



Fast Facts Report for the Ronald E. McNair Postbaccalaureate Achievement Program: 2019–20

Contents

Introduction.....	1
Grantees Funded and Population Served.....	2
Research, McNair Internships, or Other Scholarly Activities.....	5
Graduate School Enrollment and Doctoral Degree Attainment Outcomes	7
For Further Reference.....	11
References	11
Key Terms	12
Appendix A. Detailed Tables.....	14

Introduction

This Fast Facts report provides a national profile of the Ronald E. McNair Postbaccalaureate Achievement (McNair) Program—one of the seven Federal TRIO Programs (TRIO) funded by the U.S. Department of Education (ED) that provide direct services to students. The goal of the McNair Program is to increase the attainment of research doctorates by students from disadvantaged backgrounds.

TRIO Fast Facts reports present information on program funding, characteristics of program participants, and program outcomes. Fast Facts reports for TRIO’s Educational Opportunity Centers ([U.S. Department of Education, 2022](#)), Upward Bound and Upward Bound Math-Science programs ([U.S. Department of Education, 2021](#)), Veterans Upward Bound ([U.S. Department of Education, 2020](#)), Student Support Services ([U.S. Department of Education, 2016a](#)), and Talent Search ([U.S. Department of Education, 2016b](#)) programs are available on [ED’s website](#).

This report relies on three main sources of data. First, information about McNair grantees comes from the ED Federal TRIO Programs funded projects database. Second, information about the characteristics and outcomes for McNair Program participants comes from the student record files that McNair grantees submit as part of their annual performance reports (APRs). Third, information about the Minority Serving Institution (MSI) status of McNair grantees comes from the ED’s Fiscal Year (FY) 2019 eligibility matrix. This report presents information as of the 2019–20 academic year, which was the most recent reporting year at the time this report was created.¹

This report provides information for the McNair Program regarding grantee and participant characteristics; participant engagement in research or other scholarly activities; and participants’ outcomes (i.e., graduate enrollment and doctoral degree completion).²

For detailed breakouts of data, refer to Appendix A.

¹ Please note that the 2019–20 academic year was the third year in the McNair grant cycle and includes the beginning of the COVID-19 pandemic.

² Because the entire population was included in the analysis, no statistical tests were computed.

Grantees Funded and Population Served

The McNair Program, authorized by the 1986 amendments to the Higher Education Act (HEA) of 1965 (20 U.S.C. 1070a-15), awarded its first grants in 1989. The McNair Program awards grants to 4-year postsecondary institutions to provide services to students who are low-income and first-generation (i.e., low-income students where neither parent has received a bachelor's degree), as well as students from groups underrepresented in graduate education.³ The goal of McNair is to prepare participants for doctoral studies through involvement in research and other scholarly activities.

Grantees are expected to work closely with McNair participants as they complete their undergraduate requirements, support them in enrolling in graduate programs, and track their academic progress for 10 years after they receive their bachelor's degree. Notably, the McNair Program requires grantees to provide opportunities for research and other scholarly activities at the grantee institution or at graduate centers that are designed to provide students with effective preparation for doctoral study. This requirement is the cornerstone of the McNair Program and is the one TRIO service that is unique to McNair among the TRIO programs.

Additional services that grantees are required to provide are summer internships, seminars and other educational activities designed to prepare students for doctoral study, tutoring, academic counseling, and assistance in securing admission to, and financial assistance for, enrollment in graduate programs. Services that grantees may but are not required to provide include education or counseling services designed to improve the financial and economic literacy of students, including financial planning for postsecondary education; mentoring programs involving faculty members, students, or a combination of faculty members and students; exposure to cultural events and academic programs not usually available to disadvantaged students; and other activities designed to meet the purpose of the McNair Program (34 CFR § 647.4(a-b)).

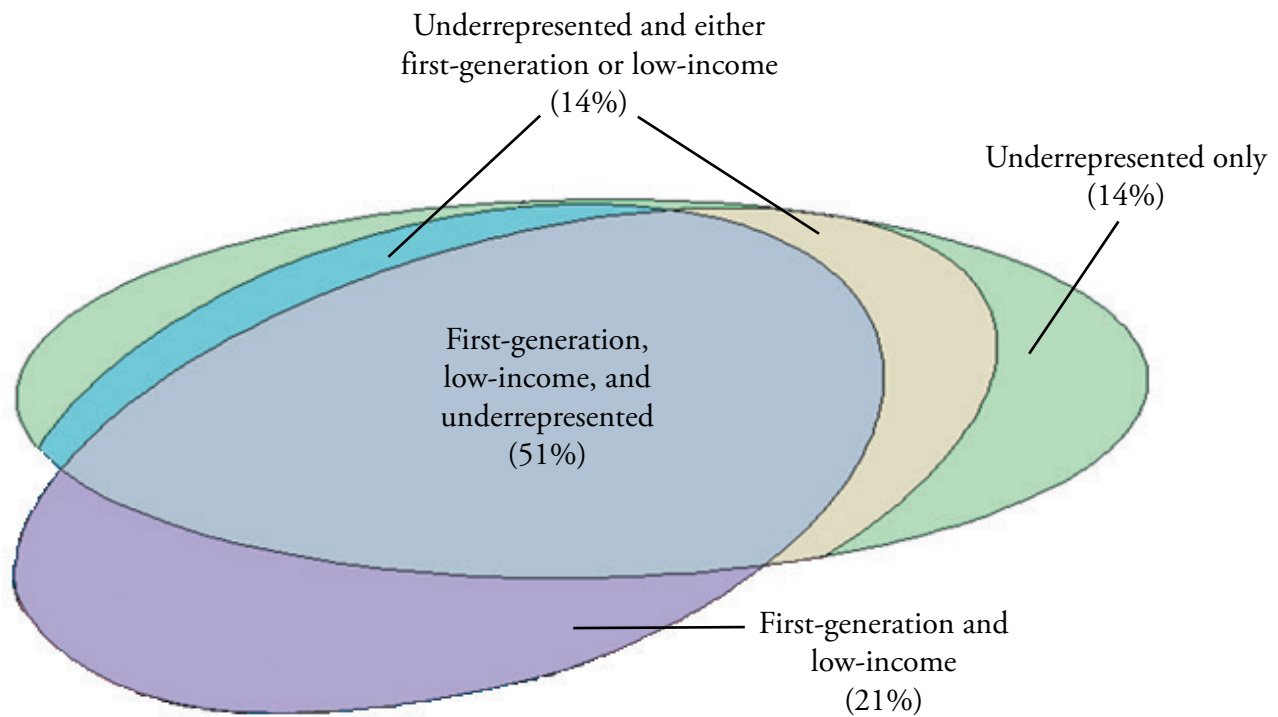
In 2019–20, nearly three-fourths (72 percent; Exhibit 1) of all McNair participants were either first-generation and low-income (21 percent) or first-generation, low-income, and underrepresented (51 percent). The remainder of McNair participants were underrepresented, underrepresented and first-generation, or underrepresented and low-income (28 percent).⁴

³ Includes a member of a group that is not listed in § 647.7 if the group is underrepresented in certain academic disciplines as documented by standard statistical references or other national survey data submitted to and accepted by the Secretary on a case-by-case basis. In addition, a student must be enrolled in a degree program at an institution of higher education that participates in the student financial assistance programs authorized under Title IV of the HEA (647.3(b)).

⁴ The characteristics of McNair participants are presented by grantee type in Table A-1 in Appendix A.



Exhibit 1. Percentage distribution of eligibility criteria among McNair participants: 2019–20



NOTE: The 2019–20 McNair scholars includes 5,806 participants.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report data, 2019–20, and Funded Projects database, 2019–20.

In 2019-20, 187 McNair grantees were dispersed throughout most states in the U.S. There were four states (Alaska, Hawaii, Maine, and South Dakota) and the District of Columbia that did not have a McNair grant.⁵ Forty-six states were home to at least one McNair grantee, with an additional project located in Puerto Rico (see Exhibit 2).

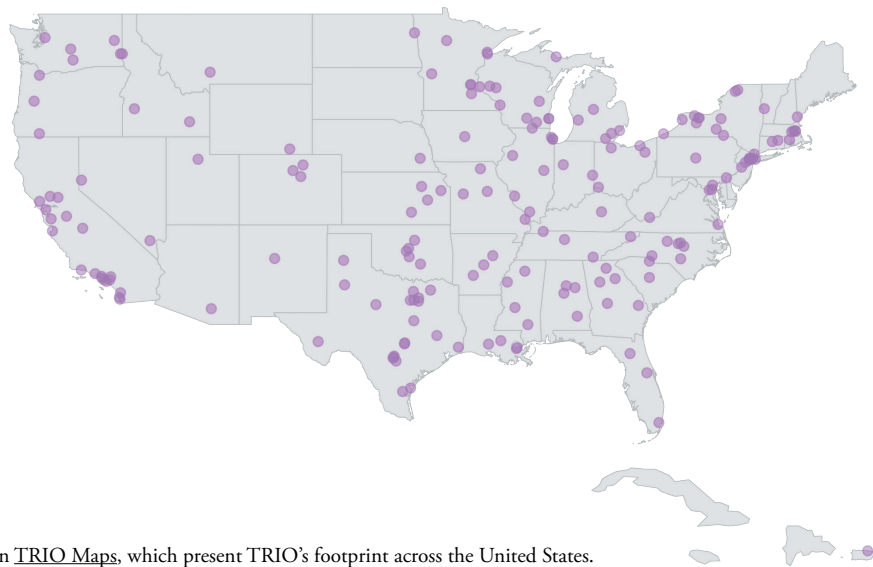
McNair grantees (70 percent) were located in a unique congressional district which housed only one grantee. Only four congressional districts were home to more than two McNair grantees. Of those, one had four grantees: New Jersey’s 10th Congressional District.⁶

⁵ The TRIO Maps are regularly updated, and the number and geographic distribution of TRIO grantees may no longer represent the 2019–20 project year.

⁶ The other three congressional districts (with boundaries as defined per the 116th Congress) that were home to more than two McNair grantees were Texas’s 20th Congressional District, New York’s 25th Congressional District, and Wisconsin’s 3rd Congressional District.



Exhibit 2. McNair grantee locations: 2019–20



NOTE: Exhibit 2 is based on [TRIO Maps](#), which present TRIO's footprint across the United States.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Funded Projects database, 2019–20

In 2019–20, McNair grantees received funding to serve 5,242 participants and received an average grant of \$267,525 each (Exhibit 3). Of the 187 projects awarded in 2019–20, 28 percent were designated as MSIs.⁷ Specifically, 16 percent were Hispanic-Serving Institutions (HSIs), 6 percent were Historically Black Colleges and Universities (HBCUs) or Predominantly Black Institutions (PBIs), 4 percent were Asian

American and Native American Pacific Islander-Serving Institutions (AANAPISIs), and 3 percent were institutions with more than one minority-serving status.⁸ Of the 53 MSI grantees, 38 (72 percent) were public institutions and 15 (28 percent) were private non-profit institutions. Of the 134 non-MSI grantees, 101 (75 percent) were public and 33 (25 percent) were private non-profit institutions.

Exhibit 3. Number of McNair grants, amount of program funding, and number of participants funded to serve, by Minority-Serving Institution (MSI) status: 2019–20

Program Funding Characteristics	Total	MSI	Non-MSI
Number of funded grants	187	53	134
Total funding (\$)	50,027,266	14,010,544	36,016,722
Average funding per grantee (\$)	267,525	264,350	268,782
Total number of participants funded to serve	5,242	1,462	3,780
Average number of participants funded to serve	28	28	28
Average cost per participant served (\$)	9,544	9,583	9,528

SOURCE: U.S. Department of Education, Federal TRIO Programs, McNair Annual Performance Report data and Funded Projects database, 2019-20; and U.S. Department of Education, Office of Postsecondary Enrollment, FY 2019 Eligibility Matrix.

⁷ U.S. Department of Education, Office of Postsecondary Enrollment, FY 2019 Eligibility Matrix.

⁸ Please note this information is not included in the Appendix Tables.



Research, McNair Internships, or Other Scholarly Activities

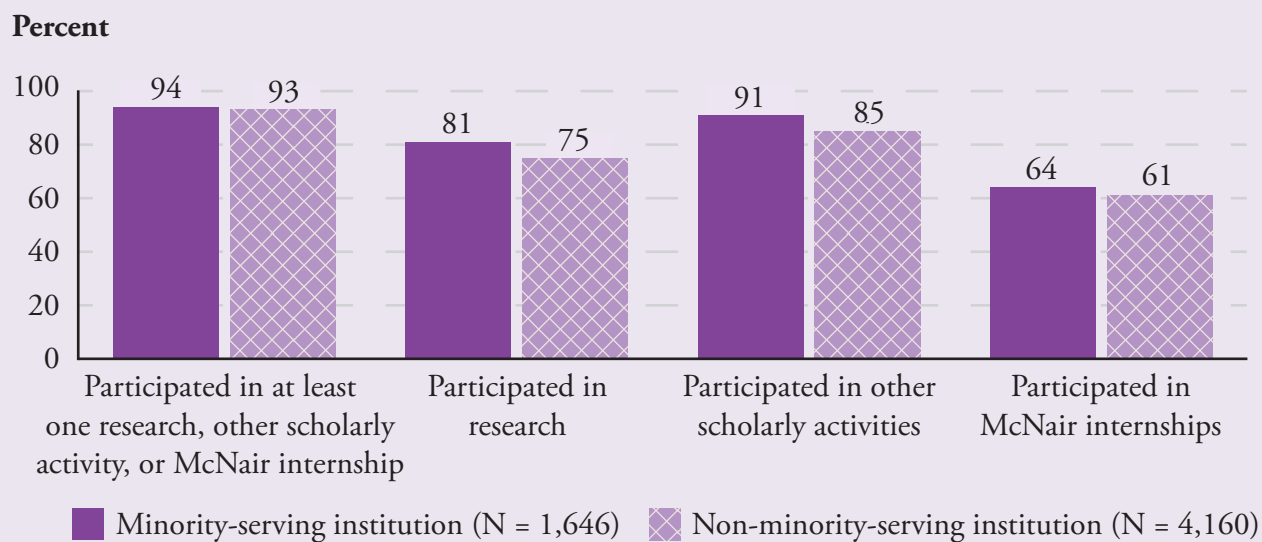
Participation in research, McNair internships, or other scholarly activities is a critical component of the McNair Program; most of the McNair 2019–20 scholars participated in at least one research or other scholarly

activity during the academic year (93 percent; Table A-2 in Appendix A). The remaining 7 percent of the McNair 2019–20 scholars did not participate in any activities.⁹

Box 1. Comparison of Participation in Research or Other Scholarly Activities between Minority-Serving Institutions and Non-Minority Serving Institutions

While participation in research, McNair internships, or other scholarly activities was very high for both scholars enrolled at MSIs and non-MSIs (94 and 93 percent, respectively), scholars at MSIs participated in each individual activity at higher rates than their peers at non-MSIs (Exhibit 4). For MSIs, 81 percent of scholars participated in research activities, compared with 75 percent of scholars at non-MSIs; 91 percent of MSI scholars participated in other scholarly activities, compared with 85 percent at non-MSIs; and 64 percent of MSI scholars participated in McNair internships, compared with 61 percent at non-MSIs (see Table A-2 in Appendix A). Among McNair scholars who participated in research or other scholarly activities, a higher percentage of scholars at MSIs completed three research activities than their peers at non-MSIs: 60 percent of scholars at MSIs completed three activities, compared with 51 percent at non-MSIs (see Table A-3 in Appendix A).¹⁰

Exhibit 4. Percent of new and continuing McNair scholars who participated in research, McNair internships, or other scholarly activities, by Minority-Serving Institution status: 2019–20



SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report data, 2019–20, and Funded Projects database, 2019–20.

⁹ Please note that the end of the 2019–20 academic year was the onset of the COVID-19 pandemic.

¹⁰ The 60 percent and 51 percent do not appear in Table A-3 but can be calculated from the data available. The denominators for both percents were calculated by subtracting the number of students who did not complete any research, other scholarly activity, or McNair internship from the total number of 2019–20 McNair scholars who participated in at least one research, other scholarly activity, or McNair internship. The numerators are the number of students who completed research, other scholarly activity, and McNair internship.

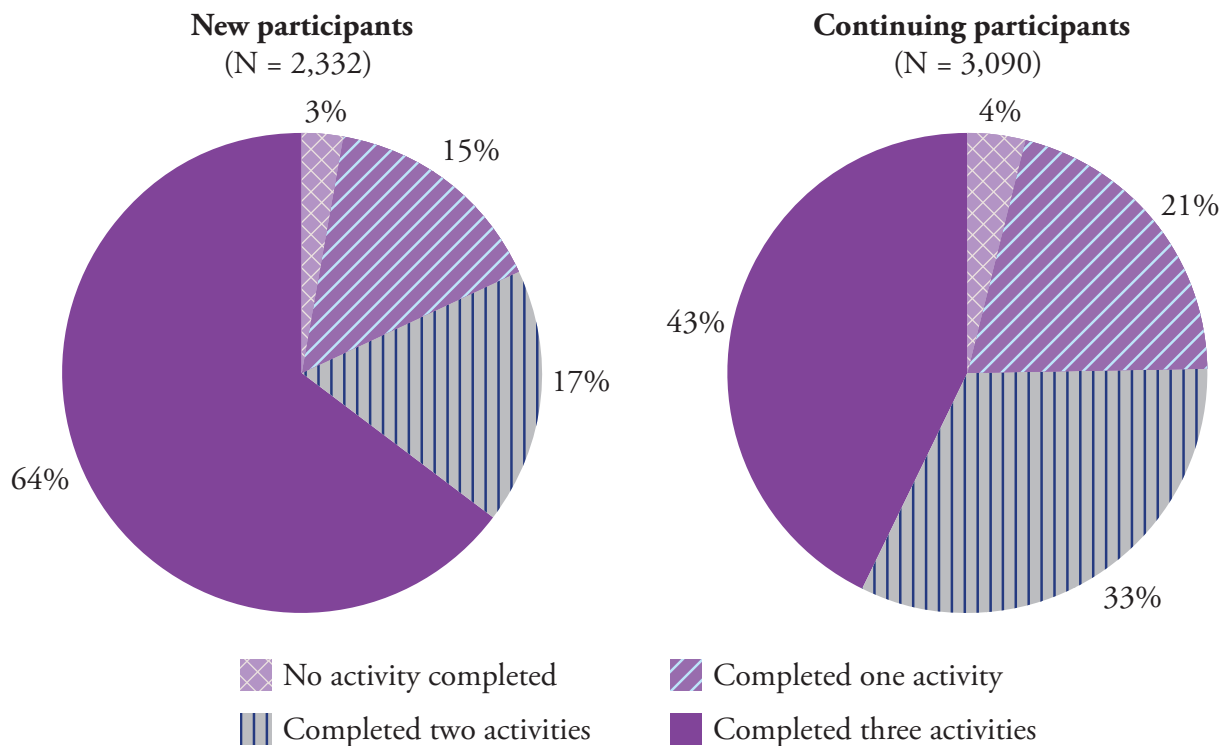


Completion of research or other scholarly activities was also high.¹¹ Nearly all new and continuing scholars (97 and 96 percent, respectively) who participated in one or more of the three activities (research, a McNair internship, or other scholarly activities) completed at least one of them (see Exhibit 5).

The majority of new 2019–20 McNair scholars who participated in activities (64 percent) completed all three

types of activities compared to 43 percent of continuing scholars (Exhibit 5). This difference may stem from the larger percentage of new scholars who participated in a McNair internship in 2019–20 (84 percent) compared to continuing participants (46 percent; Table A-2 in Appendix A).

Exhibit 5. Among McNair scholars who participated in one or more activities, the percent of scholars who completed research, other scholarly activities, or McNair internships, by new and continuing participant status: 2019–20



NOTE: New participants are individuals who were served by the project for the first time in the 2019–20 reporting period. Continuing participants are individuals who were served by the project for the first time in any prior reporting period and also received services in the 2019–20 reporting period. Detail may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report data, 2019–20, and Funded Projects database, 2019–20.

¹¹ Individual grantees define the criteria for determining completion of research and other scholarly activities.



Graduate School Enrollment and Doctoral Degree Attainment Outcomes

The McNair Program collects data on three program outcomes for McNair scholars; however, for this report, the focus is on: (1) graduate school enrollment and (2) research doctoral degree attainment.¹² Grantees provide information about participant outcomes on an

annual basis to determine whether they meet their goals regarding each of these program objectives. Exhibit 6 provides the calculation rules for the outcomes presented in this report.

Exhibit 6. Calculation rules for McNair program outcomes

Outcome	Denominator	Numerator
Graduate school enrollment within three years of earning bachelor's degree (Exhibit 7).	The number of McNair scholars who earned their bachelor's degree in the 2016–17 school year (i.e., the 2016–17 bachelor's degree cohort).	The number of scholars in the McNair 2016–17 bachelor's degree cohort who enrolled in graduate school within one, two, or three years of earning their bachelor's degree.
Research doctorate attainment within 10 years of earning bachelor's degree (Exhibit 9).	The number of McNair scholars who earned their bachelor's degree in 2009–10 (i.e., the 2009–10 bachelor's degree cohort).	The number of scholars in the McNair 2009–10 bachelor's degree cohort who earned their research doctorate by 2019–20.
Graduate education status at 10 years after bachelor's degree attainment (Exhibit 8).	The number of McNair scholars who earned their bachelor's degree in the 2007–08, 2008–09 or 2009–10 school years (i.e., the 2007–08, 2008–09 or 2009–10 bachelor's degree cohorts).	The number of scholars in the McNair 2007–08, 2008–09 or 2009–10 bachelor's degree cohorts who (within 10 years of earning a bachelor's degree): <ul style="list-style-type: none"> • attained a research doctorate, • attained a graduate degree, but not a research doctorate, or • did not attain a graduate degree or research doctorate.¹³

Overall, half (51 percent) of the 2016-17 McNair bachelor's degree cohort enrolled in graduate school one year after receipt of the bachelor's degree, and nearly two-thirds (64 percent) had by three years out (Table A-4 in Appendix A). For many graduate school programs, the graduate school admissions test is an important, and often required, part of the application process. Most of the 2016-17 McNair bachelor's degree cohort (70 percent) took a graduate school admission test while participating in the McNair program, or

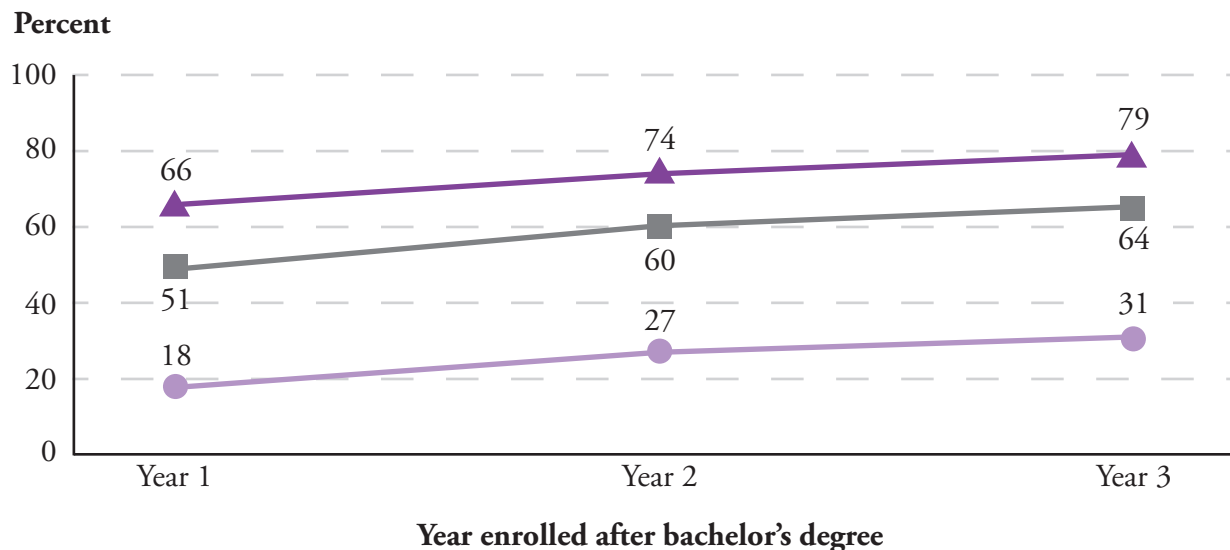
within three years after earning their degree (Exhibit 7). Among those who did take a graduate school admissions test, many enrolled in graduate school. By three years after earning their bachelor's degree, 79 percent of these McNair scholars who took a graduate admissions test had enrolled in graduate school. Two-thirds of McNair graduate admission test takers had enrolled in their first year after the bachelor's degree, and rate of enrollment among this group continued to rise over the three-year period.

¹² The third program outcome, continued enrollment in graduate school, is not a focus of this report.

¹³ These groupings were created from the categories in Appendix Table 5. For example, attained a graduate degree, but not a research doctorate was created by combining two categories: not enrolled at year 10, obtained a graduate degree, not research doctorate, and enrolled at year 10, obtained a graduate degree, not a research doctorate. Did not attain a graduate degree or research doctorate was created by combining not enrolled at year 10, no graduate degree or research doctorate, and enrolled at year 10, no graduate degree or research doctorate.



Exhibit 7. Percent of McNair bachelor's degree recipients enrolling in graduate school, by year enrolled after bachelor's degree attainment and graduate admissions test status within three years of bachelor's degree attainment: 2016–17 bachelor's degree recipients



▲ Admissions test within three years of bachelor's degree (N = 1,332) ● No admissions test within three years of bachelor's degree (N = 512) ■ Full cohort (N = 1,907)

NOTE: Graduate school admissions test status is established at 2019–20, within three years of bachelor's degree attainment. For some graduate programs, McNair scholars were not required to take a graduate admissions test. Admission test completion was unknown for 63 students in the 2016–17 McNair bachelor's degree cohort; those students are not reported separately in the exhibit but are included in the percentages for the full cohort.

SOURCE: U.S. Department of Education, Federal TRIO Programs, McNair Annual Performance Report data, 2019–20, and Funded Projects database, 2019–20.

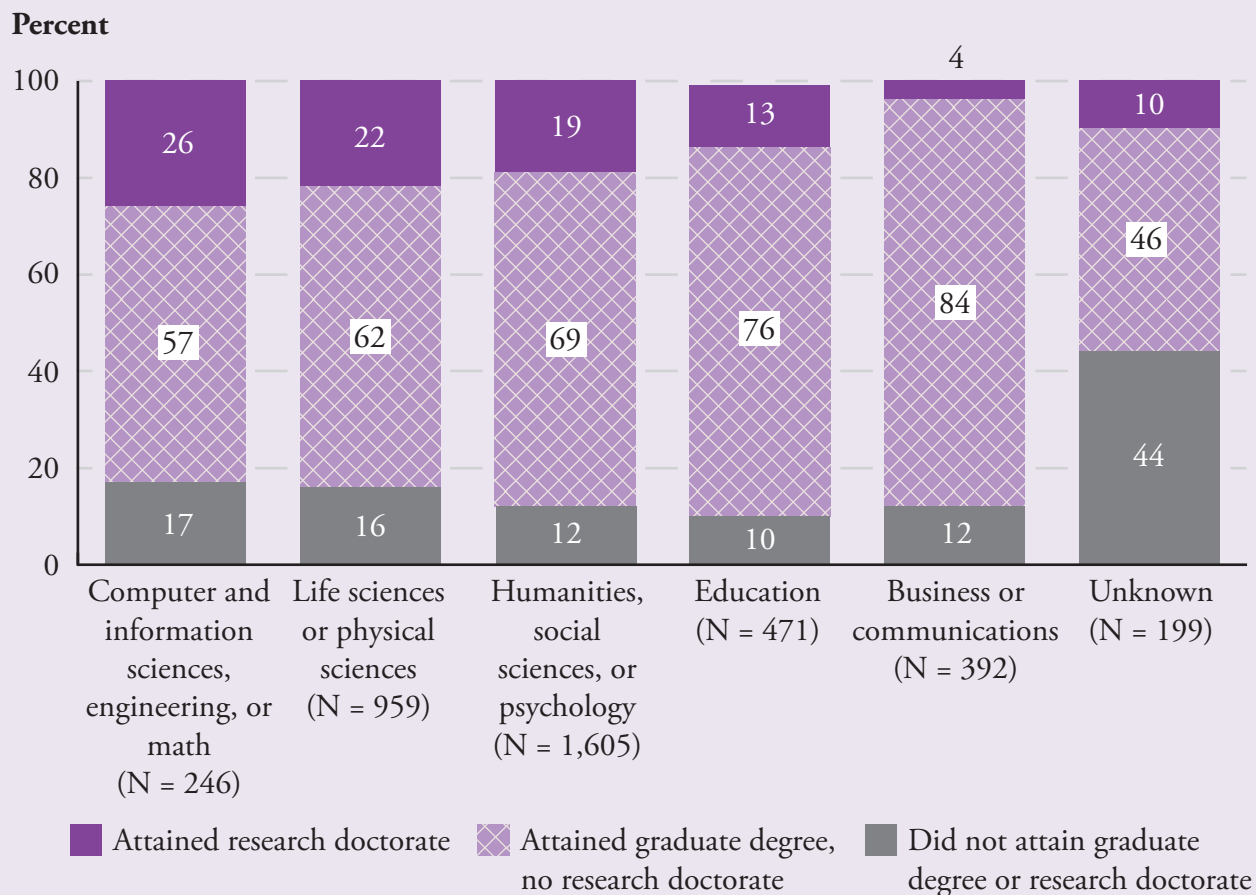
Box 2. Doctoral Completion by Field of Study

McNair scholars' degree attainment outcomes varied by field of graduate study. When observed 10 years following their bachelor's degree award, a higher percentage of McNair graduates enrolled in computer and information sciences, engineering, or math fields earned a research doctoral degree (26 percent; Exhibit 8). Graduates in the life science or physical science fields (22 percent) and humanities, social sciences, or psychology fields (19 percent) were the groups with the next highest percentages of doctoral degree completion (Table A-5 in Appendix A).¹⁴ McNair scholars who enrolled in graduate school in the fields of education or business and communications earned a research doctoral degree at lower rates, but earned a graduate degree such as a master's degree and/or a non-research doctoral degree at higher rates than others. Within 10 years, 90 and 88 percent of those who enrolled in an education or business and communications graduate program, respectively, earned a graduate degree.

¹⁴ These fields of study are ones in which McNair graduates most commonly enroll.



Exhibit 8. Percentage distribution of McNair participants enrolled in a graduate program, by main field of study and graduate degree attainment status 10 years after bachelor's degree attainment: 2007–08, 2008–09, 2009–10 bachelor's degree recipients



NOTE: McNair grantees provided the main field of study at the time the participant entered graduate school. Detail may not sum to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Federal TRIO Programs, McNair Annual Performance Report data, 2019–20, and Funded Projects database, 2019–20.

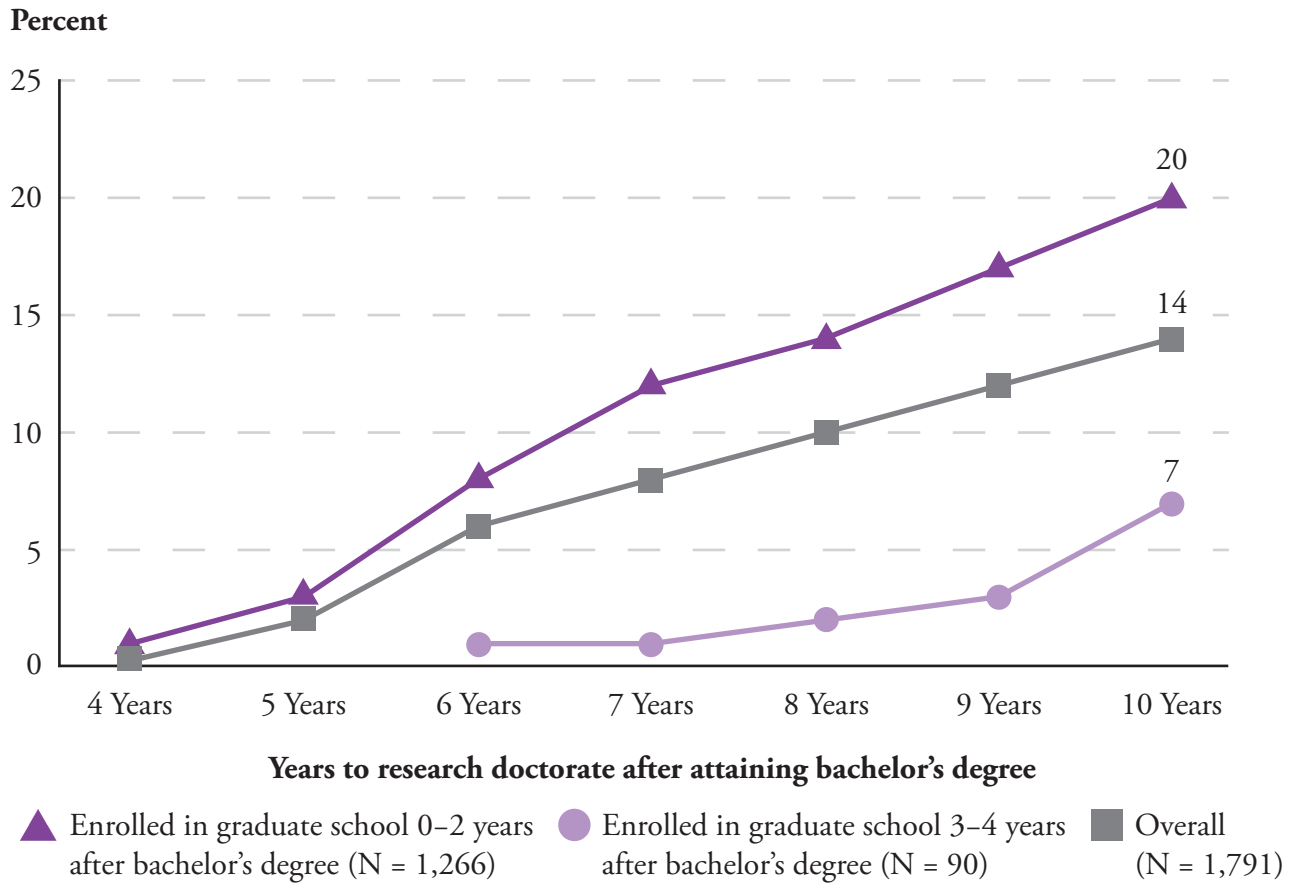
McNair scholars who enrolled in a graduate program immediately following bachelor's degree completion realized higher rates of research doctorate attainment within 10 years than those who waited to enroll in graduate education. Overall, 14 percent of the McNair scholars who obtained a bachelor's degree in 2009–10 earned a research doctorate within 10 years (Exhibit 9). This number is likely an underestimate of the percentage

of 2009–10 graduates who will earn a research doctorate as many students take more than 10 years to obtain a doctoral degree.¹⁵ Among scholars who enrolled in graduate school within two years of earning their bachelor's degree in 2009–10, 20 percent obtained a doctorate by 2019–20. Conversely, 7 percent of those who waited three to four years to enroll had obtained a doctorate by 2019–20 (Exhibit 9).

¹⁵ The National Science Foundation's Survey of Earned Doctorates found that among the 2020 cohort of U.S. citizen and permanent resident doctoral degree earners, 41 percent took more than 10 years between the award of the bachelor's degree and obtaining a doctoral degree (National Center for Science and Engineering Statistics, Restricted Data Analysis System [RDAS], Survey of Earned Doctorates, 2020).



Exhibit 9. Percent of 2009–10 McNair bachelor’s degree recipients who attained a research doctorate within 10 years of attaining bachelor’s degree, by time to enrollment in graduate school: 2019–20



NOTE: Research doctoral degrees include Ph.D. degrees as well as other research-intensive doctorate degree (e.g., D.Eng., D.Sc., D.N.Sc., D.P.H.). Because of small cell sizes, approximate percentages for research doctorate attainment are represented, but not provided, for those scholars who enrolled in graduate school 3-4 years after bachelor’s degree completion.

SOURCE: U.S. Department of Education, Federal TRIO Programs, McNair Annual Performance Report data, 2019–20, and Funded Projects database, 2019–20.



For Further Reference

This report provides a national profile of the McNair Program and presents program performance results and characteristics of participants for the 2019–20 program year. For more information on the TRIO program, see the resources listed in this section.

TRIO program resources:

TRIO webpage (provides links to the webpages for individual TRIO programs; TRIO news and information; and links to TRIO reports, maps, and other resources): <https://www2.ed.gov/about/offices/list/ope/trio/index.html>

McNair webpage (provides information about McNair program funding and other resources): <https://www2.ed.gov/programs/triomcnair/index.html>

Institute of Education Sciences (IES) publications and products search webpage (by entering search words such as “low income,” “first-generation,” and “at risk” in the search box, users will access reports related to these student populations): <https://ies.ed.gov/pubsearch/>

TRIO Story Maps:

TRIO grant locations throughout the United States and outlying territories: <https://ope.ed.gov/programs/maped/storymaps/trio/>

Grantee data for all TRIO projects: <https://ope.ed.gov/programs/trio/trioexplorer/>

References

- U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Educational Opportunity Center Program*, Washington, DC, 2022. Retrieved from: <https://www2.ed.gov/programs/trioec/eoc-fastfacts2022.pdf>
- U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Upward Bound and Upward Bound Math-Science Programs*, Washington, DC, 2021. Retrieved from: <https://www2.ed.gov/about/offices/list/ope/trio/ububmsfastfactsreport1718.pdf>
- U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Veterans Upward Bound Program*, Washington, DC, 2020. Retrieved from: <https://www2.ed.gov/about/offices/list/ope/trio/vubfastfactsreport.pdf>
- U.S. Department of Education, Office of Postsecondary Education, Student Service, *Ronald E. McNair Post-Baccalaureate Achievement Program Instructions for Completing the 2019-20 Annual Performance Report*, Washington DC, 2019.
- U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Student Support Services Program*, Washington, DC, 2016a. Retrieved from: <https://www2.ed.gov/programs/triostudsupp/sss-fastfacts2016.pdf>
- U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Talent Search Program*, Washington, DC, 2016b. Retrieved from: <https://www2.ed.gov/programs/triotalent/ts-fastfacts2016.pdf>



Key Terms

Eligibility criteria. Eligibility criteria refer to the standards that an individual must meet to qualify to participate in and receive services through a project funded by the McNair program.

- a. *First-generation college student.* A first-generation college student is either (1) an individual neither of whose natural or adoptive parents received a baccalaureate degree; (2) an individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree; or (3) an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent.
- b. *Low-income student.* A low-income student is an individual whose family's taxable income did not exceed 150 percent of the poverty level in the calendar year preceding the year in which the individual participates in the project. Poverty level income is determined using criteria established by the Census Bureau in the U.S. Department of Commerce.
- c. *Underrepresented group in graduate education.* An underrepresented group in graduate education is either (1) an individual who is a member of one or more of the following ethnic and racial groups: Black, Hispanic, American Indian, Alaskan Native, Native Hawaiian, and Native American Pacific Islander; or (2) an individual who is a member of a group that is underrepresented in certain academic disciplines as documented by standard statistical references or other national survey data submitted to and accepted by the U.S. Secretary of Education on a case-by-case basis.

Graduate center. A graduate center is an institution of higher education as defined in sections 101 and 102 of the Higher Education Act (HEA). Such an institution (1) provides instruction in one or more programs leading to a doctoral degree; (2) maintains specialized library collections; (3) employs scholars engaged in research that relates to the subject areas of the center; and (4) provides outreach and consultative services on a national, regional, or local basis.

Graduate degree. A graduate degree refers to completion of an academic program beyond the bachelor's degree leading to a postbaccalaureate degree.

- a. *Research doctorate.* Includes doctor of philosophy (Ph.D.), doctor of education (Ed.D.), or other research-intensive doctorates (e.g., D.Eng., D.Sc., D.N.Sc., D.P.H.).
- b. *Other graduate degree.* Includes master's degrees, non-research doctorate degrees (e.g., D.Rec.), and first-professional degrees (e.g., Psy.D., J.D., M.D., D.D.S., O.D., D.V.M, D.O.). Other graduate degrees exclude research doctorates.

Minority-serving institution (MSI). An MSI is an accredited academic institution that is eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA.¹⁶ MSIs include any of the following: Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), Hispanic-Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs), and Tribal Colleges and Universities (TCUs). Other accredited academic institutions are categorized as non-minority serving institutions (non-MSIs).

¹⁶ Eligibility is based on meeting the needy student and core expenses requirements and the programmatic requirements for one of the specific programs.



Participant (or scholar). A participant or scholar is an undergraduate student who is served by a project funded by the McNair program.

- a. *New participant (or scholar).* An eligible individual who was served by the McNair project for the first time in the reporting period. (U.S. Department of Education, 2019)
- b. *Continuing participant (or scholar).* An individual who was served by the McNair project in the current reporting period and also received services by the McNair project in any prior reporting period (U.S. Department of Education, 2019).

Research or other scholarly activities. These activities include educational endeavors that meet all of the following criteria: (1) is more rigorous than is typically available to undergraduates in a classroom setting, (2) is definitive in its start and end dates, (3) contains appropriate benchmarks for completion of various components, and (4) is conducted under the guidance of an appropriate faculty member with experience in the relevant discipline. Examples include research opportunities and McNair internships.



Appendix A. Detailed Tables

Table A-1. Number and percentage of McNair scholars, by eligibility status and characteristics: 2019–20

Characteristics	Eligibility status											
	Overall		First-generation and low-income only, not underrepresented ¹		First-generation, low-income, and underrepresented		Underrepresented, first-generation only, not low-income		Underrepresented, low-income only, not first-generation		Underrepresented only, not first-generation or low-income ²	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,806	100.0	1,234	100.0	2,948	100.0	493	100.0	309	100.0	822	100.0
Grantee-level characteristics³												
Project funding history												
Newly funded in grant cycle 2017–22	1,338	23.1	229	18.6	727	24.7	88	17.9	87	28.2	207	25.2
Funded in 2012-17 funding cycle and in 2017-22	4,468	77.0	1,005	81.4	2,221	75.3	405	82.2	222	71.8	615	74.8
Control ⁴												
Public	4,302	74.1	949	76.9	2,173	73.7	360	73.0	214	69.3	606	73.7
Private, not-for-profit	1,504	25.9	285	23.1	775	26.3	133	27.0	95	30.7	216	26.3
Minority serving institution status												
Historically Black Colleges and Universities (HBCU) or Predominantly Black Institutions (PBI)	338	5.8	‡	≤1	224	7.6	‡	≤5	35	11.3	58	7.1
Hispanic-Serving Institutions (HSI)	913	15.7	94	7.6	560	19.0	103	20.9	58	18.8	98	11.9
Asian American and Native American Pacific Islander-serving institutions (AANAPISI)	238	4.1	55	4.5	124	4.2	19	3.9	9	2.9	31	3.8
Institution has more than one minority serving institution status ⁵	157	2.7	‡	≤3	95	3.2	‡	≤4	9	2.9	17	2.1
Non-minority serving institution	4,160	71.7	1,058	85.7	1,945	66.0	341	69.2	198	64.1	618	75.2
Carnegie code ⁶												
R1: Doctoral Universities - very high research activity	1,872	32.2	362	29.3	980	33.2	131	26.6	90	29.1	309	37.6
R2: Doctoral Universities - high research activity	1,130	19.5	227	18.4	583	19.8	102	20.7	66	21.4	152	18.5
Other Carnegie code	2,804	48.3	645	52.3	1,385	47.0	260	52.7	153	49.5	361	43.9
Participant-level characteristics												
Participant status												
New participant	2,434	41.9	487	39.5	1,244	42.2	214	43.4	123	39.8	366	44.5
Continuing participant	3,372	58.1	747	60.5	1,704	57.8	279	56.6	186	60.2	456	55.5
Gender ⁷												
Female	4,017	69.2	850	68.9	2,039	69.2	357	72.4	220	71.2	551	67.0
Male	1,744	30.0	369	29.9	890	30.2	130	26.4	88	28.5	267	32.5

—Continued, Table A-1



Characteristics	Eligibility status											
	Overall		First-generation and low-income only, not underrepresented ¹		First-generation, low-income, and underrepresented		Underrepresented, first-generation only, not low-income		Underrepresented, low-income only, not first-generation		Underrepresented only, not first-generation or low-income ²	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Race/ethnicity⁸												
American Indian or Alaskan Native only, non-Hispanic	108	1.9	‡	≤1	57	1.9	13	2.6	‡	≤5	29	3.5
Asian or Pacific Islander, non-Hispanic	303	5.2	‡	≤24	16	0.5	‡	≤1	‡	≤5	‡	≤1
Black, non-Hispanic	1,917	33.0	‡	≤1	1,180	40.0	160	32.5	156	50.5	421	51.2
Hispanic, any race	2,170	37.4	‡	≤1	1,505	51.1	278	56.4	105	34.0	282	34.3
Native Hawaiian or Other Pacific Islander, non-Hispanic	45	0.8	‡	≤1	24	0.8	‡	≤1	‡	≤5	‡	≤3
White, non-Hispanic	963	16.6	‡	≤77	17	0.6	‡	≤1	4	1.3	6	0.7
More than one race only, non-Hispanic	276	4.8	‡	≤1	145	4.9	‡	≤8	27	8.7	69	8.4
Attended community college⁹												
Yes	1,617	27.9	414	33.6	860	29.2	129	26.2	72	23.3	142	17.3
No	4,159	71.6	810	65.6	2,074	70.4	364	73.8	236	76.4	675	82.1
Project participation¹⁰												
Full academic year	2,271	39.1	455	36.9	1,163	39.5	179	36.3	101	32.7	373	45.4
Part of academic year	725	12.5	181	14.7	369	12.5	57	11.6	41	13.3	77	9.4
Summer only	295	5.1	71	5.8	143	4.9	34	6.9	12	3.9	35	4.3
Full academic year and summer	1,720	29.6	361	29.3	875	29.7	152	30.8	106	34.3	226	27.5
Part of academic year and summer	782	13.5	165	13.4	388	13.2	71	14.4	49	15.9	109	13.3
Funding source¹¹												
Federal funds only ¹²	4,001	68.9	829	67.2	2,083	70.7	317	64.3	210	68.0	562	68.4
Partially supported with federal funds ¹³	1,785	30.7	403	32.7	853	28.9	176	35.7	99	32.0	254	30.9
Undergraduate Science, Technology, Engineering or Mathematics (STEM) major¹⁴												
STEM (Hard Sciences) ¹⁵	2,814	48.5	642	52.0	1,343	45.6	237	48.1	154	49.8	438	53.3
Social/Behavioral Sciences	1,956	33.7	386	31.3	1,043	35.4	171	34.7	103	33.3	253	30.8
Non-STEM	1,020	17.6	‡	≤17	‡	≤19	‡	≤18	‡	≤18	‡	≤16
Undeclared	11	0.2	‡	≤1	‡	≤1	‡	≤1	‡	≤5	‡	≤1
Research, other scholarly activity, and McNair internship												
Participated in and completed at least one activity	5,234	90.2	1,123	91.0	2,624	89.0	444	90.1	280	90.6	763	92.8
Completed one activity	1,010	17.4	224	18.2	495	16.8	83	16.8	65	21.0	143	17.4
Completed two activities	1,406	24.2	345	28.0	686	23.3	112	22.7	70	22.7	193	23.5
Completed three activities	2,818	48.5	554	44.9	1,443	49.0	249	50.5	145	46.9	427	52.0

—Continued, Table A-1



Characteristics	Eligibility status											
	Overall		First-generation and low-income only, not underrepresented ¹		First-generation, low-income, and underrepresented		Underrepresented, first-generation only, not low-income		Underrepresented, low-income only, not first-generation		Underrepresented only, not first-generation or low-income ²	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Participated in research or other scholarly activities, but did not complete any activity	188	3.3	33	2.7	106	3.6	18	3.7	15	4.9	16	2.0
Participated in one activity	66	1.1	11	0.9	38	1.3	7	1.4	‡	≤5	‡	≤2
Participated in two activities	63	1.1	10	0.8	37	1.3	6	1.2	‡	≤5	‡	≤1
Participated in three activities	59	1.0	12	1.0	31	1.1	5	1.0	6	1.9	5	0.6
Did not participate in research or other scholarly activities	384	6.6	78	6.3	218	7.4	31	6.3	14	4.5	43	5.2

‡Reporting standards not met.

¹Includes 11 cases where underrepresented minority status is unknown.

²Includes two cases where both first-generation status and low-income status are unknown.

³All counts and percentages reported in the table are of the McNair participants served.

⁴All McNair grantees are 4-year institutions.

⁵Two grantees had more than one minority serving status. One grantee (25 participants) qualified as an HSI and a PBI, and one grantee (132 participants) qualified as an HSI and an AANAPISI.

⁶Based on the Carnegie Foundation's Basic Classification, a classification framework developed by the Carnegie Commission on Higher Education to support its research program. Classifications are time-specific snapshots of institutional attributes and behavior based on 2019-20 data. R1 and R2 institutions include those that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures. For the full definition and methodology go to https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php.

⁷Gender includes 45 students who were reported as unknown/not declared. These cases are not presented in the table.

⁸Race/ethnicity includes 24 students who were reported as unknown. These cases are not reported in the table.

⁹Attended community college includes 30 students who were reported as unknown. These cases are not reported in the table.

¹⁰Project participation includes 13 students who were reported as unknown. These cases are not reported in the table.

¹¹Funding source includes 20 students who were reported as unknown. These cases are not reported in the table.

¹²Federal only means only federal funds were used to provide services to the student.

¹³Partially supported with federal funds means federal and other sources such as institutional funds were used to provide services to the student.

¹⁴Undergraduate Science, Technology, Engineering or Mathematics (STEM) major includes five students who were reported as unknown. These cases are not reported in the table.

¹⁵STEM (i.e., "hard sciences") includes disciplines such as computer and information sciences; engineering; life sciences including agricultural sciences/natural resources, biological/biomedical sciences, and health sciences; mathematics; and physical sciences, including astronomy, atmospheric science and meteorology, chemistry, geological and earth sciences, ocean/marine sciences, and physics.

NOTE: In the 2017-22 grant cycle, 187 Institutions of Higher Education (IHEs) were funded; each of which provided services to participants in academic year 2019-2020. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report Data, 2019-20, and Funding Projects Database, 2012-20; and U.S. Department of Education, Office of Postsecondary Education, FY 2019 Eligibility Matrix.



Table A-2. Number and percentage of McNair scholars who participated in research, other scholarly activity, or McNair internship, by grantee and participant characteristics: 2019–20

Characteristics	Total number of 2019-20 McNair scholars	Participated in at least one research, other scholarly activity, or McNair internship		Participated in research		Participated in other scholarly activity		Participated in McNair internship	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,806	5,422	93.4	4,442	76.5	5,019	86.4	3,592	61.9
Grantee-level characteristics¹									
Project funding history									
Newly funded in grant cycle 2017–22	1,338	1,219	91.1	1,049	78.4	1,139	85.1	766	57.2
Funded in 2012-17 funding cycle and in 2017-22	4,468	4,203	94.1	3,393	75.9	3,880	86.8	2,826	63.2
Control ²									
Public	4,302	4,020	93.4	3,307	76.9	3,723	86.5	2,722	63.3
Private, not-for-profit	1,504	1,402	93.2	1,135	75.5	1,296	86.2	870	57.8
Minority serving institution status									
Historically Black Colleges and Universities (HBCU) or Predominantly Black Institutions (PBI)	338	321	95.0	234	69.2	314	92.9	198	58.6
Hispanic-Serving Institutions (HSI)	913	865	94.7	766	83.9	833	91.2	589	64.5
Asian American and Native American Pacific Islander-serving institutions (AANAPISI)	238	221	92.9	205	86.1	205	86.1	151	63.4
Institution has more than one minority serving institution status ³	157	138	87.9	132	84.1	138	87.9	116	73.9
Non-minority serving institution	4,160	3,877	93.2	3,105	74.6	3,529	84.8	2,538	61.0
Carnegie code ⁴									
R1: Doctoral Universities - very high research activity	1,872	1,751	93.5	1,484	79.3	1,607	85.8	1,251	66.8
R2: Doctoral Universities - high research activity	1,130	1,089	96.4	786	69.6	1,038	91.9	634	56.1
Other Carnegie code	2,804	2,582	92.1	2,172	77.5	2,374	84.7	1,707	60.9
Participant-level characteristics									
Participant status									
New participant	2,434	2,332	95.8	1,917	78.8	2,101	86.3	2,040	83.8
Continuing participant	3,372	3,090	91.6	2,525	74.9	2,918	86.5	1,552	46.0
Gender ⁵									
Female	4,017	3,744	93.2	3,076	76.6	3,468	86.3	2,518	62.7
Male	1,744	1,634	93.7	1,332	76.4	1,510	86.6	1,044	59.9
Race/ethnicity ⁶									
American Indian or Alaskan Native, non-Hispanic	108	104	96.3	89	82.4	97	89.8	63	58.3
Asian or Pacific Islander, non-Hispanic	303	290	95.7	253	83.5	272	89.8	184	60.7
Black, non-Hispanic	1,917	1,784	93.1	1,405	73.3	1,663	86.8	1,198	62.5
Hispanic, any race	2,170	2,022	93.2	1,714	79.0	1,883	86.8	1,342	61.8
Native Hawaiian or Other Pacific Islander, non-Hispanic	45	41	91.1	34	75.6	41	91.1	27	60.0
White, non-Hispanic	963	896	93.0	711	73.8	800	83.1	597	62.0
More than one race, non-Hispanic	276	262	94.9	218	79.0	242	87.7	168	60.9

—Continued, Table A-2



Characteristics	Total number of 2019-20 McNair scholars	Participated in at least one research, other scholarly activity, or McNair internship		Participated in research		Participated in other scholarly activity		Participated in McNair internship		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Attended community college ⁷										
Yes	1,617	1,514	93.6	1,250	77.3	1,426	88.2	1,030	63.7	
No	4,159	3,879	93.3	3,169	76.2	3,566	85.7	2,538	61.0	
Project participation ⁸										
Full academic year	2,271	2,116	93.2	1,732	76.3	1,969	86.7	1,011	44.5	
Part of academic year	725	612	84.4	438	60.4	569	78.5	248	34.2	
Summer only	295	257	87.1	145	49.2	182	61.7	214	72.5	
Full academic year and summer	1,720	1,671	97.2	1,492	86.7	1,588	92.3	1,438	83.6	
Part of academic year and summer	782	765	97.8	634	81.1	710	90.8	680	87.0	
Funding source ⁹										
Federal funds only ¹⁰	4,001	3,713	92.8	3,059	76.5	3,498	87.4	2,444	61.1	
Partially supported with non-federal funds ¹¹	1,785	1,707	95.6	1,381	77.4	1,519	85.1	1,146	64.2	
Undergraduate Science, Technology, Engineering or Mathematics (STEM) major ¹²										
STEM (Hard Sciences) ¹³	2,814	2,641	93.9	2,176	77.3	2,438	86.6	1,694	60.2	
Social/Behavioral Sciences	1,956	1,840	94.1	1,518	77.6	1,701	87.0	1,274	65.1	
Non-STEM	1,020	927	90.9	738	72.4	867	85.0	612	60.0	
Undeclared	11	9	81.8	8	72.7	8	72.7	8	72.7	

¹All counts and percentages reported in the table are of the McNair participants served.

²All McNair grantees are 4-year institutions.

³Two grantees had more than one minority serving status. One grantee (25 participants) qualified as an HSI and a PBI, and one grantee (132 participants) qualified as an HSI and an AANAPISI.

⁴Based on the Carnegie Foundation's Basic Classification, a classification framework developed by the Carnegie Commission on Higher Education to support its research program. Classifications are time-specific snapshots of institutional attributes and behavior based on 2019-20 data. R1 and R2 institutions include those that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures. For the full definition and methodology go to https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php.

⁵Gender includes 45 students who were reported as unknown/not declared. These cases are not presented in the table.

⁶Race/ethnicity includes 24 students who were reported as unknown. These cases are not reported in the table.

⁷Attended community college includes 30 students who were reported as unknown. These cases are not reported in the table.

⁸Project participation includes 13 students who were reported as unknown. These cases are not reported in the table.

⁹Funding source includes 20 students who were reported as unknown. These cases are not reported in the table.

¹⁰Federal only means only federal dollars were used to provide services to the student.

¹¹Partially supported with non-federal funds means federal and other sources such as institutional funds were used to provide services to the student.

¹²Undergraduate Science, Technology, Engineering or Mathematics (STEM) major includes five students who were reported as unknown. These cases are not reported in the table.

¹³STEM (i.e., "hard sciences") includes disciplines such as computer and information sciences; engineering; life sciences including agricultural sciences/natural resources, biological/biomedical sciences, and health sciences; mathematics; and physical sciences, including astronomy, atmospheric science and meteorology, chemistry, geological and earth sciences, ocean/marine sciences, and physics.

NOTE: In the 2017-22 grant cycle, 187 Institutions of Higher Education (IHEs) were funded; each of which provided services to participants in academic year 2019-2020. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report Data, 2019-20, and Funding Projects Database, 2012-20; and U.S. Department of Education, Office of Postsecondary Education, FY 2019 Eligibility Matrix.



Table A-3. Number and percent of McNair scholars who completed at least one research, other scholarly activity, or McNair internship by activity types: 2019-20

Characteristics	Total number of 2019-20 McNair scholars who participated in at least one research, other scholarly activity, or McNair internship	No research, other scholarly activity, or McNair internship completed		Completed at least one research, other scholarly activity, or McNair internship														
				Completed research only		Completed other scholarly activity only		Completed McNair internship only		Completed research and other scholarly activity only		Completed research and McNair internship only		Completed other scholarly activity and McNair internship only		Completed research, other scholarly activity, and McNair internship		
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Total	5,422	188	3.4	137	2.5	698	12.9	175	3.2	1,055	19.5	95	1.8	256	4.7	2,818	52.0	
Grantee-level characteristics¹																		
Project funding history																		
Newly funded in grant cycle 2017–22	1,219	43	3.5	‡	≤5	163	13.4	‡	≤1	253	20.8	38	3.1	20	1.6	652	53.5	
Funded in 2012-17 funding cycle and in 2017-22	4,203	145	3.4	‡	≤3	535	12.7	‡	≤5	802	19.1	57	1.4	236	5.6	2,166	51.5	
Control ²																		
Public	4,020	138	3.4	106	2.6	509	12.7	138	3.4	719	17.9	69	1.7	193	4.8	2,148	53.4	
Private, not-for-profit	1,402	50	3.6	31	2.2	189	13.5	37	2.6	336	24.0	26	1.9	63	4.5	670	47.8	
Minority serving institution status																		
Historically Black Colleges and Universities (HBCU) or Predominantly Black Institutions (PBI)	321	14	4.4	‡	≤5	64	19.9	‡	≤5	48	15.0	‡	≤5	‡	≤10	158	49.2	
Hispanic-Serving Institutions (HSI)	865	34	3.9	16	1.8	109	12.6	‡	≤2	162	18.7	‡	≤1	33	3.8	503	58.2	
Asian American and Native American Pacific Islander-serving institutions (AANAPISI)	221	12	5.4	‡	≤5	8	3.6	16	7.2	‡	≤29	‡	≤5	‡	≤5	123	55.7	
Institution has more than one minority serving institution status ³	138	4	2.9	‡	≤5	7	5.1	‡	≤5	‡	≤14	‡	≤5	‡	≤5	110	79.7	
Non-minority serving institution	3,877	124	3.2	112	2.9	510	13.2	152	3.9	771	19.9	88	2.3	196	5.1	1,924	49.6	
Carnegie code ⁴																		
R1: Doctoral Universities - very high research activity	1,751	49	2.8	32	1.8	159	9.1	90	5.1	308	17.6	12	0.7	42	2.4	1,059	60.5	

—Continued, Table A-3



Characteristics	Total number of 2019-20 McNair scholars who participated in at least one research, other scholarly activity, or McNair internship	No research, other scholarly activity, or McNair internship completed		Completed at least one research, other scholarly activity, or McNair internship															
				Completed research only		Completed other scholarly activity only		Completed McNair internship only		Completed research and other scholarly activity only		Completed research and McNair internship only		Completed other scholarly activity and McNair internship only		Completed research, other scholarly activity, and McNair internship			
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
R2: Doctoral Universities - high research activity	1,089	42	3.9	27	2.5	214	19.7	31	2.8	232	21.3	7	0.6	93	8.5	443	40.7		
Other Carnegie code	2,582	97	3.8	78	3.0	325	12.6	54	2.1	515	19.9	76	2.9	121	4.7	1,316	51.0		
Participant-level characteristics																			
Participant status																			
New participant	2,332	79	3.4	38	1.6	183	7.8	131	5.6	142	6.1	58	2.5	199	8.5	1,502	64.4		
Continuing participant	3,090	109	3.5	99	3.2	515	16.7	44	1.4	913	29.5	37	1.2	57	1.8	1,316	42.6		
Gender⁵																			
Female	3,744	114	3.0	89	2.4	476	12.7	114	3.0	705	18.8	79	2.1	178	4.8	1,989	53.1		
Male	1,634	73	4.5	47	2.9	217	13.3	59	3.6	337	20.6	16	1.0	74	4.5	811	49.6		
Race/ethnicity⁶																			
American Indian or Alaskan Native, non-Hispanic	104	‡	≤5	‡	≤5	14	13.5	‡	≤5	27	26.0	‡	≤5	‡	≤10	48	46.2		
Asian or Pacific Islander, non-Hispanic	290	‡	≤5	7	2.4	‡	≤11	9	3.1	77	26.6	4	1.4	11	3.8	154	53.1		
Black, non-Hispanic	1,784	66	3.7	45	2.5	270	15.1	56	3.1	282	15.8	25	1.4	86	4.8	954	53.5		
Hispanic, any race	2,022	76	3.8	47	2.3	219	10.8	68	3.4	439	21.7	22	1.1	80	4.0	1,071	53.0		
Native Hawaiian or Other Pacific Islander, non-Hispanic	41	‡	≤10	‡	≤10	‡	≤25	‡	≤10	7	17.1	‡	≤10	‡	≤10	24	58.5		
White, non-Hispanic	896	31	3.5	26	2.9	122	13.6	34	3.8	163	18.2	36	4.0	59	6.6	425	47.4		
More than one race, non-Hispanic	262	‡	≤5	‡	≤5	36	13.7	‡	≤5	56	21.4	‡	≤5	11	4.2	131	50.0		
Attended community college⁷																			
Yes	1,514	52	3.4	28	1.8	217	14.3	41	2.7	268	17.7	22	1.5	74	4.9	812	53.6		
No	3,879	136	3.5	109	2.8	478	12.3	132	3.4	784	20.2	73	1.9	173	4.5	1,994	51.4		
Project participation⁸																			
Full academic year	2,116	57	2.7	85	4.0	339	16.0	57	2.7	689	32.6	16	0.8	32	1.5	841	39.7		
Part of academic year	612	65	10.6	24	3.9	173	28.3	‡	≤2	144	23.5	‡	≤1	21	3.4	176	28.8		
Summer only	257	11	4.3	4	1.6	30	11.7	59	23.0	14	5.4	13	5.1	29	11.3	97	37.7		

—Continued, Table A-3



Characteristics	Total number of 2019-20 McNair scholars who participated in at least one research, other scholarly activity, or McNair internship	Completed at least one research, other scholarly activity, or McNair internship															
		No research, other scholarly activity, or McNair internship completed		Completed research only		Completed other scholarly activity only		Completed McNair internship only		Completed research and other scholarly activity only		Completed research and McNair internship only		Completed other scholarly activity and McNair internship only		Completed research, other scholarly activity, and McNair internship	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Full academic year and summer	1,671	35	2.1	14	0.8	108	6.5	23	1.4	155	9.3	45	2.7	91	5.4	1,200	71.8
Part of academic year and summer	765	20	2.6	10	1.3	48	6.3	‡	≤5	53	6.9	‡	≤4	83	10.8	503	65.8
Funding source⁹																	
Federal funds only ¹⁰	3,713	115	3.1	90	2.4	524	14.1	93	2.5	718	19.3	51	1.4	142	3.8	1,980	53.3
Partially supported with non-federal funds ¹¹	1,707	73	4.3	47	2.8	174	10.2	82	4.8	337	19.7	44	2.6	113	6.6	837	49.0
Undergraduate Science, Technology, Engineering or Mathematics (STEM) major¹²																	
STEM (Hard Sciences) ¹³	2,641	92	3.5	68	2.6	320	12.1	87	3.3	575	21.8	42	1.6	127	4.8	1,330	50.4
Social/Behavioral Sciences	1,840	59	3.2	53	2.9	224	12.2	55	3.0	308	16.7	33	1.8	85	4.6	1,023	55.6
Non-STEM	927	‡	≤5	‡	≤3	‡	≤17	‡	≤4	‡	≤19	‡	≤3	‡	≤5	‡	≤72
Undeclared	9	‡	≤50	‡	≤50	‡	≤50	‡	≤50	‡	≤50	‡	≤50	‡	≤50	‡	≥50

‡Reporting standards not met.

¹All counts and percentages reported in the table are of the McNair participants served.

²All McNair grantees are 4-year institutions.

³Two grantees had more than one minority serving status. One grantee (25 participants) qualified as an HSI and a PBI, and one grantee (132 participants) qualified as an HSI and an AANAPISI.

⁴Based on the Carnegie Foundation's Basic Classification, a classification framework developed by the Carnegie Commission on Higher Education to support its research program. Classifications are time-specific snapshots of institutional attributes and behavior based on 2019-20 data. R1 and R2 institutions include those that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures. For the full definition and methodology go to https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php.

⁵Gender includes 44 students who were reported as unknown/not declared. These cases are not presented in the table.

⁶Race/ethnicity includes 23 students who were reported as unknown. These cases are not reported in the table.

⁷Attended community college includes 29 students who were reported as unknown. These cases are not reported in the table.

⁸Project participation includes one student who was reported as unknown. This case is not reported in the table.

⁹Funding source includes two students who were reported as unknown. These cases are not reported in the table.

¹⁰Federal only means only federal dollars were used to provide services to the student.

¹¹Partially supported with non-federal funds means federal and other sources such as institutional funds were used to provide services to the student.

¹²Undergraduate Science, Technology, Engineering or Mathematics (STEM) major includes five students who were reported as unknown. These cases are not reported in the table.

¹³STEM (i.e., "hard sciences") includes disciplines such as computer and information sciences; engineering; life sciences including agricultural sciences/natural resources, biological/biomedical sciences, and health sciences; mathematics; and physical sciences, including astronomy, atmospheric science and meteorology, chemistry, geological and earth sciences, ocean/marine sciences, and physics.

NOTE: In the 2017-22 grant cycle, 187 Institutions of Higher Education (IHEs) were funded; each of which provided services to participants in academic year 2019-2020. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report Data, 2019-20, and Funding Projects Database, 2012-20; and U.S. Department of Education, Office of Postsecondary Education, FY 2019 Eligibility Matrix.



Table A-4. Total number of 2016–17 McNair bachelor’s degree recipients and percent enrolled in graduate school within three years of earning bachelor’s degree, by participant characteristics: 2019–20

Characteristics	Total number in 2016–17 McNair bachelor’s degree cohort	Percent enrolled in graduate school within:		
		1 year	2 years	3 years
Total	1,907	51.4	59.7	64.1
Grantee-level characteristics¹				
Control ²				
Public	1,433	52.3	60.1	64.6
Private, not-for-profit	474	49.0	58.7	62.9
Minority serving institution status				
Historically Black Colleges and Universities (HBCU) or Predominantly Black Institutions (PBI)	53	30.2	35.9	41.5
Hispanic-Serving Institutions (HSI)	284	58.8	68.0	71.5
Asian American and Native American Pacific Islander-serving institutions (AANAPISI)	113	33.6	46.9	53.1
Institution has more than one minority serving institution status ³	53	54.7	64.2	69.8
Non-minority serving institution	1,404	52.1	59.8	64.2
Carnegie code ⁴				
R1: Doctoral Universities - very high research activity	698	53.3	60.3	64.5
R2: Doctoral Universities - high research activity	374	50.3	59.1	62.0
Other Carnegie code	835	50.4	59.5	64.8
Participant-level characteristics				
Bachelor’s degree recipient’s gender				
Female	1,286	51.8	59.4	64.2
Male	621	50.7	60.4	63.9
Bachelor’s degree recipient’s race/ethnicity ⁵				
American Indian or Alaskan Native only, non-Hispanic	51	66.7	74.5	82.4
Asian or Pacific Islander, non-Hispanic	107	44.9	56.1	62.6
Black, non-Hispanic	596	49.3	58.1	62.9
Hispanic, any race	661	51.9	60.1	64.5
Native Hawaiian or Other Pacific Islander only, non-Hispanic	16	62.5	62.5	68.8
White, non-Hispanic	390	52.6	59.7	62.8
More than one race, non-Hispanic	80	53.8	63.8	66.3
Bachelor’s degree recipients who attended community college reported within three years of bachelor’s degree attainment ⁶				
Yes	578	51.6	59.2	62.8
No	1,316	51.7	60.2	64.9
Bachelor’s degree recipient’s eligibility status reported within three years of bachelor’s degree attainment				
First-generation, and low-income only, not underrepresented	485	50.7	58.8	62.7
First-generation, low-income, and underrepresented only	892	49.6	58.2	62.8
Underrepresented, and first-generation only, not low-income	154	52.6	60.4	66.9
Underrepresented, and low-income only, not first-generation	110	57.3	63.6	65.5
Underrepresented only, not first-generation or low-income	266	56.0	64.7	69.2

—Continued, Table A-4



Characteristics	Total number in 2016–17 McNair bachelor's degree cohort	Percent enrolled in graduate school within:		
		1 year	2 years	3 years
Bachelor's degree recipient's average length of project participation reported within three years of bachelor's degree attainment				
1 year	740	54.1	62.7	67.2
2 years	808	54.3	62.3	67.3
3 years	292	42.8	52.4	55.1
4 years or more	67	25.4	28.4	31.3
Bachelor's degree recipient's main field of study reported within three years of bachelor's degree attainment				
Science and Engineering	902	51.8	59.7	63.5
Social Sciences	646	51.9	61.2	66.7
Humanities, Other	359	49.9	57.4	61.0
Bachelor's degree recipient's cumulative GPA reported within three years of bachelor's degree attainment ⁷				
Less than 2.99	201	38.3	49.3	52.2
3.00-3.49	756	48.8	56.2	61.4
3.50 -5.00	900	57.7	66.2	70.2
Bachelor's degree recipients who completed graduate school admissions test within three years of bachelor's degree attainment ⁸				
Yes	1,332	65.7	73.8	78.5
No/Not applicable ⁹	512	18.4	27.3	31.1

¹All counts and percentages reported in the table are of the McNair participants served.

²All McNair grantees are 4-year institutions.

³Of these 53 participants, 45 participants attended an institution whose minority serving status was both an HSI and AANAPISI, and eight participants attended an institution that was both an HSI and a PBI.

⁴Based on the Carnegie Foundation's Basic Classification, a classification framework developed by the Carnegie Commission on Higher Education to support its research program. Classifications are time-specific snapshots of institutional attributes and behavior based on 2019-20 data. R1 and R2 institutions include those that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures. For the full definition and methodology go to https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php.

⁵Race/ethnicity reported within three years of bachelor's degree attainment includes six students who were reported as unknown. These cases are not reported in the table.

⁶Attended community college reported within three years of bachelor's degree attainment includes 13 students who were reported as unknown. These cases are not reported in the table.

⁷Cumulative GPA reported within three years of bachelor's degree attainment includes 50 students who were reported as unknown. These cases are not reported in the table.

⁸Completion of graduate school admissions test within three years of bachelor's degree attainment includes 63 students who were reported as unknown. These cases are not reported in the table.

⁹Not applicable means McNair scholar was not required to take a graduate admissions test.

NOTE: Participants in the 2016–17 bachelor's degree cohort were included in the graduate school enrollment measure if they were associated with a project that was funded in 2019–20. Of the 187 IHEs funded in academic year 2019-2020, 142 IHEs had at least one participant who was in the 2016-17 bachelor's degree cohort; the other 45 IHEs were newly funded in the 2017-22 grant cycle.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report Data, 2019-20, and Funding Projects Database, 2012–20; and U.S. Department of Education, Office of Postsecondary Education, FY 2019 Eligibility Matrix.



Table A-5. Total number of 2007–08, 2008–09, or 2009–10 McNair bachelor's degree recipients, and number and percent by graduate education status at 10 years after bachelor's degree attainment and characteristics: 2019–20

Characteristics	Total number in 2007–08, 2008–09, or 2009–10 McNair bachelor's degree recipient cohorts	Total number in 2007-08, 2008-09, or 2009-10 bachelor's degree recipient cohorts that never enrolled in graduate school within 10 years of bachelor's degree attainment		Graduate degree and enrollment status at 10 years after bachelor's degree attainment among participants who ever enrolled in graduate school									
		Number	Percent	Not enrolled at year 10, no graduate degree or research doctorate		Not enrolled at year 10, obtained graduate degree, not research doctorate		Enrolled at year 10, no graduate degree or research doctorate		Enrolled at year 10, obtained graduate degree, not research doctorate		Obtained research doctorate	
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	4,836	964	19.9	381	7.9	2,161	44.7	182	3.8	470	9.7	678	14.0
Grantee-level characteristics¹													
Control ²													
Public	3,775	707	18.7	310	8.2	1,688	44.7	140	3.7	380	10.1	550	14.6
Private, not-for-profit	1,061	257	24.2	71	6.7	473	44.6	42	4.0	90	8.5	128	12.1
Minority serving status	1,295	258	19.9	107	8.3	544	42.0	60	4.6	121	9.3	205	15.8
Historically Black Colleges and Universities (HBCU) or Predominantly Black Institutions (PBI)	105	24	22.9	6	5.7	40	38.1	6	5.7	12	11.4	17	16.2
Hispanic-Serving Institutions (HSI)	718	132	18.4	75	10.4	310	43.2	32	4.5	60	8.4	109	15.2
Asian American and Native American Pacific Islander-serving institutions (AANAPISI)	312	66	21.2	22	2.5	128	41.0	16	5.1	31	9.9	49	15.7
Institution has more than one minority serving institution status ³	160	36	22.5	4	2.5	66	41.3	6	3.8	18	11.3	30	18.8
Non-minority serving institution	3,541	706	19.9	274	7.7	1,617	45.7	122	3.4	349	9.9	473	13.4
Carnegie code ⁴													
R1: Doctoral Universities - very high research activity	1,946	356	18.3	128	6.6	860	44.2	73	3.8	212	10.9	317	16.3
R2: Doctoral Universities - high research activity	837	170	20.3	76	9.1	378	45.2	33	3.9	76	9.1	104	12.4
Other Carnegie code	2,053	438	21.3	177	8.6	923	45.0	76	3.7	182	8.9	257	12.5
Participant-level characteristics													
Gender													
Female	3,275	651	19.9	226	6.9	1,537	46.9	113	3.5	317	9.7	431	13.2
Male	1,561	313	20.1	155	9.9	624	40.0	69	4.4	153	9.8	247	15.8
Race/ethnicity ⁵													
American Indian or Alaskan Native, non-Hispanic	147	31	21.1	20	13.6	58	39.5	‡	≤6	‡	≤12	21	14.3
Asian or Pacific Islander, non-Hispanic	308	52	16.9	23	7.5	132	42.9	16	5.2	25	8.1	60	19.5
Black, non-Hispanic	1,711	315	18.4	120	7.0	819	47.9	83	4.9	174	10.2	200	11.7

—Continued, Table A-5



Characteristics	Total number in 2007–08, 2008–09, or 2009–10 McNair bachelor's degree recipient cohorts	Total number in 2007–08, 2008–09, or 2009–10 bachelor's degree recipient cohorts that never enrolled in graduate school within 10 years of bachelor's degree attainment		Graduate degree and enrollment status at 10 years after bachelor's degree attainment among participants who ever enrolled in graduate school									
		Number	Percent	Not enrolled at year 10, no graduate degree or research doctorate		Not enrolled at year 10, obtained graduate degree, not research doctorate		Enrolled at year 10, no graduate degree or research doctorate		Enrolled at year 10, obtained graduate degree, not research doctorate		Obtained research doctorate	
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Hispanic, any race	1,395	307	22.0	93	6.7	593	42.5	49	3.5	143	10.3	210	15.1
Native Hawaiian or Other Pacific Islander, non-Hispanic	35	5	14.3	‡	≤15	13	37.1	‡	≤15	‡	≤23	11	31.4
White, non-Hispanic	1,067	224	21.0	111	10.4	458	42.9	27	2.5	87	8.2	160	15.0
More than one race, non-Hispanic	102	19	18.6	‡	≤9	46	45.1	‡	≤5	16	15.7	13	12.7
Attended community college ⁶													
Yes	1,354	261	19.3	145	10.7	584	43.1	58	4.3	154	11.4	152	11.2
No	3,016	586	19.4	215	7.1	1,392	46.2	110	3.6	269	8.9	444	14.7
Eligibility status ⁷													
First-generation and low-income only, not underrepresented	1,312	272	20.7	131	10.0	558	42.5	41	3.1	110	8.4	200	15.2
First-generation, low-income, and underrepresented only	2,280	463	20.3	175	7.7	1,030	45.2	94	4.1	252	11.1	266	11.7
Underrepresented and first-generation only, not low-income	392	83	21.2	25	6.4	175	44.6	16	4.1	37	9.4	56	14.3
Underrepresented and low-income only, not first-generation	233	37	15.9	21	9.0	98	42.1	11	4.7	21	9.0	45	19.3
Underrepresented only, not first-generation or low-income	617	109	17.7	29	4.7	299	48.5	20	3.2	50	8.1	110	17.8
Average length of project participation													
1 year	1,969	329	16.7	137	7.0	924	46.9	69	3.5	215	10.9	295	15.0
2 years	2,016	362	18.0	157	7.8	928	46.0	76	3.8	189	9.4	304	15.1
3 years	599	155	25.9	60	10.0	230	38.4	32	5.3	52	8.7	70	11.7
4 years or more	252	118	46.8	27	10.7	79	31.3	5	2.0	14	5.6	9	3.6
Main field of study at point of bachelor's degree attainment													
Science and Engineering	1,563	298	19.1	134	8.6	652	41.7	59	3.8	135	8.6	285	18.2
Social Sciences	1,771	331	18.7	131	7.4	802	45.3	73	4.1	181	10.2	253	14.3
Humanities, Other	1,502	335	22.3	116	7.7	707	47.1	50	3.3	154	10.3	140	9.3
Cumulative GPA ⁸													
Less than 2.99	633	223	35.2	72	11.4	230	36.3	29	4.6	52	8.2	27	4.3
3.00–3.49	2,045	438	21.4	175	8.6	912	44.6	82	4.0	207	10.1	231	11.3
3.50–5.00	1,941	243	12.5	125	6.4	938	48.3	63	3.2	177	9.1	395	20.4
Completion of graduate school admissions test within three years of bachelor's degree attainment ⁹													
Yes	3,193	236	7.4	264	8.3	1,642	51.4	119	3.7	338	10.6	594	18.6
No/Not applicable ¹⁰	1,028	486	47.3	82	8.0	301	29.3	36	3.5	81	7.9	42	4.1

—Continued, Table A-5



Characteristics	Total number in 2007–08, 2008–09, or 2009–10 McNair bachelor's degree recipient cohorts	Total number in 2007–08, 2008–09, or 2009–10 bachelor's degree recipient cohorts that never enrolled in graduate school within 10 years of bachelor's degree attainment		Graduate degree and enrollment status at 10 years after bachelor's degree attainment among participants who ever enrolled in graduate school									
		Number	Percent	Not enrolled at year 10, no graduate degree or research doctorate		Not enrolled at year 10, obtained graduate degree, not research doctorate		Enrolled at year 10, no graduate degree or research doctorate		Enrolled at year 10, obtained graduate degree, not research doctorate		Obtained research doctorate	
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Graduate student's main field of study ¹¹													
Business or Communications	394	0	0.0	‡	≤10	281	71.3	‡	≤5	49	12.4	17	4.3
Computer and Information Sciences, Engineering, or Mathematics	247	0	0.0	‡	≤18	121	49.0	‡	≤5	20	8.1	64	25.9
Life Sciences, or Physical Sciences	965	0	0.0	89	9.2	492	51.0	60	6.2	103	10.7	215	22.3
Education	479	0	0.0	33	6.9	285	59.5	15	3.1	74	15.4	64	13.4
Humanities, Social Sciences, or Psychology	1,612	0	0.0	128	7.9	916	56.8	65	4.0	198	12.3	298	18.5
Not applicable, has not enrolled in graduate school	838	838	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Gap years before first graduate enrollment after bachelor's degree attainment													
First enrolled in graduate school within two years	3,339	0	0.0	318	9.5	1,895	56.8	103	3.1	364	10.9	659	19.7
First enrolled in graduate school in year three or four	296	0	0.0	‡	≤14	176	59.5	17	5.7	47	15.9	‡	≤7
First enrolled in graduate school in year five or six	143	0	0.0	‡	≤17	75	52.5	14	9.8	31	21.7	‡	≤5
First enrolled in graduate school in year seven, eight, nine, or ten	94	0	0.0	‡	≤5	15	16.0	48	51.1	28	29.8	‡	≤5
Did not enroll in graduate school	964	964	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

‡Reporting standards not met.

¹All counts and percentages reported in the table are of the McNair participants served. The 4,836 participants were served by 131 grantees.

²All McNair grantees are 4-year institutions.

³Two grantees had more than one minority serving status. One grantee (six participants) qualified as an HSI and a PBI, and one grantee (153 participants) qualified as an HSI and an AANAPISI.

⁴Based on the Carnegie Foundation's Basic Classification, a classification framework developed by the Carnegie Commission on Higher Education to support its research program. Classifications are time-specific snapshots of institutional attributes and behavior based on 2019-20 data. R1 and R2 institutions include those that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures. For the full definition and methodology go to https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php.

⁵Race/ethnicity includes 71 students who were reported as unknown. These cases are not reported in the table.

⁶Attended community college includes 466 students who were reported as unknown. These cases are not reported in the table.

⁷Eligibility status includes two students who were reported as unknown. These cases are not reported in the table.

⁸Cumulative GPA includes 217 students who were reported as unknown. These cases are not reported in the table.

⁹Completion of graduate school admissions test within three years of bachelor's degree attainment includes 615 students who were reported as unknown. These cases are not reported in the table.

¹⁰Not applicable means McNair scholar was not required to take a graduate admissions test.

¹¹Graduate student's main field of study includes 301 students who were reported as unknown and 24 cases who were reported in a graduate school main field of study but were not enrolled in graduate school. These cases are not reported in the table.

NOTE: Research doctorate degrees include Doctor of Philosophy, Doctor of Education, or other research-intensive doctorate degrees.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report Data, 2017-20, and Funding Projects Database, 2012-20; and U.S. Department of Education, Office of Postsecondary Education, FY 2019 Eligibility Matrix.



Table A-6. Total number of 2009–10 McNair bachelor's degree recipients and number and percent who earned a research doctorate within 10 years of earning bachelor's degree, by grantee and student characteristics: 2019–20

Characteristics	Total number in 2009–10 McNair bachelor's degree recipient cohort	Earned research doctorate within 6 years of bachelor's degree completion		Earned research doctorate within 7 years of bachelor's degree completion		Earned research doctorate within 8 years of bachelor's degree completion		Earned research doctorate within 9 years of bachelor's degree completion		Earned research doctorate within 10 years of bachelor's degree completion		Did not earn research doctorate within 10 years of bachelor's degree completion	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,791	104	5.8	147	8.2	185	10.3	223	12.5	257	14.4	1,534	85.7
Grantee-level characteristics¹													
Control²													
Public	1,365	76	5.6	115	8.4	143	10.5	175	12.8	199	14.6	1,166	85.4
Private, not-for-profit	426	28	6.6	32	7.5	42	9.9	48	11.3	58	13.6	368	86.4
Minority serving institution status	464	26	5.6	36	7.8	48	10.3	64	13.8	75	16.2	389	83.8
Historically Black Colleges and Universities (HBCU) or Predominantly Black Institutions (PBI)	37	‡	≤15	‡	≤15	‡	≤15	‡	≤15	‡	≤28	‡	≥85
Hispanic-Serving Institutions (HSI)	268	11	4.1	18	6.7	25	9.3	36	13.4	41	15.3	227	84.7
Asian American and Native American Pacific Islander-serving institutions (AANAPISI)	111	8	7.2	9	8.1	11	9.9	14	12.6	16	14.4	95	85.6
Institution has more than one minority serving institution status ³	48	‡	≤21	‡	≤25	‡	≤30	‡	≤33	‡	≤34	‡	≥90
Non-minority serving institution	1,327	78	5.9	111	8.4	137	10.3	159	12.0	182	13.7	1,145	86.3
Carnegie code⁴													
R1: Doctoral Universities - very high research activity	690	40	5.8	59	8.6	80	11.6	96	13.9	113	16.4	577	83.6
R2: Doctoral Universities - high research activity	332	17	5.1	24	7.2	26	7.8	33	9.9	38	11.5	294	88.6
Other Carnegie code	769	47	6.1	64	8.3	79	10.3	94	12.2	106	13.8	663	86.2
Participant-level characteristics													
Gender													
Female	1,229	59	4.8	90	7.3	118	9.6	142	11.6	166	13.5	1,063	86.5
Male	562	45	8.0	57	10.1	67	11.9	81	14.4	91	16.2	471	83.8
Race/ethnicity⁵													
American Indian or Alaskan Native, non-Hispanic	49	‡	≤17	‡	≤19	6	12.2	6	12.2	7	14.3	42	85.7
Asian or Pacific Islander, non-Hispanic	123	7	5.7	10	8.1	15	12.2	20	16.3	23	18.7	100	81.3
Black, non-Hispanic	643	29	4.5	41	6.4	53	8.2	69	10.7	82	12.8	561	87.3
Hispanic, any race	519	28	5.4	45	8.7	55	10.6	64	12.3	72	13.9	447	86.1

—Continued, Table A-6



Characteristics	Total number in 2009–10 McNair bachelor's degree recipient cohort	Earned research doctorate within 6 years of bachelor's degree completion		Earned research doctorate within 7 years of bachelor's degree completion		Earned research doctorate within 8 years of bachelor's degree completion		Earned research doctorate within 9 years of bachelor's degree completion		Earned research doctorate within 10 years of bachelor's degree completion		Did not earn research doctorate within 10 years of bachelor's degree completion	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Native Hawaiian or Other Pacific Islander, non-Hispanic	15	‡	≤30	‡	≤30	‡	≤30	‡	≤54	‡	≤60	‡	≥70
White, non-Hispanic	376	32	8.5	40	10.6	49	13.0	55	14.6	62	16.5	314	83.5
More than one race, non-Hispanic	42	‡	≤10	‡	≤10	‡	≤20	‡	≤20	‡	≤20	‡	≥90
Attended community college ⁶													
Yes	502	16	3.2	25	5.0	31	6.2	45	9.0	55	11.0	447	89.0
No	1,147	75	6.5	103	9.0	132	11.5	150	13.1	173	15.1	974	84.9
Eligibility status													
First-generation and/or low-income only, not underrepresented	478	36	7.5	45	9.4	58	12.1	68	14.2	77	16.1	401	83.9
First-generation, low-income, and underrepresented only	813	28	3.4	46	5.7	64	7.9	80	9.8	92	11.3	721	88.7
Underrepresented and first-generation only, not low-income	157	4	2.6	8	5.1	9	5.7	14	8.9	18	11.5	139	88.5
Underrepresented and low-income only, not first-generation	86	12	14.0	13	15.1	15	17.4	17	19.8	20	23.3	66	76.7
Underrepresented only, not first-generation or low-income	257	24	9.3	35	13.6	39	15.2	44	17.1	50	19.5	207	80.5
Average length of project participation													
1 year	676	39	5.8	62	9.2	76	11.2	95	14.1	113	16.7	563	83.3
2 years	828	54	6.5	72	8.7	90	10.9	106	12.8	118	14.3	710	85.8
3 years	195	‡	≤8	‡	≤9	‡	≤12	‡	≤13	‡	≤15	‡	≤90
4 years or more	92	‡	≤5	‡	≤5	‡	≤5	‡	≤5	‡	≤5	‡	≥95
Main field of study at point of bachelor's degree attainment ⁷													
Science and Engineering	596	53	8.9	70	11.7	85	14.3	98	16.4	108	18.1	488	83.4
Social Sciences	659	32	4.9	52	7.9	66	10.0	85	12.9	100	15.2	559	91.8
Humanities, Other	536	19	3.5	25	4.7	34	6.3	40	7.5	49	9.1	487	83.9
Cumulative GPA ⁸													
Less than 2.99	238	4	1.7	5	2.1	6	2.5	8	3.4	9	3.8	229	96.2
3.00-3.49	756	30	4.0	41	5.4	60	7.9	72	9.5	87	11.5	669	88.5
3.50 -5.00	729	69	9.5	97	13.3	113	15.5	133	18.2	150	20.6	579	79.4
Completion of graduate school admissions test at or before bachelor's degree attainment ⁹													
Yes	1,202	90	7.5	127	10.6	160	13.3	190	15.8	221	18.4	981	81.6
No/Not applicable ¹⁰	399	9	2.3	11	2.8	14	3.5	18	4.5	20	5.0	379	95.0

—Continued, Table A-6



Characteristics	Total number in 2009–10 McNair bachelor's degree recipient cohort	Earned research doctorate within 6 years of bachelor's degree completion		Earned research doctorate within 7 years of bachelor's degree completion		Earned research doctorate within 8 years of bachelor's degree completion		Earned research doctorate within 9 years of bachelor's degree completion		Earned research doctorate within 10 years of bachelor's degree completion		Did not earn research doctorate within 10 years of bachelor's degree completion	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Graduate student's main field of study ¹¹													
Business or Communications	139	‡	≤5	‡	≤5	‡	≤5	‡	≤5	‡	≤6	‡	≥95
Computer and Information Sciences, Engineering, or Mathematics	106	15	14.2	17	17.0	21	19.8	26	24.5	29	27.4	77	72.6
Life Sciences, or Physical Sciences	362	39	10.8	57	15.8	66	18.2	71	19.6	77	21.3	285	78.7
Education	160	‡	≤6	‡	≤7	‡	≤9	‡	≤14	‡	≤18	‡	≤88
Humanities, Social Sciences, or Psychology	614	38	6.2	57	9.3	78	12.7	99	16.1	114	18.6	500	81.4
Not applicable, has not enrolled in graduate school	323	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	323	100.0

‡Reporting standards not met.

¹All counts and percentages reported in the table are of the McNair participants served.

²All McNair grantees are 4-year institutions.

³Of these 48 participants, six attended an institution whose minority serving status was both an HSI and a PBI, and 42 attended an institution whose minority serving status was both an HSI and an AANAPISI.

⁴Based on the Carnegie Foundation's Basic Classification, a classification framework developed by the Carnegie Commission on Higher Education to support its research program. Classifications are time-specific snapshots of institutional attributes and behavior based on 2019-20 data. R1 and R2 institutions include those that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures. For the full definition and methodology go to https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php.

⁵Race/ethnicity includes 24 students who were reported as unknown. These cases are not reported in the table.

⁶Attended community college includes 142 students who were reported as unknown. These cases are not reported in the table.

⁷Student's main field of study at point of bachelor's degree attainment were classified using the National Science Foundation's field of study groupings.

⁸Cumulative GPA includes 68 students who were reported as unknown. These cases are not reported in the table.

⁹Completion of graduate school admissions test at or before bachelor's degree attainment includes 190 students who were reported as unknown. These cases are not reported in the table.

¹⁰Not applicable means McNair scholar was not required to take a graduate admissions test.

¹¹Graduate student's main field of study includes 87 students who were reported as unknown. These cases are not reported in the table.

NOTE: Research doctorate degrees include Doctor of Philosophy, Doctor of Education, or other research-intensive doctorate degrees. Of the 187 IHEs that were funded in 2019–20, 131 had at least one participant in the 2009–10 bachelor's degree cohort. Of the 56 IHEs that did not have participants in this cohort, 51 were not funded in 2009–10.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Ronald E. McNair Postbaccalaureate Achievement Program Annual Performance Report Data, 2019-20, and Funding Projects Database, 2012–20; and U.S. Department of Education, Office of Postsecondary Education, FY 2019 Eligibility Matrix.



This report was produced under U.S. Department of Education (ED) Contract No. GS10F0288W. Nicole Josemans served as the contracting officer's representative. The views expressed herein do not necessarily represent the positions or policies of ED. No official endorsement by ED of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

U.S. Department of Education

Miguel Cardona, Ed.D.

Secretary

Office of Postsecondary Education

Nasser H. Paydar, Ph.D.

Assistant Secretary for Postsecondary Education

Office of Postsecondary Education Higher Education Programs

Amanda Miller

Deputy Assistant Secretary

Office of Postsecondary Education Higher Education Programs Student Service

Gaby Watts

Senior Director

August 2023

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for Ronald E. McNair Postbaccalaureate Achievement Program: 2019–20*, Washington, D.C., 2022.

This report is available only online. To download, view, and print the report as a PDF file, go to <https://www2.ed.gov/programs/triomcnair/resources.html>.

Availability of Alternate Formats

Requests for documents in alternate formats such as Braille or large print should be submitted to the Alternate Format Center by calling 202-260-0852 or by contacting the 504 coordinator via e-mail at om_eeos@ed.gov.

Notice to Limited English Proficient Persons

If you have difficulty understanding English, you may request language assistance services for ED information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-437-0833), or e-mail us at ed.language.assistance@ed.gov. Or write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC 20202.

