

Career Education Status of Special Populations in Nebraska Public Secondary Schools and Community Colleges

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Introduction

This report is one component of a research project to examine barriers to success for Special Populations in Nebraska Career Education programs at the secondary and postsecondary levels and to identify opportunities and strategies to overcome these barriers. The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires Nebraska to continue to focus on the performance of Special Populations in career education. Special Populations, as defined by Perkins IV, include English Language Learners (including migrant students), students with disabilities, economically disadvantaged (including foster students), single parents/ displaced homemakers, and students in programs that are non-traditional for their gender.

In initiating this research study, the Nebraska Department of Education recognized that there are career education disparities for Special Populations in the state, and that progress in meeting the career education goals for these groups has been inadequate. This report summarizes current data on the career education status of Special Populations in Nebraska: first, for those groups that are considered to have educational disadvantages, and then for students pursuing career paths that are nontraditional for their gender.

The results of this survey contributed to the development of the project strategic plan: *Overcoming Barriers to Career Education for Special Populations: A Strategic Plan for Nebraska, 2009*. The other companion research reports for this project are *Career Education Plans and Obstacles: A Survey of 9th and 12th Grade Nebraska High School Students, 2009*; and *Career Education Plans and Obstacles: A Survey of Nebraska Community College Students, 2009*. These reports are available upon request from the Nebraska Department of Education, Nebraska Career Education Division.

I. Career Education Outcomes for Special Populations

Consolidated Annual Reports (CAR) are prepared by public secondary and postsecondary schools that receive federal Perkins grant funds. They provide information on achievement, graduation and placement for students who have “concentrated” in a career and technical education program and are eligible to graduate within the program year. This information is presented by Special Population category as well as by race/ethnicity and gender. However, there are no cross classifications among the Special Population, race/ethnicity and gender categories. Since most of the other available data relevant to the career education status do not include the category of “economically disadvantaged,” racial/ethnic minority group data will be used whenever possible as a proxy for that Special Population group. For this report, gender is primarily of interest in the context of nontraditional career paths for girls, discussed later in this report.

Secondary Schools: Achievement, Completions, College Placements

Table 1 presents a recent, four-year summary of outcome measures reported by secondary public schools for students identified as career and technical education (CTE) concentrators. In any program year, these are students who had enrolled and/or completed a sequence of three or more CTE courses (or all of the courses in a CTE program area) and who began the program year at the 12th grade level. Concentrators who are members of Special Population groups tend to have substantially lower levels of academic achievement and secondary placement rates than the total group of concentrators. Career education disparities are also indicated for most racial/ethnic minority groups: compared to white, non-Hispanic concentrators, those identified as American Indian, African American and Hispanic have lower levels of academic achievement and secondary placement rates. For 2006-07, the latest year available at this time, African American CTE concentrators have shown improvement in those outcome measures.

The secondary completion (i.e., graduation) rates for Special Populations and racial/ethnic minority groups are only slightly lower than for concentrators overall. However, the CAR statistics pertain to students who have already achieved the 12th grade level – most school dropouts leave school before then. Table 2, which presents Nebraska public high school dropout rates (9th through 12th grade) for recent years, shows that Hispanic, American Indian and African American students drop out of school at substantially higher rates than for white, non-Hispanic students. A promising trend is the reduction of dropout rates over the four-year period, especially for African American students.

Another reason why the CAR statistics provide only a limited picture of the career education status of Special Populations is that CTE concentrators represent a little less than half of the public high school graduates (see Table 3). Among racial/ethnic groups, African American and Asian/Pacific Islander graduates are least likely to be CTE concentrators, with about one third completing a CTE program. The highest percent of CTE concentrators is for American Indians, accounting for more than half the graduates in that group.

As noted above, the college placement rates for CTE concentrators who graduated the previous year are lower for Special Populations and racial/ethnic minorities than for CTE graduates overall. This disparity is consistent with national data. Because the minority population numbers are relatively small, three-year average college continuation rates were computed from the CAR statistics for the purposes of comparison with national statistics by race/ethnicity and with statewide rates (see Table 4a). Overall, CTE graduates have college continuation rates that are higher than the national and Nebraska statewide rates. However, the college continuation rates for Hispanic and Asian/Pacific Islander CTE graduates are lower than the national rates for those groups. The CAR statistics for Nebraska CTE graduates show that the college continuation disparity for racial/ethnic minorities holds for both two-year and four-year colleges (see Table 4b). For Hispanics, the disparity is much worse at the four-year college level than the two-year level.

Unfortunately, existing data are inadequate to determine the impact of CTE program participation on high school graduation and college continuation rates. We can infer that college continuation is higher for white, non-Hispanic graduates who are CTE concentrators, than those who are not concentrators. However, the explanation might be that students who intend to go to college are more likely to enroll in CTE programs than other students. The college continuation rate disparities for racial-ethnic minorities who are CTE graduates suggest that any positive impact on college placement is limited. Even when placement rates include employment and military, there are still substantial disparities for Special Populations and racial/ethnic minorities (see Table 1).

There are other data that suggest a lower level of disparity in college continuation for racial/ethnic minorities. First-time freshmen enrollment data for Nebraska post-secondary institutions show that most racial/ethnic minority groups are represented in proportion to their numbers among high school graduates in the preceding year (see Table 5). The exception is for Hispanics, who have lower representation among college freshmen than among high school graduates. However, the disparity for Hispanics is not as large as that found in the one-year college continuation rates for CTE concentrators (see Table 2).

The comparisons between racial/ethnic distributions of high school graduates and first-time college freshmen are complicated by the fact that some Nebraska graduates attend college outside the state, and first-time freshmen at Nebraska institutions include some who graduated more than a year ago, as well as a number of out-of-state students. The ratio of first-time freshmen to high school graduates is relatively high (85%, 2005-06) compared to statewide college continuation rates (67%, 2005-06). There are several circumstances that could explain that disparity: Nebraska colleges might be bringing in substantially more out-of-state students than those who leave Nebraska for colleges elsewhere; there might be an increase in the number of first-time freshmen who completed high school more than a year before enrolling; and there also might be a substantial number of first-time freshmen who are not high school graduates who enrolled in a community college program with or without a GED.

Community Colleges: Enrollment Patterns by Race/Ethnicity

The postsecondary career education focus of this study is on Nebraska's six community colleges: Central, Metropolitan, Mid-Plains, Northeast, Southeast and Western Nebraska. These colleges receive federal Perkins grant funds and, through the CAR system, report the status of CTE program concentrators. Approximately one third of Nebraska first-time freshmen are enrolled in community colleges (see Table 6). This percentage is slightly lower for Asian/Pacific Islander students and higher for Hispanic students.

The racial/ethnic profiles of first-time freshmen enrolled at Nebraska community colleges in 2006, reflect the communities they serve (see Table 7). At each college, at least three fourths of these freshmen are white, non-Hispanic. Hispanic students are the most numerous of all minority freshmen groups and number 60 or more at every college except Mid-Plains. The percent of freshmen who are Hispanic is highest at Western Nebraska Community College (18%). Nearly two-thirds of African American freshmen attending community colleges are enrolled at Metropolitan Community College. Southeast Community College is the only other one with more than 20 African American freshmen. Asian/Pacific Islander freshmen are few in number and primarily attend Metropolitan and Southeast community colleges. American Indian freshmen also are very few in number, with the largest group attending Metropolitan (Table 6 shows the percent attending Nebraska Tribal colleges).

The majority of Nebraska community college first-time freshmen who are enrolled for credit are full-time students. Northeast and Mid-Plains community colleges have the highest proportions of full-time enrollments among freshmen, and Metropolitan has the lowest. White, non-Hispanic freshmen generally are more likely than members of racial/ethnic minority groups enroll full time.

A review of 2006 total enrollments at community colleges (see Table 8) shows a similar racial/ethnic profile to that of first-time freshmen. More than half of total enrollments are part-time students. The part-time percent is higher than for first-time freshmen because part-time students take longer than full-time students to complete their awards, thereby increasing their numbers among total enrollments. In addition, total enrollments include many part-time students who are taking courses for the purpose of continued education rather than for an academic award. Racial/ethnic differences in the percent enrolled full-time are small and varied among colleges.

Community Colleges: Achievement, Completions, Placements

The postsecondary CAR data for the years 2003-04 through 2006-07 (see Table 9) provide outcome measures for "concentrators": those who completed at least 50 percent of their CTE program by the start of the program year, or completed a CTE program during that program year (e.g., programs that could be completed in one year or less). There is very little disparity for Special Populations and racial/ethnic minority groups in terms of academic achievement and placement (employment and continued college). The exceptions are lower achievement and placement outcomes in some years for Limited

English Proficiency students and American Indians. Both of these groups are small in size, making their statistics more prone to variability year to year.

Completion rates (percent of concentrators earning a certificate, diploma or degree) are consistently lower for members of racial/ethnic minority groups, and, in most years, lower for Special Population groups other than those identified as Economically Disadvantaged.

Completion rates for CTE concentrators overall are very low – less than one third in each of the years reported in Table 9. One reason for the low rates is the high percent of part-time students. Even if part-time students have completed 50 percent or more of their program, it may take a number of years before they earn their award. Many students also “stop-out” for one or more terms for a variety of reasons. Other students transfer out to other institutions without earning an award.

Community colleges also report, through the IPEDS system, graduation (i.e., completion) rates for cohorts of first-time, full-time freshmen, as the percent who complete their programs in 150 percent of the designated time for that award. Community college students seeking Associate Degrees would need to complete their program in three years to be counted as “graduates.” For the 2003 cohort, only one third graduated within the 150 percent time frame (see Table 10). The graduation rates were lower for racial/ethnic minorities, especially African Americans. These graduation rate trends are similar to the CAR completion rates, although graduation rates are based on a partially different pool of students. IPEDS graduation rates include some students who are not CTE participants (e.g., those enrolled in academic transfer programs), and exclude some CTE participants who did not enroll full-time as first-time freshmen.

Data provided by Metropolitan Community College illustrate that low CAR completion and IPEDS graduation rates reflect the long time it takes many students at community colleges to earn their awards (see Table 11). Among those who received Associate Degrees in the 2006-07 program year, less than 40 percent received them within the 150 percent time frame (three years). More than one-third, took five years or longer to earn the Associate Degree. Likewise, over half of those earning certificates and diplomas took more than two years to obtain them. Overall, for those receiving an Associate Degree, it took a median average of 3.6 years. The time was longest for African American graduates (4.2 years) and lowest for Asian/Pacific Islanders (3.4 years)

The long time-frame for earning community college awards, with a high percentage attending part-time, and some students stopping and starting multiple times, makes it difficult to identify the percent of students who eventually complete a postsecondary career education program. Graduation rates only tell us the percent of first-time, full-time freshmen who completed programs in a fairly short time-frame at that institution. Disparities in these measures for some racial/ethnic groups may reflect any or all of the following possibilities: enrolling for fewer hours, dropping or failing more courses, “stopping-out” more frequently, or higher rates of permanently leaving the college without transferring to another institution.

Community Colleges: Level of Awards

Career education status is reflected in the level of awards based on the designated time to complete the program: Level 1 (less than one year), Level 2 (at least one year, but less than two years), and Level 3 (two years). The 2007-08 IPEDS completion reports for community colleges indicate some strong differences by gender and race/ethnicity in the levels of awards given during the 2006-07 program year (see Table 12).

Altogether, women received slightly more awards than men, but the gender differences were especially large for African American, Asian and American Indian graduates. More than two-thirds of the awards for each gender were at Level 3. However, men who graduated were much more likely than women to earn Level 1 awards, while women were much more likely to earn Level 2 awards. These gender patterns reflect differences in the award levels for career fields traditionally pursued by men and women: e.g., more Level 1 awards in the skilled trades, more Level 2 awards in nursing.

The gender differences for Level 1 and 2 awards apply across racial/ethnic groups. However, both Hispanic men and women graduates were more likely to earn Level 1 awards than any other racial/ethnic group. Excluding American Indians, whose numbers are very small, Hispanic graduates were less likely than others to earn Level 3 awards, although the majority of their awards were at that level.

II. Non-Traditional Career Paths by Gender and Race/Ethnicity

One of the goals of the Perkins grant program is to increase the participation of students in career education programs for occupations that are non-traditional for their gender, i.e., occupations in which their gender represents 25 percent or less of total employment. At the secondary school level, non-traditional career education programs for girls generally have been identified as those in the fields of Agriculture, Industrial Technology and Trades and Industry. For males, non-traditional career programs are in the field of Family and Consumer Sciences. Secondary career education programs for occupations that are not gender-dominated, i.e., are “balanced,” include the fields of Information Technology and Business. This project focuses on barriers to non-traditional career paths for girls because traditionally male occupations are much more likely to be high-demand and high-wage than occupations that are traditionally female.

Secondary Schools: CTE Concentrator Graduates

The CAR reports for secondary schools identify the numbers of male and female students who are “concentrators” or “completers” of programs that are non-traditional for their gender. The data allow for the calculation of the numbers of male and female high school graduates with a concentration in programs that are traditional for their gender, non-traditional for their gender, and balanced. Table 13 presents these numbers as a percent of all high school graduates for the years 2004-05 through 2005-06. Since the patterns of results are similar for each of the reported years, the following descriptions refer to the 2006-07 reports.

CTE concentrators are a little less than half (47%) of all high school graduates. However, male graduates are more likely than female graduates to be CTE concentrators (53% vs. 41%). The percent of graduates who had a CTE concentration in a program non-traditional for their gender is low for both males (6%) and females (8%). However, males were much more likely to have a concentration in traditionally male programs (27%) than females were to have a concentration in traditionally female programs (17%). Males were a little more likely than females to have a concentration in a balanced program (20% vs. 16%).

Public schools differ in the range of career education programs offered, so it is difficult to judge whether girls are less interested than boys in programs traditional for their respective genders, or whether girls have fewer opportunities to take traditional programs. Furthermore, the lack of a CTE concentration cannot be considered as evidence that those graduates were not interested in any CTE program - they may have interest in a program their school does not offer, there may be schedule conflicts, or they may prefer to wait until they attend a postsecondary institution to pursue that career path.

It is evident that both CTE and non-CTE graduates continue on to college at fairly high rates (see Table 4), although the rate for CTE concentrators is a little higher than for graduates overall. The career path implications of being a CTE concentrator in high school – whether traditional, non-traditional or balanced – are not clear: for example, we do not have data on the likelihood that CTE concentrators will continue on in that program area in postsecondary education and employment. What we can conclude from the CAR reports is that neither males nor females show much interest in taking the CTE programs for occupations that are non-tradition for their gender. The examination of postsecondary career education program awards, described below, reveals a similar level of disinterest.

Community Colleges: Program Awards by Gender and Race/Ethnicity

The program areas in which community college graduates receive their awards reflect differences in career field choices both by gender and race/ethnicity. An analysis of a database for the IPEDS 2005-06 completion reports provides the number of awards in programs by race/ethnicity and gender for Nebraska community colleges. These results have been combined for the colleges at the level of the six career clusters in the Nebraska Career Education Model, plus Liberal Arts and Sciences/General Studies (see Table 14).

Among men, there are strong racial/ethnic differences in career field choices. White and Hispanic male graduates, who have fairly similar program award patterns, are three times more likely to earn awards in Industrial, Manufacturing and Engineering Systems (IMES) fields than African American or Asian/Pacific Islander men, and twice as likely as American Indian men. Male graduates from non-Hispanic minority groups are more likely than white and Hispanic men to earn awards in Business, Health Sciences and Liberal Arts and Sciences.

Racial/ethnic differences in program awards among female graduates are smaller, with less distinct patterns. White women are more likely than others to earn a degree in Business. White and Hispanic women are less likely than others to earn awards in Liberal Arts and Sciences. Hispanic and African American women are more likely than others to earn awards in Health Sciences.

The differences between men and women in program awards are strong and, in most cases, apply across racial/ethnic groups. Nearly 60 percent of the awards earned by men are in the IMES field, compared to only three percent of the awards for women. This 20 to 1 IMES disparity means that most other fields are predominately female. Women are eight times more likely than men to earn awards in Health Sciences, three times more likely to earn awards in Human Services, and twice as likely as men to earn awards in Liberal Arts and Sciences. White and Asian /Pacific Islander women are twice as likely as their male counterparts to earn awards in Business.

Gender disparities in community college awards are even more evident when looking at 2006-07 awards at the level of specific programs; in particular, awards in the IMES and Business career cluster areas (see Table 15). The IMES awards reveal the minimal extent to which women pursue career paths in this area, exceeding 15 percent of awards only in Architectural Drafting/CAD and Truck/Bus/Commercial Vehicle Operations. Among the other 21 IMES programs with 10 or more graduates, women reached or exceeded 10 percent of the awards in only five programs.

The Business Marketing and Management career cluster is considered to be a “balanced” field – traditional for neither gender. However, women received 75 percent or more of the awards in all programs except Business Administration and Management (66%) and two other programs with three or fewer graduates. Business Administration and Management awards are primarily Level 3 (78%), and presumably many continue on to pursue a Bachelors degree in business. While the majority of Business awards for both men (89%) and women (59%) are in this program, a substantial proportion of women (29%) earn awards in programs pertaining to secretarial, clerical, administrative assistance, and office support services, compared to only 4 percent of men. These results show that career paths can diverge for men and women even in fields considered to be “balanced”.

**Table 1. Nebraska Secondary CTE Concentrator Performance Statistics 2003-04 to 2006-07
by Special Population Status and Race/Ethnicity**

	Special Populations						Race/Ethnicity				
	Total	Economically Disadvantaged	Limited English Proficiency	Individuals with Disabilities	Single Parent/ Displaced Homemaker	Other Educational Disadvantages	American Indian	African American	Hispanic	Asian/ Pacific Is.	White, non-Hispanic
Number of Concentrators											
2003-04	9543	2076	107	811	205	155	148	311	467	124	8397
2004-05	9286	2042	106	902	199	118	116	268	542	126	8219
2005-06	9618	2141	120	1081	232	122	109	356	621	143	8308
2006-07	9248	2085	119	909	176	132	111	328	608	118	8046
Academic Achievement											
2003-04	69%	59%	45%	44%	63%	27%	59%	49%	48%	74%	70%
2004-05	72%	59%	63%	45%	59%	43%	66%	61%	58%	71%	73%
2005-06	71%	58%	56%	50%	49%	34%	46%	62%	58%	80%	72%
2006-07	69%	64%	60%	40%	64%	40%	55%	73%	51%	79%	70%
Completion Rates											
2003-04	98%	93%	93%	95%	93%	83%	79%	98%	95%	90%	96%
2004-05	98%	96%	92%	94%	96%	91%	91%	98%	95%	94%	98%
2005-06	96%	93%	86%	93%	80%	91%	93%	95%	92%	95%	95%
2006-07	97%	93%	94%	92%	86%	96%	93%	95%	95%	98%	97%
Total Place-ment Rates*											
2002-03	95%	71%	76%	56%	27%	49%	31%	64%	61%	51%	96%
2003-04	96%	77%	65%	59%	33%	55%	87%	88%	85%	85%	96%
2004-05	96%	77%	65%	59%	33%	40%	53%	57%	65%	44%	96%
2005-06	97%	73%	63%	63%	45%	44%	48%	81%	71%	53%	97%
College Place-ment Rates**											
2002-03	77%	50%	48%	33%	15%	24%	23%	50%	42%	43%	79%
2003-04	75%	46%	21%	32%	16%	27%	38%	65%	47%	75%	76%
2004-05	74%	48%	24%	34%	23%	22%	29%	43%	36%	35%	77%
2005-06	77%	49%	26%	33%	27%	22%	27%	59%	44%	46%	80%

* (from following year report): college, advanced training, military and/or employment

** (from following year report): college and advanced training

Sources: Nebraska Career and Technical Education, Consolidated Annual Report (CAR), secondary schools:
2003-04, 2004-05, 2005-06, 2006-07

Table 2 . Nebraska Public High School Four-Year Dropout Rates by Race/Ethnicity

Year	Total	White*	Hispanic	African American*	American Indian	Asian/ Pacific Islander
2003-04	13.5%	9.7%	36.4%	36.5%	44.9%	9.1%
2004-05	12.9%	9.0%	33.1%	37.1%	41.9%	10.5%
2005-06	11.9%	8.1%	32.3%	31.6%	41.6%	10.1%
2006-07	11.6%	7.7%	31.3%	29.3%	39.9%	9.4%

*non-Hispanic

Source: Nebraska's Coordinating Commission for Postsecondary Education - *2008 Progress Report*

Table 3. Nebraska Total Public High School Graduates and CTE Concentrator Graduates by Race/Ethnicity

Year		Total	White*	Hispanic	African American*	American Indian	Asian/Pacific Islander
2003-04	Public School graduates	19,462	17,211	890	884	168	309
	CTE Concentrator Graduates	9,353	8,019	443	305	117	112
	% CTE Concentrator	48%	47%	50%	35%	70%	36%
2004-05	Public School graduates	19,225	16,825	1,076	821	179	324
	CTE Concentrator Graduates	9,075	8,052	516	263	105	119
	% CTE Concentrator	47%	48%	48%	32%	59%	37%
2005-06	Public School graduates	18,918	16,389	1,119	892	181	337
	CTE Concentrator Graduates	9,226	7,907	572	338	101	136
	% CTE Concentrator	49%	48%	51%	38%	56%	40%
2006-07	Public School graduates	19,061	16,306	1,144	1,093	191	327
	CTE Concentrator Graduates	8,944	7,802	578	313	103	116
	% CTE Concentrator	47%	48%	51%	29%	54%	35%

* non-Hispanic

Sources: Nebraska's Coordinating Commission for Postsecondary Education - *2008 Progress Report*, and Nebraska Career and Technical Education, Consolidated Annual Report (CAR), secondary schools: 2003-04, 2004-05, 2005-06, 2006-07

Table 4. College Continuation Rates for Nebraska CTE Concentrators

4a. College Continuation Rates* for Nebraska CTE completers and U.S. high school graduates by Race/Ethnicity

	CTE Concentrators who graduated, 2003-04 to 2005-06	CTE grad average college continuation rate, 2003-04 to 2005-06	National college continuation rate, 2006	Nebraska College Continuation Rate, 2006
White, non-Hispanic	23978	78%	67%	NA
Asian/ Pacific Is.	367	48%	82%	NA
Hispanic	1531	41%	58%	NA
American Indian	323	30%	NA	NA
African American	906	54%	55%	NA
Total**	27654	75%	67%	67%

*Placement within one year of graduation

**includes race/ethnicity unknown

4b. College Placement* Level for Nebraska CTE Completers by Race/Ethnicity

	CTE grads 2003-04 to 2005-06, total college placements	2 year college	4 year college	Total
White, non-Hispanic	18666	44%	56%	100%
Asian/ Pacific Is.	174	31%	69%	100%
Hispanic	631	55%	45%	100%
American Indian	98	44%	56%	100%
African American	489	41%	59%	100%
Total**	20807	44%	56%	100%

*Placement within one year of graduation

**includes race/ethnicity unknown

Sources:

Nebraska Career and Technical Education, Consolidated Annual Report (CAR), secondary schools: 2003-04, 2004-05, 2005-06, 2006-07

U.S. Department of Labor, Bureau of Labor Statistics, USDL 07-0604, April 26, 2007

Nebraska's Coordinating Commission for Postsecondary Education - 2008 Progress Report based on Nebraska Department of Education data and IPEDS fall surveys, 2004 and 2006

Table 5. Distributions of Nebraska High School Graduates and First-time College Freshmen by Race/Ethnicity

	Nebraska High School Graduates		Nebraska Institution First time Freshmen		First Time Freshmen/ High School Graduates Ratio
	2002-03	% of high school graduates	Fall 2003	% Nebraska freshmen	
White, non-Hispanic	19,704	89.7%	18,086	89.2%	0.92
Asian/ Pacific Is.	334	1.5%	365	1.8%	1.09
Hispanic	836	3.8%	696	3.4%	0.83
American Indian	177	0.8%	203	1.0%	1.15
African American	921	4.2%	922	4.5%	1.00
Total	21,972	100%	20,272	100%	0.92
	2003-04		Fall 2004		
White, non-Hispanic	19,290	88.8%	16,586	88.3%	0.86
Asian/ Pacific Is.	349	1.6%	373	2.0%	1.07
Hispanic	960	4.4%	752	4.0%	0.78
American Indian	182	0.8%	226	1.2%	1.24
African American	937	4.3%	840	4.5%	0.90
Total	21,718	100%	18,777	100%	0.86
	2004-05		Fall 2005		
White, non-Hispanic	19,037	87.9%	16,310	87.8%	0.86
Asian/ Pacific Is.	367	1.7%	434	2.3%	1.18
Hispanic	1,148	5.3%	797	4.3%	0.69
American Indian	203	0.9%	168	0.9%	0.83
African American	892	4.1%	876	4.7%	0.98
Total	21,647	100%	18,585	100%	0.86
	2005-06		Fall 2006		
White, non-Hispanic	18,448	87.1%	15,604	86.9%	0.85
Asian/ Pacific Is.	382	1.8%	439	2.4%	1.15
Hispanic	1,186	5.6%	861	4.8%	0.73
American Indian	202	1.0%	217	1.2%	1.07
African American	970	4.6%	839	4.7%	0.86
Total	21,188	100%	17,960	100%	0.85

Note: Counts include first-time freshman at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions, and include full and part-time students. Counts include out-of-state students, but do not include foreign students or students of unknown race/ethnicity.

Source: Nebraska's Coordinating Commission for Postsecondary Education - 2008 Progress Report, Table A7.3, based on data from Nebraska Department of Education, January 2008, and Fall 2003, 2004, 2005 and 2006 IPEDS surveys.

Table 6.

**Nebraska First-Time Freshmen College Enrollments, Fall 2006
by College Sector and Race/Ethnicity**

	Total First- Time Freshmen	Community Colleges	Tribal College	Private Career School	4 year colleges and universities	Total
White*	15,604	33%	0%	6%	61%	100%
Asian/Pacific Islander	439	27%	0%	3%	70%	100%
Hispanic	861	44%	0%	4%	52%	100%
American Indian	217	30%	21%	7%	42%	100%
African American*	839	37%	0%	22%	41%	100%
Total	17,960	34%	<1%	6%	60%	100%

*non-Hispanic

Source: Nebraska's Coordinating Commission for Postsecondary Education - *2008 Progress Report*, Table A7.4

Table 7. Community College First-Time Freshmen Total and Full-Time Enrollments, Fall 2006 by College and Race/Ethnicity

	White*	Asian/ Pacific Islander	Hispanic	American Indian	African American*	Total known race
7a. Total First-Time Enrollment Numbers						
Central Community College	762	18	75	3	12	870
Metropolitan Community College	1193	55	103	28	197	1576
Mid-Plains Community College	231	0	10	6	16	263
Northeast Community College	705	4	61	10	11	791
Southeast Community College	2040	40	67	8	56	2211
Western Nebraska Community College	283	2	66	10	14	375
Total	5214	119	382	65	306	6086
7b. Total First-Time Freshmen Distribution						
Central Community College	88%	2%	9%	<1%	1%	100%
Metropolitan Community College	76%	3%	7%	2%	13%	100%
Mid-Plains Community College	88%	0%	4%	2%	6%	100%
Northeast Community College	89%	1%	8%	1%	1%	100%
Southeast Community College	92%	2%	3%	<1%	3%	100%
Western Nebraska Community College	75%	1%	18%	3%	4%	100%
Total	86%	2%	6%	1%	5%	100%
7c. Percent of First-Time Freshmen Enrolled Full Time						
Central Community College	78%	50%	61%	**	50%	76%
Metropolitan Community College	63%	65%	49%	54%	50%	60%
Mid-Plains Community College	88%	**	100%	**	100%	89%
Northeast Community College	92%	**	74%	100%	82%	91%
Southeast Community College	72%	55%	55%	38%	48%	70%
Western Nebraska Community College	78%	**	85%	70%	100%	80%
Total	74%	61%	64%	65%	56%	73%

*non-Hispanic

** number of students too small for calculation

Source: Data provided by Nebraska's Coordinating Commission for Postsecondary Education

Table 8. Nebraska Community College Total and Full-Time Enrollment, Fall 2006 by Race/Ethnicity

	White*	Asian/ Pacific Islander	Hispanic	American Indian	African American*	Total Race Known	Total enroll- ment**
8a. Total enrollment							
Central Community College	5,548	79	413	22	50	6,112	6,543
Metropolitan Community College	11,013	512	805	114	1,606	14,050	14,098
Mid Plains Community College	2,735	9	71	18	40	2,873	3,030
Northeast Community College	4,968	22	177	47	44	5,258	5,261
Southeast Community College	8,665	221	249	38	255	9,428	9,594
Western Nebraska Community College	1,358	12	228	28	32	1,658	1,918
Total Nebraska Community Colleges	34,287	855	1,943	267	2,027	39,379	40,444
8b. Distribution of Total Enrollment							
Central Community College	91%	1%	7%	<1%	1%	100%	
Metropolitan Community College	78%	4%	6%	1%	11%	100%	
Mid Plains Community College	95%	<1%	2%	1%	1%	100%	
Northeast Community College	94%	<1%	3%	1%	1%	100%	
Southeast Community College	92%	2%	3%	<1%	3%	100%	
Western Nebraska Community College	82%	1%	14%	2%	2%	100%	
Nebraska Community Colleges	87%	2%	5%	1%	5%	100%	
8c. Percent Enrolled Full-Time							
Central Community College	34%	29%	32%	41%	36%	34%	34%
Metropolitan Community College	39%	43%	37%	44%	35%	39%	39%
Mid Plains Community College	35%	<1%	42%	44%	80%	36%	35%
Northeast Community College	40%	50%	49%	40%	64%	41%	41%
Southeast Community College	51%	40%	45%	50%	38%	50%	50%
Western Nebraska Community College	44%	50%	50%	39%	84%	45%	46%
Total Nebraska Community Colleges	41%	41%	40%	43%	38%	41%	41%

*non-Hispanic

**Includes non-resident aliens and race/ethnicity unknown

Source: Nebraska's Coordinating Commission for Postsecondary Education -
Factual Look at Higher Education, 2007

Table 9. Nebraska Postsecondary CTE Concentrator Performance Statistics 2003-04 to 2006-07

	Special Populations						Race/Ethnicity				
	Total	Economically Disadvantaged	Limited English Proficiency	Individuals with Disabilities	Single Parent/ Displaced Homemaker	Other Educational Disadvantages	American Indian	African American	Hispanic	Asian/ Pacific Is.	White, non-Hispanic
Postsecondary Concentrators											
2003-04	13,560	4,048	44	507	288	3,036	75	613	388	241	12,024
2004-05	13,480	4,005	43	459	264	2,629	69	598	402	232	11,956
2005-06	13,167	3,557	48	451	691	3,342	69	567	406	246	11,739
2006-07	15,285	3,860	79	466	734	2,291	90	611	667	266	13,327
Postsecondary Academic Achievement											
2003-04	91%	86%	75%	75%	91%	88%	92%	92%	86%	90%	92%
2004-05	92%	92%	86%	89%	91%	87%	81%	93%	87%	91%	92%
2005-06	92%	90%	98%	88%	83%	82%	84%	92%	90%	89%	92%
2006-07	94%	95%	49%	94%	95%	92%	81%	95%	84%	96%	94%
Postsecondary Completion Rates											
2003-04	30%	26%	18%	27%	26%	25%	21%	20%	22%	24%	31%
2004-05	30%	29%	28%	22%	36%	30%	26%	16%	26%	20%	31%
2005-06	31%	31%	33%	25%	23%	25%	22%	22%	32%	20%	32%
2006-07	26%	31%	14%	23%	24%	11%	18%	17%	20%	18%	27%
Postsecondary Placement Rates*											
2002-03	89%	95%	100%	60%	89%	88%	58%	89%	68%	81%	87%
2003-04	91%	89%	83%	89%	86%	88%	78%	92%	88%	95%	91%
2004-05	87%	82%	33%	92%	91%	96%	63%	92%	82%	78%	87%
2005-06	92%	89%	100%	87%	89%	92%	100%	90%	92%	92%	92%

*from following year report

Sources: Nebraska Career and Technical Education, Consolidated Annual Report (CAR), postsecondary schools: 2003-04, 2004-05, 2005-06, 2006-07

Table 10. Nebraska Community College Graduation Rates by Race/Ethnicity

	2000 Cohort	2002-03 Graduates	Graduation Rate	2003 Cohort	2005-06 Graduates	Graduation Rate
White*	4093	1625	40%	4762	1600	34%
Asian/Pacific Islander	49	11	22%	70	15	21%
Hispanic	128	23	18%	163	42	26%
American Indian	30	7	23%	32	5	16%
African American*	142	21	15%	178	16	9%
Total**	4564	1723	38%	5458	1717	6%

*non-Hispanic

**includes race/ethnicity unknown

Note: Graduation rates are calculated as the percent of the cohorts of first-time, full-time freshmen from the Summer and Fall of 2000 and 2003 who graduated 150% of the normal time: 1.5 years for certificates/diplomas and 3 years for Associate Degrees.

Source: Nebraska's Coordinating Commission for Postsecondary Education - *2008 Progress Report*, Tables A10.1, A10.6

**Table 11. Years to Graduate
Metropolitan Community College, 2007**

Years to Graduate		Specialists Diploma		Certificates		Associates Degrees	
		Number	Percent	Number	Percent	Number	Percent
1	21	15%	14	9%	28	3%	
2	32	23%	32	20%	120	12%	
3	23	16%	38	23%	243	24%	
4	10	7%	17	10%	171	17%	
5	7	5%	14	9%	104	10%	
6	5	4%	9	5%	72	7%	
7	4	3%	1	1%	44	4%	
8	2	1%	3	2%	22	2%	
9	6	4%	6	4%	29	3%	
10	1	1%	6	4%	29	3%	
11	1	1%	3	2%	13	1%	
12	1	1%	4	2%	15	2%	
13	0	0%	4	2%	12	1%	
14	3	2%	2	1%	6	1%	
15	4	3%	0	0%	8	1%	
16	1	1%	1	1%	15	2%	
17	2	1%	2	1%	9	1%	
18	0	0%	1	1%	3	0%	
19	4	3%	1	1%	7	1%	
20	0	0%	0	0%	4	0%	
21	4	3%	0	0%	1	0%	
22	4	3%	1	1%	9	1%	
23	4	3%	1	1%	6	1%	
24	0	0%	0	0%	4	0%	
25 +	3	2%	4	2%	26	3%	
Grand Total	142	100%	164	100%	1000	100%	
Median	2.8 years		Median	2.9 years	Median	3.6 years	
	% 2 years or less:	37%	% 2 years or less	28%	% 3 years or less	39%	

11b. Median Average Years to Graduate with Associates Degree by Race/Ethnicity

	Median Years to Graduate	Number of Associate Degree Awards
White*	3.6	800
Asian/Pacific Islander	3.4	34
Hispanic	3.7	36
African American*	4.2	124
American Indian	**	5
race/ethnicity unknown	**	1
Total	3.6	1000

*non-Hispanic

** number of students too small for calculation

Source: Calculated from data provided by Metropolitan Community College. July 2008

Table 12. Community College Awards by Level, Gender and Race/Ethnicity, 2006-07

		White*	Asian/ Pacific Islander	American Indian	Hispanic	African American*	Total**
Males	% of Awards						
	Level 1	17%	14%	11%	29%	12%	17%
	Level 2	10%	7%	22%	8%	13%	10%
	Level 3	73%	79%	67%	63%	74%	73%
	Total	100%	100%	100%	100%	100%	100%
	Number	2389	28	9	89	82	2634
Females	% of Awards						
	Level 1	8%	2%	0%	19%	7%	9%
	Level 2	22%	29%	50%	22%	17%	22%
	Level 3	70%	69%	50%	59%	76%	69%
	Total	100%	100%	100%	100%	100%	100%
	Number	2700	49	18	94	138	3047
Total	% of Awards						
	Level 1	12%	6%	4%	24%	9%	13%
	Level 2	16%	21%	41%	15%	15%	17%
	Level 3	71%	73%	56%	61%	75%	71%
	Total	100%	100%	100%	100%	100%	100%
	Number	5089	77	27	183	220	5681

* non-Hispanic

** Includes race/ethnicity unknown and foreign students

Source: IPEDS 2007-08 Survey Completion Reports provided by each Community College

**Table 13. Nebraska Public High School Graduates: 2004-05 to 2006-07
by Gender, CTE Concentrators Status and Traditional Status of CTE Program**

	Male		Female		Total	
	Number of Graduates	% of graduates	Number of Graduates	% of graduates	Number of Graduates	% of graduates
2004-05						
CTE Concentrator Graduates						
by Program;						
Traditional for Males	2,756	29%	682	7%	3,438	18%
Traditional for Females	578	6%	1,721	18%	2,299	12%
"Balanced" by gender	1,734	18%	1,604	17%	3,338	17%
Total CTE graduates	5,068	53%	4,007	42%	9,075	47%
Non CTE Graduates	4,566	47%	5,584	58%	10,150	53%
Total High School Graduates	9,634	100%	9,591	100%	19,225	100%
2005-06						
CTE Concentrator Graduates						
by Program;						
Traditional for Males	2,907	31%	822	9%	3,729	20%
Traditional for Females	702	7%	1,660	17%	2,362	12%
"Balanced" by gender	1,666	18%	1,469	15%	3,135	17%
Total CTE graduates	5,275	56%	3,951	41%	9,226	49%
Non CTE Graduates	4,113	44%	5,579	59%	9,692	51%
Total High School Graduates	9,388	100%	9,530	100%	18,918	100%
2006-07						
CTE Concentrator Graduates						
by Program;						
Traditional for Males	2,575	27%	711	8%	3,286	17%
Traditional for Females	545	6%	1,595	17%	2,140	11%
"Balanced" by gender	1,968	20%	1,550	16%	3,518	18%
Total CTE graduates	5,088	53%	3,856	41%	8,944	47%
Non CTE Graduates	4,540	47%	5,577	59%	10,117	53%
Total High School Graduates	9,628	100%	9,433	100%	19,061	100%

Sources: Nebraska Career and Technical Education, Consolidated Annual Report (CAR), secondary schools:
2004-05, 2005-06, 2006-07

Nebraska's Coordinating Commission for Postsecondary Education - *2008 Progress Report*

Table 14. Nebraska Community College Program Awards by Career Cluster Area, Race/Ethnicity and Gender, 2004-05						
distribution of awards by program area						
Program Career Cluster Area	White*	Asian/ Pacific Islander	American Indian	Hispanic	African American*	Total**
	Men	Men	Men	Men	Men	Men
Environmental and Agricultural Systems	8%	0%	0%	1%	1%	7%
Business Marketing & Management	8%	7%	25%	11%	22%	9%
Communication & Information Systems	8%	26%	0%	5%	17%	8%
Health Sciences	4%	19%	0%	5%	8%	4%
Human Services & Resources	5%	4%	8%	4%	8%	5%
Industry, Manufacturing and . Engineering Systems (IMES)	61%	19%	33%	66%	18%	59%
Liberal Arts & Sciences, General . Studies & Humanities	8%	26%	33%	8%	25%	9%
Total	100%	100%	100%	100%	100%	100%
Number of awards	2585	27	12	100	72	2839
	White*	Asian/ Pacific Islander	American Indian	Hispanic	African American*	Total**
	Women	Women	Women	Women	Women	Women
Environmental and Agricultural Systems	3%	4%	0%	0%	1%	2%
Business Marketing & Management	23%	14%	13%	15%	17%	22%
Communication & Information Systems	7%	10%	9%	4%	2%	6%
Health Sciences	33%	30%	13%	32%	27%	32%
Human Services & Resources	15%	12%	17%	29%	24%	15%
Industry, Manufacturing and . Engineering Systems (IMES)	3%	0%	0%	8%	0%	3%
Liberal Arts & Sciences, General . Studies & Humanities	17%	30%	48%	12%	29%	18%
Total	100%	100%	100%	100%	100%	100%
Number of awards	2659	50	23	105	132	3012
	White*	Asian/ Pacific Islander	American Indian	Hispanic	African American*	Total**
	Total	Total	Total	Total	Total	Total
Environmental and Agricultural Systems	5%	3%	0%	0%	1%	5%
Business Marketing & Management	16%	12%	17%	13%	19%	16%
Communication & Information Systems	7%	16%	6%	4%	7%	7%
Health Sciences	18%	26%	9%	19%	20%	19%
Human Services & Resources	10%	9%	14%	17%	19%	10%
Industry, Manufacturing and . Engineering Systems (IMES)	31%	6%	11%	36%	6%	30%
Liberal Arts & Sciences, General . Studies & Humanities	12%	29%	43%	10%	27%	13%
Total	100%	100%	100%	100%	100%	100%
Number of awards	5244	77	35	205	204	5851
* non-Hispanic						
**includes race/ethnicity unknown and foreign students						
Source: National Center for Education Statistics, IPEDS data file 2005-06 Reports						

Table 15. Nebraska Community College Awards in IMES and Business Fields by Gender, 2006-07					
	# of Awards		% of Awards		
15a. Awards in Industry, Manufacturing & Engineering Systems (IMES)	Men	Women	Men	Women	Total
Airframe Mechanics and Aircraft Maintenance Technology/Technician	11	1	92%	8%	100%
Architectural Drafting and Architectural CAD/CADD	47	11	81%	19%	100%
Autobody/Collision and Repair Technology/Technician	163	5	97%	3%	100%
Automobile/Automotive Mechanics Technology/Technician	151	5	97%	3%	100%
Building/Construction Finishing, Management & Inspection, Other	138	3	98%	2%	100%
Civil Engineering Technology/Technician	13	2	87%	13%	100%
Construction Trades, General	12	2	86%	14%	100%
Diesel Mechanics Technology/Technician	85	0	100%	0%	100%
Drafting and Design Technology/Technician, General	37	4	90%	10%	100%
Electrical and Power Transmission Installation/Installer, General	7	0	100%	0%	100%
Electrical and Power Transmission Installation/Installer, General	4	0	100%	0%	100%
Electrical/electronic/communications; Engr Technology/Technician	130	0	100%	0%	100%
Electrician	68	2	97%	3%	100%
Electromechanical Technology/Electromechanical Engineering Tech	19	0	100%	0%	100%
Engineering, general	1	0	100%	0%	100%
Heating/AC/Ventilation/Refrig Maint Technology/Technician	82	0	100%	0%	100%
Heavy/Industrial Equipment Maintenance Technologies, Other	21	3	88%	13%	100%
Industrial Mechanics and Maintenance Technology	19	1	95%	5%	100%
Lineworker	72	2	97%	3%	100%
Machine Tool Technology/Machinist	58	0	100%	0%	100%
Manufacturing Technology/Technician	16	0	100%	0%	100%
Mechanic and Repair Technologies/Technicians, Other	1	0	100%	0%	100%
Median/Heavy Vehicle and Truck Technology/Technician	8	0	100%	0%	100%
Quality Control Technology/Technician	21	1	95%	5%	100%
Small Engine Mechanics and Repair Technology/Technician	14	0	100%	0%	100%
Truck and Bus Driver/Commercial Vehicle Operation	67	10	87%	13%	100%
Vehicle and Vehicle Parts and Accessories Marketing Operations	23	3	88%	12%	100%
Welding Technology/Welder	70	5	93%	7%	100%
Total IMES	1358	60	96%	4%	100%
15b. Awards in Business Marketing and Management	# of Awards		% of Awards		
	Men	Women	Men	Women	Total
Accounting	4	37	10%	90%	100%
Accounting Technology/Technician and Bookkeeping	2	6	25%	75%	100%
Administrative Assistant and Secretarial Science, General	9	207	4%	96%	100%
General Office Occupations and Clerical Services	0	7	0%	100%	100%
Business Operations Support and Secretarial Services, Other	0	1	0%	100%	100%
Business Administration and Management, General	220	425	34%	66%	100%
Operations Management and Supervision	0	1	0%	100%	100%
Entrepreneurship/Entrepreneurial Studies	1	6	14%	86%	100%
Financial Planning and Services	2	1	67%	33%	100%
Banking and Financial Support Services	3	13	19%	81%	100%
E-Commerce/Electronic Commerce	0	4	0%	100%	100%
International Business/Trade/Commerce	1	0	100%	0%	100%
Marketing/Marketing Management, General	3	12	20%	80%	100%
Merchandising and Buying Operations	3	6	33%	67%	100%
Total Business	248	726	25%	75%	100%

Source: IPEDS 2007-08 Survey Completion Reports provided by each Community College