

Section V. Educational Participation and Progress

44	Preprimary education enrollment	96
45	Elementary and secondary school enrollment	98
46	Racial and ethnic distribution of elementary and secondary students	100
47	Racial-ethnic isolation of students in public schools	102
48	College and university enrollment, by control and type of institution	104
49	Racial and ethnic distribution of college enrollments	106
50	Enrollment characteristics of graduate and first-professional students	108
51	Recent school dropouts	110
52	High school dropouts, by race-ethnicity and recency of migration	112
53	Immediate transition from high school to college	114
54	Racial and ethnic differences in the transition to college	116
55	Persistence and attainment of first-year college stopouts	118
56	Persistence and attainment of first-generation students	120
57	Bachelor's degrees conferred, by field of study and race-ethnicity	122
58	Graduate field of study, by sex and race-ethnicity	124
59	Educational attainment	126
60	International comparisons of educational attainment, by age	128

Preprimary education enrollment

Participating in early childhood programs such as Head Start, nursery school, prekindergarten, and kindergarten can better prepare a child to enter first grade. Many policymakers and educators believe that it is important to help all children start elementary school on an equal footing with other children. Involving students and their parents in preprimary programs beginning at earlier ages may provide valuable experiences that will help children start elementary school better prepared to learn.

- Preprimary enrollment rates for 5-year-olds were higher in 1996 than in 1991, while enrollment rates for 3- and 4-year-olds were similar in both years. In 1996, 43 percent of 3-year-olds, 64 percent of 4-year-olds, and 92 percent of 5-year-olds were enrolled in preprimary education.
- In 1995, similar percentages of white and black 3- and 4-year-olds were enrolled in center-based programs, while their Hispanic peers were less likely to be enrolled (see supplemental table 44-1).
- Three- and 4-year-olds from families with incomes of more than \$50,000 were more likely to be enrolled in preprimary education than their peers from families with incomes of \$50,000 or less.
- Overall, there was a positive relationship between parents' educational attainment and the enrollment rates of 3-, 4-, and 5-year-olds: as parents' educational attainment increased, so did the preprimary enrollment rates of their children.

Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten,¹ by selected student characteristics: 1991, 1993, 1995, and 1996

Selected student characteristics	3-year-olds				4-year-olds				5-year-olds			
	1991	1993	1995	1996	1991	1993	1995	1996	1991	1993	1995	1996
Total	42.6	40.6	41.0	42.6	61.7	63.1	65.4	64.4	89.8	91.1	93.2	92.3
Race-ethnicity												
White	44.8	40.8	44.0	44.6	61.4	63.6	65.8	65.3	89.5	90.7	92.6	91.8
Black	45.4	47.1	44.6	49.8	71.7	68.5	72.9	79.3	94.0	93.2	94.5	95.5
Hispanic	24.9	32.8	22.4	28.4	51.5	50.7	50.1	48.8	86.2	90.7	93.2	90.1
Other	² 43.8	² 35.7	² 32.9	² 39.5	² 62.3	² 72.6	² 71.6	² 51.0	² 90.6	90.2	98.4	95.6
Household income												
\$10,000 or less	(³)	35.3	31.7	30.5	(³)	56.8	61.5	58.7	(³)	91.1	94.5	91.4
10,001-20,000	(³)	27.3	31.6	40.1	(³)	54.7	57.0	57.0	(³)	89.8	90.7	90.4
20,001-35,000	(³)	30.6	32.7	34.9	(³)	54.9	52.9	55.4	(³)	86.3	92.2	91.3
35,001-50,000	(³)	46.5	40.7	47.4	(³)	68.6	63.5	65.8	(³)	92.7	89.1	91.6
50,001 or more	(³)	64.6	62.1	60.3	(³)	82.4	84.5	80.9	(³)	97.1	97.3	95.2
Parents' highest education level												
Less than high school diploma	23.3	16.1	19.9	² 27.1	37.6	46.5	² 44.9	² 54.6	86.9	79.6	93.8	87.7
High school diploma or GED	32.5	29.3	29.3	34.8	51.9	51.5	56.7	54.2	87.8	89.3	91.7	92.6
Some college/vocational/technical	44.5	42.9	40.6	42.0	64.1	68.6	65.6	66.5	91.3	92.6	92.3	91.5
Bachelor's degree	53.8	52.9	55.1	55.2	77.0	74.8	76.6	70.1	91.3	95.7	96.2	94.3
Graduate/professional school	66.1	66.4	² 62.6	62.1	81.1	80.1	83.3	83.3	92.4	96.0	94.8	94.7
Family structure												
Two biological or adoptive parents	—	40.6	41.1	42.9	—	62.9	65.5	62.3	—	90.3	92.1	91.8
One biological or adoptive parent	—	41.7	43.6	43.2	—	64.9	65.8	69.2	—	93.6	95.4	92.7
One biological/adoptive and one stepparent	—	² 30.3	² 23.1	² 28.8	—	² 56.8	² 60.7	² 53.1	—	88.5	94.3	94.3
Other relatives	—	² 37.6	² 18.9	² 45.5	—	² 64.6	² 66.9	² 76.0	—	² 91.6	97.0	96.5

— Not available.

¹ See the glossary for definitions of center-based programs and kindergarten.

² Interpret with caution; standard errors are large due to small sample sizes.

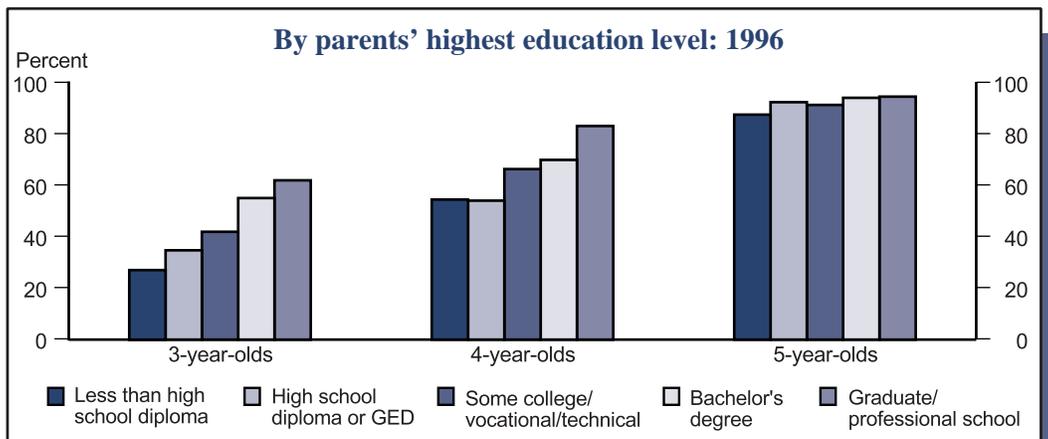
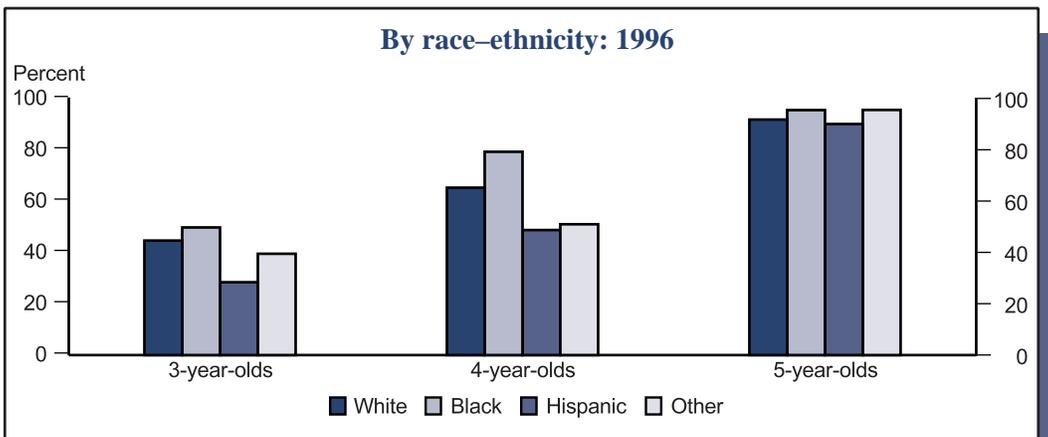
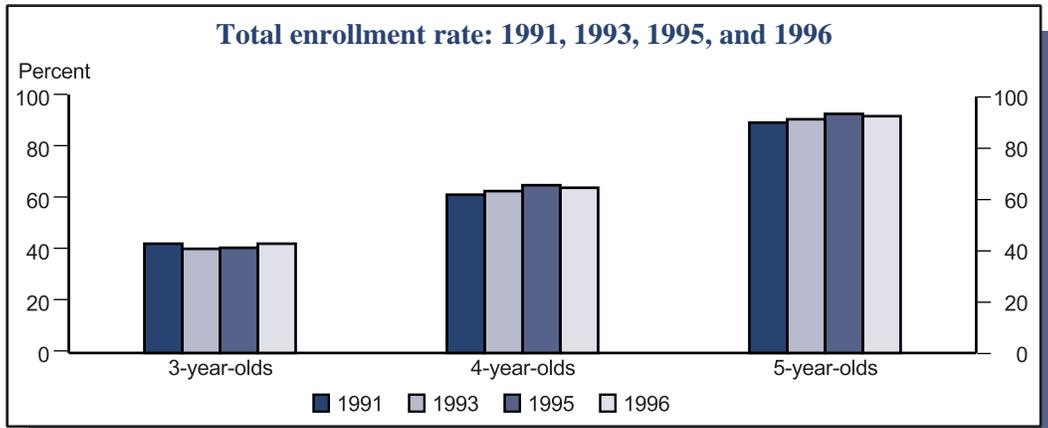
³ Family income data for 1991 are not comparable to data for 1993, 1995, and 1996.

NOTE: Included in the total but not shown separately are children from other types of family structures and racial-ethnic groups. This

analysis includes children ages 3-5 who were not enrolled in first grade. Age is as of December 31 of the prior year. Data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1993 (School Readiness File), 1995 (Early Childhood Program Participation File), and 1996 (Parent and Family Involvement in Education File).

Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten*



* See glossary for definitions of center-based programs and kindergarten.

NOTE: Included in the total but not shown separately are children from other racial-ethnic groups. This analysis includes children ages 3-5 who were not enrolled in first grade. Age is as of December 31 of the prior year. Data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1993 (School Readiness File), 1995 (Early Childhood Program Participation File), and 1996 (Parent and Family Involvement in Education File).

Elementary and secondary school enrollment

School enrollment is one measure of the size of the educational system and of the demand for teachers, buildings, and educational resources. Past trends and projected future changes in the composition of enrollment across levels of education and regions of the country, as well as between public and private schools, indicate the amount of resources the Nation requires.

- Total (public and private) elementary and secondary school enrollment increased considerably during the late 1980s and 1990s, reaching an all-time high of 52.7 million in 1998. This increase followed declining total enrollment in elementary and secondary schools during the 1970s and early 1980s (from 51.3 million in 1971 to 44.9 million in 1984; see supplemental table 45-1).
- Total elementary and secondary school enrollment is projected to increase by 3 percent (to 54.3 million) between 1998 and 2008 (see supplemental table 45-1).
- Secondary school enrollments (grades 9–12) are projected to increase by 11 percent for both public and private schools between 1998 and 2008, while enrollment in prekindergarten through grade 8 is projected to decrease slightly.
- Total public school enrollment is projected to increase in the South and West (by 4 and 11 percent, respectively) but to decrease in the Northeast and Midwest (by 1 and 3 percent, respectively) between 1998 and 2008.

Elementary and secondary school enrollment (in thousands), by control and grade level of school, with projections: Fall 1970–2008

Year/period	Public schools			Private schools ¹		
	Grades PreK–12	Grades PreK–8	Grades 9–12	Grades PreK–12	Grades PreK–8	Grades 9–12
1970	45,894	32,558	13,336	5,363	4,052	1,311
1988	40,189	28,501	11,687	5,241	4,036	1,206
1998	46,792	33,522	13,270	5,927	4,588	1,339
2008	48,201	33,455	14,746	6,067	4,579	1,488
	Projected ²			Projected ²		
	Percentage change			Percentage change		
1970–88	-12.4	-12.5	-12.4	-2.3	-0.4	-8.0
	Projected percentage change			Projected percentage change		
1988–98	16.4	17.6	13.5	13.1	13.7	11.0
1998–2008	3.0	-0.2	11.1	2.4	-0.2	11.1

¹ Beginning in fall 1980, data include estimates for the expanded universe of private schools.

² Enrollment includes students in kindergarten through grade 12 and some nursery school students.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998* (based on Common Core of Data) and *Projections of Education Statistics to 2008*, 1998.

Public elementary and secondary school enrollment (in thousands), by region, with projections: Fall 1980–2008

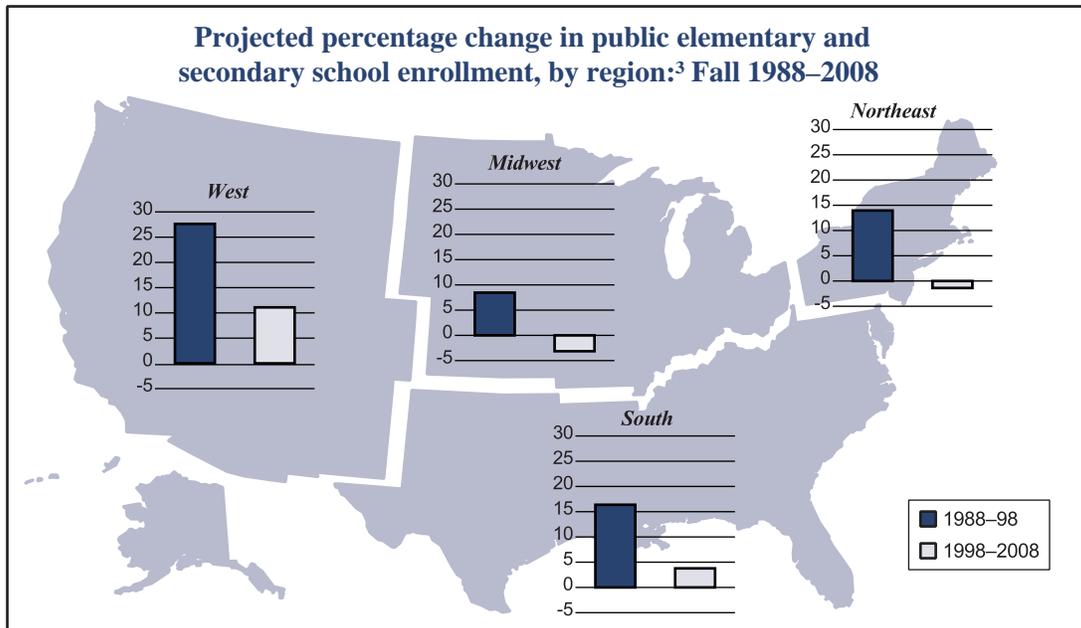
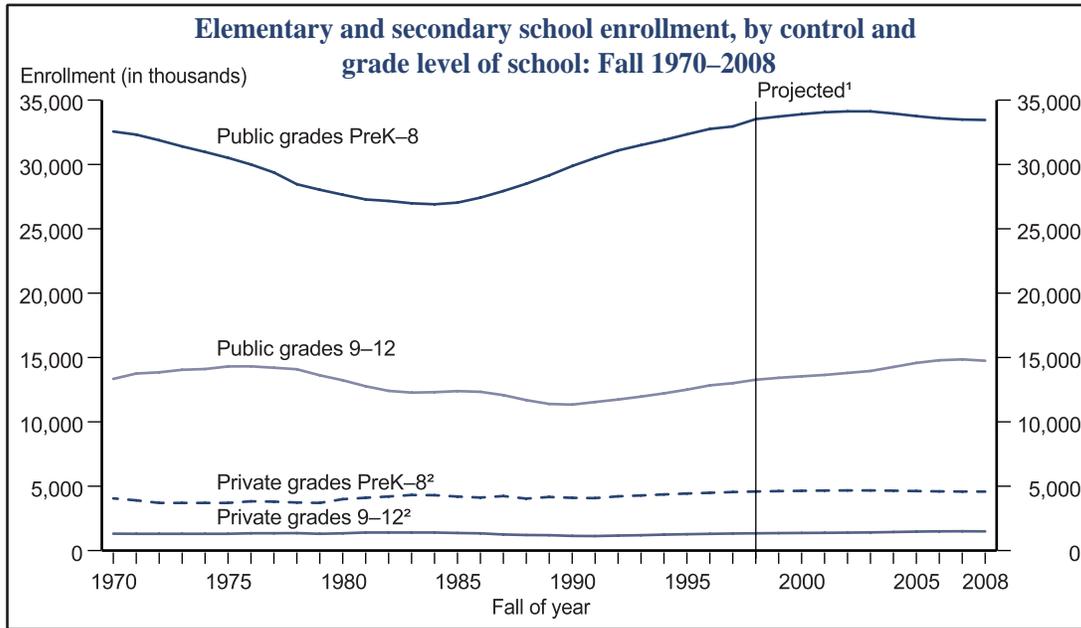
Fall of year	Northeast	Midwest	South	West
1980	8,215	10,698	14,134	7,831
1988	7,208	9,846	14,491	8,644
1990	7,282	9,944	14,807	9,184
1995	7,894	10,512	16,118	10,316
1998*	8,215	10,680	16,864	11,033
2008*	8,100	10,344	17,501	12,257
	Projected percentage change			
1988–98	14.0	8.5	16.4	27.6
1998–2008	-1.4	-3.1	3.8	11.1

* Projected enrollment. Enrollment includes students in kindergarten through grade 12 and some nursery school students.

NOTE: See the note in supplemental table 45-2 for a definition of regions. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998* (based on Common Core of Data) and *Projections of Education Statistics to 2008*, 1998.

Elementary and secondary school enrollment



¹ Enrollment includes students in kindergarten through grade 12 and some nursery school students.

² Beginning in fall 1980, data include estimates for the expanded universe of private schools.

³ See the note in supplemental table 45-2 for a definition of regions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998* (based on Common Core of Data) and *Projections of Education Statistics to 2008*, 1998.

Racial and ethnic distribution of elementary and secondary students

Changes in the racial-ethnic composition of students may alter the degree of heterogeneity of language and culture in the Nation's schools. Although variety in student backgrounds and interests can enhance the learning environment, it can also create new or increased challenges for the schools. Knowledge of the shifting racial-ethnic distribution of public elementary and secondary students can give schools the foresight to plan for these challenges.

- Thirty-six percent of students enrolled in public elementary and secondary schools were considered part of a minority group in 1996, an increase of 12 percentage points from 1976. This increase was largely due to the growth in the percentage of Hispanic students (see supplemental table 46-1).
- Since 1970, black students have accounted for approximately one out of every three students who lived in central cities and attended public schools. In 1996, 10 percent of the students who lived in a metropolitan area outside of a central city and who attended public schools were black, up from 6 percent in 1970.
- In 1996, approximately one out of every four students who lived in a central city and who attended public schools was Hispanic, up from approximately 1 out of every 10 students in 1972.
- The percentage of black and Hispanic students enrolled in private schools increased between 1972 and 1996, rising from 5 percent each for both black and Hispanic students in 1972 to 9 percent for black students and 8 percent for Hispanic students in 1996.

Percentage of students in grades 1-12 who were black or Hispanic, by control of school and place of residence: 1970-96

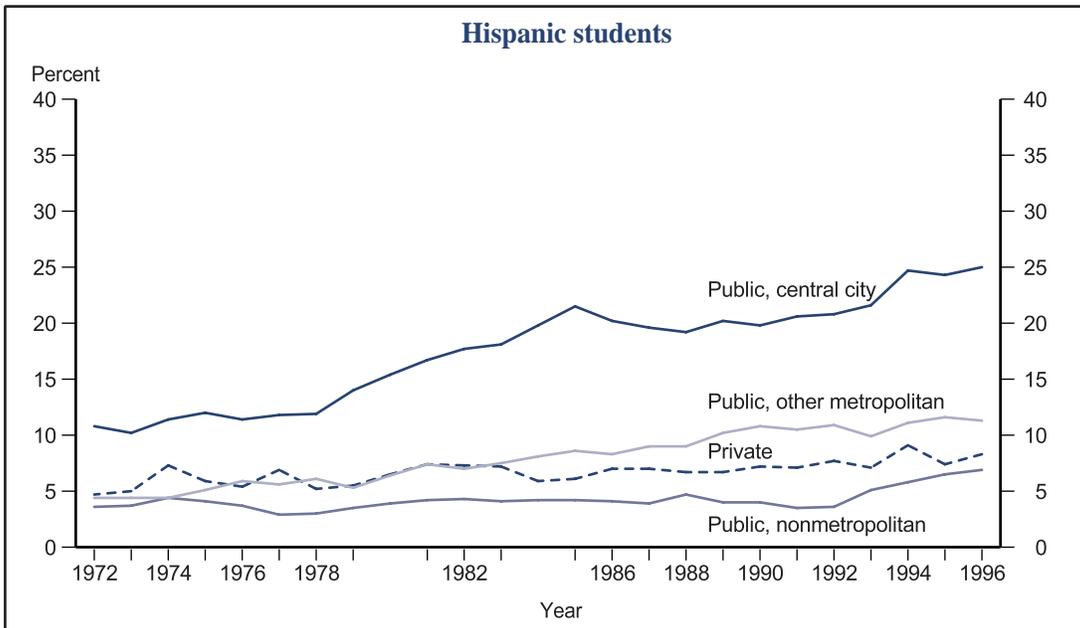
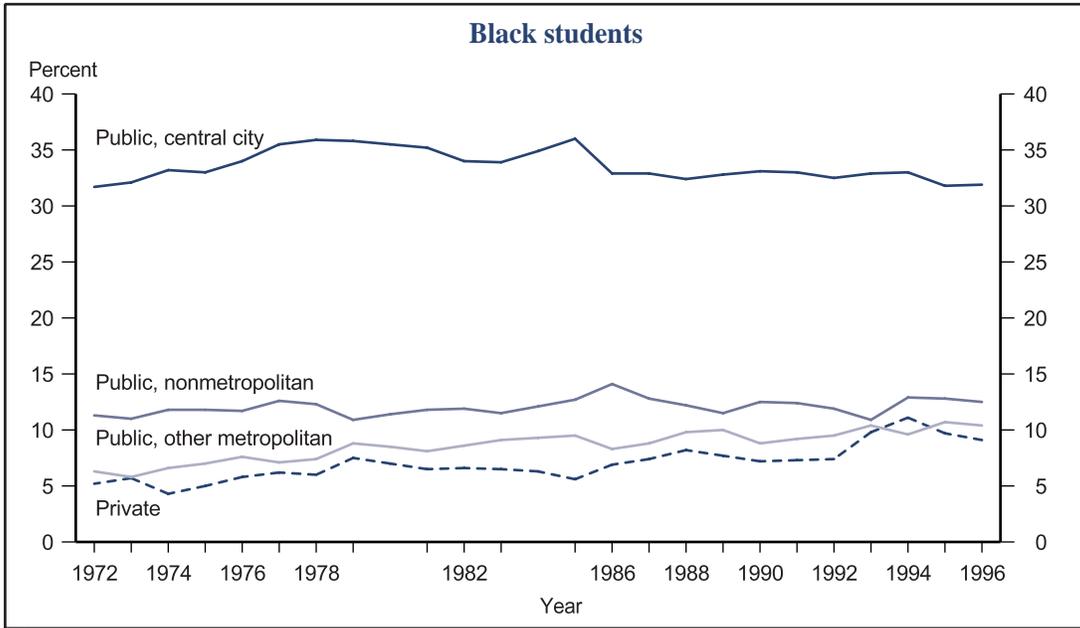
Year	Black					Hispanic				
	Total	Public schools		Private schools		Total	Public schools		Private schools	
		Central city	Other metropolitan				Non-metropolitan	Central city		
1970	14.8	32.5	6.2	12.0	4.7	—	—	—	—	—
1972	14.9	31.7	6.3	11.3	5.2	5.8	10.8	4.4	3.6	4.7
1974	15.4	33.2	6.6	11.8	4.3	6.2	11.4	4.4	4.4	7.3
1976	16.0	34.0	7.6	11.7	5.8	6.6	11.4	5.9	3.7	5.4
1978	16.1	35.9	7.4	12.3	6.0	6.4	11.9	6.1	3.0	5.2
1979	16.1	35.8	8.8	10.9	7.5	6.8	14.0	5.3	3.5	5.5
1982	16.2	34.0	8.6	11.9	6.6	8.7	17.7	7.0	4.3	7.3
1985	17.0	36.0	9.5	12.7	5.6	10.1	21.5	8.6	4.2	6.1
1986	16.7	32.9	8.3	14.1	6.9	10.6	20.2	8.3	4.1	7.0
1988	16.8	32.4	9.8	12.2	8.2	10.8	19.2	9.0	4.7	6.7
1990	16.5	33.1	8.8	12.5	7.2	11.6	19.8	10.8	4.0	7.2
1991	16.7	33.0	9.2	12.4	7.3	11.7	20.6	10.5	3.5	7.1
1992	16.7	32.5	9.5	11.9	7.4	11.9	20.8	10.9	3.6	7.7
1993	16.7	32.9	10.4	10.9	9.8	11.9	21.6	9.9	5.1	7.1
1994	16.8	33.0	9.6	12.9	11.1	13.4	24.7	11.1	5.8	9.1
1995	17.1	31.8	10.7	12.8	9.7	14.0	24.3	11.6	6.5	7.4
1996	17.0	31.9	10.4	12.5	9.1	14.3	25.0	11.3	6.9	8.3

— Not available.

NOTE: The Current Population Survey (CPS) definition of metropolitan areas in the United States was changed in 1985. For data through 1984, metropolitan areas were defined on the basis of the 1970 census. A small number of students were both black and Hispanic (less than 1 percent). In 1994, the survey instrument for the CPS was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "Level of Enrollment Below College for Persons 3 to 24 Years Old, by Control of School, Metropolitan Status, Sex, Race, and Hispanic Origin," various years; and October Current Population Surveys.

Percentage of students in grades 1-12 who were black or Hispanic, by control of school and place of residence: 1972-96



NOTE: Control of school was not available in 1980. Residence of students was not available in 1984. The Current Population Survey (CPS) definition of metropolitan areas in the United States was changed in 1985. A small number of students (less than 1 percent) were both black and Hispanic. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "Level of Enrollment Below College for Persons 3 to 24 Years Old, by Control of School: Metropolitan Status, Sex, Race, and Hispanic Origin," various years; and October Current Population Surveys.

Racial-ethnic isolation of students in public schools

The nine-year period from 1987–88 through 1996–97 saw increasing percentages of minority students among enrollments overall in American public elementary and secondary schools. In the midst of these changes, students from different minority groups may have become more isolated from whites. There are several ways to measure isolation of racial-ethnic groups, one of which is the “exposure index,” the average percentage of students who are white in schools attended by the average black, Hispanic, or Asian student.

- Overall, between fall 1987 and fall 1996, the exposure of minorities to white students decreased. By fall 1996, when white students comprised 64 percent of the nation’s enrollment in elementary and secondary schools, one-third or less of the students in a typical black or Hispanic student’s school were white.
- Black students’ exposure to white students declined most in the border states and the South. Hispanic students’ exposure to white non-Hispanic students was lowest in the South and Northeast, but it declined most in the border states and the West between fall 1987 and fall 1996 (see supplemental tables 47-1 and 47-2).
- Asian/Pacific Islander students were substantially less isolated from white students than were black and Hispanic students. However, between fall 1987 and fall 1996, Asian/Pacific Islander student’s exposure to white students declined by more percentage points than black and Hispanic students.
- White enrollment decreased as a percentage of total enrollment in all regions between fall 1987 and fall 1996. When these changes are taken into account using the relative measure, the increases in racial isolation are smaller. In fact, when this relative measure is applied by region, racial isolation is actually reduced in some regions (the West for black students and the South and Northeast for Hispanic students—see supplemental table 47-2).

Average percentage of white students in a minority student’s school within the 48 contiguous states, by race-ethnicity: Fall 1987–96

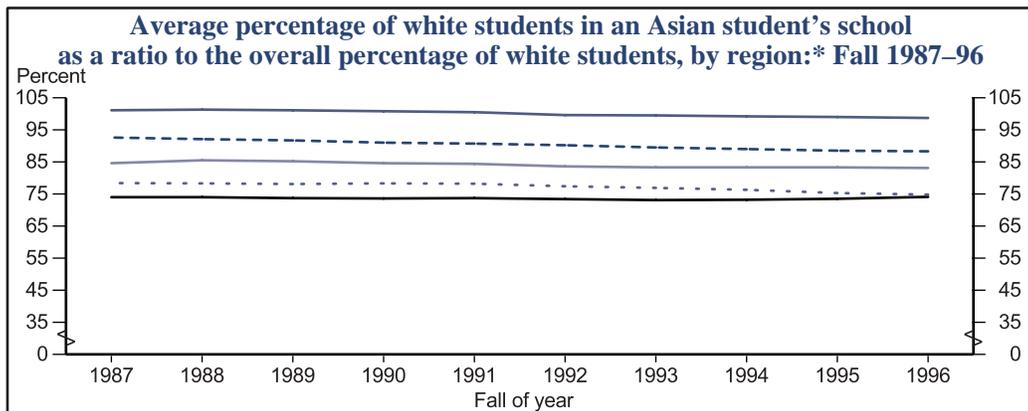
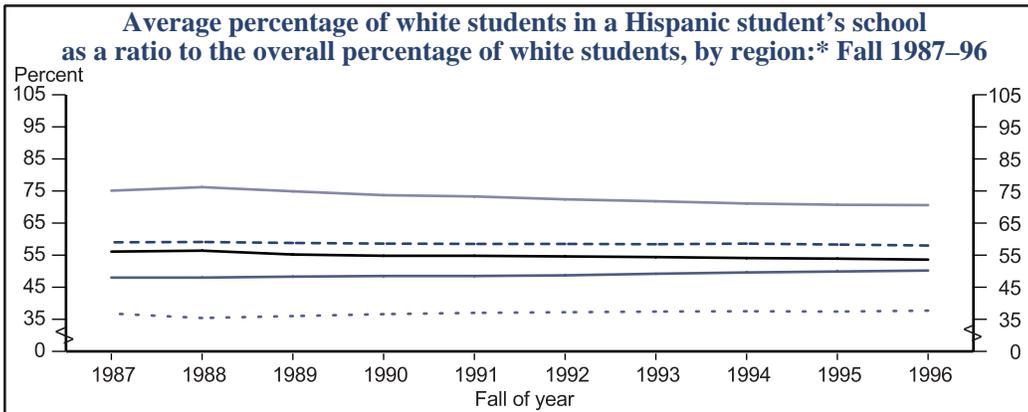
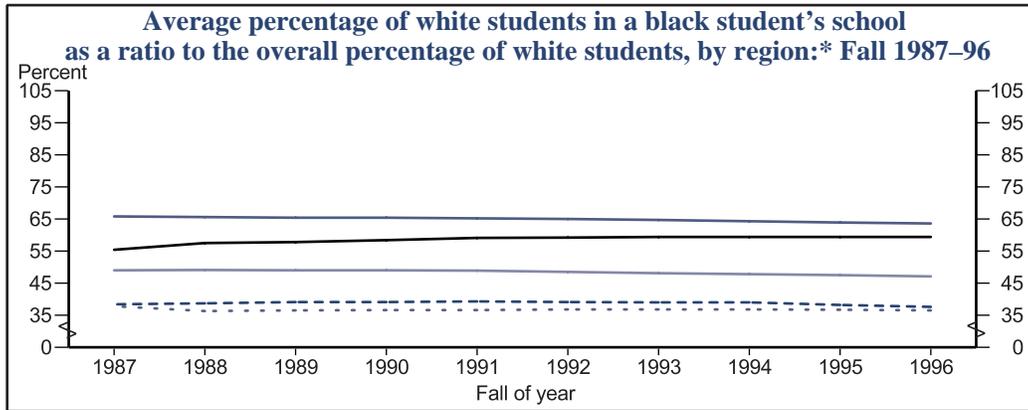
Fall	Average percentage of white students in a minority student’s school*							
	Total percentage of white students	Absolute measure			Relative measure: As a ratio to the overall percentage of white students			
		Black	Hispanic	Asian/ Pacific Islander	Black	Hispanic	Asian/ Pacific Islander	
1987	69.6	35.9	33.3	55.2	51.6	47.8	79.3	
1988	69.0	35.6	32.9	54.4	51.6	47.7	78.8	
1989	68.4	35.4	32.3	53.7	51.8	47.2	78.5	
1990	67.8	35.2	31.9	53.0	51.9	47.1	78.2	
1991	67.3	35.0	31.6	52.4	52.0	47.0	77.9	
1992	66.7	34.7	31.3	51.6	52.0	46.9	77.4	
1993	66.1	34.2	31.0	51.0	51.7	46.9	77.2	
1994	65.5	33.8	30.7	50.4	51.6	46.9	76.9	
1995	64.8	33.2	30.3	49.8	51.2	46.8	76.9	
1996	64.1	32.7	29.9	49.3	51.0	46.6	76.9	
Percentage point change	-5.5	-3.2	-3.4	-5.9	-0.6	-1.2	-2.4	

* The measure for the average percentage of white students in a minority student’s school, or “exposure index,” is presented in this indicator in two ways. The first is an absolute measure, which is the actual exposure index, or percentage of white students in a minority student’s school. The second is a relative measure, which is the ratio of the exposure index to the overall percentage of white students. The relative measure takes into account changing percentages of whites at the regional and national levels that occur simultaneously with changes in the isolation of racial-ethnic groups within schools.

NOTE: Alaska and Hawaii are not included in the calculations for national totals. See the supplemental note to this indicator for further explanations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Longitudinal Research File (School File).

Average percentage of white students in a minority student's school, by race-ethnicity and region: Fall 1987-96



— South — Border states - - - Northeast - - - Midwest — West

* Alaska and Hawaii are not included. See the supplemental note to this indicator for further explanations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Longitudinal Research File (School File).

College and university enrollment, by control and type of institution

Colleges and universities under public and private control offering 2- and 4-year programs address different student needs. When selecting a higher education institution, students consider various factors, including the degree programs and services the institution offers, the quality of those programs, and the costs of attendance. Fluctuations in enrollment among the different types of institutions may indicate a shift in student needs and interests.

- Between 1985 and 1992, total enrollment in all higher education institutions generally increased but has remained relatively constant since then (see supplemental table 48-1).
- The distribution of total enrollment between public and private institutions has changed little over the last two decades. Public institutions continue to enroll nearly 8 out of every 10 students. However, enrollments have shifted from 4-year public institutions to 2-year public institutions during this period.
- Between 1981 and the early 1990s, total enrollment at public 2- and 4-year institutions increased. At public 4-year institutions, total enrollment decreased slightly between 1991 and 1996; at public 2-year institutions, total enrollment followed the same pattern, with the exception of a slight increase in 1996 (see supplemental table 48-1).
- Total enrollment in private 4-year institutions increased steadily between 1985 and 1996. In contrast, total enrollment in private 2-year institutions fluctuated between 1985 and 1990, and then decreased between 1991 and 1996 (see supplemental table 48-1).

Index and percentage distribution of total enrollment in higher education, by control and type of institution: Fall 1972–96

Fall of year	Index of total enrollment (1981=100) ¹					Percentage distribution of total enrollment				
	All institutions	Public 4-year	Public 2-year	Private 4-year	Private 2-year	All institutions	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1972	74.5	85.7	58.9	81.5	48.9	100.0	48.1	28.7	22.0	1.3
1974	82.6	91.0	73.3	85.0	50.3	100.0	46.0	32.1	20.7	1.2
1976	89.0	94.9	83.7	89.5	55.9	100.0	44.5	34.1	20.2	1.2
1978	91.0	95.1	86.5	93.2	65.7	100.0	43.6	34.4	20.6	1.4
1980	97.8	99.3	96.6	98.1	83.9	100.0	42.4	35.8	20.2	1.6
1981	100.0	100.0	100.0	100.0	100.0	100.0	41.8	36.2	20.1	1.9
1982	100.4	100.2	100.9	99.5	107.0	100.0	41.7	36.4	19.9	2.0
1984	99.0	100.6	95.5	101.0	106.9	100.0	42.5	35.0	20.5	2.1
1986	101.1	102.6	98.5	101.4	112.9	100.0	42.4	35.3	20.2	2.1
1988	105.5	107.3	103.0	105.8	110.3	100.0	42.5	35.4	20.2	2.0
1990	111.7	113.2	111.5	109.7	103.4	100.0	42.3	36.2	19.8	1.8
1991	116.1	114.3	120.6	112.6	104.9	100.0	41.1	37.6	19.5	1.7
1992	117.1	114.2	122.4	115.1	101.0	100.0	40.7	37.9	19.8	1.6
1993	115.6	113.3	119.1	116.0	97.0	100.0	40.9	37.3	20.2	1.6
1994	115.4	112.8	118.5	117.5	93.9	100.0	40.8	37.2	20.5	1.5
1995	115.3	112.5	117.8	118.7	91.2	100.0	40.8	37.0	20.7	1.5
1996 ²	115.6	112.4	117.9	120.4	90.9	100.0	40.6	36.9	21.0	1.5

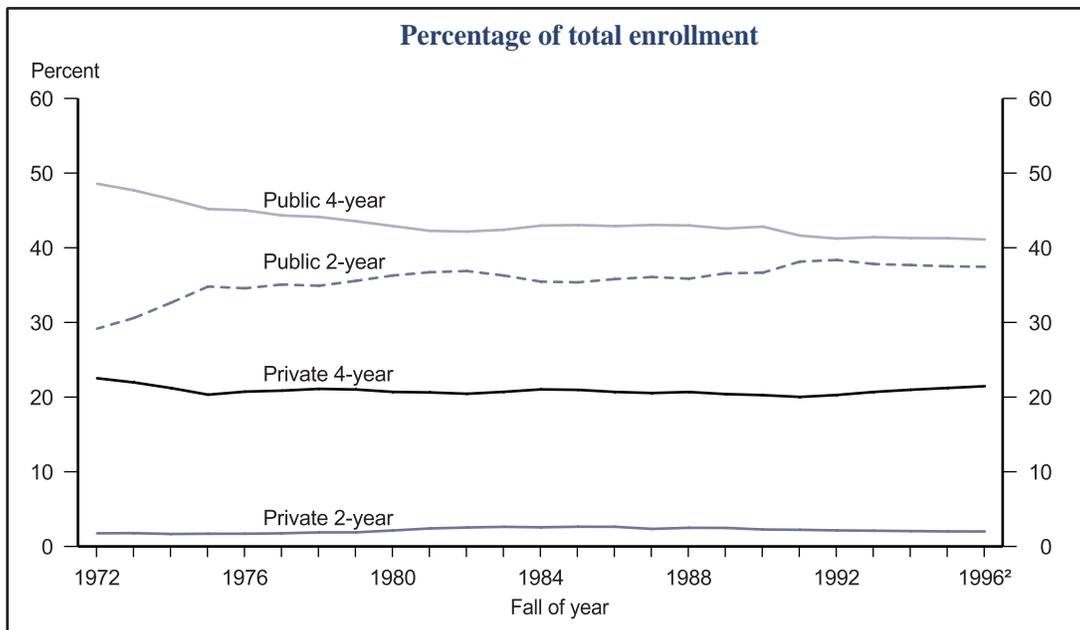
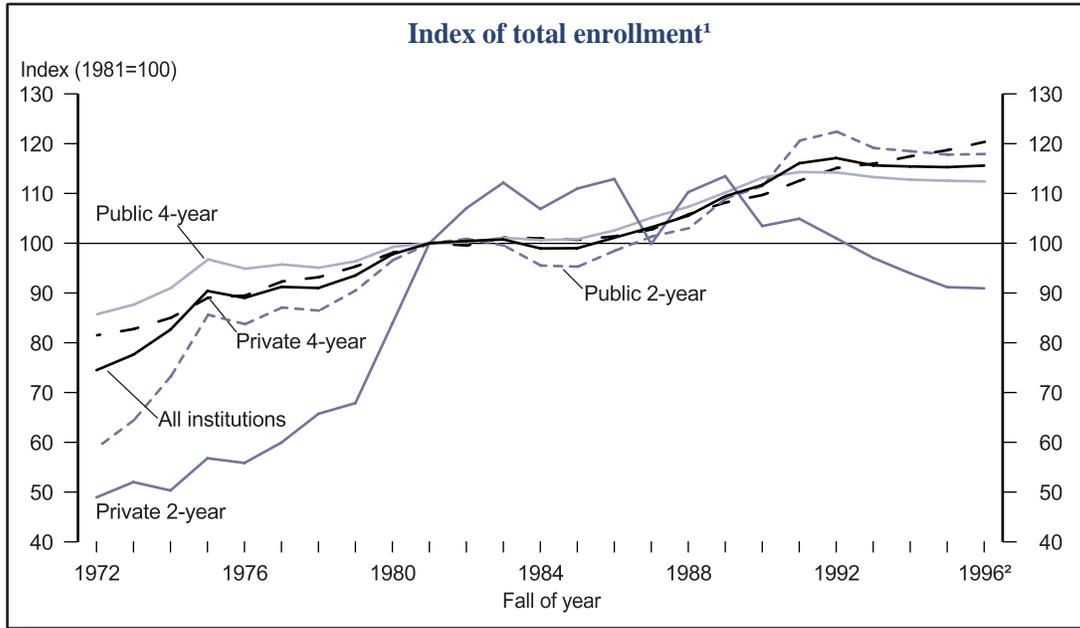
¹ The index of total enrollment in higher education is calculated as the number of students enrolled in higher education institutions in a given year divided by the number of students enrolled in higher education institutions for the year 1981. A value greater than 100 indicates that more students were enrolled in higher education institutions that year than in 1981, while a value less than 100 indicates that fewer students were enrolled that year relative to 1981.

² Preliminary data.

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998* (based on IPEDS "Fall Enrollment" surveys).

Total enrollment in higher education, by control and type of institution: Fall 1972-96



¹The index of total enrollment in higher education is calculated as the number of students enrolled in higher education institutions in a given year divided by the number of students enrolled in higher education institutions for the year 1981. A value greater than 100 indicates that more students were enrolled in higher education institutions that year than in 1981, while a value less than 100 indicates that fewer students were enrolled that year relative to 1981.

²Preliminary data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998* (based on IPEDS "Fall Enrollment" surveys).

Racial and ethnic distribution of college enrollments

Colleges and universities seek diversity among their student bodies; variety in the backgrounds and interests of students can enhance the learning environment. The racial-ethnic mix of college students is one aspect of a diverse student body. Variations in the racial-ethnic composition of college enrollment suggest differences in the needs, interests, and backgrounds of the student population.

- The student body in the Nation's colleges and universities has become increasingly heterogeneous since the mid-1970s. The percentage of minority students increased from 15 percent of all students in fall 1976 to 25 percent in fall 1996. This increase was due primarily to the growth in the enrollment of Hispanic and Asian/Pacific Islander students, whose enrollment as a percentage of all college students increased about 4 percentage points for each group.
- Black students accounted for 11 percent of the total enrollment at colleges and universities in fall 1996. Hispanics made up 8 percent of enrolled students; Asian/Pacific Islanders, 6 percent; and American Indian/Alaskan Natives, 1 percent.
- In fall 1996, minority students made up a greater proportion of the student body at public 2-year than at all 4-year institutions (30 versus 22 percent, respectively; see supplemental table 49-1).
- In fall 1996, the percentages of public 2-year college students who were black and Hispanic were similar (11 and 12 percent, respectively). However, the percentage of students enrolled in all 4-year institutions who were black was higher than the percentage enrolled who were Hispanic (10 and 6 percent, respectively).

Percentage distribution of total enrollment in higher education institutions, by race-ethnicity and control and type of institution: Fall 1976-96

Fall of year and control and type of institution	U.S. residents ¹						Nonresident alien
	Minority						
	White	Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaskan Native	
All institutions							
1976	82.6	15.4	9.4	3.5	1.8	0.7	2.0
1978	81.9	15.9	9.4	3.7	2.1	0.7	2.3
1980	81.4	16.1	9.2	3.9	2.4	0.7	2.5
1982	80.7	16.6	8.9	4.2	2.8	0.7	2.7
1984	80.2	17.0	8.8	4.4	3.2	0.7	2.7
1986	79.3	17.9	8.7	4.9	3.6	0.7	2.8
1988	78.8	18.4	8.7	5.2	3.8	0.7	2.8
1990	77.6	19.6	9.0	5.7	4.1	0.7	2.8
1991	76.5	20.6	9.3	6.0	4.4	0.8	2.9
1992	75.1	21.8	9.6	6.6	4.8	0.8	3.1
1993	74.1	22.7	9.9	6.9	5.1	0.9	3.2
1994	73.0	23.8	10.1	7.3	5.4	0.9	3.2
1995	72.3	24.5	10.3	7.7	5.6	0.9	3.2
1996 ²	71.5	25.2	10.5	8.1	5.8	0.9	3.3
By control and type of institution: Fall 1996²							
Public	70.8	26.5	10.6	8.9	5.9	1.0	2.7
Private	74.1	20.9	10.0	5.1	5.2	0.6	5.0
4-year	73.6	22.1	9.9	5.8	5.7	0.8	4.2
Public	73.4	22.9	10.0	6.2	5.9	0.9	3.7
Private	74.2	20.5	9.7	5.0	5.3	0.5	5.3
2-year public	67.9	30.4	11.3	11.9	6.0	1.2	1.7

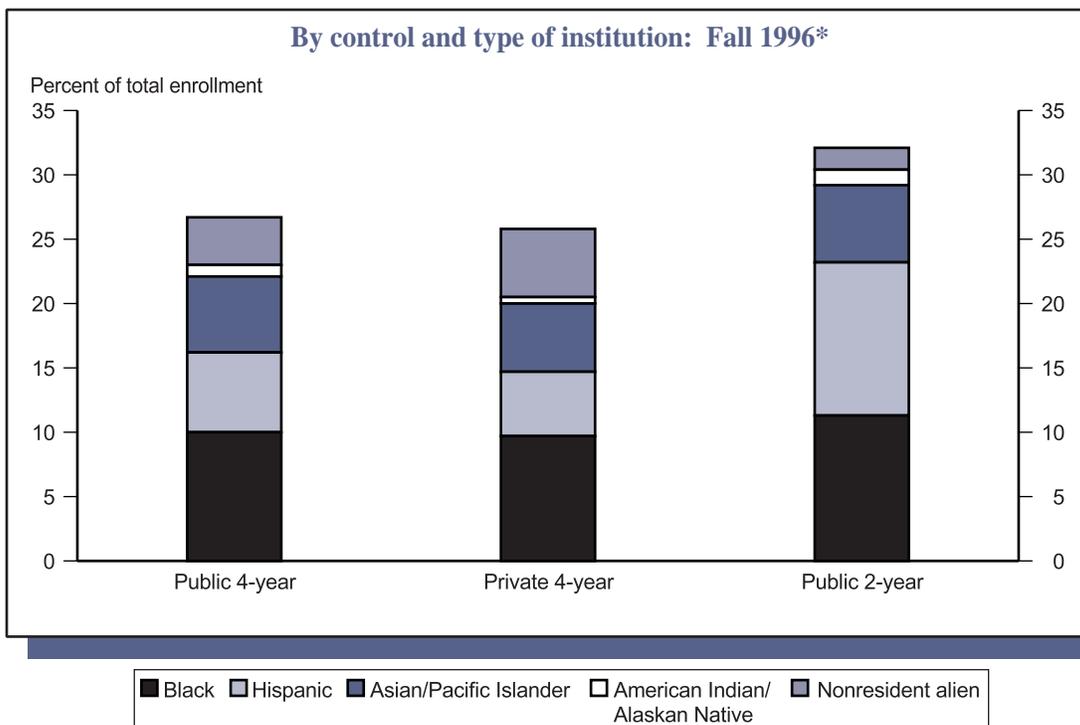
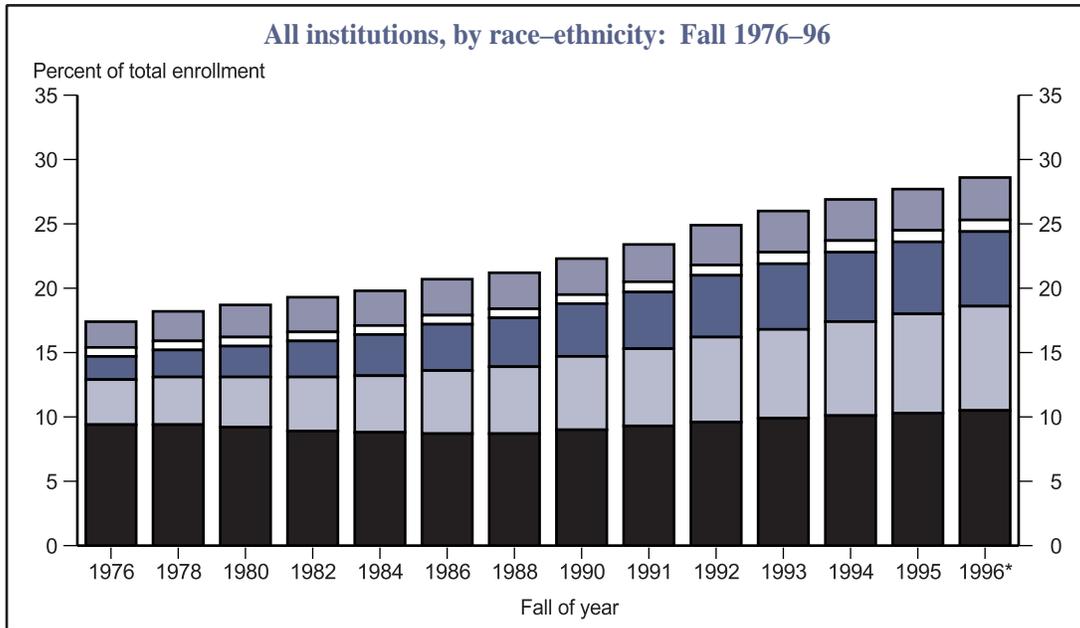
¹ Includes U.S. citizens and resident aliens.

² Estimates based on preliminary data.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on the IPEDS "Fall Enrollment" surveys).

Percentage of minority and nonresident alien enrollment in higher education institutions



Black
 Hispanic
 Asian/Pacific Islander
 American Indian/Alaskan Native
 Nonresident alien

* Estimates based on preliminary data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on the IPEDS "Fall Enrollment" surveys).

Enrollment characteristics of graduate and first-professional students

Graduate and first-professional programs constitute an important segment of higher education, with 2.8 million students enrolled during the 1995–96 academic year. Graduate and first-professional students do not constitute a homogeneous group. The enrollment patterns of students in different degree programs illustrate the various ways in which students combine school and work.

- Graduate enrollment at the master's level is primarily a part-time activity. The majority of students seeking MBA degrees, master's degrees in education, and MA/MS degrees in fields other than education enrolled less than full time for the full year in 1995–96. About 85 percent of MBA and education master's students worked while enrolled, and 85 percent of the MBA students and 75 percent of the education master's students who worked considered themselves primarily employees rather than students.
- About half (51 percent) of all PhD students in 1995–96 enrolled full time for the full year. Although 76 percent of all PhD students worked while enrolled, 80 percent of those who worked considered themselves primarily students. In contrast, relatively few EdD students enrolled full time, full-year (16 percent); almost all (98 percent) worked while enrolled; and most of those who worked (82 percent) considered themselves primarily employees.
- Compared with graduate students in the master's and doctor's programs considered here, first-professional students in law and medicine were generally more likely to enroll immediately after earning their bachelor's degrees; more likely to enroll full time, full-year; and less likely to work while enrolled.

Percentage distribution of graduate and first-professional students, by degree program and enrollment characteristics: Academic year 1995–96

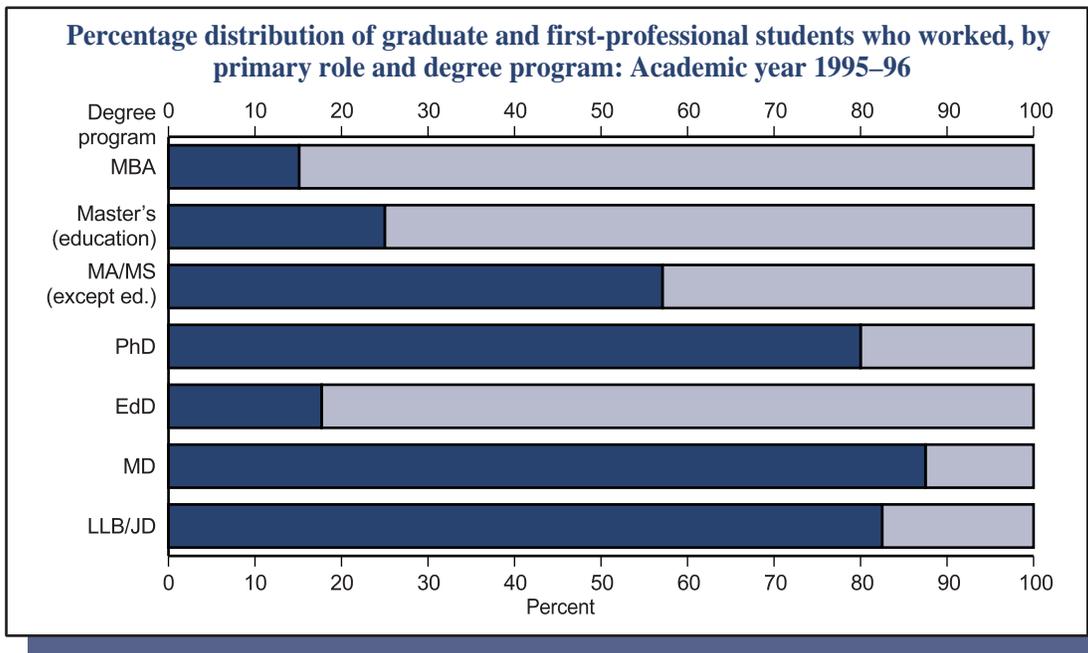
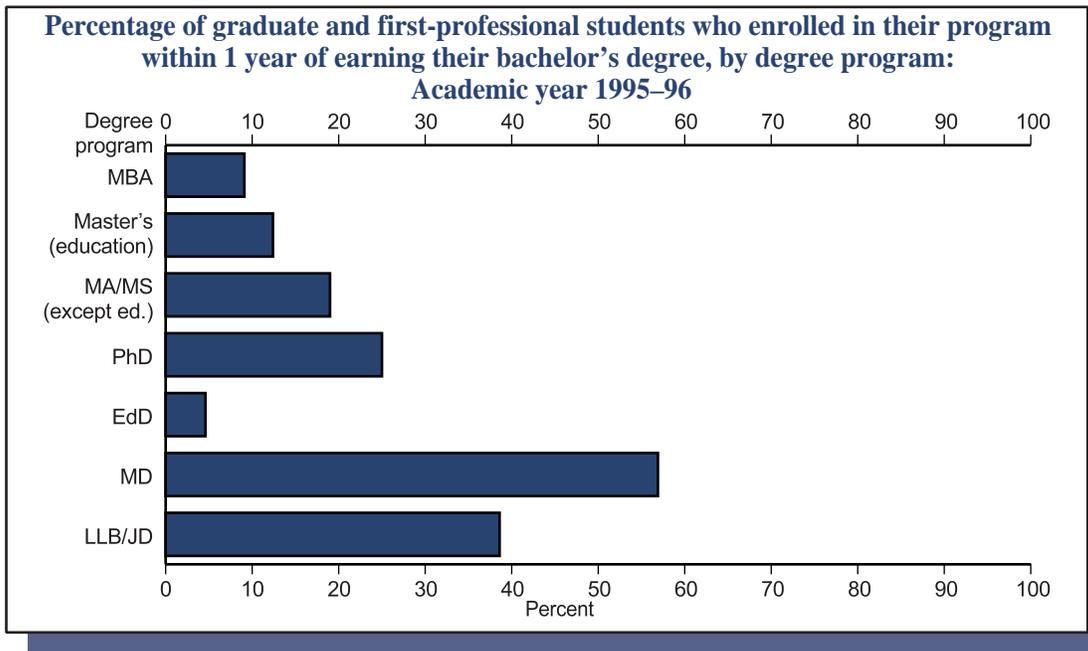
Enrollment characteristics	MBA	MAT, MEd, MA/MS in education	MA/MS (except education)	PhD	EdD	MD	Law (LLB or JD)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Time from bachelor's degree to program enrollment							
Less than 1 year	9.1	12.4	19.0	25.0	4.6	56.9	38.6
1–2 years	29.0	22.9	24.9	26.6	2.7	24.3	33.5
3–6 years	34.1	25.9	29.8	23.3	14.0	8.4	19.1
7 years or more	27.7	38.9	26.3	25.1	78.7	10.5	8.8
Attendance pattern							
Full-time, full-year	24.0	15.9	27.8	51.3	15.7	92.9	77.4
Part-time, full-year	46.7	45.0	39.5	36.3	49.3	1.6	14.3
Part-year	29.3	39.1	32.7	12.4	35.0	5.5	8.3
Employment status							
Worked at all	87.2	85.9	83.2	75.7	97.5	30.8	56.1
Worked full time if worked*	76.3	67.3	47.5	32.3	82.6	15.0	16.9
Primary role if working							
Student working to meet expenses	15.1	25.0	57.1	80.0	17.7	87.5	82.5
Employee enrolled in school	84.9	75.0	42.9	20.0	82.3	12.5	17.5

* Full-time employment is defined as working 35 or more hours per week.

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 1995–96, Graduate Data Analysis System.

Enrollment characteristics of graduate and first-professional students



■ Primarily student □ Primarily employee

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 1995-96, Graduate Data Analysis System.

Recent school dropouts

Students who drop out of school have fewer opportunities to succeed in the work force or to assume a fully functional place in society at large than those students who complete high school. The event dropout rate, a measure of the proportion of students who drop out in a single year without completing high school, is one of several ways to define dropout rates.

- In October 1997, 5 percent of students who were in grades 10–12 the previous October were not enrolled and had not completed high school—that is, they had dropped out of high school sometime during the year.
- Generally, between 1972 and 1997, students in grades 10–12 from low-income families were more likely to drop out of high school than were their counterparts from middle- and high-income families.
- Between 1972 and 1997, the dropout rates for whites and blacks decreased, while the dropout rate for Hispanics did not change significantly. During this period, the dropout rate for blacks decreased at a faster rate than that for whites.
- Between 1990 and 1997, students in grades 10–12 whose parents did not complete high school had a substantially higher dropout rate than did those whose parents had attained a bachelor's degree (see supplemental table 51-1).

Event dropout rates¹ for those in grades 10–12, ages 15–24, by sex, race–ethnicity, and family income: October 1972–97

October	Total	Sex		Race–ethnicity ²			Family income ³		
		Male	Female	White	Black	Hispanic	Low	Middle	High
1972	6.1	5.9	6.3	5.3	9.5	11.2	14.1	6.7	2.5
1974	6.7	7.4	6.0	5.8	11.6	9.9	—	—	—
1976	5.9	6.6	5.2	5.6	7.4	7.3	15.4	6.8	2.1
1978	6.7	7.5	5.9	5.8	10.2	12.3	17.4	7.3	3.0
1980	6.1	6.7	5.5	5.2	8.2	11.7	15.8	6.4	2.5
1982	5.5	5.8	5.1	4.7	7.8	9.2	15.2	5.6	1.8
1984	5.1	5.4	4.8	4.4	5.7	11.1	13.9	5.1	1.8
1986	4.7	4.7	4.7	3.7	5.4	11.9	10.9	5.1	1.6
1988	4.8	5.1	4.4	4.2	5.9	10.4	13.7	4.7	1.3
1990	4.0	4.0	3.9	3.3	5.0	7.9	9.5	4.3	1.1
1991	4.0	3.8	4.2	3.2	6.0	7.3	10.6	4.0	1.0
1992	4.4	3.9	4.9	3.7	5.0	8.2	10.9	4.4	1.3
1993	4.5	4.6	4.3	3.9	5.8	6.7	12.3	4.3	1.3
1994 ⁴	5.3	5.2	5.4	4.2	6.6	10.0	13.0	5.2	2.1
1995 ⁴	5.7	6.2	5.3	4.5	6.4	12.4	13.3	5.7	2.0
1996 ⁴	5.0	5.0	5.1	4.1	6.7	9.0	11.1	5.1	2.1
1997 ⁴	4.6	5.0	4.1	3.6	5.0	9.5	12.3	4.1	1.8

— Not available.

¹ The event dropout rate is the percentage of those in grades 10–12, ages 15–24, who were enrolled the previous October, but who were not enrolled and had not graduated in October of the current year.

² Included in the total but not shown separately are dropouts from other racial–ethnic groups.

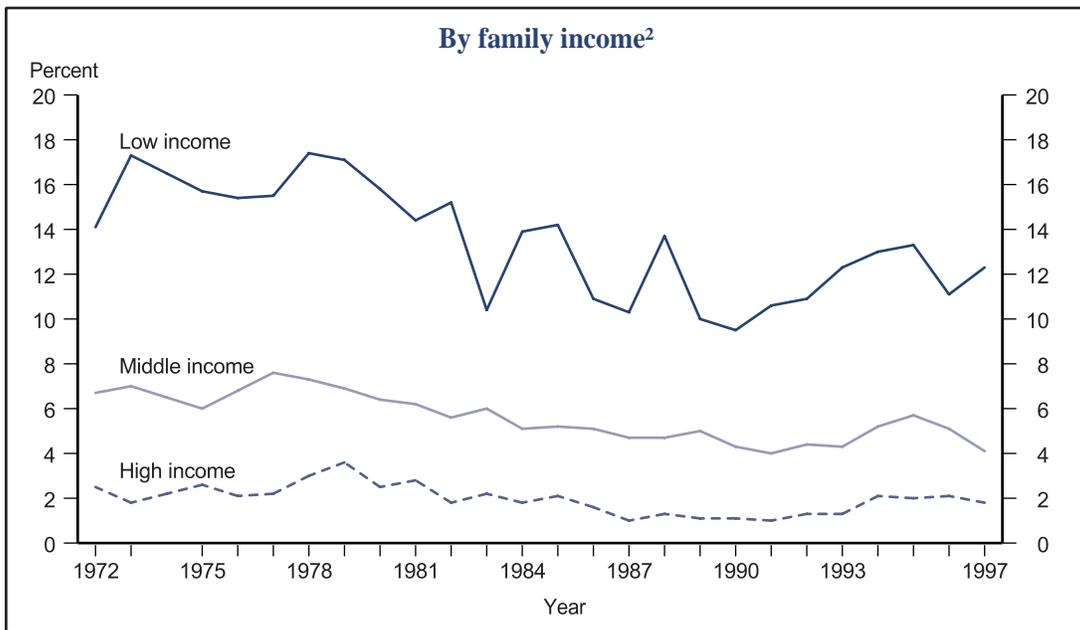
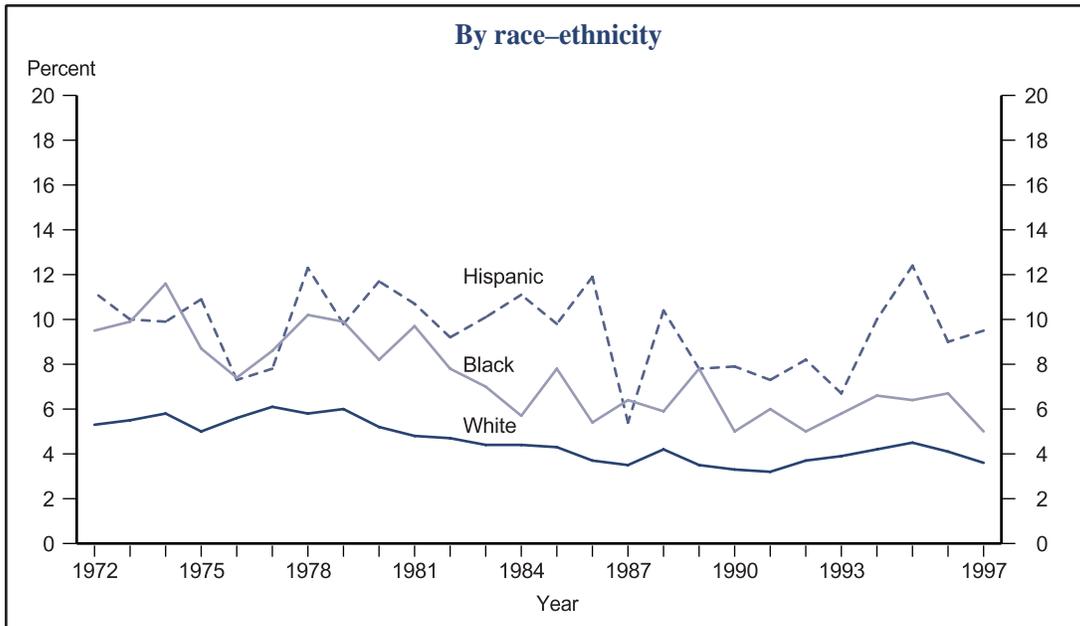
³ Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between. See the supplemental note to *Indicator 53* for further discussion.

⁴ In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See the supplemental note to this indicator for further discussion.

NOTE: Beginning in 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 59* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 1997, 1999* (based on the October Current Population Surveys).

Event dropout rates¹ for those in grades 10–12, ages 15–24: October 1972–97



¹ The event dropout rate is the percentage of those in grades 10–12, ages 15–24, who were enrolled the previous October, but who were not enrolled and had not graduated in October of the current year.

² Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between. See the supplemental note to *Indicator 53* for further discussion. Data on family income were not available for 1974.

NOTE: In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See the supplemental note to this indicator for further discussion. Beginning in 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 59* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 1997, 1999* (based on the October Current Population Surveys).

High school dropouts, by race-ethnicity and recency of migration

As a whole, Hispanics drop out of high school at higher rates and attain lower levels of education than non-Hispanics. The relative recency of migration among Hispanics may at least partially account for this trend. Evidence of the undereducation of Hispanics has implications for developing retention strategies as well as for assessing the educational and training needs of the population. The status dropout rate for an age group (the percentage of that age group that is not enrolled in school and has not completed high school) is one measure of dropping out.

- In 1997, a greater percentage of Hispanics than non-Hispanics ages 16–24 were born outside the United States (see supplemental table 52-1). Among this group, the status dropout rate (39 percent) was higher than it was among first- and later-generation Hispanics (15 and 18 percent, respectively). First- and later-generation Hispanics were two to three times more likely than their non-Hispanic peers to drop out.
- In 1997, the percentage of 25- to 34-year-olds who were dropouts was lower than it was in 1989 or 1979. Similar changes are occurring for all groups. The gaps in dropout rates between non-U.S.-born, first-generation, and later-generation Hispanics and comparable non-Hispanics were generally similar in 1979, 1989, and 1997.

Percentage of 16- to 24-year-olds who were not enrolled in school and had not completed high school, by recency of migration and race-ethnicity: October 1997

Recency of migration	Hispanic				Non-Hispanic			
	Total	Total	Mexican	Other Hispanic	Total	White	Black	Asian/Pacific Islander
Total	11.0	25.3	27.5	21.3	8.6	7.6	13.4	6.9
Born outside 50 states/D.C.	23.5	38.6	44.3	29.6	7.8	5.4	9.2	9.4
First generation	10.0	15.4	17.0	7.9	5.0	5.6	6.2	2.5
Later generation	9.3	17.7	18.3	14.2	9.0	7.8	14.1	5.3

Percentage of 25- to 34-year-olds who were not enrolled in school and had not completed high school, by year and recency of migration and race-ethnicity: November 1979 and 1989 and October 1997

Year and recency of migration	Hispanic				Non-Hispanic			
	Total	Total	Mexican	Other Hispanic	Total	White	Black	Asian/Pacific Islander
1979 Total*	14.9	45.4	51.2	24.6	13.0	11.5	24.1	—
Born outside 50 states/D.C.	34.4	59.9	74.8	30.6	16.1	18.6	15.3	—
First generation	12.3	30.8	35.3	4.3	8.2	7.8	18.1	—
Later generation	13.5	29.9	32.8	18.3	13.1	11.5	24.4	—
1989 Total*	13.1	39.1	45.9	27.6	10.5	9.1	18.9	10.5
Born outside 50 states/D.C.	31.8	51.8	69.9	28.6	11.5	10.2	14.2	12.3
First generation	10.5	25.3	25.2	28.5	4.5	4.0	8.9	5.9
Later generation	11.2	23.0	23.7	19.7	10.8	9.4	19.3	3.9
1997 Total*	11.9	38.5	46.2	27.8	7.7	6.6	12.2	9.3
Born outside 50 states/D.C.	30.8	49.5	60.0	34.2	10.3	7.6	16.7	10.7
First generation	9.5	16.4	22.8	3.2	5.8	5.7	9.9	3.9
Later generation	8.1	24.0	26.8	12.5	7.5	6.6	11.9	3.2

— Not available.

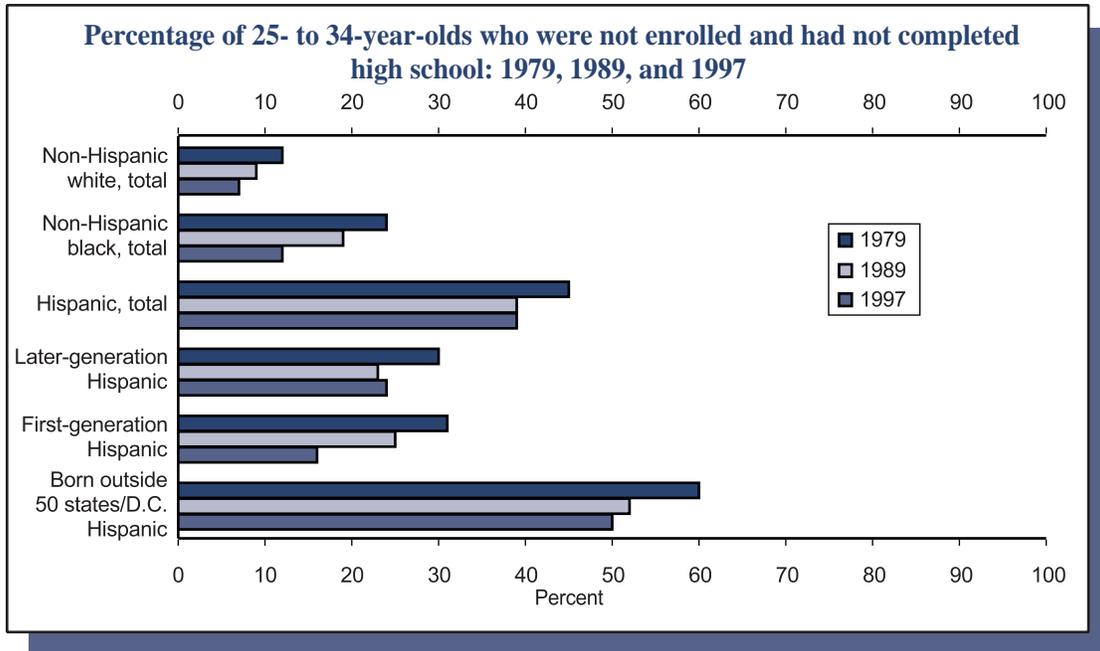
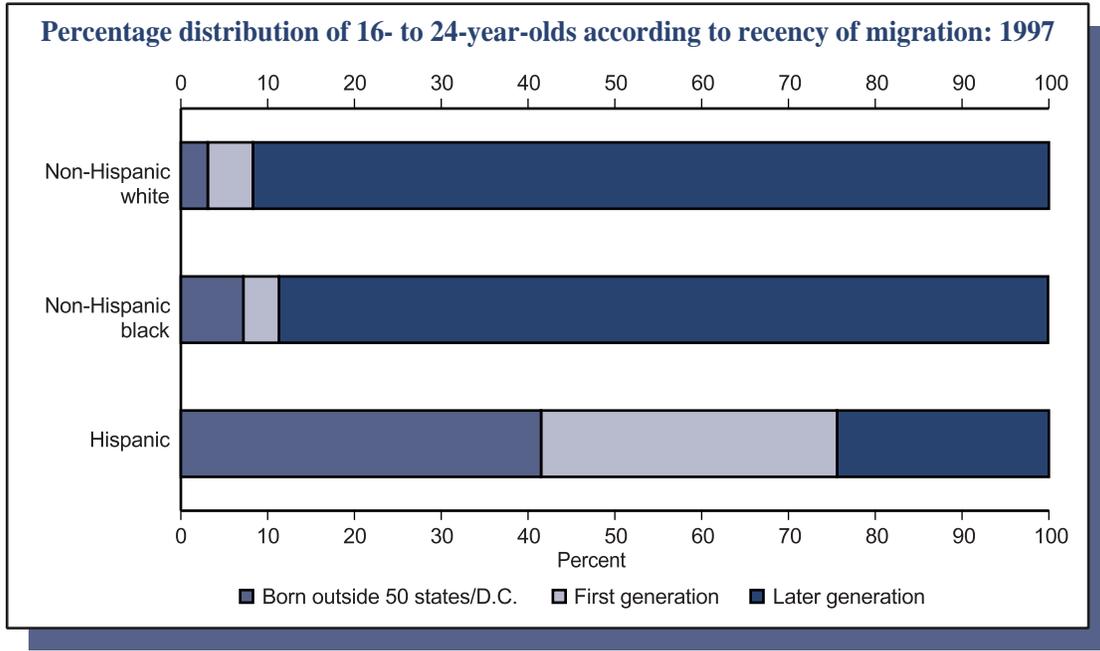
* Total includes a small proportion for whom recency of migration is unknown.

NOTE: People born in Puerto Rico and the U.S. territories are considered born in other countries. Individuals are classified as first generation if they were born in one of the 50 states or Washington,

D.C., and at least one of their parents was not. Later generation includes those who were born in one of the 50 states or Washington, D.C., as were both of their parents.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, November 1979 and 1989, and October 1997.

High school dropouts, by race-ethnicity and recency of migration



NOTE: People born in Puerto Rico and the U.S. territories are considered born in other countries. Individuals are classified as first generation if they were born in one of the 50 states or Washington, D.C., and at least one of their parents was not. Later generation includes those who were born in one of the 50 states or Washington, D.C., as were both of their parents.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, November 1979 and 1989, and October 1997.

Immediate transition from high school to college

Of those who ever attend college, most do so for the first time in the months immediately following their completion of high school. Consequently, knowing the percentage of high school completers who enroll immediately provides an estimate of the proportion of each year's graduating class that will ever attend college. Enrollment rates reflect the accessibility of higher education and the value high school completers place on such an education compared with other pursuits.

- Between 1987 and 1997, the percentage of high school completers ages 16–24 going directly to college increased from 57 to 67 percent.
- The percentage of high school completers ages 16–24 from high-income families who went directly to college increased between 1987 and 1997, while the percentage of their counterparts from low-income families who went directly to college showed no stable pattern. Each year between 1987 and 1997, completers from high-income families were more likely than completers from low-income families to go directly to college.
- While the percentages of both white and black high school completers ages 16–24 who enrolled in college immediately following high school increased between 1973 and 1996, the rate of increase was greater for whites (see supplemental table 53-1).
- Between 1990 and 1997, the higher the education level of a student's parents, the more likely that student was to enroll in college the year after completing high school (see supplemental table 53-2).

Percentage of high school completers ages 16–24 who were enrolled in college the October after completing high school, by type of institution, family income, and race–ethnicity: October 1972–97

October	Total	Type of institution		Family income ¹			Race–ethnicity ²					
				Low	Middle	High	White	Black	Hispanic			
		2-year	4-year	3-year Annual average	Annual	Annual	Annual	3-year Annual average	3-year Annual average			
1972	49.2	—	—	26.1	(³)	45.2	63.8	49.7	44.6	(³)	45.0	(³)
1975	50.7	18.2	32.6	31.2	(³)	46.2	64.5	51.1	41.7	44.4	58.0	52.5
1979	49.3	17.5	31.8	30.5	31.5	43.2	63.2	49.9	46.7	45.3	45.0	46.4
1983	52.7	19.2	33.5	34.6	34.0	45.2	70.3	55.0	38.2	37.9	54.2	47.3
1987	56.8	18.9	37.9	36.9	37.8	50.0	73.8	58.6	52.2	44.5	33.5	44.9
1990	60.1	20.1	40.0	46.7	44.7	54.4	76.6	63.0	46.8	48.9	42.7	51.7
1991	62.5	24.9	37.7	39.5	42.3	58.4	78.2	65.4	46.4	47.2	57.2	51.6
1992	61.9	23.0	38.9	40.9	43.6	57.0	79.0	64.3	48.2	50.1	55.0	58.1
1993	61.5	22.4	39.1	50.4	44.1	56.9	79.3	62.9	55.6	51.5	62.2	55.4
1994	61.9	21.0	40.9	41.0	41.9	57.8	78.4	64.5	50.8	52.5	49.1	55.0
1995	61.9	21.5	40.4	34.2	41.3	56.1	83.4	64.3	51.2	52.6	53.7	51.2
1996	65.0	23.1	41.9	48.6	46.6	62.7	78.0	67.4	56.0	55.2	50.8	56.7
1997	67.0	22.8	44.3	57.0	(³)	60.8	82.2	68.2	58.5	(³)	65.6	(³)

— Not available. Data for type of institution were not collected until 1973.

¹ Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between. See the supplemental note to this indicator for further information.

² Included in the total but not shown separately are high school graduates from other racial–ethnic groups.

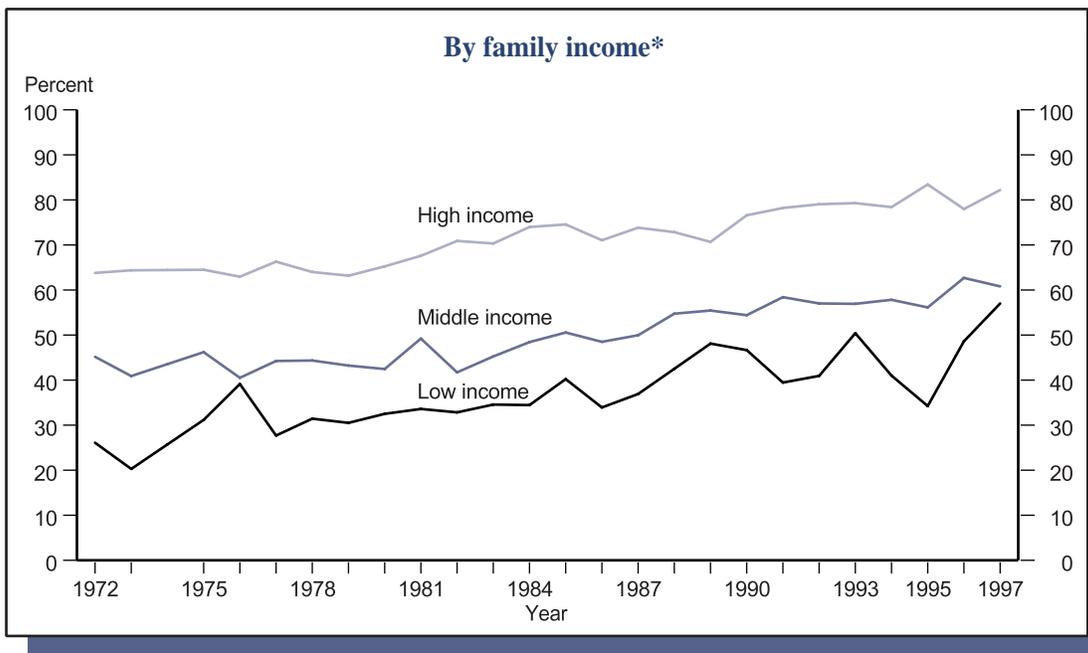
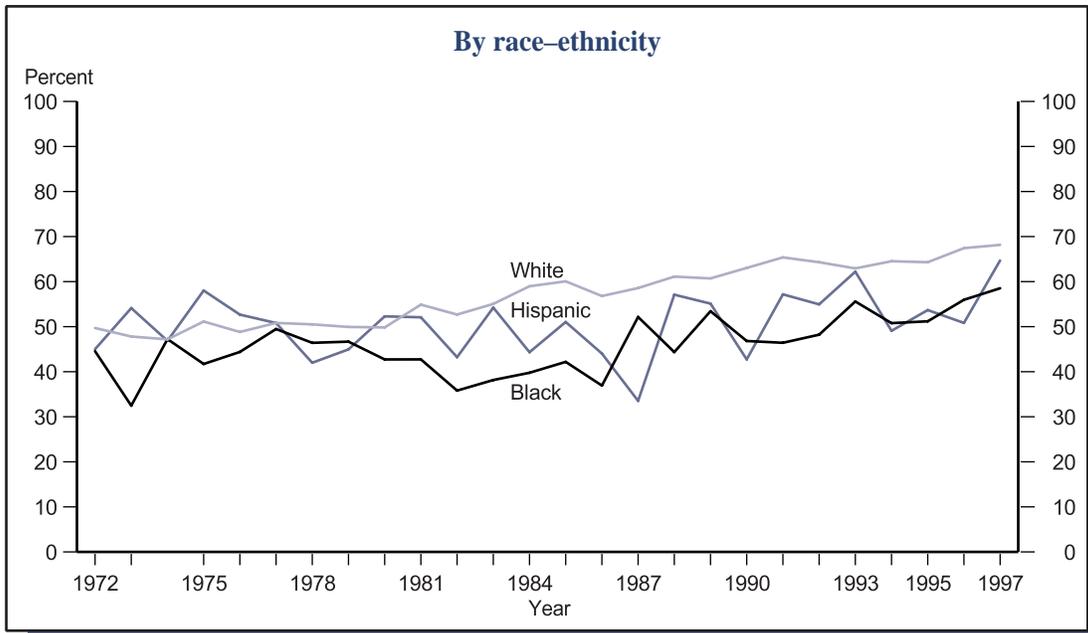
³ Due to small sample sizes for the low-income, black, and Hispanic categories, 3-year averages were also calculated for each category. For example, the 3-year average for blacks in 1973 is the average

percentage of black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1972, 1973, and 1974. Thus, 3-year averages cannot be calculated for 1972 and 1997, and for groups of 3 years in which some data are not available (e.g., 1973–75 for the low-income category).

NOTE: In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Percentage of high school completers ages 16-24 who were enrolled in college the October after completing high school, by race-ethnicity and family income: October 1972-97



* Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between. See supplemental note to this indicator for further discussion. Data on family income were not available in 1974.

NOTE: In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion.
 SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Racial and ethnic differences in the transition to college

Racial and ethnic differences in college enrollment rates reflect differences in access to and persistence in higher education for groups with varying social and economic backgrounds. Differing enrollment rates are also an indicator of future differences in the earnings and productivity associated with postsecondary education. The college enrollment rates for 18- to 24-year-olds are influenced by the number who enroll immediately after completing high school, the number who delay entry, and the number of years individuals in both these groups stay in higher education.

- In 1997, white high school completers ages 18–24 were more likely to be enrolled in college (46 percent) than their black and Hispanic counterparts, although blacks and Hispanics ages 18–24 showed similar rates of college enrollment (39 and 36 percent, respectively). In contrast, in the mid- to late 1970s, white, black, and Hispanic completers showed similar rates of college enrollment.
- The percentage of high school completers ages 18–24 who were enrolled in college was higher in 1997 than in 1972. In 1997, college enrollment rates for whites, blacks, and Hispanics were 14, 12, and 10 percentage points higher, respectively, than they were in 1972.
- In 1997, college enrollment rates in 2-year institutions were similar for white, black, and Hispanic high school completers ages 18–24. In contrast, black and Hispanic high school completers ages 18–24 were less likely than their white counterparts to be enrolled in 4-year institutions (see supplemental table 54-1).
- In 1997, college enrollment rates were similar for white, black, and Hispanic high school completers ages 25–34 (9 percent for both whites and blacks and 8 percent for Hispanics). The college enrollment rates of high school completers age 35 and older showed a different pattern, however, with black high school completers in this age group being slightly more likely to be enrolled in college than their white peers.

Percentage of high school completers enrolled in college, by age and race-ethnicity: October 1972–97

October	Ages 18–24				Ages 25–34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	31.9	32.6	27.2	25.8	8.4	8.4	8.8	7.5	—	—	—	—
1974	30.5	30.6	26.2	32.3	9.3	9.1	10.8	10.0	—	—	—	—
1976	33.1	32.8	33.4	35.9	9.6	9.2	11.9	11.0	2.3	2.1	4.1	3.9
1978	31.4	31.3	29.6	27.1	9.1	8.8	10.8	10.2	2.4	2.2	3.8	4.2
1980	31.8	32.1	27.6	29.9	8.9	8.7	9.6	9.2	2.1	2.0	3.4	2.9
1982	33.0	33.3	28.1	29.2	8.9	8.7	9.6	9.7	2.2	2.1	2.7	2.9
1984	33.2	33.9	27.2	29.9	8.6	8.4	8.0	9.9	2.1	2.0	2.7	1.8
1986	34.0	34.5	28.6	29.4	8.3	7.9	7.9	10.4	2.4	2.2	3.3	3.4
1988	37.0	38.4	27.8	30.8	8.0	7.8	7.5	7.8	2.7	2.6	3.3	3.4
1990	39.0	40.3	32.4	28.4	8.6	8.7	5.9	7.0	2.7	2.6	2.9	3.9
1991	40.8	42.3	30.8	33.9	9.0	8.7	8.1	8.6	2.7	2.6	3.4	2.9
1992	41.6	42.5	33.4	36.1	8.6	8.5	6.7	8.5	2.5	2.5	2.6	2.7
1993	41.0	42.0	32.2	34.9	8.5	8.2	8.1	9.5	2.6	2.4	3.3	3.1
1994	42.2	43.6	35.5	32.9	9.5	9.1	9.7	10.1	2.7	2.5	3.5	4.3
1995	42.1	43.7	35.2	34.9	9.4	9.3	9.1	8.0	2.6	2.4	3.5	3.8
1996	43.3	45.0	35.7	33.8	9.7	9.1	10.9	9.8	2.6	2.4	3.7	3.4
1997	44.9	46.4	39.3	35.8	9.4	9.1	9.0	7.5	2.6	2.4	3.7	2.5

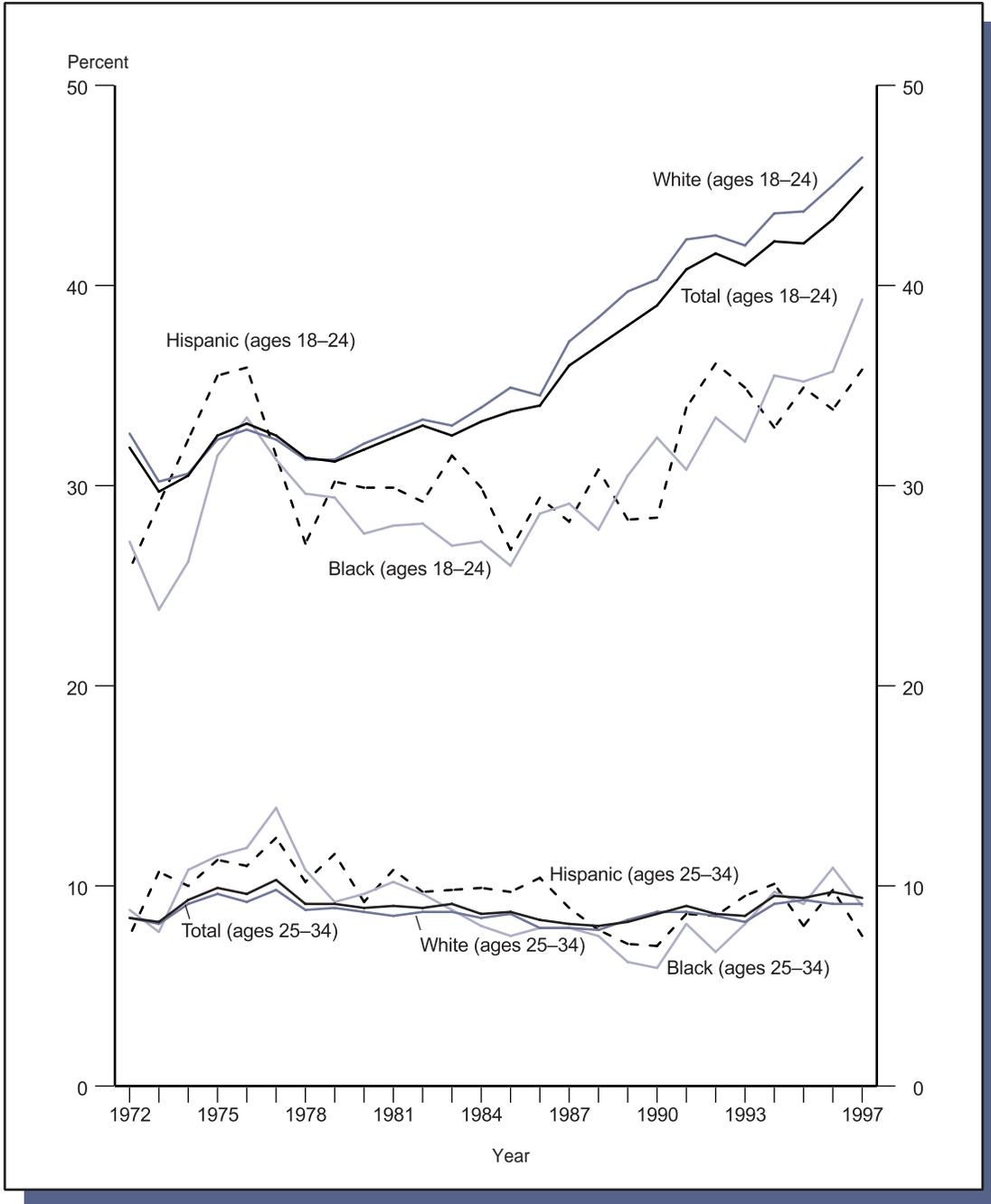
— Not available.

NOTE: In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion. Included in

the total but not shown separately are high school completers from other racial-ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Percentage of high school completers enrolled in college, by age and race-ethnicity: October 1972-97



NOTE: In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion. Included in the total but not shown separately are high school completers from other racial-ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Persistence and attainment of first-year college stopouts

A majority of undergraduates who successfully complete their first year in college earn a postsecondary degree. The outcomes for students who leave in their first year and return to college later (stopouts) are less well known. Tracking the academic path of these stopouts can help identify and understand students who are at risk for leaving.

- In 1989–90, 29 percent of undergraduates left college during their first year or failed to re-enroll the following year. A greater percentage left public 2-year institutions (42 percent) than 4-year colleges and universities (16 percent). About half of those leaving public 2-year institutions and about two-thirds of those leaving 4-year institutions returned to college by 1994 (that is, were stopouts). The rest remained out of college through 1994.
- By 1994, stopouts from private, not-for-profit 4-year institutions who returned to their original institution were more likely than their counterparts from public 4-year institutions to have earned a degree or certificate (63 versus 20 percent) and less likely to not be enrolled in college (22 versus 49 percent; see supplemental table 55-1).
- Within the public 2-year sector, stopouts who transferred to another institution were more likely to earn a degree or certificate by 1994 (48 percent) than were those who returned to the same institution (27 percent). In fact, stopouts who transferred had attained some degree or certificate by 1994 at a rate similar to that of students who did not leave in their first year (48 and 50 percent, respectively; see supplemental table 55-1).

Percentage distribution of 1989–90 beginning postsecondary students by their persistence or departure status in 1989–90, by type of first institution attended

Type of first institution	Attained certificate	Persisted to 1990–91	Left in 1989–90 without certificate		
			Total	Stopped out ¹	Stayed out through 1994
Total²	1.2	69.5	29.4	15.9	13.5
Institution in 1989–90					
Public 2-year	2.1	55.5	42.4	21.5	21.0
All 4-year	0.2	83.9	15.9	10.1	5.8
Public	0.2	82.3	17.5	10.9	6.6
Private, not-for-profit	0.2	87.3	12.5	8.3	4.2

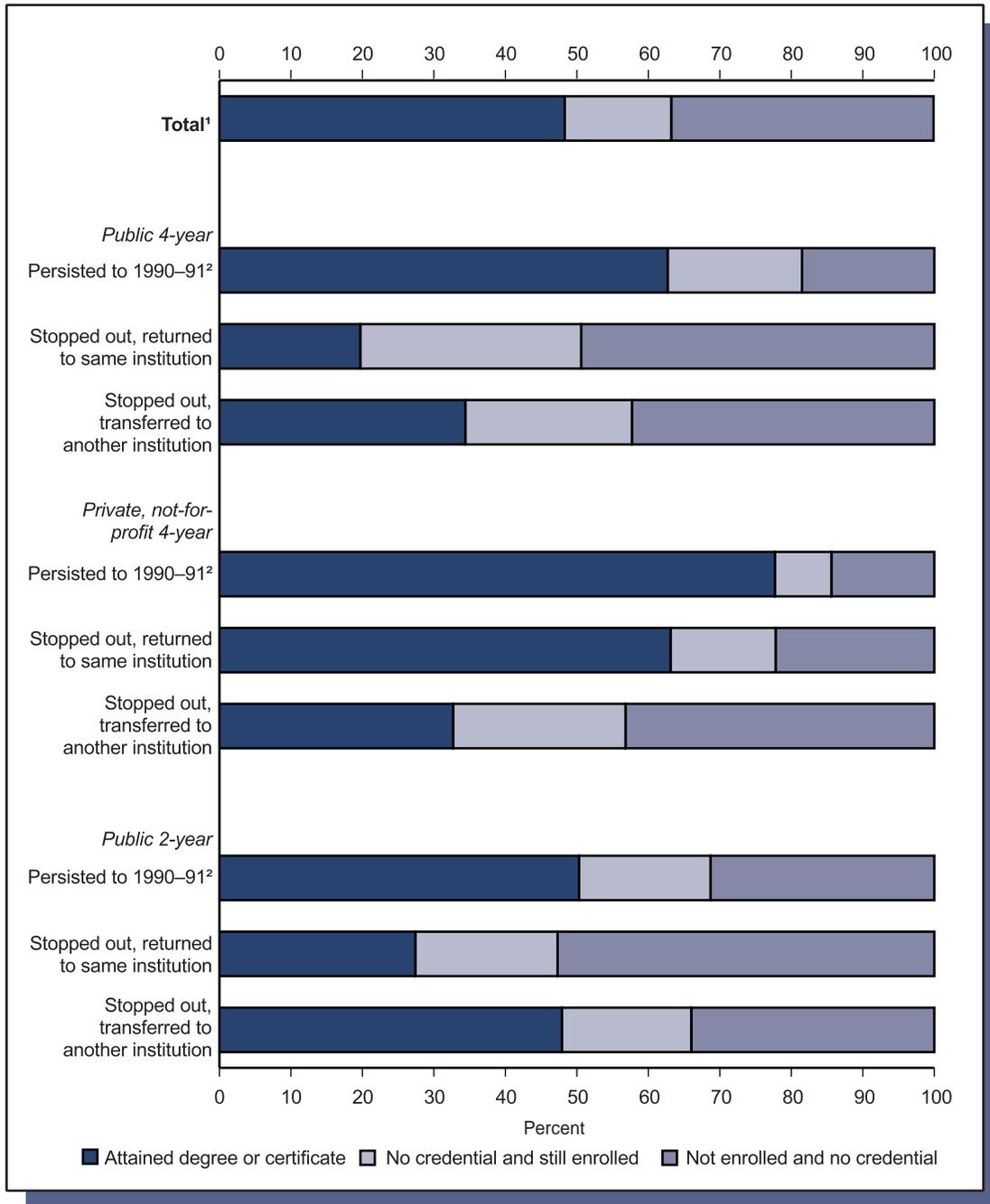
¹ Stopouts returned to college by 1994, but may have left again without earning a degree or certificate.

² Does not include students in private, for-profit institutions; public less-than-2-year institutions; or private, not-for-profit less-than-4-year institutions (about 14 percent of beginning students).

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Percentage distribution of 1989-90 beginning postsecondary students according to attainment status in 1994, by persistence and departure status



¹ Does not include students in private, for-profit institutions; public less-than-2-year institutions; or private, not-for-profit less-than-4-year institutions (about 14 percent of beginning students).

² Includes a small percentage who attained a certificate in 1989-90.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989-90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Persistence and attainment of first-generation students

Enrolling in college after completing high school is an expected next step for many young people, especially those whose parents attended college. For students whose parents never attended college (first-generation students), going to college may signify an attempt to improve their social, economic, and occupational standing. Yet these students can encounter a variety of obstacles in their path toward enrollment and degree attainment.

- Among those who began their postsecondary education in 1989–90, first-generation students were more likely than those whose parents had higher levels of education to be 25 years or older, be married, have dependents, be financially independent of their parents, and start at public 2-year institutions (see supplemental tables 56-1 and 56-2).
- By 1994, about half (55 percent) of 1989–90 first-generation beginning students had earned a degree or were still enrolled in college. However, they were more likely than other students to have not earned a degree or be enrolled in 1994. As parental education level increased, so did the likelihood that students persisted in college.
- First-generation students who initially enrolled in private, not-for-profit 4-year institutions were more likely than those who started in public 4-year institutions to attain a bachelor's degree by 1994. The same was true for students whose parents had higher levels of education.

Percentage distribution of 1989–90 beginning postsecondary students according to persistence and attainment status as of 1994, by first-generation status and control and type of first institution

First-generation status ¹	Persisted			No degree or certificate, not enrolled	Highest degree attained			
	Attained degree or certificate	No degree or certificate, enrolled	Total		No degree or certificate, enrolled	No certificate	Associate degree	Bachelor's degree
All institutions²								
Total	50.0	13.3	63.2	36.8	50.1	12.5	11.4	26.1
First generation	44.2	10.7	55.0	45.1	55.3	16.9	11.7	16.0
Parents have some college	50.6	14.5	65.1	34.9	49.8	10.6	11.9	27.7
Parents have bachelor's or advanced degree	58.8	16.9	75.7	24.3	41.2	6.0	11.8	41.0
Public 4-year								
Total	54.8	18.4	73.2	26.8	45.2	3.2	4.7	47.0
First generation	46.4	19.8	66.1	33.9	53.6	5.9	5.7	34.7
Parents have some college	53.3	17.4	70.7	29.3	46.7	1.5	5.0	46.8
Parents have bachelor's or advanced degree	62.3	18.3	80.7	19.3	37.7	2.0	3.6	56.7
Private, not-for-profit 4-year								
Total	71.9	8.6	80.5	19.5	28.1	2.3	3.0	66.6
First generation	62.9	8.2	71.1	28.9	37.1	2.5	2.8	57.6
Parents have some college	70.6	8.5	79.2	20.9	29.4	3.8	4.4	62.4
Parents have bachelor's or advanced degree	77.9	8.6	86.5	13.5	22.1	1.6	2.5	73.8
Public 2-year								
Total	36.7	14.7	51.4	48.6	63.3	12.9	17.5	6.3
First generation	35.4	10.8	46.2	53.8	64.6	14.6	15.1	5.7
Parents have some college	36.8	17.5	54.3	45.7	63.2	10.6	19.3	6.9
Parents have bachelor's or advanced degree	42.2	22.2	64.4	35.6	57.8	9.6	24.5	8.1

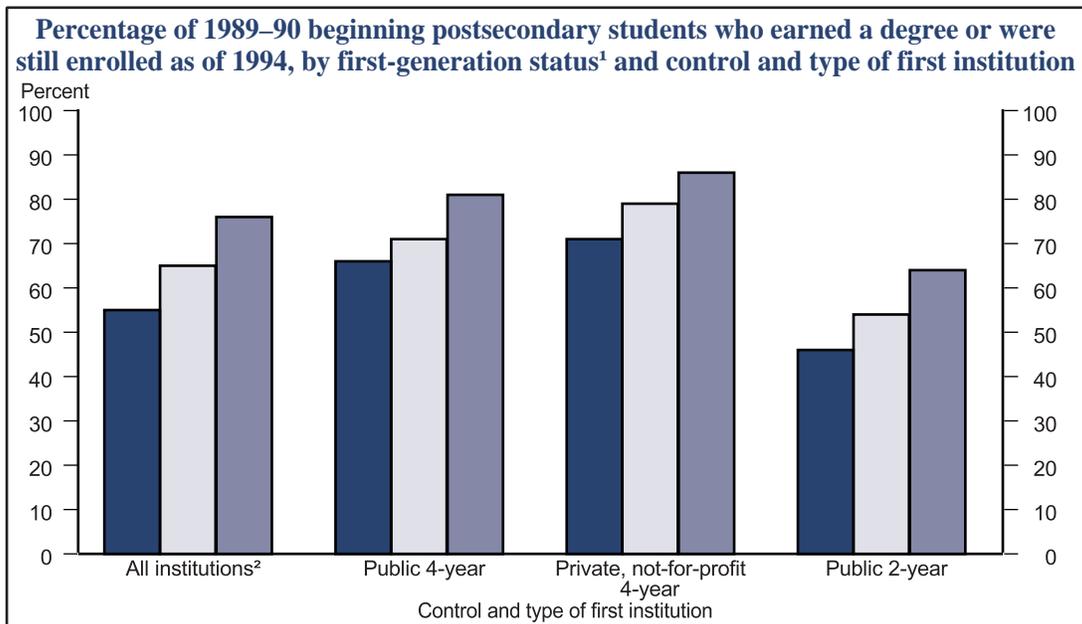
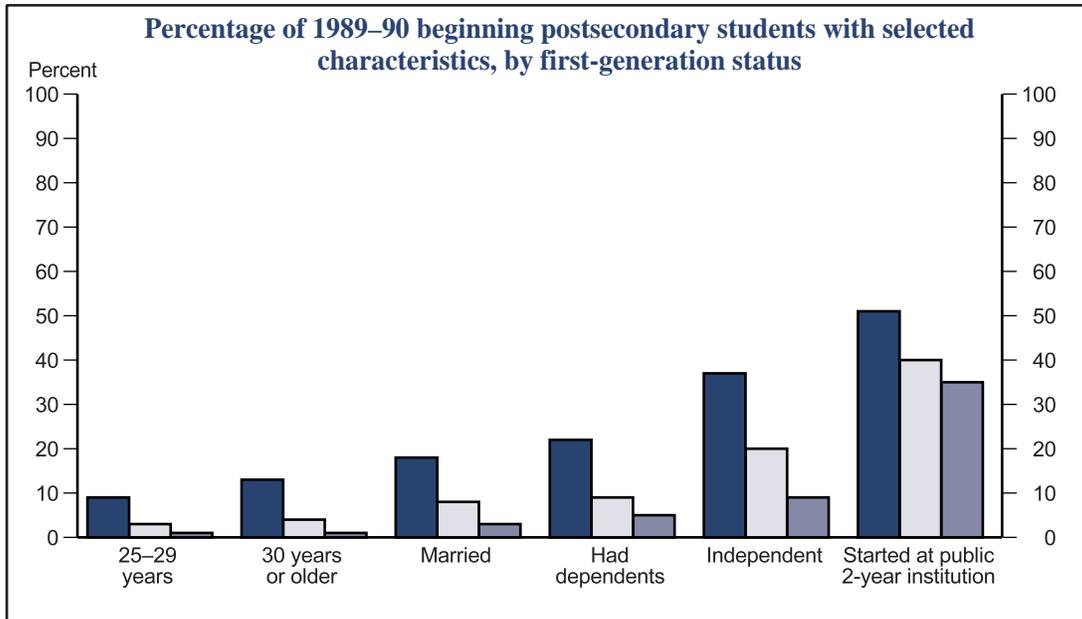
¹ The highest educational attainment of either parent was no college for 43 percent of students, some college for 23 percent of students, and a bachelor's or advanced degree for 34 percent.

² Includes students at all types of postsecondary institutions, including types not shown separately.

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Persistence and attainment of beginning postsecondary students, by first-generation status



■ First generation □ Parents have some college ▒ Parents have bachelor's or advanced degree

¹ The highest educational attainment of either parent was no college for 43 percent of students, some college for 23 percent of students, and a bachelor's or advanced degree for 34 percent.

² Includes students at all types of postsecondary institutions, including types not shown separately.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Bachelor's degrees conferred, by field of study and race-ethnicity

Changing opportunities within the job market affect the fields in which students choose to major. In turn, the majors that students choose affect the demand for courses and faculty as well as the supply of new graduates in different fields. Trends in the number and proportion of bachelor's degrees conferred in different fields, as well as the distribution of these degrees across racial-ethnic groups, help not only to identify changing conditions in the supply and demand of the job market but also to provide some insight into the diversity of the Nation's future work force.

- After declining for several years, the number of bachelor's degrees conferred in the humanities and the social and behavioral sciences has grown since the mid-1980s. Combined with business management degrees, these three types of degrees have constituted more than half of all degrees conferred since 1971.
- Following a sharp decline between 1986 and 1992, the number of degrees conferred in computer sciences and engineering leveled off between 1993 and 1996.
- Between 1977 and 1996, increasing proportions of black students earned bachelor's degrees in physical sciences, mathematics, computer sciences and engineering, and business management. These increases led to a narrowing of the black-white disparity in the physical sciences and mathematics and to a widening of the black-white disparity favoring blacks in business management since the late 1970s (see supplemental table 57-1).
- After remaining relatively unchanged between 1977 and 1991, the Hispanic-white disparity in physical sciences widened so that in 1996, the Hispanic field concentration ratio was 0.56. In contrast, the proportions of Hispanics, relative to whites, who earned bachelor's degrees in computer sciences and engineering increased between 1977 and 1992 and then decreased to a level of near parity between Hispanics and whites (see supplemental table 57-1).

Index of the number of bachelor's degrees conferred and percentage distribution of total bachelor's degrees conferred, by field of study: Academic years ending 1971-96

Field of study	1971	1976	1981	1986	1991	1992	1993	1994	1995	1996
Index of the number of degrees (1981=100)										
All fields	89.8	99.0	100.0	105.6	117.0	121.5	124.6	125.0	124.1	124.6
Humanities	107.1	112.4	100.0	99.0	128.6	138.7	145.1	145.1	143.5	144.0
Social/behavioral sciences	136.7	124.8	100.0	95.0	129.8	139.5	143.0	143.3	141.4	141.1
Natural sciences	104.4	117.1	100.0	98.5	90.6	95.0	101.0	107.1	113.1	119.3
Computer and information sciences	15.8	37.4	100.0	277.0	165.9	162.4	160.0	160.0	161.4	159.4
Engineering	70.9	60.7	100.0	120.4	97.2	96.7	97.9	98.3	98.5	98.1
Engineering technologies	44.0	67.8	100.0	165.9	146.2	139.5	137.3	136.6	135.0	130.8
Education	163.1	142.9	100.0	80.6	102.5	99.9	99.7	99.6	98.2	97.6
Business management	57.7	71.4	100.0	119.3	125.3	129.0	129.1	124.0	117.8	114.1
Health sciences	39.6	84.8	100.0	101.2	92.8	97.0	105.4	116.9	125.5	132.0
Other technical/professional	43.2	86.6	100.0	*97.4	109.2	119.4	124.7	127.6	128.6	131.8
Percentage distribution of total degrees										
All fields	100.0									
Humanities	17.1	16.3	14.3	13.4	15.7	16.3	16.7	16.6	16.6	16.6
Social/behavioral sciences	23.0	19.1	15.1	13.6	16.8	17.4	17.4	17.4	17.3	17.2
Natural sciences	9.8	9.9	8.4	7.8	6.5	6.6	6.8	7.2	7.7	8.1
Computer and information sciences	0.3	0.6	1.6	4.2	2.3	2.2	2.1	2.1	2.1	2.1
Engineering	5.3	4.1	6.8	7.7	5.6	5.4	5.3	5.3	5.4	5.3
Engineering technologies	0.6	0.9	1.3	2.0	1.6	1.4	1.4	1.4	1.4	1.3
Education	21.0	16.7	11.6	8.8	10.1	9.5	9.3	9.2	9.1	9.1
Business management	13.7	15.3	21.3	24.0	22.8	22.6	22.0	21.1	20.2	19.5
Health sciences	3.0	*5.8	6.8	6.5	5.4	5.4	5.8	6.4	6.9	7.2
Other technical/professional	6.2	11.2	12.8	11.8	12.0	12.6	12.9	13.1	13.3	13.6

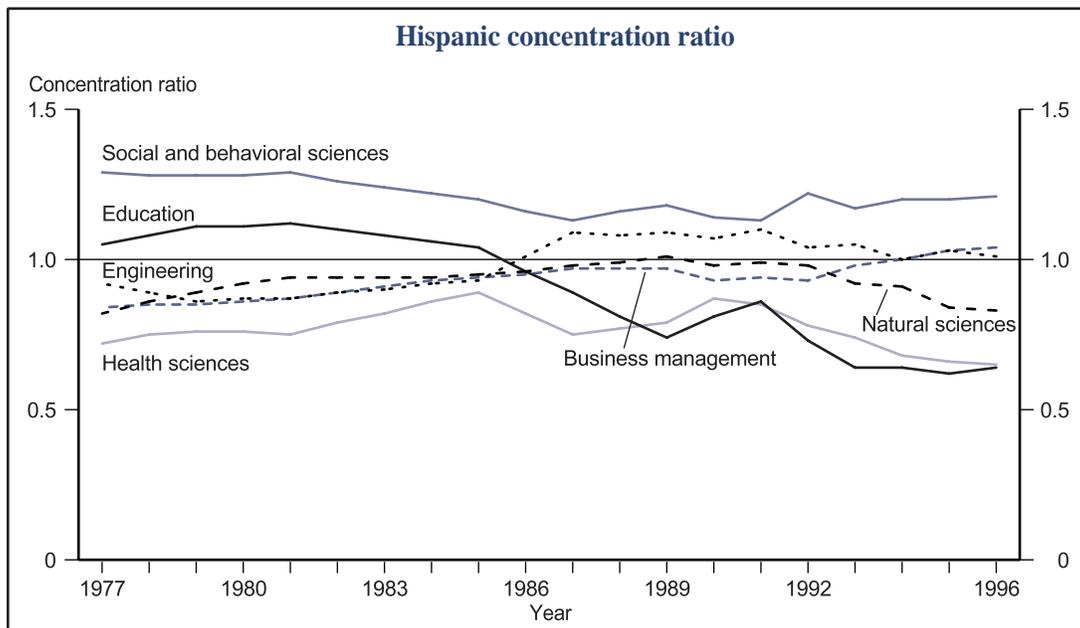
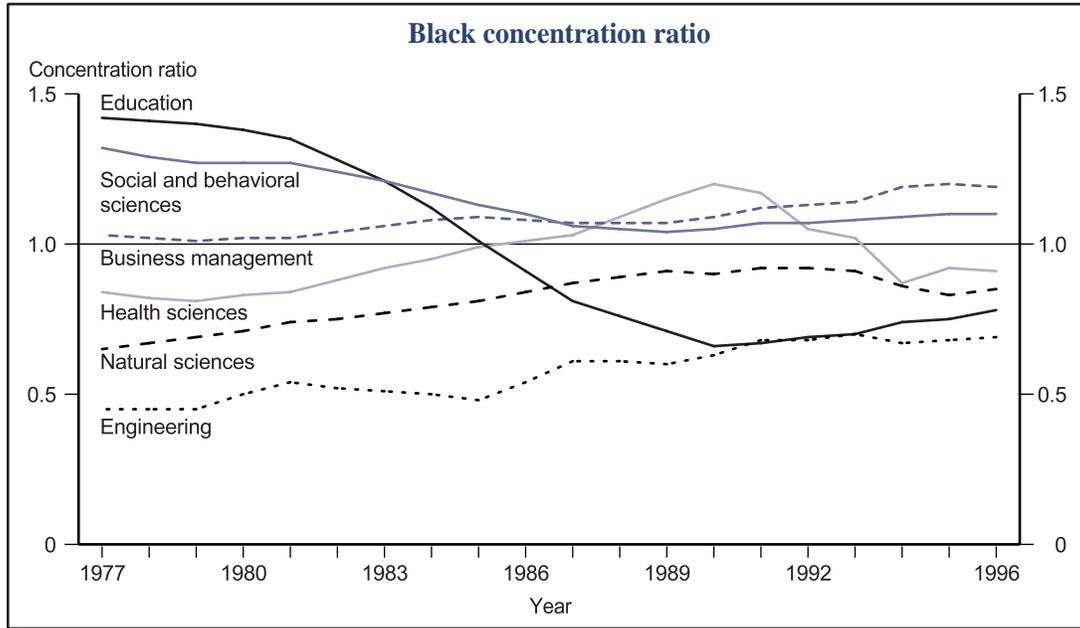
* Revised from previously published figures.

NOTE: The index of the number of bachelor's degrees conferred is calculated as the number of degrees conferred in a given field of study divided by the number of degrees conferred in the same field in 1981. A value greater than 100 indicates that more bachelor's degrees were conferred in that field of study in that year than in 1981, whereas a value less than 100 indicates that fewer bachelor's

degrees were conferred in that field in that year than in 1981. Details may not add to totals due to rounding. See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on IPEDS "Completions" surveys).

Minority field concentration ratio* at the bachelor's degree level, by selected fields of study: Academic years ending 1977-96



* The minority field concentration ratio is calculated as the percentage of a minority group earning bachelor's degrees who majored in a selected field of study divided by the percentage of whites earning bachelor's degrees who majored in the same field. For example, the 1996 black to white concentration ratio for education = 0.78/10.1 = 0.78. A value greater than 1 indicates that minority graduates are more likely to major in that field than whites,

whereas a value less than 1 indicates that minority graduates are less likely to major in that field than whites.

NOTE: See the supplemental note to this indicator for a description of fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on IPEDS "Completions" surveys).

Graduate field of study, by sex and race-ethnicity

Changing opportunities within the job market affect the fields in which male and female graduates and graduates from different racial-ethnic groups choose to earn a graduate degree. The female field concentration ratio shows how much the fields studied by females differ from those studied by males. The minority field concentration ratio shows how much the fields studied by various minority groups differ from those studied by whites. Changes in the ratio show whether differences in field preferences of males and females and of minorities and whites are narrowing or widening and may also indicate changes in the occupations and earning potential of females and minorities.

- In 1996, a substantially higher proportion of females than males earned master's degrees in education and health professions. In contrast, a higher proportion of males than females earned master's degrees in the natural sciences, computer sciences/engineering, and business management.
- From 1971 to 1983, a higher proportion of males than females earned master's degrees in the social and behavioral sciences. In contrast, from 1984 to 1996, a higher proportion of females than males earned master's degrees in this field. At the doctor's level, females have been consistently more likely than males to earn a degree in the social and behavioral sciences since 1971 (see supplemental tables 58-1 and 58-3).
- Between 1979 and 1996, the proportion of black and Hispanic master's degree recipients who earned degrees in the natural sciences and computer sciences/engineering increased. In 1996, black recipients were 44 and 31 percent less likely than whites to earn degrees in the natural sciences and computer sciences/engineering, respectively; however, Hispanics were 28 and 2 percent less likely than whites to earn degrees in these fields (see supplemental table 58-2).

Female field concentration ratio¹ and dissimilarity index² of graduate degrees conferred, by field of study and degree level: Academic years ending 1971-96

Field of study and degree level	1971	1974	1977	1980	1983	1986	1989	1992	1993	1994	1995	1996
Master's degrees												
Humanities	1.58	1.34	1.17	1.08	1.06	1.12	1.07	1.08	1.08	1.09	1.07	1.03
Social/behavioral sciences	0.69	0.67	0.76	0.88	0.99	1.08	1.07	1.05	1.08	1.10	1.12	1.12
Natural sciences	0.48	0.43	0.44	0.43	0.48	0.53	0.56	0.54	0.55	0.55	0.55	0.57
Computer sciences and engineering	0.03	0.05	0.07	0.11	0.15	0.20	0.19	0.19	0.19	0.19	0.19	0.19
Education	1.92	1.99	2.18	2.42	2.64	2.66	2.84	2.85	2.81	2.75	2.65	2.53
Business management	0.06	0.09	0.19	0.30	0.41	0.45	0.47	0.46	0.47	0.48	0.48	0.47
Health professions	1.85	2.00	2.37	2.66	3.01	3.16	3.30	3.32	3.31	3.19	2.96	2.96
Other technical/professional ³	1.56	1.24	1.04	1.10	1.22	1.27	1.30	1.34	1.35	1.33	1.34	1.28
Dissimilarity index ²	37.90	35.95	35.13	35.34	34.89	34.76	35.32	35.59	35.83	35.05	34.52	33.59
Doctor's degrees												
Humanities	1.89	1.71	1.41	1.10	1.09	1.08	1.05	1.13	1.13	1.09	1.10	1.16
Social/behavioral sciences	1.29	1.28	1.29	1.30	1.38	1.42	1.48	1.51	1.57	1.54	1.55	1.62
Natural sciences	0.67	0.63	0.56	0.56	0.59	0.58	0.64	0.69	0.70	0.68	0.69	0.69
Computer sciences and engineering	0.04	0.08	0.11	0.11	0.11	0.15	0.18	0.19	0.18	0.21	0.22	0.22
Education	1.60	1.52	1.61	1.86	1.99	2.10	2.33	2.48	2.36	2.48	2.51	2.48
Business management	0.17	0.24	0.21	0.41	0.41	0.52	0.65	0.51	0.63	0.63	0.57	0.61
Health professions	1.19	1.24	1.46	1.91	1.57	1.94	2.36	2.33	2.19	2.25	2.13	1.97
Other technical/professional ³	0.76	0.70	0.88	0.87	0.83	1.00	0.98	1.01	1.09	1.07	1.05	1.09
Dissimilarity index ²	28.31	25.99	24.08	24.23	25.70	26.41	27.71	28.89	29.20	28.78	28.07	29.14

¹ The female field concentration ratio is calculated as the percentage of females earning degrees who majored in a specific field divided by the percentage of males earning degrees who majored in the same field. For example, the 1996 female to male concentration ratio for a master's degree in education = 35.72/14.11 = 2.53. A value greater than 1 indicates that females are more likely to earn a graduate degree in that field than males, whereas a value less than 1 indicates that females are less likely to earn a graduate degree in that field than males. Includes degrees conferred to U.S. and non-U.S. citizens.

² The dissimilarity index represents the percentage distribution of female students who would need to switch fields of study to match the percentage distribution of male students across fields of study.

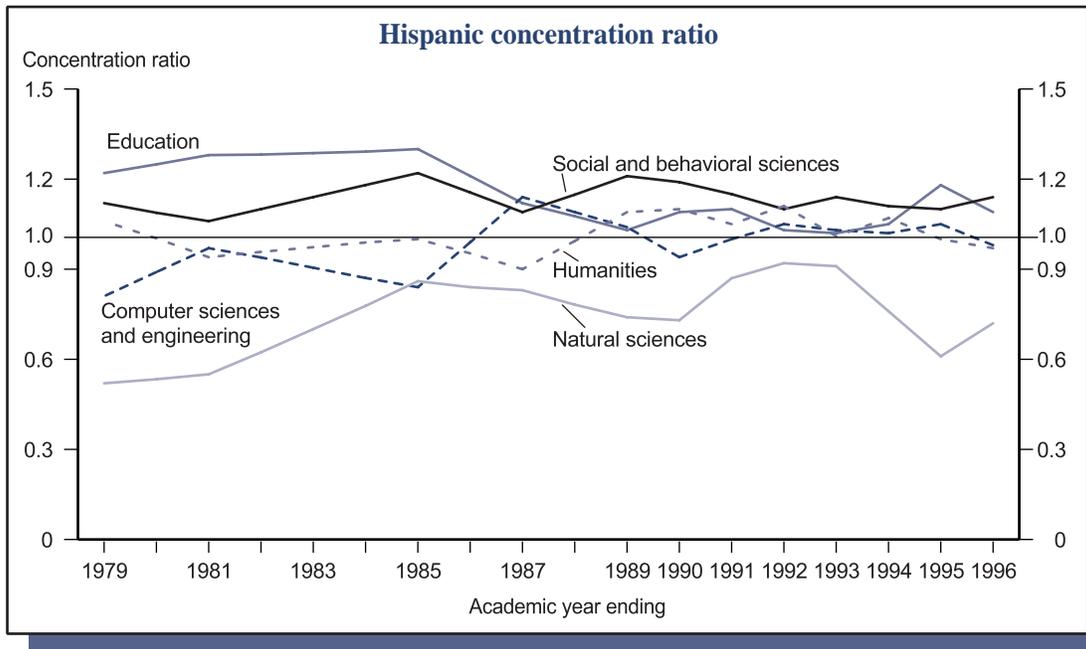
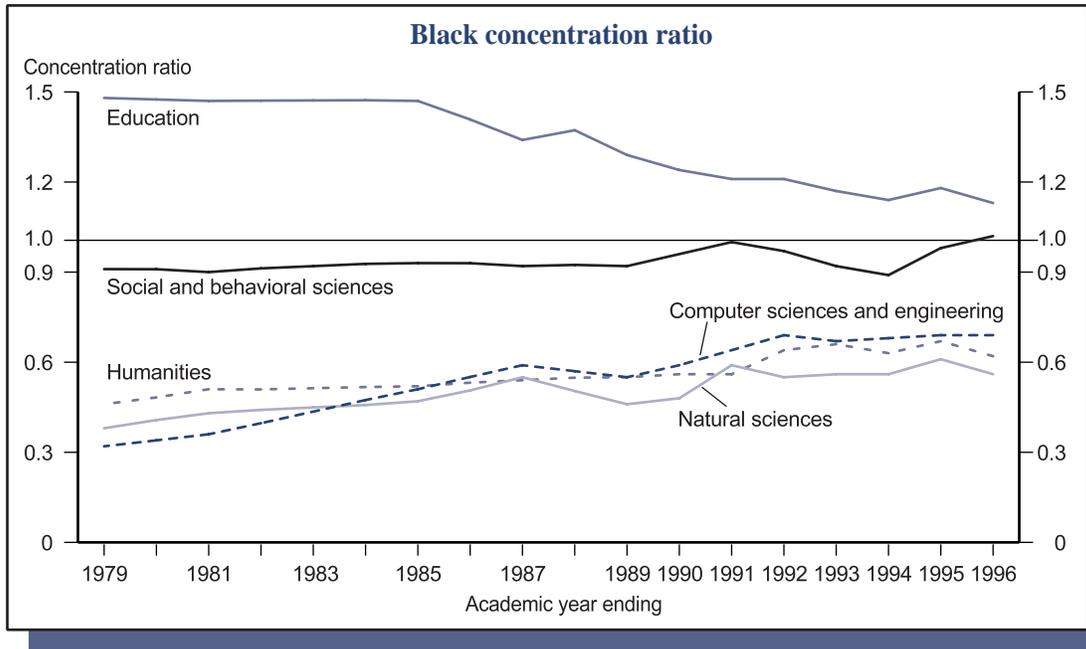
It is calculated as the sum of the absolute difference between the percentages of male and female students majoring in each field divided by 2.

³ Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level.

NOTE: Data for 1988 through 1995 are revised from previously published figures. See the supplemental note to *Indicator 57* for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on IPEDS "Completions" surveys).

Minority field concentration ratio* of master's degrees conferred: Academic years ending 1979-96



* The minority field concentration ratio is calculated as the percentage of a minority group earning master's degrees who majored in a selected field of study divided by the percentage of whites earning master's degrees who majored in the same field. For example, the 1996 black-to-white concentration ratio for education = 33.2/29.3 = 1.13. A value greater than 1 indicates that minority graduates are more likely to major in that field than whites, whereas a value less than 1 indicates that minority graduates are less likely to major in that field than whites.

NOTE: See the supplemental note to *Indicator 57* for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on IPEDS "Completions" surveys).

Educational attainment

Changes in educational attainment over time indicate fluctuations in the demand for skills and knowledge in the work force as well as societal changes. An increase in the overall level of educational attainment can reflect the increasing emphasis society places on completing high school and college. Completing high school or college is an important educational accomplishment that yields many benefits, such as better job opportunities and higher earnings.

- The educational attainment of 25- to 29-year-olds increased between 1971 and 1998. The percentage with a high school diploma or equivalency certificate rose from 78 to 88 percent; the percentage of high school completers with some college rose from 44 to 66 percent; and the percentage of high school completers with a bachelor's degree or higher rose from 22 to 31 percent.
- The educational attainment of blacks ages 25–29 increased across all education levels between 1971 and 1998. During this period, the rates of high school completion became more similar for blacks and whites. In 1971, blacks ages 25–29 completed high school at a rate that was 72 percent of the rate of whites, while in 1998 the high school completion rate for blacks was 94 percent of the rate of whites. In contrast, the gaps in attainment between white and black high school completers with some college remained about the same, and the gap for those with a bachelor's degree or higher widened.
- The educational attainment of Hispanics ages 25–29 increased across all levels between 1971 and 1998. However, despite these increases, the gaps in attainment between Hispanics and whites remained similar at every attainment level during this period.
- In 1971, females ages 25–29 had lower rates of attainment at every education level than their male peers. However, between 1971 and 1998, the educational attainment of females increased at a faster rate than that of males, and by 1998, the attainment rate of females surpassed that of their male peers (see supplemental tables 59-1, 59-2, and 59-3).

Percentage of 25- to 29-year-olds who completed high school and percentage of high school completers with some college or a bachelor's degree or higher, by race-ethnicity: March 1971–98

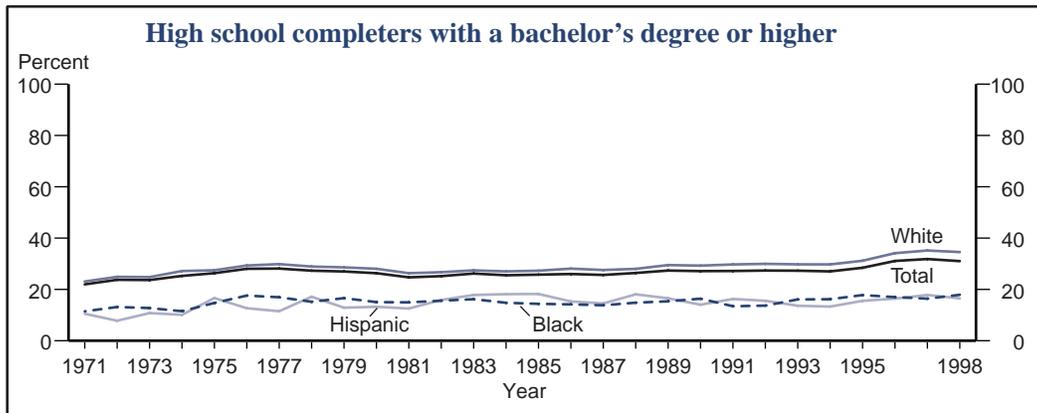
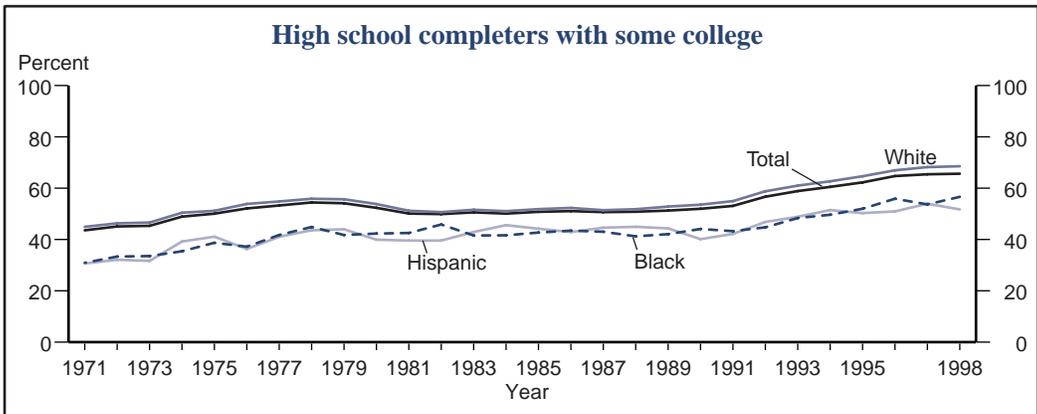
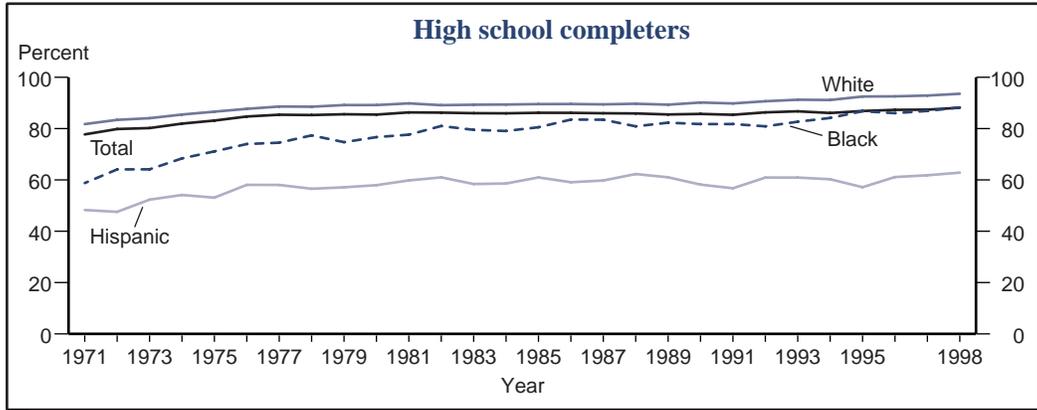
March	High school completers with:											
	Diploma or equivalency certificate				Some college				Bachelor's degree or higher			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1971	77.7	81.7	58.8	48.3	43.6	44.9	30.9	30.6	22.0	23.1	11.5	10.5
1973	80.2	84.0	64.1	52.3	45.3	46.6	33.5	31.6	23.6	24.8	12.7	10.8
1975	83.1	86.6	71.1	53.1	50.1	51.2	38.7	41.1	26.3	27.5	14.7	16.6
1977	85.4	88.6	74.5	58.0	53.2	54.8	41.7	41.1	28.1	29.8	16.9	11.5
1979	85.6	89.2	74.7	57.1	54.1	55.7	41.7	44.0	27.0	28.6	16.6	12.9
1981	86.3	89.8	77.6	59.8	50.1	51.2	42.5	39.6	24.7	26.3	14.9	12.5
1983	86.0	89.3	79.5	58.4	50.6	51.6	41.6	42.9	26.2	27.4	16.2	17.8
1985	86.2	89.5	80.5	61.0	50.8	51.8	42.7	44.2	25.7	27.3	14.4	18.2
1987	86.0	89.4	83.5	59.8	50.7	51.4	43.0	44.6	25.6	27.6	13.8	14.5
1989	85.5	89.3	82.3	61.0	51.3	52.8	42.1	44.3	27.3	29.5	15.4	16.5
1991	85.4	89.8	81.8	56.7	53.1	54.9	43.2	42.2	27.2	29.7	13.4	16.3
1992	86.3	90.6	80.9	60.9	56.7	58.8	44.7	46.8	27.3	30.0	13.7	15.6
1993	86.7	91.2	82.7	60.9	58.9	61.0	48.4	48.8	27.3	29.8	16.1	13.6
1994	86.1	91.1	84.1	60.3	60.5	62.7	49.6	51.5	27.0	29.7	16.2	13.3
1995	86.9	92.5	86.8	57.2	62.2	64.6	52.0	50.3	28.4	31.2	17.8	15.5
1996	87.3	92.6	86.0	61.1	64.7	67.0	55.9	50.9	31.1	34.1	17.0	16.4
1997	87.4	92.9	86.9	61.8	65.4	68.2	53.7	53.9	31.8	35.2	16.4	17.8
1998	88.1	93.6	88.2	62.8	65.6	68.5	56.6	51.7	31.0	34.5	17.9	16.5

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to this indicator for further discussion. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further

discussion. Included in totals but not shown separately are other racial-ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Percentage of 25- to 29-year-olds who completed high school and percentage of high school completers with some college or a bachelor's degree or higher, by race-ethnicity: March 1971-98



NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to this indicator for further discussion. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further

discussion. Included in totals but not shown separately are other racial-ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

International comparisons of educational attainment, by age

The percentage of the population completing secondary and higher education in different countries may be used to compare the skill level of the U.S. work force with that of its economic competitors. In addition, contrasting the educational attainment of the general population with the attainment of younger age cohorts provides a means of comparing progress in the rates of high school and college completion.

- In the United States, the United Kingdom, Germany, and Canada, at least 80 percent of adults ages 25–34 had completed secondary education in 1996. In comparison, only in the United States and Germany had 80 percent or more of adults ages 45–54 completed secondary education. The similarities in secondary educational attainment rates for those ages 25–34 indicate that other countries have gradually caught up to or surpassed the United States in terms of the percentage of their populations completing secondary education (see supplemental table 60-1).
- The United States still ranks first among the large, industrialized countries in terms of higher educational attainment. For both the younger and older generations, adults in the United States had higher rates of higher educational attainment than adults in other countries in 1996. The United States is still likely to retain a lead in higher education over other countries in the future.
- However, while the percentages of the younger generation completing higher education were generally higher than those for the older generation in most of the countries, this was not true for the United States. In the United States, those ages 45–54 had higher educational attainment rates that were slightly greater than the rates of those ages 25–34, which may be due to a more flexible education system in which adults may enroll in and complete higher education at any age.
- About 24 percent of female adults ages 25–64 in the United States completed higher education in 1996 (see supplemental table 60-1). Females ages 25–34 in the United States were also more likely to complete higher education than their female and male peers in other large, industrialized countries (with the exception of males ages 25–34 in Japan).
- Males ages 25–34 in Japan were much more likely to complete higher education than males of the same age in the other large, industrialized countries. Males of the same age in the United States ranked second.

Percentage of the population in large, industrialized countries who completed secondary and higher education, by age, sex, and country: 1996

Country	25–34 years old						25–64 years old	
	Total		Male		Female		Total	
	Secondary education ¹	Higher education						
Canada	84.9	20.1	82.9	19.4	86.9	20.8	76.4	17.3
France ²	74.3	12.4	73.6	11.7	74.9	12.9	60.2	9.7
Germany	86.4	12.9	88.3	14.1	84.4	11.6	81.5	13.1
Italy	52.1	8.3	50.0	8.0	54.3	8.7	38.2	8.1
Japan ³	90.6	22.9	89.3	34.2	91.8	11.5	69.7	13.3
United Kingdom	86.6	15.2	87.5	16.5	85.6	13.8	76.3	12.8
United States	86.9	26.5	85.9	25.9	87.9	27.1	85.7	25.8

¹ Includes individuals who have completed at least secondary education.

² The allocation for individual education level for France was revised in 1996. The result is a reduction in the number of people with upper secondary level qualification and an increase in the number with lower secondary level qualification.

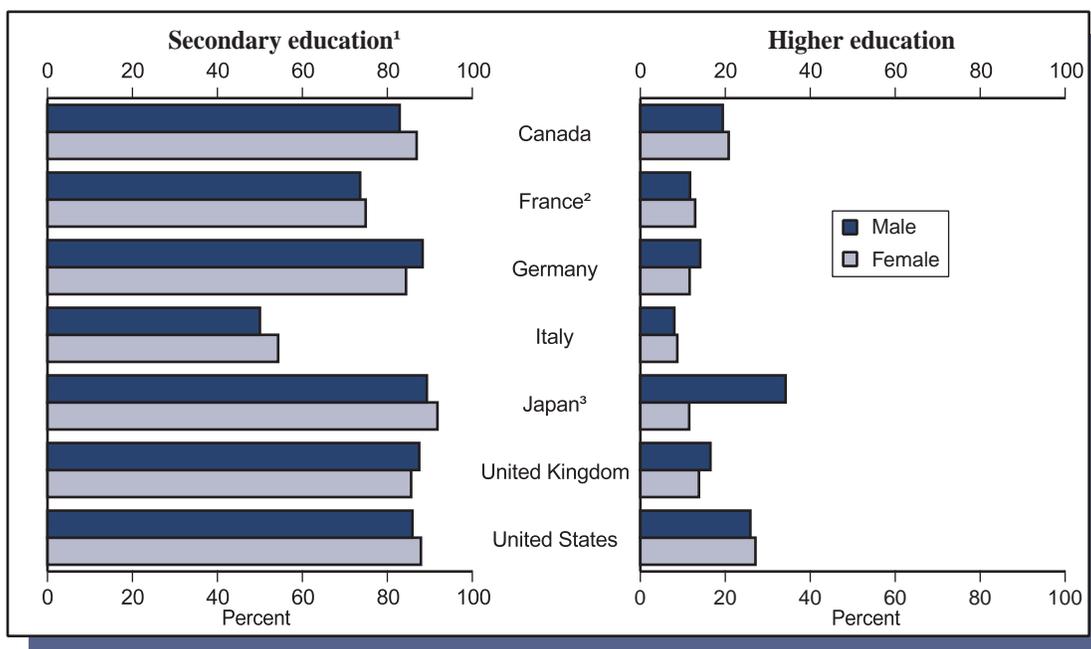
³ Data are for 1989.

NOTE: In the United States, completing secondary education is defined as graduating from high school or earning a GED; completing higher education is defined as earning a bachelor's degree or higher. Individuals for whom educational attainment is unknown are excluded from the analysis.

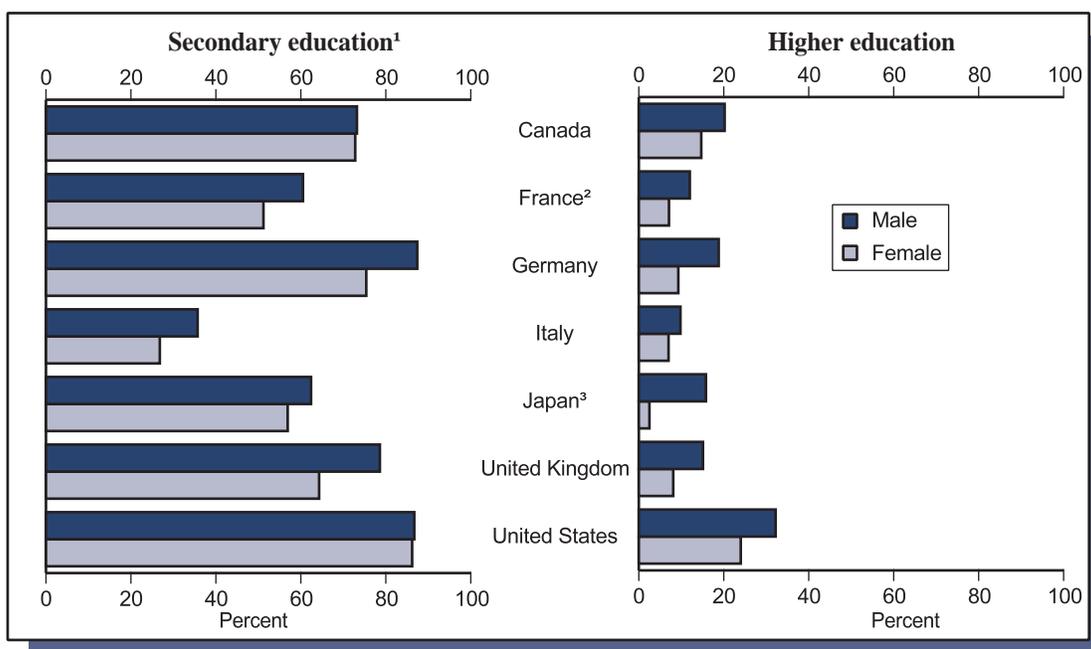
SOURCE: Organisation for Economic Co-operation and Development, INES Project, International Indicators Project.

Percentage of the population in large, industrialized countries who have completed secondary and higher education, by age, sex, and country: 1996

25–34 years old



45–54 years old



¹ Includes individuals who have completed at least secondary education.

² The allocation for individual education level for France was revised in 1996. The result is a reduction in the number of people with upper secondary level qualification and an increase in the number with lower secondary level qualification.

³ Data are for 1989.

NOTE: In the United States, completing secondary education is defined as graduating from high school or earning a GED; completing higher education is defined as earning a bachelor's degree or higher. Individuals for whom educational attainment is unknown are excluded from the analysis.

SOURCE: Organisation for Economic Co-operation and Development, INES Project, International Indicators Project.

