old population and 28 percent of all status dropouts in this age group (see supplemental table 23-2). Higher dropout rates among these Hispanic immigrants partially account for the persistently high dropout rates for all Hispanic young adults. Among Hispanic 16- through 24-year-olds who were born outside the United States, the status dropout rate was 36 percent in 2006—triple the rates for both first-generation and second-generation or higher Hispanics in this age group (12 percent each). Yet, regardless of immigration status, greater percentages of Hispanics born in the United States were status dropouts than their non-Hispanic counterparts.

STATUS DROPOUTS: Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2006



¹The United States refers to the 50 states and the District of Columbia.

NOTE: The status dropout rate reported in this indicator is one of a number of rates measuring high school dropout and completion behavior in the United States. See supplemental note 7 for more information about the rate reported here. Total includes other race/ethnicity categories not separately shown. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

FOR MORE INFORMATION:
Supplemental Notes 1, 2, 7
Supplemental Tables 23-1,
23-2



Transition to College

Immediate Transition to College

The rate of college enrollment immediately after high school completion increased from 49 percent in 1972 to 67 percent by 1997, but has since fluctuated between 62 and 69 percent.

The immediate college enrollment rate is defined as the percentage of all high school completers¹ ages 16–24 who enroll in college (2- or 4-year) in the fall immediately after high school. In most years between 1972 and 1980, this rate was approximately 50 percent. It subsequently increased to 67 percent by 1997 and then decreased to 62 percent by 2001. Since 2002, the rate has fluctuated between 64 and 69 percent (see supplemental table 24-1).

Differences were evident in the immediate college enrollment rate among racial/ethnic groups between 1972 and 2006. Although the enrollment rates increased overall during this period for both Whites and Blacks, the gap between the two has widened and narrowed at various times, resulting in no overall change in the gap. In 2006, the enrollment rate for Black high school completers was 13 percentage points lower than for their White counterparts (55 vs. 69 percent). For Hispanics, the immediate college enrollment rate has fluctuated over time, but increased overall between 1972 and 2006. Nonetheless, the gap between Hispanics and Whites has widened over this period. In

2006, the immediate college enrollment rate was 58 percent for Hispanics, compared with 69 percent for Whites.

From 1972 through 2006, the immediate enrollment rate of high school completers increased faster for females than for males (see supplemental table 24-2). Much of the growth in the overall rate for females was due to increases in the rate of attending 4-year institutions.

Differences in immediate enrollment rates by family income and parents' education have persisted. Despite an overall narrowing of the gap between students from low-income families and their peers from high-income families, the immediate college enrollment rate was higher for students from high-income families in each year between 1972 and 2006 (see supplemental table 24-1).² Likewise, compared with completers whose parents had a bachelor's degree or higher, those whose parents had less education had lower rates of immediate college enrollment in each year between 1992 and 2006 (see supplemental table 24-3).³

¹ Refers to those who completed 12 years of school for survey years 1972–1991 and to those who earned a high school diploma or equivalent certificate such as a General Educational Development (GED) certificate for all years since 1992. See supplemental note 2 for more information.

² *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. See supplemental note 2 for further information.

³ The earliest year with comparable data available for parents' educational attainment is 1992.

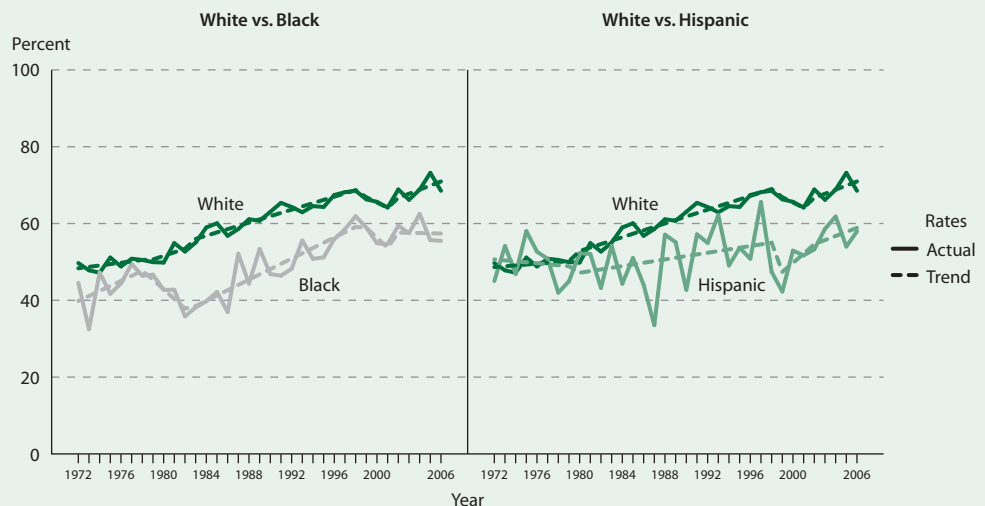
NOTE: Includes those ages 16–24 completing high school in a given year. Actual rates are annual estimates; trend rates show the linear trend of these annual values over the period shown. See supplemental note 2 for further information. Race categories exclude persons of Hispanic ethnicity. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanic high school completers. Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.



FOR MORE INFORMATION:
Supplemental Note 2
Supplemental Tables 24-1,
24-2, 24-3

COLLEGE ENROLLMENT RATES: Actual and trend rates of high school completers who were enrolled in college the October immediately following high school completion, by race/ethnicity: 1972–2006



Completions

Educational Attainment

In 2007, some 87 percent of 25- to 29-year-olds had received a high school diploma or equivalency certificate. This rate has remained between 85 and 88 percent over the last 30 years.

In 2007, some 87 percent of 25- to 29-year-olds had received a high school diploma or equivalency certificate (see supplemental table 25-1).¹ Although this percentage increased 7 percentage points between 1971 and 1976, the high school completion rate has remained between 85 and 88 percent over the last 30 years.

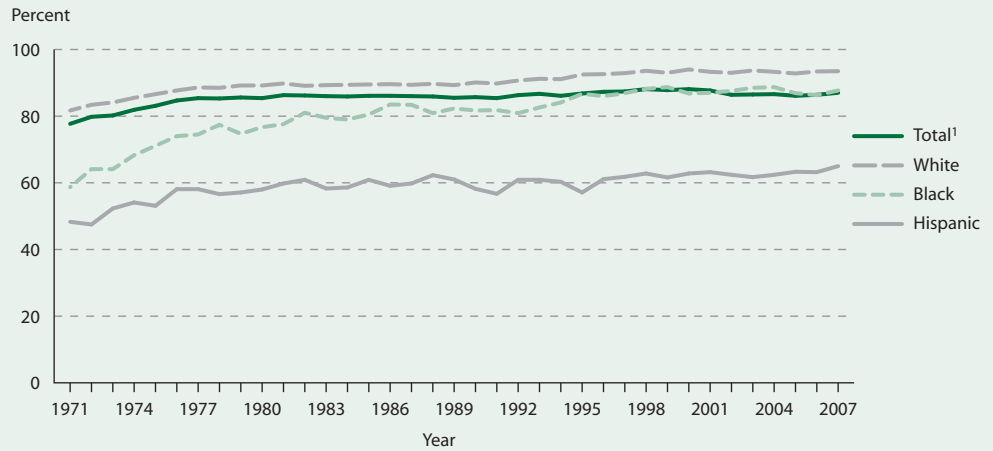
In 1971, a lower percentage of Blacks than Whites completed high school (59 vs. 82 percent). Between 1971 and 1982, the gap between Blacks and Whites decreased 15 percentage points to 8 percentage points, but since 1982 the gap has been between 4 and 10 percentage points. In 2007, the high school completion rate for Blacks was still below that of Whites (88 vs. 93 percent). The high school completion rate for Hispanics increased between 1971 and 2007 (48 vs. 65 percent). Unlike the gap between Blacks and Whites, the gap between Hispanics and Whites fluctuated but was not measurably different in 2007 than in 1971.

The rate at which 25- to 29-year-olds completed at least some college education increased from 34 to 58 percent between 1971 and 2007 (see supplemental table 25-2). However, increases in the rate were not consistent throughout this period. The rate increased during the 1970s,

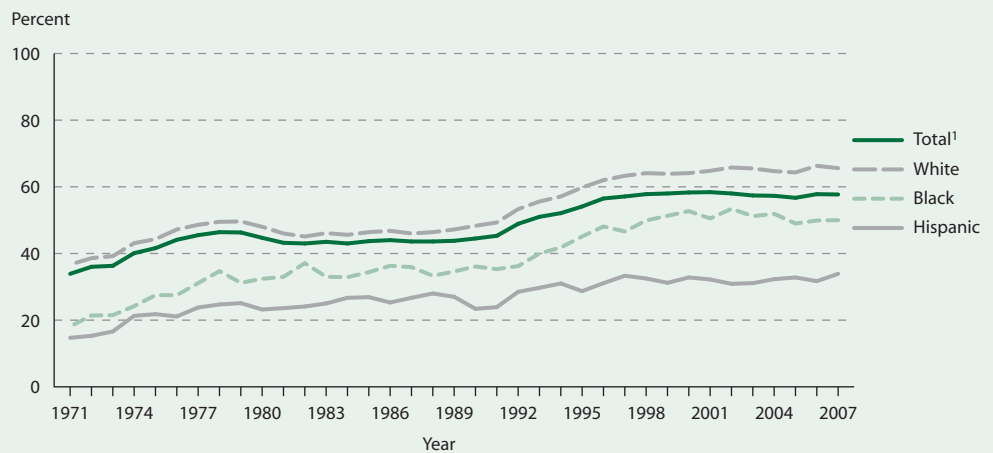
leveled off during the 1980s, and increased in the 1990s. Since the late 1990s, the rate has leveled off again. For each racial/ethnic group, the percentage completing at least some college was higher in 2007 than 1971. However, the rate of increase was lower for Hispanics than for Whites or Blacks. In 2007, about 66 percent of White 25- to 29-year-olds had completed at least some college, compared with 50 percent of their Black peers and 34 percent of their Hispanic peers.

In 2007, some 30 percent of 25- to 29-year-olds had completed a bachelor's degree or higher. In most years, about half as many 25- to 29-year-olds had completed a bachelor's degree or higher as had completed at least some college. Between 1971 and 1996, the percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 17 to 27 percent (see supplemental table 25-3). Although this change represents an increase of 10 percentage points, the rate has remained between 27 and 30 percent since 1996. While the percentage of 25- to 29-year-olds with a bachelor's degree or higher increased for all three racial/ethnic groups, the gaps between Whites and their Black and Hispanic peers widened between 1971 and 2007.

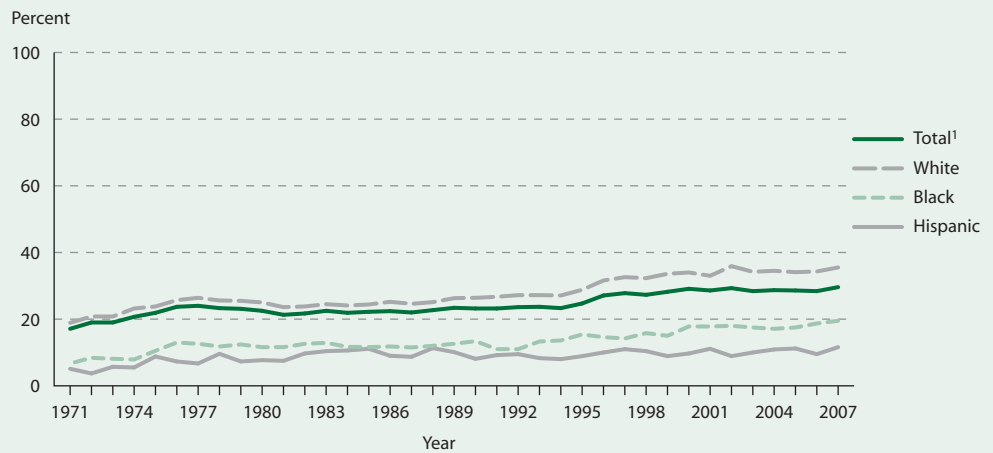
HIGH SCHOOL: Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity: March 1971–2007



SOME COLLEGE: Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity: March 1971–2007



BACHELOR'S DEGREE OR HIGHER: Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity: March 1971–2007



¹ Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: This indicator uses March Current Population Survey (CPS) data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who are out of high school and who have earned a high school credential. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, and *some college* meant completing 1 or more years of college; beginning in 1992, *high school completers* referred to those who received a high school diploma or equivalency certificate, and *some college* meant completing any college at all. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See *supplemental notes 2 and 7* for further discussion. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2007.



FOR MORE INFORMATION:
Supplemental Notes 1, 2, 7
Supplemental Tables 25-1,
25-2, 25-3

Completions

Degrees Earned

Between 1995–96 and 2005–06, the number of associate’s and bachelor’s degrees earned by minority students grew at a faster rate than for White students.

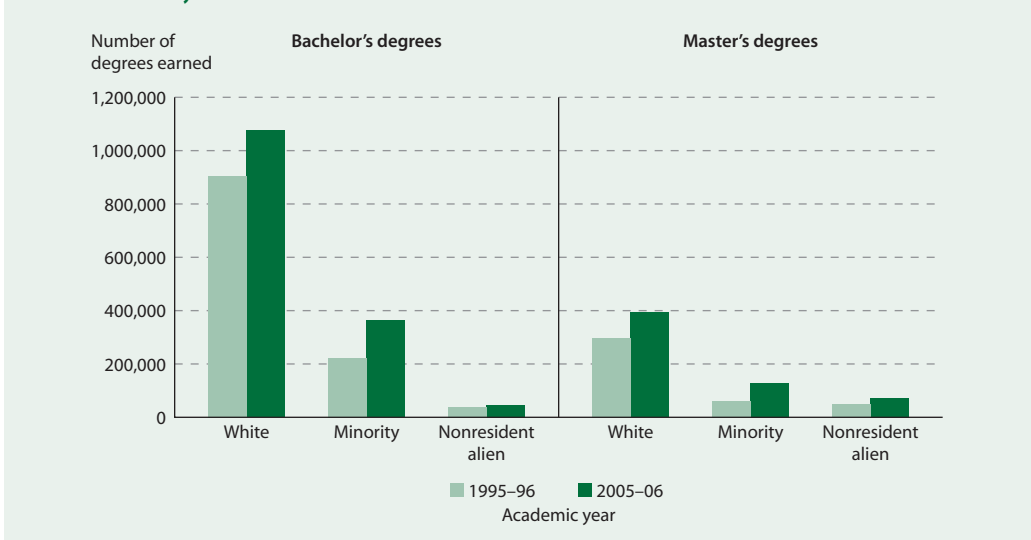
Between 1995–96 and 2005–06, enrollments in postsecondary degree-granting institutions increased by 23 percent, from 14.3 million to 17.5 million students (NCES 2008-022, table 3). This growth in enrollment was accompanied by increases in the number of degrees earned, with the number of associate’s degrees increasing by 28 percent, bachelor’s degrees by 28 percent, master’s degrees by 46 percent, first-professional degrees by 14 percent, and doctoral degrees by 26 percent (see supplemental table 26-1). For example, the annual number of bachelor’s degrees earned increased from 1.2 million in 1995–96 to 1.5 million in 2005–06.

Between 1995–96 and 2005–06, the number of associate’s degrees earned by minority students grew at a faster rate than for White students and accounted for over 60 percent of the increase in the total number of associate’s degrees awarded (see supplemental table 26-2). While the number of bachelor’s degrees earned by White students increased by 19 percent (from 905,800 to 1.1 million), the number of bachelor’s degrees earned by minority students increased by 64 percent (from 221,300 to 363,300) and

accounted for 44 percent of the total increase during this period. Minority students accounted for 37 percent of the increase in the number of master’s degrees, 59 percent of the increase in the number of first-professional degrees, and 27 percent of the increase in the number of doctoral degrees awarded. Nonresident aliens (foreign students) accounted for 13 percent of the increase in the number of master’s degrees awarded and 40 percent of the increase in doctoral degrees awarded. Despite slower growth, however, White students still earned the majority of each type of degree awarded in each year during this period. For example, Whites earned 72 percent of all bachelor’s degrees in 2005–06, compared with 78 percent in 1995–96.

Among minority students, Blacks earned 10 percent each of all bachelor’s and master’s degrees awarded in 2005–06. From 1995–96 to 2005–06, Blacks accounted for 16 percent of the increase in the number of bachelor’s degrees awarded and 18 percent of the increase in the number of master’s degrees awarded. Asians earned 12 percent of all first-professional degrees awarded in 2005–06 and accounted for 37 percent of the increase in first-professional degrees awarded.

DEGREES CONFERRED: Number of bachelor’s and master’s degrees earned by White, minority, and nonresident alien students: Academic years 1995–96 and 2005–06



NOTE: Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Detail may not sum to totals because of rounding. The contribution of growth is calculated as the increase in the number of degrees for a particular level divided by the increase in the total number of degrees.

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

FOR MORE INFORMATION:
Supplemental Notes 3, 9, 10
Supplemental Tables 26-1,
26-2



NCES 2008-022

Completions

Degrees Earned by Women

Women have earned a greater percentage of bachelor's degrees than men since the early 1980s overall, but men still earn a greater percentage of degrees in some fields, including computer and information sciences and engineering.

From 1995–96 to 2005–06, the number of degrees earned by women grew at a faster rate than for men and accounted for over 65 percent of the increase in the total bachelor's and master's degrees awarded, and for nearly 85 percent of the increase in the total doctoral degrees awarded. At each degree level, degrees earned by women as a percentage of total degrees earned also increased during this time frame (see supplemental table 27-1). Though women have earned a greater number and percentage of bachelor's and master's degrees overall than men have since the early 1980s (NCES 2008-022, table 258), men continue to earn the majority of degrees at the doctoral level.

Women earned 58 percent of all bachelor's and 60 percent of all master's degrees awarded in 2005–06 (up from 55 and 56 percent, respectively, in 1995–96). During this period, the number of degrees earned by women increased by 33 percent at the bachelor's level (from 642,000 to 855,000) and by 57 percent at the master's level (from 227,000 to 356,000). The increase in education degrees earned by women accounted for 42 percent of the overall growth in master's degrees earned by women. Although women

earned 50 percent of bachelor's and 43 percent of master's degrees in business in 2005–06, the increase in degrees in this field contributed to over 20 percent of the total growth in degrees earned by women at both levels from 1995–96 to 2005–06. Women earned over 75 percent of bachelor's and master's degrees awarded in health professions, education, and psychology in 2005–06, but less than 30 percent of degrees awarded in computer and information sciences and in engineering at both levels.

Overall, women earned 49 percent of doctoral degrees awarded in 2005–06 (up from 40 percent in 1995–96). During this period, doctoral degrees earned by women increased by 54 percent (from 17,800 to 27,400). Increases in the number of degrees earned in health professions accounted for over 40 percent of the overall growth in doctoral degrees earned by women. In 2005–06, women earned less than 40 percent of doctoral degrees awarded in business, physical sciences, mathematics and statistics, computer and information sciences, and engineering. In contrast, women earned over 70 percent of doctoral degrees in psychology and health professions that year.

¹ Includes other fields not shown separately.

NOTE: Based on data from Title IV degree-granting institutions. See *supplemental note 9* for more information. The shaded section shows fields in which women earned at least 50 percent of the degrees in 2005–06. The contribution of growth is calculated as the increase in the number of degrees for a particular field divided by the increase in the total number of degrees. Calculations are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), tables 258, 286, 288, 290–294, 296, 299–301, 303, 305, and 307, data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” and 1990–91, 1995–96, and 2005–06 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:91 and 96), and IPEDS, Fall 2006.



FOR MORE INFORMATION:
Supplemental Notes 3, 9, 10
Supplemental Table 27-1

BACHELOR'S DEGREES: Percentage of bachelor's degrees women earned and change in the percentage of degrees women earned, by field of study: Academic years 1990–91, 1995–96, and 2005–06

Field of study				Change in percentage
	1990–91	1995–96	2005–06	points between 1995–96 and 2005–06
Total¹	53.9	55.1	57.5	2.4
Health professions and related clinical sciences	83.9	81.5	86.0	4.5
Education	78.9	75.1	79.1	3.9
Psychology	72.6	73.0	77.5	4.5
English language and literature/letters	66.9	65.9	68.6	2.6
Communication, journalism, and related programs	60.8	58.8	63.4	4.7
Biological and biomedical sciences	50.8	52.6	61.5	8.9
Visual and performing arts	62.6	59.2	61.4	2.3
Social sciences and history	45.1	47.9	50.0	2.0
Business	47.2	48.6	49.8	1.2
Agriculture and natural resources	32.7	36.8	47.7	10.8
Mathematics and statistics	47.3	46.1	45.1	-1.1
Physical sciences and science technologies	31.6	36.0	41.8	5.8
Computer and information sciences and support services	29.4	27.5	20.6	-7.0
Engineering and engineering technologies	14.1	16.2	17.9	1.7