

# 2011 NACME Data Book

---

## Deck 1

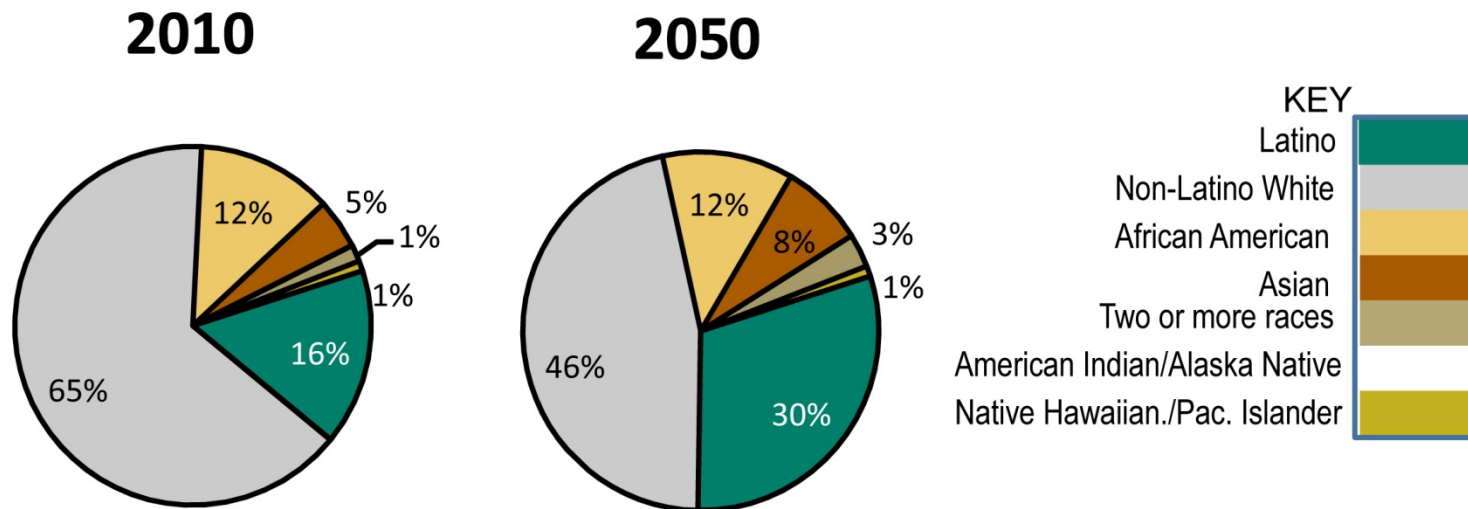
Increasing Diversity of the U.S.  
Population

# Overview/Purpose

---

- The slides in this deck provide a general picture of the U.S. population. Slides show the overall population, the school-aged population, educational attainment, and then include a set of slides to show how participation in engineering for four groups compares to key population benchmarks.
- Many slides have two versions: one with and one without data labels. The graphics are “cleaner” without the labels, yet there are some audiences for which such labeling might be important.
- As with other decks, the set is not necessarily meant to be a self-contained, sequential presentation but, rather, a deck from which users may select slides for any number of presentations. The repetition, therefore, provides users with many choices to present data.
- Attribution: Please indicate that the source of these slides is the National Action Council for Minorities in Engineering, Inc. (NACME), Department of Research, Evaluation, and Policy. The NACME Web address is: [www.nacme.org](http://www.nacme.org), where the slides can be accessed and downloaded. Updated slides and additional decks covering new themes will be made available on an on-going basis.
- Terminology notes: URM = underrepresented minority, which includes African Americans, American Indians and Alaska Natives, and Latinos. When the term “American Indian” is used, it references “American Indians and Alaska Natives,” consistent with U.S. Census Bureau definitions. Asian/Pac. Isl. = Asian and Pacific Islanders are people of these descents who are U.S. citizens and permanent residents and do not include people of Asian origin who are in the United States predominantly for educational purposes. “Foreign” is used to refer to “temporary residents.” Latinos can be any race: the category in most data sources includes people of all racial backgrounds who indicated that they were “Hispanic.” “Non-Latino White” refers to people who did not indicate a Latino background and did indicate “White” as a racial category.

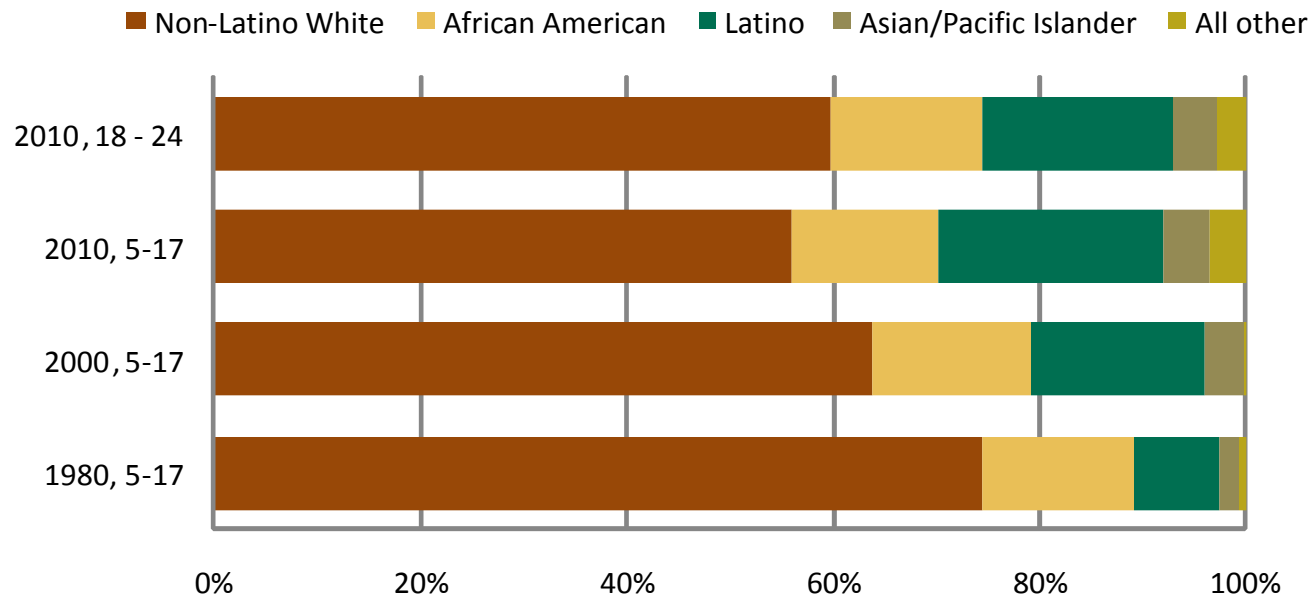
# By 2050 No One Race/Ethnic Category Will Be a Majority



Source: NACME analysis of U.S. Census Bureau, 2011. "Table 4. Projections of the Population by Sex, Race, and Hispanic Origin for the United States: 2010 to 2050" accessed online, April 2011.

# Latinos Account for 22 Percent of the U.S. School-Aged Population – Up from 9 Percent 30 Years Ago

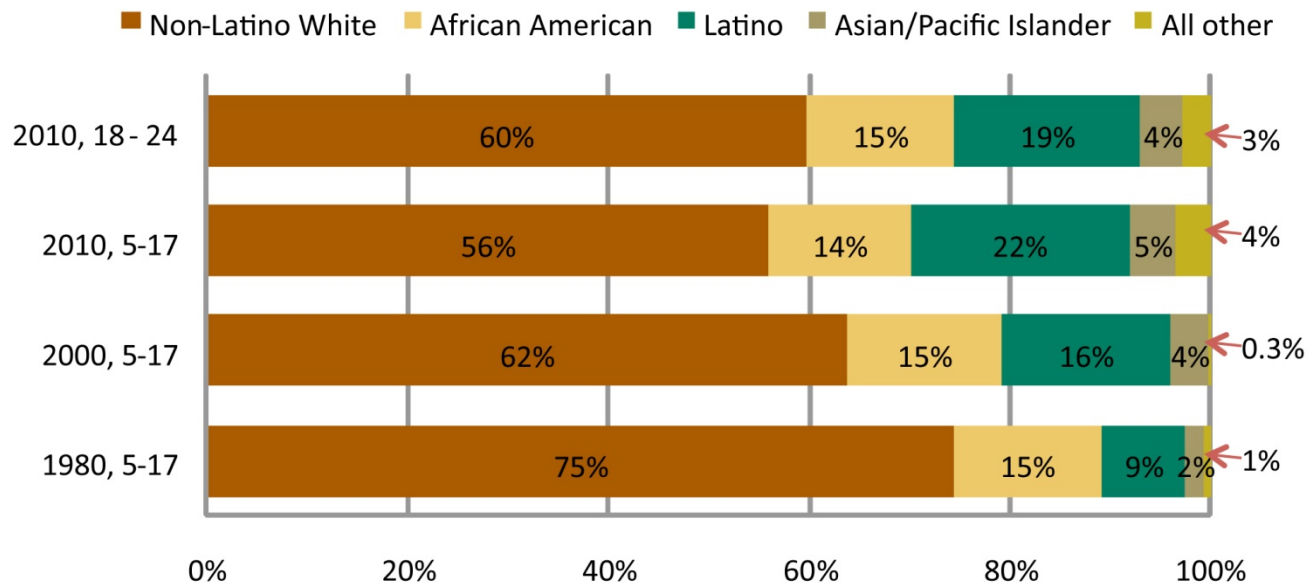
U.S. School-Aged Population, 1980, 2000, and 2010



Source: National Center for Education Statistics, 2011. *Digest of Education Statistics, 2010*. Original data from U.S. Census Bureau.

# Latinos Account for 22 Percent of the U.S. School-Aged Population – Up from 9 Percent 30 Years Ago

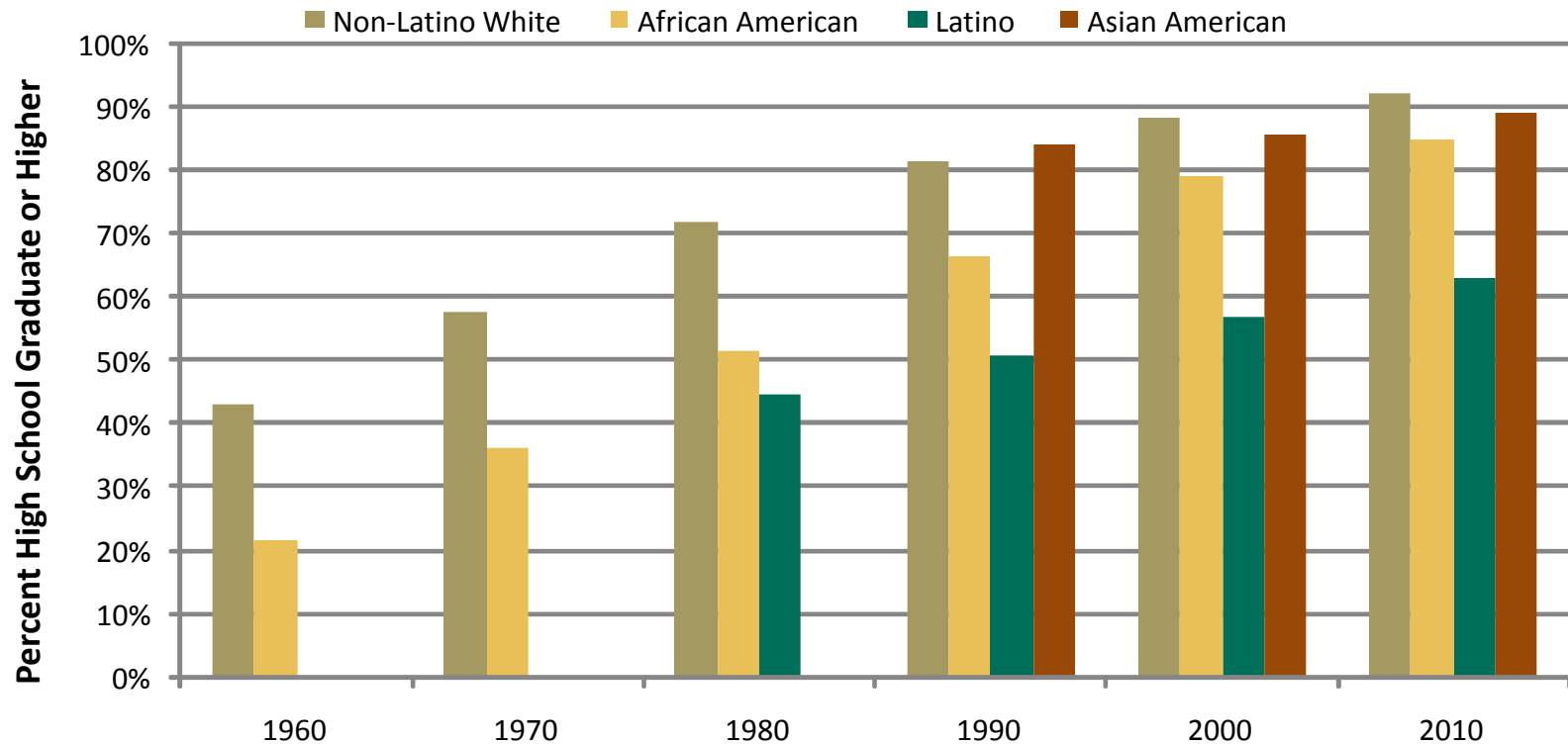
U.S. School-Aged Population, 1980, 2000, and 2010



Source: National Center for Education Statistics, 2011. *Digest of Education Statistics, 2010*. Original data from U.S. Census Bureau.

# The Gap in High School Graduation Has Nearly Disappeared for African Americans, But Persists for Latinos

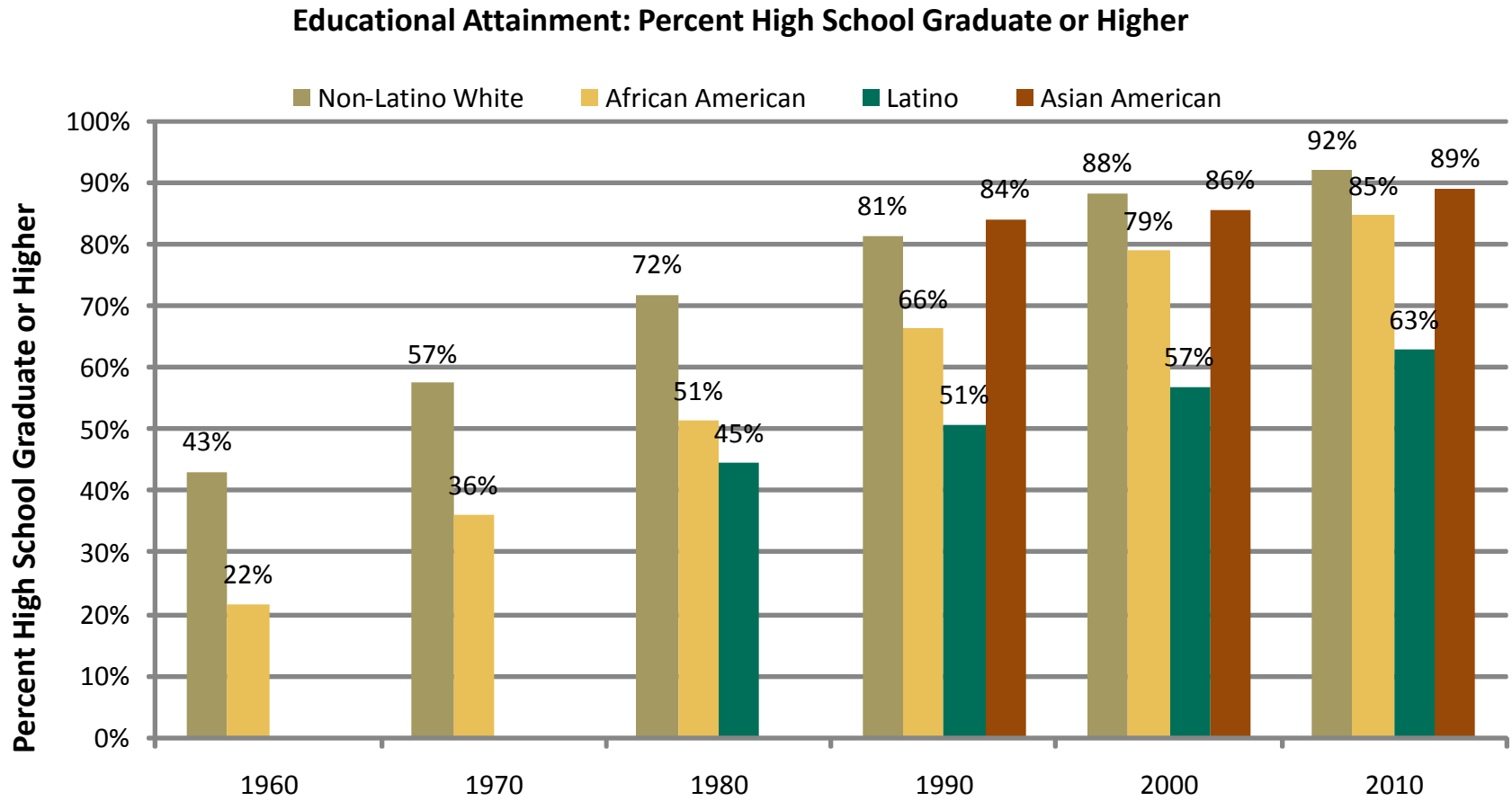
Educational Attainment: Percent High School Graduate or Higher



Note: Chart shows data for adult population aged 25 and older.

Source: National Center for Education Statistics, 2011. *Digest of Education Statistics, 2010* .

# The Gap in High School Graduation Has Nearly Disappeared for African Americans, But Persists for Latinos

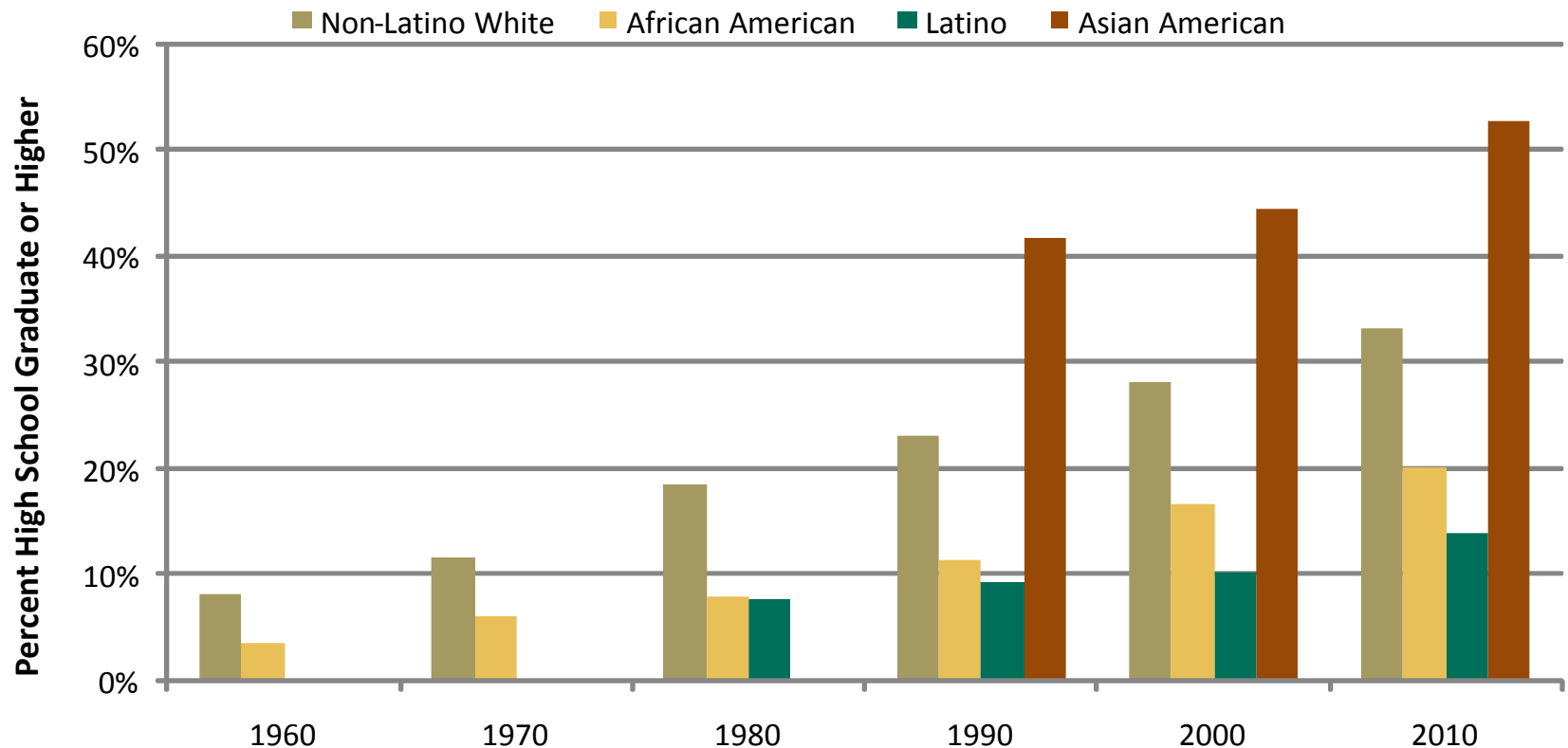


Note: Chart shows data for adult population aged 25 and older.

Source: National Center for Education Statistics, 2011. *Digest of Education Statistics, 2010*.

# More Than Half of Asian Americans Hold a Bachelor's Degree or Higher – All Other Ethnic Categories Lag

Educational Attainment: Percent Bachelor's or Higher



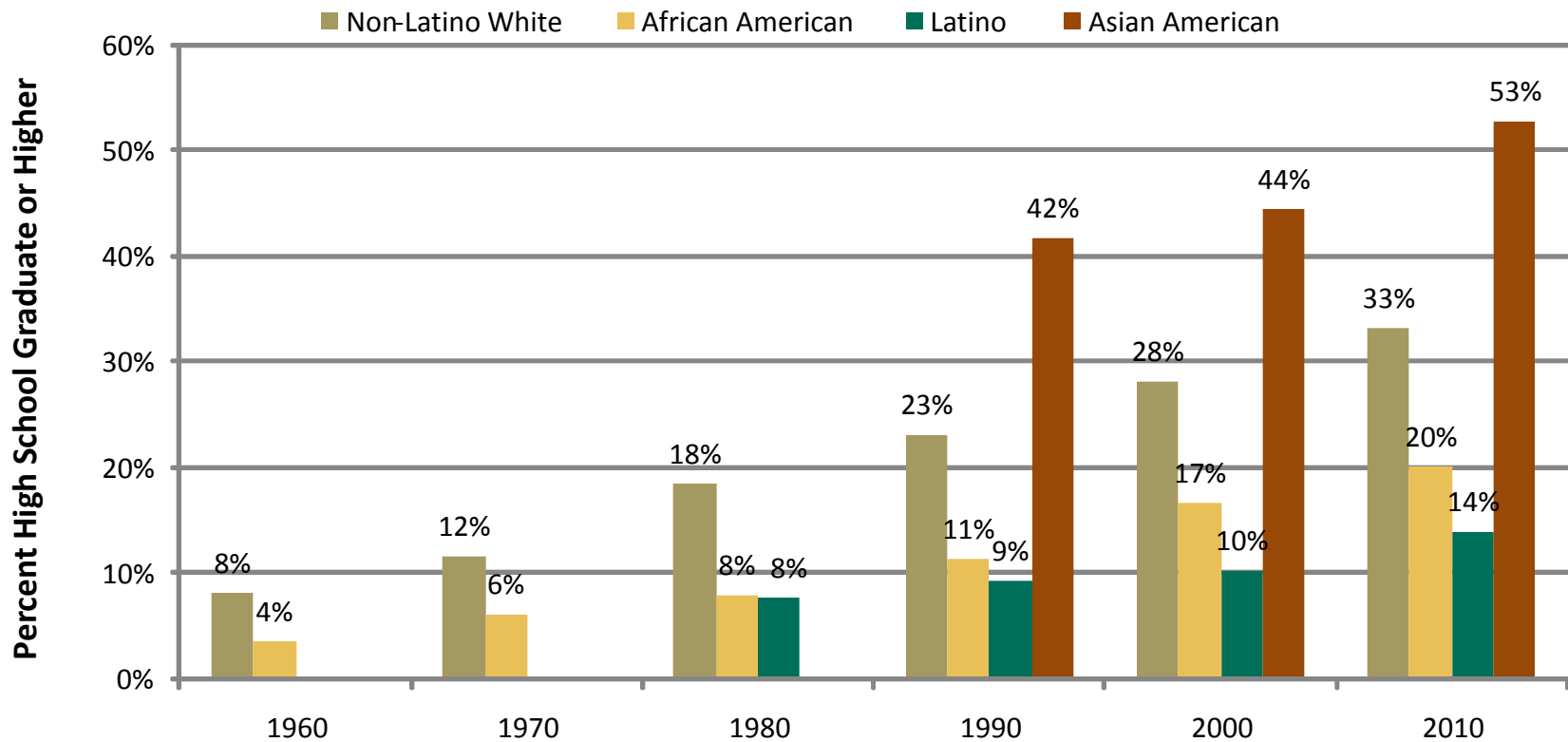
Note: Chart shows data for adult population aged 25 and older.

Source: National Center for Education Statistics, 2011. *Digest of Education Statistics, 2010*.



# More Than Half of Asian Americans Hold a Bachelor's Degree or Higher – All Other Ethnic Categories Lag

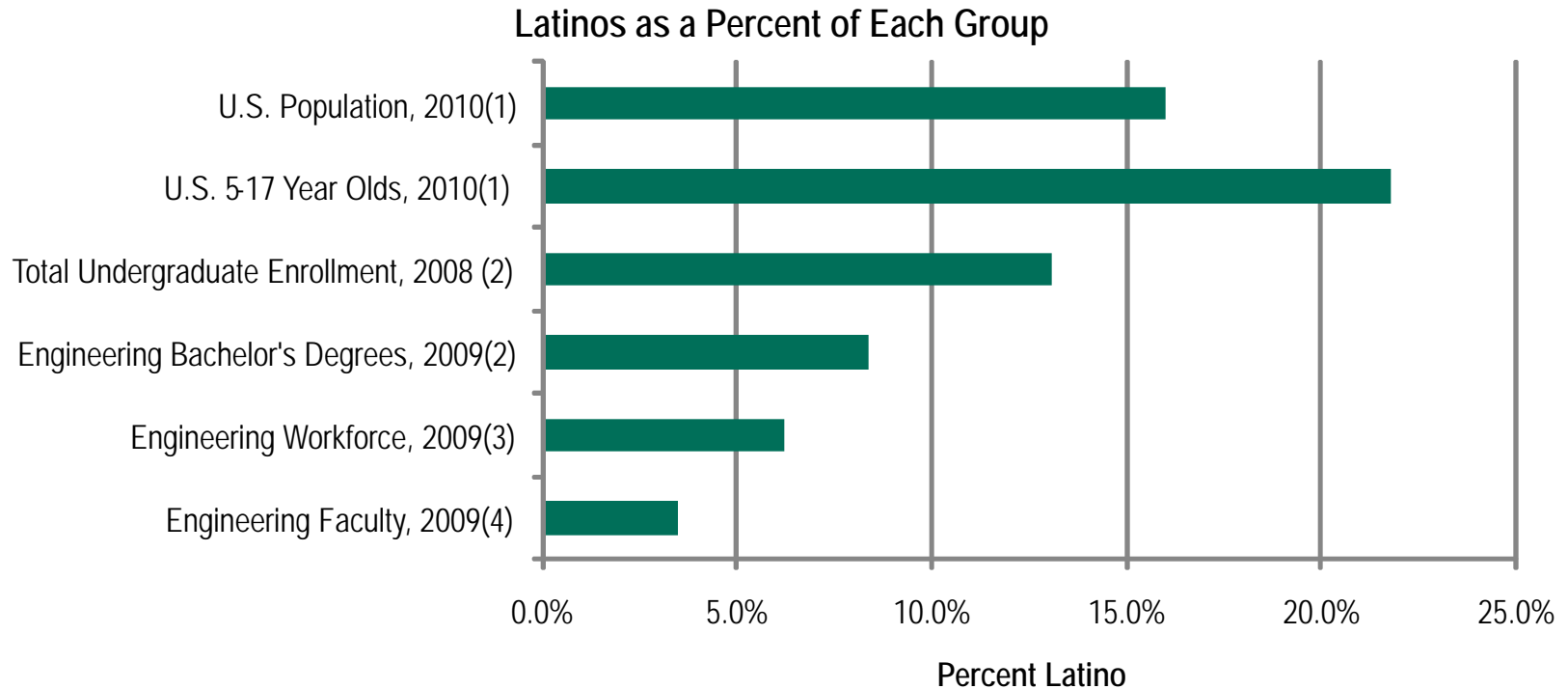
Educational Attainment: Percent Bachelor's or Higher



Note: Chart shows data for adult population aged 25 and older.

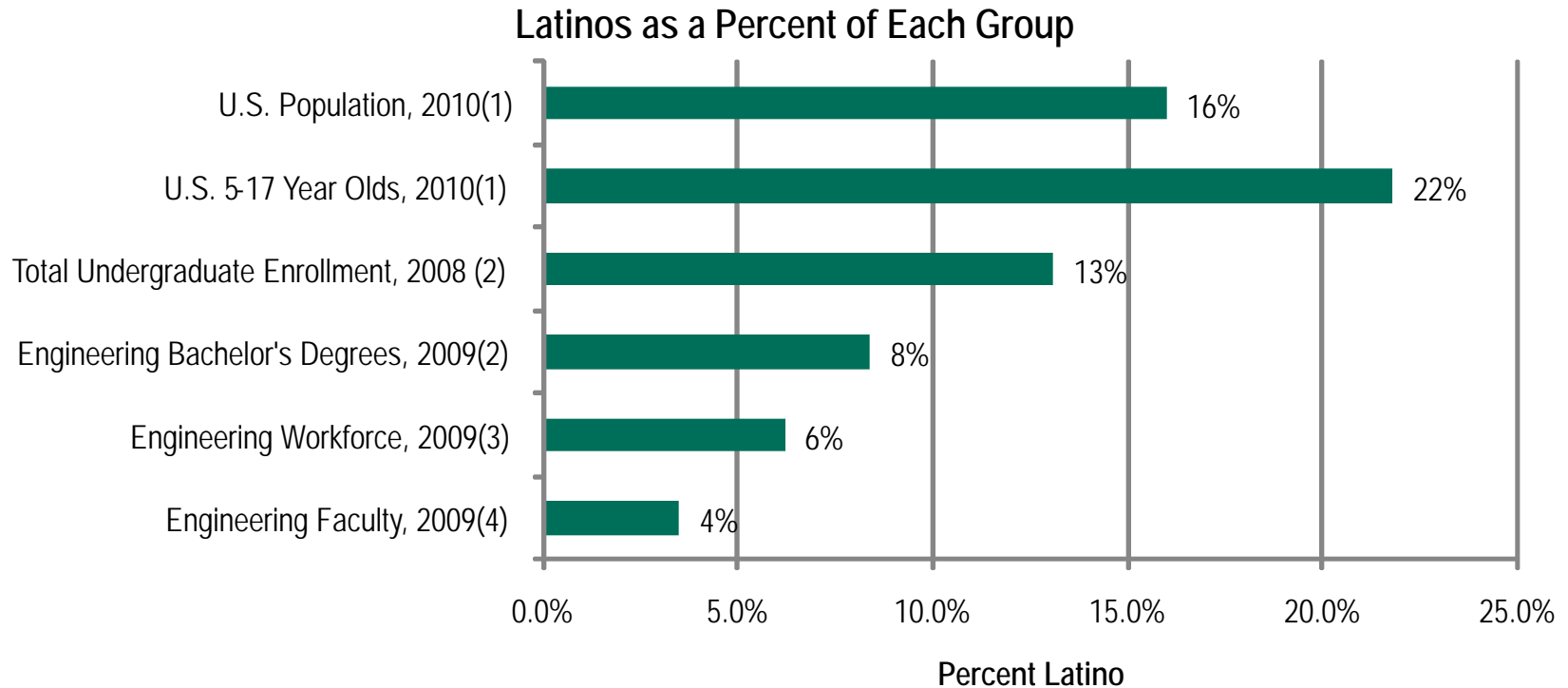
Source: National Center for Education Statistics, 2011. *Digest of Education Statistics, 2010*.

# The Fastest-Growing Ethnic Category, Latinos, Are Underrepresented in Engineering



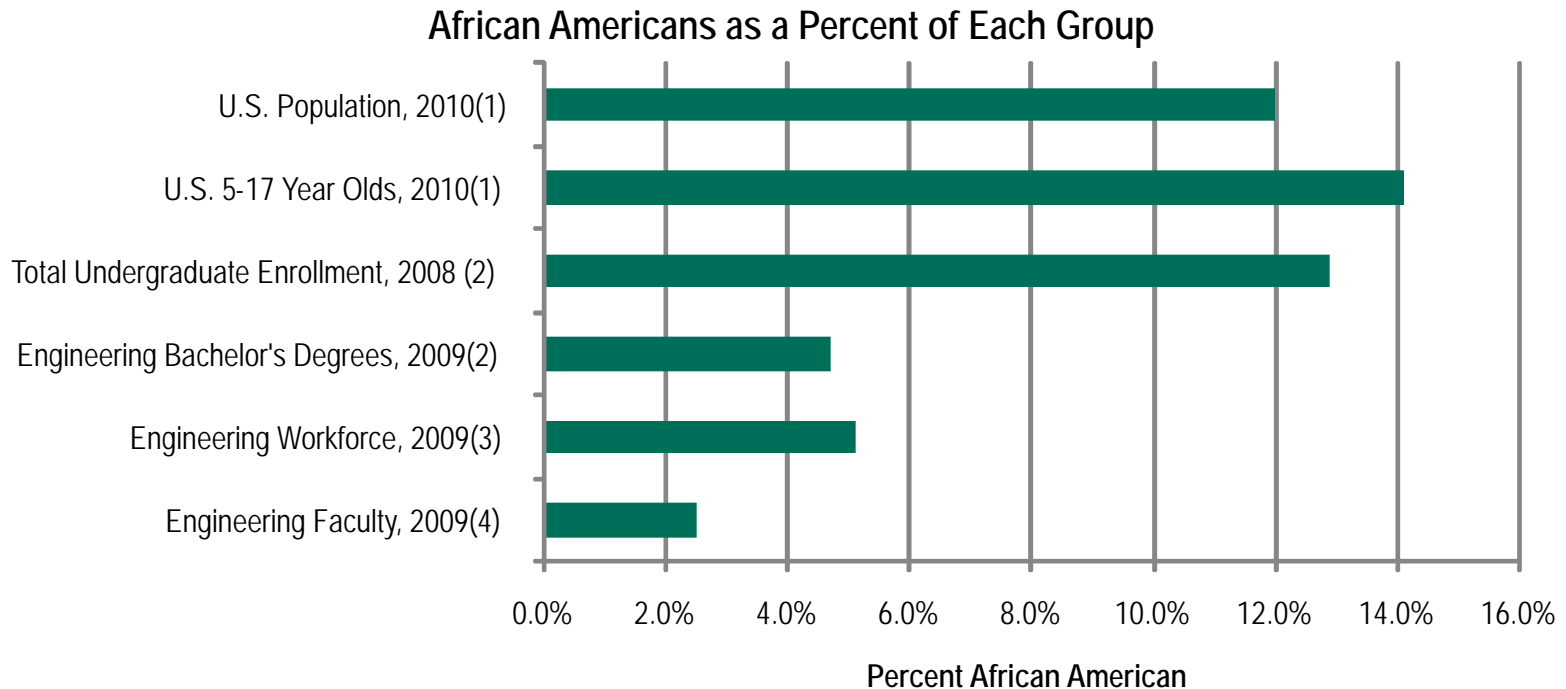
Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPAR database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."

# The Fastest-Growing Ethnic Category, Latinos, Are Underrepresented in Engineering



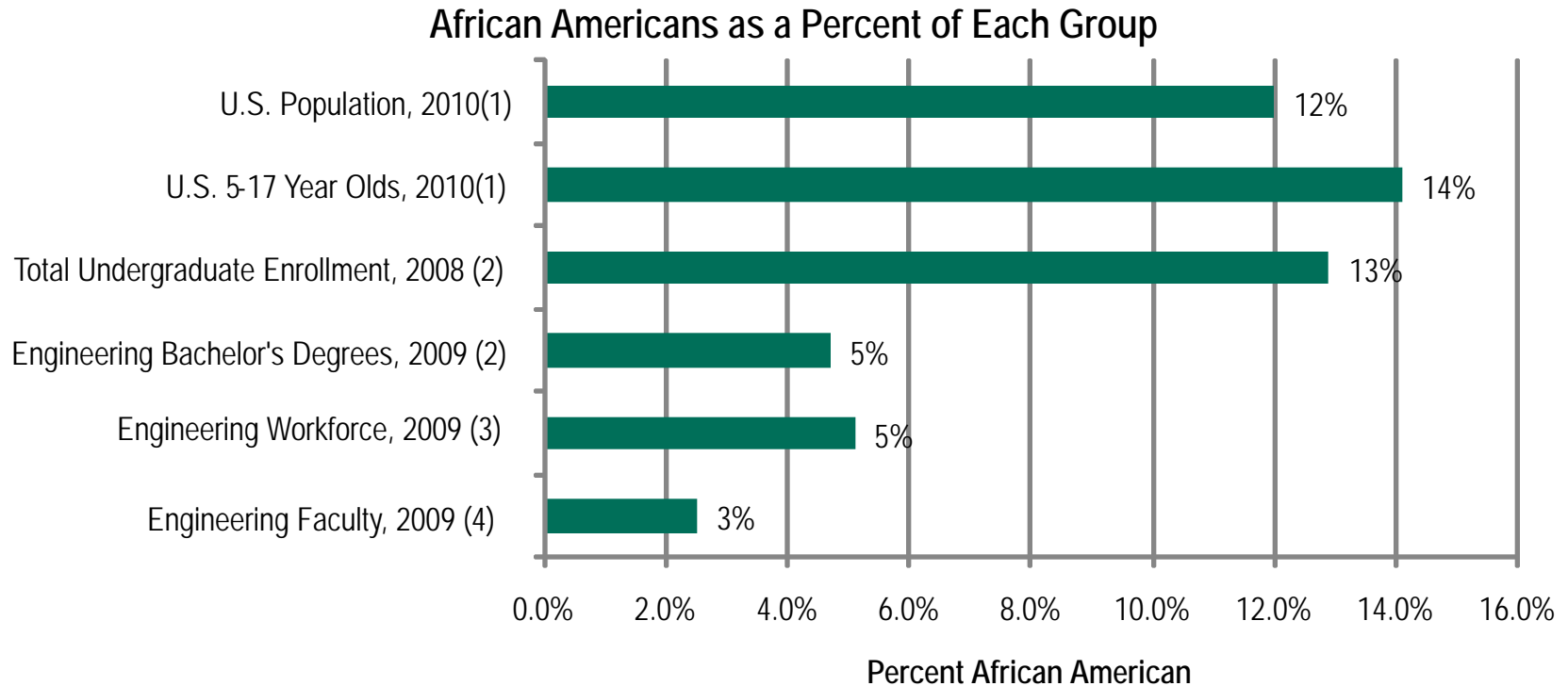
Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPAR database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."

# African Americans Are Underrepresented in Engineering



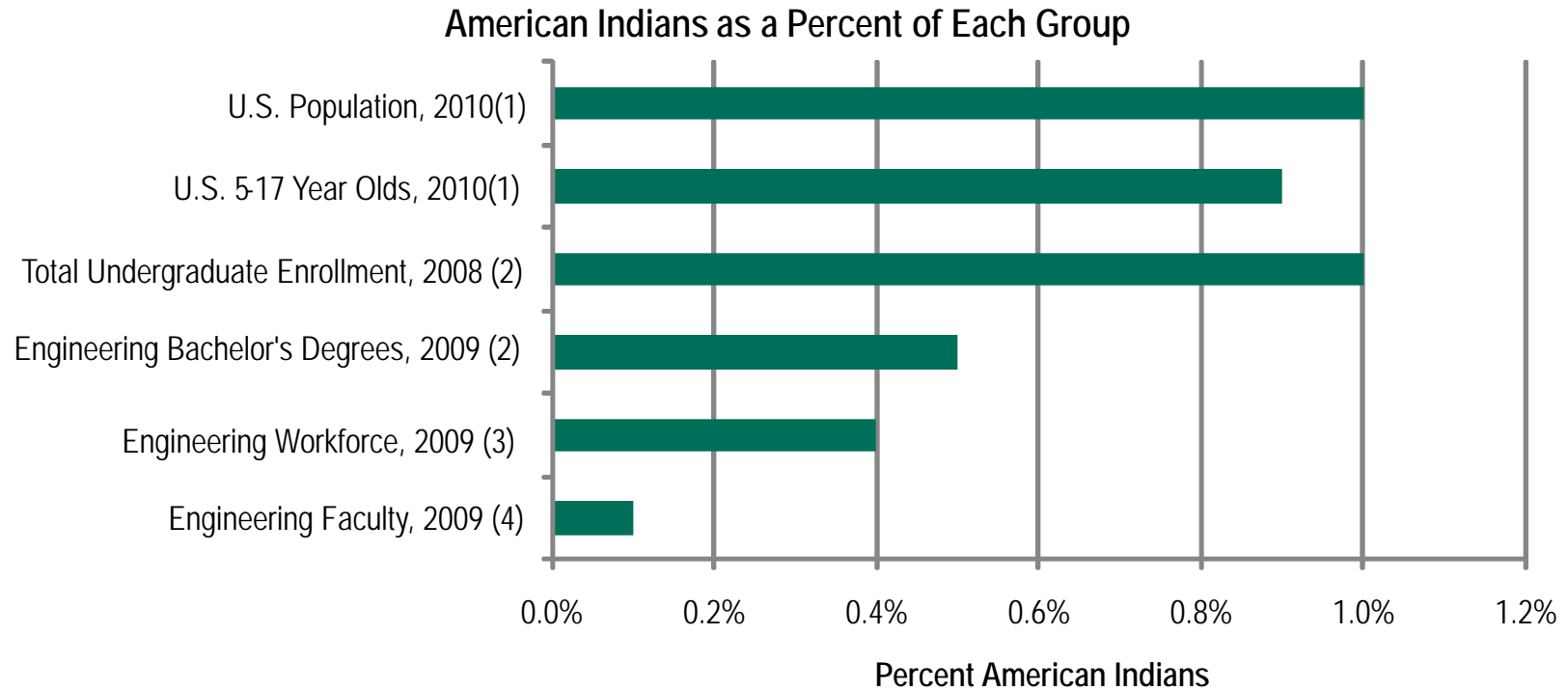
Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPARE database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."

# African Americans Are Underrepresented in Engineering



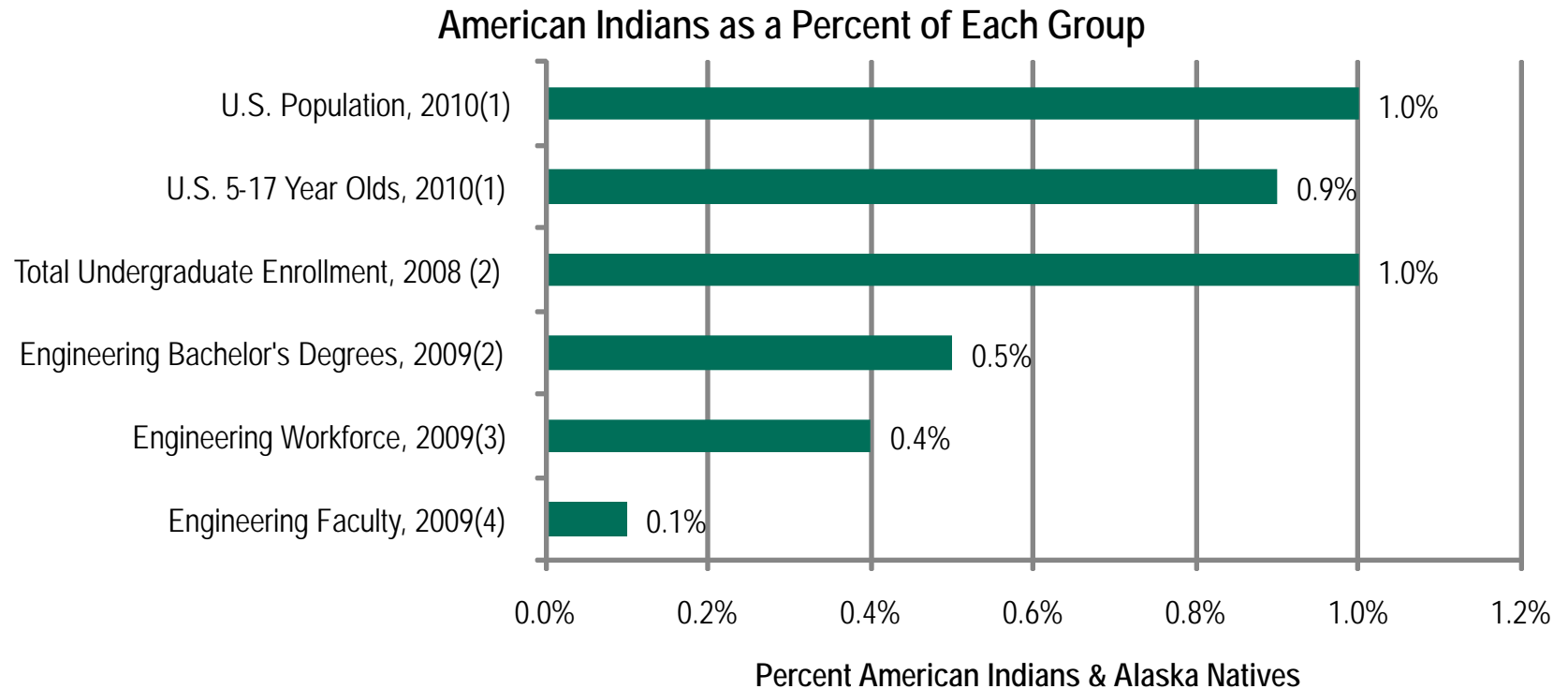
Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPAR database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."

# American Indians are Underrepresented in Engineering



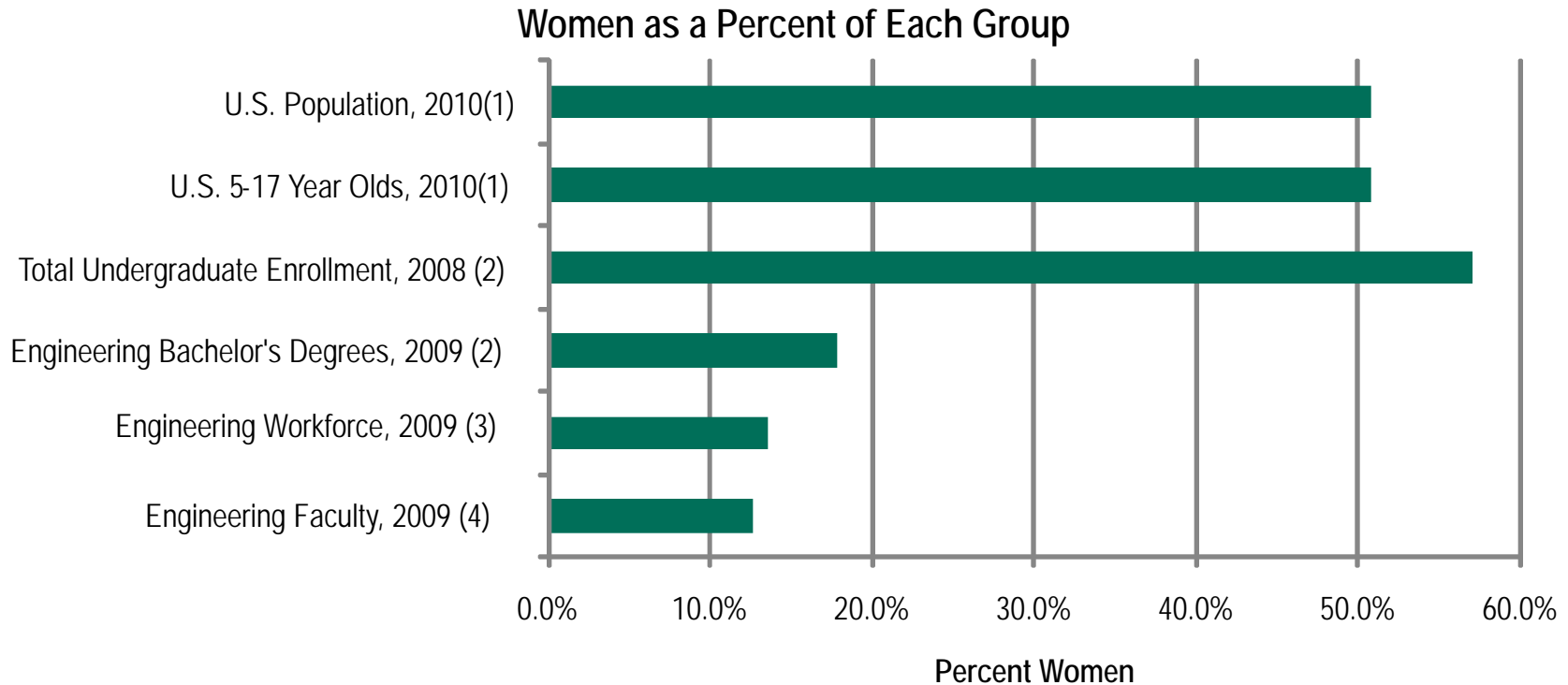
Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPAR database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."

# American Indians are Underrepresented in Engineering



Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPAR database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."

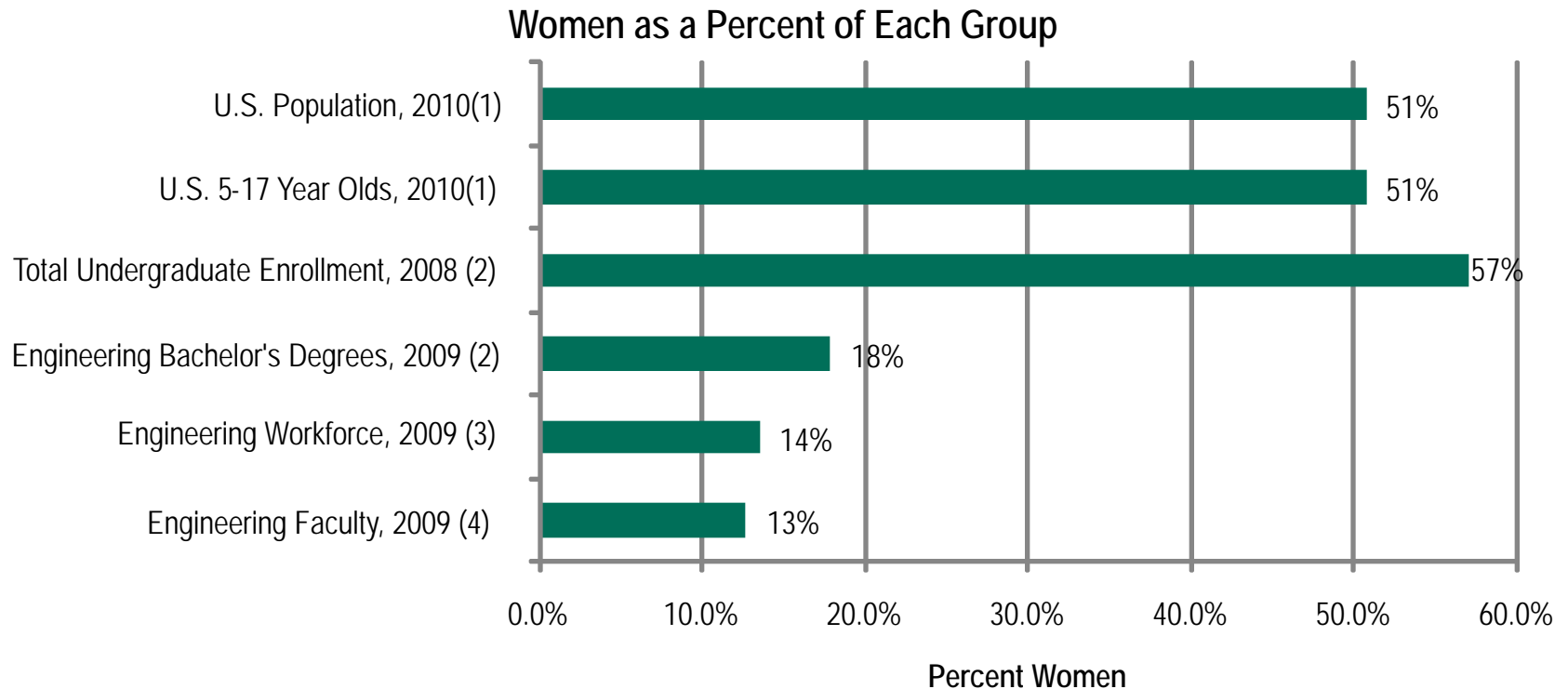
# Women Are Underrepresented in Engineering



Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPARE database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."



# Women Are Underrepresented in Engineering



Sources: (1) U.S. Census Bureau, 2011; (2) IPEDS data accessed via NSF WebCASPAR database system (percents of U.S. citizens and permanent residents); (3) American Community Survey, analysis by NACME Research and Evaluation, October, 2010; includes "engineers," "engineering managers," and "engineering technicians"; (4) American Society for Engineering Education, 2010. "By the Numbers, 2009."