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Statistical Record OF Native North Americans

Second Edition

Marlita A. Reddy, Editor



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★ 318 ★

Employment Status and Educational Attainment of American Indians and Alaska Natives Age 16-19 on Selected Reservations and Trust Lands - Part II

[Continued]

American Indian Reservation and Trust Lands ^{1,2}	Civilian (cont.) Not enrolled in school					
	High school graduate			Not high school graduate		
	Employed	Unemployed	Not in labor force	Employed	Unemployed	Not in labor force
Fort Mountain Reservation and Trust Lands, ND - SD	17	31	20	0	31	97
Utah and Ouray Reservation	4	5	14	2	10	29
White Earth Reservation	6	2	11	3	0	18
Wind River Reservation	11	8	20	6	16	47
Yakima Reservation and Trust Lands, WA	14	0	9	22	8	44
Yankton Reservation	2	2	9	0	7	32
Zuni Pueblo	47	5	16	11	7	29

Source: Census of Population and Housing, 1990: Summary Tape File 3C on CD-ROM [machine-readable datafiles]. Prepared by the Bureau of the Census, Washington, DC: The Bureau, 1992. Notes: 1. Federal American Indian reservations are areas with boundaries established by treaty, statute, and/or executive or court order, and recognized by the federal government as territory in which American Indian tribes have jurisdiction. State reservations are lands held in trust by state governments for the use and benefit of a given tribe. The reservations and their boundaries were identified for the 1990 census by the Bureau of Indian Affairs (BIA), Department of Interior (for federal reservations), and state governments (for state reservations). The names of American Indian reservations recognized by state governments, but not by the federal government, are followed by "state." Areas composed of reservation lands that are administered jointly and/or are shared by two reservations, as identified by the BIA, are called "joint areas," and are treated as separate American Indian reservations for census purposes. For reservations that cross state boundaries, only the portion of the reservations in a given state is shown in the data products for that state; the entire reservations are shown in data products for the United States. 2. Trust lands are property associated with a particular American Indian reservation or tribe, held in trust by the federal government. Trust lands may be held in trust either for a tribe (tribal trust lands) or for an individual member of a tribe (individual trust land). Trust lands recognized for the 1990 census comprised all tribal trust lands and inhabited individual trust lands located outside of a reservation boundary. As with other American Indian areas, trust lands may be located in more than one state. Only the trust lands in a given state are shown in the data products for that state; all trust lands associated with a reservation or tribe are shown in data products for the United States. The Census Bureau first reported data for tribal trust lands for the 1980 census.

Enrollment

★ 319 ★

School Enrollment, by Sector

Percent of eighth graders enrolled in each school sector in 1988 is shown for each race/ethnicity.

Race/ethnicity	Public school	Catholic school	Independent school	Other private school
Total	87.9	7.5	1.0	3.6
American Indian and Native Alaskan	92.0	3.4	0.3	4.3
Asian and Pacific Islander	83.8	8.8	3.2	4.2
Black	92.9	5.7	0.5	0.9

[Continued]

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School Enrollment of Persons Age 3 and Older, by Type of School on Selected Reservations and Trust Lands

(Continued)

American Indian Reservation and Trust Lands ^{1,2}	Enrolled in preprimary school		Enrolled in elementary or high school		Enrolled in college		Not enrolled in school
	Public school	Private school	Public school	Private school	Public school	Private school	
Navajo Reservation	80	7	1,143	218	97	41	4,385
Zuni Pueblo	217	0	1,830	158	368	30	4,342

Source: Census of Population and Housing, 1990: Summary Tape File 3C, on CD-ROM [machine-readable datafiles]. Prepared by the Bureau of the Census, Washington, DC: The Bureau, 1992. Notes: 1. Federal American Indian reservations are areas with boundaries established by treaty, statute, and/or executive or court order, and recognized by the federal government as territory in which American Indian tribes have jurisdiction. State reservations are lands held in trust by state governments for the use and benefit of a given tribe. The reservations and their boundaries were identified for the 1990 census by the Bureau of Indian Affairs (BIA), Department of Interior (for federal reservations), and state governments (for state reservations). The names of American Indian reservations recognized by state governments, but not by the federal government, are followed by "state." Areas composed of reservation lands that are administered jointly and/or are claimed by two reservations, as identified by the BIA, are called "joint areas," and are treated as separate American Indian reservations for census purposes. Federal reservations may cross state boundaries, and federal and state reservations may cross county, county subdivision, and place boundaries. For reservations that cross state boundaries, only the portion of the reservations in a given state is shown in the data products for that state; the entire reservations are shown in data products for the United States. 2. Trust lands are property associated with a particular American Indian reservation or tribe, held in trust by the federal government. Trust lands may be held in trust either for a tribe (tribal trust lands) or for an individual member of a tribe (individual trust land). Trust lands recognized for the 1990 census comprised all tribal trust lands and inhabited individual trust lands located outside of a reservation boundary. As with other American Indian areas, trust lands may be located in more than one state. Only the trust lands in a given state are shown in the data products for that state; all trust lands associated with a reservation are shown in data products for the United States. The Census Bureau first reported data for tribal trust lands for the 1980 census.

Academic Progress

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ACT Average Scores, by Race/Ethnicity, 1994

Data show average ACT (American College Testing Assessment) scores for 1994 and percent change from 1993. The ACT is scored on a scale of 1 to 36.

Race/ethnicity	Score	1-yr. chg.
American Indian	18.5	+0.1
Asian	21.7	0.0
Black	17.0	-0.1
Mexican American	18.4	-0.1
Other Hispanic	19.3	0.0
White	21.4	0.0
All students	20.8	+0.1

Source: Chronicle of Higher Education Almanac (7 September 1994), p. A54. Primary source: American College Testing.

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Academic Progress

Adult Document Literacy Skills, 1992

Data show percent of persons age 16 and older at each proficiency level. Document literacy reflects the knowledge and skills used to process information from documents. A level 1 score of 0 to 225 requires the reader to locate pieces of information based on a literal match. A level 2 score of 225 to 275 requires the reader to match a single piece of information among several distractors. A level 3 score of 276 to 325 requires the reader to integrate multiple pieces of information from one or more documents. A level 4 score of 326 to 375 requires the performance of multiple-feature matches, cycling through documents, and integrating information. A level 5 score of 376 to 500 requires the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences.

Race/ethnicity	Average score	Percent of adults with proficiency level -				
		1	2	3	4	5
Total	267	23	28	31	15	3
White	280	16	27	34	19	3
Black	230	43	36	18	3	0
Asian or Pacific Islander	245	34	25	28	12	2
American Indian	254	27	37	29	7	0
Hispanic						
Mexican	205	54	25	16	4	0
Cuban	212	48	30	16	4	2
Puerto Rican	215	49	29	18	3	0
Central/South American	206	53	25	16	4	0
Other	254	28	26	32	12	2

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*, Lanham, MD: Bernan, November 1994, p. 408. U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, *Adult Literacy in America, 1992*, prepared by Educational Testing Service. (This table was prepared February 1994.)

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Academic Progress

Adult Prose Literacy Skills, 1992

Data show percent of persons age 16 and older at each proficiency level. Prose literacy is the ability to understand and use information contained in various kinds of textual material. A level 1 score of 0 to 225 requires the reader to locate a single piece of information in a short text. A level 2 score of 226 to 275 requires the reader to locate a single piece of information in the text with several distractors or to make low-level inferences. A level 3 score of 276 to 325 requires the reader to make literal or synonymous matches between the text and information given in the task, or to make low-level inferences. A level 4 score of 326 to 375 requires the reader to perform multiple-feature matches and to integrate or synthesize information from complex passages. A level 5 score of 376 to 500 requires the reader to search for information in dense text which contains a number of distractors.

Race/ethnicity	Average score	Percent of adults with proficiency level -				
		1	2	3	4	5
Total	272	21	27	32	17	3
White	286	14	25	36	21	4
Black	237	38	37	21	4	0
Asian or Pacific Islander	242	36	25	25	12	2
American Indian	254	25	39	28	7	1
Hispanic						
Mexican	206	54	25	16	5	0
Cuban	211	53	24	17	6	1
Puerto Rican	218	47	32	17	3	0
Central/South American	207	56	22	17	4	0
Other	260	25	27	33	13	2

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Bernan, November 1994, p. 408. U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, *Adult Literacy in America, 1992*, prepared by Educational Testing Service. (This table was prepared February 1994.).

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Classroom Preparedness of High School Sophomores

[Continued]

Characteristics	Come to school without books		Come to school without paper, pen, or pencil		Come to school without homework completed	
	1980	1990	1980	1990	1980	1990
American Indian	17.5	11.1	25.9	11.8	30.9	21.9
Control of school						
Public	8.9	6.6	15.2	10.2	22.6	18.5
Catholic	4.5	3.4	14.7	10.5	17.2	12.6
Other private	5.4	4.6	13.6	18.9	17.7	19.8
SES quartile ¹						
Lowest	11.3	8.4	16.8	10.7	25.1	19.6
Middle	7.7	6.4	14.2	9.9	21.5	18.4
Highest	5.5	3.5	13.6	10.8	18.4	15.3
Test quartile ²						
Lowest	17.1	12.8	21.9	15.1	28.5	23.8
Second	8.1	6.4	14.3	10.0	22.8	19.3
Third	4.8	3.8	12.1	7.8	19.8	16.2
Highest	3.0	2.5	10.8	8.2	16.2	14.3

Source: U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 1994*. Washington, DC: U.S. Government Printing Office, p. 126. Primary source: U.S. Department of Education, National Center for Education Statistics, *America's High School Sophomores: A Ten Year Comparison; High School and Beyond*, Base Year Survey (1980); and National Longitudinal Study of 1988, First Follow-up Student Survey (1990). Notes: 1. SES quartiles provide a relative measure of the socioeconomic status of families. The middle two quartiles were collapsed, creating a three-level SES scale with the values "lowest (lowest quartile)", "middle" (the two middle quartiles), and "highest" (the highest quartile). 2. Test quartiles provide a general ability measure of students. The composite test quartile was computed from the average weighted nonmissing responses to standardized test scores for reading, vocabulary, and mathematics.

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Academic Progress

College Completion Rates, by Race/Ethnicity

This table shows results of a study of 534,981 students who enrolled as first-time freshmen on a full-time basis in the fall of 1984. Percentages reflect how many of the students had graduated from those institutions by fall of 1990.

Race/ethnicity	Percent of students graduated
Total	53.0
American Indian	29.0
Asian	62.0
Black	31.0

[Continued]

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Academic Progress

Mathematics Course Enrollment

As industry becomes more technically oriented, exposure to mathematics and science is essential in preparing a student for future employment and the rate of student enrollment in such courses can be used to predict the availability of candidates in technical fields. This table shows the percentage of high school graduates who have taken each course.

Mathematics courses (credits)	White	Black	Hispanic	Asian	American Indian
1990					
Any mathematics (1.00)	99.7	98.7	99.8	99.9	100.0
Remedial/below grade level math (1.00)	20.0	35.4	38.3	19.9	37.7
Algebra I (1.00)	77.2	77.6	81.4	71.6	72.2
Algebra II (.50)	52.4	39.0	38.6	59.5	47.3
Geometry (1.00)	67.2	56.3	54.4	72.1	54.5
Trigonometry (0.50)	19.6	14.1	11.0	35.2	15.6
Analysis/pre-calculus (.50)	15.0	6.2	7.3	25.5	8.5
Calculus (1.00)	7.0	2.8	3.9	18.6	6.1
AP calculus (1.00)	4.3	1.2	3.0	15.6	4.2
Algebra II and geometry (1.50)	47.2	32.9	34.5	53.2	37.8
Algebra II, geometry, and trigonometry (2.0)	13.6	8.1	8.6	21.5	10.3
Algebra II, geometry, trigonometry, and calculus (3.00)	2.3	1.1	1.5	6.5	3.2
1992					
Any mathematics (1.00)	99.7	99.1	99.8	100.0	100.0
Remedial/below grade level math (1.00)	14.6	30.9	24.2	14.5	35.2
Algebra I (1.00)	79.6	78.0	84.4	71.9	80.8
Algebra II (.50)	59.2	40.9	46.9	60.8	42.1
Geometry (1.00)	72.6	60.4	62.9	77.1	53.6
Trigonometry (0.50)	22.5	13.0	15.2	31.3	10.0
Analysis/pre-calculus (.50)	17.9	12.6	10.6	33.9	3.0
Calculus (1.00)	10.7	6.9	4.7	20.1	1.4
AP calculus (1.00)	5.8	2.5	2.2	16.1	1.3
Algebra II and geometry (1.50)	53.1	35.0	41.9	55.5	35.7
Algebra II, geometry, and trigonometry (2.0)	15.9	6.8	10.9	18.2	5.9
Algebra II, geometry, trigonometry, and calculus (3.00)	3.0	0.9	1.2	5.4	0.6

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1994*, Washington, DC: U.S. Government Printing Office, 1994, p. 243. Primary source: U.S. Department of Education, National Center for Education Statistics, *The 1990 High School Transcript Study Tabulations, 1993* (based on the 1987 and 1990 NAEP High School Transcript Studies), High School and Beyond Transcript Study, and the National Education Longitudinal Study Transcripts, 1992. Note: AP stands for advanced placement.

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Academic Progress

Mathematics Proficiency

This table shows mathematics standardized scores percent distribution of students among score quartiles, by race/ethnicity. Twenty-five percent of all students fall into each quartile grouping. Data are shown for 1990.

Score and quartile	Total	Race/ethnicity				
		White	Black	Hispanic	Asian	American Indian
Standardized score ¹	53.5	54.5	49.3	52.2	57.3	44.9

Percent distribution, by score quartile

Score quartile distribution	100.0	100.0	100.0	100.0	100.0	100.0
Lower quartile	23.6	18.0	44.0	36.7	14.4	54.6
Lower middle quartile	25.3	23.6	31.1	31.6	20.2	24.7
Upper middle quartile	25.3	27.6	17.2	19.9	26.8	14.9
Upper quartile	25.8	30.7	7.8	11.9	38.6	5.9

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement. *Digest of Education Statistics, 1994*. Lanham, MD: Berman, November 1994, p. 127. U.S. Department of Education, National Center for Education Statistics, "National Longitudinal Study of 1988, First Followup" survey. (This table was prepared May 1992.) Notes: Because of rounding, details may not add to totals. 1. Standardized scores with a mean of 50 and a standard deviation of 10.

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Academic Progress

Occupational Goals of of High School Seniors in 1992

Data show percent distribution of intended occupations at age 30 for each race/ethnicity.

Expected occupation at age 30	Total	Race/ethnicity				
		White	Black	Hispanic	Asian	American Indian
Total	100.0	100.0	100.0	100.0	100.0	100.0
Craftsperson or operator	3.5	3.7	3.4	2.7	2.4	2.7
Farmer or farm manager	0.9	1.0	0.6	0.7	0.1	1
Housewife/homemaker	1.0	1.2	0.4	0.7	0.8	1
Laborer or farmworker	0.7	0.7	0.3	0.6	1.2	1.9
Military, police, or security officer	6.6	6.4	7.7	7.4	5.1	10.0
Professional, business, or managerial	50.8	50.0	55.1	47.1	61.3	43.3
Teacher	7.5	8.4	3.7	6.7	3.4	4.8
Business owner	6.0	5.6	6.8	7.7	7.0	6.4
Technical	5.4	5.0	5.5	7.5	6.0	8.2
Salesperson, clerical, or office worker	4.8	4.6	5.3	6.4	4.1	5.2
Service worker	2.4	2.3	3.1	2.5	0.6	5.8

[Continued]

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Occupational Goals of of High School Seniors in 1992

[Continued]

Expected occupation at age 30	Total	Race/ethnicity				
		White	Black	Hispanic	Asian	American Indian
Other employment	10.2	10.8	8.0	9.6	8.0	10.6
Don't know or no plans	0.2	0.2	0.2	0.5	0.2	1.0

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*, Lanham, MD: Bernan, November 1994, p. 136. Note: 1. Less than 0.05 percent.

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Academic Progress

SAT Average Scores, by Race/Ethnicity, 1994

Data show average SAT (Scholastic Aptitude Test) scores for 1994 and percent change from 1993.

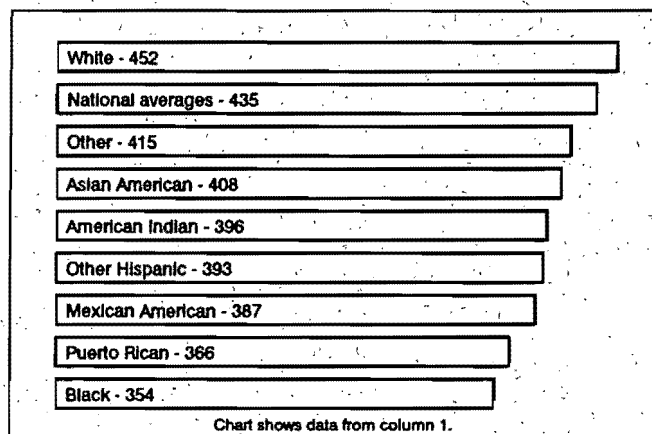
Race/ethnicity	Verbal		Mathematics	
	Score	1-yr. chg.	Score	1-yr. chg.
American Indian	396	-3	441	-6
Asian	416	+1	535	0
Black	352	-1	388	0
Mexican American	372	-2	427	-1
Puerto Rican	367	0	411	+2
Other Hispanic	383	-1	435	+2
White	443	-1	495	+1
Other	425	+3	480	+3
All students	423	-1	479	+1

Source: *Chronicle of Higher Education Almanac* (1 September 1994), p. 13. Primary source: The College Board.

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Academic Progress

SAT Scores, by Race/Ethnicity, 1987 and 1994



Race/ethnicity	1987				1994			
	Verbal		Mathematics		Verbal		Mathematics	
	Men	Women	Men	Women	Men	Women	Men	Women
American Indian	396	391	452	413	397	395	459	425
Asian American	408	403	543	498	417	414	557	514
Black	354	349	391	367	348	354	399	381
Mexican American	387	373	449	402	375	368	448	410
Puerto Rican	366	355	423	380	371	365	432	395
Other Hispanic	393	382	459	408	389	379	462	414
White	452	442	514	466	445	441	519	475
Other	415	396	485	428	426	424	505	459
National averages	435	425	500	453	425	421	501	460

Source: "Gender gap continues to close on S.A.T.'s." *New York Times (National Edition)* (25 August 1994), p. 12A. Primary source: The College Board.

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Academic Progress

Science Course Enrollment

As industry becomes more technically oriented, exposure to mathematics and science is essential in preparing a student for future employment and the rate of student enrollment in such courses can be used to predict the availability of candidates in technical fields. This table shows the percentage of high school graduates who have taken each course.

Science courses (credits)	White	Black	Hispanic	Asian	American Indian
1990					
Any science (1.00)	99.5	99.0	99.3	99.8	99.5
Biology (1.00)	92.0	91.0	90.3	90.5	91.1
AP/honors biology (1.00)	5.1	3.8	2.4	6.4	3.2
Chemistry (1.00)	52.3	40.3	38.8	64.1	38.6

[Continued]

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Science Course Enrollment

[Continued]

Science courses (credits)	White	Black	Hispanic	Asian	American Indian
AP/honors chemistry (1.00)	3.8	2.5	1.2	7.7	4.8
Physics (1.00)	23.1	14.5	13.0	38.4	18.9
AP/honors physics (1.00)	2.1	0.7	1.0	5.9	2.7
Engineering (1.00)	0.1	0.1	0.0	0.0	0.0
Astronomy (1.00)	1.4	0.4	1.1	0.7	2.2
Geology (1.00)	28.3	15.8	14.2	15.6	30.6
Biology and chemistry (2.00)	50.9	39.6	36.8	60.5	37.6
Biology, chemistry, and physics (3.00)	20.7	12.1	10.2	33.8	16.0
1992					
Any science (1.00)	99.5	100.0	99.7	100.0	100.0
Biology (1.00)	93.5	92.2	91.2	93.4	84.5
AP/honors biology (1.00)	6.5	3.2	2.4	6.8	5.0
Chemistry (1.00)	58.0	45.9	42.6	67.4	32.9
AP/honors chemistry (1.00)	4.2	2.3	2.5	9.1	1.8
Physics (1.00)	25.9	17.6	15.7	41.6	13.3
AP/honors physics (1.00)	2.9	1.4	2.4	9.2	0.6
Engineering (1.00)	0.3	0.2	0.1	0.5	0.0
Astronomy (1.00)	1.0	0.1	0.1	0.1	0.0
Geology (1.00)	19.3	17.6	11.5	16.6	29.7
Biology and chemistry (2.00)	56.5	44.2	40.5	65.4	31.2
Biology, chemistry, and physics (3.00)	22.6	15.5	12.8	38.2	10.8

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1994*, Washington, DC: U.S. Government Printing Office, 1994, p. 243. Primary source: U.S. Department of Education, National Center for Education Statistics, *The 1990 High School Transcript Study Tabulations, 1993* (based on the 1987 and 1990 NAEP High School Transcript Studies), High School and Beyond Transcript Study, and the National Education Longitudinal Study Transcripts, 1992.

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Academic Progress

Science Experiments and Projects

Data show the percentage of students providing affirmative responses to the question "Have you ever done experiments or projects at home or in school with...?" Standard error for each result is shown in parentheses.

Group	Plants or animals	Electricity	Chemicals	Rocks or minerals	Telescope	Thermometer or barometer
Grade 4						
White	58 (1.0)	53 (1.5)	42 (1.0)	51 (1.4)	42 (0.9)	45 (1.3)
Black	53 (1.5)	53 (1.6)	38 (1.8)	47 (1.5)	40 (2.0)	49 (2.0)
Hispanic	57 (1.6)	55 (1.9)	40 (1.5)	47 (1.8)	46 (2.0)	48 (1.8)
Asian/Pacific Islander	64 (3.8)	52 (6.1)	38 (4.7)	48 (5.9)	46 (3.4)	37 (6.0)
American Indian	70 (3.4)	58 (3.6)	39 (4.7)	53 (3.0)	45 (3.9)	57 (3.5)
Male	58 (1.0)	60 (1.4)	41 (1.1)	50 (1.2)	43 (1.1)	46 (1.4)
Female	57 (1.3)	46 (1.5)	41 (1.0)	51 (1.7)	41 (1.0)	46 (1.4)
Total	58 (0.8)	53 (1.2)	41 (0.7)	50 (1.2)	42 (0.8)	46 (1.1)

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Students' Science Proficiency Levels

[Continued]

Race/ethnicity	Level 200	Level 250	Level 300	Level 350
American Indian	100 (0.7) ¹	89 (5.6) ¹	33 (9.3) ¹	2 (0.0) ¹
Hispanic	98 (0.8)	70 (3.4)	23 (2.9)	3 (1.0)

Source: Jones, Lee R., and others, *The 1990 Science Report Card: NAEP's Assessment of Fourth, Eighth, and Twelfth Graders*, Prepared by Educational Testing Service under contract with the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, March, 1992, p. 52. Notes: Achievement results were analyzed using item response theory (IRT) scaling procedures, which allowed the National Assessment of Educational Progress to estimate students' average proficiency on a scale ranging from 0 to 500. The standard errors of the estimated percentages and proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample. When the percentage of students is either 0 or 100, the standard error is inestimable. However, percentages 99.5 percent and greater were rounded to 100 percent and percentages less than 0.5 were rounded to 0 percent. 1. Interpret with caution - the nature of the sample does not allow accurate determination of the variability of these estimated statistics.

Extracurriculars

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Extracurricular Activities at School

Data show percentage of high school seniors participating in each type of activity in 1992.

Activity	White	Black	Hispanic	Asian	American Indian
Athletics					
Interscholastic team sport	30.8	32.3	25.8	28.3	30.4
Interscholastic individual sport	20.9	21.2	14.9	21.6	20.7
Intramural team sport	22.3	25.8	20.8	24.9	27.9
Intramural individual sport	12.5	16.7	14.0	14.7	18.2
Performing arts					
Cheerleading	7.4	10.6	6.7	5.1	11.9
School band or orchestra	19.6	24.4	16.9	17.7	16.8
School play or musical	16.1	15.9	10.6	13.7	14.0
Student govt./clubs					
Student government	15.4	16.7	14.7	14.6	14.3
Academic honor society	19.6	14.0	12.5	27.2	13.6
School yearbook/newspaper	19.7	14.3	16.8	18.9	21.2
School service clubs	13.6	13.6	14.4	19.3	11.6
School academic clubs	25.8	20.7	22.6	32.3	17.7

[Continued]

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Extracurricular Activities at School

[Continued]

Activity	White	Black	Hispanic	Asian	American Indian
School hobby clubs	7.4	6.6	9.1	11.3	10.8
School FTA, FHA, and FFA ¹	17.6	22.5	16.4	8.8	22.1

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*, Lanham, MD: Berman, November 1994, p. 138. Primary source: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988," First and Second Followup surveys. (This table was prepared March 1994.) Notes: 1. FTA stands for Future Teachers of America; FHA stands for Future Homemakers of America; FFA stands for Future Farmers of America.

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Extracurriculars

Leisure Activity, by Type

Data show the percentage of high school seniors who said they engaged in each activity in 1982 and 1992.

Activity	Total	White	Black	Hispanic	Asian	American Indian
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Percent of 12th graders, 1982

At least once a week						
Talking with friends	92.7	94.2	89.1	88.9	86.7	91.3
Reading for pleasure	50.4	51.0	53.9	43.1	56.4	50.3
Going on dates	61.3	63.9	51.9	58.1	40.3	54.5
Driving or riding around	62.4	65.2	48.9	60.7	42.4	62.3
Thinking or daydreaming	68.5	71.1	64.6	58.0	62.4	53.9
Talking with parents	83.9	85.6	80.1	78.0	79.8	76.0
Reading front page of newspaper	69.1	69.7	71.9	63.3	73.5	61.8
Five or more weekday hours						
Watches television	11.5	9.4	22.2	13.8	8.1	20.9

Percent of 12th graders, 1992

At least once a week						
Use a personal computer	23.7	23.9	23.6	20.9	27.0	23.8
Work on hobbies	40.9	42.0	34.8	39.9	37.8	49.8
Attend religious activities	31.0	31.4	33.7	26.9	30.4	14.6
Attend youth groups	22.4	22.5	23.3	18.5	26.4	22.1
Perform community service	11.3	11.1	12.1	10.9	14.0	9.2
Driving or riding around	73.3	75.7	67.8	66.2	66.7	71.0
Do things with friends	88.1	90.7	79.8	82.4	85.9	77.2
Do things with parent	66.7	68.2	62.0	63.8	63.4	61.2
Talk with other adult	47.7	48.8	44.3	46.2	43.0	44.0
Take music, art, or dance class	10.1	9.9	9.7	9.8	14.0	10.6
Take sports lessons	7.3	7.0	7.4	8.2	9.4	11.6
Play ball or other sport	26.3	27.1	22.9	23.6	28.7	29.4

[Continued]

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Leisure Activity, by Type

[Continued]

Activity	Total	White	Black	Hispanic	Asian	American Indian
More than an hour a day						
Reading for pleasure	55.4	56.3	51.0	53.5	54.4	59.3
Plays video games	13.0	11.7	19.9	13.0	13.5	21.1
Five or more weekday hours						
Watches television	8.4	6.4	21.3	9.3	6.4	12.7

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Berman, November 1994, p. 139. Primary source: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988," Second Followup survey, and "High School and Beyond," First Followup survey. (This table was prepared April 1994.)

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Extracurriculars

School-Sponsored Extracurriculars

Data show the percentage of high school seniors who participated in each activity in 1982 and 1992.

Race/ethnicity	Academic clubs, 1992	Athletics		Cheerleading/drill team		Hobby clubs		Music		Vocational clubs	
		1982	1992	1982	1992	1982	1992	1982	1992	1982	1992
All seniors	25.1	50.0	40.0	13.5	7.6	19.5	7.7	27.6	19.8	23.5	17.7
White	25.8	49.8	41.1	13.1	7.4	18.7	7.4	26.7	19.6	21.9	17.6
Black	20.7	51.8	38.9	16.9	10.6	18.5	6.6	34.7	24.4	31.0	22.5
Hispanic	22.6	49.9	32.9	14.1	6.7	23.6	9.1	26.8	16.9	27.5	16.4
Asian	32.3	43.7	42.3	6.3	5.1	26.1	11.3	20.6	17.7	7.0	8.8
American Indian	17.7	52.8	42.5	11.5	11.9	30.3	10.8	26.5	16.8	30.0	22.1

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Berman, November 1994, p. 139. Primary source: U.S. Department of Education, National Center for Education Statistics, "High School and Beyond," First Followup survey, 1980 Sophomore Cohort; and "National Education Longitudinal Study of 1988," Second Followup survey. (This table was prepared April 1994.)

School Environment

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Drug Exposure in School

Aside from the fact that drug use by youth is a contributing risk factor in their education, the sale of drugs in school is an indication of the overall learning environment. This table shows the percentage of students who were offered drugs in school during the first semester, for 1988, 1990, and 1992. Data are shown by race/ethnicity of the student.

Race/ethnicity	8th graders in 1988		10th graders in 1990		12th graders in 1992	
	Once or twice	More than twice	Once or twice	More than twice	Once or twice	More than twice
All students	6.9	3.1	10.1	6.9	9.5	6.5
White	6.9	3.1	10.6	7.3	9.7	6.9
Black	5.8	1.8	7.1	3.8	6.5	2.8
Hispanic	8.9	5.3	9.4	7.9	12.2	8.9
Asian	3.5	1.3	8.5	4.9	6.7	4.8
American Indian	11.3	5.1	16.5	8.1	10.8	10.3

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1994*. Washington, DC: U.S. Government Printing Office, 1994, p. 310. U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

★ 361 ★

School Environment

Federal Compliance of BIA School Libraries

Data show results of a survey of 182 libraries at BIA (Bureau of Indian Affairs) or BIA-tribally controlled schools and are based on a total of 122 valid responses. Figures reflect how many respondents were in compliance with Public Law 95-561, which set certain minimum standards for BIA schools.

Characteristic	In compliance:	
	Number	Percent
Has a school library in the school	102	83.6
Has a full-time or 2/3-time librarian	58	45.0
Has book collection equal to or larger than 15 books per K-8 student and 10 books per 9-12 student	114	93.0
Has audio-visual materials equal to required 750 total or 5 per student	50	40.9
Has at least one magazine per ten students for small school or one magazine per 20 students for large school ¹	86	70.0
Has a reference collection	104	85.0

[Continued]

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Federal Compliance of BIA School Libraries

[Continued]

Characteristic	In compliance:	
	Number	Percent
Has a professional collection for staff use	90	73.0
Has a collection of Native American materials	109	87.7

Source: McCauley, Elfrieda. "Native American school libraries: a survey." *School Library Journal* (April 1991), p. 34. Primary source: American Association of School Libraries, Native American Librarians Roundtable.

★ 362 ★

School Environment

Parental Involvement in Students' Academic Training

Parental involvement is thought to be an integral component in the academic progress of a student. This table shows the percentage of eighth grade students who reported each type of parental involvement, by race/ethnicity of student.

Type of parent involvement	Total	Sex		Race/ethnicity					Urbanicity		
		Male	Female	White	Black	Hispanic	Asian	American Indian	Urban	Suburban	Rural
Talked about:											
Selecting courses	85.0	82.0	89.0	87.0	80.0	82.0	85.0	78.0	82.0	87.0	85.0
School activities	91.0	89.0	93.0	92.0	91.0	86.0	90.0	87.0	90.0	91.0	91.0
Class studies	88.0	86.0	91.0	89.0	88.0	84.0	87.0	87.0	88.0	89.0	88.0
Checked homework	90.0	91.0	89.0	90.0	93.0	90.0	90.0	90.0	92.0	90.0	89.0
Limited T.V. viewing	65.0	64.0	63.0	63.0	60.0	67.0	77.0	59.0	65.0	64.0	60.0
Limited going out with friends	89.0	88.0	90.0	89.0	86.0	89.0	88.0	82.0	90.0	89.0	88.0
Spoke with teacher/counselor	60.0	64.0	56.0	59.0	68.0	57.0	48.0	59.0	64.0	61.0	54.0
Visited classes	29.0	29.0	28.0	26.0	36.0	34.0	28.0	32.0	34.0	28.0	25.0

Source: U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 1994*. Washington, DC: U.S. Government Printing Office, 1994, p. 124. Primary source: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988.

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School Environment

Reasons for Attending School

Figures represent percentage of tenth grade students who agree or strongly agree with each statement. Data are shown by race/ethnicity, for 1990.

Reason given	Total	White	Black	Hispanic	Asian	American Indian
Think subjects are interesting	71.0	68.8	79.1	74.5	77.3	81.2
Get a feeling of satisfaction	76.9	74.8	85.8	81.3	79.6	81.6
Nothing else to do	30.3	30.1	29.0	31.1	32.4	31.3
Need education to get a job	96.6	96.5	96.7	96.8	97.1	93.4

[Continued]

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Reasons for Attending School

[Continued]

Reason given	Total	White	Black	Hispanic	Asian	American Indian
To meet friends	82.7	85.5	66.1	80.1	84.9	80.8
Play on a team or belong to a club	53.6	55.3	49.3	45.3	56.3	46.2
Teachers care and expect student to succeed	74.0	72.4	81.6	76.0	74.6	79.4

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*, Lanham, MD: Bernan, November 1994, p. 144. Primary source: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Survey of 1988," First Followup survey. (This table was prepared February 1993).

★ 364 ★

School Environment

School Attendance Patterns, 1990 and 1992

This table shows attendance patterns of students who were in tenth grade in 1990 and in 12th grade in 1992, by race/ethnicity.

	Total	Race/ethnicity				
		White	Black	Hispanic	Asian Pacific Is.	American Indian

Percent of 10th graders in 1990

Number of days missed first half of current school year						
None	14.3	13.0	21.2	12.5	23.1	12.0
1 or 2 days	23.2	22.8	27.2	20.6	28.6	12.5
3 or 4 days	27.7	28.8	24.5	25.0	23.9	33.7
5 or more days	34.8	35.4	27.1	41.9	24.4	41.9
Number of times late first half of current school year						
None	25.2	27.8	17.8	17.8	22.0	18.6
1 or 2 days	38.2	38.0	41.1	36.7	39.7	31.3
3 or more days	36.7	34.2	41.1	45.5	38.3	50.1
Cut classes						
Never or almost never	84.8	85.8	86.5	75.8	87.1	81.4
At least sometimes	15.2	14.2	13.5	24.2	12.9	18.6

Percent of 12th graders in 1992

Number of days missed first half of current school year						
None	8.7	7.4	15.8	6.9	15.6	11.3
1 or 2 days	30.3	29.9	29.9	31.0	31.6	34.3
3 to 6 days	35.0	36.2	31.2	34.4	27.4	37.8

[Continued]

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School Attendance Patterns, 1990 and 1992

[Continued]

	Total	Race/ethnicity				
		White	Black	Hispanic	Asian Pacific Is.	American Indian
7 or more days	25.9	26.5	22.1	27.1	22.7	28.6
Number of times late first half of current school year						
None	19.0	20.6	14.0	14.7	16.2	19.1
1 or 2 days	33.5	34.4	32.1	28.7	33.8	25.3
3 or more days	47.6	45.0	53.9	56.6	50.0	55.6
Cut classes						
Never or almost never	75.6	76.5	77.7	67.9	72.7	73.7
At least sometimes	24.4	23.5	22.3	32.1	27.3	26.3

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Bernan, November 1994, p. 144. Primary source: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988," First and Second Followup surveys. (This table was prepared March 1994.)

School Personnel

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Math Teacher Qualifications

Data show the percentage of eighth graders whose math teachers majored or minored in math in college. Data are shown for 1988.

Students' race/ethnicity	Teacher			
	Major in math/math educ.	Minor in math/math educ.	Major in education	Other major
All students	43.3	27.1	18.2	11.4
White	45.7	27.2	17.7	9.4
Asian	44.1	23.5	15.0	17.5
Black	40.0	26.6	21.5	12.9
Hispanic	33.3	28.5	17.5	20.8
Native American	30.5	23.5	23.4	22.6

Source: National Science Board, *Science & Engineering Indicators—1993* (NSB 93-1). Washington, DC: U.S. Government Printing Office, 1993, p. 20. Primary source: Research, Evaluation, and Dissemination Division, *Indicators of Science and Mathematics Education 1992*, NSF-95 (Washington, DC: National Science Foundation, 1993).

★ 366 ★

School Personnel

School Board Members, by Race/Ethnicity

Data show the racial and ethnic distribution of school board members in the United States and in U.S. regions in 1992 and 1993. The percentage of American Indian board members was highest in the Western U.S.

Race/ethnicity	Northeast		Central		Southern		Western		Pacific		National	
	1992	1993	1992	1993	1992	1993	1992	1993	1992	1993	1992	1993
Black	1.6	0.9	2.5	1.8	10.8	10.5	2.3	-	-	1.1	3.2	2.4
White	96.4	98.1	96.3	95.5	84.8	84.8	91.7	94.0	94.4	90.3	93.9	93.8
Hispanic	1.2	-	0.7	0.4	2.5	2.3	3.8	3.0	0.8	3.4	1.5	1.3
Native American Indian	-	0.3	0.5	0.4	1.3	-	2.3	2.2	1.6	2.3	0.8	0.7
Asian	0.4	0.6	-	0.8	0.6	1.2	-	-	-	2.3	0.2	0.9
Other	0.4	-	-	0.6	-	1.2	-	-	3.2	0.6	0.5	0.4

Source: "The demographics of school board service." *American School Board Journal* (January 1993), p. 39. Note: A dash (-) stands for data not given in original source.

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School Personnel

School Teachers and Administrators, by Race/Ethnicity

Data show percent distribution of public school teachers in secondary school, by race/ethnicity, for the 1990-91 school year. Distribution is shown for both vocational and non-vocational programs.

Race/ethnicity	Total	Teacher type	
		Non-vocational	Vocational
Total	100.0	100.0	100.0
White	89.1	89.4	87.8
Black	6.6	6.1	8.7
Hispanic	2.8	3.0	2.0
Asian	0.8	0.8	0.7
American Indian/Alaskan Native	0.7	0.7	0.9

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement. *Digest of Education Statistics, 1994*. Lanham, MD: Bernan, November 1994, p. 80. Primary source: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1990-91." (This table was prepared July 1994.)

Higher Education Enrollment

★ 375 ★

Enrollment Trends in Higher Education

Total fall enrollment and percent distribution of students, by race and ethnicity, are shown biennially from 1980 through 1990.

Control of institution and race/ethnicity	Number in thousands						Percent distribution					
	1980	1982	1984	1986	1988	1990	1980	1982	1984	1986	1988	1990
All institutions												
Total	12,087	12,388	12,235	12,504	13,043	13,710	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	9,833	9,997	9,815	9,921	10,283	10,675	81.4	80.7	80.2	79.3	78.8	77.9
Black, non-Hispanic	1,107	1,101	1,076	1,082	1,130	1,223	9.2	8.9	8.8	8.7	8.7	8.9
Hispanic	472	519	535	618	680	758	3.9	4.2	4.4	4.9	5.2	5.5
Asian or Pacific Islander	286	351	390	448	497	555	2.4	2.8	3.2	3.6	3.8	4.0
American Indian or Alaskan Native	84	88	84	90	93	103	0.7	0.7	0.7	0.7	0.7	0.7
Nonresident alien	305	331	335	345	361	397	2.5	2.7	2.7	2.8	2.8	2.9
Public												
Total	9,456	9,695	9,458	9,714	10,156	10,741	78.2	78.3	77.3	77.7	77.9	78.3
White, non-Hispanic	7,656	7,785	7,543	7,654	7,964	8,340	63.3	62.8	61.6	61.2	61.1	60.8
Black, non-Hispanic	876	873	844	854	881	952	7.2	7.0	6.9	6.8	6.8	6.9
Hispanic	406	446	456	532	587	648	3.4	3.6	3.7	4.3	4.5	4.7
Asian or Pacific Islander	240	296	323	371	406	445	2.0	2.4	2.6	3.0	3.1	3.2
American Indian or Alaskan Native	74	77	72	79	81	90	0.6	0.6	0.6	0.6	0.6	0.7
Nonresident alien	204	219	219	224	238	265	1.7	1.8	1.8	1.8	1.8	1.9
Private												
Total	2,630	2,693	2,777	2,790	2,887	2,970	21.8	21.7	22.7	22.3	22.1	21.7
White, non-Hispanic	2,177	2,212	2,272	2,267	2,319	2,335	18.0	17.9	18.6	18.1	17.8	17.0
Black, non-Hispanic	231	228	232	228	248	271	1.9	1.8	1.9	1.8	1.9	2.0
Hispanic	66	74	79	86	93	110	0.5	0.6	0.6	0.7	0.7	0.8
Asian or Pacific Islander	47	55	67	77	91	109	0.4	0.4	0.5	0.6	0.7	0.8
American Indian or Alaskan Native	10	10	11	11	11	12	0.1	0.1	0.1	0.1	0.1	0.1
Nonresident	101	113	116	120	123	132	0.8	0.9	0.9	1.0	0.9	1.0

Source: U.S. Department of Education, Office of Educational Research and Improvement, Postsecondary Education Statistics Division, *Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1980 Through Fall 1990*, Washington, DC: U.S. Government Printing Office, p. 1. Primary source: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey "Fall Enrollment in Colleges and Universities" (1978-1984) and Integrated Postsecondary Education Data System "Fall Enrollment" surveys 1986, 1988, and 1990, p. 1. Notes: Because of underreporting/nonreporting of racial/ethnic data, data prior to 1986 were estimated when possible. Also, due to rounding, detail may not add to totals.

44251
 84-year: 16.8
 2-year: 18.5
 Public: 16
 Private: 2
 Total: 34.8 thousand (80-92)

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Higher Education Enrollment

Enrollment Trends, by Level of Institution

Total fall enrollment and percent distributions are shown, by race/ethnicity, for 1984-92.

Level of institution and race/ethnicity	Numbers in thousands					Percent distribution by type and control ¹				
	1984	1988	1990	1991	1992 ²	1984	1988	1990	1991	1992 ²
All institutions	12,233.0	13,043.1	13,818.6	14,359.0	14,491.2	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	9,814.7	10,283.2	10,722.5	10,989.8	10,870.0	82.5	81.1	79.9	78.8	77.5
Total minority	2,083.8	2,398.8	2,704.7	2,952.8	3,163.6	17.5	18.9	20.1	21.2	22.5
Black, non-Hispanic	1,075.8	1,129.6	1,247.0	1,335.4	1,393.5	9.0	8.9	9.3	9.6	9.9
Hispanic	534.9	680.0	782.4	896.6	954.4	4.5	5.4	5.8	6.2	6.8
Asian or Pacific Islander	389.5	496.7	572.4	637.2	696.8	3.3	3.9	4.3	4.6	5.0
American Indian or Alaskan Native	83.6	92.5	102.8	113.7	118.8	0.7	0.7	0.8	0.8	0.8
Nonresident alien	334.6	361.2	391.5	416.4	457.6	-	-	-	-	-
4-year institutions	7,706.1	8,175.0	8,578.6	8,707.1	8,768.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	6,300.4	6,581.6	6,768.1	6,791.0	6,746.9	84.9	83.6	82.0	81.2	80.2
Total minority	1,123.6	1,291.8	1,486.1	1,573.3	1,663.8	15.1	16.4	18.0	18.8	19.8
Black, non-Hispanic	617.0	656.3	722.8	757.8	791.5	8.3	8.3	8.8	9.1	9.4
Hispanic	246.1	296.0	358.2	382.9	409.9	3.3	3.8	4.3	4.6	4.9
Asian or Pacific Islander	222.4	297.4	357.2	381.5	407.6	3.0	3.8	4.3	4.6	4.8
American Indian or Alaskan Native	38.1	42.1	47.9	51.1	54.9	0.5	0.5	0.6	0.6	0.7
Nonresident alien	282.1	301.5	324.3	342.8	357.2	-	-	-	-	-
2-year institutions ¹	4,526.9	4,868.1	5,240.1	5,651.9	5,723.2	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	3,514.3	3,701.5	3,954.3	4,198.8	4,123.1	78.5	77.0	76.4	75.3	73.3
Total minority	960.1	1,106.9	1,218.6	1,379.6	1,499.7	21.5	23.0	23.6	24.7	26.7
Black, non-Hispanic	458.7	473.3	524.3	577.6	602.0	10.3	9.8	10.1	10.4	10.7
Hispanic	288.8	383.9	424.2	483.7	544.5	6.5	8.0	8.2	8.7	9.7
Asian or Pacific Islander	167.1	199.3	215.2	255.7	289.2	3.7	4.1	4.2	4.6	5.1
American Indian or Alaskan Native	45.5	50.4	54.9	62.6	64.0	1.0	1.0	1.1	1.1	1.1
Nonresident alien	52.5	59.6	67.1	73.5	100.4	-	-	-	-	-

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics*, 1994, Lanham, MD: Berman, November 1994, p. 207. Primary source: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities," and Integrated Postsecondary Education Data System "Fall Enrollment" surveys. (This table was prepared March 1994.) Notes: A dash (-) stands for not applicable. Because of underreporting/nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Because of rounding, detail may not add to totals. 1. Distribution for U.S. citizens only. 2. Preliminary data.

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Higher Education Enrollment

Enrollment Trends, by Level of Study

Fall enrollment and percent distribution are shown biennially from 1980 through 1990.

Level of institution and race/ethnicity	Numbers in thousands						Percent distribution by level of study					
	1980	1982	1984	1986	1988	1990	1980	1982	1984	1986	1988	1990
Undergraduate enrollment												
Total	10,560	10,875	10,610	10,798	11,304	11,863	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	8,556	8,749	8,484	8,558	8,907	9,231	81.0	80.5	80.0	79.3	76.8	77.8
Total minority	1,797	1,907	1,911	2,036	2,192	2,406	17.0	17.5	18.0	18.9	19.4	20.3
Black, non-Hispanic	1,028	1,028	995	996	1,039	1,124	9.7	9.4	9.4	9.2	9.2	9.5
Hispanic	438	485	495	563	631	702	4.1	4.5	4.7	5.2	5.6	5.9
Asian or Pacific Islander	253	313	343	393	437	485	2.4	2.9	3.2	3.6	3.9	4.1
American Indian or Alaskan Native	79	82	78	83	86	95	0.7	0.8	0.7	0.8	0.8	0.8
Nonresident alien	208	220	216	205	205	226	2.0	2.0	2.0	1.9	1.8	1.9

[Continued]

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Enrollment Trends, by Level of Study

[Continued]

Level of institution and race/ethnicity	Numbers in thousands						Percent distribution by level of study					
	1980	1982	1984	1986	1988	1990	1980	1982	1984	1986	1988	1990
Postsecondary enrollment												
Total	1,250	1,235	1,344	1,435	1,472	1,574	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	1,030	1,002	1,087	1,133	1,153	1,221	82.4	81.1	80.9	78.9	78.4	77.6
Black, non-Hispanic	125	123	141	167	167	187	10.0	10.0	10.5	11.6	11.4	11.9
Hispanic	66	61	67	72	76	84	5.3	4.9	5.0	5.0	5.2	5.3
Asian or Pacific Islander	27	27	32	46	39	46	2.2	2.2	2.4	3.2	2.7	2.9
American Indian or Alaskan Native	28	30	37	43	46	52	2.2	2.5	2.8	3.0	3.1	3.3
Nonresident alien	4	5	5	5	6	6	0.4	0.4	0.4	0.4	0.4	0.4
Postsecondary enrollment												
Total	94	108	115	136	151	165	7.5	8.8	8.6	9.5	10.3	10.5
White, non-Hispanic	277	278	278	270	267	274	100.0	100.0	100.0	100.0	100.0	100.0
Black, non-Hispanic	248	246	243	231	223	222	89.5	88.5	87.4	85.3	83.6	81.3
Hispanic	26	29	32	36	39	46	9.5	10.4	11.4	13.2	14.6	16.7
Asian or Pacific Islander	13	13	13	14	14	16	4.6	4.7	4.8	5.2	5.4	5.8
American Indian or Alaskan Native	7	7	8	9	9	10	2.4	2.5	2.9	3.4	3.5	3.8
Nonresident alien	6	6	9	11	14	18	2.2	2.9	3.4	4.2	5.4	6.7
U.S. Department of Education. Office of Educational Research and Improvement. Postsecondary Education Statistics Division. Trends in Racial/Ethnic Enrollment in Postsecondary Education: Fall 1980 Through Fall 1990. Washington, DC: U.S. Government Printing Office, p. 4. Primary source: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey "Fall Enrollment in Colleges and Universities" (1978-1984) and Integrated Postsecondary Education Data System "Fall Enrollment" surveys (1986, 1988, and 1990). Notes: Because of underreporting/nonreporting of racial/ethnic data, data prior to 1986 were estimated when available. Also, due to rounding, detail may not add to totals.	1	1	1	1	1	1	0.3	0.4	0.4	0.4	0.4	0.4
	3	3	3	4	5	5	1.0	1.1	1.2	1.5	1.8	2.0

U.S. Department of Education. Office of Educational Research and Improvement. Postsecondary Education Statistics Division. Trends in Racial/Ethnic Enrollment in Postsecondary Education: Fall 1980 Through Fall 1990. Washington, DC: U.S. Government Printing Office, p. 4. Primary source: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey "Fall Enrollment in Colleges and Universities" (1978-1984) and Integrated Postsecondary Education Data System "Fall Enrollment" surveys (1986, 1988, and 1990). Notes: Because of underreporting/nonreporting of racial/ethnic data, data prior to 1986 were estimated when available. Also, due to rounding, detail may not add to totals.

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Higher Education Enrollment

Enrollment Trends, by Sex

Total fall enrollment and percent distribution of students are shown biennially from 1980 through 1990.

Race/ethnicity and sex	Number, in thousands						Percent distribution					
	1980	1982	1984	1986	1988	1990	1980	1982	1984	1986	1988	1990
All students												
Total	12,087	12,388	12,235	12,504	13,043	13,710	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	9,833	9,997	9,815	9,921	10,283	10,675	81.4	80.7	80.2	79.3	78.8	77.9
Black, non-Hispanic	1,107	1,101	1,076	1,082	1,130	1,223	9.2	8.9	8.8	8.7	8.7	8.9
Hispanic	472	519	535	618	680	758	3.9	4.2	4.4	4.9	5.2	5.5
Asian or Pacific Islander	286	351	390	448	497	555	2.4	2.8	3.2	3.6	3.8	4.0
American Indian or Alaskan Native	84	88	84	90	93	103	0.7	0.7	0.7	0.7	0.7	0.7
Nonresident alien	305	331	335	345	361	397	2.5	2.7	2.7	2.8	2.8	2.9
Men												
Total	5,868	5,999	5,859	5,885	5,998	6,239	48.5	48.4	47.9	47.1	46.0	45.5
White, non-Hispanic	4,773	4,830	4,690	4,647	4,712	4,841	39.5	39.0	38.3	37.2	36.1	35.3
Black, non-Hispanic	464	458	437	436	443	476	3.8	3.7	3.6	3.5	3.4	3.5
Hispanic	232	252	254	290	310	344	1.9	2.0	2.1	2.3	2.4	2.5
Asian or Pacific Islander	151	189	210	239	259	287	1.3	1.5	1.7	1.9	2.0	2.1
American Indian or Alaskan Native	38	40	38	39	39	43	0.3	0.3	0.3	0.3	0.3	0.3

[Continued]

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Enrollment Trends, by Sex

[Continued]

Race/ethnicity and sex	Number, in thousands						Percent distribution					
	1980	1982	1984	1986	1988	1990	1980	1982	1984	1986	1988	1990
Nonresident alien	211	230	231	233	235	248	1.7	1.9	1.9	1.9	1.8	1.8
Women												
Total	6,219	6,389	6,376	6,619	7,045	7,472	51.5	51.6	52.1	52.9	54.0	54.5
White, non-Hispanic	5,060	5,167	5,125	5,273	5,572	5,834	41.9	41.7	41.9	42.2	42.7	42.6
Black, non-Hispanic	643	644	639	646	687	747	5.3	5.2	5.2	5.2	5.3	5.4
Hispanic	240	267	281	328	370	414	2.0	2.2	2.3	2.6	2.8	3.0
Asian or Pacific Islander	135	162	180	209	237	268	1.1	1.3	1.5	1.7	1.8	2.0
Nonresident alien	94	101	104	112	126	149	0.8	0.8	0.9	0.9	1.0	1.1

Source: U.S. Department of Education, Office of Educational Research and Improvement, Postsecondary Education Statistics Division, *Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1980 Through Fall 1990*. Washington, DC: U.S. Government Printing Office, p. 6. Primary source: U.S. Department of Education, National Center for Education Statistics, Higher Education Data System "Fall Enrollment" surveys (1986, 1988, and 1990). Notes: Because of underreporting/nonreporting of racial/ethnic data, data prior to 1986 were estimated when possible. Also, due to rounding, detail may not add to totals.

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Higher Education Enrollment

Fall Enrollment Distribution in Higher Education Institutions, by Year

Distribution of students is shown, for U.S. citizens, by race/ethnicity for selected years.

Race/ethnicity	Percent distribution						
	1976	1980	1984	1988	1990	1991	1992 ¹
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	84.3	83.5	82.5	81.1	79.9	78.8	77.5
Total minority	15.7	16.5	17.5	18.9	20.1	21.2	22.5
Black, non-Hispanic	9.6	9.4	9.0	8.9	9.3	9.6	9.9
Hispanic	3.6	4.0	4.5	5.4	5.8	6.2	6.8
Asian or Pacific Islander	1.8	2.4	3.3	3.9	4.3	4.6	5.0
American Indian/Alaskan Native	0.7	0.7	0.7	0.7	0.8	0.8	0.8
Men	52.4	48.0	47.3	45.4	45.0	44.8	44.5
White, non-Hispanic	44.7	40.5	39.4	37.2	36.2	35.6	34.8
Total minority	7.7	7.5	7.9	8.3	8.8	9.2	9.7
Black, non-Hispanic	4.4	3.9	3.7	3.5	3.6	3.7	3.8
Hispanic	1.9	2.0	2.1	2.4	2.6	2.8	3.0
Asian or Pacific Islander	1.0	1.3	1.8	2.0	2.2	2.3	2.5
American Indian/Alaskan Native	0.4	0.3	0.3	0.3	0.3	0.3	0.4
Women	47.6	52.0	52.7	54.6	55.0	55.2	55.5
White, non-Hispanic	39.6	42.9	43.1	43.9	43.7	43.2	42.7
Total minority	8.0	9.0	9.6	10.6	11.4	12.0	12.8
Black, non-Hispanic	5.2	5.5	5.4	5.4	5.7	5.9	6.1
Hispanic	1.6	2.0	2.4	2.9	3.2	3.4	3.8

[Continued]

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Fall Enrollment Distribution in Higher Education Institutions, by Year

[Continued]

Race/ethnicity	Percent distribution						
	1976	1980	1984	1988	1990	1991	1992 ¹
Asian or Pacific Islander	0.8	1.1	1.5	1.9	2.1	2.2	2.5
American Indian/Alaskan Native	0.3	0.4	0.4	0.4	0.4	0.5	0.5

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Bernan, November 1994, p. 208. Primary 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 March 1994.) Notes: 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. 1. Preliminary data.

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Higher Education Enrollment

College Enrollment, by Selected Characteristics

Data are shown in thousands, as of fall of each year. Totals may differ from other tables because of adjustments to underreported and nonreported racial/ethnic data. Nonresident alien students are not distributed among racial/ethnic groups.

Characteristic	1978	1980	1984	1988	1990	1991, est.	1992, prel.
Total	11,231.2	12,086.8	12,233.0	13,043.1	13,819.5	14,359.0	14,491.2
Male	5,621.5	5,868.1	5,858.3	5,998.2	6,284.4	6,501.8	6,526.1
Female	5,609.6	6,218.7	6,374.7	7,044.9	7,535.1	7,857.1	7,965.1
Public	8,769.8	9,456.4	9,456.4	10,156.4	10,844.7	11,309.6	11,387.8
Private	2,461.4	2,630.4	2,776.6	2,886.7	2,974.8	3,049.4	3,103.5
Two-year	4,028.8	4,521.4	4,526.9	4,868.1	5,240.1	5,651.9	5,723.2
Four-year	7,202.4	7,565.4	7,706.1	8,175.0	8,579.4	8,707.1	8,768.0
Undergraduate	9,665.8	10,469.1	10,610.8	11,304.2	11,959.2	12,439.3	12,539.8
Graduate	1,310.4	1,340.9	1,343.7	1,471.9	1,586.2	1,639.1	1,670.0
First professional	255.0	276.8	278.5	267.1	274.1	280.5	281.4
White ¹	9,194.0	9,833.0	9,814.7	10,283.2	10,723.0	10,989.8	10,870.0
Male	4,613.1	4,772.9	4,689.9	4,711.6	4,861.3	4,962.2	4,882.5
Female	4,580.9	5,060.1	5,124.7	5,571.6	5,861.7	6,027.6	5,987.6
Public	7,136.1	7,656.1	7,542.4	7,963.8	8,385.4	8,622.2	8,486.9
Private	2,057.9	2,176.9	2,272.3	2,319.4	2,337.6	2,367.5	2,383.1
Two-year	3,166.9	3,558.5	3,514.3	3,701.5	3,954.3	4,198.8	4,123.1
Four-year	6,027.1	6,274.5	6,300.4	6,581.6	6,768.7	6,791.0	6,746.9
Undergraduate	7,870.6	8,480.7	8,484.0	8,906.7	9,272.6	9,507.7	9,380.6

[Continued]

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College Enrollment, by Selected Characteristics

[Continued]

Characteristic	1978	1980	1984	1988	1990	1991, est.	1992, prel.
Graduate	1,094.1	1,104.7	1,087.3	1,153.2	1,228.4	1,258.0	1,268.4
First professional	229.3	247.7	243.4	223.2	222.0	224.0	220.9
Black ¹	1,054.4	1,106.8	1,075.8	1,129.6	1,247.1	1,335.4	1,393.5
Male	453.3	463.7	436.8	442.7	484.7	517.0	537.1
Female	601.1	643.0	639.0	686.9	762.4	818.4	856.4
Public	839.5	876.1	844.0	881.1	976.5	1,053.4	1,101.1
Private	214.9	230.7	231.8	248.5	270.6	281.9	292.4
Two-year	442.6	472.5	458.7	473.3	524.3	577.6	602.0
Four-year	611.8	634.3	617.0	656.3	722.8	757.8	791.5
Undergraduate	966.5	1,018.8	994.9	1,038.8	1,147.2	1,229.3	1,281.2
Graduate	76.4	75.1	67.4	76.5	83.9	88.9	94.1
First professional	11.4	12.8	13.4	14.3	16.0	17.2	18.2
Hispanic	417.3	471.7	534.9	680.0	782.6	866.6	954.4
Male	212.5	231.6	253.8	310.3	354.0	390.5	427.4
Female	204.7	240.1	281.2	369.6	428.6	476.0	527.1
Public	362.5	406.2	456.1	586.9	671.4	742.1	821.7
Private	54.7	65.5	78.9	93.1	111.1	124.5	132.7
Two-year	226.9	255.1	288.8	383.9	424.2	483.7	544.5
Four-year	190.4	216.6	246.1	296.0	358.3	382.9	409.9
Undergraduate	384.0	433.1	495.2	631.2	724.6	804.2	887.2
Graduate	28.0	32.1	31.7	39.5	47.2	50.9	55.2
First professional	5.4	6.5	8.0	9.3	10.9	11.4	12.0
American Indian ¹	77.9	83.9	83.6	92.5	102.8	113.7	118.8
Male	36.8	37.8	37.4	39.1	43.1	47.6	50.1
Female	41.0	46.1	46.1	53.4	59.7	66.1	68.8
Public	68.5	74.2	72.1	81.1	90.4	100.2	103.0
Private	9.5	9.7	11.4	11.5	12.4	13.6	15.9
Two-year	43.1	47.0	45.5	50.4	54.9	62.6	64.0
Four-year	34.8	36.9	38.1	42.1	47.9	51.1	54.9
Undergraduate	71.9	77.9	77.8	85.9	95.5	105.8	110.4
Graduate	4.9	5.2	4.8	5.6	6.2	6.6	7.0
First professional	1.1	0.8	1.0	1.1	1.1	1.3	1.5
Asian ¹	235.1	286.4	389.5	496.7	572.5	637.2	696.8

[Continued]

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College Enrollment, by Selected Characteristics

[Continued]

Characteristic	1978	1980	1984	1988	1990	1991, est.	1992, prel.
Male	126.3	151.3	210.0	259.2	294.9	325.1	351.3
Female	108.7	135.2	179.5	237.5	277.6	312.0	345.5
Public	195.4	239.7	322.7	405.7	461.0	516.3	565.6
Private	39.6	46.7	66.8	91.0	111.6	120.9	131.1
Two-year	97.2	124.3	167.1	199.3	215.2	255.7	289.2
Four-year	137.8	162.1	222.4	297.4	357.3	381.5	407.6
Undergraduate	202.8	248.7	343.0	436.6	500.5	558.7	612.7
Graduate	27.5	31.6	37.1	45.7	53.2	57.6	61.6
First professional	4.8	6.1	9.3	14.4	18.8	20.8	22.5
Nonresident alien	252.6	305.0	334.6	361.2	391.5	416.4	457.6
Male	179.5	210.8	230.4	235.3	246.3	259.4	277.8
Female	73.1	94.2	104.1	125.9	145.2	157.0	179.8
Public	167.7	204.1	219.0	237.8	260.0	275.3	309.4
Private	84.8	100.8	115.5	123.3	131.5	141.0	148.2
Two-year	52.0	64.1	52.5	59.6	67.1	73.5	100.4
Four-year	200.5	240.9	282.1	301.5	324.4	342.8	357.2
Undergraduate	170.1	209.9	215.8	205.0	218.7	233.6	267.7
Graduate	79.5	92.2	115.3	151.4	167.3	177.0	183.7
First professional	3.0	2.9	3.4	4.7	5.4	5.8	6.3

Source: 1994 Statistical Abstract of the United States on CD-ROM [machine-readable datafiles]. CD-8A-94. Washington, DC: U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census, Data User Services Division, January 1995. Primary source: U.S. National Center for Education Statistics, Digest of Education Statistics, annual. Note: 1. Non-Hispanic.

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*Higher Education Enrollment***Enrollment Distribution in Public and Private Higher Education Institutions**

Universities have been seeking to increase cultural diversity on campuses by attracting greater numbers of minority students. This table shows percent distribution of total enrollment, by race/ethnicity of students. American Indians and Alaska Natives made up approximately one percent of enrollment in public institutions but only half a percent of private school enrollment in 1992.

Control and type of institution and race/ethnicity of student	Number, in thousands			
	1986	1988	1990	1992
All institutions	100.0	100.0	100.0	100.0
White	79.3	78.8	77.9	75.0
Minority	17.9	18.4	19.2	21.8
Black	8.7	8.7	8.9	9.6
Hispanic	4.9	5.2	5.5	6.6
Asian or Pacific Islander	3.6	3.8	4.0	4.8
American Indian/Alaskan Native	0.7	0.7	0.8	0.8
Nonresident alien	2.8	2.8	2.9	3.2
Public institutions	100.0	100.0	100.0	100.0
White	78.8	78.4	77.6	74.5
Minority	18.9	19.2	19.9	22.8
Black	8.8	8.7	8.9	9.7
Hispanic	5.5	5.8	6.0	7.2
Asian or Pacific Islander	3.8	4.0	4.1	5.0
American Indian/Alaskan Native	0.8	0.8	0.8	0.9
Nonresident alien	2.3	2.3	2.5	2.7
Private institutions	100.0	100.0	100.0	100.0
White	81.3	80.3	78.6	76.8
Minority	14.4	15.4	16.9	18.4
Black	8.2	8.6	9.1	9.4
Hispanic	3.1	3.2	3.7	4.3
Asian or Pacific Islander	2.8	3.2	3.7	4.3
American Indian/Alaskan Native	0.4	0.4	0.4	0.5
Nonresident alien	4.3	4.3	4.4	4.8

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1994*. Washington, DC: U.S. Government Printing Office, 1994, p. 319. Primary source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education 1993*, table 201 and unpublished tabulations (based on the IPEDS/HEGIS survey of fall enrollment in postsecondary and higher education, various years).

Higher Education Degrees

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Bachelor's Degrees Conferred, by Sex and Race/Ethnicity, 1976-92

Distribution of bachelor's degrees awarded in each academic year is shown in percent, by sex and race/ethnicity.

Year and sex of student	Percentage distribution of degrees conferred						
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native	Non-resident alien
1976-77							
Total ¹	100.0	88.0	6.4	2.0	1.5	0.4	1.7
Men	100.0	88.6	5.1	2.1	1.5	0.4	2.3
Women	100.0	87.3	7.9	2.0	1.5	0.4	1.0
1978-79							
Total ²	100.0	87.3	6.6	2.2	1.7	0.4	1.9
Men	100.0	87.8	5.2	2.2	1.7	0.4	2.7
Women	100.0	86.7	8.0	2.2	1.6	0.4	1.1
1980-81							
Total ³	100.0	86.4	6.5	2.3	2.0	0.4	2.4
Men	100.0	86.5	5.2	2.3	2.2	0.4	3.5
Women	100.0	86.2	7.8	2.4	1.9	0.4	1.3
1984-85							
Total ⁴	100.0	85.3	5.9	2.7	2.6	0.4	3.0
Men	100.0	85.1	4.8	2.6	2.8	0.4	4.2
Women	100.0	85.5	7.0	2.7	2.4	0.5	1.9
1986-87							
Total ⁵	100.0	84.9	5.7	2.7	3.3	0.4	3.0
Men	100.0	84.6	4.7	2.7	3.6	0.4	4.1
Women	100.0	85.2	6.7	2.8	3.0	0.4	1.9
1988-89							
Total ⁶	100.0	84.6	5.7	2.9	3.7	0.4	2.7
Men	100.0	84.5	4.6	2.9	4.0	0.4	3.6
Women	100.0	84.7	6.7	3.0	3.4	0.4	1.8
1989-90							
Total ⁷	100.0	84.3	5.8	3.1	3.7	0.4	2.5
Men	100.0	84.3	4.7	3.0	4.0	0.4	3.5
Women	100.0	84.3	6.8	3.2	3.5	0.5	1.7
1990-91							
Total ⁸	100.0	83.6	6.0	3.4	3.8	0.4	2.7
Men	100.0	83.7	4.9	3.3	4.2	0.4	3.6
Women	100.0	83.5	7.0	3.5	3.6	0.4	1.9
1991-92							
Total ⁹	100.0	82.9	6.4	3.6	4.1	0.5	2.5

[Continued]

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Bachelor's Degrees Conferred, by Sex and Race/Ethnicity, 1976-92

(Continued)

Year and sex of student	Percentage distribution of degrees conferred						
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native	Non-resident alien
Men	100.0	83.1	5.2	3.5	4.5	0.4	3.2
Women	100.0	82.7	7.4	3.7	3.8	0.5	1.8

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Bernan, November 1994, p. 278. Primary source: U.S. Department of Education, National Center for Education Statistics, "Degrees and Other Formal Awards Conferred" surveys, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys. (This table was prepared March 1994.) Notes: Some data have been revised from previously published data. 1. Excludes 1,121 men and 528 women whose racial/ethnic group was not available. 2. Excludes 1,279 men and 571 women whose racial/ethnic group was not available. 3. Excludes 258 men and 82 women whose racial/ethnic group was not available. 4. Excludes 6,380 men and 4,786 women whose racial/ethnic group was not available. 5. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. 6. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,400 men and 1,005 women whose racial/ethnic group and field of study were not available. 7. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,379 men and 1,334 women whose racial/ethnic group and field of study were not available. 8. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 7,621 men and 5,637 women whose racial/ethnic group and field of study were not available. 9. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 3,835 men and 2,885 women whose racial/ethnic group and field of study were not available.

★ 385 ★

*Higher Education Degrees***Master's Degrees Conferred, 1978-89**

Figures show the total number of degrees conferred, the number of American Indian/Alaska Natives receiving degrees, and the percent received by American Indian/Alaska Natives are shown for selected years, from 1978 to 1989.

Year	Total degrees conferred	American Indian/Alaska Natives receiving degrees	% received by American Indian/Alaska Natives
1988-89	308,872	1,133	.37
1986-87	289,341	1,104	.39
1984-85	280,421	1,256	.45
1980-81	294,183	1,034	.35
1978-79	301,707	999	.33

Source: National Advisory Council on Indian Education, *Toward the Year 2000: Listening to the Voice of Native America*, 17th Annual Report to the United States Congress, Fiscal Year 1990, p. 81.

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Higher Education Degrees

Master's Degree Distribution, by Race/Ethnicity, 1976-92

Distribution of degrees awarded in each academic year is shown in percent, by sex and race/ethnicity.

Year and sex of student	Percentage of degrees conferred						
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native	Non-resident alien
1976-77							
Total ¹	100.0	84.0	6.6	1.9	1.6	0.3	5.5
Men	100.0	83.25	4.6	2.0	1.9	0.3	8.1
Women	100.0	85.0	8.9	1.9	1.3	0.3	2.6
1978-79							
Total ²	100.0	83.0	6.5	1.9	1.8	0.3	6.5
Men	100.0	81.3	4.6	1.8	2.2	0.3	9.8
Women	100.0	84.9	8.4	1.9	1.5	0.3	3.1
1980-81							
Total ³	100.0	82.0	5.8	2.2	2.1	0.4	7.5
Men	100.0	79.3	4.2	2.1	2.6	0.3	11.4
Women	100.0	84.6	7.4	2.3	1.7	0.4	3.7
1984-85							
Total ⁴	100.0	79.7	5.0	2.4	2.8	0.4	9.6
Men	100.0	76.1	3.7	2.2	3.5	0.4	14.1
Women	100.0	83.4	6.2	2.7	2.1	0.5	5.2
1986-87							
Total ⁵	100.0	79.1	4.8	2.4	3.0	0.4	10.3
Men	100.0	74.7	3.6	2.4	3.7	0.4	15.2
Women	100.0	83.3	5.9	2.5	2.2	0.4	5.7
1988-89							
Total ⁶	100.0	78.4	4.6	2.3	3.3	0.4	11.0
Men	100.0	73.7	3.5	2.2	4.1	0.3	16.2
Women	100.0	82.7	5.5	2.5	2.7	0.4	6.3
1989-90							
Total ⁷	100.0	78.1	4.8	2.5	3.3	0.3	11.1
Men	100.0	73.8	3.6	2.3	3.9	0.3	16.0
Women	100.0	81.9	5.8	2.6	2.7	0.4	6.6
1990-91							
Total ⁸	100.0	77.7	4.9	2.6	3.4	0.3	11.1
Men	100.0	73.3	3.8	2.4	4.2	0.3	16.1
Women	100.0	81.5	5.9	2.7	2.7	0.4	6.8
1991-92							
Total ⁹	100.0	77.0	5.2	2.7	3.6	0.4	11.2

[Continued]

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Master's Degree Distribution, by Race/Ethnicity, 1976-92

[Continued]

Year and sex of student	Percentage of degrees conferred						Non-resident alien
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native	
Men	100.0	72.8	3.8	2.6	4.4	0.3	16.1
Women	100.0	80.5	6.4	2.8	3.0	0.4	7.0

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Bernan, November 1994, p. 281. Primary source: U.S. Department of Education, National Center for Education Statistics, "Degrees and Other Formal Awards Conferred" surveys, and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey. (This table was prepared March 1994.) Notes: Some data have been revised from previously published figures. 1. Excludes 387 men and 175 women whose racial/ethnic group was not available. 2. Excludes 733 men and 91 women whose racial/ethnic group was not available. 3. Excludes 1,377 men and 179 women whose racial/ethnic group was not available. 4. Excludes 3,973 men and 1,857 women whose racial/ethnic group was not available. 5. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. 6. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 482 men and 369 women whose racial/ethnic group and field of study were not available. 7. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 727 men and 1,109 women whose racial/ethnic group and field of study were not available. 8. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 4,686 men and 3,837 women whose racial/ethnic group and field of study were not available. 9. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 2,299 men and 1,857 women whose racial/ethnic group and field of study were not available.

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Higher Education Degrees

Master's Degrees Conferred, by Major Field of Study, 1991-92

The number of degrees conferred is shown by major field of study and race/ethnicity for the 1991-92 academic year.

Major field of study	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaskan Native	Nonresident alien
All fields, total ¹	348,682	268,371	18,116	9,358	12,658	1,273	38,906
Agricultural and natural resources	3,735	2,546	82	61	74	7	965
Architecture and related programs	3,640	2,530	135	121	191	10	653
Area, ethnic, and cultural studies	1,385	957	91	86	69	16	166
Biological/life sciences	4,785	3,404	156	141	276	13	795
Business management and administrative svcs.	84,642	65,320	3,966	1,944	3,635	220	9,557
Communications	4,180	3,109	258	78	110	15	610
Communications technologies	284	170	18	5	9	0	82
Computer and information sciences	9,530	4,678	334	158	1,171	16	3,173
Education	92,668	78,874	6,444	2,838	1,192	457	2,863
Engineering	24,983	13,640	498	521	2,377	45	7,902
Engineering-related technologies	994	728	52	20	55	6	133
English language and literature/letters	7,450	6,462	220	152	146	37	433
Foreign languages and literature	2,926	1,896	37	280	101	6	606
Health professions and related sciences	23,065	19,220	1,136	559	739	94	1,317
Home economics and vocational home economics	2,412	1,920	121	61	45	6	259
Law and legal studies	2,369	1,253	46	76	77	2	915

[Continued]

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Master's Degrees Conferred, by Major Field of Study, 1991-92

[Continued]

Major field of study	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaskan Native	Nonresident alien
Arts and sciences, general studies, and humanities	2,394	2,057	107	48	36	8	138
Physical science	4,893	4,230	159	106	148	8	242
Mathematics	4,011	2,523	84	64	216	4	1,120
Health, interdisciplinary studies	2,126	1,721	87	60	63	8	187
Health, recreation, leisure and fitness studies	1,358	1,191	49	32	11	2	73
Philosophy and religion	1,146	931	50	26	39	7	93
Physical sciences and science technologies	5,374	3,296	105	91	318	19	1,545
Production trades	0	0	0	0	0	0	0
Protective services	1,249	973	182	35	15	6	38
Technology	10,215	8,737	562	379	194	41	302
Health administration & services	19,243	15,231	2,001	771	422	124	694
Social sciences and history	12,702	9,034	602	301	396	50	2,319
Theological studies/religious vocations	5,185	4,085	240	116	189	12	543
Transportation and material moving	385	340	22	9	8	3	3
Visual and performing arts	9,353	7,315	272	219	336	31	1,180

U.S. Department of Education. National Center for Education Statistics. Office of Educational Research and Improvement. *Digest of Education Statistics, 1994*. Lanham, MD: Bureau, November 1994, p. 279. Primary source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey. (This table was prepared April 1994.) Notes: To facilitate trend comparisons, certain aggregations have been made of the degree fields reported in the IPEDS "Completions" survey: "Agriculture and natural resources" includes Agribusiness and agriculture production, Agricultural sciences, and Conservation of renewable natural resources; "Business and management and administrative services" includes Business and management, Business and office, Marketing and distribution, and Consumer and personal services. 1. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 2,299 men and 1,857 women whose racial/ethnic group and field of study were not available.

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Higher Education Degrees

Doctoral Degrees Conferred, 1978-89

Figures show the total number of degrees conferred, the number of American Indian/Alaska Natives receiving degrees, and the percentage received by American Indian/Alaska Natives is shown for selected years, from 1978 to 1989.

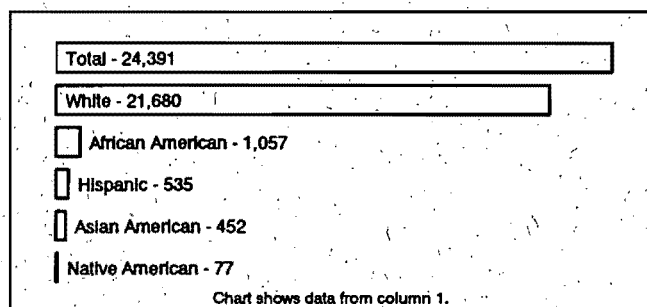
Year	Total degrees conferred	American Indian/Alaska Natives receiving degrees	% received by American Indian/Alaska Natives
1988-89	35,692	84	.23
1986-87	34,033	104	.30
1984-85	32,307	119	.37
1980-81	32,839	130	.40
1978-79	32,664	104	.32

Source: National Advisory Council on Indian Education. *Toward the Year 2000: Listening to the Voice of Native America*, 17th Annual Report to the United States Congress, Fiscal Year 1990, p. 81.

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Higher Education Degrees

Doctoral Degrees Awarded, 1982 and 1992



The number of American Indians earning Ph.D.s nearly doubled between 1982 and 1992. Data show number of doctorates awarded to U.S. citizens, by race/ethnicity of recipient.

Race/ethnicity	1982	1992
Total	24,391	25,759
White	21,680	22,718
African American	1,057	951
Hispanic	535	755
Asian American	452	828
Native American	77	148

Source: "Students of color earn more Ph.D.s": *Higher Education & National Affairs, ACE* (10 January 1994), p. 3. Primary source: Cecelia Ottinger, Robin Sikula, and Charles Washington, *Production of Minority Doctorates*, ACE Research Brief Series, Vol. 4, no. 8, 1993.

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Higher Education Degrees

Doctoral Degrees Conferred, by Major Field of Study, 1991-92

The number of degrees conferred is shown by major field of study and race/ethnicity for the 1991-92 academic year.

Major field of study	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Nonresident alien
All fields, total ¹	1,129,833	936,771	72,326	40,761	46,720	5,176	28,079
Agricultural and natural resources	15,124	13,743	413	296	300	83	289
Architecture and related programs	8,753	7,050	294	407	551	33	418
Area, ethnic, and cultural studies	5,342	3,875	517	355	382	48	165
Biological/life sciences	42,941	33,179	2,428	1,673	4,488	185	988
Business management and administrative svcs.	256,603	209,768	18,304	8,466	10,592	949	8,524
Communications	54,257	46,554	3,970	1,650	1,088	177	818
Communication technologies	720	588	99	14	6	2	11
Computer and information sciences	24,557	17,311	2,147	901	2,140	81	1,977
Construction trades	67	52	11	1	1	1	1
Education	108,006	97,460	5,226	3,116	977	654	573
Engineering	61,206	45,923	2,406	2,087	6,387	186	4,217
Engineering-related technologies	16,190	13,071	1,174	558	794	88	505

[Continued]

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Doctoral Degrees Conferred, by Major Field of Study, 1991-92
[Continued]

Major field of study	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Nonresident alien
English language and literature/letters	54,951	48,543	2,658	1,623	1,447	222	458
Foreign languages and literature	13,903	11,157	427	1,426	480	46	367
Health professions and related sciences	61,720	52,281	4,222	1,765	2,261	332	859
Home economics and vocational home economics	14,898	12,980	868	340	425	67	218
Law and legal studies	2,144	1,835	149	69	67	16	8
Liberal arts and sciences, general studies, and humanities	32,174	26,457	2,670	1,581	817	205	444
Library science	97	85	5	1	2	0	4
Mathematics	14,783	11,906	916	455	868	46	592
Mechanics and repairers	78	70	4	1	1	0	2
Multidisciplinary studies	20,647	16,853	1,290	957	1,056	126	365
Arts, recreation, leisure and fitness studies	8,446	7,679	393	181	85	38	70
Philosophy and religion	7,526	6,559	311	229	276	27	124
Physical sciences and science technologies	16,960	14,044	836	382	1,025	66	607
Process production trades	378	303	42	2	11	6	14
Protective services	18,855	14,574	2,699	1,075	262	135	110
Psychology	63,513	53,242	4,271	2,827	319	660	
Public administration & services	15,987	12,169	2,369	798	302	174	175
Religious sciences	184	149	20	14	0	1	0
Social sciences and history	133,974	110,086	9,188	5,808	5,470	606	2,816
Theological studies/religious vocations	4,729	4,143	159	102	136	21	168
Transportation and material moving	3,598	3,156	174	123	55	28	62
Dance and performing arts	46,522	39,926	1,666	1,478	1,774	208	1,470

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*, Washington, MD: Berman, November 1994, p. 285. Primary source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey. (This table was prepared April 1994.) Notes: To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Agriculture and natural resources" includes Agribusiness and agriculture production, Agricultural sciences, and conservation and renewable natural resources; "Business and management and administrative services" includes Business and management, Business and office, Marketing and distribution, and Consumer and personal services. 1. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 389 men and 180 women whose racial/ethnic group and field of study were not available.

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Higher Education Degrees

First-Professional Degrees Conferred, 1978-89

Figures show the total number of degrees conferred, the number of American Indian/Alaska Natives receiving degrees, and the percentage received by American Indian/Alaska Natives is shown for selected years, from 1978 to 1989.

Year	Total degrees conferred	AI/AN's receiving degrees	Percent received by AI/AN's
1988-89	70,758	268	.38
1986-87	71,617	304	.42
1984-85	75,057	248	.33
1980-81	71,340	192	.27
1978-79	68,503	216	.32

Source: National Advisory Council on Indian Education. *Toward the Year 2000: Listening to the Voice of Native America*, 17th Annual Report to the United States Congress, Fiscal Year 1990, p. 82.

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Higher Education Degrees

First-Professional Degrees Conferred, by Race/Ethnicity

The percentage of American Indians and Alaska Natives receiving first-professional degrees in the U.S. has remained well below one percent over the past fifteen years. Figures show the number of degrees conferred and percent distribution by race and ethnicity for both men and women from 1976 through 1992.

Year and sex of student	Total (number)	Percent distribution					
		White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native	Nonresident alien
1976-77, total ¹	63,953	91.4	4.0	1.7	1.6	0.3	1.1
Men	51,980	91.9	3.4	1.7	1.5	0.3	1.2
Women	11,973	88.9	6.5	1.5	2.0	0.3	0.7
1978-79, total ²	68,611	91.0	4.1	1.9	1.8	0.3	0.9
Men	52,425	91.8	3.4	1.9	1.6	0.3	1.0
Women	16,186	88.4	6.5	1.8	2.1	0.4	0.7
1980-81, total ³	71,340	90.5	4.1	2.2	2.0	0.3	0.9
Men	52,194	91.3	3.4	2.2	1.9	0.3	1.0
Women	19,146	88.4	6.1	2.1	2.4	0.3	0.7
1984-84, total ⁴	71,057	89.0	4.3	2.7	2.6	0.3	1.2
Men	47,501	89.7	3.4	2.6	2.4	0.4	1.4
Women	23,556	87.4	6.0	2.7	2.8	0.3	0.8
1986-87, total	71,617	87.5	4.8	2.9	3.2	0.4	1.2
Men	46,523	88.4	3.9	2.8	3.1	0.4	1.4
Women	25,094	85.8	6.3	3.0	3.4	0.5	1.0
1988-89, total	70,856	86.4	4.4	3.2	4.2	0.4	1.4
Men	45,046	87.5	3.6	3.1	4.0	0.3	1.5
Women	25,810	84.5	5.9	3.5	4.5	0.4	1.2

[Continued]

Higher Education Faculty

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Full-Time Faculty at Institutions of Higher Education, 1987 - I

Figures are shown, by the type of position and race/ethnicity, for 1987.

Selected characteristics	Number in thousands	Percent total	Public research	Private research	Public doctoral	Private doctoral	Public comprehensive
Total (in thousands)	489	-	96	39	396	15	93
Percent	-	100.0	19.7	8.0	7.3	3.0	19.0
Percent distribution							
Total	-	100.0	100.0	100.0	100.0	100.0	100.0
Race							
White, non-Hispanic	438	89.5	90.4	85.4	92.0	91.3	88.0
Black, non-Hispanic	16	3.2	1.6	6.1	1.8	0.1	3.5
Hispanic	11	2.3	2.4	5.0	1.1	2.2	2.1
Asian	21	4.2	4.8	3.5	4.5	5.9	5.8
American Indian	3	0.7	0.7	1	0.6	0.5	0.6

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Berman, November 1994, p. 231. Primary source: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty (NSOPF), 1988. (This table was prepared June 1990.) Notes: Data may not add to totals because of rounding or missing data. A dash (-) stands for not applicable. 1. Less than 0.5 percent.

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Higher Education Faculty

Full-Time Faculty at Institutions of Higher Education, 1987 - II

Figures are shown, by the type of position and race/ethnicity, for 1987.

Selected characteristics	Private comprehensive	Liberal arts	Public 2-year	Private 2-year	Medical	Other
Total (in thousands)	35	39	91	4	25	15
Percent	7.2	8.0	18.7	0.8	5.2	3.0
Percent distribution						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Race						
White, non-Hispanic	91.2	86.9	91.0	94.1	85.3	95.1
Black, non-Hispanic	1.7	8.0	3.0	3.1	3.0	2.3
Hispanic	1.6	1.2	3.5	2.3	1	1.6
Asian	4.4	2.7	1.6	0.5	10.3	1.0
American Indian	1.1	1.2	0.9	1	1.4	1

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*. Lanham, MD: Berman, November 1994, p. 231. Primary source: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty (NSOPF), 1988. (This table was prepared June 1990.) Notes: Data may not add to totals because of rounding or missing data. A dash (-) stands for not applicable. 1. Less than 0.5 percent.

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Higher Education Faculty

Full-Time Faculty at Institutions of Higher Education, by Field, 1987-88

Figures are shown, by field and race/ethnicity, for 1987-88.

Faculty characteristics	Number in thousands	All fields	Agricultural and home economics	Business	Education	Engineering	Fine arts	Health	Humanities	Natural sciences	Social sciences	Other
Total, in thousands	489	-	13	37	35	25	32	85	62	84	53	64
Percentage	-	100.0	3.0	7.0	7.0	5.0	7.0	17.0	13.0	17.0	11.0	13.0
Percent distribution	-	-	-	-	-	-	-	-	-	-	-	-
Total	489	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Race/ethnicity	-	-	-	-	-	-	-	-	-	-	-	-
White, non-Hispanic	438	90.0	94.0	88.0	88.0	87.0	92.0	88.0	90.0	91.0	90.0	89.0
Black, non-Hispanic	16	3.0	0.0	4.0	6.0	1	3.0	2.0	3.0	2.0	5.0	5.0
Hispanic	11	2.0	3.0	1.0	4.0	2.0	3.0	1.0	5.0	1.0	3.0	2.0
Asian	21	4.0	2.0	6.0	1.0	11.0	1.0	7.0	2.0	6.0	2.0	1.0
American Indian	4	1.0	1.0	1.0	1.0	1	1	1.0	1.0	1	1.0	1.0

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics* 1994, Lanham, MD: Berman, November 1994, p. 232. Primary source: U.S. Department of Education, National Survey of Postsecondary Faculty (NSOPF), 1987-88. (This table was prepared April 1991.) Notes: Because of rounding and survey item nonresponse, details may not add to totals. A dash (-) stands for not applicable. 1. Less than 0.5 percent.

Higher Education Costs

★ 402 ★

Financial Aid Received by Undergraduates, 1989-90 - I

Figures are shown, by type of aid given and race/ethnicity of student.

Selected student characteristics	Enrollment of undergraduates ¹ (000)	Any aid			Grants		
		Total ²	Federal	Non Federal	Total	Federal	Non Federal
Percent of all undergraduates receiving aid							
All undergraduates	12,600	44.0	30.0	32.3	37.2	21.4	28.4
Race/ethnicity							
White, non-Hispanic	9,410	41.2	26.3	31.2	34.2	17.5	27.2
Black, non-Hispanic	1,142	61.2	50.0	40.5	55.3	42.2	37.0
Hispanic	840	44.2	34.4	31.6	38.7	27.6	28.1
Asian American	575	35.5	25.5	28.2	31.2	20.2	25.9
American Indian	83	51.6	31.8	44.1	46.8	27.5	38.4
Average 1989-90 award for full-time, full-year undergraduates enrolled in fall 1989							
All full-time, full-year undergraduates	3,947	4,732	3,511	2,836	3,095	1,770	2,544
Race/ethnicity							
White, non-Hispanic	3,208	4,597	3,488	2,785	2,976	1,702	2,494
Black, non-Hispanic	301	5,116	3,586	2,902	3,433	1,997	2,668
Hispanic	189	5,139	3,502	3,002	3,388	1,867	2,698
Asian American	174	5,614	3,650	3,304	3,836	1,886	2,874
American Indian	19	6,299	4,004	3,510	3,921	2,099	2,908

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Financial Aid Received by Undergraduates, 1989-90 - I

[Continued]

Student characteristics	Enrollment of undergraduates ¹ (000)	Any aid			Grants		
		Total ²	Federal	Non Federal	Total	Federal	Non Federal
Average 1989-90 award for other undergraduates enrolled in fall 1989	7,285	2,798	2,728	1,577	1,715	1,370	1,324
by ethnicity							
White, non-Hispanic	5,465	2,699	2,758	1,544	1,619	1,341	1,282
Black, non-Hispanic	665	3,021	2,580	1,599	1,948	1,396	1,434
Hispanic	556	2,946	2,680	1,490	1,798	1,345	1,287
Asian American	339	3,624	2,904	2,274	2,388	1,654	1,758
American Indian	52	2,945	3,265	1,762	2,131	1,787	1,601

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics, 1994*, Washington, MD: Berman, November 1994, p. 315-316. Primary source: U.S. Department of Education, National Center for Education Statistics, *National Postsecondary Student Aid Study, 1989-90*. (This table was prepared June 1992.) Notes: Because of rounding and/or the fact that some students receive aid from multiple sources, details may not add to totals. Because of rounding and survey nonresponse, row details may not add to totals. Data include undergraduates in noncollegiate and collegiate institutions. 1. Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey. 2. Includes students who reported they were awarded aid, but did not specify the source or type of aid. 3. Enrollment data include persons whose attendance was not reported.

★ 403 ★

Higher Education Costs

Financial Aid Received by Undergraduates, 1989-90 - II

Figures are shown, by type of aid given and race/ethnicity of student.

Student characteristics	Loans			Work study total ³	Other		
	Total	Federal	Non Federal		Total	Federal	Non Federal
Percent of all undergraduates receiving aid	20.4	19.3	2.3	5.4	8.2	1.8	6.5
by ethnicity							
White, non-Hispanic	19.1	18.0	2.4	5.2	8.3	1.8	6.7
Black, non-Hispanic	28.2	27.2	2.4	8.4	7.8	2.3	5.7
Hispanic	19.9	19.2	2.4	5.3	7.9	1.6	6.4
Asian American	14.7	13.7	2.0	5.7	6.5	1.2	5.2
American Indian	16.2	15.5	1.5	6.9	11.9	3.4	9.6
Average 1989-90 award for full-time, 4-year undergraduates enrolled in fall 1989							
by ethnicity							
White, non-Hispanic	2,764	2,660	2,252	1,071	2,091	3,133	1,694
Black, non-Hispanic	2,783	2,671	2,305	1,033	2,028	3,222	1,602
Hispanic	2,543	2,501	1,565	1,143	2,442	2,443	2,348
Asian American	2,755	2,632	2,047	1,252	1,919	3,058	1,606
American Indian	2,915	2,840	2,541	1,296	2,758	3,500	2,584
	3,361	3,387	1,610	1,182	3,362	4,404	2,893
Average 1989-90 award for other undergraduates enrolled in fall 1989							
by ethnicity							
White, non-Hispanic	2,668	2,527	2,004	1,063	1,523	2,783	1,248
Black, non-Hispanic	2,665	2,511	2,066	989	1,537	2,840	1,261
Hispanic	2,558	2,521	1,510	1,048	1,609	2,381	1,334
	2,789	2,630	1,962	1,280	1,114	3,088	710

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Financial Aid Received by Undergraduates, 1989-90 - II

[Continued]

Selected student characteristics	Loans			Work study total ³	Other		
	Total	Federal	Non Federal		Total	Federal	Non F
Asian American	2,795	2,568	2,065	1,549	1,902	2,434	1,187
American Indian	3,472	3,094	3,240	1,187	1,188	2,019	1,187

Source: U.S. Department of Education, National Center for Education Statistics, Office of Educational Research and Improvement, *Digest of Education Statistics*, Lanham, MD: Berman, November 1994, p. 315-316. Primary source: U.S. Department of Education, National Center for Education Statistics, *National Postsecondary Aid Study, 1989-90*. (This table was prepared June 1992.) Notes: Because of rounding and/or the fact that some students receive aid from multiple sources, details may not add to totals. Because of rounding and survey nonresponse, row details may not add to totals. Data include undergraduates in noncollegiate and collegiate institutions. Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey. 2. Includes students who reported that they received aid, but did not specify the source or type of aid. 3. Details on Federal and nonfederal Work Study programs were not available. 4. Enrollment data include students whose attendance was not reported.