

## 5. Social and Educational Environments

- 5.1 Parental Education
- 5.2 Language
- 5.3 Learning Opportunities at Home
- 5.4 Principal and Teacher Perceptions

This section examines the social and educational environments for learning. It begins with the contributions made by parents and others to support the education of their children. The resources and support that children receive outside of school from parents and others complement, reinforce, and add to their school experiences. This section includes indicators about parental educational attainment, language spoken at home, and literacy material available at home. This section also includes an indicator that compares goals of school principals and problem issues perceived by teachers in Bureau of Indian Affairs (BIA) schools with those in other public schools.

At least four risk factors are associated with children's future academic and socioeconomic outcomes: living in a single-parent family, living

in a family on welfare or receiving food stamps, having a mother who has less than a high school education, and having parents whose primary language is a language other than English. The early reading and mathematics skills of children with at least one of these risk factors tend to lag behind those of children with no risk factors. Furthermore, these risk factors are considerably more common among children from racial/ethnic minorities than among children from White families (U.S. Department of Education 2001). As outlined in Chapter 1, American Indian/Alaska Native children are more likely to live in a single-parent family or in poverty than White children. The other risk factors—a mother who has less than a high school education and parents whose primary language is a language other than English—will be discussed in this chapter.

## 5.1 Parental Education

*About 84 percent of American Indian/Alaska Native children ages 6 to 18 have mothers who have attained at least a high school education.*

Parents' educational attainment has been identified as one of several factors positively related to children's academic achievement and socioeconomic levels (Grissmer et al. 1994). In 2003, the percentage of American Indian/Alaska Native children ages 6 to 18 who had a mother who had attained a high school education was similar to the percentage of Black children ages 6 to 18 (both 84 percent). Both Black and American Indian/Alaska Native children ages 6 to 18 were

more likely than Hispanic children of the same age, but less likely than White children of the same age, to have mothers who had attained a high school education (84 percent vs. 57 percent and 93 percent, respectively). Also, American Indian/Alaska Native children were more likely than Hispanic children, but less likely than White children, to have fathers who had attained at least a high school education (86 percent vs. 57 percent and 92 percent, respectively).

**Table 5.1. Percentage of children ages 6 to 18 whose parents had completed high school, by race/ethnicity: 2003**

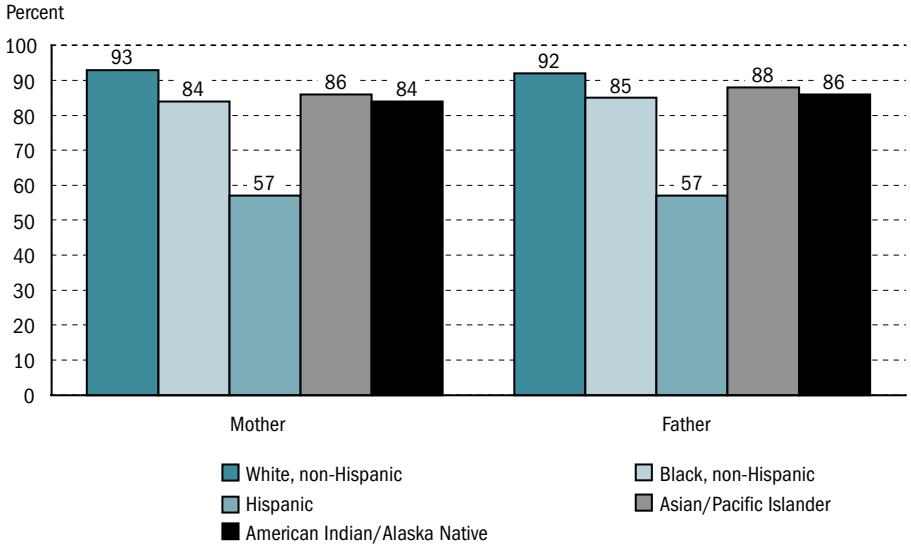
Race/ethnicity	Mother	Father
<b>Total<sup>1</sup></b>	<b>85.4</b>	<b>85.2</b>
White, non-Hispanic	93.1	91.8
Black, non-Hispanic	84.2	84.6
Hispanic	57.2	57.0
Asian/Pacific Islander	86.5	87.8
American Indian/Alaska Native	83.7	85.9

<sup>1</sup>Includes other race/ethnicity categories not separately shown.

NOTE: Parents include adoptive and step-parents but exclude parents not residing in the same household as their children.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

**Figure 5.1. Percentage of children ages 6 to 18 whose parents had completed high school, by race/ethnicity: 2003**



NOTE: Parents include adoptive and step-parents but exclude parents not residing in the same household as their children.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

## 5.2 Language

*The majority of American Indian/Alaska Native public school 8<sup>th</sup>-graders come from homes in which English is the predominant spoken language.*

In 2003, 51 percent of American Indian/Alaska Native public school 8<sup>th</sup>-graders reported living in homes where no other language besides English was spoken. Twenty-seven percent of American Indian/Alaska Native public school 8<sup>th</sup>-graders reported a language other than English was spoken once in a while, and 22 percent reported a language other than English was spoken at least half the time at home. The percentage of American Indians/Alaska Natives who reported that people in their homes never speak a language other than English was 51 percent, compared to 9 percent for Hispanics and 11 percent for Asian/Pacific Islanders. American Indians/Alaska Natives were less likely than Hispanics and Asian/Pacific Islanders (11 percent vs. 47 and 49 percent, respectively), but more likely than Blacks (7 percent) and Whites (3 percent) to report that

people in their homes speak a language other than English all or most of the time.

In 2000, the percentage of American Indian/Alaska Native students who qualified for limited English proficient (LEP) services (11 percent) was smaller than the percentage for Hispanics (36 percent) and Asian/Pacific Islanders (23 percent), but higher than the percentage for White and Black students (both 1 percent). American Indian/Alaska Native students who speak a language other than English may speak a tribal language (Krauss 1996). Currently, there are about 175 American Indian/Alaska Native tribal languages, many of which are disappearing as their speakers become assimilated into English-speaking communities.

**Table 5.2a. Percentage distribution of 8<sup>th</sup>-grade public school students who report that people in their home speak a language other than English, by frequency of other language spoken and their race/ethnicity: 2003**

Race/ethnicity	Never	Once in a while	Half the time	All or most of the time
<b>Total</b>	<b>58.3</b>	<b>20.8</b>	<b>8.0</b>	<b>12.9</b>
White, non-Hispanic	72.1	21.2	3.3	3.5
Black, non-Hispanic	65.2	21.4	6.0	7.4
Hispanic	9.4	19.6	23.9	47.1
Asian/Pacific Islander	10.8	14.9	25.1	49.2
American Indian/Alaska Native	50.7	27.0	11.7	10.7

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

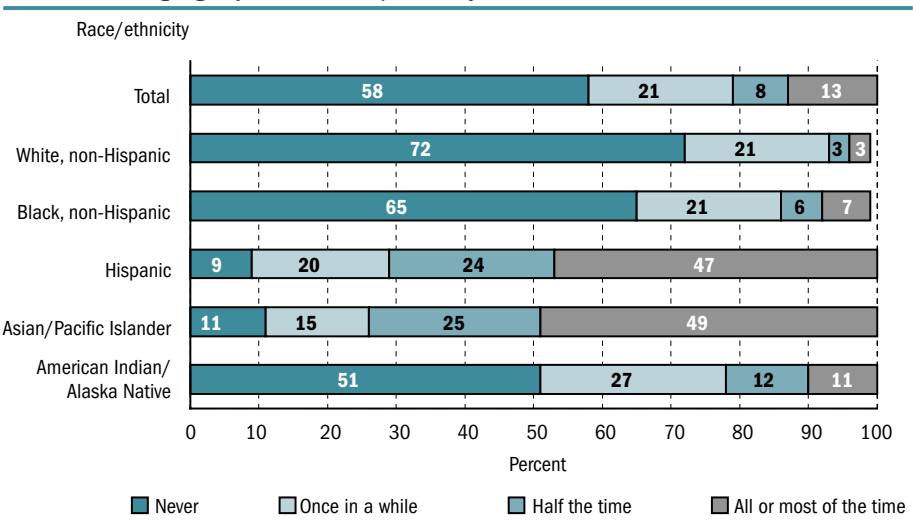
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

**Table 5.2b. Percentage of students who qualify for limited English proficient (LEP) services, by race/ethnicity and LEP enrollment status: 2000**

Race/ethnicity	Total	Enrolled in LEP services	Not enrolled in LEP services
<b>Total</b>	<b>7.6</b>	<b>6.8</b>	<b>0.7</b>
White, non-Hispanic	0.8	0.7	0.1
Black, non-Hispanic	1.2	1.0	0.1
Hispanic	36.0	32.5	3.4
Asian/Pacific Islander	23.5	21.3	2.2
American Indian/Alaska Native	11.0	9.9	1.1

NOTE: Students who qualify for LEP services are defined as (1) individuals who were not born in the United States or whose native language is a language other than English; (2) individuals who come from environments where a language other than English is dominant; and (3) individuals who are American Indian/Alaska Native and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Elementary and Secondary School Survey (E&S), 2000.

**Figure 5.2. Percentage distribution of 8<sup>th</sup>-grade public school students who report that people in their home speak a language other than English, by frequency of other language spoken and race/ethnicity: 2003**

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

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

### 5.3 Learning Opportunities at Home

*Among 8<sup>th</sup>-graders in public schools, 62 percent of American Indian/Alaska Native students reported having more than 25 books at home, lower than the percentage of White and Asian/Pacific Islander students, but higher than that of Hispanic students.*

In 2003, American Indian/Alaska Native 8<sup>th</sup>-graders attending public schools were less likely to report having more than 25 books in their home than the total, White, and Asian/Pacific Islander populations of 8<sup>th</sup>-grade public school students (62 percent vs. 70 percent, 80 percent, and 69 percent, respectively). American Indian/Alaska Native students were more likely to report having more than 25 books at home than Hispanic public school 8<sup>th</sup>-graders (46 percent).

A similar pattern is seen with access to encyclopedias and magazines. American Indian/Alaska Native 8<sup>th</sup>-graders were less likely to have regular access to encyclopedias at home than the total population of their 8<sup>th</sup>-grade peers (75 percent vs. 83 percent), as well as their White, Black, and Asian/Pacific Islander peers (87 percent, 79 percent, and 83 percent, respectively). Additionally, American Indians/Alaska Natives were less likely than all 8<sup>th</sup>-graders and their

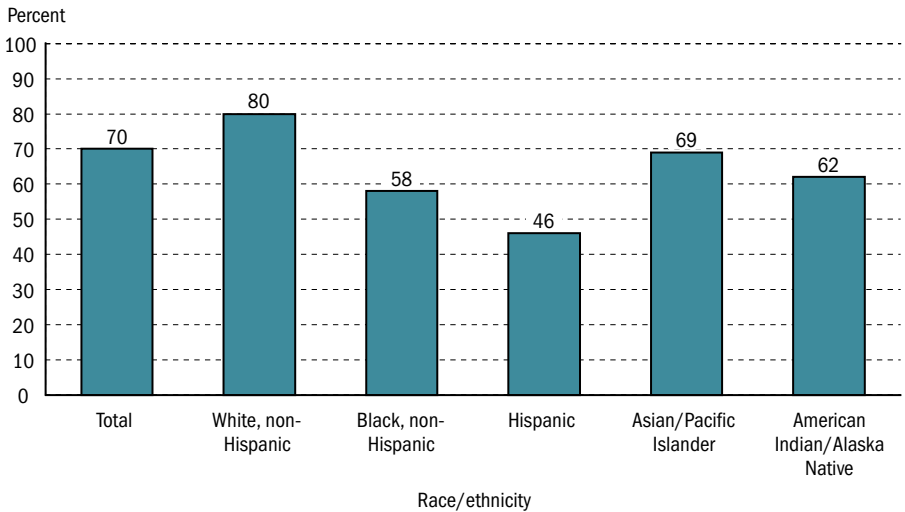
White and Black 8<sup>th</sup>-grade peers to have access to magazines (63 percent vs. 72 percent, 78 percent, and 66 percent, respectively). On the other hand, American Indian/Alaska Native students were more likely to report having access to encyclopedias and magazines at home than their Hispanic counterparts (75 percent vs. 71 percent, and 63 percent vs. 57 percent, respectively).

The percentage of American Indian/Alaska Native 8<sup>th</sup>-grade public school students reporting regular access to a newspaper at home is similar to the percentages for the total and Asian/Pacific Islander students (46 percent, 47 percent, and 46 percent, respectively). American Indian/Alaska Native 8<sup>th</sup>-grade public school students were less likely than their White counterparts and more likely than their Hispanic counterparts to have regular access to a newspaper at home (46 percent vs. 50 percent and 34 percent, respectively).

**Table 5.3. Percentage of 8<sup>th</sup>-grade students in public schools with selected literacy resources at home, by race/ethnicity: 2003**

Race/ethnicity	More than 25 books	An encyclopedia	Regular access to magazines	Regular access to newspapers
<b>Total</b>	<b>70.0</b>	<b>82.9</b>	<b>71.6</b>	<b>46.5</b>
White, non-Hispanic	79.6	87.1	77.6	50.1
Black, non-Hispanic	58.0	79.5	66.4	44.5
Hispanic	45.5	70.5	57.4	34.1
Asian/Pacific Islander	69.4	83.1	60.1	46.1
American Indian/Alaska Native	62.4	75.1	63.0	46.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

**Figure 5.3. Percentage of 8<sup>th</sup>-grade students in public schools with more than 25 books at home, by race/ethnicity: 2003**

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

## 5.4 Principal and Teacher Perceptions

*Most principals in public schools serving American Indian/Alaska Native students report that basic literacy is one of the most important goals for students to achieve. Over 50 percent of Bureau of Indian Affairs (BIA) teachers report that students' coming to school unprepared is a serious problem in their schools.*

In the 1999–2000 school year, 80 percent of principals across all schools reported that basic literacy is one of the most important goals for their students. Differences appeared, however, between principals of public schools and principals of BIA schools regarding other student goals. Although academic excellence and work habits/self-discipline were the second and third most frequently endorsed goals among principals of both BIA and non-BIA public schools, principals of non-BIA public schools (which serve about 90 percent of the American Indian/Alaska Native student population) were more likely than principals of BIA schools to report that these were among their three most important goals for their students. Principals of BIA schools were more likely to focus on

personal growth and multicultural awareness than principals of public schools.

Teachers in public schools with large American Indian/Alaska Native populations (public schools with 25 percent or more enrollment of American Indian/Alaska Native students and BIA schools) were more likely to identify serious problems in the school such as students coming to school unprepared, lack of parent involvement, poverty, and student apathy, than were teachers in public schools with less than 25 percent enrollment of American Indian/Alaska Native students. A higher percentage of BIA teachers than public school teachers reported student absenteeism as a serious problem in their school.

**Table 5.4a. Percentage of principals rating each of eight goals as among the three most important goals for students in their schools, by school type: 1999–2000**

<b>Student goal</b>	<b>All principals</b>	<b>Bureau of Indian Affairs (BIA) schools<sup>1</sup></b>	<b>Non-BIA public schools with 25 percent or more American Indian/Alaska Native student enrollment</b>	<b>Non-BIA public schools with less than 25 percent American Indian/Alaska Native student enrollment</b>
Basic literacy skills	80.2	83.8	84.0	80.1
Academic excellence	69.5	55.9	65.1	69.6
Work habits/self-discipline	59.8	49.6	60.3	59.8
Personal growth	32.4	40.6	33.2	32.4
Human relations skills	25.1	20.6	16.9	25.2
Occupational/vocational skills	12.9	12.5	17.9	12.8
Multicultural awareness	11.2	28.9	13.1	11.2
Specific moral values	8.9	8.1	9.6	8.9

<sup>1</sup> BIA-funded schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," "Public Charter School Survey," and "Indian School Survey," 1999–2000



**Table 5.4b. Percentage of teachers who view certain issues as serious problems in their schools, by school type: 1999–2000**

<b>Problem</b>	<b>All teachers</b>	<b>Bureau of Indian Affairs (BIA) schools<sup>1</sup></b>	<b>Non-BIA public schools with 25 percent or more American Indian/Alaska Native student enrollment</b>	<b>Non-BIA public schools with less than 25 percent American Indian/Alaska Native student enrollment</b>
Students coming to school unprepared	29.5	50.7	46.9	29.4
Lack of parent involvement	23.7	46.3	40.2	23.5
Student apathy	20.6	32.6	31.0	20.5
Poverty	19.2	45.6	41.0	19.0
Student disrespect for teachers	17.2	29.8	23.8	17.1
Student absenteeism	13.8	38.5	29.4	13.7
Student tardiness	10.1	19.9	15.1	10.1
Student use of alcohol	7.4	16.9	14.8	7.3
Student drug abuse	6.0	20.9	13.0	5.9
Physical conflicts among students	4.8	10.2	7.3	4.8
Students cutting class	4.7	16.8	7.9	4.7
Students dropping out	4.6	21.4	11.8	4.5
Poor student health	4.3	11.2	8.5	4.2
Student pregnancy	3.7	6.3	7.3	3.6
Vandalism of school property	3.4	13.2	6.1	3.4
Robbery or theft	2.4	8.4	5.8	2.3
Teacher absenteeism	2.2	9.1	2.9	2.2
Student possession of weapons	0.8	1.6	1.3	0.8

<sup>1</sup> BIA-funded schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," "Public Charter School Survey," and "Indian School Survey," 1999–2000.



## 6. Student Behaviors

- 6.1 Access to Computers
- 6.2 Alcohol, Tobacco, and Drug Use
- 6.3 Violence on School Grounds
- 6.4 Leisure Activities

The indicators in this section examine student activities in order to better understand the social environment of American Indian/Alaska Native and other students. These indicators explore how students use their leisure time and provide

a snapshot of student access to computers. Important indicators of at-risk behavior, such as measures of student exposure to drugs and violence are also examined in this section.

## 6.1 Access to Computers

*In 2003, American Indian/Alaska Native students were less likely than White and Asian/Pacific Islander students to use computers at home.*

Exposure to computers at home may help young people build necessary computer literacy skills. In 2003, 78 percent of American Indian/Alaska Native, 80 percent of Black, and 75 percent of Hispanic 8<sup>th</sup>-graders in public schools reported

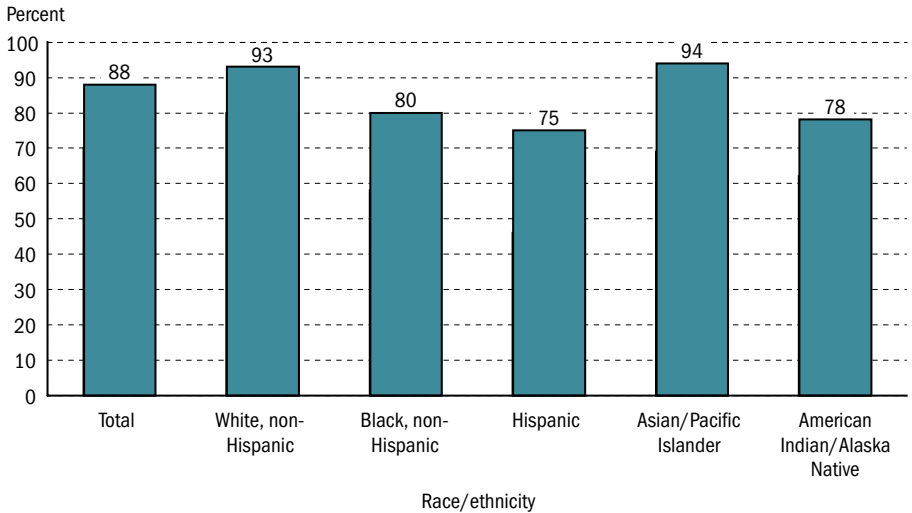
using a computer at home. In contrast, 93 percent of White and 94 percent of Asian/Pacific Islander 8<sup>th</sup>-graders reported using a computer at home.

**Table 6.1. Percentage of 8<sup>th</sup>-grade students in public schools who use a computer at home, by race/ethnicity: 2003**

Race/ethnicity	Use a computer at home
<b>Total</b>	<b>88</b>
White, non-Hispanic	93
Black, non-Hispanic	80
Hispanic	75
Asian/Pacific Islander	94
American Indian/Alaska Native	78

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

**Figure 6.1. Percentage of 8<sup>th</sup>-grade students in public schools who use a computer at home, by race/ethnicity: 2003**



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

## 6.2 Alcohol, Tobacco, and Drug Use

*Twenty percent of American Indian/Alaska Native children between the ages of 12 and 17 had used alcohol in the past month. American Indian/Alaska Native students were more likely than other racial/ethnic groups to have used marijuana in the past month.*

In 2003, 20 percent of American Indian/Alaska Native children between the ages of 12 and 17 reported the use of alcohol in the past month. Twenty percent of White, 11 percent of Black, and 16 percent of Hispanic children reported the use of alcohol in the past month.

American Indians/Alaska Natives between the ages of 12 and 17 were more likely to have smoked cigarettes in the past month than their White, Black, and Hispanic peers: 26 percent of American Indians/Alaska Natives had smoked

cigarettes, compared to 15 percent of Whites, 7 percent of Blacks, and 9 percent of Hispanics.

In 2003, a higher percentage of American Indians/Alaska Natives between the ages of 12 and 17 used marijuana in the past month than their White, Black, and Hispanic counterparts. Specifically, 16 percent of American Indians/Alaska Natives had used marijuana in the past month, compared to 9 percent of Whites, 6 percent of Blacks, and 7 percent of Hispanics.

**Table 6.2. Percentage of children ages 12 to 17 who used alcohol, smoked cigarettes, or used marijuana, by selected time period and race/ethnicity: 2003**

Race/ethnicity	Alcohol		Cigarettes		Marijuana	
	Lifetime <sup>1</sup>	Past month	Lifetime <sup>1</sup>	Past month	Lifetime <sup>1</sup>	Past month
<b>Total<sup>2</sup></b>	<b>43.1</b>	<b>17.7</b>	<b>32.1</b>	<b>12.6</b>	<b>20.1</b>	<b>8.0</b>
White, non-Hispanic	45.3	20.3	34.7	15.2	21.3	9.0
Black, non-Hispanic	36.0	10.5	25.0	6.8	17.7	6.4
Hispanic	45.0	16.4	31.0	9.4	19.4	6.8
American Indian/ Alaska Native	48.1	19.5	52.3	25.5	38.4	15.9

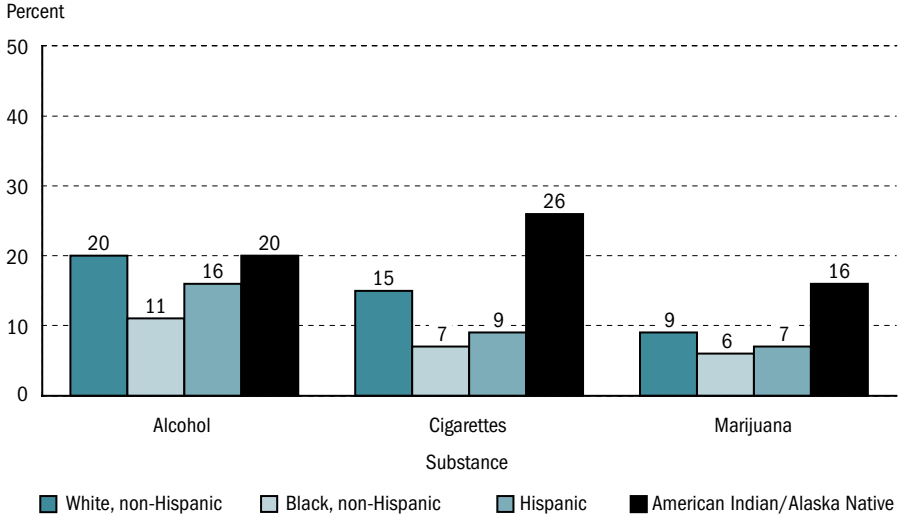
<sup>1</sup>Lifetime refers to having used specified substances at any point during a respondent's lifetime.

<sup>2</sup>Includes other race/ethnicity categories not separately shown.

NOTE: This survey reported estimates for Asian subgroups separately, so no overall estimate is included.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2002 and 2003.

**Figure 6.2. Percentage of children ages 12 to 17 who used alcohol, smoked cigarettes, or used marijuana in the past month, by race/ethnicity: 2003**



NOTE: This survey reported estimates for Asian subgroups separately, so no overall estimate is included.  
 SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2002 and 2003.

### 6.3 Violence on School Grounds

*Twenty-four percent of American Indian/Alaska Native high school students have been in a physical fight on school property in the past year.*

In 2003, American Indian/Alaska Native high school students were more likely than the total population of their peers to report having been threatened or injured with a weapon on school property (22 percent vs. 9 percent) and being in a physical fight on school property (24 percent vs. 13 percent).

In 2003, American Indian/Alaska Native high school students (22 percent) were also more likely than Black (11 percent), Hispanic (9 percent), and White (8 percent) students to report

being threatened or injured with a weapon on school property in the past 12 months. American Indian/Alaska Native high school students (24 percent) were more likely than Asian and White students (13 percent and 10 percent, respectively) to report being in a fight on school property on one or more of the past 30 days. American Indian/Alaska Native high school students (13 percent) were more likely than White (6 percent) and Hispanic (6 percent) students to report carrying a weapon to school over the same period.

**Table 6.3. Percentage of high school students who reported that they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or carried a weapon to school, by race/ethnicity: 2003**

Race/ethnicity	Were threatened or injured with a weapon <sup>1</sup>	Engaged in a physical fight <sup>1</sup>	Carried a weapon <sup>2</sup>
<b>Total<sup>3</sup></b>	<b>9.2</b>	<b>12.8</b>	<b>6.1</b>
White, non-Hispanic	7.8	10.0	5.5
Black, non-Hispanic	10.9	17.1	6.9
Hispanic	9.4	16.7	6.0
Asian <sup>4</sup>	11.5	13.1	6.6
American Indian/Alaska Native	22.1	24.2	12.9

<sup>1</sup>In the past 12 months.

<sup>2</sup>On one or more of the past 30 days.

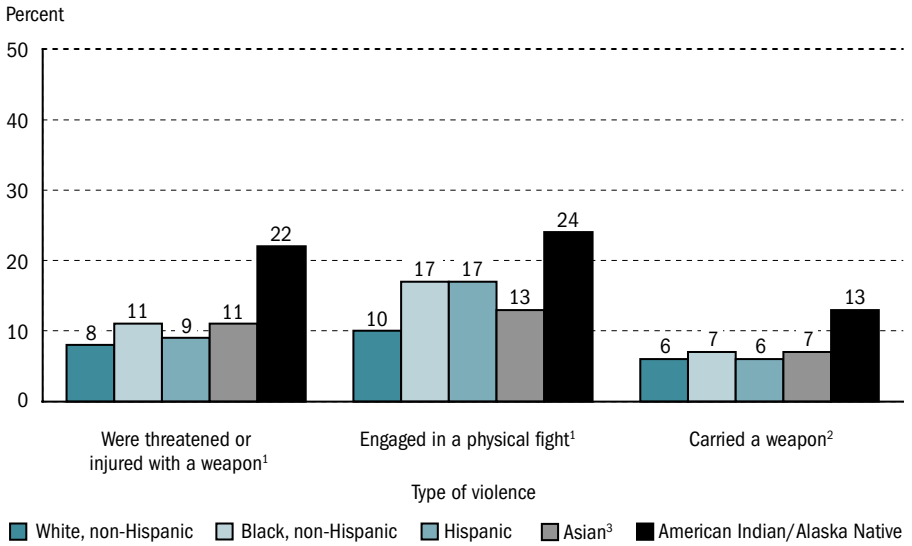
<sup>3</sup>Total includes other race/ethnicity categories not separately shown.

<sup>4</sup>This survey separated Asians from Pacific Islanders. This category does not include Pacific Islanders.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 2003.



**Figure 6.3. Percentage of high school students who reported that they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or carried a weapon to school, by race/ethnicity: 2003**



<sup>1</sup>In the past 12 months.

<sup>2</sup>On one or more occasions in the past 30 days.

<sup>3</sup>This category does not include Pacific Islanders.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 2003.

## 6.4 Leisure Activities

*Forty-seven percent of American Indian/Alaska Native 8<sup>th</sup>-graders read for fun at least one to two times each week.*

In 2003, 47 percent of American Indian/Alaska Native 8<sup>th</sup>-graders reported that they read for fun on their own time at least 1–2 times a week. Thirty-one percent of American Indian/Alaska Native 8<sup>th</sup>-graders watched 4 or more hours of television or videotapes each day. American

Indians/Alaska Natives (11 percent) were less likely than their Black or Hispanic peers (32 and 17 percent, respectively) to have reported watching 6 or more hours of television or videotapes each day.

**Table 6.4a. Percentage distribution of 8<sup>th</sup>-grade students in public schools according to frequency of reading for fun, by race/ethnicity: 2003**

Race/ethnicity	Never or hardly ever	1–2 times a month	1–2 times a week	Almost every day
<b>Total</b>	<b>30</b>	<b>25</b>	<b>26</b>	<b>19</b>
White, non-Hispanic	32	24	23	21
Black, non-Hispanic	26	27	30	17
Hispanic	32	27	28	13
Asian/Pacific Islander	20	22	31	27
American Indian/Alaska Native	32	21	29	18

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

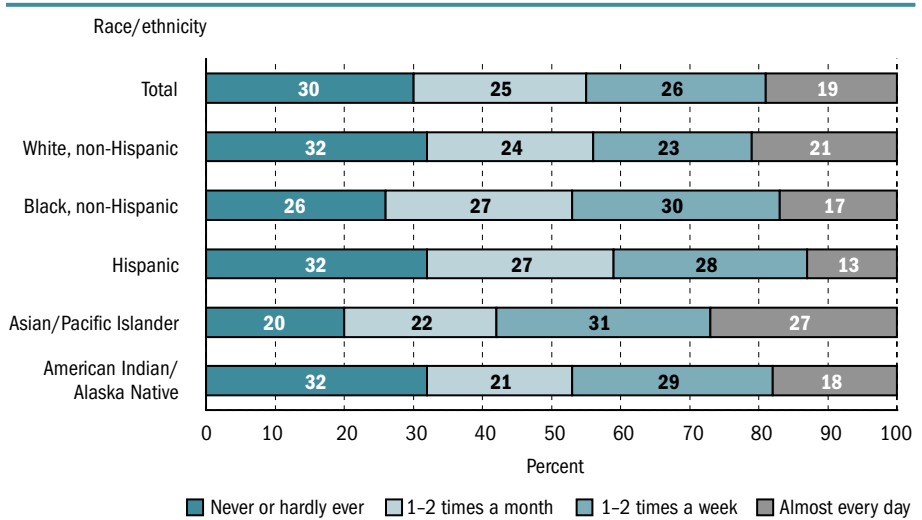
**Table 6.4b. Percentage distribution of 8<sup>th</sup>-grade students in public schools according to hours of television or videotapes watched daily outside of school hours, by race/ethnicity: 2003**

Race/ethnicity	None	1 hour or less	2 to 3 hours	4 to 5 hours	6 hours or more
<b>Total</b>	<b>4</b>	<b>22</b>	<b>41</b>	<b>18</b>	<b>15</b>
White, non-Hispanic	4	25	44	16	11
Black, non-Hispanic	4	12	29	24	32
Hispanic	4	19	40	20	17
Asian/Pacific Islander	6	26	40	17	11
American Indian/Alaska Native	4	22	42	20	11

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Reading Assessment, 2003.

**Figure 6.4. Percentage distribution of 8<sup>th</sup>-grade students in public schools according to frequency of reading for fun, by race/ethnicity: 2003**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.





## POSTSECONDARY EDUCATION

### 7. Postsecondary Education

- 7.1 Enrollment in Colleges and Universities
- 7.2 Tribally Controlled Colleges
- 7.3 Financial Aid
- 7.4 Graduation Rates
- 7.5 Degrees Conferred by Degree-Granting Institutions
- 7.6 Bachelor's Degrees Earned by Field
- 7.7 Master's and Doctoral Degrees Earned by Field
- 7.8 Faculty in Degree-Granting Institutions

This section contains indicators that examine the postsecondary education of American Indians/Alaska Natives, including college access, completion rates, types of degrees earned, and faculty composition. Access is measured by indicators on enrollment in 2- and 4-year institutions, as well as attendance at tribal colleges. College completion is measured by degrees

earned at the associate's, bachelor's, master's, and doctoral levels. Comparative information is also presented on the fields of study in which degrees are earned. Data on the distribution of faculty by race/ethnicity provide some additional information about the social context of American Indian/Alaska Native college education.

## 7.1 Enrollment in Colleges and Universities

*Enrollment of American Indian/Alaska Native students in colleges and universities more than doubled in the past 25 years. American Indian/Alaska Native students accounted for 1 percent of the 2002 total enrollment.*

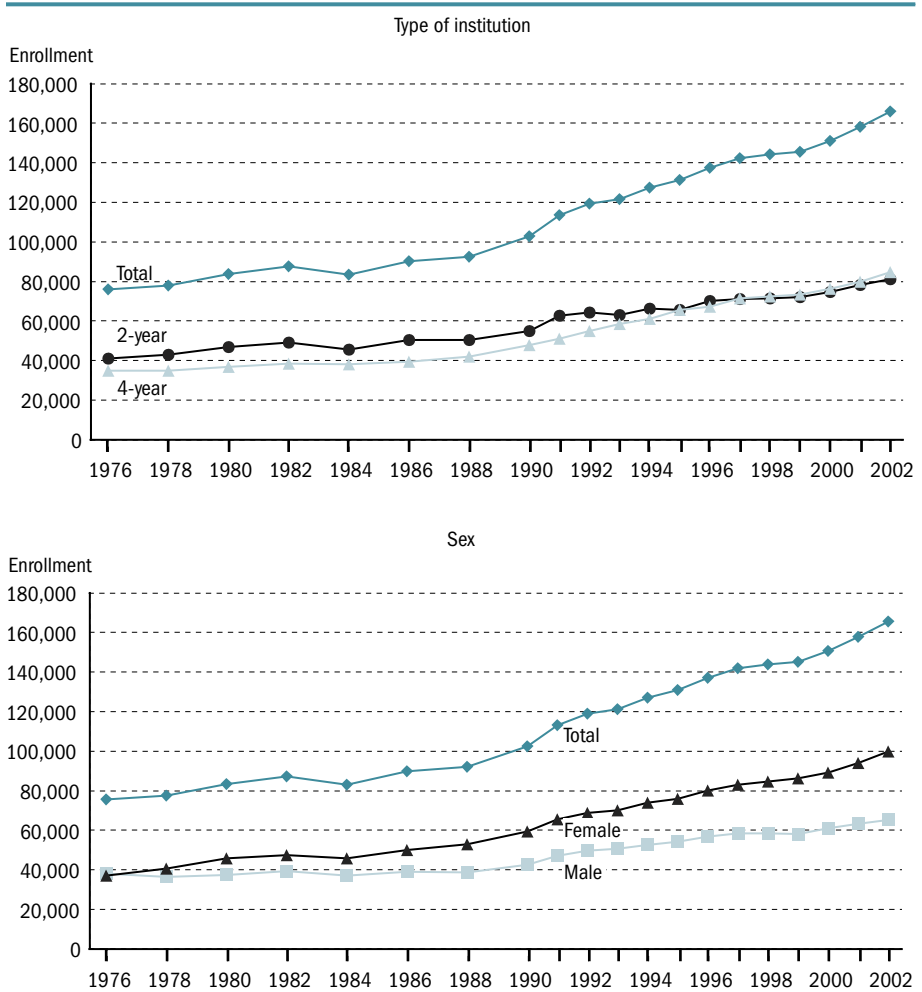
American Indian/Alaska Native enrollment in public and private degree-granting institutions more than doubled between 1976 and 2002. In 1976, about 76,100 American Indians/Alaska Natives were enrolled in colleges and universities. Enrollment grew steadily from 1976 and reached 102,800 in 1990. During the 1990s enrollments continued to increase, and by 2002 almost 166,000 American Indian/Alaska Native students were enrolled in higher education (*appendix table A-7.1a*).

More than half of the American Indian/Alaska Native students were enrolled in 4-year degree-granting institutions in 2002. Between 1976 and 1994, more American Indians/Alaska Natives were enrolled in 2-year postsecondary institutions than in 4-year postsecondary institutions. During the mid-1990s, the number in 4-year institutions began to surpass the number in 2-year institutions (*appendix table A-7.1a*).

Between 1976 and 2002, college and university enrollment of male and female American Indians/Alaska Natives grew at different rates. In 1976, there was near parity in the number of American Indian/Alaska Native males and females enrolled in degree-granting colleges and universities (38,500 and 37,600, respectively). By 1978, the number of females enrolled exceeded, and has continued to grow more quickly than, the number of males enrolled. By 2002, there were 100,200 American Indian/Alaska Native females and 65,700 men enrolled in colleges and universities, a difference of 20 percentage points. Only among Blacks was there a gender gap larger than that among American Indians/Alaska Natives; 28 percentage points separated the percentages of enrollment for Black females (64 percent) and males (36 percent) in 2002 (*appendix table A-7.1b*).

*(Continued on page 98.)*

**Figure 7.1. American Indian/Alaska Native enrollment in public and private degree-granting institutions, by type of institution and sex: Selected years, 1976 to 2002**



NOTE: Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Data for 1999 were imputed using alternative procedures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1976 to 1999, and Spring 2001 through Spring 2003 surveys.

Despite more American Indians/Alaska Natives enrolling in college and university than ever before, American Indians/Alaska Natives composed only about 1 percent of the total college and university enrollment in 2002, an increase from 0.7 percent in 1976. College and university enrollment became much more diverse over these years. Minorities, including American Indians/Alaska Natives, represented 16 percent of the total enrollment in 1976, whereas they represented 30 percent of the total enrollment in 2002.

In 2003, American Indians/Alaska Natives between the ages of 18 and 24 were less likely to be enrolled in a college or university than their White, Asian/Pacific Islander, and Black peers. Eighteen percent of American Indian/Alaska Native 18- to 24-year-olds were enrolled in a college or university, compared with 42 percent of Whites, 60 percent of Asian/Pacific Islanders, and 32 percent of Blacks.



**Table 7.1a. Percentage distribution of students enrolled in public and private degree-granting institutions, by race/ethnicity and type of institution: 1976, 1980, 1990, and 2002**

Race/ethnicity	Total	2-year	4-year
<b>1976</b>			
White, non-Hispanic	84.3	80.2	86.6
Minority	15.7	19.8	13.4
Black, non-Hispanic	9.6	11.2	8.7
Hispanic	3.6	5.5	2.5
Asian/Pacific Islander	1.8	2.1	1.7
American Indian/Alaska Native	0.7	1.1	0.5
<b>1980</b>			
White, non-Hispanic	83.5	79.8	85.7
Minority	16.5	20.2	14.3
Black, non-Hispanic	9.4	10.6	8.7
Hispanic	4.0	5.7	3.0
Asian/Pacific Islander	2.4	2.8	2.2
American Indian/Alaska Native	0.7	1.1	0.5
<b>1990</b>			
White, non-Hispanic	79.9	76.4	82.0
Minority	20.1	23.6	18.0
Black, non-Hispanic	9.3	10.1	8.8
Hispanic	5.8	8.2	4.3
Asian/Pacific Islander	4.3	4.2	4.3
American Indian/Alaska Native	0.8	1.1	0.6
<b>2002</b>			
White, non-Hispanic	69.5	63.6	73.5
Minority	30.5	36.4	26.5
Black, non-Hispanic	12.4	13.4	11.7
Hispanic	10.4	14.9	7.3
Asian/Pacific Islander	6.7	6.9	6.6
American Indian/Alaska Native	1.0	1.3	0.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" 1990 survey, and Spring 2003 survey.

**Table 7.1b. Percentage of persons ages 18 to 24 enrolled in colleges or universities, by race/ethnicity: October 2003**

Race/ethnicity	Enrolled
<b>Total<sup>1</sup></b>	<b>37.8</b>
White, non-Hispanic	41.6
Black, non-Hispanic	32.3
Hispanic	23.5
Asian/Pacific Islander	60.3
American Indian/Alaska Native	17.7

<sup>1</sup> Includes other race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), unpublished data, October 2003.

## 7.2 Tribally Controlled Colleges

*Total enrollment in tribally controlled colleges was nearly 16,000 in fall 2002.*

In 2002, there were 32 tribally controlled colleges and universities. They were located in 12 different states, scattered across the West and Midwest. Seven of those colleges and universities were 4-year institutions, and 25 were 2-year institutions.

Tribally controlled colleges and universities share many characteristics that differentiate them from most colleges and universities. Tribally controlled colleges and universities are designed to foster environments focused on American

Indian culture in order to preserve, enhance, and promote American Indian languages and traditions (Cahalan et al. 1998). They are intended to create learning opportunities for students with unique needs. For example, students are generally older than 24 years of age and over half of the students are single parents. Also, tribally controlled colleges may function as community resources, providing social services to reservations in isolated areas (American Indian Higher Education Consortium 1999).

*(Continued on page 102.)*

**Table 7.2. Number and percentage of American Indians/Alaska Natives enrolled in tribally controlled colleges: Fall 2002**

College	Location	Total	American Indian/ Alaska Native	Percent American Indian/ Alaska Native
<b>Total</b>		<b>15,837</b>	<b>13,024</b>	<b>82.2</b>
Bay Mills Community College	Brimlay, MI	430	237	55.1
Blackfeet Community College	Browning, MT	418	402	96.2
Cankdeska Cikana Community College	Fort Totten, ND	160	157	98.1
Chief Dull Knife College <sup>1</sup>	Lame Deer, MT	268	207	77.2
College of the Menominee Nation	Kashena, WI	530	409	77.2
Crownpoint Institute of Technology	Crownpoint, NM	283	279	98.6
D-Q University	Davis, CA	251	88	35.1
Diné College	Tsaile, AZ	1,822	1,764	96.8
Fond du Lac Tribal and Community College	Cloquet, MN	1,315	316	24.0
Fort Belknap College	Harlem, MT	158	136	86.1
Fort Berthold Community College	New Town, ND	249	233	93.6
Fort Peck Community College	Poplar, MT	443	353	79.7
Haskell Indian Nations University	Lawrence, KS	887	887	100.0
Institute of American Indian Arts	Santa Fe, NM	155	150	96.8
Lac Courte Oreilles Ojibwa Community College	Hayward, WI	550	421	76.5
Leech Lake Tribal College	Cass Lake, MN	244	226	92.6
Little Big Horn College	Crow Agency, MT	275	265	96.4
Little Priest Tribal College	Winnebago, NE	146	126	86.3
Nebraska Indian Community College	Macy, NE	118	90	76.3
Northwest Indian College	Bellingham, WA	667	525	78.7
Oglala Lakota College	Kyle, SD	1,279	1,124	87.9
Saginaw Chippewa Tribal College	Mount Pleasant, MI	41	35	85.4
Salish Kootenai College	Pablo, MT	1,109	885	79.8
Sinte Gleska University	Rosebud, SD	787	787	100.0
Sisseton Wahpeton Community College	Sisseton, SD	285	238	83.5
Si Tanka College	Eagle Butte, SD	434	309	71.2
Sitting Bull College	Fort Yates, ND	214	190	88.8
Southwestern Indian Polytechnic Institute	Albuquerque, NM	777	777	100.0
Stone Child College	Box Elder, MT	83	78	94.0
Turtle Mountain Community College	Belcourt, ND	897	833	92.9
United Tribes Technical College	Bismarck, ND	463	423	91.4
White Earth Tribal and Community College	Mahnomen, MN	99	74	74.7

<sup>1</sup>Previously named Dull Knife Memorial College.

NOTE: These colleges are, with few exceptions, located on reservations. They are all members of the American Indian Higher Education Consortium. The U.S. Department of Education, Office for Civil Rights (OCR) maintains the U.S. Department of Education Minority Postsecondary Institution listing which includes a listing of tribally controlled colleges.

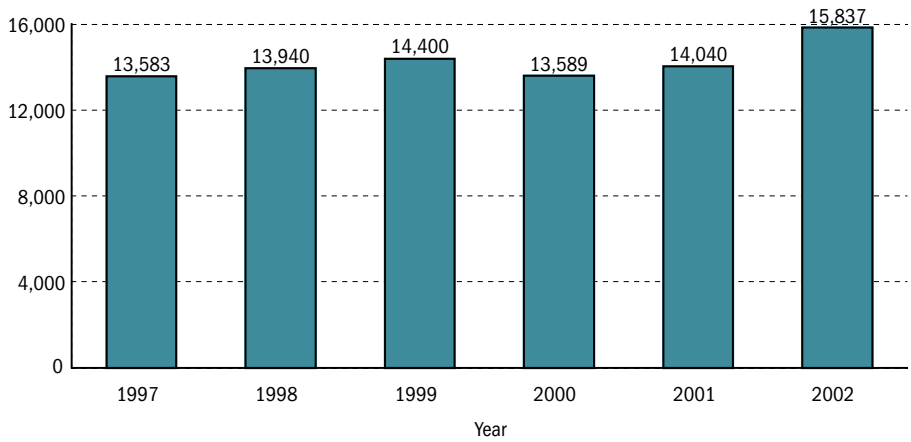
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2004 (forthcoming), based on Integrated Postsecondary Education System (IPEDS), Spring 2003.

The total enrollment in tribally controlled colleges and universities increased by 17 percent, from 13,600 in fall 1997 to 15,800 in fall 2002 (*appendix table A-7.2*). In 2002, some 13,000 students were American Indian/Alaska Native, representing 82 percent of total enrollment.<sup>10</sup> Eight percent of all American Indian/Alaska

Native college students were enrolled in tribally controlled colleges. American Indian/Alaska Native enrollment in tribally controlled colleges and universities increased at a faster rate between 1997 and 2002 than American Indian/Alaska Native college and university enrollment generally (32 percent vs. 16 percent; data not shown).

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<sup>10</sup>Although all enrollment data group American Indians and Alaska Natives together, it should be noted that there are no tribally controlled colleges in Alaska.

**Figure 7.2. Enrollment in tribally controlled colleges: Fall 1997 to fall 2002**

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years, based on Integrated Postsecondary Education System (IPEDS), "Fall Enrollment" surveys, 1997 to 1999, and Spring 2001 through Spring 2003 surveys.

### 7.3 Financial Aid

*In the 1999–2000 school year, 56 percent of American Indian/Alaska Native students received financial aid.*

In the 1999–2000 school year, 56 percent of American Indian/Alaska Native students received financial aid of some kind. Blacks (70 percent) were more likely than American Indians/Alaska Natives to receive financial aid, while Asian/Pacific Islanders (44 percent) were less likely than American Indians/Alaska Natives to receive financial aid.

American Indians/Alaska Natives receiving financial aid were awarded, on average, \$8,300 for the school year. The average amount of financial aid received by American Indian/Alaska Native students was similar to the average amount of aid received by Black students. American Indians/Alaska Natives attending 4-year colleges and institutions were awarded more financial aid, on average, than Whites and Hispanics attending 4-year institutions.

**Table 7.3a. Percentage of full-time, full-year undergraduates receiving financial aid from any source, by race/ethnicity: 1999–2000**

Race/ethnicity	Percent
<b>Total<sup>1</sup></b>	<b>55.3</b>
White, non-Hispanic	53.3
Black, non-Hispanic	69.5
Hispanic	58.3
Asian/Pacific Islander	44.3
American Indian/Alaska Native	56.5

<sup>1</sup> Includes other race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), unpublished data, 1999–2000.

**Table 7.3b. Average amount of financial aid awarded from any source per full-time, full-year undergraduate student, by type of aid, race/ethnicity, and type of institution: 1999–2000**

Race/ethnicity	Any aid	Grants	Loans
<b>Total<sup>1</sup></b>	<b>\$8,500</b>	<b>\$4,900</b>	<b>\$5,400</b>
White, non-Hispanic	8,700	5,100	5,500
Black, non-Hispanic	8,500	4,700	5,300
Hispanic	7,100	4,200	5,400
Asian/Pacific Islander	9,200	5,800	5,500
American Indian/Alaska Native	8,300	5,200	5,200
<b>Total, 2-year or less<sup>1</sup></b>	<b>\$5,200</b>	<b>\$3,000</b>	<b>\$4,700</b>
White, non-Hispanic	5,400	3,000	4,700
Black, non-Hispanic	5,000	3,000	4,400
Hispanic	4,600	2,900	4,900
Asian/Pacific Islander	4,800	3,100	5,300
American Indian/Alaska Native	4,600	3,200	‡
<b>Total, 4-year<sup>1</sup></b>	<b>\$9,500</b>	<b>\$5,600</b>	<b>\$5,600</b>
White, non-Hispanic	9,600	5,600	5,600
Black, non-Hispanic	10,100	5,500	5,500
Hispanic	8,100	4,800	5,500
Asian/Pacific Islander	10,400	6,700	5,400
American Indian/Alaska Native	11,100	6,700	5,700

‡ Reporting standards not met.

<sup>1</sup> Includes other race/ethnicity categories not separately shown.

NOTE: Students may receive aid from multiple sources. Data include undergraduates in degree-granting and non-degree-granting institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), unpublished data, 1999–2000.

## 7.4 Graduation Rates

*American Indians/Alaska Natives were less likely to earn a bachelor's or higher degree than their peers.*

In 2000, the bachelor's and higher degree graduation rates for American Indians/Alaska Natives (who were 12<sup>th</sup>-graders in 1992) were lower than the graduation rates for the total population (who were 12<sup>th</sup>-graders in 1992). Of the American Indian/Alaska Native 1992 12<sup>th</sup>-graders who were likely postsecondary participants, 11 percent received a bachelor's degree as their highest degree by 2000 versus 31 percent for the total population of likely postsecondary participants. American Indians/Alaska Natives were less likely to have received a bachelor's degree by 2000 than White (34 percent), Black (24 percent), and Asian/Pacific Islander (34 percent) students who were likely postsecondary participants. Also, of the American Indian/Alaska Native

1992 12<sup>th</sup>-graders who were likely postsecondary participants, 2 percent received a graduate degree by 2000 versus 6 percent of the total population of likely postsecondary participants. American Indians/Alaska Natives were less likely to have received a graduate degree by 2000 than White (6 percent) and Asian/Pacific Islander (8 percent) students, but had similar rates as Black (2 percent) and Hispanic (3 percent) students. All figures are based on the 2000 educational attainment of those who were 12<sup>th</sup>-graders in 1992 and who were likely postsecondary participants (those for whom transcripts were received or requested and those for whose files supported postsecondary attendance).

**Table 7.4. Percentage distribution of the highest postsecondary attainment of 1992 12<sup>th</sup>-graders who were likely postsecondary participants, by race/ethnicity: 2000**

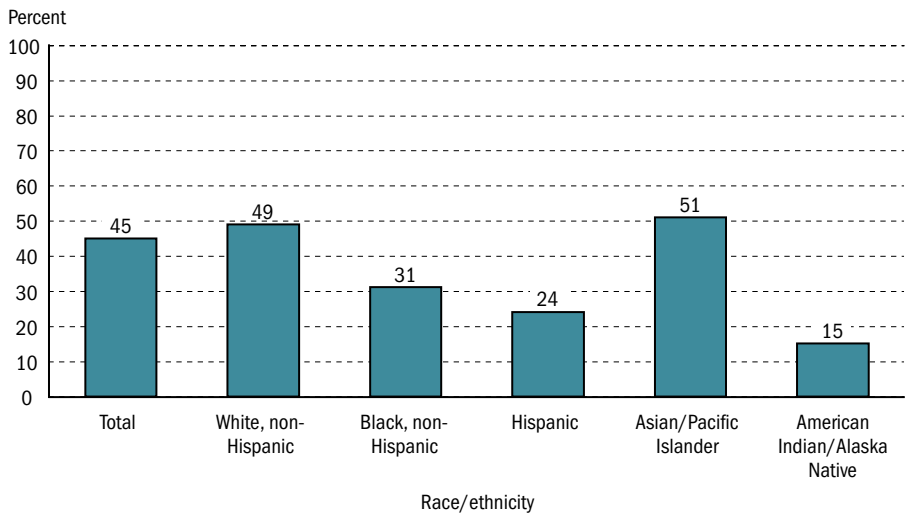
Race/ethnicity	Some post-baccalaureate enrollment					
	None	Certificate	Associate's degree	Bachelor's degree	Some post-baccalaureate enrollment	Graduate
<b>Total</b>	<b>42.1</b>	<b>4.9</b>	<b>8.1</b>	<b>31.0</b>	<b>8.2</b>	<b>5.7</b>
White, non-Hispanic	37.3	4.9	8.5	33.8	9.0	6.4
Black, non-Hispanic	59.2	5.3	4.9	24.1	4.4	2.1
Hispanic	63.1	5.0	8.2	15.1	6.0	2.5
Asian/Pacific Islander	36.5	4.5	7.6	33.6	9.7	8.1
American Indian/ Alaska Native	77.4	1.2	6.1	10.5	3.1	1.7

NOTE: "Likely postsecondary participants" include those for whom transcripts were received, those for whom transcripts were requested but not received, and those for whom other evidence in the NELS files supports the student's report of postsecondary attendance. "Some post-baccalaureate enrollment" includes both incomplete graduate degrees and nondegree post-baccalaureate work. "Graduate" includes master's, first-professional, and doctoral degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," and Postsecondary Education Transcript Study (PETS), 2000.



**Figure 7.4. Percentage of 1992 12<sup>th</sup>-graders who were likely postsecondary participants who completed a bachelor's degree or higher by 2000, by race/ethnicity**



NOTE: "Likely postsecondary participants" include those for whom transcripts were received, those for whom transcripts were requested but not received, and those for whom other evidence in the NELS files supports the student's report of postsecondary attendance. "Bachelor's degree or above" includes bachelor's degrees, incomplete graduate degrees and nondegree post-baccalaureate work, master's, first-professional, and doctoral degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," and Postsecondary Education Transcript Study (PETS), 2000.

## 7.5 Degrees Conferred by Degree-Granting Institutions

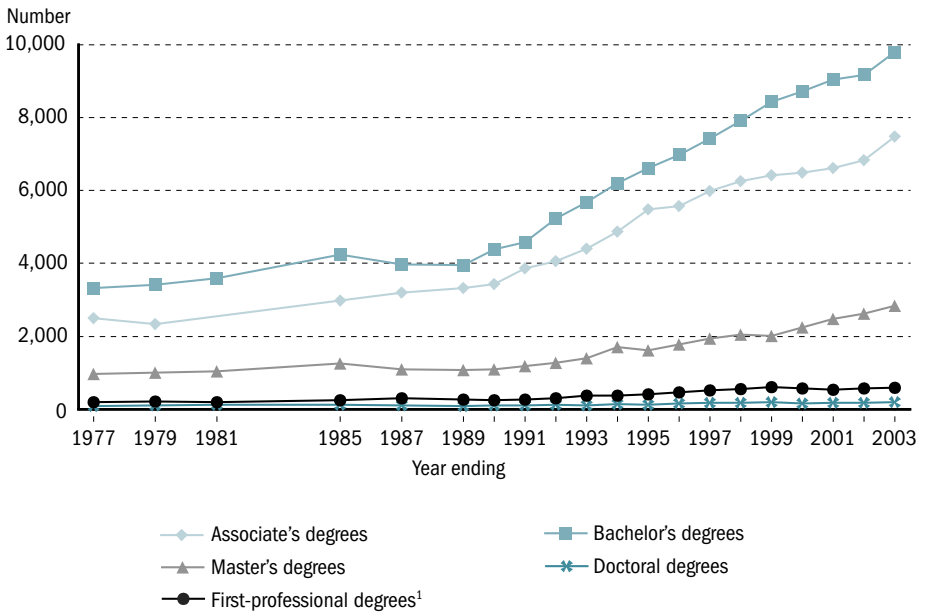
*The number of American Indian/Alaska Native students earning degrees has more than doubled for each level of degree since 1976.*

Between the 1976–77 and 2002–03 school years, the number of degrees awarded by colleges and universities to American Indians/Alaska Natives more than doubled for each level of degree. In 1976–77, 2,498 associate's degrees were conferred to American Indians/Alaska Natives. The number steadily increased to 3,871 by 1990–91. After 1990–91, the rate dramatically increased and 7,470 associate's degrees were awarded to American Indian/Alaska Native students in 2002–03. This was also the pattern for the number of bachelor's degrees earned by American Indian/Alaska Native students. In

1976–77, 3,326 bachelor's degrees were awarded; by 1990–91, the number increased to 4,583, and in 2002–03, 9,803 bachelor's degrees were awarded to American Indian/Alaska Native students (*appendix table A-7.5*).

The number of post-baccalaureate degrees awarded to American Indians/Alaska Natives also increased between 1976–77 and 2002–03: 967 to 2,841 for master's degrees, 95 to 192 for doctoral degrees, and 196 to 586 for first-professional degrees (*appendix table A-7.5*).

*(Continued on page 110.)*

**Figure 7.5. Number of degrees awarded to American Indian/Alaska Native students, by level of degree: 1976–77 to 2002–03**

<sup>1</sup>A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

NOTE: For years 1984–85 to 2002–03, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to impute race/ethnicity for students whose race/ethnicity was not reported. Data for 1998–99 were imputed using alternative procedures. Some data may have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 through 1985–86; and Integrated Postsecondary Education Data System (IPEDS), "Completions Survey," (IPEDS-C:87–99), 1986–87 through 1998–99, and Fall 2000 through 2003.

During the same period, American Indians/Alaska Natives earned a slightly increasing share of the degrees at every level. In 1976–77, American Indian/Alaska Native students received 0.6 percent of all the associate’s degrees awarded, 0.4 percent of all bachelor’s degrees, and 0.3 percent each of all master’s, doctoral, and first-professional degrees. These percentages increased to 1.2 percent for associate’s degrees, 0.8 percent for bachelor’s degrees, 0.6 percent for master’s degrees, 0.6 percent for doctoral degrees, and 0.7 percent for first-professional degrees awarded in 2002–03 (*appendix table A-7.5*).

In the 2002–03 academic year, American Indians/Alaska Natives earned more bachelor’s degrees than associate’s degrees. American Indian/Alaska Native males earned 3,858 bachelor’s degrees and 2,624 associate’s degrees, while females earned 5,945 bachelor’s degrees and 4,846 associate’s degrees. American Indian/Alaska Native females earned more associate’s, bachelor’s, master’s, and doctoral degrees than American Indian/Alaska Native males. American Indian/Alaska Native males and females earned the same number of first-professional degrees, each with 293.

**Table 7.5. Number and percentage distribution of degrees conferred by degree-granting institutions, by race/ethnicity, sex, and type of degree: 2002–03**

Race/ethnicity and sex	Total	Associate's	Bachelor's	Master's	Doctoral	First-
						professional <sup>1</sup>
Number of degrees						
<b>Total degrees conferred<sup>2</sup></b>	<b>2,620,665</b>	<b>632,873</b>	<b>1,348,322</b>	<b>512,676</b>	<b>45,994</b>	<b>80,800</b>
White, non-Hispanic						
Male	787,237	178,965	429,958	133,248	13,459	31,607
Female	1,073,063	258,807	564,360	208,554	14,258	27,084
Black, non-Hispanic						
Male	82,858	25,523	41,455	12,794	914	2,172
Female	169,261	49,911	82,733	31,477	1,599	3,541
Hispanic						
Male	73,377	26,290	35,065	9,247	747	2,028
Female	112,420	39,866	53,976	15,724	819	2,035
Asian/Pacific Islander						
Male	72,545	14,042	40,151	12,480	1,247	4,625
Female	87,312	18,561	47,660	14,755	1,169	5,167
American Indian/Alaska Native						
Male	7,870	2,624	3,858	1,022	73	293
Female	13,022	4,846	5,945	1,819	119	293
Percentage distribution						
<b>Total degrees conferred<sup>2</sup></b>	<b>100.0</b>	<b>24.1</b>	<b>51.4</b>	<b>19.6</b>	<b>1.8</b>	<b>3.1</b>
White, non-Hispanic						
Male	100.0	22.7	54.6	16.9	1.7	4.0
Female	100.0	24.1	52.6	19.4	1.3	2.5
Black, non-Hispanic						
Male	100.0	30.8	50.0	15.4	1.1	2.6
Female	100.0	29.5	48.9	18.6	0.9	2.1
Hispanic						
Male	100.0	35.8	47.8	12.6	1.0	2.8
Female	100.0	35.5	48.0	14.0	0.7	1.8
Asian/Pacific Islander						
Male	100.0	19.4	55.3	17.2	1.7	6.4
Female	100.0	21.3	54.6	16.9	1.3	5.9
American Indian/Alaska Native						
Male	100.0	33.3	49.0	13.0	0.9	3.7
Female	100.0	37.2	45.7	14.0	0.9	2.3

<sup>1</sup> A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

<sup>2</sup> Includes degrees conferred to nonresident aliens.

NOTE: Numbers within each degree do not sum to totals because degrees conferred to nonresident aliens are not shown separately on table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

## 7.6 Bachelor's Degrees Earned by Field

*While American Indian/Alaska Native students were more likely to have earned their bachelor's degrees in business than in other fields, they were less likely to have earned their degrees in business than students of other racial/ethnic groups.*

In the 2002–03 school year, business, education, and social sciences were the most popular majors among American Indians/Alaska Natives earning bachelor's degrees. Twenty percent of American Indian/Alaska Native college and university graduates studied business, while 11 percent studied a social science or history and 10 percent studied education. As compared with 2002–03 graduates in general, American Indians/Alaska

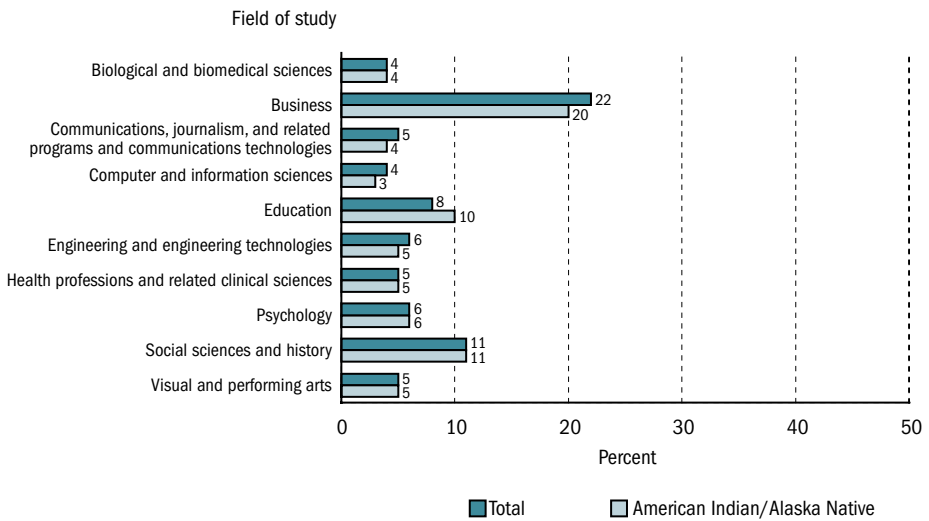
Natives were less likely to earn business degrees and more likely to earn education degrees. There was a difference of less than 1 percent between the percentage of degree recipients of American Indians/Alaska Natives and the total population for psychology, health professions and related clinical sciences, and biological and biomedical sciences.

**Table 7.6. Percentage of bachelor's degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the 10 most popular fields of study: 2002–03**

Field of study	Total	American Indian/ Alaska Native
Biological and biomedical sciences	4.5	3.9
Business	21.8	20.0
Communications, journalism, and related programs and communications technologies	5.2	3.7
Computer and information sciences	4.3	3.0
Education	7.8	10.5
Engineering and engineering technologies	5.7	4.7
Health professions and related clinical sciences	5.3	5.4
Psychology	5.8	5.8
Social sciences and history	10.6	11.1
Visual and performing arts	5.3	4.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.

**Figure 7.6. Percentage of bachelor's degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the 10 most popular fields of study: 2002–03**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2004 (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.

## 7.7 Master's and Doctoral Degrees Earned by Field

*More than half of the master's degrees awarded to American Indian/Alaska Native students were in education or business. American Indians/Alaska Natives were more likely to have earned their doctoral degrees in education and psychology than other degree recipients.*

In the 2002–03 school year, 34 percent of American Indian/Alaska Native master's degree recipients studied education and 19 percent studied business. These two fields were also the most frequently studied for the general population, with 29 percent of the master's degrees being awarded for education and 25 percent for business in the general population.

In 2002–03, American Indians/Alaska Natives earning doctoral degrees were most likely to earn their degrees in education, psychology, and social

sciences and history. Twenty-five percent earned their degrees in education, 20 percent in psychology, and 13 percent in social sciences and history. As compared with graduates in general, American Indians/Alaska Natives were more likely to earn degrees in education, psychology, and social science and history. Doctoral degree earners in the general population were more likely than American Indian/Alaska Native doctoral degree earners to study engineering, physical sciences, or biological and biomedical sciences.

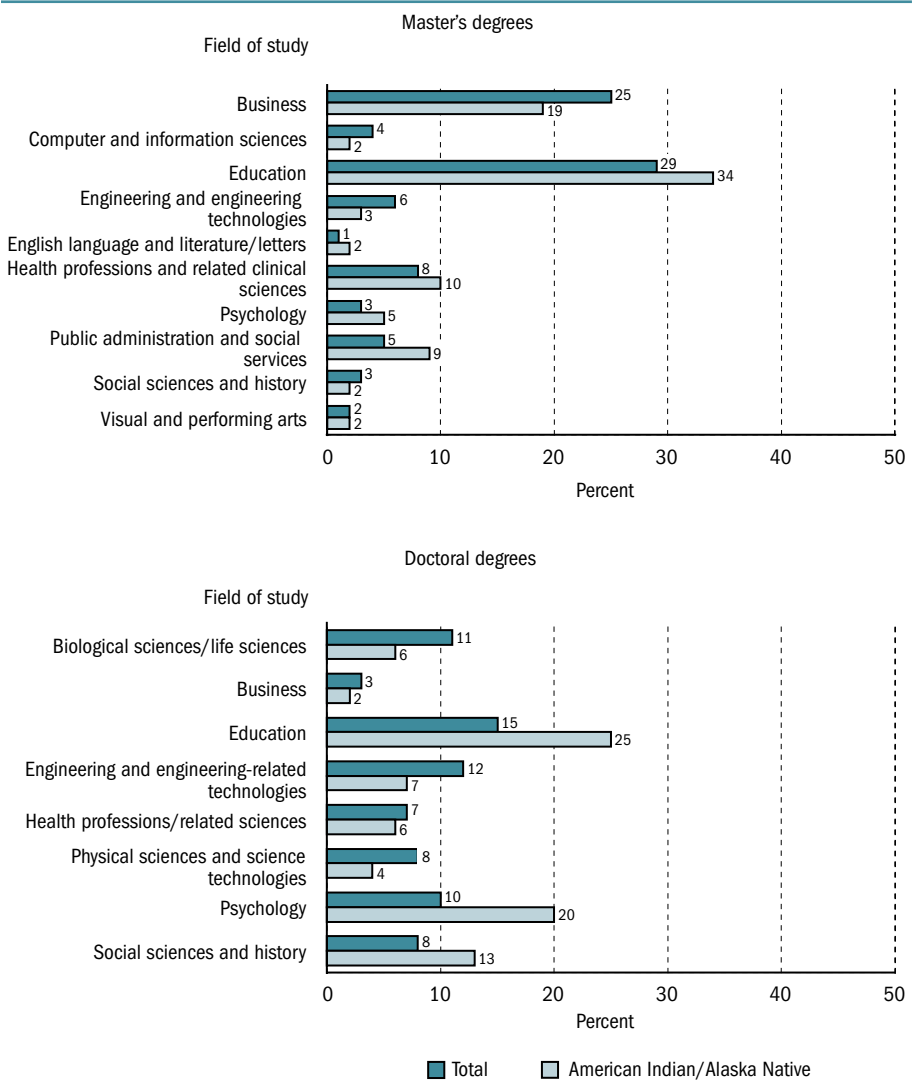
**Table 7.7. Percentage of master's and doctoral degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the most popular fields of study: 2002–03**

Field of study	Total	American Indian/ Alaska Native
<b>Master's degrees</b>		
Business	24.9	19.1
Computer and information sciences	3.8	1.7
Education	28.8	34.1
Engineering and engineering technologies	6.0	2.9
English language and literature/letters	1.4	1.6
Health professions and related clinical sciences	8.3	10.2
Psychology	3.3	4.5
Public administration and social services	5.1	8.7
Social sciences and history	2.9	2.5
Visual and performing arts	2.3	1.9
<b>Doctoral degrees</b>		
Biological sciences/life sciences	10.9	6.1
Business	2.7	1.5
Education	14.9	25.0
Engineering and engineering-related technologies	11.6	6.6
Health professions/related sciences	7.2	6.1
Physical sciences and science technologies	8.4	3.6
Psychology	10.5	19.9
Social sciences and history	8.4	13.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.



**Figure 7.7. Percentage of master's and doctoral degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the most popular fields of study: 2002–03**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.

## 7.8 Faculty in Degree-Granting Institutions

*American Indians/Alaska Natives constitute small percentages of faculty in degree-granting institutions.*

In 2001, American Indians/Alaska Natives accounted for about 0.5 percent of faculty in degree-granting institutions. Differences by level of faculty are apparent. American Indians/Alaska Natives constituted 0.9 percent of

instructors, but only 0.3 percent of professors and 0.4 percent of associate professors. As a point of comparison, in 2002 American Indian/Alaska Native students made up 1.0 percent of the total enrollment in degree-granting institutions (*indicator 7.1*).

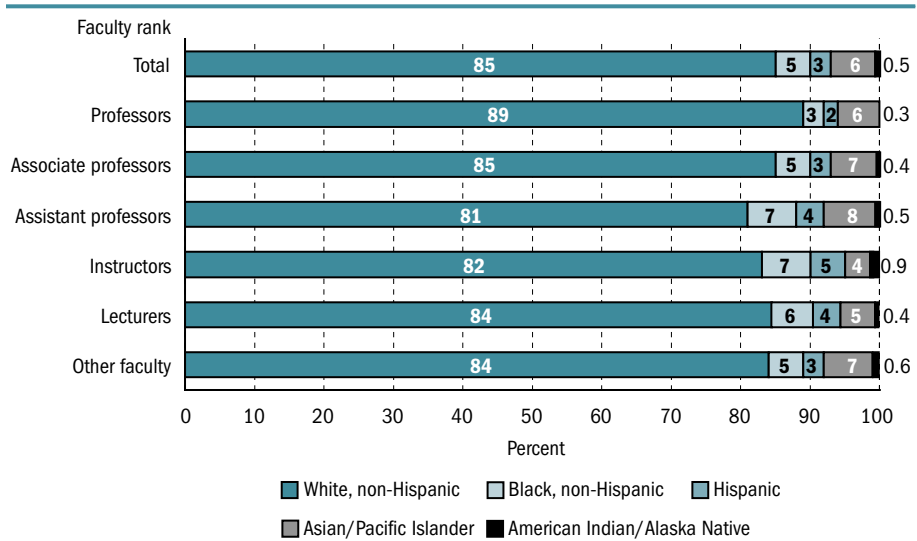
**Table 7.8. Percentage distribution of full-time instructional faculty in degree-granting institutions, by race/ethnicity and academic rank: 2001**

Faculty rank	White, non-Hispanic	Total minority faculty	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>Total</b>	<b>84.6</b>	<b>15.4</b>	<b>5.4</b>	<b>3.1</b>	<b>6.4</b>	<b>0.5</b>
Professors	88.8	11.2	3.1	1.9	5.8	0.3
Associate professors	84.9	15.1	5.4	2.8	6.6	0.4
Assistant professors	81.1	18.9	6.7	3.5	8.3	0.5
Instructors	82.4	17.6	7.3	5.1	4.4	0.9
Lecturers	84.4	15.6	5.9	4.4	4.9	0.4
Other faculty	84.0	16.0	5.4	3.0	7.0	0.6

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2003*, based on Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

**Figure 7.8. Percentage distribution of full-time instructional faculty in degree-granting institutions, by race/ethnicity and academic rank: 2001**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2003*, based on Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.



## 8. Outcomes of Education

- 8.1 Educational Attainment
- 8.2 Unemployment Rates
- 8.3 Income
- 8.4 Voting Participation

An important objective of a successful educational system is producing an educated, capable, and engaged public. This section contains indicators on the social and economic characteristics of education, measured by unemployment rates,

income, and voter participation. It is important to examine educational attainment since education levels are associated with income and employment.

## 8.1 Educational Attainment

*Thirteen percent of American Indians/Alaska Natives 25 years and older held a bachelor's or graduate degree.*

In 2003, 42 percent of American Indians/Alaska Natives had attended at least some college. Thirty-five percent had finished high school without continuing on to postsecondary education and 23 percent had not finished high school.<sup>11</sup> The percentage of American Indians/Alaska Natives who had not finished high school was lower when compared to Hispanics (43 percent), but higher when compared to

Whites (11 percent) and Asian/Pacific Islanders (12 percent). A lower percentage of American Indians/Alaska Natives completed a bachelor's degree only (9 percent) than all other racial/ethnic groups except Hispanics. A lower percentage of American Indians/Alaska Natives achieved a graduate degree (4 percent) compared to other racial/ethnic groups except Blacks and Hispanics, whose percentages were similar (5 and 3 percent, respectively).

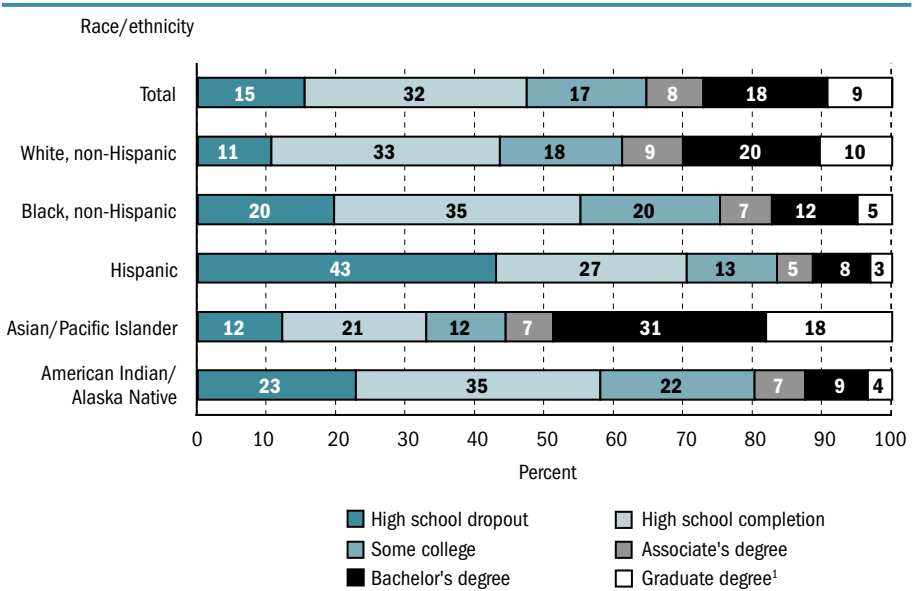
**Table 8.1. Percentage distribution of adults ages 25 and over, by highest level of educational attainment and race/ethnicity: 2003**

Highest level of education	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
High school dropout	15.4	10.6	19.7	43.0	12.2	22.8
High school completion	32.0	32.9	35.4	27.4	20.7	35.2
Some college	17.2	17.6	20.1	13.0	11.5	22.2
Associate's degree	8.2	8.8	7.5	5.2	6.8	7.3
Bachelor's degree	17.9	19.7	12.3	8.3	30.7	9.0
Graduate degree	9.3	10.4	5.2	3.1	18.1	3.6
Master's degree	6.6	7.4	4.0	2.1	12.2	2.7
Doctoral or professional degree	2.7	3.0	1.1	1.0	5.9	0.9

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

<sup>11</sup>This is different from the status dropout rate of 15 percent reported in indicator 3.3. The 23 percent reported here represents adults 25 years and older who have not completed a high school credential. The status dropout rate is the percentage of 16- to 24-year-olds who are out of school and who have not completed a high school credential.

**Figure 8.1. Percentage distribution of adults ages 25 and over, by highest level of education and race/ethnicity: 2003**

<sup>1</sup>Includes master's, doctoral, and professional degrees.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

## 8.2 Unemployment Rates

*Unemployment rates for American Indians/Alaska Natives did not significantly decrease between 1994 and 2003.*

Between 1994 and 2003, the unemployment rate for American Indians/Alaska Natives, ages 16 and over, fluctuated but did not significantly increase or decrease overall. The unemployment rate for American Indians/Alaska Natives has remained higher than the rate for the general population. In 2003, the American Indian/Alaska Native unemployment rate (15 percent) was 9 percent-

age points higher than the general population's rate (6 percent). Whites, Asian/Pacific Islanders, and Hispanics had lower unemployment rates than American Indians/Alaska Natives in 2003 (5, 6, and 8 percent, respectively, vs. 15 percent). In 2003, the American Indian/Alaska Native unemployment rate was three times as high as the unemployment rate for the White population.

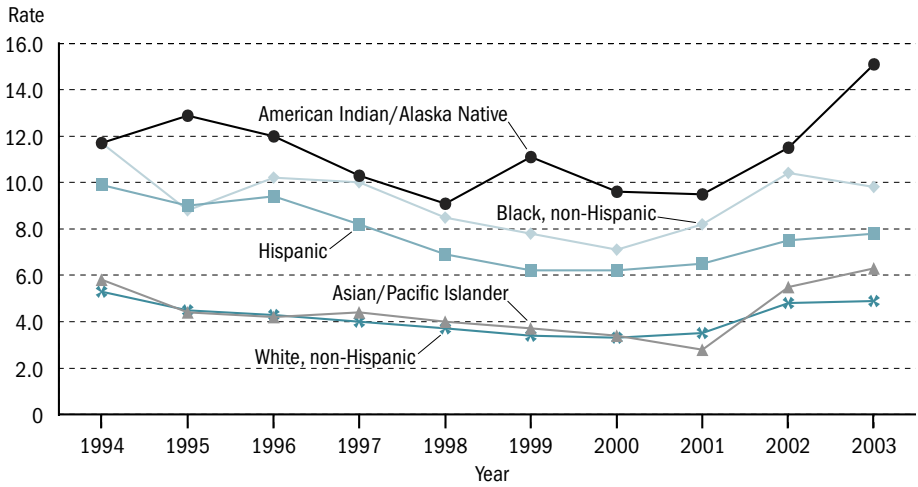
**Table 8.2. Unemployment rates for persons ages 16 and over, by race/ethnicity: 1994 to 2003**

	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1994	6.5	5.3	11.7	9.9	5.8	11.7
1995	5.4	4.5	8.8	9.0	4.4	12.9
1996	5.5	4.3	10.2	9.4	4.2	12.0
1997	5.1	4.0	10.0	8.2	4.4	10.3
1998	4.7	3.7	8.5	6.9	4.0	9.1
1999	4.2	3.4	7.8	6.2	3.7	11.1
2000	4.1	3.3	7.1	6.2	3.4	9.6
2001	4.4	3.5	8.2	6.5	2.8	9.5
2002	5.8	4.8	10.4	7.5	5.5	11.5
2003	5.9	4.9	9.8	7.8	6.3	15.1

SOURCE: U.S. Department of Commerce, Census Bureau, March Current Population Survey (CPS), 1994 to 2003.



**Figure 8.2. Unemployment rates for persons ages 16 and over, by race/ethnicity: 1994 to 2003**



SOURCE: U.S. Department of Commerce, Census Bureau, March Current Population Survey (CPS), 1994 to 2003.

### 8.3 Income

*In 2003, the median income of American Indian/Alaska Native households was lower than that of households in the total population.*

Race categories include those of Hispanic origin, except for White. Between 1989 and 2003, the median income among American Indian/Alaska Native households increased. Income increased from 1989 to 1992, and from 1997 to 1999. Over the 15-year period, the median income of American Indians/Alaska Natives increased 32 percent, from \$26,300 in 1989 to \$34,700 in 2003. American Indian/Alaska Native households had a lower median income in 1989 and 2003 than the total population; however,

American Indian/Alaska Native households had a larger increase in income during the same period (\$8,400) than the total population (\$1,200).

In 2003, the median income of American Indian/Alaska Native households (\$34,700) was lower than the median income among White, non-Hispanic and Asian/Pacific Islander households (\$48,000 and \$54,800, respectively) and higher than that of Black households (\$30,100).

**Table 8.3. Median income (in constant 2003 dollars) of households, by race/ethnicity: 1989 to 2003**

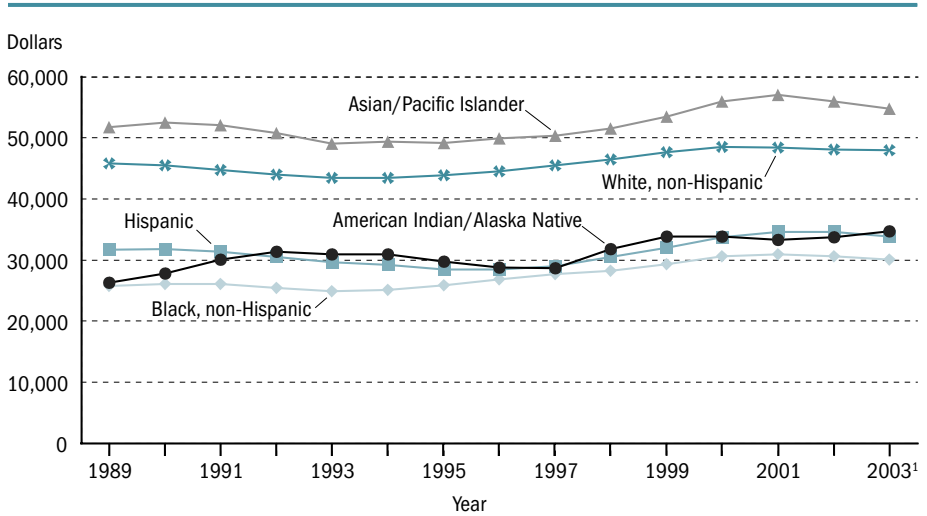
Year	Total	White, non-Hispanic	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1989	\$42,300	\$45,800	\$25,800	\$31,700	\$51,800	\$26,300
1990	42,300	45,500	26,100	31,800	52,500	27,800
1991	41,800	44,800	26,100	31,400	52,100	30,100
1992	40,900	44,000	25,400	30,500	50,800	31,400
1993	40,100	43,500	24,900	29,700	49,100	30,900
1994	39,900	43,500	25,100	29,200	49,400	31,000
1995	40,200	43,900	25,900	28,500	49,200	29,800
1996	40,800	44,500	26,800	28,500	49,900	28,800
1997	41,600	45,500	27,700	29,000	50,400	28,700
1998	42,500	46,500	28,200	30,500	51,600	31,800
1999	43,700	47,700	29,300	32,000	53,500	33,900
2000	44,500	48,500	30,600	33,800	56,000	33,900
2001	44,400	48,400	30,900	34,600	57,000	33,300
2002	43,900	48,100	30,600	34,600	56,000	33,800
2003 <sup>1</sup>	43,500	48,000	30,100	33,900	54,800	34,700

<sup>1</sup>The 2003 Current Population Survey (CPS) offered respondents the option of choosing more than one race. The 2002 and 2001 CPS recorded only one race for each respondent. The 3-year averages are based on combining the 2003 CPS race categories with the relevant single race categories of White, Black, American Indian or Alaska Native, or Asian and Pacific Islander recorded in the 2002 and 2001 CPS.

NOTE: Race categories include those of Hispanic origin, except as noted (White, non-Hispanic). Median income is the 3-year moving average median and calculated as the sum of 3 inflation-adjusted single-year medians divided by 3.

SOURCE: U.S. Census Bureau, Current Population Survey, March Current Population Survey (CPS), 1989 to 2000, and Annual Social and Economic Supplements, 2000 to 2004.

**Figure 8.3. Median income (in constant 2003 dollars) of households, by race/ethnicity: 1989 to 2003<sup>1</sup>**



<sup>1</sup>The 2003 Current Population Survey (CPS) offered respondents the option of choosing more than one race. The 2002 and 2001 CPS recorded only one race for each respondent. The 3-year averages are based on combining the 2003 CPS race categories with the relevant single race categories of White, Black, American Indian or Alaska Native, or Asian and Pacific Islander recorded in the 2002 and 2001 CPS.

NOTE: Race categories include those of Hispanic origin, except as noted (White, non-Hispanic). Median income is the 3-year moving average median and calculated as the sum of 3 inflation-adjusted single-year medians divided by 3.

SOURCE: U.S. Census Bureau, Current Population Survey, March Current Population Survey (CPS), 1989 to 2000, and Annual Social and Economic Supplements, 2000 to 2004.

## 8.4 Voting Participation

*In 1996 and 2000, American Indians/Alaska Natives were less likely to have reported voting than Whites and Blacks.*

In the 2000 presidential election, American Indians/Alaska Natives were less likely to report voting (47 percent) than Whites (62 percent) and Blacks (57 percent).

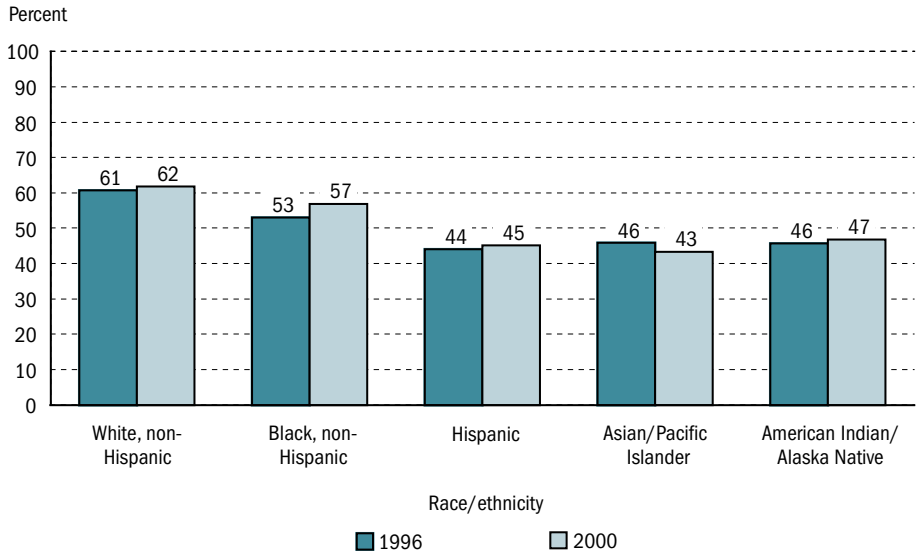
A similar pattern was found in the 1996 presidential election. In the 1996 election, 46 percent of American Indians/Alaska Natives reported having voted, compared to 61 percent of Whites and 53 percent of Blacks.

**Table 8.4. Percentage of citizens ages 18 and over who reported voting in the presidential election, by race/ethnicity: 1996 and 2000**

<b>Race/ethnicity</b>	<b>1996</b>	<b>2000</b>
<b>Total</b>	<b>58.4</b>	<b>59.5</b>
White, non-Hispanic	60.7	61.8
Black, non-Hispanic	53.0	56.9
Hispanic	44.0	45.1
Asian/Pacific Islander	45.8	43.3
American Indian/Alaska Native	45.7	46.7

SOURCE: U.S. Department of Commerce, Census Bureau, November Current Population Survey (CPS), 1996 and 2000.

**Figure 8.4. Percentage of citizens ages 18 and over who reported voting in the presidential election, by race/ethnicity: 1996 and 2000**



SOURCE: U.S. Department of Commerce, Census Bureau, November Current Population Survey (CPS), 1996 and 2000.



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## APPENDIX A

### Supplemental Tables

**Table A-1.1. Resident population and percentage distribution, by race/ethnicity: Selected years, 1980 to 2003 and projections to 2050**

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American
						Indian/Alaska Native
<b>Number (in thousands)</b>						
1980	226,546	180,906	26,142	14,609	3,563	1,326
1985	237,924	184,945	27,738	18,368	5,315	1,558
1990	248,791	188,315	29,304	22,379	6,996	1,797
1995	262,803	193,328	31,590	27,107	8,846	1,932
2000	281,422	195,575	34,313	35,306	10,724	2,097
2001	285,094	196,314	34,811	37,062	11,241	2,130
2002	287,974	196,833	35,205	38,488	11,652	2,155
2003	290,810	197,326	35,593	39,899	12,064	2,180
2005 <sup>1</sup>	287,716	199,414	35,446	38,189	12,497	2,171
2010 <sup>1</sup>	299,862	201,956	37,483	43,688	14,436	2,300
2015 <sup>1</sup>	312,268	204,590	39,551	49,255	16,444	2,428
2020 <sup>1</sup>	324,927	207,145	41,549	55,156	18,527	2,550
2030 <sup>1</sup>	351,070	210,984	45,567	68,168	23,564	2,787
2040 <sup>1</sup>	377,350	212,475	49,618	82,692	29,543	3,023
2050 <sup>1</sup>	403,687	212,991	53,466	98,229	35,760	3,241
<b>Percentage distribution</b>						
1980	100.0	79.9	11.5	6.4	1.6	0.6
1985	100.0	77.7	11.7	7.7	2.2	0.7
1990	100.0	75.7	11.8	9.0	2.8	0.7
1995	100.0	73.6	12.0	10.3	3.4	0.7
2000	100.0	69.5	12.2	12.5	3.8	0.7
2001	100.0	68.9	12.2	13.0	3.9	0.7
2002	100.0	68.4	12.2	13.4	4.0	0.7
2003	100.0	67.9	12.2	13.7	4.1	0.7
2005 <sup>1</sup>	100.0	69.3	12.3	13.3	4.3	0.8
2010 <sup>1</sup>	100.0	67.3	12.5	14.6	4.8	0.8
2015 <sup>1</sup>	100.0	65.5	12.7	15.8	5.3	0.8
2020 <sup>1</sup>	100.0	63.8	12.8	17.0	5.7	0.8
2030 <sup>1</sup>	100.0	60.1	13.0	19.4	6.7	0.8
2040 <sup>1</sup>	100.0	56.3	13.1	21.9	7.8	0.8
2050 <sup>1</sup>	100.0	52.8	13.2	24.3	8.9	0.8

<sup>1</sup> Projected.

NOTE: Figures for the year 2000 are from the Census table "Annual Estimates of the Population," released in 2004, and may differ from other published tabulations. The figures for American Indians/Alaska Natives are for the alone, non-Hispanic population. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000*, Population Estimates Program, 1980 to 2000; Population Projections Program, 2001 to 2050; and Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2003 (NC-EST2003-03), released June 14, 2004.

**Table A-1.8. Number of live births per 1,000 women, by race/ethnicity and age group of mother: Selected years, 1980 to 2002**

Age of mother	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>1980</b>						
<b>Total (ages 15-44)</b>	<b>68.4</b>	<b>65.6</b>	<b>84.7</b>	—	<b>73.2</b>	<b>82.7</b>
15-19 years	53.0	45.4	97.8	—	26.2	82.2
20-24 years	115.1	111.1	140.0	—	93.3	143.7
25-29 years	112.9	113.8	103.9	—	127.4	106.6
30-34 years	61.9	61.2	59.9	—	96.0	61.8
35-39 years	19.8	18.8	23.5	—	38.3	28.1
40-44 years	3.9	3.5	5.6	—	8.5	8.2
<b>1990</b>						
<b>Total (ages 15-44)</b>	<b>70.9</b>	<b>68.3</b>	<b>86.8</b>	<b>107.7</b>	<b>69.6</b>	<b>76.2</b>
15-19 years	59.9	50.8	112.8	100.3	26.4	81.1
20-24 years	116.5	109.8	160.2	181.0	79.2	148.7
25-29 years	120.2	120.7	115.5	153.0	126.3	110.3
30-34 years	80.8	81.7	68.7	98.3	106.5	61.5
35-39 years	31.7	31.5	28.1	45.3	49.6	27.5
40-44 years	5.5	5.2	5.5	10.9	10.7	5.9
<b>1995</b>						
<b>Total (ages 15-44)</b>	<b>64.6</b>	<b>63.6</b>	<b>71.0</b>	<b>98.8</b>	<b>62.6</b>	<b>63.0</b>
15-19 years	56.0	49.5	94.4	99.3	25.5	72.9
20-24 years	107.5	104.7	133.7	171.9	64.2	123.1
25-29 years	108.8	111.7	95.6	140.4	103.7	91.6
30-34 years	81.1	83.3	63.0	90.5	102.3	56.5
35-39 years	34.0	34.2	28.4	43.7	50.1	24.3
40-44 years	6.6	6.4	6.0	10.7	11.8	5.5
<b>2000</b>						
<b>Total (ages 15-44)</b>	<b>65.9</b>	<b>65.3</b>	<b>70.0</b>	<b>95.9</b>	<b>65.8</b>	<b>58.7</b>
15-19 years	47.7	43.2	77.4	87.3	20.5	58.3
20-24 years	109.7	106.6	141.3	161.3	60.3	117.2
25-29 years	113.5	116.7	100.3	139.9	108.4	91.8
30-34 years	91.2	94.6	65.4	97.1	116.5	55.5
35-39 years	39.7	40.2	31.5	46.6	59.0	24.6
40-44 years	8.0	7.9	7.2	11.5	12.6	5.7
<b>2002</b>						
<b>Total (ages 15-44)</b>	<b>64.8</b>	<b>64.8</b>	<b>65.8</b>	<b>94.4</b>	<b>64.1</b>	<b>58.0</b>
15-19 years	43.0	39.4	66.6	83.4	18.3	53.8
20-24 years	103.6	101.6	127.1	164.3	60.4	112.6
25-29 years	113.6	117.4	99.0	139.4	105.4	91.8
30-34 years	91.5	95.5	64.4	95.1	109.6	56.4
35-39 years	41.4	42.4	31.5	47.8	56.5	25.4
40-44 years	8.3	8.2	7.4	11.5	12.5	5.8

— Not available.

NOTE: Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *National Vital Statistics Reports*, Vol. 52, no. 10, *Births: Final Data for 2002*, based on CDC, National Center for Health Statistics, Final Natality Statistics, 2003.

**Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2002**

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribution of American Indians/ Alaska Natives by region and state
<b>Total<sup>1</sup></b>	<b>46,996,416</b>	<b>624,298</b>	<b>1.3</b>	<b>100.0</b>
<b>Northeast</b>	<b>8,296,140</b>	<b>25,720</b>	<b>0.3</b>	<b>4.1</b>
Connecticut	570,009	1,822	0.3	0.3
Maine	203,966	1,045	0.5	0.2
Massachusetts	982,989	3,134	0.3	0.5
New Hampshire	207,671	619	0.3	0.1
New Jersey	1,367,473	2,238	0.2	0.4
New York	2,888,233	12,905	0.4	2.1
Pennsylvania	1,816,747	2,519	0.1	0.4
Rhode Island	159,074	862	0.5	0.1
Vermont	99,978	576	0.6	0.1
<b>South<sup>1</sup></b>	<b>16,475,245</b>	<b>178,397</b>	<b>1.1</b>	<b>28.6</b>
Alabama	726,545	5,786	0.8	0.9
Arkansas	450,985	2,355	0.5	0.4
Delaware	116,342	357	0.3	0.1
District of Columbia	76,166	42	0.1	#
Florida	2,532,566	7,197	0.3	1.2
Georgia	1,496,012	2,324	0.2	0.4
Kentucky	628,894	1,230	0.2	0.2
Louisiana	730,354	4,925	0.7	0.8
Maryland	866,743	3,218	0.4	0.5
Mississippi	492,645	809	0.2	0.1
North Carolina	1,335,954	19,643	1.5	3.1
Oklahoma	624,548	111,898	17.9	17.9
South Carolina	689,634	1,768	0.3	0.3
Tennessee	—	—	—	—
Texas	4,258,009	13,163	0.3	2.1
Virginia	1,167,393	3,396	0.3	0.5
West Virginia	282,455	286	0.1	#
<b>Midwest</b>	<b>10,774,012</b>	<b>103,864</b>	<b>1.0</b>	<b>16.6</b>
Illinois	2,084,187	3,478	0.2	0.6
Indiana	1,001,810	2,693	0.3	0.4
Iowa	482,210	2,635	0.5	0.4
Kansas	468,342	6,657	1.4	1.1
Michigan	1,769,457	26,178	1.5	4.2
Minnesota	846,891	17,479	2.1	2.8
Missouri	923,194	2,996	0.3	0.5
Nebraska	285,402	4,467	1.6	0.7
North Dakota	104,225	8,411	8.1	1.3
Ohio	1,799,228	2,455	0.1	0.4
South Dakota	128,049	13,547	10.6	2.2
Wisconsin	881,017	12,868	1.5	2.1

See notes at end of table.

**Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2002—Continued**

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribution of American Indians/ Alaska Natives by region and state
<b>West</b>	<b>11,404,893</b>	<b>270,191</b>	<b>2.4</b>	<b>43.3</b>
Alaska	134,364	34,742	25.9	5.6
Arizona	929,111	61,288	6.6	9.8
California	6,195,920	53,898	0.9	8.6
Colorado	751,056	8,937	1.2	1.4
Hawaii	183,829	835	0.5	0.1
Idaho	248,277	3,026	1.2	0.5
Montana	149,995	16,324	10.9	2.6
Nevada	368,364	6,291	1.7	1.0
New Mexico	320,264	35,939	11.2	5.8
Oregon	537,484	11,930	2.2	1.9
Utah	484,983	7,399	1.5	1.2
Washington	1,014,798	26,746	2.6	4.3
Wyoming	86,448	2,836	3.3	0.5
<b>Bureau of Indian Affairs (BIA) schools<sup>2</sup></b>	<b>46,126</b>	<b>46,126</b>	<b>100.0</b>	<b>7.4</b>

— Not available.

# Rounds to zero.

<sup>1</sup> These data do not include Tennessee, which did not report racial/ethnic data.

<sup>2</sup> Data for BIA schools are not separated by state. They are located in the South, Midwest, and West regions.

NOTE: Figures may differ from previously published figures because BIA schools have been included in the Common Core of Data (CCD) total. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002-03.

**Table A-2.1b. Percentage distribution of public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2002**

Urbanicity	White, non- Hispanic	Total minority <sup>1</sup>	Black, non- Hispanic	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Central city <sup>2</sup>	19.2	49.2	51.1	50.1	46.5	20.0
Urban fringe <sup>3</sup>	45.4	35.7	31.5	38.2	45.1	24.3
Town <sup>4</sup>	10.1	6.0	6.8	5.1	3.3	17.8
Rural <sup>5</sup>	25.2	9.2	10.6	6.6	5.2	37.8

<sup>1</sup> Total minority represents persons of all race/ethnicities other than White, non-Hispanic.

<sup>2</sup> Large or midsize city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA).

<sup>3</sup> Area within a CBSA or CSA of a city and defined as urban by the Census Bureau, but outside of the central city itself.

<sup>4</sup> Place not within a CBSA or CSA, but having a population equal to or more than 2,500 people.

<sup>5</sup> Place with a population of fewer than 2,500 people.

NOTE: Figures may differ from previously published figures because Bureau of Indian Affairs (BIA) schools have been included in the Common Core of Data (CCD) total. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002-03.

**Table A-2.2. Number of Bureau of Indian Affairs (BIA) funded school programs, by operational structure: Selected years, 1997–98 to 2003–2004**

Operational structure	1997–98	1999–2000	2001–02	2003–04
<b>Total</b>	<b>185</b>	<b>185</b>	<b>185</b>	<b>184</b>
BIA-operated	77	64	64	64
Tribally operated	108	121	121	120

SOURCE: U.S. Department of the Interior, Bureau of Indian Affairs, Office of Indian Education Programs (OIEP), 1999–2000 OIEP School Report Card Summary; and OIEP Building Exemplary Schools for Tomorrow: 2002 Fingertip Facts and 2004 Fingertip Facts.

**Table A-4.1a. Percentage of American Indian/Alaska Native children and all children demonstrating specific motor skills, by child's age at assessment: 2001**

Age at assessment	Eye-hand coordination	Sitting	Prewalking	Independent walking	Balance
<b>8, 9, or 10 months</b>					
Total	91	93	73	19	1
American Indian/Alaska Native	91	94	75	19	1
<b>11, 12, or 13 months</b>					
Total	96	98	91	55	10
American Indian/Alaska Native	96	98	90	56	9
<b>14 to 22 months</b>					
Total	99	100	98	89	43
American Indian/Alaska Native	99	100	99	93	52

NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a sample of children who were born between January and December 2001. ECLS-B collected information on children's race by asking parents if their child was White, Black, Asian, Pacific Islander, and/or American Indian/Alaska Native. Parents were asked to choose one or more categories that applied to their child. American Indian/Alaska Native includes those of Hispanic origin and those in combination with one or more other races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Restricted-Use File, (NCES 2004-093), 2004.

**Table A-4.1b. Percentage of American Indian/Alaska Native children and all children demonstrating specific cognitive skills, by child's age at assessment: 2001**

Age at assessment	Explores objects in play	Explores with purpose	Babbles	Early problem solving	Uses words
<b>8, 9, or 10 months</b>					
Total	99	88	47	3	#
American Indian/Alaska Native	99	87	46	3	#
<b>11, 12, or 13 months</b>					
Total	100	97	72	17	5
American Indian/Alaska Native	100	98	72	17	5
<b>14 to 22 months</b>					
Total	100	99	89	46	27
American Indian/Alaska Native	100	99	92	51	30

# Rounds to zero.

NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a sample of children who were born between January and December 2001. ECLS-B collected information on children's race by asking parents if their child was White, Black, Asian, Pacific Islander, and/or American Indian/Alaska Native. Parents were asked to choose one or more categories that applied to their child. American Indian/Alaska Native includes those of Hispanic origin and those in combination with one or more other races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Restricted-Use File, (NCES 2004-093), 2004.



**Table A-4.9. Percentage distribution of 12<sup>th</sup>-grade SAT test-taking population, by race/ethnicity: 1996 to 2004**

Race/ethnicity	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>Total<sup>1</sup></b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
White	69	68	67	67	66	66	65	64	63
Black	11	11	11	11	11	11	11	12	12
Mexican American	4	4	4	4	4	4	4	5	5
Puerto Rican	1	1	1	1	1	1	1	1	1
Other Hispanic/Latino	3	3	3	3	4	4	4	4	4
Asian/Pacific Islander	9	9	9	9	9	10	10	10	10
American Indian/ Alaska Native	1	1	1	1	1	1	1	1	1

<sup>1</sup> Includes other race/ethnicity categories not separately shown.

NOTE: Test-takers were asked to self-identify a single racial/ethnic group.

SOURCE: College Entrance Examination Board, *News 2002-2003*, Table 1 and Table 9.

**Table A-7.1a. American Indian/Alaska Native enrollment in public and private degree-granting institutions, by type of institution and sex: Selected years, 1976 to 2002**

Year	Type of institution			Sex	
	Total	2-year	4-year	Males	Females
1976	76,100	41,200	35,000	38,500	37,600
1978	77,900	43,100	34,800	36,800	41,000
1980	83,900	47,000	36,900	37,800	46,100
1982	87,700	49,100	38,600	39,900	47,800
1984	83,600	45,500	38,100	37,400	46,100
1986	90,100	50,500	39,600	39,400	50,600
1988	92,500	50,400	42,100	39,100	53,400
1990	102,800	54,900	47,900	43,100	59,700
1991	113,700	62,600	51,100	47,600	66,100
1992	119,300	64,400	54,900	50,200	69,100
1993	121,700	63,200	58,500	51,200	70,500
1994	127,400	66,200	61,200	53,000	74,400
1995	131,300	65,600	65,700	54,800	76,500
1996	137,600	70,200	67,300	57,200	80,400
1997	142,500	71,000	71,500	59,000	83,400
1998	144,200	71,500	72,600	59,000	85,100
1999 <sup>1</sup>	145,500	72,100	73,400	58,600	86,800
2000	151,200	74,700	76,500	61,400	89,700
2001	158,200	78,200	80,000	63,600	94,500
2002	165,900	81,300	84,600	65,700	100,200

<sup>1</sup>Data were imputed using alternative procedures.

NOTE: Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1976 to 1999, and Spring 2001 through Spring 2003 surveys.

**Table A-7.1b. Percentage of total public and private degree-granting institution enrollment that is male, percentage that is female, and difference between male and female percentages, by race/ethnicity: Selected years, 1976 to 2002**

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>Percent male</b>						
1976	52.7	53.0	45.5	54.6	54.8	50.6
1980	48.5	48.5	41.9	49.1	52.8	45.0
1990	45.5	45.3	38.9	45.2	51.5	42.0
2000	43.9	44.3	36.7	42.9	47.6	40.7
2001	43.7	44.2	36.3	42.6	47.2	40.2
2002	43.4	44.0	35.8	42.1	46.9	39.6
<b>Percent female</b>						
1976	47.3	47.0	54.5	45.4	45.2	49.4
1980	51.5	51.5	58.1	50.9	47.2	55.0
1990	54.5	54.7	61.1	54.8	48.5	58.0
2000	56.1	55.7	63.3	57.1	52.4	59.3
2001	56.3	55.8	63.7	57.4	52.8	59.8
2002	56.6	56.0	64.2	57.9	53.1	60.4
<b>Difference</b>						
1976	5.5	6.1	-9.0	9.3	9.6	1.3
1980	-2.9	-2.9	-16.2	-1.8	5.6	-10.0
1990	-9.1	-9.3	-22.3	-9.5	3.0	-16.1
2000	-12.2	-11.4	-26.6	-14.2	-4.7	-18.7
2001	-12.6	-11.6	-27.3	-14.9	-5.6	-19.5
2002	-13.3	-12.1	-28.4	-15.9	-6.2	-20.8

NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data after 1996 are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2003 surveys.

**Table A-7.2. Enrollment in tribally controlled colleges: Fall 1997 to fall 2002**

College	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
<b>Total</b>	<b>13,583</b>	<b>13,940</b>	<b>14,400</b>	<b>13,589</b>	<b>14,040</b>	<b>15,837</b>
Bay Mills Community College	453	369	321	360	368	430
Blackfeet Community College	411	396	291	299	341	418
Cankdeska Cikana Community College	142	124	134	9	169	160
Chief Dull Knife College <sup>1</sup>	508	448	448	461	442	268
College of the Menominee Nation	225	249	385	371	407	530
Crownpoint Institute of Technology	364	227	270	841	299	283
D-Q University	314	225	257	172	193	251
Diné College	1,732	1,875	1,881	1,712	1,685	1,822
Fond du Lac Tribal and Community College	704	701	935	999	1,023	1,315
Fort Belknap College	218	163	266	295	170	158
Fort Berthold Community College	223	291	285	50	50	249
Fort Peck Community College	360	316	370	400	419	443
Haskell Indian Nations University	846	779	885	918	967	887
Institute of American Indian Arts	109	109	133	139	44	155
Lac Courte Oreilles Ojibwa Community College	493	551	485	489	516	550
Leech Lake Tribal College	135	228	222	240	174	244
Little Big Horn College	243	324	207	320	203	275
Little Priest Tribal College	—	—	147	141	88	146
Nebraska Indian Community College	223	186	186	170	191	118
Northwest Indian College	677	695	548	524	600	667
Oglala Lakota College	1,219	1,137	1,198	1,174	1,270	1,279
Saginaw Chippewa Tribal College	—	—	—	—	—	41
Salish Kootenai College	967	1,016	1,075	1,042	976	1,109
Sinte Gleska University	766	1,041	910	900	895	787
Sisseton Wahpeton Community College	199	201	219	250	275	285
Si Tanka College	171	215	215	59	51	434
Sitting Bull College	217	231	233	22	194	214
Southwestern Indian Polytechnic Institute	656	653	643	304	723	777
Stone Child College	166	255	188	38	242	83
Turtle Mountain Community College	579	624	665	686	684	897
United Tribes Technical College	263	311	299	204	302	463
White Earth Tribal and Community College	—	—	99	—	79	99

— Not available.

<sup>1</sup>Previously named Dull Knife Memorial College.

NOTE: These colleges are, with few exceptions, located on reservations. They are all members of the American Indian Higher Education Consortium. The U.S. Department of Education, Office for Civil Rights (OCR) maintains the U.S. Department of Education Minority Postsecondary Institution listing which includes a listing of tribally controlled colleges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years, based on Integrated Postsecondary Education System (IPEDS), "Fall Enrollment" surveys, 1997 to 1999, and Spring 2001 through Spring 2003 surveys.

**Table A-7.5. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree: 1976–77 to 2002–03**

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>
<b>Total</b>										
1976-77	2,498	3,326	967	95	196	0.6	0.4	0.3	0.3	0.3
1978-79	2,336	3,410	999	104	216	0.6	0.4	0.4	0.4	0.3
1980-81	2,584	3,593	1,034	130	192	0.6	0.4	0.4	0.5	0.3
1984-85	2,953	4,246	1,256	119	248	0.7	0.5	0.5	0.4	0.4
1986-87	3,195	3,968	1,103	105	304	0.7	0.4	0.4	0.4	0.4
1988-89	3,331	3,951	1,086	85	264	0.8	0.4	0.4	0.3	0.4
1989-90	3,430	4,390	1,090	98	257	0.8	0.4	0.4	0.3	0.4
1990-91	3,871	4,583	1,178	106	261	0.8	0.4	0.4	0.4	0.4
1991-92	4,060	5,228	1,280	120	298	0.8	0.5	0.4	0.4	0.4
1992-93	4,408	5,683	1,405	107	370	0.9	0.5	0.4	0.3	0.5
1993-94	4,876	6,192	1,699	134	371	0.9	0.5	0.5	0.4	0.5
1994-95	5,482	6,610	1,621	130	413	1.0	0.6	0.5	0.4	0.6
1995-96	5,573	6,976	1,778	159	463	1.0	0.6	0.5	0.5	0.6
1996-97	5,984	7,425	1,940	175	514	1.1	0.7	0.5	0.5	0.7
1997-98	6,246	7,903	2,053	186	561	1.1	0.7	0.5	0.5	0.7
1998-99	6,424	8,423	2,016	194	612	1.2	0.7	0.5	0.6	0.8
1999-2000	6,497	8,719	2,246	160	572	1.2	0.7	0.6	0.5	0.8
2000-01	6,623	9,049	2,481	177	543	1.2	0.8	0.6	0.5	0.7
2001-02	6,832	9,165	2,624	180	581	1.2	0.7	0.6	0.5	0.7
2002-03	7,470	9,803	2,841	192	586	1.2	0.8	0.6	0.6	0.7
<b>Males</b>										
1976-77	1,216	1,804	521	67	159	0.6	0.4	0.3	0.3	0.3
1978-79	1,069	1,736	495	69	150	0.6	0.4	0.4	0.3	0.3
1980-81	1,108	1,700	501	95	134	0.6	0.4	0.4	0.5	0.3
1984-85	1,198	1,998	583	64	176	0.6	0.4	0.5	0.4	0.4
1986-87	1,263	1,817	518	57	183	0.7	0.4	0.4	0.3	0.4
1988-89	1,323	1,730	476	50	148	0.7	0.4	0.4	0.3	0.3
1989-90	1,364	1,860	455	49	135	0.7	0.4	0.4	0.3	0.3
1990-91	1,439	1,938	488	59	144	0.7	0.4	0.4	0.3	0.3
1991-92	1,545	2,195	529	66	159	0.8	0.4	0.4	0.4	0.4
1992-93	1,680	2,450	584	52	192	0.8	0.5	0.4	0.3	0.4
1993-94	1,837	2,620	692	66	222	0.9	0.5	0.5	0.4	0.5
1994-95	2,098	2,739	659	58	223	1.0	0.5	0.4	0.3	0.5
1995-96	1,993	2,885	705	80	256	0.9	0.6	0.5	0.4	0.6
1996-97	2,068	2,996	734	87	290	0.9	0.6	0.5	0.5	0.7
1997-98	2,252	3,151	782	83	291	1.1	0.6	0.5	0.5	0.7
1998-99	2,241	3,323	771	92	333	1.0	0.7	0.5	0.5	0.8
1999-2000	2,225	3,464	836	57	293	1.0	0.7	0.5	0.3	0.7
2000-01	2,294	3,700	917	76	278	1.0	0.7	0.6	0.4	0.7
2001-02	2,308	3,624	993	67	292	1.0	0.7	0.6	0.4	0.7
2002-03	2,624	3,858	1,022	73	293	1.1	0.7	0.6	0.4	0.7

See notes at end of table.

**Table A-7.5. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree: 1976–77 to 2002–03 —Continued**

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>
<b>Females</b>										
1976–77	1,282	1,522	446	28	37	0.7	0.4	0.3	0.4	0.3
1978–79	1,267	1,674	504	35	66	0.6	0.4	0.4	0.4	0.4
1980–81	1,476	1,893	533	35	58	0.7	0.4	0.4	0.4	0.3
1984–85	1,755	2,248	673	55	72	0.7	0.5	0.5	0.5	0.3
1986–87	1,932	2,151	585	48	121	0.8	0.4	0.4	0.4	0.5
1988–89	2,008	2,221	610	35	116	0.8	0.4	0.4	0.3	0.5
1989–90	2,066	2,530	635	49	122	0.8	0.5	0.4	0.4	0.5
1990–91	2,432	2,645	690	47	117	0.9	0.5	0.4	0.4	0.4
1991–92	2,515	3,033	751	54	139	0.9	0.5	0.4	0.4	0.5
1992–93	2,728	3,233	821	55	178	0.9	0.5	0.4	0.4	0.6
1993–94	3,039	3,572	1,007	68	149	1.0	0.6	0.5	0.5	0.5
1994–95	3,384	3,871	962	72	190	1.1	0.6	0.5	0.5	0.6
1995–96	3,580	4,091	1,073	79	207	1.1	0.7	0.5	0.5	0.7
1996–97	3,916	4,429	1,206	88	224	1.1	0.7	0.6	0.6	0.7
1997–98	3,994	4,752	1,271	103	270	1.2	0.7	0.6	0.6	0.8
1998–99	4,183	5,100	1,245	102	279	1.2	0.8	0.5	0.6	0.8
1999–2000	4,272	5,255	1,410	103	279	1.3	0.8	0.6	0.6	0.8
2000–01	4,329	5,349	1,564	101	265	1.3	0.8	0.6	0.6	0.7
2001–02	4,524	5,541	1,631	113	289	1.3	0.8	0.6	0.7	0.8
2002–03	4,846	5,945	1,819	119	293	1.3	0.8	0.7	0.7	0.8

<sup>1</sup>A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

NOTE: For years 1984–85 to 2002–03, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to impute race/ethnicity for students whose race/ethnicity was not reported. Data for 1998–99 were imputed using alternative procedures. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 through 1985–86; and Integrated Postsecondary Education Data System (IPEDS), "Completions Survey," (IPEDS-C:87–99), 1986–87 through 1998–99, and Fall 2000 through 2003.





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