

## **Section 5**

# *Contexts of Postsecondary Education*



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This List of Indicators includes all the indicators in Section 5 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2006 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



## Introduction: Contexts of Postsecondary Education

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The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. There are 16 indicators in this section: 6, prepared for this year's volume, appear on the following pages, and all 16, including indicators from previous years, are on the Web (see Website Contents on the facing page for a full list of the indicators).

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

One important feature of postsecondary education is the courses and programs of study that

students take. Data on degree recipients show trends in the number and fields of study for bachelor's and associate's degree recipients.

Distinct from curriculum but also important to monitor are opportunities to learn in postsecondary education. Information on distance education courses taught by faculty is presented in the volume. Indicators available on the Web show the provision of and participation in remedial education.

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

Faculty are a critical resource for colleges and universities. They teach students, conduct research, and serve their institutions and communities. One indicator in *The Condition of Education* examines trends in faculty salaries at different levels and across types of institutions.

Finally, *The Condition of Education* examines financial support for education. Indicators in this year's volume show the availability of federal grants and loans as well as the total and net access price (the total price minus grants and loans) of attending a college or university. Additional indicators on the Web show the institutional aid available to students and the debt burden of college graduates.

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

# Programs and Courses

## Degrees and Fields of Study

The number of bachelor's degrees awarded increased by 33 percent between 1989–90 and 2003–04, while the number of associate's degrees increased by 46 percent.

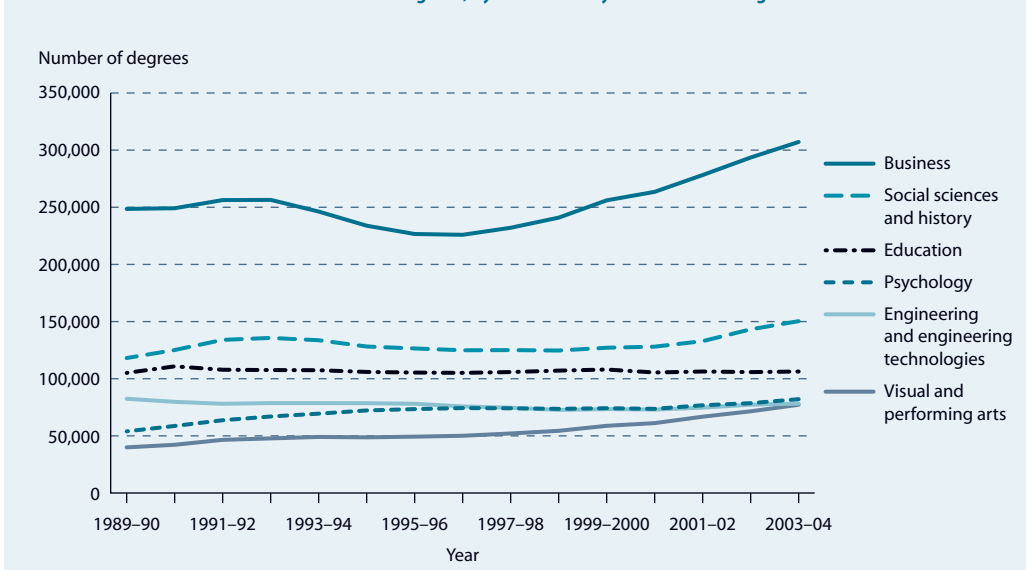
The number of bachelor's degrees awarded from academic years 1989–90 through 2003–04 increased by 33 percent (from 1.05 million to 1.40 million), while the number of associate's degrees awarded increased by 46 percent (from 455,000 to 665,000) (see supplemental tables 45-1 and 45-3). Growth in the number of bachelor's degrees awarded was greater during the second half of this period than the first half, while growth in the number of associate's degrees awarded was greater during the first half (see supplemental tables 45-2 and 45-3).

Each year during this period, more bachelor's degrees were awarded in business than in any other field (see supplemental table 45-1). Although there was a 24 percent increase in the number of bachelor's degrees awarded in business, the rate of increase was slower than the rate for bachelor's degrees overall (see supplemental table 45-2). Three of the next five largest fields in 2003–04 also experienced increases in the number of bachelor's degrees awarded, with visual and performing arts experiencing the greatest increase (93 percent). The sole decline in those five fields was in engineering

and engineering technologies (a decline of 5 percent). The percentage of bachelor's degrees awarded increased in two of those five fields (4 vs. 6 percent for visual and performing arts and 5 vs. 6 percent for psychology) and decreased in two of those five fields (10 vs. 8 percent for education and 8 vs. 6 percent for engineering and engineering technologies). Eleven percent of bachelor's degrees were awarded in social sciences and history in both 1989–90 and 2003–04.

During this period, more associate's degrees were awarded in the field of liberal arts and sciences, general studies, and humanities than in any other field (see supplemental table 45-3). This field's percentage of associate's degrees grew from 29 percent in 1989–90 to 34 percent in 2003–04. In 2003–04, some 16 percent of all associate's degrees awarded were in each of the next two largest fields, business and health professions and related clinical sciences. The largest percentage change in associate's degrees awarded during this period was in computer and information sciences, which more than tripled (11,000 vs. 42,000).

**BACHELOR'S DEGREES: Number of bachelor's degrees, by field of study: 1989–90 through 2003–04**



NOTE: See supplemental note 10 for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 250, and previously unpublished tabulation (July 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2000 through Fall 2004.

FOR MORE INFORMATION:  
Supplemental Notes 3, 9, 10  
Supplemental Tables 45-1,  
45-2, 45-3



# Learning Opportunities

## Instructional Faculty and Staff Who Teach Undergraduates

*Seventy-eight percent of full-time instructional faculty and staff at bachelor's, master's, and doctoral institutions taught at least one undergraduate class for credit in fall 2003, and 59 percent taught these classes exclusively.*

This indicator examines the extent to which postsecondary faculty and instructional staff are directly involved in educating students. It does this by looking at the percentage of faculty and staff in 2003 who had instructional responsibilities that were associated with students earning credit, including teaching classes for credit and advising or supervising students' for-credit academic activities. Overall, about 90 percent of all faculty and instructional staff at degree-granting public and private not-for-profit postsecondary institutions had such instructional responsibilities in fall 2003 (NCES 2006-176).

Looking specifically at undergraduate teaching, among full-time instructional faculty and staff who taught for-credit classes at bachelor's, master's, and doctoral institutions, 78 percent taught at least one undergraduate class in fall 2003, and 59 percent taught undergraduate classes exclusively.<sup>1</sup> Instructors and lecturers were more likely than professors, associate professors, and assistant professors to have taught at least one undergraduate class in fall 2003 and to have taught only undergraduate classes.

Reflecting the broader mission of doctoral institutions, instructional faculty and staff at these institutions were less likely than those at master's or bachelor's institutions to have taught any undergraduate classes and to have taught such classes exclusively. Two-thirds of instructional faculty and staff at doctoral institutions taught at least one undergraduate class, and 46 percent taught them exclusively in fall 2003. In contrast, 90 percent of instructional faculty and staff at master's institutions, which educate graduate students but tend to be less focused on faculty research than doctoral institutions, taught any undergraduate classes in fall 2003, and 71 percent taught these classes exclusively. At bachelor's institutions, which focus on undergraduate education, 97 percent of instructional faculty and staff taught at least one undergraduate class, and 92 percent did so exclusively.

The likelihood of teaching undergraduates was also related to tenure status. At doctoral and master's institutions, instructional faculty and staff who were tenured or on the tenure track were less likely than nontenure-track faculty to teach undergraduates exclusively (see supplemental table 46-1).

<sup>1</sup> Although the sample of institutions was not strictly comparable, the corresponding percentages in fall 1998 were 79 and 58 percent.

<sup>2</sup> Faculty who had some other title or no rank were included in the total but not shown separately.

NOTE: Included in the table are full-time faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Because some bachelor's institutions award a small number of graduate degrees each year, some faculty at these institutions teach graduate students exclusively. Institutions categorized as Bachelor's/Associate's institutions are those that award primarily associate's degrees and certificates, but at least 10 percent of conferrals are bachelor's degrees. In this analysis, these institutions are included in the bachelor's category. See *supplemental note 9* for more information on the classification of postsecondary institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (September 2005).

**UNDERGRADUATE TEACHING: Percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by academic rank: Fall 2003**

Academic rank	Taught at least one undergraduate class for credit				Taught only undergraduate classes for credit			
	All	Doctoral	Master's	Bachelor's	All	Doctoral	Master's	Bachelor's
<b>Total<sup>2</sup></b>	<b>77.6</b>	<b>66.6</b>	<b>89.7</b>	<b>97.4</b>	<b>59.2</b>	<b>45.6</b>	<b>70.8</b>	<b>92.3</b>
Professor	74.0	63.2	88.5	97.5	52.0	38.9	65.4	92.0
Associate professor	75.4	64.0	88.5	97.1	54.3	40.4	65.8	91.7
Assistant professor	78.2	64.5	89.6	98.2	60.7	44.1	72.0	92.0
Instructor	91.5	86.0	97.2	95.7	83.7	74.4	91.3	95.2
Lecturer	89.4	87.0	93.5	97.9	80.5	78.7	82.6	92.3



FOR MORE INFORMATION:  
Supplemental Notes 3, 9  
Supplemental Table 46-1  
NCES 2001-072  
NCES 2006-176

# Learning Opportunities

## Distance Education by Postsecondary Faculty

*The percentage of full-time instructional faculty and staff who teach distance education courses is greater at public institutions offering primarily associate’s degrees and certificates than at other types of institutions.*

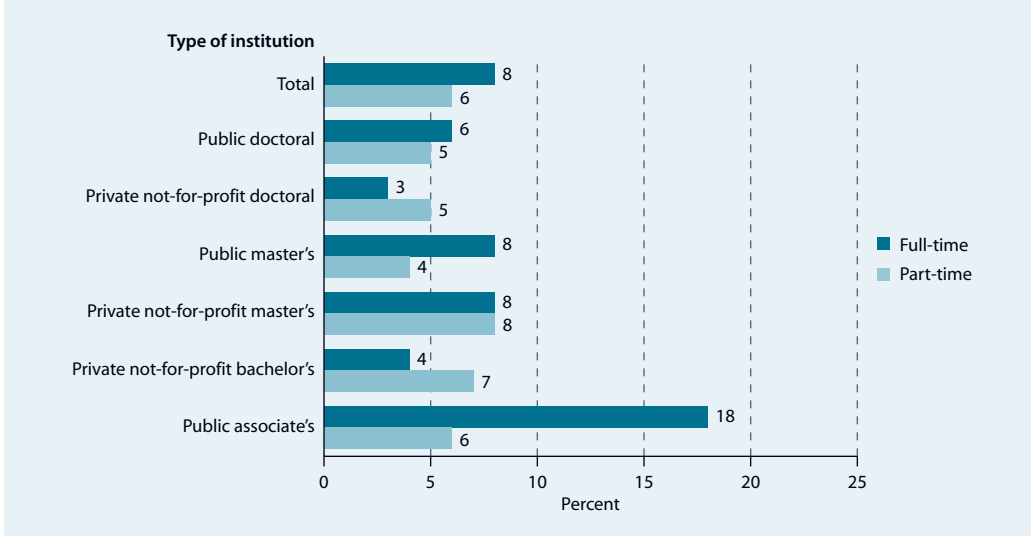
Distance education has become increasingly common in postsecondary education. In 2004–05, some 62 percent of public and private not-for-profit 2- and 4-year institutions offered distance education courses (defined as “an option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means”).<sup>1</sup> A greater proportion of public than private not-for-profit institutions offered distance education courses: in the public sector about 88 percent of 2-year and 86 percent of 4-year institutions offered these courses, compared with 12 percent of 2-year and 40 percent of 4-year institutions in the private not-for-profit sector.

Although a majority of institutions offer distance education, a minority of instructional faculty and staff have taught these courses, defined in the faculty survey as “classes in which students and instructors are separated either primarily or exclusively by distance or time.” Eight percent of full-time and 6 percent of part-time instructional faculty and staff reported teaching a distance education course in fall 2003.

The percentage of instructional faculty and staff who taught distance education courses was related to their employment status (full- or part-time) and the type of institution in which they taught. A larger percentage of full-time instructional faculty and staff at public institutions offering primarily associate’s degrees and certificates taught a distance education course (18 percent), compared with their part-time counterparts at the same type of institution (6 percent) or either full- or part-time instructional faculty and staff at any other type of institution (3–8 percent).

Full-time instructional faculty and staff were more likely than their part-time counterparts to have taught a distance education course (8 vs. 6 percent; see supplemental table 47-1). Among full- and part-time instructional faculty and staff, those who did not teach distance education carried a lighter courseload than their peers who taught distance education. Instructional faculty and staff who did not teach a distance education course taught an average of two classes in fall 2003, compared with four classes taught by their peers with courseloads that included a distance education course.

**DISTANCE EDUCATION INSTRUCTION: Percentage of instructional faculty and staff who taught distance education courses, by type of institution and employment status: Fall 2003**



<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, 2004 Integrated Postsecondary Education Data System (IPEDS), previously unpublished tabulation (February 2006).

NOTE: Included are faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Distance education includes classes in which students and instructors are separated either primarily or exclusively by distance or time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (November 2005).

FOR MORE INFORMATION:

Supplemental Notes 3,9

Supplemental Table 47-1

NCES 2001-072





# Faculty and Staff

## Faculty Salary, Benefits, and Total Compensation

*Average inflation-adjusted salaries for full-time instructional faculty increased 20 percent from 1979–80 through 2004–05. Faculty at private 4-year doctoral universities had higher salaries and benefits than faculty at other types of institutions.*

Adjusted for inflation, the average salary for full-time instructional faculty has increased by 20 percent over the past 25 years to \$63,300 in 2005 (see supplemental table 48-1). Average salaries were higher in 2004–05 than in 1979–80 for faculty in all academic ranks. The increase was greatest for instructors, whose average salary increased by 37 percent, followed by 25 percent for professors. The average salary increased at all types of institutions as well, ranging from a low of 8 percent at public 2-year colleges to a high of 41 percent at private 4-year doctoral universities. Overall, the average salary increased more at private than at public institutions.

Faculty earned the most, on average, at private 4-year doctoral universities. In 2004–05, full-time instructional faculty at private 4-year doctoral universities earned \$13,700 more than full-time instructional faculty at public 4-year doctoral universities and between \$28,400 and \$50,800 more than their counterparts at other types of institutions.

Fringe benefits for faculty have increased proportionately more than salaries since 1979–80 (66 vs. 20 percent). As with salaries, faculty at private 4-year doctoral institutions received more in benefits, on average, than their colleagues at other types of institutions. Combining salary with benefits, full-time instructional faculty across all types of institutions received a total compensation package averaging \$79,900 in 2004–05, about 27 percent more than they had received in 1979–80.

From 1979–80 through 2004–05, the proportion of full-time instructional faculty on 11- or 12-month contracts increased from 13 to 17 percent (see supplemental table 48-2). However, their average salary and benefits increased less than those of faculty on 9- or 10-month contracts (10 vs. 21 percent for salaries; 45 vs. 70 percent for benefits).

<sup>1</sup> Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, or other benefits.

<sup>2</sup> Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. See supplemental note 9 for more information about classifications of postsecondary institutions.

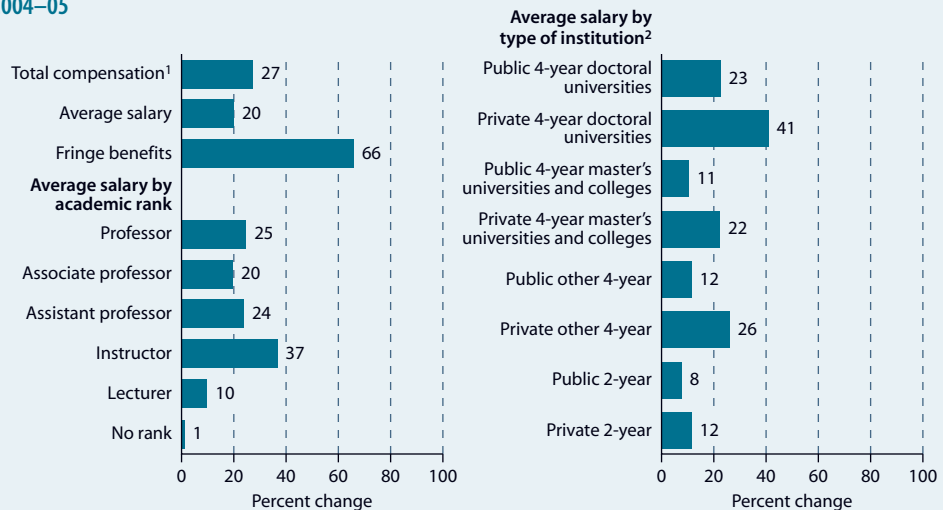
NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2004–05, there were about 2,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See supplemental note 11 for more information about the CPI. See supplemental note 3 for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–04) and "Completions Survey" (IPEDS-C: 89–04), previously unpublished tabulation (September 2005).



FOR MORE INFORMATION:  
Supplemental Notes 3, 9, 11  
Supplemental Tables 48-1, 48-2

**FACULTY SALARIES: Percentage change in total compensation, average salary by academic rank and type of institution, and fringe benefits of full-time instructional faculty at degree-granting institutions (adjusted for inflation): 1979–80 to 2004–05**





# Finance

## Total and Net Access Price of Attending a Postsecondary Institution

*For full-time dependent undergraduates, larger grants and loans generally compensated for increases in the total price of attending in the 1990s. Since 1999–2000, however, the net access price of attending a public 4-year institution has increased.*

What and how undergraduates and their families pay for college have changed since the early 1990s. Growth in tuition and fees outpaced both inflation and median family income during this period (The College Board 2004) and the financial aid system changed. At the federal level, the 1992 reauthorization of the Higher Education Act expanded eligibility for financial aid, raised loan limits, and introduced unsubsidized loans for students regardless of income. Also, during the 1990s, the federal government introduced tax credits to ease the burden of paying for college, and states and institutions increased their grant programs, particularly programs considering merit (The College Board 2004; Horn and Peter 2003).

The total price of attending a postsecondary institution (also called “the student budget”) includes tuition and fees, books and materials, and an allowance for living expenses. In 2003–04, the average price of attendance for full-time<sup>1</sup> dependent students was \$9,800 at public 2-year institutions, \$15,100 at public 4-year institutions, \$29,500 at private not-for-profit 4-year institutions, and \$18,100 at private for-profit less-than-4-year institutions. Between 1989–90 and 1999–2000, the average total price of attendance for these students increased at each of the four major types of institutions. Between 1999–2000 and 2003–04, it increased again at public 2-year institutions and at both types of 4-year institutions.

Many students and their families do not pay the full price of attendance, but receive financial aid to help cover their expenses. The primary types of aid are grants, which do not have to be repaid, and loans, which must be repaid.<sup>2</sup> Grants (including scholarships) may be awarded on the basis of financial need, merit, or both and include tuition aid from employers. The loan amounts reported in this indicator include student borrowing through federal, state, institutional, or alternative (private) loan programs and loans taken out by parents through the federal Parent Loans for Undergraduate Students (PLUS) program.

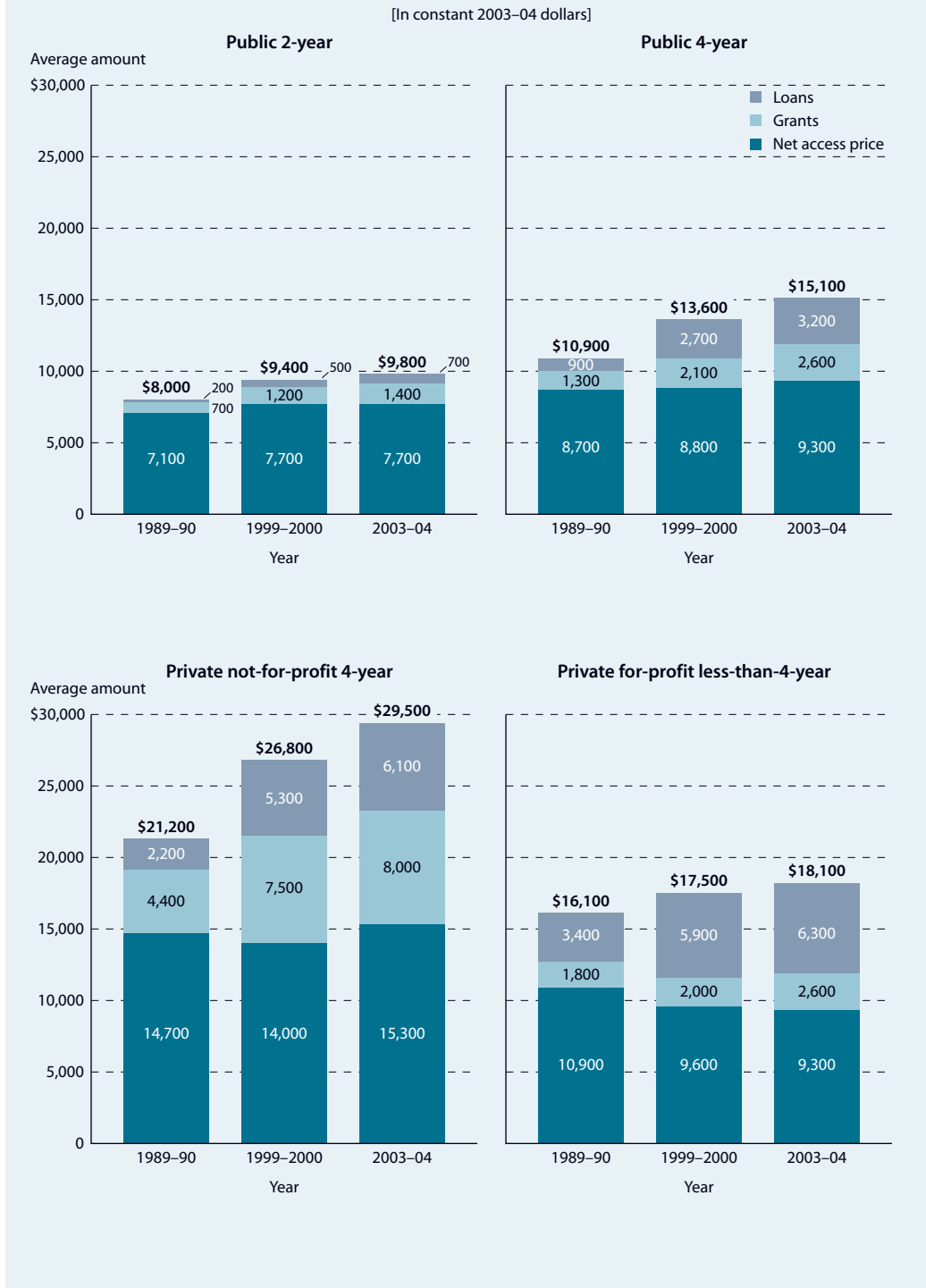
Between 1989–90 and 1999–2000, the average amount received in grants and the average amount borrowed, adjusted for inflation, both increased for full-time dependent undergraduates at public 2- and 4-year and private not-for-profit 4-year institutions. Between 1999–2000 and 2003–04, the average amount borrowed increased for students at public 2- and 4-year institutions and at private not-for-profit 4-year institutions. Increases in the average grant amount between 1999–2000 and 2003–04, however, were statistically significant only for students at public 4-year institutions.

The net access price is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants (which decrease the price) and loans (which postpone payment of some portion of expenses). Between 1989–90 and 1999–2000, grants and loans increased along with total price, and the only statistically significant increase in net access price occurred for full-time dependent undergraduates at public 2-year institutions. Between 1999–2000 and 2003–04, however, net access price increased at public 4-year institutions despite increases in both grants and loans during that period.

Within type of institution, families at different income levels were affected differently by changes in net access price (see supplemental table 49-1). For instance, while net access price increased overall at public 4-year institutions between 1999–2000 and 2003–04, only middle-income students faced statistically significant increases; there was no measurable change for low- and high-income students. At private not-for-profit 4-year institutions, where there was no statistically significant net access price increase overall between 1999–2000 and 2003–04, there was an increase for low-income students, but there was no measurable change for students at other income levels.



**PRICE OF ATTENDANCE: Average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04.**



<sup>1</sup> Full time means they attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution).

<sup>2</sup> Loans promote access to postsecondary education by providing the cash needed to enroll. However, because the funds must be repaid (with interest), loans defer rather than reduce the price of attending.

NOTE: Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net access price. Averages were computed for all students, including those who did not receive financial aid. Detail may not sum to totals because of rounding. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U. Estimates exclude students who were not U.S. citizens or permanent residents, and therefore were ineligible for federal student aid; students who attended more than one institution in a year, because of the difficulty matching information on price and aid; and students who attended private for-profit 4-year institutions, because of their small number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).



FOR MORE INFORMATION:  
 Supplemental Notes 3, 11  
 Supplemental Table 49-1  
 NCES 2003-157  
 NCES 2004-075  
 NCES 2004-158  
 The College Board 2004

# Finance

## Federal Grants and Loans to Undergraduate Students

From 1992–93 to 1999–2000, the percentage of full-time, full-year undergraduates with federal loans increased, while the percentage with federal grants did not. There were increases for both loans and grants from 1999–2000 to 2003–04.

Grants and loans are the major forms of federal financial support to postsecondary students. Federal grants are available to undergraduates who qualify by income, whereas loans are available to all students. In 1992, the federal government increased loan limits, extended eligibility for subsidized loans to more middle- and high-income students, and introduced unsubsidized loans for students regardless of income. From 1992–93 to 2003–04, the annual amount of federal loans borrowed by both undergraduates and graduates grew from about \$19 billion to \$50 billion, while federal grants received by undergraduates grew from about \$9 billion to \$13 billion.<sup>1</sup>

This indicator examines the percentage of full-time, full-year undergraduates who borrowed through federal loan programs, the percentage receiving federal grants between 1992–93 (the last year before the changes took effect) and 2003–04, and the average annual amounts received by recipients in constant 2003–04 dollars (see supplemental table 50-1).

From 1992–93 to 1999–2000, the percentage of full-time undergraduates who had federal loans increased from 31 to 44 percent, while the

percentage receiving grants remained at about 30 percent. By 2003–04, both the percentage who had loans (48 percent) and the percentage receiving grants (34 percent) had increased. Thus the average percentage of federal aid received as loans increased from 54 percent in 1992–93 to 64 percent in 1999–2000, with no substantial change observed in 2003–04 (63 percent).

Among low-income dependent undergraduates, the percentage taking out federal loans was between 47 and 48 percent from 1992–93 to 2003–04, while the percentage receiving federal grants increased from 68 percent in 1992–93 to 72 percent in 1999–2000 and 2003–04. The average proportion of federal aid they received as loans decreased from 38 to 34 percent from 1992–93 to 2003–04. By contrast, among high-income dependent undergraduates, the percentage taking out federal loans increased from 13 percent in 1992–93 to 32 percent in 1999–2000 and 38 percent in 2003–04, while no measurable change was observed in the percentage receiving grants (about 1 percent) between 1992–93 and 2003–04. Thus the percentage of federal aid that high-income dependent undergraduates received as loans increased from 88 to 92 percent.

<sup>1</sup> Calculated from The College Board (2003, 2005), *Trends in Student Aid*. From the 2003 report, the data for 1992–93 were adjusted to constant 2003–04 dollars. Only Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Perkins loans, and subsidized and unsubsidized Stafford loans are included in the federal grant and loan amounts cited.

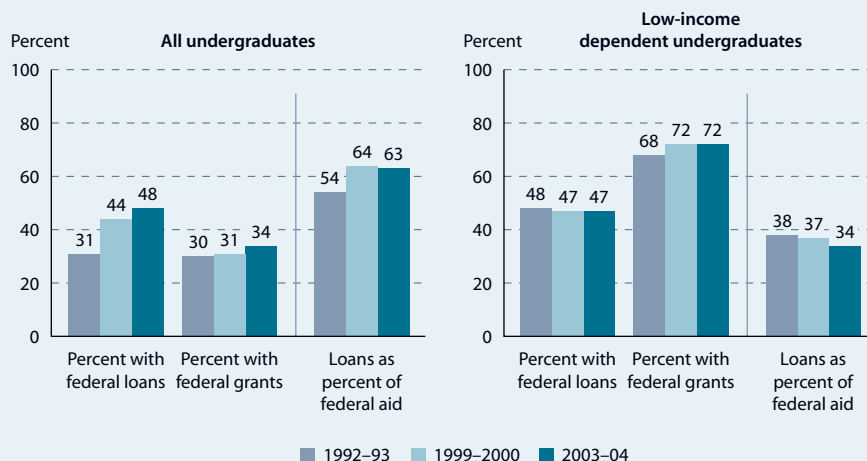
NOTE: Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS); federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total federal aid includes federal work-study aid as well as grants and loans. Parent Loans for Undergraduate Students (PLUS) loans to parents, veterans' benefits, and tax credits are not included in any of the totals. Loans as a percentage of federal aid is determined by dividing the amount of federal loans received (including zero loan amounts) by the amount of total federal aid received for each case. Income for dependent students is based on parents' annual income in the prior year. Low-income students were defined as those with family incomes below the 25th percentile. Adjusted to 2003–04 dollars, the cutoff points for each survey year were in 1992–93, \$39,200; in 1999–2000, \$35,700; and in 2003–04, \$34,200. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars. See supplemental note 11 for more information about the CPI-U.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:  
 Supplemental Notes 3, 11  
 Supplemental Table 50-1  
 The College Board 2003, 2005



**FEDERAL AID: Percentage of full-time, full-year undergraduates who received federal loans and grants, and the average percentage of federal aid received as loans, for all undergraduates and low-income dependent undergraduates: 1992–93, 1999–2000, and 2003–04**



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