Overview/Purpose

- The slides in this deck provide data on the educational preparation of students prior to college. Slides show the different types of curricula, the extent to which students complete key courses in mathematics and science in high school, ACT and SAT scores, and students’ educational aspirations.

- 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, where the slides can be accessed and downloaded. Updated slides and additional decks covering new themes will be made available on an ongoing 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.
Women High School Graduates Have Been More Likely Than Men to Enroll in College Since the Mid-1980s

Latinos Are Less Likely Than Non-Latino Whites and African Americans to Enroll in College After Graduating from High School

College Enrollment Rates of Recent High School Completers by Race/Ethnicity, 1960-2009.

Note: Data for Latinos are three-year moving averages, as reported in original source, due to estimate sensitivity to sample sizes. Source: NACME analysis of data from data derived from National Center for Education Statistics, 2011. Digest of Education Statistics, 2010.
More Than Half of Latinos Enrolled in College in 2009 Were at Two-Year Institutions

Fall Enrollment in Degree-Granting Institutions by Race/Ethnicity and Citizenship and Institution Degree Level, 2009
(Numbers in 1,000s)

Note: Data shown here include students at all degree levels.
First-Time Enrollments in Engineering Schools Have Been Flat for African Americans and American Indians but Have Crept Upwards for Latinos

After a Period of Decline from 2000-2005, Women’s First-Time, Full-Time Enrollment in Engineering has Been Increasing

First-Year, Full-Time Undergraduate Engineering Enrollments Have Been Increasing for Both Women and Men Since 2005
Since 1984, African American and American Indian Undergraduate Engineering Enrollments Have Increased Slightly; Latinos’ Enrollment has Increased Markedly

Women’s Enrollments in Engineering Have Increased Since 2006

Full-Time Undergraduate Engineering Enrollment of Women, 1984-2010
(All Race/Ethnic Categories)

Full-Time Undergraduate Engineering Enrollments Have Been Increasing Since 2005; There Are Now Just Over 450,000 Engineering Majors in College

Look to Your Left, Look to Your Right ... Retention in College Engineering Programs is a Persistent Challenge

Retention to Graduation, Computer Science, Engineering and Engineering Technology, 2003 -2004 First-Year Students as of 2009

- Non-Latino White: 63.7%
- African American: 31.2%
- Latino: 52.3%
- Asian American: 72.8%

Source: NACME analysis of Beginning Postsecondary Students Longitudinal Study using National Center for Education Statistics' PowerStats, July 10, 2011.
Look to Your Left, Look to Your Right … Retention in College Engineering Programs is a Persistent Challenge

Retention to Graduation, Computer Science, Engineering and Engineering Technology, 2003-2004 First-Year Students as of 2009

- **Non-Latino White**
  - Left without credential: 8.3%
  - Still enrolled: 63.7%
  - Completed Associate’s or Certificate: 16.3%
  - Completed Bachelor’s: 52.3%

- **African American**
  - Left without credential: 31.0%
  - Still enrolled: 31.2%
  - Completed Associate’s or Certificate: 5.5%
  - Completed Bachelor’s: 72.8%

- **Latino**
  - Left without credential: 9.9%
  - Still enrolled: 19.8%
  - Completed Associate’s or Certificate: 22.4%
  - Completed Bachelor’s: 5.5%

- **Asian American**
  - Left without credential: 10.2%
  - Still enrolled: 14.8%
  - Completed Associate’s or Certificate: 2.1%
  - Completed Bachelor’s: 72.8%

Source: NACME analysis of Beginning Postsecondary Students Longitudinal Study using National Center for Education Statistics’ PowerStats, July 10, 2011.