

1.4 Enrollment of First-Time Freshmen by Race/Ethnicity

Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state's higher education system.

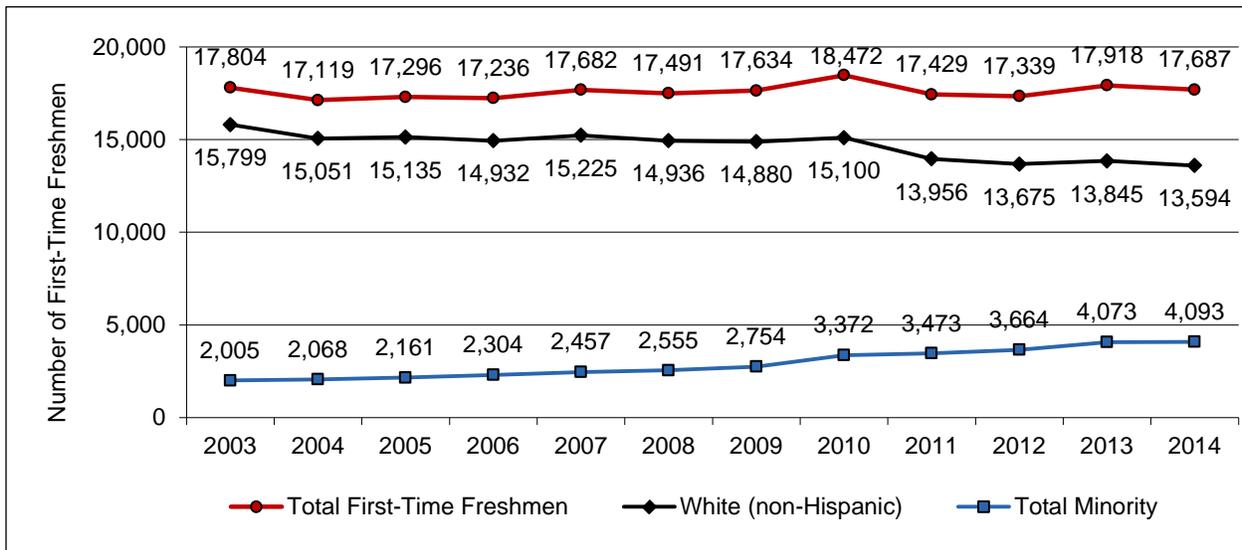
Increasing the number and percentage of students who have been underrepresented in Nebraska's higher education system is another recommended approach to increasing the state's postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2003 in the numbers of white non-Hispanics and minority students who have been enrolled as *first-time freshmen* at Nebraska colleges and (2) the extent to which each racial/ethnic group was represented in the state's postsecondary education system in fall 2014, the latest period for which data are available. (Estimated enrollments for fall 2015 are not available by race/ethnicity; therefore, estimates for fall 2015 will be reported in the *2017 Progress Report*.)

Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions

- As shown in [Figure 1.4.1](#), 17,687 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions in fall 2014, a 0.7% decrease from the 17,804 first-time freshmen of known race/ethnicity in fall 2003.
- Between fall 2013 and fall 2014, total first-time freshmen enrollment decreased 1.3%.
- In fall 2003, white non-Hispanics accounted for 88.7% of the first-time freshmen, while minorities accounted for 11.3%. Of the first-time freshmen enrolled in fall 2014, 76.9% were white non-Hispanics, while 23.1% were minorities.¹⁹
- As shown in [Figure 1.4.2](#), higher numbers of black non-Hispanics, Hispanics, and Asians/Pacific Islanders were enrolled in college in fall 2014 than in fall 2003. However, the number of Native-American first-time freshmen decreased from 193 in fall 2003 to 127 in fall 2014.
- The net effect of these changes is that there were **2,088 more minority students** attending Nebraska colleges as first-time freshmen in fall 2014 than in fall 2003, an increase of 104.1%. In comparison, there were **2,205 fewer white non-Hispanic** first-time freshmen in fall 2014 than in fall 2003, a decrease of 14.0%.

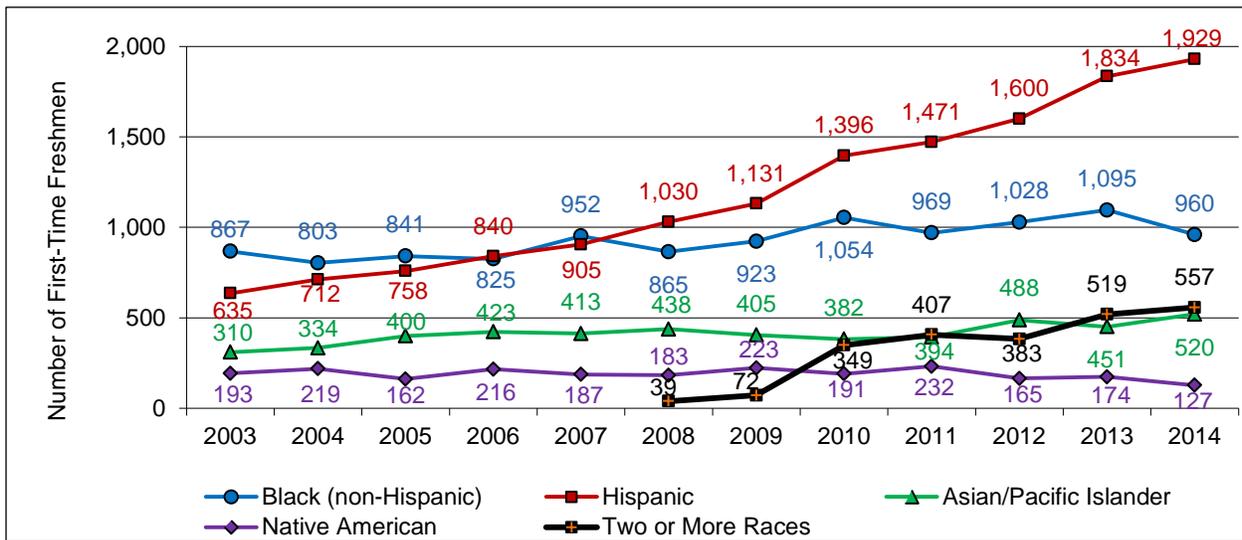
¹⁹ Minority students are defined as students from the following race/ethnicity categories: Asian/Pacific Islander, Hispanic, Native American, black (non-Hispanic), and two or more races. Figures do not include nonresident aliens or students of unknown race/ethnicity.

Figure 1.4.1
Numbers of White Non-Hispanic and Minority First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2003 through Fall 2014



Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Figure 1.4.2
Numbers of Minority Students Enrolled as First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2003 through Fall 2014



Note. Includes full-time and part-time students. Includes degree-granting and non-degree-granting institutions. The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnicity category until fall 2011 enrollments were reported. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

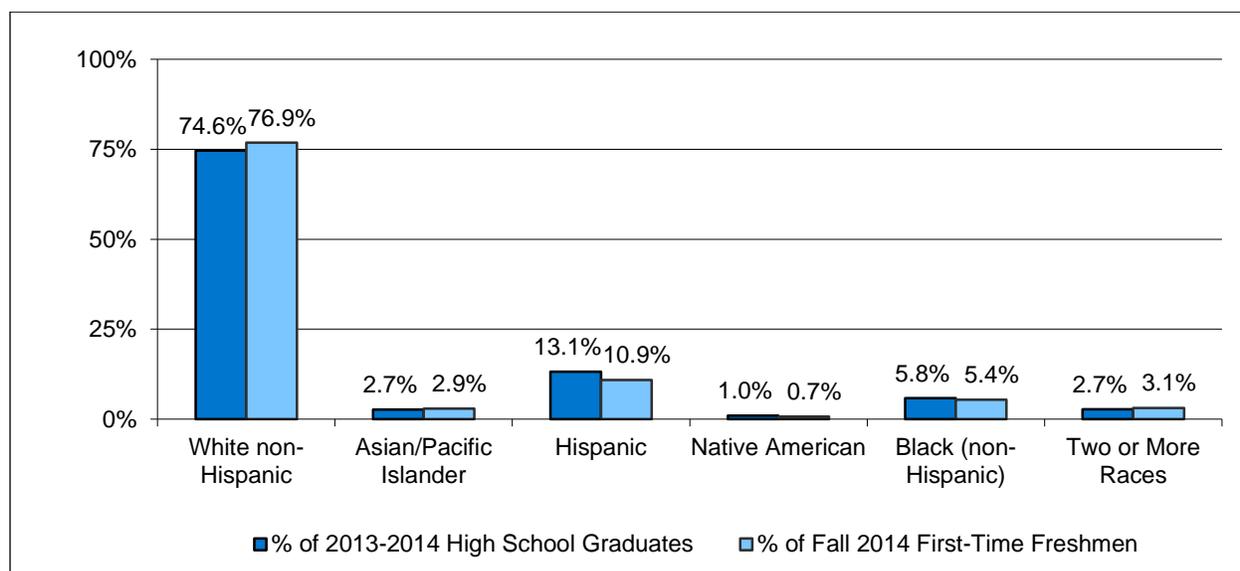
Racial/Ethnic Representation in Nebraska’s Postsecondary Education System Fall 2014

The following analysis examines the extent to which students in each racial/ethnic group have been represented in Nebraska’s postsecondary education system. In this analysis students in a race/ethnic category are considered to be underrepresented if they accounted for a smaller percentage of the first-time college freshmen at Nebraska institutions than they did of the students who graduated from Nebraska high schools the preceding year. Conversely, students are considered to be overrepresented if they accounted for a larger percentage of first-time college freshmen than they did of the students who graduated from high school the year before.

- As evidenced in [Section 1.1.a](#) of this report, disproportionately lower percentages of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multiracial students graduate from Nebraska high schools compared to white non-Hispanics.
- Furthermore, as evidenced in [Section 1.1.c](#) of this report, college continuation rates for Hispanics, Native Americans, black non-Hispanics, and multiracial graduates are lower than college continuation rates for white non-Hispanic and Asian/Pacific Islander graduates.
- As illustrated in [Figure 1.4.3](#), white non-Hispanics, Asians/Pacific Islanders, and multiracial individuals were overrepresented among first-time freshmen in fall 2014, while Hispanics, Native Americans, and black non-Hispanics were underrepresented among first-time freshmen in fall 2014.

Figure 1.4.3

Percentages of 2013–2014 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2014 by Race/Ethnicity



Note. High school graduates include graduates of nonpublic schools, public schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. See [Table A7.2](#) in [Appendix 7](#) for supporting data. Data sources: Nebraska Department of Education, January 2015, and the National Center for Education Statistics, IPEDS fall 2014 survey.

A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2014

Determining if there was any change between fall 2003 and fall 2014 in the pattern of racial/ethnic representation in Nebraska's postsecondary education system is complicated by the fact that fewer white non-Hispanics and more minority students graduated from Nebraska high schools in 2013–2014 than in 2002–2003. However, as shown in [Table A7.2](#) in [Appendix 7](#), comparing the percentage distributions of high school graduates in 2002–2003 and 2013–2014 to the percentage distributions of first-time freshmen in fall 2003 and fall 2014 reveals that compared to the first-time freshmen who started college in 2003:

1. White non-Hispanics were underrepresented in fall 2003 but overrepresented in fall 2014.
2. Asians/Pacific Islanders were overrepresented among first-time freshmen in fall 2003 and fall 2014.
3. Hispanics were more underrepresented in the fall 2014 freshmen class than in fall 2003.
4. Native Americans were overrepresented in fall 2003 but underrepresented in fall 2014.
5. Black non-Hispanics were overrepresented in fall 2003 but underrepresented in fall 2014.
6. Students of two or more races were slightly overrepresented in fall 2011 and were overrepresented in fall 2014.²⁰

The Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group

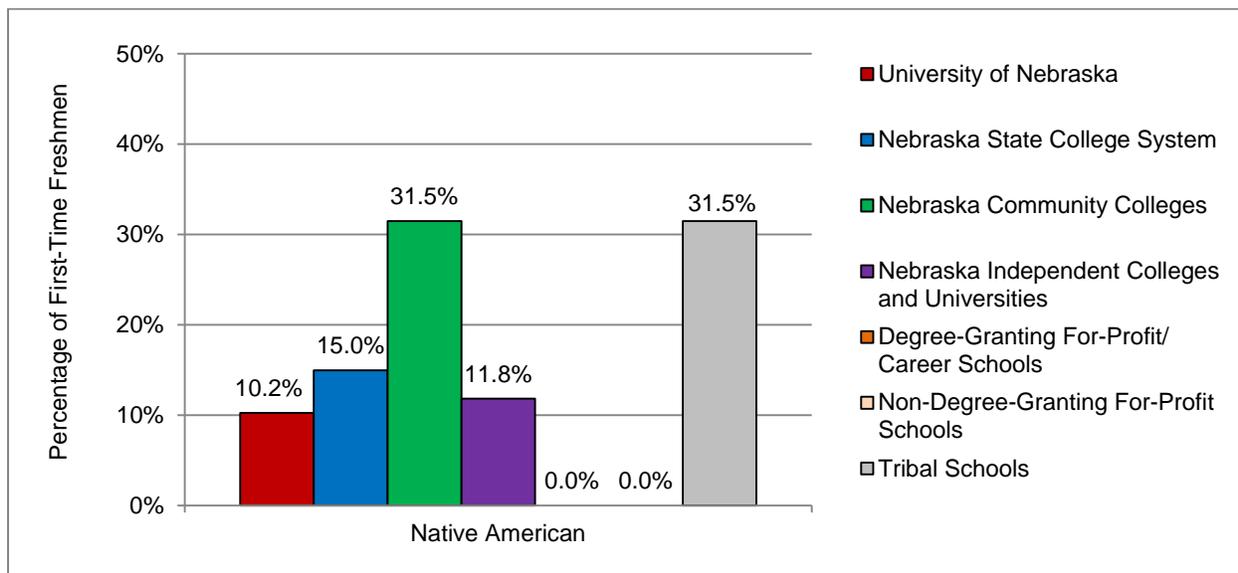
Another approach to analyzing the representation of white non-Hispanics and minorities is to examine the percentage of students in each racial/ethnic group who attend each of the major types of institutions within Nebraska's postsecondary education system. For the purposes of statewide analysis, two Native American tribal colleges—Little Priest Tribal College and Nebraska Indian Community College—are included among the independent colleges and universities since they are not state or locally supported. However, in the following analysis, the tribal colleges are considered separately from other independent institutions so that student enrollment patterns of Native Americans can be interpreted more clearly.

- As shown in [Figure 1.4.4](#) and [Table A7.3](#) in [Appendix 7](#), 40 (31.5%) of the 127 [Native Americans](#) who were first-time freshmen in fall 2014 attended Little Priest Tribal College or Nebraska Indian Community College, while 15 (11.8%) chose to enroll at other independent colleges and universities.
- 31.5% (40) of the Native American, first-time freshmen attended the state's community colleges, 15.0% (19) went to Nebraska's state colleges, and 10.2% (13) enrolled at the University of Nebraska in fall 2014.

²⁰ The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnic category until fall 2011 enrollments were reported. In addition, the 'two or more races' category was first utilized by the Nebraska Department of Education with the 2010–2011 high school graduating class. Therefore, comparisons of the representation of multiracial students are limited to the fall 2011 through fall 2014 cohorts.

Figure 1.4.4

**Nebraska Enrollment of Native American, First-Time Freshmen
at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions
Fall 2014**



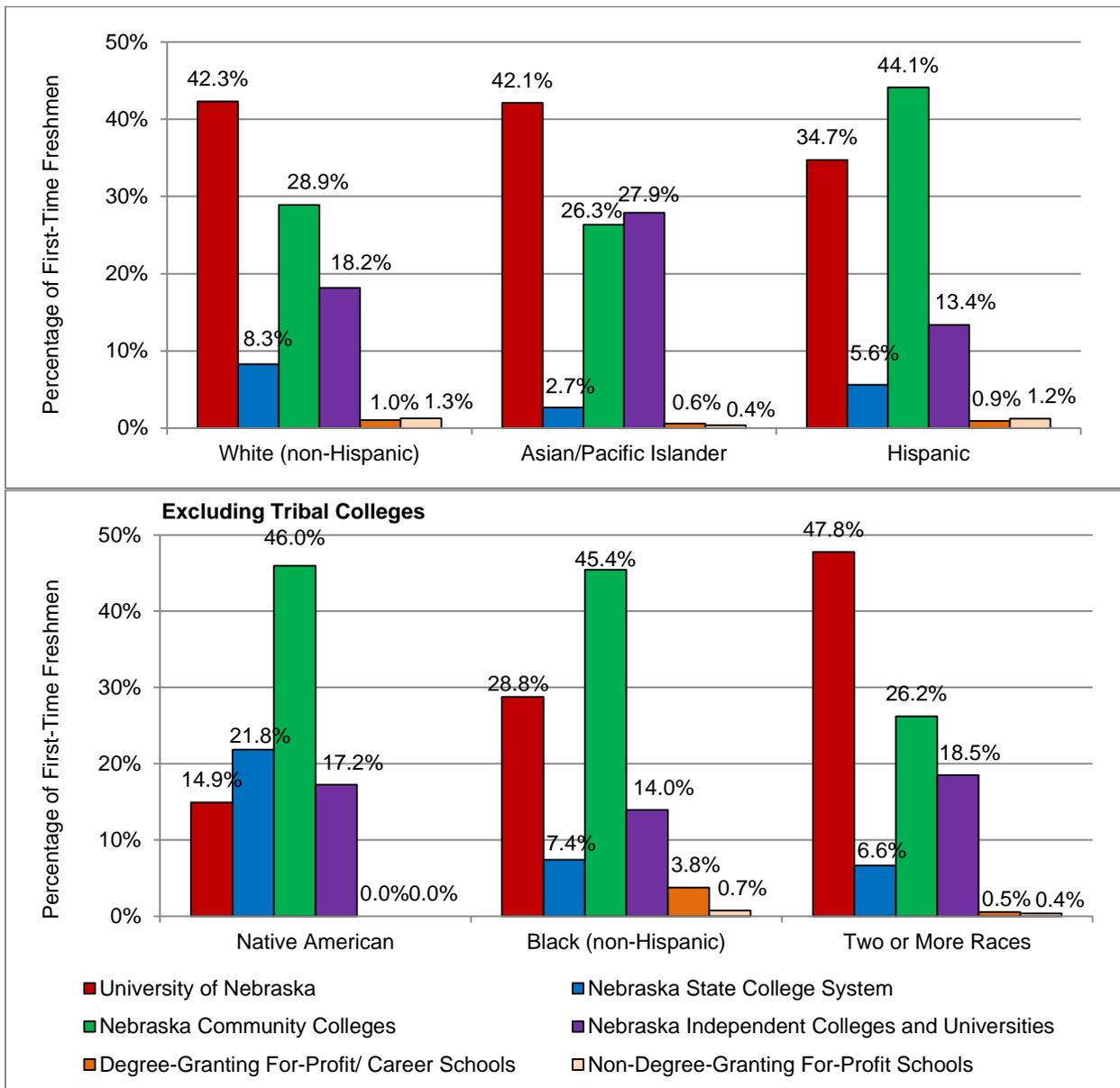
Note. Includes full-time and part-time students. See Table A7.3 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

- Figure 1.4.5 shows the percentages of the first-time freshmen in each of the six major racial/ethnic groups who attended the major types of institutions within Nebraska’s postsecondary education system in fall 2014, excluding the two native tribal colleges in the analysis of Native American enrollments.
- As evidenced in Figure 1.4.5, white non-Hispanics most frequently enrolled as first-time freshmen at the schools constituting the University of Nebraska and the state’s community colleges in fall 2014. In comparison, about half as many white non-Hispanics chose to enroll at independent institutions, and noticeably fewer attended state colleges or for-profit/career schools.
- Compared to the other minority racial/ethnic groups, higher percentages of Asians/Pacific Islanders enrolled at the independent institutions, while a lower percentage attended the state’s community colleges and only small percentages chose to enroll at the state colleges or for-profit/career schools. Asians/Pacific Islanders most frequently enrolled as first-time freshmen at the University of Nebraska.
- Hispanics most frequently enrolled as first-time freshmen at Nebraska’s community colleges. About one-third of first-time freshmen Hispanics enrolled at the University of Nebraska, while only small percentages chose to enroll in one of the other four sectors.
- If the tribal colleges are excluded from the independent sector, as shown in Figure 1.4.5, the first-time freshmen enrollment pattern for Native Americans in fall 2014 is dominated by the high percentage of these students who enroll at the state’s community colleges. In comparison, far lower percentages go to the schools constituting the University of Nebraska, the state colleges, or the independent institutions. There were no enrollments of first-time freshmen Native Americans in fall 2014 at the for-profit/career schools.

- Like Hispanics and Native Americans, black non-Hispanic first-time freshmen were most likely to enroll at the state’s community colleges in fall 2014. The enrollments for the remaining black non-Hispanic first-time freshmen were split between the University of Nebraska (28.8%) and the other four sectors (25.8%).
- In fall 2014, multiracial first-time freshmen were most likely to enroll at the University of Nebraska or the state’s community colleges, while only very small percentages chose to enroll at for-profit/career schools.

Figure 1.4.5

**Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity
Fall 2014**



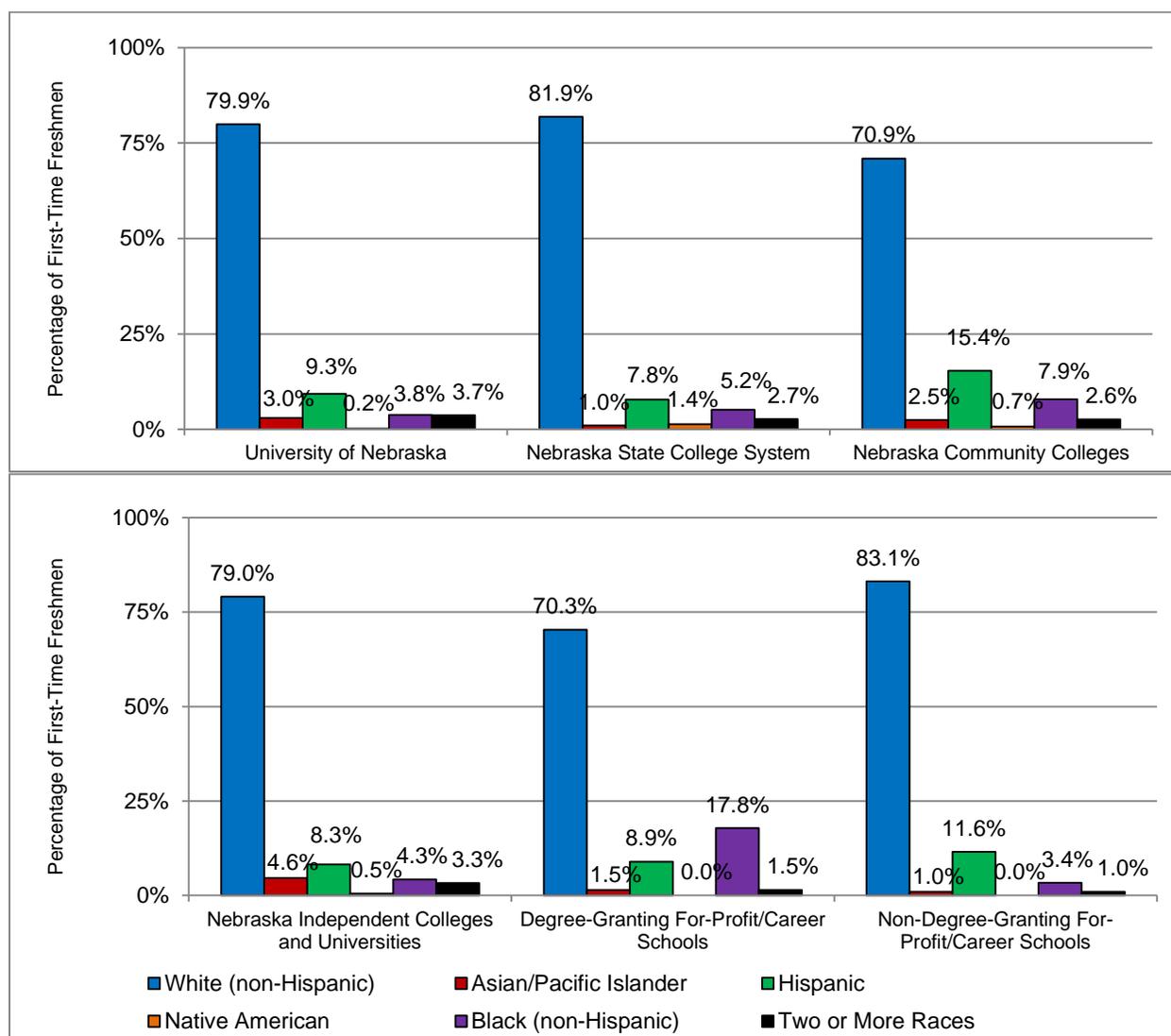
Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are excluded from the analysis of Native American enrollments in this figure. See Table A7.3 in Appendix 7 for fall 2003 through fall 2014 data. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

Representation of Racial/Ethnic Groups by Sector

Since different percentages of white non-Hispanics and minority students enrolled as first-time freshmen at each of the major types of postsecondary institutions in fall 2014, their representation varied across the six sectors of higher education, as shown in [Figure 1.4.6](#). Native Americans accounted for 94% to 100% of the combined first-time freshmen enrollment in fall 2008 through fall 2014 of Little Priest Tribal College and Nebraska Indian Community College. Consequently, these two schools are excluded from the sector of independent colleges in the following analysis so sectors can be more clearly compared. See [Table A7.4](#) in [Appendix 7](#) for supporting data.

Figure 1.4.6

Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector Excluding Little Priest Tribal College and Nebraska Indian Community College Fall 2014



Note. Includes full-time and part-time students. Does not include nonresident aliens or students of unknown race/ethnicity. See [Table A7.4](#) and [Table A7.5](#) in [Appendix 7](#) for supporting data and comparable data for fall 2003 through fall 2013. Data source: National Center for Education Statistics, IPEDS fall 2014 survey

- In the fall of 2014, white non-Hispanics accounted for the highest percentages of first-time freshmen enrolled within every sector.
- Asians/Pacific Islanders accounted for 4.6% of first-time freshmen at the independent colleges/universities (excluding tribal colleges) but only 1.0% at the state colleges.
- Hispanics accounted for 15.4% of first-time freshmen at the community colleges and 7.8% at the state colleges.
- Native Americans accounted for 1.4% of first-time freshmen at the state colleges. None of the first-time freshmen at the for-profit/career schools were Native American in fall 2014.
- Black non-Hispanics accounted for 17.8% of first-time freshmen at the degree-granting for-profit/career schools but only 3.4% at the non-degree-granting for-profit/career schools.
- Multiracial students accounted for 3.7% of first-time freshmen at the University of Nebraska but only 1.0% at the non-degree-granting for-profit/career schools.