

Section 1

Participation in Education



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This List of Indicators includes all the indicators in Section 1 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Participation in Education

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. There are 15 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 15, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators). Enrollment is a key indicator of the scope of and access to educational opportunities and a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources, such as qualified teachers, physical facilities, and funding levels required to provide a high-quality education for our nation's students.

The indicators in this section are organized into an overview section, in which enrollments are reported by age group, and a series of subsections organized by level of the education system. These levels are preprimary education, elementary and secondary education, undergraduate education, graduate and professional education, and adult learning. Adult learning includes formal education activities in which adults participate to upgrade their work-related skills, to change careers, or to expand personal interests.

The indicators in the first subsection compare rates of enrollment in formal education programs across age groups in the population and examine the extent to which changes in the enrollment of an age group are due to shifts in the group's enrollment rate and its population size. Population size fluctuates due to changes in birth rates, immigration, and other factors. Looking at trends in the enrollment rate of individuals in various age groups over time provides a perspective on how the role of education changes during the course of their lives.

Participation in center-based early childhood care and education programs, such as Head Start, nursery school, and prekindergarten, helps to

prepare children for elementary school or serves as child care for working parents. Two indicators available on the Web show enrollments in the prekindergarten programs of public schools and trends in the rate of enrollment among 3- to 5-year-olds in center-based programs.

Elementary and secondary education provides knowledge and skills that prepare students for further learning and productive membership in society. Because enrollment at the elementary and secondary levels is mandatory, changes in enrollment are driven primarily by shifts in the size and composition of the school-age population, as well as by shifts in the type of schooling students attend, such as private schools and homeschooling. Postsecondary education provides students with opportunities to gain advanced knowledge and skills either immediately after high school or later in life. Because postsecondary education is voluntary, changes in total undergraduate enrollments reflect fluctuations in enrollment rates and the perceived availability and value of postsecondary education, as well as the size of college-age populations. Graduate and professional enrollments form an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas.

Some of the indicators in the subsections provide information about the background characteristics of the students who are enrolled and, in some cases, how these students are distributed across schools. For example, an indicator that appears in this volume shows the number and characteristics of homeschooled students, and another shows the racial and ethnic distribution of elementary and secondary public school students.

The indicators on participation in education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/index.asp>.



Elementary/Secondary Education

Past and Projected Elementary and Secondary Public School Enrollments

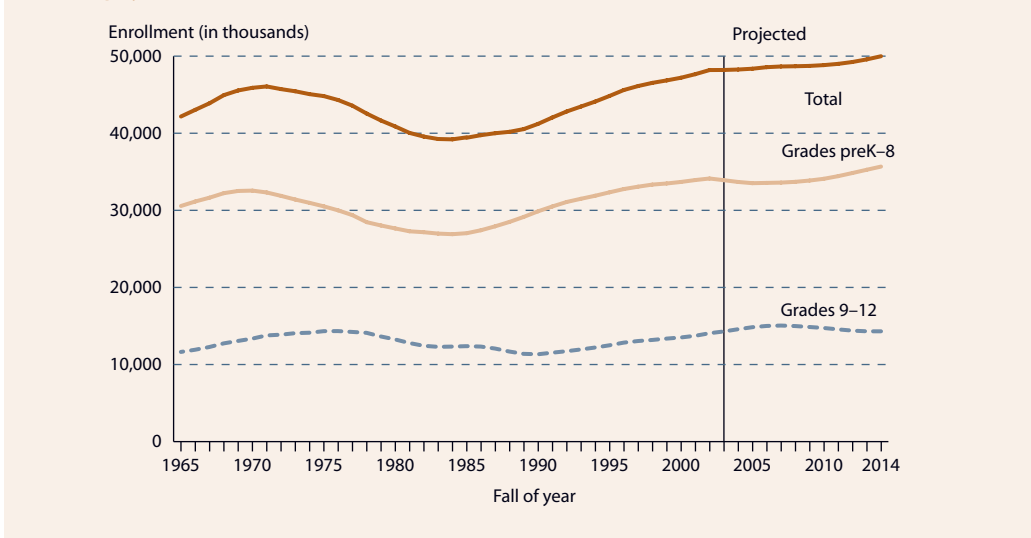
Public elementary and secondary enrollment is projected to increase to 50 million in 2014. The West is projected to experience the largest increase in enrollments.

Rising immigration—the immigrant population nearly tripled from 1970 to 2000 (Schmidley 2001)—and the baby boom echo—the 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990 (Hamilton, Sutton, and Ventura 2003)—are boosting school enrollment. After declining during the 1970s and early 1980s, enrollment in public schools for prekindergarten (preK) through grade 12 increased in the latter part of the 1980s, throughout the 1990s, and through the first half of the 2000s, reaching an estimated 48.3 million in 2004 (see supplemental table 1-1). Total enrollments are projected to increase each year from 2005 through 2014 to an all-time high of 50.0 million. The trends in enrollment in grades preK–8 and 9–12 have differed over time as students move through the system. For example, enrollment in grades preK–8 decreased throughout the 1970s and early 1980s, while enrollment in grades 9–12 decreased in the late 1970s and throughout the 1980s. Public school enrollment in grades preK–8 is projected to decrease to 33.5 million in 2005 and then to begin increasing, reaching 35.7 million in 2014. Enrollment in grades

9–12 is projected to increase through 2007 to a high of 15.1 million before decreasing to 14.3 million in 2014.

Examining enrollment trends by region reveals that since 1965 the South has had a larger share of public enrollment than other regions in the United States. During that period, the regional distribution of students in public schools changed, with the West and South both increasing their percentage share of total enrollment. In 1965, the South comprised 33 percent of public elementary and secondary school enrollments, followed by the Midwest (28 percent), the Northeast (21 percent), and the West (18 percent). By 2004, the South’s and West’s shares of enrollment were projected to increase to 36 and 24 percent, respectively, followed by the Midwest (22 percent) and the Northeast (17 percent). Between 2005 and 2014, the West is projected to continue increasing its share of total public enrollment. Over this period, public enrollment in grades preK–12 is expected to decrease in the Northeast and Midwest and to increase in the South and West.

SCHOOL ENROLLMENT: Public elementary and secondary enrollment in prekindergarten through grade 12, by grade level, with projections: Fall 1965–2014



NOTE: Includes kindergarten and most prekindergarten enrollment.

SOURCE: Hussar, W. (forthcoming). *Projections of Education Statistics to 2014* (NCES 2005–065), tables 1 and 4 and U.S. Department of Education, National Center for Education Statistics (NCES) (forthcoming) *Digest of Education Statistics 2004* (NCES 2005–079), table 37. Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1986–2002 and “Statistics of Public Elementary and Secondary School Systems,” various years.

FOR MORE INFORMATION:

Supplemental Notes 1,3

Supplemental Table 1-1

Schmidley (2001)

Hamilton, Sutton, and Ventura (2003)





Elementary/Secondary Education

Trends in Private School Enrollments

The number of private school students enrolled in kindergarten through grade 12 increased from 1989–90 to 2001–02, though enrollments decreased slightly as a percentage of total elementary and secondary enrollments.

Between 1989–90 and 2001–02 private school enrollment in kindergarten through grade 12 increased from 4.8 million to 5.3 million students (see supplemental table 2-1). Catholic schools have the largest enrollment of private school students, but the distribution of students across types of private schools changed over this 12-year period. For example, the percentage of private school students who attended Catholic schools decreased from 55 to 47 percent, with parochial schools (i.e., run by a parish, not by a diocese or independently) experiencing the largest decrease. On the other hand, during this period, the percentage of students enrolled in other religious private schools increased from 32 to 36 percent, with conservative Christian schools experiencing the largest increase. Also, there was an increase in the percentage of students enrolled in nonsectarian private schools, from 13 to 17 percent. This change in distribution from Catholic to other religious and nonsectarian private schools occurred at both the elementary and secondary levels.

Overall, and in the South and West, the number of students enrolled in private schools increased between 1989–90 and 2001–02 (see supplemental table 2-2). In the Northeast and Midwest, there was no measurable change in private school enrollment. As a percentage of all students in elementary and secondary education, however, overall private school enrollment decreased from 11 to 10 percent. The South was the only region where the private school share of total student enrollment in elementary and secondary schools increased.

Examining the characteristics of private schools and their students provides a portrait of private education in the United States. In 2001–02, students enrolled in private schools were more likely than their public school counterparts to be White (76 vs. 61 percent) and less likely to be Black (10 vs. 17 percent) or Hispanic (9 vs. 17 percent) students (see supplemental table 2-3 and *indicator 4*). Private school students enrolled in Catholic or nonsectarian schools were more likely to be a member of a minority than students enrolled in other religious schools.

¹ Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 11 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

² Nonsectarian schools do not have a religious orientation or purpose.

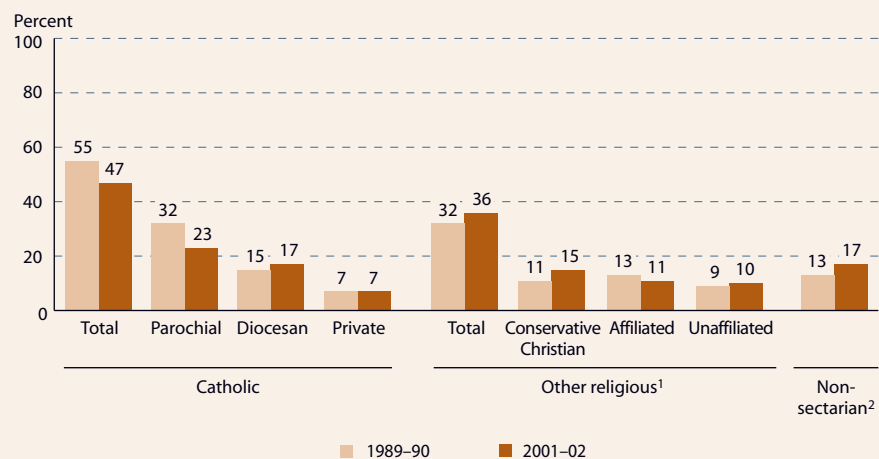
NOTE: Detail may not sum to totals because of rounding.

SOURCE: Broughman, S.P., and Pugh, K.W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–2002 Private School Universe Survey* (NCES 2005–305), table 1 and previously unpublished tabulation (December 2004). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years 1989–90 through 2001–02.



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 2-1,
2-2, and 2-3

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by type of school: 1989–90 and 2001–02





Elementary/Secondary Education

Homeschooled Students

In the spring of 2003, about 1.1 million, or 2.2 percent of all students, were homeschooled in the United States, an increase from 1999.

This indicator examines the number and characteristics of homeschooled students in the United States in 2003. Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade who receive at least part of their instruction under their parents’ guidance at home and whose attendance at public or private school does not exceed 25 hours per week.

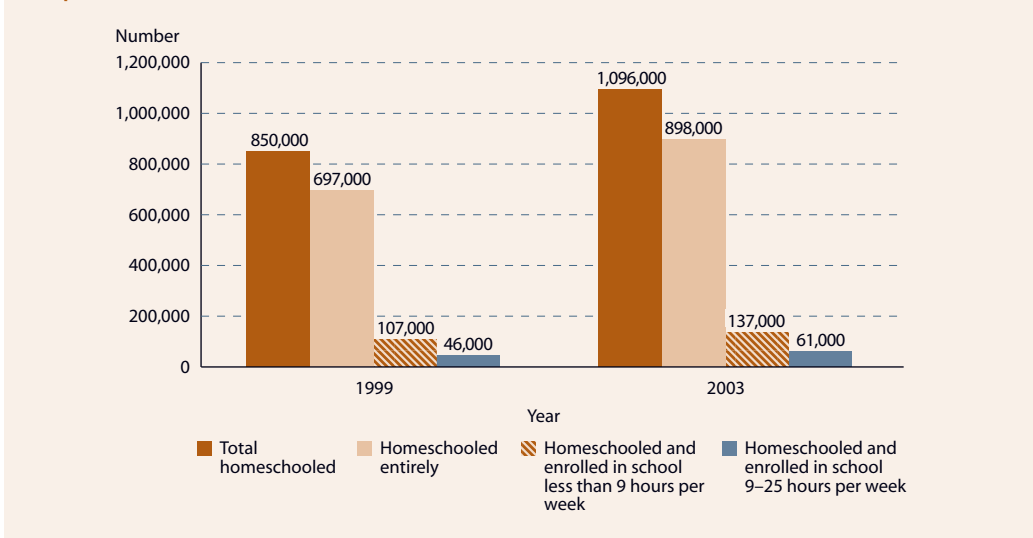
In 2003, the number of homeschooled students was 1.1 million, an increase from 850,000 in 1999 (see supplemental table 3-1). The percentage of the school-age population who were homeschooled increased from 1.7 percent in 1999 to 2.2 percent in 2003. The majority of homeschooled students received all of their education at home (82 percent), but some attended school up to 25 hours per week. Twelve percent of homeschooled students were enrolled in school less than 9 hours per week, and 6 percent were enrolled between 9 and 25 hours.

Homeschooled children tended to be White and from two-parent households in 2003. White children were more likely to be homeschooled than Black or Hispanic children or children from other race/ethnicities, and they constituted the

majority of homeschooled students (77 percent). Eighty-one percent of homeschooled students were in two-parent households and 54 percent were in two-parent households with one parent in the labor force. The latter group of students had a higher homeschooling rate than their peers from families with different family employment characteristics. In 2003, there were no measurable differences in rates of homeschooling among students when considering their household income or the level of their parents’ education.

Parents give many different reasons for homeschooling their children. In 2003, the reasons most frequently reported by parents as being “applicable” were concerns about the school environment (e.g., safety, drugs, or negative peer pressure) (85 percent of parents); a desire to provide religious or moral instruction (72 percent); and dissatisfaction with academic instruction (68 percent) (see supplemental table 3-2). As their “most important” reason, parents most often cited concerns about the school environment and a desire to provide religious or moral instruction.

HOMESCHOOLED STUDENTS: Number and distribution of school-age children who were homeschooled, by amount of time spent in schools: 1999 and 2003



NOTE: Detail may not sum to totals because of rounding. Homeschooled children are those ages 5–17 educated by their parents full or part time who are in a grade equivalent to kindergarten through 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005–101), table 1. Data from U.S. Department of Education, National Center for Education Statistics, Parent Survey of the National Household Education Surveys Program (NHES), 1999 and Parent and Family Involvement in Education Survey of the NHES, 2003.

FOR MORE INFORMATION:

Supplemental Notes 1,3
Supplemental Tables 3-1, 3-2

NCES 2004–115





Elementary/Secondary Education

Racial/Ethnic Distribution of Public School Students

The percentage of racial/ethnic minority students enrolled in the nation's public schools increased from 1972 to 2003, primarily due to growth in Hispanic enrollments.

The changing racial and ethnic composition of enrollment in U.S. public schools is one aspect of change in the composition of school enrollment. This indicator looks at the changes in the racial and ethnic distribution of public school students in kindergarten through 12th grade between 1972 and 2003.

Forty-two percent of public school students were considered to be part of a racial or ethnic minority group in 2003, an increase from 22 percent in 1972 (see supplemental table 4-1). In comparison, the percentage of public school students who were White decreased from 78 to 58 percent. The minority increase was largely due to the growth in the proportion of students who were Hispanic. In 2003, Hispanic students represented 19 percent of public school enrollment, up from 6 percent in 1972. The proportion of public school students who were Black or who were members of other minority groups increased less over this period than the proportion of students who were Hispanic:

Black students made up 16 percent of public school enrollment in 2003, compared with 15 percent in 1972. Other minority groups made up 7 percent in 2003, compared with 1 percent in 1972. Hispanic enrollment surpassed Black enrollment for the first time in 2002.

The distribution of minority students in public schools differed across regions of the country, although minority enrollment grew in all regions between 1972 and 2003 (see supplemental table 4-2). In 2003, the West became the only region where minority public school enrollment (54 percent) exceeded White enrollment (46 percent). Throughout this period, the South and West had larger minority enrollments than the Northeast and Midwest, and the Midwest had the smallest minority enrollment of any region. The South, Northeast, and Midwest had larger shares of Black than Hispanic enrollments in 2003, while in the West, Hispanic enrollment was larger than Black enrollment.

Rounds to zero.

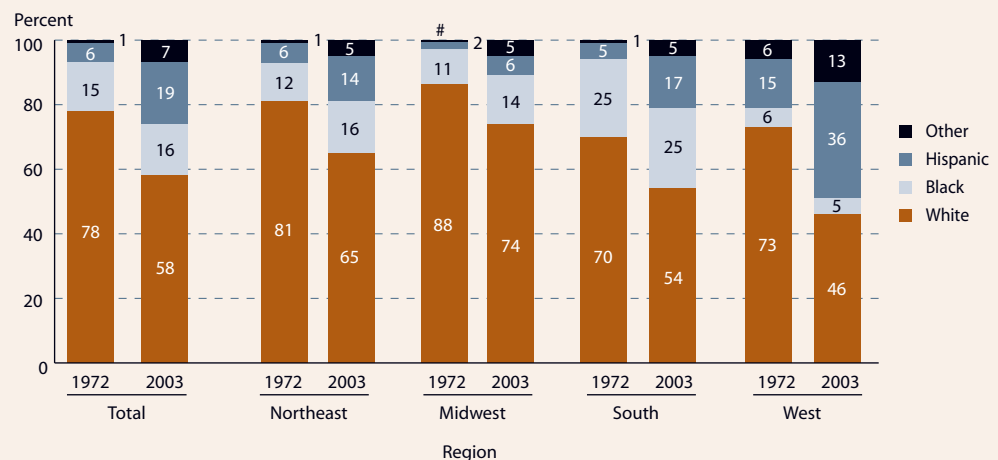
NOTE: Detail may not sum to totals because of rounding. Includes all public school students enrolled in kindergarten through 12th grade. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See supplemental note 2 for more information on the CPS. In 2003, the categories for race changed on the CPS, allowing respondents to select more than one race. Respondents who selected more than one race were placed in the "other" category for the purposes of this analysis. For more information on race/ethnicity and the states in each region, see supplemental note 1.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972 and 2003 Supplements, previously unpublished tabulation (December 2004).



FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Tables 4-1, 4-2
NCES 2002-025, indicator 3

MINORITY ENROLLMENT: Percentage distribution of public school students in kindergarten through 12th grade, by region and race/ethnicity: Fall 1972 and 2003





Elementary/Secondary Education

Language Minority School-Age Children

The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2003.

Between 1979 and 2003, the number of school-age children (ages 5–17) who spoke a language other than English at home grew from 3.8 million to 9.9 million, or from 9 percent to 19 percent of all children in the age group (see supplemental table 5-1). The number of those children who spoke English with difficulty (i.e., spoke English less than “very well”) also grew, from 1.3 million (or 3 percent of all 5- to 17-year-olds) in 1979 to 2.9 million (or 5 percent) in 2003.

From 1979 to 2003, the population of school-age children increased by 19 percent. In contrast, during this period, the number of such children who spoke a language other than English at home increased by 161 percent, and the number who spoke a language other than English at home and who spoke English with difficulty increased by 124 percent.

Of those school-age children who spoke a language other than English at home, 29 percent spoke English with difficulty in 2003, a decline from 34 percent in 1979. Spanish was the language most frequently spoken at home by those in homes where English was not the primary

language among both those who spoke English very well and who spoke English with difficulty (see supplemental table 5-2).

The percentages of school-age children living in an English-speaking household varied by region, citizenship, and race/ethnicity in 2003. In the West, children who spoke a language other than English at home made up 31 percent of all school-age children, compared with 19 percent in the Northeast, 16 percent in the Midwest, and 10 percent in the South. School-age children who were not U.S. citizens were more likely than U.S.-born and naturalized citizens to speak a language other than English at home, and naturalized citizens were more likely than U.S.-born children to do so. Five percent of both Black and White school-age children spoke a language other than English at home, compared with 19 percent of American Indian, 65 percent of Asian/Pacific Islander, and 68 percent of Hispanic children. In addition, 1 percent of White and Black school-age children spoke a language other than English at home and had difficulty speaking English, compared with 18 percent of Asian/Pacific Islander and 21 percent of Hispanic children.

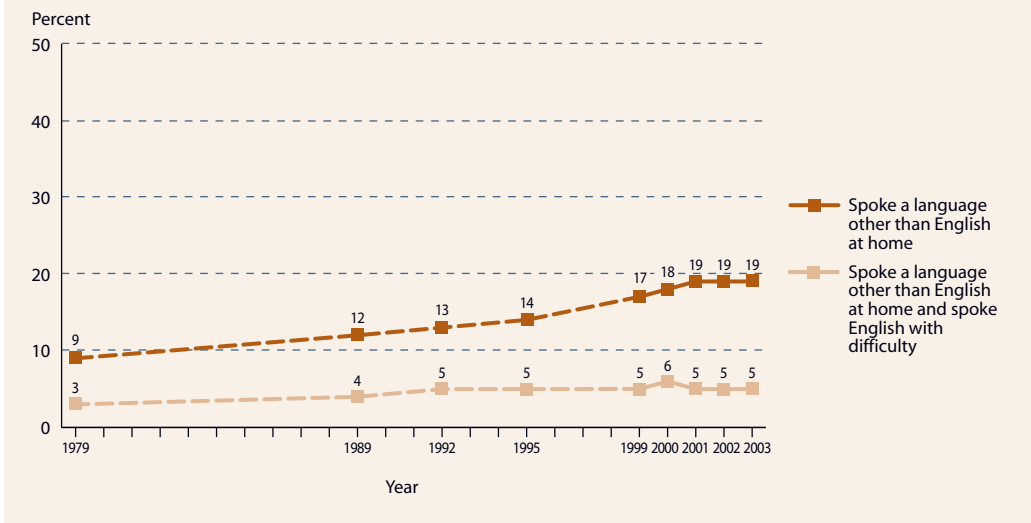
NOTE: Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Spanish-language versions of both the CPS and the American Community Survey (ACS) were available to respondents. For more information on the CPS, see supplemental note 2, and for more information on the ACS, see supplemental note 3.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–2003, previously unpublished tabulation (January 2005).

FOR MORE INFORMATION:
Supplemental Notes 1, 2, 3
Supplemental Tables 5-1, 5-2
NCES 2004–009
Federal Interagency Forum
on Child and Family Statistics
forthcoming



LANGUAGE MINORITY: Percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2003





Elementary/Secondary Education

Children With Selected Disabilities in Public Schools

In 2000, some 3.9 million children, or 8 percent of those enrolled in public elementary and secondary schools, were classified as having mental retardation, emotional disturbance, or a specific learning disability.

The Individuals with Disabilities Education Act (IDEA), originally enacted in 1975, mandates that children with disabilities in the United States be provided with a free and appropriate public school education. This indicator examines the number and characteristics of children classified as having mental retardation, emotional disturbance, or a specific learning disability and served under IDEA.¹ In 2000, some 3.9 million children in kindergarten through grade 12 in public elementary and secondary schools were classified as having one of these disabilities, accounting for 8 percent of the total public elementary and secondary population (see supplemental table 6-1). The majority of these students were classified as having a specific learning disability (2.8 million), followed by mental retardation (647,000) and an emotional disturbance (438,000).

Males were nearly twice as likely as females to be classified as having one of these disabilities (11 percent of males vs. 6 percent of females). Males represented 67 percent of all children classified as having one of these three categories of disability in 2000, and they made up

a larger percentage than females classified as having an emotional disturbance (78 percent), a specific learning disability (67 percent), or mental retardation (58 percent).

Students' likelihood of being classified as having these disabilities varied by their race/ethnicity. While Black children represented 17 percent of public school students in 2000 (*indicator 4*), they made up 22 percent of all children classified as having one of these three categories of disability. Black and American Indian children were both overrepresented in this disabled population: 11 percent of all Black children and 10 percent of all American Indian children enrolled in public schools were classified as having one of these three categories of disability. In comparison, 8 percent each of all White and all Hispanic children and 3 percent of all Asian/Pacific Islander children enrolled in public schools were so classified. Black public school students were also disproportionately represented in each of the three disability categories: they made up 33 percent of mentally retarded children, 27 percent of children with an emotional disturbance, and 18 percent of children with a specific learning disability.

¹ Specific learning disabilities made up 50 percent of all special education students served under IDEA, followed by speech or language impairments (19 percent), mental retardation (11 percent), and emotional disturbance (8 percent) (U.S. Department of Education 2002, table II-5, p. II-24). An additional nine categories encompass the remaining 12 percent of students. Speech or language impairments and other categories are not included in this analysis because the data were not collected in the Office for Civil Rights, 2000 Elementary and Secondary School Survey. See *supplemental note 7* for definitions of disability categories.

² American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Black and White categories exclude Hispanic origin. American Indian and Asian/Pacific Islander categories do not exclude Hispanic origin.

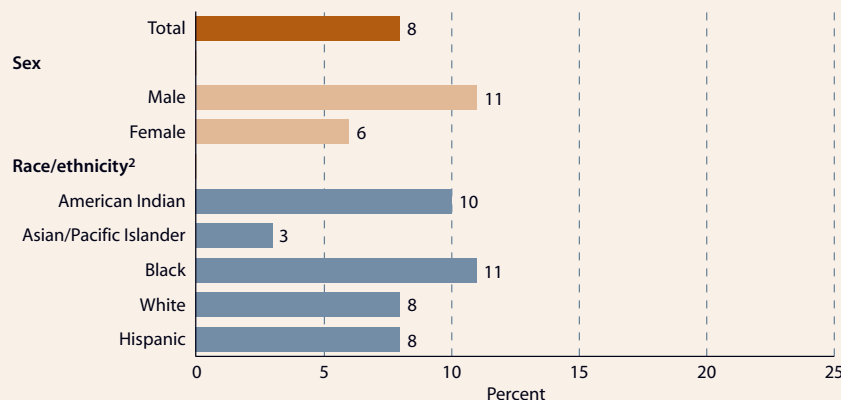
NOTE: Total is the sum of children classified with mental retardation, emotional disturbances, and specific learning disabilities. Public schools reported on the number of children in each of the three categories of disability receiving services under IDEA at that school, regardless of whether they are residents or nonresidents in the school district. Additional categories of disability were not collected by this survey and thus were not included in this analysis. See *supplemental note 7* for more information about student disabilities. Does not include prekindergarten or preschool children. For information on the Elementary and Secondary Survey, see *supplemental note 3*.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), 2000 Elementary and Secondary School Survey. Retrieved November 16, 2004, from <http://205.207.175.84/ocr2000r/>.



FOR MORE INFORMATION:
Supplemental Notes 1, 3, 7
Supplemental Table 6-1
U.S. Department of Education
2002

CHILDREN WITH DISABILITIES: Percentage of children in public elementary and secondary schools who were classified as having mental retardation, emotional disturbance, and specific learning disability and who were served under the Individuals with Disabilities Education Act (IDEA), by sex and race/ethnicity: 2000





Undergraduate Education

Past and Projected Undergraduate Enrollments

In the next 10 years, women's enrollment is expected to increase at a faster rate than men's, and full-time undergraduate enrollment is projected to increase at a faster rate than part-time enrollment.

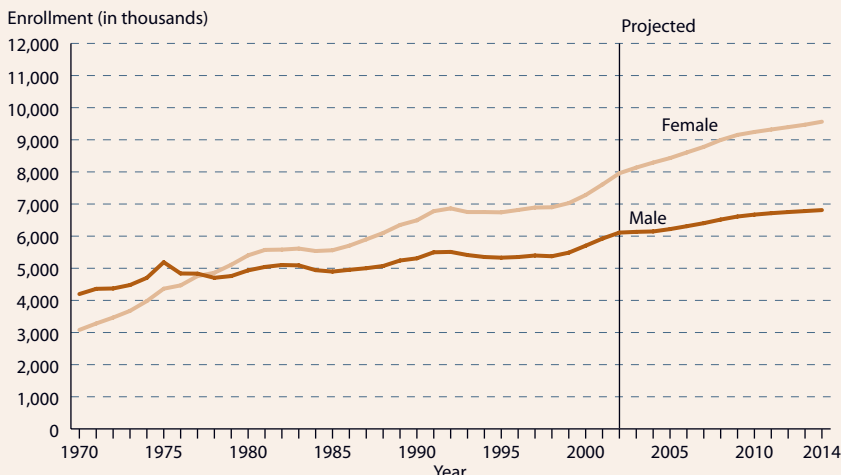
Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three decades. Enrollments are projected to continue increasing throughout the next 10 years, albeit at a slower rate than in the past 10 years. These increases have been accompanied by changes in the proportions of students who are full time, who attend 4-year rather than 2-year institutions, and who are women (see supplemental table 7-1). The number of students enrolled part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are all projected to reach a new high each year from 2005 to 2014.

Since 1978, the number of undergraduate women in degree-granting 2- and 4-year institutions has exceeded the number of undergraduate men. Since 1970, women's undergraduate enrollment has increased more than twice as much as men's. In the next 10 years, both men's and women's undergraduate enrollments are projected to increase, but less than in the past 10 years. Women's undergraduate enrollment, however, is projected to continue growing faster than men's enrollment.

Undergraduate students are more likely to be enrolled full time than part time, a pattern that is expected to continue in the future. In the 1970s, part-time undergraduate enrollment increased more than twice as much as full-time undergraduate enrollment. During the 1980s, growth slowed for both groups, while in the past 10 years full-time enrollment has grown three times as fast as part-time enrollment. In the next 10 years, full-time undergraduate enrollment is expected to continue growing more rapidly than part-time enrollment.

Over the past 33 years, undergraduate enrollment has been greater in 4-year institutions than in 2-year institutions. After strong growth in the 1970s, the growth of enrollment in 2-year institutions slowed in the 1980s and 1990s before increasing in the past 5 years. Aside from a slowdown in the early 1990s, enrollment has grown fairly steadily at 4-year institutions since 1970. Over the next 10 years, the growth in enrollment at 4-year institutions is expected to be greater than at 2-year institutions.

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, with projections: Fall 1970–2014



NOTE: Projections are based upon the middle alternative assumptions concerning the economy. For more information, see NCES 2005–065. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001–083, appendix E.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics 2004* (NCES 2005–079), tables 175 and 189 and Hussar, W. (forthcoming) *Projections of Education Statistics to 2014* (NCES 2005–065), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” and 1987–2002 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:87–02).

FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Table 7-1



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