

**U.S. DEPARTMENT OF EDUCATION  
OFFICE OF FEDERAL TRIO PROGRAMS**

April 2002

# A Profile of the Ronald E. McNair Postbaccalaureate Achievement Program: 1998-99

With selected data from 1997-98 and 1996-97





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April 2002

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# FOREWORD

To ensure the success of President Bush’s education initiative “No Child Left Behind,” high-quality postsecondary educational opportunities must be available to all students. In keeping with this goal, the Federal TRIO Programs provide outreach and support programs to assist low-income, first-generation college students in progressing through the academic pipeline from middle school to post-baccalaureate programs.

On behalf of the Office of Federal TRIO Programs, I am pleased to present this report, *A Profile of the Ronald E. McNair Postbaccalaureate Achievement Program: 1998-99*. This TRIO Program prepares low-income, first-generation college students and individuals from groups that are underrepresented in graduate education for doctoral studies through involvement in research and other scholarly activities.

This report is the first in a series of planned reports that present a national profile of the McNair Program. Individual project reports, under separate cover, summarize specific information submitted by each McNair project and provide aggregate information on other McNair projects in the same federal region, the same institutional sector, and the nation. The performance report, submitted annually by McNair projects, was the primary data source for both the individual project reports and the national profile.

The Office of Federal TRIO Programs is proud to begin a systematic process—through these publications—for sharing with you national statistical information on the McNair Program. It is our hope that the collection and dissemination of this information will foster communication aimed at furthering our mission and implementing measures to see how well we are doing. We look forward to continuing to work together to improve program services and increase the number of students who earn doctoral degrees.

Robert L. Belle Jr.  
*Director*  
Office of Federal TRIO Programs

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# HIGHLIGHTS

This report provides a comprehensive profile of the McNair Program using the 1998-99, 1997-98, and 1996-97 performance report data. Ninety-seven percent of the McNair projects funded for program year 1998-99 (or 96 of 99 projects) provided data on 9,090 current and prior-year project participants. In addition, 98 percent (or 97 of 99 projects) reported aggregate data on their services and activities.

The highlights below include information on the following: 1) McNair grantees and participants, 2) services provided to project participants, and 3) performance objectives and outcomes. The program outcome addresses graduate school enrollment rates. Future reports will use data from multiple project years to examine student persistence and graduate school completion rates over a longer time period.

## Grantees

- Three of every four McNair grantees (75 percent) were public institutions, and almost four-fifths (79 percent) were institutions that had 5,000 or more full-time enrollment (FTE) students. One-third of the projects (34 percent) were housed at research institutions, one-third (33 percent) at master's institutions, and one-fifth (18 percent) at doctoral institutions, according to Carnegie classifications.
- Historically Black Colleges and Universities (HBCUs) made up 10 percent of grantees, and Hispanic-Serving Institutions (HSIs) accounted for another 11 percent.

## Participants

- Four-fifths of McNair participants (80 percent) attended public institutions; the same proportion attended institutions with 5,000 or more FTE students. Over one-third of both groups (37 percent) attended master's and research institutions.
- Thirty-three percent of the participants included in the 1998-99 performance files were current participants (those receiving McNair services in the 1998-99 academic year), with 17 percent classified as new participants (those receiving services for the first time) and 16 percent classified as continuing participants (those who received services in a prior academic year). Sixty-seven percent were prior-year participants (those who received McNair services in a previous academic year and were not currently receiving services).

- More than seven of every 10 participants (72 percent) were classified as low-income and first-generation students, and almost three of every 10 participants (28 percent) were classified as members of underrepresented racial and ethnic groups.
- Black non-Hispanic students accounted for the largest percentage of McNair participants: 40 percent. Women accounted for 65 percent of McNair participants. Students ages 17 to 24 made up 52 percent of participants, and 36 percent were ages 25 to 34.

## Program Services

- Almost all projects reported offering internships (99 percent), academic counseling (98 percent), seminars (98 percent), financial aid assistance (96 percent), and admission assistance (95 percent). Tutorial assistance was reported by 85 percent and research activities (other than internships) were reported by 78 percent of McNair projects.
- The services participants most frequently made use of were academic counseling (89 percent), seminars (78 percent), financial aid assistance (68 percent), admission assistance (61 percent), and summer internships (51 percent).

## Program Performance Objectives

- To examine McNair Program objectives reported in narrative form, we selected 33 projects and coded their objectives. As is common, we grouped performance objectives into process and outcome objectives, and we looked at intermediate and long-term outcomes (Hatry 1998). We also categorized the objectives according to whether they applied to the projects or institutions themselves or to the student participants. The former were all process objectives; the latter were either process or outcome objectives.
- About six of every 10 program objectives (61 percent) were institution-related, with one-third (33 percent) addressing program activities and almost one-third (28 percent) involving administrative activities. Student intermediate outcomes (18 percent) and student long-term outcomes (15 percent) were the next most frequently reported objectives. The least frequently reported objectives (6 percent) were those classified as student process objectives.
- The programs' performance objectives were categorized most often as having been exceeded (88 percent) rather than met (10 percent) or partially met (1 percent).

## Outcomes

- Of the McNair students who graduated from an undergraduate program in 1997-98, an estimated 31 percent to 47 percent were reported as attending a graduate program in 1998-99.

# I. INTRODUCTION

This report is the first in a series of reports that provide information on the Ronald E. McNair Postbaccalaureate Achievement Program. The report is presented in two documents as follows:

- This first document, the national report, provides information on the status of McNair performance reporting and gives the overall results from all projects reporting.
- A second, companion document provides individual reports that summarize data from each project.

Both documents cover results from the aggregate portion of the performance reports and from the participant-level records.

This report contains three years of data, with a focus on the most recently available data: the data from 1998-99. Though the text of this report focuses on the 1998-99 data, the appendices include tables detailing the data for 1998-99, 1997-98, and 1996-97.

In addition to this report, there are four other recent reports of interest to the McNair Program that we wish to highlight. The first is from the Program Monitoring and Information Technology Service, Higher Education Programs, U.S. Department of Education, titled *Program Assessment: Ronald E. McNair Postbaccalaureate Achievement Program*, March 1999. The second is from the Commonwealth of Massachusetts, Higher Education Coordinating Council, titled the *McNair Reserve Study Panel: Final Report*, October, 1995. Finally, two research journals recently featured articles on McNair participants and projects; the publications are the *Journal of Negro Education* and *The Council Journal*.<sup>1</sup>

## A. Background

### 1. TRIO Programs

The McNair Program is one of six Federal TRIO Programs offered by the U.S. Department of Education (ED) to motivate and support students from economically disadvantaged backgrounds. The name TRIO was created in the late 1960s when there were three such programs (Upward Bound, Talent Search, and Student Support

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<sup>1</sup>Grimmett, M.A.S., J.R. Bliss, D.M. Davis, and L. Ray. (1999). Assessing Federal TRIO McNair Program Participants' Expectations and Satisfaction with Project Services: A Preliminary Study. *Journal of Negro Education*, 67 (4), 404-415.

Taylor, O. L. (December, 1999). The Ronald E. McNair Post-baccalaureate Achievement Program: A Vehicle for Achieving Diversity in Graduate Education. *The Council Journal*, 6-9.

Services). The TRIO Programs expanded in the early 1970s with the development of the Educational Opportunity Centers, and again in the mid-1980s with the inclusion of the McNair Program. TRIO also includes a training program for TRIO project directors and staff and a dissemination program to encourage the replication of successful practices.

TRIO programs have the following mission:

... to maximize educational opportunities for low-income and potential first-generation college students through direct services that provide access to education and encourage retention through the education pipeline.

The ultimate goal of the TRIO Programs is “to help students succeed in attaining postsecondary education and graduating from degree programs.”<sup>2</sup>

## 2. The McNair Program

**Description.** The McNair Program awards grants to institutions of higher education for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. The McNair Program is designed for college students from disadvantaged backgrounds who have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees. The goal of the McNair Program is to increase the attainment of Ph.D.s by students from underrepresented segments of society.

The program offers participants the following services:

- Mentoring
- Summer internships
- Tutoring
- Academic counseling
- Seminars and other scholarly activities designed to prepare students for doctoral studies
- Assistance in securing admission and financial aid for enrollment in graduate programs
- Research opportunities for participants who have completed their sophomore year of college

**Legislation, appropriations, and awards.** The Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1, Sec. 402E, as amended, 20 U.S.C. 1070a-5, author-

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<sup>2</sup>The Office of Higher Education Programs, [www.ed.gov/offices/OPE/HEP/heps/index.html](http://www.ed.gov/offices/OPE/HEP/heps/index.html).

izes the McNair Program. Grant competitions were held in 1989, 1990, 1991, 1992, 1995, and 1999. Since 1995, all funded grants have been on a four-year cycle. Those institutions scoring in the top 10 percent receive an additional year of funding.

The McNair Program, which began with 14 projects, grew to 156 funded institutions as of 1999-2000 (FY 1999; Table 1). Once projects received their initial funding, most were awarded grants in each succeeding competition. There were 99 grants awarded in 1995, and these same institutions participated from 1995-98. There were 156 programs awarded grants in the latest competition, the 1999-2000 academic year. Almost nine times as many students participated in the McNair Program in 1999 as did in 1989.

Appropriations for the program began at \$1,482,000 in fiscal year 1989 and, 12 years later, had increased to \$34,859,043 in fiscal year 1999 (Table 1).

**Table 1. Description of annual awards**

Fiscal year	Appropriation	Number of awards	Average award	Number of participants*	Average cost per participant
2000	\$34,859,043	156	\$223,455	3,774	\$9,237
1999	\$32,114,068	156	\$205,859	3,641	\$8,820
1998	\$20,774,063	99	\$209,839	2,469	\$8,414
1997	\$20,367,000	99	\$205,727	2,480	\$8,213
1996	\$19,817,000	99	\$200,172	2,480	\$7,991
1995	\$19,080,000	99	\$192,727	2,460	\$7,756
1994	\$11,900,000	68	\$175,000	1,800	\$6,611
1993	\$9,598,000	68	\$141,147	1,730	\$5,548
1992	\$9,576,000	68	\$140,824	1,700	\$5,633
1991	\$4,944,000	42	\$117,714	1,000	\$4,944
1990	\$3,000,000	28	\$107,143	730	\$4,110
1989	\$1,482,000	14	\$105,857	415	\$3,571

\*Estimate: "No. of participants" is the number of participants (new and continuing) funded to be served for that year. The rest of this report includes data on new, continuing, and prior-year participants. FY 2000 is academic year 2000-01.

Source: Office of Federal TRIO Programs, <http://www.ed.gov/offices/OPE/HEP/trio/mcnair.html>, and Program Monitoring and Information Technology Service, Higher Education Programs, U.S. Department of Education, Program Assessment: Ronald E. McNair Postbaccalaureate Achievement Program, March, 1999.

It is helpful to look at McNair in the context of the other TRIO programs. Table 2 shows TRIO funding in constant 1999 dollars. This table shows the program's growth since its inception. From 1990, the McNair Program has increased eightfold in constant dollars. Only the Upward Bound Math/Science Program has grown almost as rapidly. (The Talent Search Program experienced a similar increase in funding levels, but over a much longer period.)

**Table 2. TRIO funding levels in constant 1999 dollars**

Year	Talent Search	Educational Opportunity Centers	Upward Bound	Student Support Services	McNair	Upward Bound Math/ Science
1999	\$98.5	\$29.8	\$220.5	\$178.9	\$32.1	\$29.3
1995	\$85.7	\$26.9	\$208.3	\$156.9	\$20.9	\$20.8
1990	\$34.5	\$15.2	\$128.2	\$115.9	\$3.8	\$4.3
1985	\$32.1	\$14.2	\$114.0	\$108.5		
1980	\$30.9	\$15.6	\$126.4	\$121.3		
1975	\$18.6	\$9.3	\$118.6	\$71.2		
1970	\$21.5		\$127.1	\$42.9		
1967	\$12.4		\$139.7			

Source: Calculated from information in U.S. Department of Education Annual Report, and U.S. Statistical Abstract, Table 752.

## B. Classifications used in the report

This report presents information by the characteristics of the host institution. Data from the performance reports were merged with the ED's Integrated Postsecondary Educational Data System (IPEDS). The following institutional characteristics are shown: control (public or private); Carnegie classification<sup>3</sup> (research I and II, doctoral I and II, master's I and II, baccalaureate I and II, and associate and specialized); and full-time enrollment (FTE) size (less than 1,500 FTE students, 1,500 to 4,999 FTE students, 5,000 or more FTE students). We also present some data by the federal program regions and for Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs).

Because the McNair Program follows participants from the time they enroll until they complete their doctoral degrees, institutions track participants who are not currently receiving services. The program categorizes students into the following three types of participants:

- **New**—a student who is being served by the project for the first time in the current reporting period.
- **Continuing**—a student who was served by the project for the first time in another reporting period and also received services during the current reporting period.
- **Prior year**—a student who received services in a previous reporting period but who has not received services during the current reporting period.

This report presents information on all three types of participants. It also presents some data only for participants served in the 1998-99 academic year (new and con-

<sup>3</sup>The Carnegie Foundation for the Advancement of Teaching, *A Classification of Institutions of Higher Education*, 1994 Edition, (Princeton, NJ).

tinuing students). The data reported herein do not necessarily reflect all McNair participants, but only those participants reported by the programs.

### C. Response rates and characteristics of host institutions

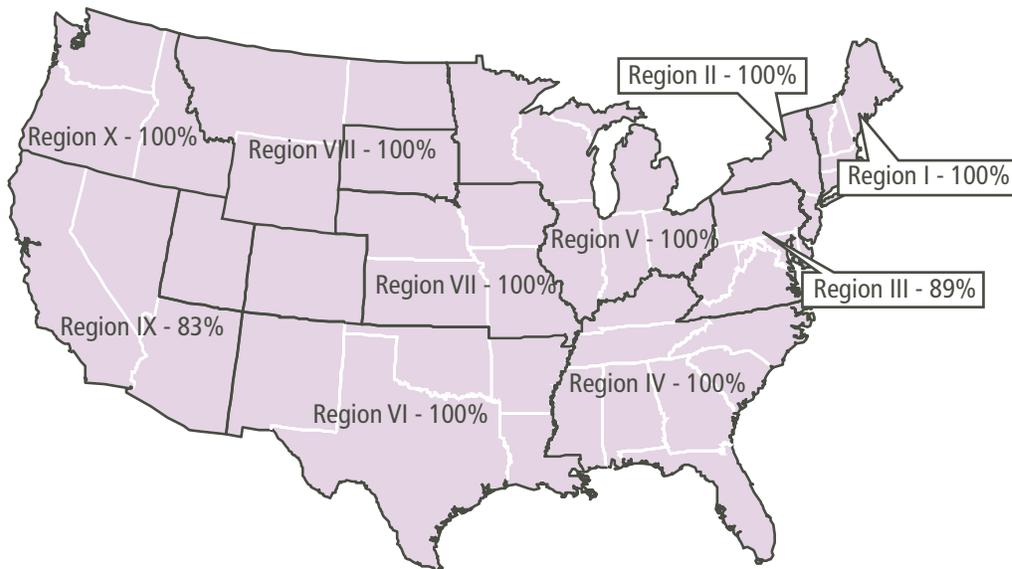
#### 1. Response rates

Performance reporting response rates have increased every year since the Office of Management and Budget (OMB) approved the new McNair performance report form calling for participant records. In 1996-97, 64 percent of grantees (63 of 99) submitted participant records on 3,618 students. In program year 1997-98, 78 percent of grantees (77 of 99) submitted participant records on 4,140 students. For 1998-99 (FY 1999), 97 percent of all grantees (96 of 99) submitted participant records on 9,090 students.

Table 3 gives the percentage of grantees reporting 1998-99 performance information by institutional characteristics. There were few differences in response rates by institutional characteristics. All HBCUs and HSIs submitted participant-level data in 1998-99.

Table 3 and Figure 1 also show the percentage of grantees reporting participant-level performance information by region. The percentage of grantees reporting participant data ranged from 83 percent in Region IX (San Francisco) and 89 percent in Region III (Philadelphia) to 100 percent for the remaining regions. Because there are a low number of McNair projects in each region, one or two projects that do not report lowers the percentage substantially.

**Figure 1. Percentages of McNair projects submitting participant data: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

**Table 3. Number of grantees reporting participant-level performance information, by institutional characteristics: 1998-99**

Institutional characteristics	Percentage of institutions serving undergraduates, as reported in IPEDS <sup>1</sup>	Percentage of grantees	Total grantees	Number of grantees reporting participant-level data	Participant-level report response	Number of participant records	Percentage of participant records
<b>All</b>	2,880	99%	99	96	97%	9,090	100%
<b>Control</b>							
Public	22%	75%	74	72	97%	7,230	80%
Private	78%	25%	25	24	96%	1,860	20%
<b>Carnegie Classification</b>							
Research I and II	6%	34%	34	33	97%	3,370	37%
Doctoral I and II	5%	18%	18	17	94%	3,320	17%
Master's I and II	25%	33%	33	32	97%	1,498	37%
Baccalaureate I and II	30%	12%	12	12	100%	735	8%
Specialized <sup>2</sup>	34%	2%	2	2	100%	167	2%
<b>Size</b>							
Fewer than 1,500	60%	3%	3	3	100%	164	2%
1,500 to 4,999	22%	18%	18	18	100%	1,071	12%
5,000 or more	18%	79%	78	75	96%	7,855	86%
<b>Region</b>							
Region I (Boston)	8%	6%	6	6	100%	455	5%
Region II (New York)	12%	12%	12	12	100%	1,504	17%
Region III (Philadelphia)	12%	9%	9	8	89%	575	6%
Region IV (Atlanta)	16%	13%	13	13	100%	1,069	12%
Region V (Chicago)	17%	16%	16	16	100%	1,236	14%
Region VI (Dallas)	8%	14%	14	14	100%	1,170	13%
Region VII (Kansas City)	6%	8%	8	8	100%	966	11%
Region VIII (Denver)	4%	7%	7	7	100%	586	6%
Region IX (San Francisco)	14%	12%	12	10	83%	1,347	15%
Region X (Seattle)	3%	2%	2	2	100%	182	2%
<b>Minority Institutions</b>							
Historically Black Colleges and Universities	3%	10%	10	10	100%	729	8%
Hispanic-Serving Institutions	<sup>3</sup>	11%	11	11	100%	1,122	12%

<sup>1</sup>Institutions in three sectors from the 1997-98 IPEDS were included: public, four-year; private, nonprofit, four-year; and private, for-profit, four-year.

<sup>2</sup>The “specialized” category includes specialized institutions and 88 of the approximately 1,200 Associate of Arts colleges.

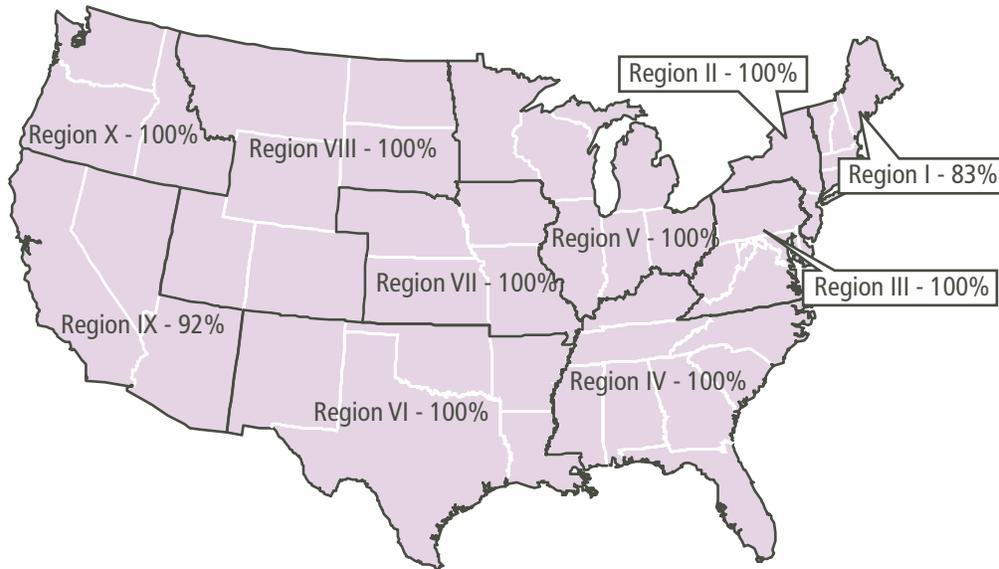
<sup>3</sup>Data were not available in IPEDS on the percentage of Hispanic-Serving Institutions.

Note: Percentages may not total 100 due to rounding.

Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1997-98.

For 1998-99, 97 institutions (98 percent) returned program performance reports (aggregate reports). Of those, 95 institutions (96 percent) also submitted participant records and were included in calculations of the number and percentage of participants engaged in various McNair activities. Figure 2 shows the response rates for the aggregate reports by region.

**Figure 2. Percentages of McNair projects submitting aggregate performance data: 1998-99**



*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

## 2. Distribution of grantees and participants by institutional characteristics

Table 3 also gives the percentage distribution of McNair projects and participants by the characteristics of the host institutions. For comparison, the table shows the distribution of all degree-granting institutions included in IPEDS for 1998.

Three of every four McNair grantee institutions (75 percent) were public, and one of every four (25 percent) was private or nonprofit. This distribution is almost the reverse of that for all degree-granting institutions. Overall, 22 percent are public and 78 percent are private.

It is no surprise that McNair projects were more likely to be found at institutions with graduate programs. Overall, only 6 percent of all degree-granting institutions were classified as research institutions in the Carnegie classification. About one-third of McNair projects, however, were at research institutions (34 percent), and another one-third (33 percent) were at master's institutions. Nearly one-fifth (18 percent) were at doctoral institutions, and nearly one-eighth of McNair projects (12 percent) were at baccalaureate institutions. There were two programs (2 percent) at specialized institutions.

HBCUs made up 10 percent of the grantees, and HSIs accounted for 11 percent. (The HBCUs and the HSIs that received McNair grants are listed in Appendix A.)

Corresponding to the distribution by Carnegie classification, most McNair host institutions were large. Almost four of every five grantees (79 percent) were institutions that had FTEs of 5,000 or more, and close to another fifth (18 percent) had from 1,500 to 4,999 FTEs. Three percent of McNair institutions had FTEs fewer than 1,500.

The distribution of participants was similar to that of the grantees. The largest proportion of participants (80 percent) attended public institutions, and the remaining participants (20 percent) matriculated at private or nonprofit institutions (Table 3). Master's and research institutions each had 37 percent, and doctoral institutions had 17 percent of the reported participants. One of every 10 McNair students participated at either a baccalaureate college (8 percent) or a specialized institution (2 percent).

Institutions with FTEs of 5,000 or more had 86 percent of the participants. About one of every eight participants (12 percent) attended a college or university with 1,500 to 4,999 FTEs (Table 3). Two percent of the reported participants were at institutions with fewer than 1,500 FTEs. About one of every 12 participants (8 percent) was a student at an HBCU. The federal region with the highest percentage of McNair participants was Region II, New York, with 17 percent; the region with the lowest percentage was Region X, Seattle, with 2 percent.

## **D. Data issues**

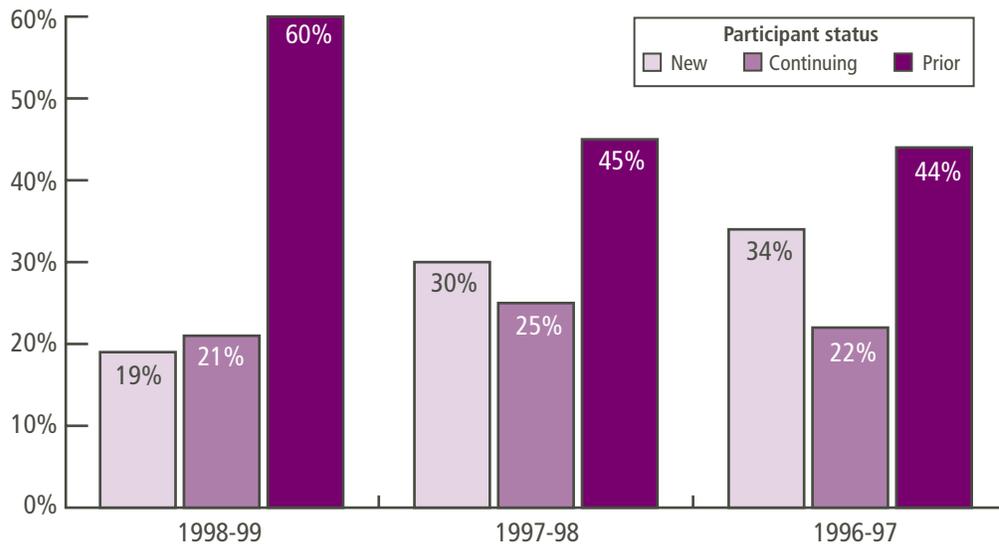
McNair performance reporting using individual records is a relatively new undertaking. Each year, the number of students covered by project reports has increased. Given the differences in the response rates among reporting years, caution should be taken when making interpretations regarding yearly trends. The data in this report reflect information on reported participants, not all McNair participants.

### **1. Data reporting**

In addition to the overall increase in the response rate from year to year, there was an expected increase in the number of people on the participant file. In 1996-97, there were 3,618; in 1997-98, there were 4,140; and in 1998-99, there were 9,090. Also expected, the percentage of prior-year participants increased. (Each year, students completing their undergraduate degree move from continuing to prior-year participants.) In 1997-98, prior-year participants were 45 percent of the total reported. There were 5,268 prior-year participants in 1998-99, which was 60 percent of the reported participants for that year, as shown in Figure 3.

The goal of maintaining participant-level data is to track students through completion of their doctoral program. Therefore, institutions were asked to include McNair participants in their databases until these students earned their doctoral degrees. The data for the three years of reporting indicate that projects are still in the process of establishing whom to include in the files and how long to include them. Individual reports noting students omitted from performance reports have been prepared for

**Figure 3. Participant status, by year: 1998-99, 1997-98, and 1996-97**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

projects. There were 52 institutions that submitted participant-level data for all three academic years (1996-97, 1997-98, and 1998-99). Of the total reported in 1998-99, there were 3,874 participants on the file in all three academic years.

## 2. Unclear and missing data

Most items on the form had little missing data. Certain items, however, did not offer grantees all relevant response options, and those items had higher nonresponse rates (Table 4). For example, the item requesting the participant's degree status did not provide a response option appropriate for participants who were undergraduate students. Nearly three out of every 10 reported participants left that item blank.

We investigated items with high nonresponse rates by examining the responses to other items. For instance, we looked at the distribution of responses to "end of year enrollment status" for those cases that had no response for "degree status." Of those McNair participants with a blank (missing) degree status in 1998-99, 81 percent were enrolled in an undergraduate degree program at the end of the academic year (as identified in their end of year enrollment status). Eliminating these cases—where an appropriate response option was not provided (for current undergraduates)—would drop the proportion of missing responses from 29 percent to 6 percent.

The issue of missing data may also reflect problems in tracking students, as undergraduate institutions may not have access to matriculation information for former students attending graduate schools elsewhere.

**Table 4. Number and percentage of participants with missing or blank responses: 1998-99, 1997-98, and 1996-97**

Participant item	1998-99		1997-98		1996-97	
	N	%	N	%	N	%
Gender	7	<0.1	2	<0.1	0	0.0
Ethnicity	12	0.1	2	<0.1	5	0.1
Date of birth	219	2.4	109	2.6	17	0.5
First school enrollment date	174	1.9	115	2.8	7	0.2
Project entry date	149	1.6	125	3.0	1	<0.1
Eligibility status	53	0.6	10	0.2	19	0.5
Participant status	237	2.6	4	0.1	4	0.1
College grade level—at entry into project	139	1.5	9	0.2	29	0.8
College grade level—current	2,655	29.2	1,093	26.4	846	23.4
Enrollment status—end of year	679	7.5	309	7.5	369	10.2
Degree status	2,676	29.4	1,698	41.0	1,444	39.9
Total number	9,090	100.0	4,140	100.0	3,618	100.0

*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

### 3. Miscoded data

There were a few instances of miscoded values and internal inconsistencies between years of reporting. For example, some participants were shown to skip or drop grade levels between academic years. The miscoded data may have resulted from confusion about the specific reporting period. Institutions were asked to report in September for the previous academic year; project administrators at some institutions may have provided information on participants' status as of that September, rather than for the prior academic year.

### E. Structure of the remainder of the report

This introductory chapter described the McNair Program, the projects reporting performance results, and the issues with the data reported. Chapter II describes the student participants and their progress toward completing a doctoral program. That chapter is based on Section I, "Project Identification, Certification, and Warning," and Section II, "Record Structure for List Participant," in the program performance reports. Chapter III offers an overview of the scholarly activities provided by McNair grantees and is based on Section III, "Provision of Services," in the program performance reports. Chapter IV briefly discusses project goals and outcomes, as taken from Section IV, "Narrative," in the reports.

The tables and figures in the report focus primarily on the most recent data—that of 1998-99—though some statistics from 1997-98 and 1996-97 are presented. The appendix includes details for all years since 1996-97.

## II. STUDENT PARTICIPANTS IN THE MCNAIR PROGRAM: 1998-99, WITH SELECTED DATA FROM 1997-98 AND 1996-97

### A. Participants

There were 9,090 new, continuing, and prior-year participants on the performance files submitted for the McNair Program in the 1998-99 academic year (Table 5). For 1997-98, the number was 4,140, and for 1996-97, it was 3,618 (Appendix Tables 1a and 1b). The increase in numbers in the combined files reflects both an increase in the response rate for the reports (from 78 percent in 1997 to 97 percent in 1998-99) and an increase in the number of participants (particularly prior-year participants) included on the files.

On average, individual project files for 1998-99 contain about 95 new, continuing, and prior-year participants. There was a minimum of 20 and a maximum of 320 records per project in 1998-99.

#### 1. Participant status

In the 1998-99 academic year, 67 percent of those on the performance files were prior-year participants, 16 percent were continuing participants, and 17 percent were new participants (Table 5). Current participants (new and continuing participants combined) made up 33 percent of the total. For Table 5, graduate students who projects reported as new or continuing participants were reclassified as prior-year participants. McNair projects offer services to students during their undergraduate years; once students are enrolled in graduate school, they are considered prior-year participants who no longer receive services. Throughout the remainder of the report, however, data presented on new, continuing, and prior-year participants are based on information submitted by grantees (without reclassification).

#### 2. Eligibility status

For each project, at least two-thirds of the participants must be low-income and first-generation college students. The rest may be members of groups that are underrepresented in graduate education. *Underrepresented groups* consist of the fol-

**Table 5. McNair participant characteristics by participant status: 1998-99**

Participant characteristics	Total		Participant status					
	N	%	New		Continuing		Prior year	
			N	%	N	%	N	%
<b>Total</b>	9,090	100.0	1,527	17.1	1,395	15.6	6,025	67.3
<b>Eligibility</b>								
Low-income and first-generation	6,517	72.1	1,090	72.3	1,020	73.2	4,284	71.5
Underrepresented	2,520	27.9	418	27.7	374	26.8	1,708	28.5
<b>Race and ethnicity</b>								
American Indian	347	3.8	64	4.2	66	4.7	210	3.5
Asian/Pacific Islander	548	6.0	81	5.3	79	5.7	373	6.2
Black non-Hispanic	3,653	40.2	670	44.0	563	40.4	2,392	39.7
Hispanic	2,317	25.5	412	27.1	405	29.1	1,437	23.9
White non-Hispanic	2,057	22.7	279	18.3	256	18.4	1,498	24.9
Other	156	1.7	16	1.1	24	1.7	110	1.8
<b>Gender</b>								
Women	5,924	65.2	1,022	67.0	921	66.0	3,876	64.4
Men	3,159	34.8	503	33.0	474	34.0	2,144	35.6

Note: Graduate students who projects reported as new or continuing participants were reclassified as prior-year participants. Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

lowing ethnic and racial categories: black non-Hispanic, Hispanic, and American Indian/Alaskan Native.<sup>4</sup>

In the 1998-99 academic year, more than seven of every 10 participants (72 percent) were classified as low-income, first-generation college students, surpassing the project requirement of two-thirds representation. Just under three of every 10 partici-

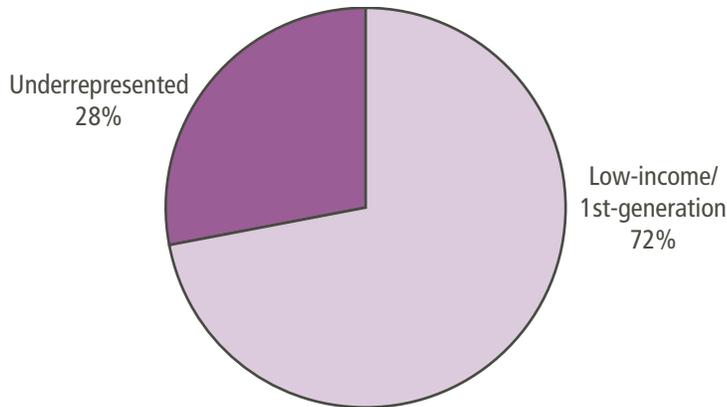
<sup>4</sup>In their applications for the 1995 grant competition, a number of projects defined women, Asian/Pacific Islander students, and other groups as underrepresented in certain graduate disciplines. Prior to 1995, there were no program regulations; from 1995-96, the program office policy on underrepresented groups was not as clear as it is today. Current regulations both define three specific underrepresented groups (black non-Hispanic, Hispanic, and American Indian or Alaska Native) and allow for a grant applicant to define and make a case for serving a group underrepresented in certain disciplines. Applicants must document their case with standard statistical references, and their case must be accepted by the Secretary of Education. Certain currently funded projects had to stop serving groups they had served before 1996: the policy in 1996 limited the types of groups eligible for service to the three mentioned above.

pants (28 percent) were students from underrepresented groups (Figure 4) who were not included in the low-income, first-generation group.

The proportion of 1998-99 McNair students from underrepresented groups remained constant across participant groups. Underrepresented students accounted for 27 percent of new participants, 28 percent of continuing participants, and 29 percent of prior-year participants.

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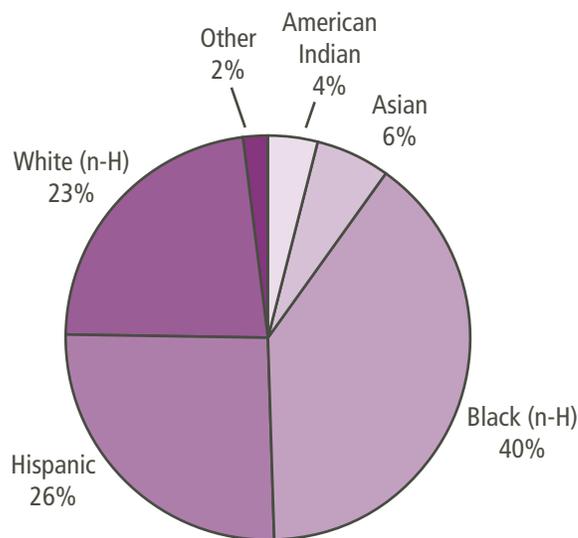
**Figure 4. Eligibility status: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

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**Figure 5. Distribution of McNair participants by race and ethnicity: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

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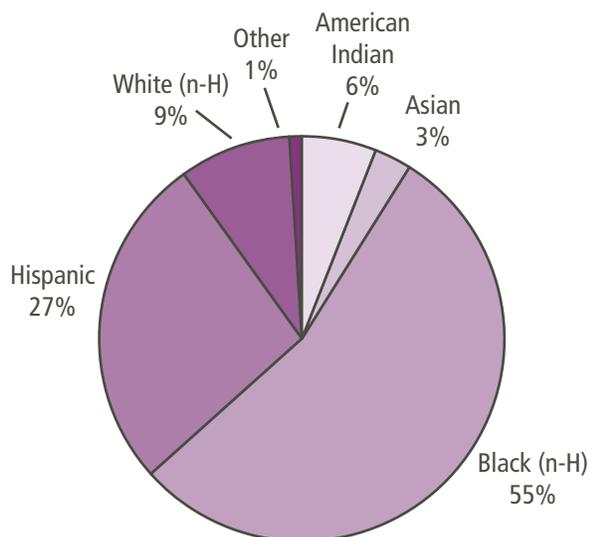
### 3. Race and ethnicity

Black non-Hispanic students accounted for the largest proportion of McNair current and prior-year participants in 1998-99. Overall, about four out of 10 of the participants (40 percent) were black non-Hispanic (Figure 5). The second largest group of participants was Hispanic, with 26 percent of the total participants. This group was followed by white non-Hispanics at 23 percent, Asians at 6 percent, and American Indians at 4 percent (Figure 5).

**Race and ethnicity, by eligibility status.** The distribution of current and prior-year participants by racial and ethnic categories varied by eligibility status. As might be expected, each of the racial and ethnic groups classified as underrepresented (black non-Hispanic, Hispanic, and American Indian) constituted a larger proportion of underrepresented participants than of low-income and first-generation participants.

Black non-Hispanic students accounted for over half the participants in the underrepresented group (55 percent), but just over one-third of the participants in the low-income and first-generation group (35 percent) (Figures 6a and 6b). Hispanic students were the second-largest racial and ethnic category of both underrepresented participants (27 percent) and low-income and first-generation participants (25 percent). American Indians were 6 percent of the underrepresented participants and 3 percent of the low-income and first-generation participants. White non-Hispanics showed the largest difference: Nine percent of underrepresented participants vs. 20 percent of low-income and first-generation participants.

**Figure 6a. Underrepresented participants, by race and ethnicity: 1998-99**



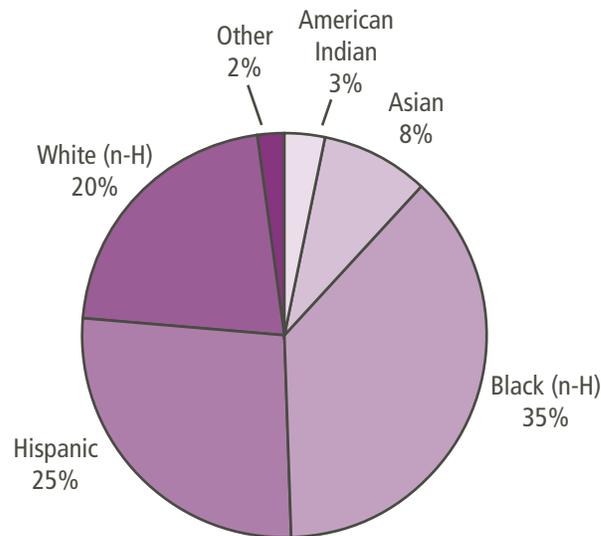
Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

#### 4. Gender

Women constituted nearly two-thirds of the 1998-99 participants (65 percent, Figure 7). The proportion of women was similar across participant status categories: Sixty-five percent of prior-year and continuing participants and 67 percent of new participants (Appendix Table 1a). Women also represented 65 percent of low-income and first-generation participants and 67 percent of underrepresented participants (Table 5).

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**Figure 6b. Low-income and first-generation participants, by race and ethnicity: 1998-99**

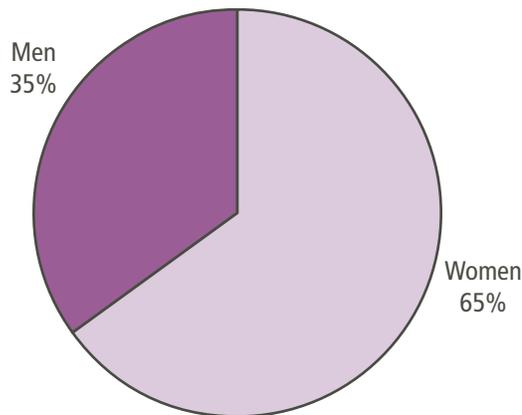


Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

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**Figure 7. Participant gender: 1998-99**

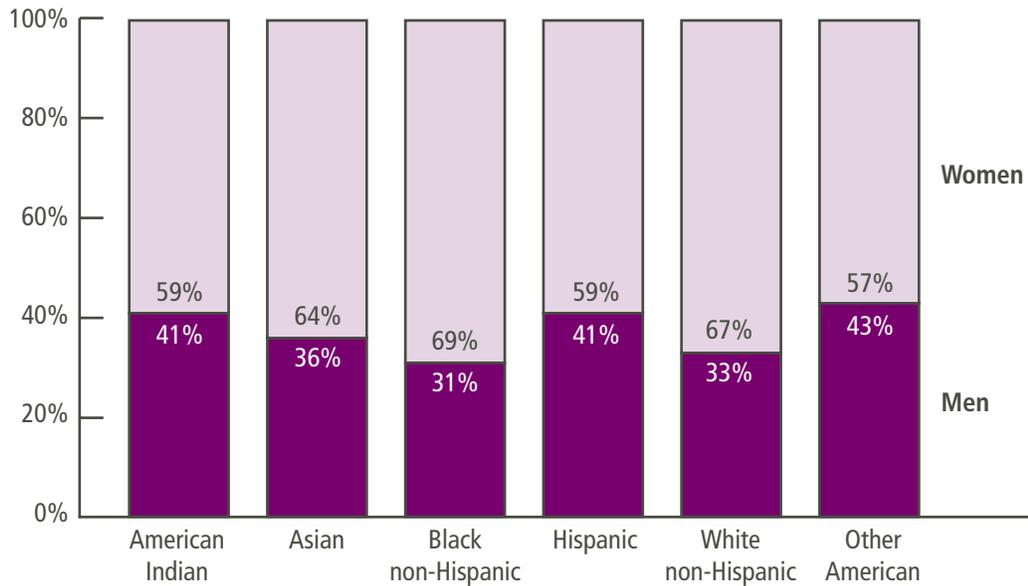


Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

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**Gender and race, and ethnicity.** Whereas all women constituted 65 percent of 1998-99 participants, black non-Hispanic women made up 69 percent of the participants in that racial and ethnic group; American Indian women, 59 percent in their group; and Hispanic women, 59 percent in their group (Figure 8).

**Figure 8. Participant race and ethnicity, by gender: 1998-99**



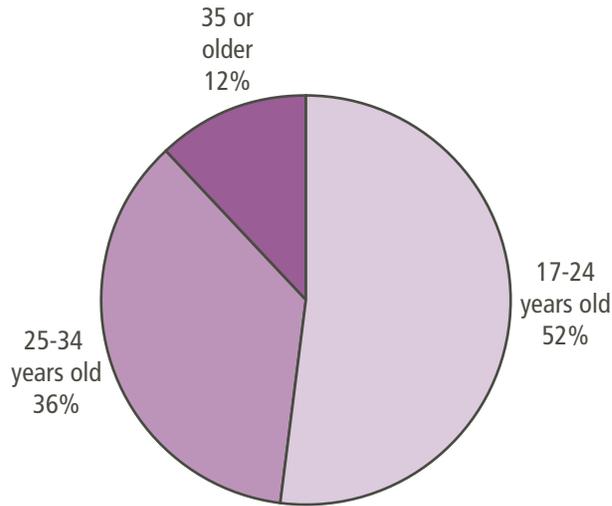
Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

## 5. Age

Considering the new, continuing, and prior-year participants together, more than half of the total participants on the performance files for 1998-99 (52 percent) were between ages 17 and 24 in the 1998-99 academic year (Figure 9 and Appendix Table 4a). Over one-third (36 percent) ranged from ages 25 to 34, and nearly one-eighth (12 percent) were age 35 or older.

As the age range of participants increased, the proportion of low-income and first-generation students increased (Appendix Table 4a). Also, as the age range increased, so did the proportion of white non-Hispanic and American Indian participants. The proportion of Asian, Hispanic, and black non-Hispanic participants decreased as the ages of participants increased.

**Figure 9. Age distribution of new, continuing, and prior-year participants on the performance report files: 1998-99**



*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

## **B. Program entry and academic progress**

Students are eligible to receive services during any year of their baccalaureate program at an institution that has a McNair grant. Performance report instructions ask project staff to track current (new and continuing) and prior-year participants until they earn their doctoral degree. Because of this interest in tracking, several indicators capture participants' progress in college.

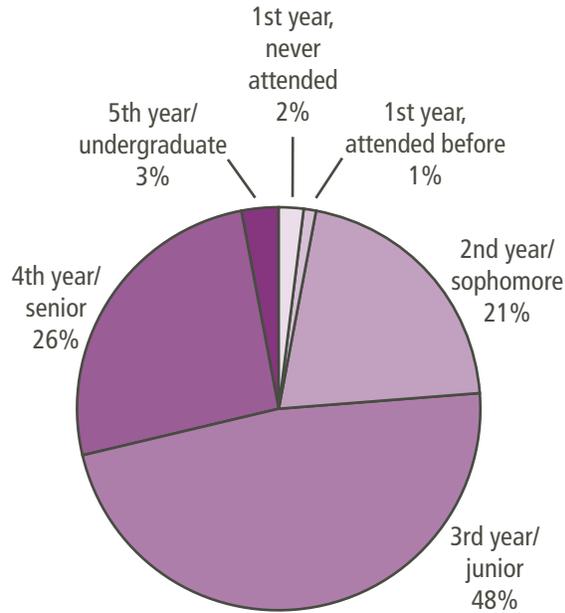
### **1. Entry year**

In the 1998-99 academic year, about one-fifth of participants (21 percent) entered the program in their sophomore year, almost half (48 percent) entered in their junior year, and just over one-fourth (26 percent) entered in their senior year (Figure 10 and Appendix Table 5a). Three percent of participants entered the McNair Program during their freshman year (including students who had attended college before), and 3 percent entered as fifth-year undergraduates.

Among each of the ethnic groups, students were most likely to enter the McNair Program in their junior year. The percentage for each group is as follows: Asian (51 percent), American Indian (50 percent), Hispanic (49 percent), black non-Hispanic (47 percent), and white non-Hispanic (46 percent).

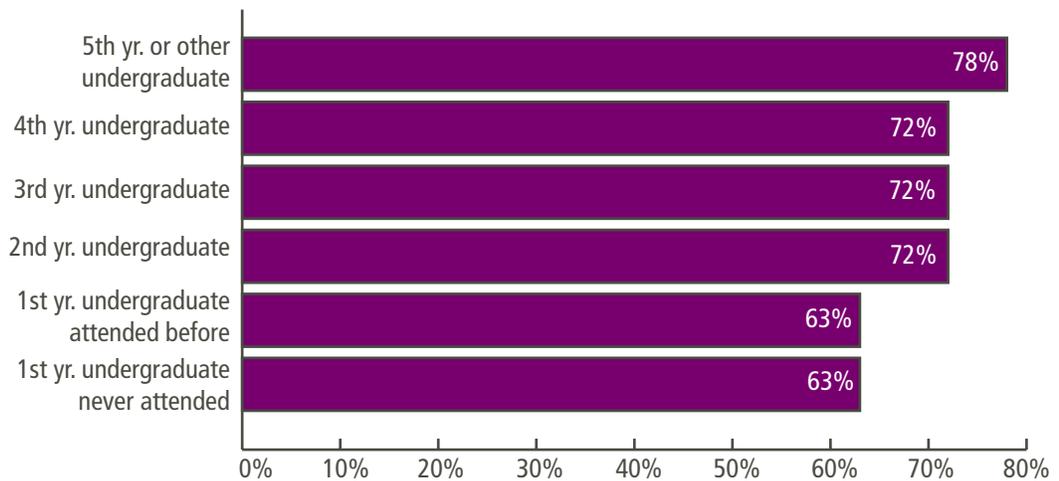
The distributions of students by their entry year for new, continuing, and prior-year participants were similar to the distribution for all 1998-99 participants (Appendix Table 5a). Men and women were equally as likely to enter the McNair Program in their junior year (48 percent and 47 percent, respectively). Of those who entered the program in their freshman year, the low-income and first-generation participants slightly outnumbered all other participants (Figure 11).

**Figure 10. College year in which participants entered the McNair Program: 1998-99**



*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

**Figure 11. College year in which participants entered the McNair Program, by percentage of low-income and first-generation participants: 1998-99**

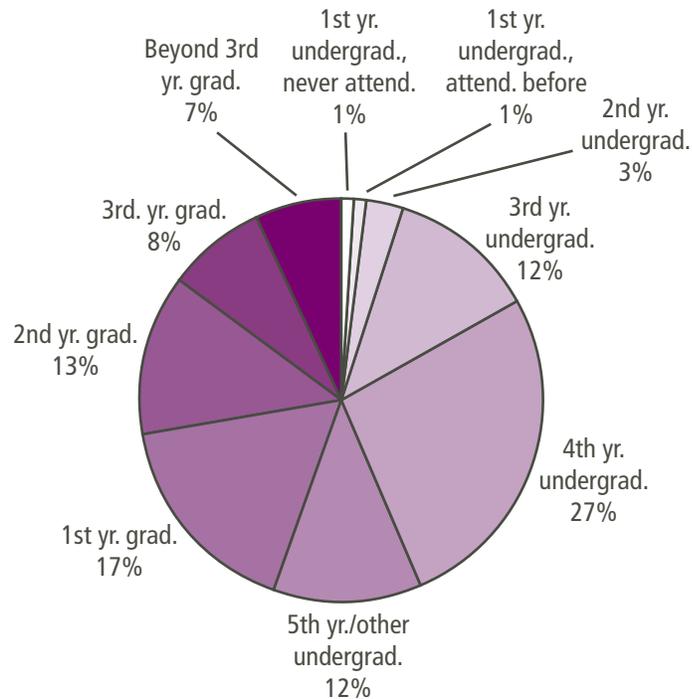


*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

## 2. Current grade level

In 1998-99, a majority of all those on the participant record files (new, continuing, and prior-year participants) were undergraduate students (55 percent), while 45 percent were graduate or professional students (Appendix Table 6a). The largest proportion (27 percent) consisted of fourth-year undergraduates (Figure 12a).

**Figure 12a. Grade level of new, continuing, and prior-year McNair participants: 1998-99**



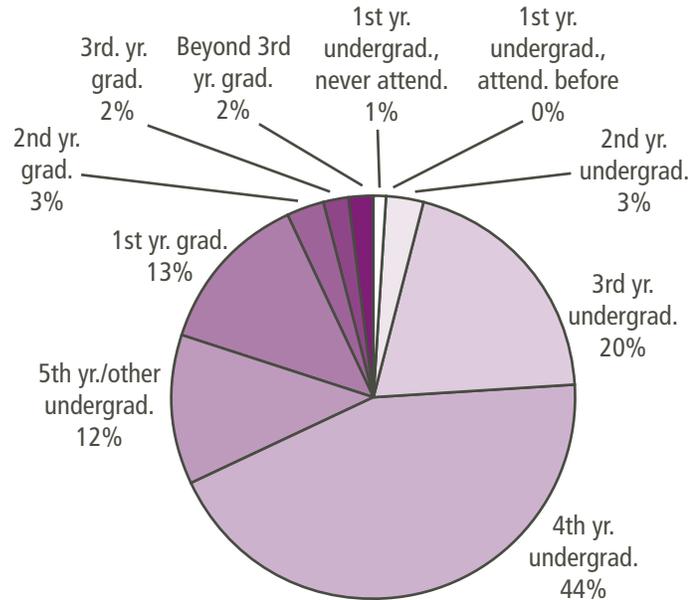
Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

When examining just current participants (new and continuing) in 1998-99, the largest group was still fourth-year undergraduates (44 percent, Figure 12b). Of that group, 20 percent were graduate students.<sup>5</sup>

<sup>5</sup>Although McNair services are intended for undergraduate students (who may be new, continuing, or prior-year participants), some institutions have provided such services to graduate students (who generally should be prior-year participants). Most likely, those students attended the same institution for both undergraduate and graduate programs.

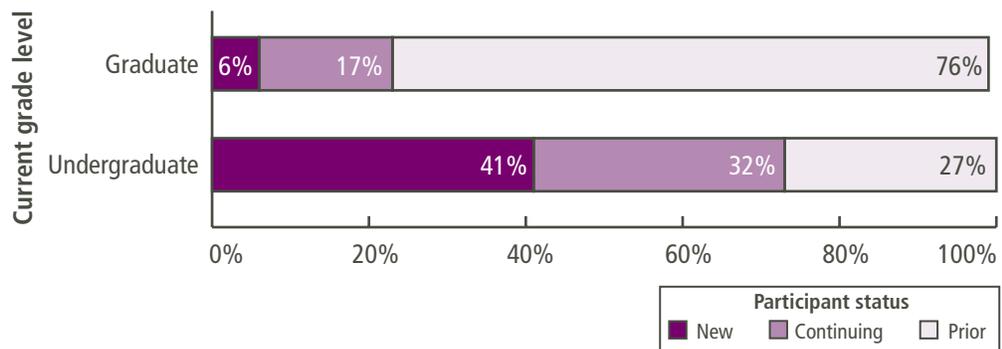
Figure 13 presents the participant status distribution by current grade level classifications of graduate or undergraduate. As might be expected, 76 percent of graduate students were classified as prior participants, compared with 27 percent of undergraduates.

**Figure 12b. Grade level of current (new and continuing) McNair participants: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

**Figure 13. Grade level of participants, by participant status: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

### 3. Comparing grade level across years to determine graduate school progression

Project staff track student participants from their enrollment in the McNair Program through their completion of a doctoral degree or withdrawal from an undergraduate or graduate program. Depending on the undergraduate year in which a student enters the McNair Program, the student may take from six to 10 years (or perhaps longer) to complete his or her doctorate. Therefore, it is useful to look at more intermediate outcomes to assess the success of the McNair Program. One such measure is the percentage of students who graduate from an undergraduate program in one year and enroll in graduate school the next year.

In one sense, that percentage is a simple statistic to calculate. The calculation is complicated, however, by the following data quality issues: 1) a large percentage of participants on the file one year were not listed the next year, and 2) a lack of a response category “not enrolled,” and correspondingly, a large percentage with blank responses to the “current grade level” item.

Interpreting these data requires certain assumptions to be made. Depending on these assumptions, we arrive at different estimates of the percentage of graduating seniors continuing to graduate school. Using one method, we computed a statistic of 31 percent; using a second method, we computed a statistic of 47 percent. For both methods, we included in the numerator only those participants who had been enrolled in an undergraduate program in 1997-98 and were enrolled in a graduate program in 1998-99 (230 participants). Those students were also part of the denominator in both methods.

The denominator for method 1 (Table 6) also included those participants who were on the 1997-98 file but not the 1998-99 file (509 participants). Using this method, 31 percent of eligible students enrolled in graduate school in 1998-99.

**Table 6. Estimated percentage of graduating seniors in 1997-98 reported as having a current grade status of “enrolled” in graduate school: 1998-99**

Participants	
<b>Numerator for both methods</b>	<b>230</b>
Participants with current grade reported as graduate year 1 to 3 or beyond in 1998-99	230
<b>Denominator for method 1</b>	<b>739</b>
Participants currently enrolled in a graduate degree program	230
Participants not on the file 1998-99 (missing records)	509
<b>Estimated percentage enrolling in graduate school one year later using method 1</b>	<b>31%</b>
<b>Denominator for method 2</b>	<b>491</b>
Participants currently enrolled in a graduate degree program	230
Participants with a blank response for current grade level in 1998-99	261
<b>Estimated percentage enrolling in graduate school one year later using method 2</b>	<b>47%</b>

*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

The denominator for method 2 excluded the students missing from the 1998-99 file but included those participants whose current enrollment status was blank in 1998-99 (261). Using method 2, 47 percent of eligible students enrolled in graduate school.

Accordingly, we estimated that from 31 percent to 47 percent of McNair students who graduated from an undergraduate program in 1997-98 attended a graduate program in 1998-99. For perspective, we noted that the average percentage of graduating seniors who entered graduate school the next year was 25 percent.<sup>6</sup> In addition, a national survey of 1992-93 bachelor's degree recipients showed that 30 percent of them enrolled in an advanced degree program *within four years* (by 1997).<sup>7</sup>

#### 4. Enrollment status

The goal of the McNair Program is for participants to enter and complete a doctoral degree program. At the end of each academic year, institutions classify all participants (new, continuing, and prior-year) according to their progress toward this end. Participants are put in one of these four groups:

- Enrolled in an undergraduate degree program
- Enrolled in a graduate degree program
- Graduated from either a graduate or undergraduate degree program
- Dismissed or withdrawn from either a graduate or undergraduate degree program

At the end of 1998-99, almost two-thirds of participants (62 percent) were reported as enrolled in a degree program, with almost equal proportions in undergraduate programs (32 percent) and graduate programs (30 percent) (Figure 14 and Appendix Table 8a). Over one-third of the participants had graduated from a graduate or undergraduate degree program (35 percent). A small proportion of students (4 percent) withdrew or were dismissed from their program of the study.

Interpreting these data is somewhat difficult since those reported as graduated include those individuals who graduated from either an undergraduate or graduate degree program and who were not, at the time the data were reported, enrolled in a graduate degree program. The percentage of McNair participants reported in this section as graduated is not the same or comparable to the percentages of participants who completed a degree as reported in the following section (degree status).

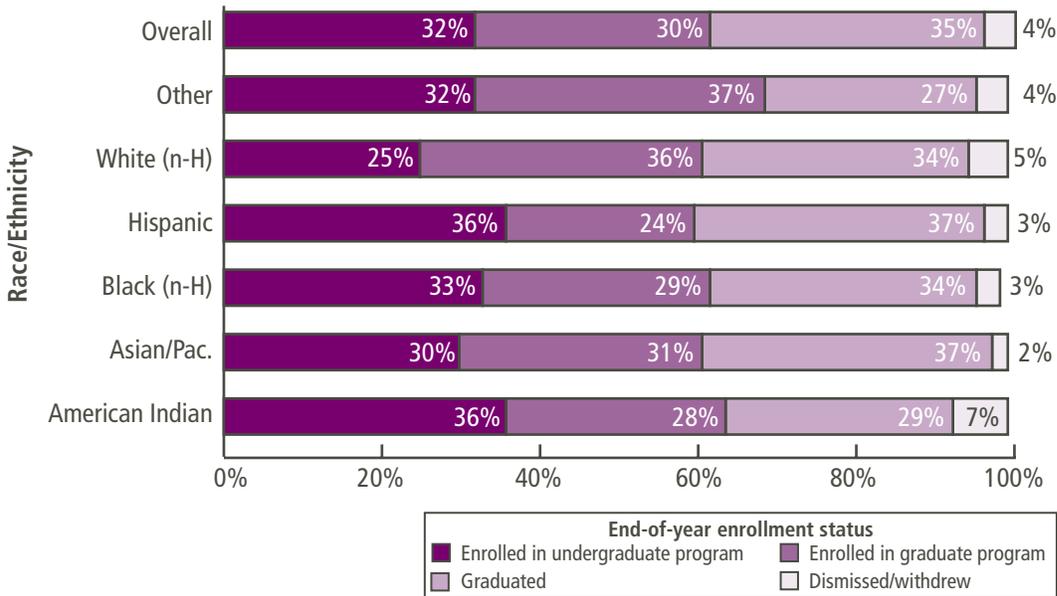
Graduation rates ranged from more than one-fourth of American Indian participants (29 percent) to more than one-third of Hispanics and Asians (37 percent) (Figure 14).

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<sup>6</sup>*Money Online: College Search* [www.pathfinder.com/money/colletes98](http://www.pathfinder.com/money/colletes98), as cited in *Issues on the Use of the Integrated Postsecondary Education Data System (IPEDS) and Other National Postsecondary Databases as Performance Indicators: A Synthesis Report*. (August 14, 2000). Mathematica Policy Research Inc. Princeton, NJ: p. IV-28.

<sup>7</sup>*Life After College: A Descriptive Summary of 1992-93 Bachelor's Degree Recipients in 1997*. (July 1999). National Center for Education Statistics, NCES 1999-155, p.v.

**Figure 14. End-of-year enrollment status, by race and ethnicity: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

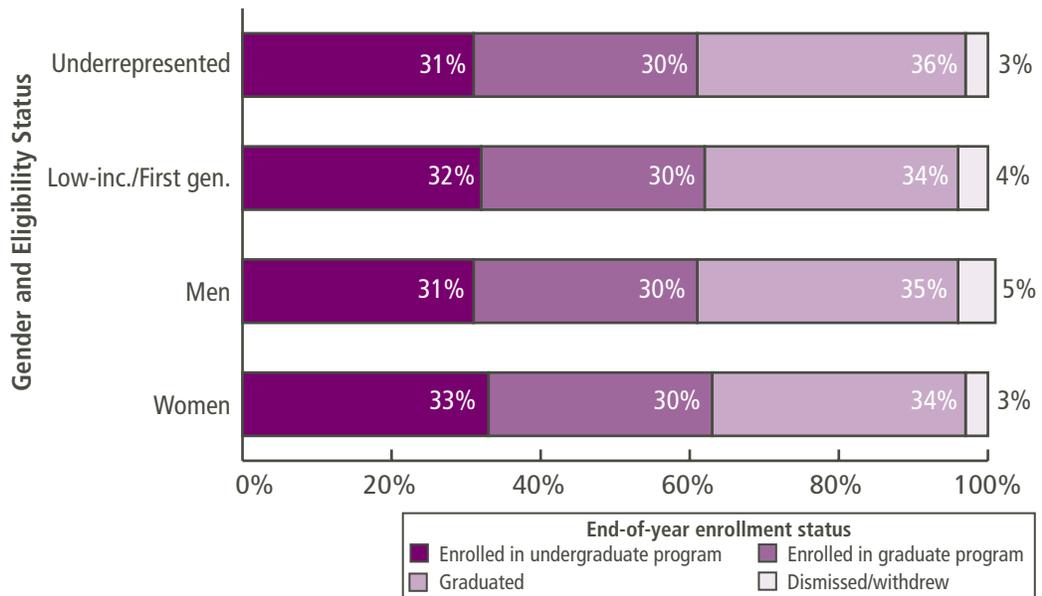
Program withdrawal/dismissal rates were low for nearly all groups of students, ranging from 2 percent of Asians to 7 percent of American Indians.

In 1998-99, 35 percent of men and 34 percent of women had graduated. Five percent of men and 3 percent of women had been dismissed or had withdrawn from a degree program (Figure 15 and Appendix Table 8a). Enrollment, graduation, and withdrawal/dismissal rates were similar between low-income and first-generation participants and underrepresented participants.

## 5. Degree status

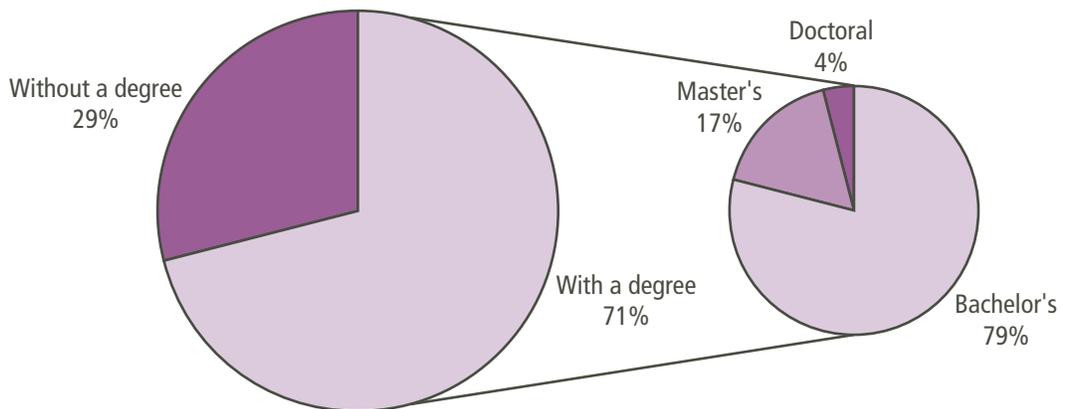
About seven of every 10 of the new, continuing, and prior-year participants on the file for 1998-99 (71 percent) were reported as having completed a degree by the end of the 1998-99 academic year (Figure 16 and Appendix Table 9a). Of those participants who completed a degree, nearly four-fifths (79 percent) earned a bachelor's degree, an additional one-sixth (17 percent) earned a master's degree, and another 4 percent received a doctoral degree. Examining all McNair participants on the file, 56 percent had a bachelor's degree as the highest degree earned, 12 percent had a master's degree, and 3 percent had a doctoral degree. The proportion of participants in each racial and ethnic group that had earned degrees ranged from 74 percent of white non-Hispanics to 61 percent of American Indians (Appendix Table 9a).

**Figure 15. End-of-year enrollment status, by gender and eligibility: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

**Figure 16. Participant degree status: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

Figure 17 shows the proportion of degrees awarded to each racial and ethnic group. Generally, the distribution mirrors the racial and ethnic distribution of participants overall (Figure 5). For example, about 40 percent of McNair’s current and prior-year participants were black non-Hispanic, and about 42 percent of the doctoral degrees granted to McNair participants were awarded to blacks. American Indians, however, made up about 4 percent of McNair participants, but received only about 2 percent of the doctoral awards going to McNair participants.

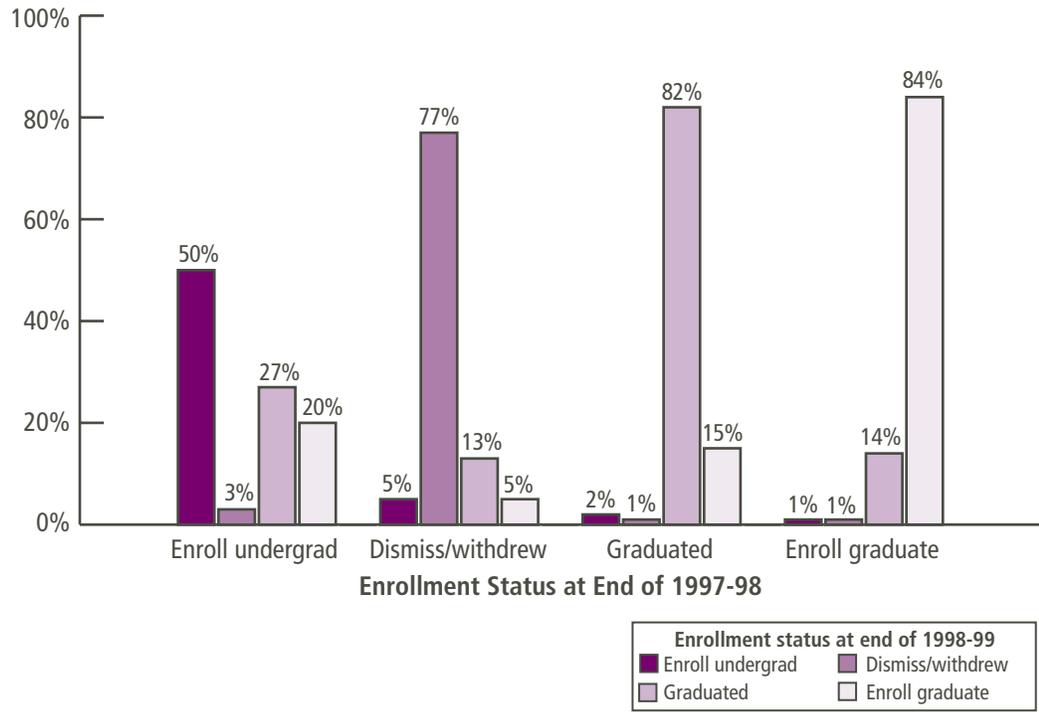
**Figure 17. Distribution of degrees by race and ethnicity: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

Looking at the status of the participants on file from year to year is complex, but it does give some indication of the progression of participants toward their degrees. These comparisons will be more meaningful as the coverage of the performance reports continues to improve and as more years of data are obtained. We analyzed the end-of-year enrollment status for those reporting this item in both 1997-98 and 1998-99. As can be seen in Figure 18, the status of most participants remained the same; however, about 14 percent of those identified as enrolled in graduate school in 1997-98 were reported to have graduated in 1998-99. About 20 percent of those reported as enrolled in undergraduate school in 1997-98 were reported as enrolled in graduate school in 1998-99. About 5 percent of those reported as withdrawn from school in 1997-98 were in graduate school in 1998-99, and another 13 percent were reported to have graduated. In addition, 15 percent of those reported as graduated from undergraduate school but not enrolled in graduate school in 1997-98 had moved to graduate school status in 1998-99.

**Figure 18.** End-of-year enrollment status in 1997-98, by end-of-year enrollment status in 1998-99



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

### III. MCNAIR PROGRAM ACTIVITIES: 1998-99

McNair institutions were asked to specify which of seven scholarly activities they offered to their participants and the number of participants who engaged in each activity. Nearly every institution (97 grantees, or 98 percent) supplied information on these activities; 95 of those grantees also submitted participant records and are included below in the reports of the number and percentage of students participating in McNair activities.

There was little variation in the percentage of projects that engaged in specific activities (Table 7). Almost all projects offered internships (99 percent), academic counseling (98 percent), seminars (98 percent), financial aid assistance (96 percent), and admission assistance (95 percent). Tutorial assistance was reported by 85 percent, and research activities (other than internships) were reported by 78 percent of McNair projects.

There was a more pronounced variation, however, in the popularity of program activities. Attendance ranged from slightly more than one of every four participants to nearly nine of every 10 participants. As shown in Table 7, the activities that participants engaged in most frequently were academic counseling (89 percent), seminars (78 percent), financial aid assistance (68 percent), admission assistance (61 percent), and summer internships (51 percent). Less than half of the new and continuing participants for 1998-99 received tutorial assistance (33 percent) or engaged in research activities other than internships (27 percent).

**Table 7. Activities reported by McNair projects: 1998-99**

Type of activity	Number of institutions reporting activity	Percentage	Number of participants reported per activity	Percentage
Internships	96	99%	1,817	51%
Academic counseling	95	98%	3,170	89%
Seminars	95	98%	2,787	78%
Financial aid assistance	93	96%	2,421	68%
Admission assistance	92	95%	2,187	61%
Tutorial assistance	82	85%	1,175	33%
Research (other than research internships)	76	78%	948	27%

Note: The percentages reporting the activity was based on a total of 97 institutions. Percentages for participants reported are based on the number of new and continuing participants at the 95 institutions that reported activities and submitted participant records: 3,560.

Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

McNair projects were also asked to specify “other scholarly activities” that did not readily fit into one of the categories mentioned. The two most commonly reported “other” activities were, first, conferences and research presentations (30 percent, Table 8), and second, skills workshops, which included writing, researching, and learning the Internet (19 percent).

**Table 8. “Other” scholarly activities reported by McNair projects: 1998-99**

Activity	Number reported	Percentage
Conferences and research presentations	163	30%
Skills workshops	104	19%
Graduate school visits	61	11%
Test preparation	57	10%
General graduate school preparation	54	10%
Graduate school fairs, colloquia, presenters	40	7%
Mentoring	21	4%
Publishing	14	3%
General administrative assistance	11	2%
Cultural events	10	2%
Improving McNair staff opportunities/ resources	4	1%
Testing participants	3	1%
Internships	4	1%
Field trips	2	<1%
Study abroad programs	1	<1%
Total	549	100%

Note: McNair projects may be counted more than once within an activity category. For example, if project staff stated that they attended the McNair conference as well as two other unique conferences, then that project contributed three “conference and research presentations” to the total number reported. These numbers are based on the 95 institutions that provided activity information and submitted participant records. Percentages may not total 100 due to rounding.

Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

# IV. MCNAIR PROGRAM PERFORMANCE OBJECTIVES: 1998-99

To look more closely at the McNair objectives reported in narrative form, we selected a random sample of about one-third (33) of the projects. We then coded the objectives according to content. The number of objectives reported by institutions ranged from six to 23, with an average of 12. Public institutions reported an average of 12.4 objectives, and private institutions reported an average of 10.8 objectives (Table 9).

**Table 9. Average number of program objectives reported, by institutional characteristics: 1998-99**

Institutional characteristics	Number of institutions in sample	Average number of objectives reported
<b>Total</b>	33	11.9
<b>Control</b>		
Public	23	12.4
Private	10	10.8

*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

## A. Classification scheme used in coding

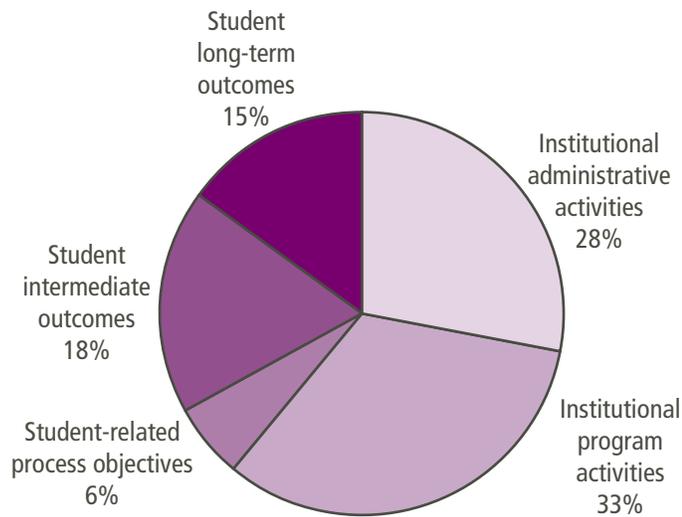
It is common to classify performance objectives into process and outcome objectives and intermediate and long-term outcomes (Hatry 1998). We also classified the objectives by the group they applied to—the projects or institutions themselves or the student participants. The former were all process objectives; the latter were either process or outcome objectives. We therefore coded the objectives into one of five categories:

- Institutional administrative activities, such as recruiting faculty and participants
- Institutional program activities, such as conducting financial needs analyses and providing supporting services and research opportunities
- Student-related processes, such as having students complete financial aid applications
- Student intermediate outcomes, such as having students obtain a certain GRE score
- Student long-term outcomes, such as having students receive a graduate diploma

A total of 391 objectives were coded among the 33 programs, and their objectives were classified into the above categories.

Overall, about six of every 10 program objectives (61 percent) were institution-related. About one-third of the program objectives were institutional program activities (33 percent) or institutional administrative activities (28 percent) (Figure 19). Student intermediate outcomes (18 percent) and student long-term outcomes (15 percent) were the next most frequently reported objectives. The least frequently reported type of objective was student process objectives, with 6 percent.

**Figure 19. Classification of McNair Program objectives: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

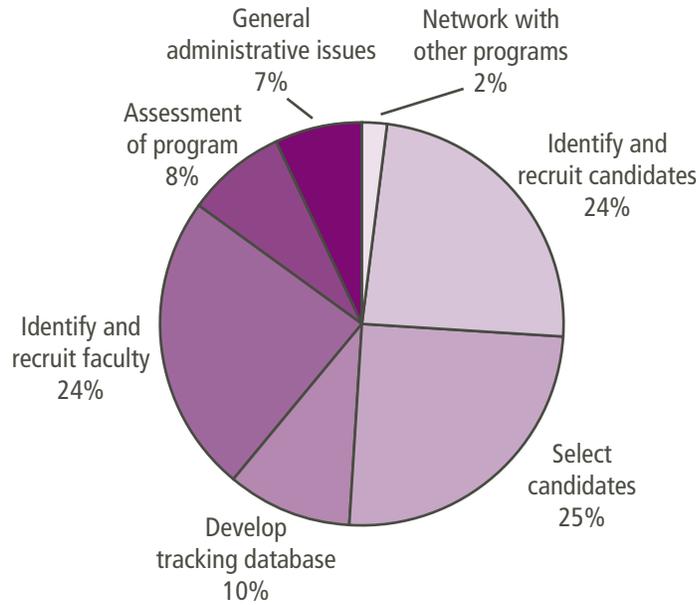
## B. Institutional administrative objectives

Overall, 28 percent of program objectives related to institutional administrative activities. Within this category, the most frequently reported objectives were selecting candidates by a certain date (25 percent, Figure 20), identifying and recruiting potential candidates, and identifying and recruiting faculty (24 percent each). The next most common objectives concerned developing a tracking database (10 percent), assessing the program (8 percent), handling general administrative issues (7 percent), and networking with other programs (2 percent).

## C. Institutional program objectives

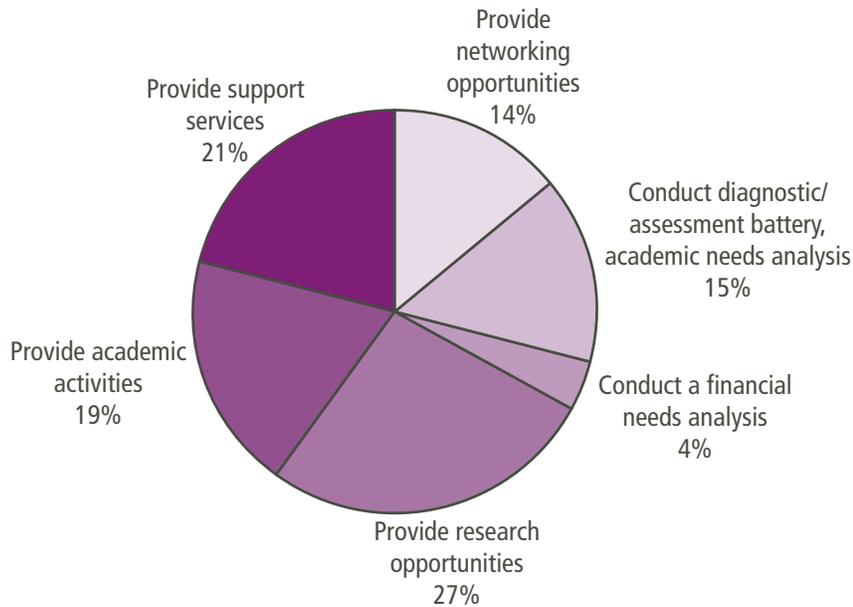
Overall, 33 percent of program objectives concerned institutional program activities. Almost half of the sampled institutions (48 percent) reported objectives that related to providing research opportunities and support services. These objectives were the most frequently reported of the 124 objectives in this category (27 percent research, 21 percent support service, Figure 21). These were followed by objectives involving academic activities (19 percent), diagnostic/assessment battery and academic needs analyses (15 percent), and networking opportunities (14 percent). The least frequently reported objective was to conduct financial needs analyses (4 percent).

**Figure 20. McNair Program objectives, institutional administrative objectives: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

**Figure 21. McNair Program objectives, institutional program objectives: 1998-99**

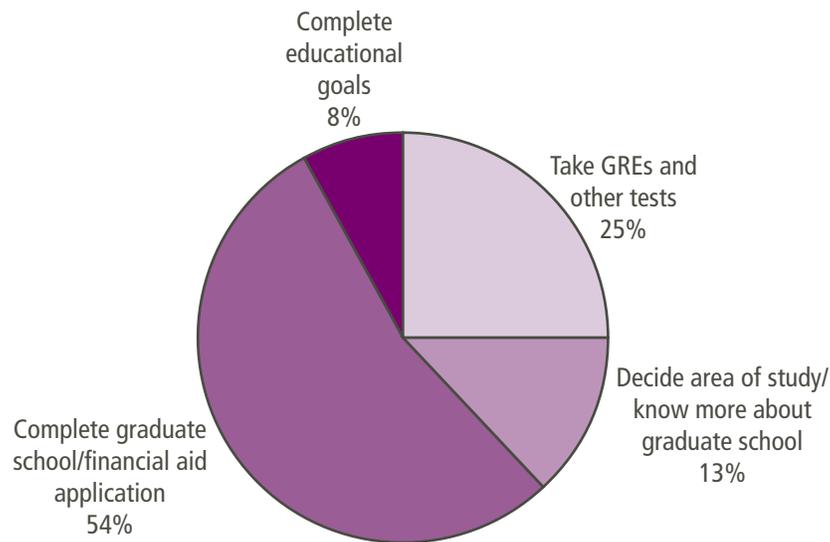


Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

## D. Student-related process objectives

The percentage of program objectives that related to student-related processes was relatively small—only 6 percent. Over half of the objectives for this category (54 percent) addressed having students complete graduate school or financial aid applications (Figure 22). One-fourth of the objectives (25 percent) concerned taking GREs and other tests. Additional objectives involved having students deciding areas of study, learning more about graduate schools (13 percent), and reaching educational goals (8 percent).

**Figure 22. McNair Program objectives, student-related process objectives: 1998-99**



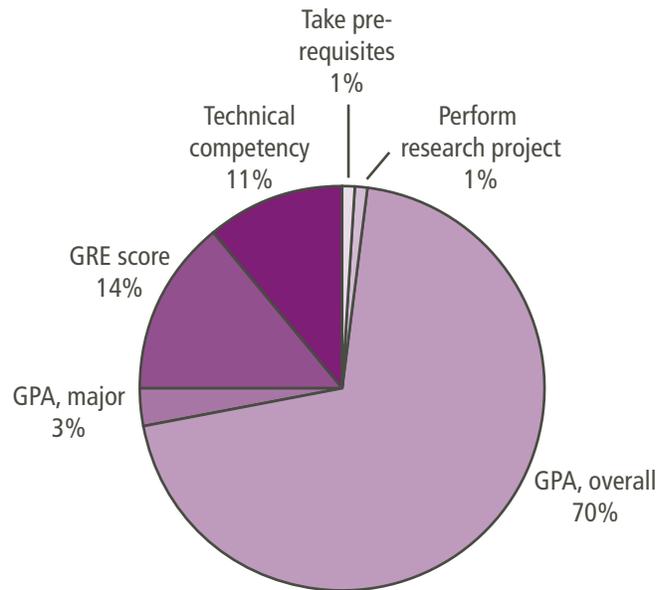
*Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.*

## E. Student intermediate outcome objectives

Eighteen percent of programs reported objectives related to student intermediate outcomes. Of these objectives, 70 percent addressed students' achievement of a certain overall GPA (Figure 23). The next most frequently reported objective concerned students' obtaining a certain GRE score (14 percent). These were followed by objectives that addressed students' achieving technical skill competency, such as mastering a computer or writing (11 percent), obtaining a certain major GPA (3 percent), taking course prerequisites, and performing research (1 percent each).<sup>8</sup>

<sup>8</sup>Twenty-seven percent of all objectives categorized as concerned with institutional program activities addressed providing research opportunities. This percentage was larger than the percentage for students performing research projects under student intermediate outcomes; however, the former focuses on the institution providing opportunities, while the latter on the student utilizing the opportunities.

**Figure 23. McNair Program objectives, student intermediate outcome objectives: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

## F. Student long-term outcome objectives

Fifteen percent of the McNair Program objectives related to student long-term outcomes. Of these outcomes, over half concerned either students' entrance to graduate school (32 percent, Figure 24) or completion of graduate school (21 percent). These were followed by goals for students to be accepted to graduate school (18 percent) and receive graduate school funding (16 percent). Nine percent of objectives related to students making progress toward graduate degrees, having no loan burden, or gaining recognition for academic achievement (each accounted for 2 percent of objectives).

## G. Objectives met

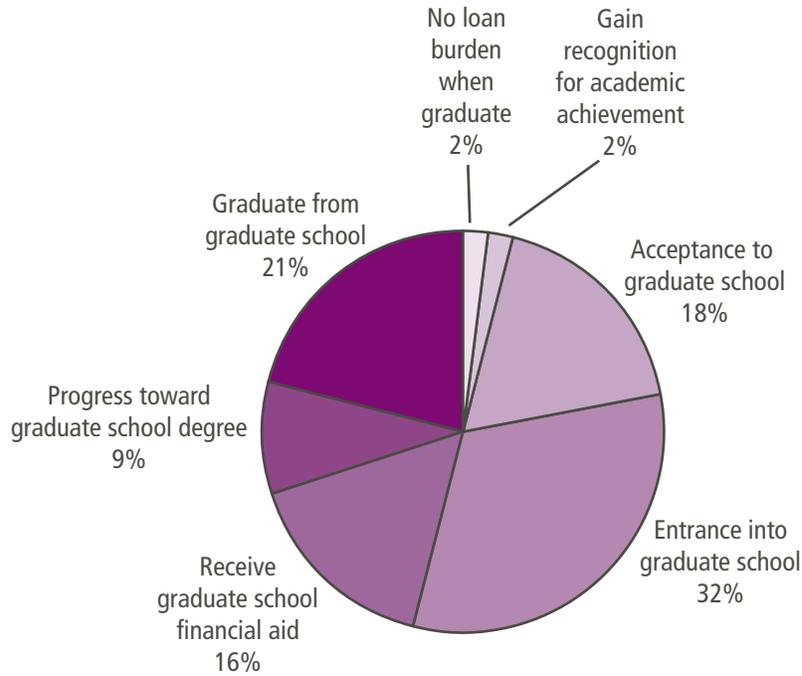
We asked institutions to report their progress toward meeting their objectives. We then named these descriptions as having "exceeded," "met," or "partially met" the objectives. Overall, objectives were categorized most often as having been exceeded (88 percent) rather than met (10 percent) or partially met (1 percent).<sup>9</sup>

As shown in Table 10, almost all objectives concerning institutional administrative activities were categorized as having been exceeded (97 percent). Of the objectives related to

<sup>9</sup>Seventy-two objectives were missing information related to progress.

institutional program activities, 92 percent had been exceeded. A slightly lower percentage of objectives relating to student intermediate outcomes (82 percent) and student-related processes (81 percent) had been exceeded. Seventy-one percent of objectives concerning student long-term outcomes were categorized as exceeded, while 24 percent were categorized as met, and 5 percent as only partially met. This may have been due to the length of time the McNair Programs have been active: Enough program years may not have passed to allow tracking of students to graduate school completion.

**Figure 24. McNair Program objectives, student long-term outcome objectives: 1998-99**



Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

**Table 10. Percentage of objectives met for each type of McNair Program objective: 1998-99**

Type of objective	Percentage in category that exceeded objective	Percentage in category that met objective	Percentage in category that partially met objective
Total	88	10	1
Institutional administrative objectives	97	3	0
Institutional program objectives	92	8	0
Student-related process objectives	81	19	0
Student intermediate outcome objectives	82	14	4
Student long-term outcome objectives	71	24	5

Note: Percentages may not total 100 due to rounding.

Source: U.S. Department of Education, Office of Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Performance Reports, 1998-99.

## V. FUTURE PLANS

As this report demonstrates, the number of McNair projects that have submitted performance data and participant records has increased greatly. In the three years since projects began reporting such data, the proportion of institutions that responded has increased from just under two-thirds to nearly every McNair project. The response rate for the performance reports with aggregate program data has also increased to include nearly every McNair project (98 percent in 1998-99). The McNair projects are to be commended for their high-quality reports and ambitious objectives.

Some data quality issues remain to be addressed. ED has modified the McNair performance report form to eliminate the ambiguities that contributed to high non-response rates for a few items. The results of these changes should be immediately apparent in the 1999-2000 performance data. ED will continue to clarify the directions for completing the reports and to make revisions based on feedback from project staff concerning the report forms and procedures. The increasing number of participants for whom projects are providing performance data—though partly accounted for by the growing number of new, continuing, and prior-year participants—also suggests that institutions have improved their ability to track participants.

This first report presented limited information on student outcomes. Using information from multiple years, future reports will present information on tracking students' progress from their senior year in undergraduate programs to their years in graduate programs, and through the completion of their doctoral degrees.

We also anticipate tracking participants through use of the Survey of Earned Doctorates. This study, sponsored by the National Science Foundation and ED, collects information from all PhD recipients in the United States.

We hope that these efforts will give project staff increased access to information that will help them continue to improve project services. We also hope that these services will enhance the success and opportunities for college students from low-income and first-generation backgrounds and for underrepresented racial and ethnic minorities.



# APPENDIX A: HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND HISPANIC-SERVING INSTITUTIONS WITH MCNAIR PROJECTS: 1998–99

## Historically Black Colleges and Universities

### Alabama

Talladega College

### Arkansas

University of Arkansas at Pine Bluff

### District of Columbia

Howard University

### Florida

Florida A&M University

### Georgia

Morehouse College

### Maryland

Bowie State University

Coppin State College

### North Carolina

Elizabeth City State University

North Carolina A&T State University

### Virginia

Hampton University

## Hispanic-Serving Institutions

### California

California State University/Fresno

California State University/San  
Bernardino

### New Mexico

New Mexico State University/Las  
Cruces

### New York

CUNY/John Jay College of Criminal  
Justice

Mercy College

### Puerto Rico

Inter American University of Puerto  
Rico/San German

Pontifical Catholic University/Ponce  
University of Puerto Rico/Rio Piedras

### Texas

Our Lady of the Lake University

Texas A&M University/Kingsville

University of Texas/San Antonio



# APPENDIX B: TABLES

**Table 1a. Participant status: 1998-99.** This table is Table 5 on page 12. In that table, graduate students who project staff reported as new or continuing participants were reclassified as prior-year participants.

Participant characteristics	N	%	Participant status					
			New		Continuing		Prior year	
			N	%	N	%	N	%
<b>Total</b>	4,140	100.0	1,246	30.1	1,040	25.1	1,850	44.7
<b>Eligibility</b>								
Low-income, first-generation	2,980	72.0	890	71.6	761	73.5	1,325	71.7
Underrepresented	1,150	27.8	353	28.4	275	26.5	522	28.3
<b>Race/ethnicity</b>								
American Indian	170	4.1	66	5.3	33	3.2	70	3.8
Asian/Pacific Islander	174	4.2	74	5.9	42	4.0	58	3.1
Black non-Hispanic	1,976	47.8	533	42.8	497	47.8	945	51.1
Hispanic	816	19.7	325	26.1	265	25.5	226	12.2
White non-Hispanic	953	23.0	226	18.1	188	18.1	537	29.1
Other	49	1.2	22	1.8	15	1.4	12	0.7
<b>Gender</b>								
Women	2,668	64.5	823	66.1	670	64.4	1,172	63.4
Men	1,470	35.5	423	34.0	370	35.6	676	36.6

Note: Graduate students who project staff reported as new or continuing participants were not reclassified as prior-year participants. Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 1c. Participant status: 1996-97**

Participant characteristics	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
<b>Total</b>	3,618	100.0	1,224	33.9	804	22.2	1,586	43.9
<b>Eligibility</b>								
Low-income, first-generation	2,553	70.9	837	68.8	604	75.1	1,109	70.5
Underrepresented	1,046	29.1	380	31.2	200	24.9	465	29.5
<b>Race/ethnicity</b>								
American Indian	119	3.3	46	3.8	32	4.0	41	2.6
Asian/Pacific Islander	186	5.1	68	5.6	28	3.5	90	5.7
Black non-Hispanic	1,658	45.9	549	44.9	376	46.8	732	46.2
Hispanic	674	18.7	288	23.6	183	22.8	200	12.6
White non-Hispanic	934	25.9	250	20.5	178	22.1	506	32.0
Other	42	1.2	21	1.7	7	0.9	14	0.9
<b>Gender</b>								
Women	2,361	65.3	791	64.6	552	68.7	1,015	64.0
Men	1,257	34.7	433	35.4	252	31.3	571	36.0

Note: Graduate students who project staff reported as new or continuing participants were not reclassified as prior-year participants. Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 2a. Eligibility status, by race and gender of participants: 1998-99**

Participant characteristics	N	Eligibility status			
		Low-income, first-generation		Underrepresented	
		N	%	N	%
<b>Total</b>	9,031	6,512	71.9	2,519	27.8
<b>Race/ethnicity</b>					
American Indian	346	199	3.1	147	5.8
Asian/Pacific Islander	546	464	7.1	82	3.3
Black non-Hispanic	3,631	2,255	34.6	1,376	54.7
Hispanic	2,999	1,628	25.0	671	26.7
White non-Hispanic	2,049	1,824	20.0	225	8.9
Other	156	141	2.2	15	0.6
<b>Gender</b>					
Women	5,894	4,215	64.7	1,679	66.7
Men	3,137	2,297	35.3	840	33.4

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 2b. Eligibility status, by race and gender of participants: 1997-98**

Participant characteristics	N	Eligibility status			
		Low-income, first-generation		Underrepresented	
		N	%	N	%
<b>Total</b>	4,140	2,980	72.2	1,150	27.8
<b>Race/ethnicity</b>					
American Indian	170	87	2.9	83	7.2
Asian/Pacific Islander	174	143	4.8	30	2.6
Black non-Hispanic	1,976	1,280	43.0	688	59.8
Hispanic	816	564	18.9	252	21.9
White non-Hispanic	953	861	28.9	91	7.9
Other	49	43	1.4	6	0.5
<b>Gender</b>					
Women	2,668	1,898	63.7	765	66.5
Men	1,470	1,080	36.3	385	33.5

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 2c. Eligibility status, by race and gender of participants: 1996-97**

Participant characteristics	N	Eligibility status			
		Low-income, first-generation		Underrepresented	
		N	%	N	%
<b>Total</b>	3,618	2,553	70.9	1,046	29.1
<b>Race/ethnicity</b>					
American Indian	119	57	2.2	62	5.9
Asian/Pacific Islander	186	141	5.5	43	4.1
Black non-Hispanic	1,658	1,065	41.8	580	55.5
Hispanic	674	465	18.2	209	20.0
White non-Hispanic	934	787	30.9	143	13.7
Other	42	34	1.3	8	0.8
<b>Gender</b>					
Women	2,361	1,645	64.4	703	67.2
Men	1,257	908	35.6	343	32.8

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 3a. Race and ethnicity, by gender of participants: 1998-99**

Race	N	Gender			
		Women		Men	
		N	%	N	%
<b>Total</b>	9,072	5,913	65.2	3,159	34.8
American Indian	347	203	3.4	144	4.6
Asian/Pacific Islander	548	353	6.0	195	6.2
Black non-Hispanic	3,682	2,518	42.6	1,134	35.9
Hispanic	2,313	1,373	23.2	940	29.8
White non-Hispanic	2,056	1,377	23.3	679	21.5
Other	156	89	1.5	67	2.1

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 3b. Race and ethnicity, by gender of participants: 1997-98**

Race	N	Gender			
		Women		Men	
		N	%	N	%
<b>Total</b>	4,140	2,668	64.5	1,470	35.5
American Indian	170	92	3.5	78	5.3
Asian/Pacific Islander	174	107	4.0	66	4.5
Black non-Hispanic	1,976	1,338	50.2	638	43.4
Hispanic	816	477	17.9	339	23.1
White non-Hispanic	953	621	23.3	331	22.5
Other	49	31	1.2	18	1.2

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 3c. Race and ethnicity, by gender of participants: 1996-97**

Race	N	Gender			
		Women		Men	
		N	%	N	%
<b>Total</b>	3,618	2,361	65.3	1,257	34.7
American Indian	119	59	2.5	60	4.8
Asian/Pacific Islander	186	121	5.1	65	5.2
Black non-Hispanic	1,658	1,122	47.6	536	42.6
Hispanic	674	396	16.8	278	22.1
White non-Hispanic	934	630	26.7	304	24.2
Other	42	28	1.2	14	1.1

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 4a. Age: 1998-99**

Participant characteristics	Total		Age					
			17-24 years		25-34 years		35 or older	
	N	%	N	%	N	%	N	%
<b>Total</b>	9,090	100.0	4,556	51.7	3,172	36.0	1,086	12.3
<b>Eligibility</b>								
Low-income, first-generation	6,343	72.3	3,100	68.1	2,364	75.4	879	81.7
Underrepresented	2,431	27.7	1,452	31.9	782	24.9	197	18.3
<b>Race/ethnicity</b>								
American Indian	339	3.9	140	3.1	125	3.9	74	6.8
Asian/Pacific Islander	513	5.8	297	6.5	194	6.1	22	2.0
Black non-Hispanic	3,591	40.7	2,091	45.9	1,188	37.5	312	28.7
Hispanic	2,264	25.7	1,272	56.2	814	25.7	178	16.4
White non-Hispanic	1,983	22.5	695	15.3	810	25.5	478	44.0
Other	124	1.4	61	1.3	41	1.3	22	2.0
<b>Gender</b>								
Women	5,746	65.2	3,118	68.4	1,878	59.1	750	68.9
Men	3,073	34.9	1,439	31.6	1,295	40.8	339	31.1

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 4b. Age: 1997-98**

Participant characteristics	Total		Age					
			17-24 years		25-34 years		35 or older	
	N	%	N	%	N	%	N	%
<b>Total</b>	4,140	100.0	2,008	48.7	1,495	36.2	622	15.1
<b>Eligibility</b>								
Low-income, first-generation	2,970	72.1	1,373	68.7	1,095	73.2	502	80.7
Underrepresented	1,147	27.9	627	31.4	400	26.8	120	19.3
<b>Race/ethnicity</b>								
American Indian	170	4.1	71	2.8	68	3.1	31	5.0
Asian/Pacific Islander	174	4.2	119	6.2	41	3.1	14	2.4
Black non-Hispanic	1,969	47.7	992	50.9	734	45.1	243	37.6
Hispanic	812	19.7	490	23.2	242	17.5	80	12.7
White non-Hispanic	951	23.1	314	15.4	387	28.0	250	41.2
Other	49	1.2	22	1.5	24	1.0	3	1.2
<b>Gender</b>								
Women	2,661	64.5	1,350	67.2	869	58.1	442	28.9
Men	1,464	35.5	648	32.7	626	41.9	180	71.1

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 4c. Age: 1996-97**

Participant characteristics	Total		Age					
			17-24 years		25-34 years		35 or older	
	N	%	N	%	N	%	N	%
<b>Total</b>	3,618	100.0	1,909	53.2	1,206	33.6	473	13.2
<b>Eligibility</b>								
Low-income, first-generation	2,553	70.9	1,261	66.5	894	74.1	381	80.7
Underrepresented	1,046	29.1	634	33.5	313	25.9	91	19.3
<b>Race/ethnicity</b>								
American Indian	119	3.3	76	3.5	56	3.8	22	4.7
Asian/Pacific Islander	186	5.1	115	5.3	30	4.6	7	1.5
Black non-Hispanic	1,658	45.9	1,066	49.4	580	42.2	182	38.5
Hispanic	674	18.7	522	24.2	197	16.0	54	11.4
White non-Hispanic	934	25.9	351	16.3	330	32.4	203	42.9
Other	42	1.2	27	1.3	20	1.0	5	1.1
<b>Gender</b>								
Women	2,361	65.3	1,317	68.9	688	56.9	340	71.9
Men	1,257	34.7	594	31.1	521	43.1	133	28.1

Note: Percentages may not total 100 due to rounding. Details may not sum to totals because of differences in response.

**Table 5a. College year in which participants entered the McNair Program: 1998-99**

College year	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
<b>Total</b>	8,951	100.0	1,706	19.3	1,879	21.2	5,268	59.5
1st year, total	265	3.0	59	3.5	84	5.1	112	2.2
1st year, never attended	195	2.2	46	2.7	76	4.1	73	1.4
1st year, attended before	70	0.8	13	0.8	18	1.0	39	.8
2nd year/sophomore	1,860	20.8	334	19.6	541	28.9	976	18.8
3rd year/junior	4,251	47.5	821	48.2	900	48.1	2,463	47.6
4th year/senior	2,296	25.7	453	26.6	305	16.3	1,443	27.9
5th year/other undergraduate	279	3.1	36	2.1	31	1.7	186	3.6

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 5b. College year in which participants entered the McNair Program: 1997-98**

College year	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
<b>Total</b>	4,140	100.0	1,246	30.1	1,040	25.1	1,850	44.7
1st year, total	88	2.2	31	2.5	11	1.1	46	2.5
1st year, never attended	52	1.3	13	1.0	1	0.1	38	2.1
1st year, attended before	36	0.9	18	1.5	10	1.0	8	0.4
2nd year/sophomore	852	20.6	218	17.5	310	29.9	324	17.8
3rd year/junior	2,024	49.0	642	51.6	527	50.9	852	46.2
4th year/senior	1,057	25.5	333	26.8	163	15.7	560	30.3
5th year/other undergraduate	110	2.7	21	19.1	25	22.7	64	58.2

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 5c. College year in which participants entered the McNair Program: 1996-97**

College year	Total		Participant status					
			New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
<b>Total</b>	3,618	100.0	1,224	33.9	804	22.2	1,586	43.9
1st year, total	166	4.6	66	5.5	51	6.3	49	3.1
1st year, never attended	125	3.5	46	3.8	38	4.7	41	2.6
1st year, attended before	41	1.1	20	1.7	13	1.6	8	0.5
2nd year/sophomore	741	20.6	193	16.1	230	28.6	316	20.0
3rd year/junior	1,543	43.0	584	48.7	344	42.8	6.3	38.8
4th year/senior	968	27.0	314	26.2	161	20.1	493	31.2
5th year/other undergraduate	171	4.8	43	1.2	17	0.5	111	3.1

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 6a. Grade level of participants: 1998-99**

College year	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
<b>Total</b>	<b>6,345</b>	<b>100.0</b>	<b>1,619</b>	<b>25.7</b>	<b>1,611</b>	<b>25.5</b>	<b>3,082</b>	<b>48.8</b>
<b>Total undergraduate</b>	<b>3,550</b>	<b>55.2</b>	<b>1,440</b>	<b>88.9</b>	<b>1,127</b>	<b>70.0</b>	<b>954</b>	<b>31.0</b>
1st year, total	87	1.4	29	1.8	3	0.2	55	1.8
1st year, never attended	42	0.7	24	1.5	2	0.1	16	0.5
1st year, attended before	45	0.7	5	0.3	1	0.1	39	1.3
2nd year/sophomore	171	2.7	73	4.5	32	2.0	66	2.1
3rd year/junior	758	11.8	480	29.6	164	10.2	113	3.7
4th year/senior	1,737	27.0	745	46.0	637	39.5	349	11.3
5th year/other undergraduate	797	12.4	113	7.0	291	18.1	371	12.0
<b>Total graduate/professional</b>	<b>2,885</b>	<b>44.8</b>	<b>179</b>	<b>11.1</b>	<b>484</b>	<b>30.0</b>	<b>2,128</b>	<b>69.1</b>
1st year graduate professional	1,091	17.0	126	7.8	303	18.8	629	20.4
2nd year graduate/ professional	861	13.4	33	2.0	70	4.4	725	23.5
3rd year graduate/professional	480	7.5	10	0.6	44	2.7	409	13.3
Beyond 3rd year graduate/ professional	453	7.0	10	0.6	67	4.2	365	11.8

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 6b. Grade level of participants: 1997-98**

College year	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
<b>Total</b>	<b>3,047</b>	<b>100.0</b>	<b>1,202</b>	<b>39.4</b>	<b>908</b>	<b>29.8</b>	<b>937</b>	<b>30.8</b>
<b>Total undergraduate</b>	<b>2,044</b>	<b>67.1</b>	<b>1,130</b>	<b>94.0</b>	<b>654</b>	<b>72.0</b>	<b>260</b>	<b>27.7</b>
1st year, total	7	0.2	1	0.1	5	0.6	1	0.1
1st year, never attended	7	0.2	1	0.1	5	0.6	1	0.1
1st year, attended before	0	0.0	0	0.0	0	0.0	0	0.0
2nd year/sophomore	81	2.7	71	5.9	3	0.3	7	0.7
3rd year/junior	526	17.3	419	34.9	83	9.1	24	2.6
4th year/senior	1,074	35.2	548	45.6	412	45.4	114	12.2
5th year/other undergraduate	356	11.7	91	7.6	151	42.4	114	12.2
<b>Total graduate/professional</b>	<b>1,003</b>	<b>32.9</b>	<b>72</b>	<b>6.0</b>	<b>254</b>	<b>28.0</b>	<b>677</b>	<b>72.3</b>
1st year graduate professional	520	17.1	67	5.6	218	24.0	235	25.1
2nd year graduate/ professional	294	9.6	5	0.4	30	3.3	259	27.6
3rd year graduate/professional	133	4.4	0	0.0	5	0.6	128	13.7
Beyond 3rd year graduate/ professional	56	1.8	0	0.0	1	0.1	55	5.9

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 6c. Grade level of participants: 1996-97**

College year	Total		Participant status					
	N	%	New		Continuing		Prior year	
	N	%	N	%	N	%	N	%
<b>Total</b>	<b>2,772</b>	<b>100.0</b>	<b>1,152</b>	<b>41.6</b>	<b>761</b>	<b>27.5</b>	<b>855</b>	<b>30.9</b>
<b>Total undergraduate</b>	<b>1,975</b>	<b>71.2</b>	<b>1,066</b>	<b>92.5</b>	<b>637</b>	<b>83.7</b>	<b>269</b>	<b>31.5</b>
1st year, total	74	2.7	54	4.7	19	2.5	1	0.1
1st year, never attended	47	1.7	47	4.1	0	0.0	0	0.0
1st year, attended before	27	1.0	7	0.6	19	2.5	1	0.1
2nd year/sophomore	89	3.2	56	4.9	22	2.9	11	1.3
3rd year/junior	437	15.8	297	25.8	114	15.0	25	2.9
4th year/senior	1,046	37.7	555	48.2	330	43.4	159	18.6
5th year/other undergraduate	329	11.9	104	9.0	152	20.0	73	8.5
<b>Total graduate/professional</b>	<b>797</b>	<b>28.8</b>	<b>86</b>	<b>7.5</b>	<b>124</b>	<b>16.3</b>	<b>586</b>	<b>68.5</b>
1st year graduate professional	384	13.9	76	6.6	94	12.4	213	24.9
2nd year graduate/ professional	237	8.5	8	0.7	21	2.8	208	24.3
3rd year graduate/professional	105	3.8	1	0.1	6	0.8	98	11.5
Beyond 3rd year graduate/ professional	71	2.6	1	0.1	3	0.4	67	7.8

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual items.

**Table 7a. Grade level of participants, by participant characteristics: 1998-99**

Participant characteristics	Total		All undergraduates		1st year				2nd year	
	N	%	N	%	Never attended	Attended before	Never attended	Attended before	N	%
<b>Total</b>	6,435	100	3,550	55.2	42	0.7	45	0.7	171	2.7
<b>Eligibility</b>										
Low-inc., first gen.	4,677	72.8	2,591	73.4	17	40.5	29	64.4	121	70.8
Underrepresented	1,717	27.2	937	26.6	25	59.5	16	35.6	50	29.2
<b>Race/ethnicity</b>										
American Indian	239	3.7	148	4.2	1	2.1	2	4.4	8	4.7
Asian/Pac. Islndr.	374	5.8	202	5.7	2	4.8	0	0.0	67	3.5
Black non-Hisp.	2,570	40.0	1,447	40.8	21	50.0	32	71.0	92	53.8
Hispanic	1,700	26.5	1,035	29.2	13	31.0	8	17.8	52	30.4
White non-Hisp.	1,420	22.1	661	18.7	4	9.5	2	4.4	13	7.6
Other	125	1.9	50	1.4	1	2.4	1	2.2	0	0.0
<b>Gender</b>										
Women	4,204	65.4	2,319	65.4	26	63.4	35	77.8	119	69.6
Men	2,225	34.6	1,228	34.6	15	36.6	10	22.2	52	30.4

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

**Table 7b. Grade level of participants, by participant characteristics: 1997-98**

Participant characteristics	Total		All undergraduates		1st year				2nd year	
	N	%	N	%	Never attended	Attended before	Never attended	Attended before	N	%
<b>Total</b>	4,140	100.0	2,044	67.1	7	0.2	0	0.0	81	2.7
<b>Eligibility</b>										
Low-inc., first gen.	2,980	72.0	1,479	72.6	7	100.0	0	0.0	19	76.5
Underrepresented	1,150	27.8	558	27.4	0	100.0	0	0.0	62	23.5
<b>Race/ethnicity</b>										
American Indian	170	4.1	101	4.9	0	0.0	0	0.0	3	3.7
Asian/Pac. Islndr.	174	4.2	113	5.5	0	0.0	0	0.0	2	2.5
Black non-Hisp.	1,976	47.8	930	45.5	4	57.2	0	0.0	31	28.3
Hispanic	816	19.7	514	25.2	3	42.9	0	0.0	32	39.5
White non-Hisp.	953	23.0	351	17.2	0	0.0	0	0.0	13	16.1
Other	49	1.2	34	1.7	0	0.0	0	0.0	0	0.0
<b>Gender</b>										
Women	2,668	64.5	1,304	63.8	2	28.6	0	0.0	54	66.7
Men	1,470	35.5	740	36.2	5	71.4	0	0.0	27	33.3

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

3rd year		4th year		5th year		All graduates		1st year		2nd year		3rd year		Beyond 3rd year	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
758	11.8	1,737	27.0	797	12.4	2,885	44.8	1,091	17.0	861	13.4	480	7.5	453	7.0
553	73.3	1,241	72.2	630	79.2	2,086	72.8	778	72.1	641	74.5	341	71.3	326	72.3
201	26.6	479	27.8	166	20.9	780	27.2	301	27.9	217	25.2	137	28.7	125	27.7
27	3.6	69	4.0	41	5.2	91	3.2	42	3.9	25	2.9	14	2.9	10	2.2
31	4.1	112	6.5	51	6.4	172	6.0	66	6.1	46	5.3	32	6.7	28	6.2
320	42.2	738	42.6	244	30.7	1,123	38.9	454	41.6	342	39.7	174	36.3	153	33.8
222	29.3	466	26.9	274	34.4	665	23.1	247	22.6	189	22.0	100	20.8	129	28.5
146	19.3	320	18.5	176	22.1	759	26.3	260	23.8	240	27.9	148	30.8	111	24.5
12	1.6	26	1.5	10	1.3	75	2.6	22	2.0	19	2.2	12	2.5	22	4.9
496	65.5	1,129	65.0	514	64.5	1,885	65.4	717	65.8	579	67.3	302	63.1	287	63.4
261	34.5	607	35.0	283	35.5	997	34.6	373	34.2	281	32.7	177	37.0	166	36.6

3rd year		4th year		5th year		All graduates		1st year		2nd year		3rd year		Beyond 3rd year	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
526	17.3	1,074	35.2	356	11.7	1,003	32.99	520	17.1	294	9.6	133	4.4	56	1.8
377	71.8	769	71.9	264	74.4	731	73.0	383	73.8	216	73.5	95	72.0	37	66.1
148	28.2	300	28.1	91	25.6	270	27.0	136	26.2	78	26.5	37	28.0	19	33.4
25	4.8	47	4.4	26	7.3	34	3.4	14	2.7	11	3.7	8	6.0	1	1.8
29	5.5	65	6.1	17	4.8	33	3.3	18	3.5	12	4.1	2	1.5	1	1.8
253	48.1	500	46.6	142	40.0	418	41.7	232	44.7	110	37.4	55	41.4	21	37.5
125	23.8	257	23.9	97	27.3	174	17.4	105	20.2	52	17.7	14	10.5	3	5.4
90	17.1	181	16.9	67	18.9	333	33.2	141	27.2	109	37.1	53	39.9	30	53.6
4	0.8	24	2.2	6	1.7	10		9	1.7	0	0.0	1	0.8	0	0.0
332	63.1	692	64.4	224	62.9	660	65.8	352	67.7	188	64.0	91	68.4	29	51.8
194	36.9	382	35.6	132	37.1	343	34.2	168	32.3	106	36.1	42	31.6	27	48.2

**Table 7c. Grade level of participants, by participant characteristics: 1996-97**

Participant characteristics	Total		All under-graduates		1st year				2nd year	
	N	%	N	%	Never attended	Attended before			N	%
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	3,618	100.0	1,975	71.2	47	1.7	27	1.0	89	3.2
<b>Eligibility</b>										
Low-inc., first gen.	2,553	70.9	1,413	71.8	41	87.2	25	92.6	63	71.6
Underrepresented	1,046	29.1	556	28.2	6	12.8	2	7.4	25	28.4
<b>Race/ethnicity</b>										
American Indian	119	3.3	87	4.4	1	2.1	1	3.7	5	5.6
Asian/Pac. Islndr.	186	5.1	90	4.5	1	2.1	1	3.7	5	5.6
Black non-Hisp.	1,658	45.9	866	43.9	20	42.6	17	63.0	42	47.2
Hispanic	674	18.7	437	22.2	18	38.3	4	14.8	24	27.0
White non-Hisp.	934	25.9	466	23.6	3	6.4	4	14.8	13	14.6
Other	42	1.2	26	1.3	4	8.5	0	0.0	0	0.0
<b>Gender</b>										
Women	2,361	65.3	1,273	64.5	26	55.3	20	74.1	57	64.0
Men	1,257	34.7	702	35.5	21	44.7	7	25.9	32	36.0

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

3rd year		4th year		5th year		All graduates		1st year		2nd year		3rd year		Beyond 3rd year	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
437	15.8	1,046	37.7	329	11.9	797	28.8	384	13.9	237	8.5	105	3.8	71	2.6
317	72.9	741	71.1	226	103	528	67.0	259	67.6	162	68.6	66	66.0	41	59.4
118	27.1	302	29.0	1697	31.3	260	33.0	124	32.4	74	31.4	34	34.0	28	40.6
20	4.6	46	4.4	14	4.3	20	2.5	10	2.6	7	3.0	2	1.9	1	1.4
19	4.4	47	4.5	17	5.2	48	6.0	20	5.2	15	6.4	8	7.7	5	7.0
204	46.7	467	44.7	116	35.5	320	40.3	163	42.5	88	37.3	40	38.5	29	40.9
105	24.0	210	20.1	76	23.2	138	17.4	63	16.4	38	16.1	23	22.1	14	19.7
85	19.5	263	25.2	98	30.0	263	33.1	124	32.3	87	36.9	30	28.9	22	31.0
4	0.9	12	1.2	6	1.8	6	0.8	4	1.0	1	0.4	1	1.0	0	0.0
273	62.5	682	65.2	215	65.4	529	66.4	259	67.5	151	63.7	78	74.3	41	57.8
164	37.5	364	37.5	114	34.7	268	33.6	125	32.6	86	36.3	27	25.7	30	42.3

**Table 8a. End-of-year enrollment status: 1998-99**

Participant characteristics	N	Enrolled in degree program				Graduated		Dismissed/ withdrew	
		Undergraduate N	%	Graduate N	%	N	%	N	%
<b>Total</b>	9,090	2,697	32.0	2,493	29.6	2,914	34.6	307	3.6
<b>Eligibility</b>									
Low-inc., first gen.	6,517	1,967	32.4	1,784	29.4	2,066	34.1	246	4.11
Underrepresented	2,520	724	31.3	698	30.1	830	35.8	61	2.6
<b>Race/ethnicity</b>									
American Indian	347	119	36.3	91	27.7	94	28.7	23	7.0
Asian/Pac. Island.	548	154	29.8	161	31.1	191	36.9	11	2.1
Black non-Hisp.	3,653	1,117	33.2	979	29.1	1,155	34.3	107	3.2
Hispanic	2,317	790	35.7	541	24.4	810	36.6	68	3.1
White non-Hisp.	2,057	467	25.2	672	36.2	624	33.6	92	5.0
Other	156	43	32.3	49	36.8	36	27.1	5	3.8
<b>Gender</b>									
Women	5,924	1,797	32.7	1,628	29.6	1,892	34.4	170	3.1
Men	3,159	898	30.7	864	29.6	1,019	34.9	136	4.7

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

**Table 8b. End-of-year enrollment status: 1997-98**

Participant characteristics	N	Enrolled in degree program				Graduated		Dismissed/ withdrew	
		Undergraduate N	%	Graduate N	%	N	%	N	%
<b>Total</b>	4,140	1,694	44.2	847	22.1	1,184	30.9	106	2.8
<b>Eligibility</b>									
Low-inc., first gen.	2,980	1,225	44.4	615	22.3	841	30.5	79	2.9
Underrepresented	1,150	467	43.8	232	21.8	340	31.9	27	2.5
<b>Race/ethnicity</b>									
American Indian	170	82	50.9	29	18.0	37	23.0	13	8.1
Asian/Pac. Island.	174	91	55.5	30	18.3	42	25.6	1	0.6
Black non-Hisp.	1,976	753	40.8	390	21.2	651	35.3	50	2.7
Hispanic	816	433	55.7	140	18.0	194	25.0	10	1.3
White non-Hisp.	953	304	36.5	247	29.6	252	30.2	31	3.7
Other	49	31	63.3	10	20.4	7	14.3	1	2.0
<b>Gender</b>									
Women	2,668	1,099	44.3	563	22.7	766	30.9	54	2.2
Men	1,470	595	44.1	284	21.1	418	31.0	51	3.8

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

**Table 8c. End-of-year enrollment status: 1996-97**

Participant characteristics	N	Enrolled in degree program				Graduated		Dismissed/ withdrew	
		Undergraduate		Graduate		N	%	N	%
<b>Total</b>	3,618	1,392	42.8	733	22.6	1,012	31.1	112	3.4
<b>Eligibility</b>									
Low-inc., first gen.	2,553	976	42.9	513	22.6	693	30.5	91	4.0
Underrepresented	1,046	411	42.9	217	22.7	309	32.3	21	2.2
<b>Race/ethnicity</b>									
American Indian	119	63	55.8	21	18.6	24	21.2	5	4.4
Asian/Pac. Island.	186	65	38.2	47	27.7	57	33.5	1	0.6
Black non-Hisp.	1,658	648	43.4	297	19.9	492	33.0	56	3.8
Hispanic	674	328	52.4	145	23.2	135	21.6	18	2.9
White non-Hisp.	934	271	33.5	212	26.2	294	36.4	31	3.8
Other	42	16	47.1	9	26.5	8	23.5	1	2.9
<b>Gender</b>									
Women	2,361	897	42.5	487	23.1	667	31.6	58	2.8
Men	1,257	495	43.4	246	21.6	345	30.3	54	4.7

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

**Table 9a. Percentage of participants who had earned a degree, by degree type and participant characteristics: 1998-99**

Participant characteristics	N	Participants with a degree		Those with a degree — Degree type					
		N	%	Bachelor's		Master's		Doctoral	
<b>Total</b>	9,090	6,414	70.6	5,103	79.5	1,063	16.6	248	3.9
<b>Eligibility</b>									
Low-inc., first gen.	6,517	4,523	69.4	3,634	80.3	753	16.7	136	3.0
Underrepresented	2,520	1,847	73.3	1,443	78.1	303	16.4	101	5.5
<b>Race/ethnicity</b>									
American Indian	347	211	60.8	182	86.3	23	10.9	6	2.8
Asian/Pac. Island.	548	398	72.6	300	75.4	77	19.4	21	5.3
Black non-Hisp.	3,653	2,607	71.4	2,096	80.4	407	15.6	104	4.0
Hispanic	2,317	1,562	67.4	1,303	83.4	214	13.7	45	2.9
White non-Hisp.	2,057	1,520	73.9	1,122	73.8	328	21.6	70	4.6
Other	156	112	71.8	96	85.7	14	12.5	2	1.8
<b>Gender</b>									
Women	5,924	4,186	70.7	3,298	78.8	726	17.3	161	3.9
Men	3,159	2,225	70.4	1,802	81.0	336	15.1	87	3.9

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

**Table 9b. Percentage of participants who had earned a degree, by degree type and participant characteristics: 1997-98**

Participant characteristics	N	Participants with a degree		Those with a degree — Degree type					
				Bachelor's		Master's		Doctoral	
		N	%	N	%	N	%	N	%
<b>Total</b>	4,140	2,442	59.0	2,097	85.9	290	11.9	55	2.3
<b>Eligibility</b>									
Low-inc., first gen.	2,980	1,751	58.8	1,509	86.2	205	11.7	37	2.1
Underrepresented	1,150	688	59.8	586	85.2	84	12.2	18	2.6
<b>Race/ethnicity</b>									
American Indian	170	76	44.7	68	89.5	7	9.2	1	1.3
Asian/Pac. Island.	174	95	54.6	84	88.4	6	6.3	5	5.3
Black non-Hisp.	1,976	1,240	62.8	1,066	86.0	154	12.4	20	1.6
Hispanic	816	388	47.5	358	92.3	24	6.2	6	1.6
White non-Hisp.	953	617	64.7	499	80.9	96	15.6	22	3.6
Other	49	24	49.0	20	83.3	3	12.5	1	4.2
<b>Gender</b>									
Women	2,668	1,593	59.7	1,364	85.6	194	12.2	35	2.2
Men	1,470	848	57.7	732	86.3	96	11.3	20	2.4

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

**Table 9c. Percentage of participants who had earned a degree, by degree type and participant characteristics: 1996-97**

Participant characteristics	N	Participants with a degree		Those with a degree — Degree type					
				Bachelor's		Master's		Doctoral	
		N	%	N	%	N	%	N	%
<b>Total</b>	3,618	2,174	68.6	1,837	84.5	312	14.4	25	1.1
<b>Eligibility</b>									
Low-inc., first gen.	2,553	1,483	58.1	1,263	85.2	206	13.9	14	0.9
Underrepresented	1,046	677	64.7	562	83.0	104	15.4	11	1.6
<b>Race/ethnicity</b>									
American Indian	119	53	44.5	48	90.6	5	9.4	0	0.0
Asian/Pac. Island.	186	128	68.8	112	87.5	15	11.7	1	0.8
Black non-Hisp.	1,658	963	58.1	823	85.5	133	13.8	7	0.7
Hispanic	674	380	56.4	337	88.7	40	10.5	3	0.8
White non-Hisp.	934	623	66.7	495	79.5	114	18.3	14	2.3
Other	42	23	54.8	18	78.3	5	21.7	0	0.0
<b>Gender</b>									
Women	2,361	1,453	61.5	1,226	84.4	211	14.4	16	1.1
Men	1,257	721	57.4	611	84.7	101	14.0	9	1.3

Note: Percentages may not sum to 100 due to rounding. Details may not sum to totals because of differences in response rates for individual item.

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