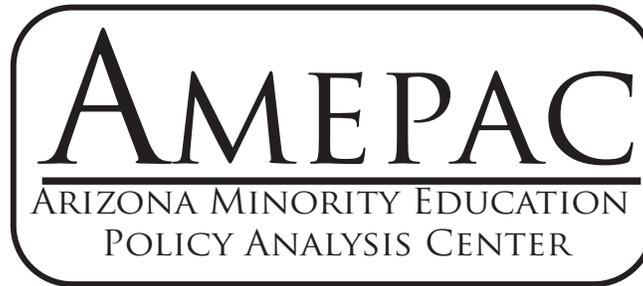
The background features a large, faint seal of the State of Arizona. The seal is circular and contains the text "SEAL OF THE STATE OF ARIZONA" around the perimeter. In the center, there is a shield with a banner that reads "DITAT DEUS". Below the shield, the year "1912" is visible. The seal is set against a dark blue background with two diagonal lines, one yellow and one red, crossing each other.

ARIZONA MINORITY STUDENT PROGRESS REPORT 2013

ARIZONA IN
TRANSFORMATION



MILEM BRYAN SESATE MONTAÑO



PREPARED BY

DR. JEFFREY F. MILEM
W. PATRICK BRYAN
DIANA B. SESATE
STEPHANIE MONTAÑO

The University of Arizona
Center for the Study of Higher Education

DR. MARÍA HARPER-MARINICK, CHAIR
Maricopa Community Colleges District

SUSAN CARLSON
Arizona Business & Education Coalition

PANFILO CONTRERAS
Private Education Consultant

DR. MARK S. DENKE
Arizona Board of Regents

DR. ALFREDO G. DE LOS SANTOS JR.
Arizona State University

DR. RENÉ X. DIAZ
AZ Hispanic School Admin. Association

EDUARDO D. ESCOBEDO
University of Phoenix

JAIME GUTIERREZ
The University of Arizona

FRED LOCKHART
Arizona Private School Association

EVERARDO MARTINEZ-INZUNZA
Arizona Western College

DR. MARY ANN MARTINEZ-SANCHEZ
Pima Community College District

RALPH ROMERO
Arizona Department of Education

DR. DELIA SAENZ
Arizona State University

DR. LAURA SUJO-MONTES
Northern Arizona University

MAGDALENA VERDUGO
Chicanos Por La Causa, Inc.

COMMISSION STAFF

DR. APRIL OSBORN
Executive Director

KATHAERINE JOHNSON
Director of Program & Agency Operations

ARIZONA MINORITY STUDENT PROGRESS REPORT 2013

ARIZONA IN TRANSFORMATION

INTRODUCTION

REPORT OVERVIEW	4
READING THE REPORT	5

EXECUTIVE SUMMARY

INTRODUCTION	6
ARIZONA DEMOGRAPHICS.....	7
P-12 EDUCATION	7
COLLEGE ACCESS	8
POSTSECONDARY EDUCATION	8
Undergraduate Enrollments	8
Undergraduate Enrollment Trends.....	8
Graduate Enrollments	8
Graduate Enrollment Trends	8
Undergraduate Degrees	8
CONCLUSION	9

POLICY RECOMMENDATIONS

P-12 EDUCATION	10
POSTSECONDARY EDUCATION	11

WHO IS ARIZONA?

ARIZONA DEMOGRAPHICS

RACIAL/ETHNIC DISTRIBUTION.....	12
AGE DISTRIBUTION	13
EDUCATIONAL ATTAINMENT	13
INCOME.....	13

HAVE WE MADE ANY PROGRESS?

P-12 EDUCATION

P-12 ENROLLMENTS.....	15
DROPOUTS	17
ENGLISH LANGUAGE LEARNERS (ELL)	17
GIFTED STUDENTS	19
SPECIAL EDUCATION.....	22
AIMS TEST SCORES	22
Mathematics	24
Reading	24
Science.....	24
Writing.....	24
TEACHERS IN ARIZONA	25
Highly Qualified Teachers.....	25

COLLEGE ACCESS

UNIVERSITY ELIGIBILITY.....	27
STANDARDIZED TESTING	30
The SAT in Arizona	30
The ACT in Arizona	32

ADVANCED PLACEMENT	34
DUAL ENROLLMENT	34

POSTSECONDARY EDUCATION

ALL POSTSECONDARY ENROLLMENTS.....	36
2010 UNDERGRADUATE ENROLLMENTS.....	37
UNDERGRADUATE ENROLLMENT TRENDS	38
Public Two-Year Institutions.....	39
For-Profit Two-Year Institutions.....	39
Public Four-Year Institutions.....	39
Not-For-Profit Four-Year Institutions.....	39
For-Profit Four-Year Institutions	39
2010 UNDERGRADUATE DEGREES	42
Associate's Degrees	42
Bachelor's Degrees	42
UNDERGRADUATE DEGREE TRENDS.....	42
Associate's Degrees	43
Bachelor's Degrees	43
ARIZONA UNIVERSITY SYSTEM	
SIX-YEAR GRADUATION RATES.....	45
2010 GRADUATE & PROFESSIONAL ENROLLMENTS	46
GRADUATE & PROFESSIONAL ENROLLMENT TRENDS	48
Public Four-Year Institutions.....	49
Not-For-Profit Four-Year Institutions	49
For-Profit Four-Year Institutions	50
2010 GRADUATE & PROFESSIONAL DEGREES.....	50
Master's Degrees	50
Doctoral Degrees	51
Professional Degrees.....	51
GRADUATE & PROFESSIONAL DEGREE TRENDS	52
Master's Degrees	52
Doctoral Degrees	52
Professional Degrees.....	52
Medical Degrees (Allopathic Medicine).....	52
Medical Degrees (Osteopathic Medicine).....	53
Pharmacy Degrees.....	53
Law Degrees	53
Dental Degrees.....	53

POLICYRECOMMENDATIONS

P-12 EDUCATION	55
POSTSECONDARY EDUCATION	56
CONCLUSION	57

APPENDICES

APPENDIX A: P-12 EDUCATION	58
APPENDIX B: COLLEGE ACCESS.....	64
APPENDIX C: POSTSECONDARY EDUCATION	67
APPENDIX D: INSTITUTIONAL TABLES	76
REFERENCES.....	91



INTRODUCTION

The Arizona Minority Education Policy Analysis Center (AMEPAC) is a policy center of the Arizona Commission for Postsecondary Education. Through studies, AMEPAC's mission is to stimulate constructive statewide discussion and debate about improving Arizona minority students' early awareness, access, and achievement throughout the educational attainment process. Our vision is that all Arizona students succeed in higher education as a result of quality research that shapes policy on critical issues.

AMEPAC is proud to provide policymakers, educators, and the public with this 5th edition of the Minority Student Progress Report 2013: Arizona in Transformation. The report provides a current "snapshot" of the educational achievement of minority students in Arizona, from pre-k through postsecondary education. In addition, trend analyses of key educational indicators are also provided to give readers a sense of how the status of minority education in Arizona has changed over time.

In helping readers understand how best to use the findings described in this report, it is important to clarify that the study does not provide an analysis of why minority educational disparities remain. The focus of the report is to provide comprehensive and accurate baseline and trend data which identify and reveal the type, extent, and significance of educational attainment disparities during the time periods reported. In some cases the data are provided for a single year, but in other cases data are provided for up to a 20 year period. The most current data available were used to provide information for this report; however, these years vary throughout the report due to the most current information available through state and national databases. The data sources are listed at the end of the report and are noted in each of the figures and data tables.

We encourage readers to use the report's findings to stimulate important discussions that lead to policy solutions in a dynamic and ever changing environment. This report will be most useful to leaders who recognize and appreciate the complexity of these issues, and who value the critical role that education plays in improving the lives and well-being of all Arizonans.

REPORT OVERVIEW

This 5th edition of the report is presented in four major sections. Section one provides a summary of key demographic data drawn from the U.S. Census about the state of Arizona.

Section two draws upon data from the Arizona Department of Education (ADE) to provide summaries of key educational indicators. This section includes trend analyses of student enrollments in Arizona schools by racial/ethnic background. In addition, we present data regarding the number and proportion of students who are English Language Learners (ELL), classified as "gifted", and/or enrolled in special education. We also show data summarizing pass rates on Arizona's Instrument to Measure Standards (AIMS) tests. Finally, we provide data on the racial/ethnic representation of teachers in Arizona schools, as well as the proportion of teachers who meet federal requirements for classification as "highly qualified teachers."

Section three draws upon data from the Arizona Board of Regents (ABOR), the College Board, the American College Testing (ACT) service, and the two largest community college districts in the state to provide information regarding the extent to which Arizona students are "college ready."

The fourth section draws upon data from the United States Department of Education’s Integrated Postsecondary Education Data System (IPEDS) to summarize 20-year trends in enrollments and completions for all postsecondary institutions in Arizona. Moreover, these trend data are provided for undergraduate, graduate, and professional students.

READING THE REPORT

As readers review the report it is important to understand the conventions used throughout its many charts and graphs. In the interest of conserving space, providing clarity, and maintaining consistency, a code has been employed throughout the report for presenting race/ethnicity categories. The report uses the same color for each category (although the same color may be used for unrelated categories) and employs a shorthand legend. Below is a key for understanding the legend and color scheme.

It is important to note the importance of language and terminology when discussing matters of race and ethnicity. The terminology used in this report follows the guidelines established by the White House Office of Management and Budget before 1997.

These categories, while implemented within the U.S. Census starting in 2000, were not fully implemented in the Department of Education reporting structure until 2010. For this reason, many educational institutions do not have data for the newest race categories from the 1997 standards: “Native Hawaiian / Pacific Islander” or “Multiracial” until after 2010. In an effort to standardize terms throughout this report, which includes data from before 1997 and after 2010 (trend data presented in this report often start as early as 1991 and end as late as 2011), the decision to use pre-1997 categories was made. This means that those individuals who would be classified as “Native Hawaiian / Pacific Islander” or “Asian” in the post-1997 categories will be classified as “Asian Pacific Islander” in this report because that is how the data were reported prior to 2010 when many of the OMB’s 1997 guidelines were fully implemented. Data for individuals who are classified as “Multiracial” are only provided post-2009, in most cases, because these data were not collected until that year.

AMEPAC realizes that 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 numerous 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
● AZ	ARIZONA
● NR	NON-RESIDENT ALIEN (INTERNATIONAL STUDENT)



EXECUTIVE SUMMARY

INTRODUCTION

In its 2012 report, *Dropped? Latino Education and Arizona's Economic Future*, the Morrison Institute for Public Policy described the important connection between education and the workforce, and issued an urgent warning that “Arizona is at risk of becoming a second-tier state, educationally and economically” (p. 5). This warning was based on demographic projections and the predicted economic effects of maintaining current educational and public policies. These projections are supported by the trend analyses of demographics and education in this report, which indicate a major racial and ethnic gap in education with regard to access and attainment—a gap that widens as educational attainment levels increase. Coupling these trends with the shift in demographics toward a majority-minority population in Arizona intensifies the challenges of education, particularly public higher education, to be an effective driver of economic growth.

Arizona has several growth populations that are salient both educationally and economically, including part-time students, adult learners, veterans, and Hispanics. Of critical, but not singular, importance is Arizona’s Hispanic population, which comprises the majority of Arizona’s minority population growth (Morrison Institute for Public Policy, 2012). Consequently, the gaps in educational outcomes between Arizona’s Hispanics, Blacks, and American Indians and those of Whites and Asian Pacific Americans require remedy. In this respect, sustaining Arizona’s educational status quo undermines the state’s economic future by framing its growth populations as dispensable. However, according to AMEPAC’s *To Learn And Earn* report, Arizona is not destined to be a second-tier state, economically, educationally, or otherwise if an “educonomy” perspective is adopted (AMEPAC, 2011). Public policy can greatly influence educational responses to growth populations that position Arizona for economic prosperity by purposefully leveraging the state’s shifting demographics. Thus, the different choices available to Arizona in shaping its economic future all hinge on whether the state embraces its growth populations in ways that enhance their educational opportunities and experiences, and support them to become important assets for the future of the state.

The choices Arizona may make in developing its economic future correspond to a continuum of possibilities. On one end of this continuum, Arizona can resign itself to repeating past and current actions that devalue education and the state’s minority populations, which will further jeopardize Arizona’s economic future. On the other end, Arizona can choose to implement educational policies that signal a commitment to building an economically healthy Arizona. To what extent does/will public policy in Arizona reflect an understanding that an educated workforce is a prerequisite for economic health?

Within the next five years, over 60 percent of jobs in Arizona will require some form of education beyond high school (Carnevale, Smith & Strohl, 2010). Therefore, while educational attainment is dependent on all levels of education, higher education plays an increasingly important role as a gatekeeper of Arizona’s economic future. There is some evidence that Arizona recognizes the economic value of higher education with its stated goal of increasing the number of bachelor’s degrees awarded annually to at least 30,000 by 2020 (Arizona Board of Regents, n.d.; Arizona Ready, 2013). However, the 6-year graduation rate from 2009–2011 at ABOR institutions has remained relatively flat (Arizona Ready, 2013). So, while such a goal is a response to the assertion that “if past trends continue, Arizona

will fall short of the national average by about 220,000 college graduates” (Arizona Board of Regents, n.d., p.13), challenges remain.

What does an economically healthy state look like? There are several indicators of a state’s economic health, all of which are affected by educational attainment. Common indicators include industry growth and unemployment levels, which assume that strong economies have strong businesses dependent upon a skilled workforce. In the knowledge economy of today and tomorrow, a skilled workforce is synonymous with an educated workforce (AMEPAC, 2011). “Universities play a role here by disseminating practical knowledge to help advance Arizona industry, spinning off and attracting new companies, and producing graduates with the engaged and relevant experience which allows them to have a more immediate impact in those companies and in our communities” (Arizona Board of Regents, n.d., p. 29). As the level of educational attainment increases, so do individual and collective economic and social benefits, such as higher median and lifetime earnings and higher quality of life (Arizona Board of Regents, n.d.).

In a knowledge economy, higher levels of educational attainment fetch higher wages and benefits, which translate into higher median incomes, a stronger tax base, improved consumer spending ability, and lower poverty levels (AMEPAC, 2011; Arizona Board of Regents, n.d.; Morrison Institute for Public Policy, 2012). It also affects other societal welfare outputs, namely improved public services (like education) and decreased reliance on public benefits (like government assistance programs) (Arizona Board of Regents, n.d.; Morrison Institute for Public Policy, 2012). Consequently, states concerned with gaining, maintaining, and expanding a competitive economic advantage by developing a healthy economy understand the importance of acting now to maximize future educational attainment levels for all residents of the state. Although maximizing educational attainment is complex, at its base, it requires an understanding of the context in which such an objective is framed so that public policy may align accordingly.

This report details trends in demographics and education in Arizona, which shape the context for the state of Arizona. Selected data from the P-12 and higher education sectors are highlighted to provide information about some of the significant educational challenges and opportunities that face our state. These are not comprehensive analyses of all of the relevant data, but rather are intended to be “snapshots” that provide insight into the key educational and public policy challenges Arizona faces.

ARIZONA DEMOGRAPHICS

Arizona’s population consists of a larger proportion of Hispanics and American Indians than the nation as a whole. Arizona is increasingly Hispanic, particularly

in the younger age categories, where, as of 2010, Hispanics are the largest group in kindergarten through second grade.

As of 2010, about a quarter of Arizonans over age 25 held a bachelor’s degree or higher, while less than 1 in 10 have completed an associate’s degree, about a quarter have completed some college, another quarter have obtained a high school diploma or equivalent, and less than 2 in 10 have less than a high school diploma. American Indians and Hispanics are more likely to have attained a high school diploma equivalent or less when compared to all other groups.

In 2010, the median household income for all Arizonans was \$50,448 compared to the U.S. median income of \$51,914. When disaggregated by race/ethnicity, American Indians in Arizona face the highest poverty rates (33.8%) followed by Hispanics (24.4%).

P-12 EDUCATION

Since 2004, minority students in Arizona have become an increasing majority in P-12 education, with Hispanics comprising the largest proportion of minority students. Since 2011, the dropout rate has been rising with American Indians, Hispanics and Blacks at greatest risk of dropping out. Since 2004, the number of gifted and special education students has increased, while the number of English Language Learners (ELL) has decreased dramatically. Hispanics comprise the largest segment of ELL students, with growth in the proportion of Black ELL students. The number of gifted students has increased for all groups except American Indians, with Whites and Asian Pacific Americans much more likely to be designated as gifted. American Indians and Blacks are more likely (and Asian Pacific Americans much less likely) than other students to be in special education programs.

Arizona’s Instrument to Measure Standards (AIMS) is one way to measure educational outcomes. AIMS test scores show Asian Pacific Americans and Whites persistently pass at higher rates than American Indians, Blacks, and Hispanics. While pass rates for the mathematics and writing tests have decreased, they have increased for reading and science. Not passing the AIMS test can create barriers for students to enroll in courses needed to meet eligibility requirements for admission to one of the state’s public universities because they must retake AIMS to meet high school graduation requirements.

Teachers are an important element in P-12 education. Teachers of color are dramatically underrepresented in classrooms, and schools with minority student populations are predominately taught by White teachers. Less than half of all Arizona teachers meet federal guidelines for designation as highly qualified teachers, and teachers of color are more likely to achieve the highly qualified designation than White teachers.

COLLEGE ACCESS

Access to postsecondary education is partially a function of admissions requirements and preparation. University eligibility rates for students across Arizona are quite low. Students in urban areas are more likely than other students to meet ABOR eligibility requirements; yet, only half of high school graduates from Pima and Maricopa counties are eligible. Looking at eligibility by gender and race/ethnicity, female, White, and Asian Pacific American students have higher eligibility rates than males, Blacks, American Indians, and Hispanics. The majority of students do not demonstrate the necessary proficiency for mathematics, while over 6 in 10 fulfill the science and language requirements. Furthermore, eligibility requirements may not align with graduation requirements. For example, many school districts do not require two years of foreign language, an eligibility requirement that over a quarter of high school graduates do not meet.

Standardized tests, advanced placement (AP), and dual enrollment also play a major role in college access in Arizona. SAT participation for Whites has increased over the last 10 years, and there is a significant gap in mean composite SAT score between White and Asian Pacific American students and that of Hispanics, Blacks and American Indians. The mean SAT score for males is higher than females, particularly in mathematics. Over the past few years, critical reading scores have been on a downward trajectory. Excluding Asian Pacific American and White students, about 8 out of 10 Arizona students fell short of meeting all four ACT college readiness benchmarks, with racial/ethnic disparities most pronounced in the mathematics and science readiness benchmarks. In 2011, 42,982 Arizona students took AP exams, most of whom were White. While more females than males took the exams, a greater proportion of males scored a 3 or higher than did females. Dual enrollment is another gateway to college. Over 8 in 10 students who enroll in dual enrollment do so through the Maricopa Community Colleges District (MCCD) and Pima Community College (PCC), where they take, on average, two classes. Whites make up the greatest proportion of dual enrollment students at MCCD and PCC, followed by Hispanics.

POSTSECONDARY EDUCATION

UNDERGRADUATE ENROLLMENTS

In 2010, 481,260 students (undergraduate, graduate, and professional) were enrolled in postsecondary institutions in Arizona. Public two-year colleges, followed by public four-year institutions enrolled the largest number of students. Whites have the largest representation at each type of institution and in each level (undergraduate, graduate, or professional). In 2010, undergraduate

enrollments showed that Hispanics and American Indians comprise a larger proportion of enrollments at for-profit two-year colleges and Asian Pacific Americans are most represented in public universities. The majority of all American Indian, Asian Pacific American, Black, and Hispanic students are enrolled at public two-year institutions.

UNDERGRADUATE ENROLLMENT TRENDS

Undergraduate enrollments grew across all sectors between 1991 and 2010. The for-profit sector demonstrated the greatest proportional growth in undergraduate enrollments; but, public institutions enrolled the greatest number of students. Black and Asian Pacific American undergraduate student enrollment increased at public universities, while the proportional enrollment of Hispanics doubled.

At for-profit four-year institutions, the representation of Blacks nearly tripled. At public two-year colleges, the proportional enrollments of Hispanics, Blacks, American Indians and Asian Pacific Americans all increased while that of Whites decreased.

For-profit, two-year institutions saw the biggest proportional increase in enrollments among Hispanic students, which more than doubled.

GRADUATE ENROLLMENTS

In 2010, more than half of all graduate and professional students were enrolled at one of the state's public universities. While Hispanics and American Indians had a higher proportion of enrollments at public universities, Asian Pacific Americans had a higher percentage of enrollments at not-for-profit institutions. A significant proportion of Black students were enrolled at for-profit institutions. Institutions tended to draw a significant proportion of graduate students from other countries.

GRADUATE ENROLLMENT TRENDS

Between 1991 and 2010, graduate and professional enrollments show that Whites and international students continue to comprise the greatest proportional enrollments at public universities with evidence of small, steady gains in the proportional representation of all students of color. The most notable changes in graduate enrollments at private four-year institutions include a decrease in Hispanics and large increase in Asian Pacific Americans. There was a dramatic 400 percent increase in graduate and professional enrollments at for-profit four-year institutions, where the proportional enrollment of Hispanics, Asian Pacific Americans, and American Indians decreased, but that of Blacks more than doubled.

UNDERGRADUATE DEGREES

In 2010, of the 25,801 bachelor's degrees and 10,730 master's degrees awarded in Arizona, the vast majority

were awarded by public four-year institutions, followed by for-profit and not-for-profit institutions. Of students who reported their racial/ethnic background, most bachelor's degrees were awarded to Whites, followed by Hispanics. Public four-year institutions awarded the most degrees to Asian Pacific Americans, and for-profit four-year institutions awarded the most degrees to Black students.

UNDERGRADUATE DEGREE TRENDS

From 1991-2010, Arizona saw growth in the number of all types of degrees awarded. Much of the increase in associate's, bachelor's and master's degrees can be attributed to growth of the for-profit sector. Although the proportion of Whites receiving associate's, bachelor's, master's, and doctoral degrees has decreased, they continue to receive the most postsecondary degrees.

The proportion of associate's degrees awarded to Hispanics reached a high in 2002 and has since been steadily decreasing, but the proportion awarded to Blacks reached a low in 2004 and has risen since 2005. Meanwhile, the proportion of Hispanics receiving bachelor's degrees peaked in 2001, and American Indians similarly reached a high in 2002. The percentage of bachelor's degrees awarded to Blacks increased, and there is slow growth in the proportion of bachelor's degrees awarded to Asian Pacific Americans. Further, the three public universities have all shown increases in their six-year graduation rates from 2002 to 2011, yet only 61 percent graduated in the highest year. Asian Pacific Americans and White students tend to have the highest six-year graduation rates, while American Indians consistently have the lowest.

GRADUATE DEGREES

At public institutions, most master's degrees were awarded to White and international students. At not-for-profit institutions, the proportion of master's degrees awarded to international students is substantially higher, and lower for Hispanics and American Indians. Blacks at for-profit institutions received proportionally more master's degrees than at any other type of institution, but international students were awarded substantially fewer degrees.

The three public universities granted most of the 1,172 doctoral degrees and 1,102 professional degrees. Whites comprised the majority of doctoral degree recipients, followed by international students. Substantially fewer doctoral degrees were awarded to Hispanics, Asian Pacific Americans, Blacks, and American Indians. Whites also made up a large proportion of professional degree recipients at all types of institutions. Not-for-profit institutions awarded a higher proportion of professional degrees to Asian Pacific Americans and substantially fewer to American Indians.

GRADUATE DEGREE TRENDS

The number of master's degrees awarded has increased dramatically, especially after 2004. The proportion of master's degrees awarded to Blacks has increased with greatest growth beginning in 2005. There was little change in the proportion of degrees awarded to Hispanics, Asian Pacific Americans and American Indians.

The number of doctoral degrees awarded grew, with the most dramatic increases starting in 2006. Blacks showed large gains in the proportion of doctoral degrees awarded, beginning in 2006. Hispanics also showed some gains, yet the proportion of doctoral degrees awarded to American Indians remained low. In a finding that differs from the national trends, there is a downward trend in the past few years in the proportion of international students awarded doctoral degrees in Arizona.

The proportion of Blacks, Hispanics and American Indians who received degrees in allopathic medicine remained quite low, with the greatest gain occurring among Asian Pacific Americans.

The number of degrees awarded in osteopathic medicine, pharmacy, and law increased. More than three quarters of osteopathic degrees were awarded to White students, while none were awarded to American Indians and only three were awarded to Blacks. In any given year, Hispanics received no more than 7 percent of osteopathic degrees while Asian Pacific Americans received between 6.6 percent and 25.6 percent.

In terms of pharmacy degrees, the percentage of degrees awarded to Blacks, Hispanics, and American Indians is consistently low. While the percentage of pharmacy degrees awarded to White students dropped, the proportion awarded to Asian Pacific Americans more than doubled.

Although the proportion of law degrees awarded to Hispanics, Asian Pacific Americans and American Indians rose, there is a dramatic decrease in the proportion of law degrees awarded to Blacks.

CONCLUSION

Whether examining P-12 or postsecondary education, it is clear that there is an educational gap between Arizona's minority and majority students. Evidence of this gap is found in access, enrollment, and outcome measures across educational levels. The shifting demographic profile of Arizona's growth populations toward a majority that is minority has already occurred in lower grades and amplifies the implications and consequences of allowing such gaps to continue for individuals, communities, and our state. Based on the findings presented in this report, AMEPAC offers policy recommendations for ways in which Arizonans can work toward closing these educational gaps, and commit to an economically healthy Arizona.

Policy Recommendations

With over 50 pages of charts and explanations, and 33 pages of tables following this section, it is safe to say there are a lot of data in this report. In this section, the Arizona Minority Education Policy Analysis Center (AMEPAC) outlines some key policy recommendations for the State of Arizona using the data provided in the report.

Although we have many recommendations, we trust there are many more that you and other key policy stakeholders will generate with the rich data presented in this report. We encourage you to read the recommendations included in the next few pages as a starting point for the necessary educational policy discussions Arizona must continue to have throughout the State.

P-12 EDUCATION

GOAL: Develop the cultural competency of Arizona teachers so they are prepared to educate all of Arizona's students.

1. Increase ESL Endorsements.

Increase language requirements for teachers in the form of a mandatory English as a Second Language (ESL) endorsement to benefit teachers' understanding of how English Language Learner (ELL) students learn and how to meet their needs. Continued emphasis must be placed on providing ELL services that ensure students' proficiency in Academic English, as the current ELL level of English is inadequate for long-term academic and workforce success.

The data examined in this research show that although ELL students have been decreasing overall, language continues to be a barrier to effective learning. Arizona teachers must be equipped to interact in ways that reach ELL students, who are disproportionately minority, especially because the largest proportion of ELL students are from Arizona's growing Hispanic population. A mandatory ESL endorsement signals a commitment to such interaction that, coupled with working toward proficiency in Academic English, may position ELL students for greater academic success as well as enhanced workforce opportunities.

2. Increase Teacher Diversity.

Increase the number of students in the pipeline for teacher preparation programs who will be culturally competent to deliver quality education to all Arizona students. Strategies include:

- Increase the number of students of color enrolled in teacher preparation programs through focused agreements between community colleges and universities.
- Provide incentives to students to go into high-need subject areas and/or high-need schools through a state-level system of debt forgiveness exchanged for work in these areas and/or communities.
- Encourage "grow your own" programs (pathway programs for employees, students and community members) especially in schools nested in communities of color.
- Explore teacher exchange programs as a short term solution to the scarcity of teachers of color.

Because research shows that teachers of color are underrepresented yet critical to quality through such measures as achieving highly qualified designations, a systematic approach is essential to producing culturally competent teachers.

3. Enhance Teachers' Cultural Competency.

Provide quality, culturally competent professional development for Arizona teachers. Strategies include:

- Provide continuous professional development for educators especially during the transition to the Arizona Common Core Standards.
- Develop approaches to broaden inclusion of students of color in gifted programs. Of particular concern is providing training to help teachers identify students for these programs.
- Ensure appropriate safeguards to classify special education students, including appropriate teacher training to meet the needs of all students and to avoid over-referral of students of color to special education services.

This research indicates that cultural competency is a pervasive weakness as revealed through the disparities in different student population referrals to specialized education services (Gifted, ELL, Special Education). Training and professional development of teachers may build cultural competency in ways that help to reduce these disparities.

POSTSECONDARY EDUCATION

GOAL: Decrease educational attainment disparities, especially for Arizona’s growth populations.

1. Reduce racial/ethnic disparities.

Set concrete goals to close disparities between students of color and White students in the state as well as “adult” populations in both workforce and education success. Strategies may include:

- Request that the Arizona Board of Regents (ABOR) and each Arizona community college governing board set goals for graduation rates and completion of associate’s degrees and certificates for each specific race/ethnicity group with the aspiration of reaching parity.
- Require that all postsecondary institutions use the same methods/formulas for calculating the retention rate for all first-year students by race and ethnicity; inclusive of full-time (12+ credit hours) and part-time (between 6 and 11 credit hours) status.
- Adopt best practices to identify “adult” students (over age 24) who have completed some college but who have not earned a degree, and work with these students to help them complete their degree. Developing private/public partnerships with employers may help to identify these “adult” students.

Clarity of goals and the streamlining of practices may aid in improving transparency and accountability of postsecondary institutions with regard to Arizona’s growth populations. Growth populations are central to Arizona’s economic health, so parity in educational access and attainment is essential.

2. Restore and create financial aid programs.

Restore state postsecondary scholarships and institute programs to accelerate graduation as incentives for participation in postsecondary education and to reduce loan debt on first-generation and low-income students, many of whom are students of color.

This report shows that a large portion of Arizona’s growth populations are first-generation students who are also likely to grow up in poverty, so financing postsecondary education through need-based state postsecondary scholarships is especially important in providing fiscal access to further participation for academically prepared students for whom state financial investment is crucial. Additionally, these growth populations are more likely to begin their education in community colleges, so programs that accelerate graduation and ease transfer through

the articulation and applicability of credits can aid in reducing time to degree, increase educational attainment levels, and improve the financial costs associated with postsecondary attendance and completion.

3. Expand initiatives that work.

Extend existing tools up and down the age spectrum to enhance student and workforce success.

- Accelerate and extend the reach of Arizona’s recently implemented Education Career Action Plan (ECAP) to include middle school, postsecondary education and early workforce years.
- Continue to expand current initiatives such as STEM, Move on When Ready, College and Career Readiness, and Pathways programs among Arizona’s community colleges and universities.
- Integrate wrap-around social services (that ensure basic needs are met so that students may focus on education) into the educational process to increase success from preschool through graduate school.
- Expand/increase the participation of lower socioeconomic students in Advanced Placement (AP) courses and dual enrollment programs.

This research illustrates the need to systematically extend opportunities available to Arizona students, which will widen their individual, educational, and workforce opportunities and choices. Although the report distinguishes between levels of education in its analyses, a seamless transition between them and the workforce can increase participation and important educational and workforce outcomes.

4. Secure funding to continue innovation.

Identify and/or refocus a dedicated state-level funding stream to expand pilot projects proven successful at increasing the participation of lower socioeconomic students in programs such as dual enrollment, AP courses, and SAT and ACT at no cost to the students or their family.

Arizona students from growth populations are less likely to participate in and/or be successful in these programs. However, this may be confounded by socioeconomic status, where a lack of financial resources translates into decreased opportunity and success. Therefore, it is dually imperative to expand established programs and develop new ones proven effective at closing the gap.

Arizona Demographics¹

KEY FINDINGS

- » While Arizona has a smaller proportion of White, Black and Asian Pacific Americans when compared to the rest of the nation, it has nearly twice the proportion of Hispanics and four times the proportion of American Indians.
- » When age is disaggregated by race, the population is increasingly more Hispanic in the younger age categories, but predominantly White in the 65 and older category. This can be seen in the P-12 data as well, as Hispanics are the largest group in kindergarten, first, and second grades in 2010.
- » Just over one quarter of Arizonans over the age of 25 have obtained a bachelor's degree or higher, 8.1 percent have completed an associate's degree, 26.4 percent have completed at least some college, 25.0 percent have obtained a high school diploma or equivalent, and 14.5 percent have less than a high school diploma.
- » American Indians and Hispanics in Arizona are more likely to have only completed a high school diploma equivalent or less when compared to all other groups.
- » The 2010 median household income for all Arizonans was \$50,448, compared to the U.S. median household income of \$51,914. In Arizona, American Indians faced the highest poverty levels, followed by Hispanics.

RACIAL/ETHNIC DISTRIBUTION

According to the U.S. Census Bureau, in 2010 Arizona had a total population of 6,413,737 residents (see Figure 1), of which 49.7 percent were male and 50.3 percent were female. Nearly 6 in 10 Arizonans identified as White, 30 percent as Hispanic, 4 percent as Black, 4 percent as American Indian, 3 percent as Asian Pacific American and 2 percent as Multiracial or from other races. Of those who identified as Hispanic, 70 percent were native-born and 30 percent were foreign-born.

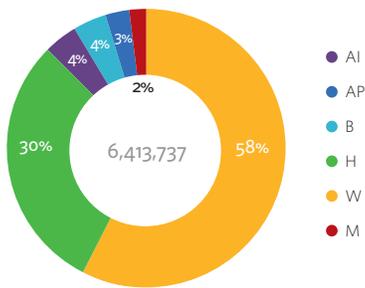
Nationally, with a population of 309,349,689, the United States was 64 percent White, 16 percent Hispanic, 12 percent Black, 0.7 percent American Indian, 5 percent Asian Pacific American, and 2 percent Multiracial or from other races (see Figure 2).

While Arizona has a smaller proportion of White, Black and Asian Pacific Americans when compared to the rest of the nation, it has nearly twice the proportion of Hispanics and four times the proportion of American Indians. Arizona's location on the southwestern border with Mexico, and its significant proportion of the state's geography (over 25 percent) designated as reservation land contribute to these growing demographics, as does the rich history of both groups in the region.

¹ The data used for this section were collected from the U.S. Census Bureau's American Fact Finder using a five-year estimate generated with four years of data from the American Community Survey and the 2010 census.

WHO IS ARIZONA?

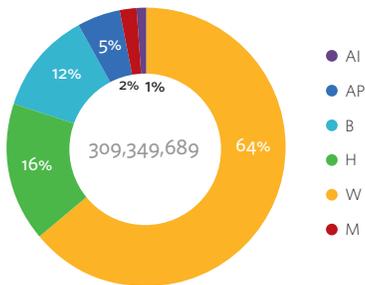
2010 ARIZONA POPULATION BY RACE/ETHNICITY



SOURCE | U.S. Census Bureau (2010)

FIGURE 1

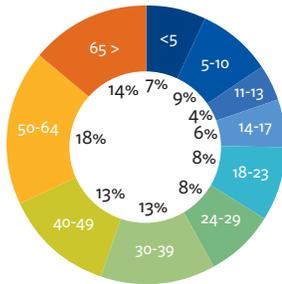
2010 U.S. POPULATION BY RACE/ETHNICITY



SOURCE | U.S. Census Bureau (2010)

FIGURE 2

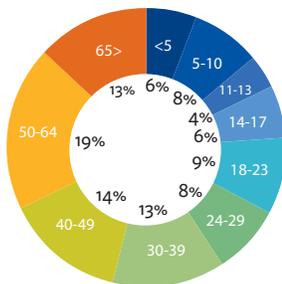
2010 ARIZONA POPULATION BY AGE



SOURCE | U.S. Census Bureau (2010)

FIGURE 3

2010 U.S. POPULATION BY AGE



SOURCE | U.S. Census Bureau (2010)

FIGURE 4

AGE DISTRIBUTION

In 2010, approximately one third of Arizonans were below the age of 23, another third between the ages of 24 and 49, and a final third were 50 and older (see Figure 3). The Arizona data closely reflect the age distribution of the population nationally (see Figure 4).

When age is disaggregated by race (see Figure 5), the population is increasingly more Hispanic in the younger age categories, and over 80 percent White in the 65 and older category. This can be seen in the P-12 data as well, as Hispanics were the largest group in kindergarten, first and second grades in 2010.

EDUCATIONAL ATTAINMENT

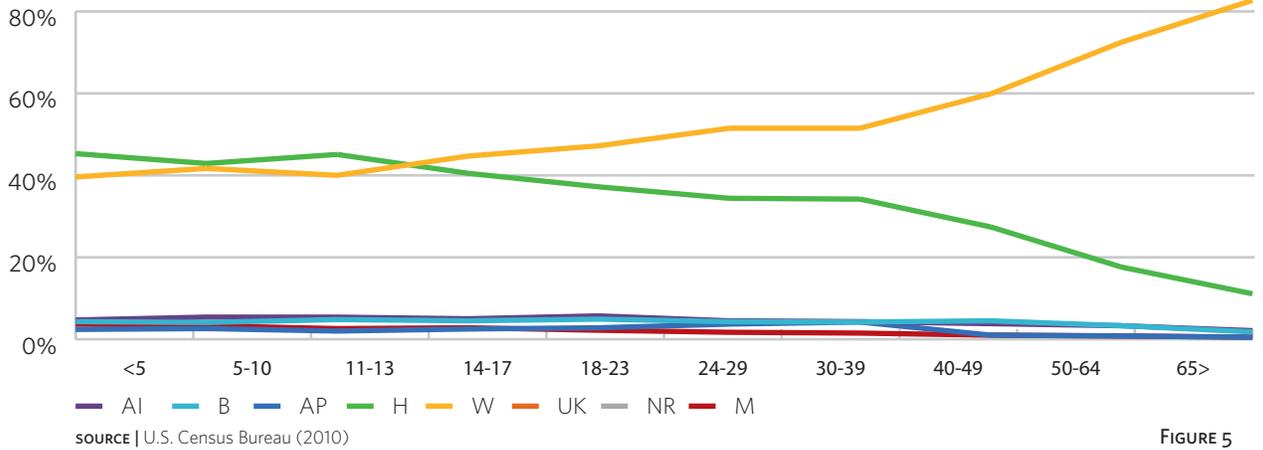
Just over one quarter (26.0 percent) of Arizonans over the age of 25 have obtained a bachelor's degree or higher, 8.1 percent have completed an associate's degree, 26.4 percent have completed at least some college, 25.0 percent have obtained a high school diploma or equivalent, and 14.5 percent have less than a high school diploma. Figure 6 shows that Asian Pacific Americans are more likely to have obtained a bachelor's degree than any other group (48 percent), followed by Whites (31.6 percent), Blacks (21.3 percent), Hispanics (10.5 percent), and American Indians (7.4 percent). Those who identify as Multiracial or from other races completed a bachelor's degree or higher at a rate of 32.9 percent.

American Indians are more than twice as likely, and Hispanics more than three times as likely, to have only completed a high school diploma equivalent or less when compared to all other groups. 60 percent of American Indians and 63.3 percent of Hispanics have obtained a high school diploma or less while all other groups are near 30 percent (except for Black students at 36.7 percent).

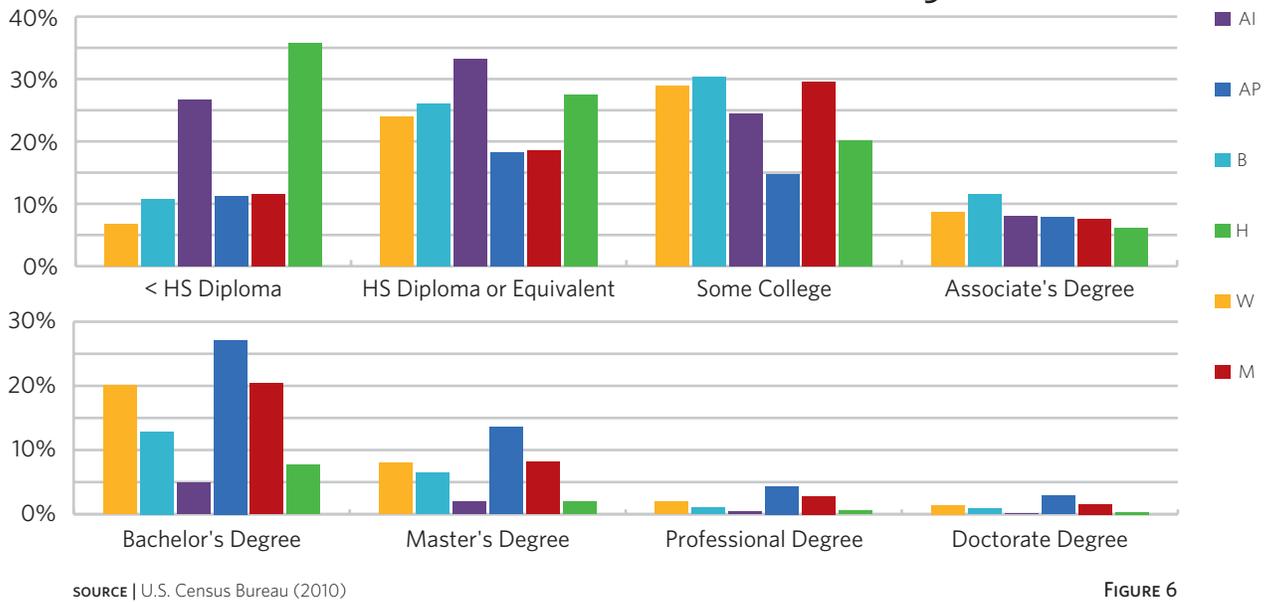
INCOME

The 2010 median household income for all Arizonans was \$50,448, somewhat lower than the U.S. median household income of \$51,914. During the same year, 15.3 percent of Arizonans were classified as below the poverty threshold, while the rate was 13.8 percent for the entire United States (ACS 2006-2010). Figure 7 shows that when disaggregated by race/ethnicity, American Indians in Arizona faced the highest poverty rates (33.8 percent), followed by Hispanics (24.4 percent), Blacks (22.0 percent), Asian Pacific Americans (12.4 percent) and Whites (9.2 percent). The poverty rate for Arizona women was 2 percent higher than men at 16.3 percent and 14.2 percent, respectively.

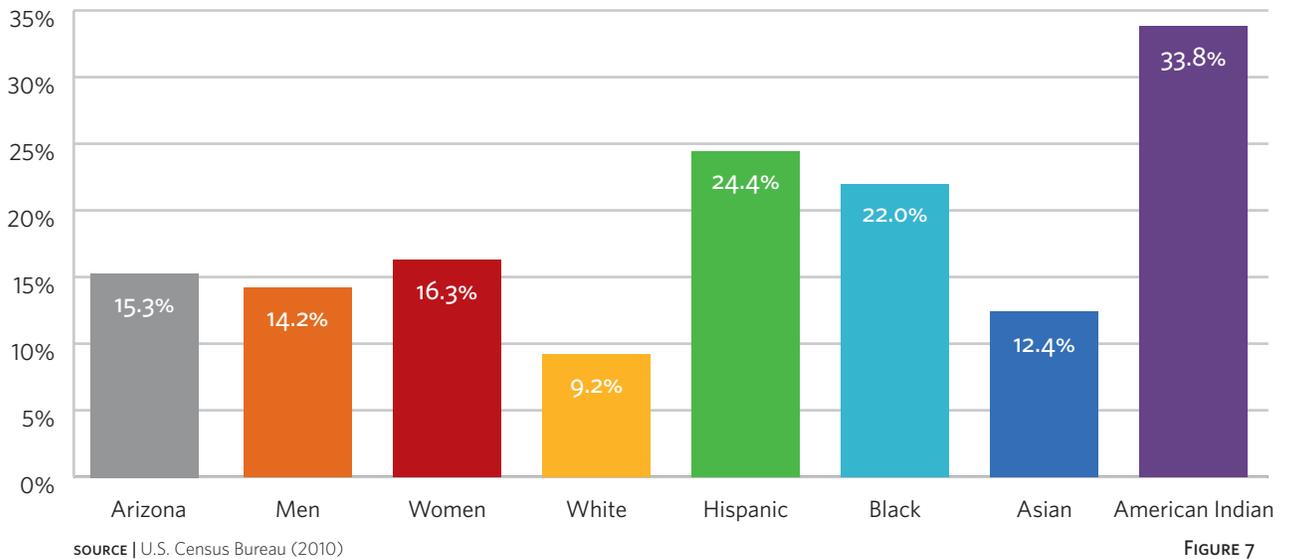
2010 ARIZONA AGE DISTRIBUTION BY RACE/ETHNICITY



2010 EDUCATIONAL ATTAINMENT FOR PERSONS OVER 25 IN ARIZONA



2010 ARIZONA POVERTY RATES BY RACE AND GENDER



P-12 Education¹

P-12 ENROLLMENTS

KEY FINDING

- » Minority students are the majority in Arizona schools and their representation is increasing at a rapid rate. Hispanics are by far the largest minority group in Arizona schools.

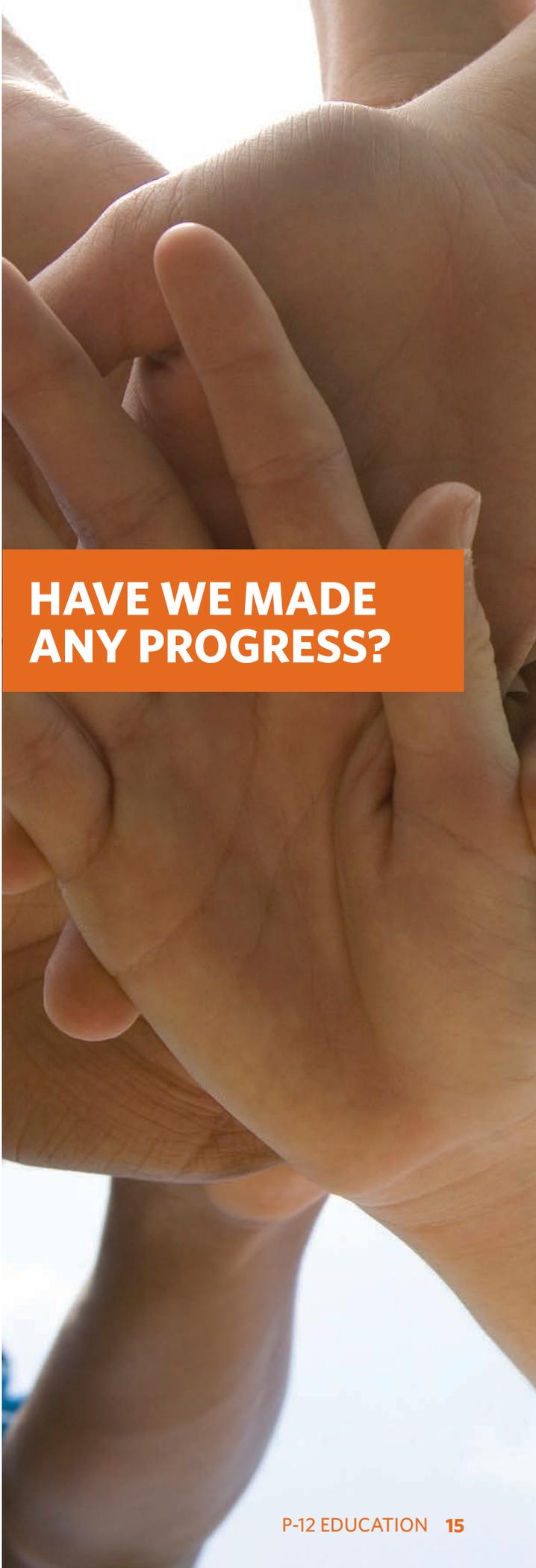
Over the past 15 years, there has been a dramatic transformation in the patterns of enrollment of students from different racial/ethnic backgrounds in Arizona's elementary and secondary schools. Specifically, in 2004 students of color became the majority and their representation has steadily increased (see Figure 8). While nearly 57 percent of students enrolled in Arizona schools were White in 1997, their representation decreased to 43 percent in 2012. The large majority of students of color in Arizona schools are Hispanics (see Figure 9). Their proportional representation increased from 30.1 percent in 1997 to 43.6 percent in 2012. In fact, Hispanics surpassed Whites as the largest group enrolled in P-12 classrooms in 2012.

Between 2004 and 2012, P-12 enrollments in Arizona increased by about 9.7 percent from 972,521 to 1,066,738 (see Figure 10). The number of enrollments decreased for Whites (by 3.2 percent from 473,445 in 2004 to 458,084 in 2012) and American Indians (by 9.3 percent from 60,508 in 2004 to 54,903 in 2012). While the numbers of Asian Pacific American and Black students are much lower than Whites and Hispanics, they showed high percentage gains in the number of students enrolled between 2004 and 2012 (38.7 percent for Asian Pacific Americans and 21.4 percent for Blacks). Hispanics showed the largest numerical gain in enrollments between 2004 (368,804) and 2012 (465,084), an increase of 26.1 percent.

Figure 11 plots the trend in the proportional enrollments of Arizona P-12 students by racial/ethnic background. The key finding in this figure is the convergence of the trend lines for White and Hispanic students in 2012. As discussed above, there is a drop in the proportional representation of Whites (from 48.7 percent to 43.0 percent) and American Indians (from 6.2 percent to 5.1 percent) between 2004 and 2012. There are also small proportional gains in the enrollment of Blacks (from 4.9 percent to 5.4 percent) and Asian Pacific Americans (from 2.2 percent to 2.8 percent) in this 9-year period. Hispanics increased from 37.9 percent of all enrollments in 2004 to 43.6 percent in 2012. Between 2004 (51.4 percent) and 2012 (51.3 percent), male students had slightly greater representation than female students.

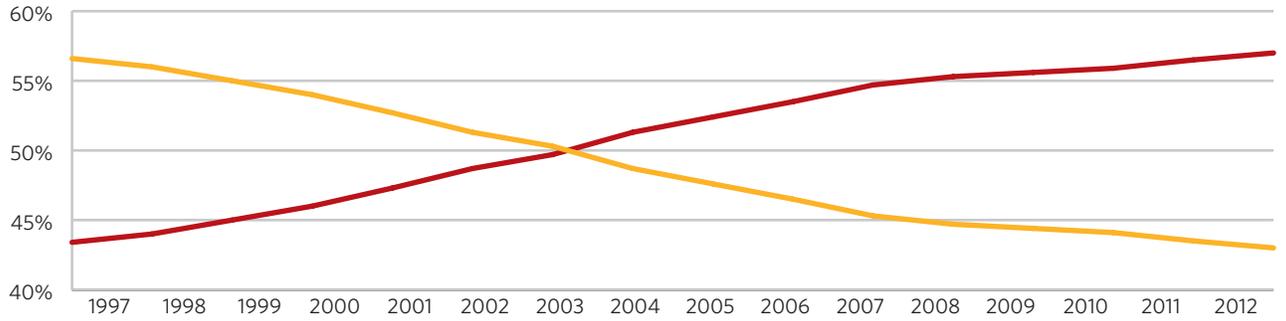
Figure 12 summarizes the enrollments by grade level and racial/ethnic background of students in Arizona schools in 2012. This figure shows that Whites and Hispanics make up the majority of enrollments in P-12 classes in Arizona. Moreover, while Whites have the highest proportional representation in grades 10 through 12, Hispanics are the largest proportion of students in P-7 classrooms. The proportional enrollment of American Indian, Black and Asian

¹ The P-12 data used in this section were provided by the Arizona Department of Education. In order to ensure anonymity of the students counted, the data were aggregated at the county level.



HAVE WE MADE ANY PROGRESS?

P-12 ENROLLMENT TREND 1997-2012 BY MINORITY STATUS

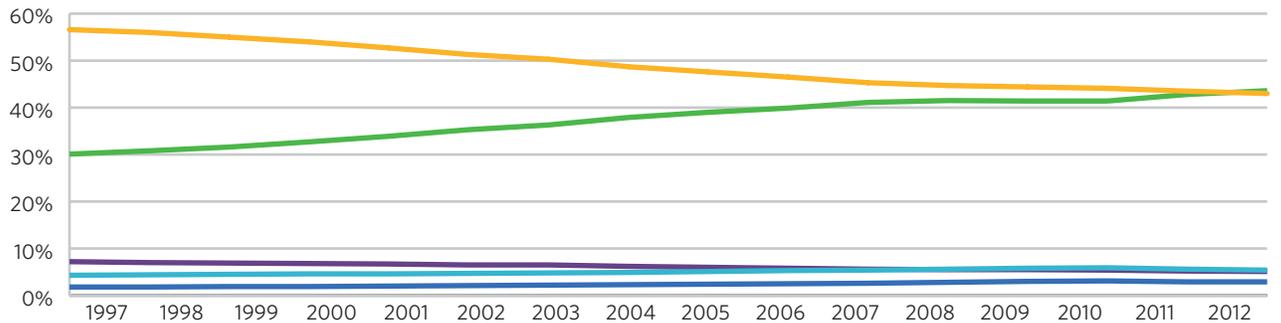


SOURCE | Arizona Department of Education (2012)

White All Minority Groups

FIGURE 8

P-12 ENROLLMENT TREND 1997-2012 PROPORTIONS BY RACE / ETHNICITY

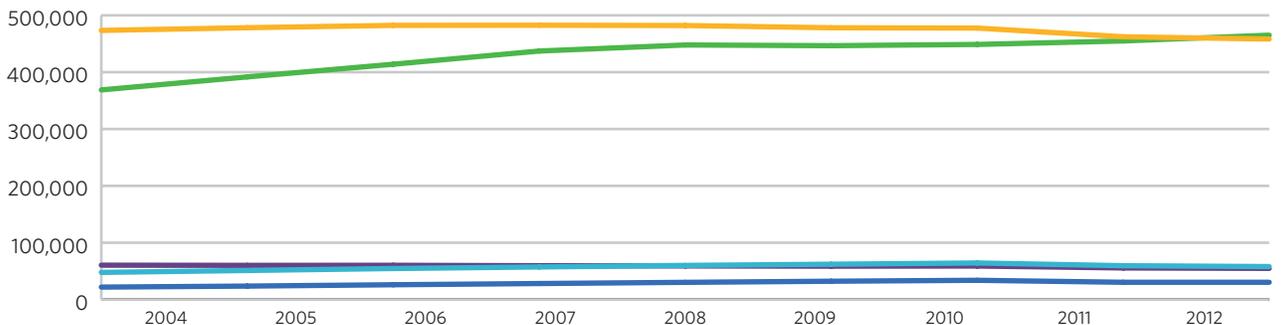


SOURCE | Arizona Department of Education (2012)

AI AP B H W

FIGURE 9

P-12 ENROLLMENT TREND 2004-2012 TOTAL COUNTS BY RACE / ETHNICITY

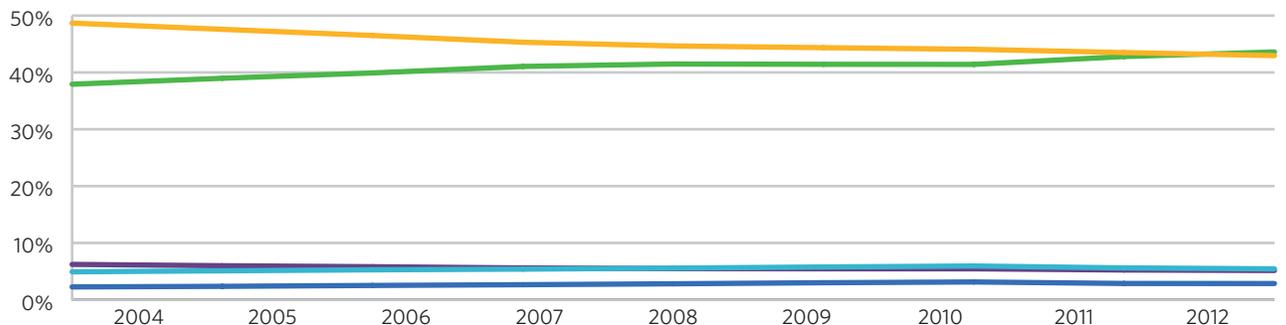


SOURCE | Arizona Department of Education (2012)

AI AP B H W

FIGURE 10

P-12 ENROLLMENT TREND 2004-2012 PROPORTIONS BY RACE / ETHNICITY



SOURCE | Arizona Department of Education (2012)

AI AP B H W

FIGURE 11

Pacific American students are relatively stable across each grade level.

DROPOUTS

KEY FINDING

- » After four years of decline, the dropout rate has been rising in Arizona. American Indians, Hispanics, and Blacks are at greater risk of dropping out than are Whites and Asian Pacific Americans.

Between 2007 and 2012, the number of dropouts from all racial/ethnic backgrounds in Arizona schools declined (see Figure 13) from 21,750 in 2007 to 13,891 in 2010. However, between 2011 and 2012, there is a dramatic increase in the number of dropouts (from 13,894 to 18,669). Moreover, when we consider the proportion of dropouts from different racial/ethnic groups, there are some signs for concern (see Figure 14). There was a pattern of decrease within each racial/ethnic group in the proportion of students who dropped out (compared to the enrollment of all students within their racial/ethnic group) between 2007 and 2011 (see Figure 15). However, with the dramatic increase in dropouts between 2011 and 2012,

there is a jump in the proportion of dropouts for each group. The proportion of dropouts was highest for American Indians (8.9 percent in 2007 and 7.5 percent in 2012) followed by Hispanics (5.3 percent and 4.7 percent), Blacks (4.2 percent and 4.4 percent), Whites (2.8 percent and 2.3 percent), and Asian Pacific Americans (1.7 percent and 1.3 percent).

ENGLISH LANGUAGE LEARNERS (ELL)

KEY FINDING

- » The number of ELL students has decreased dramatically since 2004. While Hispanics are still the majority of ELL students given their large representation in the population, the proportion of Black ELL's grew between 2004 and 2012.

Between 2004 and 2012, the number of English Language Learners (ELL) in Arizona decreased dramatically from 162,136 to 75,970 (see Figure 16). The majority of this decrease was accounted for by a 51 percent decrease in the number of ELLs who were Hispanic (from 136,526 in 2004 to 66,357 in 2012) and a 89 percent decrease in the number of ELLs who were

2012 ARIZONA GRADE LEVEL ENROLLMENTS
PROPORTIONS BY RACE / ETHNICITY

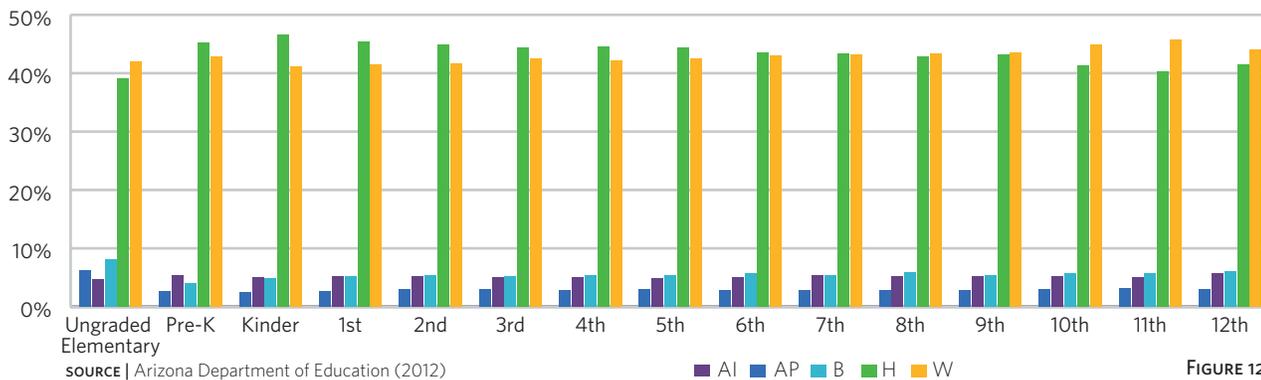


FIGURE 12

ARIZONA DROPOUTS 2007-2012
TOTAL COUNT BY RACE / ETHNICITY

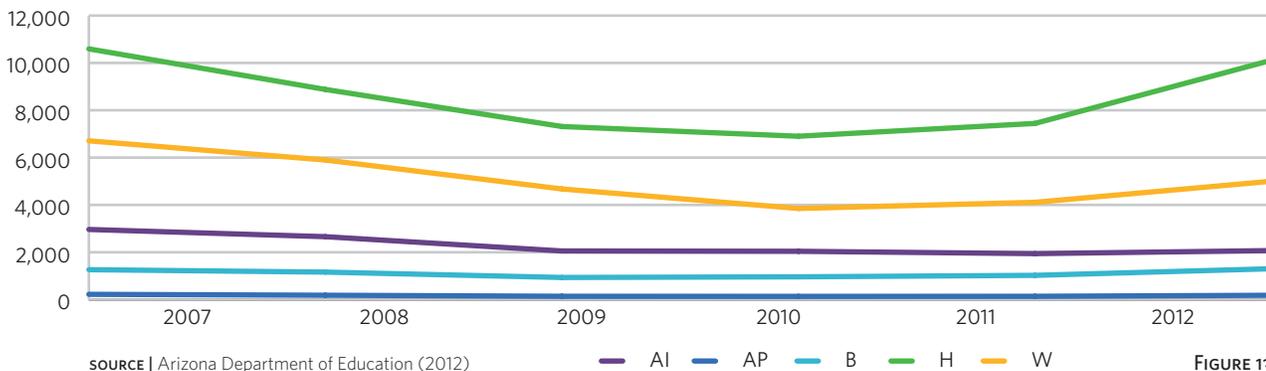
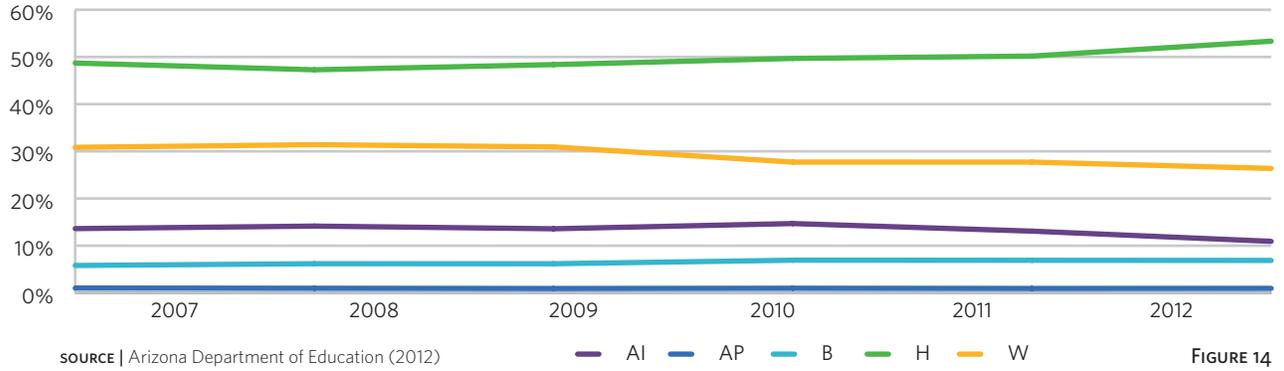
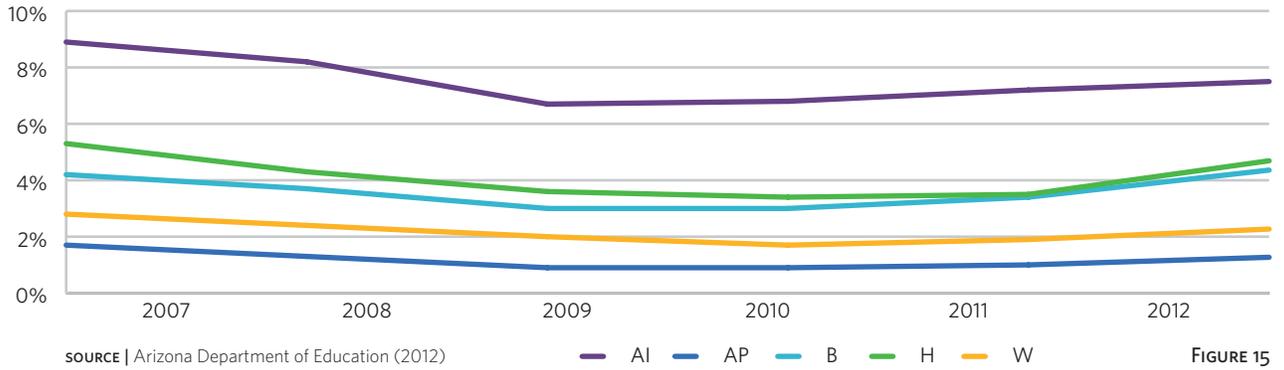


FIGURE 13

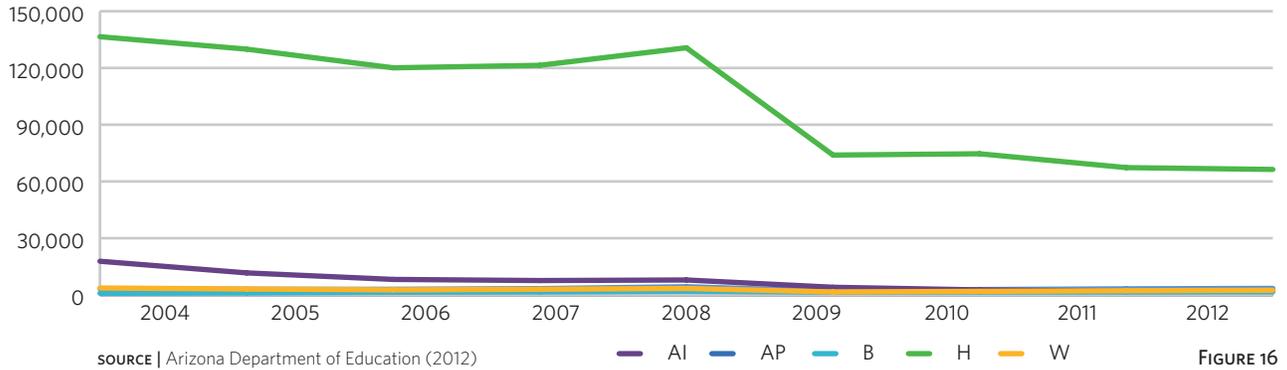
ARIZONA DROPOUTS 2007-2012 PROPORTIONS BY RACE / ETHNICITY



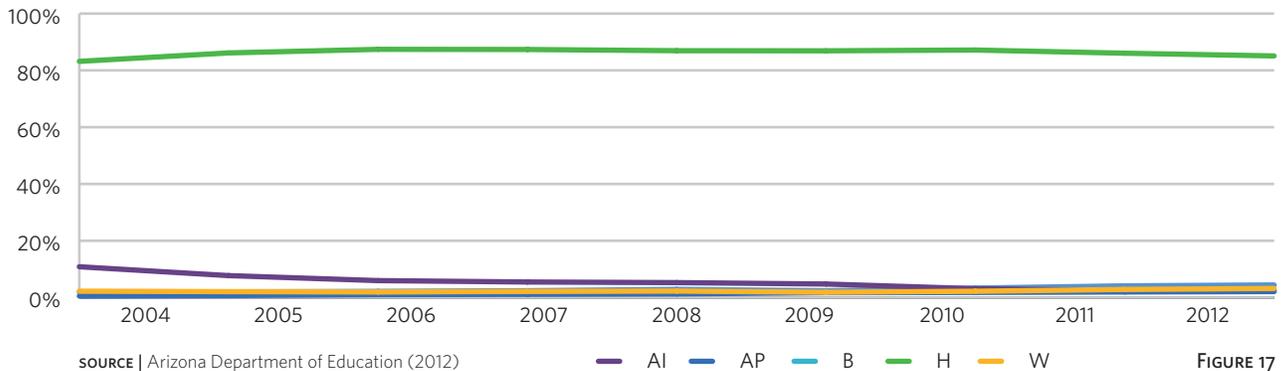
ARIZONA DROPOUT RATE 2007-2012 PROPORTION OF ENROLLED STUDENTS WITHIN RACE / ETHNICITY



ARIZONA P-12 ENGLISH LANGUAGE LEARNERS 2004-2012 TOTAL COUNT BY RACE / ETHNICITY



ARIZONA P-12 ENGLISH LANGUAGE LEARNERS 2004-2012 PROPORTIONS BY RACE / ETHNICITY



American Indian (17,809 in 2004 to 2,005 in 2012). The number of White students classified as ELL also dropped from 3,675 in 2004 to 2,497 in 2012. While the overall trend demonstrates a dramatic reduction in ELL students in this time period, the number of Asian Pacific American (from 3,253 to 3,465) and Black (from 873 to 1,646) ELLs increased between 2004 and 2012.

Figure 17 summarizes the proportion of ELL students by racial/ethnic background, and, as expected, Hispanics are the large majority of ELLs (83.1 percent in 2004 and 85.1 percent in 2012); however, there is also a small proportional increase among Black students classified as ELL (1.8 percent in 2004 and 2.8 percent in 2012).

The reality of the decrease of ELL students is that the AZELLA (Arizona English Language Learner Assessment) proficiency test was changed allowing for an ELL to be classified as proficient even when the student was not. The implications of this new classification may be that students are not able to perform at a deeper academic level on a daily basis in the classroom. Ultimately, this lack of performance is reflected in the lack of ability to pass standardized tests.

Various changes not only in identification, but also in implementation of the ELL program, may explain this dramatic decrease between 2004 and 2012. As mentioned earlier, the method for identifying those

students eligible for ELL services was lowered by shortening the home language survey and by reducing the fluency areas (speaking, listening, writing, and reading) necessary to be classified as an ELL student instead of using the federally recommended questions. This created an environment that made it more difficult for ELL students to be eligible to receive services and easier to be reclassified and transitioned out of the ELL program.

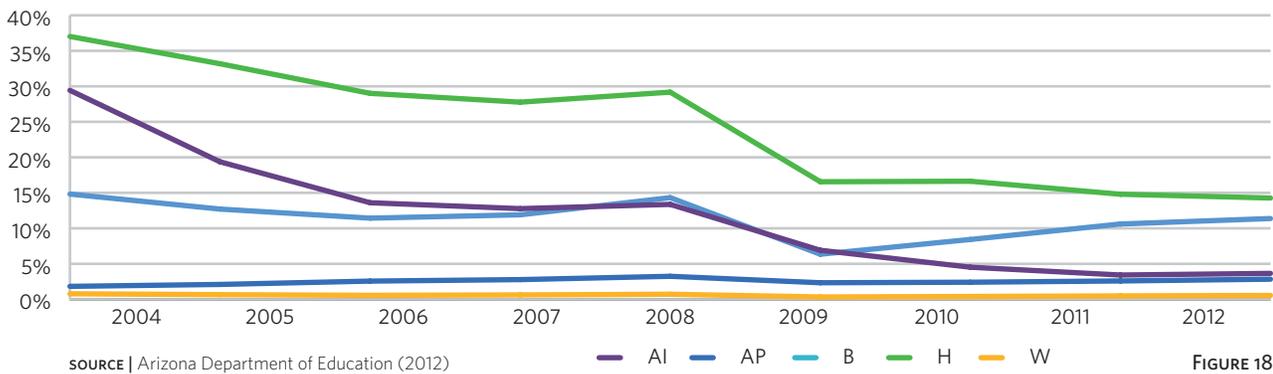
GIFTED STUDENTS

KEY FINDING

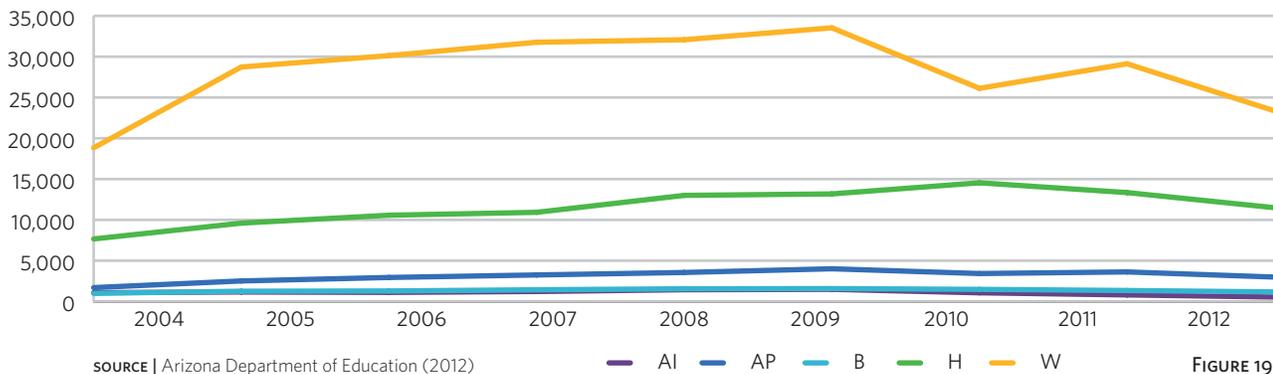
- » The number of students designated as gifted rose between 2004 and 2012 among all groups except American Indians. Whites and Asian Pacific Americans are much more likely to be designated as gifted than are American Indians, Blacks, and Hispanics.

Between 2004 and 2012, the number of students in Arizona who were designated as gifted increased from 30,263 to 39,544. Figure 19 shows the number of Asian Pacific American, Black, Hispanic, and White students designated as gifted increased in this time period while

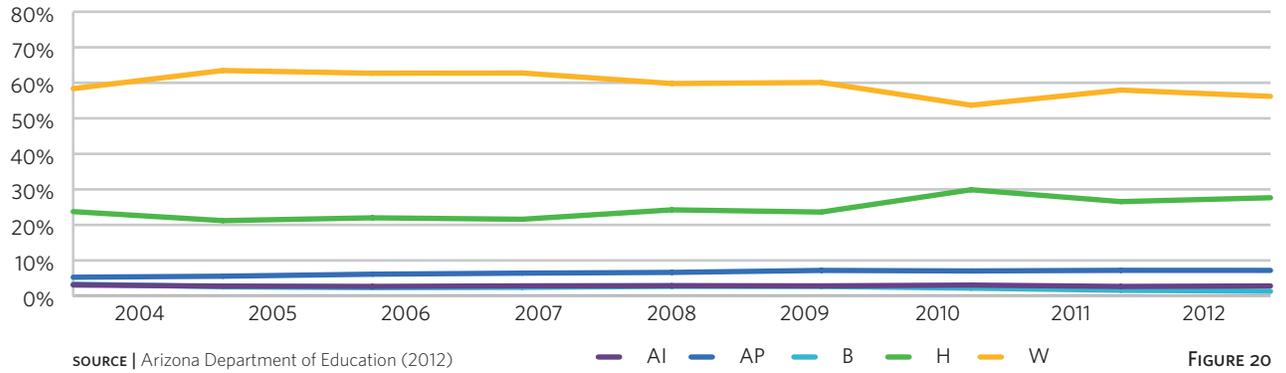
ARIZONA ENGLISH LANGUAGE LEARNERS 2004-2012
PROPORTION OF ALL ENROLLED STUDENTS WITHIN RACE / ETHNICITY



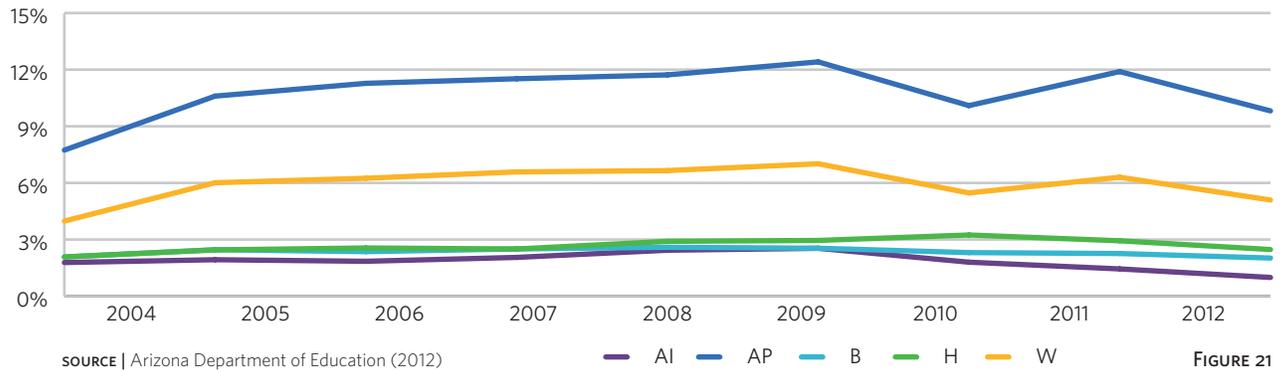
ARIZONA GIFTED STUDENTS 2004-2012
TOTAL COUNT BY RACE / ETHNICITY



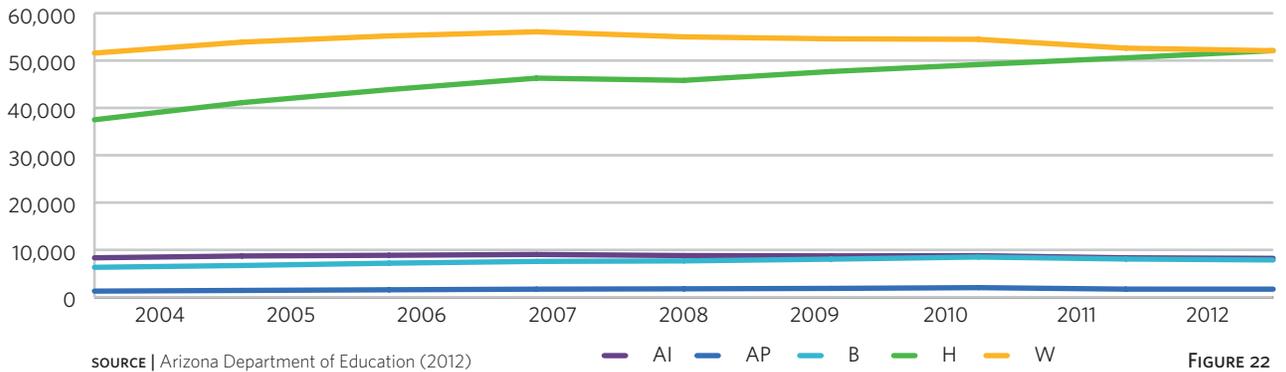
ARIZONA GIFTED STUDENTS 2004-2012 PROPORTIONS BY RACE / ETHNICITY



ARIZONA GIFTED STUDENTS 2004-2012 PROPORTION OF ENROLLED STUDENTS WITHIN RACE / ETHNICITY



ARIZONA SPECIAL EDUCATION STUDENTS 2004-2012 TOTAL COUNT BY RACE / ETHNICITY

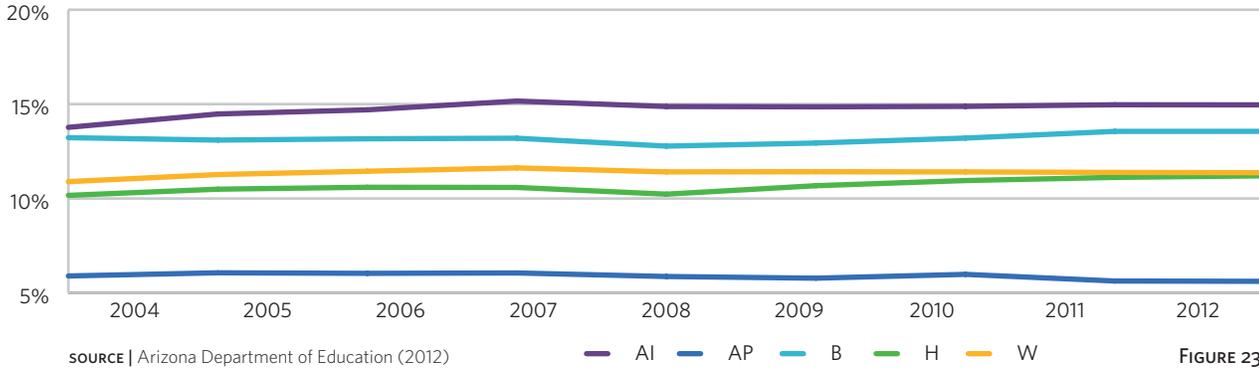


the number of American Indian students designated as gifted decreased (from 1,078 in 2004 to 544 in 2012). Figure 20 shows the proportion of gifted students by racial/ethnic background. Whites made up more than half of all gifted students in 2004 and 2012 (58.4 percent and 56.2 percent respectively). The proportion of Hispanic students who were gifted rose slowly between 2004 (23.7 percent) and 2012 (27.6 percent). The proportion of Black students remained relatively steady during this time period (3.1 percent in 2004 and 2.8 percent in 2012). While the proportion of Asian Pacific American students in gifted programs increased between 2004 and 2012 (from 5.3 percent to 7.2 percent), the proportion of American Indian students decreased (from 3.3 percent to 1.3 percent).

Perhaps the best way to get a sense of the relative equity of enrollments in gifted programs is to compare trends in the proportion of students within each racial/ethnic group who are in these programs. Figure 21 summarizes the data regarding the proportion of students within each racial/ethnic group in gifted programs between 2004 and 2012. The data from 2012 reveal that about 1 in 10 Asian Pacific Americans and 1 in 20 Whites were enrolled in gifted programs, while only 1 in 40 Hispanics, 1 in 50 Blacks, and 1 in 100 American Indians were enrolled in these programs. In 2004, 7.7 percent of all Asian Pacific American students were enrolled in gifted programs. This proportion increased to 9.8 percent in 2012. The proportion of White students

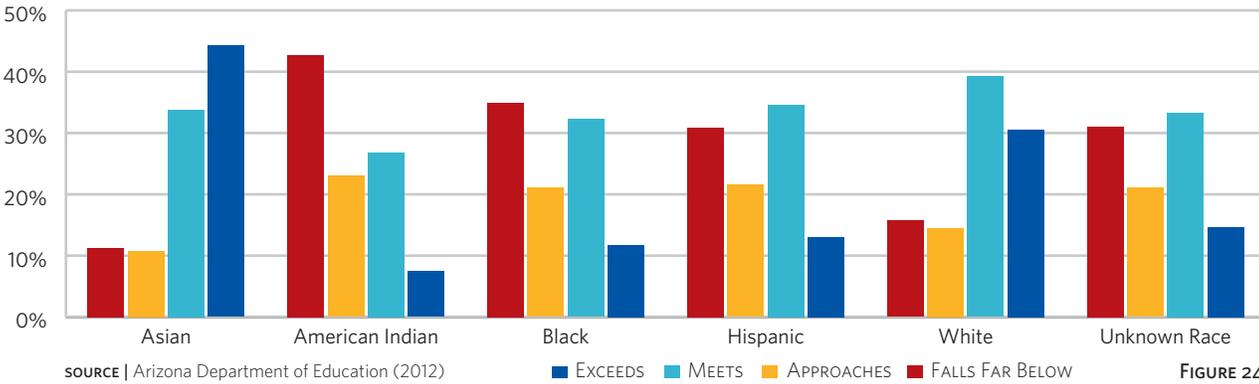
ARIZONA SPECIAL EDUCATION ENROLLMENTS 2004-2012

PROPORTION OF ENROLLED STUDENTS BY RACE / ETHNICITY



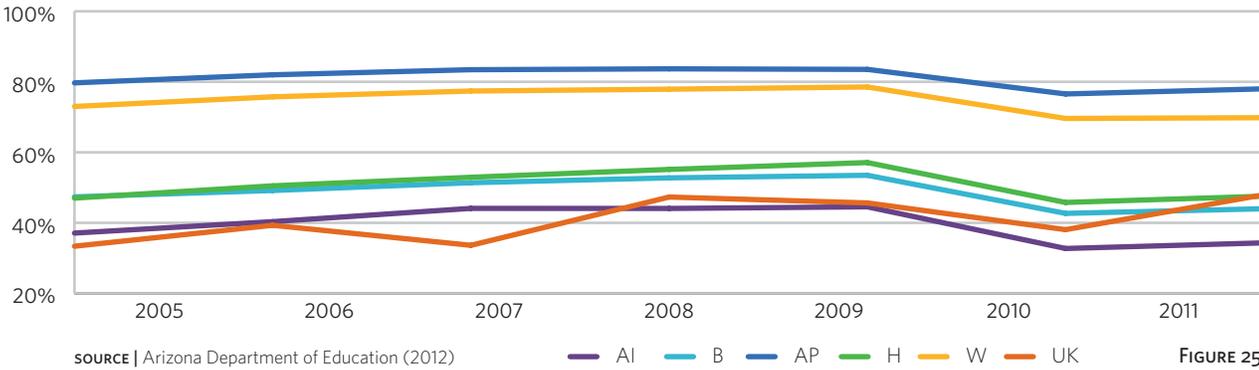
2011 ARIZONA AIMS MATH SCORES

PROPORTIONS WITHIN RACE / ETHNICITY



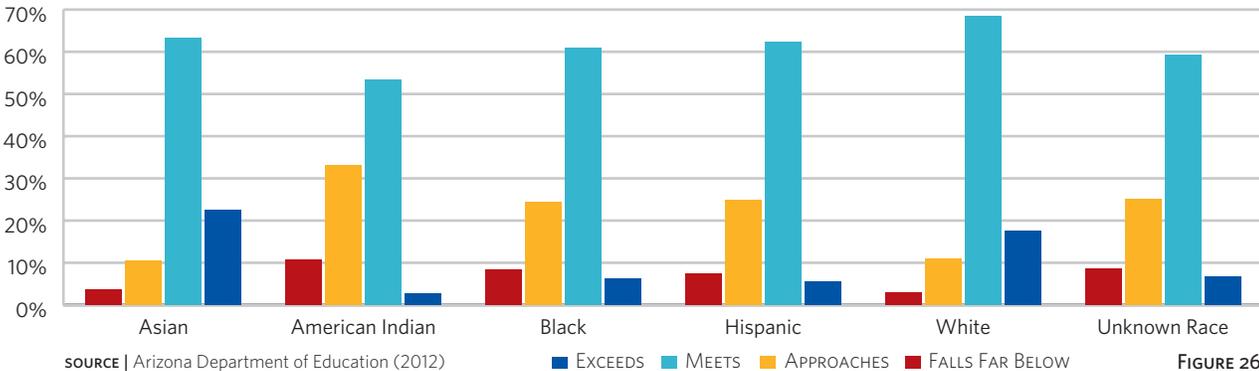
ARIZONA AIMS MATH PASSING RATES (MEETS OR EXCEEDS STANDARDS) 2005-2011

PROPORTIONS BY RACE / ETHNICITY



2011 ARIZONA AIMS READING SCORES 2005-2011

PROPORTIONS WITHIN RACE / ETHNICITY



ARIZONA AIMS READING PASSING RATES (MEETS OR EXCEEDS STANDARDS) 2005-2011

PROPORTIONS BY RACE / ETHNICITY

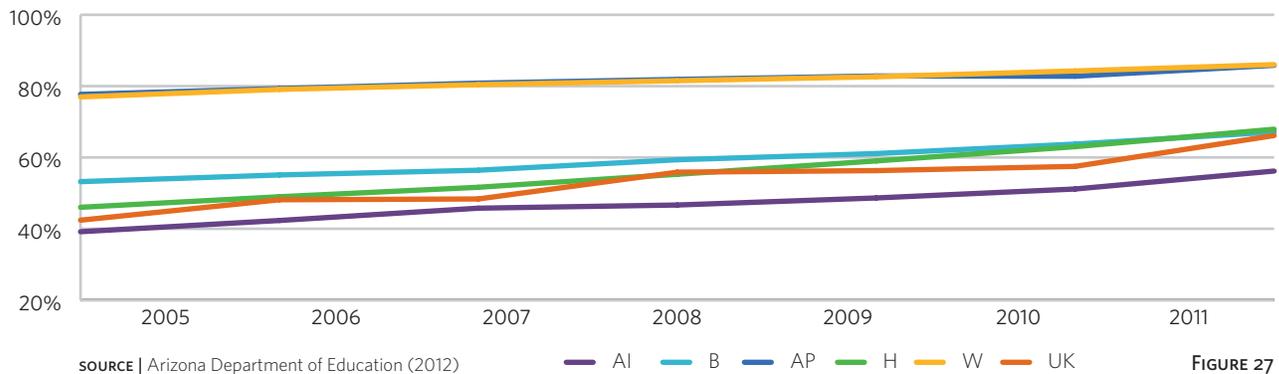


FIGURE 27

enrolled in gifted programs increased from 4.0 percent in 2004 to 5.1 percent in 2012. Hispanics (2.1 percent and 2.5 percent respectively), Blacks (2.1 percent and 2.0 percent respectively), and American Indians had much lower proportional representation in gifted programs between 2004 and 2012.

SPECIAL EDUCATION

KEY FINDING

- » The number of students in special education rose slowly between 2004 and 2012. American Indian and Black students are more likely than other students to be in special education while Asian Pacific Americans are much less likely to be in these classes.

The absolute number of Arizona students enrolled in special education classes increased by 16.1 percent from 105,014 in 2004 to 121,971 in 2012 (see Figure 22). The proportional representation of students from different racial/ethnic backgrounds remained relatively stable during this time period (see Figure 23). American Indian students were most likely to be enrolled in special education classes (13.8 percent of all American Indian students in 2004 and 15.0 percent in 2012). Black students were the next highest group to be enrolled in special education (13.2 percent of all Black students in 2004 and 13.6 percent in 2012). The proportion of White students (10.9 percent in 2004 and 11.4 percent in 2012) and Hispanic students (10.2 percent and 11.2 percent in 2012) were similar over this nine-year period. Finally, Asian Pacific American students were least likely to be enrolled in special education courses during this time period (5.9 percent in 2004 and 5.6 percent in 2012).

AIMS TEST SCORES

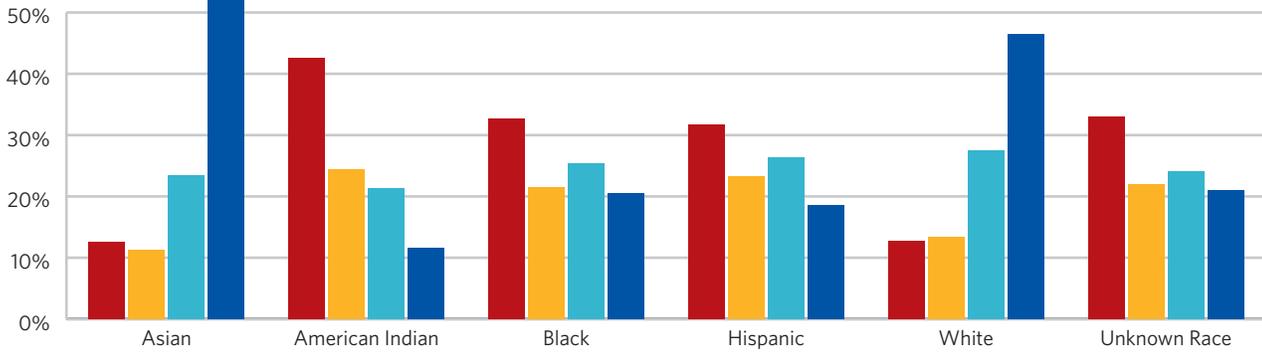
KEY FINDINGS

- » AIMS test scores show persistent discrepancies in pass rates between Asian Pacific Americans and Whites (who pass at higher rates) and American Indians, Blacks, and Hispanics (who pass at much lower rates).
- » There is a downward trend in AIMS scores on the mathematics and writing tests among all students and an upward trend in AIMS pass rates on the reading and science tests.
- » The consequences of students not passing AIMS tests make it difficult, if not impossible, for them to enroll in the courses that they need to become eligible for admission to one of the state's universities because they must enroll in classes that prepare them to retake the AIMS test to meet high school graduation requirements.

All Arizona public school students in grades 3 through 8 and in grade 10 are required to take Arizona's Instrument to Measure Standards (AIMS) tests. AIMS tests assess students in four content areas: writing, reading, mathematics, and science. The reading and mathematics tests are administered in all grades. The writing test is administered in grades 5, 6, 7, and 10. The science test is administered in grades 4, 8, and 10. In order to graduate from an Arizona public high school, a student must meet the AIMS high school graduation requirement. The most common way to meet this requirement is to pass the writing, reading, and mathematics content areas of the AIMS high school test.

2011 ARIZONA AIMS SCIENCE SCORES

PROPORTIONS WITHIN RACE / ETHNICITY



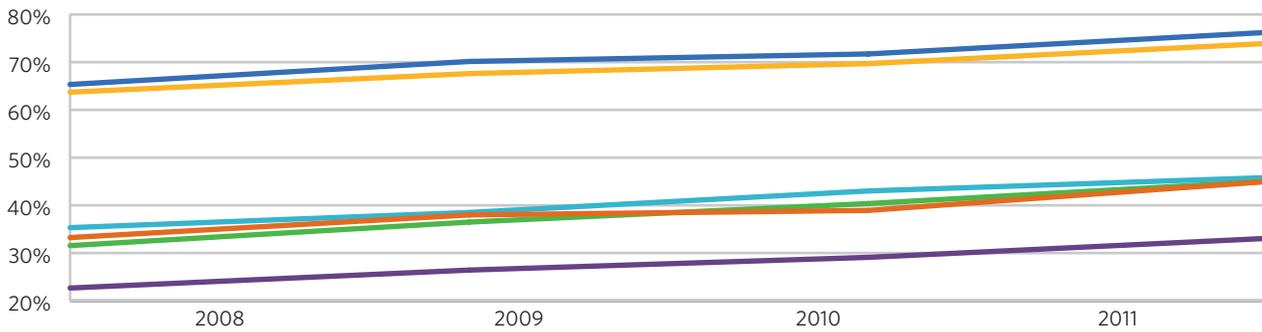
SOURCE | Arizona Department of Education (2012)

■ EXCEEDS ■ MEETS ■ APPROACHES ■ FALLS FAR BELOW

FIGURE 28

ARIZONA AIMS SCIENCE PASSING RATES (MEETS OR EXCEEDS STANDARDS) 2008-2011

PROPORTIONS BY RACE / ETHNICITY



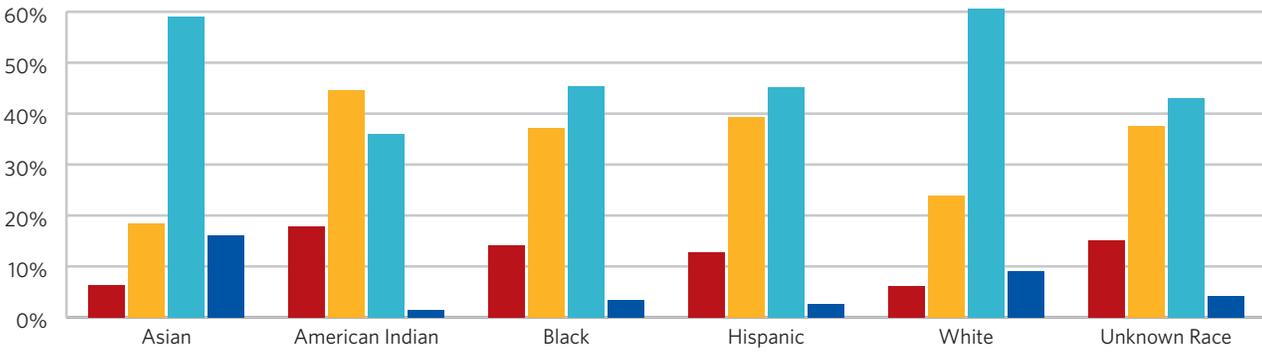
SOURCE | Arizona Department of Education (2012)

— AI — B — AP — H — W — UK

FIGURE 29

2011 ARIZONA AIMS WRITING SCORES

PROPORTIONS WITHIN RACE / ETHNICITY



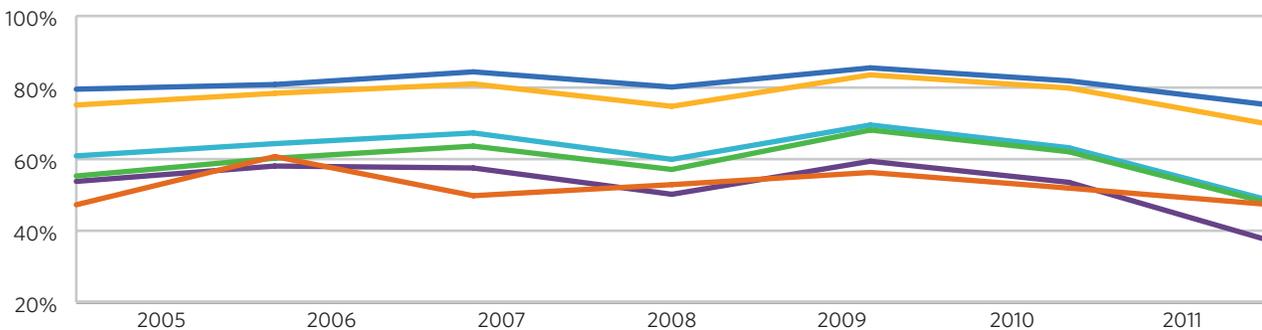
SOURCE | Arizona Department of Education (2012)

■ EXCEEDS ■ MEETS ■ APPROACHES ■ FALLS FAR BELOW

FIGURE 30

ARIZONA AIMS WRITING PASSING RATES (MEETS OR EXCEEDS STANDARDS) 2005-2011

PROPORTIONS BY RACE / ETHNICITY

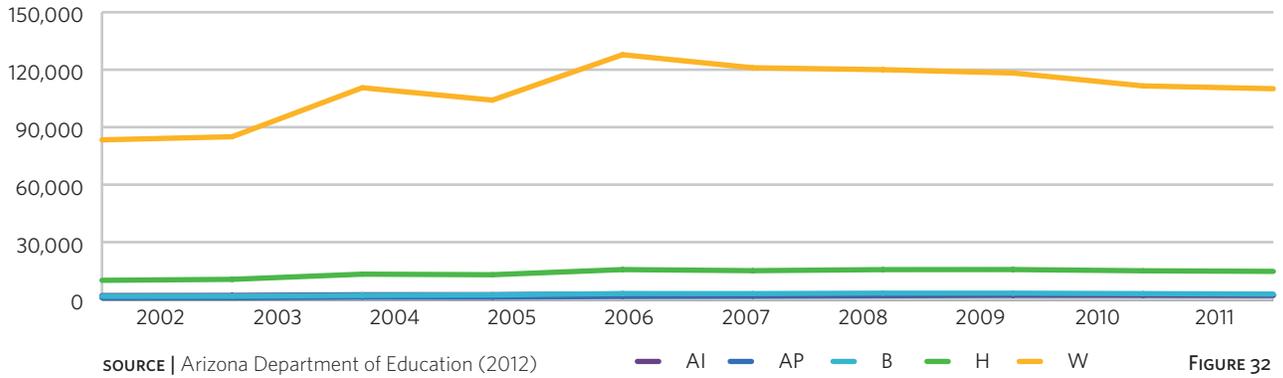


SOURCE | Arizona Department of Education (2012)

— AI — B — AP — H — W — UK

FIGURE 31

ARIZONA P-12 TEACHERS 2002-2011
TOTAL COUNT BY RACE / ETHNICITY



MATHEMATICS

Figure 24 summarizes the scores for students on the AIMS mathematics test in 2011. As can be seen in this figure, Asian Pacific Americans and Whites were much more likely than students from other groups to meet or exceed expectations on the mathematics tests. Trends in pass rates for the mathematics test by racial/ethnic group are summarized in Figure 25. Consistent with data in the previous figure, Asian Pacific American (79.7 percent in 2005 and 78.0 percent in 2011) and White students (73 percent in 2005 and 69.8 percent in 2011) show the highest proportions passing the AIMS mathematics test. Less than half of Hispanic students (47 percent in 2005 and 47.5 percent in 2011), Black students (47.4 percent in 2005 and 44 percent in 2011), and American Indian students (37.1 percent in 2005 and 34.3 percent in 2011) received passing scores on the AIMS mathematics test during this seven-year period.

READING

Data summarizing achievement on the AIMS reading test in 2011 are presented in Figure 26. In the aggregate, students across all racial/ethnic groups showed a higher pass rate for the reading test than they did for the mathematics test. Again, Whites and Asian Pacific Americans had the highest pass rates on the reading test (86 percent and 85.8 percent respectively). Figure 27 summarizes the trend data regarding pass rates on the AIMS reading test and shows an upward trend in passing rates for students from all racial/ethnic groups between 2005 and 2011. Whites (77 percent in 2005 and 86 percent in 2011) and Asian Pacific Americans (77 percent in 2005 and 85.8 percent in 2011) had the highest passing rates during this seven-year period. While Blacks (53.2 percent in 2005 and 67.1 percent in 2011), Hispanics (46 percent in 2005 and 67.9 percent in 2011), and American Indians (39.2 percent in 2005 and 56.2 percent in 2011) all showed significant progress in pass rates between 2005 and 2011, their pass rates were still much lower than those of Whites and Asian Pacific Americans

SCIENCE

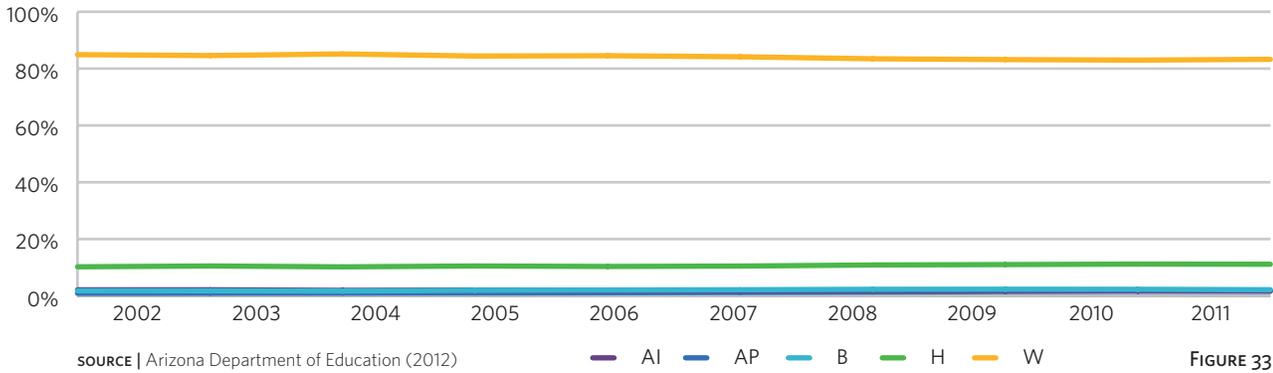
In examining the pass rates of students by racial/ethnic group on the AIMS science test in 2011 (see Figure 28), there is a pattern of differences in pass rates like those described earlier. While approximately three quarters of Asian Pacific American (76.2 percent) and White (73.9 percent) students passed the science test in 2011, less than half of Black (45.8 percent), Hispanic (45 percent), and American Indian (33.1 percent) students passed. The seven-year data for AIMS science tests show an upward trend in pass rates for students from all racial/ethnic groups (see Figure 29). The proportion of Asian Pacific American and White students passing the science test increased by nearly 10 percentage points between 2005 and 2011 (Asian Pacific Americans 65.3 percent and 76.2 percent respectively and Whites 63.7 percent and 73.9 percent respectively). American Indian (22.7 percent in 2005 and 33.1 percent in 2011), Black (35.2 percent in 2005 and 45.8 percent in 2011), and Hispanics (31.5 percent in 2005 and 45 percent in 2011) also showed about a 10 percentage point gain in passing rates during this time period. However, their pass rates were still much lower than those of Asian Pacific Americans and Whites.

WRITING

The pass rates for the AIMS writing test also show a pattern similar to that described for each of the other AIMS tests (see Figure 30). Asian Pacific Americans (75.2 percent) and Whites (69.9 percent) had the highest pass rates followed by Blacks (48.6 percent), Hispanics (47.5 percent), and American Indians (37.0 percent). The data summarized in Figure 31 show a downward trend in AIMS writing test scores for students from all racial/ethnic groups between 2005 and 2011. Asian Pacific Americans (79.5 percent in 2005 to 75.2 percent in 2011), Whites (75.1 percent in 2005 to 69.8 percent in 2011), Blacks (60.9 percent in 2005 to 48.6 percent in 2011), Hispanics (55.3 percent in 2005 to 47.6 percent in 2011), and American Indians (53.8 percent in 2005 to 37.4 percent in 2011) all were less likely to pass the AIMS writing test in 2011 than they

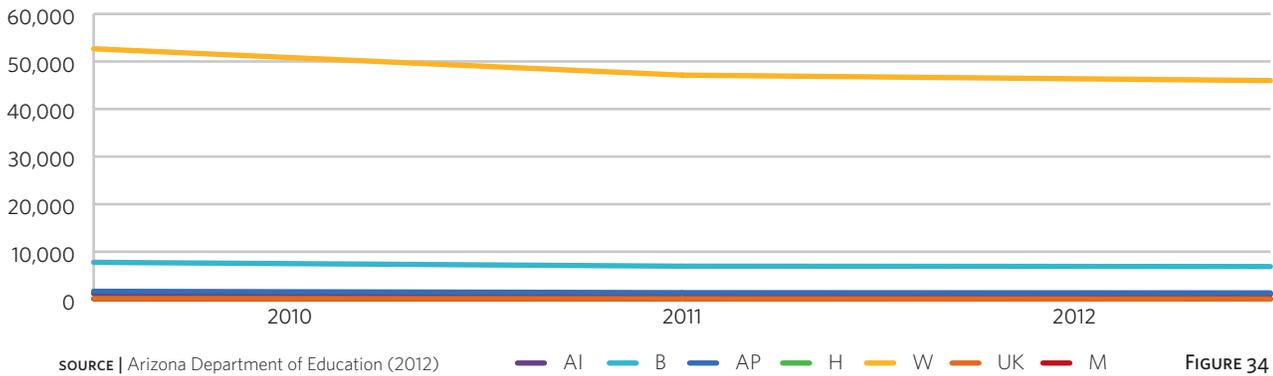
ARIZONA P-12 TEACHERS 2002-2011

PROPORTIONS BY RACE / ETHNICITY



ARIZONA HIGHLY QUALIFIED P-12 TEACHERS 2010-2012

TOTAL COUNT BY RACE / ETHNICITY



were in 2005. Moreover, the decrease in the proportion of pass rates for Blacks, Hispanics, and American Indians was steeper than that for Asian Pacific Americans and Whites.

TEACHERS IN ARIZONA

KEY FINDINGS

- » Teachers of color are dramatically underrepresented in Arizona classrooms as Whites make up more than 80 percent of the teacher workforce in schools with predominantly minority student populations.
- » Less than half of all teachers in Arizona meet federal guidelines for designation as highly qualified teachers.
- » Teachers of color are more likely to have achieved the highly qualified designation than are White teachers.

Figure 32 summarizes ten-year trends between 2002 and 2011 of the number of teachers in Arizona by racial/ethnic background. The data show a general pattern of increase in the total number of teachers between 2002 and 2006 (from 98,194 to 151,226) and then a slow pattern of decrease (132,218 total

teachers in 2011). While the data summarizing student enrollments described earlier established that students of color became the majority in Arizona's schools in 2004 (and their representation continues to grow each year), there is a very different pattern of representation of teachers by racial/ethnic background (see Figure 33). White teachers remain the overwhelming majority of teachers in Arizona's schools (84.9 percent in 2002 and 83.2 percent in 2011). Hispanics (10.2 percent in 2002 and 11.1 percent in 2011), American Indians (2.1 percent in 2002 and 1.8 percent in 2011), Blacks (1.8 percent in 2002 and 1.8 percent in 2011), and Asian Pacific Americans (less than 1 percent in 2002 and 1.6 percent in 2011) are dramatically underrepresented among Arizona's teacher corps relative to the representation of minority students in Arizona schools. Moreover, there is no evidence of any improvement in these trends in representation of teachers of color as the trend lines remain flat during this period.

HIGHLY QUALIFIED TEACHERS

As part of No Child Left Behind (NCLB) legislation, the "Highly Qualified Teacher" requirement was enacted. This requirement intended to improve teacher quality and, it was argued, by extension, to improve outcomes for children. NCLB requires local educational agencies to ensure that all teachers hired to teach core academic subjects in Title I programs are highly qualified. The federal definition of a highly

ARIZONA HIGHLY QUALIFIED P-12 TEACHERS 2010-2012 PROPORTIONS BY RACE / ETHNICITY

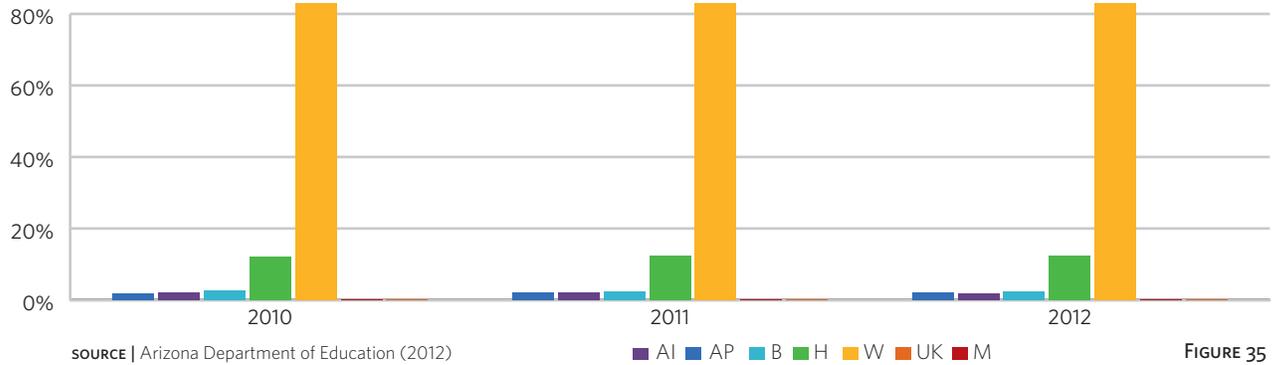


FIGURE 35

ARIZONA HIGHLY QUALIFIED P-12 TEACHERS 2010-2011 PROPORTION OF ALL TEACHERS WITHIN RACE / ETHNICITY

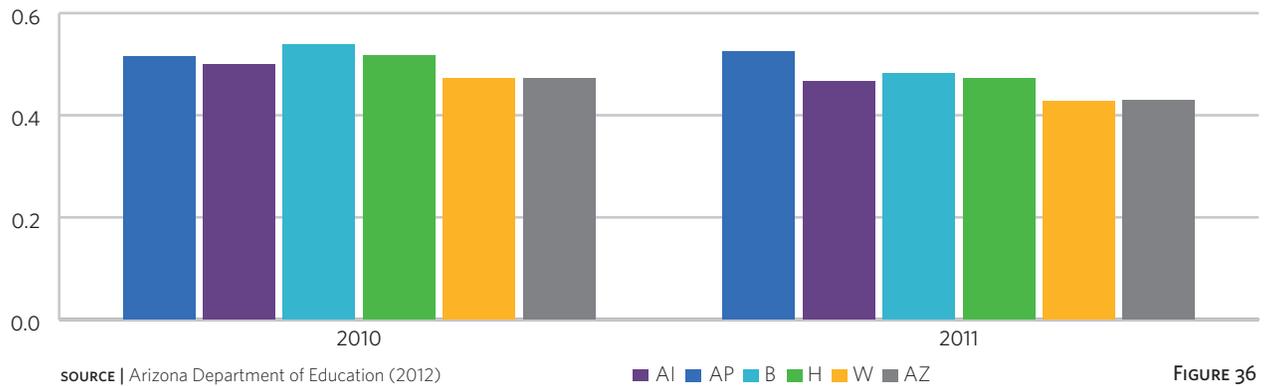


FIGURE 36

qualified teacher is someone who: (a) is fully certified and/or licensed by the state; (b) holds at least a bachelor’s degree from a four-year institution; and (c) demonstrates competence in each core academic subject area in which the teacher teaches.

The number of highly qualified teachers in Arizona decreased from 63,566 (47.3 percent of all Arizona teachers) in 2010 to 55,410 (42.9 percent of all Arizona teachers) in 2012. Moreover, the number of highly qualified teachers decreased within each racial/ethnic category during this time (see Figure 34). Given the dramatic underrepresentation of teachers of color in Arizona schools, it is not surprising that more than 8 in 10 highly qualified teachers in the state (see Figure 35) were White in 2010 and in 2012 (82.9 percent and 83 percent respectively). In 2012, Hispanics (1.2 percent), American Indians (1.9 percent), Asian Pacific Americans (2.1 percent), and Blacks (2.4 percent) were very small proportions of the highly qualified teacher corps. However, the most recent data regarding the proportion of highly qualified teachers within each racial ethnic group (see Figure 36), shows that teachers of color (Asian Pacific American, 52.4 percent; Black, 48.3 percent; Hispanic, 47.2 percent; American Indian, 46.7 percent) are more likely to have the highly qualified teacher designation than are White teachers (42.8 percent) in Arizona.

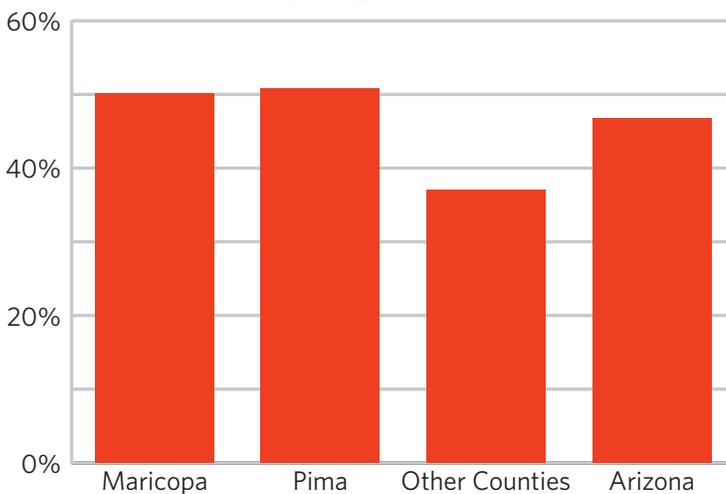
UNIVERSITY ELIGIBILITY

KEY FINDINGS

- » University eligibility rates for students from across Arizona are low.
- » Students in urban areas of Arizona are more likely than other students to meet ABOR eligibility requirements; yet, only half of high school graduates from Pima and Maricopa counties are eligible.
- » Across Arizona, clear gaps in eligibility by racial/ethnic groups are evident as Black, American Indian, and Hispanic students show lower rates of eligibility than White and Asian Pacific American students.
- » The majority of students in Arizona do not demonstrate the necessary proficiency in mathematics. Just over 6 in 10 Arizona high school graduates fulfill the science and language requirements.
- » Many school districts do not require two years of foreign language for students to graduate high school, which may account for over one quarter of Arizona high school graduates who did not meet this requirement.
- » Beginning in 2006, there is an upward trend in the eligibility rates for Black and American Indian students, which is a positive sign considering that they have the lowest rates of eligibility among students from different racial/ethnic backgrounds in the state.

In Arizona, high school students who wish to attend one of the state's three public universities (The University of Arizona, Arizona State University and Northern Arizona University) must complete the "sweet sixteen" core courses which 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. Students must successfully complete each of the sweet sixteen courses with at least a grade of "C" in order for

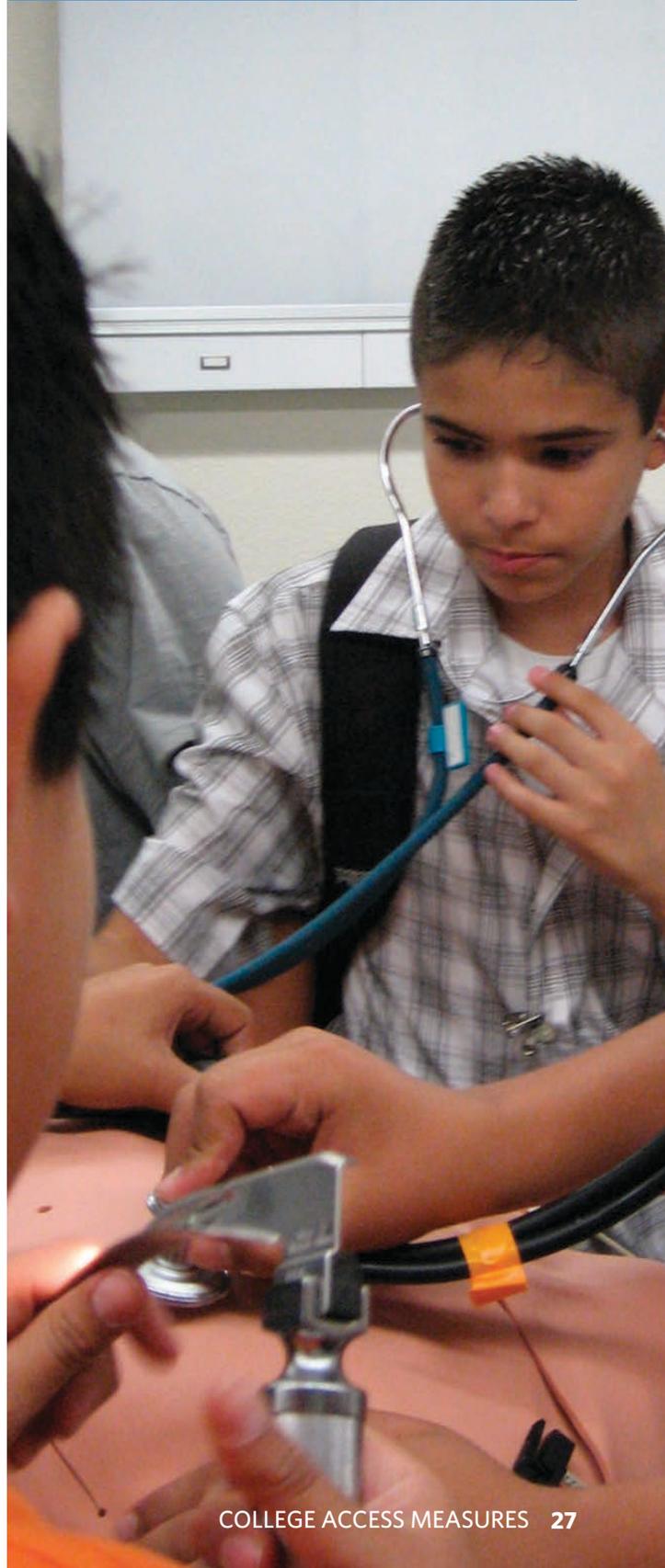
ARIZONA UNIVERSITY ELIGIBILITY BY REGION

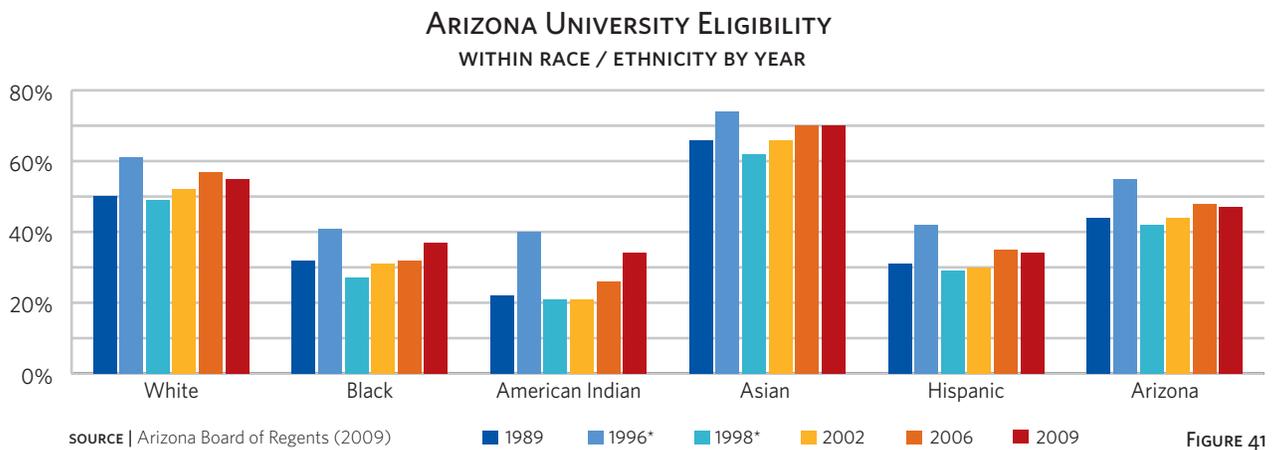
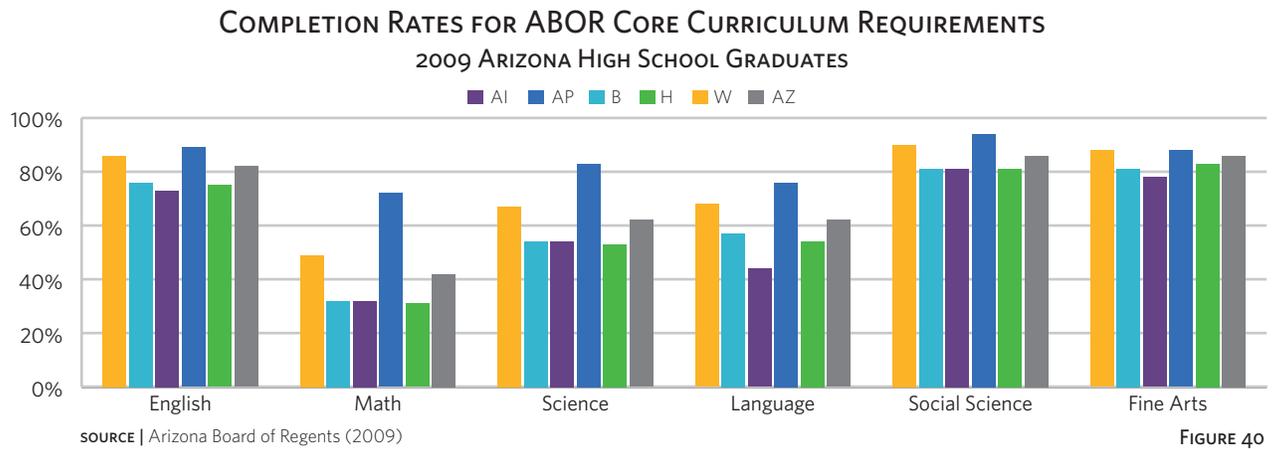
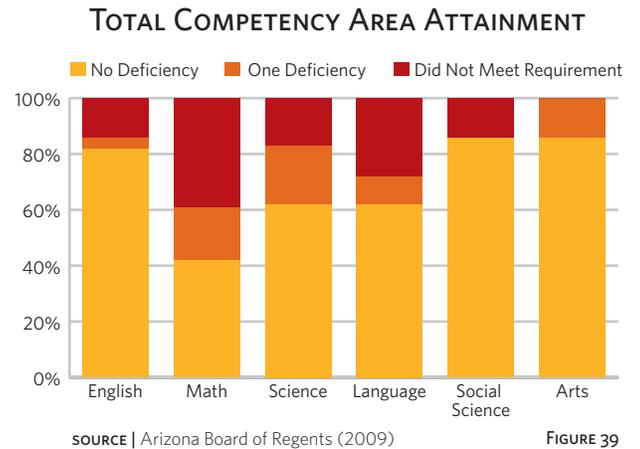
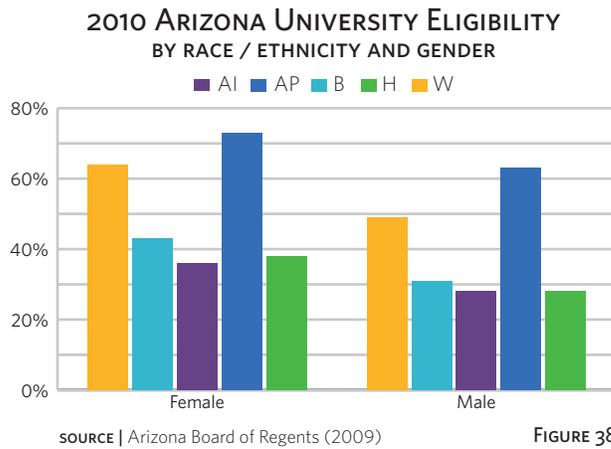


SOURCE | Arizona Board of Regents (2009)

FIGURE 37

COLLEGE ACCESS





the course to count, and they typically must have a 3.0 overall, unweighted, grade point average (GPA). Further detail can be found at startnow.arizona.edu or any of the university admissions sites.

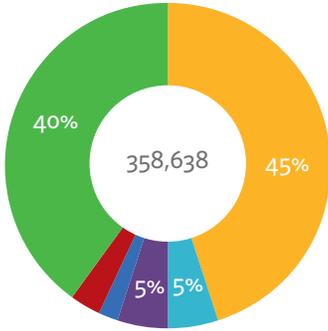
Figure 37 shows the Arizona Board of Regents (ABOR) eligibility rates for high school graduates in the two major urban areas in the state—Maricopa and Pima counties—compared to the eligibility rates for students from all other regions in the state. Two key findings are apparent. First, university eligibility rates for students throughout Arizona are quite low. Second, students in urban areas of Arizona are more likely than other students to meet the ABOR eligibility requirements (“sweet sixteen” courses). Even with this significant

advantage, only half of high school graduates from Pima and Maricopa counties are eligible for admission to one of the state’s public universities.

In a comparison of eligibility rates broken out by racial/ethnic group and gender (see Figure 38), female students in every group show higher eligibility rates than male students. Across Arizona, clear gaps in eligibility by racial/ethnic groups are evident as Black, American Indian, and Hispanic students show significantly lower rates of eligibility than White and Asian Pacific American students.

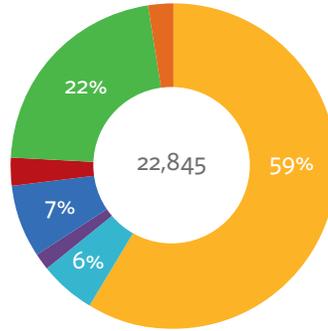
Figure 39 summarizes the extent to which high school graduates in Arizona meet the ABOR eligibility requirements for different subject areas. Students

ARIZONA 14-17 YEARS OLDS
BY RACE/ETHNICITY (2010)



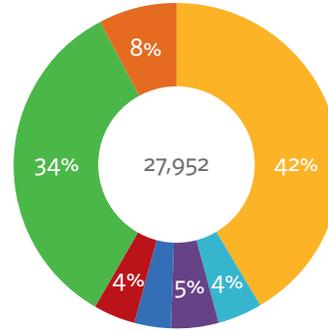
SOURCE | U.S. Census Bureau (2010) FIGURE 42

ARIZONA SAT TEST TAKERS
BY RACE/ETHNICITY (2011)



SOURCE | College Board (2011) FIGURE 43

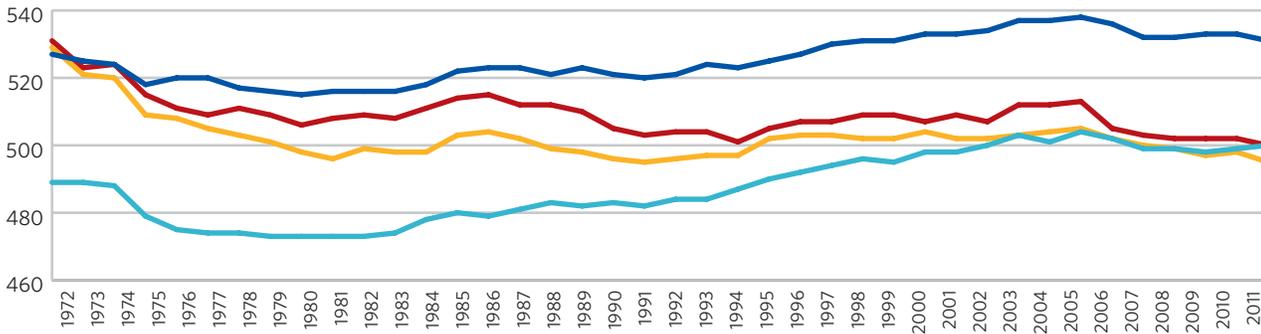
ARIZONA ACT TEST TAKERS
BY RACE/ETHNICITY (2011)



SOURCE | ACT (2011) FIGURE 44

- AI
- AP
- B
- H
- W
- UK
- M

ARIZONA MEAN SAT SCORES (1972 - 2011)
BY GENDER AND SUBJECT

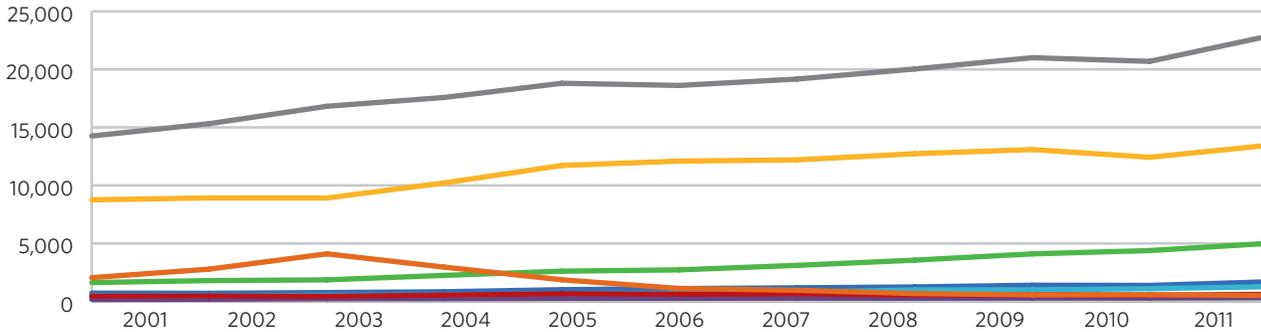


SOURCE | College Board (2011)

- Female Math
- Male Math
- Female Reading
- Male Reading

FIGURE 45

ARIZONA SAT PARTICIPATION 2001-2011
BY RACE/ETHNICITY

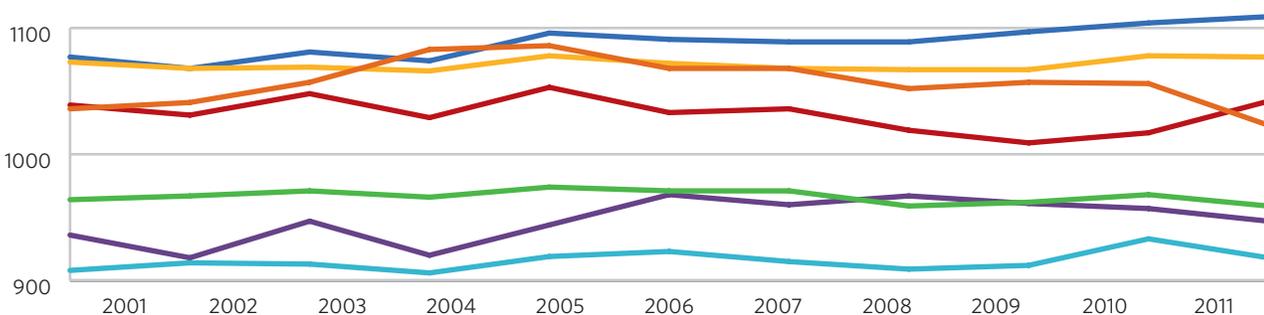


SOURCE | College Board (2011)

- AZ
- AI
- AP
- B
- H
- W
- M
- UK

FIGURE 46

ARIZONA MEAN COMPOSITE SAT SCORES 2001-2011
BY RACE/ETHNICITY



SOURCE | College Board (2011)

- AI
- AP
- B
- H
- W
- M
- UK

FIGURE 47

demonstrate the highest levels of proficiency in social science and fine arts. Conversely, the majority of students do not demonstrate the necessary proficiency in mathematics (only 42 percent of students completed the required four years of mathematics). Just over 6 in 10 Arizona high school graduates fulfilled the science and language requirements necessary for ABOR eligibility. Many districts do not require any foreign language for students to meet their graduation requirements, which may account for the 28 percent of Arizona high school graduates who did not meet this requirement.

Students from all racial/ethnic groups demonstrate the lowest levels of completion regarding the mathematics requirements (see Figure 40). This may be due, in part to the fact that some districts required only three years of mathematics to fulfill their graduation requirements. In addition, even for districts that required four years of mathematics to meet graduation requirements, these courses may not meet the ABOR requirements (i.e. Algebra I, II, Geometry, Pre-Calculus). In contrast, the social science requirements for many districts in Arizona are higher than those for ABOR eligibility.

Figure 41 summarizes the proportion of Arizona students by racial/ethnic background who met the ABOR eligibility requirements in six different years (1989, 1996, 1998, 2002, 2006, and 2009). The addition of 5 high school units increased the ABOR eligibility requirements to 16 units and likely accounts for the drops in eligibility for all racial/ethnic groups in 1998. Beginning in 2006 there is an upward trend in the eligibility rates for Black and American Indian students, which is a positive sign considering that they have the lowest rates of eligibility among students from different racial/ethnic backgrounds in the state.

STANDARDIZED TESTING

KEY FINDINGS

- » There is closer parity regarding the proportion of Arizona students from different racial/ethnic backgrounds who took the ACT than the SAT.
- » The mean SAT scores for male students exceed female students, with the biggest gap in the mathematics section. Mean critical reading scores of both male and female students have been decreasing over the past few years.
- » SAT participation for White students has increased over the last 10 years, with a significant gap between the number of White and Hispanic students who take the SAT.

KEY FINDINGS (CONTINUED)

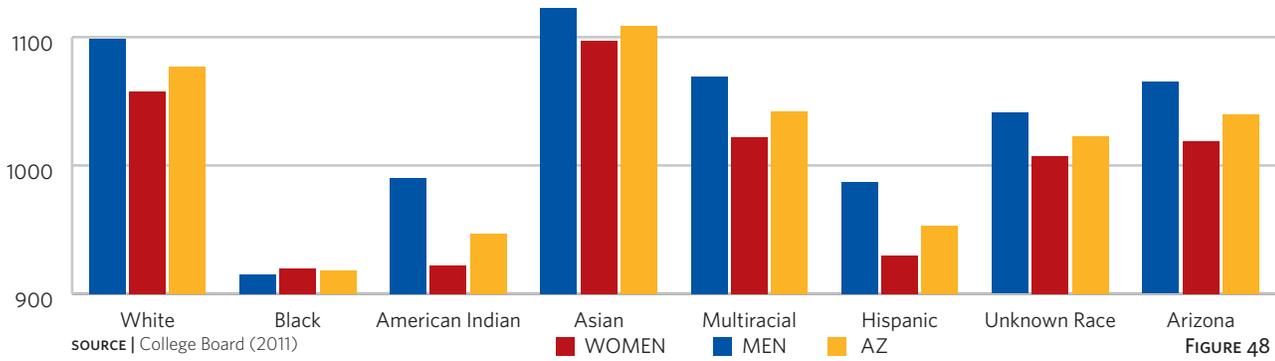
- » There is a significant gap in mean composite SAT scores between White and Asian Pacific American students and Hispanic, Black, and American Indian students. Except for among Black students, male students tend to have higher mean SAT composite scores than do female students.
- » Between 2009 and 2010, there was an 86 percent increase (12,550 to 23,303) in Arizona students who took the ACT. The addition of these 10,753 students most likely accounts for the drop in mean ACT composite scores in 2010 for students from all racial/ethnic backgrounds in Arizona.
- » Excluding Asian Pacific American and White students, approximately 8 out of 10 Arizona students fell short of meeting all four ACT college readiness benchmarks. The disparity between Hispanic, Black, and American Indian students and Asian Pacific American and White students is evident across all four benchmarks, but is most pronounced in mathematics and science.

Figure 42 shows the racial/ethnic breakdown of Arizonans between the ages of 14 and 17 years old. The chart indicates that 40 percent of this age group is Hispanic, 5 percent is Black, and 5 percent is American Indian. Figures 43 and 44 show the proportion of Arizona students from different racial/ethnic groups who took the SAT and the ACT in 2011. Comparing Figure 42 to Figure 43 and Figure 44, there is closer parity regarding the proportion of Arizona students from different racial/backgrounds who took the ACT than with the proportion who took the SAT. In examining the number of students who took the ACT, the number of test takers has increased by 10,000 in the past two years. Large federally funded programs, like Arizona GEAR UP, the Tucson GEAR UP Project and Aprendiendo Por Vida GEAR UP are likely large contributors to these increased numbers. The Tucson GEAR UP Project alone helped 3,500 students at five high schools take the ACT in 2011 and 2012.

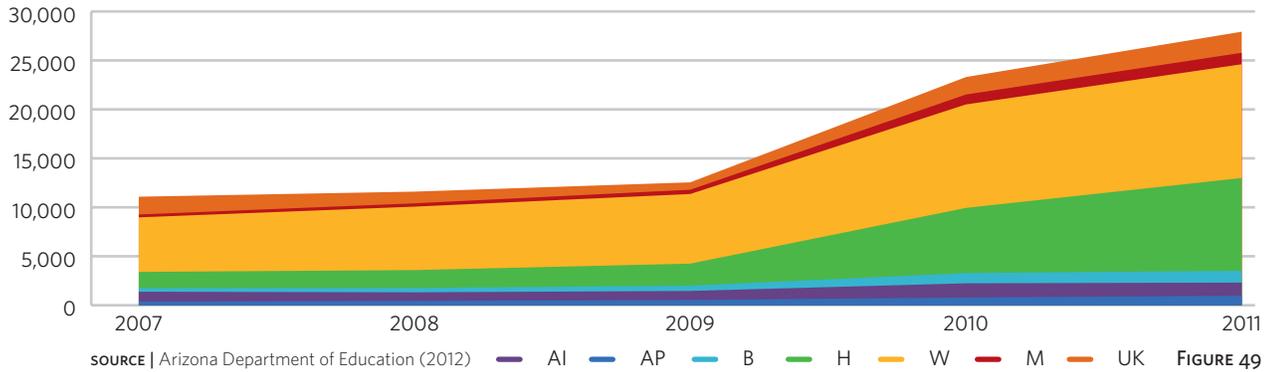
THE SAT IN ARIZONA

Figure 45 shows the trends in mean SAT scores for male and female students from Arizona on the critical reading and mathematics sections of the SAT every year between 1972 and 2011. There are three noticeable trends in these data. First, the mean scores for male students exceed those for female students on both sections of the test. Second, the biggest gap between male and female scores is on the mathematics section of the test. Finally, critical reading scores of both male and female students are showing a downward

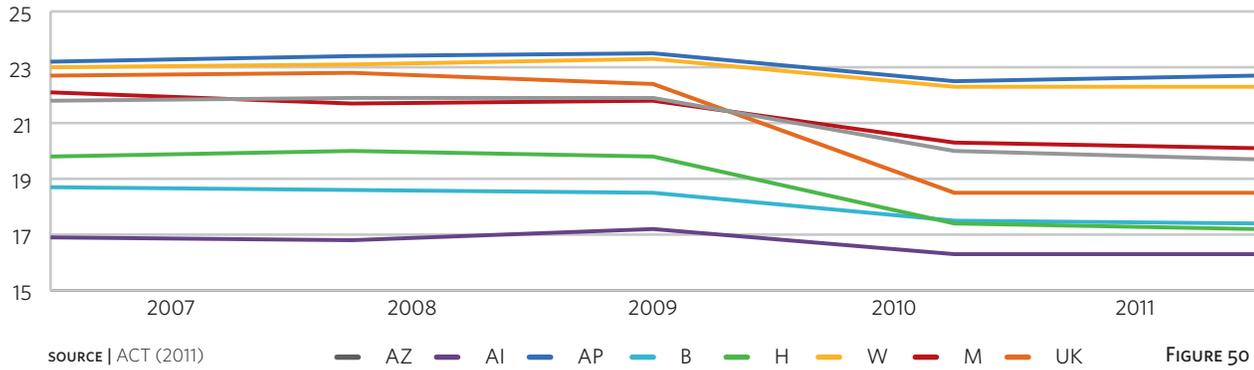
MEAN SAT COMPOSITE SCORE BY RACE/ETHNICITY AND GENDER



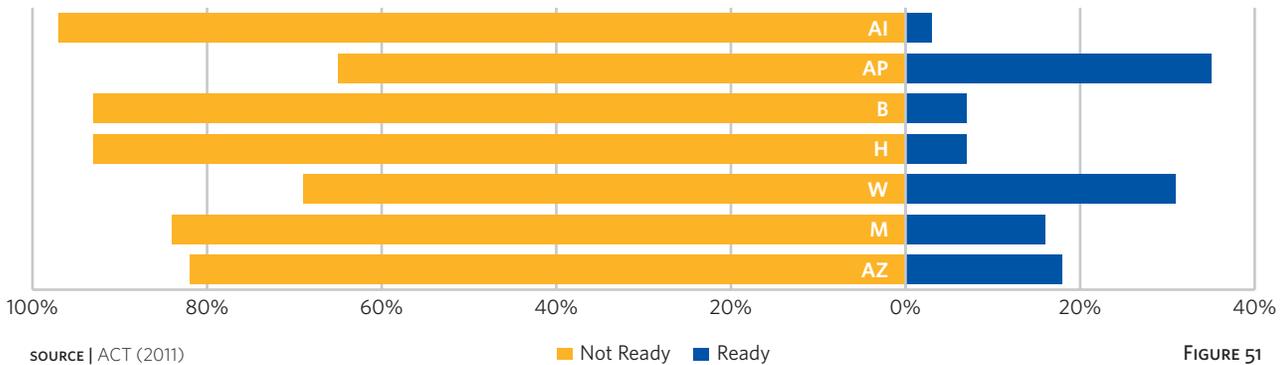
ARIZONA ACT PARTICIPATION 2007-2011 BY RACE / ETHNICITY



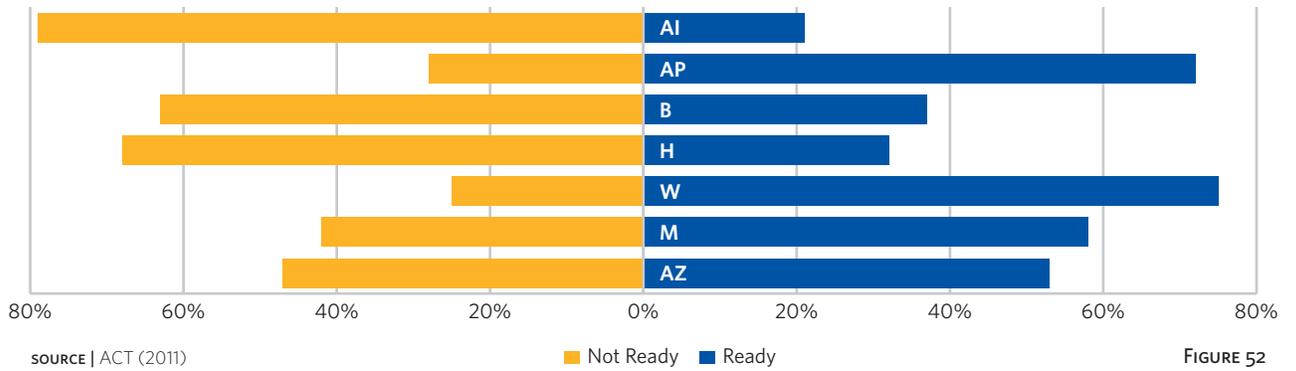
ARIZONA MEAN COMPOSITE ACT SCORE 2007-2011 BY RACE/ETHNICITY



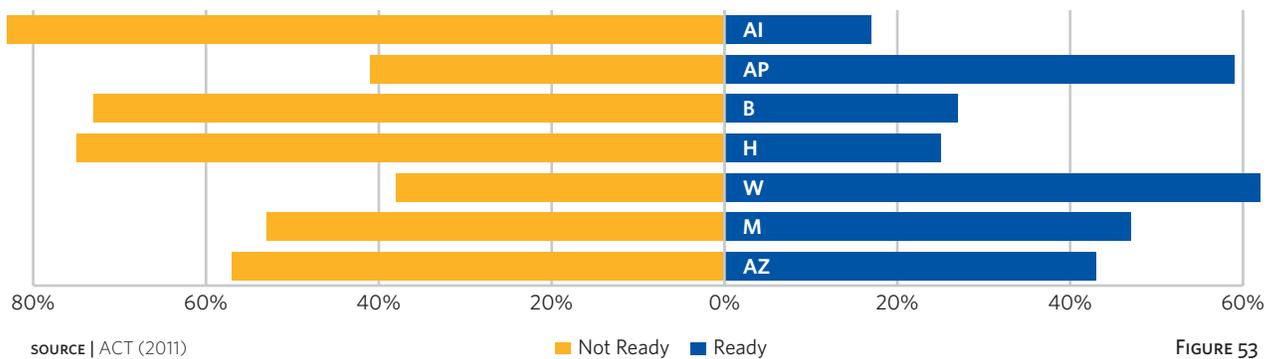
2011 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN ALL FOUR SUBJECTS PERCENTAGE WITHIN RACE / ETHNICITY



2011 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN ENGLISH
PERCENTAGE WITHIN RACE / ETHNICITY



2011 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN READING
PERCENTAGE WITHIN RACE / ETHNICITY



trajectory over the past few years.

SAT participation for White students has increased by 4,689 students over the last 10 years (see Figure 46). There is a gap of 8,449 students between the number of White students who take the SAT and the number of the second highest group of test takers, Hispanics, even though Hispanics have nearly reached parity with White students in the proportion of students who are of high school age. Although the data indicate an upward trend in the number of White and Hispanic students taking the SAT, there are still significantly lower numbers of Asian Pacific American, Black, and American Indian students who take the SAT, and the slope of the trend line is nearly flat for each of these groups.

There is a significant gap in mean composite SAT scores (see Figure 47) between White and Asian Pacific American students and Hispanic, Black, and American Indian students in Arizona. The trend lines in these scores tend to be relatively flat for all groups except Asian Pacific Americans as their scores have increased by 32 points over the last 10 years.

Figure 48 shows the mean composite SAT scores for Arizona students disaggregated by racial/ethnic background and by gender. Except among Black students, males tend to have higher mean SAT composite scores than do women.

THE ACT IN ARIZONA

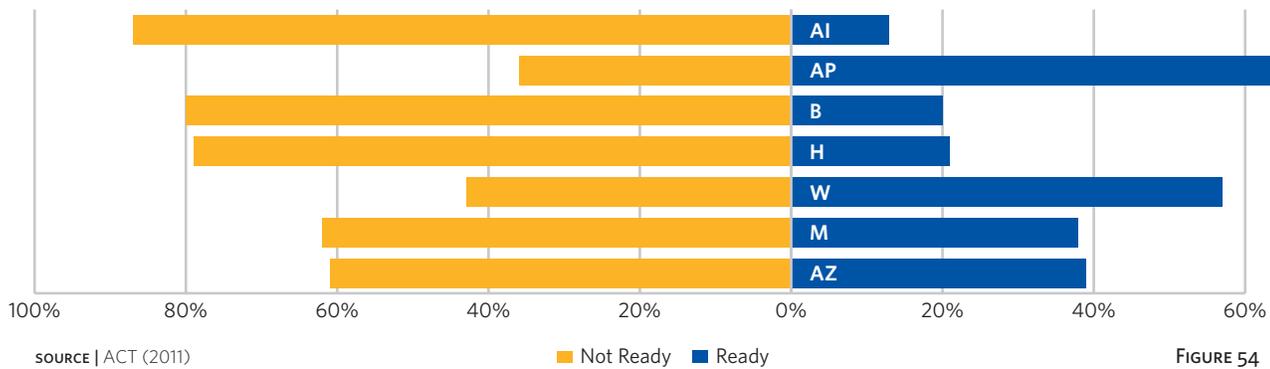
Between 2009 and 2010, there was an 86 percent increase (12,550 to 23,303) in Arizona students who took the ACT (see Figure 49). The addition of these 10,753 students is likely due to many state and federal grant-based initiatives to increase ACT test taking. In 2011, an additional 4,649 students took the ACT bringing the total number of Arizona students who took the test to 27,952. The largest part of this increase in test-takers may be due to other programs (i.e. Tucson GEAR UP Project) requiring the ACT.

Between 2007 and 2011, ACT scores dropped slightly, with the largest decreases occurring in 2010 and 2011 (see Figure 50). These are also the years of greatest growth in student participation. This decrease may likely be due to the large number of students who took the test in 2010 and 2011, but would have normally not have taken the test in the years before 2010. This is further supported when we see that Hispanic, Black, Multiracial and unknown race students suffered the largest declines and were among the groups to experience the largest increases in participation.

Asian Pacific American and White students consistently have mean scores around 23, even after 2010. This stands in contrast with Hispanic, Black, and American Indian students which had decreases in average mean ACT scores after 2009.

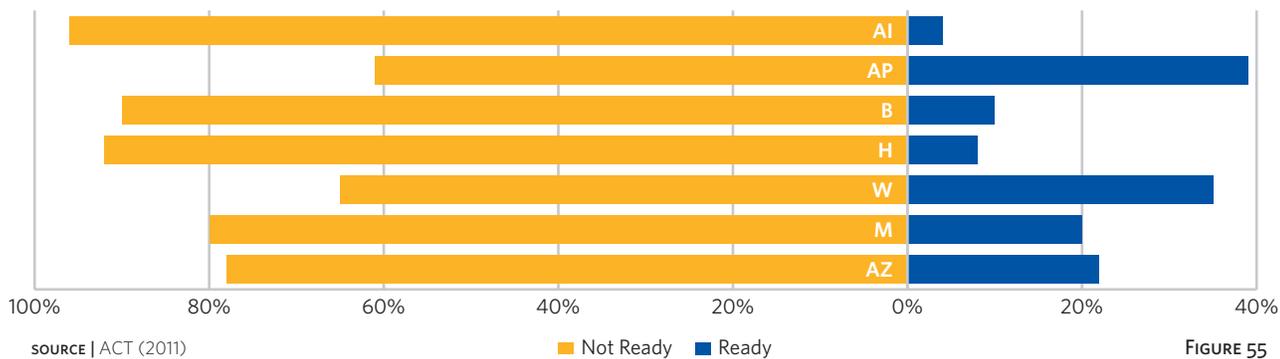
2011 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN MATHEMATICS

PERCENTAGE WITHIN RACE / ETHNICITY



2011 ARIZONA ACT COLLEGE READINESS BENCHMARK SCORES IN SCIENCE

PERCENTAGE WITHIN RACE / ETHNICITY



Another way to evaluate student achievement on the ACT is to look at College Readiness Benchmark Scores. For each subject area, minimum benchmark scores indicate 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. In 2011, the benchmark scores for each subject area were as follows: English 18, Mathematics 22, Reading 21, and Science 24. Figures (51-55) depict the percentage of students that met, exceeded, or fell below the benchmark scores.

Figure 51 shows the percentage of Arizona students who met all four ACT college readiness benchmarks (English, Mathematics, Reading, and Science) in 2011 disaggregated by racial/ethnic background. Excluding Asian Pacific American (35 percent) and White students (31 percent), approximately 8 out of 10 Arizona students fell short of meeting all four college readiness benchmarks. As Figures 52-55 illustrate, the disparity between Hispanic, Black, and American Indian students and Asian Pacific American and White students is evident across all four benchmarks. However, it is most pronounced in Mathematics and Science.

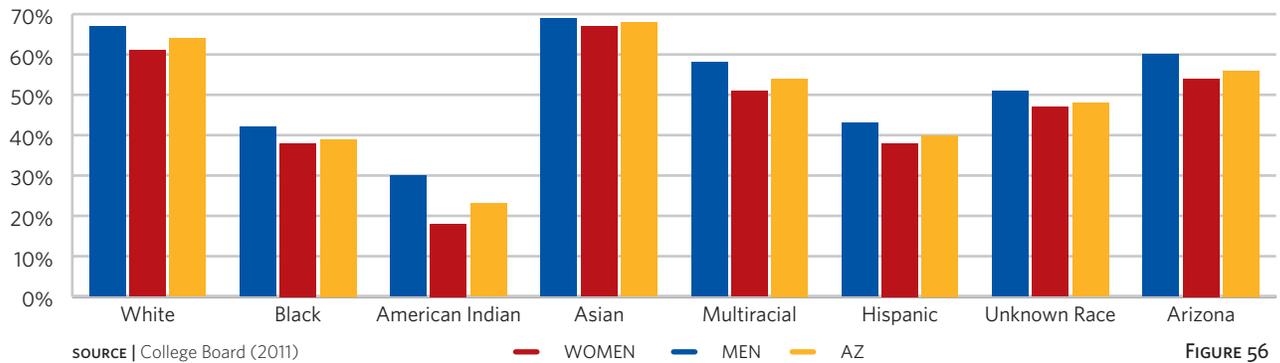
Overall, approximately 5 in 10 Arizona students met the ACT English college readiness benchmark in 2011 (see Figure 52). When disaggregated by racial/ethnic background, less than 4 in 10 Black (37 percent), about 3 in 10 Hispanic (32 percent) and approximately 2 in 10 American Indian (21 percent) students met the

English college readiness benchmark. Meanwhile, 6 in 10 multiracial students (58 percent) and over 7 in 10 Asian Pacific American (72 percent) and White (75 percent) students met the English college readiness benchmark.

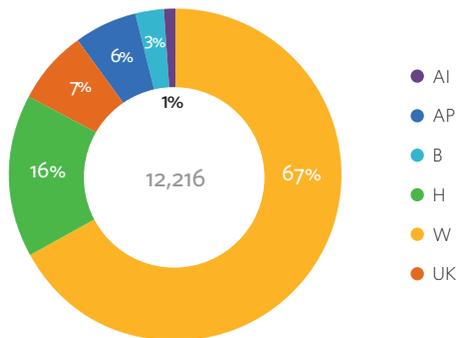
Approximately 4 in 10 Arizona students met the ACT reading college readiness benchmark in 2011 (see Figure 53). When disaggregated by racial/ethnic background, about one quarter of Black (27 percent) and Hispanic (25 percent) and less than one fifth of American Indian (17 percent) students met the reading college readiness benchmark. Just less than half of multiracial students (47 percent) met the reading benchmark; whereas three in five Asian Pacific American (59 percent) and White (62 percent) students met the reading benchmark.

In 2011, fewer than 4 in 10 Arizona students met the ACT mathematics college readiness benchmark (see Figure 54). When disaggregated by racial/ethnic background, approximately one in five Black (20 percent) and Hispanic (21 percent) students and about one in eight American Indian (13 percent) students met the mathematics college readiness benchmark, while nearly 4 in 10 multiracial students (38 percent), and about 6 in 10 Asian Pacific American (64 percent) and White (57 percent) students met the benchmark.

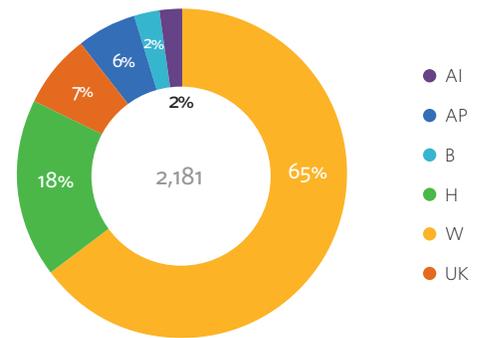
2011 ARIZONA ADVANCED PLACEMENT SCORES AT 3 OR HIGHER WITHIN RACE / ETHNICITY AND GENDER



MCCD ACADEMIC DUAL ENROLLMENT COURSES BY RACE/ETHNICITY



MCCD VOCATIONAL DUAL ENROLLMENT COURSES BY RACE/ETHNICITY



In 2011, only about 2 in 10 Arizona students met the ACT science college readiness benchmark (see Figure 55). When disaggregated by racial/ethnic background, 1 in 10 or fewer Black (10 percent) and Hispanic (8 percent) students and 1 in 20 American Indian (4 percent) students met the science benchmark. About 2 in 10 multiracial students (20 percent), nearly 4 in 10 Asian Pacific American (39 percent), and about one third of White (35 percent) students met the science college readiness benchmark.

ADVANCED PLACEMENT

KEY FINDING

- » In 2011, a total of 42,982 Arizona students took Advanced Placement (AP) exams. Hispanic, Black and American Indian students are less likely to earn a score of 3 or higher.

In 2011, a total of 42,982 Arizona students took Advanced Placement (AP) exams. White students were the largest group to take the exams (23,270) followed by Hispanic students (10,307). More females took AP tests (23,819) than males (19,163), but across all groups, a greater proportion of males scored a 3 or higher than did females. Figure 56 shows dramatic differences in “pass” rates on AP exams across racial/ethnic groups. In order to qualify for college credit, students must typically earn a score of at least 3 or 4.

DUAL ENROLLMENT

KEY FINDINGS

- » About 8 in 10 students who enrolled in dual enrollment classes in 2009-2010 did so through the Maricopa Community Colleges District (MCCD) and Pima Community College (PCC).
- » On average, students took nearly two classes each. Both academic and occupational courses were offered.
- » The data on MCCD and PCC dual enrollments by racial/ethnic background show that Whites were the largest group of dual enrollment students, followed by Hispanics.
- » More women than men took dual enrollment courses.

Another option for some Arizona students to obtain college credit while in high school is through dual enrollment classes offered through community colleges. In 2009-2010, nearly 7 in 10 Arizona students (69 percent) who enrolled in dual enrollment classes did so through colleges in the Maricopa Community Colleges District (MCCD), and just over 1 in 10 (12 percent) enrolled through Pima Community College

2010 DUAL ENROLLMENT COURSES
PERCENTAGE BY COURSE TYPE WITHIN RACE / ETHNICITY

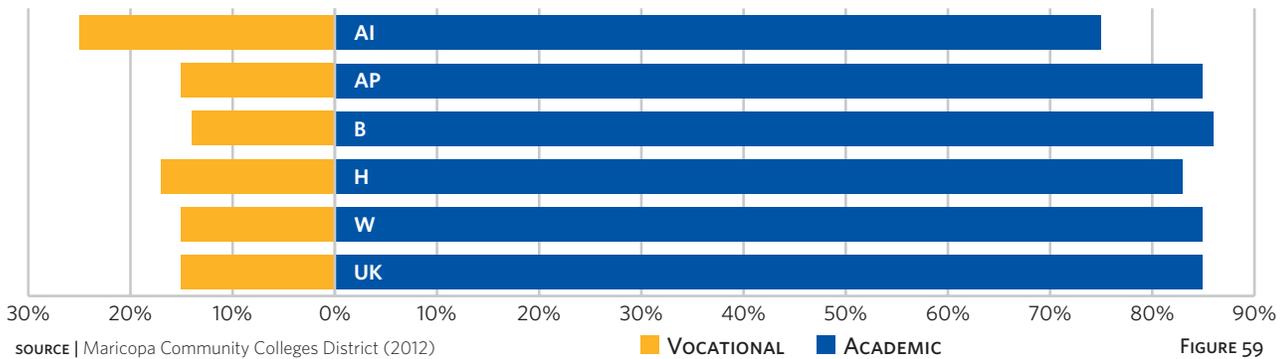


TABLE 1. 2009-2010 DUAL ENROLLMENT IN MCCD AND PCC
PERCENTAGE BY RACE AND ETHNICITY

Race/Ethnicity	% of MCCD Enrollment	% of PCC Dual Enrollment
White	68%	41%
Black	3%	4%
American Indian	1%	2%
Asian	6%	3%
Hispanic	15%	39%
Unknown Race	7%	10%

SOURCE: Maricopa Community Colleges District (2012) and Pima Community College (2012)

(PCC). These classes, taught by community college faculty in students’ high schools, are a way for students to complete college course work while still in high school. Moreover, students only need to successfully complete these courses in order for the credit to be transferred to a public institution in Arizona, compared to Advanced Placement courses which require students to “pass” an AP exam after completing the course.

The data regarding dual enrollment for 2009-2010 are limited to MCCD and PCC, but because 81 percent of students enrolled in dual enrollment courses in the state did so through these colleges, these data are relevant. MCCD offered 299 unique dual courses and PCC offered 72. Students at both MCCD and PCC took, on average, nearly two classes each. Therefore, during 2009-2010, MCCD dually enrolled 15,383 students resulting in a total of 29,972 enrollments, while PCC dually enrolled 1,587 students resulting in a total of 2,682 enrollments.

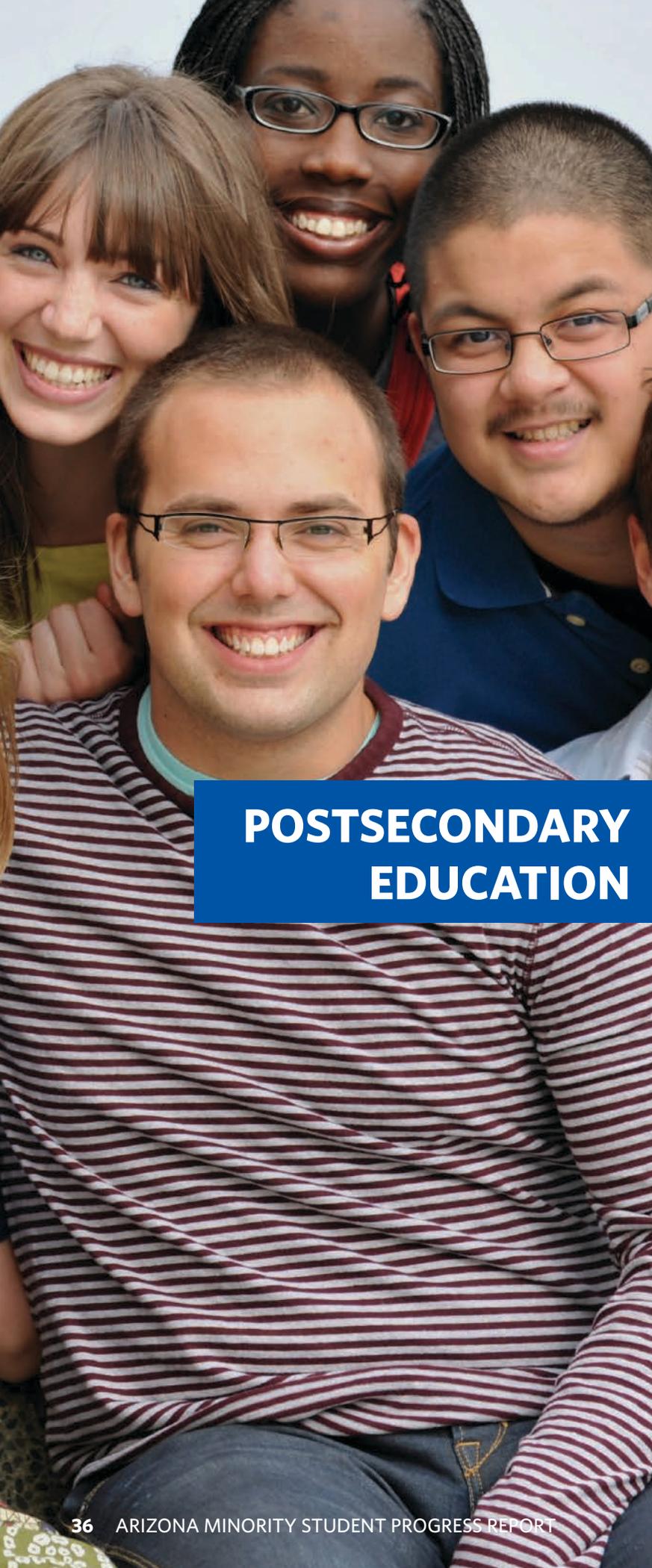
As Table 1 illustrates, the data on MCCD’s 2009-2010 dual enrollments by racial/ethnic background show that Whites made up nearly 7 in 10 students (68 percent) who took dual enrollment classes, while at PCC they made up about 4 in 10 students (41 percent). Hispanics comprised about 15 percent of dual enrollment students at MCCD, and 39 percent at PCC. Asian Pacific Americans represented about 6 percent

of dual enrollment students at MCCD and 3 percent at PCC. Blacks comprised about 3 percent and American Indians about 1 percent at MCCD. At PCC, Blacks comprised about 4 percent and American Indians 2 percent. 7 percent of MCCD and 10 percent of PCC students did not declare their race/ethnicity.

There are at least two factors that are likely to contribute to the racial/ethnic distribution of dual enrollment students. First, dual enrollment funding requires students to pay for each class prior to taking it. Second, classes take place within the high school. Both of these may be underlying factors because data showing the top high schools participating in dual enrollment at MCCD and PCC suggest that access to dual enrollment is related to socioeconomic status. Finally, more women (58 percent at MCCD and PCC) than men (41 percent at MCCD and 39 percent at PCC) took dual enrollment courses.

As Figures 57 and 58 show, when dual enrollment is broken up by academic and vocational courses disaggregated by race/ethnicity at MCCD, the proportion of students in each type of course closely reflects the overall distribution of dual enrollments. These dual enrollment data are limited only to MCCD.

As depicted in Figure 59, when academic and vocational courses at MCCD are disaggregated by race/ethnicity, the proportion of almost all race/ethnicities who take academic courses is around 85 percent with 15 percent enrolling in vocational courses. There is a slight difference with Black students, (86 percent enrolled in academic courses and 14 percent in vocational courses) and Hispanics (83 percent enrolled in academic courses and 17 percent in vocational courses). American Indians have the biggest variation within their group with about 75 percent enrolled in academic courses and 25 percent in vocational courses. These dual enrollment data are limited only to MCCD.



POSTSECONDARY EDUCATION

POSTSECONDARY EDUCATION¹

KEY FINDINGS

- » In 2010, 481,260 students (undergraduate, graduate and professional) were enrolled in postsecondary institutions in Arizona. The largest number were enrolled in public two-year colleges, followed by public four-year institutions.
- » The distribution of undergraduate enrollments mirrors the breakdown of enrollments by sector. White students had the largest representation at each type of institution, with Hispanics and American Indians comprising a larger proportion of students at private, for-profit two-year colleges and Asian Pacific Americans most represented at state public universities.
- » The majority of all American Indian, Asian Pacific American, and Hispanic students are enrolled at two-year institutions.

ALL POSTSECONDARY ENROLLMENTS

In 2010, 481,260 students (undergraduate, graduate and professional) were enrolled in postsecondary institutions in Arizona. Figure 60 presents the data about the proportion of students enrolled at different types of institutions in Arizona. The largest number of students, 230,220 (48 percent) were enrolled in public two-year colleges in the state. An additional 136,756 students (28 percent) were enrolled in public four-year institutions. About 18 percent (84,230 students) were enrolled at for-profit four-year institutions, 4 percent (21,237 students) at for-profit two-year institutions and 2 percent (8,817 students) at not-for-profit four-year institutions.

¹ The data used for the postsecondary education section were collected from the Integrated Postsecondary Educational Data System (IPEDS), a service of the U.S. Department of Education and the National Center for Education Statistics. In the interest of presenting only information representative of students within Arizona, we do not use data generated from IPEDS for the University of Phoenix, Grand Canyon University, Western International University and Anthem College (four Arizona institutions with a substantial number of online students). Instead, we requested the numbers for these institutions directly from each college's institutional research office, including only students that attended an Arizona ground campus, and/or lived in Arizona and attended the institution online. The 20-year trend analysis (which only includes a few years of internet course availability) does not employ this method, and instead omits the University of Phoenix Online Campus and Grand Canyon University data because these enrollments are disproportionately out-of-state students.

ALL ARIZONA ENROLLMENTS BY SECTOR (2010)

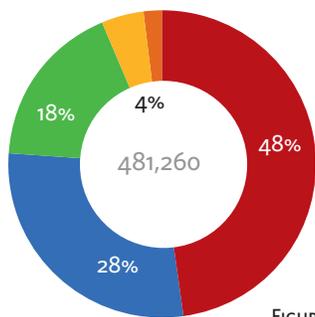


FIGURE 60

ALL ARIZONA UNDERGRADUATE ENROLLMENTS BY SECTOR (2010)

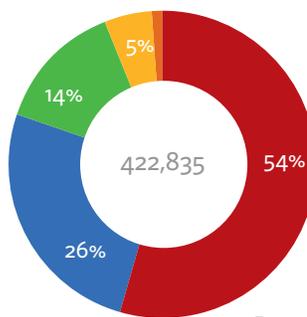
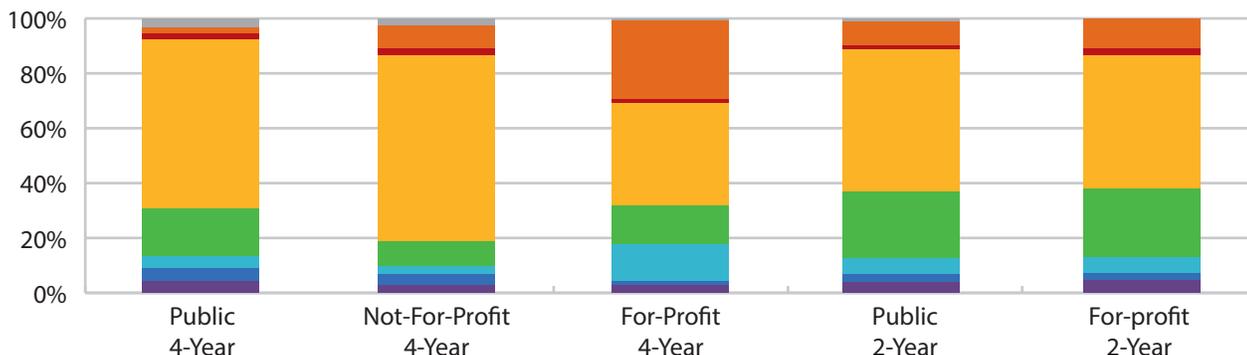


FIGURE 61

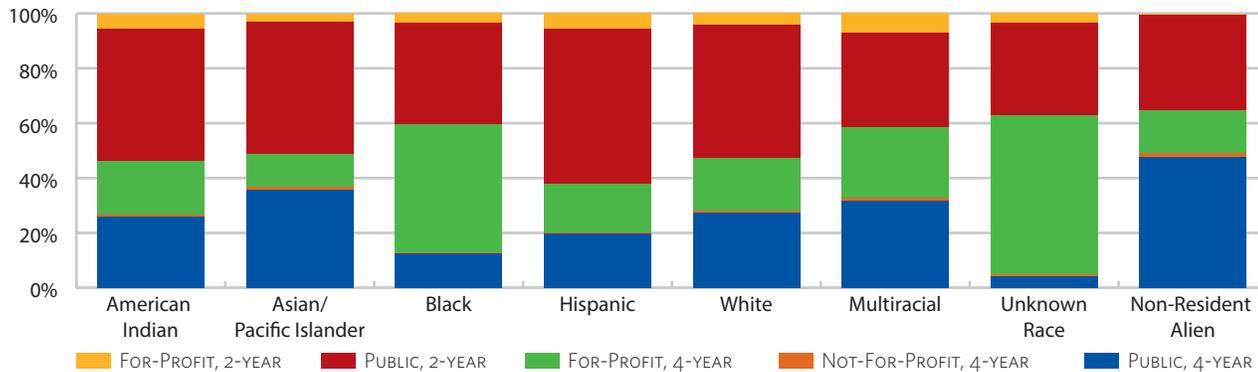
SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA UNDERGRADUATES ENROLLMENTS BY RACE / ETHNICITY WITHIN SECTOR



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010) AI AP B H W UK M NR FIGURE 62

2010 ARIZONA UNDERGRADUATE ENROLLMENTS BY SECTOR WITHIN RACE / ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010) FIGURE 63

2010 UNDERGRADUATE ENROLLMENTS

Based upon the data presented in Figure 61, just over half (54 percent) of undergraduates were enrolled in public two-year colleges in Arizona. Approximately one in four undergraduates (26 percent) were enrolled at a public four-year institution while over one in ten were enrolled in for-profit four year institutions. One in 20 was enrolled at for-profit two-year institutions and one in 100 students was enrolled at not-for-profit institutions.

The racial and ethnic diversity of undergraduate students varied greatly within each of these postsecondary contexts. Figure 62 presents the undergraduate enrollments for students by racial/ethnic background within different sectors of

postsecondary institutions in Arizona.

White students had the largest representation at each type of institution, ranging from about 41 percent of enrollments at for-profit four-year institutions to a high of 67.7 percent of students at not-for-profit four-year colleges. White students comprised 61.4 percent of enrollments at public four-year institutions. White enrollment numbers are confounded in the for-profit four-year sector by a very large proportion of students who were identified as “unknown race,” reaching a total of over 25 percent of that sector’s enrollments. This is easiest to see in the trends sections, such as Figures 68 and 87, where the White and unknown race lines compliment one another, rising and falling in unison.

The enrollment of Hispanics ranged from a low of 9.1 percent at not-for-profit four-year institutions, to a high of 25.2 percent of students at for-profit two-year institutions. Hispanics made up 17.6 percent of enrollments at public four-year institutions. The enrollment of American Indian students ranged from a low of 2.7 percent at not-for-profit four-year institutions to a high of 4.7 percent at for-profit two-year institutions. Just over 1 in 25 students (4.1 percent) enrolled at the public four-year institutions are American Indian. Asian Pacific Americans make up a small percentage of undergraduate students and are most represented (4.9 percent of enrollments) at the state's public universities.

Another way to look at educational opportunity and access in Arizona is to examine where students within different racial/ethnic groups enroll in postsecondary education at institutions in the state. Figure 63 provides a summary of these data. Among American Indian students in Arizona, the majority (53.3 percent) are enrolled in public two-year colleges while an additional 28.7 percent are enrolled in one of the public four-year institutions. More than half of Asian Pacific Americans (52.9 percent) are enrolled in public two-year colleges while four in ten (40.2 percent) are enrolled in public four-year institutions. Just more than half of Black students (50.7 percent) are enrolled at two-year public colleges while about one quarter (27 percent) are enrolled in for-profit four-year institutions and 17.2 percent are enrolled at one of Arizona's public institutions. For Hispanic students, more than 6 in 10 (62.2 percent) are enrolled in public two-year colleges and just over one fifth (21.6 percent) are enrolled in public four-year institutions. Only 6.2 percent of Hispanics enrolled at a for-profit four-year institution.

UNDERGRADUATE ENROLLMENT TRENDS

KEY FINDINGS

- » Undergraduate enrollments at Arizona's public universities grew by 49 percent between 1991 and 2010 from 73,310 to 109,376. During the same period, the proportional enrollment of Hispanics doubled.
- » The for-profit, four-year sector demonstrated the greatest proportional growth in undergraduate enrollments both nationally and in Arizona. In Arizona, enrollments at for-profit, four year institutions grew by 305 percent from 9,645 in 1991 to 39,069 in 2010. The proportional enrollment of Blacks increased dramatically from 5.5 percent in 1991 to 16.2 percent in 2010.
- » Between 1991 and 2010, the enrollment of undergraduates in public two-year colleges in

Arizona increased by about 47 percent from 156,528 students in 1991 to 230,220 students in 2010. The proportional enrollments of Hispanics, Blacks, American Indians and Asian Pacific Americans all increased during this 20-year period, while that of Whites decreased.

- » While the overall undergraduate enrollment numbers are relatively low at for-profit two-year colleges in Arizona, there was a substantial increase in the number of enrollments in this sector between 1991 and 2010 (an increase of 475 percent from 3,692 to 21,237). The biggest proportional increase in enrollments occurred among Hispanic students (9.6 percent and 25.2 percent respectively).

While the description of data on enrollments in 2010 provided in the previous section is helpful in providing a snapshot of the current status of educational equity in Arizona, these data are subject to variation in any given year. In order to get a better picture of the status of equity in postsecondary enrollments and the degree to which we are making progress toward greater educational equity, it is helpful to examine these data over an extended time frame. We did this by gathering and summarizing data on enrollments over a twenty-year period between 1991 and 2010. Because we were unable to isolate enrollment data for Arizona residents from those of all students enrolled at the for-profit, four-year institutions, enrollment data for the University of Phoenix and Grand Canyon University were excluded from these trend analyses.² This was necessary because the overwhelming majority of students enrolled at these institutions are not in Arizona.

² In an effort to keep the data as representative of students in Arizona as possible, the following totals for each year omit the University of Phoenix Online Campus and Grand Canyon University as reported in IPEDS. In 2010, the University of Phoenix had over 300,000 online students, the overwhelming majority of whom were not Arizona residents; yet, because the University of Phoenix is headquartered in Arizona their student numbers are tied to the state. The University of Phoenix's ground campuses (Hohokam and Southern Arizona) are included in all available years. Grand Canyon University's (GCU) increasing participation in online education also means that it serves a larger number of out-of-state students than Arizona residents. Because GCU's online enrollment numbers are reported together with ground campus numbers, we have chosen to remove them in order to better represent enrollment trends within the state.

Other institutions with sizeable online enrollments in 2010 (Anthem College, Western International University) are still included because their enrollment numbers are much smaller and have less impact on overall trends. This means that totals for 2010 enrollments will be much lower than reported in the 2010 enrollments section. These numbers are included to maintain the continuity of the trends, and can easily be isolated to the private, for-profit sector. This explains some of the fairly large increases seen in the 2000s for that sector.

UNDERGRADUATE ENROLLMENT TRENDS BY SECTOR

PUBLIC TWO-YEAR INSTITUTIONS

Between 1991 and 2010, the enrollment of undergraduates in public two-year colleges in Arizona increased by about 47 percent from 156,528 students in 1991 to 230,220 students in 2010. Figure 64 summarizes the data for all undergraduates enrolled in public two-year colleges in Arizona between 1991 and 2010. While more than three quarters of students enrolled in public two-year colleges were White in 1991 (75.9 percent), their proportional representation had decreased to 52.1 percent in 2010³. However, the proportional representation of students of color increased with Hispanics increasing from 14.2 percent to 24.1 percent, Blacks from 3.4 percent to 5.8 percent, Asian Pacific Americans from 1.9 percent to 3.2 percent, and American Indians from 3.2 percent to 3.6 percent.

FOR-PROFIT TWO-YEAR INSTITUTIONS

While the overall enrollment numbers are low at for-profit two-year colleges in Arizona, there is evidence of a large increase in the number of enrollments from 3,692 in 1991 to 21,237 in 2010 (an increase of 475 percent). Twenty-year trends in enrollments by racial/ethnic background for students attending for-profit two-year colleges are summarized in Figure 65. Proportional enrollments for Whites (44.6 percent in 1991 and 48.7 percent in 2010⁴) and Blacks (6.9 percent in 1991 and 5.8 percent in 2010) remained relatively stable. The biggest proportional increase in enrollments occurred among Hispanic students (from 9.6 percent to 25.2 percent). The proportional representation of American Indians (2.5 percent in 1991 and 4.7 percent in 2010) and Asian Pacific Americans (1.2 percent and 2.3 percent) remained small, but nearly doubled.

PUBLIC FOUR-YEAR INSTITUTIONS

Growth in enrollments at Arizona's public four-year institutions grew at a higher rate than the rest of the nation, increasing by approximately 49 percent between 1991 and 2010 from 73,310 to 109,376. Figure 66 shows data for Arizona that are similar to the national trends with the largest proportional growth in enrollments among Hispanics (from 8.5 percent to 17.6 percent) followed by Blacks (from 2.1 percent to 4.2 percent) and Asian Pacific Americans (from 3.1 percent to 5.0 percent). The proportional representation among White students at public four-year institutions decreased from 78.3 percent in 1991 to 61.4 percent in 2010. The proportion of American Indian students enrolled in public four-year institutions remained relatively stable (4.3 percent).

NOT-FOR-PROFIT FOUR-YEAR INSTITUTIONS

Although their numbers are quite low, undergraduate enrollments at not-for-profit, four-year institutions in

Arizona more than doubled between 1991 (1,596) and 2010 (3,552). During that same period, Figure 67 shows trends in the proportional representation of Whites (70.4 percent to 67.7 percent), Hispanics (from 9.9 percent to 9.1 percent), Blacks (from 3.1 percent to 3.0 percent), Asian Pacific Americans (from 5.1 percent to 3.9 percent), and American Indians (From 10.8 percent to 2.8 percent) all dropped. This decrease is accounted for by a large increase in the proportion of students who declined to provide information on their racial/ethnic background between 1991 (0.0 percent) and 2010 (8.3 percent) and by an increase in international students (from 0.8 percent to 2.6 percent).

FOR-PROFIT FOUR-YEAR INSTITUTIONS

Between 1991 and 2010, there was dramatic growth in the enrollment of undergraduates in the for-profit, four-year sector in Arizona, where enrollments increased by 305 percent from 9,645 to 39,069. A large proportion of students did not report their racial/ethnic background (17.2 percent in 2010), making it difficult to report accurate trends in enrollments by race/ethnicity (see Figure 68). While Whites represented 7 of 10 enrollments in this sector in 1991, they were just over 4 of 10 by 2010⁵ (42.0 percent). The proportion of Black enrollments increased dramatically between 1991 and 2010 (from 5.5 percent to 16.2 percent) and slower growth can be seen in the enrollments of Hispanics (10.8 percent in 1991 and 16.6 percent in 2010). The proportional enrollment of American Indians also increased somewhat between 1991 and 2010 (2.1 percent and 3.7 percent respectively). The proportional representation of Asian Pacific Americans decreased during this period (from 3.8 percent to 1.5 percent).

³ See footnote 3.

⁴ See footnote 3.

⁵ White enrollment numbers are confounded by the large proportion of students who were identified as "unknown race." Figure 68 is an example of this, where the White and Unknown Race lines compliment one another, rising and falling in unison.

ARIZONA PUBLIC 2-YEAR UNDERGRADUATE ENROLLMENTS 1991-2010

BY RACE/ETHNICITY

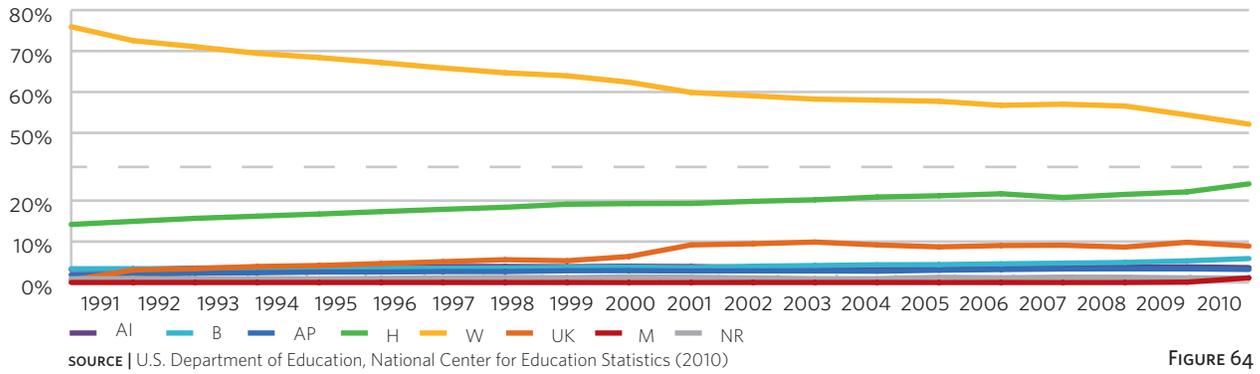


FIGURE 64

ARIZONA FOR-PROFIT 2-YEAR UNDERGRADUATE ENROLLMENTS 1991-2010

BY RACE/ETHNICITY

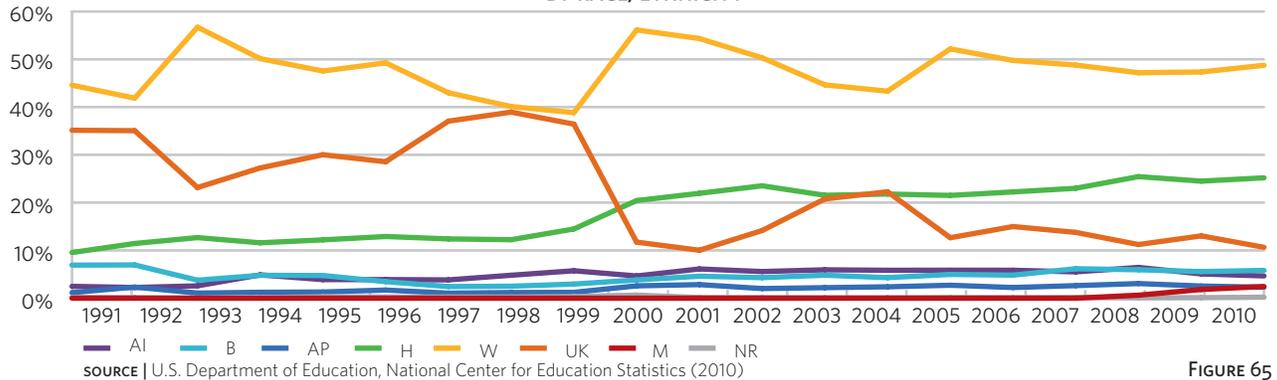


FIGURE 65

ARIZONA PUBLIC 4-YEAR UNDERGRADUATE ENROLLMENTS 1991-2010, BY RACE/ETHNICITY

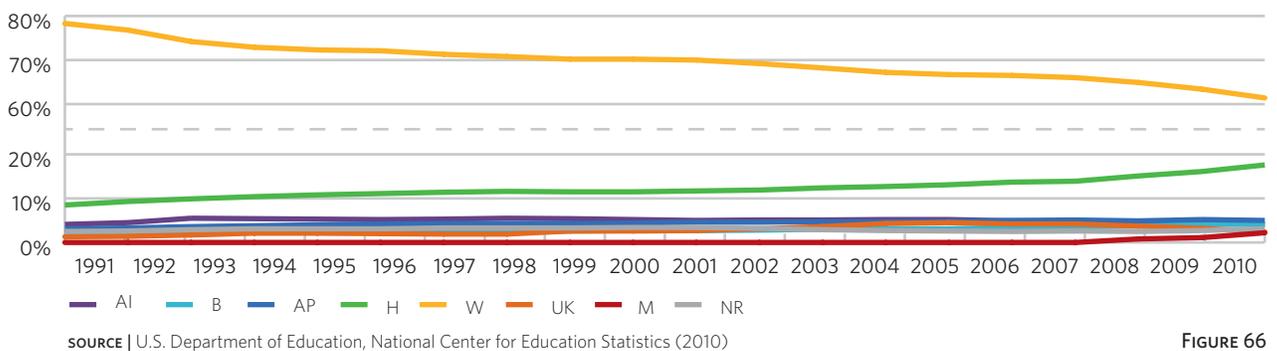


FIGURE 66

ARIZONA NOT-FOR-PROFIT 4-YEAR UNDERGRADUATE ENROLLMENTS 1991-2010

BY RACE/ETHNICITY

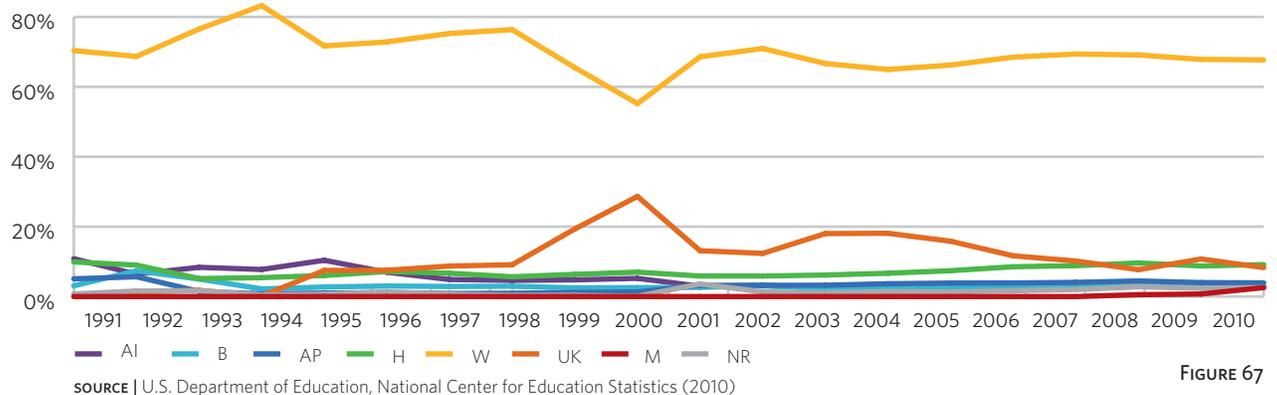
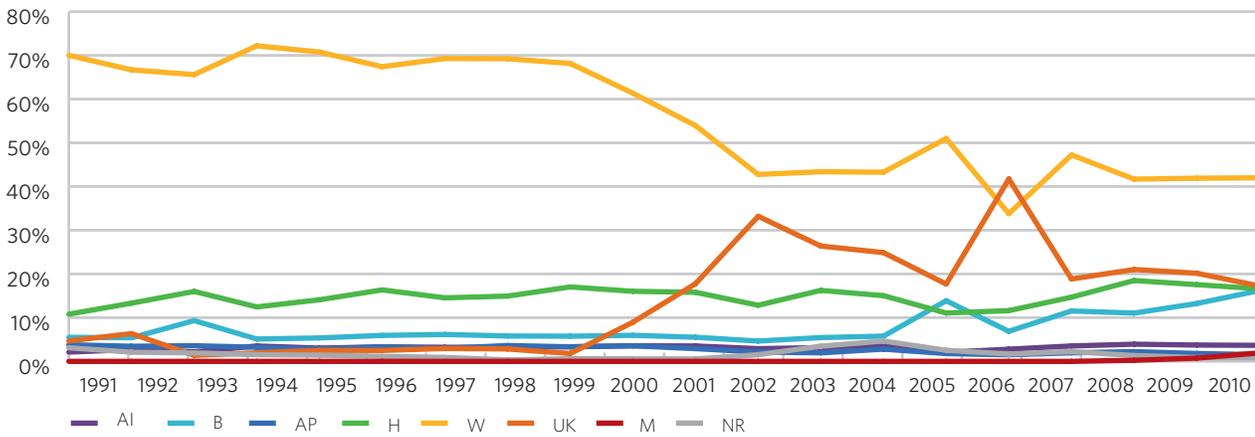


FIGURE 67

ARIZONA FOR-PROFIT 4-YEAR UNDERGRADUATE ENROLLMENTS 1991-2010, BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

FIGURE 68

2010 ARIZONA ASSOCIATE'S DEGREES BY SECTOR

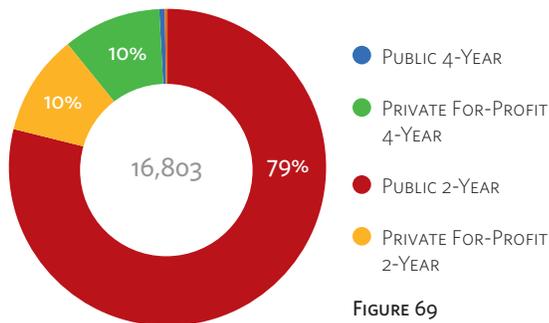


FIGURE 69

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA BACHELOR'S DEGREES BY SECTOR

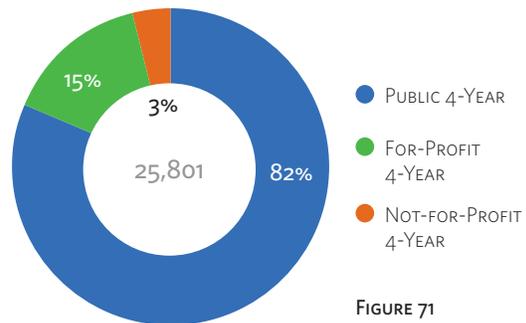


FIGURE 71

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA ASSOCIATE'S DEGREES BY RACE/ETHNICITY WITHIN SECTOR

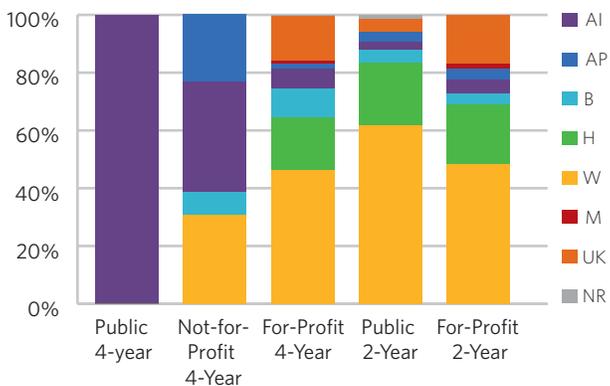


FIGURE 70

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA BACHELOR'S DEGREES BY RACE/ETHNICITY WITHIN SECTOR

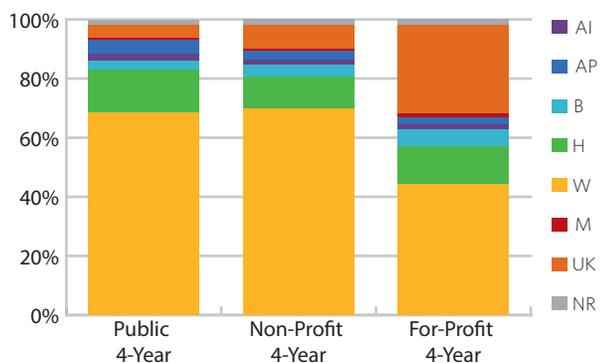


FIGURE 72

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 UNDERGRADUATE DEGREES⁶

KEY FINDINGS

- » 16,803 associate's degrees were awarded in Arizona, the majority by public, two-year institutions.
- » 25,801 bachelor's degrees were awarded in Arizona, the majority by public four-year institutions.
- » Of those students who reported their racial/ethnic background, most bachelor's degrees were awarded to Whites followed by Hispanics. Asian Pacific Americans received more bachelor's degrees from public four-year institutions than from other four-year institutions, while Blacks received more bachelor's degrees from for-profit institutions.

ASSOCIATE'S DEGREES

In 2010, a total of 16,803 associate's degrees were awarded in Arizona (see Figure 69). Nearly 8 in 10 (79 percent) associate's degrees were awarded by public two-year institutions, 10 percent were awarded by for-profit two-year institutions and a final 10 percent were awarded by for-profit, four-year institutions. Public, four-year institutions (0.7 percent all from Diné College) and not-for-profit four-year institutions (0.1 percent) also awarded associate's degrees, but contributed less than one percent combined to the State's total associate's degree production.

The data also allow us to view the proportion of associate's degrees awarded by race/ethnicity within each sector at Arizona postsecondary institutions (see Figure 70). At for-profit, four-year institutions, 46.3 percent⁷ of associate's degrees were awarded to White students, 18 percent to Hispanics, 10.3 percent to Blacks, and 6.7 percent to American Indians. Within the public two-year colleges, 61.9 percent of all associate degrees were awarded to White students, 23.4 percent to Hispanic students, 4.8 percent to Black students, and 2.6 percent to American Indian students. All of the associate's degrees awarded at the public four-year institutions were given to American Indian students enrolled at Diné College.

BACHELOR'S DEGREES

In 2010, 25,801 bachelor's degrees were awarded in Arizona (see Figure 71). More than 8 in 10 (81.5 percent) were awarded by a public four-year institution, 14.8 percent were awarded by for-profit four-year institutions, and 3.7 percent were awarded by not-for-profit four-year institutions.

⁶ See footnote 1.

⁷ The proportion of White degrees is confounded by the proportion of unknown race degrees. This is supported by the complementing nature of their proportions in Figure 73.

Figure 72 summarizes the proportion of bachelor's degrees awarded to students from different racial/ethnic backgrounds by sector in Arizona in 2010. At public four-year institutions, 68.5 percent of all bachelor's degrees awarded in 2010 were received by White students while Hispanics received 14.5 percent, Asian Pacific Americans 5 percent, Blacks 3 percent, and American Indians 2.1 percent. At for-profit four-year institutions, of those students who reported their racial/ethnic background, about half (47 percent⁸) were White, 11.5 percent were Hispanic, 5.3 percent were Black, 2.5 percent were Asian Pacific American, and 1.6 percent were American Indian. The not-for-profit four-year institutions awarded nearly 7 in 10 degrees (69.7 percent⁹) to Whites, 11 percent to Hispanics, 4.2 percent to Blacks, 3 percent to Asian Pacific Americans, and 1.5 percent to American Indians.

UNDERGRADUATE DEGREE TRENDS¹⁰

While the data on degree completions in 2010 are helpful in providing a snapshot of the status of educational equity in Arizona, these data can be subject to variation from year to year. In order to get a more accurate picture of the status of equity in degree completions, it is helpful to examine these data over an extended time frame. We did this by gathering and summarizing data on degree completions over a twenty-year period between 1991 and 2010. Because we were unable to isolate the data for degrees received by Arizona residents from those of all degree recipients at the for-profit, four-year institutions, degree completion data for the University of Phoenix and for Grand Canyon University were excluded from these trend analyses. This was necessary because the overwhelming majority of degrees conferred by these institutions go to students who are not in Arizona.

KEY FINDINGS

- » The growth in associate's degree production in Arizona was dramatic, increasing from 6,309 in 1991 to 16,808 in 2010. This growth is almost entirely from the public two-year sector.
- » Between 1991 and 2010, the proportion of associate's degrees awarded to White students decreased¹¹, while the proportion awarded to Hispanics reached 20 percent for the first time in 2000 and has held at this level ever since. The proportion of

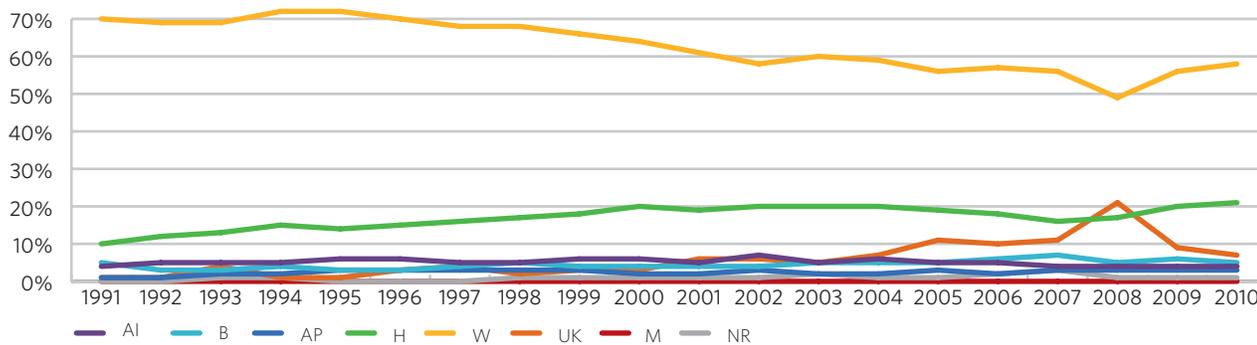
⁸ See footnote 7 and Figure 74.

⁹ Same as footnote 8.

¹⁰ See footnote 2. The same methodology applied to enrollments was also used for graduations (degrees completed).

¹¹ As noted earlier, the proportion of White students in all degree charts is confounded by the proportion of unknown race students.

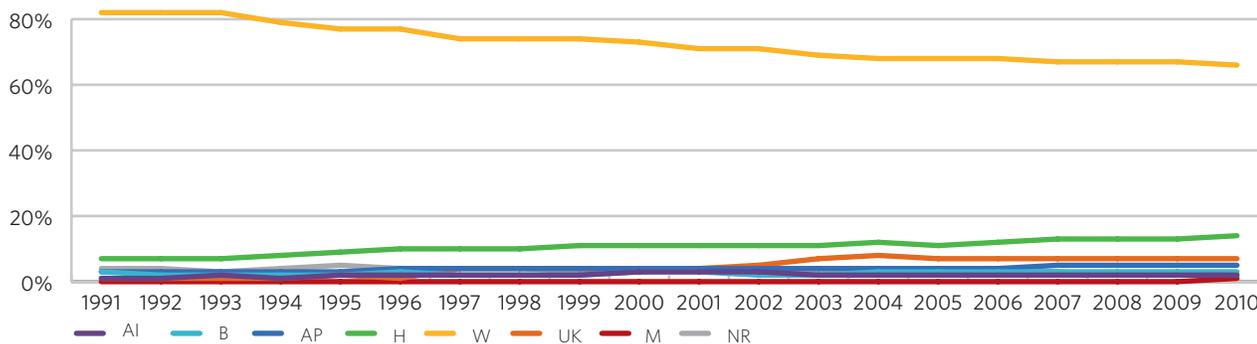
ARIZONA ASSOCIATE'S DEGREES 1991-2010 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

FIGURE 73

ARIZONA BACHELOR'S DEGREES 1991-2010 BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

FIGURE 74

associate's degrees awarded to American Indian students started at 4 percent, rose to 7 percent in 2002 and decreased back to 4 percent again by 2010.

- » The production of bachelor's degrees in Arizona increased by 46 percent (17,728 in 1991 to 25,938 in 2010).
- » The proportion of Whites receiving bachelor's degrees decreased from 82 percent to 66 percent¹². The proportion of bachelor's degrees awarded to Hispanics doubled from 7 percent in 1991 to 14 percent in 2010, while Black and American Indian students held steady at 3 percent and 1 percent, respectively. There is slow growth in the proportion of degrees awarded to Asian Pacific Americans (3 percent to 5 percent).

ASSOCIATE'S DEGREES

Between 1991 and 2010, the number of associate's degrees granted in Arizona increased by 166 percent from 6,309 to 16,808. The proportion of degrees awarded to White students during this time period decreased from 70 percent in 1991 to 58 percent¹³ in

¹² See footnote 11.

¹³ See footnote 11.

2010 (see Figure 73). The proportion of associate's degrees awarded to Hispanics increased from 10 percent in 1991 to 21 percent in 2010. However, there has not been any substantial change in the proportion of degrees awarded to Hispanics since 2000 when they hit 20 percent of the degrees awarded for the first time. The proportion of Blacks receiving associate's degrees remained relatively flat during this time period (5 percent). The proportion of associate's degrees awarded to American Indian students began at 4 percent in 1991, peaked at 7 percent in 2002, and then dropped back to 4 percent in 2010. While Asian Pacific Americans received only about 1 percent of associate's degrees in 1991, they received 3 percent in 2010.

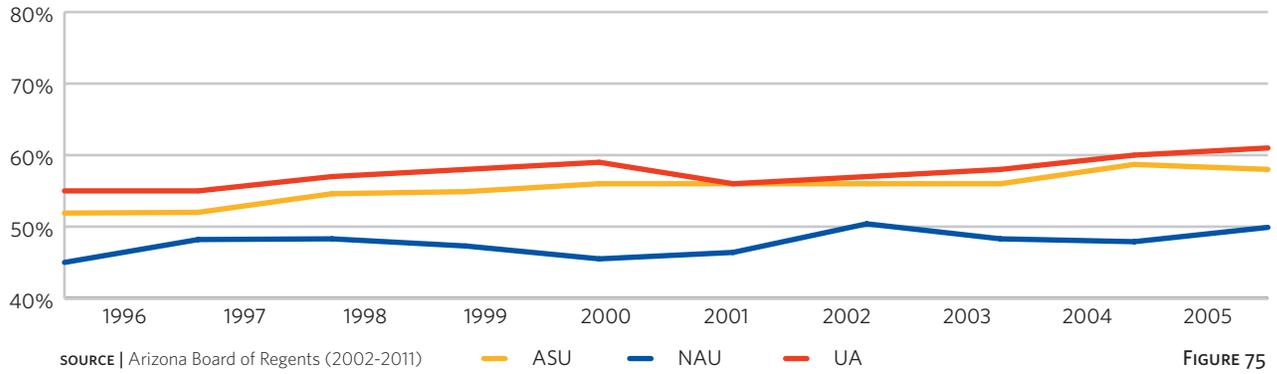
BACHELOR'S DEGREES

The number of bachelor's degrees granted in Arizona increased by about 46 percent between 1991 and 2010 from 17,728 to 25,938. Figure 74 summarizes trends in the proportion of bachelor's degrees granted by race/ethnicity during this twenty-year period. Given the growth in the proportion of students of color in Arizona, it is not surprising that the proportion of Whites receiving bachelor's degrees in Arizona decreased from 82 percent in 1991 to 66 percent in 2010¹⁴. The proportion of bachelor's degrees awarded to Hispanics doubled from 7 percent in 1991 to 14 percent in 2010. Blacks received 3 percent of all

¹⁴ See footnote 14.

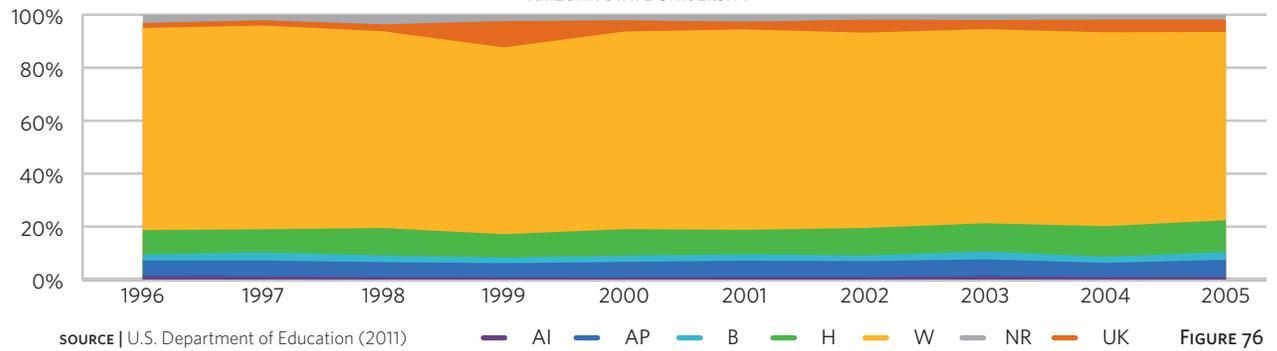
ARIZONA UNIVERSITIES' SIX-YEAR GRADUATION RATES FOR COHORTS ENTERING 1996-2005

BY UNIVERSITY



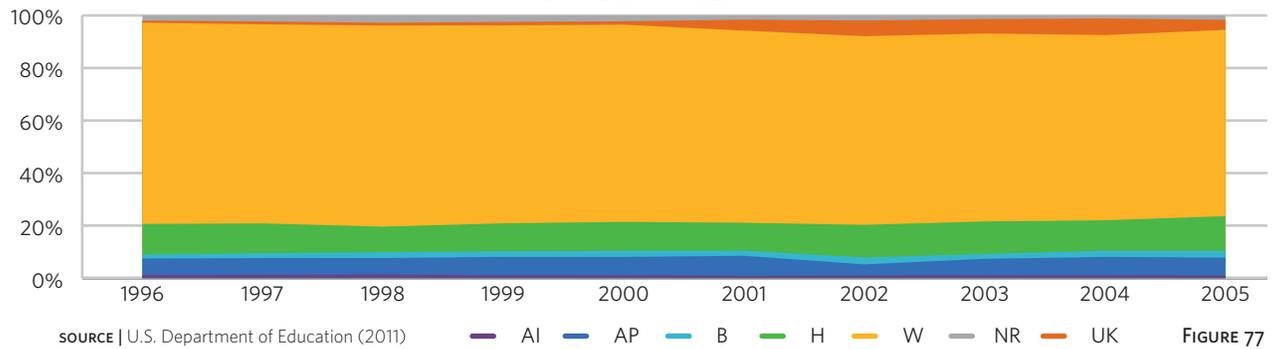
PROPORTION OF STUDENTS GRADUATING WITHIN SIX YEARS BY RACE / ETHNICITY COHORTS ENTERING 1996 - 2005

ARIZONA STATE UNIVERSITY



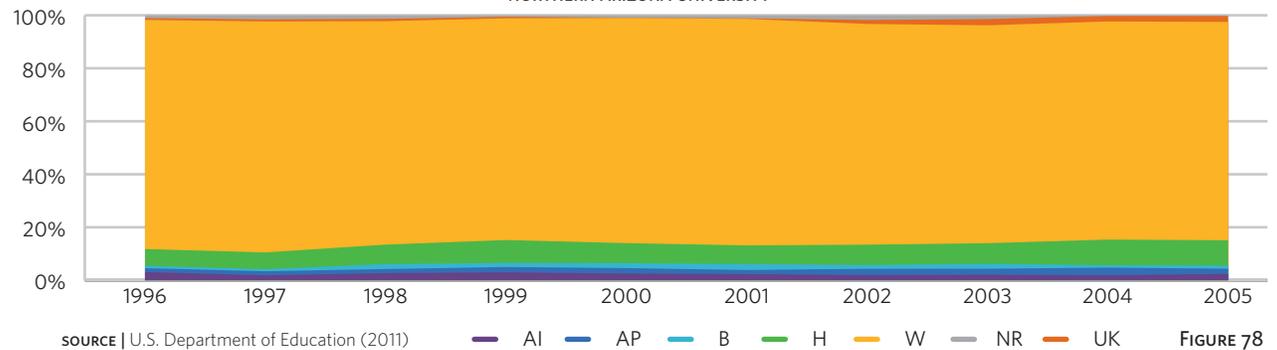
PROPORTION OF STUDENTS GRADUATING WITHIN SIX YEARS BY RACE / ETHNICITY COHORTS ENTERING 1996 - 2005

THE UNIVERSITY OF ARIZONA



PROPORTION OF STUDENTS GRADUATING WITHIN SIX YEARS BY RACE / ETHNICITY COHORTS ENTERING 1996 - 2005

NORTHERN ARIZONA UNIVERSITY



bachelor's degrees awarded between 1991 and 2010. The proportion of Asian Pacific Americans receiving bachelor's degrees increased from 3 percent in 1991 to 5 percent in 2010. Finally, the proportion of bachelor's degrees awarded to American Indian students remained very low during this twenty year period (1 percent in 1991 and 2 percent in 2010).

ARIZONA UNIVERSITY SYSTEM SIX-YEAR GRADUATION RATES

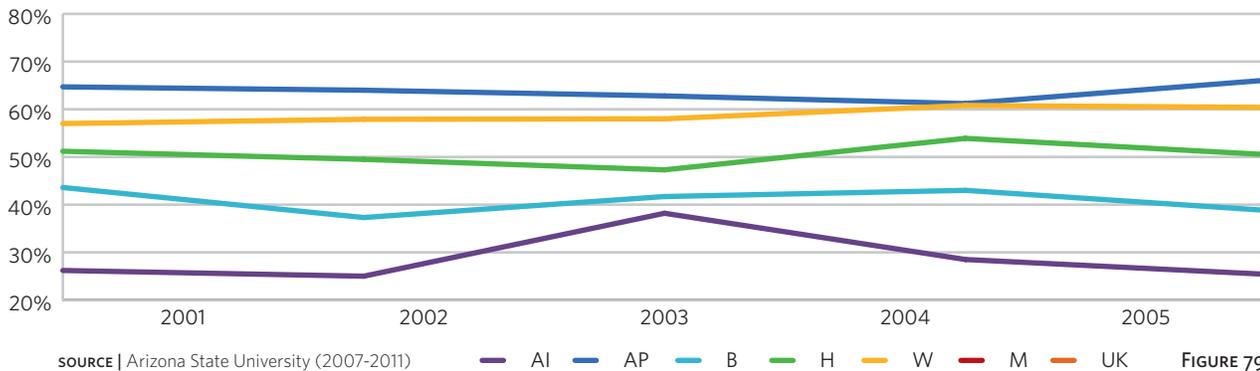
Six-year graduation rates are calculated by dividing the total number of graduates after six-years by the total number of entering students for each cohort. Arizona's three public universities, the University of Arizona

(UA), Arizona State University (ASU) and Northern Arizona University (NAU), have all seen increases in their six-year graduation rates when comparing the entering cohorts of 1996 to 2005 (see Figure 75). ASU's six-year graduation rate has trended upward from 51.9 percent in for the 1996 cohort to 58 percent for the 2005 cohort. Likewise, UA's six-year graduation rate has also increased from 55 percent for the 1996 cohort to 61 percent for the 2005 cohort. NAU has also seen an increase in its six-year graduation rate, from 45 percent for the 1996 cohort to 49.9 percent for the 2005 cohort.

When reviewed by race and ethnicity, the proportion of students who graduated within six-years remained relatively the same across all three institutions for the

SIX-YEAR GRADUATION RATES FOR COHORTS ENTERING 2001-2005

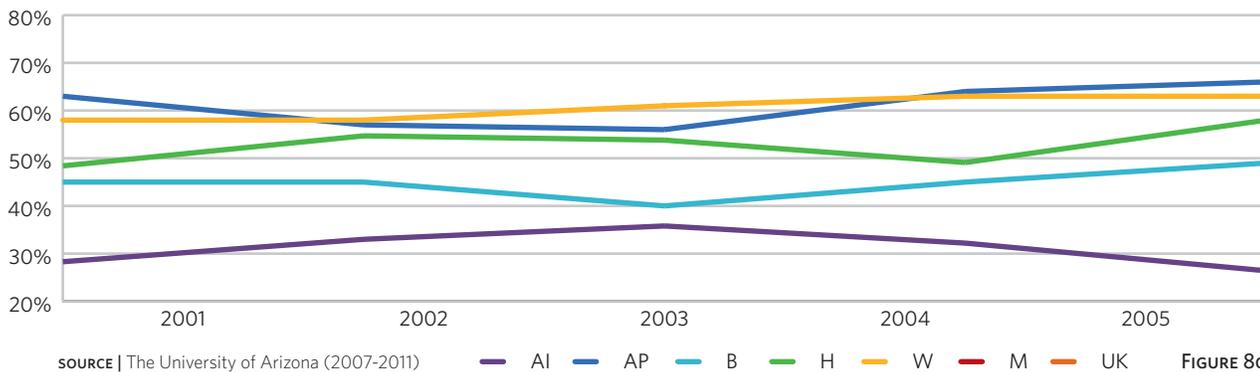
ARIZONA STATE UNIVERSITY WITHIN RACE / ETHNICITY



SOURCE | Arizona State University (2007-2011) AI AP B H W M UK FIGURE 79

SIX-YEAR GRADUATION RATES FOR COHORTS ENTERING 2001-2005

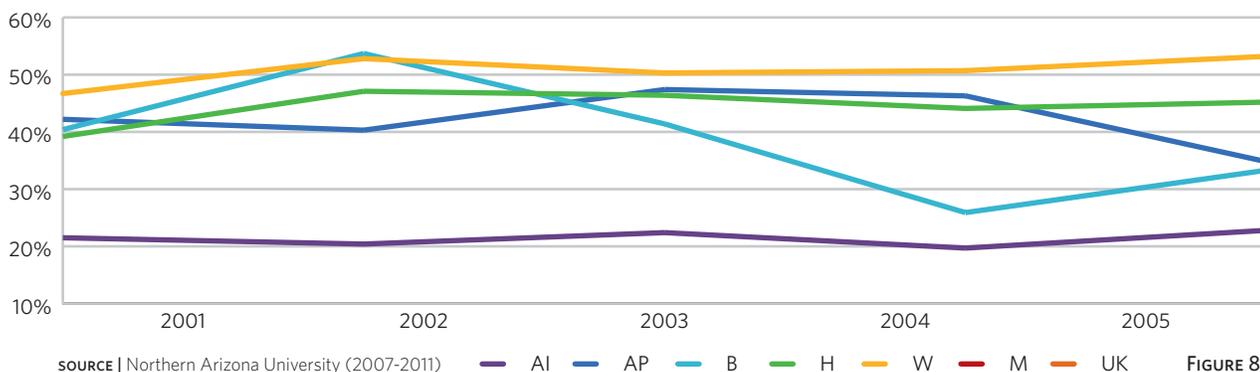
THE UNIVERSITY OF ARIZONA WITHIN RACE / ETHNICITY



SOURCE | The University of Arizona (2007-2011) AI AP B H W M UK FIGURE 80

SIX-YEAR GRADUATION RATES FOR COHORTS ENTERING 2001-2005

NORTHERN ARIZONA UNIVERSITY WITHIN RACE / ETHNICITY



SOURCE | Northern Arizona University (2007-2011) AI AP B H W M UK FIGURE 81

1996 through 2005 cohorts (see Figures 76-78).

At ASU, the racial/ethnic proportion of six-year graduation rates was comprised of Whites at 76 percent for 1996 and 71 percent for 2005, followed by Hispanics (9 percent for 1996 and 12 percent for 2005), Asian Pacific Americans (6 percent for 1996 and 2005), Unknowns (2 percent for 1996 and 5 percent for 2005), Blacks (2 percent for 1996 and 3 percent for 2005), Nonresident Aliens (3 percent for 1996 and 2 percent for 2005), and American Indians (1 percent for 1996 and 2005).

At UA, Whites comprised 77 percent for 1996 and 71 percent for 2005, followed by Hispanics (12 percent for 1996 and 13 percent for 2005), Asian Pacific Americans (6 percent for 1996 and 7 percent for 2005), Unknowns (1 percent for 1996 and 4 percent for 2005), Blacks (2 percent for 1996 and 3 percent for 2005), Nonresident Aliens (2 percent for 1996 and 2005), and American Indians (1 percent for 1996 and 2005).

At NAU, Whites comprised 86 percent for 1996 and 82 percent for 2005, followed by Hispanics (6 percent for 1996 and 10 percent for 2005), American Indians (3 percent for 1996 and 2 percent for 2005), Asian Pacific Americans (1 percent for 1996 and 2 percent for 2005), Unknowns (1 percent for 1996 and 2 percent for 2005), Blacks (1 percent for 1996 and 2005), and Nonresident Aliens (1 percent for 1996 and 0 percent for 2005).

Another way to examine graduation rates is within race/ethnicity (see Figures 79-81). Entering first-time freshmen are tracked for six-years to arrive at their six-year graduation rate.

At ASU, Asian Pacific American students consistently have the highest six-year graduation rate within their cohort (64.7 percent for the 2001 cohort and 66.1 percent for the 2005 cohort). The six-year graduation rate for White students was 57 percent for the 2001 cohort and 60.4 percent for the 2005 cohort. For Black students it was 43.6 percent for the 2001 cohort and 38.8 percent for the 2005 cohort, for Hispanic students it was 51.2 percent for the 2001 cohort and 50.5 percent for the 2005 cohort, and for American Indians only about on quarter of students graduated within this six-year window (26.2 percent for the 2001 cohort and 25.4 percent for the 2005 cohort).

Asian Pacific American students at UA consistently have the highest six-year graduation rate within their cohort as about two thirds of Asian Pacific American students graduate within 6 years (63 percent for 2001 and 66 percent for 2005). The six-year graduation rate for White students was 58 percent for the 2001 cohort and 63 percent for the 2005 cohort. For Black students it was 45 percent for the 2001 cohort and 49 percent for the 2005 cohort, for Hispanic students it was 48.4 percent for the 2001 cohort and 58 percent for the 2005 cohort, and for American Indians it was 28.3 percent for the 2001 cohort and 26.4 percent for the 2005 cohort.

At NAU, White students had the highest six-year graduation rate (46.7 percent for the 2001 cohort and 53.2 percent for the 2005 cohort). The six-year graduation rate for Asian Pacific American students was 42.2 percent for the 2001 cohort and 34.8 percent for the 2005 cohort. For Black students it was 40.4 percent for the 2001 cohort and 33.3 percent for the 2005 cohort, for Hispanic students it was 39.2 percent for the 2001 cohort and 45.2 percent for the 2005 cohort, and for American Indians it was 21.5 percent for the 2001 cohort and 22.8 percent for the 2005 cohort.

2010 GRADUATE & PROFESSIONAL ENROLLMENTS

KEY FINDINGS

- » Almost half of all graduate and professional students in Arizona are enrolled at one of the public universities, followed by for-profit institutions which enroll 43 percent of all graduate students.
- » Institutions tend to draw a sizeable portion of their graduate students from other countries.
- » While Hispanic and American Indian graduate students have a higher proportion of enrollments at the public universities, Asian Pacific Americans have a higher percentage of enrollments at not-for-profit institutions.
- » The proportion of Black graduate students who enroll at for-profit institutions is much larger than proportional enrollments at public or non-profit institutions.

Figure 82 summarizes the data on graduate and professional school enrollments in Arizona by sector. Just under half (47 percent) of all graduate and professional students are enrolled at one of the public universities while more than 4 in 10 (44 percent) are enrolled at a for-profit four-year institution. Finally, 1 in 10 (9 percent) graduate and professional students is enrolled at a not-for-profit four-year institution.

The data on graduate and professional enrollments by racial/ethnic background and sector show that Whites have the highest percentage of enrollments within each sector and make up nearly 6 of 10 graduate students at public institutions and at not-for-profit four-year institutions. Given the nature of graduate and professional education, institutions tend to draw a significant portion of their graduate students from other countries. Figure 83 shows this as international¹⁵

¹⁵ The terms “international” and “non-resident alien” will be used interchangeably throughout this section. International is the term most commonly used in higher education, while non-resident alien is used in data collection.

2010 ARIZONA GRADUATE & PROFESSIONAL STUDENTS BY SECTOR

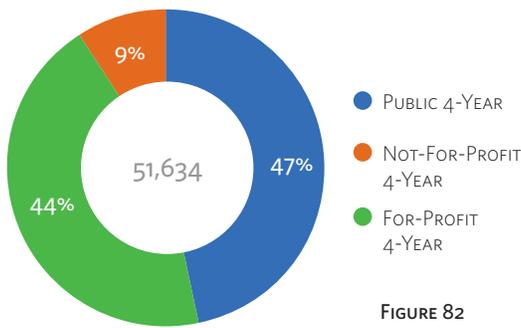
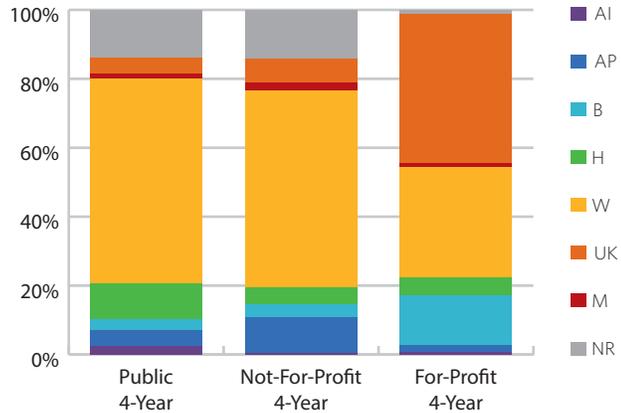


FIGURE 82

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

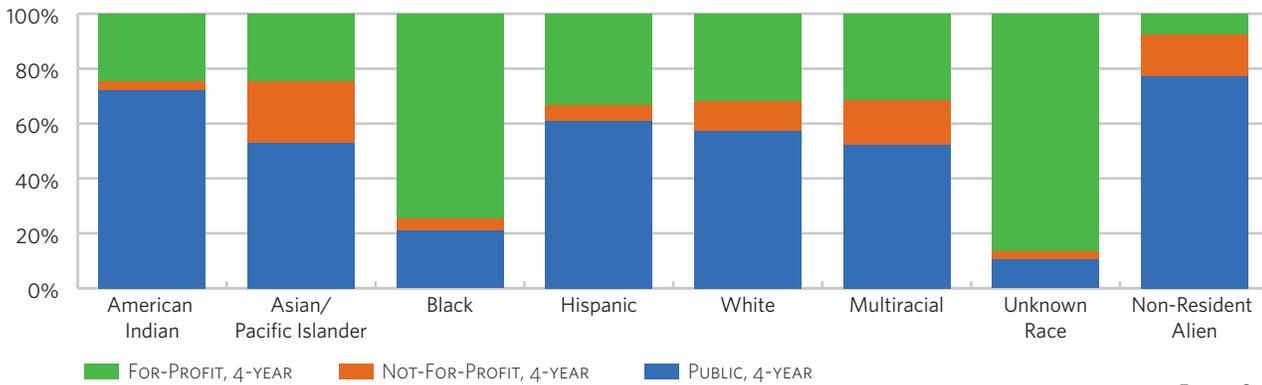
ARIZONA GRADUATE ENROLLMENTS BY SECTOR WITHIN RACE / ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

FIGURE 83

2010 ARIZONA GRADUATE ENROLLMENTS BY SECTOR WITHIN RACE / ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

FIGURE 84

students make up about 14 percent of graduate and professional students at the public and not-for-profit institutions. Hispanic students comprise 10.4 percent of graduate and professional enrollments at the public universities, but are only about 5 percent of enrollments at the not-for-profit and for-profit institutions. American Indian students represent only 2.3 percent of the graduate and professional enrollments in public institutions and are less than 1 percent at private institutions. Asian Pacific American students represent 4.6 percent of graduate and professional enrollments at public institutions, 10.1 percent of graduate and professional enrollments at private, not-for-profits, and 2 percent of enrollments at private for-profits.

Figure 84 summarizes the data regarding which sector students from different racial/ethnic groups are enrolled in for graduate and professional school. Among American Indian students, more than 7 in 10 (72.2 percent) enrolled in public institutions while one quarter (24.8 percent) enrolled at for-profit four-year institutions and 2.9 percent enrolled at not-for-profit four-year institutions. A similar pattern is seen among Hispanic students where over 6 in 10 (61 percent) enrolled at public institutions, one third enrolled in for-

profit four-year institutions, and 5.6 percent enrolled at not-for-profit four-year institutions. However, a very different pattern is evident for Black students where nearly three quarters (74.4 percent) enrolled at for-profit four-years and less than one quarter (20.8 percent) enrolled at public institutions. White students are enrolled predominantly at public institutions (57.4 percent) while about one third enrolled at for-profit four-years and about 1 in 10 at not-for-profit four-years. Among Asian Pacific American students, over half (52.9 percent) enrolled at public institutions and one quarter (24.5 percent) at not-for-profit four-years. Nearly 8 in 10 international graduate and professional students enrolled in public institutions, 15.2 percent at not-for-profit four-year institutions and about 7.6 percent enrolled at for-profit four-year institutions.

ARIZONA PUBLIC 4-YEAR GRADUATE/PROFESSIONAL ENROLLMENTS 1991-2010

BY RACE/ETHNICITY

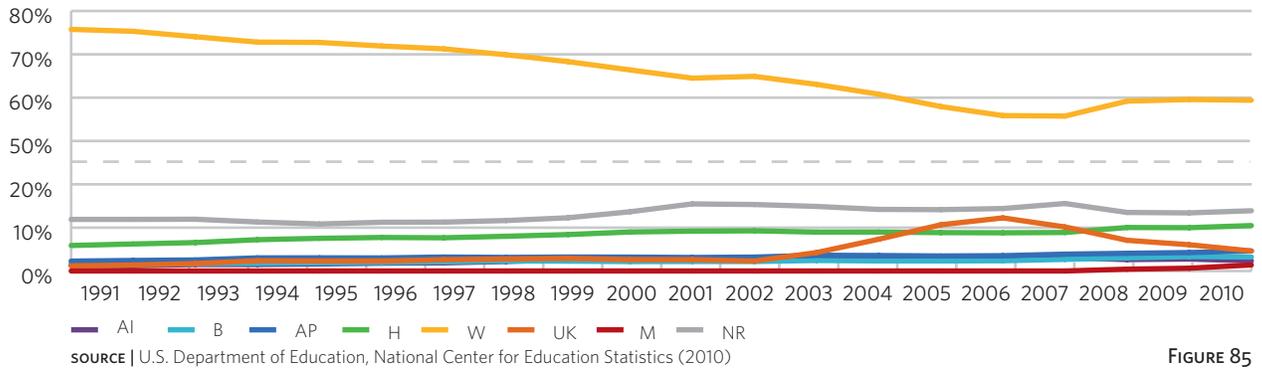


FIGURE 85

ARIZONA NOT-FOR-PROFIT 4-YEAR GRADUATE/PROFESSIONAL ENROLLMENTS 1991-2010

BY RACE/ETHNICITY

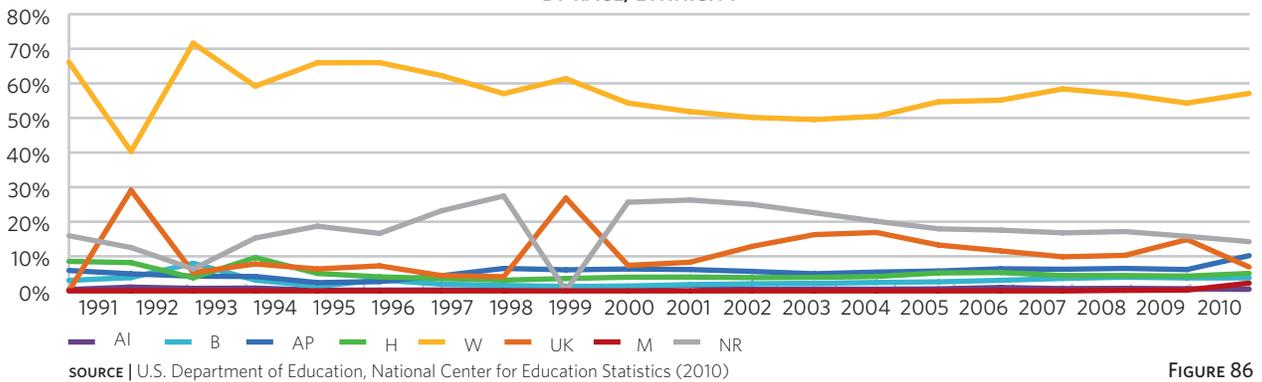


FIGURE 86

ARIZONA FOR-PROFIT 4-YEAR GRADUATE/PROFESSIONAL ENROLLMENTS 1991-2010

BY RACE/ETHNICITY

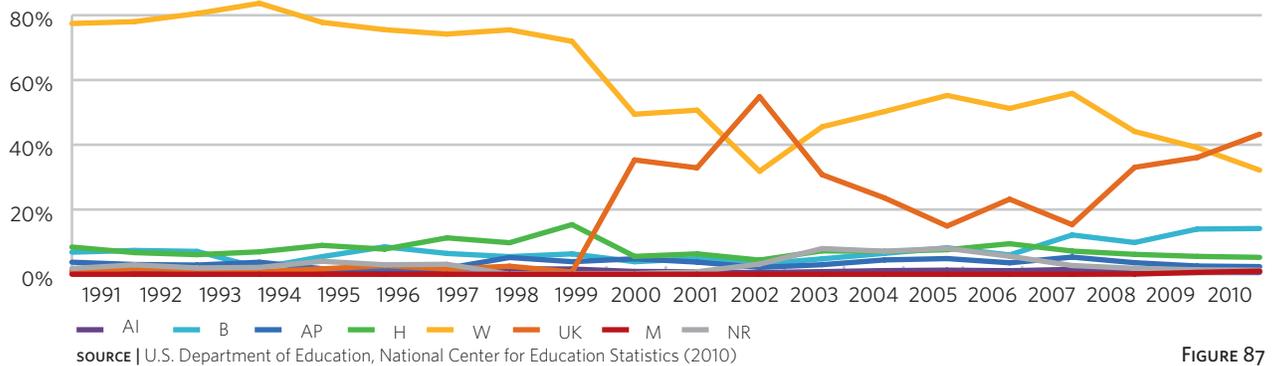


FIGURE 87

GRADUATE & PROFESSIONAL ENROLLMENT TRENDS

KEY FINDINGS

- » The growth in enrollment of graduate and professional students in public four-year institutions in Arizona increased at a lower rate (15 percent) than the national rate (25 percent). Graduate and professional enrollments at Arizona's public universities grew from 23,793 in 1991 to 27,380 in 2010. While White and international students continue to comprise

the greatest enrollments proportionally, there is evidence of small, steady gains in the proportional representation of all students of color.

- » There was substantial growth in the enrollment of graduate and professional students at for-profit four-year institutions in Arizona, growing from 2,728 in 1991 to 5,265 in 2010. The most notable changes in this sector include the decrease in enrollments of Hispanics (from 8.5 percent in 1991 to 5.1 percent in 2010) and the big increase in the enrollment of Asian Pacific Americans (from 5.9 percent in 1991 to 10.2 percent in 2010).

2010 ARIZONA MASTER'S DEGREES BY SECTOR

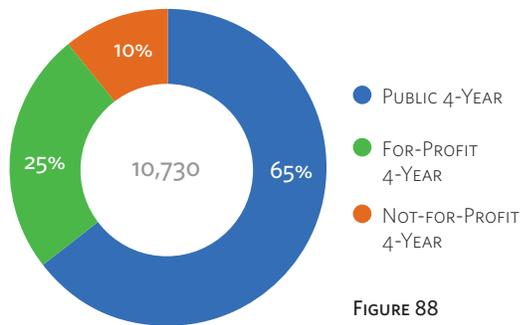


FIGURE 88

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA DOCTORAL DEGREES BY SECTOR

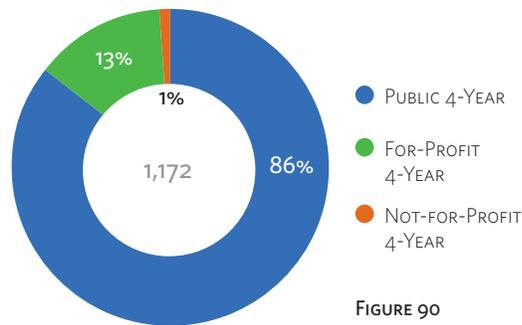


FIGURE 90

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA MASTER'S DEGREES BY RACE/ETHNICITY WITHIN SECTOR

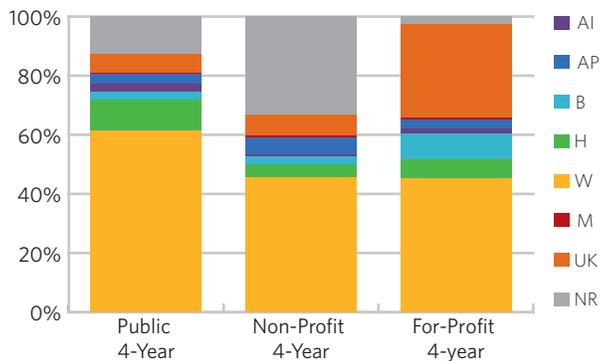


FIGURE 89

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA DOCTORAL DEGREES BY RACE / ETHNICITY WITHIN SECTOR

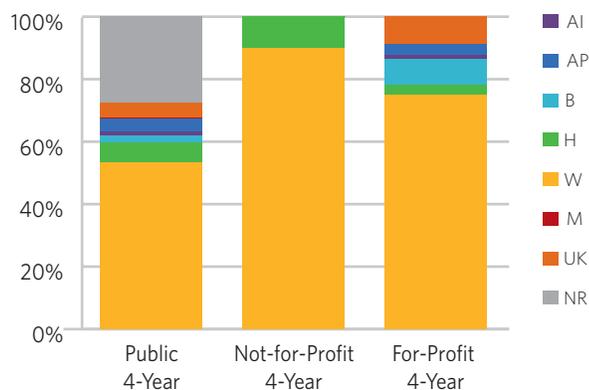


FIGURE 91

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

» Between 1991 and 2010, there was a dramatic, 400 percent increase in the enrollment of graduate and professional students at for-profit, four-year institutions in Arizona. While the proportional enrollment of Blacks more than doubled, the proportional enrollment of Hispanics, Asian Pacific Americans, and American Indians decreased.

PUBLIC FOUR-YEAR INSTITUTIONS

In Arizona, the growth in enrollment of graduate and professional students in public four-year institutions increased by 15 percent, growing from 23,793 in 1991 to 27,380 in 2010. While White students were approximately three quarters of graduate and professional student enrollments in 1991 (75.8 percent), their proportional representation decreased to 59.4 percent in 2010¹⁶ (see Figure 85). The second largest group was comprised of international students (11.9 percent in 1991 and 13.9 percent in 2010). Small and

¹⁶ White enrollment numbers are confounded by the large proportion of students who were identified as “unknown race.” Figure 68 is an example of this, where the White and Unknown Race lines compliment one another, rising and falling in unison.

steady increases in the proportional representation of students of color are evident between 1991 and 2010, with Hispanics increasing from 5.9 percent to 10.5 percent, Asian Pacific Americans from 2.3 percent to 4.6 percent, Blacks increasing from 1.7 percent to 3.2 percent, and American Indians increasing from 1.3 percent to 2.3 percent.

NOT-FOR-PROFIT FOUR-YEAR INSTITUTIONS

In Arizona between 1991 and 2010, the number of graduate and professional enrollments at not-for-profit, four-year institutions increased by nearly 93 percent from 2,728 to 5,265. As can be seen in Figure 86, the proportion of White students decreased from 66.2 percent to 57.1 percent between 1991 and 2010¹⁷. International students made up 15.9 percent of graduate and professional enrollments at not-for-profit four-year institutions in 1991, increased to 27.4 percent in 1998 and then began to steadily decline to 14.2 percent in 2010. Interestingly, the proportion of Hispanics enrolled in not-for-profit four-year institutions dropped from 8.5 percent in 1991 to 5.1 percent in 2010. The proportional enrollment of Asian Pacific Americans increased steadily (5.9 percent in 1991 to 10.2 percent in 2010) while the proportional

¹⁷ See footnote 16.

enrollment of Blacks increased only slightly (3.0 percent in 1991 and 3.8 percent in 2010) at not-for-profit, four-year institutions. The representation of American Indians remained low (0.4 percent in 1991 and 0.5 percent in 2010).

FOR-PROFIT FOUR-YEAR INSTITUTIONS

At for-profit, four-year institutions in Arizona, graduate and professional enrollments increased by more than 400 percent from 3,751 in 1991 to 18,989 in 2010. Doing thoughtful analysis of trends in this sector is very difficult as data on racial/ethnic background of students are not available for 43.3 percent of students in 2010. With that important caveat, the data summarized in Figure 87 show that the proportion of White students dropped from 77.5 percent in 1991 to 32.2 percent in 2010¹⁸. While the proportional enrollment of Blacks increased between 1991 and 2010 (from 6.8 percent to 14.1 percent respectively), the proportional enrollment of Hispanics (from 8.4 percent to 5.2 percent), Asian Pacific Americans (from 3.7 percent to 2.4 percent), and American Indians (from 0.9 percent to 0.6 percent) decreased.

2010 GRADUATE & PROFESSIONAL DEGREES

KEY FINDINGS

- » Two thirds of the 10,730 master's degrees awarded in Arizona came from public institutions, followed by private for-profit institutions, and private, not-for-profit institutions.
- » At public institutions, most master's degrees were awarded to White students, followed by international students, Hispanics, Asian Pacific Americans, Blacks, and American Indians. At private, not-for-profit institutions, the proportion of master's degrees awarded to international students was substantially higher, but the proportion awarded to Hispanics and American Indians was lower. At private, for-profit institutions, Blacks received proportionately more master's degrees than at any other type of institution.
- » Arizona postsecondary institutions awarded 1,172 doctoral degrees, the most substantial proportion of which were granted by the three public universities. Whites comprised the majority of doctoral degree recipients, followed by international students. Substantially fewer doctoral degrees were awarded to Hispanics, Asian Americans, Blacks, and American Indians.

¹⁸ See footnote 16.

2010 ARIZONA PROFESSIONAL DEGREES PRODUCTION BY SECTOR

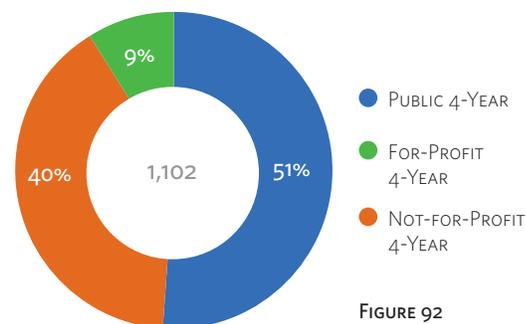


FIGURE 92

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

2010 ARIZONA PROFESSIONAL DEGREES BY RACE / ETHNICITY WITHIN SECTOR

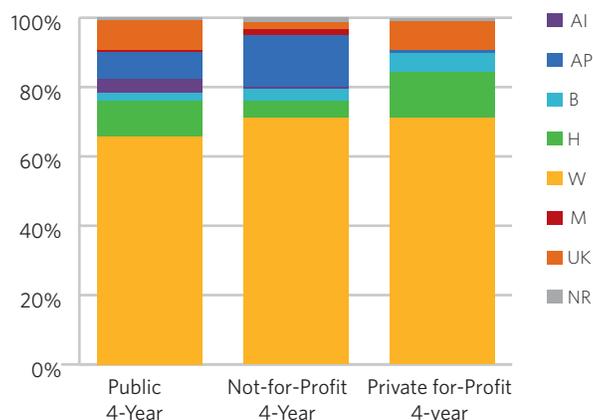


FIGURE 93

SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

- » Institutions in Arizona produced 1,102 professional degrees (allopathic medicine, osteopathic medicine, naturopathic medicine, pharmacy, law and dentistry), most of which were awarded by the three public universities.

MASTER'S DEGREES

During 2010, 65 percent of the 10,730 master's degrees awarded in Arizona came from public institutions (see Figure 88). About 25 percent were awarded by for-profit four-year institutions and just over 10 percent were granted by private, not-for-profit institutions.

The data in Figure 89 summarize the proportion of master's degrees awarded in Arizona in 2010 by the racial/ethnic background of students. Two trends in these data are worth noting. First, the proportion of degrees awarded to Hispanic, Black, and American Indian students decreases significantly when compared to their representation among bachelor's and associate's degree recipients. This is due, in part, to the second trend regarding the significant proportion of master's degrees that are awarded to international students

(non-resident aliens). At public institutions, more than 6 in 10 master's degrees were awarded to White students, 12.7 percent to international students, about 1 in 10 (10.3 percent) to Hispanics, 3.5 percent to Asian Pacific Americans, 2.8 percent to Blacks, and 2.5 percent to American Indians. At not-for-profit four-year institutions, the proportion of master's degrees awarded to international students is substantially higher (33.1 percent). White students received 45.4 percent of master's degrees while Asian Pacific Americans (4.5 percent), Hispanics (4.5 percent), Blacks (2.9 percent), and American Indians (0.6 percent) received substantially fewer master's degrees. At for-profit four-year institutions, almost half (45.1 percent) of the master's degrees were awarded to Whites¹⁹ while 6.4 percent were awarded to Hispanics. Blacks received proportionately more master's degrees (9.0 percent) at for-profit four-year institutions than at public four-year or not-for-profit four-year institutions. The remaining degrees were awarded to Asian Pacific Americans (3.1 percent), American Indians (1.5 percent), and international students (2.7 percent).

DOCTORAL DEGREES

Arizona postsecondary institutions awarded 1,172 doctoral degrees in 2010 (see Figure 90). The majority

19 The proportion of White degrees is confounded by the proportion of unknown race degrees. This is supported by the complimenting nature of their proportions in Figure 94.

of these degrees were granted by the three Arizona public universities (85.8 percent). For-profit four-year institutions awarded 13.3 percent of the doctoral degrees granted in 2010, while not-for-profit four-year institutions awarded about 1 percent of doctoral degrees.

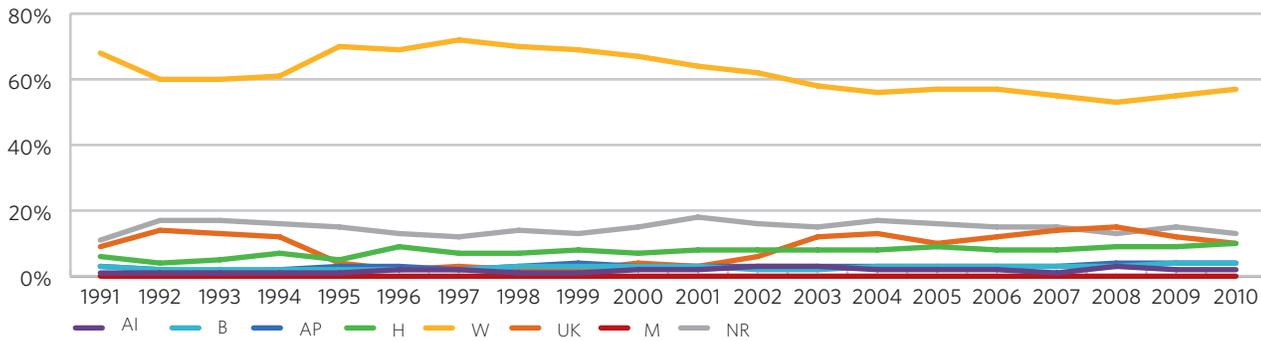
The two trends highlighted earlier regarding the proportion of master's degrees awarded by racial/ethnic background are even more evident in the data summarizing the racial/ethnic background of doctoral degree recipients (see Figure 91). First, the proportion of doctoral degrees awarded to international students (non-resident aliens) at the three Arizona universities was 27.7 percent. In other words, more than one quarter of doctoral degrees awarded at the public universities went to international students in 2010. Just over half of doctoral degrees (53.4 percent) at the public universities were awarded to Whites²⁰. The proportions of doctoral degrees awarded to students of color were substantially lower with Hispanics receiving 6.3 percent, Asian Pacific Americans 4.1 percent, Blacks 2.2 percent, and American Indians 1.4 percent.

PROFESSIONAL DEGREES

Institutions in Arizona produced 1,102 professional degrees (allopathic medicine, osteopathic medicine, naturopathic medicine, pharmacy, law) in 2010 (see Figure 92). Just over half of these degrees (51.3 percent) were awarded by the state's three public universities, 4 in 10 by the not-for-profit

20 See footnote 19 and Figure 95.

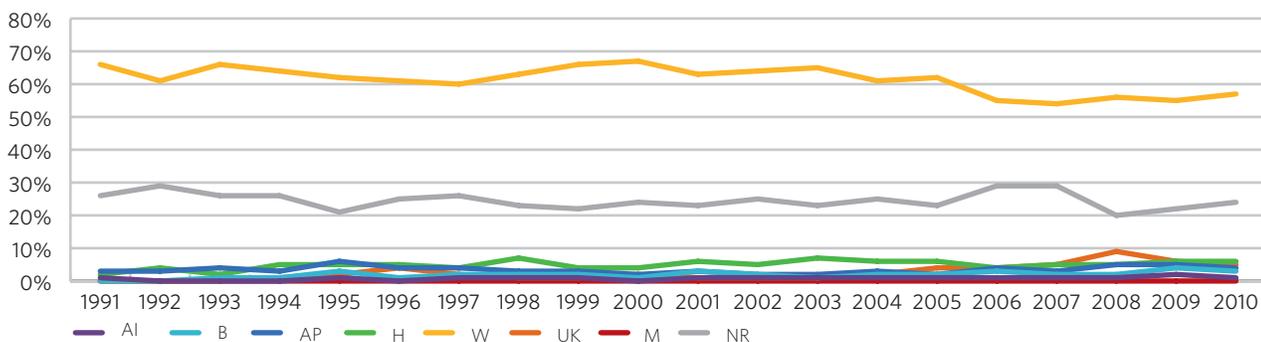
ARIZONA MASTER'S DEGREES 1991-2010
BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

FIGURE 94

ARIZONA DOCTORAL DEGREES 1991-2010
BY RACE/ETHNICITY



SOURCE | U.S. Department of Education, National Center for Education Statistics (2010)

FIGURE 95

four-year sector, and 8.8 percent by the for-profit four-year institutions.

Professional degree recipients at public universities (see Figure 93) were predominantly White (65.7 percent²¹), followed by Hispanic (10.4 percent), Asian Pacific American (7.8 percent), American Indian (4.1 percent), and Black (2.1 percent). At not-for-profit four-year institutions, Whites (71.1 percent) also received the majority of professional degrees, followed by Asian Pacific Americans (15 percent), Hispanics (5 percent), Blacks (3.2 percent) and American Indians (0.5 percent). Of the small number of students who received professional degrees from private, for-profit institutions, 71.1 percent were White, 13.4 percent Hispanic, 5.2 percent Black, 1 percent Asian Pacific American, and none were American Indian.

GRADUATE & PROFESSIONAL DEGREE TRENDS

KEY FINDINGS

- » In 1991, Arizona institutions awarded 7,580 master's degrees and 10,502 degrees in 2010. The proportion of Whites receiving master's degree decreased from 68 percent to 57 percent²² while the proportion of Hispanic students increased from 6 percent to 10 percent.
- » The number of doctoral degrees awarded in Arizona between 1991 and 2010 grew significantly from 668 to 1,172. The percentage of Whites receiving doctoral degrees decreased from two thirds to 57 percent²³. One in four doctoral degrees in Arizona are awarded to international (non-resident alien) students. Black students show significant gains from 0.4 percent to 3 percent.

MASTER'S DEGREES

Master's degree production in Arizona increased by about 38 percent between 1991 (7,580 master's degrees awarded) and 2010 (10,502 master's degrees awarded). Figure 94 summarizes trends in the proportion of master's degrees granted by race/ethnicity between 1991 and 2010. While Whites received nearly 7 in 10 master's degrees in 1991, they received just less than 6 in 10 in 2010²⁴. The proportion of master's degrees awarded to Hispanics increased from 6 percent in 1991 to 10 percent in 2010. The proportion of master's degrees awarded

21 See footnote 19 and Figure 96.

22 As noted earlier, the proportion of White students in all degree charts is confounded by the proportion of unknown race students.

23 See footnote 22.

24 See footnote 22.

to American Indians, Asian Pacific Americans, and Blacks remained low. American Indians were awarded 1 percent of master's degrees in 1991 and 2 percent in 2010. The proportion of master's degrees awarded to Asian Pacific Americans grew from 3 percent to 4 percent between 1991 and 2010. Blacks received only 3 percent of master's degrees in 1991 and 4 percent in 2010. About 11 percent of master's degrees were awarded to international students (non-resident aliens) in 1991; this proportion increased to 13 percent in 2010.

DOCTORAL DEGREES

The number of doctoral degrees awarded in Arizona increased by 75 percent from 668 doctoral degrees in 1991 to 1,172 in 2010. Figure 95 summarizes the proportion of doctoral degrees awarded to students in Arizona by race/ethnicity. In 1991, two thirds of all doctoral degrees were awarded to White students while less than 6 in 10 doctoral degrees (57 percent) were awarded to Whites in 2010²⁵. Between 1991 and 2010, about one quarter of all doctoral degrees were awarded to international students (non resident aliens). While Blacks received none of the doctoral degrees awarded in 1991, they received 3 percent in 2010. The proportion of doctoral degrees awarded to Hispanics was very low relative to their representation in the state's population as only 2 percent of doctoral degrees awarded in 1991 and 6 percent were awarded to Hispanics in 2010. Asian Pacific Americans received about 3 percent of doctoral degrees in 1991 and 4 percent in 2010. Finally, the proportion of doctoral degrees granted to American Indian students was especially low (1 percent in 1991 and 2 percent in 2010).

PROFESSIONAL DEGREES

The professional fields in higher education (medicine, pharmacy, law, and dentistry) have consistently been among the most highly stratified in the United States. Hence, it is important to examine them over time to determine the extent to which there is greater equity in the degrees awarded to students from different racial/ethnic backgrounds.

MEDICAL DEGREES (ALLOPATHIC MEDICINE)

Figure 96 summarizes the trends in medical degrees awarded to students from different racial/ethnic backgrounds in Arizona between 1991 and 2010. Because there was only one medical school that awarded degrees in Arizona during this time and it had an average enrollment of 100 students per year, the trend lines for degree completion by race/ethnicity are much less stable than are the trend lines for the national data. What is most evident in viewing these trends is the fact that, like the national data, the percentages of Black (3.6 percent in 1991 and 4.6 percent in 2010), Hispanic (8.4 percent in 1991 and 9.3 percent in 2010), and American Indian students (2.4 percent in 1991 and 0.9 percent in 2010) who received

25 See footnote 22.

degrees in allopathic medicine remained quite low. Most of the gains in the proportion of medical degrees awarded have occurred among Asian Pacific Americans (percentages in the single digits in the 1990s which increased to double digits during the decade between 1991 and 2010).

MEDICAL DEGREES (OSTEOPATHIC MEDICINE)

The number of degrees awarded in osteopathic medicine in Arizona increased from 97 in 2000 to 137 in 2010, a growth rate of 41 percent. Between 2000 and 2010, more than three quarters of the osteopathic degrees were awarded to White students while none were awarded to American Indian students and only three were awarded to Blacks (see Figure 97). In any given year, Hispanics received between 0.9 percent and 6.6 percent of the degrees in osteopathic medicine. Asian Pacific Americans received between 6.6 percent and 25.6 percent of osteopathic degrees between 2000 and 2010.

PHARMACY DEGREES

While the number of pharmacy degrees awarded in Arizona increased significantly between 1991 and 2010 from 41 to 214, the increase was not as dramatic as was this trend nationally. Moreover, the percentages of degrees awarded to Blacks (0 percent in 1991 and 0.5 percent in 2010), Hispanics (6.1 percent in both 1991 and 2010) and American Indian (2 percent in 1991 and 0.9 percent in 2010) students stayed low (see Figure 98). The percentage awarded to White students dropped from 83.7 percent in 1991 to 65.4 percent in 2010²⁶ while the percentage of pharmacy degrees awarded to Asian Pacific American students increased from 8.2 percent in 1991 to 20.1 percent in 2010.

LAW DEGREES

Between 1991 and 2010, the number of law degrees awarded by Arizona institutions increased from 293 to 396, an increase of just more than 35 percent. More than 8 in 10 law degrees (82.6 percent) were awarded to White students in 1991 while about two thirds (66.7 percent) were awarded to Whites in 2010.

The proportion of law degrees awarded to Hispanics rose from 9.6 percent in 1991 to 11.9 percent in 2010. Increases can also be seen for Asian Pacific American (from 1 percent in 1991 to 4.3 percent in 2010) and American Indian students (from 2 percent in 1991 to 5.1 percent in 2010). However, there is a rather dramatic decrease in the proportion of law degrees awarded to Blacks (from 4.4 percent in 1991 to 2.3 percent in 2010).

DENTAL DEGREES

Arizona started producing dental degrees in 2007 with the graduation of the first class at A.T. Still University's Arizona School of Dentistry and Oral Health. With only four years of data, it is difficult to see a complete trend, but dental degrees awarded by race/ethnicity seem stable with 70 percent White²⁷, 6 percent Hispanic, 5 percent Asian Pacific Americans and 5 percent American Indian students receiving D.D.M. degrees. A.T. Still University did not report any non-resident alien students in its first four classes.

26 See footnote 22.

27 See footnote 22.

ARIZONA ALLOPATHIC MEDICINE DEGREES 1991-2010
BY RACE/ETHNICITY

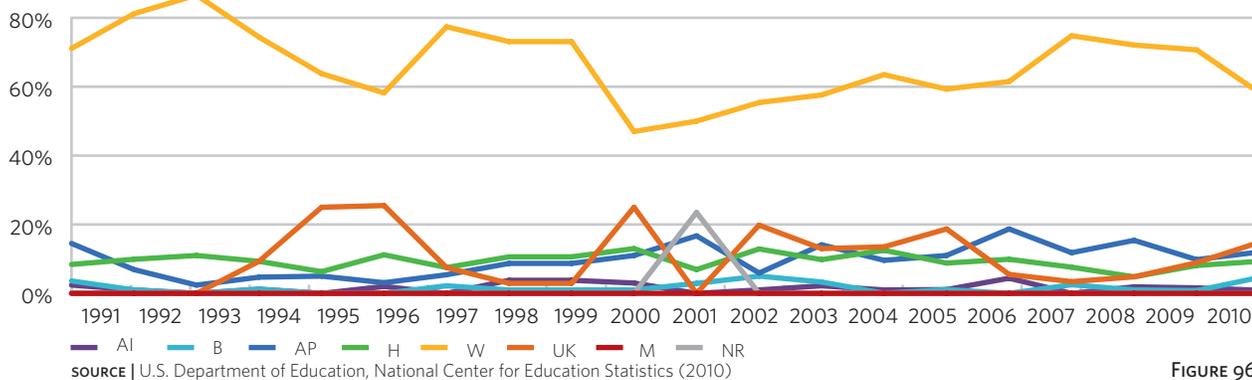


FIGURE 96

ARIZONA OSTEOPATHIC MEDICINE DEGREES 2000-2010 BY RACE/ETHNICITY

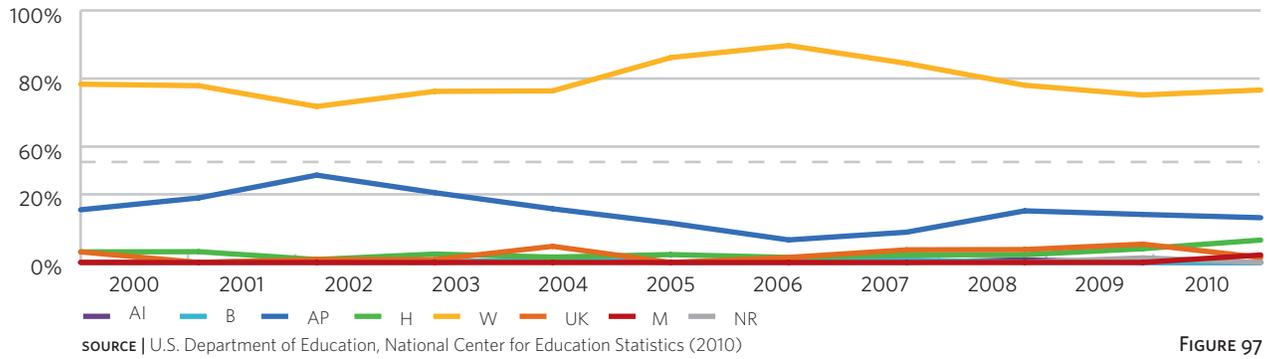


FIGURE 97

ARIZONA PHARMACY DEGREES 1991-2010 BY RACE/ETHNICITY

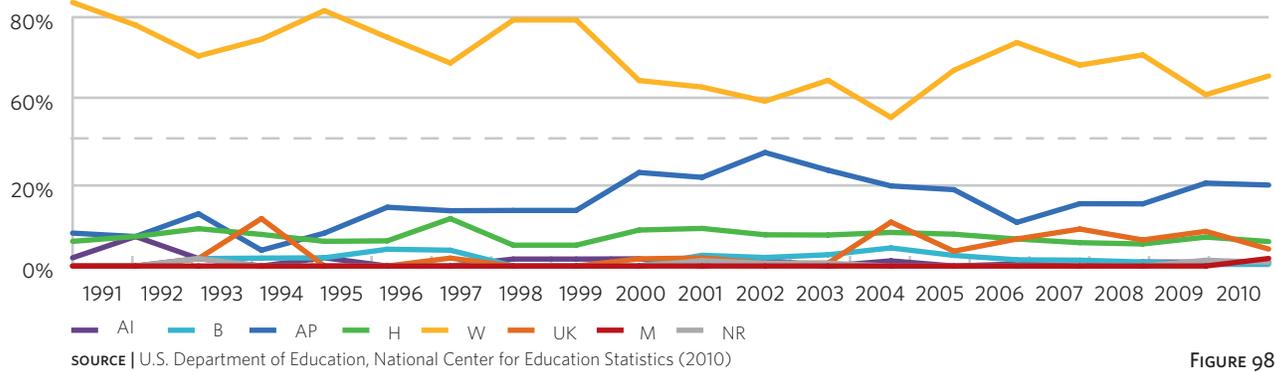


FIGURE 98

ARIZONA LAW DEGREES 1991-2010 BY RACE/ETHNICITY

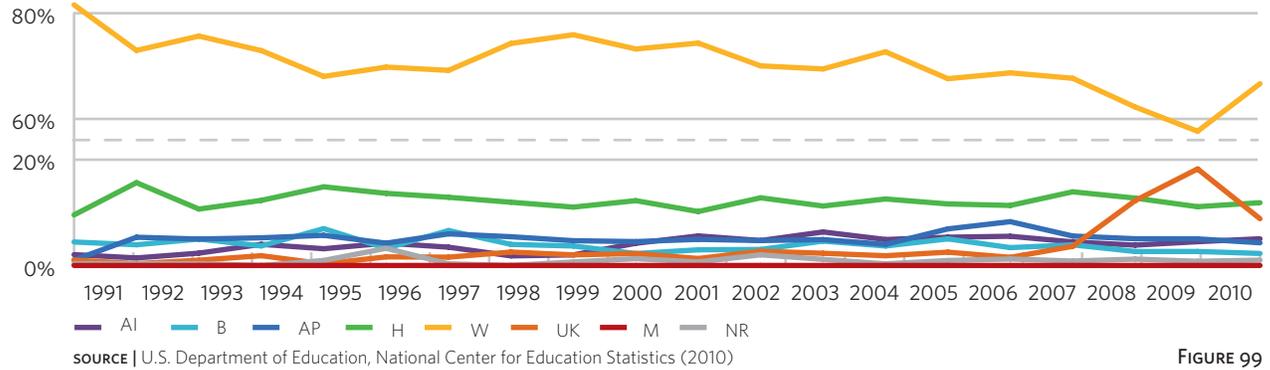


FIGURE 99

ARIZONA DENTAL DEGREES 2007-2010 BY RACE / ETHNICITY

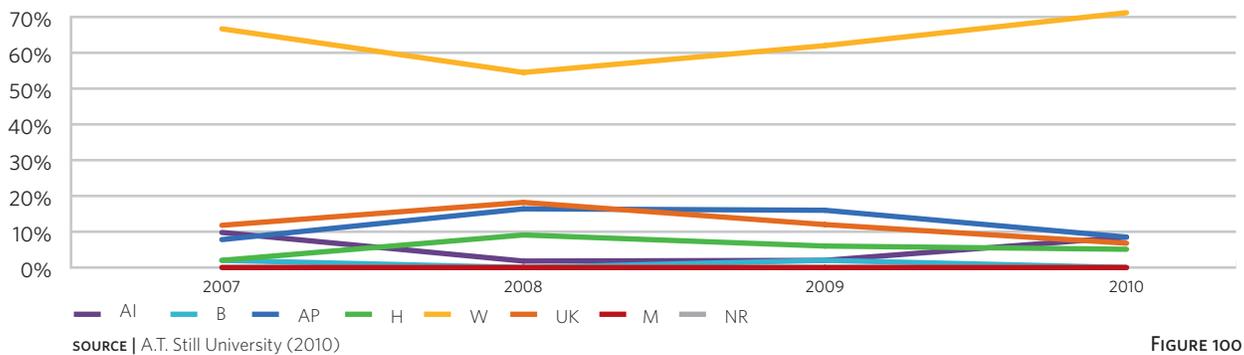


FIGURE 100

Policy Recommendations

With over 50 pages of charts and explanations, and 33 pages of tables following this section, it is safe to say there are a lot of data in this report. In this section, the Arizona Minority Education Policy Analysis Center (AMEPAC), outlines some key policy recommendations for the State of Arizona using the data provided in the report.

Although we have many recommendations, we trust there are many more that you and other key policy stakeholders will generate with the rich data presented in this report. We encourage you to read the recommendations included in the next few pages as a starting point for the necessary educational policy discussions Arizona must continue to have throughout the State.

P-12 EDUCATION

GOAL: Develop the cultural competency of Arizona teachers so they are prepared to educate all of Arizona's students.

1. Increase ESL Endorsements.

Increase language requirements for teachers in the form of a mandatory English as a Second Language (ESL) endorsement to benefit teachers' understanding of how English Language Learner (ELL) students learn and how to meet their needs. Continued emphasis must be placed on providing ELL services that ensure students' proficiency in Academic English, as the current ELL level of English is inadequate for long-term academic and workforce success.

The data examined in this research show that although ELL students have been decreasing overall, language continues to be a barrier to effective learning. Arizona teachers must be equipped to interact in ways that reach ELL students, who are disproportionately minority, especially because the largest proportion of ELL students are from Arizona's growing Hispanic population. A mandatory ESL endorsement signals a commitment to such interaction that, coupled with working toward proficiency in Academic English, may position ELL students for greater academic success as well as enhanced workforce opportunities.



2. Increase Teacher Diversity.

Increase the number of students in the pipeline for teacher preparation programs who will be culturally competent to deliver quality education to all Arizona students. Strategies include:

- Increase the number of students of color enrolled in teacher preparation programs through focused agreements between community colleges and universities.
- Provide incentives to students to go into high-need subject areas and/or high-need schools through a state-level system of debt forgiveness exchanged for work in these areas and/or communities.
- Encourage “grow your own” programs (pathway programs for employees, students and community members) especially in schools nested in communities of color.
- Explore teacher exchange programs as a short term solution to the scarcity of teachers of color.

Because research shows that teachers of color are underrepresented yet critical to quality through such measures as achieving highly qualified designations, a systematic approach is essential to producing culturally competent teachers.

3. Enhance Teachers' Cultural Competency.

Provide quality, culturally competent professional development for Arizona teachers. Strategies include:

- Provide continuous professional development for educators especially during the transition to the Arizona Common Core Standards.
- Develop approaches to broaden inclusion of students of color in gifted programs. Of particular concern is providing training to help teachers identify students for these programs.
- Ensure appropriate safeguards to classify special education students, including appropriate teacher training to meet the needs of all students and to avoid over-referral of students of color to special education services.

This research indicates that cultural competency is a pervasive weakness as revealed through the disparities in different student population referrals to specialized education services (Gifted, ELL, Special Education). Training and professional development of teachers may build cultural competency in ways that help to reduce these disparities.

POSTSECONDARY EDUCATION

GOAL: Decrease educational attainment disparities, especially for Arizona's growth populations.

1. Reduce racial/ethnic disparities.

Set concrete goals to close disparities between students of color and White students in the state as well as “adult” populations in both workforce and education success. Strategies may include:

- Request that the Arizona Board of Regents (ABOR) and each Arizona community college governing board set goals for graduation rates and completion of associate's degrees and certificates for each specific race/ethnicity group with the aspiration of reaching parity.
- Require that all postsecondary institutions use the same methods/formulas for calculating the retention rate for all first-year students by race and ethnicity; inclusive of full-time (12+ credit hours) and part-time (between 6 and 11 credit hours) status.
- Adopt best practices to identify “adult” students (over age 24) who have completed some college but who have not earned a degree, and work with these students to help them complete their degree. Developing private/public partnerships with employers may help to identify these “adult” students.

Clarity of goals and the streamlining of practices may aid in improving transparency and accountability of postsecondary institutions with regard to Arizona's growth populations. Growth populations are central to Arizona's economic health, so parity in educational access and attainment is essential.

2. Restore and create financial aid programs.

Restore state postsecondary scholarships and institute programs to accelerate graduation as incentives for participation in postsecondary education and to reduce loan debt on first-generation and low-income students, many of whom are students of color.

This report shows that a large portion of Arizona's growth populations are first-generation students who are also likely to grow up in poverty, so financing postsecondary education through need-based state postsecondary scholarships is especially important in providing fiscal access to further participation for academically prepared students for whom state financial investment is crucial. Additionally, these growth populations are more likely to begin their education in community colleges, so programs that accelerate graduation and ease transfer through

the articulation and applicability of credits can aid in reducing time to degree, increase educational attainment levels, and improve the financial costs associated with postsecondary attendance and completion.

3. Expand initiatives that work.

Extend existing tools up and down the age spectrum to enhance student and workforce success.

- Accelerate and extend the reach of Arizona’s recently implemented Education Career Action Plan (ECAP) to include middle school, postsecondary education and early workforce years.
- Continue to expand current initiatives such as STEM, Move on When Ready, College and Career Readiness, and Pathways programs among Arizona’s community colleges and universities.
- Integrate wrap-around social services (that ensure basic needs are met so that students may focus on education) into the educational process to increase success from preschool through graduate school.
- Expand/increase the participation of lower socioeconomic students in Advanced Placement (AP) courses and dual enrollment programs.

This research illustrates the need to systematically extend opportunities available to Arizona students, which will widen their individual, educational, and workforce opportunities and choices. Although the report distinguishes between levels of education in its analyses, a seamless transition between them and the workforce can increase participation and important educational and workforce outcomes.

4. Secure funding to continue innovation.

Identify and/or refocus a dedicated state-level funding stream to expand pilot projects proven successful at increasing the participation of lower socioeconomic students in programs such as dual enrollment, AP courses, and SAT and ACT at no cost to the students or their family.

Arizona students from growth populations are less likely to participate in and/or be successful in these programs. However, this may be confounded by socioeconomic status, where a lack of financial resources translates into decreased opportunity and success. Therefore, it is dually imperative to expand established programs and develop new ones proven effective at closing the gap.

Conclusion

We open this report by citing the Morrison Institute’s urgent warning that “Arizona is at risk of becoming a second-tier state, educationally and economically” (Dropped, 2012, p. 5). This warning was based on demographic projections and the predicted economic effects of maintaining the status quo regarding educational and public policies in Arizona. The findings of the analyses presented in this report indicate that a major racial and ethnic gap in access and attainment exists in Arizona’s educational institutions—a gap that begins in P-12 education and widens as educational attainment levels increase. We see evidence of this gap in data regarding access, enrollment, and outcome measures across all educational levels. American Indian, Black, and Hispanic students lag behind Asian Pacific American and White students on key educational outcomes. The rapidly shifting demographic profile of Arizona’s growth populations toward a majority that is minority has already occurred in lower grades and amplifies the implications and consequences of allowing such gaps to continue for individuals, communities, and our state.

Coupling the trends regarding the gaps in access and attainment with the shift in demographics toward a majority-minority population in Arizona intensifies the challenges of educational institutions, especially postsecondary institutions, to assume the role that they must play as the key driver of economic growth in our state. The data we present in this report indicate that we must heed the warning of the Morrison Institute. Concerned citizens of our state must come together now to implement the recommendations that we have offered or resign themselves to becoming “a second-tier state, educationally and economically.”

APPENDIX A

P-12 EDUCATION

TABLE A1

Arizona P-12 Enrollment 1997-2012
PERCENTAGE BY RACE/ETHNICITY

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	1.8%	1.8%	1.9%	1.9%	2.0%	2.1%	2.2%	2.3%	2.4%	2.5%	2.6%	2.8%	3.0%	3.1%	2.9%	2.9%
AMERICAN INDIAN	7.2%	7.0%	6.9%	6.8%	6.7%	6.5%	6.5%	6.2%	6.0%	5.8%	5.6%	5.5%	5.5%	5.4%	5.2%	5.1%
BLACK	4.3%	4.4%	4.5%	4.6%	4.6%	4.7%	4.8%	4.9%	5.1%	5.3%	5.4%	5.6%	5.8%	5.9%	5.6%	5.4%
HISPANIC	30.1%	30.8%	31.6%	32.7%	33.9%	35.3%	36.3%	37.9%	39.0%	39.9%	41.1%	41.5%	41.4%	41.4%	42.8%	43.6%
TOTAL MINORITY	43.4%	44.0%	45.0%	46.0%	47.3%	48.7%	49.7%	51.3%	52.4%	53.5%	54.7%	55.3%	55.6%	55.9%	56.5%	57.0%
WHITE	56.6%	56.0%	55.0%	54.0%	52.7%	51.3%	50.3%	48.7%	47.6%	46.5%	45.3%	44.7%	44.4%	44.1%	43.5%	43.0%

SOURCE: Arizona Department of Education (2012) & AMEPAC Minority Student Progress Report (2009) NOTE: These data are presented in Figures 8 & 9.

TABLE A2

Arizona P-12 Enrollment 2004-2012
TOTAL COUNT BY RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	21,947	23,729	26,083	28,206	30,317	32,290	33,905	30,434	30,451
AMERICAN INDIAN	60,508	60,178	60,298	59,586	59,186	58,757	59,005	55,634	54,903
BLACK	47,817	51,192	54,637	57,375	60,084	62,185	64,368	59,565	58,040
HISPANIC	368,804	391,677	413,980	437,192	447,824	446,605	448,800	454,898	465,084
WHITE	473,445	478,244	482,333	482,559	482,092	478,132	477,592	462,314	458,260
TOTAL	972,521	1,005,020	1,037,331	1,064,918	1,079,503	1,077,969	1,083,670	1,062,845	1,066,738

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figures 10 & 11.

TABLE A3

2010 Arizona P-12 Grade Level Enrollment
PERCENTAGE BY GRADE & RACE/ETHNICITY

	UE	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
ASIAN	6.1%	2.6%	2.5%	2.7%	2.9%	2.9%	2.9%	3.0%	2.8%	2.8%	2.8%	2.8%	3.0%	3.2%	2.9%
AMERICAN INDIAN	4.7%	5.3%	5.0%	5.2%	5.2%	5.0%	5.0%	4.9%	5.0%	5.4%	5.2%	5.2%	5.1%	5.0%	5.7%
BLACK	8.0%	4.0%	4.8%	5.2%	5.4%	5.3%	5.4%	5.4%	5.6%	5.4%	5.8%	5.4%	5.7%	5.7%	6.0%
HISPANIC	39.2%	45.3%	46.6%	45.5%	44.8%	44.3%	44.5%	44.4%	43.6%	43.3%	42.8%	43.2%	41.3%	40.3%	41.4%
WHITE	42.0%	42.8%	41.1%	41.5%	41.7%	42.5%	42.2%	42.4%	43.0%	43.1%	43.4%	43.5%	44.8%	45.8%	44.0%

SOURCE: Arizona Department of Education (2012) UE = Ungraded Elementary NOTE: These data are presented in Figure 12.

TABLE A4

Arizona Dropouts 2007-2012
TOTAL COUNT BY RACE/ETHNICITY

	2007	2008	2009	2010	2011	2012
ASIAN	222	183	140	136	139	181
AMERICAN INDIAN	2,963	2,658	2,054	2,041	1,941	2,071
BLACK	1,263	1,161	934	962	1,024	1,303
HISPANIC	10,594	8,879	7,313	6,902	7,443	10,113
WHITE	6,708	5,898	4,675	3,850	4,110	5,001
TOTAL	21,750	18,779	15,116	13,891	14,831	18,959

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 13.

TABLE A5

Arizona Dropouts 2007-2012
PROPORTIONS BY RACE/ETHNICITY

	2007	2008	2009	2010	2011	2012
ASIAN	1.0%	1.0%	0.9%	1.0%	0.9%	1.0%
AMERICAN INDIAN	13.6%	14.2%	13.6%	14.7%	13.1%	10.9%
BLACK	5.8%	6.2%	6.2%	6.9%	6.9%	6.9%
HISPANIC	48.7%	47.3%	48.4%	49.7%	50.2%	53.3%
WHITE	30.8%	31.4%	30.9%	27.7%	27.7%	26.4%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 14.

TABLE A6

Arizona Dropout Rates 2007-2012
PROPORTION OF ENROLLED STUDENTS WITHIN RACE/ETHNICITY

	2007	2008	2009	2010	2011	2012
ASIAN	1.70%	1.30%	0.90%	0.90%	1.00%	1.27%
AMERICAN INDIAN	8.90%	8.20%	6.70%	6.80%	7.20%	7.50%
BLACK	4.20%	3.70%	3.00%	3.00%	3.40%	4.36%
HISPANIC	5.30%	4.30%	3.60%	3.40%	3.50%	4.69%
WHITE	2.80%	2.40%	2.00%	1.70%	1.90%	2.27%
TOTAL	4.20%	3.60%	2.90%	2.70%	2.90%	3.68%

SOURCE: Arizona Department of Education (2012) Dropout rates are calculated by dividing the number of dropouts by the total number of students enrolled in 7th - 12th grades.
NOTE: These data are presented in Figure 15.

TABLE A7

Arizona P-12 English Language Learners 2004-2012
TOTAL COUNT BY RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	3,253	3,016	2,982	3,357	4,341	2,050	2,858	3,228	3,465
AMERICAN INDIAN	17,809	11,657	8,203	7,611	7,913	4,058	2,668	1,904	2,005
BLACK	873	1,073	1,402	1,593	1,948	1,451	1,550	1,541	1,646
HISPANIC	136,526	129,958	120,089	121,403	130,674	739,57	74,640	67,324	66,357
WHITE	3,675	3,140	2,692	3,000	3,438	1,587	1,904	2,234	2,497
TOTAL	164,140	150,849	137,374	138,971	150,322	851,12	85,630	78,242	77,982

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 16.

TABLE A8

Arizona P-12 English Language Learners 2004-2012
PROPORTIONS BY RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	1.98%	2.00%	2.17%	2.42%	2.89%	2.41%	3.34%	4.13%	4.44%
AMERICAN INDIAN	10.85%	7.73%	5.97%	5.48%	5.26%	4.77%	3.12%	2.43%	2.57%
BLACK	0.53%	0.71%	1.02%	1.15%	1.30%	1.70%	1.81%	1.97%	2.11%
HISPANIC	83.18%	86.15%	87.42%	87.36%	86.93%	86.89%	87.17%	86.05%	85.09%
WHITE	2.24%	2.08%	1.96%	2.16%	2.29%	1.86%	2.22%	2.86%	3.20%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 17.

TABLE A9

Arizona P-12 English Language Learners 2004-2012
 PROPORTION OF ALL ENROLLED STUDENTS WITHIN RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	14.82%	12.71%	11.43%	11.90%	14.32%	6.35%	8.43%	10.61%	11.38%
AMERICAN INDIAN	29.43%	19.37%	13.60%	12.77%	13.37%	6.91%	4.52%	3.42%	3.65%
BLACK	1.83%	2.10%	2.57%	2.78%	3.24%	2.33%	2.41%	2.59%	2.84%
HISPANIC	37.02%	33.18%	29.01%	27.77%	29.18%	16.56%	16.63%	14.80%	14.27%
WHITE	0.78%	0.66%	0.56%	0.62%	0.71%	0.33%	0.40%	0.48%	0.54%
TOTAL	16.88%	15.01%	13.24%	13.05%	13.93%	7.90%	7.90%	7.36%	7.31%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 18.

TABLE A10

Arizona Gifted Students 2004-2012
 TOTAL COUNT BY RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	1,698	2,515	2,941	3,249	3,554	4,008	3,423	3,621	2,989
AMERICAN INDIAN	1,078	1,162	1,114	1,223	1,440	1,489	1,062	803	544
BLACK	993	1,259	1,288	1,435	1,556	1,579	1,485	1,345	1,172
HISPANIC	7,662	9,600	10,569	10,926	13,001	13,182	14,542	13,345	11,490
WHITE	18,832	28,736	30,127	31,766	32,073	33,532	26,118	29,129	23,349
TOTAL	32,267	45,277	48,045	50,606	53,632	55,799	48,640	50,254	41,556

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 19.

TABLE A11

Arizona Gifted Students 2004-2012
 PROPORTION BY RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	5.26%	5.55%	6.12%	6.42%	6.63%	7.18%	7.04%	7.21%	7.19%
AMERICAN INDIAN	3.34%	2.57%	2.32%	2.42%	2.68%	2.67%	2.18%	1.60%	1.31%
BLACK	3.08%	2.78%	2.68%	2.84%	2.90%	2.83%	3.05%	2.68%	2.82%
HISPANIC	23.75%	21.20%	22.00%	21.59%	24.24%	23.62%	29.90%	26.56%	27.65%
WHITE	58.36%	63.47%	62.71%	62.77%	59.80%	60.09%	53.70%	57.96%	56.19%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 20.

TABLE A12

Arizona Gifted Students 2004-2012
 PROPORTION OF ENROLLED STUDENTS WITHIN RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	7.74%	10.60%	11.28%	11.52%	11.72%	12.41%	10.10%	11.90%	9.82%
AMERICAN INDIAN	1.78%	1.93%	1.85%	2.05%	2.43%	2.53%	1.80%	1.44%	0.99%
BLACK	2.08%	2.46%	2.36%	2.50%	2.59%	2.54%	2.31%	2.26%	2.02%
HISPANIC	2.08%	2.45%	2.55%	2.50%	2.90%	2.95%	3.24%	2.93%	2.47%
WHITE	3.98%	6.01%	6.25%	6.58%	6.65%	7.01%	5.47%	6.30%	5.10%
TOTAL	3.32%	4.51%	4.63%	4.75%	4.97%	5.18%	4.49%	4.73%	3.90%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 21.

TABLE A13

Arizona Special Education Students 2004-2012

TOTAL COUNT BY RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	1,294	1,439	1,574	1,708	1,779	1,866	2,028	1,713	1,709
AMERICAN INDIAN	8,332	8,713	8,863	9,035	8,803	8,730	8,780	8,327	8,214
BLACK	6,323	6,703	7,193	7,570	7,676	8,046	8,497	8,075	7,870
HISPANIC	37,493	41,104	43,864	46,285	45,810	47,688	49,152	50,579	52,096
WHITE	51,572	53,892	55,207	56,074	55,008	54,592	54,483	52,620	52,082
TOTAL	107,018	113,856	118,707	122,679	121,084	122,931	124,950	123,325	123,983

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 22.

TABLE A14

Arizona Special Education Enrollments 2004-2012

PROPORTION OF ENROLLED STUDENTS BY RACE/ETHNICITY

	2004	2005	2006	2007	2008	2009	2010	2011	2012
ASIAN	5.90%	6.06%	6.03%	6.06%	5.87%	5.78%	5.98%	5.63%	5.61%
AMERICAN INDIAN	13.77%	14.48%	14.70%	15.16%	14.87%	14.86%	14.88%	14.97%	14.96%
BLACK	13.22%	13.09%	13.17%	13.19%	12.78%	12.94%	13.20%	13.56%	13.56%
HISPANIC	10.17%	10.49%	10.60%	10.59%	10.23%	10.68%	10.95%	11.12%	11.20%
WHITE	10.89%	11.27%	11.45%	11.62%	11.41%	11.42%	11.41%	11.38%	11.37%
TOTAL	11.00%	11.33%	11.44%	11.52%	11.22%	11.40%	11.53%	11.60%	11.62%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 23.

TABLE A14

2011 Arizona AIMS Math Scores

PROPORTIONS WITHIN RACE/ETHNICITY

	Falls Far Below	Approaches	Meets	Exceeds
ASIAN	11.27%	10.72%	33.74%	44.26%
AMERICAN INDIAN	42.69%	22.99%	26.87%	7.46%
BLACK	34.93%	21.07%	32.27%	11.73%
HISPANIC	30.91%	21.54%	34.55%	13.01%
WHITE	15.70%	14.48%	39.23%	30.60%
UNKNOWN RACE	30.99%	21.06%	33.35%	14.61%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 24.

TABLE A15

2011 Arizona AIMS Reading Scores

PROPORTIONS WITHIN RACE/ETHNICITY

	Falls Far Below	Approaches	Meets	Exceeds
ASIAN	3.57%	10.59%	63.38%	22.46%
AMERICAN INDIAN	10.81%	33.01%	53.36%	2.82%
BLACK	8.46%	24.43%	60.94%	6.17%
HISPANIC	7.34%	24.75%	62.37%	5.55%
WHITE	3.06%	10.91%	68.51%	17.52%
UNKNOWN RACE	8.68%	25.18%	59.33%	6.82%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 26.

TABLE A16

2011 Arizona AIMS Science Scores

PROPORTIONS WITHIN RACE/ETHNICITY

	Falls Far Below	Approaches	Meets	Exceeds
ASIAN	12.52%	11.24%	23.43%	52.81%
AMERICAN INDIAN	42.59%	24.33%	21.40%	11.67%
BLACK	32.72%	21.47%	25.32%	20.50%
HISPANIC	31.77%	23.20%	26.42%	18.62%
WHITE	12.72%	13.36%	27.45%	46.48%
UNKNOWN RACE	33.07%	21.95%	24.05%	20.93%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 28.

TABLE A17

2011 Arizona AIMS Writing Scores

PROPORTIONS WITHIN RACE/ETHNICITY

	Falls Far Below	Approaches	Meets	Exceeds
ASIAN	6.39%	18.40%	59.08%	16.13%
AMERICAN INDIAN	17.95%	44.62%	35.99%	1.44%
BLACK	14.21%	37.15%	45.32%	3.32%
HISPANIC	12.70%	39.44%	45.26%	2.60%
WHITE	6.16%	23.98%	60.68%	9.17%
UNKNOWN RACE	15.06%	37.58%	43.15%	4.21%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 30.

TABLE A18

Arizona AIMS Math Passing Rates (Meets or Exceeds Standards) 2005-2011

PROPORTIONS BY RACE/ETHNICITY

	2005	2006	2007	2008	2009	2010	2011
ASIAN	79.70%	81.99%	83.43%	83.68%	83.52%	76.55%	78.01%
AMERICAN INDIAN	37.10%	40.34%	44.10%	44.08%	44.54%	32.73%	34.32%
BLACK	47.37%	49.17%	51.38%	52.76%	53.49%	42.68%	44.00%
HISPANIC	47.01%	50.50%	52.93%	55.16%	57.10%	45.79%	47.55%
WHITE	73.00%	75.74%	77.39%	77.90%	78.54%	69.61%	69.82%
UNKNOWN RACE	33.37%	39.31%	33.63%	47.32%	45.65%	38.07%	47.95%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 25.

TABLE A19

Arizona AIMS Reading Passing Rates (Meets or Exceeds Standards) 2005-2011

PROPORTIONS BY RACE/ETHNICITY

	2005	2006	2007	2008	2009	2010	2011
ASIAN	77.68%	79.32%	80.84%	81.89%	82.84%	82.78%	85.84%
AMERICAN INDIAN	39.17%	42.32%	45.77%	46.66%	48.64%	51.15%	56.18%
BLACK	53.21%	55.09%	56.41%	59.35%	61.09%	63.75%	67.11%
HISPANIC	46.02%	48.98%	51.63%	55.27%	59.02%	63.02%	67.92%
WHITE	76.98%	79.08%	80.40%	81.52%	82.63%	84.26%	86.03%
UNKNOWN RACE	42.40%	48.13%	48.36%	55.87%	56.30%	57.49%	66.14%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 27.

TABLE A20

Arizona AIMS Science Passing Rates (Meets or Exceeds Standards) 2008-2011

PROPORTIONS BY RACE/ETHNICITY

	2008	2009	2010	2011
ASIAN	65.33%	70.14%	71.72%	76.24%
AMERICAN INDIAN	22.67%	26.43%	29.09%	33.07%
BLACK	35.32%	38.51%	43.01%	45.81%
HISPANIC	31.55%	36.49%	40.37%	45.04%
WHITE	63.70%	67.61%	69.69%	73.93%
UNKNOWN RACE	33.24%	37.99%	38.93%	44.98%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 29.

TABLE A21

Arizona AIMS Writing Passing Rates (Meets or Exceeds Standards) 2005-2011

PROPORTIONS BY RACE/ETHNICITY

	2005	2006	2007	2008	2009	2010	2011
ASIAN	79.54%	80.85%	84.39%	80.15%	85.51%	81.87%	75.21%
AMERICAN INDIAN	53.78%	58.08%	57.53%	50.18%	59.41%	53.52%	37.43%
BLACK	60.91%	64.33%	67.32%	59.94%	69.54%	63.19%	48.64%
HISPANIC	55.29%	60.25%	63.64%	57.12%	68.13%	62.07%	47.86%
WHITE	75.12%	78.39%	81.03%	74.75%	83.55%	79.87%	69.86%
UNKNOWN RACE	47.25%	60.73%	49.78%	52.87%	56.27%	51.91%	47.36%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 31.

TABLE A22

Arizona P-12 Teachers 2002-2011
TOTAL COUNT BY RACE/ETHNICITY

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
ASIAN	900	960	1,278	1,272	1,648	1,782	2,004	2,194	2,200	2,134
AMERICAN INDIAN	2,106	2,168	2,524	2,544	2,940	2,782	2,796	2,722	2,506	2,396
BLACK	1,754	1,792	2,210	2,424	3,134	3,116	3,344	3,340	3,122	2,878
HISPANIC	10,058	10,574	13,274	12,978	15,668	15,092	15,646	15,686	15,034	14,726
WHITE	83,376	85,010	110,588	104,124	127,836	121,018	120,014	118,282	111,540	110,084
TOTAL	98,194	100,504	129,874	123,342	151,226	143,790	143,804	142,224	134,402	132,218

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 32.

TABLE A23

Arizona P-12 Teachers 2002-2011
PROPORTION BY RACE/ETHNICITY

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
ASIAN	0.92%	0.96%	0.98%	1.03%	1.09%	1.24%	1.39%	1.54%	1.64%	1.61%
AMERICAN INDIAN	2.14%	2.16%	1.94%	2.06%	1.94%	1.93%	1.94%	1.91%	1.86%	1.81%
BLACK	1.79%	1.78%	1.70%	1.97%	2.07%	2.17%	2.33%	2.35%	2.32%	2.18%
HISPANIC	10.24%	10.52%	10.22%	10.52%	10.36%	10.50%	10.88%	11.03%	11.19%	11.14%
WHITE	84.91%	84.58%	85.15%	84.42%	84.53%	84.16%	83.46%	83.17%	82.99%	83.26%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 33.

TABLE A24

Arizona Highly Qualified Teachers
TOTAL COUNT BY RACE/ETHNICITY

	2010	2011	2012
ASIAN	1,150	1,131	1,180
AMERICAN INDIAN	1,250	1,119	1,052
BLACK	1,681	1,389	1,344
HISPANIC	7,765	6,956	6,881
WHITE	52,671	47,130	45,986
MULTIRACIAL	74	74	76
UNKNOWN RACE	125	106	71
TOTAL	63,566	56,774	55,410

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 34.

TABLE A25

Arizona Highly Qualified Teachers
PROPORTION BY RACE/ETHNICITY

	2010	2011	2012
ASIAN	1.79%	1.97%	2.10%
AMERICAN INDIAN	1.97%	1.97%	1.90%
BLACK	2.64%	2.45%	2.43%
HISPANIC	12.22%	12.25%	12.42%
WHITE	82.86%	83.01%	82.99%
MULTIRACIAL	0.12%	0.13%	0.14%
UNKNOWN RACE	0.20%	0.19%	0.13%
TOTAL	63,566	56,774	55,410

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 35.

TABLE A26

Arizona Highly Qualified Teachers
PROPORTION OF ALL TEACHERS
WITHIN RACE/ETHNICITY

	2010	2011
ASIAN	51.59%	52.44%
AMERICAN INDIAN	49.88%	46.70%
BLACK	53.84%	48.26%
HISPANIC	51.65%	47.24%
WHITE	47.22%	42.81%
TOTAL	47.30%	42.94%

SOURCE: Arizona Department of Education (2012) NOTE: These data are presented in Figure 36.

APPENDIX B

COLLEGE ACCESS

TABLE B1 2010 Arizona University Eligibility
BY RACE/ETHNICITY AND GENDER

	Female	Male
ASIAN	63.6%	48.8%
AMERICAN INDIAN	43.1%	30.6%
BLACK	36.4%	28.3%
HISPANIC	73.1%	63.1%
WHITE	38.1%	28.4%

SOURCE: Arizona Board of Regents (2012) NOTE: These data are presented in Figure 38.

TABLE B2 Arizona Board of Regents Total Competency Area Attainment

	English	Math	Science	Language	Social Science	Arts
NO DEFICIENCY	82%	42%	62%	62%	86%	86%
ONE DEFICIENCY	4%	19%	21%	10%	0%	14%
DID NOT MEET REQUIREMENT	14%	39%	17%	28%	14%	0%

SOURCE: Arizona Board of Regents (2009) NOTE: These data are presented in Figure 39.

TABLE B3 Completion Rates for Arizona Board of Regents Core Curriculum Requirements
2009 ARIZONA HIGH SCHOOL GRADUATES

	English	Math	Science	Language	Social Science	Fine Arts
WHITE	86%	49%	67%	68%	90%	88%
BLACK	76%	32%	54%	57%	81%	81%
AMERICAN INDIAN	73%	32%	54%	44%	81%	78%
ASIAN	89%	72%	83%	76%	94%	88%
HISPANIC	75%	31%	53%	54%	81%	83%
TOTAL	82%	42%	62%	62%	86%	86%

SOURCE: Arizona Board of Regents (2009) NOTE: These data are presented in Figure 40.

TABLE B4 Arizona University Eligibility
WITHIN RACE AND YEAR

	1989	1996*	1998*	2002	2006	2009
WHITE	50.4%	61.0%	48.6%	52.1%	56.5%	54.9%
BLACK	32.1%	40.5%	27.1%	31.1%	32.4%	36.8%
AMERICAN INDIAN	22.1%	40.4%	21.4%	20.9%	25.7%	33.7%
ASIAN	65.7%	73.9%	61.8%	65.9%	70.3%	69.9%
HISPANIC	31.3%	41.7%	29.0%	29.9%	35.3%	34.2%
TOTAL	44.2%	55.3%	41.7%	43.9%	47.9%	46.7%

SOURCE: Arizona Board of Regents (2009) NOTE: These data are presented in Figure 41.

TABLE B5

Arizona Median SAT Scores (1972 - 2011)
BY RACE/ETHNICITY AND GENDER

Year	Critical Reading		Mathematics	
	Male	Female	Male	Female
1972	531	529	527	489
1973	523	521	525	489
1974	524	520	524	488
1975	515	509	518	479
1976	511	508	520	475
1977	509	505	520	474
1978	511	503	517	474
1979	509	501	516	473
1980	506	498	515	473
1981	508	496	516	473
1982	509	499	516	473
1983	508	498	516	474
1984	511	498	518	478
1985	514	503	522	480
1986	515	504	523	479
1987	512	502	523	481
1988	512	499	521	483
1989	510	498	523	482
1990	505	496	521	483
1991	503	495	520	482
1992	504	496	521	484
1993	504	497	524	484
1994	501	497	523	487
1995	505	502	525	490
1996	507	503	527	492
1997	507	503	530	494
1998	509	502	531	496
1999	509	502	531	495
2000	507	504	533	498
2001	509	502	533	498
2002	507	502	534	500
2003	512	503	537	503
2004	512	504	537	501
2005	513	505	538	504
2006	505	502	536	502
2007	503	500	532	499
2008	502	499	532	499
2009	502	497	533	498
2010	502	498	533	499
2011	500	495	531	500

SOURCE: College Board (2011) NOTE: These data are presented in Figure 45.

TABLE B6

Arizona SAT Participation 2001-2011
BY RACE/ETHNICITY

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
AMERICAN INDIAN	180	195	240	245	265	269	292	278	297	301	337
ASIAN	715	701	764	832	1,010	1,107	1,172	1,247	1,396	1,379	1,688
BLACK	484	465	511	548	677	689	789	992	991	1,096	1,266
HISPANIC	1,624	1,794	1,856	2,243	2,606	2,718	3,104	3,555	4,096	4,381	4,995
WHITE	8,755	8,920	8,914	10,215	11,718	12,096	12,200	12,729	13,091	12,422	13,444
MULTIRACIAL	452	465	435	542	663	623	651	552	572	539	603
NO RESPONSE	2,047	2,781	4,099	2,954	1,863	1,113	959	678	564	572	512
TOTAL	14,257	15,321	16,819	17,579	18,802	18,615	19,167	20,031	21,007	20,690	22,845

SOURCE: College Board (2011) NOTE: These data are presented in Figure 46.

TABLE B7

Arizona Mean Composite SAT Scores 2001-2011
BY RACE/ETHNICITY

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
AMERICAN INDIAN	936	918	947	920	944	968	960	967	961	957	947
ASIAN	1077	1068	1081	1074	1096	1091	1089	1089	1097	1104	1109
BLACK	908	914	913	906	919	923	915	909	912	933	918
HISPANIC	964	967	971	966	974	971	971	959	962	968	959
WHITE	1073	1068	1069	1066	1078	1072	1068	1067	1067	1078	1077
MULTIRACIAL	1039	1031	1048	1029	1053	1033	1036	1019	1009	1017	1042
NO RESPONSE	1036	1041	1057	1083	1086	1068	1068	1052	1057	1056	1023

SOURCE: College Board (2011) NOTE: These data are presented in Figure 47.

TABLE B8

2011 Arizona Mean Composite SAT Scores
BY RACE/ETHNICITY AND GENDER

	Male	Female	Total
WHITE	1099	1058	1077
BLACK	915	920	918
AMERICAN INDIAN	990	922	947
ASIAN	1123	1097	1109
MULTIRACIAL	1069	1022	1042
HISPANIC	987	930	953
NO RESPONSE	1041	1007	1023
ARIZONA	1065	1019	1040

SOURCE: College Board (2011) NOTE: These data are presented in Figure 48.

TABLE B9

Arizona ACT Participation 2007-2011
BY RACE/ETHNICITY

	2007	2008	2009	2010	2011
BLACK	373	444	544	1,045	1,209
AMERICAN INDIAN	1,004	875	920	1,449	1,340
WHITE	5,570	6,478	7,111	10,568	11,617
HISPANIC	1,650	1,826	2,244	6,653	9,469
ASIAN	378	446	540	792	973
TWO OR MORE RACES	290	338	434	1,012	1,171
UNKNOWN RACE	1,819	1,195	757	1,784	2,152
TOTAL	11,084	11,602	12,550	23,303	27,952

SOURCE: ACT (2011) NOTE: These data are presented in Figure 49.

TABLE B10

Arizona Mean ACT Composite Scores 2007-2011
BY RACE/ETHNICITY

	2007	2008	2009	2010	2011
WHITE	23	23.1	23.3	22.3	22.3
BLACK	18.7	18.6	18.5	17.5	17.4
AMERICAN INDIAN	16.9	16.8	17.2	16.3	16.3
ASIAN	23.2	23.4	23.5	22.5	22.7
MULTIRACIAL	22.1	21.7	21.8	20.3	20.1
HISPANIC	19.8	20	19.8	17.4	17.2
NO RESPONSE	22.7	22.8	22.4	18.5	18.5
ARIZONA	21.8	21.9	21.9	20	19.7

SOURCE: ACT (2011) NOTE: These data are presented in Figure 50.

TABLE B11

2011 Arizona ACT College Readiness Benchmark Scores
PROPORTION WITHIN RACE/ETHNICITY

	All Four Subjects		English		Math		Science		Reading	
	% NOT READY	% READY	% NOT READY	% READY	% NOT READY	% READY	% NOT READY	% READY	% NOT READY	% READY
BLACK	93	7	63	37	80	20	90	10	73	27
AMERICAN INDIAN	97	3	79	21	87	13	96	4	83	17
WHITE	69	31	25	75	43	57	65	35	38	62
HISPANIC	93	7	68	32	79	21	92	8	75	25
ASIAN	65	35	28	72	36	64	61	39	41	59
TWO OR MORE RACES	84	16	42	58	62	38	80	20	53	47
ARIZONA	82	18	47	53	61	39	78	22	57	43

SOURCE: ACT (2011) NOTE: These data are presented in Figures 51-55.

APPENDIX C

POSTSECONDARY EDUCATION

TABLE C1

2010 Arizona Undergraduate Enrollments
WITHIN RACE/ETHNICITY

Sector of institution	American Indian	Asian	Black	Hispanics	White	2 or More Races	Unknown Race	Non-Resident Aliens	TOTAL
PUBLIC, 4-YEAR OR ABOVE	28.7%	38.0%	17.2%	21.6%	30.0%	36.5%	6.6%	51.7%	27.1%
PRIVATE NOT-FOR-PROFIT, 4-YEAR OR ABOVE	0.6%	1.0%	0.4%	0.4%	1.1%	1.4%	0.7%	1.4%	0.9%
PRIVATE FOR-PROFIT, 4-YEAR OR ABOVE	11.0%	6.3%	27.0%	9.8%	10.8%	14.1%	35.7%	8.6%	9.7%
PUBLIC, 2-YEAR	53.3%	51.3%	50.7%	62.3%	53.5%	39.9%	51.3%	37.6%	57.1%
PRIVATE FOR-PROFIT, 2-YEAR	6.3%	3.4%	4.7%	6.0%	4.6%	8.0%	5.7%	0.7%	5.3%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figure 62.

TABLE C2

Arizona Public 4-Year Undergraduate Enrollments 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	49.9%	49.6%	49.4%	49.0%	48.1%	47.9%	47.1%	46.6%	45.8%	45.9%	46.0%	46.1%	46.0%	46.1%	46.0%	46.8%	47.0%	46.6%	46.7%	47.1%
WOMEN	50.1%	50.4%	50.6%	51.0%	51.9%	52.1%	52.9%	53.4%	54.2%	54.1%	54.0%	53.9%	54.0%	53.9%	54.0%	53.2%	53.0%	53.4%	53.3%	52.9%
AMERICAN INDIAN	4.1%	4.5%	5.5%	5.4%	5.3%	5.2%	5.3%	5.5%	5.4%	5.2%	5.0%	5.1%	5.1%	5.2%	5.2%	4.9%	4.8%	4.1%	4.3%	4.1%
BLACK	2.1%	2.1%	2.2%	2.3%	2.4%	2.4%	2.5%	2.5%	2.6%	2.7%	2.7%	2.8%	3.0%	3.1%	3.1%	3.4%	3.5%	3.8%	4.1%	4.2%
ASIAN	3.1%	3.3%	3.6%	3.8%	4.0%	4.2%	4.3%	4.3%	4.3%	4.4%	4.6%	4.6%	4.7%	4.7%	4.8%	5.0%	5.1%	4.9%	5.2%	5.0%
HISPANIC	8.5%	9.3%	9.9%	10.4%	10.8%	11.1%	11.4%	11.6%	11.5%	11.5%	11.7%	11.9%	12.4%	12.7%	13.1%	13.7%	13.9%	15.1%	16.1%	17.6%
WHITE	78.3%	76.8%	74.2%	72.9%	72.3%	72.1%	71.3%	70.8%	70.2%	70.2%	70.0%	69.2%	68.2%	67.2%	66.7%	66.5%	66.0%	64.9%	63.4%	61.4%
RACE / ETHNICITY UNKNOWN	1.3%	1.4%	1.7%	2.1%	2.1%	2.0%	1.9%	1.9%	2.6%	2.6%	2.7%	3.1%	3.6%	4.3%	4.5%	4.2%	4.2%	3.7%	3.2%	2.4%
NON-RESIDENT ALIEN	2.5%	2.6%	2.9%	3.1%	3.1%	3.1%	3.3%	3.3%	3.3%	3.4%	3.4%	3.2%	2.9%	2.7%	2.6%	2.5%	2.6%	2.5%	2.7%	3.1%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	1.1%	2.2%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 66.

TABLE C3

Arizona Private Non-Profit 4-Year Undergraduate Enrollments 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	41.4%	42.3%	41.8%	39.7%	35.1%	34.4%	30.1%	34.8%	36.4%	35.7%	54.5%	56.0%	55.9%	55.6%	56.4%	56.7%	59.0%	59.5%	59.6%	60.6%
WOMEN	58.6%	57.7%	58.2%	60.3%	64.9%	65.6%	69.9%	65.2%	63.6%	64.3%	45.5%	44.0%	44.1%	44.4%	43.6%	43.3%	41.0%	40.5%	40.4%	39.4%
AMERICAN INDIAN	10.8%	6.4%	8.4%	7.7%	10.4%	7.0%	4.9%	4.6%	4.8%	5.2%	3.0%	3.2%	2.6%	2.4%	2.7%	2.6%	2.4%	2.9%	2.7%	2.8%
BLACK	3.1%	7.4%	5.0%	2.2%	2.7%	3.0%	2.9%	3.0%	2.5%	2.6%	2.6%	3.1%	2.2%	2.8%	2.7%	3.1%	3.2%	2.9%	2.8%	3.0%
ASIAN	5.1%	5.7%	1.5%	0.8%	1.0%	1.1%	0.9%	1.0%	1.2%	1.3%	3.2%	3.2%	3.2%	3.7%	3.9%	3.9%	4.1%	4.5%	4.0%	3.9%
HISPANIC	9.9%	9.0%	5.1%	5.4%	6.0%	7.2%	6.7%	5.7%	6.4%	7.0%	5.9%	5.9%	6.2%	6.7%	7.4%	8.5%	8.8%	9.6%	8.8%	9.1%
WHITE	70.4%	68.7%	76.5%	83.3%	71.7%	72.9%	75.3%	76.4%	65.5%	55.2%	68.6%	71.0%	66.7%	65.0%	66.2%	68.5%	69.4%	69.1%	67.9%	67.7%
RACE / ETHNICITY UNKNOWN	0.0%	1.3%	1.8%	0.1%	7.5%	7.5%	8.7%	9.1%	19.3%	28.6%	13.1%	12.4%	18.0%	18.1%	15.8%	11.7%	10.2%	7.7%	10.8%	8.3%
NON-RESIDENT ALIEN	0.8%	1.6%	1.7%	0.5%	0.7%	1.3%	0.7%	0.3%	0.4%	0.1%	3.6%	1.3%	1.0%	1.4%	1.3%	1.7%	2.0%	2.8%	2.4%	2.6%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.7%	2.6%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 67.

TABLE C4

Arizona Private For-Profit 4-Year Undergraduate Enrollments 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	63.8%	61.0%	55.9%	57.9%	58.9%	57.0%	59.3%	59.8%	60.4%	64.8%	57.8%	56.3%	55.1%	54.1%	34.4%	38.5%	39.4%	42.9%	40.2%	38.1%
WOMEN	36.2%	39.0%	44.1%	42.1%	41.1%	43.0%	40.7%	40.2%	39.6%	35.2%	42.2%	43.7%	44.9%	45.9%	65.6%	61.5%	60.6%	57.1%	59.8%	61.9%
AMERICAN INDIAN	2.1%	2.7%	2.2%	3.5%	3.0%	3.3%	3.2%	3.2%	3.3%	3.6%	3.5%	2.9%	3.1%	3.6%	2.1%	2.8%	3.5%	3.9%	3.7%	3.7%
BLACK	5.5%	5.4%	9.3%	5.1%	5.4%	5.9%	6.2%	5.8%	5.8%	6.0%	5.5%	4.6%	5.4%	5.8%	13.9%	6.9%	11.5%	11.0%	13.2%	16.2%
ASIAN	3.8%	3.5%	3.6%	3.2%	2.8%	3.3%	2.9%	3.6%	3.3%	3.6%	2.9%	2.1%	2.0%	2.8%	1.8%	1.5%	2.0%	2.2%	1.8%	1.5%
HISPANIC	10.8%	13.3%	16.0%	12.5%	14.1%	16.4%	14.5%	14.9%	17.0%	16.0%	15.8%	12.8%	16.2%	15.0%	11.1%	11.6%	14.7%	18.5%	17.6%	16.6%
WHITE	70.0%	66.7%	65.6%	72.2%	70.8%	67.4%	69.3%	69.2%	68.1%	61.4%	53.9%	42.8%	43.4%	43.3%	51.0%	33.8%	47.2%	41.7%	41.9%	42.0%
RACE / ETHNICITY UNKNOWN	4.7%	6.3%	1.4%	2.0%	2.5%	2.5%	2.9%	2.8%	1.8%	8.9%	17.8%	33.2%	26.4%	24.9%	17.7%	41.7%	18.8%	21.0%	20.2%	17.2%
NON-RESIDENT ALIEN	3.1%	2.1%	1.9%	1.5%	1.4%	1.1%	0.9%	0.3%	0.6%	0.6%	0.5%	1.5%	3.5%	4.7%	2.5%	1.7%	2.2%	1.3%	0.9%	0.8%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.7%	1.9%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 68.

TABLE C5

Arizona Public 2-Year Undergraduate Enrollments 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	43.5%	42.6%	42.5%	42.3%	42.3%	42.5%	42.6%	43.1%	43.2%	42.7%	42.6%	42.3%	41.8%	42.0%	41.6%	41.7%	41.9%	42.2%	43.0%	43.2%
WOMEN	56.5%	57.4%	57.5%	57.7%	57.7%	57.5%	57.4%	56.9%	56.8%	57.3%	57.4%	57.7%	58.2%	58.0%	58.4%	58.3%	58.1%	57.8%	57.0%	56.8%
AMERICAN INDIAN	3.2%	3.2%	3.5%	3.6%	3.8%	3.8%	3.9%	3.9%	3.9%	4.0%	3.9%	3.7%	3.8%	3.9%	3.8%	3.7%	3.8%	3.7%	3.8%	3.6%
BLACK	3.4%	3.4%	3.3%	3.5%	3.4%	3.5%	3.5%	3.6%	3.7%	3.8%	3.6%	4.0%	4.1%	4.3%	4.4%	4.6%	4.7%	4.9%	5.3%	5.8%
ASIAN	1.9%	2.0%	2.2%	2.4%	2.5%	2.6%	2.7%	2.7%	2.9%	2.9%	2.8%	2.8%	2.8%	2.8%	3.0%	3.2%	3.3%	3.3%	3.3%	3.2%
HISPANIC	14.2%	14.9%	15.7%	16.2%	16.7%	17.3%	17.9%	18.4%	19.1%	19.3%	19.3%	19.8%	20.2%	20.9%	21.2%	21.7%	20.8%	21.5%	22.1%	24.1%
WHITE	75.9%	72.5%	71.1%	69.5%	68.4%	67.2%	65.9%	64.7%	64.0%	62.4%	59.9%	59.0%	58.3%	58.0%	57.7%	56.7%	57.0%	56.6%	54.4%	52.1%
RACE / ETHNICITY UNKNOWN	0.6%	3.0%	3.4%	3.9%	4.1%	4.6%	5.1%	5.6%	5.3%	6.3%	9.2%	9.5%	9.9%	9.2%	8.7%	9.0%	9.1%	8.7%	9.8%	8.9%
NON-RESIDENT ALIEN	0.9%	1.0%	0.8%	0.9%	0.9%	1.0%	1.1%	1.2%	1.2%	1.4%	1.3%	1.1%	0.9%	0.9%	1.3%	1.2%	1.3%	1.3%	1.1%	1.1%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	1.1%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 64.

TABLE C6

Arizona Public 4-Year Graduate / Professional Enrollments 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	47.4%	47.0%	46.7%	45.9%	44.8%	44.4%	44.3%	44.0%	44.2%	44.4%	44.2%	43.6%	43.8%	43.2%	43.7%	44.5%	45.0%	43.3%	43.9%	44.9%
WOMEN	52.6%	53.0%	53.3%	54.1%	55.2%	55.6%	55.7%	56.0%	55.8%	55.6%	55.8%	56.4%	56.2%	56.8%	56.3%	55.5%	55.0%	56.7%	56.1%	55.1%
AMERICAN INDIAN	1.3%	1.2%	1.5%	1.5%	1.6%	1.8%	1.9%	2.2%	2.6%	2.9%	2.9%	2.8%	2.8%	2.8%	2.6%	2.8%	3.1%	2.6%	2.8%	2.3%
BLACK	1.7%	1.6%	1.7%	1.8%	1.9%	2.0%	2.1%	2.3%	2.3%	2.2%	2.2%	2.2%	2.4%	2.3%	2.3%	2.4%	2.7%	3.0%	3.3%	3.2%
ASIAN	2.3%	2.4%	2.5%	3.0%	3.0%	3.0%	3.2%	3.1%	3.2%	3.2%	3.1%	3.2%	3.6%	3.6%	3.5%	3.5%	3.9%	4.1%	4.3%	4.6%
HISPANIC	5.9%	6.2%	6.6%	7.2%	7.5%	7.7%	7.7%	8.0%	8.4%	9.0%	9.2%	9.3%	9.0%	9.0%	8.9%	8.8%	8.9%	10.0%	10.0%	10.5%
WHITE	75.8%	75.3%	74.1%	72.8%	72.7%	71.9%	71.3%	69.9%	68.3%	66.4%	64.5%	64.9%	63.1%	60.8%	57.9%	55.9%	55.7%	59.2%	59.6%	59.4%
RACE / ETHNICITY UNKNOWN	1.2%	1.4%	1.7%	2.4%	2.3%	2.3%	2.6%	2.8%	2.9%	2.6%	2.6%	2.3%	4.2%	7.3%	10.7%	12.3%	10.2%	7.1%	6.1%	4.6%
NON-RESIDENT ALIEN	11.9%	11.9%	11.9%	11.3%	10.8%	11.2%	11.3%	11.6%	12.3%	13.7%	15.5%	15.3%	14.9%	14.2%	14.2%	14.4%	15.6%	13.5%	13.4%	13.9%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.6%	1.4%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 85.

TABLE C7

Arizona Not-For-Profit 4-Year Graduate / Professional Enrollments 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	45.8%	46.0%	44.5%	43.7%	49.0%	50.2%	57.5%	54.3%	46.8%	46.2%	50.0%	51.8%	50.1%	49.5%	48.6%	49.3%	50.1%	50.8%	50.9%	52.1%
WOMEN	54.2%	54.0%	55.5%	56.3%	51.0%	49.8%	42.5%	45.7%	53.2%	53.8%	50.0%	48.2%	49.9%	50.5%	51.4%	50.7%	49.9%	49.2%	49.1%	47.9%
AMERICAN INDIAN	0.4%	1.1%	0.7%	0.8%	0.2%	0.2%	0.3%	0.3%	0.8%	1.0%	1.6%	0.4%	0.5%	0.5%	0.6%	1.0%	0.7%	0.7%	0.6%	0.5%
BLACK	3.0%	3.8%	8.0%	3.1%	1.3%	3.1%	2.0%	1.6%	1.3%	1.4%	1.8%	2.0%	2.2%	2.4%	2.6%	3.1%	3.6%	4.0%	3.7%	3.8%
ASIAN	5.9%	4.9%	4.3%	4.2%	2.4%	2.7%	4.4%	6.5%	6.1%	6.3%	6.2%	5.6%	5.0%	5.4%	5.7%	6.4%	6.3%	6.5%	6.2%	10.2%
HISPANIC	8.5%	8.2%	3.8%	9.6%	5.0%	4.1%	3.6%	3.1%	3.6%	4.0%	4.0%	3.8%	3.9%	4.2%	5.2%	5.3%	4.4%	4.4%	4.3%	5.1%
WHITE	66.2%	40.3%	71.6%	59.2%	66.0%	66.0%	62.2%	57.0%	61.4%	54.3%	51.8%	50.2%	49.5%	50.5%	54.7%	55.1%	58.4%	56.8%	54.3%	57.1%
RACE / ETHNICITY UNKNOWN	0.0%	29.1%	5.3%	7.8%	6.3%	7.2%	4.4%	4.1%	26.8%	7.4%	8.3%	12.9%	16.3%	16.9%	13.3%	11.6%	9.9%	10.3%	14.9%	6.9%
NON-RESIDENT ALIEN	15.9%	12.5%	6.3%	15.3%	18.7%	16.6%	23.2%	27.4%	0.1%	25.6%	26.3%	25.0%	22.6%	20.1%	17.9%	17.6%	16.8%	17.2%	15.8%	14.2%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	2.3%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 86.

TABLE C11

Arizona For-Profit 4-Year Graduate / Professional Enrollments 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	62.3%	61.2%	33.0%	53.2%	48.3%	46.5%	45.6%	51.0%	45.8%	47.6%	43.5%	41.8%	41.4%	43.9%	44.8%	39.0%	47.2%	48.5%	43.6%	41.2%
WOMEN	37.7%	38.8%	67.0%	46.8%	51.7%	53.5%	54.4%	49.0%	54.2%	52.4%	56.5%	58.2%	58.6%	56.1%	55.2%	61.0%	52.8%	51.5%	56.4%	58.8%
AMERICAN INDIAN	0.9%	0.3%	0.0%	0.8%	0.4%	0.8%	1.6%	1.7%	1.6%	0.9%	0.8%	0.5%	0.8%	1.1%	1.3%	1.1%	1.5%	1.4%	0.8%	0.6%
BLACK	6.8%	7.4%	7.1%	2.0%	5.4%	8.5%	6.4%	5.4%	6.3%	3.9%	4.8%	3.2%	4.8%	6.5%	8.2%	6.0%	12.1%	9.8%	14.0%	14.1%
ASIAN	3.7%	3.0%	2.8%	3.7%	1.7%	1.8%	1.8%	5.2%	3.9%	4.8%	3.8%	2.1%	3.0%	4.4%	4.8%	3.5%	5.3%	3.6%	2.5%	2.4%
HISPANIC	8.4%	6.7%	6.1%	6.9%	8.9%	7.8%	11.2%	9.7%	15.3%	5.5%	6.3%	4.4%	7.2%	7.0%	7.6%	9.4%	7.2%	6.1%	5.5%	5.2%
WHITE	77.5%	78.0%	80.5%	83.7%	77.8%	75.5%	74.2%	75.5%	71.9%	49.4%	50.7%	31.8%	45.5%	50.3%	55.2%	51.2%	55.9%	44.1%	39.1%	32.2%
RACE / ETHNICITY UNKNOWN	0.9%	1.7%	1.5%	0.8%	1.6%	2.7%	1.6%	2.5%	0.7%	35.3%	32.9%	54.9%	30.8%	23.6%	14.9%	23.2%	15.3%	33.0%	36.1%	43.3%
NON-RESIDENT ALIEN	1.8%	2.9%	2.0%	2.1%	4.0%	2.9%	3.1%	0.0%	0.2%	0.2%	0.8%	3.2%	7.9%	7.1%	8.0%	5.6%	2.7%	1.8%	1.4%	1.2%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.6%	1.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 87.

TABLE C12

2010 Arizona Associate's Degrees

PERCENTAGE BY RACE/ETHNICITY WITHIN SECTOR

	White	Hispanic	Black	American Indian	Asian	2 or More Races	Unknown Race	Non-Resident Alien
PUBLIC, 4-YEAR OR ABOVE	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
PRIVATE NOT-FOR-PROFIT, 4-YEAR OR ABOVE	30.8%	0.0%	7.7%	38.5%	23.1%	0.0%	0.0%	0.0%
PRIVATE FOR-PROFIT, 4-YEAR OR ABOVE	46.3%	18.0%	10.3%	6.7%	1.8%	1.0%	15.4%	0.4%
PUBLIC, 2-YEAR	61.9%	21.4%	4.8%	2.6%	3.4%	0.1%	4.3%	1.5%
PRIVATE FOR-PROFIT, 2-YEAR	48.2%	20.7%	3.9%	4.8%	3.8%	1.5%	16.9%	0.3%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 70.

TABLE C13

2010 Arizona Bachelor's Degrees

PERCENTAGE BY RACE/ETHNICITY WITHIN SECTOR

	White	Hispanic	Black	American Indian	Asian	2 or More Races	Unknown Race	Non-Resident Alien
PUBLIC, 4-YEAR OR ABOVE	68.5%	14.5%	3.0%	2.1%	5.0%	0.5%	4.2%	2.0%
PRIVATE NOT-FOR-PROFIT, 4-YEAR OR ABOVE	69.7%	10.9%	4.2%	1.6%	3.0%	0.5%	8.3%	1.8%
PRIVATE FOR-PROFIT, 4-YEAR OR ABOVE	46.7%	11.5%	5.4%	1.6%	2.5%	1.5%	29.7%	1.2%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 72.

TABLE C14

2010 Arizona Master's Degrees

PERCENTAGE BY RACE/ETHNICITY WITHIN SECTOR

	White	Hispanic	Black	American Indian	Asian	2 or More Races	Unknown Race	Non-Resident Alien
PUBLIC, 4-YEAR OR ABOVE	61.5%	10.3%	2.8%	2.5%	3.5%	0.4%	6.4%	12.7%
PRIVATE NOT-FOR-PROFIT, 4-YEAR OR ABOVE	45.4%	4.5%	2.9%	0.6%	5.5%	0.9%	7.0%	33.1%
PRIVATE FOR-PROFIT, 4-YEAR OR ABOVE	45.1%	6.4%	9.0%	1.5%	3.1%	0.8%	31.4%	2.7%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 89.

TABLE C15

2010 Arizona Doctoral Degrees
PERCENTAGE BY RACE/ETHNICITY WITHIN SECTOR

	White	Hispanic	Black	American Indian	Asian	2 or More Races	Unknown Race	Non-Resident Alien
PUBLIC, 4-YEAR OR ABOVE	53.4%	6.3%	2.2%	1.4%	4.1%	0.2%	4.8%	27.7%
PRIVATE NOT-FOR-PROFIT, 4-YEAR OR ABOVE	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PRIVATE FOR-PROFIT, 4-YEAR OR ABOVE	75.0%	3.2%	8.3%	1.3%	3.2%	0.0%	9.0%	0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 90.

TABLE C16

2010 Arizona Professional Degrees
PERCENTAGE BY RACE/ETHNICITY WITHIN SECTOR

	White	Hispanic	Black	American Indian	Asian	2 or More Races	Unknown Race	Non-Resident Alien
PUBLIC, 4-YEAR OR ABOVE	65.7%	10.4%	2.1%	4.1%	7.8%	0.4%	8.8%	0.7%
PRIVATE NOT-FOR-PROFIT, 4-YEAR OR ABOVE	71.1%	5.0%	3.4%	0.5%	15.0%	1.6%	2.1%	1.3%
PRIVATE FOR-PROFIT, 4-YEAR OR ABOVE	71.1%	13.4%	5.2%	0.0%	1.0%	0.0%	8.2%	1.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figure 93.

TABLE C17

Arizona Associate's Degrees 1991-2010
PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
MEN	48.7%	47.5%	47.0%	45.5%	42.0%	42.3%	44.4%	44.5%	44.2%	46.0%	51.7%	50.3%	43.2%	43.2%	42.7%	41.1%	42.3%	41.1%	42.7%	43.1%	
WOMEN	51.3%	52.5%	53.0%	54.5%	58.0%	57.7%	55.6%	55.5%	55.8%	54.0%	48.3%	49.7%	56.8%	56.8%	57.3%	58.9%	57.7%	58.9%	57.3%	56.9%	
AMERICAN INDIAN	3.7%	4.7%	4.5%	5.4%	5.6%	6.1%	4.9%	5.1%	5.6%	5.8%	5.0%	6.6%	5.4%	5.5%	5.5%	5.1%	4.4%	4.0%	4.4%	3.9%	
BLACK	4.7%	3.3%	2.7%	4.0%	3.2%	2.8%	3.7%	4.5%	4.2%	4.5%	4.4%	4.3%	4.7%	4.9%	5.1%	5.6%	6.6%	4.9%	6.0%	5.2%	
ASIAN	1.5%	1.5%	1.7%	2.2%	2.9%	3.2%	3.0%	2.8%	2.7%	2.4%	2.4%	2.8%	2.4%	2.4%	2.5%	2.4%	2.7%	2.6%	3.4%	3.3%	
HISPANIC	10.4%	11.6%	12.6%	15.2%	14.3%	15.0%	16.2%	17.2%	17.5%	19.7%	19.3%	20.5%	20.3%	20.0%	19.3%	18.2%	16.3%	17.1%	19.8%	20.8%	
WHITE	69.6%	68.9%	69.4%	71.7%	71.9%	69.6%	67.9%	68.0%	66.1%	63.7%	61.5%	58.3%	60.0%	58.8%	55.6%	57.0%	56.4%	49.1%	56.5%	58.5%	
RACE / ETHNICITY UNKNOWN	1.2%	0.6%	3.7%	1.0%	1.4%	2.9%	3.8%	1.7%	2.9%	3.1%	6.2%	6.3%	5.4%	7.4%	11.0%	10.1%	10.8%	21.1%	8.5%	6.7%	
NON-RESIDENT ALIEN	0.4%	0.4%	0.7%	0.8%	0.4%	0.5%	0.4%	0.8%	0.9%	0.8%	1.2%	1.2%	1.8%	1.0%	1.1%	1.6%	2.7%	1.0%	1.2%	1.3%	
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.3%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 73.

TABLE C18

Arizona Bachelor's Degrees 1991-2010
PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	52.4%	48.9%	48.3%	47.4%	48.5%	48.2%	46.5%	47.7%	46.5%	46.0%	46.3%	46.5%	46.5%	45.9%	45.5%	45.6%	46.2%	44.7%	45.1%	44.8%
WOMEN	47.6%	51.1%	51.7%	52.6%	51.5%	51.8%	53.5%	52.3%	53.5%	54.0%	53.7%	53.5%	53.5%	54.1%	54.5%	54.4%	53.8%	55.3%	54.9%	55.2%
AMERICAN INDIAN	1.2%	1.4%	1.5%	1.5%	2.1%	2.1%	2.4%	2.0%	2.2%	2.5%	2.5%	2.5%	2.3%	2.3%	2.2%	2.1%	2.5%	2.2%	2.0%	2.1%
BLACK	2.9%	1.7%	2.1%	2.4%	2.3%	2.7%	2.3%	2.3%	2.2%	2.7%	2.9%	2.3%	2.5%	2.6%	2.9%	2.7%	2.9%	3.2%	3.3%	3.4%
ASIAN	2.9%	2.6%	2.8%	2.9%	3.4%	3.7%	3.6%	3.7%	4.1%	3.9%	3.7%	4.1%	4.2%	4.1%	4.4%	4.5%	4.5%	4.8%	4.6%	4.7%
HISPANIC	6.8%	7.2%	7.4%	8.5%	8.9%	9.7%	10.1%	10.2%	10.5%	11.0%	11.2%	10.8%	11.3%	11.5%	11.4%	12.0%	12.5%	13.3%	13.5%	14.4%
WHITE	81.6%	82.2%	81.7%	79.1%	77.2%	76.6%	73.6%	74.2%	73.7%	72.9%	71.4%	71.2%	69.3%	68.1%	68.4%	68.0%	67.3%	67.0%	67.4%	66.2%
RACE / ETHNICITY UNKNOWN	0.7%	0.8%	1.0%	1.2%	1.5%	1.5%	4.2%	3.9%	3.9%	3.5%	4.5%	5.3%	7.1%	7.8%	7.2%	7.1%	7.3%	7.2%	6.6%	6.5%
NON-RESIDENT ALIEN	3.7%	3.9%	3.4%	4.4%	4.6%	3.7%	3.8%	3.7%	3.3%	3.5%	3.8%	3.8%	3.4%	3.5%	3.4%	3.6%	3.0%	2.3%	2.2%	2.0%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%	0.6%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 74.

TABLE C19

Arizona Master's Degrees 1991-2010
PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	53.4%	50.3%	49.0%	47.5%	46.2%	44.7%	44.8%	45.8%	45.1%	46.4%	46.4%	43.8%	45.9%	44.6%	42.8%	43.3%	44.8%	41.5%	44.3%	43.2%
WOMEN	46.6%	49.7%	51.0%	52.5%	53.8%	55.3%	55.2%	54.2%	54.9%	53.6%	53.6%	56.2%	54.1%	55.4%	57.2%	56.7%	55.2%	58.5%	55.7%	56.8%
AMERICAN INDIAN	1.0%	1.1%	1.0%	1.1%	1.3%	1.5%	1.6%	1.4%	1.5%	1.7%	1.7%	2.8%	2.6%	1.7%	2.1%	2.2%	1.5%	2.5%	1.6%	2.0%
BLACK	3.4%	1.5%	2.1%	1.6%	1.6%	2.4%	2.3%	2.9%	2.8%	2.7%	2.9%	2.0%	2.2%	2.8%	3.0%	2.6%	3.1%	3.4%	3.9%	4.3%
ASIAN	2.5%	1.7%	1.4%	1.9%	2.8%	2.9%	2.2%	2.7%	3.5%	2.8%	2.6%	3.0%	2.6%	2.9%	3.3%	3.5%	3.4%	3.7%	4.0%	3.9%
HISPANIC	5.8%	3.9%	5.1%	6.7%	5.3%	8.6%	7.2%	7.1%	7.8%	6.9%	7.6%	7.8%	8.0%	7.7%	8.5%	8.2%	8.4%	8.8%	8.5%	9.5%
WHITE	68.0%	60.0%	60.2%	61.0%	69.6%	69.3%	71.7%	70.3%	68.8%	67.0%	64.1%	62.1%	57.5%	55.8%	56.7%	56.5%	55.1%	52.8%	54.7%	57.1%
RACE / ETHNICITY UNKNOWN	8.6%	14.4%	13.1%	11.9%	4.4%	2.2%	2.9%	1.7%	2.3%	3.6%	3.1%	6.0%	11.7%	12.6%	10.4%	11.9%	13.9%	15.4%	12.1%	10.0%
NON-RESIDENT ALIEN	10.5%	17.2%	16.8%	15.8%	15.1%	13.1%	12.1%	13.8%	13.4%	15.2%	17.9%	16.3%	15.5%	16.6%	15.9%	15.1%	14.6%	13.3%	14.8%	12.7%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%	0.5%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 94.

Arizona Doctoral Degrees 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	68.3%	65.6%	62.2%	65.5%	61.9%	61.6%	60.6%	60.3%	61.1%	58.7%	53.7%	53.6%	50.8%	52.2%	51.7%	54.2%	51.7%	49.9%	48.6%	47.3%
WOMEN	31.7%	34.4%	37.8%	34.5%	38.1%	38.4%	39.4%	39.7%	38.9%	41.3%	46.3%	46.4%	49.2%	47.8%	48.3%	45.8%	48.3%	50.1%	51.4%	52.7%
AMERICAN INDIAN	1.2%	0.0%	0.0%	0.4%	0.9%	0.3%	1.0%	0.5%	0.6%	0.1%	0.9%	1.4%	0.7%	0.9%	1.0%	1.0%	1.6%	1.1%	1.5%	1.2%
BLACK	0.5%	0.5%	1.0%	0.5%	2.5%	1.5%	2.4%	2.3%	2.2%	1.3%	2.7%	2.0%	1.5%	2.4%	2.7%	3.6%	4.1%	6.7%	8.4%	8.0%
ASIAN	2.8%	3.4%	4.1%	2.8%	5.7%	4.1%	4.2%	2.9%	2.7%	1.8%	3.4%	2.3%	2.5%	2.5%	2.3%	4.3%	3.5%	4.8%	4.6%	3.7%
HISPANIC	1.7%	4.1%	2.3%	4.9%	5.1%	5.3%	4.4%	6.7%	4.4%	3.9%	6.0%	4.9%	7.0%	6.1%	5.9%	4.0%	4.9%	4.8%	5.8%	5.4%
WHITE	67.6%	62.1%	66.3%	64.2%	62.4%	60.6%	59.7%	63.5%	66.5%	66.8%	62.9%	63.4%	62.6%	58.8%	58.9%	53.2%	53.6%	54.6%	52.3%	54.1%
RACE / ETHNICITY UNKNOWN	0.0%	0.0%	0.3%	0.9%	2.3%	3.7%	2.3%	1.3%	1.4%	1.8%	1.1%	1.7%	16.3%	5.4%	7.3%	6.5%	5.6%	10.0%	7.9%	7.9%
NON-RESIDENT ALIEN	26.3%	30.0%	26.0%	26.3%	21.1%	24.6%	26.0%	22.8%	22.2%	24.2%	22.8%	24.2%	9.3%	24.1%	21.9%	27.3%	26.7%	18.1%	19.4%	19.6%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 95.

Arizona Allopathic Medicine Degrees 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	63.9%	50.5%	48.8%	58.1%	43.8%	42.9%	43.0%	48.1%	48.1%	51.0%	57.8%	51.5%	53.3%	53.8%	49.5%	51.6%	48.7%	50.0%	46.3%	47.2%
WOMEN	36.1%	49.5%	51.2%	41.9%	56.3%	57.1%	57.0%	51.9%	51.9%	49.0%	42.2%	48.5%	46.7%	46.2%	50.5%	48.4%	51.3%	50.0%	53.7%	52.8%
AMERICAN INDIAN	2.4%	1.0%	0.0%	1.2%	0.0%	2.0%	0.0%	3.8%	3.8%	3.0%	0.0%	1.0%	2.2%	1.0%	1.1%	4.4%	0.0%	1.9%	1.6%	0.9%
BLACK	3.6%	1.0%	0.0%	1.2%	0.0%	0.0%	2.2%	1.0%	1.0%	1.0%	2.9%	5.0%	3.3%	0.0%	1.1%	0.0%	2.5%	1.0%	0.8%	4.6%
ASIAN	14.5%	6.9%	2.4%	4.7%	5.0%	3.1%	5.4%	8.7%	8.7%	11.0%	16.7%	5.9%	14.1%	9.6%	11.0%	18.7%	11.8%	15.4%	9.8%	12.0%
HISPANIC	8.4%	9.9%	11.0%	9.3%	6.3%	11.2%	7.5%	10.6%	10.6%	13.0%	6.9%	12.9%	9.8%	12.5%	8.8%	9.9%	7.6%	4.8%	8.1%	9.3%
WHITE	71.1%	81.2%	86.6%	74.4%	63.8%	58.2%	77.4%	73.1%	73.1%	47.0%	50.0%	55.4%	57.6%	63.5%	59.3%	61.5%	74.8%	72.1%	70.7%	58.3%
RACE / ETHNICITY UNKNOWN	0.0%	0.0%	0.0%	9.3%	25.0%	25.5%	7.5%	2.9%	2.9%	25.0%	23.5%	19.8%	13.0%	13.5%	18.7%	5.5%	3.4%	4.8%	8.9%	14.8%
NON-RESIDENT ALIEN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0% 23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 96.

TABLE C22

Arizona Osteopathic Medicine Degrees 2000-2010

PERCENTAGE BY RACE/ETHNICITY

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	70.1%	68.4%	69.2%	65.6%	63.0%	65.4%	55.9%	60.0%	68.2%	55.7%	72.3%
WOMEN	29.9%	31.6%	30.8%	34.4%	37.0%	34.6%	44.1%	40.0%	31.8%	44.3%	27.7%
AMERICAN INDIAN	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%
BLACK	0.0%	0.0%	0.9%	0.0%	0.8%	0.0%	0.7%	0.7%	0.0%	0.0%	0.0%
ASIAN	15.5%	18.9%	25.6%	20.5%	15.7%	11.5%	6.6%	8.9%	15.2%	14.1%	13.1%
HISPANIC	3.1%	3.2%	0.9%	2.5%	1.6%	2.3%	1.5%	2.2%	2.3%	4.0%	6.6%
WHITE	78.4%	77.9%	71.8%	76.2%	76.4%	86.2%	89.7%	84.4%	78.0%	75.2%	76.6%
RACE / ETHNICITY UNKNOWN	3.1%	0.0%	0.9%	0.8%	4.7%	0.0%	1.5%	3.7%	3.8%	5.4%	1.5%
NON-RESIDENT ALIEN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 97.

TABLE C23

Arizona Pharmacy Degrees 1991-2010

PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	26.5%	31.7%	53.7%	47.1%	44.9%	37.5%	37.3%	43.1%	43.1%	35.7%	41.3%	38.7%	38.5%	39.1%	41.1%	42.8%	44.9%	41.8%	41.1%	39.7%
WOMEN	73.5%	68.3%	46.3%	52.9%	55.1%	62.5%	62.7%	56.9%	56.9%	64.3%	58.7%	61.3%	61.5%	60.9%	58.9%	57.2%	55.1%	58.2%	58.9%	60.3%
AMERICAN INDIAN	2.0%	7.3%	1.9%	0.0%	2.0%	0.0%	0.0%	1.7%	1.7%	1.8%	0.0%	1.4%	0.0%	1.3%	0.0%	0.5%	0.0%	1.0%	1.0%	0.9%
BLACK	0.0%	0.0%	1.9%	2.0%	2.0%	4.2%	3.9%	0.0%	0.0%	0.0%	2.7%	2.1%	2.8%	4.5%	2.6%	1.5%	1.4%	1.0%	0.5%	0.5%
ASIAN	8.2%	7.3%	13.0%	3.9%	8.2%	14.6%	13.7%	13.8%	13.8%	23.2%	22.0%	28.2%	23.8%	19.9%	18.9%	10.8%	15.5%	15.4%	20.6%	20.1%
HISPANIC	6.1%	7.3%	9.3%	7.8%	6.1%	6.3%	11.8%	5.2%	5.2%	8.9%	9.3%	7.7%	7.7%	8.3%	7.9%	6.7%	5.8%	5.5%	7.2%	6.1%
WHITE	83.7%	78.0%	70.4%	74.5%	81.6%	75.0%	68.6%	79.3%	79.3%	64.3%	62.7%	59.2%	64.3%	55.1%	66.8%	73.7%	68.1%	70.6%	60.8%	65.4%
RACE / ETHNICITY UNKNOWN	0.0%	0.0%	1.9%	11.8%	0.0%	0.0%	2.0%	0.0%	0.0%	1.8%	2.0%	0.7%	0.7%	10.9%	3.7%	6.7%	9.2%	6.5%	8.6%	4.2%
NON-RESIDENT ALIEN	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.9%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 98.

TABLE C24

Arizona Law Degrees 1991-2010
PERCENTAGE BY RACE/ETHNICITY

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
MEN	56.7%	52.3%	50.3%	58.5%	57.0%	52.3%	54.1%	52.2%	50.2%	54.5%	53.3%	49.2%	47.0%	49.1%	45.6%	54.9%	54.9%	49.3%	54.5%	53.0%
WOMEN	43.3%	47.7%	49.7%	41.5%	43.0%	47.7%	45.9%	47.8%	49.8%	45.5%	46.7%	50.8%	53.0%	50.9%	54.4%	45.1%	45.1%	50.7%	45.5%	47.0%
AMERICAN INDIAN	2.0%	1.4%	2.3%	4.0%	3.2%	4.2%	3.5%	1.8%	2.0%	4.2%	5.6%	4.7%	6.3%	4.9%	5.3%	5.5%	4.5%	3.8%	4.5%	5.1%
BLACK	4.4%	3.9%	5.0%	3.7%	7.0%	3.2%	6.6%	4.0%	3.7%	2.3%	3.0%	3.0%	4.6%	3.7%	5.0%	3.4%	3.9%	2.6%	2.6%	2.3%
ASIAN	1.0%	5.3%	5.0%	5.2%	5.7%	4.2%	6.0%	5.4%	4.7%	4.5%	4.9%	4.7%	4.9%	4.0%	6.9%	8.3%	5.6%	5.0%	5.0%	4.3%
HISPANIC	9.6%	15.7%	10.7%	12.3%	14.9%	13.6%	12.9%	12.0%	11.0%	12.3%	10.2%	12.8%	11.2%	12.6%	11.6%	11.3%	13.9%	12.7%	11.1%	11.9%
WHITE	81.6%	73.0%	75.7%	72.9%	68.0%	69.8%	69.2%	74.3%	75.9%	73.2%	74.3%	70.0%	69.5%	72.7%	67.6%	68.7%	67.7%	62.3%	57.7%	66.7%
RACE / ETHNICITY UNKNOWN	1.0%	0.4%	1.0%	1.8%	0.3%	1.6%	1.6%	2.5%	2.0%	2.3%	1.3%	2.7%	2.3%	1.8%	2.5%	1.5%	3.6%	12.3%	18.3%	8.8%
NON-RESIDENT ALIEN	0.3%	0.4%	0.3%	0.0%	0.9%	3.2%	0.3%	0.0%	0.7%	1.3%	0.7%	2.0%	1.2%	0.3%	0.9%	1.2%	0.8%	1.2%	0.8%	1.0%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 99.

TABLE C25

Arizona Dental Degrees 2007-2010
PERCENTAGE BY RACE/ETHNICITY

	2007	2008	2009	2010
MEN	58.8%	56.4%	50.0%	49.2%
WOMEN	41.2%	43.6%	50.0%	50.8%
AMERICAN INDIAN	9.8%	1.8%	2.0%	8.5%
BLACK	2.0%	0.0%	2.0%	0.0%
ASIAN	7.8%	16.4%	16.0%	8.5%
HISPANIC	2.0%	9.1%	6.0%	5.1%
WHITE	66.7%	54.5%	62.0%	71.2%
RACE / ETHNICITY UNKNOWN	11.8%	18.2%	12.0%	6.8%
NON-RESIDENT ALIEN	0.0%	0.0%	0.0%	0.0%
2 OR MORE RACES	0.0%	0.0%	0.0%	0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are presented in Figures 100.

APPENDIX D

INSTITUTIONAL TABLES

This section contains tables for postsecondary institution enrollments and degree completions. This data is not detailed earlier in the manuscript, however this data is discussed in aggregate in the postsecondary education section.

Arizona 2-Year Public Institution Enrollments

TOTAL COUNT BY RACE/ETHNICITY

TABLE D1

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA WESTERN COLLEGE	8545	3694	4851	2032	4892	261	139	113	7	262	809
CENTRAL ARIZONA COLLEGE	7117	2827	4290	3610	1941	541	343	90	96	439	17
CHANDLER/GILBERT COMMUNITY COLLEGE	12296	5825	6471	7422	2204	546	180	583	179	1052	115
COCHISE COLLEGE	5885	2489	3096	2586	2218	310	46	127	76	166	27
COCONINO COUNTY COMMUNITY COLLEGE	4394	1869	2525	2546	418	104	935	24	101	239	6
EASTERN ARIZONA COLLEGE	6799	3061	3738	4287	1389	219	533	99	28	198	38
ESTRELLA MOUNTAIN COMMUNITY COLLEGE	8122	3129	4993	3186	3112	669	109	350	101	527	46
GATEWAY COMMUNITY COLLEGE	7346	3321	4025	3383	700	1985	268	294	61	603	42
GLENDALE COMMUNITY COLLEGE	21373	9952	11421	11375	5700	1427	387	893	268	1122	179
MESA COMMUNITY COLLEGE	26408	12512	13896	15417	4780	1596	1023	1113	314	1808	296
MOHAVE COMMUNITY COLLEGE	6686	2459	4227	5158	1024	82	125	105	57	108	0
NORTHLAND PIONEER COLLEGE	3950	1558	2392	1845	281	18	1154	22	28	598	0
PARADISE VALLEY COMMUNITY COLLEGE	10282	4471	5811	7013	1287	294	146	326	85	1080	40
PHOENIX COLLEGE	13000	4957	8043	4282	4695	1442	480	359	109	1564	59
PIMA COMMUNITY COLLEGE	36823	16556	20267	15665	11605	1389	892	870	609	5223	502
RIO SALADO COLLEGE	25266	9176	16090	15571	3860	2520	426	921	249	1607	55
SCOTTSDALE COMMUNITY COLLEGE	11257	5347	5910	7501	1363	400	515	297	127	859	177
SOUTH MOUNTAIN COMMUNITY COLLEGE	6354	2613	3741	1189	1986	862	262	194	37	1744	73
TOHONO O'ODHAM COMMUNITY COLLEGE	207	59	148	8	5	0	192	0	0	1	0
YAVAPAI COLLEGE	8410	3507	4903	5930	745	77	218	86	56	1282	10

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D2

Arizona For-Profit 2-Year Institution Enrollments
TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA AUTOMOTIVE INSTITUTE	1734	1626	108	661	579	176	190	45	10	67	1
		93.8%	6.2%	38.1%	33.4%	10.1%	11.0%	2.6%	0.6%	3.9%	0.1%
ARIZONA COLLEGE OF ALLIED HEALTH	832	135	697	425	222	93	55	19	13	0	0
		16.2%	83.8%	51.1%	26.7%	11.2%	6.6%	2.3%	1.6%	0.0%	0.0%
BROOKLINE COLLEGE	1563	435	1128	457	714	196	100	8	0	68	0
		27.8%	72.2%	29.2%	45.7%	12.5%	6.4%	0.5%	0.0%	4.4%	0.0%
CARRINGTON COLLEGE-MESA	1099	238	861	314	224	64	79	11	13	392	0
		21.7%	78.3%	28.6%	20.4%	5.8%	7.2%	1.0%	1.2%	35.7%	0.0%
CARRINGTON COLLEGE-PHOENIX	977	180	797	319	475	73	57	17	9	21	2
		18.4%	81.6%	32.7%	48.6%	7.5%	5.8%	1.7%	0.9%	2.1%	0.2%
CARRINGTON COLLEGE-TUCSON	867	195	672	273	468	35	30	7	6	46	0
		22.5%	77.5%	31.5%	54.0%	4.0%	3.5%	0.8%	0.7%	5.3%	0.0%
CARRINGTON COLLEGE-WESTSIDE	694	253	441	341	192	49	28	19	3	60	0
		36.5%	63.5%	49.1%	27.7%	7.1%	4.0%	2.7%	0.4%	8.6%	0.0%
FORTIS COLLEGE	267	60	207	44	79	32	33	3	13	62	0
		22.5%	77.5%	16.5%	29.6%	12.0%	12.4%	1.1%	4.9%	23.2%	0.0%
GOLF ACADEMY OF AMERICA	274	270	4	201	9	7	5	4	8	26	14
		98.5%	1.5%	73.4%	3.3%	2.6%	1.8%	1.5%	2.9%	9.5%	5.1%
KAPLAN COLLEGE	644	169	475	333	109	42	9	15	12	123	0
		26.2%	73.8%	51.7%	16.9%	6.5%	1.4%	2.3%	1.9%	19.1%	0.0%
LAMSON COLLEGE	258	39	219	90	84	27	17	0	7	33	0
		15.1%	84.9%	34.9%	32.6%	10.5%	6.6%	0.0%	2.7%	12.8%	0.0%
PIMA MEDICAL INSTITUTE	2071	409	1662	876	435	72	38	51	55	536	1
		19.7%	80.3%	42.3%	21.0%	3.5%	1.8%	2.5%	2.7%	25.9%	0.0%
REFRIGERATION SCHOOL INC	504	499	5	256	134	29	27	8	18	28	0
		99.0%	1.0%	50.8%	26.6%	5.8%	5.4%	1.6%	3.6%	5.6%	0.0%
SANFORD-BROWN COLLEGE	518	92	426	155	195	42	7	1	40	78	0
		17.8%	82.2%	29.9%	37.6%	8.1%	1.4%	0.2%	7.7%	15.1%	0.0%
SOUTHWEST INSTITUTE OF HEALING ARTS	1537	220	1317	1219	152	58	14	48	8	34	0
		14.3%	85.7%	79.3%	9.9%	3.8%	0.9%	3.1%	0.5%	2.2%	0.0%
THE BRYMAN SCHOOL OF ARIZONA	804	195	609	312	305	51	73	10	24	6	23
		24.3%	75.7%	38.8%	37.9%	6.3%	9.1%	1.2%	3.0%	0.7%	2.9%
UNIVERSAL TECHNICAL INSTITUTE OF ARIZONA	3223	3151	72	1499	658	102	158	64	166	507	1
		97.8%	2.2%	46.5%	20.4%	3.2%	4.9%	2.0%	5.2%	15.7%	0.0%
UNIVERSAL TECHNICAL INSTITUTE-MOTORCYCLE	3371	3236	135	2576	316	86	70	20	115	175	2
		96.0%	4.0%	76.4%	9.4%	2.6%	2.1%	0.6%	3.4%	5.2%	0.1%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona 4-Year Public Institution Enrollments

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA STATE UNIVERSITY	56562	27791 49.1%	28771 50.9%	35095 62.0%	10075 17.8%	2942 5.2%	1141 2.0%	3263 5.8%	713 1.3%	1725 3.0%	1532 2.7%
DINÉ COLLEGE	2033	717 35.3%	1316 64.7%	9 0.4%	1 0.0%	3 0.1%	2018 99.3%	2 0.1%	0 0.0%	0 0.0%	0 0.0%
NORTHERN ARIZONA UNIVERSITY	20189	8414 41.7%	11775 58.3%	13466 66.7%	3141 15.6%	656 3.2%	975 4.8%	385 1.9%	458 2.3%	235 1.2%	773 3.8%
UNIVERSITY OF ARIZONA	30592	14641 47.9%	15951 52.1%	18585 60.8%	6051 19.8%	969 3.2%	375 1.2%	1559 5.1%	1196 3.9%	687 2.2%	1123 3.7%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona Not-For-Profit 4-Year Institution Enrollments

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
AMERICAN INDIAN COLLEGE OF THE ASSEMBLIES OF GOD	92	46 50.0%	46 50.0%	17 18.5%	11 12.0%	3 3.3%	49 53.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
ARIZONA CHRISTIAN UNIVERSITY	429	234 54.5%	195 45.5%	356 83.0%	34 7.9%	22 5.1%	4 0.9%	5 1.2%	0 0.0%	0 0.0%	8 1.9%
EMBRY RIDDLE AERONAUTICAL UNIVERSITY-PRESCOTT	1647	1362 82.7%	285 17.3%	1097 66.6%	155 9.4%	28 1.7%	16 1.0%	96 5.8%	59 3.6%	115 7.0%	73 4.4%
FRANK LLOYD WRIGHT SCHOOL OF ARCHITECTURE	8	5 62.5%	3 37.5%	5 62.5%	3 37.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
INTERNATIONAL BAPTIST COLLEGE	76	37 48.7%	39 51.3%	57 75.0%	11 14.5%	2 2.6%	3 3.9%	0 0.0%	0 0.0%	0 0.0%	3 3.9%
OTTAWA UNIVERSITY-PHOENIX	519	149 28.7%	370 71.3%	235 45.3%	67 12.9%	40 7.7%	12 2.3%	9 1.7%	0 0.0%	156 30.1%	0 0.0%
PRESCOTT COLLEGE	779	320 41.1%	459 58.9%	638 81.9%	44 5.6%	13 1.7%	14 1.8%	8 1.0%	32 4.1%	23 3.0%	6 0.8%
THUNDERBIRD SCHOOL OF GLOBAL MANAGEMENT	2	0 0.0%	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D5

Arizona For-Profit 4-Year Institution Enrollments
TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ANTHEM COLLEGE Ground Campus	370	102	271	125	48	46	6	134	0	0	11
ANTHEM COLLEGE Online Campus	96	31	65	59	17	12	7	0	0	0	1
ARGOSY UNIVERSITY-PHOENIX	144	34	110	74	31	24	4	2	2	6	0
ARGOSY UNIVERSITY-PHOENIX Online Campus	144	23.60%	76.40%	51.40%	21.50%	16.70%	2.80%	1.40%	1.40%	4.20%	0.00%
ARGOSY UNIVERSITY-PHOENIX ONLINE DIVISIO	7347	1607	5740	3478	503	2239	85	35	239	670	63
BROOKLINE COLLEGE	1636	273	1363	445	485	300	83	8	0	315	0
BROWN MACKIE COLLEGE-PHOENIX	530	172	358	354	18	87	32	16	6	12	0
BROWN MACKIE COLLEGE-PHOENIX Online Campus	530	32.50%	67.50%	66.80%	3.40%	16.40%	6.00%	3.00%	1.10%	2.30%	0.00%
BROWN MACKIE COLLEGE-TUCSON	800	320	480	409	148	81	78	14	15	38	0
CARRINGTON COLLEGE-ONLINE	105	18	87	60	8	26	3	3	5	0	0
CHAMBERLAIN COLLEGE OF NURSING - PHOENIX	324	59	265	225	30	16	3	10	1	36	0
CHAMBERLAIN COLLEGE OF NURSING - PHOENIX Online Campus	324	18.20%	81.80%	69.40%	9.30%	4.90%	0.90%	3.10%	0.30%	11.10%	0.00%
COLLEGE AMERICA	330	68	262	75	28	4	219	0	1	3	0
COLLEGE AMERICA Online Campus	330	20.60%	79.40%	22.70%	8.50%	1.20%	66.40%	0.00%	0.30%	0.90%	0.00%
COLLINS COLLEGE	1148	844	304	441	185	104	63	16	48	288	0
DEVRY UNIVERSITY-ARIZONA	2012	1404	608	789	497	135	57	58	12	451	4
DEVRY UNIVERSITY-ARIZONA Online Campus	2012	69.80%	30.20%	39.20%	24.70%	6.70%	2.80%	2.90%	0.60%	22.40%	0.20%
EVEREST COLLEGE-MESA	527	108	419	248	157	39	32	4	20	19	0
EVEREST COLLEGE-MESA Online Campus	527	20.50%	79.50%	47.10%	29.80%	7.40%	6.10%	0.80%	3.80%	3.60%	0.00%
EVEREST COLLEGE-PHOENIX	5662	1456	4206	2476	661	1606	138	34	139	584	2
EVEREST COLLEGE-PHOENIX Online Campus	5662	25.70%	74.30%	43.70%	11.70%	28.40%	2.40%	0.60%	2.50%	10.30%	0.00%
GRAND CANYON UNIVERSITY	3521	995	2231	802	296	109	34	33	56	2124	58
GRAND CANYON UNIVERSITY Ground Campus	3521	28.30%	38.70%	13.90%	5.10%	1.90%	0.60%	0.90%	1.60%	60.30%	1.60%
GRAND CANYON UNIVERSITY Online Campus	5771	1460	3608	2132	498	372	68	78	66	2520	4
ITT TECHNICAL INSTITUTE-TEMPE	829	609	220	392	180	71	137	13	0	27	0
ITT TECHNICAL INSTITUTE-TEMPE Online Campus	829	73.50%	26.50%	47.30%	21.70%	8.60%	16.50%	1.60%	0.00%	3.30%	0.00%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona For-Profit 4-Year Institution Enrollments

TABLE D5 (CONTINUED)

Institution Name	TOTAL COUNT BY RACE/ETHNICITY										
	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ITT TECHNICAL INSTITUTE-TUCSON	521	411	110	217	207	32	26	2	8	27	0
		78.9%	21.1%	41.7%	39.7%	6.1%	5.0%	0.4%	1.5%	5.2%	0.0%
ITT TECHNICAL INSTITUTE-PHOENIX	568	400	168	287	162	66	31	8	6	6	0
		70.4%	29.6%	50.5%	28.5%	11.6%	5.5%	1.4%	1.1%	1.1%	0.0%
LE CORDON BLEU COLLEGE OF CULINARY ARTS	1362	802	560	694	261	89	82	29	58	148	0
		58.9%	41.1%	51.0%	19.2%	6.5%	6.0%	2.1%	4.3%	10.9%	0.0%
NORTHCENTRAL UNIVERSITY	526	227	299	38	4	18	1	1	0	464	0
		43.2%	56.8%	7.2%	0.8%	3.4%	0.2%	0.2%	0.0%	88.2%	0.0%
PIMA MEDICAL INSTITUTE	1398	292	1106	552	641	80	18	26	19	61	0
		20.9%	79.1%	39.5%	45.9%	5.7%	1.3%	1.9%	1.4%	4.4%	0.0%
THE ART CENTER DESIGN COLLEGE-TUCSON	261	114	147	98	83	6	43	3	0	28	0
		43.7%	56.3%	37.5%	31.8%	2.3%	16.5%	1.1%	0.0%	10.7%	0.0%
THE ART INSTITUTE OF PHOENIX	1291	625	666	246	183	31	23	11	1	792	3
		48.4%	51.6%	19.1%	14.2%	2.4%	1.8%	0.9%	0.1%	61.3%	0.2%
THE ART INSTITUTE OF TUCSON	477	229	248	206	137	29	11	6	2	80	3
		48.0%	52.0%	43.2%	28.7%	6.1%	2.3%	1.3%	0.4%	16.8%	0.6%
UNIVERSITY OF ADVANCING TECHNOLOGY	978	882	96	607	69	67	7	28	59	127	11
		90.2%	9.8%	62.1%	7.1%	6.9%	0.7%	2.9%	6.0%	13.0%	1.1%
UNIVERSITY OF PHOENIX-GROUND CAMPUSES	6641	2900	3691	2048	1317	468	98	131	39	2355	185
Hohokam and Souther Arizona Campuses		43.6%	55.5%	30.8%	19.8%	7.0%	1.4%	1.9%	0.5%	35.4%	2.7%
UNIVERSITY OF PHOENIX Online Campus	12700	4672	7916	5685	1480	713	220	204	104	4085	209
		36.7%	62.3%	44.7%	11.6%	5.6%	1.7%	1.6%	0.7%	32.1%	1.6%
WESTERN INTERNATIONAL UNIVERSITY Ground Campuses	353	177	176	199	68	32	14	12	0	0	28
		50.1%	49.9%	56.3%	19.2%	9.0%	3.9%	3.3%	0%	0%	7.9%
WESTERN INTERNATIONAL UNIVERSITY Online Campus	1248	477	771	822	190	123	45	30	0	36	2
		38.2%	61.7%	65.8%	15.2%	9.8%	3.6%	2.4%	0%	2.8%	0.1%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D6

Arizona 2-Year Public Institution Associate's Degree Completions
TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA WESTERN COLLEGE	1098	422	676	314	580	20	16	24	0	18	126
		38.4%	61.6%	28.6%	52.8%	1.8%	1.5%	2.2%	0.0%	1.6%	11.5%
CENTRAL ARIZONA COLLEGE	712	238	474	394	172	72	22	12	4	32	0
		33.4%	66.6%	55.3%	24.2%	10.1%	3.1%	1.7%	0.6%	4.5%	0.0%
CHANDLER/GILBERT COMMUNITY COLLEGE	1090	476	614	0	0	0	0	0	0	30	10
		43.7%	56.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.8%	0.9%
COCHISE COLLEGE	2130	1340	790	1316	404	182	32	78	10	90	8
		62.9%	37.1%	61.8%	19.0%	8.5%	1.5%	3.7%	0.5%	4.2%	0.4%
COCONINO COUNTY COMMUNITY COLLEGE	390	168	222	270	36	6	64	10	0	2	2
		43.1%	56.9%	69.2%	9.2%	1.5%	16.4%	2.6%	0.0%	0.5%	0.5%
EASTERN ARIZONA COLLEGE	584	302	282	416	116	8	22	2	0	8	12
		51.7%	48.3%	71.2%	19.9%	1.4%	3.8%	0.3%	0.0%	1.4%	2.1%
ESTRELLA MOUNTAIN COMMUNITY COLLEGE	1050	348	702	0	0	0	0	0	0	40	6
		33.1%	66.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.6%
GATEWAY COMMUNITY COLLEGE	1082	332	750	0	0	0	0	0	0	18	6
		30.7%	69.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.7%	0.6%
GLENDALE COMMUNITY COLLEGE	2506	1000	1506	0	0	0	0	0	0	86	28
		39.9%	60.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%	1.1%
MESA COMMUNITY COLLEGE	3546	1494	2052	0	0	0	0	0	0	140	54
		42.1%	57.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.9%	1.5%
MOHAVE COMMUNITY COLLEGE	718	168	550	600	72	2	14	16	0	14	0
		23.4%	76.6%	83.6%	10.0%	0.3%	1.9%	2.2%	0.0%	1.9%	0.0%
NORTHLAND PIONEER COLLEGE	374	120	254	266	14	6	68	0	0	20	0
		32.1%	67.9%	71.1%	3.7%	1.6%	18.2%	0.0%	0.0%	5.3%	0.0%
PARADISE VALLEY COMMUNITY COLLEGE	1118	442	676	0	0	0	0	0	0	40	0
		39.5%	60.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	0.0%
PHOENIX COLLEGE	1662	518	1144	0	0	0	0	0	0	100	22
		31.2%	68.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%	1.3%
PIMA COMMUNITY COLLEGE	4340	1744	2596	0	0	0	0	0	0	322	88
		40.2%	59.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.4%	2.0%
RIO SALADO COLLEGE	856	326	530	0	0	0	0	0	0	40	4
		38.1%	61.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.7%	0.5%
SCOTTSDALE COMMUNITY COLLEGE	1756	720	1036	0	0	0	0	0	0	78	30
		41.0%	59.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%	1.7%
SOUTH MOUNTAIN COMMUNITY COLLEGE	688	256	432	0	0	0	0	0	0	28	8
		37.2%	62.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.1%	1.2%
TOHONO O'ODHAM COMMUNITY COLLEGE	4	0	4	0	0	0	0	0	0	0	0
		0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
YAVAPAI COLLEGE	810	264	546	684	52	10	10	20	0	30	4
		32.6%	67.4%	84.4%	6.4%	1.2%	1.2%	2.5%	0.0%	3.7%	0.5%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona For-Profit 2-Year Public Institution Associate's Degree Completions

TABLE D7

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA COLLEGE OF ALLIED HEALTH	84	4	80	36	26	8	2	6	2	4	0
		4.8%	95.2%	42.9%	31.0%	9.5%	2.4%	7.1%	2.4%	4.8%	0.0%
BROOKLINE COLLEGE-TEMPE	38	6	32	0	0	0	0	0	0	2	0
		15.8%	84.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%
BROOKLINE COLLEGE-TUCSON	128	44	84	0	0	0	0	0	0	2	0
		34.4%	65.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%
CARRINGTON COLLEGE-MESA	96	38	58	50	26	8	6	0	2	4	0
		39.6%	60.4%	52.1%	27.1%	8.3%	6.3%	0.0%	2.1%	4.2%	0.0%
CARRINGTON COLLEGE-PHOENIX	18	2	16	6	4	2	6	0	0	0	0
		11.1%	88.9%	33.3%	22.2%	11.1%	33.3%	0.0%	0.0%	0.0%	0.0%
CARRINGTON COLLEGE-TUCSON	28	8	20	16	4	0	4	0	0	4	0
		28.6%	71.4%	57.1%	14.3%	0.0%	14.3%	0.0%	0.0%	14.3%	0.0%
CARRINGTON COLLEGE-WESTSIDE	322	110	212	208	60	16	0	16	2	20	0
		34.2%	65.8%	64.6%	18.6%	5.0%	0.0%	5.0%	0.6%	6.2%	0.0%
GOLF ACADEMY OF AMERICA-CHANDLER	260	258	2	226	6	4	4	4	0	8	8
		99.2%	0.8%	86.9%	2.3%	1.5%	1.5%	1.5%	0.0%	3.1%	3.1%
KAPLAN COLLEGE-PHOENIX	284	66	218	192	52	20	4	6	0	10	0
		23.2%	76.8%	67.6%	18.3%	7.0%	1.4%	2.1%	0.0%	3.5%	0.0%
LAMSON COLLEGE	48	2	46	22	12	6	2	0	0	6	0
		4.2%	95.8%	45.8%	25.0%	12.5%	4.2%	0.0%	0.0%	12.5%	0.0%
PIMA MEDICAL INSTITUTE-MESA	288	78	210	90	24	4	0	10	20	140	0
		27.1%	72.9%	31.3%	8.3%	1.4%	0.0%	3.5%	6.9%	48.6%	0.0%
REFRIGERATION SCHOOL INC	78	76	2	40	14	8	8	0	6	2	0
		97.4%	2.6%	51.3%	17.9%	10.3%	10.3%	0.0%	7.7%	2.6%	0.0%
SOUTHWEST INSTITUTE OF HEALING ARTS	72	12	60	0	0	0	0	0	0	0	0
		16.7%	83.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
THE BRYMAN SCHOOL OF ARIZONA	22	10	12	8	12	2	0	0	0	0	0
		45.5%	54.5%	36.4%	54.5%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%
UNIVERSAL TECHNICAL INSTITUTE OF ARIZONA	1708	1678	30	680	404	32	96	86	20	384	2
		98.2%	1.8%	39.8%	23.7%	1.9%	5.6%	5.0%	1.2%	22.5%	0.1%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D8

Arizona 4-Year Public Institution Bachelor's Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA STATE UNIVERSITY	23620	10730 45.4%	12890 54.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1092 4.6%	466 2.0%
DINE COLLEGE (ASSOCIATE'S ONLY)	234	48 20.5%	186 79.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
NORTHERN ARIZONA UNIVERSITY	6800	2472 36.4%	4328 63.6%	4902 72.1%	968 14.2%	138 2.0%	304 4.5%	168 2.5%	48 0.7%	238 3.5%	28 0.4%
UNIVERSITY OF ARIZONA	11654	5280 45.3%	6374 54.7%	7678 65.9%	1850 15.9%	298 2.6%	164 1.4%	672 5.8%	178 1.5%	458 3.9%	352 3.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D9 Arizona 4-Year Public Institution Master's Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA STATE UNIVERSITY	7828	3580 45.7%	4248 54.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	568 7.3%	1280 16.4%
NORTHERN ARIZONA UNIVERSITY	3398	940 27.7%	2458 72.3%	2488 73.2%	432 12.7%	130 3.8%	162 4.8%	74 2.2%	18 0.5%	78 2.3%	16 0.5%
UNIVERSITY OF ARIZONA	2654	1224 46.1%	1430 53.9%	1416 53.4%	296 11.2%	60 2.3%	62 2.3%	76 2.9%	38 1.4%	238 9.0%	464 17.5%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D10 Arizona 4-Year Public Institution Doctoral Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA STATE UNIVERSITY	980	496 50.6%	484 49.4%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	24 2.4%	284 29.0%
NORTHERN ARIZONA UNIVERSITY	90	42 46.7%	48 53.3%	68 75.6%	12 13.3%	2 2.2%	0 0.0%	6 6.7%	0 0.0%	0 0.0%	2 2.2%
UNIVERSITY OF ARIZONA	942	472 50.1%	470 49.9%	488 51.8%	52 5.5%	12 1.3%	16 1.7%	26 2.8%	4 0.4%	72 7.6%	272 28.9%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona 4-Year Public Institution Professional Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARIZONA STATE UNIVERSITY	332	204 61.4%	128 38.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	10 3.0%	4 1.2%
NORTHERN ARIZONA UNIVERSITY	92	34 37.0%	58 63.0%	78 84.8%	10 10.9%	0 0.0%	2 2.2%	0 0.0%	2 2.2%	0 0.0%	0 0.0%
UNIVERSITY OF ARIZONA	706	306 43.3%	400 56.7%	422 59.8%	70 9.9%	18 2.5%	24 3.4%	70 9.9%	2 0.3%	90 12.7%	4 0.6%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona Not-For-Profit 4-Year Institution Associate's Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
AMERICAN INDIAN COLLEGE OF THE ASSEMBLIES OF GOD	18	10 55.6%	8 44.4%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
ARIZONA CHRISTIAN UNIVERSITY	6	6 100.0%	0 0.0%	4 66.7%	0 0.0%	2 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
INTERNATIONAL BAPTIST COLLEGE	2	2 100.0%	0 0.0%	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona Not-For-Profit 4-Year Institution Bachelor's Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
AMERICAN INDIAN COLLEGE OF THE ASSEMBLIE	12	10 83.3%	2 16.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
ARIZONA CHRISTIAN UNIVERSITY	156	88 56.4%	68 43.6%	134 85.9%	18 11.5%	4 2.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
EMBRY RIDDLE AERONAUTICAL UNIVERSITY-PRE	694	560 80.7%	134 19.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	64 9.2%	28 4.0%
FRANK LLOYD WRIGHT SCHOOL OF ARCHITECTUR	8	6 75.0%	2 25.0%	8 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
INTERNATIONAL BAPTIST COLLEGE	24	8 33.3%	16 66.7%	20 83.3%	2 8.3%	0 0.0%	0 0.0%	2 8.3%	0 0.0%	0 0.0%	0 0.0%
MIDWESTERN UNIVERSITY-GLENDALE	22	14 63.6%	8 36.4%	14 63.6%	2 9.1%	2 9.1%	0 0.0%	4 18.2%	0 0.0%	0 0.0%	0 0.0%
OTTAWA UNIVERSITY-PHOENIX	476	134 28.2%	342 71.8%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	90 18.9%	0 0.0%
PRESCOTT COLLEGE	514	154 30.0%	360 70.0%	414 80.5%	56 10.9%	10 1.9%	8 1.6%	4 0.8%	10 1.9%	4 0.8%	6 1.2%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D14

Arizona Not-For-Profit 4-Year Institution Master's Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
EMBRY RIDGE AERONAUTICAL UNIVERSITY-PRESCOTT	34	24 70.6%	10 29.4%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 17.6%	4 11.8%
FRANK LLOYD WRIGHT SCHOOL OF ARCHITECTURE	6	2 33.3%	4 66.7%	2 33.3%	2 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 33.3%
INTERNATIONAL BAPTIST COLLEGE	4	4 100.0%	0 0.0%	2 50.0%	0 0.0%	2 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
MIDWESTERN UNIVERSITY-GLENDALE	452	158 35.0%	294 65.0%	122 27.0%	22 4.9%	10 2.2%	2 0.4%	40 8.8%	18 4.0%	0 0.0%	4 0.9%
OTTAWA UNIVERSITY-PHOENIX	240	64 26.7%	176 73.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	24 10.0%	0 0.0%
PHOENIX SEMINARY	40	38 95.0%	2 5.0%	32 80.0%	0 0.0%	4 10.0%	0 0.0%	4 10.0%	0 0.0%	0 0.0%	0 0.0%
PRESCOTT COLLEGE	154	32 20.8%	122 79.2%	130 84.4%	4 2.6%	6 3.9%	0 0.0%	2 1.3%	2 1.3%	0 0.0%	10 6.5%
THUNDERBIRD SCHOOL OF GLOBAL MANAGEMENT	1378	964 70.0%	414 30.0%	396 28.7%	44 3.2%	6 0.4%	2 0.1%	54 3.9%	0 0.0%	132 9.6%	744 54.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D15

Arizona Not-For-Profit 4-Year Institution Doctoral Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
PHOENIX SEMINARY	8	8 100.0%	0 0.0%	6 75.0%	2 25.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
PRESCOTT COLLEGE	12	8 66.7%	4 33.3%	12 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D16

Arizona Not-For-Profit 4-Year Institution Professional Degree Completions

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
A.T. STILL UNIVERSITY ARIZONA SCHOOL OF DENTISTRY AND ORAL HEALTH	59	29 49.2%	39 50.8%	42 71.2%	3 5.1%	0 0.0%	5 8.5%	5 8.5%	0 0.0%	4 6.8%	0 0.0%
MIDWESTERN UNIVERSITY-GLENDALE	582	344 59.1%	238 40.9%	388 66.7%	28 4.8%	2 0.3%	2 0.3%	80 13.7%	12 2.1%	10 1.7%	6 1.0%
SOUTHWEST COLLEGE OF NATUROPATHIC MEDICINE	180	54 30.0%	126 70.0%	126 70.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 3.3%	4 2.2%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona For-Profit 4-Year Institution Associate's Degree Completions

TABLE D17

TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ANTHEM COLLEGE-PHOENIX	274	22	252	144	26	72	4	4	0	12	12
		8.0%	92.0%	52.6%	9.5%	26.3%	1.5%	1.5%	0.0%	4.4%	4.4%
BROOKLINE COLLEGE-PHOENIX	144	18	126	0	0	0	0	0	0	8	0
		12.5%	87.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%
BROWN MACKIE COLLEGE-TUCSON	112	20	92	50	40	10	12	0	0	0	0
		17.9%	82.1%	44.6%	35.7%	8.9%	10.7%	0.0%	0.0%	0.0%	0.0%
COLLEGE AMERICA-FLAGSTAFF	150	24	126	30	12	0	108	0	0	0	0
		16.0%	84.0%	20.0%	8.0%	0.0%	72.0%	0.0%	0.0%	0.0%	0.0%
COLLINS COLLEGE	318	224	94	128	58	24	10	4	6	88	0
		70.4%	29.6%	40.3%	18.2%	7.5%	3.1%	1.3%	1.9%	27.7%	0.0%
DEVRY UNIVERSITY-ARIZONA	48	48	0	30	10	4	2	0	2	0	0
		100.0%	0.0%	62.5%	20.8%	8.3%	4.2%	0.0%	4.2%	0.0%	0.0%
EVEREST COLLEGE-MESA	242	30	212	134	54	22	12	8	2	10	0
		12.4%	87.6%	55.4%	22.3%	9.1%	5.0%	3.3%	0.8%	4.1%	0.0%
EVEREST COLLEGE-PHOENIX	632	108	524	352	70	124	8	6	4	66	2
		17.1%	82.9%	55.7%	11.1%	19.6%	1.3%	0.9%	0.6%	10.4%	0.3%
ITT TECHNICAL INSTITUTE-TEMPE	244	196	48	0	0	14	6	0	0	24	0
		80.3%	19.7%	0.0%	0.0%	5.7%	2.5%	0.0%	0.0%	9.8%	0.0%
ITT TECHNICAL INSTITUTE-TUCSON	136	108	28	0	0	4	0	0	0	12	0
		79.4%	20.6%	0.0%	0.0%	2.9%	0.0%	0.0%	0.0%	8.8%	0.0%
ITT TECHNICAL INSTITUTE-PHOENIX	20	18	2	10	8	0	2	0	0	0	0
		90.0%	10.0%	50.0%	40.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%
LE CORDON BLEU COLLEGE OF CULINARY ARTS-	678	412	266	288	124	36	42	14	8	166	0
		60.8%	39.2%	42.5%	18.3%	5.3%	6.2%	2.1%	1.2%	24.5%	0.0%
PIMA MEDICAL INSTITUTE-TUCSON	130	42	88	80	30	4	0	4	10	2	0
		32.3%	67.7%	61.5%	23.1%	3.1%	0.0%	3.1%	7.7%	1.5%	0.0%
THE ART INSTITUTE OF PHOENIX	70	24	46	4	8	0	2	0	0	56	0
		34.3%	65.7%	5.7%	11.4%	0.0%	2.9%	0.0%	0.0%	80.0%	0.0%
THE ART INSTITUTE OF TUCSON	14	4	10	12	0	0	0	2	0	0	0
		28.6%	71.4%	85.7%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%
UNIVERSITY OF ADVANCING TECHNOLOGY	18	16	2	12	0	0	0	2	2	2	0
		88.9%	11.1%	66.7%	0.0%	0.0%	0.0%	11.1%	11.1%	11.1%	0.0%
UNIVERSITY OF PHOENIX-ONLINE CAMPUS	66898	20144	46754	0	0	0	0	0	0	15550	1028
		30.1%	69.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	23.2%	1.5%
WESTERN INTERNATIONAL UNIVERSITY	128	48	80	0	0	0	0	0	0	72	0
		37.5%	62.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	56.3%	0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010). NOTE: These data are provided as a resource and are not presented within the report.

Table D18

Arizona For-Profit 4-Year Institution Bachelor's Degree Completions
TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ANTHEM COLLEGE-PHOENIX	2	1	1	2	0	0	0	0	0	0	0
		50%	50%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%
ARGOSY UNIVERSITY-PHOENIX	34	8	26	22	2	4	4	0	0	2	0
		23.5%	76.5%	64.7%	5.9%	11.8%	11.8%	0.0%	0.0%	5.9%	0.0%
ARGOSY UNIVERSITY-PHOENIX ONLINE	290	46	244	206	16	42	0	2	6	16	0
		15.9%	84.1%	71.0%	5.5%	14.5%	0.0%	0.7%	2.1%	5.5%	0.0%
BROOKLINE COLLEGE-PHOENIX	46	2	44	0	0	0	0	0	0	8	0
		4.3%	95.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.4%	0.0%
BROWN MACKIE COLLEGE-TUCSON	44	14	30	14	22	4	4	0	0	0	0
		31.8%	68.2%	31.8%	50.0%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%
CHAMBERLAIN COLLEGE OF NURSING-PHOENIX	8	2	6	6	0	0	0	2	0	0	0
		25.0%	75.0%	75.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%
COLLINS COLLEGE	488	400	88	246	84	14	12	12	12	108	0
		82.0%	18.0%	50.4%	17.2%	2.9%	2.5%	2.5%	2.5%	22.1%	0.0%
DEVRY UNIVERSITY-ARIZONA	410	282	128	240	60	46	12	26	0	8	12
		68.8%	31.2%	58.5%	14.6%	11.2%	2.9%	6.3%	0.0%	2.0%	2.9%
EVEREST COLLEGE-PHOENIX	74	22	52	34	6	18	2	0	0	12	2
		29.7%	70.3%	45.9%	8.1%	24.3%	2.7%	0.0%	0.0%	16.2%	2.7%
GRAND CANYON UNIVERSITY	1037	255	693	347	67	39	5	10	30	528	11
		24.6%	66.8%	33.5%	6.5%	3.8%	0.5%	1%	2.9%	50.0%	1.1%
ITT TECHNICAL INSTITUTE-TEMPE	160	126	34	0	0	16	8	0	0	4	0
		78.8%	21.3%	0.0%	0.0%	10.0%	5.0%	0.0%	0.0%	2.5%	0.0%
ITT TECHNICAL INSTITUTE-TUCSON	60	44	16	0	0	4	0	0	0	0	0
		73.3%	26.7%	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%
LE CORDON BLEU COLLEGE OF CULINARY ART	198	110	88	90	30	6	10	8	0	54	0
		55.6%	44.4%	45.5%	15.2%	3.0%	5.1%	4.0%	0.0%	27.3%	0.0%
NORTHCENTRAL UNIVERSITY	114	38	76	46	8	2	0	4	2	52	0
		33.3%	66.7%	40.4%	7.0%	1.8%	0.0%	3.5%	1.8%	45.6%	0.0%
THE ART CENTER DESIGN COLLEGE-TUCSON	96	24	72	56	30	0	0	6	4	0	0
		25.0%	75.0%	58.3%	31.3%	0.0%	0.0%	6.3%	4.2%	0.0%	0.0%
THE ART INSTITUTE OF PHOENIX	350	158	192	74	48	4	6	6	0	210	2
		45.1%	54.9%	21.1%	13.7%	1.1%	1.7%	1.7%	0.0%	60.0%	0.6%
THE ART INSTITUTE OF TUCSON	2	0	2	2	0	0	0	0	0	0	0
		0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
UNIVERSITY OF ADVANCING TECHNOLOGY	380	344	36	244	22	16	2	12	32	52	0
		90.5%	9.5%	64.2%	5.8%	4.2%	0.5%	3.2%	8.4%	13.7%	0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona For-Profit 4-Year Institution Bachelor's Degree Completions

TABLE D18 (CONTINUED)

Institution Name	TOTAL COUNT BY RACE/ETHNICITY										
	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
UNIVERSITY OF PHOENIX	932	368 39.5%	549 58.9%	446 47.9%	121 13%	43 0.0%	8 0.0%	27 0.0%	0 0.0%	267 23.2%	20 1.5%
WESTERN INTERNATIONAL UNIVERSITY	78	31 39.7%	47 60.3%	55 70.5%	10 12.8%	8 10.3%	1 1.3%	2 2.6%	0 0%	0 0%	0 0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

Arizona For-Profit 4-Year Institution Master's Degree Completions

TABLE D19

Institution Name	TOTAL COUNT BY RACE/ETHNICITY										
	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARGOSY UNIVERSITY-PHOENIX	266	52 19.5%	214 80.5%	190 71.4%	26 9.8%	32 12.0%	6 2.3%	2 0.8%	0 0.0%	8 3.0%	2 0.8%
ARGOSY UNIVERSITY-PHOENIX ONLINE DIVISION	642	136 21.2%	506 78.8%	358 55.8%	32 5.0%	150 23.4%	6 0.9%	16 2.5%	12 1.9%	64 10.0%	2 0.3%
ARIZONA SCHOOL OF ACUPUNCTURE AND ORIENTAL MEDICINE	18	4 22.2%	14 77.8%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
DEVRY UNIVERSITY-ARIZONA	318	176 55.3%	142 44.7%	200 62.9%	24 7.5%	42 13.2%	2 0.6%	16 5.0%	6 1.9%	0 0.0%	16 5.0%
GRAND CANYON UNIVERSITY	760	215 28.3%	512 67.4%	197 25.9%	39 5.1%	37 4.9%	9 1.2%	5 0.7%	9 1.2%	454 59.7%	9 1.2%
NORTHCENTRAL UNIVERSITY	734	382 52.0%	352 48.0%	268 36.5%	24 3.3%	48 6.5%	14 1.9%	26 3.5%	2 0.3%	352 48.0%	0 0.0%
PHOENIX INSTITUTE OF HERBAL MEDICINE	16	4 25.0%	12 75.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
UNIVERSITY OF ADVANCING TECHNOLOGY	46	38 82.6%	8 17.4%	24 52.2%	6 13.0%	8 17.4%	0 0.0%	0 0.0%	6 13.0%	0 0.0%	2 4.3%
UNIVERSITY OF PHOENIX	466	185 39.7%	278 59.7%	225 48.3%	42 9.0%	35 7.5%	10 2.15%	14 3.0%	0 0.0%	117 25.1%	23 4.9%
WESTERN INTERNATIONAL UNIVERSITY	69	33 47.8%	36 52.2%	61 88.4%	7 10.1%	5 7.2%	1 1.4%	2 2.9%	0 0.0%	0 0.0%	0 0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D20 Arizona For-Profit 4-Year Institution Doctoral Degree Completions
TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARGOSY UNIVERSITY-PHOENIX	16	4	12	8	0	6	0	0	0	2	0
		25.0%	75.0%	50.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%	0.0%
ARGOSY UNIVERSITY-PHOENIX ONLINE DIVISION	20	4	16	12	0	2	0	2	0	4	0
		20.0%	80.0%	60.0%	0.0%	10.0%	0.0%	10.0%	0.0%	20.0%	0.0%
NORTHCENTRAL UNIVERSITY	276	148	128	214	10	18	4	8	0	22	0
		53.6%	46.4%	77.5%	3.6%	6.5%	1.4%	2.9%	0.0%	8.0%	0.0%
UNIVERSITY OF PHOENIX-ONLINE	938	370	568	0	0	0	0	0	0	134	86
		39.4%	60.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	9.2%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

TABLE D21 Arizona For-Profit 4-Year Institution Professional Degree Completions
TOTAL COUNT BY RACE/ETHNICITY

Institution Name	Total	Male	Female	White	Hispanic	Black	American Indian	Asian	Multiracial	Unknown Race	Non-Resident Alien
ARGOSY UNIVERSITY-PHOENIX	54	8	46	42	4	4	0	0	0	2	2
		14.8%	85.2%	77.8%	7.4%	7.4%	0.0%	0.0%	0.0%	3.7%	3.7%
ARGOSY UNIVERSITY-PHOENIX ONLINE DIVISIO	2	0	2	0	0	2	0	0	0	0	0
		0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PHOENIX SCHOOL OF LAW	138	64	74	96	22	4	0	0	0	14	0
		46.4%	53.6%	69.6%	15.9%	2.9%	0.0%	0.0%	0.0%	10.1%	0.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics (2010) NOTE: These data are provided as a resource and are not presented within the report.

REFERENCES

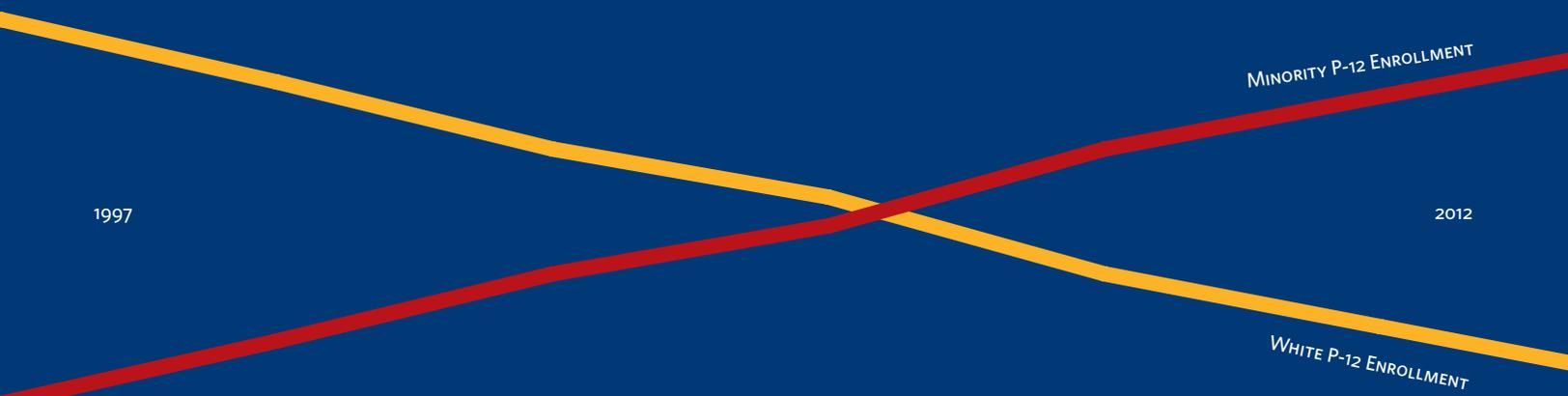
- ACT. (2011). ACT Profile Report—State: Arizona Graduating Class of 2011. Iowa City, IA: ACT.
- Arizona Board of Regents. (n.d.). 2020 Vision: The Arizona University System Long-Term Strategic Plan 2008-2020. Phoenix: Arizona Board of Regents. Retrieved from <http://www.azregents.edu/2020.pdf>
- Arizona Department of Education. (2012). Arizona Enrollments 2004-2012 [Data File].
- Arizona Department of Education. (2012). Arizona Dropouts 2007-2012 [Data File].
- Arizona Department of Education. (2012). Arizona English Language Learners 2004-2012 [Data File].
- Arizona Department of Education. (2012). Arizona Gifted Participation 2004-2012 [Data File].
- Arizona Department of Education. (2012). Arizona Special Education Participation 2004-2012 [Data File].
- Arizona Department of Education. (2012). AIMS Math Scores 2005-2011 [Data File].
- Arizona Department of Education. (2012). AIMS Reading Scores 2005-2011 [Data File].
- Arizona Department of Education. (2012). AIMS Science Scores 2005-2011 [Data File].
- Arizona Department of Education. (2012). AIMS Writing Scores 2005-2011 [Data File].
- College Board. (2001). 2001 College Bound Seniors: A Profile of SAT Test Takers. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2001>.
- College Board. (2002). 2002 College Bound Seniors: A Profile of SAT Test Takers. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2002>.
- College Board. (2003). 2003 College Bound Seniors: A Profile of SAT Test Takers. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2003>.
- College Board. (2004). 2004 College Bound Seniors: A Profile of SAT Test Takers. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2004>.
- College Board. (2005). 2005 College Bound Seniors: State Profile Report for 2005. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2005>.
- College Board. (2006). 2006 College Bound Seniors: State Profile Report for 2006. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2006>.
- College Board. (2007). 2007 College Bound Seniors: State Profile Report for 2007. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2007>.
- College Board. (2008). 2008 College Bound Seniors State Profile Report for 2008. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2008>.
- College Board. (2009). 2009 College Bound Seniors: State Profile Report for 2009. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2009>.
- College Board. (2010). 2010 College Bound Seniors: State Profile Report for 2010. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2010>.
- College Board. (2011). 2011 College Bound Seniors: State Profile Report for 2011. New York: College Board. Retrieved from <http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2011>.
- Kroc, R. and Anderson, D. (2011). 2009 Arizona High School Eligibility Study (Arizona Board of Regents Meeting February 17-18, 2011). Arizona Board of Regents.
- Morel-Seytoux, Sylvie. (2009). Minority Student Progress Report 2009: A Snapshot of Arizona's Educational Achievement. Phoenix: Arizona Minority Education Policy Analysis Center. Retrieved from <http://www.azhighered.gov/AMEPAC/09%20Minority%20Report%20with%20cover%20040110.pdf>
- U.S. Census Bureau (2010). B15002: Sex by Educational Attainment for the Population 25 Years and Over - Universe: Population 25 years and over [Data File]. 2006-2010 American Community Survey. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.
- U.S. Census Bureau (2010). DP03: SELECTED ECONOMIC CHARACTERISTICS [Data File]. 2006-2010 American Community Survey. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.
- U.S. Census Bureau (2010). DP05: ACS Demographic and Housing Estimates [Data File]. 2006-2010 American Community Survey. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.
- U.S. Department of Education, National Center for Education Statistics. (1991-2010). IPEDS Enrollment Survey [Data File]. Retrieved from <http://nces.ed.gov/forum/datamodel/elebrowser/datasets.aspx>
- U.S. Department of Education, National Center for Education Statistics. (1991-2010). IPEDS Completions Survey [Data File]. Retrieved from <http://nces.ed.gov/forum/datamodel/elebrowser/datasets.aspx>
- U.S. Department of Education, National Center for Education Statistics. (2010). IPEDS Institutional Survey [Data File]. Retrieved from <http://nces.ed.gov/forum/datamodel/elebrowser/datasets.aspx>

ARIZONA IS IN THE MIDST OF A DEMOGRAPHIC, ECONOMIC AND EDUCATIONAL TRANSFORMATION.

Although our past has been illustrated with inequity and average achievement, our future is painted with quite a different brush. As Arizona solidifies itself as a majority minority state, we will be forced to focus our attention on how even the most underperforming students can enhance their educational outcomes for the greater benefit of all Arizonans.

This report illuminates the current status and trends of educational achievement in the State of Arizona from the beginning of the pipeline in elementary education through to graduate and professional school.

Beyond this edition of the report, there are additional data and resources available at the Arizona Minority Education Policy Analysis Center website: www.amepac.org.



SEE FIGURE 8 IN THE REPORT
FOR THE DETAILED CHART

