

CHAPTER 4

UNDERGRADUATE COMPLETION



Race and Ethnicity in Higher Education: 2024 Status Report

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ABOUT THE PROJECT

Race and Ethnicity in Higher Education: 2024 Status Report follows *Race and Ethnicity in Higher Education: A Status Report* (2019) and *Race and Ethnicity in Higher Education: 2020 Supplement*. These reports and the accompanying website provide a data-informed foundation for those who are working to close persistent equity gaps and also offer a glimpse into the educational pathways of today’s college students and the educators who serve them. For more information, including downloadable figures and detailed data tables behind the figures presented in this report, please visit equityinhighered.org.

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INTRODUCTION

Concerns about differential college enrollment rates among racial and ethnic groups are long-standing. In 2020 and 2021, 84 percent of Asian and 64 percent of White recent high school graduates enrolled in college, compared with the 57 percent of Hispanic or Latino and 58 percent of Black or African American recent graduates who enrolled in either a two-year or a four-year institution. The gaps in enrollment at four-year institutions are even larger (NCES 2023). But merely enrolling in college is insufficient to ensure that students receive the advantages of a college education. Students must complete their degrees or certificates to reap financial and other benefits associated with college.

As this chapter details, regardless of the institution type at which they began, Black or African American students were less likely than their peers from other racial and ethnic groups to complete a degree or certificate. While the data presented here do not explain the disparities, they do highlight the need for policies and practices to narrow gaps in college success.

This chapter also reports on the degrees and certificates earned by students from different racial and ethnic groups. It looks separately at short- and long-term certificates, associate degrees, and bachelor's degrees and examines fields of study at different types of institutions. The variations across racial and ethnic groups are relevant because they are associated with differences in employment opportunities and earnings. Asian, White, and international students were more likely than others to earn bachelor's degrees. At public and private nonprofit institutions, Asian and international students were far more likely than others to pursue their bachelor's degrees in science, technology, engineering, and mathematics (STEM) fields. Black or African American students were more likely than others to choose health care fields, social science, general studies, and other applied fields.

KEY FINDINGS

Completion Rates

- For all racial and ethnic groups, the six-year completion rate was the highest at R1 doctoral institutions and the lowest at associate and special focus institutions (see tables 4.1 through 4.6).¹
- Women who completed a degree or certificate within six years did so at a higher rate than men, regardless of the Carnegie Classification of the institution in which students first enrolled. However, gender gaps tended to be larger at master's institutions and at other doctoral institutions than at R1 doctoral institutions (see tables 4.1 through 4.6).
- Black or African American students consistently had lower completion rates than those of any other racial and ethnic groups, regardless of the Carnegie Classification of the starting institution (see tables 4.1 through 4.6).
- The gap in completion rates between White students and Black or African American students was largest at other doctoral institutions (73 percent versus 48 percent) and smallest at special focus institutions (43 percent versus 34 percent). The shares of students who did not complete a degree or certificate or were not enrolled at an institution six years after enrolling were larger at both other doctoral institutions and master's institutions than at R1 doctoral institutions (see tables 4.1 through 4.6).

Degrees and Certificates Earned

- Between 2001 and 2021, the total number of undergraduate degrees and certificates awarded annually increased from about 2.1 million to 3.9 million (see figure 4.1). The share of bachelor's degrees declined from 58.9 percent to 53.5 percent, while the share of short-term certificates increased from 13.1 percent to 19.3 percent (see table 4.7).²
- More than half of Asian, White, and multiracial students completed bachelor's degrees in 2021. In contrast, among Black or African American, Native Hawaiian or other Pacific Islander, Hispanic or Latino, and American Indian or Alaska Native students, subbaccalaureate certificates and degrees made up the highest share of completed degrees (see table 4.7).³
- More than three-quarters of the undergraduate degrees and certificates completed in 2021 were awarded at public four-year (37.3 percent) or public two-year (39.7 percent) institutions. Undergraduate completions of international and Asian students were more concentrated at public four-year institutions (50.4 percent and 46.8 percent, respectively), while Hispanic or Latino and American Indian or Alaska Native students were more concentrated at public two-year institutions (50.8 percent and 49.5 percent, respectively). Seven percent of all undergraduate completions were awarded at for-profit institutions (see figure 4.2).⁴
- Over one-third of international and Asian students completed an undergraduate degree or certificate at R1 doctoral institutions, while nearly half of Hispanic or Latino students earned a degree or certificate at associate institutions. Roughly 8 percent of American Indian or Alaska Native students earned a degree or certificate at Tribal Colleges and Universities (see figures 4.13, 4.17, and 4.21).
- The largest share of subbaccalaureate degrees and certificates awarded in 2021 were conferred at public two-year institutions, while most bachelor's degrees were awarded at public four-year institutions (see figure 4.25).

1 Institutions were categorized into Carnegie Classification based upon the 2018 Basic Carnegie Classification, an update of the framework that was developed by the Carnegie Commission on Higher Education in the early 1970s. It is important to note that classifications are time-specific descriptions of institutional attributes and behavior; thus, an individual institution's classification may change over time. For more information, please refer to the report's methodology.

2 *Short-term certificates* included those that were designed to be completed in less than two academic years.

3 The National Center for Education Statistics (NCES, n.d.-b.) defines a U.S. nonresident as "a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely." In this report, U.S. nonresidents are labeled as international students. NCES defines students as two or more races for those who report as identifying with more than one racial or ethnic group. In this report, students of two or more races are labeled as multiracial students.

4 Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. For more information, please refer to this report's methodology.

- In 2021, when about 13 percent of all short-term certificates were from for-profit institutions, approximately 22 percent of Black or African American students and 28 percent of Native Hawaiian or other Pacific Islander students earned a certificate in the for-profit sector (see figure 4.13).
- Manufacturing, military technology, and other applied fields were the most common fields of study for both short-term and long-term certificate recipients (see figures 4.15 and 4.19). General studies and other fields and STEM fields were the most common fields of study for associate and bachelor's degree recipients, respectively (see figures 4.23 and 4.27).⁵
- Among bachelor's degree recipients, nearly four in 10 Asian and international students studied STEM fields, while fewer than 20 percent of Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and Black or African American students did so (see figure 4.27).

⁵ *General studies and other fields* included fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. *STEM fields* included computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture.

UNDERGRADUATE COMPLETION RATES: STUDENTS WHO BEGAN COLLEGE IN FALL 2011

This section analyzes the completion rates of students who first enrolled in postsecondary education institutions in fall 2011. Completion rates were calculated within six years of first enrollment and followed students through spring 2017. Six years represented 300 percent of the normal time at two-year institutions and 150 percent of the normal time at four-year institutions. Completion rates included both full-time and part-time students.

Undergraduate completion rate data come from the U.S. Department of Education's Beginning Postsecondary Students (BPS) Longitudinal Study, which tracks students' paths through postsecondary education by surveying a cohort of students at three points: at the end of their first, third, and sixth academic years after entry into postsecondary education. BPS draws its cohorts from the National Postsecondary Student Aid Study (NPSAS) to create a nationally representative sample of first-time beginning undergraduate students enrolled in postsecondary education (NCES, n.d.-a).

We present data on students' six-year outcomes, disaggregated by six different types of institutions where students first enrolled: 1) R1 doctoral institutions; 2) other doctoral institutions; 3) master's institutions; 4) bachelor's institutions; 5) associate institutions; or 6) special focus institutions. This categorization of institutional type utilizes the 2018 Carnegie Basic Classification.⁶ Detailed descriptions for each type of institution are provided in the report's methodology.

Undergraduate completion rates within six years varied greatly across types of institutions. Across all racial and ethnic groups, students who started at R1 doctoral institutions (86.6 percent) had the highest six-year completion rate, followed by students who started at other doctoral (67.6 percent), master's (66.3 percent), and bachelor's (64.8 percent) institutions. Completion rates for students who started at special focus (42.8 percent) and associate (41.1 percent) institutions were much lower.

Across all Carnegie Classifications, women on average were more likely than men to complete a degree or certificate within six years of first enrolling. Black or African American students consistently had the lowest completion rates of any racial and ethnic group, while White and Asian students tended to have the highest completion rates.

R1 doctoral institutions had lower shares of students who did not complete or were not enrolled at any institution six years after initial enrollment, compared with shares of students at master's institutions and other doctoral institutions.

Completion Rates for Students Who Started at R1 Doctoral Institutions

Most students who started at R1 doctoral institutions in fall 2011 completed a degree or certificate within six years (86.6 percent)—83.5 percent attained a bachelor's degree, 1.7 percent attained an associate degree, and 1.2 percent attained a certificate. About 5 percent of students were still enrolled at either four-year (3.5 percent) or less-than-four-year (1.4 percent) institutions in spring 2017. About 8 percent did not complete a degree or certificate and were no longer enrolled in any institutions after six years.

⁶ Six-year outcomes data for students who began at Tribal Colleges and Universities were suppressed due to small sample size.

Table 4.1: Six-Year Outcomes for Students Who Started at R1 Doctoral Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	83.7%	1.7%	1.2%	3.5%	1.4%	8.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	86.5%	‡	‡	3.0% !	‡	7.7% !	100%
	Black or African American	69.2%	6.8% !	‡	9.0% !	3.9% !!	11.0% !	100%
	Hispanic or Latino	78.6%	2.6% !!	6.9% !	2.5% !!	‡	8.8% !	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	85.9%	1.2% !	0.7% !	3.3%	1.2% !	7.7%	100%
	More than one race	80.2%	‡	‡	‡	‡	14.5% !	100%
	International students	90.9%	‡	‡	6.1% !!	‡	‡	100%
Men	All men	82.3%	‡	0.9% !	4.9%	1.8129 !	9.5%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	85.5%	‡	‡	6.8% !	‡	5.3% !	100%
	Black or African American	71.8%	‡	‡	9.4% !!	‡	18.8% !	100%
	Hispanic or Latino	76.5%	‡	‡	‡	‡	13.1% !	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	83.9%	‡	1.2% !!	4.4%	1.8% !	8.5%	100%
	More than one race	‡	‡	‡	‡	‡	‡	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	84.9%	2.6%	1.5% !	2.4%	1.1% !	7.5%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	87.2%	‡	‡	‡	‡	9.6% !	100%
	Black or African American	67.4%	11.6% !	‡	8.8% !!	6.6% !!	5.6% !	100%
	Hispanic or Latina	80.0%	2.1% !!	10.5% !	‡	‡	5.7% !!	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	87.8%	2.0% !	‡	2.4% !	0.6% !!	7.0%	100%
	More than one race	83.1%	‡	‡	‡	‡	12.1% !!	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Nearly nine in 10 international (90.1 percent), Asian (86.5 percent), and White (85.9 percent) students completed a bachelor's degree within six years. Smaller percentages of multiracial (80.2 percent), Hispanic or Latino (78.6 percent), and Black or African American (69.2 percent) students did so.

Gender

- A larger share of the women who started at R1 doctoral institutions in fall 2011 (84.9 percent) completed a bachelor's degree within six years, compared with the share of men (82.3 percent) who did so. A similar pattern emerged for all racial and ethnic groups except for Black or African American students when looking at completion rates by gender and race and ethnicity. A larger share of Black or African American men than that of Black or African American women completed a bachelor's degree within six years.

Completion Rates for Students Who Started at Other Doctoral Institutions

More than two-thirds (67.6 percent) of students who started in fall 2011 at other doctoral institutions completed a degree or certificate within six years. Sixty percent of students attained a bachelor's degree, 5.4 percent earned an associate degree, and 2.1 percent earned a certificate. Approximately 12 percent (12.1 percent) were still enrolled at four-year (9.6 percent) or less-than-four-year (2.5 percent) institutions in spring 2017. One-fifth (20.3 percent) did not complete a degree or certificate and were no longer enrolled at any institution six years after their first enrollment.

Table 4.2: Six-Year Outcomes for Students Who Started at Other Doctoral Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

	Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total	
All Students	All racial and ethnic groups	60.1%	5.4%	2.1%	9.6%	2.5%	20.3%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	55.9%	4.0% !!	‡	23.8% !	‡	8.8% !	100%
	Black or African American	38.9%	6.8%	2.8% !	11.8%	5.7% !	34.1%	100%
	Hispanic or Latino	57.4%	5.4%	3.1% !	7.2% !	5.3% !	21.6%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	65.8%	5.1%	1.7%	8.3%	1.2% !	17.8%	100%
	More than one race	62.6%	6.3% !	‡	8.1% !	‡	21.8%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	56.9%	5.1%	1.4% !	11.8%	2.1% !	22.6%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	46.9%	‡	‡	34.3% !	‡	‡	100%
	Black or African American	31.2%	8.0% !!	2.0% !!	18.4% !	3.3% !!	37.0%	100%
	Hispanic or Latino	60.7%	7.5%	3.7% !!	3.4% !!	6.2% !!	18.6%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	62.8%	4.3%	1.1% !	10.0%	0.7% !!	21.1%	100%
	More than one race	52.8%	3.8% !	‡	8.5% !!	‡	34.9% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	62.3%	5.5%	2.6%	8.1%	2.8%	18.7%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	63.6%	‡	‡	14.9% !!	‡	9.6% !!	100%
	Black or African American	43.5%	6.0% !	3.2% !	7.8%	7.1% !	32.3%	100%
	Hispanic or Latina	55.5%	4.1% !	2.8% !	9.4% !	4.8% !	23.4%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	68.1%	5.7%	2.2%	7.0%	1.6% !	15.3%	100%
	More than one race	68.3%	7.7% !!	‡	7.8% !	‡	14.2% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Nearly three-quarters of White students (72.6 percent) completed a degree or certificate within six years, while fewer than half of Black or African American students did so.
- More than one-third of Black or African American students (34.1 percent) had left their college or university within six years of enrolling without completing a degree or certificate—the highest share of any group.

Gender

- Overall, women (70.4 percent) completed an undergraduate degree or certificate within six years at a higher rate than men (63.5 percent) across all racial and ethnic groups except for Hispanic or Latino students.
- Black or African American men had the highest dropout rate (37.0 percent) of any group.

Completion Rates for Students Who Started at Master's Institutions

Two-thirds of students who started at master's institutions in fall 2011 completed a degree or certificate within six years (66.3 percent)—60.0 percent attained a bachelor's degree, 4.6 percent attained an associate degree, and 1.7 percent attained a certificate. Roughly one in 10 students (11.2 percent) were still enrolled at four-year (7.6 percent) or less-than-four-year (3.6 percent) institutions in spring 2017. The average dropout rate of students at master's institutions was 22.6 percent, larger than that of students at R1 institutions (8.4 percent) and other doctoral institutions (20.3 percent).

Table 4.3: Six-Year Outcomes for Students Who Started at Master's Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	60.0%	4.6%	1.7%	7.6%	3.6%	22.6%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	70.9%	3.8% !	‡	7.3% !	1.6% !!	15.7%	100%
	Black or African American	42.3%	4.8%	3.2% !!	7.9%	7.1% !	34.8%	100%
	Hispanic or Latino	56.5%	3.6%	1.8% !	8.4%	6.1%	23.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	65.0%	4.9%	1.5%	7.0%	2.5%	19.2%	100%
	More than one race	49.2%	3.5% !!	1.0% !!	9.7% !	2.9% !!	33.7%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	54.6%	4.5%	1.6%	9.2%	3.1%	26.9%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	60.9%	5.5% !!	‡	13.0% !	‡	19.1% !	100%
	Black or African American	41.9%	4.6% !	1.9% !!	6.9% !	5.8% !!	38.8%	100%
	Hispanic or Latino	47.8%	4.7% !	3.2% !	9.0%	7.6% !	27.7%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	59.3%	4.5%	1.3% !	9.0%	1.9% !	24.0%	100%
	More than one race	43.5%	3.1% !!	‡	10.1% !!	‡	41.3%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
Women	All women	63.9%	4.6%	1.8%	6.4%	3.9%	19.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	80.2%	2.3% !!	‡	2.0% !!	1.8% !!	12.6% !	100%
	Black or African American	42.5%	4.9%	4.0% !!	8.6%	7.9% !	32.0%	100%
	Hispanic or Latina	62.6%	2.8% !	0.9% !	8.1%	5.1%	20.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	69.2%	5.2%	1.6%	5.5%	2.9%	15.6%	100%
	More than one race	54.3%	3.9% !!	2.0% !!	9.3% !	‡	26.7%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- About two-thirds of Asian (70.9 percent), White (65.0 percent), and Hispanic or Latino (56.5 percent) students completed a bachelor's degree within six years. Fewer than half of multiracial (49.2 percent) and Black or African American (42.3 percent) students had attained a bachelor's degree in spring 2017.
- The dropout rate was highest among Black or African American (34.8 percent) students at master's institutions. This rate was higher compared with that of Black or African American students at R1 doctoral institutions (11.0 percent) and at other doctoral institutions (34.1 percent). Moreover, the dropout rate for Black or African American students at master's institutions was lower than that at bachelor's (39.0 percent), associate (52.2 percent), and special focus institutions (52.9 percent).

Gender

- Across all racial and ethnic groups, a larger share of women (70.3 percent overall) than that of men (60.8 percent overall) completed a bachelor's degree.
- In particular, Asian women (80.2 percent) were twice as likely as Black or African American men (41.9 percent) to have completed a bachelor's degree by spring 2017.
- In spring 2017, 38.8 percent of Black or African American men had not completed a degree or were no longer enrolled at any institution.

Completion Rates for Students Who Started at Bachelor's Institutions

Slightly fewer than two-thirds of students who started at bachelor's institutions in fall 2011 completed a degree or certificate within six years (64.8 percent). More than half of all students (55.2 percent) attained a bachelor's degree, 6.5 percent attained an associate degree, and 3.1 percent attained a certificate. About one in 10 students (10.5 percent) were still enrolled at four-year (7.3 percent) or less-than-four-year (3.2 percent) institutions. By spring 2017, one-quarter of students (24.8 percent) had left their college or university without completing a degree or certificate.

Table 4.4: Six-Year Outcomes for Students Who Started at Bachelor's Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	55.2%	6.5%	3.1%	7.3%	3.2%	24.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	72.7%	3.6% !!	‡	8.6% !!	‡	11.8% !!	100%
	Black or African American	35.4%	6.5% !	5.2%	7.7%	6.2% !!	39.0%	100%
	Hispanic or Latino	39.2%	15.0% !	8.5% !	9.0% !	3.6% !	24.6%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	62.6%	5.3%	1.9% !	6.7%	2.6%	20.9%	100%
	More than one race	48.3%	2.7%	4.3% !!	7.3% !	‡	36.6%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	52.8%	6.6%	1.8%	7.0%	3.1% !	28.7%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	‡	‡	‡	‡	100%
	Black or African American	35.0%	6.4% !	1.1% !!	5.9% !!	4.4% !!	47.2%	100%
	Hispanic or Latino	30.7%	19.8% !	8.2% !	11.5% !	3.8% !!	26.1%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	60.9%	4.6%	1.3% !	6.0%	3.2% !	24.1%	100%
	More than one race	41.9%	3.5% !!	‡	5.3% !!	‡	49.3%	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	57.1%	6.3%	4.1%	7.5%	3.2%	21.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	‡	‡	‡	‡	100%
	Black or African American	35.7%	6.6% !	8.1%	9.0%	7.5% !!	33.1%	100%
	Hispanic or Latina	45.7%	11.4% !	8.8% !!	7.1% !!	3.4% !!	23.5%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	63.8%	5.8%	2.3% !	7.3%	2.2%	18.6%	100%
	More than one race	53.1%	‡	7.6% !!	8.8% !	‡	27.2%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Nearly three-quarters of Asian students (72.7 percent) completed a bachelor's degree within six years, compared with 39.2 percent of Hispanic or Latino students and 35.4 percent of Black or African American students.
- About 39 percent of Black or African American students left their college or university without completing any degree or certificate—the highest share of any group.

Gender

- A larger share of women (67.5 percent) than that of men (61.3 percent) attained a degree or certificate within six years.
- About two-thirds of White women (63.8 percent) completed a bachelor's degree, which was more than double the share of Hispanic or Latino men (30.7 percent) who did the same.
- Nearly half of multiracial men (49.3 percent) and Black or African American men (47.2 percent) left their college or university without completing a degree or certificate.

Completion Rates for Students Who Started at Associate Institutions

Across all Carnegie Classifications, students who started at associate institutions had the lowest six-year completion rate. Fewer than half of students who started at associate institutions in fall 2011 completed a degree or certificate within six years (41.1 percent). About 12 percent of students who first enrolled at associate institutions attained a bachelor's degree, 18.4 percent attained an associate degree, and 10.6 percent attained a certificate. About 15 percent of students were still enrolled at four-year (5.9 percent) or less-than-four-year (8.7 percent) institutions in spring 2017. Slightly fewer than half (44.2 percent) did not complete a degree or certificate and were no longer enrolled at any institution six years after their first enrollment.

Table 4.5: Six-Year Outcomes for Students Who Started at Associate Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	12.1%	18.4%	10.6%	5.9%	8.7%	44.2%	100%
	American Indian or Alaska Native	7.4% !!	13.7%	19.6%	11.4% !!	8.9% !!	39.0%	100%
	Asian	19.8%	19.7%	8.3% !	9.2% !	9.9% !	33.1%	100%
	Black or African American	6.4%	13.5%	11.7%	5.2%	11.1%	52.2%	100%
	Hispanic or Latino	8.7%	16.7%	13.1%	7.2%	11.0%	43.3%	100%
	Native Hawaiian or other Pacific Islander	7.3% !!	23.6% !!	9.7% !!	‡	‡	53.7%	100%
	White	14.6%	20.0%	9.5%	5.1%	7.1%	43.7%	100%
	More than one race	12.8%	23.7%	9.1%	6.3% !	6.0% !	42.1%	100%
	International students	20.7%	30.7% !	‡	14.5% !!	9.9% !!	23.0% !	100%
Men	All men	10.4%	18.3%	9.5%	6.3%	8.1%	47.3%	100%
	American Indian or Alaska Native	8.7% !!	10.0% !!	11.7% !!	‡	16.1% !!	34.9% !	100%
	Asian	15.5%	16.3%	7.0% !	8.2% !	11.6% !	41.3%	100%
	Black or African American	4.3% !	14.3%	10.6%	5.0%	9.5%	56.3%	100%
	Hispanic or Latino	8.0%	16.8%	11.6%	8.9%	10.4%	44.4%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	12.1%	19.5%	9.1%	5.1%	6.8%	47.4%	100%
	More than one race	12.5% !	24.5%	5.1% !!	2.0% !!	2.7% !!	53.2%	100%
	International students	‡	‡	‡	‡	‡	‡	100%

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
Women	All women	13.6%	18.5%	11.6%	5.6%	9.2%	41.6%	100%
	American Indian or Alaska Native	6.1% !!	17.5% !	27.7%	‡	1.5% !!	43.2%	100%
	Asian	25.5%	24.2%	9.9% !	10.6% !	7.5% !!	22.2%	100%
	Black or African American	7.9%	12.9%	12.4%	5.3%	12.1%	49.4%	100%
	Hispanic or Latina	9.3%	16.5%	14.3%	6.0%	11.4%	42.4%	100%
	Native Hawaiian or other Pacific Islander	10.7% !!	5.2% !!	13.7% !!	‡	‡	67.5%	100%
	White	17.0%	20.4%	9.9%	5.0%	7.4%	40.4%	100%
	More than one race	13.0%	23.0%	12.5%	10.0% !	9.0% !	32.4%	100%
	International students	16.9% !!	36.5% !	‡	‡	13.7% !!	28.9% !!	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- About 20 percent of international (20.7 percent) and Asian (19.8 percent) students who began at an associate institution completed a bachelor's degree within six years. In contrast, fewer than 10 percent of Hispanic or Latino (8.7 percent), American Indian or Alaska Native (7.4 percent), Native Hawaiian or other Pacific Islander (7.3 percent), and Black or African American (6.4 percent) students did so.
- More than half of all Native Hawaiian or other Pacific Islander (53.7 percent) and Black or African American (52.2 percent) students had left their college or university within six years of first enrolling without completing a degree or certificate.

Gender

- Among students who began at associate institutions, women (43.6 percent) had a higher six-year completion rate than that of men (38.2 percent). Women of all racial and ethnic groups had higher completion rates than that of men, but the gap was particularly large (21 percentage points) between Asian women and men.
- More than two-thirds of Native Hawaiian or other Pacific Islander women (67.5 percent) and more than half of Black or African American men (56.3 percent) and multiracial men (53.2 percent) had left their college or university within six years of first enrolling without completing a degree or certificate.

Completion Rates for Students Who Started at Special Focus Institutions

Fewer than one-third (30.7 percent) of students who started at special focus institutions in fall 2011 attained a bachelor's degree within six years, and 8.5 percent attained an associate degree. In spring 2017, 12.4 percent of students were enrolled at four-year institutions, compared with 2.5 percent of students enrolled at less-than-four-year institutions. More than four in 10 students (42.4 percent) had left their college or university within six years after first enrollment without completing a degree or certificate.

Table 4.6: Six-Year Outcomes for Students Who Started at Special Focus Institutions, by Gender and Race and Ethnicity: Fall 2011 Cohort

		Attained a Bachelor's Degree	Attained an Associate Degree	Attained a Certificate	No Degree; Enrolled at Four-Year Institution	No Degree; Enrolled at Less-than-Four-Year Institution	No Degree; Not Enrolled	Total
All Students	All racial and ethnic groups	30.7%	8.5%	3.6% !	12.4%	2.5%	42.4%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	56.6% !	5.8% !!	‡	15.0% !!	‡	20.2% !!	100%
	Black or African American	22.8%	8.4% !	2.6% !	11.0%	2.2% !	52.9%	100%
	Hispanic or Latino	28.2%	11.0%	4.1%	17.5%	3.1% !	36.0%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	31.9%	7.6%	3.3%	9.6%	2.5% !	45.2%	100%
	More than one race	45.3% !	6.5% !	4.1% !!	18.6% !	‡	22.8% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Men	All men	23.6%	7.5%	2.1% !	13.2%	3.8% !	49.8%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	‡	‡	‡	‡	‡	‡	100%
	Black or African American	16.7% !	4.9% !	1.8% !!	11.7% !	2.6% !!	62.3%	100%
	Hispanic or Latino	24.6%	9.6%	1.5% !!	20.1%	4.9% !	39.4%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	26.9%	8.0%	1.7% !	11.1%	4.1% !!	48.2%	100%
	More than one race	29.6% !	8.1% !	7.8% !!	9.8% !!	‡	39.1% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%
Women	All women	36.5%	9.3%	4.8%	11.7%	1.4% !	36.2%	100%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	100%
	Asian	65.7%	6.3% !!	‡	11.4% !!	‡	13.7% !!	100%
	Black or African American	29.8%	12.3% !	3.6% !!	10.2%	1.9% !!	42.3%	100%
	Hispanic or Latina	31.3%	12.3%	6.4%	15.3%	1.6% !!	33.1%	100%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	100%
	White	36.0%	7.3%	4.6% !	8.3%	1.1% !!	42.7%	100%
	More than one race	53.0%	5.7% !!	2.3% !!	22.9% !	‡	14.8% !	100%
	International students	‡	‡	‡	‡	‡	‡	100%

Source: Data from U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS: 12/17.

Notes: ! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate. | !! Interpret data with caution. Estimate is unstable because the standard error represents more than 50 percent of the estimate. | ‡ Reporting standards not met.

Race and Ethnicity

- Among students who started at special focus institutions, about four in 10 Hispanic or Latino (43.4 percent) and White (42.7 percent) students completed a degree or certificate within six years after first enrollment.
- More than half of Black or African American students (52.9 percent) had dropped out within six years after first enrollment without completing a degree or certificate.

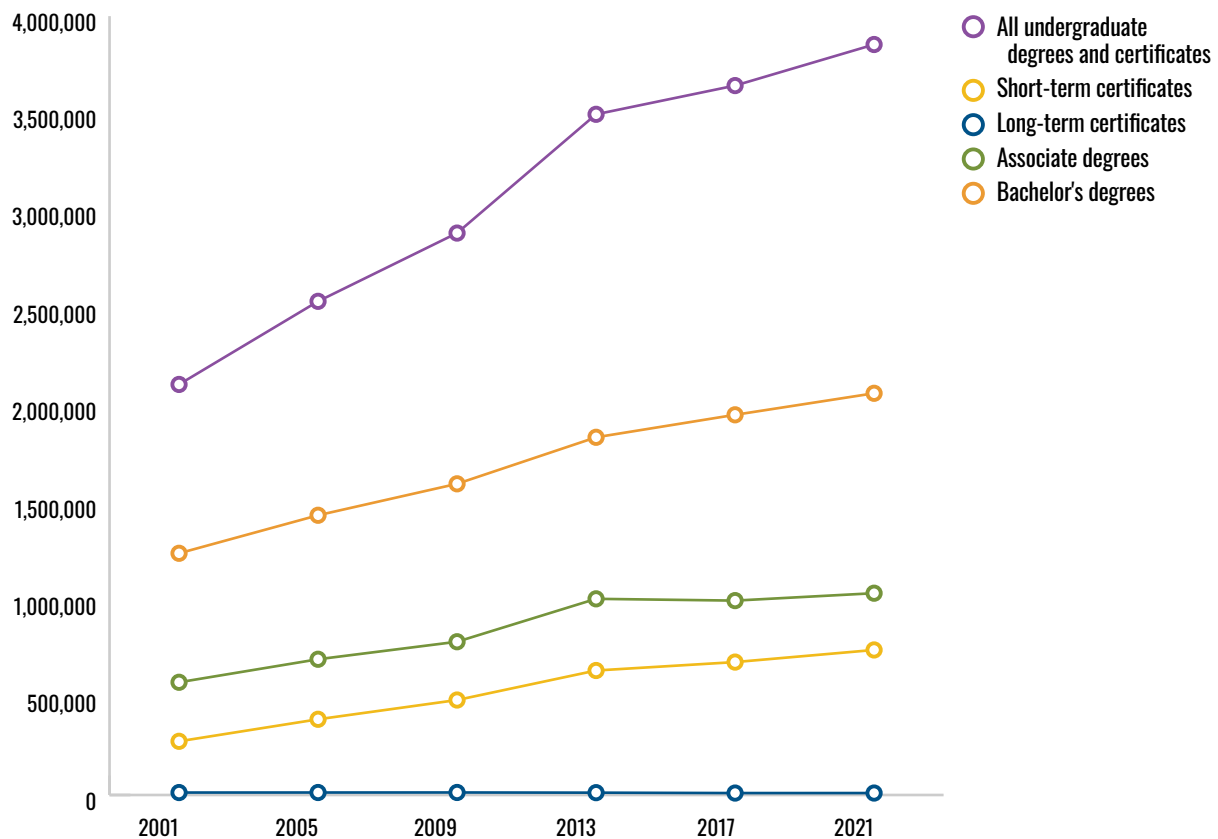
Gender

- Among students who started at special focus institutions, women (45.8 percent) had a higher six-year completion rate than that of men (31.1 percent).
- About two-thirds of Asian women (65.7 percent) attained a bachelor's degree within six years, compared with 24.6 percent of Hispanic or Latino men and 26.9 percent of White men.
- Among all groups, the dropout rate was the highest among Black or African American men (62.3 percent).

UNDERGRADUATE COMPLETIONS: 2001 TO 2021

Between 2001 and 2021, the total number of undergraduate degrees and certificates awarded annually increased from about 2.1 million to nearly 3.9 million. The total number of short-term certificates awarded also increased, from roughly 276,000 to about 745,000; this was the highest percent change of any undergraduate degrees and certificates between 2001 and 2021 (170 percent increase). The total number of bachelor's and associate degrees awarded increased by 83 percent and 66 percent, respectively. In contrast, the total number of long-term certificates decreased approximately 20 percent from about 12,500 to 10,000. Note that for any given student, data in this chapter reflect only their primary major or field of study to avoid multiple counts of a single degree completion.

Figure 4.1: Undergraduate Completions, by Award Level, Select Years: 2001, 2005, 2009, 2013, 2017, and 2021



Sources: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2001, 2005, 2009, 2013, 2017, and 2021.

Notes: Data reflect undergraduate degrees and certificates earned at all Title IV-eligible, degree-granting institutions. | *Short-term certificates* include those that were of less than two academic years. | *Long-term certificates* include those that were of at least two but less than four academic years.

Undergraduate Completions Within Student Groups

Between 2001 and 2021, the share of short-term certificates among all undergraduate completions grew from 13.1 to 19.3 percent, while the share of all other types of degrees and certificates fell slightly. Of nearly 3.9 million undergraduate degrees and certificates awarded in 2021, still over half were bachelor's degrees (53.5 percent), a slight decrease from 58.9 percent in 2001. Associate degrees represented 26.9 percent of undergraduate degrees and certificates awarded in 2021, a slight decline from 27.5 percent in 2001. Only 0.3 percent of all undergraduate degrees and certificates awarded were long-term certificates in 2021, a decline from 0.6 percent in 2001.

Table 4.7: Undergraduate Completions Across Award Levels, by Race and Ethnicity: 2001 and 2021

	2001					2021				
	Short-Term Certificates	Long-Term Certificates	Associate Degrees	Bachelor's Degrees	Total	Short-Term Certificates	Long-Term Certificates	Associate Degrees	Bachelor's Degrees	Total
All racial and ethnic groups	13.1%	0.6%	27.5%	58.9%	100%	19.3%	0.3%	26.9%	53.5%	100%
American Indian or Alaska Native	18.7%	0.4%	34.4%	46.6%	100%	26.3%	0.3%	33.9%	39.6%	100%
Asian	10.5%	0.5%	23.7%	65.2%	100%	13.5%	0.2%	24.5%	61.8%	100%
Black or African American	20.9%	0.8%	28.7%	49.6%	100%	24.1%	0.3%	28.4%	47.2%	100%
Hispanic or Latino	17.1%	0.6%	35.1%	47.2%	100%	22.6%	0.2%	34.8%	42.4%	100%
Native Hawaiian or other Pacific Islander	-	-	-	-	-	21.4%	0.5%	32.0%	46.1%	100%
White	11.7%	0.6%	27.1%	60.7%	100%	18.5%	0.3%	24.6%	56.6%	100%
More than one race	-	-	-	-	-	17.2%	0.3%	26.8%	55.7%	100%
Race or ethnicity unknown	17.2%	0.6%	24.1%	58.0%	100%	22.2%	0.3%	26.6%	50.9%	100%
International students	5.1%	0.6%	21.2%	73.1%	100%	7.8%	0.1%	16.2%	75.9%	100%

Sources: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2001 and 2021.

Notes: Data reflect undergraduate degrees and certificates earned at all Title IV-eligible, degree-granting institutions. | Short-term certificates include those that were of less than two academic years. |

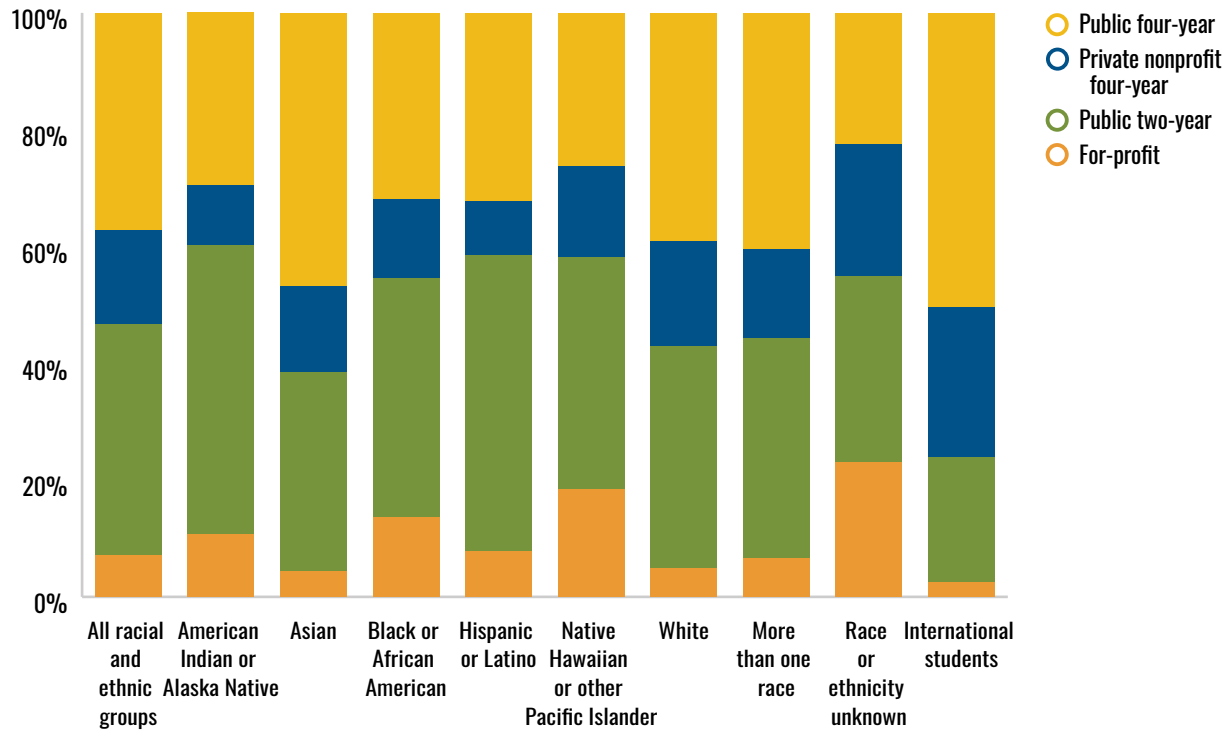
Long-term certificates include those that were of at least two but less than four academic years. | In 2001, Native Hawaiian or other Pacific Islander students was not an available category. These students were categorized as Asian. | In 2001, data on students of more than one race were not collected separately.

- Between 2001 and 2021, the share of bachelor's degrees among all undergraduate degrees and certificates earned decreased across all student groups except for international students (73.1 percent in 2001 to 75.9 percent in 2021).
- In 2021, more than three-quarters of international students earned a bachelor's degree (75.9 percent)—the highest share of any group, followed by Asian (61.8 percent) and White (55.7 percent) students. In contrast, fewer than half of American Indian or Alaska Native (39.6 percent), Hispanic or Latino (42.4 percent), Native Hawaiian or other Pacific Islander (46.1 percent), and Black or African American (47.2 percent) students who earned a credential earned a bachelor's degree in 2021.
- In 2021, about one-third of all undergraduate degrees and certificates earned by Hispanic or Latino (34.8 percent), American Indian or Alaska Native (33.9 percent), and Native Hawaiian or other Pacific Islander (32.0 percent) students were associate degrees. These were the highest shares across all racial and ethnic groups.

UNDERGRADUATE COMPLETIONS, BY INSTITUTIONAL SECTOR AND FIELD

In 2021, more than three-quarters of undergraduate degrees and certificates were awarded at public institutions—39.7 percent were awarded at public two-year institutions and 37.3 percent at public four-year institutions. Nearly 16 percent of undergraduates earned a degree or certificate at private nonprofit four-year institutions, and 7.0 percent completed a degree or certificate at for-profit institutions.

Figure 4.2: Undergraduate Completions Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

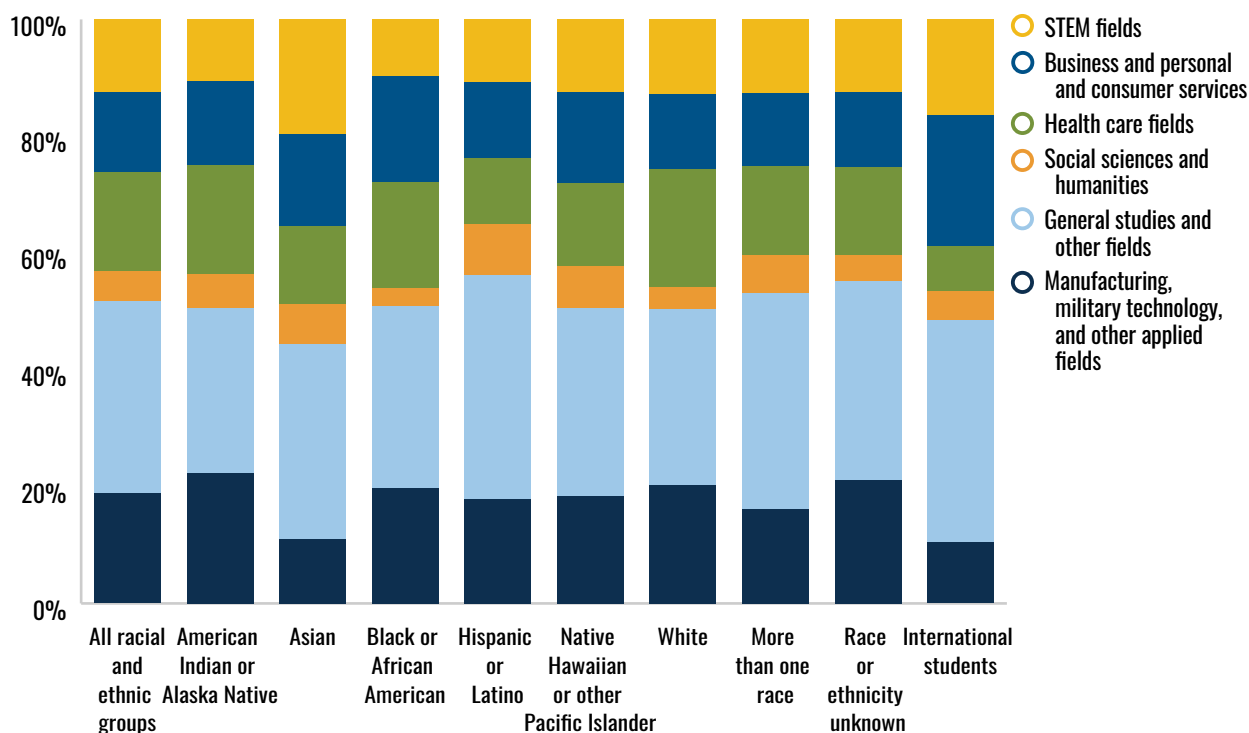
Notes: Data reflect undergraduate degrees and certificates earned at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Roughly half of all Hispanic or Latino (50.8 percent) and American Indian or Alaska Native (49.8 percent) students earned an undergraduate degree or certificate at public two-year institutions. In contrast, about half of international students and approximately 47 percent of Asian students did so at public four-year institutions.
- Over a quarter of all international students earned an undergraduate degree or certificate at private nonprofit four-year institutions (25.8 percent). In contrast, about 10 percent of American Indian or Alaska Native students and 9 percent of Hispanic or Latino students did so.
- About 19 percent of Native Hawaiian or other Pacific Islander students earned an undergraduate degree or certificate at for-profit institutions, while fewer than 5 percent of all White (4.9 percent), Asian (4.4 percent), and international (2.6 percent) students did so.

Public Two-Year Institutions: Subbaccalaureate Degrees and Certificates

The most credentialed fields at public two-year institutions were general studies and other fields (32.9 percent), followed by manufacturing, military technology, and other applied fields (18.8 percent), health care fields (16.8 percent), business and personal and consumer services (13.8 percent), STEM fields (12.4 percent), and social sciences and humanities (5.2 percent).

Figure 4.3: Subbaccalaureate Degrees and Certificates Completed at Public Two-Year Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

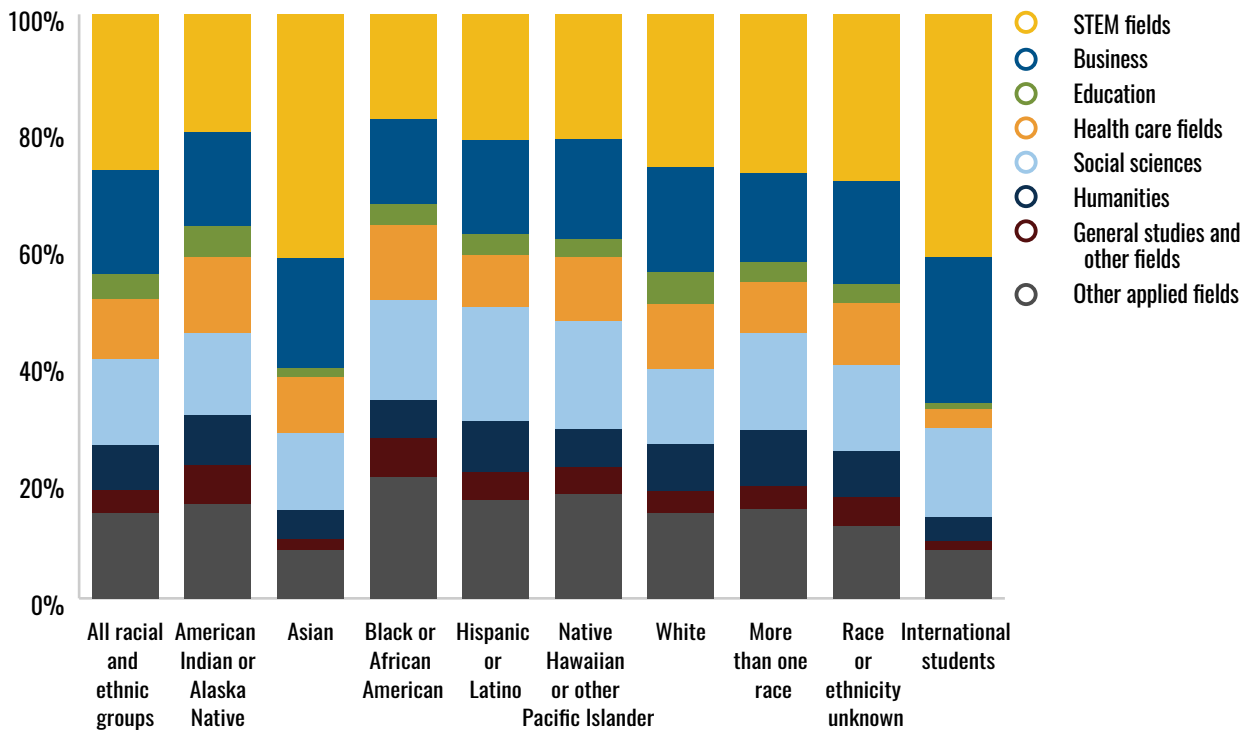
Notes: Data reflect subbaccalaureate degrees and certificates earned at Title IV-eligible, degree-granting public two-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at two-year institutions includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- General studies and other fields were the top credentialed fields for most students; however, the total share of students earning subbaccalaureate degrees or certificates in these fields ranged from 28.2 percent of American Indian or Alaska Native students to 38.3 percent of Hispanic or Latino students.
- About 20 percent of White students earned subbaccalaureate degrees or certificates in manufacturing, military technology, and other applied fields, while about 11 percent of Asian students and 10 percent of international (10.4 percent) students did so.
- Roughly 20 percent of White students with a subbaccalaureate degree or certificate studied health care fields, compared with about 8 percent of international students and 11 percent of Hispanic or Latino students.
- Nearly a quarter (22.4 percent) of subbaccalaureate degrees or certificates earned by international students at public two-year institutions were in business and personal and consumer services.
- Among students who earned a subbaccalaureate degree or certificate at public two-year institutions, nearly 20 percent of Asian students (19.6 percent) studied STEM fields, while fewer than 10 percent of Black or African American students (9.7 percent) did so.

Public Four-Year Institutions: Bachelor's Degrees

More than one-quarter of all bachelor's degrees awarded at public four-year institutions were in STEM fields (26.8 percent). Business (17.7 percent), social sciences (14.8 percent), other applied fields (14.7 percent), and health care fields (10.2 percent) followed. Fewer than 10 percent of bachelor's degrees were awarded in humanities (7.6 percent), education (4.3 percent), or general studies and other fields (3.9 percent).⁷

Figure 4.4: Bachelor's Degrees Completed at Public Four-Year Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting public four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

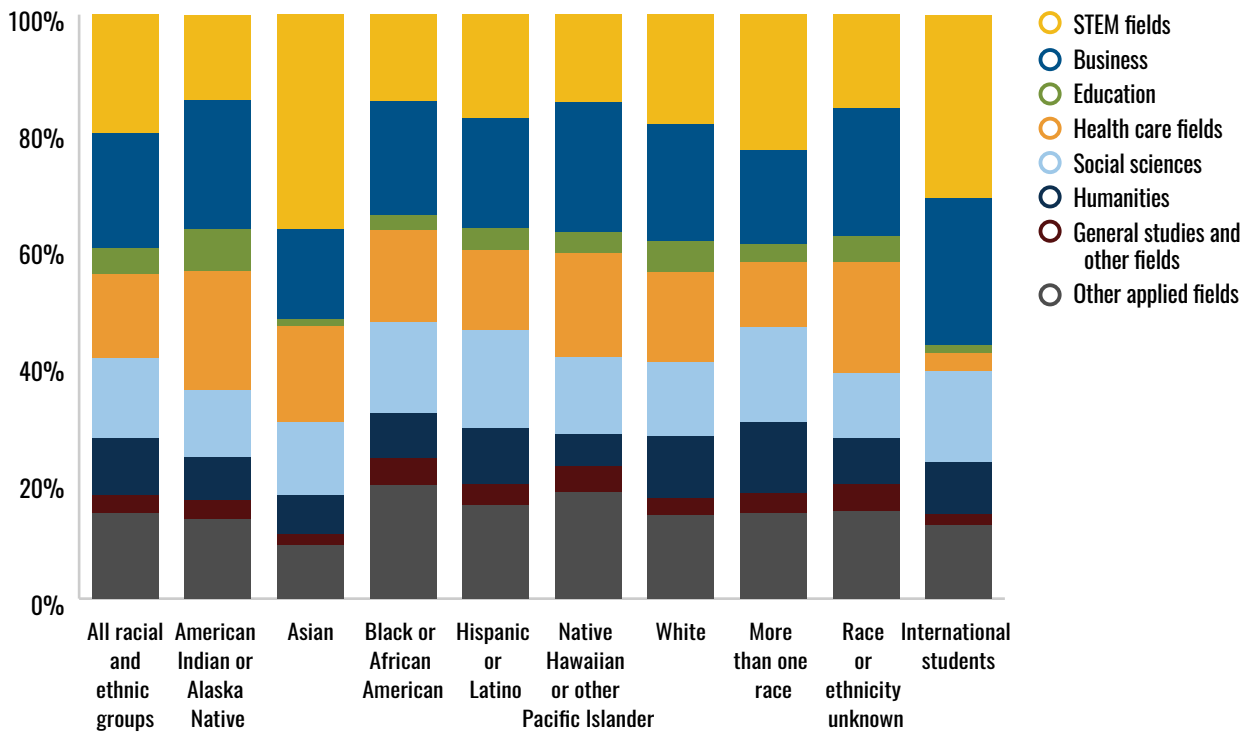
- Among students who earned a bachelor's degree at public four-year institutions, more than 40 percent of Asian (41.8 percent) and international (41.6 percent) students studied STEM fields, while 20.1 percent of American Indian or Alaska Native students and 18.0 percent of Black or African American students did so.
- One-quarter of all bachelor's degrees earned by international students at public four-year institutions were in business (24.9 percent).
- Nearly one in five Hispanic or Latino (19.4 percent) and Native Hawaiian or other Pacific Islander (18.5 percent) students earned a bachelor's degree in social sciences, while about 13 percent of Asian and White students did so.
- About one in five Black or African American (20.8 percent) and Native Hawaiian or other Pacific Islander (17.9 percent) students earned a bachelor's degree in other applied fields, compared with 8.3 percent of Asian and international students.
- Roughly 13 percent of American Indian or Alaska Native students and a similar share of Black or African American students earned a bachelor's degree in health care fields, in contrast to the only 3.2 percent of international students who earned a bachelor's degree in this field.

7 *Other applied fields* at four-year institutions included personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

Private Nonprofit Four-Year Institutions: Bachelor's Degrees

STEM (20.3 percent) and business (19.7 percent) were the two most popular fields of study for bachelor's degree recipients at private nonprofit four-year institutions, followed by other applied fields (14.6 percent) and health care fields (14.6 percent).

Figure 4.5: Bachelor's Degrees Completed at Private Nonprofit Four-Year Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting private nonprofit four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among those who earned a bachelor's degree at private nonprofit four-year institutions, STEM was the most popular field of study for Asian and international students, while business was the top field for Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and White students. For American Indian or Alaska Native students, health care was the most popular field.
- Around one-third of Asian (36.8 percent) and international (31.5 percent) students studied STEM fields, while around 15 percent of Native Hawaiian or other Pacific Islander (15.0 percent), Black or African American (14.8 percent), and American Indian or Alaska Native (14.6 percent) students did so.
- Nearly one-fifth of Black or African American students (19.5 percent) earned a bachelor's degree in other applied fields, versus about 9 percent of Asian students.
- About 12 percent of multiracial students earned a degree in humanities (12.0 percent), compared with only 5.5 percent of Native Hawaiian or other Pacific Islander students (5.5 percent).

For-Profit Institutions: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees

Over half of subbaccalaureate degrees and certificates awarded at for-profit institutions in 2021 were in health care fields (54.1 percent). Health care fields were also the most common field of study among bachelor's degree recipients (36.7 percent).

Table 4.8: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees Completed at For-Profit Institutions Across Fields of Study, by Race and Ethnicity: 2021

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Total
Subbaccalaureate Degrees and Certificates	All racial and ethnic groups	9.5%	14.2%	54.1%	1.7%	1.3%	19.2%	100%
	American Indian or Alaska Native	10.4%	12.9%	51.4%	0.6%	1.1%	23.5%	100%
	Asian	7.8%	9.7%	68.6%	2.6%	0.9%	10.5%	100%
	Black or African American	8.3%	18.0%	55.1%	1.0%	1.0%	16.7%	100%
	Hispanic or Latino	7.7%	8.1%	63.0%	0.8%	0.9%	19.6%	100%
	Native Hawaiian or other Pacific Islander	7.3%	12.7%	59.7%	0.5%	2.7%	17.1%	100%
	White	12.5%	14.3%	47.7%	1.5%	1.8%	22.3%	100%
	More than one race	10.7%	16.0%	48.3%	1.4%	1.6%	22.1%	100%
	Race or ethnicity unknown	7.0%	20.4%	50.1%	5.3%	1.4%	15.8%	100%
	International students	8.6%	38.0%	22.3%	13.9%	0.6%	16.6%	100%

		STEM Fields	Business	Education	Health Care Fields	Social Sciences	Humanities	General Studies and Other Fields	Other Applied Fields	Total
Bachelor's Degrees	All racial and ethnic groups	8.4%	29.3%	3.6%	36.7%	3.4%	3.9%	0.3%	14.5%	100%
	American Indian or Alaska Native	8.5%	33.5%	2.8%	30.1%	4.0%	3.4%	0.3%	17.4%	100%
	Asian	8.6%	16.7%	0.9%	63.6%	1.0%	3.2%	0.1%	5.8%	100%
	Black or African American	6.1%	35.1%	3.3%	34.8%	3.7%	2.3%	0.2%	14.5%	100%
	Hispanic or Latino	7.0%	25.9%	4.2%	38.7%	3.5%	4.4%	0.3%	15.9%	100%
	Native Hawaiian or other Pacific Islander	7.0%	33.8%	2.8%	39.2%	3.1%	1.7%	0.6%	11.7%	100%
	White	9.0%	26.3%	4.4%	38.4%	3.6%	3.7%	0.3%	14.3%	100%
	More than one race	8.8%	31.8%	2.7%	29.5%	4.2%	5.2%	0.5%	17.3%	100%
	Race or ethnicity unknown	9.5%	37.4%	2.5%	27.7%	3.1%	4.4%	0.2%	15.1%	100%
	International students	20.8%	31.1%	0.7%	9.8%	1.8%	16.1%	0.1%	19.6%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect subbaccalaureate degrees and certificates and bachelor's degrees earned at Title IV-eligible, degree-granting for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at for-profit institutions includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

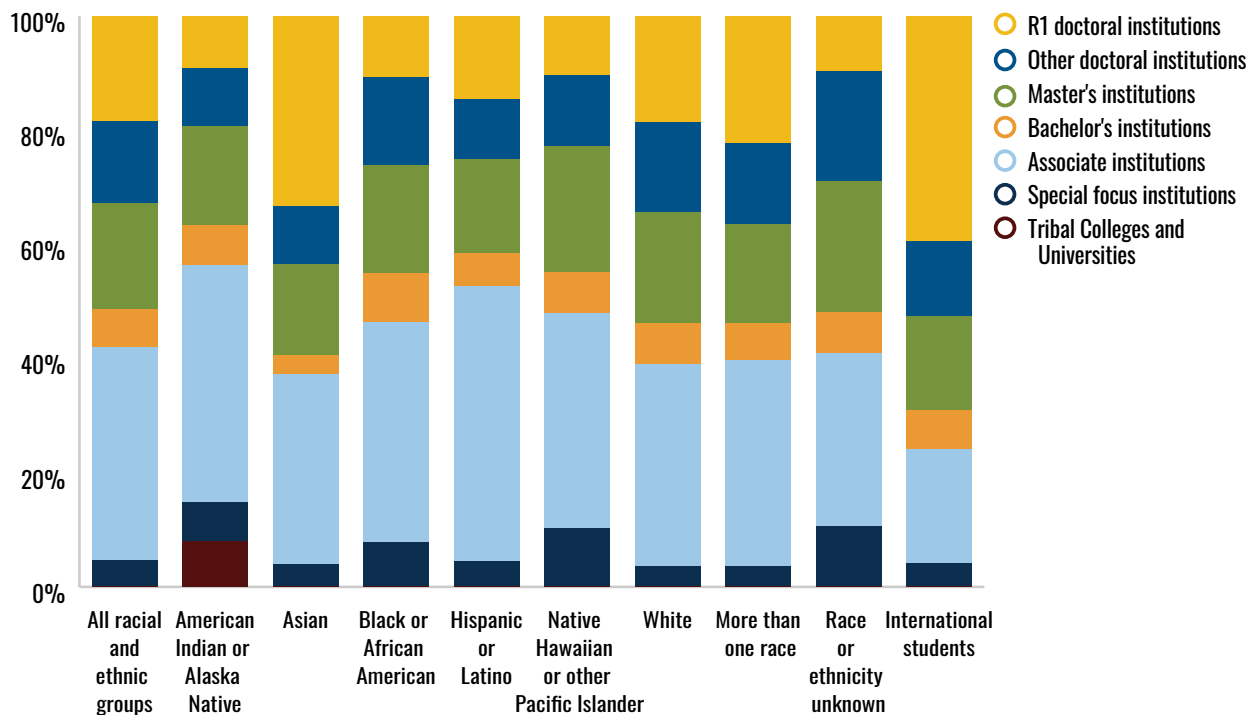
- Other than international students, of whom only 22.3 percent graduated with a subbaccalaureate degree or certificate in health care, health care was the most common field of study among every other student group, ranging from 47.7 percent of White students to 68.6 percent of Asian students.
- Among students who earned a subbaccalaureate degree or certificate at for-profit institutions, nearly a quarter of American Indian or Alaska Native (23.5 percent), White (22.3 percent), and multiracial (22.1 percent) students studied manufacturing, military technology, and other applied fields, versus 10.5 percent of Asian students (10.5 percent).⁸
- Over one-third of all bachelor's degrees awarded at for-profit institutions by Black or African American (35.1 percent), Native Hawaiian or other Pacific Islander (33.8 percent), and American Indian or Alaska Native (33.5 percent) students were earned in business.
- Nearly two-thirds of Asian students from for-profit institutions earned a bachelor's degree in health care fields (63.6 percent). In contrast, fewer than 10 percent of international students (9.8 percent) did so.

⁸ *Other applied fields* at for-profit institutions included manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

UNDERGRADUATE COMPLETIONS, BY CARNEGIE CLASSIFICATION AND FIELD

Among all undergraduate degrees and certificates earned in 2021, associate institutions awarded the largest share (37.3 percent), followed by master's institutions (18.5 percent), R1 doctoral institutions (18.5 percent), other doctoral institutions (14.3 percent), bachelor's institutions (6.8 percent), special focus institutions (4.6 percent), and Tribal Colleges and Universities (0.1 percent).

Figure 4.6: Undergraduate Completions Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

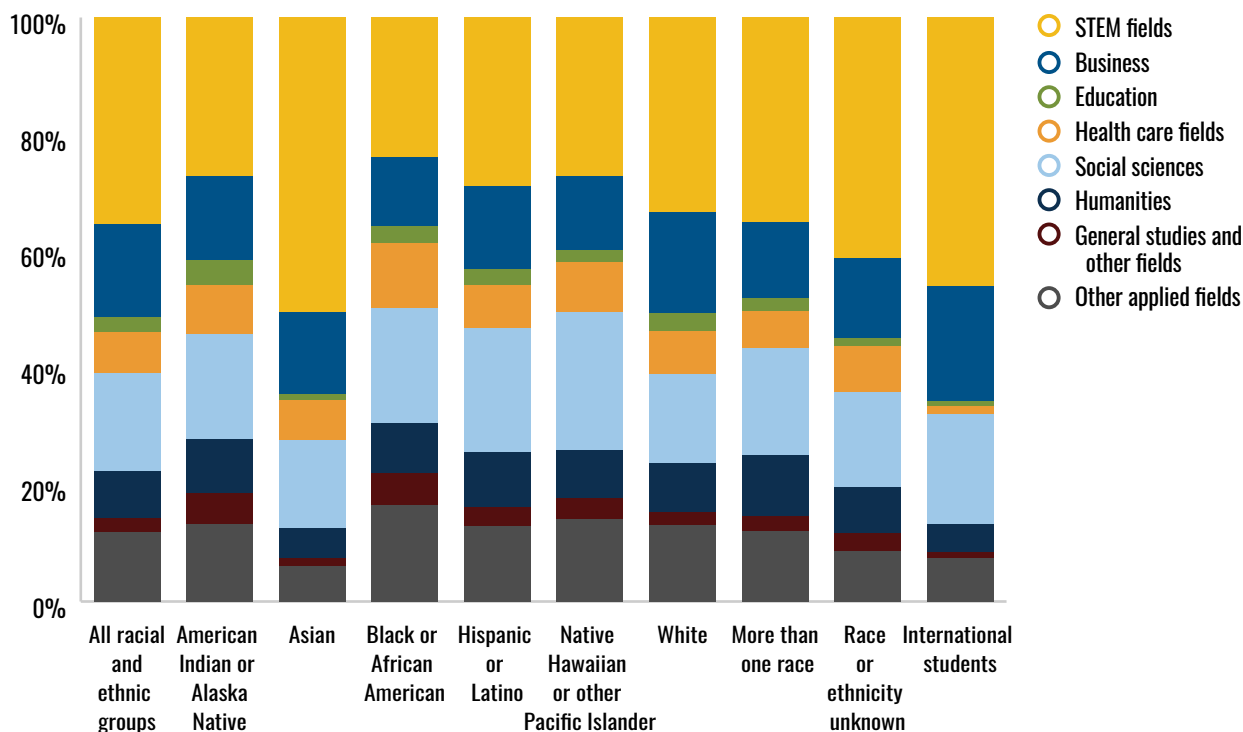
Note: Data reflect undergraduate degrees and certificates earned at all Title IV-eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification.

- Nearly 40 percent of international students (39.4 percent) and one-third of Asian students (33.3 percent) earned an undergraduate degree or certificate at R1 doctoral institutions, while around one in 10 Black or African American (10.7 percent), Native Hawaiian or other Pacific Islander (10.4 percent), and American Indian or Alaska Native (9.2 percent) students did so.
- About 22 percent of Native Hawaiian or other Pacific Islander students earned an undergraduate degree or certificate at master's institutions.
- Forty-eight percent of all undergraduate degrees or certificates earned by Hispanic or Latino students were awarded at associate institutions.
- Roughly 10 percent of Native Hawaiian or other Pacific Islander students earned an undergraduate degree or certificate at special focus institutions, while only 3.7 percent of White and 3.6 percent of multiracial students did so.
- About 8 percent of American Indian or Alaska Native students earned an undergraduate degree or certificate at Tribal Colleges and Universities. In contrast, fewer than 0.1 percent of all other racial and ethnic groups did so.

R1 Doctoral Institutions: Bachelor's Degrees

More than one-third of all bachelor's degrees awarded at R1 doctoral institutions were in STEM fields (35.3 percent). Seventeen percent were awarded in social sciences, business (16.0 percent), or other applied fields (11.9 percent), followed by humanities (7.9 percent), health care (7.1 percent), education (2.5 percent), or general studies and other fields (2.4 percent).

Figure 4.7: Bachelor's Degrees Completed at R1 Doctoral Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

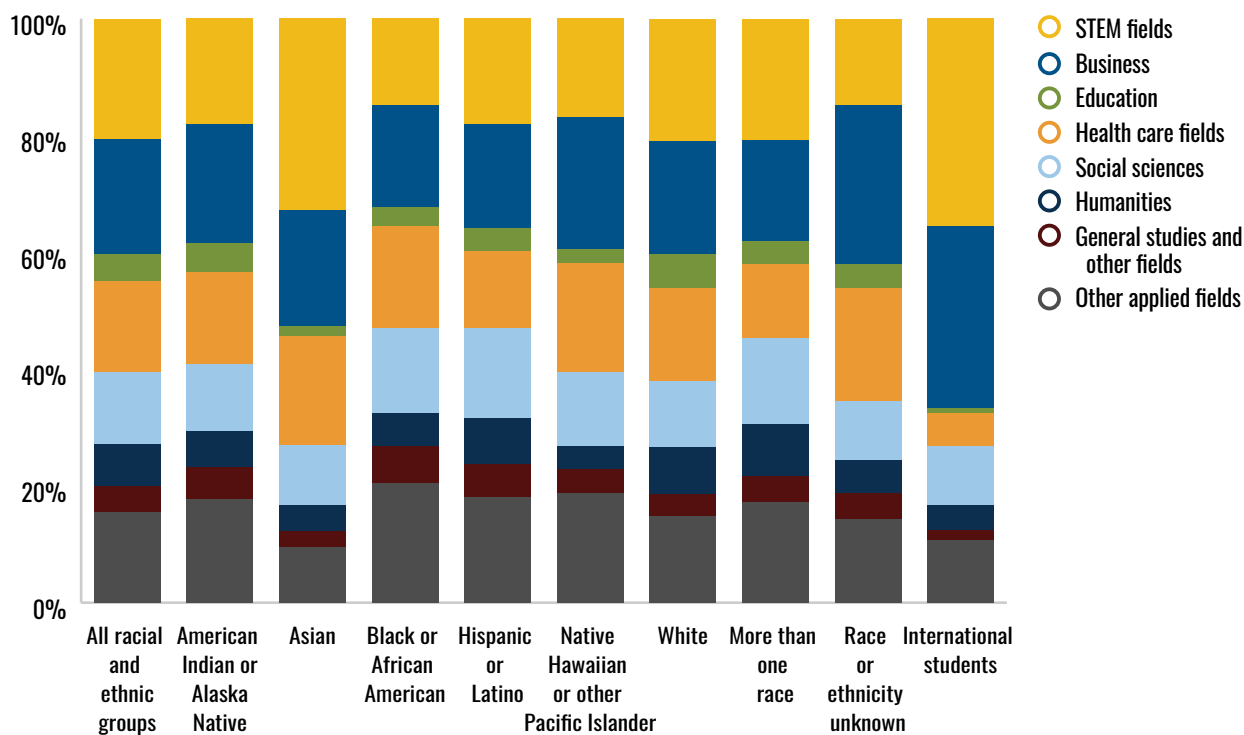
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as R1 doctoral institutions in this report. | STEM fields includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | General studies and other programs includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | Other applied fields at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned a bachelor's degree at R1 doctoral institutions in 2021, half of Asian (50.4 percent) and 46.1 percent of international students studied STEM fields, while nearly a quarter of Black or African American students (23.9 percent) did so.
- Nearly one-quarter of bachelor's degrees earned by Native Hawaiian or other Pacific Islander students (23.6 percent) were in social sciences.
- About 17 percent of Black or African American students earned a bachelor's degree in other applied fields.
- Over one in 10 Black or African American students (11.9 percent) earned a bachelor's degree in health care fields. In contrast, only 1.5 percent of international students did so.
- About one in 10 multiracial (10.4 percent), Hispanic or Latino (9.4 percent), and American Indian or Alaska Native (9.2 percent) students earned a bachelor's degree in humanities.

Other Doctoral Institutions: Bachelor's Degrees

STEM (20.7 percent) and business (19.6 percent) were the most common fields of study for bachelor's degrees awarded at other doctoral institutions, followed by other applied fields (15.6 percent), health care fields (15.5 percent), and social sciences (12.3 percent). Fewer than 10 percent of bachelor's degrees were awarded in humanities (7.3 percent), education (4.8 percent), and general studies and other fields (4.3 percent).

Figure 4.8: Bachelor's Degrees Completed at Other Doctoral Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

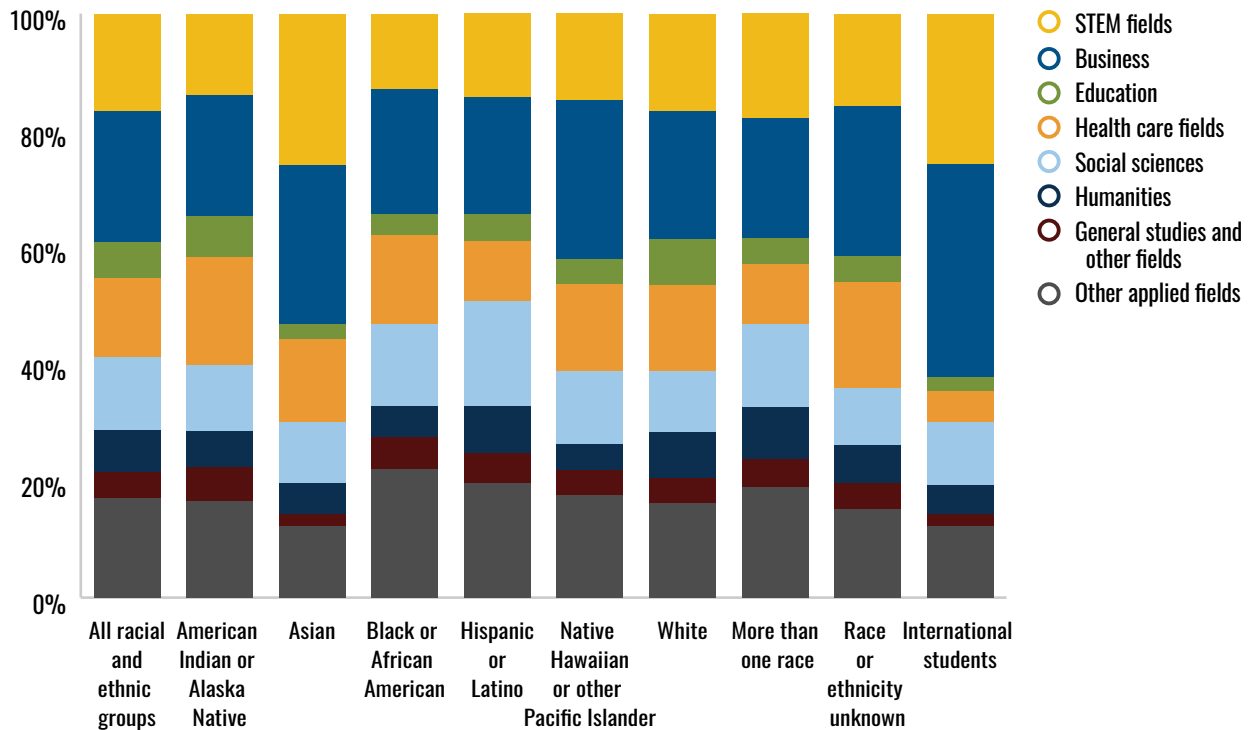
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *other doctoral institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned a bachelor's degree at other doctoral institutions in 2021, around one-third of international (35.6 percent) and Asian (32.8 percent) students studied STEM fields. In contrast, fewer than 20 percent of Hispanic or Latino (18.1 percent), American Indian or Alaska Native students (18.0 percent), Native Hawaiian or other Pacific Islander (17.0 percent), and Black or African American (14.8 percent) students studied these fields.
- One in five Black or African American students (20.4 percent) earned a bachelor's degree in other applied fields, while around 10 percent of international (10.6 percent) and Asian (9.5 percent) students did so.

Master's Institutions: Bachelor's Degrees

Business (22.5 percent) was the most common field of study for bachelor's degrees awarded at master's institutions, followed by other applied fields (17.1 percent), STEM fields (16.8 percent), health care fields (13.7 percent), social sciences (12.3 percent), humanities (7.3 percent), education (6.0 percent), and general studies and other fields (4.3 percent).

Figure 4.9: Bachelor's Degrees Completed at Master's Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

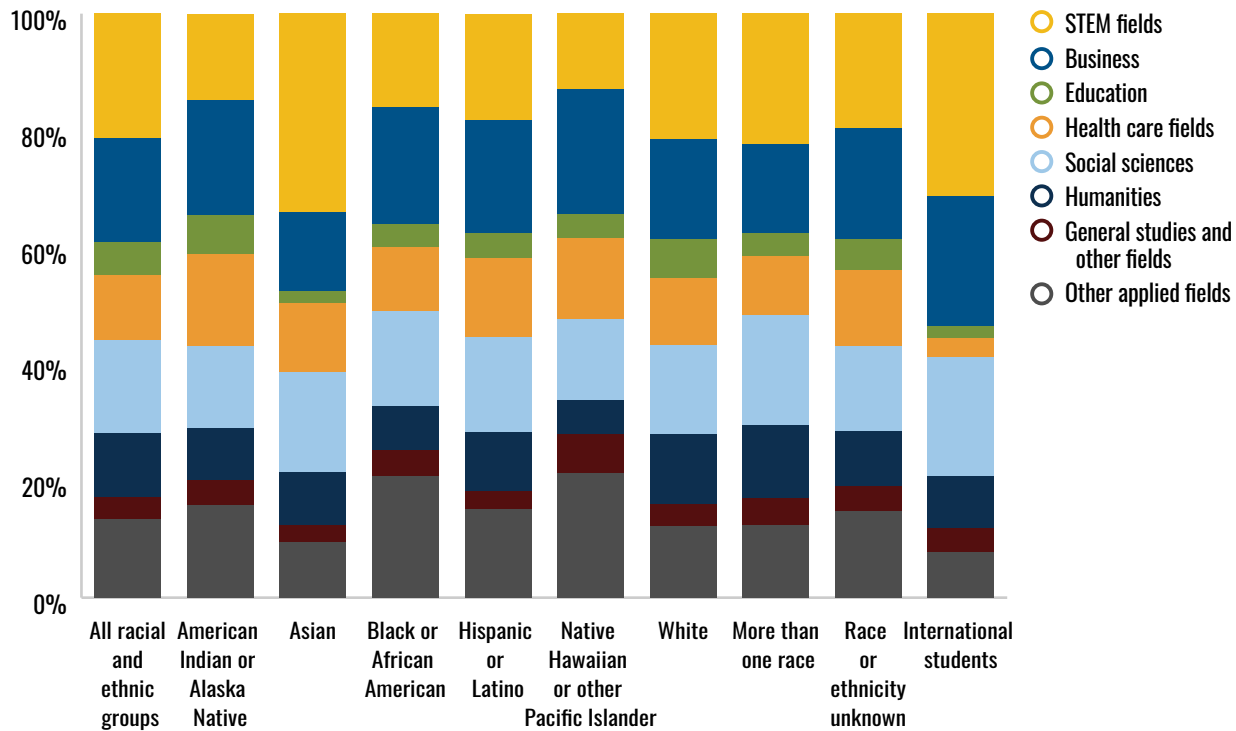
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *master's institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned a bachelor's degree at master's institutions in 2021, over one-third of international students (36.4 percent) studied business, while about 20 percent of Hispanic or Latino students did so.
- Over a quarter of Asian (26.0 percent) and international (25.8 percent) students earned a bachelor's degree in a STEM field, compared with about 13 percent of Black or African American students.
- Nearly one in five American Indian or Alaska Native students (18.6 percent) earned a bachelor's degree in health care fields.
- Nearly one in five bachelor's degrees earned by Hispanic or Latino students were in social sciences (18.0 percent).

Bachelor's Institutions: Bachelor's Degrees

STEM fields (21.3 percent) were the most common field of study among bachelor's degree recipients at bachelor's institutions. Following in popularity were business (17.8 percent), social sciences (15.8 percent), other applied fields (13.5 percent), health care fields (11.3 percent), humanities (11.0 percent), education (5.6 percent), and general studies and other fields (3.7 percent).

Figure 4.10: Bachelor's Degrees Completed at Bachelor's Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *bachelor's institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

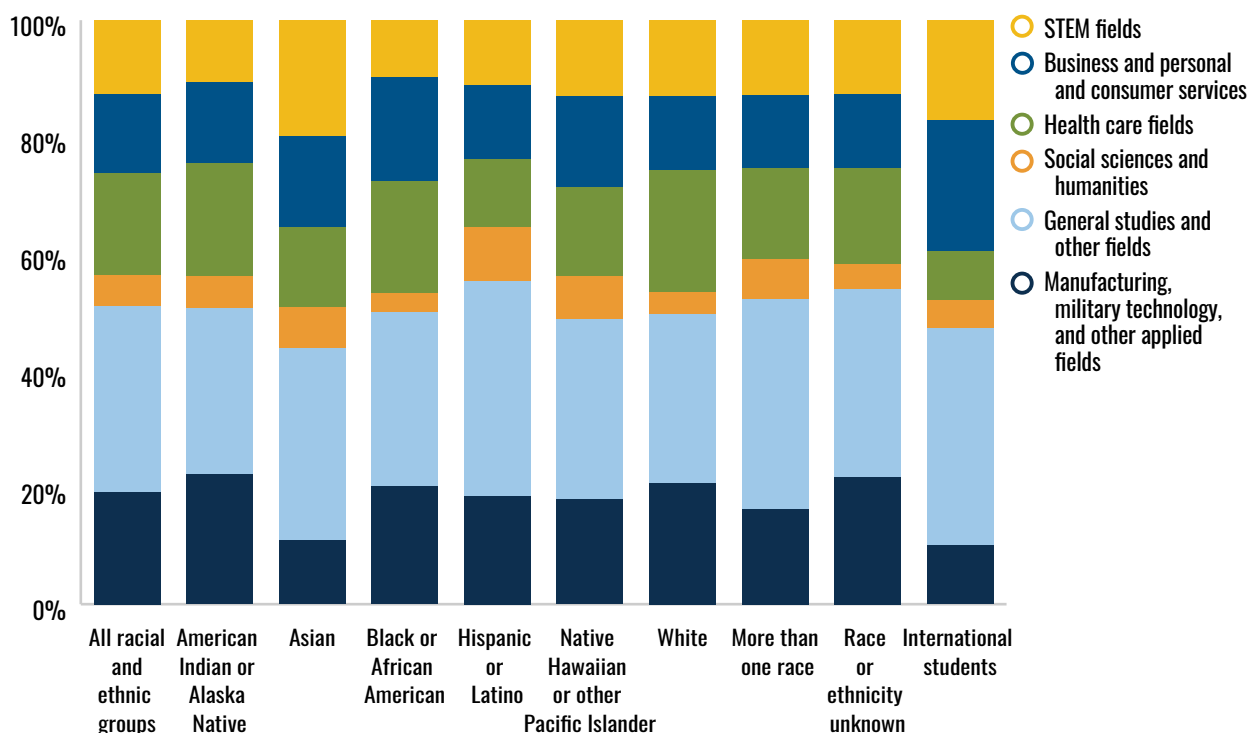
- Among all students who earned a bachelor's degree at bachelor's institutions in 2021, around one-third of Asian (34.0 percent) and international (31.2 percent) students studied STEM fields. In contrast, about 15 percent of American Indian or Alaska Native students and 13 percent of Native Hawaiian or other Pacific Islander students studied these fields.⁹
- Around one-fifth of international (22.2 percent), Native Hawaiian or other Pacific Islander (21.3 percent), Black or African American (20.1 percent), American Indian or Alaska Native (19.7 percent), and Hispanic or Latino (19.5 percent) students studied business.
- Over one-fifth of Black or African American students (20.8 percent) earned a bachelor's degree in other applied fields, while fewer than 10 percent of Asian (9.5 percent) and international (7.8 percent) students did so.
- About 16 percent of American Indian or Alaska Native students earned a bachelor's degree in health care fields, compared with only 3.4 percent of international students.
- Over 12 percent of multiracial (12.7 percent) and White (12.1 percent) students studied humanities, while 5.8 percent of Native Hawaiian or other Pacific Islander students did so.

⁹ The percentages for American Indian or Alaska Native and for Native Hawaiian or other Pacific Islander should be interpreted with caution since the number of students in each group (148 and 47, respectively) is very small.

Associate Institutions: Subbaccalaureate Degrees and Certificates

The most common field of study for subbaccalaureate degrees and certificates awarded at associate institutions was general studies and other fields (31.7 percent).

Figure 4.11: Subbaccalaureate Degrees and Certificates Completed at Associate Institutions Across Fields of Study, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect subbaccalaureate degrees and certificates earned at Title IV-eligible, degree-granting institutions classified as *associate institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at two-year institutions includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Among all students who earned subbaccalaureate degrees or certificates at associate institutions in 2021, about 37 percent of international students majored in general studies and other fields.
- Nearly a quarter of American Indian or Alaska Native students (22.2 percent) earned a subbaccalaureate degree or certificate in manufacturing, military technology, and other applied fields, while around 10 percent of Asian (10.9 percent) and international (10.1 percent) students did so.
- Over one-fifth of White students (20.8 percent) earned a subbaccalaureate degree or certificate in health care fields. In contrast, 8.3 percent of international students did so.
- Nearly one in five Asian students (19.8 percent) earned a subbaccalaureate degree or certificate in STEM fields, compared with one in 10 Black or African American students (9.9 percent).
- About 10 percent of subbaccalaureate degrees or certificates earned by Hispanic or Latino students were in social sciences and humanities.

Special Focus Institutions: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees

Health care was the most popular field of study for students who earned an undergraduate degree or certificate at special focus institutions in 2021. Nearly two-thirds of all subbaccalaureate degrees and certificates awarded at these institutions were in health care fields (63.7 percent), as were nearly half of all bachelor's degrees (49.8 percent).

Table 4.9: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees Completed at Special Focus Institutions Across Fields of Study, by Race and Ethnicity: 2021

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Total
Subbaccalaureate Degrees and Certificates	All racial and ethnic groups	7.3%	7.0%	63.7%	2.2%	0.4%	19.4%	100%
	American Indian or Alaska Native	8.2%	5.4%	60.1%	0.2%	0.5%	25.7%	100%
	Asian	4.1%	7.1%	78.6%	0.7%	0.1%	9.3%	100%
	Black or African American	3.6%	8.4%	70.3%	0.9%	0.3%	16.4%	100%
	Hispanic or Latino	6.9%	4.4%	69.3%	0.8%	0.3%	18.3%	100%
	Native Hawaiian or other Pacific Islander	4.5%	4.7%	70.6%	0.5%	0.3%	19.5%	100%
	White	11.3%	7.6%	54.2%	1.9%	0.5%	24.4%	100%
	More than one race	9.3%	7.1%	61.1%	2.1%	0.6%	19.8%	100%
	Race or ethnicity unknown	3.3%	5.1%	69.8%	7.1%	0.1%	14.5%	100%
	International students	4.2%	28.5%	15.0%	32.4%	1.1%	18.7%	100%

		STEM Fields	Business	Education	Health Care Fields	Social Sciences	Humanities	General Studies and Other Fields	Other Applied Fields	Total
Bachelor's Degrees	All racial and ethnic groups	5.5%	12.5%	0.6%	49.8%	1.2%	13.3%	0.3%	16.8%	100%
	American Indian or Alaska Native	6.0%	13.2%	0.0%	57.0%	1.5%	7.9%	0.0%	14.3%	100%
	Asian	5.6%	6.0%	0.3%	66.9%	0.4%	6.7%	0.1%	13.9%	100%
	Black or African American	4.1%	23.6%	0.2%	51.8%	1.5%	6.1%	0.3%	12.4%	100%
	Hispanic or Latino	4.6%	9.7%	0.5%	59.7%	2.1%	9.1%	0.4%	13.9%	100%
	Native Hawaiian or other Pacific Islander	2.3%	10.4%	0.0%	67.2%	1.2%	5.4%	0.4%	13.1%	100%
	White	5.1%	10.1%	0.9%	50.5%	0.9%	15.2%	0.4%	16.9%	100%
	More than one race	6.6%	11.7%	0.4%	52.9%	1.3%	12.5%	0.3%	14.2%	100%
	Race or ethnicity unknown	3.4%	18.7%	0.5%	40.7%	1.4%	15.3%	0.3%	19.8%	100%
	International students	14.4%	19.1%	0.1%	7.2%	1.1%	26.4%	0.4%	31.4%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect subbaccalaureate degrees and certificates and bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *special focus institutions* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

Subbaccalaureate Degrees and Certificates

- Among all students who earned a subbaccalaureate degree or certificate at special focus institutions in 2021 except for international students, the majority studied health care fields, ranging from 54.2 percent of White students to 78.6 percent of Asian students.
- About a quarter of all subbaccalaureate degrees or certificates earned by American Indian or Alaska Native (25.7 percent) and White (24.4 percent) students at special focus institutions were in manufacturing, military technology, and other applied fields.
- More than one in 10 White students (11.3 percent) earned a subbaccalaureate degree or certificate in STEM fields, while only 3.6 percent of Black or African American students did so.
- Nearly one in three international students (32.4 percent) earned a subbaccalaureate degree or certificate in social sciences and humanities. In contrast, fewer than 1 percent of Black or African American (0.9 percent), Hispanic or Latino (0.8 percent), Asian (0.7 percent), Native Hawaiian or other Pacific Islander (0.5 percent), and American Indian or Alaska Native (0.2 percent) students did so.

Bachelor's Degrees

- Among all bachelor's degree recipients from special focus institutions, the majority of most student groups (except for international students) majored in health care fields, ranging from 50.5 percent of White students to 67.2 percent of Native Hawaiian or other Pacific Islander students.
- Nearly one-third of international students earned a bachelor's degree in other applied fields (31.4 percent), while 12.4 percent of Black or African American students did so.
- Nearly a quarter of Black or African American students (23.6 percent) at special focus institutions earned a bachelor's degree in business, compared with about 6 percent of Asian students.
- Around 14 percent of international students earned a bachelor's degree in STEM fields (14.4 percent), while only 2.3 percent of Native Hawaiian or other Pacific Islander students did so.

Tribal Colleges and Universities: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees

Over half of all subbaccalaureate degrees and certificates awarded at Tribal Colleges and Universities in 2021 (52.4 percent) were in manufacturing, military technology, and other applied fields (29.8 percent) or general studies and other fields (22.5 percent). Among bachelor's degree recipients, the top fields of study were business (26.5 percent) and humanities (23.4 percent), which together accounted for about half of all bachelor's degrees (49.9 percent). American Indian or Alaska Native students earned the majority of all undergraduate degrees and certificates awarded by Tribal Colleges and Universities—78.3 percent of all subbaccalaureate degrees and certificates and 87.1 percent of all bachelor's degrees.

Table 4.10: Subbaccalaureate Degrees and Certificates and Bachelor's Degrees Completed at Tribal Colleges and Universities Across Fields of Study, by Race and Ethnicity: 2021

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Total
Subbaccalaureate Degrees and Certificates	All racial and ethnic groups	8.2%	13.8%	17.5%	8.2%	22.5%	29.8%	100%
	American Indian or Alaska Native	9.5%	16.1%	15.3%	9.0%	21.6%	28.6%	100%
	Asian	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	100%
	Black or African American	0.0%	0.0%	45.2%	3.2%	35.5%	16.1%	100%
	Hispanic or Latino	9.1%	13.6%	27.3%	9.1%	22.7%	18.2%	100%
	Native Hawaiian or other Pacific Islander	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	100%
	White	3.2%	4.8%	25.0%	4.2%	24.0%	38.8%	100%
	More than one race	8.0%	8.0%	8.0%	16.0%	44.0%	16.0%	100%
	Race or ethnicity unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	International students	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	100%

		STEM Fields	Business	Education	Health Care Fields	Social Sciences	Humanities	General Studies and Other Fields	Other Applied Fields	Total
Bachelor's Degrees	All racial and ethnic groups	16.5%	26.5%	14.5%	4.5%	4.0%	23.4%	0.2%	10.5%	100%
	American Indian or Alaska Native	17.6%	30.2%	12.8%	3.8%	4.1%	21.2%	0.3%	10.0%	100%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	Black or African American	25.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	25.0%	100%
	Hispanic or Latino	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	100%
	Native Hawaiian or other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	White	10.5%	2.6%	28.9%	13.2%	5.3%	21.1%	0.0%	18.4%	100%
	More than one race	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	Race or ethnicity unknown	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	International students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

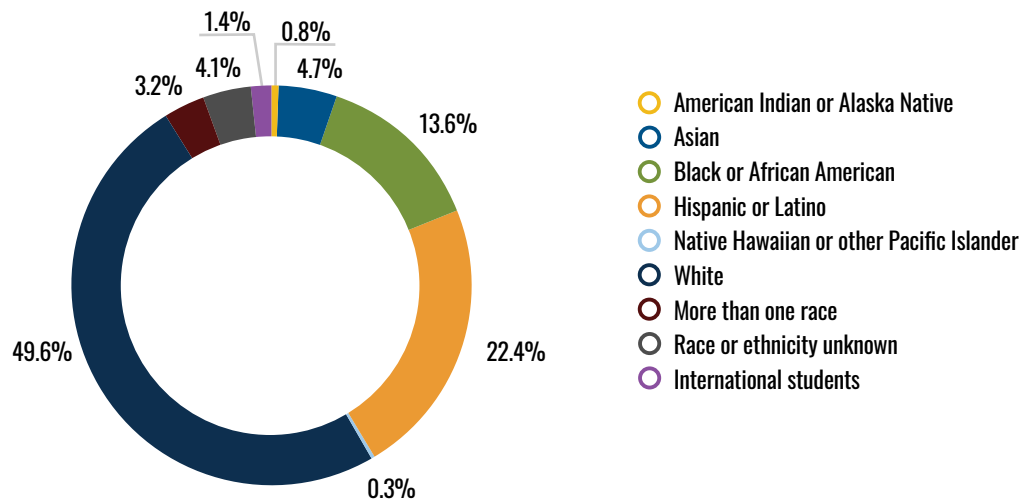
Notes: Data reflect subbaccalaureate degrees and certificates and bachelor's degrees earned at Title IV-eligible, degree-granting institutions classified as *Tribal Colleges and Universities* in this report. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* at two-year institutions includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations. | *Other applied fields* at four-year institutions includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

UNDERGRADUATE COMPLETIONS, BY CREDENTIAL TYPE

Short-Term Certificates

In 2021, undergraduate students earned 744,850 short-term certificates—19.3 percent of all undergraduate completions. Among students who earned short-term certificates, 49.6 percent were White and 45.0 percent were students of color.¹⁰ International students made up 1.4 percent of short-term certificate completers.

Figure 4.12: Short-Term Certificates Across Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

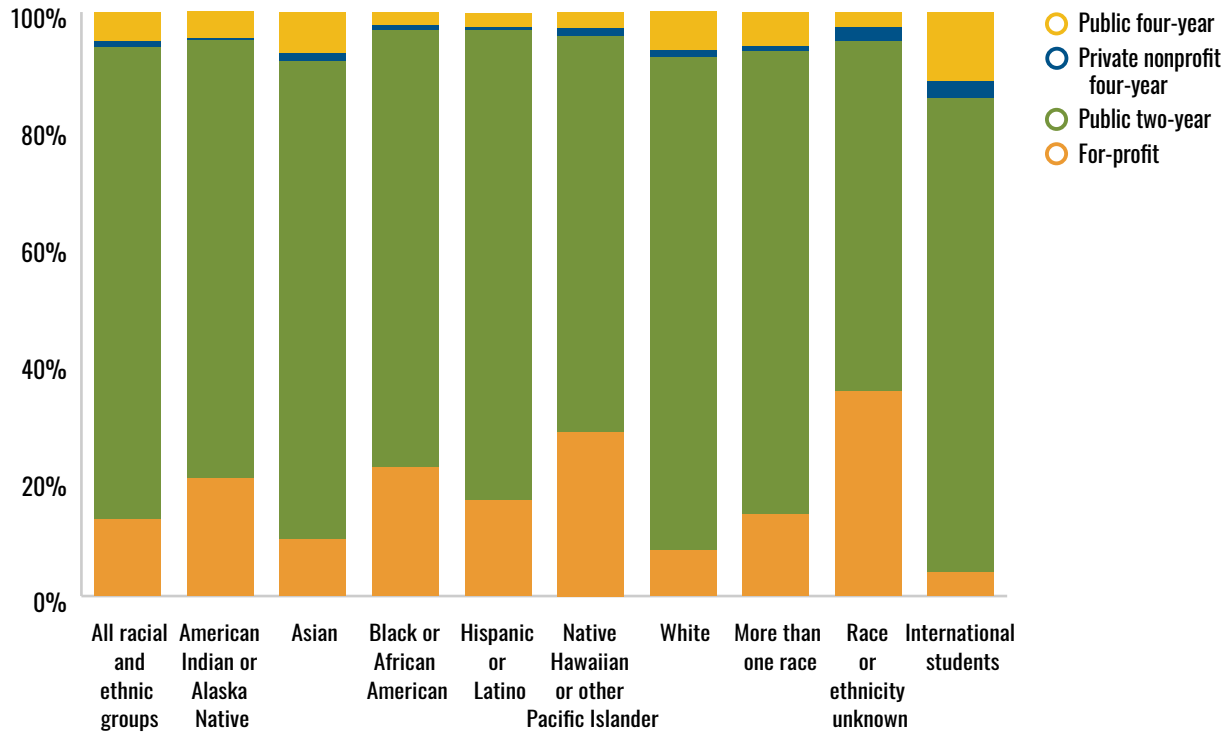
Notes: Data reflect short-term certificates earned at all Title IV-eligible, degree-granting institutions. | Short-term certificates include those that were of less than two academic years.

¹⁰ The group of *students of color* included students who were American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, or multiracial.

Institutional Sector

The majority of all short-term certificates earned in 2021 were awarded at public two-year institutions (80.9 percent), followed by for-profit (13.1 percent), public four-year (5.0 percent), and private nonprofit four-year (1.0 percent) institutions.

Figure 4.13: Short-Term Certificates Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

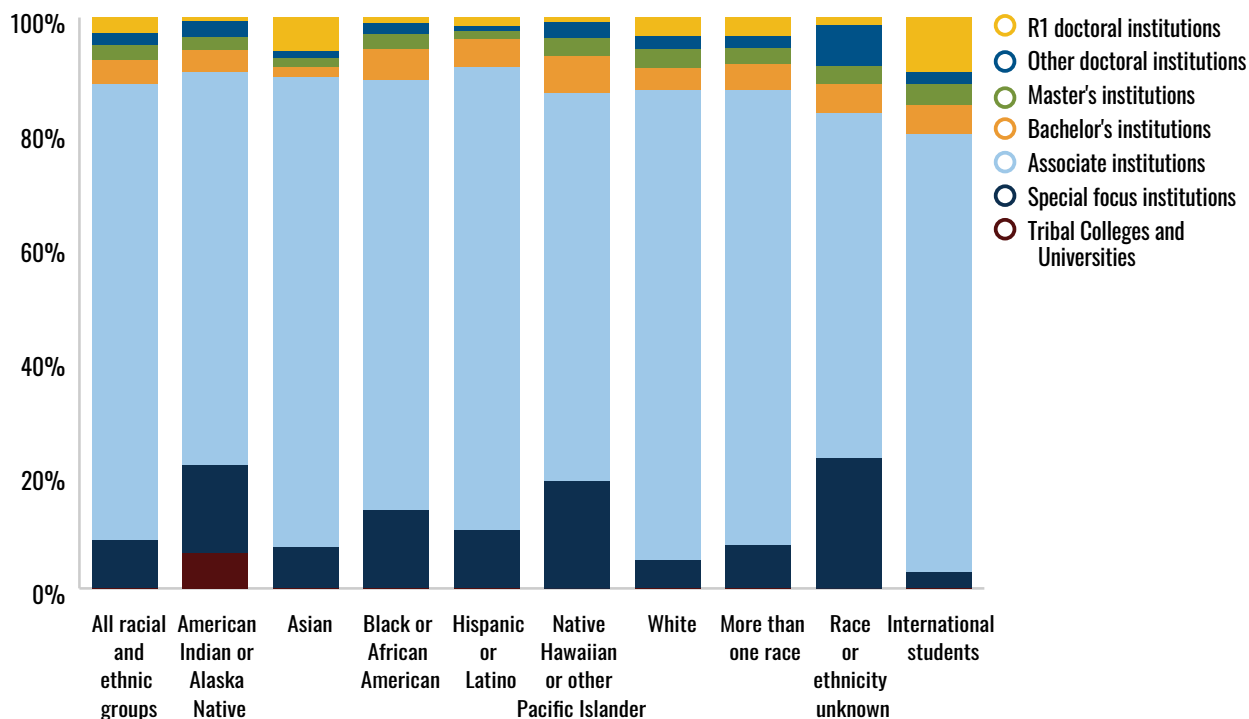
Notes: Data reflect short-term certificates earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | *Short-term certificates* include those that were of less than two academic years.

- More than eight in 10 White (84.5 percent), Asian (81.9 percent), international (81.2 percent), and Hispanic or Latino (80.5 percent) students earned a short-term certificate at public two-year institutions.
- About 28 percent of Native Hawaiian or other Pacific Islander students and 22 percent of Black or African American students earned a short-term certificate at for-profit institutions. In contrast, fewer than 10 percent of Asian (9.7 percent) and White (7.8 percent) students did so.
- About 12 percent of international students earned a short-term certificate at public four-year institutions, compared with fewer than 3 percent of Native Hawaiian or other Pacific Islander (2.8 percent), Hispanic or Latino (2.5 percent), and Black or African American (2.3 percent) students.

Carnegie Classification

About 80 percent of all short-term certificates earned in 2021 were awarded at associate institutions (79.9 percent). Special focus institutions awarded 8.3 percent of all short-term certificates.

Figure 4.14: Short-Term Certificates Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

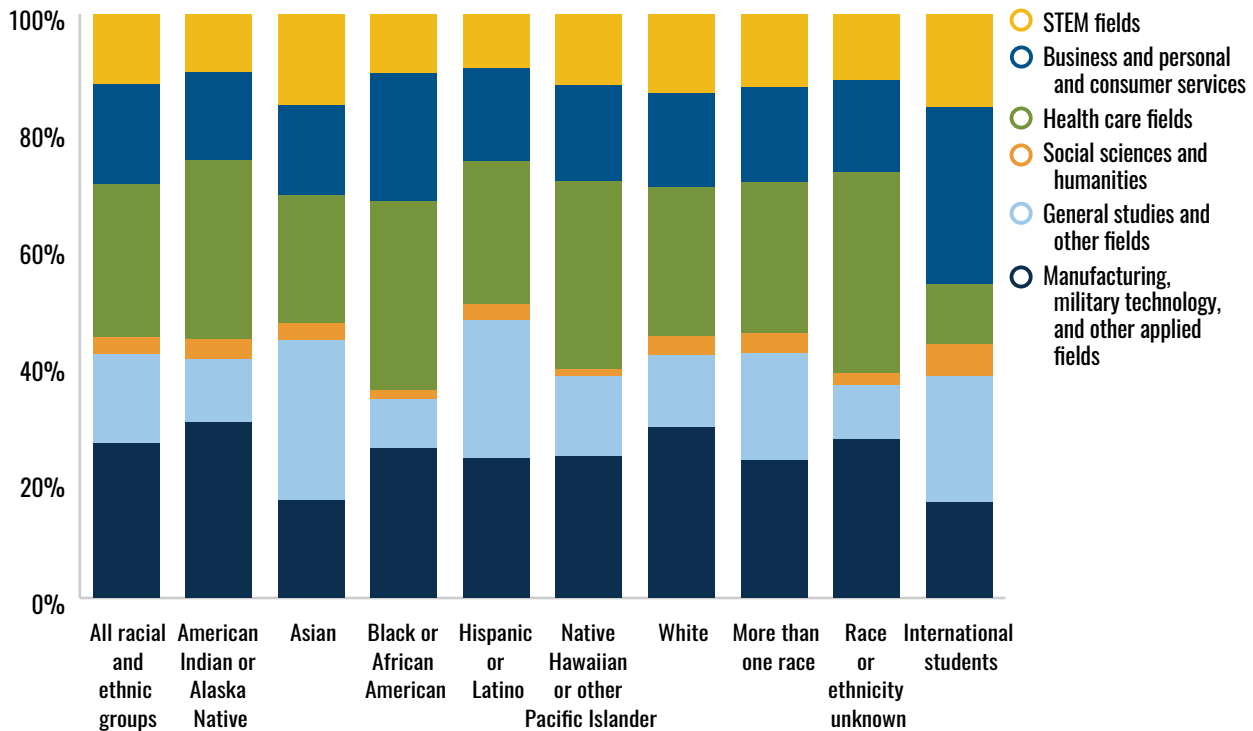
Notes: Data reflect short-term certificates earned at all Title IV–eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification. | Short-term certificates include those that were of less than two academic years.

- Over 80 percent of White (82.3 percent), Asian (82.2 percent), and Hispanic or Latino (81.2 percent) students earned a short-term certificate at associate institutions.
- Roughly one in five Native Hawaiian or other Pacific Islander students (18.8 percent) who earned a short-term certificate in 2021 graduated from special focus institutions.
- Nearly one in 10 international students (9.6 percent) earned a short-term certificate at R1 doctoral institutions, while around 1 percent of Hispanic or Latino (1.4 percent), Black or African American (1.0 percent), Native Hawaiian or other Pacific Islander (0.9 percent), and American Indian or Alaska Native (0.6 percent) students did so.

Field of Study

In 2021, over half of all short-term certificates were awarded in manufacturing, military technology, and other applied fields (26.5 percent) or health care fields (26.2 percent).

Figure 4.15: Field of Study for Short-Term Certificate Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

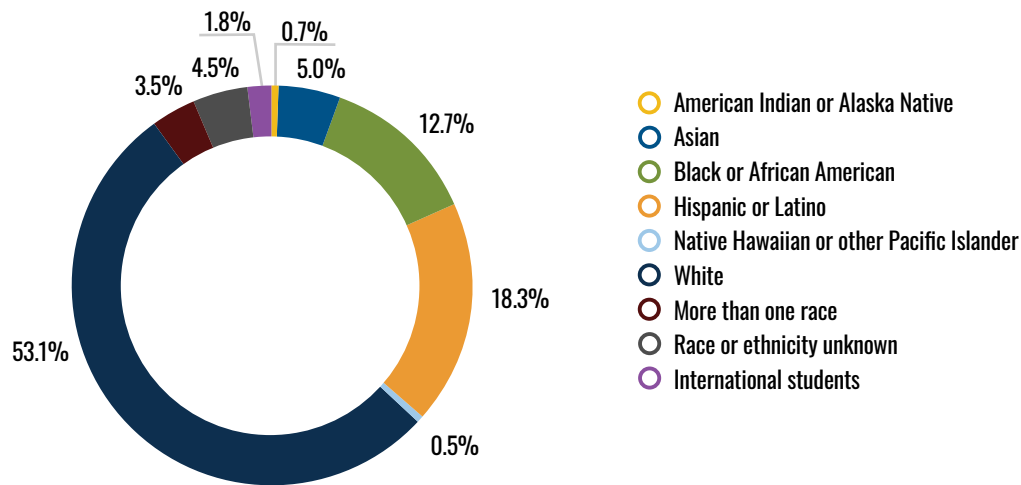
Notes: Data reflect short-term certificates earned at all Title IV-eligible, degree-granting institutions. | *Short-term certificates* include those that were of less than two academic years. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* in this figure includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Nearly one-third of American Indian or Alaska Native (30.1 percent) and White (29.3 percent) students earned a short-term certificate in manufacturing, military technology, and other applied fields, while around 16 percent of Asian (16.8 percent) and international (16.4 percent) students did so.
- Health care was the most popular field of study, except among Asian, White, and international students.
- International students chose business and personal and consumer services as their top field of short-term certificate completions (30.3 percent).
- Around a quarter of Asian (27.3 percent) and Hispanic or Latino (23.6 percent) students earned a short-term certificate in general studies and other fields. In contrast, 8.4 percent of Black or African American students did so.
- More than 15 percent of international (15.9 percent) and Asian (15.6 percent) students earned a short-term certificate in STEM fields, compared with 9.4 percent of Hispanic or Latino students.

Long-Term Certificates

A small fraction of all undergraduate degrees and certificates awarded in 2021 were long-term certificates. Of the 10,013 students who earned these certificates, 53.1 percent were White students and 40.6 percent were students of color. International students made up 1.8 percent of long-term certificate recipients.

Figure 4.16: Long-Term Certificates Across Race and Ethnicity: 2021



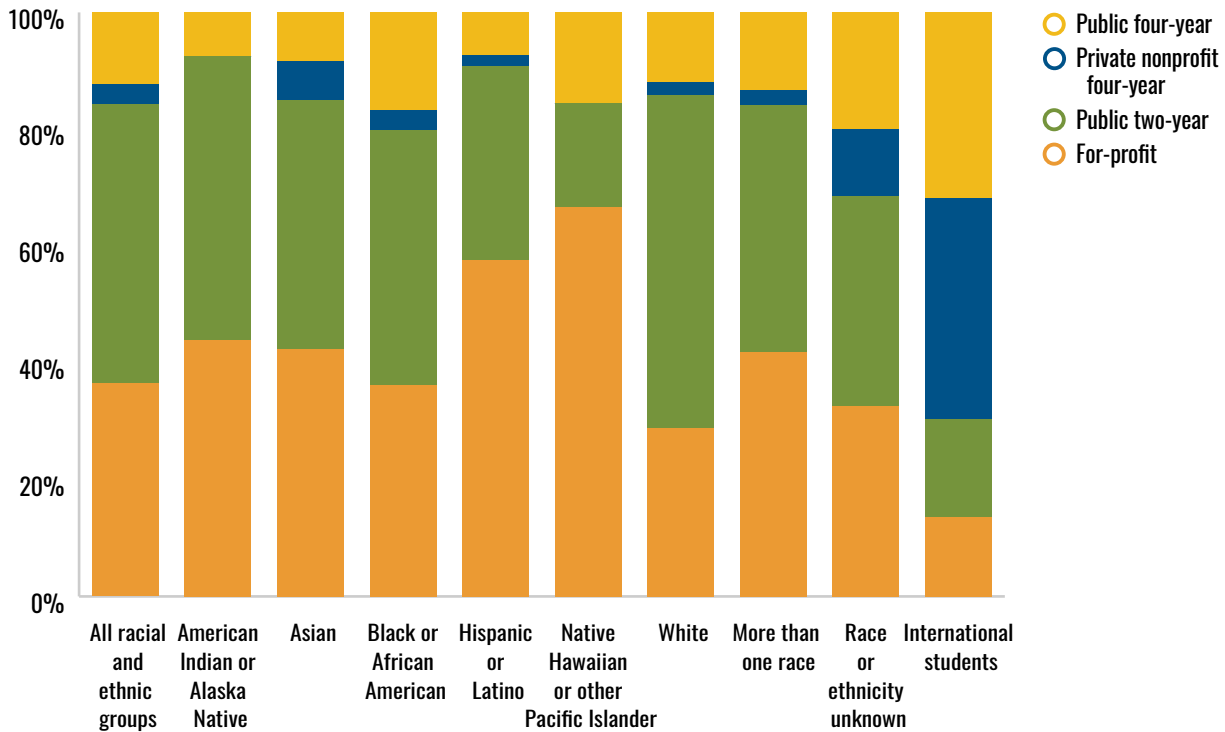
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect long-term certificates earned at all Title IV-eligible, degree-granting institutions. | Long-term certificates include those that were of at least two but less than four academic years.

Institutional Sector

About half of all long-term certificates were awarded at public two-year institutions (47.8 percent), followed by for-profit (36.4 percent), public four-year (12.2 percent), and private nonprofit four-year (3.5 percent) institutions.

Figure 4.17: Long-Term Certificates Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

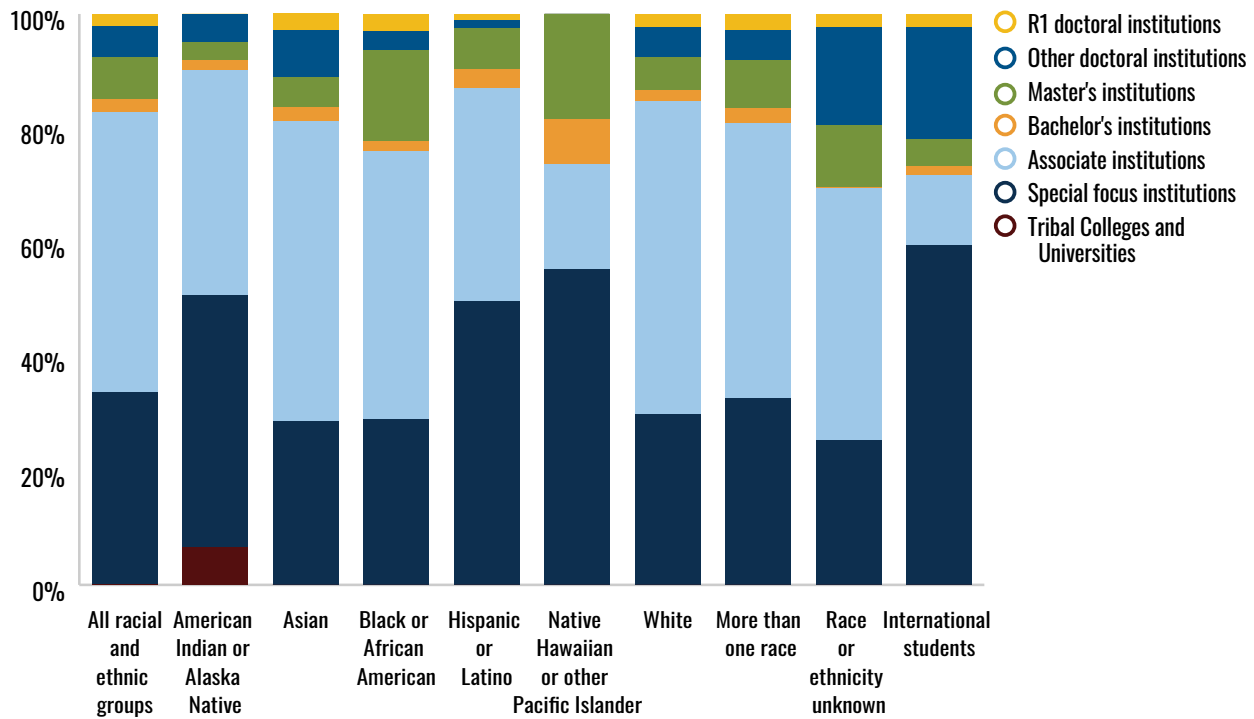
Notes: Data reflect long-term certificates earned at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Long-term certificates include those that were of at least two but less than four academic years.

- Over half of White (57.0 percent) students earned a long-term certificate at public two-year institutions, while fewer than 20 percent of Native Hawaiian or other Pacific Islander (17.8 percent) and international (16.7 percent) students did so.
- The majority of Native Hawaiian or other Pacific Islander (66.7 percent) and Hispanic or Latino (57.6 percent) students earned a long-term certificate at for-profit institutions. In contrast, fewer than one-third of White (28.8 percent) students and only 13.6 percent of international students did so.
- Most international students earned a long-term certificate at public four-year (31.8 percent) or private nonprofit four-year (37.9 percent) institutions.

Carnegie Classification

Most long-term certificates earned in 2021 were awarded at associate institutions (49.0 percent) or at special focus institutions (33.8 percent).

Figure 4.18: Long-Term Certificates Across Carnegie Classifications, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

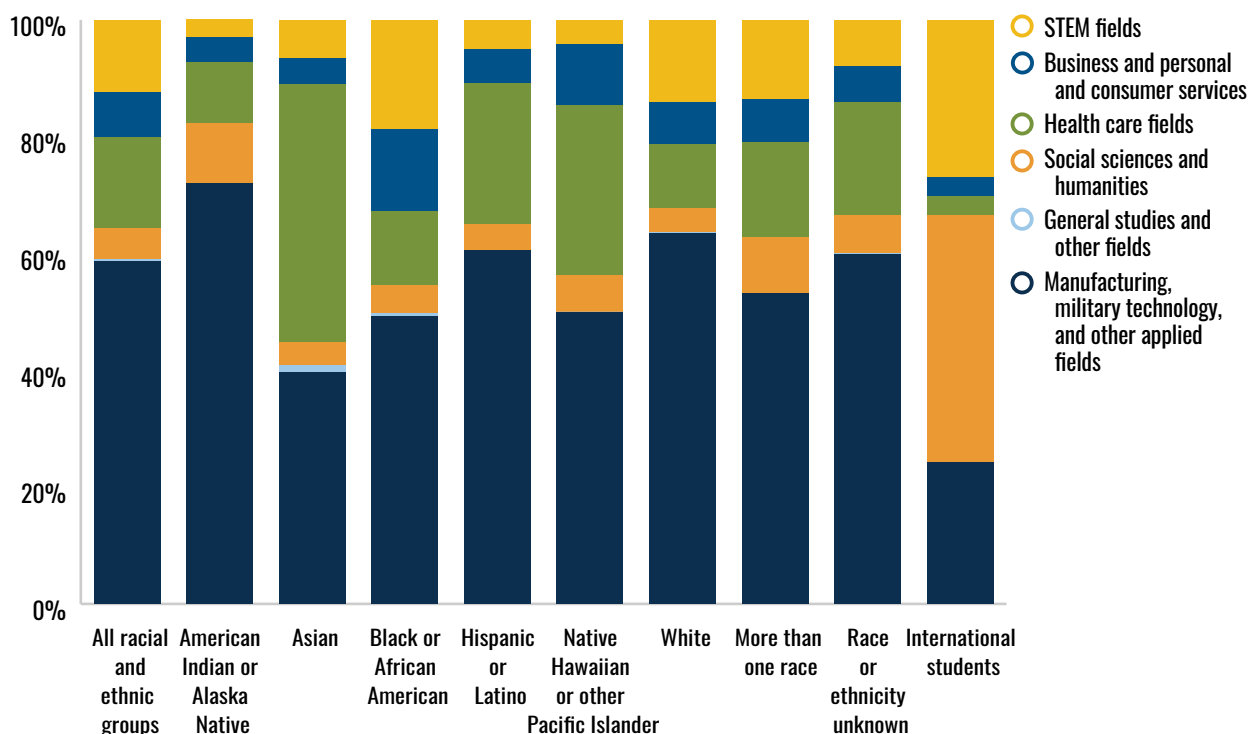
Notes: Data reflect long-term certificates earned at all Title IV-eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification. | Long-term certificates include those that were of at least two but less than four academic years.

- Over half of White (54.8 percent) and Asian (52.7 percent) students who earned long-term certificates graduated from associate institutions, compared with 18.4 percent of Native Hawaiian or other Pacific Islander and 12.1 percent of international students.
- Larger shares of long-term certificates were earned at special focus institutions than at any other type of institutions. For instance, almost 60 percent of international (59.5 percent), Native Hawaiian or other Pacific Islander (55.3 percent), Hispanic or Latino (49.6 percent), and American Indian or Alaska Native (44.3 percent) students earned a long-term certificate at special focus institutions.
- Nearly one in five Native Hawaiian or other Pacific Islander (18.4 percent) students earned a long-term certificate at master's institutions. In contrast, 3.3 percent of American Indian or Alaska Native students did so.
- Roughly one-fifth of international (19.7 percent) students earned a long-term certificate at other doctoral institutions, compared with 3.5 percent of Black or African American students and 1.3 percent of Hispanic or Latino students.
- About 7 percent of American Indian or Alaska Native students earned a long-term certificate at Tribal Colleges and Universities; no students from other groups did so.

Field of Study

The majority of long-term certificates earned in 2021 were awarded in manufacturing, military technology, and other applied fields (58.7 percent), followed by health care (15.7 percent) and STEM (12.5 percent) fields.

Figure 4.19: Field of Study for Long-Term Certificate Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

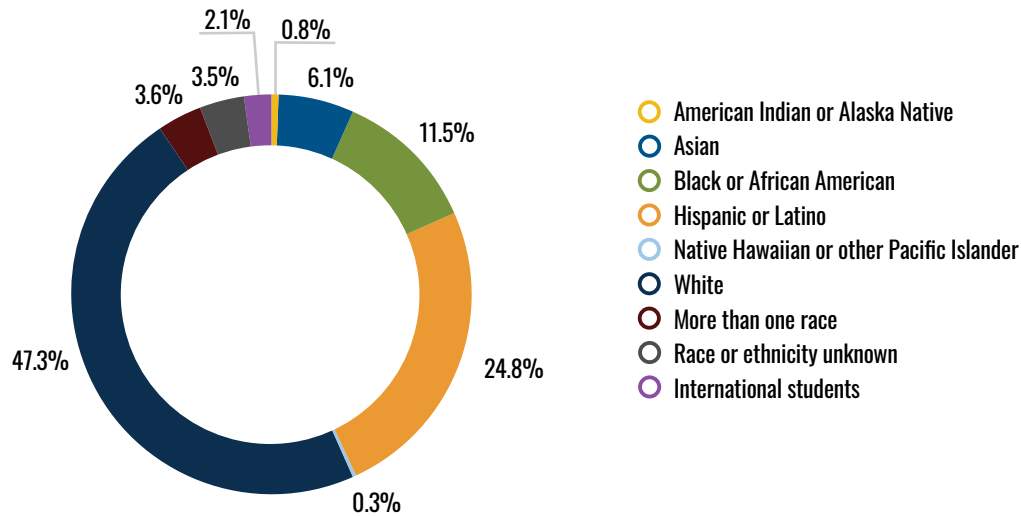
Notes: Data reflect long-term certificates earned at all Title IV-eligible, degree-granting institutions. | *Long-term certificates* include those that were of at least two but less than four academic years. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* in this figure includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Manufacturing, military technology, and other applied fields was the most popular field of study for most student groups—ranging from 49.2 percent of Black or African American students to 72.1 percent of American Indian or Alaska Native students—except for Asian and international students.
- Nearly three-quarters of American Indian or Alaska Native (72.1 percent) students earned a long-term certificate in manufacturing, military technology, and other applied fields, while a quarter of international (24.2 percent) students did so.
- About 44 percent of Asian students earned a long-term certificate in health care fields, compared with 12.8 percent of Black or African American, 10.9 percent of White, 10.3 percent American Indian or Alaska Native, and 3.3 percent of international students.
- Roughly 27 percent of international students and 19 percent of Black or African American students earned a long-term certificate in STEM fields, while fewer than 10 percent of Asian (6.6 percent), Hispanic or Latino (4.9 percent), Native Hawaiian or other Pacific Islander (4.2 percent), and American Indian or Alaska Native (2.9 percent) students did so.
- About 42 percent of international students earned a long-term certificate in social sciences and humanities; this share was much higher than those of other groups, which ranged from 3.8 percent of Asian students to 10.3 percent of American Indian or Alaska Native students.

Associate Degrees

Of the over 1 million students who received associate degrees in 2021, 47.3 percent were White and 47.1 percent were students of color. International students made up 2.1 percent of associate degree recipients.

Figure 4.20: Associate Degrees Across Race and Ethnicity: 2021

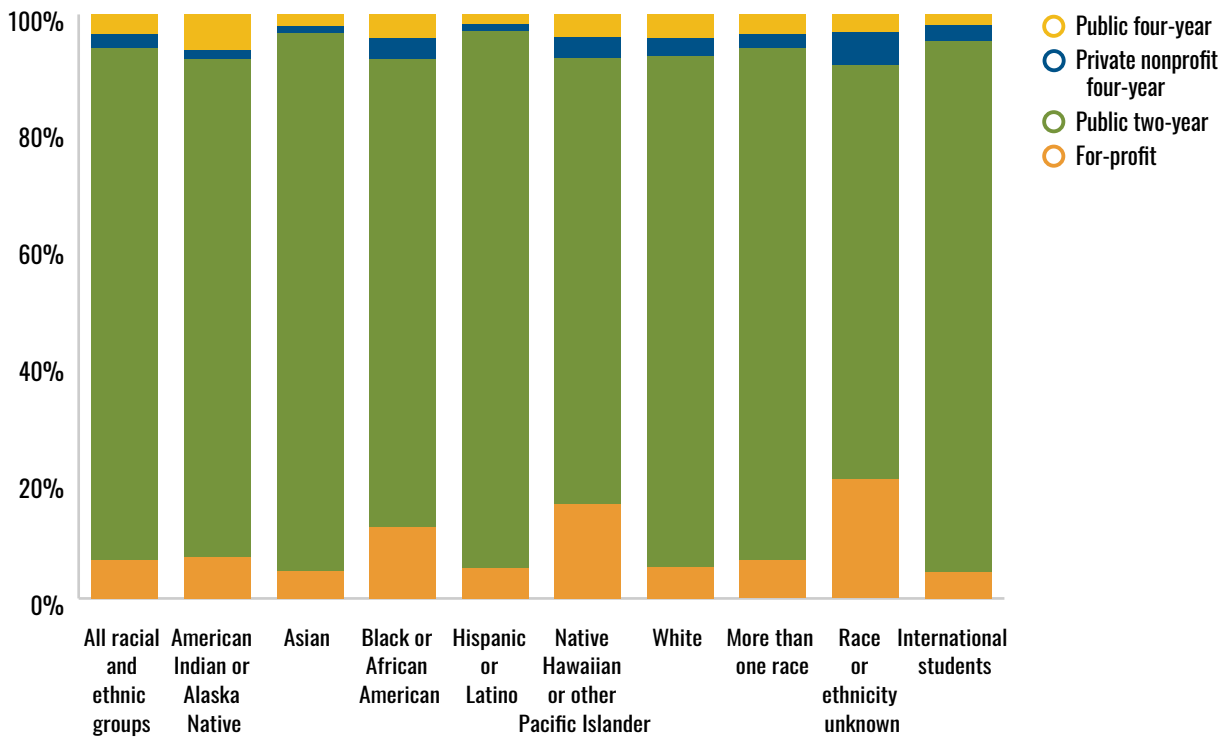


Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
Note: Data reflect associate degrees earned at all Title IV-eligible, degree-granting institutions.

Institutional Sector

In 2021, the majority of associate degrees were awarded at public two-year institutions (87.6 percent), followed by for-profit (6.6 percent), public four-year (3.3 percent), and private nonprofit four-year (2.5 percent) institutions.

Figure 4.21: Associate Degrees Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

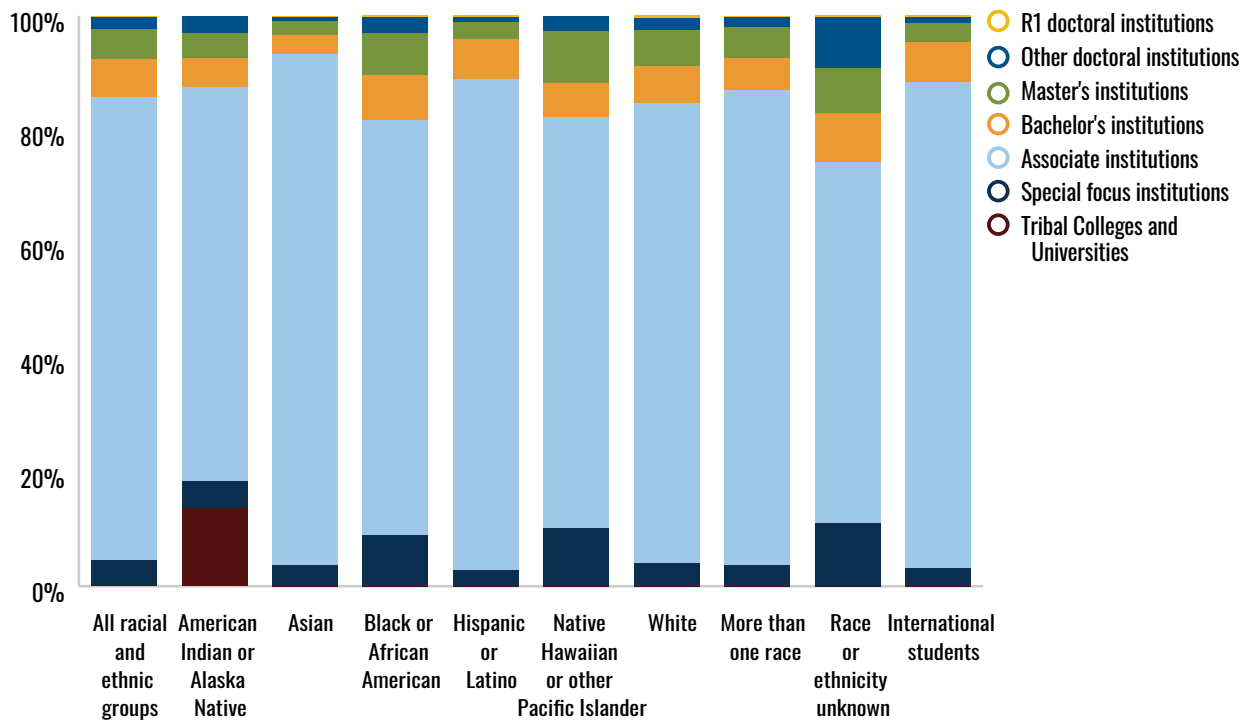
Notes: Data reflect associate degrees earned at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Over 90 percent of Asian (92.2 percent), Hispanic or Latino (91.8 percent), and international (90.8 percent) students earned an associate degree at public two-year institutions.
- About 16 percent of Native Hawaiian or other Pacific Islander students earned an associate degree at for-profit institutions, while 5.3 percent of White students did so.

Carnegie Classification

In 2021, the majority of associate degrees were awarded at associate institutions (81.2 percent).

Figure 4.22: Associate Degrees Across Carnegie Classifications, by Race and Ethnicity: 2021



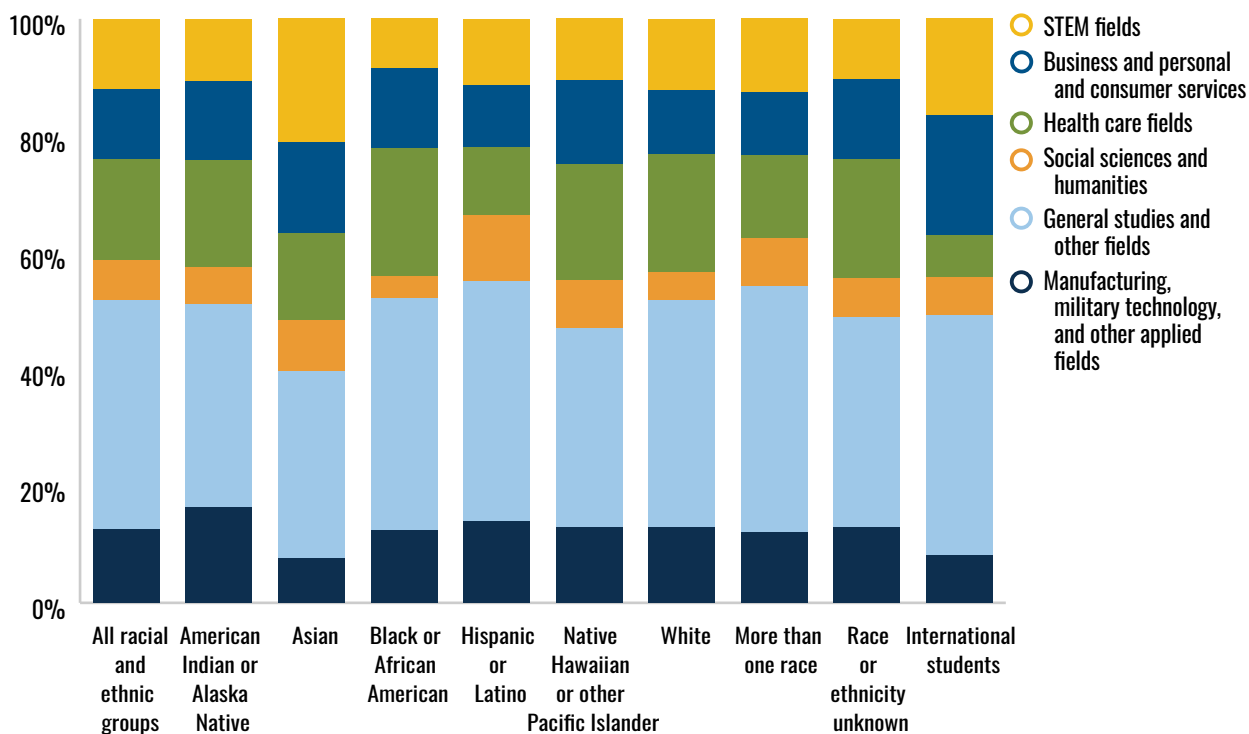
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect associate degrees earned at all Title IV–eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification.

○ Roughly 14 percent of American Indian or Alaska Native students earned an associate degree at Tribal Colleges and Universities.

Field of Study

The largest share of all associate degrees earned in 2021 were awarded in general studies and other fields (39.2 percent), followed by health care fields (17.5 percent).

Figure 4.23: Field of Study for Associate Degree Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

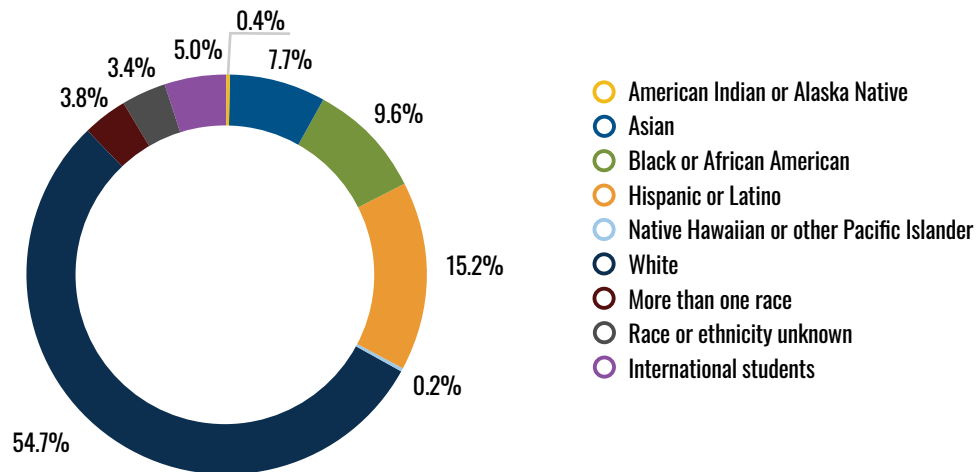
Notes: Data reflect associate degrees earned at all Title IV-eligible, degree-granting institutions. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* in this figure includes manufacturing, construction, repair and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Over one-fifth of Black or African American students (21.8 percent) earned an associate degree in health care fields, compared with 11.7 percent of Hispanic or Latino students.
- About 16 percent of American Indian or Alaska Native students earned an associate degree in manufacturing, military technology, and other applied fields. In contrast, around 8 percent of international (8.2 percent) and Asian (7.5 percent) students did so.
- More than one in five Asian associate degree recipients (21.1 percent) majored in STEM, whereas 8.4 percent of Black or African American associate degree recipients did so.
- More than one in 10 Hispanic or Latino associate degree recipients (11.3 percent) studied social sciences and humanities.

Bachelor's Degrees

Over 2 million bachelor's degrees were awarded in 2021. Of the graduates who earned these degrees, 54.7 percent were White students and 37.0 percent were students of color. International students made up 5.0 percent of bachelor's degree recipients.

Figure 4.24: Bachelor's Degrees Across Race and Ethnicity: 2021

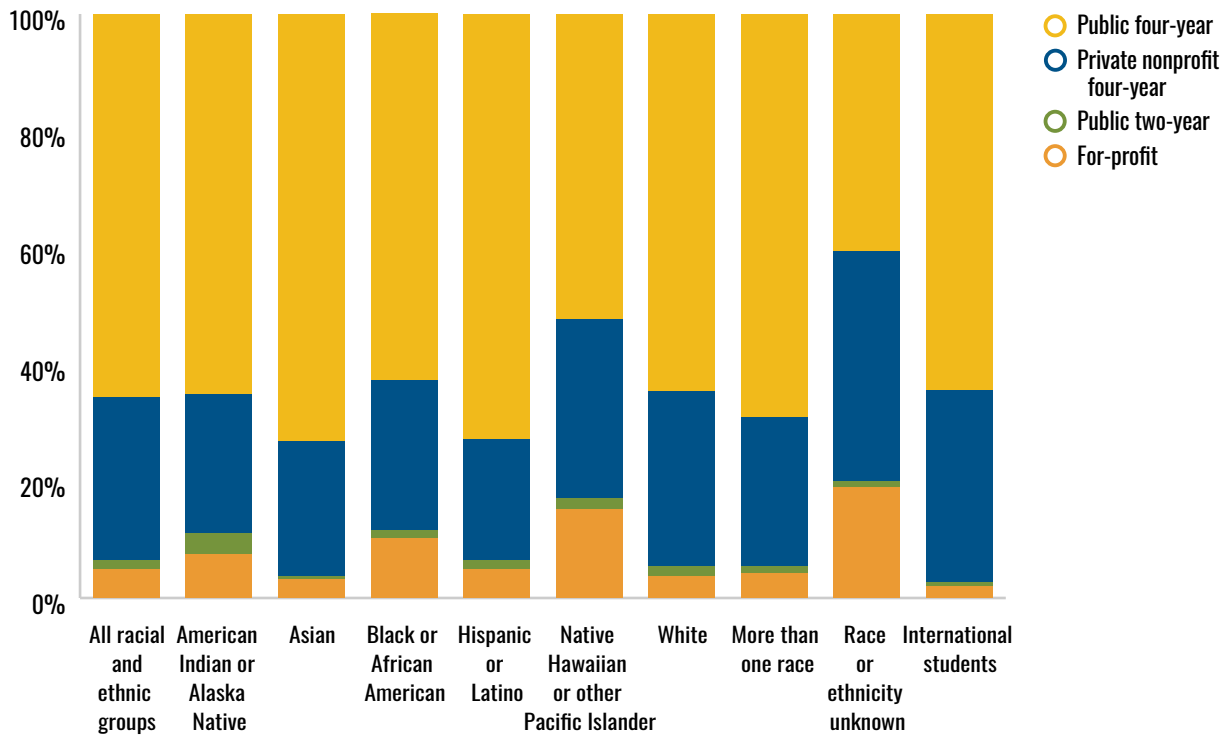


Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
Note: Data reflect bachelor's degrees earned at all Title IV-eligible, degree-granting institutions.

Institutional Sector

The majority of bachelor's degrees earned in 2021 were awarded at public four-year institutions (65.7 percent), followed by private nonprofit four-year (27.9 percent), for-profit (5.0 percent), and public two-year (1.5 percent) institutions.

Figure 4.25: Bachelor's Degrees Across Sectors, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

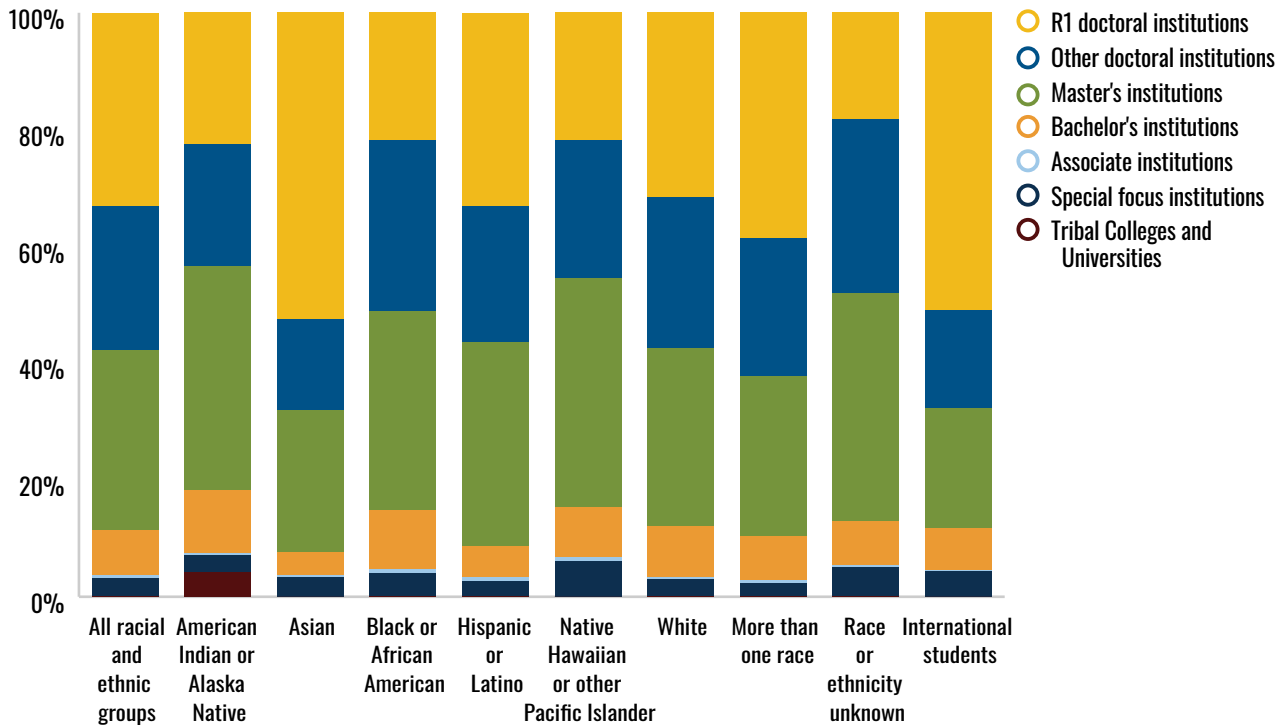
Notes: Data reflect bachelor's degrees earned at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Nearly three-quarters of Asian (73.2 percent) and Hispanic or Latino (72.8 percent) students earned a bachelor's degree at public four-year institutions.
- About 15 percent of Native Hawaiian or other Pacific Islander students earned a bachelor's degree at for-profit institutions. In contrast, only 3.1 percent of Asian students and 2.0 percent of international students did so.

Carnegie Classification

The largest share of all bachelor's degrees earned in 2021 were awarded by R1 doctoral institutions (33.2 percent), followed by master's institutions (30.8 percent) and other doctoral institutions (24.6 percent).

Figure 4.26: Bachelor's Degrees Across Carnegie Classifications, by Race and Ethnicity: 2021



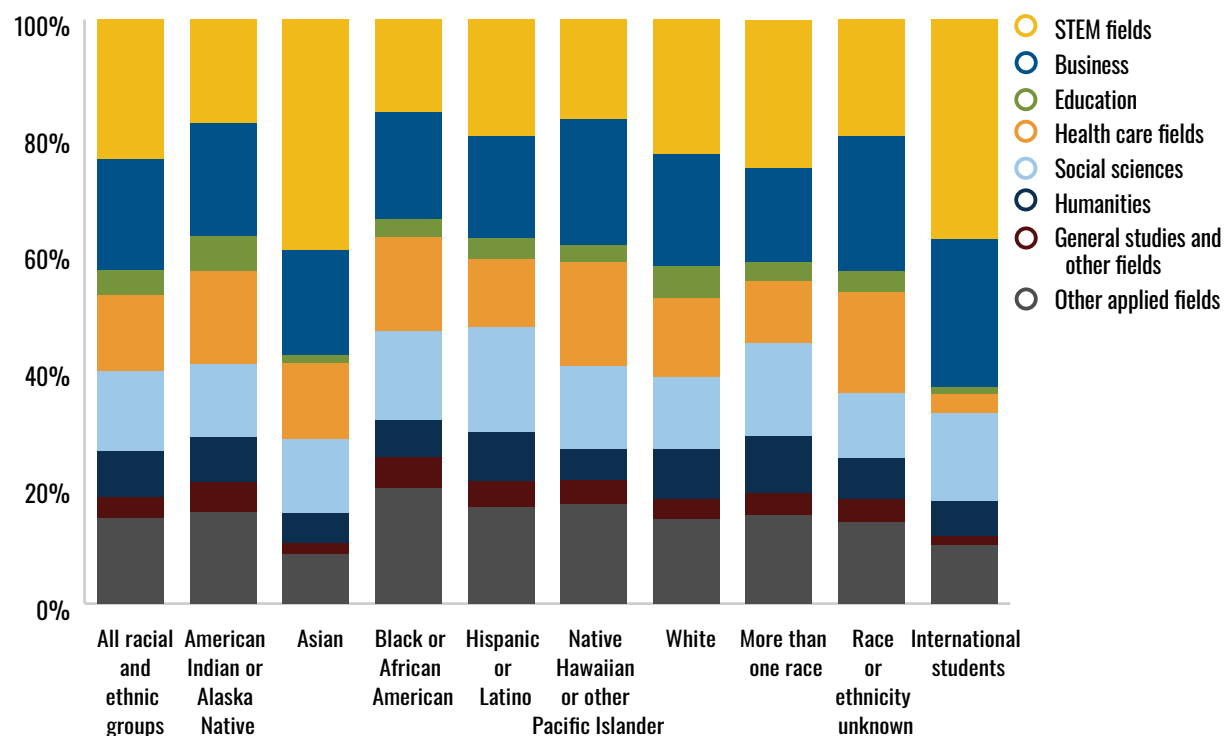
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect bachelor's degrees earned at all Title IV-eligible, degree-granting institutions that were classified by the 2018 Carnegie Basic Classification.

- Over half of Asian (52.4 percent) and international (50.9 percent) students earned a bachelor's degree at R1 doctoral institutions. In contrast, much smaller percentages of Hispanic or Latino (33.1 percent), White (31.6 percent), American Indian or Alaska Native (22.5 percent), Black or African American (21.8 percent), and Native Hawaiian or other Pacific Islander (21.8 percent) students did so.
- About 4 percent of American Indian or Alaska Native students earned a degree at Tribal Colleges and Universities.

Field of Study

In 2021, nearly one-quarter of all bachelor's degrees were awarded in STEM fields (23.9 percent), followed by business (19.0 percent) and other applied fields (14.6 percent).

Figure 4.27: Field of Study for Bachelor's Degree Recipients, by Race and Ethnicity: 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect bachelor's degrees earned at all Title IV-eligible, degree-granting institutions. | *STEM fields* includes computer and information sciences, engineering and engineering technology, biological and physical sciences, science technology, math, and agriculture. | *General studies and other programs* includes fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | *Other applied fields* in this figure includes personal and consumer services; manufacturing, construction, repair and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

- Nearly four in 10 Asian (39.4 percent) and international (37.7 percent) bachelor's degree recipients majored in STEM fields. In contrast, fewer than 20 percent of Hispanic or Latino (19.9 percent), American Indian or Alaska Native (17.8 percent), Native Hawaiian or other Pacific Islander (17.1 percent), and Black or African American (15.8 percent) bachelor's degree recipients studied in STEM fields.
- Nearly every student group, with the exception of international students (3.4 percent), earned more than 10 percent of its total degrees awarded in health care fields.

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