The Nevada Millennium Scholarship

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Impact on Student Access and Success at the State’s Land-Grant University

Part I

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Summary of Findings

College access since start of the Millennium Scholarship:
- Significant rise in the college-going rate statewide, with faster enrollment growth among minority students
- At UNR, increase in the proportion of minority students, but a slight decrease in the proportion of low-income students

Millennium Scholarship participation:
- Majority of all new freshmen receive it, ranging from 60 percent for African Americans to 80 percent for Asian Americans

Millennium Scholarship impact on financial support:
- Reliance on other types of aid dropped significantly for all students
- Availability of need-based grant aid to low-income students has been maintained, and these students rely less on debt-incurring loans
- Unmet need for low-income students has been reduced

Academic preparation since start of the Millennium program:
- Average level of preparation of new freshmen remains the same
- Millennium students are slightly better prepared than out-of-state students, but at least 40 percent are in need of remediation
Summary of Findings

Millennium eligibility status after initial enrollment:

- Continued scholarship eligibility is strongly associated with academic preparation in high school
- Thirty-nine percent of Millennium-supported new freshmen in fall 2003 lost eligibility at the end of the first year
- The proportion of students losing the scholarship during the freshmen year has almost doubled between 2001 and 2004, largely due to a more demanding college GPA requirement governing continued eligibility for new students in 2003

Freshmen retention since start of the Millennium Scholarship:

- Overall retention has slightly dropped
- The academically best-prepared students transfer to out-of-state universities; while their number is very small after one year of attendance at UNR, there is a need to examine how many may leave after two years

Millennium impact on Clark County students:

- Clark County students do not differ from Washoe County students, though they face higher unmet need—a dropout risk factor—even after accounting for Millennium aid
Purpose of Study

* Examine the impact of Nevada’s state-funded merit aid program, the Millennium Scholarship, on
  * student access
  * first-year academic experience
  * freshmen academic preparation
  * freshmen retention
  * first-year financial support
  at the state’s flagship university (UNR), its land-grant and only research-extensive institution, with a liberal admissions policy

* Address issues raised by critics of state-funded merit aid programs, including
  * The Congressional Advisory Committee on Student Financial Assistance
  * Harvard University’s Civil Rights Project
The Millennium Scholarship

- Enacted into law 1999, available since 2000
- Initial eligibility:
  - Graduate with diploma from a state public/private high school
  - Complete high school with at least a 3.0* GPA and pass all areas of state high school proficiency exam
  - Must be state resident for at least two years during high school
- College enrollment and scholarship maintenance requirements:
  - Minimum enrollment of 12 credits/semester (6 credits at CCs) in recognized degree or certificate program
  - Maintain at least a 2.0 (2.6 in 2003) cumulative GPA and complete a minimum of 12 credits/semester
  - To regain eligibility: earn at least a 2.6 semester GPA and complete a minimum of 12 credits/semester without Millennium support
- Dollar value of scholarship is determined on a per-credit basis, with a maximum lifetime total of $10,000 (1 credit ~ $80 at UNR)
- Millennium support is limited to 8 years (6 years for 2003 and on grads) after graduating from high school
- Millennium covers remedial courses, but not credit-by-exam/AP courses

*raised to 3.1 in fall 2005
Data, Sources, and Variables Examined

New full-time, in-state high-school grad freshmen* who entered fall semesters 1996 through 2003

- Millennium years 2000-03: 6,760 students (including 6,189 on Mill.-$)
- Pre-Millennium 1996-99: 3,769 students

Data sources:
- Student Information System
- ACT test record (SPS)
- Nevada higher education system office (UCCSN)
- National Student Clearinghouse
- Florida Dept. of Education (Office of Student Financial Assistance)
- National Center for Education Statistics (NAEP)
- US Census Bureau (SAIPE)

Variables
- Student demographics: ethnicity/race, income background, residency
- Academic experience: pre-collegiate, first-year college
- Financial aid: Millennium status, other aid type/amount
- Subsequent enrollment: spring, second-year fall/spring

*Excluding non-degree seeking, and foreign students
Data, Sources, and Variables Examined (cont.)

High school academic preparation measured via:
- Preparatory index consisting of GPA, ACT/SAT test scores, and AP/IBP credits, each weighted by their odds ratio from simultaneous variable entry into a binary logit second-year retention model; final weights are averaged based on dropout/stopout and transfer results. Academic preparation score is ‘retention’-weighted due to strong bivariate correlation.

Unmet financial need:
- Remaining (outstanding) dollar amount in financial need after subtracting expected family contribution (EFC), and all offered financial aid awards from total cost of attendance.
- Source of data is the institutional financial aid office, which estimates that it processes about 99 percent of all aid to students.

Variable definition for aid types at institution:
- Scholarships = merit based
- Grants = may be need or merit based
The Chorus of Negative Headlines

★ Targeted reports:

★ State Merit Scholarship Programs and Racial Inequality (Civil Rights Project, Harvard University, 2004)
★ Who Should We Help? The Negative Social Consequences of Merit Scholarships (Civil Rights Project, Harvard University, 2002)

★ General reports:

★ Access Denied: Restoring the Nation’s Commitment to Equal Educational Opportunity (Advisory Committee on Student Financial Assistance, Washington DC, 2001)
Criticism of Large-Scale State Merit Aid Programs

- They provide aid to students with little or no financial need that are likely to go to college without such aid—i.e., a middle/upper class subsidy.
- They exacerbate a growing **inequity in college access** for low-income and minority students and do not expand overall access.
- They **do not address** the growing gap of available aid to needy students and the cost of college attendance, i.e. the growing amount of unmet need and use of loans to fill it.
- They have been enacted by states **at the expense of need-based programs**—i.e., negative zero-sum effect.
- Students from inferior high schools may qualify for such aid based on cumulative grades, but are less likely to meet continued eligibility once in college—leading to higher dropout rates.
- They have been implemented at a time when **grant dollars have shifted to merit-based programs at the institutional level.**
Example:
Florida’s Bright Futures Scholarship Program

The Charge:
“Inequality for Black and Hispanic students compared to White students for being eligible to receive the scholarship.”
(Source: State Merit Scholarship Programs and Racial Inequality, The Civil Rights Project, Harvard University, 2004, p. 57.)
Florida’s Bright Futures Scholarship
Urban Counties by Ethnicity Race
Percent of All Public High School Graduates and Scholarship Recipients
1999-2002

Source: State Merit Scholarship Programs and Racial Inequality, The Civil Rights Project, Harvard University, 2004, p. 58.
Florida’s Bright Futures Scholarship
Caucasians by Urban vs. Rural Counties
Percent of All Public High School Graduates and Scholarship Recipients

Urban 1999-2002

Rural 2000-2002

Eligible scholarship recipients
Public high school graduates

Juvenile poverty equal or greater than Dade County

Sum = Sumter; O = Okeechobee
W = Walton; Suw = Suwanee
H = Highlands
Florida’s Bright Futures Scholarship
Dade County by Ethnicity Race
Public High School Graduates and Scholarship Recipients
1999-2002

Asians are most likely to qualify for a Bright Futures Scholarship among Dade County high school graduates.

Florida’s Bright Futures Scholarship
Scholarship Type and Ethnicity/Race, 2002 Cohort

Percent Eligible by Ethnicity/Race

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Eligible Scholarship Recipients</th>
<th>Eligible for Highest-Level Scholarship</th>
<th>% of All Grads w/ Highest-Level Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am.</td>
<td>14.4</td>
<td>236</td>
<td>249</td>
</tr>
<tr>
<td>Hispanics</td>
<td>30.3</td>
<td>247</td>
<td>264</td>
</tr>
<tr>
<td>Caucasians</td>
<td>45.9</td>
<td>264</td>
<td>286</td>
</tr>
<tr>
<td>Asian Am.</td>
<td>65.9</td>
<td>275</td>
<td>287</td>
</tr>
</tbody>
</table>

NEAP Score:
- Reading*: 236, 247, 264, 275
- Math: 249, 264, 286, 287

*Grade 8, 1998

Asian Americans are twice as likely to qualify for the highest level (Academic) Bright Futures Scholarship vis-à-vis Caucasians.
Results:
- academic preparation matters most
- poverty affects all students
The Millennium Scholarship

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Impact on Statewide Access
Nevada College Continuation Rate

% of NV high school graduates enrolled as first-time, degree-seeking college students in the fall semester immediately following graduation

- Continuing to Postsecondary Ed
- Continuing to UCCSN only

<table>
<thead>
<tr>
<th>Year</th>
<th>Continuing to Postsecondary Ed</th>
<th>Continuing to UCCSN only</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>32.4%</td>
<td>19.2%</td>
</tr>
<tr>
<td>1994</td>
<td>38.5%</td>
<td>24.5%</td>
</tr>
<tr>
<td>1996</td>
<td>39.7%</td>
<td>24.8%</td>
</tr>
<tr>
<td>1998</td>
<td>40.1%</td>
<td>24.7%</td>
</tr>
<tr>
<td>2000</td>
<td>45.3%</td>
<td>32.9%</td>
</tr>
<tr>
<td>2002</td>
<td>44.7%</td>
<td>33.0%</td>
</tr>
</tbody>
</table>


College-going rate of Nevada high school graduates rises to 45.3 percent in 2000 as the Millennium Scholarship is introduced.
Ethnic/Racial Distribution of UCCSN Enrollment Compared to Nevada Population - Fall 2003

UCCSN Ethnic/Racial Enrollment Growth
Ten-year Period (1993 to 2003)

<table>
<thead>
<tr>
<th></th>
<th>American Indian or Alaskan Native</th>
<th>Black, non-Hispanic</th>
<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>White non-Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1993</td>
<td>968</td>
<td>3,114</td>
<td>3,180</td>
<td>3,849</td>
<td>50,230</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1,258</td>
<td>6,060</td>
<td>8,583</td>
<td>10,705</td>
<td>57,370</td>
</tr>
<tr>
<td>Absolute Growth</td>
<td>290</td>
<td>2,946</td>
<td>5,403</td>
<td>6,856</td>
<td>7,140</td>
</tr>
<tr>
<td>(1993 to 2003)</td>
<td>30%</td>
<td>95%</td>
<td>170%</td>
<td>178%</td>
<td>14%</td>
</tr>
<tr>
<td>Percent Growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1993 to 2003)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

> Over the past ten years, the ethnic/racial categories of Asian/Pacific Islander, Hispanic, and Black (non-Hispanic) have experienced significant enrollment growth.

Nevada Higher Education Financial Aid by Source
(based on total $, excluding Grants-in-Aid and Student Employment)

Nevada:
Federal grant assistance to low-income students is up since start of the Millennium Scholarship, and since 2003 new state/institutional ‘access’ aid is 90 percent need-based.

Nationwide, state-funded need-based grants^ grew by $1.2 billion versus $0.89 billion for non-need-based grants between 1993 and 2002.
(Source: NASSGAP 2002-03 Academic Year Survey, p. 3)

*Institutional/private grants and scholarships
^Need based on EFC, remaining cost, or income
The Millennium Scholarship

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Impact on Institutional Access and Scholarship Participation
Enrollment Growth of New Full-Time Freshmen

Fall Semesters, NV High School Graduates

- Asian Am.
- African/Hispanic Am.
- Caucasians

Pre-Millennium % change (1996-99)
% change since Millennium (1999-2003)
New Full-Time Freshmen by Ethnicity/Race
Fall Semesters, NV High School Graduates

Pre-Millennium
Millennium Years
Pre/Post Average

Native Am.  Asian Am.  African Am.  Hispanic  Unknown
Millennium Freshmen by Ethnicity/Race
Fall Semesters 2000-2003, NV High School Graduates

- Unknown: 5.74%
- African/Hispanic/Native Am: 10.94%
- Asian Am: 7.4%
- Caucasian: 75.93%
Out-of-State Freshmen by Ethnicity/Race
Fall Semesters 2000-2003, New Full-Time Status

- Caucasian: 75.99%
- African/Hispanic/Native Am: 11.53%
- Asian Am: 6.12%
- Unknown: 6.36%
New Full-Time Freshmen by Family Income
Fall Semesters, NV High School Graduates

Pre-Millennium
Millennium Years
Pre/Post Average

< $30,000  $30K-$50K  $50K-$80K  > $80,000
Since missing cases are non-FAFSA students, they are likely in higher-income groups, thus there may not be any difference in income distribution between Millennium versus out-of-state students.
Proportion of new freshmen with scholarship offers more than doubled, from 34% to 71%, after start of the Millennium Scholarship, with the vast majority among all ethnic/racial groups benefiting from it.
New Full-Time Freshmen by Family Income
Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of First Semester,
Minorities (M) vs. Caucasians (C)

Not eligible
Eligible, no Millennium
Lost eligibility
Maintained eligibility (w/ %)
The Millennium Scholarship

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Financial Impact on New Freshmen at the Institutional Level
Composition of Financial Aid Offers
New Full-Time Freshmen, Fall Semesters, NV High School Graduates

% of total aid package

- Millennium Scholarship
- Institutional aid
- Grants (all types)
- Loans (all types)
Gift Aid Offers: Size and Proportion of Beneficiaries
(New Full-Time Freshmen, Fall Semesters, NV High School Graduates)

Proportion of new freshmen on scholarships more than doubled since start of the Millennium program, while grant aid to low-income students was maintained.

* % of new freshmen on aid
Debt Aid Offers: Size and Proportion of Beneficiaries
(New Full-Time Freshmen, Fall Semesters, NV High School Graduates)

% of all New FR:

<table>
<thead>
<tr>
<th>Year</th>
<th>Subsidized loans</th>
<th>Unsubsidized loans</th>
<th>Institutional aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>'96</td>
<td>12</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>'97</td>
<td>12</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>'98</td>
<td>12</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>'99</td>
<td>14</td>
<td>9</td>
<td>33</td>
</tr>
<tr>
<td>'00</td>
<td>10</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>'01</td>
<td>9</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>'02</td>
<td>9</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

Reliance on loans and institutional aid went down as the majority of students from 2000 on qualified for the Millennium Scholarship.
Pell Grant Offers: Size and Proportion of Beneficiaries
(New Full-Time Freshmen, Fall Semesters, NV High School Graduates)

Size of Pell grants went up after start of Millennium Scholarship and proportion of students with offers rose for most groups.
Loan Offers to Low-Income* Students  
(New Full-Time Freshmen, Fall Semesters, NV High School Graduates)

<table>
<thead>
<tr>
<th></th>
<th>Subsidized loans</th>
<th>Unsubsidized loans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Academic Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 3rd</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>Middle 3rd</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>Bottom 3rd</td>
<td>36</td>
<td>11</td>
</tr>
<tr>
<td>Top 3rd</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Middle 3rd</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>Bottom 3rd</td>
<td>33</td>
<td>4</td>
</tr>
</tbody>
</table>

| N =          | 32 22          | 6 2               |
| % =          | 27 22          | 5 2               |

Fewer low-income students chose loans and borrowed less after start of the Millennium Scholarship, regardless of their level of academic preparation.

* Less than $30,000 annual income
Loan Offers to Middle-Income* Students
(New Full-Time Freshmen, Fall Semesters, NV High School Graduates)

By Academic Preparation

The amount of loan aid dropped slightly for most middle-income freshmen after start of the Millennium Scholarship, with a declining proportion of borrowers.

* $30,000 to $50,000 annual income
Gift Aid Offers to Low-Income* Students
(New Full-Time Freshmen, Fall Semesters, NV High School Graduates)

By Academic Preparation

<table>
<thead>
<tr>
<th></th>
<th>Scholarships (all types)</th>
<th>Grants (all types)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Millennium ('96-'99)</td>
<td>Millennium Years ('00-02)</td>
</tr>
<tr>
<td>Top 3rd</td>
<td>N = 75  85</td>
<td>% = 64  83</td>
</tr>
<tr>
<td></td>
<td>Middle 3rd</td>
<td>50  95</td>
</tr>
<tr>
<td></td>
<td>Bottom 3rd</td>
<td>30  63</td>
</tr>
<tr>
<td>Top 3rd</td>
<td>N = 60  52</td>
<td>% = 51  51</td>
</tr>
<tr>
<td></td>
<td>Middle 3rd</td>
<td>50  51</td>
</tr>
<tr>
<td></td>
<td>Bottom 3rd</td>
<td>58  51</td>
</tr>
</tbody>
</table>

Amount of gift aid increased for virtually all low-income freshmen after start of the Millennium Scholarship, regardless of their academic preparation, with a growing proportion relying on scholarships.

* Less than $30,000 annual income
Gift Aid Offers to Middle-Income* Students
(New Full-Time Freshmen, Fall Semesters, NV High School Graduates)

By Academic Preparation

<table>
<thead>
<tr>
<th>Academic Preparation</th>
<th>Scholarships (all types)</th>
<th>Grants (all types)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 3rd</td>
<td>N = 156,222</td>
<td>N = 66,88</td>
</tr>
<tr>
<td></td>
<td>% = 66</td>
<td>% = 29</td>
</tr>
<tr>
<td>Middle 3rd</td>
<td>N = 50,163</td>
<td>N = 29,67</td>
</tr>
<tr>
<td></td>
<td>% = 29</td>
<td>% = 67</td>
</tr>
<tr>
<td>Bottom 3rd</td>
<td>N = 25,100</td>
<td>N = 13,47</td>
</tr>
<tr>
<td></td>
<td>% = 13</td>
<td>% = 47</td>
</tr>
</tbody>
</table>

Gift aid increased for most middle-income freshmen after start of the Millennium Scholarship, with a growing proportion relying on scholarships.

* $30,000 to $50,000 annual income
Millennium program initially reduced the proportion of low-income students with unmet need and the amount of unmet need, but its fixed award value is outpaced by rising cost-of-living expenses that widen unmet need.
Introduction of the Millennium Scholarship did not lead to larger hikes in tuition cost, which contribute little to rising unmet need.
African Americans on average owe the most in federal loans one year after graduation, while Caucasians face the largest total debt when factoring in private borrowing. (Source: Debt Burden: A Comparison of 1992-93 and 1999-2000 Bachelor’s Degree Recipients a Year After Graduating. NCES 2005-170, US Dept of Ed., p. 30)
Debt Burden of College Graduates by Income Group

(Employed Bachelor’s degree recipients in repayment a year later; monthly loan payment as a percentage of monthly income)

Debt burden for graduates with low income employment declined between 1994 and 2001, but they are much more likely to face a high debt burden than graduates with higher-income employment. (Source: Debt Burden: A Comparison of 1992-93 and 1999-2000 Bachelor’s Degree Recipients a Year After Graduating. NCES 2005-170, US Dept of Ed., p. 45)
Private Grants to Undergraduates: National Average
Amounts Received and Percent Receiving It by Group, 2003-2004

Ethnicity/Race

Family Income*

%  7.4  4.9  5.4  4.8  7.8  9.7  10.6  11  9.6

Low-income and minority students are slightly less likely to receive private grants, but when they do, they receive larger amounts.
(Source: Private Scholarships Count, Institute for Higher Education Policy, May 2005)

*Dependent students
The Millennium Scholarship

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Impact on Academic Quality of New Freshmen at the Institutional Level
New Full-Time Freshmen by Academic Indicators
Fall Semesters, NV High School Graduates

First-Semester College GPA
High school cumulative GPA
High School Preparation Index
Min. HS GPA for Millennium
New Full-Time Freshmen by Academic Indicators
Fall Semesters, NV High School Graduates

High school preparation index score

Asian Am.  African Am.  Hispanics  Caucasians
New Full-Time Freshmen by Academic Indicators
Fall Semesters, NV High School Graduates

- First-Semester Credit Load
- ACT Composite Score
- % Incomplete Sem. Credits
New Full-Time Freshmen by Academic Indicators
Fall Semesters, NV High School Graduates

ACT Composite Score by High School GPA

<table>
<thead>
<tr>
<th>Year</th>
<th>HS GPA &lt; 2.8</th>
<th>HS GPA 2.8 to 3.0</th>
<th>HS GPA 3.0 to 3.2</th>
<th>HG GPA &gt; 3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1997</td>
<td></td>
<td></td>
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<tr>
<td>2003</td>
<td></td>
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</tbody>
</table>
Forty percent of Millennium students are in need of remediation based on ACT/SAT placement scores.
The Millennium Scholarship

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Subsequent Eligibility Status of New Freshmen at the Institutional Level
Millennium Freshmen Who Lost Eligibility
Fall Semesters 2000-2003, NV High School Graduates
Lost Millennium Scholarship after First Semester

By High School Preparation

3rd Q 30%
2nd Q 22%
Top Q 7%
Bottom Q 41%

% of bottom Quartile:
Caucasian 76%
African/Hispanic/Native Am 17%
Asian Am 7%
Millennium Freshmen Who Lost Eligibility
Fall Semesters 2000-2003, NV High School Graduates
Lost Millennium Scholarship after First Semester

By Parent income

- $50-80K: 32%
- $30-50K: 21%
- < $30K: 14%
- > $80K: 33%

% of low-income group:
- Caucasians: 65%
- Asian Am.: 11%
- Other Minorities: 24%
- Minorities: 24%
New Full-Time Freshmen by High School Preparation
Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of First Semester

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Eligible, no Millennium</th>
<th>Maintained Eligibility</th>
<th>Lost Eligibility</th>
<th>HS Grad Ineligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom Q</td>
<td>27.5%</td>
<td>28.5%</td>
<td>42.5%</td>
<td>0%</td>
</tr>
<tr>
<td>3rd Q</td>
<td>31.4%</td>
<td>58.5%</td>
<td>8.3%</td>
<td>0%</td>
</tr>
<tr>
<td>2nd Q</td>
<td>77.9%</td>
<td>19.9%</td>
<td>8.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Top Q</td>
<td>91.0%</td>
<td>91.0%</td>
<td>7.0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
New Full-Time Freshmen by High School Preparation
Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of Second Semester

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Eligible, no initial Mill.</th>
<th>Maintains eligibility (w/ %)</th>
<th>Regains eligibility</th>
<th>Continues ineligibility (w/ %)</th>
<th>Lost eligibility</th>
<th>HS grad ineligible (w/ %)</th>
<th>Did not return (w/ %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom Q</td>
<td>15.9</td>
<td></td>
<td>34.5</td>
<td></td>
<td>13.2</td>
<td>24.2</td>
<td>10%</td>
</tr>
<tr>
<td>3rd Q</td>
<td></td>
<td>12.3</td>
<td>15</td>
<td></td>
<td>7.2</td>
<td>50.4</td>
<td>10%</td>
</tr>
<tr>
<td>2nd Q</td>
<td></td>
<td></td>
<td>8.8</td>
<td></td>
<td>8.3</td>
<td>70</td>
<td>10%</td>
</tr>
<tr>
<td>Top Q</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>86.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Full-Time Freshmen by High School Preparation
Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of First Semester

Income:
- < $30K
- > $80K

Preparation:
- Bottom Quartile
- Top Quartile

Eligible, no Millennium
- Maintained eligibility (w/ %)
- Lost eligibility (w/ %)
- HS grad ineligible (w/ %)
New Full-Time Freshmen by High School Preparation

Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of Second Semester

<table>
<thead>
<tr>
<th>Income:</th>
<th>Bottom Quartile</th>
<th>Top Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>$&lt;30K</td>
<td>20%</td>
<td>31%</td>
</tr>
<tr>
<td>$&gt;80K</td>
<td>26.9%</td>
<td>37.5%</td>
</tr>
<tr>
<td>$&lt;30K</td>
<td>17.6%</td>
<td>12.6%</td>
</tr>
<tr>
<td>$&gt;80K</td>
<td>81.8%</td>
<td>88.1%</td>
</tr>
</tbody>
</table>

- Eligible, no initial Mill.
- Maintains eligibility (w/ %)
- Regains eligibility
- Continues ineligibility (w/ %)
- Lost eligibility
- HS grad ineligible
- Did not return
New Full-Time Freshmen by High School Preparation

Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of First Semester

<table>
<thead>
<tr>
<th>HS preparation:</th>
<th>Bottom Quartile</th>
<th>Top Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minorities*</td>
<td>42.1</td>
<td>93.5</td>
</tr>
<tr>
<td>Caucasians</td>
<td>29.6</td>
<td>91</td>
</tr>
<tr>
<td>Lost eligibility (w/ %)</td>
<td>26.9</td>
<td>27.5</td>
</tr>
<tr>
<td>Maintained eligibility (w/ %)</td>
<td>28.4</td>
<td>93.5</td>
</tr>
<tr>
<td>Eligible, no Millennium</td>
<td>42.1</td>
<td>91</td>
</tr>
<tr>
<td>HS grad ineligible (w/ %)</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Excl. Asian Am.
New Full-Time Freshmen by High School Preparation
Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of Second Semester

<table>
<thead>
<tr>
<th></th>
<th>Minorities*</th>
<th>Caucasians</th>
<th>Minorities*</th>
<th>Caucasians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible, no initial Mill.</td>
<td>36.1%</td>
<td>23.9%</td>
<td>80.6%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Maintains eligibility (w/ %)</td>
<td></td>
<td>15.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regains eligibility</td>
<td></td>
<td>12.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continues ineligibility (w/ %)</td>
<td></td>
<td></td>
<td>80.6%</td>
<td></td>
</tr>
<tr>
<td>Lost eligibility</td>
<td></td>
<td></td>
<td></td>
<td>80.6%</td>
</tr>
<tr>
<td>HS grad ineligible</td>
<td></td>
<td></td>
<td></td>
<td>86.5%</td>
</tr>
<tr>
<td>Did not return</td>
<td></td>
<td>24.1%</td>
<td>12.9%</td>
<td></td>
</tr>
</tbody>
</table>

HS Preparation: Bottom Quartile Top Quartile

*Excl. Asian Am.
New Full-Time Freshmen by Parent Income
Fall Semesters 2000/2003, NV High School Graduates

Millennium Scholarship Status at End of Second Semester

- Low income (<$30K)
  - Eligible, no initial Mill.: 50.4%
  - Maintains eligibility (w/ %): 11.3%
  - Regains eligibility: 23.4%
  - Lost eligibility: 7.8%
  - HS grad ineligible:
  - Did not return:

- High income (>=$80K)
  - Eligible, no initial Mill.: 44%
  - Maintains eligibility (w/ %): 63.8%
  - Regains eligibility: 13%
  - Lost eligibility: 56.7%
  - HS grad ineligible:
  - Did not return:
Millennium Scholarship Attrition
Number and Percentage of New Freshmen Losing the Scholarship after the First Year

College cumulative GPA requirement lifted from 2.0 to 2.6

Many academically marginal students enter with Millennium Scholarships
New Full-Time Freshmen by High School Academic Preparation
Fall Semesters 2000-2003, NV High School Graduates

Low Socioeconomic Status School: Sparks
Capture rate: 26.8%
ACT Math 2003: 20.5
ACT Participation 2003: 36%

High Socioeconomic Status School: Galena
Capture rate: 37.5%
ACT Math 2003: 21.6
ACT Participation 2003: 55%
New Full-Time Freshmen by High School Preparation
Fall Semesters 2000-2003, NV High School Graduates

Millennium Scholarship Status at End of First Semester

<table>
<thead>
<tr>
<th></th>
<th>Sparks</th>
<th>Galena</th>
<th>Sparks</th>
<th>Galena</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS grad ineligible (w/ %)</td>
<td>26.1</td>
<td>44.9</td>
<td>44.4</td>
<td>29</td>
</tr>
<tr>
<td>Lost eligibility (w/ %)</td>
<td>24.2</td>
<td>83.6</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>Maintained eligibility (w/ %)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible, no Millennium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Millennium Scholarship
****
Impact on Retention of New Freshmen at the Institutional Level
New Full-Time Freshmen Retention
Fall Semesters, NV High School Graduates

2nd Year Fall Retention

% retained


Low Income (<$30K)  Lower Middle-Income ($30-50K)
Upper Middle-Income ($50-80K)  Upper Income (>$80K)
Millennium Freshmen by Second-Year Enrollment
Fall Semesters 2000-2003

ACT Scores

Academic Indicators

*High school preparation index
Millennium Freshmen by Second-Year Enrollment: Returners vs. Transfer-Outs
Fall Semesters 2000-2003

ACT Scores

Academic Indicators

- Community college
- UNR-tier university
- Higher-tier university
- Enrolled at UNR

Enrolled out of state (N=131, i.e., 2.4% of all re-enrolled Millennium students)

*High school preparation index
End of Part I
****
Part II at
http://www.unr.edu/ia/research/