



SEVENTH EDITION

# ARIZONA MINORITY STUDENT PROGRESS REPORT 2018

WHEN THE MINORITY  
BECOMES THE MAJORITY

HISPANIC

A line graph is positioned horizontally across the middle of the cover. It features two lines: a red line that starts at a low point on the left and trends upwards to a high point on the right, and an orange line that starts at a high point on the left and trends downwards to a low point on the right. The red line is labeled "HISPANIC" at its right end, and the orange line is labeled "WHITE" at its right end.

WHITE

BLACK

A legend is located at the bottom right of the cover, consisting of three horizontal bars of different colors. The top bar is light blue and labeled "BLACK". The middle bar is purple and labeled "AMERICAN INDIAN". The bottom bar is dark blue and labeled "ASIAN/PACIFIC ISLANDER".

AMERICAN INDIAN

ASIAN/PACIFIC ISLANDER

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# ARIZONA MINORITY STUDENT PROGRESS REPORT 2018

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## INTRODUCTION

The Arizona Minority Education Policy Analysis Center (AMEPAC) is a part of the Arizona Commission for Postsecondary Education. AMEPAC’s mission is to stimulate improvement of academic outcomes for minority students throughout the state of Arizona by conducting rigorous research. Our goal is that all Arizona students will be able to succeed academically.

AMEPAC is proud to provide policymakers, educators, and the public with this 7th edition of the Minority Student Progress Report. The report provides an overview of how Arizona students fare on a variety of academic indicators from P-12 through postsecondary education. Although this report focuses largely on disparities in student achievement based on students’ minority status, we recognize that the term “minority” may no longer be accurate. Minority students have become the largest demographic group in Arizona’s P-12 public education system and their representation continues to grow. This shift in the diversity of our state’s student population is substantial and suggests that the Arizona of the near future will look very different from the Arizona of today. As minority students become adults, Arizona’s economic well-being will rest on the quality of the education that they receive and their ability to be successful in college or a career.

While the data in this report suggest that some gains have been made, minority students continue to underperform relative to their White peers on nearly every academic indicator from P-12 through postsecondary education. If these disparities persist, the future of Arizona may be at risk. Fortunately, this report comes at the right time - education is at the forefront of public awareness.

The *2018 Arizona Minority Student Progress Report* can serve as a starting point for conversations and reforms that ensure Arizona is on track towards a bright and prosperous future for all.

### REPORT OVERVIEW

This 7th edition of the report is divided into four major sections.

**Section 1 – Demographics:** This section provides a brief overview of how the Arizona student population is changing. The demographic data are from the U.S. Census Bureau.

**Section 2 – P-12 Education:** The second section includes summaries of key educational indicators such as academic achievement, dropout rates, and enrollment in special education. The data are reported by the Arizona Department of Education.

**Section 3 – College Readiness:** This section describes the extent to which Arizona students are “college ready.” The data are from the Arizona Board of Regents, the College Board, ACT, inc., and Arizona’s community college districts.

**Section 4 – Postsecondary Enrollment and Completion:** The final section examines postsecondary enrollment and completion at Arizona’s postsecondary institutions. These data are from the United States Department of Education’s Integrated Postsecondary Education Data System and the Arizona Board of Regents.

## READING THE REPORT

To aid readers, the graphs and figures presented in this report use a common color scheme for the reporting of race/ethnicity (see “Race/Ethnicity Category Codes”).

Reporting race and ethnicity data can be challenging since reporting conventions have changed over time and not all data sources use the same conventions.

In an effort to standardize terms throughout this report, we drew from the guidelines established by the White House Office of Budget and Management prior to 1997. In general, we use the following race/ethnicity categories: American Indian, Asian/Pacific Islander, Black, White, Hispanic, and Multiracial.

In a few instances, categories were not reported in a data source or were not available in all years. When this was the case, these categories were excluded from the analysis. Additionally, some data sources reported “Asian” and “Pacific Islander” separately and in such a way that they could not be combined. In these instances, we reported these categories separately.

Finally, we acknowledge that Hispanic individuals may be of any race. However, many of the data sources used in this report refer to “Hispanic” as a unique racial/ethnic category. When separate race and ethnicity data were available for Hispanics, we treated “Hispanic” as a unique racial/ethnic category to maintain consistency throughout the report.

There are many ways in which individuals may choose to identify their racial or ethnic heritage, and the decision to use these terms is not meant to reflect any ideological or political preference. This report relies completely on data provided from institutions, and as such is limited to the reporting categories they use.

### RACE / ETHNICITY CATEGORY CODES

- AI AMERICAN INDIAN
- AP ASIAN / PACIFIC ISLANDER
- B BLACK
- W WHITE
- H HISPANIC
- UK UNKNOWN RACE
- M MULTIRACIAL



## EXECUTIVE SUMMARY

### INTRODUCTION

In the previous version of this report, we highlighted disparities in educational achievement and attainment across a variety of important indicators and showed that these disparities have existed for some time.

The findings described in the current report suggest that despite some modest improvements, these gaps remain. The following is a summary of our main findings.

### ARIZONA DEMOGRAPHICS

- ▶ Compared to the U.S. population, Arizona's population is comprised of greater percentages of Hispanics and American Indians. Additionally, Arizona has a large and growing population of Hispanic youth which suggests that the demographic composition of the state will change significantly in future years. For instance, while Hispanics comprised only 26 percent of 45- to 54-year-olds in 2015, they comprised 42 percent of 15- to 17-year-olds.
- ▶ Overall, 27 percent of Arizonans who were 25 or older had earned a bachelor's degree or higher in 2015. Compared to the state, lower percentages of Hispanics (11%) and American Indians (10%) earned a bachelor's degree or higher.
- ▶ In 2015, 18 percent of Arizonans lived below the poverty line. Poverty rates were highest among American Indian (38%), Hispanic (28%), and Black residents (24%).

### P-12 EDUCATION

- ▶ In 2004, minority (i.e. non-White) students became the majority of all students in Arizona public schools. This trend has continued in recent years with Hispanic students comprising the largest group of students (45%) in 2015.
- ▶ The percentage of public school students enrolled in charter schools increased from 12 percent in 2010 to 16 percent in 2015. Compared to the statewide student population, charter schools enrolled higher percentages of Asian and White students and lower percentages of Hispanic and American Indian students.
- ▶ The percentage of students who drop out of school in a given year has remained fairly stable between 2009 and 2015 (i.e. roughly 3%). American Indian students had the highest dropout rates of any racial/ethnic group (i.e. roughly 7%). Hispanic and Black students dropped out at lower rates than American Indian students, but at higher rates than White and Asian Pacific Islander students.
- ▶ Among the class of 2015, over three-quarters of Arizona students graduated within four years of entering high school. Asian and White students had the highest high school graduation rates.
- ▶ The total number of English Language Learners has decreased in recent years. However, this may have been due, in part, to classification criteria that overestimated students' proficiency in English.

- ▶ The total number of special education students has increased by 3 percent between 2010 and 2015. Within each racial/ethnic group, American Indian and Black students received special education services at the highest rates (i.e. approximately 15% and 13%, respectively).
- ▶ The total number of students receiving free- and reduced-price lunch increased by 11 percent between 2010 and 2015. Within each racial/ethnic group, Hispanic, Black, and American Indian students received free- and reduced-price lunch at the highest rates (66%, 59%, and 59%, respectively) in 2015.
- ▶ The number of students passing AzMERIT and AIMS Science increased by between 1 and 5 percentage points in most grades/subjects between 2015 and 2016.
- ▶ Broken down by race/ethnicity, the number of students passing AzMERIT and AIMS Science in 2016 increased by between 1 and 4 percentage points for nearly all racial/ethnic groups compared to the previous year. On all tests, Asian and White students passed at the highest rates.

## COLLEGE ACCESS

- ▶ In 2014, just under half of Arizona's high school graduates met the eligibility requirements for admission to one of the state's public universities. In general, Hispanic, American Indian, and Black students met university eligibility requirements at lower rates than their White and Asian peers.
- ▶ The number of Arizona students taking the SAT has declined in recent years. Compared to the overall high school-aged population, SAT test takers were disproportionately White while Hispanic students were underrepresented. In general, Asian and White students had higher average scores than their Hispanic, American Indian, and Black peers.
- ▶ The number of students taking the ACT has increased in recent years. The demographic composition of ACT test-takers reflected the overall high school-aged population in 2016. This may be due to recent initiatives aimed at increasing the number of minority students who take the ACT. In general, Asian and White students had higher average scores than their Hispanic, American Indian, and Black peers.
- ▶ In 2016, the largest percentage of advanced placement exams were taken by White and Hispanic students. White, Multiracial, and Asian students passed Advanced Placement tests at higher rates than Hispanic, Black, and American Indian students.

- ▶ Statewide, 77 percent of dual enrollments were in academic courses while 23 percent were in vocational courses. In the Maricopa County Community College District, 89 percent of dual enrollments were in academic courses and 11 percent were in vocational courses. For all other community college districts in the state, enrollments were equally split between academic and vocational courses.

## POSTSECONDARY EDUCATION

- ▶ In 2015, Arizona postsecondary institutions enrolled 651,790 undergraduate, graduate, and professional students. These included online, in-state, and out-of-state students. Just under half of these students were enrolled in private, for-profit four-year institutions while a third were enrolled in public, two-year institutions.
- ▶ 44 percent of all students enrolled in Arizona postsecondary institutions received instruction exclusively through online learning or distance education.
- ▶ 53 percent of Arizona high school graduates in 2016 enrolled in some form of postsecondary education during the following fall. Asian, White, and Multiracial students enrolled in postsecondary education at the highest rates (72%, 58%, and 54%, respectively). Hispanic, Black, and American Indian students enrolled in two-year institutions more frequently than in four-year institutions.
- ▶ The number of community college students who successfully transferred to a state university has decreased in recent years. However, the most recent data suggest that this trend may be reversing with 17 percent of students from the 2012 cohort transferring after three years compared to 15 percent of students from the 2011 cohort.
- ▶ The racial/ethnic composition of both graduate and undergraduate students at Arizona's postsecondary institutions has become more diverse in recent years. Although the racial/ethnic composition of students has come closer to reflecting the demographics of the state, minority students continue to be underrepresented in most kinds of postsecondary institutions.
- ▶ Of all Arizona high school graduates in 2010, 21 percent had earned a four-year degree by 2016.

# 2018 Policy Recommendations

## PREK-12 EDUCATION

**Identify and implement strategies that encourage all students, including minority students, to graduate from high school.**

- Continue to develop, integrate, and require an individual Education and Career Action Plan (ECAP) so students and families have a roadmap to success.
- Ensure that schools and educators are well equipped to address and develop partnerships with families to engage parents effectively and consistently. This exchange will assist parents in navigating educational systems, advocating and supporting their children, and have a clear understanding of higher education benefits and processes.

**Ensure that English Language Learner (ELL) students receive the appropriate services to improve student achievement.**

- Ensure that the Arizona Language Learner Assessment (AZELLA) assesses academic English proficiency and determines Fluent English Proficient (FEP) status, exiting students from ELL services.
- Monitor Fluent English Proficient (FEP) students for two years post exit from ELL services, ensuring that appropriate academic progress is maintained.
- Explore and promote alternative approaches to the four-hour block immersion method.
- Increase language requirements for teachers in the form of mandatory English as a Second Language (ESL) endorsements.

**Ensure equity for all students by providing academic support and social services necessary for educational success.**

- Help teachers and staff embrace racial, ethnic, linguistic, academic and cultural diversity by promoting cross-cultural proficiency.
- Develop community partnerships to deliver needed social services to children in poverty.

**Ensure every student achieves a high school diploma and graduates from high school college and career ready.**

- Provide adequate time and resources to allow every student to achieve the Arizona College and Career Ready Standards.
- Expose students to career pathways and provide the knowledge and skills necessary to achieve their goals through real-life experiences. Examples include job shadowing, business partnerships, mentoring, and classroom presentations with clear linkages to classroom instruction

## COLLEGE ACCESS

**Increase the number of high school graduates who are eligible for university admission.**

- Provide guidance, knowledge and appropriate coursework to ensure successful admission to a postsecondary institution.

**Improve both the percentage of and success rate of students taking the SAT and ACT.**

- Implement a strategy to increase the success of students who qualify for free and reduced lunch that includes free or low-cost test prep classes.

## POSTSECONDARY EDUCATION

**Support community colleges in their roles as the first point of enrollment in the postsecondary system for students from low-income families. Recognize that community colleges are serving the greatest proportion of students from low-income families and provide the support needed to allow these students to be successful.**

- Provide state funding for all community colleges in Arizona.

**Develop, support, and promote education pathways as roadmaps for college/university completion.**

- Support the development of education pathways that increase student retention and college graduation, and prepare students to set and attain their varied postsecondary education goals.
- Expand promising pathway programs to include and impact many more students. Research shows that students on academic plans save time, save money, and stay on task.

**Engage families and students earlier about higher education processes, programs, and opportunities.**

- Reach out to families early and often and connect them with higher education opportunities, resources, and key college contacts.
- Promote early college programs, including dual enrollment, to families.

- Extend outreach avenues to include community events, organizations, faith-based groups, social media, etc.

**Increase the number of students who qualify for credit-bearing courses.**

- Support counselors and advisors in promoting the importance of student testing preparation for a nationally recognized college-readiness examination.
- Establish parent engagement programs to explain the importance of short-term and long-term benefits of students enrolling in credit-bearing courses.



## CONCLUSION

In the 2012 report from Morrison Institute, Five Shoes Waiting to Drop, it stated that “Arizona is at risk of becoming a second-tier state, educationally and economically.” We noted then, that our student population was changing, becoming a minority majority in the early grades. In the 2016 Minority Student Progress Report, we noted that our student population was continuing that transformation and urged that we collaborate with others and work to close the achievement gap.

In this, the 2018 Minority Student Progress Report - When the Minority Becomes the Majority, we confirm that Arizona schools have become a majority-minority student population, with great implications for Arizona’s future.

## POVERTY

We know that poverty matters for students’ overall well-being and this affects their ability to succeed academically.

Between 2010 and 2015, the number of students receiving free- or reduced-price lunch in Arizona increased by 11% from 482,197 to 532,725. Over 66 percent of Hispanic students in Arizona received free- or reduced-price lunch in 2015, followed by American Indian students (60%), Black students (59%), Multiracial students (39%), White students (26%), and Asian Pacific Islander students (24%).

## EQUITY

Federal and state education reforms have a tendency to focus on “good schools and teachers” as the sole solution to the achievement gap. This approach leads to the labeling of “failing schools” with little regard to the socio/economic conditions that impact children in poverty and the communities in which they reside.

Equity in education for all students requires a much broader focus on the environmental, social, economic, and cultural factors that impact student achievement - and education policies that take into consideration these factors.

While the achievement gap continues to exist, the data does contain some good news – evidence of collaboration and hard work. We found that:

- Graduation rates have remained stable in recent years and exceed pre-2011 levels.
- The percentage of students passing the AzMERIT mathematics and English language arts tests has increased for all racial groups.
- The percentage of community college students successfully transferring to state universities shows signs of increasing.
- The racial/ethnic composition of graduate and undergraduate students in Arizona’s postsecondary institutions is becoming more diverse.

## DEVELOPMENTAL/REMEDIATION

Education is a topic of great importance to the future success of the Arizona Postsecondary Education system and its thousands of students. As clearly illustrated in this report, the system must educate greater numbers of increasingly diverse students entering the system to achieve wide-ranging goals.

In Arizona, as in many other states, the majority of first time students entering the community colleges are under-prepared to take on college-level work. This is due to policies and agreements between the public universities and the community colleges in the past which place this challenge squarely on the shoulders of the community colleges. The goal is clear. Underprepared students must be quickly brought up to college-level capability, yet, the path to success is still being studied.

At the recommendation of the authors of the 2016 report, Dr. Jeffrey Milem and his team, AMEPAC has commissioned a singular focused research paper that will review data from institutions, state reports, the community colleges, the statewide strategic plan, summarize promising practices, and suggest policy recommendations to support student success. This paper will be released in 2018 and will present an in-depth investigation into the current status of Developmental/Remedial education in the state and provide a more complete understanding of the necessary steps to achieve student success.

## FUNDING

If Arizona is serious about moving forward on Achieve 60 AZ, an ambitious goal to ensure 60 percent of Arizonans have a certificate or college degree by 2030, it will be imperative that we support these students, collaborate and provide the resources, beginning with adequate funding.

None of the strategies suggested in our recommendations can be achieved without an effective, well-compensated teacher in place for every student. To that end, the AMEPAC recommendation would support and echo the recommendations from the 110th Arizona Town Hall, funding P-12 education to:

***Provide adequate and proper resources to fully support P-12 education in Arizona, but find a new, dedicated, sustainable funding source. Additionally, develop strategies and provide resources to retain teachers in Arizona.***

- *Increase teacher pay to a level that is, at minimum, comparable to other states.*
- *Develop policies that serve as a means to attract teachers, rather than as a deterrent.*
- *Distribute funds to pay teachers in a manner that is fair and not divisive, and allow local governance to determine how funds are best distributed.*

No single organization can work alone. We encourage the use of this data as a basis for advocacy. Success in closing the achievement gap for our minority students and students in poverty is the only way to put us on a path to prosperity – for Arizonans and for our state's future workforce.



## WHO IS ARIZONA?

# Arizona Demographics<sup>1</sup>

## RACIAL/ETHNIC DISTRIBUTION

According to the U.S. Census Bureau, Arizona had a total population of 6,641,928 residents in 2015 (see Figure 1). Of those, 57 percent identified as White (3,752,853), 30 percent as Hispanic (2,014,711), 4 percent as Black (264,119), 4 percent as American Indian (265,099), 3 percent as Asian or Pacific Islander (206,179), and 2 percent as Multiracial (131,890) (see Figure 1). Additionally, the state's population was comprised of roughly equal numbers of men and women (49.7% and 50.3%, respectively).

By comparison, the national population was 316,515,021 with 62 percent identifying as White, 17 percent as Hispanic, 12 percent as Black, 1 percent as American Indian, 5 percent as Asian or Pacific Islander, and 2 percent as Multiracial (See Figure 2). With regard to gender, the nation was comprised of roughly the same number of men and women (49% and 51%, respectively).

Although Arizona has smaller proportions of White, Black, and Asian residents when compared to the nation, Arizona has over twice the proportion of Hispanics and over four times as many American Indians. These large and growing populations likely reflect Arizona's proximity to Mexico and its rich history with regard to both Hispanic and Native American communities.

## AGE DISTRIBUTION

In 2015, just over a third of Arizonans were below the age of 25 while 39 percent of Arizonans were between the ages of 25 and 54. The rest of Arizona residents (27%) were 55 or older (See Figure 3). Arizona closely reflected the national age distribution (See Figure 4).

As Figure 5 shows, younger Arizonans are increasingly Hispanic whereas older residents more frequently identify as White. This is also reflected in the K-12 data where Hispanic students comprise the largest group of students.

## EDUCATIONAL ATTAINMENT

Figure 6 shows the highest level of educational attainment of Arizonans 25 years and older. In 2015, 27 percent of Arizonans had earned a bachelor's degree or higher. This was similar to the national rate of 30 percent. With regard to their highest level of education, roughly 9 percent had earned an associate's degree, 26 percent had completed some college, 24 percent had a high school diploma or its equivalent, and 14 percent had less than a high school diploma (See Figure 6).

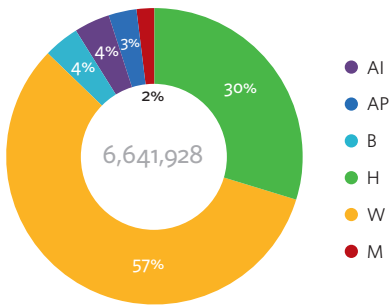
As Figure 7 shows, Asian and Pacific Islanders were the most likely to have earned a bachelor's degree or higher (51%), followed by those who identify as White (33%), Multiracial (31%), Black (24%), Hispanic (11%), and American Indian (10%). 35 percent of Hispanics and 23 percent of American Indians did not earn high school diplomas. These groups were also the least likely to have enrolled in any post-secondary education (38% and 43%, respectively).

Females and males were equally as likely to have earned a high school diploma or its equivalent as their highest level of education (24%). Similarly, females and males earned a Bachelor's degree or higher at nearly identical rates (27% and 28%, respectively).

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<sup>1</sup> The data used in these analyses came from the U.S. Census Bureau's 2011-2015 American Community Survey. The U.S. Census Bureau generates population estimates based on data from the American Community Survey and the 2010 Census.

**2015 ARIZONA POPULATION  
BY RACE/ETHNICITY**



SOURCE | U.S. Census Bureau (2017)

FIGURE 1

**INCOME**

In 2015, the median Arizona household income was \$50,255 which was slightly lower than the national median of \$53,889. During the same year, 18 percent of Arizonans were classified as living below the poverty level. This was slightly higher than the national poverty rate of 16 percent. As Figure 8 shows, American Indians in Arizona faced the highest poverty rates (38%), followed by Hispanics (28%), Blacks (24%), Multiracial (20%), Asians and Pacific Islanders (14%) and Whites (11%). The poverty rate for Arizona women was slightly higher than it was for men at 19 percent and 17 percent, respectively.

**ARIZONA POSTSECONDARY INSTITUTIONS**

The following are postsecondary institutions located in Arizona as reported to the Integrated Postsecondary Education Data System (IPEDS) in 2015.

**PUBLIC  
4-YEARS**

- Arizona State University
- Dine College
- Northern Arizona University
- University of Arizona
- Thunderbird School of Global Management

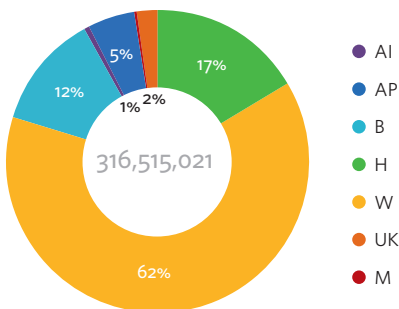
**NOT-FOR-PROFIT  
4-YEARS**

- American Indian College
- Arizona Christian University
- College America
- Embry-Riddle Aeronautical University
- Frank Lloyd Wright School of Architecture
- International Baptist College and Seminary
- Midwestern University
- Ottawa University
- Phoenix Seminary
- Prescott College
- Southwest College of Naturopathic Medicine & Health Sciences
- Trine University

**FOR-PROFIT  
4-YEARS**

- Argosy University
- Arizona College
- Arizona School of Acupuncture and Oriental Medicine
- Arizona Summit Law School
- Brookline College
- Brown Mackie College
- Chamberlain College of Nursing
- Collins College
- DeVry University
- Everest College
- Grand Canyon University
- ITT Technical Institute
- Le Cordon Bleu College of Culinary Arts
- National Paralegal College
- Northcentral University
- Phoenix Institute of Herbal Medicine & Acupuncture
- Pima Medical Institute-Tucson
- Southwest University of Visual Arts
- The Art Institute of Phoenix
- The Art Institute of Tucson
- University of Advancing Technology
- University of Phoenix
- Western International University

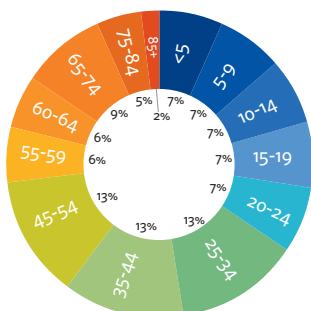
**2015 U.S. POPULATION  
BY RACE/ETHNICITY**



SOURCE | U.S. Census Bureau (2017)

FIGURE 2

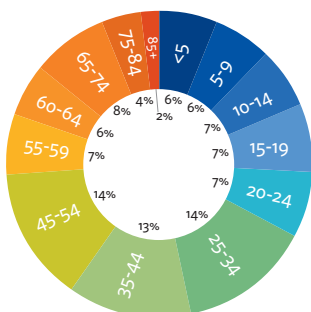
**2015 ARIZONA POPULATION  
BY AGE**



SOURCE | U.S. Census Bureau (2017)

FIGURE 3

**2015 U.S. POPULATION  
BY AGE**



SOURCE | U.S. Census Bureau (2017)

FIGURE 4

## ARIZONA POSTSECONDARY INSTITUTIONS (CONTINUED)

**PUBLIC  
2-YEARS**

- Arizona Western College
- Central Arizona College
- Chandler-Gilbert Community College
- Cochise County Community College
- Coconino Community College
- Eastern Arizona College
- Estrella Mountain Community College
- GateWay Community College
- Glendale Community College
- Mesa Community College
- Mohave Community College
- Northland Pioneer College
- Paradise Valley Community College
- Phoenix College
- Pima Community College
- Rio Salado College
- Scottsdale Community College
- South Mountain Community College
- Tohono O'Odham Community College
- Yavapai College

**FOR-PROFIT  
2-YEARS**

- Allen School
- Arizona College
- Brookline College
- Carrington College
- Florida Career College-UEI College
- Fortis College
- Golf Academy of America
- Pima Medical Institute
- Refrigeration School, Inc.
- Sessions College for Professional Design
- Southwest Institute of Healing Arts
- Universal Technical Institute of Arizona

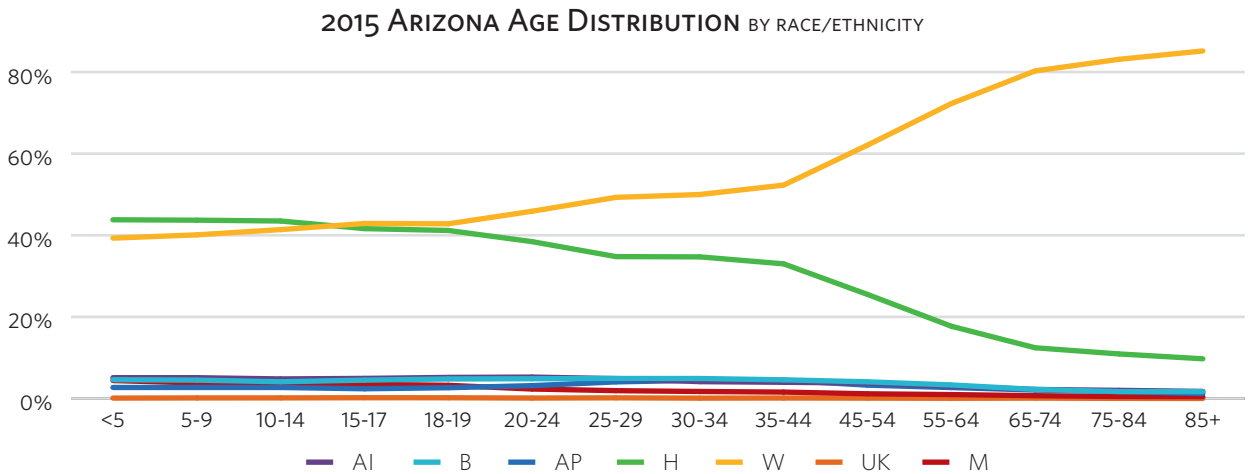
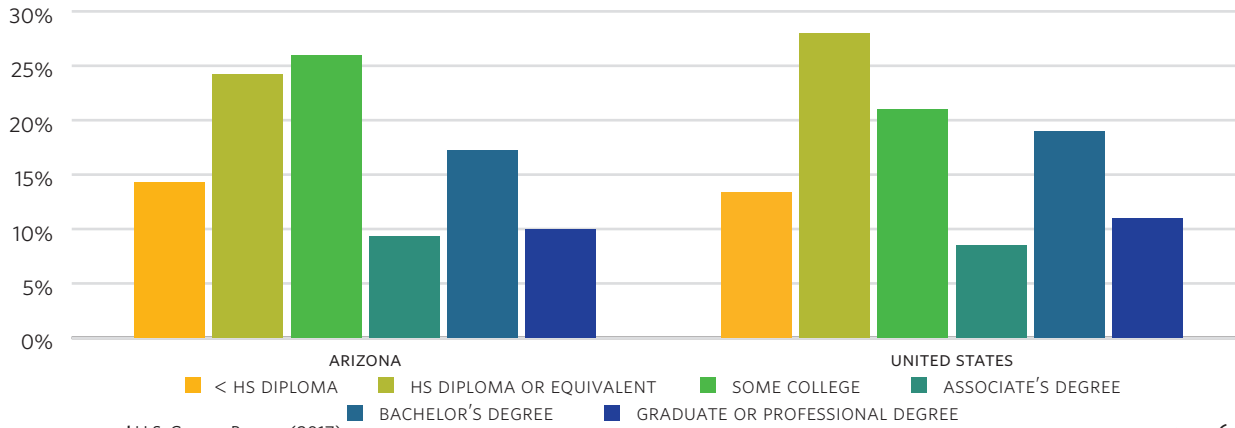


FIGURE 5

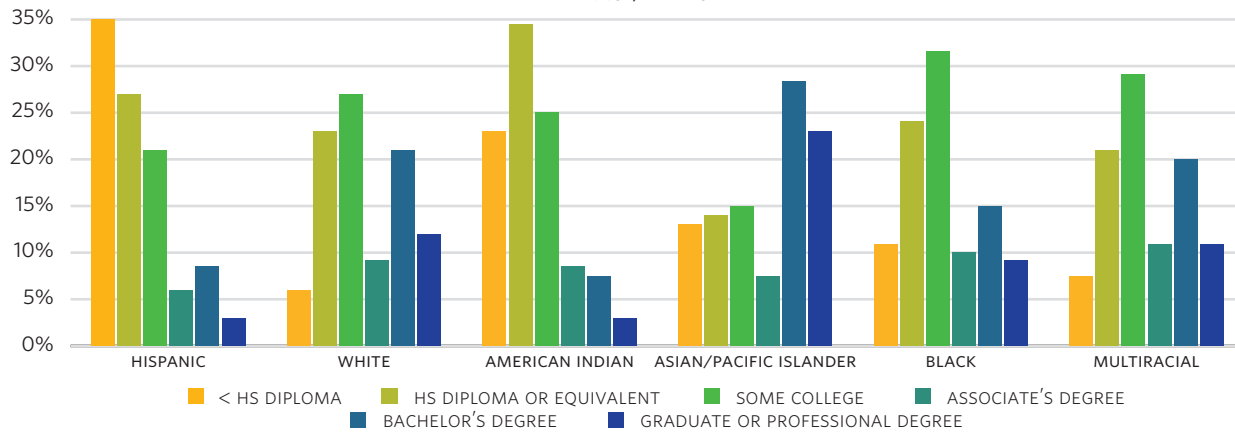
## 2015 ARIZONA AND U.S. EDUCATIONAL ATTAINMENT FOR PEOPLE 25 YEARS OR OLDER



SOURCE | U.S. Census Bureau (2017)

FIGURE 6

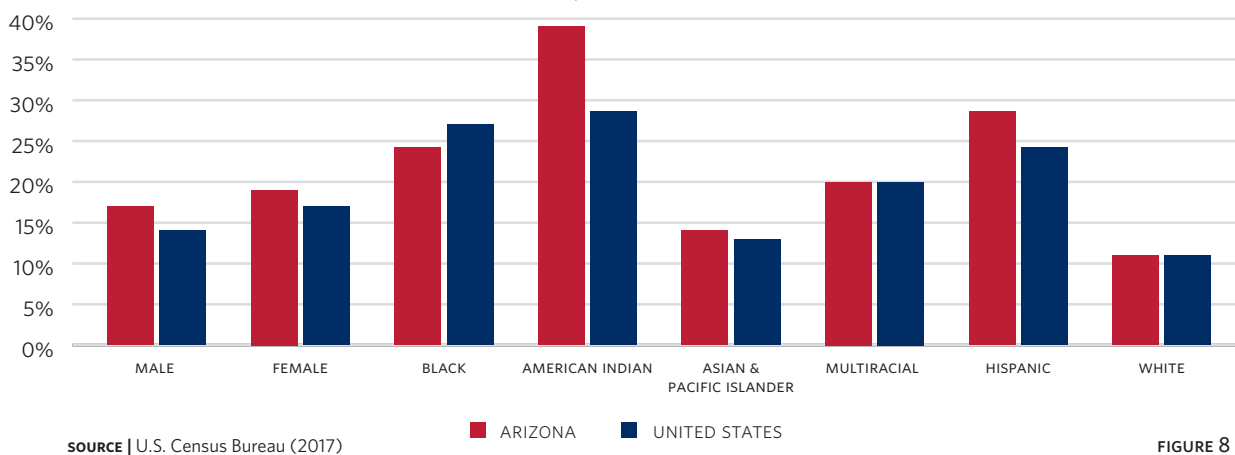
## 2015 ARIZONA EDUCATIONAL ATTAINMENT FOR PEOPLE 25 YEARS OR OLDER BY RACE/ETHNICITY



SOURCE | U.S. Census Bureau (2017)

FIGURE 7

## 2015 POVERTY RATES IN ARIZONA AND UNITED STATES BY RACE/ETHNICITY & GENDER



SOURCE | U.S. Census Bureau (2017)

FIGURE 8



## HAVE WE MADE ANY PROGRESS?

# P-12 Education\*

## P-12 ENROLLMENTS

### KEY FINDING

In 2004, minority students became the majority of all students in Arizona public schools. This trend has continued in recent years with Hispanic students comprising the largest group of students in 2015.

Arizona's school-aged population has undergone a dramatic shift over the last several years. In 2004, minority students became the majority of all students in Arizona public schools for the first time.<sup>1</sup> This trend has continued for over a decade now (see Figure 9).<sup>2</sup> For instance, White students comprised 51% of all students enrolled in Arizona schools in 2002, but they comprised only 39% of prekindergarten through 12th grade students in 2015 (see Figure 10). During that time, Hispanic students have become the largest racial/ethnic group comprising 45% of all P-12 Arizona students in 2015.

From 2002 to 2015, total P-12 enrollment in Arizona rose from 922,280 students to 1,124,702 students, a 22% increase (see Figure 11). The number of White students decreased by 6% from 473,257 in 2002 to 443,385 in 2015. At the same time, Hispanic enrollment increased dramatically from 325,700 to 504,137, an increase of 55%. American Indian student enrollment declined from 60,405 to 52,317, a 13% decrease. Although the number of Asian Pacific Islander and Black students in Arizona schools are relatively low, both groups showed high gains in the percentage of students enrolled. Asian Pacific Islander student enrollment increased by 64% and Black student enrollment increased by 36%. Lastly, the gender distribution of P-12 students remained consistent during this period, with roughly 51% of students identifying as male and 49% as female.

## ENROLLMENT IN CHARTER vs. DISTRICT SCHOOLS

### KEY FINDING

The percentage of students enrolled in charter schools continues to increase with 16 percent of all public students enrolled in a charter school in 2015. Compared to the state, charters enrolled higher percentages of Asian and White students and lower percentages of Hispanic and American Indian students. District schools enrolled a slightly higher percentage of Hispanic students and a slightly lower percentage of White students when compared to the state.

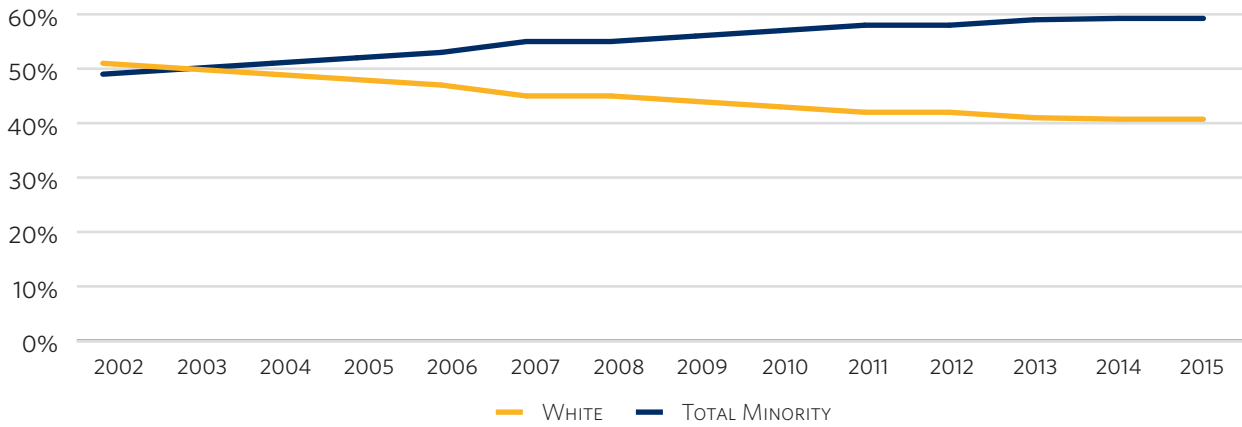
Charter schools have been a prominent feature of Arizona's education landscape for over 20 years. Instituted in 1994, charter schools are publicly-funded schools that operate independently of traditional school districts.

Charter schools have grown in popularity in recent years (see Figure 12). The percentage of students enrolled in charter schools has increased from 12% in 2010 to 16% in 2015. In raw student counts, Arizona charter school enrollment increased from 123,694 students in 2010 to 175,535 students in 2015, an increase of 42%.

1 Enrollment data are collected on October 1st of each school year. The years reported here are the calendar year in which the data were collected. For example, 2015 corresponds to the 2015-2016 school year.

2 Prior to 2010, reporting of student ethnicity did not include "Hawaiian/Pacific Islander" and "Multiracial" as separate categories. For analyses that include data prior to 2010, we combined Asian and Hawaiian/Pacific Islanders in the years where both were reported. We excluded students who identified as "Multiracial" from the figures for consistency across years, but include them in the calculation of percentages of total enrollment. Between 2010 and 2015, Multiracial students comprised between 1.2%-2.7% of the total P-12 population.

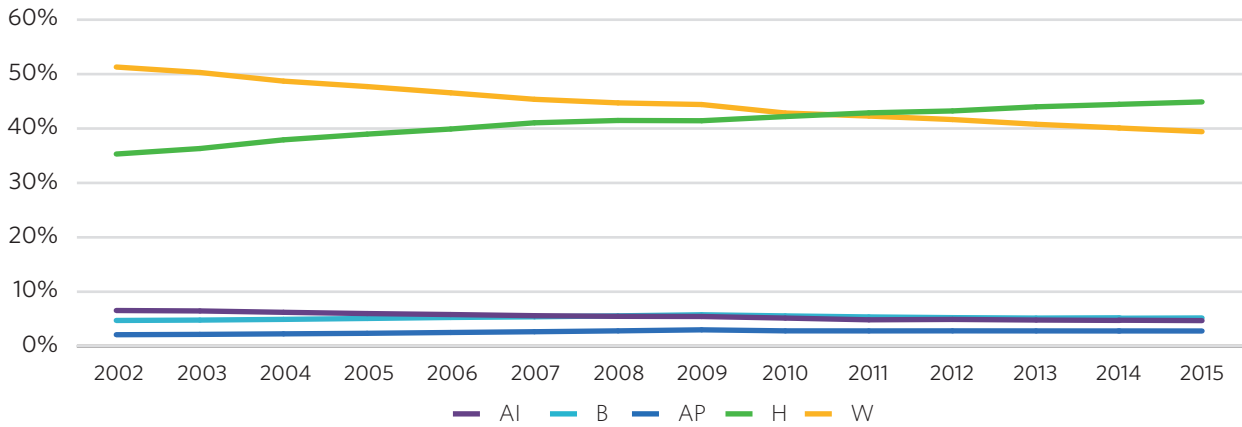
### P-12 ENROLLMENT TREND 2002-2015 BY MINORITY STATUS



SOURCE | Arizona Department of Education (2017)

FIGURE 9

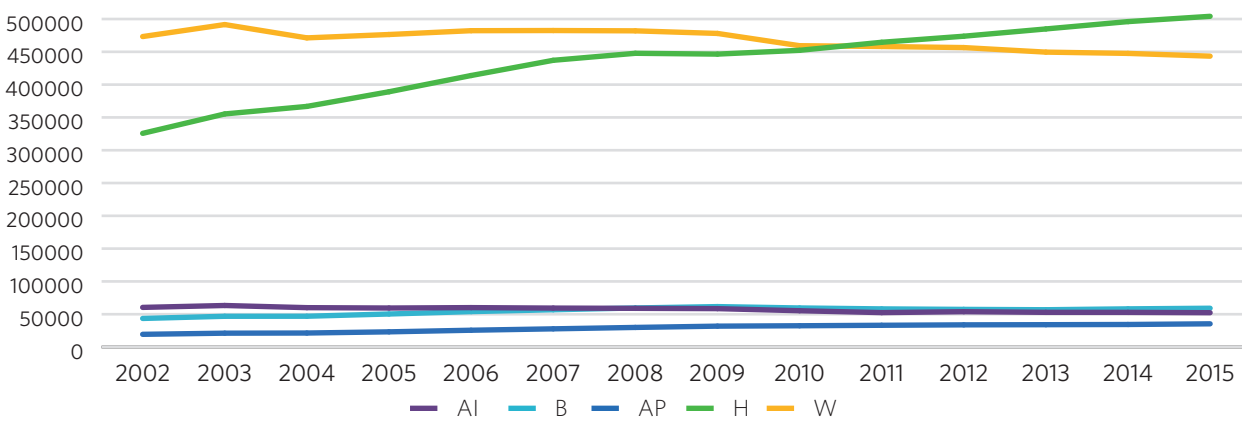
### P-12 ENROLLMENT TREND 2002-2015 PROPORTIONS BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 10

### P-12 ENROLLMENT TREND 2002-2015 TOTAL COUNTS BY RACE/ETHNICITY

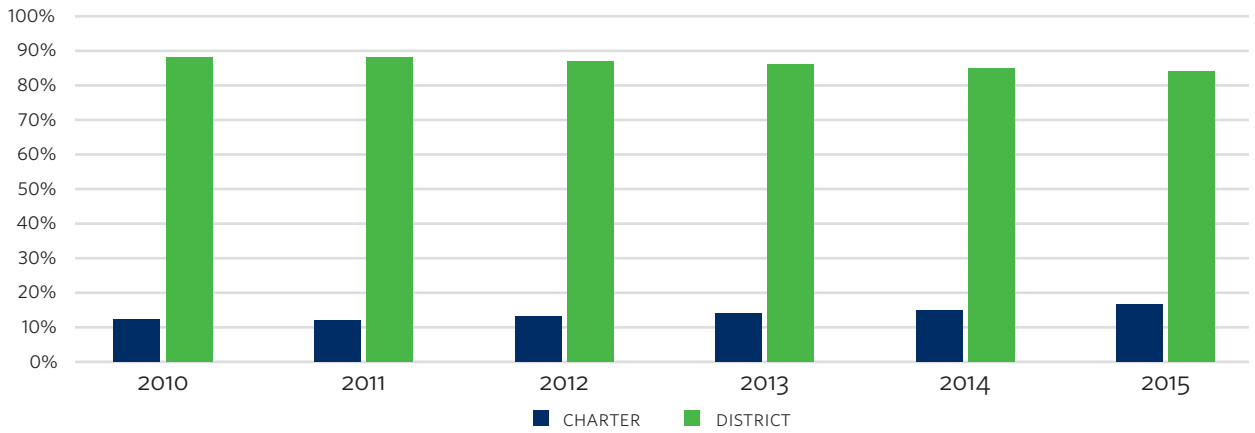


SOURCE | Arizona Department of Education (2017)

FIGURE 11

\*Many children are likely enrolled in pre-K settings that aren't represented in these numbers.

## P-12 ENROLLMENTS 2010-2015 BY PERCENT CHARTER VS. DISTRICT

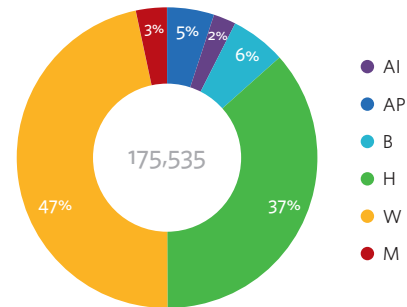


SOURCE | Arizona Department of Education (2017)

FIGURE 12

Arizona charter schools enrolled higher percentages of White and Asian students compared to the statewide student population (47% vs. 40% and 5% vs. 3%, respectively; see Figures 13 and 15). At the same time, these schools enrolled smaller percentages of Hispanic and American Indian students compared to the statewide student population (37% vs. 45% and 3% vs. 5%, respectively). By comparison, traditional district schools enrolled a slightly higher percentage of Hispanic students and a slightly lower percentage of White students when compared to the state (47% vs. 45% and 38% vs. 40%, respectively; see Figures 14 and 15).

### 2015 CHARTER ENROLLMENT PERCENT BY ETHNICITY



SOURCE | AZ Department of Education (2017)

FIGURE 13

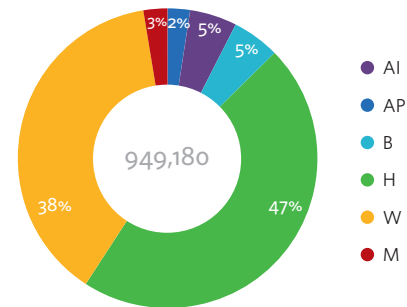
## DROPOUT RATES

**KEY FINDING**

Dropout rates have remained relatively constant. American Indian students had the highest dropout rates of any racial/ethnic group (i.e. roughly 7%). Hispanic and Black students dropped out at lower rates than American Indian students, but at higher rates than White and Asian Pacific Islander students.

The percentage of students dropping out of Arizona schools remained relatively constant from 2008-2014 (see Figure 16).<sup>3,4</sup> Across all years, American Indian students dropped out at the highest rates (i.e. roughly 7%) followed by Hispanic (4%), Black (4%), White (2%), and Asian Pacific Islander students (1%). The difference in dropout rates between male and female students is displayed in Figure 17 and shows that in all years, male students dropped out of school at slightly higher rates than female students (i.e. approximately 4% vs. 3%).

### 2015 DISTRICT ENROLLMENT PERCENT BY ETHNICITY



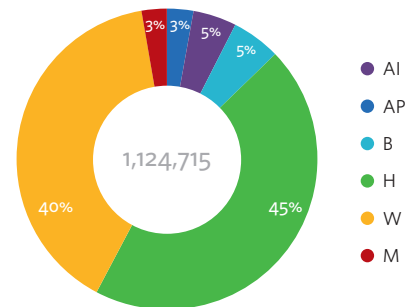
SOURCE | AZ Department of Education (2017)

FIGURE 14

3 Dropout rates are reported for grades seven through twelve, and are based on a calendar year that runs from the first day of summer recess through the last day of school. Dropouts are defined as students who are enrolled in school at any time during the school year, but are not enrolled at the end of the school year and did not transfer, graduate, or die (Arizona Department of Education, 2017).

4 The years for which data were available were not consistent across analyses. As a result, the number of years included different analyses do not always correspond.

### 2015 TOTAL P-12 ENROLLMENT PERCENT BY ETHNICITY

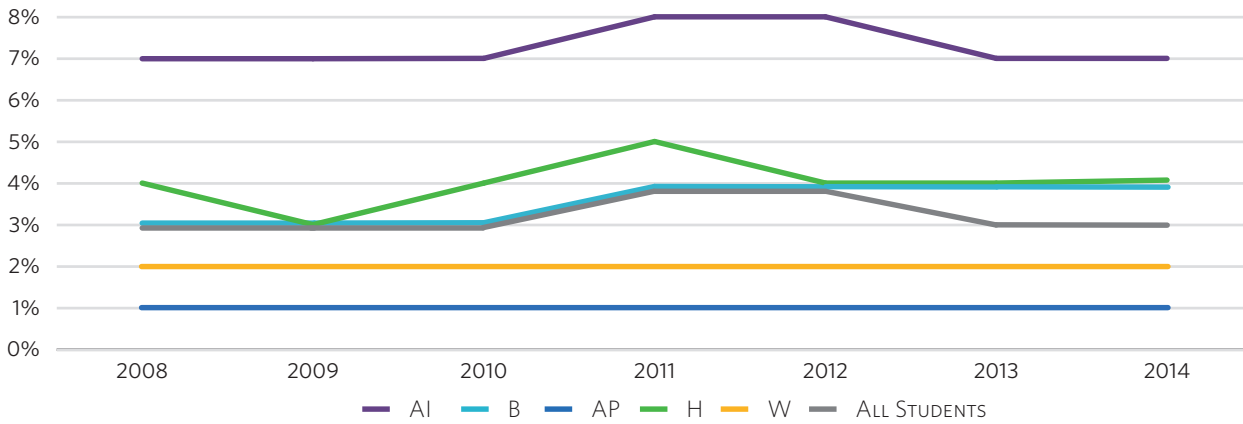


SOURCE | AZ Department of Education (2017)

FIGURE 15



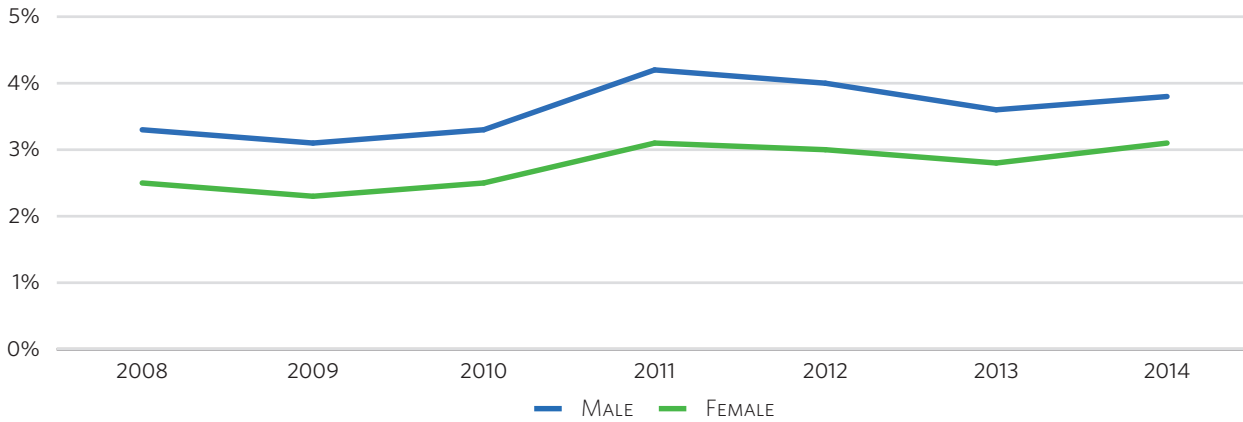
### ARIZONA DROPOUT RATES 2008-2014 PROPORTIONS OF ENROLLED STUDENTS WITHIN RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 16

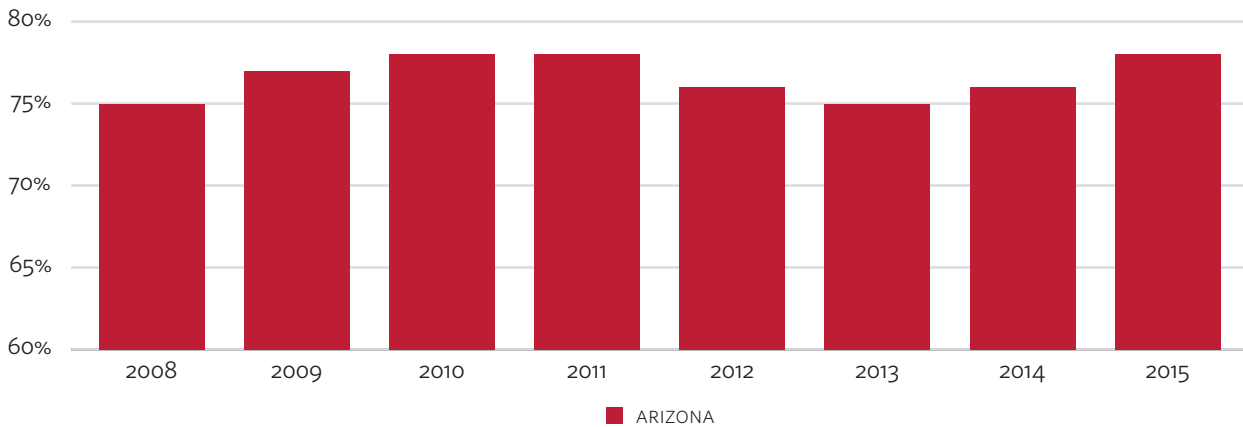
### ARIZONA DROPOUT RATES 2008-2014 WITHIN GENDER



SOURCE | Arizona Department of Education (2017)

FIGURE 17

### ARIZONA FOUR-YEAR HIGH SCHOOL GRADUATION RATE 2008-2015



SOURCE | Arizona Department of Education (2017)

FIGURE 18

## GRADUATION RATES

### KEY FINDING

Over three-quarters of Arizona students graduate within four years of entering high school. Asian and White students had the highest high school graduation rates. The graduation rate among females was higher than it was for males in all years.

Arizona graduation rates have remained relatively stable from 2008-2015, with 78% percent of students in the class of 2015 graduating within four years of entering high school (see Figure 18).<sup>5</sup> Between 2011 and 2013, there was a slight decrease in graduation rates among most racial/ethnic groups. However, this trend has reversed in recent years with nearly all racial/ethnic groups meeting or exceeding their pre-2011 levels (See Figure 19).

In 2015, Asian high school students had the highest graduation rate at 87 percent followed by White students with 84 percent. American Indian, Black, and Hispanic students all had lower graduation rates than the state, as a whole, with graduation rates of 66 percent, 74 percent, and 72 percent, respectively. With regard to gender, Figure 20 illustrates a recent, though slight, increase in graduation rates for both males and females. Despite this increase, the graduation gap between female and male students has remained constant with females graduating at higher rates than males (i.e. 81% vs. 74% in 2015).

5 Students are assigned to a cohort (i.e. graduating class) at the time of their first enrollment at an Arizona high school. Cohorts are assigned based on the expectation that students will take four years to graduate. For instance, students in the class of 2015 would have enrolled as freshmen during the 2011-2012 school year.

## ENGLISH LANGUAGE LEARNERS

### KEY FINDING

The number of English Language Learners has decreased in recent years. However, this may have been due, in part, to classification criteria that overestimated students' proficiency in English.<sup>6</sup>

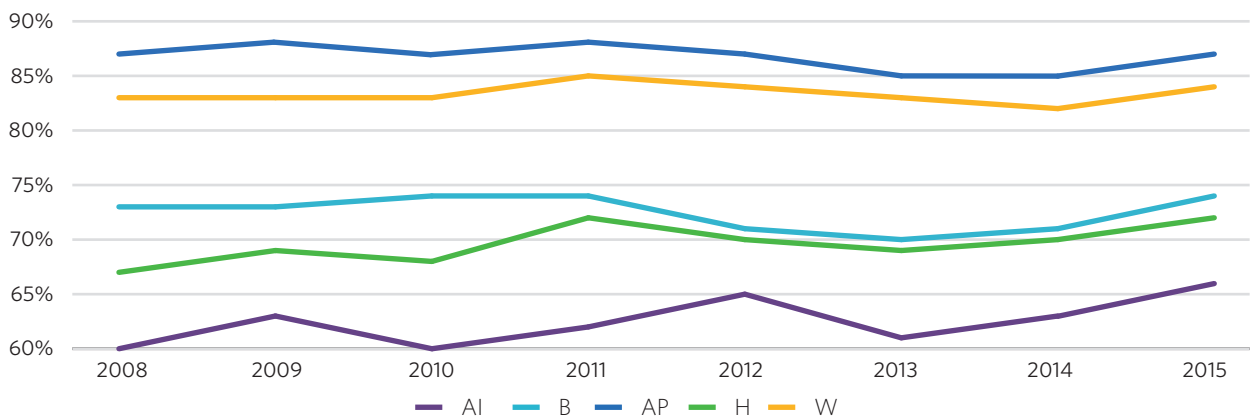
The number of English Language Learners (ELLs) in Arizona has decreased from 76,325 students in 2010 to 60,143 students in 2015, a 21 percent decrease. The number of Hispanic ELL students declined from 67,208 in 2010 to 52,390 in 2015, accounting for the bulk of the statewide decrease in ELL students (see Figure 21).

Figure 22 shows the percentages of ELL students within each racial/ethnic group. Mirroring the trend in the statewide decline of ELLs, there was a drop in the percentages of Hispanic (from 15% in 2010 to 10% in 2015) and Asian students (from 11% in 2010 to 8% in 2015) who were classified as ELLs. The percentages of ELL students in all other racial/ethnic groups remained fairly stable during that time.

Despite the decline in Hispanic ELL students, Hispanic students still comprised the largest group of ELLs during the last six years. For example, in 2015, 87% of ELL students identified as Hispanic. Asians, the second largest group, comprised only 4% of the ELL population, followed by White students at 2%.

6 <https://cms.azed.gov/home/GetDocumentFile?id=589c7c431130c00d4c087bcd>

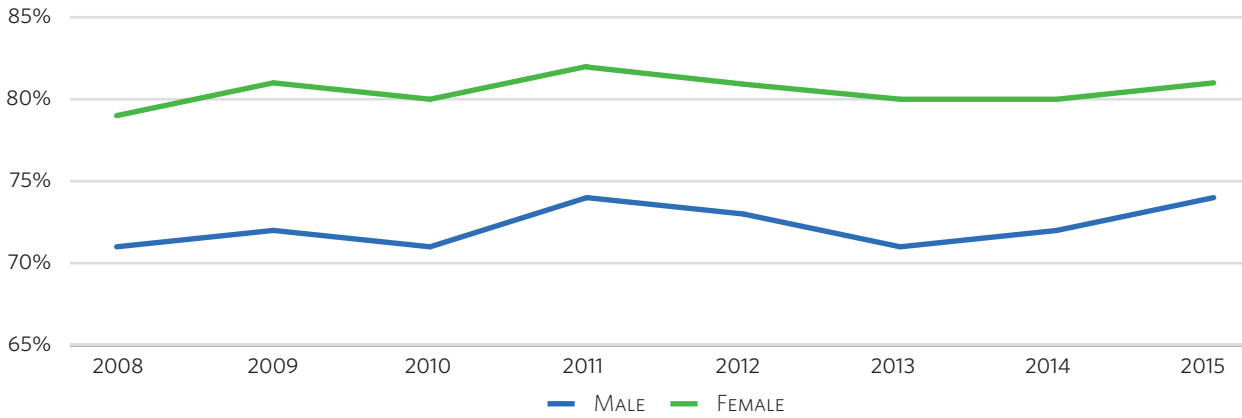
ARIZONA FOUR-YEAR GRADUATION RATE 2008-2015 WITHIN RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 19

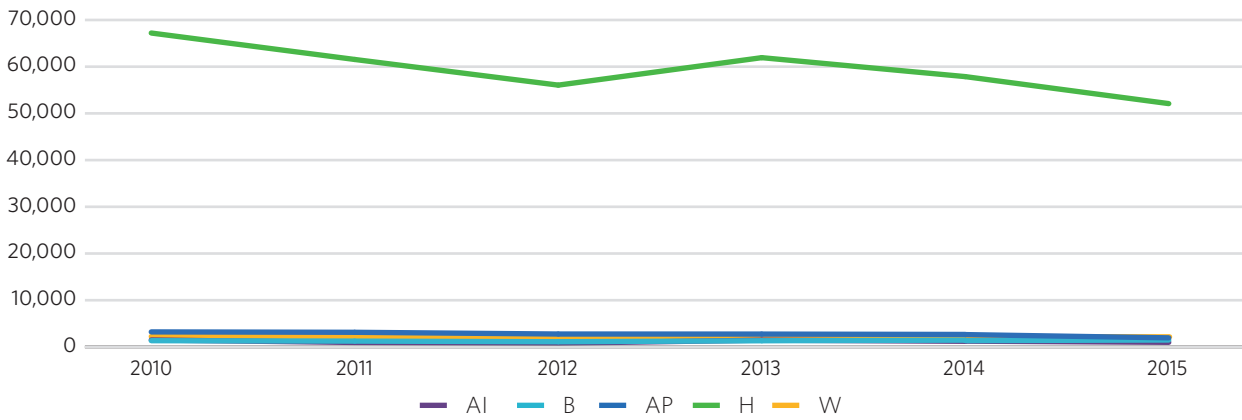
### ARIZONA FOUR-YEAR GRADUATION RATE 2008-2015 BY GENDER



SOURCE | Arizona Department of Education (2017)

FIGURE 20

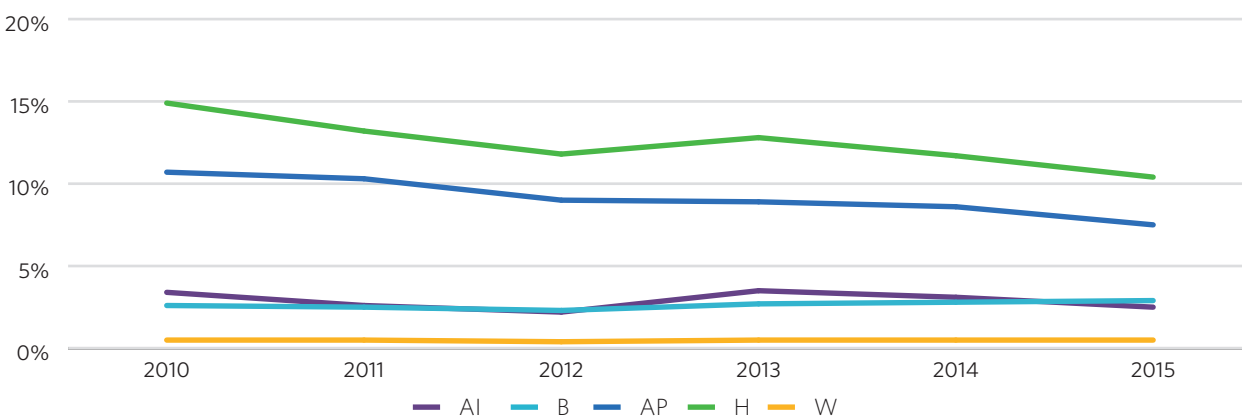
### ARIZONA P-12 ENGLISH LANGUAGE LEARNERS 2010-2015 TOTAL COUNT BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 21

### ARIZONA P-12 ENGLISH LANGUAGE LEARNERS 2010-2015 PERCENT WITHIN RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 22

## SPECIAL EDUCATION

### KEY FINDING

The number of special education students has increased slightly in recent years. Within each racial/ethnic group, American Indian and Black students received special education services at the highest rates.

The number of Arizona students enrolled in special education classes increased from 123,210 in 2010 to 127,356 in 2015, a 3 percent increase (see Figure 23). Hispanics have become the largest racial/ethnic group in the proportional enrollments of students receiving special education services, surpassing White students beginning in 2012 (see Figure 24).

The percentages of special education students enrolled within each racial/ethnic group has remained fairly stable during between 2010 and 2015 (see Figure 25). American Indian and Black students had the highest percentages of within-group enrollment with approximately 15 percent and 13 percent of students receiving special education services, respectively.

## FREE AND REDUCED PRICE LUNCH<sup>7</sup>

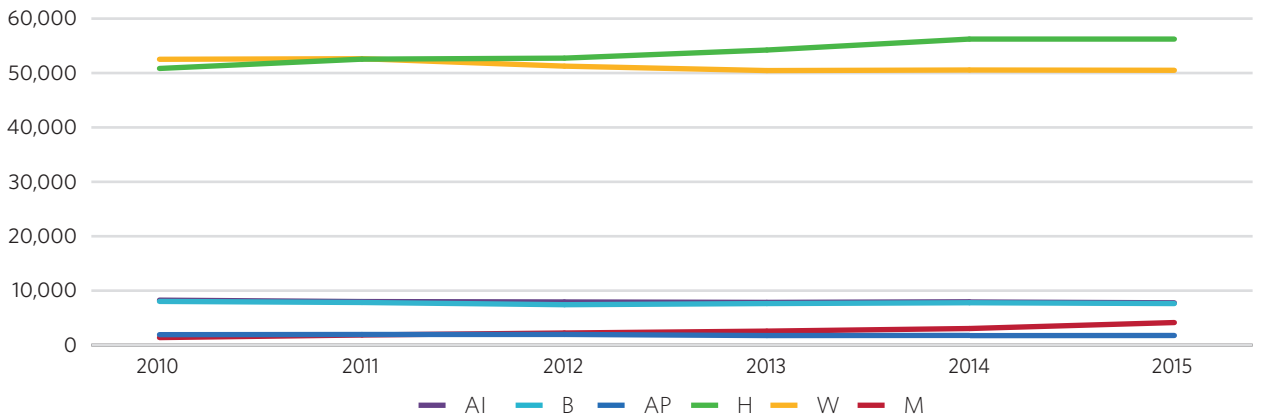
### KEY FINDING

The number of students receiving free- and reduced-price lunch increased between 2010 and 2015. Within each racial/ethnic group, Hispanic, Black, and American Indian students received free- and reduced-price lunch at the highest rates in 2015.

From 2010 to 2015, the number of students receiving free- or reduced-price lunch in Arizona rose from 482,197 to 532,725, an 11 percent increase (see Figure 26).<sup>8</sup> In 2015, 63 percent of all students receiving free- and reduced-price lunch were Hispanic, followed by White students (22% in 2015) and Black students (7% in 2015; see Figure 27).

Within each racial/ethnic group, Hispanic, Black, and American Indian students qualified for free- and reduced-price lunch at the highest rates in 2015 (66%, 59%, and 59%, respectively). Additionally, 26 percent of White students and 24 percent of Asian students qualified for free- and reduced-price lunch. Between 2010 and 2015, White, Asian, American Indian, and

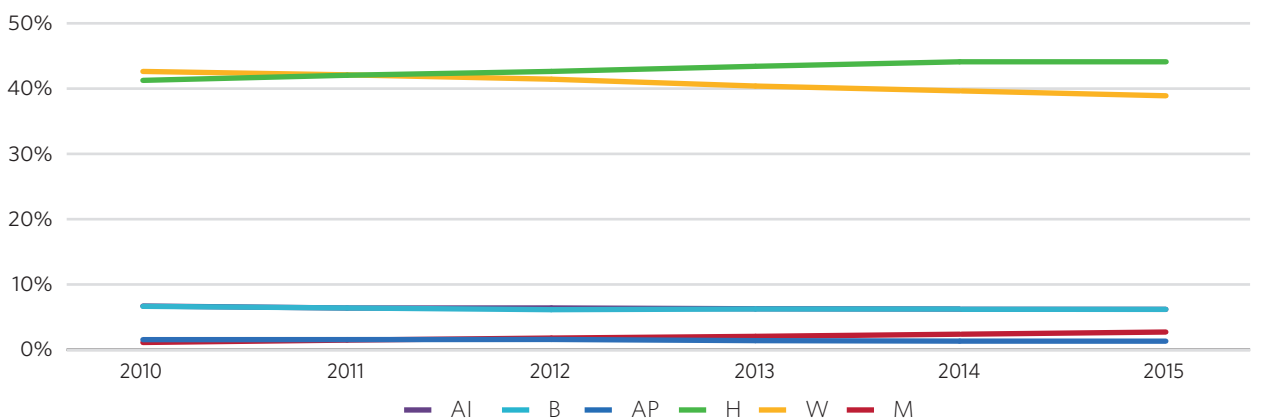
ARIZONA P-12 SPECIAL EDUCATION STUDENTS ENROLLMENT 2010-2015 TOTAL COUNT BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 23

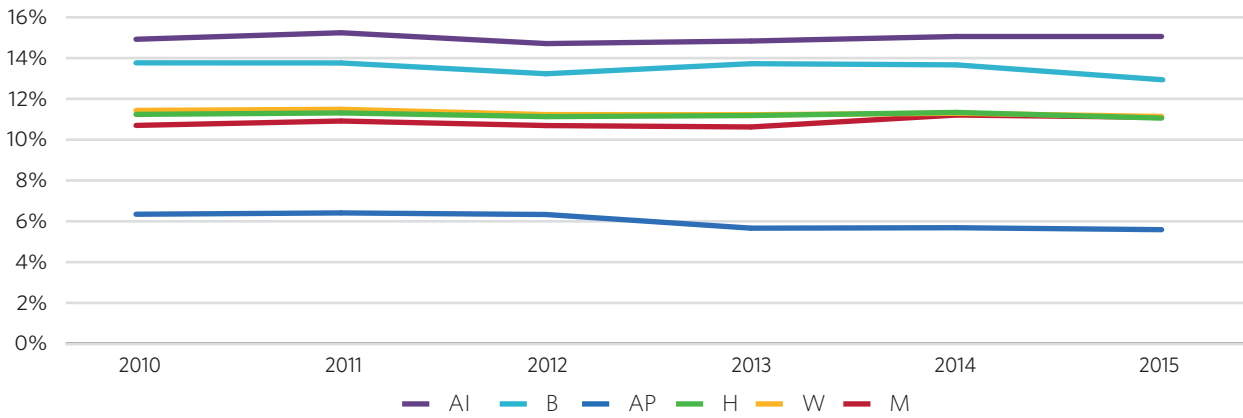
ARIZONA P-12 SPECIAL EDUCATION STUDENTS ENROLLMENT 2010-2015 PERCENT BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 24

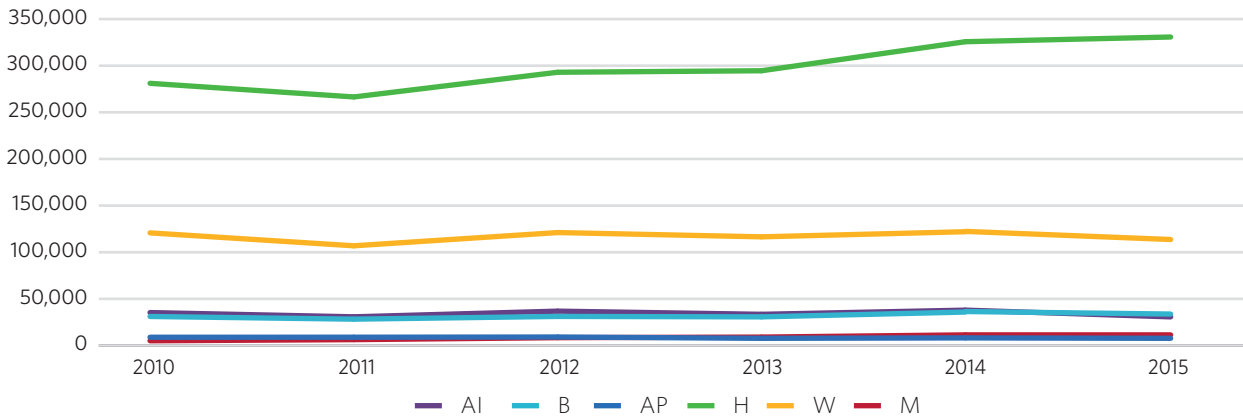
**ARIZONA P-12 SPECIAL EDUCATION STUDENTS ENROLLMENT 2010-2015** PERCENT WITHIN RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 25

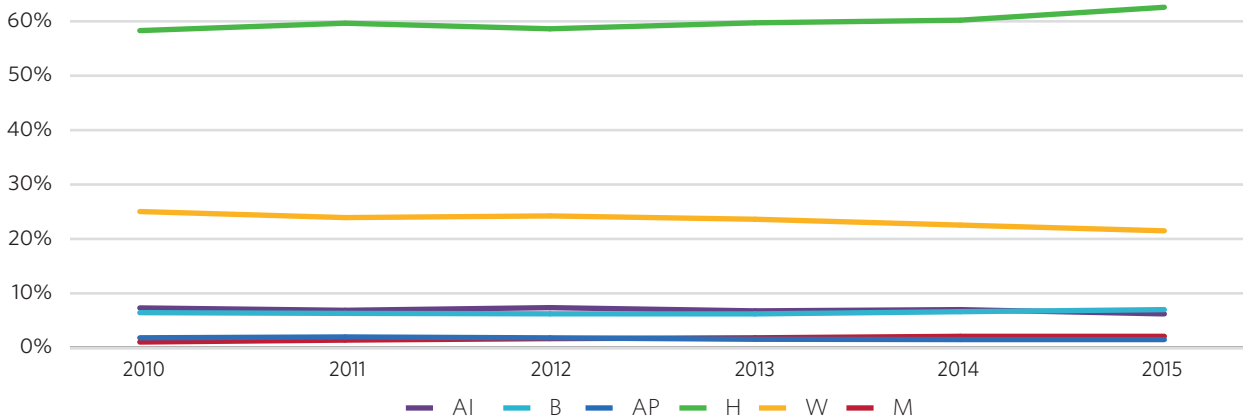
**ARIZONA P-12 STUDENTS RECEIVING FREE OR REDUCED LUNCH 2010-2015** TOTAL COUNT BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 26

**ARIZONA P-12 STUDENTS RECEIVING FREE OR REDUCED LUNCH 2010-2015** PERCENT BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 27

Multiracial students saw a decrease in the percentage of students receiving free- and reduced-price lunch while the percentage of Hispanic and Black students increased (see Figure 28).

## AZMERIT AND AIMS SCIENCE SCORES

In 2015, Arizona schools began administering the AzMERIT tests to students in 3rd through 8th grades and high school.<sup>9</sup> AzMERIT replaced the Arizona Instrument to Measure Standards (AIMS) in reading, writing, and mathematics and measures student learning based on Arizona’s College and Career Ready Standards.

Arizona’s College and Career Ready Standards are meant to be more rigorous than previous standards with an emphasis on the skills and knowledge needed to be successful in college and beyond. AzMERIT is administered annually to students in grades 3 through 8. In high school, students are given end-of-course assessments to assess their mastery of content in 9th, 10th, and 11th grade English Language Arts as well as Algebra I, Algebra II, and Geometry.

Because students can enroll in these courses at any point in their academic careers, they are tested only when they have completed each course. Although testing has changed significantly for reading, writing, and mathematics, the AIMS science test continues to be administered in 4th grade, 8th grade, and high school.

- 7 According to the U.S. Department of Agriculture’s National School Lunch Program, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for free- and reduced-price meals, respectively. For the 2015-2016 academic year, 130 percent of the poverty level was \$31,252 for a family of four; 185 percent was \$44,863 for a family of four.
- 8 The data provided by ADE masks the number of Pacific Islander students who received free- and reduced-price lunch in several years. Therefore, our figures only include information for Asian students as this was available in all years.
- 9 As of this writing, Arizona’s State Board of Education is in the process of adopting a new set of standards. Developed by local experts, these standards are meant to reflect the specific needs of Arizona students while maintaining an emphasis on rigorous preparation for college and career readiness.

## AZMERIT AND AIMS SCIENCE BY GRADE LEVEL

### KEY FINDING

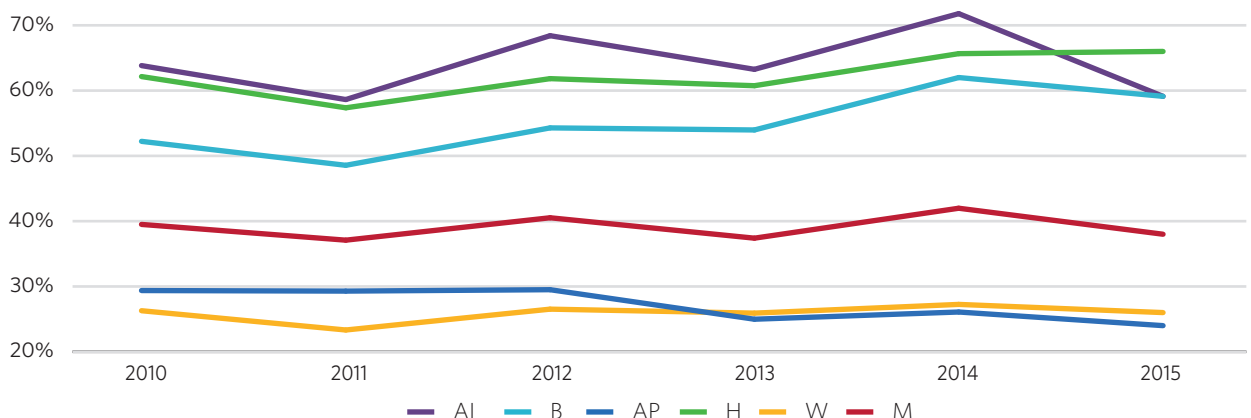
The percentage of students passing AzMERIT and AIMS Science increased in the majority of grades/subjects between 2015 and 2016. One notable exception is the high school AIMS Science test which has had fewer students passing in every year since 2011.

Figure 29 shows the percentage of students passing the AzMERIT mathematics assessments (i.e. scoring “Proficient” or “Highly Proficient”) for each grade/course in 2015 and 2016.<sup>10</sup> In the first two years of AzMERIT, passage rates in mathematics increased in several grades/subjects including 3rd grade, 4th grade, 5th grade, 6th grade, Algebra I, and Geometry. Passage rates for 7th grade math and Algebra II remained the same while 8th grade passage rates declined.<sup>11</sup>

Between 2015 and 2016, passage rates on the AzMERIT English language arts assessments increased in several grades/courses including 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, and among ELA 9 students (see Figure 30). The percentage of students passing the 8th grade, 10th grade, and 11th grade English language arts assessments decreased during this time.

Passage rates for AIMS Science are shown in Figure 31. The percentage of students passing 4th grade AIMS Science increased between 2011 and 2012, but began decreasing in the following years with 60 percent of students passing in 2016. 8th grade AIMS Science passage rates followed a similar pattern, rising between 2011 and 2012 but then decreasing to 60 percent in 2016. The percentage of students passing AIMS Science dropped from 45 percent in 2011 to 39 percent in 2016.

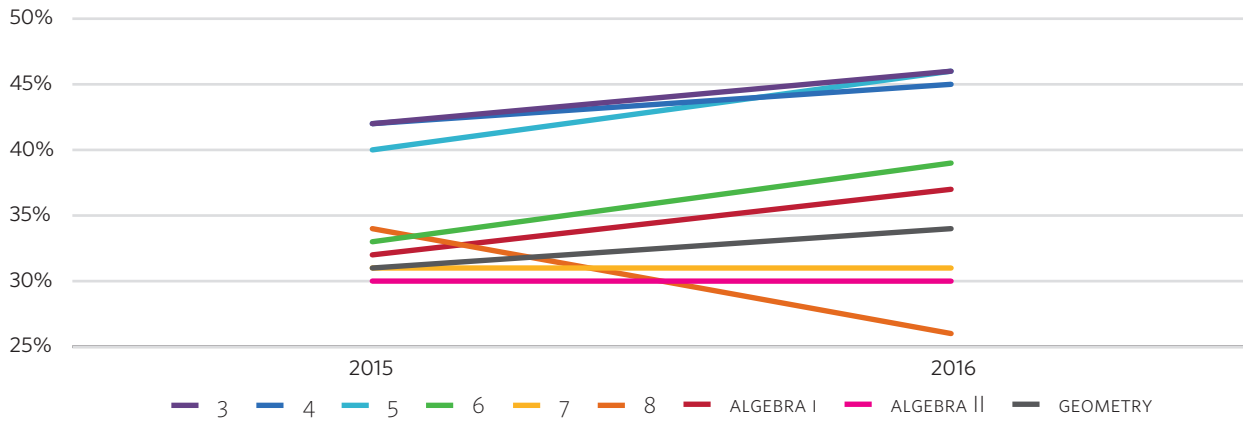
## ARIZONA P-12 STUDENTS RECEIVING FREE OR REDUCED LUNCH 2010-2015 PERCENT WITHIN RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 28

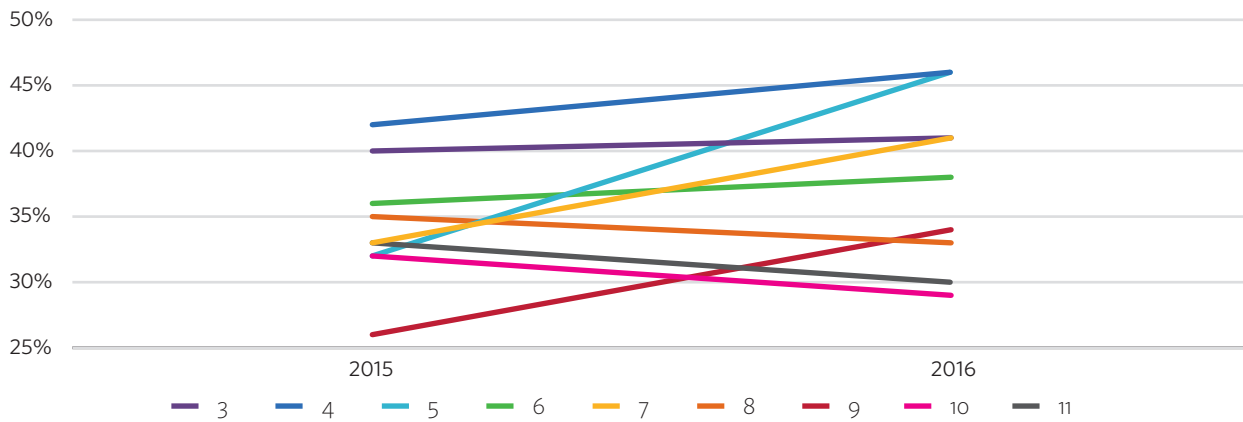
### PERCENT PASSING AzMERIT MATHEMATICS 2015-2016 BY GRADE/END-OF-COURSE ASSESSMENT



SOURCE | Arizona Department of Education (2017)

FIGURE 29

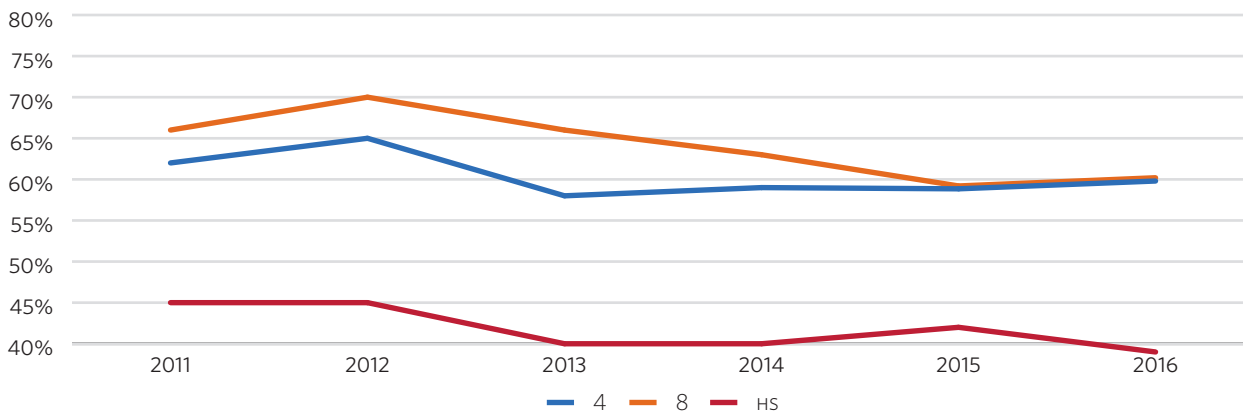
### PERCENT PASSING AzMERIT ENGLISH LANGUAGE ARTS 2015-2016 BY GRADE/END-OF-COURSE ASSESSMENT



SOURCE | Arizona Department of Education (2017)

FIGURE 30

### PERCENT PASSING AIMS SCIENCE 2011-2016 BY GRADE LEVEL



SOURCE | Arizona Department of Education (2014)

FIGURE 31

## AZMERIT PASSAGE RATES BY ETHNICITY AND GENDER IN ALL GRADES

**KEY FINDING**

The percentage of students passing AzMERIT and AIMS Science increased between 2015 and 2016 for nearly all racial/ethnic groups. On all tests, Asian and White students passed at the highest rates.

In 2016, 67 percent of Asian students passed the AzMERIT mathematics test, the highest passage rate of all racial ethnic groups (see Figure 32). Comparatively, 51 percent of White students, 41 percent of Multiracial students, 36 percent of Pacific Islander students, 28 percent of Hispanic students, 23 percent of Black students, and 18 percent of American Indian students passed AzMERIT. Compared to 2015, the percentage of students passing the AzMERIT mathematics test increased slightly (between 1-3%) for all racial/ethnic groups except Pacific Islander students. Finally, male and female students passed the AzMERIT Mathematics assessments at roughly equal rates in 2015 and 2016.

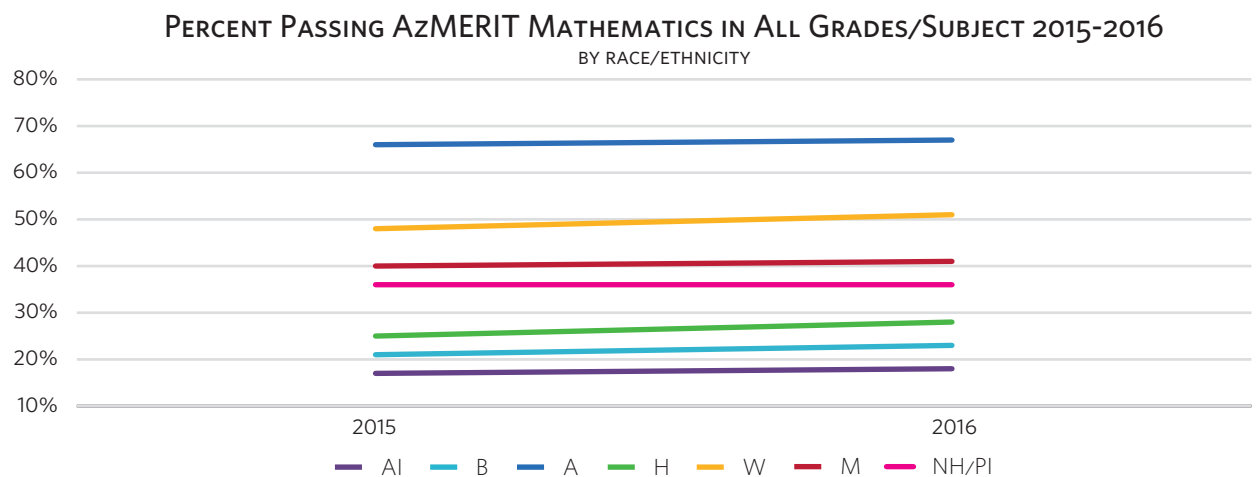
On the 2016 English Language Arts AzMERIT test, Asian students had the highest passage rate (64%), followed by White students (52%), Multiracial students (42%), Pacific Islander students (35%), Hispanic students (27%), Black students (26%), and American Indian students (15%; see Figure 33). Between 2015 and 2016, the passage rates on the AzMERIT English Language Arts assessment increase by between 2-4 percentage points for all racial/ethnic groups except Multiracial students who passed at the same rate in both years. With regard to gender, female students passed the AzMERIT English Language Arts assessments at higher rates than male students in both years. This amounted to a difference of 9 percentage points in 2015 and 8 percentage points in 2016.

On the 2016 AIMS Science test,<sup>12</sup> Asian and White students had the highest passage rates (77% and 70%, respectively) followed by Multiracial students (56%), Pacific Islander students (53%), Hispanic students (41%), Black students (39%), and American Indian students (27%; see Figure 34). Between 2015 and 2016, the percentage of Asian, Pacific Islander, Hispanic, and American Indian students who passed the AIMS Science exams increased by between 1 and 2 percentage points. The number of Black students passing AIMS Science decreased by 1 percent while the number of Multiracial students passing decreased by 5 percent. The passage rate of White students did not change between 2015 and 2016. In both years, female and male students passed the AIMS Science tests at the same rate (53%).

10 Compared to passage rates on AIMS in 2014, the percentages of students passing AzMERIT in 2015 and 2016 were significantly lower. These declines, however, do not mean that students knew less than their peers in the previous year. Instead, this drop likely reflects the fact that both teachers and students were adjusting to a more rigorous curriculum as well as a new assessment.

11 In some cases, 8th grade students who are enrolled in high school-level math may opt out of the 8th grade test and take the appropriate end-of-course assessment instead. As a result, these students are not counted in the percentage of students passing the 8th grade math test. This number should be interpreted as the percentage of students who took the 8th grade math test and passed rather than the percentage of all 8th graders who passed an AzMERIT test.

12 Ethnicity-specific data were not available for previous years.

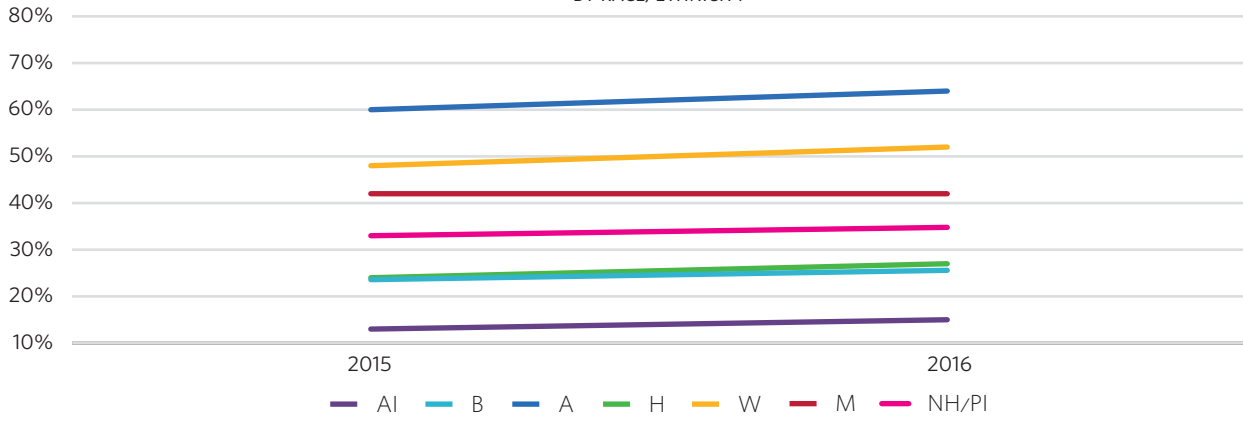


SOURCE | Arizona Department of Education (2017)

FIGURE 32



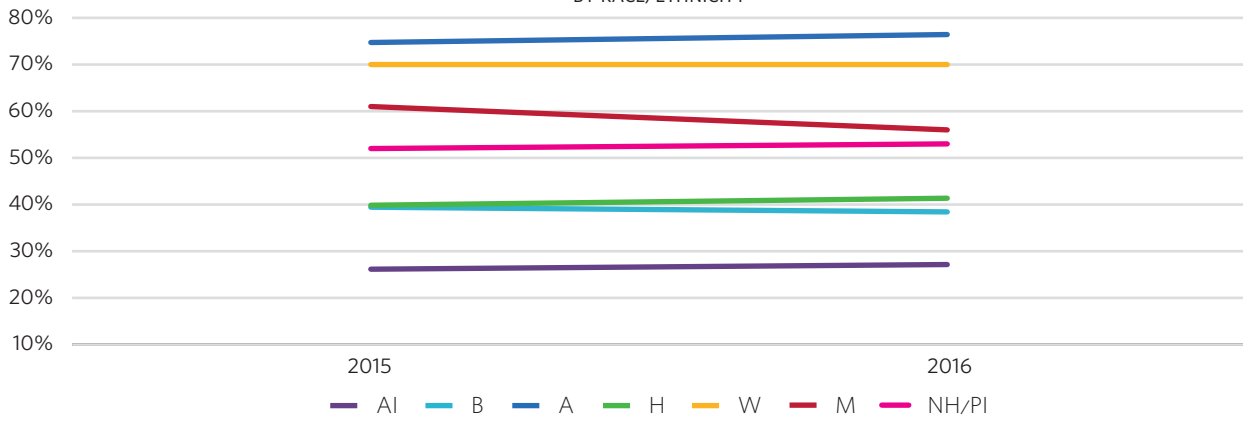
**PERCENT PASSING AZMERIT ENGLISH LANGUAGE ARTS IN ALL GRADES/SUBJECT 2015-2016**  
BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 33

**PERCENT PASSING AIMS SCIENCE IN ALL GRADES 2015-2016**  
BY RACE/ETHNICITY



SOURCE | Arizona Department of Education (2017)

FIGURE 34



# COLLEGE ACCESS

## UNIVERSITY ELIGIBILITY

**KEY FINDING**

In 2014, just under half of Arizona’s high school graduates met the eligibility requirements for admission to one of the state’s public universities. In general, Hispanic, American Indian, and Black students met university eligibility requirements at lower rates than their White and Asian peers.

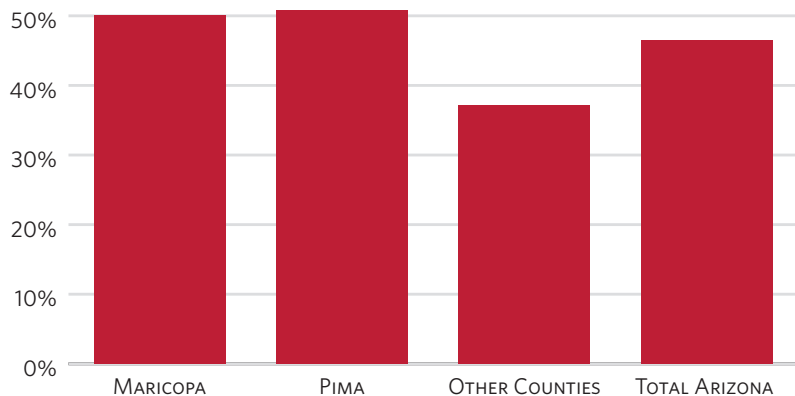
Arizona students who wish to attend one of the state’s three public universities (University of Arizona, Arizona State University, and Northern Arizona University) must meet certain criteria set by the Arizona Board of Regents (ABOR). Specifically, students must earn at least a 2.5 high school GPA and they must complete 16 core competency courses.<sup>1</sup> These courses include four years of English, four years of mathematics, three years of lab sciences, two years of social sciences (social studies), two years of the same foreign language, and one year of fine art or career and technical education (CTE).

Just over half of students in Maricopa and Pima counties met ABOR's eligibility criteria in 2014 (50% and 51%, respectively), while only 37 percent of students outside of Maricopa and Pima counties met these criteria (see Figure 35).<sup>2</sup>

Broken down by racial/ethnic group and by gender, higher percentages of females were eligible for college admission than males regardless of race/ethnicity (see Figure 36). Additionally, lower percentages of Black (37%), American Indian (34%), and Hispanic students (34%) met the ABOR eligibility requirements compared to their White and Asian peers (55% and 70%, respectively; see Figure 36).

The largest percentages of students met the eligibility requirements for social science (86% with no deficiencies), fine arts (84% with no deficiencies) and English (81% with no deficiencies) (see Figure 37). Over half of students had no deficiencies in the science and language requirements (61%) while only 41 percent of students had no deficiencies in mathematics. As Figure 38 shows, all racial/ethnic groups had higher percentages of students meeting the eligibility requirements in English, social science, and fine arts with fewer students meeting requirements in science, language, and mathematics.

2014 ARIZONA UNIVERSITY ELIGIBILITY  
BY REGION



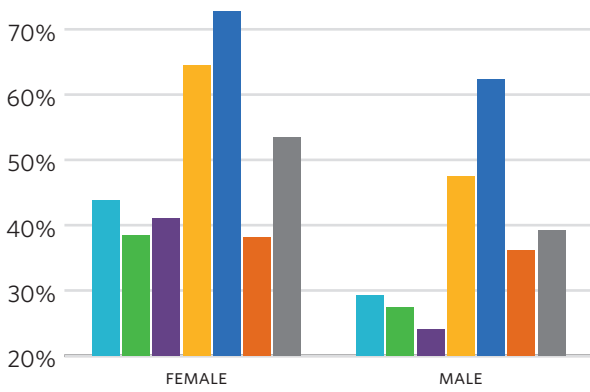
SOURCE | Arizona Board of Regents (2014)

FIGURE 35

1 State universities may accept students who have up to two deficiencies (i.e. do not successfully complete a core competency course). However, these deficiencies cannot be in both math and science.  
 2 The Arizona Board of Regents periodically conducts eligibility studies by gathering a representative sample of students’ transcripts from high schools throughout the state. As of this writing, the most recent study was conducted in 2014 and is the source for the data presented here.

### 2014 ARIZONA UNIVERSITY ELIGIBILITY

BY RACE/ETHNICITY WITHIN GENDER

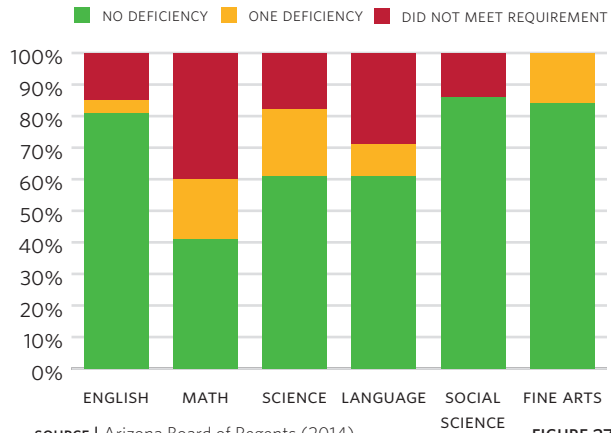


SOURCE | Arizona Board of Regents (2014)

FIGURE 36

### 2014 NUMBER OF DEFICIENCIES

BY SUBJECT

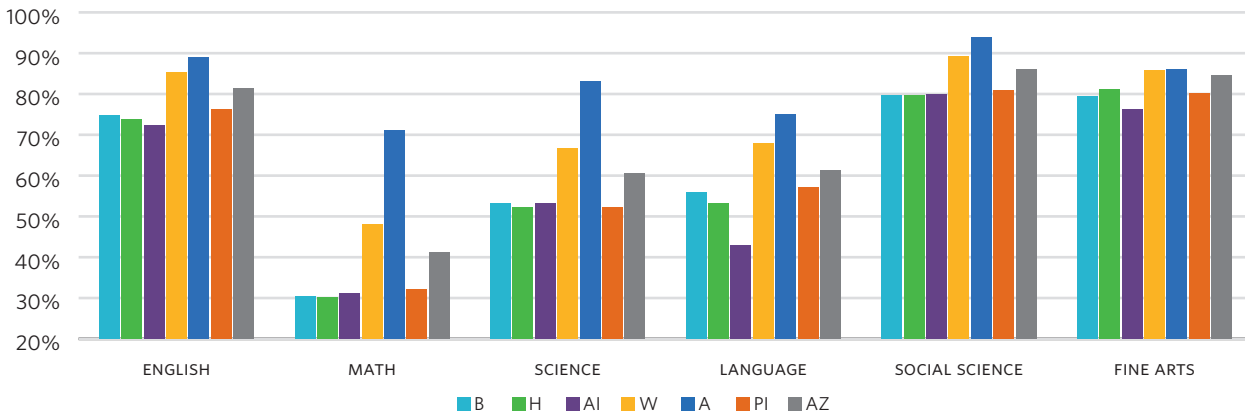


SOURCE | Arizona Board of Regents (2014)

FIGURE 37

### 2014 COMPLETION RATES FOR ABOR CURRICULAR REQUIREMENTS

BY SUBJECT AND RACE/ETHNICITY

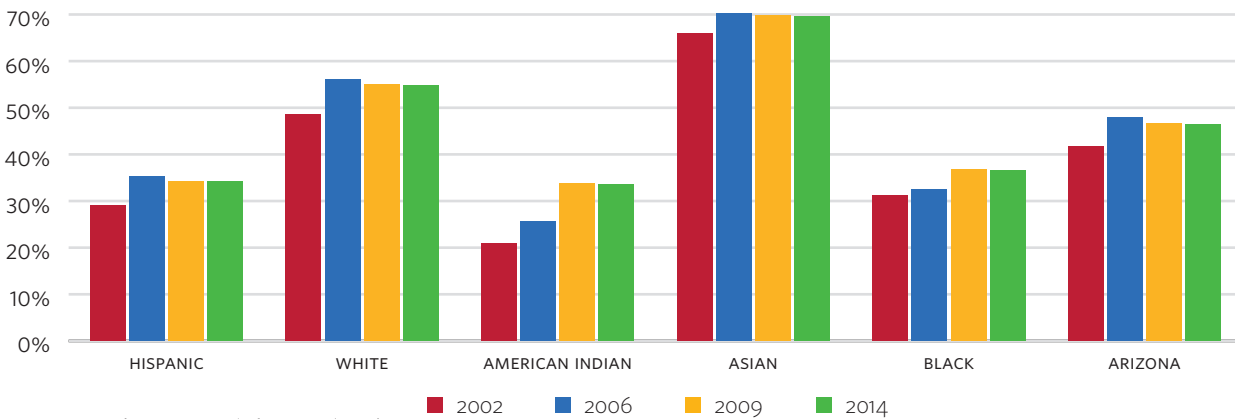


SOURCE | Arizona Board of Regents (2014)

FIGURE 38

### PERCENT OF STUDENTS ELIGIBLE FOR ADMISSION TO ARIZONA UNIVERSITIES

2002, 2006, 2009, 2014 BY RACE/ETHNICITY



SOURCE | Arizona Board of Regents (2014)

FIGURE 39

Between 2002, 2006, 2009, and 2014, Asian and White students had the highest percentages of students meeting eligibility rates in all years (70% and 57% in 2014, respectively; see Figure 39) followed by Black, Hispanic, and American Indian students.

## SAT AND ACT

The SAT and ACT are two of the most common college entrance exams in the United States. Since many colleges and universities use students' SAT and ACT scores when making admissions decisions, taking these exams is often a requirement for enrolling in postsecondary education.

## THE SAT IN ARIZONA

**KEY FINDING**

The number of Arizona students taking the SAT has declined in recent years. Compared to the overall high school-aged population, SAT test takers were disproportionately White while Hispanic students were underrepresented. In general, Asian and White students had higher average scores than their Hispanic, American Indian, and Black peers.

The total number of students taking the SAT increased from 18,802 in 2005 to 23,052 in 2012 and declined in the following years to 18,621 in 2016 (see Figure 44). Compared to the general high school-aged population in Arizona (see Figure 40), SAT test takers were disproportionately White (54% vs. 43%) and Hispanic students were underrepresented among SAT test takers (27% vs. 42%; see Figure 41).

In 2016, male students, on average, scored higher on both the reading and mathematics tests while females scored higher on the writing test (see Figures 43). For reading and writing, the gap in average scale scores was fairly small (i.e. 9 and 8 points, respectively), but the gap was larger in mathematics (i.e. 38 points).

Broken down by race/ethnicity, Asian and White students had the highest mean scores across all three tests followed by Hispanic, American Indian, and Black students (see Figure 45).

## THE ACT IN ARIZONA

**KEY FINDING**

The number of students taking the ACT has increased in recent years. The demographic composition of ACT test-takers reflected the overall high school-aged population in 2016. In general, Asian and White students had higher average scores than their Hispanic, American Indian, and Black peers.

The number of Arizona students who took the ACT rose from 23,303 in 2010 to 36,285 in 2016, a 55 percent increase (see Figure 46). Figure 46 illustrates that much of this growth occurred because of an increase in the number of Hispanic students who took the ACT.

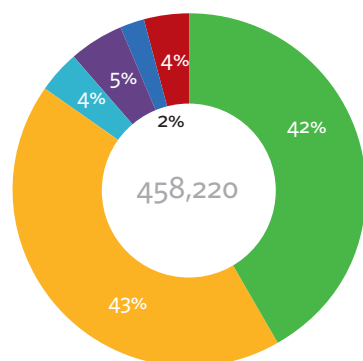
Specifically, 6,653 Hispanic students took the ACT in 2010 compared to 14,394 in 2016. This increase may be the result of recent efforts to support college readiness among Arizona students like the ACT District Choice State Testing Program (DCST) funded by the Helios Education Foundation.<sup>3</sup> In 2016, the ethnic/racial composition of ACT test takers reflected the composition of high school-aged students in the state (see Figures 41 and 42).

Between 2010 and 2016, Asian/Pacific Islander and White students had the highest average ACT composite scores followed by Multiracial, Hispanic, Black, and American Indian students (see Figure 47).<sup>4</sup> During this time, the mean composite scores for all racial/ethnic groups increased by roughly 1 point.

<sup>3</sup> <http://helios.org/Media/Default/Documents/Education%20Briefs/Examining-College-Readiness-Aspirations-Matriculation-in-14-Arizona-School-Districts.pdf>

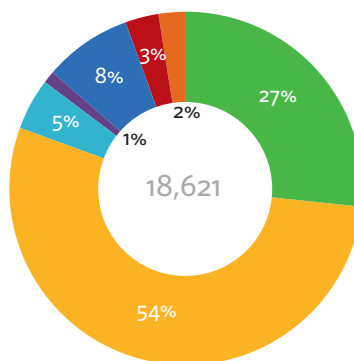
<sup>4</sup> A composite score can range from 1 to 36 and is the average of students' scores on the ACT English, mathematics, reading, and science tests.

ARIZONA RESIDENTS AGES 14-18  
BY RACE/ETHNICITY



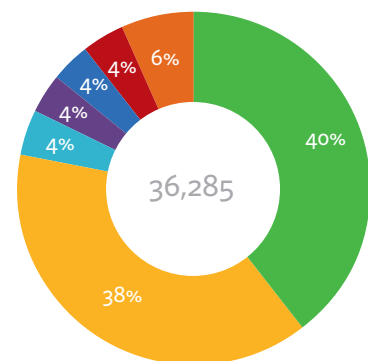
SOURCE | U.S.Census Bureau (2017) FIGURE 40

ARIZONA SAT TAKERS  
BY RACE/ETHNICITY



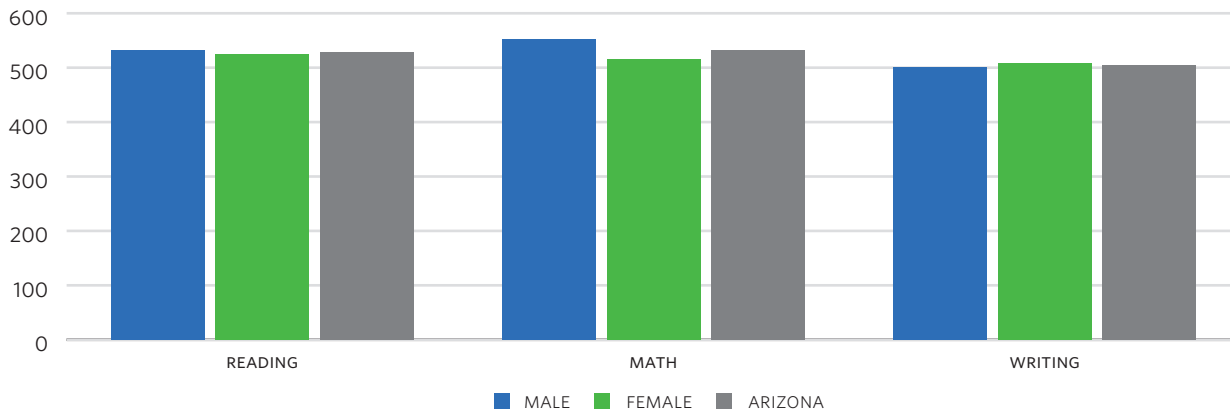
SOURCE | College Board (2016) FIGURE 41

ARIZONA ACT TAKERS  
BY RACE/ETHNICITY



SOURCE | ACT (2016) FIGURE 42

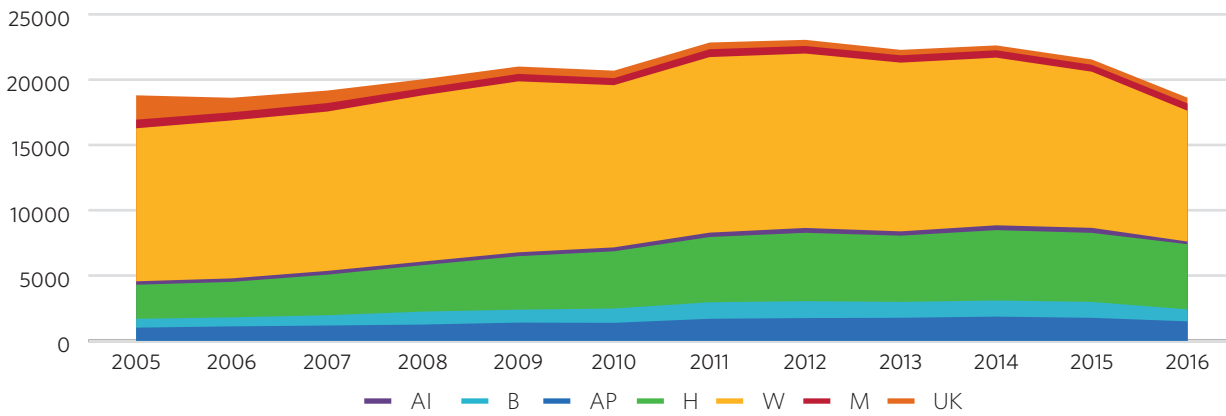
### 2016 ARIZONA MEAN SAT SCORES FOR READING, MATH, AND WRITING BY GENDER



SOURCE | College Board (2016)

FIGURE 43

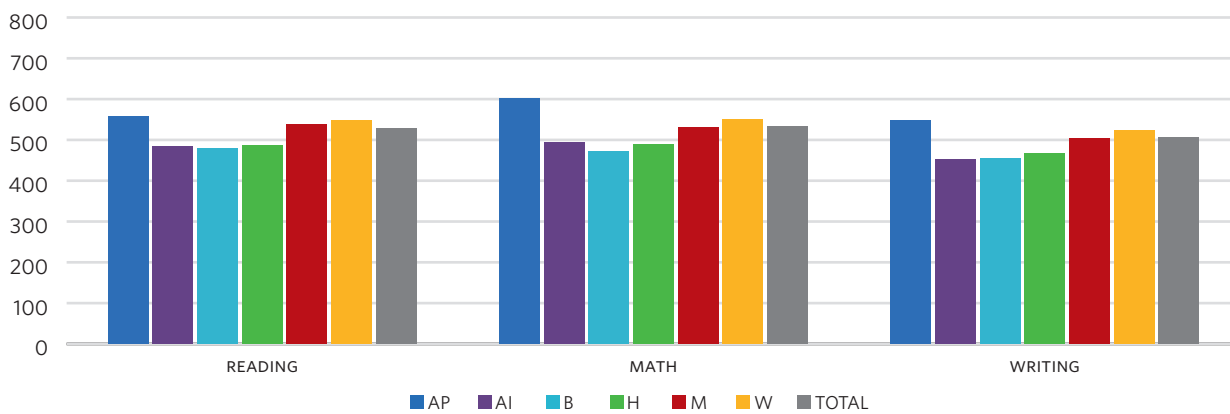
### ARIZONA SAT PARTICIPATION 2005-2016 TOTAL COUNT BY RACE/ETHNICITY



SOURCE | College Board (2016)

FIGURE 44

### MEAN SAT SCORES 2016 BY RACE/ETHNICITY



SOURCE | College Board (2017)

FIGURE 45

ACT College Readiness Benchmarks provide additional insight into students' ability to be successful in postsecondary coursework. For each subject area, the benchmark score indicates a 50 percent chance of obtaining a B or higher, or a 75 percent chance of obtaining a C or higher in a corresponding college course.<sup>5</sup>

In 2016, 55 percent of ACT test takers in Arizona met the English benchmark, 38 percent met the mathematics benchmark, 39 percent met the reading benchmark, 31 percent met the science benchmark, and 17 percent met the STEM benchmark (see Figures 48-52). Only 23 percent of ACT test takers in Arizona met the benchmarks on all four of the primary ACT tests (English, mathematics, reading, and science; see Figure 53).<sup>6</sup>

Disaggregated by race/ethnicity, Asian students had the highest percentage of students meet all four benchmarks (46%) followed by White (37%), Multiracial (28%),

Hispanic (10%), Black (9%), and American Indian students (5%) (see Figure 53).

Statewide, 55 percent of Arizona students met the English benchmark (see Figure 48). White and Asian students met the English benchmark at the highest rates (both at 75%) followed by Multiracial (67%), Hispanic (39%), Black (37%), and American Indian students (24%).

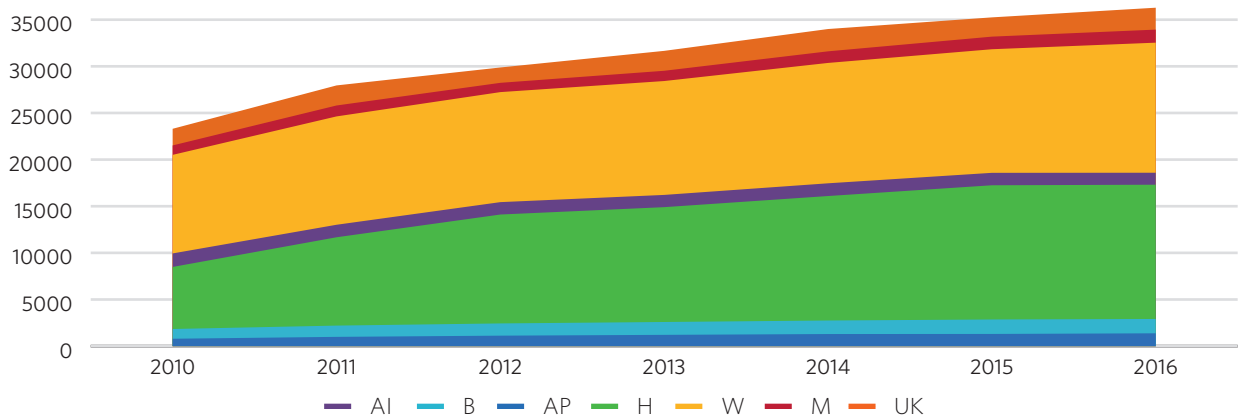
In 2016, 38 percent Arizona ACT test takers met the college readiness benchmark for mathematics (see Figure 49). Disaggregated by race/ethnicity, 71 percent of Asian students met the mathematics benchmark followed by White (56%), Multiracial (44%), Hispanic (23%), Black (19%), and American Indian students (14%).

In reading, 39 percent of all ACT test takers in Arizona met the college readiness benchmark in 2016 (see Figure 50). Broken down by race/ethnicity, 59 percent of Asian students, 57 percent of White students, and 48 percent of multiracial students met the reading benchmark. Black, Hispanic, and American Indian students met the reading benchmark at lower rates (24%, 24%, and 16%, respectively).

<sup>5</sup> ACT STEM scores are derived from both the science and math tests. They are intended to help test takers and universities understand the likelihood that a student will be successful in the courses required for a degree in a STEM field. In 2016, the benchmark scores for each subject area were as follows: English 18, Mathematics 22, Reading 22, Science 23, and STEM 26

<sup>6</sup> Since the STEM benchmark is derived from math and science scores, STEM is excluded from the calculation of the percentage of students passing "core" ACT tests.

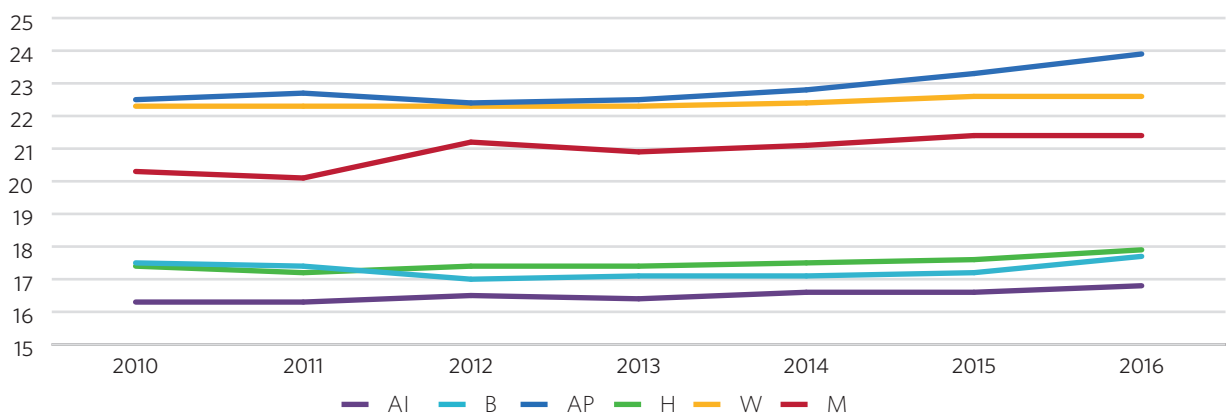
ARIZONA ACT PARTICIPATION 2010-2016 TOTAL COUNT BY RACE/ETHNICITY



SOURCE | ACT (2016)

FIGURE 46

ARIZONA MEAN COMPOSITE ACT SCORES 2010-2016 BY RACE/ETHNICITY

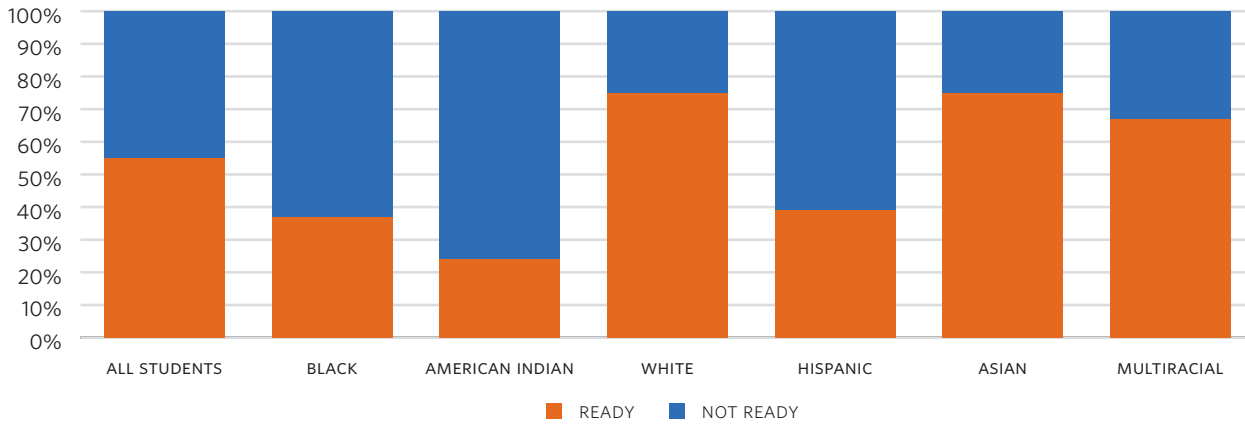


SOURCE | ACT (2016)

FIGURE 47

## 2016 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN ENGLISH

PROPORTION WITHIN RACE/ETHNICITY

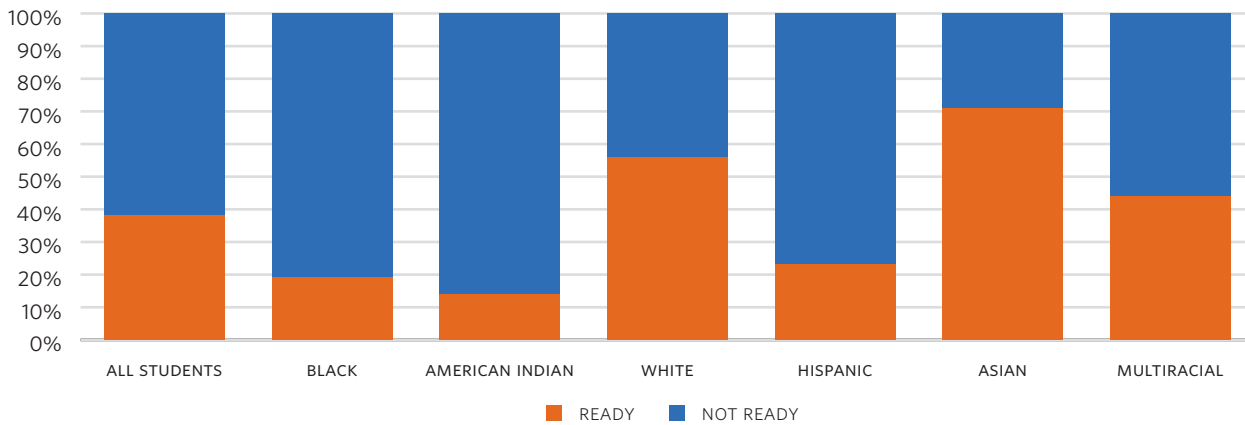


source | ACT (2016)

FIGURE 48

## 2016 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN MATH

PROPORTION WITHIN RACE/ETHNICITY

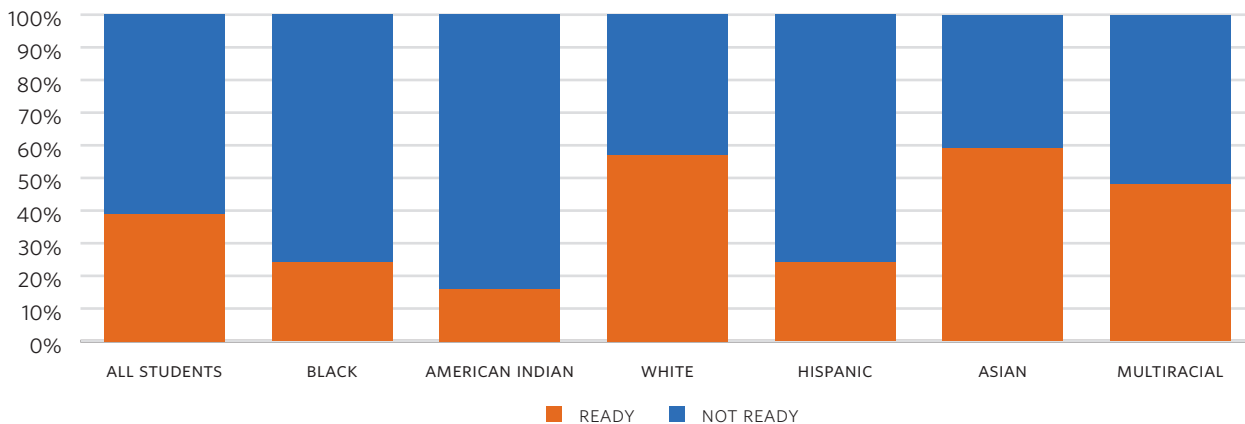


source | ACT (2016)

FIGURE 49

## 2016 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN READING

PROPORTION WITHIN RACE/ETHNICITY



source | ACT (2016)

FIGURE 50

As Figure 51 shows, 31 percent Arizona students met the ACT science college readiness benchmark in 2016. Disaggregated by racial/ethnic background, Asian students had the highest percentage of students meet the science benchmark (54%) followed by White (48%), Multiracial (38%), Hispanic (16%), Black (14%), and American Indian students (10%).

Only 17 percent students in Arizona met the ACT STEM college readiness benchmark in 2016 (see Figure 53). Asian students met the STEM benchmark at the highest rate (42%) followed by White (28%), Multiracial (21%), Hispanic (6%), Black (5%), and American Indian students (3%).

## ADVANCED PLACEMENT

### KEY FINDING

In 2016, the largest percentage of advanced placement exams were taken by White and Hispanic students. Advanced placement exams taken by White, Multiracial, and Asian students were passed at higher rates than those taken by Hispanic, Black, American Indian, and Pacific Islander students.

In 2016, Arizona students completed a total of 67,035 Advanced Placement (AP) exams (see Figure 54).<sup>7</sup> The largest proportion of exams were taken by White students (31,352 or 47%), followed by Hispanic (21,494 or 32%), Asian (8,073 or 12%), Multiracial (2,844 or 4%), Black (1,665 or 3%), and American Indian (586 or 1%) students.

Figure 55 shows dramatic differences in “pass” rates on AP exams among racial/ethnic groups.<sup>8</sup> While more than half of AP exams taken by White, Multiracial, and Asian students were passed (65%, 61%, and 74%, respectively), less than half of the exams taken by Black, American Indian, Hispanic, and Pacific Islander students (40%, 22%, 41%, and 42%, respectively) were passed.

Although more AP exams were taken by female students (36,904) than by male students (30,131), a greater percentage of exams taken by male students resulted a 3 or higher among all racial/ethnic groups (see Figure 55).

<sup>7</sup> The College Board reports the number of tests taken by race/ethnicity in a given year. Because students can take more than one test, they may be counted more than once in these totals.

<sup>8</sup> AP scores range from 1 to 5. In order to qualify for college credit, students must typically earn a score of at least 3 on an AP exam.

<sup>9</sup> Enrollments are a duplicated count of students who are counted for every course that they are enrolled in. The Arizona Community College Coordinating Council Annual Report includes total course enrollments rather than unique student enrollments. This means that students who are enrolled in multiple courses will be counted more than once. Therefore, these numbers should be interpreted as the total enrollment in dual enrollment courses rather than the number of students who enrolled in a dual enrollment course.

<sup>10</sup> This number reflects a “head count” of individual students and is different from the enrollments described above. It reflects the unduplicated count of students who enrolled in a dual enrollment course.

## DUAL ENROLLMENT

### KEY FINDING

Statewide, 77 percent of dual enrollments were in academic courses while 23 percent were in vocational courses. In MCCCDC, 89 percent of dual enrollments were in academic courses and 11 percent were in vocational courses. For all other community college districts in the state, enrollments were equally split between academic and vocational courses.

Arizona students can also obtain college credit while in high school through dual enrollment classes offered by community colleges. These classes, taught by community college faculty in students’ high schools, allow students to complete college coursework while they are still in high school.

In 2014-2015, Arizona community colleges’ dual enrollments totaled 58,546 (see Figure 56).<sup>9</sup> The vast majority of these (70%) were through the Maricopa County Community College District (MCCCDC).

Dual enrollment participation can include academic (i.e. English, mathematics, etc.) or vocational courses (i.e. construction methods, automotive repair, etc.). Statewide, 77 percent of dual enrollments were in academic courses while 23 percent were in vocational courses. Figure 58 shows academic and vocational enrollments for MCCCDC compared to all other community college districts in the state. 89 percent of MCCCDC enrollments were in academic courses and 11 percent were in vocational courses while dual enrollments in all other community college districts were equally divided among academic and vocational courses.

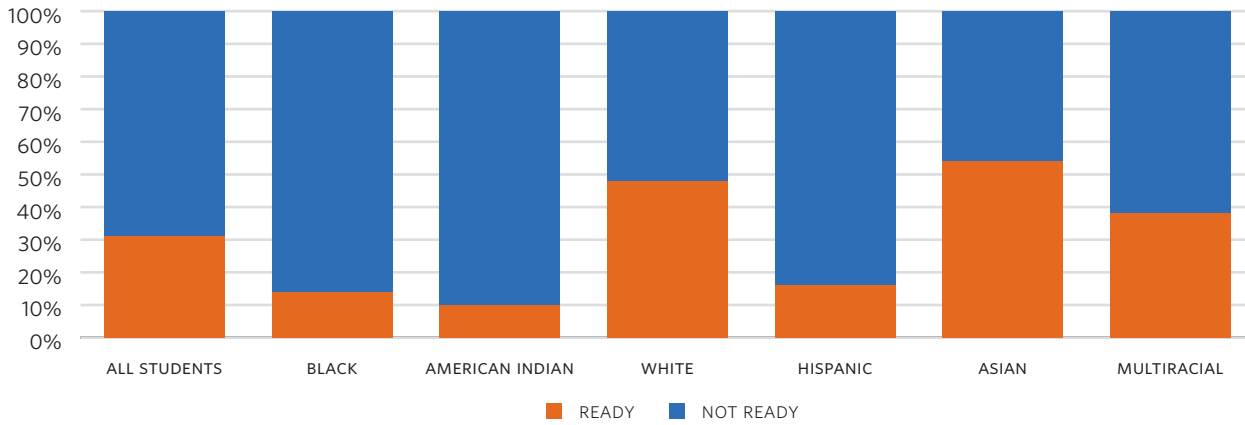
The Maricopa County Community College District (MCCCDC) and the Pima County Community College District (PCCCDC) provide more detailed data on their dual enrollment students (see Figures 58 and 59). In 2015-2016, 17,790 students enrolled in a MCCCDC dual enrollment course.<sup>10</sup> Of those, the majority identified as White (52%), followed by those who identified as “other” or did not declare a race/ethnicity (21%), Hispanic (17%), Asian (6%), Black (3%), and American Indian (1%).

At PCCCDC, 1040 students enrolled in a dual-enrollment course in 2015. Of those, 50 percent were Hispanic, 31 percent were White, 10 percent did not declare a race/ethnicity, 3 percent were Multiracial, 2 percent were Black, 2 percent were American Indian, and 2 percent were Asian.



## 2016 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN SCIENCE

PROPORTION WITHIN RACE/ETHNICITY

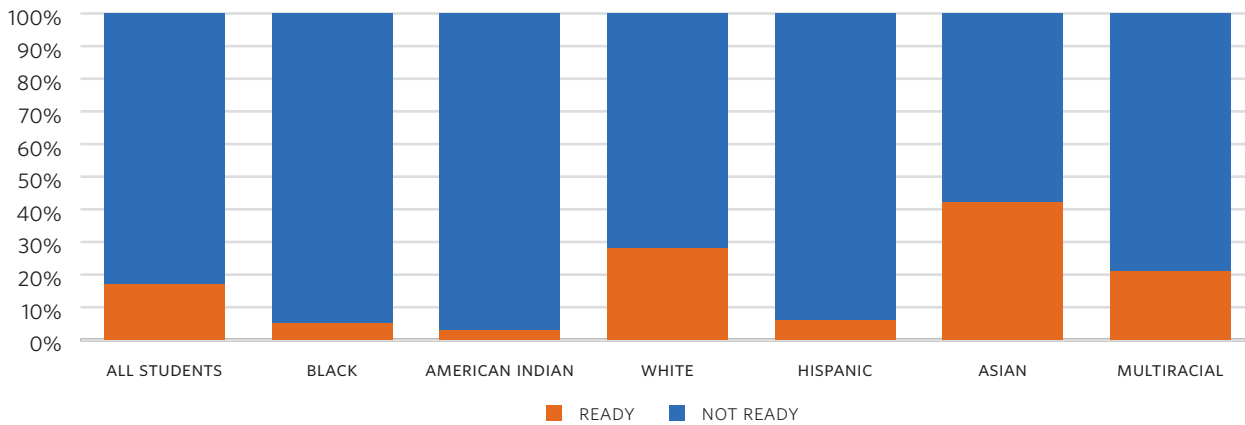


SOURCE | ACT (2016)

FIGURE 51

## 2016 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN STEM

PROPORTION WITHIN RACE/ETHNICITY

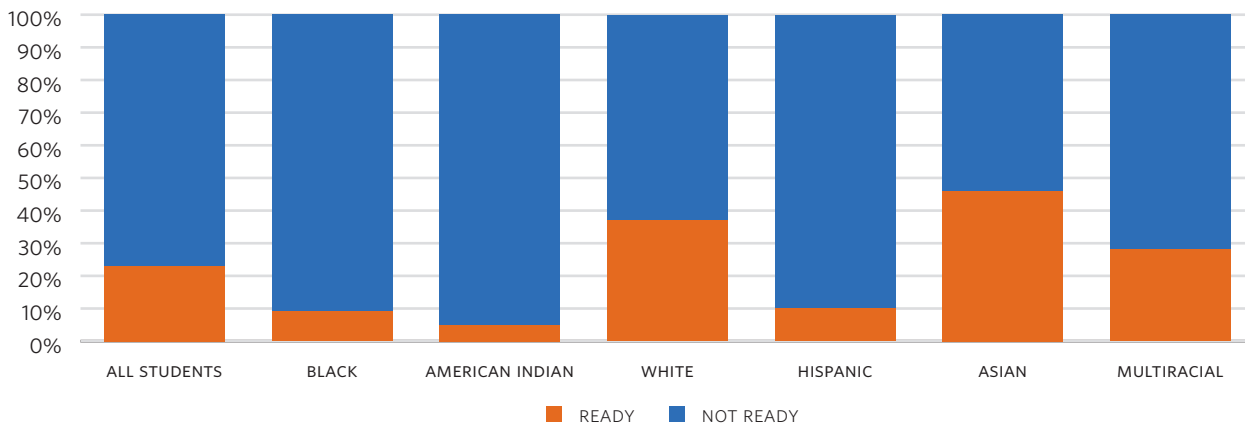


SOURCE | ACT (2016)

FIGURE 52

## 2016 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN ALL FOUR SUBJECTS

PROPORTION WITHIN RACE/ETHNICITY

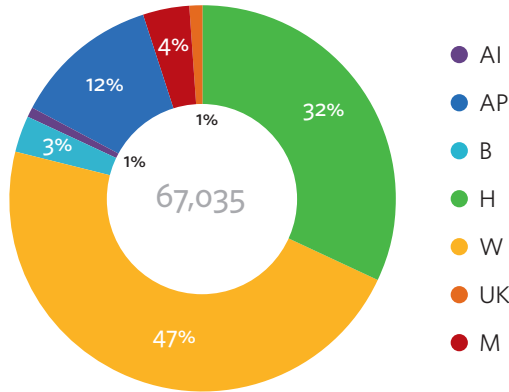


SOURCE | ACT (2016)

FIGURE 53

### 2016 ARIZONA ADVANCED PLACEMENT EXAMS

BY RACE/ETHNICITY

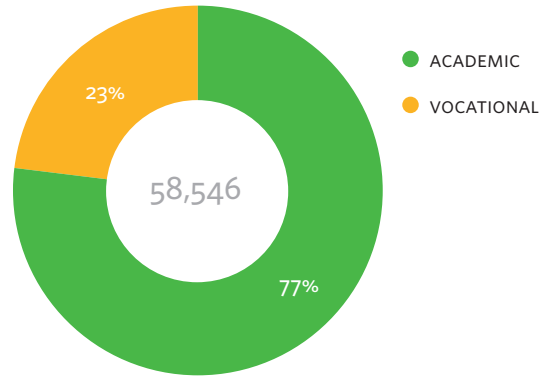


SOURCE | College Board (2016)

FIGURE 54

### 2014-2015 ARIZONA DUAL ENROLLMENTS

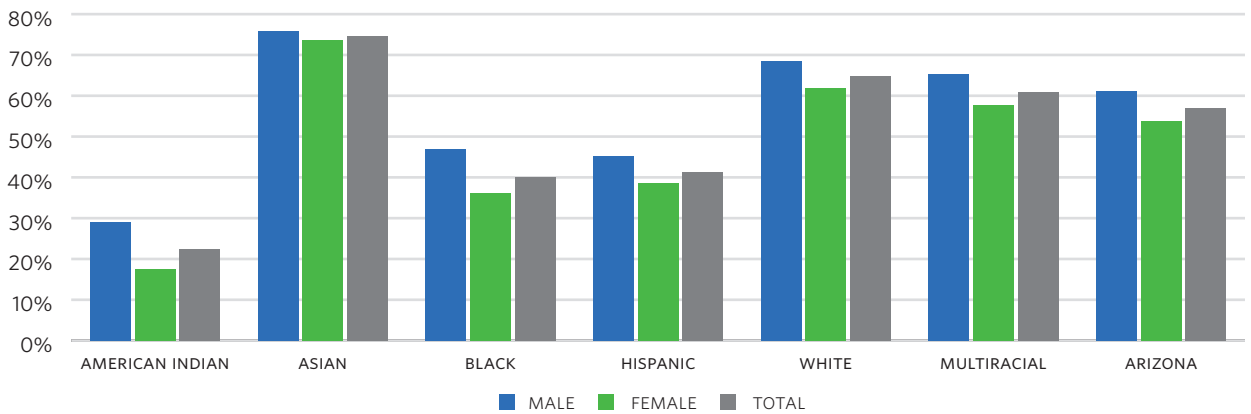
BY ACADEMIC AND OCCUPATIONAL COURSES



SOURCE | Arizona Community College Coordinating Council (2015)

FIGURE 56

### 2016 ARIZONA ADVANCED PLACEMENT SCORES AT 3 OR HIGHER BY GENDER WITHIN RACE/ETHNICITY

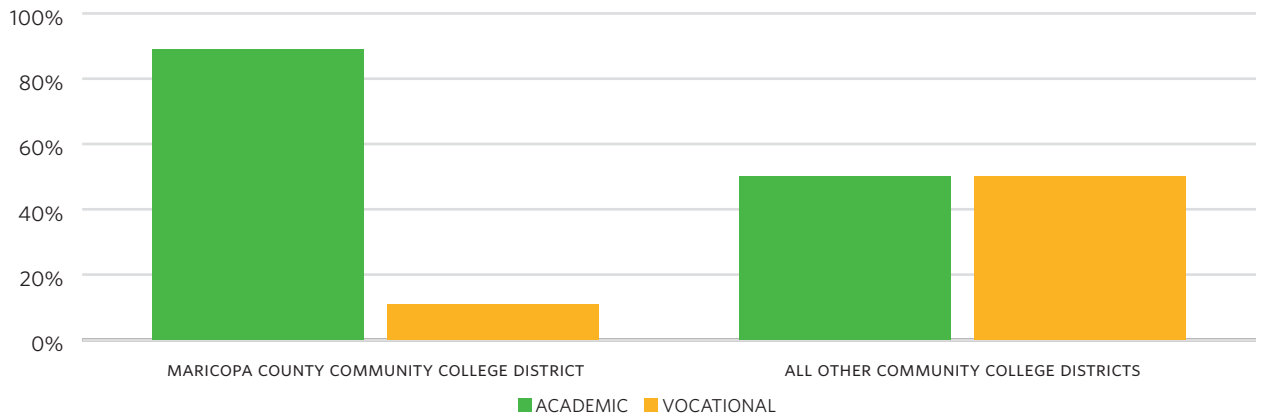


SOURCE | College Board (2016)

FIGURE 55

### 2014-2015 ARIZONA DUAL ENROLLMENTS BY COMMUNITY COLLEGE DISTRICT

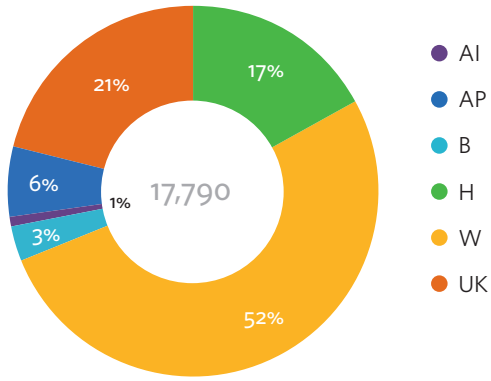
BY ACADEMIC AND VOCATIONAL COURSES



SOURCE | Arizona Community College Coordinating Council (2015)

FIGURE 57

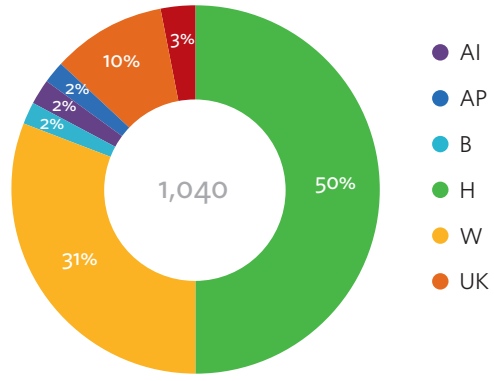
2015-2016 MCCC CD DUAL ENROLLMENT  
BY RACE/ETHNICITY



SOURCE | Maricopa County Community College District (2016)

FIGURE 58

2015 PCCC CD DUAL ENROLLMENT  
BY RACE/ETHNICITY



SOURCE | Pima County Community College District (2016)

FIGURE 59



## POSTSECONDARY EDUCATION

### 2015 ALL POSTSECONDARY ENROLLMENTS

#### KEY FINDING

In 2015, Arizona postsecondary institutions enrolled 651,790 students. Just under half of these students were enrolled in private, for-profit four-year institutions while a third were enrolled in public, two-year institutions. 44 percent of all students enrolled in Arizona postsecondary institutions received instruction exclusively through online learning or distance education.

In 2015, 651,790 students (undergraduate, graduate, and professional) were enrolled in an Arizona postsecondary institution<sup>1</sup> (see Figure 60). The largest percentage of students (42%) were enrolled in private, for-profit four-year institutions. The next largest group was enrolled in public, two-year institutions (30%) followed by public four-year institutions (25%), private, for-profit two-year institutions (2%), and private, not-for-profit four-year institutions (2%).

In postsecondary education, online and distance education courses now allow students to earn degrees with greater flexibility. Figure 61 shows that of the 651,790 students enrolled in Arizona postsecondary institutions in 2015, 288,798 (44%) were enrolled exclusively in online and distance education courses.<sup>2</sup> Of those students enrolled exclusively in online and distance education courses; 79 percent were enrolled in private, for-profit four-year institutions; 10 percent were enrolled in public, two-year institutions; and 10 percent were enrolled in public, four-year institutions. Among all students enrolled exclusively in online and distance education, 79 percent resided in a state or country outside of Arizona.

### 2015 UNDERGRADUATE ENROLLMENT<sup>3</sup>

#### KEY FINDING

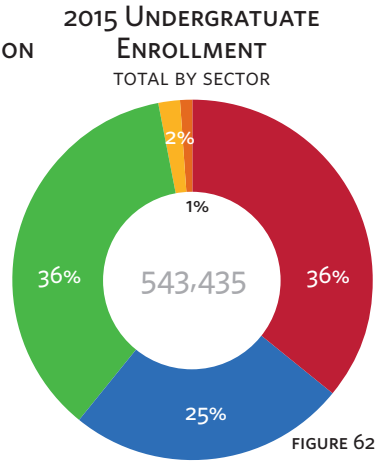
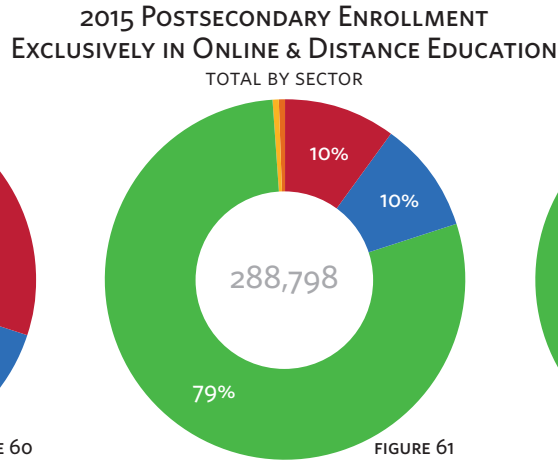
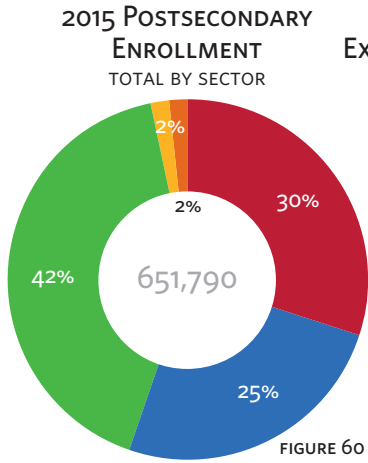
Of the 543,435 undergraduate students who were enrolled in an Arizona postsecondary institution in 2015, one third were enrolled in public, two-year colleges while another third were enrolled in private, for-profit four-year institutions. White students were the largest group of students at each type of institution.

In 2015, Arizona postsecondary institutions enrolled 543,435 undergraduate students (see Figure 62). Of those, over one-third were enrolled in Arizona's public, two-year colleges (36%) while another 36 percent were enrolled in private, for-profit four-year institutions (see Figure 62). One quarter of undergraduates (25%) were enrolled at a public four-year institution while 2 percent of undergraduates were enrolled at private, for-profit two-year institutions. Only 1 percent of undergraduates were enrolled at private, not-for-profit four-year institutions in Arizona.

The racial and ethnic composition of undergraduate students varied greatly by type of postsecondary institution (see Figure 63).<sup>4</sup> White students had the largest representation at each type of institution, ranging from 33 percent of enrollment at private, for-profit four-year institutions to 54 percent of students at public, four-year universities. Hispanics comprised 31 percent of students at public, two-year colleges; 21 percent at public, four-year institutions; 12 percent at private, not-for-profit, four-year institutions; and 11 percent of

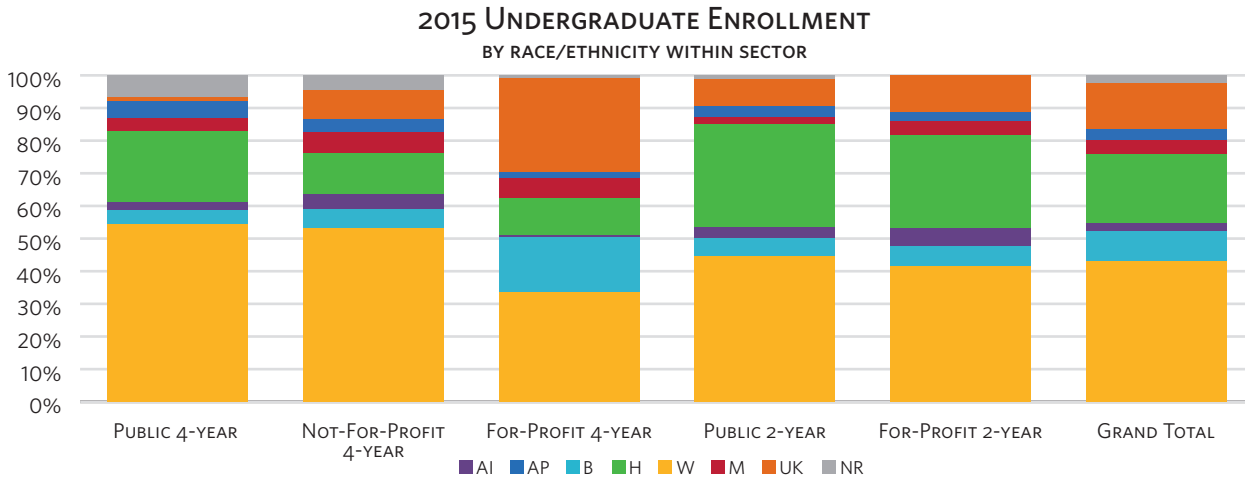
- 1 These data represent fall enrollment in 2015 as reported by the Integrated Postsecondary Education System (IPEDS).
- 2 IPEDS defines distance education as education that uses one or more technologies to deliver instruction to students who are separated from the instructor.
- 3 IPEDS considers a student an undergraduate if they are enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.
- 4 IPEDS defines nonresident aliens as a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

PHOTO CREDIT MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT



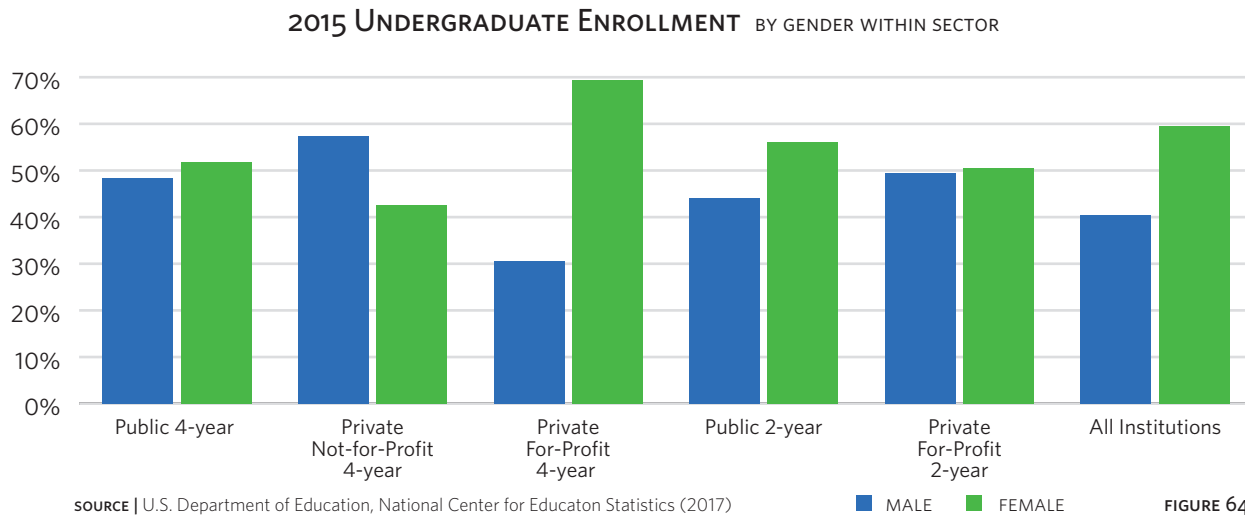
SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

● PRIVATE FOR-PROFIT, 2-YEAR    ● PRIVATE FOR-PROFIT, 4-YEAR OR ABOVE  
● PRIVATE NOT-FOR-PROFIT, 4-YEAR OR ABOVE    ● PUBLIC 4-YEAR OR ABOVE    ● PUBLIC 2-YEAR



SOURCE | U. S. Department of Education, National Center for Education Statistics (2017)

FIGURE 63



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 64

students at private, for-profit four-year colleges. The enrollment of American Indian students ranged from a low of 1 percent at private, for-profit four-year colleges to a high of 5 percent at private, not-for-profit four-year institutions. Asian Pacific Islanders made up a relatively small percentage of undergraduates in all postsecondary institutions, but had the highest representation at the state’s public universities (5%).

Women made up the majority of undergraduate students in every type of postsecondary institution except for private, not-for-profit four-year institutions where males made up 57 percent of undergraduates (see Figure 64). Women made up 52 percent of undergraduates enrolled in Arizona’s public, four-year institutions; 69 percent of students in private, for-profit four-year institutions; 56 percent of students in public, two-year institutions; and 51 percent of students in private, for-profit two-year institutions.

More than half of undergraduate students in Arizona institutions were enrolled full-time<sup>5</sup> (see Figure 65). The majority of undergraduates in all institutions were enrolled full-time with the exception of public, two-year institutions where more than two-thirds (71%) of students were enrolled part-time. Figure 66 shows that White and Hispanic undergraduate students comprised larger percentages of part-time students when compared to full-time students. However, a greater percentage of full-time students did not report their race/ethnicity.

## POSTSECONDARY ENROLLMENT OF ARIZONA HIGH SCHOOL GRADUATES

**KEY FINDING**

53 percent of Arizona high school graduates in 2016 enrolled in some form of postsecondary education during the following fall. Asian, White, and Multiracial students enrolled in postsecondary education at the highest rates. Hispanic, Black, and American Indian students enrolled in two-year institutions more frequently than in four-year institutions.

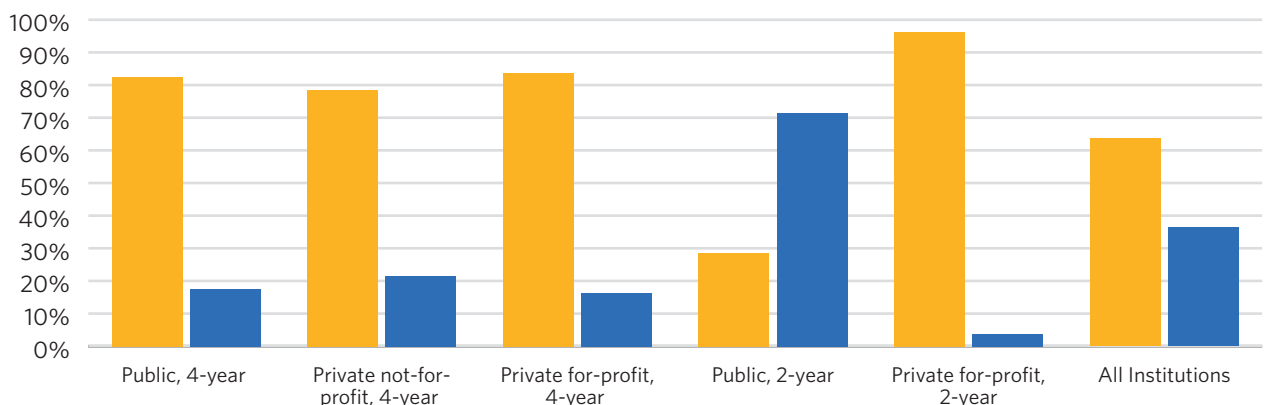
People enroll in postsecondary education at all stages of life. However, most students enroll shortly after graduating from high school. Overall, 53 percent of Arizona high school graduates in 2016 enrolled in some form of postsecondary education during fall of the following year (see Figure 67). Broken down by type of institution, 27 percent enrolled in a two-year institution while 26 percent enrolled in a four-year institution. Within racial/ethnic groups, Asian and Pacific Islander students enrolled in postsecondary education at the highest rate (72%), followed by White (58%), Multiracial (54%), Hispanic (46%), and American Indian students (41%). Comparing enrollments by type of postsecondary institution (two- vs. four-year) and race/ethnicity, Asian and Pacific Islander, White, and Multiracial students enrolled in four-year institutions at higher rates than at two-year institutions. Hispanic, Black, and American Indian students, on the other hand, enrolled in two-year institutions more frequently.

## ARIZONA RESIDENT AND OUT-OF-STATE STUDENT ENROLLMENTS BY SECTOR

Overall, 66 percent of first-time freshmen who enrolled in an Arizona postsecondary institution in 2015 were Arizona residents at the time of their enrollment (see Figure 68).<sup>6</sup> The institutions with the largest percentages of in-state, first-time undergraduate students were public and private two-year institutions, for-profit two-year institutions (both at 97%) followed by private, not-for-profit four-year institutions (60%); public, four-year institutions (55%); and private, for-profit four-year institutions (7%).

5 IPEDS defines a “full time undergraduate” as a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.  
6 IPEDS defines “first-time freshmen” or “First-time degree / certificate-seeking undergraduate students” as a student attending any institution for the first time at the undergraduate level including academic or occupational programs. Additionally, these students are enrolled in courses for credit and are recognized by the institution as seeking a degree or other formal award including vocational or occupational programs.

2015 UNDERGRADUATE ENROLLMENT BY TIME STATUS WITHIN SECTOR

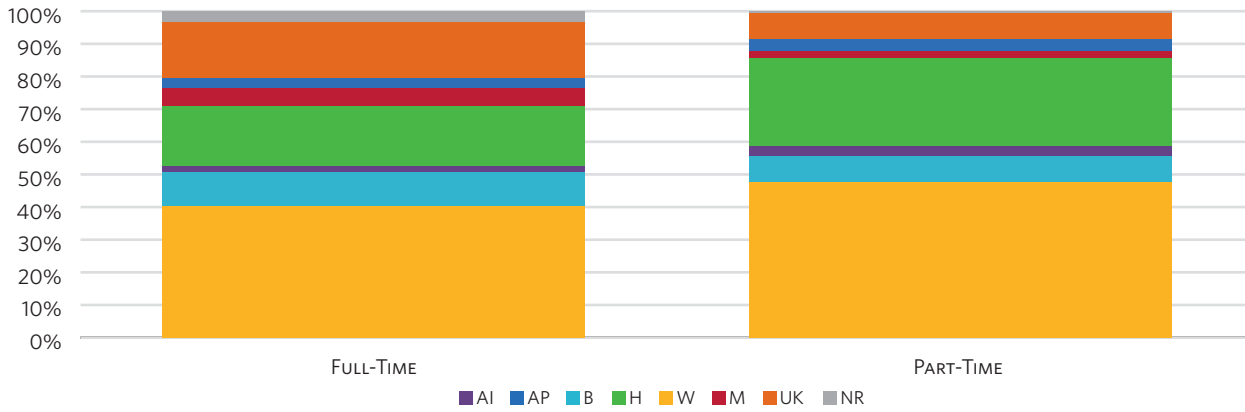


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

■ FULL TIME ■ PART TIME

FIGURE 65

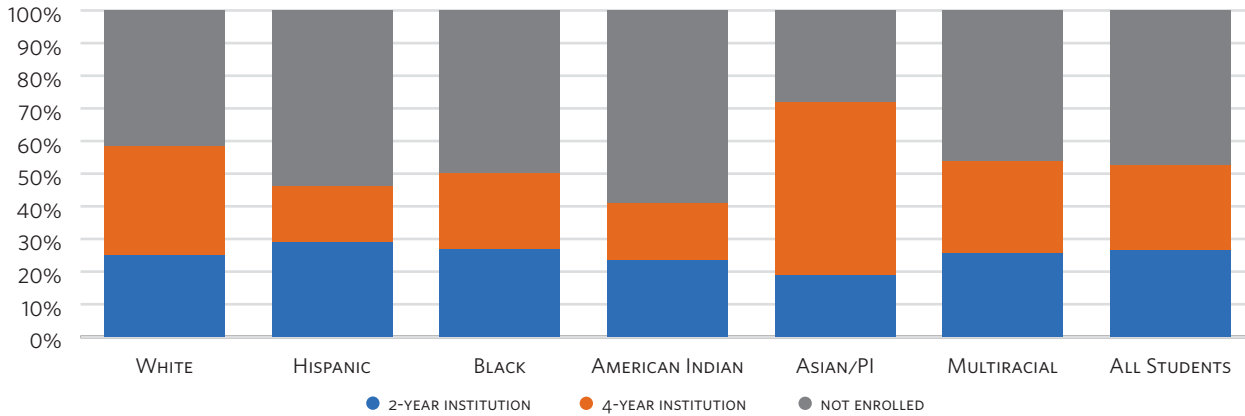
### 2015 UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY WITHIN TIME STATUS



source | U. S. Department of Education, National Center for Education Statistics (2017)

FIGURE 66

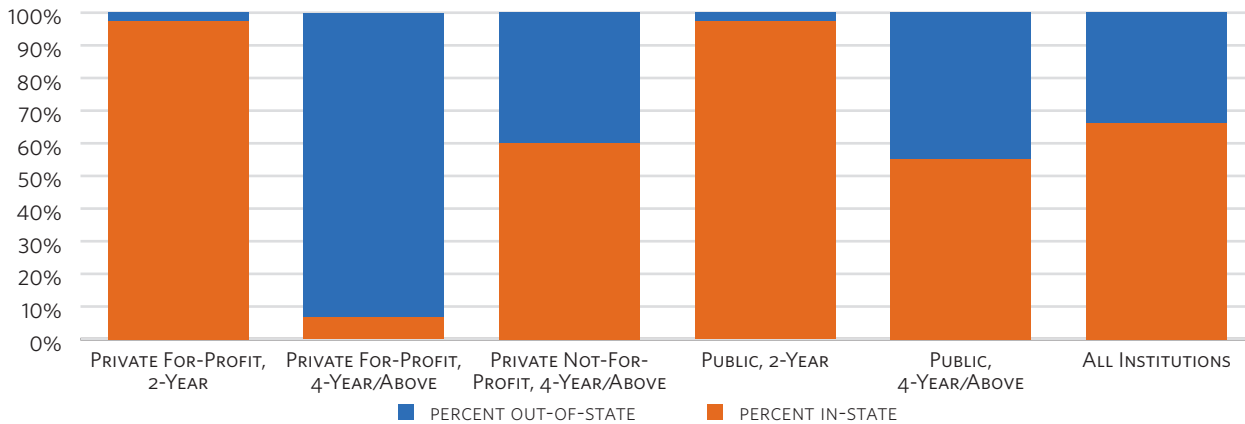
### 2016 POSTSECONDARY ENROLLMENT OF ARIZONA HIGH SCHOOL GRADUATES BY RACE/ETHNICITY WITHIN SECTOR



source | Arizona Board of Regents (2017)

FIGURE 67

### 2015 FIRST TIME FRESHMAN RESIDENCY STATUS BY SECTOR



source | U.S. Department of Education, National Center for Educational Studies (2017)

FIGURE 68

## PELL GRANTS

Federal Pell Grants are government-funded subsidies that help students, particularly those with financial need, pay for college. Statewide, 52 percent of first-time freshmen were awarded Pell Grants in 2015 (see Figure 69). However, this varied across institutions with private, for-profit four-year and two-year institutions having the highest percentages of Pell Grant recipients (72% and 59%, respectively); followed by public, two-year institutions (53%); private, not-for-profit four-year institutions (38%); and public, four-year institutions (32%).

## UNDERGRADUATE ENROLLMENT TRENDS<sup>7</sup>

### KEY FINDING

The racial/ethnic composition of undergraduates at Arizona's postsecondary institutions has become more diverse in recent years. This shift has brought the racial/ethnic composition of undergraduates closer to reflecting the demographics of the state.

### PUBLIC TWO-YEAR COLLEGES

Between 1994 and 2015, the enrollment of undergraduates in public two-year colleges in Arizona increased by about 24 percent from 158,382 students in 1994 to 196,055 students in 2015. While more than two-thirds of students enrolled in public two-year colleges were White in 1994 (70%), the percentage of White students decreased to 45 percent in 2015 (see Figure 70). At the same time, the percentage of Hispanic, Black, and Asian Pacific Islander students increased. American Indian students were the only minority group whose representation in public two-year colleges decreased during this time, dropping from 5 percent in 1994 to 3 percent in 2015. In all years, women comprised the majority of undergraduates enrolled in public, two-year institutions (56% in 1994 and 2015).

### PRIVATE FOR-PROFIT TWO-YEAR COLLEGES

The percentage of White students enrolled in for-profit, two-year colleges decreased from 55 percent in 1994 to 42 percent in 2015 (see Figure 71). The percentage of Hispanic students, on the other hand, increased from 15 percent in 1994 to 29 percent in 2015. The percentage of American Indian and Asian Pacific Islander remained small, but nearly doubled during this time period (3% to 6% and 1% to 3%, respectively). Between 1994 and 2015, the percentage of males enrolled at private, for-profit two-year institutions decreased from 65 percent of student enrollments in 1994 to 51 percent in 2015.

## PUBLIC FOUR-YEAR INSTITUTIONS

Undergraduate enrollment at Arizona's public four-year institutions grew from 71,904 in 1994 to 134,476 in 2015, a change of 87 percent. Figure 72 shows that the percentage of Hispanic students enrolled in public, four-year institutions more than doubled from 10 percent in 1994 to 22 percent in 2015. Similarly, the percentage of Black and Asian Pacific Islander students increased during this time. The percentage of White undergraduate students enrolled at public four-year institutions decreased from 76 percent in 1994 to 54 percent in 2015 while the percentage of American Indian students stayed the same (3%). In all years, just over half of undergraduates at public, four-year institutions were females.

## PRIVATE NOT-FOR-PROFIT FOUR-YEAR INSTITUTIONS

Undergraduate enrollments at private, not-for-profit, four-year institutions in Arizona remained relatively stable between 1994 (4,683 students) and 2015 (5,012 students). While there was a decrease in the percentage of White students (72% in 1994 to 53% in 2015; see Figure 73), there were increases in the percentage of Hispanic students (from 7% to 12%) and Asian Pacific Islander (2% to 4%) students. The percentage of Black students decreased from 7 percent in 1994 to 3 percent in 2015. American Indian student enrollment remained around 1 percent between 1994 and 2015. During this time, the percentage of women enrolled in not-for-profit, four-year institutions decreased from 63 percent to 43 percent.

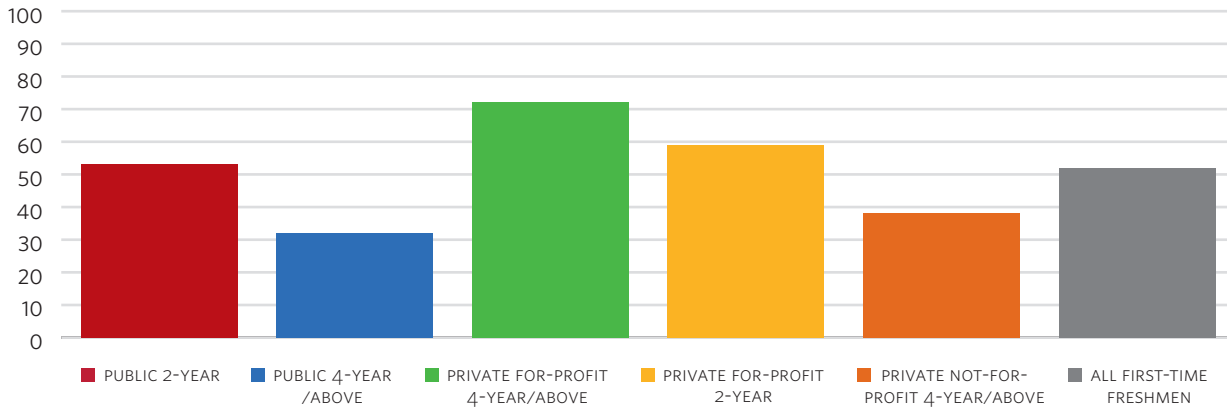
## PRIVATE FOR-PROFIT FOUR-YEAR INSTITUTIONS

Between 1994 and 2015, there was a dramatic increase in the percentage of students who did not report their race/ethnicity at private, for-profit four-year institutions (2% in 1994 and 29% in 2015; see Figure 74) making it difficult to compare enrollments by race/ethnicity across years. With that caveat, the percentage of White students enrolled in private, for-profit four-year institutions decreased dramatically from 74 percent in 1994 to 33 percent in 2015 while the percentage of Black students increased from 5 percent in 1994 to 17 percent in 2015. There were slight changes in the percentages of American Indian (3% in 1994 and 1% in 2015) and Asian Pacific Islander (from 4% in 1994 and 2% in 2015) students. Women undergraduates comprised the majority of students in both 1994 (65%) and 2015 (69%).

<sup>7</sup> Historical data were taken from previous AMEPAC reports.



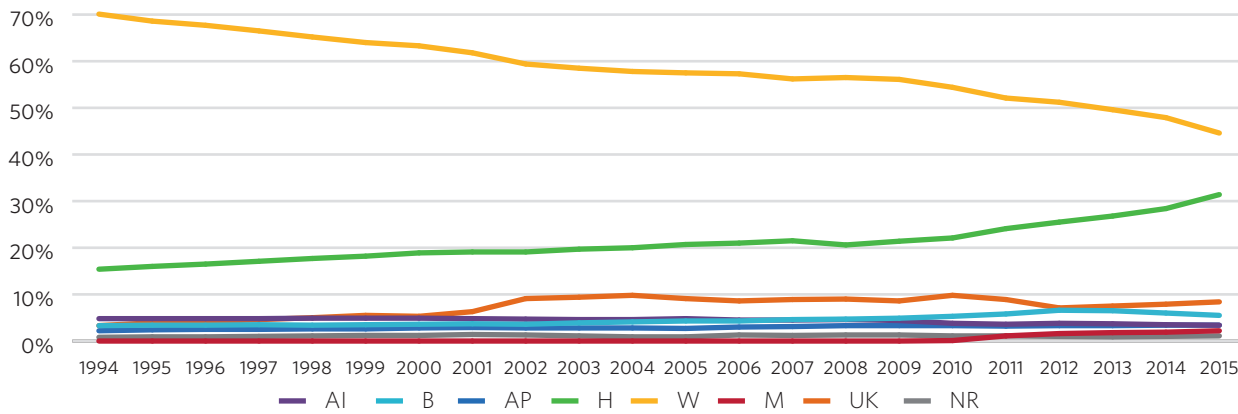
### 2015 FIRST-TIME FRESHMEN PELL GRANT RECIPIENTS PERCENT BY SECTOR



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 69

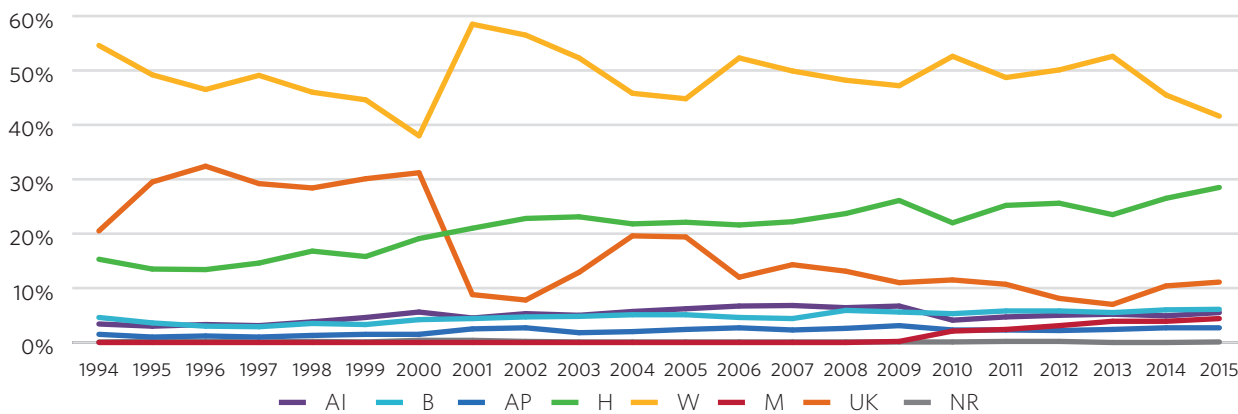
### ARIZONA PUBLIC 2-YEAR UNDERGRADUATE ENROLLMENTS 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 70

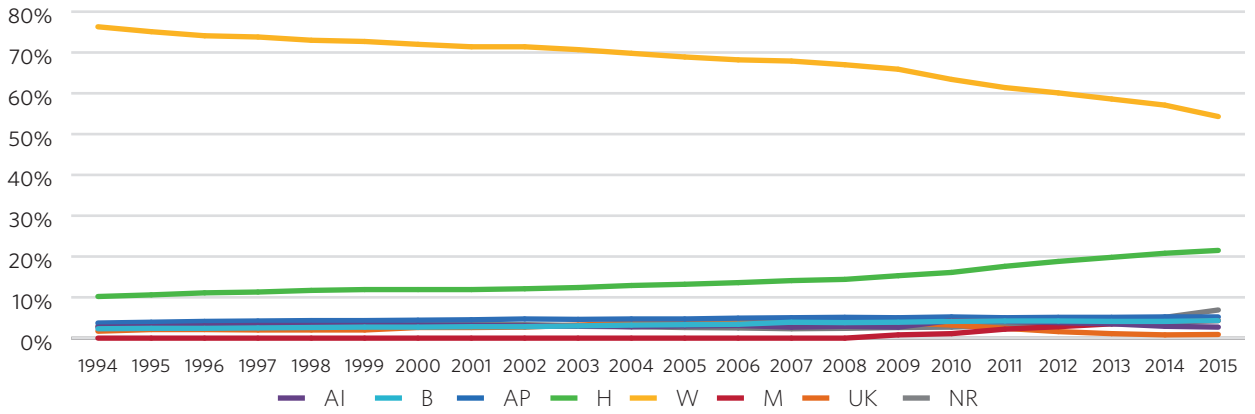
### ARIZONA FOR-PROFIT 2-YEAR UNDERGRADUATE ENROLLMENTS 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 71

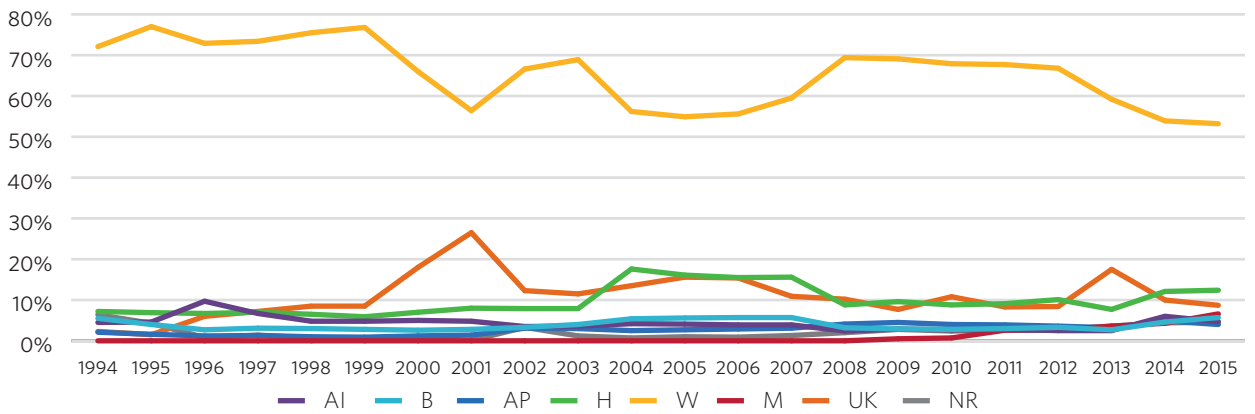
### ARIZONA PUBLIC 4-YEAR UNDERGRADUATE ENROLLMENTS 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 72

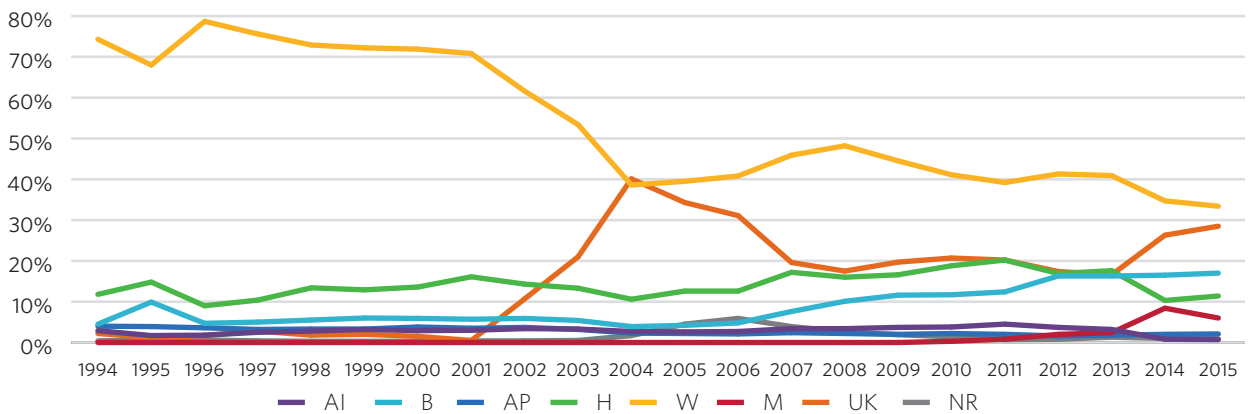
### ARIZONA NOT-FOR-PROFIT 4-YEAR UNDERGRADUATE ENROLLMENTS 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 73

### ARIZONA FOR-PROFIT 4-YEAR UNDERGRADUATE ENROLLMENTS 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 74

## ARIZONA COMMUNITY COLLEGE TRANSFER RATES

**KEY FINDING**  
Community college transfer rates have decreased slightly in recent years. However, recent data suggests that this trend may be reversing.

Community colleges serve as a bridge between high school and four-year degree programs for many Arizona students. Therefore, it is important to understand the extent to which students who enroll in community colleges are transferring to four-year institutions. Calculating transfer rates is challenging because not all students who enroll in community colleges do so in the hope of transferring to a four-year institution.

To address this challenge, the Arizona State System for Information on Student Transfer (ASSIST) identified students who exhibited “transfer behavior” and tracked them for up to six years to determine if they transferred to one of Arizona’s public universities.<sup>8</sup> For the 2006-2012 cohorts, the percentage of students within each cohort who successfully transferred within 3 to 6 years of their initial enrollment date decreased slightly (see Figure 75). For example, the percentage of students who successfully transferred to a four-year institution in 6 years dropped from 29 percent of the 2006 cohort to 25 percent of the 2009 cohort. While the transfer rate for the 2012 cohort was only available for those who transferred after three years, this number suggests that the downward trend may be reversing with 17 percent of students transferring after three years compared to 15 percent transferring after three years among the previous cohort.

<sup>8</sup> Students who exhibit transfer behavior are entering post-secondary education for the first time, have earned 12 or more Arizona Community College credits within three years of entry, have declared an intent to transfer, and have completed one or more core general education courses within three years of entry.

## TRIBAL COLLEGES

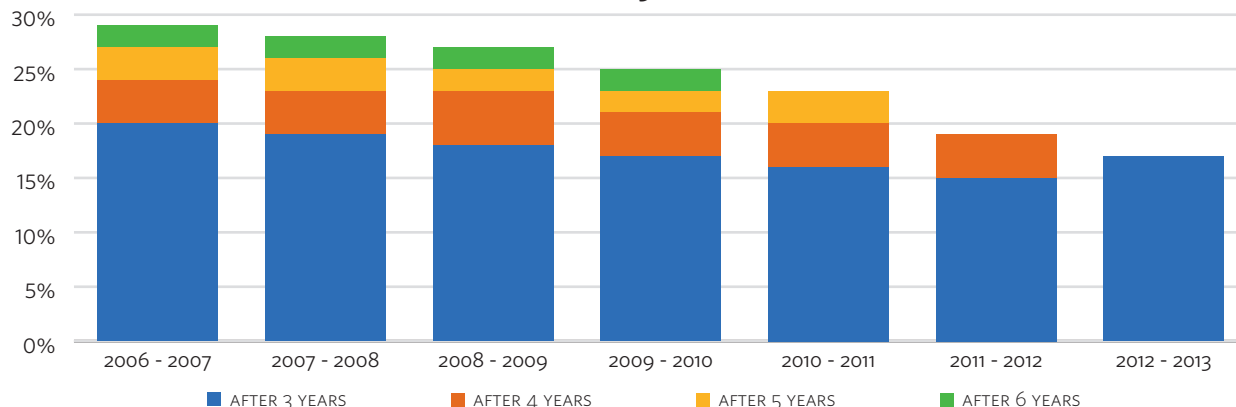
**KEY FINDING**  
Arizona is home to two tribal colleges: Diné College and Tohono O’Odham Community College. The vast majority of students enrolled in these schools are Native American and represent a wide range of ages.

Tribal colleges play a critical role in serving Native American Tribal Nations by fostering and preserving American Indian culture, languages, and traditions. Arizona is home to two tribal colleges: Diné College and Tohono O’Odham Community College. With a focus on serving the Navajo (Diné) and Tohono O’Odham Nations, respectively, these institutions prepare Native American students to impact communities both locally and globally.

In 2015, Diné College enrolled 1,490 students. Of those, 52 percent were enrolled full-time while 48 percent were enrolled part-time (see Figure 76). 99 percent of students enrolled at Diné College were American Indian while 1 percent identified as Black (see Figure 77). Females comprised over two-thirds of Diné College’s undergraduate enrollment while males made up only 32 percent (see Figure 78). By age, just under half (48%) of students were between the ages of 18 and 24 while 47 percent were between 25 and 64. Only 4 percent of students at Diné College were less than 18 years old (see Figure 79). In 2015, 142 Diné College students received associate’s degrees and 5 received bachelor’s degrees.

Tohono O’Odham Community College enrolled 212 students in 2015 of which 33 percent were enrolled full-time while 67 percent were enrolled part-time (see Figure 80). As Figure 81 shows, 82 percent identified as American Indian, 6 percent as Black, 6 percent as Hispanic, 4 percent as White, and 2 percent as Multiracial.

ARIZONA COMMUNITY COLLEGE CUMULATIVE TRANSFER RATES TO ARIZONA PUBLIC UNIVERSITIES  
2006-2013 COHORTS



SOURCE | Arizona State System for Information on Student Transfer (2017)

FIGURE 75

2015 ENROLLMENT AT DINÉ COLLEGE

BY TIME STATUS

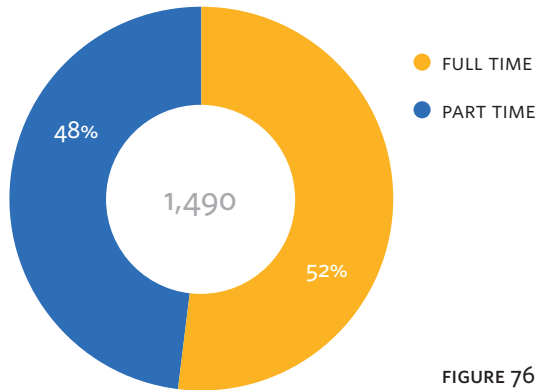


FIGURE 76

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

2015 ENROLLMENT AT DINÉ COLLEGE

BY RACE/ETHNICITY

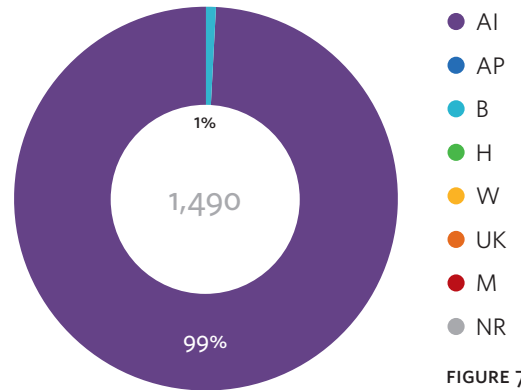


FIGURE 77

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

2015 ENROLLMENT AT DINÉ COLLEGE

BY GENDER

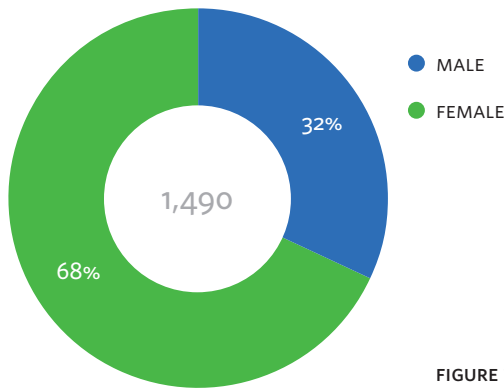


FIGURE 78

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

2015 ENROLLMENT AT DINÉ COLLEGE

BY AGE

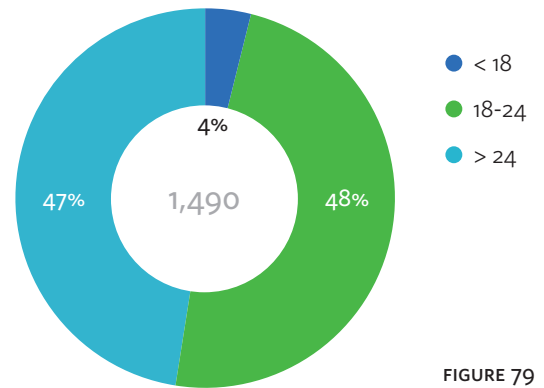


FIGURE 79

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

2015 ENROLLMENT AT TOHONO O'ODHAM COMMUNITY COLLEGE

BY TIME STATUS

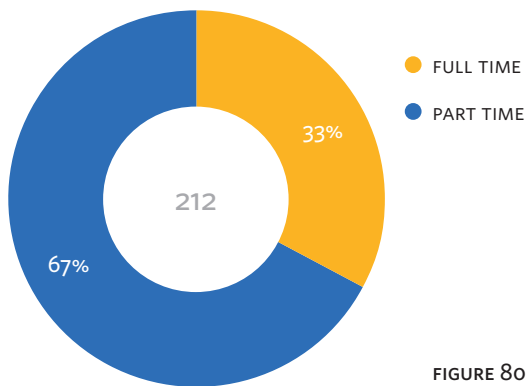


FIGURE 80

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

2015 ENROLLMENT AT TOHONO O'ODHAM COMMUNITY COLLEGE

BY RACE/ETHNICITY

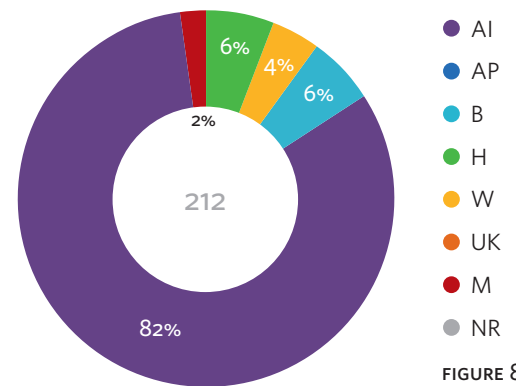


FIGURE 81

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

2015 ENROLLMENT AT TOHONO O'ODHAM COMMUNITY COLLEGE BY GENDER

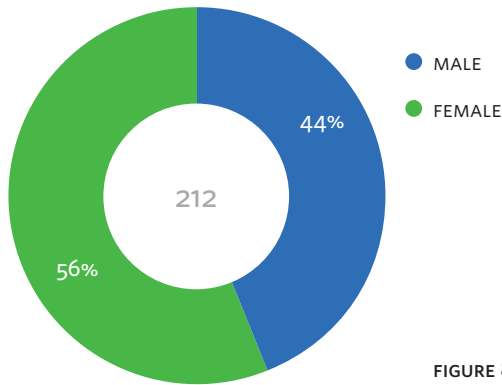


FIGURE 82

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

2015 ENROLLMENT AT TOHONO O'ODHAM COMMUNITY COLLEGE BY AGE

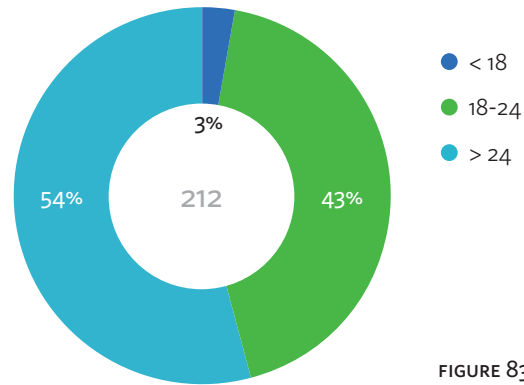


FIGURE 83

SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

Women made up a majority (56%) of Tohono O'odham Community College students (see Figure 82). By age, 43 percent of students were between the ages of 18 and 24 while 54 percent were between 25 and 64 (see Figure 83). Only 3 percent of students at Tohono O'odham Community College were less than 18 years old. In 2015, 111 Tohono O'odham Community College students received associate's degrees.

students, and 1 percent to American Indian students (see Figure 85). At public, two-year colleges, 53 percent of all associate's degrees were awarded to White students, 27 percent to Hispanic students, 5 percent to Black students, and 3 percent to Native American students. Nearly all (98%) of the associate's degrees awarded at four-year public institutions were awarded to Native American students enrolled at Diné College.

## 2015 UNDERGRADUATE DEGREES

### KEY FINDING

Private, for-profit four-year institutions awarded the largest percentages of associate's and bachelor's degrees. Public, two-year institutions awarded the next largest percentage of associate's degrees while public, four-year institutions awarded the next largest percentage of bachelor's degrees. Of all Arizona high school graduates in 2010, 21 percent had earned a four-year degree by 2016.

### ASSOCIATE'S DEGREES

In 2015, a total of 35,935 associate's degrees were awarded by Arizona postsecondary institutions (see Figure 84). 47 percent of associate's degrees were awarded by private, for-profit four-year institutions. Of these, the vast majority (14,825 or 87%) were awarded by the University of Phoenix.

An additional 47 percent of associate's degrees were awarded by public, two-year institutions, and 5 percent were awarded by private, for-profit two-year institutions. Public four-year institutions (0.5%, all from Diné College) and not-for-profit institutions (0.5%) also awarded associate's degrees, but contributed less than one percent to the combined statewide total.

At private, for-profit four-year institutions, 42 percent of associate's degrees were awarded to White students, 11 percent to Hispanic students, 18 percent to Black

### BACHELOR'S DEGREES

In 2015, 57,856 bachelor's degrees were awarded by Arizona postsecondary institutions (see Figure 86). Just over half (54%) were awarded by private, for-profit four-year institutions. An additional 45 percent of bachelor's degrees were awarded by public, four-year institutions, and 1 percent were awarded by private, not-for-profit institutions.

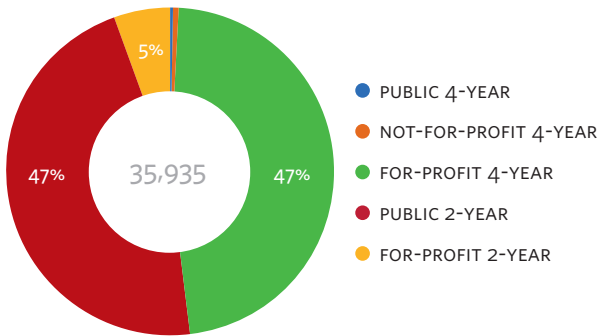
At public, four-year institutions, White students received 62 percent of all bachelor's degrees while Hispanics received 20 percent, Asian Pacific Islanders 5 percent, Blacks 4 percent, and Native Americans 2 percent. At private, for-profit institutions, less than half of the bachelor's degree recipients were White (46%), 11 percent were Hispanic, 14 percent were Black, 5 percent were Asian Pacific Islander, and 1 percent were Native American. White students comprised the largest group of students who earned a bachelor's degree (62%) at private, not-for-profit institutions followed by Hispanic students (11%), Black students (3%), Asian Pacific Islanders (4%), and Native Americans (3%; see Figure 87).

### FOUR YEAR DEGREE COMPLETION OF ARIZONA HIGH SCHOOL GRADUATES

In 2016, 21 percent of Arizona high school graduates from the class of 2010 had earned a four-year degree within six-years of graduating from high school (see Figure 88). Asian and White students had the highest four-year degree completion rates (41% and 28%, respectively).

### 2015 ARIZONA ASSOCIATE'S DEGREES

BY SECTOR

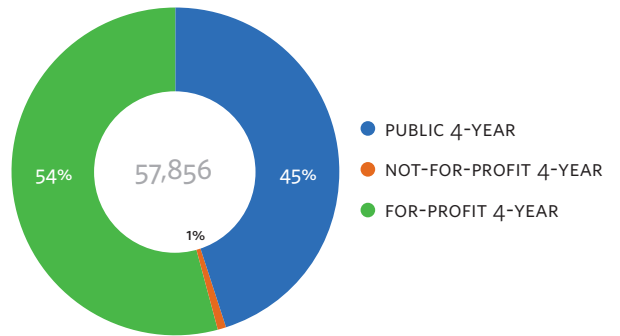


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 84

### 2015 ARIZONA BACHELOR'S DEGREES

BY SECTOR

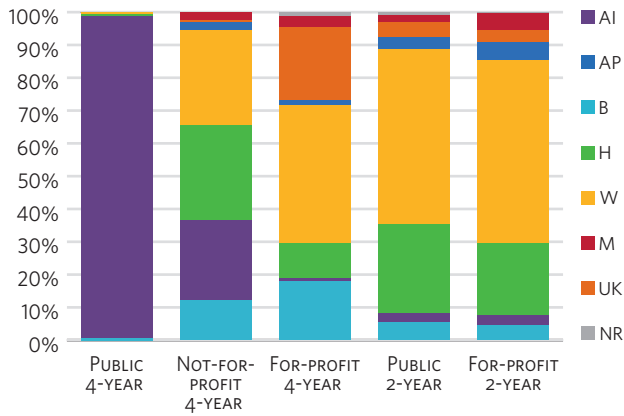


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 86

### 2015 ARIZONA ASSOCIATE'S DEGREES

BY RACE/ETHNICITY WITHIN SECTOR

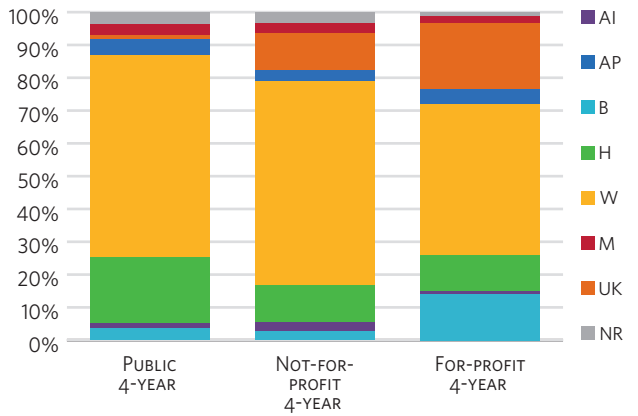


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 85

### 2015 ARIZONA BACHELOR'S DEGREES

BY RACE/ETHNICITY WITHIN SECTOR

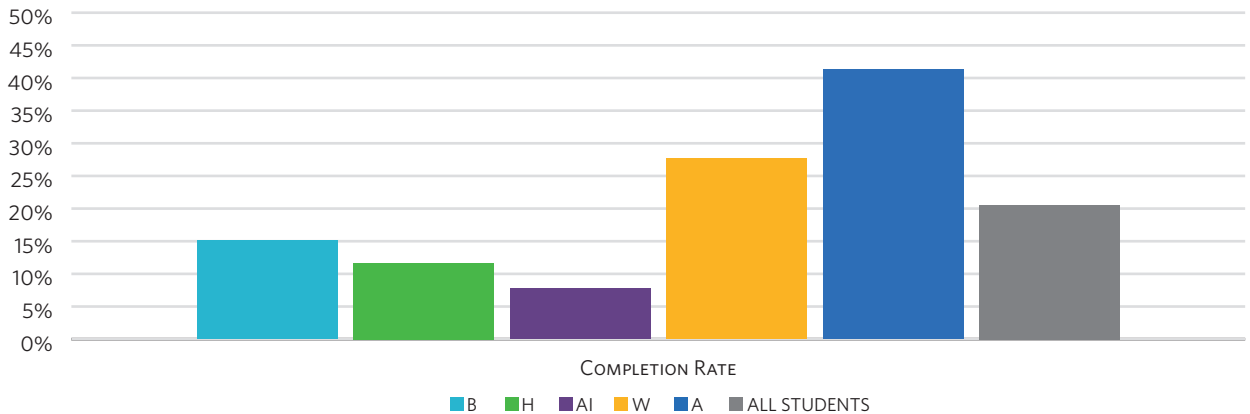


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 87

### PERCENT OF HIGH SCHOOL GRADUATES IN 2010 WHO EARNED A FOUR-YEAR DEGREE SIX YEARS AFTER GRADUATION

BY RACE/ETHNICITY



SOURCE | Arizona Board of Regents (2017)

FIGURE 88

Black and Hispanic students, on the other hand, earned four-year degrees at less than half the rate of their Asian and White peers (15% and 12%, respectively). Only 8 percent of American Indian students earned a four-year degree within six years of graduating from high school.

while the percentage of associate’s degrees awarded to Hispanics increased from 15 percent in 1994 to 26 percent in 2015. The percentage of associate’s degrees awarded to Black, American Indian, and Asian Pacific Islander students remained fairly stable during the time.

## UNDERGRADUATE DEGREE TRENDS<sup>9</sup>



### KEY FINDING

The racial/ethnic composition of students who received associate’s and bachelor’s degrees has become more diverse in recent years. While the racial/ethnic composition of students who received undergraduate degrees has become closer to the composition of the state, minority students continue to be underrepresented among bachelor’s degree recipients.

## BACHELOR’S DEGREES

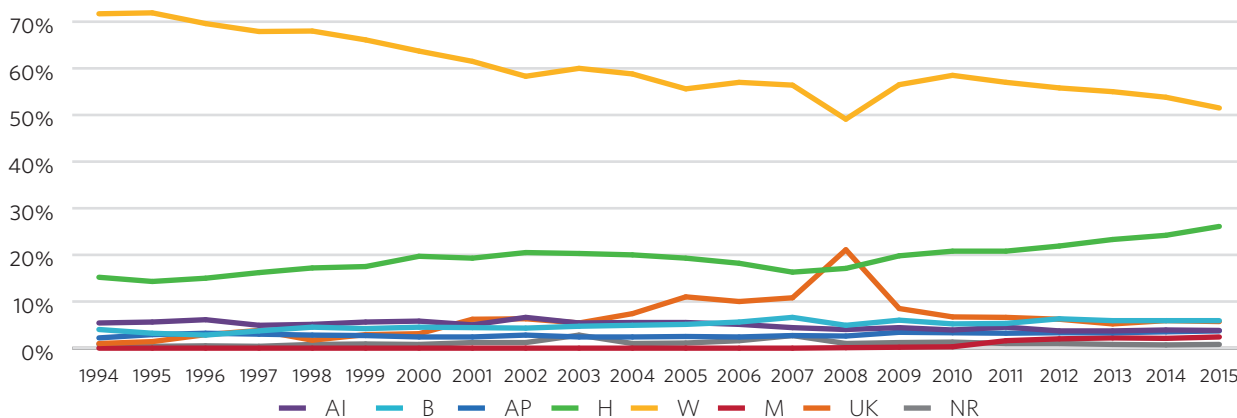
Between 1994 and 2015, the percentage of bachelor’s degrees awarded to White students decreased from 79 percent to 61 percent (see Figure 90). At the same time, the percentage of bachelor’s degrees awarded to Hispanic students more than doubled (8% in 1994 to 20% in 2015). The percentage of bachelor’s degrees awarded to Black and Asian Pacific Islander students also increased slightly, while the percentage of bachelor’s degrees awarded to American Indian students remained stable.

## ASSOCIATE’S DEGREES

Between 1994 and 2015, the percentage of associate’s degrees awarded to White students decreased from 72 percent in 1994 to 52 percent in 2015 (see Figure 89)

<sup>9</sup> In previous reports, the University of Phoenix, Grand Canyon University, and Western International University were excluded from trend analyses due to the large number of out-of-state, online students enrolled at these institutions. To maintain consistency across reports, they are not included here.

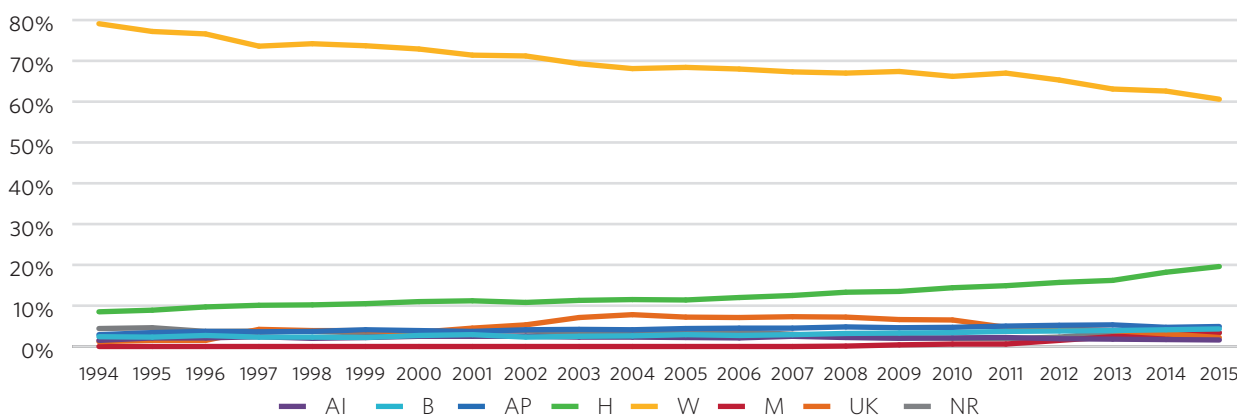
ARIZONA ASSOCIATE’S DEGREES 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 89

ARIZONA BACHELOR’S DEGREES 1994-2015 BY RACE/ETHNICITY

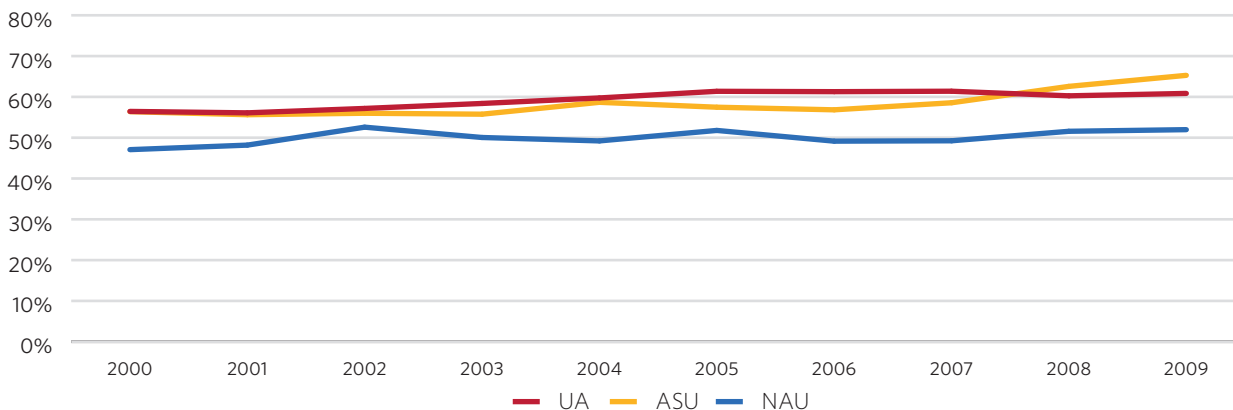


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 90

## ARIZONA UNIVERSITIES' SIX-YEAR GRADUATION RATES 2000-2009 COHORTS

BY UNIVERSITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 91

### ARIZONA UNIVERSITY SYSTEM SIX-YEAR GRADUATION RATES

Arizona's three public universities - The University of Arizona (UA), Arizona State University (ASU), and Northern Arizona University (NAU) - are committed to increasing access and promoting success for all students. Therefore, it is important to understand how students who enroll at these institutions progress towards graduation. Figure 91 shows the six-year graduation rates for each of Arizona's public universities for the 2000 through 2009 entering cohorts.<sup>10</sup> The six-year graduation rate at all three universities increased during this period with ASU experiencing the greatest increase (9 percentage points), followed by UA (5 percentage points), and NAU (5 percentage points).

By race/ethnicity, White students comprised the largest group of graduates at ASU in all years (see Figure 92). Hispanic students comprised the next largest group, between 10% and 18%, followed by Asian Pacific Islander students, nonresident alien students, Black students, and American Indian students.

White students also comprised the largest group of graduates at UA in all years (see Figure 93). Hispanic students made up the next largest group, followed by Asian Pacific Islanders, nonresident aliens, Black students, and American Indian students.

At NAU, White students also made up the largest group of graduates followed by Hispanic students in all years (see Figure 94). American Indians, Asian Pacific Islanders, Blacks, and Nonresident Aliens comprised much smaller proportions of NAU graduates in all years.

Figures 95-97 show the six-year graduation rate by each racial/ethnic group at ASU, UA, and NAU for the 2000 through 2009 entering cohorts. At both ASU and UA, Asian Pacific Islander and non-resident alien students had the highest six-year graduation rates in nearly every year followed by White students, Hispanic students, Black students, and American Indian students. At NAU, White students had the highest graduation rates in nearly

all years followed by Asian Pacific Islander and Hispanic students. The six-year graduation rate for Black students fluctuated across cohorts, but was generally lower than the graduation rates for White, Asian Pacific Islander, and Hispanic students. American Indian students had the lowest six-year graduation rates among NAU students.

### GRADUATE AND PROFESSIONAL ENROLLMENTS

#### KEY FINDING

Of the 108,355 graduate and professional students who were enrolled in an Arizona postsecondary institution in 2015, 68 percent were enrolled in private, for-profit institutions, 28 percent were enrolled in a public university, and 4 percent were enrolled at a private, not-for-profit institution. White students were the largest group of graduate and professional students at each type of institution.

In 2015, Arizona postsecondary institutions enrolled 108,355 graduate and professional students (see Figure 98). Slightly more than a quarter (28%) of these students were enrolled at one of the state's public universities while 4 percent were enrolled at private, not-for-profit institutions. The vast majority of these students (68%) were enrolled in private, for-profit institutions.

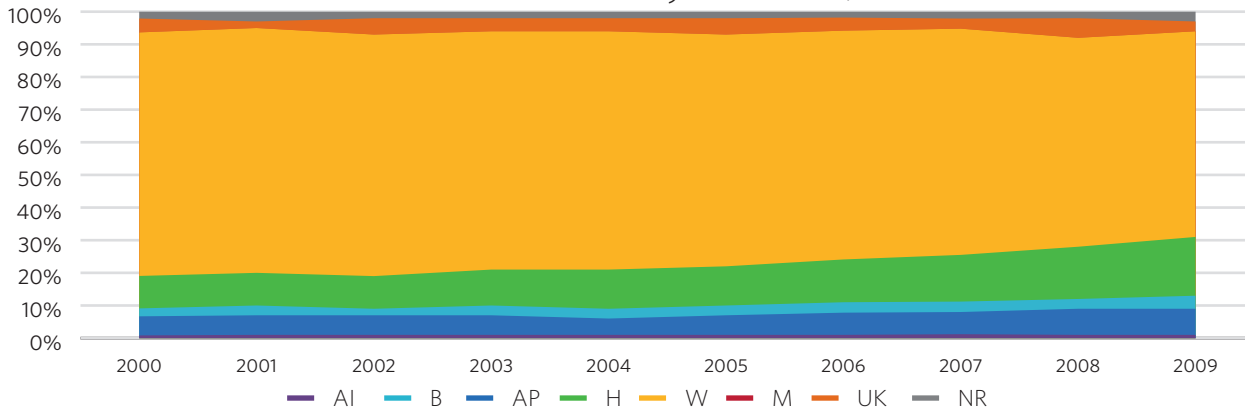
Within all types of postsecondary institutions, White students comprised the largest group of graduate and professional students in 2015 (see Figure 99). White students represented nearly two-thirds of graduate students at private, not-for-profit institutions (65%); over half of graduate students at public, four-year institutions (52%); and over one-third of graduate students at private, for-profit institutions.

<sup>10</sup> Six-year graduation rates are calculated by dividing the total number of graduates from a specific cohort by the total number of entering students in that cohort



### PERCENTAGE OF STUDENTS GRADUATING WITHIN SIX YEARS

ARIZONA STATE UNIVERSITY 2000-2009 COHORTS BY RACE/ETHNICITY

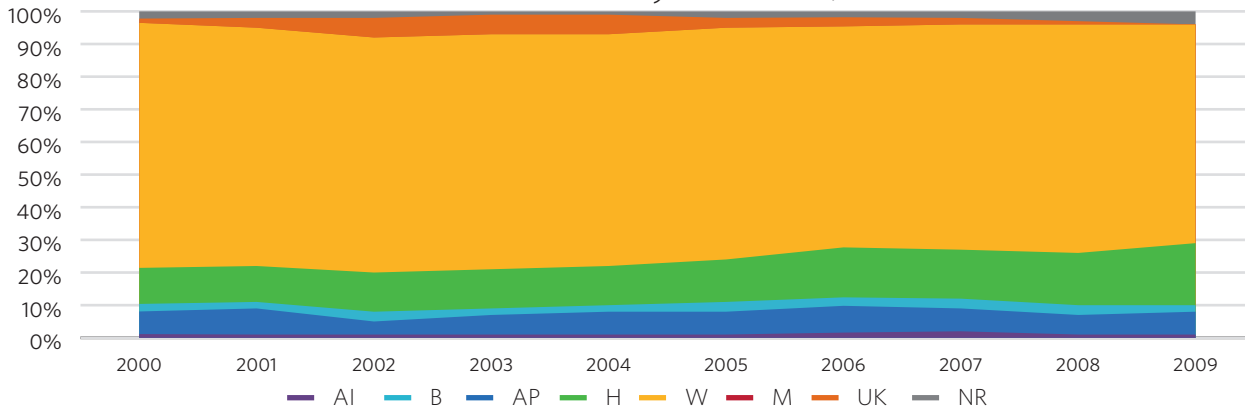


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 92

### PERCENTAGE OF STUDENTS GRADUATING WITHIN SIX YEARS

UNIVERSITY OF ARIZONA 2000-2009 COHORTS BY RACE/ETHNICITY

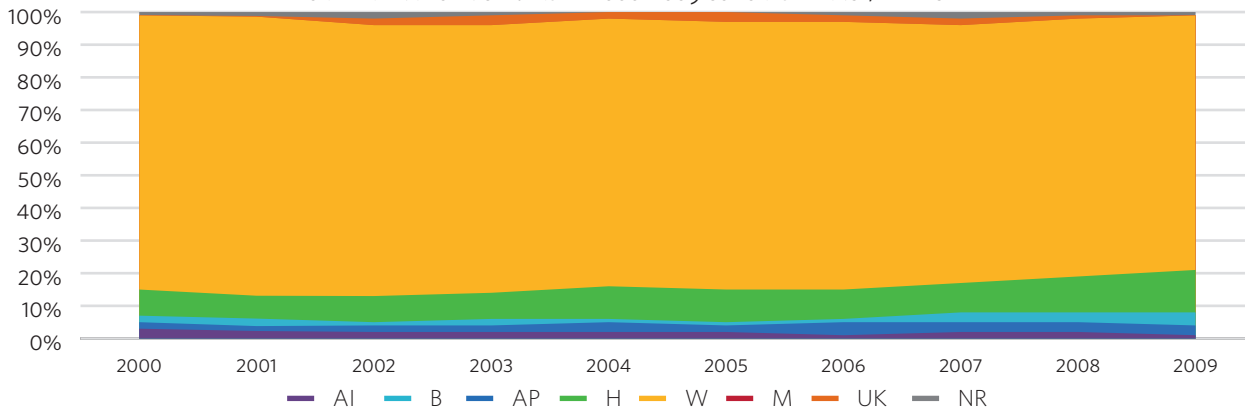


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 93

### PERCENTAGE OF STUDENTS GRADUATING WITHIN SIX YEARS

NORTHERN ARIZONA UNIVERSITY 2000-2009 COHORTS BY RACE/ETHNICITY

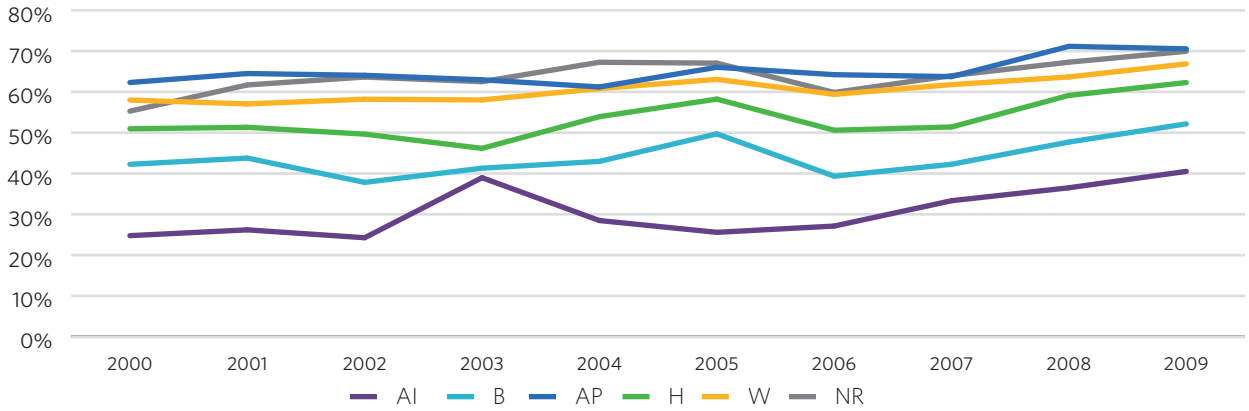


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 94

### SIX-YEAR GRADUATION RATES FOR 2000-2009 COHORTS

ARIZONA STATE UNIVERSITY WITHIN RACE ETHNICITY

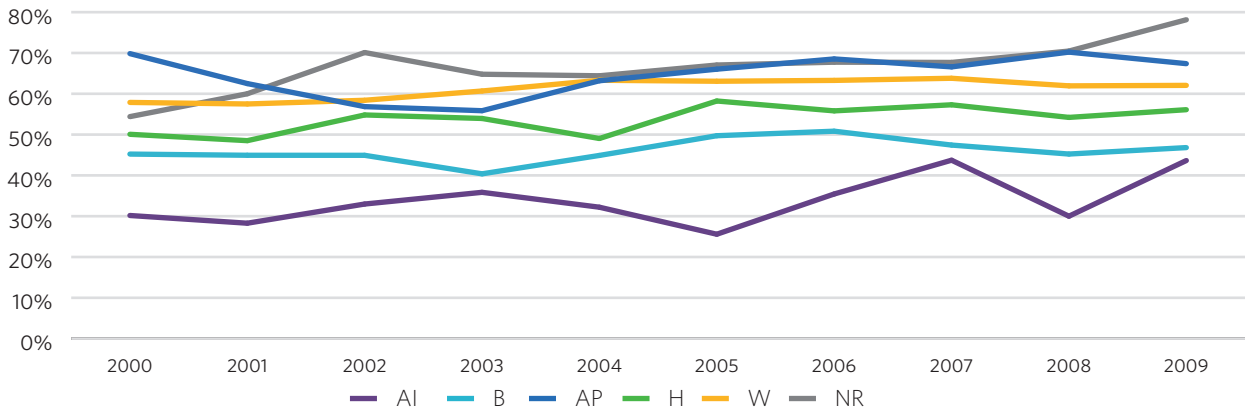


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 95

### SIX-YEAR GRADUATION RATES FOR 2000-2009 COHORTS

UNIVERSITY OF ARIZONA WITHIN RACE ETHNICITY

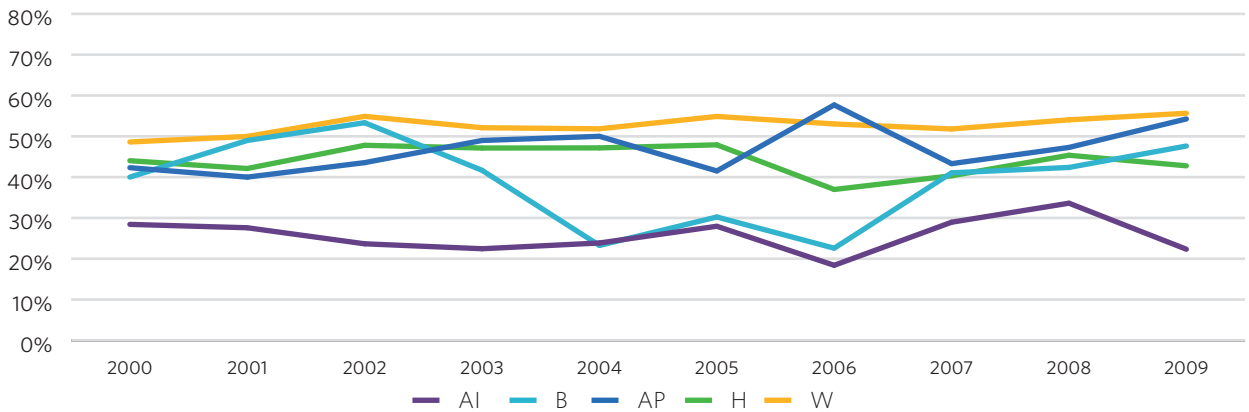


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 96

### SIX-YEAR GRADUATION RATES FOR 2000-2009 COHORTS<sup>11</sup>

NORTHERN ARIZONA UNIVERSITY WITHIN RACE ETHNICITY



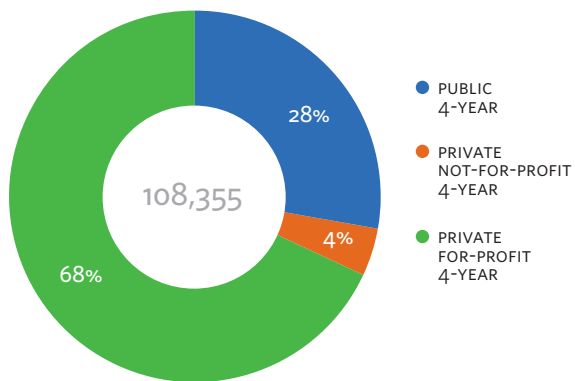
SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 97

<sup>11</sup> Non-Resident Aliens are excluded from Figure 97 due to significant changes in the number of these students between years.

2015 TOTAL GRADUATE AND PROFESSIONAL ENROLLMENT

BY SECTOR

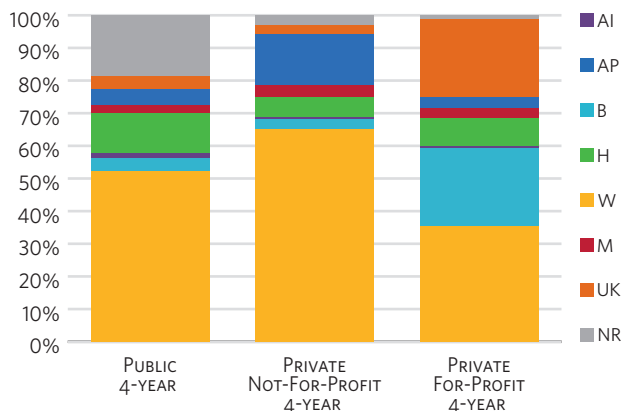


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 98

2015 GRADUATE & PROFESSIONAL ENROLLMENT

TOTAL ENROLLMENT BY RACE/ETHNICITY WITHIN SECTOR

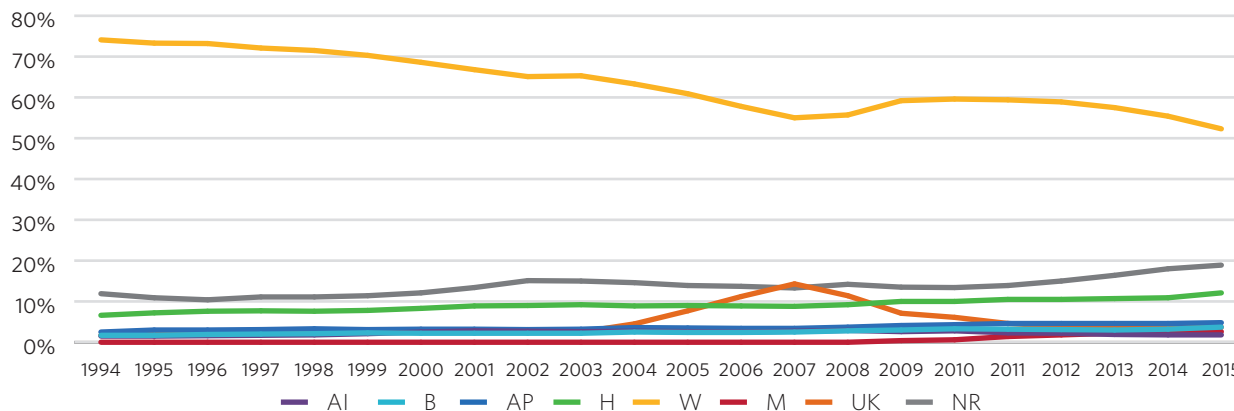


SOURCE | U. S. Department of Education, National Center for Education Statistics (2017)

FIGURE 99

PUBLIC 4-YEAR GRADUATE/PROFESSIONAL ENROLLMENTS 1994-2015

BY RACE/ETHNICITY

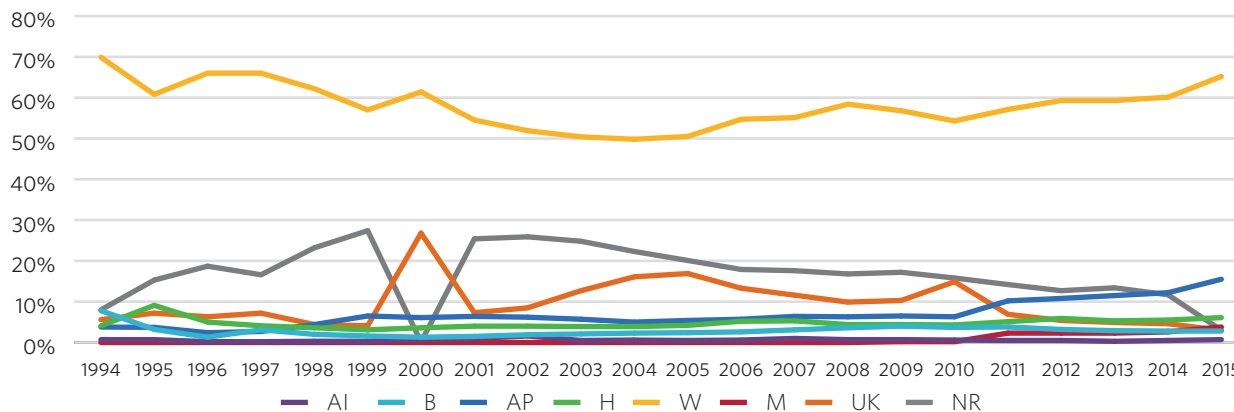


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 100

NOT-FOR-PROFIT 4-YEAR GRADUATE/PROFESSIONAL ENROLLMENTS 1994-2015

BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 101

Hispanic students comprised 12 percent of graduate and professional students at public, four-year institutions; 9 percent at private, for-profit institutions; and 6 percent of enrollments at private, not-for-profit institutions. Asian Pacific Islander graduate students had the highest representation at private, not-for-profit institutions (15%) and comprised significantly smaller percentages of graduate enrollments at public, four-year and private, not-for-profit institutions. American Indians comprised the smallest group of graduate and professional enrollments in all types of postsecondary institutions at roughly 1 percent.

## GRADUATE AND PROFESSIONAL ENROLLMENT TRENDS

**KEY FINDING**

Graduate and professional students at Arizona's postsecondary institutions have become more diverse in recent years. Despite this change, minority students continue to be underrepresented at most kinds of postsecondary institutions.

### PUBLIC FOUR-YEAR INSTITUTIONS

Graduate and professional enrollment at public, four-year institutions grew from 25,112 in 1994 to 30,445 in 2015, a 21 percent increase. While White students comprised approximately three-quarters of graduate students in 1994 (74%), their representation decreased to 52 percent in 2015 (see Figure 100). Nonresident alien students made up the second largest group of graduate and professional students (12% in 1994 and 19% in 2015). Small but steady increases in the representation of students of color occurred between 1994 and 2015—with Hispanic students increasing from 7 percent to 12 percent, Asian Pacific Islander students increasing from 3 percent to 5 percent, Black students increasing from 2 percent to 3 percent, and American Indian students increasing from 1 percent to 4 percent.

Women comprised a slight majority of graduate student enrollments in all years (52% in 1994 and 53% in 2015).

### PRIVATE NOT-FOR-PROFIT FOUR-YEAR INSTITUTIONS

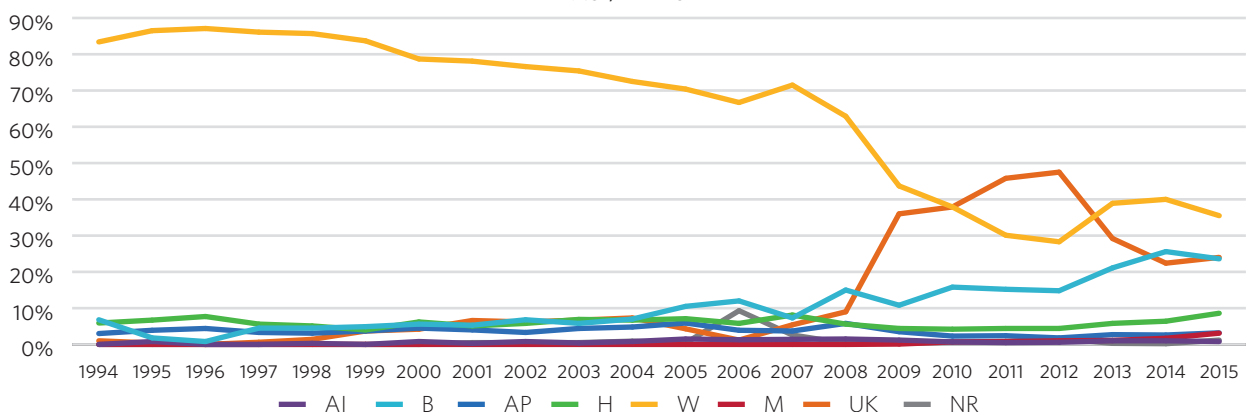
Between 1994 and 2015, the number of graduate and professional enrollments at private, not-for-profit four-year institutions increased by 29 percent from 3,553 to 4,594. As Figure 101 shows, the proportion of White students decreased from 70 percent to 65 percent during this time while the proportion of Hispanic students increased from 4 percent to 6 percent. The proportional enrollment of Asian Pacific Islander students increased steadily (4% in 1994 to 15% in 2015) while the proportional enrollment of Black students decreased (8% in 1994 and 3% in 2015). The representation of American Indians remained at roughly 1 percent during this time. Women comprised a slight majority of graduate student enrollments in all years (51 percent in 1994 and 53 percent in 2015).

### PRIVATE FOR-PROFIT FOUR-YEAR INSTITUTIONS

Analyzing enrollment trends at private, for-profit, four-year institutions is difficult because ethnicity data are not available for a large number of students from 2009 through 2015. With that caveat, the proportion of White graduate and professional students dropped from 83 percent in 1994 to 36 percent in 2015 while the percentage of Black students increased from 7 percent to 24 percent (see Figure 102). Similarly, the percentage of Hispanic students increased while the percentage of American Indian and Asian Pacific American students remained the same. During this time, women enrolled in graduate and professional programs at significantly higher rates than males (67% in 1994 and 71% in 2015).

FOR-PROFIT 4-YEAR GRADUATE/PROFESSIONAL ENROLLMENTS 1994-2015

BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 102

## 2015 GRADUATE AND PROFESSIONAL DEGREES

### KEY FINDING

Private, for-profit four-year institutions awarded the largest percentage of master’s degrees while public universities awarded the largest percentage of doctoral and professional degrees. White students received the largest percentages of graduate and professional degrees at all types of postsecondary institutions.

### MASTER’S DEGREES

In 2015, roughly one-third (31%) of the 27,785 master’s degrees awarded in Arizona came from public institutions, while 67 percent were awarded by private, for-profit institutions and 2 percent were awarded by private, not-for-profit institutions (see Figure 103).

At Arizona’s public, four-year institutions, over half (53%) of master’s degrees were awarded to White students, 23 percent to international students, 11 percent to Hispanic students, 4 percent to Asian Pacific Islander students, 3 percent to Black students, and 1 percent to American Indian students (see Figure 104). At private, not-for-profit institutions, White students received 67 percent of master’s degrees followed by Asian Pacific Islander students (9%), Hispanic students (7%), Black students (4%), and American Indian students (1%). At private, for-profit institutions, nearly half (43%) of master’s degrees were awarded to White students and Black students received proportionately more master’s degrees (22%) at private, for-profit institutions than they did at public or private, not-for-profit institutions. Also, 8 percent of master’s degrees at private, for-profit institutions were awarded to Hispanic students, 4 percent to Asian Pacific Islander students, and 1 percent to American Indian Students.

### DOCTORAL DEGREES <sup>12</sup>

Arizona postsecondary institutions awarded 2,487 doctoral degrees in 2015 (see Figure 105). Just over half of these degrees were granted by public, four-year universities (51%) with the other half awarded by private, for-profit institutions (48%). In 2015, private, not-for-profit institutions awarded just 1 percent of doctoral degrees.

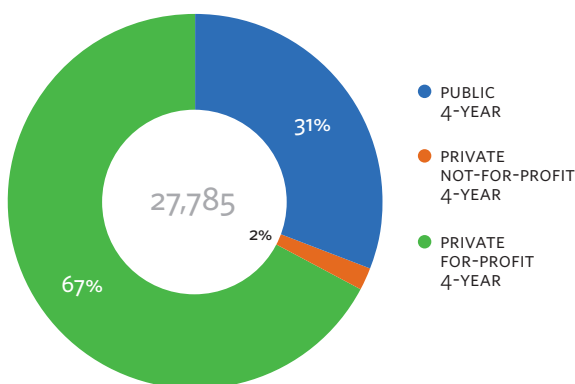
By race/ethnicity, White students received half of the doctoral degrees (50%) awarded by public, four-year universities (see Figure 106) while the proportions of doctoral degrees awarded by public, four-year universities to students of color were substantially lower. Specifically, Hispanic students received 6 percent of doctoral degrees awarded by public, four-year universities, Asian Pacific Islander students 4 percent, Black students 4 percent, and American Indian students 2 percent. At private, not-for-profit institutions, White students received 73 percent of doctoral degrees while lower percentages of Hispanic (7%) and Black (13%) students received doctoral degrees. In 2015, no doctoral degrees were awarded to Asian Pacific Islander or American Indian students by private, not-for-profit institutions. At private, for-profit institutions, the largest percentage of doctoral degrees were awarded to White students (43%) followed by Black (27%), Hispanic (5%), Asian Pacific Islander (3%), and American Indian students (1%).

### PROFESSIONAL DEGREES

Institutions in the state of Arizona produced 1,881 professional degrees in 2015 (see Figure 107). Professional doctoral degrees are awarded in several disciplines including chiropractic (D.C. or D.C.M.), dentistry (D.D.S. or D.M.D.), law (J.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O); pharmacy (Pharm.D.), podiatry (D.P.M., Pod.D., D.P.), and veterinary medicine (D.V.M).

<sup>12</sup> In IPEDS, these are classified as “Doctor’s degree – research / scholarship.”

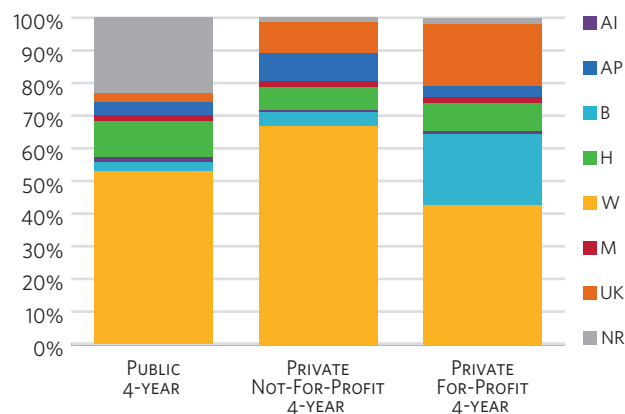
2015 ARIZONA MASTER’S DEGREES  
BY SECTOR



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 103

2015 ARIZONA MASTER’S DEGREES  
BY RACE/ETHNICITY WITHIN SECTOR



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 104

In 2015, 43 percent of professional degrees were awarded by private, not-for-profit institutions, 38 percent were awarded by the state's three public, four-year universities, and 20 percent were awarded by private, for-profit institutions.

Professional degree recipients at public, four-year universities were predominantly White (58%, see Figure 108) followed by Asian Pacific Islander (12%), Hispanic (9%), Blacks (5%), and American Indian students (1%). At private, not-for-profit institutions, White students (64%) received the majority of professional degrees, followed by Asian American (17%), Hispanic (6%), and African American (3%) students. Of the small percentage of students who received professional degrees from private, for profit institutions, 49 percent were White, 15 percent were Hispanic, 15 percent were Black, 5 percent were Asian Pacific Islander, and 1 percent were American Indian.

13 In previous versions of this report, these trend analyses excluded the University of Phoenix, Grand Canyon University, and Western International University due to the large number of degrees that are awarded to out-of-state students. We chose to exclude them from these analyses to maintain consistency with previous reports.

## GRADUATE AND PROFESSIONAL DEGREE TRENDS<sup>13</sup>

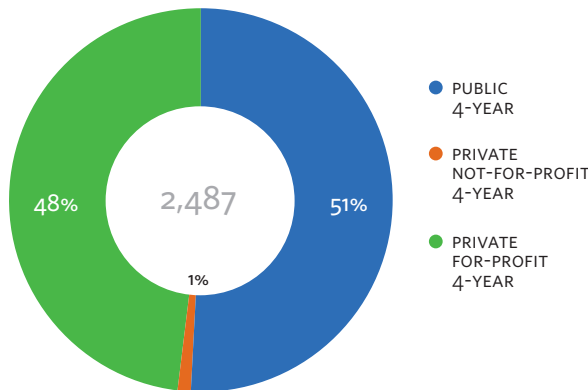
### KEY FINDING

The racial/ethnic composition of students who received graduate and professional degrees has become slightly more diverse in recent years. While the racial/ethnic composition of students graduate and professional degree recipients has come closer to the composition of the state, as a whole, minority students continue to be underrepresented.

### MASTER'S DEGREES

The racial/ethnic composition of students receiving master's degrees from Arizona postsecondary institutions became slightly more diverse between 1994 and 2015 (see Figure 109). For instance, while White students made up 61 percent of master's degree recipients in 1994, they received 53 percent of master's degrees in 2015. At the same time, the percentage of master's

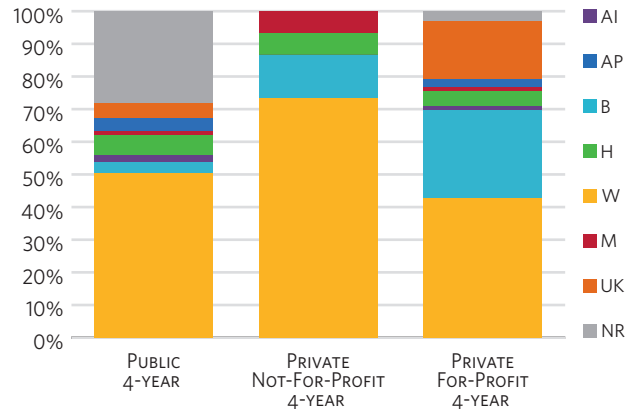
2015 ARIZONA DOCTORAL DEGREES  
BY SECTOR



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 105

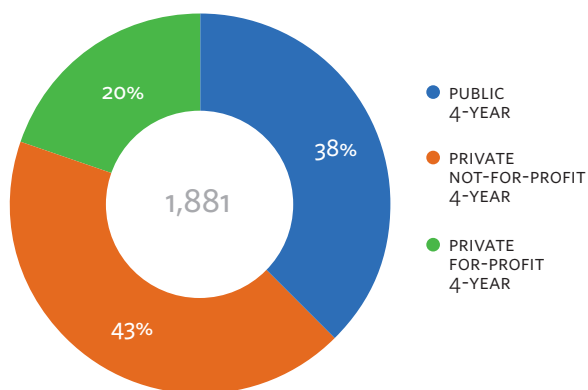
2015 ARIZONA DOCTORAL DEGREES  
BY RACE/ETHNICITY WITHIN SECTOR



SOURCE | U. S. Department of Education, National Center for Education Statistics (2017)

FIGURE 106

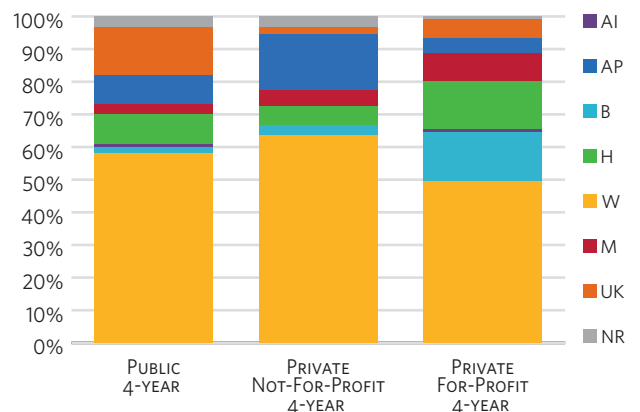
2015 ARIZONA PROFESSIONAL DEGREES  
BY SECTOR



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 107

2015 ARIZONA PROFESSIONAL DEGREES  
BY RACE/ETHNICITY WITHIN SECTOR



SOURCE | U. S. Department of Education, National Center for Education Statistics (2017)

FIGURE 108

degrees awarded to Hispanic and Black students increased by roughly four percentage points each. The percentage of master's degrees awarded to American Indian, Asian Pacific Islander, and nonresident alien students remained stable during this time. During this time, the proportion of women earning master's degrees remained constant at 54 percent.

### DOCTORAL DEGREES

Doctoral degree recipients also became more diverse between 1994 and 2015 (see Figure 110). In 1994, 64 percent of doctoral degrees were awarded to White students compared to 50 percent in 2015. Although Black students received only 1 percent of doctoral degrees in 1994, they received 12 percent in 2015. The percentage of doctoral degrees awarded to Hispanic and Asian Pacific Islander students remained relatively stable during this time, between 5 and 6 percent. In all years, the percentage of doctoral degrees awarded to American Indian students was low (0.4 percent in 1994 and 2 percent in 2015). The percentage of women receiving doctoral degrees increased from 39 percent in 1994 to 52 percent in 2015.

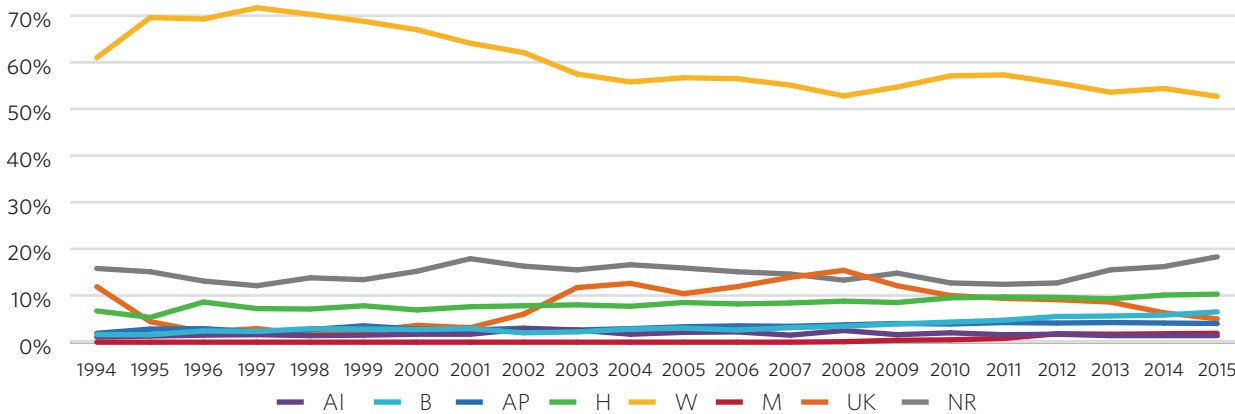
## PROFESSIONAL DEGREES

### MEDICAL DEGREES (Osteopathic Medicine)

The number of degrees awarded in osteopathic medicine in Arizona increased from 97 in 2000 to 259 in 2015 (see Figure 111).<sup>14</sup> Between 2000 and 2015, the majority of osteopathic medicine degrees were awarded to white students (78% in 2000 and 65% in 2015) while 1 percent were awarded to Black students and 0 percent of Native American students were awarded a degree in osteopathic medicine. The percentage of Hispanics earning osteopathic medical degrees increased from 3 percent in 2000 to 5 percent in 2015. Asian Pacific Islanders received between 16 percent and 22 percent of osteopathic degrees between 2000 and 2015.

<sup>14</sup> After 1999, some institutions began reporting medical degrees differently making longitudinal comparisons difficult. Therefore, this analysis begins in 2000, a year from which comparisons in future years can be reliably made.

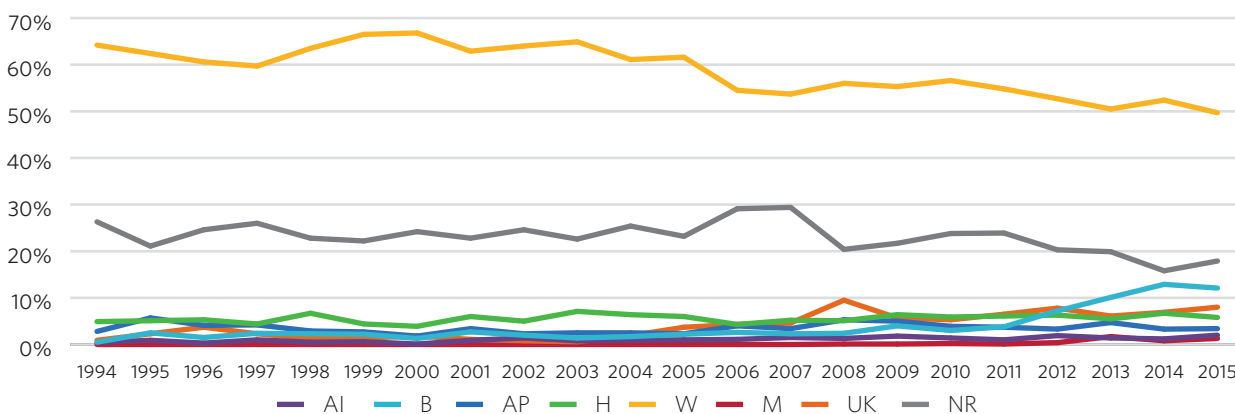
ARIZONA MASTER'S DEGREES 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 109

ARIZONA DOCTORAL DEGREES 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 110

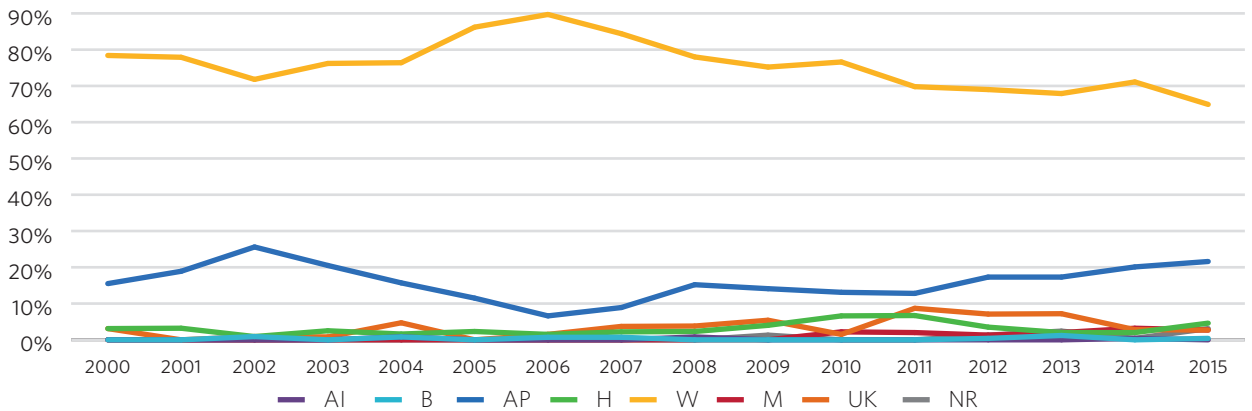
## PHARMACY DEGREES

The number of pharmacy degrees awarded in Arizona increased from 51 in 2000 to 237 in 2015. The percentage of pharmacy degrees awarded to White students in Arizona dropped from 82 percent in 1994 to 54 percent in 2015 while the percentage of pharmacy degrees awarded to Asian Pacific Islanders increased from 8 percent in 1994 to 30 percent in 2015. The percentage of pharmacy degrees awarded to Black, Hispanic, and Native American students was relatively low in all years (between 1% and 9%; see Figure 112).

## LAW DEGREES

Between 1994 and 2015, the number of law degrees awarded by Arizona institutions increased from 281 to 697, an increase of more than 100 percent. 69 percent of law degrees were awarded to White students in 1994, decreasing to 58 percent in 2015 (Figure 113). The percentage of law degrees awarded to Hispanic, Asian Pacific Islander, and American Indian students also decreased during this time while Black students experienced a slight increase in the percentage of law degrees awarded.

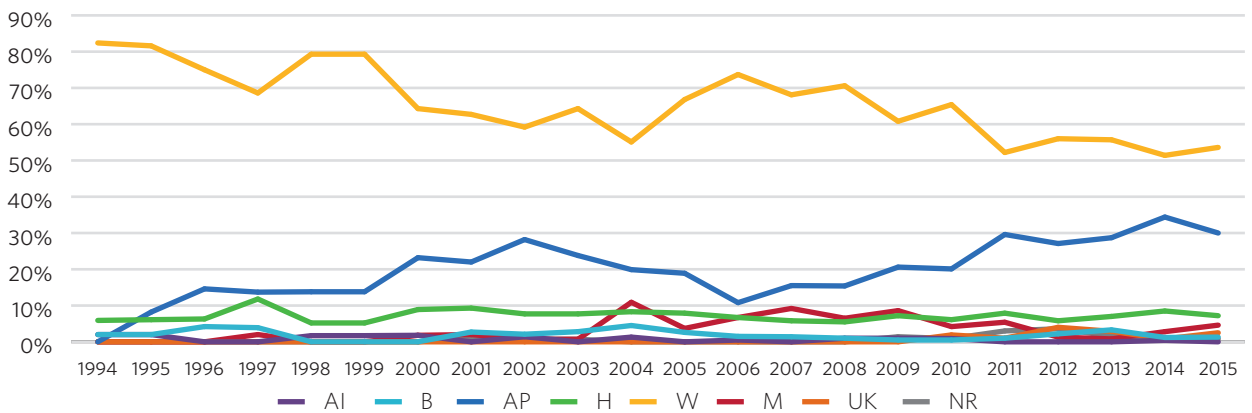
ARIZONA OSTEOPATHIC MEDICINE DEGREES 2000-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 111

ARIZONA PHARMACY DEGREES 1994-2015 BY RACE/ETHNICITY

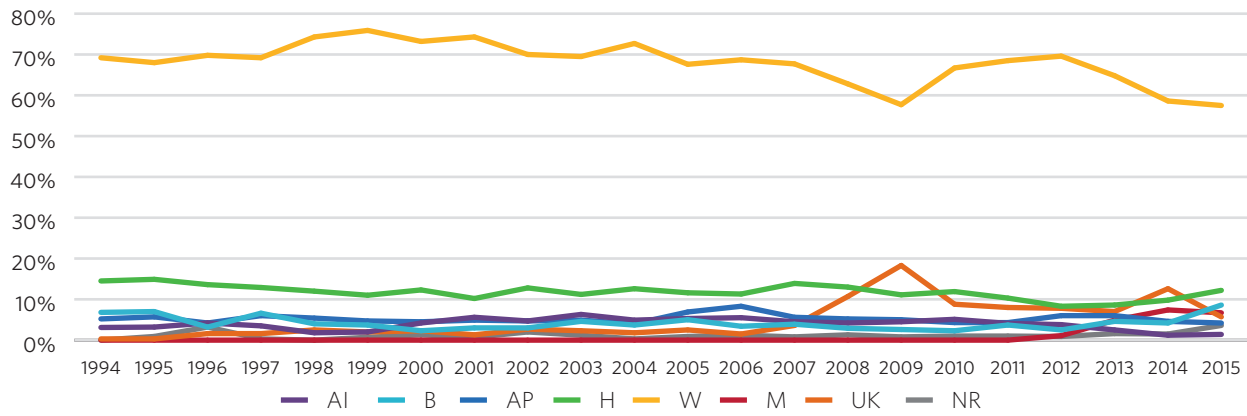


SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 112



## ARIZONA LAW DEGREES 1994-2015 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2017)

FIGURE 113



PHOTO CREDIT PIMA COMMUNITY COLLEGE

# CONCLUSION

In previous reports, we highlighted disparities in educational achievement and attainment across a variety of important indicators and showed that these disparities have existed for some time.

The findings described in this report suggest that despite some modest improvements, these gaps remain. As minority students comprise an increasingly large share of Arizona's student population, these gaps will have substantial implications for our state's future.

Research consistently links educational attainment to better economic outcomes for individuals and for society, as a whole.

Closing the achievement gaps described in this report can help put our state on a path towards a bright economic future.

Arizona is at a crossroads. Ensuring that all students are successful in P-12 and postsecondary education is imperative for our state. However, no single organization can address this issue alone.

We encourage stakeholders to collaborate across sectors and across organizations as they implement the recommendations made in this report. By successfully implementing these recommendations, we can help our students and our state reach their full potential.



PHOTO CREDIT PENDERGAST ELEMENTARY SCHOOL DISTRICT

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**Note:** *All data were collected between May and August of 2017. Historical data were taken from previous AMEPAC reports, when available.*



## ABOUT THE PRINCIPAL AUTHOR

**Robert Vagi** is a research associate at the Center for Applied Research and Educational Improvement at the University of Minnesota. His research spans a variety of topics and has been featured in several academic and popular media outlets including PBS's *Horizon*, *The Arizona Republic* and the Brookings Institution's *Brown Center Chalkboard*. Prior to earning a Ph.D. in Educational Policy and Evaluation at Arizona State University, Robert spent six years as a public school teacher in Phoenix, Arizona.

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**Lydia Ross** is a doctoral candidate in the Educational Policy and Evaluation program in the Mary Lou Fulton Teachers College at Arizona State University. Her research focuses on access, equity, and inclusion in higher education. Her dissertation is focused on admissions practices of higher education institutions and perceptions of these policies and practices among students.

**Zafir Somani** is pursuing a Master's degree in Global Technology and Development in the School for Future of Innovation in Society at Arizona State University. He is currently working as a research aide in the Julie Ann Wrigley Global Institute of Sustainability.

**Pease visit [www.highered.az.gov/amepac](http://www.highered.az.gov/amepac) for additional data, including:**

- **FULL REPORT**

An electronic copy of the 2018 Arizona Minority Student Progress Report

- **COUNTY ADDENDUM**

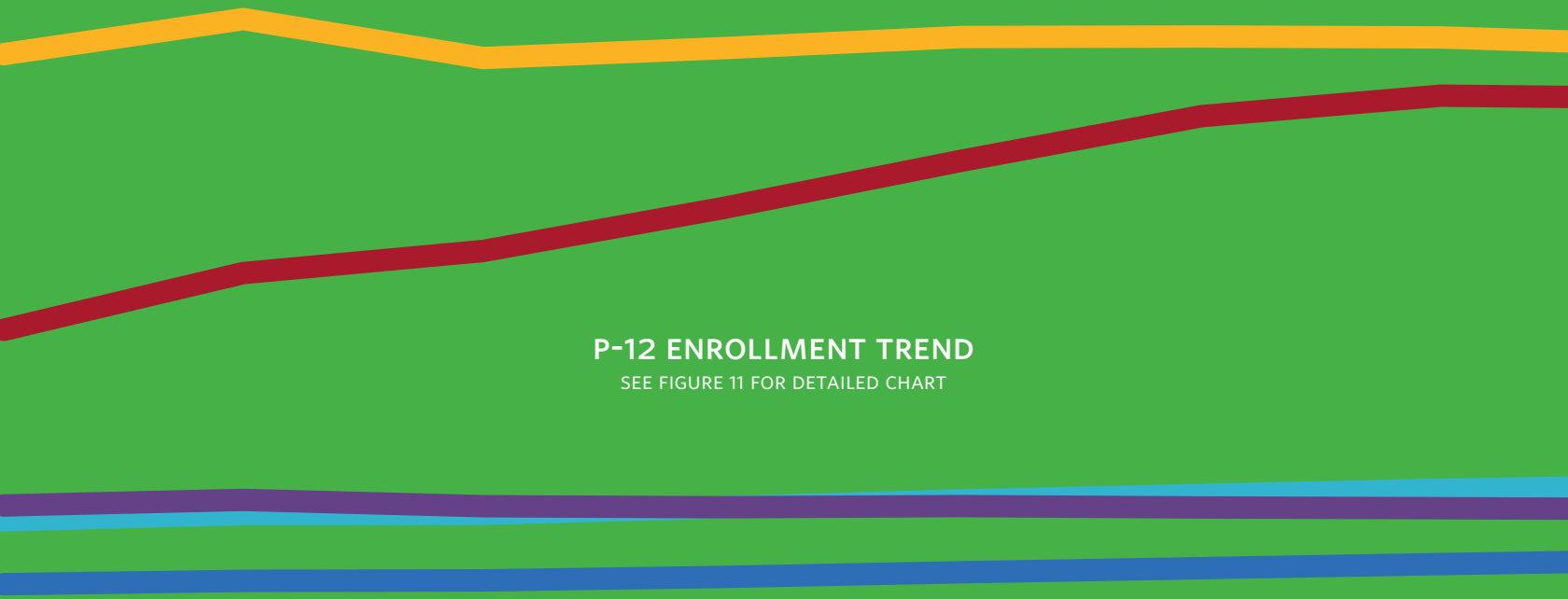
An electronic copy of additional information and data for Arizona's 14 counties

- **APPENDICES**

Tables for data used in the 113 figures and charts in the 2018 report

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**P-12 ENROLLMENT TREND**  
SEE FIGURE 11 FOR DETAILED CHART