

November 1, 2005

Recent Changes in the Entry of Hispanic and White Youth into College

by
Richard Fry

Pew Hispanic Center
A Pew Research Center Project
www.pewhispanic.org

CONTENTS

Executive Summary	i
Introduction	1
I. Changes in the Nature of College-Going in States with Large Hispanic Populations	2
II. Consequences for the Relative Fortunes of Latino Youth	10
Conclusions	12
References	13
Appendix A: Data Sources	15
A1: Enrollment by Type of Institution, Fall 1996 to 2001	16
Appendix B: Data Tables	17
B1: Full-Time, First-Year Undergraduates by Race and Type of Institution	17
B2: Full-Time, First-Year Undergraduates at Four-Year Colleges by Race and Barron's Classification	18
B3: Full-Time, First-Year Undergraduates by Race and Control of Institution	19
B4: Full-Time, First-Year Undergraduates by State, Race and Type of Institution Fall 2001	20
B5: Full-Time, First-Year Undergraduates by State, Race and Type of Institution, Fall 2000	21
B6: Full-Time, First-Year Undergraduates by State, Race and Type of Institution, Fall 1997	22
B7: Full-Time, First-Year Undergraduates by State, Race and Type of Institution, Fall 1996	23
B8: Full-Time, First-Year Undergraduates at Four-Year Colleges by State, Race and Admissions Selectivity of Institution, Fall 2001	24
B9: Full-Time, First-Year Undergraduates at Four-Year Colleges by State, Race and Admissions Selectivity of Institution, Fall 2000	26
B10: Full-Time, First-Year Undergraduates at Four-Year Colleges by State, Race and Admissions Selectivity of Institution, Fall 1997	28

CONTENTS (cont.)

B11: Full-Time, First-Year Undergraduates at Four-Year Colleges by State, Race and Admissions Selectivity of Institution, Fall 1996	30
B12: Full-Time, First-Year Undergraduates by State, Race and Control of Institution, Fall 2001	32
B13: Full-Time, First-Year Undergraduates by State, Race and Control of Institution, Fall 2000	34
B14: Full-Time, First-Year Undergraduates by State, Race and Control of Institution, Fall 1997	35
B15: Full-Time, First-Year Undergraduates by State, Race and Control of Institution, Fall 1996	37
About the Author	39
Figures	
Figure 1: The Change in Freshman Enrollment in all Colleges, 1996 to 2001	3
Figure 2: The Change in Freshman Enrollment in all Colleges and Four-year Colleges, 1996 to 2001 in the Seven Large States Combined	4
Figure 3: The Gap between Whites and Hispanics at Four-year Colleges, 1996 and 2001	6
Figure 4: The Change in Freshman Enrollment in Two-year Colleges, 1996 to 2001	7
Figure 5: The Change in Freshman Enrollment in Two-year and Four-year Colleges, 1996 to 2001	7
Figure 6: Proportions of Hispanic and White Four-year Freshman Enrolled in Selective Colleges by State, 1996 and 2001	9
Figure 7: Bachelor's Degree Completion Rates of Bachelor's Degree-seeking Entrants	10
Figure 8: Graduation Rates of Initial Entrants and Transferees into Four-year Colleges	11
Table	
Table 1: Percent of Freshmen Enrolled in Four-year Degree-granting Institutions, by State	5

Executive Summary

In addition to longstanding concerns over high school completion, policymakers are increasingly focused on disparities in outcomes between Hispanic and white college students (President's Advisory Commission on Educational Excellence for Hispanic Americans, 2003; Council of Economic Advisers, 2000; RAND, 2001). Young Hispanic undergraduates are half as likely as their white peers on campus to finish a bachelor's degree, a disparity at least as large as the disparity in finishing high school. Many factors contribute to producing this disparity. This study focuses on one: changes in college enrollment patterns.

This report shows that although Hispanics continue to increase their sheer numbers in college, they are likely falling further behind whites in the pursuit of completing the bachelor's degree. In several key states, white enrollment increases occurred exclusively at four-year colleges and universities. Hispanic enrollment gains occurred at both two-year and four-year colleges. As a result, increases in the number of Latinos pursuing postsecondary education have not produced a reduction in the four-year college enrollment gap between Latinos and whites. Relative to whites, a smaller share of Latinos are obtaining a college education at a four-year college or university, diminishing their likelihood of completing a bachelor's degree. In effect, Hispanics are chasing a target that is accelerating ahead of them.

This study considers seven states with large Latino populations—California, New York, Arizona, New Jersey, Florida, Texas and Illinois—for the period between 1996 and 2001. About 80 percent of the nation's Latino college students go to college in those states. According to a Pew Hispanic Center analysis of data compiled by the U.S. Department of Education, first-time, full-time Hispanic freshman enrollment increased in all seven of these states at rates ranging from 6 percent in New York to 53 percent in Florida. The growth of white enrollment at all postsecondary institutions (two-year as well as four-year) was considerably less robust and actually decreased slightly in California.

Even as larger numbers of Latinos were enrolling in college, they slipped behind whites in one critical respect. The growth in Hispanic enrollment was spread across both four-year and two-year colleges. However, the increase in enrollment among whites tilted in the direction of four-year colleges. Thus, comparing the proportions of whites and Hispanics enrolled in four-year colleges, Latinos fell further behind whites in California, New York, Arizona and New Jersey between 1996 and 2001. In California, a 9-point gap widened to 16 points by 2001.

The shift of white freshman enrollment from two-year to four-year colleges was large enough to trigger an overall decline in two-year college freshman enrollment in four states. The decrease in white freshman enrollment at two-year colleges more than offset increases in the number of Hispanic freshmen entering those colleges. Freshman enrollment in two-year colleges was flat or declining in all states except Texas and Florida. In four key states the number of Hispanic youths beginning college in the lower tiers of postsecondary education significantly increased even as other youths were forgoing those institutions.

Enrollment changes between 1996 and 2001 suggest mixed progress for Latino youth. On the one hand, the proportion of Hispanics enrolling in four-year institutions was generally increasing. This should provide a boost to educational attainment as a greater share of all Latino college students complete a bachelor's degree. However, in California, New York, New Jersey and Arizona, an even larger additional fraction of white youths enrolled in four-year colleges. Thus, the educational attainment of white youth is likely to receive a greater boost. In a relative sense, therefore, Latino youths are falling further behind their white counterparts in several key states.

Using the widely known *Barron's* measure of admissions competitiveness, this report also analyzes the change in full-time freshman enrollment between 1996 and 2001 in selective and nonselective four-year colleges. The analysis finds that the proportion of Hispanic four-year freshmen attending more selective colleges was either flat or dropped in the selected states. But the proportion of white four-year freshmen at selective colleges also declined in tandem fashion. Thus, relative to whites, Latino youths did not lose ground in enrollment at the more selective college campuses.

Introduction

There has been marked growth in the enrollment of Hispanic freshmen in colleges in recent years. Nationally, there were 24 percent more Latino freshmen in postsecondary institutions in 2001 than in 1996.¹ The increase in Hispanic freshman enrollment cut across different types of colleges and across state boundaries. Latino freshman enrollment in four-year colleges increased by 29 percent and enrollment in two-year colleges was up 14 percent between 1996 and 2001.

This report examines how higher education has accommodated the growth in young Hispanic college entrants between 1996 and 2001 in seven states: California, New York, Arizona, New Jersey, Texas, Florida and Illinois. A state-level, rather than national, analysis is appropriate because there is much diversity across states in the structure of higher education (Goldin and Katz, 1998). The seven states covered in this report accounted for nearly 80 percent of the total Hispanic first-time, full-time enrollment of freshmen in 2001. Thus, the trends in college enrollment in these states are critical for an understanding of the postsecondary prospects of Latino youth. This analysis compares the enrollment change at two-year and four-year colleges, both public and private, in these seven states using data compiled by the U.S. Department of Education.

The enrollment of Latino youth in four-year colleges increased in all seven states between 1996 and 2001. The largest gain—55 percent—was in Florida. Hispanic first-time freshman enrollment in two-year colleges increased in five of the seven states and the largest increase—30 percent—was in Texas. The nature of the increase in white freshman enrollment between 1996 and 2001 was considerably different.² In the seven states covered in this report, the growth in white freshman enrollment tended to be concentrated in four-year colleges and universities. Enrollment of whites in two-year colleges actually declined in five of seven states. White enrollment at non-degree-granting institutions also fell in five of seven states. As a result, the gap between white and Latino youth in enrollment at four-year institutions widened significantly in several states, most notably in California. Thus, even as Hispanics were making gains in overall college enrollment, the share of white freshmen enrolling in four-year colleges increased more than among Latinos.

Enrollment in a two-year college rather than a four-year institution can have important implications for the likelihood of Latino youths' acquiring a degree, especially a baccalaureate degree (Ganderton and Santos, 1995; Fry, 2004). Colleges vary widely in their graduation rates (Carey, 2004), and some kinds of colleges are more successful as an entry point into higher education for Latinos than other kinds of colleges. College type is also decisive for the youth's college experience. Some campuses are exclusively residential; other campuses are devoid of dormitories. The nature of the faculty, instructional resources, the characteristics of the student body and other key facets of the college experience vary by the type of college. Finally, the student's satisfaction with college varies by the kind of college attended. Overall college satisfaction is also strongly positively related to whether the student leaves home to attend college and to the college's distance from home (Astin, 1993).

Recent changes in college enrollment reinforce the marked increase in the Hispanic presence at the nation's college campuses that has occurred over the past 30 years. In 1972 there were an estimated 70,000 Hispanic college students between the ages of 18 and 19. By 2002 their number had increased to 360,000, a more than fivefold increase. Over the same period, the total number of 18-to-19-year-old college students increased from 2.7 million to 3.6 million, an

¹ The terms "Hispanic" and "Latino" are used interchangeably.

² Unless otherwise noted, "white" refers to non-Hispanic white in this report.

increase of 901,000. Thus, Hispanic youths have been a major component of growth in undergraduate enrollment, accounting for a third of the overall increase.

The increasing number of young Latinos on college campus is not only a function of rapid population growth but also reflects improved educational performance among Hispanics. From 1970 to 2000 the share of U.S.-born Latino 18- to-19 year-olds who completed high school increased from 40 percent to 60 percent (Vernez and Mizell, 2002). Also, more Hispanic youths are pursuing postsecondary education. Among 1972 high school seniors, 51 percent of Hispanics went on to college. By 1992, 70 percent of Hispanic high school seniors went on to college (Adelman, 2004).

This report is based on an analysis of the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) fall enrollment counts from the public use data files (see the Appendix). The IPEDS data are the only uniformly collected information on enrollments at individual colleges and universities. The fall 2001 enrollment counts are the most recent data available at the time of writing.

This analysis exclusively examines changes in the enrollment of first-time, full-time freshmen students seeking a degree. In fall 2001 there were a total of 14.1 million undergraduates enrolled in U.S. colleges (NCES, 2003a). Of these, about 2.2 million were first-time, full-time, degree-seeking freshmen. This analysis excludes nontraditional, older undergraduates so as to focus on traditional college students who begin postsecondary work in an intensive manner shortly after graduating from high school.³ Other researchers commonly use the first-time, full-time degree-seeking freshmen category to approximate the nation's young college-going cohort (Carnevale and Rose, 2003; Nettles, Millett and Einarson, 2000).

I. Changes in the Nature of College-Going in States with Large Hispanic Populations

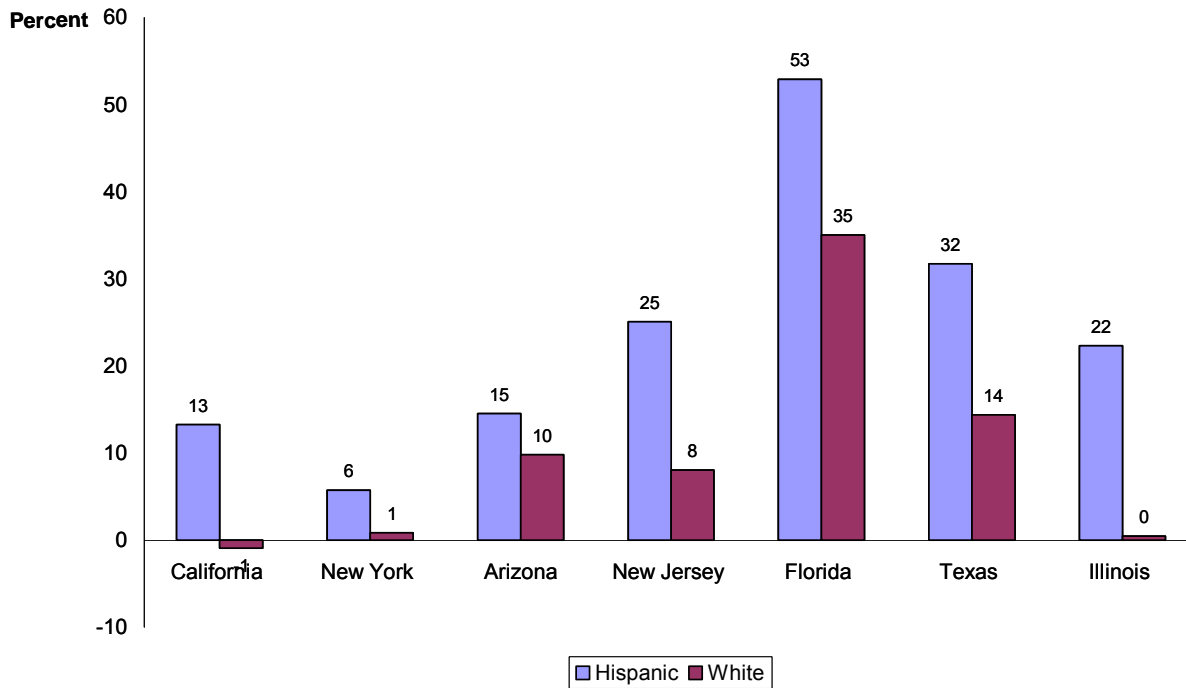
This section assesses changes in first-time, full-time freshman enrollment in seven states with large Hispanic populations: California, New York, Arizona, New Jersey, Florida, Texas and Illinois. Hispanic first-time, full-time enrollment in these seven states accounts for nearly 80 percent of the U.S. total. In 2001, these seven states accounted for nearly 150,000 of the 190,000 beginning Hispanic freshmen in all 50 states. California alone had 52,000 first-time, full-time degree-seeking Hispanic freshmen in 2001.

³ The IPEDS does have enrollment counts by the age of the undergraduate, so one might envision capturing the "traditional college-going cohort" by age. However, the information on age cannot be cross-tabulated with the race/ethnicity of the undergraduate.

Overall Freshman Enrollment

The number of Hispanic youths beginning college studies of any kind increased sharply from 1996 to 2001. Hispanic first-time, full-time freshman enrollment grew by an average of 24 percent in the seven states (Figure 1). The biggest increase was in Florida, where the number of

**Figure 1. The Change in Freshman Enrollment in All Colleges, 1996 to 2001:
White Increase Trails Hispanic Increase**



Source: Pew Hispanic Center analysis of U.S. Department of Education IPEDS Fall Enrollment Data

Hispanic freshmen increased by more than 6,000 students from 1996 to 2001, an increase of greater than 50 percent. The growth in the Hispanic college-going cohort reflects the increasing number of Hispanic high school graduates.⁴

White freshman enrollment at colleges and universities grew more modestly than Hispanic enrollments in all seven states. In particular, white freshman enrollment growth was below 15 percent in six of the seven states under consideration. In California the absolute number of white freshmen declined from 1996 to 2001. In New York and Illinois white freshman enrollment was flat. The only states where white freshman enrollment was up by more than 10 percent were Florida and Texas.

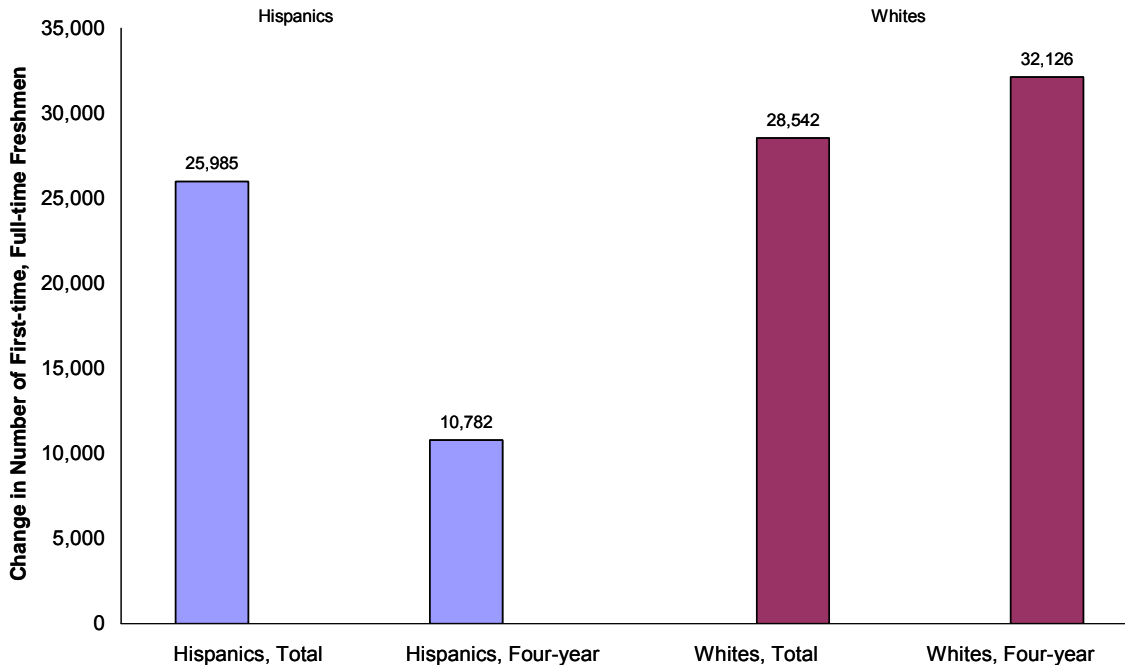
⁴ For the nation as a whole, the number of Hispanic high school graduates increased by 36 percent from 1996 to 2001. Nationally, Hispanic first-time, full-time, degree-seeking freshmen in postsecondary education increased markedly by nearly 25 percent from 1996 to 2001. Counts of high school graduates are not available for Arizona and New Jersey. Hispanic high school graduates increased at least 25 percent in California, New York, Florida, Texas and Illinois. Texas had the largest increase in Hispanic high school graduates between 1996 to 2001, increasing 39 percent (NCES, 1999).

College Enrollment by Sector

As their numbers increased rapidly, Hispanic freshmen spread out across all types of colleges and universities. As white enrollment increased more slowly, the growth was concentrated in four-year colleges and universities.

Between 1996 and 2001, the number of Hispanics enrolled in postsecondary education in these seven states increased by nearly 26,000 students, and of these nearly 11,000 or 41 percent attended four-year degree-granting institutions (Figure 2). Meanwhile, among whites, full-time freshman enrollment increased by only 29,000 even though they represent a far greater share of the population. But white four-year enrollment increased by more than 32,000 students in the seven states combined.

Figure 2. The Change in Freshman Enrollment in All Colleges and Four-year Colleges, 1996 to 2001, in the Seven Large States Combined



Source: Pew Hispanic Center analysis of U.S. Department of Education IPEDS Fall Enrollment Data

The Growing Gap in Enrollment at Four-Year Colleges

Since enrollment growth in the four-year sector was much more robust for whites than their overall increase in enrollment, the share of white freshmen at four-year schools increased markedly. Six of the seven states examined registered increases in the proportion of white freshmen enrolled at four-year institutions (Table 1).⁵ In California the percentage of white freshmen educated at four-year colleges increased from 38 percent in 1996 to 46 percent in 2001. California and Arizona showed the broadest change, with the share of white freshmen enrolled at four-year schools increasing by 8 percentage points, and New York was not far behind with a 7-

⁵ Specifically, the rate is the share of a group's total first-time, full-time enrollment that is at four-year colleges or universities. In the case of whites, the rate is (white four-year freshmen/white total freshmen).

point increase. Texas, where the share fell by just 2 percentage points (57 percent to 55 percent), was the exception.

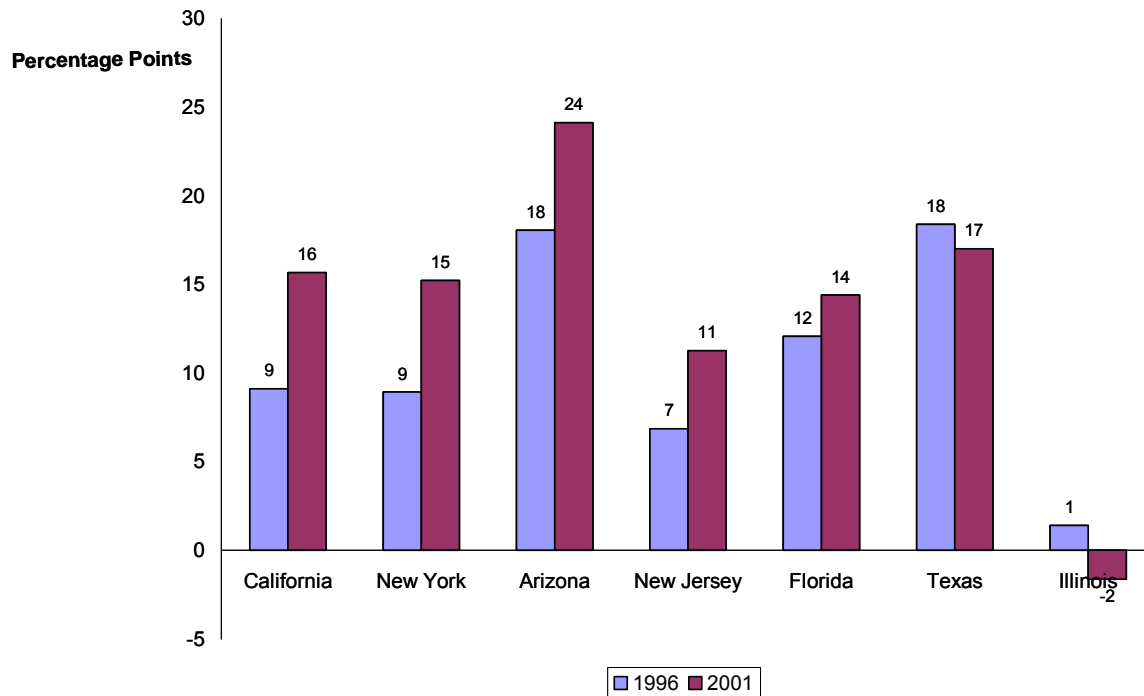
Table 1. Percent of Freshmen Enrolled in Four-year Degree-granting Institutions, by State

State	1996			2001		
	White (1)	Hispanic (2)	White Hispanic Gap (1) - (2)	White (4)	Hispanic (5)	White Hispanic Gap (4) - (5)
California	38	29	9	46	31	16
New York	63	54	9	70	55	15
Arizona	49	31	18	57	33	24
New Jersey	45	38	7	50	39	11
Florida	45	33	12	48	33	14
Texas	57	39	18	55	38	17
Illinois	53	52	1	57	59	-2

Source: Pew Hispanic Center analysis of U.S. Department of Education IPEDS Fall Enrollment Data

Among Hispanics, growth in the four-year sector was roughly in line with the overall increase in enrollment. As a result, the share of Hispanic freshman enrolling in four-year schools was virtually unchanged in six of the seven states. Only Illinois showed a change of more than 2 percentage points as the share of Hispanic freshmen enrolled in four year campuses there grew by 7 percentage points.

As a result of differing growth patterns for whites and Hispanics, the gap in enrollment at four-year colleges increased considerably in California, New York, Arizona and New Jersey between 1996 and 2001. The largest such increase occurred in California. In 1996, 38 percent of white freshmen and 29 percent of Hispanic freshmen attended four-year schools in California—a 9 percentage point gap. By 2001, Latino freshman enrollment in four-year colleges in California had increased only slightly to 31 percent, but the proportion of white youth had jumped to 46 percent. So a 9-point gap between white and Hispanic students expanded to a 16-point gap by 2001. (Figure 3). The states of New York, Arizona and New Jersey also produced a widening gap between white and Hispanic freshmen in enrollment at four-year degree-granting institutions.

Figure 3. The Gap between Whites and Hispanics at Four-year Colleges, 1996 and 2001

Source: Pew Hispanic Center analysis of U.S. Department of Education IPEDS Fall Enrollment Data

Declining White Freshman Enrollments in Two-year Colleges

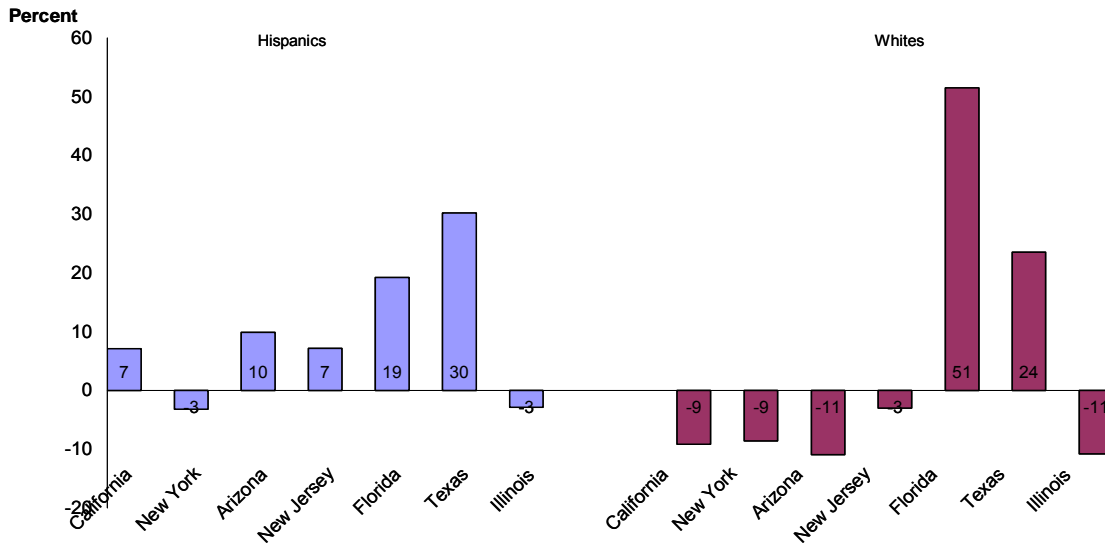
Hispanic college enrollment growth was balanced across both four-year and two-year colleges. The white enrollment change was quite different. While white enrollment increased at four-year schools, the number of white freshmen at two-year degree-granting institutions fell in five of the seven states (Figure 4). Only Florida and Texas experienced rising white freshman enrollment at their two-year colleges.

As a result of the decline in white freshman enrollment in two-year colleges, overall first-time, full-time freshman enrollment of students of all races/ethnicities fell at two-year colleges between 1996 and 2001 in several large states (Figure 5). California's two-year freshman enrollment fell by nearly 4,000 students between 1996 and 2001.

The enrollment of Hispanic and white freshmen in two-year colleges was on opposite tracks in California, Arizona and New Jersey. In New Jersey the increase in nonwhite freshman enrollment in two-year colleges was large enough to more than offset the loss of white freshmen. However, declining white enrollment at two-year colleges was sufficiently large in California and Arizona to lead to an overall decrease in enrollment despite the influx of Hispanic freshmen.

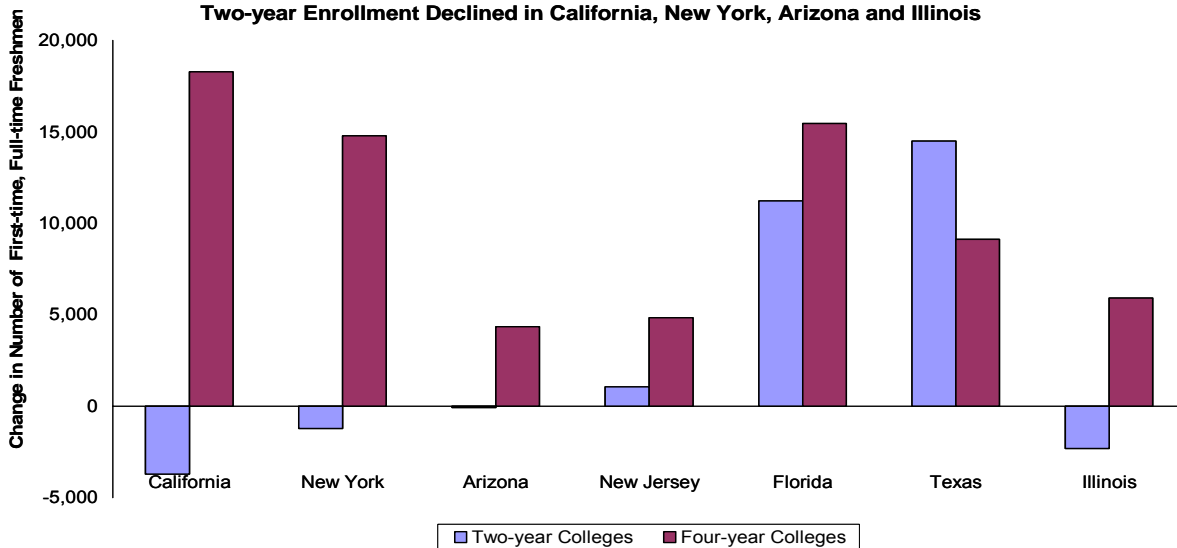
In most states, Hispanics are more likely than their white peers to be educated in two-year colleges. In the seven large states under consideration, 40 percent of Hispanic freshmen were at two-year degree-granting institutions in 2001, compared with 36 percent of white freshmen. Two-year degree-granting institutions are educating a smaller share of both Hispanic and white freshmen in most states. Reflecting the change in the enrollment numbers, Texas was the only state in which a larger share of white freshmen were educated in two-year colleges in 2001 compared with 1996.

**Figure 4. The Change in Freshman Enrollment in Two-year Colleges, 1996 to 2001:
White Enrollment Is Declining in Five States**



Source: Pew Hispanic Center analysis of U.S. Department of Education IPEDS Fall Enrollment Data

**Figure 5. The Change in Freshman Enrollment in Two-year and Four-year Colleges, 1996 to 2001:
Two-year Enrollment Declined in California, New York, Arizona and Illinois**



Source: Pew Hispanic Center analysis of U.S. Department of Education IPEDS Fall Enrollment Data

Enrollment at Four-Year Colleges with Selective Admissions Policies

Within the four-year sector of postsecondary education there is keen interest in the distribution of enrollment by the selectivity of the institution. Selectivity can be measured different ways, but it commonly refers to the level of competition for admission. A large, robust social science literature shows that students that attend more selective institutions tend to have greater success in college, are more likely to pursue graduate and professional education, and have more success in the work world following college (Bowen and Bok, 1998; Eide, Brewer and Ehrenberg, 1998; Daniel, Black and Smith, 1997). Selectivity also tends to be highly correlated with the size of the institution's endowment and instructional spending per student (Winston, 1999). Other factors aside from institutional strengths contribute to the positive results. For example, incoming students at more selective colleges are better prepared for postsecondary studies as measured by higher average scores on college admission examinations.

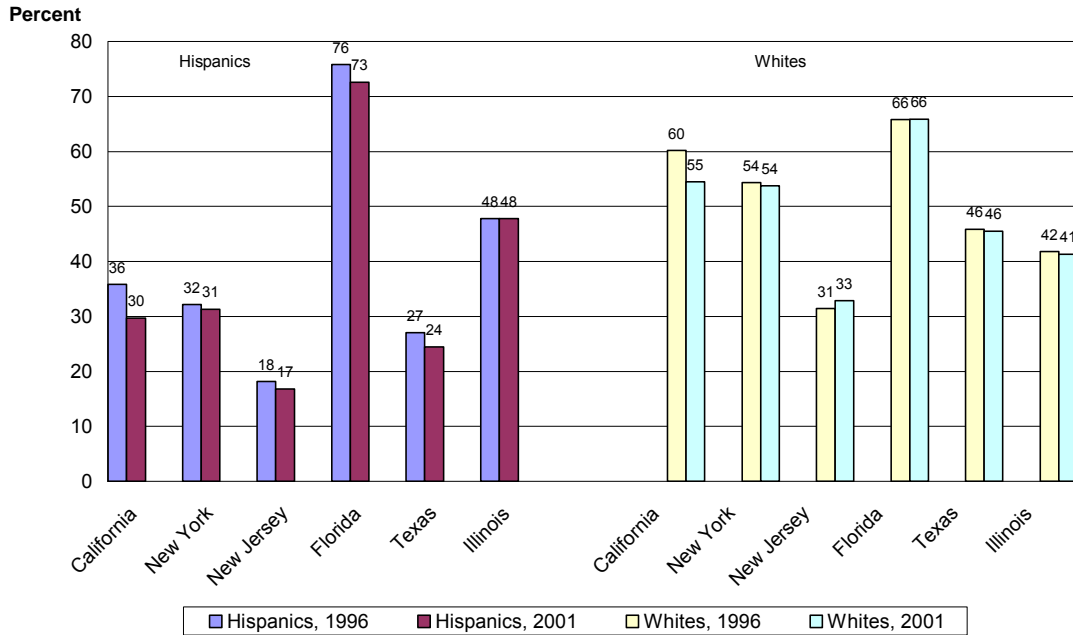
There has been concern that minority enrollments at more selective colleges and universities are decreasing. Some analyses utilize minority application and admissions figures. While these applications and admissions are prerequisites to actual enrollment, they are not informative of attendance at the institution. Most of the attention has been paid to enrollment at the public, flagship colleges and universities such as the University of California system and the University of Texas at Austin. For example, a series of reports by the Tomás Rivera Policy Institute examines changes in admissions at the University of California system. The most recent report finds that the Hispanic share of admitted students has remained unchanged since 1997 throughout the University of California system, but the Hispanic share of admitted students at the University of California at Berkeley has fallen (Tomás Rivera Policy Institute, 2004). Clearly a broader examination is helpful. There are degrees of selectivity, and clearly enrollment in private institutions as well as public flagships should be examined.

A well-known taxonomy of selectivity is the *Barron's* ranking of four-year colleges. The *Barron's Profile* specifies seven levels of selectivity, running from "most competitive" down to "noncompetitive" and "special" four-year colleges and universities. The 73 "most competitive" institutions in the United States accept fewer than a third of their applicants. "Noncompetitive" and "special" institutions simply tend to require evidence of high school graduation to be admitted. In the results reported here, the seven selectivity categories are aggregated to two categories. "Selective" four-year colleges and universities include four-year colleges and universities identified in the three most competitive *Barron's* categories: most competitive, highly competitive and very competitive. Four-year colleges in the lower four *Barron's* competitiveness categories are "nonselective." There are no four-year colleges and universities in Arizona in the three most competitive *Barron's* categories, so Arizona's four-year enrollments cannot be delineated by admissions selectivity.

Barron's does not rank all four-year degree-granting colleges and universities. In the 1996 IPEDS Fall Enrollment survey, there are 1,821 four-year degree-granting institutions that reported first-time, full-time degree-seeking freshman enrollment. As explained in the Appendix, 1,752 of them are used in the enrollment analysis. *Barron's* ranks 1,512 of the four-year degree-granting institutions and those institutions are the basis for the results reported.

Overall, Hispanic four-year freshmen are much less likely than white four-year freshmen to enroll in selective colleges. The proportion of white freshmen in selective colleges in California, New York and New Jersey is nearly twice as high as the proportion for Latino youth (Figure 6). Among the six states examined in this analysis, there are two notable exceptions: In both Florida and Illinois a greater proportion of Hispanic youths are enrolled in selective four-year colleges than white freshmen.

Figure 6. Proportions of Hispanic and White Four-year Freshmen Enrolled in Selective Colleges by State, 1996 and 2001: Slippage for both Hispanics and Whites



Source: Pew Hispanic Center analysis of U.S. Department of Education IPEDS Fall Enrollment Data

Both Hispanic and white enrollments in the more selective colleges and universities increased in absolute number between 1996 and 2001. However, the increase in enrollments at selective schools did not keep up with the overall growth in enrollments in the four-year sector. Hence, freshman enrollment in selective colleges on a percentage basis was either flat or declined between 1996 and 2001 across the board (Figure 6). In other words, both Hispanic and white freshmen were somewhat less likely to attend selective colleges in 2001 when compared with 1996. Thus, the enrollment gap between white and Hispanic four-year college freshmen in selective institutions did not widen from 1996 to 2001.⁶

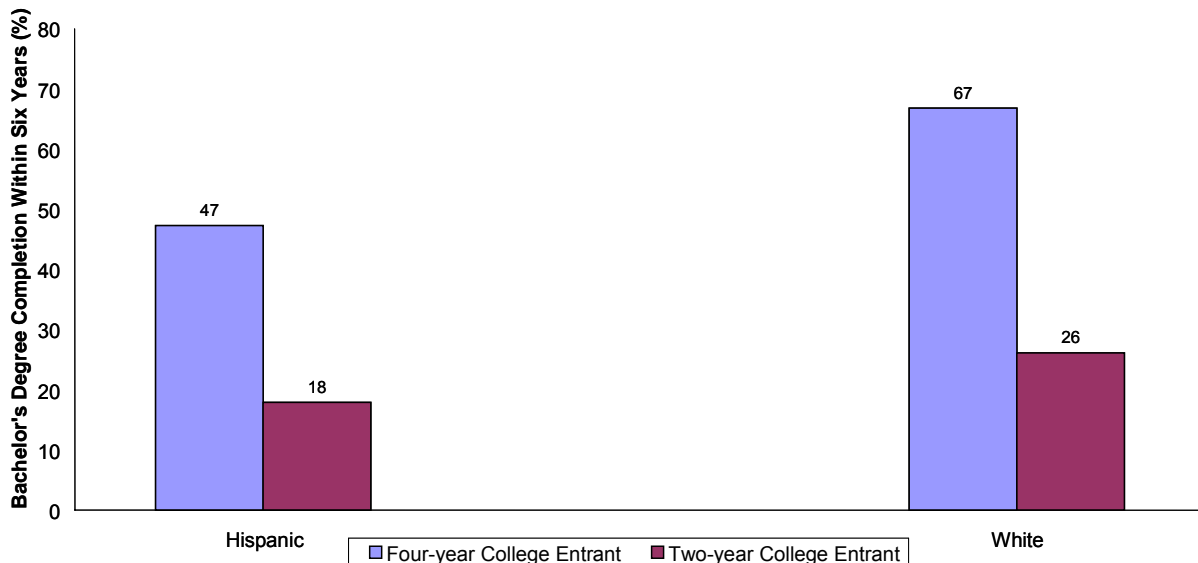
⁶ For example, in California in 1996, 36 percent of Hispanic four-year, first-time freshmen enrolled at selective four-year colleges, compared with 60 percent of white four-year, first-time freshmen. Four-year enrollments experienced rapid growth among both Hispanics and whites, so that by 2001 30 percent of Hispanic four-year students were in selective schools and 55 percent of white four-year students were in selective colleges. So there is a gap in California in the selectivity of four-year students between white and Hispanic students, but the gap has not widened. It has remained at 24 percentage points.

II. Consequences for the Relative Fortunes of Latino Youth

The greater success of white youths in entering higher education at four-year colleges rather than two-year colleges will likely boost their educational attainment relative to Hispanic youths. Two-year colleges can provide an appropriate education to meet the aims of some youths. Many youth do not aspire to a bachelor's degree and aim to attain vocational training or an associate's degree or certificate. Two-year colleges and non-degree-granting institutions can effectively serve students with basic skill deficiencies and whose high school preparation has not given them the skills they need to succeed in a four-year college (NCES, 2003b). These institutions also often provide educational programs and services that are not offered by four-year colleges.

Nonetheless, freshmen starting on two-year college campuses are much less likely to finish a bachelor's degree than comparable freshmen on four-year campuses. This applies to all youths regardless of race or ethnicity, and this finding appears quite consistently across national postsecondary education data sets. For example, the U.S. Department of Education tracked the educational progress of a nationally representative sample of students that began their postsecondary education in the 1995-96 academic year (NCES, 2002). The most recent follow-up occurred six years after the students had begun postsecondary education. Analysis of this data

**Figure 7. Bachelor's Degree Completion Rates of Bachelor's Degree-seeking Entrants:
Two-year College Entrants Are Less Likely to Complete a Bachelor's Degree**

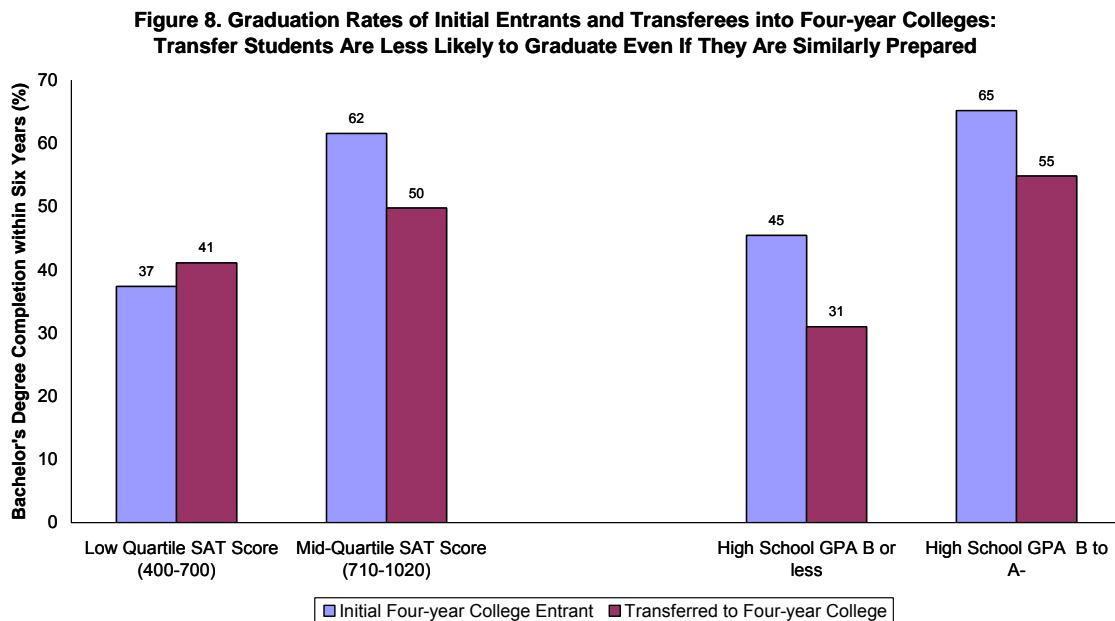


Source: 1995-96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01)

reveals that almost half of Hispanic undergraduates who sought a bachelor's degree and began at a four-year college finished a bachelor's degree within six years (Figure 7). Fewer than one in five of their counterparts who started at a two-year college finished a bachelor's degree within six years. The importance of postsecondary starting points for bachelor's degree completion partly reflects the lesser academic preparation of two-year college entrants *vis-à-vis* four-year college

entrants. However, two-year entrants and four-year entrants with similar high school background and college entrance examination scores have markedly different completion rates.⁷

One reason for the relatively low bachelor's completion rates of two-year students is that many two-year students never get to a four-year college or university. Transfer rates from two-year colleges to four-year colleges are fairly low. Tabulations from the 1995-96 Beginning Postsecondary Students Longitudinal survey referred to above indicate that fewer than 45 percent of Hispanic two-year students seeking a bachelor's degree transferred to a four-year college within six years of entry. But the uphill climb from a two-year college to a bachelor's degree does not stop with transferring to a four-year institution. Even two-year students who successfully transfer to a four-year college are less likely to earn a bachelor's degree than students who start at a four-year college. About 44 percent of transfer students finish a bachelor's degree within six years.⁸ This compares with a 63 percent graduation rate among students who begin the quest at a four-year college. As Figure 8 shows, differences in high school background do not fully account for the difference in success.



Source: 1995-96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01)

⁷ For example, additional tabulations from the Beginning Postsecondary Students Longitudinal Study (BPS: 96/01) reveal that white two-year students are much less likely to complete than white four-year students with a similar academic background. Compare white students seeking a bachelor's degree who scored in the middle quartiles of the SAT (a combined score of 710–1020): Of students who began at a two-year college, 34 percent completed a B.A. within six years. Of students who began at a four-year college, 64 percent completed a B.A.

⁸ This rate applies to transferees of any racial/ethnic background, not just Hispanic two-year students who transfer to a four-year college.

The recent enrollment changes discussed above suggest mixed progress for Latino youth. On the one hand, the proportion of Hispanics enrolling in four-year institutions increased modestly in six states (the exception is Texas). This should provide a boost to the educational attainment of Latino youths by increasing the fraction who complete a bachelor's degree. In an absolute sense, these changes are favorable for Latino educational advancement. However, in California, New York, New Jersey and Arizona, an even larger additional fraction of white youths enrolled in four-year colleges. Thus, the educational attainment of white youths is likely to receive a greater boost. In a relative sense, therefore, Latino youths are falling further behind their white counterparts in these states.

Conclusions

Though Latino youths have made strides on to four-year college campuses, their white peers have made much bigger strides. In most large states a substantially larger proportion of beginning white full-time freshmen are starting their college education at four-year degree-granting institutions. Hispanics have not kept up and the gap in enrollment at four-year colleges and universities widened in several large states between 1996 and 2001.

At the same time, more Hispanic freshmen enrolled on two-year campuses in most states while white freshman two-year enrollment decreased in five of the seven states.

From 1996 to 2001, Hispanic freshman enrollment at four-year colleges and universities with selective admissions increased in the large states examined. White freshman enrollment at selective institutions also increased. Although Hispanic freshmen are behind whites in enrollment at selective four-year institutions, there is no compelling evidence from the enrollment data that the gap in selective enrollments widened between 1996 and 2001.

References

- Adelman, Clifford. 2004. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000*. Washington, D.C.: U.S. Department of Education.
- Astin, Alexander W. 1993. *What Matters in College? Four Critical Years Revisited*. San Francisco, Calif.: Jossey-Bass.
- Bowen, William G., and Derek Bok. 1998. *The Shape of the River: Long-term Consequences of Considering Race in College and University Admissions*. Princeton, N.J.: Princeton University Press.
- Carey, Kevin. 2004. *A Matter of Degrees: Improving Graduation Rates in Four-Year Colleges and Universities*, Washington, D.C.: The Education Trust.
- Carnevale, Anthony P., and Stephen J. Rose. 2003. *Socioeconomic Status, Race/Ethnicity, and Selective College Admissions*. New York, N.Y.: The Century Foundation.
- Council of Economic Advisers. 2000. *Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement*. Washington, D.C.: Executive Office of the President.
- Daniel, Kermit, Dan Black, and Jeffrey Smith. 1997. College Quality and the Wages of Young Men, June, mimeo.
- Eide, Eric R., Dominic J. Brewer, and Ronald G. Ehrenberg. 1998. "Does it Pay to Attend an Elite Private College?: Evidence on the Effects of Undergraduate College Quality on Graduate School Attendance," *Economics of Education Review*, October, pages 371-76.
- Fry, Richard. 2004. *Latino Youth Finishing College: The Role of Selective Pathways*. Washington, D.C.: Pew Hispanic Center.
- Ganderton, Phillip T., and Richard Santos. 1995. "Hispanic College Attendance and Completion: Evidence from the High School and Beyond Surveys," *Economics of Education Review*, pages 35-46.
- Goldin, Claudia, and Lawrence F. Katz. 1998. The Shaping of Higher Education: The Formative Years in the United States, 1890 to 1940, April, NBER Working Paper no. 6537.
- National Center for Education Statistics. 2003a. *Enrollment in Postsecondary Institutions, Fall 2001 and Financial Statistics, Fiscal Year 2001*. NCES 2004-155. Washington, D.C.: NCES.
- National Center for Education Statistics. 2003b. *Community College Students: Goals, Academic Preparation, and Outcomes*. NCES 2003-164. Washington, D.C.: NCES.
- National Center for Education Statistics. 2002. *Descriptive Summary of 1995-96 Beginning Postsecondary Students: Six Year Later*. NCES 2003-151. Washington, D.C.: NCES.

National Center for Education Statistics. 1999. *Digest of Education Statistics 1998*. NCES 1999-036. Washington, D.C.: NCES.

National Center for Education Statistics. 1998. *Fall Enrollment in Postsecondary Institutions, 1996*. NCES 1999-239. Washington, D.C.: NCES.

Nettles, Michael T., Catherine M. Millett, and Marne K. Einarson. 2000. High Potential College Bound Seniors: Their Backgrounds, Preparation, and Aspirations, October 31, presentation to the 2000 College Board National Forum.

President's Advisory Commission on Educational Excellence for Hispanic Americans. 2003. *Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century*, March 31.

RAND. 2001. *GOAL: To Double the Rate of Hispanics Earning a Bachelor's Degree*, by Georges Vernez and Lee Mizell. Santa Monica, Calif.: RAND.

Tomas Rivera Policy Institute. 2004. *The Reality of Race Neutral Admissions for Minority Students at the University of California: Turning the Tide or Turning Them Away? 2004 Edition*. Los Angeles, Calif.: Tomás Rivera Policy Institute, University of Southern California.

Vernez, Georges, and Lee Mizell, 2002. Monitoring the Education Progress of Hispanics. DRU-2837-HSF, Santa Monica, Calif.: RAND.

Winston, Gordon C. 1999. "Subsidies, Hierarchy and Peers: The Awkward Economics of Higher Education," *Journal of Economic Perspectives*, Winter, pages 13-36.

Appendix A: Data Source

The postsecondary enrollment tabulations are based on the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) fall enrollment data (NCES, 2003a). The U.S. Department of Education reports IPEDS enrollment figures in the annual *Digest of Education Statistics* and it is the only national data set with enrollment figures at the institutional level of detail. The IPEDS is not a sample of institutions, but rather an administrative data collection from the universe of institutions that participate in Title IV federal student financial aid programs. Postsecondary institutions that do not participate in Title IV programs may submit data to the IPEDS. Following NCES practice, we restricted enrollment to postsecondary institutions participating in Title IV. Institutions in outlying areas of the United States are not included.

This report's analyses are based on "line 1" enrollment or enrollment for "full-time, first-time, first-year degree-seeking undergraduates." In the fall 2001 enrollment data, 5,814 postsecondary institutions reported enrollment for full-time, first-time, freshmen undergraduates. We do not include all fall 2001 postsecondary institutions reporting line 1 enrollment. 4,856 institutions of the 5,814 institutions also reported line 1 enrollment in the fall 1996, fall 1997 and fall 2000 IPEDS data. The institutions that are not included did not exist in earlier years, did not participate in Title IV programs, or simply did not report line 1 enrollment in all four years. As the following table documents, limiting the analysis to a core set of IPEDS institutions that reported in all four years eliminates about 100,000 full-time, first-time freshmen in fall 2001. Most of the institutions and students are in the non-degree-granting sector:

Type	Fall 2001 IPEDS		Included in analysis	
	# of institutions	Enrollment	# of institutions	Enrollment
Total Full-time, First-year	5,814	2,244,933	4,856	2,119,847
Degree-granting institutions	3,678	1,989,179	3,341	1,934,824
Non-degree granting institutions	2,136	255,754	1,515	185,023

Although we analyze enrollment among a fixed set of 4,856 postsecondary institutions, the status of these institutions may change. The institutional characteristics file of the IPEDS records the degree-granting status, level and control of the institution. It was found that 242 of the 4,856 postsecondary institutions altered their characteristics between 1996 and 2001:

	2001 non degree-granting	2001 2-year degree-granting	2001 4-year degree-granting	
1996 non degree-granting	1,493	121	7	1,621
1996 2-year degree-granting	21	1,372	90	1,483
1996 4-year degree-granting	1	2	1,749	1,752
	1,515	1,495	1,846	4,856

The National Center for Education Statistics has been collecting fall enrollment data since at least 1966 as part of the IPEDS and its predecessor, the Higher Education General Information Survey. In 1996 the NCES changed the reporting universe from higher education institutions as

defined by accreditation status to postsecondary institutions participating in Title IV programs (NCES, 1998). Comparable data on fall enrollment are therefore not available before 1996.

Some of the key findings reported in the text are based on first-time, full-time enrollment by type of institution in California, New York, Arizona, New Jersey, Florida, Texas and Illinois. The table below reports fall 1996 enrollment, fall 2001 enrollment, and the change in enrollment in these states.

Appendix Table A1. Enrollment by Type of Institution, Fall 1996 to 2001

		Total			Hispanic			Non-Hispanic White					
		All	2-year degree-granting	4-year degree-granting	Non-degree-granting	All	2-year degree-granting	4-year degree-granting	Non-degree-granting	All	2-year degree-granting	4-year degree-granting	Non-degree-granting
Arizona	1996	32,688	13,487	13,474	5,727	5,627	3,265	1,734	628	19,987	7,615	9,769	2,603
	<u>2001</u>	<u>35,562</u>	<u>13,425</u>	<u>17,812</u>	<u>4,325</u>	<u>6,446</u>	<u>3,587</u>	<u>2,134</u>	<u>725</u>	<u>21,943</u>	<u>6,781</u>	<u>12,560</u>	<u>2,602</u>
	Δ1996 to 2001	2,874	-62	4,338	-1,402	819	322	400	97	1,956	-834	2,791	-1
California	1996	200,576	87,326	72,350	40,900	45,891	20,513	13,132	12,246	81,706	37,231	30,839	13,636
	<u>2001</u>	<u>208,311</u>	<u>83,635</u>	<u>90,635</u>	<u>34,041</u>	<u>51,979</u>	<u>21,962</u>	<u>15,877</u>	<u>14,140</u>	<u>80,944</u>	<u>33,834</u>	<u>37,399</u>	<u>9,711</u>
	Δ1996 to 2001	7,735	-3,691	18,285	-6,859	6,088	1,449	2,745	1,894	-762	-3,397	6,560	-3,925
New York	1996	146,791	42,861	90,687	13,243	17,729	6,645	9,661	1,423	88,802	25,156	56,318	7,328
	<u>2001</u>	<u>158,039</u>	<u>41,637</u>	<u>105,472</u>	<u>10,930</u>	<u>18,738</u>	<u>6,435</u>	<u>10,231</u>	<u>2,072</u>	<u>89,560</u>	<u>22,996</u>	<u>62,532</u>	<u>4,032</u>
	Δ1996 to 2001	11,248	-1,224	14,785	-2,313	1,009	-210	570	649	758	-2,160	6,214	-3,296
New Jersey	1996	47,143	18,441	20,228	8,474	6,326	2,746	2,394	1,186	26,641	10,286	11,910	4,445
	<u>2001</u>	<u>54,431</u>	<u>19,506</u>	<u>25,071</u>	<u>9,854</u>	<u>7,912</u>	<u>2,942</u>	<u>3,060</u>	<u>1,910</u>	<u>28,786</u>	<u>9,976</u>	<u>14,379</u>	<u>4,431</u>
	Δ1996 to 2001	7,288	1,065	4,843	1,380	1,586	196	666	724	2,145	-310	2,469	-14
Florida	1996	76,007	25,964	31,099	18,944	12,157	5,388	3,972	2,797	42,581	14,288	19,053	9,240
	<u>2001</u>	<u>104,879</u>	<u>37,196</u>	<u>46,554</u>	<u>21,129</u>	<u>18,591</u>	<u>6,423</u>	<u>6,158</u>	<u>6,010</u>	<u>57,489</u>	<u>21,642</u>	<u>27,327</u>	<u>8,520</u>
	Δ1996 to 2001	28,872	11,232	15,455	2,185	6,434	1,035	2,186	3,213	14,908	7,354	8,274	-720
Texas	1996	115,589	42,445	60,050	13,094	27,533	11,910	10,623	5,000	64,551	23,577	36,781	4,193
	<u>2001</u>	<u>141,592</u>	<u>56,940</u>	<u>69,174</u>	<u>15,478</u>	<u>36,273</u>	<u>15,506</u>	<u>13,670</u>	<u>7,097</u>	<u>73,849</u>	<u>29,126</u>	<u>40,406</u>	<u>4,317</u>
	Δ1996 to 2001	26,003	14,495	9,124	2,384	8,740	3,596	3,047	2,097	9,298	5,549	3,625	124
Illinois	1996	76,823	30,915	41,936	3,972	5,864	2,456	3,042	366	54,245	23,520	28,904	1,821
	<u>2001</u>	<u>80,629</u>	<u>28,608</u>	<u>47,857</u>	<u>4,164</u>	<u>7,173</u>	<u>2,386</u>	<u>4,210</u>	<u>577</u>	<u>54,484</u>	<u>20,981</u>	<u>31,097</u>	<u>2,406</u>
	Δ1996 to 2001	3,806	-2,307	5,921	192	1,309	-70	1,168	211	239	-2,539	2,193	585

Appendix B: Data Tables

Table B1
Full-Time, First-Year Undergraduates¹ by
Race and Type of Institution

	Total	Hispanic	Non-Hispanic white	Non-Hispanic black	Non-Hispanic Asian/Pac Isl.	Other ²	Race/Ethnicity Unknown	# of Institutions ³
Fall 2001								
Total Full-time, First-year	2,119,847	190,798	1,381,756	266,776	114,984	61,569	103,964	4,856
Enrolled in degree-granting institutions	1,934,824	153,904	1,296,491	227,996	105,863	58,026	92,544	3,341
Enrolled in non-degree-granting	185,023	36,894	85,265	38,780	9,121	3,543	11,420	1,515
Enrolled in 2-year degree-granting	658,006	73,159	411,311	90,930	29,277	21,291	32,038	1,495
Enrolled in 4-year degree-granting	1,276,818	80,745	885,180	137,066	76,586	36,735	60,506	1,846
Enrolled in non degree-granting	185,023	36,894	85,265	38,780	9,121	3,543	11,420	1,515
Percent distribution								
Enrolled in 2-year degree-granting	31.0	38.3	29.8	34.1	25.5	34.6	30.8	
Enrolled in 4-year degree-granting	60.2	42.3	64.1	51.4	66.6	59.7	58.2	
Enrolled in non degree-granting	8.7	19.3	6.2	14.5	7.9	5.8	11.0	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Fall 1996								
Total Full-time, First-year	1,898,494	154,021	1,299,693	229,028	97,132	56,202	61,186	4,856
Enrolled in degree-granting institutions	1,705,368	127,099	1,197,887	195,762	89,287	51,049	44,254	3,235
Enrolled in non-degree-granting	193,126	26,922	101,806	33,266	7,845	5,153	16,932	1,621
Enrolled in 2-year degree-granting	615,363	64,047	409,982	75,035	28,215	20,315	17,727	1,483
Enrolled in 4-year degree-granting	1,090,005	63,052	787,905	120,727	61,072	30,734	26,527	1,752
Enrolled in non degree-granting	193,126	26,922	101,806	33,266	7,845	5,153	16,932	1,621
Percent distribution								
Enrolled in 2-year degree-granting	32.4	41.6	31.5	32.8	29.0	36.1	29.0	
Enrolled in 4-year degree-granting	57.4	40.9	60.6	52.7	62.9	54.7	43.4	
Enrolled in non degree-granting	10.2	17.5	7.8	14.5	8.1	9.2	27.7	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²"Other" includes American Indian/Alaskan native students and non-resident aliens.

³The universe of institutions is those that reported in 1996, 1997, 2000 and 2001.

Table B2
Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
Race and Barron's Classification

	Total	Hispanic	Non-Hispanic white	Non-Hispanic black	Non-Hispanic Asian/Pac Isl.	Other ²	Race/Ethnicity Unknown	# of Institutions ³
Fall 2001								
Total Full-time, First-year	1,213,368	74,712	845,552	130,704	73,894	34,282	54,224	1,512
Most competitive	74,457	4,905	44,213	4,224	11,994	3,999	5,122	61
Highly competitive	117,645	6,796	86,391	6,488	10,188	3,380	4,402	94
Very competitive	269,654	14,261	203,472	14,647	19,617	7,422	10,235	241
Competitive	505,777	29,800	365,749	53,782	23,228	11,758	21,460	612
Less competitive	173,389	14,037	101,338	37,393	6,642	4,786	9,193	309
Non competitive	61,931	4,273	38,297	13,170	1,565	2,222	2,404	114
Special	10,515	640	6,092	1,000	660	715	1,408	81
Percent distribution								
Most competitive	6.1	6.6	5.2	3.2	16.2	11.7	9.4	
Highly competitive	9.7	9.1	10.2	5.0	13.8	9.9	8.1	
Very competitive	22.2	19.1	24.1	11.2	26.5	21.6	18.9	
Competitive	41.7	39.9	43.3	41.1	31.4	34.3	39.6	
Less competitive	14.3	18.8	12.0	28.6	9.0	14.0	17.0	
Non competitive	5.1	5.7	4.5	10.1	2.1	6.5	4.4	
Special	0.9	0.9	0.7	0.8	0.9	2.1	2.6	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Fall 1996								
Total Full-time, First-year	1,058,891	60,318	764,180	118,701	59,846	29,379	26,478	1,512
Most competitive	72,197	4,807	45,710	4,162	11,312	3,467	2,739	61
Highly competitive	104,178	5,435	80,063	5,971	7,724	2,830	2,153	94
Very competitive	229,183	11,909	177,701	13,082	15,418	5,929	5,149	241
Competitive	435,279	23,143	324,959	48,335	18,171	10,235	10,437	612
Less competitive	152,370	10,570	94,032	34,152	5,263	4,172	4,187	309
Non competitive	56,437	3,786	35,951	11,993	1,451	1,902	1,354	114
Special	9,247	668	5,764	1,006	507	844	459	81
Percent distribution								
Most competitive	6.8	8.0	6.0	3.5	18.9	11.8	10.3	
Highly competitive	9.8	9.0	10.5	5.0	12.9	9.6	8.1	
Very competitive	21.6	19.7	23.3	11.0	25.8	20.2	19.4	
Competitive	41.1	38.4	42.5	40.7	30.4	34.8	39.4	
Less competitive	14.4	17.5	12.3	28.8	8.8	14.2	15.8	
Non competitive	5.3	6.3	4.7	10.1	2.4	6.5	5.1	
Special	0.9	1.1	0.8	0.8	0.8	2.9	1.7	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys
 Notes: See Table B1

Table B3
Full-Time, First-Year Undergraduates¹ by
Race and Control of Institution

	Total	Hispanic	Non-Hispanic white	Non-Hispanic black	Non-Hispanic Asian/Pac Isl.	Other ²	Race/Ethnicity Unknown	# of Institutions ³
Fall 2001								
Total Full-time, First-year	2,119,847	190,798	1,381,756	266,776	114,984	61,569	103,964	4,856
Enrolled in public 4-year	815,538	52,858	573,752	88,337	52,909	20,269	27,413	553
Enrolled in public less than 4-year	598,318	65,337	381,675	79,168	26,851	20,207	25,080	1,278
Enrolled in private, not-for-profit	449,661	25,952	306,403	46,681	23,751	16,477	30,397	1,385
Enrolled in private, for-profit	256,330	46,651	119,926	52,590	11,473	4,616	21,074	1,640
Percent distribution								
Enrolled in public 4-year	38.5	27.7	41.5	33.1	46.0	32.9	26.4	
Enrolled in public less than 4-year	28.2	34.2	27.6	29.7	23.4	32.8	24.1	
Enrolled in private, not-for-profit	21.2	13.6	22.2	17.5	20.7	26.8	29.2	
Enrolled in private, for-profit	12.1	24.5	8.7	19.7	10.0	7.5	20.3	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Fall 1996								
Total Full-time, First-year	1,898,494	154,021	1,299,693	229,028	97,132	56,202	61,186	4,856
Enrolled in public 4-year	693,937	41,587	503,135	80,297	40,335	15,640	12,943	543
Enrolled in public less than 4-year	581,644	60,383	387,149	69,276	26,823	19,463	18,162	1,286
Enrolled in private, not-for-profit	412,325	21,013	293,109	40,602	21,632	16,841	18,857	1,387
Enrolled in private, for-profit	210,588	31,038	116,300	38,853	8,342	4,258	11,224	1,640
Percent distribution								
Enrolled in public 4-year	36.6	27.0	38.7	35.1	41.5	27.8	21.2	
Enrolled in public less than 4-year	30.6	39.2	29.8	30.2	27.6	34.6	29.7	
Enrolled in private, not-for-profit	21.7	13.6	22.6	17.7	22.3	30.0	30.8	
Enrolled in private, for-profit	11.1	20.2	8.9	17.0	8.6	7.6	18.3	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²"Other" includes American Indian/Alaskan native students and non-resident aliens.

³The universe of institutions is those that reported in 1996, 1997, 2000 and 2001.

Table B4
Full-Time, First-Year Undergraduates¹ by State, Race and Type of Institution
Fall 2001²

State	Total			Hispanic			Non-Hispanic white		
	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting
Alabama	14,255	21,806	769	119	221	4	9,785	12,827	401
Alaska	21	2,012	388	0	49	25	15	1,260	208
Arizona	13,425	17,812	4,325	3,587	2,134	725	6,781	12,560	2,602
Arkansas	5,370	13,289	2,176	99	190	57	4,151	10,028	1,318
California	83,635	90,635	34,041	21,962	15,877	14,140	33,834	37,399	9,711
Colorado	9,330	23,768	3,097	1,550	2,152	450	6,265	17,575	2,145
Connecticut	4,105	16,171	2,466	544	866	336	2,441	11,984	1,268
Delaware	1,393	5,127	287	70	150	14	913	3,720	74
District of Columbia		8,669	1,019		317	406		4,423	18
Florida	37,196	46,554	21,129	6,423	6,158	6,010	21,642	27,327	8,520
Georgia	17,952	33,680	3,603	362	608	102	10,735	21,212	1,126
Hawaii	3,553	3,791	504	58	100	11	438	1,057	48
Idaho	1,681	7,756	394	82	306	23	1,437	6,667	341
Illinois	28,608	47,857	4,164	2,386	4,210	577	20,981	31,097	2,406
Indiana	9,009	42,673	1,025	224	1,124	22	7,283	36,223	681
Iowa	13,003	19,301	1,208	254	454	23	11,349	16,562	1,104
Kansas	9,793	13,738	2,175	507	421	98	7,469	11,343	835
Kentucky	10,095	20,791	1,036	79	164	2	8,705	18,022	830
Louisiana	9,656	26,568	3,853	153	557	163	5,339	16,999	1,679
Maine	1,743	6,822	365	10	88	4	1,510	6,128	343
Maryland	8,720	19,084	2,361	305	579	52	5,393	11,601	974
Massachusetts	12,778	44,985	3,536	1,083	2,139	389	8,187	31,001	1,753
Michigan	17,580	49,610	5,216	438	1,254	112	13,571	38,140	2,395
Minnesota	20,008	26,837	847	231	346	8	12,006	19,730	698
Mississippi	19,480	9,063	714	116	43	2	10,957	5,387	218
Missouri	12,628	26,638	2,770	152	490	164	10,031	22,096	1,921
Montana	1,268	5,575	118	21	86	2	929	4,879	107
Nebraska	5,574	10,299	610	150	233	16	4,839	9,013	503
Nevada	2,820	4,940	345	389	467	32	1,267	3,193	269
New Hampshire	1,677	8,890	334	9	229	5	1,116	7,354	306
New Jersey	19,506	25,071	9,854	2,942	3,060	1,910	9,976	14,379	4,431
New Mexico	5,577	6,409	413	2,345	2,539	227	2,032	2,884	163
New York	41,637	105,472	10,930	6,435	10,231	2,072	22,996	62,532	4,032
North Carolina	18,814	39,260	1,122	393	789	13	12,843	26,659	386
North Dakota	2,285	5,728	211	10	34	1	1,826	5,362	204
Ohio	21,303	59,342	7,412	454	1,006	101	16,921	48,176	5,199
Oklahoma	9,844	17,252	3,696	318	566	127	6,987	12,306	2,395
Oregon	7,204	12,963	2,445	270	458	135	5,427	9,931	1,796
Pennsylvania	26,324	79,497	10,026	818	1,916	434	19,741	64,428	5,203
Rhode Island	1,928	10,901	1,084	173	535	180	1,295	8,178	639
South Carolina	9,492	18,543	490	121	260	8	5,952	12,568	201
South Dakota	1,791	5,642	119	9	54	1	1,668	4,855	103
Tennessee	11,846	25,349	5,104	107	373	46	8,439	19,252	3,665
Texas	56,940	69,174	15,478	15,506	13,670	7,097	29,126	40,406	4,317
Utah	4,773	16,277	2,044	240	571	94	3,791	14,044	1,697
Vermont	193	5,748	85	2	145	0	179	4,988	80
Virginia	8,787	36,355	3,079	332	935	167	5,622	24,861	1,113
Washington	14,269	18,183	3,808	833	696	269	10,555	12,874	2,387
West Virginia	1,997	12,740	1,857	13	134	10	1,846	11,351	1,742
Wisconsin	13,628	30,749	859	305	716	21	11,552	27,073	686
Wyoming	3,512	1,422	32	170	45	7	3,168	1,266	24

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

Table B5
Full-Time, First-Year Undergraduates¹ by State, Race and Type of Institution
Fall 2000²

State	Total			Hispanic			Non-Hispanic white		
	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting
Alabama	13,084	21,202	599	108	227	5	9,178	12,792	342
Alaska	75	1,901	429	4	60	46	39	1,166	212
Arizona	13,449	18,396	4,739	3,387	2,315	835	6,965	13,196	2,669
Arkansas	5,064	13,192	2,186	83	191	21	3,973	10,093	1,228
California	78,491	86,283	34,981	19,937	14,441	14,818	32,728	36,416	10,395
Colorado	9,613	22,552	1,803	1,335	1,935	266	6,563	17,084	1,207
Connecticut	3,711	16,108	2,169	482	804	353	2,277	11,994	1,261
Delaware	1,169	4,862	207	70	136	8	764	3,503	74
District of Columbia		7,845	725		301			4,077	7
Florida	32,340	44,809	17,158	5,938	5,561	3,728	18,614	27,013	8,990
Georgia	17,112	32,926	3,180	340	591	77	10,763	20,148	1,058
Hawaii	3,567	3,266	536	87	83	8	438	922	66
Idaho	3,382	5,539	404	116	255	23	3,079	4,585	353
Illinois	28,673	47,432	4,434	2,207	4,281	400	21,384	30,992	2,484
Indiana	7,896	42,527	986	184	1,002	25	6,275	36,848	635
Iowa	12,865	18,168	1,073	245	348	16	11,269	15,838	985
Kansas	8,871	13,846	2,154	479	399	100	6,712	11,507	1,333
Kentucky	9,682	18,932	3,076	83	156	17	8,384	16,376	2,292
Louisiana	7,390	26,904	3,686	131	563	171	4,189	16,773	1,376
Maine	1,592	6,422	322	9	68	3	1,367	5,871	299
Maryland	7,773	18,526	2,132	273	528	52	4,844	11,543	813
Massachusetts	12,294	44,873	3,442	1,093	1,988	410	8,123	31,151	2,186
Michigan	15,302	48,673	3,864	374	1,110	101	12,089	38,046	2,091
Minnesota	20,690	25,087	651	298	347	5	14,149	20,932	550
Mississippi	16,762	9,351	774	57	54	2	10,055	5,439	196
Missouri	10,539	27,293	3,228	132	487	37	8,680	22,786	2,116
Montana	1,260	5,660	121	46	86	1	844	4,942	112
Nebraska	5,017	10,702	544	128	239	12	4,454	9,412	452
Nevada	2,561	4,400	401	322	390	61	1,210	2,909	242
New Hampshire	1,751	8,613	265	11	167	7	1,172	7,317	213
New Jersey	19,230	24,024	9,393	3,021	2,723	1,804	10,002	13,910	4,497
New Mexico	5,217	6,305	557	1,993	2,277	363	1,770	2,366	159
New York	40,007	102,755	11,379	6,168	10,067	1,998	22,411	62,127	4,657
North Carolina	15,619	38,194	1,325	338	650	10	10,937	26,380	554
North Dakota	2,663	5,370	161	16	27	1	2,272	5,079	155
Ohio	21,582	58,775	7,881	403	997	148	17,384	48,080	5,952
Oklahoma	8,428	16,876	4,017	297	624	150	6,073	11,761	2,792
Oregon	6,519	12,430	2,360	284	447	142	4,919	9,487	1,838
Pennsylvania	26,494	77,703	7,205	709	1,867	316	18,898	63,772	4,791
Rhode Island	1,822	10,587	1,040	140	521	43	1,243	7,865	811
South Carolina	9,089	17,842	606	100	203	7	5,745	12,749	281
South Dakota	1,921	5,542	122	9	37	3	1,808	4,812	98
Tennessee	10,465	25,883	5,437	104	358	43	7,797	19,344	3,797
Texas	55,823	66,491	13,833	15,203	11,893	6,785	29,633	40,395	3,731
Utah	3,567	15,327	2,176	148	451	77	2,954	13,312	1,876
Vermont	150	5,734	88	1	140	0	145	4,974	83
Virginia	9,991	34,628	2,569	306	818	139	6,713	24,429	989
Washington	13,970	17,146	3,936	779	533	257	10,658	12,563	2,560
West Virginia	1,698	12,501	2,058	6	108	8	1,600	11,128	1,946
Wisconsin	11,578	30,323	847	154	692	19	10,128	26,924	647
Wyoming	2,575	1,336	27	124	56	4	2,301	1,158	22

Source and notes: See Table B4

Table B6
Full-Time, First-Year Undergraduates¹ by State, Race and Type of Institution
Fall 1997²

State	Total			Hispanic			Non-Hispanic white		
	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting
Alabama	13,814	18,367	374	102	125	1	9,631	11,692	234
Alaska	209	1,708	53	12	55	5	129	1,092	12
Arizona	13,100	14,035	4,676	3,340	1,630	361	7,402	10,329	1,848
Arkansas	5,056	11,745	2,528	61	130	13	4,136	8,968	1,683
California	66,626	74,004	42,317	14,822	12,890	11,784	28,500	31,021	10,356
Colorado	7,153	19,850	1,805	1,012	1,698	234	4,973	15,454	1,301
Connecticut	3,037	13,849	2,402	261	721	389	2,117	10,526	1,449
Delaware	1,223	4,910	177	53	128	3	828	3,644	91
District of Columbia		6,849	386		312	56		3,623	5
Florida	28,356	34,102	19,349	5,391	4,233	3,219	16,431	20,692	9,681
Georgia	12,007	31,282	5,997	216	460	91	8,250	19,344	2,931
Hawaii	3,322	3,995	521	69	55	12	459	746	98
Idaho	4,116	5,480	381	101	203	18	3,815	4,885	344
Illinois	30,620	43,514	4,134	2,272	3,308	301	23,743	29,293	1,621
Indiana	7,173	38,651	879	166	942	41	5,982	33,477	617
Iowa	13,392	17,510	908	237	306	83	12,028	15,430	721
Kansas	7,768	11,993	1,960	306	395	95	6,092	10,111	1,390
Kentucky	7,729	18,057	3,397	53	124	12	6,923	15,962	3,038
Louisiana	8,915	24,390	2,997	143	483	45	4,970	14,589	1,131
Maine	1,433	5,660	156	5	62	1	1,263	5,104	150
Maryland	7,104	16,963	2,122	212	499	69	4,473	10,746	1,104
Massachusetts	11,227	42,809	2,585	952	1,970	269	7,436	29,535	1,713
Michigan	14,001	44,213	3,565	317	996	92	11,474	34,909	2,080
Minnesota	15,943	20,139	781	240	273	10	13,214	17,780	542
Mississippi	15,379	9,015	664	63	54	1	9,581	5,395	162
Missouri	10,040	24,566	2,718	128	383	30	8,372	20,760	1,986
Montana	1,251	5,550	139	16	70	2	945	4,747	107
Nebraska	4,266	10,097	453	101	198	13	3,816	8,854	364
Nevada	2,488	2,801	234	265	198	21	1,546	1,855	155
New Hampshire	1,322	8,117	311	15	135	6	950	6,928	287
New Jersey	19,003	20,983	7,771	2,804	2,396	1,324	10,176	12,205	3,951
New Mexico	4,773	5,242	370	1,689	1,774	222	1,991	2,876	125
New York	41,766	92,674	12,333	6,177	9,395	1,572	24,850	56,934	6,426
North Carolina	13,902	35,810	1,618	214	520	15	10,096	25,189	734
North Dakota	2,437	4,749	156	8	41	1	2,085	4,467	146
Ohio	19,872	54,812	9,322	396	828	184	16,380	46,249	6,599
Oklahoma	7,937	12,723	6,669	211	365	183	5,688	9,171	4,917
Oregon	5,805	10,473	1,720	200	365	62	4,499	8,354	1,422
Pennsylvania	23,677	69,979	7,688	610	1,547	288	19,162	59,277	5,664
Rhode Island	1,643	10,260	1,198	92	430	114	1,220	7,971	904
South Carolina	8,538	17,206	313	101	183	0	5,511	12,195	165
South Dakota	1,865	5,203	98	7	24	0	1,672	4,748	88
Tennessee	9,475	23,784	4,670	67	276	21	7,423	18,674	3,208
Texas	42,243	59,584	12,856	10,773	10,794	5,006	24,413	37,063	4,060
Utah	5,243	14,970	2,210	154	352	80	4,519	13,388	1,967
Vermont	192	5,855	71	0	93	0	171	5,102	70
Virginia	8,345	32,684	2,721	231	742	93	5,888	23,192	1,187
Washington	35,425	15,440	3,610	1,678	535	185	24,294	11,107	2,461
West Virginia	1,519	11,616	1,893	9	95	5	1,415	10,335	1,754
Wisconsin	11,740	29,273	788	158	617	10	10,621	26,234	649
Wyoming	2,666	1,132	27	123	33	1	2,376	967	24

Source and notes: See Table B4

Table B7
Full-Time, First-Year Undergraduates¹ by State, Race and Type of Institution
Fall 1996²

State	Total			Hispanic			Non-Hispanic white		
	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting	2-year degree-granting	4-year degree-granting	Non-degree-granting
Alabama	13,984	17,603	317	90	138	3	9,782	11,304	207
Alaska	117	1,528	59	1	46	3	76	1,022	41
Arizona	13,487	13,474	5,727	3,265	1,734	628	7,615	9,769	2,603
Arkansas	4,937	11,380	1,982	40	112	10	4,084	8,728	930
California	87,326	72,350	40,900	20,513	13,132	12,246	37,231	30,839	13,636
Colorado	8,608	18,747	1,858	1,315	1,561	192	6,097	15,029	1,329
Connecticut	3,101	13,688	2,733	282	663	351	2,188	10,693	1,634
Delaware	1,178	4,858	227	44	104	15	841	3,760	109
District of Columbia		6,903	602		296	171		3,528	25
Florida	25,964	31,099	18,944	5,388	3,972	2,797	14,288	19,053	9,240
Georgia	12,291	30,801	5,367	194	463	80	8,275	19,041	3,099
Hawaii	3,216	3,640	317	76	53	8	462	805	46
Idaho	4,325	4,632	397	109	137	15	3,827	4,188	369
Illinois	30,915	41,936	3,972	2,456	3,042	366	23,520	28,904	1,821
Indiana	7,531	37,636	881	161	983	53	6,440	32,645	624
Iowa	13,762	16,552	888	208	292	12	12,166	14,587	792
Kansas	8,902	11,761	1,837	351	303	113	7,045	10,072	1,383
Kentucky	7,833	17,693	4,244	35	108	7	7,012	15,623	3,854
Louisiana	9,374	24,959	4,611	152	483	58	5,498	15,049	1,934
Maine	1,498	5,849	183	9	63	4	1,285	5,405	150
Maryland	7,077	16,296	1,941	227	495	69	4,478	10,246	927
Massachusetts	10,922	42,969	2,790	932	1,899	230	7,316	30,180	1,839
Michigan	14,034	42,444	3,806	318	1,031	101	11,773	33,727	2,329
Minnesota	22,364	19,775	949	337	253	7	18,201	17,673	720
Mississippi	15,032	9,006	631	48	46	0	9,550	5,135	176
Missouri	9,775	24,597	3,298	116	365	34	8,190	20,698	2,401
Montana	1,280	5,353	152	5	71	1	930	4,525	145
Nebraska	3,951	10,378	493	95	208	4	3,559	9,177	413
Nevada	1,261	2,838	760	123	202	57	738	1,892	549
New Hampshire	1,798	7,630	362	8	108	3	1,116	6,378	343
New Jersey	18,441	20,228	8,474	2,746	2,394	1,186	10,286	11,910	4,445
New Mexico	4,257	4,044	391	1,560	1,402	220	1,684	2,250	147
New York	42,861	90,687	13,243	6,645	9,661	1,423	25,156	56,318	7,328
North Carolina	11,579	34,484	1,797	147	473	7	8,152	24,458	798
North Dakota	2,616	5,066	143	8	42	47	2,180	4,767	91
Ohio	21,781	53,264	8,057	399	810	169	17,944	44,808	5,443
Oklahoma	7,920	12,252	7,244	212	342	177	5,754	8,907	5,329
Oregon	6,367	10,934	1,884	249	361	66	4,972	8,771	1,590
Pennsylvania	23,876	67,777	9,252	732	1,459	262	19,305	57,512	6,749
Rhode Island	1,610	9,302	1,401	99	361	112	1,236	7,429	1,079
South Carolina	8,645	17,349	285	76	138	1	5,783	12,198	140
South Dakota	2,203	5,090	85	6	22	1	2,025	4,700	73
Tennessee	9,472	23,157	3,968	81	269	20	7,303	18,390	2,690
Texas	42,445	60,050	13,094	11,910	10,623	5,000	23,577	36,781	4,193
Utah	5,739	13,592	1,890	186	352	285	4,927	12,169	1,453
Vermont	295	5,668	68	2	110	0	263	5,132	66
Virginia	8,091	32,517	2,680	221	684	100	5,820	23,404	1,183
Washington	34,236	14,843	5,015	1,614	547	164	24,437	11,163	3,297
West Virginia	2,384	12,179	1,932	14	100	7	2,047	10,779	1,417
Wisconsin	12,152	27,935	977	122	483	35	11,257	25,341	612
Wyoming	2,550	1,212	18	120	56	2	2,291	1,043	15

Source and notes: See Table B4

Table B8
Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
State, Race and Admissions Selectivity of Institution
Fall 2001²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
Alabama		1,403	11,875	6,816		14	144	49		1,203	8,041	2,792
Alaska			41	1,933				2			34	1,210
Arizona			14,463	336			1,553	17			10,650	136
Arkansas	279	3,876	6,000	2,088	12	52	73	34	184	3,363	4,314	1,260
California	20,323	19,488	30,252	16,516	2,295	2,097	6,665	3,730	8,457	11,335	10,327	6,207
Colorado	2,276	5,914	9,021	4,110	136	368	771	577	1,795	4,657	7,238	2,787
Connecticut	3,815	3,902	7,691	668	230	181	407	43	2,480	3,315	5,704	399
Delaware		3,663	578	886		118	19	13		3,192	345	183
District of Columbia	4,048	2,000		2,621	187	65		65	2,762	1,438		223
Florida	14,594	10,344	12,944	4,165	1,908	2,012	943	535	10,154	6,467	6,913	1,683
Georgia	3,954	5,440	14,169	8,485	88	89	177	215	2,681	4,638	9,038	3,779
Hawaii		1,626	1,635	1		23	60	0		345	671	0
Idaho	1,686	205	3,766	1,939	45	10	120	126	1,557	170	3,317	1,579
Illinois	10,977	8,088	17,535	7,482	668	884	766	928	7,330	4,904	13,509	3,877
Indiana	3,291	10,503	18,694	8,481	206	202	388	280	2,712	8,927	16,055	7,254
Iowa	358	7,163	9,952	497	12	141	251	15	242	6,152	8,597	406
Kansas		4,031	5,557	3,688		114	175	123		3,518	4,694	2,981
Kentucky	299	1,957	12,111	5,290	2	8	79	60	275	1,747	10,904	4,203
Louisiana	1,517	6,708	7,830	10,360	37	208	188	113	1,253	4,886	4,703	6,026
Maine	1,522	69	3,442	1,789	42	0	26	20	1,226	1	3,269	1,632
Maryland	3,708	5,342	7,669	2,280	163	115	284	17	2,915	3,925	4,323	359
Massachusetts	18,009	9,937	10,724	5,619	1,041	410	418	251	11,280	7,290	8,057	3,978
Michigan	6,404	9,570	25,714	7,712	276	267	478	230	4,170	7,596	20,839	5,353
Minnesota	1,766	9,329	9,345	4,576	45	160	80	35	1,408	7,863	6,555	2,528
Mississippi		324	5,226	3,485		3	23	17		270	3,933	1,162
Missouri	6,707	3,247	8,101	7,421	142	67	128	131	5,458	2,689	6,852	6,213
Montana			4,611	883			64	22			4,148	713
Nebraska		1,138	6,452	2,574		26	152	52		1,012	5,661	2,209
Nevada		2,423	1,956	77		270	140	0		1,367	1,501	3
New Hampshire	1,135		5,069	2,571	73		76	76	667		4,444	2,139
New Jersey	2,850	3,764	11,414	6,280	191	280	1,256	1,070	1,960	2,661	6,180	3,261

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.

⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B8 (cont.)
 Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
 State, Race and Admissions Selectivity of Institution
 Fall 2001²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
New Mexico		350	4,420	1,240		50	1,761	508		273	1,968	521
New York	22,089	25,192	36,530	13,533	1,118	1,950	3,635	3,107	14,474	16,143	21,749	4,510
North Carolina	10,591	1,838	18,592	7,583	340	25	301	110	8,126	1,590	14,113	2,308
North Dakota		3,864	370	1,442		20	1	11		3,651	348	1,315
Ohio	2,399	15,806	18,903	20,555	68	334	282	316	1,818	13,263	16,494	16,128
Oklahoma	489	7,371	4,258	3,331	13	196	120	119	307	5,850	3,155	1,898
Oregon	352	5,205	6,711	430	18	177	233	13	229	4,069	5,117	306
Pennsylvania	14,058	18,515	27,639	12,128	493	501	571	177	10,251	15,404	22,421	10,519
Rhode Island	2,311	706	3,713	3,599	153	15	110	220	1,448	591	3,105	2,643
South Carolina	2,704	4,235	7,295	3,638	30	54	132	34	2,277	3,320	5,142	1,258
South Dakota		416	3,591	1,635		2	25	27		405	3,234	1,216
Tennessee	2,328	3,510	15,914	2,585	77	26	202	59	1,834	2,057	12,833	1,768
Texas	8,190	17,149	23,962	17,972	1,105	2,112	5,292	4,668	4,977	12,920	14,735	6,669
Utah	5,077		5,746	1,791	173		171	76	4,425		4,947	1,422
Vermont	511	805	3,086	1,154	45	13	51	25	318	717	2,806	989
Virginia	8,830	3,124	19,571	4,370	195	85	544	96	7,030	2,693	13,742	1,123
Washington	2,035	8,945	4,113	2,606	57	312	143	160	1,626	5,576	3,303	2,062
West Virginia			5,529	6,732			89	44			4,938	5,941
Wisconsin	620	11,169	11,997	6,460	17	205	231	245	498	10,019	10,783	5,330
Wyoming				1,422				45				1,266

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.

⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B9
Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
State, Race and Admissions Selectivity of Institution
Fall 2000²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
Alabama		1,394	12,094	6,903		21	162	42		1,194	8,389	2,827
Alaska			42	1,859				3			26	1,140
Arizona												
Arkansas	326	3,867	5,894	2,167	8	54	65	41	249	3,327	4,386	1,313
California	19,509	18,959	28,118	15,592	2,089	2,039	6,067	3,199	8,391	11,068	9,702	6,025
Colorado	2,456	5,983	8,612	3,864	156	328	745	531	1,940	4,898	6,883	2,671
Connecticut	4,048	3,658	7,685	644	190	161	401	52	2,743	3,069	5,735	375
Delaware		3,434	552	876		103	19	14		2,956	343	204
District of Columbia	3,563	1,802		2,480	155	68		78	2,491	1,219		367
Florida	14,841	9,948	12,289	3,966	1,779	1,868	755	549	10,173	6,316	6,798	1,631
Georgia	3,876	5,152	13,885	8,465	108	88	161	204	2,709	4,228	8,413	3,701
Hawaii		1,577	1,647	42		20	61	2		301	616	5
Idaho	1,653	215	3,416	1,683	45	10	134	110	1,518	188	2,979	1,384
Illinois	10,904	7,575	17,772	7,222	636	825	769	926	7,459	4,645	13,519	4,053
Indiana	3,240	10,382	18,498	8,639	174	183	340	249	2,702	9,024	16,166	7,509
Iowa	365	6,871	9,621	466	15	123	188	10	246	5,964	8,520	389
Kansas		4,128	5,549	3,713		94	180	112		3,557	4,750	3,029
Kentucky	306	1,838	11,191	5,182	0	20	86	47	286	1,639	9,963	4,159
Louisiana	1,585	6,513	8,417	10,263	57	205	179	120	1,215	4,716	4,645	6,101
Maine	1,392	66	3,392	1,572	39	0	22	7	1,161	0	3,238	1,472
Maryland	3,642	5,530	7,089	2,177	140	99	256	32	2,883	4,236	4,027	317
Massachusetts	18,649	10,004	10,371	5,239	1,008	344	362	252	11,931	7,572	7,858	3,374
Michigan	6,288	9,751	25,193	7,249	292	217	426	174	3,985	7,862	20,738	5,284
Minnesota	1,679	8,994	8,754	4,548	43	152	86	57	1,396	7,584	7,397	3,614
Mississippi		293	5,569	3,458		2	34	16		247	4,056	1,117
Missouri	6,976	3,221	8,479	7,330	142	58	139	119	5,694	2,666	7,162	6,067
Montana			4,683	925			62	24			4,212	722
Nebraska		1,309	6,575	2,637		46	141	50		1,126	5,725	2,390
Nevada		2,126	1,930	113		232	130	4		1,224	1,457	56
New Hampshire	1,081		5,046	2,345	65		56	42	693		4,478	2,016
New Jersey	2,743	3,531	11,368	6,306	173	246	1,183	1,121	1,889	2,476	6,271	3,207

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.

⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B9 (cont.)
 Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
 State, Race and Admissions Selectivity of Institution
 Fall 2000²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
New Mexico		345	4,104	1,373		60	1,528	585		251	1,438	590
New York	21,834	24,527	34,948	13,436	1,062	1,968	3,593	3,069	14,238	16,096	21,556	4,639
North Carolina	10,303	1,792	18,290	7,110	231	17	297	91	8,087	1,598	13,872	2,269
North Dakota		3,446	353	1,507		8	2	16		3,320	338	1,363
Ohio	2,688	15,515	18,587	20,486	75	336	261	319	2,090	13,126	16,186	16,134
Oklahoma	616	7,022	4,049	3,303	30	175	100	124	422	5,609	2,984	1,832
Oregon	362	5,031	6,255	469	15	179	216	23	238	3,835	4,797	356
Pennsylvania	13,668	18,462	26,877	11,737	482	457	529	245	10,021	15,493	22,155	10,246
Rhode Island	2,354	707	3,549	3,477	128	29	114	210	1,467	577	2,924	2,526
South Carolina	2,678	3,462	7,618	3,280	35	37	105	23	2,322	2,732	5,678	1,300
South Dakota		460	3,563	1,519		1	22	14		453	3,188	1,171
Tennessee	2,414	3,447	15,734	2,755	65	27	199	46	1,962	1,988	12,847	1,684
Texas	8,540	17,212	22,786	16,250	1,120	1,936	4,028	4,334	5,285	13,062	14,779	6,273
Utah	4,257		5,376	2,062	108		153	75	3,789		4,674	1,553
Vermont	563	779	3,002	1,213	33	9	53	36	399	710	2,688	1,023
Virginia	8,641	3,112	18,549	4,266	182	70	479	86	6,921	2,673	13,609	1,173
Washington	1,769	8,608	3,968	2,309	58	239	123	104	1,384	5,779	3,222	1,854
West Virginia			5,527	6,474			60	46			4,929	5,708
Wisconsin	658	10,871	12,223	6,121	20	198	227	224	524	9,870	10,980	5,187
Wyoming				1,336				56				1,158

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.

⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B10
Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
State, Race and Admissions Selectivity of Institution
Fall 1997²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
Alabama		1,292	10,698	6,091		12	68	45		1,169	7,627	2,765
Alaska			32	1,676			1	54			19	1,073
Arizona			12,072	364			1,319	26			9,039	282
Arkansas	332	3,665	5,497	2,138	5	58	41	24	279	3,069	4,163	1,355
California	18,343	16,155	23,319	12,516	2,327	1,795	5,205	2,743	7,934	9,594	7,933	4,402
Colorado	2,083	4,861	7,356	3,972	163	281	648	446	1,664	3,906	5,920	2,968
Connecticut	3,824	3,364	6,374	486	184	160	355	33	2,615	2,811	4,894	328
Delaware		3,528	500	882		100	13	15		3,081	334	229
District of Columbia	3,109	1,626		2,114	173	81		58	2,081	1,306		236
Florida	12,126	6,980	9,738	2,988	1,420	1,513	645	400	8,595	4,347	4,986	1,417
Georgia	3,401	5,003	14,185	7,671	85	54	152	160	2,497	4,251	8,592	3,300
Hawaii		1,492	2,486	17		12	42	1		169	572	5
Idaho	2,436	217	3,434	1,566	51	5	91	94	2,282	194	3,107	1,367
Illinois	10,397	7,183	17,106	6,736	532	822	678	811	7,292	4,283	13,181	3,651
Indiana	3,199	10,219	16,004	7,769	151	190	311	257	2,751	8,860	13,940	6,729
Iowa	414	6,558	9,351	571	22	96	163	11	320	5,697	8,412	493
Kansas		3,808	5,208	2,592		112	161	103		3,261	4,535	2,162
Kentucky	301	1,947	10,957	4,535	2	16	70	34	285	1,793	9,886	3,739
Louisiana	1,485	5,557	8,022	9,300	75	165	166	76	1,093	3,977	4,154	5,345
Maine	1,422	86	2,728	1,424	44	0	15	3	1,119	83	2,557	1,345
Maryland	3,317	5,007	6,672	1,896	140	78	253	27	2,602	3,871	3,893	319
Massachusetts	18,142	9,289	9,788	5,708	979	350	323	334	11,942	6,932	6,943	3,778
Michigan	6,324	9,859	20,935	6,909	243	205	379	170	4,299	8,165	17,082	5,219
Minnesota	1,661	6,423	7,625	3,780	45	118	69	35	1,434	5,507	6,776	3,490
Mississippi		300	5,070	3,621		4	26	24		265	3,831	1,278
Missouri	5,864	3,281	7,306	7,374	100	57	90	125	4,558	2,831	6,325	6,365
Montana			4,481	940			53	15			3,910	781
Nebraska		1,249	5,862	2,834		29	121	46		1,059	5,145	2,506
Nevada		1,493	1,167	104		121	71	2		905	888	33
New Hampshire	1,094		4,491	2,428	48		42	45	600		4,097	2,130
New Jersey	2,845	3,171	10,218	5,763	183	208	1,124	1,044	1,996	2,275	5,342	3,069

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys
 Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree
²Confined to institutions that reported in 1996, 1997, 2000 and 2001.
³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.
⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B10 (cont.)
Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
State, Race and Admissions Selectivity of Institution
Fall 1997²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
New Mexico		288	3,414	1,354		43	1,168	495		226	1,888	712
New York	20,188	22,720	32,991	13,065	981	2,008	3,527	2,822	14,124	15,006	20,638	4,145
North Carolina	10,237	1,603	16,440	6,707	171	21	237	77	8,084	1,415	12,607	2,419
North Dakota		2,893	383	1,400		20	5	14		2,755	359	1,284
Ohio	2,554	15,679	16,653	18,730	79	261	207	272	1,978	13,365	14,879	14,890
Oklahoma	529	5,503	3,536	2,827	24	164	84	83	373	4,260	2,704	1,625
Oregon	322	3,961	5,607	278	14	137	197	11	217	3,242	4,406	216
Pennsylvania	13,395	15,475	24,553	10,772	449	372	462	156	10,539	13,346	20,484	9,719
Rhode Island	2,354	619	3,194	3,103	125	12	89	160	1,751	554	2,607	2,305
South Carolina	2,309	3,843	7,099	3,259	35	46	86	9	2,051	3,027	5,377	1,171
South Dakota		329	3,453	1,462		2	12	10		320	3,242	1,192
Tennessee	2,292	3,193	14,792	2,409	59	21	149	28	1,890	1,900	12,230	1,777
Texas	7,980	15,348	21,091	14,115	964	1,655	4,325	3,598	5,388	11,790	13,479	5,701
Utah	5,438		5,464	1,969	113		127	58	4,938		4,882	1,708
Vermont	569	742	3,217	1,220	28	9	32	24	418	691	2,802	1,087
Virginia	8,492	2,735	17,328	3,897	175	73	425	67	6,986	2,343	12,586	1,061
Washington	1,551	7,908	3,717	1,708	52	262	137	64	1,237	5,182	2,935	1,400
West Virginia			5,142	5,922			53	42			4,604	5,188
Wisconsin	631	10,790	11,876	5,480	17	198	195	185	533	9,803	10,775	4,731
Wyoming				1,132				33				967

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.

⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B11
Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
State, Race and Admissions Selectivity of Institution
Fall 1996²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
Alabama		1,229	10,259	6,111		12	70	56		1,050	7,331	2,911
Alaska			29	1,499			2	44			17	1,005
Arizona			11,221	573			1,338	49			8,287	419
Arkansas	307	3,725	5,247	2,012	3	58	26	25	263	3,188	3,902	1,293
California	17,692	16,670	22,191	11,823	2,471	1,858	5,167	2,600	7,519	9,961	7,302	4,266
Colorado	2,225	4,584	6,974	3,764	148	249	594	438	1,793	3,710	5,721	2,869
Connecticut	3,985	3,330	6,120	478	197	157	296	18	2,786	2,794	4,944	351
Delaware		3,642	406	810		84	8	12		3,185	300	275
District of Columbia	3,051	1,558		2,294	154	87		55	2,101	1,229		198
Florida	10,803	6,399	8,742	2,644	1,398	1,372	570	314	7,585	3,967	4,643	1,359
Georgia	3,679	4,094	15,057	7,684	116	48	143	155	2,762	3,449	9,254	3,347
Hawaii		1,413	2,199	28		3	50	0		163	631	11
Idaho	1,993	225	3,193	1,199	36	9	79	49	1,868	190	2,930	1,053
Illinois	10,577	6,749	16,225	6,426	509	755	617	764	7,467	4,212	12,432	3,849
Indiana	3,174	10,174	15,329	7,296	182	189	322	252	2,707	8,927	13,255	6,340
Iowa	355	6,091	8,979	598	17	99	157	11	269	5,339	8,074	449
Kansas		3,551	4,371	3,456		82	105	108		3,076	3,827	3,012
Kentucky	279	1,821	10,821	4,404	2	16	52	35	267	1,674	9,819	3,570
Louisiana	1,402	4,933	7,716	10,905	60	153	159	111	1,062	3,517	4,011	6,458
Maine	1,400	87	2,908	1,454	41	0	17	5	1,161	87	2,763	1,394
Maryland	3,365	4,615	6,250	2,008	138	81	243	32	2,613	3,647	3,602	333
Massachusetts	17,957	9,761	9,588	5,819	940	383	330	279	11,944	7,184	7,252	3,876
Michigan	6,156	9,433	19,978	6,623	252	185	409	186	4,185	7,883	16,411	5,036
Minnesota	1,736	6,283	7,549	3,499	39	106	61	36	1,499	5,487	6,798	3,243
Mississippi		290	4,988	3,705		0	30	16		261	3,640	1,216
Missouri	5,962	2,994	7,518	7,278	81	54	112	104	4,757	2,372	6,497	6,268
Montana			4,425	856			57	13			3,817	686
Nebraska		1,220	6,073	2,965		41	121	45		1,013	5,409	2,640
Nevada		1,507	1,125	98		131	63	3		911	872	19
New Hampshire	1,042		4,706	2,248	45		50	14	574		4,142	1,648
New Jersey	2,453	3,241	9,857	5,605	179	269	1,132	889	1,651	2,305	5,306	3,340

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.

⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B11 (cont.)
Full-Time, First-Year Undergraduates¹ at Four-Year Colleges by
State, Race and Admissions Selectivity of Institution
Fall 1996²

State	Total				Hispanic				Non-Hispanic white			
	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴	Upper Tier ³	Very Competitive	Competitive	Lower Tier ⁴
New Mexico		259	2,357	1,402		37	793	561		200	1,332	706
New York	20,059	21,917	31,550	13,644	1,022	2,076	3,490	3,060	14,219	14,779	20,249	4,081
North Carolina	9,930	1,537	15,950	6,274	159	15	213	75	7,922	1,371	12,273	2,248
North Dakota		3,072	442	1,476		15	8	17		2,940	396	1,361
Ohio	2,554	15,411	17,220	17,752	62	285	199	264	2,009	13,360	14,989	14,145
Oklahoma	509	5,164	3,550	2,886	24	140	80	98	354	4,002	2,726	1,744
Oregon	361	4,092	5,758	292	12	127	196	7	255	3,358	4,542	236
Pennsylvania	13,240	14,136	24,482	10,288	409	371	415	145	10,464	12,073	20,393	9,428
Rhode Island	2,410	544	2,721	3,110	102	15	75	139	1,790	477	2,291	2,421
South Carolina	2,552	3,558	7,088	3,553	28	27	63	12	2,275	2,762	5,384	1,281
South Dakota		387	3,200	1,514		0	13	9		379	3,080	1,250
Tennessee	2,280	3,170	14,182	2,373	60	23	134	41	1,842	1,906	11,943	1,711
Texas	7,259	15,484	20,667	15,850	1,010	1,805	4,189	3,411	4,732	11,890	13,484	6,141
Utah	4,260		5,234	1,760	98		111	49	3,813		4,721	1,538
Vermont	519	677	3,137	1,187	36	8	32	29	372	638	2,926	1,062
Virginia	8,642	2,455	17,282	3,935	160	51	419	55	7,204	2,114	12,805	1,079
Washington	1,622	7,280	3,646	1,867	41	277	109	90	1,209	5,136	2,981	1,493
West Virginia			4,927	6,657			50	47			4,422	5,774
Wisconsin	585	10,421	11,842	4,860	11	156	174	141	480	9,535	10,833	4,271
Wyoming				1,212				56				1,043

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

³Refers to institutions in the "most competitive" and "highly competitive" *Barron's* categories.

⁴Refers to institutions in the "less competitive," "non competitive" and "special" *Barron's* categories.

Table B12
Full-Time, First-Year Undergraduates¹ by
State, Race and Control of Institution
Fall 2001²

State	Total			Hispanic			Non-Hispanic white		
	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit
Alabama	29,824	4,559	2,447	271	57	16	19,907	1,932	1,174
Alaska	1,911	84	426	45	3	26	1,198	61	224
Arizona	21,320	1,084	13,158	3,541	244	2,661	13,629	494	7,820
Arkansas	17,036	2,804	995	288	48	10	12,814	2,204	479
California	142,165	26,784	39,362	33,291	4,308	14,380	55,201	13,618	12,125
Colorado	26,721	2,016	7,458	2,876	131	1,145	19,970	1,617	4,398
Connecticut	11,049	8,628	3,065	774	502	470	8,147	6,007	1,539
Delaware	5,743	777	287	196	24	14	4,160	473	74
District of Columbia	486	8,035	1,167	17	292	414	18	4,379	44
Florida	68,905	14,427	21,547	11,287	1,900	5,404	40,488	7,898	9,103
Georgia	39,251	11,015	4,969	751	178	143	26,088	5,493	1,492
Hawaii	4,741	1,892	1,215	83	58	28	895	559	89
Idaho	7,159	2,145	527	325	58	28	6,133	1,954	358
Illinois	50,955	22,505	7,169	3,804	2,176	1,193	36,452	14,454	3,578
Indiana	35,199	13,164	4,344	819	444	107	30,281	10,880	3,026
Iowa	23,176	8,050	2,286	477	194	60	20,275	6,718	2,022
Kansas	21,087	3,758	861	835	145	46	16,837	2,168	642
Kentucky	23,382	5,020	3,520	172	41	32	20,443	4,348	2,766
Louisiana	30,083	4,740	5,254	534	155	184	19,131	2,588	2,298
Maine	5,401	2,931	598	39	57	6	4,942	2,471	568
Maryland	22,372	4,930	2,863	743	122	71	13,103	3,691	1,174
Massachusetts	24,427	32,712	4,160	1,505	1,703	403	17,520	21,486	1,935
Michigan	54,792	12,300	5,314	1,386	316	102	42,359	9,196	2,551
Minnesota	35,199	9,406	3,087	391	138	56	22,045	8,059	2,330
Mississippi	26,942	1,601	714	152	7	2	15,447	897	218
Missouri	27,501	9,699	4,836	361	257	188	23,306	7,937	2,805
Montana	6,086	768	107	94	13	2	5,285	534	96
Nebraska	11,860	3,082	1,541	277	80	42	10,420	2,679	1,256
Nevada	5,618	75	2,412	530	0	358	3,640	3	1,086
New Hampshire	5,791	3,798	1,312	62	127	54	5,047	2,883	846

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

Table B12 (cont.)
Full-Time, First-Year Undergraduates¹ by
State, Race and Control of Institution
Fall 2001²

State	Total			Hispanic			Non-Hispanic white		
	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit
New Jersey	35,281	7,840	11,310	4,708	810	2,394	19,408	4,583	4,795
New Mexico	10,599	586	1,214	4,302	199	610	4,268	343	468
New York	79,951	61,913	16,175	9,944	4,838	3,956	46,691	37,789	5,080
North Carolina	44,168	13,519	1,509	813	358	24	30,325	8,952	611
North Dakota	7,115	860	249	39	5	1	6,476	677	239
Ohio	58,324	20,782	8,951	1,068	330	163	48,180	16,425	5,691
Oklahoma	25,109	3,046	2,637	756	95	160	17,923	2,171	1,594
Oregon	15,864	3,453	3,295	569	122	172	12,172	2,595	2,387
Pennsylvania	57,607	39,943	18,297	1,343	1,127	698	46,937	30,974	11,461
Rhode Island	4,906	7,927	1,080	295	413	180	3,674	5,803	635
South Carolina	21,886	6,077	562	283	98	8	15,162	3,325	234
South Dakota	6,228	1,064	260	32	23	9	5,427	997	202
Tennessee	29,028	9,584	3,687	297	202	27	22,390	7,390	1,576
Texas	100,304	17,356	23,932	23,901	2,600	9,772	56,059	11,221	6,569
Utah	14,565	5,771	2,758	532	201	172	12,401	4,966	2,165
Vermont	3,213	2,536	277	49	87	11	2,956	2,053	238
Virginia	33,876	9,838	4,507	1,017	178	239	23,408	6,515	1,673
Washington	26,287	5,627	4,346	1,285	253	260	18,681	4,405	2,730
West Virginia	13,387	1,915	1,292	121	29	7	12,178	1,576	1,185
Wisconsin	36,592	7,235	1,409	797	206	39	32,498	5,962	851
Wyoming	3,384		1,582	118		104	3,032		1,426

Source: NCES, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys

Notes: ¹"Full-time, first-year" refers to full-time, first-time first-year undergraduates seeking a degree

²Confined to institutions that reported in 1996, 1997, 2000 and 2001.

Table B13
Full-Time, First-Year Undergraduates¹ by
State, Race and Control of Institution
Fall 2000²

State	Total			Hispanic			Non-Hispanic white		
	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit
Alabama	28,619	4,767	1,499	278	54	8	19,569	1,942	801
Alaska	1,848	75	482	57	4	49	1,123	54	240
Arizona	21,250	1,172	14,162	3,562	256	2,719	13,495	600	8,735
Arkansas	16,608	2,732	1,102	241	46	8	12,663	2,249	382
California	131,358	27,654	40,743	30,414	4,503	14,279	51,517	14,835	13,187
Colorado	24,981	2,147	6,840	2,504	134	898	19,066	1,708	4,080
Connecticut	10,420	8,968	2,600	770	444	425	7,571	6,444	1,517
Delaware	5,287	744	207	183	23	8	3,790	477	74
District of Columbia	335	7,525	710	9	293	91	11	4,069	4
Florida	62,532	13,921	17,854	9,278	1,527	4,422	38,475	7,997	8,145
Georgia	37,664	10,740	4,814	715	163	130	25,217	5,356	1,396
Hawaii	4,546	1,663	1,160	78	70	30	790	525	111
Idaho	6,580	2,146	599	311	59	24	5,689	1,970	358
Illinois	51,011	21,794	7,734	3,741	2,125	1,022	36,559	14,440	3,861
Indiana	34,186	12,725	4,498	738	365	108	29,633	10,845	3,280
Iowa	22,465	7,888	1,753	444	133	32	19,728	6,802	1,562
Kansas	20,663	3,270	938	810	136	32	16,519	2,274	759
Kentucky	24,122	4,928	2,640	174	64	18	20,665	4,274	2,113
Louisiana	28,169	4,654	5,157	497	174	194	17,747	2,456	2,135
Maine	5,188	2,645	503	32	44	4	4,782	2,279	476
Maryland	21,108	5,119	2,204	673	129	51	12,578	3,736	886
Massachusetts	23,162	33,478	3,969	1,336	1,683	472	16,639	22,391	2,430
Michigan	51,900	11,816	4,123	1,216	268	101	40,885	9,061	2,280
Minnesota	33,625	9,415	3,388	415	156	79	24,728	8,281	2,622
Mississippi	24,413	1,700	774	94	17	2	14,533	961	196
Missouri	25,930	10,486	4,644	347	245	64	22,107	8,457	3,018
Montana	6,279	657	105	124	8	1	5,347	454	97
Nebraska	11,523	3,330	1,410	269	78	32	10,193	2,969	1,156
Nevada	5,343	53	1,966	515	1	257	3,464	23	874

Source and notes: See Table B12

Table B14
Full-Time, First-Year Undergraduates¹ by
State, Race and Control of Institution
Fall 1997²

State	Total			Hispanic			Non-Hispanic white		
	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit
Alabama	27,348	4,182	1,025	194	32	2	19,197	1,873	487
Alaska	1,656	61	253	54	1	17	1,062	35	136
Arizona	20,396	887	10,528	3,589	141	1,601	13,583	551	5,445
Arkansas	15,674	2,663	992	168	33	3	12,270	2,143	374
California	117,336	35,572	30,039	26,261	3,477	9,758	46,091	13,941	9,845
Colorado	22,407	2,171	4,230	2,307	172	465	17,200	1,555	2,973
Connecticut	8,995	7,726	2,567	583	373	415	6,884	5,655	1,553
Delaware	5,389	744	177	164	17	3	3,980	492	91
District of Columbia	252	6,525	458	8	300	60	6	3,616	6
Florida	56,954	11,642	13,211	8,621	1,316	2,906	33,486	6,630	6,688
Georgia	34,310	10,668	4,308	517	136	114	23,650	5,467	1,408
Hawaii	4,509	2,701	628	54	59	23	600	544	159
Idaho	6,405	2,955	617	230	61	31	5,746	2,763	535
Illinois	52,152	19,628	6,488	3,355	1,902	624	38,741	13,227	2,689
Indiana	31,368	11,801	3,534	732	343	74	27,020	10,210	2,846
Iowa	22,389	8,189	1,232	361	173	92	20,001	7,163	1,015
Kansas	17,718	2,709	1,294	610	126	60	14,585	2,146	862
Kentucky	22,298	4,697	2,188	139	37	13	19,890	4,281	1,752
Louisiana	27,828	4,474	4,000	458	152	61	16,884	2,377	1,429
Maine	4,364	2,490	395	22	45	1	4,013	2,137	367
Maryland	19,433	4,590	2,166	591	121	68	11,707	3,455	1,161
Massachusetts	21,691	32,428	2,502	1,257	1,635	299	15,368	21,707	1,609
Michigan	46,776	11,236	3,767	1,065	247	93	37,344	8,803	2,316
Minnesota	24,979	8,696	3,188	339	144	40	21,190	7,775	2,571
Mississippi	22,668	1,726	664	102	15	1	14,012	964	162
Missouri	23,435	9,439	4,450	334	172	35	20,226	7,610	3,282
Montana	6,187	636	117	71	15	2	5,289	425	85
Nebraska	10,512	3,303	1,001	216	74	22	9,251	2,930	853
Nevada	4,358	71	1,094	375	0	109	2,845	12	699

Source and notes: See Table B12

Table B14 (cont.)
Full-Time, First-Year Undergraduates¹ by
State, Race and Control of Institution
Fall 1997²

State	Total			Hispanic			Non-Hispanic white		
	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit
New Hampshire	5,105	3,522	1,123	47	89	20	4,520	2,621	1,024
New Jersey	31,265	7,347	9,145	4,037	793	1,694	17,367	4,450	4,515
New Mexico	9,220	411	754	3,263	56	366	4,396	322	274
New York	75,473	55,843	15,457	10,034	4,275	2,835	45,105	36,271	6,834
North Carolina	36,658	13,153	1,519	484	251	14	26,184	9,191	644
North Dakota	6,402	778	162	39	10	1	5,889	659	150
Ohio	56,944	19,466	7,596	926	373	109	47,940	16,151	5,137
Oklahoma	22,532	2,247	2,550	597	87	75	16,340	1,643	1,793
Oregon	12,702	3,233	2,063	441	106	80	9,952	2,633	1,690
Pennsylvania	51,871	35,555	13,918	1,085	954	406	44,010	29,549	10,544
Rhode Island	4,600	7,324	1,177	209	313	114	3,561	5,650	884
South Carolina	19,837	5,797	423	239	43	2	14,335	3,313	223
South Dakota	6,063	894	209	25	5	1	5,502	839	167
Tennessee	25,836	8,949	3,144	220	125	19	20,370	7,277	1,658
Texas	81,143	15,793	17,747	17,595	2,254	6,724	48,701	10,674	6,161
Utah	14,561	6,055	1,807	365	138	83	12,912	5,432	1,530
Vermont	3,203	2,679	236	27	66	0	3,012	2,102	229
Virginia	31,366	9,342	3,042	784	183	99	22,632	6,336	1,299
Washington	45,319	4,741	4,415	2,030	170	198	31,064	3,782	3,016
West Virginia	11,873	2,117	1,038	85	22	2	10,768	1,758	978
Wisconsin	34,124	6,592	1,085	552	203	30	31,115	5,569	820
Wyoming	3,539		286	124		33	3,125		242

Source and notes: See Table B12

Table B15
Full-Time, First-Year Undergraduates¹ by
State, Race and Control of Institution
Fall 1996²

State	Total			Hispanic			Non-Hispanic white		
	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit
Alabama	27,074	4,119	711	203	24	4	19,131	1,809	353
Alaska	1,476	61	167	43	3	4	990	36	113
Arizona	20,403	1,729	10,556	3,662	401	1,564	13,365	844	5,778
Arkansas	14,648	2,605	1,046	136	23	3	11,375	2,137	230
California	135,314	30,978	34,284	32,335	3,207	10,349	53,121	14,923	13,662
Colorado	21,945	2,205	5,063	2,271	234	563	17,019	1,637	3,799
Connecticut	8,720	7,962	2,840	591	343	362	6,690	6,122	1,703
Delaware	5,366	670	227	134	14	15	4,090	511	109
District of Columbia	564	6,258	683	19	272	176	10	3,527	16
Florida	50,810	10,918	14,279	7,854	1,238	3,065	29,285	6,380	6,916
Georgia	34,398	10,149	3,912	476	142	119	23,530	5,318	1,567
Hawaii	4,368	2,343	462	67	57	13	641	607	65
Idaho	6,299	2,498	557	186	52	23	5,549	2,315	520
Illinois	51,620	18,910	6,293	3,278	1,917	669	38,064	12,922	3,259
Indiana	30,506	11,187	4,355	740	351	106	26,445	9,642	3,622
Iowa	22,286	7,678	1,238	346	144	22	19,748	6,685	1,112
Kansas	18,912	2,397	1,191	606	97	64	15,724	1,932	844
Kentucky	22,808	4,458	2,504	106	35	9	20,329	4,096	2,064
Louisiana	30,291	4,183	4,470	503	132	58	18,577	2,188	1,716
Maine	4,594	2,565	371	26	47	3	4,236	2,287	317
Maryland	18,843	4,501	1,970	588	135	68	11,383	3,306	962
Massachusetts	21,851	32,163	2,667	1,337	1,455	269	15,782	21,829	1,724
Michigan	45,603	11,042	3,639	1,089	275	86	36,789	8,592	2,448
Minnesota	31,351	8,637	3,100	428	130	39	26,324	7,731	2,539
Mississippi	22,352	1,686	631	88	6	0	13,763	922	176
Missouri	23,586	9,224	4,860	330	146	39	20,169	7,583	3,537
Montana	5,901	749	135	62	14	1	4,964	508	128
Nebraska	10,816	3,106	900	228	70	9	9,595	2,765	789
Nevada	3,562	87	1,210	310	0	72	2,381	5	793

Source and notes: See Table B12

Table B15 (cont.)
Full-Time, First-Year Undergraduates¹ by
State, Race and Control of Institution
Fall 1996²

State	Total			Hispanic			Non-Hispanic white		
	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit	Public	Private not-for-profit	Private for-profit
New Hampshire	5,527	3,384	879	43	69	7	5,005	2,357	475
New Jersey	30,642	7,144	9,357	4,167	759	1,400	17,203	4,400	5,038
New Mexico	7,209	347	1,136	2,605	55	522	3,327	273	481
New York	74,752	54,251	17,788	10,438	4,303	2,988	44,199	36,085	8,518
North Carolina	33,412	12,730	1,718	402	219	6	23,659	9,022	727
North Dakota	6,731	946	148	36	14	47	6,193	750	95
Ohio	55,041	20,009	8,052	861	312	205	46,631	16,003	5,561
Oklahoma	23,069	2,257	2,090	576	81	74	16,852	1,647	1,491
Oregon	13,121	3,484	2,580	493	93	90	10,328	2,877	2,128
Pennsylvania	50,140	34,960	15,805	1,047	879	527	42,065	29,304	12,197
Rhode Island	4,366	6,638	1,309	201	259	112	3,466	5,284	994
South Carolina	20,030	5,830	419	171	42	2	14,484	3,443	194
South Dakota	6,292	887	199	19	8	2	5,789	838	171
Tennessee	24,308	8,962	3,327	199	145	26	19,405	7,229	1,749
Texas	82,017	15,383	18,189	18,667	2,113	6,753	47,743	10,357	6,451
Utah	14,201	4,733	2,287	600	116	107	12,406	4,180	1,963
Vermont	3,140	2,537	354	31	76	5	2,926	2,203	332
Virginia	31,385	8,967	2,936	771	132	102	22,743	6,380	1,284
Washington	44,879	4,713	4,502	1,952	173	200	31,963	3,649	3,285
West Virginia	12,404	2,400	1,691	87	29	5	10,957	1,929	1,357
Wisconsin	33,120	6,695	1,249	418	172	50	30,720	5,740	750
Wyoming	3,528		252	144		34	3,151		198

Source and notes: See Table B12

About the Author

Richard Fry
Senior Research Associate
Pew Hispanic Center

Fry conducts empirical research on the education and labor market characteristics of U.S. racial and ethnic populations. Fry was a Senior Economist at the Educational Testing Service, where he focused on trends in U.S. college enrollment.

The author thanks numerous individuals for their contributions to this report. Angela Luben assisted in data preparation and report formatting. Giulia Suro also assisted in data preparation. Roberto Suro and Rakesh Kochhar provided valuable feedback and collaboration throughout the project, including editing early drafts. Paul Taylor and Scott Keeter's contributions improved the clarity of the report.

Founded in 2001, the Pew Hispanic Center is a nonpartisan research organization supported by The Pew Charitable Trusts, a Philadelphia-based charity. The Pew Hispanic Center's mission is to improve understanding of the diverse Hispanic population and to chronicle Latinos' growing impact on the nation. It is a project of the Pew Research Center, a nonpartisan "fact tank" in Washington, DC that provides information on the issues, attitudes and trends shaping America and the world. It does not advocate for or take positions on policy issues.



Pew Hispanic Center
A Pew Research Center Project
www.pewhispanic.org

1615 L Street, NW, Suite 700 • Washington, DC 20036-5610 • Phone: 202-419-3600 • Fax: 202-419-3608