

Enrollment Data: US Department of Education, National Center for Educational Statistics, May 2015

In fall 2013, there were 17.5 million undergraduate students and 2.9 million post baccalaureate (graduate) students attending degree-granting postsecondary institutions in the United States.

Attendance patterns for undergraduate students at both institutional levels differed by race/ethnicity.

Sixty-seven percent of all undergraduate students (full-time and part-time) at private nonprofit 4-year institutions in 2013 were White, which was higher than the percentage of White students at either public 4-year institutions (62 percent) or private for-profit 4-year institutions (48 percent).

Pell Grant Recipients: US, Department of Education, National Center for Educational Statistics, September 2015

Percent with Pell Grant:

- U.S. total: 35.8%

Percentage of undergraduates who received a Pell Grant at **private nonprofit 4-year institutions**, average grant amount, and average total price of attendance (2011–12 only)

- Percent with Pell Grant (23 or younger) : 33.4%
- Average Pell Grant:\$4,000
- Average total price of attendance among Pell Grant recipients: \$38,000/year

Percent with Pell Grant based on Race/ethnicity:

- White 28.6
- Black 61
- Hispanic 52.7
- Asian/Pacific Islander 26.8
- American Indian 61.9
- Multiracial 40.7

Income:

- 82.7% of Pell Grant recipients were low income dependent students low income students received PG
- 66% low income independent students

Parents Education:

- 54.5% first generation
- 42.7 some post-secondary education
- 16.4% bachelors or higher

Recent Graduates and Loan Amount: Gallup-Purdue Index, 2015

Overall, 35 percent of recent graduates took out loans totaling more than \$25,000, which is the level at which debt burden appears to have a more serious impact on graduates' lives.

Importantly, though, that percentage rose to half for recent black alumni and to 42 percent among first-generation college students.

Minority Enrollment Growth: US News and World Report, Data Mine, Nov 2014

[Provisional data](#) released by the Department of Education this week shows the Hispanic student population at four-year colleges has grown by more than 20 percent since 2010. While Hispanic students still make up just 7.2 percent of all undergraduates attending four-year and two-year schools, and 12.3 percent of all four-year college students, the number is growing faster than any other racial or ethnic group.

Literature Review on First-Generation College Students: A Report from the Office of Undergraduate Retention and the FGCS Committee, 2014, The University of North Carolina at Chapel Hill

- **Demographic Characteristics :**
 - It has been estimated that approximately one in six first-year college students in the U.S. fit the definition of FGCS. In terms of demographics, several studies identify that FGCS are more likely to be students of color and/or non-traditional-aged (Choy, 2001; Hurtado, 2007). Of students identified as FGCS in the United States, 38.2% are Hispanic, 22.6% are African American, 16.8% are Native American, 19% are Asian, and 13.2% are Caucasian (Saenz et al., 2007). Many students identified as FGCS, further speak a language other than English at home (Warburton, Bugarin, & Nuñez, 2001).
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- **Socio-economic characteristics:**
 - Empirical studies demonstrate that FGCS are more likely than non-FGCS to come from low-income families (Hurtado, 2007; Choy, 2001; Thayer, 2000). Nearly 30% of FGCS are from families with an annual income less than \$25,000 (Pryor et al., 2006). The experience of FGCS may vary greatly depending on income and ethnicity. Research suggests that FGCS from middle-income backgrounds are less likely to have a difficult adjustment to college than FGCS from low-income families or from ethnic minorities (Thayer, 2000). This study further demonstrates that students who are both first generation and from low income families are among the least likely of all undergraduates to complete a four year college degree (Thayer, 2000). Other studies demonstrate that African American and Latino FGCS are more likely than other FGCS to be heavily dependent on financial aid (Fischer, 2007). However, FGCS are more likely than non-FGCS to see higher education as an opportunity for upward mobility, to believe it is important to be well-off financially, and to give their children better opportunities than they had as children (Warburton et al., 2001). These students therefore appear to view a college education as a worthwhile investment.