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ABSTRACT

Nebraska postsecondary enrollment trends from 1967 to 1987 are examined with focus on population trends, traditional enrollment forecasting, non-traditional enrollment trends, procedure followed in developing enrollment projections, and institutional sector historical and projected fall enrollments. Among the conclusions reached by the study are: (1) Nebraska students go to school in Nebraska--few go out-of-state; (2) population declines are projected for the 18-24-year-old age group; (3) population increases are projected for the 25-59-year old age group; (4) first-time full-time enrollment will decline; (5) total full-time enrollment will decline; (6) part-time enrollment will increase; (7) the net effect will be a moderate decline in total enrollment; (8) moderate reduction in full-time equivalent enrollment may be expected; (9) award-related instruction will decline; and (10) non-award-related instruction will increase. Graphs of population and enrollment data are provided, along with tables of statistical data on such areas as ratios used in making enrollment projections, estimated population headcount enrollment, and projected numbers of high school graduates. (LC)

NEBRASKA COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

Enrollment Trends in Postsecondary Education

for the

State of Nebraska

1967-1987

June 2, 1978

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P. O. Box 95005 Lincoln, Nebraska 68509

PREFACE

The Nebraska Coordinating Commission for Postsecondary Education was assigned responsibility for the preparation of enrollment projections for Nebraska postsecondary education with the passage of LB 579 (1976). This statute was subsequently amended by LB 459 (1977), however, the language of the two bills remained the same with respect to this responsibility:

> *Effective January 1, 1977, to undertake the task of running the Enrollment Projection Model developed by the Higher Education Facilities Commission. Duties shall include the collection of the input data, operation of the model, and a report of the findings.*

For purposes of this report, the Commission did not rely on the Nebraska Enrollment Projection System (NEPS), developed by Systems Research, Inc., for the Nebraska Facilities Commission. The existing problems with NEPS as detailed by the Legislative Fiscal Office (Appendix 1), suggested that something entirely different might be used for purposes of developing estimates of future enrollments for Nebraska postsecondary educational institutions. The procedure followed by the Commission staff in developing the enrollment trends described in this report is detailed in a separate section of this document. It should be noted that previous enrollment projection reports that relied on NEPS only reported enrollment totals. This report reflects

separate projections for full-time and part-time enrollments to derive projected total enrollment estimates. The separation of the total enrollment into full- and part-time provides more utility for understanding what may be expected in the future than if total enrollments were the only projections made. In addition, projections are shown for first-time full-time enrollments. Thus, the projections made here may not be based on the use of NEPS, but they are similar in concept and hopefully provide some addition value in terms of bringing about a level of understanding regarding that which can be expected in the future; a level of understanding that was not always possible with the use of NEPS.

The Commission is indebted to the members of the Advisory Committee who have provided comment on the procedure that has been followed and reviewed the draft of this report.

ENROLLMENT TRENDS IN POSTSECONDARY EDUCATION

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I. INTRODUCTION

In the late 1960's and early 1970's forecasts of declining enrollments in the 1980's were being met with skepticism on the part of the postsecondary education community. The expected decline has now been accepted and many institutional officers and state legislators are attempting to assess the magnitude of the decline and the programmatic as well as financial impact the decline will have on the operations of the institutions.

Postsecondary enrollments are related to a number of variables; some that are measurable (e.g. live births and number of high school graduates), and some that cannot be measured or so easily counted (e.g. attitude toward the attainment of a postsecondary education). Some interesting facts which have and will continue to affect Nebraska postsecondary enrollments and which required consideration in the preparation of these enrollment forecasts include:

1. Between 1945 and 1977, the year in which there were more live births than any other was 1961 (34,544). Not unexpectedly, therefore, the State Education Department expects its largest twelfth grade enrollment to be in 1978 (27,480); seventeen years following the year when more live births took place than any other year between 1945 and 1977.

2. In 1973, there were fewer births than any other year between 1945 and 1977. This decline in live births, of some 11,773 (34,544 to 22,771), or 34% between 1961 and 1973, will impact on twelfth grade enrollments in 1990; seventeen years later.

3. In the last decade part-time fall enrollments in Nebraska postsecondary educational institutions (private vocational schools excluded), increased by 149% (10,932 in 1967 to 27,222 in 1977), while full-time enrollments increased by some 18.55% (46.276 in 1967 to 54,863 in 1977).

4. The number of first-time full-time freshmen (students not previously enrolled in an institution of higher education and enrolled full-time) increased from 13,632 in 1967 to 15,724 in 1977; an increase of 15.35%.

5. By institutional sectors, the following enrollment changes have occured in the past five years (fall 1973 to fall 1977).

a. Total Enrollment

University of Nebraska	+ 7.59%
Nebraska State Colleges	+14.56%
Nebraska Technical Community Colleges	+62.44%
Nebraska Independent Colleges and Universities	+ 5.74%
State Total	+15.27%

b. Full-Time Enrollment

University of Nebraska	+ 2.33%
Nebraska State Colleges	+ 5.68%
Nebraska Technical Community Colleges	+119.25%
Nebraska Independent Colleges and Universities	- 0.26%
State Total	+12.17%

c. Part-Time Enrollment

University of Nebraska	+18.91%
Nebraska State Colleges	+43.27%
Nebraska Technical Community Colleges	+19.83%
Nebraska Independent Colleges and Universities	+39.64%
State Total	+22.06%

d. First-Time Full-Time Enrollment

University of Nebraska	+ 0.86%
Nebraska State Colleges	+21.08%
Nebraska Technical Community Colleges	+131.30%
Nebraska Independent Colleges and Universities	- 5.74%
State Total	+22.28%

6. The last time residence and migration data were collected on the national level was in the fall of 1975.

a. These data show the following for Nebraska and those states which border Nebraska or have one of the Big Eight institutions.

State	Percent of Degree Credit Undergraduate Students Enrolled Within State of Residence, 1975	Percent of First Professional Students Enrolled Within State of Residence, 1975	Percent of Degree Credit Graduate Students Enrolled Within State of Residence, 1975
Nebraska	83.8%	74.0%	78.39%
Colorado	82.7%	55.7%	67.35%
Iowa	77.4%	70.3%	67.00%
Kansas	85.3%	61.6%	78.24%
Missouri	84.0%	79.2%	78.69%
Oklahoma	88.9%	75.3%	85.92%
South Dakota	79.8%	45.2%	64.73%
Wyoming	66.8%	33.1%	40.61%

b. That for the same states the in and out of state migration pattern shows the following:

	Total Number who came to the state to enroll from other states (inmigration)	Total Number who left the state to enroll in other states (outmigration)	Percentage gain or loss of immigration over outmigration
Nebraska	15,126	13,597	+11.25%
Colorado	47,865	24,247	+97.41%
Iowa	28,626	30,371	- 5.75%
Kansas	21,877	21,064	+ 3.86%
Missouri	38,356	36,571	+ 4.88%
Oklahoma	28,154	18,570	+51.61%
South Dakota	7,662	7,701	- 0.51%
Wyoming	5,198	5,388	- 3.53%

c. That the percentage of Nebraskans enrolled in the Nebraska institutional sectors shows the following:

University of Nebraska	84.89% Nebraskans
Nebraska State Colleges	87.07% Nebraskans
Nebraska Technical Community Colleges	85.21% Nebraskans
Public Institutional Sector	85.32% Nebraskans
Nebraska Independent Colleges and Universities	54.44% Nebraskans
State Total	79.75% Nebraskans

Similar data for the other states show the following:

State	1975 Percentage of Total Enrollment in Public Institutions that are residents of the state	1975 Percentage of Total Enrollment in Private Institutions that are residents of the state	1975 Percentage of the Total State Enrollment that are residents of the state
Nebraska	85.32%	54.44%	79.75%
Colorado	74.06%	41.77%	71.16%
Iowa	84.79%	58.55%	76.55%
Kansas	84.62%	58.26%	81.76%
Missouri	90.64%	62.94%	82.63%
Oklahoma	83.47%	66.56%	80.87%
South Dakota	86.67%	48.36%	75.45%
Wyoming	71.00%	0.00%	71.00%

7. Population projections for the state of Nebraska (medium series), indicate the following:

   a. For the age group 18-24 (the traditional college going age group), there is an increase expected in the population of 23.67% between 1970 and 1980 but after 1980 the population for this age group is expected to decline some 20.65% by 1990.

   b. For the age group 25-59 (the non-traditional college going age group), there is expected to be continued growth in the population; increasing by some 17.97% between 1970 and 1980 and another increase of 19.13% by 1990.

8. Data collected by the Nebraska Postsecondary Education Advisory Committee of the Legislature during the summer of 1977 for their study related to role and mission redefinition for the public postsecondary institutional sectors shows the fiscal year unduplicated headcount enrollments have changed in the following manner:

   a. In 1973-74, the equivalent of 19.07% of the estimated population (medium series) between the ages of 18 and 59 came into contact with a public postsecondary institutional activity or service (13.43% at the University of Nebraska; 2.27% at the Nebraska State Colleges; and, 3.37% at the Nebraska Technical Community Colleges).

   b. By 1976-77, the equivalent of almost 1 out of every 4 (24.21%) Nebraskans between the ages of 18 and 59 (medium series), are estimated to have made some contact with these institutions (11.59%, University of Nebraska; 2.49%, Nebraska State Colleges; 10.13%, Nebraska Technical Community Colleges).

9. Enrollment projections for total postsecondary enrollments in Nebraska have in the past been within three to eight percent of the actual enrollments; from 1 to 30 percent of the actual enrollment for institutions and institutional sectors; and for technical community colleges underestimated by as much as 25-40 percent.

10. The problems of definition which plague the reporting of data are problemmatic for the accurate forecasting of enrollments and enrollment trends. It is expected that this will continue to be so until Nebraska institutes some form of a state-wide uniform information system that is supported by definitions that are reasonably common among and between institutional sectors.

The information provided in this section of the report is provided to give a historical reference regarding some of the factors which have and, within reason, will continue to effect postsecondary enrollments in Nebraska. Discussion and

analyses have not been provided for each of the ten statements given above. The information clearly speaks for itself, however, in summary the following can be said about these statements:

1. Nebraska Students go to school in Nebraska -- few go out-of-state.
2. Population declines are projected for the 18-24 year-old age group.
3. Population increases are projected for the 25-59 year-old age group.
4. First-time full-time enrollment will decline.
5. Total full-time enrollment will decline.
6. Part-time enrollment will increase.
7. The net affect will be a moderate decline in total enrollment.
8. Moderate reduction in full-time equivalent enrollment may be expected.
9. Award related instruction will decline.
10. Non-award related instruction will increase.

The remainder of this report is devoted to the demonstration of enrollment trends and related discussion, a discussion of the procedure followed in developing traditional enrollment projections through 1987 and finally, the enrollment projections for the institutional sectors and historical enrollments of the Nebraska postsecondary educational institutions, sectors and areas.

II. HISTORICAL AND PROJECTED TRENDS IN NEBRASKA POSTSECONDARY EDUCATION ENROLLMENTS

This section is devoted to historical and projected trends in Nebraska postsecondary education enrollments. The historical enrollment data presented were obtained from the fall enrollment reports prepared by the Nebraska Association of Collegiate Registrars and Admission Officers (NACRAO) for the years 1968-1977, the federal Higher Education General Information Survey (HEGIS) of Opening Fall Enrollments, and those data collected by the Postsecondary Education Advisory Committee of the Legislature for their role and mission redefinition study for the public postsecondary education institutions, systems, and areas. Data on the number of live births in Nebraska for the years 1945 to 1977 (est.) were taken from: Statistical Report of the Bureau of Vital Statistics, State Department of Health, Lincoln, Nebraska 1976. Population data shown were obtained from: Nebraska Population Projections II, published by the Bureau of Business Research, The University of Nebraska-Lincoln, Nebraska Economic and Business Reports, Number 14, July, 1976. In all instances the medium series population projections were used.

To provide a framework for the discussion related to enrollment trends it is important to briefly review trends related to the Nebraska population. This discussion is followed by historical and anticipated enrollment trends for the postsecondary institutional sectors utilizing population data. The forecasted trends are based on a reasonable and a traditional approach to enrollment projections and reflect only what may happen in terms of institutional sector opening fall enrollments. This traditional approach is followed by forecasts of the unduplicated headcount enrollments for fiscal years using data collected by the Postsecondary Education Advisory Committee of the Legislature. Since the study by the Legislature only involved the public institutions, no forecasts or trends are shown for the Nebraska independent colleges and universities. It should be noted that none of the trends or projections reported in this document include the Nebraska private vocational (proprietary) schools.

A. Nebraska Population Trends

1. Trends Related to Live Births

One index related to future populations in Nebraska is the number of live births in the state. The first graph (Figure No. 1) shows the number of live births in Nebraska

for the years 1945 through 1977 (est.). As can be noted from this figure, 1961 was the year in which there were more live births than any other year (34,544). Although previous years are not shown, there were more live births in 1961 than any other year between 1925 and 1977. Except for a five year period between 1937 and 1941, there were fewer live births in 1973 (22,771), than any other year since 1925. The precipitous fall in the number of live births between 1961 and 1967 was reversed in 1968 and increased through 1970. After 1970 the number of live births took another downturn until 1973 when the trend was again reversed and has continued to increase through last year (1977 est.).

The impact of this trend in the number of live births is expected to affect postsecondary education enrollments eighteen years later as demonstrated in Figure No. 2. For example, those children born in 1945 are expected to enter postsecondary educational institutions eighteen years later in 1963 (this is a traditional enrollment projection assumption that has its limitations). The shaded area on Figure No. 2. reflects the years for which enrollment projections and trends are reported in this document (i.e. live birth years of 1960 to 1969 and years of postsecondary enrollments of 1978 to 1987). Not unexpectedly, therefore, the enrollment forecasts contained herein show moderate increases in 1986

Figure No. 1

Live Births In Nebraska
For The Years
1945-1980

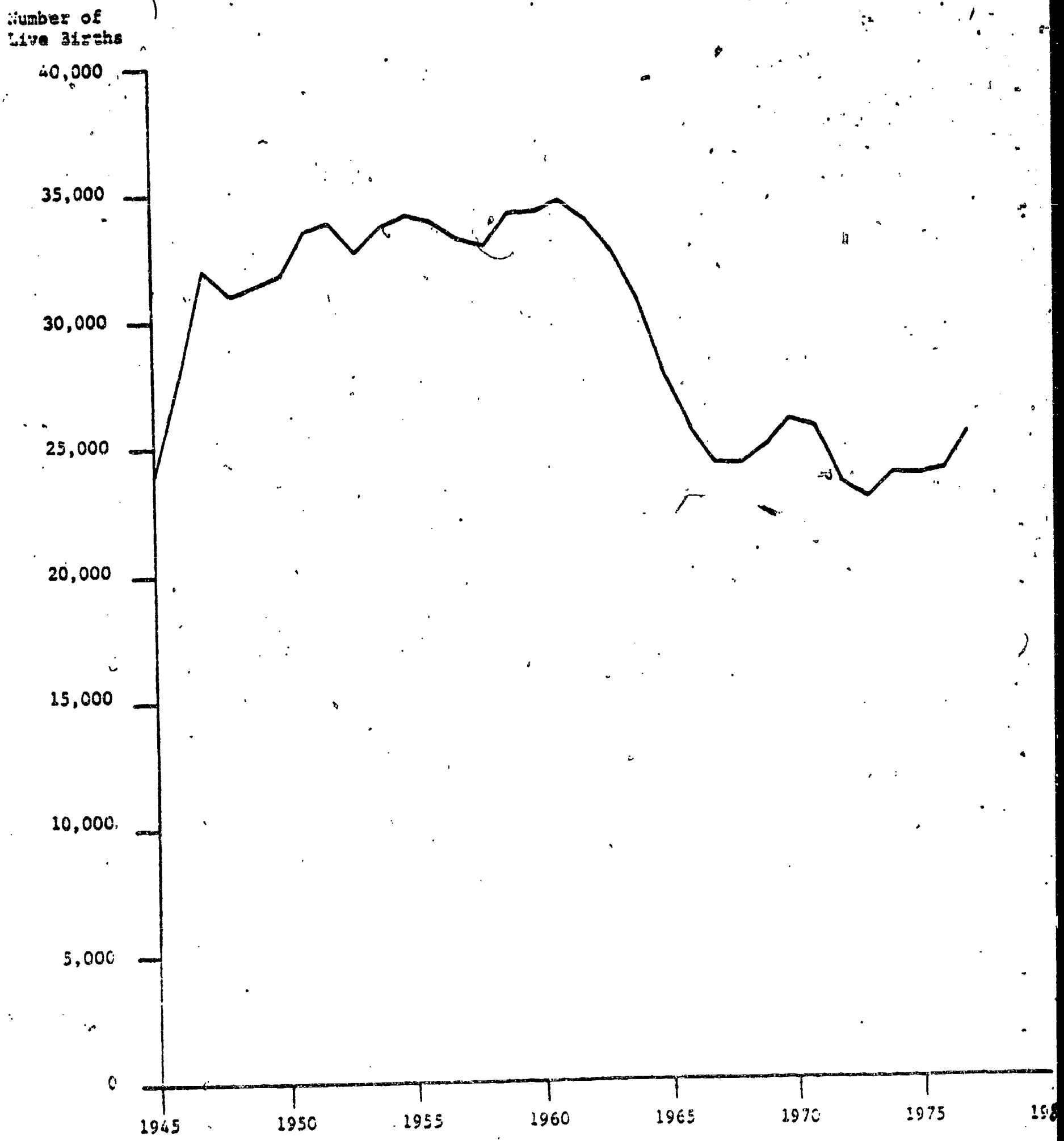
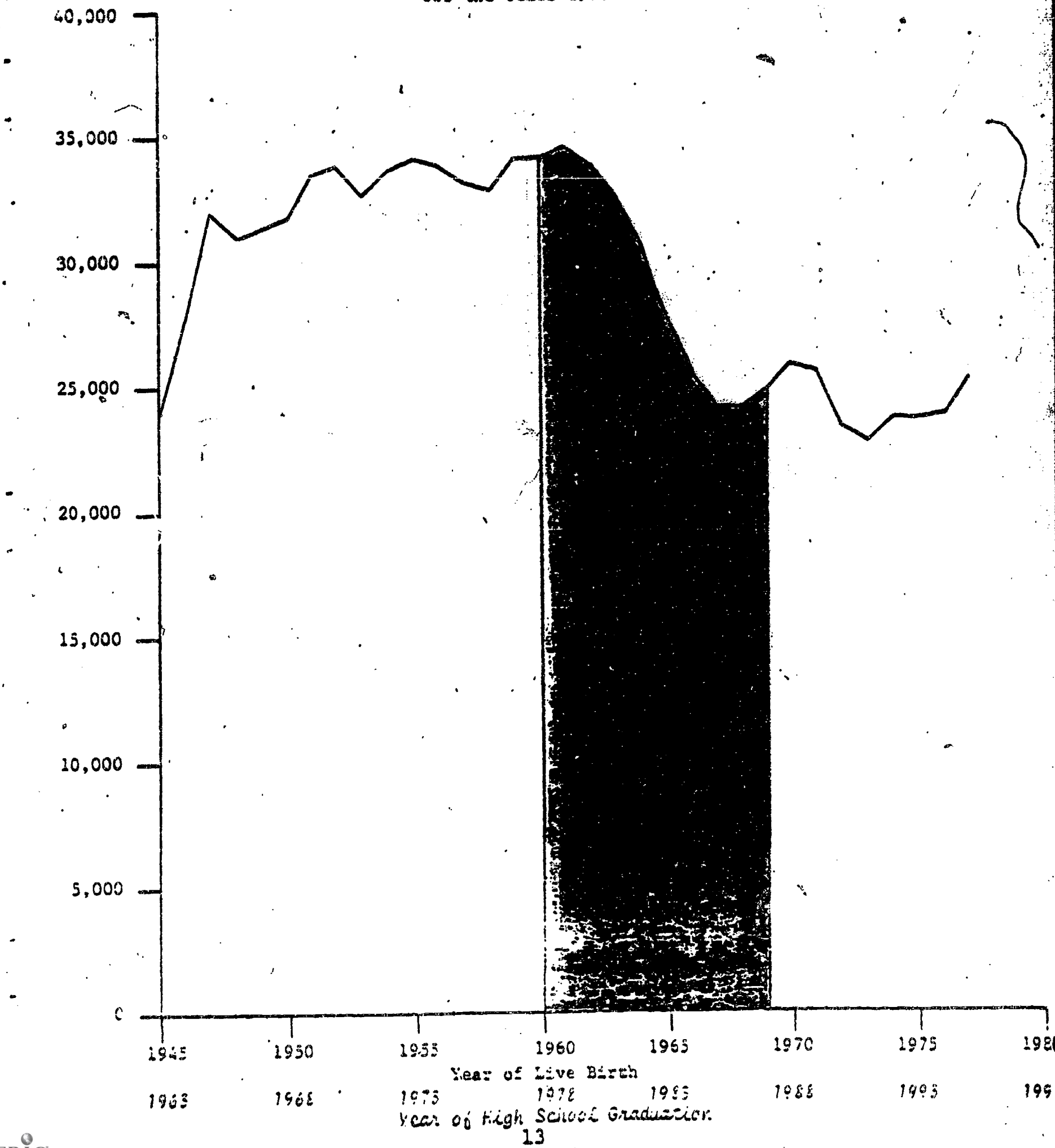


Figure No. 2

Live Births In Nebraska
For The Years
1945-1977
And Impact on
Postsecondary Education Enrollment
for the Years 1978-1987



and 1987 after declining in the early 1980's. Lest this increase in the mid-1980's leaves a sense of false hope regarding the reversal in the enrollment decline, it should be noted that after 1988, further enrollment declines can be expected through 1991, but will again increase through the year 1995.

2. Trends Related To Population Forecasts For The Age Group 18-59

The direction of the live birth trend will have its greatest impact on the number of students who enroll in Nebraska postsecondary institutions for the first-time as full-time students (traditionally the freshman class). Within a few years after the decline begins it will impact on all traditional full-time enrollments; those students enrolled who are between the ages of 18 and 24.

Figure No. 3, shows medium series population estimates for the historical years 1970 and 1975 and future years 1980 through 2000 for the age group 18 to 59. As shown on this figure, the expected increase in the population for this age group is continuous through the year 2000; increasing from 726,650 in 1970 to 1,026,027 in the year 2000. The age group 25-59 is also expected to continuously increase from 555,586 in 1970 to 850,929 in 2000. A basic assumption of this report is that this age group (25-59) will support continued growth of part-time and non-award oriented (those

not enrolled for purposes of obtaining a certificate diploma or degree) enrollments.

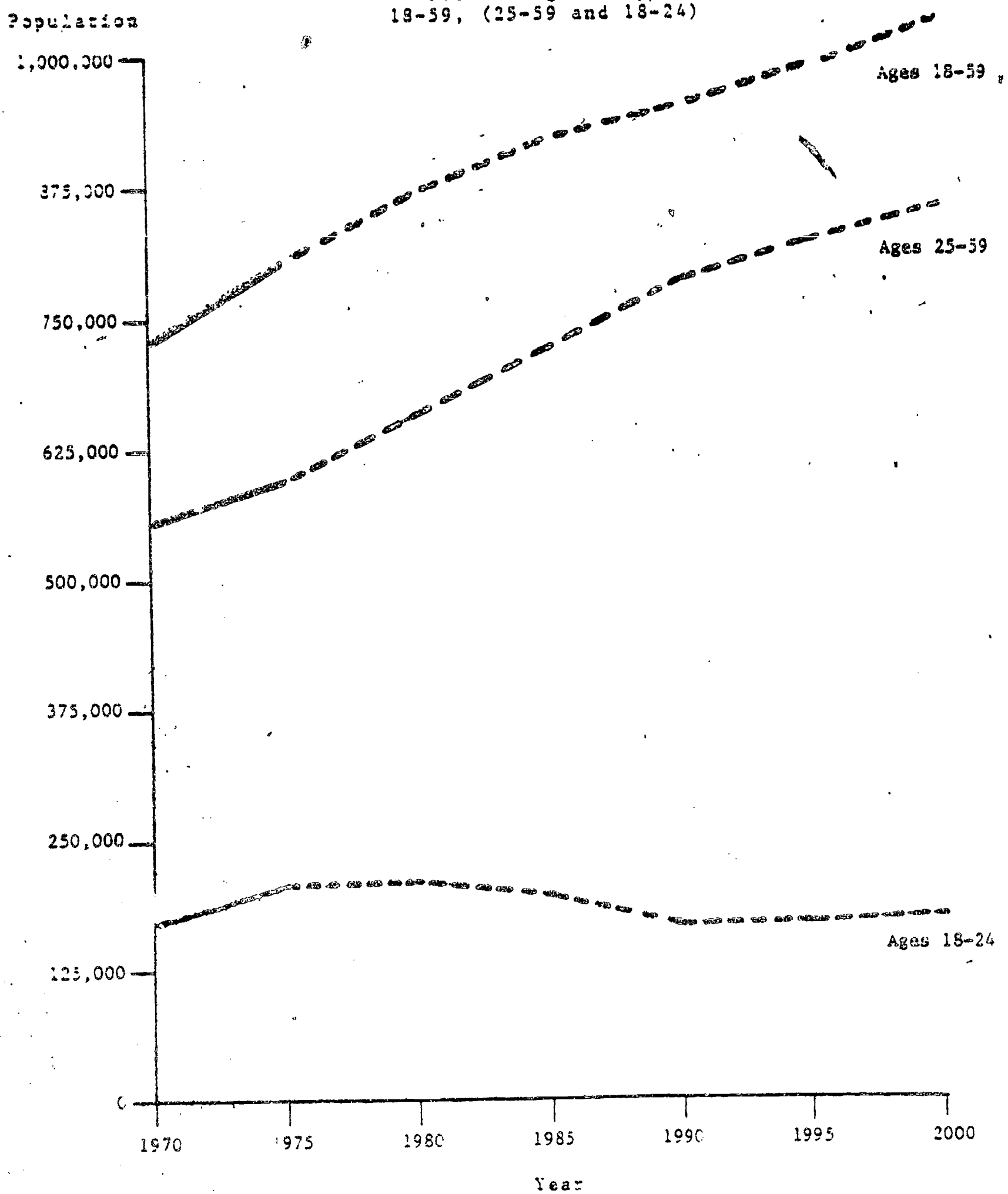
Projected full-time and award-oriented enrollments are less optimistic. Traditionally the 18-24 year-olds have enrolled for these programs. As can be demonstrated by Figure No. 3, the medium series population projections for this age group show an increase of only 4,968 (to 211,560) by 1980. After 1980 the population for the 18-24 year-old age group is expected to decline by almost 21% by 1990 (from 211,560 in 1980 to 167,872 in 1990). Between 1990 and 2000 there is a slight increase (167,872 to 175,098).

Not unexpectedly the population projections for the 18-24 year-old group is patterned after what happened to the number of live births in Nebraska between 1952 and 1977. The population decline between 1980 and 1990 can, within reasonable limits of tolerance, be attributed to the decline in the number of live births without a comparable increase in in-state migration between 1962 and 1972.

This discussion of the population projections for Nebraska, and the related impact on enrollment forecasts for postsecondary education, is presented to support the assumed relationship between Nebraska's population forecasts and postsecondary enrollment projections. This relationship is given further meaning if the 1975 residence data are considered.

Figure No. 3

Nebraska Population Projection
(Medium Series)
For the Age Groups
18-59, (25-59 and 18-24)



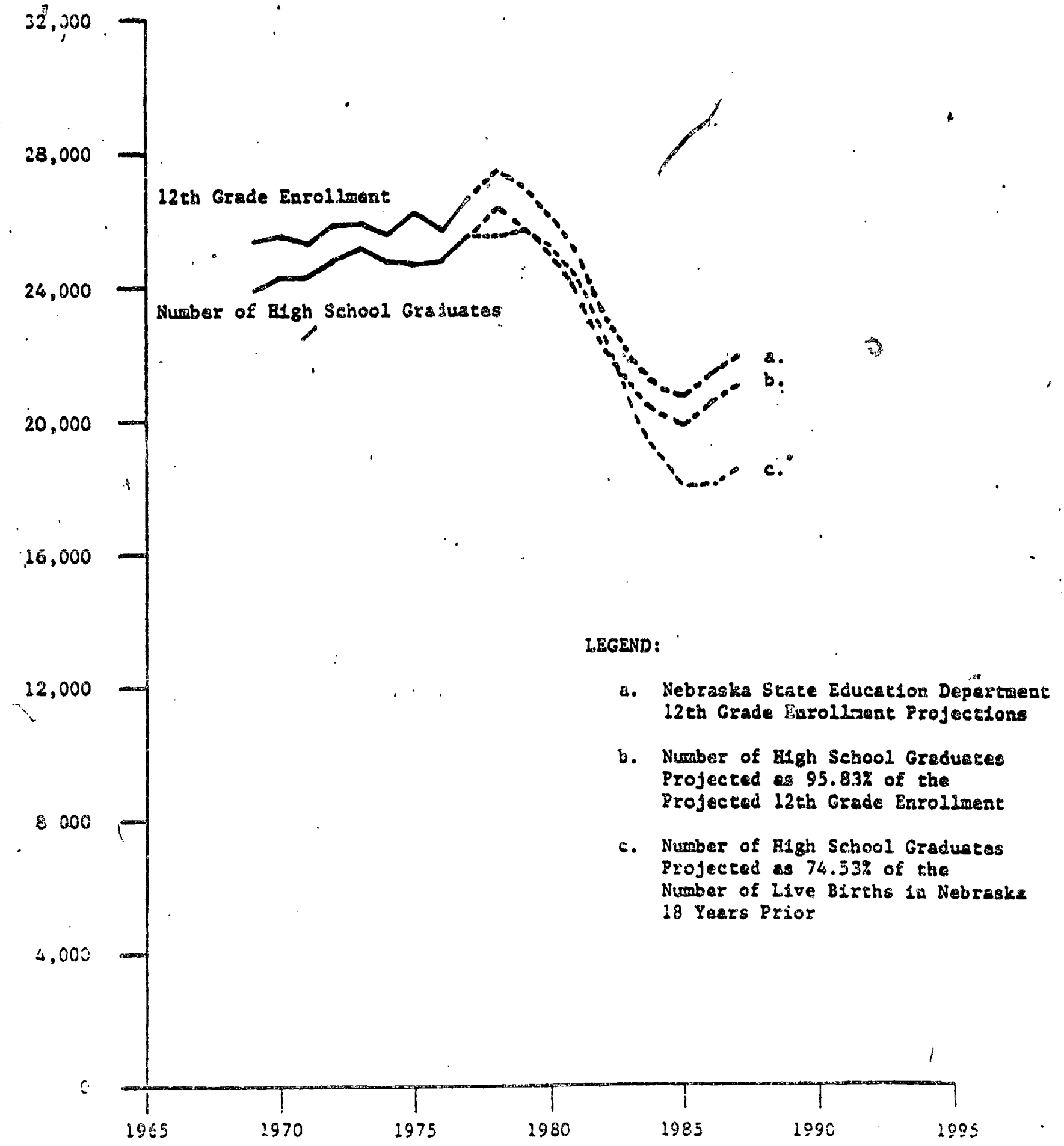
Nearly eighty percent (79.75%) of all postsecondary enrollments in Nebraska institutions were residents of the state in 1975. In the public sector slightly more than eighty-five percent (85.21%), of the enrollment was made up of Nebraskans while in the private sector only fifty-four percent (54.44%), were state residents. Thus, the dependency which the public institutions have on the state population for enrollment make them more vulnerable to state population trends than are the independent institutions. It also is clear that the independent schools must continue to draw substantial numbers of students from other states to maintain a stable enrollment, or even moderate declining enrollment. These population data also suggest that the schools located in or near the major metropolitan centers will be less affected by the population trend than those located in the rural areas.

3. Trends Related To High School Graduates

The number of students who enroll in postsecondary educational institutions for the first time have traditionally been recent high school graduates. Shown on Figure No. 4 are the historical twelfth grade enrollments for the years 1969 through 1977 and the projected number of twelfth grade students in Nebraska public, private, and state operated secondary schools through 1987 as reported by the Nebraska State Education Department. Plotted below the 12th grade enrollment is the historical number of high school graduates

Figure No. 4

Nebraska Historical and Projected
Twelfth Grade Enrollment
and
Number of High School Graduates



LEGEND:

a. Nebraska State Education Department 12th Grade Enrollment Projections

b. Number of High School Graduates Projected as 95.83% of the Projected 12th Grade Enrollment

c. Number of High School Graduates Projected as 74.53% of the Number of Live Births in Nebraska 18 Years Prior

(1969-1977) and two projections for the number of high school graduates. The projected decline shown in twelfth grade enrollment between 1978 and 1985 is the difference between 27,480 in 1978 and 20,710 in 1985. This decline in twelfth grade enrollment affects the number of high school graduates and this will in turn affects the number of Nebraska residents who enroll in Nebraska postsecondary institutions for the first-time. In time it will cause a decline in total enrollment at the undergraduate level. This is substantiated by the 1975 residence data which shows that in this year nearly eighty-four percent of the undergraduate award credit students enrolled in Nebraska postsecondary schools were Nebraskans. In addition, of all Nebraskans enrolling in postsecondary education somewhere, some eighty-one percent enroll in Nebraska institutions while nineteen percent enroll in institutions located in other states.

These population related data do not paint a bright picture for the enrollments in postsecondary education after 1980 using traditional concepts and assumptions for enrollment projections. As will be demonstrated below, however, the picture is not as bleak when projections are made emphasizing the role of part-time enrollments in determining total enrollment projections and when non-traditional data for enrollment projections are utilized (the role and mission redefinition information).

B. Traditional Enrollment Forecasting:

Trends and Projections

On the following figures only one series of projections are shown for the years 1978 through 1987. Although discussed in more detail in the following section of this report, for purposes of this section, the following should be emphasized. This series of projections is based on fall 1977 enrollment data and high school graduation projections based on State Department of Education twelfth grade enrollment projections. A second series of projections was based on five year weighted averages using enrollment data from the most recent five years and medium projections of high school graduates based on a five year weighted ratio of the historical number of high school graduates to live births eighteen years prior. The numerical values related to each series of projections are reported in Section IV of this report.

1. First-Time Full-Time Enrollments

First-time full-time enrollment (those students enrolled full-time who previously have not been enrolled in an institution of postsecondary education) is largely dependent upon the number of students graduating from high school. As Figure No. 5, indicates there has been very little change in the number of first-time full-time enrollments in the last five years (fall 1973-fall 1977), for the University of Nebraska and Nebraska Independent College and University institutional sectors. The increase in first-time full-time enrollment shown for the state are primarily attributed to the growth which has occurred in the Nebraska State College and Technical Community College Sectors. It should be noted that within the past five years technical community college first-time full-time enrollments have increased to the point where they almost equal the first-time full-time enrollment

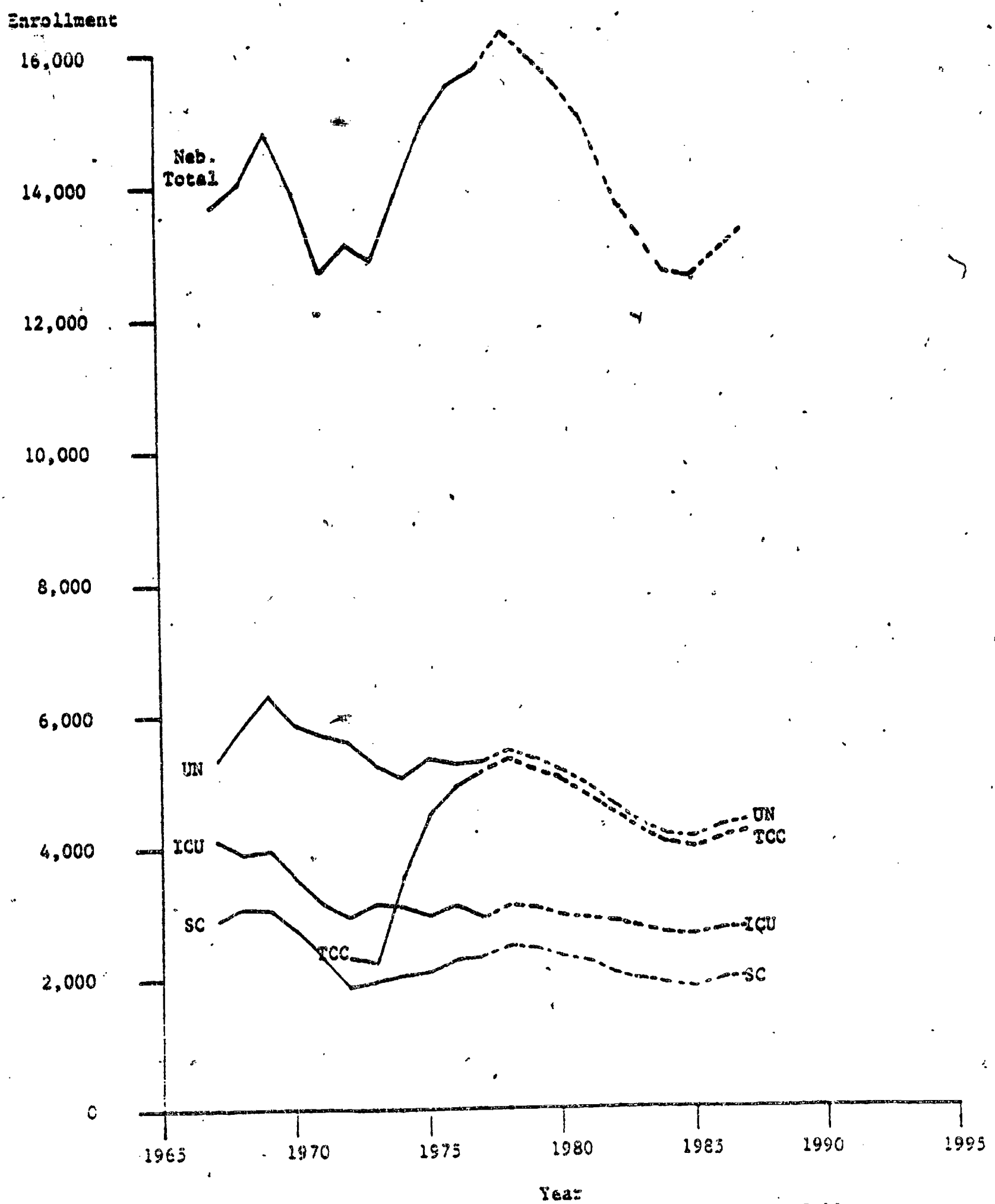
at the University of Nebraska. If traditional (and conservative) methods of projecting future enrollments of first-time full-time students are used, the technical community colleges will continue to enroll about as many first-time students on a full-time basis, (i.e. those who have never had a postsecondary education experience before), as will the University of Nebraska.

Although slight increases and reasonable stability can be expected in first-time full-time enrollments through 1980, a decline can be expected through 1985 when a modest reversal of this trend is expected to 1987, the last year for which projections have been made. Thus, the trend follows the high school graduation pattern and the live birth curve related to the number of live births in the years 1960 through 1969. The modest increases in first-time full-time enrollments in 1986 and 1987 can be expected to continue another year (1988), but then will begin to decrease through 1991 (following the pattern of live births for the years 1970 through 1973, Figure No. 2) but increase again in the years 1992 through 1995.

The stable projection for the Independent College and University first-time full-time enrollment through 1980 is dependent upon their ability to continue enrolling at least forty-six percent of their first-time full-time enrollments

Figure No. 5

Historical and Projected
First-Time Full-Time
Enrollments



UN = University of Nebr.
ICU = Independent Colleges
SC = State Colleges
TCC = Technical Community Colleges

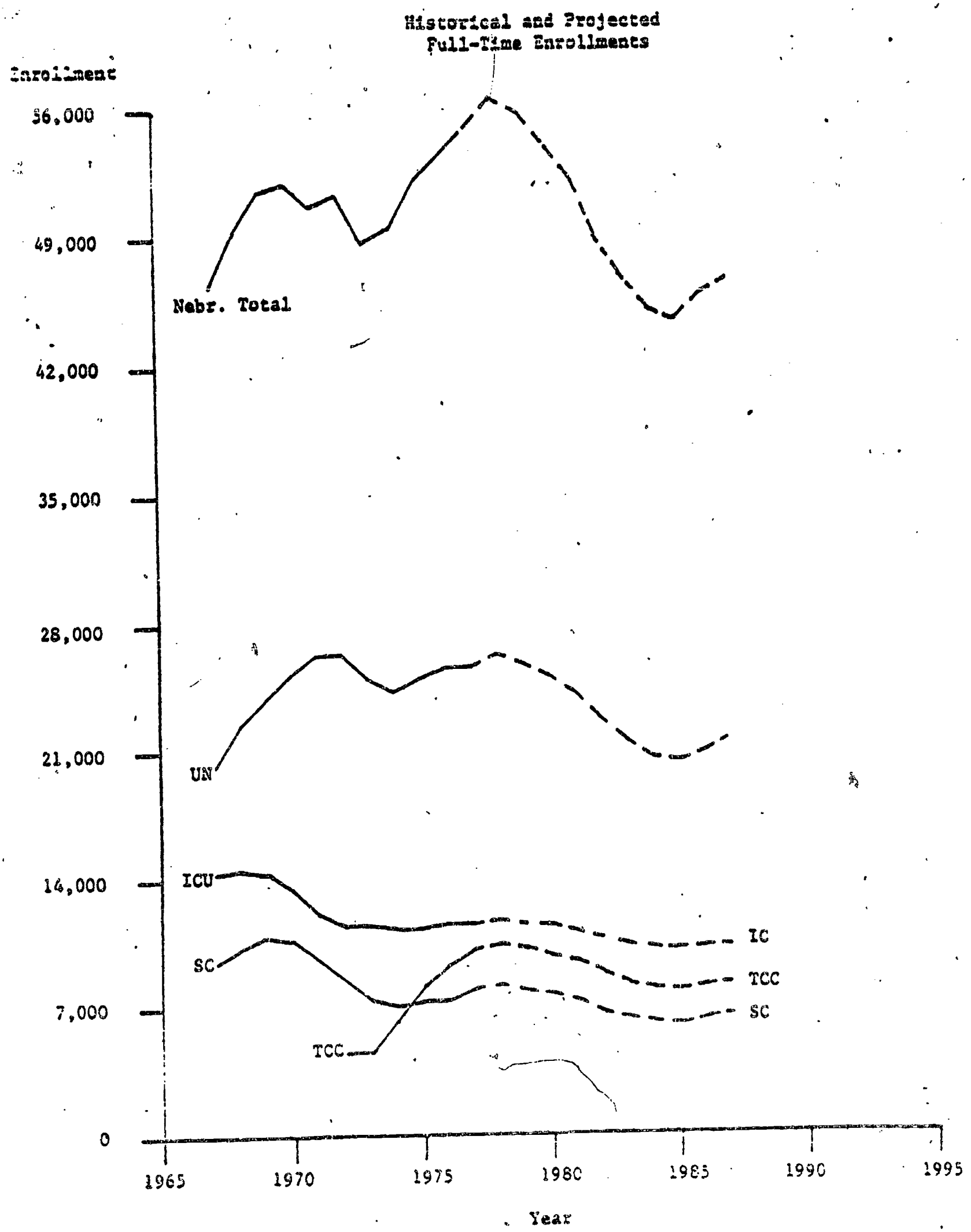
from out-of-state. If this cannot be done, it may be expected that the enrollment of first-time full-time students in this institutional sector will decline more dramatically than what is anticipated and reflected in this projection.

2. Full-Time Enrollments

In the two-year technical community colleges, the first-time full-time enrollments comprise at least half of total full-time enrollment. At four-year institutions the first-time full-time enrollment can be as much as a fourth of the total full-time enrollment. The data reflected on Figure No. 6, generally follows, therefore, the pattern of first-time full-time enrollments. Except for the Technical Community College Sector, full-time enrollments have changed very little in recent years. This stability in full-time enrollments is expected to continue with only modest increases until 1979-1980 after which continual enrollment declines can be anticipated through 1985 and then reverse modestly through 1987.

An inherent problem with traditional enrollment projection methodologies used for four-year collegiate institutions (including NEPS), is that the methodology does not work very well for two-year institutions. Even though only slight enrollment increases are demonstrated for the sector, all evidence of a subjective nature indicates that these schools may continue

Figure No. 6



UN = University of Nebraska
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to increase their enrollments more than what is shown here. The question is not so much whether they will or will not increase, but a question of how much and for how long. Thus, what appears to be precipitous declines for Nebraska as a whole should be viewed with caution since there has been and will continue to be problems in making reasonable projections for the technical community colleges. Even though these qualifications for the trend shown must be made for the projected statewide and technical community college full-time enrollments, the forecasts of full-time enrollment for the other institutional sectors seem plausible.

While the University of Nebraska continues to be the largest institutional sector in postsecondary education in Nebraska in terms of full-time enrollment, the second largest sector is that of the Independent College and University. This trend should continue to occur as long as the independent schools are as successful in the future of enrolling out-of-state students as they have been in the past. If the independent colleges and universities become more dependent on Nebraskans for their enrollments than they already are, this sector could decline in enrollment faster than what is predicted. Likewise, if the public institutions do a better job of enrolling out-of-state students than they have in the past, the enrollment decline forecasted here could be off-set to some extent. The method of establishing such an effort

involves major policy decisions that need to be considered by the respective governing boards, the Legislature and the Governor.

3. Part-Time Enrollments

In recent years there has been an increase in the number of part-time students enrolled in Nebraska postsecondary education. This increase is reflected on Figure No. 7. The majority of this increase can be attributed to enrollments at the University of Nebraska and the technical community colleges.

A major problem related to part-time enrollments is definitional. In some instances, the increased part-time enrollment is due to a reduction of the number of hours taken by students while in other instances, it is a result of new populations enrolling on a part-time bases which are being served by the schools. In either case, the end result is the same: the production of fewer credit hours by the faculty and the consumption of fewer hours by the students than if these students were enrolled full-time. Thus, the growth in part-time enrollment can be considered healthy but the impact on the institutions, in terms of resources required to sustain this growth, is somewhat different than if this growth were being projected in full-time enrollment.

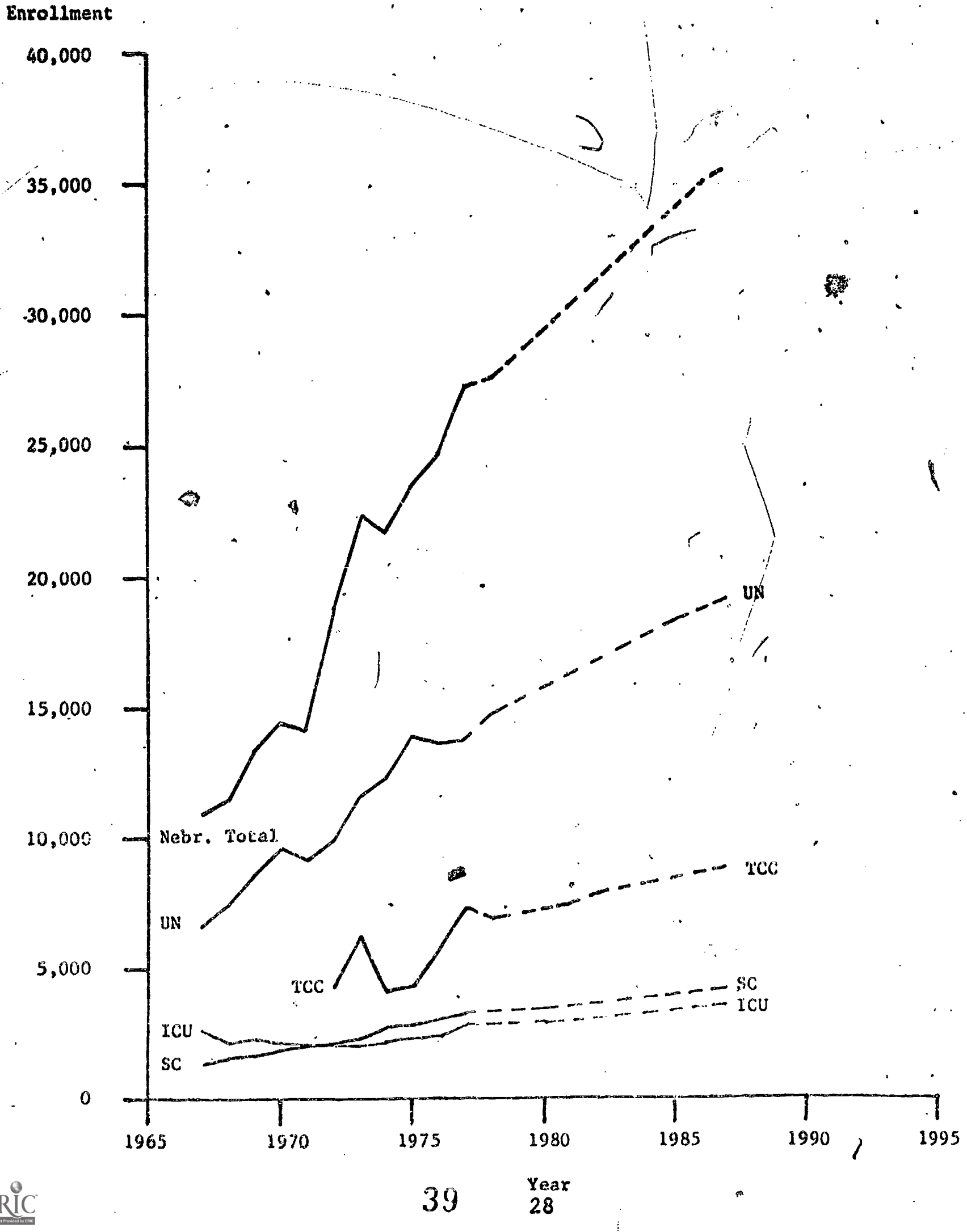
Figure No. 7 reflects the increased numbers of persons enrolling part-time for award (certificate, diploma, degree)

related instruction. These persons are not the enrollment associated with non-award or non-credit adult and continuing education instruction.

In the last ten years (fall 1968-fall 1977), the number of students enrolled part-time has increased by 15,746 students; an increase of 137% while full-time enrollments for the same period increased by 5,375 or 10.86%. In 1970, the part-time enrollment in Nebraska postsecondary institutions was at a level equivalent to 4.41% of the medium series population estimates for the age group 25-44; by 1975 that ratio had increased to 6.49%. Although only modest increases are shown in the forecasts for part-time enrollment in terms of a percentage increase of the population (6.49% of the 25-44 age group in 1975 to 6.83% of the population in 1985), the number of persons involved is expected to increase rather dramatically due to the increased numbers of persons in this age group. Using historical ratios of part-time enrollment to population, therefore, creates a conservative estimate of the percentage of the population at large enrolled part-time, still the numerical increase is substantial. Any adjustment in that historical pattern, either an increase or reduction in the anticipated ratios, will cause these forecasts to be too low (increased ratio), or too high (reduced ratio).

Figure No. 7

Historical and Projected
Part-Time Enrollment



It should be noted that it is not assumed here that the part-time enrollments consist only of persons between the ages of 25 and 44. This was assumed to be the case for the major portion of the part-time enrollment and the only reasonable interpretation is that the number of students enrolled part-time is the equivalent to some percentage of the 25-44 year old population.

The part-time increases for the University of Nebraska are associated with the expectation that the University of Nebraska-Omaha will continue enrolling more part-time students than the number enrolled full-time. Their location in a major metropolitan area where population increases can be anticipated for the age group 25-44 provides support for this growth at the University of Nebraska-Omaha. Recent part-time enrollment increases at the Medical Center also are related to the population growth in the city of Omaha as well as the nature of the programs offered at the Medical Center. Most increases in part-time enrollment at the University of Nebraska-Lincoln are related to the increased population in Lincoln as well as the movement toward taking reduced course loads by students enrolled at UNL.

Increases in the Technical Community College Sector are partly related to the initiation of programs directed toward part-time clientele. The traditional methology used for this series of projections has questionable utility for application with technical community colleges as verified by this set of projections. All reasonable evidence seems to suggest that part-time enrollments will continue to increase but the changes thus far have been such that it is difficult to discern just how much growth will occur in this sector and at what point in time the sector can be expected to stabilize its pattern of growth. It is anticipated that it will require another five to ten years of technical community college development before firm projections can be made.

4. Total Enrollments

The projected declines in full-time enrollment and anticipated increases in part-time enrollment counterbalance each other when combined to project the total number of students expected to be enrolled in the future. A decline in total enrollment is still anticipated but the decline is less severe than what may be expected if only full-time enrollment projections were reviewed.

In the last five years total enrollment in Nebraska postsecondary education increased by some fifteen percent (increasing from 71,214 in the fall of 1973 to 82,085 in the

fall of 1977). For the same period, full-time enrollment increased twelve percent while part-time enrollments increased twenty-two percent.

Total enrollment changes, in terms of percentages for each institutional sector during this five year period are shown on Table No. 1.

Table No. 1
Percentage Change In Total, Full-Time
and Part-Time Enrollments
for Nebraska and Nebraska Institutional Sectors
for the Period Fall 1973 to Fall 1977

	Percent Change between fall 1973 and fall 1977		
	Total	Full-Time	Part-Time
University of Nebraska	+ 7.59%	+ 2.33%	+18.91%
Nebraska State Colleges	+14.56%	+ 5.68%	+43.27%
Nebraska Technical Community Colleges	+62.44%	+119.25%	+19.83%
Nebraska Independent Colleges and Universities	+ 5.74%	- 0.26%	+39.64%

While the percentage of change provides one measure of index of a change, another is a review of the numerical change in enrollment between the Fall of 1973 and Fall 1977. The enrollment changes in terms of the number of students enrolled are shown on Table No. 2.

Table No. 2
Numerical Change in Total, Full-Time and Part-Time Enrollments for Nebraska and Nebraska Institutional Sectors For the Period Fall 1973 to Fall 1977

	Numerical Change between fall 1973 and Fall 1977		
	Total	Full-Time	Part-Time
University of Nebraska	+2,764	+578	+2,186
Nebraska State Colleges	+1,425	+425	+1,000
Nebraska Technical Community Colleges	+6,677	+5,465	+1,212
Nebraska Independent Colleges and Universities	+ 777	- 30	+ 807

The forecast for the future shows that with the increases that can be expected in part-time enrollment, that total enrollments will increase slightly and stabilize through 1980 and then begin to decline through 1984-85 at which time a reversal in the trend can be expected through 1987.

The historical enrollment and forecasts for the institutional sectors are shown on Figure No. 8. The enrollment counts related to this figure are shown on Table No. 3.

Actual enrollments in the future are expected to fall somewhere between the two series of projections. Where precision may be lacking in the projected enrollment numbers, the trend appears to be substantiated when population data are taken into account.

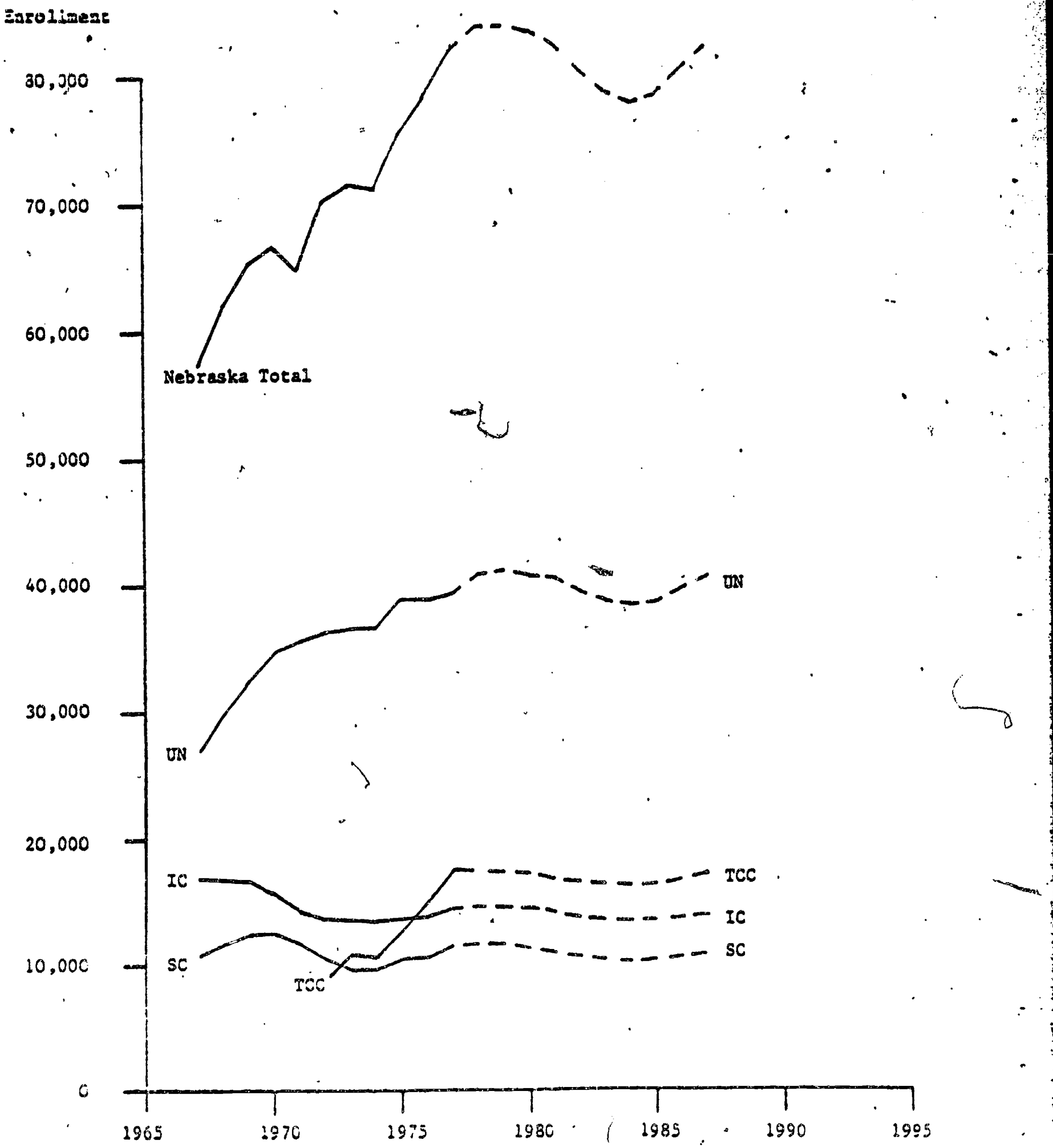
5. Summary

The trends shown in this section and the related projections were made using data available from opening fall enrollments, resulting in a reasonably traditional methodology. The level of confidence which may be assigned to these projections decreases as more detail is forecasted. Thus, more confidence can be given to the projections made for the entire state than can be assigned to individual institutional sectors. Likewise, the predictions made regarding total enrollments can be accepted with a higher level of confidence than the predictions made for full-time and part-time enrollments. Also, the direction enrollments are anticipated to go past 1979-80 and the trends related to full-time and part-time enrollment can be accepted more confidently than can the precise number of enrollments projected.

Generally, all sectors can expect modest growth in full-time, award related enrollments through 1979-80 but then expect declines through 1985-86, when slight increases can be expected in 1986-87. Although called into question by some, it is expected that part-time award related enrollment

Figure No. 8

Historical and Projected
Total Enrollment



UN = University of Nebraska
ICU = Nebraska Independent Colleges
SC = Nebraska State Colleges
TCC = Nebraska Technical Com. Colleges

Table No. 3
Historical and Projected Total Enrollments
For Nebraska and Nebraska Institutional Sectors
For the Period Fall 1973 to Fall 1987

Historical and Forecasted Total Enrollments, Fall 1973-87
Historical (top figure)
Series #1 Projection (middle figure)
Series #2 Projection (bottom figure)

Year	Total	UN	SC	TCC	IC
1973	71,214	36,421	9,790	10,694	13,537
	---	---	---	---	---
	---	---	---	---	---
1974	71,021	36,552	9,776	10,413	13,457
	---	---	---	---	---
	---	---	---	---	---
1975	75,429	38,925	10,265	12,600	13,639
	---	---	---	---	---
	---	---	---	---	---
1976	78,222	38,920	10,489	14,930	13,883
	---	---	---	---	---
	---	---	---	---	---
1977	82,085	39,185	11,215	17,371	14,314
	---	---	---	---	---
	---	---	---	---	---
1978	---	---	---	---	---
	83,913	40,931	11,371	17,198	14,413
	81,815	40,241	10,911	16,447	14,216
1979	---	---	---	---	---
	83,918	41,058	11,305	17,188	14,367
	83,078	40,919	11,079	16,725	14,355
1980	---	---	---	---	---
	83,224	40,790	11,141	17,052	14,241
	83,026	40,926	11,033	16,746	14,321

	Total	UN	SC	TCC	IC
1981	---	---	---	---	---
	82,304	40,395	10,935	16,888	14,086
	82,305	40,531	10,859	16,630	14,185
1982	---	---	---	---	---
	80,108	39,328	10,532	16,472	13,775
	80,492	39,686	10,538	16,333	13,935
1983	---	---	---	---	---
	78,688	38,650	10,251	16,220	13,567
	77,393	38,129	10,001	15,758	13,505
1984	---	---	---	---	---
	77,987	38,326	10,099	16,112	13,450
	75,242	37,055	9,616	15,379	13,192
1985	---	---	---	---	---
	78,381	38,562	10,109	16,236	13,474
	74,126	36,439	9,414	15,232	13,041
1986	---	---	---	---	---
	80,338	39,576	10,383	16,675	13,704
	74,986	36,981	9,484	15,409	13,112
1987	---	---	---	---	---
	82,088	40,487	10,623	17,065	13,913
	76,518	37,792	9,686	15,749	13,291

will continue to increase through 1987, providing for some counter-balances to the declines in full-time enrollment. This situation suggests, therefore, that only modest declines in total enrollment for the 1979-80 through 1985-86 academic years are to be expected.

As stated above the projections shown for the technical community colleges are probably underestimated. Traditional methods for projecting enrollments for these institutions have been, and will probably continue to be, inadequate as their schools serve a different purpose in most respects and a different clientele than the four-year institutions. In the future a different method will undoubtedly be necessary to forecast enrollments for the Technical Community College Sector as they are unique.

First-time full-time enrollments can be expected to follow the pattern related to the number of 18-24 year olds in the population and the number of Nebraska high school graduates. This condition not only will affect Nebraska but the nation as a whole as suggested by Henderson in "Change in Enrollment by 1985." * The trend suggests these will be moderate increases in first-time full-time enrollments through 1979-80, but declines until 1984-85 after which a slight increase can be expected.

*A summary of this report is attached to this document (Appendix 2)

C. Non-Traditional Enrollment Trends

To suggest that this section is devoted to trends and projections of non-traditional enrollments is in part misleading. The non-traditional aspect of this discussion is the data used and the concepts presented, i.e. fiscal year unduplicated headcount enrollment and degree (award related) versus non-degree (non-award related) instructional components of the institutional program offerings. The projections are of unduplicated headcount enrollment as opposed to full and part-time enrollment and for the complete fiscal year as opposed to a "snapshot" of the fall semester of a traditional academic year.

The data were collected by the Postsecondary Education Advisory Committee of the Nebraska Legislature for their study regarding role and mission redefinition for the public postsecondary institutions, sectors, and areas. Projections made here, therefore, do not include the Independent College and University Sector since data were not collected from these institutions as they were not a part of the study. The Commission wishes to express its appreciation to the Legislative Fiscal Office for making these data available as they add a new and different dimension to enrollment forecasting.

The data are based on public institutional reports of their unduplicated headcount enrollment (i.e. the number of different persons enrolled for programs) for the fiscal years (July 1 through the following June 30th), 1973-74 to

1976-77. The enrollments were reported according to National Center for Higher Education Management Systems (NCHEMS), Program Classification Structure (PSC), sub-program categories 1.1. through 1.9. The sub-programs related to degree or award related instruction are: 1.1., General Academic Programs; 1.2. Professional Career Oriented Programs; 1.3., Vocational/ Technical Programs; and, 1.4., Requisite Preparatory/ Remedial Programs. The subprograms related to non-degree or non-award related instructionare: 1.5., General Studies; 1.6., Occupation Related Programs; 1.7., Social Roles and Interaction Studies; 1.8., Home and Family Life; and, 1.9., Personal Interest and Leisure. Definition of these subprograms may be found in the NCHEMS Field Review Edition of Technical Report 101.

Table No. 4 shows the historical data which were collected for the fiscal years 1973-74 through 1976-77. The first three columns are reports of enrollment in the award related instructional programs. The ratio of unduplicated headcount to the estimated population for the 18-24 year-old age group shows that these enrollments have remained reasonably stable over the last four years for the University and state colleges. Substantial growth, on the other hand, has occurred in the Technical Community College Sector; increasing from the equivalent of 5.73% of the 18-24 year-old population in

Table No. 4

Estimated Population and Fiscal Year Unduplicated Headcount Enrollment Reported by Public Institutional Sectors for the Role and Mission Redefinition Study

	Estimated Population 18-24	PCS 1.1-1.4 Unduplicated Headcount for each Sect.	Ratio of Headcount to Pop.	Estimated Population 25-59	PCS 1.5-1.9 Unduplicated Headcount for each Sect.	Ratio of Headcount to Popu..	Estimated Population 18-59	PCS 1.1-1.9 Unduplicated Headcount for Each Sect.	Ratio of Headcount to Pop.
1973-74	199,488	71,808	35.99%	586,874	78,117	13.31%	786,359	149,925	19.07%
Univ. of Nebr.		44,256	22.18%		61,324	10.45%		105,580	13.43%
Neb. St. Col.		16,124	8.08%		1,754	0.30%		17,878	2.27%
Tech. Com. Col.		11,428	5.73%		15,039	2.56%		26,467	3.37%
1974-75	206,592	77,250	37.39%	594,694	115,635	19.44%	801,286	192,885	24.07%
Univ. of Nebr.		45,844	22.19%		90,499	15.22%		136,343	17.01%
Nebr. St. Col.		16,697	8.08%		2,210	0.37%		18,907	2.36%
Tech. Com. Col.		14,709	7.12%		22,926	3.85%		37,635	4.70%
1975-76	207,586	83,150	40.06%	606,838	105,068	17.32%	814,423	188,218	23.11%
Univ. of Nebr.		47,674	29.97%		47,876	7.89%		95,550	11.73%
Nebr. St. Col.		16,672	8.03%		2,465	0.41%		19,137	2.35%
Tech. Com. Col.		18,804	9.06%		54,727	9.02%		73,531	9.03%
1976-77	208,560	82,609	39.60%	618,982	117,723	19.02%	827,560	200,332	24.21%
Univ. of Nebr.		42,616	20.43%		53,319	8.62%		95,935	11.59%
Nebr. St. Col.		16,987	8.14%		3,613	0.58%		20,600	2.49%
Tech. Com. Col.		23,006	11.03%		60,791	9.82%		83.797	10.13%

Award (Degree Related)

PCS 1.1. General Academic
1.2. Professional Career
1.3. Vocational/Technical
1.4. Requisite Preparatory/Remedial

Nonaward (Non-Degree Related)

PCS 1.5. General Studies
1.6 Occupational Related
1.7. Social Roles/Interaction
1.8. Home and Family Life
1.9. Personal Interest and Leisure

1973-74 to 11.03% of that population by 1976-77. (The stability in award related unduplicated headcount enrollment for the University and state colleges and increased enrollment at the technical community colleges can be related to the same situation reported earlier for full-time enrollments.) The total unduplicated headcount award related enrollment for the last two fiscal years for all public institutional sectors has been equal to approximately forty-percent of the estimated 18-24 year-old population.

The middle three columns of Table No. 4. reflect the enrollments in what may be considered the area of "Life-long learning," or "Adult and Continuing Education." (The increased enrollment in this area reasonably reflects the changes which have occurred in part-time enrollments presented earlier in this report.) The ratios shown are based on population estimates for the 25-59 year-old age group.

When related to the population projections for the age groups 18-24 and 25-59 respectfully, these data suggest that, in the future, should these ratios remain what they were in 1976-77 that the award related enrollments can be expected to decline after 1980 and the non-award related enrollments can be expected to continually increase.

Of particular note is that the approximate number of different persons who came into contact with a public postsecondary educational activity or service between July 1, 1976 and July 30, 1977 was representative of approximately one out-

of every four (24.21%) Nebraskans between the ages of 18 and 59 (last three columns of Table No. 4). By public institutional sectors this breaks down to 11.59% of that population at the University of Nebraska, 2.49% at the Nebraska State Colleges, and 10.13% at the Nebraska Technical Community Colleges. Even though this represents a sizable proportion of the state population, it does give evidence of the fact that there is still a great number of persons who are not making contact with a postsecondary educational service or activity. It is anticipated that much of this projected growth in service will occur in the Technical Community College Sector and in the non-award related instructional program area.

The following figures (Figure Nos. 9, 10, and 11), are the result of plotting into the future anticipated unduplicated headcount fiscal year enrollments for the three public postsecondary institutional sectors using the ratios shown on Table No. 4, for fiscal year 1976-77.

One advantage in providing these data is that they provide some reasonable index of how many persons, in terms of equivalents of the Nebraska population, who are benefitting from public postsecondary educational activities and services. The disadvantage is that these data do not show what is happening with respect to all of postsecondary education, i.e. the data for the independent colleges and universities and private vocational schools are not included. Another possible use of these data is that the number of earned credit hours

and credit hours and contact hours related to these unduplicated headcount enrollments are available for purposes of forecasting credit hour production (on an earned basis as opposed to on enrolled basis). Utilization of these data would then make it possible, within reason, to project end of term (as opposed to projected enrolled) full-time equivalent enrollments. Although this potential existed, this kind of projection was not made; only unduplicated headcount enrollments were forecasted. The continued collection of fiscal year credit and contact hour production does, however, make the latter form of enrollment projections a possibility.

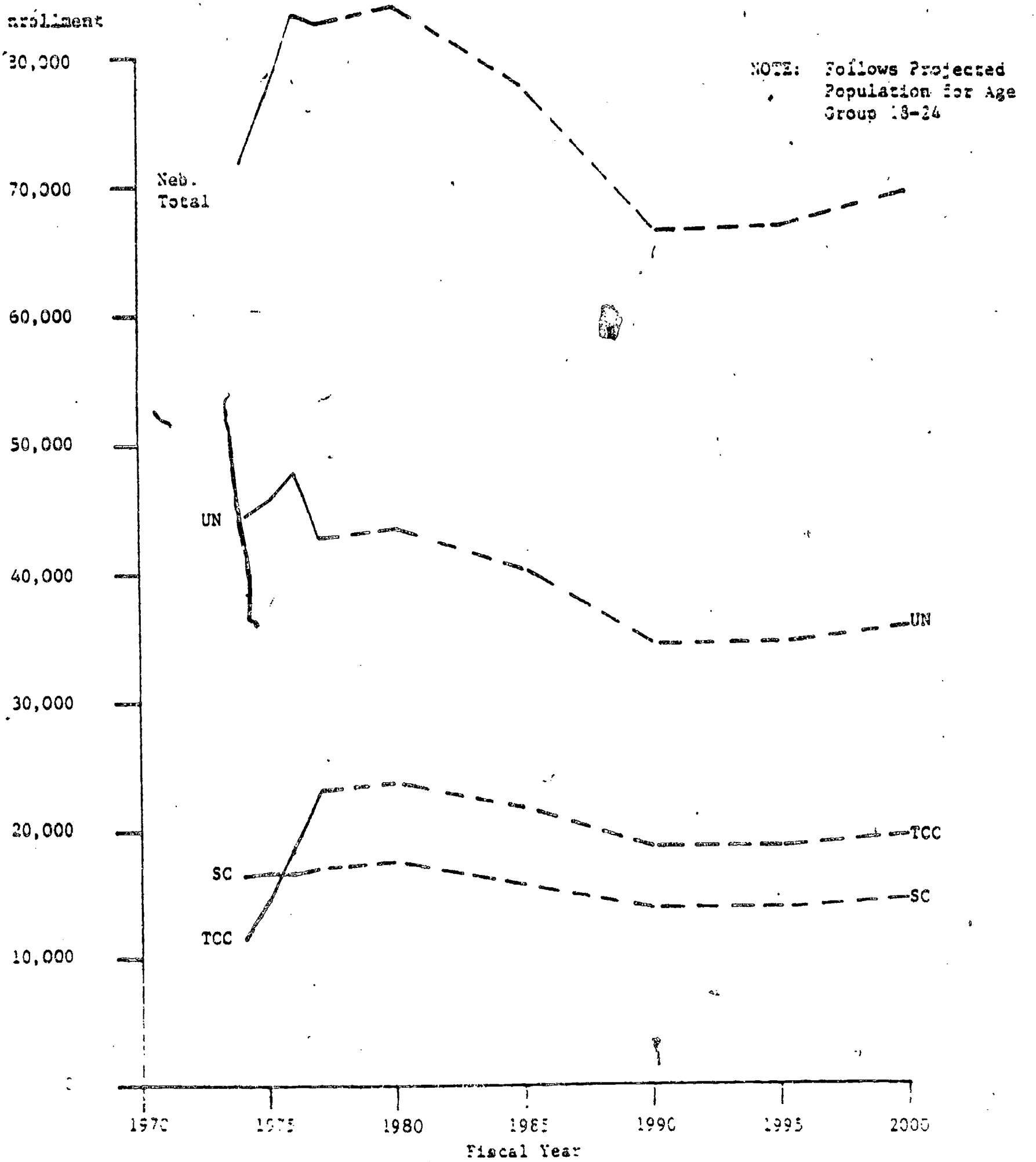
Another disadvantage of these data is that since this is a first attempt at reporting and using these kind of data, the reliability of these numbers may be questioned. This is a first attempt at projecting fiscal year unduplicated headcount enrollments and should, therefore, be reviewed and interpreted with caution.

1. Award Related Instructional Trends

As stated earlier, it is assumed that the enrollments in certificate, diploma, and degree related programs will follow the population patterned related to 18-24 year olds (Figure No. 9). If this is the case, it can be assumed with reasonable confidence that the enrollment for these programs will increase slightly through 1980, but decline thereafter through 1990 when they will stablize through 1995 and modestly increase afterwards to the year 2000.

Figure No. 9

Historical and Projected Fiscal Year Unduplicated Headcount Enrollment
For Award Related Instructional Programs at the Public Institutional Sectors



UN = University of Nebraska
SC = State Colleges
TCC = Technical Community Colleges

These projections are based on the 1976-77 ratios reported on Table No. 4. Thus, the projections reflect that the number of different persons enrolled in award related programs in the public institutions will be equivalent to approximately 39.60% of the Nebraska population between the ages of 18 and 24. Some 20.43% of this group will be the equivalent number enrolled in the University of Nebraska, 8.14% in the Nebraska State Colleges, and 11.03% in the Nebraska Technical Community Colleges.

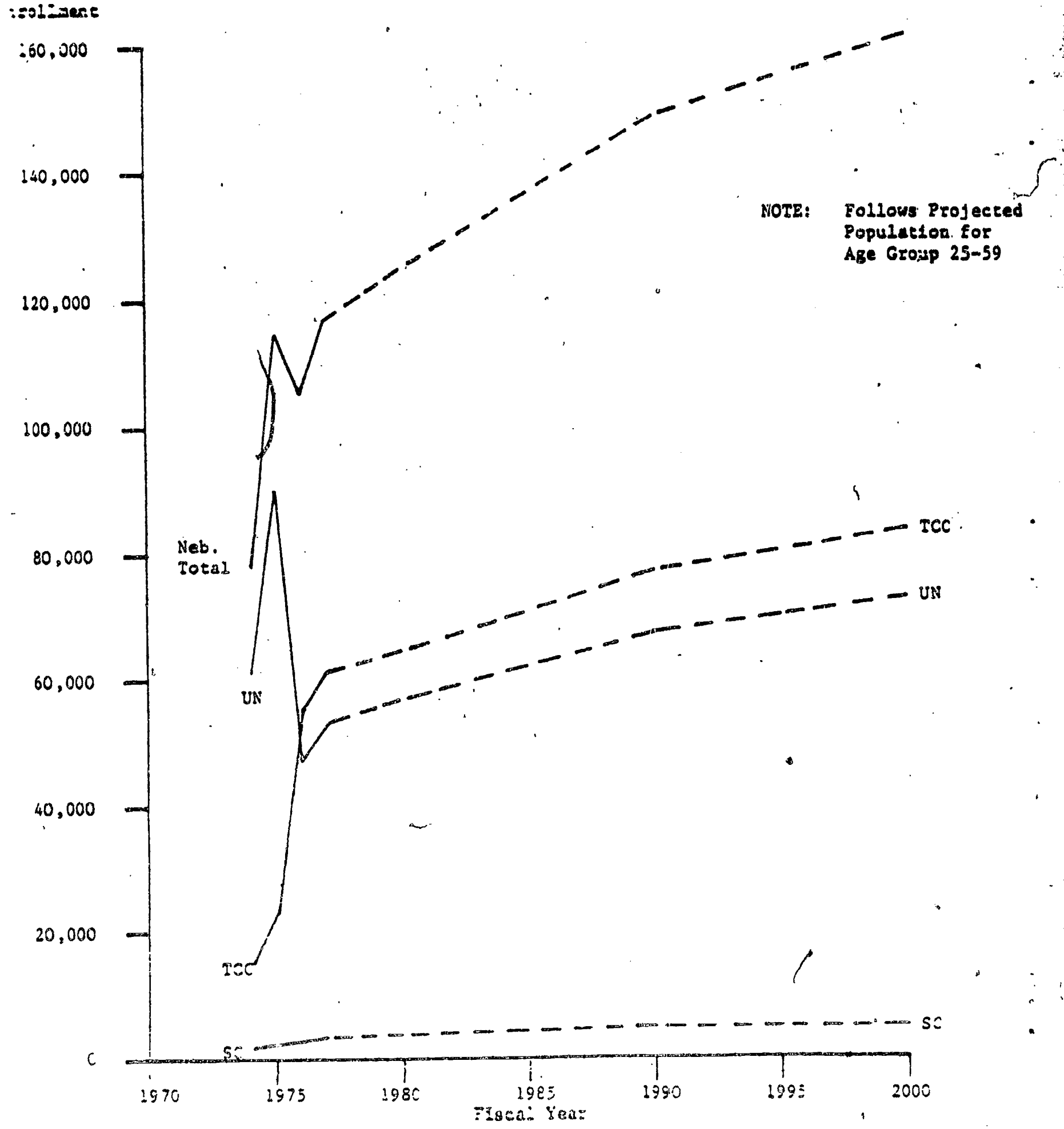
Given the growth which has occurred in the technical community colleges in recent years and the building of new campuses in two metropolitan areas for this sector, there is reasonable evidence for the assumption that the number and related ratios used for the technical community colleges underestimate their future enrollments. The relative stability of the ratios used for projecting unduplicated headcount enrollments for the university and state colleges suggests that the projections shown on Figure No. 9 are more reasonable for these two sectors than for the technical community colleges.

2. Non-Award Related Instructional Trends

Projections of the enrollment in non-award related instructional activities (shown on Figure No. 10), are 1976-77 ratios applied to estimated population projections for the 25-59 year-old age group. The continued rise in the populattion from 555,586 in 1970 to 850,929 by the year 2000

Figure No. 10

Historical and Projected Fiscal Year
Unduplicated Headcount Enrollment
For Non-Award Related Instructional Programs
at the Public Institutional Sectors



UN = University of Nebraska TCC = Technical Community Colleges
SC = State Colleges

for this age group is reflected. The Technical Community College Sector, enrolling more students in this area than the other two public institutional sectors in 1976-77, is expected to continue doing so through the year 2000 given existing historical data. The available evidence also suggests that this is a conservative estimate for these public two-year schools.

The projections shown on Figure No. 10 are based on population estimates for the 25-59 year-old age group including the University with an equivalent non-award fiscal year unduplicated headcount enrollment approximating 8.62% of the estimated population base, the state colleges 0.58%, and the technical community college 9.82% of this estimated population. Overall, the projections incorporate the assumption that the public institutional sectors will have enrolled in the non-award programs the equivalent of 19.02% of the states population between the ages of 25 and 59. This assumption may be conservative as the ratio used for the two-year technical community schools of 9.82% is probably low. Just how much this ratio will increase and at what point in time it can be expected to stablize (as in the case for the University and sta e colleges), is debatable.

(The reported non-award related enrollment for the University of Nebraska for fiscal year 1974-75 is considered a reliable report but discounted as being unusual when

compared with the data reported for the other years. Fluctuations in enrollments like this are to be expected for non-award related programs, but cannot be predicted. Thus, the trend for the University is primarily based on the enrollments of unduplicated headcounts for fiscal years 1973-74, 1975-76, and 1976-77.)

3. Trends Related To All Instruction

The numerical increases in the projected number of non-award oriented enrollments sufficiently counterbalance any declines anticipated in the award related enrollments to suggest continual increases in unduplicated headcount enrollment through the year 2000 (Figure No. 11). Although this may be reassuring for some, it should be quickly added that only 41.24% of these enrollments will be producing credit and contact hours that can be used for calculating full-time equivalent enrollments used for purposes of budget preparation and the distribution of state general fund appropriations. Some 58.76% of these enrollments will be in instructional services and activities that, as of the present, are suggested to be financially self-supporting.

While Figure No. 10 shows the relative trend related to unduplicated headcount enrollment in the past and future, Table No. 5 shows the number of persons associated with

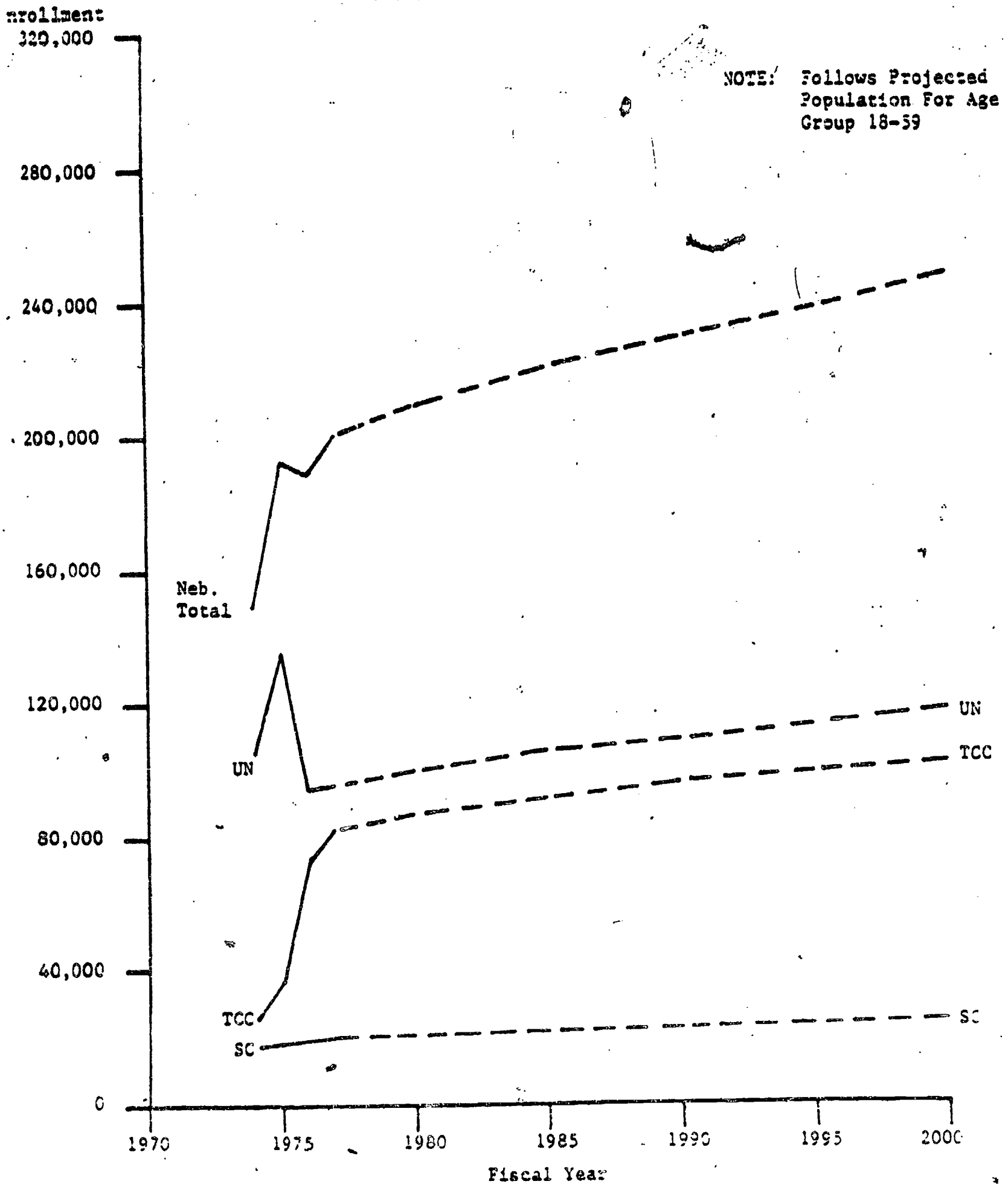
these forecasted enrollments. These forecasts are based on the total unduplicated headcount enrollments of the public institutional sectors for fiscal year 1976-77 as a percentage of the estimated population, 18-59 years old. Total state-wide unduplicated headcount enrollment for future fiscal years, therefore, are expected to continue being the equivalent of some twenty-four percent (24.21%), of estimated population for the age group 18-59; the University's enrollment is expected to be the equivalent of approximately 11.59% of that population, state colleges 2.49%, and the technical community colleges 10.13%.

4. Summary

These trends and projections of fiscal year unduplicated headcount enrollments are presented for two purposes. First, to demonstrate the potential of using fiscal year enrollment data in conducting enrollment projection studies and second, to demonstrate the assumed relationship that exists between full-time enrollments and award-related instructional enrollments, and, the relationship between part-time enrollment projections and projections of non-award related instructional enrollments. In each instance enrollment declines in the former are counterbalanced by enrollment increases in the latter to provide for somewhat stable total enrollments in the future.

Figure No. 11

Historical and Projected Fiscal Year
Unduplicated Headcount Enrollment
for All Instructional Programs
at the Public Institutional Sectors



UN = University of Nebraska
SC = State Colleges
TCC - Technical Community Colleges

TABLE NO. 5

Projected Fiscal Year Unduplicated Headcount Enrollment For Public Postsecondary Institutional Sectors In All Instructional Programs

Year	Population Estimated for the Age Group 18-59 [1]	Estimated Total Undup. Headcount [2]	Estimated Univ. Undup. Headcount [3]	Estimated St. Col. Undup. Headcount [4]	Estimated TCC Undup. Headcount [5]
1978	840,697	203,533	97,437	20,933	85,163
1979	853,834	206,713	98,959	21,260	86,493
1980	866,972	209,894	100,482	21,588	87,824
1981	876,710	212,251	101,611	21,830	88,810
1982	886,448	214,609	102,739	22,073	89,797
1983	896,186	216,967	103,868	22,315	90,784
1984	905,924	219,324	104,997	22,558	91,770
1985	915,663	221,682	106,125	22,800	92,757
1986	922,258	223,279	106,890	22,964	93,425
1987	928,853	224,875	107,654	23,128	94,093
1988	935,448	226,472	108,418	23,293	94,761
1989	942,043	228,069	109,183	23,457	95,429
1990	948,637	229,665	109,947	23,621	96,097
1995	985,242	238,527	114,189	24,533	99,805
2000	1,026,027	248,401	118,916	25,548	103,937

1. Medium Series Population Projections for this age group. "Population Projections II," Bureau of Business Research, University of Nebraska - Lincoln, Nebraska Economic and Business Reports, Number 14, July, 1976.

2. 24.21% of the estimated popultion 18-59 (1976-77 Role and Mission Redefinition Study data).

3. 11.59% of the estimated population 18-59 (1976-77 Role and Mission Redefinitcn Study data).

4. 2.49% of the estimated population 18-59 (1976-77 Role and Mission Redefinition Study data).

5. 10.13% of the estimated population 18-59 (1976-77 Role and Mission Redefinition Study data).

As shown on Table No. 5 for the public postsecondary institutional sectors, the number of persons who possibly will come into contact with a postsecondary educational program or activity could be staggering to the institutions not prepared to efficiently and effectively handle the administrative record-keeping that will undoubtedly be necessary in the future to monitor these enrollments at the institutional, state and federal levels. This is especially true in the programmatic area that has come to be known as "life-long learning," "adult and continuing education." or, as referred to above, as "non-award related instructional programs. In 1976-77 this represented some 59% of the total enrollment in the public institutions. Every forecast of the future suggests that this percentage may increase.

III. Procedure Followed In Developing The Traditional Type of Enrollment Projections

The full-time enrollment projections reported in this document are based on historical relationships between the number of students enrolled on a first-time full-time basis to the number of high school graduates, and the relationship between the total full-time enrollment and the first-time full-time students. Part-time projections were made using historical relationships between the total part-time enrollment and the estimated population between the ages of 25 and 44 in the county in which the institution is located and in those counties which are boardering that county. Two exceptions to this were projections made for the technical community colleges, where all counties in each Technical Community College Area were used, and statewide totals were used for the independent colleges and universities.

Before this procedure is described in more detail, the assumptions which were a part of this procedure, and more particularly, the assumptions which are not a part of the projections require explanation.

Assumptions Considered

For public and private institutions it has been assumed that what the institutions have done in the past are reasonable indices for what they will do in the future in terms of their enrollment profiles. Thus, the following assumptions

were made:

1. That first-time full-time enrollments, for the most part, will be drawn from the number of students graduating from Nebraska high schools. (nearly 84% of the undergraduate enrollment in 1975 were residents of Nebraska.)

2. That the percentage of Nebraska high school graduates enrolling in Nebraska postsecondary institutions will be the same as it has been in the past.

3. That the institutional percentage of first-time full-time students to the number of high school graduates in Nebraska (weighted over the last five years) can be applied to the projected number of high school graduates through 1987 to approximate the equivalent number of first-time full-time students enrolled in each institution through 1987.

4. That the percentage of the total first-time full-time enrollment to total full-time enrollment will, in the future (on the basis of a five year weighted average) be the same as in the past.

5. That, having made projections of first-time full-time enrollments from projections of high school graduates, projections of total full-time enrollment can be made utilizing the historical relationship between first-time full-time and total full-time enrollment.

6. That part-time enrollment is reasonably dependent upon the size of the population between the ages of 25 and 44 in the counties bordering and including the county in which the institution is located or within the institution's statutorily defined service region.

7. That the historical relationship (on the basis of a five year weighted average) between the total part-time enrollment and the population between the ages of 25 and 44 can be applied against the projections for the size of that population in that area to derive approximations of future total part-time enrollments.

8. That the summation of institutional full-time and part-time enrollment projections can be used to determine projections for the institutions total enrollment.

9. That summations of institution projections can be used to forecast future enrollments for the respective institutional sector enrollments.

10. That the population projection and high school graduate projections used are reasonably valid.

11. That higher levels of confidence can be applied to the projections for total statewide enrollments; than assigned to institutional sector enrollments; that more confidence can be placed on institutional sector projection than to individual institutional projections; and, that in each instance, total enrollment projections can be accepted with more confidence than full-time or part-time projections considered separately.

Another assumption was made for the independent colleges and universities that was not used for the public institutions. The assumption was that fifty-four percent of the first-time full-time enrollment at these institutions would be Nebraska residents and that on the average, these schools would continue to draw forty-six percent of their first-time full-time enrollment from other states. This assumption has its limitations, as do all the assumptions made above, in that it assumes that on the average, the future first-time full-time enrollments at the independent colleges and universities will include approximately 1,380 students from other states.

Assumptions Not Considered

Numerous assumptions were not considered in the preparation of these enrollments projections. The exclusion of these assumptions severely limit the projections but the effort was to develop future trends based on what institutions have done in the past (assuming that any change in this experience can effect changes in future enrollments), rather than one

of presenting precise numbers of what enrollments are expected to be. In addition, the incorporation of many of these assumptions into the procedure would have required an analytical procedure sufficiently more complicated than the one used here. Dr. Vernon Renshau, in a report for the Chancellor's Commission On Enrollment, at the University of Nebraska, Lincoln, has written:

> *Given the uncertainty surrounding the forces influencing college attendance rates and the absence of strong presumptions concerning even the direction of future long term trends in such rates, therefore, there seems to be little point in developing complicated analytical models for projecting attendance rates.**

The number of assumptions not considered in these projections are probably too numerous to detail in a single report such as this, but the major ones are mentioned below.

1. That the high school graduation to postsecondary enrollment rate will increase.

2. That enrollment rates for male students differ from the enrollment rates of females.

3. That graduate enrollment as well as first-professional enrollment will increase as a percentage of total enrollment, thus, different projections for graduate students were not made from those made for undergraduates.

4. That any current legislation, (LB 743, 1977) relating to a state scholarship program for students, will cause more students to enroll or change historical enrollment patterns.

5. That, technical community college enrollment will continue to increase at the same rate as in past years.

*Dr. Vernon Renshau, Chancellor's Commission on Enrollment Report University of Nebraska-Lincoln, November, 1975

6. That the new campuses associated with Metropolitan Technical Community College and Southeast Technical Community College will change their historical enrollment profiles.

7. That there will be any change in attitude toward attaining a postsecondary education by the citizens of the state.

8. That social and economic factors affecting post-secondary educational enrollment will be much different in the future than they have been in the past.

9. That there will be new programs developed to provide services for new populations or targeted toward a new clientele that might affect enrollments.

10. That any change in public institutional enrollment profiles will occur as a result of changes which may occur with respect to their role and mission.

11. That there will be new postsecondary institutions established in Nebraska during the period of time for which enrollment projections have been made.

12. That existing postsecondary institution in Nebraska will close due to enrollment declines, forcing the remaining students to enroll elsewhere, during the period of time for which enrollment projections have been made.

13. That out-of-state institutions offering programs within the geographic boundries of Nebraska will affect future enrollments.

14. That state policy with regard to the financing of postsecondary education will be changed in such a manner that it will impact on future enrollments.

15. That policies and financial assistance programs at the federal level will cause changes in the future enrollments in Nebraska postsecondary education.

Some of these assumptions could have been considered in the development of these enrollment projections. They were not included, however, for three reasons. First, it is difficult to determine just what the magnitude of impact the new campus opening in 1978 will have on the enrollments at Metropolitan Technical Community College Area. Also, the enrollment impact of the new Health and Physical Education Facility scheduled for completion in September 1979 at Peru State College is hard to assess. These developments, and others like them, should result in enrollment increases, but to build in factors which would reflect this would be mere speculation at this time. The second reason was to report projection trends which will provide a base line (status quo) projection, based on historical relationships and ratios which demonstrate what enrollments might be in the future if the institutions continue doing in the future what they have done in the past. Any adjustment in that pattern (i.e. new facilities, program modification, increased enrollment efforts, etc.), should be reflected in changes in these enrollment projections. The third reason is that some of these changes may not result in the enrollment of more or new students, but will change the current distribution of students among the Nebraska institutions. Although there may be increases or decreases at individual institutions, the overall affect at the state-level may be minimal.

The Two Series of Projections

Two series of enrollment projections were made through 1987 for first-time full-time and total full-time enrollment. The first series results from using high school graduation projections relating to twelfth grade enrollment projections and fall 1977 institutional ratios of high school graduates to first-time full-time enrollment, and first-time full-time enrollment to total full-time enrollment. The second series of projections is based on medium series projections from live birth rates eighteen years prior and institutional five-year weighted averages of first-time full-time students to high school graduates and five-year weighted averages of first-time full-time to total full-time enrollment.

Part-time projections for both series were the result of institutional five-year weighted averages of part-time enrollment to medium series projections of the number of persons between the ages of 25 and 44 living in the counties bordering and including the county in which the institution is located. For Technical Community College Areas, the counties in the respective areas were used and for independent colleges and universities the population projection for the entire state were used.

Table No. 6 shows the fall 1977 and five-year weighted ratios that were used to make these projections for the institutions. Table No. 7 shows the projections of high school graduates used for purposes of projecting the number of high school graduates.

Table No. 6

Ratios Used in Making Enrollment Projections

	Fall 1977 Ratio of First-Time Full-Time Enrollment to High School Graduates of 1977	Five-Year Weighted Average of First Time Full-Time to High School Graduates	Fall 1977 Ratio of First Time Full-Time to Total Full-Time Enrollments	Five Year Weighted Average of First-Time Full-Time To Total Full-Time	Five Year Weighted Ratio of Total Part-Time to Population for 25-44
Univ. of Nebr.					
UNL	15.04%	15.22%	22.00%	22.33%	6.41%
UNO	5.48%	5.61%	20.72%	20.53%	5.19%
Med. Center*					
State Colleges					
Chadron	1.54%	1.74%	30.64%	33.18%	4.10%
Kearney	5.13%	4.46%	31.11%	28.44%	4.27%
Peru	0.63%	0.70%	26.74%	28.96%	1.97%
Wayne	2.07%	1.96%	29.35%	28.98%	2.10%
Technical Com.** Colleges					
Central	7.75%	7.17%	53.10%	52.11%	2.17%
Metropolitan	3.02%	3.14%	45.33%	50.24%	1.61%
Mid Plains	1.96%	2.14%	62.97%	66.67%	6.40%
Northeast	2.37%	2.18%	59.82%	59.28%	1.13%
Southeast	3.35%	3.21%	44.42%	43.67%	0.55%
Western	1.59%	1.67%	46.46%	51.75%	2.09%
Independent Colleges and Universities	11.36% 6.1%***	11.97% 6.45%***	25.32%	26.34%	0.68%

*First-Time Full-Time held constant at 54. Series #1 projections provided by the Medical Center, Series #2 projections same as Fall 1977 fall enrollment.

**Three-Year Weighted Averages rather than Five-Year.

***Percentages that are Residents of Nebraska for First-Time Full-Time only.

Table No. 7
Historical and Projected Numbers of
High School Graduates

Year	Historical Numbers Of High School Graduates	High School Graduates Projected as being 95.83% of 12th Grade Enrollment	High School Graduates Projections From Live Births 18 years Prior		
			Low Series	Medium Series	High Series
1967	22,716				
1968	22,921				
1969	23,980				
1970	24,237				
1971	24,239				
1972	24,814				
1973	25,128				
1974	24,792				
1975	24,765				
1976	24,792				
1977	25,561				
1978		26,334	25,162	25,532	25,751
1979		25,797	25,372	25,746	26,091
1980		24,925	24,889	25,255	25,713
1981		23,910	23,962	24,315	24,873
1982		22,252	22,569	22,901	23,534
1983		21,006	20,440	20,741	21,412
1984		20,134	18,816	19,093	19,803
1985		19,846	17,818	18,080	18,837
1986		20,488	17,801	18,063	18,907
1987		21,016	18,216	18,484	19,434
1988			19,007	19,286	20,368
1989			18,735	19,010	20,168
1990			17,241	17,494	18,642
1991			16,725	16,971	18,167
1992			17,404	17,660	18,987
1993			17,377	17,632	19,040
1994			17,457	17,714	19,213
1995			18,546	18,819	20,500

IV. Institutional Sector Historical and Projected Fall Enrollments and Institutional Historical Fall Enrollments

The following tables show the historical and projected opening fall headcount enrollments for the institutional sectors. These sectors are the University of Nebraska, the Nebraska State Colleges, the Nebraska Technical Community Colleges, and the Nebraska Independent Colleges and Universities. Each sector is followed by the historical fall headcount enrollments for the institutions which are a part of the institutional sector.

Each of the tables which follow show total enrollment, total full- and part-time enrollments, and first-time full-time enrollment for the fall semesters of the years shown.

Table No. 8

Nebraska Collegiate Institutions of Higher Education
Historical and Projected, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	57,208	46,276	10,932	13,632
1968	60,964	49,488	11,476	14,015
1969	65,018	51,668	13,350	14,822
1970	66,517	52,096	14,421	13,861
1971	64,933	50,851	14,082	12,682
1972	70,036	51,379	18,657	13,107
1973	71,214	48,911	22,303	12,859
1974	71,021	49,412	21,609	13,882
1975	75,429	51,931	23,498	14,893
1976	78,222	53,524	24,698	15,479
1977	82,085	54,863	27,222	15,724

	Total Enrollment		Full Time Projections		Part Time Projections		First Time Full Time	
	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2
1978	83,913	81,815	56,461	54,363	27,452	27,452	16,277	15,664
1979	83,918	83,078	55,564	54,764	28,354	28,314	15,983	15,782
1980	83,224	83,026	53,971	53,842	29,253	29,184	15,494	15,509
1981	82,304	82,205	52,084	52,077	30,220	30,128	14,919	14,984
1982	80,107	80,492	48,945	49,422	31,162	31,070	13,985	14,196
1983	78,688	77,393	46,580	45,375	32,108	32,016	13,281	13,354
1984	77,987	75,242	44,933	42,280	33,054	32,962	12,785	12,076
1985	78,381	74,126	44,385	40,222	33,996	33,904	12,628	11,503
1986	80,33[illegible]	74,986	45,600	40,340	34,738	34,646	12,990	11,518
1987	82,0[illegible]8	76,518	46,605	41,127	35,483	35,391	13,288	11,734

Table No. 9

University of Nebraska
Historical and Projected, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	26,797	20,263	6,534	5,340
1968	29,938	22,452	7,486	5,848
1969	32,496	23,840	8,656	6,354
1970	34,895	25,285	9,610	5,879
1971	35,485	26,349	9,136	5,703
1972	36,148	26,300	9,848	5,629
1973	36,421	24,862	11,559	5,255
1974	36,552	24,265	12,287	5,042
1975	38,925	24,954	13,971	5,389
1976	38,920	25,412	13,508	5,247
1977	39,185	25,440	13,745	5,300

	Total Enrollment		Full Time Projections		Part Time Projections		First Time Full Time	
	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2
1978	40,931	40,241	26,270	25,580	14,661	14,661	5,448	5,372
1979	41,058	40,919	25,885	25,786	15,173	15,133	5,348	5,417
1980	40,790	40,926	25,114	25,319	15,676	15,607	5,169	5,315
1981	40,395	40,531	24,192	24,420	16,203	16,111	4,960	5,119
1982	39,328	39,686	22,622	23,072	16,706	16,614	4,620	4,825
1983	38,650	38,129	21,439	21,010	17,211	17,119	4,364	4,735
1984	38,326	37,055	20,612	19,433	17,714	17,622	4,185	4,031
1985	38,562	36,439	20,344	18,313	18,218	18,126	4,127	3,813
1986	39,576	36,981	20,950	18,447	18,626	18,534	4,258	3,834
1987	40,487	37,792	21,453	18,850	19,034	18,942	4,367	3,904

Table No. 10

University of Nebraska - Lincoln
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	18,067	15,721	2,346	4,129
1968	19,150	16,516	2,634	4,102
1969	19,618	16,657	2,961	4,205
1970	20,810	17,501	3,309	3,951
1971	21,541	18,294	3,247	4,091
1972	21,581	18,062	3,519	3,988
1973	21,160	16,738	4,422	3,864
1974	20,892	16,189	4,703	3,637
1975	22,380	16,767	5,613	3,883
1976	22,179	17,384	4,795	3,798
1977	22,256	17,472	4,784	3,844

Table No. 11

University of Nebraska - Omaha
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	8,730	4,542	4,188	1,211
1968	10,788	5,936	4,852	1,746
1969	12,120	6,492	5,628	2,149
1970	13,185	6,959	6,226	1,895
1971	12,711	6,889	5,822	1,582
1972	13,117	6,891	6,226	1,620
1973	13,691	6,730	6,961	1,341
1974	14,124	6,687	7,437	1,362
1975	15,051	7,133	7,918	1,470
1976	14,993	6,845	8,148	1,402
1977	15,033	6,766	8,267	1,402

Table No. 12

University of Nebraska - Medical Center
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969	758	691	67	0
1970	900	825	75	33
1971	1,233	1,166	67	30
1972	1,450	1,347	103	21
1973	1,570	1,394	176	59
1974	1,536	1,389	147	43
1975	1,494	1,054	440	36
1976	1,748	1,183	565	47
1977	1,896	1,202	694	54

Tabl No. 13

Nebraska State Colleges
Historical and Projected, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	10,838	9,408	1,430	2,868
1968	11,706	10,200	1,506	3,079
1969	12,468	10,816	1,652	3,058
1970	12,446	10,456	1,990	2,731
1971	11,698	9,684	2,014	2,310
1972	10,447	8,421	2,026	1,884
1973	9,790	7,479	2,311	1,978
1974	9,776	7,053	2,723	2,003
1975	10,265	7,418	2,847	2,097
1976	10,489	7,436	3,053	2,272
1977	11,215	7,904	3,311	2,395

	Total Enrollment		Full Time Projections		Part Time Projections		First Time Full Time	
	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2
1978	11,371	10,911	8,146	7,686	3,225	3,225	2,468	2,262
1979	11,305	11,079	7,978	7,752	3,327	3,327	2,417	2,281
1980	11,141	11,033	7,709	7,601	3,432	3,432	2,336	2,237
1981	10,935	10,859	7,396	7,320	3,539	3,539	2,241	2,154.
1982	10,532	10,538	6,885	6,891	3,647	3,647	2,086	2,028
1983	10,251	10,001	6,495	6,245	3,756	3,756	1,968	1,838
1984	10,099	9,616	6,234	5,751	3,865	3,865	1,887	1,692
1985	10,109	9,414	6,138	5,443	3,971	3,971	1,860	1,602
1986	10,383	9,484	6,336	5,437	4,047	4,047	1,920	1,600
1987	10,623	9,686	6,498	5,561	4,125	4,125	1,969	1,637

Table No. 14

Chadron State College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	1,852	1,564	288	420
1968	2,032	1,756	276	486
1969	2,332	2,013	319	510
1970	2,469	1,947	522	470
1971	2,428	1,823	605	336
1972	2,122	1,625	497	289
1973	2,104	1,512	592	444
1974	1,964	1,368	596	442
1975	2,024	1,385	639	384
1976	1,907	1,250	657	523
1977	2,069	1,286	783	394

Table No. 15

Kearney State College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	4,839	4,298	541	1,432
1968	5,362	4,725	637	1,467
1969	5,869	5,041	828	1,494
1970	5,870	4,936	934	1,284
1971	5,601	4,600	1,001	1,174
1972	5,210	4,234	976.	1,000
1973	4,850	3,695	1,155	860
1974	5,072	3,543	1,529	932
1975	5,322	3,818	1,504	1,049
1976	5,642	3,876	1,766	1,092
1977	6,037	4,217	1,820	1,312

Table No. 16

Peru State College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	1,186	1,078	108	291
1968	1,244	1,103	141	302
1969	1,261	1,126	135	286
1970	1,135	972	163	211
1971	1,001	894	107	206
1972	940	698	242	159
1973	853	646	207	208
1974	770	596	174	209
1975	820	629	191	210
1976	805	591	214	145
1977	744	602	142.	161

Table No. 17

Wayne State College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	2,961	2,468	493	725
1968	3,068	2,616	452	824
1969	3,006	2,636	370	768
1970	2,972	2,601	371	766
1971	2,668	2,367	301	594
1972	2,175	1,864	311	436
1973	1,983	1,626	357	466
1974	1,970	1,546	424	420
1975	2,099	1,586	513	454
1976	2,135	1,719	416	512
1977	2,365	1,799	566	528

Table No. 18

Nebraska Technical Community Colleges
Historical and Projected, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969				
1970				
1971				
1972	8,900	4,519	4,381	2,349
1973	10,694	4,583	6,111	2,211
1974	10,413	6,388	4,025	3,494
1975	12,600	8,270	4,330	4,438
1976	14,930	9,248	5,682	4,897
1977	17,371	10,048	7,323	5,125

	Total Enrollment		Full Time Projections		Part Time Projections		First Time Full Time	
	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2
1978	17,198	16,447	10,356	9,605	6,842	6,842	5,282	5,003
1979	17,188	16,725	10,144	9,681	7,044	7,044	5,174	5,043
1980	17,052	16,746	9,804	9,498	7,248	7,248	5,001	4,948
1981	16,888	16,630	9,403	9,145	7,485	7,485	4,796	4,763
1982	16,472	16,333	8,751	8,612	7,721	7,721	4,464	4,486
1983	16,220	15,758	8,263	7,801	7,957	7,957	4,214	4,063
1984	16,122	15,379	7,916	7,183	8,196	8,196	4,038	3,742
1985	16,236	15,232	7,804	6,800	8,432	8,432	3,981	3,542
1986	16,675	15,409	8,060	6,794	8,615	8,615	4,111	3,539
1987	17,065	15,749	8,267	6,951	8,798	8,798	4,216	3,621

Table No. 19

Central Technical Community College Area
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969				
1970				
1971				
1972				
1973				
1974	1,998	1,988	0	937
1975	2,979	2,613	366	1,375
1976	4,197	3,507	690	1,766
1977	5,410	3,729	1,681	1,980

Table No. 20

Metropolitan Technical Community College Area
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969				
1970				
1971				
1972	3,598	398	3,200	78
1973	5,068	396	4,672	170
1974	2,215	519	1,696	519
1975	2,768	1,347	1,421	652
1976	3,562	1,509	2,053	883
1977	4,676	1,701	2,975	771

Table No. 21

Mid Plains Technical Community College Area
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969				
1970				
1971				
1972	1,523	818	705	502
1973	1,696	843	853	459
1974	2,229	968	1,261	689
1975	2,282	877	1,405	598
1976	2,448	788	1,660	563
1977	1,969	802	1,167	505

Table No. 22

Northeast Technical Community College Area
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969				
1970				
1971				
1972	991	807	184	592
1973	1,055	849	206	493
1974	1,097	835	262	475
1975	1,309	917	392	531
1976	1,302	901	401	533
1977	1,453	1,013	440	606

Table No. 23

Southeast Technical Community College Area
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969				
1970				
1971				
1972	1,763	1,659	104	727
1973	1,890	1,710	180	754
1974	1,593	1,434	159	555
1975	2,128	1,763	365	858
1976	2,164	1,773	391	710
1977	2,536	1,927	609	856

Table No. 24

Western Technical Community College Area
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967				
1968				
1969				
1970				
1971				
1972	1,025	837	188	450
1973	985	785	200	335
1974	1,291	644	647	319
1975	1,134	753	381	424
1976	1,257	770	487	442
1977	1,327	876	451	407

Table No. 25

Nebraska Independent College
Historical and Projected, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	16,948	14,383	2,565	4,135
1968	16,807	14,630	2,177	3,900
1969	16,744	14,436	2,308	3,967
1970	15,530	13,505	2,025	3,582
1971	14,109	12,023	2,086	3,132
1972	13,770	11,597	2,173	2,968
1973	13,537	11,501	2,036	3,156
1974	13,457	11,307	2,250	3,081
1975	13,639	11,289	2,350	2,969
1976	13,883	11,428	2,455	3,063
1977	14,314	11,471	2,843	2,904

	Total Enrollment		Full Time Projections		Part Time Projections		First Time Full Time	
	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2	Series #1	Series #2
1978	14,413	14,216	11,689	11,492	2,724	2,724	3,079	3,027
1979	14,367	14,355	11,557	11,545	2,810	2,810	3,044	3,041
1980	14,241	14,321	11,344	11,424	2,897	2,897	2,988	3,009
1981	14,086	14,185	11,093	11,192	2,993	2,993	2,922	2,948
1982	13,775	13,935	10,687	10,847	3,088	3,088	2,815	2,857
1983	13,567	13,505	10,383	10,319	3,184	3,194	2,735	2,718
1984	13,450	13,192	10,171	9,913	3,279	3,279	2,679	2,611
1985	13,474	13,041	10,099	9,666	3,375	3,375	2,660	2,546
1986	13,704	13,112	10,254	9,662	3,450	3,450	2,701	2,545
1987	13,913	13,291	10,387	9,765	3,526	3,526	2,736	2,572

Table No. 26

Bellevue College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	891	169	722	64
1968	758	217	541	52
1969	679	228	451	61
1970	761	250	511	60
1971	1,026	347	679	114
1972	1,117	410	707	122
1973	1,132	407	725	117
1974	1,164	316	848	83
1975	1,326	378	948	110
1976	1,543	421	1,122	128
1977	1,909	496	1,413	144

Table No. 27

The College of St. Mary
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	619	424	195	139
1968	613	451	162	121
1969	449	358	91	103
1970	517	385	132	128
1971	560	451	109	153
1972	588	458	130	158
1973	568	478	90	147
1974	541	449	92	135
1975	549	433	116	125
1976	550	432	118	133
1977	540	418	122	122

Table No. 28

Concordia College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	1,427	1,346	81	249
1968	1,498	1,407	91	247
1969	1,569	1,462	107	275
1970	1,685	1,535	150	327
1971	1,737	1,553	184	247
1972	1,539	1,415	124	229
1973	1,347	1,254	93	230
1974	1,234	1,143	91	231
1975	1,156	1,061	95	198
1976	1,125	1,047	78	206
1977	1,129	1,039	90	212

Table No. 29

Creighton University
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	4,116	3,487	629	695
1968	4,182	3,609	573	669
1969	4,234	3,578	656	596
1970	4,128	3,575	553	641
1971	4,172	3,598	574	655
1972	4,341	3,682	659	641
1973	4,355	3,807	548	689
1974	4,551	3,928	623	703
1975	4,745	4,161	584	685
1976	4,797	4,230	567	749
1977	4,979	4,357	622	736

Table No. 30

Dana College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	938	779	159	284
1968	989	812	177	261
1969	1,057	888	169	319
1970	962	810	152	232
1971	848	715	133	195
1972	751	613	138	156
1973	647	536	111	145
1974	610	536	74	181
1975	583	532	51	180
1976	550	505	45	166
1977	478	450	28	134

Table No. 31

Doane College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	717	698	19	240
1968	781	763	18	271
1969	754	737	17	214
1970	721	702	19	209
1971	711	695	16	215
1972	629	618	11	201
1973	620	605	15	202
1974	603	588	15	199
1975	633	617	16	214
1976	625	612	13	221
1977	647	632	15	209

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Table No. 32

Grace College of The Bible
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	431	412	19	165
1968	446	424	22	165
1969	536	490	46	196
1970	556	505	51	174
1971	525	477	48	159
1972	514	463	51	150
1973	549	476	73	173
1974	528	470	58	162
1975	535	453	82	161
1976	525	473	52	153
1977	486	415	71	137

Table No. 33

Hastings College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	828	779	49	225
1968	806	771	35	227
1969	853	822	31	267
1970	862	830	32	297
1971	826	788	38	259
1972	757	724	33	243
1973	715	681	34	234
1974	692	655	37	239
1975	684	639	45	218
1976	712	663	49	225
1977	736	670	66	222

Table No. 34

Midland Lutheran College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	874	813	61	215
1968	824	764	60	200
1969	906	726	180	216
1970	927	804	123	268
1971	867	786	81	231
1972	819	741	78	206
1973	803	698	105	222
1974	754	648	106	201
1975	769	671	89	222
1976	826	738	88	243
1977	843	741	102	227

Table No, 35

Nebraska Christian College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	168	123	45	53
1968	169	142	27	54
1969	157	128	29	45
1970	126	110	16	36
1971	117	100	17	41
1972	128	104	24	48
1973	168	150	18	82
1974	181	152	29	59
1975	167	138	29	56
1976	169	146	23	72
1977	170	137	33	69

Table No. 36

Nebraska Wesleyan University
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	1,369	1,201	168	353
1968	1,458	1,267	191	408
1969	1,326	1,180	146	320
1970	1,224	1,158	66	343
1971	1,177	1,107	70	335
1972	1,080	1,022	58	320
1973	1,111	1,038	73	369
1974	1,117	1,019	98	364
1975	1,169	1,042	127	346
1976	1,152	1,030	122	319
1977	1,108	1,040	68	313

Table No. 37

Platte Valley Bible College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	70	59	11	31
1968	59	44	15	11
1969	63	42	21	15
1970	57	45	12	22
1971	81	62	19	23
1972	82	52	30	27
1973	106	85	21	46
1974	103	76	27	25
1975	97	67	30	18
1976	59	43	16	19
1977	58	37	21	16

Table No. 38

Union College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	1,139	958	181	302
1968	1,037	851	186	305
1969	952	847	105	260
1970	893	796	97	262
1971	808	723	85	237
1972	819	734	85	213
1973	754	663	91	223
1974	818	702	116	253
1975	882	771	111	248
1976	903	771	132	259
1977	923	747	176	214

Table No. 39

York College
Historical, On Campus Degree
Credit Enrollment

Year	Total Enrollment	Full Time	Part Time	First Time Full Time
1967	355	333	22	212
1968	391	373	18	225
1969	325	303	22	163
1970	318	297	21	164
1971	343	317	26	175
1972	340	309	31	161
1973	380	351	29	173
1974	323	292	31	157
1975	344	326	18	188
1976	343	313	30	170
1977	308	292	16	149

APPENDICES

Appendix #1	Letter to William S. Fuller, Executive Director of the Nebraska Coordinating Commission for Postsecondary Education from Dr. Daniel V. Taylor of the Legislative Fiscal Office, dated January 18, 1977, regarding the Nebraska Enrollment Projection System (NEPS).
Appendix #2	Changes In Enrollment By 1985, by Ms. Cathy Henderson, Policy Analysis Service Report, Vol. 3, No. 1, June 1977, American Council on Education. This summary of the report was prepared by Dr. John R. Wittstruck, Coordinator of Information Systems of the Nebraska Coordinating Commission for Postsecondary Education.

APPENDICES

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State of Nebraska

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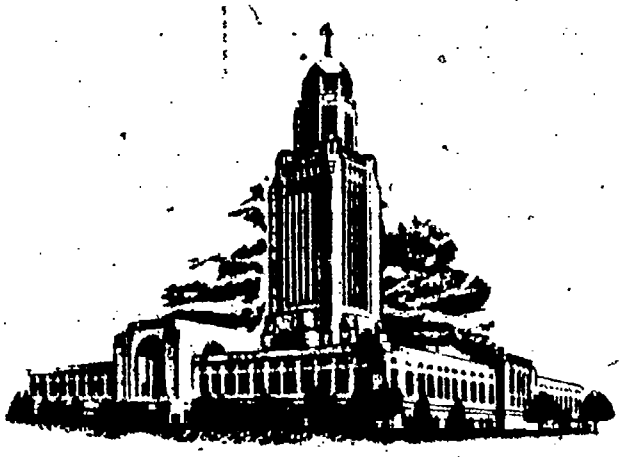

STATE CAPITOL, LINCOLN 68509

January 18, 1977

Dr. William S. Fuller
Executive Director
Nebraska Coordinating Commission
for Postsecondary Education
Room 344, State Capitol
Lincoln, NE 68509

Dear Dr. Fuller:

In our conversation of January 6, 1977, regarding the Nebraska Enrollment Projection System (NEPS), you requested that our office prepare a technical report that would provide you with the following information:

1. an analysis of the NEPS and its operating deficiencies.

2. a review of the available alternatives for improving the NEPS.

Attached to this letter is a summary report in response to your request for assistance. The report briefly summarizes the concerns we discussed. As you identify specific questions and needs relative to the NEPS, we will be glad to provide whatever technical assistance we can.

Within the week, we will be delivering to your office the records and technical documents collected during four years of utilizing the NEPS. The Nebraska Coordinating Commission for Postsecondary Education assumed responsibility for the NEPS on January 1, 1977, and the records we will deliver are for your use and information, as you deem appropriate. The

1976 NEPS report should be publically available by January 31, 1977. At that point, our office will assist the Commission in any way we can as it assumes its reponsibility for Nebraska's enrollment projections.

If you have any further comments or questions, please do not hesitate to contact our office.

Sincerely,

dan

Daniel V. Taylor
Legislative Analyst

DVT/skj

Enclosure

REVIEW AND RECOMMENDATIONS FOR IMPROVEMENT OF THE NEBRASKA ENROLLMENT PROJECTION SYSTEM

What Does the NEPS Provide

The NEPS has four primary projection and analysis subprograms. These include:

Program 1

Using a variation of the moving averages technique, twelfth grade graduate entrances into Nebraska's colleges and universities are projected for a five-year period. Using a five-year historical data base prepared by the Nebraska Department of Education and Dr. John Laramy of the University of Nebraska-Lincoln, the primary enrollment cohort group is analyzed for their enrollment patterns.

Program 2

Using a cohort-survival technique and drop-out/stop-out rates reported by the institutions, an attrition rate is developed for each reporting institution.

Program 3

The transfer and migration patterns of students, as reported by the institutions, are aggregated and analyzed. The patterns are keyed to Nebraska's reporting institutions and the state of origin for out-state migrants into Nebraska's colleges and universities.

Program 4

Given the historical and current data noted in programs 1-3, the NEPS aggregates these variables and reports institutional and statewide projections and actual enrollment patterns. The NEPS can provide reports for: attrition rates, number of graduates, entering freshman by county, student continuation rates by class, transfers among Nebraska institutions, transfers into and out of Nebraska institutions from any source, total institutional and statewide FTE and headcount projections, and projections by class level (freshman, sophomore, etc.).

What the NEPS Does not Provide

The NEPS does not provide a number of analytical and projection capabilities associated with statewide and institutional enrollment forecasting. The capabilities not provided for include the following:

1. The NEPS does not account for social, economic and financial variables that do affect attendance decisions and patterns by students in the primary and secondary cohort groups. These variables may include: disposable farm and non-farm income, employment/unemployment, attendance cost increases, inflation, salary/wage growth, race, age, sex, and other socio-economic factors. The NEPS has a linear multiple regression statistical routine that will accommodate up to three independent social, economic and/or financial variables.

2. The NEPS does not account for manpower trends within the state or for the HEW/USOE multi-state planning region in which Nebraska is located. The NEPS is unable to make manpower projections.
3. The NEPS is unable to generate alternative enrollment projections based on differing sets of assumptions. As a consequence, projection modeling and scenario related forecasting is impossible given the present limitations of the NEPS.

What Problems Does the NEPS Have

During the four years that the Nebraska Facilities Commission (1972) and the Legislative Fiscal Analyst (1973-76) have utilized the NEPS, a number of systemic deficiencies have been identified within the enrollment projection system. These deficiencies include:

1. The NEPS programs were written in COBOL and FORTRAN language. COBOL programs are machine inefficient and FORTRAN programs have not traditionally been supported by the Central Data Processing (CDP) division of DAS. The CDP programmers understand and can work with the NEPS COBOL problems, but cannot provide the same service for the FORTRAN programs.
2. The statistical design and software components of the NEPS create projection errors and are conceptually deficient as

a basis for accurate and useful enrollment projecting.

3. NEPS projections have traditionally been inaccurate and the models credibility with intended users has suffered.

4. The NEPS requires that all enrollment data inputs for all participating institutions conform to uniform definitions of attendance and student status. In particular, the NEPS is not able to accurately project enrollments for the technical community colleges due, in part, to their continuous enrollment of students. Unlike the colleges and universities participating in the NEPS, the technical community colleges do not rely on a single counting point for the reporting of institutional enrollments.

5. The NEPS was developed by Systems Research, a private consulting corporation, in association with an advisory council. The actual NEPS design and software were not understood by either the Facilities Commission or the advisory council. Instructional books provided with the NEPS, as a user guide, gave the impression that as long as all the numbers go in right, good information will come out. As a result, no one fully understands the system. Reinvolvement of Systems Research, Inc. may help to explain from their viewpoint the design of the NEPS and broaden the information base.

Evaluation of the NEPS

The NEPS at the state level has accurately predicted

postsecondary enrollments within plus or minus 3% error for 1972-73 and 1973-74. The error margin for 1974-75 was approximately 8% at the statewide level. At the institutional and/or system level the projections have had error margins ranging from plus or minus 1%-30%. The projections for the community colleges have been underestimated over a three-year period by 25%-40%. The 1975-76 projections have error margins that are within permissable limits at the statewide and system level.[1] The institutional projections have acceptable error margins for less than half of the reporting colleges and universities. To improve the statewide and system projections, Legislative Fiscal Office staff augmented the NEPS model and recalculated many of the projections. Without additional corrections, the NEPS is becoming less accurate with each new projection report.

What are the Alternatives

Given the deficiencies in the NEPS as currently programmed, some changes in the NEPS will be necessary to improve its accuracy and utility. The available alternatives include the following:

Alternative 1

Leave the NEPS programs and statistical packages as they

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[1]The permissable error margin used to compare NEPS results is a plus or minus 5% error at the statewide level and plus or minus 3% error at the institutional level. This comparison error margin was developed by LFO staff after reviewing NCHEMS enrollment reports and reports from four states utilizing statewide projection models.

are and attempt to correct software and statistical errors. This would require the re-creation of the original NEPS computer tapes and extensive program and statistical package analysis and upgrading. Some of the NEPS computer tapes have been lost, others have been incorrectly modified in attempts to correct program errors, and others are in their original form.

Alternative 2

Modify the existing NEPS to provide for a consistent program language (all COBOL or all FORTRAN) and upgrade the software and statistical packages in this modification process. COBOL language is machine inefficient and is a format not usually associated with enrollment projections systems. CDP does not support FORTRAN language (the University of Nebraska does), but would be willing to run the model if someone else does the programming. To reprogram the NEPS will require an extensive commitment of time, staff expertise, and financial support.

Alternative 3

Using the conceptual direction of the NEPS with an upgrading of reporting capability, a new projection model could be developed that is consistent with the original direction of the NEPS. This model could be written in FORTRAN or COBOL language. It could be developed with CDP (COBOL) or with the University of Nebraska (FORTRAN). Costs and staff requirements would vary depending on which language and cooperative partner is selected. CDP can develop an enrollment model in COBOL language that could meet state level and institutional data

needs. The cost would be approximately ($4,000-8,000). The end product would be a model that utilizes a machine inefficient language that is not amenable to some types of projection modeling. The University of Nebraska-Lincoln could assist in the development of a FORTRAN model. It is impossible to estimate the cost of such an effort at this time. The end product would be machine efficient, easier to work with and understand, and it could provide nearly all types of desired projection modeling.

Summary

A review of the NEPS indicates that its projections are becoming less accurate with each new report. Extensive program revisions would be necessary to upgrade the current projection system. In keeping with the conceptual direction of the NEPS, new programs can be written in either COBOL or FORTRAN languages with the advantages and disadvantages noted earlier in the report. Should it be determined that it would be appropriate to develop an entirely new projection system, the strengths and weaknesses of the NEPS may be a good starting point for reviewing what a new system should provide.

NEBRASKA COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

CHANGES IN ENROLLMENT BY 1985

Summary of report prepared by Ms. Cathy Henderson, "Changes in Enrollment by 1985," Policy Analysis Service Report, Vol. 3, No. 1, June 1977, American Council on Education.

CHANGES IN ENROLLMENT BY 1985

Summary of report prepared by Ms. Cathy Henderson, "Changes In Enrollment by 1985," Policy Analysis Service Report, Vol. 3, No. 1, June 1977, American Council on Education.

* *

By 1985 there will be fewer freshmen enrolled in Nebraska institutions of higher education than there were in 1975. The estimates show, however, that the projected decrease for Nebraska may not be much greater than the decrease projected for the nation as a whole. Nebraska will have fewer 18-year-olds (the traditional-age freshman as defined by the report) in the 1985 population and consequently there will be fewer in-state freshmen enrolling in Nebraska institutions. The report also shows, however, that more students come to Nebraska to go to school than there are Nebraskans who leave the state to go to school elsewhere. If this continues at present rates, the impact of having fewer in-state 18-year-olds in 1985 will be less severe than if the in-state to out-of-state trend were reversed. The report indicates, however, that the in-state migration pattern will provide greater benefit to the independent collegiate institutions than the public institutions of Nebraska higher education.

Estimates of state enrollment levels by 1985 were based on three factors: (1) regional shifts in the 18-year-old population; (2) the expected enrollment of 18-year-olds at institutions within their home states; and, (3) the historical migration patterns of students between states.

The net result of these factors on freshmen enrollments by 1985 show that the following may occur.

1. Six states are expected to increase their enrollment because they are expected to have an increase in their in-state 18-year-old population and historically the states have been importers of out-of-state freshmen. Colorado is among this group. Most of the out-of-state students have historically enrolled in public institutions in Colorado. The public institutions in Colorado, therefore, are expected to benefit more from the in-state migration by 1985 than the independent collegiate institutions in that state.

2. Thirty-three (33) states, of which Nebraska is one, are expected to have fewer 18-year-olds in the states's population but this will be balanced to some extent by the enrollment of students from other states. These states will "experience 'trade-offs' (that is, between shifts in the pool of 18-year-olds and expected migration patterns) which will not significantly affect total freshman enrollment levels within the state." (page 5)

   Kansas, Missouri, Nebraska, Oklahoma, South Dakota and Wyoming are among this group. Most of the students enrolling in Kansas, Oklahoma and Wyoming from other states will enroll in public institutions. Out-of-state freshmen enrolling in schools in Missouri, Nebraska, and South Dakota are expected to enroll primarily in independent collegiate institutions.

   For Nebraska, therefore, these data suggest that the dependency public institutions have on in-state 18-year-olds will cause their enrollments to decrease more severely than the decrease projected for the independent collegiate institutions. Although the independent collegiate institutions will also be affected by the reduced in-state 18-year-old population, the impact on their enrollment will be less severe as they are less dependent upon in-state students as their source for new students.

3. Another group of two states, which includes Iowa, will have reduced numbers of 18-year-olds in the population and will probably not attract sufficient numbers of freshmen from other states to offset the decline.

4. Vermont is expected to gain in enrollment of freshmen because of the in-state migration even though there will be fewer 18-year-olds in that state by 1985.

5. Nine states are expected to have a net loss of freshmen by 1985 because they have historically been exporters of freshmen and will have fewer 18-year-olds in their population in 1985.

One of the implications of this study, which has an impact in Nebraska, is the demonstration of the interdependence of public and independent institutions within the state to insure a stable future enrollment of freshmen.

Based on these findings the report suggests that states may be able to alter this trend by exploring the following alternatives.

1. States which impose enrollment ceilings on their institutions may reverse the out-of-state migration pattern in those states by removing such limitations.

2. States, including Nebraska, might consider reducing their out-of-state resident tuition charges to encourage more students from other states to enroll in public institutions within the state.

3. Encourage older persons to enroll as first-time, full-time freshmen. Nationally 74% of all first-time, full-time students in 1975 were 18-year-olds and 6% were 20 years or older. In the West, where freshmen enrollments by 1985 are not expected to drop, 63% of the 1975 first-time, full-time freshmen were 18-year-olds, and 12% were 20 years or older.

The following tables were extracted from the report and show data for those states which border Nebraska and/or have one of the Big 8 institutions.

TABLE I

PROJECTED CHANGES IN THE 18-YEAR-OLD POPULATION: 1975-1985 FOR SELECTED STATES

State	Estimated 18 Year-Olds In 1970 Number	% of U.S. Total	Estimated 18 Year-Olds In 1975 Number	% of U.S. Total	Projected 18 Year-Olds In 1985 Number	Absolute Difference from 1975-1985	% Change Between 1975 and 1985
Wyoming	5,715	0.160%	7,590	0.185%	8,473	+883	+12%
Colorado	43,473	1.217%	54,450	1.328%	55,816	+1,366	+2%
South Dakota	12,663	0.355%	14,520	0.354%	12,722	-1,798	-12%
Oklahoma	45,623	1.277%	52,140	1.272%	45,387	-6,753	-13%
Missouri	80,410	2.251%	91,080	2.221%	77,843	-13,237	-14%
Nebraska	27,038	0.757%	30,360	0.740%	25,473	-4,887	-16%
Kansas	42,215	1.180%	46,530	1.135%	37,479	-9,051	-19%
Iowa	49,688	1.391%	53,130	1.296%	39,805	-13,325	-25%
Total for the United States	3,572,055	99.999%	4,100,250	99.999%	3,600,967	-499,283	-12%

This Table shows the projected 18-year-old population in the identified states for the year 1985. Three of these states (Wyoming, Colorado, and South Dakota) will do better or as well as the national average in terms of the decline in the 18-year-old in-state population.

Nebraska is projected to have 4,887 fewer 18-year-old residents in 1985 than in 1975. Over the estimated 1975 18-year-old population, this represents a decline of 16% which is 4% greater for Nebraska than that which is expected for the nation as a whole.

TABLE 2

IMPACT OF PROJECTED POPULATION SHIFTS AND MIGRATION TRENDS OF STUDENTS ON ENROLLMENT OF TRADITIONAL-AGE FRESHMEN: 1975-1985, FOR SELECTED STATES

State	A % of 18-Year-Olds Projected to Enroll as Freshmen In 1975 and 1985	B Difference In the Number of 18-Year-Olds Between 1975-1985	C Projected Number of Freshmen In 1985 (AxB)	D Net Migration of Freshmen to the state: 1975-1985	E Net Impact of Population and Migration Patterns (C+D)	F Total Freshman Enrollment In 1975	G Net Impact as % of 1975 Freshman Enrollment (E÷F)
Colorado	34%	+1,366	+464	+4,099	+4,563	30,550	+14.9%
Wyoming	26%	+883	+230	+14	+244	4,442	+5.5%
Oklahoma	27%	-6,753	-1,823	+2,171	+348	30,900	+1.1%
South Dakota	33%	-1,798	-593	+542	-51	7,736	-0.7%
Nebraska	30%	-4,887	-1,466	+393	-1,073	18,409	-5.8%
Kansas	34%	-9,051	-3,077	+1,237	-1,840	28,322	-6.5%
Missouri	28%	-13,237	-3,706	+316	-3,390	45,177	-7.5%
Iowa	30%	-13,325	-3,997	1	-3,996	31,053	-12.9%
Total of the United States	28%	-499,283	-140,983	+29,559	-111,374	2,524,453	-4.4%

Taking into account the decline in the number of 18-year-olds projected for Nebraska by 1985 and the net migration of freshmen to Nebraska from other states, it is estimated that Nebraska will only be slightly worse off in the future than the nation as a whole in terms of state-wide freshmen enrollment. Operationally this table may be interpreted as meaning that Nebraska is projected to be slightly more vulnerable to projected changes in enrollment of traditional-age freshmen due to demographic changes than that of the nation. The net impact of these changes in Colorado is expected to make this state less vulnerable to the combined impact of population trends and migration patterns than the other states shown here, as well as the nation.

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