

MINORITY STUDENT REPORT 2007

A SNAPSHOT OF ARIZONA'S EDUCATIONAL ACHIEVEMENT



Pre Kindergarten- Postsecondary Graduation

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A M E P A C

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A POLICY ANALYSIS CENTER OF THE
ARIZONA COMMISSION FOR POSTSECONDARY EDUCATION

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Arizona Minority Education Policy Analysis Center (AMEPAC) is a policy center of the Arizona Commission for Postsecondary Education. AMEPAC's mission is to stimulate, through studies, statewide discussion, and debate, constructive improvement of Arizona minority students' early awareness, access, and achievement throughout all sectors of education.

AMEPAC is proud to provide policymakers, educators, and the public with the third edition of the *Minority Student Report 2007: A Snapshot of Arizona's Educational Achievement*. The report is a "snapshot" of the educational achievement of minority students in Arizona, from pre-kindergarten through postsecondary education. Each section provides information on students by race/ethnicity (African American, American Indian, Asian American, Hispanic, and White) and by gender.

The report provides information from existing data sources and is open to interpretation. Readers are encouraged to both read and analyze the report to determine what the numbers mean for you, for your organization, for our students, for our communities, and for the state. We believe that such a process will give the report its real meaning and its real value.

If we can be of additional assistance to you in that process, please contact us.

Sincerely,

AMEPAC Members

Report Notes: Several different sources were used to compile the information for this report. In doing so, racial/ethnic definitions varied. It is important to acknowledge that while one racial/ethnic name is used to identify a group for consistency in this report, it does not capture the multitude of different students, cultures, and racial/ethnic identifications.

The most current data available were used to provide information for this report. The years fluctuate throughout the report due to varying report schedules and information available through state and national databases. The data sources are listed starting on pages 24 and are marked throughout the report.

Tables that describe the proportion of a group that is 'minority' exclude the number of people whose race/ethnicity is unknown from the calculation (both numerator and denominator), so as not to make an assumption about their race/ethnicity. For this reason, the result '% Minority' may not equal the sum of the % African American, % American Indian, % Asian American, and % Hispanic.

Tables identifying the graduation rate or drop rate of the "total minority" group are weighted averages for African American, American Indian, Asian American, and Hispanic student populations.

All postsecondary data related to Arizona student enrollment and graduation includes only institutions that are headquartered in Arizona. Private institutions with Arizona campuses, but headquarters outside Arizona, are excluded from data summaries as well as the institution list in Appendix H.

EXECUTIVE SUMMARY

ARIZONA DEMOGRAPHICS¹

Age Distribution [2005]

28.6% of Arizona's population is school-aged students (ages 5-24)

Race/Ethnicity [2005]

39.8% of Arizona's population is comprised of people of color

2.9% African American

4.4% American Indian

2.3% Asian American and Pacific Islander

28.6% Hispanic

1.6% More than one race

Educational Attainment [2005]

25.5% of Arizona's citizenry have achieved a bachelor's degree or higher

Economic Indicators [2005]

\$23,365 per capita personal income

14.2% poverty rate

MEASURING UP 2006 – ARIZONA PROFILE²

A Report by the National Center for Public Policy [2006]

Preparation: D

Participation: B+

Affordability: F

Completion: B

Benefits: B+

Learning: I

K-12

Enrollment³ [2006-2007]

54.2% of total PK-12 enrollment is comprised of students of color

5.3% African American

6.0% American Indian

2.6% Asian American

40.2% Hispanic

AIMS Test Scores⁴ [2006]

African American, American Indian, and Hispanic students consistently score lower on all sections of the AIMS test compared to Asian American and White students.

Female students score higher than male students in all three sections of the test.

K-12 (CONTINUED)

Dropout Rates⁵ [2005-2006]

8.5% annual dropout rates for minority students; 4.3% for White students
5.6% females; 7.1% males

Graduation Rates⁶ [2004]

67.8% four-year graduation rates for minority students; 84.3% for White students
80.4% females; 73.3% males

Advanced Placement (AP)⁷ [2006]

51.8% of minority students scored a 3 or higher on AP tests compared to 62.2% of White students. It is important to note that the College Board does not report on the percentage of minority students who actually take AP courses.

POSTSECONDARY

Eligibility for University Admission⁸ [2002]

African American, American Indian, and Hispanic students consistently have lower eligibility rates for meeting all core high school course requirements compared to White and Asian American students.
Females have higher eligibility rates in all academic areas than males.

Standardized Test Scores (ACT/SAT)⁹ [2006]

African American, American Indian, and Hispanic students scored lower on both tests compared to Asian American and White students.
Female and male students have similar average composite ACT scores. Male students have higher average composite SAT scores than female students.

Enrollment¹⁰ [2005]

32.2% total postsecondary enrollment is comprised of students of color
(when those of unknown race are excluded from the calculation)
4.2% African American
3.9% American Indian
3.4% Asian American
17.3% Hispanic
58.0% White
2.8% Foreign (Non-resident Alien)
10.3% Unknown race
56.5% females; 43.5% males

EXECUTIVE SUMMARY

POSTSECONDARY (CONTINUED)

Enrollment¹⁰ [2005] (Continued)

Percentage minority enrollment:

27.4% private, for-profit schools offering certificates of two years or less

53.4% public skill centers offering certificates of two years or less

45.2% for-profit schools offering two-year associate's degrees

36.0% public community colleges offering two-year associate's degrees

33.3% 4-year private, for-profit colleges and universities

26.3% 4-year private, not-for-profit colleges and universities

24.7% 4-year public universities

Graduation Rates¹¹ [2006]

Using the methodology and cohort definitions devised by the federal government as part of the Student Right-to-Know Act of 1990, the following percentages of Arizona postsecondary students completed their degree within 150% of time (6 years for bachelor-degree students and 3 years for associate-degree students):

Associate degree graduates:	Graduation Rate:	Bachelor's degree graduates:	Graduation Rate:
African American	43.1%	African American	54.4%
American Indian	39.5%	American Indian	57.0%
Asian American	57.4%	Asian American	62.8%
Hispanic	47.8%	Hispanic	59.3%
White	49.4%	White	59.9%
Female	48.2%	Female	59.9%
Male	46.6%	Male	56.4%

Degrees & Certificates¹² [2005-2006]

Arizona minority students make up a larger portion of certificate-completers than they do in the degree categories:

34.6% of certificate completers are minority students

32.2% of associate degree recipients are minority students

21.5% of bachelor degree recipients are minority students

15.0% of graduate degree recipients are minority students

ARIZONA DEMOGRAPHICS¹

2005 American Community Survey Data Profile Highlights:

	Arizona	Nation
Total population:	5,829,839	288,378,137
Male	49.8%	49.0%
Female	50.2%	51.0%
Under 5 years	8.0%	7.0%
5 to 17 years	19.1%	18.3%
18 to 24 years	9.5%	9.1%
25 to 34 years	14.3%	13.5%
35 to 44 years	13.8%	15.0%
45 to 54 years	12.8%	14.6%
55 to 64 years	9.9%	10.4%
65 to 74 years	7.0%	6.4%
75 years and over	5.6%	5.7%
Median age (years)	34.5	36.4
Average family size	3.24	3.18
African American	2.9%	11.9%
American Indian	4.4%	0.7%
Asian American	2.3%	4.4%
Hispanic or Latino	28.6%	14.5%
Other Race(s)	1.6%	1.7%
White, non-Hispanic	60.2%	66.8%
Population 3 years and over enrolled in school:	1,554,918	75,919,435
Nursery school, preschool	5.3%	6.3%
Kindergarten	5.5%	5.2%
Elementary school (grades 1-8)	43.8%	42.3%
High school (grades 9-12)	21.8%	22.4%
College or graduate school	23.6%	23.8%
Educational attainment of population 25 years and over:	3,703,355	188,950,759
Less than high school diploma	16.2%	15.8%
High school graduate (includes equivalency)	25.6%	29.6%
Some college or associate's degree	32.7%	27.5%
Bachelor's degree	16.2%	17.2%
Graduate or professional degree	9.3%	9.9%
Economic Indicators:		
Unemployment rate:	4.0%	4.5%
Per capita income:	\$23,365	\$25,035
Poverty rate:	14.2%	13.3%

MEASURING UP 2006: The State Report Card on Higher Education (ARIZONA)

The following is an excerpt from a report published by The National Center for Public Policy in Higher Education. All statements expressed reflect the research and analysis done by The National Center for Public Policy, and are not the opinions of the Arizona Minority Education Policy Analysis Center. The full report is available at www.highereducation.org.

Arizona's underperformance in educating its young population could limit the state's access to a competitive workforce and weaken its economy over time. As the well-educated baby boomer generation begins to retire, the diverse young population that will replace it does not appear prepared educationally to maintain or enhance the state's position in a global economy. While Arizona is one of the top-performing states in enrolling working-age adults in college, relatively few high school students graduate within four years, and the state continues to fall far behind in enrolling students in college by age 19. Moreover, there are large disparities in educational achievement by ethnicity and income. Since the early 1990s, colleges and universities in Arizona have become less affordable for students and their families. If Arizona's downward trends are not addressed, they could undermine the state's ability to develop an educated workforce.

STRENGTHS

Participation

■ Arizona is one of the leading states in the percentage of working age adults enrolled part-time in college-level education or training. However, the state has declined on this measure over the past decade.

Completion

■ Large percentages of first-year students in two- and four-year colleges and universities return for their second year. During the past 15 years, Arizona has improved substantially on the measure for two-year colleges.

■ A large proportion of students complete certificates and degrees relative to the number enrolled. The state has improved on this measure over the past 12 years, with the greatest growth in the number of certificates awarded.



Measuring Up 2006 Findings Related to Minority Education in Arizona:

- Among the young adult population (ages 18 to 24), the gap in college participation between Whites and other ethnic groups has widened. Currently, White young adults are twice as likely to attend college as young adults from other ethnic groups.
- If all ethnic groups had the same educational attainment and earnings as Whites, total personal income in the state would be about \$6.2 billion higher.
- In Arizona, White adults are more than twice as likely as adults from other ethnic groups to have a bachelor's degree. This is among the widest gaps in the country on this measure.

Racial and Ethnic Gaps in Educational Levels of Working-Age Population (ages 25-64), 2000

	Whites	Hispanics/Latinos
Less than a high school credential	8%	45%
Associate's degree or higher	39%	13%

WEAKNESSES

Preparation

- Eighth graders perform very poorly on national assessments in science and writing, and poorly in reading. Arizona has declined in these measures over the past several years.
- Low-income 8th graders perform very poorly on national assessments in math.
- Very small proportions of 11th and 12th graders take and score well on Advanced Placement tests and college entrance exams.
- Young adults (ages 18-24) from low-income families are about two-thirds as likely as those from high-income families to earn a high school credential.

Participation

- High school students are not very likely to enroll in college by age 19, primarily because many 9th graders do not graduate from high school on time and, of those who do, few enroll in college.
- About 16% of adults do not have a high school diploma or its equivalent (compared with 14% of adults nationwide), reducing their likelihood of participating or succeeding in higher education.
- Among young adults (ages 18-24), the gap in college participation between Whites and non-Whites has widened. Currently, Whites are twice as likely as non-Whites to be enrolled in college. In addition, young adults from high-income families are about twice as likely as those from low-income families to attend college.

Affordability

- Net college costs for low- and middle-income students to attend community colleges represent nearly 38% of their annual family income. (Net college costs equal tuition, room, and board after financial aid.) For these students at public four-year institutions, net college costs represent 47% of their annual family income. These two sectors enroll 71% of college students in the state.
- Arizona's investment in need-based financial aid is very low, and the state offers no low-tuition college opportunities.

Benefits

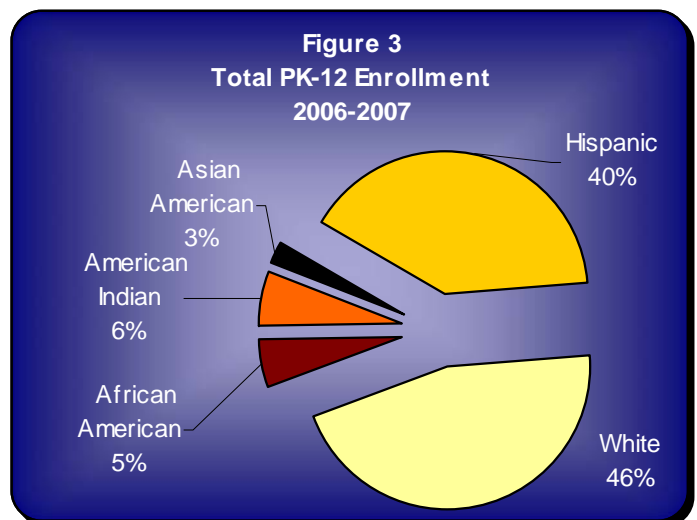
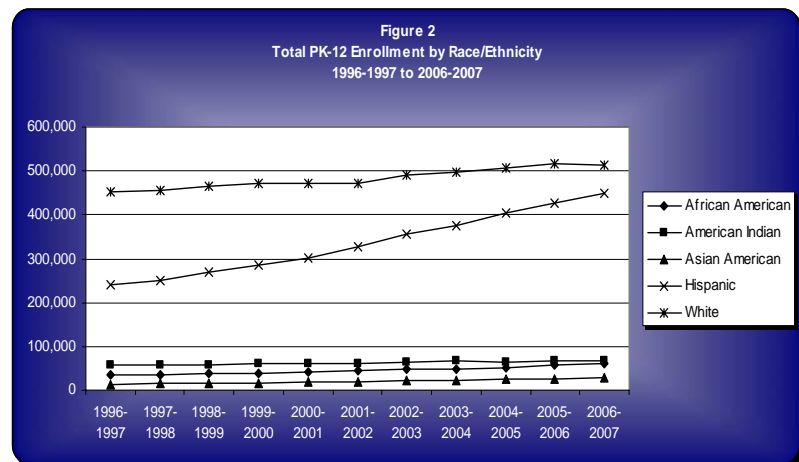
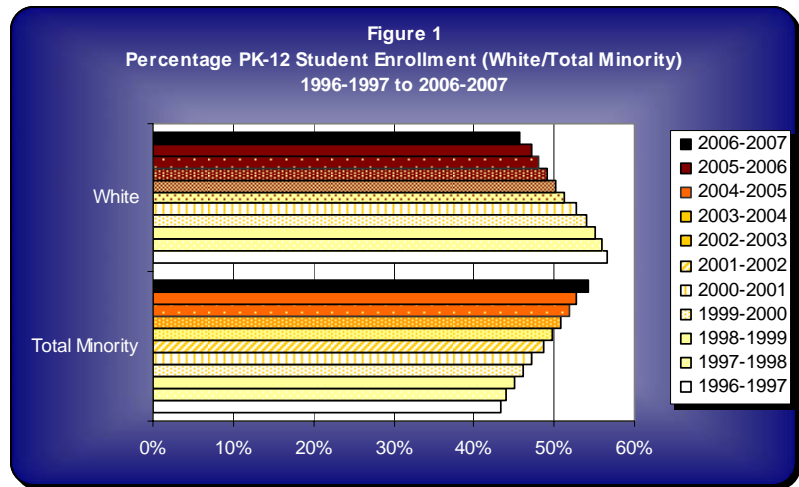
- Whites are more than twice as likely as non-Whites to have a bachelor's degree.

[See Appendix A & B for Detailed Tables]

From 1996-1997 to 2006-2007, the percentage of students of color in Arizona's public elementary (PK-8) and secondary (9-12) schools continues to increase (10.8%) as the White student population decreases (10.8%).

During this same time period, White students continue to represent the largest student population, followed by students of Hispanic origin, American Indians, African Americans, and Asian Americans. It is also important to note that Hispanic students have grown from 30.1% in 1996-1997 to 40.2% in 2006-2007.

In 2006-2007, students of color comprised 54.2% (607,006) of the total student enrollment in Arizona's public elementary and secondary schools. Hispanic students represented the largest enrollment of students of color (40.2% or 450,664), followed by American Indians (6.0% or 67,073), African Americans (5.3% or 59,908), and Asian Americans (2.6% or 29,361). The proportion of males and females had remained steady with males comprising a small majority (51.4%) for total enrollment.



Students graduating from an Arizona public high school are required to “meet or exceed” standards on all three sections (reading, writing, and mathematics) of the Arizona Instrument for Measuring Standards (AIMS) test to earn a high school diploma. Students have several opportunities to pass the test starting in grade 10 through grade 12.

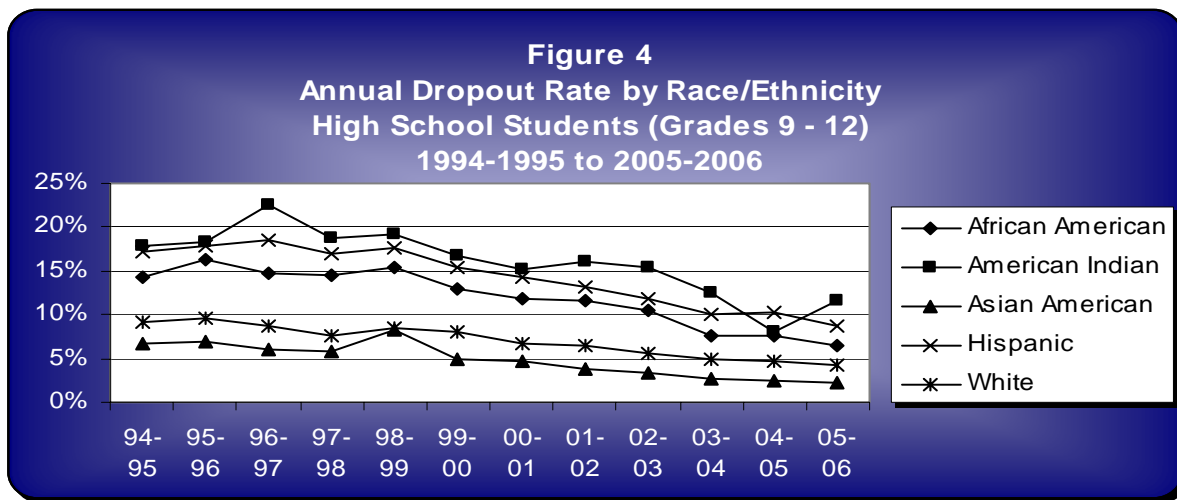
African American, American Indian, and Hispanic students consistently score lower on all sections of the AIMS test compared to Asian American and White students. Female students score higher than male students in all three sections of the test.

Table 1
**Percentage "Meets or Exceeds" Standards on AIMS
 by Grade, Race/Ethnicity and Gender
 2006**

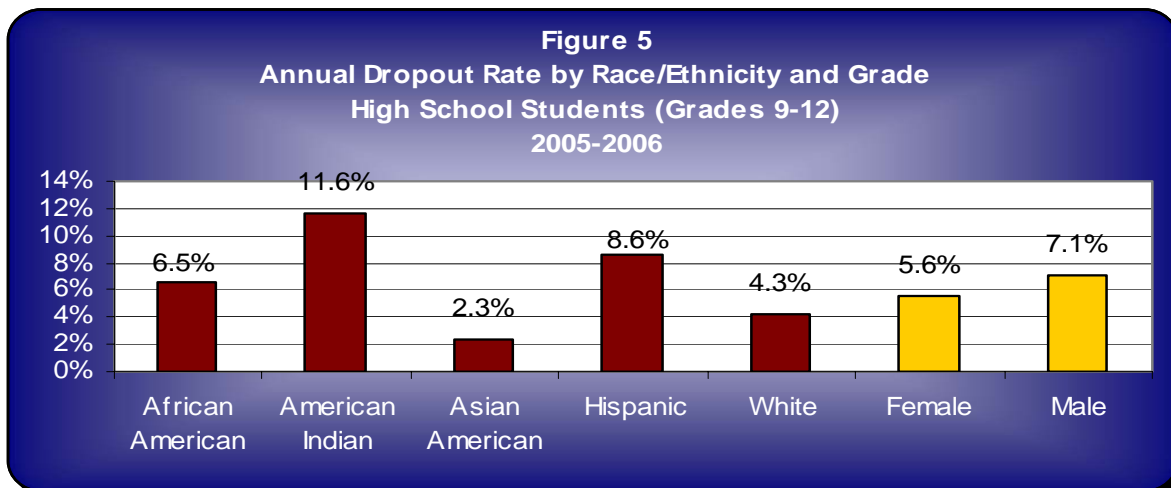
	African American	American Indian	Asian American	Hispanic	White	Female	Male	Total
Grade 3								
Reading	59%	53%	86%	58%	82%	74%	67%	70%
Writing	46%	44%	71%	47%	61%	64%	45%	54%
Math	61%	55%	88%	65%	85%	75%	74%	74%
Grade 4								
Reading	58%	47%	84%	56%	81%	72%	65%	68%
Writing	61%	59%	85%	62%	75%	78%	59%	68%
Math	62%	57%	90%	66%	85%	76%	74%	75%
Grade 5								
Reading	58%	50%	85%	57%	82%	73%	65%	69%
Writing	51%	45%	75%	50%	66%	69%	48%	59%
Math	54%	51%	87%	60%	81%	71%	69%	70%
Grade 6								
Reading	57%	45%	85%	54%	81%	71%	64%	67%
Writing	83%	83%	96%	86%	92%	94%	83%	89%
Math	50%	42%	85%	52%	77%	66%	63%	64%
Grade 7								
Reading	57%	49%	84%	55%	81%	74%	63%	67%
Writing	89%	82%	98%	88%	94%	96%	86%	90%
Math	56%	48%	88%	59%	81%	72%	68%	70%
Grade 8								
Reading	55%	45%	82%	51%	79%	70%	61%	65%
Writing	76%	69%	92%	75%	87%	89%	73%	80%
Math	46%	42%	81%	49%	75%	62%	62%	62%
Grade 10								
Reading	64%	50%	86%	60%	86%	77%	71%	74%
Writing	60%	53%	82%	53%	75%	75%	57%	66%
Math	53%	44%	85%	53%	79%	68%	66%	66%
Grade 11								
Reading	39%	34%	73%	37%	64%	52%	43%	47%
Writing	25%	26%	56%	28%	44%	51%	36%	33%
Math	35%	36%	67%	30%	56%	36%	31%	42%
Grade 12								
Reading	34%	39%	62%	33%	58%	46%	39%	42%
Writing	30%	39%	52%	29%	54%	48%	34%	40%
Math	23%	27%	45%	23%	39%	30%	27%	28%

[See Appendix C for Detailed Tables]

Annual dropout rates are calculated using the total number of students that have dropped out of high school over the course of one year. Arizona's total annual high school dropout rate has decreased over the past decade from 12.1% in 1994-1995 to 6.4% in 2005-2006. African American, American Indian, and Hispanic students continue to have higher dropout rates than Asian American and White students. Smaller student groups such as African American, American Indian and Asian American have greater fluctuations due to population size.

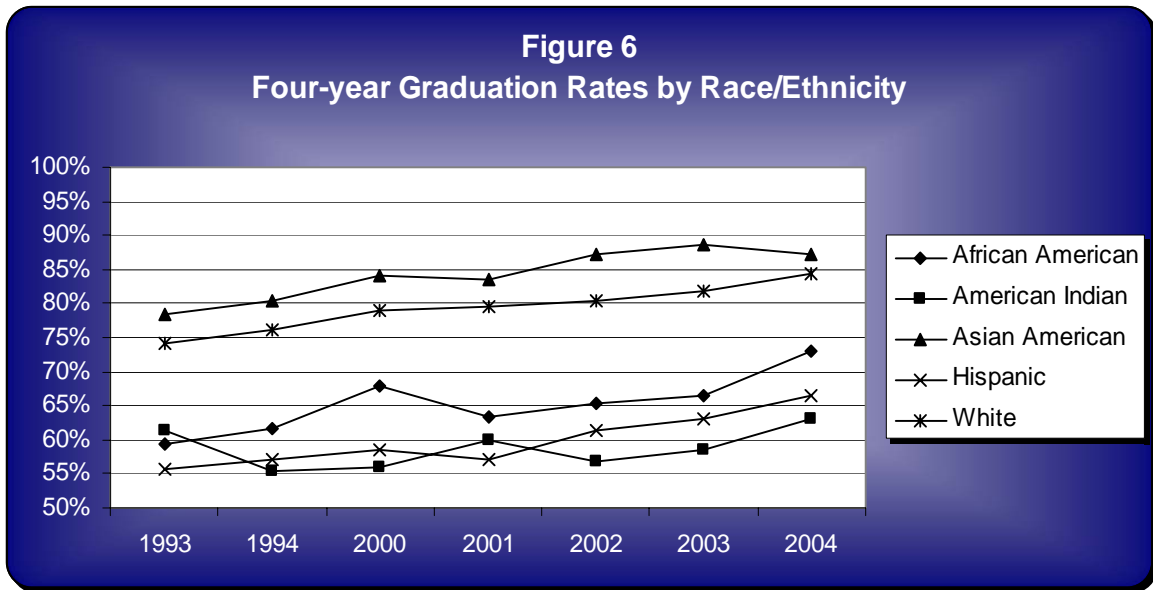


In 2005-2006, the total minority student dropout rate (8.5%) almost doubled that of White students (4.3%). During that same year, American Indian students in Arizona had the highest dropout rate (11.6%), followed by Hispanic students (8.6%) and African American students (6.5%). White and Asian American students had the lowest dropout rates at 4.3% and 2.3% respectively. Male students (7.1%) had higher dropout rates than female students (5.6%).

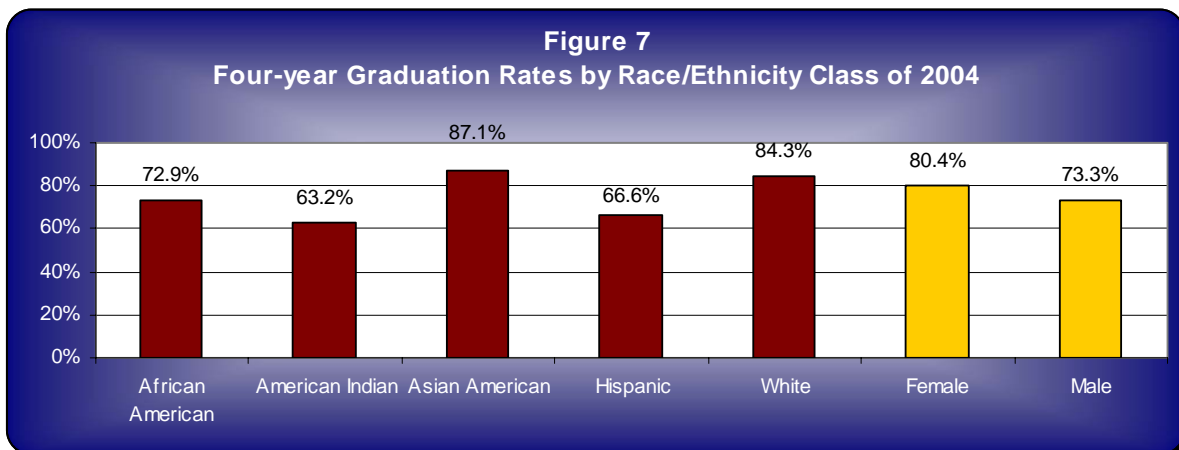


[See Appendix D for Detailed Tables]

The overall four-year high school graduation rate for students attending Arizona public schools has increased from 68% for the class of 1993 to 76.8% for the class of 2004. All student groups have seen increases in graduation rates over the past decade, although the smaller populations such as African American, American Indians, and Asian American students have greater fluctuations due to population size.

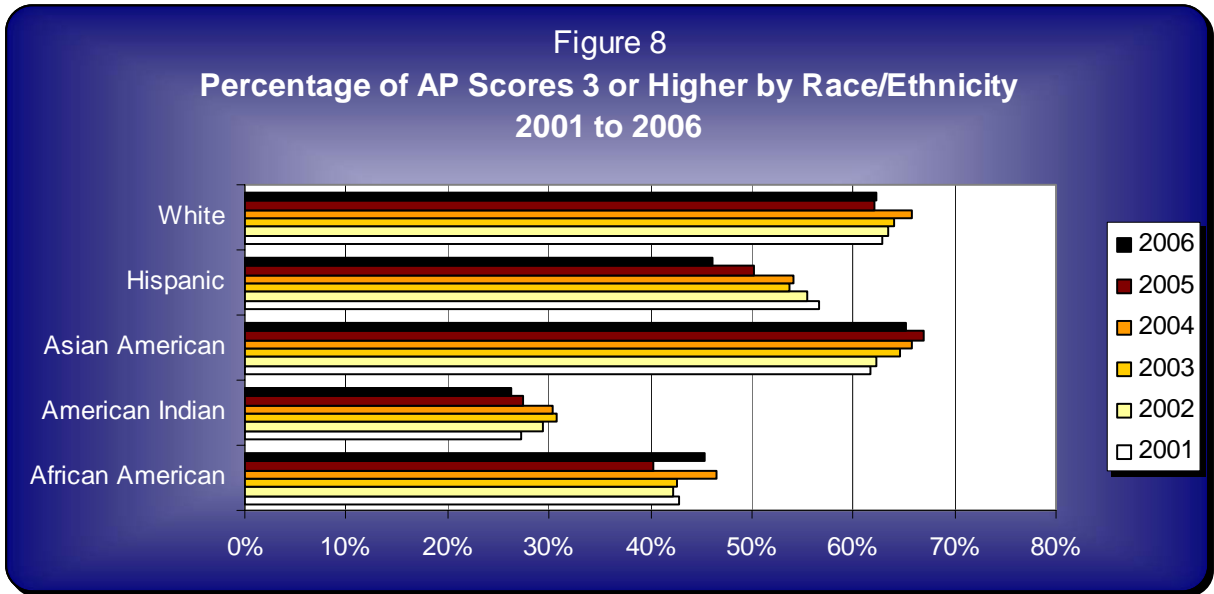


For the cohort class of 2004, the graduation rate for minority students (67.8%) was significantly lower than that of White students (84.3%). American Indian students had the lowest graduation rate (63.2%), followed by Hispanic students (66.6%) and African American students (72.9%). White and Asian American students had the highest graduation rates at 84.3% and 87.1% respectively. Female students (80.4%) had a higher graduation rate than male students (73.3%).

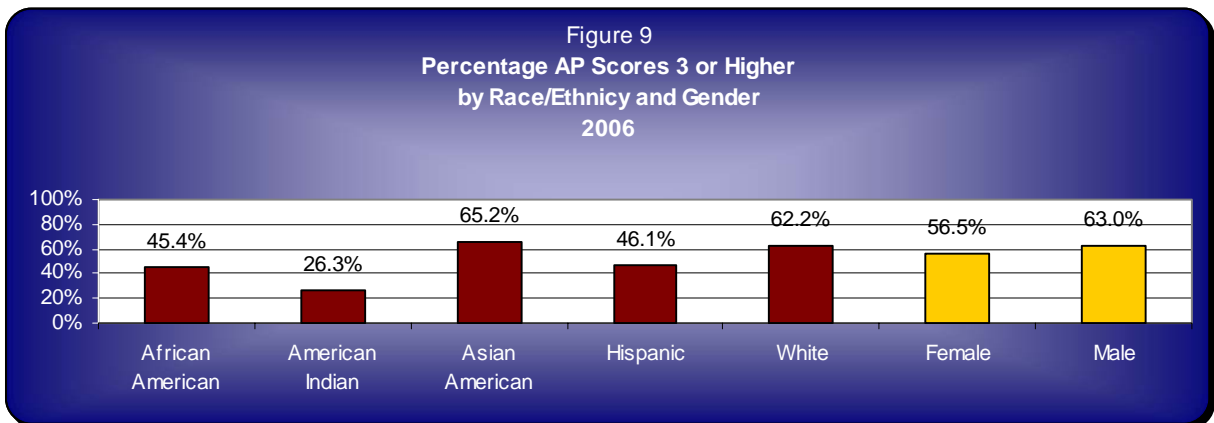


[See Appendix E for Detailed Tables]

Advanced Placement (AP) courses and tests (offered by the College Board) allow high school students an opportunity to experience college-level work and potentially earn college credits. Higher education institutions generally award college credit for AP test scores of 3, 4 or 5.



In 2006, Arizona total minority students (51.8%) proportionally received fewer scores of 3 or higher than White students (62.2%). American Indian students received the lowest percentage (26.3%), followed by African American students (45.4%), and Hispanic students (46.1%). White and Asian American students received the highest percentage with 62.2% and 65.2% respectively. Arizona male students (63.0%) received a higher proportion of AP scores of 3 or higher than female students (56.5%).



The Arizona Board of Regents conducts eligibility studies for the three public four-year universities (Arizona State University, Northern Arizona University, and University of Arizona). An updated study has not been conducted since the release of the last AMEPAC report. During the most recent study, student transcripts were collected to measure the eligibility rates of students in meeting the 16 core high school courses needed to meet college admission standards. The core courses include: 4-years English, 4-years math, 3-years lab science, 2-years social science, 2-years foreign language, and 1-year fine arts.

African American, American Indian, and Hispanic students consistently had lower eligibility rates for meeting all core high school course requirements compared to White and Asian American students. Females had higher eligibility rates in all academic areas than males.

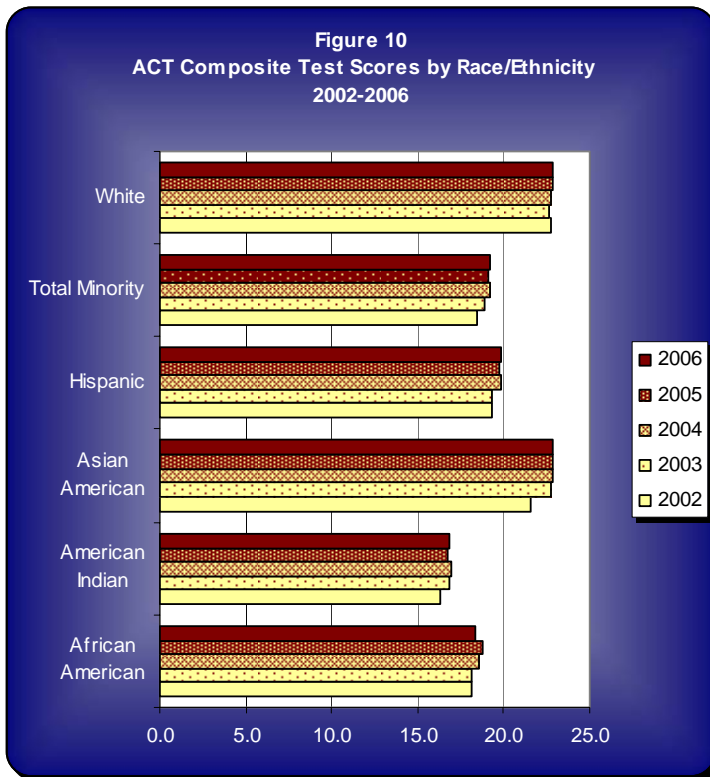
Table 2
**Eligibility for Arizona University Admission
 by Race/Ethnicity and Gender
 1998, 2002**

		English	Math	Lab. Science	Social Science	Foreign Language	Fine Arts
African American	2002	71.0%	21.0%	48.0%	80.0%	45.0%	71.0%
	Female	80.0%	21.0%	51.0%	87.0%	54.0%	79.0%
	Male	60.0%	21.0%	44.0%	72.0%	36.0%	62.0%
	1998	75.0%	27.1%	47.2%	98.5%	46.9%	73.2%
American Indian	2002	59.0%	17.0%	35.0%	74.0%	39.0%	70.0%
	Female	66.0%	17.0%	38.0%	79.0%	45.0%	72.0%
	Male	50.0%	16.0%	32.0%	68.0%	31.0%	68.0%
	1998	75.8%	32.8%	48.2%	98.2%	44.5%	76.7%
Asian American	2002	81.0%	65.0%	78.0%	92.0%	73.0%	79.0%
	Female	85.0%	70.0%	82.0%	94.0%	78.0%	84.0%
	Male	77.0%	59.0%	74.0%	91.0%	68.0%	74.0%
	1998	69.3%	53.8%	69.3%	97.2%	73.6%	78.8%
Hispanic	2002	65.0%	22.0%	45.0%	82.0%	45.0%	69.0%
	Female	71.0%	24.0%	49.0%	86.0%	52.0%	75.0%
	Male	58.0%	19.0%	40.0%	78.0%	38.0%	62.0%
	1998	69.2%	25.9%	54.5%	97.8%	48.5%	67.4%
White	2002	82.0%	42.0%	62.0%	88.0%	60.0%	79.0%
	Female	87.0%	46.0%	68.0%	90.0%	69.0%	86.0%
	Male	77.0%	39.0%	56.0%	86.0%	52.0%	72.0%
	1998	81.1%	38.8%	64.2%	99.4%	63.3%	77.9%
Total	2002	76.0%	35.0%	56.0%	86.0%	55.0%	76.0%
	1998	76.7%	35.2%	60.3%	98.8%	58.0%	75.1%

STANDARDIZED TEST SCORES (ACT/SAT)⁹

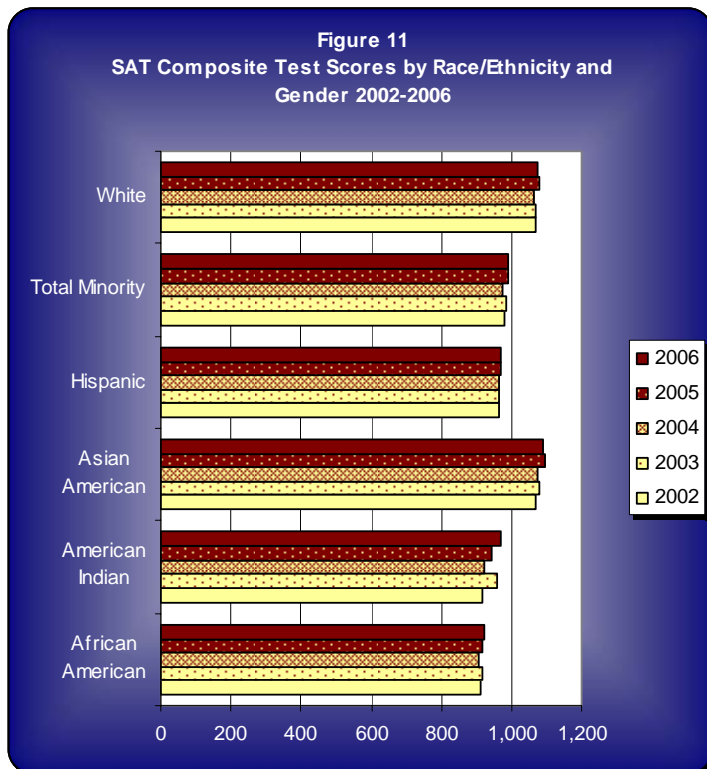
POSTSECONDARY

[See Appendix F & G for Composite Scores and Number of Test Takers]



The two most prominent standardized tests used for university admission are ACT and SAT. Arizona total minority student average composite scores were lower on both tests compared to White students.

In 2006, Asian American and White students both had the highest average composite ACT scores of 22.9 followed by Hispanic students (19.8), African American students (18.9), and American Indian students (16.8). During the same year, female and male students had similar average composite ACT scores of 21.5 and 21.8 respectively.



In 2006, Asian American students had the highest average composite SAT scores of 1091 followed by White students with scores of 1072. American Indian students scored 968 followed closely by Hispanic students with scores of 967. African American students had the lowest average composite SAT scores of 923.

During the same year, male students had higher average composite SAT scores of 1068 compared to female students of 1032.

[See Appendix H for Detailed Data by Institution]

Over the past decade, minority student representation* in Arizona higher education has increased across all educational sectors. The proportion of minority students is highest at Arizona’s skill centers (Less than 2-year Public), which prepare students for entry-level jobs in vocational trades. However, the number of students enrolled in the skill centers is small compared to the number enrolled in 2-year schools, where minorities are also highly represented. Minority participation continues to lag at Arizona’s public universities, though it is 5% greater in 2005 than in 1995.

Table 3
**Fall Enrollment Trend and Percentage "Minority Enrollment"
 by Educational Sector**

Educational Sector	Fall 1995		Fall 2000		Fall 2005	
	Number Students	Percent Minority	Number Students	Percent Minority	Number Students	Percent Minority
Less than 2-yr Private, For-Profit	2,621	19.1%	3,563	23.6%	6,661	27.4%
Less than 2-yr Public	71	41.5%	1,538	47.5%	1,976	53.4%
2-yr Private, For-Profit	6,615	34.8%	5,825	42.5%	13,192	45.2%
2-yr Public	157,705	28.5%	178,680	32.6%	201,115	36.0%
4-yr Private, For-Profit	16,226	22.2%	29,783	28.0%	39,455	33.3%
4-yr Private, Not-For-Profit	4,933	20.0%	7,441	23.8%	9,414	26.3%
4-yr Public	101,718	19.3%	105,842	21.6%	120,020	24.7%
All Arizona Post-secondary	289,889	24.7%	332,672	28.5%	391,833	32.2%

The growth in enrollment at Arizona’s private, for-profit colleges may warrant further study in light of the recent national debate about the challenges some students attending them have faced when attempting to transfer credit to other institutions (GAO, October 2005). Table 3 shows that two-year, private schools have a higher proportion of minority students than most other educational sectors.

Table 4 shows that in Fall 2005, minority students were overrepresented at Arizona’s 2-year colleges and underrepresented at Arizona’s 4-year colleges. Further research is required to determine the causes for these differences.

Table 4
**Enrollment Distribution & Full-time Tuition
 by Educational Sector
 Fall 2005**

Educational Sector	2005-06 Annual Tuition	Fall 2005				Percent Minorities Over(+) or Under(-) Represented
		Total Enrollment	Enrollment Distribution	Minority Enrollment	Minority Distribution	
Less than 2-yr Private, For-Profit	n/a	6,661	1.7%	1,609	1.4%	-16.4%
Less than 2-yr Public	n/a	1,976	0.5%	1,038	0.9%	81.9%
2-yr Private, For-Profit	\$12,512	13,192	3.4%	5,392	4.8%	41.5%
2-yr Public	\$1,292	201,115	51.3%	66,181	58.5%	13.9%
4-yr Private, For-Profit ¹	\$14,772	39,455	10.1%	8,984	7.9%	-21.2%
4-yr Private, Not-For-Profit	\$11,393	9,414	2.4%	2,114	1.9%	-22.2%
4-yr Public	\$4,368	120,020	30.6%	27,844	24.6%	-19.7%
All Arizona Post-secondary	\$7,919	391,833	100.0%	113,162	100.0%	

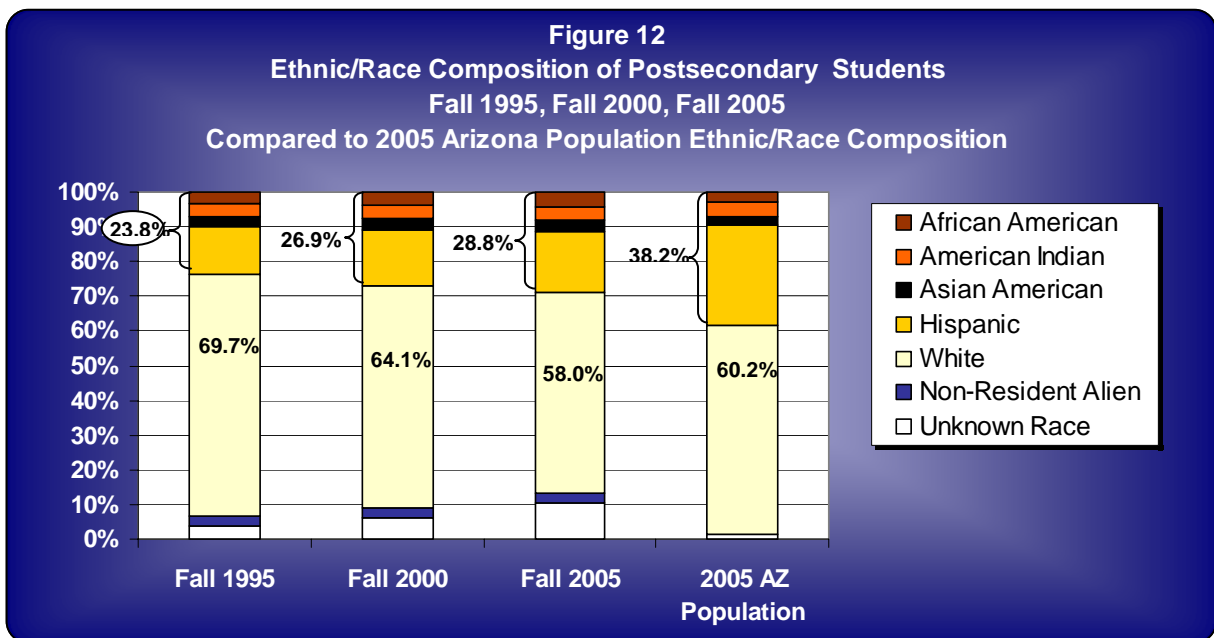
*Minority student representation data (i.e. 'Percent Minority') exclude students of 'Unknown' race/ethnicity from the calculation, so as not to make an assumption about whether those students are minority or not.

Sub-dividing ‘minority’ enrollment into broad race/ethnic categories shows that Hispanic students have made the most progress in terms of participation in higher education compared to the other minority groups. The representation of students who identify themselves as White decreased by more than 10% over the past decade, and Figure 12 shows that in Fall 2005, White students were underrepresented in Arizona postsecondary education. They represented 58% of the student body, but 60.2% of Arizona population.

Table 5
**Arizona Postsecondary Enrollment Trend
by Race/Ethnicity and Gender**

	Fall 1995	Fall 2000	Fall 2005
African American	9,156 3.2%	11,855 3.6%	16,646 4.2%
American Indian	11,260 3.9%	13,388 4.0%	15,150 3.9%
Asian American	8,485 2.9%	11,198 3.4%	13,399 3.4%
Hispanic	39,939 13.8%	52,735 15.9%	67,967 17.3%
White	202,143 69.7%	213,262 64.1%	227,275 58.0%
Nonresident alien	7,343 2.5%	10,350 3.1%	11,022 2.8%
Unknown	11,563 4.0%	19,884 6.0%	40,374 10.3%
Female	159,579 55.0%	182,351 54.8%	221,404 56.5%
Male	130,310 45.0%	150,321 45.2%	170,429 43.5%
All Arizona Postsecondary	289,889	332,672	391,833

However, this comparison may be misleading. Colleges did not capture the race/ethnicity of more than 10% of Arizona postsecondary students. Less than 2% of respondents to the U.S. Census bureau survey chose not to provide this information. Therefore, it is difficult to know the extent to which the difference reflects a participation gap. At least part of that gap is a result of the data collection variances.



Parity in the context of access to higher education is based on the assumption that if all barriers to higher education (financial, geographic, cultural, academic preparation, etc.) were eliminated, the demographics of the student body would mirror that of the population the institution serves. Based on this assumption, differences between the demographic make-up of the student body and general population may indicate that barriers to higher education exist for the group. However, other factors may contribute to a gap that may not be attributable to access parity. Some examples include differences in demand for the type of educational sector, differences in the missions of the colleges in the sector, and differences in the customer-base the sector serves. The parity measure does not indicate why a gap exists, so further study is required to identify potential causes.

Table 6
Fall Term Race/Ethnicity Distribution and Percent from Parity
Arizona University System (ASU, NAU, Univ. of Arizona)
Fall 1995, Fall 2000, Fall 2005

Ethnicity	Student	State	% from Parity	Student	State	% from Parity	Student	State	% from Parity
	Body (1995)	Population (1990)		Body (2000)	Population (2000)		Body (2005)	Population (2005)	
African American	2.3%	2.9%	-19.8%	2.7%	2.9%	-8.6%	3.1%	2.9%	7.0%
American Indian	2.7%	5.2%	-48.9%	3.0%	4.5%	-33.9%	2.9%	4.4%	-33.1%
Asian American	3.8%	1.4%	170.8%	4.2%	1.9%	124.8%	4.5%	2.3%	99.5%
Hispanic	10.2%	18.8%	-45.8%	11.2%	25.3%	-55.8%	12.6%	28.6%	-56.1%
Other	5.0%	0.1%	n/a	5.8%	1.6%	n/a	4.9%	1.6%	n/a
Unknown	2.2%	n/a	n/a	2.6%	n/a	n/a	6.0%	n/a	n/a
White	73.9%	71.7%	10.5%	70.5%	63.8%	10.5%	65.9%	60.2%	9.6%

The table above shows that the most significant shift in parity over the past decade in the public university sector occurred for African Americans. Ten years ago, African American students were underrepresented in the university system, but now they are slightly overrepresented. Asian Americans have historically, and continue to be, overrepresented in higher education. Hispanic and American Indian students continue to be underrepresented at the state’s public universities. White students, though underrepresented in Arizona higher education in Fall 2005 overall (as shown in Figure 12), are overrepresented at the public universities. The parity gap is not a valid indicator for the ‘Other’ category due to differences in data collection methodologies.

The tables on the following page show the trends in the parity measure for the other sectors of higher education. As you review these data, consider the following:

- differences in the parity measure for a particular group over time,
- differences for a particular group across educational sectors,
- differences between groups within a sector.

Remember that policies and processes at the various institutions within the sector could contribute to these differences, as could other factors.

**Fall Term Race/Ethnicity Distribution and Percent from Parity
Fall 1995, Fall 2000, Fall 2005**

Table 7
Arizona Community Colleges (Public 2-Year)

Ethnicity	Student	State	% from Parity	Student	State	% from Parity	Student	State	% from Parity
	Body (1995)	Population (1990)		Body (2000)	Population (2000)		Body (2005)	Population (2005)	
African American	3.4%	2.9%	19.2%	3.7%	2.9%	27.7%	4.3%	2.9%	47.4%
American Indian	4.8%	5.2%	-6.6%	4.8%	4.5%	6.0%	4.6%	4.4%	4.9%
Asian American	2.5%	1.4%	79.2%	2.9%	1.9%	54.5%	3.0%	2.3%	30.3%
Hispanic	16.5%	18.8%	-11.9%	19.1%	25.3%	-24.4%	21.0%	28.6%	-26.6%
Other	0.9%	0.1%	n/a	1.4%	1.6%	n/a	1.3%	1.6%	n/a
Unknown	4.1%	n/a	n/a	6.3%	n/a	n/a	8.6%	n/a	n/a
White	67.7%	71.7%	-5.5%	61.8%	63.8%	-3.1%	57.2%	60.2%	-17.6%

Table 8
Arizona Public Skill Centers (Less than 2-Year)

Ethnicity	Student	State	% from Parity	Student	State	% from Parity	Student	State	% from Parity
	Body (1995)	Population (1990)		Body (2000)	Population (2000)		Body (2005)	Population (2005)	
African American	11.3%	2.9%	294.0%	9.3%	2.9%	218.1%	10.4%	2.9%	253.3%
American Indian	9.9%	5.2%	90.1%	9.0%	4.5%	97.3%	5.1%	4.4%	16.2%
Asian American	0.0%	1.4%	-100.0%	2.0%	1.9%	5.4%	3.3%	2.3%	46.7%
Hispanic	16.9%	18.8%	-10.0%	27.2%	25.3%	7.9%	33.7%	28.6%	17.8%
Other	0.0%	0.1%	n/a	30.9%	1.6%	n/a	8.1%	1.6%	n/a
Unknown	8.5%	n/a	n/a	n/a	n/a	n/a	1.6%	n/a	n/a
White	53.5%	71.7%	-25.3%	21.6%	63.8%	-66.2%	37.8%	60.2%	-37.2%

Table 9
Arizona Private 4-Year Colleges (Non-Profit and For-Profit Grouped)

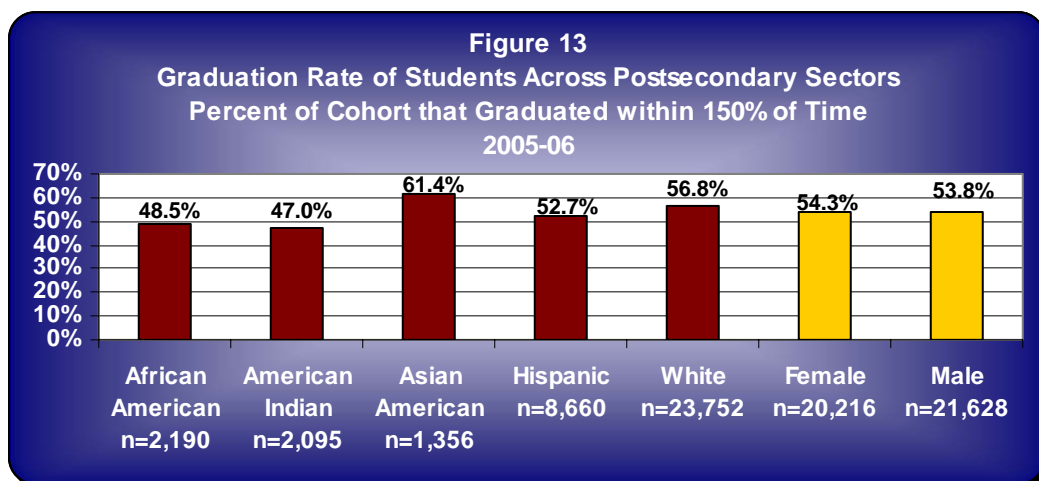
Ethnicity	Student	State	% from Parity	Student	State	% from Parity	Student	State	% from Parity
	Body (1995)	Population (1990)		Body (2000)	Population (2000)		Body (2005)	Population (2005)	
African American	4.8%	2.9%	67.9%	4.9%	2.9%	66.3%	6.0%	2.9%	105.1%
American Indian	3.0%	5.2%	-42.5%	2.9%	4.5%	-36.5%	2.3%	4.4%	-48.4%
Asian American	2.4%	1.4%	70.1%	3.8%	1.9%	103.1%	2.9%	2.3%	25.9%
Hispanic	10.8%	18.8%	-42.3%	12.1%	25.3%	-52.3%	11.5%	28.6%	-59.6%
Other	3.9%	0.1%	n/a	3.2%	1.6%	n/a	4.8%	1.6%	n/a
Unknown	3.3%	n/a	n/a	13.1%	n/a	n/a	28.3%	n/a	n/a
White	71.8%	71.7%	0.2%	60.0%	63.8%	-5.9%	44.2%	60.2%	-26.6%

Table 10
Arizona Private 2-Year and Less than 2-Year Colleges (Grouped)

Ethnicity	Student	State	% from Parity	Student	State	% from Parity	Student	State	% from Parity
	Body (1995)	Population (1990)		Body (2000)	Population (2000)		Body (2005)	Population (2005)	
African American	4.6%	2.9%	59.8%	4.4%	2.9%	49.1%	5.2%	2.9%	75.8%
American Indian	3.1%	5.2%	-39.7%	4.1%	4.5%	-10.8%	5.6%	4.4%	27.0%
Asian American	1.4%	1.4%	2.4%	2.7%	1.9%	47.3%	2.7%	2.3%	16.6%
Hispanic	13.0%	18.8%	-30.8%	20.2%	25.3%	-19.9%	21.9%	28.6%	-23.6%
Other	0.4%	0.1%	n/a	0.6%	1.6%	n/a	0.2%	1.6%	n/a
Unknown	23.5%	n/a	n/a	9.7%	n/a	n/a	10.3%	n/a	n/a
White	53.9%	71.7%	-24.7%	58.4%	63.8%	-8.5%	54.3%	60.2%	-9.8%

[See Last Column in Appendix H for Cohort Graduation Rate by Arizona Institution]

Graduation rate is a common indicator of how well postsecondary institutions facilitate the success of the students they serve. The federal government created a methodology for measuring the graduation rate when it instituted the Student Right-to-Know Act in 1990. This methodology gives students 150% of time to complete their degree. For bachelor’s degree students this is six years, and for associate’s degree students it is three years. The rate is calculated for a cohort that is a relatively small portion of the school’s total enrollment, limited to students who are full-time, degree-seeking, and are in college for the first time.



The above graph shows disparity among demographic groups, most notably African Americans and American Indians. The nuances in graduation rate data become more apparent when the data is separated by educational sector.

Table 11
Cohort Graduation Rates (150%) for Demographic Sub-groups
by Educational Sector
2005-06

Educational Sector	African American	American Indian	Asian American	Hispanic	White	Female	Male
Less than 2-yr Private, For-Profit	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Less than 2-yr Public	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2-yr Private, For-Profit	55.9%	63.1%	72.9%	63.0%	68.3%	62.5%	67.0%
2-yr Public	24.6%	13.7%	32.7%	29.7%	27.8%	32.6%	18.3%
Associates Degree Graduates:	43.1%	39.5%	57.4%	47.8%	49.4%	48.2%	46.6%
4-yr Private, For-Profit	57.0%	66.1%	63.1%	60.4%	62.8%	52.0%	60.2%
4-yr Private, Not-For-Profit	90.1%	94.2%	70.7%	92.7%	76.7%	88.3%	70.2%
4-yr Public	42.7%	28.7%	62.2%	49.6%	57.0%	58.7%	51.4%
Bachelor's Degree Graduates:	54.4%	57.0%	62.8%	59.3%	59.9%	59.9%	56.4%
All Arizona Post-secondary	48.5%	47.0%	61.4%	52.7%	56.8%	54.3%	53.8%

[See Appendix I for Race/Ethnicity Breakdowns by Degree Type]

Table 12
2005-06 Postsecondary Degrees & Certificates
by Race/Ethnicity

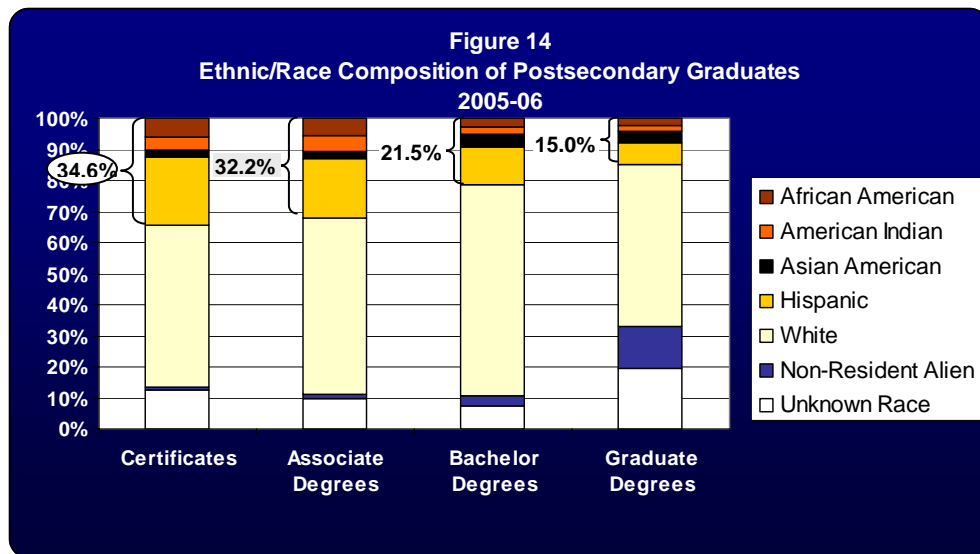
	Certificates		Associate Degrees		Bachelor Degrees		Graduate Degrees		Total Awards	
African American	1,931	6.3%	814	5.4%	647	2.9%	286	2.4%	3,678	4.6%
American Indian	1,176	3.8%	805	5.4%	470	2.1%	234	1.9%	2,685	3.3%
Asian American	743	2.4%	369	2.5%	962	4.2%	427	3.5%	2,501	3.1%
Hispanic	6,837	22.1%	2,841	18.9%	2,790	12.3%	868	7.2%	13,336	16.5%
White	16,079	52.1%	8,538	56.8%	15,411	68.0%	6,257	52.0%	46,285	57.4%
Non-Resident Alien	295	1.0%	162	1.1%	746	3.3%	1,626	13.5%	2,829	3.5%
Unknown Race	3,830	12.4%	1,502	10.0%	1,645	7.3%	2,332	19.4%	9,309	11.5%
Total	30,891	100.0%	15,031	100.0%	22,671	100.0%	12,030	100.0%	80,623	100.0%

During the 2005-06 academic year, more than 80,000 degrees and certificates were conferred to Arizona students. The table above shows that African American, American Indian and Hispanic students comprise a greater proportion of those receiving certificates and associate degrees. When compared with the state's demographic composition, Hispanic students are underrepresented in all degree categories. African Americans and American Indians are overrepresented in certificate and associate degree attainment and underrepresented in bachelor and graduate degree attainment.

Table 13
2005 Estimated Arizona Population

African American	171,174	2.9%
American Indian	256,469	4.4%
Asian American	132,768	2.3%
Hispanic or Latino	1,668,524	28.6%
White	3,507,357	60.2%
Other Race(s)	93,547	1.6%
Total Population	5,829,839	100.0%

This is a concern because census bureau data show a relationship between the level of degree attained and future earnings potential. The 2005 annual median earnings of workers over 18 with a bachelor's degree was \$55,689 compared to \$33,496 for those with some college or an associate's degree.



Advanced Placement (AP)

Advanced Placement courses and tests (offered by the College Board) allow high school students an opportunity to try college-level work and potentially earn college credits. Postsecondary institutions generally award credit for AP test scores of 3, 4, or 5.

ACT

The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Arizona's Instrument for Measuring Standards (AIMS)

AIMS measures students achievement of the Arizona Academic Standards adopted by the State Board of Education in three subject areas: reading, writing, and mathematics. Students who graduated in 2006 were required to pass all sections of the AIMS test to receive a high school diploma.

Associate degree

A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Bachelor degree

A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Certificate

A formal award certifying the satisfactory completion of a postsecondary education program. Certificate programs often require a year or less of full-time study and are typically sub-baccalaureate programs. NOTE: In 2005-06, postbaccalaureate certificates comprised less than 1% of the total certificates awarded in Arizona.

Degree-granting institutions

Postsecondary institutions that are eligible for Title IV federal financial aid programs and that grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, and have been in business for at least 2 years.

Dropout Rates

The Arizona Department of Education calculates annual dropout rates by dividing the total number of dropout counts by the total class size over the course of one year.

Educational attainment

The highest grade of regular school attended and completed.

Enrollment

The total number of students registered in a given school unit at a specified time (often Fall term).

GLOSSARY

Full-time enrollment

The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

Graduate

An individual who has received formal recognition for the successful completion of a program of study.

Graduate enrollment (Postsecondary)

The number of students who are working towards a professional, master's or doctor's degree.

Graduation Rates (K-12)

The Arizona Department of Education calculates four-year graduation rates by dividing the number of four-year graduating students by the total class size.

Graduation Rates (Postsecondary) – also see ‘Student Right-to-Know Act’

The federal government requires that data are collected on the number of students entering the institution as full-time, first-time, degree- or certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender. The graduation rate is calculated as the number completing their program within 150 percent of normal time to completion plus the number that transfer to other institutions if transfer is part of the institution's mission.

Minority enrollment/Minority student

The terms minority enrollment, minority students, or students of color are used in the context of this report to refer to students reported as belonging to the following groups: Hispanic (of any race), African American, American Indian or Alaskan Native, Asian American or Pacific Islander.

Nonresident alien

A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Part-time enrollment

The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Postsecondary education

The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes adult basic education programs.

Private school or institution

A school or institution which is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials. Private schools and institutions include both nonprofit and proprietary institutions.

Public school or institution

A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

Racial/ethnic group

Classification indicating the general racial or ethnic heritage used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.

NOTE: In 1997, the Office of Management and Budget revised the racial/ethnic category definitions. However, this report uses the old definitions because data is not reported consistently using the new categories.

African American - A person having origins in any of the black racial groups in Africa.

American Indian or Alaskan Native - A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

SAT

Previously known as the Scholastic Aptitude Test, this is an examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level academic subjects.

Student Right-to-Know Act - also see 'Graduation Rates (Postsecondary)'

Title I, Section 103 of the Student Right-to-Know Act of 1990 requires institutions who participate in the federal student financial aid program to disclose completion or graduation rates of certificate- or degree-seeking, full-time students entering an institution. Colleges report these completion rates as a component of the annual IPEDS Graduation Rate survey.

Undergraduate students

Students registered at an institution of higher education who are working in a program leading to a baccalaureate degree or other formal award below the baccalaureate, such as an associate degree.

Vocational education

Organized educational programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

DATA SOURCES

DEMOGRAPHICS

1. SOURCE: U.S. Census Bureau, American Community Survey 2005
(<http://www.census.gov/acs>)

MEASURING UP

2. SOURCE: The National Center for Public Policy and Higher Education, Measuring Up 2006: The State Report Card on Higher Education - Arizona
(<http://www.highereducation.org>)

K-12

3. Enrollment

SOURCE: Arizona Department of Education, October Enrollment Counts Report
(<http://www.ade.state.az.us/researchpolicy/azenroll/>)

DATE: 1996-1997 through 2006-2007

NOTE: PK-8 includes preschool, kindergarten, grades 1 through 8 and ungraded elementary. 9-12 includes grades 9 through 12 and ungraded secondary.

4. AIMS Test Scores

SOURCE: Arizona Department of Education, AIMS Results (Wizard)
(<http://www.ade.state.az.us/ResearchPolicy/AIMSResults/>)

DATE: 2006

NOTE: AIMS scores were not shown in the table for students who did not identify gender or race/ethnicity.

5. Dropout Rates

SOURCE: Arizona Department of Education, Annual Dropout Rate Study
(<http://www.ade.state.az.us/researchpolicy/dropoutinfo/>)

DATE: 1994-1995 through 2005-2006

NOTE: ADOE calculates annual dropout rates by dividing the dropout count by the total enrollment over the course of one year.

6. Graduation Rates

SOURCE: Arizona Department of Education, Graduation Rate Study
(<http://www.ade.state.az.us/ResearchPolicy/grad/>)

DATE: 1993, 1994, 2000, 2001, 2002, 2003, 2004

NOTE: The ADOE calculates four-year graduation rates by dividing the number of graduating students by the total cohort enrollment.

K-12 (CONTINUED)**7. Advanced Placement**

SOURCE: College Board, State Summary Report

DATE: 2001 through 2006

POSTSECONDARY EDUCATION

NOTE: Postsecondary data exclude University of Phoenix-Online and Axia College of University of Phoenix. Fewer than 5% of students in these national, on-line programs are Arizona students.

8. Eligibility Study

SOURCE: Arizona Board of Regents. Arizona High School Transcript Study

DATE: 1998, 2002

NOTE: 16 core courses include: 4 yrs. English, 4 yrs. Math, 3 yrs. Lab Science, 2 yrs. Social Science, 2 yrs. Foreign Language, and 1 yr. Fine Arts.

9. ACT/SAT Scores

SOURCE: ACT, High School Profile Report. SAT, College Board, State Summary

DATE: ACT 2002 through 2006, SAT 2002 through 2006

10. Enrollment - Summary Data and Institution List in Appendix H

SOURCE: U.S. Department of Education, IPEDS Fall Enrollment Survey, IPEDS Institutional Characteristics and Student Charges, (<http://nces.ed.gov/ipeds/pas>)

DATE: 1995, 2000, 2005 (Fall Enrollment)

NOTE: Tables that describe the proportion of a group that is 'minority' exclude the number of people whose race/ethnicity is unknown from the calculation (both numerator and denominator), so as not to make an assumption about their race/ethnicity. For this reason, the result '% Minority' may not equal the sum of the % African American, % American Indian, % Asian American, and % Hispanic.

NOTE: All postsecondary data related to Arizona student enrollment and graduation includes only institutions that are headquartered in Arizona. Private institutions with Arizona campuses, but headquarters outside Arizona, are excluded from data summaries as well as the institution list in Appendix H.

NOTE: The reference to the study by the U.S. General Accountability Office on pg. 15 can be accessed at www.gao.gov by searching for report GAO-06-22. This report was retrieved on-line at <http://www.gao.gov/new.items/d0622.pdf> on July 9, 2007.

11. Graduation Rates

SOURCE: U.S. Department of Education, IPEDS Graduation Rate Survey (<http://nces.ed.gov/ipeds/pas>)

DATE: 2005-06

NOTE: Tables that describe the proportion of a group that is 'minority' exclude the number of people whose race/ethnicity is unknown from the calculation (both numerator and denominator), so as not to make an assumption about their race/ethnicity. For this reason, the result '% Minority' may not equal the sum of the

DATA SOURCES

% African American, % American Indian, % Asian American, and % Hispanic.

NOTE: All postsecondary data related to Arizona student enrollment and graduation includes only institutions that are headquartered in Arizona. Private institutions with Arizona campuses, but headquarters outside Arizona, are excluded from data summaries as well as the institution list in Appendix H.

NOTE: See glossary entry 'Graduation Rates (Postsecondary)' for additional information on how the graduation rate is calculated.

12. Degrees & Certificates

SOURCE: U.S. Department of Education, IPEDS Completions Survey
(<http://nces.ed.gov/ipeds/pas>)

DATE: 2005-06

NOTE: Tables that describe the proportion of a group that is 'minority' exclude the number of people whose race/ethnicity is unknown from the calculation (both numerator and denominator), so as not to make an assumption about their race/ethnicity. For this reason, the result '% Minority' may not equal the sum of the % African American, % American Indian, % Asian American, and % Hispanic.

NOTE: All postsecondary data related to Arizona student enrollment and graduation includes only institutions that are headquartered in Arizona. Private institutions with Arizona campuses, but headquarters outside Arizona, are excluded from data summaries as well as the institution list in Appendix H.

NOTE: The earnings comparison can be found at
<http://www.census.gov/population/socdemo/education/cps2006/tabA-3.xls>

APPENDIX A

PK – 12 ENROLLMENT TREND BY GRADE

PK-12 Enrollment by Grade, Race/Ethnicity, and Gender
1996-1997 to 2006-2007

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
African American	34,212	35,830	38,421	40,029	41,392	43,556	46,859	48,932	52,454	56,863	59,908
PK-8	25,634	26,719	28561	29,362	30,550	31,709	33,563	34,290	36,412	38,661	40,398
9-12	8,578	9,111	9,860	10,667	10,842	11,847	13,296	14,642	16,042	18,202	19,510
American Indian	57,592	56,744	58,475	59,688	59,498	60,405	63,307	66,882	65,546	67,493	67,073
PK-8	42,565	41,037	42,373	42,764	42,371	42,738	42,518	41,676	41,238	40,567	40,409
9-12	15,027	15,707	16,102	16,924	17,127	17,667	20,789	25,206	24,308	26,926	26,664
Asian American	14,018	14,885	16,171	16,847	18,230	19,362	21,109	22,300	24,273	27,110	29,361
PK-8	9,802	10,330	11,274	11,863	12,790	13,667	14,498	15,203	16,621	18,192	20,150
9-12	4,216	4,555	4,897	4,984	5,440	5,695	6,611	7,097	7,652	8,918	9,211
Hispanic	240,795	250,656	268,098	284,993	303,101	325,700	355,295	376,088	404,845	426,642	450,664
PK-8	181,578	189,173	202,926	216,193	230,600	246,669	264,417	276,784	296,417	308,095	324,667
9-12	59,217	61,483	65,172	68,800	72,501	79,031	90,878	99,304	108,428	118,547	125,997
Total Minority	346,617	358,115	381,165	401,557	422,221	449,023	486,570	514,202	547,118	578,108	607,006
PK-8	259,579	267,259	285,134	300,182	316,311	334,783	354,996	367,953	390,688	405,515	425,624
9-12	87,038	90,856	96,031	101,375	105,910	114,240	131,574	146,249	156,430	172,593	181,382
White	452,633	455,123	466,597	470,518	471,225	473,257	491,558	497,757	506,388	516,118	512,934
PK-8	326,367	325,552	331,978	332,597	332,127	332,001	333,161	332,099	334,710	333,813	333,165
9-12	126,266	129,571	134,619	137,921	139,098	141,256	158,397	165,658	171,678	182,305	179,769
Female	387,996	395,054	411,913	423,007	434,259	447,902	474,243	490,237	510,458	531,082	544,071
PK-8	283,752	287,810	299,956	307,179	315,199	323,624	333,738	339,507	351,500	359,156	368,700
9-12	104,244	107,244	111,957	115,828	119,060	124,278	140,505	150,730	158,958	171,926	175,371
Male	411,254	418,175	435,849	449,068	459,187	474,378	503,886	521,722	543,048	563,144	575,869
PK-8	302,194	304,992	317,156	325,600	333,239	343,160	354,420	360,545	373,898	380,172	390,089
9-12	109,060	113,183	118,693	123,468	125,948	131,218	149,466	161,177	169,150	182,972	185,780
Total	799,250	813,229	847,762	872,075	893,446	922,280	978,129	1,011,959	1,053,506	1,094,226	1,119,940
PK-8	585,946	592,802	617,112	632,779	648,438	666,784	688,158	700,052	725,398	739,328	758,789
9-12	213,304	220,427	230,650	239,296	245,008	255,496	289,971	311,907	328,108	354,898	361,151

APPENDIX B

PK – 12 PERCENTAGE ENROLLMENT BY GRADE

PK-12 Percentage Enrollment by Grade, Race/Ethnicity, and Gender
1996-1997 to 2006-2007

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
African American	4.3%	4.4%	4.5%	4.6%	4.6%	4.7%	4.8%	4.8%	5.0%	5.2%	5.3%
PK-8	4.4%	4.5%	4.6%	4.6%	4.7%	4.8%	4.9%	4.9%	5.0%	5.2%	5.3%
9-12	4.0%	4.1%	4.3%	4.5%	4.4%	4.6%	4.6%	4.7%	4.9%	5.1%	5.4%
American Indian	7.2%	7.0%	6.9%	6.8%	6.7%	6.5%	6.5%	6.6%	6.2%	6.2%	6.0%
PK-8	7.3%	6.9%	6.9%	6.8%	6.5%	6.4%	6.2%	6.0%	5.7%	5.5%	5.3%
9-12	7.0%	7.1%	7.0%	7.1%	7.0%	6.9%	7.2%	8.1%	7.4%	7.6%	7.4%
Asian American	1.8%	1.8%	1.9%	1.9%	2.0%	2.1%	2.2%	2.2%	2.3%	2.5%	2.6%
PK-8	1.7%	1.7%	1.8%	1.9%	2.0%	2.0%	2.1%	2.2%	2.3%	2.5%	2.7%
9-12	2.0%	2.1%	2.1%	2.1%	2.2%	2.2%	2.3%	2.3%	2.3%	2.5%	2.6%
Hispanic	30.1%	30.8%	31.6%	32.7%	33.9%	35.3%	36.3%	37.2%	38.4%	39.0%	40.2%
PK-8	31.0%	31.9%	32.9%	34.2%	35.6%	37.0%	38.4%	39.5%	40.9%	41.7%	42.8%
9-12	27.8%	27.9%	28.3%	28.8%	29.6%	30.9%	31.3%	31.8%	33.0%	33.4%	34.9%
Total Minority	43.4%	44.0%	45.0%	46.0%	47.3%	48.7%	49.7%	50.8%	51.9%	52.8%	54.2%
PK-8	44.3%	45.1%	46.2%	47.4%	48.8%	50.2%	51.6%	52.6%	53.9%	54.8%	56.1%
9-12	40.8%	41.2%	41.6%	42.4%	43.2%	44.7%	45.4%	46.9%	47.7%	48.6%	50.2%
White	56.6%	56.0%	55.0%	54.0%	52.7%	51.3%	50.3%	49.2%	48.1%	47.2%	45.8%
PK-8	55.7%	54.9%	53.8%	52.6%	51.2%	49.8%	48.4%	47.4%	46.1%	45.2%	43.9%
9-12	59.2%	58.8%	58.4%	57.6%	56.8%	55.3%	54.6%	53.1%	52.3%	51.4%	49.8%
Female	48.5%	48.6%	48.6%	48.5%	48.6%	48.6%	48.5%	48.4%	48.5%	48.5%	48.6%
PK-8	48.4%	48.6%	48.6%	48.5%	48.6%	48.5%	48.5%	48.4%	48.5%	48.6%	48.6%
9-12	48.9%	48.7%	48.5%	48.4%	48.6%	48.6%	48.5%	48.3%	48.4%	48.4%	48.6%
Male	51.5%	51.4%	51.4%	51.5%	51.4%	51.4%	51.5%	51.6%	51.5%	51.5%	51.4%
PK-8	51.6%	51.4%	51.4%	51.5%	51.4%	51.5%	51.5%	51.5%	51.5%	51.4%	51.4%
9-12	51.1%	51.3%	51.5%	51.6%	51.4%	51.4%	51.5%	51.7%	51.6%	51.6%	51.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
PK-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9-12	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

HIGH SCHOOL ANNUAL DROPOUT RATES

APPENDIX C

Annual Dropout Rate by Race/Ethnicity and Gender
High School Students (Grades 9-12)
1994-1995 to 2005-2006

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
African American	14.3%	16.4%	14.8%	14.6%	15.4%	13.0%	11.9%	11.7%	10.4%	7.6%	7.7%	6.5%
# Enrolled	8,935	9,317	10,491	10,966	12,187	11,143	14,597	14,958	16,032	17,645	14,411	18,440
# Drops	1,277	1,532	1,557	1,597	1,879	1,446	1,740	1,749	1,665	1,345	1,104	1,198
American Indian	17.8%	18.3%	22.6%	18.8%	19.1%	16.8%	15.1%	16.1%	15.3%	12.4%	8.0%	11.6%
# Enrolled	14,701	14,079	16,947	16,516	18,216	17,418	19,113	21,393	20,238	20,883	19,246	23,120
# Drops	2,617	2,573	3,834	3,104	3,483	2,919	2,881	3,453	3,092	2,593	1,540	2,685
Asian American	6.6%	7.0%	6.1%	5.8%	8.2%	4.8%	4.6%	3.7%	3.4%	2.7%	2.5%	2.3%
# Enrolled	4,072	4,107	4,579	4,894	5,341	4,867	6,266	6,534	7,034	6,590	6,945	8,338
# Drops	267	289	278	282	437	232	286	243	237	175	176	193
Hispanic	17.1%	17.8%	18.6%	17.0%	17.6%	15.4%	14.3%	13.2%	11.8%	10.1%	10.2%	8.6%
# Enrolled	58,047	61,761	68,725	71,449	76,739	71,188	90,913	94,763	103,311	118,438	98,897	120,229
# Drops	9,912	11,015	12,806	12,129	13,514	10,969	12,965	12,545	12,162	11,914	10,136	10,335
Total Minority	16.4%	17.3%	18.3%	16.5%	17.2%	14.9%	13.7%	13.1%	11.7%	9.8%	9.3%	8.5%
# Enrolled	85,755	89,264	100,742	103,825	112,483	104,616	130,889	137,648	146,615	163,556	139,499	170,127
# Drops	14,073	15,409	18,475	17,112	19,313	15,566	17,872	17,990	17,156	16,027	12,956	14,411
White	9.1%	9.5%	8.6%	7.7%	8.5%	8.1%	6.7%	6.4%	5.6%	4.8%	4.6%	4.3%
# Enrolled	124,216	126,403	136,761	140,682	147,643	129,503	162,831	162,082	166,060	152,045	147,611	164,507
# Drops	11,296	10,992	11,819	10,887	12,531	10,531	10,990	10,386	9,360	7,264	6,738	7,004
Female	10.8%	10.7%	11.2%	10.2%	10.8%	9.6%	8.7%	8.5%	7.4%	6.7%	6.0%	5.6%
# Enrolled	101,366	103,431	114,374	116,780	123,477	112,351	140,543	144,532	151,530	151,889	140,632	162,608
# Drops	10,985	11,030	12,778	11,946	13,353	10,782	12,210	12,291	11,320	10,164	8,473	9,171
Male	13.2%	13.7%	14.2%	12.6%	13.5%	12.6%	10.9%	10.4%	9.4%	8.0%	7.7%	7.1%
# Enrolled	108,605	112,236	123,129	127,727	136,649	121,768	153,177	155,198	161,145	163,712	146,478	172,025
# Drops	14,384	15,371	17,516	16,053	18,491	15,315	16,652	16,084	15,196	13,127	11,221	12,244
Total	12.1%	12.2%	12.8%	11.5%	12.2%	11.1%	9.8%	9.5%	8.5%	7.4%	6.9%	6.4%
# Enrolled	209,971	215,667	237,503	244,507	260,126	234,119	293,720	299,730	312,675	315,601	287,110	334,633
# Drops	25,369	26,401	30,294	27,999	31,844	26,097	28,862	28,375	26,516	23,291	19,694	21,415

FOUR-YEAR HIGH SCHOOL GRADUATION RATES

APPENDIX D

Four-Year High School Graduation Rates
by Race/Ethnicity and Gender
Class of 1993, 1994, 2000, 2001, 2002, 2003, 2004

	1993	1994	2000	2001	2002	2003	2004
African American	59.5%	61.7%	67.8%	63.4%	65.4%	66.4%	72.9%
	1,775	1,643	2,367	2,652	2,693	3,003	2,933
American Indian	61.5%	55.3%	55.9%	59.9%	56.8%	58.5%	63.2%
	3,064	3,037	3,968	4,243	4,102	4,362	4,331
Asian American	78.3%	80.5%	84.0%	83.5%	87.1%	88.7%	87.1%
	863	907	1,200	1,358	1,368	1,472	1,475
Hispanic	55.6%	57.2%	58.6%	57.1%	61.3%	63.1%	66.6%
	11,388	11,396	16,814	18,089	17,588	18,694	19,891
Total Minority	58.2%	58.6%	60.3%	59.5%	62.4%	64.10%	67.8%
	17,092	16,985	24,351	26,344	25,753	27,533	28,632
White	74.2%	76.2%	78.9%	79.5%	80.5%	81.9%	84.3%
	26,785	26,074	33,236	34,025	34,002	34,514	34,454
Female	71.3%	73.7%	75.2%	74.5%	76.4%	78.1%	80.4%
	21,580	21,063	28,984	29,635	29,525	30,314	31,020
Male	64.8%	65.0%	67.0%	67.3%	69.0%	70.1%	73.3%
	22,295	21,994	28,601	30,732	30,228	31,731	32,064
Total	68.0%	69.3%	71.0%	70.8%	72.7%	74.0%	76.8%
	43,876	43,058	57,586	60,368	59,754	62,046	63,084

**Percentage of Advanced Placement Scores 3 or Higher
by Race/Ethnicity and Gender for
2000, 2001, 2002, 2003, 2004, 2005, 2006**

		2001	2002	2003	2004	2005	2006
African American	Arizona	42.8%	42.3%	42.6%	46.4%	40.3%	45.4%
	National	31.4%	33.3%	31.9%	31.7%	28.6%	28.2%
American Indian	Arizona	27.2%	29.4%	30.7%	30.3%	27.5%	26.3%
	National	44.6%	46.1%	45.3%	46.3%	44.1%	44.3%
Asian American	Arizona	61.7%	62.2%	64.6%	65.7%	66.9%	65.2%
	National	63.6%	65.5%	64.5%	64.5%	64.1%	64.9%
Hispanic	Arizona	56.6%	55.5%	53.7%	54.1%	50.3%	46.1%
	National	52.9%	52.8%	50.7%	50.4%	46.9%	46.5%
Total Minority	Arizona	56.4%	56.0%	55.7%	56.7%	55.0%	51.8%
	National	54.7%	55.8%	54.2%	53.9%	51.6%	51.5%
White	Arizona	63.0%	63.5%	64.1%	65.8%	62.2%	62.2%
	National	64.2%	57.0%	65.0%	65.2%	63.5%	63.7%
Female	Arizona	57.8%	58.7%	58.5%	60.7%	56.5%	55.5%
	National	58.7%	60.7%	58.8%	59.0%	56.6%	56.5%
Male	Arizona	65.4%	64.9%	66.3%	66.2%	64.1%	63.0%
	National	65.0%	66.6%	65.1%	64.8%	63.2%	63.4%
Total	Arizona	61.2%	61.5%	62.0%	63.2%	59.9%	58.9%
	National	61.7%	63.4%	61.7%	61.6%	59.6%	59.6%

ACT COMPOSITE SCORES

APPENDIX F

**ACT Composite Scores and Number of Test Takers
by Race/Ethnicity and Gender
2002, 2003, 2004, 2005, 2006**

	2002	2003	2004	2005	2006
African American	18.1	18.1	18.6	18.8	18.4
Number	373	437	333	408	386
American Indian	16.3	16.8	16.9	16.7	16.8
Number	980	1,055	1,027	1,023	920
Asian American	21.6	22.8	22.9	22.9	22.9
Number	381	413	368	392	387
Hispanic	19.3	19.3	19.8	19.7	19.8
Number	1,567	1,819	1,735	1,601	1,644
Total Minority	18.5	18.9	19.2	19.1	19.2
Number	3,301	3,724	3,463	3,424	3,337
White	22.7	22.6	22.7	22.9	22.9
Number	6,496	6,956	6,581	5,853	5,727
Female	21.2	21.3	21.5	21.4	21.5
Number	4,273	7,090	6,707	6,137	5,810
Male	21.5	21.5	21.7	21.7	21.8
Number	6,589	4,688	4,550	4,221	4,361
Total	21.3	21.4	21.5	21.5	21.6
Number	10,862	11,778	11,257	10,358	10,171

Note: The number of students tested vary between gender and race/ethnicity due eliminating students that did not self-identify.

SAT COMPOSITE SCORES

APPENDIX G

**SAT Composite Scores and Number of Test Takers
by Race/Ethnicity and Gender
2002, 2003, 2004, 2005, 2006**

	2002	2003	2004	2005	2006
African American	914	919	906	919	923
Number	435	465	548	677	689
American Indian	918	958	920	944	968
Number	182	195	245	265	269
Asian American	1,068	1,079	1,074	1,096	1,091
Number	650	701	832	1,010	1,107
Hispanic	963	964	964	972	967
Number	1,492	1,794	2,243	2,606	2,718
Total Minority	979	984	977	990	989
Number	2,759	3,155	3,868	4,558	4,783
White	1,068	1,068	1,066	1,078	1,072
Number	7,269	8,920	10,215	11,718	12,096
Female	1,025	1,032	1,029	1,035	1,032
Number	7,212	8,401	9,481	9,806	10,032
Male	1,065	1,068	1,071	1,080	1,068
Number	6,234	6,920	8,098	8,378	8,585
Total	1,043	1,048	1,047	1,056	1,068
Number	13,446	15,321	17,579	18,184	18,615

Note: The number of students tested vary between gender and race/ethnicity due eliminating students that did not self-identify.

Institution List begins on next page. Refer to these abbreviations for 'Institution Type:

Institution Type:	Description:
< 2 Private F-P	Privately-funded, for-profit institutions offering certificates in vocational programs. Beauty Schools often fall into this category.
< 2 Public	Publicly-funded skill centers offering certificates in vocational programs. Included in this category are the Maricopa Skill Center and the Southwest Skill Center.
2 Private F-P	Privately-funded institutions offering certificates and associate degrees primarily in vocational programs. Some examples of institutions in this category include The Bryman School and High Tech Institute (HTI).
2 Public	Publicly-funded community colleges offering certificates and associate degrees in a wide range of vocational and academic programs. Examples of institutions in this category include Mesa Community College and Mohave Community College.
4 Private NFP	Privately-funded institutions operating on a not-for-profit basis offering bachelor's degrees and possibly graduate degrees in academic fields. Examples of institutions in this category include Grand Canyon University and the Thunderbird School of Global Management.
4 Private F-P	Privately-funded institutions that operate for-profit and offer bachelor's degrees and possibly graduate degrees in academic fields. Examples of institutions in this category include the University of Phoenix and the Art Institute of Phoenix.
4 Public	Publicly-funded universities offering bachelor's degrees and graduate degrees. Included in this category are Arizona State University (ASU), Northern Arizona University (NAU), and The University of Arizona (U of A).

Examples of institutions listed above are provided to aid in understanding and do not imply an endorsement by AMEPAC.

Postsecondary Institution	Institution Type	2005-06 Tuition Amount	Total Enrollment			% Minority Enrollment		
			1995	2000	2005	1995	2000	2005
Academy of Radio Broadcasting	<2 Private F-P	n/a	69	110	37	26.1%	47.3%	45.9%
American Indian College	4 Private NFP	\$5,595	122	76	64	88.5%	88.2%	84.4%
American Institute of Technology	<2 Private F-P	n/a	148	147	254	20.9%	28.6%	36.1%
Apollo College-Phoenix Inc	2 Private F-P	n/a	1,064	1,013	2,598	33.0%	45.7%	60.8%
Argosy University-Phoenix Campus	4 Private F-P	n/a	0	181	529	0.0%	11.8%	22.7%
Arizona Academy of Beauty Inc	<2 Private F-P	n/a	51	29	59	31.3%	62.1%	53.4%
Arizona Academy of Beauty-North	<2 Private F-P	n/a	66	32	59	36.9%	46.9%	76.3%
Arizona Automotive Institute	2 Private F-P	\$18,289	470	277	737	35.1%	0.0%	69.7%
Arizona College of Allied Health	2 Private F-P	\$9,600	0	141	197	0.0%	72.8%	46.4%
Arizona School of Oriental Medicine	4 Private F-P	n/a	0	0	36	0.0%	0.0%	8.3%
ASU Polytechnic Campus	4 Public	\$4,294	0	1,939	4,865	0.0%	18.5%	20.9%
ASU Tempe Campus	4 Public	\$4,406	42,040	44,126	51,612	18.0%	20.4%	24.1%
ASU West Campus	4 Public	\$4,251	4,770	5,325	7,734	17.5%	22.2%	30.4%
Arizona Western College	2 Public	\$1,140	5,754	5,214	6,761	51.2%	65.9%	60.5%
Artistic Beauty Colleges-Chandler	<2 Private F-P	n/a	0	38	134	0.0%	21.1%	29.5%
Artistic Beauty Colleges-Flagstaff	<2 Private F-P	n/a	72	11	62	12.5%	45.5%	25.0%
Artistic Beauty Colleges-Glendale	<2 Private F-P	n/a	44	90	154	40.9%	53.7%	76.0%
Artistic Beauty Colleges-Phoenix	<2 Private F-P	n/a	114	95	149	23.7%	30.5%	36.9%
Artistic Beauty Colleges-N. Phoenix	<2 Private F-P	n/a	0	0	77	0.0%	0.0%	13.7%
Artistic Beauty Colleges-Prescott	<2 Private F-P	n/a	0	27	82	0.0%	7.4%	13.9%
Artistic Beauty Colleges-Scottsdale	<2 Private F-P	n/a	57	70	53	12.3%	18.6%	28.9%
Artistic Beauty Colleges-Tucson	<2 Private F-P	n/a	67	124	190	37.3%	35.5%	61.4%
Artistic Beauty Colleges-N. Tucson	<2 Private F-P	n/a	0	0	126	0.0%	0.0%	56.1%
Carsten Institute	<2 Private F-P	n/a	31	125	136	43.3%	26.6%	20.7%
Central Arizona College	2 Public	\$1,332	5,576	4,536	6,388	38.9%	40.2%	45.3%
Chandler-Gilbert Comm. College	2 Public	\$1,450	3,529	6,217	8,940	19.6%	24.2%	26.8%
Chaparral College	4 Private F-P	\$10,320	385	339	385	46.0%	52.5%	54.3%
Charles of Italy Beauty College	<2 Private F-P	n/a	19	30	48	10.5%	0.0%	24.4%
Cochise College	2 Public	\$1,178	4,319	4,966	4,610	37.9%	40.9%	45.0%
Coconino County Comm. College	2 Public	\$1,344	2,738	3,167	3,816	26.8%	27.7%	32.1%
College America	2 Private F-P	n/a	0	22	227	0.0%	57.1%	81.3%
Collins College	4 Private F-P	\$33,950	657	5,833	979	34.7%	33.8%	38.0%
Conservatory of Recording Arts	<2 Private F-P	n/a	47	225	533	17.0%	22.7%	23.3%
Cortiva Institute-Healing Arts	<2 Private F-P	n/a	152	158	169	10.6%	17.7%	23.0%
Cortiva Institute-Massage Therapy	<2 Private F-P	n/a	200	121	230	10.3%	9.9%	18.1%
DeVoe College of Beauty	<2 Private F-P	n/a	48	29	73	39.6%	37.9%	49.3%
DeVry University-Arizona	4 Private F-P	\$12,100	2,714	3,705	1,753	25.5%	29.6%	36.6%
Dine College	2 Public	\$850	1,779	1,712	1,825	94.4%	96.6%	98.6%
Earls Academy of Beauty	<2 Private F-P	n/a	110	102	197	23.6%	18.6%	23.4%
East Valley Institute of Technology	<2 Public	n/a	0	0	158	0.0%	0.0%	36.1%
Eastern Arizona College	2 Public	\$1,128	5,212	6,223	5,239	26.1%	29.9%	29.0%
Embry Riddle Aeronautical University	4 Private NFP		0	0	1,685	0.0%	0.0%	17.9%
Estrella Mountain Community College	2 Public	\$1,450	2,165	4,300	5,978	30.9%	38.6%	50.2%
Everest College-Mesa	2 Private F-P	\$12,507	0	0	12	0.0%	0.0%	30.0%
Everest College-Phoenix	4 Private F-P	\$12,432	230	154	804	33.2%	37.7%	53.1%
Gateway Community College	2 Public	\$1,450	6,806	7,895	7,846	26.8%	38.5%	45.6%
Glendale Community College	2 Public	\$1,450	17,699	20,091	20,070	21.9%	29.3%	35.3%
Golf Academy of Arizona	2 Private F-P	\$9,563	0	179	226	0.0%	6.2%	8.1%
Grand Canyon University	4 Private F-P	\$9,750	2,119	3,615	7,969	14.5%	13.8%	21.8%
Hair Academy of Safford	<2 Private F-P	n/a	0	17	39	0.0%	29.4%	46.2%
HDS Truck Driving Institute	<2 Private F-P	n/a	0	0	56	0.0%	0.0%	43.6%
High-Tech Institute-Phoenix	4 Private F-P	n/a	778	1,487	2,853	48.6%	44.1%	52.2%
International Academy of Hair Design	<2 Private F-P	n/a	90	117	79	26.7%	58.1%	27.4%

Fall 2005		Fall 2005							2005 Cohort
% Men	% Women	% African American	% American Indian	% Asian American	% White	% Hispanic	% Non-Resident	% Unknown Race	Grad Rate
64.9%	35.1%	27.0%	0.0%	0.0%	54.1%	18.9%	0.0%	0.0%	72%
56.3%	43.8%	0.0%	67.2%	7.8%	15.6%	9.4%	0.0%	0.0%	9%
87.8%	12.2%	15.4%	2.8%	1.2%	62.6%	16.1%	0.0%	2.0%	77%
15.7%	84.3%	6.4%	11.5%	1.7%	36.4%	36.8%	0.0%	7.2%	57%
21.2%	78.8%	7.9%	1.3%	2.6%	70.1%	9.3%	1.9%	6.8%	n/a
8.5%	91.5%	8.5%	0.0%	0.0%	45.8%	44.1%	0.0%	1.7%	62%
5.1%	94.9%	6.8%	1.7%	0.0%	23.7%	67.8%	0.0%	0.0%	65%
95.3%	4.7%	18.2%	14.5%	1.1%	30.1%	35.4%	0.0%	0.7%	57%
12.7%	87.3%	12.2%	6.6%	2.5%	49.7%	21.8%	0.0%	7.1%	67%
30.6%	69.4%	2.8%	2.8%	0.0%	91.7%	2.8%	0.0%	0.0%	n/a
48.9%	51.1%	2.7%	2.5%	3.9%	68.6%	10.1%	4.0%	8.2%	51%
48.4%	51.6%	3.5%	2.4%	5.0%	64.5%	11.4%	5.6%	7.6%	76%
34.8%	65.2%	5.4%	1.9%	4.4%	65.8%	17.4%	0.8%	4.4%	68%
40.3%	59.7%	2.8%	1.9%	1.6%	28.6%	52.7%	9.9%	2.6%	67%
5.2%	94.8%	10.4%	0.0%	1.5%	69.4%	17.2%	0.0%	1.5%	n/a
9.7%	90.3%	1.6%	0.0%	3.2%	67.7%	17.7%	0.0%	9.7%	n/a
5.2%	94.8%	16.2%	0.0%	1.9%	22.7%	53.9%	0.0%	5.2%	69%
2.0%	98.0%	8.1%	0.0%	2.7%	59.7%	24.2%	0.0%	5.4%	74%
5.2%	94.8%	1.3%	0.0%	2.6%	81.8%	9.1%	0.0%	5.2%	80%
3.7%	96.3%	0.0%	0.0%	1.2%	82.9%	12.2%	0.0%	3.7%	69%
3.8%	96.2%	17.0%	0.0%	0.0%	60.4%	7.5%	0.0%	15.1%	100%
3.2%	96.8%	6.3%	0.0%	2.1%	37.4%	51.1%	0.0%	3.2%	55%
2.4%	97.6%	0.0%	0.0%	2.4%	39.7%	48.4%	0.0%	9.5%	n/a
7.4%	92.6%	0.7%	2.2%	2.9%	76.5%	14.7%	2.2%	0.7%	84%
40.1%	59.9%	4.7%	5.8%	1.3%	53.0%	32.4%	0.5%	2.2%	22%
44.5%	55.5%	3.1%	2.0%	4.5%	66.0%	14.9%	1.0%	8.5%	19%
39.5%	60.5%	6.2%	7.5%	0.3%	36.9%	40.3%	8.8%	0.0%	54%
4.2%	95.8%	0.0%	4.2%	0.0%	70.8%	18.8%	0.0%	6.3%	75%
39.8%	60.2%	5.5%	1.0%	3.5%	51.6%	32.8%	0.7%	5.0%	18%
43.0%	57.0%	1.3%	20.3%	1.4%	66.4%	8.6%	0.1%	1.9%	13%
32.2%	67.8%	0.9%	76.2%	0.0%	18.5%	3.1%	0.0%	1.3%	100%
72.8%	27.2%	3.7%	1.6%	0.9%	16.3%	3.8%	0.0%	73.6%	84%
93.1%	6.9%	8.6%	1.1%	2.6%	76.0%	10.9%	0.8%	0.0%	90%
23.1%	76.9%	4.1%	0.6%	0.6%	75.1%	17.2%	0.0%	2.4%	78%
22.2%	77.8%	3.9%	2.2%	1.3%	80.9%	10.4%	0.0%	1.3%	72%
5.5%	94.5%	16.4%	0.0%	4.1%	50.7%	28.8%	0.0%	0.0%	81%
68.6%	31.4%	7.8%	5.4%	6.7%	62.8%	16.7%	0.6%	0.1%	37%
24.1%	75.9%	0.2%	98.1%	0.3%	1.4%	0.0%	0.0%	0.0%	5%
4.6%	95.4%	9.1%	2.0%	0.5%	76.6%	11.7%	0.0%	0.0%	38%
40.5%	59.5%	5.7%	3.2%	1.9%	63.9%	25.3%	0.0%	0.0%	41%
40.8%	59.2%	2.0%	7.6%	1.0%	68.3%	17.6%	0.6%	3.0%	27%
82.9%	17.1%	2.2%	0.8%	6.8%	69.9%	6.2%	3.1%	11.1%	61%
38.3%	61.7%	5.9%	1.4%	3.4%	40.3%	30.6%	0.6%	17.8%	18%
25.0%	75.0%	0.0%	8.3%	0.0%	58.3%	16.7%	0.0%	16.7%	n/a
20.0%	80.0%	10.8%	4.0%	1.7%	39.8%	28.5%	0.0%	15.2%	30%
46.5%	53.5%	7.5%	5.4%	3.5%	48.9%	25.2%	0.9%	8.6%	21%
43.9%	56.1%	5.1%	1.7%	4.2%	58.0%	21.3%	1.1%	8.6%	21%
99.1%	0.9%	0.4%	0.4%	1.3%	88.1%	5.8%	2.2%	1.8%	79%
26.9%	73.1%	1.2%	0.3%	0.3%	11.6%	1.7%	0.9%	84.0%	49%
2.6%	97.4%	0.0%	0.0%	0.0%	53.8%	46.2%	0.0%	0.0%	66%
78.6%	21.4%	10.7%	1.8%	1.8%	55.4%	28.6%	0.0%	1.8%	89%
36.1%	63.9%	19.2%	5.3%	2.7%	44.4%	21.3%	0.0%	7.1%	65%
3.8%	96.2%	8.9%	1.3%	1.3%	67.1%	13.9%	0.0%	7.6%	25%

APPENDIX H

ARIZONA POSTSECONDARY INSTITUTIONS

Postsecondary Institution	Institution Type	2005-06 Tuition Amount	Total Enrollment			% Minority Enrollment		
			1995	2000	2005	1995	2000	2005
International Baptist College	4 Private NFP	\$5,760	0	61	79	0.0%	19.7%	25.3%
International Institute of the Americas	4 Private NFP	\$9,900	703	1,102	1,543	51.9%	58.3%	67.0%
ITT Technical Institute-Tempe	4 Private F-P	\$14,196	325	330	734	36.0%	39.8%	45.4%
ITT Technical Institute-Tucson	4 Private F-P	\$14,196	219	224	469	41.6%	45.2%	50.3%
Lamson College	2 Private F-P	\$12,600	70	88	250	31.4%	56.8%	48.1%
Long Technical College	2 Private F-P	n/a	302	299	388	21.1%	27.4%	29.3%
Long Technical College-East Valley	4 Private F-P	n/a	50	51	168	2.0%	23.4%	35.2%
Maricopa Beauty College LLC	<2 Private F-P	n/a	39	73	124	0.0%	47.9%	40.5%
Maricopa Skill Center	<2 Public	n/a	71	1,538	1,243	41.5%	47.5%	55.4%
Mesa Community College	2 Public	\$1,450	21,244	22,821	26,528	20.4%	24.8%	27.9%
Metropolitan College	4 Private NFP	\$6,534	83	186	183	7.2%	28.8%	35.2%
Midwestern University	4 Private NFP	n/a	0	979	1,350	0.0%	26.7%	18.3%
Mohave Community College	2 Public	\$1,380	5,223	5,883	5,782	15.3%	15.6%	21.4%
Mundus Institute	<2 Private F-P	n/a	110	38	140	13.6%	23.7%	26.6%
Northcentral University	4 Private F-P	\$9,000	0	0	2,820	0.0%	0.0%	21.6%
Northern Arizona University	4 Public	\$4,393	20,131	19,964	18,773	17.5%	20.7%	23.1%
Northland Pioneer College	2 Public	\$1,008	4,506	5,096	4,253	37.5%	35.7%	36.9%
Ottawa University-Phoenix	4 Private NFP	n/a	1,635	2,171	1,740	12.6%	16.4%	26.8%
Paradise Valley Community College	2 Public	\$1,450	5,576	7,000	8,717	9.6%	15.6%	18.9%
Phoenix College	2 Public	\$1,450	11,689	12,386	12,549	38.6%	46.9%	56.0%
Pima Community College	2 Public	\$1,136	27,866	28,078	30,884	36.2%	40.3%	41.2%
Pima Medical Institute-Tucson	2 Private F-P	n/a	471	364	690	29.1%	56.5%	55.8%
Pima Medical Institute-Mesa	2 Private F-P	n/a	442	493	670	18.8%	35.0%	40.2%
Prescott College	4 Private NFP	\$17,280	736	904	1,044	18.7%	16.2%	11.6%
Refrigeration School Inc	2 Private F-P	n/a	255	171	307	28.7%	44.5%	51.9%
Remington College-Tempe Campus	4 Private F-P	\$31,490	43	239	297	16.3%	43.5%	64.1%
Rio Salado College	2 Public	\$1,450	8,754	11,275	17,415	18.1%	20.6%	25.5%
Roberto-Venn School of Luthiery	<2 Private F-P	n/a	19	33	34	5.3%	12.1%	5.9%
Scottsdale Community College	2 Public	\$1,450	9,775	10,391	11,261	13.7%	16.1%	21.7%
Scottsdale Culinary Institute	4 Private F-P	n/a	316	602	1,328	5.1%	14.5%	28.9%
South Mountain Community College	2 Public	\$1,450	2,418	3,514	4,561	68.5%	75.3%	66.0%
Southwest College of Naturopathic Medicine & Health Sciences	4 Private NFP	n/a	0	263	343	0.0%	14.1%	22.3%
Southwest Institute of Healing Arts	2 Private F-P	n/a	0	0	1,752	0.0%	0.0%	6.7%
Southwest Skill Center-EMCC	<2 Public	n/a	0	0	575	0.0%	0.0%	53.7%
Southwestern College	4 Private NFP	\$11,130	196	60	281	7.1%	8.8%	13.7%
The Art Center Design College	4 Private F-P	\$17,064	156	350	321	42.3%	32.9%	36.4%
The Art Institute of Phoenix	4 Private F-P	\$17,712	0	1,070	1,165	0.0%	23.8%	35.1%
The Bryman School	2 Private F-P	n/a	1,470	687	1,429	46.5%	59.5%	59.1%
The Bryman School-East	2 Private F-P	n/a	0	0	193	0.0%	0.0%	59.7%
Thunderbird School of Global Mgt.	4 Private NFP	n/a	1,458	1,639	1,102	9.5%	6.9%	9.8%
Tohono O'Odham Comm. College	2 Public	\$1,080	0	0	270	0.0%	0.0%	97.8%
Toni & Guy Hairdressing Academy	<2 Private F-P	n/a	40	44	95	10.0%	11.4%	22.6%
Tucson College	<2 Private F-P	n/a	227	175	207	41.4%	49.7%	53.7%
Tucson Design College	4 Private F-P	\$10,560	0	0	101	0.0%	0.0%	38.0%
Turning Point Beauty College	<2 Private F-P	n/a	0	0	39	0.0%	0.0%	59.0%
Universal Technical Institute (UTI)	2 Private F-P	n/a	2,071	2,091	3,516	0.0%	35.8%	37.8%
UTI-Motorcycle Mechanics	<2 Private F-P	n/a	801	1,503	3,026	8.4%	11.1%	16.0%
University of Advancing Tech.	4 Private F-P	\$14,600	520	931	1,203	13.5%	23.3%	17.2%
University of Arizona	4 Public	\$4,498	34,777	34,488	37,036	22.3%	23.6%	25.4%
University of Phoenix-Phoenix	4 Private F-P	\$9,765	4,856	9,152	9,413	17.1%	24.7%	27.1%
University of Phoenix-S. Arizona	4 Private F-P	\$9,675	1,663	0	3,394	20.3%	0.0%	38.7%
Western International University	4 Private F-P	\$9,540	1,195	1,520	2,734	19.5%	27.9%	31.4%
Yavapai College	2 Public	\$1,056	5,077	7,915	7,422	10.8%	9.7%	12.2%

Fall 2005		Fall 2005								2005 Cohort
% Men	% Women	% African American	% American Indian	% Asian American	% White	% Hispanic	% Non-Resident	% Unknown Race	Grad Rate	
51.9%	48.1%	5.1%	3.8%	3.8%	70.9%	12.7%	3.8%	0.0%	25%	
16.9%	83.1%	13.2%	7.3%	0.7%	27.7%	35.1%	0.0%	16.0%	99%	
83.2%	16.8%	6.9%	11.7%	3.3%	53.5%	22.6%	0.0%	1.9%	50%	
77.0%	23.0%	4.5%	5.1%	3.6%	48.6%	36.0%	0.0%	2.1%	22%	
12.4%	87.6%	10.4%	11.6%	2.8%	44.8%	16.8%	0.0%	13.6%	39%	
24.7%	75.3%	4.6%	3.9%	1.3%	67.0%	18.0%	0.0%	5.2%	44%	
17.3%	82.7%	7.7%	6.5%	2.4%	61.3%	16.7%	0.0%	5.4%	48%	
3.2%	96.8%	5.6%	1.6%	0.8%	56.5%	31.5%	1.6%	2.4%	85%	
49.0%	51.0%	11.3%	6.6%	2.6%	31.7%	34.9%	12.9%	0.0%	100%	
46.2%	53.8%	3.8%	2.8%	4.0%	65.7%	15.4%	1.4%	6.9%	12%	
3.8%	96.2%	6.6%	2.2%	1.6%	63.4%	24.0%	0.0%	2.2%	28%	
48.4%	51.6%	1.6%	0.4%	11.1%	76.0%	4.1%	1.0%	5.8%	n/a	
34.7%	65.3%	1.0%	2.6%	1.7%	75.9%	15.3%	0.0%	3.4%	30%	
75.7%	24.3%	3.6%	4.3%	10.7%	67.1%	5.7%	0.0%	8.6%	74%	
55.4%	44.6%	13.1%	1.3%	3.1%	66.5%	4.1%	11.8%	0.0%	100%	
36.7%	63.3%	2.2%	6.5%	1.8%	73.0%	12.1%	1.9%	2.5%	48%	
33.2%	66.8%	0.6%	26.9%	0.5%	59.3%	6.7%	0.0%	5.9%	11%	
27.2%	72.8%	4.5%	1.4%	0.8%	44.5%	9.7%	0.3%	38.7%	n/a	
40.5%	59.5%	2.2%	1.1%	2.6%	67.3%	10.2%	1.1%	15.6%	12%	
37.9%	62.1%	8.1%	3.7%	2.1%	35.0%	31.9%	1.0%	18.0%	19%	
43.0%	57.0%	3.8%	2.5%	3.1%	53.7%	29.3%	1.4%	6.2%	39%	
21.2%	78.8%	2.2%	1.7%	3.3%	43.5%	47.5%	0.0%	1.7%	70%	
20.9%	79.1%	5.1%	3.1%	3.6%	42.4%	16.7%	0.0%	29.1%	55%	
35.8%	64.2%	1.3%	2.6%	1.0%	81.0%	5.7%	0.1%	8.2%	43%	
99.3%	0.7%	8.5%	7.2%	2.3%	46.3%	31.9%	0.0%	3.9%	81%	
22.9%	77.1%	10.8%	6.7%	1.3%	28.3%	31.6%	0.0%	21.2%	85%	
37.1%	62.9%	5.9%	1.7%	3.7%	65.4%	11.1%	0.3%	11.9%	10%	
97.1%	2.9%	2.9%	0.0%	0.0%	88.2%	2.9%	5.9%	0.0%	96%	
45.4%	54.6%	3.0%	4.0%	2.8%	69.9%	10.1%	1.6%	8.6%	12%	
59.1%	40.9%	3.5%	3.7%	1.7%	57.9%	14.7%	0.0%	18.6%	71%	
35.1%	64.9%	14.3%	4.1%	2.5%	29.1%	37.9%	1.2%	11.0%	15%	
25.9%	74.1%	9.3%	1.2%	5.8%	72.0%	5.0%	2.3%	4.4%	n/a	
19.6%	80.4%	0.9%	1.3%	0.9%	78.4%	2.6%	0.1%	15.9%	76%	
17.9%	82.1%	9.6%	2.4%	5.4%	43.8%	33.4%	0.0%	5.4%	64%	
54.4%	45.6%	3.2%	1.4%	1.8%	85.1%	7.1%	0.4%	1.1%	55%	
50.8%	49.2%	1.9%	1.2%	1.9%	56.7%	27.4%	0.0%	10.9%	45%	
55.5%	44.5%	3.9%	1.6%	2.3%	43.2%	15.8%	0.6%	32.5%	48%	
21.4%	78.6%	8.7%	9.2%	2.8%	39.8%	36.9%	0.0%	2.7%	65%	
14.0%	86.0%	17.6%	14.0%	2.6%	38.9%	23.3%	0.0%	3.6%	n/a	
74.7%	25.3%	0.7%	0.1%	4.3%	25.3%	4.0%	58.6%	7.0%	n/a	
35.9%	64.1%	0.4%	94.1%	1.1%	2.2%	2.2%	0.0%	0.0%	50%	
3.2%	96.8%	1.1%	2.1%	3.2%	74.7%	15.8%	1.1%	2.1%	82%	
16.9%	83.1%	9.2%	2.4%	0.5%	45.9%	41.1%	0.0%	1.0%	67%	
13.9%	86.1%	4.0%	0.0%	2.0%	57.4%	31.7%	4.0%	1.0%	n/a	
0.0%	100.0%	5.1%	0.0%	0.0%	41.0%	53.8%	0.0%	0.0%	100%	
98.0%	2.0%	2.5%	3.9%	6.4%	54.3%	20.3%	0.1%	12.6%	73%	
97.4%	2.6%	1.6%	1.7%	1.4%	64.5%	7.7%	0.4%	22.8%	70%	
92.0%	8.0%	3.7%	0.7%	3.7%	62.1%	5.0%	1.1%	23.7%	26%	
46.9%	53.1%	2.8%	2.1%	5.5%	63.9%	13.7%	6.6%	5.4%	59%	
40.6%	59.4%	5.8%	1.6%	2.3%	48.3%	10.3%	5.9%	25.8%	11%	
43.0%	57.0%	5.5%	2.0%	2.0%	35.6%	21.4%	13.4%	20.1%	17%	
41.4%	58.6%	6.8%	1.5%	8.5%	50.4%	8.6%	5.2%	19.0%	11%	
38.1%	61.9%	0.8%	2.7%	1.1%	76.4%	5.9%	0.0%	13.0%	17%	

Postsecondary Degrees & Certificates by race/ethnicity and degree type: 2005-2006

African American

Certificates	1,922	52.3%
Associate Degrees	814	22.1%
Bachelors Degrees	647	17.6%
Graduate Degrees	286	7.8%
Post-Bac. Certificates	9	0.2%
Total Awards	3,678	100.0%

American Indian

Certificates	1,173	43.7%
Associate Degrees	805	30.0%
Bachelors Degrees	470	17.5%
Graduate Degrees	234	8.7%
Post-Bac. Certificates	3	0.1%
Total Awards	2,685	100.0%

Asian American

Certificates	738	29.5%
Associate Degrees	369	14.8%
Bachelors Degrees	962	38.5%
Graduate Degrees	427	17.1%
Post-Bac. Certificates	5	0.2%
Total Awards	2,501	100.0%

Hispanic

Certificates	6,812	51.1%
Associate Degrees	2,841	21.3%
Bachelors Degrees	2,790	20.9%
Graduate Degrees	868	6.5%
Post-Bac. Certificates	25	0.2%
Total Awards	13,336	100.0%

White

Certificates	15,876	34.3%
Associate Degrees	8,538	18.4%
Bachelors Degrees	15,411	33.3%
Graduate Degrees	6,257	13.5%
Post-Bac. Certificates	203	0.4%
Total Awards	46,285	100.0%

Non-Resident Alien

Certificates	273	9.7%
Associate Degrees	162	5.7%
Bachelors Degrees	746	26.4%
Graduate Degrees	1,626	57.5%
Post-Bac. Certificates	22	0.8%
Total Awards	2,829	100.0%

Unknown Race

Certificates	3,793	40.7%
Associate Degrees	1,502	16.1%
Bachelors Degrees	1,645	17.7%
Graduate Degrees	2,332	25.1%
Post-Bac. Certificates	37	0.4%
Total Awards	9,309	100.0%

Women

Certificates	15,847	35.7%
Associate Degrees	8,795	19.8%
Bachelors Degrees	12,605	28.4%
Graduate Degrees	6,935	15.6%
Post-Bac. Certificates	213	0.5%
Total Awards	44,395	100.0%

Men

Certificates	14,534	40.3%
Associate Degrees	6,236	17.3%
Bachelors Degrees	10,066	27.9%
Graduate Degrees	5,095	14.1%
Post-Bac. Certificates	91	0.3%
Total Awards	36,022	100.0%

COMMISSIONED AMEPAC PUBLICATIONS

**2006 The Road to Higher Education:
Closing the Participation Gaps for Arizona Minority Students
Preparation, Access, Affordability, Achievement**

Prepared by The Latina/o Policy Research Initiative in the College of Humanities,
The University of Arizona

Arizona Minority Student Success Report (2005 & 2003)

Prepared by Tonya M. Drake and Christine A. Forester

Dropping Out of Arizona's Schools:

The Scope, The Costs, and Successful Strategies to Address the Crisis (2002)

By the Intercultural Development and Research Association. San Antonio, Texas.

Arizona Minority Dropout Solutions (2001)

Prepared by Susan E. Brichler

**Minority Student Achievement and Workforce Success in Arizona.
A Research Study. (1998)**

By the Mexican American Studies and Research Center. The University of Arizona

Corporations and Schools: An Integrated Partnership (1997)

Presented by William J. Post, President and Chief Executive Officer,
Arizona Public Service Company

Arizona Education – Birth to Grad School:

An Exploration into Arizona Educational Demographics (1996)

By Harold Hodgkinson, Center for Demographic Policy, Washington, D.C.