

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.

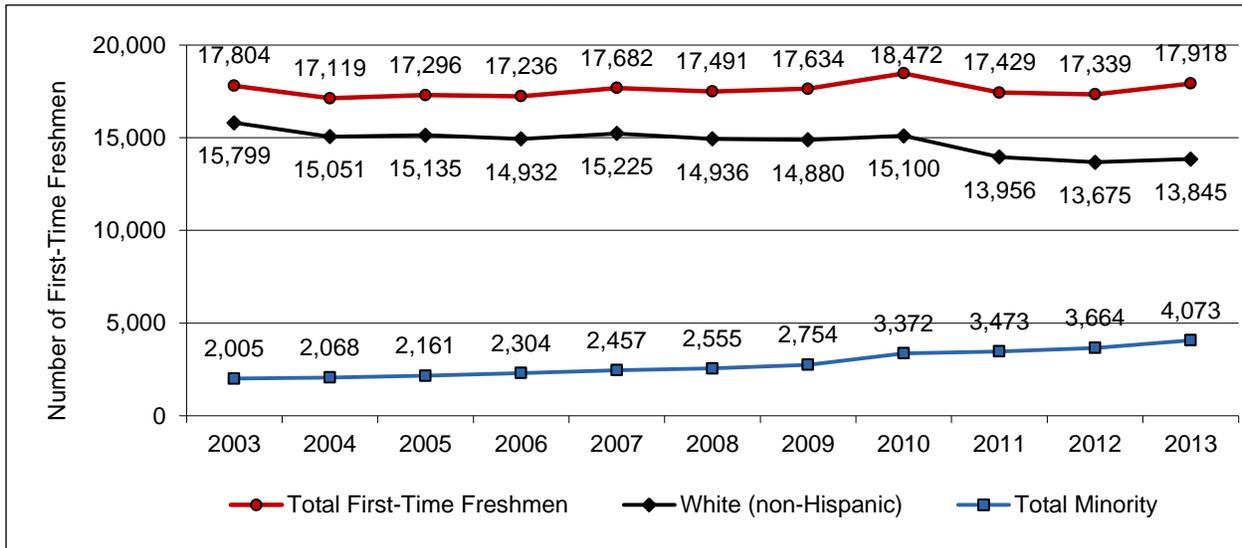
Increasing the number and percentage of students who have been underrepresented in Nebraska's higher education system is another recommended approach to increasing the state's postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis 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 Institutions²⁰

- 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%.

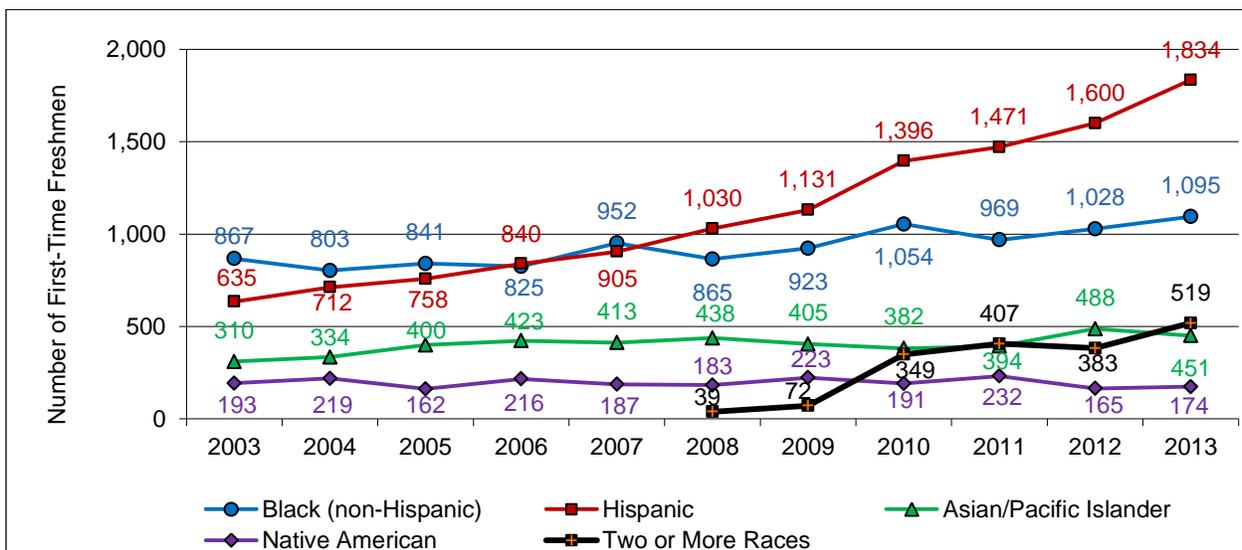
²⁰ Beginning with the *2015 Progress Report*, students of two or more races are included in the total number of first-time freshmen with known race/ethnicity. The race/ethnic category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to 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.

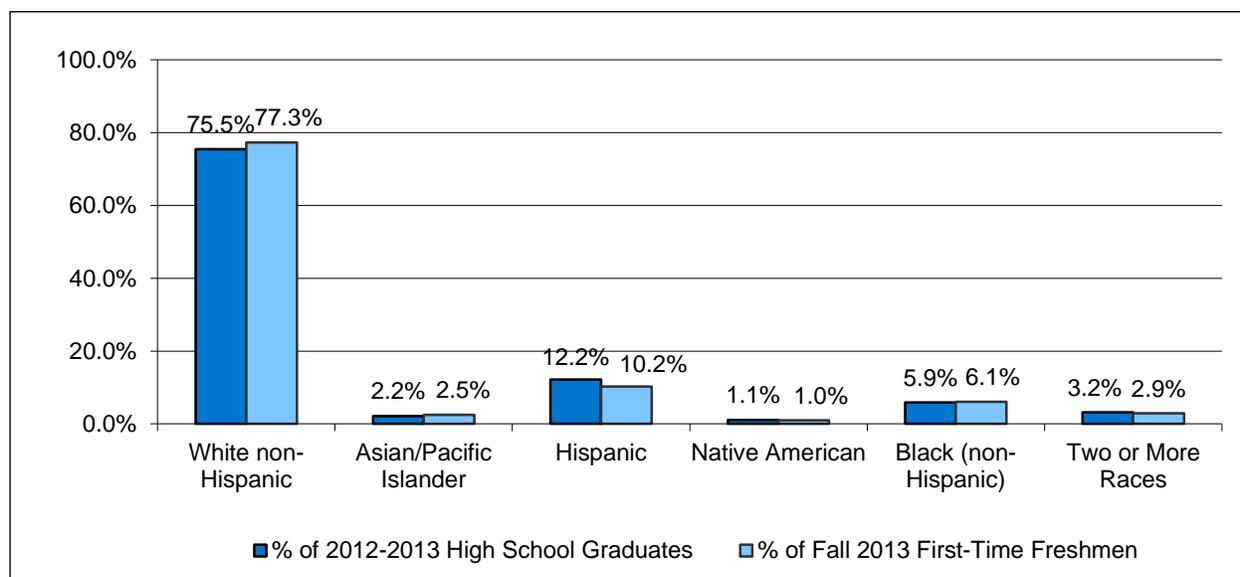
Racial/Ethnic Representation in Nebraska’s Postsecondary Education System Fall 2013

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 2013.²¹

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

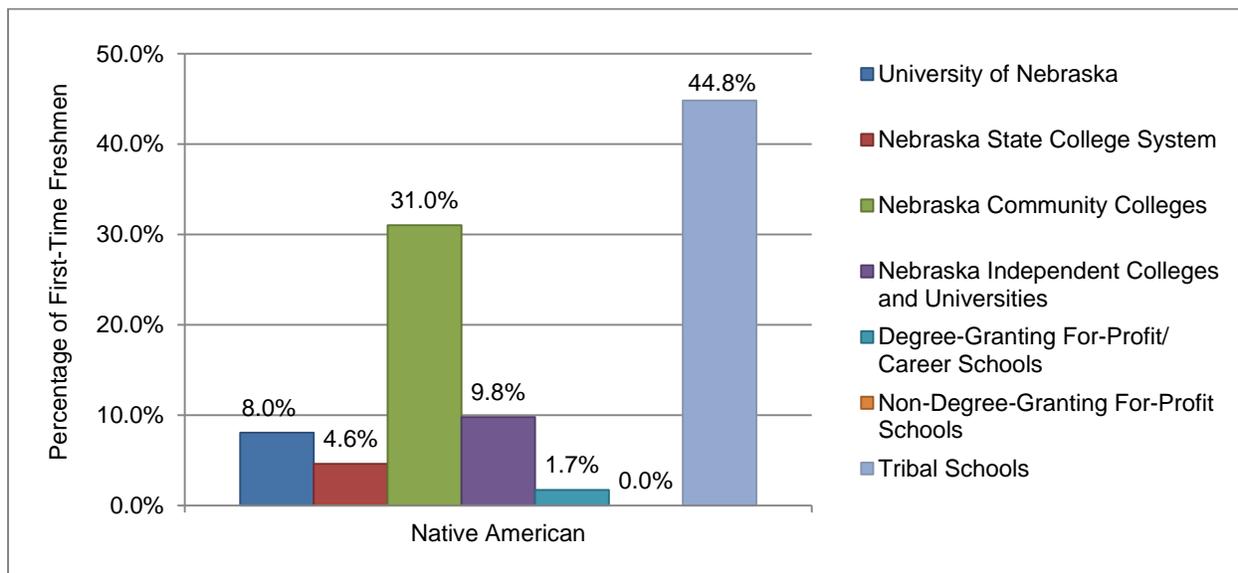
Another approach to analyzing the representation of white non-Hispanics and minorities is to examine the percentage of students in each racial/ethnic group who attend each of the major types of institutions within Nebraska's postsecondary education system. For the purposes of statewide analysis, two 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.

²¹ 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**



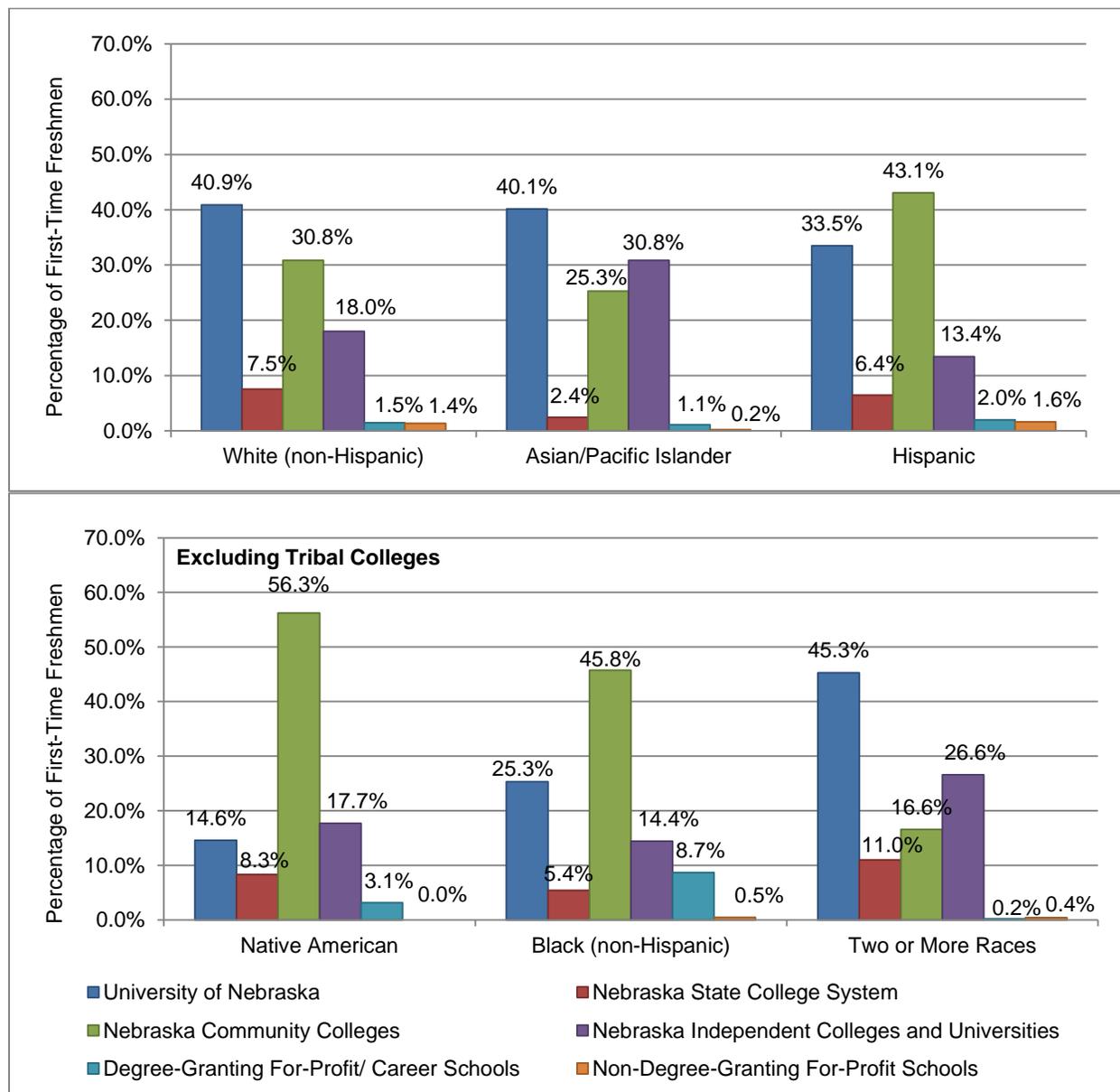
Note. Includes full-time and part-time students. See Table A7.3 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, fall 2013 IPEDS survey.

- 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**



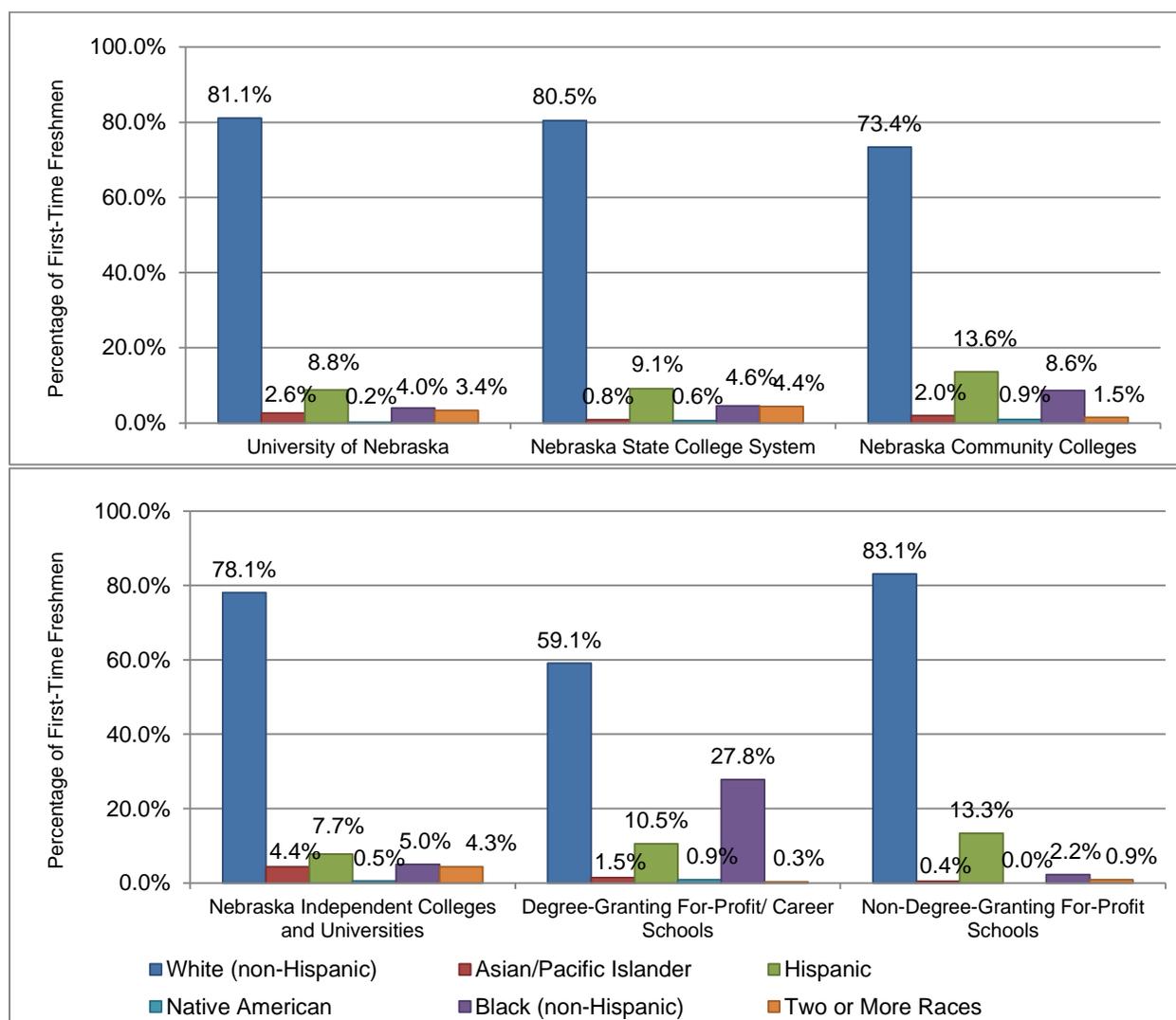
Note. Includes full-time and part-time students, but not foreign students or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are excluded from the analysis of Native American enrollments in this table. See [Table 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.