

Report on the Condition of Education 2025

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Report on the Condition of Education 2025

April 2026

Institute of Education Sciences
National Center for Education Statistics

U.S. Department of Education

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A Letter From the

National Center for Education Statistics

April 2026

On behalf of the National Center for Education Statistics (NCES), I am pleased to present the 2025 edition of the *Condition of Education*, a congressionally mandated annual report summarizing the latest data on education in the United States. The *Condition of Education* is designed to provide high quality and useful information to policymakers as well as parents, educators, and the education community. This year's report includes an array of data spanning from early childhood to postsecondary and beyond.

The contents of this year's *Condition of Education* can also be accessed online. The *Condition of Education* includes a [Readers' Guide](#), a [Glossary](#), and a [Guide to Sources](#) that provide additional information to help provide context for the indicators. In addition, each indicator references the source data tables used to produce that indicator. Most of these data tables are included in NCES's [Digest of Education Statistics](#).

NCES produces a range of reports and datasets designed to help inform policymakers and the public. For more information on our latest activities and releases, please visit the [NCES website](#).

Matthew Soldner

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Part I

Introduction

The *Condition of Education* is an annual publication from the National Center for Education Statistics (NCES) that fulfills a mandate of the United States Congress. Using data from NCES and other sources, NCES compiles a set of “indicators” on the condition of education in the United States at all levels, from prekindergarten through postsecondary. Past contents of the Condition of Education Indicator System can be accessed [online](#) or by downloading PDFs for the individual indicators.

The *Report on the Condition of Education 2025* comprises key findings from the Indicator System. This summary report provides a brief overview of information available on various topics and is organized into three sections: preprimary, elementary, and secondary education; postsecondary education; and population characteristics and economic outcomes. These three sections are preceded first by a general overview of the condition of education in the United States and then a section highlighting data from newly updated indicators.

The data in the indicators were obtained from different surveys and compilations of administrative records and reflect various respondents throughout the education system, including students and teachers, elementary and secondary schools, state education agencies, and colleges and universities. Users should be cautious when comparing data from different sources.

Unless otherwise noted, data throughout this report represent the 50 states and the District of Columbia. All data reflect the most current data available at the time the report was produced. For general technical notes related to data analysis, data interpretation, rounding, and other considerations, refer to the [Reader’s Guide](#).

2025 Overview of the Condition of Education in the United States

Public School Enrollment

In fall 2023, public elementary and secondary schools in the United States enrolled 49.5 million students in prekindergarten (preK) through grade 12.^{1,2} Of these students, 33.9 million were enrolled in grades preK-8, and the remaining 15.6 million were enrolled in grades 9-12. Total public school enrollment in 2023 was lower than in 2019 (50.8 million)—prior to the COVID-19 pandemic—and lower than a decade prior in 2013 (50.0 million).

- Fall 2023 enrollment exceeded fall 2019 levels in 9 states and the District of Columbia, but remained lower in the other 41 states.
- In 10 states, enrollment in fall 2023 was lower than in fall 2019 by at least 5 percent.

In 2023, some 5.2 percent of students ages 5 to 17 with a grade equivalent of kindergarten through grade 12 received instruction at home, which was higher than the rate in 2019 (3.7 percent). This includes both homeschooled students (3.4 percent) and students enrolled in public or private schools who received full-time virtual instruction (1.8 percent). Both types of at-home instruction were more prevalent in 2023 than in 2019.

Postsecondary Enrollment

At the postsecondary level in the United States, undergraduate enrollment decreased over the last decade, whereas postbaccalaureate enrollment increased.³

- Between fall 2013 and fall 2023, total undergraduate enrollment in degree-granting postsecondary institutions decreased by 9 percent (from 17.5 million to 15.8 million students). This decrease was driven by an enrollment decrease at 2-year institutions. However, enrollment at both 2-year and 4-year institutions was higher in fall 2023 than in fall 2022.
- Total enrollment in postbaccalaureate programs increased overall between fall 2013 and fall 2023 (from 2.9 million to 3.2 million students).

Elementary and Secondary Student Achievement

The health of an education system is often assessed through indicators of achievement.

On the National Assessment of Educational Progress (NAEP), for both 4th and 8th grade, higher percentages of students performed below NAEP Basic in 2024 than in 2019, and lower percentages of students performed at or above NAEP Proficient in 2024 than in 2019.⁴

In the 2022 Program for International Student Assessment (PISA), out of 81 participating education systems, 5 had higher average reading literacy scores for 15-year-olds than the United States, 25 had higher mathematics literacy scores, and 9 had higher science literacy scores.⁵

¹ In this report, public elementary and secondary school enrollment includes ungraded students for all years. This also includes a small number of students reported as being enrolled in grade 13 who were counted as being enrolled in grades 9 through 12.

² See *Digest of Education Statistics 2024*, table 203.10.

³ See *Digest of Education Statistics 2024*, table 303.70.

⁴ Explore results for the 2024 NAEP [reading](#) and [mathematics](#) assessments.

⁵ Explore the [PISA 2022 U.S. results](#).

In 2023, the United States performed above the international average in mathematics and science for the Trends in International Mathematics and Science Study (TIMSS) at both the 4th and 8th grades.⁶

Postsecondary Degree Completion

In academic year 2022-23, U.S. postsecondary institutions conferred 5.1 million awards, ranging from certificates below the bachelor's level to doctor's degrees. The number of certificates, bachelor's, master's, and doctor's degrees conferred increased between 2012-13 and 2022-23, while the number of associate's degrees conferred was 5 percent lower in 2022-23 than in 2012-13 (1.0 million in both years).⁷

Economic Outcomes

Despite year-to-year decreases in 2020 and 2021 during the COVID-19 pandemic, overall employment for 25- to 34-year-olds increased from 75 percent in 2014 to 80 percent in 2024.^{8,9}

Educational attainment¹⁰ is associated with many long-term life outcomes. For 25- to 34-year-olds in the United States who worked full time, year round (i.e., worked 35 or more hours per week for 50 or more weeks per year), those who had higher educational attainment also had higher median earnings in 2022.^{11,12} For example,

- the median earnings of master's or higher degree completers (\$80,200) were 20 percent higher than the median earnings of bachelor's degree completers (\$66,600); and
- the median earnings of bachelor's degree completers were 35 percent higher than the median earnings of associate's degree completers (\$49,500).

⁶ Explore the [TIMSS 2023 U.S. results](#).

⁷ See *Digest of Education Statistics 2024*, table 318.40.

⁸ Caution should be used when comparing 2020, 2021, and 2022 estimates with those of other years due to the impact that the COVID-19 pandemic had on interviewing and response rates. For additional information about the impact of the COVID-19 pandemic on the Current Population Survey data, please see <https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar24.pdf>.

⁹ See *Digest of Education Statistics 2024*, table 501.50.

¹⁰ Levels of educational attainment refer to the *highest* degree earned.

¹¹ Median earnings for 2022 have not been adjusted for inflation.

¹² See *Digest of Education Statistics 2023*, table 502.30.

Part II

Highlights from the Updated 2025 *Condition of Education* Indicators

Preprimary, Elementary, and Secondary Education

School Enrollment Rates of Young Children

Between 2022 and 2023, the overall school enrollment rates increased for both 3- to 4-year-olds (from 47 to 49 percent) and 5-year-olds (from 84 to 85 percent). In 2023, these rates were not measurably different than they had been in 2019, prior to the COVID-19 pandemic.

Incidence of Nonfatal Victimization at School and Away From School

In 2023, the rate of nonfatal victimization at school (victimization occurring when students were on school property or on their way to or from school) for students ages 12-18 was 20 victimizations per 1,000 students, and the rate of nonfatal victimization away from school was 15 victimizations per 1,000 students.

Status Dropout Rates

The overall status dropout rate for 16- to 24-year-olds decreased from 6.8 percent in 2013 to 5.1 percent in 2023. During this time, the status dropout rate declined for those who were American Indian/Alaska Native (from 12.8 to 10.4 percent), Hispanic (from 11.8 to 7.8 percent), Black (from 9.0 to 5.5 percent), White (from 4.7 to 4.1 percent), and Asian (from 2.5 to 1.7 percent).

Children's Internet Access at Home

In 2023, the percentage of 3- to 18-year-olds who had home internet access through a computer was highest for those living with a related adult who had attained a bachelor's or higher degree (99 percent) and lowest for those living in households where no related adult had completed high school (89 percent).

Postsecondary Education

Immediate College Enrollment Rates

In every year from 2019 through 2023, a lower percentage of male high school completers than of female high school completers immediately enrolled in college. In 2023, some 58 percent of male high school completers and 65 percent of female high school completers immediately enrolled in college.

Undergraduate Enrollment

Between fall 2013 and fall 2023, total undergraduate enrollment in degree-granting postsecondary institutions decreased by 9 percent (from 17.5 million to 15.8 million students). In fall 2023, some 18 percent (2.8 million) of these students were degree/certificate-seeking students who were enrolled for the first time.

Characteristics of Postsecondary Faculty

The total number of faculty at degree-granting postsecondary institutions was 1.5 million in both fall 2013 and fall 2023. From fall 2013 to fall 2023, the number of full-time faculty increased by 9 percent (from 791,400 to 859,800) while the number of part-time faculty decreased by 11 percent (from 754,000 to 670,700).

Postsecondary Certificates and Degrees Conferred

Between 2012-13 and 2022-23, the number of awards conferred increased at every award level except associate's degrees. The number of associate's degrees awarded in 2022-23 was lower than in any year over the preceding decade.

Postsecondary Outcomes for Nontraditional and Traditional Undergraduate Students

Undergraduate completion rates were higher for the 2015-16 entry cohort than for the 2009-10 entry cohort at 4, 6, and 8 years after cohort entry. These differences in completion rates between cohorts were 5 percentage points at 2-year institutions and 6 to 7 percentage points at 4-year institutions.

Loans for Undergraduate Students

In 2022-23, some 38 percent of first-time, full-time degree/certificate-seeking undergraduate students were awarded loan aid, an 11 percentage point decrease from 2012-13 (49 percent). Between 2012-13 and 2022-23, the average annual student loan amount for these students decreased by 13 percent, from \$9,200 to \$8,000 (in constant 2023-24 dollars). Among undergraduate students who completed an undergraduate degree or certificate in the 2019-20 academic year, 55 percent received at least one loan while pursuing their undergraduate education.

Sources of Financial Aid

For all institutions, the percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded federal grants decreased from 2012-13 to 2018-19 (from 46 to 42 percent) before increasing 10 percentage points, to 52 percent, in 2019-20, and then returning to 2018-19 levels in 2022-23 (42 percent).

Population Characteristics and Economic Outcomes

Employment and Unemployment Rates by Educational Attainment

In 2024, some 80 percent of 25- to 34-year-olds were employed, and 4 percent of 25- to 34-year-olds in the labor force were unemployed. Compared with 2019—the year before the onset of the COVID-19 pandemic in the United States—in 2024, there was no measurable difference in either employment or unemployment rates among 25- to 34-year-olds.

Young Adults Neither Enrolled in School nor Working

The percentage of 18- to 24-year-olds who were neither enrolled in school nor working dropped from 17 percent in 2013 to 13 percent in 2023. However, the percentage was higher in 2021, a year into the COVID-19 pandemic, than it was in 2019 (15 vs. 13 percent, respectively).

Updated 2025 Condition of Education Indicators

The following pages present the updated 2025 *Condition of Education* indicators.

School Enrollment Rates of Young Children

Between 2022 and 2023, the overall school enrollment rates increased for both 3- to 4-year-olds (from 47 to 49 percent) and 5-year-olds (from 84 to 85 percent). In 2023, these rates were not measurably different than they had been in 2019, prior to the COVID-19 pandemic.

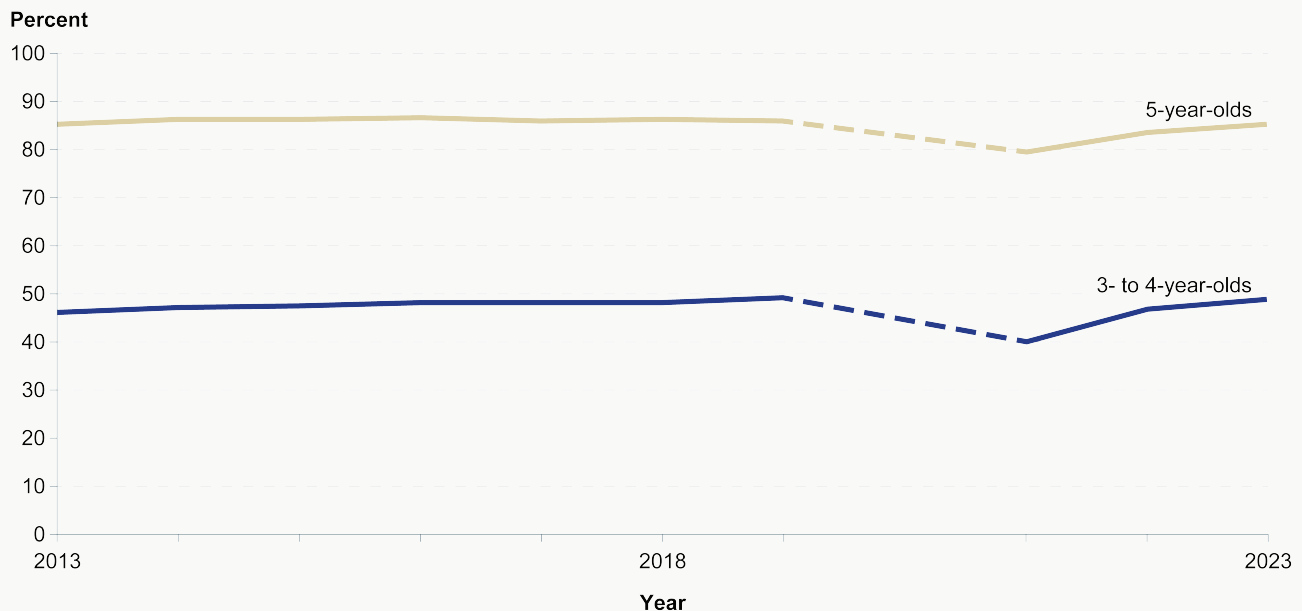
Formal schooling, such as preschool and kindergarten programs, is an important component of early childhood education. This indicator looks at the school enrollment rates of 3- to 5-year-olds using data from the American Community Survey (ACS).¹ This indicator also compares enrollment rates in public and private education by various child and family characteristics within the 3- to 4-year-old and 5-year-old age groups. Throughout this indicator, homeschooled students are included in the group of students receiving a private education.²

Overall School Enrollment Rates

In 2023, some 61 percent of 3- to 5-year-olds were enrolled in school overall, including 41 percent enrolled in public schools and 20 percent who were receiving a private education. The total enrollment rate was higher for 5-year-olds than for 3- to 4-year-olds (85 vs. 49 percent).

FIGURE 1.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school: Selected years, 2013 through 2023



NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). Data for 2020 are not presented in this figure due to collection issues associated with the COVID-19 pandemic. While the 2020 ACS data are not available, data were collected throughout the 12 months of 2021. In addition, the school enrollment question asked about enrollment during the previous 3 months in 2021 ACS. Thus, respondents to the 2021 ACS could be reporting on school enrollment from late 2020 to fall 2021, throughout much of the 2020–21 school year. For additional information, see <https://www.census.gov/programs-surveys/acs/about.html> and the 2021 questionnaire at <https://www.census.gov/programs-surveys/acs/about/forms-and-instructions.2021.html#list-tab-9466845>. Figures are plotted based on unrounded data.

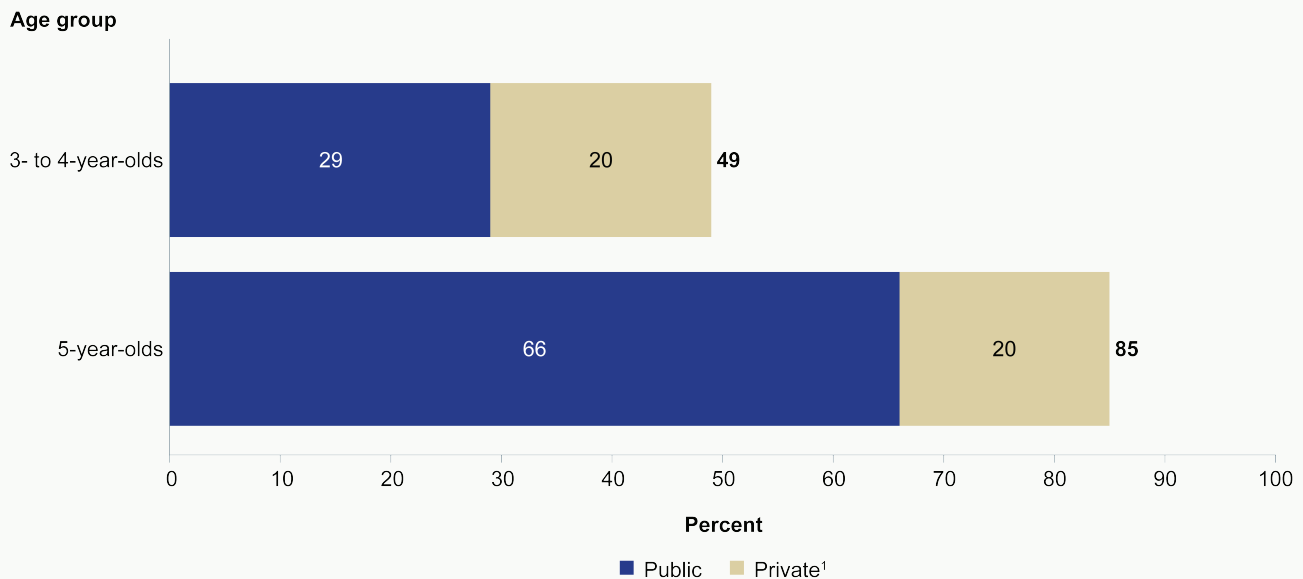
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, selected years, 2013 through 2023. See *Digest of Education Statistics 2024*, table 202.20.

Between 2013 and 2019, the overall school enrollment rate of 3- to 5-year-olds increased from 59 to 61 percent, before falling to 53 percent in 2021—the data year which largely overlaps the first full school year of the COVID-19 pandemic.³ In 2023, the rate had rebounded to 61 percent, which was not measurably different than the rate in 2019. For each age group, the data show that

- from 2013 to 2019, the enrollment rate for 3- to 4-year-olds increased by 3 percentage points (from 46 to 49 percent), while the rate for 5-year-olds did not differ measurably (86 percent in 2019);
- the enrollment rate for 3- to 4-year-olds was 9 percentage points lower in 2021 than in 2019 (40 vs. 49 percent) and the rate for 5-year-olds was 6 percentage points lower in 2021 than in 2019 (79 vs. 86 percent);^{4,5} and
- in 2023, enrollment rates for both age groups were not measurably different than in 2019.

FIGURE 2.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school, by school control: 2023



¹ Includes homeschooled children.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

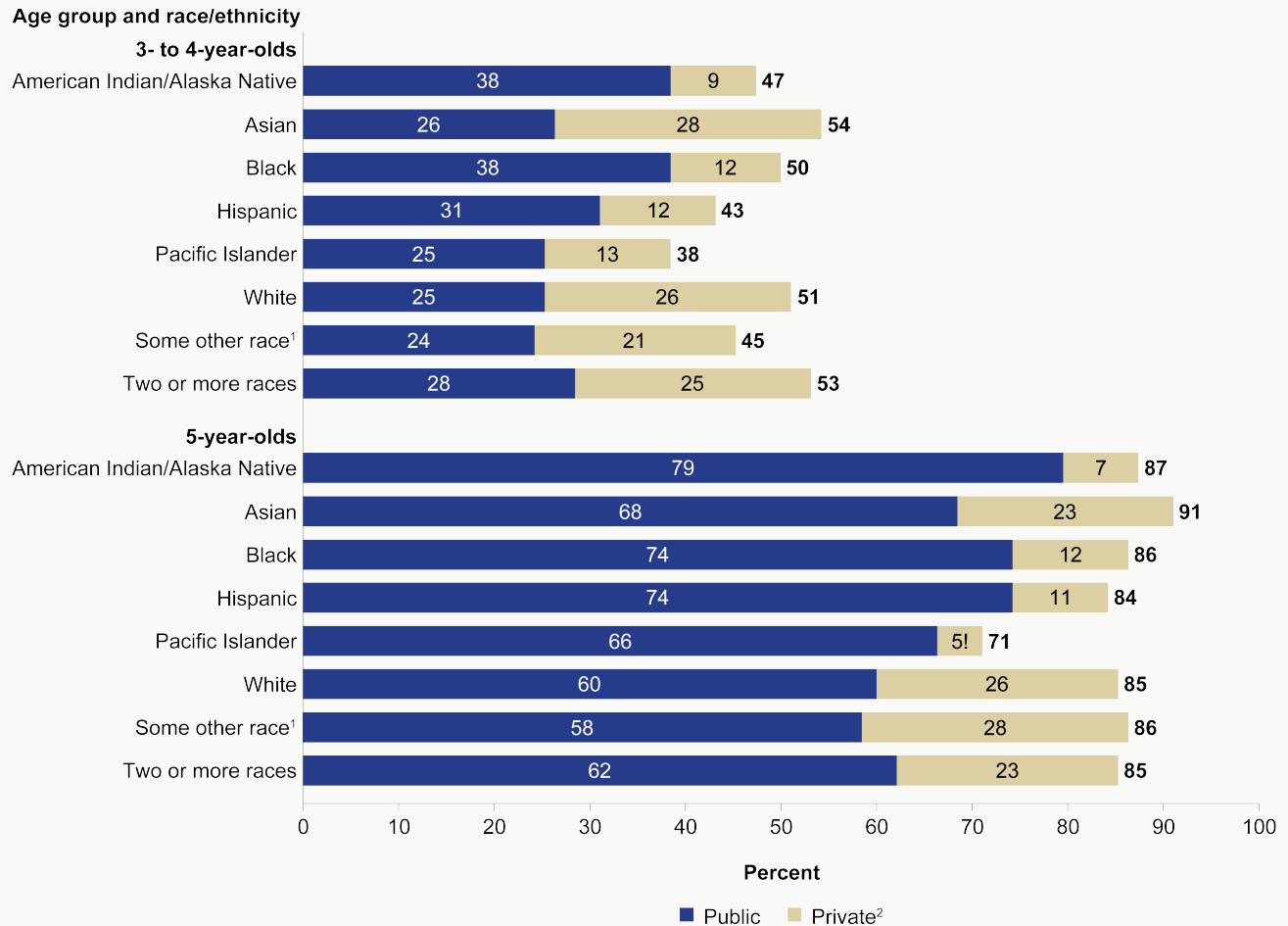
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 202.20.

As previously stated, in 2023, the overall school enrollment rate was higher for 5-year-olds than for 3- to 4-year-olds (85 vs. 49 percent). This overall difference is due to the rate of public school enrollment, which was higher for 5-year-olds. Five is the age at which most states require provision of a free public education.⁶ Specifically, 66 percent of 5-year-olds were enrolled in public school, compared with 29 percent of 3- to 4-year-olds. In comparison, the percentage of 5-year-olds and 3- to 4-year-olds receiving a private education were both 20 percent.⁵

Enrollment Rates by Child and Family Characteristics

FIGURE 3.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school, by race/ethnicity and school control: 2023



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Respondents who wrote in some other race that was not included as an option on the questionnaire.

² Includes homeschooled children.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 202.20.

In 2023, there were differences in the overall school enrollment rate for 3- to 4-year-olds by race/ethnicity, both overall and for public and private school. Specifically,

- the overall school enrollment rate was highest for 3- to 4-year-olds who were Asian (54 percent) or Two or more races (53 percent), and also higher for those who were White (51 percent) or Black (50 percent) than for those who were Hispanic (43 percent) or Pacific Islander (38 percent);
- the public school enrollment rate was highest for 3- to 4-year-olds who were Black or American Indian/Alaska Native (38 percent each), and also higher for those who were Hispanic (31 percent) than for most remaining groups; and
- the private school enrollment rate was highest for 3- to 4-year-olds who were Asian (28 percent).

For 3- to 4-year-olds of most racial/ethnic groups—except those who were White—the public school enrollment rate was either higher than or not measurably different from the private school enrollment rate in 2023. However, a higher percentage of White 3- to 4-year-olds were enrolled in private school (26 percent) than in public school (25 percent).

There were also differences by race/ethnicity in the overall school enrollment rates of 5-year-olds in 2023. Specifically,

- the overall school enrollment rate was higher for 5-year-olds who were Asian (91 percent) than for most other groups, and lowest for those who were Pacific Islander (71 percent);
- the public school enrollment rate was higher for 5-year-olds who were American Indian/Alaska Native (79 percent), Black (74 percent), and Hispanic (74 percent) than for those of most other racial/ethnic groups; and
- the private school enrollment rate was highest for 5-year-olds who were of Some other race (28 percent),⁷ White (26 percent), of Two or more races (23 percent), and Asian (23 percent).

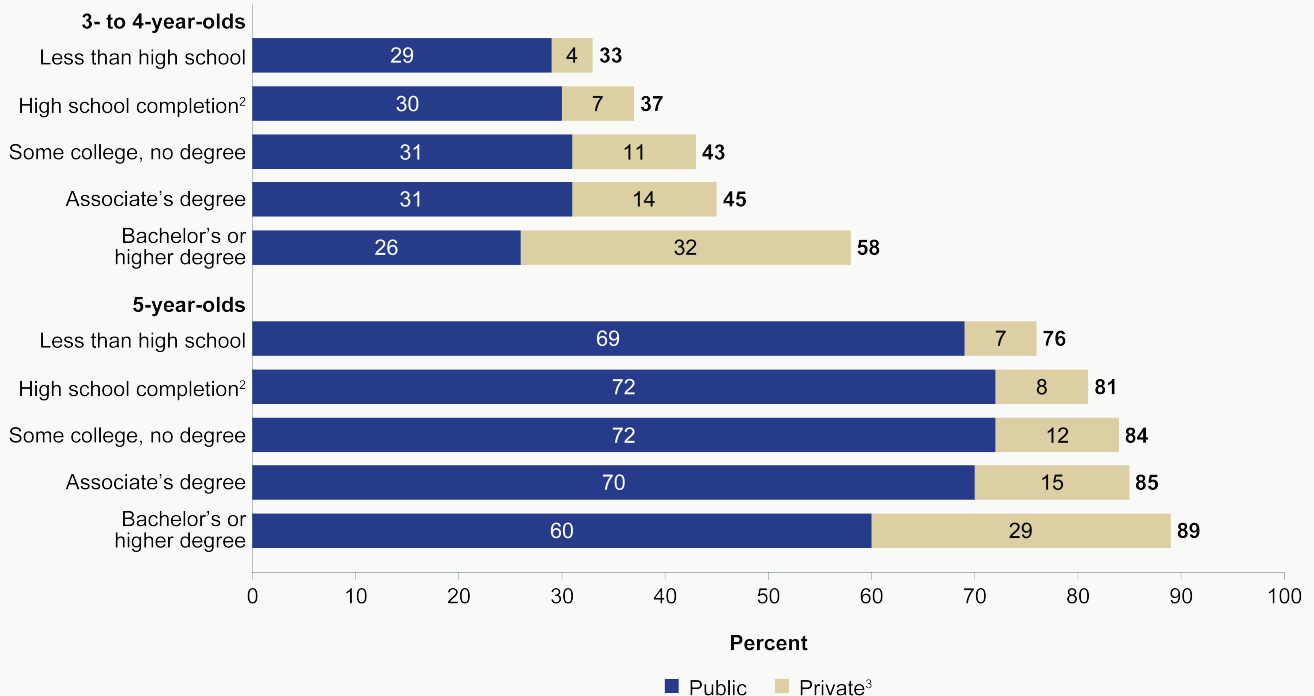
For 5-year-olds of all racial/ethnic groups, the public school enrollment rate was higher than the private school enrollment rate in 2023. For example, among Hispanic 5-year-olds, 74 percent were enrolled in public school, while 11 percent were enrolled in private school.

In 2023, overall school enrollment rates did not measurably differ by sex for either 3- to 4-year-olds or 5-year-olds.

FIGURE 4.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school, by related adults’ highest level of educational attainment and school control: 2023

Age group and related adults’ highest level of educational attainment¹



¹ Refers to the highest education level of any related adult residing with the child. In this indicator, “related adults” are defined as adults who are related to the child and the householder or are themselves the householder. Includes related householders who are 15- to 17-years-old. Excludes adults who are related to the child but not to the householder.

² Includes completion of a high school diploma or an equivalency credential such as a GED.

³ Includes homeschooled children.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 202.20.

For both age groups in 2023, the overall school enrollment rates were generally higher for children living with related adults who had higher educational attainment.⁸ For example, for 3- to 4-year-olds, the enrollment rate was

- lowest for those living in households where no related adult had completed high school (33 percent);⁹ and
- highest for those living with related adults who had a bachelor’s or higher degree (58 percent).

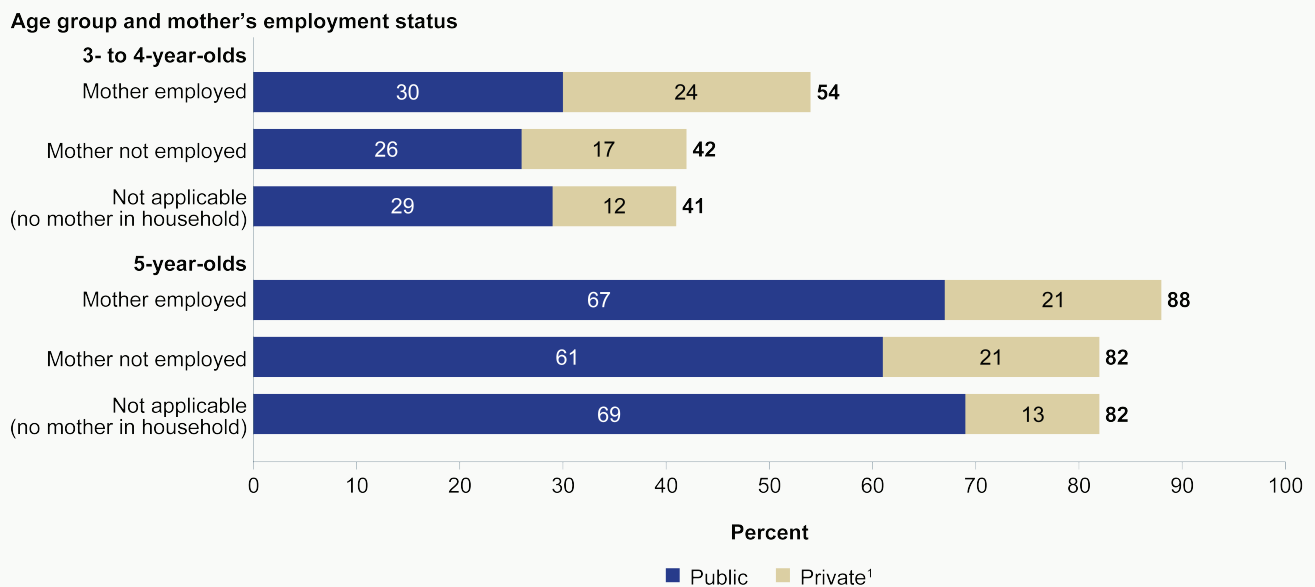
Similarly, for 5-year-olds, the enrollment rate was

- lowest for those living in households where no related adult had completed high school (76 percent); and
- highest for those living with related adults who had a bachelor’s or higher degree (89 percent).

For both age groups in 2023, children living with related adults who had a bachelor’s or higher degree had higher rates of private school enrollment and lower rates of public school enrollment than their peers living in households with lower levels of educational attainment. For example, the private school enrollment rate was 32 percent for 3- to 4-year-olds living with related adults who had a bachelor’s or higher degree, compared with 4 to 14 percent of those living in households with lower attainment levels. In contrast, the public school enrollment rate was 26 percent for 3- to 4-year-olds living with related adults who had a bachelor’s or higher degree, compared with 29 to 31 percent of those living in households with lower attainment levels.

FIGURE 5.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school, by mother’s employment status and school control: 2023



¹ Includes homeschooled children.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). In this analysis, (1) “mother” includes a biological, adoptive, or stepmother and excludes a foster mother; (2) in two-mother households, children are categorized as having their mother employed if at least one mother is employed; and (3) children living with foster mothers are included in the “Not applicable (no mother in household)” category. Estimates for parents’ employment status do not include children with at least one parent younger than 16 years old, because the American Community Survey only asks employment questions for those 16 and older. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 202.20.

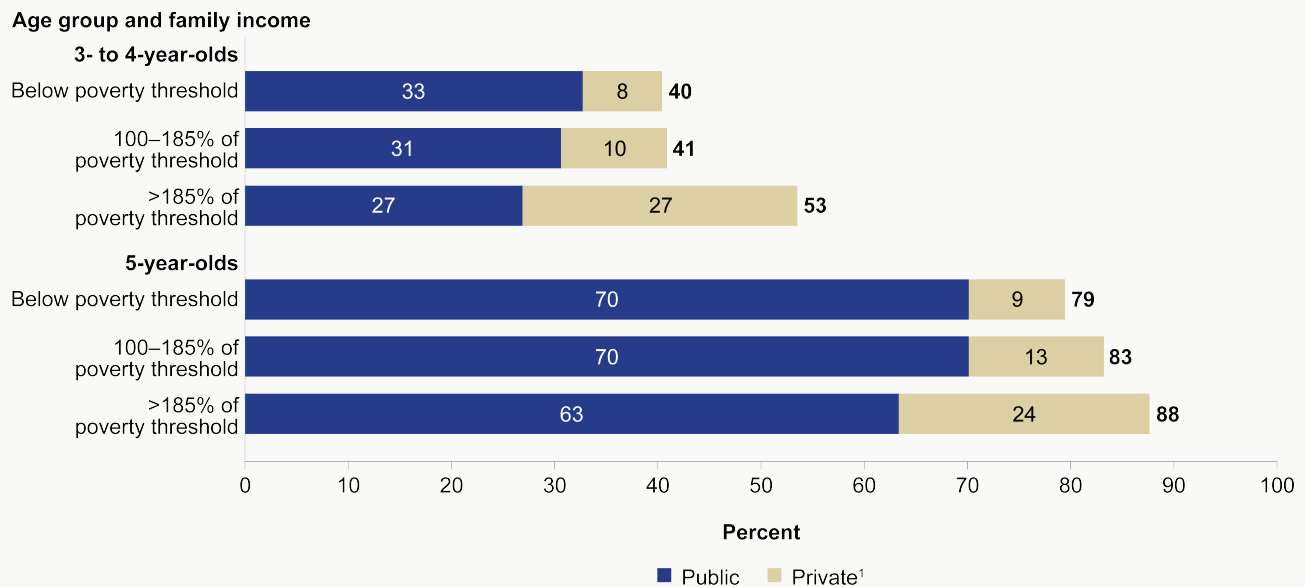
In 2023, the overall school enrollment rate was higher for 3- to 4-year-olds whose mothers were employed (54 percent) than for those whose mothers were not employed (42 percent) and those with no mother present in the household¹⁰ (41 percent). Similarly, for 5-year-olds, the overall school enrollment rate was higher for children whose mothers were employed (88 percent) than for those whose mothers were not employed (82 percent) and those with no mother present in the household (82 percent).

For 3- to 4-year-olds in 2023, the public school enrollment rate was lower for those whose mothers were not employed (26 percent) than for those with no mother present in the household (29 percent) and those whose mothers were employed (30 percent). The public school enrollment rate for 5-year-olds was also lowest for those whose mothers were not employed (61 percent) compared with those whose mothers were employed (67 percent) and those with no mother present in the household (69 percent). In contrast, for both age groups, those with no mother present in the household had the lowest private school enrollment rate. For example, 12 percent of 3- to 4-year-olds with no mother present in the household were enrolled in private school, compared with 17 percent of those whose mothers were not employed and 24 percent of those whose mothers were employed.

For both age groups in 2023, a higher percentage of children were enrolled in public school than in private school, regardless of mother’s employment status and whether a mother was present in the household.

FIGURE 6.

Percentage of 3- to 4-year-olds and 5-year-olds enrolled in school, by family income and school control: 2023



¹ Includes homeschooled children.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). Includes only children who are related to the householder. Children are considered to be in poverty if their family income falls below the Census Bureau’s poverty threshold. Poverty status is determined by the Census Bureau using a set of money income thresholds that varies by family size and composition and is updated annually to account for inflation. For additional information about poverty status, see <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>. Respondents were interviewed throughout the year and reported on the income they received during the previous 12 months. Poverty status cannot be determined for unrelated children (e.g., foster children) because their family income is not known. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 202.20.

In 2023, among 3- to 4-year-olds, the overall school enrollment rate was higher for those in households with a family income that was greater than 185 percent of the poverty thresholdⁱⁱ (53 percent) than for those in households with a family income between 100 and 185 percent of the poverty threshold (41 percent) and those in households below the poverty threshold (40 percent). Similarly, 5-year-olds in households with a family income that was greater than 185 percent of the poverty threshold had a higher school enrollment rate (88 percent) than did those in households with a family income between 100 and 185 percent of the poverty threshold (83 percent) and those in households below the poverty threshold (79 percent).

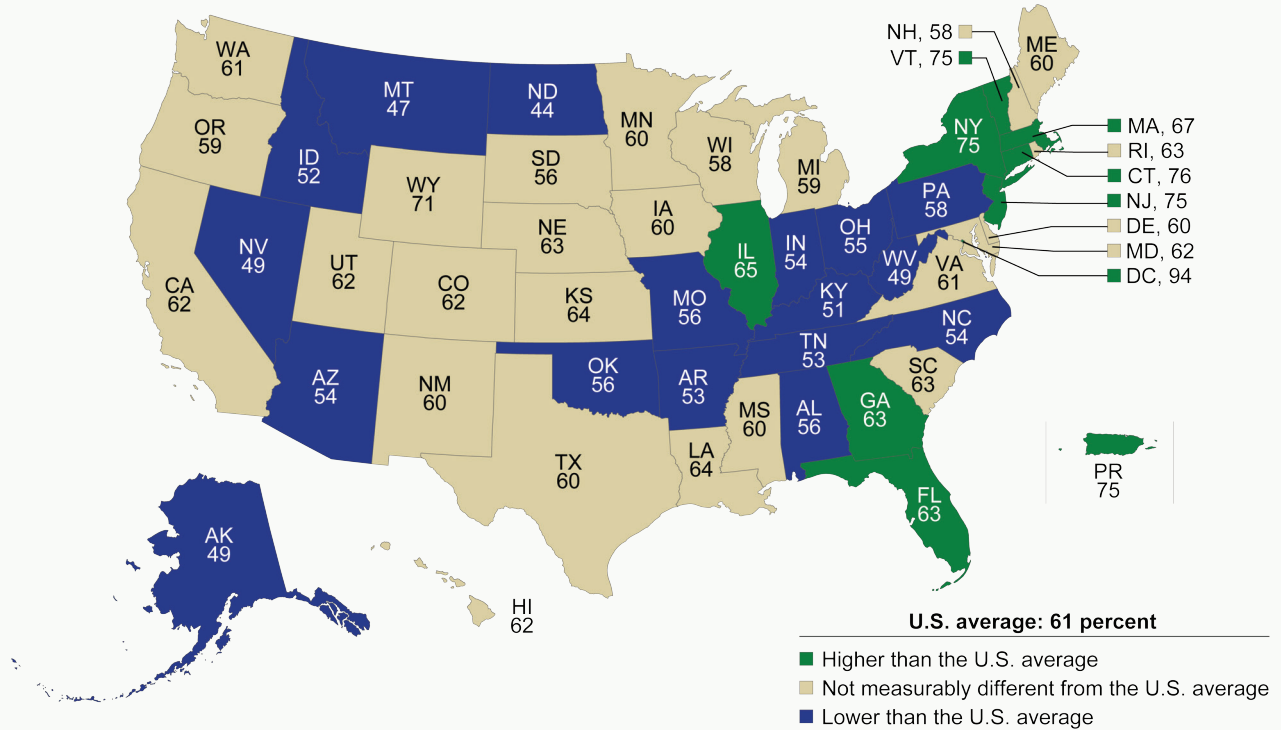
For both age groups in 2023, children living in households with a family income greater than 185 percent of the poverty threshold had lower rates of public school enrollment and higher rates of private school enrollment than their peers living in households with lower family income levels. For example, 3- to 4-year-olds with a family income that was greater than 185 percent of the poverty threshold had the lowest public school enrollment rate (27 percent) compared with those with lower family income levels (31 percent for those with a family income that was between 100 and 185 percent of the poverty threshold and 33 percent for those with a family income that was below the poverty threshold). In contrast, 3- to 4-year-olds with a family income that was greater than 185 percent of the poverty threshold had the highest private school enrollment rate (27 percent) compared with those with lower family income levels (10 percent for those with a family income that was between 100 and 185 percent of the poverty threshold and 8 percent for those with a family income that was below the poverty threshold).

For both age groups in 2023, generally, a higher percentage of children were enrolled in public school than in private school, regardless of their poverty status. The only exception was 3- to 4-year-olds with a family income that was greater than 185 percent of the poverty threshold—27 percent each were enrolled in both public and private school.

Enrollment Rates by State or Jurisdiction

FIGURE 7.

Percentage of 3- to 5-year-olds enrolled in school, by state or jurisdiction: 2023



NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States, including those living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities). U.S. average is for the 50 states and the District of Columbia.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 202.25.

While the overall school enrollment rate for 3- to 5-year-olds was 61 percent nationally in 2023, the rates ranged from 44 percent in North Dakota to 94 percent in the District of Columbia. Seventeen states had enrollment rates for 3- to 5-year-olds that were lower than the national average; 8 states, the District of Columbia, and Puerto Rico had rates that were higher than the national average; and 25 states had rates that were not measurably different from the national average.

Endnotes

¹ Unless otherwise noted, data in this indicator represent the 50 states and the District of Columbia.

² For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

³ The 2020 American Community Survey (ACS) data are not available due to collection issues associated with the COVID-19 pandemic. While the 2020 ACS data are not available, data were collected throughout the 12 months of 2021. In the ACS, the school enrollment question asked about enrollment during the previous 3 months. Thus, respondents to the 2021 ACS could be reporting on school enrollment from late 2020 to fall 2021, throughout much of the 2020-21 school year. For additional information, see <https://www.census.gov/programs-surveys/acs/about.html> and the 2021 questionnaire at <https://www.census.gov/programs-surveys/acs/about/forms-and-instructions.2021.html#list-tab-9466845>.

⁴ Enrollment drops during the COVID-19 pandemic were also observed in data collected by NCES (see indicators [Public School Enrollment](#) and [Racial/Ethnic Enrollment in Public Schools](#)).

⁵ Presented estimates are rounded but are calculated using unrounded data.

⁶ As of 2020, there were 47 states—plus the District of Columbia—that required that free education be offered by age 5; however, schooling was only compulsory for 5-year-olds in 11 states and the

District of Columbia (see [Table 1.2 Compulsory school attendance laws, minimum and maximum age limits for required free education by state: 2020](#)).

⁷ “Some other race” includes respondents who wrote in some other race that was not included as an option on the questionnaire.

⁸ Refers to the highest education level of any related adult residing with the child. In this indicator, “related adults” are defined as adults who are related to the child and the householder or are themselves the householder. Includes related householders who are 15- to 17-years-old. Excludes adults who are related to the child but not to the householder.

⁹ Refers to those whose highest level of education completed is a high school diploma or an equivalency credential such as a GED.

¹⁰ In two-mother households, children are categorized as having their mother employed if at least one mother is employed.

¹¹ Includes only children who are related to the householder. Children are considered to be in poverty if their family income falls below the Census Bureau's poverty threshold. Poverty status is determined by the Census Bureau using a set of money income thresholds that varies by family size and composition and is updated annually to account for inflation. For additional information about poverty status, see <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>.

Reference table: *Digest of Education Statistics 2024*, tables [202.20](#) and [202.25](#)

Related indicators and resources: [Early Childcare and Education Arrangements](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Early Childhood Care Arrangements: Choices and Costs](#) [*The Condition of Education 2018 Spotlight*]; [Kindergarten Entry Status: On-Time, Delayed-Entry, and Repeating Kindergartners](#) [*The Condition of Education 2013 Spotlight*]; [Kindergartners' Approaches to Learning Behaviors and Academic Outcomes](#) [*The Condition of Education 2015 Spotlight*]; [Kindergartners' Approaches to Learning, Family Socioeconomic Status, and Early Academic Gains](#) [*The Condition of Education 2016 Spotlight*]; [Private School Enrollment](#); [Public School Enrollment](#); [Risk Factors and Academic Outcomes in Kindergarten Through Third Grade](#) [*The Condition of Education 2017 Spotlight*]

Glossary: [Associate's degree](#); [Bachelor's degree](#); [College](#); [Enrollment](#); [High school completer](#); [Household](#); [Preschool](#); [Racial/ethnic group](#)

Incidence of Nonfatal Victimization at School and Away From School

In 2023, the rate of nonfatal victimization at school (victimization occurring when students were on school property or on their way to or from school) for students ages 12–18 was 20 victimizations per 1,000 students, and the rate of nonfatal victimization away from school was 15 victimizations per 1,000 students.

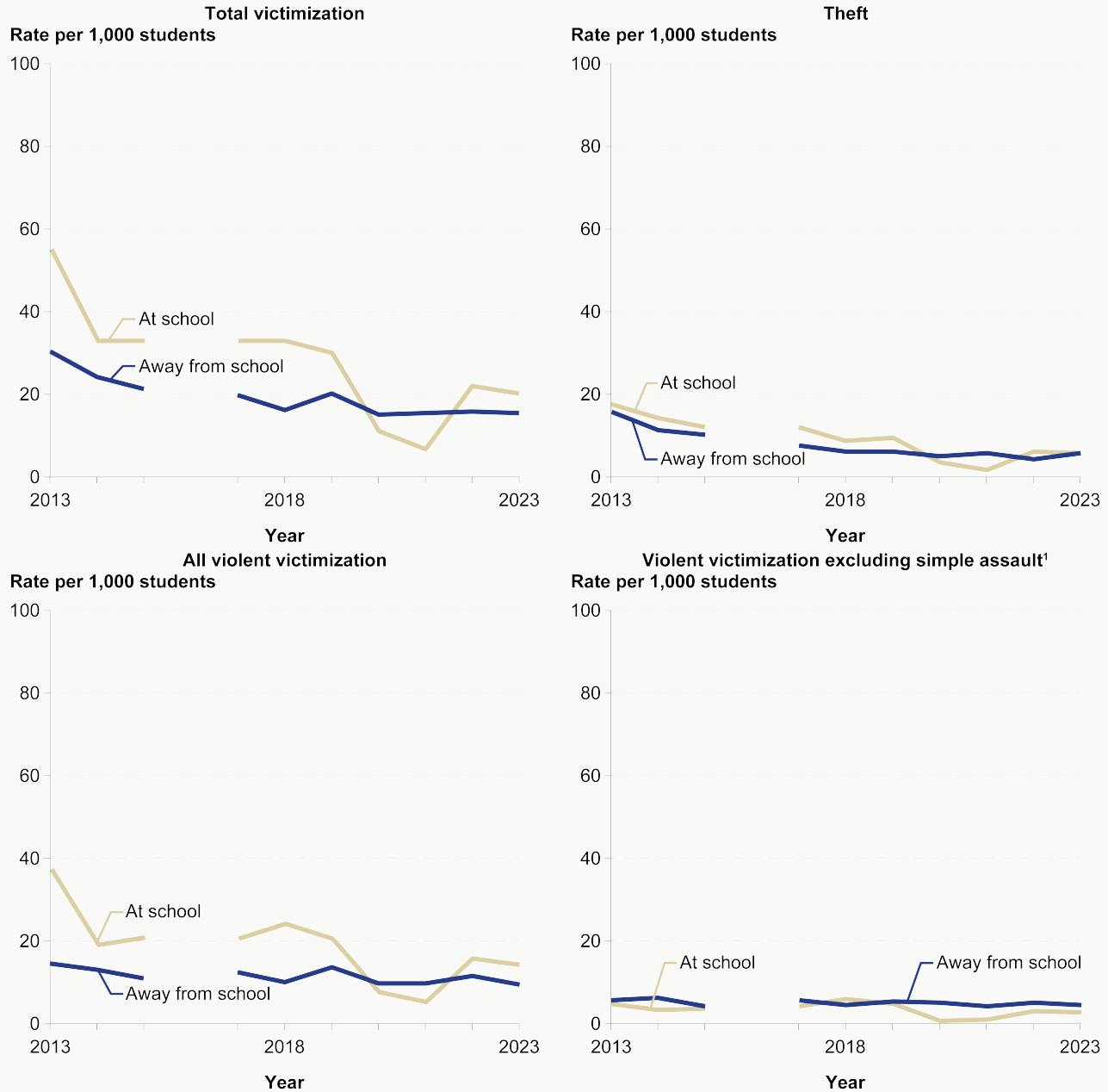
Data from the 2023 National Crime Victimization Survey (NCVS)^{1,2} indicated that students ages 12–18 experienced 514,000 total victimizations (i.e., thefts³ and nonfatal violent victimizations, the latter of which includes rape, sexual assault, robbery, aggravated assault, and simple assault) in the school building, on school property, on a school bus, or going to or from school (“at school”) and 389,600 total victimizations not in connection with school (“away from school”).⁴ The total nonfatal victimization rates in 2023 were 20 victimizations per 1,000 students at school and 15 victimizations per 1,000 students away from school.

The NCVS is a self-reported survey that is administered annually from January 1 to December 31. NCVS estimates are based on the number and characteristics of crimes that respondents experienced during the prior 6 months, not including the month in which they were interviewed. Therefore, the 2023 survey covers crimes experienced from July 1, 2022, to November 30, 2023; the midpoint of the reference period is March 15, 2023. Crimes are classified by the year of the survey, not by the year of the crime.

Overall Victimization Rates

FIGURE 1.

Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by type of victimization and location: Selected years, 2013 through 2023



¹ In reports prior to 2018, "violent victimization excluding simple assault" was labeled as "serious violent victimization." The survey instrument did not change. Interpret the 2020, 2021, and 2023 estimates for violent victimization excluding simple assault at school with caution; the coefficients of variation (CV) for these estimates are between 30 and 50 percent.

NOTE: Data are weighted estimates of the population. Due to the methodology used to create the 2016 revised National Crime Victimization Survey (NCVS) data, victimization estimates among students ages 12–18 in 2016 are not comparable to estimates for other years. "Total victimization" includes theft and violent victimization. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "All violent victimization" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes in the school building, on school property, on a school bus, and going to or from school. Although this indicator ("Incidence of Nonfatal Victimization at School and Away From School") and the indicator "Prevalence of Criminal Victimization at School" present information on similar topics, this indicator is based solely on data collected in the NCVS, while the "Prevalence" indicator is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. This indicator uses data from all students ages 12–18 who responded to the NCVS, while the "Prevalence" indicator uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The NCVS data in this indicator are reported in accordance with Bureau of Justice Statistics statistical standards. The estimated population size for students ages 12–18 was 25.7 million in 2023. In 2020, 2021, and 2022, schools across the country suspended or modified in-person classes to mitigate the risks associated with the COVID-19 pandemic. Students may have spent less time at school than in previous years due to these modified procedures. Estimates may vary from previously published reports. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), selected years, 2013 through 2023. See *Digest of Education Statistics 2024*, table 228.20.

The total victimization rate decreased from 2013 to 2023, both at school and away from school.⁵ At school, the total victimization rate decreased from 55 to 20 victimizations per 1,000 students. Away from school, the total victimization rate decreased from 30 to 15 victimizations per 1,000 students.

At school from 2013 to 2023,⁶

- the theft victimization rate decreased from 18 to 6 victimizations per 1,000 students; and
- the violent victimization rate decreased from 37 to 14 victimizations per 1,000 students.

There were no statistically significant differences in the overall, theft, or violent victimization rates at school from 2022 to 2023.⁷

The total and theft victimization rates at school in 2023 were lower than 2019, just prior to the COVID-19 pandemic. The violent victimization rate at school in 2023 did not differ significantly from 2019.⁸

Away from school from 2013 to 2023,

- the theft victimization rate decreased from 16 to 6 victimizations per 1,000 students;
- the violent victimization rate did not change significantly (10 victimizations per 1,000 students in 2023); and
- the violent victimization rate excluding simple assault did not change significantly (5 victimizations per 1,000 students in 2023).

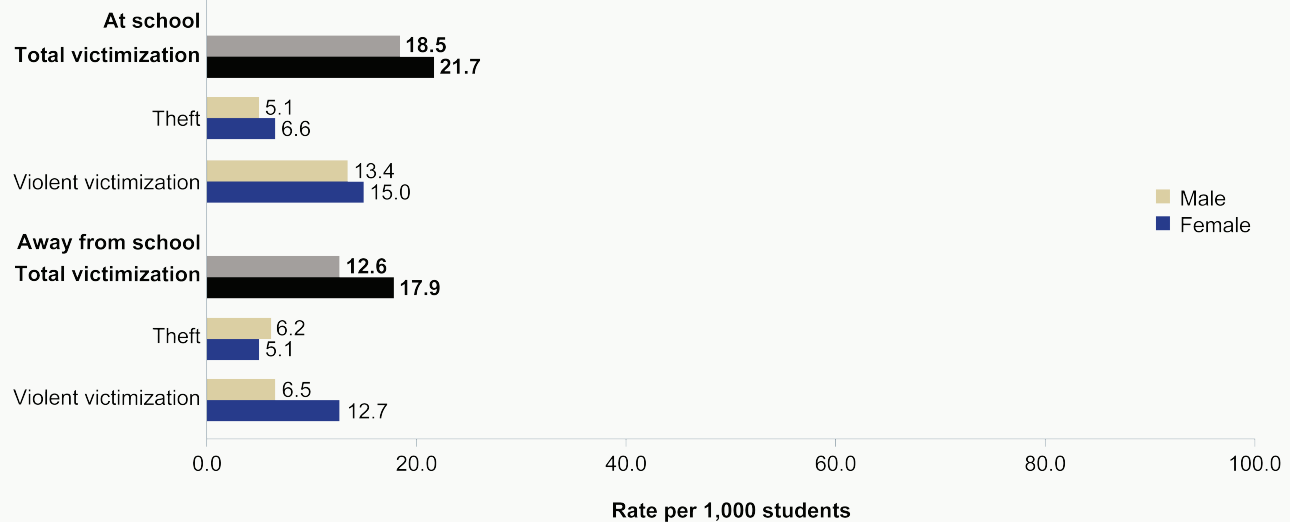
The total victimization rate away from school was not statistically different from 2022 to 2023. Similarly, the rates of theft, total violent victimization, and violent victimization excluding simple assault away from school did not change significantly from 2022 to 2023.

Victimization Rates by Individual and Household Characteristics

FIGURE 2.

Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2023

Location and type of victimization



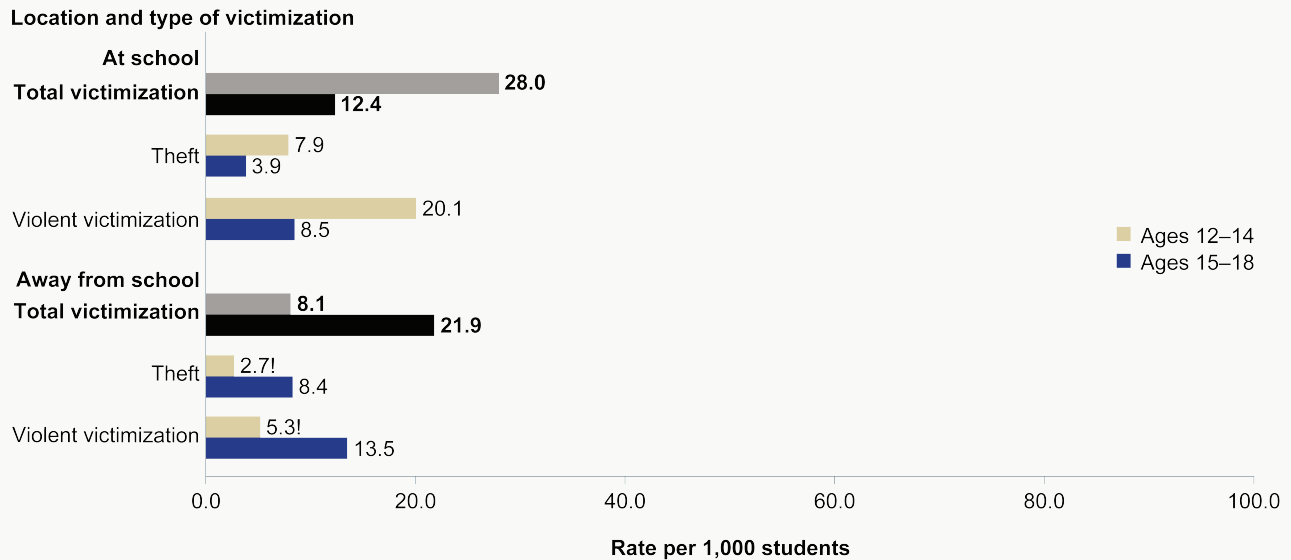
NOTE: Data are weighted estimates of the population. “Total victimization” includes theft and violent victimization. “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. “Violent victimization” includes rape, sexual assault, robbery, aggravated assault, and simple assault. “At school” includes in the school building, on school property, on a school bus, and going to or from school. Although this indicator (“Incidence of Nonfatal Victimization at School and Away From School”) and the indicator “Prevalence of Criminal Victimization at School” present information on similar topics, this indicator is based solely on data collected in the National Crime Victimization Survey (NCVS), while the “Prevalence” indicator is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. This indicator uses data from all students ages 12–18 who responded to the NCVS, while the “Prevalence” indicator uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The NCVS data in this indicator are reported in accordance with Bureau of Justice Statistics statistical standards. The estimated population size for students ages 12–18 was 25.7 million in 2023. Detail may not sum to totals due to rounding and missing data on student characteristics. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2023. See *Digest of Education Statistics 2024*, table 228.25.

Based on the 2023 survey, there were no statistically significant differences between male and female students in the rates of total victimization, theft, and violent victimization at school or away from school.

FIGURE 3.

Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2023



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Data are weighted estimates of the population. “Total victimization” includes theft and violent victimization. “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. “Violent victimization” includes rape, sexual assault, robbery, aggravated assault, and simple assault. “At school” includes in the school building, on school property, on a school bus, and going to or from school. Although this indicator (“Incidence of Nonfatal Victimization at School and Away From School”) and the indicator “Prevalence of Criminal Victimization at School” present information on similar topics, this indicator is based solely on data collected in the National Crime Victimization Survey (NCVS), while the “Prevalence” indicator is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. This indicator uses data from all students ages 12–18 who responded to the NCVS, while the “Prevalence” indicator uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The NCVS data in this indicator are reported in accordance with Bureau of Justice Statistics statistical standards. The estimated population size for students ages 12–18 was 25.7 million in 2023. Detail may not sum to totals due to rounding and missing data on student characteristics. Figures are plotted based on unrounded data.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2023. See *Digest of Education Statistics 2024*, table 228.25.

At school, victimization rates in 2023 were higher for students ages 12-14 than for students ages 15-18 overall and for both theft and violent crimes. Specifically,

- the total victimization rate was higher for students ages 12-14 than for students ages 15-18 (28 vs. 12 victimizations per 1,000 students);
- the theft victimization rate was higher for students ages 12-14 than for students ages 15-18 (8 vs. 4 victimizations per 1,000 students); and
- the violent victimization rate was higher for students ages 12-14 than for students ages 15-18 (20 vs. 9 victimizations per 1,000 students).

Away from school, in contrast, the total victimization rate in 2023 was lower for students ages 12-14 (8 victimizations per 1,000 students) than for students ages 15-18 (22 victimizations per 1,000 students).⁹

In 2023, the total victimization rate—either at school or away from school—generally did not differ significantly by student race/ethnicity.¹⁰ In 2023, the total victimization rate away from school did not differ significantly by urbanicity of students’ residence (urban, suburban, rural).¹¹

In 2023, the total victimization rate at school for students living in households earning \$25,000 to \$49,999 per year (37 victimizations per 1,000 students) was higher than for students living in households earning \$50,000 to \$99,999 per year (19 victimizations per 1,000 students) or \$100,000 or more per year (13 victimizations per 1,000 students).¹²

Away from school, the total victimization rate generally did not differ significantly by household income in 2023.

Endnotes

¹ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader’s Guide](#).

² Although this indicator (“Incidence of Nonfatal Victimization at School and Away From School”) and the indicator “[Prevalence of Criminal Victimization at School](#)” present information on similar topics, this indicator is based solely on data collected in the National Crime Victimization Survey (NCVS), while the “[Prevalence](#)” indicator is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. This indicator uses data from all students ages 12-18 who responded to the NCVS, while the “[Prevalence](#)” indicator uses data from all students ages 12-18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The NCVS data in this indicator are reported in accordance with Bureau of Justice Statistics statistical standards.

³ “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

⁴ “Students” refers to those ages 12-18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school.

⁵ Due to the methodology used to create the 2016 revised National Crime Victimization Survey data, victimization estimates among

students ages 12-18 in 2016 are not comparable to estimates for other years and are thus excluded from the analyses in this indicator.

⁶ Due to the variance in the data (the coefficient of variation is greater than 30 percent), comparisons were not made between the rates of violent victimization excluding simple assault at school between 2013 and 2023.

⁷ Due to the variance in the data (the coefficient of variation is greater than 30 percent), comparisons were not made between the rates of violent victimization excluding simple assault at school between 2022 and 2023.

⁸ In 2020, 2021, and 2022, schools across the country suspended or modified in-person classes to mitigate the risks associated with the COVID-19 pandemic. Students may have spent less time at school than in previous years due to these modified procedures.

⁹ Due to the variance in the data (the coefficient of variation is greater than 30 percent), comparisons were not made between the rates of theft and violent victimization away from school for students ages 12-14 and 15-18.

¹⁰ Data for all students who were of a race/ethnicity other than Black, Hispanic, or White were combined for reporting and analyses. These students included those who were American Indian/Alaska Native, Asian, Pacific Islander, and of Two or more races.

¹¹ Due to the variance in the data (the coefficient of variation is greater than 30 percent), comparisons were not made between students’ total rate of in school victimization and urbanicity of students’ residence (urban, suburban, rural).

¹² Income data for 2023 were imputed. For more information, see [Criminal Victimization, 2023](https://bjs.ojp.gov/library/publications/criminal-victimization-2023), available at <https://bjs.ojp.gov/library/publications/criminal-victimization-2023>.

Reference table: *Digest of Education Statistics 2024*, tables [228.20](#) and [228.25](#)

Related indicators and resources: [Prevalence of Criminal Victimization at School](#); [Criminal Incidents Recorded by Public Schools and Those Reported to Sworn Law Enforcement](#)

Glossary: [Aggravated assault](#); [At/during school](#); [Racial/ethnic group](#); [Rape \(National Crime Victimization Survey\)](#); [Robbery \(National Crime Victimization Survey\)](#); [Sexual assault \(National Crime Victimization Survey\)](#); [Simple assault](#); [Theft \(National Crime Victimization Survey\)](#); [Urbanicity \(National Crime Victimization Survey\)](#); [Victimization](#); [Victimization rate](#); [Violent victimization \(National Crime Victimization Survey and School Crime Supplement\)](#); [Violent victimization excluding simple assault \(National Crime Victimization Survey and School Crime Supplement\)](#)

Status Dropout Rates

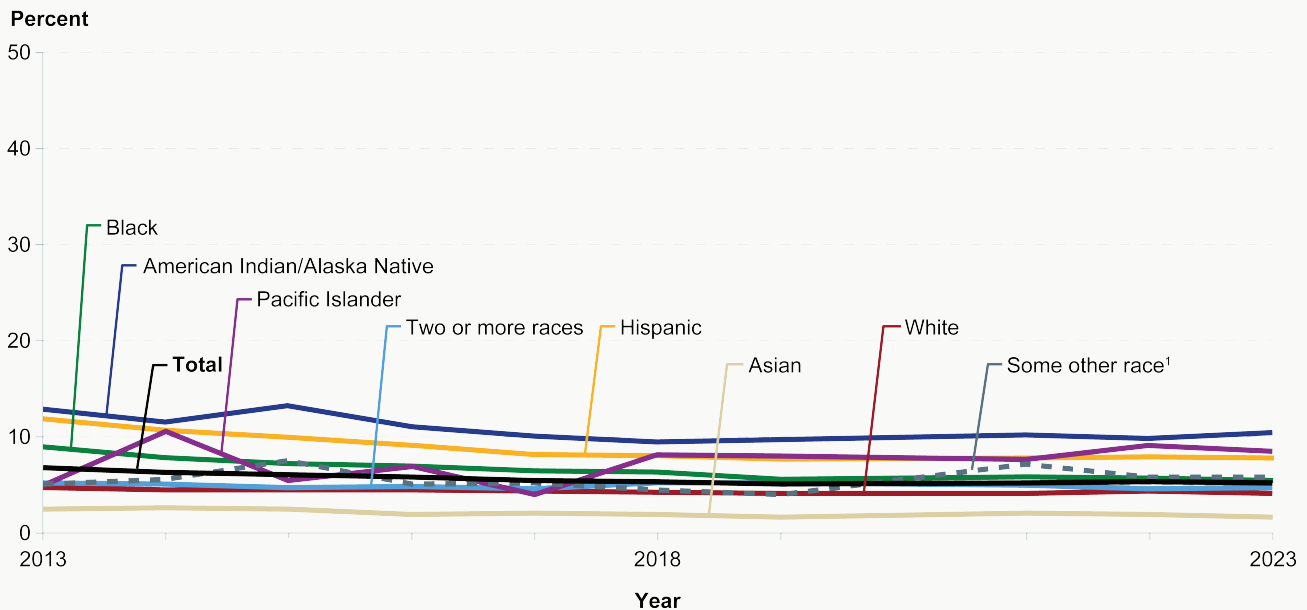
The overall status dropout rate for 16- to 24-year-olds decreased from 6.8 percent in 2013 to 5.1 percent in 2023. During this time, the status dropout rate declined for those who were American Indian/Alaska Native (from 12.8 to 10.4 percent), Hispanic (from 11.8 to 7.8 percent), Black (from 9.0 to 5.5 percent), White (from 4.7 to 4.1 percent), and Asian (from 2.5 to 1.7 percent).

The *status dropout rate*¹ represents the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). In 2023, there were 2.0 million status dropouts between the ages of 16 and 24.^{2,3} The overall status dropout rate decreased from 6.8 percent in 2013 to 5.1 percent in 2023.⁴

Status Dropout Rate by Race/Ethnicity and Sex

FIGURE 1.

Status dropout rates of 16- to 24-year-olds, by race/ethnicity: Selected years, 2013 through 2023



¹ Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Status dropouts are 16- to 24 year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Data for 2020 are not presented due to collection issues associated with the COVID-19 pandemic. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, selected years 2013 through 2023. See *Digest of Education Statistics 2024*, table 219.80.

The status dropout rate varied by race/ethnicity in 2023. The status dropout rate for 16- to 24-year-olds was

- higher for those who were American Indian/Alaska Native (10.4 percent) than for those of most racial/ethnic groups; and
- lowest for those who were Asian (1.7 percent).

From 2013 to 2023, the status dropout rate declined for 16- to 24-year-olds who were

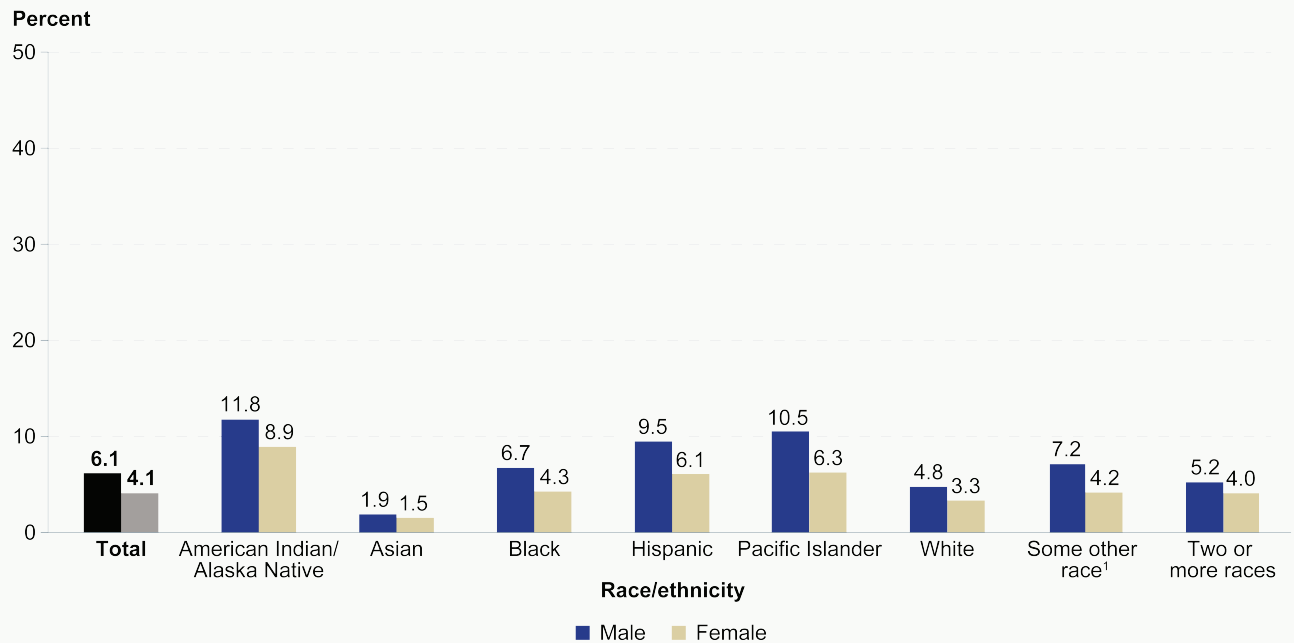
- American Indian/Alaska Native (from 12.8 to 10.4 percent);
- Hispanic (from 11.8 to 7.8 percent);
- Black (from 9.0 to 5.5 percent);
- White (from 4.7 to 4.1 percent); and
- Asian (from 2.5 to 1.7 percent).

In contrast, the status dropout rates for those who were Pacific Islander, those of Two or more races, and those of Some other race⁵ did not differ measurably in 2023 compared with 2013. Further, there were no measurable differences between the status dropout rates in 2019—the year before the COVID-19 pandemic—and 2023 for any racial/ethnic group except for those of Some other race, whose dropout rate was higher in 2023 (5.7 percent) than in 2019 (3.9 percent).

In each year from 2013 through 2023, the status dropout rate for Asian 16- to 24-year-olds was lower than the rate for those who were White, and the rates for both groups were lower than the rates for those who were Black, Hispanic, and American Indian/Alaska Native.⁶ However, gaps between those who were Asian or White, on the one hand, and those who were Black or Hispanic on the other, were smaller in 2023 than in 2013, due to the larger percentage point declines among Black and Hispanic 16- to 24-year-olds. For example, between 2013 and 2023, the Asian-Hispanic and White-Hispanic gaps in status dropout rates each dropped 3 percentage points. This narrowing of the gap was due to the larger percentage point decrease in the dropout rate among Hispanic 16- to 24-year-olds over the period.

FIGURE 2.

Status dropout rates of 16- to 24-year-olds, by race/ethnicity and sex: 2023



¹ Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 219.80.

In 2023, the status dropout rate was higher for male 16- to 24-year-olds than for female 16- to 24-year-olds overall (6.1 vs. 4.1 percent). Status dropout rates were higher for males than for females among those who were

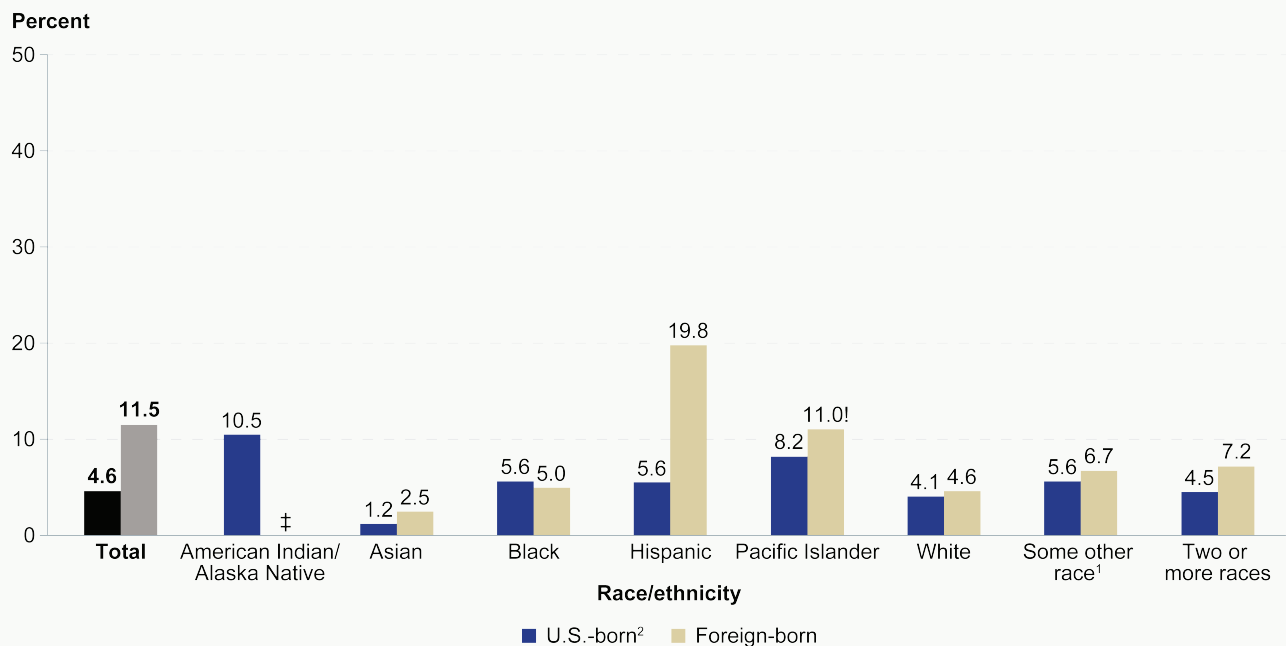
- American Indian/Alaska Native (11.8 vs. 8.9 percent);
- Hispanic (9.5 vs. 6.1 percent);
- of Some other race (7.2 vs. 4.2 percent);
- Black (6.7 vs. 4.3 percent);
- of Two or more races (5.2 vs. 4.0 percent); and
- White (4.8 vs. 3.3 percent).

There were no measurable differences in status dropout rates between males and females who were Asian or Pacific Islander.

Status Dropout Rates by Other Demographic Characteristics

FIGURE 3.

Status dropout rates of U.S.- and foreign-born 16- to 24-year-olds, by race/ethnicity: 2023



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.

² Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Status dropouts are 16- to 24 year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 219.80.

Overall, U.S.-born 16- to 24-year-olds⁷ had a lower status dropout rate in 2023 than their foreign-born peers (4.6 vs. 11.5 percent). There were some differences in status dropout rates between U.S.- and foreign-born individuals by race/ethnicity.⁸ Compared with the status dropout rate for 16- to 24-year-olds born in the United States, the status dropout rate for their peers born outside of the United States was

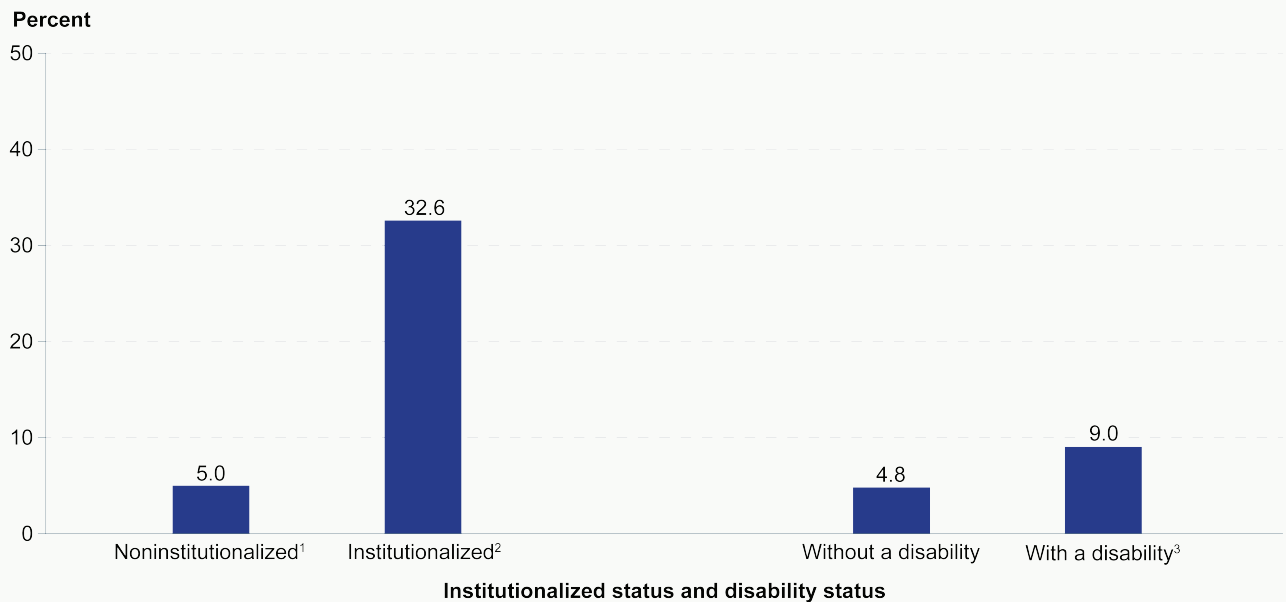
- higher for those who were Hispanic (19.8 vs. 5.6 percent); and
- higher for those who were Asian (2.5 vs. 1.2 percent).

The status dropout rates for U.S.-born 16- to 24-year-olds who were Black, Pacific Islander, of Some other race, of Two or more races, or White were not measurably different from the rates for their foreign-born peers.

In addition, in 2023, the status dropout rate was higher for 16- to 24-year-olds who spoke a language other than English at home and spoke English less than very well (18.6 percent) than for those who spoke English at home or who spoke a language other than English at home and spoke English very well⁹ (4.4 percent).

FIGURE 4.

Status dropout rates of 16- to 24-year-olds, by institutionalized status and disability status: 2023



¹ Persons living in households as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

² Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

³ Disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.

NOTE: Data are weighted estimates of the population. Data in this figure represent the 50 states and the District of Columbia. Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school and whether they ever attended school in the United States. People who have received equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 219.80.

In 2023, the status dropout rate was lower for 16- to 24-year-olds living in households and noninstitutionalized group quarters such as college or military housing (5.0 percent) than for those living in institutionalized group quarters such as correctional or health care facilities (32.6 percent).

The status dropout rate also differed by disability status¹⁰ in 2023. The status dropout rate was 4.8 percent for 16- to 24-year-olds without a disability and 9.0 percent for 16- to 24-year-olds with a disability.

Endnotes

¹ In this indicator, status dropout rates are based on data from the American Community Survey (ACS). The ACS is an annual survey that covers a broad population, including individuals living in households, individuals living in noninstitutionalized group quarters, and individuals living in institutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

² Data in this indicator represent the 50 states and the District of Columbia.

³ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

⁴ Data for 2020 are not presented due to collection issues associated with the COVID-19 pandemic.

⁵ Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.

⁶ The status dropout rate for Asian 16- to 24-year-olds was also lower than the rate for those who were of Some other race and for those who were Two or more races in each year from 2013 to 2023.

⁷ U.S.-born 16- to 24-year-olds include those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.

⁸ American Indian/Alaska Native 16- to 24-year-olds are excluded from this analysis because reporting standards were not met for foreign-born 16- to 24-year-olds; either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

⁹ Individuals who spoke English at home were not asked how well they spoke it.

¹⁰ In this indicator, disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.

Reference table: *Digest of Education Statistics 2024*, table [219.80](#)

Related indicators and resources: [Educational Attainment of Young Adults](#); [High School Status Dropout Rates](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Snapshot: High School Status Dropout Rates for Racial/Ethnic Subgroups](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Trends in High School Dropout and Completion Rates in the United States](#)

Glossary: [Gap](#); [High school diploma](#); [Household](#); [Racial/ethnic group](#); [Status dropout rate \(American Community Survey\)](#)

Children's Internet Access at Home

In 2023, the percentage of 3- to 18-year-olds who had home internet access through a computer was highest for those living with a related adult who had attained a bachelor's or higher degree (99 percent) and lowest for those living in households where no related adult had completed high school (89 percent).

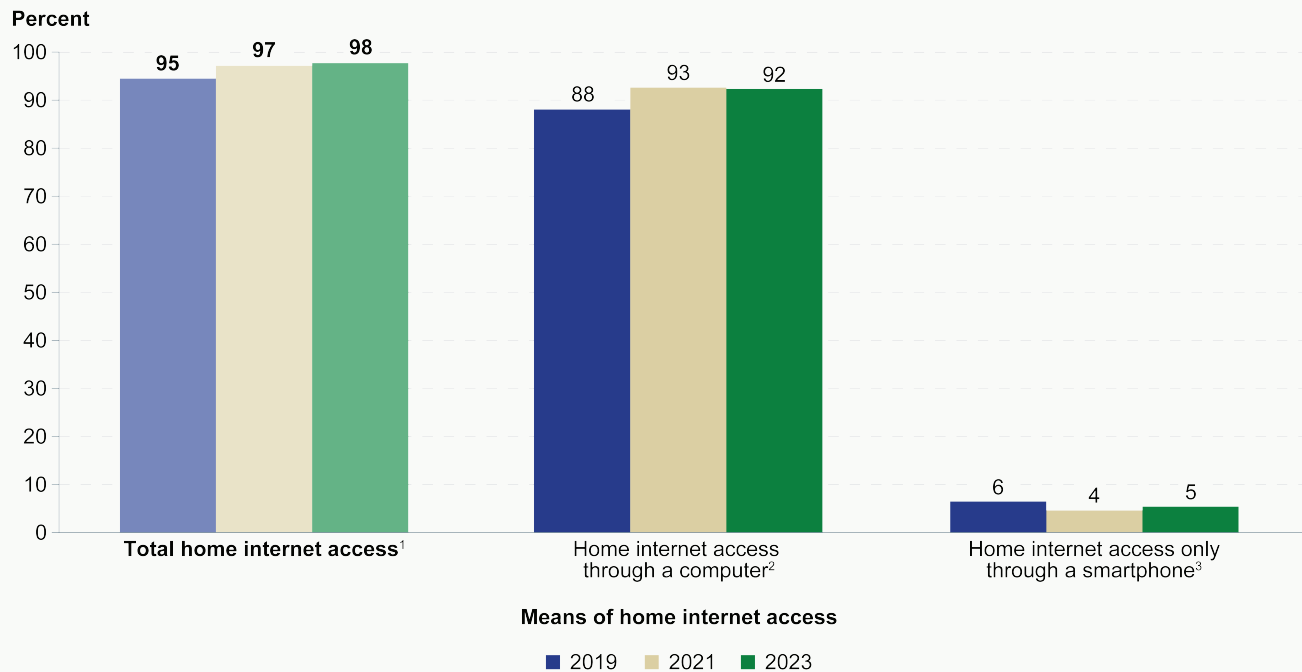
This indicator uses data from the American Community Survey (ACS) to describe the percentage of 3- to 18-year-olds with home internet access as well as the percentages with home internet access through a computer and only through a smartphone. Drawing data from the Current Population Survey (CPS), this indicator also examines the main reasons reported for not having home internet access.

In 2023, some 98 percent of 3- to 18-year-olds had home internet access, according to the American Community Survey (ACS).¹ Specifically, 92 percent had access through a computer,² and 5 percent relied on a smartphone for home internet access.³ The remaining 2 percent had no internet access at home.⁴ When compared with the percentage with home internet access overall, there was more variation by race/ethnicity, highest educational attainment of related adults,⁵ and household income in the percentage of 3- to 18-year-olds who had access to the internet through a computer.

Overall Home Internet Access Rates

FIGURE 1.

Percentage of 3- to 18-year-olds who had home internet access, by device: 2019, 2021, and 2023



¹ Total percentage of children in households that reported having access to the Internet. Excludes children in households that do not have one of the specified devices.

² Percentage of children in homes with both internet access and one or more of the following types of computer: desktop or laptop, tablet or other portable wireless computer, or “some other type of computer.” Includes homes having both smartphones and any of these types of computers.

³ Percentage of children in homes with both internet access and smartphones, but with none of the computer types (desktop or laptop, tablet, or other) listed in footnote 2.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States. However, this figure includes only children living in households, because respondents living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities) were not asked about internet access. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2019, 2021, and 2023. See *Digest of Education Statistics 2022 and 2024*, table 702.12.

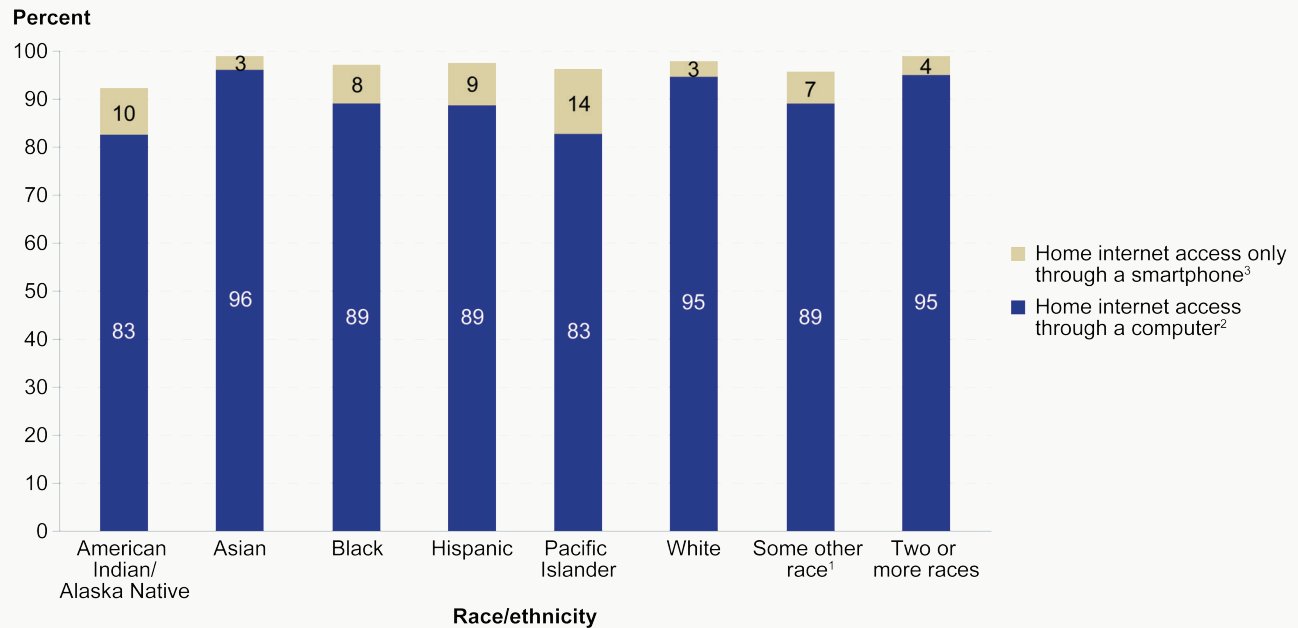
The percentage of 3- to 18-year-olds with home internet access was higher in 2023 (98 percent) than in 2021 (97 percent), or prior to the COVID-19 pandemic in 2019 (95 percent). However, these patterns differed when considering the device through which households accessed the internet. Specifically,

- the percentage with home internet access through a computer was higher in 2023 (92 percent) than in 2019 (88 percent), but lower than in 2021 (93 percent); and
- the percentage that relied on a smartphone for home internet was lower in 2023 (5 percent) than in 2019 (6 percent), but higher than in 2021 (4 percent).

Home Internet Access Rates by Child and Family Characteristics

FIGURE 2.

Percentage of 3- to 18-year-olds who had home internet access, by child's race/ethnicity and device: 2023



¹ Respondents who wrote in some other race that was not included as an option on the questionnaire.

² Percentage of children in homes with both internet access and one or more of the following types of computer: desktop or laptop, tablet or other portable wireless computer, or "some other type of computer." Includes homes having both smartphones and any of these types of computers.

³ Percentage of children in homes with both internet access and smartphones, but with none of the computer types (desktop or laptop, tablet, or other) listed in footnote 2.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States. However, this figure includes only children living in households, because respondents living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities) were not asked about internet access. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 702.12.

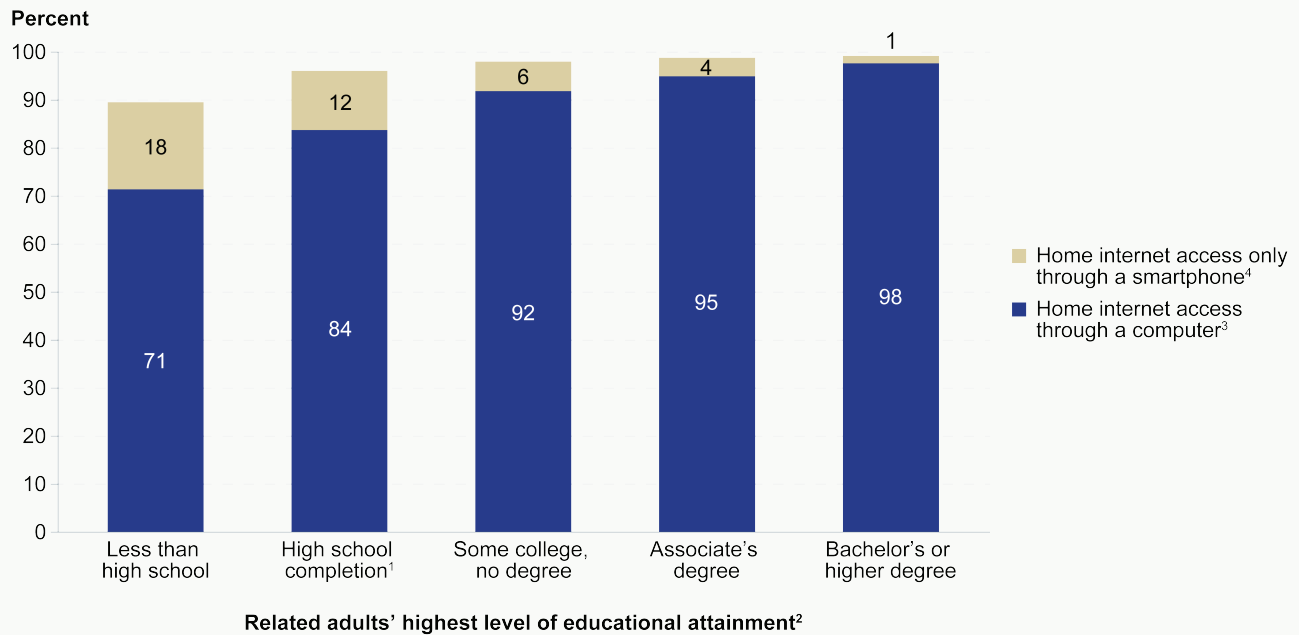
In 2023, the percentage of 3- to 18-year-olds with home internet access varied across racial/ethnic groups. The percentage with home internet access was highest for those who were Asian and those of Two or more races and lowest for those who were American Indian/Alaska Native. Specifically, the percentage with home internet access was

- 99 percent for Asian children and children of Two or more races;
- 98 percent for White children;
- 97 percent for Black and Hispanic children;
- 96 percent for Pacific Islander children and children of Some other race;⁶ and
- 92 percent for American Indian/Alaska Native children.

A similar pattern by race/ethnicity was observed for home internet access through a computer. The percentage with home internet access through a computer was highest for 3- to 18-year-olds who were Asian (96 percent) and lowest for those who were American Indian/Alaska Native (83 percent).

FIGURE 3.

Percentage of 3- to 18-year-olds who had home internet access, by related adults’ highest level of educational attainment and device: 2023



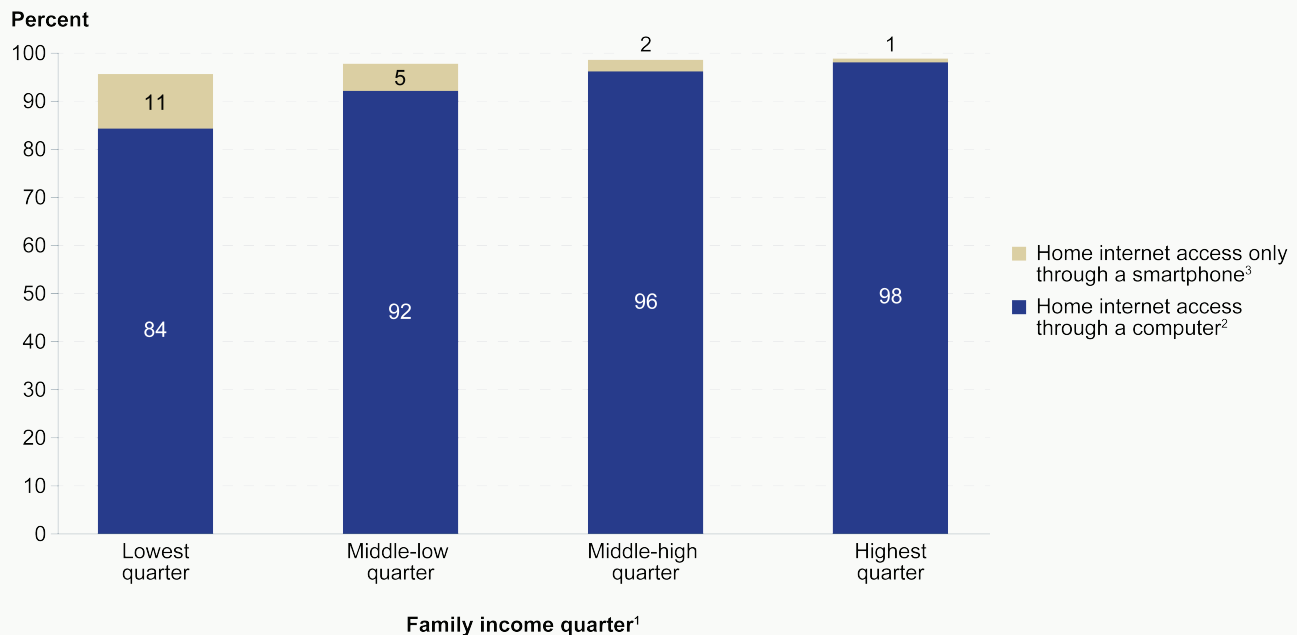
¹ Includes completion of a high school diploma or an equivalency credential, such as a GED.
² Highest education level of any related adult residing with the child. Related adults include adults who are related to the child and the householder or are themselves the householder. Excludes adults who are related to the child but not to the householder. Also includes related householders who are under age 18.
³ Percentage of children in homes with both internet access and one or more of the following types of computer: desktop or laptop, tablet or other portable wireless computer, or “some other type of computer.” Includes homes having both smartphones and any of these types of computers.
⁴ Percentage of children in homes with both internet access and smartphones, but with none of the computer types (desktop or laptop, tablet, or other) listed in footnote 3.
 NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States. However, this figure includes only children living in households, because respondents living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities) were not asked about internet access. Figures are plotted based on unrounded data.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 702.12.

In 2023, the overall percentage of 3- to 18-year-olds with home internet access was higher for children living with related adults who had higher educational attainment, ranging from 89 percent for children living in households where no related adult had completed high school⁷ to 99 percent for children living with related adults who had attained a bachelor’s or higher degree. Similarly, the higher the level of related adults’ educational attainment, the higher the percentage of 3- to 18-year-olds with home internet access through a computer. Specifically, the percentage with home internet access through a computer was

- 98 percent for those living in households where at least one related adult had attained a bachelor’s or higher degree;
- 95 percent for those living in households where at least one related adult had attained an associate’s degree;
- 92 percent for those living in households where at least one related adult had attained some college but no degree;
- 84 percent for those living in households where at least one related adult had completed high school; and
- 71 percent for those living in households where no related adults had completed high school.

FIGURE 4.

Percentage of 3- to 18-year-olds who had home internet access, by family income quarter and device: 2023



¹ Includes only children living in households where at least one of the household members is related to the householder. Family income is based on the income of the householder’s family and not necessarily the child’s own family if the child is not related to the householder. The lowest quarter refers to the bottom 25 percent of all family incomes; the middle-low quarter refers to the 26th through the 50th percentile of all family incomes; the middle-high quarter refers to the 51st through the 75th percentile of all family incomes; and the highest quarter refers to the top 25 percent of all family incomes.

² Percentage of children in homes with both internet access and one or more of the following types of computer: desktop or laptop, tablet or other portable wireless computer, or “some other type of computer.” Includes homes having both smartphones and any of these types of computers.

³ Percentage of children in homes with both internet access and smartphones, but with none of the computer types (desktop or laptop, tablet, or other) listed in footnote 2.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States. However, this figure includes only children living in households, because respondents living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities) were not asked about internet access. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 702.12.

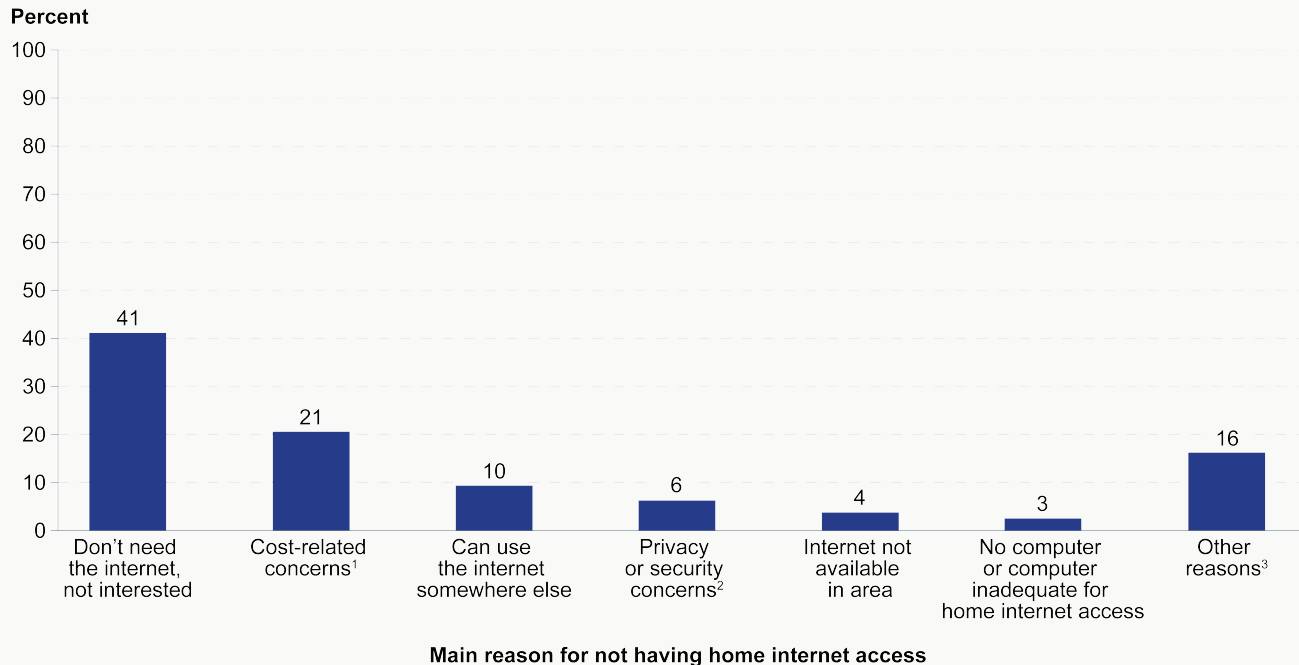
Similar to the pattern seen for related adults’ educational attainment, the higher the level of family income, the higher the percentage of 3- to 18-year-olds with home internet access. Specifically, in 2023, the percentage with home internet access was highest for those in families in the highest income quarter (99 percent), followed by those in the middle-high quarter (99 percent), the middle-low quarter (98 percent), and the lowest quarter (96 percent).

The same patterns by family income were observed for home internet access through a computer. Specifically, in 2023, the percentage with home internet access through a computer was highest for those in families in the highest income quarter (98 percent), followed by those in the middle-high quarter (96 percent), the middle-low quarter (92 percent), and the lowest quarter (84 percent).

Reasons for Lack of Home Internet Access

FIGURE 5.

Percentage distribution of 3- to 18-year-olds who had no home internet access, by main reason for not having access: 2023



¹ "Cost-related" includes the response options "can't afford it" and "not worth the cost."

² "Privacy or security concerns" includes the response options "online privacy or cybersecurity concerns" and "personal safety concerns."

³ "Other reasons" includes the response options "household moved or is in the process of moving" and "other." Respondents could write in "other" reasons.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Includes only 3- to 18-year-olds living in homes with no internet access, which is estimated to be 10 percent of this age group by the 2023 Current Population Survey. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), November, 2023. See *Digest of Education Statistics 2024*, table 702.40.

To understand the barriers to more universal home internet access, the Current Population Survey (CPS)⁸ asked householders what their household's main reason was for not having access to the internet. In 2023, the two most commonly cited main reasons that 3- to 18-year-olds did not have home internet access were

- household members did not need it or were not interested in having it (41 percent); and
- cost-related concerns⁹ (21 percent).

Other main reasons cited for not having home internet access included the following:

- household members could use the internet somewhere else (10 percent);
- privacy or security concerns¹⁰ (6 percent);
- internet service was not available in the area (4 percent); and
- the home either had no computer or had a computer that was inadequate for internet use (3 percent).¹¹

In 2023, among 3- to 18-year-olds who had no home internet access, the percentages where the householder perceived the main barrier to be cost-related were

- lower for Asian (13 percent) and White (15 percent) children than for their peers who were Hispanic (27 percent) and Black (32 percent);¹² and
- lower for those with family income levels of \$50,000 to \$74,999 (11 percent) than for those with family income levels of less than \$40,000¹³ (ranging from 25 percent to 37 percent) and for those with family income levels of \$75,000 to \$100,000 (26 percent).

Endnotes

¹ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

² Refers to the percentage of 3- to 18-year-olds in homes with both internet access and one or more of the following types of computers: desktop or laptop, tablet or other portable wireless computer, or "some other type of computer." Includes homes having both smartphones and any of these types of computers.

³ Refers to the percentage of 3- to 18-year-olds in homes with both internet access and smartphones, but with none of the computer types (desktop or laptop, tablet, or other) listed in endnote 2.

⁴ Presented estimates are rounded but are calculated using unrounded data.

⁵ The term "related adults" includes adults who are related to the child and the householder or are themselves the householder; it also includes related householders who are under 18. It excludes adults who are related to the child but not to the householder.

⁶ Respondents who wrote in some other race that was not included as an option on the questionnaire.

⁷ The term "completed high school" includes those who completed high school through equivalency credentials, such as the GED.

⁸ Data from the CPS differ from data from the ACS because the ACS

asked respondents about internet access and explicitly indicated that having a cell phone service is considered having internet access, while the CPS asked about internet use and made no explicit reference to having a cell phone service. This survey difference may provide some explanation for why the two datasets reported different percentages of 3- to 18-year-olds who "did not have home access to the Internet" (2 percent in ACS and 10 percent in CPS in 2023).

⁹ "Cost-related" includes the response options "can't afford it" and "not worth the cost."

¹⁰ "Privacy or security concerns" includes the response options "online privacy or cybersecurity concerns" and "personal safety concerns."

¹¹ About 16 percent of families answered "other reasons." "Other reasons" includes the response options "household moved or is in the process of moving" and "other." Respondents could write in "other" reasons.

¹² American Indian/Alaska Native and Pacific Islander groups were excluded from this analysis because reporting standards for these groups were not met.

¹³ These income levels are "less than \$10,000," "\$10,000 to \$19,999," "\$20,000 to \$29,999," and "\$30,000 to \$39,999."

Reference table: *Digest of Education Statistics 2024*, tables [702.12](#) and [702.40](#); *Digest of Education Statistics 2022*, table [702.12](#)

Related indicators and resources: [Rural Students' Access to the Internet](#); [Student Access to Digital Learning Resources Outside of the Classroom](#); [Technology and Engineering Literacy](#)

Glossary: [Bachelor's degree](#); [College](#); [Educational attainment](#); [Educational attainment \(Current Population Survey\)](#); [Gap](#); [High school completer](#); [Racial/ethnic group](#)

Immediate College Enrollment Rate

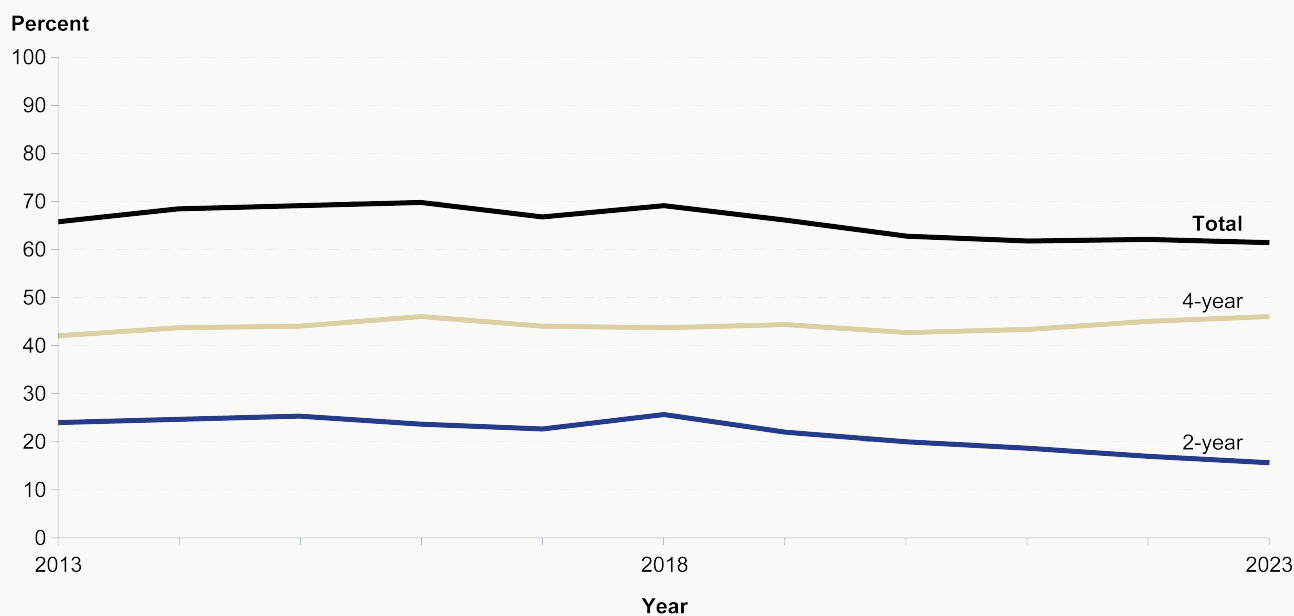
In every year from 2019 through 2023, a lower percentage of male high school completers than of female high school completers immediately enrolled in college. In 2023, some 58 percent of male high school completers and 65 percent of female high school completers immediately enrolled in college.

Of the 3.1 million high school completers¹ who graduated in the first 9 months of 2023, some 1.9 million (or 61 percent) were enrolled in college in October 2023.² This annual percentage of high school completers who are enrolled in 2- or 4-year institutions within the specified time frame is known as the *immediate college enrollment rate*. The overall immediate college enrollment rate in 2023 was not measurably different from the rate a decade earlier in 2013, or from the rate in 2022.

Overall Immediate College Enrollment Rates

FIGURE 1.

Immediate college enrollment rate of high school completers, by level of institution: 2013 through 2023



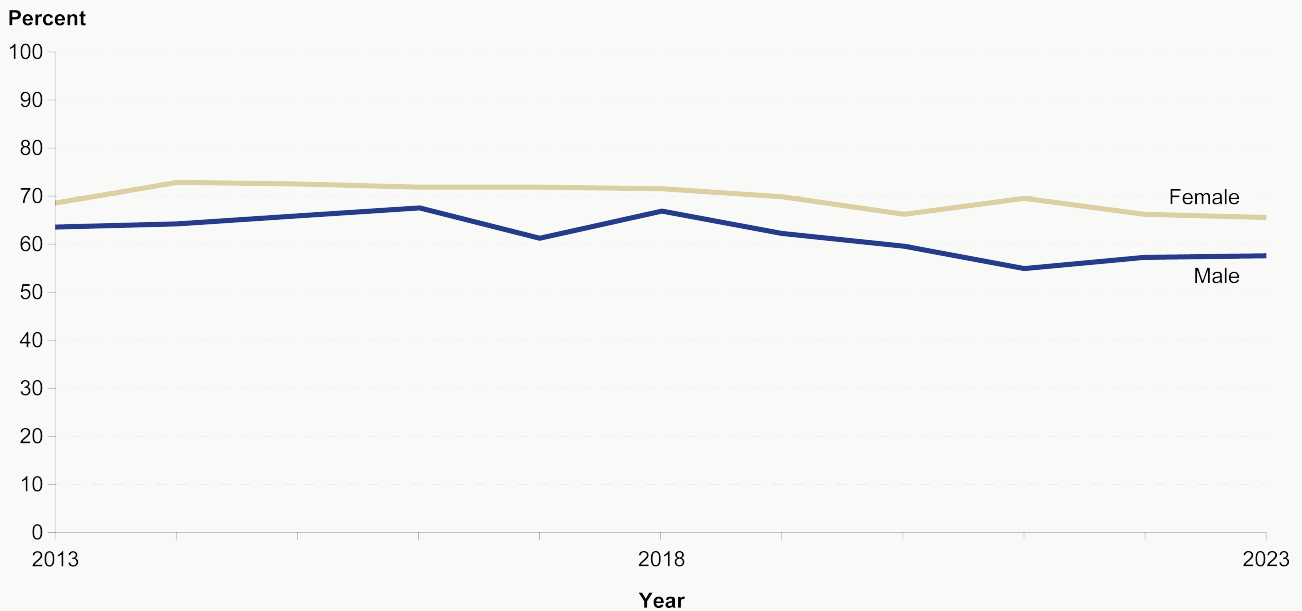
NOTE: *Immediate college enrollment rate* is defined as the annual percentage of high school completers who are enrolled in 2- or 4-year institutions in the October immediately following high school completion. High school completers include 16- to 24-year-olds who graduated with a high school diploma as well as those who completed a GED or other high school equivalency credential. Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Figures are plotted based on unrounded data. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2013 through 2023. See *Digest of Education Statistics 2024*, table 302.10.

In every year from 2013 through 2023, a higher percentage of high school completers immediately enrolled in 4-year institutions than in 2-year institutions. In 2023, some 46 percent of high school completers immediately enrolled in 4-year institutions and 16 percent immediately enrolled in 2-year institutions. The rate for 2-year institutions decreased between 2013 (24 percent) and 2023. Conversely, the immediate college enrollment rate for 4-year institutions did not measurably differ between 2013 and 2023.

Immediate College Enrollment Rates by Student Demographics

FIGURE 2.

Immediate college enrollment rate of high school completers, by sex: 2013 through 2023

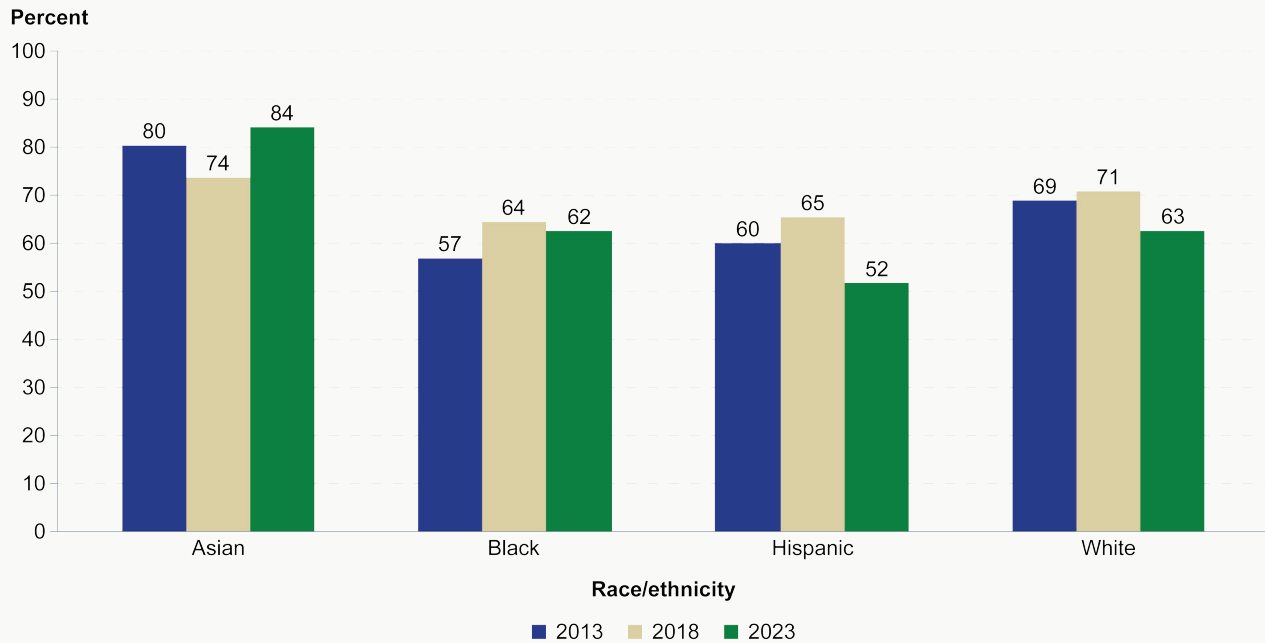


NOTE: *Immediate college enrollment rate* is defined as the annual percentage of high school completers who are enrolled in 2- or 4-year institutions in the October immediately following high school completion. High school completers include 16- to 24-year-olds who graduated with a high school diploma as well as those who completed a GED or other high school equivalency credential. Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Figures are plotted based on unrounded data. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2013 through 2023. See *Digest of Education Statistics 2024*, table 302.10.

In every year from 2019 through 2023, a lower percentage of male high school completers than of female high school completers immediately enrolled in college. In 2023, some 58 percent of male high school completers and 65 percent of female high school completers immediately enrolled in college.

FIGURE 3.

Immediate college enrollment rate of high school completers, by selected race/ethnicity groups: 2013, 2018, and 2023



NOTE: *Immediate college enrollment rate* is defined as the annual percentage of high school completers who are enrolled in 2- or 4-year institutions in the October immediately following high school completion. High school completers include 16- to 24-year-olds who graduated with a high school diploma as well as those who completed a GED or other high school equivalency credential. Black includes African American and Hispanic includes Latino. Race categories exclude persons of Hispanic ethnicity. Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Figures are plotted based on unrounded data.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2013, 2018, and 2023. See *Digest of Education Statistics 2024*, table 302.20.

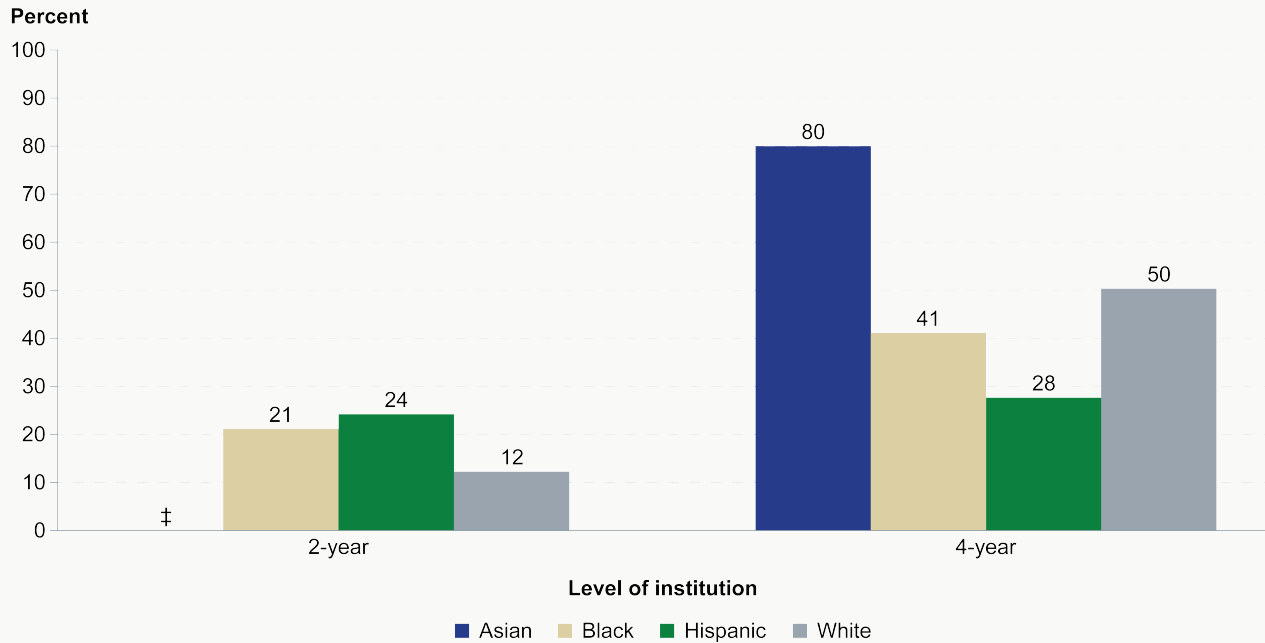
In 2023, the immediate college enrollment rate was

- 84 percent for Asian students;³
- 63 percent for White students;
- 62 percent for Black students; and
- 52 percent for Hispanic students.

In most years from 2013 through 2023, the immediate college enrollment rate was higher for Asian students than for Black, Hispanic, and White students. For these racial/ethnic groups, the immediate college enrollment rate in 2023 was not measurably different from the rate a decade earlier in 2013, or from the rate in 2022.

FIGURE 4.

Immediate college enrollment rate of high school completers, by level of institution and selected race/ethnicity groups: 2023



‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

NOTE: *Immediate college enrollment rate* is defined as the annual percentage of high school completers who are enrolled in 2- or 4-year institutions in the October immediately following high school completion. High school completers include 16- to 24-year-olds who graduated with a high school diploma as well as those who completed a GED or other high school equivalency credential. Black includes African American and Hispanic includes Latino. Race categories exclude persons of Hispanic ethnicity. Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2023. See *Digest of Education Statistics 2024*, table 302.20.

In 2023, a higher percentage of students immediately enrolled in 4-year institutions than in 2-year institutions for the following racial/ethnic groups:⁴

- Black students (41 vs. 21 percent); and
- White students (50 vs. 12 percent).

Hispanic students had higher immediate college enrollment rates in 2-year institutions (24 percent) than did White students (12 percent). Asian students had higher immediate college enrollment rates in 4-year institutions (80 percent) than did White, Black, or Hispanic students (50, 41, and 28 percent, respectively).

Endnotes

¹ In this indicator, “high school completers” refers to individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential. In 2023, some 95 percent of those who completed high school in the first 9 months of 2023 were between 16 and 24 years old.

² For general technical notes related to data analysis, data interpretation, rounding, and other considerations please refer to the [Reader’s Guide](#).

³ The terms “high school completers” and “students” are used interchangeably throughout this indicator.

⁴ Asian students are excluded from this analysis because reporting standards were not met for 2-year institutions; either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Reference table: *Digest of Education Statistics 2024*, tables [302.10](#) and [302.20](#)

Related indicators and resources: [College Enrollment Rates](#); [College Participation Rates](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Public High School Graduation Rates](#); [Snapshot: College Participation Rates for Racial/Ethnic Subgroups](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Status Dropout Rates](#); [Undergraduate Enrollment](#); [Young Adult Educational and Employment Outcomes by Family Socioeconomic Status](#) [*The Condition of Education 2019 Spotlight*]

Glossary: [College](#); [Enrollment](#); [High school completer](#); [Postsecondary institutions \(basic classification by level\)](#); [Racial/ethnic group](#)

Undergraduate Enrollment

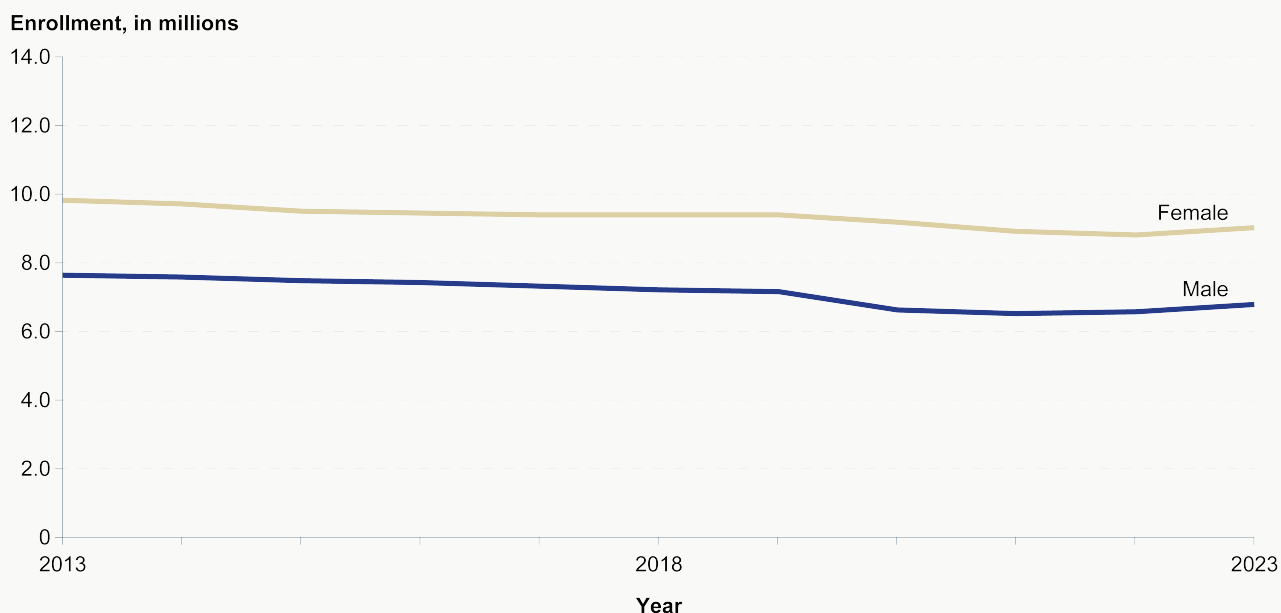
Between fall 2013 and fall 2023, total undergraduate enrollment in degree-granting postsecondary institutions decreased by 9 percent (from 17.5 million to 15.8 million students). In fall 2023, some 18 percent (2.8 million) of these students were degree/certificate-seeking students who were enrolled for the first time.

In fall 2023, total undergraduate enrollment in degree-granting¹ postsecondary institutions in the United States² was 15.8 million³ students, 3 percent higher than in fall 2022 (15.4 million students).⁴ This is the first annual increase in undergraduate enrollment since the downward trend that began in 2011. Overall, undergraduate enrollment was 9 percent lower in fall 2023 than in fall 2013, with the largest annual declines occurring in fall 2020 and fall 2021, during the pandemic. In fall 2023, some 18 percent (2.8 million) of undergraduate students at degree-granting institutions were seeking a degree or certificate and were enrolled for the first time.

Undergraduate Enrollment by Student Demographics

FIGURE 1.

Actual undergraduate enrollment in degree-granting postsecondary institutions, by sex: Fall 2013 through fall 2023



NOTE: Data are for the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

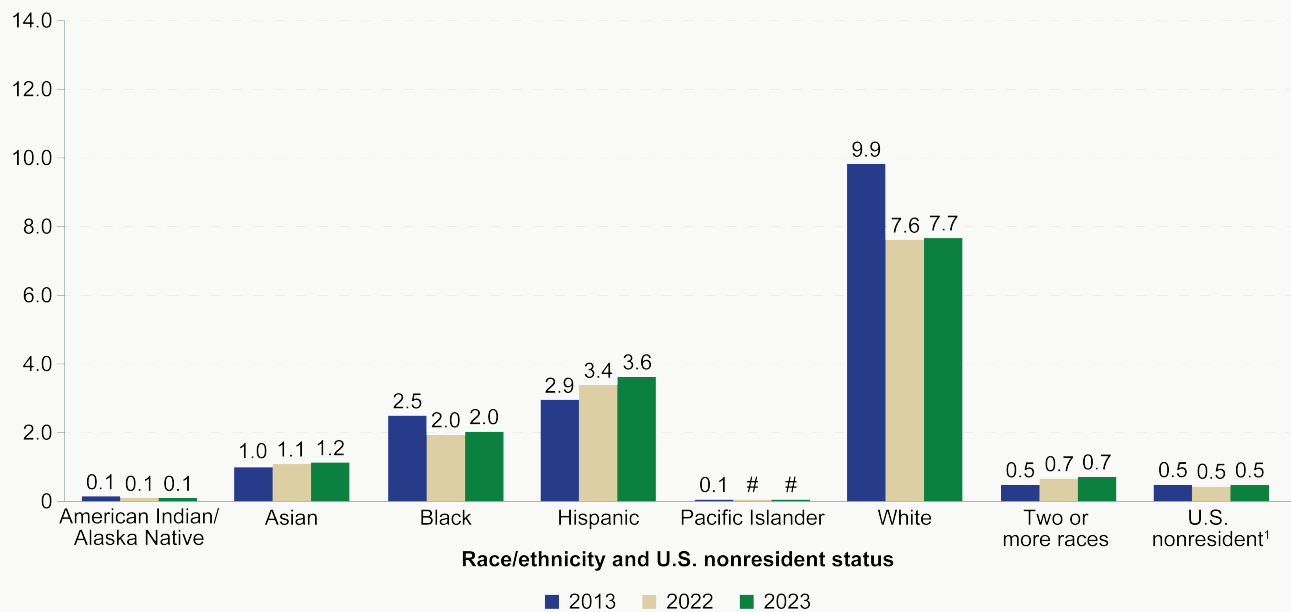
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014 through Spring 2023 (final data) and Spring 2024 (provisional data), Fall Enrollment component. See *Digest of Education Statistics 2024*, table 303.70.

In fall 2023, female students made up 57 percent of total undergraduate enrollment (9.0 million students), and male students made up 43 percent (6.8 million students). Between 2013 and 2023, male enrollment decreased by 11 percent (from 7.7 million to 6.8 million students) and female enrollment decreased by 8 percent (from 9.8 million to 9.0 million students). Over this period, male enrollment saw its largest single-year decline in fall 2020 (7 percent), while female enrollment saw its largest single-year decline in fall 2021 (3 percent). Enrollment was higher in fall 2023 than in fall 2022 for both male and female students.

FIGURE 2.

Undergraduate enrollment in degree-granting postsecondary institutions, by race/ethnicity and U.S. nonresident status: Fall 2013, 2022, and 2023

Enrollment, in millions



Rounds to zero.

¹ Race/ethnicity not collected.

NOTE: Data are for the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude persons of Hispanic ethnicity. Data for students whose race/ethnicity was unknown were prorated into these groups based on the reported racial/ethnic distribution by sex, level of enrollment, and attendance (does not include nonresident students). Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014 and Spring 2023 (final data) and Spring 2024 (provisional data), Fall Enrollment component. See *Digest of Education Statistics 2024*, table 306.10.

Of the 15.8 million undergraduate students enrolled in fall 2023,

- 7.7 million were White;
- 3.6 million were Hispanic;
- 2.0 million were Black;
- 1.2 million were Asian;
- 711,400 were of Two or more races;
- 111,600 were American Indian/Alaska Native; and
- 38,900 were Pacific Islander.

Undergraduate enrollment was higher in fall 2023 than in fall 2022 for all racial/ethnic groups. However, overall enrollment trends for the decade between fall 2013 and fall 2023 varied. During this period, the enrollment decreased for

- Pacific Islander students (by 28 percent, from 54,100 to 38,900 students);
- American Indian/Alaska Native students (by 24 percent, from 147,400 to 111,600 students);
- White students (by 22 percent, from 9.9 million to 7.7 million students); and
- Black students (by 19 percent, from 2.5 million to 2.0 million students).

In contrast, between fall 2013 and fall 2023, enrollment increased for

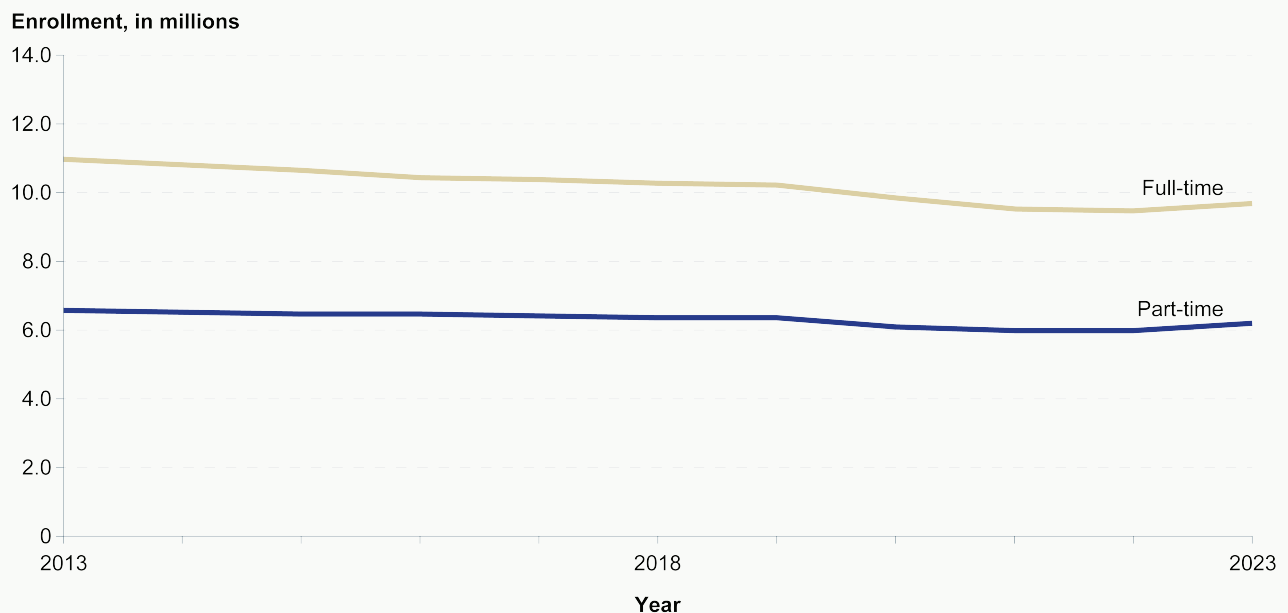
- students of Two or more races (by 41 percent, from 505,800 to 711,400 students);
- Hispanic students (by 26 percent, from 2.9 million to 3.6 million students); and
- Asian students (by 15 percent, from 1.0 million to 1.2 million students).

Enrollment of undergraduate U.S. nonresident students⁵ in U.S. degree-granting postsecondary institutions was also higher in fall 2023 than in fall 2022 (459,600 vs. 452,100). Overall enrollment of U.S. nonresident students was 5 percent lower in fall 2023 than in fall 2013 (483,600), although there was no consistent trend over the decade.

Undergraduate Enrollment by Attendance Status

FIGURE 3.

Actual undergraduate enrollment in degree-granting postsecondary institutions, by attendance status: Fall 2013 through fall 2023



NOTE: Data are for the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

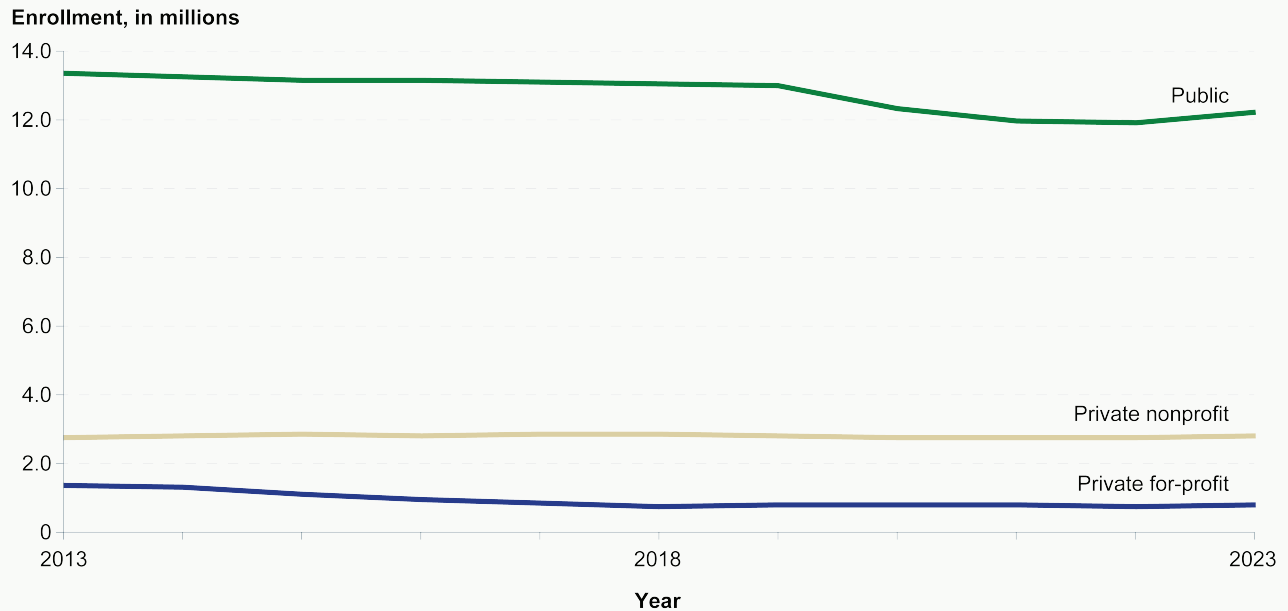
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014 through Spring 2023 (final data) and Spring 2024 (provisional data), Fall Enrollment component. See *Digest of Education Statistics 2024*, table 303.70.

In fall 2023, U.S. degree-granting postsecondary institutions enrolled 9.7 million full-time and 6.2 million part-time undergraduate students. Between 2013 and 2023, full-time enrollment decreased by 12 percent (from 10.9 million to 9.7 million students) and part-time enrollment decreased by 6 percent (from 6.5 million to 6.2 million students). Compared with enrollment in 2022, enrollment in 2023 was 3 percent higher for both full-time students and part-time students.

Undergraduate Enrollment by Institutional Characteristics

FIGURE 4.

Undergraduate enrollment in degree-granting postsecondary institutions, by control of institution: Fall 2013 through fall 2023



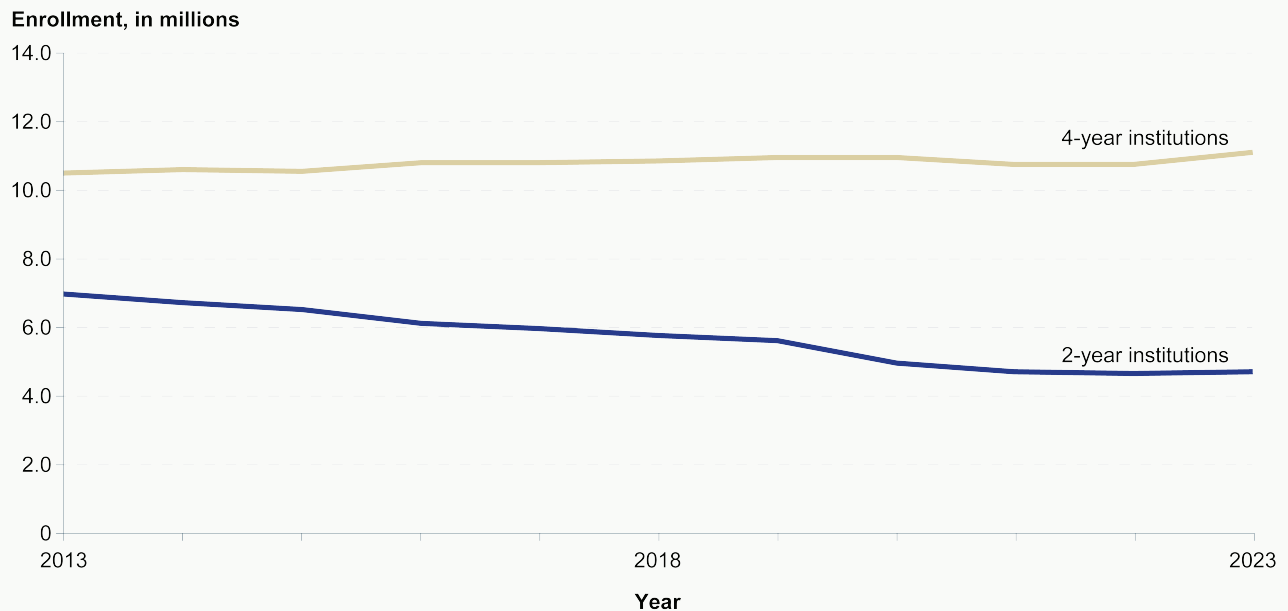
NOTE: Data are for the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014 through Spring 2023 (final data) and Spring 2024 (provisional data), Fall Enrollment component. See *Digest of Education Statistics 2024*, table 303.70.

In fall 2023, undergraduate enrollment varied by control of institution (i.e., public, private nonprofit, or private for-profit):

- 12.2 million students (77 percent) were enrolled at public institutions;
- 2.8 million students (18 percent) were enrolled at private nonprofit institutions; and
- 797,100 students (5 percent) were enrolled at private for-profit institutions.

Between fall 2013 and fall 2023, enrollment in private for-profit institutions decreased by 42 percent (from 1.4 million to 797,100 students) and enrollment in public institutions decreased by 8 percent (from 13.3 million to 12.2 million students). Meanwhile, enrollment in private nonprofit institutions was higher in 2023 (2.80 million) than in 2013 (2.76 million), but showed no consistent trend throughout this period. Enrollment was higher in fall 2023 than in fall 2022 for all institutional control types.

FIGURE 5.**Actual undergraduate enrollment in degree-granting postsecondary institutions, by level of institution: Fall 2013 through fall 2023**

NOTE: Data are for the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014 through Spring 2023 (final data) and Spring 2024 (provisional data), Fall Enrollment component. See *Digest of Education Statistics 2024*, table 303.70.

In fall 2023, the 11.1 million students enrolled in 4-year institutions made up 70 percent of total undergraduate enrollment; the remaining 30 percent (4.7 million students) were enrolled in 2-year institutions. Between 2013 and 2023, enrollment

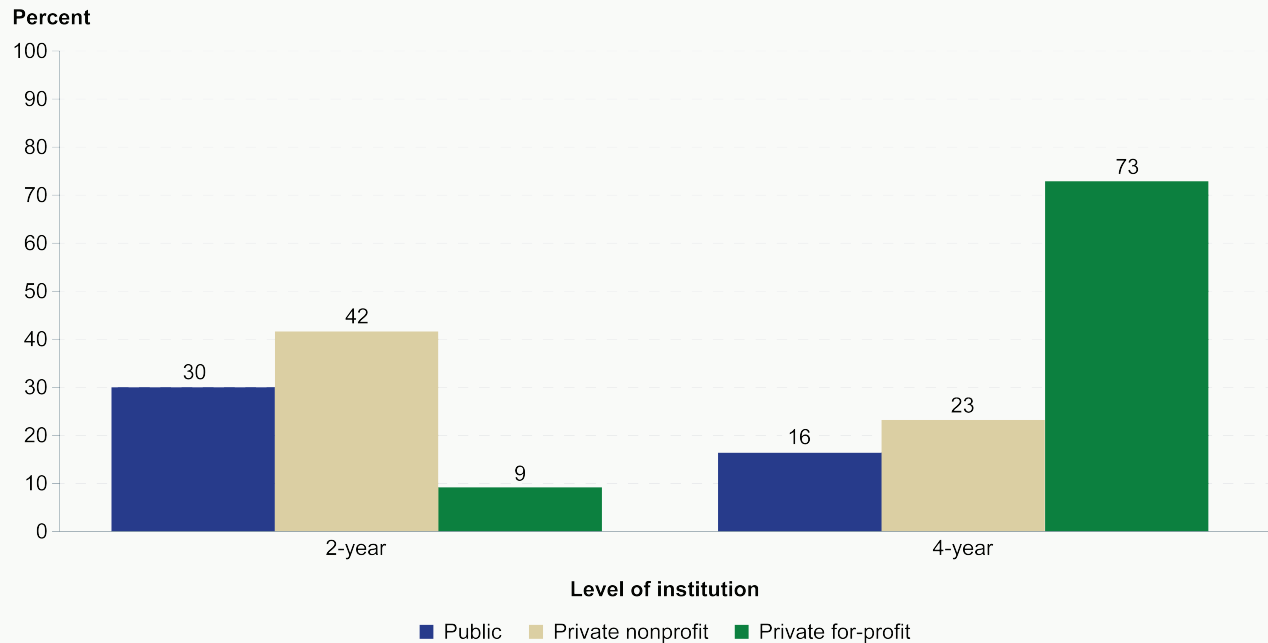
- decreased by 32 percent at 2-year institutions (from 7.0 million to 4.7 million students); and
- increased by 6 percent at 4-year institutions (from 10.5 million to 11.1 million students).

Enrollment at both 2-year and 4-year institutions was higher in fall 2023 than in fall 2022 (by 1 percent and 3 percent, respectively).

Undergraduate Enrollment by Distance Education Participation

FIGURE 6.

Percentage of undergraduate students at degree-granting postsecondary institutions who participated exclusively in distance education courses, by level and control of institution: Fall 2023



NOTE: Data are for the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2024 (provisional data), Fall Enrollment component. See *Digest of Education Statistics 2024*, table 311.15.

Distance education⁶ courses and programs provide students with flexible learning opportunities. In fall 2023, some 8.6 million students, or 54 percent of all undergraduate students, were enrolled in at least one distance education course. Some 3.7 million students, or 24 percent of all undergraduate students, took distance education courses exclusively. As a percentage of total undergraduate enrollment in fall 2023, participation in distance education was lower than in fall 2020,⁷ the first fall of the COVID-19 pandemic, but remained higher than in fall 2019. Specifically, the percentage of undergraduate students enrolled in at least one distance education course was

- 36 percent in 2019;
- 75 percent in 2020; and
- 54 percent in 2023.

The percentage of undergraduate students who took distance education courses exclusively was

- 15 percent in 2019;
- 44 percent in 2020; and
- 24 percent in 2023.

Of the 3.7 million undergraduate students who took distance education courses exclusively, 2.5 million (68 percent) were enrolled in institutions located in the same state in which they resided and 1.1 million (29 percent) were enrolled in institutions in a different state.⁸

In fall 2023, the percentage of undergraduate students who took distance education courses exclusively varied by control of the institution at which those students were enrolled. Specifically, those who were enrolled in distance education courses exclusively made up

- 59 percent of students at private for-profit institutions;
- 23 percent of students at private nonprofit institutions; and
- 21 percent of students at public institutions.

In particular, the percentage of students who took distance education courses exclusively was highest at private for-profit 4-year institutions (73 percent). Despite enrolling only 4 percent of undergraduates, private for-profit 4-year institutions accounted for 12 percent of undergraduates who were enrolled exclusively in distance education courses.

Endnotes

¹ Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees.

² Data in this indicator represent the 50 states and the District of Columbia.

³ Data by subgroup in this indicator may not sum to 15.8 million undergraduate students enrolled in fall 2023 due to rounding.

⁴ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

⁵ In the Integrated Postsecondary Education Data System (IPEDS), data for the U.S. nonresident category are collected alongside data for racial/ethnic categories. Race/ethnicity categories exclude U.S. nonresidents.

⁶ Distance education uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the student and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: the internet; one-way and two-way transmissions through open broadcasts,

closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audioconferencing; and videocassettes, DVDs, and CD-ROMs, only if the videocassettes, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

⁷ According to the 2019-20 National Postsecondary Student Aid Study (NPSAS:20), 84 percent of undergraduate students reported having some or all classes moved to online-only instruction in spring 2020 due to the pandemic. For more information, see the [First Look at the Impact of the Coronavirus \(COVID-19\) Pandemic on Undergraduate Student Enrollment, Housing, and Finances \(Preliminary Data\)](#) (NCES 2021-456).

⁸ Not all students taking distance education courses exclusively are specified separately in this comparison; for instance, students residing outside the United States or those whose location is unknown are not specified separately. Percentages were based on all students who took distance education courses exclusively, regardless of their location.

Reference table: *Digest of Education Statistics 2024*, tables [303.70](#), [306.10](#), and [311.15](#); *Digest of Education Statistics 2021*, table [311.15](#); *Digest of Education Statistics 2020*, tables [306.10](#) and [311.15](#)

Related indicators and resources: [Characteristics of Degree-Granting Postsecondary Institutions](#); [College Enrollment Rates](#); [Differences in Postsecondary Enrollment Among Recent High School Completers](#) [*The Condition of Education 2016 Spotlight*]; [Immediate College Enrollment Rate](#); [Postbaccalaureate Enrollment](#); [STEM Degrees](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Undergraduate Enrollment](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]; [Young Adult Educational and Employment Outcomes by Family Socioeconomic Status](#) [*The Condition of Education 2019 Spotlight*]

Glossary: [Control of institutions](#); [Degree-granting institutions](#); [Distance education](#); [Enrollment](#); [Full-time enrollment](#); [Part-time enrollment](#); [Postsecondary institutions](#) (basic classification by level); [Private institution](#); [Public school or institution](#); [Racial/ethnic group](#); [Retention rate](#); [Undergraduate students](#)

Characteristics of Postsecondary Faculty

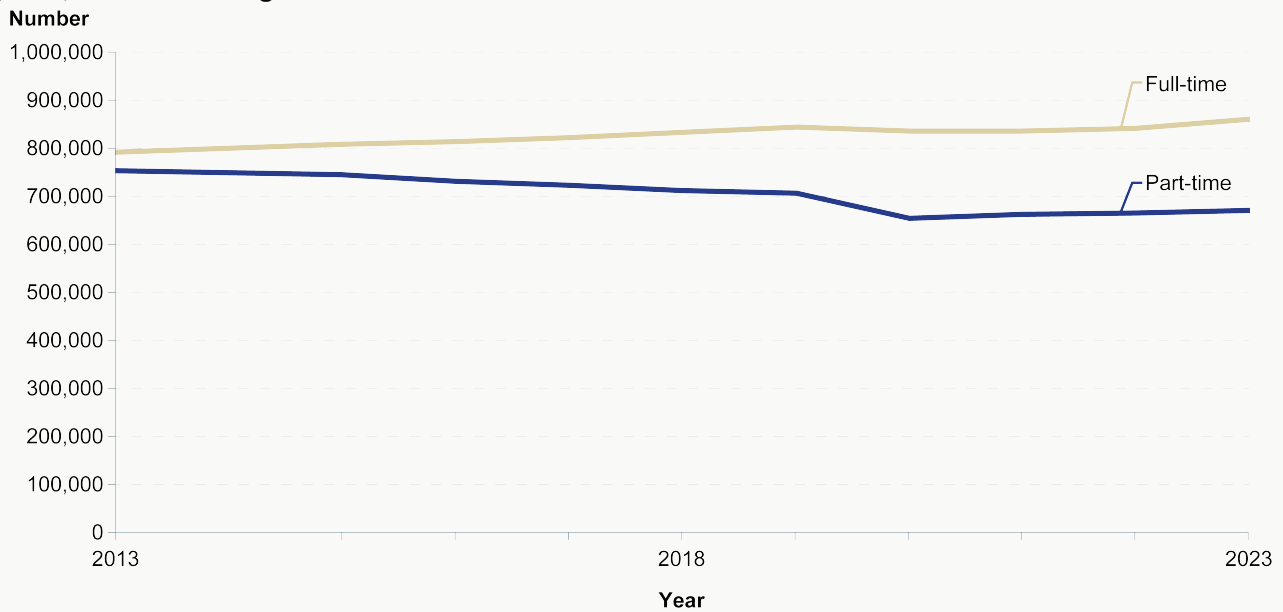
The total number of faculty at degree-granting postsecondary institutions was 1.5 million in both fall 2013 and fall 2023. From fall 2013 to fall 2023, the number of full-time faculty increased by 9 percent (from 791,400 to 859,800) while the number of part-time faculty decreased by 11 percent (from 754,000 to 670,700).

Postsecondary faculty include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors. Between fall 2013 and fall 2023, the total annual number of faculty at degree-granting postsecondary institutions ranged from 1.5 to 1.6 million.¹ There were 1.5 million faculty in both 2013 and 2023, with a peak at 1.6 million in 2015. Over this period, changes in the number of faculty differed by employment status (part time or full time), by sex, and by control of institution (public, private nonprofit, or private for-profit).

Number of Faculty in Postsecondary Institutions

FIGURE 1.

Number of faculty at degree-granting postsecondary institutions, by employment status: Selected years, fall 2013 through fall 2023



NOTE: Data represent the 50 states and the District of Columbia. Data include faculty members with the title of professor, associate professor, assistant professor, instructor, lecturer, assisting professor, adjunct professor, or interim professor (or the equivalent). Data exclude graduate students with titles such as graduate or teaching fellow who assist senior faculty. Data are for degree-granting institutions and U.S. service academies. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Figures are plotted based on unrounded data. Some data have been revised from previous published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2014 through Spring 2023 (final data) and Spring 2024 (provisional data), Human Resources component, Fall Staff section. See *Digest of Education Statistics 2024*, table 315.10.

In fall 2023, of the 1.5 million faculty at degree-granting postsecondary institutions, 56 percent were full time and 44 percent were part time. Between fall 2013 and fall 2023, the number of

- full-time faculty increased by 9 percent (from 791,400 to 859,800); and
- part-time faculty decreased by 11 percent (from 754,000 to 670,700).

More than half of the decline in part-time faculty occurred between fall 2019 and fall 2020, which coincided with the beginning of the first full academic year of the COVID-19 pandemic. The number of part-time faculty in fall 2023 was higher than in fall 2020 but lower than in fall 2019, before the pandemic. With these changes in the number of faculty, the percentage of all faculty who were part time decreased from 49 to 44 percent between 2013 and 2023.

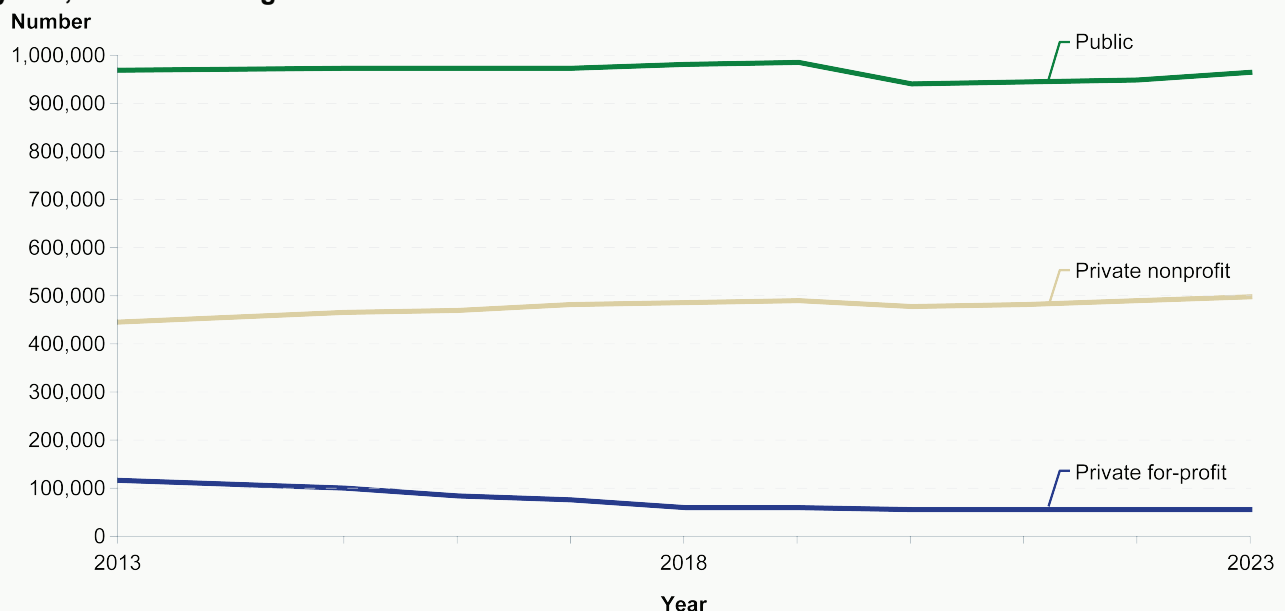
Between fall 2013 and fall 2023, changes in the number of faculty at degree-granting institutions differed by sex. Specifically, the number of

- female faculty increased by 5 percent (from 753,400 to 792,500); and
- male faculty decreased by 7 percent (from 792,000 to 738,000).

With these changes between fall 2013 and fall 2023 in the number of faculty by sex, the percentage of faculty who were female increased from 49 to 52 percent.

FIGURE 2.

Number of faculty at degree-granting postsecondary institutions, by control of institution: Selected years, fall 2013 through fall 2023



NOTE: Data represent the 50 states and the District of Columbia. Data include faculty members with the title of professor, associate professor, assistant professor, instructor, lecturer, assisting professor, adjunct professor, or interim professor (or the equivalent). Data exclude graduate students with titles such as graduate or teaching fellow who assist senior faculty. Data are for degree-granting institutions and U.S. service academies. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Figures are plotted based on unrounded data. Some data have been revised from previous published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2014 through Spring 2023 (final data) and Spring 2024 (provisional data), Human Resources component, Fall Staff section. See *Digest of Education Statistics 2024*, table 315.10.

Between fall 2013 and fall 2023, changes in the number of faculty at degree-granting postsecondary institutions varied by control of institution. Among faculty in fall 2023,

- 63 percent were employed at public institutions;
- 33 percent were employed at private nonprofit institutions; and
- 4 percent were employed at private for-profit institutions.

Between fall 2013 and fall 2023, the number of faculty

- was 1 percent higher in 2013 than in 2023 at public institutions (968,700 vs. 962,900);
- increased by 12 percent at private nonprofit institutions (from 449,100 to 502,800); and
- decreased by 49 percent at private for-profit institutions (from 127,600 to 64,800).

The ratio of full-time-equivalent (FTE) students to FTE faculty at degree-granting postsecondary institutions was lower in fall 2023 than in fall 2013 (13:1 vs. 15:1).² By control and level (i.e., 2-year or 4-year) of institution, the FTE student-to-faculty ratio in fall 2023 was

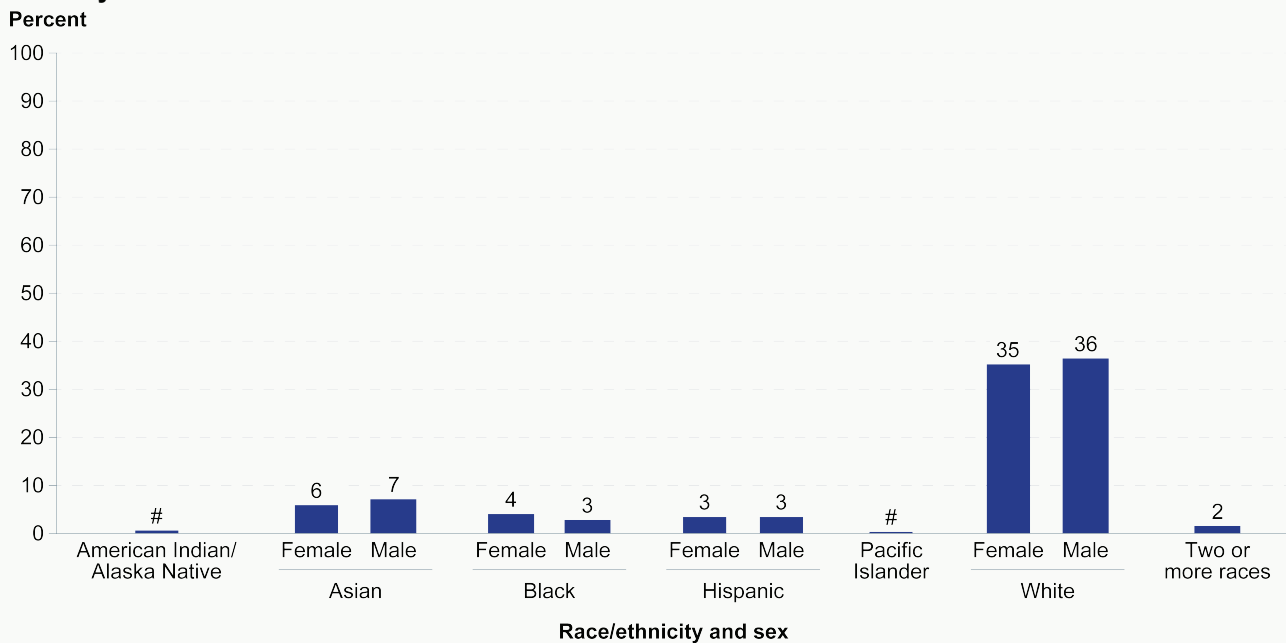
- 25:1 at private for-profit institutions;³
- 18:1 at public 2-year institutions;
- 15:1 at private nonprofit 2-year institutions;
- 13:1 at public 4-year institutions; and
- 10:1 at private nonprofit 4-year institutions.

For more information about how student enrollments have changed over time, see the indicators [Undergraduate Enrollment](#) and [Postbaccalaureate Enrollment](#).

Demographics of Postsecondary Faculty

FIGURE 3.

Percentage distribution of full-time faculty at degree-granting postsecondary institutions, by race/ethnicity and sex: Fall 2023



Rounds to zero.

NOTE: Data represent the 50 states and the District of Columbia. Sex breakouts are excluded for faculty who are American Indian/Alaska Native, Pacific Islander, and of Two or more races because the percentages are 1 percent or less. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude persons of Hispanic ethnicity. Percentages are based on full-time faculty whose race/ethnicity was known. Race/ethnicity was not collected for faculty who are not U.S. citizens or permanent residents. Figures are plotted based on unrounded data. Detail may not sum to 100 percent because of rounding in the data labels.

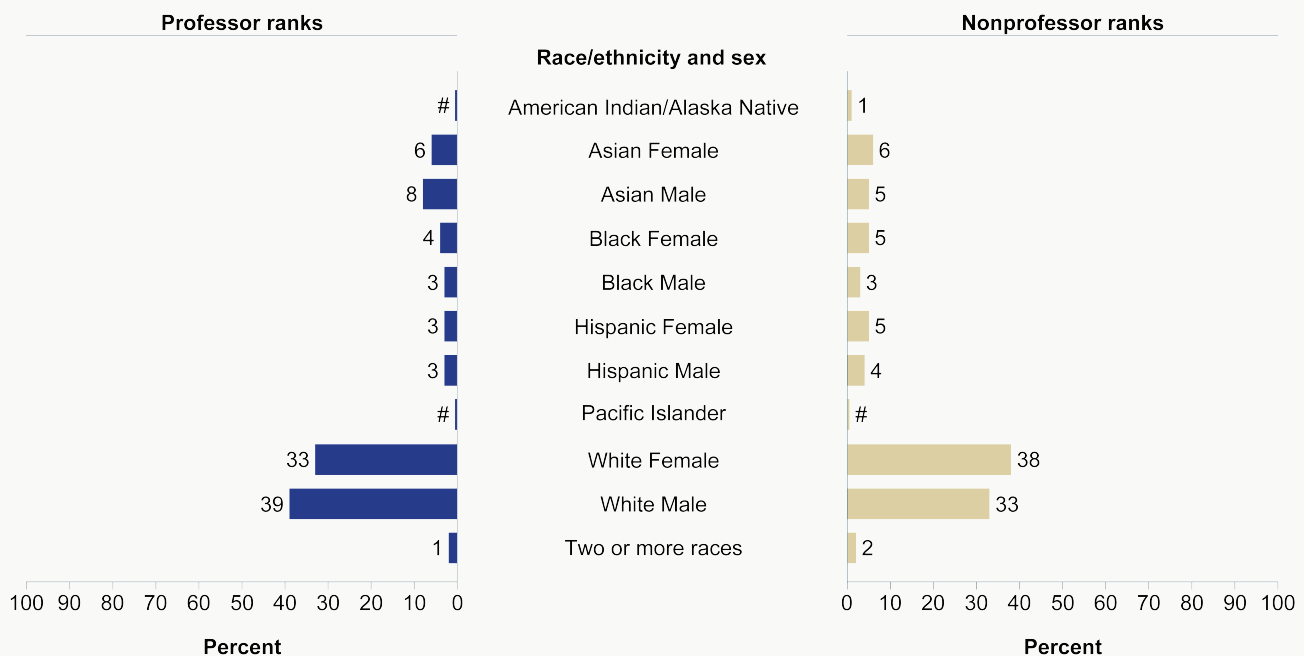
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2024 (provisional data), Human Resources component, Fall Staff section. See *Digest of Education Statistics 2024*, table 315.20.

Considering full-time faculty only,⁴ in fall 2023,

- 72 percent of faculty were White, specifically 35 percent White female and 36 percent White male;⁵
- 13 percent of faculty were Asian, specifically 6 percent Asian female and 7 percent Asian male;
- 7 percent of faculty were Hispanic, specifically 3 percent each Hispanic female and Hispanic male;⁶
- 7 percent of faculty were Black, specifically 4 percent Black female and 3 percent Black male;
- 2 percent were of Two or more races;
- less than one-half of 1 percent were American Indian/Alaska Native; and
- less than one-half of 1 percent were Pacific Islander.

FIGURE 4.

Percentage distributions of professor- and nonprofessor-rank full-time faculty at degree-granting postsecondary institutions, by race/ethnicity and sex: Fall 2023



Rounds to zero.

NOTE: Data represent the 50 states and the District of Columbia. Professor ranks include professors, associate professors, and assistant professors. Nonprofessor ranks include instructors, lecturers, and other faculty. Sex breakouts are excluded for faculty who were American Indian/Alaska Native, Pacific Islander, and of Two or more races because the percentages were 1 percent or less. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate’s or higher degrees. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude persons of Hispanic ethnicity. Percentages are based on full-time faculty whose race/ethnicity was known. Race/ethnicity was not collected for faculty who are not U.S. citizens or permanent residents. Figures are plotted based on unrounded data. Detail may not sum to 100 percent because of rounding in the data labels.

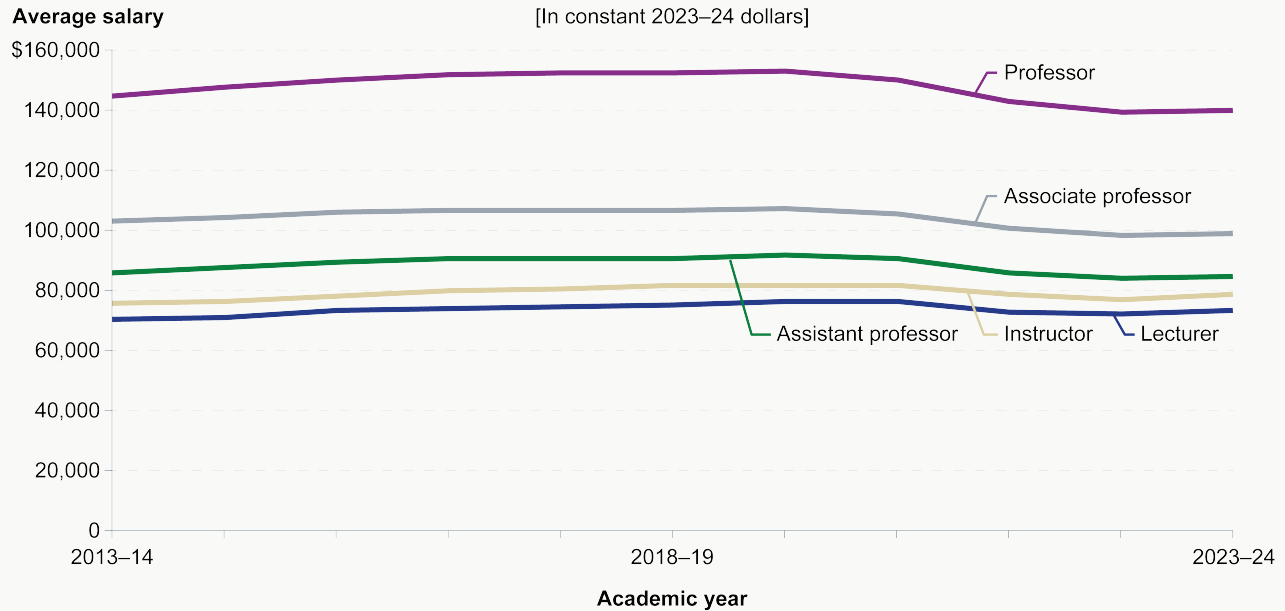
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2024 (provisional data), Human Resources component, Fall Staff section. See *Digest of Education Statistics 2024*, table 315.20.

The racial/ethnic and sex distribution of full-time faculty varied by academic rank at degree-granting postsecondary institutions in fall 2023. For example, White males and Asian males made up higher percentages of faculty in the professor ranks than they did in the nonprofessor ranks.⁷ Specifically, 39 percent of professor-rank faculty were White males and 8 percent were Asian males. Meanwhile, 33 percent of nonprofessor-rank faculty were White males and 5 percent were Asian males. Other demographic groups made up similar or lower percentages of faculty in the professor ranks compared with the nonprofessor ranks.⁸ For example, Hispanic females made up 3 percent of faculty in professor ranks and 5 percent in nonprofessor ranks.

Salary and Tenure for Postsecondary Faculty

FIGURE 5.

Average salary of full-time instructional faculty on 9-month contracts at degree-granting postsecondary institutions, by academic rank: Academic years 2013–14 through 2023–24



NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions and U.S. service academies. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Data exclude instructional faculty at medical schools. Data include imputations for nonrespondent institutions. Salaries are reported in constant 2023–24 dollars, based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic year basis. Figures are plotted based on unrounded data. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2014 through Spring 2023 (final data) and Spring 2024 (provisional data), Human Resources component, Salaries section. See *Digest of Education Statistics 2024*, table 316.10.

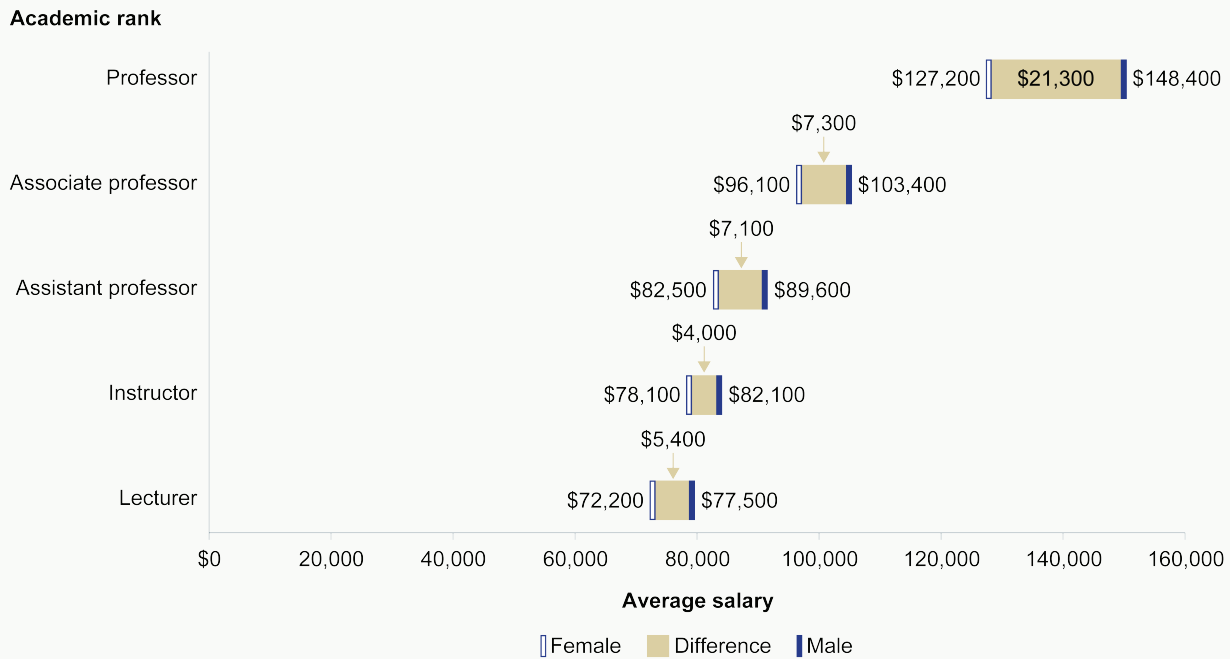
In academic year 2023-24, the overall average salary for full-time instructional faculty on 9-month contracts at degree-granting postsecondary institutions was \$101,900. By faculty rank, the average salary was

- \$140,400 for professors;
- \$100,000 for associate professors;
- \$85,800 for assistant professors;
- \$79,900 for instructors; and
- \$74,600 for lecturers.

For each faculty rank, the average salary in academic year 2023-24 differed from that in 2013-14 by less than 5 percent in constant 2023-24 dollars. However, salaries for professor ranks were lower in 2023-24 than in 2013-14 while salaries for nonprofessor ranks were higher.⁹ Over this period, average salaries first increased by 4 to 8 percent from 2013-14 to 2019-20, but they were lower in 2023-24 than in 2019-20 by 3 to 8 percent. Average salaries followed this pattern for all academic ranks.

FIGURE 6.

Average salary of full-time instructional faculty on 9-month contracts at degree-granting postsecondary institutions, by academic rank and sex: Academic year 2023–24



NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions and U.S. service academies. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Data exclude instructional faculty at medical schools. Data include imputations for nonrespondent institutions. Figures are plotted based on unrounded data. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2024 (provisional data), Human Resources component, Salaries section. See *Digest of Education Statistics 2024*, table 316.10.

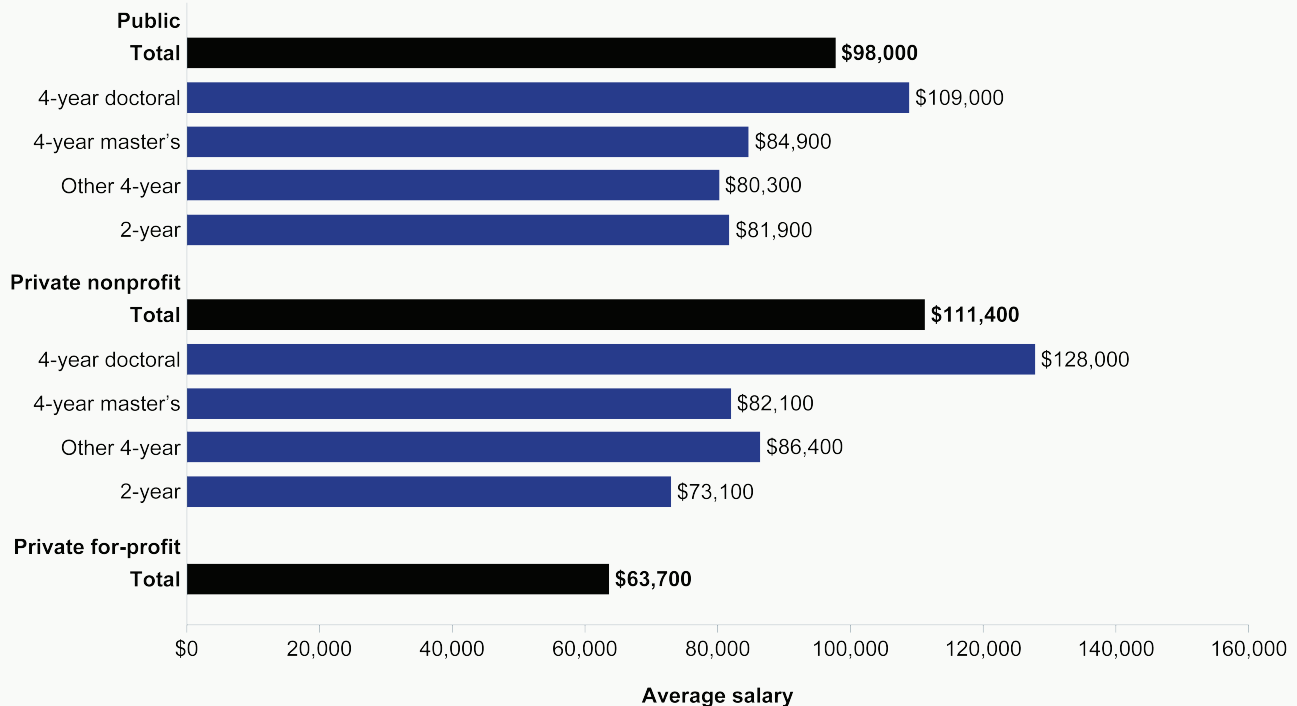
Between academic years 2013-14 and 2023-24, average salaries for full-time instructional faculty also varied by sex. The average salary (in constant 2023-24 dollars) for all full-time instructional faculty at degree-granting postsecondary institutions was higher for males than for females in every academic year from 2013-14 to 2023-24. In 2023-24, the average salary was \$110,200 for males and \$93,000 for females. In addition, the male-female salary gap for each academic rank in 2023-24 was

- \$21,300 for professors, which was 6 percent smaller than the gap in 2013-14;
- \$7,300 for associate professors, which was less than one-half of 1 percent smaller than the gap in 2013-14;
- \$7,100 for assistant professors, which was 15 percent larger than the gap in 2013-14;
- \$4,000 for lecturers, which was 14 percent smaller than the gap in 2013-14; and
- \$4,000 for instructors, which was 12 percent larger than the gap in 2013-14.

FIGURE 7.

Average salary of full-time instructional faculty on 9-month contracts at degree-granting postsecondary institutions, by control and level of institution: Academic year 2023–24

Control and level of institution



NOTE: Data represent the 50 states and the District of Columbia. Data include imputations for nonrespondent institutions. Data exclude instructional faculty at medical schools. Data are for degree-granting institutions and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Doctoral institutions include institutions that awarded 20 or more doctor's degrees during the previous academic year. Master's institutions include institutions that awarded 20 or more master's degrees but less than 20 doctor's degrees during the previous academic year. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2024 (provisional data), Human Resources component, Salaries section. See *Digest of Education Statistics 2024*, table 316.20.

In academic year 2023-24, faculty salaries also varied by control and level of institution. The average salary (in constant 2023-24 dollars) for full-time instructional faculty on 9-month contracts was lower in 2023-24 than in 2013-14 for every institutional control. Specifically, average faculty salaries in 2023-24 were

- \$111,400 at private nonprofit institutions, which was 2 percent lower than in 2013-14;
- \$98,000 at public institutions, which was 1 percent lower than in 2013-14; and
- \$63,700 at private for-profit institutions, which was 5 percent lower than in 2013-14.

Among the specific types of private nonprofit and public institutions, average salaries for full-time instructional faculty were highest at doctoral institutions¹⁰ and lowest at private nonprofit 2-year institutions. Specifically, average salaries were

- \$128,000 at private nonprofit 4-year doctoral institutions;
- \$109,000 at public 4-year doctoral institutions;
- \$86,400 at private nonprofit 4-year institutions other than doctoral and master's degree-granting institutions;
- \$84,900 at public 4-year master's institutions;¹¹
- \$82,100 at private nonprofit 4-year master's institutions;
- \$81,900 at public 2-year institutions;
- \$80,300 at public 4-year institutions other than doctoral and master's degree-granting institutions; and
- \$73,100 at private nonprofit 2-year institutions.

In academic year 2023-24, approximately 58 percent of degree-granting postsecondary institutions had tenure systems. A tenure system guarantees that, after completing a probationary period, a professor will not be terminated without just cause. The percentage of institutions with tenure systems ranged from 1 percent at private for-profit institutions to 99 percent at public doctoral institutions. Of full-time faculty at institutions with tenure systems, 43 percent had tenure in 2023-24, down from 48 percent in 2013-14. Between 2013-14 and 2023-24, the percentage of full-time faculty with tenure decreased for every institutional control. Specifically, the decrease was

- 11 percentage points (from 20 to 9 percent) at private for-profit institutions;
- 5 percentage points (from 44 to 39 percent) at private nonprofit institutions; and
- 5 percentage points (from 50 to 46 percent) at public institutions.

At institutions with tenure systems, the percentage of full-time faculty with tenure in 2023-24 was higher for males than for females (52 vs. 39 percent).

Endnotes

¹ For general technical notes related to data analysis, data interpretations, rounding, and other considerations, please refer to the [Reader's Guide](#).

² The ratios are calculated by dividing the number of FTE undergraduate and graduate students by the number of FTE faculty (full-time faculty plus the full-time equivalent of the part-time faculty, including instructional, research, and public service faculty).

³ Data are not presented separately by level for private for-profit institutions.

⁴ Percentages are based on full-time faculty whose race/ethnicity was known (90 percent of total). Race/ethnicity was not collected for faculty who are not U.S. citizens or permanent residents.

⁵ The apparent discrepancy in the sum of values in this statement is due to rounding.

⁶ The apparent discrepancy in the sum of values in this statement is due to rounding.

⁷ Professor-rank faculty include professors, associate professors, and assistant professors. Nonprofessor-rank faculty include instructors, lecturers, and those who were primarily research or public service faculty, as well as faculty without ranks.

⁸ Asian females and Black males also made up higher percentages of faculty in the professor ranks than they did in the nonprofessor ranks. However, the differences in these percentages were less than one-half of 1 percentage point.

⁹ Constant 2023-24 dollars are based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic year basis.

¹⁰ Doctoral institutions include institutions that awarded 20 or more doctor's degrees during the previous academic year.

¹¹ Master's institutions include institutions that awarded 20 or more master's degrees but less than 20 doctor's degrees during the previous academic year.

Reference table: *Digest of Education Statistics 2024*, tables [314.10](#), [314.50](#), [314.60](#), [315.10](#), [315.20](#), [316.10](#), [316.20](#), and [316.80](#)

Related indicators and resources: [Characteristics of Degree-Granting Postsecondary Institutions](#); [Characteristics of Postsecondary Students](#); [Undergraduate Enrollment](#)

Glossary: [Constant dollars](#); [Control of institutions](#); [Degree-granting institutions](#); [Doctor's degree](#); [Gap](#); [Postsecondary education](#); [Postsecondary institutions \(basic classification by level\)](#); [Private institution](#); [Public school or institution](#); [Racial/ethnic group](#); [Salary](#)

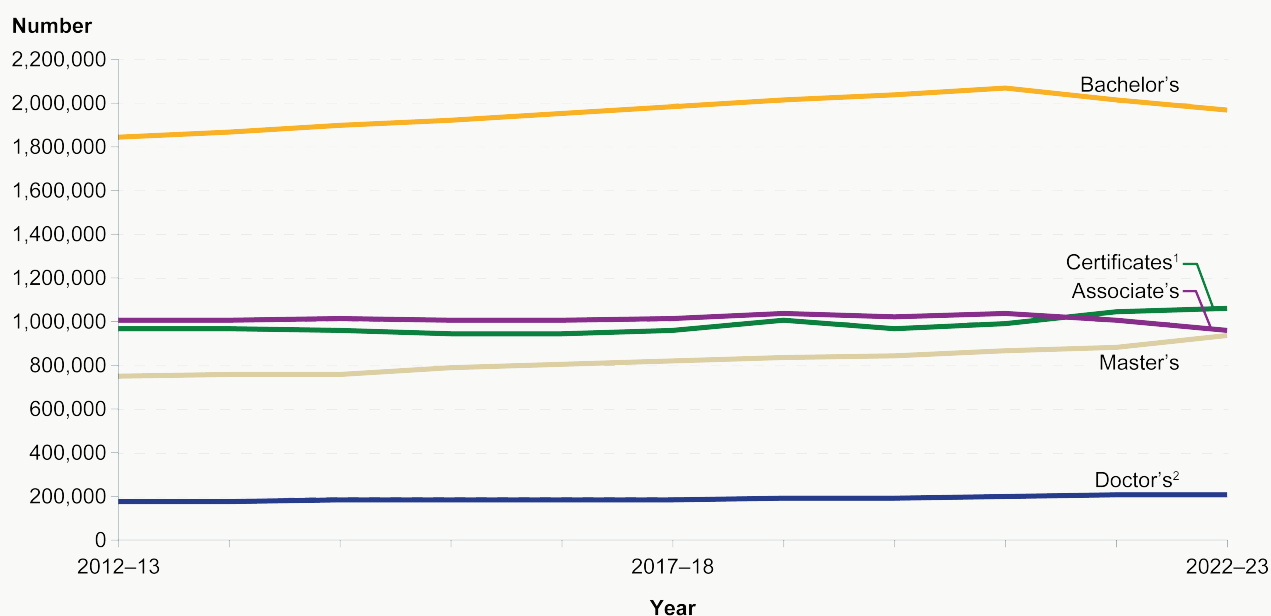
Postsecondary Certificates and Degrees Conferred

Between 2012–13 and 2022–23, the number of awards conferred increased at every award level except associate’s degrees. The number of associate’s degrees awarded in 2022–23 was lower than in any year over the preceding decade.

Overall Awards Conferred

FIGURE 1.

Number of certificates and degrees conferred by postsecondary institutions, by award level: Academic years 2012–13 through 2022–23



¹ Data are for certificates below the baccalaureate level. Includes certificates of less than 2 years as well as those of at least 2 years but less than 4 years.

² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for postsecondary institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree counts are limited to degree-granting institutions as classified in the fall following the reported data year. A small number of current non-degree-granting institutions could have awarded associate’s degrees to students in the prior year, but these counts are excluded from this figure. Certificate counts include both degree-granting and non-degree-granting institutions. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013 through Fall 2022 (final data) and Fall 2023 (provisional data), Completions component. See *Digest of Education Statistics 2024*, table 318.40.

In academic year 2022-23, postsecondary institutions conferred 5.1 million awards, ranging from certificates below the baccalaureate level to doctor's degrees.¹ Between 2012-13 and 2022-23, the number of awards conferred increased at every award level except associate's degrees, including

- certificates, by 10 percent (from 967,200 to 1.1 million);
- bachelor's degrees, by 7 percent (from 1.8 million to 2.0 million);
- master's degrees, by 24 percent (from 751,700 to 933,100); and
- doctor's degrees, by 17 percent (from 175,000 to 205,200).

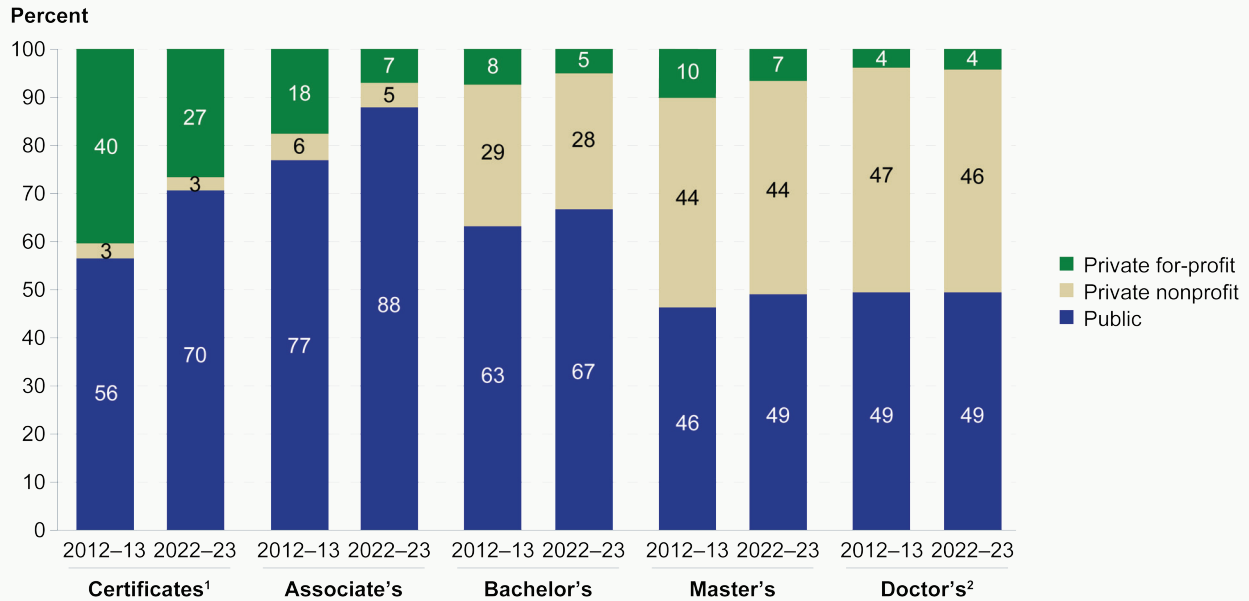
At the associate's degree level, the number of awards conferred was 5 percent lower in 2022-23 than in 2012-13, some 1.0 million in both years.

The COVID-19 pandemic brought disruptions to education beginning in spring 2020.² It is not possible to determine the extent to which the pandemic may have impacted degree completion, because it is unknown how many students would have completed degrees in the absence of the pandemic. Nevertheless, it is important to understand patterns of degree completion before and since the onset of the pandemic. At the certificate and associate's degree levels, the number of awards conferred in 2019-20 was lower than in 2018-19 but still higher than in 2017-18. In contrast, at the bachelor's degree level and above, more awards were conferred in 2019-20 than in 2018-19. In 2020-21—during the first full academic year of the pandemic—more awards were conferred at every level than in 2019-20. The number of certificates, master's degrees, and doctor's degrees also showed year-to-year increases in 2021-22 and 2022-23. However, fewer associate's and bachelor's degrees were awarded in 2021-22 and 2022-23 than in 2019-20 and 2020-21. The number of associate's degrees awarded in 2022-23 was lower than in any year over the preceding decade.

Awards Conferred, by Control of Institution

FIGURE 2.

Percentage distribution of certificates and degrees conferred by postsecondary institutions, by control of institution: Academic years 2012–13 and 2022–23



¹ Data are for certificates below the baccalaureate level. Includes certificates of less than 2 years as well as those of at least 2 years but less than 4 years.

² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for postsecondary institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree counts are limited to degree-granting institutions as classified in the fall following the reported data year. A small number of current non-degree-granting institutions could have awarded associate's degrees to students in the prior year, but these counts are excluded from this figure. Certificate counts include both degree-granting and non-degree-granting institutions. Detail may not sum to totals because of rounding in the data labels. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013 (final data) and Fall 2023 (provisional data), Completions component. See *Digest of Education Statistics 2024*, table 318.40.

The proportion of awards conferred by institutional control (public, private nonprofit, or private for-profit) changed between 2012-13 and 2022-23. Specifically, the proportion of all certificates conferred

- increased at public institutions (from 56 to 70 percent);
- ranged from 3 to 5 percent at private nonprofit institutions (peaking in 2014-15); and
- decreased at private for-profit institutions (from 40 to 27 percent).

The proportion of associate's degrees conferred between 2012-13 and 2022-23

- increased at public institutions (from 77 to 88 percent);
- ranged from 5 to 6 percent at private nonprofit institutions (peaking in 2014-15); and
- decreased at private for-profit institutions (from 18 to 7 percent).

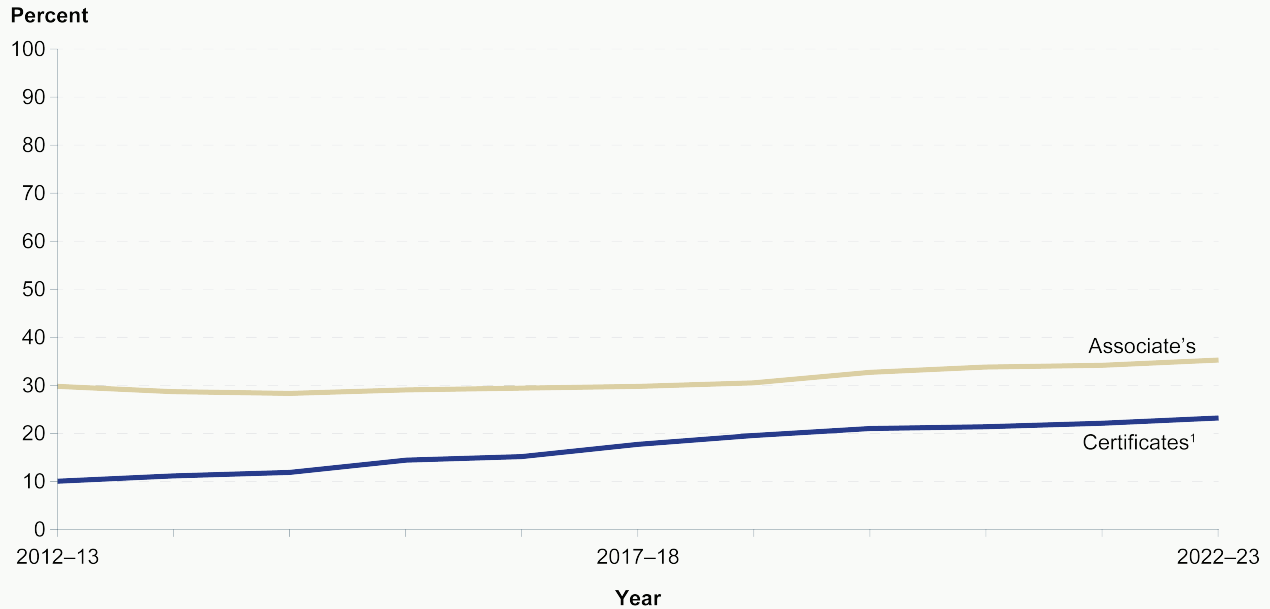
At the bachelor's, master's, and doctor's degree levels, the proportion of degrees conferred by institutional control type differed by 4 percentage points or less in 2022-23 compared with 2012-13. For example, the percentage of master's degrees conferred at private for-profit institutions was 4 percentage points lower in 2022-23 than in 2012-13.

Private for-profit institutions were the only institutional control type to confer the majority of their awards below the bachelor's degree level, including just over half (54 percent) at the certificate level in 2022-23.

Certificates and Associate’s Degrees Conferred, by Level of Institution

FIGURE 3.

Percentage of certificates and associate’s degrees conferred by 4-year postsecondary institutions: Academic years 2012–13 through 2022–23



¹ Data are for certificates below the baccalaureate level. Includes certificates of less than 2 years as well as those of at least 2 years but less than 4 years.

NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for postsecondary institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree counts are limited to degree-granting institutions as classified in the fall following the reported data year. A small number of current non-degree-granting institutions could have awarded associate’s degrees to students in the prior year, but these counts are excluded from this figure. Certificate counts include both degree-granting and non-degree-granting institutions. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013 through Fall 2022 (final data) and Fall 2023 (provisional data), Completions component. See <https://nces.ed.gov/ipeds/TrendGenerator/app/trend-table/4/24?trending=column&f=33%3D1%7C2%7C4&rid=5> and <https://nces.ed.gov/ipeds/TrendGenerator/app/trend-table/4/24?trending=column&f=33%3D3%3B2%3D1&rid=5>.

While 4-year institutions confer bachelor’s or higher degrees by definition, they may also award certificates or associate’s degrees. From 2012-13 to 2022-23, the percentage of these subbaccalaureate awards conferred at 4-year institutions

- increased from 10 to 23 percent for certificates; and
- increased from 30 to 35 percent for associate’s degrees.

Endnotes

¹ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

² Office of Postsecondary Education. (2020, June 16). *Guidance for Interruptions of Study Related to Coronavirus (COVID-19)*. Retrieved December 5, 2024, from <https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2020-03-05/>

[guidance-interruptions-study-related-coronavirus-covid-19-updated-june-16-2020](#). Office of Postsecondary Education. (2021, January 29). *CARES Act: Higher Education Emergency Relief Fund*. Retrieved December 5, 2024, from <https://www.ed.gov/grants-and-programs/response-programs/covid-19-grants/higher-education-emergency-relief-fund-heerf#CARESAct>.

Reference table: *Digest of Education Statistics 2024*, table 318.40; *IPEDS Trend Generator*, number of certificates awarded at postsecondary institutions by level of institution: 2002-03 through 2022-23; *IPEDS Trend Generator*, number of associate's degrees awarded at postsecondary institutions by level of institution: 2002-03 through 2022-23

Related indicators and resources: *Digest of Education Statistics 2023*, table 312.30; *Digest of Education Statistics 2023*, table 312.40; *Digest of Education Statistics 2023*, table 312.50; *Digest of Education Statistics 2023*, table 312.60; *Digest of Education Statistics 2023*, table 313.10; [Degrees Awarded \[Status and Trends in the Education of Racial and Ethnic Groups\]](#); [Graduate Degree Fields](#); [Postsecondary Outcomes for Nontraditional and Traditional Undergraduate Students](#); [Trends in Student Loan Debt for Graduate School Completers \[The Condition of Education 2018 Spotlight\]](#); [Undergraduate Degree Fields](#); [Undergraduate Retention and Graduation Rates](#)

Glossary: [Associate's degree](#); [Bachelor's degree](#); [Certificate](#); [Control of institutions](#); [Doctor's degree](#); [Master's degree](#); [Private institution](#); [Public school or institution](#)

Postsecondary Outcomes for Nontraditional and Traditional Undergraduate Students

Undergraduate completion rates were higher for the 2015–16 entry cohort than for the 2009–10 entry cohort at 4, 6, and 8 years after cohort entry. These differences in completion rates between cohorts were 5 percentage points at 2-year institutions and 6 to 7 percentage points at 4-year institutions.

College graduation and retention rates often focus on first-time, full-time undergraduate students (see [Undergraduate Retention and Graduation Rates](#)). Those measures, however, do not fully capture the experiences of students who do not fit the profile of a “traditional” undergraduate student. Examples of “nontraditional” students include those who enroll part time, transfer between institutions, or leave postsecondary education temporarily but later enroll again. Data from the Integrated Postsecondary Education Data System (IPEDS) shed light on the outcomes of both nontraditional and traditional students in higher education.¹

The Outcome Measures component of IPEDS collects information on whether students completed an award (i.e., certificate, associate’s degree, or bachelor’s degree) 4, 6, and 8 years after entering the reporting institution.^{2,3,4} At the 8-year mark, the collection measures whether students (a) completed an award at their reporting institution, (b) remained enrolled at their reporting institution, (c) subsequently enrolled at (transferred to) a different postsecondary institution, or (d) were no longer enrolled at their reporting institution and had not completed a credential at their reporting institution. The final category includes students who dropped out or subsequently enrolled at another institution (transferred) but did not notify their reporting institution. This indicator includes outcomes for the 2015-16 entry cohort as of August 31, 2023, which was 8 years after students entered the reporting institution. The 8-year reporting period covers at least 200 percent of the normal time to degree completion for both full-time and part-time students at both 2-year and 4-year institutions.

To better describe outcomes for nontraditional college students, the IPEDS Outcome Measures data are collected for four student groups, differentiated by entering status (first-time or non-first-time⁵ student) and attendance status (full-time or part-time student):

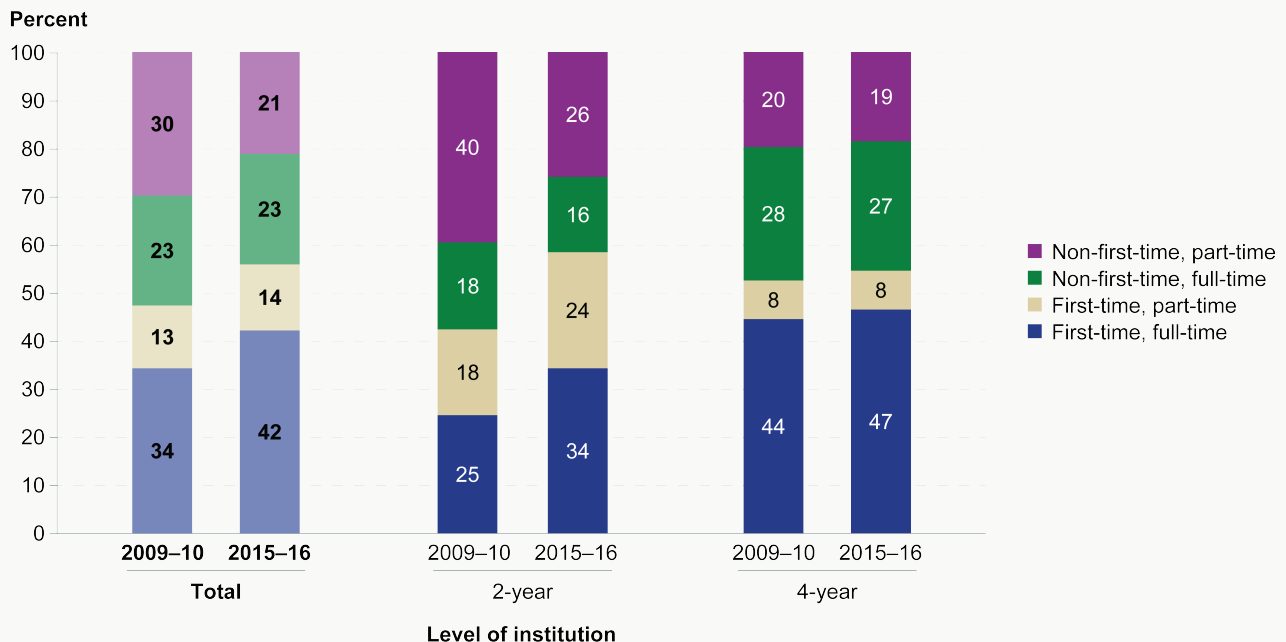
- first-time, full-time students
- first-time, part-time students
- non-first-time, full-time students
- non-first-time, part-time students

In addition, IPEDS Outcome Measures data are collected for students who attended institutions with different admissions policies and for students who received Pell Grants and those who did not. While many institutions select students from a pool of applicants based on admissions criteria,⁶ institutions with an open admissions policy accept any student who applies. The federal Pell Grant program provides need-based financial aid to eligible students, and Pell Grant recipients represent a subset of lower income students within the general undergraduate population. This indicator examines how completion, transfer,⁷ and enrollment rates vary among these different student groups.

Entering and Attendance Status Over Time

FIGURE 1.

Percentage distribution of undergraduate students' entering and attendance status, by level of institution: 2009–10 and 2015–16 entry cohorts



NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for degree-granting institutions that participate in Title IV federal financial aid and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. The 2009–10 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2009, and June 30, 2010. The 2015–16 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2015, and June 30, 2016. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. Entering status (first-time or non-first-time student) and attendance status (full-time or part-time student) are based on the first full term (i.e., semester or quarter) after the student entered the institution. For the 2015–16 cohort, first-time students include students enrolled in academic or occupational programs, students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school). Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2017–18 and 2023–24 (provisional data), Outcome Measures component; and IPEDS Fall 2009 and 2015 (final data), Institutional Characteristics component. See *Digest of Education Statistics 2024*, table 326.27, and *Digest of Education Statistics 2018*, table 326.27.

Of the 6.3 million students who entered a postsecondary institution in 2015-16, some 2.6 million (42 percent) were first-time, full-time students. The remaining 3.6 million (58 percent) were not first-time, full-time students and were thus not included in traditional graduation and retention rates collected in IPEDS.⁸ In comparison, 9.2 million students entered a postsecondary institution in 2009-10, and 6.0 million (66 percent) of them were not first-time, full-time students. Specifically, as a percentage of entering students,

- 42 percent were first-time, full-time students in 2015-16, compared with 34 percent in 2009-10;
- 14 percent were first-time, part-time students in 2015-16, compared with 13 percent in 2009-10;
- 23 percent were non-first-time, full-time students in both 2015-16 and 2009-10; and
- 21 percent were non-first-time, part-time students in 2015-16, compared with 30 percent in 2009-10.

These data show that the 2015-16 entry cohort included a higher percentage of first-time, full-time students (42 percent) than in the 2009-10 entry cohort (34 percent) and a lower percentage of non-first-time, part-time students (21 percent) than in the 2009-10 entry cohort (30 percent). The number of students in each of the four entering and attendance status groups was lower in 2015-16 than in 2009-10. These differences ranged from 16 percent lower for first-time, full-time students to 51 percent lower for non-first-time, part-time students.

At 2-year institutions, the 2015-16 entry cohort had 52 percent fewer students than the 2009-10 entry cohort (2.2 million vs. 4.7 million). Among the 2015-16 entry cohort,

- 34 percent were first-time, full-time students, 10 percentage points higher than 2009-10;⁸
- 24 percent were first-time, part-time students, 6 percentage points higher than 2009-10;
- 16 percent were non-first-time, full-time students, 2 percentage points lower than 2009-10; and
- 26 percent were non-first-time, part-time students, 14 percentage points lower than 2009-10.

A higher percentage of students at 2-year institutions were first-time students, overall (regardless of attendance status), in 2015-16 than in 2009-10 (58 vs. 42 percent).

At 4-year institutions, the 2015-16 entry cohort had 10 percent fewer students than the 2009-10 entry cohort (4.0 million vs. 4.5 million). Among the 2015-16 entry cohort,

- 47 percent were first-time, full-time students, 2 percentage points higher than 2009-10;⁸
- 8 percent were first-time, part-time students, less than one-half of 1 percentage point different from 2009-10;
- 27 percent were non-first-time, full-time students, 1 percentage point lower than 2009-10; and
- 19 percent were non-first-time, part-time students, 1 percentage point lower than 2009-10.

The percentage of students in each entering and attendance status group at 4-year institutions differed by 2 percentage points or less between the 2009-10 and 2015-16 entry cohorts.

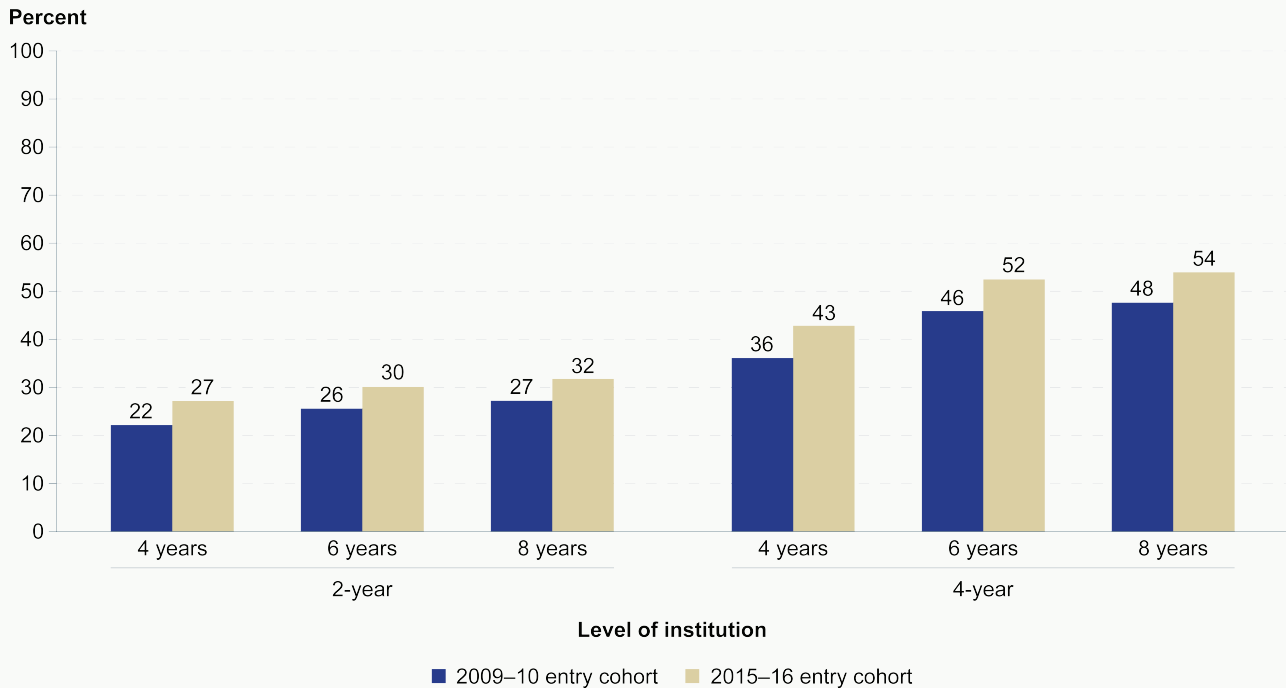
The number of students in each entering and attendance status group also differed by control of institution (public, private nonprofit, and private for-profit). Among the 2015-16 entry cohort, first-time, full-time students made up

- 56 percent of students at private nonprofit institutions;
- 41 percent of students at public institutions; and
- 29 percent of students at private for-profit institutions.

Postsecondary Outcomes 4, 6, and 8 Years After Entry

FIGURE 2.

Percent of adjusted cohort who completed an award 4, 6, and 8 years after cohort entry, by level of institution: 2009–10 and 2015–16 entry cohorts



NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for degree-granting institutions that participate in Title IV federal financial aid and U.S. service academies. Degree-granting institutions grant associate’s or higher degrees. Student completion status is determined as of August 31 of the year indicated; for example, within 8 years after the student’s 2015–16 entry into the reporting institution means by August 31, 2023. Includes only those awards that were conferred by the reporting institution (i.e., the institution that the student entered the year of their entry cohort); excludes awards conferred by institutions to which the student later transferred. The 2009–10 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2009, and June 30, 2010. The 2015–16 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2015, and June 30, 2016. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2017–18 and 2023–24 (provisional data), Outcome Measures component; and IPEDS Fall 2009 and 2015 (final data), Institutional Characteristics component. See *Digest of Education Statistics 2024*, table 326.27, and *Digest of Education Statistics 2018*, table 326.27.

IPEDS measures completion rates 4, 6, and 8 years after cohort entry. The overall completion rate is the percentage of students in the cohort who earned an award (i.e., certificate, associate’s degree, or bachelor’s degree) at each time point.

At 2-year institutions, the completion rates for the 2015-16 entry cohort were

- 27 percent within 4 years after entry;
- 30 percent within 6 years after entry; and
- 32 percent within 8 years after entry.

At each time point after cohort entry, the completion rate for the 2015-16 cohort was 5 percentage points higher than for the 2009-10 cohort.⁸

At 4-year institutions, the completion rates for the 2015-16 entry cohort were

- 43 percent within 4 years after entry;
- 52 percent within 6 years after entry; and
- 54 percent within 8 years after entry.

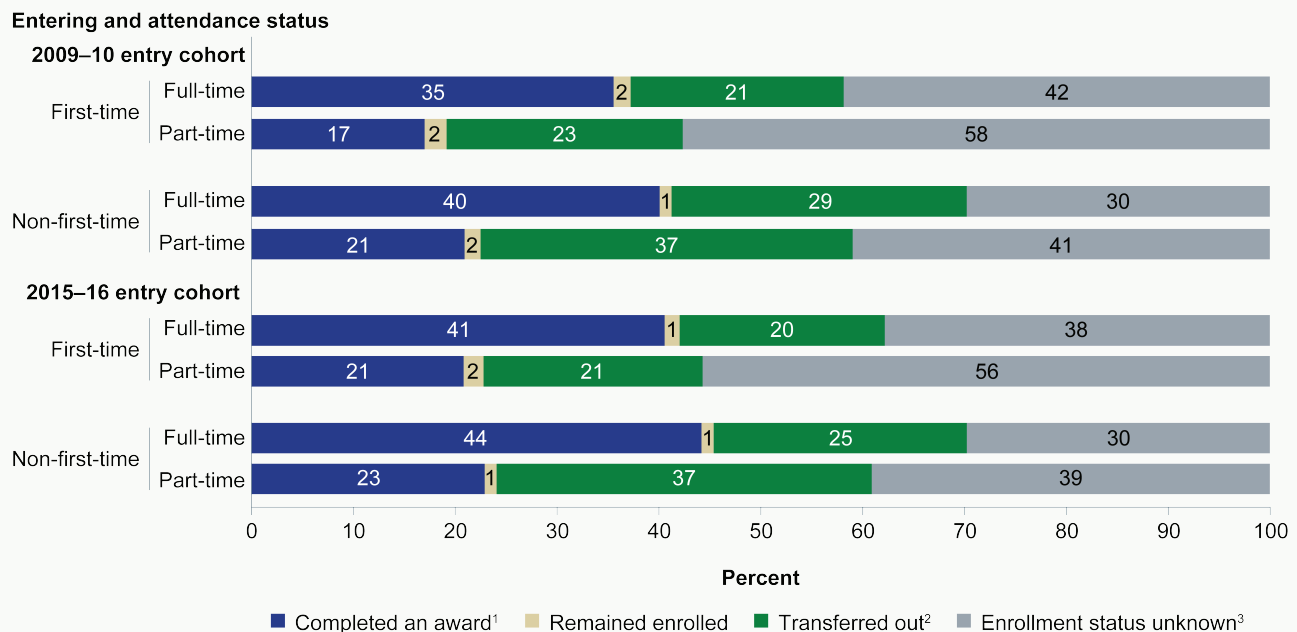
At each time point after cohort entry, the completion rate for the 2015-16 cohort was 6 to 7 percentage points higher than for the 2009-10 cohort.

For the 2015-16 and 2009-10 entry cohorts at both 2- and 4-year institutions, completion rates were higher for the two groups of full-time students 4 years after entry than for the two groups of part-time students 8 years after entry. For example, for the 2015-16 cohort at 2-year institutions, the completion rate for first-time, full-time students within 4 years (36 percent) was higher than the completion rate for first-time, part-time students within 8 years (21 percent). Among part-time students, completion rates were higher for non-first-time students than for first-time students at each time point.

Postsecondary Outcomes for Undergraduates at 2-Year Institutions

FIGURE 3.

Percentage distribution of students' postsecondary outcomes at 2-year institutions 8 years after the cohort entry year, by entering and attendance status: 2009–10 and 2015–16 entry cohorts



¹ Includes only those awards that were conferred by the reporting institution (i.e., the institution the student entered in the year of their entry cohort); excludes awards conferred by institutions to which the student later transferred.

² Transfer out data are required to be reported, regardless of whether the institution has transfer-preparation as part of its mission. The actual transfer rate (including students who transferred but did not notify their initial institution) may be higher.

³ Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.

NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for degree-granting institutions that participate in Title IV federal financial aid. Degree-granting institutions grant associate's or higher degrees. Student enrollment status and completion status are determined as of August 31 of the year indicated; for example, within 8 years after the student's 2015–16 entry into the reporting institution means by August 31, 2023. The 2009–10 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2009, and June 30, 2010. The 2015–16 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2015, and June 30, 2016. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. Attendance status (full-time or part-time student) and entering status (first-time or non-first-time student) are based on the first full term (i.e., semester or quarter) after the student entered the institution. First-time students are those who had never attended a postsecondary institution prior to their cohort year entry into the reporting institution. For the 2015–16 cohort, first-time students include students enrolled in academic or occupational programs, students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school). Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2017–18 and 2023–24 (provisional data), Outcome Measures component; and IPEDS Fall 2009 and 2015 (final data), Institutional Characteristics component. See *Digest of Education Statistics 2024*, table 326.27, and *Digest of Education Statistics 2018*, table 326.27.

Eight years after entry, overall completion rates for students who entered 2-year institutions in 2015-16 varied among the four entering and attendance status student groups discussed in this indicator. Overall completion rates for the 2015-16 entry cohort were nearly twice as high among full-time students as among part-time students, regardless of first-time entering status. Specifically, completion rates were

- 41 percent for first-time, full-time students, including 29 percent who completed an associate's or higher degree;
- 21 percent for first-time, part-time students, including 15 percent who completed an associate's or higher degree;
- 44 percent for non-first-time, full-time students, including 31 percent who completed an associate's or higher degree; and
- 23 percent for non-first-time, part-time students, including 18 percent who completed an associate's or higher degree.

Transfer rates for the 2015-16 cohort 8 years after entering 2-year institutions were highest for non-first-time, part-time students. Specifically, transfer rates were

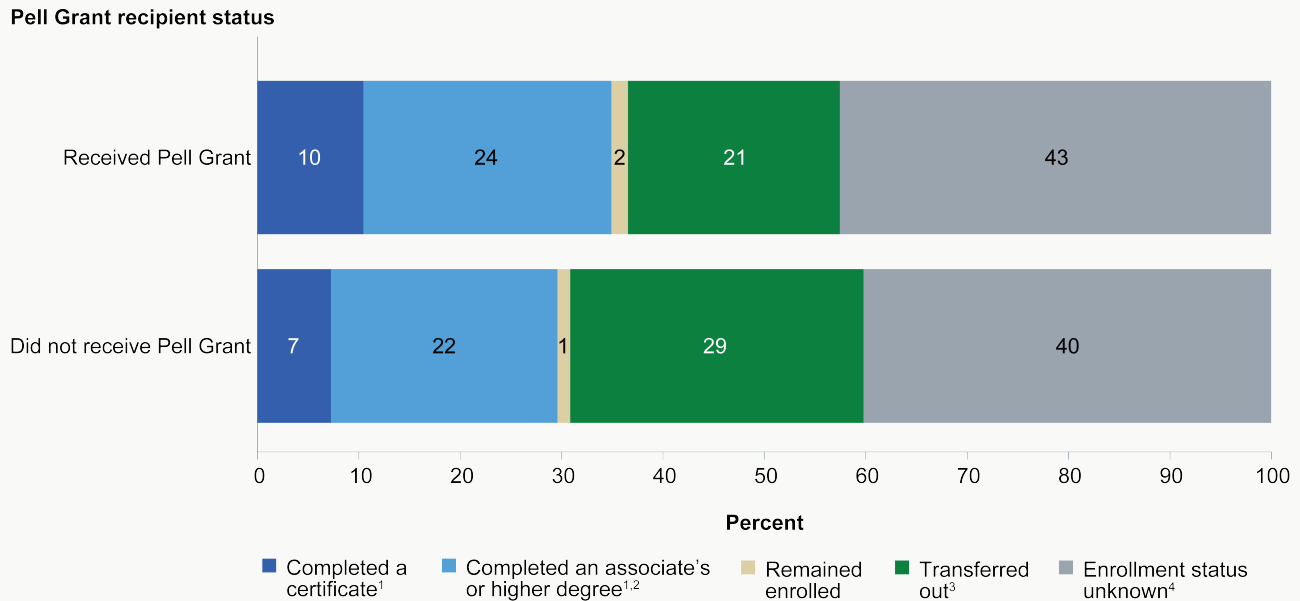
- 20 percent for first-time, full-time students;
- 21 percent for first-time, part-time students;
- 25 percent for non-first-time, full-time students; and
- 37 percent for non-first-time, part-time students.

The percentage of students in the 2015-16 cohort who remained enrolled at their reporting 2-year institution 8 years after entry was 2 percent or less for each group. Finally, the percentage of students whose enrollment status was unknown 8 years after entry ranged from 30 percent for non-first-time, full-time students to 56 percent for first-time, part-time students.

For students at 2-year institutions with the same entering and attendance status, their completion, transfer, and enrollment status outcome rates 8 years after entry all differed by 5 percentage points or less between the 2009-10 entry cohort and the 2015-16 entry cohort. For example, completion rates were higher for students who entered 2-year institutions in 2015-16 than for those in the corresponding entering and attendance groups who entered in 2009-10.

FIGURE 4.

Percentage distribution of students' postsecondary outcomes 8 years after beginning at 2-year institutions, by Pell Grant recipient status of student: 2015–16 entry cohort



¹ Includes only those awards that were conferred by the reporting institution (i.e., the institution the student entered in 2015–16); excludes awards conferred by institutions to which the student later transferred.

² Associate's or higher degree includes associate's degrees and bachelor's degrees.

³ Transfer out data are required to be reported, regardless of whether the institution has transfer-preparation as part of its mission. The actual transfer rate (including students who transferred but did not notify their initial institution) may be higher.

⁴ Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.

NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for degree-granting institutions that participate in Title IV federal financial aid. Degree-granting institutions grant associate's or higher degrees. Students who received a Pell Grant had a disbursed Pell Grant during their first year at the reporting institution. Student enrollment status and completion status are determined as of August 31 of the year indicated; for example, within 8 years after the student's 2015–16 entry into the reporting institution means by August 31, 2023. The 2015–16 cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2015, and June 30, 2016. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2023–24 (provisional data), Outcome Measures component; and IPEDS Fall 2015 (final data), Institutional Characteristics component. See *Digest of Education Statistics 2024*, table 326.27.

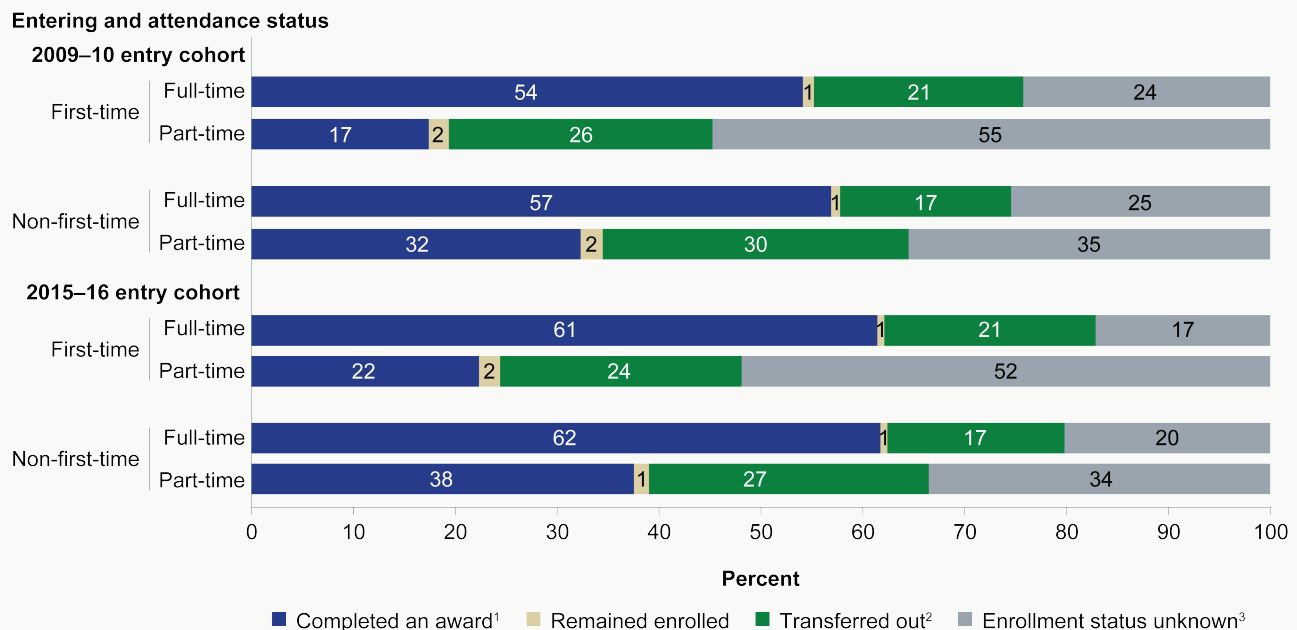
At 2-year institutions, completion, transfer, and enrollment status outcome rates 8 years after entry for the 2015–16 cohort varied by Pell Grant recipient status. The overall completion rate from 2-year institutions was 5 percentage points higher for Pell Grant recipients than for nonrecipients (35 vs. 30 percent).⁸ A higher percentage of Pell Grant recipients earned both certificates (10 vs. 7 percent) and associate's or higher degrees (24 vs. 22 percent). Meanwhile, the transfer rate from 2-year institutions was 8 percentage points lower for Pell Grant recipients than for nonrecipients (21 vs. 29 percent).

Compared with the 2009–10 entry cohort, a higher percentage of Pell Grant nonrecipients in the 2015–16 entry cohort completed an award (30 vs. 24 percent) and a lower percentage transferred out (29 vs. 32 percent). For Pell Grant recipients, these differences in completion and transfer rates between cohorts were 2 percentage points or less.

Postsecondary Outcomes for Undergraduates at 4-Year Institutions

FIGURE 5.

Percentage distribution of students' postsecondary outcomes 8 years after beginning at 4-year institutions in the cohort entry year, by entering and attendance status: 2009–10 and 2015–16 entry cohorts



¹ Includes only those awards that were conferred by the reporting institution (i.e., the institution the student entered in the year of their entry cohort); excludes awards conferred by institutions to which the student later transferred.

² Transfer out data are required to be reported, regardless of whether the institution has transfer-preparation as part of its mission. The actual transfer rate (including students who transferred but did not notify their initial institution) may be higher.

³ Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.

NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for degree-granting institutions that participate in Title IV federal financial aid and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student enrollment status and completion status are determined as of August 31 of the year indicated; for example, within 8 years after the student's 2015–16 entry into the reporting institution means by August 31, 2023. The 2009–10 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2009, and June 30, 2010. The 2015–16 entry cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2015, and June 30, 2016. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. Attendance status (full-time or part-time student) and entering status (first-time or non-first-time student) are based on the first full term (i.e., semester or quarter) after the student entered the institution. First-time students are those who had never attended a postsecondary institution prior to their cohort year entry into the reporting institution. For the 2015–16 cohort, first-time students include students enrolled in academic or occupational programs, students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school). Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2017–18 and 2023–24 (provisional data), Outcome Measures component; and IPEDS Fall 2009 and 2015 (final data), Institutional Characteristics component. See *Digest of Education Statistics 2024*, table 326.27, and *Digest of Education Statistics 2018*, table 326.27.

At 4-year institutions, completion, transfer, and enrollment status outcome rates for the 2015-16 cohort 8 years after entry varied among the four entering and attendance status groups discussed in this indicator. Overall completion rates for the 2015-16 cohort were higher among the two groups of full-time students than among the two groups of part-time students; however, this gap by attendance status was smaller between non-first-time students than between first-time students. Specifically, completion rates for the 2015-16 cohort 8 years after entering 4-year institutions were

- 61 percent for first-time, full-time students, including 55 percent who completed a bachelor's degree;
- 22 percent for first-time, part-time students, including 6 percent who completed a bachelor's degree;
- 62 percent for non-first-time, full-time students, including 53 percent who completed a bachelor's degree; and
- 38 percent for non-first-time, part-time students, including 26 percent who completed a bachelor's degree.

Transfer rates for the 2015-16 cohort 8 years after entering 4-year institutions were highest for non-first-time, part-time students (27 percent), indicating that some students made multiple transfers throughout their postsecondary education. Specifically, transfer rates for the 2015-16 entry cohort were

- 21 percent for first-time, full-time students;
- 24 percent for first-time, part-time students;
- 17 percent for non-first-time, full-time students; and
- 27 percent for non-first-time, part-time students.

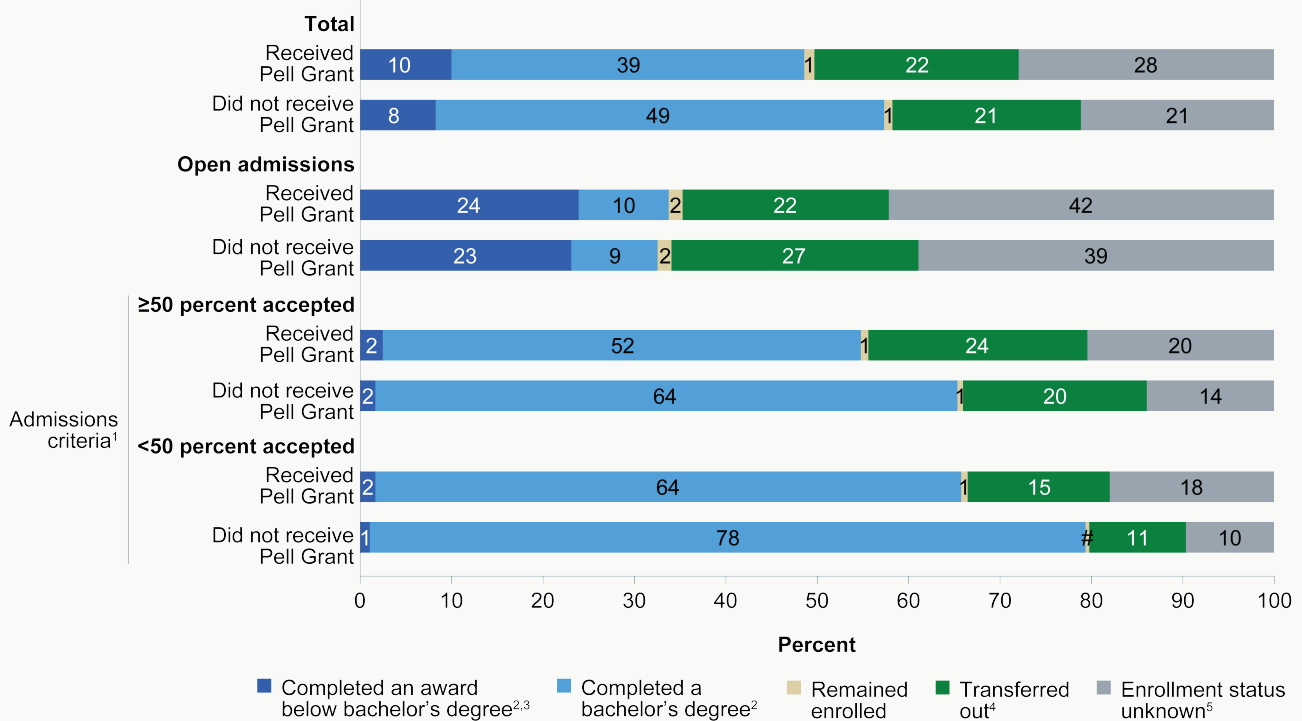
The percentage of students in the 2015-16 cohort who remained enrolled at their reporting 4-year institution 8 years after entry was 2 percent or less of students in each group. The percentage of students whose enrollment status was unknown 8 years after entry was highest for first-time, part-time students (52 percent), followed by non-first-time, part-time students (34 percent), non-first-time, full-time students (20 percent), and first-time, full-time students (17 percent).

At 4-year institutions, completion rates 8 years after entry were higher for students who entered in 2015-16 than for those who entered in 2009-10 in each of the four entering and attendance groups, ranging from 5 percentage points higher for non-first-time, full-time students to 7 percentage points higher for first-time, full-time students. Meanwhile, the percentage of students whose enrollment status was unknown 8 years after entry was lower for each group for the 2015-16 cohort than for the 2009-10 cohort.

FIGURE 6.

Percentage distribution of students' postsecondary outcomes 8 years after beginning at 4-year institutions, by institution admissions policy and Pell Grant recipient status of student: 2015–16 entry cohort

Institution admissions policy and Pell Grant recipient status



Rounds to zero.

¹ Includes all institutions that require more than a high school diploma (or equivalent) and/or reject more than a very small number of students based on a required Ability to Benefit (or similar) test.

² Includes only those awards that were conferred by the reporting institution (i.e., the institution the student entered in 2015–16); excludes awards conferred by institutions to which the student later transferred.

³ Lower than a bachelor's degree includes certificates and associate's degrees.

⁴ Transfer out data are required to be reported, regardless of whether the institution has transfer-preparation as part of its mission. The actual transfer rate (including students who transferred but did not notify their initial institution) may be higher.

⁵ Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.

NOTE: Data in this figure represent the 50 states and the District of Columbia. Data are for degree-granting institutions that participate in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Students who received a Pell Grant had a disbursed Pell Grant during their first year at the reporting institution. Student enrollment status and completion status are determined as of August 31 of the year indicated; for example, within 8 years after the student's 2015–16 entry into the reporting institution means by August 31, 2023. The 2015–16 cohort includes all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1, 2015, and June 30, 2016. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2023–24 (provisional data), Outcome Measures component; and IPEDS Fall 2015 (final data), Institutional Characteristics component. See *Digest of Education Statistics 2024*, table 326.27.

At 4-year institutions, completion, transfer, and enrollment status outcome rates 8 years after entry for the 2015-16 cohort varied by Pell Grant recipient status and institution admissions policy. Unlike at 2-year institutions, Pell Grant recipients had lower overall completion rates (49 vs. 57 percent) and higher transfer rates (22 vs. 21 percent) than nonrecipients 8 years after entry.

Compared with the 2009-10 entry cohort, a higher percentage of Pell Grant nonrecipients in the 2015-16 entry cohort completed an award (57 vs. 51 percent) and a lower percentage transferred (21 vs. 22 percent). For those who did receive Pell Grants, higher percentages in 2015-16 than in 2009-10 completed an award (49 vs. 42 percent) and transferred (22 vs. 21 percent).

Completion rates 8 years after entry for the 2015-16 entry cohort were higher at 4-year institutions with admissions criteria than at those with open admissions policies, which mainly reflected higher rates of completing bachelor's degrees. At institutions with admissions criteria, bachelor's completion rates ranged from 52 percent for Pell Grant recipients at institutions that accepted 50 percent or more of students to 78 percent for nonrecipients at institutions that accepted less than 50 percent of students. In comparison, bachelor's completion rates at institutions with open admissions policies were 10 and 9 percent for Pell Grant recipients and nonrecipients, respectively.

While overall completion rates for the 2015-16 entry cohort 8 years after entering 4-year institutions were higher at institutions with admissions criteria, the gap in completion rates between Pell Grant recipients and nonrecipients was also greater at these institutions. Specifically, overall completion rates were lower for Pell Grant recipients than nonrecipients by

- 11 percentage points at institutions that accepted 50 percent or more of students (55 vs. 65 percent);⁸ and
- 14 percentage points at institutions that accepted less than 50 percent of students (66 vs. 79 percent).⁸

In contrast, at institutions with open admissions policies, the overall completion rate was 1 percentage point higher for Pell Grant recipients than nonrecipients (34 vs. 32 percent).⁸

Endnotes

¹ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

² The Integrated Postsecondary Education Data System (IPEDS) defines a cohort as all degree/certificate-seeking undergraduate students who entered a degree-granting institution between July 1 of a given year and June 30 of the following year. The cohort is adjusted to exclude students who died or were totally and permanently disabled as well as students who left school to serve in the armed forces (including those called to active duty), to serve with a foreign aid service of the federal government (e.g., the Peace Corps), or to serve on official church missions. This indicator focuses primarily on the cohort entering between July 1, 2015, and June 30, 2016, referred to as the 2015-16 entering cohort.

³ Includes only those awards that were conferred by the reporting institution (e.g., the institution that a 2015-16 entry cohort student entered in 2015-16); excludes awards conferred by institutions to which the student later transferred.

⁴ Completion rate 8 years after entry is defined as the percentage of the entry cohort who completed an award at their entry institution

at any time between the start of the entry year and 8 years after. For example, the completion rate 8 years after entry for the 2015-16 entry cohort is the percentage of the cohort that completed an award at the institution they entered in 2015-16 at any time between July 1, 2015, and August 31, 2023.

⁵ Refers to students who had previously enrolled at a different postsecondary institution (not as a high school student) before enrolling at the IPEDS reporting institution as a degree/certificate-seeking undergraduate student.

⁶ Includes all institutions that require more than a high school diploma (or equivalent) and/or reject more than a very small number of students based on a required Ability to Benefit (or similar) test.

⁷ Throughout the indicator, “transfer rate” for an entering cohort refers to the percentage of students who were known to have subsequently enrolled at another institution. The actual transfer rate (including students who transferred but did not notify their reporting institution) may be higher.

⁸ Presented estimates are rounded but are calculated using unrounded data.

Reference table: *Digest of Education Statistics 2024*, table [326.27](#); *Digest of Education Statistics 2018*, table [326.27](#)

Related indicators and resources: [Characteristics of Postsecondary Students](#); [Undergraduate Retention and Graduation Rates](#)

Glossary: [Entering students \(undergraduate\)](#); [First-time, full-time students](#); [Full-time enrollment](#); [Part-time enrollment](#); [Postsecondary education](#); [Postsecondary institutions \(basic classification by level\)](#); [Private institution](#); [Public school or institution](#); [Undergraduate students](#)

Loans for Undergraduate Students

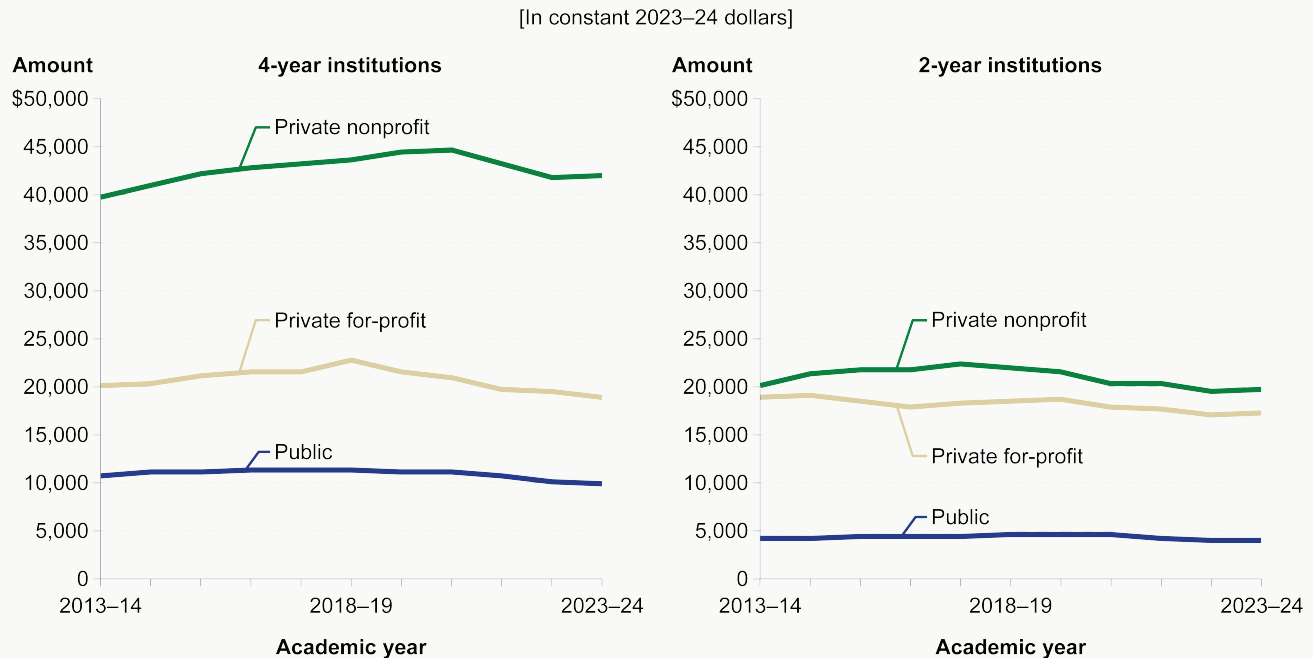
In 2022–23, some 38 percent of first-time, full-time degree/certificate-seeking undergraduate students were awarded loan aid, an 11 percentage point decrease from 2012–13 (49 percent). Between 2012–13 and 2022–23, the average annual student loan amount for these students decreased by 13 percent, from \$9,200 to \$8,000 (in constant 2023–24 dollars). Among undergraduate students who completed an undergraduate degree or certificate in the 2019–20 academic year, 55 percent received at least one loan while pursuing their undergraduate education.

Postsecondary education represents a major expense for U.S. students and their families. To help offset the cost of attending a postsecondary institution, Title IV of the Higher Education Act of 1965, as amended, authorized several student financial assistance programs—namely, federal grants, federal loans, and the Federal Work-Study Program.¹ The largest federal loan program is the William D. Ford Federal Direct Loan Program, for which the federal government is the lender. Other types of student loans include institutional loans and private loans.

Tuition and Fees

FIGURE 1.

Average annual undergraduate tuition and fees for first-time, full-time certificate/degree-seeking students at degree-granting postsecondary institutions, by level and control of institution: Academic years 2013–14 through 2023–24



NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Data are for the entire academic year as defined by the institution and exclude students who previously attended another postsecondary institution or who began their studies on a part-time basis. Institutions with academic calendars that differ by program or allow continuous enrollment are not included in this table. Tuition and fees at public institutions are the lower of either in-district or in-state tuition and fees. Data are weighted by the number of first-time, full-time degree/certificate-seeking undergraduate students at the institution awarded Title IV aid. Title IV aid includes grant aid, work-study aid, and loan aid awarded at 4-year and 2-year institutions. Constant dollars are based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment component, Spring 2014 through Spring 2023 (provisional data) and Spring 2024 (final data), and Institutional Characteristics component, Fall 2013 through Fall 2023 (final data). See *Digest of Education Statistics 2024*, table 330.40; and *Digest of Education Statistics 2024*, table 330.40a.

In a comparison of academic years 2013–14 and 2023–24, average annual undergraduate tuition and required fees (referred to hereafter as tuition and fees) in constant 2023–24 dollars² for first-time, full-time degree/certificate-seeking students across degree-granting postsecondary institutions differed by control (public, private nonprofit, and private for-profit) for both 2-year and 4-year institutions.

Compared with 2013–14, tuition and fees at 4-year institutions in 2023–24 were

- 8 percent lower at public institutions (\$10,800 in 2013–14 vs. \$10,000 in 2023–24);
- 6 percent higher at private nonprofit institutions (\$39,700 in 2013–14 vs. \$42,000 in 2023–24); and
- 5 percent lower at private for-profit institutions (\$20,100 in 2013–14 vs. \$19,000 in 2023–24).

Compared with 2013–14, tuition and fees at 2-year institutions in 2023–24 were

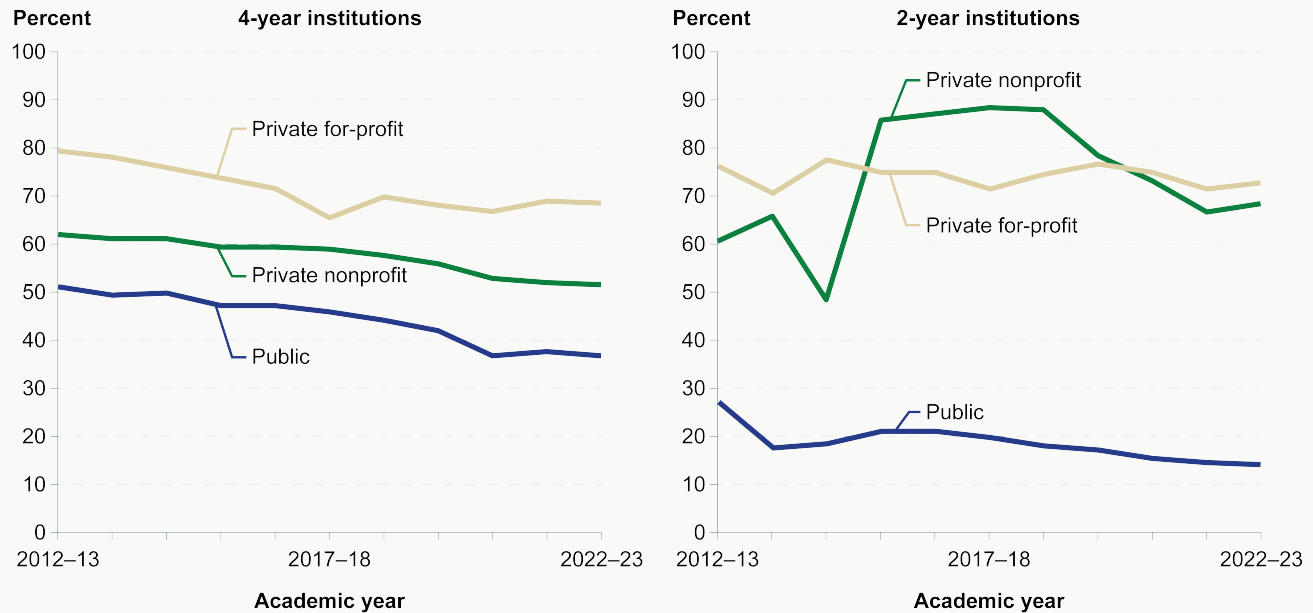
- 3 percent lower at public institutions (\$4,200 in 2013–14 vs. \$4,000 in 2023–24);
- 2 percent lower at private nonprofit institutions (\$20,200 in 2013–14 vs. \$19,800 in 2023–24); and
- 8 percent lower at private for-profit institutions (\$18,800 in 2013–14 vs. \$17,300 in 2023–24).

Across institutional level and control types, tuition and fees in 2023-24 differed by 1 percent or less from the prior year, with the exception of 4-year private for-profit institutions, where average tuition and fees were 3 percent lower in 2023-24 than in 2022-23.

Students Awarded Loans

FIGURE 2.

Percentage of first-time, full-time certificate/degree-seeking undergraduate students who were awarded loan aid at degree-granting postsecondary institutions, by level and control of institution: Academic years 2012–13 through 2022–23



NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Includes only loans made directly to students; does not include Parent PLUS Loans or other loans made directly to parents. Beginning with 2013–14, awards include the Veteran Affairs Post-9/11 GI Bill (<https://www.va.gov/education/about-gi-bill-benefits/post-9-11/>) and the Department of Defense (DOD) Tuition Assistance (TA) program benefits. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid component, Winter 2012–13 through Winter 2021–22 (final data), and Winter 2022–23 (provisional data). See *Digest of Education Statistics 2024*, table 331.20; *Digest of Education Statistics 2019*, table 331.20; and *Digest of Education Statistics 2018*, table 331.20.

Thirty-eight percent of first-time, full-time degree/certificate-seeking undergraduate students overall were awarded loan aid in academic year 2022-23, an 11 percentage point decrease from academic year 2012-13 (49 percent).³ At 4-year institutions, the percentage of undergraduates who were awarded loans between 2012-13 and 2022-23 decreased across institutions of all control types. Specifically, these decreases were

- 14 percentage points at public institutions (from 51 to 37 percent);
- 10 percentage points at private nonprofit institutions (from 62 to 52 percent); and
- 11 percentage points at private for-profit institutions (from 79 to 69 percent).⁴

At 2-year institutions, compared with 2012-13, the percentage of first-time, full-time degree/certificate-seeking undergraduates awarded loans in 2023-24 was

- 13 percentage points lower at public institutions (27 percent in 2012-13 vs. 14 percent in 2023-24);
- 8 percentage points higher at private nonprofit institutions (61 percent in 2012-13 vs. 68 percent in 2023-24);⁴ and
- 4 percentage points lower at private for-profit institutions (76 percent in 2012-13 vs. 73 percent in 2023-24).⁴

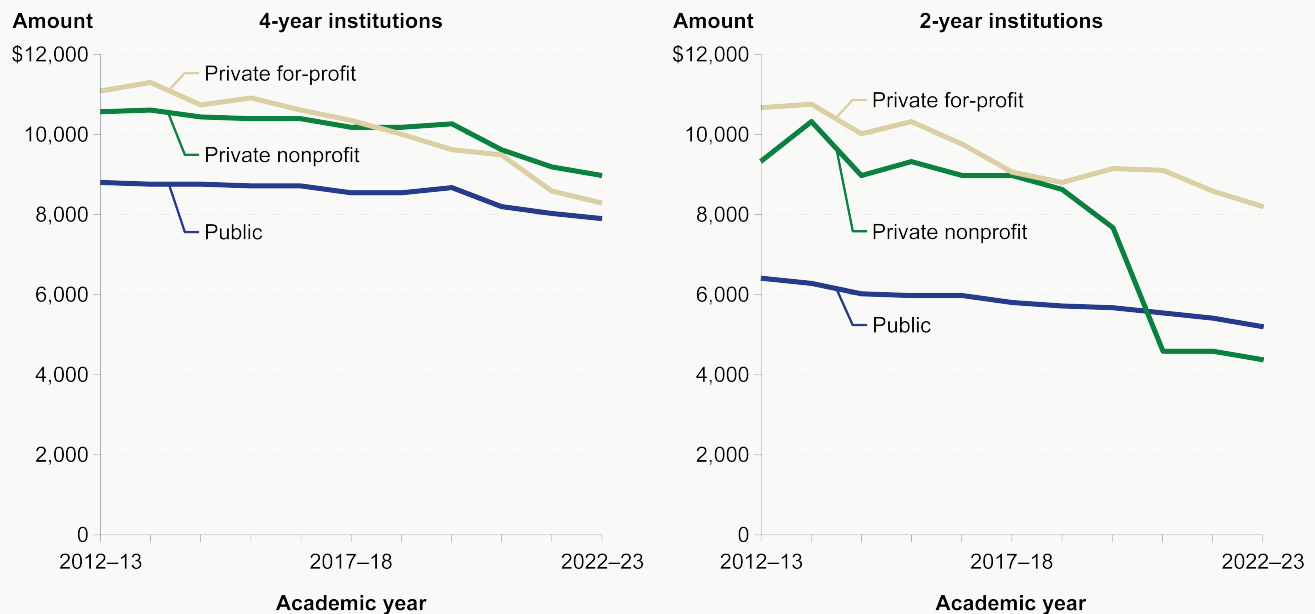
These changes reflected a consistent decrease at public institutions; however, there was no consistent trend over this period at private institutions.

Average Annual Loan Amounts for Students Receiving Loans

FIGURE 3.

Average annual loan amounts for first-time, full-time certificate/degree-seeking undergraduate students who were awarded loan aid at degree-granting postsecondary institutions, by level and control of institution: Academic years 2012–13 through 2022–23

[In constant 2023–24 dollars]



NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Includes only loans made directly to students; does not include Parent PLUS Loans or other loans made directly to parents. Beginning with 2013–14, awards include the Veteran Affairs Post-9/11 GI Bill (<https://www.va.gov/education/about-gi-bill-benefits/post-9-11/>) and the Department of Defense (DOD) Tuition Assistance (TA) program benefits. Constant dollars are based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. Averages exclude students with no student loans. Some data have been revised from previously published figures. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid component, Winter 2012–13 through Winter 2021–22 (final data), and Winter 2022–23 (provisional data). See *Digest of Education Statistics 2024*, table 331.20; *Digest of Education Statistics 2019*, table 331.20; and *Digest of Education Statistics 2018*, table 331.20.

Overall, the average annual loan amount awarded to first-time, full-time degree/certificate-seeking undergraduate students who received student loans decreased by 13 percent between 2012-13 and 2022-23 (from \$9,200 to \$8,000). Average annual loan amounts decreased at 4-year institutions across all control types. Specifically, average loan amounts decreased by

- 10 percent at public institutions (from \$8,800 to \$7,900);
- 15 percent at private nonprofit institutions (from \$10,600 to \$9,000); and
- 25 percent at private for-profit institutions (from \$11,100 to \$8,300).

At 2-year institutions, average annual loan amounts decreased between 2012-13 and 2022-23 across institutions of all control types. Specifically, average loan amounts decreased by

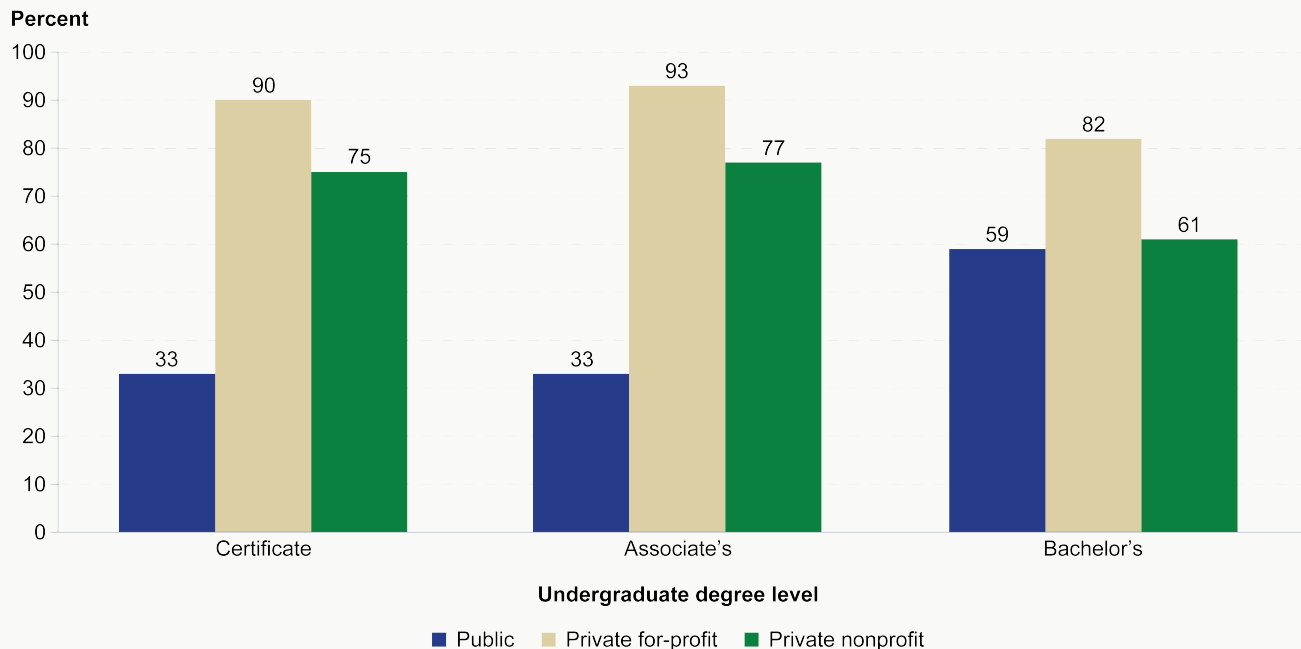
- 19 percent at public institutions (from \$6,400 to \$5,200);
- 53 percent at private nonprofit institutions (from \$9,300 to \$4,300) ; and
- 23 percent at private for-profit institutions (from \$10,700 to \$8,200).

The largest single-year change in average annual loan amounts occurred at private nonprofit 2-year institutions from 2019-20 to 2020-21, when loan amounts fell by 40 percent. Since then, private nonprofit 2-year institutions have had the lowest average annual loan amounts of any type of degree-granting institution.

Percentage of Undergraduate Completers Receiving Student Loans and Average Cumulative Value of Loans

FIGURE 4.

Percentage of undergraduate certificate/degree completers who ever received loans, by certificate/degree level and control of institution: Academic year 2019–20



NOTE: Data are weighted estimates of the population. Data represent the 50 states and the District of Columbia. Includes only loans made directly to students; does not include Parent PLUS Loans or other loans made directly to parents. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2019-20, (NPSAS:20). See *Digest of Education Statistics 2024*, table 331.95.

In addition to understanding annual loans, it is important to understand the extent of student loans received over the entire course of a degree or certificate. Among undergraduate students who completed an undergraduate degree or certificate in the 2019–20 academic year,⁵ 55 percent received at least one loan for their undergraduate education.⁶

Across all degree levels, the percentage of undergraduate students who ever received loans was lower among those who attended public institutions than among those who attended private for-profit institutions. Among 2019–20 certificate completers, the percentage of students who received loans was

- lowest at public institutions (33 percent); and
- not measurably different between private nonprofit and private for-profit institutions.

Among 2019–20 associate’s completers, the percentage of students who received loans was

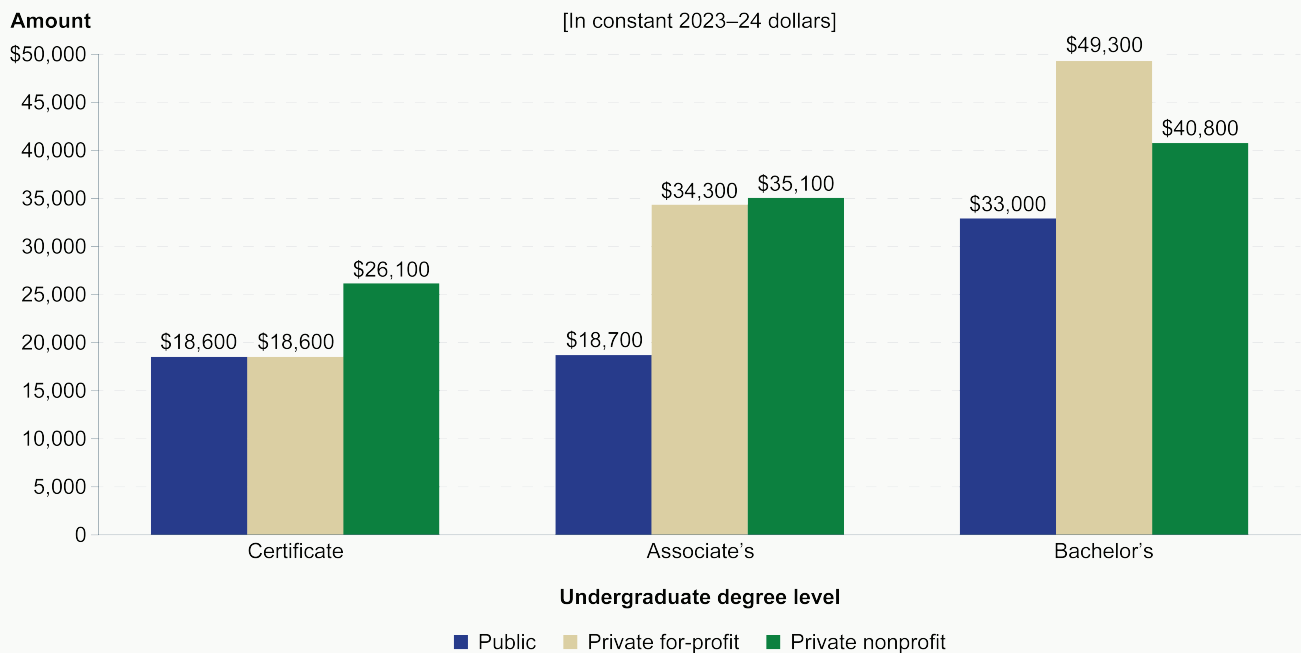
- lowest at public institutions (33 percent); and
- highest at private for-profit institutions (93 percent).

Among 2019–20 bachelor’s completers, the percentage of students who received loans was

- not measurably different between public and private nonprofit institutions; and
- highest at private for-profit institutions (82 percent).

FIGURE 5.

Average cumulative loan amount for undergraduate certificate/degree completers who ever received loans, by certificate/degree level and control of institution: Academic year 2019–20



NOTE: Data are weighted estimates of the population. Data in this table represent the 50 states and the District of Columbia. Includes only loans made directly to students; does not include Parent PLUS Loans or other loans made directly to parents. Constant dollars are based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. Averages exclude students with no student loans. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2019–20, (NPSAS:20). See *Digest of Education Statistics 2024*, table 331.95.

The average cumulative loan amount borrowed by academic year 2019–20 undergraduate degree/certificate completers who received at least one loan for their undergraduate education was \$30,900 (in constant 2023–24 dollars). The average cumulative amount was lowest among certificate completers (\$18,900), followed by associate’s degree completers (\$22,800) and bachelor’s degree completers (\$36,700).

Among 2019-20 certificate completers, the average cumulative loan amount did not measurably differ by institution control type (public, private nonprofit, or private for-profit). Among 2019-20 associate's completers, the average cumulative loan amount was

- lowest at public institutions (\$18,700); and
- not measurably different between private nonprofit and private for-profit institutions.

Among 2019-20 bachelor's completers, the average cumulative loan amount was

- lowest at public institutions (\$33,000); and
- not measurably different between private nonprofit and private for-profit institutions.

PLUS Loans

Ten percent of 2019-20 undergraduate degree/certificate completers had parents who received PLUS Loans.⁷ This percentage was

- highest among bachelor's degree completers (13 percent) and lowest among associate's degree completers (4 percent); and
- higher at private nonprofit institutions (16 percent) than at public or private for-profit institutions (12 and 11 percent, respectively).

Among undergraduate degree/certificate completers in 2019-20, whose parents received PLUS Loans, the average cumulative amount received was

- higher among bachelor's completers (\$48,600) than among associate's (\$22,800) or certificate (\$17,600) completers; and
- higher at private nonprofit institutions (\$61,700) than at public institutions (\$43,000) or private for-profit institutions (\$26,900).

Endnotes

¹ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

² All dollar amounts in this indicator are expressed in constant 2023-24 dollars. Constant dollars are based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.

³ Includes only loans made directly to students. Does not include Parent PLUS Loans or other loans made directly to parents.

⁴ Presented values are rounded but are calculated using unrounded data.

⁵ Data for this section come from the 2020 administration of the National Postsecondary Student Aid Study (NPSAS:20), the most recent year for which these data are available.

⁶ The NPSAS loan data presented in figures 4 and 5 may not be directly comparable to data from the Integrated Postsecondary Education Data System (IPEDS) presented in figures 1 through 3. NPSAS incorporates data from institutional records, the National Student Loan Data System, and student-reported information, while IPEDS relies only on institutional records.

⁷ Parent PLUS Loans are taken out by parents of dependent students and are used toward students' undergraduate education. Parent PLUS Loans were available through both the William D. Ford Federal Direct Loan Program and the Federal Family Education Loan Program (FFELP) until FFELP was discontinued in 2010. Since then, Parent PLUS Loans have been referred to as Direct PLUS Loans.

Reference table: *Digest of Education Statistics 2024*, tables [330.10](#), [330.40](#), [330.40a](#), [331.20](#), and [331.95](#); *Digest of Education Statistics 2019*, table [331.20](#); *Digest of Education Statistics 2018*, table [331.20](#)

Related indicators and resources: [Financial Aid \[Status and Trends in the Education of Racial and Ethnic Groups\]](#); [Financing Postsecondary Education in the United States \[The Condition of Education 2013 Spotlight\]](#); [Postsecondary Certificates and Degrees Conferred](#); [Postsecondary Outcomes for Nontraditional and Traditional Undergraduate Students](#); [Price of Attending an Undergraduate Institution](#); [Sources of Financial Aid](#); [Trends in Student Loan Debt for Graduate School Completers \[The Condition of Education 2018 Spotlight\]](#)

Glossary: [Certificate](#); [College](#); [Constant dollars](#); [Control of institutions](#); [Direct Loan Program](#); [First-time, full-time students](#); [Full-time enrollment](#); [Postsecondary institutions \(basic classification by level\)](#); [Private institution](#); [Public school or institution](#); [Title IV eligible institution](#); [Tuition and fees](#); [Undergraduate students](#)

Sources of Financial Aid

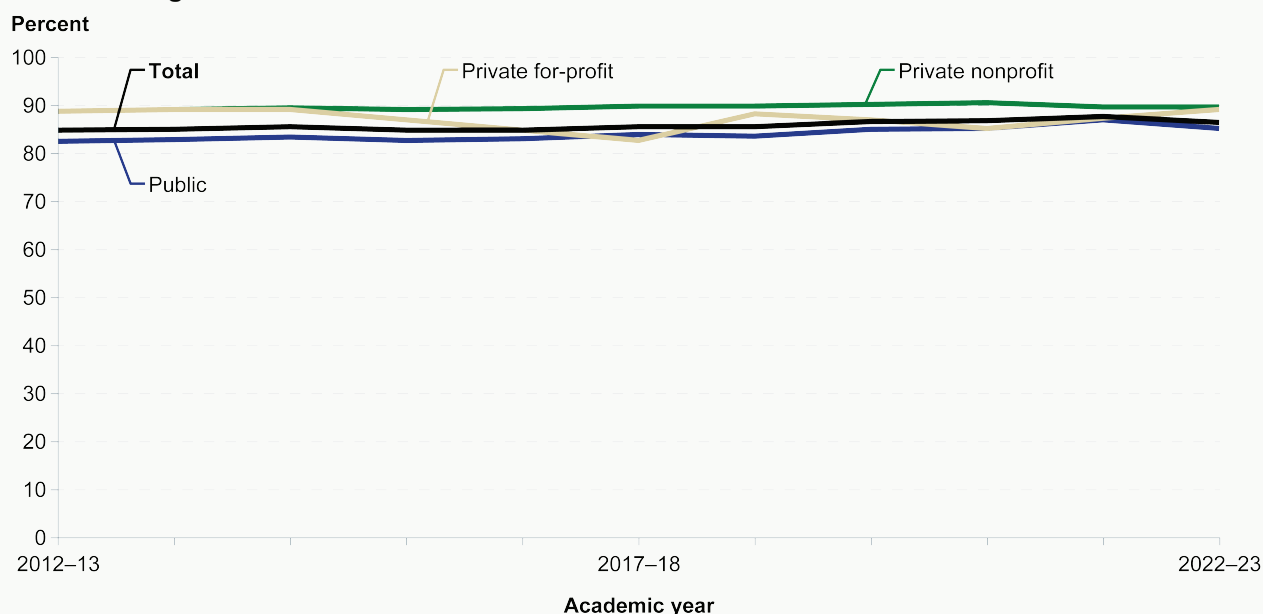
For all institutions, the percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded federal grants decreased from 2012–13 to 2018–19 (from 46 to 42 percent) before increasing 10 percentage points, to 52 percent, in 2019–20, and then returning to 2018–19 levels in 2022–23 (42 percent).

Grants and scholarships¹ and loans are the major forms of federal financial aid for first-time, full-time degree/certificate-seeking undergraduate students.² These are distinct forms of financial aid. Loans typically have to be repaid, whereas grants do not. The largest federal grant program available to undergraduate students is the Federal Pell Grant program. In general, a student must demonstrate financial need to qualify for a Federal Pell Grant. Some federal loan programs are available to all students, and some are based on financial need. Other sources of financial aid include state and local governments, postsecondary institutions, and private sources. This indicator only discusses forms of financial aid provided directly to students. Student loans include only loans for which the student is the designated borrower. They do not include Direct PLUS Loans³ or other loans made directly to parents to pay for a student's education costs.

Percentage of Students Awarded Financial Aid

FIGURE 1.

Percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded financial aid at 4-year degree-granting postsecondary institutions, by control of institution: Academic years 2012–13 through 2022–23



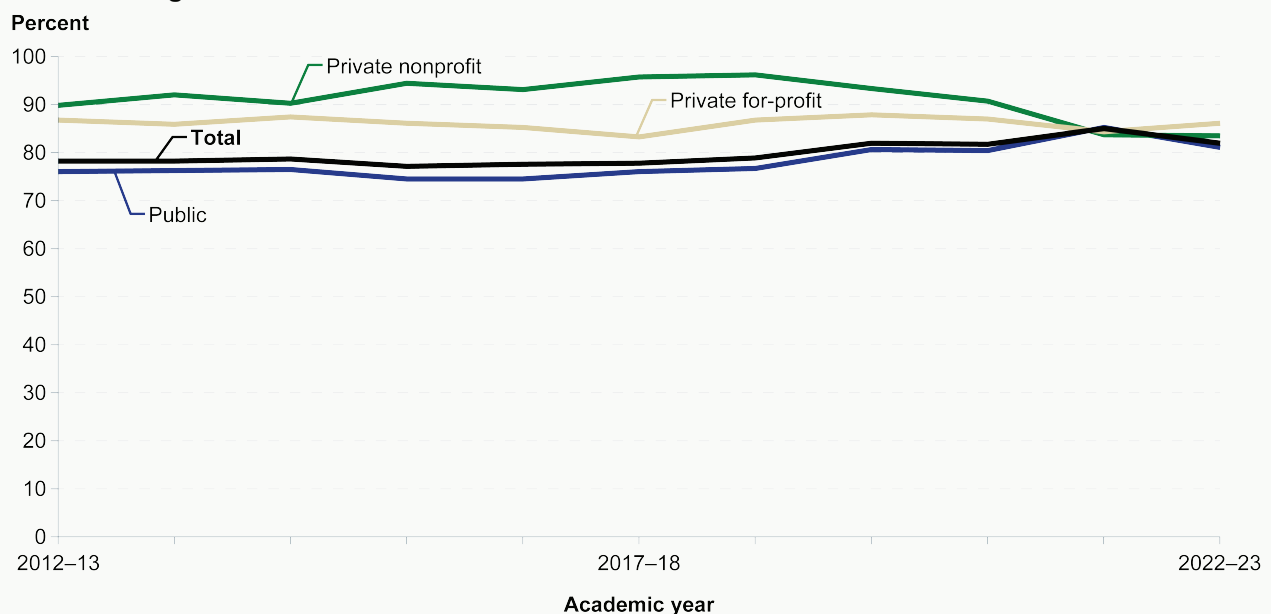
NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants and scholarships. Student loans include only loans made directly to students; they do not include Parent Loans for Undergraduate Students (PLUS) or other loans made directly to parents. Figures are plotted based on unrounded data. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2013–14 through Winter 2022–23 (final data) and Winter 2023–24 (provisional data), Student Financial Aid component. See *Digest of Education Statistics 2024*, table 331.20; *Digest of Education Statistics 2020*, table 331.20; and *Digest of Education Statistics 2016*, table 331.20.

At 4-year degree-granting postsecondary institutions overall, the percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded financial aid increased from 85 to 87 percent between academic years 2012-13 and 2022-23. However, changes differed by control of institution (i.e., public, private nonprofit, and private for-profit). Between 2012-13 and 2022-23, the percentage of students awarded aid at 4-year institutions

- increased at public institutions (from 83 to 85 percent);
- increased at private nonprofit institutions (from 89 to 90 percent); and
- decreased at private for-profit institutions between 2012-13 and 2017-18 (from 89 to 83 percent) then returned to 89 percent by 2022-23.

FIGURE 2.

Percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded financial aid at 2-year degree-granting postsecondary institutions, by control of institution: Academic years 2012-13 through 2022-23



NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants and scholarships. Student loans include only loans made directly to students; they do not include Parent Loans for Undergraduate Students (PLUS) or other loans made directly to parents. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2013-14 through Winter 2022-23 (final data) and Winter 2023-24 (provisional data), Student Financial Aid component. See *Digest of Education Statistics 2024*, table 331.20; *Digest of Education Statistics 2020*, table 331.20; and *Digest of Education Statistics 2016*, table 331.20.

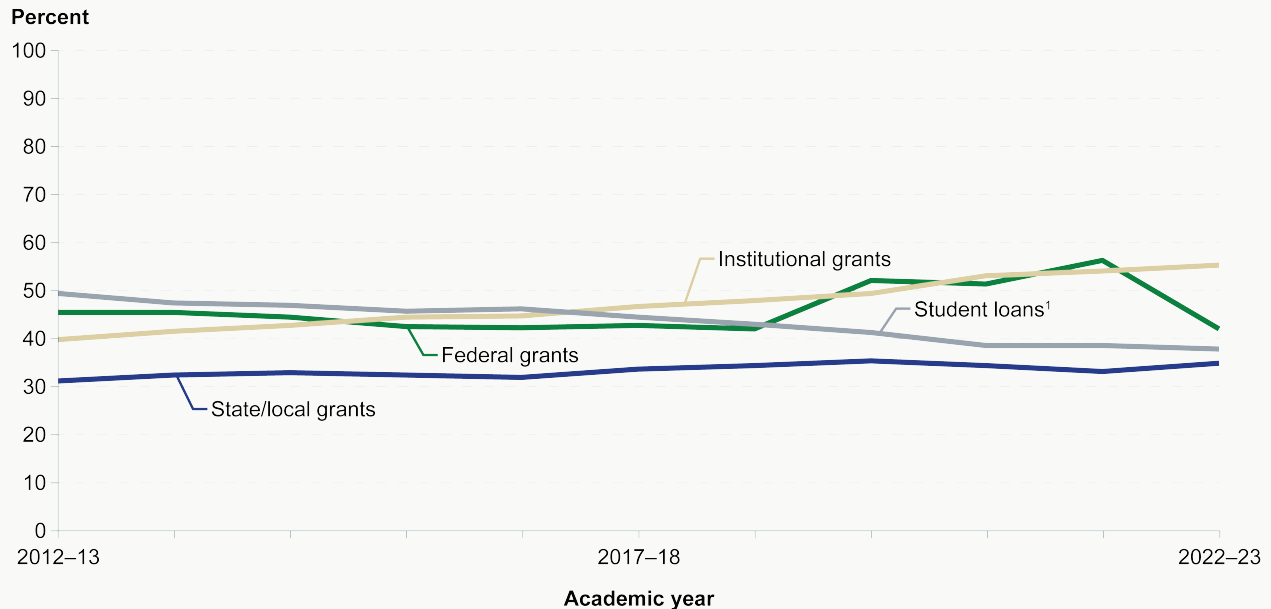
At 2-year degree-granting postsecondary institutions overall, the percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded financial aid increased from 78 to 82 percent between academic years 2012-13 and 2022-23. Over this period, the percentage of students awarded aid at 2-year institutions

- increased at public institutions (from 76 to 81 percent);
- increased at private nonprofit institutions from 90 percent in 2012-13 to 96 percent in 2018-19, then decreased to 84 percent in 2022-23; and
- showed no consistent trend at private for-profit institutions (ranging between 84 and 88 percent).

Percentage of Students Awarded Different Types of Aid

FIGURE 3.

Percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded financial aid, by type of financial aid: Academic years 2012–13 through 2022–23



¹ Student loans include only loans made directly to students; they do not include Parent Loans for Undergraduate Students (PLUS) or other loans made directly to parents.

NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants and scholarships. In this figure, the term "grants" refers to "grants and scholarships." Figures are plotted based on unrounded data.

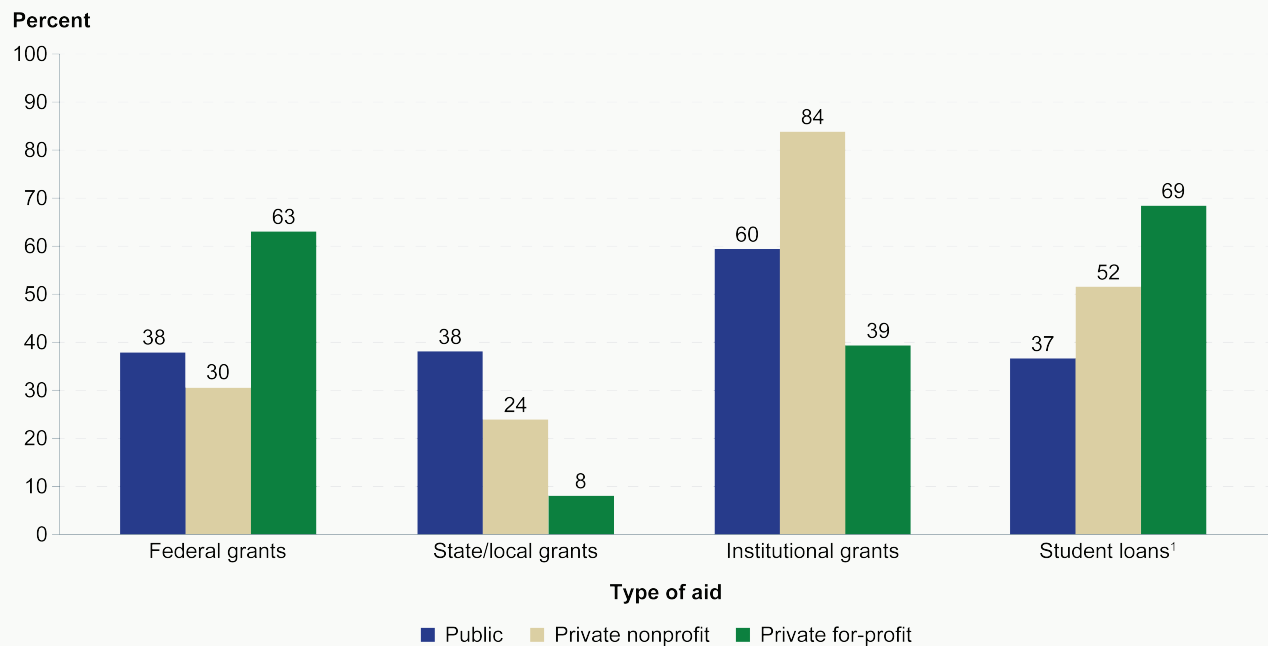
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2013–14 through Winter 2022–23 (final data) and Winter 2023–24 (provisional data), Student Financial Aid component. See *Digest of Education Statistics 2024*, table 331.20.

The percentage of first-time, full-time degree/certificate-seeking undergraduates overall at degree-granting institutions who were awarded financial aid increased from 83 to 86 percent between academic years 2012-13 and 2022-23. Over this period, the percentage of students awarded aid

- decreased for federal grants from 2012-13 to 2018-19 (from 46 to 42 percent) before increasing 10 percentage points, to 52 percent, in 2019-20 and then returning to 42 percent in 2022-23;
- increased for state or local grants (from 31 to 35 percent);
- increased for institutional grants (from 40 to 55 percent); and
- decreased for student loans (from 49 to 38 percent).

FIGURE 4.

Percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded financial aid at 4-year degree-granting postsecondary institutions, by type of financial aid and control of institution: Academic year 2022–23



¹ Student loans include only loans made directly to students; they do not include Parent Loans for Undergraduate Students (PLUS) or other loans made directly to parents.

NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants and scholarships. In this figure, the term "grants" refers to "grants and scholarships." Figures are plotted based on unrounded data.

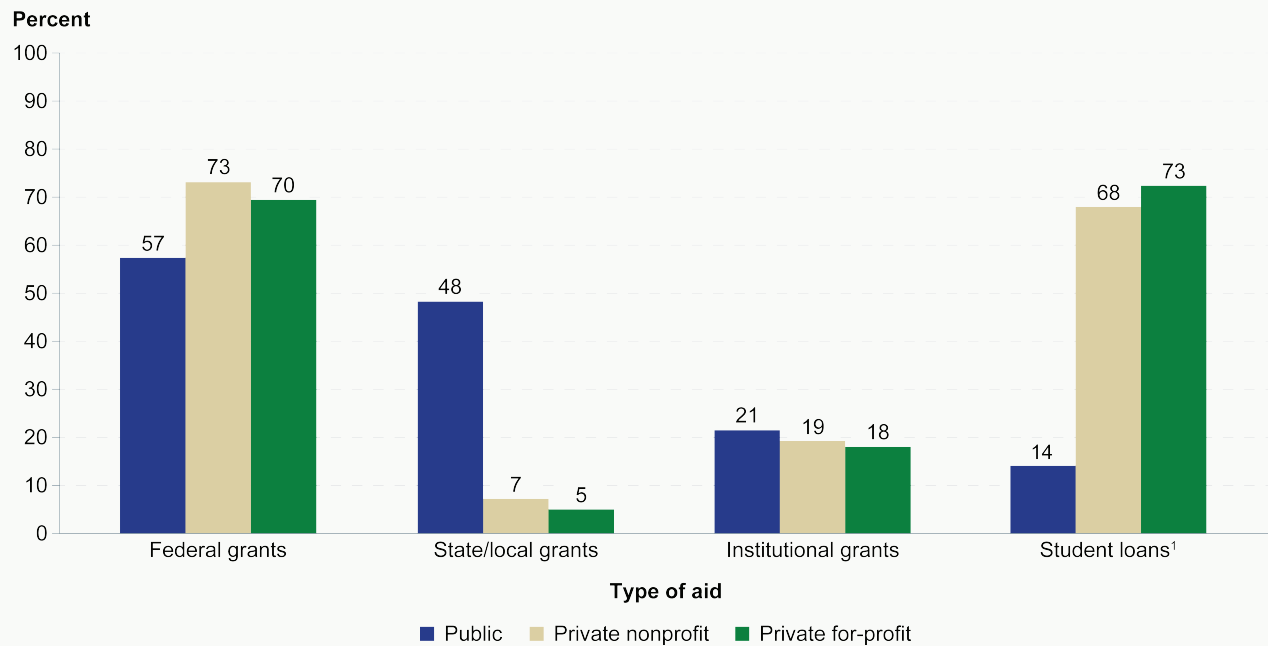
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2023–24 (provisional data), Student Financial Aid component. See *Digest of Education Statistics 2024*, table 331.20.

The percentage of first-time, full-time degree/certificate-seeking undergraduate students at 4-year institutions who were awarded specific types of financial aid in academic year 2022–23 varied by control of institution. The percentage of students who were awarded

- federal grants was
 - highest at private for-profit institutions (63 percent); and
 - lowest at private nonprofit institutions (30 percent);
- state or local grants was
 - highest at public institutions (38 percent); and
 - lowest at private for-profit institutions (8 percent);
- institutional grants was
 - highest at private nonprofit institutions (84 percent); and
 - lowest at private for-profit institutions (39 percent); and
- student loans was
 - highest at private for-profit institutions (69 percent); and
 - lowest at public institutions (37 percent).

FIGURE 5.

Percentage of first-time, full-time degree/certificate-seeking undergraduate students awarded financial aid at 2-year degree-granting postsecondary institutions, by type of financial aid and control of institution: Academic year 2022–23



¹ Student loans include only loans made directly to students; they do not include Parent Loans for Undergraduate Students (PLUS) or other loans made directly to parents.

NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants and scholarships. In this figure, the term "grants" refers to "grants and scholarships." Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2023–24 (provisional data), Student Financial Aid component. See *Digest of Education Statistics 2024*, table 331.20.

The percentage of first-time, full-time degree/certificate-seeking undergraduate students at 2-year institutions who were awarded specific types of financial aid in academic year 2022-23 also varied by control of institution. The percentage of students who were awarded

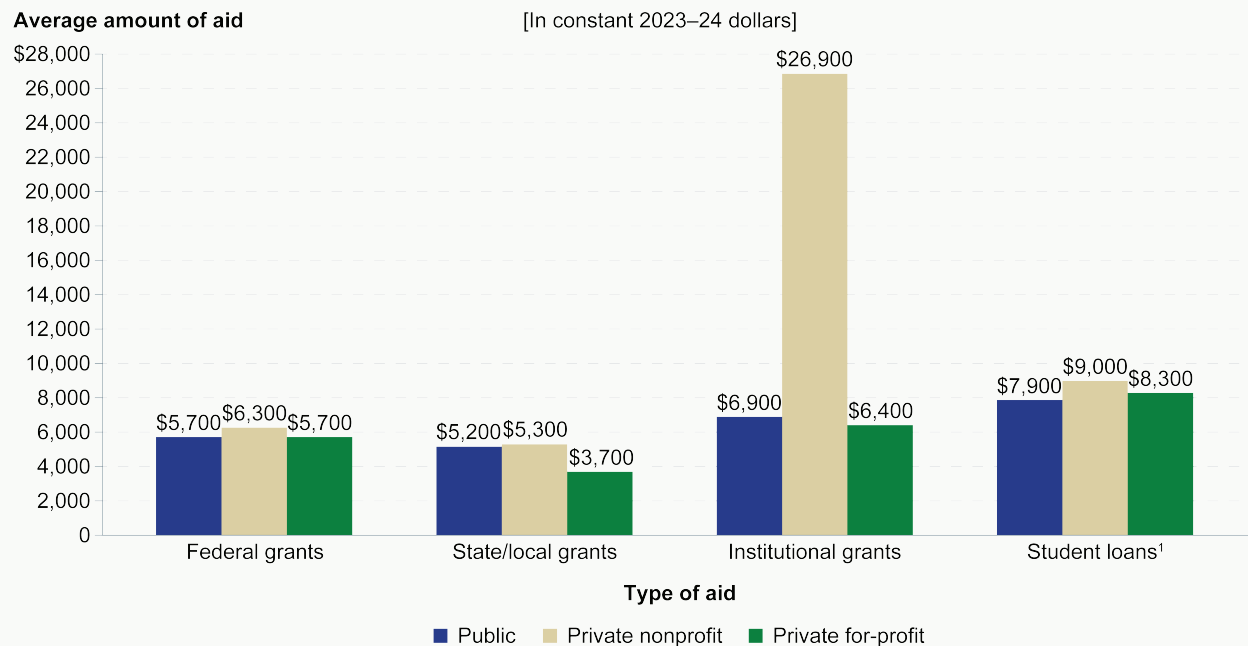
- federal grants was
 - highest at private nonprofit institutions (73 percent); and
 - lowest at public institutions (57 percent);
- state or local grants was
 - highest at public institutions (48 percent); and
 - lowest at private for-profit institutions (5 percent);
- institutional grants was
 - highest at public institutions (21 percent); and
 - lowest at private for-profit institutions (18 percent); and
- student loans was
 - highest at private for-profit institutions (73 percent); and
 - lowest at public institutions (14 percent).

At 2-year institutions, there were particularly large differences between public and private institutions in the percentage of students who received state or local grants and student loans. The percentage of students who received state or local grants was more than six times higher at public institutions than at both private nonprofit and private for-profit institutions. In contrast, the percentage of students who received student loans was more than four times higher at private nonprofit and private for-profit institutions than at public institutions.

Average Award Amounts for Different Types of Aid

FIGURE 6.

Average amount of financial aid awarded to first-time, full-time degree/certificate-seeking undergraduate students at 4-year degree-granting postsecondary institutions, by type of financial aid and control of institution: Academic year 2022–23



¹ Student loans include only loans made directly to students; they do not include Parent Loans for Undergraduate Students (PLUS) or other loans made directly to parents.

NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants and scholarships. Award amounts are in constant 2023–24 dollars, based on the Consumer Price Index (CPI), which is prepared by the U.S. Department of Labor, Bureau of Labor Statistics, and adjusted to an academic-year basis. Averages exclude students who were not awarded financial aid. In this figure, the term "grants" refers to "grants and scholarships." Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2023–24 (provisional data), Student Financial Aid component. See *Digest of Education Statistics 2024*, table 331.20.

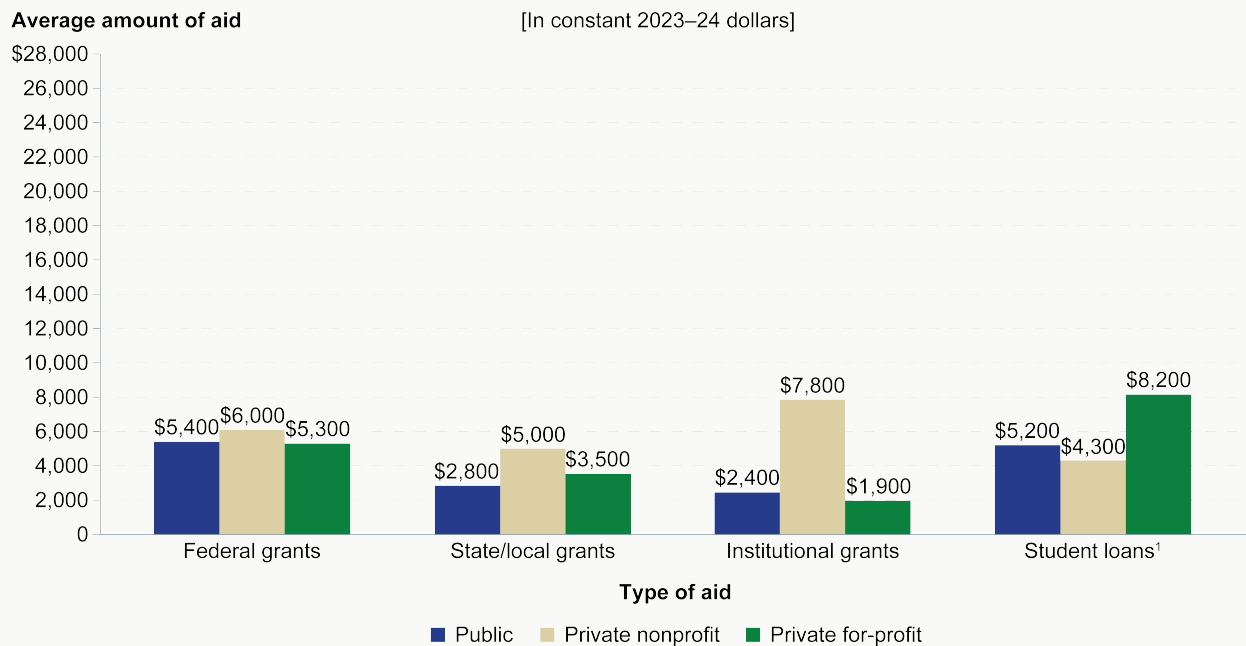
For every type of financial aid, the average amount⁴ of aid awarded to first-time, full-time degree-seeking undergraduates at 4-year institutions in academic year 2022–23 was highest at private nonprofit institutions, which also had the highest average total cost of attendance (for more information on total cost of attendance, see indicator [Price of Attending an Undergraduate Institution](#)). For every type of grant aid (federal, state or local, and institutional), the average amount of aid awarded was lowest at private for-profit institutions. For student loans, the lowest average

amount of aid was awarded at public institutions. The greatest variation across institutional control types at 4-year institutions was in institutional grants, which were more than three times higher on average at private nonprofit institutions than at both public institutions and private for-profit institutions. Across 4-year institutions in 2022–23, the average amount of

- federal grant aid awarded was
 - highest at private nonprofit institutions (\$6,300); and
 - lowest at private for-profit institutions (\$5,700);
- state or local grant aid awarded was
 - highest at private nonprofit institutions (\$5,300); and
 - lowest at private for-profit institutions (\$3,700);
- institutional grant aid awarded was
 - highest at private nonprofit institutions (\$26,900); and
 - lowest at private for-profit institutions (\$6,400); and
- student loan aid awarded was
 - highest at private nonprofit institutions (\$9,000); and
 - lowest at public institutions (\$7,900).

FIGURE 7.

Average amount of financial aid awarded to first-time, full-time degree/certificate-seeking undergraduate students at 2-year degree-granting postsecondary institutions, by type of financial aid and control of institution: Academic year 2022–23



¹ Student loans include only loans made directly to students; they do not include Parent Loans for Undergraduate Students (PLUS) or other loans made directly to parents.

NOTE: Data represent the 50 states and the District of Columbia. Data are for degree-granting institutions participating in Title IV federal financial aid programs and U.S. service academies. Degree-granting institutions grant associate's or higher degrees. Student financial aid includes any federal and private loans to students and federal, state/local, and institutional grants and scholarships. Award amounts are in constant 2023–24 dollars, based on the Consumer Price Index (CPI), which is prepared by the U.S. Department of Labor, Bureau of Labor Statistics, and adjusted to an academic-year basis. Averages exclude students who were not awarded financial aid. In this figure, the term "grants" refers to "grants and scholarships." Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2023–24 (provisional data), Student Financial Aid component. See *Digest of Education Statistics 2024*, table 331.20.

The average amount of financial aid awarded to first-time, full-time degree-seeking undergraduates at 2-year institutions varied by control of institution. For every type of grant aid (federal, state or local, and institutional), the average amount awarded to first-time, full-time degree-seeking undergraduates at 2-year institutions in academic year 2022-23 was highest at private nonprofit institutions. For student loans, the highest average amount of aid was awarded at private for-profit institutions. The greatest variation across institutional control types at 2-year institutions was in institutional grants, which were more than three times higher on average at private nonprofit institutions than at both public institutions and private for-profit institutions. Across 2-year institutions in 2022-23, the average amount of

- federal grant aid awarded was
 - highest at private nonprofit institutions (\$6,000); and
 - lowest at private for-profit institutions (\$5,300);
- state or local grant aid awarded was
 - highest at private nonprofit institutions (\$5,000); and
 - lowest at public institutions (\$2,800);
- institutional grant aid awarded was
 - highest at private nonprofit institutions (\$7,800); and
 - lowest at private for-profit institutions (\$1,900);
- student loan aid awarded was
 - highest at private for-profit institutions (\$8,200);
 - lowest at private nonprofit institutions (\$4,300).

Endnotes

¹ For the sake of brevity, “grants” will be used to refer to “grants and scholarships” for the rest of this indicator.

² For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader’s Guide](#).

³ Parent PLUS Loans are taken out by parents of dependent students and are used toward the students’ undergraduate education. Parent PLUS Loans were available through both the William D. Ford

Federal Direct Loan Program and the Federal Family Education Loan Program (FFELP) until FFELP was discontinued in 2010. Since then, Parent PLUS Loans have been referred to as Direct PLUS Loans.

⁴ Dollar amounts in this indicator are reported in constant 2023-24 dollars. Constant dollars are based on the Consumer Price Index, prepared by the U.S. Department of Labor, Bureau of Labor Statistics, adjusted to an academic-year basis.

Reference table: *Digest of Education Statistics 2024*, table [331.20](#); *Digest of Education Statistics 2020*, table [331.20](#); *Digest of Education Statistics 2016*, table [331.20](#)

Related indicators and resources: [Financial Aid \[Status and Trends in the Education of Racial and Ethnic Groups\]](#); [Financing Postsecondary Education in the United States \[The Condition of Education 2013 Spotlight\]](#); [Loans for Undergraduate Students](#); [Price of Attending an Undergraduate Institution](#); [Trends in Student Loan Debt for Graduate School Completers \[The Condition of Education 2018 Spotlight\]](#)

Glossary: [Certificate](#); [Constant dollars](#); [Control of institutions](#); [Degree-granting institutions](#); [Financial aid](#); [First-time, full-time students](#); [Full-time enrollment](#); [Postsecondary institutions \(basic classification by level\)](#); [Private institution](#); [Public school or institution](#); [Undergraduate students](#)

Employment and Unemployment Rates by Educational Attainment

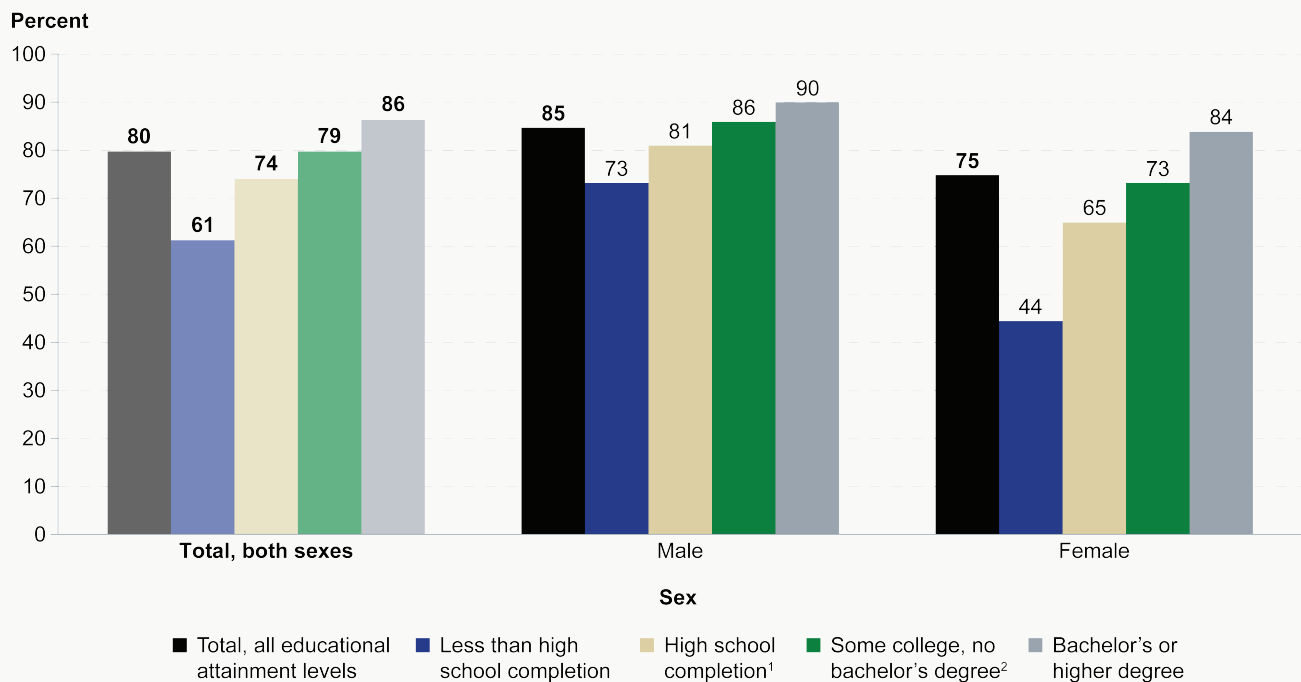
In 2024, some 80 percent of 25- to 34-year-olds were employed, and 4 percent of 25- to 34-year-olds in the labor force were unemployed. Compared with 2019—the year before the onset of the COVID-19 pandemic in the United States—in 2024, there was no measurable difference in either employment or unemployment rates among 25- to 34-year-olds.

This indicator examines recent trends in two distinct yet related measures of labor market conditions for 25- to 34-year-olds: the employment rate and the unemployment rate.¹ The *employment rate* (also known as the employment-to-population ratio) is the percentage of persons in the civilian noninstitutionalized population² who are employed. The *unemployment rate* is the percentage of persons in the civilian noninstitutionalized labor force (i.e., all civilians who are employed or seeking employment) who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. It is important to note that the reference period for each year of data is March, meaning that 2019 data represent the status of the labor market roughly 1 year before the onset of the COVID-19 pandemic³ in the United States, 2020 data represent the status of the labor market at the onset of the pandemic, and 2021 and 2022 data represent the status of the labor market roughly 1 year and 2 years into the pandemic, respectively. Employment and unemployment rates for 2024 represent the status of the labor market about a year after the federal COVID-19 public health emergency declaration ended.⁴ Reported levels of educational attainment for 25- to 34-year-olds in this indicator refer to a person's highest degree earned or level of school completed.

Employment Rates

FIGURE 1.

Employment rates of 25- to 34-year-olds, by sex and educational attainment: 2024



¹ Includes completion of a high school diploma or an equivalency credential such as a GED.

² Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel. The employment rate, or employment-to-population ratio, is the number of persons in each group who are employed as a percentage of the civilian noninstitutionalized population in that group. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2024. See *Digest of Education Statistics 2024*, tables 501.50, 501.60, and 501.70.

In 2024, some 80 percent of 25- to 34-year-olds were employed. The employment rate was higher for those with higher levels of educational attainment. For example, the overall employment rate was

- highest for those with a bachelor's or higher degree (86 percent); and
- lowest for those who had not completed high school (61 percent).

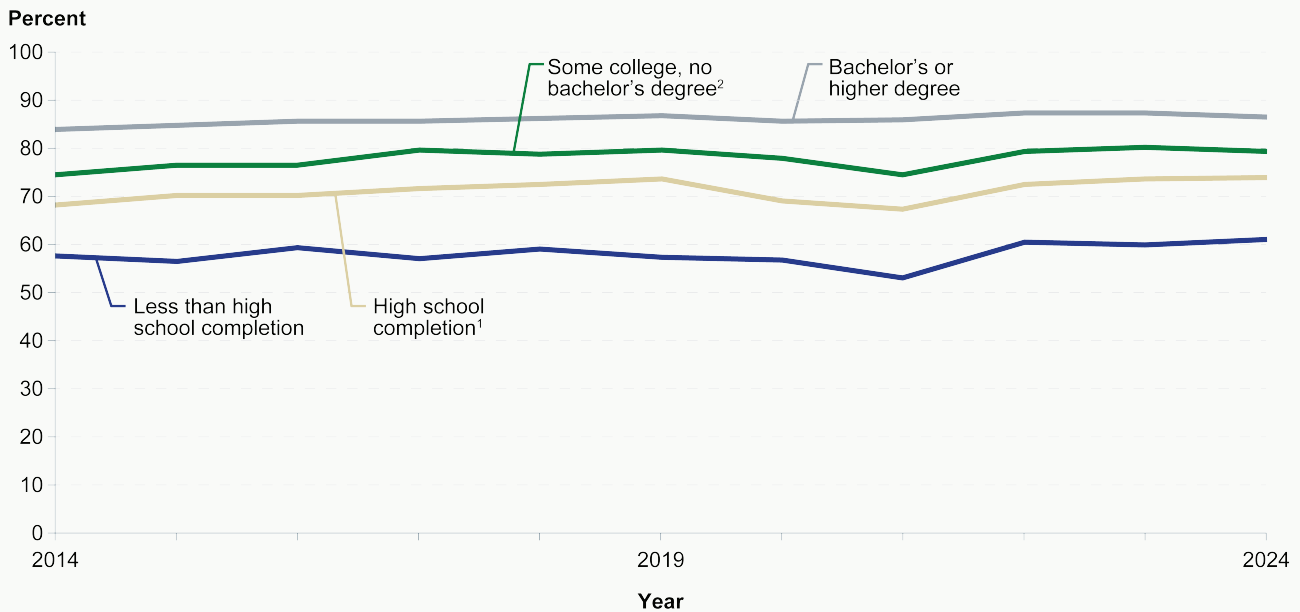
The same pattern was observed for both sexes. For example, the employment rate for females was highest for those with a bachelor's or higher degree (84 percent) and lowest for those who had not completed high school (44 percent).

The overall employment rate was higher for male 25- to 34-year-olds (85 percent) than for their female peers (75 percent) in 2024. In 2024, the difference in the employment rate between males and females existed at each level of educational attainment but was smaller at higher levels of educational attainment. For instance, the difference in the employment rates between males and females was

- smallest for those with a bachelor's or higher degree (6 percentage points);⁵ and
- largest for those who had not completed high school (28 percentage points).

FIGURE 2.

Employment rates of 25- to 34-year-olds, by educational attainment: 2014 through 2024



¹ Includes completion of a high school diploma or an equivalency credential such as a GED.

² Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel. The employment rate, or employment-to-population ratio, is the number of persons in each group who are employed as a percentage of the civilian noninstitutionalized population in that group. Caution should be used when comparing 2020, 2021, and 2022 estimates with those of other years due to the impact that the COVID-19 pandemic had on interviewing and response rates. For additional information about the impact of the COVID-19 pandemic on the Current Population Survey data collection, please see <https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar24.pdf>. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2014 through 2024. See *Digest of Education Statistics 2020 and 2024*, table 501.50.

Despite annual decreases in 2020 and 2021 during the COVID-19 pandemic, overall employment for 25- to 34-year-olds increased from 75 percent in 2014 to 80 percent in 2024.⁶ Employment rates were higher in 2024 than in 2014 for those with:

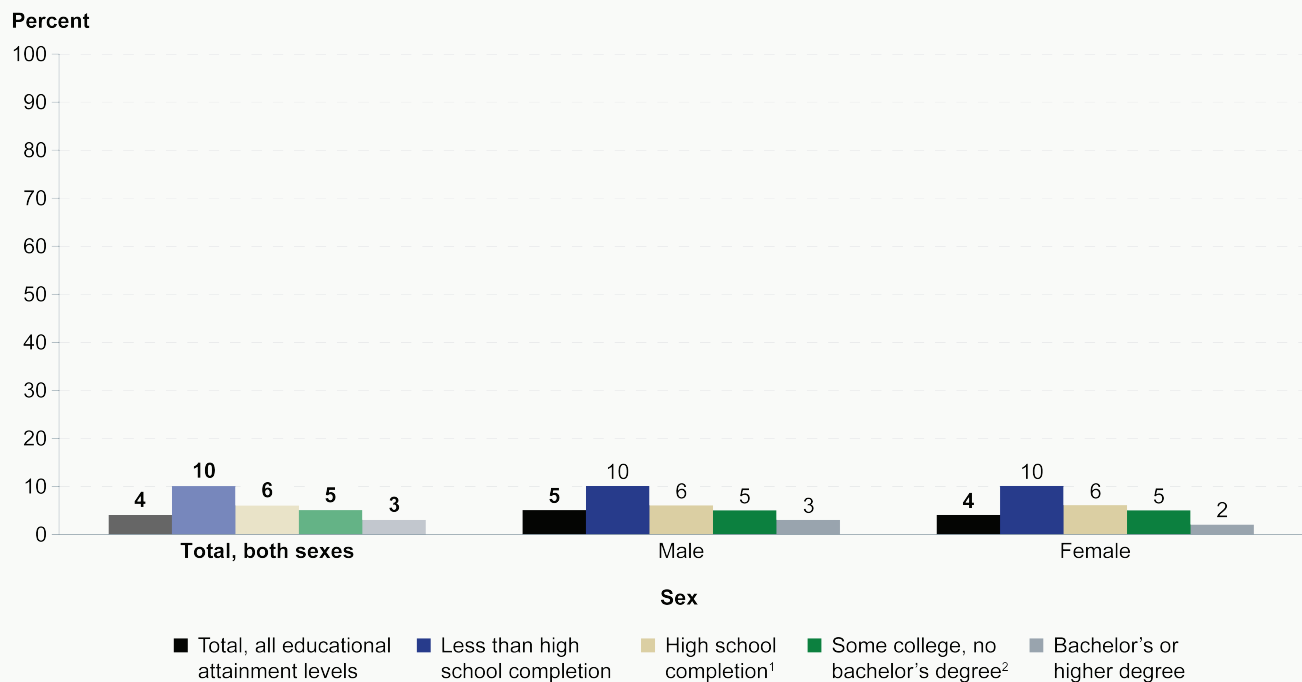
- a bachelor's or higher degree (86 vs. 84 percent);
- some college⁷ (79 vs. 74 percent); and
- high school completion⁸ (74 vs. 68 percent).

Overall and at each level of educational attainment, the employment rates for 25- to 34-year-olds in 2024 were not measurably different from those in 2019, the year prior to the onset of the COVID-19 pandemic.

Unemployment Rates

FIGURE 3.

Unemployment rates of 25- to 34-year-olds, by sex and educational attainment: 2024



¹ Includes completion of a high school diploma or an equivalency credential such as a GED.

² Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel. The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2024. See *Digest of Education Statistics 2024*, tables 501.80, 501.85, and 501.90.

In 2024, some 4 percent of 25- to 34-year-olds were unemployed. The unemployment rate was generally higher for those with lower levels of educational attainment. For example, the overall unemployment rate was

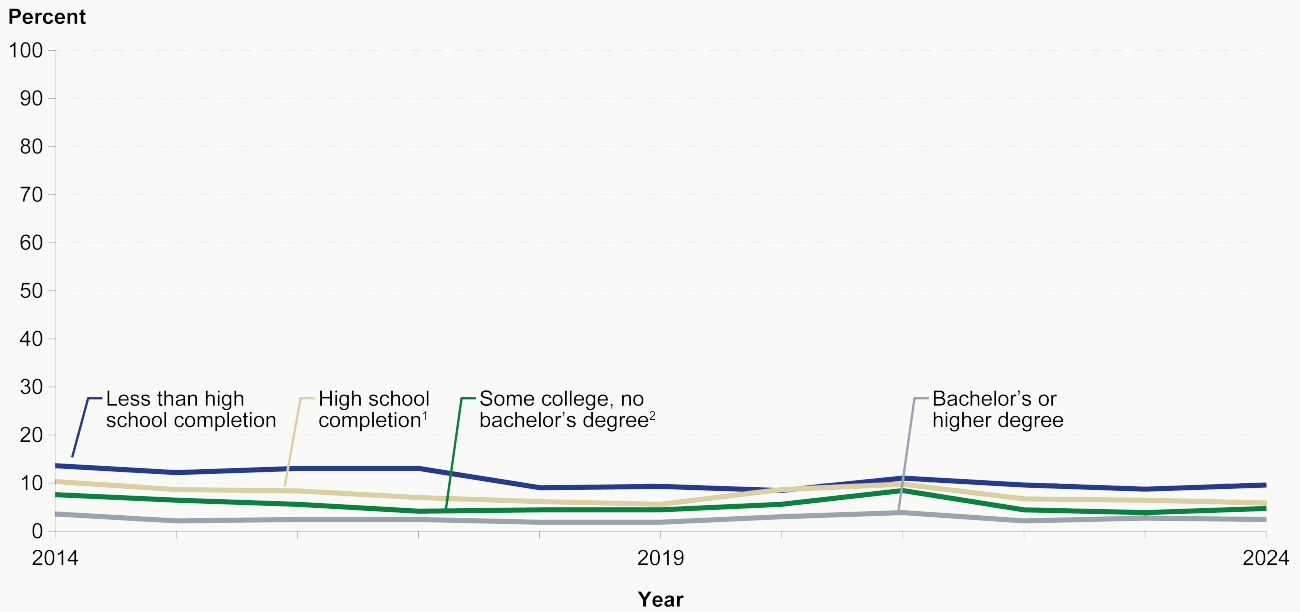
- highest for those who had not completed high school (10 percent); and
- lowest for those with a bachelor's or higher degree (3 percent).

The unemployment rates by level of educational attainment for male and female 25- to 34-year-olds reflected this overall pattern, except that there was no measurable difference for either sex in the unemployment rates for those who had not completed high school and those who had completed high school. For example, the unemployment rate for males was higher for those who had not completed high school than for those with a bachelor's or higher degree (10 vs. 3 percent).

In 2024, among 25- to 34-year-olds, males had a higher overall unemployment rate than females (5 vs. 4 percent). However, there were no measurable differences between males and females at any specific level of educational attainment in 2024.

FIGURE 4.

Unemployment rates of 25- to 34-year-olds, by educational attainment: 2014 through 2024



¹ Includes completion of a high school diploma or an equivalency credential such as a GED.

² Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel. The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment. Caution should be used when comparing 2020, 2021, and 2022 estimates with those of other years due to the impact that the COVID-19 pandemic had on interviewing and response rates. For additional information about the impact of the COVID-19 pandemic on the Current Population Survey data collection, please see <https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar24.pdf>. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2014 through 2024. See *Digest of Education Statistics 2020 and 2024*, table 501.80.

For 25- to 34-year-olds overall and for those with educational attainment below a bachelor's degree, the unemployment rate decreased between 2014 and the year before the COVID-19 pandemic (2019). During the pandemic—from 2020 through 2023—overall unemployment was highest in 2021 (7 percent).⁵ The unemployment rate in 2024 was lower than the rate in 2021 at each level of educational attainment, except for those with less than high school completion, for whom the unemployment rate in 2024 was not measurably different from the rate in 2021. The 2024 unemployment rates at each level of educational attainment were not measurably different from the rates in 2019, the year immediately before the pandemic.

Endnotes

¹ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

² Data in this indicator are based on sample surveys of the civilian noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and all military personnel.

³ The federal COVID-19 public health emergency declaration was issued on March 13, 2020.

⁴ The federal COVID-19 public health emergency declaration ended on May 11, 2023.

⁵ Presented estimates are rounded but are calculated using unrounded data.

⁶ Caution should be used when comparing 2020, 2021, and 2022 estimates with those of other years due to the impact that the COVID-19 pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, please see <https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar24.pdf>.

⁷ Some college education includes those with no college degree as well as those with an associate's degree.

⁸ Refers to persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.

Reference table: *Digest of Education Statistics 2024*, tables [501.50](#), [501.60](#), [501.70](#), [501.80](#), [501.85](#), and [501.90](#) and *Digest of Education Statistics 2020*, tables [501.50](#) and [501.80](#)

Related indicators and resources: [Annual Earnings by Educational Attainment](#); [Disability Rates and Employment Status by Educational Attainment](#) [*The Condition of Education 2017 Spotlight*]; [Employment Outcomes of Bachelor's Degree Holders](#); [Post-Bachelor's Employment Outcomes by Sex and Race/Ethnicity](#) [*The Condition of Education 2016 Spotlight*]; [Unemployment](#) [*Status and Trends in the Education of Racial and Ethnic Groups*]

Glossary: [Associate's degree](#); [Bachelor's degree](#); [College](#); [Educational attainment \(Current Population Survey\)](#); [Employment status](#); [High school completer](#)

Young Adults Neither Enrolled in School nor Working

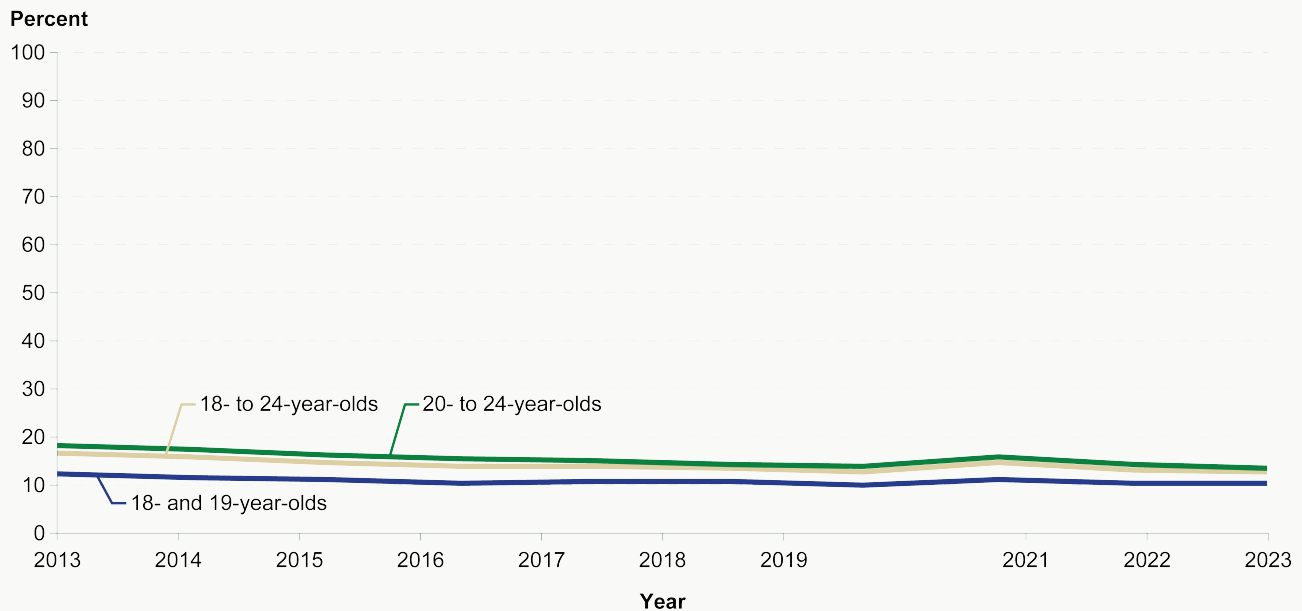
The percentage of 18- to 24-year-olds who were neither enrolled in school nor working dropped from 17 percent in 2013 to 13 percent in 2023. However, the percentage was higher in 2021, a year into the COVID-19 pandemic, than it was in 2019 (15 vs. 13 percent, respectively).

Young adults who are neither enrolled in school nor working,¹ particularly if they are disconnected from these activities for several years, may have difficulty building a work history that contributes to future employability and higher wages.² Young adults may be detached from education and work for a variety of reasons. For example, they may be seeking educational opportunities or work but are unable to find them, or they may have left school or the workforce temporarily or permanently for personal, family, or financial reasons. Using data collected in the American Community Survey (ACS),³ this indicator examines the percentage of 18- to 24-year-olds who are neither enrolled in school nor working.^{4,5}

Changes Over Time and Differences by Demographics

FIGURE 1.

Percentage of 18- to 24-year-olds who were neither enrolled in school nor working, by age group: Selected years, 2013 through 2023



NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Data for 2020 are not presented in this figure due to collection issues associated with the COVID-19 pandemic. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, selected years, 2013 through 2023. See *Digest of Education Statistics 2024*, table 501.30.

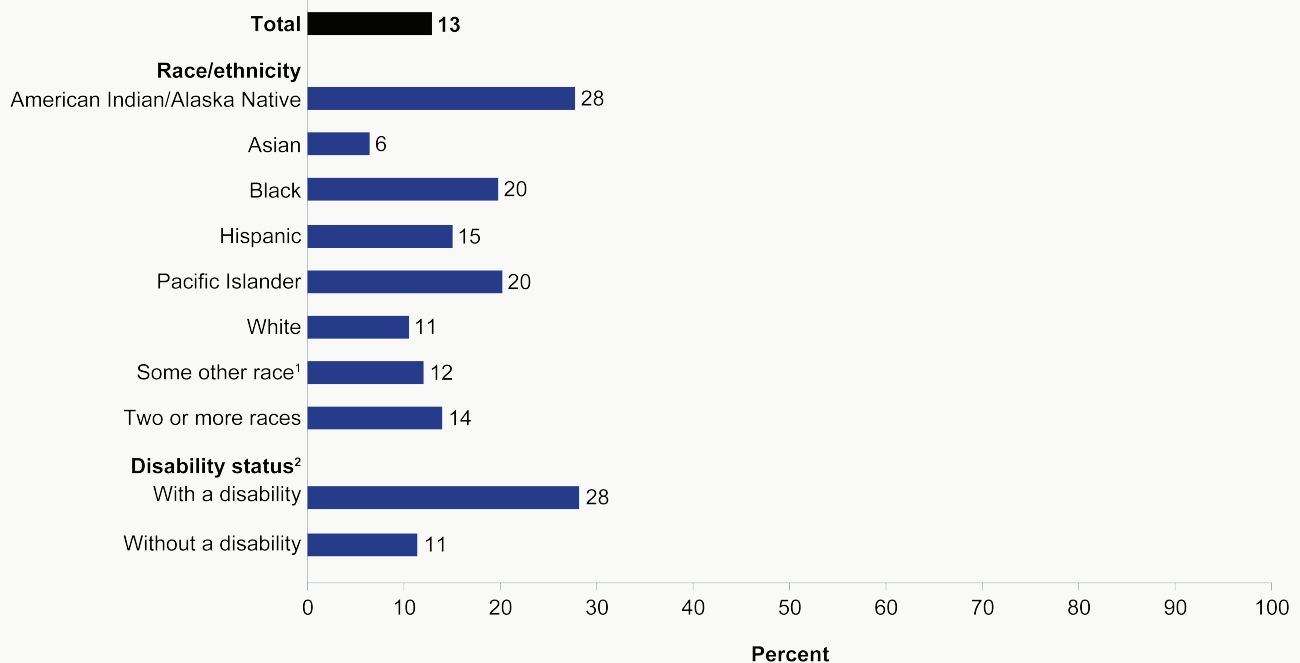
In 2023, some 13 percent of 18- to 24-year-olds were neither enrolled in school nor working. This percentage was higher for 20- to 24-year-olds (14 percent) than for 18- and 19-year-olds (11 percent).

The percentage of 18- to 24-year-olds who were neither enrolled in school nor working decreased from 17 percent in 2013 to 13 percent in 2023.⁶ However, the percentage was higher in 2021, a year into the COVID-19 pandemic, than it was in 2019 (15 vs. 13 percent, respectively). Similar patterns over time were observed separately for both 18- and 19-year-olds and 20- to 24-year-olds.

FIGURE 2.

Percentage of 18- to 24-year-olds who were neither enrolled in school nor working, by race/ethnicity and disability status: 2023

Race/ethnicity and disability status



¹ Respondents who wrote in some other race that was not included as an option on the questionnaire.

² Disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 501.30.

In 2023, the percentage of 18- to 24-year-olds who were neither enrolled in school nor working varied by race/ethnicity. The percentage who were neither enrolled in school nor working was

- highest for those who were American Indian/Alaska Native (28 percent); and
- lowest for those who were Asian (6 percent).

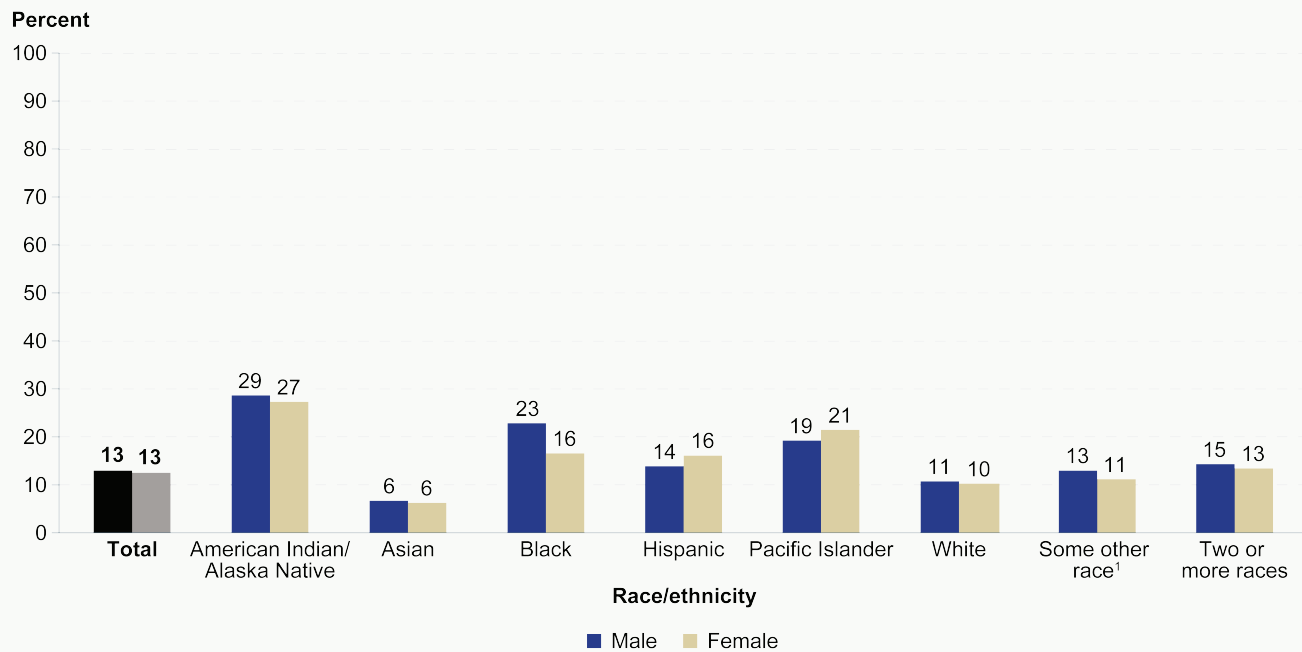
This percentage was lower in 2023 than in 2013 for all racial/ethnic groups except for those who were Pacific Islander or of Some other race.⁷

In 2023, the percentage of 18- to 24-year-olds who were neither enrolled in school nor working was higher for those with a disability than for their peers without a disability (28 vs. 11 percent).⁸

Compared to 2013, this percentage was 13 percentage points lower for those with a disability and 4 percentage points lower for those without a disability (41 percent and 15 percent in 2013, respectively).⁹

FIGURE 3.

Percentage of 18- to 24-year-olds who were neither enrolled in school nor working, by race/ethnicity and sex: 2023



¹ Respondents who wrote in some other race that was not included as an option on the questionnaire.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 501.30.

Overall, 13 percent of both male and female 18- to 24-year-olds were neither enrolled in school nor working in 2023. A male-female gap was observed for two racial/ethnic groups. The percentage neither enrolled in school nor working was

- higher for males than for females who were Black (23 vs. 16 percent); and
- lower for males than for females who were Hispanic (14 vs. 16 percent).

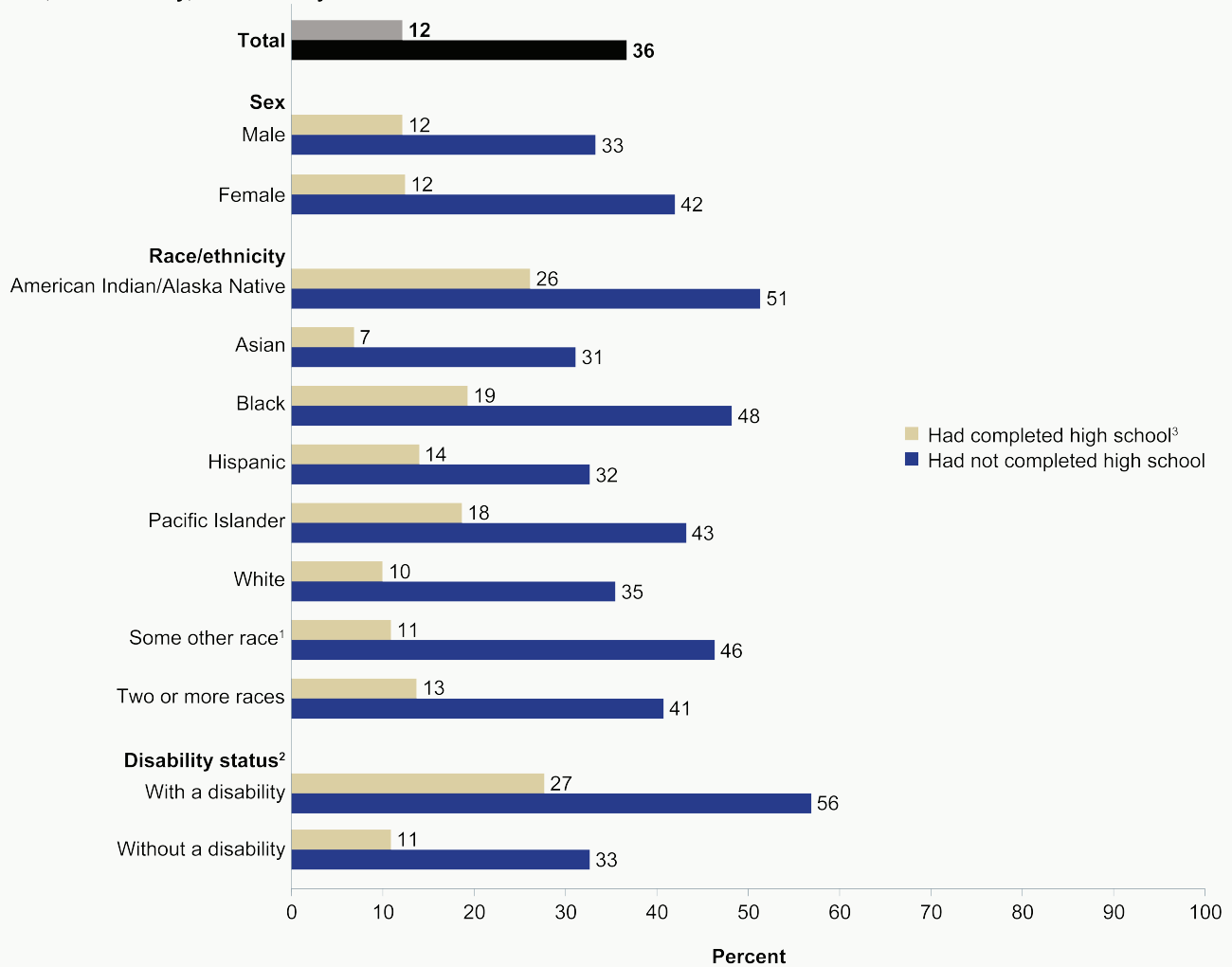
For the other racial/ethnic groups, the percentage was not measurably different between males and females.

Gaps by High School Completion Status

FIGURE 4.

Percentage of 20- to 24-year-olds who were neither enrolled in school nor working, by sex, race/ethnicity, disability status, and high school completion status: 2023

Sex, race/ethnicity, and disability status



¹ Respondents who wrote in some other race that was not included as an option on the questionnaire.

² Disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.

³ Includes completion of a high school diploma or an equivalency credential such as a GED.

NOTE: Data are weighted estimates of the population. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 1-Year Public Use Microdata Sample (PUMS) data, 2023. See *Digest of Education Statistics 2024*, table 501.30.

In 2023, the percentage of 20- to 24-year-olds¹⁰ who were neither enrolled in school nor working was higher for those who had not completed high school¹¹ (36 percent) than for those who had completed high school (12 percent). Gaps by high school completion status were also observed for males and females, for all racial/ethnic groups, and for those with and without disabilities. However, the gap by high school completion status differed between some groups and was

- narrower for males (21 percentage points) than for females (29 percentage points);
- narrower for those who were Hispanic (19 percentage points) than for those who were White (25 percentage points), of Two or more races (27 percentage points), Black (29 percentage points), or those who were of Some other race (35 percentage points);
- narrower for those who were White (25 percentage points) than for those who were Black (29 percentage points); and
- narrower for those without a disability (22 percentage points) than for those with a disability (29 percentage points).

Endnotes

¹ Also called “not in education, employment, or training (NEET)” in the social and educational literature. For instance, see Holte, B.H. (2018). Counting and Meeting NEET Young People: Methodology, Perspective and Meaning in Research on Marginalized Youth. *Young*, 26(1): 1-16. Retrieved December 18, 2024, from <https://journals.sagepub.com/doi/10.1177/1103308816677618>.

² Fernandes-Alcantara, A.L. (2015). *Disconnected Youth: A Look at 16 to 24 Year Olds Who Are Not Working or In School* (CRS Report No. R40535). Washington, DC: Congressional Research Service. Retrieved December 18, 2024, from <https://sgp.fas.org/crs/misc/R40535.pdf>.

³ The ACS is an annual survey that covers a broad population, including individuals living in households, individuals living in noninstitutionalized group quarters, and individuals living in institutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

⁴ Data in this indicator represent the 50 states and the District of Columbia.

⁵ For general technical notes related to data analysis, data interpretation, rounding, and other considerations, please refer to the [Reader's Guide](#).

⁶ Data for 2020 are excluded from the analyses due to collection issues associated with the COVID-19 pandemic.

⁷ Consists of respondents who wrote in some other race that was not included as an option on the questionnaire.

⁸ Disability status identifies individuals who have serious difficulty with one or more of four basic areas of functioning (hearing, vision, cognition, and ambulation) or with self-care or independent living.

⁹ Presented estimates are rounded but are calculated using unrounded data.

¹⁰ The narrower 20- to 24-year-old range was chosen to reduce the number of students still in high school in this analysis by high school completion status.

¹¹ High school completers include those persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.

Reference table: *Digest of Education Statistics 2024*, table [501.30](#)

Related indicators and resources: [College Enrollment Rates](#); [Employment and Unemployment Rates by Educational Attainment](#); [Immediate College Enrollment Rate](#); [Youth and Young Adults Neither Enrolled in School nor Working \[Status and Trends in the Education of Racial and Ethnic Groups\]](#)

Glossary: [Gap](#); [High school completer](#); [Racial/ethnic group](#)