March 24, 2021

TALKING ABOUT PRIVATE COLLEGES. . . NOW

These charts and graphs summarize key data trends that CIC member presidents have found useful in making the case for independent higher education. More can be found on the CIC web site. Federal data reflecting the impact of COVID will not be reported for some time: these slides reflect the most current information from the Department of Education and other sources.
Access

Private colleges and universities create access and opportunity for students from diverse backgrounds.
CIC vs. Public Institutions

Total Enrollment by Race and Ethnicity (Fall 2018)

Student Enrollment by Family Income Level
At Four-Year Institutions

Source: U.S. Department of Education, National Postsecondary Student Aid Study (NPSAS), 2016. Calculation by the Council of Independent Colleges.
Proportion of Students Receiving Pell Grants At Four-Year Institutions

Affordability

Private colleges and universities keep the cost of enrollment low and the return on investment high.
Tuition and Fees

Change in Inflation-Adjusted Published Prices
1990–1991 to 2020–2021

Source: The College Board, *Trends in College Pricing 2020*, Figure 3. Note: Values for published tuition and fees by sector, adjusted for inflation, as a percentage of 1990–1991 published prices. For example, a value of 2.76 indicates that the tuition and fee price in the public four-year sector in 2020-2021 is 2.76 times as high as it was in 1990-1991, after adjusting for increases in the Consumer Price Index. Average tuition and fee prices reflect in-district charges for public two-year institutions and in-state charges for public four-year institutions. Prepared by the Council of Independent Colleges.
Average Amount of Financial Aid

Private Colleges Award Larger Institutional Grants

Financial Aid at Independent Colleges

**Institutional Grants vs. Federal Grants**

Independent Colleges Give Students Over Seven Times as Much Aid as Does the Federal Government

<table>
<thead>
<tr>
<th>Year Range</th>
<th>State Aid</th>
<th>Federal Aid</th>
<th>Institutional Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>$1.6</td>
<td>$1.6</td>
<td>$19.2</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$1.6</td>
<td>$1.6</td>
<td>$27.8</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$1.7</td>
<td>$5.1</td>
<td>$37.6</td>
</tr>
<tr>
<td>2017-2018</td>
<td>$1.9</td>
<td>$5.6</td>
<td>$40.1</td>
</tr>
</tbody>
</table>

Percentage of Undergraduates Who Receive Financial Aid
By Sector in 2017–2018

Note: Percentages for first-time, full-time undergraduates during academic year 2017-2018. “Any Financial Aid” category includes aid listed as well as state and local grants.
Average Net Price as a Percentage of Total Costs by Family Income

Source: U.S. Department of Education, *Digest of Education Statistics*, Table 331.30, academic year 2017–2018; 2018–2019 constant dollars are represented. Note: Aid consists of federal Title IV grants and other federal, state, local, or institutional sources. Analysis by the Council of Independent Colleges.
Total Federal Student Loan Disbursements

*Distribution by Sector (in Billions)*

Less than 17 percent of loans went to CIC students.

Includes both undergraduate and graduate loan disbursements for academic year 2018-2019.

Total Graduate Federal Loan Disbursements

Distribution by Sector

All Federal Student Loan Disbursements by Sector AY 2018–2019 (in billions)

Total Undergraduate Debt: 2016 Undergraduates

Distribution by Sector

Average Total Student Loan Debt
Per Bachelor’s Degree Recipient

Federal Student Loan Default Rates by Sector

*Three-Year Cohort Default Rates (CDR)*

Success

A liberal arts education prepares students for personal and professional success.
Graduation Rates

*Four-Year, Five-Year, and Six-Year Graduation Rates by Institutional Type*

## Graduation Rates
### First-Generation Students

<table>
<thead>
<tr>
<th></th>
<th>4-Year</th>
<th>5-Year</th>
<th>6-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year Nondoc</td>
<td>18%</td>
<td>35%</td>
<td>41%</td>
</tr>
<tr>
<td>4-Year Doctor</td>
<td>26%</td>
<td>46%</td>
<td>59%</td>
</tr>
<tr>
<td>5-Year Nondoc</td>
<td>42%</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>5-Year Doctor</td>
<td>43%</td>
<td>57%</td>
<td>66%</td>
</tr>
<tr>
<td>6-Year Nondoc</td>
<td>26%</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>6-Year Doctor</td>
<td>42%</td>
<td>57%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Graduation Rates

Low-Income Students

Four-Year Graduation Rates: Bachelor’s Degree

By Race/Ethnicity

![Bar chart showing graduation rates for different races/ethnicities.]

- All: 54% (Private 54%, Public 37%)
- White: 58% (Private 58%, Public 41%)
- Black: 30% (Private 30%, Public 27%)
- Hispanic: 50% (Private 50%, Public 27%)
- Asian/Pacific Islander: 65% (Private 65%, Public 45%)
- American Indian/Alaska Native: 19% (Private 19%, Public 34%)
- Two or More Races: 33% (Private 33%, Public 45%)

Time-to-Degree by Institutional Type

Source: U.S. Department of Education, National Center for Education Statistics, *Baccalaureate and Beyond (B&B:16/17): A First Look at the Employment and Educational Experiences of College Graduates, 1 Year Later* (NCES 2019-241). Notes: Percentages are for 2015–2016 first-time bachelor’s degree recipients; time to degree is calculated by number of months from enrollment in postsecondary education to degree attainment for first-time bachelor’s degree recipients.
<table>
<thead>
<tr>
<th>Sector</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Nondoctoral</td>
<td>65%</td>
</tr>
<tr>
<td>Public Doctoral</td>
<td>71%</td>
</tr>
<tr>
<td>Private Nondoctoral</td>
<td>70%</td>
</tr>
<tr>
<td>Private Doctoral</td>
<td>70%</td>
</tr>
</tbody>
</table>

Source: Strengthening the STEM Pipeline Part II: The Contributions of Small and Mid-Sized Independent Colleges in Preparing Underrepresented Students in STEM, June 2019, NORC at the University of Chicago for the Council of Independent Colleges, Table 2. Data source U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS: 12/17).
Graduate Degree Attainment of STEM Bachelor’s Degree Recipients

By Sector

- **Public Nondoctoral**: 33%
- **Public Doctoral**: 38%
- **Private Nondoctoral**: 41%
- **Private Doctoral**: 51%

Time-to-Degree in STEM Majors by Institutional Type

Women STEM Majors’ Four-Year Bachelor’s Degree Time-to-Degree Rates

By Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Nondoctoral</td>
<td>23%</td>
</tr>
<tr>
<td>Public Doctoral</td>
<td>50%</td>
</tr>
<tr>
<td>Private Nondoctoral</td>
<td>78%</td>
</tr>
<tr>
<td>Private Doctoral</td>
<td>67%</td>
</tr>
</tbody>
</table>

Academic Experience

A liberal arts education provides a personalized and effective academic experience.
Characteristics of a Personalized Academic Environment

Results for Students by Sector

- Had an Informal Meeting with a Faculty Member
  - Private Doctoral: 71%
  - Private Nondoctoral: 48%
  - Public Doctoral: 62%
  - Public Nondoctoral: 49%

- Never Had a Large Class
  - Private Doctoral: 5%
  - Private Nondoctoral: 38%
  - Public Doctoral: 14%
  - Public Nondoctoral: 48%

- Never Had a Graduate Student Instructor
  - Private Doctoral: 90%
  - Private Nondoctoral: 81%
  - Public Doctoral: 80%
  - Public Nondoctoral: 60%

- Discussed Academic Matters with Faculty Outside the Classroom
  - Private Doctoral: 94%
  - Private Nondoctoral: 91%
  - Public Doctoral: 95%
  - Public Nondoctoral: 92%

- Met with Academic Advisor
  - Private Doctoral: 90%
  - Private Nondoctoral: 85%
  - Public Doctoral: 81%
  - Public Nondoctoral: 71%

Effective Practices

Seniors Who Participated in an Internship or Field Experience

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Nondisciplinary</td>
<td>50%</td>
</tr>
<tr>
<td>Public Doctoral</td>
<td>52%</td>
</tr>
<tr>
<td>Private Nondisciplinary</td>
<td>58%</td>
</tr>
<tr>
<td>Private Doctoral</td>
<td>63%</td>
</tr>
</tbody>
</table>

Source: National Study for Student Engagement (NSSE), June 2015, Analysis by Gonyea and Kinzie. Note: Students who responded “Done or In Progress.”
Effective Practices

First-Year Students and Seniors Who Participated in Service-Learning

Source: National Study for Student Engagement (NSSE), June 2015, Analysis by Gonyea and Kinzie. Note: Percentages are first-year students and seniors who responded “Done or In Progress.”
Outcomes

Private colleges demonstrate strong outcomes.
Longer time-to-degree results in additional college costs and lost earnings. Many students at public institutions who take longer to complete their degrees end up, in effect, paying more for their degrees.

Average Starting Salary for New College Graduates with Full-Time Jobs

CIC Member Colleges and Universities

*Institution Size by Full-Time Equivalent Student Enrollment*

Additional Resources and Reports from CIC

Student Debt: Myths and Facts

State “Free College” Programs

Strengthening the STEM Pipeline Part II

Innovation and the Independent College: Examples from the Sector

Expanding Access and Opportunity
Note: The data in this packet are the most current available from federal and other sources.