



THE CENTER FOR RURAL COMMUNITY REVITALIZATION AND DEVELOPMENT

A Research Report*

**Continuing Education in the New Millennium:
A Survey of Educational Needs of Southeast
Nebraskans**

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Executive Summary

This needs assessment was conducted to determine what educational needs exist in Southeast Nebraska. In addition, it determined how familiar the residents of Southeast Nebraska are with the educational institutions in the area and how favorably they view them. It also examined the obstacles they face in pursuing higher education opportunities.

This report details results of 1,853 responses to the community survey. In addition, comparisons are made among different subgroups of the respondents, i.e., comparisons by county group, age, education and income. Based on these analyses, some key findings emerged:

Familiarity with Educational Institutions

- *Over one-half of the respondents reported being somewhat or very familiar with the educational opportunities at the University of Nebraska at Omaha, the University of Nebraska-Lincoln and Southeast Community College. The proportions saying they were very or somewhat familiar with each institution were as follows: the University of Nebraska-Lincoln (77%), University of Nebraska at Omaha (61%), Southeast Community College (53%) and Peru State College (31%).*
- *Respondents in close proximity to each campus were more likely than those living farther from the campus to report being familiar with their educational opportunities.*
- *Over one-half (62%) of the respondents (or someone in their immediate family) had taken courses from one of the institutions in the past five years.*

Quality of Education

- *Over eighty percent of the respondents rated the quality of education at each institution as either good or excellent. The proportions that said the quality of education at each institution was good or excellent were: UNO (91%), UNL (89%), SCC (88%) and PSC (83%).*

Access to Educational Opportunities

- *Over one-half of the respondents felt it would be convenient to take courses from UNO, UNL or SCC. The proportion of respondents saying it would be either very or somewhat convenient to take courses from each institution were: UNL (59%), UNO (57%), SCC (52%) and PSC (16%).*
- *Again, respondents in close proximity to each campus were more likely than those living farther away from the campus to believe it would be convenient to take courses there.*
- *At least eighty percent of the respondents believe each institution is affordable. The proportions rating each institution as very or somewhat affordable were as follows: SCC (92%), PSC (79%), UNO (82%) and UNL (80%).*

Past Education Experience

- *Of all the methods respondents have used to take courses, the traditional classroom was given the highest marks in regards to satisfaction. Ninety-one percent of those who have*

used the traditional classroom to take credit courses were either very or somewhat satisfied with that method. Other methods that the majority of those that had used them were satisfied with them include correspondence courses (66%) and courses on the World Wide Web (65%).

Future Educational Plans

- *Over one-half of the respondents reported being likely to take either a credit or non-credit course in the next two years. Nineteen percent are likely to take a credit course, sixteen percent are likely to take a non-credit course and twenty-one percent reported being likely to take both credit and non-credit courses.*
- *The groups most likely to report being likely to take courses include: those living in the metropolitan areas, younger respondents, those with at least some college education and those with higher incomes.*
- *Of those likely to take courses, many were likely to pursue the following opportunities: taking courses for job upgrade/update (82%), taking courses for leisure or recreation (63%), pursuing continuing education units (48%) and taking courses for professional licensure (45%). The opportunities with the least amount of interest include: pursuing a doctorate degree (14%), pursuing a two-year degree (19%), pursuing a four-year degree (26%) and pursuing a masters degree (33%).*
- *Most respondents are likely to take courses in a traditional classroom. Ninety-four percent were very or somewhat likely to take courses in a traditional classroom. The proportions likely to take courses using other options were: interactive TV (33%), the World Wide Web (45%), video tapes (36%), correspondence courses (46%) and CD-ROM (37%).*
- *Persons between the ages of 26 and 55 were more likely than those in different age groups to be planning to take courses on the Web.*
- *The general fields that more people are likely to take courses in during the next few years include: business administration (35%), education (18%) and math and sciences (14%). The specific fields people were most likely to be interested in were: microcomputer technology (21%), human services (14%) and office technology (11%).*

Potential Barriers to Continuing Education

- *The majority of respondents reported having access to many technologies. The proportion saying they have access to each technology was as follows: computer (71%), cable TV (71%), e-mail (60%) the World Wide Web (59%), fax machine (40%) and a satellite dish (12%).*
- *The items more likely to be reported as being barriers to continuing education include: work or family schedule (74%), financial resources (65%), and commuting/driving distance (44%).*
- *Respondents under the age of 45 were more likely than those older than 45 to say that work/family schedule and financial resources were barriers to continuing their education right now.*
- *Evening times tend to work best for people to take courses. They also tend to prefer*

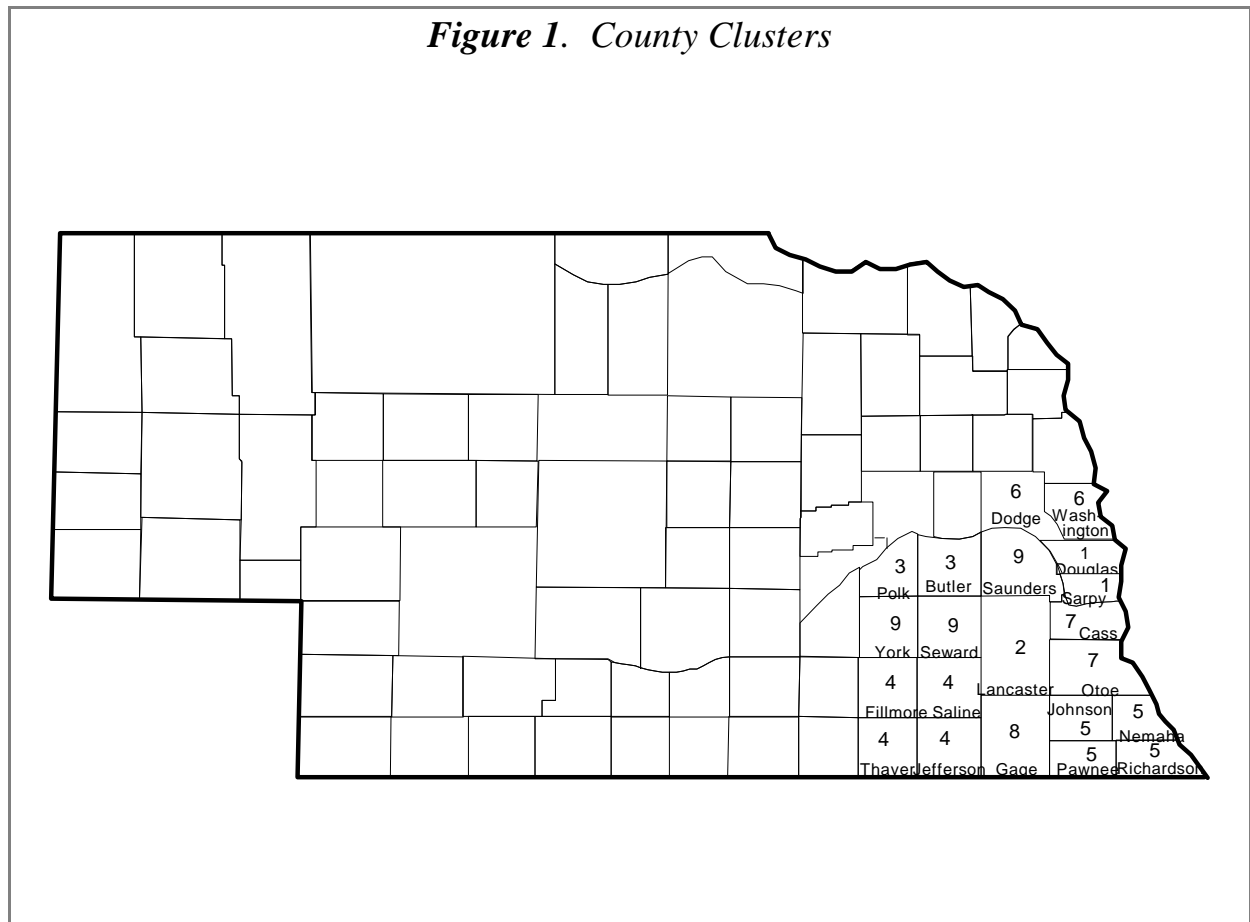
taking courses during the week (Monday through Thursday) rather than taking courses on the weekends. Persons between the ages of 19 and 25 were more likely than older respondents to say that weekdays and times during the day (8 a.m. to 5 p.m.) would work for them to take courses. Persons between the ages of 26 and 55 were more likely to prefer classes after 5 p.m. and credit classes on Saturday and Sunday.

About the Study

The purpose of this study is to determine the higher education needs and interests of Southeast Nebraskans. This needs assessment will help the public higher education institutions working in this area provide better services and programs to the residents. The needs assessment has two parts: a community survey and a work force study. This report details the results of only the community survey.

The population of interest for the community needs assessment was the households in the 21-county area comprising Southeast Nebraska. Figure 1 shows the county clusters that were used to develop the sample. These groupings were based on various population and demographic data for the counties.

The metropolitan part of the sample consists of two groups: 1) the Omaha area (Douglas and Sarpy counties) and 2) the Lincoln area (Lancaster county). The nonmetropolitan portion of the survey has 7 groups: 3) Polk and Butler counties; 4) Jefferson, Saline, Thayer and Fillmore counties; 5) Johnson, Nemaha, Pawnee and Richardson counties; 6) Dodge and Washington counties; 7) Cass and Otoe counties; 8) Gage county; 9) Saunders, York and Seward counties.



were included in this study for the following reasons: both counties are in the Southeast Extension District and neither county was included in the Northeast Learning Center needs assessment study.

A sample size of 5,955 households was needed to enable generalizations for each of these groups. A total of 1,853 completed surveys were returned for a response rate of 32.9%. The sample size and response rate for each grouping is shown in Table 1. The final number of returns allows population estimates (estimates for the Southeast area as a whole) with a sampling error of ± 3 percentage points. However, the estimates made for each county group have a sampling error of approximately ± 7 percentage points.

The surveys were mailed to the households in October and November 1999 using the total design method. The sequence of steps used were:

1. A pre-notification letter was sent requesting participation in the study.
2. The questionnaire was mailed with a cover letter approximately seven days later.
3. A reminder postcard was sent to the entire sample approximately seven days after the questionnaire had been sent.
4. Those who had not yet responded within approximately fourteen days of the original survey mailing were sent a replacement questionnaire.

Table 1. Sample and Response Rate Information

	<i>1990 Population*</i>	<i>Sample Size*</i>	<i>Unuseable surveys**</i>	<i>Surveys Returned</i>	<i>Response Rate</i>
Douglas, Sarpy	195,146	680	30	152	23.4%
Lancaster	82,836	680	42	215	33.7%
Polk, Butler	5,513	660	56	196	32.5%
Jefferson, Saline, Thayer, Fillmore	14,058	655	25	227	36.0%
Johnson, Nemaha, Pawnee, Richardson	10,514	650	37	225	36.7%
Dodge, Washington	19,463	660	32	184	29.3%
Cass, Otoe	13,474	660	44	208	33.8%
Gage	9,061	650	25	211	33.8%
York, Seward, Saunders	17,661	660	35	225	36.0%
Overall	348,263	5,955	326	1,853	32.9%

* Population and sample size are based on number of households

** Includes surveys returned by the postal system as undeliverable and deceased individuals

The survey included questions in the following areas: familiarity with higher educational institutions, access to educational opportunities, past education experience, future education plans, potential barriers to continuing education, employment information and general demographics.

Respondent Profile

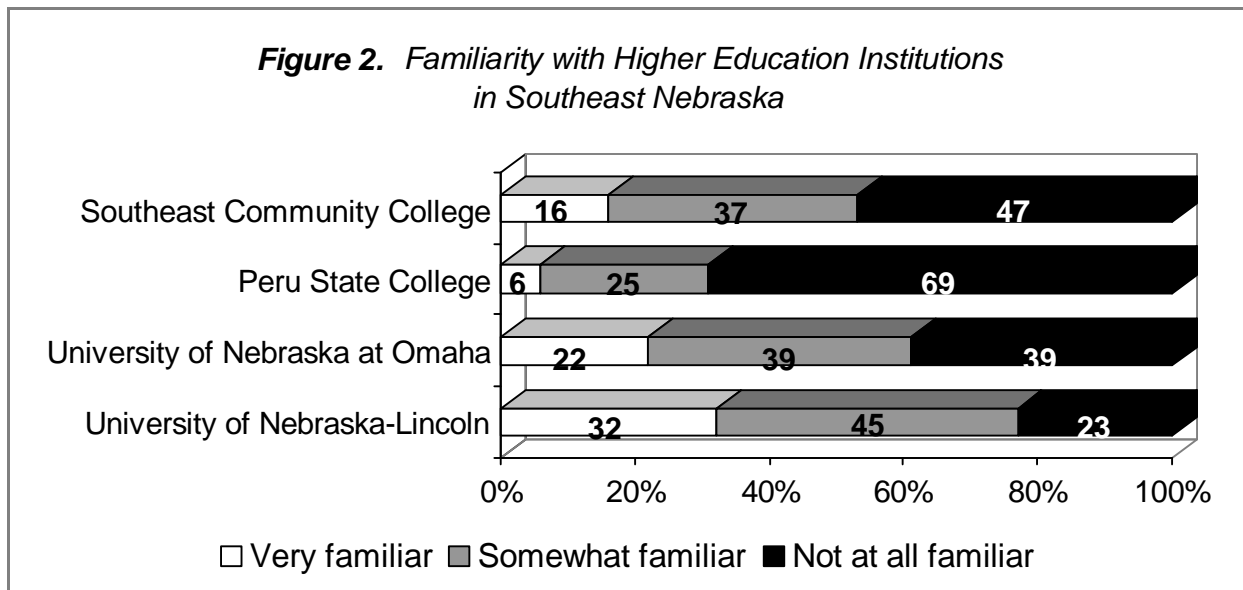
The average respondent was 47 years of age. Sixty-one percent of the respondents were males. Over one-half (51%) were married with children and 12% were married without children. Sixteen percent had never married.

Forty-seven percent reported their approximate household income from all sources, before taxes, for 1998 was below \$40,000. Thirty-nine percent reported incomes over \$50,000. Ninety-seven percent had attained at least a high school diploma.

Eighty-two percent were employed in 1999 on a full-time, part-time or seasonal basis. Of those who were employed, 22% reported working in a professional occupation and 13% were office workers. Over one-half (55%) plan to be in the same occupation five years from now. Sixteen percent planned to change occupations.

Familiarity with Higher Educational Institutions

Respondents were asked how familiar they were with the educational opportunities at the public colleges and universities in Southeast Nebraska. Respondents reported being most familiar with the University of Nebraska-Lincoln and the University of Nebraska at Omaha. Seventy-seven percent were either very or somewhat familiar with the educational opportunities at UNL and 61% reported being familiar with UNO (Figure 2). Fifty-three percent were either very or somewhat familiar with Southeast Community College and 31% were familiar with Peru State College.



The responses to these questions were analyzed to see if any differences exist based on the respondent's county group, age, income or education (Appendix Table 1). Many differences are apparent.

Familiarity with the educational offerings at Southeast Community College differed by county region, education and income. Respondents living in Gage County and those in the Lincoln area were the most likely to be familiar with the offerings at SCC. Approximately eighty-seven percent of those living in this area were familiar with the offerings, compared to only twenty-two percent of those living in the Omaha area.

Those with more education were more likely than those with less education to be familiar with SCC. And when comparing income groups, those with incomes ranging from \$40,000 to \$59,999 were more likely to be familiar with the offerings at SCC.

Familiarity with Peru State College differed by county region, age and education. Respondents living in the southeast corner of the state (Johnson, Nemaha, Pawnee and Richardson Counties) were more likely than those living in other counties in the region to be familiar with PSC. Eighty-three percent of the persons living in those four counties were familiar with the offerings at PSC, while only twenty-three percent of those living in Polk and Butler County felt the same. The older respondents and those with more education were the age and education groups most likely to be familiar with PSC.

People's reported familiarity with the University of Nebraska at Omaha differed by all four characteristics examined. Respondents living in the Omaha area, the younger respondents, those with more education and persons with higher incomes were the groups most likely to be familiar with UNO's educational offerings.

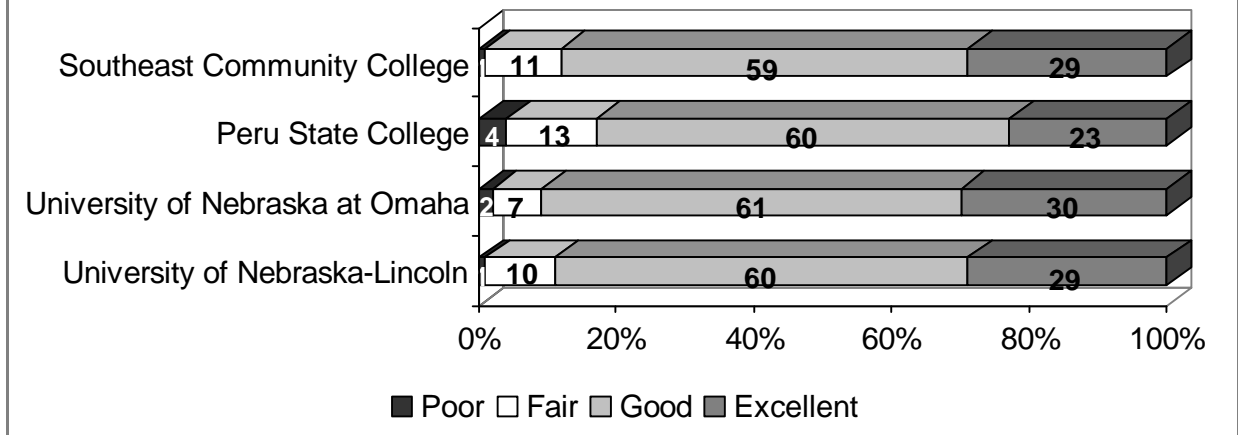
Those most familiar with the University of Nebraska-Lincoln include those living in the Lincoln area, those with higher educational levels and persons with incomes of \$60,000 or more.

Over one-half (62%) of the respondents (or someone in their immediate family) had taken courses from one of the area public colleges or universities. The proportion taking classes at each respective institution were as follows: Southeast Community College (21%), Peru State College (5%), the University of Nebraska at Omaha (22%) and the University of Nebraska-Lincoln (26%).

When asked to rate the overall quality of education provided by these public colleges and universities, respondents gave high marks to all the institutions (Figure 3). Of those that had an opinion (respondents were given the option of checking a box to denote "no opinion"), the following proportions said the quality of education at each institution was either good or excellent: UNO (91%), UNL (89%), SCC (88%) and PSC (83%).

The responses were examined by county region, age, education and income (Appendix Table 2).

Figure 3. Ratings of the Quality of Education at Higher Education Institutions in Southeast Nebraska



The ratings given to SCC differed by county region and age. Those living in the southeast corner of the state and also those in Polk and Butler Counties were the regions most likely to rate the quality of education at SCC as either good or excellent. Older respondents were more likely than younger respondents to rate the quality as good or excellent.

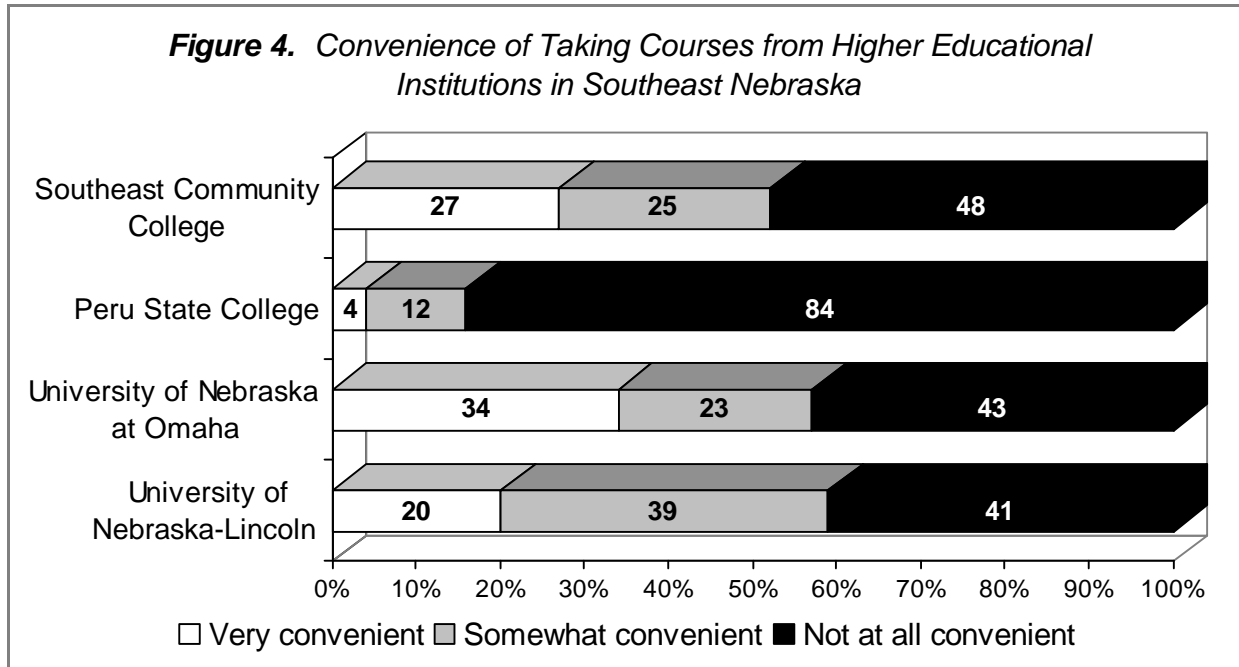
A similar pattern emerged when rating the quality of education at PSC. Those living in the southeast corner and the older respondents were the groups most likely to rate the quality of education as either good or excellent.

The marks given to UNO differed only by income. Those with higher incomes were more likely than those with lower incomes to say the quality of education was either good or excellent. The ratings for UNL differed only by age. Older respondents were more likely than younger respondents to say the quality of education at UNL was either good or excellent.

Access to Educational Opportunities

Respondents were asked how convenient it would be for them to take courses from each of the public colleges and universities in Southeast Nebraska. Over one-half of the respondents thought it would be either very or somewhat convenient for them to take courses at either UNL, UNO or SCC. Fifty-nine percent felt it would be very or somewhat convenient to take courses from UNL, while fifty-seven percent felt it would be convenient to take courses from UNO (Figure 4). Fifty-two percent felt it would be convenient to take courses from SCC and sixteen percent felt taking courses from PSC would be convenient.

Many of the responses differed by county region, age, education and income (Appendix Table 3). Respondents living in the Lincoln area or Gage County were more likely than those living elsewhere to think it would be very or somewhat convenient to take courses from SCC.



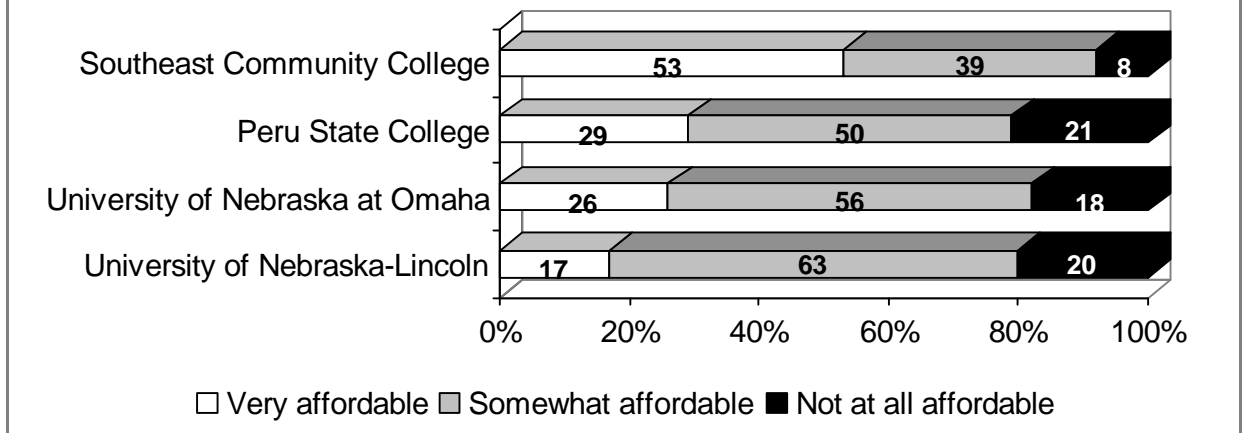
Approximately ninety percent of those living in the two regions thought it would be very or somewhat convenient to take courses from SCC, compared to only sixteen percent of those living in the Omaha area.

When comparing age groups, those between the ages of 26 and 45 were the most likely to think it would be convenient to take courses from SCC. Those with higher educational levels and persons with incomes ranging from \$20,000 to \$59,999 were the other groups most likely to think taking courses from SCC would be convenient. When asked about taking courses from PSC, those living in the southeast corner of the state were most likely to think it would be convenient.

The perceived convenience of taking courses from both UNO and UNL differed by all the characteristics examined. For both of these institutions, the younger respondents, those with a college degree and those with higher incomes were the groups most likely to think taking courses would be somewhat or very convenient. When examining the county groups, those living in the Omaha area were the group most likely to believe it would be convenient to take courses from UNO and those in the Lincoln area were most likely to rate UNL high in terms of convenience.

Next, respondents were asked how affordable they felt the cost of education was at each of the higher educational institutions for themselves or for a member of their family. Respondents were given the option of selecting a box denoting no opinion. Of those having an opinion, the majority felt each institution was either very or somewhat affordable. The proportions rating each institution as very or somewhat affordable were as follows: Southeast Community College (92%), Peru State College (79%), University of Nebraska at Omaha (82%), and the University of Nebraska-Lincoln (80%) (Figure 5).

Figure 5. Perceptions of How Affordable Higher Education Institutions in Southeast Nebraska Are



Many of the perceptions of how affordable each institution is differed by county region, age, education and income (Appendix Table 4). Perceptions of how affordable SCC is differed by all the characteristics. Persons living in the Lincoln area and those living in Gage County were more likely than those living in other counties in the area to believe that SCC is either somewhat or very affordable. Younger respondents, those with higher educational levels and those with higher incomes were the other groups most likely to believe SCC is affordable.

Respondents living in the southeast corner of the state were more likely than those living elsewhere to say PSC is affordable. Ninety-five percent of those living in this area believed that the cost of education at PSC is affordable, compared to only sixty percent of those living in Polk and Butler Counties. The other groups most likely to rate PSC as being affordable were those with a college degree and persons with higher incomes.

The groups most likely to believe both UNO and UNL are either somewhat or very affordable include: persons living in the Omaha area or in Dodge and Washington Counties, those with higher educational levels and persons with higher incomes.

Past Education Experience

Over three-fourths (76%) of the respondents had taken a college course for credit. Of those, fifty-seven percent had taken the course more than five years ago. Twenty-three percent had taken it in the past 2 to 5 years, nine percent had taken a course in the past year, and eleven percent were currently taking a credit course.

Over one-half (54%) had taken their last credit course at one of the public institutions in Southeast Nebraska. Twelve percent took it at SCC, two percent at PSC, sixteen percent at UNO and twenty-four percent had taken their last course at UNL. Forty-six percent took their last credit course at another institution.

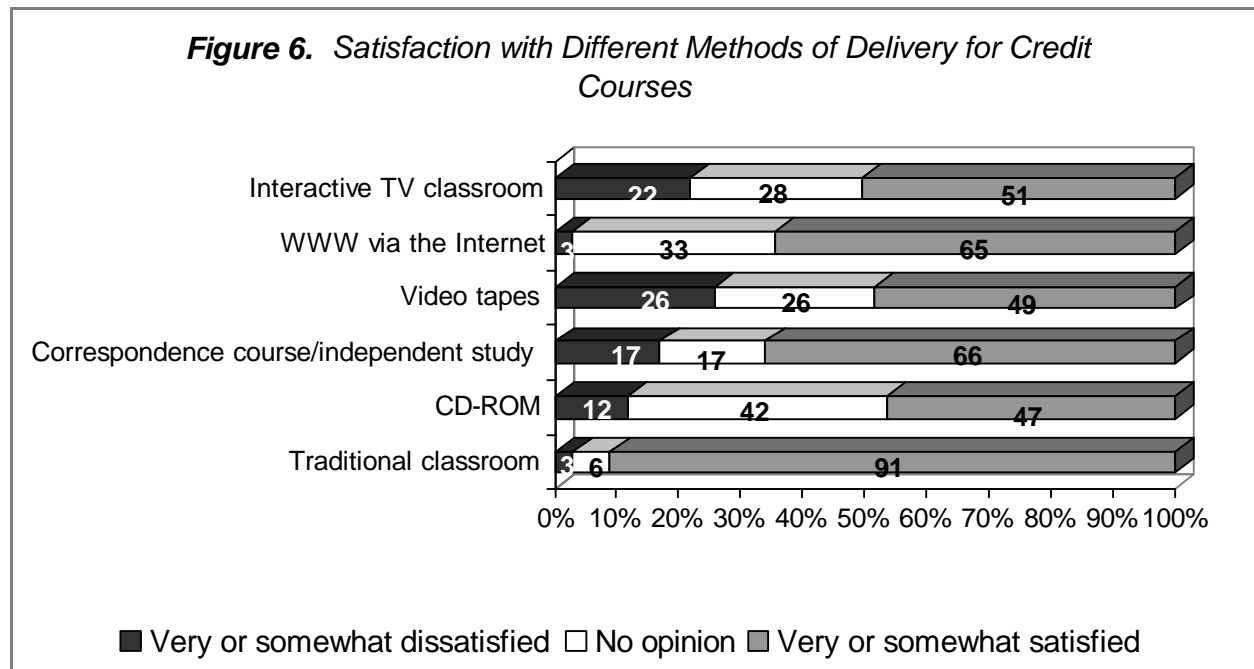
Over one-third (44%) took the course to earn credit towards a four-year college degree and eighteen percent took the course to earn credit toward a postgraduate or professional degree. Eleven percent took the course to earn credit toward a certificate program and twelve percent were working toward a two-year college degree. Fifteen percent took the course for another reason.

Nine percent of those taking a credit course were seeking a certificate or degree from SCC, two percent from PSC, thirteen percent from UNO and twenty-seven percent from UNL. Fifty percent were seeking a certificate or degree from another institution.

Respondents were next asked about different methods they have used to take credit courses. They were to indicate how satisfied they were with each method of delivery. They were also given the option of checking a box to denote they hadn't used the method. The majority of respondents had not used many of the distance education alternatives.

Those that had taken each method rated their satisfaction with it using a five-point scale. The majority (91%) that had taken credit courses in a traditional classroom were very or somewhat satisfied with that method. The proportions very or somewhat satisfied with the other methods were as follows: interactive TV classroom (51%), the World Wide Web via the Internet (65%), video tapes (49%), correspondence course/independent study (66%), and CD-ROM (47%) (Figure 6).

Some groups were more likely than others to have used these methods to take credit courses. Females were more likely than males to have taken credit courses by interactive TV. Those between the ages of 19 and 25 and those with household incomes ranging from \$40,000 to



\$59,999 were the groups most likely to have taken a credit course via the World Wide Web. This same age group (19 - 25 year olds) and females were more likely to have used video tapes to take credit courses. The groups most likely to have taken correspondence courses for credit were females and college graduates. College graduates were also more likely than those without a college degree to have taken credit courses in a traditional classroom.

Just over one-half (56%) of the total respondents had taken a non-credit college course, seminar or workshop. Of those, thirty-four percent had taken it more than five years ago, thirty-three percent had taken it in the past 2 to 5 years, twenty-nine percent had taken a non-credit course in the past year and five percent were currently taking one.

Forty-four percent had taken their last non-credit course, seminar or workshop for general interest or self enrichment. Thirty-one percent took the course to improve or advance in their job, eleven percent took it for professional re-licensure or re-certification, five percent to train for a career change and six percent took a course because it was required by their employer. Three percent took the course for another reason.

Just under one-half (43%) took their last non-credit course at one of the public colleges or universities in Southeast Nebraska. Twenty-five percent took the course at SCC, one percent at PSC, eight percent at UNO and nine percent took it at UNL. Fifty-seven percent took their last non-credit course at another institution.

Respondents were next asked to rate their satisfaction with different methods of delivery for non-credit courses, seminars or workshops. Similar to the responses to the credit course question, many had not used the distance education delivery alternatives. The proportion that had used each method were as follows: interactive TV classroom (8%), the World Wide Web via the Internet (5%), video tapes (16%), correspondence courses/independent study (13%), CD-ROM (5%) and traditional classroom (93%).

Persons living in Polk and Butler Counties were more likely than those living elsewhere to have taken non-credit correspondence courses. The groups most likely to have used the traditional classroom to take non-credit courses were females and persons with at least some college.

Of those that had used each method, most were satisfied with the method. The proportion very or somewhat satisfied with each method were as follows: interactive TV classroom (69%), the World Wide Web via the Internet (73%), video tapes (71%), correspondence courses/independent study (75%), CD-ROM (64%), and traditional classroom (91%).

Future Educational Plans

Over one-half (57%) reported they were likely to take either a credit or non-credit course in the next two years. Nineteen percent stated they were likely to take credit courses, sixteen percent were likely to take non-credit courses and twenty-one percent said they were likely to take both credit and non-credit courses. Forty-three percent said they were not likely to take either credit

or non-credit courses in the next two years. The responses to this question were analyzed by county region, age, education and income (Appendix Table 5).

Respondents living in either the Lincoln or Omaha area were more likely than those living in the non-metropolitan counties to plan to take courses in the next two years. Approximately sixty-two percent of the persons living in the metropolitan areas were likely to take either credit or non-credit courses in the next two years, compared to thirty-eight percent of the persons living in Polk and Butler Counties or in the southwest corner of the region.

Persons between the ages of 19 and 25 were more likely than older respondents to plan to take credit courses during the next two years. Sixty-two percent of the respondents in this age group said they were likely to take credit courses in the next two years, compared to only one percent of those age 65 or older. However, those between the ages of 36 and 65 were more likely than those of other ages to plan to take non-credit courses in the next two years.

Those who currently have no college education were not very likely to be taking any college courses during the next two years. Only twenty-three percent of those without any college education were planning to take either credit or non-credit courses, compared to fifty-nine percent of those who currently have a college degree.

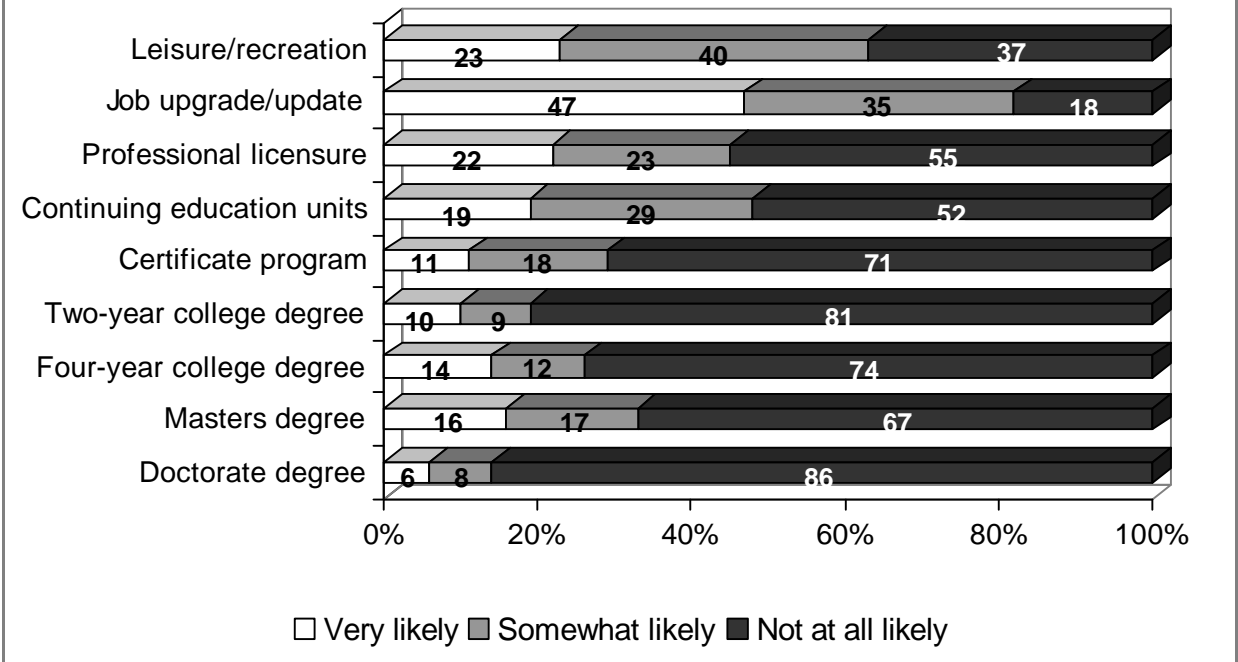
Respondents with higher income levels were more likely than those with lower incomes to be planning to take college courses in the near future. Approximately fifty-three percent of those with incomes of \$40,000 or more stated they were likely to take courses, compared to thirty-three percent of those with incomes under \$20,000.

The respondents who stated they were likely to take either credit or non-credit courses in the next two years were asked how likely they were to pursue different types of educational opportunities. The opportunities that had the highest proportion of respondents stating they were likely to pursue them include the following: taking courses for job upgrade/update (82%), taking courses for leisure/recreation (63%), pursuing continuing education units (48%) and taking courses for professional licensure (45%) (Figure 7).

The responses to these questions were analyzed by county region, age, education and income (Appendix Table 6). The likelihood of taking courses for leisure/recreation differed by age. Respondents over the age of 45 were more likely than younger respondents to be likely to take courses for leisure or recreation. However, younger persons were more likely than older persons to be planning to take courses for a job upgrade or update or for professional licensure. Also, persons with a college degree were more likely than those with less education to be planning to take courses for professional licensure.

The likelihood of pursuing continuing education units differed by age and education. Persons under the age of 25 were more likely than older respondents to plan to pursue continuing

Figure 7. Likelihood of Pursuing Different Educational Opportunities



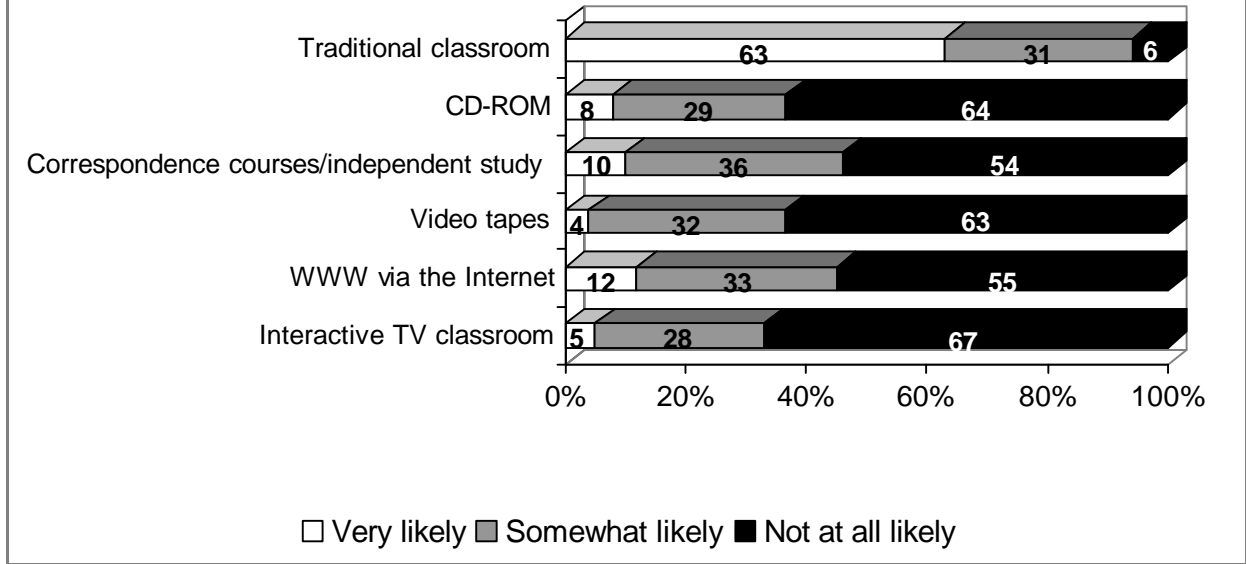
education units. Those with some college education were more likely than those with no college education to plan to pursue this opportunity. Persons with some college education (but with no degree) and those with incomes under \$20,000 were the groups most likely to be planning to pursue a certificate program.

The groups most likely to be planning to pursue either a two-year or four-year college degree include: persons under the age of 25, those who have some college education (with no degree) and persons with incomes under \$20,000.

The likelihood of pursuing a masters degree differed by all the characteristics examined. Persons living in the Omaha area were more likely than those living elsewhere to be planning to pursue a masters degree. Forty-one percent of those in the Omaha area were very or somewhat likely to pursue a masters degree, compared to only eight percent of those living in Polk and Butler Counties. The other groups most likely to be planning to pursue a masters degree include: the younger respondents, those with a college degree and those with lower incomes. Similarly, the younger respondents and those with a college degree were the groups most likely to be planning to pursue a doctorate degree.

Respondents were next asked how likely they were to use different delivery methods to take a course in the next two years. Most were either very or somewhat likely to take courses in a traditional classroom (94%). The next popular option was correspondence courses or

Figure 8. Likelihood of Using Different Options to Take Courses



independent study (46%) (Figure 8).

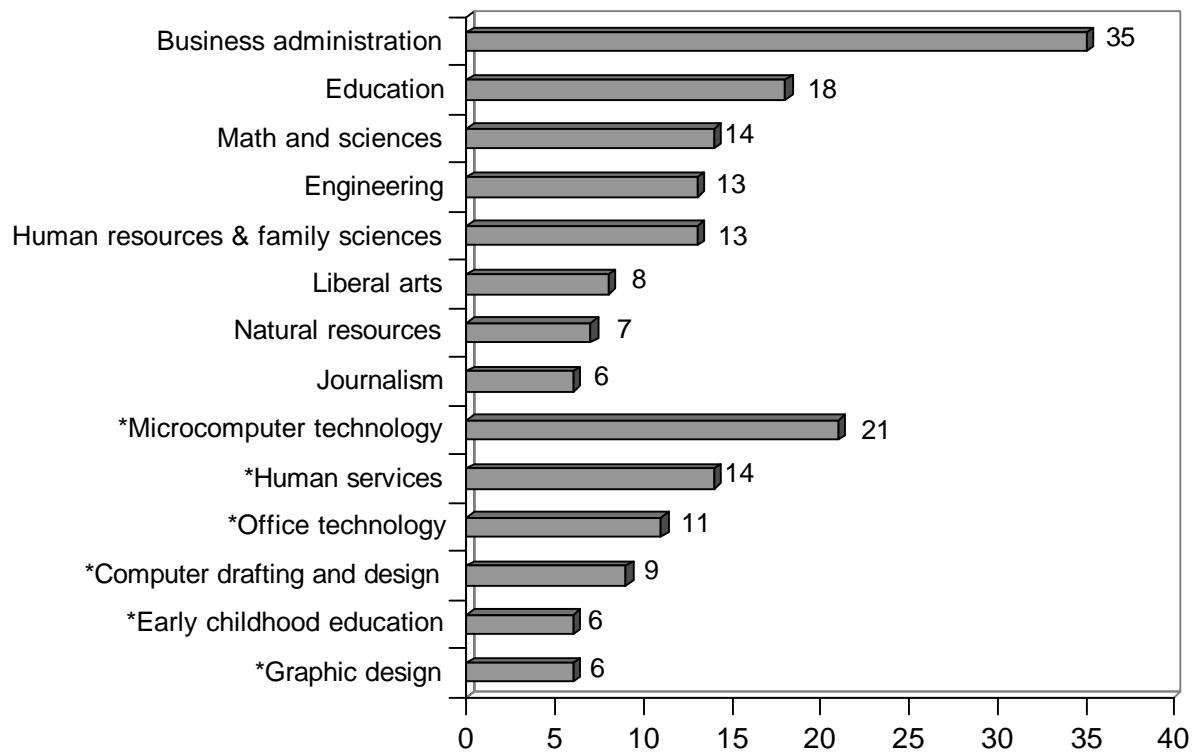
The responses to these questions were analyzed by county region, age, education and income (Appendix Table 7). The likelihood of taking courses via the World Wide Web differed by age and income. Respondents between the ages of 26 and 55 were the group most likely to be planning to take courses using the Web. When comparing income groups, those with higher incomes were more likely than those with lower incomes to be planning to use the Web to take courses.

The people living in Jefferson, Saline, Thayer and Fillmore Counties were more likely than those living in other counties in the region to be planning to use video tapes to take college courses in the near future. Younger respondents were more likely than older respondents to anticipate taking correspondence courses in the future. Those with lower incomes were more likely than those with higher incomes to plan to take correspondence courses. The likelihood of using CD-ROM to take courses differed only by age. Persons between the ages of 26 and 45 were the group most likely to anticipate using this delivery method.

The anticipated use of a traditional classroom to take college courses differed by all the characteristics examined. Those living in both the Lincoln and Omaha area were the county groups most likely to anticipate taking courses in a traditional classroom. Younger respondents and those with higher education were the other groups most likely to be planning to take courses in a traditional classroom.

Respondents were next given a list of several general fields and were asked which ones they would be likely to take credit courses in during the next few years. The most popular fields included: business administration (35%), education (18%), and math and sciences (14%) (Figure 9). They were then given a list of specific fields in the next question. Of those, popular fields included: microcomputer technology (21%), human services (14%), and office technology (11%). Appendix Table 8 shows the proportions selecting each field. The respondents were also asked the type of degree program they would be interested in pursuing in the areas they selected. Appendix Table 9 shows the degree programs respondents were interested in pursuing in each area. In sixteen of the fields, at least one-half of the respondents interested in the area were not interested in pursuing a degree in it.

Figure 9. Fields Interested in Taking Credit Classes In During the Next Few Years



*Two separate questions were asked. Proportions were calculated out of those answering each question.

Respondents were next given a list of fields and were asked which ones they were likely to take non-credit courses in during the next two years. Appendix Table 10 shows the proportion that selected each field. The most popular fields included: computer training (51%), business/management/professional development (39%), and personal enrichment/recreation (28%).

When asked how many miles they were willing to travel (one way) to attend college courses, the average given by the respondents was 23.7 miles. The distance given differed depending on the county region they lived in. Those living in either Lincoln or Omaha were only willing to travel an average of 20 miles. Respondents living in Gage County were more willing to travel longer distances. They were willing to travel an average of 57 miles to attend courses.

Potential Barriers to Continuing Education

Respondents were asked if they had access to various technologies to use for educational purposes. The majority have access to the following: a computer (71%), cable TV (71%), e-mail (60%) and the World Wide Web (59%). Only twelve percent reported having access to a satellite dish and forty percent have a fax machine they can use.

Next, they were given a list of items that could be barriers to their continuing their education right now. They were to indicate the extent that each item was a barrier. The items with the largest proportion stating that it was either a minor or major barrier include: work or family schedule (74%), financial resources (65%), and commuting/driving distance (44%) (Figure 10).

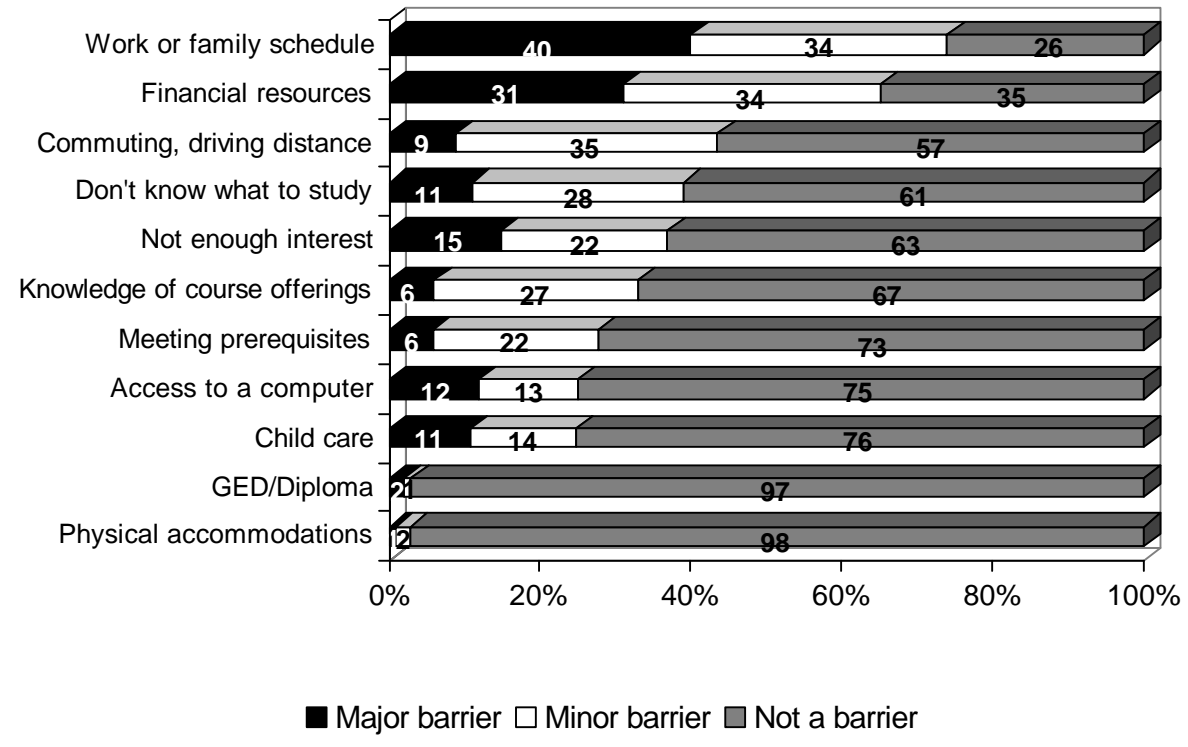
The responses were analyzed by county region, age, education and income (Appendix Table 11). The extent that child care was a barrier to continuing education differed by age. Over one-half (51%) of those between the ages of 26 and 35 said that child care was either a major or minor barrier to their continuing their education right now. However, less than ten percent of those age 46 or older said that child care was a barrier. Older respondents, those with a high school education or less, and those with incomes under \$20,000 were the groups most likely to state that physical accommodations were a barrier to their continuing their education.

The extent that financial resources was a barrier differed by age, education and income. Those under the age of 45, those with lower educational levels and those with incomes under \$60,000 were more likely than the other groups to say that financial resources was keeping them from continuing their education.

Commuting or driving distance was more of a barrier for some of these groups than for others. The respondents living in Polk and Butler Counties were more likely than those living in other counties in the region to say that commuting was a barrier to continuing their education. Those between the ages of 26 and 55, college graduates and persons with incomes ranging from \$20,000 and \$39,999 were the other groups more likely to say that commuting was a barrier.

Access to a computer and having a GED or high school diploma were more likely to be barriers for the following groups: the older respondents, those without any college education and those

Figure 10. Extent Items are Potential Barriers to Continuing Education



with the lowest incomes.

The extent that knowledge of course offerings or availability differed by all the characteristics examined. Those living in the southeast corner of the state and those living in the southwest corner of the region (Jefferson, Saline, Thayer and Fillmore Counties) were more likely than those living elsewhere to say that knowing what courses are offered or available was a barrier to their continuing their education. In addition, those over the age of 25, those without any college education and those with incomes ranging from \$20,000 to \$59,999 were the other groups most likely to say this was a barrier. Meeting class prerequisites was a bigger problem for the older respondents, those with lower levels of education and those with lower incomes.

Work or family schedule hindered some groups more than others from continuing their education. Those living in Polk and Butler Counties as well as those in the southwest corner of the region were more likely than those living elsewhere to say that their work or family schedule was preventing them from taking courses. Those between the ages of 26 and 45, the college graduates and persons with incomes ranging from \$40,000 to \$59,999 were also more likely to say that time was a barrier to continuing their education.

Not knowing what to study and not having enough interest to make it worthwhile were more likely to be barriers for the older respondents, those with lower educational levels, and those with lower incomes.

The extent that these items were perceived as barriers also differed by likelihood of taking courses. The persons reporting they were likely to take courses in the next two years were more likely than those not planning to take courses to say that financial resources, commuting/driving distance, and work/family schedule were barriers to their continuing their education right now. Those not likely to take courses were more apt to say that access to a computer, meeting prerequisites, not knowing what to study, and not enough interest were barriers.

There were also relationships between the methods respondents were likely to use to take courses and the barriers they face. The persons more likely to take courses using the World Wide Web, video tapes or correspondence courses were more likely to say that commuting or driving distance was a barrier for them. But, those likely to take courses in a traditional classroom were less likely to see commuting as a barrier. Thus, those facing commuting problems were more likely to envision using distance education delivery alternatives to overcome these distances.

Persons less likely to take courses via the World Wide Web, CD-ROM or the traditional classroom were more likely than those planning to use these methods to say access to a computer was a barrier to their continuing their education right now. Also, the respondents likely to take courses using interactive TV or correspondence courses were more likely than those not planning to use these methods to say that financial resources was a barrier for them.

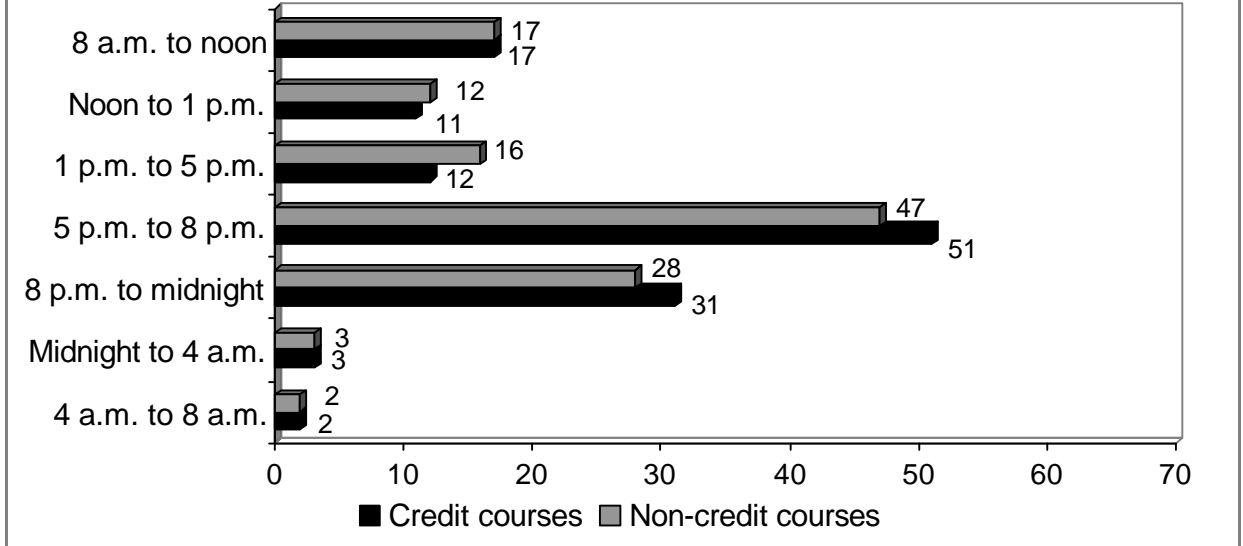
Persons planning to take courses in a traditional classroom were *less* likely than those not planning to take courses in this fashion to say that knowledge of course offerings and not enough interest were barriers. Those likely to take correspondence courses were more likely than those not planning to use this option to say that child care was a barrier for them.

Respondents were next asked what were the best times for them to participate in both credit and non-credit courses. Evening times worked better for respondents, regardless of the type of courses taken (Figure 11).

Persons between the ages of 19 and 25 and those age 65 or older were more likely than the other respondents to say that classes from 8 a.m. to 5 p.m. would work best for them. After 5 p.m. works better for those between the ages of 26 and 55. They were also asked what days of the week would work best for them. Monday through Thursday were selected more often than weekend days. Approximately forty-five percent of the respondents said Monday through Thursday were the best days for them to take either credit or non-credit courses. Sunday was the least popular day; approximately nineteen percent selected this day.

Persons between the ages of 19 and 25 were more likely than older respondents to say that weekdays work best for them to take credit courses. Those between the ages of 26 and 55 were

Figure 11. Preferred Times for Taking Courses



more likely than the younger respondents to say that Saturday and Sunday would be good days to take credit courses. When asked about non-credit courses, younger respondents were more likely than older respondents to say Saturday and Sunday would be good days.

Respondents were also asked if they would be more likely to enroll in credit courses on a part-time or full-time basis. The vast majority (91%) said they would be more likely to enroll in courses on a part-time basis.

Appendix Table 1. Familiarity with Higher Education Institutions by Region and Individual Characteristics

	Southeast Community College			Peru State College		
	<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>Not at all familiar</i>	<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>Not at all familiar</i>
	<i>Percentages</i>					
Region:	(n = 1759)			(n = 1696)		
Omaha area	6	16	78	4	22	75
Lincoln area	31	56	13	6	23	70
Polk & Butler	17	48	35	4	19	77
Jefferson, Saline, Thayer & Fillmore	23	57	20	5	27	68
Johnson, Nemaha, Pawnee & Richardson	17	57	26	32	51	17
Dodge & Washington	5	31	65	1	25	74
Cass & Otoe	16	49	36	14	44	42
Gage	27	62	12	7	33	60
York, Seward & Saunders	25	56	19	3	23	74
<i>Chi-square (sig.)</i>	$P^2 = 357.06 (.000)$			$P^2 = 338.53 (.000)$		
Age:	(n = 1740)			(n = 1675)		
19 - 25	24	44	32	5	22	73
26 - 35	18	51	31	6	24	70
36 - 45	22	49	29	9	29	63
46 - 55	21	50	29	10	33	57
56 - 65	20	47	34	9	33	58
65 and over	13	53	35	12	35	53
<i>Chi-square (sig.)</i>	$P^2 = 16.24 (.093)$			$P^2 = 27.81 (.002)$		
Education:	(n = 1733)			(n = 1675)		
High school or less	14	50	37	8	26	66
Some college	19	51	30	8	28	65
College graduate	24	48	28	11	35	54
<i>Chi-square (sig.)</i>	$P^2 = 25.50 (.000)$			$P^2 = 24.32 (.000)$		
Income:	(n = 1608)			(n = 1554)		
Under \$20,000	18	46	37	9	27	65
\$20,000 - \$39,999	19	51	30	8	31	61
\$40,000 - \$59,999	20	55	25	10	32	58
\$60,000 and over	20	45	35	9	33	59
<i>Chi-square (sig.)</i>	$P^2 = 15.13 (.019)$			$P^2 = 4.33 (.632)$		

Appendix Table 1 continued.

	<i>University of Nebraska at Omaha</i>			<i>University of Nebraska-Lincoln</i>		
	<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>Not at all familiar</i>	<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>Not at all familiar</i>
	<i>Percentages</i>					
Region:		(n = 1690)			(n = 1747)	
Omaha area	39	43	18	28	46	26
Lincoln area	7	38	55	45	43	12
Polk & Butler	7	36	57	28	50	22
Jefferson, Saline, Thayer & Fillmore	4	26	70	25	48	27
Johnson, Nemaha, Pawnee & Richardson	5	30	66	22	46	32
Dodge & Washington	20	47	33	26	44	30
Cass & Otoe	16	35	49	27	42	31
Gage	4	20	75	20	50	30
York, Seward & Saunders	6	33	61	26	51	23
<i>Chi-square (sig.)</i>		P ² = 260.60 (.000)			P ² = 58.82 (.000)	
Age:		(n = 1673)			(n = 1727)	
19 - 25	19	40	41	41	40	20
26 - 35	11	33	56	24	48	28
36 - 45	12	33	54	30	46	24
46 - 55	12	36	52	28	49	23
56 - 65	11	31	58	27	46	27
65 and over	6	34	60	24	47	30
<i>Chi-square (sig.)</i>		P ² = 21.52 (.018)			P ² = 17.81 (.058)	
Education:		(n = 1669)			(n = 1724)	
High school or less	5	26	70	14	46	40
Some college	11	35	54	23	52	25
College graduate	17	39	44	40	44	16
<i>Chi-square (sig.)</i>		P ² = 89.61 (.000)			P ² = 156.10 (.000)	
Income:		(n = 1550)			(n = 1600)	
Under \$20,000	7	34	60	22	41	36
\$20,000 - \$39,999	9	31	61	24	49	28
\$40,000 - \$59,999	12	36	52	28	49	23
\$60,000 and over	20	37	43	40	44	17
<i>Chi-square (sig.)</i>		P ² = 44.49 (.000)			P ² = 51.45 (.000)	

Appendix Table 2. Ratings of the Overall Quality of Education at Southeast Colleges and Universities by Region and Individual Characteristics

	<i>Southeast Community College</i>				<i>Peru State College</i>			
	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
	<i>Percentages</i>							
Region:	(n = 972)				(n = 561)			
Omaha area	0	19	31	50	0	10	65	25
Lincoln area	1	12	64	23	9	16	60	16
Polk & Butler	1	4	69	26	10	23	57	10
Jefferson, Saline, Thayer & Fillmore	0	7	63	30	2	13	60	25
Johnson, Nemaha, Pawnee & Richardson	0	4	61	36	1	7	56	37
Dodge & Washington	0	11	66	23	6	19	56	19
Cass & Otoe	4	8	59	29	2	16	50	32
Gage	1	12	63	25	1	18	61	20
York, Seward & Saunders	3	5	59	33	8	12	67	12
<i>Chi-square (sig.)</i>	$P^2 = 40.31 (.020)$				$P^2 = 50.33 (.001)$			
Age:	(n = 955)				(n = 549)			
19 - 25	0	18	63	20	17	17	50	17
26 - 35	4	5	66	25	2	26	51	21
36 - 45	0*	9	61	29	7	16	57	21
46 - 55	1	10	58	31	1	13	61	26
56 - 65	1	7	57	36	1	16	56	27
65 and over	1	3	67	29	1	5	62	32
<i>Chi-square (sig.)</i>	$P^2 = 30.30 (.011)$				$P^2 = 45.90 (.000)$			
Education:	(n = 949)				(n = 549)			
High school or less	1	7	61	30	4	12	55	29
Some college	2	7	64	27	3	9	62	27
College graduate	1	9	61	29	3	17	57	23
<i>Chi-square (sig.)</i>	$P^2 = 2.55 (.863)$				$P^2 = 6.59 (.360)$			
Income:	(n = 888)				(n = 512)			
Under \$20,000	2	6	66	26	7	10	55	29
\$20,000 - \$39,999	2	8	61	29	3	13	63	21
\$40,000 - \$59,999	0*	8	63	28	2	12	56	30
\$60,000 and over	1	7	61	31	2	23	55	21
<i>Chi-square (sig.)</i>	$P^2 = 5.68 (.772)$				$P^2 = 15.94 (.068)$			

0* = Less than 1 percent.

Appendix Table 2 continued.

	<i>University of Nebraska at Omaha</i>				<i>University of Nebraska-Lincoln</i>			
	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
	<i>Percentages</i>							
Region:	(n = 664)				(n = 1087)			
Omaha area	2	5	60	33	0	12	62	26
Lincoln area	2	14	59	26	0	10	61	29
Polk & Butler	3	10	66	21	3	8	62	27
Jefferson, Saline, Thayer & Fillmore	7	5	71	18	3	4	61	32
Johnson, Nemaha, Pawnee & Richardson	2	1	69	27	4	5	56	35
Dodge & Washington	2	4	65	28	2	3	58	37
Cass & Otoe	1	10	57	32	2	11	47	41
Gage	2	3	69	26	2	8	63	28
York, Seward & Saunders	1	11	68	20	1	9	57	34
<i>Chi-square (sig.)</i>	$P^2 = 28.36 (.245)$				$P^2 = 32.87 (.107)$			
Age:	(n = 659)				(n = 1071)			
19 - 25	5	7	59	29	7	15	55	23
26 - 35	4	13	68	15	2	12	63	23
36 - 45	2	8	61	29	1	8	57	33
46 - 55	1	6	69	24	2	3	63	32
56 - 65	3	6	59	32	1	12	50	38
65 and over	2	4	67	27	1	5	62	33
<i>Chi-square (sig.)</i>	$P^2 = 17.89 (.269)$				$P^2 = 46.65 (.000)$			
Education:	(n = 658)				(n = 1073)			
High school or less	3	6	61	30	2	7	55	36
Some college	3	5	67	26	3	8	58	32
College graduate	1	9	65	25	1	8	61	30
<i>Chi-square (sig.)</i>	$P^2 = 7.48 (.279)$				$P^2 = 6.50 (.370)$			
Income:	(n = 614)				(n = 997)			
Under \$20,000	5	5	52	37	2	10	52	36
\$20,000 - \$39,999	2	8	69	21	2	7	60	30
\$40,000 - \$59,999	1	7	59	33	2	8	57	34
\$60,000 and over	2	6	71	22	1	8	60	31
<i>Chi-square (sig.)</i>	$P^2 = 18.61 (.029)$				$P^2 = 5.33 (.804)$			

Appendix Table 3. Convenience for Taking Courses by Region and Individual Characteristics

	Southeast Community College			Peru State College		
	<i>Very convenient</i>	<i>Somewhat convenient</i>	<i>Not at all convenient</i>	<i>Very convenient</i>	<i>Somewhat convenient</i>	<i>Not at all convenient</i>
	<i>Percentages</i>					
Region:	(n = 1725)			(n = 1655)		
Omaha area	4	12	84	2	10	88
Lincoln area	58	32	10	1	8	91
Polk & Butler	8	44	48	1	6	93
Jefferson, Saline, Thayer & Fillmore	36	44	20	3	15	82
Johnson, Nemaha, Pawnee & Richardson	19	53	28	50	36	14
Dodge & Washington	4	19	77	0	8	92
Cass & Otoe	30	41	30	22	25	53
Gage	76	17	7	2	29	69
York, Seward & Saunders	39	43	18	3	9	89
<i>Chi-square (sig.)</i>	$P^2 = 696.41 (.000)$			$P^2 = 717.54 (.000)$		
Age:	(n = 1704)			(n = 1635)		
19 - 25	36	31	33	9	10	81
26 - 35	33	41	27	7	20	73
36 - 45	33	38	28	8	18	74
46 - 55	33	39	28	10	18	72
56 - 65	34	31	35	11	16	73
65 and over	29	27	43	14	15	71
<i>Chi-square (sig.)</i>	$P^2 = 33.50 (.000)$			$P^2 = 15.94 (.101)$		
Education:	(n = 1698)			(n = 1634)		
High school or less	26	37	37	11	18	71
Some college	33	34	33	8	13	79
College graduate	37	34	29	11	18	71
<i>Chi-square (sig.)</i>	$P^2 = 19.30 (.001)$			$P^2 = 9.92 (.042)$		
Income:	(n = 1577)			(n = 1513)		
Under \$20,000	26	34	40	11	15	74
\$20,000 - \$39,999	33	38	30	9	19	72
\$40,000 - \$59,999	36	36	27	12	17	71
\$60,000 and over	32	32	35	7	14	78
<i>Chi-square (sig.)</i>	$P^2 = 16.15 (.013)$			$P^2 = 8.21 (.223)$		

Appendix Table 3 continued.

	<i>University of Nebraska at Omaha</i>			<i>University of Nebraska-Lincoln</i>		
	<i>Very convenient</i>	<i>Somewhat convenient</i>	<i>Not at all convenient</i>	<i>Very convenient</i>	<i>Somewhat convenient</i>	<i>Not at all convenient</i>
	<i>Percentages</i>					
<i>Region:</i>	(n = 1669)			(n = 1712)		
Omaha area	67	26	7	2	39	59
Lincoln area	3	15	83	56	34	10
Polk & Butler	1	17	82	8	46	47
Jefferson, Saline, Thayer & Fillmore	0	7	93	12	49	39
Johnson, Nemaha, Pawnee & Richardson	3	18	79	7	34	59
Dodge & Washington	24	55	21	6	40	55
Cass & Otoe	15	40	45	15	40	45
Gage	1	3	96	15	57	28
York, Seward & Saunders	5	20	75	22	56	22
<i>Chi-square (sig.)</i>	$P^2 = 898.62 (.000)$			$P^2 = 386.71 (.000)$		
<i>Age:</i>	(n = 1650)			(n = 1690)		
19 - 25	19	25	56	28	44	28
26 - 35	12	30	58	14	48	39
36 - 45	12	23	65	18	46	37
46 - 55	12	20	68	16	49	35
56 - 65	10	22	68	15	44	41
65 and over	8	18	74	16	34	50
<i>Chi-square (sig.)</i>	$P^2 = 26.55 (.003)$			$P^2 = 35.98 (.000)$		
<i>Education:</i>	(n = 1647)			(n = 1690)		
High school or less	7	19	75	11	40	50
Some college	11	24	65	16	41	43
College graduate	16	24	60	22	49	29
<i>Chi-square (sig.)</i>	$P^2 = 38.20 (.000)$			$P^2 = 68.84 (.000)$		
<i>Income:</i>	(n = 1531)			(n = 1566)		
Under \$20,000	8	17	75	18	34	49
\$20,000 - \$39,999	8	23	69	15	47	38
\$40,000 - \$59,999	12	23	65	16	47	37
\$60,000 and over	21	24	55	20	46	34
<i>Chi-square (sig.)</i>	$P^2 = 44.36 (.000)$			$P^2 = 20.27 (.002)$		

Appendix Table 4. Affordability of Public Colleges and Universities by Region and Individual Characteristics

	Southeast Community College			Peru State College		
	<i>Very affordable</i>	<i>Somewhat affordable</i>	<i>Not at all affordable</i>	<i>Very affordable</i>	<i>Somewhat affordable</i>	<i>Not at all affordable</i>
	<i>Percentages</i>					
Region:	(n = 1082)			(n = 658)		
Omaha area	42	35	23	24	48	28
Lincoln area	59	38	3	24	53	22
Polk & Butler	40	45	14	16	44	40
Jefferson, Saline, Thayer & Fillmore	52	40	8	24	53	23
Johnson, Nemaha, Pawnee & Richardson	47	46	7	49	46	5
Dodge & Washington	47	44	9	33	53	14
Cass & Otoe	46	46	8	40	49	11
Gage	58	40	3	31	59	10
York, Seward & Saunders	54	41	5	30	44	26
<i>Chi-square (sig.)</i>	$P^2 = 39.06 (.001)$			$P^2 = 69.35 (.000)$		
Age:	(n = 1067)			(n = 645)		
19 - 25	64	32	4	31	46	23
26 - 35	46	51	3	23	62	15
36 - 45	52	39	9	31	51	19
46 - 55	57	38	5	32	54	14
56 - 65	50	41	9	45	38	18
65 and over	44	48	8	41	47	12
<i>Chi-square (sig.)</i>	$P^2 = 21.60 (.017)$			$P^2 = 18.02 (.055)$		
Education:	(n = 1059)			(n = 645)		
High school or less	37	51	12	24	52	25
Some college	45	46	9	32	47	22
College graduate	66	32	2	43	50	8
<i>Chi-square (sig.)</i>	$P^2 = 85.97 (.000)$			$P^2 = 38.19 (.000)$		
Income:	(n = 998)			(n = 610)		
Under \$20,000	37	44	18	21	45	34
\$20,000 - \$39,999	46	47	8	25	55	20
\$40,000 - \$59,999	55	41	3	40	52	8
\$60,000 and over	69	30	2	48	43	9
<i>Chi-square (sig.)</i>	$P^2 = 71.96 (.000)$			$P^2 = 51.79 (.000)$		

Appendix Table 4 continued.

	<i>University of Nebraska at Omaha</i>			<i>University of Nebraska-Lincoln</i>		
	<i>Very affordable</i>	<i>Somewhat affordable</i>	<i>Not at all affordable</i>	<i>Very affordable</i>	<i>Somewhat affordable</i>	<i>Not at all affordable</i>
	<i>Percentages</i>					
<i>Region:</i>		(n = 784)			(n = 1138)	
Omaha area	35	55	10	26	60	13
Lincoln area	13	56	31	10	67	23
Polk & Butler	6	54	41	4	67	29
Jefferson, Saline, Thayer & Fillmore	5	58	37	8	68	24
Johnson, Nemaha, Pawnee & Richardson	9	52	39	7	62	31
Dodge & Washington	24	64	12	18	64	18
Cass & Otoe	8	60	32	9	55	36
Gage	5	60	35	6	69	25
York, Seward & Saunders	15	54	31	16	55	29
<i>Chi-square (sig.)</i>		$P^2 = 92.53 (.000)$			$P^2 = 59.08 (.000)$	
<i>Age:</i>		(n = 774)			(n = 1122)	
19 - 25	15	65	21	7	66	27
26 - 35	9	58	33	7	63	31
36 - 45	14	57	29	10	63	27
46 - 55	15	60	25	12	66	22
56 - 65	17	57	26	13	61	26
65 and over	17	53	30	17	61	22
<i>Chi-square (sig.)</i>		$P^2 = 7.40 (.687)$			$P^2 = 14.42 (.155)$	
<i>Education:</i>		(n = 775)			(n = 1125)	
High school or less	5	51	44	6	56	38
Some college	13	56	31	9	60	31
College graduate	21	61	18	15	69	16
<i>Chi-square (sig.)</i>		$P^2 = 59.05 (.000)$			$P^2 = 63.88 (.000)$	
<i>Income:</i>		(n = 734)			(n = 1058)	
Under \$20,000	9	42	50	7	51	42
\$20,000 - \$39,999	9	56	36	8	62	31
\$40,000 - \$59,999	14	62	24	11	64	26
\$60,000 and over	26	61	13	19	70	11
<i>Chi-square (sig.)</i>		$P^2 = 69.91 (.000)$			$P^2 = 66.63 (.000)$	

Appendix Table 5. Future Educational Plans by Region and Individual Characteristics

Which of the following are you likely to take in the next two years?				
	<i>Credit courses</i>	<i>Non-credit courses</i>	<i>Both</i>	<i>Neither</i>
<i>Percentages</i>				
(n = 1815)				
Region:				
Omaha area	24	13	25	39
Lincoln area	20	20	24	36
Polk & Butler	9	17	12	62
Jefferson, Saline, Thayer & Fillmore	8	16	14	62
Johnson, Nemaha, Pawnee & Richardson	11	18	13	59
Dodge & Washington	19	12	13	56
Cass & Otoe	15	19	14	52
Gage	9	20	13	58
York, Seward & Saunders	12	17	15	56
<i>Chi-square (sig.)</i>		$P^2 = 89.61 (.000)$		
(n = 1793)				
Age:				
19 - 25	62	1	20	18
26 - 35	28	15	26	31
36 - 45	13	21	21	45
46 - 55	11	20	20	50
56 - 65	2	23	9	67
65 and over	1	12	3	85
<i>Chi-square (sig.)</i>		$P^2 = 538.33 (.000)$		
(n = 1786)				
Education:				
High school or less	4	14	5	77
Some college	21	14	21	44
College graduate	17	21	21	41
<i>Chi-square (sig.)</i>		$P^2 = 228.29 (.000)$		
(n = 1653)				
Income:				
Under \$20,000	14	7	12	67
\$20,000 - \$39,999	14	16	16	54
\$40,000 - \$59,999	14	23	18	45
\$60,000 and over	15	20	18	47
<i>Chi-square (sig.)</i>		$P^2 = 52.15 (.000)$		

Appendix Table 6. Likelihood of Pursuing Different Educational Opportunities by Region and Individual Characteristics

	Taking courses for leisure/recreation			Taking courses for job upgrade/update			Taking courses for professional licensure		
	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>
	(n = 713)			Percentages (n = 717)			(n = 677)		
Region:									
Omaha area	27	35	39	58	26	16	24	23	53
Lincoln area	22	45	33	33	47	21	18	21	61
Polk & Butler	17	52	31	42	41	17	24	21	55
Jefferson, Saline, Thayer & Fillmore	13	46	40	39	49	12	25	22	53
Johnson, Nemaha, Pawnee & Richardson	16	46	39	37	40	23	25	32	44
Dodge & Washington	15	48	37	49	39	12	18	33	49
Cass & Otoe	17	45	39	41	41	19	26	22	52
Gage	14	41	44	37	43	20	20	20	60
York, Seward & Saunders	15	41	44	51	33	16	18	25	57
<i>Chi-square (sig.)</i>	P ² = 13.48 (.637)			P ² = 22.82 (.119)			P ² = 11.99 (.744)		
Age:	(n = 705)			(n = 710)			(n = 669)		
19 - 25	9	35	55	45	40	15	29	33	39
26 - 35	11	37	52	53	36	11	26	27	47
36 - 45	13	46	41	44	43	13	22	24	54
46 - 55	25	48	27	42	45	13	16	24	60
56 - 65	29	51	21	25	36	39	19	15	66
65 and over	26	54	20	13	13	74	13	6	81
<i>Chi-square (sig.)</i>	P ² = 56.68 (.000)			P ² = 104.50 (.000)			P ² = 28.57 (.001)		
Education:	(n = 704)			(n = 709)			(n = 669)		
High school or less	15	43	42	33	45	22	15	16	69
Some college	18	42	41	40	40	20	17	28	55
College graduate	18	46	36	46	39	15	26	24	50
<i>Chi-square (sig.)</i>	P ² = 2.69 (.610)			P ² = 8.31 (.081)			P ² = 16.22 (.003)		
Income:	(n = 672)			(n = 680)			(n = 640)		
Under \$20,000	18	32	50	43	31	27	18	26	55
\$20,000 - \$39,999	14	46	39	46	35	19	23	24	54
\$40,000 - \$59,999	18	45	36	42	43	15	20	24	57
\$60,000 and over	19	45	37	41	44	15	26	23	51
<i>Chi-square (sig.)</i>	P ² = 7.49 (.278)			P ² = 10.15 (.118)			P ² = 2.68 (.848)		

Appendix Table 6 continued.

	<i>Pursuing continuing education units</i>			<i>Pursuing certificate program</i>			<i>Pursuing a two-year college degree</i>		
	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>
	(n = 677)			(n = 643)			(n = 644)		
Region:									
Omaha area	20	30	50	14	18	69	12	5	82
Lincoln area	15	27	58	9	18	73	9	13	78
Polk & Butler	20	25	55	10	14	76	4	11	86
Jefferson, Saline, Thayer & Fillmore	29	23	48	7	9	84	2	7	91
Johnson, Nemaha, Pawnee & Richardson	21	24	55	9	22	69	5	10	85
Dodge & Washington	21	38	41	13	16	71	9	9	83
Cass & Otoe	31	28	42	12	24	64	8	18	74
Gage	26	23	51	10	22	67	8	12	81
York, Seward & Saunders	19	28	53	4	25	71	12	7	81
<i>Chi-square (sig.)</i>	P ² = 15.94 (.457)			P ² = 14.42 (.567)			P ² = 19.33 (.252)		
Age:	(n = 670)			(n = 636)			(n = 638)		
19 - 25	34	27	39	19	22	59	21	9	69
26 - 35	26	25	50	10	22	69	9	15	76
36 - 45	20	33	47	9	19	72	7	12	82
46 - 55	18	24	58	7	19	74	4	10	86
56 - 65	19	28	52	5	17	78	0	3	97
65 and over	7	16	77	3	7	90	0	7	93
<i>Chi-square (sig.)</i>	P ² = 24.71 (.006)			P ² = 17.41 (.066)			P ² = 41.31 (.000)		
Education:	(n = 669)			(n = 635)			(n = 637)		
High school or less	11	26	63	8	25	68	8	13	79
Some college	25	31	45	15	26	59	14	20	66
College graduate	23	25	52	6	14	80	4	4	93
<i>Chi-square (sig.)</i>	P ² = 11.93 (.018)			P ² = 30.94 (.000)			P ² = 64.54 (.000)		
Income:	(n = 644)			(n = 611)			(n = 610)		
Under \$20,000	28	27	45	15	29	56	16	19	65
\$20,000 - \$39,999	26	29	46	9	25	66	9	13	78
\$40,000 - \$59,999	18	24	58	9	14	77	4	9	87
\$60,000 and over	22	28	49	9	15	77	6	6	88
<i>Chi-square (sig.)</i>	P ² = 8.43 (.208)			P ² = 18.09 (.006)			P ² = 24.22 (.000)		

Appendix Table 6 continued.

	<i>Pursuing a four-year college degree</i>			<i>Pursuing a masters degree</i>			<i>Pursuing a doctorate degree</i>		
	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>
	(n = 660)			<i>Percentages</i> (n = 654)			(n = 645)		
Region:									
Omaha area	11	14	75	21	20	59	7	13	80
Lincoln area	18	11	71	12	17	71	4	3	92
Polk & Butler	7	7	86	4	6	91	2	2	96
Jefferson, Saline, Thayer & Fillmore	7	10	84	9	7	84	2	9	90
Johnson, Nemaha, Pawnee & Richardson	12	13	75	11	11	78	2	3	96
Dodge & Washington	17	10	73	14	12	75	5	9	86
Cass & Otoe	21	10	70	11	10	79	9	6	85
Gage	12	7	81	5	12	84	3	6	91
York, Seward & Saunders	9	9	81	9	14	77	1	7	92
<i>Chi-square (sig.)</i>	P ² = 16.24 (.437)			P ² = 28.23 (.030)			P ² = 22.46 (.129)		
Age:	(n = 652)			(n = 646)			(n = 638)		
19 - 25	35	13	53	28	26	47	10	12	79
26 - 35	14	15	71	19	12	69	3	7	90
36 - 45	12	10	78	7	15	79	5	6	89
46 - 55	7	8	85	5	10	85	2	5	93
56 - 65	0	8	92	0	2	98	0	0	100
65 and over	0	0	100	0	0	100	0	0	100
<i>Chi-square (sig.)</i>	P ² = 66.71 (.000)			P ² = 91.07 (.000)			P ² = 25.62 (.004)		
Education:	(n = 653)			(n = 647)			(n = 637)		
High school or less	3	9	88	1	0	99	1	0	99
Some college	29	17	54	6	10	83	3	6	92
College graduate	6	6	87	17	18	65	6	8	86
<i>Chi-square (sig.)</i>	P ² = 98.58 (.000)			P ² = 56.07 (.000)			P ² = 16.21 (.003)		
Income:	(n = 624)			(n = 618)			(n = 611)		
Under \$20,000	29	15	57	16	23	61	3	7	90
\$20,000 - \$39,999	12	13	76	13	11	77	6	7	87
\$40,000 - \$59,999	12	8	80	8	12	81	3	4	92
\$60,000 and over	9	10	82	12	11	76	4	7	89
<i>Chi-square (sig.)</i>	P ² = 24.60 (.000)			P ² = 13.82 (.032)			P ² = 3.57 (.735)		

Appendix Table 7. Likelihood of Using Different Delivery Methods to Take Courses in Next Two Years by Region and Individual Characteristics

	<i>Interactive TV classroom</i>			<i>World Wide Web</i>			<i>Video tapes</i>		
	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>
	(n = 730)			<i>Percentages</i> (n = 743)			(n = 735)		
Region:									
Omaha area	6	30	65	13	37	51	2	35	63
Lincoln area	2	23	74	9	28	63	4	24	72
Polk & Butler	9	34	58	15	44	42	7	42	52
Jefferson, Saline, Thayer & Fillmore	6	38	56	13	33	54	12	46	42
Johnson, Nemaha, Pawnee & Richardson	10	38	52	11	42	48	11	38	51
Dodge & Washington	4	29	67	10	31	59	6	37	57
Cass & Otoe	9	28	63	13	32	55	9	38	54
Gage	5	33	62	8	28	65	7	41	53
York, Seward & Saunders	4	34	63	14	35	51	13	38	49
<i>Chi-square (sig.)</i>	P ² = 18.42 (.300)			P ² = 15.48 (.490)			P ² = 30.63 (.015)		
Age:	(n = 721)			(n = 733)			(n = 725)		
19 - 25	5	25	70	16	22	63	7	25	68
26 - 35	3	39	58	10	44	47	5	35	59
36 - 45	7	32	61	15	34	51	9	42	49
46 - 55	6	31	63	12	36	53	6	37	57
56 - 65	9	23	69	7	27	66	11	41	49
65 and over	3	22	75	0	21	80	6	21	74
<i>Chi-square (sig.)</i>	P ² = 14.13 (.167)			P ² = 30.40 (.001)			P ² = 17.00 (.074)		
Education:	(n = 723)			(n = 736)			(n = 728)		
High school or less	6	28	66	10	26	64	10	38	52
Some college	7	30	64	13	34	53	9	35	56
College graduate	5	33	62	11	36	54	5	37	58
<i>Chi-square (sig.)</i>	P ² = 1.61 (.807)			P ² = 5.41 (.248)			P ² = 5.13 (.275)		
Income:	(n = 687)			(n = 701)			(n = 693)		
Under \$20,000	5	31	64	10	24	65	4	34	62
\$20,000 - \$39,999	5	30	66	11	28	61	9	34	56
\$40,000 - \$59,999	5	38	57	16	40	44	9	39	53
\$60,000 and over	7	27	66	10	39	51	5	39	56
<i>Chi-square (sig.)</i>	P ² = 7.01 (.320)			P ² = 19.68 (.003)			P ² = 5.07 (.535)		

Appendix Table 7 continued.

	<i>Correspondence courses</i>			<i>CD-ROM</i>			<i>Traditional classroom</i>		
	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>
Region:		(n = 742)			(n = 715)			(n = 782)	
Omaha area	9	35	56	8	31	61	68	27	6
Lincoln area	9	37	54	7	24	70	61	34	5
Polk & Butler	18	44	39	7	39	54	41	41	18
Jefferson, Saline, Thayer & Fillmore	16	46	37	15	27	58	44	49	7
Johnson, Nemaha, Pawnee & Richardson	15	28	57	8	32	60	46	44	10
Dodge & Washington	16	34	49	6	25	69	53	36	11
Cass & Otoe	13	35	52	9	27	65	60	29	11
Gage	13	29	58	3	30	67	44	44	11
York, Seward & Saunders	15	39	47	5	34	61	62	29	9
<i>Chi-square (sig.)</i>		P ² = 17.02 (.384)			P ² = 16.37 (.428)			P ² = 35.66 (.003)	
Age:		(n = 733)			(n = 706)			(n = 772)	
19 - 25	16	39	46	10	21	69	82	17	1
26 - 35	14	42	44	7	38	56	58	35	8
36 - 45	16	38	46	11	31	59	58	36	6
46 - 55	13	36	51	6	31	63	47	42	11
56 - 65	10	26	64	3	23	74	32	51	17
65 and over	0	17	83	0	3	97	39	39	22
<i>Chi-square (sig.)</i>		P ² = 27.35 (.002)			P ² = 31.99 (.000)			P ² = 64.25 (.000)	
Education:		(n = 734)			(n = 708)			(n = 774)	
High school or less	10	36	55	7	27	66	38	43	19
Some college	17	38	46	9	30	61	61	33	6
College graduate	12	35	53	6	29	65	56	37	8
<i>Chi-square (sig.)</i>		P ² = 5.62 (.229)			P ² = 2.17 (.704)			P ² = 26.13 (.000)	
Income:		(n = 700)			(n = 674)			(n = 736)	
Under \$20,000	13	46	42	9	21	69	72	20	8
\$20,000 - \$39,999	10	41	48	6	26	68	52	38	10
\$40,000 - \$59,999	16	32	52	9	32	59	47	42	11
\$60,000 and over	16	29	55	7	33	60	61	32	6
<i>Chi-square (sig.)</i>		P ² = 12.73 (.047)			P ² = 7.85 (.250)			P ² = 20.15 (.003)	

Appendix Table 8. Fields Interested in Taking Credit Courses in During the Next Few Years

<i>Field</i>	<i>Proportion*</i>
<i>General:</i>	
Agricultural sciences	5%
Business administration	35%
Education	18%
Nursing	5%
Engineering	13%
Journalism	6%
Human resources & family sciences	13%
Liberal arts	8%
Math and sciences	14%
Natural resources	7%
Other	27%
<i>Specific:</i>	
Environmental lab technology	2%
Architecture technology	4%
Early childhood education	6%
Office technology	11%
Building construction	5%
Air conditioning, heating and refrigeration	3%
Computer drafting and design	9%
Dental assisting	1%
Food service	3%
Human services	14%
Medical lab technology	1%
Criminal justice	2%
Microcomputer technology	21%
Machine tool technology	2%
Welding technology	3%
Electrical technology	4%
Graphic design	6%
Mass media	3%
Printing technology	1%
Automotive technology	1%
Professional truck driver	1%
Fire protection	2%
Medical assisting	2%
Radiologic technology	1%
Respiratory care	1%
Surgical technology	1%
Other	30%

* Proportions are calculated out of those answering each question.

Appendix Table 9. Degree Programs Interested in Pursuing For Each Field

<i>Field</i>	<i>No degree</i>	<i>Two-year degree</i>	<i>Four-year degree</i>	<i>Masters degree</i>	<i>Doctorate degree</i>
<i>General:</i>					
Agricultural sciences	73%	8%	12%	7%	0%
Business administration	39%	20%	20%	20%	1%
Education	27%	4%	16%	38%	15%
Nursing	33%	29%	22%	12%	4%
Engineering	34%	27%	21%	14%	4%
Journalism	37%	11%	30%	22%	0%
Human resources & family sciences	44%	13%	19%	20%	5%
Liberal arts	48%	7%	24%	17%	4%
Math and sciences	40%	16%	23%	16%	5%
Natural resources	46%	17%	24%	12%	0%
<i>Specific:</i>					
Environmental lab technology	33%	11%	11%	44%	0%
Architecture technology	58%	11%	16%	5%	11%
Early childhood education	36%	10%	28%	18%	8%
Office technology	57%	22%	14%	7%	0%
Building construction	73%	17%	10%	0%	0%
Air conditioning, heating and refrigeration	57%	43%	0%	0%	0%
Computer drafting and design	61%	26%	7%	2%	4%
Dental assisting	0%	80%	20%	0%	0%
Food service	39%	46%	15%	0%	0%
Human services	37%	17%	23%	17%	6%
Medical lab technology	22%	33%	11%	33%	0%
Criminal justice	26%	13%	44%	17%	0%
Microcomputer technology	61%	21%	9%	8%	1%
Machine tool technology	50%	33%	17%	0%	0%
Welding technology	72%	28%	0%	0%	0%
Electrical technology	50%	38%	12%	0%	0%
Graphic design	48%	32%	8%	12%	0%
Mass media	54%	0%	8%	31%	8%
Printing technology	50%	17%	0%	33%	0%
Automotive technology	75%	17%	0%	8%	0%
Professional truck driver	100%	0%	0%	0%	0%
Fire protection	60%	30%	10%	0%	0%
Medical assisting	47%	35%	12%	6%	0%
Radiologic technology	13%	50%	25%	13%	0%
Respiratory care	29%	57%	14%	0%	0%
Surgical technology	50%	25%	25%	0%	0%

Appendix Table 10. Fields Interested in Taking Non-Credit Courses in During the Next Few Years

<i>Field</i>	<i>Proportion*</i>
Agriculture	5%
Business/Management/Professional development	39%
Career planning	2%
Communication	7%
Computer training	51%
Driver training	1%
Family & consumer science	5%
Health	10%
Industrial or vocational technology	9%
Personal enrichment/recreation	28%
Adult basic education/ General education development (GED)/ English as a second language	1%

* Proportions are calculated out of those answering the question.

Appendix Table 11. Extent Items are Barriers to Continuing Education by Region and Individual Characteristics

	<i>Child care</i>			<i>Physical accommodations</i>			<i>Financial resources</i>		
	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>
		(n = 1202)			(n = 1187)			(n = 1293)	
Region:									
Omaha area	10	16	74	0	2	98	32	32	37
Lincoln area	12	12	77	1	1	98	26	38	36
Polk & Butler	16	23	62	3	1	96	40	35	25
Jefferson, Saline, Thayer & Fillmore	11	13	76	2	1	97	33	32	35
Johnson, Nemaha, Pawnee & Richardson	6	10	84	3	4	93	37	38	25
Dodge & Washington	11	8	80	2	2	95	31	33	36
Cass & Otoe	11	15	75	4	2	95	36	35	30
Gage	11	14	74	3	2	94	36	44	20
York, Seward & Saunders	8	12	81	1	1	97	34	35	31
<i>Chi-square (sig.)</i>		P ² = 24.52 (.079)			P ² = 13.04 (.670)			P ² = 23.59 (.099)	
Age:		(n = 1192)			(n = 1177)			(n = 1278)	
19 - 25	10	14	77	1	0	99	40	39	21
26 - 35	26	25	49	1	1	98	44	37	19
36 - 45	13	21	67	0*	1	99	37	37	26
46 - 55	3	5	92	2	1	97	30	35	35
56 - 65	3	3	95	5	4	91	23	34	43
65 and over	4	0	96	9	8	83	22	29	49
<i>Chi-square (sig.)</i>		P ² = 203.13 (.000)			P ² = 56.23 (.000)			P ² = 57.74 (.000)	
Education:		(n = 1189)			(n = 1174)			(n = 1274)	
High school or less	12	10	78	5	1	94	46	30	24
Some college	11	13	76	2	3	95	33	38	29
College graduate	9	15	76	1	1	98	27	38	35
<i>Chi-square (sig.)</i>		P ² = 6.24 (.182)			P ² = 25.86 (.000)			P ² = 38.74 (.000)	
Income:		(n = 1121)			(n = 1105)			(n = 1205)	
Under \$20,000	14	12	74	7	3	91	62	25	14
\$20,000 - \$39,999	11	15	74	2	3	95	43	37	21
\$40,000 - \$59,999	10	14	77	1	1	98	28	44	29
\$60,000 and over	9	13	79	0*	1	99	12	33	55
<i>Chi-square (sig.)</i>		P ² = 4.02 (.674)			P ² = 28.21 (.000)			P ² = 186.30 (.000)	

Appendix Table 11 continued.

	<i>Commuting, driving distance</i>			<i>Access to a computer</i>			<i>GED or high school diploma</i>		
	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>
	(n = 1247)			(n = 1205)			(n = 1182)		
Region:									
Omaha area	5	38	57	12	11	77	2	2	96
Lincoln area	5	19	76	10	13	77	0	0	100
Polk & Butler	27	54	19	9	20	71	5	3	93
Jefferson, Saline, Thayer & Fillmore	32	35	33	14	14	73	2	3	95
Johnson, Nemaha, Pawnee & Richardson	24	47	29	16	11	73	2	1	97
Dodge & Washington	17	52	32	12	20	68	1	2	97
Cass & Otoe	16	45	40	14	13	73	6	2	93
Gage	7	51	42	18	18	64	2	0	98
York, Seward & Saunders	12	47	41	17	13	70	1	1	97
<i>Chi-square (sig.)</i>	P ² = 178.17 (.000)			P ² = 18.46 (.298)			P ² = 24.72 (.075)		
Age:	(n = 1231)			(n = 1193)			(n = 1170)		
19 - 25	9	33	58	8	14	78	3	3	94
26 - 35	18	46	37	9	17	74	1	0	99
36 - 45	16	46	38	10	15	75	1	2	97
46 - 55	13	47	40	13	14	74	2	1	97
56 - 65	18	37	44	22	11	68	5	3	92
65 and over	24	26	49	33	19	48	7	0	93
<i>Chi-square (sig.)</i>	P ² = 31.23 (.001)			P ² = 53.88 (.000)			P ² = 26.98 (.003)		
Education:	(n = 1228)			(n = 1192)			(n = 1169)		
High school or less	17	42	41	26	19	56	8	3	89
Some college	14	38	48	11	14	75	0*	2	98
College graduate	17	45	38	8	13	79	0*	0*	100
<i>Chi-square (sig.)</i>	P ² = 9.60 (.048)			P ² = 71.36 (.000)			P ² = 72.32 (.000)		
Income:	(n = 1161)			(n = 1121)			(n = 1100)		
Under \$20,000	25	28	47	28	16	56	9	4	87
\$20,000 - \$39,999	17	45	38	17	21	62	2	2	96
\$40,000 - \$59,999	14	45	40	10	15	76	1	1	98
\$60,000 and over	12	43	45	5	6	89	0*	0*	99
<i>Chi-square (sig.)</i>	P ² = 22.07 (.001)			P ² = 90.15 (.000)			P ² = 49.25 (.000)		

0* = Less than 1 percent.

Appendix Table 11 continued.

	<i>Knowledge of course offerings</i>			<i>Meeting class prerequisites</i>			<i>Work or family schedule</i>		
	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>
		(n = 1201)			(n = 1176)			(n = 1299)	
Region:									
Omaha area	7	26	67	6	23	72	39	34	27
Lincoln area	3	22	75	3	19	78	34	37	29
Polk & Butler	4	34	62	6	25	69	62	25	14
Jefferson, Saline, Thayer & Fillmore	6	44	50	7	24	69	57	27	15
Johnson, Nemaha, Pawnee & Richardson	10	38	51	10	22	67	42	32	26
Dodge & Washington	1	28	71	6	17	77	44	34	22
Cass & Otoe	5	31	64	11	26	63	44	29	27
Gage	5	37	58	7	24	70	44	34	22
York, Seward & Saunders	5	36	59	7	30	63	44	32	23
<i>Chi-square (sig.)</i>		P ² = 44.33 (.000)			P ² = 20.76 (.188)			P ² = 37.46 (.002)	
Age:		(n = 1190)			(n = 1163)			(n = 1287)	
19 - 25	3	18	79	6	17	77	28	39	33
26 - 35	4	36	59	4	21	75	59	32	9
36 - 45	4	35	61	5	23	72	57	31	12
46 - 55	6	36	58	7	26	67	46	34	20
56 - 65	6	29	65	11	25	64	28	31	41
65 and over	9	31	60	17	20	63	14	11	75
<i>Chi-square (sig.)</i>		P ² = 21.07 (.021)			P ² = 26.02 (.004)			P ² = 234.89 (.000)	
Education:		(n = 1186)			(n = 1162)			(n = 1283)	
High school or less	8	41	51	17	38	45	50	25	25
Some college	5	29	66	7	26	67	42	32	27
College graduate	4	30	66	1	13	86	45	35	20
<i>Chi-square (sig.)</i>		P ² = 25.78 (.000)			P ² = 175.89 (.000)			P ² = 14.38 (.006)	
Income:		(n = 1117)			(n = 1094)			(n = 1215)	
Under \$20,000	9	27	64	10	32	58	40	25	35
\$20,000 - \$39,999	5	36	59	11	24	65	45	34	21
\$40,000 - \$59,999	5	36	59	5	23	73	50	32	18
\$60,000 and over	3	29	68	2	17	81	46	31	23
<i>Chi-square (sig.)</i>		P ² = 13.45 (.036)			P ² = 38.63 (.000)			P ² = 20.03 (.003)	

Appendix Table 11 continued.

	<i>Don't know what to study</i>			<i>Not enough interest to make worthwhile</i>		
	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>	<i>Major barrier</i>	<i>Minor barrier</i>	<i>Not a barrier</i>
	<i>Percentages</i>					
Region:	(n = 1198)			(n = 1241)		
Omaha area	9	26	64	17	21	62
Lincoln area	9	30	62	8	23	69
Polk & Butler	13	38	49	14	24	61
Jefferson, Saline, Thayer & Fillmore	17	35	48	24	21	55
Johnson, Nemaha, Pawnee & Richardson	16	29	55	19	19	61
Dodge & Washington	12	25	63	16	22	62
Cass & Otoe	18	28	54	17	19	63
Gage	16	34	50	17	26	57
York, Seward & Saunders	17	32	52	20	26	54
<i>Chi-square (sig.)</i>	P ² = 21.56 (.158)			P ² = 22.59 (.125)		
Age:	(n = 1185)			(n = 1228)		
19 - 25	6	20	74	4	12	84
26 - 35	9	31	61	6	24	71
36 - 45	12	35	53	14	21	66
46 - 55	19	35	47	19	29	52
56 - 65	17	26	57	29	20	51
65 and over	24	26	50	36	20	44
<i>Chi-square (sig.)</i>	P ² = 41.11 (.000)			P ² = 101.27 (.000)		
Education:	(n = 1182)			(n = 1226)		
High school or less	26	39	35	31	24	44
Some college	15	34	51	13	21	66
College graduate	8	24	69	11	23	67
<i>Chi-square (sig.)</i>	P ² = 109.96 (.000)			P ² = 79.11 (.000)		
Income:	(n = 1117)			(n = 1151)		
Under \$20,000	19	31	50	22	16	62
\$20,000 - \$39,999	19	31	51	18	23	59
\$40,000 - \$59,999	12	36	52	15	27	59
\$60,000 and over	8	24	69	13	20	67
<i>Chi-square (sig.)</i>	P ² = 35.64 (.000)			P ² = 14.83 (.022)		

Appendix Table 12. Demographic Profile of Survey Respondents Compared to 1990 Census

	<i>Survey Respondents</i>	<i>1990 Census</i>
Age : ¹		
20 - 29	17%	24%
30 - 39	18%	24%
40 - 49	25%	17%
50 - 64	23%	18%
65 and over	18%	18%
Education: ²		
Less than 9 th grade	1%	5%
9 th to 12 th grade (no diploma)	2%	10%
High school diploma (or equivalent)	18%	32%
Some college, no degree	28%	26%
Associate degree	8%	7%
Bachelors degree	26%	14%
Graduate or professional degree	17%	6%
Household income: ³		
Less than \$10,000	6%	14%
\$10,000 - \$19,999	10%	19%
\$20,000 - \$29,999	17%	19%
\$30,000 - \$39,999	14%	16%
\$40,000 - \$49,999	15%	12%
\$50,000 - \$59,999	8%	8%
\$60,000 - \$74,999	13%	6%
\$75,000 or more	18%	6%

¹ 1990 Census universe is non-metro population 20 years of age and over.

² 1990 Census universe is non-metro population 18 years of age and over.

³ 1990 Census universe is all non-metro households.

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