

Table 4. Overall College Completion Rates by Student Characteristics, 2016

| | OVERALL RATE | BY GENDER | | BY RACE OR ETHNICITY | | | | | | |
|-----------------------|--------------|-----------|-------|----------------------|-------|--------------------|-------|-----------------|-------------------|--------------|
| | | Men | Women | White | Black | Hispanic or Latino | Asian | Native American | Two or More Races | Unknown Race |
| Public Four Years | 45.3% | 42.1% | 48.2% | 48.2% | 36.9% | 42.9% | 52.8% | 45.6% | 44.6% | 48.6% |
| Universities | 61.3% | 57.8% | 64.7% | 63.0% | 51.2% | 56.8% | 65.7% | 51.8% | 56.2% | 63.3% |
| Other Four Years | 40.3% | 37.2% | 43.1% | 43.5% | 32.1% | 38.3% | 48.0% | 42.9% | 40.2% | 42.9% |
| Private Four Years | 54.4% | 52.3% | 59.7% | 59.1% | 46.9% | 55.7% | 68.3% | 70.0% | 62.6% | 58.1% |
| Universities | 77.8% | 76.2% | 79.9% | 81.1% | 69.6% | 74.4% | 82.1% | 79.3% | 79.8% | 77.5% |
| Other Four Years | 52.7% | 50.4% | 58.1% | 57.4% | 44.8% | 54.0% | 66.8% | 68.6% | 60.6% | 56.0% |
| For-Profit Four Years | 34.3% | 35.3% | 38.9% | 47.1% | 38.6% | 41.4% | 62.6% | 57.6% | 58.2% | 37.1% |
| Public Two Years | 26.0% | 25.4% | 26.5% | 29.4% | 17.3% | 25.4% | 37.1% | 36.2% | 25.2% | 31.2% |
| Private Two Years | 49.6% | 50.3% | 53.6% | 59.8% | 45.3% | 60.4% | 70.2% | 62.5% | 56.0% | 68.2% |
| For-Profit Two Years | 57.7% | 56.4% | 58.5% | 63.1% | 50.6% | 67.5% | 74.9% | 71.9% | 66.9% | 62.1% |

Note: "Private" refers to private nonprofit schools. Universities are defined as research or doctoral institutions according to the 2000 Carnegie Classifications. Completion is defined as finishing a formal degree or certificate 150 percent of normal time. Completion is measured for first-time, full-time students seeking a degree or certificate. If an institution reported a completion rate of zero, it is not included in this analysis.

Source: Author's analysis using the Integrated Postsecondary Education Data System from survey year 2016.

Source: "The College Completion Landscape: Trends, Challenges, and Why It Matters" by Bridget Terry Long, 2018.