

Section I

Participation in Education





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Summary: Participation in Education

Many educational opportunities are available to children and adults in the United States. Preprimary education prepares young children socially and academically for first grade; elementary and secondary education provide skills that prepare young people to become productive members of society; and postsecondary education provides opportunities for individuals to gain advanced knowledge and skills either immediately after high school or later in life. In addition, many adults participate in learning activities to upgrade work-related skills, change their careers, or expand their personal interests.

The effects of formal education are related to the degree of participation, as shown in studies of returns to education (*Indicator 23*), participation in civic activities (*Indicator 22*), and even personal health (NCES 93–290). Thus, the extent to which individuals and groups have access to educational opportunities and how they progress through various levels is important to monitor.

Participation in education changes as a result of both fluctuations in population and rates of enrollment in a population group. These changes in enrollment can affect the resources, such as qualified teachers, physical facilities, and funding levels, required to provide a quality education for the Nation's students. In addition, differences in enrollments among racial-ethnic or family income groups can provide insight into inequality of access and participation, areas that are of concern for many educational reform efforts.

EARLY CHILDHOOD PROGRAMS

Participation in early childhood programs, such as nursery school, prekindergarten, Head Start, or kindergarten, can help prepare children to enter first grade. Enrollment rates in such preprimary programs rose from 38 percent of the population ages 3–5 in 1970 to 65 percent

in 1998 (*Indicator 1*). This increase may be attributed to a combination of factors, including increases in both the percentage of working mothers and funding for child care from public and private sources (Goodman 1995).

Rates of enrollment in preprimary education programs vary by the child's age, race-ethnicity, and family poverty level. In 1999, 46 percent of 3-year-olds, 70 percent of 4-year-olds, and 93 percent of 5-year-olds were enrolled in preprimary education programs. Black children ages 3, 4, or 5 were more likely than their white or Hispanic peers to be enrolled in preprimary education. Poverty was a factor in rates of enrollment for white children, with poor white children ages 3 or 4 less likely to be enrolled than their counterparts who were nonpoor (*Indicator 2*).

ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT

Since enrollment at the elementary and secondary levels is mandatory, changes in enrollment are driven by changes in the size of the school-age population. This school-age population size fluctuates due to changes in birth rates, immigration, and other factors. In the aftermath of the baby boom era, for example, total enrollments declined in the 1970s and early 1980s but have increased since then as a result of the "baby boom echo" (NCES 98–039). Enrollments in public elementary and secondary schools reached 43.2 million in 1999. Projections through 2009 suggest that enrollments for grades 1–8 will decrease slightly, but enrollments for grades 9–12 will increase by an estimated 1.2 million students (*Indicator 3*).

Growth in elementary and secondary school enrollments will not be uniform across regions of the country. Public schools in the Midwest and Northeast will experience decreases in their share of total enrollment in the next decade, while schools in the South and West will expe-



Summary: Participation in Education

rience increases (see *Indicator 3*). In addition to facing an all-time high in student enrollment, schools in the West serve an increasingly heterogeneous student body. Between 1972 and 1998, for example, the percentage of students in the West who were Hispanic rose from 15 to 30 percent of the total. In 1998, 48 percent of students in public elementary and secondary schools in the West were minority students (*Indicator 4*).

ENROLLMENTS IN POSTSECONDARY EDUCATION

Because postsecondary education is voluntary, changes in total enrollments reflect changes in population size, enrollment rates, and the perceived availability and value of higher education. Total postsecondary enrollments for adults ages 18–24 generally increased over the past three decades as a result of population increases in the 1970s and higher rates of enrollment in the 1980s and 1990s (*Indicator 1*). These recent increases in enrollment may be associated with the rising importance of postsecondary education in the job market. Over the next decade, the strongest job growth is expected to be for occupations requiring at least an associate's degree (Braddock 1999). Enrollments in higher education are also projected to continue to increase in the next decade (*Indicator 7*).

Projections for the next decade suggest that changes in enrollments will not be uniform for all groups. Full-time enrollments are expected to increase at least three times as fast as part-time enrollments; while enrollments at 4-year institutions are expected to grow at least one and one-half times as fast as enrollments at 2-year institutions. The enrollments of women, which now exceed those of men, are projected to continue to grow at a somewhat faster rate than the enrollments of men (*Indicator 7*). During the past two decades, higher education, like elementary and secondary education, has

become increasingly heterogeneous. Minority enrollments at the undergraduate level increased at all types of institutions over the past 20 years. By 1995–96, the last year for which data are available, minority enrollments represented 26 percent of all enrollments. Much of this change is due to the increased enrollment of Asian/Pacific Islander and Hispanic students (*Indicator 8*).

PARTICIPATION IN ADULT LEARNING

During the past decade, the rate of participation in adult education increased. The total proportion of adults ages 18 and older who participated in adult education in the previous 12 months increased from 38 percent to 50 percent between 1991 and 1999. Most of the enrollments in adult learning occur outside the formal education system, particularly among older adults (*Indicator 10*).

CONCLUSIONS

Education plays an increasing role in people's lives. Enrollment rates have increased for people not already in mandatory educational programs; nonetheless, growth has not been uniform, and some differences remain. Although preprimary enrollments have been increasing, not all groups are well represented, especially white children in poverty. For elementary and secondary schools, one of the largest increases in the number and diversity of students has occurred, and is projected to continue to occur, in the West. In institutions of higher education growth is expected to continue in the next decade, but not for all types of institutions or groups. Four-year institutions and full-time programs will experience these increases to a greater extent. While adult education has experienced growth across different age, sex, and racial-ethnic groups, the gap between men and women in postsecondary education is expected to increase favoring women.

All Ages

Educational Enrollment Rates, by Age

The largest increases in the percentage of the population enrolled in school since 1970 have been in preprimary education among 3- to 5-year-olds and in higher education institutions among 18- to 24-year-olds.

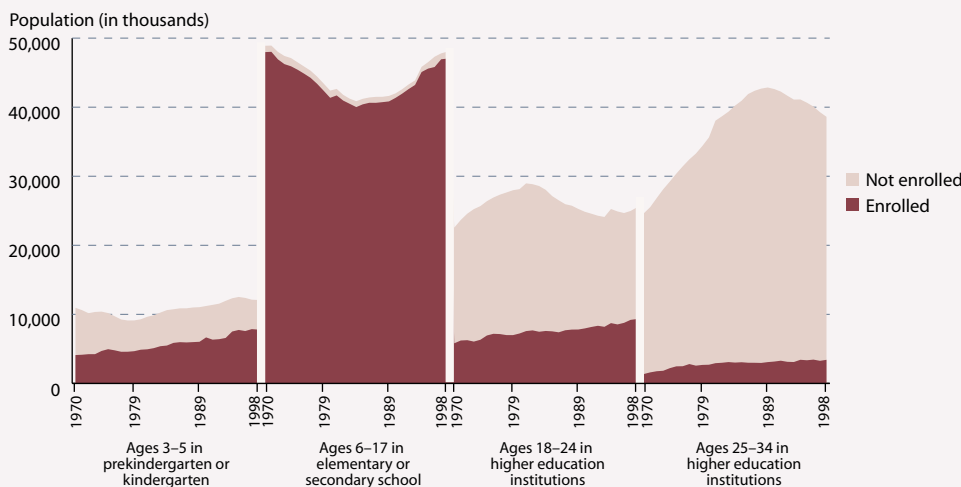
Changes in total enrollments have implications for the demand for educational resources. Enrollments change due to fluctuations in population size and rates of enrollment. A shift in the rate of enrollment implies a change in the enrollment behavior of the population, which, in turn, may reflect changes in the perceived value of formal education or the time taken to complete degrees.

Between 1970 and 1998, enrollment rates for 3- to 5-year-olds in prekindergarten and kindergarten increased more than those for any other age group, rising from 38 to 65 percent (see supplemental table 1-1). In the 1970s, there was a decrease in the population of 3- to 5-year-olds, but the population growth of the 1980s and 1990s helped total enrollment increase.

Total enrollments for 6- to 17-year-olds in elementary and secondary education declined in the 1970s, but increased in the 1990s due to changes in the population. During this period, enrollment rates were stable at about 98 percent (see supplemental table 1-1).

In the 1970s, the number of 18- to 24-year-olds enrolled in higher education institutions taking classes for credit grew due to a population increase. In the 1980s, growth in total enrollments was a result of an increase in enrollment rates, from 26 percent in 1980 to 31 percent in 1989 (see supplemental table 1-1). Also, increased enrollment rates partly explained enrollment growth in the 1990s. For 25- to 34-year-old students, rates of enrollment were lower and increased at a slower pace since 1980 than for 18- to 24-year-olds.

EDUCATION ENROLLMENT: Number of enrolled and not enrolled people ages 3 to 34 years old, by level: October 1970–98



NOTE: Prekindergarten includes only nursery schools. "Higher education" includes regular programs in 2- and 4-year colleges and universities. Comparable data were not available for children ages 3 and 4 in 1990 due to changes in survey procedures. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Enrollment estimates exclude the following: children ages 3–5 enrolled in elementary school or higher; children ages 6–17 enrolled in prekindergarten, kindergarten, or higher education institutions; and adults ages 18–34 enrolled in school below the higher education institution level. These groups are included in the estimates for "not enrolled."

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1970–98.

FOR MORE INFORMATION:

Supplemental Note 1

Supplemental Tables 1-1, 1-2





Preprimary Education

Enrollment in Preprimary Education

Preprimary enrollment rates for 4- and 5-year-olds were higher in 1999 than in 1991. Black children enrolled in preprimary education at higher rates than white and Hispanic children. Enrollment rates for black children in poverty generally exceeded those of white and Hispanic children in poverty.

Participating in preprimary education programs such as Head Start, nursery school, prekindergarten, and kindergarten can help a child prepare for school. In 1999, 70 percent of 4-year-olds and 93 percent of 5-year-olds were enrolled in preprimary education, up from 62 and 90 percent, respectively, in 1991. Enrollment rates for 3-year-olds were similar in 1991 and 1999 (43 and 46 percent, respectively) (see supplemental table 2-1). In 1999, younger children enrolled in preprimary education were concentrated in center-based programs, while 5-year-olds were mostly enrolled in kindergarten.

In 1999, black children were more likely to be enrolled in preprimary education than white or Hispanic children. For example, 60 percent of black 3-year-olds were enrolled in center-based programs or kindergarten, compared with 47 and 26 percent of whites and Hispanic

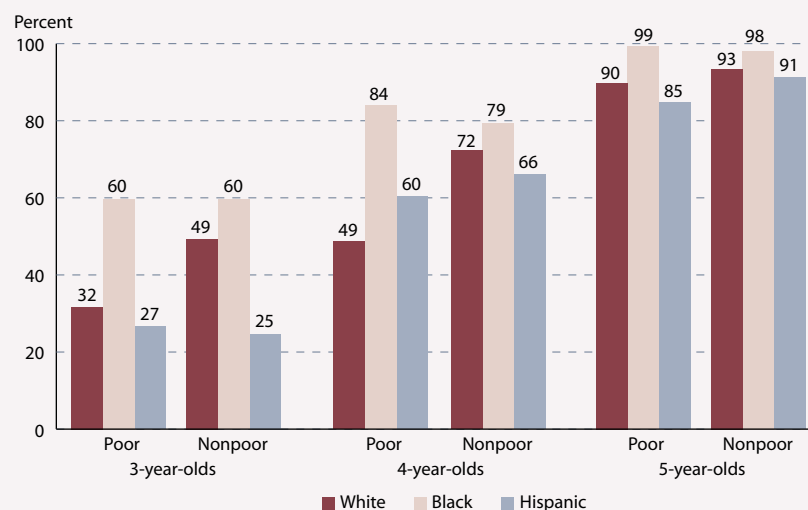
ics, respectively (see supplemental table 2-1). Black 3- and 4-year-olds in poverty were also more likely to be enrolled in preprimary education than their white and Hispanic peers. Poor and nonpoor blacks had similar enrollment rates, as did poor and nonpoor Hispanics. In contrast, poor white 3- and 4-year-olds were less likely to be enrolled than nonpoor white children in this age group.

Other factors associated with children's enrollment in preprimary education are parents' highest level of education and household income. As parents' education increases, so do their children's enrollment rates in preprimary education. In addition, children in households with an annual income of more than \$50,000 are generally more likely to be enrolled in preprimary education than children in households with lower annual incomes (see supplemental tables 2-1 and 2-2).

NOTE: This analysis includes children ages 3–5 who were not enrolled in first grade. See the glossary for definitions of center-based programs and kindergarten. Age is as of December 31, 1998. The poverty measure combines information about household income and household size.

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent Interview Component).

ENROLLMENT IN PREPRIMARY EDUCATION: Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by race-ethnicity and poverty status: 1999



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



Elementary/Secondary Education

Past and Projected Elementary and Secondary School Enrollment

Public elementary and secondary school enrollment is projected to reach 43.5 million in 2000, and to increase further in subsequent years. The West will experience the majority of this growth in the student population.

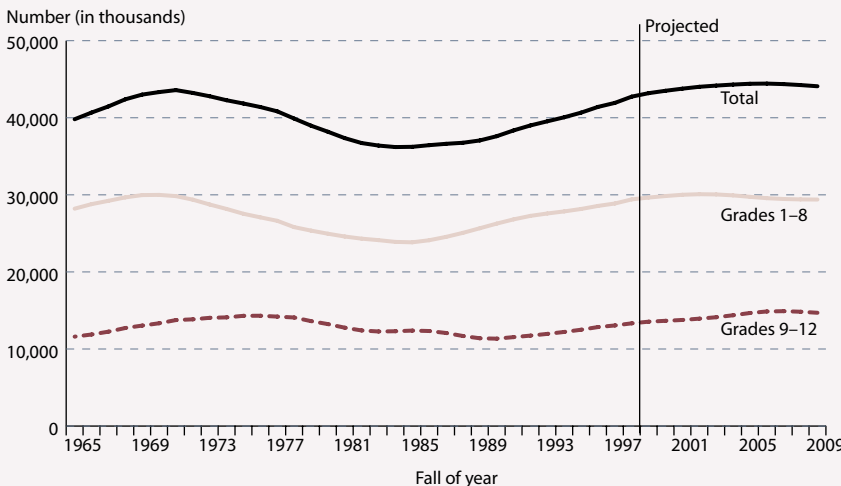
The baby boom echo, the 25 percent increase in the Nation's birthrate that began in the mid-1970s and peaked in 1990, and rising immigration have increased school enrollment. Growing enrollments, in turn, increase the need for new schools, qualified teachers, and money to fund education.

After declining during the 1970s and early 1980s, public school enrollment for grades 1–12 increased during the latter part of the 1980s and the 1990s, reaching 43.2 million in 1999. It is projected to be 43.5 million in fall 2000. Public enrollment for grades 1–12 is projected to continue increasing through the first half of this decade to an all-time high of 44.4 million students in 2006, and then to begin declining slightly. Between 1999 and 2009, enrollment in grades 1–8 is projected to decrease slightly, whereas enrollment in grades 9–12 is projected to increase about 9 percent. Between 1999 and 2009, public enrollment in grades 1–12 is expected to decrease in the Northeast and Midwest, and to increase in the South and West (see supplemental tables 3-1 and 3-2).

The regional distribution of students in public schools has changed since the 1970s, with a large increase in the total share of enrollment occurring in the West. Declining shares of enrollment for the Northeast and Midwest are projected through 2009, whereas increases are expected for the West and South. These changes coincide with increased population growth in the West and South compared with other regions.

Private school enrollment for grades 1–12 was higher in 1997–98 than in 1989–90. Between these years, private school enrollment increased in both the South and West, remained similar in the Midwest, and decreased in the Northeast. Despite increases in enrollment in the West, private enrollment for grades 1–12 was lowest in the West and highest in the South in 1997–98 (see supplemental table 3-3).

SCHOOL ENROLLMENT: Public elementary and secondary school enrollment, by grade level: Fall 1965–2009



SOURCE: U.S. Department of Education, NCES. Common Core of Data, various years, and *Projections of Education Statistics to 2009* (NCES 1999-038), 1999.

FOR MORE INFORMATION:

Supplemental Note 4
Supplemental Tables 3-1, 3-2, 3-3
U.S. Department of Education 1999





Elementary/Secondary Education

Racial-Ethnic Distribution of Public School Students

Hispanic students are the fastest growing student group in the Nation's elementary and secondary schools.

Changes in the racial-ethnic composition of student enrollments can alter the amount of diversity of language and culture in the Nation's schools. Although variety in student backgrounds can enhance the learning environment, it can also create new or increased challenges for schools to accommodate the needs of a wide variety of students. Knowledge of these shifts in the racial-ethnic distribution of public school students in grades 1–12 may help schools plan for this change.

In 1998, 37 percent of public school students enrolled in these grades were considered to be part of a minority group, an increase of 15 percentage points from 1972. This increase was largely due to the growth in the proportion of students who were Hispanic. In 1998, black and Hispanic students accounted for 17 and 15 percent of the public school enrollment, up 2 and 9 percentage points, respectively, from 1972. The percentage of students from other racial-ethnic groups also increased, from 1 per-

cent in 1972 to 5 percent in 1998 (see supplemental table 4-1).

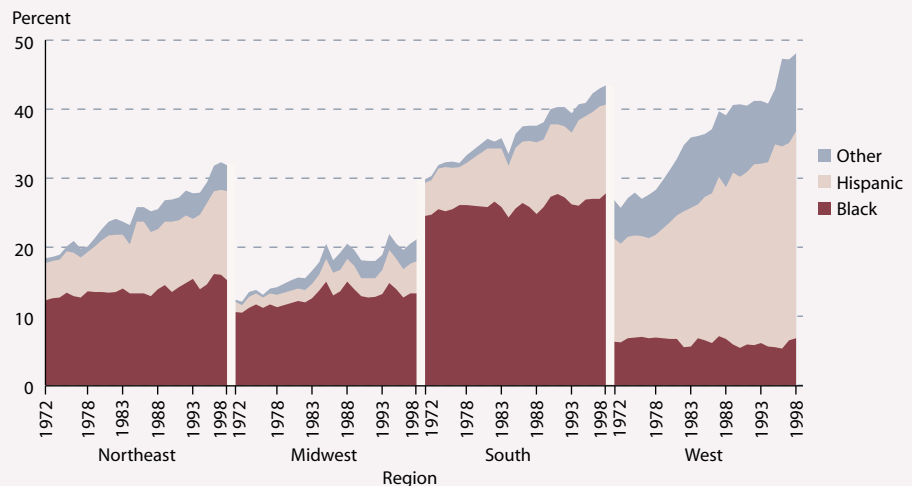
Although minority students made up almost 40 percent of the total public school population in 1998, their enrollment differed by region. In 1998, the largest concentration of minority students was in the West, where 48 percent of students in public elementary and secondary schools were minority. The Midwest had the lowest proportion of minority students (21 percent) (see supplemental table 4-2).

Among all public school students in 1998, the proportion of students in the South who were black (28 percent) was higher than the proportion who were black in other regions (7 to 15 percent). In the West, Hispanic students accounted for 30 percent of the student body (up from 15 percent in 1972). In contrast, in 1998, Hispanic students represented 5 percent of all students in public elementary and secondary schools in the Midwest (see supplemental table 4-2).

NOTE: Data not available for 1979 and 1980. In 1994, the methodology for the Current Population Survey (CPS) was changed and weights were adjusted.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–98.

ENROLLMENT: Percentage of public school students enrolled in grades 1–12 who were minorities, by region: October 1972–98



FOR MORE INFORMATION:
Supplemental Notes 1, 3, 4
Supplemental Tables 4-1, 4-2

Elementary/Secondary Education

Parental Education, by Race-Ethnicity

The gap in the percentages of white and black children whose parents have at least a high school education narrowed over the past 25 years.

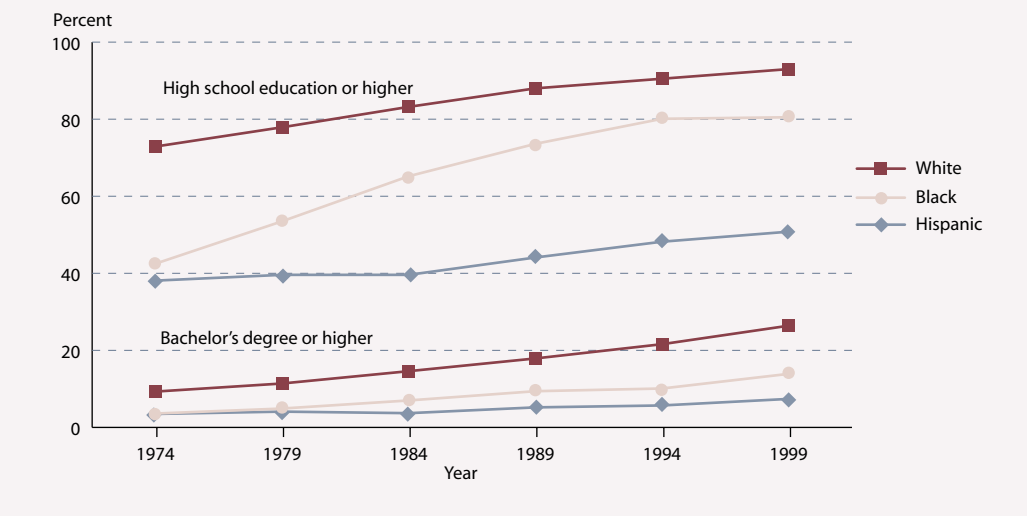
Parents' educational attainment is related to student achievement and other dimensions of educational participation and outcomes (Grissmer et al. 1994). In 1999, a higher percentage of white children compared with black and Hispanic children ages 6–18 had parents who had attained at least a high school education. The same is true for the percentage who had attained at least a bachelor's degree.

Between 1974 and 1999, the percentage of children ages 6–18 whose parents had at least a high school education increased among all racial-ethnic groups. However, the rates of increase differed by racial-ethnic groups. While fewer black children ages 6–18 had parents who completed at least a high school education compared with their white peers, the attainment gap between the percentage of white and black children whose parents attained this level of education narrowed considerably between 1974 and 1999. This large reduction in the gap was due to a large increase in the per-

centage of black children with parents who attained at least a high school education compared with their white peers. In contrast, the gap between the percentages of white and Hispanic children whose mothers attained at least a high school education did not change, while the gap between the percentages of white and Hispanic children whose fathers attained this level of education increased (see supplemental table 5-1).

Patterns in the bachelor's degree attainment of parents are different from those in high school attainment. Although more black and Hispanic 6- to 18-year-olds had mothers who had attained at least a bachelor's degree in 1999 than in 1974, the gap in the percentages of white and black and white and Hispanic 6- to 18-year-olds whose parents had at least a bachelor's degree increased in the past 25 years, with the exception of the gap between the fathers of black and white children, which did not change (see supplemental table 5-1).

PARENTAL EDUCATION: Percentage of 6- to 18-year-olds with mothers who completed at least high school or a bachelor's degree or more: 1974–99



NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. Information on parents' educational attainment is available only for those parents who live in the same household with their child.

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

FOR MORE INFORMATION:
 Supplemental Notes 1, 3
 Supplemental Table 5-1
 Grissmer et al. 1994





Elementary/Secondary Education

Language Spoken at Home by Hispanic Students

Hispanic students whose mothers were born outside the United States were more likely to speak mostly Spanish at home than their peers whose mothers were U.S.-born. These Hispanic students of foreign-born mothers were less likely to speak mostly Spanish at home if they were in the higher grades.

One of the challenges currently facing many schools is providing equal educational opportunities to students from various cultural backgrounds, including those who are not proficient in English. In 1999, 14 percent of all students enrolled in grades K–12 were Hispanic students (see supplemental table 6-1). Many Hispanics speak Spanish, and many Spanish speakers report being limited English proficient (NCES 98–013). Information on the language and demographic backgrounds of Hispanic students may help schools develop programs to address the needs of these students.

While over half of Hispanic students spoke mostly English at home, language usage varied according to their mothers' place of birth. Nearly 90 percent of the students whose mothers were born in the United States spoke mostly English at home, while 28 percent of the students whose mothers were not U.S.-born did so (see supplemental table 6-3). Among students whose mothers were born outside the United States, those enrolled in higher grades (6–8 or 9–12) were less likely to speak mostly Spanish at home than their peers in grades K–5.

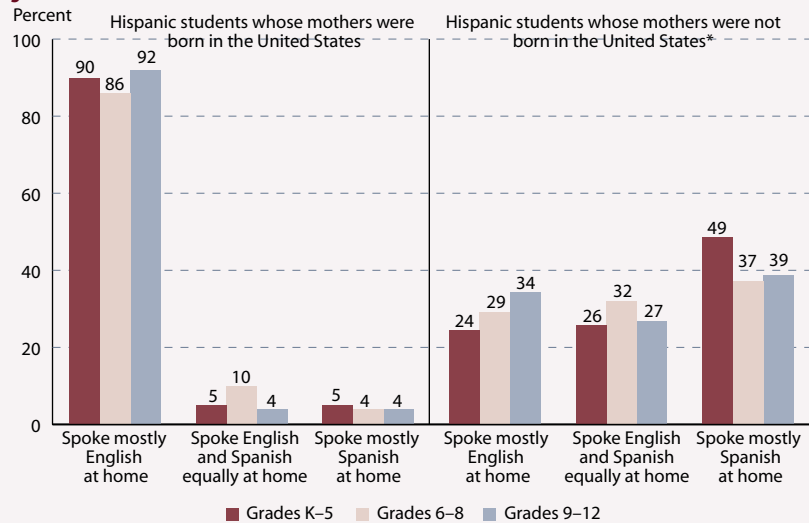
In 1999, 57 percent of Hispanic students in grades K–12 spoke mostly English at home, 25 percent spoke mostly Spanish, and 17 percent spoke English and Spanish equally (see supplemental table 6-2). Hispanic students who were enrolled in grades K–5 were more likely than those enrolled in higher grades (6–8 or 9–12) to speak mostly Spanish at home (28 versus 21 and 22 percent, respectively).

Hispanic students who spoke mostly Spanish at home had parents who had less education than those who spoke mostly English at home. For example, 49 percent of Hispanic students who spoke mostly Spanish at home had parents with a high school education or higher, compared with 83 percent who spoke mostly English at home (see supplemental table 6-4).

* Information is not available for Hispanic students who did not live with their mothers.

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent Interview Component).

LANGUAGE SPOKEN AT HOME: Percentage of Hispanic students who spoke English or Spanish at home, by mother's place of birth and grade level: 1999



FOR MORE INFORMATION:
 Supplemental Notes 2, 3
 Supplemental Tables 6-1, 6-2,
 6-3, 6-4
 NCES 1998–013

Undergraduate Education

Past and Projected Postsecondary Enrollments

Although part-time and 2-year enrollments displayed more rapid growth in the 1970s, future growth is expected to be greater in full-time and 4-year enrollments. Women's enrollment is expected to continue increasing faster than that of men.

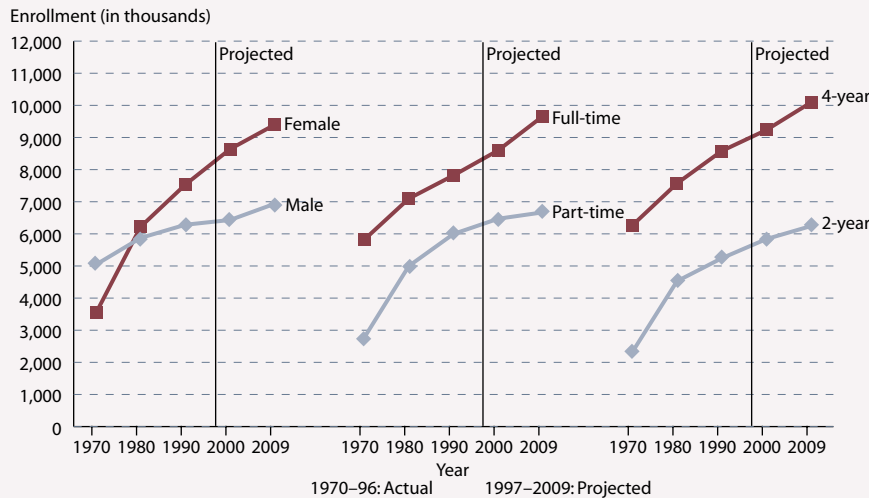
Total enrollments in degree-granting 2- and 4-year postsecondary institutions generally increased in the past three decades and are projected to increase into the next decade. These increases in enrollment have been accompanied by changes in the enrollment status of students, the type of institution attended, and the proportion of enrolled students who are women.

In the past, more students who enrolled in degree-granting 2- and 4-year postsecondary institutions were enrolled full time than part time, a pattern that is expected to continue in the future. In the 1970s, part-time enrollment increased at a faster rate than did full-time enrollment, but the majority of students were still enrolled full time. Although growth during the 1980s and 1990s was similar for both groups, the rate of growth for full-time enrollment in the next decade is expected to increase at least three and-one-half times the rate of part-time enrollment (see supplemental table 7-1).

More students attend 4-year institutions than 2-year institutions. After strong growth in the 1970s, the rate of increase in 2-year enrollment slowed and is expected to grow at about the same rate in the next decade. Four-year enrollment has consistently increased over the past three decades and is expected to increase at a rate at least one and a-half times the rate of 2-year enrollment in the next decade (see supplemental table 7-1).

The total number of women enrolled in degree-granting 2- and 4-year postsecondary institutions exceeded the number of men enrolled by 1980. Since the 1970s, women's enrollment has increased faster than men's, which varied in the 1980s and 1990s. Men's enrollment is projected to increase in the next decade, but women's enrollment is projected to grow at a faster rate. As a result, the number and proportion of students in higher education who are women are projected to reach new highs in the next decade.

POSTSECONDARY ENROLLMENT: Total enrollment in degree-granting 2- and 4-year postsecondary education institutions, with projections, by sex, enrollment status and level: Fall 1970–2009



SOURCE: U. S. Department of Education, NCES. *Digest of Education Statistics 1998* (NCES 1999–036), 1999, and *Projections of Education Statistics to 2009* (NCES 1999–038), 1999.

FOR MORE INFORMATION:
Supplemental Note 5
Supplemental Table 7-1





Undergraduate Education

Undergraduate Enrollment of Minority Students

Minority enrollments at the undergraduate level have increased at all types of institutions in the past 20 years. In fall 1995, the percentages of minority student enrollments were highest within Associate of Arts Colleges among all types of higher education institutions.

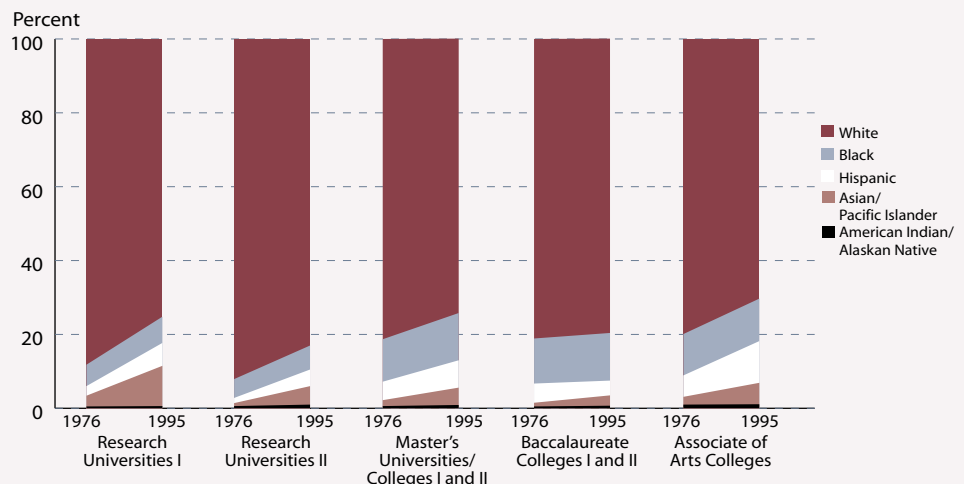
The student body at the Nation's colleges and universities has become increasingly heterogeneous since 1976. Excluding nonresident aliens, minority enrollments increased from 17 percent of all undergraduate students in fall 1976 to 26 percent in fall 1995. This rise was primarily due to the increased enrollment of Asian/Pacific Islander and Hispanic students. The enrollment for both groups increased by 4 percentage points between fall 1976 and fall 1995. In fall 1976, blacks accounted for 10 percent of undergraduate enrollments; Hispanics, 5 percent; Asians/Pacific Islanders, 2 percent; and American Indians/Alaskan Natives, 1 percent. In fall 1995, black undergraduates accounted for 11 percent of the total enrollment at colleges and universities. Hispanics represented 8 percent of enrolled undergraduate students; Asians/Pacific Islanders, 6 percent; and American Indians/Alaskan Natives, 1 percent (see supplemental table 8-1).

Enrollments within the various types of institutions varied according to the student's race-ethnicity. In fall 1995, Asians/Pacific Islanders constituted the largest proportion of minority students at Research Universities I, with 11 percent of the undergraduate enrollment. At Associate of Arts Colleges, black and Hispanic students, each with at least 11 percent of total enrollment, had the highest proportion of enrollment compared with other minority groups. At the remaining institutional types, blacks had a higher proportion of enrollments than did all other minority groups. Overall, minority students represented a greater proportion of the student body at the Associate of Arts Colleges and a smaller proportion at Research Universities II (29 versus 17 percent) (see supplemental table 8-1).

NOTE: For 1976–77 data students whose race-ethnicity was unknown were excluded from the analysis. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. 1976 Higher Education General Information Survey (HEGIS) and 1995 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys.

UNDERGRADUATE ENROLLMENT: Percentage distribution of undergraduate enrollment in postsecondary education institutions, by race-ethnicity: Fall 1976 and fall 1995



FOR MORE INFORMATION:
Supplemental Notes 3, 4, 5
Supplemental Table 8-1

Graduate and Professional Education

Graduate/Professional Enrollment and Employment

Graduate and first-professional students in different degree programs combine school and work in very different ways.

Graduate and first-professional programs form an important segment of higher education, with 2.8 million students enrolled during the 1995–96 academic year. Just over half of them (56 percent) were enrolled in master's degree programs. Another 12 percent each were enrolled in doctoral and first-professional degree programs, and the remaining 20 percent in post-baccalaureate certificate or nondegree programs (NCES 98–083). Attendance patterns and focus on school or work as the primary activity varied considerably with level and specific degree program.

Graduate study at the master's level is primarily a part-time activity. Most students enrolled less than full time for the full year and worked while enrolled (many full time). Among MBA and education master's students who worked, most considered themselves primarily employees rather than students (85 and 75 percent,

respectively). Students in other master's-level programs were just as likely to work, but more likely to consider themselves primarily students (57 percent).

About half of Ph.D. students enrolled full time for the full year. Although the majority of all Ph.D. students worked while enrolled, 80 percent of those who worked nevertheless considered themselves primarily students. The pattern for Ed.D. students was different. Relatively few Ed.D. students enrolled full time, full year (16 percent), and most of those who worked considered themselves primarily employees (82 percent).

Students in law or medicine were much more likely than master's or doctoral students to enroll full time, full year and less likely to work while enrolled. When they did work, most considered themselves primarily students.

ENROLLMENT AND EMPLOYMENT: Percentage distribution of graduate and first-professional students according to selected enrollment and employment characteristics: Academic year 1995–96

Enrollment and employment characteristics	M.A.T., M.Ed., M.A./M.S. in education		M.A./M.S. (except education)	Ph.D.	Ed.D.	M.D.	Law (LL.B. or J.D.)
	M.B.A.						
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Attendance pattern							
Full-time, full-year ¹	24.0	15.9	27.8	51.3	15.7	92.7	77.4
Part-time, full-year	46.7	45.0	39.5	36.3	49.3	1.6	14.3
Other	29.3	39.1	32.7	12.4	35.0	5.5	8.3
Employment status²							
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 meeting 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

¹ Excluding summer.

² Research assistantships are considered employment. Full-time employment is 35 hours or more per week.

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

SOURCE: U.S. Department of Education, NCES, National Postsecondary Student Aid Study (NPSAS: 1996), Graduate Data Analysis System.

FOR MORE INFORMATION:
NCES 98–083





Adult Learning

Participation in Adult Learning

Participation in adult learning was higher in 1999 than in 1991. Younger adults tended to participate in credential programs, whereas older adults were more likely to participate in other types of activities.

In an age of rapid technological and economic change, lifelong learning can provide benefits for individuals and for society as a whole. Participation in learning activities increased from 38 percent of those in the population age 18 or older in 1991 to 50 percent in 1999 (see supplemental table 10-1). These learning activities included participation in credential programs in a postsecondary institution or some other kind of organization, work-related learning other than a credential program, basic skills training, learning English as a Second Language, apprenticeships, and learning for purposes of personal development.

For those ages 18–44, participation in credential programs leading to a college degree, diploma, or certificate from a postsecondary institution generally decreases with age, while participation in all other kinds of adult learning activities increases with age. At ages 21–22, 50 percent of the population participated in a postsecondary credential program¹ compared with 22 percent in all other types of adult

learning activities in 1999. At ages 43–44, 7 percent of adults participated in credential programs in postsecondary institutions, and 48 percent participated in other types of learning activities.

The most common provider varied, depending on the type of learning activity in which the adult engaged. In 1999, among those who participated in credential courses of all kinds, 75 percent took courses from a postsecondary institution. At least half of those who participated in work-related courses took courses given by businesses or professional associations. Among adults who took courses for personal development, private organizations were the most likely providers (48 percent) (see supplemental table 10-2).

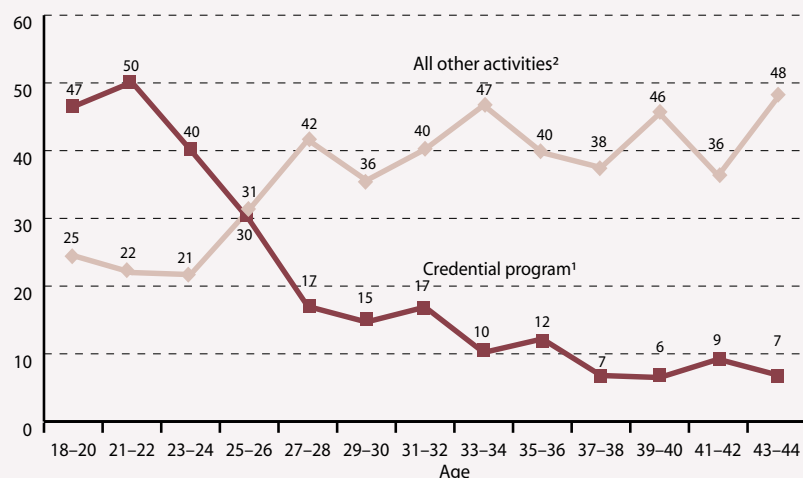
In 1999, adults with a bachelor's degree (65 percent) who were age 18 or older were more likely than those with only a high school degree (41 percent) to participate in a learning activity (see supplemental table 10-1).

¹ Includes both part- and full-time participation in postsecondary institutions leading to a college degree, diploma, or certificate.

² Includes participation in apprenticeships, courses for basic skills, personal development, English as a Second Language, work-related courses, and credential programs in organizations other than postsecondary institutions.

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Adult Education Component).

ADULT LEARNING: Percentage of adults ages 18–44 who participated in credential or other types of learning programs in the past 12 months: 1999



FOR MORE INFORMATION:
Supplemental Tables 10-1, 10-2
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