

Race and Ethnicity in Higher Education: A Status Report

CHAPTER 3



Enrollment in Undergraduate Education



Race and Ethnicity in Higher Education: A Status Report

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This chapter is part of a larger report by the American Council on Education (ACE) titled *Race and Ethnicity in Higher Education: A Status Report*. The report and its accompanying microsite provide a data-informed foundation for those working to close persistent equity gaps by providing a comprehensive review of the educational pathways of today's college students and the educators who serve them.

Race and Ethnicity in Higher Education: A Status Report and the microsite were made possible through the generous support of The Andrew W. Mellon Foundation.

Visit www.equityinhighered.org to learn more about the project and to download the full report containing more than 200 indicators on race and ethnicity. Also available on the site are downloadable figures, detailed data, and other resources on race and ethnicity in higher education.

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32.0% of Graduate Students were Students of Color

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INTRODUCTION

The importance of postsecondary credentials for the twenty-first century workforce—and indeed for societal health and progress at large—cannot be overstated. Most jobs that provide a living wage, employment security, and the possibility of a promising career path require some level of postsecondary education. In addition to having higher earnings and more stable and rewarding work opportunities, adults with college credentials are more likely than others to be active citizens, to be healthier (McMahon 2009; Ma, Pender, and Welch 2016; Turk 2019), and to be able to provide opportunities for their children. Without participation of the whole of our society in postsecondary education, missed opportunities abound—for closing equity gaps, certainly, as well as for ensuring the health and vitality of our democracy.

Fortunately, the past two decades have seen an increase in college enrollment by those who have not traditionally sought undergraduate credentials, including students of color. Yet significant barriers to access remain. Both enrollment rates and the types of institutions where students enrolled in 2015–16 varied greatly by racial and ethnic group, by international status, and by income level. Field of study, which is an important indicator of post-college income and opportunity, also varied by race and gender. Such gaps in postsecondary participation and success both emerge from and exacerbate inequality across demographic groups. Improving access to and success in college is thus a prerequisite for addressing the barriers facing underrepresented racial and ethnic groups in American society.

KEY FINDINGS

- Between 1995–96 and 2015–16, the share of students of color among all undergraduate students increased from about 30 percent to approximately 45 percent. This increase was largely driven by the increase in Hispanic undergraduate enrollment.
- Across all racial and ethnic groups, women represented the majority of undergraduate students. The largest gender gap occurred for African American¹ students, where women represented about 62 percent and men nearly 38 percent.
- Overall, more undergraduate students were enrolled in public two-year institutions² than any other sector. This is especially true for American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Black, and Hispanic students.
- Larger shares of Black and Native Hawaiian or other Pacific Islander students than of other student groups were enrolled at for-profit institutions.
- One-quarter of undergraduates at public four-year institutions were majoring in STEM fields;³ however, the total share of men who enrolled in STEM fields was more than double that of women.

1 The terms Black and African American are used interchangeably.

2 Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. For more information, please refer to the report's methods section.

3 STEM programs include biological and physical science, science technology, math, agriculture, computer and information sciences, and engineering and engineering technology.

- More than 20 percent of White and Black students seeking an associate degree at public two-year institutions were in general studies programs,⁴ which enrolled smaller shares of students from other student groups. Larger shares of Asian and international students⁵ than of other groups chose STEM fields. American Indian or Alaska Native students, Hispanic students, and students of more than one race had the highest representation in manufacturing, military technology, and other applied fields.⁶
- The share of low-income Asian students who were enrolled in very selective institutions was four times the share of low-income Black students enrolled at these institutions. Among students from the highest income families, Asian students were more than twice as likely as Black students to enroll in very selective institutions.
- Within each income quartile, larger shares of dependent Hispanic students than of those from any other racial or ethnic group were enrolled in open admissions institutions.

⁴ General studies and other programs include fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others.

⁵ The National Center for Education Statistics (NCES) defines a nonresident alien as “a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.” In this report, nonresident aliens are labeled as international students.

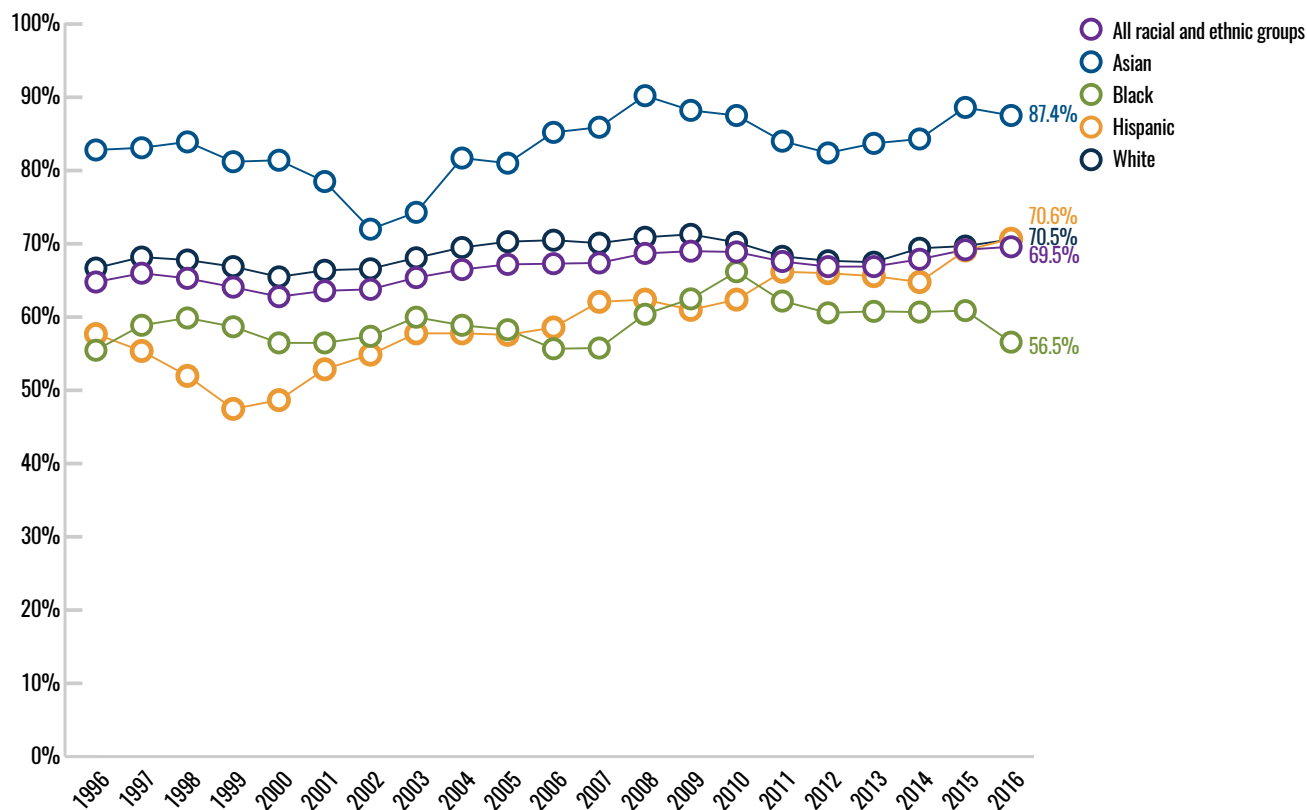
⁶ Other applied fields for sub-baccalaureate credentials include the following fields of study: manufacturing, construction, repair, and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

COLLEGE ENROLLMENT AFTER HIGH SCHOOL

The U.S. Census commonly measures college enrollment rates in two ways. The first is an immediate college enrollment rate, or the percentage of recent high school or equivalent completers, ages 16 to 24 years old, who enroll in college by the October immediately following high school completion. The second measures the percentage of high school equivalent completers, ages 18 to 24 years old, who are enrolled in college.

In 2016, 69.5 percent of all recent high school or equivalent graduates ages 16 to 24 enrolled in an undergraduate program of study. The shares of recent high school or equivalent graduates who enrolled in college ranged from 87.4 percent of Asians to 56.5 percent of Blacks. Between 1996 and 2016, the share of Whites, Blacks, Hispanics, and Asians who enrolled in college increased, although differences emerged by racial and ethnic group.

Figure 3.1: Immediate College Enrollment of Recent High School or Equivalent Graduates Ages 16 to 24, by Race and Ethnicity: 1996 to 2016



Source: U.S. Department of Education, Digest of Education Statistics, 2017, Table 302.20

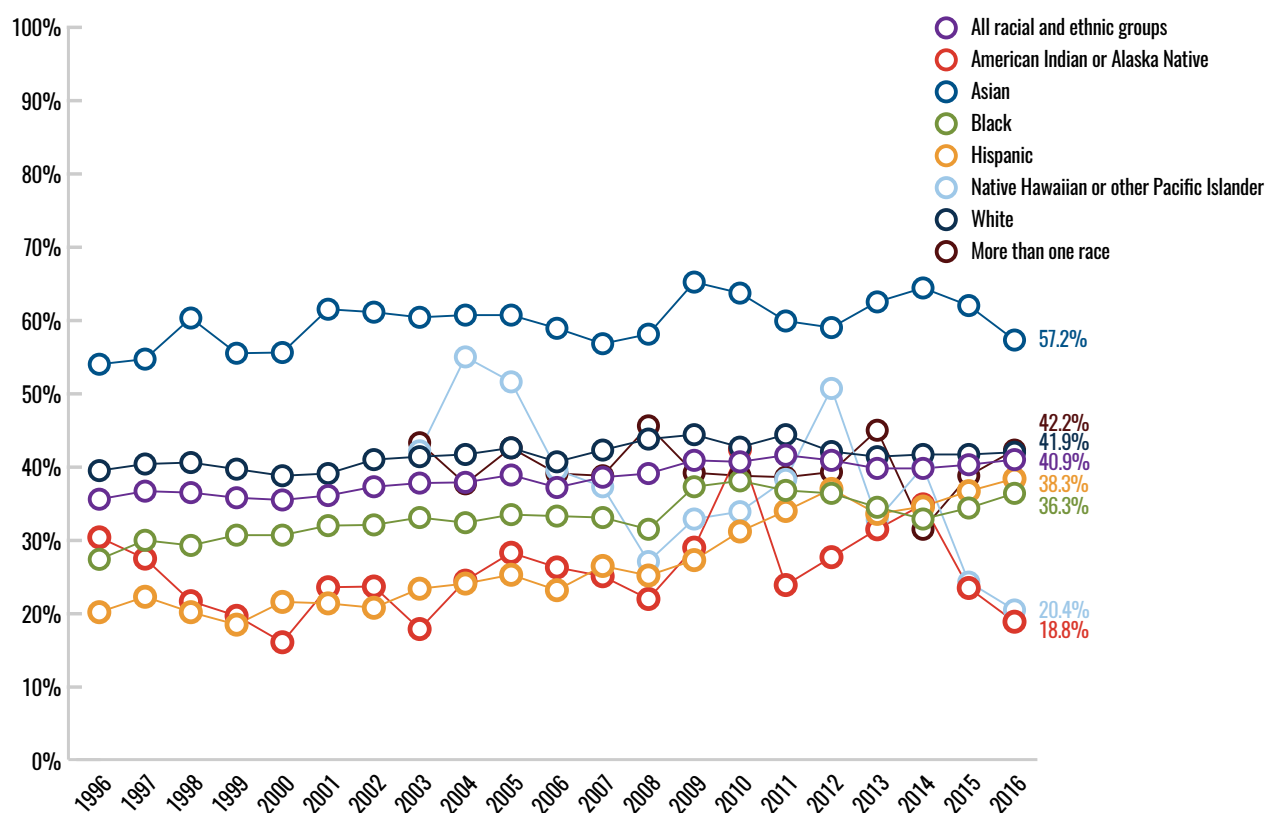
Notes: This figure uses a three-year moving average, which is a weighted average of the year indicated, the year immediately preceding, and the year immediately following. For the final year, a two-year moving average is used. Moving averages are used to produce more stable estimates. | "All racial and ethnic groups" includes persons of other racial and ethnic groups not separately shown. | Prior to 2003, Asian included Pacific Islanders. | After 2002, White, Black, and Asian data exclude persons of more than one race.

- The total share of recent high school graduates ages 16 to 24 who enrolled in college increased from 64.7 percent in 1996 to 69.5 percent in 2016—a 4.8 percentage point increase.
- Hispanic recent high school or equivalent graduates experienced the largest increase in college enrollment from 57.6 percent in 1996 to 70.6 percent in 2016—a 13.0 percentage point increase.

- Between 1996 and 2016, the total share of Asian recent high school or equivalent graduates who enrolled in college increased from 82.7 percent to 87.4 percent.
- The total share of White recent high school or equivalent graduates who enrolled in college increased 3.9 percentage points, from 66.6 percent in 1996 to 70.5 percent in 2016.
- Black recent high school or equivalent graduates experienced a slight increase in the total share who enrolled in college, from 55.4 percent in 1996 to 56.5 percent in 2016. While the total share of Blacks who enrolled in college increased over this 20-year period, the total share enrolled in college decreased 4.4 percentage points between 2015 and 2016.

In 2016, 40.9 percent of high school or equivalent graduates ages 18 to 24 were enrolled in an undergraduate program of study. The shares of adults who were enrolled ranged from 18.8 percent of American Indians or Alaska Natives and 20.4 percent of Native Hawaiians or other Pacific Islanders to 42.2 percent of those of more than one race and 57.2 percent of Asians. Between 1996 and 2016, the share enrolled in college increased for Hispanics, African Americans, Asians, and Whites, but decreased for American Indians or Alaska Natives. The share of Native Hawaiians or other Pacific Islanders and individuals of more than one race who were enrolled in college also decreased between 2003⁷ and 2016.

Figure 3.2: Percentage of 18- to 24-Year-Olds Enrolled in College, by Race and Ethnicity: 1996 to 2016

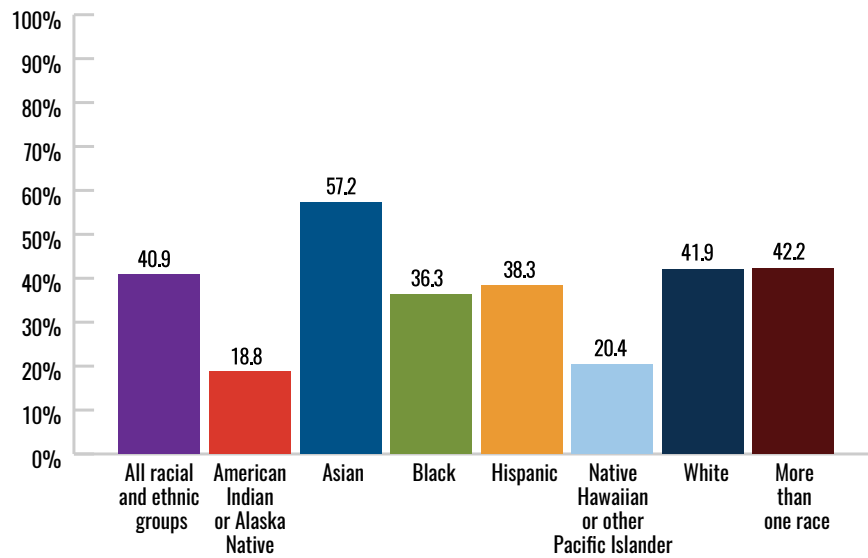


Source: U.S. Census Bureau, Current Population Survey, 1996–2016

Note: Prior to 2003, the Current Population Survey did not include more than one race or Native Hawaiian or other Pacific Islander.

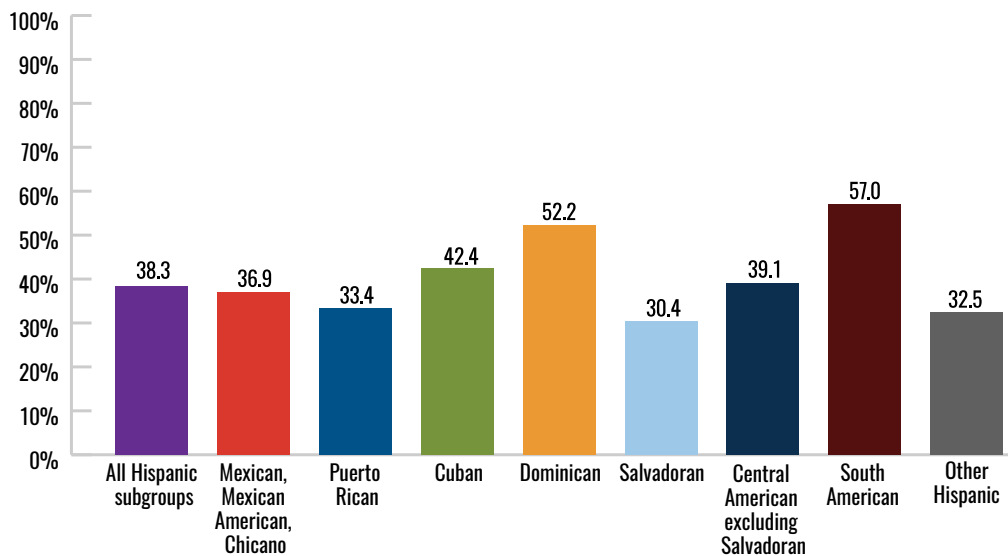
7 Prior to 2003, the U.S. Census Bureau's Current Population Survey did not include the racial and ethnic categories of more than one race or Native Hawaiian or other Pacific Islander.

Figure 3.3: Percentage of 18- to 24-Year-Olds Enrolled in College, by Race and Ethnicity: 2016



Source: U.S. Census Bureau, Current Population Survey, 2016

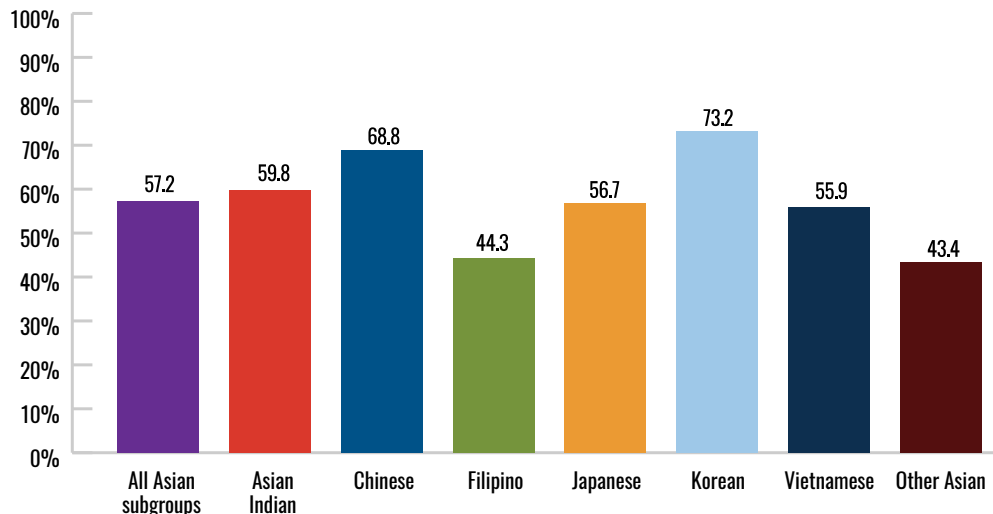
Figure 3.4: Percentage of 18- to 24-Year-Olds Enrolled in College, by Hispanic Subpopulations: 2016



Source: U.S. Census Bureau, Current Population Survey, 2016

Notes: "Central American excluding Salvadoran" includes respondents of Central American, Central American Indian, Costa Rican, Guatemalan, Honduran, Nicaraguan, or Panamanian origin. | "South American" includes respondents who indicate that they are of Argentinian, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, South American, South American Indian, Uruguayan, or Venezuelan origin. | "Other Hispanic" includes all CPS respondents who reported they were of "Hispanic, Latino, or Spanish origin," and who subsequently indicated that they belong to one of 24 Hispanic-origin subgroups (e.g., Castilian) that fall outside the other seven Hispanic origin groups listed in this figure.

Figure 3.5: Percentage of 18- to 24-Year-Olds Enrolled in College, by Asian Subpopulations: 2016



Source: U.S. Census Bureau, Current Population Survey, 2016

Note: "Other Asian" includes all CPS respondents who reported they were "Asian" but who did not identify as a member of any of the six Asian origin groups listed in this figure.

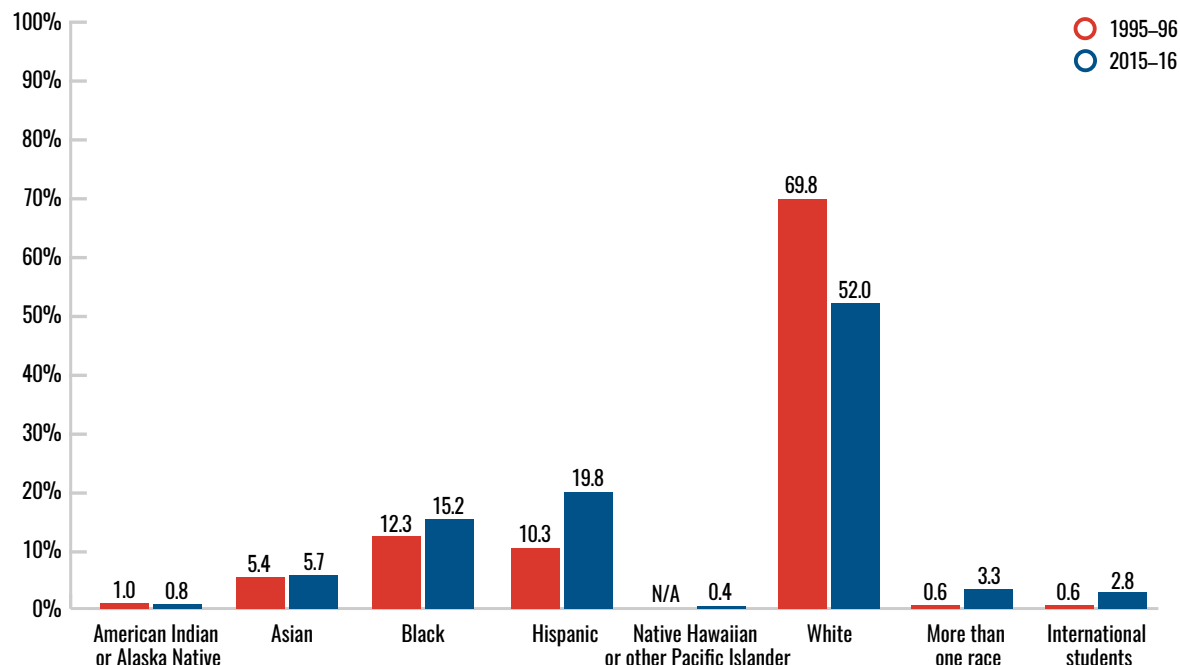
- The share of young adults enrolled in college increased from 35.5 percent in 1996 to 40.9 percent in 2016—a 5.4 percentage point increase.
- Hispanic young adults experienced the largest increase in college enrollment from 20.1 percent in 1996 to 38.3 percent in 2016—an 18.2 percentage point increase.
- In 2016, 38.3 percent of Hispanic young adults enrolled in college. Of Hispanics, those of South American⁸ backgrounds (57.0 percent) and Dominican backgrounds (52.2 percent) enrolled at the highest rates.
- Between 1996 and 2016, the share of Asian young adults enrolled in college increased slightly, from 53.9 percent to 57.2 percent.
- Among Asian young adults, a larger share of those of Korean descent were enrolled in college (73.2 percent) in 2016, followed by Chinese (68.8 percent) and Japanese high school graduates (56.7 percent).
- In 2016, more than one-third (36.3 percent) of Black young adults were enrolled in college, with their enrollment having increased 9.0 percentage points between 1996 and 2016.
- The share of American Indian or Alaska Native young adults enrolled in college declined 11.5 percentage points, from 30.3 percent in 1996 to 18.8 percent in 2016.

8 "South American" includes respondents who indicated that they were of Argentinian, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, South American, South American Indian, Uruguayan, or Venezuelan origin.

UNDERGRADUATE ENROLLMENT: 1995–96 TO 2015–16

As the undergraduate student body has become more diverse over time, the share of White students as a proportion of total undergraduate enrollment has declined. In 2015–16, approximately 45 percent of all undergraduate students identified as being a race or ethnicity other than White, compared with 29.6 percent in 1995–96. Much of the growth in the student of color population can be attributed to the growth of Hispanic enrollment.

Figure 3.6: Undergraduate Enrollment, by Race and Ethnicity: 1995–96 and 2015–16



Source: U.S. Department of Education, National Postsecondary Student Aid Study, 1996 and 2016

Note: In 1995–96, Native Hawaiian or other Pacific Islander students was not an available category. These students were included in the category "Asian."

- The representation of Hispanic students increased from 10.3 percent of all undergraduates in 1995–96 to 19.8 percent in 2015–16—the largest percentage point increase of any racial or ethnic group.
- As a group, Black undergraduates saw the second largest growth in representation. The share of undergraduates who were Black increased from 12.3 percent in 1995–96 to 15.2 percent in 2015–16.
- The proportion of all undergraduate students who identified as White decreased from approximately 70 percent in 1995–96 to 52.0 percent in 2015–16.

Throughout the years between 1995–96 and 2015–16, the consistent majority of undergraduate students were women. Over time, the gender gap was largest among Black students. The exception was international students, among whom there was no gender gap in undergraduate enrollment in 2015–16.

Table 3.1: Undergraduate Enrollment, by Gender and Race and Ethnicity: 1995–96 and 2015–16

		Men	Women
1995–96	All racial and ethnic groups	43.2%	56.8%
	American Indian or Alaska Native	35.6%	64.4%
	Asian	48.0%	52.0%
	Black	36.6%	63.4%
	Hispanic	43.2%	56.8%
	Native Hawaiian or other Pacific Islander	N/A	N/A
	White	43.9%	56.1%
	More than one race	50.9%	49.1%
	International students	52.6%	47.4%
2015–16	All racial and ethnic groups	43.5%	56.5%
	American Indian or Alaska Native	47.0%	53.0%
	Asian	48.0%	52.0%
	Black	37.8%	62.2%
	Hispanic	42.1%	57.9%
	Native Hawaiian or other Pacific Islander	41.7%	58.3%
	White	45.0%	55.0%
	More than one race	40.6%	59.4%
	International students	50.0%	50.0%

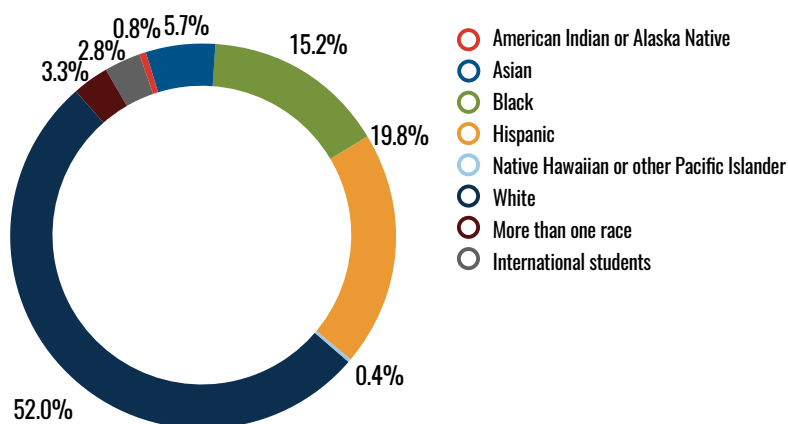
Source: U.S. Department of Education, National Postsecondary Student Aid Study, 1996 and 2016

Note: In 1995–96, Native Hawaiian or other Pacific Islander students was not an available category. These students were included in the category "Asian."

UNDERGRADUATE ENROLLMENT: 2015–16

In 2015–16, 52.0 percent of undergraduate students were White, 45.2 percent were students of color, and 2.8 percent were international students.

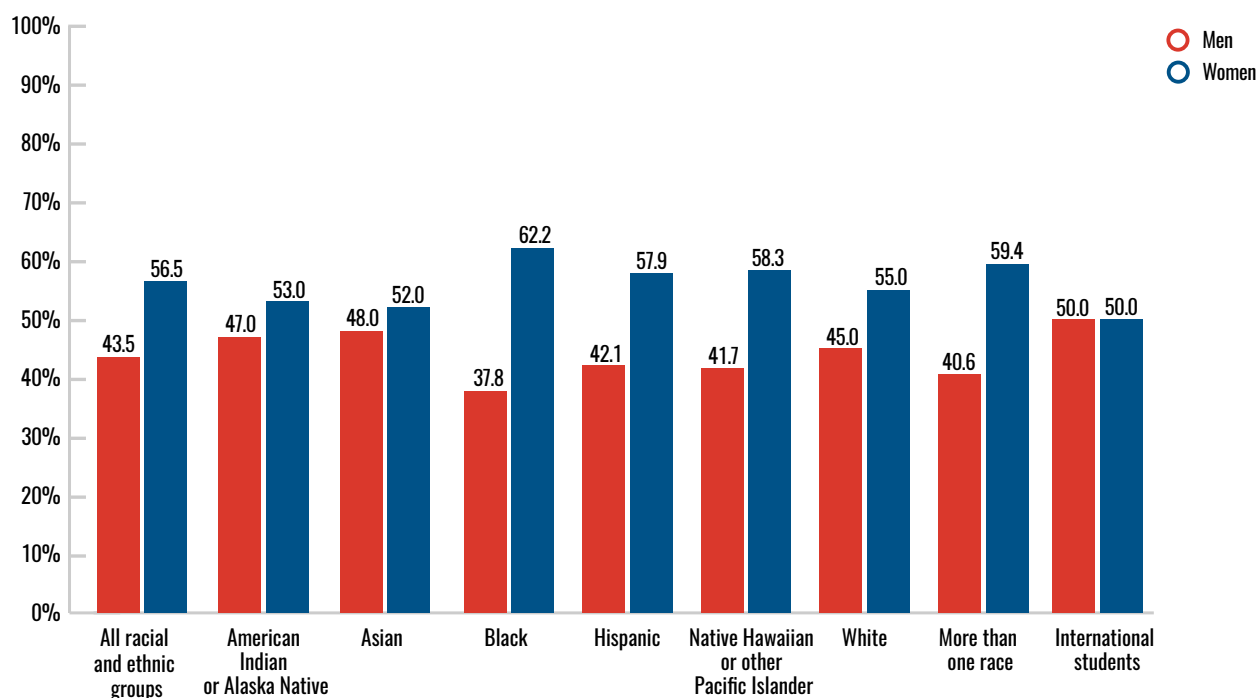
Figure 3.7: Undergraduate Enrollment, by Race and Ethnicity: 2015–16



Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Overall, women made up a larger proportion of undergraduate student enrollment than did men in 2015–16 (56.5 percent and 43.5 percent, respectively). The only demographic group for which this pattern did not hold was international students, among whom equal shares were men and women.

Figure 3.8: Undergraduate Enrollment, by Gender and Race and Ethnicity: 2015–16

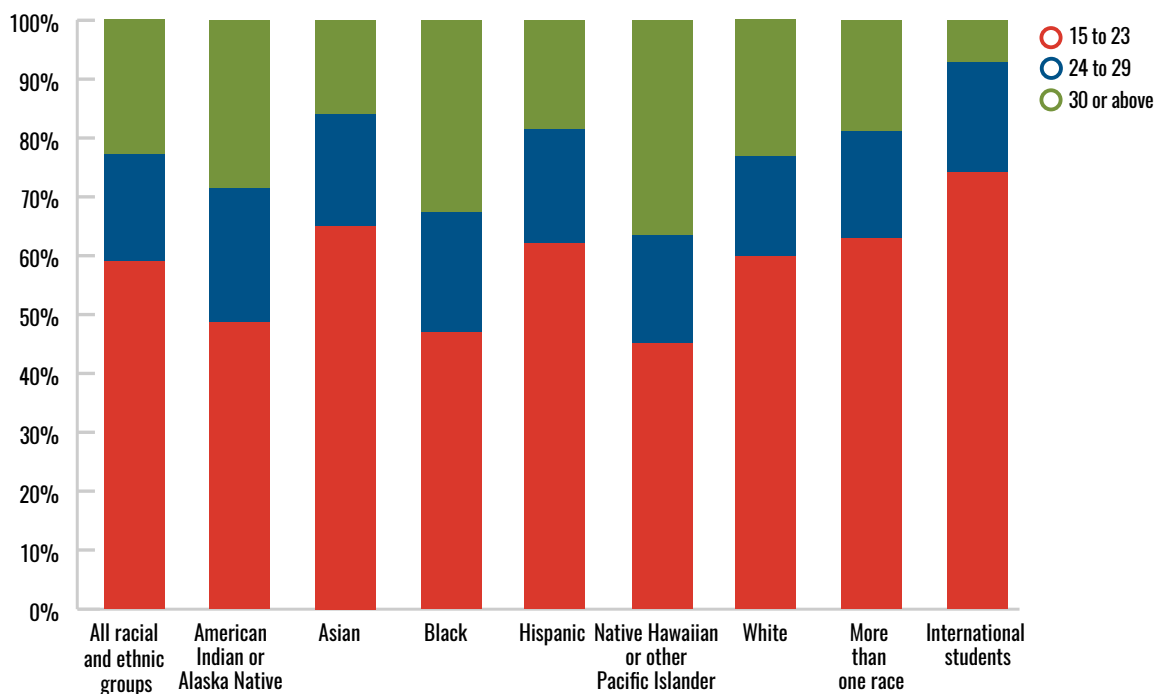


Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

- In 2015–16, the largest gender gap was observed among Black undergraduates. Women made up 62.2 percent of Black undergraduates, compared with 37.8 percent who were men.
- The smallest gender gap among domestic students was among Asian undergraduates. Women made up 52.0 percent of Asian undergraduates, compared with 48.0 percent who were men.

Nearly 60 percent of all undergraduate students enrolled in 2015–16 were between the ages of 15 and 23. A little over 40 percent of all undergraduate students were ages 24 and older, with 18.3 percent between the ages of 24 and 29, and 22.8 percent ages 30 and older.

Figure 3.9: Undergraduate Enrollment, by Age and Race and Ethnicity: 2015–16

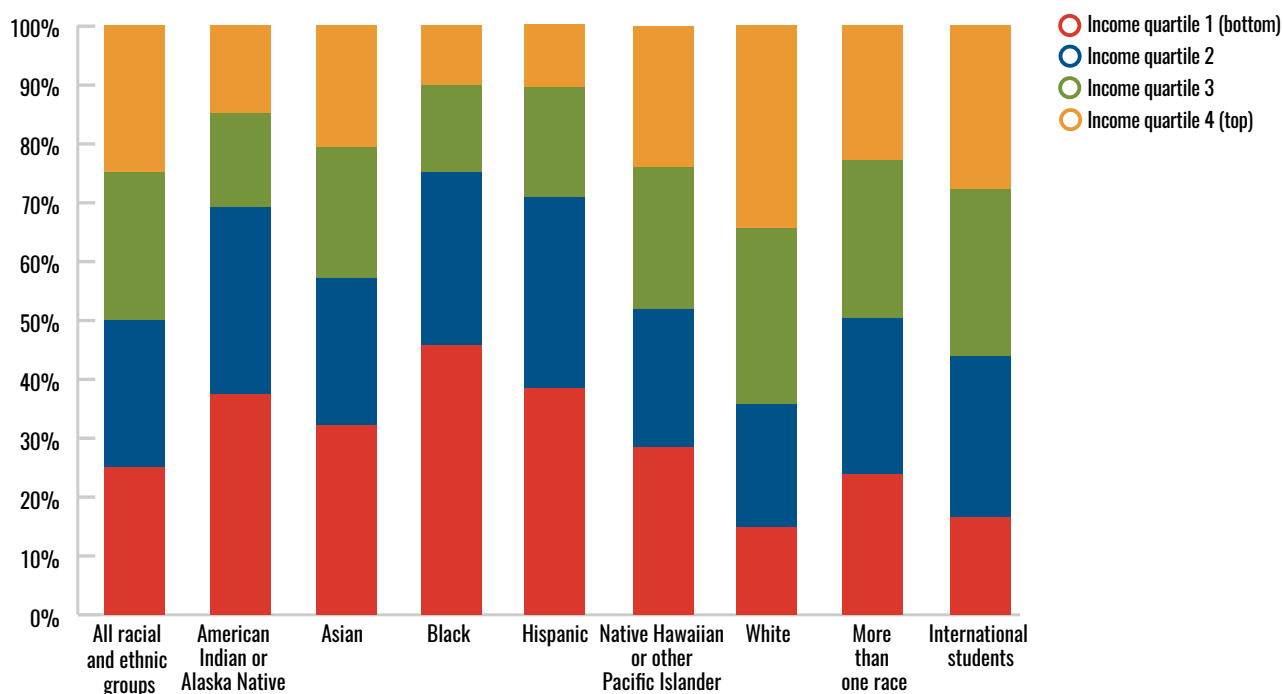


Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

- International (74.1 percent) and Asian (65.0 percent) undergraduates were the most likely to be between the ages of 15 and 23. The majority of undergraduates who identified as being of more than one race (62.9 percent), Hispanic undergraduates (62.0 percent), and White undergraduates (59.8 percent) were also between the ages of 15 and 23.
- Over 50 percent of Native Hawaiian or other Pacific Islander undergraduates (54.9 percent), Black undergraduates (53.0 percent), and American Indian or Alaska Native (51.4 percent) undergraduates were ages 24 and older.
- A larger share of Native Hawaiian or other Pacific Islander (36.6 percent) and Black (32.7 percent) undergraduate students were ages 30 or older than that of other groups.

Half of all undergraduate students enrolled in 2015–16 were classified as dependents.⁹ More than half of dependent Blacks, Hispanics, American Indians or Alaska Natives, Asians, Native Hawaiians or other Pacific Islanders, and undergraduates of more than one race came from families in the bottom two income quartiles. Conversely, more than half of dependent White and international undergraduates came from families in the top two income quartiles.

Figure 3.10: Undergraduate Enrollment of Dependent Students, by Income and Race and Ethnicity: 2015–16



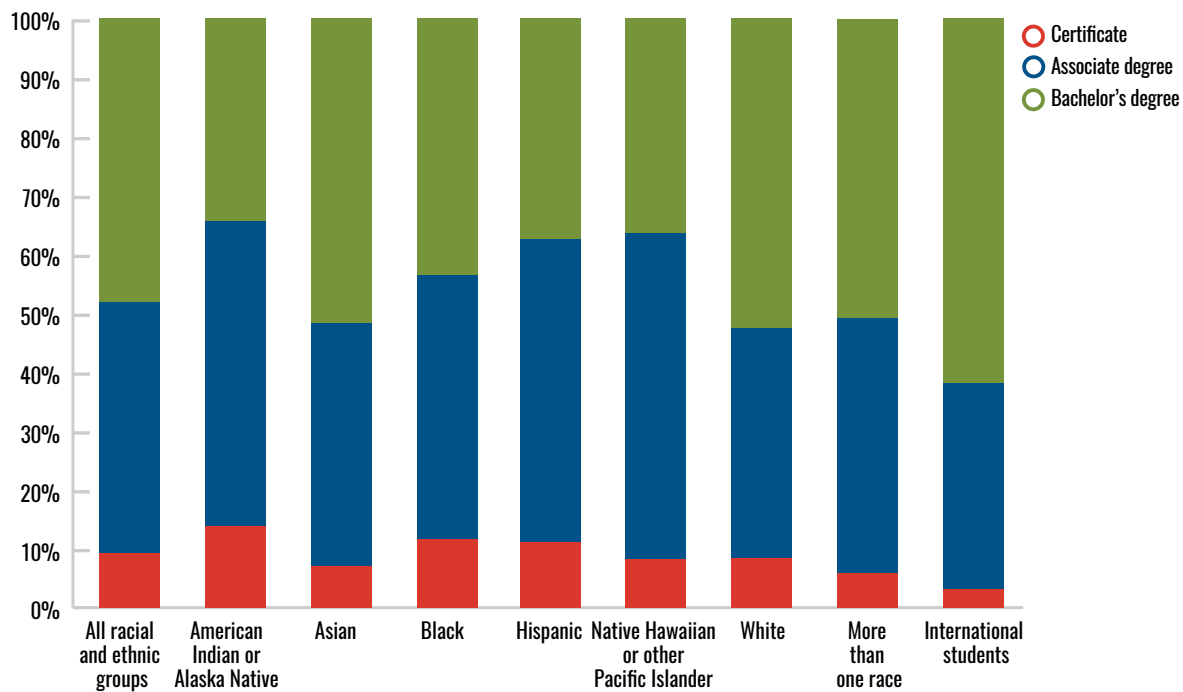
Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

- Slightly more than one-third of White dependent undergraduates came from families in the top income quartile (34.4 percent), the most of any racial or ethnic group.
- Among dependent undergraduates, 75.1 percent of Blacks and 70.8 percent of Hispanics came from families in the bottom two income quartiles, the most of any racial or ethnic group.
- Approximately 46 percent of Black dependent undergraduates came from families in the bottom income quartile, the most of any racial or ethnic group.

⁹ Students in the National Postsecondary Student Aid Study (NPSAS) are considered dependent if they are “under 24 years of age who are unmarried, do not have dependents, are not veterans or on active military duty, are not orphans or wards of the court, are not homeless or at risk of homelessness, and have not been deemed independent by a financial aid officer” (Radwin et al. 2018).

Nearly half (48.1 percent) of all undergraduate students were enrolled in bachelor's degree programs, 42.7 percent were enrolled in associate degree programs, and the remaining 9.2 percent were enrolled in certificate programs.

Figure 3.11: Undergraduate Enrollment, by Award Level and Race and Ethnicity: 2015–16



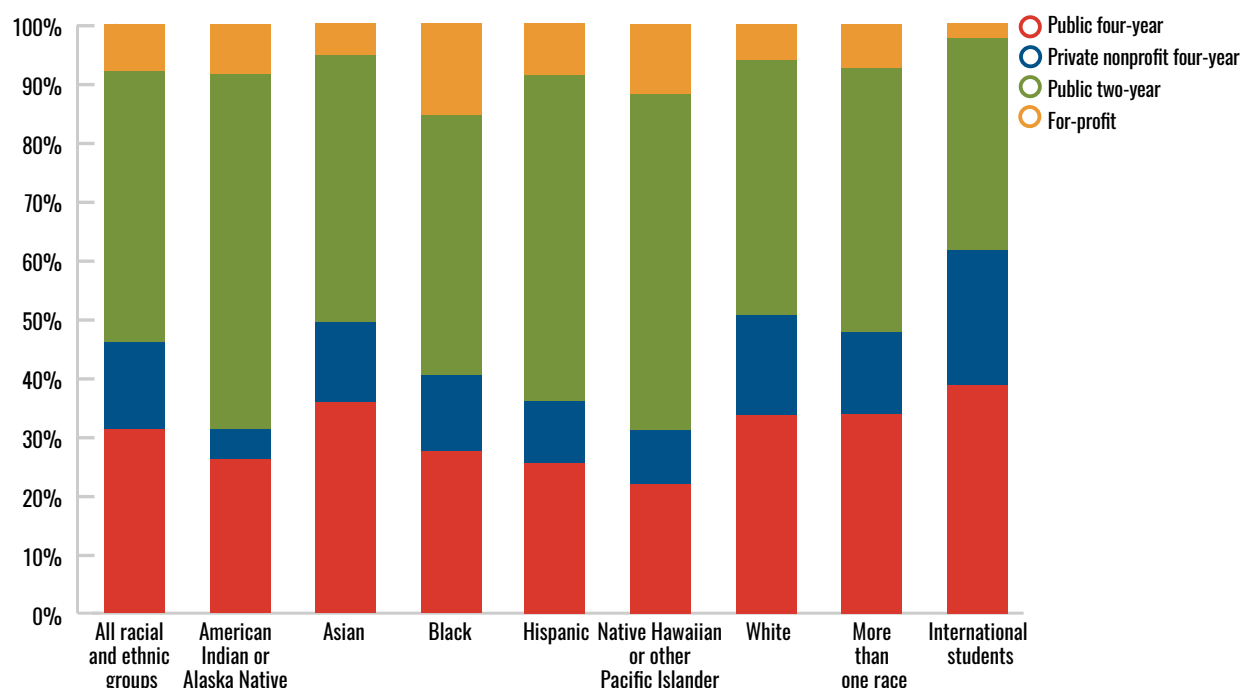
Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

- More than half of international (61.9 percent), White (52.6 percent), and Asian (51.8 percent) undergraduates, and undergraduates of more than one race (50.8 percent) were enrolled in bachelor's degree programs.
- More than half of Native Hawaiian or other Pacific Islander (55.2 percent), American Indian or Alaska Native (51.8 percent), and Hispanic (51.4 percent) undergraduates were enrolled in associate degree programs.
- The share of students enrolled in certificate programs was highest among American Indian or Alaska Native (13.8 percent), Black (11.7 percent), and Hispanic (11.1 percent) undergraduates.

UNDERGRADUATE ENROLLMENT ACROSS INSTITUTIONAL SECTOR

The plurality of undergraduate students in 2015–16 (45.9 percent) were enrolled in a public two-year institution. White undergraduates, Asian undergraduates, and undergraduates of more than one race were more likely than students of other races and ethnicities to be enrolled in a public or private nonprofit four-year institution; international students were also more likely to be enrolled in these institutions.

Figure 3.12: Undergraduate Enrollment Across Sectors, by Race and Ethnicity: 2015–16



Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Over half of all White (50.5 percent) and international (61.5 percent) undergraduates and almost half of Asian undergraduates (49.3 percent) were enrolled in public or private nonprofit four-year institutions.
- American Indian or Alaska Native (60.1 percent), Native Hawaiian or other Pacific Islander (56.9 percent), Hispanic (55.4 percent), and Black (44.0 percent) undergraduates were more likely to be enrolled at public two-year institutions than in any other sector.
- Nearly 16 percent of Black and 12.0 percent of Native Hawaiian or other Pacific Islander undergraduates were enrolled at for-profit institutions—the highest of all racial or ethnic groups. Black students made up 15.2 percent of all undergraduates enrolled in higher education compared to Native Hawaiians or other Pacific Islanders, who made up less than 1 percent.

Overall, there was little difference in enrollment by sector between men and women undergraduates. However, there were gender differences among Native Hawaiians or other Pacific Islanders, American Indians or Alaska Natives, Blacks, and undergraduates of more than one race.

Table 3.2: Undergraduate Enrollment Across Sectors, by Gender and Race and Ethnicity: 2015–16

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit
Men	Men Total	32.9%	14.4%	46.2%	6.5%
	American Indian or Alaska Native	26.5%	3.6%!	63.7%	6.1%
	Asian	36.5%	12.1%	46.8%	4.6%
	Black	26.8%	13.7%	46.9%	12.6%
	Hispanic	25.8%	9.7%	56.6%	7.9%
	Native Hawaiian or other Pacific Islander	34.7%	7.7%!	46.6%	11.1%
	White	35.7%	16.3%	42.9%	5.1%
	More than one race	37.2%	11.1%	44.9%	6.8%
	International students	40.9%	23.3%	34.3%	1.5%
Women	Women Total	30.0%	15.1%	45.7%	9.2%
	American Indian or Alaska Native	25.8%	6.6%!	56.9%	10.8%
	Asian	35.0%	15.0%	44.0%	6.0%
	Black	27.7%	12.5%	42.3%	17.6%
	Hispanic	25.2%	10.9%	54.5%	9.4%
	Native Hawaiian or other Pacific Islander	12.9%	10.3%!	64.1%	12.6%
	White	31.8%	17.4%	43.7%	7.1%
	More than one race	31.5%	15.7%	44.8%	8.0%
	International students	36.4%	22.4%	37.8%	3.3%!

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- Native Hawaiian or other Pacific Islander men were more than twice as likely to be enrolled at public four-year institutions as Native Hawaiian or other Pacific Islander women (34.7 percent compared with 12.9 percent).
- American Indian or Alaska Native men were nearly 7 percentage points more likely to be enrolled in public two-year institutions than American Indian or Alaska Native women (63.7 percent and 56.9 percent, respectively).
- A larger proportion of Black women (17.6 percent) than of Black men (12.6 percent) were enrolled in for-profit institutions.
- A larger share of undergraduate men than of undergraduate women who identified as more than one race were enrolled in public four-year institutions (37.2 percent and 31.5 percent, respectively).

Among all groups, a larger share of undergraduates ages 15 to 23 were enrolled in public and private nonprofit four-year institutions (56.0 percent) than students of other ages. More than half of all students 24 to 29 years old (52.3 percent) and students ages 30 and older (55.9 percent) were enrolled in public two-year institutions. A larger share of older students (ages 30 years or older) than of younger students were enrolled in for-profit institutions (15.6 percent).

Table 3.3: Undergraduate Enrollment Across Sectors, by Age and Race and Ethnicity: 2015–16

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit
15 to 23	15 to 23 Total	38.8%	17.2%	40.2%	3.7%
	American Indian or Alaska Native	32.8%	6.0%!	57.8%	3.4%
	Asian	42.9%	16.9%	38.1%	2.1%
	Black	38.8%	14.8%	39.5%	6.8%
	Hispanic	29.9%	10.9%	53.6%	5.6%
	Native Hawaiian or other Pacific Islander	24.9%	8.2%	62.2%	4.7%!
	White	41.8%	20.0%	35.6%	2.6%
	More than one race	40.4%	14.8%	41.2%	3.5%
	International students	40.0%	26.1%	32.1%	1.9%
24 to 29	24 to 29 Total	25.3%	9.5%	52.3%	12.9%
	American Indian or Alaska Native	22.7%	2.3%!	62.9%	12.0%
	Asian	29.5%	8.2%	53.7%	8.5%
	Black	22.6%	8.9%	45.5%	23.1%
	Hispanic	21.9%	8.0%	58.0%	12.1%
	Native Hawaiian or other Pacific Islander	25.3%!	‡	51.0%	22.9%!
	White	26.3%	10.2%	52.6%	10.8%
	More than one race	22.7%	12.7%	49.7%	14.8%
	International students	41.5%	14.5%	41.3%	2.7%!
30 or Above	30 or Above Total	15.8%	12.7%	55.9%	15.6%
	American Indian or Alaska Native	17.0%	6.2%!	61.7%	15.0%
	Asian	13.1%	6.4%!	65.8%	14.8%
	Black	13.5%	12.7%	49.7%	24.2%
	Hispanic	14.0%	11.1%	58.9%	16.0%
	Native Hawaiian or other Pacific Islander	16.6%!	14.5%!	53.0%	16.0%
	White	17.1%	13.8%	56.8%	12.2%
	More than one race	21.8%	11.4%	52.7%	14.1%
	International students	17.8%!	11.0%!	63.5%	7.6%!

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

Dependent undergraduates from families in the top income quartiles were more likely to be enrolled in public or private nonprofit four-year institutions (76.0 percent) than public two-year (23.0 percent) and for-profit (1.0 percent) institutions. In contrast, nearly half of all dependent undergraduates from families in the bottom quartile were enrolled in public two-year institutions (48.3 percent). Undergraduates in the two lowest income quartiles were more likely than students in the top two income quartiles to be enrolled in for-profit institutions.

Table 3.4: Undergraduate Enrollment of Dependent Students Across Sectors, by Income and Race and Ethnicity: 2015–16

		Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	For-Profit
Income Quartile 1 (Bottom)	Income Quartile 1 Total	33.8%	12.4%	48.3%	5.4%
	American Indian or Alaska Native	17.4%!	9.4%!	68.7%	4.5%!
	Asian	44.9%	11.3%	41.3%	2.4%
	Black	36.5%	13.6%	43.4%	6.4%
	Hispanic	28.6%	10.0%	54.4%	7.0%
	Native Hawaiian or other Pacific Islander	17.2%!	‡	73.2%	4.8%!
	White	33.7%	13.4%	48.2%	4.6%
	More than one race	37.8%	13.8%	44.7%	3.7%
	International students	44.0%	25.4%	29.9%	0.6%!
Income Quartile 2	Income Quartile 2 Total	39.6%	14.7%	42.5%	3.3%
	American Indian or Alaska Native	30.9%	‡	66.9%	2.2%!
	Asian	44.3%	12.3%	41.1%	2.3%
	Black	44.7%	15.9%	35.8%	3.7%
	Hispanic	31.9%	11.0%	52.6%	4.5%
	Native Hawaiian or other Pacific Islander	24.0%!	‡	66.0%	5.7%!
	White	41.4%	17.0%	39.0%	2.6%
	More than one race	43.5%	10.2%	43.6%	2.7%!
	International students	44.2%	21.7%	31.0%	3.1%!
Income Quartile 3	Income Quartile 3 Total	43.0%	17.2%	38.1%	1.7%
	American Indian or Alaska Native	48.1%	10.6%!	39.0%	2.4%!
	Asian	47.1%	17.2%	34.7%	1.0%!
	Black	45.6%	16.6%	34.9%	3.0%
	Hispanic	34.5%	8.7%	54.0%	2.8%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	44.1%	19.2%	35.3%	1.4%
	More than one race	47.8%	14.3%	36.7%	1.2%
	International students	40.4%	24.7%	33.4%	1.5%!
Income Quartile 4 (Top)	Income Quartile 4 Total	49.0%	27.0%	23.0%	1.0%
	American Indian or Alaska Native	46.0%	9.1%!	44.2%!	‡
	Asian	42.9%	32.9%	23.6%	0.6%!
	Black	49.8%	20.3%	28.6%	1.4%
	Hispanic	44.8%	23.1%	30.1%	2.1%
	Native Hawaiian or other Pacific Islander	26.5%!	15.5%!	56.6%	‡
	White	50.4%	27.1%	21.6%	0.9%
	More than one race	47.9%	26.8%	23.3%	1.9%
	International students	42.9%	37.2%	19.4%	0.5%!

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

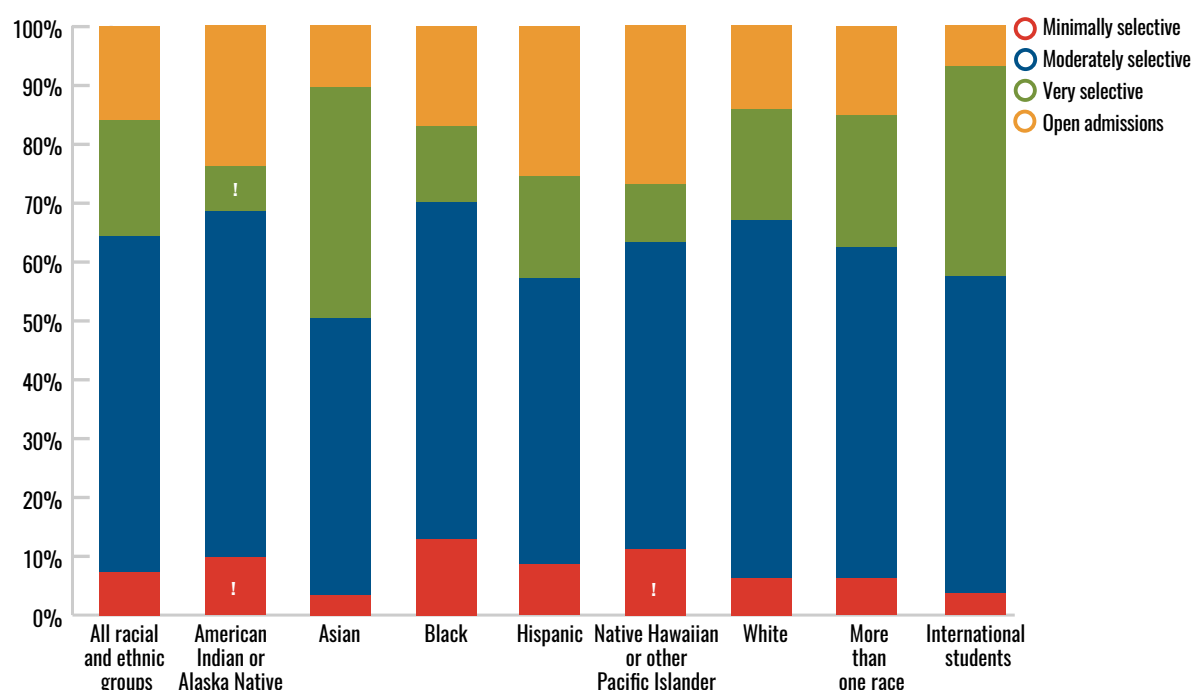
Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Among dependent undergraduates in the top income quartile, approximately half of Whites (50.4 percent), Blacks (49.8 percent), and undergraduates of more than one race (47.9 percent) were enrolled in public four-year institutions.
- Among dependent undergraduates in the bottom income quartile, more than half of international undergraduates (69.5 percent), Asian undergraduates (56.3 percent), Black undergraduates (50.1 percent), and undergraduates of more than one race (51.6 percent) were enrolled in a public or private nonprofit four-year college or university.
- Across each income quartile, Black and Hispanic dependent undergraduates were more likely to be enrolled in a for-profit institution than undergraduates of other races and ethnicities.

UNDERGRADUATE ENROLLMENT BY INSTITUTIONAL SELECTIVITY

In 2015–16, over half of all undergraduate students who attended public and private nonprofit colleges and universities were enrolled at moderately selective institutions (56.9 percent).¹⁰ At very selective institutions, large differences emerged by race and ethnicity, with 39.3 percent of Asian undergraduates, 35.7 percent of international undergraduates, and 22.5 percent of undergraduates of more than one race enrolled in these institutions. Only 17.2 percent of Hispanic, 12.9 percent of Black, and 9.7 percent of Native Hawaiian or other Pacific Islander students enrolled in these sectors attended very selective institutions. About one-quarter of all Native Hawaiian or other Pacific Islander (27.0 percent), Hispanic (25.5 percent), and American Indian or Alaska Native (23.8 percent) undergraduates were enrolled in open admissions public and private nonprofit four-year institutions.

Figure 3.13: Undergraduate Enrollment Across Selectivity Bands, by Race and Ethnicity: 2015–16



Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Data reflect only public and private nonprofit four-year institutions. Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. |

! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

The majority of dependent college students from all income quartiles attending public and private nonprofit four-year institutions were enrolled in moderately selective institutions. For all racial and ethnic groups, as well as among international students, a higher proportion of students from the top income quartile than from other income groups attended a very selective institution. Nearly one-third of students from families in the top income quartile were enrolled in very selective institutions (31.6 percent), compared with only 19.1 percent of students from the lowest-income families.

10 The measure of institutional selectivity used in this chapter was created by NCES to classify public and private nonprofit four-year institutions only. The measure uses three criteria derived from the Integrated Postsecondary Education Data System (IPEDS): (1) whether an institution was open admission, (2) the undergraduate admission rate, and (3) the 25th and 75th percentiles of ACT and/or SAT scores. For non-open admission institutions, an index was created from the admission rate and ACT/SAT data (weighted equally). Institutions were classified as very selective if they were among the top quartile of the index, moderately selective if they were in the middle two quartiles, and minimally selective if they were in the bottom quartile.

Table 3.5: Undergraduate Enrollment of Dependent Students Across Selectivity Bands, by Income and Race and Ethnicity: 2015–16

		Minimally Selective	Moderately Selective	Very Selective	Open Admissions
Income Quartile 1 (Bottom)	Income Quartile 1 Total	8.4%	56.1%	19.1%	16.4%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	2.1%	49.9%	41.9%	6.1%!
	Black	12.4%	65.3%	10.0%	12.4%
	Hispanic	9.0%	46.1%	18.0%	26.9%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	7.1%	60.4%	18.3%	14.2%
	More than one race	9.8%!	57.5%	20.5%	12.2%!
	International students	6.8%!!	53.3%	33.5%	6.4%!!
Income Quartile 2	Income Quartile 2 Total	5.9%	62.8%	19.6%	11.7%
	American Indian or Alaska Native	16.4%!!	61.0%	‡	18.6%!!
	Asian	1.5%!	47.6%	43.6%	7.3%
	Black	9.5%	65.4%	15.4%	9.7%
	Hispanic	6.6%	56.3%	19.2%	18.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	5.1%	68.1%	16.6%	10.2%
	More than one race	5.9%!	59.4%	19.9%	14.9%!
	International students	1.5%!!	54.6%	37.5%	6.4%!
Income Quartile 3	Income Quartile 3 Total	5.0%	63.7%	21.6%	9.7%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	2.5%!	53.7%	39.0%	4.8%!
	Black	9.0%	65.5%	15.8%	9.8%
	Hispanic	6.1%	54.3%	20.5%	19.1%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	4.7%	67.4%	19.3%	8.6%
	More than one race	4.7%!	64.0%	26.7%	4.6%!
	International students	1.6%!	41.8%	44.9%	11.7%!
Income Quartile 4 (Top)	Income Quartile 4 Total	3.3%	60.3%	31.6%	4.7%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	2.2%!!	34.6%	58.6%	4.6%!
	Black	5.0%!	66.4%	23.5%	5.1%!
	Hispanic	3.9%	52.4%	34.5%	9.1%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	3.3%	63.7%	28.7%	4.3%
	More than one race	1.5%!!	49.4%	45.1%	4.0%!
	International students	3.0%!	50.5%	45.1%	1.4%!

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Data reflect only public and private nonprofit four-year institutions. Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. |

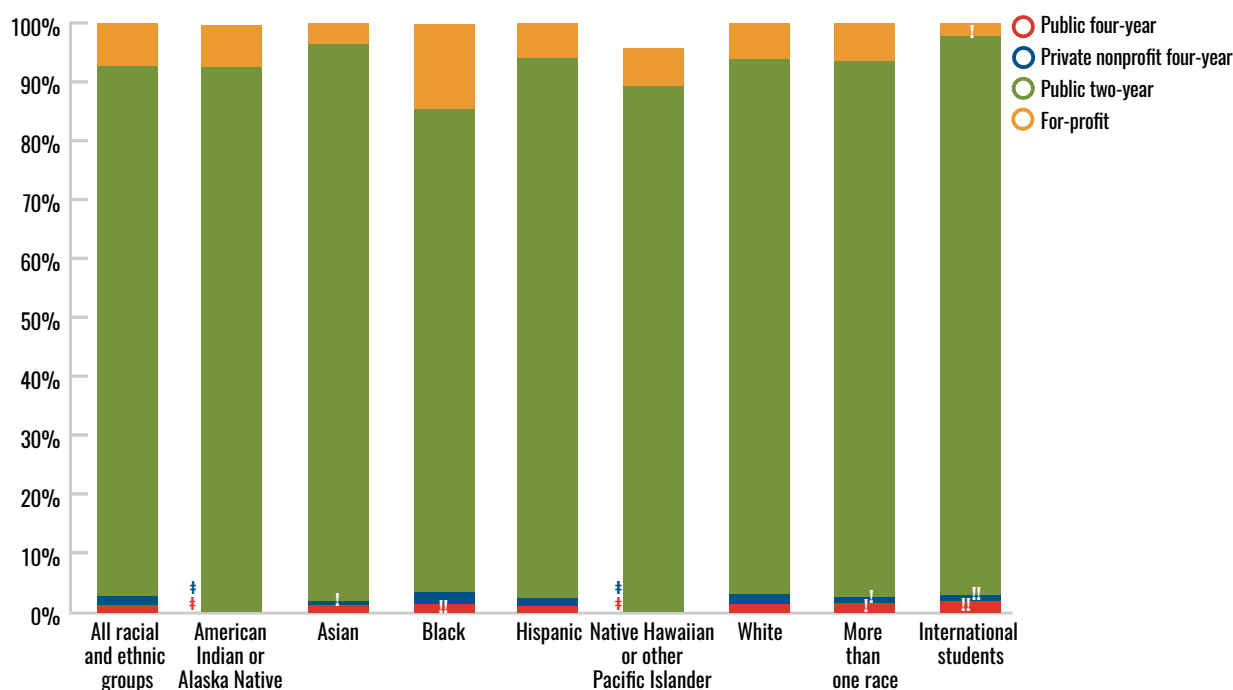
‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Nearly 59 percent of Asian dependent undergraduates from families in the top income quartile attending public and private nonprofit four-year institutions were enrolled in very selective institutions—the highest of any race or ethnicity and twice the share of either Black (23.5 percent) or White (28.7 percent) undergraduates in the top income quartile.
- Across all income quartiles, a larger share of Asian students than of domestic students from other groups were enrolled in very selective institutions. Among students in the bottom two income quartiles, Asians were at least 20 percentage points more likely than others to be enrolled in very selective institutions.
- Within each income quartile, a larger share of Hispanic students than of those from other groups attending public and private nonprofit four-year institutions were enrolled in open admissions institutions. In the lowest income quartile, 26.9 percent of Hispanic students were at open admissions institutions, compared with 16.4 percent of students overall.

UNDERGRADUATE FIELD OF STUDY FOR ASSOCIATE DEGREE-SEEKING STUDENTS, BY SECTOR

The majority of students enrolled in associate degree programs attended a public two-year institution (89.9 percent), followed by for-profit (7.2 percent), private nonprofit four-year (1.6 percent), and public four-year (1.3 percent) institutions.

Figure 3.14: Enrollment of Associate Degree-Seeking Students Across Sectors, by Race and Ethnicity: 2015–16



Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is >50%.

At public two-year institutions, 20.7 percent of undergraduate students seeking associate degrees were enrolled in general studies, and 19.2 percent were in health care programs. Fields of study differed across demographic groups. Asian and international students were the most likely to enroll in STEM programs (23.2 percent and 24.8 percent, respectively). Compared with other groups, Hispanic undergraduates were the most likely to be enrolled in manufacturing, military technology, and other applied fields (20.6 percent), while White undergraduates chose general studies programs (23.5 percent) more than other groups. There were large gender differences in fields of study among students pursuing associate degrees at public two-year colleges. Almost one-quarter of men (23.9 percent) were in STEM fields, compared with just 8.5 percent of women. The other large gap was in health care fields, where 27.6 percent of women and 8.4 percent of men concentrated.

Table 3.6: Enrollment of Associate Degree-Seeking Students at Public Two-Year Institutions Across Fields of Study, by Gender and Race and Ethnicity: 2015–16

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Undecided
All Students	All racial and ethnic groups	15.2%	15.6%	19.2%	8.2%	20.7%	17.0%	4.0%
	American Indian or Alaska Native	19.9%	13.7%	18.1%	7.0%	18.5%	19.9%	2.8%!
	Asian	23.2%	20.7%	15.8%	6.6%	17.4%	13.2%	3.1%
	Black	12.0%	17.1%	20.9%	7.8%	21.8%	17.0%	3.4%
	Hispanic	14.0%	16.0%	17.8%	11.1%	16.3%	20.6%	4.3%
	Native Hawaiian or other Pacific Islander	16.9%!	10.9%!	25.6%	10.5%!	14.0%!	13.3%!	8.9%!!
	White	15.3%	13.8%	20.4%	6.9%	23.5%	16.1%	4.1%
	More than one race	15.5%	16.1%	17.9%	10.5%	18.0%	19.0%	3.0%
	International students	24.8%	26.8%	9.2%	9.0%	17.3%	7.0%	5.9%!
Men	Men Total	23.9%	17.2%	8.4%	7.3%	20.7%	18.3%	4.0%
	American Indian or Alaska Native	33.3%	10.8%!	‡	‡	22.4%	26.8%	‡
	Asian	32.7%	20.5%	11.5%	4.8%	15.8%	12.0%	2.7%!
	Black	19.7%	20.4%	8.8%	8.8%	21.4%	17.7%	3.1%
	Hispanic	20.9%	17.7%	9.5%	9.8%	16.8%	21.2%	4.1%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡
	White	24.4%	15.1%	7.8%	5.9%	23.9%	18.6%	4.3%
	More than one race	27.3%	18.4%	8.9%!	8.6%!	16.5%	16.6%	3.8%!
	International students	35.7%	30.1%	‡	8.4%!	13.5%	5.1%!	6.1%!
Women	Women Total	8.5%	14.3%	27.6%	8.9%	20.7%	16.1%	4.0%
	American Indian or Alaska Native	8.5%!	16.2%!	32.3%	10.9%!	15.2%	14.1%	‡
	Asian	13.9%	20.9%	20.1%	8.3%	18.9%	14.4%	3.4%!
	Black	6.7%	14.9%	29.0%	7.2%	22.0%	16.5%	3.6%
	Hispanic	8.7%	14.7%	24.1%	12.0%	15.9%	20.1%	4.4%
	Native Hawaiian or other Pacific Islander	15.8%!	12.2%!	32.1%!	7.2%!	15.6%!	14.3%!	‡
	White	8.0%	12.7%	30.4%	7.7%	23.2%	14.0%	3.9%
	More than one race	7.5%	14.6%	23.9%	11.7%	19.0%	20.7%	2.5%!
	International students	15.4%	24.0%	16.2%	9.5%!	20.5%	8.5%!	5.8%!

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | STEM programs include biological and physical science, science technology, math, agriculture, computer and information sciences, and engineering and engineering technology. | General studies and other programs include fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | Other applied fields for sub-baccalaureate credentials include the following fields of study: manufacturing, construction, repair, and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- About one-third of American Indian or Alaska Native men (33.3 percent), Asian men (32.7 percent), and international men (35.7 percent) pursuing associate degrees at public two-year colleges were in programs in STEM fields. In contrast, 19.7 percent of Black men and 20.9 percent of Hispanic men chose these fields.
- The highest representation in general studies programs was among White men (23.9 percent), American Indian or Alaska Native men (22.4 percent), and Black men (21.4 percent).
- Manufacturing, military technology, and other applied fields accounted for the enrollment of more than 20 percent of Hispanic and American Indian or Alaska Native men, but smaller shares of other groups.
- Among women pursuing associate degrees at public two-year colleges, 30 percent or more of American Indian or Alaska Native (32.3 percent) and White (30.4 percent) students were enrolled in a health care program.
- More international women than women from other groups were enrolled in STEM (15.4 percent versus 8.5 percent of all women) and business-related programs (24.0 percent versus 14.3 percent of all women).

The distribution of fields of study was quite different among students pursuing associate degrees at for-profit institutions than among those enrolled at public two-year colleges. In particular, in 2015–16 40.7 percent were in health care fields (compared with 19.2 percent at public two-year colleges). In the for-profit sector, 38.9 percent of men in associate degree programs were in STEM fields, compared with just 5.0 percent of women; 54.2 percent of women were in health care fields, compared with 14.9 percent of men.

Table 3.7: Enrollment of Associate Degree-Seeking Students at For-Profit Institutions Across Fields of Study, by Gender and Race and Ethnicity: 2015–16

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Undecided
All Students	All racial and ethnic groups	16.6%	20.5%	40.7%	4.0%	0.3%!!	17.2%	0.7%!
	American Indian or Alaska Native	14.7%!	42.5%!	20.1%!	9.8%!!	‡	12.8%!	‡
	Asian	25.2%	17.0%	46.9%	‡	‡	8.9%!	‡
	Black	14.3%	26.2%	39.5%	3.2%	‡	15.6%	1.1%!!
	Hispanic	17.4%	15.6%	42.9%	4.0%!	‡	18.9%	‡
	Native Hawaiian or other Pacific Islander	12.1%!!	32.8%!	39.1%	‡	‡	13.2%!	‡
	White	17.8%	17.9%	41.6%	3.9%	0.5%!!	17.7%	0.4%!!
	More than one race	17.7%	18.4%	32.2%	5.9%!	‡	25.7%	‡
	International students	6.0%!!	21.5%!	22.2%!!	29.8%!!	‡	20.5%!!	‡
Men	Men Total	38.9%	20.3%	14.9%	4.5%!	0.7%!!	20.1%	0.5%!!
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡
	Asian	47.4%	12.3%!	28.3%!	‡	‡	10.6%!	‡
	Black	38.2%	30.2%	12.0%	4.5%!	‡	15.1%	‡
	Hispanic	34.5%	14.9%	20.2%	3.5%!	‡	25.4%	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡
	White	41.4%	17.5%	13.7%	4.1%!	1.4%!!	20.9%	‡
	More than one race	38.5%	22.0%	7.4%!	7.3%!!	‡	24.8%	‡
	International students	‡	‡	‡	‡	‡	‡	‡

		STEM Fields	Business and Personal and Consumer Services	Health Care Fields	Social Sciences and Humanities	General Studies and Other Fields	Manufacturing, Military Technology, and Other Applied Fields	Undecided
Women	Women Total	5.0%	20.5%	54.2%	3.7%	‡	15.7%	0.8%!
	American Indian or Alaska Native	‡	55.4%!	28.5%!	11.5%!!	‡	‡	‡
	Asian	‡	22.0%	66.7%	‡	‡	7.1%!!	‡
	Black	4.3%	24.5%	51.0%	2.7%	‡	15.8%	1.6%!!
	Hispanic	6.4%!	16.0%	57.6%	4.3%!	‡	14.7%	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡
	White	5.1%	18.2%	56.6%	3.8%	‡	16.0%	‡
	More than one race	5.5%!!	16.4%!	46.8%	5.1%!	‡	26.2%!	‡
	International students	‡	‡	‡	‡	‡	‡	‡

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | STEM programs include biological and physical science, science technology, math, agriculture, computer and information sciences, and engineering and engineering technology. | General studies and other programs include fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | Other applied fields for sub-baccalaureate credentials include the following fields of study: manufacturing, construction, repair, and transportation; military technology and protective services; education; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Over one-third of Native Hawaiians or other Pacific Islanders (39.1 percent), Blacks (39.5 percent), Whites (41.6 percent), Hispanics (42.9 percent), and Asians (46.9 percent) seeking an associate degree at a for-profit institution were enrolled in health care fields.
- Men were more than 33 percentage points more likely to be enrolled in STEM programs than women, while women were more than 40 percentage points more likely than men to be enrolled in health care programs.
- A similar share of Hispanic men enrolled in manufacturing, military technology, and other applied fields at for-profit institutions (25.4 percent) as at public two-year institutions (21.2 percent).

UNDERGRADUATE FIELD OF STUDY FOR BACHELOR'S DEGREE-SEEKING STUDENTS, BY SECTOR

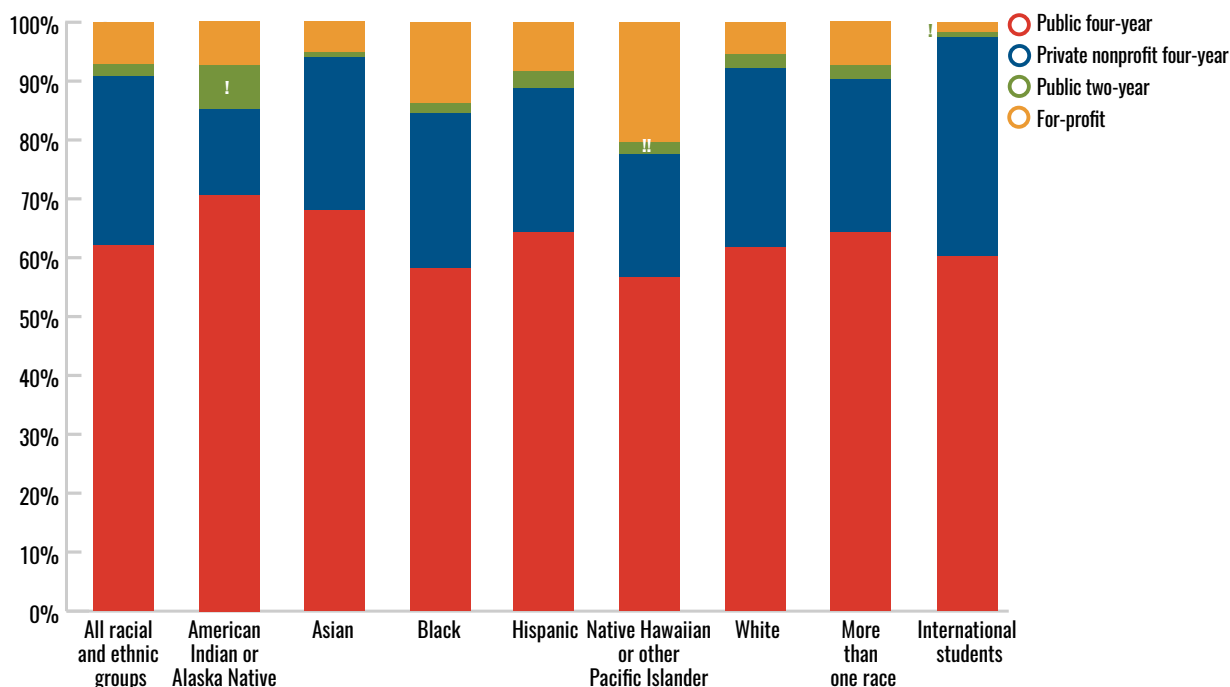
SNAPSHOT OF UNDERGRADUATES MAJORING IN HUMANITIES DISCIPLINES: As a domain, the humanities (e.g., history, literature, and cultural studies) are central to undergraduate education, the cornerstone of a liberal arts education, and foundational for students no matter their major or career path. According to the American Academy of Arts and Sciences (2014), more than one-fifth of the total credits earned by undergraduates are in the humanities. While the proportion of students who concentrate or major in the humanities is small, the importance of these fields cannot be overstated given their role in American higher education.

In 2015–16, in the public four-year sector, 7.0 percent of bachelor's degree-seeking students concentrated in the humanities; in the private nonprofit four-year sector, the number was 9.2 percent. Of students seeking credentials at for-profit institutions, 6.4 percent did so in the humanities. Within distinct racial and ethnic groups, those who seek humanities bachelor's degrees at public four-year institutions ranged from 4.3 percent of Asian students to 8.6 percent of Hispanic students. At private nonprofit four-year institutions, the range spread from 6.6 percent of Black students to 14.2 percent of students of more than one race. International students enrolled at private nonprofit four-year institutions were much more likely to major in the humanities than were international students enrolled at public four-year institutions—11.9 percent compared with 3.2 percent.

Women and men enrolled in humanities bachelor's degrees at roughly the same rates at public and private nonprofit four-year institutions. However, at for-profit institutions, 10.0 percent of men enrolled in humanities, roughly 6 percentage points more than women.

The majority of students enrolled in bachelor's degree programs attended a public four-year institution (62.1 percent), followed by private nonprofit four-year (28.6 percent), for-profit (7.1 percent), and public two-year (2.2 percent) institutions.

Figure 3.15: Enrollment of Bachelor's Degree-Seeking Students Across Sectors, by Race and Ethnicity: 2015–16



Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

Undergraduate students seeking bachelor's degrees at public four-year institutions were more likely than those in other sectors to be enrolled in STEM fields (25.6 percent), and less likely than those in other sectors to be in business (18.0 percent) or health care (10.5 percent) programs. Differences by gender and race and ethnicity were present, including a large gender gap for STEM fields, with 35.5 percent of men and 17.0 percent of women enrolled in these programs.

Table 3.8: Enrollment of Bachelor's Degree-Seeking Students at Public Four-Year Institutions Across Fields of Study, by Gender and Race and Ethnicity: 2015–16

		STEM Fields	Business	Education	Health Care Fields	Humanities	Social Sciences	General Studies and Other Fields	Other Applied Fields	Undecided
All Students	All racial and ethnic groups	25.6%	18.0%	5.5%	10.5%	12.4%	7.0%	4.8%	15.0%	1.2%
	American Indian or Alaska Native	12.4%!	13.5%!	15.3%!	6.8%!	17.0%	5.5%!!	1.7%!	27.8%	‡
	Asian	40.7%	18.3%	2.2%	10.7%	8.9%	4.3%	4.3%	8.8%	1.8%!
	Black	17.7%	17.4%	5.2%	13.3%	15.5%	4.4%	4.7%	20.9%	1.0%
	Hispanic	22.4%	16.4%	4.5%	9.0%	15.0%	8.6%	5.0%	17.6%	1.5%
	Native Hawaiian or other Pacific Islander	21.7%!	11.5%!	‡	16.2%!	17.2%!	8.9%!	‡	21.1%!	‡
	White	25.8%	18.3%	6.4%	10.9%	11.0%	7.7%	5.0%	13.8%	1.1%
	More than one race	29.1%	14.7%	5.4%	7.7%	13.8%	8.0%	4.0%	16.1%	1.1%
	International students	35.6%	28.4%	2.0%!	4.5%	14.2%	3.2%	4.2%	7.4%	‡
Men	Men Total	35.5%	21.4%	2.8%	4.4%	8.9%	6.7%	4.8%	14.5%	1.1%
	American Indian or Alaska Native	17.4%!	12.1%!	10.9%!!	6.8!!	‡	5.7!!	1.5!!	38.7!	‡
	Asian	52.1%	18.9%	1.0%	4.3%	6.2%	3.0%	5.3%	7.9%	1.3%!!
	Black	25.6%	21.2%	3.3%	7.4%	11.4%	5.0%	5.4%	19.9%	0.7%!
	Hispanic	31.1%	19.9%	2.6%	4.4%	9.8%	8.7%	4.4%	17.7%	1.4%
	Native Hawaiian or other Pacific Islander	28.7%!	13.0%!	‡	‡	14.8%!!	10.8%!!	‡	23.1%!	‡
	White	35.8%	22.1%	3.0%	3.8%	8.4%	7.2%	5.0%	13.6%	1.1%
	More than one race	36.2%	19.9%	2.1!	4.3%!	10.0%	7.7%	3.4%!	15.1%	1.3%!
	International students	46.5%	24.9%	2.2!!	3.6%!	9.7%	2.4%!	2.8%!	7.9%	‡
Women	Women Total	17.0%	15.2%	7.8%	15.8%	15.4%	7.3%	4.8%	15.4%	1.3%
	American Indian or Alaska Native	8.0%!	14.6%!	19.3%!	6.8%!!	26.0%!	5.3%!!	‡	18.1%!	‡
	Asian	29.7%	17.8%	3.4%	16.9%	11.5%	5.5%	3.4%	9.7%	2.2%!
	Black	12.9%	15.1%	6.3%	16.8%	18.0%	4.0%	4.3%	21.4%	1.2%
	Hispanic	15.8%	13.9%	5.9%	12.5%	18.9%	8.6%	5.4%	17.5%	1.6%!
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	16.5%	14.7%	9.6%	17.5%	13.5%	8.2%	5.0%	14.0%	1.1%
	More than one race	23.5%	10.5%	8.1%	10.4%	16.9%	8.3%	4.6%!	17.0%	‡
	International students	23.3%	32.4%	1.8%!!	5.6%!	19.4%	4.2%	5.7%!	6.8%	‡

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | STEM programs include biological and physical science, science technology, math, agriculture, computer and information sciences, and engineering and engineering technology. | General studies and other programs include fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | Other applied fields for bachelor's degrees include the following fields of study: personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error to estimate is >50%.

- A greater proportion of Asian bachelor's degree-seeking students than of those from any other group enrolled in STEM programs (40.7 percent).
- Among all bachelor's degree-seeking students, Black students were the most likely to be enrolled in other applied fields¹¹ (20.9 percent).
- Asian women (29.7 percent), women of more than one race (23.5 percent), and international women (23.3 percent) were more likely than others to be enrolled in STEM fields. Black women (21.4 percent) were more likely than those from other groups to be enrolled in other applied fields.

At private nonprofit four-year institutions, undergraduate students seeking a bachelor's degree were less likely than those at public four-year institutions to be pursuing degrees in STEM fields (19.0 percent versus 25.6 percent); they were more likely to be pursuing degrees in business (20.5 percent versus 18.0 percent) and health care fields (13.1 percent versus 10.5 percent). The largest gender gaps at private nonprofit four-year institutions were in health care fields, which enrolled 19.1 percent of women and 5.0 percent of men, and STEM fields, which enrolled 13.8 percent of women and 25.8 percent of men.

Table 3.9: Enrollment of Bachelor's Degree-Seeking Students at Private Nonprofit Four-Year Institutions Across Fields of Study, by Gender and Race and Ethnicity: 2015–16

		STEM Fields	Business	Education	Health Care Fields	Humanities	Social Sciences	General Studies and Other Fields	Other Applied Fields	Undecided
All Students	All racial and ethnic groups	19.0%	20.5%	5.2%	13.1%	9.2%	12.2%	4.4%	14.9%	1.5%
	American Indian or Alaska Native	12.6%!!	31.2%!	1.2%!!	7.4%!!	21.9%!!	16.8%!!	‡	6.4%!!	‡
	Asian	34.9%	12.9%	3.0%	12.3%	7.5%	13.4%	3.5%	10.0%	2.5%!
	Black	12.0%	23.7%	4.0%	11.6%	6.6%	15.1%	5.3%	20.3%	1.3%!
	Hispanic	20.0%	21.2%	4.3%	13.2%	7.1%	12.5%	3.5%	17.4%	0.9%!
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	18.6%	20.2%	6.4%	14.1%	9.8%	11.1%	4.3%	14.1%	1.4%
	More than one race	17.2%	20.5%	2.2%!	10.0%	14.2%	15.1%	4.8%!	13.2%	2.9%
	International students	23.1%	21.9%	0.8%!!	5.8%!	11.9%	13.6%	7.9%	11.6%	3.3%!
Men	Men Total	25.8%	25.5%	3.1%	5.0%	8.7%	9.2%	4.6%	16.3%	1.8%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	41.7%	17.7%	1.6%!!	4.7%!	7.6%!	10.3%	4.6%!	8.7%	3.0%!!
	Black	15.0%	27.6%	2.9%!	5.3%	9.4%	9.3%	4.3%!	23.9%	2.3%!
	Hispanic	28.6%	26.5%	2.6%!	5.5%	4.2%	8.9%	4.5%!	18.1%	1.2%!
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	25.1%	25.8%	3.6%	4.9%	9.4%	9.2%	4.6%	15.9%	1.6%
	More than one race	30.2%	25.8%	0.9%!!	7.6%!	13.6%!	7.0%!	7.1%!!	7.3%!	‡
	International students	33.4%	24.5%	‡	4.2%!!	9.7%!	9.4%!	4.9%!!	10.3%	2.7%!!

¹¹ Other applied fields for bachelor's degrees include the following fields of study: personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

		STEM Fields	Business	Education	Health Care Fields	Humanities	Social Sciences	General Studies and Other Fields	Other Applied Fields	Undecided
Women	Women Total	13.8%	16.7%	6.9%	19.1%	9.5%	14.4%	4.3%	13.9%	1.3%
	American Indian or Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Asian	29.7%	9.3%	4.0%	18.1%	7.4%	15.7%	2.7%!	10.9%	2.2%!!
	Black	9.9%	20.9%	4.8%	16.1%	4.6%	19.2%	5.9%	17.8%	0.7%!!
	Hispanic	14.2%	17.5%	5.4%	18.4%	9.1%	15.0%	2.9%!	16.9%	‡
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
	White	13.5%	16.0%	8.6%	21.3%	10.2%	12.6%	4.0%	12.7%	1.1%
	More than one race	10.9%	18.0%	2.8%!	11.2%	14.4%	19.0%	3.6%!	16.0%	4.1%!!
	International students	12.1%	19.1%	0.7%!!	7.5%!	14.3%	18.1%	11.1%!	13.1%	3.9%!

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | STEM programs include biological and physical science, science technology, math, agriculture, computer and information sciences, and engineering and engineering technology. | General studies and other programs include fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | Other applied fields for bachelor's degrees include the following fields of study: personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Black undergraduates were more likely than any other group to be enrolled in either business programs (23.7 percent) or other applied fields (20.3 percent).
- Asian students (34.9 percent) were more likely than any other group to be enrolled in STEM programs, followed by international students (23.1 percent).
- A greater proportion of Asian men (41.7 percent) than of those from any other group were enrolled in STEM programs. Black men were more likely than others to be enrolled in programs in other applied fields (23.9 percent compared with 16.3 percent of all men).
- The share of women enrolled in STEM fields ranged from 9.9 percent of Black women to 29.7 percent of Asian women. The share enrolled in business programs ranged from 9.3 percent of Asian women to 20.9 percent of Black women. A larger share of White women (8.6 percent) than of women from any other group were pursuing degrees in education.

A larger share of undergraduate students seeking a bachelor's degree at for-profit institutions than in other sectors were studying business (27.5 percent), health care fields (20.5 percent), and other applied fields (22.6 percent). The shares pursuing degrees in STEM fields and education were smaller than in other sectors. The largest gender gaps were in STEM fields (26.3 percent of men and 5.3 percent of women) and health care (7.4 percent of men and 29.6 percent of women).

Table 3.10: Enrollment of Bachelor's Degree-Seeking Students at For-Profit Institutions Across Fields of Study, by Gender and Race and Ethnicity: 2015–16

		STEM Fields	Business	Education	Health Care Fields	Humanities	Social Sciences	General Studies and Other Fields	Other Applied Fields	Undecided
All Students	All racial and ethnic groups	13.9%	27.5%	2.4%	20.5%	6.4%	6.0%	0.5%!	22.6%	0.3%!!
	American Indian or Alaska Native	21.7%!	14.2!	‡	20.2%!	8.6%!!	9.8%!!	‡	24.5%!	‡
	Asian	17.6%!	20.7%	0.4%!	43.6%	3.6%	0.6%!!	‡	13.5%	‡
	Black	13.0%	32.7%	2.9%!	20.5%	4.9%!	6.0%	0.6%!!	19.0%	‡
	Hispanic	13.5%	24.2%	0.8%!	22.2%	6.8%	6.5%	0.2%!!	25.6%	‡
	Native Hawaiian or other Pacific Islander	14.3%!!	45.7%	‡	15.7%!	2.6%!!	7.0%!!	‡	14.5%!	‡
	White	14.1%	26.7%	3.1%!	17.9%	7.1%	6.3%	0.3%!	24.1%	0.4%!!
	More than one race	14.3%	21.6%	0.8%!	18.8%	7.1%!	7.4%!	‡	26.8%	‡
	International students	14.6%!!	28.2%!	‡	2.1%!!	19.5%!!	‡	‡	34.4%!	‡
Men	Men Total	26.3%	26.7%	0.4!	7.4%	10.0%	2.7%	0.6%!	25.6%	‡
	American Indian or Alaska Native	50.7%	10.1%!!	‡	‡	‡	‡	‡	11.3%!	‡
	Asian	35.2%	21.7%	‡	25.7%	5.0%!	1.0%!!	‡	11.4%!	‡
	Black	25.9%	31.6%	0.8%!!	5.8%!	9.7%!	3.4%!!	1.3%!!	21.5%	‡
	Hispanic	23.5%	24.3%	‡	7.8%	10.7%	2.5%!!	‡	30.7%	‡
	Native Hawaiian or other Pacific Islander	16.6%!!	59.4%	‡	4.1%!!	‡	‡	‡	19.5%!!	‡
	White	26.9%	26.1%	0.5%!	5.8%	10.5%	2.7%!	0.3%!!	26.5%	‡
	More than one race	21.7%	17.7%!	‡	14.2%!	7.0%!!	‡	‡	39.2%	‡
	International students	31.0%!!	10.6%!!	‡	‡	30.0%!!	‡	‡	27.0%!!	‡
Women	Women Total	5.3%	28.1%	3.7%	29.6%	3.8%	8.4%	0.4%!!	20.4%	0.3%!!
	American Indian or Alaska Native	9.1%!!	16.0!	‡	26.2%!	8.7%!!	‡	‡	30.3%!	‡
	Asian	4.1%!	19.9%	0.7%!	57.3%	2.5%!	0.3%!!	‡	15.2%	‡
	Black	5.3%!	33.4%	4.2%!	29.2%	2.1%	7.6%	0.1%!!	17.5%	‡
	Hispanic	6.1%	24.1%	1.4%!	32.9%	3.9%	9.4%	0.1%	21.8%	‡
	Native Hawaiian or other Pacific Islander	12.4%!!	34.5%!	‡	25.1%!	4.5%!!	12.7%!!	‡	10.5%!	‡
	White	4.5%	27.1%	5.0%!	27.0%	4.6%	9.0%	0.3%!!	22.2%	‡
	More than one race	9.4%!	24.2%	1.3%!	21.7%	7.2%!!	12.1%!	‡	18.8%	‡
	International students	1.2%!	42.4%!	‡	2.9%!!	11.0%!!	‡	‡	40.4%	‡

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | STEM programs include biological and physical science, science technology, math, agriculture, computer and information sciences, and engineering and engineering technology. | General studies and other programs include fields such as liberal arts and sciences, interpersonal and social skills, personal awareness and self-improvement, and multi- or interdisciplinary studies, among others. | Other applied fields for bachelor's degrees include the following fields of study: personal and consumer services; manufacturing, construction, repair, and transportation; military technology and protective services; architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Native Hawaiian or other Pacific Islander undergraduates (45.7 percent) enrolled in business more than any other group.
- Asian undergraduates (43.6 percent) enrolled in health programs more than any other group.
- Nearly 51 percent of American Indian or Alaska Native men, 35.2 percent of Asian men, and 26.9 percent of White men at for-profit institutions enrolled in STEM programs.
- The groups with the highest shares of men enrolled in business programs were Black students (31.6 percent) and Native Hawaiian or other Pacific Islander students (59.4 percent).
- Larger shares of Hispanic men (30.7 percent) and men of more than one race (39.2 percent) were enrolled in other applied fields.
- The largest shares of women pursuing bachelor's degrees at for-profit institutions who were enrolled in health care programs were among Asian women (57.3 percent) and Hispanic women (32.9 percent).
- A larger share of Black women (33.4 percent) than of women from other groups were enrolled in business programs.
- A larger share of international women than of women from other groups were enrolled in other applied fields (40.4 percent).

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