

### 1.3 Non-Nebraska, First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration

Increase the number of non-Nebraska high school graduates who pursue postsecondary education in Nebraska.

The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and nonresident alien students who enroll as first-time freshmen at Nebraska's postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

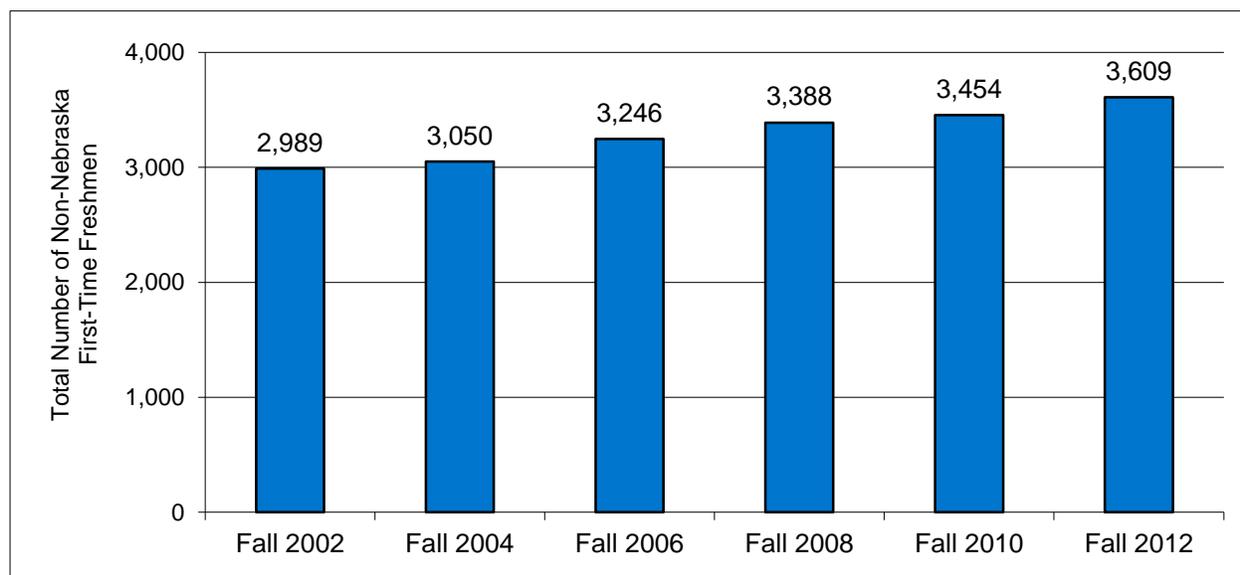
In this section, the latest available data, which are for fall 2012, are compared to the data for fall 2002, fall 2004, fall 2006, fall 2008, and fall 2010. Emphasis is primarily on the comparison of the findings for fall 2012 to those for fall 2002, which is the baseline for this analysis.

#### **Non-Nebraska, First-Time Freshmen Who Attend Nebraska Colleges and Universities**

- As shown in [Figure 1.3.1](#), Nebraska's degree-granting and non-degree-granting colleges attracted 620, or 20.7%, more non-Nebraska, first-time freshmen in fall 2012 than in fall 2002.

Figure 1.3.1

**Total Number of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Institutions Fall 2002 through Fall 2012**



Note. Includes full-time and part-time students. Includes out-of-state and nonresident alien students. See [Table A6.5](#) in [Appendix 6](#) for supporting data. Data sources: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, 2010, and 2012 IPEDS surveys; and records maintained by Nebraska's Coordinating Commission for Postsecondary Education, 2011 and 2012.

- The University of Nebraska-Lincoln enrolled 863 (23.9%) of the non-Nebraska, first-time freshmen in fall 2012, up from 624 (20.9%) in fall 2002. Creighton University enrolled 729 (20.2%) of the non-Nebraska, first-time freshmen in fall 2012, up from 475 (15.9%) in fall 2002. In comparison, less than seven other schools enrolled more than 100 non-Nebraska, first-time freshmen, and two-thirds of Nebraska's colleges and universities enrolled fewer than 50 non-Nebraskan, first-time freshmen in fall 2002 or fall 2012.
- Creighton University attracted 254 more non-Nebraska, first-time freshmen in fall 2012 than it enrolled in fall 2002, while the University of Nebraska-Lincoln attracted an additional 239 non-Nebraska, first-time freshmen during this same time period. Consequently, these two institutions accounted for 493, or 79.5%, of the additional 620 non-Nebraska, first-time freshmen enrolled at Nebraska's degree-granting and non-degree-granting schools. (See Table A6.9 in Appendix 6 for supporting data on total non-Nebraska, first-time freshmen by institution.)
- In fall 2002, 1.7% of all non-Nebraska, first-time freshmen attended non-degree-granting colleges. In comparison, in 2012, only 0.4% of all non-Nebraska, first-time freshmen attended non-degree granting schools within the state. (See Table A6.5 in Appendix 6 for supporting data.)
- Non-Nebraska first-time freshmen who attended non-degree granting schools are excluded from the remainder of this analysis because the residency data reported by the non-degree granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002, which is the baseline for comparisons.
- Between 2002 and 2012, degree-granting institutions in Nebraska attracted a noticeably higher number of non-Nebraskans who went to college within a year of high school graduation. The state also attracted a slightly higher number of out-of-state and nonresident alien students who started college more than a year after they graduated from high school. Both of these trends are evidenced in Table 1.3.1.
- As shown in Table 1.3.1, the net enrollment of out-of-state and nonresident alien students at Nebraska degree-granting institutions increased by 655 students, or 22.3%, between 2002 and 2012. Of these students, 510 (77.9%) graduated from high school during the 12 months prior to their college enrollment. The remaining 145 students started college more than a year after high school graduation.
- In fall 2002, Nebraska degree-granting institutions attracted 2,458 non-Nebraskan, first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 2,968 non-Nebraskans in 2012, a 20.7% increase.
- In 2012, Nebraska degree-granting colleges and universities attracted 625 non-Nebraskans who started college more than 12 months after high school graduation, a 30.2% increase since 2002. Notably, this includes a one-year increase of 125 students (a 25.0% increase) between fall 2010 and fall 2012.

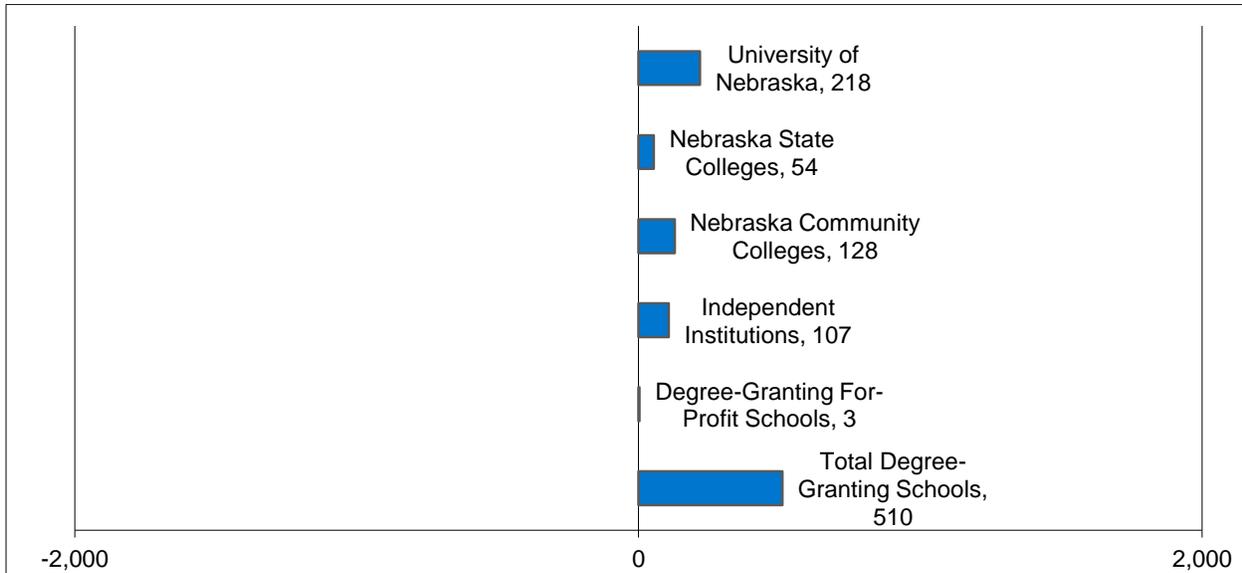
**Table 1.3.1**  
**Non-Nebraska, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting Postsecondary Institutions**  
**Classified by Length of Time Since High School Graduation**  
**Fall 2004 through Fall 2012 Compared to Fall 2002**

Length of Time Since High School Graduation	Fall 2002		Fall 2004		Fall 2006		Δ Since Fall 2002	
	N	%	N	%	N	%		
Graduated During the 12 Months Prior to College Enrollment	2,458	83.7%	2,424	80.8%	2,783	86.5%		
Graduated More than 12 Months Prior to College Enrollment	480	16.3%	576	19.2%	435	13.5%		
Total	2,938	100.0%	3,000	100.0%	3,218	100.0%		
Length of Time Since High School Graduation	Fall 2008		Fall 2010		Fall 2012		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	2,961	87.9%	2,942	85.5%	2,968	82.6%	510	20.7%
Graduated More than 12 Months Prior to College Enrollment	407	12.1%	500	14.5%	625	17.4%	145	30.2%
Total	3,368	100.0%	3,442	100.0%	3,593	100.0%	655	22.3%

*Note.* Includes full-time and part-time students. Counts of non-Nebraska students include nonresident alien students, but they do not include students with unknown states of residence or students for whom no residence information was reported to the NCES but who are counted by the NCES as a balance/correction factor so that the residence totals equal enrollment totals. Students with unknown states of residence are excluded because there is no way of knowing how many of these students are from Nebraska or from other states or countries, and there also is no way of determining when any of these students graduated from high school. Δ = change. See [Table A6.6](#) and [Table A6.7](#) in [Appendix 6](#) for supporting data. Data sources: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, 2010, and 2012 IPEDS surveys; and records maintained by Nebraska's Coordinating Commission for Postsecondary Education, 2011 and 2012.

- As shown in [Figure 1.3.2](#), 42.7% of the net increase of 510 students who started college within 12 months of high school graduation is attributable to the increased number of non-Nebraskans who attended the University of Nebraska.
- The Nebraska State College System, Nebraska's community colleges, and Nebraska's independent institutions also experienced gains in the number of non-Nebraskans that they attracted, but the for-profit colleges attracted only a few more out-of-state students in 2012 than in 2002. (See [Table A6.6](#) in [Appendix 6](#) for the supporting data.)
- See [Table A6.7](#) in [Appendix 6](#) for information on the enrollment of non-Nebraskans first-time freshmen who enrolled at Nebraska colleges more than a year after high school graduation.
- [Table A6.8a](#) through [Table A6.8f](#) in [Appendix 6](#) provide detailed listings *by institution* of the numbers of first-time freshmen with Nebraska, out-of-state, and foreign (i.e., nonresident alien) residencies who were enrolled at degree-granting colleges and universities *within 12 months of high school graduation* from fall 2002 through fall 2012.

**Figure 1.3.2**  
**Changes in the Numbers of Non-Nebraska, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting Institutions**  
**Within 12 Months of Graduation from High School**  
**Fall 2012 Compared to Fall 2002**



*Note.* Includes full-time and part-time students. See [Table A6.6](#) in [Appendix 6](#) for supporting data. Data sources: National Center for Education Statistics, fall 2002 and fall 2012 IPEDS surveys; and records maintained by Nebraska’s Coordinating Commission for Postsecondary Education, 2011 and 2012.

### **Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen**

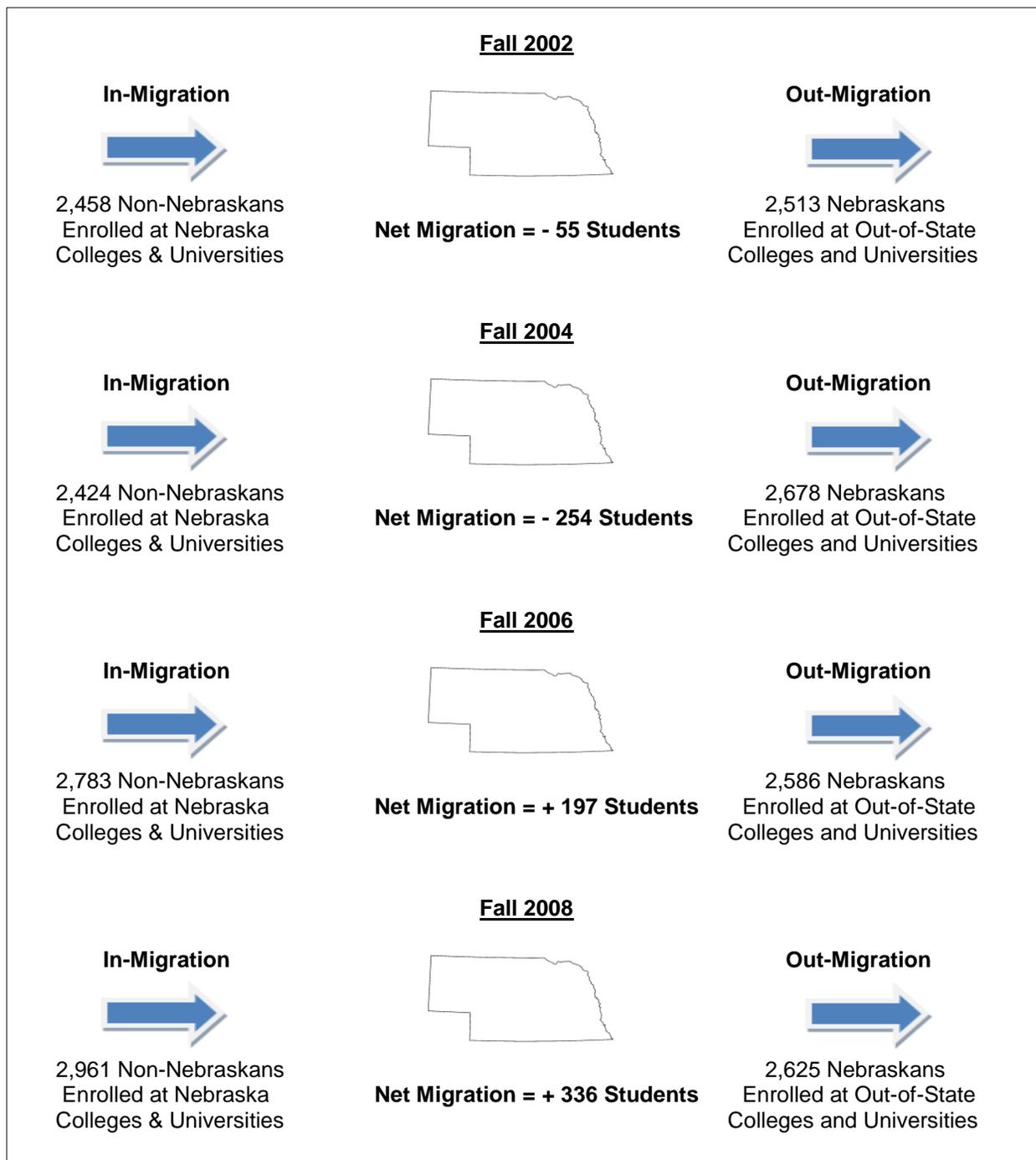
Data summarized in the preceding sections can be used to calculate the net migration of first-time freshmen who attended degree-granting colleges and universities within one year of high school graduation, as illustrated in [Figure 1.3.3](#).<sup>19</sup>

- In fall 2002 and fall 2004, more first-time freshmen who attended degree-granting schools within a year of graduating from high school *left Nebraska* to go to college than *came to Nebraska* to begin their postsecondary education. While the change in net migration between fall 2002 and fall 2004 was only 199 students, this change was in the opposite direction of what is desirable for the state.
- However, in fall 2006, fall 2008, fall 2010, and fall 2012, more first-time freshmen *came to Nebraska* to attend degree-granting colleges within 12 months of high school graduation than *left Nebraska* to go to school out of state.

<sup>19</sup> The net migration numbers reported in this section are the best possible estimates, given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans for fall 2002, fall 2004, and fall 2006 may be slightly underestimated or overestimated due to the fact that some of the degree-granting institutions in Nebraska did not report their numbers of first-time freshmen who graduated from high school within 12 months of college enrollment by state or country of residency for these survey years. There are probably similar reporting errors in other states where Nebraska first-time freshmen attended colleges in fall 2002, 2004, or 2006, but there is no way of knowing how Nebraska’s net migration numbers should be adjusted to compensate for such errors.

Figure 1.3.3

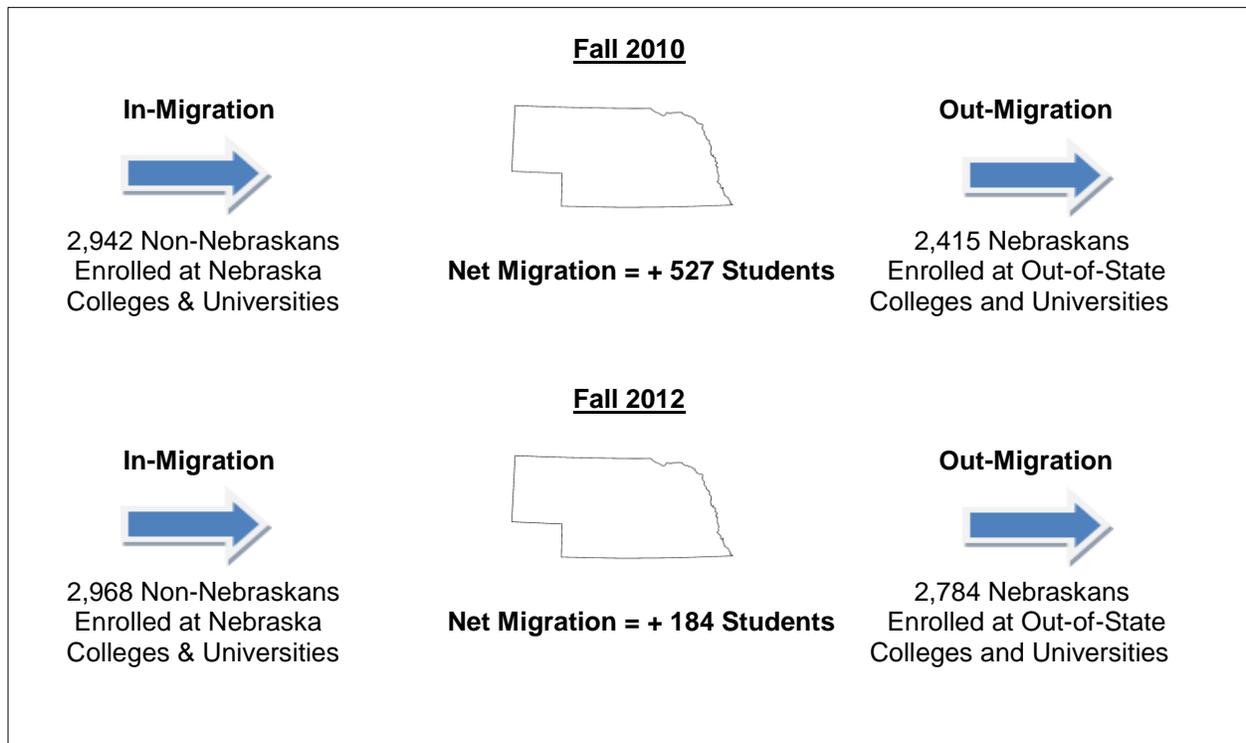
**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation  
Fall 2002 through Fall 2012**



Continued on the next page.

Figure 1.3.3 (Continued)

**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation  
Fall 2002–Fall 2012**



*Note.* Counts include full-time and part-time students. Counts of non-Nebraskans include nonresident alien students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.10](#) in [Appendix 6](#) for supporting data. Data sources: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, 2010, and 2012 IPEDS surveys; and records maintained by Nebraska’s Coordinating Commission for Postsecondary Education, 2011 and 2012.

## 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 2013, the latest period for which data are available. (Estimated enrollments for fall 2014 are not available by race/ethnicity; therefore, estimates for fall 2014 will be reported in the *2016 Progress Report*.)

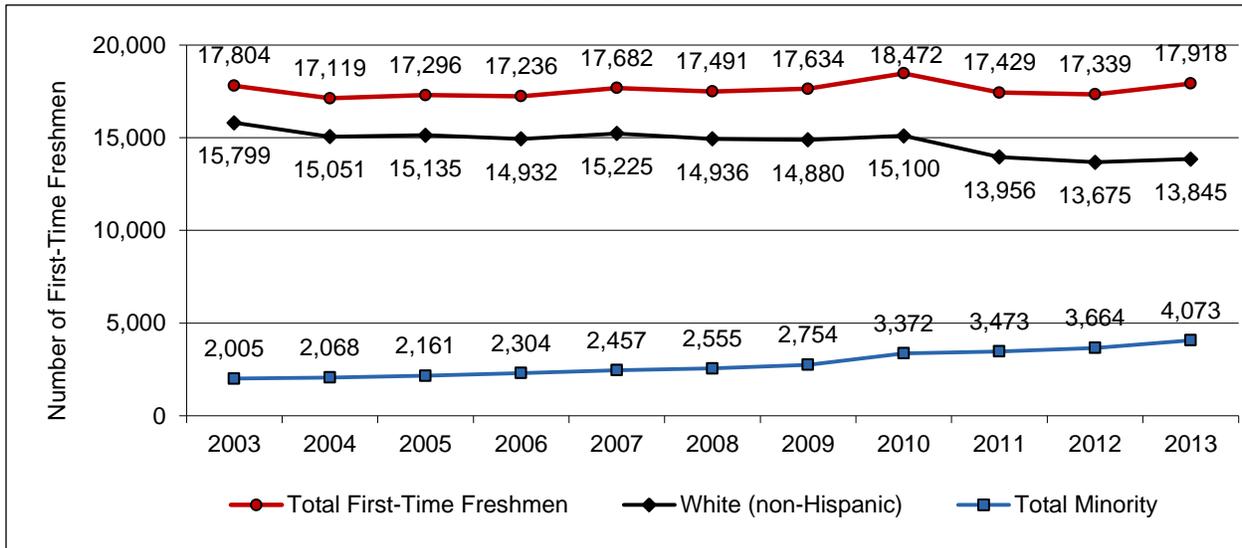
### **Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions**<sup>20</sup>

- As shown in [Figure 1.4.1](#), 17,918 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions in fall 2013, a 0.6% increase from the 17,804 first-time freshmen of known race/ethnicity in fall 2003.
- Between fall 2012 and fall 2013, total first-time freshmen enrollment increased 3.3%.
- 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 2013, 77.3% were white non-Hispanics, while 22.7% were minorities.
- As shown in [Figure 1.4.2](#), higher numbers of Hispanics, black non-Hispanics, and Asians/Pacific Islanders were enrolled in college in fall 2013 than in fall 2003. However, the number of Native-American first-time freshmen decreased from 193 in fall 2003 to 174 in fall 2013.
- The net effect of these changes is there were **2,068 more minority students** attending Nebraska colleges as first-time freshmen in fall 2013 than in fall 2003, an increase of 103.1%. In comparison, there were **1,954 fewer white non-Hispanic** first-time freshmen in fall 2013 than in fall 2003, a decrease of 12.4%.

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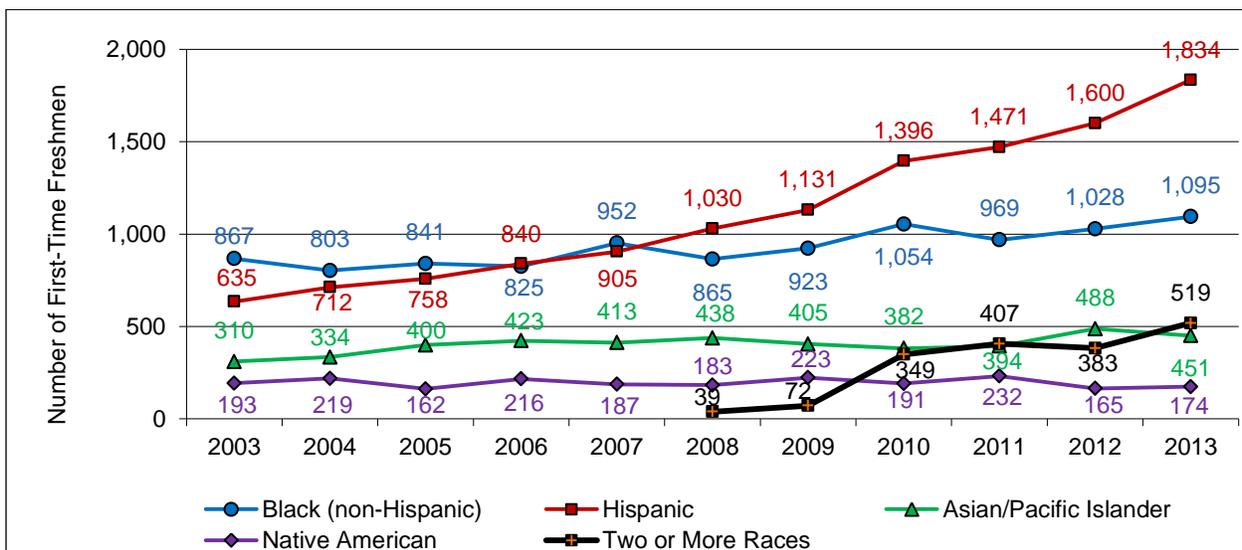
<sup>20</sup> Beginning with the *2015 Progress Report*, students of two or more races are included in the total number of first-time freshmen with known race/ethnicity. The race/ethnic category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnic category until fall 2011 enrollments were reported. Therefore, totals and percentages may have changed from those reported in previous editions of this report. Counts reported in this section do not include non-resident aliens (foreign students) and students of unknown race/ethnicity. Total minority students are defined as students from the following race/ethnic categories: Asian/Pacific Islander, Hispanic, Native American, black (non-Hispanic), and two or more races.

**Figure 1.4.1**  
**Numbers of White Non-Hispanic and Minority First-Time Freshmen**  
**at Nebraska Postsecondary Institutions**  
**Fall 2003 to Fall 2013**



Note. Counts include full-time and part-time students. Counts do not include non-resident aliens (foreign students) and 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, 2003 through 2013 IPEDS enrollment surveys.

**Figure 1.4.2**  
**Numbers of Minority Students Enrolled as First-Time Freshmen**  
**at Nebraska Postsecondary Institutions**  
**Fall 2003 to Fall 2013**



Note. Includes full-time and part-time students. Includes degree-granting and non-degree-granting institutions. The race/ethnic category 'two or more races' was first available in IPEDS for fall 2008 enrollment. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, 2003 through 2013 IPEDS enrollment surveys.

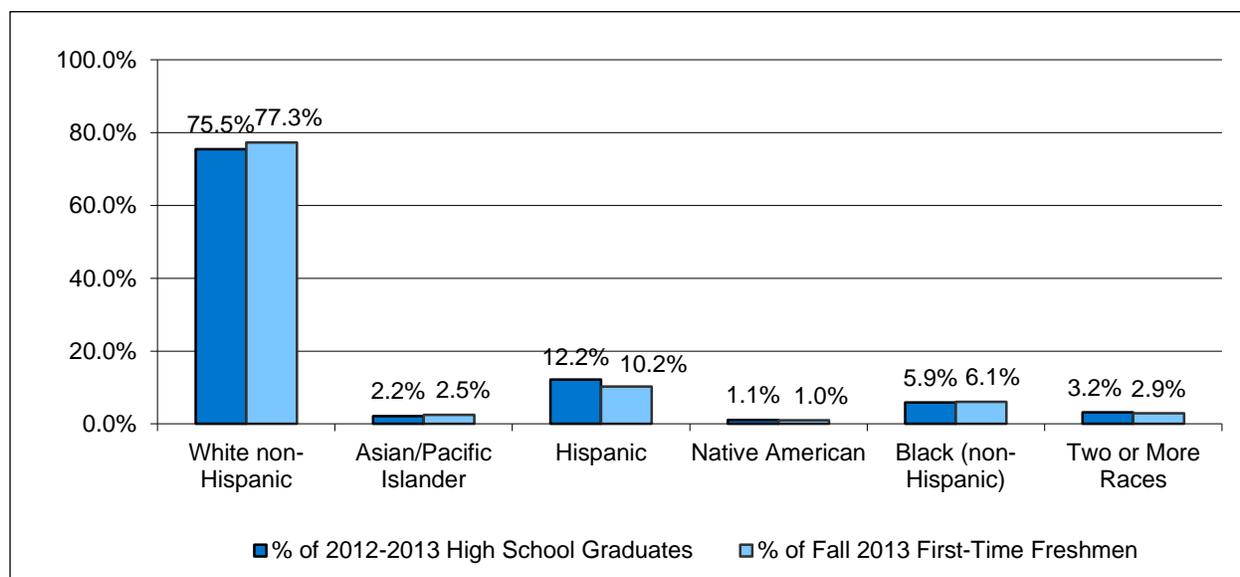
## **Racial/Ethnic Representation in Nebraska’s Postsecondary Education System Fall 2013**

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, and black non-Hispanics graduate from Nebraska high schools as a result of the fact that their graduation rates are significantly lower than the high school graduation rates for white non-Hispanics and students of two or more races.
- As illustrated in [Figure 1.4.3](#), minority students who graduate from high school generally tend to be represented among first-time college freshmen in Nebraska to about the same degree as white non-Hispanics, except for Hispanics, Native Americans, and multiracial students who were slightly underrepresented among first-time freshmen in fall 2013.

**Figure 1.4.3**

**Percentages of 2012–2013 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2013 by Race/Ethnicity**



*Note.* Percentages of high school graduates include graduates of public and nonpublic schools, educational service units, and state-operated schools. Percentages of first-time freshmen include full-time and part-time students, but not foreign students or students of unknown race/ethnicity. See [Table A7.2](#) in [Appendix 7](#) for supporting data. Data sources: Nebraska Department of Education, January 2014, and the National Center for Education Statistics, fall 2013 IPEDS survey.

## **A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2013**

Determining if there was any change between fall 2003 and fall 2012 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 2012–2013 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 2012–2013 to the percentage distributions of first-time freshmen in fall 2003 and fall 2013 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 2013.
2. Asians/Pacific Islanders were overrepresented among first-time freshmen in fall 2003 and fall 2013.
3. Hispanics were more underrepresented in the fall 2013 freshmen class than in 2003.
4. Native Americans were overrepresented in fall 2003 but underrepresented in fall 2013.
5. Black non-Hispanics were less overrepresented in fall 2013 than in fall 2003.
6. Students of two or more races were slightly overrepresented in fall 2011 but were underrepresented in fall 2013.<sup>21</sup>

## **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.

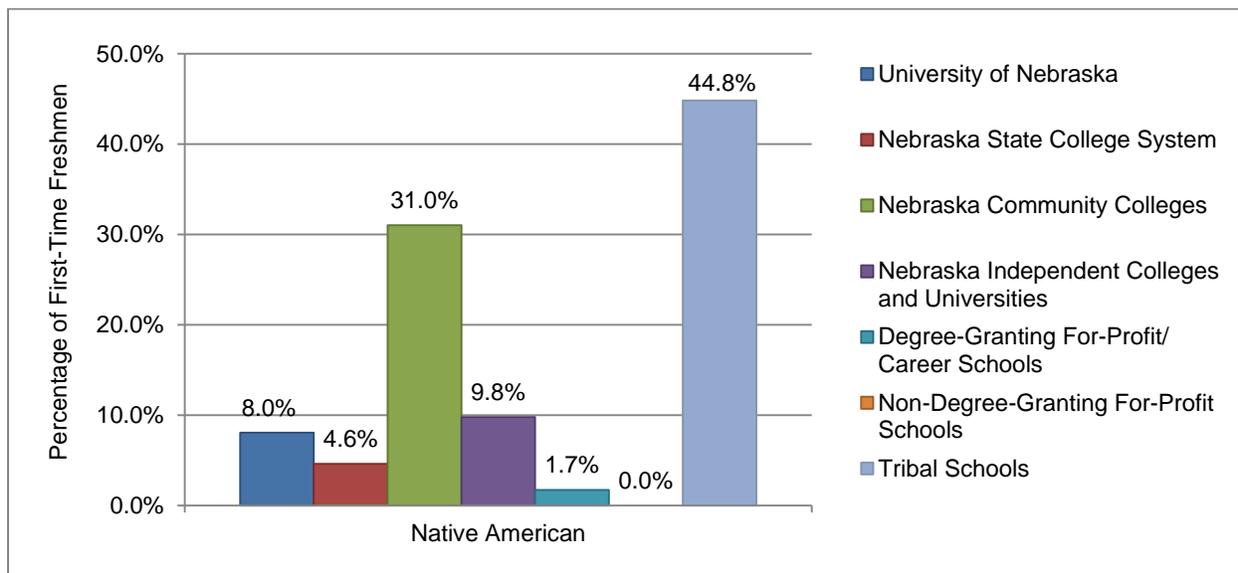
- As shown in Figure 1.4.4 and Table A7.3 in Appendix 7, 78 (44.8%) of the 174 Native Americans who were first-time freshmen in fall 2013 attended Little Priest Tribal College or Nebraska Indian Community College, while 17 (9.8%) chose to enroll at other independent colleges and universities.
- 31.0% (54) of the Native American, first-time freshmen attended the state's community colleges, 4.6% (8) went to Nebraska's state colleges, and 8.0% (14) enrolled at the University of Nebraska in fall 2013. Additionally, 1.7% (3) attended schools in the degree-granting or non-degree-granting, for-profit sectors.

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<sup>21</sup> The race/ethnic 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 2013 cohorts.

Figure 1.4.4

**Nebraska Enrollment of Native American, First-Time Freshmen  
at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions  
Fall 2013**



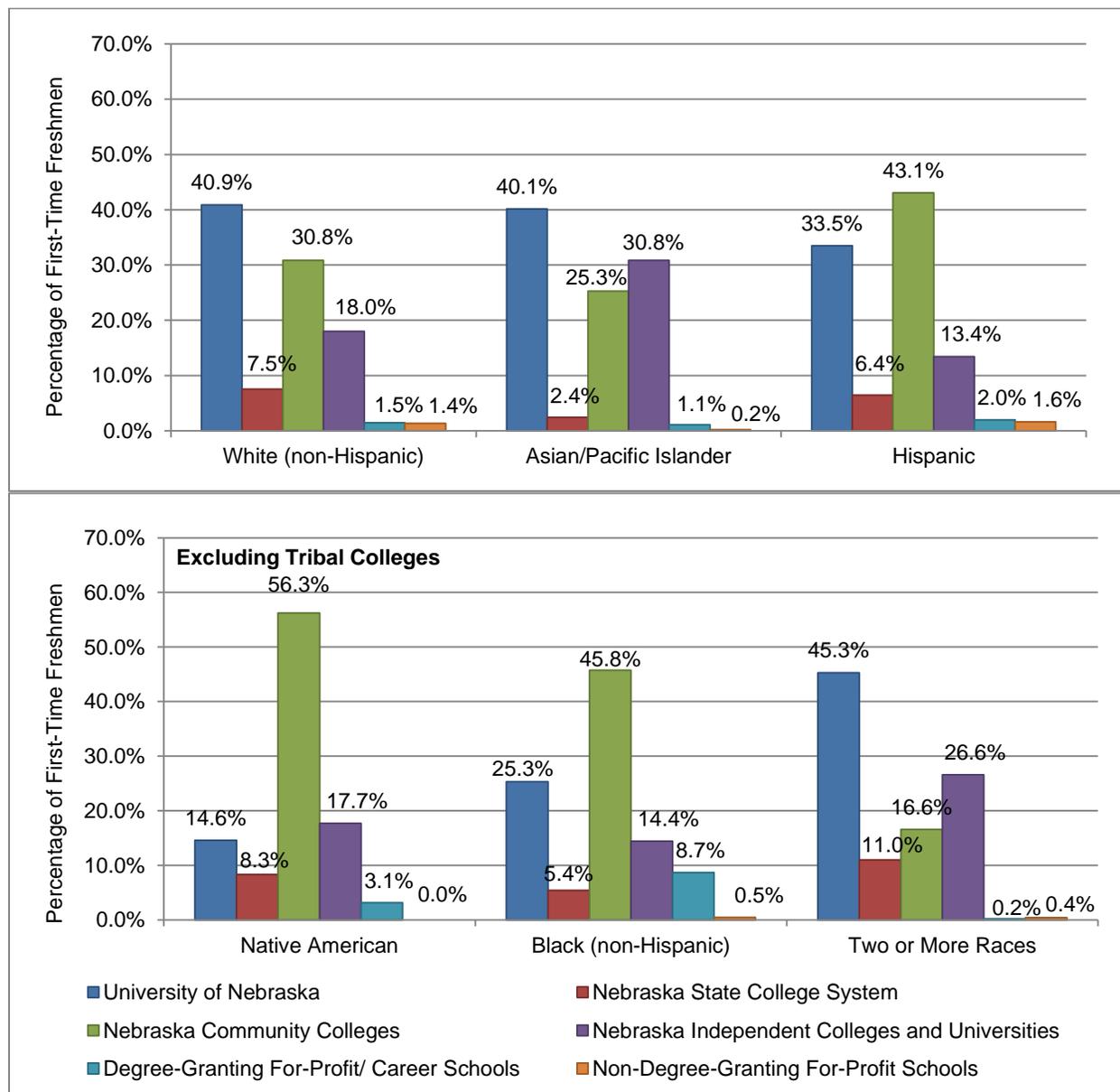
Note. Includes full-time and part-time students. See Table A7.3 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, fall 2013 IPEDS survey.

- 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 2013, 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 2013. 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 2013 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 college, independent institutions, or 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 2013. The enrollments for the remaining black non-Hispanic first-time freshmen were split between the University of Nebraska (25.3%) and the other four sectors (28.9%)
- In fall 2013, multiracial first-time freshmen were most likely to enroll at the University of Nebraska or the independent institutions, 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 2013**



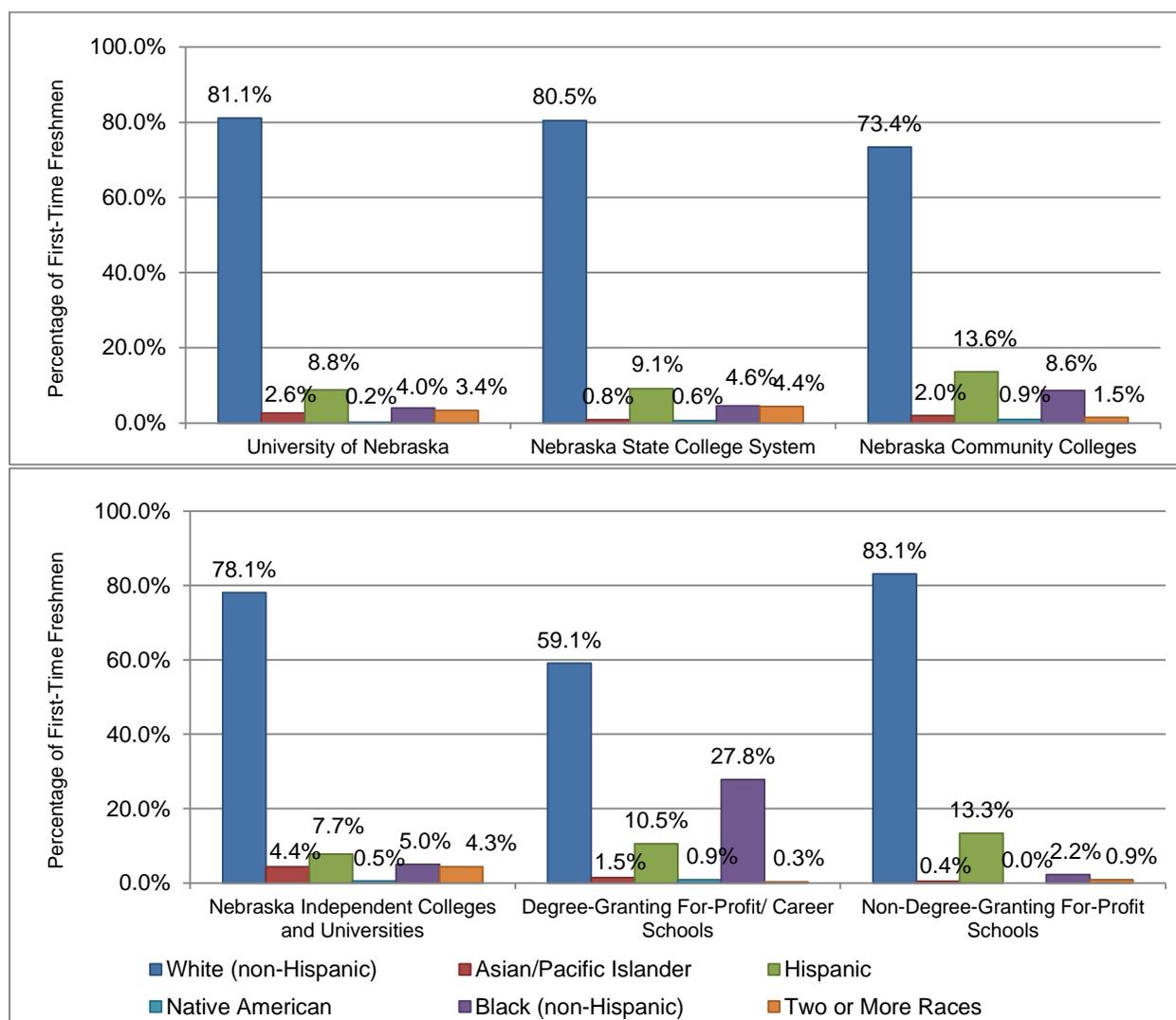
*Note.* Includes full-time and part-time students, but not foreign students or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are excluded from the analysis of Native American enrollments in this table. See [Table A7.3](#) in [Appendix 7](#) for fall 2003 through 2013 data. Data source: National Center for Education Statistics, fall 2013 IPEDS 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 2013, 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 2013 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 2013



*Note.* Includes full-time and part-time students, but not foreign students 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 2012. Data source: National Center for Education Statistics, fall 2013 IPEDS survey

- In the fall of 2013, white non-Hispanics accounted for the highest percentages of first-time freshmen enrolled within every sector. White non-Hispanics accounted for 83.1% of first-time freshmen at the non-degree-granting for-profit schools but only 59.1% at degree-granting for-profit schools.
- Asians/Pacific Islanders accounted for 4.4% of first-time freshmen at the independent colleges/universities (excluding tribal colleges) but only 0.4% at non-degree-granting for-profit schools.
- Hispanics accounted for 13.6% of first-time freshmen at the community colleges and 7.7% at the independent colleges/universities.
- Native Americans accounted for 0.9% of first-time freshmen at the community colleges and at the degree-granting for-profit schools. None of the first-time freshmen at the non-degree-granting for-profit schools were Native American in fall 2013.
- Black non-Hispanics accounted for 27.8% of first-time freshmen at the degree-granting for-profit schools but only 2.2% at the non-degree-granting for-profit schools.
- Multiracial students accounted for 4.4% of first-time freshmen at the state colleges but only 0.3% at the degree-granting for-profit schools.