

## **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 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



## Introduction: Contexts of Postsecondary Education

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. There are 10 indicators in this section: 4, prepared for this year's volume, appear on the following pages, and all 10, 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 are open to almost anyone. 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. College transcripts are used in

an indicator on the Web to trace the top 30 courses taken by college graduates over the past three decades in order to measure stability and change in student coursetaking. Another indicator shows trends in the distribution of postsecondary degrees across fields of study.

Distinct from curriculum but also important to monitor are opportunities to learn in postsecondary education. Indicators in *The Condition of Education* cover the provision of and participation in remedial education, the perceived impact of working while enrolled on postsecondary learning, and distance 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.

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

Finally, state policy issues are matters of concern to postsecondary institutions. One new indicator in this volume examines the changes in the use of technology in academic libraries, and another describes state policies designed to promote transfer from community colleges to 4-year colleges and universities.

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>.

# Characteristics of Postsecondary Students

## Minority Student Enrollments

*In 2002, Black students were more than twice as likely as Hispanic students to attend an institution where they made up at least 80 percent of the total enrollment, reflecting in part the existence of institutions established principally to educate Black Americans.*

Twenty-nine percent of all students enrolled in degree-granting institutions in 2002 were racial/ethnic minorities—that is, they were American Indian, Asian/Pacific Islander, Black, or Hispanic.<sup>1</sup> This indicator first compares the percent minority enrollment across types of institutions and then examines two measures of racial isolation: the percentage of minority students who were attending institutions with low- and high-minority enrollments (defined as less than 20 percent and 80 percent or more, respectively); and for Asians/Pacific Islanders, Blacks, and Hispanics,<sup>2</sup> how many of their own racial/ethnic group were at the institutions they attended.

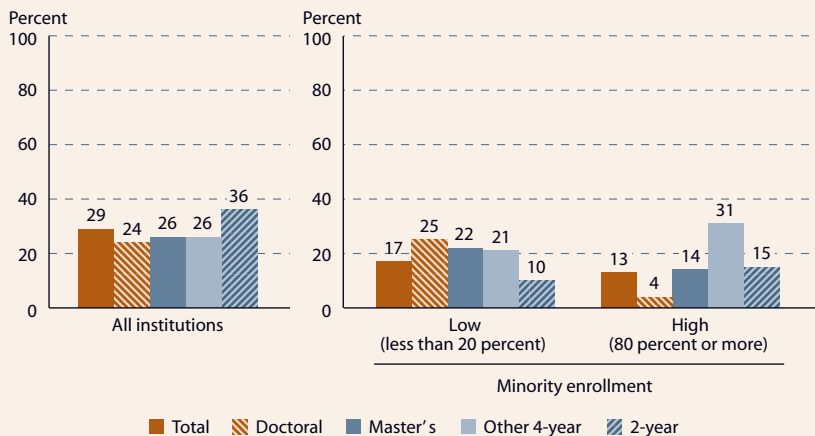
At each type of 4-year institution, roughly one-quarter of students (24–26 percent) were minorities (see figure on this page and supplemental table 31-1). Public 2-year institutions had proportionately more minority students (36 percent) than 4-year institutions.

Although the percentages of students who were minorities were similar across types of 4-year institutions, minority students who attended doctoral and master’s institutions were more likely to be at

an institution with a low-minority enrollment than at one with a high-minority enrollment; however, minority students who attended other 4-year institutions were more likely to be at an institution with a high- rather than low-minority enrollment.

For minority students, the likelihood of attending an institution with a high concentration of their own racial/ethnic group depends partly, but not entirely, on the size of the group. In 2002, Black and Hispanic students accounted for similar percentages of total enrollment (12 and 10 percent, respectively), and about one-fifth of each group attended institutions where they were the majority (see figure on facing page). However, Blacks were more than twice as likely as Hispanics to attend an institution where they made up at least 80 percent of the total enrollment (12 vs. 5 percent). Asians/Pacific Islanders accounted for a relatively low proportion of overall enrollment (6 percent); consequently, two-thirds of them attended an institution where less than 20 percent of the total enrollment was Asian/Pacific Islander. These overall patterns for individual racial/ethnic groups varied by type of institution (see supplemental table 31-3).

**MINORITY ENROLLMENT: Percentage of students who were minorities at all degree-granting institutions and, among minority students, percentage at institutions with low and high percentages of minorities, by type of institution: Fall 2002**



<sup>1</sup> Includes undergraduate, graduate, and first-professional students. Nonresident aliens are included in the total enrollment (i.e., the denominator), but none are considered minority students.

<sup>2</sup> American Indians constituted 1 percent of total enrollment and were not examined separately. See supplemental table 31-2 for data on American Indians.

NOTE: Data are for 4- and 2-year degree-granting institutions that were participating in Title IV federal financial aid programs in fall 2002. See supplemental note 8 for information on types of institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:02), fall 2002, previously unpublished tabulation (December 2004).

FOR MORE INFORMATION:  
Supplemental Notes 1, 3, 8

Supplemental Tables 31-1,  
31-2, 31-3

NCES 2004-062  
NCES 2002-051  
NCES 2005-025

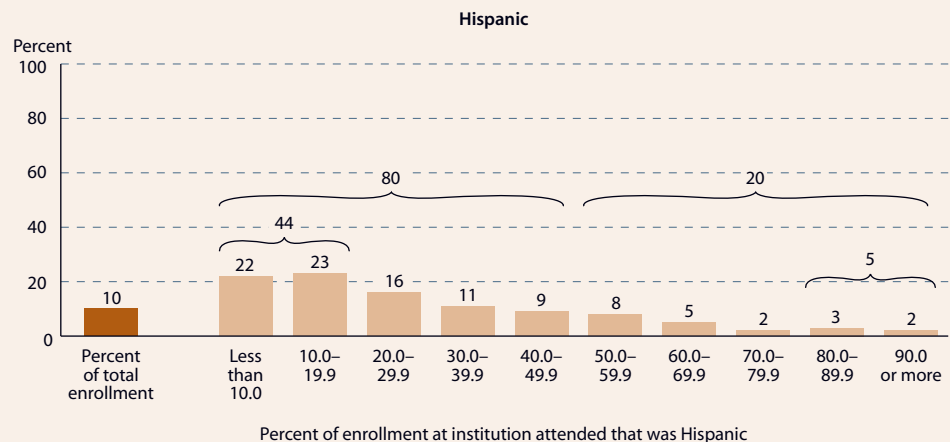
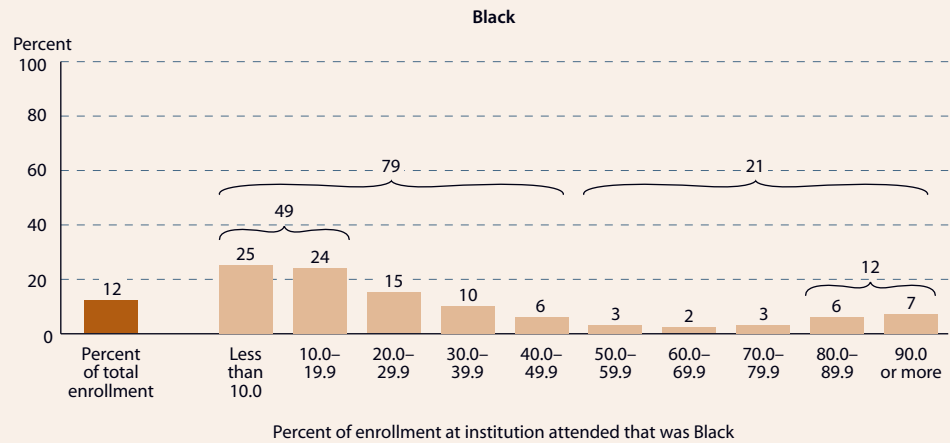
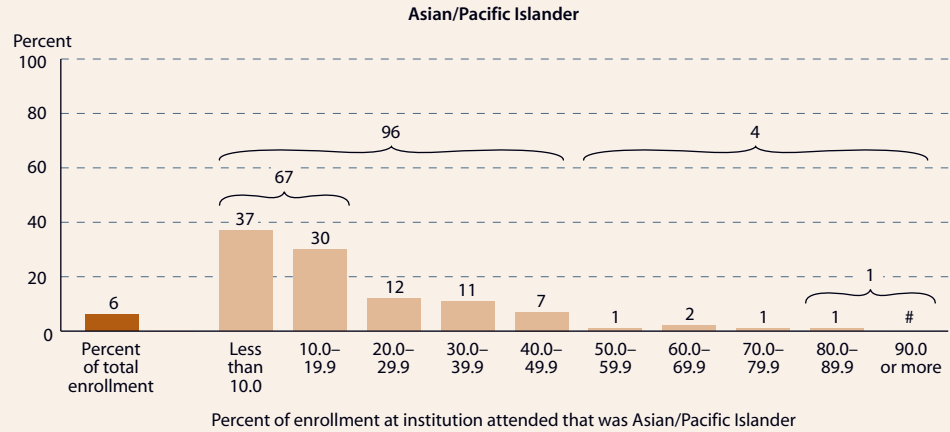




Twelve percent of Black students attended Historically Black Colleges and Universities (HBCUs), defined as degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans (see supplemental table 31-2).

Forty-seven percent of Hispanic students attended Hispanic Serving Institutions (HSIs), defined in legislation as degree-granting institutions with full-time-equivalent undergraduate enrollment of Hispanic students at 25 percent or more.

**ENROLLMENT BY RACE/ETHNICITY: Percentage of students enrolled in degree-granting institutions who were Asian/Pacific Islander, Black, and Hispanic and, for each racial/ethnic group, the percentage distribution of students by their racial/ethnic enrollment concentration at the institution attended: Fall 2002**



# Rounds to zero.

NOTE: Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Nonresident aliens are included in the total enrollment (i.e., the denominator), but none are considered minority students. Data are for 4- and 2-year degree-granting institutions that were participating in Title IV federal financial aid programs in fall 2002. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:02), fall 2002, previously unpublished tabulation (December 2004).



FOR MORE INFORMATION:

Supplemental Notes 1, 3, 8  
Supplemental Tables 31-1,  
31-2, 31-3

NCES 2004-062  
NCES 2002-051  
NCES 2005-025

# Faculty and Staff

## Faculty Salary, Benefits, and Total Compensation

*Average inflation-adjusted salaries for full-time instructional faculty increased 8 percent from 1987–88 to 2002–03. Faculty at private 4-year doctoral universities earned more and received more in benefits than faculty at other types of institutions.*

The average salary, adjusted for inflation, for full-time instructional faculty decreased during the late 1970s and increased to recover these losses by the late 1980s. The average salary remained relatively stable over the next decade and then increased from the late 1990s. In 2002–03, the average salary for full-time instructional faculty was \$62,800, about \$4,400 more than the salary in 1987–88.

Average salaries were higher in 2002–03 than in 1987–88 for faculty in each academic rank except for the “no rank” category. The increase was greatest for instructors, whose average salary increased by 27 percent. The average salary increased at most types of institutions, ranging from a low of 1 percent at 2-year institutions to a high of 12 percent at doctoral universities; it also increased more at private than at public institutions (see supplemental table 32-1).

Faculty earned the most, on average, at private 4-year doctoral universities. In 2002–03, the average salary for full-time instructional faculty at private 4-year doctoral universities was \$82,500, about \$9,700 more than the average salary at public

4-year doctoral universities and from \$23,600 to \$47,500 more than at other types of institutions.

Fringe benefits for faculty have increased proportionately more than salaries. In 2002–03, full-time instructional faculty received benefits averaging \$15,500, a 34 percent increase since 1987–88, compared with an 8 percent increase in average salary. As with salaries, faculty in private 4-year doctoral institutions received more in benefits, on average, than their colleagues in other types of institutions. Full-time instructional faculty across all institutions received a total compensation package (salary and benefits) averaging \$78,300 in 2002–03, about \$8,300 more than they had received in 1987–88. About half of this increase is due to salary increases and half to benefit increases.

From 1987–88 to 2002–03, the share of full-time instructional faculty on 11- or 12-month contracts increased from 14 to 17 percent; however, their average salary and benefits increased less than those of faculty on 9- or 10-month contracts (4 vs. 8 percent for salaries and 19 vs. 37 percent for benefits) (see supplemental table 32-2).

<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, other insurance benefits, guaranteed disability income protection, tuition plans (dependent only), housing plans, Social Security taxes, unemployment compensation, worker's compensation, or other benefits.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2002–03, there were about 3,500 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were in constant 2002–03 dollars, which were adjusted by the Consumer Price Index (CPI) from the Bureau of Labor Statistics and rounded to the nearest 100. Detail may not sum to totals because of rounding. See supplemental note 8 for more information on types of institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1977–78 and 1982–83 Higher Education General Information Survey (HEGIS), “Faculty Salaries, Tenure, and Fringe Benefits Survey,” 1987–88, 1992–93, and 1997–98 Integrated Postsecondary Education Data System, “Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey” (IPEDS-SA:87–98) and “Completions Survey” (IPEDS-C:87–98), and IPEDS, winter 2002–03, previously unpublished tabulation (December 2004).

FOR MORE INFORMATION:  
Supplemental Notes 8, 9  
Supplemental Tables 32-1,  
32-2



**FACULTY SALARIES: Average salaries of full-time instructional faculty at degree-granting institutions by academic rank and type of institution, average fringe benefits, and total compensation: Selected academic years, 1977–78 to 2002–03**

Compensation, salary, and benefits <sup>1</sup>	[In constant 2002–03 dollars]						Percent change 1987–88 to 2002–03
	1977–78	1982–83	1987–88	1992–93	1997–98	2002–03	
<b>Total compensation</b>	<b>\$66,600</b>	<b>\$63,100</b>	<b>\$70,000</b>	<b>\$72,700</b>	<b>\$73,500</b>	<b>\$78,300</b>	<b>11.9</b>
Salary	57,000	52,100	58,400	59,000	59,700	62,800	7.5
Academic rank							
Professor	77,000	68,600	76,800	77,900	79,300	86,100	12.1
Associate professor	58,000	51,800	57,500	58,100	58,600	62,800	9.2
Assistant professor	47,400	42,300	47,400	48,200	48,400	52,800	11.4
Instructor	38,300	34,100	37,200	37,800	38,100	47,300	27.2
Lecturer	44,200	38,500	42,500	40,300	40,900	43,700	2.8
No rank	52,100	46,600	49,600	48,100	49,000	46,500	-6.3
Type of institution							
Doctoral universities	64,600	59,400	67,500	68,600	70,800	75,500	11.9
Master's colleges and universities	55,700	50,300	56,400	55,100	56,000	57,800	2.5
Other 4-year	47,400	44,600	48,800	50,400	50,400	52,700	8.0
2-year	52,200	46,800	50,600	49,300	50,100	51,000	0.8
Fringe benefits	9,600	11,000	11,600	13,700	13,800	15,500	33.6



# College Resources

## Electronic Services in Academic Libraries

*Academic libraries are not only providing a broad array of electronic services to their primary clientele, but are also increasingly providing these services to off-campus users other than their primary clientele.*

The past two decades have brought unprecedented changes in technology for academic libraries. Libraries once focused on helping users identify, retrieve, and use materials within the library building. Now they are supporting these activities with a broad array of electronic services, and increasingly, users can access these services from locations outside the library (Lougee 2002).

In 2000, electronic catalogs were almost universal: 94 percent of all institutions with academic libraries had an electronic catalog, up from 80 percent 4 years earlier. In addition, libraries have expanded electronic services intended to make it easier for patrons to access library resources. For example, 73 percent of institutions with academic libraries allowed patrons to place interlibrary loans or request documents electronically in 2000, versus 60 percent in 1996. In addition, 73 percent provided reference service by e-mail in 2000, versus 40 percent in 1996, and 49 percent delivered documents electronically in 2000 versus 17 percent in 1996. In addition to expanding electronic services, academic libraries have made access more convenient for their primary clientele, who increasingly can access

the services from elsewhere on campus or off campus (see supplemental table 33-1).

Many academic libraries are taking advantage of technology to serve a broader clientele. For example, in 2000, 80 percent of institutions with academic libraries made their electronic catalogs available to off-campus users other than their primary clientele; 54 percent provided these off-campus users with electronic reference services by e-mail; 23 percent allowed them to place interlibrary loan and document requests electronically; and 16 percent provided electronic document delivery.

Academic libraries at institutions with graduate programs have generally led in providing electronic services, but gaps between institution types are narrowing. For example, at least 96 percent of libraries in the research, doctoral, and master's Carnegie categories had electronic catalogs by 1996, compared with 83 percent of libraries in baccalaureate institutions and 77 percent in associate of arts institutions. By 2000, however, 97 percent of baccalaureate and 93 percent of associate of arts institutions with libraries had electronic catalogs.

<sup>1</sup>Data for access by users other than primary clientele were not collected in 1996.

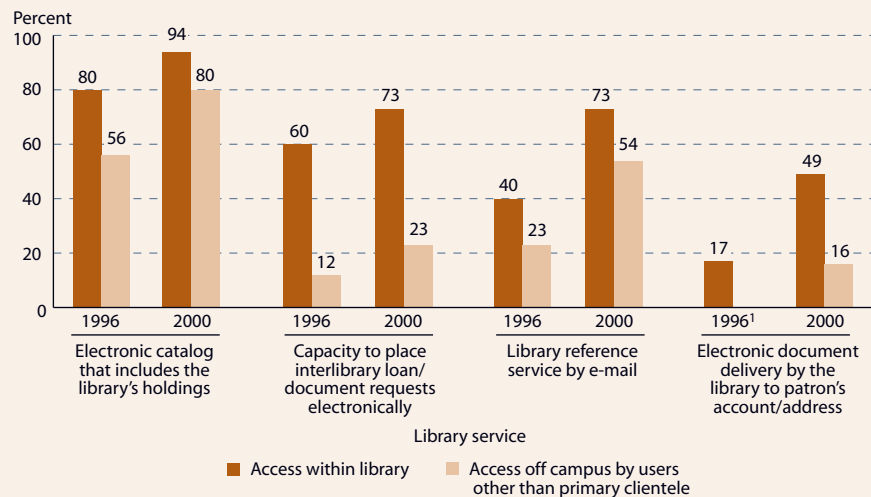
NOTE: The survey instructions did not define "primary clientele." Institutions may consider different groups to be their primary clientele.

SOURCE: Cahalan, M.W., and Justh, N.M. (1999). *Academic Libraries: 1996* (NCES 2000-326), table 12B, and Carey, N., and Justh, N.M. (2003). *Academic Libraries: 2000* (NCES 2004-317), table 12B. Data from U.S. Department of Education, National Center for Education Statistics, 1996 Integrated Postsecondary Education Data System, "Academic Libraries Survey" (IPEDS-L: 96) and 2000 Integrated Postsecondary Education Data System, "Academic Libraries Survey" (IPEDS-L:00).



FOR MORE INFORMATION:  
Supplemental Notes 3, 8  
Supplemental Table 33-1  
Lougee 2002

**ELECTRONIC SERVICES: Percentage of degree-granting institutions with libraries that have selected electronic services, by type of access: 1996 and 2000**





# State Policy

## State Transfer and Articulation Policies

*A majority of states have implemented laws and policies to promote the successful transfer of students from community colleges to 4-year institutions.*

Preparing students to transfer to a 4-year institution is vital to the community college mission. One-quarter of students who started at a public 2-year institution in 1995–96 intended to transfer to a 4-year institution and earn a bachelor’s degree; by 2001, 51 percent of these students had transferred (NCES 2003–067, *indicator 19*). Some students whose original goal was less than a bachelor’s degree had also transferred by 2001. The overall transfer rate (including both those who had originally intended to transfer and those who had not) was 29 percent.

A majority of states have instituted policies to facilitate transfers (Education Commission of the States 2001): 30 states have written transfer and articulation policy into legislation, and 40 states have established statewide cooperative agreements among institutions or departments (see supplemental table 34-1). To monitor success, 33 states require institutions to report transfer data. To encourage transfers, 18 states provide incentives and rewards such as special financial aid, guaranteed credit transfer, or priority admission. To help prospective transfer students, 26 states have developed statewide articulation

guides to describe transfer requirements and procedures. In addition, 23 states have developed a common core of required courses to eliminate confusion about what students need to take. Finally, 8 states have adopted a common course numbering system for 2- and 4-year institutions to clarify which credits are transferable.

While it is useful to monitor how many states have instituted various transfer policies, it is also important to know how many students are affected by them. In fall 2000, 48 percent of all community college students were enrolled in just 5 states (California, Florida, Illinois, New York, and Texas) (see supplemental table 34-1). Thus, policies adopted in these and other states with large numbers of community college students have a relatively large impact. In fall 2000, most community college students attended institutions in states with legislation on transfer and articulation (78 percent), cooperative agreements (89 percent), and requirements for reporting transfer data (90 percent). More than half attended institutions in states with common core courses (66 percent) and statewide articulation guides (57 percent).

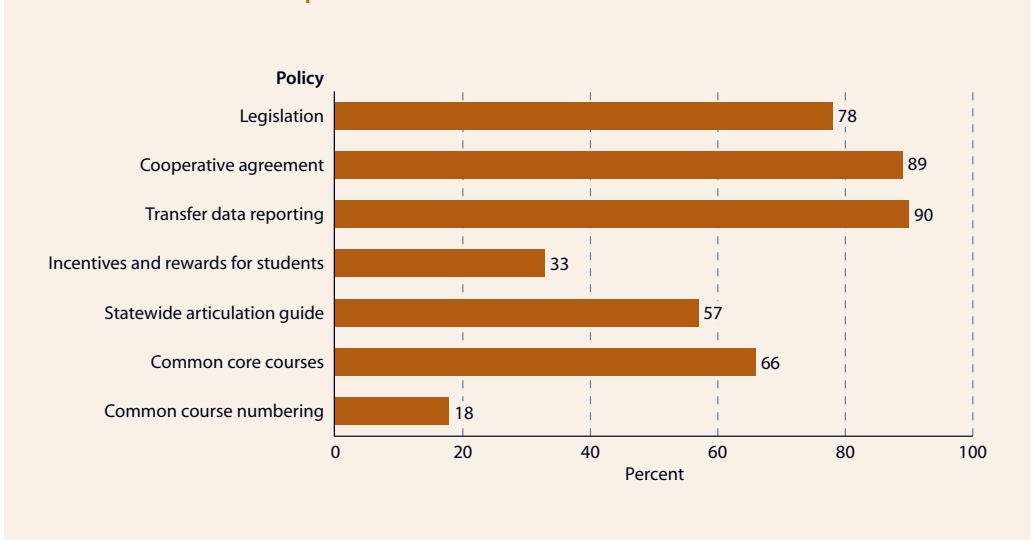
NOTE: Transfer is the procedure by which credits students earn at one institution are applied toward a degree at another institution; articulation refers to the statewide policies and/or agreements among institutions to accept the transfer of credits. For more information, see <http://www.ecs.org/html/issue.asp?issueid=220>. A summary of state policies and activities enacted since 2001 is available at <http://www.ecs.org>. Much of this recent activity refines or expands earlier policies.

SOURCE: Education Commission of the States. (2001, February). *Transfer and Articulation Policies*. This information is the sole property of Education Commission of the States, copyright © 2001. All rights reserved. Used with permission. Retrieved November 4, 2004, from <http://www.ecs.org/clearinghouse/23/75/2375.htm>; and U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 201. Data from U.S. Department of Education, NCES, 2000 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:00).

FOR MORE INFORMATION:  
Supplemental Notes 3, 10  
Supplemental Table 34-1  
NCES 2003–067, *indicator 19*



**TRANSFER AND ARTICULATION POLICIES: Percentage of public 2-year students enrolled in institutions in states with selected transfer and articulation policies: 2000**



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