

MINORITY APPLICATIONS AND ENROLLMENT

A Preliminary Analysis

Prepared by Leslie T. Thornton



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

June 10, 1997

NOTE TO ERSKINE BOWLES

FROM:  LESLIE T. THORNTON

SUBJECT: DRAFT REPORT ON MINORITY ENROLLMENT ISSUES

In anticipation of the President's Racial Reconciliation initiative, as well as impending policy and other implications, I have provided a draft report and analysis of the minority enrollment issue. The report comprises: (1) a three and one-half page background memorandum we think the President might be interested in; (2) a draft analysis of minority enrollment trends supported by recently released statistical and other data pre- and post- the recent anti-affirmative action measures in California and Texas; (3) grids of news stories on this issue from January 1997-present including press accounts of student reactions; and (4) some of the supporting statistical data.

I have put this together personally with the help of our research branch. Please feel free to call me with questions, additional requests, etc.

Hope all is well.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

June 9, 1997

MEMORANDUM TO: ERSKINE BOWLES
WHITE HOUSE CHIEF OF STAFF

FROM:  LESLIE T. THORNTON
Chief of Staff
U.S. Department of Education

SUBJECT: MINORITY APPLICATIONS AND ENROLLMENT IN THE
WAKE OF HOPWOOD AND CALIFORNIA PROP. 209

INTRODUCTION AND BACKGROUND

Last fall, Californians voted in favor of a ban on affirmative action in public college admissions and state hiring. In April of this year, the U.S. Ninth Circuit Court of Appeals ruled that Proposition 209 can be enforced to eliminate such programs. The ruling came on the heels of a U.S. Supreme Court decision last summer to let stand a Fifth Circuit Court of Appeals ruling in Hopwood v. Texas ("Hopwood") that Texas and two other states in its jurisdiction, Louisiana and Mississippi, could not use race as a factor in college or graduate school admissions or scholarships.

Already, fall applications and enrollment of under represented minorities are down dramatically at the University of California's nine campuses. At UCLA's law school 21 black students have been selected for next year's fall class -- an 80% drop from last year and the lowest number of African-Americans offered admission since 1970 according to a May 19, *Washington Post* article. At UC-Berkeley's Boalt School of Law, 14 blacks have been accepted in a class of 792, down from 75 last year. In May, the school announced that a total of 55 students of under represented minority groups had been accepted to this fall's entering class -- the lowest number to be admitted in a decade. Hispanic students fared little better.

In Texas, it's even worse. At the University of Texas Law School, where the Hopwood case was filed, 791 students or about 80 percent of the fall 1997 class had been admitted by April but only five were minority. By June 5, only ten black students had been admitted to the law school *and not one of them enrolled*. Again, Hispanic applications also declined in both undergraduate and graduate schools in Texas, a particularly troubling trend when you consider that one of every 11 Mexican-American lawyers in the United States was trained at the University of Texas Law School. At the University of Houston Law School, the number of black applicants dropped by 39 percent this year, according to the school's head of admissions. The decline among Hispanics applicants was 19 percent. At UT-Austin, applications from blacks fell 24 percent and from Hispanics by 22 percent.

It was bound to happen. At least that's what pro-affirmative action advocates are now saying about the predictions they made two years ago when California Proposition 209 was debated and the Hopwood case wound through the Texas court system. Studies indicate that other bans on affirmative action would have a similar impact. For example, a national study of law school admissions by Linda F. Wightman published in the April 1997 New York University Law Review found that admissions based on just test scores and grades would return law schools to the almost exclusively white classes not seen since the 1960s. Wightman's study of 90,000 law school applicants -- perhaps the most comprehensive empirical study to date on this issue -- shows that of the 3,485 blacks accepted by law schools in 1991, just 687 would have been admitted only on the basis of board exams and grades. *Yet, these same minority students had graduation and bar-exam pass rates similar to whites' and they had an incalculable value to the black community as both professionals and role models.* But, some affirmative action opponents say actual and predicted declines merely reflect what they have been arguing all along -- affirmative action programs only facilitate the admission of minorities who were not really qualified to be there in the first place.¹

As a matter of pedagogy, few actually disagree that a diverse environment enhances learning. University of Houston law professor Laura Rothstein already has experienced the limitations reflective of a classroom with fewer minorities and she's worried about it. She says that because there are only two black students in her property law class this year, the discussion on housing discrimination was much less "fiery" than in prior years when more minorities attended. "The issue of race didn't come up as it has in the past because there was no one there to bring it up" she recently said. "All of the students in my class were harmed because of that loss," not just minority students.

Professor Rothstein is not alone. A recent poll conducted for the Ford Foundation in Washington state shows conservatives as well as liberals support educational diversity, especially to prepare students better for employment in a multi cultural world. More than 70 percent of those surveyed in the potential pilot study for surveys nationwide, agreed that diversity improves teaching, learning and extracurricular climate on campus. Nearly two-thirds believe that the nation is growing apart rather than together and that colleges should prepare students to "get along in a diverse environment."

¹For example, Thomas Lifka, assistant vice chancellor of student academic services at UCLA says of the 10,000 letters of acceptance that went out in early April, the students averaged a 4.14 grade point average and 1,303 SAT scores, "and most aren't coming from under represented groups."

There are other consequences. The dean of UT's law school Michael Charlot says a dearth of minority lawyers in a state that is half minority will undermine confidence in the law and add to racial friction. He says outstanding students who are bypassing Texas because they believe they are unwelcome will rob Texas of a skilled and upwardly mobile minority community.

There is some good news, however. Local and state legislatures and education officials already have begun efforts in response to declines in minority enrollment. In Texas, state senators worked to pass a plan aimed at helping Texas keep more minority students going to college there. Even Steven W. Smith and Terry Pell, attorneys for plaintiffs in the Hopwood case, say the plans before the Texas legislature aimed at ensuring genuine diversity in higher educations seemed like appropriate ways to achieve the worthy goal. California Proposition 209 has also spawned a number of proposals aimed at ensuring diversity in state colleges and universities there (detailed on page 11).

As we proceed in this debate, a few things are already apparent. First, there are serious long-term economic and social consequences of the path we are headed down. For example, a study last year by doctors at the University of California, San Francisco, revealed that few white doctors care to practice in minority communities. Consequently, a large decrease in the numbers of blacks and Latinos in medical school will result in fewer physicians in communities of color. Public institutions do and should have an agenda that encompasses serving the public interest.

Second, because this nation is still struggling to overcome the past vestiges and present manifestation of a shameful history of officially-sponsored racial segregation and discrimination, backslides in concerted efforts to provide equal opportunity to minority -- real or perceived -- perpetuates this struggle. As Owen M. Fiss, Sterling professor of law at Yale Law School recently said, "ultimately, we cannot get beyond racism without taking race into account." Whether and how we recognize this fact, particularly in our institutions of higher education, will determine how we go forward as a nation -- divided by our differences or enhanced by embracing the fullness of a nation, already of many peoples, on the verge of becoming the most multi-ethnic, multi-cultural and multi-religious democracy in human history.

This memorandum and its attachments present a preliminary look at and analysis of the issue of minority enrollment and other trends pre- and post-Hopwood and California Proposition 209. It is clear that though minorities still trail whites in enrollment, growth -- though slower than earlier in the decade -- was still made in 1995 until both the Hopwood case and California Proposition 209 had the effect of discouraging minorities from applying to Texas and California's public universities. Until research can be done on this extremely recent trend, experts will differ on the root

causes of the declines (i.e., declines due to feelings of students that they are not welcome or declines due to concerns of students that they will not be admitted, etc.). But both the results and the long-term impact have been widely heralded as detrimental to the direction in which we are headed as a nation generally and to education specifically. Thus, this memorandum also sets out what the U.S. Department of Education has and continues to do to address this issue and looks at efforts underway by local legislatures in Texas and California to meet the challenges presented by Hopwood and California Proposition 209.

Finally, this memorandum suggests some of the broad and specific themes the President may wish to consider in preparing for his Racial Reconciliation initiative.

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DRAFT ANALYSIS

I. MINORITY ENROLLMENT TRENDS PRE-HOPWOOD & CALIFORNIA PROP. 209

A. Racial and ethnic differences in participation in higher education generally [source: the 1997 Condition of Education Report]

Racial and ethnic differences in college enrollment rates may reflect differences in access to and persistence in higher education for groups with varying social and economic backgrounds, according to data presented in the department's annual 1997 Condition of Education report. Differing enrollment rates are also a leading indicator of future differences in the earnings and productivity associated with post-secondary education -- a finding that is particularly significant in light of the recent application and enrollment trends in Texas and California. The college enrollment rate for 18 to 24-year-olds is influenced by the number who enroll immediately after graduating from high school, the number who delay entry, and the number of years individuals in both of these groups stay in higher education.

Between 1976 and 1995, the percentage of high school graduates aged 18-24 enrolled in college increased from 33.1 percent to 42.1 percent. The rates of increase differed by race and ethnicity with blacks and Hispanics showing a smaller increase. Specifically, the percentage of black high school graduates aged 18-24 enrolled in college increased from 33.4 percent to 35.2 percent, while the percentage of white high school graduates aged 18-24 enrolled in college increased from 32.8 percent to 43.7 percent, and the percentage of Hispanic high school graduates aged 18-24 enrolled in college increased from 35.9 percent to 34.9 percent.

Interestingly, 1976 was the only year in which the percentage of Black high school graduates aged 18-24 enrolled in college was greater than the percentage of white high school graduates enrolled in college and the only year in which the percentage of Hispanic high school graduates aged 18-24 enrolled in college exceeded both the rate for white and Black students. Between 1993 and 1995, white high school graduates aged 18-24 were more likely to be enrolled in college than were their black and Hispanic counterparts. For these years, the average enrollment rate for whites was 9 percentage points higher than that of both blacks and Hispanics.

The percentage of high school graduates aged 18-24 enrolled in college was higher in 1995 than in 1972 for whites and blacks. During this period, the college enrollment rates for whites grew substantially (11 percentage points), with most of the growth occurring after 1981. College enrollment rates for blacks of the same age group grew moderately over the period (8 percentage points).

Between 1993 and 1995, enrollment rates in 2-year institutions were similar for white and black high school graduates aged 18-24, while Hispanics were more likely than whites or blacks to be enrolled in 2-year institutions. However, both black and Hispanic high school graduates aged 18-24 were substantially less likely to be enrolled in 4-year institutions than were their white counterparts.

Enrollment rates for older adults, high school graduates aged 25 or older, were much lower than those for their younger counterparts aged 18-24 regardless of racial and ethnic group. Between 1993 and 1995, college enrollment rates were similar for white, black, and Hispanic high school graduates aged 25-34.

B. Trends in Fall Enrollment in Higher Education by Race and Ethnicity

[source: the 1997 Condition of Education Report]

Between 1976 and 1994, the percentage of minority students enrolled in higher education increased from 15.7% to 24.6%. In absolute numbers, total minority enrollment increased 1.6 million to 3.4 million students.

Over the same period, black enrollment in higher education increased from 9.6% to 10.5%. Again, in absolute numbers, black enrollment increased from 1 million to 1.4 million students. Again, over the same period, Hispanic enrollment in higher education increased from 3.6% to 7.6%. Again, in absolute numbers, black enrollment increased from 383,000 to 1.046 million students.

C. The ACE Report

[source: The Fifteenth Annual Status Report on Minorities in Higher Education²]

The Fifteenth Annual Status Report on Minorities in Higher Education provided by the American Council on Education, reveals that students of color continue to make progress in higher education, but still lag significantly behind white students in the rate at which they enroll in college. In addition, "[w]hile minorities continued to register increases in the number of students attending colleges and universities and receiving degrees during the period covered by the report, the findings raise concerns about the impact of more recent political and legal attacks on affirmative action."

² The annual ACE report presents national data on high school graduation rates, college participation and enrollment, and degree attainment, broken down by race and ethnicity, as well as statistics on employment and tenure rates of faculty of color. For the first time, this year's report includes information on overall educational attainment and a section that highlights innovative campus programs aimed at increasing higher education achievement among students of color. A special focus section explores educational trends and demographics among Asian-Pacific Americans.

Overall enrollment of students of color rose by 2.9 percent between 1994 and 1995 (the latest year for which such data is available), compared with gains of 4.6 percent between 1993 and 1994 and 7.1 percent in 1992. Minority students registered increases of 9.8 percent in the number of associate degrees earned in 1995; 8.5 percent in the number of bachelor's degrees; 11.1 percent in master's degrees; and 9.7 percent in first-professional degrees. However, these gains were smaller than those posted in the previous year. In 1994, increases in degree attainment ranged from 12.4 percent in the number of master's degrees to 16.8 percent in the first-professional degree category. In addition, while students of color made up 22.3 percent of all four-year undergraduates in 1994, they earned only 16.8 percent of all baccalaureates conferred that year.

1. High School Completion

African-Americans and Hispanics continue to trail whites, according to the ACE study, in the rate at which they finish high school, as they have for the past two decades. The completion rate for 18 to 24-year-old whites was 81.9 percent in 1995, compared with 76.9 percent for African-Americans and 58.6 percent for Hispanics. The 1995 completion rate for African-Americans was virtually unchanged from the previous year, but remains about 12 percentage points higher than the 64.8 percent recorded in 1975. The rate for Hispanics has fluctuated over time. The current rate is slightly above those recorded in the mid-1970s and two percentage points higher than in 1994, but below the 1993 rate of 60.9 percent.

2. College Participation and Enrollment -- Blacks Have Recorded the Smallest College Enrollment Gains of All Ethnic Groups

Nationally, the number of traditional college-age individuals (18 to 24-year-olds) peaked in 1981 and then went into a 10-year decline before leveling off. ACE reports that much of the decrease was due to a drop in the number of whites in that age cohort, which in 1995 remained 12.2 percent lower than in 1981. The number of traditional college-age African-Americans also dipped in the 1980s, then rose by 3 percent between 1990 and 1995. The Hispanic 18 to 24-year-old population climbed rapidly, increasing by 62 percent between 1985 and 1995 and by 31 percent since 1990.

Although fewer whites are enrolled in college, their numbers have not declined proportionate to their share of the population because of steady increases in their rates of participation in higher education. Enrollment rates for African-Americans and Hispanics, on the other hand, have fluctuated over time. Over the two decades from 1975 to 1995, the proportion of 18 to 24-year-old white high school graduates enrolled in college each year rose by 10 percentage points, to 43.1 percent. The rate for

African-American high school graduates increased by only three percentage points, to 35.4 percent.³

During the 1990s, Hispanics have regained ground lost earlier; however, their 1995 participation rate of 35.3 percent was nearly identical to the 35.5 percent recorded 20 years previous. Students of color have made significant gains in college enrollment over time, but most of those gains were recorded prior to 1995. The number of minority students enrolled in college grew by 67.7 percent between 1984 and 1995, and by 29.2 percent since 1990.

All four ethnic minority groups recorded only small enrollment increases between 1994 and 1995. Hispanics and American Indians posted the largest one-year gains, 4.6 percent and 3.1 percent, while Asian Americans experienced a 3 percent increase and African-Americans a 1.7 percent increase.

African-Americans have recorded the smallest college enrollment gains of all ethnic minority groups in recent years. Since 1990, the group's college enrollment has risen by only 18.2 percent, compared with a 39.6 percent increase for Hispanics, 39.2 percent for Asian Americans, and 27.5 percent for American Indians.

3. Educational Attainment -- Blacks and Hispanics Are Still Trailing

For the first time, ACE's report provides statistics on the educational attainment of whites, African-Americans, and Hispanics. This is important because information on educational attainment provides "important insights regarding the economic well-being of Americans," according to the report, "higher levels of achievement typically contribute to greater socioeconomic success." Drawing on census data, ACE's report examines the educational attainment of individuals ages 25 and older, particularly those 25 to 29 years old, who completed high school and college.

Nationally, the proportion of adults ages 25 to 29 who had completed high school was virtually unchanged in 1995 from a decade earlier (nearly 87 percent). While the data show African-Americans are closing the gap with whites in terms of high school

³Note that the ACE study is statistically consistent with the findings in the 1997 Condition of Education Report and other department data, though there is a slight difference in numbers. That is, education statistics show that between 1976-1995, the percentage of blacks high school graduates aged 18-24 enrolled in college increased from 33.4 percent to 35.2 percent. The ACE study over the years 1975-1995, indicates a 3 percent increase to 35.4 percent.

completion, both African-Americans and Hispanics trail far behind whites in the rates at which they complete college.

In 1995, 25 to 29-year-old whites and African-Americans registered nearly identical high school completion rates (87.4 percent vs. 86.5 percent). This represented substantial progress from 10 years earlier, when African-Americans trailed whites by more than 6 percentage points (86.8 percent vs. 80.6 percent). Hispanics continued to lag behind with a 1995 rate of 57.1 percent.

Approximately 26 percent of all white adults ages 25 to 29 had completed at least four years of college in 1995, compared with 15.3 percent of African-Americans and 8.9 percent of Hispanics. The 1995 figures are the highest recorded since 1975 for whites and African-Americans. The rate for Hispanics has fluctuated over time, reaching 10 percent and slightly higher during much of the 1980s before dipping in the 1990s.

4. Degrees Conferred -- Data Proves Efforts by Colleges & Universities to Improve Access for Minorities Has Resulted in Higher Gains for Minorities

The report's findings on degree attainment indicate that efforts by colleges and universities in the late 1980s and early 1990s to improve access for and retention of students of color have paid off. Minority students recorded gains in all four academic degree categories between 1993 and 1994 (the latest year for which data is available). Nonetheless, the increases were smaller than those registered in previous years. Students of color earned 16.8 percent of all bachelor's degrees in 1994, only 1.2 percentage points above the previous year, compared with the 2.2 percentage point increase between 1992 and 1993.

Between 1993 and 1994, African-Americans posted increases in the number of degrees earned in each of the four categories, but the rise at the baccalaureate level (7.3 percent) was the lowest among all ethnic minority groups. African-American students earned 9.7 percent more associate degrees in 1995; 10.9 percent more master's degrees; and 8.4 percent more first-professional degrees.

Hispanic students recorded an 8.2 percent gain in associate degrees; 10.7 percent in bachelor's degrees; 11.7 in master's degrees; and 5 percent in first-professional degrees. American Indians experienced an increase of 13.6 percent at the associate level; 9.1 percent in baccalaureates; 20.6 percent in master's degrees; and 0.8 percent in first-professional degrees. The increases for Asian Americans were 12.2 percent in associate degrees; 8.2 percent baccalaureates; 10.1 percent master's degrees; and 14.2 in first-professional degrees.

Students of color also continued to experience steady growth in doctoral degree attainment. The number of doctoral degrees earned by these students rose by 13.6 percent between 1994 and 1995 and by 67 percent from 1985 to 1995. Among the four ethnic minority groups, Asian Americans recorded the largest one-year increase in doctoral degree recipients in 1995 (19.9 percent), followed by African-Americans (17.5 percent), American Indians (4.2 percent), and Hispanics (3.6 percent).

ACE reports that students of color at National Collegiate Athletic Association Division I institutions also posted gains in graduation rates between 1990 and 1995. Asian Americans experienced the smallest gain, 3 percentage points (from 62 percent to 65 percent), while African-Americans posted the largest, 9 percentage points (from 31 percent to 40 percent). Graduation rates for Hispanics rose by 6 percentage points (from 40 percent to 46 percent) and for American Indians by 8 percentage points (from 29 percent to 37 percent). White students recorded a 1995 graduation rate of 59 percent, up 3 percentage points from 1990.

5. Faculty -- Despite Significant Increases in the Number of Minority Faculty, They Are Still Severely Under Represented

The number of full-time faculty of color increased by 43.7 percent between 1983 and 1993, compared with 6.4 percent for whites. Despite these gains, faculty of color remain severely under represented, accounting for only 12.2 percent of all full-time faculty at U.S. colleges and universities and just 9.2 percent of full professors in 1993.

Among African-American full-time faculty, nearly two-thirds served as associate or assistant professors in the 1995-96 academic year, while 17.8 percent had attained the rank of full professor and 15.6 percent served as instructors.

Approximately 32 percent of Hispanic faculty served as assistant professors last year, while only 18.4 percent were associate professors and 17.3 percent full professors. Asian Americans posted the largest proportion of any ethnic minority faculty group who were full professors in the 1995-96 academic year 31.1 percent. In addition, although American Indians accounted for a very small share of U.S. faculty, nearly 25 percent of them were full professors; another 21.9 percent were associate professors, and 26.1 percent served as assistant professors.

II. MINORITY ENROLLMENT TRENDS POST-HOPWOOD AND CALIFORNIA PROP. 209

[source: anecdotal evidence]

Even with affirmative action, minority enrollment in campuses nationally is not increasing as much as it was earlier in the decade -- growing less than 3 percent in

1995, according to ACE's recent study. In light of the declines we are now seeing in minority enrollment in California and Texas, these findings *must* be perceived as an "early warning signal" both for colleges and universities committed to diversity in their student bodies and for the nation as a whole. As outlined above (page 1), California and Texas schools are reporting decreases in minority applications from 25 percent to 80 percent. At the University of Texas law school, the incoming fall class will have no blacks.

III. RESPONSES TO ATTACKS ON AFFIRMATIVE ACTION

A. LOCAL AND STATE EFFORTS

According to a May 12, 1997, *Los Angeles Times* article, California Proposition 209 has spawned a series of proposals seeking other ways to increase the number of students drawn from the state's poorer-performing high schools. Some of the proposals would provide slots only to valedictorians while others would extend offers to the top 4 percent, 6 percent or even 12 percent of each high school's senior class. Proponents of the measures say they would improve the geographical distribution of UC students, help inspire competition within lower-achieving schools, and reward disadvantaged students who now lose out to their wealthier counterparts. However, a UC analysis of the 12.5 percent plan estimated that it would help boost the percentage of Latino students by more than half and slightly increase the number of African-Americans but decrease the percentage the Asian Americans and white.

In Texas, the state Senate in April passed a package which provides that 50 percent of university classes in the eight Texas schools that use selective criteria would gain admission through traditional means -- class standing, grade point average, and standardized test scores, but 40% would enter using additional factors. These factors would include the applicants' social-economic background and school activities. Schools would also look at whether the applicant's school is "low-performing." Students who finished in the top 10 percent of their class would automatically be eligible. In May, minority Senators won approval of a bill that would direct state officials to monitor minority participation at state colleges and universities in the wake of Hopwood. They would also like to see U.S. officials look at the issue of declining minority enrollment in Texas schools. Also in Texas, three universities (South Texas, Texas Wesleyan and St. Mary's) are protesting Texas Atty. Gen. Dan Morales' interpretation that *Hopwood* mean universities cannot even include race in a "basket" of criteria.

In May, Governor George Bush signed legislation requiring public colleges and universities to guarantee admission to students who graduate in the top 10% of their high school classes. However, several university officials worry that some students who are in the top 10 percent of their high-school classes will not be prepared to do

work in highly competitive campuses because of differences in the quality of education officials in the state's wealthy and poor districts. Other colleges officials do not see how the bill ensures that minority students will be able to afford to attend the universities. In addition, because of Texas' ban on race-based aid, officials say universities will need as much as \$60 million in new funds to accommodate minority students who qualify for admission under the new criteria but cannot afford to attend.

While the fact that local and state legislators and college officials are working to address this issue is encouraging, some of these proposals already are controversial and have highlighted the complicated issues we face in this regard. When UC-San Diego proposed giving extra points to applicants from disadvantaged high schools last summer, parents complained it would penalize high-quality schools and harm property values. And, a UC Task Force set up to explore ways too help disadvantaged students meet UC entrance requirements ran into problems in the midst of divergent opinions with one group of task force members unhappy with a proposed draft threatening to write a dissenting report.⁴

However, it is clear that when school administration officials direct time and resources to the issue, gains are the result. ACE's data supports the argument that affirmative action efforts of colleges and universities in the late 1980s and early 1990s paid off -- with minority students recording gains in all four academic degree categories between 1994-1994. It is important that we consider the careful use of this message in our public discussion of this issue.

B. The Department of Education

1. Litigation

The Department has expressed its commitment to continue to intervene in

⁴According to a May 22, 1997 Education Daily article, the UC panel recently released a draft report saying the university must focus on educational disadvantages -- not low income -- and that poor-performing schools are a better indicator than income of who needs help. The panel's recommendations include: (1) forming "school-centered partnerships" among each UC campus and public schools chosen for their poor academic performance, to establish standards and improve student achievement; (2) expanding academic outreach programs for K-12 students; and (3) creating an "information outreach" program to help students and their families prepare for college. The state and university allocated \$3.5 million for the 1997-98 school year to implement the plan but educators say it will cost tens of millions of dollars more to be successful. Currently, the plan is in a public comment period and each UC chancellor is required to submit a detailed plan by January 1, 1998.

litigation in support of appropriate affirmative action programs. In a letter to Texas legislators, the Department indicated that we would look for an appropriate opportunity to challenge the Hopwood decision. Also, the Department of Justice has filed a brief on behalf of plaintiffs in the litigation challenging California's Proposition 209.

2. Civil Rights Review

The Department's Office for Civil Rights advised Texas officials that it is conducting a review of the Texas higher education system to ensure that Texas has eliminated all remnants of its former de jure segregated system, consistent with the Supreme Court's decision in United States v. Fordice. If it were determined that such remnants exist (and no such determination has been made at this point), OCR would seek to negotiate with Texas what measures would be needed to remedy any continuing effects of past discrimination.

3. Leadership/Research Support for Affirmative Action

The Department has written to college officials in California reminding them that the terms of Proposition 209 require affirmative action to be continued in some instances, in order to continue eligibility for federal assistance; for example, the Department's Minority Teachers Grant Program. In addition, Secretary Riley, Assistant Secretary for Civil Rights Norma Cantu, and General Counsel Judith Winston have written to all college officials and have sought out opportunities at national and regional meetings to speak to the importance of diversity in the university setting and to offer assistance in promoting it.

The Department is continually pursuing opportunities to build legal support for affirmative action programs that are designed to achieve diversity. We are participating in a series of meetings sponsored by Harvard University to address research-based educational justifications for the goal of diversity.

Finally, the Department's Office of Educational Research plans to issue a request for proposals for research in this area within a short time.

4. Race-Neutral Strategies

In presentations at national meetings, the Department has called upon colleges and universities to develop and use more creative, race-neutral approaches to achieving diversity, including, for example, more aggressive recruitment in secondary schools with high percentages of minority students; educational partnerships with these secondary schools; and development of more appropriate admissions criteria that more

broadly defines educational and leadership potential of applicants. The Department plans to further explore ways to assist these efforts.

IV. OBSERVATIONS AND CONCLUSIONS

Recent press reports on the substantial decline in the number of minorities being admitted and enrolling in some of the nation's most prestigious public universities rightly call the trend "alarming." Recent data from the National Center for Education Statistics, the Department of Education, the American Council on Education, Linda Wightman, as well as anecdotal information, all point to a conclusion that the implementation of entirely race-neutral policies in public colleges and universities admissions can have disastrous affects on access of minorities to top public universities. The consequences are numerous and varied from implications of pedagogy to the effect on local communities which may be deprived of competent minority doctors, lawyers, and other professionals, to broader concerns of racial harmony generally.

On the other hand, discussing the issue is not as easy as pointing out obvious adverse affects because there is significant disagreement on plausible solutions. Moreover, both public and private colleges and universities are reluctant to discuss how precisely they use or will use race as factor of admissions for fear of legal and other challenges. While California and states in the Fifth Circuit must adhere to current law, in the remainder of the country public universities are still permitted to use affirmative action in admissions and hiring. However, campaigns to stop the use of affirmative action policies are spreading nation wide and already some students, academics and politicians are arguing that declines in minority enrollment prove affirmative action only worked to admit less qualified students over more qualified students.

It is important, therefore, to address both sides of the argument if we are going to be successful at conveying what the consequences of these and other trends portend for the nation, not just in education and economic terms but in the manner in which we relate to one another as a society.

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Press Reports on Minority Enrollment Issue -- January 1997-Present

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
1/31/97	The Chronicle of Higher Education	<i>"Minority Enrollment Would Drop Without Preferences, Study Says"</i> The study, based on a review of thousands of applicants to law schools, found "...if admissions decisions had been made only on the basis of grades and scores on the Law School Admission Test -- the primary criteria used to evaluate white applicants -- only 3 per cent of the applications from black students would have resulted in admissions offers" while "[c]urrently 26 per cent of black students' applications to law schools -- many of which use affirmative action -- result in offers of admission." The figure is the same for whites, according to the study. The study was conducted by Linda F. Wightman, then vice-president for testing, operations and research at the Law School Admission Council. This study appeared in the April edition of the New York University Law Review.
1/31/97	The Chronicle of Higher Education	<i>"Ignoring Advice, U. Of Houston Offers Race-Based Scholarships"</i> The University of Houston system chancellor said he intended to keep such scholarship programs in place because the question of their legality remained unsettled.
2/14/97	The Chronicle of Higher Education	<i>"Texas Attorney General Bars Affirmative Action at Colleges"</i> In response to prompting by the University of Houston system for answers to questions about financial-aid programs and for a legally binding opinion, Texas Attorney General Dan Morales issued an opinion (week of February 7) ordering public colleges in the state to stop considering race in any institutional policies.
2/14/97	The Chronicle of Higher Education	<i>"Number of Minority Students Applying to U. Of Cal. Plunges"</i> The University of California system received a record high number of applications for admission next fall, but the number of minority applicants dropped sharply. The nine-campus system received 46,682 applications, an increase of 1.6% over last year. While the number of white applicants grew by 1% and the number of Asian-American applicants by nearly 3%, the number of black applicants dropped almost 11%, 15% for American Indians, 5% for Mexican-Americans, and 7% for Latinos.
3/14/97	The Chronicle of Higher Education	<i>"Lawsuit Challenges Affirmative Action at U. Of Washington"</i> The lawyers who successfully challenged the race-based admissions policy at the University of Texas School of Law [Hopwood] filed a similar suit [the week of March 7] against the University of Washington's law school.
3/14/97	The Chronicle of Higher Education	<i>"U. Mass Students Seize Building in Protest on Minority Issues"</i> A group of students at the University of Massachusetts took over an administration building protesting what they said was the university's slow progress in recruiting and retaining minority students and professors.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
3/14/97	The Chronicle of Higher Education	<i>"Lawsuit Attacks Race-Based Policies in U. System of Georgia"</i> Eleven residents of the state, seven whites and four blacks, filed a class-action lawsuit charging that racial segregation persisted at the system's 19 universities because of such policies as affirmative action. Plaintiffs' suit demands that the system eliminate the racial identifiability of its historically black and predominantly white colleges and that the campuses stop considering race in admissions, hiring, and other decisions. The case is significant in part because it encompasses both desegregation and affirmative action issues. Also, it points out the complicated nature of this debate. Plaintiffs in the case claimed the university system perpetuated the separation of students by race through its affirmative action policies that were meant to weed out vestiges of segregation.
3/19/97	The New York Times	<i>"Universities Report Less Minority Interest After Action to Ban Preferences"</i> After decisions to dismantle affirmative action programs at public universities in California and Texas, applications from blacks and Hispanic students are down significantly at both states' most prestigious universities and professional schools, leading to fears that the initiatives will result in a long-term decline in minority enrollment. This is the first of the national papers to report that minority applications/enrollment had declined in the wake of Hopwood and California's Prop 209.
3/21/97	The Chronicle of Higher Education	<i>"U. Of Mass. Accepts Students' Demands to End 6-Day Sit-In"</i> Student protesters at the University of Massachusetts ended a six-day takeover of an administration building after winning many of their demands such as increasing the enrollment of minority students, offering more financial aid to needy students, and giving minority students a greater voice in the selection of minority professors.
3/21/97	The Chronicle of Higher Education	<i>"U. Of California Regent Pushes for Anonymous Applications"</i> Ward Connerly, the architect of the successful campaign to approve an anti-affirmative action referendum in California, and member of the UC Board of Regents proposed that applicants be tracked by their Social Security numbers instead of their names to avoid giving admissions officers clues to their race.
3/27/97	The Dallas Morning Star -- Editorial	<i>"Affirmative Action; Race should be part of admission 'basket'"</i> DMN editorial argues U.S. Education Department official Norma Cantu's warning to Morales that Texas state universities do not need to stop using race or ethnicity as one of several factors in determining admission or offering financial aid "creates an opportunity to move all Texas students forward."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
3/28/97	The Chronicle of Higher Education	<i>"New Graduate-Admissions Policy at U. Of Cal. Is Called Biased"</i> Several civil-rights groups charged in a complaint filed with the U.S. Education Department's Office for Civil Rights that the University of California -- through its new policy of not using racial and gender preferences in graduate-school admissions -- was illegally relying on other criteria that systematically discriminate against minority and female applicants. The advocacy groups alleged the discriminatory impact of the university's policies is amplified by pressure on its officials to bring about the significant declines in minority and female enrollments in order to show the university is complying with bans on racial and gender preferences. The groups, including the NAACP Legal Defense Fund, the California Woman's Law Center, and the Mexican-American Legal Defense and Educational Fund, asked the department to prohibit the university system from using graduate-admissions policies that are biased against minority female applicants.
3/28/97	The Chronicle of Higher Education	<i>"Texas Colleges Told They May Consider Race in Admissions"</i> U.S. Department of Education official Norma V. Cantu says colleges in Texas are not bound by Hopwood, article says.
3/28/97	USA Today -- Editorial	<i>"Affirmative Action; Keep Campuses diverse vs. Don't force diversity"</i> In a USA Today editorial, the paper argued that recent challenges to affirmative action were undermining important gains and that pursuing college diversity is constitutional and right.
3/29/97	Houston Chronicle	<i>"This is not a time for race-baiting"; Lee, Ellis respond to Gramm in college admissions debate"</i> U.S. Rep. Sheila Jackson Lee and state Sen. Rodney Ellis joined forces to support affirmative action in admissions policies at Texas universities and to oppose Senator Gramm's demand that the department change its position on affirmative action in Texas schools. Legislators pointed to a statistical analysis prepared by the Texas Higher Education Coordinating Board that found "race-neutral" policies will result in a 40% to 50% reduction in minority enrollment at Texas colleges.
4/4/97	The Chronicle of Higher Education	<i>"Guarding Diversity Programs From Political and Judicial Attack"</i> In a Chronicle article, Derrick Bell argues that in order to insulate diversity programs from political and judicial attack, we must eliminate racial and gender classifications and that "...while they fight to protect existing affirmative-action programs, advocates must devise new approaches to achieve and maintain diversity in student bodies, faculties, and administrative ranks." Bell says "[a] diverse student body ... can be sought through a balancing of social and economic background, geographical location, and consideration of the applicants' interests, viewpoints, and experiences. In short, affirmative action can become officially what it actually is in practice at many schools; a program that brings in students previously excluded by class, as well as by race."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
4/4/97	San Antonio Express News	<i>"Clinton urged to join admissions debate"</i> State Senators ask President Clinton to take stand to protect rights of minority students applying for college.
4/8/97	Houston Chronicle	<i>"Applications by minorities down sharply; State's largest universities see drop in wake of Hopwood case"</i> Minority applications to some of Texas' largest universities dropped dramatically this year, and officials are blaming the decline on race-neutral policies in admissions and financial aid.
4/10/97	The Chronicle of Higher Education	<i>"Number of Minority Students Admitted to U. of Texas Law School Plummets"</i> "The plunge was particularly marked among black students, who saw their number drop from 65 last year to just 5 this year." Note: by June, this number had risen to 10 but no black student enrolled.
4/10/97	The Wall Street Journal	<i>"Class Action: Need, as a Substitute For Race Preferences, Is Just as Hot"</i> A panel of sociologists, advising Texas Education Commissioner Kenneth Ashworth, predicted that substituting income or a mix of socioeconomic factors for race would cut the number of blacks and Hispanics admitted to state universities by half.
4/10/97	American Statesman -- Editorial (Austin, TX)	<i>"Uphold affirmative action"</i> Harvard Graduate School of Education researchers found that the nation's schools are becoming resegregated at a clip unequaled since Brown vs. Board.
4/11/97	The Chronicle of Higher Education	<i>"U.S. and Texas Officials Clash Over Affirmative-Action Ruling"</i> Norma Cantu's conclusion clashes with the view of many legal observers.
4/11/97	The Chronicle of Higher Education	<i>"Florida Atlantic U. Alters Race-Based Aid at Urging of U.S."</i> FAU has changed several scholarship programs that were exclusively reserved for minority students -- the scholarships will now be open to students of all races.
4/11/97	The Chronicle of Higher Education	<i>"New Mexico Urged to End Separate Minority-Student Offices"</i> The New Mexico Association of Scholars, which is affiliated with the National Association of Scholars, says separate student services for American Indian, Black, and Hispanic students "amount to university-sponsored segregation and create a 'balkanized' campus" at the University of New Mexico.
4/11/97	Education Daily	<i>"Affirmative Action Limits Likely After Court Ruling"</i> Schools and colleges that were already scaling back affirmative action programs may be forced to limit them even further, in light of the U.S. Ninth Circuit Court of Appeals' April 8th ruling upholding California Proposition 209.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
4/15/97	The New York Times (also ran in The Sacramento Bee)	<i>"In Shift, U.S. Tells Texas It Can't Ignore Court Ruling Barring Bias in College Admissions"</i> A month after warning Texas that it could lose federal financing if it ended affirmative -action programs in its university, "the Department of Education has reversed itself, saying Texas and its two neighboring states must comply with a year-old federal court decision banning the use of race as a factor in admissions and scholarships." Note: U.S. Department of Education official Norma V. Cantu was responding to questions posed by Texas state legislators.
4/16/97	Associated Press	<i>"House approves two bills aimed at diversifying schools"</i> The Texas House approved two bills aimed at diversifying enrollment at public universities in the wake of <i>Hopwood</i> .
4/23/97	The New York Times	<i>"Seeking New Approaches for Diversity"</i> "Bans on affirmative action in California and Texas are producing the most concerted efforts since the landmark Bakke ruling in 1978 to develop alternative approaches that will maintain diversity in higher education without using race as a factor."
4/24/97	Associated Press	<i>"Top U.S. universities endorse affirmative action in admissions"</i> The Association of American Universities, which includes 62 of the top research institutions in the U.S., adopted a resolution defending the right to use race, ethnicity, and gender as criteria for selecting students. The group, which includes most members of the Ivy League, private colleges like MIT and Vanderbilt and leading public universities such as UT-Austin and UC-Berkeley, took out an advertisement in the paper. Among other things, the advertisement said, "[i]f our institutional capacity to bring together a genuinely diverse group of students is removed - or severely reduced- then the quality and texture of education we provide will be significantly diminished."
4/24/97	The New York Times	<i>"62 Top Colleges Endorse Bias In Admissions"</i> The Association of American Universities, "a prestigious circle of 62 of the nation's leading research universities, adopted a resolution. . . supporting the right of colleges to use affirmative action in their admissions procedures."
4/25/97	The Chronicle of Higher Education	<i>"Colorado Agency Punishes 5 Colleges Lacking Minority Graduates"</i> Paper reports "support among many Colorado politicians for affirmative action is as thin as the Rocky Mountain air. Even so, a state agency is cracking down on five public colleges that do not meet one race-based policy."
4/25/97	The Chronicle of Higher Education [Academe Today]	In "Times" Ad, 62 Top Universities Endorse Use of Race in Admissions The members of the Association of American Universities tend to focus their attention on research issues, but at their annual meeting, they approved a statement "On the Importance of Diversity in University Admissions."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
4/25/97	Associated Press	<i>"Educators cheered by poll showing support for college diversity programs"</i> "Despite hot debate over such programs, efforts to promote racial, cultural and ethnic diversity on college campuses enjoy wide voter support, a survey indicates." The poll, conducted for the Ford Foundation in Washington state, a potential pilot study for surveys nationwide, shows conservatives as well as liberals support educational diversity, especially to prepare students better for employment in a multi-cultural world.
4/28/97	The Dallas Morning News	<i>"Acting affirmatively; Texas needs new college admissions plan"</i> "Texas legislators believe they have a way to help keep more minority students going to college [in Texas], not out of state."
4/30/97	USA Today	<i>"UCLA student group works to retain blacks, . . ."</i> Like admission rates, retention rates for black and Hispanic students at UCLA are lower than those of white and Asian-American students and a group of concerned students is working to make sure minority students stay in school once they enroll.
4/30/97	USA Today	<i>"Colleges see fewer minorities apply"</i> California campuses and hosts of other universities have halted the use of race as an admissions factor in those states and now higher education leaders nationwide are starting to see the impact. Article sets out statistics regarding fall 1997 applications, other trends, as well as reactions.
5/7/97	The Washington Post -- Op-ED	<i>"Affirmative Action: Beyond Diversity"</i> In a Washington Post op-ed by Owen Fiss, Sterling professor of at Yale Law School, Fiss analyzes issue of race as it relates to affirmative action and argues we must endure sacrifices attendant with addressing issues of race, including the need for affirmative action. "Rather than thinking of affirmative action in terms of diversity or compensation, we should see it as a structural remedy for a structural problem."
5/9/97	The Chronicle of Higher Education	<i>"Berkeley Students Protest Cal. Law Barring Affirmative Action"</i> About 40 students took over the administration building at the University of California at Berkeley fastening its doors and fire exits with bicycle locks to protest the university's plan to comply with Proposition 209.
5/9/97	The Chronicle of Higher Education	<i>"Scholarship for White Students Challenged in Alabama Lawsuit"</i> A black student charges in a lawsuit that a court-ordered scholarship program for white students at Alabama State University violates the constitutional rights of black students.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
5/12/97	Academe Today	<i>"Backers of Affirmative Action Seek Strategy to Win Support for Their Cause"</i> At a day-long conference sponsored by Harvard's Civil Rights project, more than 150 academics, lawyers, and civil-rights advocates gathered to begin plotting a strategy for persuading judges, politicians, and the public that it is legal and just for colleges to use affirmative action to promote diversity. It was the third sponsored by Harvard since the March 1996 U.S. Court of Appeals for the Fifth Circuit's decision in <i>Hopwood</i> . Chris Edley and Gary Orfield have directed the conferences.
5/12/97	Newsweek	<i>"The Color Bind"</i> Ellis Cose analyzes the <i>Hopwood</i> case's affect on enrollment in Texas law schools and argues those who are passionate about tearing down affirmative action should be as adamant about upgrading bad schools and improving conditions in poor communities.
5/12/97	Los Angeles Times	<i>"Plans Seek More UC Pupils From Poorer Schools"</i> Ban on affirmative action in admissions to the University of California has spawned a series of proposals seeking other ways of increasing the number of students drawn from the state's poorer-performing high schools.
5/13/97	The San Francisco Chronicle	<i>"UC Task Force Reaches Impasse/Regents' panel disagrees on how to diversify student body"</i> "Nearly 18 months since its first meeting, the 35-member outreach task force still has not produced its report -- a testament to both the magnitude and the contentiousness of their task."
5/13/97	The Christian Science Monitor	<i>"Affirmative Action: Rollback That Isn't"</i> "... efforts to curtail preferences in state hiring, contracting, and education are moving forward - but slowly."
5/15/97	The Chronicle of Higher Education	<i>"Minority Admissions Plummet at Berkeley's Law School"</i> The pool of black admits fell from 75 last year to 14 this year.
5/15/97	The San Francisco Chronicle	<i>"Diversity Lessens At Boalt Hall"</i> "The University of California at Berkeley's Boalt School of Law announced that 55 students of under represented minority groups have been accepted to this fall's entering class -- by far the lowest number to be admitted in more than a decade.
5/16/97	The Chronicle of Higher Education	<i>"Texan Says Athletes Are Exempted From Race-Blind Policy"</i> "Universities are continuing to make exceptions for minority students -- but only for those physically gifted enough to qualify for athletics scholarships," says a Democratic state legislator from Texas.
5/16/97	The Chronicle of Higher Education	<i>"North Carolina Student's Bias Lawsuit Dismissed as Frivolous"</i> A federal judge in North Carolina dismissed another affirmative-action lawsuit.
5/16/97	The Jefferson Report (Internet)	<i>"Berkeley Bland"</i> The first class to be admitted to the UC Berkeley's law school showed an 81% drop in black admissions from last year.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
5/16/97	The Christian Science Monitor	<i>"College Minority Admissions Drop"</i> "The admission of the first post-affirmative-action classes at prestigious law schools in California and Texas shows a steep decline in the number of minority students. The number of African-Americans offered admission in law schools at the University of California at Los Angeles and Berkeley dropped by 80 percent."
5/19/97	ACE NEWS (press release on release of Fifteenth Annual Status Report on Minorities in Higher Education)	<i>"Students Of Color Continue To Make Gains In Higher Education, But Progress Slows, ACE Report Reveals"</i> "Enrollment gains by students of color in higher education have slowed considerably after several years of rapid growth." "While minorities continued to register increases in the number of students attending colleges and universities and receiving degrees during the period covered by the report, the findings raise concerns about the impact of more recent political and legal attacks on affirmative action."
5/19/97	Internet -- "Minorities In Higher Education 1996-7", American Council on Education publication	<i>"Growth in College Enrollment For Minorities Slows"</i> "Although the number of minority students pursuing higher education grew 2.9% from 1994 to 1995, that pace is well below enrollment advances in prior years."
5/19/97	The Washington Post	<i>"Minority Admissions Fall With Preferences Ban; Steep Declines at Two State's Flagship Universities Raise Alarm on Campuses Nationwide"</i> "At both the University of California and the University of Texas, the effect of landmark new prohibitions on racial preferences has been swift and dramatic".
5/19/97	Detroit Free Press	<i>"Minority growth slows on campus"</i> "The doors to higher education pushed open by students of color in recent years are closing to a crack -- a trend that warns of worse setbacks if attacks on affirmative action continue..." Article sets out Michigan school trends.
5/19/97	The New York Times	<i>"College Minority Enrollment Slowed in 1995"</i> More reactions to a report released 5/19/97 by the American Council on Education.
5/19/97	USA Today	<i>"Minority gains in college lose steam"</i> More reactions to a report released 5/19/97 by the American Council on Education.
5/21/97	The Chronicle of Higher Education -- Academe Today	<i>"U. Of Cal. Told It Can Keep Diversity by Helping Poor to Prepare for College"</i> A panel of educators and business leaders recommended that the University of California should step up its efforts to help disadvantaged students in the state prepare for college.
5/22/97	The Chronicle of Higher Education -- Academe Today	<i>Only One Black Student Has Accepted Admission to U. Of Texas Law School</i> "The school's dean blamed the drop in acceptance by black and Hispanic students on a federal court's decision last year that banned the consideration of race in Texas admissions."

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
5/22/97	The Dallas Morning News	<i>"Lone black law enrollee withdraws; Media scrutiny at UT cited in his decision"</i> The first year student, whose name was not released, said the media attention would be too much to take. Student will go to Cornell University.
5/22/97	The Dallas Morning News	<i>"Senators OK bill tracking colleges' minority enrollees; Officials say falling numbers alarming"</i> The legislation directs state officials to monitor minority participation at state colleges and universities in the wake of Hopwood.
5/22/97	Education Daily	<i>"Two States Trying To Ease Affirmative Action Squeeze"</i> "Texas and California, at the center of legal and political wrangling to end affirmative action, are both working to stem the resulting decline in minority college applications."
5/23/97	The Chronicle of Higher Education	<i>"Texas's State Colleges to Admit Top 10% of High-School Classes"</i> The Texas Legislature voted to require public universities to admit all students who graduate in the top 10% of all public and private high-school classes in the state.
5/23/97	The Chronicle of Higher Education	<i>"Backers of Affirmative Action Seek Research to Bolster cause; At meeting at Harvard, sympathetic lawyers tell scholars that their work will not sway many judges"</i> Report on Harvard conference.
5/23/97	The Chronicle of Higher Education -- Academe Today	<i>"Sole Black Student in Entering Class at U. Of Texas Law School Withdraws"</i> "He does not want to spend his law-school career in the spotlight and in a position where he is going to be the representative for his race," said Shelli Soto, UT law school admissions director.
5/28/97	The San Francisco Chronicle	<i>"UC Regent to Be Quizzed On Affirmative Action"</i> Lawyers representing UC Santa Barbara student reporter Tim Molloy in a case alleging Gov. Pete Wilson and the regents broke the state's open-meeting law by locking in votes against affirmative action before a public vote was taken got a break when the judge ordered depositions to be held at the end of June.
5/29/97	Houston Chronicle Editorial	<i>"AFTER HOPWOOD; The problem does not lie with Texas' top universities"</i> Paper argues Texas state legislators are wrong to blame administrators of Texas' top colleges and universities -- they've worked hard to enroll diverse student bodies. Rather, they should blame public schools, irresponsible or overworked parents, or the students themselves.
5/30/97	The Chronicle of Higher Education	<i>"San Francisco State U. Students Protest for Right to Protest"</i> About 50 students at CSUSF rallied to protest what they believed was the administration's attempt to prevent a previous rally against Prop. 209.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/1/97	Los Angeles Times	<i>"At Last, a UC Admissions Plan That Rewards Merit"</i> A number of policy-makers who have recently proposed that UC admission should be guaranteed to the top-ranking graduates of each of California's 844 high schools are on the right track.
6/1/97	The New York Times -- Editorial	<i>"Segregation Anew"</i> In an editorial, the paper calls drop-off of applications (in light of <i>Hopwood</i> and Calif. Prop. 209) "astounding" and argues "if universities don't take disadvantage into account, many minority students will face the prospect of resegregation in higher education."
6/1/97	The Dallas Morning News -- Editorial	<i>"Hopwood aftermath; Texas must find ways to boost minority enrollment"</i> A DMN editorial argues "unless a concerted effort is made to counteract the U.S. Fifth Circuit Court of Appeals ruling, the state may get stuck with a national reputation as being hostile to minority students."
6/2/97	USA Today Commentary	Author Gwen Daye Richardson, editor of Headway magazine, argues Gov. Bush's 10% solution is flawed because high schools vary so much in terms of their standards and curricula. The larger question: why are so many of our public schools failing to adequately educate black students?
6/2/97	TIME	<i>"Back to the Future; forced to scuttle affirmative action, law schools see minority enrollment plummet to 1963 levels"</i> Story reports on declines in minority enrollment and highlights Linda Wightman study (see 1/31/97 entry) showing that of the 3,485 blacks accepted by law schools in 1991, just 687 would have been admitted only the basis of board exams and grades. These same minority students had graduation and bar-exam pass rates similar to whites' and they had an incalculable value to the black community as both professionals and role models.
6/3/97	The Dallas Morning News	<i>"Diversity on campus addressed in session; Bills were response to Hopwood decision"</i> For the first time in recent history, lawmakers said, they made it their business to dictate college admissions policies to ensure diverse campuses across Texas.
6/5/97	The Dallas Morning News	<i>"Texas professional school see few minorities. Decline in fall numbers linked to court decision"</i> Some of the state's most prestigious medical, dental and law schools will have few, if any, minorities in their new fall classes and this could have a profound long-term impact on the state because of the great need for doctors, dentists, lawyers and other professionals in minority communities.

DATE	NEWS SOURCE	HEADLINE/RELEVANT TEXT
6/5/97	Detroit News Editorial	In its editorial "Is Academia Resegregating?" the paper argues the decline in minority applicants in the wake of <i>Hopwood</i> and California Prop. 209 "says less about a resurgence of racism than about the failure of the educational system to produce qualified candidates for higher education. The paper suggests that rather than perpetuate practices that were always intended to be temporary, America's leading public universities should work to reform K-12 systems and offer cost-effective enrichment programs that "help disadvantaged races."

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Divider Title: 4

Student Reactions to Effect of *Hopwood* and California Proposition 209

Date	News Source	Anecdote/Quote
3/18/97	The New York Times/ Dow Jones	<i>"My mother would not let me apply to U.T. because of the Hopwood decision," said Tanya Holloway, an Austin high school senior who is black. "She didn't think I would get fair treatment there."</i> Marlen Whitley, a black student recently elected as the student body president at the University of Texas said he planned to go to law school and before the <i>Hopwood</i> ruling, Texas was high on his list. Now he plans to look somewhere else to <i>"get away from all the drama that's happened here."</i> Bruce Rideaux, a senior from Beaumont, TX, said if he were applying to college now, he would probably not apply to the University of Texas. <i>"There are 50,000 students here and so few of them are black. With all this going on, I probably would have gone to a predominantly black or a smaller university."</i> Ernestina Gallegos, a Hispanic senior with a 3.65 grade point average doesn't believe the affirmative action debate will affect her chances at elite schools in the University of California system. <i>"Sometimes affirmative action is kind of biased. I've seen kids with really low S.A.T's and G.P.A.'s get in, while other kids who worked really hard got left out. I don't think about it. It wouldn't be a problem for me whether or not affirmative action would be there."</i> Michael Lampkins, a senior with a B plus average who is black said he had always wanted to go to U.C.L.A. but now doubts he'd get in and is applying to historically black schools instead. <i>"I think the Regents are kind of going back to that good old separate but equal."</i>
4/30/97	USA Today	Campus police used pepper spray and batons on UC-Berkeley students protesting Proposition 209. UCLA sophomore Willie Novoa, said "[t]hey're taking away something that's so precious to us. I feel hopeless."
5/9/97	The Chronicle of Higher Education	<i>"Berkeley Students Protest Cal. Law Barring Affirmative Action"</i> About 40 students took over the administration building at the University of California at Berkeley fastening its doors and fire exits with bicycle locks to protest the university's plan to comply with Proposition 209.
5/12/97	Newsweek	Diana Salana, president of UT-Austin's Chicano-Hispanic Law Students Association says "[i]t took us 30 years to get here, and it took them 24 hours to dismantle any progress we have made." Angelyque Campbell, a black student completing work on a combined law and public-policy degree, believes UT is in danger of becoming an "ivory white tower."

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Divider Title: 5

Table 4-2. Percent change in undergraduate enrollment in institutions of higher education, by control and level of institution: 50 states and the District of Columbia, fall 1991 to fall 1995

Control and level of institution	1991-92	1992-93	1993-94	1994-95	1991-95
All institutions.....	0.8%	-1.7%	-0.5%	-0.3%	-1.7%
Public.....	0.7	-2.0	-0.7	-0.4	-2.4
Private.....	1.3	-0.4	0.2	0.5	1.6
4-year.....	0.4	-0.8	-0.4	0.1	-0.7
Public.....	-0.2	-1.2	-0.8	-0.2	-2.5
Private.....	1.9	0.0	0.6	0.8	3.4
2-year.....	1.2	-2.7	-0.6	-0.7	-2.8
Public.....	1.5	-2.7	-0.5	-0.6	-2.4
Private.....	-3.7	-3.9	-3.2	-3.0	-13.1

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) "Fall Enrollment" surveys, 1991-95.

Table 4-3. Percent change in average undergraduate tuition and fees and room and board rates paid by students in institutions of higher education, by control of institution: 50 states and the District of Columbia, fall 1991 to fall 1995

Item and cost	Public institutions	Private institutions
Tuition and required fees		
Mean cost 1992-93	\$1,782	\$9,942
1995-96.....	\$2,176	\$11,858
Percent change	22.1%	19.3%
Total tuition, room, and board		
Mean cost 1992-93	\$5,379	\$14,634
1995-96.....	\$6,252	\$17,207
Percent change	16.2%	17.6%

NOTE: Data are for the entire academic year and are average charges paid by students. Tuition and fees were weighted by the number of full-time-equivalent undergraduates but were not adjusted to reflect student residence. Room and board were based on full-time students. The data have not been adjusted for changes in the purchasing power of the dollar.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics" surveys. Data are from the *Digest of Education Statistics, 1996*, table 309, p. 321.

Enrollment Changes by Race/Ethnicity

It is noteworthy that the decreases in undergraduate enrollment in all types of institutions occurred primarily among white students (table 4-4). The number of undergraduates in every other racial/ethnic group increased between 1994 and 1995 and between 1991 and 1995. Between 1994 and 1995, the number of Hispanic undergraduates increased by 4.5 percent for all types of institutions, and ranged from a 4 percent increase in public 4-year institutions to 6.9 and 7.9 percent increases in private 4- and 2-year institutions, respectively. Across the 5 years from 1991 to 1995, the number of Hispanic undergraduates increased by 25.8 percent. Over this same 5-year period, the number of Asian undergraduates increased by 23.9 percent, American Indian undergraduates increased by 14.1 percent, and black undergraduates increased by 8.5 percent.

Table 4-4. Percent change in undergraduate enrollment in institutions of higher education, by race/ethnicity and by control and level of institution: 50 states and the District of Columbia, 1994 to 1995 and 1991 to 1995

Type of institution	1994 to 1995					1991 to 1995				
	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaskan Native	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaskan Native
All institutions.....	-1.2%	1.2%	4.5%	2.7%	2.8%	-7.4%	8.5%	25.8%	23.9%	14.1%
Public.....	-1.4	1.1	4.2	2.5	2.6	-8.6	8.9	26.1	23.2	12.9
Private.....	-0.5	2.0	7.0	3.7	4.4	-2.1	6.9	24.2	27.6	24.4
4-year										
All schools.....	-0.8	1.4	4.7	4.3	7.6	-5.6	9.3	25.9	24.5	27.5
Public.....	-1.2	1.3	4.0	4.7	7.2	-7.6	8.2	23.5	23.0	25.1
Private.....	0.0	1.6	6.9	3.4	9.4	-0.9	11.8	33.1	28.7	37.3
2-year										
All schools.....	-1.8	1.0	4.4	0.8	-0.9	-9.6	7.6	25.8	23.2	4.8
Public.....	-1.6	0.9	4.3	0.6	-0.4	-9.5	9.5	27.4	23.5	5.7
Private.....	-5.2	4.5	7.9	8.8	13.2	-12.7	-17.6	-11.1	11.2	-12.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1991-95.

These percentage increases in the number of minority undergraduates are encouraging. However, they do not reflect the increases in the number of high school graduates of Hispanic or black origin. For example, from 1991 to 1995 the number of Hispanic high school graduates increased from 154,000 to 288,000, or 87 percent, while the number of black high school graduates increased from 320,000 to 356,000, or 11.2 percent. The number of white high school graduates also increased during this period, from 1,867,000 to 2,088,000, or 12 percent.³

Both first-professional and graduate enrollments increased between 1994 and 1995, with first-professional enrollment increasing by 1.0 percent and graduate enrollment increasing by 0.6 percent (table 4-5). When examined by racial/ethnic status and type of postbaccalaureate program, minority enrollment in first-professional programs increased by 4.7 percent between 1994 and 1995, while white enrollment decreased by 0.4 percent. From 1991 to 1995, first-professional enrollment increased by 6.1 percent, with increases in minority enrollment accounting for the entire change. Minority enrollment increased by 34 percent during this period, while the enrollment of white students decreased by 0.3 percent.

Graduate enrollment increased at a slightly lower rate (5.7 percent) than first-professional enrollment over the 1991-95 period. The number of graduate students from all racial/ethnic backgrounds increased, although the number of white graduate students increased at a considerably lower rate than the number of minority graduate students (1.9 percent for white students compared to 32.2 percent for minority students).

³U.S. Department of Labor, College Enrollment of High School Graduates, various years, in U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1996, table 179, p. 187.

Table 4-5. Percent change in first-professional and graduate enrollment, by race/ethnicity: 50 states and the District of Columbia, fall 1991 to fall 1995

Race/ethnicity	1994-95	1991-95
First-professional institutions	1.0%	6.1%
White, non-Hispanic	-0.4	-0.3
All minorities	4.7	34.0
Black, non-Hispanic.....	3.7	24.4
Hispanic.....	3.2	20.9
Asian/Pacific Islander	7.0	41.9
American Indian/Alaskan Native.....	17.4	68.7
Graduate institutions	0.6	5.7
White, non-Hispanic	-0.3	1.9
All minorities	5.9	32.2
Black, non-Hispanic.....	7.2	33.4
Hispanic.....	6.5	33.6
Asian/Pacific Islander	4.2	31.2
American Indian/Alaskan Native.....	3.9	27.3

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1991-95.

Enrollment Changes by Attendance Status

The decrease in total enrollment in IHEs from 1994 to 1995 occurred among both full- and part-time students (table 4-6 and appendix table B1). However, the 0.7 percent decrease in total enrollment from 1991 to 1995 occurred mainly among part-time students, whose numbers decreased every year from 1992 to 1995. The number of part-time students decreased 1.8 percent between 1991 and 1995, but by 3 percent from 1992 to 1995.

Table 4-6. Percent change in enrollment in institutions of higher education, by attendance status: 50 states and the District of Columbia, fall 1991 to fall 1995

	Percent change				
	1991-92	1992-93	1993-94	1994-95	1991-95
Attendance status					
Total enrollment.....	0.9%	-1.3%	-0.2%	-0.1%	-0.7%
Full time.....	0.6	-0.4	0.1	-0.1	0.2
Public.....	0.6	-0.8	-0.2	-0.4	-0.8
Private.....	0.5	0.6	1.0	0.8	2.9
Part time.....	1.3	-2.3	-0.6	-0.1	-1.8
Public.....	0.7	-2.7	-0.8	-0.3	-3.1
Private.....	4.7	-0.1	0.8	0.8	6.3

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1991-95.

V. ENROLLMENT BY STATE

Enrollment by Type of Institution

It was noted previously that almost 78 percent of all higher education students were enrolled in public institutions. Of this 78 percent, 40.8 percent were enrolled in 4-year institutions and 37.0 percent were enrolled in 2-year institutions (table 5-1). However, the percentage of students enrolled in public 4- and 2-year institutions varies considerably by state. This variation probably results from a confluence of state policies, including the following: the level of state support for public higher education, the relative number and capacities of public 4-year and 2-year institutions, the tuition and fees charged in states' public institutions, and the availability and portability of state financial aid. The distribution of public and private institutions within each state also affects student enrollment patterns.

Undergraduate enrollment at different types of institutions provides an indicator of many of these state policies. Nationally, 81.0 percent of undergraduates were enrolled in public institutions, 37.8 percent in public 4-year institutions and 43.1 percent in public 2-year institutions (table 5-2). By state, the percent of undergraduates in public institutions ranged from a high of 98.6 percent in Nevada to a low of 21.3 percent in the District of Columbia, with 19 states below the national average. Additionally, although 43.1 percent of all undergraduates in the nation attended public 2-year institutions, within states this percentage varied from a high of 66.9 percent in California to a low of 0.6 percent in South Dakota.

Minority Enrollment

The distribution of minority enrollment in the individual states probably reflects to a great extent the distribution of minority residents within each state. To illustrate, in 1995 states differed greatly in the distribution of minority and white students, both from the national average and from each other. For example, in California fewer than half of the students enrolled in its colleges and universities were white, while blacks, who had a 10.3 percent share of enrollment in the nation, composed only 7.6 percent of California's enrollment (table 5-3). On the other hand, Hispanics composed 19.7 percent of California's enrollment, and Asians another 17.3 percent. Similarly, in Alabama, the District of Columbia, Georgia, Louisiana, Maryland, Mississippi, and South Carolina, blacks' share of enrollment was more than double their share in the nation as a whole (21.3 to 31.5 percent). In New Mexico and Texas, Hispanics composed 31.3 and 20.5 percent of total enrollment, respectively, compared to their 7.7 percent share of enrollment in the nation as a whole. In Hawaii, Asians composed almost 60 percent of total enrollment, while in Alaska, Arizona, Montana, New Mexico, North Dakota, Oklahoma, and South Dakota, American Indians had a significant share of total enrollment (3.9 percent to 9.7 percent).

Table 5-3. Percent distribution of total enrollment in institutions of higher education, by race/ethnicity and by state: 50 states and the District of Columbia, fall 1995

State	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native
Total.....	72.3	10.3	7.7	5.6	0.9
Alabama.....	74.1	21.3	1.3	1.2	0.5
Alaska.....	79.1	3.4	2.7	3.0	9.7
Arizona.....	73.0	3.2	14.1	3.1	3.9
Arkansas.....	80.1	14.7	0.8	1.1	0.9
California.....	49.8	7.6	19.7	17.3	1.2
Colorado.....	80.4	3.5	9.2	3.4	1.2
Connecticut.....	80.1	7.5	4.9	3.6	0.3
Delaware.....	79.7	13.6	1.8	2.4	0.4
District of Columbia.....	48.6	31.5	3.9	5.5	0.3
Florida.....	66.9	13.1	13.5	3.0	0.5
Georgia.....	68.5	24.6	1.5	2.6	0.3
Hawaii.....	26.6	2.0	2.2	59.8	0.4
Idaho.....	91.6	0.7	2.8	1.5	1.3
Illinois.....	70.9	12.6	8.1	5.5	0.3
Indiana.....	86.5	6.2	2.2	1.8	0.4
Iowa.....	88.8	2.8	1.6	2.3	0.4
Kansas.....	84.3	5.3	3.3	2.3	1.5
Kentucky.....	89.3	6.8	0.6	1.2	0.4
Louisiana.....	66.2	26.0	2.3	2.0	0.6
Maine.....	94.2	1.1	0.6	1.5	1.5
Maryland.....	67.0	21.3	2.4	5.5	0.4
Massachusetts.....	77.8	5.6	4.4	5.9	0.4
Michigan.....	80.2	10.9	2.1	2.8	0.8
Minnesota.....	89.1	2.8	1.4	3.4	1.0
Mississippi.....	67.4	29.2	0.5	0.9	0.4
Missouri.....	84.4	8.7	1.6	2.2	0.5
Montana.....	86.5	0.3	1.1	0.8	8.8
Nebraska.....	90.2	2.9	2.0	1.9	0.8
Nevada.....	76.6	5.5	7.6	5.9	1.6
New Hampshire.....	93.1	1.6	1.5	1.6	0.4
New Jersey.....	69.0	11.8	9.2	6.3	0.3
New Mexico.....	55.9	2.5	31.3	1.7	6.9
New York.....	66.4	13.0	9.6	6.4	0.4
North Carolina.....	74.7	19.7	1.2	1.9	1.0
North Dakota.....	88.8	0.8	0.6	0.7	5.1
Ohio.....	83.8	9.4	1.4	2.0	0.4
Oklahoma.....	76.0	7.3	2.3	2.3	7.7
Oregon.....	83.3	1.8	3.8	5.8	1.5
Pennsylvania.....	83.6	8.3	1.8	3.3	0.2
Rhode Island.....	84.8	4.3	3.7	3.5	0.4
South Carolina.....	73.4	22.4	0.9	1.3	0.3
South Dakota.....	88.6	0.8	0.5	0.7	6.7
Tennessee.....	80.6	14.7	1.0	1.4	0.3
Texas.....	62.0	9.8	20.5	4.4	0.5
Utah.....	90.0	0.6	2.6	2.1	1.1
Vermont.....	91.9	1.4	1.4	1.9	1.1
Virginia.....	74.3	16.0	2.3	4.8	0.4
Washington.....	79.9	3.7	3.6	7.9	1.8
West Virginia.....	92.2	3.9	0.5	1.0	0.2
Wisconsin.....	88.4	4.2	2.1	2.1	0.8
Wyoming.....	91.2	0.8	4.2	0.8	1.5

NOTE: Percents do not add to 100 because nonresident alien are not included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1995.

Table 202.—Total fall enrollment in institutions of higher education, by type and control of institution and race/ethnicity of student: 1976 to 1995

Type and control of institution and race/ethnicity of student	Number, in thousands								Percentage distribution by type and control ¹							
	1976	1980	1990	1991	1992	1993	1994	1995 ¹	1976	1980	1990	1992	1993	1994	1995 ¹	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
All students																
Total	10,985.6	12,086.8	13,818.6	14,359.0	14,487.4	14,304.8	14,278.8	14,261.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
White, non-Hispanic	9,076.1	9,833.0	10,722.5	10,989.8	10,875.4	10,600.0	10,427.0	10,311.2	84.3	83.5	79.9	77.5	76.5	75.4	74.7	
Total minority	1,690.8	1,948.8	2,704.7	2,952.8	3,164.2	3,247.7	3,395.9	3,496.2	15.7	16.5	20.1	22.5	23.5	24.6	25.3	
Black, non-Hispanic	1,033.0	1,106.8	1,247.0	1,335.4	1,392.9	1,412.8	1,448.6	1,473.7	9.6	9.4	9.3	9.9	10.2	10.5	10.7	
Hispanic	383.8	471.7	782.4	866.6	955.0	988.8	1,045.6	1,093.8	3.6	4.0	5.8	6.8	7.1	7.6	7.9	
Asian or Pacific Islander	197.9	286.4	572.4	637.2	697.0	724.4	774.3	797.4	1.8	2.4	4.3	5.0	5.2	5.6	5.8	
American Indian/Alaskan Native	76.1	83.9	102.8	113.7	119.3	121.7	127.4	131.3	0.7	0.7	0.8	0.8	0.9	0.9	1.0	
Nonresident alien	218.7	305.0	391.5	416.4	447.7	457.1	455.9	454.4	—	—	—	—	—	—	—	
4-year																
Total	7,106.5	7,565.4	8,578.6	8,707.1	8,785.0	8,738.9	8,749.1	8,769.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
White, non-Hispanic	5,999.0	6,274.5	6,768.1	6,791.0	6,744.3	6,639.5	6,565.3	6,517.2	86.8	85.7	82.0	80.2	79.3	78.3	77.6	
Total minority	931.0	1,049.9	1,486.1	1,573.3	1,663.7	1,733.6	1,819.2	1,885.8	13.4	14.3	18.0	19.2	20.7	21.7	22.4	
Black, non-Hispanic	603.7	634.3	722.8	757.8	791.2	813.7	833.6	852.2	8.7	8.7	8.8	9.4	9.7	9.9	10.1	
Hispanic	173.6	218.8	358.2	382.9	410.0	432.0	462.7	485.5	2.5	3.0	4.3	4.9	5.2	5.5	5.8	
Asian or Pacific Islander	118.7	162.1	357.2	381.5	407.5	429.4	461.8	482.4	1.7	2.2	4.3	4.8	5.1	5.5	5.7	
American Indian/Alaskan Native	35.0	36.9	47.9	51.1	54.9	58.5	61.2	65.7	0.5	0.5	0.6	0.7	0.7	0.7	0.8	
Nonresident alien	176.5	240.9	324.3	342.8	357.0	365.9	364.5	366.2	—	—	—	—	—	—	—	
Public	4,892.9	5,127.6	5,848.2	5,904.7	5,900.0	5,851.8	5,825.2	5,814.5	69.1	68.0	68.5	67.6	67.3	66.9	66.7	
White, non-Hispanic	4,120.2	4,243.0	4,605.6	4,597.4	4,531.6	4,432.9	4,355.0	4,303.3	59.5	57.9	55.8	53.9	52.9	51.9	51.2	
Total minority	686.7	740.8	1,048.2	1,101.7	1,155.8	1,202.1	1,256.7	1,299.3	9.6	10.1	12.7	13.7	14.4	15.0	15.5	
Black, non-Hispanic	421.8	438.2	495.1	518.2	535.5	548.2	561.4	572.5	6.1	6.0	6.0	6.4	6.5	6.7	6.8	
Hispanic	129.3	156.4	262.5	278.7	295.2	311.5	332.6	346.8	1.9	2.1	3.2	3.5	3.7	4.0	4.1	
Asian or Pacific Islander	87.5	117.2	250.6	268.2	281.9	296.8	315.3	329.3	1.3	1.6	3.0	3.4	3.5	3.8	3.9	
American Indian/Alaskan Native	28.2	29.0	38.0	40.6	43.0	45.9	47.5	50.8	0.4	0.4	0.5	0.5	0.5	0.6	0.6	
Nonresident alien	106.0	143.8	196.4	205.6	212.6	216.7	213.4	211.9	—	—	—	—	—	—	—	
Private	2,213.6	2,437.8	2,730.3	2,802.3	2,865.0	2,887.2	2,923.9	2,954.7	30.9	32.0	31.5	32.4	32.7	33.1	33.3	
White, non-Hispanic	1,878.8	2,031.5	2,162.5	2,193.5	2,212.6	2,206.6	2,210.3	2,213.9	27.1	27.7	26.2	26.3	26.4	26.4	26.3	
Total minority	264.3	309.2	439.8	471.5	507.9	531.5	562.5	586.5	3.8	4.2	5.3	6.0	6.3	6.7	7.0	
Black, non-Hispanic	182.0	196.1	227.7	241.5	255.7	265.6	272.2	279.7	2.6	2.7	2.8	3.0	3.2	3.3	3.3	
Hispanic	44.3	60.2	95.7	104.2	114.8	120.4	130.1	136.7	0.6	0.8	1.2	1.4	1.4	1.6	1.7	
Asian or Pacific Islander	31.2	44.9	106.8	115.3	125.6	132.8	146.5	153.2	0.5	0.6	1.3	1.5	1.6	1.7	1.8	
American Indian/Alaskan Native	6.8	7.9	9.9	10.6	11.8	12.6	13.6	14.9	0.1	0.1	0.1	0.1	0.2	0.2	0.2	
Nonresident alien	70.5	97.1	127.9	137.2	144.4	149.1	151.1	154.3	—	—	—	—	—	—	—	
2-year																
Total	3,879.1	4,521.4	5,240.1	5,651.9	5,722.4	5,565.9	5,529.7	5,492.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
White, non-Hispanic	3,077.1	3,558.5	3,954.3	4,198.8	4,131.2	3,980.8	3,861.7	3,794.0	80.2	79.8	78.4	73.4	72.3	71.0	70.2	
Total minority	759.8	898.9	1,218.6	1,379.6	1,500.8	1,514.1	1,578.6	1,610.4	19.8	20.2	23.6	26.6	27.7	29.0	29.8	
Black, non-Hispanic	429.3	472.5	524.3	577.6	601.6	599.0	615.0	621.5	11.2	10.6	10.1	10.7	10.9	11.3	11.5	
Hispanic	210.2	255.1	424.2	483.7	545.0	558.8	582.9	608.4	5.5	5.7	8.2	9.7	10.2	10.7	11.3	
Asian or Pacific Islander	79.2	124.3	215.2	255.7	289.5	295.0	312.5	314.9	2.1	2.8	4.2	5.1	5.4	5.7	5.8	
American Indian/Alaskan Native	41.2	47.0	54.9	62.6	64.4	63.2	66.2	65.6	1.1	1.1	1.1	1.1	1.2	1.2	1.2	
Nonresident alien	42.2	64.1	67.1	73.5	90.8	91.2	91.4	88.1	—	—	—	—	—	—	—	
Public	3,748.1	4,328.8	4,998.5	5,404.8	5,484.6	5,337.3	5,308.5	5,277.8	96.7	95.8	95.4	95.8	95.9	96.0	96.1	
White, non-Hispanic	2,974.3	3,413.1	3,779.8	4,024.8	3,961.2	3,793.7	3,701.3	3,642.1	77.5	76.6	73.1	70.3	69.3	68.1	67.4	
Total minority	734.5	855.4	1,153.0	1,310.3	1,436.4	1,456.0	1,519.3	1,550.2	19.1	19.2	22.3	25.5	26.6	27.9	28.7	
Black, non-Hispanic	409.5	437.9	481.4	537.2	565.0	566.1	583.2	588.2	10.7	9.8	9.3	10.0	10.3	10.7	10.9	
Hispanic	207.5	249.8	408.9	463.4	527.1	539.8	566.1	590.3	5.4	5.6	7.9	9.4	9.9	10.4	10.9	
Asian or Pacific Islander	78.2	122.5	210.3	250.1	284.0	289.7	306.8	308.7	2.0	2.7	4.1	5.0	5.3	5.6	5.7	
American Indian/Alaskan Native	39.3	45.2	52.4	59.6	60.3	60.5	63.2	63.0	1.0	1.0	1.0	1.1	1.1	1.2	1.2	
Nonresident alien	39.2	60.3	63.6	69.7	86.9	87.6	87.8	85.6	—	—	—	—	—	—	—	
Private	131.0	192.6	243.6	247.1	237.8	228.5	221.2	214.7	3.3	4.2	4.6	4.2	4.1	4.0	3.9	
White, non-Hispanic	102.8	145.4	174.5	174.0	170.0	166.9	160.3	152.0	2.7	3.3	3.4	3.0	3.0	2.9	2.8	
Total minority	25.3	43.5	65.6	69.3	64.1	58.1	57.3	60.2	0.7	1.0	1.3	1.1	1.1	1.1	1.1	
Black, non-Hispanic	19.8	34.6	42.9	40.4	36.6	32.9	31.9	33.3	0.5	0.8	0.8	0.7	0.6	0.6	0.6	
Hispanic	2.6	5.3	15.3	20.3	17.9	17.1	16.7	18.1	0.1	0.1	0.3	0.3	0.3	0.3	0.3	
Asian or Pacific Islander	0.9	1.8	4.9	5.6	5.5	5.4	5.7	6.2	(3)	(3)	(3)	0.1	0.1	0.1	0.1	
American Indian/Alaskan Native	1.8	1.8	2.5	3.0	4.1	2.7	3.0	2.6	(3)	(3)	(3)	0.1	(3)	0.1	(3)	
Nonresident alien	3.0	3.7	3.5	3.8	3.7	3.6	3.6	2.6	—	—	—	—	—	—	—	

¹ Distribution for U.S. citizens only.

² Preliminary data.

³ Less than 0.05 percent.

—Not applicable.

NOTE.—Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities;" and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys. (This table was prepared January 1997.)

Table 203.—Total fall enrollment in institutions of higher education, by level of study, sex, and race/ethnicity of student: 1976 to 1995

Level of study, sex, and race/ethnicity of student	Number, in thousands									Percent distribution by level of study ¹						
	1976	1980	1990	1991	1992	1993	1994	1995 ²	1976	1980	1990	1992	1993	1994	1995 ²	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
All students																
Total	10,985.8	12,086.8	13,818.8	14,359.0	14,487.4	14,304.8	14,278.8	14,261.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
White, non-Hispanic	9,076.1	9,833.0	10,722.5	10,989.8	10,875.4	10,600.0	10,427.0	10,311.2	84.3	83.5	79.9	77.5	76.5	75.4	74.7	
Total minority	1,690.8	1,948.8	2,704.7	2,952.8	3,164.2	3,247.7	3,395.9	3,496.2	15.7	16.5	20.1	22.5	23.5	24.6	25.3	
Black, non-Hispanic	1,033.0	1,106.8	1,247.0	1,335.4	1,392.9	1,412.8	1,448.6	1,473.7	9.6	9.4	9.3	9.9	10.2	10.5	10.7	
Hispanic	383.8	471.7	782.4	866.6	955.0	988.8	1,045.6	1,093.8	3.6	4.0	5.8	6.8	7.1	7.8	7.9	
Asian or Pacific Islander	197.9	286.4	572.4	637.2	697.0	724.4	774.3	797.4	1.8	2.4	4.3	5.0	5.2	5.8	5.8	
American Indian/Alaskan Native	76.1	83.9	102.8	113.7	119.3	121.7	127.4	131.3	0.7	0.7	0.8	0.8	0.9	0.9	1.0	
Nonresident alien	218.7	305.0	391.5	416.4	447.7	457.1	455.9	454.4	—	—	—	—	—	—	—	
Men	5,794.4	5,868.1	6,283.9	6,501.8	6,524.0	6,427.5	6,371.9	6,342.5	52.4	48.0	45.0	44.5	44.4	44.1	44.0	
White, non-Hispanic	4,813.7	4,772.9	4,861.0	4,962.2	4,884.6	4,755.0	4,650.7	4,594.1	44.7	40.5	36.2	34.8	34.3	33.8	33.3	
Total minority	826.6	884.4	1,176.8	1,280.3	1,366.3	1,399.1	1,451.7	1,484.2	7.7	7.5	8.8	9.7	10.1	10.5	10.7	
Black, non-Hispanic	489.9	463.7	484.7	517.0	536.9	543.7	549.7	555.9	4.4	3.9	3.8	3.8	3.9	4.0	4.0	
Hispanic	209.7	231.6	353.9	390.5	427.7	441.2	464.0	480.2	1.9	2.0	2.6	3.0	3.2	3.4	3.5	
Asian or Pacific Islander	108.4	151.3	294.9	325.1	351.5	363.1	385.0	393.3	1.0	1.3	2.2	2.5	2.6	2.8	2.8	
American Indian/Alaskan Native	38.5	37.8	43.1	47.8	50.2	51.2	53.0	54.8	0.4	0.3	0.3	0.4	0.4	0.4	0.4	
Nonresident alien	154.1	210.8	246.3	259.4	273.1	273.4	269.5	264.3	—	—	—	—	—	—	—	
Women	5,191.2	6,218.7	7,534.7	7,857.1	7,963.4	7,877.4	7,906.9	7,919.2	47.8	52.0	55.0	55.5	55.6	55.9	56.0	
White, non-Hispanic	4,262.4	5,060.1	5,861.5	6,027.6	5,990.8	5,845.1	5,776.3	5,717.2	39.8	42.9	43.7	42.7	42.2	41.8	41.4	
Total minority	864.2	1,064.4	1,528.1	1,672.5	1,797.9	1,848.6	1,944.2	2,012.0	8.0	9.0	11.4	12.8	13.3	14.1	14.8	
Black, non-Hispanic	563.1	643.0	782.3	818.4	856.0	869.1	898.9	917.8	5.2	5.5	5.7	6.1	6.3	6.5	6.6	
Hispanic	174.1	240.1	428.5	476.0	527.3	547.6	581.6	613.7	1.6	2.0	3.2	3.8	4.0	4.2	4.4	
Asian or Pacific Islander	89.4	135.2	277.5	312.0	345.8	361.3	389.3	404.1	0.8	1.1	2.1	2.5	2.6	2.8	2.9	
American Indian/Alaskan Native	37.6	46.1	59.7	66.1	69.1	70.5	74.4	76.5	0.3	0.4	0.4	0.5	0.5	0.5	0.6	
Nonresident alien	64.6	94.2	145.2	157.0	174.6	183.7	186.4	190.1	—	—	—	—	—	—	—	
Undergraduates																
Total	9,419.0	10,469.1	11,959.1	12,439.3	12,537.7	12,324.0	12,262.6	12,231.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
White, non-Hispanic	7,740.5	8,480.7	9,272.6	9,507.7	9,387.6	9,100.4	8,916.0	8,805.8	83.4	82.7	79.0	76.4	75.5	74.3	73.6	
Total minority	1,535.3	1,778.5	2,467.7	2,697.9	2,892.2	2,955.4	3,077.2	3,158.5	16.6	17.3	21.0	23.6	24.5	25.7	26.4	
Black, non-Hispanic	943.4	1,018.8	1,147.2	1,229.3	1,280.8	1,290.4	1,317.3	1,333.8	10.2	9.9	9.8	10.4	10.7	11.0	11.1	
Hispanic	352.9	433.1	724.6	804.2	887.8	918.1	968.3	1,012.0	3.8	4.2	6.2	7.2	7.6	8.1	8.5	
Asian or Pacific Islander	189.3	248.7	500.5	558.7	613.0	634.2	674.1	692.2	1.8	2.4	4.3	5.0	5.3	5.8	5.8	
American Indian/Alaskan Native	69.7	77.9	95.5	105.8	110.9	112.7	117.4	120.7	0.8	0.8	0.8	0.9	0.9	1.0	1.0	
Nonresident alien	143.2	209.9	218.7	233.6	257.9	268.2	269.4	267.8	—	—	—	—	—	—	—	
Men	4,898.8	4,997.4	5,379.8	5,571.0	5,582.9	5,483.7	5,422.1	5,401.1	51.8	47.3	44.7	44.3	44.3	44.0	43.9	
White, non-Hispanic	4,052.2	4,054.9	4,184.4	4,273.0	4,195.5	4,067.0	3,963.1	3,918.1	43.7	39.5	35.6	34.2	33.7	33.0	32.7	
Total minority	748.2	802.7	1,069.3	1,165.2	1,244.2	1,270.1	1,312.4	1,339.3	8.1	7.8	9.1	10.1	10.5	10.9	11.2	
Black, non-Hispanic	430.7	428.2	448.0	478.1	495.6	499.6	502.9	506.8	4.6	4.2	3.8	4.0	4.1	4.2	4.2	
Hispanic	191.7	211.2	326.9	361.4	397.1	409.2	429.4	444.2	2.1	2.1	2.8	3.2	3.4	3.6	3.7	
Asian or Pacific Islander	91.1	128.5	254.5	281.5	305.0	314.1	331.4	338.1	1.0	1.3	2.2	2.5	2.6	2.8	2.8	
American Indian/Alaskan Native	34.8	34.8	39.9	44.2	46.6	47.2	48.6	50.2	0.4	0.3	0.3	0.4	0.4	0.4	0.4	
Nonresident alien	96.4	139.8	126.1	132.8	143.3	146.6	146.8	143.8	—	—	—	—	—	—	—	
Women	4,522.1	5,471.7	6,579.3	6,868.3	6,954.8	6,840.3	6,840.5	6,830.6	48.2	52.7	55.3	55.7	55.7	56.0	56.1	
White, non-Hispanic	3,686.3	4,425.8	5,068.2	5,234.8	5,192.1	5,033.4	4,953.0	4,867.5	39.8	43.1	43.3	42.3	41.8	41.3	40.9	
Total minority	787.0	975.8	1,396.5	1,532.7	1,648.0	1,685.2	1,764.8	1,819.2	8.5	9.5	11.9	13.4	14.0	14.7	15.2	
Black, non-Hispanic	512.7	590.6	699.2	751.1	785.0	790.8	814.4	826.9	5.5	5.8	6.0	6.4	6.6	6.8	6.9	
Hispanic	161.2	221.8	397.6	442.7	490.7	508.9	538.9	567.8	1.7	2.2	3.4	4.0	4.2	4.5	4.7	
Asian or Pacific Islander	78.2	120.2	246.0	277.2	308.0	320.0	342.7	354.1	0.8	1.2	2.1	2.5	2.7	2.9	3.0	
American Indian/Alaskan Native	34.9	43.1	55.5	61.6	64.3	65.5	68.8	70.5	0.4	0.4	0.5	0.5	0.5	0.6	0.6	
Nonresident alien	48.8	70.1	92.8	100.8	114.6	121.7	122.8	123.8	—	—	—	—	—	—	—	
Graduates																
Total	1,322.5	1,340.9	1,586.2	1,639.1	1,668.7	1,688.4	1,721.5	1,732.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
White, non-Hispanic	1,115.8	1,104.7	1,228.4	1,258.0	1,267.2	1,273.8	1,286.8	1,282.3	89.2	88.5	86.6	85.3	84.8	83.5	82.6	
Total minority	134.5	144.0	190.5	204.1	217.9	232.7	255.2	270.7	10.8	11.5	13.4	14.7	15.4	16.5	17.4	
Black, non-Hispanic	78.5	75.1	83.9	88.9	94.1	102.2	110.6	118.6	6.3	6.0	5.9	6.3	6.6	7.2	7.6	
Hispanic	26.4	32.1	47.2	50.9	55.3	57.9	63.9	68.0	2.1	2.6	3.3	3.7	3.8	4.1	4.4	
Asian or Pacific Islander	24.5	31.6	53.2	57.6	61.5	65.2	72.6	75.8	2.0	2.5	3.8	4.1	4.3	4.7	4.9	
American Indian/Alaskan Native	5.1	5.2	6.2	6.6	7.0	7.3	8.1	8.5	0.4	0.4	0.4	0.5	0.5	0.5	0.5	
Nonresident alien	72.4	92.2	167.3	177.0	183.6	182.0	179.5	179.5	—	—	—	—	—	—	—	
Men	707.9	672.2	737.4	781.0	772.4	771.0	775.8	767.5	52.2	48.3	43.8	43.6	43.1	42.7	42.0	
White, non-Hispanic	589.1	538.5	538.8	550.7	553.7	550.9	551.4	541.8	47.1	43.1	38.0	37.3	36.6	35.8	34.9	
Total minority	63.7	65.0	82.1	87.8	93.3	98.1	106.3	110.4	5.1	5.2	5.8	6.3	6.5	6.9	7.1	
Black, non-Hispanic	32.0	28.2	29.3	31.0	33.1	35.3	37.7	39.8	2.6	2.3	2.1	2.2	2.3	2.4	2.6	
Hispanic	14.6	15.7	20.6	22.4	23.6	24.8	27.0	28.2	1.2	1.3	1.5	1.6	1.6	1.8	1.8	
Asian or Pacific Islander	14.4	18.6	29.7	31.8	33.8	35.1	38.3	39.0	1.2	1.5	2.1	2.3	2.3	2.5	2.5	
American Indian/Alaskan Native	2.7	2.5	2.6	2.7	2.9	3.0	3.3	3.4	0.2	0.2	0.2	0.2	0.2	0.2	0.2	
Nonresident alien	55.1	68.7	116.4	122.4	125.4	122.0	118.1	115.6	—	—	—	—	—	—	—	
Women	614.6	668.7	848.8	878.2	896.3	917.4	945.6	965.0	47.8	51.7	56.2	56.4	56.9	57.3	58.0	
White, non-Hispanic	526.5	566.2	689.5	707.3	713.6	722.9	735.4	740.7	42.1	45.3	48.6	48.0	48.0	47.7	47.7	
Total minority	70.8	79.0	108.3	116.3	124.6	134.8	148.9	160.3	5.7	6.3	7.6	8.4	8.9	9.7	10.3	
Black, non-Hispanic	46.5	48.9	54.6	57.9	61.0	66.9	72.9	78.8	3.7	3.8	3.8	4.1	4.4	4.7	5.1	
Hispanic	11.8	16.4	26.6	28.6	31.7	33.1	36.9	39.9	0.9	1.3	1.9	2.1	2.2	2.4	2.6	
Asian or Pacific Islander	10.1	13.0	23.6	25.9	27.8	30.2	34.3	36.6	0.8	1.0						

Table 203.—Total fall enrollment in institutions of higher education, by level of study, sex, and race/ethnicity of student: 1976 to 1995—Continued

Level of study, sex, and race/ethnicity of student	Number, in thousands								Percent distribution by level of study ¹							
	1976	1980	1990	1991	1992	1993	1994	1995 ²	1976	1980	1990	1992	1993	1994	1995 ²	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
First-professional																
Total	244.1	276.8	273.4	280.5	280.9	292.4	294.7	297.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
White, non-Hispanic	220.0	247.7	221.5	224.0	220.6	225.9	224.2	223.3	91.3	90.4	82.6	80.3	79.1	77.9	78.9	
Total minority	21.1	26.3	48.5	50.8	54.1	59.6	63.5	67.0	8.7	9.6	17.4	19.7	20.9	22.1	23.1	
Black, non-Hispanic	11.2	12.8	15.9	17.2	18.2	20.2	20.7	21.4	4.6	4.7	5.9	6.6	7.1	7.2	7.4	
Hispanic	4.5	6.5	10.7	11.4	12.0	12.8	13.4	13.8	1.9	2.4	4.0	4.4	4.5	4.7	4.8	
Asian or Pacific Islander	4.1	6.1	18.7	20.8	22.5	25.0	27.6	29.6	1.7	2.2	7.0	8.2	8.8	9.6	10.2	
American Indian/Alaskan Native	1.3	0.8	1.1	1.3	1.5	1.7	1.8	2.1	0.5	0.3	0.4	0.5	0.6	0.6	0.7	
Nonresident alien	3.1	2.9	5.4	5.8	6.2	6.9	7.0	7.3	—	—	—	—	—	—	—	
Men	189.6	198.5	166.8	169.9	168.8	172.8	174.0	173.9	77.6	71.6	60.8	59.8	58.8	58.8	58.2	
White, non-Hispanic	172.4	179.5	137.8	138.8	135.5	137.2	136.2	134.4	71.5	65.5	51.4	49.3	48.0	47.3	46.3	
Total minority	14.7	16.7	25.3	27.2	28.8	30.9	33.0	34.6	6.1	6.1	9.4	10.5	10.8	11.5	11.9	
Black, non-Hispanic	7.2	7.4	7.4	7.9	8.2	8.8	9.1	9.4	3.0	2.7	2.8	3.0	3.1	3.2	3.2	
Hispanic	3.5	4.6	6.4	6.7	7.0	7.2	7.5	7.8	1.5	1.7	2.4	2.6	2.5	2.6	2.7	
Asian or Pacific Islander	2.9	4.1	10.8	11.9	12.7	13.9	15.3	16.2	1.2	1.5	4.0	4.6	4.9	5.3	5.6	
American Indian/Alaskan Native	1.0	0.5	0.6	0.7	0.8	0.9	1.0	1.2	0.4	0.2	0.2	0.3	0.3	0.4	0.4	
Nonresident alien	2.5	2.3	3.8	4.1	4.4	4.8	4.8	4.9	—	—	—	—	—	—	—	
Women	54.5	78.4	106.6	110.7	112.3	119.6	120.8	123.7	22.4	28.4	39.2	40.2	41.2	41.2	41.8	
White, non-Hispanic	47.6	68.1	83.7	85.4	85.1	88.8	88.0	86.9	19.7	24.9	31.2	31.0	31.1	30.6	30.6	
Total minority	6.4	9.6	21.3	23.5	25.3	28.8	30.5	32.4	2.6	3.5	7.9	9.2	10.1	10.6	11.2	
Black, non-Hispanic	3.9	5.5	8.5	9.3	10.0	11.4	11.5	12.1	1.6	2.0	3.2	3.6	4.0	4.0	4.2	
Hispanic	1.0	1.9	4.3	4.7	4.9	5.5	5.9	6.0	0.4	0.7	1.6	1.8	1.9	2.0	2.1	
Asian or Pacific Islander	1.1	2.0	7.9	8.9	9.8	11.1	12.3	13.4	0.5	0.7	3.0	3.6	3.9	4.3	4.6	
American Indian/Alaskan Native	0.2	0.3	0.5	0.6	0.7	0.7	0.8	0.9	0.1	0.1	0.2	0.2	0.3	0.3	0.3	
Nonresident alien	0.5	0.8	1.6	1.7	1.8	2.1	2.3	2.4	—	—	—	—	—	—	—	

¹ Distribution for U.S. citizens only.² Preliminary data.

—Not applicable.

NOTE.—Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities;" and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey. (This table was prepared January 1997.)

204.—Total number of institutions and fall enrollment in institutions of higher education, by percentage minority enrollment: 1995¹

Minority percentage of U.S. citizen enrollment	Total enrollment	Public institutions					Private institutions				
		Total	4-year institutions			2-year	Total	4-year institutions			2-year
			Total	University	Other 4-year			Total	University	Other 4-year	
1	2	3	4	5	6	7	8	9	10	11	12
All institutions											
Number of institutions	3,545	1,603	602	94	508	1,001	1,942	1,572	62	1,510	370
Total enrollment	14,261,781	11,092,374	5,814,545	2,235,939	3,578,606	5,277,829	3,169,407	2,954,707	763,702	2,191,005	214,700
U.S. citizens	13,807,417	10,794,917	5,602,655	2,116,669	3,485,988	5,192,262	3,012,500	2,800,361	695,271	2,105,090	212,139
Minority	3,496,174	2,849,526	1,299,343	377,112	922,231	1,550,183	646,648	586,474	168,995	417,479	60,174
900 percent or more minority enrollment											
Number of institutions	125	50	25	0	25	25	75	63	1	62	12
Total enrollment	309,665	229,158	128,231	0	128,231	100,927	80,507	73,246	10,332	62,914	7,261
U.S. citizens	301,358	223,353	124,986	0	124,986	98,367	78,005	70,837	9,784	61,053	7,168
Minority	288,410	212,089	117,995	0	117,995	94,094	76,321	69,492	9,636	59,856	6,829
750 to 899 percent minority enrollment											
Number of institutions	80	55	20	0	20	35	25	12	0	12	13
Total enrollment	445,047	423,304	134,292	0	134,292	289,012	21,743	12,530	0	12,530	9,213
U.S. citizens	427,829	408,502	129,021	0	129,021	277,481	21,327	12,212	0	12,212	9,115
Minority	351,813	333,948	107,055	0	107,055	226,893	17,865	10,343	0	10,343	7,522
500 to 749 percent minority enrollment											
Number of institutions	197	107	30	3	27	77	90	41	0	41	49
Total enrollment	1,083,289	989,399	384,786	84,112	300,674	604,613	93,890	72,475	0	72,475	21,415
U.S. citizens	1,042,747	951,862	367,721	78,761	288,960	584,241	90,785	69,929	0	69,929	20,856
Minority	636,548	580,708	224,100	48,617	175,483	356,608	55,840	42,809	0	42,809	13,031
250 to 499 percent minority enrollment											
Number of institutions	640	314	83	11	72	231	326	246	22	224	80
Total enrollment	3,163,014	2,443,738	975,904	338,293	637,611	1,467,834	719,276	679,973	311,336	368,637	39,303
U.S. citizens	3,035,188	2,374,061	935,909	318,083	617,826	1,438,152	661,127	622,488	278,138	344,350	38,639
Minority	1,052,637	830,097	325,583	100,181	225,402	504,514	222,540	209,006	90,458	118,548	13,534
100 to 249 percent minority enrollment											
Number of institutions	1,226	554	235	53	182	319	672	579	35	544	93
Total enrollment	6,028,744	4,652,184	2,794,930	1,340,298	1,454,632	1,857,254	1,376,560	1,290,774	385,345	905,429	85,786
U.S. citizens	5,830,763	4,524,300	2,684,689	1,266,587	1,418,102	1,839,611	1,306,463	1,221,020	353,154	867,866	85,443
Minority	973,229	751,235	438,014	196,338	241,676	313,221	221,994	205,589	65,526	140,063	16,405
Less than 100 percent minority enrollment											
Number of institutions	1,277	523	209	27	182	314	754	631	4	627	123
Total enrollment	3,232,022	2,354,591	1,396,402	473,236	923,166	958,189	877,431	825,709	56,689	769,020	51,722
U.S. citizens	3,169,532	2,314,739	1,360,329	453,238	907,091	954,410	854,793	803,875	54,195	749,680	50,918
Minority	193,537	141,449	86,596	31,978	54,620	54,853	52,088	49,235	3,375	45,860	2,853

¹ Preliminary data. Minority includes black, Hispanic, Asian or Pacific Islander, and American Indian/Alaskan Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey. (This table was prepared January 1997.)

NOTE.—Some institutions do not report separate enrollment data for each branch campus. For this reason, counts of institutions in this table are somewhat lower than figures appearing in other tables.

Table 205.—Total fall enrollment in institutions of higher education, by race/ethnicity of student and by state: 1992 to 1995

State or other area	1995 ¹								Percent minority ²			
	Total	White, non-Hispanic	Minority enrollment, by race/ethnicity					Non-resident alien	1992	1993	1994	1995
			Total	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaskan Native					
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	14,261,781	10,311,243	3,496,174	1,473,672	1,093,839	797,359	131,304	454,364	22.5	23.5	24.6	25.3
Alabama	225,612	163,372	57,663	52,311	1,718	2,328	1,308	4,577	23.7	24.8	25.5	26.1
Alaska	29,348	23,211	5,534	1,004	798	879	2,855	603	18.3	18.6	18.7	19.3
Arizona	273,961	200,052	66,658	8,778	38,691	8,578	10,613	7,271	22.2	23.8	24.0	25.0
Arkansas	98,180	78,663	17,163	14,432	737	1,121	873	2,354	16.8	17.2	17.1	17.9
California	1,817,042	905,116	832,127	138,218	357,893	314,877	21,139	79,799	40.5	44.0	46.3	47.9
Colorado	242,739	195,023	42,071	8,421	22,483	8,146	3,021	5,645	15.8	18.4	16.9	17.7
Connecticut	157,695	128,335	25,783	11,879	7,735	5,610	539	5,597	14.2	15.1	16.3	16.9
Delaware	44,307	35,299	8,071	6,018	793	1,064	196	937	16.0	16.9	18.0	18.6
District of Columbia	77,277	37,348	31,906	24,429	3,015	4,248	214	8,025	44.0	44.0	45.4	46.1
Florida	637,303	426,419	191,314	83,432	86,064	18,927	2,891	19,570	27.5	28.4	29.5	31.0
Georgia	314,712	215,508	91,064	77,418	4,659	8,143	844	8,142	28.4	27.9	29.0	29.7
Hawaii	63,198	16,781	40,643	1,238	1,362	37,787	256	5,774	68.6	68.9	70.6	70.8
Idaho	59,566	54,535	3,740	390	1,683	874	793	1,291	5.5	6.1	6.1	6.4
Illinois	717,854	509,044	190,803	90,674	58,244	39,477	2,408	18,007	25.6	26.1	26.9	27.3
Indiana	289,615	250,483	30,578	17,980	6,277	5,233	1,088	8,554	9.8	10.2	10.5	10.9
Iowa	173,835	154,375	12,419	4,878	2,792	4,034	715	7,041	6.2	6.6	7.2	7.4
Kansas	177,643	149,727	21,928	9,419	5,856	4,043	2,808	5,990	10.7	11.0	11.5	12.8
Kentucky	178,858	159,762	15,977	12,089	1,150	2,083	655	3,119	8.2	8.6	8.9	9.1
Louisiana	203,935	135,074	62,880	53,002	4,634	4,120	1,124	5,961	29.7	30.2	31.4	31.8
Maine	58,547	53,241	2,712	620	359	875	858	594	4.4	3.3	3.7	4.8
Maryland	266,310	177,812	79,438	57,579	6,209	14,590	1,080	9,260	27.3	28.5	30.0	30.9
Massachusetts	413,794	322,092	87,405	23,079	18,102	24,513	1,711	24,297	14.4	15.2	16.5	17.3
Michigan	548,339	440,026	91,310	59,893	11,593	15,320	4,504	17,003	15.3	16.2	16.8	17.2
Minnesota	280,816	250,123	24,305	7,975	3,985	9,514	2,831	6,388	6.8	7.5	8.0	8.9
Mississippi	122,690	82,685	38,027	35,884	654	1,051	438	1,978	29.8	30.6	31.2	31.5
Missouri	291,536	246,071	38,051	25,493	4,653	6,405	1,500	7,414	12.6	12.9	13.2	13.4
Montana	42,674	36,924	4,729	146	484	337	3,762	1,021	12.9	11.5	11.5	11.4
Nebraska	115,718	104,352	8,784	3,408	2,268	2,216	892	2,582	7.2	7.0	7.4	7.8
Nevada	67,826	51,968	13,929	3,715	5,135	4,004	1,075	1,909	18.7	18.0	19.5	21.1
New Hampshire	64,327	58,865	3,280	1,056	950	1,017	257	1,162	5.4	4.9	4.6	5.2
New Jersey	333,831	230,349	92,089	39,273	30,764	21,105	947	11,393	24.8	25.6	27.4	28.6
New Mexico	102,405	57,229	43,363	2,593	32,067	1,694	7,029	1,793	39.8	40.9	41.8	43.1
New York	1,041,566	690,917	306,102	135,813	99,972	66,543	3,774	44,547	26.9	28.1	29.8	30.7
North Carolina	372,030	277,844	88,486	73,185	4,438	7,074	3,789	5,700	22.6	23.2	24.1	24.2
North Dakota	40,399	35,671	2,968	343	247	302	2,078	1,580	7.3	7.5	7.8	7.6
Ohio	540,275	452,802	71,511	50,853	7,831	10,782	2,045	15,962	12.1	12.7	13.2	13.6
Oklahoma	180,676	137,276	35,256	13,147	4,180	4,062	13,837	8,144	17.7	18.7	19.9	20.4
Oregon	167,145	139,202	21,555	2,980	6,306	9,863	2,586	6,388	10.6	11.6	12.2	13.4
Pennsylvania	617,759	518,552	84,254	51,269	11,171	20,463	1,351	16,953	12.5	12.5	13.2	14.0
Rhode Island	74,100	62,824	8,773	3,200	2,709	2,593	271	2,503	10.2	11.0	11.4	12.3
South Carolina	174,125	127,856	43,352	39,088	1,550	2,232	482	2,917	23.7	23.8	24.7	25.3
South Dakota	36,696	32,509	3,189	293	178	264	2,454	997	7.5	6.8	6.6	6.9
Tennessee	245,962	196,271	42,824	36,165	2,346	3,563	750	4,867	17.1	17.3	17.7	17.8
Texas	952,525	590,137	336,140	93,660	195,377	42,311	4,792	26,248	32.4	33.4	35.1	36.3
Utah	147,324	132,566	9,416	904	3,621	3,066	1,603	5,342	5.9	6.6	6.5	6.6
Vermont	35,065	32,242	2,033	477	481	676	399	790	4.0	3.9	4.8	5.9
Virginia	355,919	264,430	83,662	56,961	8,080	17,231	1,370	7,827	21.3	22.4	23.6	24.0
Washington	285,819	228,386	48,472	10,599	10,197	22,451	5,225	8,961	14.8	15.7	16.9	17.5
West Virginia	86,034	79,347	4,961	3,395	469	900	197	1,726	5.4	5.6	5.9	5.9
Wisconsin	300,223	265,457	27,864	12,670	6,283	6,452	2,459	6,902	8.7	9.1	9.4	9.5
Wyoming	30,176	27,517	2,212	254	1,269	236	453	447	7.3	6.7	6.9	7.4
U.S. Service Schools	88,451	70,537	17,402	11,674	3,129	2,212	387	512	21.1	21.6	22.0	19.8
Outlying areas	183,657	764	181,939	2,647	170,385	8,889	18	954	99.5	99.4	99.5	99.6
American Samoa	1,232	0	1,232	0	0	1,232	0	0	100.0	100.0	100.0	100.0
Federated States of Micronesia	1,296	0	1,296	0	0	1,296	0	1	100.0	100.0	100.0	100.0
Guam	6,010	527	4,978	38	41	4,890	9	505	89.5	89.3	90.0	90.4
Marshall Islands	418	0	407	0	0	407	0	11	100.0	99.7	100.0	100.0
Northern Mariana	959	58	673	0	2	671	0	228	89.5	92.1	92.3	92.1
Palau	351	0	351	0	0	351	0	0	100.0	100.0	100.0	100.0
Puerto Rico	170,337	20	170,252	12	170,224	11	5	65	100.0	99.9	100.0	100.0
Virgin Islands	3,054	159	2,751	2,597	118	32	4	144	91.3	91.7	92.5	94.5

¹ Preliminary data.

² Percent minority based on U.S. citizen enrollment (total enrollment less enrollment of nonresident aliens).

NOTE.—Because of adjustments to underreported and nonreported racial/ethnic data, figures are slightly different from corresponding data in other tables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys. (This table was prepared April 1997.)