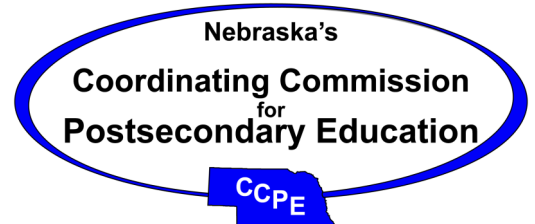


2010

Nebraska Higher Education Progress Report



Approved by the Commission March 11, 2010



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Carol Zink (Lincoln)

Coordinating Commission for Postsecondary Education

140 N. 8th Street, P.O. Box 95005, Lincoln, NE 68509-5005

Phone: (402) 471-2847 · FAX: (402) 471-2886

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Executive Summary

This report provides the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving *three key priorities* for Nebraska's postsecondary education system:

- Increase the number of students who enter postsecondary education in Nebraska.
- Increase the percentage of students who enroll and successfully complete a degree.
- Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment.

These priorities were developed by the 2003 LR 174 Higher Education Task Force and are incorporated in subdivision (3) of Neb. Rev. Stat. § 85-1428 (2008).

This summary highlights the comparative analysis used to measure and evaluate performance in respect to each priority. Throughout this analysis, the latest available statistics are compared to the quantitative baselines established for the LR 174 Higher Education Task Force in 2004. The complete report and its appendices, which are online at www.ccpe.state.ne.us, provide a detailed and fully documented analysis.

Overall Progress and Challenges Facing the State

The results of the research for the *2009 Nebraska Higher Education Progress Report* reflect modest annual changes in the state's postsecondary education system.

While the changes measured each year are relatively small, *progress is generally in the right direction with respect to the first and second priorities* recommended by the 2003 LR 174 Higher Education Task Force.

Since 2003, total postsecondary enrollments have increased and statewide freshmen retention and college graduation rates have improved slightly.

Unfortunately, estimates of net-migration that are currently available do not clearly indicate whether Nebraska is gaining or losing more college-educated adults than it has in the past.

Even though Nebraska's colleges and universities continue to increase statewide enrollment, retention and graduation rates, increasing first-time freshmen enrollments is going to continue to be a challenge for the state's postsecondary institutions.

The numbers of students who will graduate from Nebraska high schools are projected to decrease between now and 2014–2015 before increasing to a number equal to or only slightly higher than the number of graduates in 2007–2008.

Consequently, it will be difficult to increase freshmen enrollments without significantly increasing the college continuation rate or, in other words, without dipping more deeply into the annual pool of students who graduate from the state's high schools. In addition, Nebraska institutions will continue to face the challenge of attracting first-time freshmen from other states.

Based on the findings of this report, Nebraska continues to face challenges in its efforts to:

- (1) increase the percentage of Nebraska high school students in all racial/ethnic groups who graduate and go to college with sufficient preparation,
- (2) reverse the decline in the enrollment of freshmen who delay going to college for more than a year after high school,
- (3) increase the number of out-of-state and foreign students who are attracted to Nebraska institutions,
- (4) increase state-funded grants and scholarships to aid low-income students, and
- (5) improve college retention and graduation rates across all sectors of higher education in Nebraska and for students in all racial/ethnic groups.

Priority 1

Increase the number of students who enter postsecondary education in Nebraska

Total and freshman fall enrollments

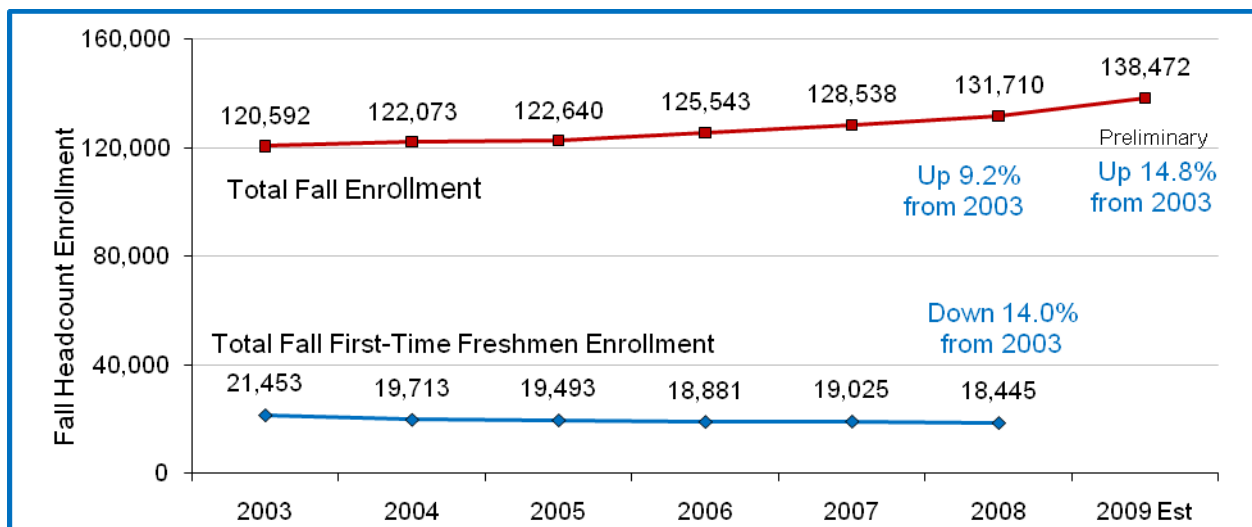
Nebraska's total postsecondary headcount enrollment increased 9.2% from the fall 2003 base-line of 120,592 to 131,710 in fall 2008.

Enrollment is estimated to have increased by another 5.1% to 138,472 in fall 2009. This significant increase is primarily the result of higher enrollments at Metropolitan Community College, Southeast Community College, Bellevue University in the independent (not-for-profit) sector the

University of Nebraska-Lincoln, Central Community College, and the University of Nebraska at Omaha.

Total enrollment of first-time freshmen at the state's postsecondary institutions decreased 14.0%, from 21,453 in fall 2003 to 18,445 in fall 2008, the latest year for which data are available. This decrease illustrates that Nebraska continues to face a significant challenge in increasing the numbers of students who enroll in college.

Fall Total Headcount Enrollment and First-Time Freshmen Enrollment at Nebraska Postsecondary Institutions: Fall 2003 – Fall 2009



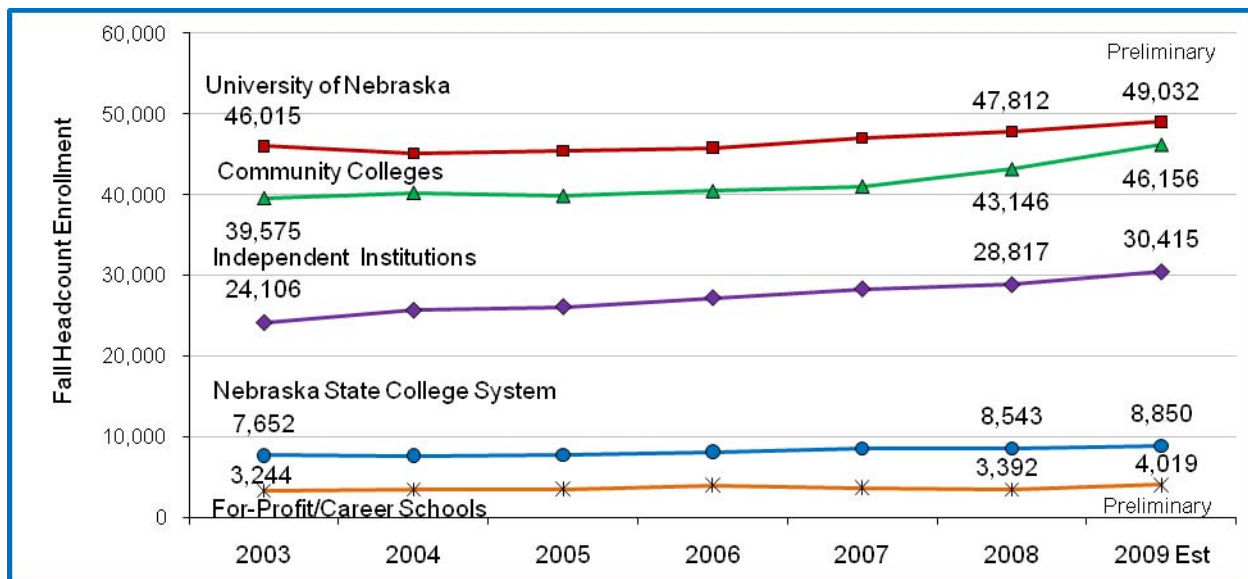
National Center for Education Statistics, Integrated Postsecondary Education Data System

By sector: Total and freshmen fall enrollments

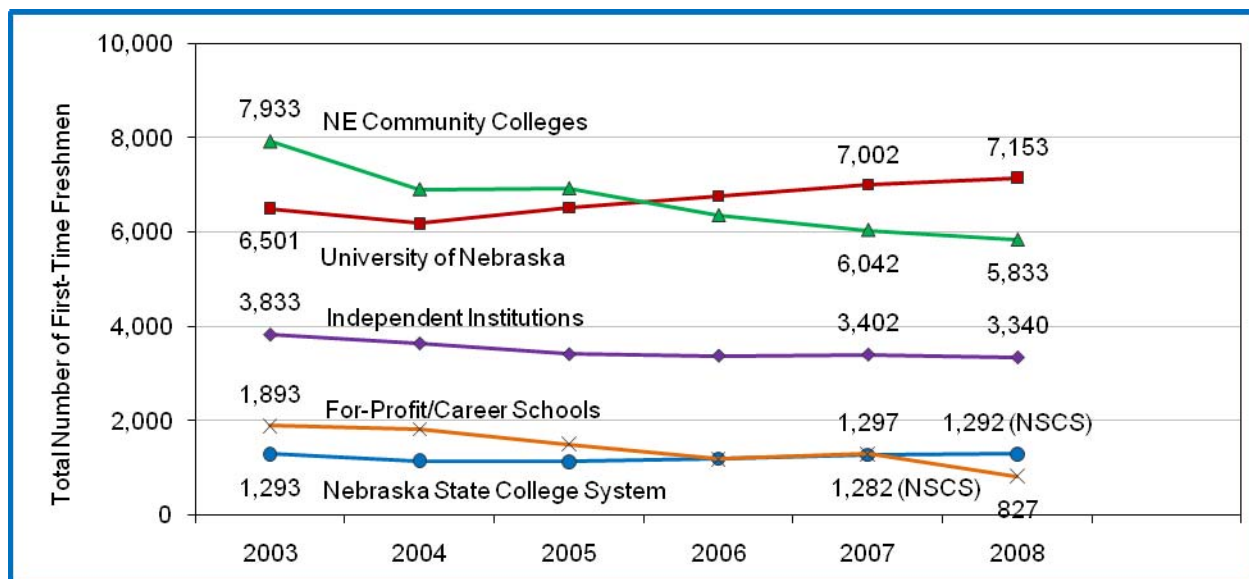
Since fall 2003, total headcount enrollment has increased across all sectors of Nebraska's post-secondary education system, but the highest enrollment increases have been at the community colleges and within the sector of independent colleges and universities.

The University of Nebraska reported a 10% increase in total first-time freshmen enrollments between 2002 and 2008, and the Nebraska State College System enrolled the same number of first-time freshmen in 2008 as it did in 2003. However, community colleges, the independent institutions, and the for-profit/career schools had lower first-time freshmen enrollment in 2008 than in 2003.

Fall Total Headcount Enrollment by Sector: Fall 2003 – Fall 2009



First-time Freshmen Enrollment by Sector: Fall 2003 – Fall 2008



National Center for Education Statistics, Integrated Postsecondary Education Data System

Nebraska high schools—Nebraska's primary source of college students

Since 2002–2003, the number of students graduating annually from Nebraska high schools has decreased 1.6%, and the number of graduates 10 years from now is projected to be only 4.1% higher than the number who graduated in 2008–2009.

In 2008–2009, 21,615 students graduated from Nebraska high schools. Based on available projections, Nebraska high schools will graduate 800 to 900 more students in 2018–2019 than in 2008–2009.

Shifting high school demographics

The demographic profile of Nebraska's high school graduates is forecast to continue to change significantly over the next decade.

Even though Hispanic students graduate from high school at a lower *rate* than white non-Hispanics and Asians/Pacific Islanders, they are projected to account for 18% of Nebraska's high school graduates by 2018–2019, compared to 8% in 2008–2009. The total of other minorities is projected to increase from 8% of the state's high school graduates in 2008–2009 to 10% in 2018–2019.

High school graduation rates

The graduation rates at Nebraska's public high schools have improved for all of the major racial and ethnic groups since 2002–2003, and the state's public high school graduation rate is still among the top ten in the United States.

The graduation rate for the state's public high schools has risen from 84.7% in 2002–2003 to 89.1% in 2008–2009.

Among minorities, the greatest increase in graduation rates has been for Hispanics. However, the graduation rates for Hispanics, black non-Hispanics and Native Americans continue to be 15% to 25% lower than the rates for white non-Hispanics and Asians/Pacific Islanders. Furthermore, black non-Hispanics and His-

panics continue to account for disproportionately high percentages of the students who drop out of Nebraska high schools. Consequently, Nebraska needs to continue to strengthen efforts to reduce and eliminate these disparities.

Preparation for college

The average ACT® composite score for Nebraska high school students has increased slightly since 2004 and continues to be above the national average.

More of Nebraska's high school students are taking the college-preparatory "core or more" curriculum.

Still, data from ACT, Inc. for the class of 2009 suggest that less than 30% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. Furthermore, compared to their white non-Hispanic and Asian/Pacific Islander classmates, even lower percentages of the state's Hispanic, Native American and black non-Hispanic high school graduates are adequately prepared for entry-level college coursework.

College continuation rates and the college choices of Nebraska's high school graduates¹

A college continuation rate or college-going rate is defined as the percentage of high school graduates who go to college within a specified period of time after high school graduation. Based on college enrollments in fall 2008, about 66% of Nebraska's high school graduates in the class of 2007–2008 enrolled in college *within 12 months of graduation*. Of these students, about 82% enrolled at in-state colleges, while the remaining 18% went out of state to school.

In addition to attracting a high percentage of the state's high school graduates, Nebraska's colleges and universities attract more than 3,000 first-time freshmen from other states and foreign

¹Data source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys.

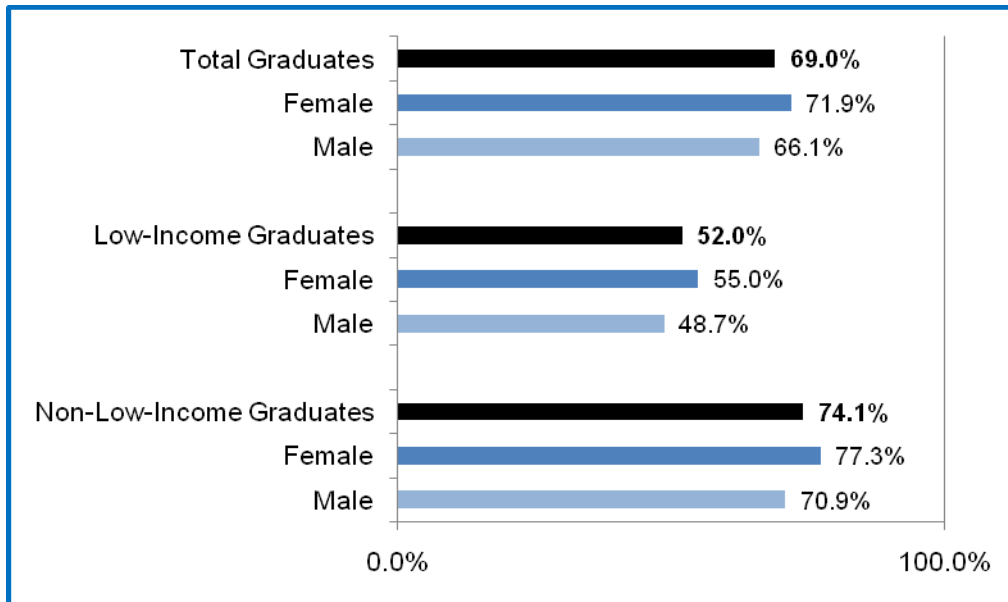
countries each year. In fall 2008, Nebraska imported about 340 more first-time freshmen than it exported.

Nebraska's college continuation rate increased from 62.9% in fall 2002 to 67.7% in fall 2006, and then decreased to 66.4% in fall 2008. In spite of the decrease between 2006 and 2008, the state's overall college continuation rate increased 3.5 percentage points between 2002 and 2008, meaning that an increased percentage of the graduates from Nebraska's high schools attended college within a year after receiving their high school diplomas. Furthermore, the percentage of these students who stayed in Nebraska and attended colleges and universities in their home state increased 3.2 percentage points between 2002 and 2008.

New Research on the college continuation rates of low-income students²

New research conducted by the Coordinating Commission clearly shows that the college continuation rate for low-income graduates of Nebraska's public high schools in 2007–2008 was significantly lower than the comparable rate for graduates from non-low income households, regardless of gender. However, the female public high school graduates had consistently higher college continuation rates than their male classmates, and the lowest college-going rate revealed by the Commission's study was for male public high school graduates from low-income households.

College Continuation Rates for 2007–2008 Public High School Graduates



Data source: Records of public high school graduates from the Nebraska Department of Education matched with college enrollment records at the National Student Clearinghouse, April 7, 2009.

²Data source: Records of public high school graduates from the Nebraska Department of Education matched with college enrollment records at the National Student Clearinghouse, April 7, 2009. Low income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches.

Important trends in first-time freshmen enrollments

Between fall 2002 and fall 2008, all of the sectors of higher education in Nebraska attracted more first-time freshmen who started college within 12 months of their graduation from Nebraska high schools.

However, during this period, there was a 48.5% decline in the number of Nebraskans who started college *more than 12 months after high school graduation*. This decrease was concentrated primarily among the community colleges, which serve about 65% of the students who start college more than a year after they receive their high school diplomas.

Between fall 2002 and fall 2008, the community colleges enrolled 1,966, or 49.4%, fewer Nebraska-resident, first-time freshmen who started college more than 12 months after they graduated from high school.

This decline is an important trend to address because a major mission of the community colleges is to serve non-traditional students, including those who delay going to college for at least a year after they graduate from high school.

Between fall 2002 and fall 2008, the number of first-time freshmen from Nebraska who enrolled at the community colleges *within a year of graduating from high school* increased by 513 students, or 17.6%. As a result, community colleges accounted for a slightly higher percentage of the freshmen in this category in 2008 than in 2002, indicating that a larger number of Nebraska's recent high school graduates were beginning their college education at Nebraska's community colleges, rather than at the public four-year institutions within the state. Again, this is an important trend that the Commission will continue to monitor.

Changes in freshmen enrollments by race/ethnicity

Higher numbers of Asians/Pacific Islanders and Hispanics enrolled at Nebraska institutions in fall 2008 than in fall 2003, but there were fewer black non-Hispanics and Native Americans among the first-time freshmen in 2008.

More surprisingly, there was a much greater-than-expected decrease between 2003 and 2008 in the number of white non-Hispanics who enrolled as first-time freshmen. This trend may be further evidence of the decrease in the number of students who start college more than a year after high school that was mentioned previously, but the two data sets cannot be combined for analysis.

The reasons for the unexpected decreases in white non-Hispanic, first-time freshmen and the number of freshmen who start college more than a year after high school are not known. However, economic conditions, higher tuitions and federal and state grant aid not keeping pace with increases in tuition and fees may be contributing factors.

The attraction of short-term workforce preparation programs may explain why higher percentages of black non-Hispanic freshmen are attending for-profit/career schools than the freshmen in the other major racial/ethnic groups. Similarly, higher percentages of Hispanic, Native American, and black non-Hispanic freshmen are enrolling at Nebraska's community colleges, compared to the percentages of white non-Hispanics and Asians/Pacific Islanders.

The importance of state-funded financial aid

For Nebraskans with limited financial resources, increased state funding for the Nebraska State Grant Program can help to improve access to higher education. In addition, the new state-funded Access College Early (ACE) Scholarship Program, which was initiated in 2007–2008, enables some low-income students to take college courses while they are still enrolled in high school. However, additional financial aid is needed to enable more of Nebraska's low-income and moderately low income students to go to college, stay enrolled and complete degrees.

As a point of reference, Nebraska ranked 36th among the states in the amount of need-based financial aid available per full-time undergraduate student in 2007-2008. (Source: *39th Annual Survey Report on State-Sponsored Financial Aid, 2007-2008 Academic Year*, National Association of State Student Grant and Aid Programs)

Research on the College Continuation rates of ACE Scholarship Recipients

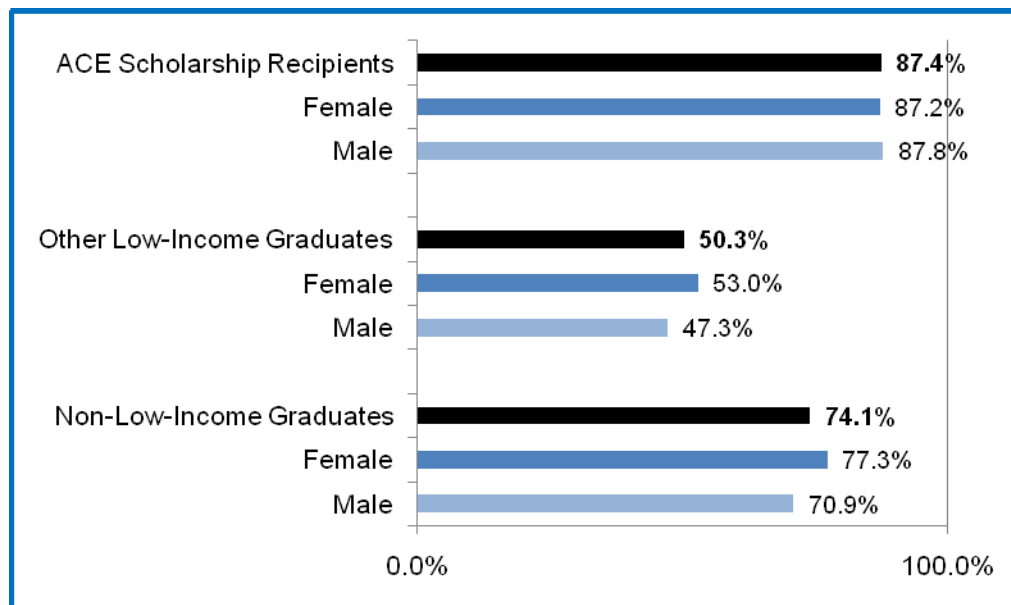
Of the 220 Nebraska high school seniors who received ACE scholarships in 2007–2008, 87.7% were enrolled in college during the 2008–2009 academic year, ending May 31, 2009. All five of the students who attended nonpublic (private) high schools continued to college, while 87.4% of the 215 public school graduates were enrolled in college the year after they left high school.

Although females accounted for almost two-thirds of the seniors who received ACE scholarships in 2007–2008 and males received only slightly more than one-third, the college continuation rates of the male and female scholarship recipients were almost equal: 87.2% for the females,

87.8% for the males. This is an important finding because male high school graduates generally have lower continuation rates than their female classmates.

Another important finding is that the overall college continuation rate for the public high school seniors who received ACE scholarships in 2007–2008 was 37 percentage points higher than the college-going rates for other low-income graduates from Nebraska’s public schools. Furthermore, the ACE scholarship recipients had an overall college continuation rate that was 13 percentage points higher than the non-low-income students who graduated from Nebraska’s public high schools. Given these findings, the ACE Scholarship Program is clearly a very effective tool for increasing Nebraska’s college-going rate.

College Continuation Rates for 2007–2008 ACE Scholarship Recipients Compared to the College Continuation Rates of Other Public High School Graduates



Data source: Records of public high school graduates from the Nebraska Department of Education and ACE scholarship recipients from the Coordinating Commission for Postsecondary Education matched with college enrollment records at the National Student Clearinghouse, April 7, 2009 and July 15, 2009.

Priority 2

Increase the percentage of students who enroll and successfully complete a degree

Success is measured not only by the number of freshmen who enroll in college, but by those who stay in college beyond their freshmen year and earn degrees.

The overall freshmen retention rate and college graduation rate* at Nebraska institutions have increased slightly since 2002–2003, and significant percentages of students who transfer from Nebraska colleges persist in their studies and earn degrees at other institutions. However, improvements in retention and graduation rates have not been consistent within or across all

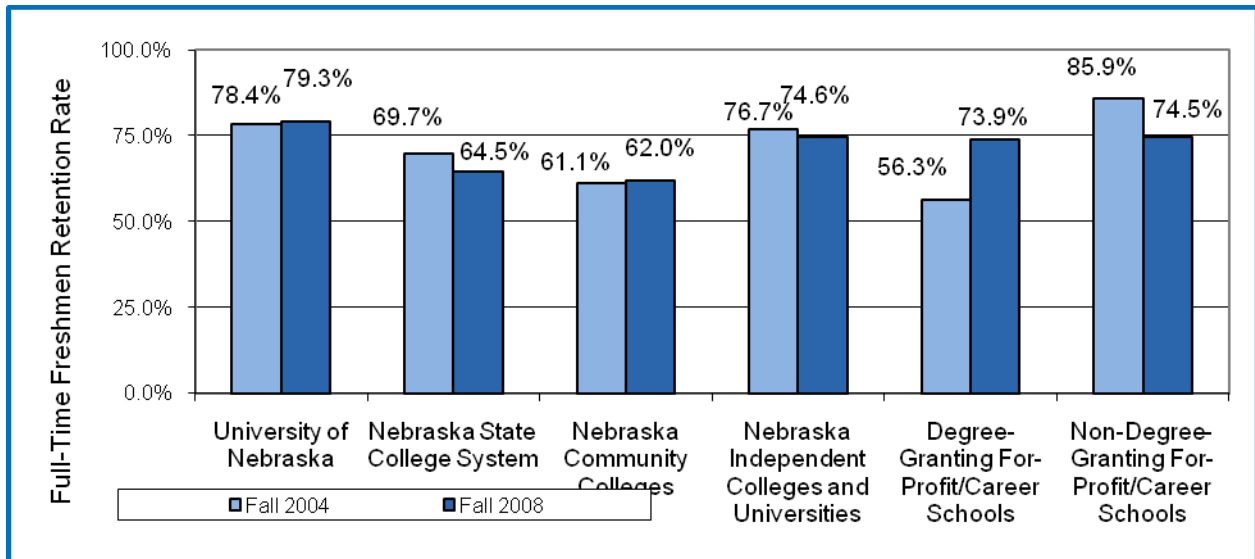
types of institutions, or for all categories of students.

Freshmen retention rates

Between fall 2004 and fall 2008, the statewide freshmen retention rate for full-time, first-time freshmen increased from 71.4% to 72.7%.

Retention rates for full-time students in fall 2008 varied between the public sectors, ranging from 62.0% at the community colleges to 79.3% at the University of Nebraska.

**Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector
Fall 2008 Compared to Fall 2004 Baseline**



National Center for Education Statistics, Integrated Postsecondary Education Data System

*The freshmen retention rate is the number of freshmen who are enrolled at the same college one year later. The college graduation rate is the percentage of full-time, first-time freshmen who complete their degree programs at the same college within 150% of the time specified for the programs. For example, the specified time frame for four-year programs is six years, while the time frame for two-year programs is three years.

The independent colleges and universities also had a relatively high retention rate of 74.6% in fall 2008. Similarly, the freshmen retention rates for full-time students at the degree-granting and non-degree-granting for-profit career schools were 73.9% and 74.5%, respectively.

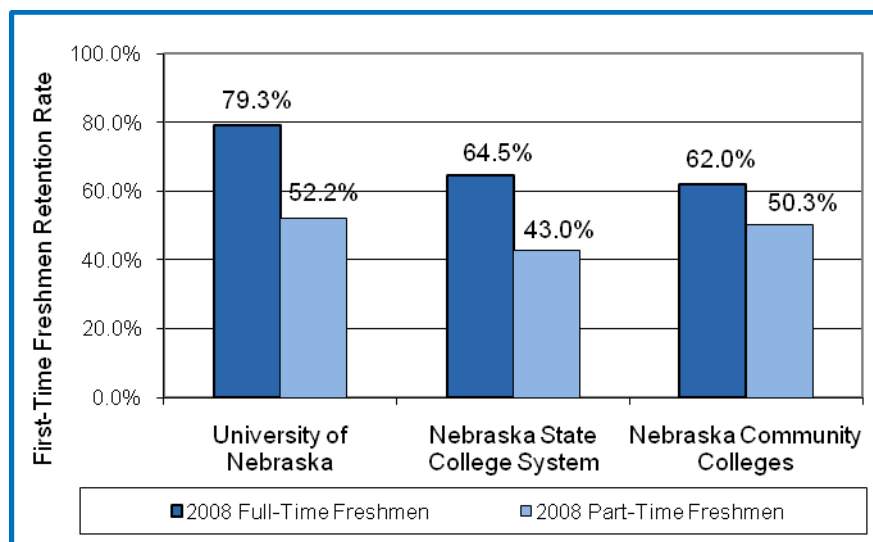
Nebraska's community colleges enroll about 80% of the first-time freshmen who start college as part-time students. The colleges' retention rate for part-time freshmen was 50.3% in 2008, which is noticeably above the estimated national average of 47.7% for two-year public institutions.

When students who transferred to other institutions are added to the freshmen who were retained by the Nebraska's public institution where

they started college, 83% of full-time freshmen and 65% of part-time freshmen continued their studies beyond their first year.**

A statewide retention rate for part-time, first-time freshmen cannot be calculated due to insufficient data from some institutions. However, the freshmen retention rates for full-time and part-time students at the state's public institutions can be compared as shown in the chart on this page. This comparison clearly indicates that students who start college full time are much more likely than part-time students to continue college beyond their freshmen year. Conversely, freshmen who attend college only part time are less likely to continue their studies and, therefore, are less likely to earn degrees.

**Fall 2008 Freshmen Retention Rates
for Students in Nebraska's Public Colleges and Universities**



National Center for Education Statistics,
Integrated Postsecondary Education Data System

**Estimated retention rates based on research conducted by the University of Nebraska, the Nebraska State College System, Nebraska's six community colleges and Commission staff using National Student Clearinghouse data for the 2007 Nebraska Higher Education Progress Report.

College graduation rates

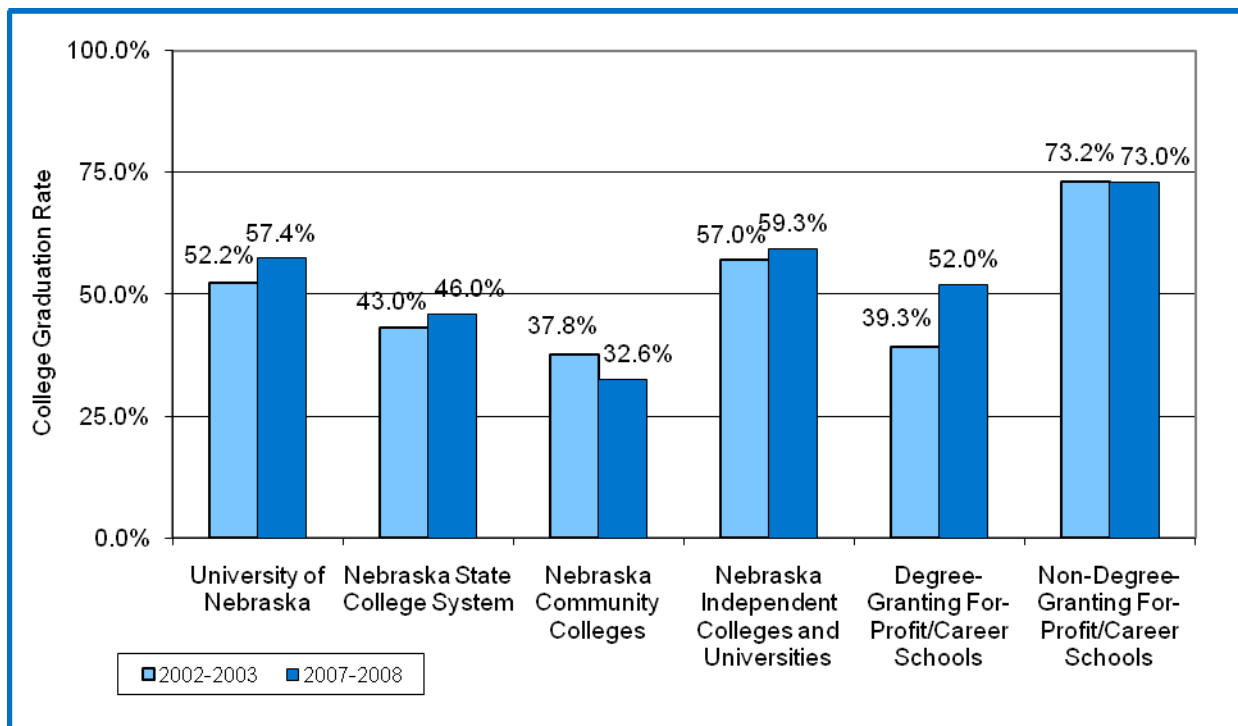
Graduation rates based on data collected by the National Center for Education Statistics (NCES) are calculated only for full-time students who graduate from the same college where they started as first-time freshmen.***

Based on NCES data, the statewide graduation rate for Nebraska institutions increased slightly from 48.4% in 2002–2003 to 50.9% in 2007–2008, the latest year for which data are available.

The non-degree-granting, for-profit schools have had the highest graduation rate among the sectors of higher education in Nebraska since 2002–2003, followed by the independent institutions.

Between 2002–2003 and 2007–2008, graduation rates remained stable or increased by varying degrees across the sectors of higher education in Nebraska, except for the community colleges, where the graduation rate decreased from 38% to 33%.

**Graduation Rates for Nebraska Postsecondary Institutions by Sector
2007–2008 Compared to 2002–2003**



National Center for Education Statistics, Integrated Postsecondary Education Data System

***See the 2007 *Nebraska Higher Education Report* for research conducted by Nebraska's public institutions and Commission staff to estimate the graduation rates of students who transferred from the institution where they initially enrolled as first-time freshmen.

Racial/ethnic disparities

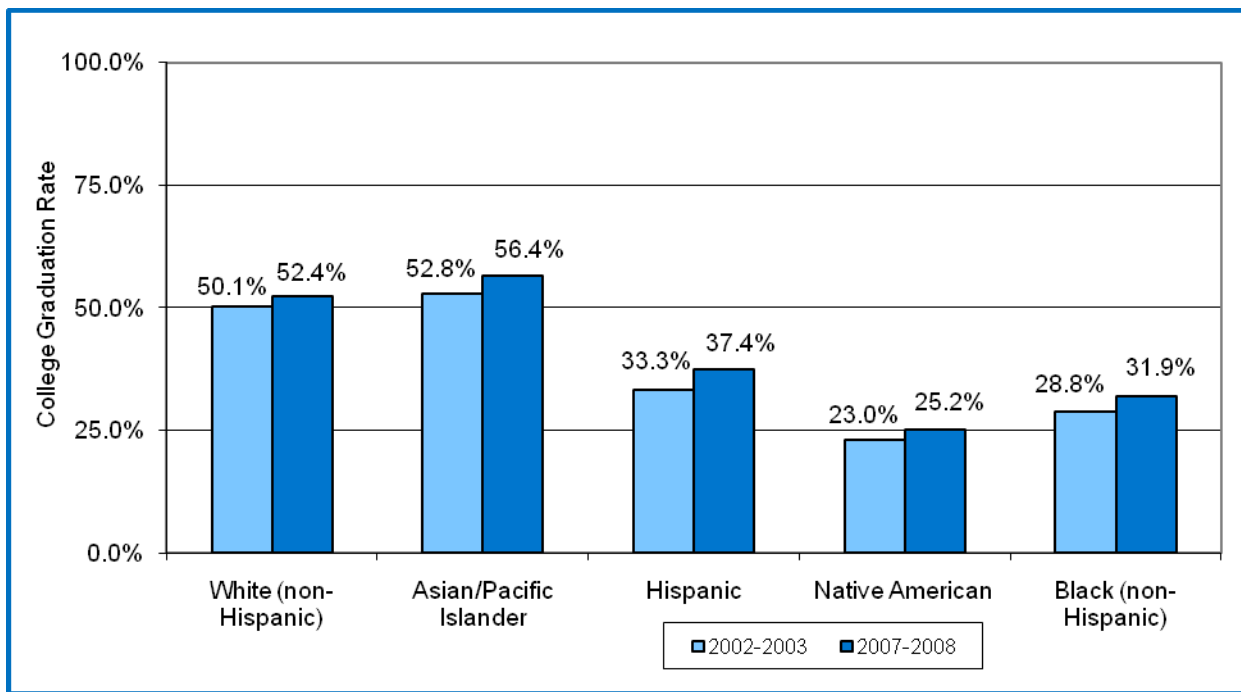
Minorities—who account for most of Nebraska’s projected population growth—graduate from high school at lower rates than do white non-Hispanics.

Minority students who graduate from high school generally tend to be represented among first-time college freshmen at Nebraska colleges and universities at about the same degree as they are represented among Nebraska’s high school graduating classes. However, Hispanics, black

non-Hispanics and Native Americans continue to have significantly lower college graduation rates than whites and Asian/Pacific Islanders who complete degree programs at Nebraska institutions.

Between 2002–2003 and 2006–2007, graduation rates for all five racial/ ethnic groups increased at the University of Nebraska. In comparison, there were no consistent increases or decreases between 2002-2003 and 2007-2008 in completion rates within the other sectors of higher education in Nebraska when these rates were analyzed by race/ethnicity.

Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity 2007–2008 Compared to 2002–2003



National Center for Education Statistics, Integrated Postsecondary Education Data System

***See the 2007 Nebraska Higher Education Report for research conducted by Nebraska’s public institutions and Commission staff to estimate the graduation rates of students who transferred from the institution where they initially enrolled as first-time freshmen.

Priority 3

Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment

Data from the 2000 U.S. Census revealed that Nebraska experienced a net out-migration of college-educated adults at all levels of education beyond high school between 1995 and 2000. During the same period, Nebraska attracted a significant net in-migration of adults with less than a high school education.

Beginning in 2005, the U.S. Census Bureau started collecting data annually to estimate net-migration by education level for each state. Since the estimates for Nebraska are based on very small samples of the people who move in or out of the state within a year of each annual survey, these estimates are varying quite dramatically from one year to the next, making it difficult to draw conclusions about the migration patterns of the adults who are moving to or from Nebraska.

Based on the available data, it appears that Nebraska is continuing to attract working-age adults with lower levels of education. However, the data do not clearly indicate whether Nebraska is gaining or losing more adults with undergraduate and graduate degrees than it has in the past.

Although data currently available from the U.S. Census Bureau do not reveal a clear picture of Nebraska migration patterns, there is still reason to be concerned about the possible effects of migration on the size and quality of the state's labor force. Consequently, the Commission will continue to monitor the annual estimates of net-migration by education level in an effort to determine if a clear, overall picture of Nebraska's net migration pattern eventually emerges from the analysis of data from the U.S. Census Bureau.

2010 Nebraska Higher Education Progress Report

Introduction

The *2010 Nebraska Higher Education Progress Report* is the sixth annual report designed to provide the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three major goals for Nebraska's postsecondary education system. Developed by the LR 174 Higher Education Task Force in 2003, these key priorities are incorporated in subdivision (3) of LB 962, now Neb. Rev. Stat. § 85-1428 (2008), which states:

The Legislature finds that:

- (1) Expansion and diversification of Nebraska's economy are necessary in order to sustain essential public services sponsored or aided by the state;
- (2) Increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification;
- (3) In order to increase the number of Nebraskans with high levels of educational attainment, the state's postsecondary education system shall include, but not be limited to, the following key priorities that were identified by the LR 174 Task Force of 2003:
 - (a) Increasing the number of students who enter postsecondary education in Nebraska;
 - (b) Increasing the percentage of students who enroll and successfully complete a degree; and
 - (c) Reducing, eliminating, and then reversing the net out-migration of Nebraskans with high levels of educational attainment; and
- (4) Unprecedented collaboration and cooperation between and among educational institutions and sectors will be necessary to develop community, regional, and statewide strategies to achieve progress toward these priorities and to assist the state in serving Nebraska students and allowing them to reach their academic caliber.¹

The *2010 Nebraska Higher Education Progress Report* provides legislators and other state policy makers with a detailed comparative analysis to monitor progress toward the three key priorities listed above. Throughout this report, the most recently available statistics are compared to the quantitative baselines established in the *2004 Baseline Report for the LR 174 Higher Education Task Force* or the *2005 Nebraska Higher Education Progress Report for the LR Legislative Evaluation Task Force*. These comparisons document the extent to which Nebraska's postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

¹Neb. Rev. Stat. § 85-1429 requires the Coordinating Commission for Postsecondary Education to provide, on or before March 15 of each year, a report that evaluates progress toward the achievement of the priorities listed in § 85-1428. The statute requires the Education Committee of the Legislature to review the report at a public hearing and report its findings to the Legislature.

Prior to this report, Nebraska's Coordinating Commission for Postsecondary Education produced the *2004 Baseline Report for the LR 174 Higher Education Task Force*, the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* and the *Nebraska Higher Education Progress Report* in 2007, 2008 and 2009.¹ Copies of the 2004, 2005, 2007 and 2007 reports are available on the Coordinating Commission's Web site: www.ccpe.state.ne.us.

This report covers five major sectors of higher education in Nebraska—the University of Nebraska; the Nebraska State College System; Nebraska's community colleges; the independent (non-profit) colleges and universities; and the for-profit/career schools. The report also includes important information about Nebraska high schools, which are a primary source of students for Nebraska's postsecondary institutions.

The 2010 progress report provides an update of every section of the 2009 report. This year's report also includes summaries of new research that the Coordinating Commission has conducted on the college continuation rates of Nebraska high school students from low-income households, including recipients of Access College Early (ACE) scholarships.²

The Coordinating Commission always uses the latest data available for analysis. However, for several of the analyses for this report, the Commission has to rely primarily on data collected through the Integrated Postsecondary Education Data System (IPEDS) that is maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. Data obtained from the NCES are usually not available for six to nine months after they have been collected through IPEDS, and some data are collected only every other year. Consequently, the latest data available for analysis may not be the most current data.

¹The first two reports were submitted in December 2004 and December 2005, respectively. Since the deadline for submission of the third report — the first required by LB 962 — was set for March 15, rather than December of the preceding year, it is labeled as the 2007 report, and there is no report labeled for 2006.

²ACE scholarships are state-funded awards to eligible low-income Nebraska high school students who take courses for credit from Nebraska postsecondary institutions while the students are in high school.

Section 1 Increasing Postsecondary Enrollment

Priority 1. Increasing the number of students who enter postsecondary education in Nebraska.

The first priority recommended by the 2003 LR 174 Task Force is to increase the number of students who enter postsecondary education in Nebraska. To generally monitor progress toward achieving this goal, this section compares the latest available total student unduplicated headcounts and enrollments of first-time freshmen to fall 2003 baselines within the context of 10-year trends.

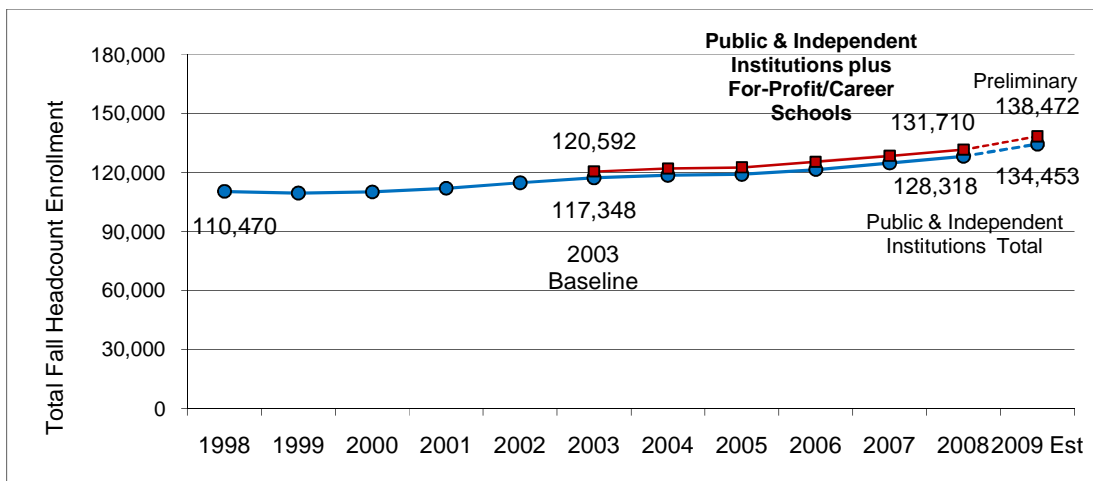
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 1998 through fall 2008. Enrollments for fall 2009 are preliminary, based on estimates that institutions reported to the NCES through the fall 2009 IPEDS Institutional Characteristics Survey and actual counts reported directly to the Coordinating Commission. Total enrollments for the sector consisting of for-profit schools are not reported for the years prior to 2003 due to insufficient, incomparable or unverified data for some schools in the sector.

Nebraska Total Fall Headcount Enrollment¹

- Total headcount enrollment at Nebraska’s public, independent and for-profit postsecondary institutions increased 9.2%, from 120,592 in fall 2003, which is the baseline for this report, to 131,710 in fall 2008, an average of 1.8% per year.
- Total headcount enrollment increased to 138,472 in fall 2009, based on reported estimates. This increase is a 5.1% increase from fall 2008, and a 14.8% increase from the fall 2003 baseline of 120,592 full-time and part-time students.

Figure 1.1

**Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions
Fall 1998–Fall 2009¹**



¹Data source for 1998–2008 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Totals for fall 2009 are preliminary. Statewide official enrollments for 2009 will not be available from IPEDS until May 2010. The for-profit/career school sector includes three non-profit career schools of radiologic technology. See [Table A1.1](#) and [Table A1.2](#) in [Appendix 1](#) for supporting data.

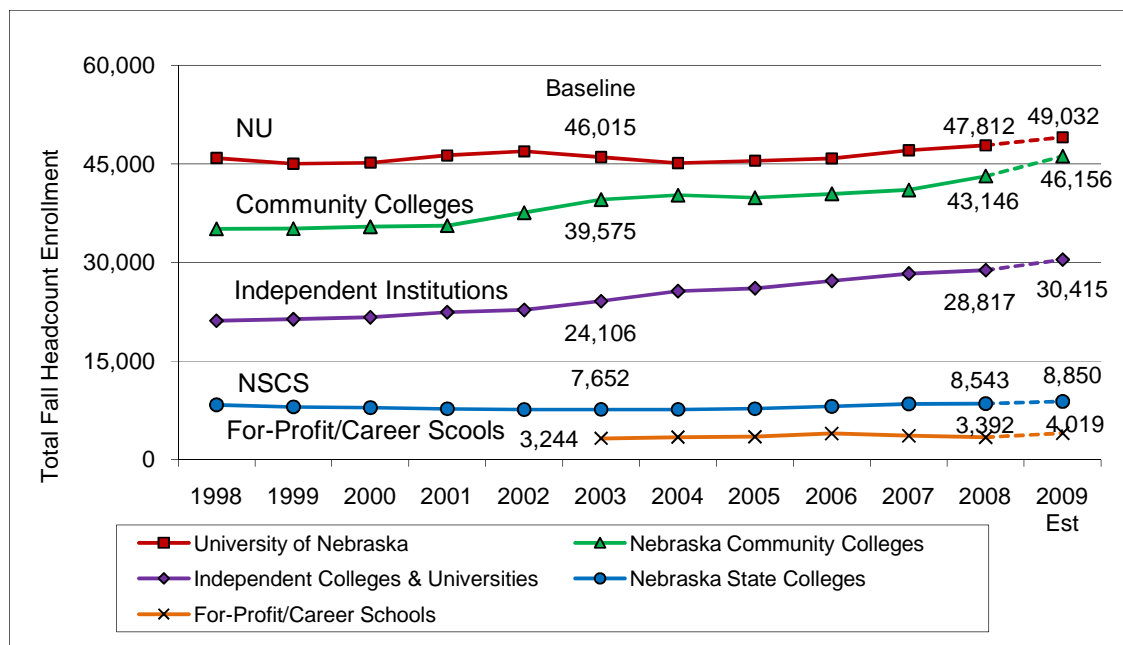
¹Total headcount is the count of all students taking courses for credit.

Nebraska Total Fall Headcount Enrollment by Sector

- The total headcount enrollment at the institutions constituting the University of Nebraska increased 3.9% between fall 2003 and fall 2008. A 1.9% enrollment decline between 2003 and 2004 was more than offset by enrollment increases of 0.8% in fall 2005, 0.8% in fall 2006, 2.7% in fall 2007, and 1.6% in fall 2008. Based on information obtained directly from the University of Nebraska Central Administration, enrollment is continuing to increase, as evidenced by a 2.6% increase in the university's total headcount between fall 2008 and fall 2009.
- Nebraska's state colleges, community colleges, independent (not-for-profit) institutions and for-profit/career schools also contributed positively to the 5.1% estimated increase in total enrollment at the state's postsecondary institutions between fall 2008 and fall 2009.
- Based on preliminary total headcounts for fall 2009, Nebraska's community colleges had a one-year enrollment increase of 7.0% from fall 2008, enrollment at the state colleges increased 3.6%, and enrollment at the state's independent colleges and universities rose 5.5%. Enrollments at the degree-granting for-profit/career schools increased 27.7% between fall 2008 and fall 2009, while one-year growth at the non-degree-granting for-profit career schools was 1.8%. As a result, the combined one-year growth for the degree-granting and non-degree granting schools within the for-profit sector was 18.5%.
- See [Table A1.1](#) and [Table A1.2](#) in [Appendix 1](#) for supporting data.

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector Fall 1998–Fall 2009¹



¹Data source for 1998–2008 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2009 for the University of Nebraska and Nebraska State College System are from the system offices. Data for fall 2009 for the Nebraska community colleges were obtained directly from each college or from IPEDS and confirmed by the college. Other totals for 2009 are preliminary. Official enrollments for 2009 will not be available from IPEDS until May 2010. The for-profit sector includes three non-profit career schools of radiologic technology. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

Nebraska Public Colleges and Universities: Fall Enrollment by Institution

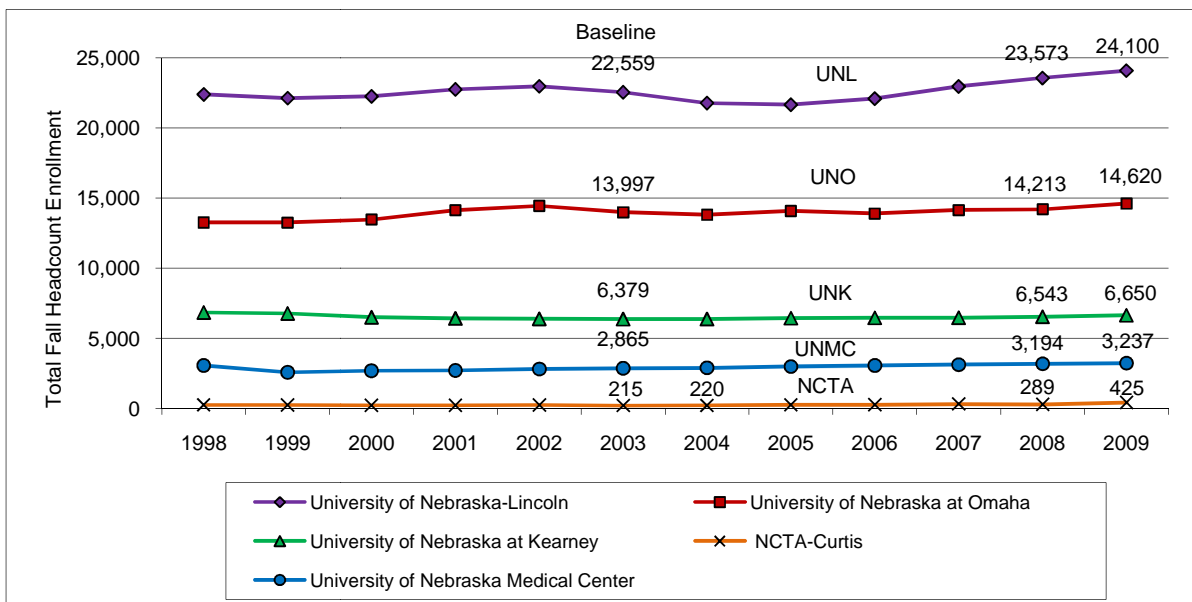
Within all sectors, changes in enrollment vary from one institution to another. The charts in this section show the 10-year enrollment trends of the institutions in each public sector. Within the context of these trends, fall 2003 baseline enrollments are shown in comparison to the latest available total headcount enrollments obtained from University of Nebraska Central Administration, the Nebraska State College System office, or in the case of the community colleges, directly from the college or from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) and confirmed by the institution. (See [Table A1.2](#) in [Appendix](#) for supporting data.)

University of Nebraska

- Between fall 2003 and fall 2009, total headcount enrollment at the University of Nebraska-Lincoln (UNL) increased 6.8%.
- Between fall 2003 and fall 2009, enrollment at the other institutions constituting the University of Nebraska increased as follows: the University of Nebraska at Omaha (UNO) 4.5%, the University of Nebraska at Kearney (UNK) 4.2%, the University of Nebraska Medical Center (UNMC) 13.0%, and the Nebraska College of Technical Agriculture (NCTA) 97.7% (from 215 students in fall 2003 to 425 in fall 2008).
- Between fall 2008 and fall 2009, total headcount enrollments increased as follows: UNL 2.2%, UNO 2.9%, UNK 1.6% and UNMC 1.3%. Enrollment at NCTA decreased 11.6% from 327 in fall 2007 to 289 in fall 2008, but increased 47.1% from 289 in fall 2008 to 425 in fall 2009.

Figure 1.3

**Fall Headcount Enrollment at the University of Nebraska by Institution
Fall 1998–Fall 2009¹**



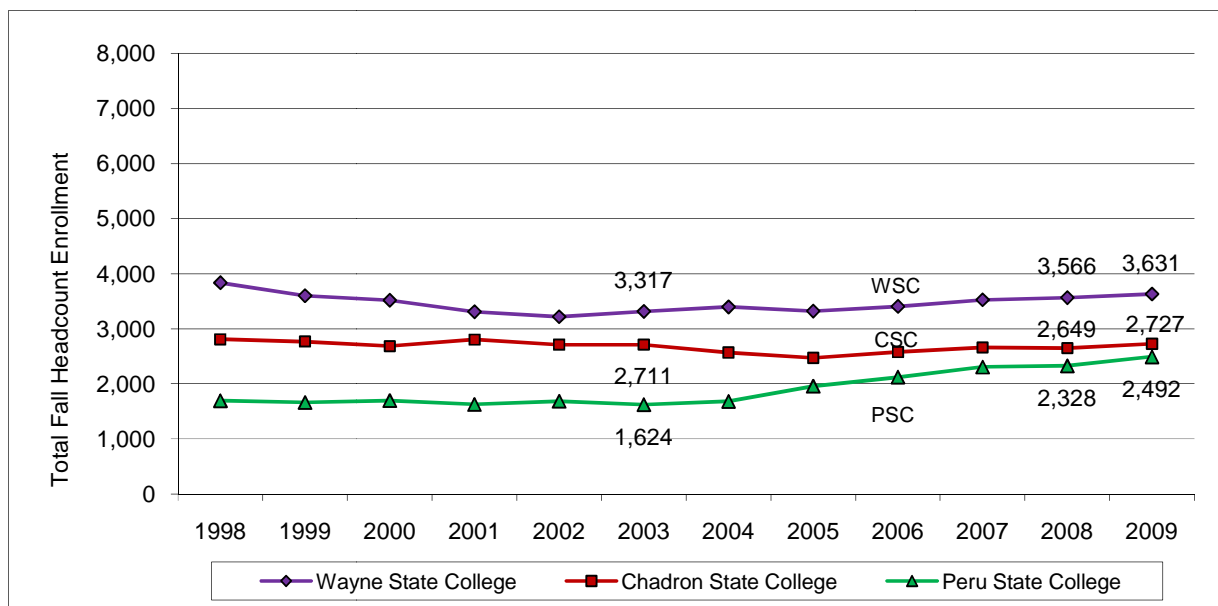
¹Data Source for 1998-2008: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2009: University of Nebraska Central Administration. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

Nebraska State College System

- Total headcount enrollment at Wayne State College (WSC) increased 7.5% between fall 2003 and fall 2008. Between 2008 and 2009, enrollment at WSC increased 1.8%, resulting in a 9.5% increase over the six-year period between fall 2003 and fall 2009.
- Total headcount enrollment at Chadron State College (CSC) decreased 8.8% from fall 2003 to fall 2005 and decreased 0.4% in fall 2008. However, enrollment increased 4.2% in fall 2006, 3.2% in fall 2007, and 2.9% in fall 2009. As a result, enrollment at CSC was 0.6% higher in fall 2009 than it was in fall 2003.
- Primarily as a result of the expansion of online courses and graduate enrollment, total headcount enrollment at Peru State College (PSC) increased 42.1% or more than 10% a year between fall 2003 and fall 2007. Enrollment increased only 0.9% between fall 2007 and fall 2008, but total headcount increased 7.0% between fall 2008 and fall 2009, for a net six-year increase of 53.4%.

Figure 1.4

Fall Headcount Enrollment at Nebraska State College System by Institution Fall 1998–Fall 2009¹



¹Data Source for 1998-2008: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2009: Nebraska State College System office. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

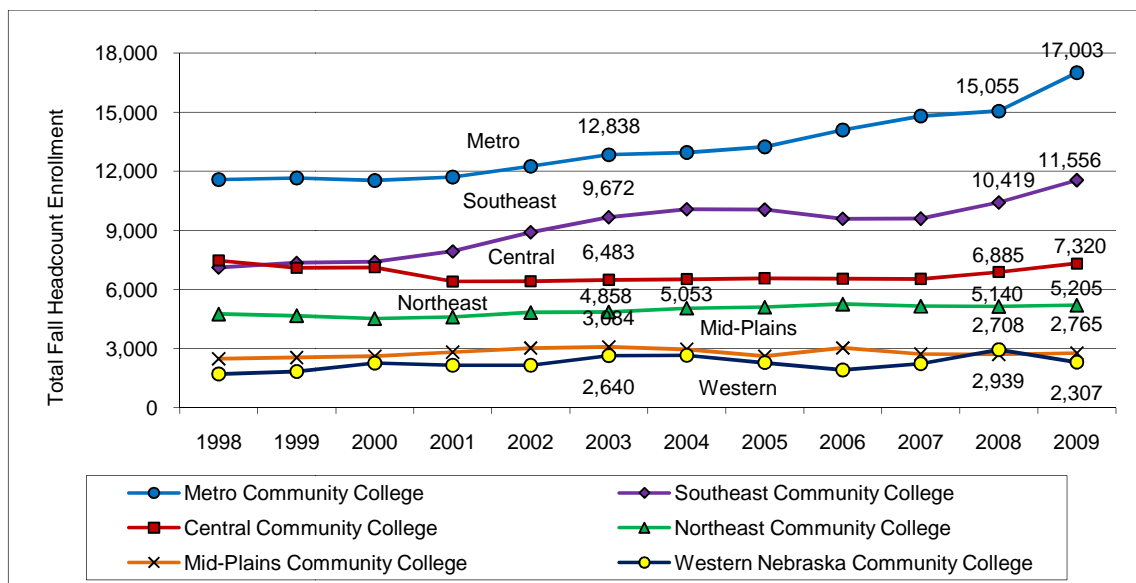
Nebraska Community Colleges

- Overall, total community college enrollments increased 16.6% between fall 2003 and fall 2009. However, enrollment changes over the six years varied significantly from one institution to another.
- In summary, four of Nebraska's six community colleges reported net increases in total headcount enrollment between fall 2003 and fall 2009, while enrollments decreased at two of the colleges.
- Enrollment changes between fall 2008 and fall 2009 were in the same directions as the six-year changes reported above except in one case: enrollment at Mid-Plains Community College decreased 10.3% between fall 2003 and fall 2009, but there was a 2.1% increase in enrollment between fall 2008 and fall 2009.
- Due primarily to fluctuating demand for industry training classes, the total headcount enrollment at Western Nebraska Community College increased 16.4% in fall 2007 and 31.6% in fall 2008. However, these increases were more than offset by annual decreases of 14.1%, 16.0% and 21.5% in fall 2005, 2006, and 2009, respectively.

	<u>Six-Year Change</u>	<u>One-Year Change</u>
- Central Community College	12.9%	6.3%
- Metropolitan Community College	32.4%	12.9%
- Mid-Plains Community College	- 10.3%	2.1%
- Northeast Community College	7.1%	1.3%
- Southeast Community College	19.5%	10.9%
- Western Nebraska Community College	-12.6%	-21.5%

Figure 1.5

**Fall Headcount Enrollment at Nebraska Community Colleges by Institution
Fall 1998–Fall 2009¹**



¹Data Source for 1998-2008: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2009: Data obtained directly from the institution or from IPEDS and confirmed by the institution. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

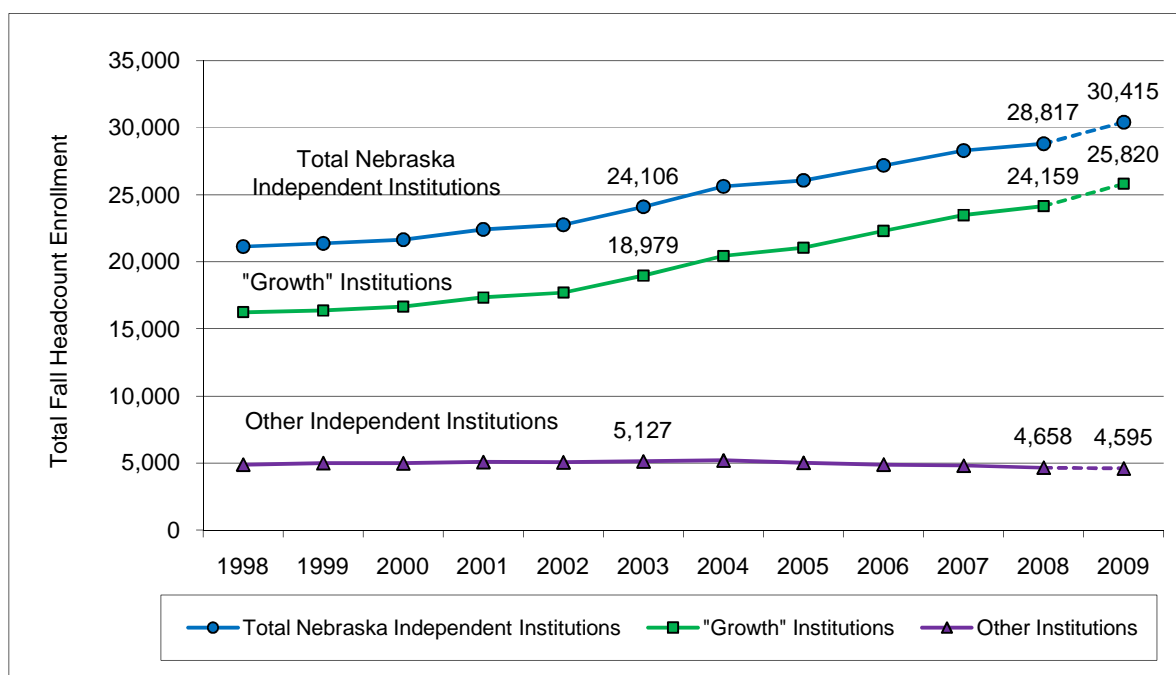
Nebraska Independent Colleges and Universities

- Total fall headcount enrollment at Nebraska’s 19 independent colleges and universities increased 19.5% between fall 2003 and fall 2008, and by another estimated 5.5% in fall 2009, for an estimated total six-year increase of 26.2%.
- As illustrated in [Figure 1.6](#) below, the following nine institutions accounted for nearly all of the sector’s growth between fall 2003 and fall 2009:

Bellevue University	Doane College ¹
Creighton University	BryanLGH College of Health Sciences
Concordia University	Nebraska Methodist College
Clarkson College	College of St. Mary
Nebraska Wesleyan University	

The combined enrollment of these “growth” institutions increased 36.0% between 2003 and 2009, while the total enrollment of the remaining 10 schools decreased 10.4% over the same period.²

Figure 1.6
Fall Headcount Enrollment at Nebraska Independent Colleges and Universities
Fall 1998–Fall 2009¹



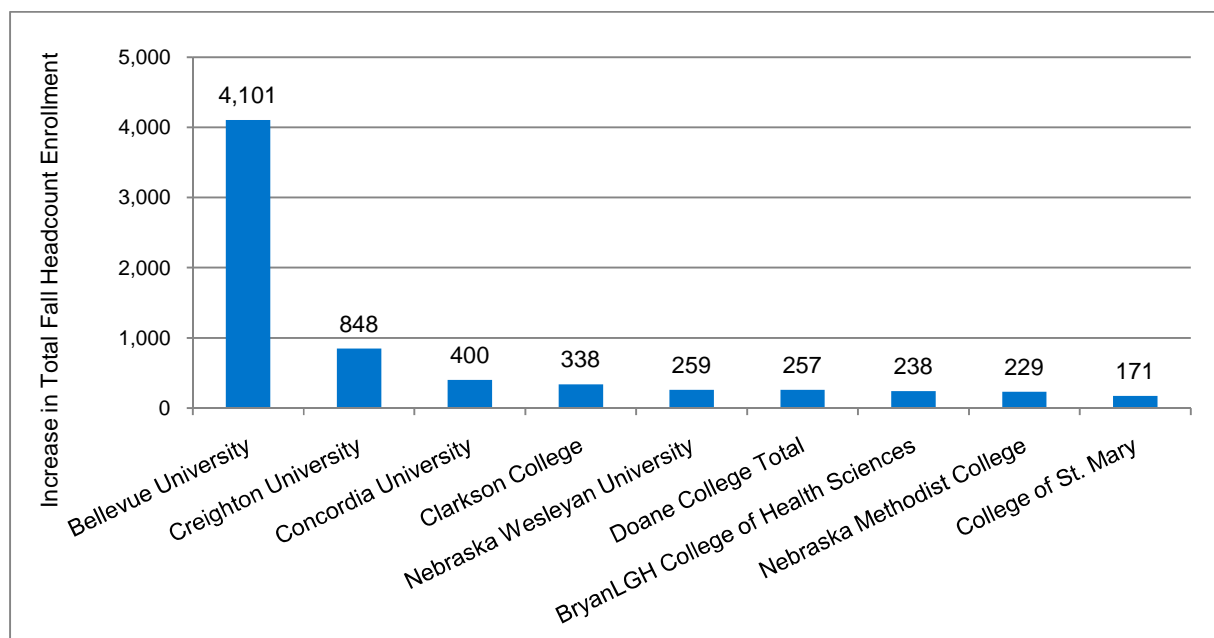
¹Data Source for 1998-2008: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2009: Estimates reported to IPEDS on the fall 2009 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

¹Beginning in 2006, Doane College-Lincoln became a reporting institution, separate from Doane College. For the purposes of this report, the two campuses are considered to be a single institution.

²Bellevue University, Creighton University, Concordia University, Clarkson College, Nebraska Wesleyan University, Doane College, BryanLGH College of Health Sciences, Nebraska Methodist College, and College of St. Mary are categorized by the Commission as “growth” institutions because these institutions had higher six-year increases in total fall headcount enrollment and higher six-year growth rates between 2003 and 2009 than other institutions in the independent sector. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

- As shown in [Figure 1.7](#) below, Bellevue University alone accounted for 4,101 or 65% of the net increase of 6,309 students in the independent sector between fall 2003 and fall 2009.¹
- Creighton University's enrollment increased by 848 students over the six-year period, accounting for 13% of the sector's growth.
- Fall enrollment at Concordia University, Clarkson College, Nebraska Wesleyan University, Doane College, Bryan LGH College of Health Sciences, Nebraska Methodist College, and College of St. Mary each increased 171 to 400 students between fall 2003 and fall 2009.
- As of fall 2009, the nine "growth" institutions enrolled 85% of the students who attended Nebraska's independent colleges and universities, up from about 79% six years earlier.

Figure 1.7
The Highest Six-Year Increases in Fall Headcount Enrollment
at Nebraska Independent Colleges and Universities
Fall 2003–Fall 2009¹



¹Data Source for 1998-2008: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2009: Estimates reported to IPEDS on the fall 2009 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

- Of the remaining 10 institutions, two reported significantly smaller increases in fall enrollment between fall 2003 and fall 2009: Hastings College (41, 3.7%) and Dana College (14, 2.4%).
- The other eight institutions in the independent sector experienced small to significant declines in total enrollment over the six-year period: Summit Christian College (-13, -27.1%), Little Priest Tribal College (-23, -17.7%), York College (-31, -6.7%), Nebraska Christian College (-36, -22.6%), Union College (-49, -5.4%), Nebraska Indian Community College (-80, -42.1%), Grace University (-112, -18.7%), and Midland Lutheran College (-243, -25.7%)

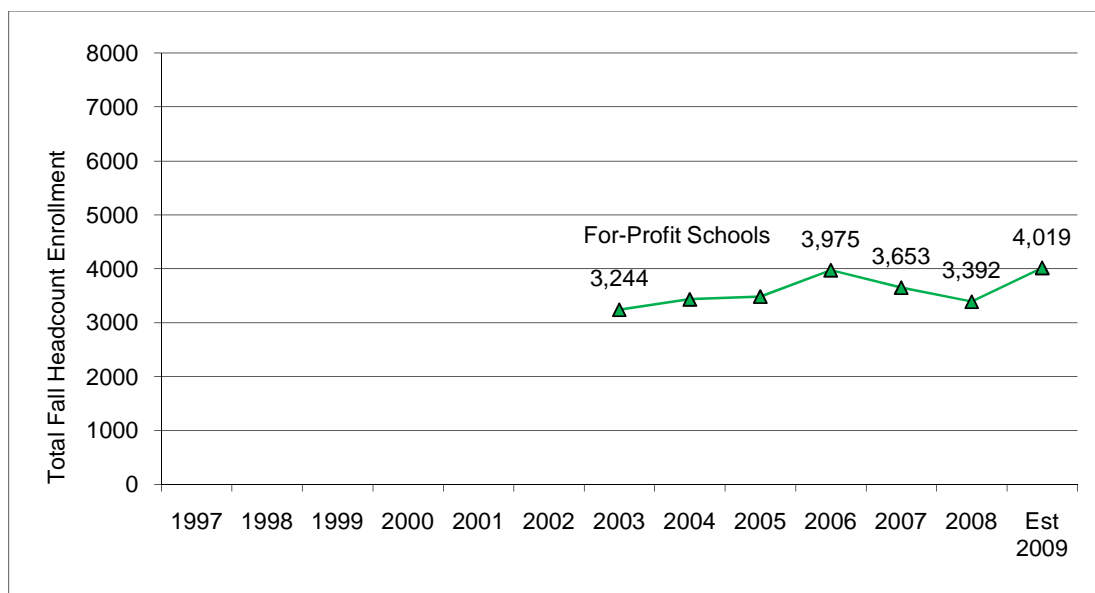
The For-Profit/Career School Sector

All of the institutions in the “for-profit/career school sector” are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. This category previously has been referred to as the “private career schools.” While this sector still includes a variety of career schools, some of the institutions in this category have broadened their missions to include the offering of bachelor’s or more advanced degrees.

- As illustrated in [Figure 1.8](#), total headcount enrollment within the for-profit sector decreased 8.1% between fall 2006 and fall 2007 and decreased 7.1% between fall 2007 and fall 2008. However, enrollment increased 18.5% in fall 2009, based on preliminary figures.
- Based on estimated fall 2009 enrollments, total enrollment in the for-profit sector increased 23.9% over the past six years.
- See [Table A1.2](#) in [Appendix 1](#) for a list of the schools in the for-profit sector and their total headcount enrollments from fall 2003 to fall 2009.

Figure 1.8

**Total Fall Headcount Enrollment within the Nebraska For-Profit/Career School Sector
Fall 2003–Fall 2009¹**



¹Data Source for 2003-2008: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2009: Estimates reported to IPEDS on the fall 2009 institutional characteristics survey or reported by the colleges to the Coordinating Commission. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

Nebraska Fall Headcount Enrollment Summary by Sector

- Including the enrollments at for-profit schools, Nebraska’s total postsecondary headcount enrollment increased 14.8%, from 120,592 in fall 2003 to 138,472 in fall 2009, based on preliminary counts.
- As shown in [Table 1.1](#), the net effect of the changes in enrollment that occurred between the fall 2003 baseline and fall 2009 is that the enrollments at the independent colleges and universities and the for-profit schools accounted for slightly higher percentages of Nebraska’s total postsecondary enrollment in 2009. The combined enrollment of the public institutions accounted for a slightly lower percentage of the state’s total enrollment.

Table 1.1 Nebraska Total Fall Headcount Enrollment by Sector: 2003 and 2009¹				
Enrollment Sector	Fall 2003		Estimated Fall 2009	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment
University of Nebraska	46,015	38.2%	49,032	35.4%
Nebraska State Colleges	7,652	6.3%	8,850	6.4%
Nebraska Community Colleges	39,575	32.8%	46,156	33.3%
Total Nebraska Public Colleges and Universities	93,242	77.3%	104,038	75.1%
Nebraska Independent Colleges and Universities	24,106	20.0%	30,415	22.0%
For-Profit Schools*	3,244	2.7%	4,019	2.9%
Total Nebraska Postsecondary Headcount Enrollment	120,592	100.0%	138,472	100.0%
<p>*Note: All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p>				
<p>¹See Table A.1 in Appendix 1 for data references.</p>				

12-Month Unduplicated Headcounts at Nebraska’s Public Institutions Compared to Fall Headcount Enrollment

Fall headcount enrollment is the best available indicator of enrollment trends across all of the sectors of postsecondary education in Nebraska. However, fall enrollment totals provide only a “snapshot” of the number of students at an institution on a specific date during the fall of the academic year. As a result, fall enrollment totals do not include students who were enrolled in college only during the spring or summer of the academic year.

Although fall enrollment is currently the most reliable measure to track higher education enrollment trends across all of the sectors of higher education, Nebraska’s postsecondary institutions also report 12-month unduplicated headcounts to the National Center for Education Statistics (NCES). Also referred to as “12-month enrollment,” a 12-month unduplicated headcount is the total number of students who were enrolled at an institution at any time during the academic year. For this measure, each student is counted only once per academic year. If a student was enrolled in the fall and spring semester, for example, the student is counted only once for the entire year. The advantage of this count is that it captures not only the students who were enrolled in the fall, but also students who were enrolled in the spring or summer but not in the fall. In this way, 12-month enrollment captures the total number of students an institution serves during the course of an academic year.

For some institutions, fall enrollment is about the same or only slightly lower than the school’s 12-month unduplicated headcount. However, for other institutions, fall enrollment is significantly lower than the total number of students the school serves over the course of an academic year. This is particularly true for Nebraska’s community colleges, where the number of students enrolled in the fall is about half of the number of students served over the course of an academic year.

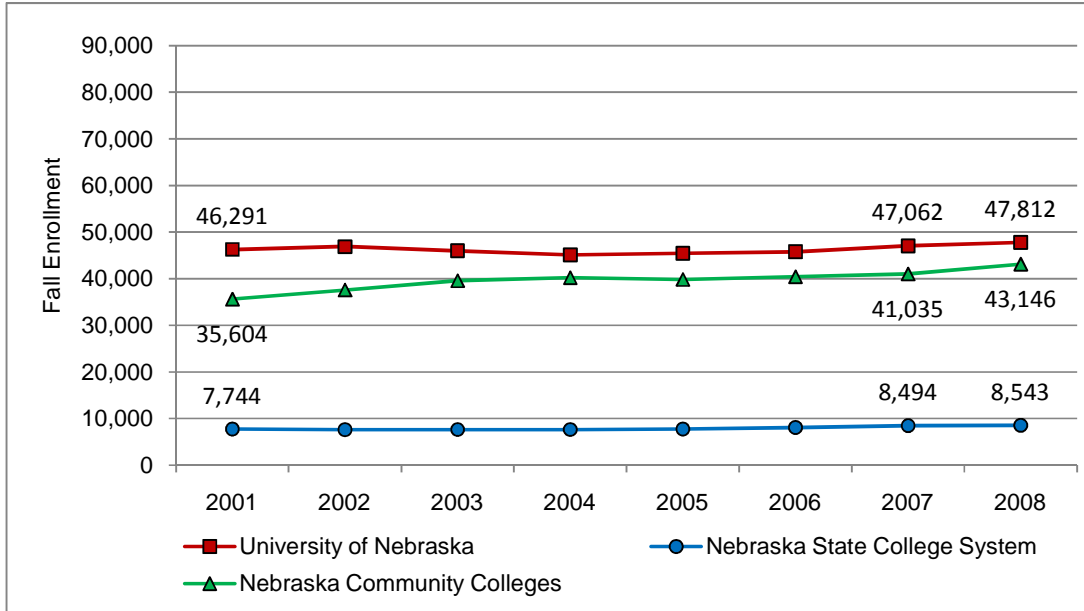
The following analysis compares fall and 12-month unduplicated headcounts for Nebraska’s three public sectors of higher education: the University of Nebraska, the Nebraska State College System and Nebraska’s six community colleges.¹ For comparisons of the fall and 12-month enrollments of each the institutions within these sectors, see Section A.7 of the *2008-2009 Factual Look at Higher Education in Nebraska*, which is available on the Commission’s Web site, www.ccpe.state.ne.us.

Figure 1.9 on the next page shows the total fall enrollments for the three public sectors from fall 2001 through fall 2008, the latest period for which official data are available from the NCES. Figure 1.10 shows the comparable 12-month enrollments reported to the NCES for the 2001–2002 academic year through the 2007–2008 academic year. Official 12-month enrollment data for the 2008–2009 academic year, which are comparable to fall 2008 enrollments, are not yet available from the NCES. As a result, direct comparisons of fall and 12-month enrollments in this discussion are limited to 2001–2002 through 2007–2008.

The fall and 12-month enrollments shown in Figure 1.9 and Figure 1.10 are both valid measures for determining whether sector enrollments are generally increasing, decreasing or staying about the same. However, the two headcounts provide different information about sector enrollments.

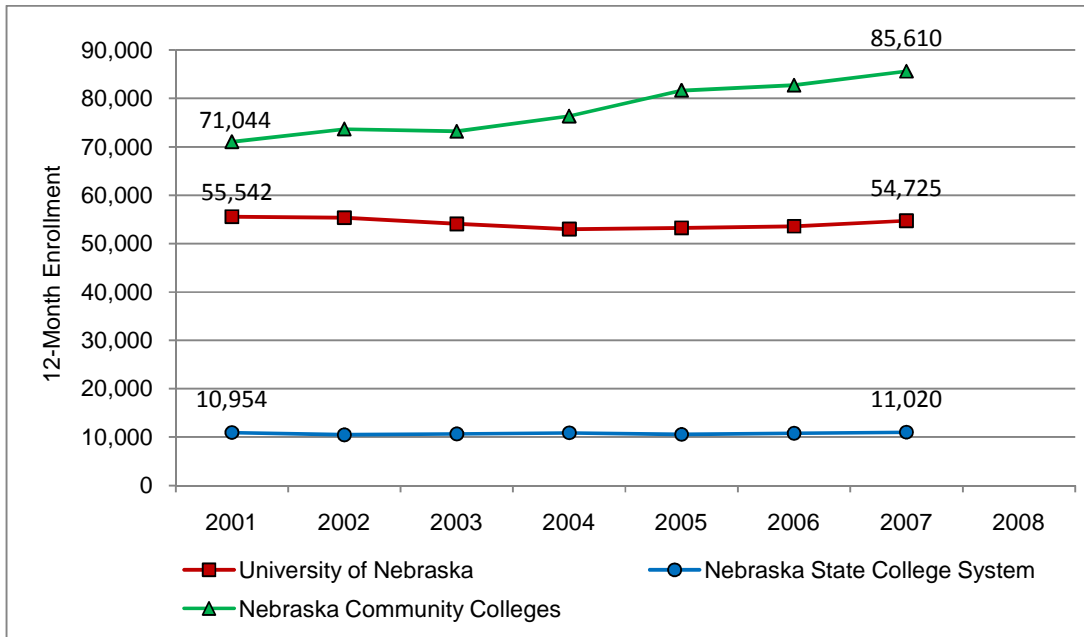
¹This analysis is limited to the sectors with reported 12-month unduplicated headcounts that have been verified by the Coordinating Commission’s research staff. The 12-month unduplicated headcounts reported by Nebraska’s independent (not-for-profit) and for-profit institutions will be included in future analyses when they have been checked for consistency and verified with the institutions.

Figure 1.9
Fall Headcount Enrollment
at Nebraska Public Postsecondary Institutions by Sector
Fall 2001–Fall 2008¹



¹Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.1](#) and in [Appendix 1](#) for supporting data.

Figure 1.10
12-Month Unduplicated Headcount
at Nebraska Public Postsecondary Institutions by Sector
2001–2002 Academic Year through 2007–2008 Academic Year¹



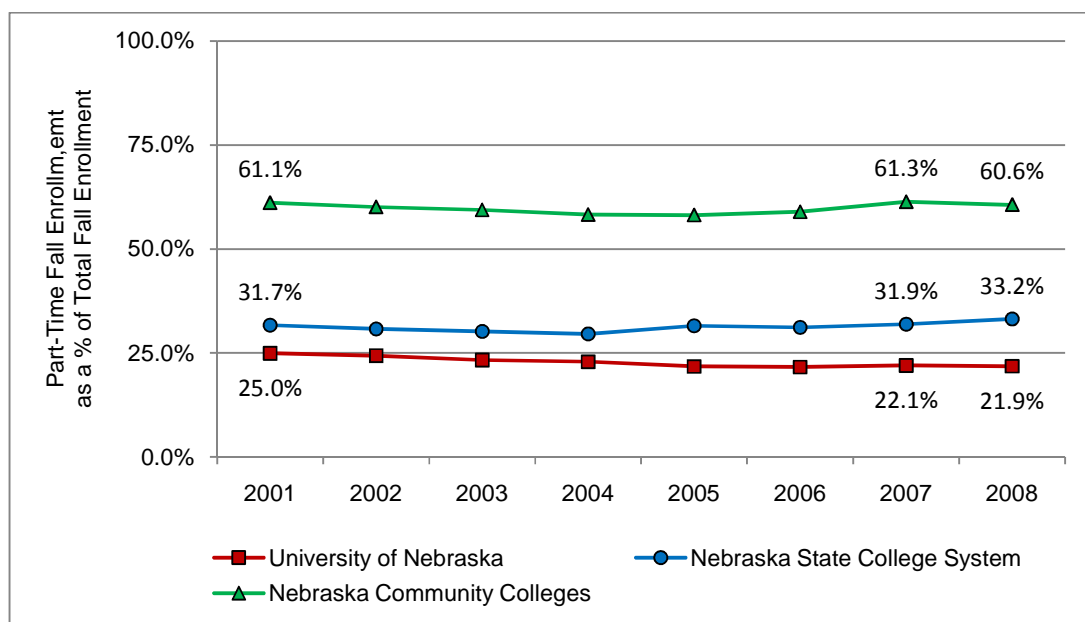
¹Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.3](#) and in [Appendix 1](#) for supporting data.

Based on the fall enrollments charted in [Figure 1.9](#) on the previous page, the University of Nebraska enrolls a higher number of students than Nebraska's six community colleges. In fall 2007, for example, the University of Nebraska enrolled 47,062 students compared to an enrollment of 41,035 students at the community colleges.

The 12-month enrollments summarized in [Figure 1.10](#), on the other hand, show that Nebraska's community colleges serve a significantly greater number of students than the University of Nebraska over the course of an academic year. As also illustrated in the chart, the difference between the 12-month enrollments of these two sectors has increased since the 2001–2002 academic year. As a result, in 2007–2008, the community colleges served a total of 85,610 students over the course of the academic year, while the University of Nebraska served 54,725 students. This is not surprising, given the differences in the institutional missions and programs offered by these two sectors.

The significantly higher 12-month headcount of the community colleges reflects the fact that these colleges serve many students who take courses only one semester or quarter of the academic year. Furthermore, the community colleges enroll significantly more part-time students than the university or state colleges. As shown in [Figure 1.11](#) below, part-time students account for about 60% of total fall enrollment at the community colleges. In comparison, part-time students account for less than 25% of the university's fall enrollment and about one-third of the total fall enrollment at the state colleges.¹

Figure 1.11
Part-Time Fall Enrollment as a Percentage of Total Fall Headcount Enrollment
at Nebraska Public Postsecondary Institutions by Sector
Fall 2001–Fall 2008¹



¹Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For supporting data, see the Excel workbook titled, Section A: Enrollment, for the 2008-2009 *Factual Look at Higher Education in Nebraska* on the Commission's Web site at: <http://www.ccpe.state.ne.us/publicdoc/ccpe/Reports/FactLook/default.asp>

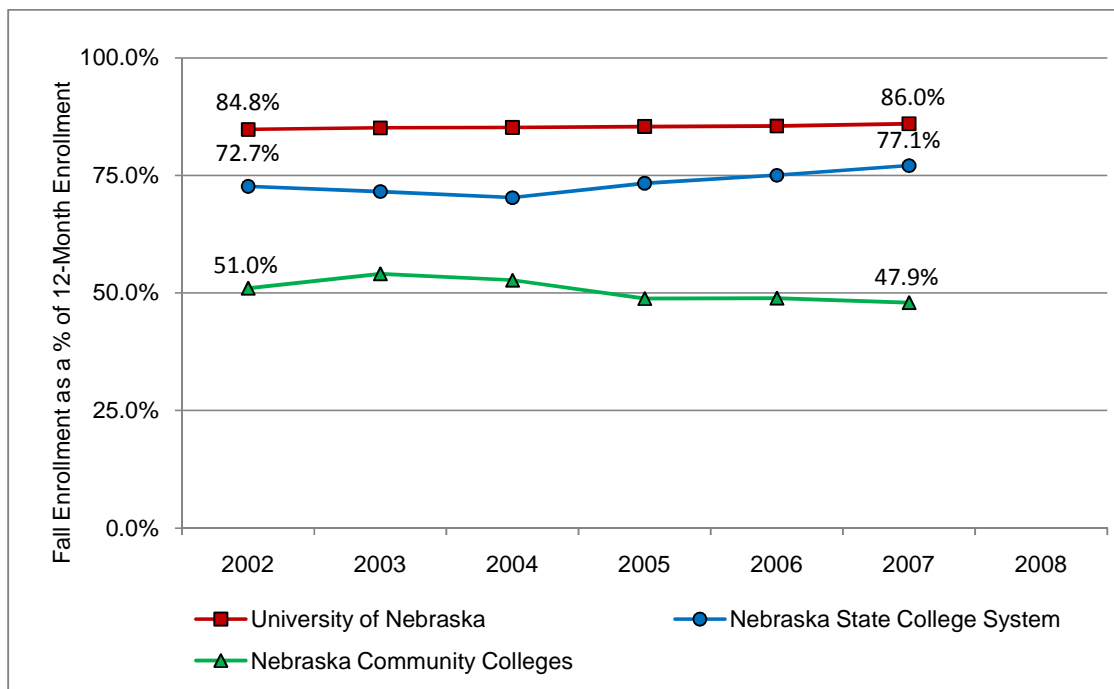
¹The NCES does not ask institutions to report 12-month unduplicated headcounts by full-time/part-time enrollment status. Consequently, the numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments.

Figure 1.12 below shows fall enrollment as a percentage of 12-month enrollment as a means of directly comparing these two headcounts. As shown in this chart, fall enrollment in fall 2007 accounted for 86% and 77% of 12-month enrollment during the 2007-2008 academic year at the University of Nebraska and the Nebraska State College System, respectively. In contrast, fall enrollments account for 48% of the students served annually by the state's six community colleges.

The Commission will continue to use fall unduplicated headcounts as the primary measure of the number of students enrolled at colleges and universities in Nebraska. However, fall headcount enrollments should be interpreted with the understanding that there are many more students who are served by Nebraska's postsecondary education system over the course of any given academic year, and this is especially true in the case of the state's community colleges.

Figure 1.12

Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount at Nebraska Public Postsecondary Institutions by Sector 2001–2002 Academic Year through 2007–2008 Academic Year¹



¹Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.1](#) and [Table A1.3](#) in [Appendix 1](#) for supporting data.

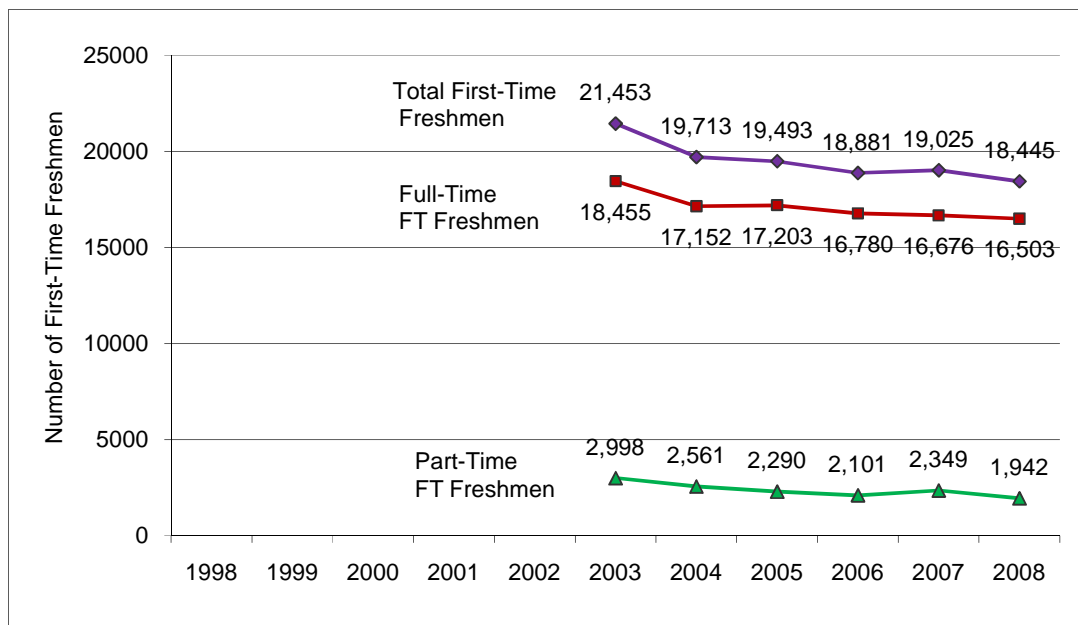
Nebraska First-Time Freshmen Enrollments

First-time freshmen enrollments are indicators of the general direction that undergraduate enrollments are headed as well as general measures of the numbers of high school graduates who go on to college in Nebraska. Consequently, this section compares 2003 baseline enrollments of first-time freshmen to freshmen enrollments in fall 2008. First-time freshmen enrollments for fall 2009 will be available in May 2010 and reported in the *2011 Nebraska Higher Education Progress Report*.

Nebraska Total Enrollment of Full- and Part-Time, First-Time Freshmen

- As shown in [Figure 1.13](#), total enrollment of first-time freshmen at all of Nebraska’s colleges and universities, including for-profit/career schools, decreased by 3,008 or 14.0% from a baseline enrollment of 21,453 in fall 2003 to 18,445 in fall 2008. As a result, first-time freshmen enrollment in fall 2008 was only slightly higher than it was in fall 1998. (See Part C of [Table A1.4](#) in [Appendix 1](#) for supporting data.)
- Between 2003 and 2008, the enrollment of full-time, first-time freshmen decreased by 1,952 students, or 10.6%, from 18,455 to 16,503. Part-time freshmen enrollment decreased by 1,056 students, or 35.2%, from 2,998 to 1,942 during the same period.
- In fall 2008, full-time freshmen accounted for 89.5% of the first-time freshmen attending postsecondary institutions in Nebraska, up from 86.0% in fall 2003. Conversely, part-time, first-time freshmen decreased from 14.0% to 10.5% of total freshmen enrollment.

Figure 1.13
Nebraska Total First-Time, Freshmen Enrollment
by Full- and Part-Time Student Status
Fall 2003–Fall 2008¹



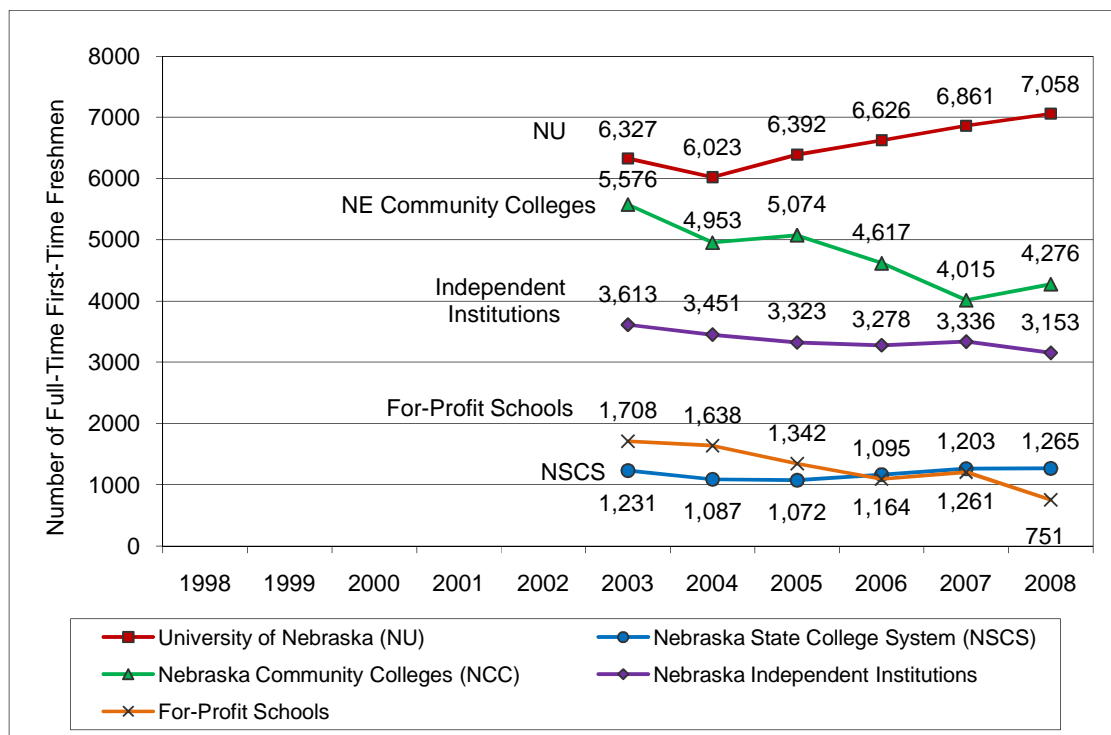
¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career schools of radiologic technology in addition to the enrollments at all public and independent colleges and universities. See [Table A1.4](#) in [Appendix 1](#) for supporting data.

Nebraska Enrollment of Full- and Part-Time, First-Time Freshmen by Sector

- The University of Nebraska and the Nebraska State College System were the only sectors that reported four-year net increases in the number of full-time, first-time freshmen enrolled between fall 2003 and fall 2008.
- As illustrated in [Figure 1.14](#), the University of Nebraska experienced a 4.8% decrease in the number of full-time, first time freshmen enrolled between fall 2003 and fall 2004. However, this decrease was offset by increases in fall 2005 through fall 2008, resulting in a five-year net gain of 11.6% in full-time, first-time freshmen enrollment between fall 2003 and fall 2008.
- Between 2004 and 2005, Nebraska’s community colleges experienced a 2.4% gain in the number of first-time freshmen enrolled full-time. The community colleges also experienced a 6.5% increase between 2007 and 2008. However, full-time, first-time freshmen enrollments decreased in fall 2004, fall 2006 and fall 2007. As a result, enrollment of full-time, first-time freshmen at Nebraska’s community colleges was 23.3% lower in fall 2008 than it was in fall 2003.
- The number of full-time, first-time freshmen enrolled at Nebraska’s independent colleges decreased 9.3% between fall 2003 and fall 2006, increased 1.8% in fall 2007, and decreased 5.5% in fall 2008. As a result, full-time, first-time freshmen enrollment at the independent institutions was 12.7% lower in fall 2008 than it was in fall 2003.

Figure 1.14

**Nebraska Total Full-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2008¹**

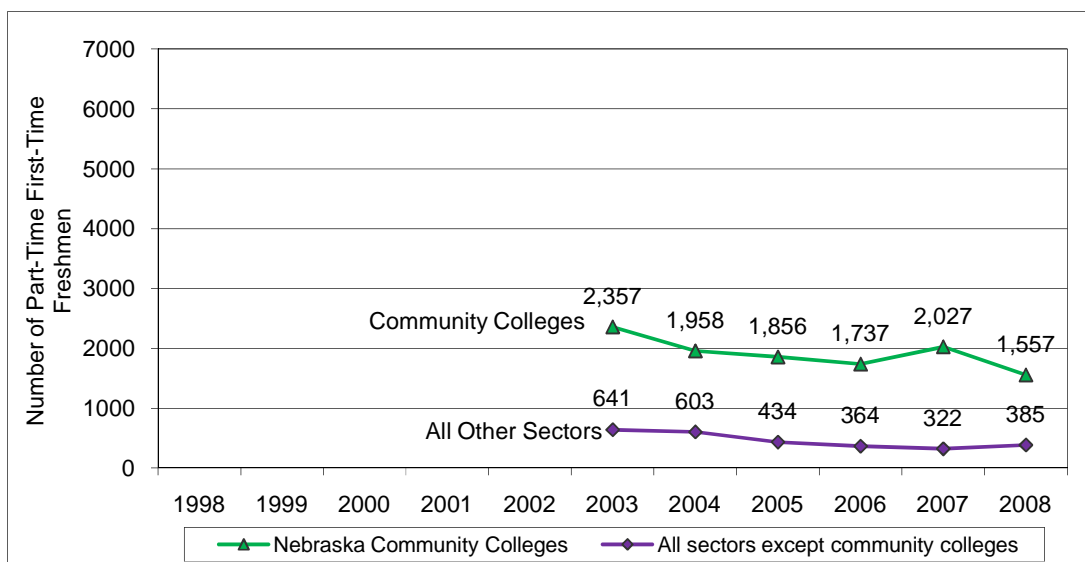


¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). The for-profit sector includes three career schools of radiologic technology operated by non-profit hospitals or medical centers. See [Part A of Table A1.4](#) in [Appendix 1](#) for supporting data.

- As also illustrated in [Figure 1.14](#) on the preceding page, Nebraska’s for-profit/career schools enrolled 56% fewer full-time, first-time freshmen in fall 2008 than they did in 2003, which is the baseline for this report. These schools include the University of Phoenix, a variety of other for-profit schools, and three schools of radiologic therapy operated by non-profit hospitals or medical centers.
- The enrollment of full-time, first-time freshmen at Nebraska’s state colleges decreased 12.9% between fall 2003 and fall 2005. However, enrollments increased by more than 8% in fall 2006 and fall 2007 and by 0.3% in fall 2008. As a result, the number of full-time, first time freshmen enrolled at the state colleges was 2.8% higher in fall 2008 than it was in fall 2003. (See [Part A](#) of [Table A1.4](#) in [Appendix 1](#) for supporting data.)
- As shown in [Figure 1.15](#) below, Nebraska’s community colleges account for the majority of first-time freshmen who attend school part time (78.6% of the state total in fall 2003, 86.3% in fall 2007, and 80.2% in 2008). Enrollment of part-time, first-time freshmen at Nebraska’s community colleges decreased 26.3% between fall 2003 and fall 2006, increased 16.7% in fall 2007, and then decreased 23.2% in fall 2008. With only one increase over the five-year period, part-time enrollment of first-time freshmen at the community colleges was 33.9% lower in fall 2008 than it was in fall 2003.
- The number of part-time freshmen enrolled in other types of institutions steadily decreased over the four-year period between 2003 and 2007. However, in fall 2008, enrollment increased due to Bellevue University changing semester formats. The change increased part-time, first-time freshmen enrollments at Bellevue, while decreasing the full-time enrollment of first-time freshmen at the school. As a result, from fall 2003 to fall 2008, total part-time enrollment of first-time freshmen at schools, not including the community colleges, decreased 40%. (See [Part B](#) of [Table A1.4](#) in [Appendix 1](#) for supporting data.)

Figure 1.15

**Nebraska Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2008¹**

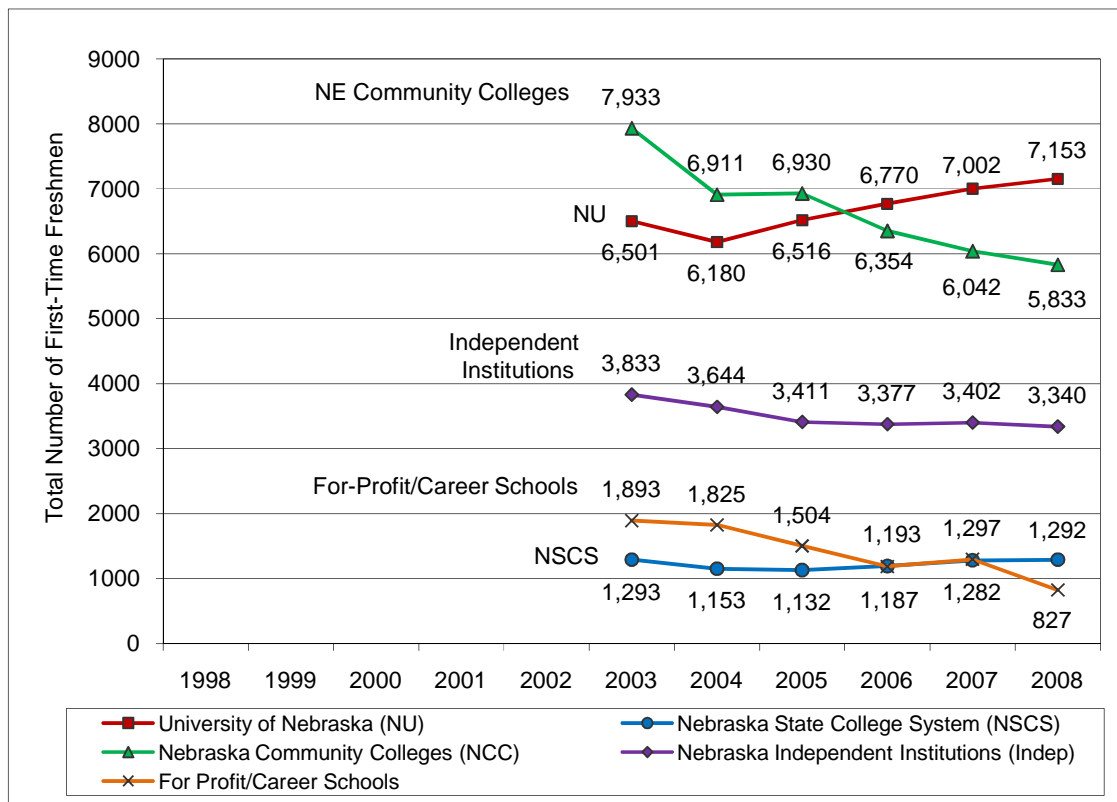


¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career schools of radiologic technology in addition to the enrollments at all public and independent colleges and universities. See [Part B](#) of [Table A1.4](#) in [Appendix 1](#) for supporting data.

Nebraska Total Enrollment of First-Time Freshmen by Sector

- When full-time and part-time enrollments of first-time freshmen are combined as shown in [Table 1.16](#) below, Nebraska’s community colleges enrolled more first-time freshmen than any other sector until fall 2006 when the number of first-time freshmen attending the institutions constituting the University of Nebraska exceeded the total enrolled at community colleges.
- The enrollment of first-time freshmen at the University of Nebraska increased 15.7% between fall 2004 and fall 2008 after a 4.9% decrease between fall 2003 and fall 2004. The net increase was 10.0% over the five-year period between 2003 and 2008.
- At the state colleges, a three-year increase in first-time freshmen enrollments followed a two-year decline, so that the number of first-time freshmen enrolled was almost exactly the same in fall 2008 as it was in fall 2003.
- The remaining three sectors reported lower first-time freshmen enrollment in fall 2008 than in fall 2003. Over the five years, total first-time freshmen enrollments decreased 26.5% at Nebraska’s community colleges, 12.9% at Nebraska’s independent colleges and universities and 56.3% at the state’s for-profit/career schools.

Figure 1.16
Nebraska Total First-Time Freshmen Enrollment by Sector
2003–2008¹



¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). The for-profit sector includes three career schools radiologic technology operated by non-profit hospitals or medical centers. See [Part C of Table A1.4](#) in [Appendix 1](#) for supporting data.

Strategic Objectives to Increase Postsecondary Enrollment Recommended by the 2003 LR 174 Task Force

Given the first priority **to increase the number of students who enter postsecondary education in Nebraska**, the 2003 LR 174 Task Force recommended a series of strategic objectives to increase college enrollments. For the purposes of establishing baseline statistical indicators and monitoring progress toward achieving these objectives, they are stated as follows:

- 1.1 Increase the proportion of PK-12 students who graduate from high school, enroll in postsecondary education and are adequately prepared to proceed through postsecondary degree completion.**
- 1.2 Increase the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska.**
- 1.3 Increase the number of non-Nebraska high school graduates who pursue postsecondary education in Nebraska.**
- 1.4 Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state's higher education system.**
- 1.5 Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.**

Following this outline, the remainder of this section focuses on the extent to which each of these measurable objectives is being achieved. Throughout this analysis, the latest available data are compared to the baseline statistics that were established and reported in the *2004 Baseline Report for the LR 174 Higher Education Task Force* or the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force*.

1.1.a High School Graduation Rates

Increase the proportion of students who graduate from Nebraska high schools.

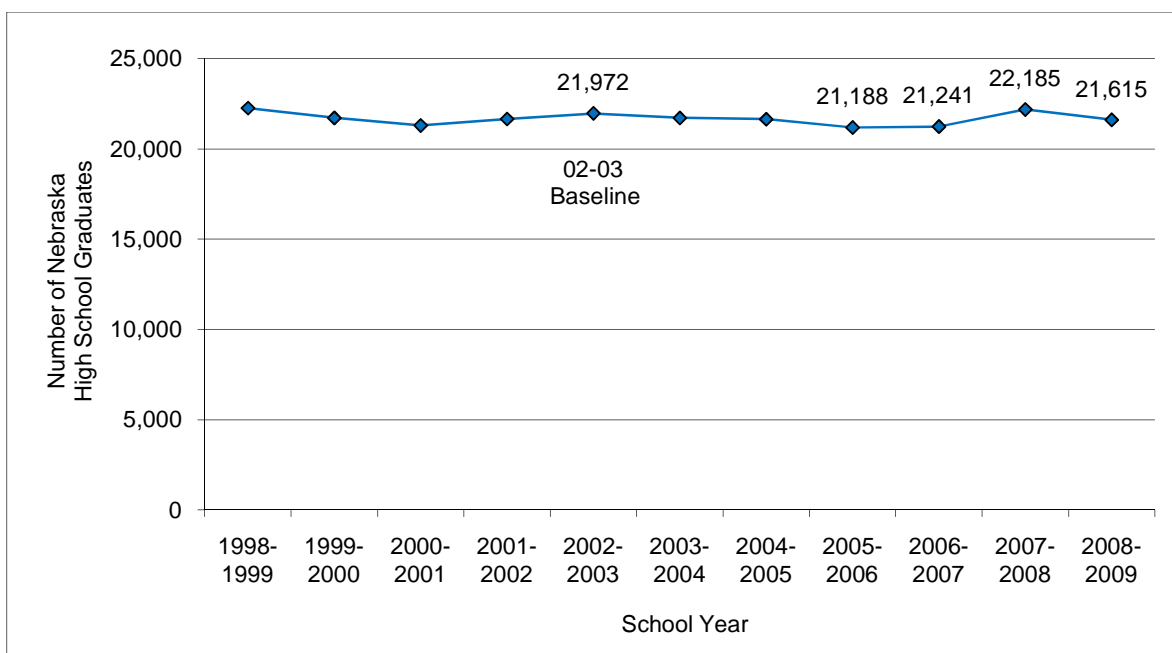
One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state's high schools. In other words, increase Nebraska's high school graduation rate and, in the process, increase the pool of high school students who could potentially attend college.

Past and Present Trends in the Total Number of Nebraska High School Graduates

- As shown in [Figure 1.1.a.1](#), the number of students who graduated from Nebraska high schools started to decline slightly after the 2002–2003 school year, the latest year for which official data were available from the Nebraska Department of Education for the *2004 Baseline Report for the LR 174 Higher Education Task Force*.
- Over the next three years, the number of students receiving regular diplomas decreased 3.6%, from 21,972 in 2002–2003 to 21,188 in 2005–2006.
- The number of graduates from Nebraska high schools increased 0.3% in 2006–2007 and 4.4% in 2007–2008 for a two-year increase of 4.7%. However, the number of graduates decreased 2.6% in 2008–2009 to 21,615. As a result, 357 or 1.6% fewer students graduated from Nebraska high schools in 2008–2009 than in 2002–2003, which is the baseline for this progress report.

Figure 1.1.a.1

**Total Number of Nebraska High School Graduates
1998–1999 through 2008–2009¹**



¹Data Source: Nebraska Department of Education, December 2007 for data for 1998–1999 through 2005–2006, January 2009 for data for 2006–2007 and 2007–2008, and February 2010 for updated 2007–2008 data and for data for 2008–2009. Counts include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.1](#) in [Appendix 2](#) for supporting data.

The Proportion of Graduates from Public and Nonpublic Nebraska High Schools

- Since 2002–2003, about 90% of Nebraska’s high school graduates have received their diplomas from public schools while the remaining 10% have graduated from nonpublic (private) schools.

Type of School	Baseline 2002–2003		2007–2008		2008–2009	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	19,987	90.3%	19,398	90.1%
Nonpublic	2,234	10.2%	2,158	9.7%	2,121	9.9%
Subtotal	21,838	100.0%	22,145	100.0%	21,519	100.0%
ESU & SO ²	134		40		96	
State Total	21,972		22,185		21,615	

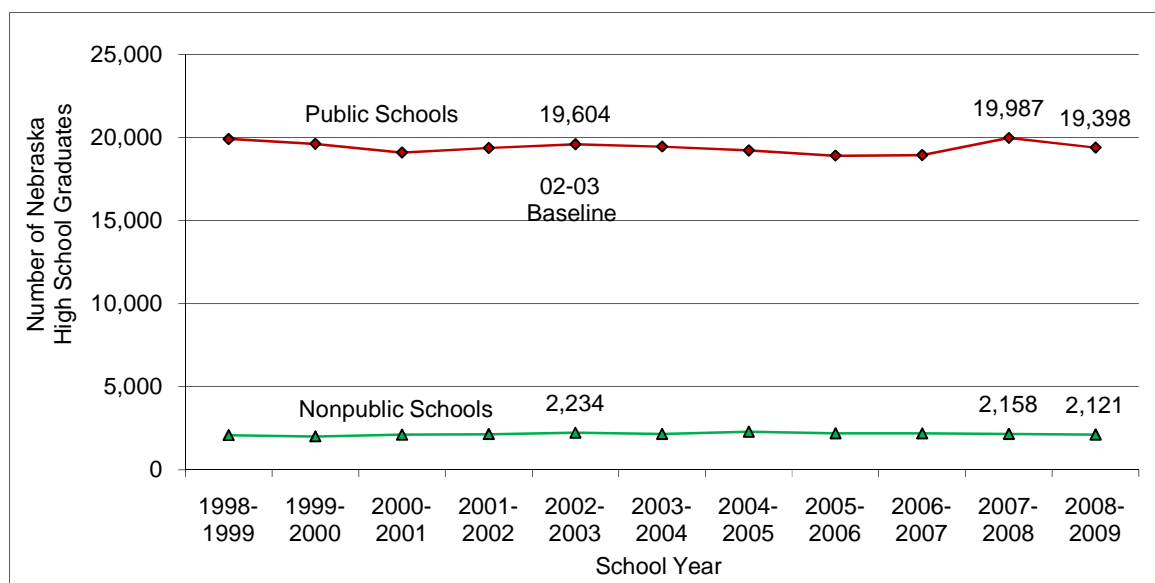
¹Data Source: Nebraska Department of Education, December 2007 for 2002–2003 data and February 2010 for updated 2007–2008 data and 2008–2009 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

²ESU = Educational Service Units; SO = State-Operated Schools.

- Between 2002–2003 and 2008–2009, the number of public high school graduates decreased 1.1% to 19,398, while the number graduating from private high schools decreased 5.1%.

Figure 1.1.a.2

**Numbers of Nebraska Public and Nonpublic High School Graduates
1998–1999 through 2008–2009¹**

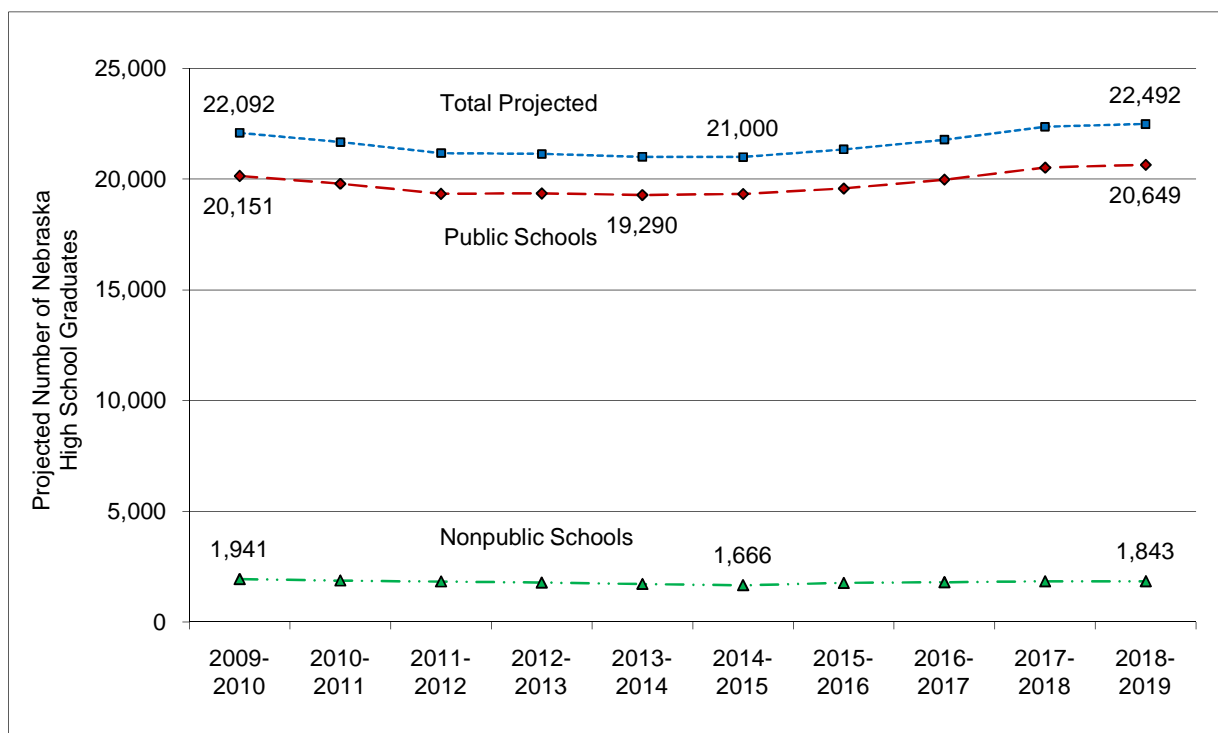


¹Data Source: Nebraska Department of Education, December 2007 for 1998–1999 through 2005–2006, January 2009 for 2006–2007, and February 2010 for 2007–2008 (updated) and 2008–2009 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

Projected Trends in the Total Number of Nebraska High School Graduates

- Based on projections by the Western Interstate Commission for Higher Education:
 - About 880 more students will be graduating from Nebraska public and nonpublic high schools in 2018–2019 than graduated during the 2008–2009 school year. This is a 4.1% projected increase.
 - As in the past, public schools are projected to account for about 90% of Nebraska’s high school graduates through the 2018–2019 school year.¹

Figure 1.1.a.3
Projected Numbers of Graduates
from Nebraska Public and Nonpublic High Schools
2008–2009 through 2018–2019¹



¹Data Source: *Knocking at the College Door*, Western Interstate Commission for Higher Education, March 2008, page 91. Projections do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.2](#) in [Appendix 2](#) for supporting data.

¹ *Knocking at the College Door, Projections of High School Graduates by State and Race/Ethnicity*, Western Interstate Commission for Higher Education, March 2008, page 121. See [Table A2.2](#) in [Appendix 2](#) for supporting data.

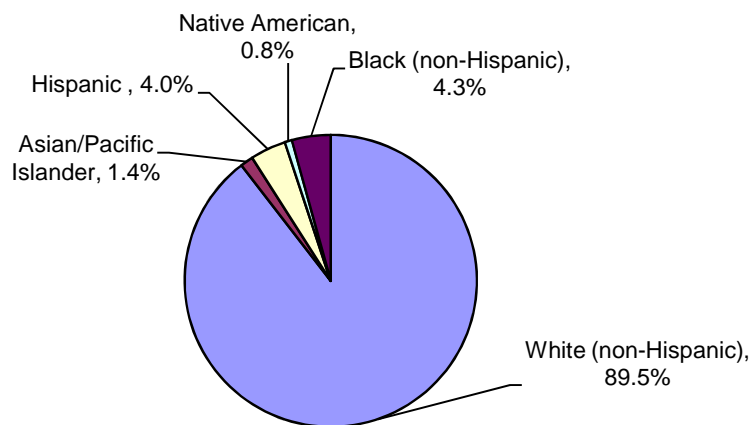
Projected and Recent Changes in Nebraska Public High School Graduates by Race/Ethnicity

- The number of graduates from Nebraska public high schools is projected to increase 6.4% over the next decade. Over this period, minority students, especially Hispanics, are projected to account for much higher percentages of the graduates from the state’s public schools in 2018–2019 than they did in 2002–2003, as illustrated in [Figure 1.1.a.4](#). This is projected to be the case, despite the fact that Hispanic students tend to graduate from high school at lower rates than white and Asian students. Conversely, white non-Hispanics are projected to account for a significantly lower percentage of the students who will graduate from Nebraska’s public high schools in 2018–2019.

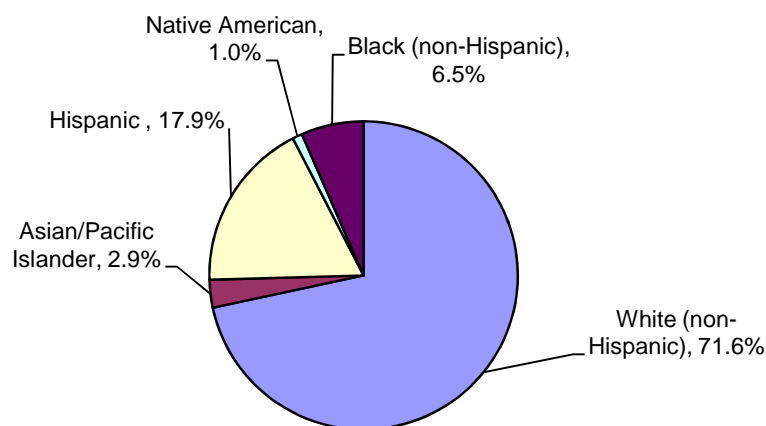
Figure 1.1.a.4

Actual and Projected Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2002–2003 and 2018–2019¹

Actual Percentages of Graduates: 2002–2003 Baseline



Projected Percentages of Graduates: 2018–2019



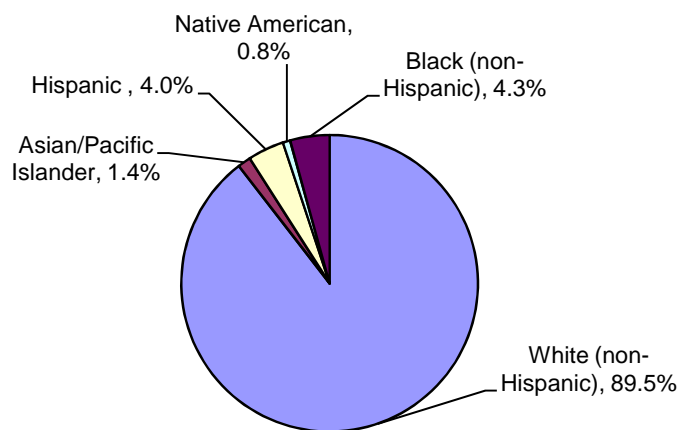
¹Data Sources: 2002–2003 percentages are based on the numbers of graduates obtained from the Nebraska Department of Education, December 2007. Projected percentages are based on data from *Knocking at the College Door*, Western Interstate Commission for Higher Education, March 2008, page 91. Actual counts and projections do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.3](#) in [Appendix 2](#) for supporting data.

- As shown in [Figure 1.1.a.5](#) below, actual changes in the racial/ethnic distribution of Nebraska's high school graduates over the past six years have been in the direction of the projected trend.
 - The number of white non-Hispanic graduates decreased 7.6% from 2002–2003 to 2008–2009, and white non-Hispanics accounted for 83.5% of Nebraska's high school graduates in 2008–2009, down from 89.5% in 2003–2002.
 - In comparison, the total number of minority students who graduated from Nebraska's high schools increased 54.9% from 2002–2003 to 2008–2009. Minorities accounted for higher percentages of the total number of graduates than they did six years earlier.

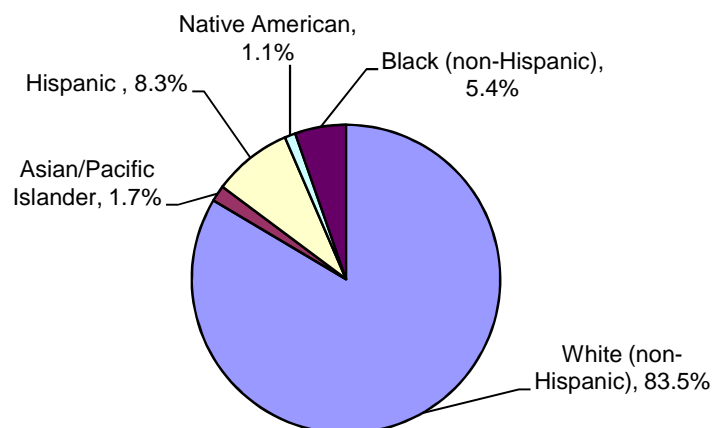
Figure 1.1.a.5

Actual Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2008–2009 Compared to 2002–2003¹

Actual Percentages of Graduates: 2002–2003 Baseline



Actual Percentages of Graduates: 2008–2009



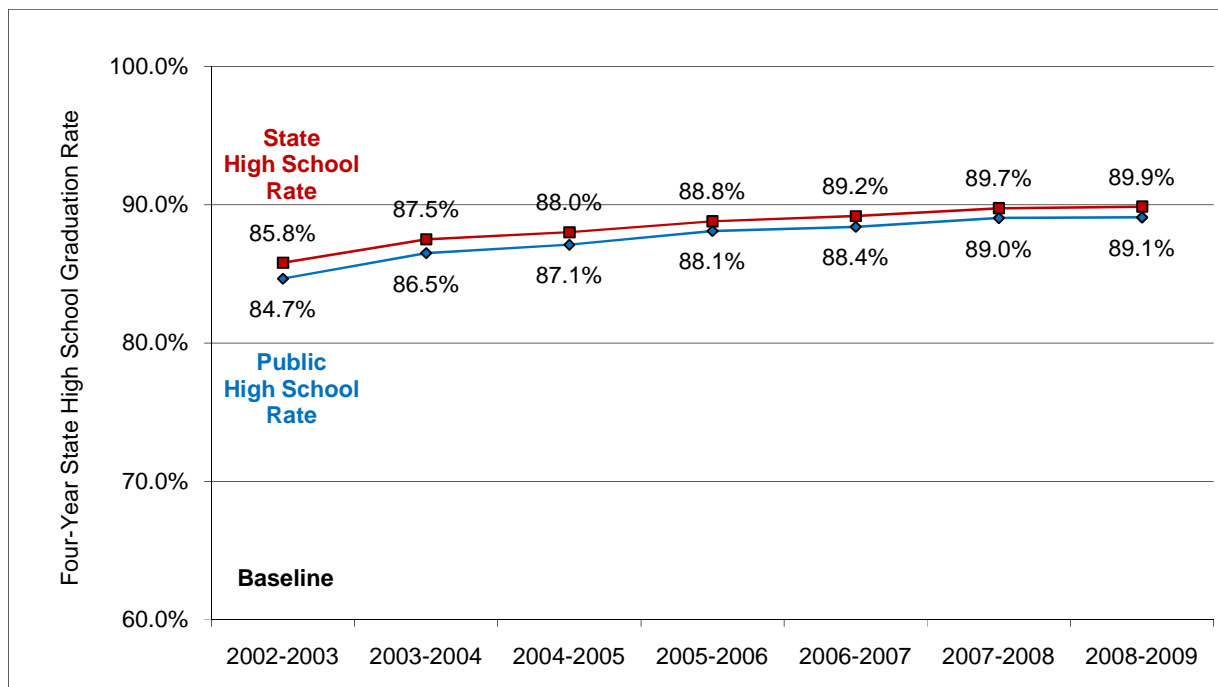
¹Data Sources: Nebraska Department of Education, December 2007 for 2002-2003 data and February 2010 for 2008-2009 data. Counts do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.4](#) in [Appendix 2](#) for supporting data.

Trends in the Nebraska State Four-Year, High School Graduation Rates

- Although the total number of students who graduated from Nebraska high schools decreased 1.6% between 2002–2003 and 2008–2009, the state’s graduation rate increased significantly.
- The Nebraska Department of Education uses the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.
 - Nebraska’s **state four-year graduation rate** is based on data that include the graduates of educational service units, state-operated schools and nonpublic (private) schools as well as the graduates of the state’s public schools.
 - In comparison, the **public four-year graduation rate** is also a statewide rate, but it is limited to data from Nebraska’s public high schools.
 - See Explanatory Note A3.1 in Appendix 3 for information on how four-year graduation rates are calculated.
- As shown in Figure 1.1.a.6 below, Nebraska’s state graduation rate increased from 85.8% in 2002–2003, which is the baseline for this progress report, to 89.9% in 2008–2009, or 4.1% over the six-year period.
- In comparison, the graduation rate for the public high schools rose 4.4%, from 84.7% in 2002–2003 to 89.1% in 2008–2009, narrowing the gap between the state and public four-year graduation rates.

Figure 1.1.a.6

**Nebraska State and Public High School Four-Year Graduation Rates
2002–2003 through 2008–09¹**



¹Data Source: Nebraska Department of Education, December 2007 for data for 2002–2003 through 2005–2006, January 2009 for data for 2006–2007, and February 2010 for updated data for 2007–2008 and 2008–2009 data. See Table A3.3 in Appendix 3 for supporting data.

- The graduation rate for Nebraska’s public high schools is lower than the overall state rate, whereas the graduation rate for Nebraska’s nonpublic (private) schools is significantly higher than the state rate.¹ Nevertheless, Nebraska’s public high school graduation rate is among the highest rates in the United States.²
- As shown in [Table 1.1.a.3](#) below, 41.7% of Nebraska’s 254 public school districts had four-year high school graduation rates of 100%, and 63.0% had graduation rates in the range of 96% to 100% for the 2008–2009 school year. In contrast, only 9.4% of Nebraska’s public high school districts had graduation rates that were equal to or below the statewide rate of 89.1% for public schools in 2008–2009.
- See [Table A3.2](#) in [Appendix 3](#) for a list of the 24 public school districts with graduation rates below the public statewide rate of 89.1% in 2008–2009. As a comparison, 30 districts had graduation rates below the public statewide rate of 89.0% in 2007–2008.

Table 1.1.a.3 Distribution of the Four-Year, High School Graduation Rates of Nebraska Public High School Districts 2008–2009¹				
Four-Year High School Graduation Rate	No. of School Districts	Percentage of School Districts	Subtotaled Percentages of School Districts	Cumulative % of School Districts
100.0%	106	41.7%	63.0%	41.7%
96.0% - 99.9%	54	21.3%		63.0%
93.0% - 95.9%	34	13.4%	27.6%	76.4%
89.2% - 92.9%	36	14.2%		90.6%
85.0% - 89.1%	12	4.7%	9.4%	95.3%
80.0% - 84.9%	5	2.0%		97.2%
75.0% - 79.9%	4	1.6%		98.8%
Less than 75.0%	3	1.2%		100.0%
	254	100.0%	100.0%	

¹Four-year graduation rates by district obtained from the Nebraska Department of Education, February 2010. See [Table A3.1](#) in [Appendix 3](#) for the comparable baseline distribution of public high school graduation rates for 2002–2003.

²The statewide public high school graduation rate for 2008–2009 was 89.1%.

¹Compared to the public high school graduation rates of 84.7% in 2002–2003 and 89.1% in 2008–2009, the four-year graduation rates for nonpublic (private) high schools were 99.4% for 2002–2003 and 98.9% for 2008–2009, based on data obtained from the Nebraska Department of Education, January 2009 and February 2010. See [Table A3.3](#) in [Appendix 3](#) for supporting data.

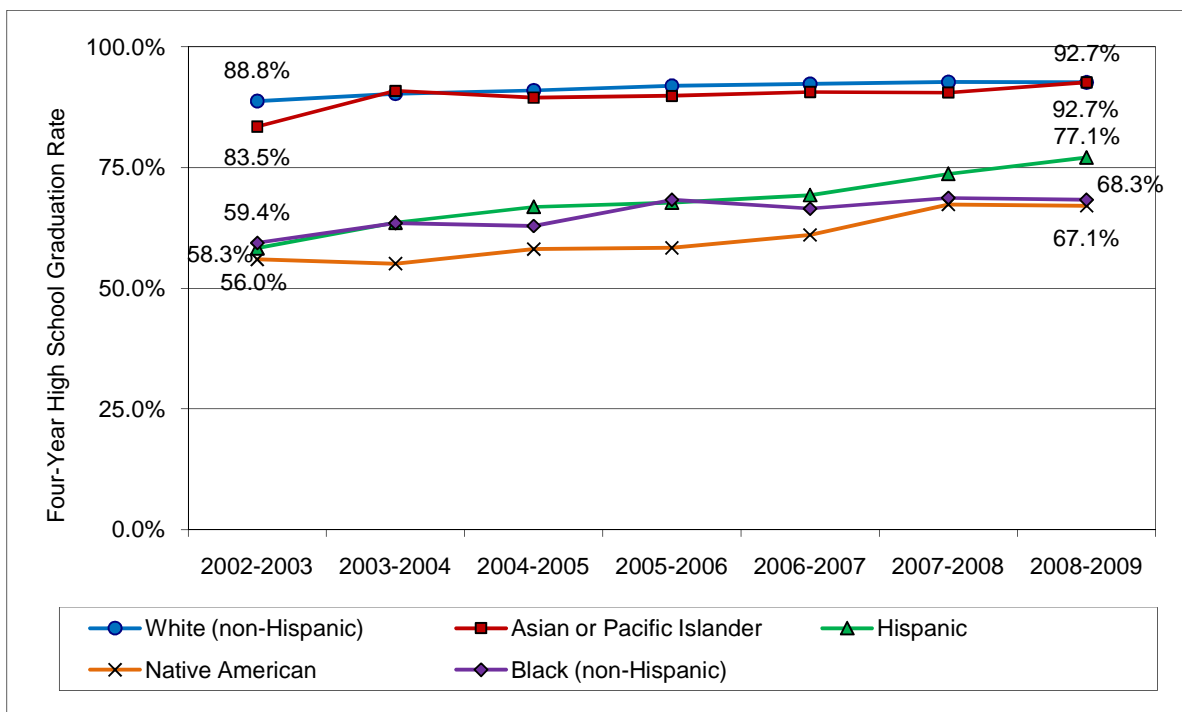
²Compared to the other 49 states and the District of Columbia, Nebraska had the fifth highest public high school graduation rate in 2004; the sixth highest rate in 2003, 2005 and 2006; and the seventh highest in 2007, the most recent year for which state comparisons are available. Data for these comparisons are published on the *Postsecondary Education OPPORTUNITY* Web site, www.postsecondary.org, in the spreadsheet titled Public High School Graduation Rates by State, updated July 31, 2009.

Nebraska Four-Year, Public High School Graduation Rates by Race/Ethnicity

- The relatively high four-year graduation rates that characterize most of the state’s public high schools mask the fact that graduation rates within the state vary significantly by race/ethnicity.
- As illustrated in [Figure 1.1.a.7](#), the four-year high school graduation rate for each of the five reported racial/ethnic groups generally increased between 2002–2003 and 2008–2009.
- Among the minorities, the largest increase in graduation rates between 2002–2003 and 2008–2009 was evidenced among Hispanics, while less improvement was reported for Native Americans and black non-Hispanics.
- Although graduation rates have improved for all racial/ethnic groups, the four-year graduation rates for Hispanics, blacks and Native Americans have continued to be significantly lower than the graduation rates for whites and Asians/Pacific Islanders since 2002–2003.
- The net effect of the lower graduation rates for black non-Hispanics, Hispanics and Native Americans is that these minorities continue to account for disproportionately high percentages of the students who drop out of the public high schools in Nebraska, compared to their representation among the graduates of these schools. This is an important finding because minorities, and Hispanics in particular, are projected to account for higher percentages of Nebraska’s high school students in the future.

Figure 1.1.a.7

**Nebraska Four-Year, Public High School Graduation Rates by Race/Ethnicity
2002–2003 through 2008–2009¹**



¹Data Source: Nebraska Department of Education, December 2007 for 2002–2003 through 2005–2006 data, January 2009 for 2006–2007, and February 2010 for updated 2007–2008 data and 2008–2009 data. See [Table A3.3](#) in [Appendix 3](#) for supporting data.

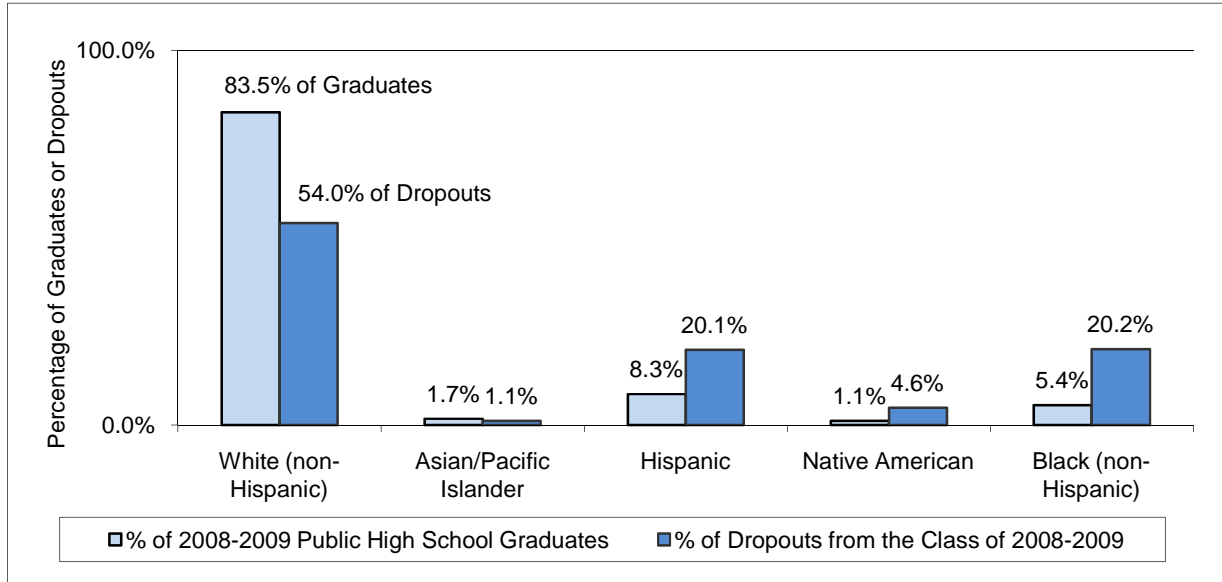
- For the purposes of computing four-year graduation and dropout rates for any given high school class, the numbers of students who dropped out of the class in the ninth, tenth, eleventh and twelfth grades are added together to determine the total number of students who dropped out over the four years. The resulting total number of dropouts can then be compared to the number of graduates in the class, as shown in [Table 1.1.a.4](#) for the class of 2008–2009.

Table 1.1.a.4 Distributions of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2008–2009¹				
Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 th – 12 th Grades	% of Dropouts
White (non-Hispanic)	16,202	83.5%	1,283	54.0%
Asian/Pacific Islander	328	1.7%	26	1.1%
Hispanic	1,608	8.3%	478	20.1%
Native American	222	1.1%	109	4.6%
Black (non-Hispanic)	1,038	5.4%	481	20.2%
Nebraska Public Total	19,398	100.0%	2,377	100.0%

¹Data Source: Nebraska Department of Education, February 2010. See [Table A3.4](#) in [Appendix 3](#) for the distributions of public high school graduates and dropouts by race/ethnicity for 2002–2003 through 2007–2008.

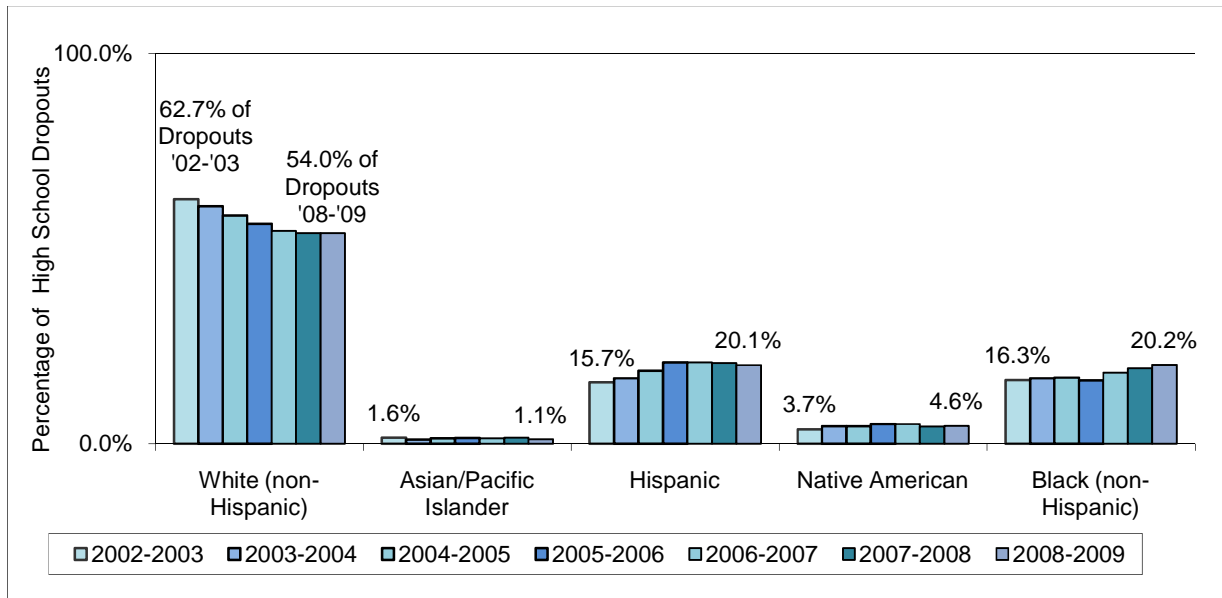
- As evidenced in [Table 1.1.a.4](#) above and illustrated in [Figure 1.1.a.8](#) on the next page, white non-Hispanics accounted for the largest number and percentage of dropouts from the class of 2008–2009. However, Hispanics, Native Americans and blacks accounted for a disproportionately higher percentage of students who dropped out of the class relative to the number of students who graduated in 2008–2009.
- Furthermore, as shown in [Figure 1.1.a.9](#) on the next page, Hispanics, Native Americans and blacks accounted for higher percentages of the dropouts from the class of 2008–2009 than they did from the class of 2002–2003. This increase is a result of both the higher number of minority students and their lower graduation rates, relative to their white and Asian/Pacific Islander classmates.
- Consequently, although the four-year graduation rates for Hispanics, Native Americans and blacks increased between 2002–2003 and 2008–2009, these minorities continue to account for disproportionate and increasing percentages of Nebraska’s public high school dropouts compared to the extent they are represented among the graduates of the state’s public high schools.

Figure 1.1.a.8
Percentages of Public High School Graduates and Dropouts by Race/Ethnicity
Based on Four-Year Graduation Rate Data
2008–2009¹



¹Data Source: Nebraska Department of Education, February 2010. See [Table 1.1.a.4](#) for supporting data.

Figure 1.1.a.9
Percentages of Public High School Dropouts by Race/Ethnicity
Based on Four-Year Graduation Rate Data
2002–2003 through 2008–2009¹



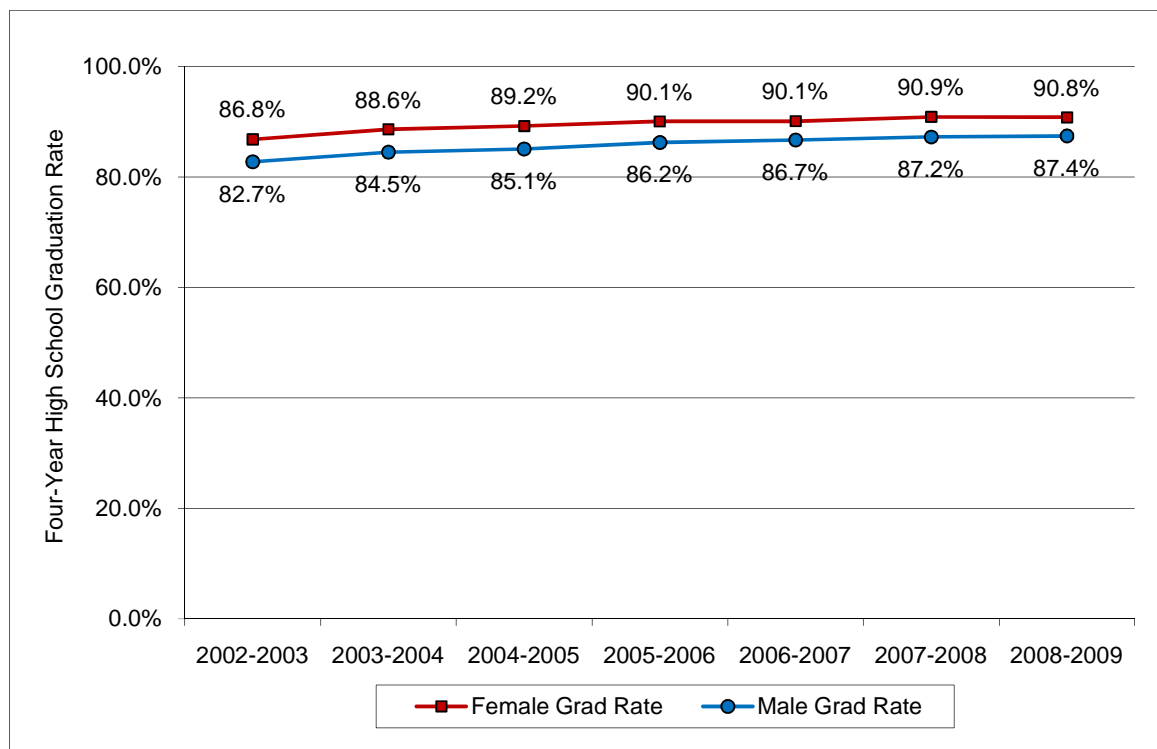
¹Data Source: Nebraska Department of Education, February 2010. See [Table A3.4](#) in [Appendix 3](#) for supporting data.

Nebraska Four-Year, Public High School Graduation Rates by Gender

- Analyses of the four-year, public high school graduation rate data obtained from the Nebraska Department of Education reveal that females continue to have higher graduation rates than males who attend Nebraska’s public high schools.
- As evidenced in [Figure 1.1.a.10](#), the graduation rates for males and females both gradually increased from 2002–2003 to 2008–2009. Beginning in 2005–2006, the gender gap in graduation rates slightly narrowed.
- Over the three years from 2002–2003 through 2004–2005, there was a 4.1 percentage difference between the graduation rates of males and females who completed high school in Nebraska.
- The difference between the graduation rates of males and females narrowed slightly to 3.9 percentage points in 2005–2006 and the difference narrowed to 3.4 percentage points in 2006–2007, due to a slightly higher increase in the graduation rate for males than for females in 2005–2006 and no change in the graduation rate for females in 2006–2007.
- The difference between the graduation rates of males and females increased from 3.4 percentage points in 2006–2007 to 3.7 percentage points in 2007–2008, and decreased again to 3.4 percentage points in 2008–2009. This suggests that there has been a relatively consistent gender gap in public high school graduation rates.

Figure 1.1.a.10

**Nebraska Four-Year, Public High School Graduation Rates by Gender
2002–2003 through 2008–2009¹**



¹Data Source: Nebraska Department of Education, Nebraska Department of Education, December 2007 for 2002–2003 through 2005–2006 data, January 2009 for 2006–2007, and February 2010 for updated 2007–2008 data and 2008–2009 data.. See [Table A3.5](#) in [Appendix 3](#) for supporting data.

Public School Districts Selected for Further Analysis

An analysis of the four-year public high school graduation rate data for 2002–2003 through 2008–2009 indicates that Nebraska’s statewide public graduation rate has increased and that the graduation rates for students in all of the reported racial/ethnic groups have improved. However, 2,377 students in the class of 2008–2009 dropped out of Nebraska’s public high schools before they completed the requirements for graduation.

Further analysis of the four-year graduation rate data reveals that 14 (5.5%) of the state’s 254 public high school districts currently account for 73% of the state’s dropouts from public high schools. Consequently, efforts to further increase graduation rates and reduce dropout rates might best focus on these selected districts in order for the graduation rates for each racial/ethnic group and the state as a whole to continue to improve.

The 14 public school districts that currently account for more than 70% of the state’s dropouts are located in the 12 counties highlighted on the map of Nebraska in Figure 1.1.a.11.

Figure 1.1.a.11

The 12 Nebraska Counties Where the 14 Selected School Districts that Account for More than 70% of the States Dropouts are Located

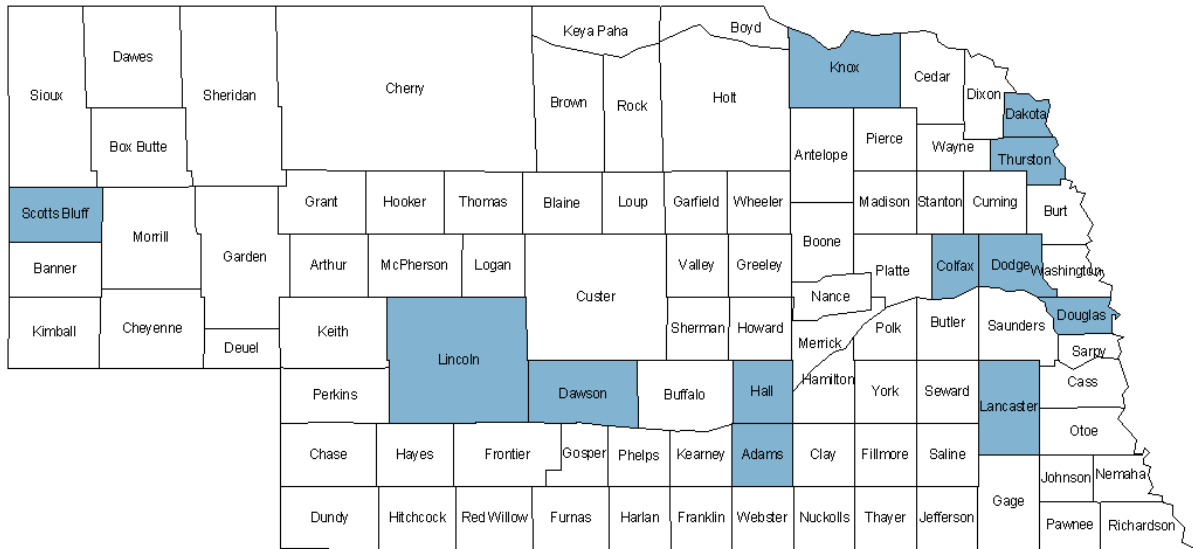


Table 1.1.a.5 lists the school districts that have accounted for 70% or more of the state’s dropouts from public high schools since 2002–2003, which is the baseline for this report. To be included initially among the 14 school districts selected for analysis, a district had to meet one or both of the following criteria:

- (1) The district’s four-year graduation rate was lower than the statewide rate for Nebraska public schools in 2002–2003 and 2003–2004, and the district reported more than 15 dropouts from the class of 2002–2003.
- (2) The district’s four-year graduation rate was one of the five lowest in the state for the 2002–2003 or 2003–2004 school year.

The 14 school districts selected for monitoring have remained the same since 2002–2003, except in 2007–2008, when North Platte Public Schools was removed from the list of monitored districts and replaced with Kearney Public Schools. For 2008–2009, North Platte is included again and Kearney is not among the monitored districts.¹

- As shown in [Table 1.1.a.5](#), the 14 selected school districts represented about 31% of the states public high school graduates but 73% of all of the dropouts from Nebraska’s public high schools in 2002–2003 and 2008–2009.
- Although 14 districts continue to account for 73% of the state’s high school dropouts, the number of dropouts from the districts decreased 32.0% between 2002–2003 and 2008–2009. During the same period, the number of graduates from the districts increased only 1.7%.

**Table 1.1.a.5
Number of High School Graduates and Dropouts
for the 14 Selected Nebraska School Districts
2008–2009 Compared to 2002–2003¹**

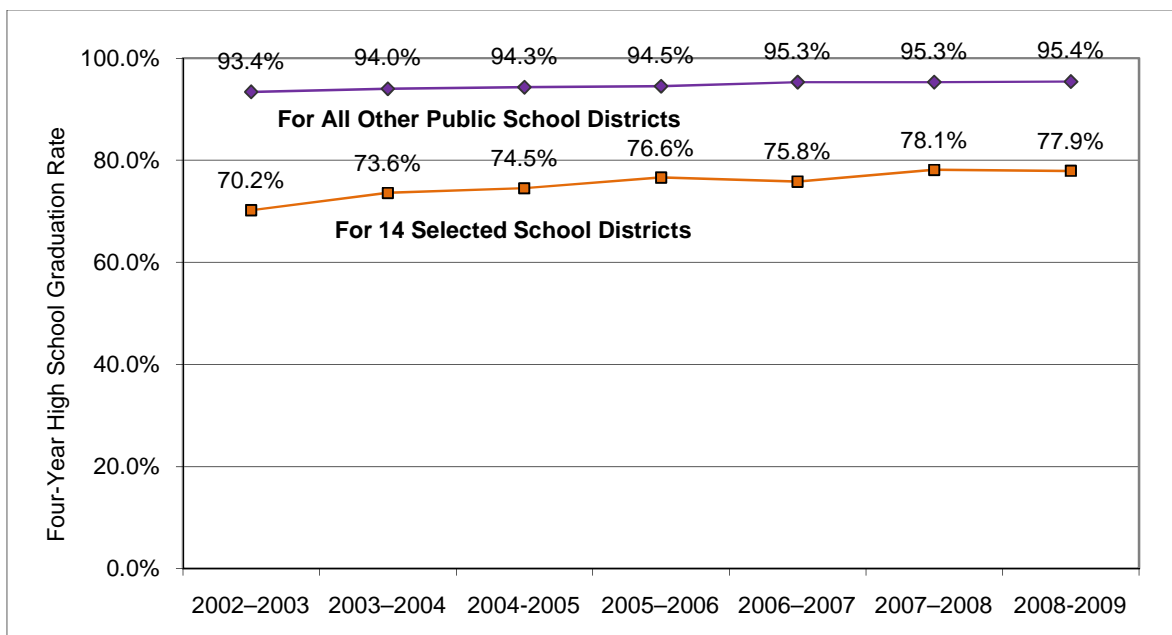
County	District or School Name	No. of Graduates		No. of Dropouts 9 th – 12 th Grades	
		2002–03	2008–09	2002–03	2008–09
Adams	Hastings Public Schools	233	198	54	32
Colfax	Schuyler Central High School	74	117	30	13
Dakota	South Sioux City Community Schools	176	231	64	31
Dawson	Lexington Public Schools	130	180	32	17
Dodge	Fremont Public Schools	286	287	65	55
Douglas	Omaha Public Schools	2,336	2,293	1,342	990
Hall	Grand Island Public Schools	367	373	123	98
Knox	Santee Community Schools	8	8	4	5
Lancaster	Lincoln Public Schools	1,883	1,954	716	428
Lincoln	North Platte Public Schools	297	277	57	37
Scotts Bluff	Scottsbluff Public Schools	207	174	39	17
Thurston	Walthill Public Schools	18	12	7	4
Thurston	Umo ^{ho} Nation Public School	9	17	18	13
Thurston	Winnebago Public Schools	21	24	16	5
	Total for 14 School Districts	6,045	6,145	2,567	1,745
	% of Nebraska Public School Total	30.8%	31.7%	72.7%	73.4%
	Nebraska Public School Total	19,604	19,398	3,531	2,377

¹Data Source: Nebraska Department of Education, December 2007 and February 2010.

¹North Platte Public Schools was removed from the list of monitored districts for 2007–2008 because the district had a graduation rate that was higher than the statewide rate for Nebraska public schools in 2006–2007 and 2007–2008, but was returned to the list for 2008–2009 because the district’s graduation rate fell below the statewide rate. Kearney Public Schools was added to the list for 2007–2008 because the district had a graduation rate that was lower than the statewide rate for Nebraska public schools and more than 15 dropouts in 2006–2007 and 2007–2008. Kearney was not included in the list for 2008–2009 because its graduation rate was 89.9%, which was above the public state rate of 89.1%.

- As illustrated in [Figure 1.1.a.12](#) below, the combined graduation rate for the 14 districts increased from 70.2% in 2002–2003 to 77.9% in 2008–2009, an increase of 7.7 percentage points.¹
- As also evidenced in [Figure 1.1.a.12](#), the overall four-year graduation rate for the 14 selected school districts continues to be significantly lower than the combined graduation rate for all of Nebraska’s other public high schools. However, the difference between the overall graduation rate for the 14 monitored districts and the graduation rate for all other Nebraska public school districts generally narrowed between 2002–2003 and 2008–2009. This means that, in general, the percentage of students receiving regular high school diplomas in the 14 districts has increased at a higher rate than the graduation rate for all of the other public school districts.
- However, with minor exceptions, each of the selected school districts have continued to have graduation rates that are relatively low, compared to the graduation rates of other public school districts in Nebraska.
- See [Table A3.6](#) and [Table A3.7](#) in [Appendix 3](#) for detailed four-year graduation rate statistics for 2002–2003 through 2008–2009 for the 14 monitored school districts.

Figure 1.1.a.12
Four-Year Graduation Rates for 14 Selected Nebraska School Districts
and All Other Nebraska Public High School Districts
2002–2003 through 2008–2009¹



¹Data Source: Nebraska Department of Education, December 2007, January 2009, and February 2010. The selected districts are Fremont Public Schools, Grand Island Public Schools, Hastings Public Schools, Lexington Public Schools, Lincoln Public Schools, North Platte Public Schools, Omaha Public Schools, Santee Community Schools, Schuyler Central High School, Scottsbluff Public Schools, South Sioux City Community Schools, UNO ^ HO ^ Nation Public Schools, Walthill Public Schools and Winnebago Public Schools. Kearney Public Schools were included among the monitors districts in 2007–2008 and North Platte Public Schools were not included. For the comparison shown in this chart, North Platte was included in calculating the graduation rate for the 14 districts in 2007–2008 and Kearney was excluded, so that the same 14 school districts are compared over the six-year period. See [Table A3.7](#) in [Appendix 3](#) for supporting data.

1.1.b Preparation for College

Increase the proportion of Nebraska high school graduates who are adequately prepared to enroll in postsecondary education and proceed through degree completion.

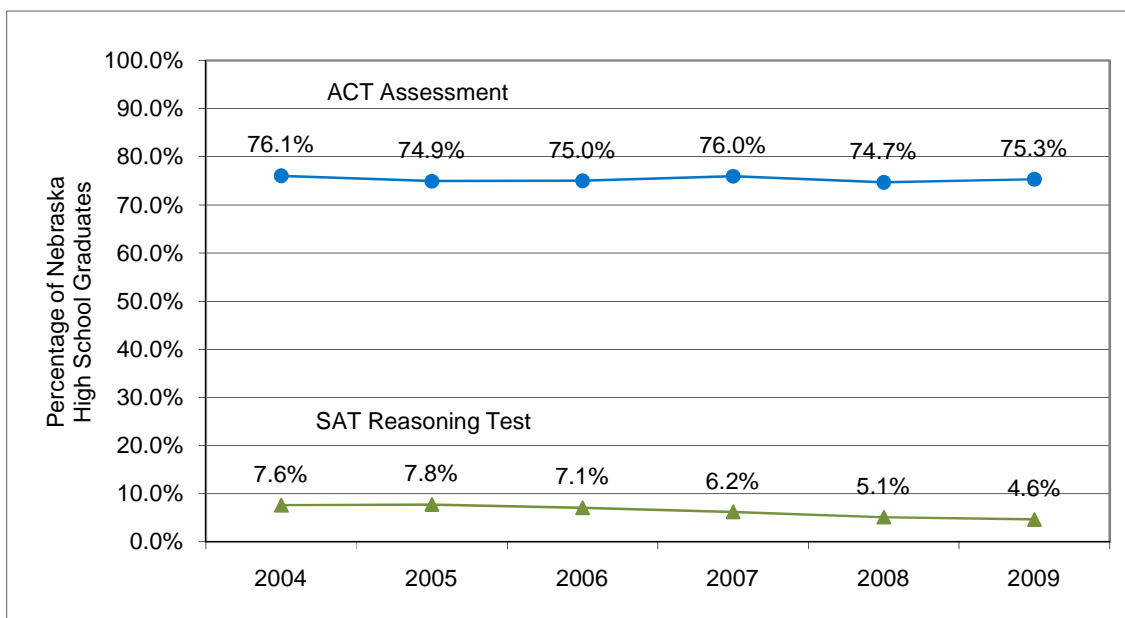
The results of the ACT Assessment and the SAT Reasoning Test™ are summarized in this section as indicators of the extent to which Nebraska high school graduates are prepared academically to enter and proceed through postsecondary education. Of particular interest are (1) the estimated percentages of Nebraska high school graduates who are prepared for college-level coursework and (2) the significantly higher average ACT scores achieved by students who take the “core” high school courses recommended to prepare them for college.

Nebraska Participation Rates for the ACT Assessment and the SAT Reasoning Test

- The ACT Assessment is the predominant college entrance exam available to measure the extent to which Nebraska students are prepared for academic coursework beyond high school. As shown in [Figure 1.1.b.1](#), 75.3% of the Nebraska high school students in the graduating class of 2009 took the ACT Assessment. In comparison, 4.6% of the students took the SAT Reasoning Test.
- As also illustrated in [Figure 1.1.b.1](#), the participation rates for the ACT Assessment and the SAT Reasoning Test were, respectively, 0.8 and 3.0 percentage points lower in 2009 than in 2004, which is the baseline for this annual progress report. (See [Table A4.1](#) in [Appendix 4](#) for supporting data.)

Figure 1.1.b.1

**Percentages of Nebraska High School Graduates
Who Took the ACT Assessment and/or the SAT Reasoning Test
2004–2009¹**

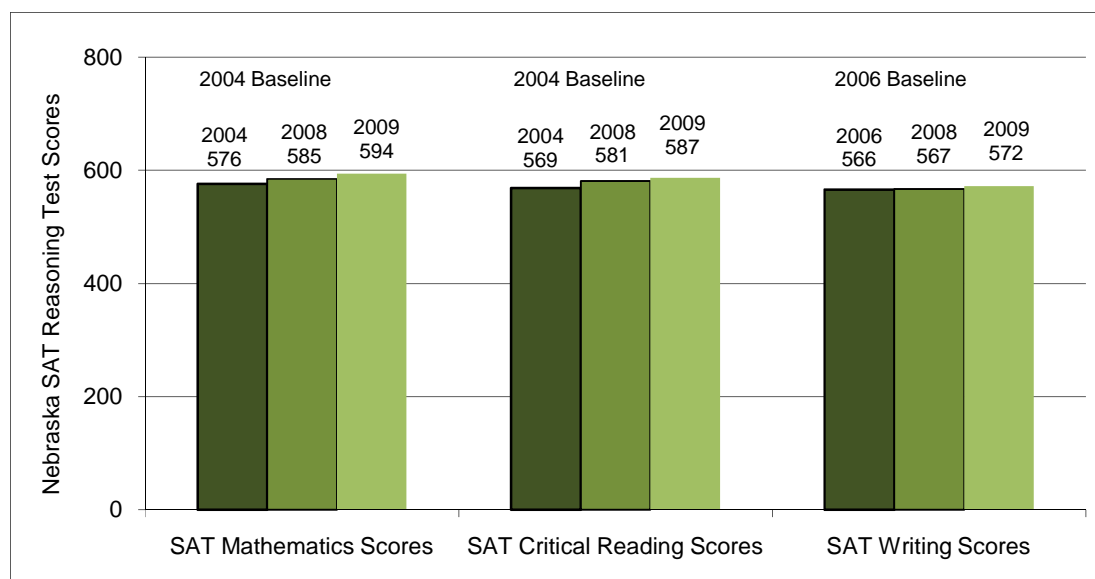


¹Data Sources: ACT, Inc., College Examination Board and the Nebraska Department of Education. See [Table A4.1](#) in [Appendix 4](#) for supporting data.

Nebraska SAT Reasoning Test Scores

- The three components of the SAT Reasoning Test measure achievement in mathematics, critical reading and writing. As shown in [Figure 1.1.b.2](#), the average mathematics and critical reading scores of Nebraska high school students were each 18 points higher in 2009 than in 2004, which is the baseline for this report. The average score in writing has increased six points since this test component was introduced in 2006.

Figure 1.1.b.2
Nebraska Average SAT Reasoning Test Scores¹
2008 and 2009 Scores Compared to 2004 or 2006 Baseline



¹Data Source: College Examination Board, State Reports 2004-2009.

- As shown in [Table 1.1.b.1](#), the average math, critical reading and writing scores of Nebraska high school students who took the SAT continued to be well above the national averages in 2009. However, given the relatively small sample of self-selected students who were tested, no conclusions can be drawn based on this finding or the fact that average SAT scores of Nebraska students generally have increased as the percentage of Nebraska high school students taking the test has decreased.

Table 1.1.b.1
National and Nebraska Average SAT Reasoning Test Scores¹
2002–2009

Year	Mathematics Scores		Critical Reading Scores		Writing Scores	
	National Average	Nebraska Average	National Average	Nebraska Average	National Average	Nebraska Average
2004	518	576	508	569	Not applicable	
2005	520	579	508	574	Not applicable	
2006	518	583	503	576	497	566
2007	515	585	502	579	494	562
2008	515	585	502	581	494	567
2009	515	594	501	587	493	572

¹Data Source: College Examination Board, State Reports, 2004–2009.

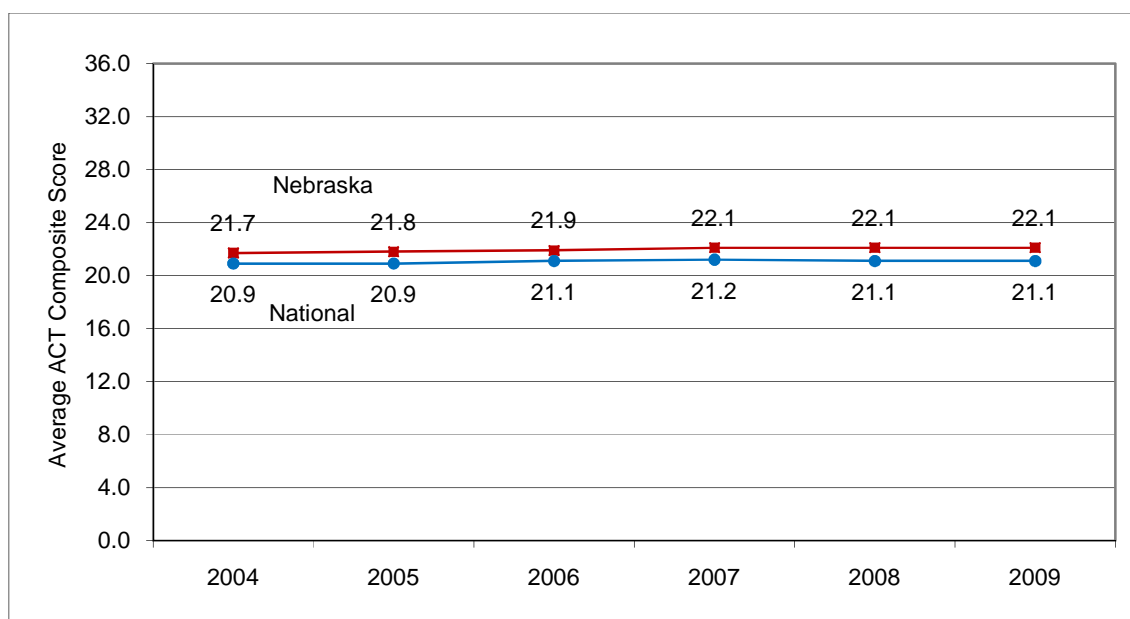
Nebraska ACT Assessment Scores

The ACT Assessment consists of four curriculum-based achievement tests in English, reading, mathematics and science. A student's scores on each of these tests is reported on a 36-point scale. A composite score is reported on a 36-point scale to reflect the student's overall performance on the series of four tests.

- As shown in [Figure 1.1.b.3](#), the average ACT composite score for Nebraska high school students in the graduating class of 2009 was 22.1, up from 21.7 in 2004, which is the baseline for this report.
- As also shown in the figure below, Nebraska's average composite score in 2009 was the same as in 2007 and 2008, and the state's average composite has continued to be above the national average.
- Based on information from ACT, Inc., Nebraska had the highest average composite score among the 15 states where 70% or more of the 2009 high school graduates took the ACT Assessment. However, direct state-to-state comparisons are generally not advisable.¹

Figure 1.1.b.3

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2004–2009¹

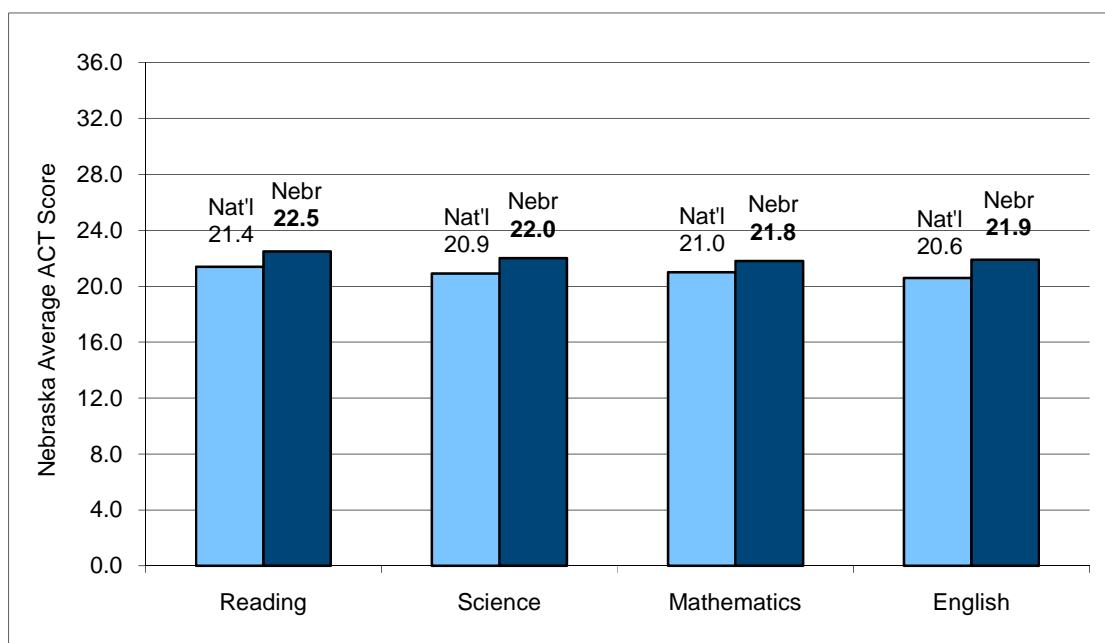


¹Data Source: ACT High School Profile Reports for Nebraska, 2004–2009.

¹The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam taken in about 25 states. Nationally, 1,480,469 (or about 45%) of the students in the high school graduating class of 2009 took the ACT Assessment. Each year, average ACT scores are reported for every state, but state-to-state comparisons are not advisable for several reasons. Currently, Colorado, Illinois, Kentucky, Michigan, and Wyoming are the only states where the ACT Assessment is administered to all (or almost all) students who will graduate from high school. In all other states, the students who take the ACT are self-selected and, as a result, do not necessarily represent the total student populations of their states. Furthermore, the percentages of students who take the ACT vary greatly from one state to another, as do other factors that affect student achievement, such as the quality of school systems and the demographic and socio-economic characteristics of students and their families. For these reasons, specific state-to-state comparisons are not included in this report.

- Figure 1.1.b.4 shows that Nebraska students in the 2009 graduating class scored above the national average on each of the subject-area tests that constitute the ACT Assessment.
- Following the national trend, the average ACT scores of Nebraska’s high school graduates were slightly higher in reading than in science, mathematics and English.

Figure 1.1.b.4
Comparison of National and Nebraska Average ACT Scores
in Reading, Science, Mathematics and English
for the Graduating Class of 2009¹



¹Data Source: ACT High School Profile Report for Nebraska, 2009

ACT College Readiness Benchmark Scores

Based on research conducted by ACT, Inc., students are prepared to succeed in entry-level college courses if their scores on the ACT Assessment meet or exceed ACT College Readiness Benchmark Scores. A *benchmark score is the minimum score needed on an ACT subject-matter test to indicate that a student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in related entry-level, credit-bearing college courses.* Corresponding to the subject-matter tests that constitute the ACT Assessment, these courses include freshmen English composition, college algebra, college biology and first-year college courses in the social sciences. For each college course or subject area, the ACT subject-area test and College Readiness Benchmark Score are:

<u>College Course or Area</u>	<u>ACT Subject-Area Test</u>	<u>College Readiness Benchmark Score¹</u>
English Composition	English	18
Social Science	Reading	21
Algebra	Mathematics	22
Biology	Science	24

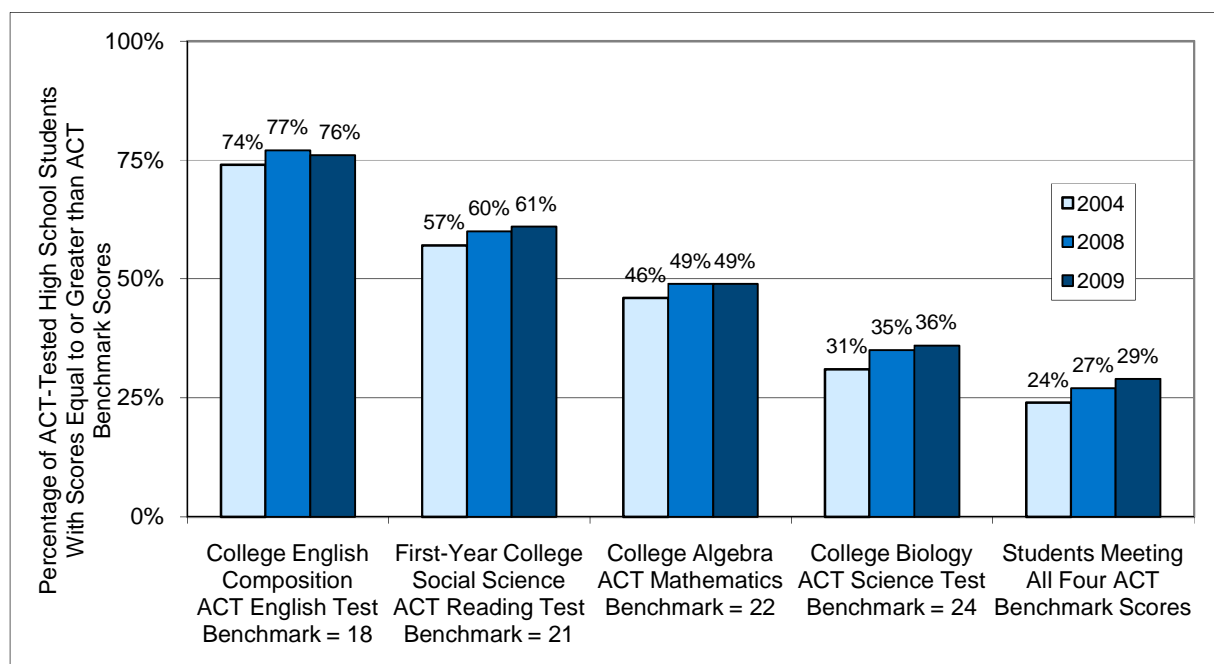
¹Source: ACT High School Profile Report for Nebraska, 2009.

Percentages of Nebraska ACT-Tested Students Ready for College-Level Coursework

- Based on the data summarized in [Figure 1.1.b.5](#), 76% of the ACT-tested Nebraska high school graduates in 2009 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating that there is a relatively high probability that these students will earn at least a C in college-level English composition courses.
- In comparison, 61% met or exceeded the College Readiness Benchmark Score of 21 on the reading test, indicating probable success in entry-level social science courses; 49% met or exceeded the mathematics benchmark score of 22 for college algebra; and only 36% met or exceeded the science benchmark score of 24 for college-level biology.
- Between 2004 and 2009, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, reading, mathematics and science tests increased by two to five percentage points, depending on the subject matter area.

Figure 1.1.b.5

Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks That Indicate Sufficient Preparation for College-Level Courses. Nebraska High School Graduating Classes: 2008 & 2009 Compared to 2004 Baseline¹



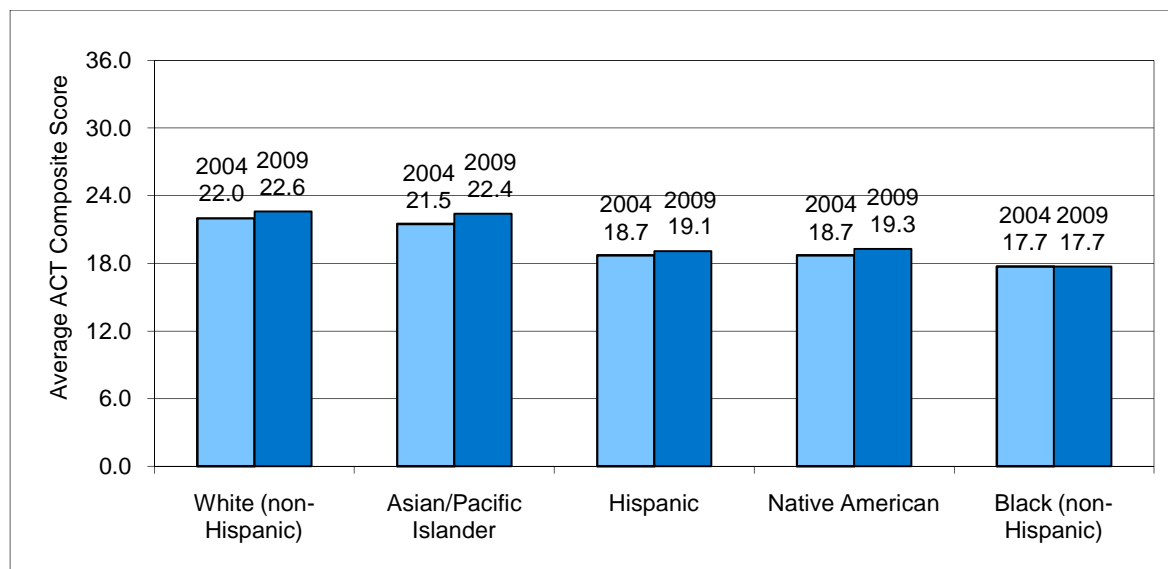
¹Source: ACT High School Profile Report for Nebraska, 2004, 2008 and 2009. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses.

- Additional data reveals that the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks were seven to nine percentage points higher than reported national percentages for 2009. (See [Table A4.2](#) in [Appendix 4](#) for supporting data.)
- However, as shown in [Figure 1.1.b.5](#) above, **only 29% of Nebraska's high school graduates in the class of 2009 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.** This percentage is two points higher than in 2008 but still relatively low.

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- Average ACT composite scores and the percentages of students who meet or exceed ACT College Readiness Benchmark Scores vary significantly by race/ethnicity.
- As shown in [Figure 1.1.b.6](#), the average composite scores for Hispanics, Native Americans and black non-Hispanics who graduated from Nebraska high schools in 2004 or 2009 were lower than the average composite scores of their white non-Hispanic and Asian/Pacific Islander classmates.
- [Figure 1.1.b.6](#) also shows that the average composite scores of Asians/Pacific Islanders increased by nine-tenths of a point between 2004 and 2009. The average scores of white non-Hispanics, Hispanics and Native Americans increased by four- to six-tenths of a point. However, the average composite score for black non-Hispanics was the same in 2009 as it was in 2004.

Figure 1.1.b.6
Nebraska Average ACT Composite Scores by Race/Ethnicity
2009 Compared to 2004 Baseline¹



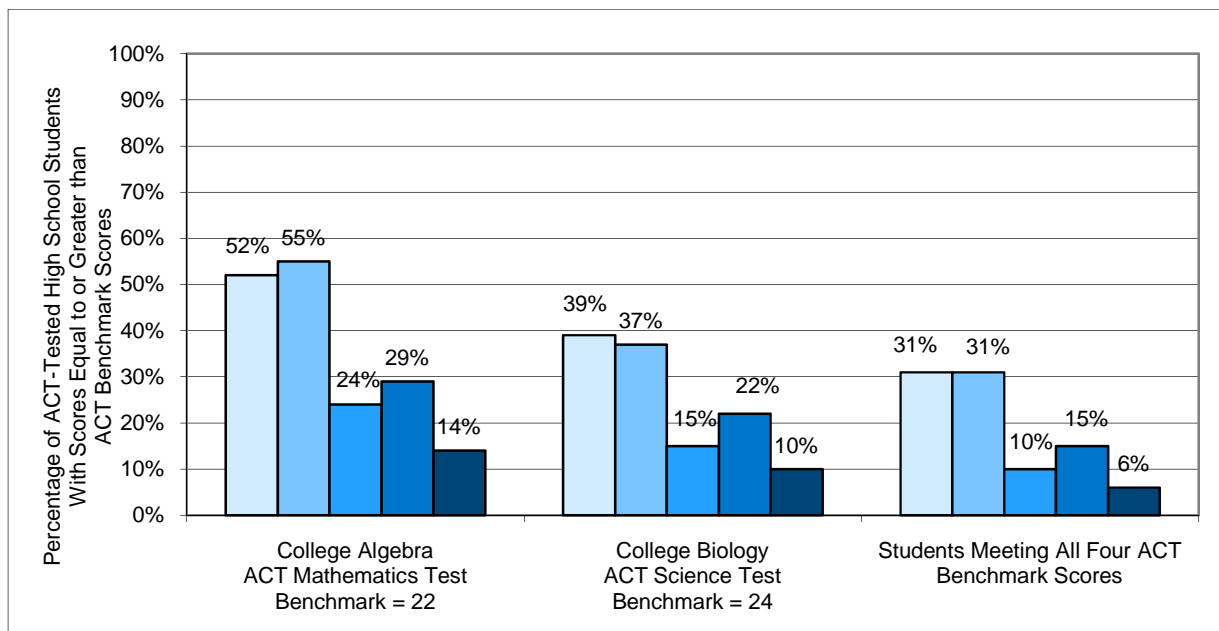
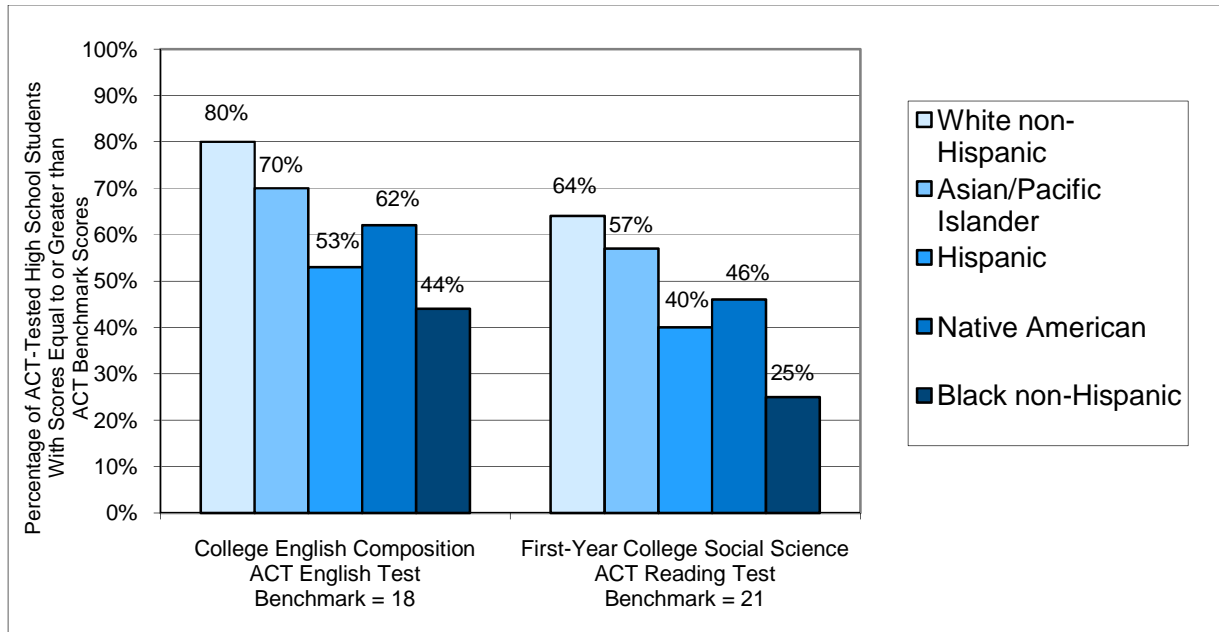
¹Source: ACT High School Profile Report for Nebraska, 2004 and 2009.

- Based on the data for the graduating class of 2009 summarized in [Figure 1.1.b.7](#) on the next page, significantly lower percentages of Hispanics, Native Americans and black non-Hispanics are sufficiently prepared for college-level coursework, compared to their white or Asian/Pacific Islander classmates.
- For example, only 24% of the ACT-tested Hispanics in the class of 2009 met or exceeded the ACT College Readiness Benchmark Score in mathematics, indicating that they were sufficiently prepared to earn at least a C in college algebra, compared to 52% of the white students and 55% of the Asian/Pacific Islander students. Similarly, only 29% of the ACT-tested Native Americans and 14% of the black non-Hispanics met or exceeded the benchmark score in mathematics.
- As shown on the next page, the same pattern of percentages is evidenced for the ACT tests in English, reading, mathematics and science, even though the percentages of students who met or exceeded the ACT College Readiness Benchmarks vary by subject matter area.

- In addition, the following chart shows that only 10% of Hispanics, 15% of Native Americans and 6% of blacks in the graduating class of 2009 met or exceeded the ACT College Readiness Benchmarks for all four subject-matter tests.

Figure 1.1.b.7

Percentages of ACT-Tested High School Students in the Graduating Class of 2009 Who Met or Exceeded ACT College Readiness Benchmark Scores That Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity¹



¹Source: ACT High School Profile Report for Nebraska, 2009. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses.

The Importance of the ACT-Recommended High School Core Curriculum

ACT, Inc. defines the core, college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I). Specifically, the core is defined as consisting of the following courses:

- 4 years of English (English 9, English 10, English 11, and English 12)
- 3 years of Math (selected from Algebra I, Algebra II, Geometry, Trigonometry, and Calculus)
- 3 years of Social Sciences (selected from American History, World History, American Government, Economics, Geography, and Psychology)
- 3 years or more of Natural Sciences (selected from General/Physical/Earth Science, Biology, Chemistry, and Physics)

When students register to take the ACT Assessment, they are asked to report the courses they have taken or plan to take before they graduate from high school. Based on the combinations of courses that students report they have taken or plan to take, ACT, Inc. conducts research to determine how taking the core—or more than the core—is related to scores on the ACT Assessment and academic achievement in college.

- The research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to successfully progress through postsecondary education programs than students who do not complete the core courses recommended for students preparing to go to college.
- Furthermore, recent research conducted by ACT, Inc. indicates that students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college than students who take the minimum core. This research also indicates that students whose coursework beyond the core includes advanced courses in mathematics, such as trigonometry or calculus, as well as courses in biology, chemistry and physics, are the likeliest of all high school students to be ready for college-level coursework.¹

Consequently, it is important to monitor the average ACT composite scores of students who report that they completed the core—or more than the core—compared to the scores of students who report taking less than the minimum core courses.

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum

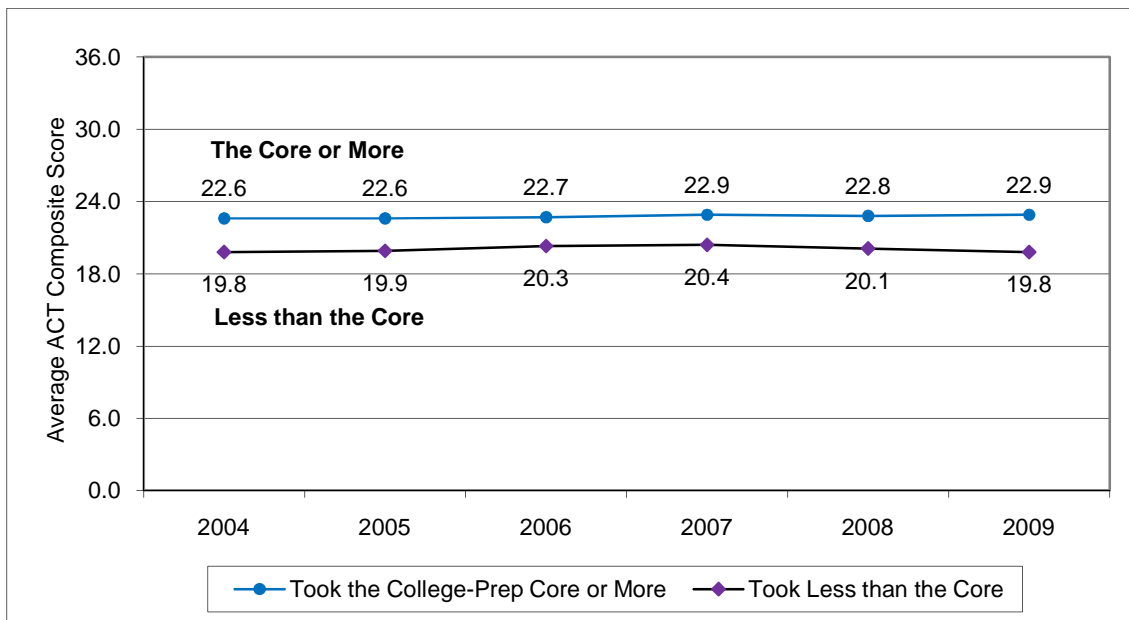
- As shown in Figure 1.1.b.8 on the next page, Nebraska students who have taken or plan to take the core college preparatory courses—or more than the core—in high school have consistently scored higher on the ACT than the students who have completed or plan to complete less than the minimum core.
- Of the ACT-tested students in the class of 2009, those who took the core or more had an average composite score of 22.9 compared to an average score of 19.8 for the students who reported that they took courses that did not meet the minimum core requirements.

¹Executive Summary, *Crisis at the Core: Preparing All Students for College and Work*, ACT, Inc., 2005, page 3, and ACT High School Profile Report for Nebraska, 2009, pages 21-22.

- As also evidenced in [Figure 1.1.b.8](#), the average ACT composite score for the students who took the core or more increased by three-tenths of a point between 2004 and 2009, whereas the average score for students who took less than the core decreased in 2009 to the same level it was in 2004 after increasing by six-tenths between 2004 and 2008.
- The reports provided by ACT do not explain why the average ACT composite score of Nebraska students who have taken less than the core improved to a slightly greater degree than the average composite score of students who completed the core or more and then decreased to the 2004 level.
- Regardless of unexplained score variations, the data summarized in [Figure 1.1.b.8](#) provides strong evidence that taking the college-preparatory curriculum continues to have a positive effect on ACT composite scores and improves a student's chances for achieving academic success in college-level courses.
- Furthermore, as shown in [Figure 1.1.b.9](#) on the next page, the average ACT composite score is higher for students who complete the core than for students who take less than the core, regardless of race/ethnicity. Note: In Nebraska, high school graduation requirements are set by each school district individually and may or may not include "the core" as defined by ACT, Inc.

Figure 1.1.b.8

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2004–2009¹

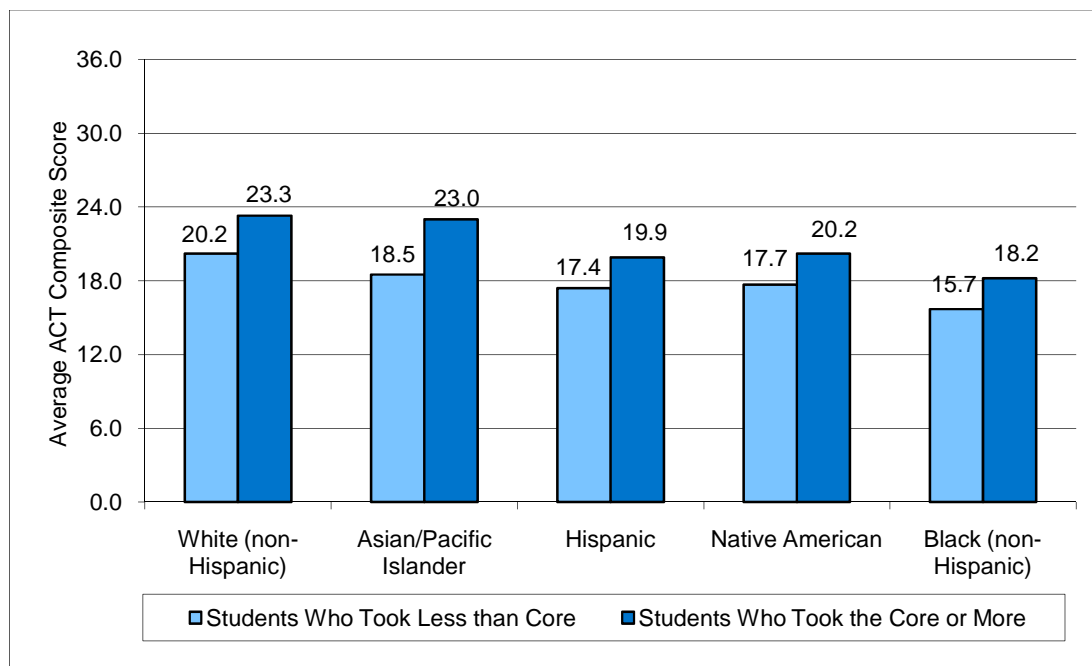


¹Data Source: ACT High School Profile Reports for Nebraska, 2004–2009. ACT, Inc. defines the core college-preparatory high school curriculum (or what is simply called "the core") as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I).

- Taking “the core or more” helps students of every race/ethnicity.

Within each of the five racial/ethnic groups, the average ACT composite score was higher for the students in the graduating class of 2009 who took the college-preparatory core than the average score for students who took less than the core, as illustrated in [Figure 1.1.b.9](#).

Figure 1.1.b.9
2009 Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity¹



¹Data Source: ACT High School Profile Report for Nebraska, 2009. Numbers of students tested: White (non-Hispanic) 13,579, Asian/Pacific Islander 281, Hispanic 852, Native American 117, black (non-Hispanic) 647.

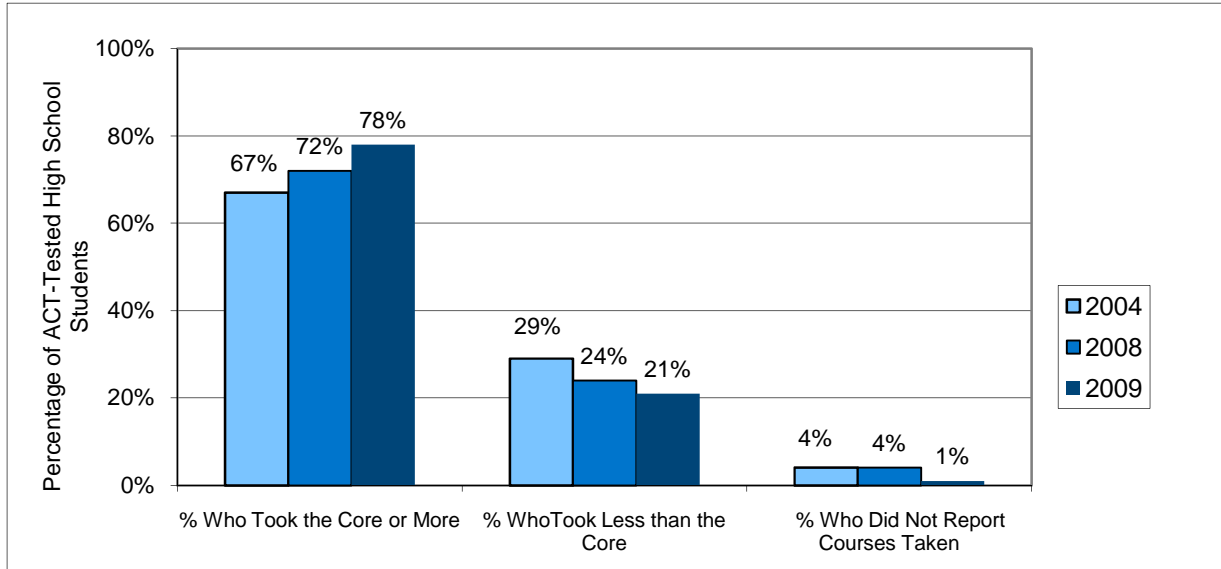
The Percentage of Nebraska ACT-Tested Students Who Take the Core or More

As mentioned earlier in this section, the students themselves report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Self reporting may make the data less accurate and/or reliable. The percentage of ACT-tested students who reported the courses they took or planned to take in high school was 96% in 2004 and 2008, and in 2009, the percentage increased to 99%. As a result, it is possible to compare the percentages of ACT-tested students in the classes of 2008 and 2009 who took the core or more to the percentage of ACT-tested 2004 high school graduates who took the core or more.

- A direct comparison of 2004, 2008 and 2009 percentages indicates that the percentage of high school students who take the core or more noticeably increased over the past six years. As shown in [Figure 1.1.b.10](#) on the following page, the percentage of students who reported that they took the core or more was five percentage points higher in 2008 than in 2004. In 2009, the percentage of students who reported that they took the core or more was 11 percentage points higher than in 2004, which is the baseline for this report. Conversely, the percentage of students who have said that they took less than the core decreased.

Figure 1.1.b.10

Percentages of Nebraska's ACT-Tested Students Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School 2008 and 2009 Compared to 2004 Baseline¹

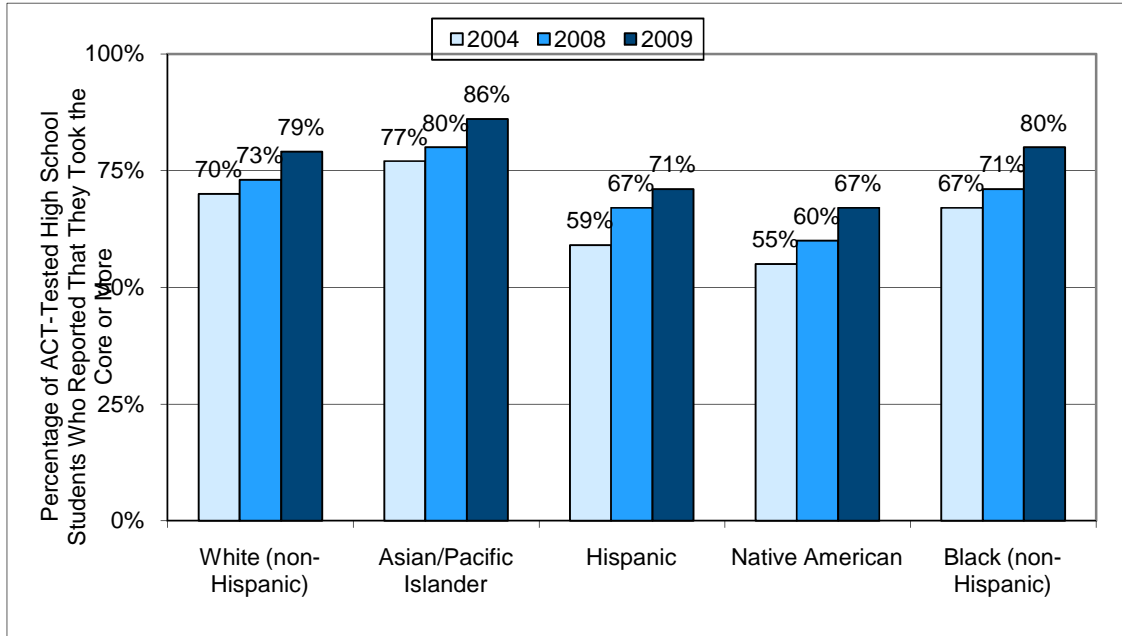


¹Data Source: ACT High School Profile Report for Nebraska, 2007. See [Table A4.3](#) in [Appendix 4](#) for supporting data.

- [Figure 1.1.b.11](#) on the next page shows that an increasing percentage of the ACT-tested students in each of the five major racial/ethnic groups have reported taking the core or more in high school.
- However, as shown in [Figure 1.1.b.12](#), significantly lower percentages of Hispanic, Native American, and black non-Hispanic high school graduates in Nebraska are taking the ACT Assessment than their white non-Hispanic and Asian/Pacific Islander classmates.

Figure 1.1.b.11

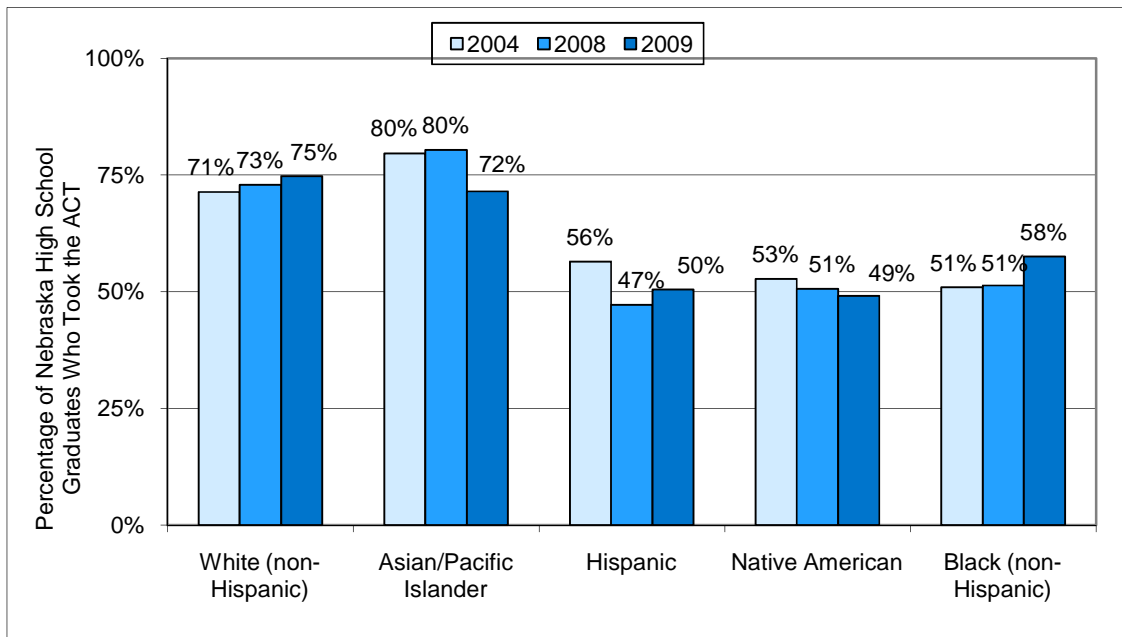
Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2008 and 2009 Compared to 2004 Baseline¹



¹Data Source: ACT High School Profile Report for Nebraska, 2004, 2008 and 2009.

Figure 1.1.b.12

Percentage of Nebraska High School Graduates Who Took the ACT Assessment by Race/Ethnicity 2008 and 2009 Compared to 2004 Baseline¹



¹Data Sources: ACT High School Profile Report for Nebraska, 2004, 2008 and 2009. See Table A4.4 in Appendix 4 for supporting data.

1.1.c College Continuation Rates

Increase the proportion of Nebraska high school graduates who enroll in postsecondary education.

One strategic approach to increasing the total number of students who enroll at Nebraska's postsecondary institutions is to increase the state's college continuation rate, or the percentage of Nebraska high school graduates who go to college. (A college-continuation rate is sometimes called a college-going rate.)

This section of the *2010 Nebraska Higher Education Progress Report* focuses on the Commission estimates of Nebraska's college continuation rates using data obtained from the Nebraska Department of Education and the National Center for Education Statistics (NCES) in the U.S. Department of Education. The Nebraska Department of Education provides the total number of Nebraska high school graduates in any given year. Estimates of the numbers of Nebraskans going onto college at degree-granting and non-degree-granting institutions are based on data collected every two years by the NCES through the Integrated Postsecondary Education Data System (IPEDS).

Using available data from IPEDS, college continuation rates are estimated only for first-time freshmen who go to college within 12 months of high school graduation. Other students go to college for the first time more than a year after they finish high school. However, college continuation rates do not take them into account because the NCES does not require institutions to report when each of the students in this category graduated from high school.

Colleges continuation rates based on IPEDS data also are limited to first-time freshmen who start college in the fall term or preceding summer of the academic year following their graduation from high school. First-time freshmen who wait to start college later in the academic year are not included.

Another limitation of the college continuation rates based on IPEDS data is that they cannot be calculated for any subgroups based on gender, race/ethnicity, household income, or any other demographic or socioeconomic variable. Using IPEDS data, a college continuation rate can be estimated only for the total number of students who graduated from Nebraska high schools during a given school year.

The latest available IPEDS data were reported by institutions for first-time freshmen who started college in fall 2008, providing a basis for estimating the college continuation rate for students who graduated from Nebraska high schools during the 2007–2008 school year. In this section, the estimated college continuation rate for fall 2008 is compared to estimates for previous years, including fall 2002, which is the baseline for this report.

An approach to estimating college continuation rates that overcomes major limitations of using IPEDS data is to use data available from the National Student Clearinghouse (NSC). The NSC is a not-for-profit organization that serves as a central repository of postsecondary student enrollment, degree, and diploma data voluntarily submitted by more than 3,300 colleges and universities. These institutions enroll 96% of the college students in the United States.

Working in cooperation with the Nebraska Department of Education, the Coordinating Commission analyzed data obtained from the NSC to estimate the college continuation rates for male and female low-income and non-low-income students who graduated from Nebraska public high schools during the 2007–2008 school year. The findings of this research are

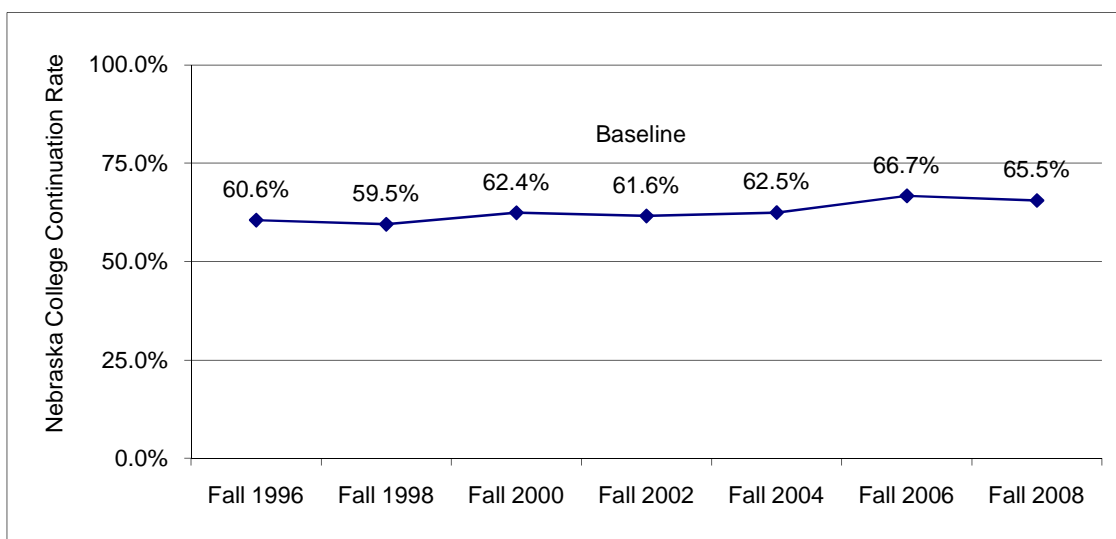
presented at the end of this section as a supplement to the Commission’s estimate of Nebraska’s state-wide college continuation rate for fall 2008 that is based on IPEDS data.

Nebraska Statewide College Continuation Rates Based on IPEDS Data

- Using IPEDS data, the college continuation rate is the number of Nebraska-resident, first time freshmen who graduated from high school within the past 12 months, divided by the number of students who graduated from Nebraska high schools during the previous school year.
- As evidenced in [Figure 1.1.c.1](#), the estimated college continuation rate for Nebraska high school graduates who attended degree-granting institutions anywhere in the United States rose from 61.6% in fall 2002, which is the baseline for this report, to 66.7% in fall 2006. In fall 2008, the rate decreased slightly to 65.5%, a net increase of 3.9% since fall 2002.
- A higher college continuation rate in 2008 resulted in a 9.0% increase in the number of Nebraska-resident, first-time freshmen who attended degree-granting institutions within 12 months of graduating from high school, while there was only a 2.5% increase in the number of Nebraska high school graduates between 2002 and 2008. (See [Table A5.1](#) in [Appendix 5](#) for supporting data.)

Figure 1.1.c.1

**College Continuation Rate for Nebraska High School Graduates Who Attended Degree-Granting Institutions in the United States within 12 Months of High School Graduation
Fall 1996 – Fall 2008¹**

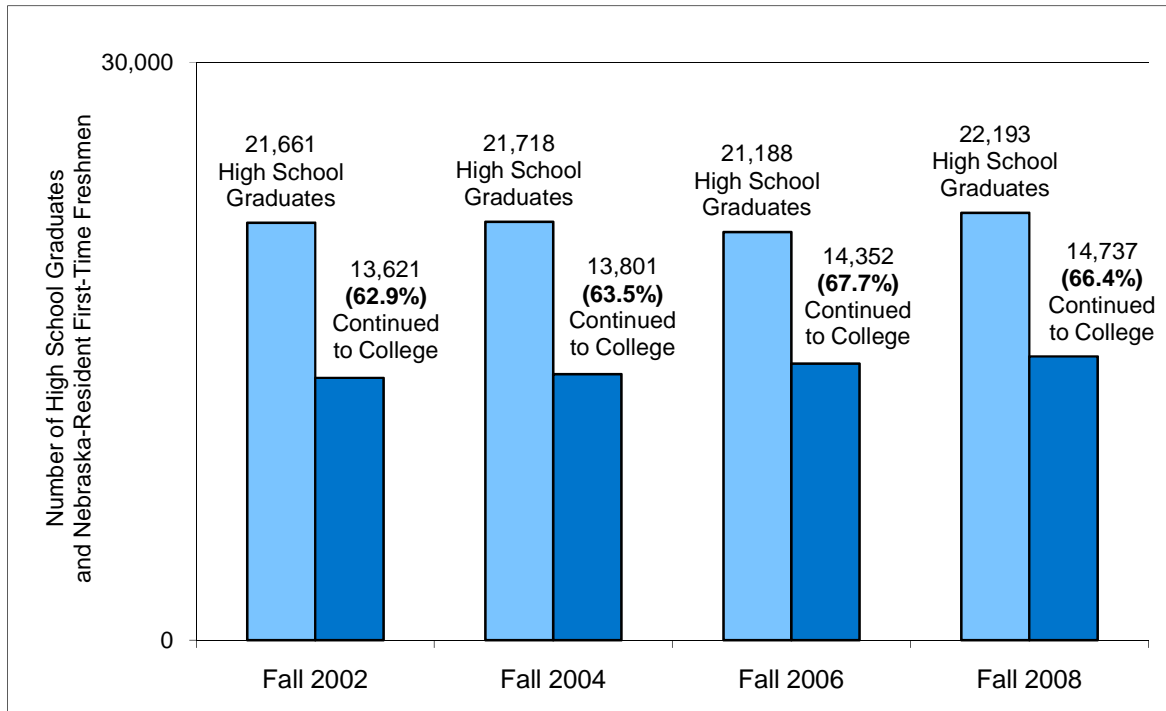


¹Data Sources: Nebraska Department of Education and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), surveys for fall 1996–2008. See [Table A5.1](#) in [Appendix 5](#) for supporting data and a technical note.

- Adding the number of high school graduates who attended non-degree-granting institutions only slightly increases the estimated college continuation rate for Nebraska.
- As illustrated in [Figure 1.1.c.2](#) on the next page, the college continuation rate for Nebraska students who graduated in the high school class of 2008 and attended degree-granting and non-degree granting colleges in fall 2008 was 66.4%, a 3.5% increase from the 62.9% continuation rate in 2002. See [Table A5.1](#) and [Table A5.2](#) in [Appendix 5](#) for supporting data.

Figure 1.1.c.2

College Continuation Rate for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States within 12 Months of High School Graduation Fall 2004, 2006 and 2008 Compared to Fall 2002¹



¹Data Sources: Nebraska Department of Education, January 2007 and January 2009, and the National Center for Education Statistics, IPEDS fall 2002, 2004, 2006 and 2008 surveys. Includes full-time and part-time students. See [Table A5.2](#) in [Appendix 5](#) for supporting data and a technical note.

- The most recent national study of college continuation rates is limited to students who attended degree-granting institutions as first-time freshmen. Based on the state-to-state comparisons reported in the study, Nebraska's college continuation rates have been above the national rates and higher than the rates for many other states.¹

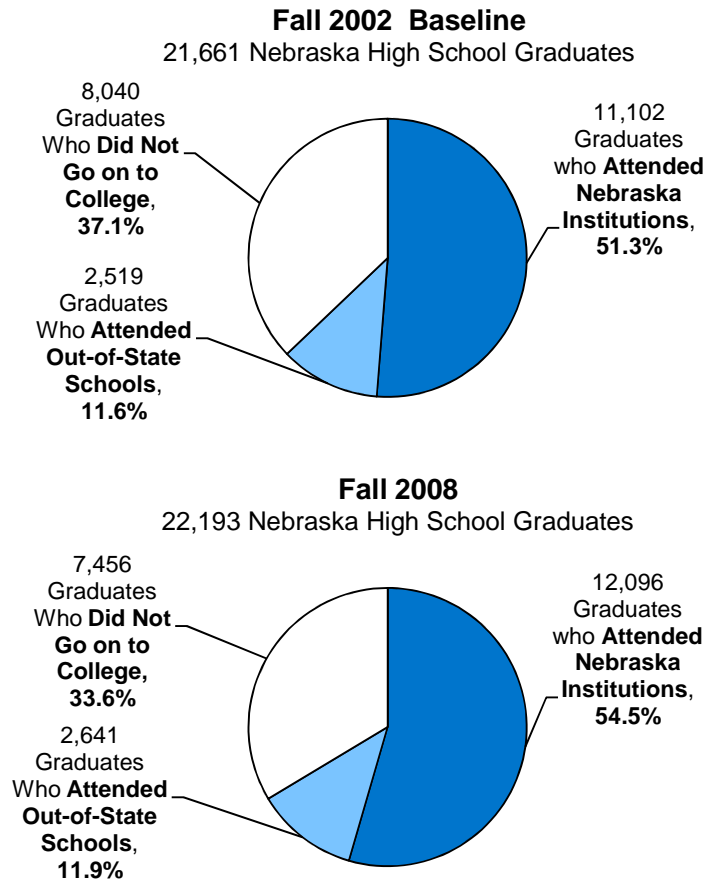
¹Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, 2002, 2004 and 2006 College Continuation Rate Comparisons by State included in the Spreadsheet for Chance for College, updated in February 2009. Based on data from the National Center for Education Statistics (NCES), this source calculated that Nebraska's college continuation rate for students attending degree-granting institutions in fall 2006 was 64.5% or the 19th highest in the United States. However, the estimated numbers of high school graduates used in computing Nebraska's college continuation rates for 2002, 2004 and 2006 are higher than the official numbers from the Nebraska Department of Education, resulting in underestimated rates. Since it is not known whether the rates reported for other states are underestimated to the same degree, it is only safe to say that Nebraska's college continuation rates in 2002, 2004 and 2006 were above the corresponding national averages and higher than the rates for many other states. College continuation rates by state are expected to be available in late spring 2010 from Postsecondary Education OPPORTUNITY.

In-State and Out-of-State College Continuation Rates

- The statewide college continuation rate for Nebraska high school graduates can be partitioned in to two rates:
 - the in-state college continuation rate, which is the percentage of Nebraska high school graduates who attend postsecondary institutions in Nebraska within 12 months of high school graduation
 - the out-of-state college continuation rate, which is the percentage of Nebraska high school graduates who continue on to college at out-of-state institutions within 12 months of graduating from high school.
- The Commission estimates that the in-state college continuation rate for degree-granting institutions was 53.7% for Nebraska high school graduates in 2007-2008, up from 50.0% of the 2001-2002 high school graduates who attended degree-granting institutions in Nebraska.
- In comparison, the out-of-state college continuation rate increased from 11.6% for the graduating class of 2002 to 11.8% for 2005-2006 Nebraska high school graduates who attended degree-granting institutions in other states.
- As illustrated in Figure 1.1.c.3 on the next page, the Commission estimates that Nebraska's in-state college continuation rate was 54.5% for the state's 2007-2008 high school graduates who attended degree-granting or non-degree-granting colleges, up 3.2% from fall 2002 when 51.3% of Nebraska's 2001-2002 high school graduates enrolled at colleges and universities in Nebraska.
- Over the same period, the out-of-state college continuation rate for both degree-granting and non-degree-granting schools increased only slightly, from 11.6% of the high school graduating class of 2001-2002 to 11.9% of Nebraska high graduates in 2007-2008, an increase of 0.3%.
- The net effect of these increases is that the estimated percentage of Nebraska high school graduates who do not go on to college within 12 months decreased from 37.1% of the high school class of 2001-2002 to 33.6% of the graduates in 2007-2008.
- See Table A5.3 in Appendix 5 for supporting data.

Figure 1.1.c.3

In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions and the Percentage Who Did Not Go on to College within 12 Months of High School Graduation Fall 2008 Compared to Fall 2002¹



¹Date Sources: Nebraska Department of Education, January 2007 for 2001-2002 high school graduates and January 2009 for 2007-2008 graduates, and the National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A5.3](#) in [Appendix 5](#) for supporting data.

Percentages of Students Who Continue Their Education at Public and Private Institutions

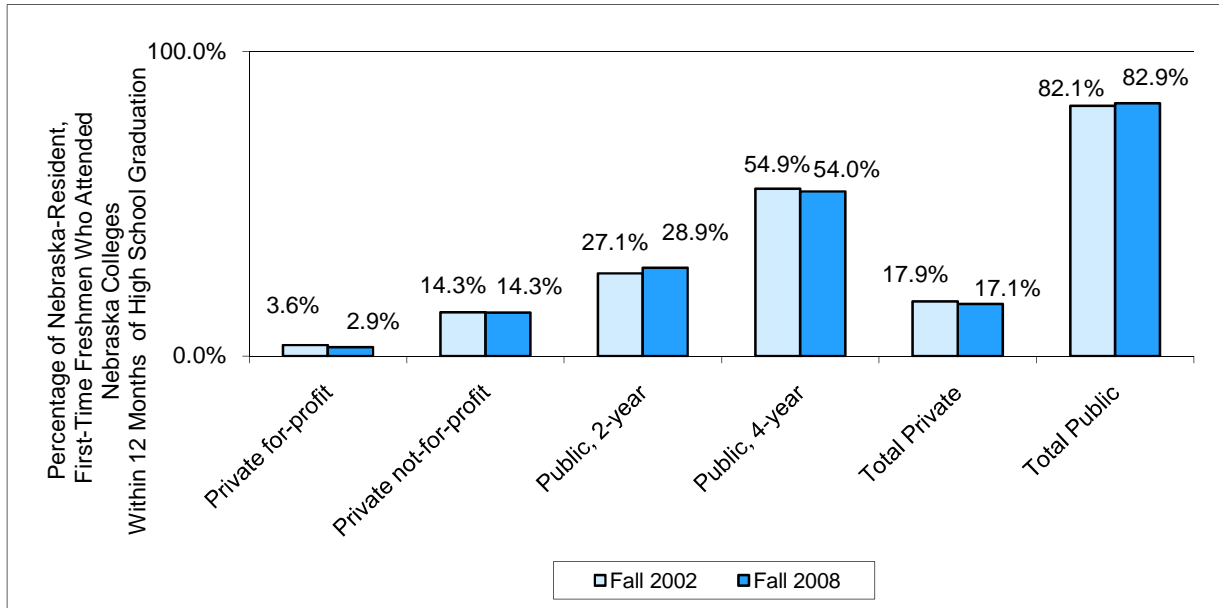
- Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools.
- As shown in Parts A and B of [Figure 1.1.c.4](#) on the next page, which is based on IPEDS data, the pattern of attendance of Nebraska-resident, first-time freshmen who go to college in Nebraska within a year of graduating from high school is different from the pattern of Nebraskans who go out of state to school their freshman year.
- Part A of [Figure 1.1.c.4](#) shows that 83% of the first-time freshmen who stay in state attend Nebraska's public colleges or universities, compared to 17% who go to private, for-profit or non-profit institutions within the state.

- In contrast, Part B of [Figure 1.1.c.4](#) reveals that about 57% of the first-time freshmen who go out of state attend public institutions, while 43% go to private institutions.

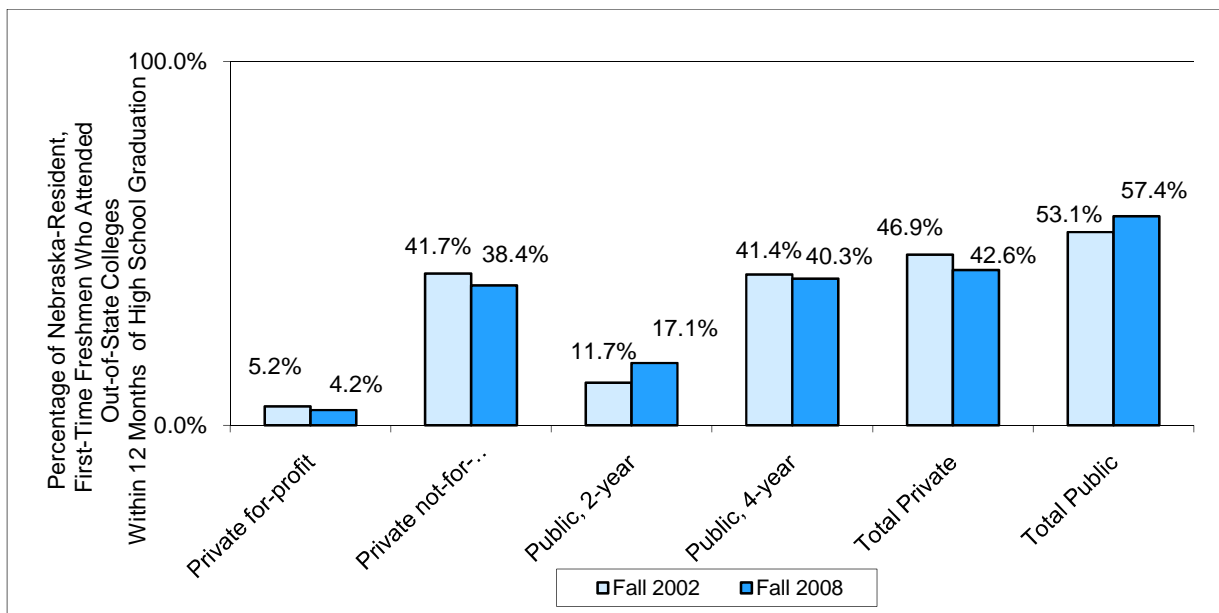
Figure 1.1.c.4

Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State, Degree-Granting and Non-Degree-Granting Institutions Within 12 Months of High School Graduation Fall 2008 Compared to Fall 2002¹

Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions



Part B: Nebraska-Resident Freshmen Who Attended Out-of-State Institutions



¹Date Source: National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A5.4](#) in [Appendix 5](#) for supporting data.

- The charts on the preceding page also show that a slightly higher percentage of Nebraska-resident first-time freshmen attended Nebraska's public, two-year community colleges in fall 2008 than in fall 2002. This trend is even more evident among the first-time freshmen from Nebraska who attended out-of-state institutions within 12 months of high school graduation.
- As shown in Part B of [Figure 1.1.c.4](#), 17% of the Nebraska-resident first-time freshmen at out-of-state institutions attended public, two-year colleges in fall 2008, compared to about 12% in fall 2002.
- Compared to the public, two-year colleges, the other sectors of in-state and out-of-state institutions attracted the same or lower percentages of first-time freshmen from Nebraska in fall 2008 than they did in fall 2002.

College Continuation Rates for Male and Female Low-Income and Non-Low-Income Nebraska Public High School Graduates Based on National Student Clearinghouse Data

With the assistance of the Nebraska Department of Education (NDE), the Coordinating Commission used data from the National Student Clearinghouse to estimate the college continuation rates for the students who graduated from Nebraska public high schools during the 2007–2008 school year. These estimates included only “on time” graduates--students who graduated from high school in four years or less. Students who graduated from Nebraska's nonpublic (private) high schools or who required longer than four years to graduate were not included in this research.

College continuation rates were estimated using the records for all public high school graduates in 2007–2008 that are maintained by the NDE and college enrollment records obtained from the National Student Clearinghouse on April 7, 2009.¹ The enrollment records received from the Clearinghouse included 2007–2008 graduates of Nebraska's public high schools who started college in the spring term of the 2008–2009 academic year, as well as the students who enrolled in college in fall 2008 or the preceding summer. However, the Coordinating Commission's analysis of the college enrollment records received from the Clearinghouse indicated that these records did not include a few hundred students who continued on to college in 2008–2009. These students were not included because they attended private, not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. As a result of these exclusions, the college continuation rates reported in this section are underestimated to at least some degree.

Using student records from the NDE and the enrollment data from the Clearinghouse, the Coordinating Commission estimated the college continuation rate for all public high school students who earned regular diplomas during the 2007–2008 school year.² In addition, the Commission asked the NDE to determine the number of male and female low-income students

¹Prior to April 7, 2009, the Nebraska Department of Education (NDE) submitted an electronic file of Nebraska's 2007-2008 public high school graduates to the National Student Clearinghouse. April 7, 2009 is the date on which the NDE received the electronic file of college enrollment records for the 2007-2008 public high school graduates from the Clearinghouse. The NDE then forwarded a copy of these files to the Commission for analysis.

²The Coordinating Commission also estimated the college continuation rates for each of the 284 public high schools in Nebraska that award regular high school diplomas. The report of this research is not available on the Commission's Web site, but a copy can be obtained by calling the Commission office.

in the 2007–2008 graduating class and to determine how many of these students continued on to college, based on enrollment records obtained from the Clearinghouse.¹ Using the counts provided by NDE, the Commission estimated the college continuation rates for male and female low-income and non-low-income students who graduated from public schools in 2007–2008.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches.²

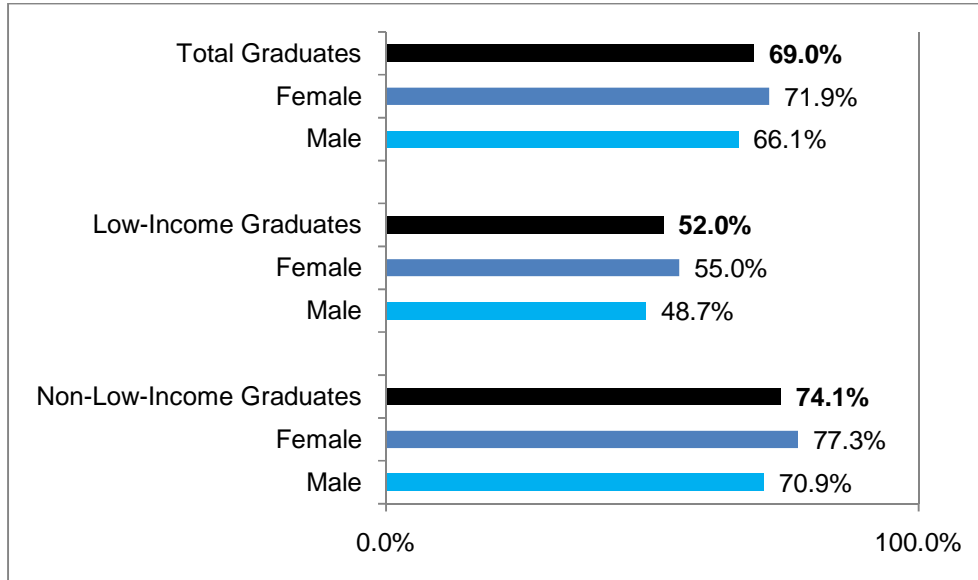
Summary of Findings

- Of the 20,036 students who graduated from Nebraska’s public high schools in 2007–2008, 13,831 enrolled in college sometime prior to April 7, 2009, resulting in a statewide public high school college continuation rate of 69.0% as of April 7, 2009.
- The statewide rate of 69.0% for public high school graduates is higher than the Nebraska statewide college continuation rate of 65.5% based on fall 2008 IPEDS data primarily because students who enrolled in the spring, but not in the fall or preceding summer, are included in National Student Clearinghouse enrollment records.
- Female students accounted for 50.3% of the 2007–2008 public high school graduates, and male students accounted for about an equal proportion of the graduates or 49.7%.
- However, as shown in [Figure 1.1.c.5](#) on the next page, the college continuation rate for female graduates of Nebraska public high schools in 2007–2008 was 71.9%, compared to a 66.1% college continuation rate for male graduates.
- Female students accounted for 52.9% of the low-income graduates and for 49.5% of the non-low-income graduates from Nebraska public high schools in 2007–2008.
- As shown in [Figure 1.1.c.5](#) on the preceding page, the college continuation rate for female graduates was significantly higher than the rate for male graduates among both the low-income and non-low-income students who graduated in 2007–2008.
 - Among the low-income graduates, 55.0% of the female students continued on to college, compared to 48.7% of the male graduates.
 - Among the non-low-income students, 77.3% of the female graduates went to college, compared to 70.9% of the male graduates.
- As a result of their higher college continuation rates, female graduates accounted for 56.0% of the low-income graduates who continued on to college and 51.6% of the non-low-income graduates who enrolled in postsecondary institutions.

¹The numbers of non-low-income graduates were determined by subtracting the numbers of male and female low-income graduates from the total numbers of graduates provided by the NDE.

²The non-low-income students in this study included at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category could not be identified and excluded for the purposes of analysis.

Figure 1.1.c.5
College Continuation Rates
for 2007-2008 Nebraska Public High School Graduates
by Student Income Status and Gender¹



¹Data Sources: Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 7, 2009. See [Table A5.5](#) in [Appendix 5](#) for supporting data.

- In comparison, male students accounted for 44.0% of the low-income graduates who went to college and 48.4% of the non-low-income graduates who continued on to college.
- Directly comparing the students in the two income categories clearly shows that the college continuation rate for low-income students was significantly lower than the comparable rate for graduates from non-low-income households, regardless of gender.
- However, the lowest college continuation rate revealed by this study was for male high school graduates from low-income households.
- See [Table A5.5](#) and [Table A5.6](#) in [Appendix 5](#) for supporting data.

1.2 Nebraska High School Graduates Who Go to College in Nebraska

Increase the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska.

The analysis of college continuation rates, summarized in the previous section of this report, revealed that the estimated proportion of Nebraska high school graduates who attended degree-granting institutions in Nebraska within a year of high school graduation increased from 50.0% in fall 2002 to 53.7% in fall 2008. Over the same four-year period, the percentage who attended out-of-state institutions increased from 11.6% to 11.8% for a total college continuation rate of 65.5% in fall 2008.

While monitoring and increasing Nebraska's college continuation rates is important, another approach to increasing college enrollment in Nebraska that was recommended by the 2003 LR 174 Higher Education Task Force is to increase the proportion of Nebraska high school graduates who pursue their postsecondary education in their home state, rather than going out of state to college.

The data required to monitor the proportion of Nebraska high school graduates who go to colleges and universities in Nebraska or other states are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center of Education Statistics in the U.S. Department of Education. This section compares the latest available IPEDS data, which are for fall 2008, to 2002 baseline statistics.

The best available estimate of the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska is the number of students with Nebraska residency who enroll at Nebraska degree-granting institutions as first-time freshmen within a year of graduating from high school, compared directly to the number who go out of state to college. Consequently, this section provides a detailed analysis of the numbers and percentages of Nebraska high school graduates who attended Nebraska and out-of-state, degree-granting institutions as first-time freshmen within 12 months of graduating from high school between fall 2002 and fall 2008.¹

Nebraska-resident, first-time freshmen who start college at Nebraska or out-of-state degree-granting institutions more than 12 months after they graduated from high school are also of interest. However, since there is no way of knowing exactly when they received their diplomas from Nebraska or out-of-state high schools, these students are considered separately in the analysis reported in this section.

Data reported by non-degree-granting schools are excluded from the following analysis because the residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002, which is the baseline for this analysis. See Explanatory Note A6.1 in Appendix 6 for more information on the collection and limitations of the data analyzed in this section.

¹For the purposes of IPEDS reporting, first-time freshmen are defined to be degree-seeking students. Students who are taking courses for credit but who are not seeking degrees are not (or should not) be included in first-time freshmen cohorts.

Changes in the Number of Nebraska-Resident, First-Time Freshmen Enrolled at Degree-Granting Institutions by Length of Time Since High School Graduation

- Between fall 2002 and fall 2008, there was an increase in the number of Nebraska-resident, first-time freshmen who attended degree-granting institutions within one year of high school graduation. But there was a much larger decrease in the number of first-time freshmen who enrolled in college more than a year after they graduated from high school, as shown in Table 1.2.1. As a result, total enrollment of Nebraska-resident first-time freshmen at degree-granting institutions decreased by 9.6% over the six-year period.
- The 9.6% decrease in the number of Nebraska-resident first-time freshmen who attended degree-granting colleges and universities between fall 2002 and fall 2008 is due entirely to the 48.1% decrease in the number of Nebraskans who started college more than one year after high school graduation. This steep decline is discussed in detail later in this section.

**Table 1.2.1
Nebraska-Resident, First-Time Freshmen Enrolled at Degree-Granting
Postsecondary Institutions Classified by Length of Time Since High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002¹**

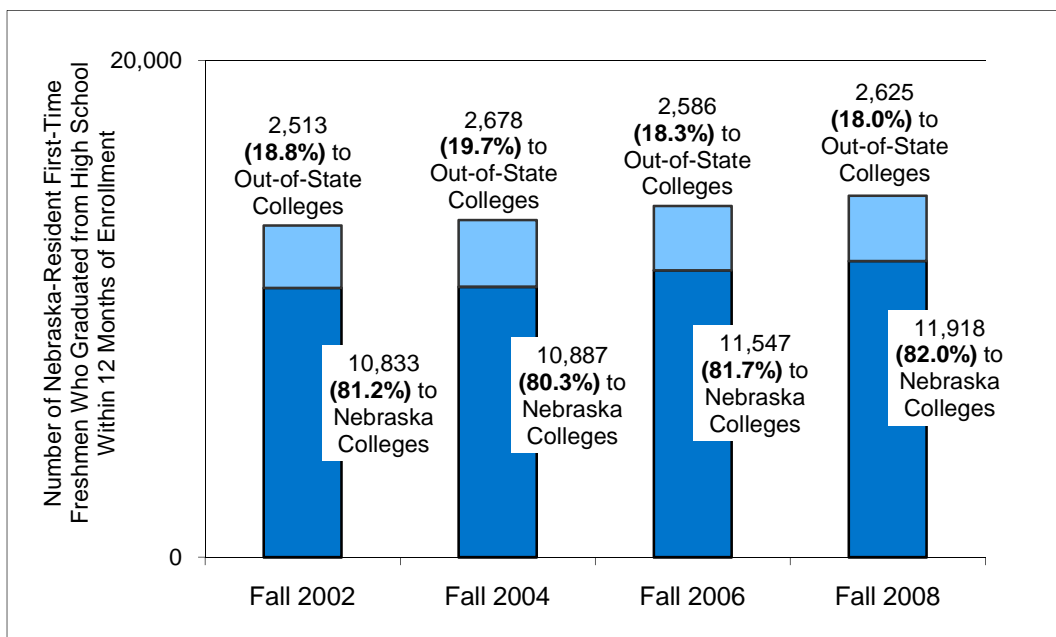
Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions						Change in the Number and Percentage of Students Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Graduated during the 12 Months Prior to College Enrollment	13,346	67.4%	13,565	72.6%	14,133	77.1%		
Graduated More than 12 Months Prior to College Enrollment	6,461	32.6%	5,128	27.4%	4,189	22.9%		
Total	19,807	100.0%	18,693	100.0%	18,322	100.0%		
	Fall 2008						n	%
	n	%						
Graduated during the 12 Months Prior to College Enrollment	14,543	81.3%					1,197	9.0%
Graduated More than 12 Months Prior to College Enrollment	3,353	18.7%					-3,108	-48.1%
Total	17,896	100.0%					-1,911	-9.6%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School Within 12 Months of College Enrollment

- The net increase of 1,197 students between 2002 and 2008, shown in [Table 1.2.1](#) on the preceding page, is attributable to an increase of 112 Nebraska-resident, first-time freshmen who enrolled at out-of-state degree-granting schools within 12 months of high school graduation and an increase of 1,085 students who pursued their postsecondary education at degree-granting institutions in Nebraska. (See [Table A6.1](#) in [Appendix 6](#) for supporting data.)
- As illustrated in [Figure 1.2.1](#) below, the enrollment increases between fall 2002 and fall 2008 resulted in a higher percentage of Nebraska-resident, first-time freshmen starting college in Nebraska, while a lower percentage pursued their postsecondary education out of state.

Figure 1.2.1
Number and Percentage of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions Within 12 Months of Graduation from High School
Fall 2002–Fall 2006¹



¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A6.1](#) in [Appendix 6](#) for supporting data.

- As illustrated in [Figure 1.2.2](#), the increase in the percentage of recent Nebraska high school graduates who pursued their postsecondary education in their home state is attributable to the fact that all of the higher education sectors attracted more of these students in fall 2008 than in fall 2002. Specifically, enrollments of Nebraska-resident first-time freshmen increased as follows:

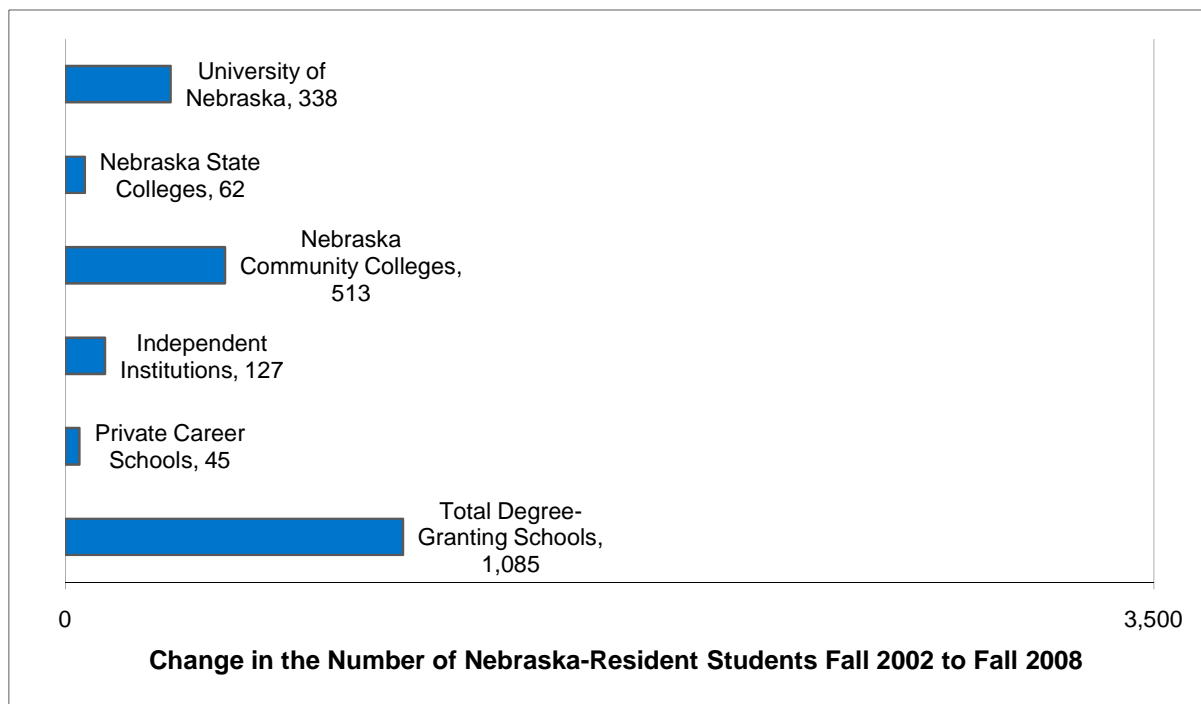
University of Nebraska	up 6.4%	5,313 in 2002 to 5,651 in 2008
Nebraska State College System	up 7.0%	880 in 2002 to 942 in 2008
Nebraska Community Colleges	up 17.6%	2,918 in 2002 to 3,431 in 2008
Nebraska independent institutions	up 7.9%	1,600 in 2002 to 1,727 in 2008
For-profit degree-granting schools	up 36.9%	122 in 2002 to 167 in 2008

See [Table A6.2](#) in [Appendix 2](#) for supporting data, including 2004 and 2006 enrollments.

- As mentioned previously, out-of-state, degree-granting schools attracted only 112 more first-time freshmen from Nebraska in fall 2008 than in fall 2002, resulting in a net decrease in the percentage of recent high school graduates who went out of state to pursue their postsecondary education.
- See the *Fall 2006 Nebraska Report on the Residence and Migration of First-Time Freshmen* for detailed information on the out-of-state colleges and universities attended by Nebraska-resident first-time freshmen. This report is available on the Coordinating Commission Web site, www.ccpe.state.ne.us. An update is scheduled for publication when the data for fall 2010 are available in 2011.

Figure 1.2.2

Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2008 Compared to Fall 2002¹



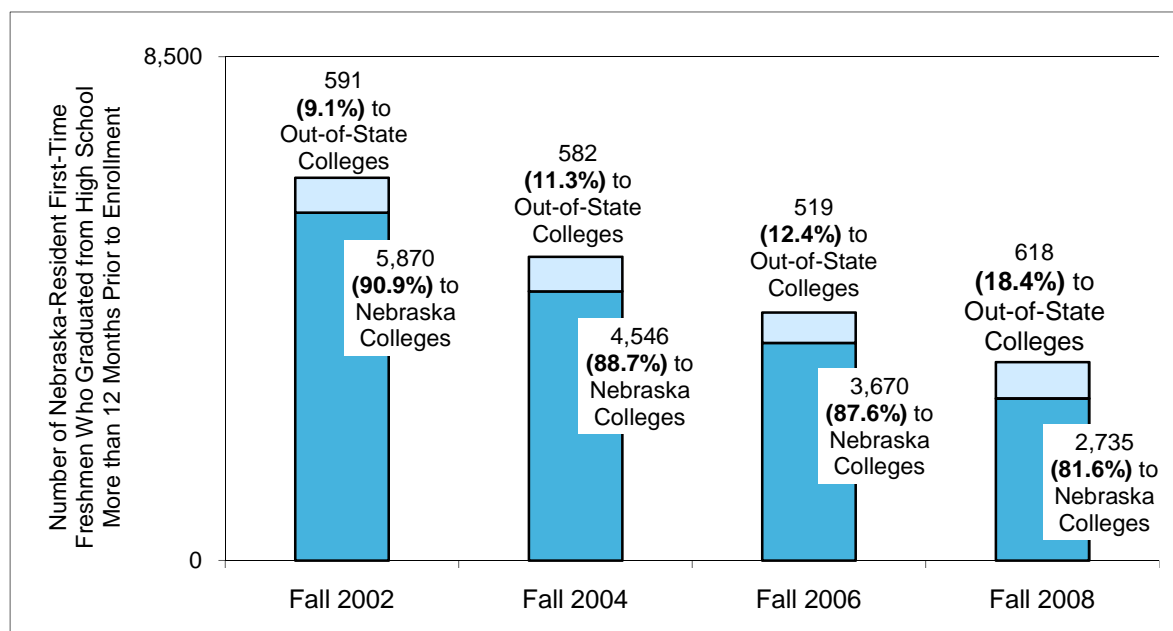
¹Data Source: National Center for Education Statistics, fall 2002 and fall 2006 IPEDS surveys. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data.

In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School More than 12 Months Prior to College Enrollment

- Between fall 2002 and fall 2008, there was a significant decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at degree-granting institutions in Nebraska more than a year after they graduated from high school. As illustrated in Figure 1.2.3, 3,135 fewer of these freshmen attended Nebraska colleges in fall 2008 than in fall 2002, a decrease of 48.5%.
- In contrast, between 2002 and 2008, 27 more first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school. (See Table A6.3 in Appendix 6 for supporting data.)
- As shown in Figure 1.2.3, the net effect of these changes in enrollment was that a lower percentage of the students who graduated from high school more than a year before college enrollment attended Nebraska postsecondary institutions in fall 2008 than in fall 2002, while a higher percentage chose to go out of state. Specifically, 81.6% attended Nebraska colleges in 2008, compared to 90.9% in 2002. In 2008, 18.4% went to out-of-state schools, compared to 9.1% in 2002.

Figure 1.2.3

Number and Percentage of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions More than 12 Months After Graduation from High School Fall 2002–Fall 2008¹

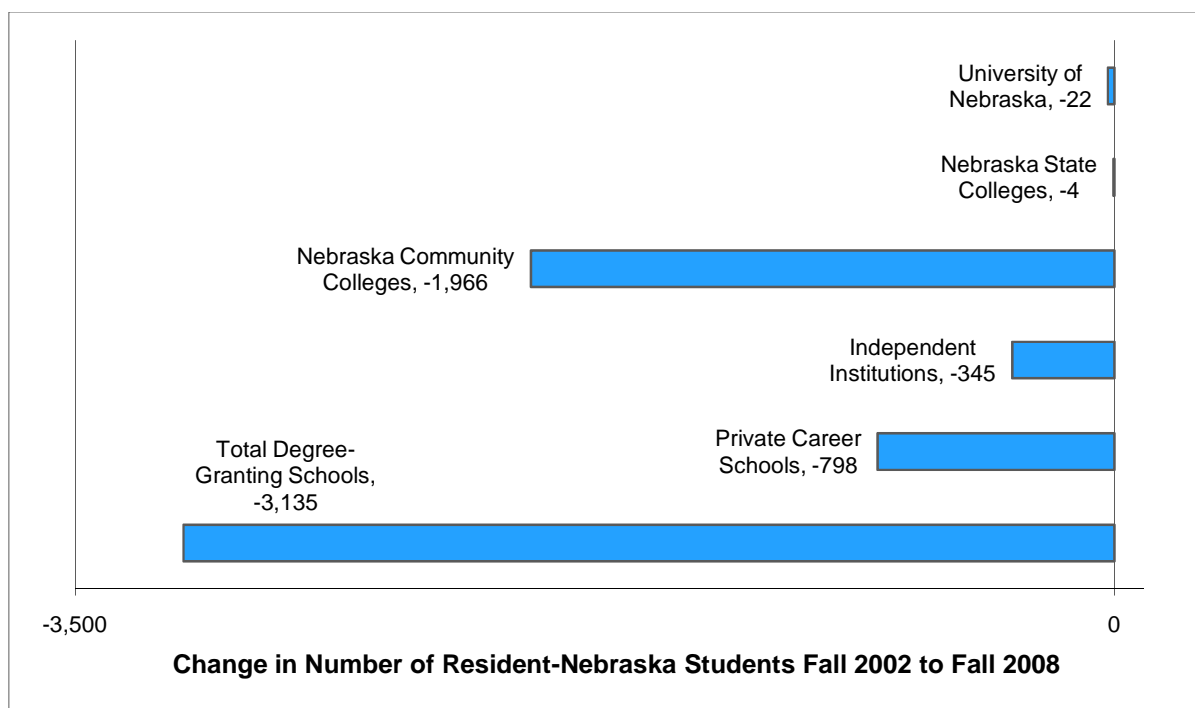


¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students. See Table A6.3 in Appendix 6 for supporting data.

- In 2002, a total of 6,461 Nebraskans started college at in-state or out-of-state colleges more than a year after they graduated from high school graduation. By 2008, the total had declined 48.1% to 3,353 first-time freshmen, a difference of 3,108 students.
- Total enrollment decreased steadily over the six-year period: 20.6% between fall 2002 and fall 2004, 18.3% between fall 2004 and fall 2006, and 20.0% between fall 2006 and fall 2008. (See Table A6.3 in Appendix 6 for supporting data.)

- As illustrated in [Figure 1.2.4](#) below, all of the sectors of higher education in Nebraska experienced decreases in the number of first-time freshmen who enrolled in college more than a year after high school graduation, but the degree of decline varied dramatically by sector.
- The greatest decreases in the enrollment of first-time freshmen who started college more than a year after high school graduation were reported by the Nebraska community colleges and the for-profit schools. Together, the state’s six community colleges accounted for 63% of the total decrease of 3,135 students. Degree-granting schools in the for-profit sector accounted for another 25% of the total decrease. (See [Table A6.4](#) in [Appendix 6](#) for supporting data.)
- Nebraska’s community colleges have historically attracted, by far, the greatest share of the first-time freshmen who go to college more than 12 months after they graduate from high school. As a result, it is only logical that the colleges in this sector would be expected to experience the greatest changes if there is a general downward or upward trend in the enrollment of students in this cohort.

Figure 1.2.4
Changes in the Numbers of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Degree-Granting Institutions
More than 12 Months After Graduation from High School
Fall 2008 Compared to Fall 2002¹



¹Data Source: National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A6.4](#) in [Appendix 6](#) for supporting data.

- Further analysis of the available data indicates that Southeast Community College alone accounted for 85% of the total decrease of 1,996 students shown for the community colleges in [Figure 1.2.4](#). Between fall 2002 and fall 2008, Southeast enrolled 1,666 fewer first-time freshmen who started college more than 12 months after they graduated from high school.

- Even with a substantial decrease in the number of older first-time freshmen enrolled at Southeast Community College, this institution has continued to attract a high number of older, first-time freshmen. In fall 2002, Southeast enrolled 2,396 students in this category, accounting for 41% of all of the Nebraska-resident first-time freshmen who started college at degree-granting institutions more than a year after high school graduation. In fall 2008, Southeast attracted 27% (730) of the state's first-time freshmen in this cohort.
- Compared to Southeast, Metropolitan Community College (Metro) experienced a much lower decrease in the enrollment of older, first-time freshmen between 2002 and 2008. At the beginning of this period, Metro enrolled 783 (13%) of the state's first-time freshmen who started college at degree-granting schools more than 12 months after high school graduation. In fall 2008, Metro enrolled 67 fewer students in this cohort than it did in fall 2002. With 714 older, first-time freshmen in fall 2008, Metro enrolled 26% of the state's first-time freshmen who graduated more than a year before they went to college, almost equaling Southeast's percentage.
- Between 2002 and 2008, Mid-Plains Community College enrolled 253 fewer first-time freshmen who started college more than a year after high school graduation, and Western Nebraska Community College and Northeast Community College reported a decrease of 118 students in this cohort. By fall 2008, Mid-Plains enrolled only 65 first-time freshmen from Nebraska who started college more than a year after high school, and Western enrolled 95 students in this category, accounting for 2% and 3% of the state's enrollment, respectively.
- Over the same six-year period, Central Community College experienced an increase of 67 Nebraska-resident, first-time freshmen who enrolled more than a year after high school graduation and Northeast also reported a comparable increase of 73 freshmen in this cohort. As a result, Central enrolled 227 students in fall 2008, and Northeast enrolled 179, accounting for 8% and 7%, respectively, of the state's enrollment of older, first-time freshmen.
- In spite of the significant decline in the number of older first-time freshmen who attended Southeast and Mid-Plains, the community colleges as a whole attracted an increased share of the "more than 12 months" first-time freshmen cohort between fall 2002 and fall 2008. In fall 2002, the state's six community colleges accounted for 68% of the Nebraska-resident first-time freshmen who enrolled in degree-granting colleges more than 12 months after graduating from high school. In fall 2008, this percentage increased to 73%.
- In fall 2008, for-profit/career schools accounted for 10% of the first-time freshmen who enrolled at degree-granting colleges more than a year after high school graduation, but the for-profit schools accounted for 25% of the total decrease of 3,135 students shown in [Figure 1.2.4](#) on the previous page.
- Degree-granting for-profit schools enrolled 798 fewer older first-time freshmen in fall 2008 than they did in fall 2002. About 80% of this decline is attributable to reduced enrollments at the Omaha and Lincoln campuses of Kaplan University.¹
- Collectively, Nebraska's independent colleges and universities enrolled 345 fewer students in the "more than 12 months" first-time freshmen cohort in fall 2008 than in fall 2002. However, 90% of this decrease is attributable to reduced enrollments at Bellevue University and Concordia University.

¹Kaplan University was previously known as Hamilton College.

- In comparison to the other four sectors, the University of Nebraska and the Nebraska State College System experienced very small reductions in the numbers of older, first-time freshmen that were enrolled between fall 2002 and fall 2008. However, together with the independent institutions, these sectors accounted for only 16% of all of the first-time freshmen from Nebraska who enrolled in the state's degree-granting schools more than 12 months after high school graduation.
- See [Table A6.4](#) in [Appendix 6](#) for a summary of enrollment changes by sector.
- Why there was a significant decrease in the number of first-time freshmen who enrolled in college more than 12 months after high school graduation, especially at Southeast Community College, is not known. However, economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees are three of the factors that may have adversely affected the enrollments of Nebraska residents who did not go to college immediately or soon after they graduated from high school.

1.3 Non-Nebraska, First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration

Increase the number of non-Nebraska high school graduates who pursue postsecondary education in Nebraska.

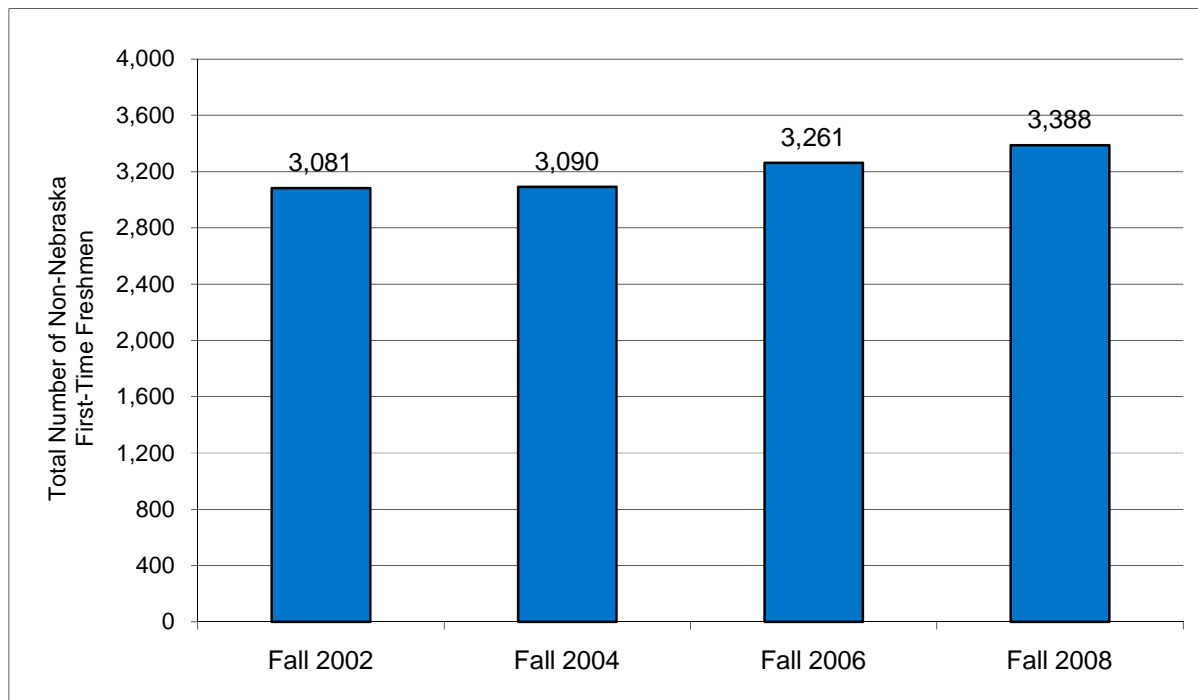
The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and foreign students who enroll as first-time freshmen at Nebraska's postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. In this section, the latest available data, which are for fall 2008, are compared to the data for fall 2002, 2004 and 2006. Emphasis is primarily on the comparison of the findings for fall 2008 to those for fall 2002, which is the baseline for this analysis.

Non-Nebraska, First-Time Freshmen Who Attend Nebraska Colleges and Universities

- As shown in [Figure 1.3.1](#), Nebraska's degree-granting and non-degree-granting colleges attracted 338 or 11.2% more non-Nebraska, first-time freshmen in fall 2008 than in fall 2002.

Figure 1.3.1

Total Number of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Institutions Fall 2002–Fall 2008¹



¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

- From fall 2002 through fall 2008, 98% or 99% of all non-Nebraska, first-time freshmen attended degree-granting colleges, while only 1% or 2% were enrolled at non-degree granting schools. (See Table A6.5 in Appendix 6 for supporting data.)
- Non-Nebraska first-time freshmen who attended non-degree granting schools are excluded from the remainder of this analysis because the residency data reported by the non-degree granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002, which is the baseline for comparisons.
- Between 2002 and 2008, degree-granting institutions in Nebraska attracted a higher number of non-Nebraskans who went to college within a year of high school graduation, but a lower number of out-of-state and foreign students who started college more than a year after they graduated from high school.
- As shown in Table 1.3.1, the net enrollment of out-of-state and foreign students at Nebraska degree-granting institutions increased by 338 students or 11.2% between 2002 and 2008.

Table 1.3.1
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002¹

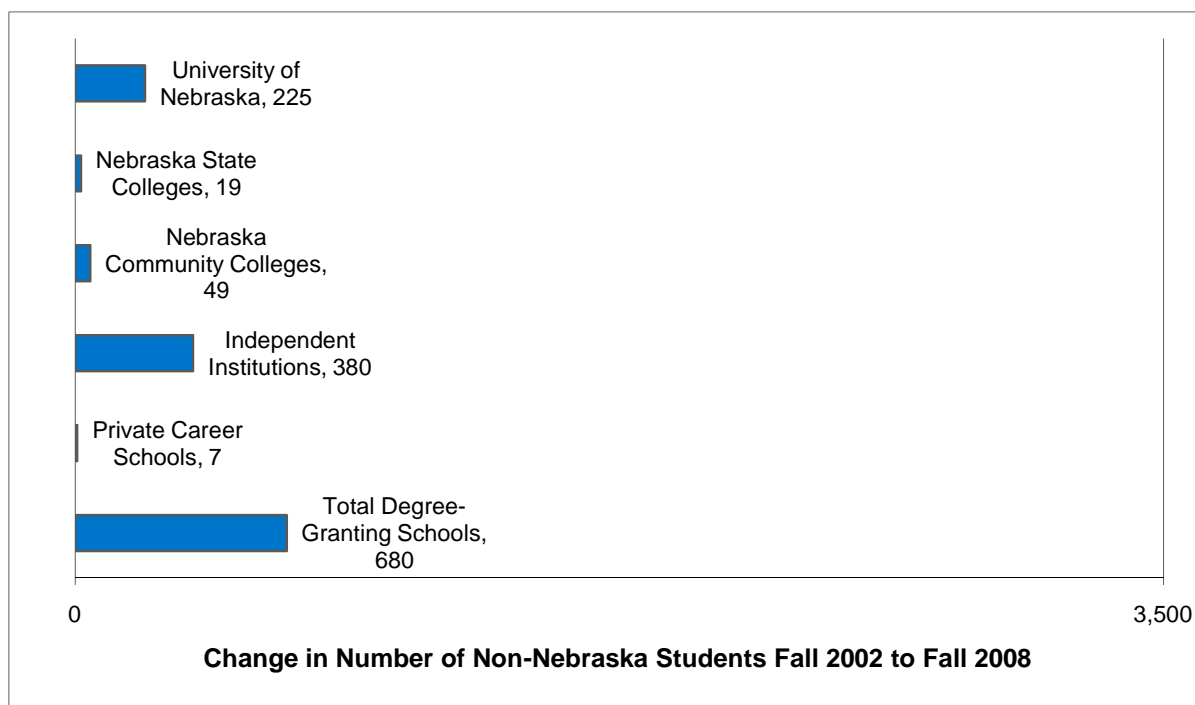
Length of Time Since High School Graduation	Number and Percentage of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions						Change in the Number and Percentage of Students Since Fall 2002	
	Fall 2002		Fall 2004	Fall 2006	Fall 2008		n	%
	n	%	n	n	n	%		
Graduated during the 12 Months Prior to College Enrollment	2,281	75.3%	2,424	2,783	2,961	87.9%	680	29.8%
Graduated More than 12 Months Prior to College Enrollment	749	24.7%	616	450	407	12.1%	-342	-45.7%
Total	3,030	100.0%	3,040	3,233	3,368	100.0%	338	11.2%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Note: Counts of non-Nebraska students include foreign students, but they do not include students with unknown states of residence or students for whom no residence information was reported to the NCES but who are counted by the NCES as a balance/correction factor so that the residence totals equal enrollment totals. All of the students with unknown states of residence are excluded because there is no way of knowing how many of these students are from Nebraska or from other states or countries, and there also is no way of determining when any of these students graduated from high school.

- In fall 2002, Nebraska degree-granting institutions attracted 2,281 non-Nebraska first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 2,961 non-Nebraskans in 2008, a 29.8% increase of 680 students, as evidenced in Table 1.3.1 above.

- As shown in [Figure 1.3.2](#) below, 56% of the net increase of 680 students is attributable to the increased number of non-Nebraskans who attended independent colleges and universities between fall 2002 and fall 2008.
- The University of Nebraska, Nebraska’s community colleges, and state colleges also experienced gains in the number of non-Nebraskans that they attracted, but the for-profit colleges attracted only a few more out-of-state students in 2008 than in 2002. (See [Table A6.6](#) in [Appendix 6](#) for supporting data. See [Table A6.7](#) in [Appendix 6](#) for more information on the decreased enrollment of non-Nebraskans who enrolled as first-time freshmen at Nebraska colleges more than a year after high school graduation.)

Figure 1.3.2
Changes in the Numbers of Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting Institutions
Within 12 Months of Graduation from High School
Fall 2008 Compared to Fall 2002¹



¹Data Source: National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A6.6](#) in [Appendix 6](#) for supporting data.

- The net increase in the number of out-of-state and foreign students who came to Nebraska as first-time freshmen within 12 months of high school graduation is of interest because this category of students is equivalent to Nebraska-resident, first-time freshmen who start college within a year of graduating from high school. As will be shown in the next section, a comparison of these two groups of students provides an estimate of whether Nebraska is exporting more high school graduates as first-time freshmen than it is attracting from other states and foreign countries.

- Table A6.8a through Table A6.8d in Appendix 6 provide detailed listings by institution of the numbers of first-time freshmen with Nebraska, out-of-state, and foreign residencies who were enrolled at degree-granting colleges and universities within 12 months of high school graduation from fall 2002 through fall 2008. These tables are included to show how the numbers and percentages of Nebraska and non-Nebraska students vary from year to year, and from one institution to another within the state.

Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen

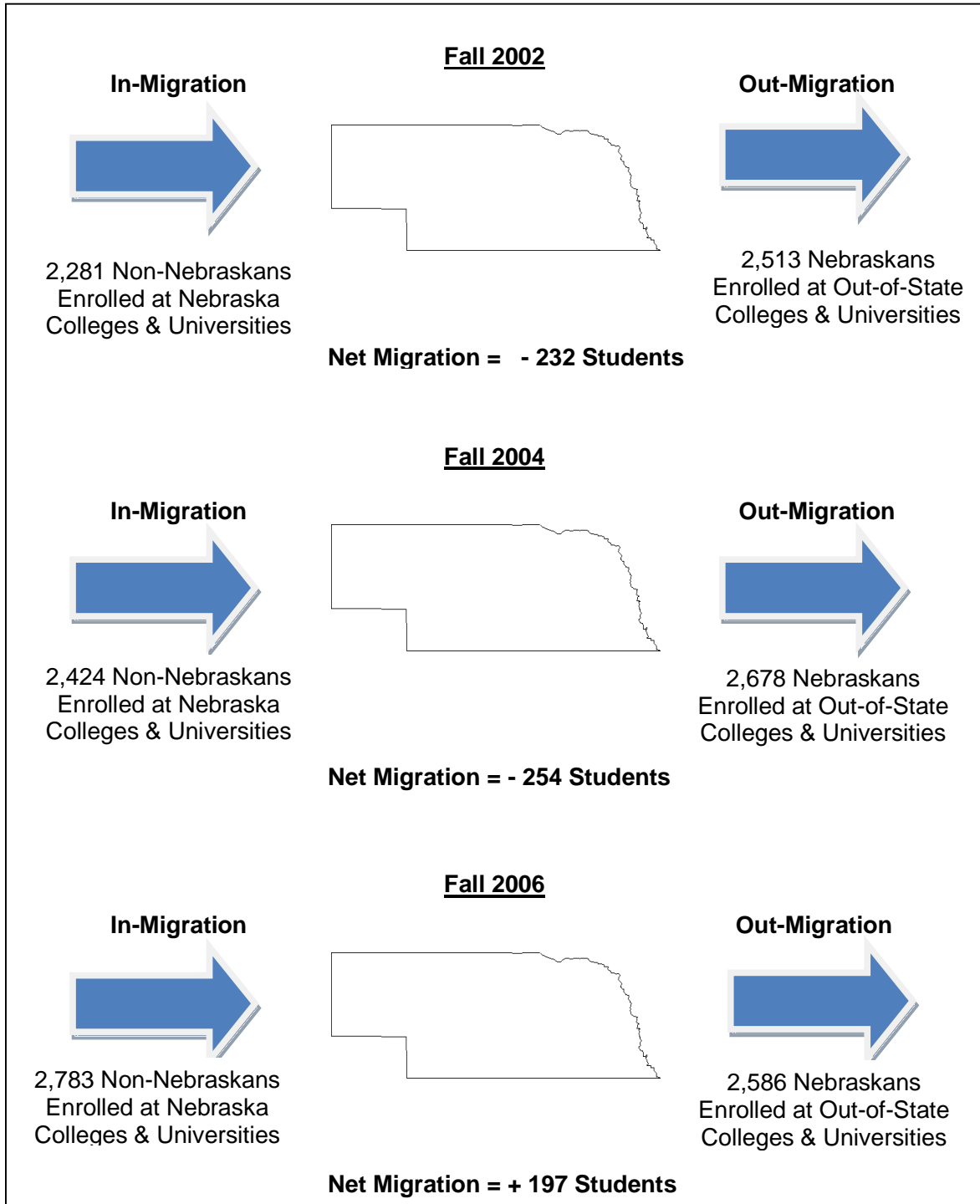
Data summarized in the preceding sections can be used to calculate the net migration of first-time freshmen who attended degree-granting colleges and universities within one year of high school graduation, as illustrated in Figure 1.3.3 on the next two pages.¹

- In fall 2002 and fall 2004, more first-time freshmen who attended degree-granting schools within a year of graduating from high school left Nebraska to go to college than came to Nebraska to begin their postsecondary education.
- While the difference in net migration between fall 2002 and fall 2004 was only 22 students, this change was in the opposite direction of what is desirable for the state.
- In line with the recommendations of the 2003 LR 174 Higher Education Task Force, more out-of-state and foreign, first-time freshmen who recently graduated from high school were attracted to Nebraska postsecondary institutions in fall 2004 than in fall 2002. However, contrary to the task force's recommendations, an even higher number of Nebraska-resident, first-time freshmen went out of state to attend college within a year of graduating from high school, resulting in a greater negative net migration in 2004 than in 2002.
- In fall 2006 and fall 2008, however, more first-time freshmen came to Nebraska to attend degree-granting colleges within 12 months of high school graduation than left Nebraska to go to school out of state, resulting in a positive net migration of 197 students in fall 2006 and a positive net migration of 336 students in fall 2008.
- See the *Fall 2006 Nebraska Report on the Residence and Migration of First-Time Freshmen* for a more detailed analysis of net migration. This report is available on the Commission Web site, www.ccpe.state.ne.us. An updated version is scheduled for publication when the data for fall 2010 is available in 2011.

¹ The net migration numbers reported in this section are the best possible estimates, given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans for fall 2002, fall 2004, and fall 2006 may be slightly underestimated or overestimated due to the fact that eight (8) degree-granting institutions in Nebraska did not report their numbers of first-time freshmen who graduated from high school within 12 months of college enrollment by state or country of residency for all three survey years. Bellevue University, Concordia University, and The Creative Center did not submit this information to the NCES in 2002, but they submitted residency information in 2004. Conversely, in 2004, Nebraska Indian Community College, Nebraska Methodist College, Union College, and Vatterott College (Deerfield Campus) did not submit residency information about their freshmen who had enrolled within 12 months of high school graduation, even though they had submitted this type of information in 2002. Vatterott College also did not submit residency data in 2006. In 2006, Clarkson College did not provide residency data to the NCES, but the college did submit data in 2002 and 2004. Since there may be similar reporting errors in other states where Nebraska first-time freshmen attended colleges in fall 2002, 2004 or 2006, there is no way of knowing how Nebraska's net migration numbers should be adjusted to compensate for such errors.

Figure 1.3.3

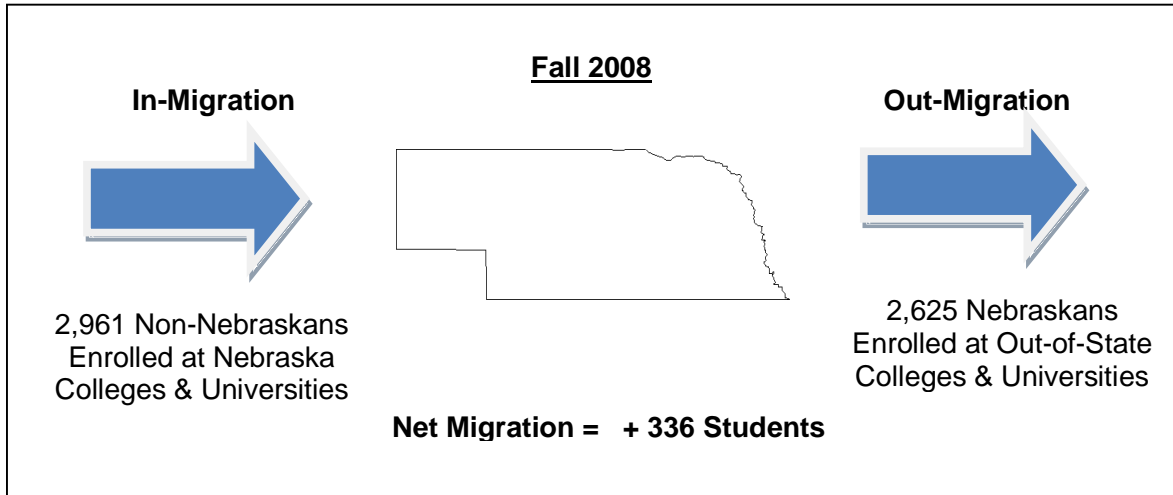
**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation
Fall 2002–Fall 2008¹**



Continued on the next page

Figure 1.3.3, Continued

**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation
Fall 2002–Fall 2008¹**



¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts of non-Nebraskans include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.9](#) in [Appendix 6](#) for supporting data.

1.4 Enrollment of First-Time Freshmen by Race/Ethnicity

Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state's higher education system.

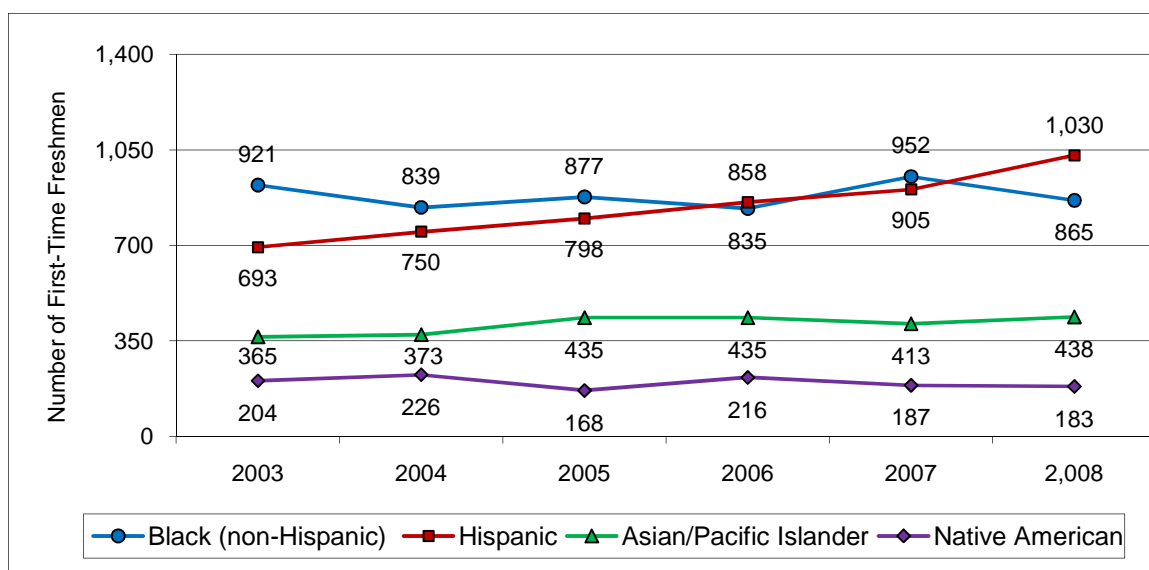
The 2003 LR 174 Higher Education Task Force recommended increasing the number and percentage of underrepresented students as another approach to increasing the enrollment of Nebraska's postsecondary institutions. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2003 in the numbers of white non-Hispanics and minority students who have been enrolled as first-time freshmen at Nebraska colleges and (2) the extent to which each racial/ethnic group was represented in the state's postsecondary education system in fall 2008, the latest period for which data are available.

Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions

- In fall 2008, a total of 17,452 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions, a 13.9% decrease from the total of 20,259 first-time freshmen of known race/ethnicity in fall 2003.
- In fall 2003, white non-Hispanics accounted for 89.2% of the first-time freshmen, while minorities accounted for 10.8%. Of the first-time freshmen enrolled in fall 2008, 14.4% were minorities, an increase of 3.6 percentage points.
- As shown in [Figure 1.4.1](#), higher numbers of Hispanics and Asians/Pacific Islanders enrolled in college in fall 2008 than in fall 2003, but there were 56 fewer black non-Hispanics and 21 fewer Native Americans enrolled as first-time freshmen in Nebraska colleges in 2008 than in 2003. (See [Table A7.1](#) and [Table A7.3](#) in [Appendix 7](#) for supporting data.)

Figure 1.4.1

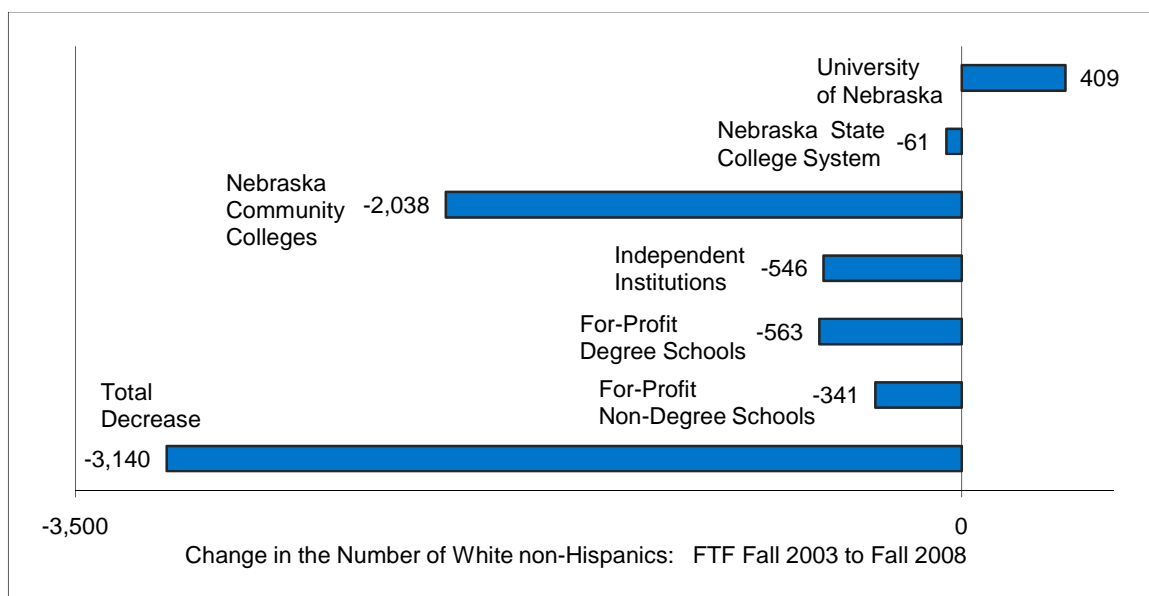
Changes in the Numbers of Minority Students Enrolled as First-Time Freshmen at Nebraska Postsecondary Institutions Fall 2003 to Fall 2008¹



¹Data Source: National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions.

- The net effect of these changes is that there were 333 more minority students attending Nebraska colleges as first-time freshmen in fall 2008 than in fall 2003, an increase of 15.3%. In contrast, there were 3,140 fewer white non-Hispanic first-time freshmen in Nebraska's postsecondary education system in fall 2008 than in fall 2003, a decrease of 17.4%. (See [Table A7.1](#) and [Table A7.2](#) in [Appendix 7](#) for supporting data.)
- Lower enrollments at Nebraska's community colleges—at Southeast Community College, in particular—accounted for almost 64% of the decrease in the total number of white non-Hispanic, first-time freshmen between fall 2003 and fall 2008.¹ However, as shown in [Figure 1.4.2](#), all of the other sectors of higher education in Nebraska experienced declines in the number of white non-Hispanics enrolled as first-time freshmen between 2003 and 2008, except for the University of Nebraska.
- In the case of the University of Nebraska, a decrease of 294 white non-Hispanic first-time freshmen in fall 2004 and a small decrease of 23 students in fall 2007 were offset by increases of 185, 166, and 375 white students in fall 2005, 2006 and 2008, respectively. As a result, there was a net gain of 409 white non-Hispanics between 2003 and 2008.

Figure 1.4.2
Changes in the Numbers of White Non-Hispanics
Enrolled as First-Time Freshmen (FTF) at Nebraska Postsecondary Institutions
Fall 2008 Compared to Fall 2003 Baseline¹



¹Data Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. See [Table A7.2](#) in [Appendix 7](#) for supporting data.

¹Decreases from the preceding year in the enrollment of white non-Hispanic first-time freshmen at Southeast Community College were 696 in fall 2004, 400 in fall 2005, 485 in fall 2006, 316 in fall 2007, and 96 in fall 2008 for a total four-year decrease of 1,993. Other net decreases in the numbers of white non-Hispanic first-time freshmen over the five-year period were as follows: 80 fewer at Metropolitan Community College, 248 fewer at Mid-Plains Community College, and 17 fewer at Northeast Community College. These decreases were offset slightly by net five-year increases in the numbers of white non-Hispanic first-time freshmen: 266 at Central Community College and 34 at Western Nebraska Community College.

- A year-by-year analysis of the numbers of white non-Hispanic, first-time freshmen reveals that, between fall 2003 and fall 2004, 1,533 fewer white non-Hispanics enrolled at Nebraska institutions, accounting for almost half of the total decrease of 3,140 students from 2003 to 2008. Over the next four years, the number of white non-Hispanics enrolled as first-time freshmen continued to decline: 268 fewer in fall 2005, 793 fewer in fall 2006, 257 fewer in fall 2007, and 289 fewer in fall 2008.
- As shown in Table 1.4.1 below, each annual decline in the enrollment of white non-Hispanic, first-time freshman between fall 2003 and fall 2008 was greater than would be expected, given the year-to-year changes that occurred in the number of white non-Hispanics who graduated from Nebraska high schools each year between 2002-2003 and 2007-2008 and the estimated percentage of these students who continued on to college in Nebraska within a year of graduating from high school, which are presented in Table A5.3 in Appendix 5.
- For example, due to a decrease in the number of white non-Hispanics who graduated from Nebraska high schools between 2004-2005 and 2005-2006, it would be expected that 326 fewer white non-Hispanics would enroll as first-time freshmen at Nebraska colleges between fall 2005 and fall 2006, but the actual decrease in enrollment was 793 students. Over the five-year period between fall 2003 and fall 2008, the total expected decrease in white non-Hispanic, first-time freshmen enrollment is estimated to be about 400 students, compared to an actual decrease of 3,140 white non-Hispanics. Like the analysis of migration data summarized in section 1.2, this analysis of actual and expected change indicates that the unexpected decrease in enrollment was among the white non-Hispanics who would not have started college for more than a year after they graduated from high school.

<p align="center">Table 1.4.1 Actual and Estimated Expected Changes in the Number of White (Non-Hispanic), First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions Fall 2003 through Fall 2008¹</p>				
Change from:	To:	Actual Change	Estimated Expected Change ²	Difference between Actual and Expected
Fall 2003	Fall 2004	- 1,533	-212	-1,321
Fall 2004	Fall 2005	- 268	-129	-139
Fall 2005	Fall 2006	- 793	- 326	-467
Fall 2006	Fall 2007	- 257	- 27	-230
Fall 2007	Fall 2008	- 289	+ 283	-572
	Total Change	- 3,140	- 411	- 2,729

¹Based on data from the National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys.

²The one-year increase or decrease in the number of white non-Hispanics who graduated from Nebraska high schools multiplied by the estimated college continuation rate for the second of the two high school classes being compared. See Table A7.3 for the numbers of white non-Hispanic high school graduates and Table A5.3 for estimated in-state college continuation rates for fall 2004, fall 2006, and fall 2008.

- The reasons for the unexpected decrease are not known but, as mentioned in section 1.2, economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees are three factors that may have adversely affected first-time freshmen enrollments.

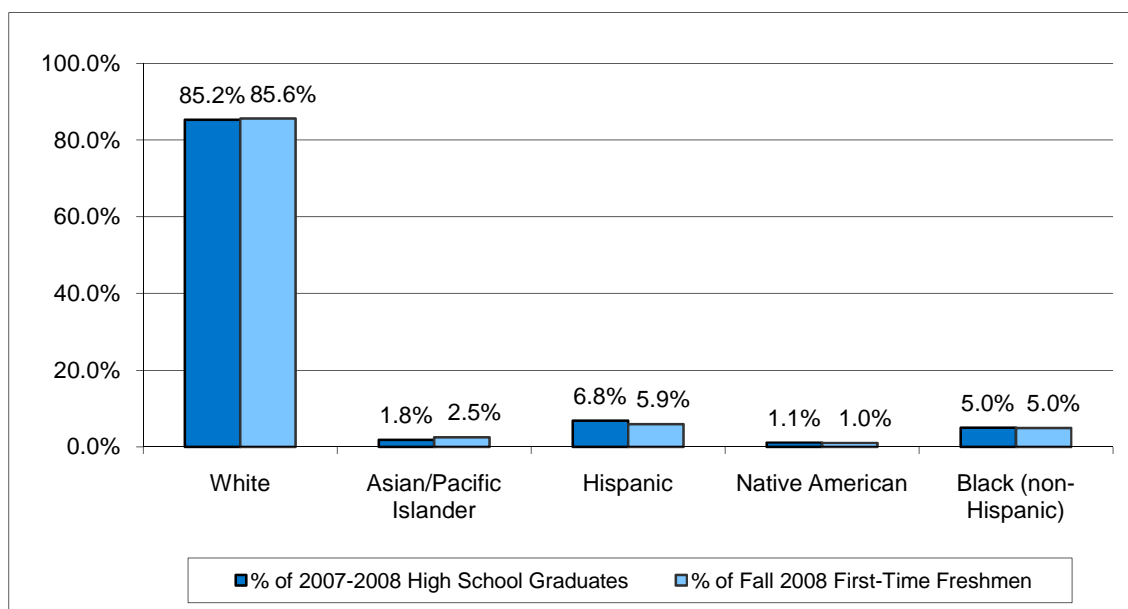
Racial/Ethnic Representation in Nebraska’s Postsecondary Education System Fall 2008

The following analysis examines the extent to which students in each racial/ethnic group have been represented in Nebraska’s postsecondary education system. In this analysis students in a racial/ethnic category are considered to be “underrepresented” if they accounted for a smaller percentage of the first-time college freshmen at Nebraska institutions than they did of the students who graduated from Nebraska high schools the preceding year. Conversely, students are considered to be “overrepresented” if they accounted for a larger percentage of first-time college freshmen than they did of the students who graduated from high school the year before.

- As evidenced in section 1.1.a of this report, disproportionately lower percentages of black non-Hispanics, Hispanics and Native Americans graduate from Nebraska high schools as a result of the fact that their graduation rates are significantly lower than the high school graduation rates for white non-Hispanics and Asians/Pacific Islanders.
- However, as illustrated in Figure 1.4.3 below, minority students who graduate from high school generally tend to be represented among first-time college freshmen in Nebraska to about the same degree as white non-Hispanics.
- If the relationship revealed in the following figure continues in the future, increasing the numbers and high school graduation rates of minority students should result in proportional increases in their college continuation rates and their representation in classes of first-time freshmen.

Figure 1.4.3

Percentages of 2007–2008 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2008 by Race/Ethnicity



¹Data Sources: Nebraska Department of Education, January 2009, and the National Center for Education Statistics, fall 2008 IPEDS survey. Percentages of high school graduates include graduates of public and nonpublic schools, educational service units, and state-operated schools. Percentages of first-time freshmen include part-time students, but not foreign students or students of unknown race/ethnicity. See the last subsection of Table A7.3 in Appendix 7 for supporting data.

- In fall 2008, Asians/Pacific Islanders were slightly overrepresented, while Native Americans and black non-Hispanics were about equally represented among the first-time freshmen at Nebraska's postsecondary institutions, relative to the extent that they were represented among the state's high school graduates in 2007–2008.
- Hispanics, on the other hand, were underrepresented in fall 2008, accounting for 6.8% of Nebraska's high school graduates in 2007–2008, but representing 5.9% of the first-time freshmen who were enrolled at Nebraska colleges in fall 2008.

See the last section of [Table A7.3](#) in [Appendix 7](#) for supporting data.

A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2008

Determining if there was any change between fall 2003 and fall 2008 in the pattern of racial/ethnic representation in Nebraska's postsecondary education system is complicated by the fact that fewer white non-Hispanics and more minority students graduated from Nebraska high schools in 2007–2008 than in 2002–2003. However, comparing the percentage distributions of high school graduates in 2002–2003 and 2007–2008 to the percentage distributions of first-time freshmen in fall 2003 and 2008 reveals that, compared to the first-time freshmen who started college in 2003:

- (1) Hispanics were more underrepresented in the fall 2008 freshmen class.
- (2) Asians/Pacific Islanders were slightly more overrepresented among the first-time freshmen in fall 2008.
- (3) Native Americans were slightly overrepresented among first-time freshmen in fall 2003 and slightly underrepresented in fall 2008, relative to the extent that they were represented among the state's high school graduates in 2002–2003 and 2007–2008.
- (4) Black non-Hispanics were slightly overrepresented in fall 2003, but equally represented among Nebraska high school grades in 2007–2008 and the state's first-time college freshmen in fall 2008.
- (5) White non-Hispanics were slightly underrepresented in fall 2003 and slightly overrepresented in fall 2008.

In summary, the overall pattern of representation for all of the racial/ethnic groups was about the same in fall 2008 as it was in fall 2003.

See [Table A7.3](#) in [Appendix 7](#) for supporting data.

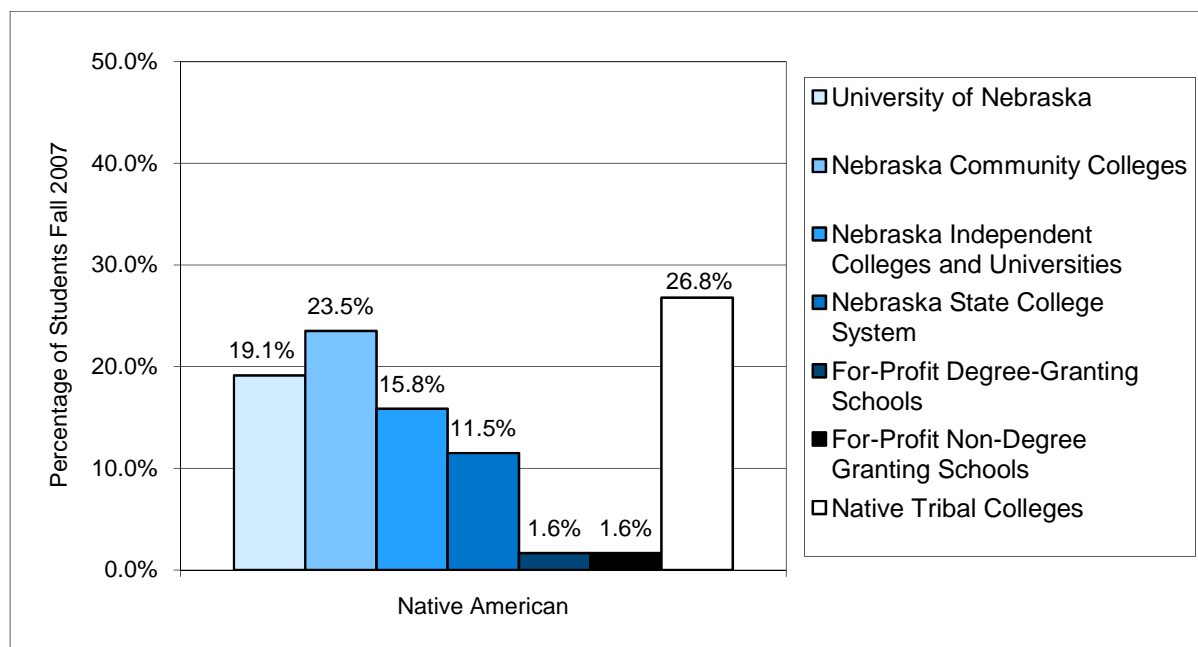
The Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group

Another approach to analyzing the representation of white non-Hispanics and minorities is to examine the percentage of students in each racial/ethnic group who attend each of the major types of institutions within Nebraska's postsecondary education system. For the purposes of statewide analysis, two Native American tribal colleges—Little Priest Tribal College and Nebraska Indian Community College—are included among the independent colleges and universities since they are not state or locally supported. However, in the following analysis, the tribal colleges are considered separately from other independent institutions when the enrollments of Native Americans are examined so that student enrollment patterns can be interpreted more clearly.

- As shown in [Figure 1.4.4](#), 27% of the 183 Native Americans who were first-time freshmen in fall 2008 attended Little Priest Tribal College or Nebraska Indian Community College, while 16% chose to enroll at other independent colleges and universities.
- As also shown in [Figure 1.4.4](#), 24% of the Native American, first-time freshmen attended the state's community colleges, 19% enrolled at the University of Nebraska, and about 12% went to Nebraska's state colleges in fall 2008. In comparison, fewer than 2% attended schools in the degree-granting or non-degree-granting for-profit sectors.

See the last subsection of [Table A7.4](#) in [Appendix 7](#) for supporting data.

Figure 1.4.4
Nebraska Enrollment of Native American, First-Time Freshmen
at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions
Fall 2008¹ (Bars are in order of Legend from Left to Right)



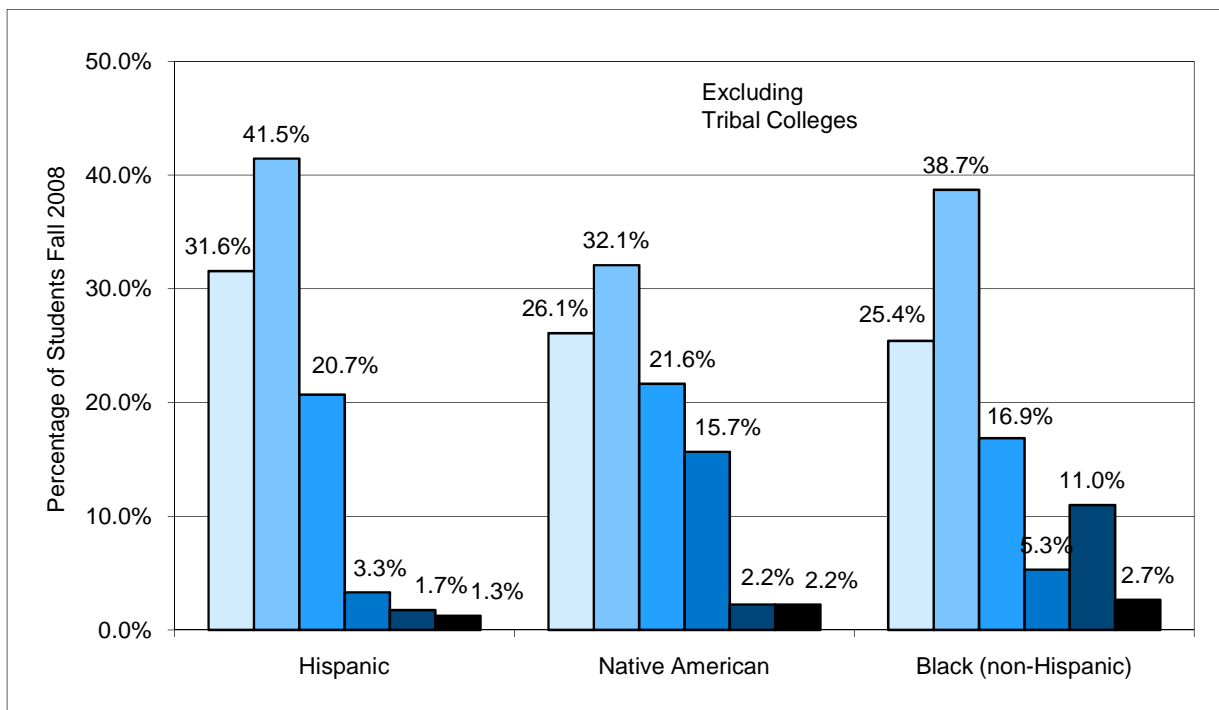
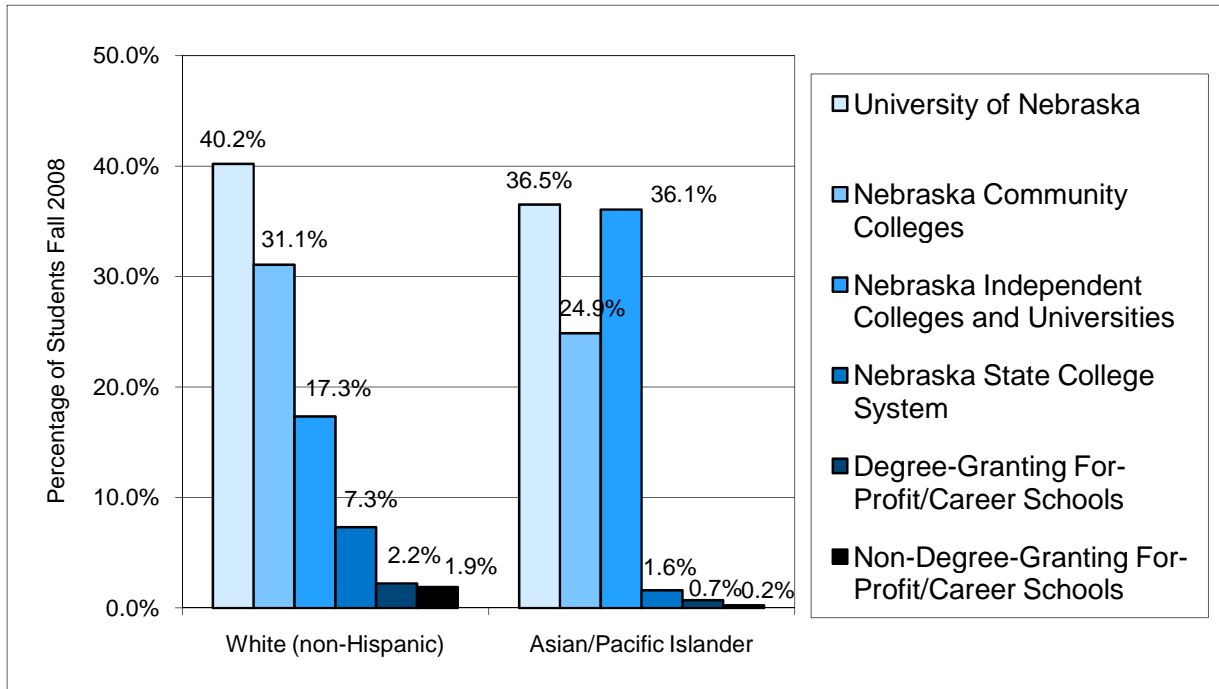
¹Data Source: National Center for Education Statistics, fall 2008 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity. See the fourth page of [Table A7.4](#) in [Appendix 7](#) for supporting data.

- [Figure 1.4.5](#) on the next page shows the percentages of the first-time freshmen in each of the five major racial/ethnic groups who attended the major types of institutions within Nebraska's postsecondary education system in fall 2008, excluding the two native tribal colleges in the analysis of Native American enrollments.
- The attendance patterns shown in [Figure 1.4.5](#) are generally the same as those in fall 2005, fall 2006 and fall 2007.¹

¹See page 62 of the *2007 Nebraska Higher Education Progress Report* for the attendance pattern in fall 2005 by race/ethnicity, page 66 of the *2008 Nebraska Higher Education Progress Report* for comparable information for fall 2006, and page 73 of the *2009 Nebraska Higher Education Progress Report* for the analysis of comparable data for fall 2007.

Figure 1.4.5

**Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity
Fall 2008¹ (Bars are in order of Legend from Left to Right)**



¹Data Source: National Center for Education Statistics, fall 2008 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are excluded from the analysis of Native American enrollments.

See [Table A7.4](#) in [Appendix 7](#) for supporting and comparable data for fall 2003 through 2008.

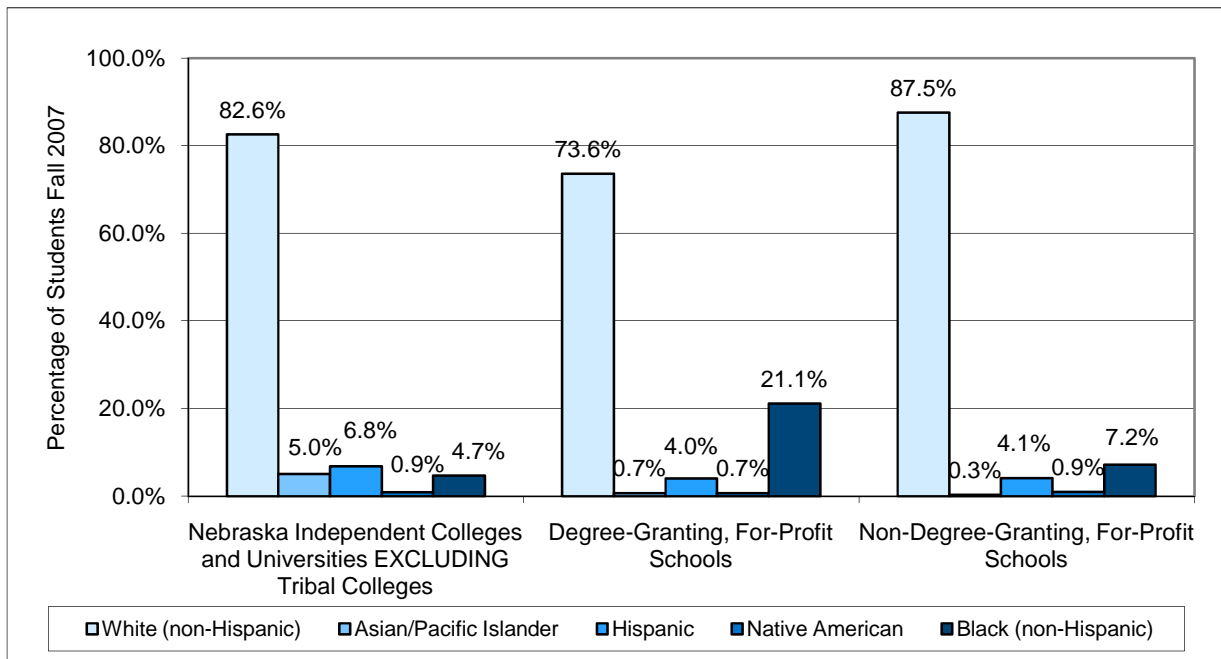
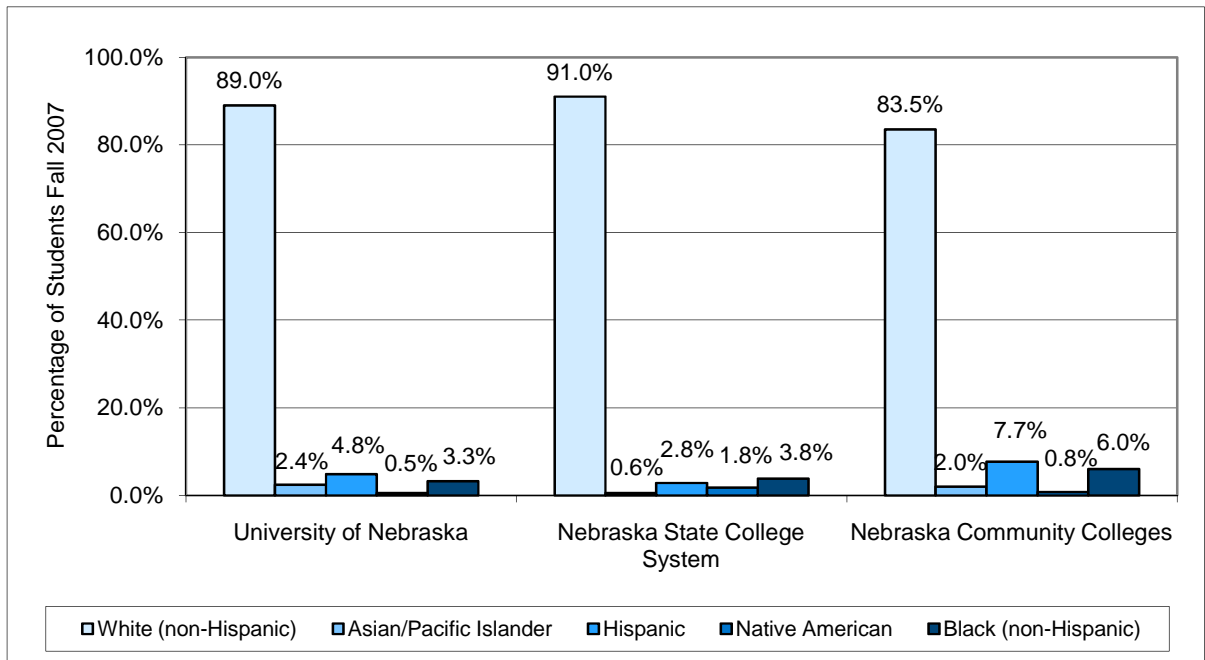
- As evidenced in [Figure 1.4.5](#) on the previous page, white non-Hispanics most frequently enrolled as first-time freshmen at the schools constituting the University of Nebraska and the state's community colleges in fall 2008. In comparison, about half as many white non-Hispanics chose to enroll at independent institutions, and noticeably fewer attended state colleges or for-profit/career schools.
- Compared to the other minority racial/ethnic groups, higher percentages of Asians/Pacific Islanders enrolled at the University of Nebraska and independent institutions, while a lower percentage attended the state's community colleges and only small percentages chose to enroll at the state colleges or for-profit/career schools.
- Referring to [Figure 1.4.5](#), a higher percentage of Hispanics enrolled at Nebraska's community colleges, compared to the first-time freshmen in the other racial/ethnic groups, while about equal or lower percentages chose to attend the other types of institutions within the state.
- If the tribal colleges are excluded from the independent sector, as shown in [Figure 1.4.5](#) on the previous page, the first-time freshmen enrollment pattern for Native Americans is similar to the pattern for Hispanics, except that Native American students were more likely to attend the state colleges and less likely to attend the state's community colleges.
- The first-time freshmen enrollment pattern of black non-Hispanics was also similar to the pattern for Hispanics in fall 2008, except for the important difference that a significantly higher percentage of the black non-Hispanics were enrolled in for-profit degree-granting schools. Compared to other racial/ethnic groups, black non-Hispanics were also more likely to be enrolled in non-degree-granting for-profit schools and, aside from white non-Hispanics, black first-time freshmen were more likely to be enrolled at the state colleges. Like their Native American classmates, black non-Hispanics were less likely than white non-Hispanics, Asian/Pacific Islanders, and Hispanics to enroll as first-time freshmen at the institutions constituting the University of Nebraska. Compared to the other racial/ethnic groups, black students were the least likely to attend independent colleges and universities.

Representation of Racial/Ethnic Groups by Sector

Since different percentages of white non-Hispanics and minority students enrolled as first-time freshmen at each of the major types of postsecondary institutions in fall 2008, their representation varied across the six sectors of higher education, as shown in [Figure 1.4.6](#) on the next page. Native Americans accounted for 84% of the combined first-time freshmen enrollment of Little Priest Tribal College and Nebraska Indian Community College in fall 2006, 77% of their enrollment in fall 2007, and 94% in fall 2008. Consequently, these two schools are excluded from the sector of independent colleges and universities in the following analysis so that this sector can be more clearly compared to the other sectors in [Figure 1.4.6](#).¹

¹See [Table A7.5](#) in [Appendix 7](#) for the distribution of first-time freshmen at the two native tribal colleges and the distributions of first-time freshmen at independent institutions in 2008, including and excluding Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) on page 186 of the *2009 Nebraska Higher Education Progress Report* for comparable data for fall 2007.

**Figure 1.4.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2008¹**



¹Data Source: National Center for Education Statistics, fall 2008 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity. See [Table A7.5](#) and [Table A7.6](#) in [Appendix 7](#) for supporting data and comparable data for fall 2003 through fall 2008.

- The analysis summarized in [Figure 1.4.6](#) on the preceding page reveals that the racial/ethnic distributions of first-time freshmen enrolled at (1) the University of Nebraska, (2) the Nebraska state colleges, (3) the Nebraska community colleges, and (4) Nebraska's independent colleges and universities were very similar in fall 2008, with two exceptions:
 - Hispanics and black non-Hispanics accounted for higher percentages of the first-time freshmen at the community colleges and independent schools.
 - Hispanics accounted for a slightly lower percentage of the first-time freshmen enrolled within the Nebraska State College System, compared to the other three sectors.
- At the degree-granting and non-degree-granting, for-profit schools:
 - Hispanics accounted for slightly lower percentages of the first-time freshmen than they did within the University of Nebraska, community college and independent (not-for profit) sectors.
 - Asian/Pacific Islanders and Native Americans were represented at the for-profit schools in about the same or lower percentages as they were within the other four sectors.
 - Black non-Hispanics, on the other hand, accounted for a significantly higher percentage of the first-time freshmen at the degree-granting and non-degree-granting, for-profit schools than they did within any of the other sectors.

Note: The distributions for 2008 in [Figure 1.4.6](#) on the preceding page are essentially the same as those for fall 2005, fall 2006 and fall 2007, with the exception that black non-Hispanics accounted for a lower percentage of the first-time freshmen at non-degree-granting, for-profit/career schools in 2007 and 2008 than in 2005 or 2006.

Further Research

In the near future, the Coordinating Commission plans to conduct research to determine the extent to which students from low-income households are represented in Nebraska's higher education system.

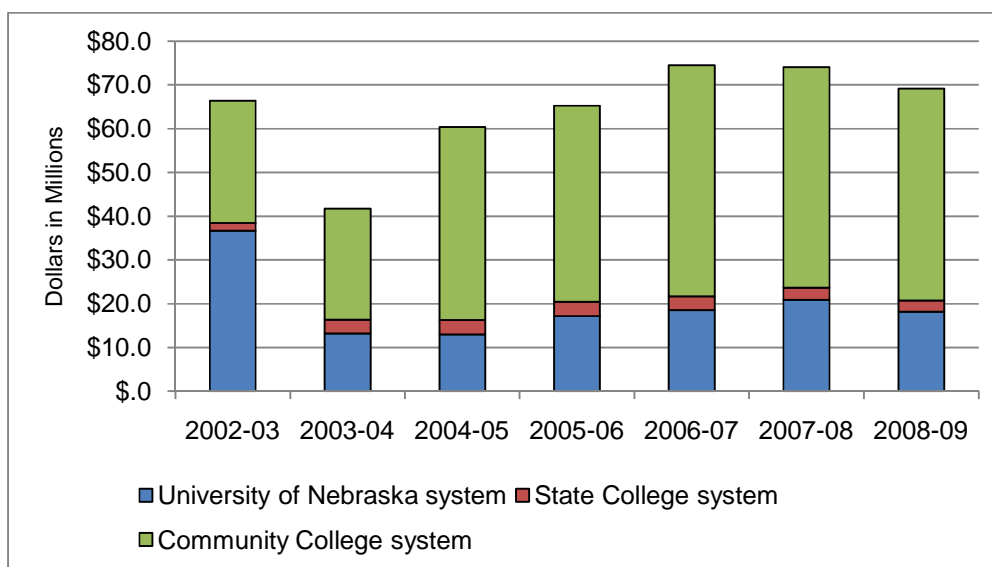
1.5 Financial Aid

Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.

As another strategic approach to increasing the number of students who enter postsecondary education in Nebraska, the 2003 LR 174 Higher Education Task Force recommended increasing need-based financial aid as a means of improving access to higher education for Nebraskans with limited financial resources. Increasing college costs are making higher education less attainable for students. While there are many sources of financial aid available to students, the amount available has not kept up with increasing costs. This can be illustrated in several ways.

First, there is a substantial amount of unmet financial need in Nebraska. As shown in [Figure 1.5.1](#), the Commission estimates that there was approximately \$69 million in unmet financial need at Nebraska's public colleges and universities in 2008–2009. This is down slightly from more than \$70 million in 2006–2007 and 2007–2008, but still a high, continuing unmet need. Furthermore, these figures do not reflect the unmet need of students at Nebraska's independent colleges and universities and the for-profit/career schools.

Figure 1.5.1
Unmet Financial Need of Students at Nebraska Public Colleges and Universities 2002–2003 to 2008–2009¹



¹Data Source: Nebraska's Coordinating Commission for Postsecondary Education's Unmet Need Report, compiled from data submitted to the Commission by Nebraska's postsecondary institutions. September 2009.

Second, students and their families are covering an increasing percentage of the costs of education for all sectors of Nebraska's public postsecondary institutions. See pages 11–16 of the Commission's *2008 Tuition, Fees and Financial Aid Report*. The report is available on the Commission's Web site at <http://www.ccpe.state.ne.us/publicdoc/ccpe/Reports/tuition-and-fees/default.asp>.

Finally, students are borrowing at higher and higher levels. The amount borrowed to attend Nebraska's public postsecondary institutions rose 69.1% from 2003–2004 to 2008–2009. The number of loans increased 24.4% from 54,444 in 2003–2004 to 67,717 in 2008–2009.

The State of Nebraska provides need-based financial aid to college students through the Nebraska State Grant program, authorized by the Nebraska Scholarship Act and passed by the Legislature in 2003. In addition, the state provides financial aid through a system of tuition waivers at the Nebraska state colleges and the institutions constituting the University of Nebraska. However, tuition waivers may or may not be need-based, depending on how each institution decides to allocate tuition waivers on the basis of merit or need.

The State of Nebraska also funds the Access College Early (ACE) Scholarship Program. Initiated in fall 2007, ACE scholarships are awarded to eligible low-income Nebraska high school students who take college courses for credit from qualified postsecondary institutions while the students are still in high school.

Since the Nebraska State Grant program is the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state, the analysis in this section focuses primarily on the changes in the Nebraska State Grant program that occurred between 2003–2004, which is this report's baseline year, and 2008–2009. In this section, other sources of need-based aid also are discussed to present a complete picture of the amount of financial aid available to Nebraskans.

The Nebraska State Grant Program and Other Sources of Title IV Financial Aid

The Nebraska State Grant (NSG) program is one of several programs based on or administered under the guidelines of Title IV of the U.S. Higher Education Act. These programs provide financial aid to students attending postsecondary institutions in Nebraska and include the following federal programs (See [Explanatory Note A8.1](#) in [Appendix 8](#) for definitions of all of the financial aid programs listed below):

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Academic Competitiveness Grants (ACG)
- National Science and Mathematics Access to Retain Talent (SMART) Grants
- Federal Work-Study (FWS)
- Teacher Education Assistance for College and Higher Education Grant (TEACH)
- Perkins Loan
- Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans
- PLUS Loans for Graduate and Professional Degree Students (Grad PLUS)
- PLUS Loans

Federal Pell Grants are awarded to undergraduates who have not yet earned bachelor's degrees and who demonstrate high financial need. Nebraska State Grants are awarded to Nebraska-resident, Pell Grant-eligible students attending eligible Nebraska postsecondary institutions to help students pay their educational expenses. Since Nebraska State Grants are based on Pell Grant eligibility, a student must demonstrate financial need to receive a state grant.

Funding of the Nebraska State Grant Program

- The majority of the funding for the Nebraska State Grant program comes from the state through the Nebraska Lottery and the state's general fund, while the remaining funding comes from the federal government through its regular and special Leveraging Educational Assistance Partnership (S/LEAP) authorizations.
- As shown in [Table 1.5.1](#) below, state funding in the amount of \$7,704,305 accounted for 88.2% of the \$8,735,163 awarded through Nebraska state grants in 2003–2004.
- Between 2003–2004 and 2008–2009, state funding increased \$4,414,219 or 57.3%. This amount more than offset the 52.2% decrease of \$537,998 in federal funding so that by 2008–2009, state funding accounted for 96.1% of the \$12,611,384 awarded in state grants.
- In total, the amount of state and federal funding awarded through the state grant program increased 44.4%, from \$8,735,163 in 2003–2004 to \$12,611,384 in 2008–2009.

Table 1.5.1 Amounts of Nebraska and Federal Funding for the Nebraska State Grant Program 2003–2004 through 2008–2009¹						
Academic Year	State Funding	% of Total	Federal Funding ²	% of Total	Total Funding	% of Total
2003–2004	\$7,704,305	88.2%	\$1,030,858	11.8%	\$8,735,163	100.0%
2004–2005	\$7,749,542	93.0%	\$587,152	7.0%	\$8,336,694	100.0%
2005–2006	\$9,344,247	94.2%	\$573,348	5.8%	\$9,917,595	100.0%
2006–2007	\$9,809,558	94.4%	\$578,665	5.6%	\$10,388,223	100.0%
2007–2008	\$11,919,109	96.0%	\$502,715	4.0%	\$12,421,824	100.0%
2008–2009	\$12,118,524	96.1%	\$492,860	3.9%	\$12,611,384	100.0%
\$ Change since 2003–2004	\$4,414,219		-\$537,998		\$3,876,221	
% Change since 2003–2004	57.3%		-52.2%		44.4%	

¹Data Sources: U.S. Department of Education Office of Postsecondary Education and Nebraska's Coordinating Commission for Postsecondary Education, October 2005–2009.

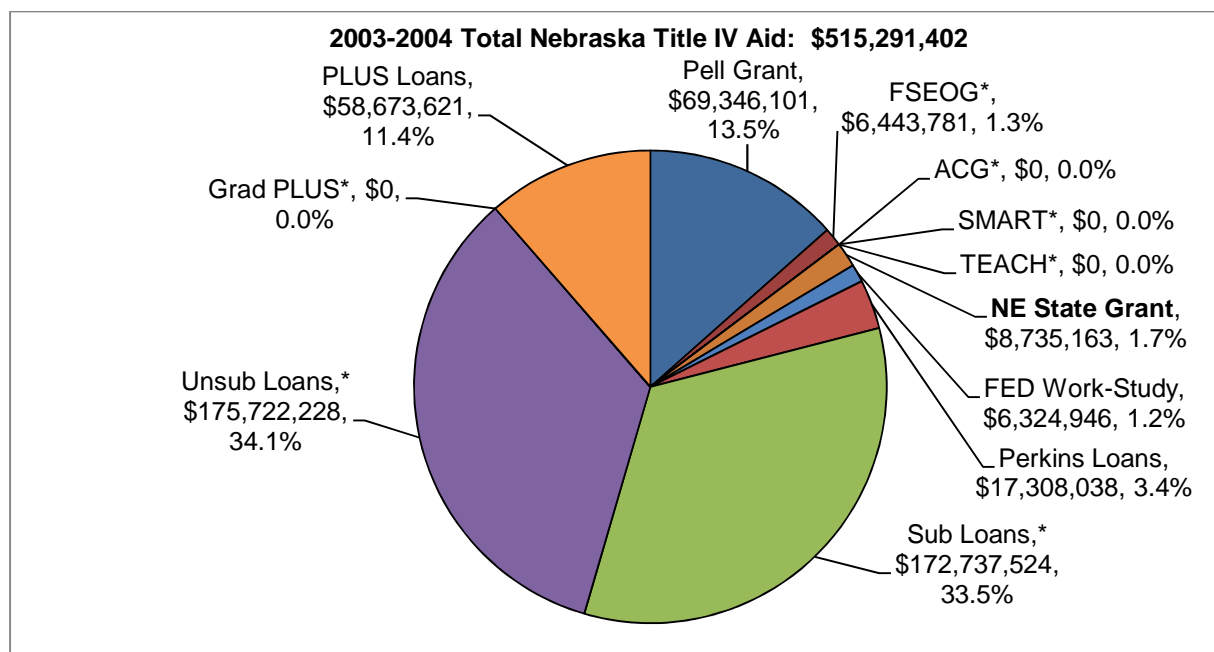
²Many states were unable to participate in the federal funding program in the 2003-2004 academic year. Therefore, those that were able to participate, like Nebraska, received extra funding. In the 2004-2005 academic year, many of the states that could not participate in the previous year were able to return to the program which, in turn, reduced the amount of funding to the other participating states.

The Nebraska State Grant Program as a Percentage of All Title IV Financial Aid

- Between 2003–2004 and 2007–2008, Nebraska State Grants accounted for only a small percentage of all of the total Title IV financial aid awarded through all of the eligible postsecondary institutions in Nebraska.
- As shown in [Figure 1.5.2](#), Nebraska State Grants accounted for 1.7% of the \$515,291,402 in Title IV financial aid that was awarded to students attending Nebraska postsecondary institutions in 2003–2004, including loans that must be repaid.¹ Excluding loans, Nebraska State Grants accounted for 9.6% of the \$90,849,991 in Title IV financial aid awarded to Nebraska college students in 2003–2004.
- As mentioned previously, the State of Nebraska funded \$7,704,305 (88.2%) of the \$8,735,163 awarded in state grants, while the remaining \$1,030,858 was federally funded. As a result, the state-funded portion of the Nebraska Grant State program accounted for 8.5% of the Title IV financial aid awarded in 2003–2004, excluding loans.

Figure 1.5.2

Total Title IV Federal and State Financial Aid Awarded at All Eligible Nebraska Postsecondary Institutions 2003–2004 Baseline Year¹



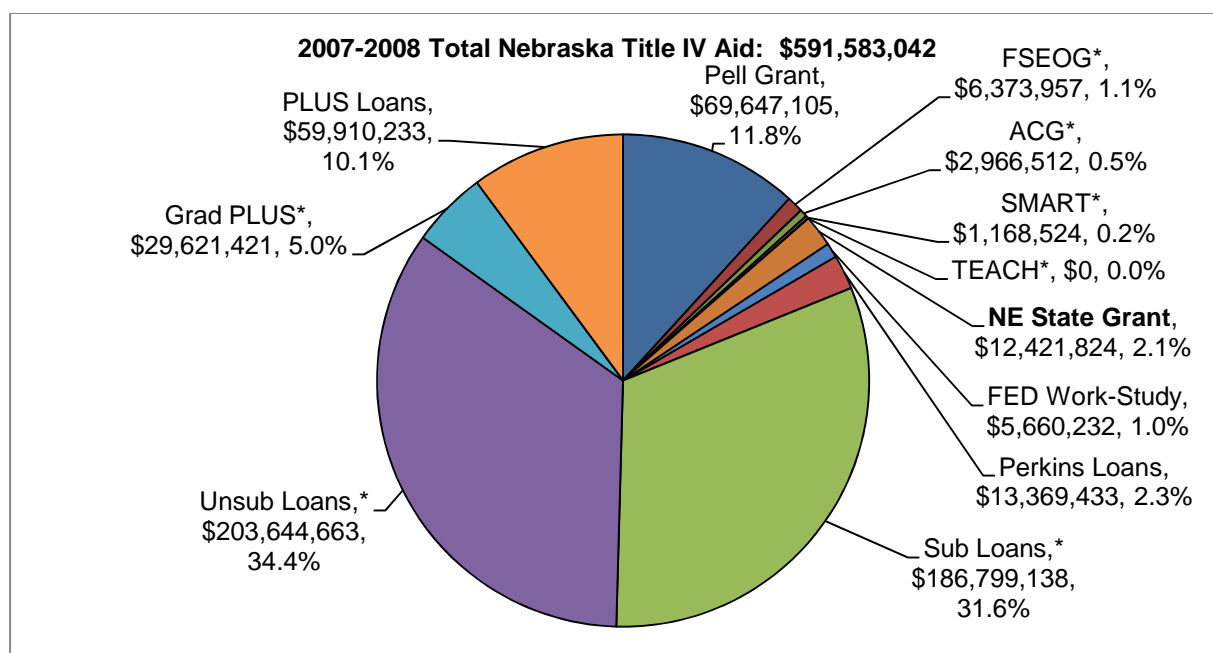
*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. ACG, SMART and TEACH grants and Grad Plus loans were not available in 2003–2004. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the [Explanatory Note A8.1](#) in [Appendix 8](#) for information about each of the programs included in this analysis.

¹Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.

¹The interest on a Perkins Loan or a subsidized Stafford loan is paid by the federal government while the student borrower is in college. Therefore, this interest is comparable to a grant in the sense that it does not have to be repaid. For the sake of clarification, the amounts reported in this section are for the actual amounts borrowed, not including interest.

- Figure 1.5.3 shows Nebraska State Grants as a percentage of the total amount of financial aid awarded to students attending Nebraska colleges and universities in 2007–2008, the latest year for which federal data for all Nebraska institutions are available. (Comparable amounts for 2008–2009 will be reported in this section of the *2011 Nebraska Higher Education Progress Report*.)
- As shown in Figure 1.5.3, Nebraska State Grants totaled \$12,421,824 and accounted for 2.1% of the \$591,583,042 in Title IV financial aid that was awarded in 2007–2008, including loans.
- Excluding loans, Nebraska State Grants accounted for 12.6% of the \$98,238,154 in Title IV financial aid awarded to Nebraska college students in 2007–2008.
- Of the \$12,421,824 awarded in state grants in 2007–2008, \$11,919,109 (96.0%) was state funded, while the remaining \$502,715 was federally funded. As a result, the state-funded portion of the Nebraska Grant State program accounted for 12.1% of the Title IV financial aid awarded in 2007–2008, compared to 8.5% in 2003–2004, excluding loans.

Figure 1.5.3
Total Title IV Federal and State Financial Aid
Awarded at All Eligible Nebraska Postsecondary Institutions
2007–2008¹



*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. TEACH grants were not available until 2008–2009. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis.

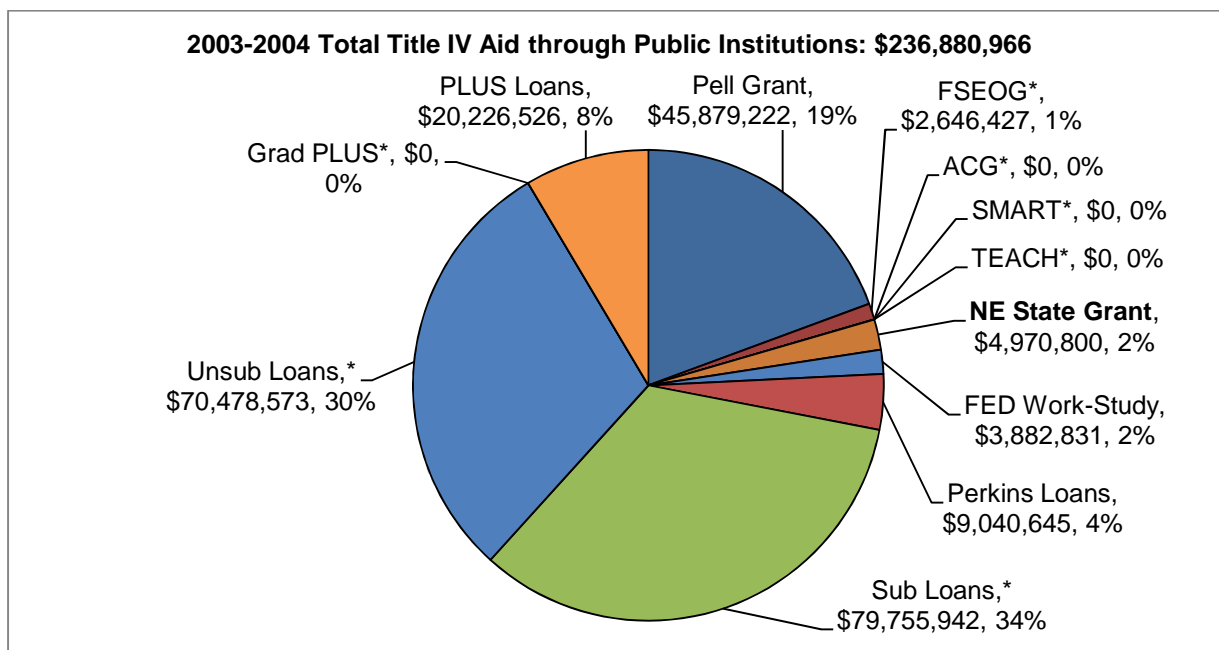
¹Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2010, Nebraska DAS Supplements and Nebraska CCPE, October 2008.

The Nebraska State Grant Program as a Percentage of Title IV Financial Aid Awarded at Nebraska Public Institutions

For 2003–2004 (Baseline Year)

- Of the \$515,291,402 in financial aid that was awarded to students at all of Nebraska’s eligible postsecondary institutions in 2003–2004, \$236,880,966 (46.0%) was awarded to students attending the state’s public institutions, consisting of the University of Nebraska, the Nebraska State College System, and the Nebraska community colleges.
- As shown in Figure 1.5.4, Nebraska State Grants accounted for 2.1% of the \$236,880,966 in financial aid awarded by Nebraska’s public institutions in 2003–2004. Excluding loans, state grants accounted for 8.7% of the \$57,379,280 in Title IV financial aid awarded by public institutions in 2003–2004.
- The State of Nebraska provided \$4,386,690 (88.2 %) of the \$4,970,800 for state grants that were awarded at public institutions, compared to \$584,100 (11.8%) provided by the federal government. Consequently, the state-funded portion of the state grant program accounted for 7.6% of the total Title IV financial aid awarded by Nebraska public institutions in 2003–2004, excluding loans.

Figure 1.5.4
Total Title IV Federal and State Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
2003–2004¹



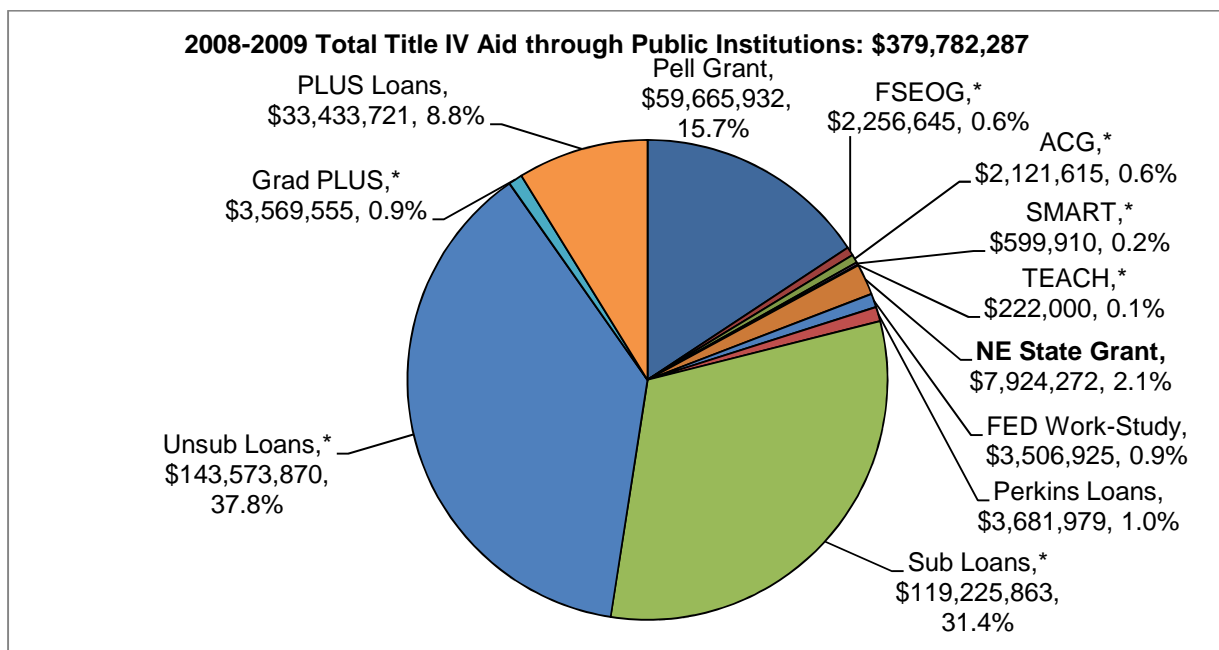
*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. ACG, SMART and TEACH grants and Grad Plus loans were not available in 2003–2004. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis.

¹Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.

For 2008–2009

- The amounts of federal funding for all types of Title IV financial aid that were awarded to students at all of Nebraska’s eligible postsecondary institutions in 2008–2009 are not yet available. However, the amount of aid awarded through each Title IV program to students attending the state’s public institutions in 2008–2009 is available to compare to the amount awarded in 2003–2004.
- A total of \$379,782,287 Title IV financial aid was awarded to students at Nebraska’s public postsecondary institutions in 2008–2009, an increase of \$142,901,321 (60.3%) from the 2003–2004 baseline amount of \$236,880,966.
- As shown in Figure 1.5.5, Nebraska State Grants accounted for 2.1% of the \$379,782,287 awarded to students at public institutions in 2008–2009, including loans. This percentage is the same as it was in 2003–2004, when state grants accounted for 2.1% of the total Title IV financial aid awarded.
- Excluding loans, a total of \$76,297,299 in Title IV financial aid was awarded to students attending public institutions in 2008–2009, an increase of 33.0% from the \$57,379,280 awarded in 2003–2004.

Figure 1.5.5
Total Title IV Federal and State Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
2008–2009¹



*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis.

¹Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2010, Nebraska DAS Supplements and Nebraska CCPE, October 2009.

- Of the \$76,297,299 awarded through grants or the work-study program in 2008–2009, 10.4% was awarded through the Nebraska State Grant program, compared to 8.7% in 2003–2004, as shown in [Table 1.5.2](#).
- State funds accounted for \$7,561,479 (95.4%) of the \$7,924,272 awarded in state grants to students enrolled at public institutions in 2008–2009, while federal funds accounted for the remaining \$362,793 (4.6%).
- Total federal funding of grants and work study increased by 29.7%, or by \$15,743,230, from \$52,992,590 in 2003–2004 to \$68,735,820 in 2008–2009.
- However, between 2003–2004 and 2008–2009, state funding of state grants increased \$3,174,789 or by 72.4%, from \$4,386,690 to \$7,561,479. As a result, the state funded portion of the Nebraska State Grant program increased from 7.6% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2003–2004 to 9.9% in 2008–2009, as shown in [Table 1.5.2](#).

Table 1.5.2
Need-Based Title IV Federal and State Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
Excluding Loans: 2008–2009 Compared to 2003–2004 Baseline¹

Need-Based Title IV Financial Aid	2003–2004		2008–2009		% Change
	Amount Awarded	% of Total	Amount Awarded	% of Total	
Nebraska State Grant					
State-Funded	\$4,386,690	7.6%	\$7,561,479	9.9%	72.4%
Federal-Funded	\$584,110	1.0%	\$362,793	0.5%	-37.9%
Total NE State Grant	\$4,970,800	8.7%	\$7,924,272	10.4%	59.4%
Pell Grant	\$45,879,222	80.0%	\$59,665,932	78.2%	30.1%
FSEOG*	\$2,646,427	4.6%	\$2,256,645	3.0%	-14.7%
ACG**	Not awarded		\$2,121,615	2.8%	NA
SMART**	Not awarded		\$599,910	0.8%	NA
TEACH**			\$222,000	0.3%	NA
Federal Work Study	\$3,882,831	6.8%	\$3,506,925	4.6%	-9.7%
Total Title IV Aid Excluding Loans	\$57,379,280	100.0%	\$76,297,299	100.0%	33.0%

*FSEOG = Federal Supplemental Educational Opportunity Grant.

**Academic Competitive Grants (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grants were first awarded in 2006–2007. Teacher Education Assistance for College and Higher Education (TEACH) Grants were first awarded in 2008–2009.

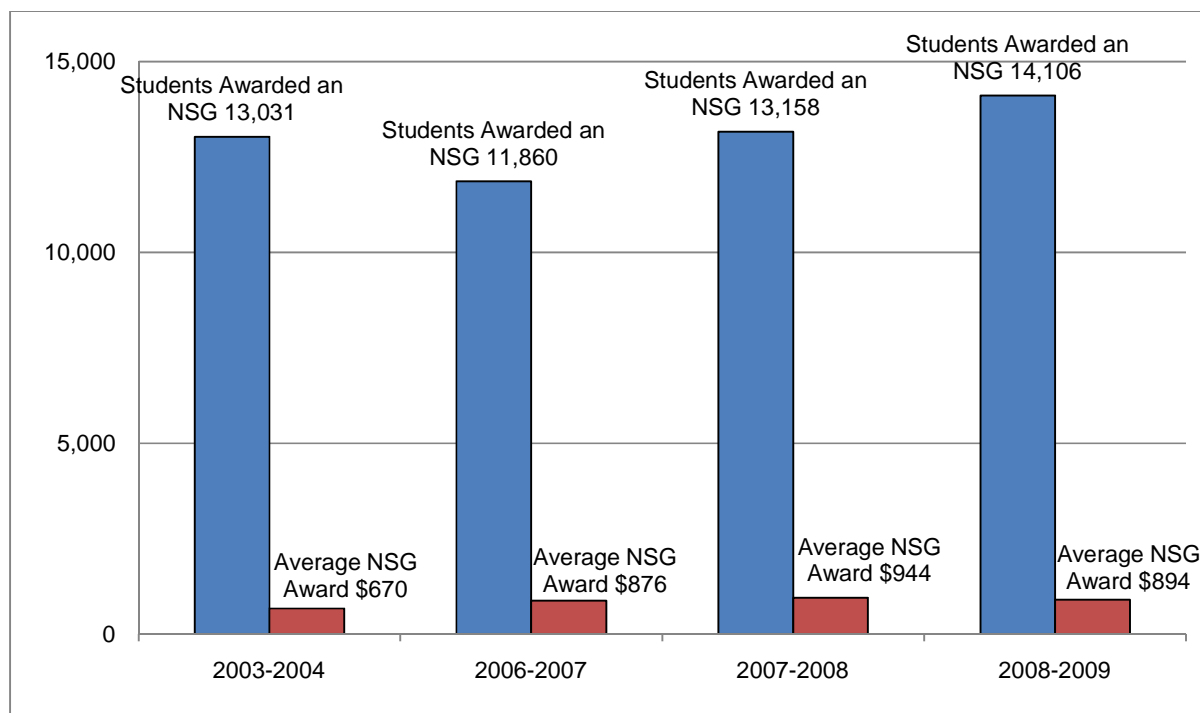
¹Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2010, Nebraska DAS Supplements and Nebraska CCPE, October 2009.

Number and Average Amount of Nebraska State Grants Awarded

- The total amount of Nebraska State Grants awarded to Nebraskans attending all eligible postsecondary institutions in Nebraska increased by 44.4%, from \$8,735,163 in 2003–2004 to \$12,611,384 in 2008–2009.
- In 2008–2009, the average awarded grant was \$224 higher than in 2003–2004.
- A higher number of students received state grants in 2008–2009 than in 2007–2008, so the average grant was \$50 lower in 2008–2009, as illustrated in [Figure 1.5.6](#).¹
- Of the 28,222 Nebraska-resident, Pell Grant-eligible students who attended postsecondary institutions in Nebraska in 2003–2004, 46.2% received state grants. In 2008–2009, 48.2% of the 29,281 eligible students received Nebraska State Grants.
- See [Table A8.1](#) and [Table A8.2](#) in [Appendix 8](#) for supporting data and for additional information about the numbers and amounts of Nebraska State Grants awarded by sector.

Figure 1.5.6

Total Numbers of Students Who Received Nebraska State Grants (NSGs) and the Average Grant Awarded: 2006–2007 through 2008–2009 Compared to 2003–2004 Baseline¹



¹Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2009.

¹In 2003–2004, the maximum award a student could receive was 25% of the tuition and mandatory fees charged to a full-time, Nebraska-resident undergraduate student attending the University of Nebraska-Lincoln (UNL), resulting in a maximum award of \$1,032. In 2004-2005, the Legislature changed the maximum award to 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student. For 2007-2008, the maximum award reverted to the 25% level or \$1,646.

Other Need-Based Financial Aid Programs

Although Title IV-related programs are the primary source of need-based financial aid, other institution-based programs are available to assist students. Programs available through the state's public institutions are funded by the institutions and private sources. In addition, state funding is provided through need-based tuition waivers offered by the Nebraska state colleges and the institutions constituting the University of Nebraska.

- The total amount of need-based financial aid, not including Title IV aid, provided to students by Nebraska's public institutions increased 59.8% between 2003–2004 and 2008–2009, and the amount of aid varied by sector, as shown in Table 1.5.3.
- The amount of funding provided by the University of Nebraska increased 65.2%, while the amount of need-based aid available from the community colleges increased 56.2% and the amount of aid awarded by the Nebraska State College System decreased 21.1% between 2003–2004 and 2008–2009.

Table 1.5.3 Amount of Other Need-Based Financial Aid Awarded by <u>Public</u> Nebraska Postsecondary Institutions by Sector 2008–2009 Compared to 2003–2004 Baseline¹					
Sector	2003–2004		2008–2009		% Change
	\$ Amount	%	\$ Amount ²	%	
University of Nebraska	\$9,843,307	78.7%	\$16,262,327	81.3%	65.2%
Nebraska State College System	567,739	4.5%	\$448,036	2.2%	-21.1%
Nebraska Community Colleges	\$2,102,256	16.8%	\$3,283,722	16.4%	56.2%
Total Other Need-Based Financial Aid	\$12,513,302	100.0%	\$19,994,085	100.0%	59.8%

¹Data Source: Nebraska DAS Supplements, October 2005 and October 2009.

²2008-2009 amounts do not include aid awarded by Western Nebraska Community College, since no information was reported by the college as of the writing of this report. In 2007-2008, WNCC accounted for 13% of the other need-based aid reported by the six community colleges.

The Total Amount of Need-Based Aid Provided Through Nebraska Public Institutions

- The total amount of need-based financial aid provided to students attending Nebraska's public institutions, including Title IV programs and other need-based aid, but excluding loans, increased 37.8%, from \$69,892,582 in 2003–2004 to \$96,291,384 in 2008–2009, as shown in Table 1.5.4 on the next page.
- As also shown in Table 1.5.4 and illustrated in Figure 1.5.7, the state-funded portion of the Nebraska State Grant program accounted for 6.3% of all of the need-based aid awarded by Nebraska public institutions in 2003–2004, excluding loans.

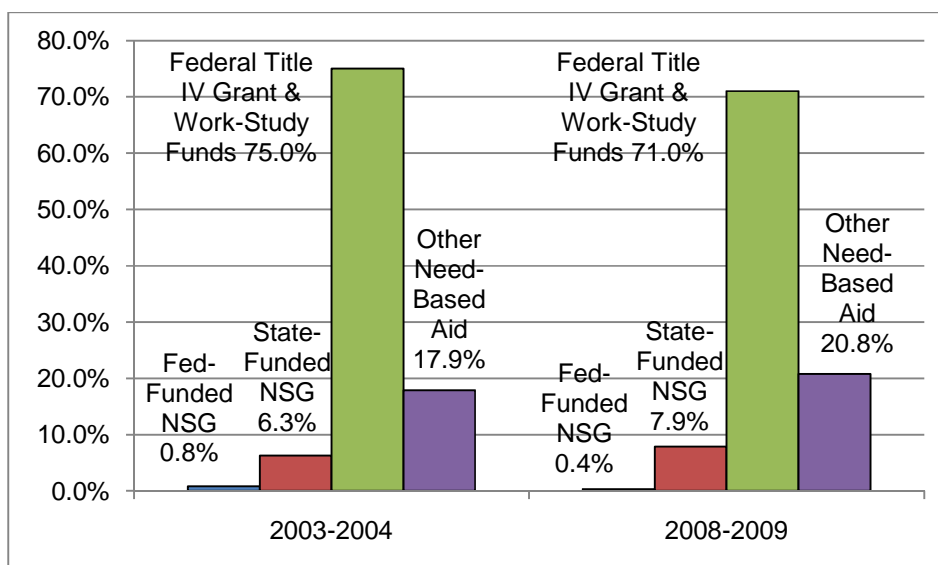
- As the result of a 72.4% increase in state funding and decreases in federal funding for state grants and federal work-study programs that were not offset by the 59.8% increase in institution-based programs, the state-funded portion of the Nebraska State Grant program was 7.9% of all of the need-based aid awarded by Nebraska public colleges and universities in 2008–2009, compared to 6.3% in 2003–2004.

Table 1.5.4 Total Need-Based Financial Aid Awarded by <u>Public</u> Nebraska Postsecondary Institutions, Excluding Loans: 2007–2008 Compared to 2003–2004 Baseline¹					
Sector	2003–2004		2008–2009		% Change
	\$ Amount	%	\$ Amount	%	
Nebraska State Grants					
State-Funded	\$4,386,690	6.3%	\$7,561,479	7.9%	72.4%
Federal-Funded	\$584,110	0.8%	\$362,793	0.4%	-37.9%
Federal Title IV Grants & Work-Study Funds	\$52,408,480	75.0%	\$68,373,027	71.0%	30.5%
Other Need-Based Aid	\$12,513,302	17.9%	\$19,994,085	20.8%	59.8%
Total Need-Based Aid Excluding Loans	\$69,892,582	100.0%	\$96,291,384	100.0%	37.8%

¹Data Source: Nebraska DAS Supplements, October 2005 and October 2009.

Figure 1.5.7

**Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2008–2009 Compared to 2003–2004 Baseline¹**



¹Data Source: Nebraska DAS Supplements, October 2005 and October 2009.

Access College Early (ACE) Scholarship Program

As mentioned in the introduction of this section, the State of Nebraska funds the Access College Early (ACE) Scholarship Program, which was started in fall 2007. ACE scholarships are awarded to eligible low-income Nebraska high school students who take courses for credit from postsecondary institutions while the students are in high school.

In 2007–2008, 363 ACE scholarships totaling \$114,856 were awarded to 294 Nebraska high school students from 110 high schools. These students took courses at 11 Nebraska colleges and universities. A total of 171 additional eligible applicants were unable to be awarded scholarships due to insufficient funds.

For the 2008–2009 academic year, the Commission received a federal grant of \$330,000—of which \$100,000 was allocated to the ACE program. This allowed total funding for the year to be \$215,000. As a result of additional funding, 824 ACE scholarships were awarded to students from 146 Nebraska high schools.

The \$100,000 federal grant was available again for the 2009–2010 academic year. However, beginning in 2010–2011, the ACE scholarship program will depend entirely on state funding.

The Commission has received additional state funding for 2009–2010 and 2010–2011. As of the writing of this report, 1,033 ACE scholarships have been awarded to Nebraska high school students to take courses during the current academic year at a dozen colleges and universities in Nebraska, and more scholarships will be awarded before the end of the 2009–2010 academic year.

Research on the College Continuation Rates of ACE Scholarship Recipients

In 2009, the Coordinating Commission conducted research to determine how many of the high school seniors who received ACE scholarships in 2007–2008 continued on to college, compared to other low-income and non-low-income graduates of Nebraska's public high schools. Following is a summary of the methodology and findings of this research.

Using students records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse, the Coordinating Commission estimated the college continuation rates for male and female low-income and non-low-income students who graduated from Nebraska public high schools during the 2007–2008 school year. For the purposes of this research, low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches.¹ For additional information about the methodology of this research project, refer to Section 1.1.c of this report, which is titled, College Continuation Rates.

As a separate but related project, the Commission used its records of the 2007–2008 ACE scholarship recipients and college enrollment records from the Clearinghouse to calculate the college continuation rates of the male and female scholarship recipients who were seniors in high school during the 2007–2008 school year. The college continuation rates of the high school

¹The non-low-income students in this study included at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category could not be identified and excluded for the purposes of analysis.

seniors who received ACE scholarships while they were attending Nebraska public high schools were then compared to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools.

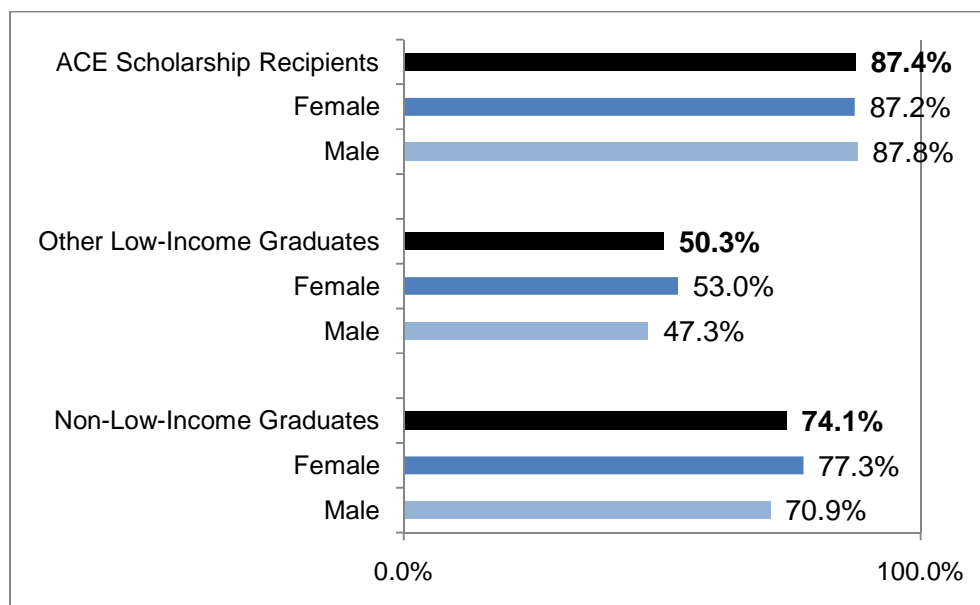
Summary of Findings

- In total, 87.7% of the high school seniors who received ACE scholarships enrolled in college during the 2008-2009 academic year ending May 31, 2009.
 - Of the 294 high school students who received ACE scholarships in 2007–2008, 220 (74.8%) were seniors and 74 (25.2%) were freshmen, sophomore, or juniors.
 - Of the 220 seniors who received ACE scholarships, 215 (97.7%) attended public high schools, while only five attended nonpublic (private) high schools in Nebraska.
 - All five of the seniors from nonpublic (private) high schools and 87.4% of the seniors from public high schools continued on to college after they left high school.
 - See [Table A8.3](#) in [Appendix 8](#) for supporting data.
- Only one male and four females received ACE scholarships while they were seniors at nonpublic (private) high schools. As mentioned above, all five of these students continued on to college after high school.
- Of the 215 ACE scholarship recipients who attended public high schools, 141 (65.6%) were female and 74 (34.4%) were males. In comparison, 50.3% of all public high school graduates in 2007–2008 were female and 49.7% were male. (See [Table A8.4](#) in [Appendix 8](#) for supporting data.)
- Compared to male scholarship recipients, females accounted for a significantly higher percentage of the public high school seniors who received ACE scholarships. However, the college continuation rates for the male and female scholarship recipients were almost equal. As shown in [Figure 1.5.8](#) on the next page, 87.2% of the female scholarship recipients and 87.8% of the males who received scholarship continued on to college.
- [Figure 1.5.8](#) also shows how the college continuation rates of the public high school seniors who received ACE scholarships in 2007–2008 compare to the percentages of other public high school graduates who continued on to college.
- As shown in [Figure 1.5.8](#), the college continuation rates for public high school seniors who received ACE scholarships in 2007–2008 were significantly higher than the college continuation rates of other low-income graduates from Nebraska's public schools.¹
 - Whereas 87.4% of the ACE scholarship recipients went to college after they left high school, only 50.3% of the other low-income graduates of Nebraska's public high schools continued on to college.

¹To calculate the college continuation rates for other low-income graduates, the 2007–2008 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

- Of the other low-income graduates, 55.2% were females and 44.8% were males.
- Among the low-income students who did not receive ACE scholarships in 2007–2008, 53.0% of the female graduates continued on to college, compared to 47.3% of the males.
- **Figure 1.5.8** also shows that the ACE scholarship recipients who were in the 2007–2008 graduating class had higher college continuation rates than non-low-income students who graduated from public high schools.
 - Compared to 87.4% of the ACE scholarship recipients who continued on to college, the college continuation rate for non-low-income graduates of Nebraska public high schools was 74.1%, or 13.3% points lower.
 - Males and females accounted for almost equal percentages of the graduates from non-low-income households. Specifically, 49.5% were females; 50.5% were males.
 - Like the low-income graduates who did not receive ACE scholarships, the female graduates from non-low-income households had higher college continuation rates than the non-low-income males. As shown in **Figure 1.5.8**, 77.3% of the non-low-income female graduates continued on to college, compared to 70.9% of the males in the same income category.
- See **Table A8.4** and **Table A8.5** for supporting data.

Figure 1.5.8
College Continuation Rates
for Public High School Seniors Who Received Access Early (ACE) Scholarships
and Other 2007–2008 Graduates of Nebraska Public High Schools
by Gender and Student Income Status¹



¹Data Sources: Nebraska’s Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, July 15, 2009, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all other Nebraska public high school graduates, April 7, 2009. See **Table A8.5** in **Appendix 8** for supporting data and explanatory footnotes.

Section 2

Increasing College Retention and Graduation Rates

Priority 2. Increasing the percentage of students who enroll and successfully complete a degree.

The second priority recommended by the 2003 LR 174 Task Force is to increase the percentage of students who enroll and successfully persist through degree completion. To achieve this result, the LR 174 Task Force concluded that Nebraska's postsecondary education system must (1) decrease the percentage of students who fail to persist beyond their first year(s) of enrollment, (2) increase the percentage of students who complete associate degrees within three years and baccalaureate degrees within six years, and (3) expand upon and strengthen existing associate degree to baccalaureate degree transfer programs.

To monitor the extent to which the first and second strategic objectives are being achieved, this section focuses on freshmen retention rates and college graduation rates that are based on data collected through the Integrated Postsecondary Education Data System (IPEDS), maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education.

The NCES is the best available source of data for monitoring the retention and graduation rates of institutions over time, either on an individual basis or by sector. However, the retention and graduation rates that are reported to the NCES or calculated using data collected through IPEDS are generally for first-time freshmen who continue their studies at the same institution where they started college. This type of student represents a steadily decreasing percentage of postsecondary students. Consequently, a statewide analysis of retention and graduation rates based on NCES-IPEDS data does not provide any information about Nebraska college students who transfer to other institutions to continue their studies, including students who start college in the academic transfer programs offered by Nebraska's community colleges and then transfer to four-year schools to earn bachelor's degrees.

To overcome the limitations of the data available from the NCES and directly address the third strategic objective recommended by the 2003 LR 174 Task Force, the University of Nebraska, the Nebraska State College System, Nebraska's community colleges, and Commission staff conducted an extensive research project in 2006 using data obtained through the National Student Clearinghouse (NSC). Based on the findings of the 2006 NSC Research Project, about 11% of full-time freshmen and 14% of part-time freshmen at Nebraska's public institutions transfer to other schools. At least 10% of full-time freshmen who enrolled in bachelor's degree programs at the University of Nebraska or state colleges earn bachelor's degrees after transferring to other institutions. The study also found that about 19% of students initially enrolled in academic transfer programs completed a bachelor's degree within six years, while about 16% completed the academic transfer program but did not transfer to a four-year institution. About 4.4% of students in academic transfer programs earned degrees/certificates at other institutions.

A full report of the 2006 NSC Research Project is in Section 2 of the *2007 Nebraska Higher Education Progress Report*, which is available on the Coordinating Commission's Web site: www.ccpe.state.ne.us. Given the stability of Nebraska's postsecondary education system, repeating this extensive research effort every four or five years should be sufficient to determine if any significant changes occur over time in the transfer, completion and persistence patterns of Nebraska college students. In the interim, this progress report will continue to provide policy-makers with an annual analysis of retention and graduation rates based on NCES-IPEDS data.

2.1 Freshmen Retention Rates (Based on IPEDS Data)

Decrease the percentage of students who fail to persist beyond their first year(s) of enrollment.

The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS), beginning in fall 2004.¹ The NCES generally defines a retention rate as the percentage of the first-time freshmen who enrolled at an institution during the fall semester (or quarter) or the preceding summer of a given academic year and were enrolled at the same institution during the fall semester (or quarter) one year later. Separate retention rates are reported by institutions for their full-time and part-time students.

The latest available data to compare to fall 2004 freshmen retention rates are for fall 2008. Retention rates for fall 2009 will not be available until mid-2010 and will be reported in the *2011 Nebraska Higher Education Progress Report*.

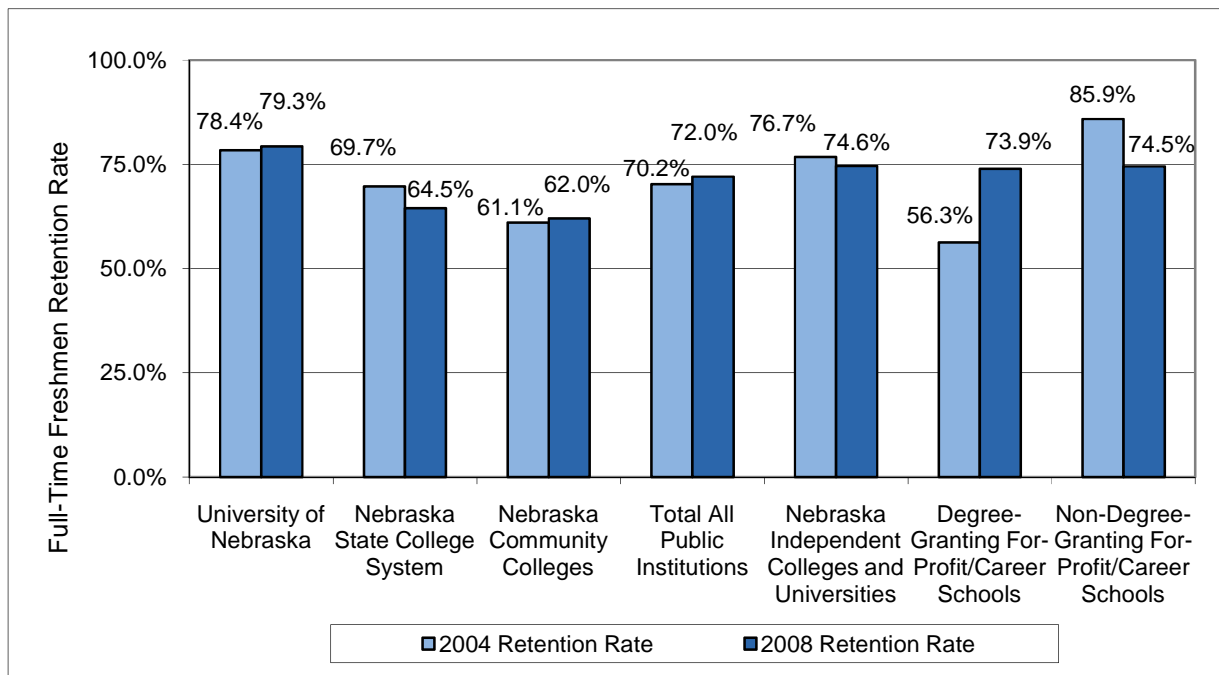
Full-Time Freshmen Retention Rates

- As shown in [Figure 2.1.1](#) on the next page, there was an increase or decrease in the overall full-time freshmen retention rate for each of the six sectors of higher education in Nebraska between fall 2004 and fall 2008, with no general trend across all of the sectors.
- The most significant decline in retention rates was within the for-profit sector of non-degree-granting institutions, consisting primarily of career schools that focus on hair and skin care training. As evidenced in [Figure 2.1.1](#), the retention rate for this sector decreased 11.4% from 85.9% in fall 2004 to 74.5% in fall 2008.
- Over the same period, the overall freshmen retention rates for the Nebraska State College System and Nebraska's independent (not-for-profit) colleges and universities also decreased. In the case of the state colleges, the sector retention rate decreased 5.2% from 69.7% to 64.5% between fall 2004 and fall 2008. For the independent institutions, the sector retention rate decreased 2.1% from 76.7% to 74.6%.
- The largest increase in retention rates was evidenced for the degree-granting, for-profit schools. The sector rate increased from 56.3% in fall 2004 to 73.9% in fall 2008. This 17.6% improvement was due, almost entirely, to increased retention rates at Kaplan University's Omaha campus and the ITT Technical Institute in Omaha. Five of the other eight institutions in this sector had to be excluded from the analysis because they did not report a retention rate in 2004, did not enroll freshmen, were not open in 2004, or closed before 2008. Consequently, further monitoring of the sector rate is necessary to come to any conclusion about the sector as a whole in terms of retention of full-time freshmen.

¹The analyses of freshmen retention rates included in the *2004 Baseline Report for the LR 174 Higher Education Task Force* and the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* were based on the retention rates for full-time freshmen voluntarily reported to ACT, Inc. When more complete data, including the retention rates for part-time students, became available from the NCES, it was advisable to discontinue using data obtained from ACT, Inc. and change the baseline for comparisons to fall 2004, the first period for which the NCES required institutions to report retention rates for full-time and part-time freshmen.

- The overall full-time freshmen retention rate for the University of Nebraska and Nebraska's community colleges also each increased 0.9%. As shown in [Figure 2.1.1](#), the university's retention rate increased from 78.4% in fall 2004 to 79.3% in fall 2008, while the rate for the state's community increased from 61.1% to 62.0%.
- The net effect of these increases and decreases was that the estimated overall full-time retention rate for the three public sectors increased 1.8%, from 70.2% in fall 2004 to 72.0% in fall 2008, while the rate for all institutions in Nebraska increased 1.3%, from 71.4% in fall 2004 to 72.7% in fall 2008.
- See [Table A9.1](#) in [Appendix 9](#) for data related to the calculated sector and state retention rates for full-time freshmen and [Table A9.4](#) in [Appendix 9](#) for the full-time retention rates for fall 2004 and fall 2008 reported by the institutions within each sector.

Figure 2.1.1
Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2007 Compared to Fall 2004 Baseline¹



¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2008 surveys. See [Table A9.1](#) in [Appendix 9](#) for supporting data.

- [Figure 2.1.2](#) and [Figure 2.1.3](#) on the next two pages reveal that the fall 2008 retention rates for full-time freshmen enrolled at Nebraska’s public four-year institutions was slightly above the national average, while the retention rate for full-time students attending Nebraska’s six community colleges was well above national full-time retention rates based on data for comparable institutions across the country.
- As shown in [Figure 2.1.2](#), the overall full-time retention rate for Nebraska’s public four-year institutions— the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 78.4% in fall 2008, compared to a 78.2% retention rate for the nation.
- Since 2005, Nebraska’s full-time retention rate for public four-year institutions has not improved, relative to the national average or in its ranking relative to those of other states.

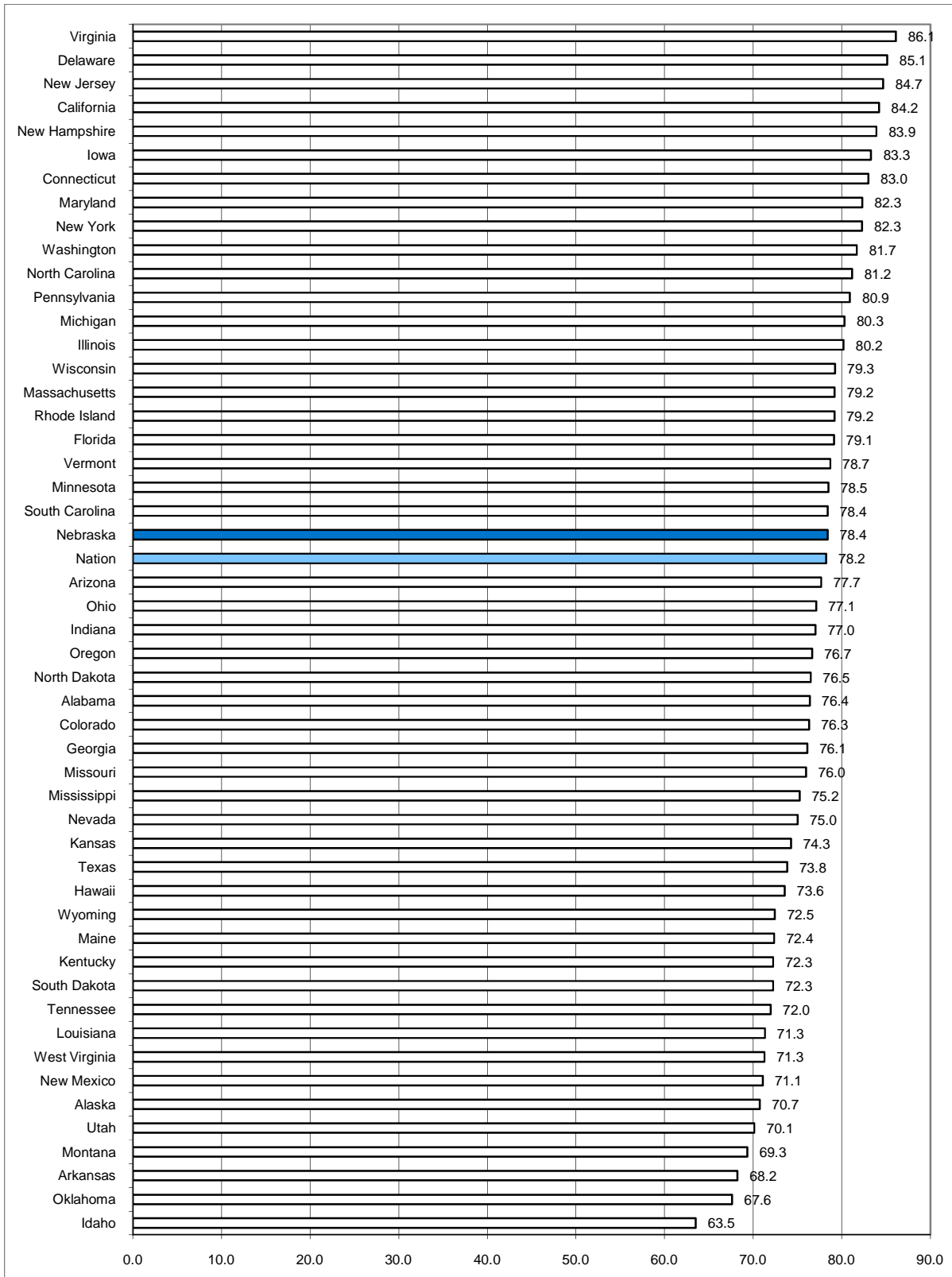
In 2005, Nebraska had a rate of 79.4%, which was the 17th highest among the 50 states and 1.7% higher than the national average of 77.7%.

In 2008, Nebraska’s retention rate had decreased 1.0% to 78.4%, which was the 22nd highest in the country for four-year schools and only 0.2% higher than the national average of 78.2%.

- In [Figure 2.1.3](#), the overall full-time freshmen retention rate for Nebraska’s six community colleges is compared to the state and national rates for all two-year public colleges. These colleges include public-supported tribal colleges and technical colleges, as well as community colleges. Consequently, retention data for the Nebraska College of Technical Agriculture at Curtis (NCTA-Curtis) and the Nebraska Indian Community College (NICC), which is federally supported, are included in the computation of the national full-time retention rate for all two-year public colleges. Data for the NCTA-Curtis and the NICC are not included in the calculation of the full-time retention rate for Nebraska’s six community colleges.
- As shown on the chart, the overall full-time retention rate for Nebraska’s community colleges in fall 2008 was 62.0%, compared to a national retention rate for all two-year public colleges of 60.0%.
- Including the NCTA-Curtis (which had a full-time retention rate of 46%) and the NICC (which had a full-time retention rate of 27%), the retention rate for Nebraska’s eight public, two-year institutions was 61.5%, making Nebraska’s rate the 8th-highest among the 50 states.
- As a point of reference, the overall full-time retention rate for Nebraska’s community colleges was 61.7% in fall 2007, compared to a national retention rate for all two-year public colleges of 59.0%.
- See [Table A9.3](#) in [Appendix 9](#) for the data used to calculate the full-time retention rates for Nebraska public, four-year institutions and the state’s six community colleges for fall 2005 through fall 2008.

Figure 2.1.2

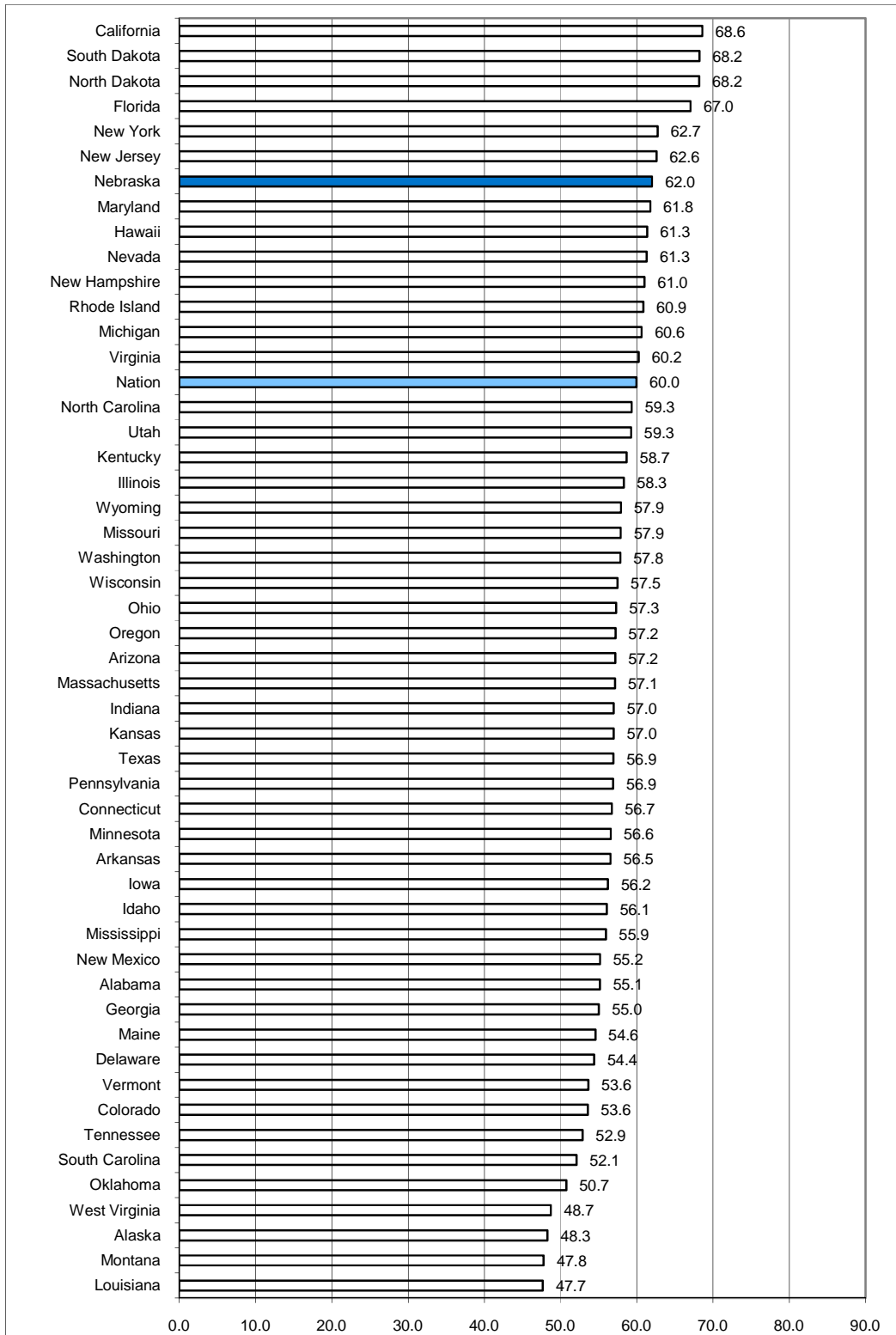
2008 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



¹Data from the National Center for Education Statistics, IPEDS fall 2008 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2010.

Figure 2.1.3

2008 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State
(Nebraska Rate for Nebraska Community Colleges Only)



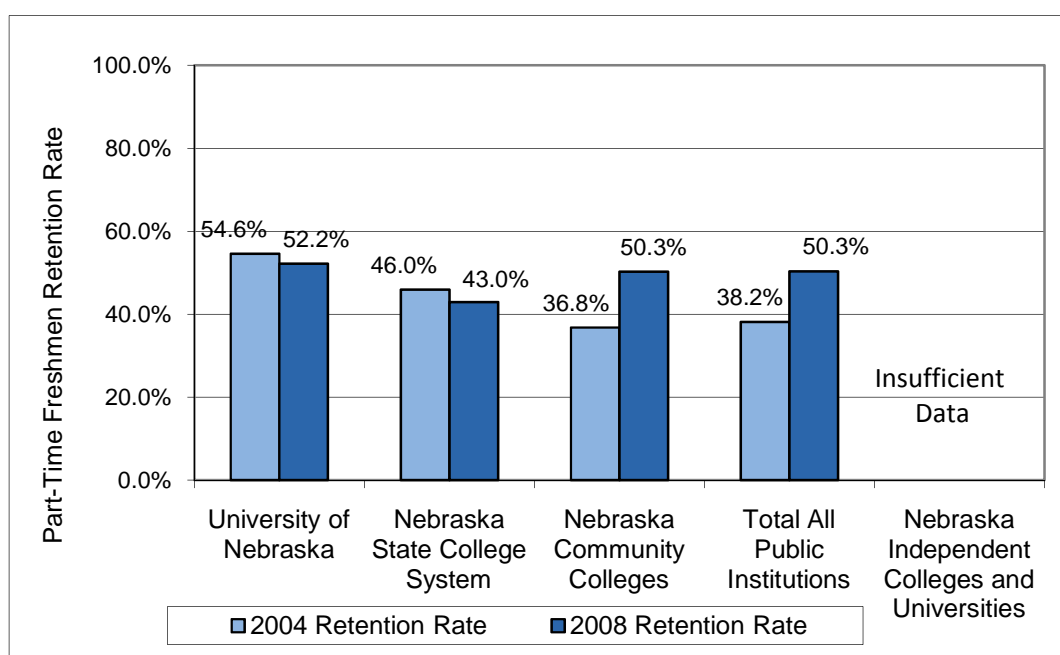
Data from the National Center for Education Statistics, IPEDS fall 2008 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2010.

Part-Time Freshmen Retention Rates

- The University of Nebraska enrolled 174 part-time, first-time freshmen in fall 2003 and 141 part-time freshmen in fall 2007. As shown in [Figure 2.1.4](#), the retention rate for freshmen enrolled part-time at the University of Nebraska decreased 2.4%, from 54.6% for the students returning in fall 2004 to 52.2% for the students returning in fall 2008.¹
- The Nebraska State College System enrolled 62 part-time, first-time freshmen in fall 2003, 21 in fall 2007. The system's retention rate decreased from 46.0% to 30.8% between fall 2004 and fall 2007, and then increased to 43.0% in fall 2008. This variability is due, in part, to the relatively small number of freshmen enrolled on a part-time basis.
- In comparison, Nebraska's six community colleges enrolled 2,357 part-time, first-time freshmen in fall 2003 and 2,027 in fall 2007, or 86% of the state total (up from 81% of the state total in fall 2006). At the community colleges, the part-time freshmen retention rate increased by 13.5 percentage points, from 36.8% in fall 2004 to 50.3% in fall 2008. This is substantial increase is due primarily to an increase in Southeast Community College's reported retention rate for part-time students, which increased from 42% in fall 2004 to 70% in fall 2008. In comparison, the retention rates for part-time, first-time freshmen at the other five community colleges were between 28% and 35% in fall 2008.

Figure 2.1.4

**Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2008 Compared to Fall 2004 Baseline¹**



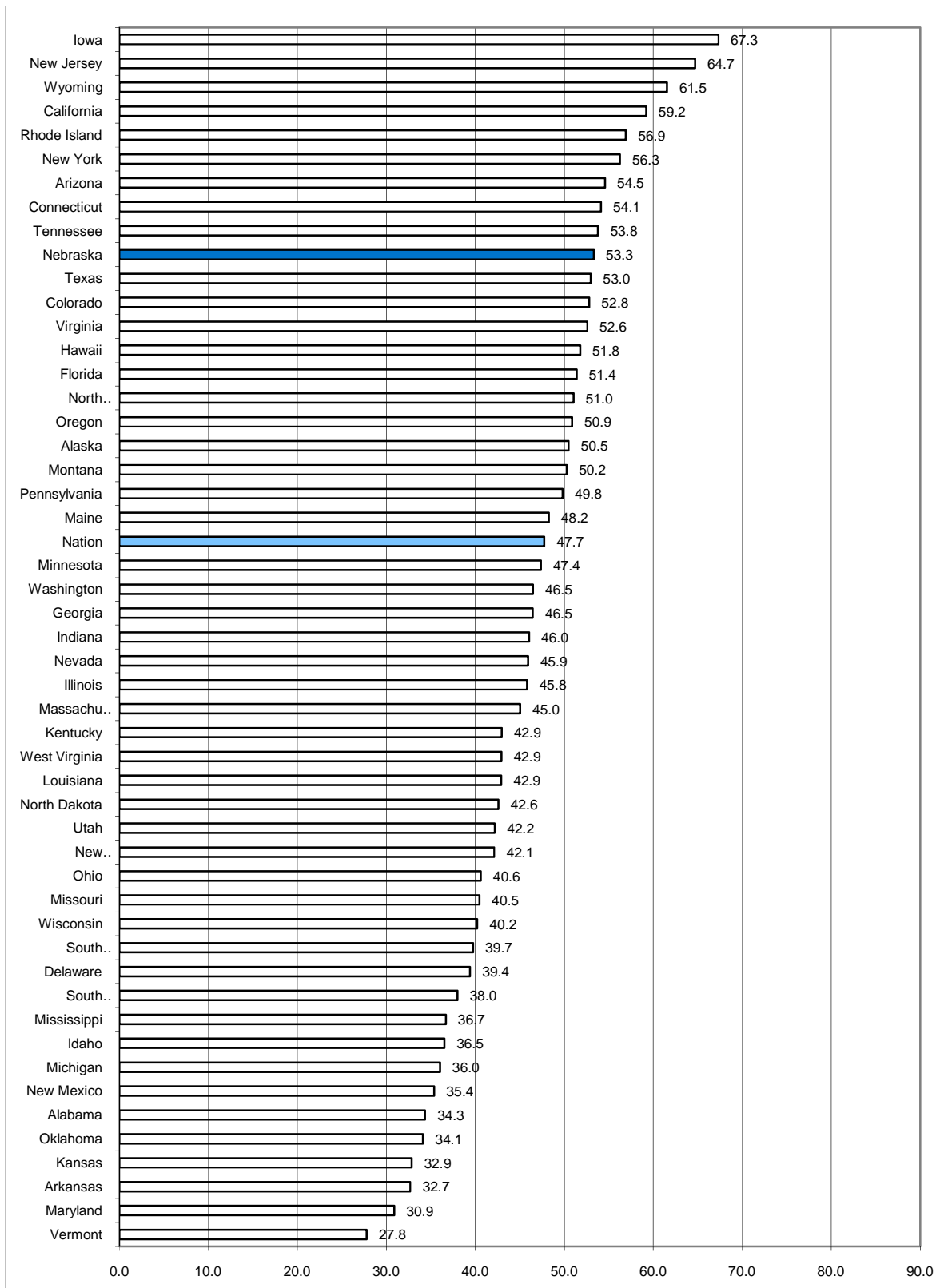
¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2008 surveys. See [Table A9.2](#) in [Appendix 9](#) for supporting data.

¹The Nebraska College of Technical Agriculture (NCTA) reported two part-time, first-time freshmen in fall 2003, but the school did not report a retention rate for these students in fall 2004. Consequently, for the purposes of this report, NCTA is excluded from the calculation of a total part-time freshmen retention rate for the University of Nebraska. (NCTA reported no part-time, first-time freshmen for fall 2007.)

- Due to insufficient data from institutions in the independent and for-profit sectors, an overall part-time retention rate for the state cannot be computed for these sectors. However, it can be estimated that the overall part-time retention rate for the three public sectors—the University of Nebraska, the Nebraska State College System and Nebraska’s community colleges—increased 12.1%, from 38.2% in fall 2004 to 50.3% in fall 2008. As mentioned previously, this significant increase was due to the increase in the reported retention rate at Southeast Community College.
- See [Table A9.2](#) in [Appendix 9](#) for data related to the calculated sector rates for part-time freshmen and [Table A9.5](#) in [Appendix 9](#) for part-time retention rates by institution.
- [Figure 2.1.5](#) and [Figure 2.1.6](#) on the next two pages show the fall 2008 overall retention rates for part-time freshmen enrolled at Nebraska’s public four-year institutions and the state’s six community colleges, compared to the retention rates for other states and the nation.
- As shown in [Figure 2.1.5](#), the overall part-time retention rate for Nebraska’s public four-year institutions—the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 53.3%, compared to a national average of 47.7%. As a result, Nebraska rate ranked 10th highest among the 50 states in fall 2008, compared to 16th in fall 2007 when the part-time retention rate for Nebraska’s public four-year institutions was 51.5% and the national rate was 48.9%.
- In [Figure 2.1.6](#), the overall part-time freshmen retention rate for Nebraska’s six community colleges is compared to state and national part-time rates for [all two-year public colleges](#). Since these colleges include public-supported tribal colleges and technical colleges, as well as community colleges, the retention rates for the Nebraska College of Technical Agriculture at Curtis (NCTA-Curtis) and the Nebraska Indian Community College (NICC) are included in the computation of the [national](#) retention rate for part-time students. However, retention data for the NCTA-Curtis and the NICC are [not](#) included in the part-time retention rate calculated for Nebraska’s six community colleges.
- As shown in [Figure 2.1.6](#), the overall part-time retention rate for Nebraska’s community colleges was 50.3% in fall 2008, compared to a 40.1% part-time retention rate for all two-year public colleges in the United States.
- The NCTA-Curtis did not report a part-time retention rate for fall 2008 because the school did not enroll any part-time, first-time freshmen in fall 2007. The NICC reported a rate of 33%. Including the NICC, the retention rate for Nebraska’s public two-year institutions was 50.0%, making Nebraska’s rank the 5th highest among the 50 states.
- See [Table A9.3](#) in [Appendix 9](#) for the data used to calculate the retention rates for part-time students enrolled at Nebraska public four-year institutions and the six community colleges, which are compared to the national rates shown in [Figure 2.1.5](#) and [Figure 2.1.6](#).

Figure 2.1.5

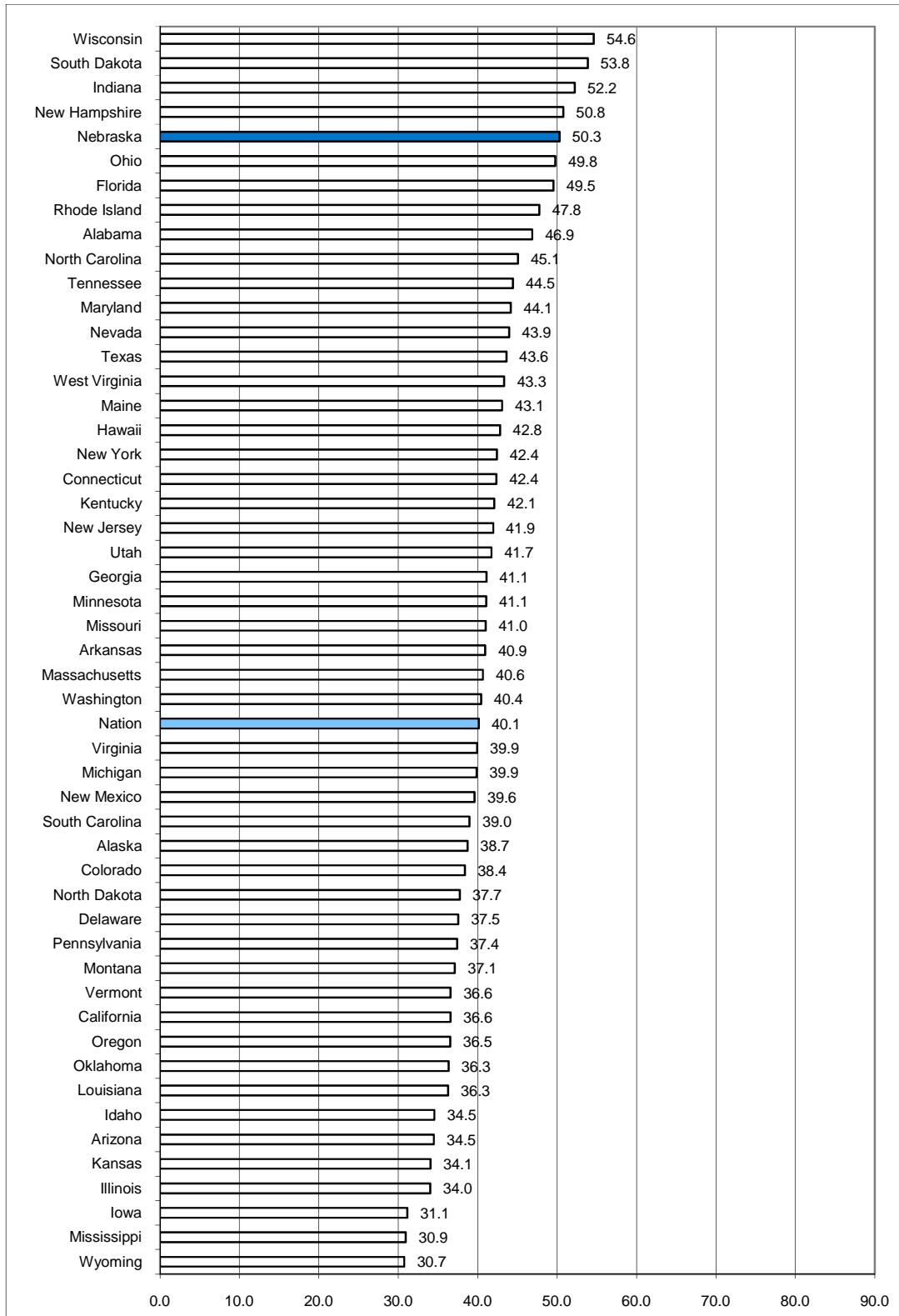
2008 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



¹Data from the National Center for Education Statistics, IPEDS fall 2008 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2010.

Figure 2.1.6

2008 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State
(Nebraska Rate for Nebraska Community Colleges Only)



¹Data from the National Center for Education Statistics, IPEDS fall 2008 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2010.

2.2 College Graduation Rates (Based on IPEDS Data)

Increase the percentage of students who complete associate degrees within three years and baccalaureate degrees within six years

The college graduation rates reported in this section are based on data collected by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The latest available data are for undergraduates who completed degree programs during the 2007–2008 academic year. Completion data for students who finished their degree programs in 2008–2009 will not be available for analysis until mid-2010. Consequently, the following analysis focuses on how 2007–2008 graduation rates for Nebraska institutions compare to 2002–2003 baseline rates. Throughout this analysis, the terms “completion rate” and “graduation rate” are used interchangeably.

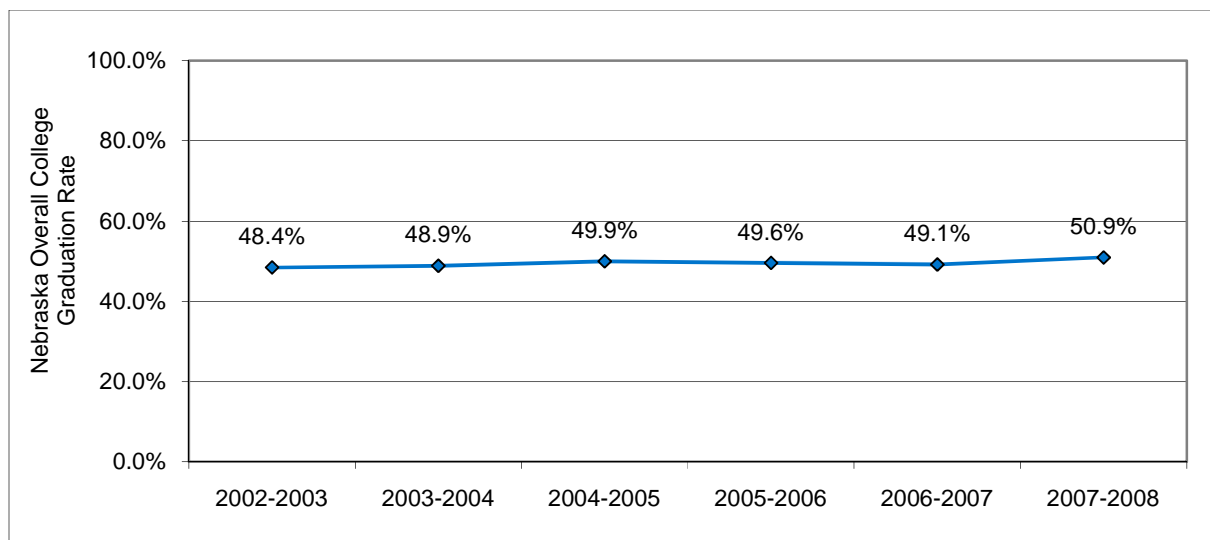
Generally, baccalaureate graduation rates are based on a six-year time frame, while rates for associate degrees are based on three years. Rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See [Explanatory Note A10.1](#) in [Appendix 10](#) for further information on IPEDS-defined time frames and how completion rates are calculated using IPEDS data.

The Overall College Graduation Rate for Nebraska

- The statewide graduation rate for Nebraska’s postsecondary institutions increased from 48.4% in 2002-2003 to 50.9% in 2007-2008, resulting in a net gain of 2.5% over the six-year period.¹

Figure 2.2.1

Overall College Graduation Rate for Nebraska
2002–2003 through 2007–2008¹



¹Data Source: National Center for Education Statistics, fall 2003 through fall 2008 IPEDS surveys. See [Table A10.1](#) in [Appendix 10](#) for supporting data.

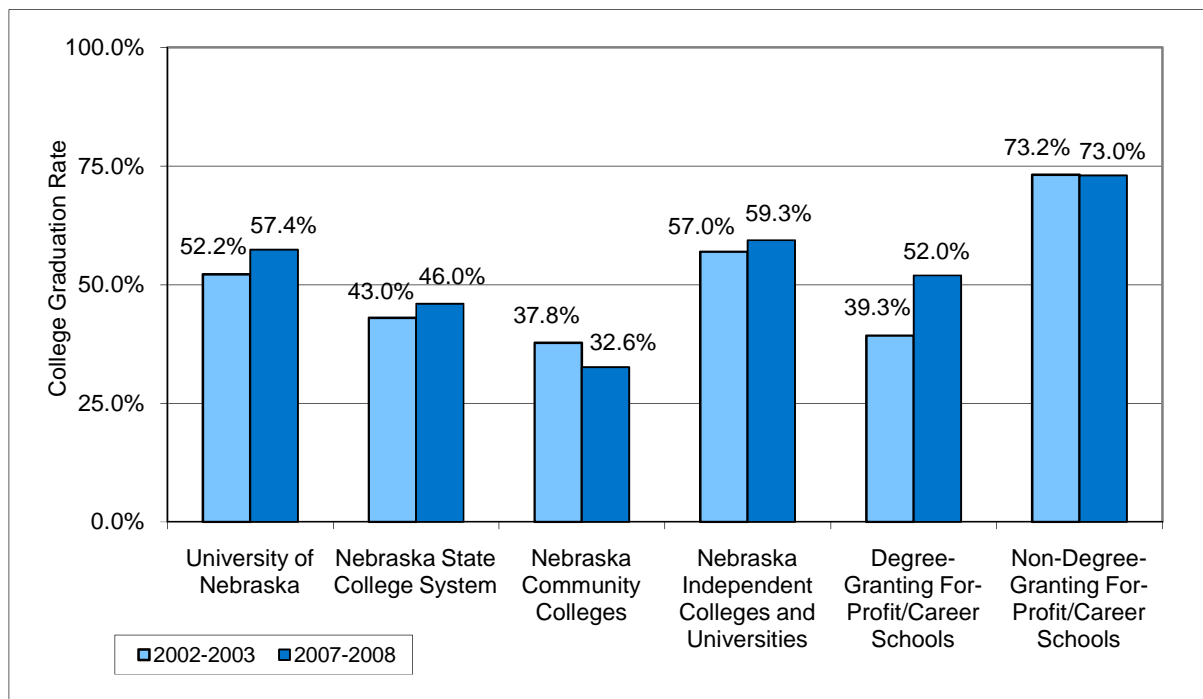
¹Data for Nebraska institutions in the degree-granting and non-degree-granting for-profit sectors are included in the calculation of the state graduation rates presented in this report. All rates reflect the latest available data reported by Nebraska institutions.

College Graduation Rates by Sector and by Institution

- The state's overall college graduation rate increased by 2.5% between 2002–2003 and 2007–2008, but completion rates by sector varied noticeably, as shown in Figure 2.2.2 below. (See Table A10.2 in Appendix 10 for supporting data.)
- The non-degree-granting, for-profit schools have had the highest overall completion rate among the state's six sectors of postsecondary education since 2002–2003, followed by Nebraska's independent (not-for-profit) colleges and universities.
- As shown in Figure 2.2.2, the graduation rate for the non-degree-granting, for-profit schools decreased slightly from 73.2% in 2002–2003 to 73.0% in 2007–2008, while the sector rate for Nebraska's independent institutions increased from 57.0% to 59.3% over the six years.
- Compared to the other sectors, the sector completion rate for the degree-granting, for-profit schools has shown the greatest improvement, increasing from 39.3% in 2002–2003 to 52.0% in 2007–2008. However, most of this 12.7% increase is due to The Creative Center having an unusually low graduation rate in 2002–2003, which is the baseline for this analysis, and the graduation rates for the Lincoln and Omaha campuses of Kaplan University (previously Hamilton College) increasing by about 10 percentage points between 2002–2003 and 2007–2008. (See Table A10.4a through Table A10.4e in Appendix 10 for supporting data.)

Figure 2.2.2

**Graduation Rates for Nebraska Postsecondary Institutions by Sector
2007–2008 Compared to 2002–2003 Baseline¹**



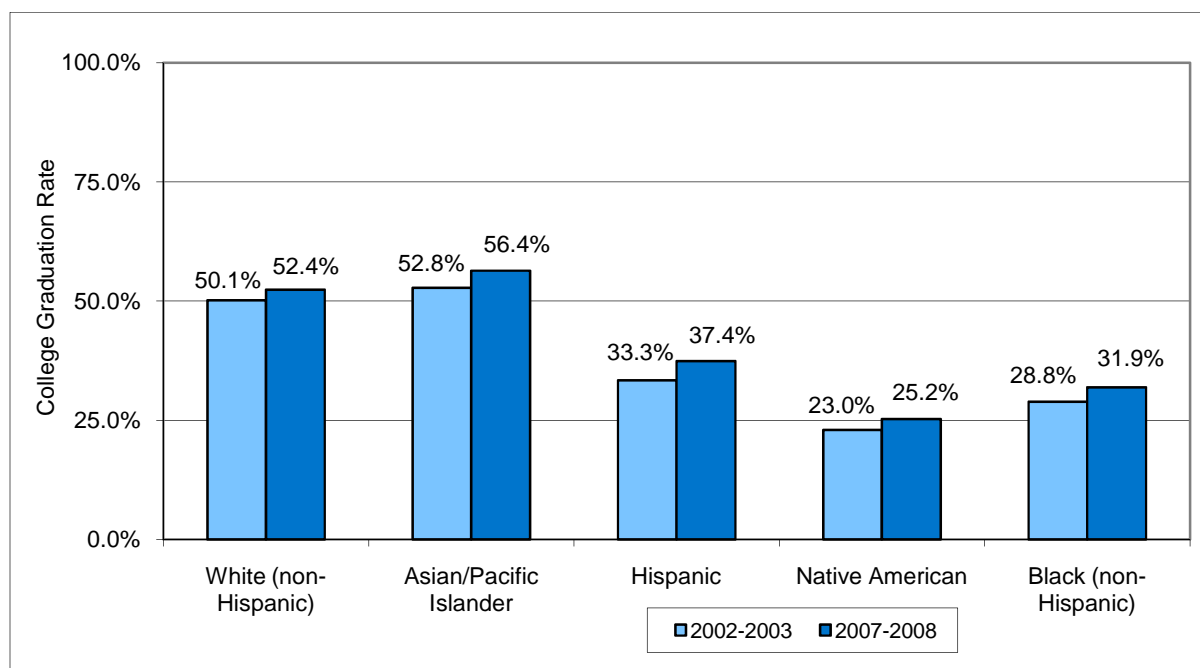
¹Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. The rates for 2002–2003 are different from those published prior to March 2008 due to minor data processing errors in the past. See Table A10.2 in Appendix 10 for supporting data.

- The overall graduation rate for the University of Nebraska system increased from 52.2% in 2002–2003 to 57.4% in 2007–2008. This gain of 5.2% is attributable to increasing the completion rates at the University of Nebraska-Lincoln to 63.7%, the University of Nebraska at Kearney to 58.7% and the University of Nebraska at Omaha to 42.6%. These increases more than offset the decrease in the graduation rate at the Nebraska College of Technical Agriculture (NCTA), which was 53.7% in 2007–2008, compared to 62.6% in 2002–2003.
- Graduation rates at Nebraska’s state colleges have tended to fluctuate since 2002–2003. However, there were net increases in the graduation rates at all three colleges between 2002–2003 and 2007–2008. The graduation rate at Wayne State College increased from 45.4% to 47.5%. The rate at Chadron State College increased from 46.9% to 49.3%, and the completion rate at Peru State College increased from 31.4% to 32.7%. As a result, the overall graduation rate for the Nebraska State College System increased from 43.0% to 46.0% between 2002–2003 and 2007–2008.
- Increases in graduation rates to 49.4% at Mid-Plains Community College, 49.1% at Northeast Community College, and 23.2% at Western Nebraska Community College were offset by completion rates that decreased to 33.8% at Southeast Community College, 32.3% at Central Community College, and 13.7% at Metropolitan Community College. The net effect of these increases and decreases was that the overall graduation rate at the community colleges decreased 5.1%, from 37.8% in 2002–2003 to 32.6% in 2007–2008.
- Within the independent sector, Nebraska Indian Community College and Little Priest Tribal College had completion rates of only 3.3% and 0.0%, respectively, in 2007–2008, but the overall graduation rate for the sector was 59.3%, up 2.3% from 57.0% in 2002–2003.
- The highest graduation rates in the independent sector in 2007–2008 were reported by Creighton University (76.3%), Nebraska Methodist College of Nursing and Allied Health (71.9%), Nebraska Wesleyan University (65.8%) and Doane College (66.7%).
- In 2007–2008, the graduation rates of the seven reporting, degree-granting, for-profit schools ranged from 33.5% at the Lincoln campus of Kaplan University (previously Hamilton College) to 100% at the Myotherapy Institute. As mentioned previously, The Creative Center and the Lincoln and Omaha campuses of Kaplan University had significantly higher graduation rates in 2007–2008 than in 2002–2003, with the net effect of increasing the overall graduation rate for the sector from 39.3% in 2002–2003 to 52.0% in 2007–2008.
- Within the category of non-degree-granting, for-profit schools, decreases in graduation rates between 2002–2003 and 2007–2008 more than offset increases so that the sector’s overall graduation rate decreased slightly from 73.2% in 2002–2003 to 73.0% in 2007–2008.
- Statewide, 36% of the postsecondary institutions with undergraduate programs had completion rates that were lower in 2007–2008 than in 2002–2003, while the graduation rates for the remaining 64% were higher.
- See [Table A10.3](#) in [Appendix 10](#) for a comparison of the 2002–2003 and 2007–2008 completion rates for each postsecondary institution in Nebraska.
- See [Table A10.4a](#) through [Table A10.4f](#) in [Appendix 10](#) for the data used to calculate the completion rates for each of the state’s postsecondary institutions from 2002–2003 through 2007–2008.

College Graduation Rates by Race/Ethnicity

- An analysis of IPEDS completion data reveals that graduation rates at Nebraska’s postsecondary institutions varied and changed by race/ethnicity between 2002–2003 and 2007–2008.¹
- As shown in [Figure 2.2.3](#), the graduation rates for white non-Hispanics and Asians/Pacific Islanders in 2002–2003 and 2007–2008 were significantly higher than the completion rates for Hispanics, Native Americans and black non-Hispanics.
- [Figure 2.2.3](#) shows that the reported graduation rates for the five racial/ethnic groups—white non-Hispanics, Asians/Pacific Islanders, Hispanics Native Americans, and black non-Hispanics—improved between 2002–2003 and 2007–2008.
- Two years earlier, in 2005–2006, the graduation rate for Native Americans was lower than the 2002–2003 baseline rate, and in 2006–2007, the completion rate for Hispanics was lower than the group’s baseline rate. Such fluctuations in completion rates of minorities may be due, in part, to the relatively low number of graduates in these racial/ethnic categories.
- As of fall 2008, the greatest increases in graduation rates were for Hispanics (up 4.1%) and Asian/Pacific Islanders (up 3.6%). Smaller increases were reported for white non-Hispanics (up 2.2%), Native Americans (up 2.3%), and black non-Hispanics (up 3.1%). (See [Table A10.5a](#) and [Table A10.5b](#) in [Appendix 10](#) for supporting data.)

Figure 2.2.3
Graduation Rates for Nebraska Postsecondary Institutions
by Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹



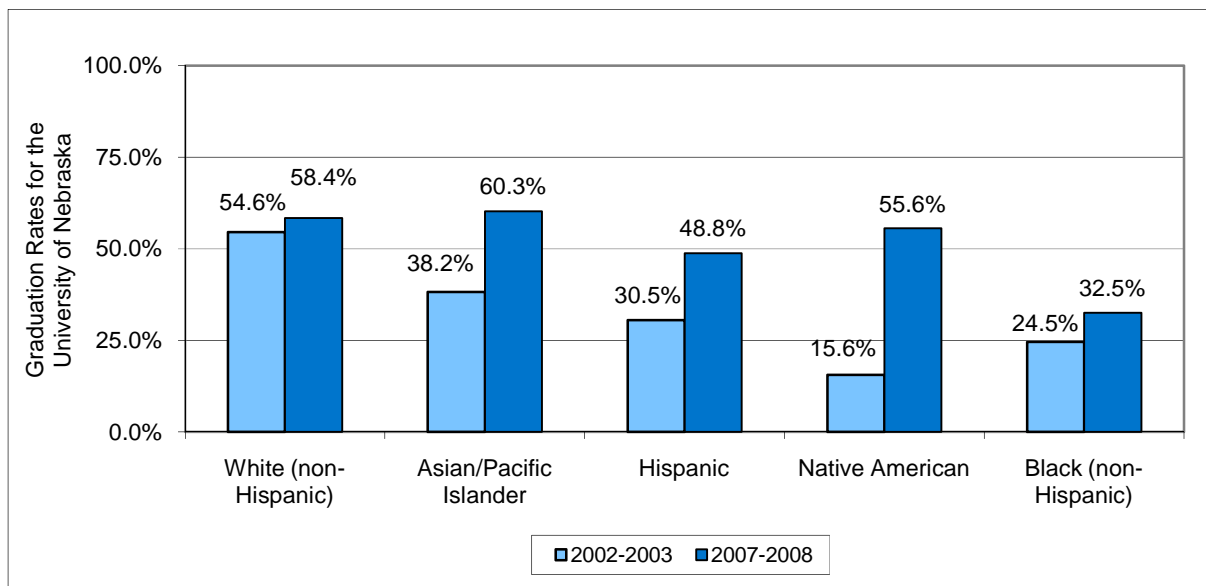
¹Data Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. See [Table A10.5a](#) in [Appendix 10](#) for supporting data.

¹Throughout the remainder of this section, some of the graduation rates reported are different from those published prior to March 2009 due to minor data processing errors in the past.

College Graduation Rates by Sector and by Race/Ethnicity

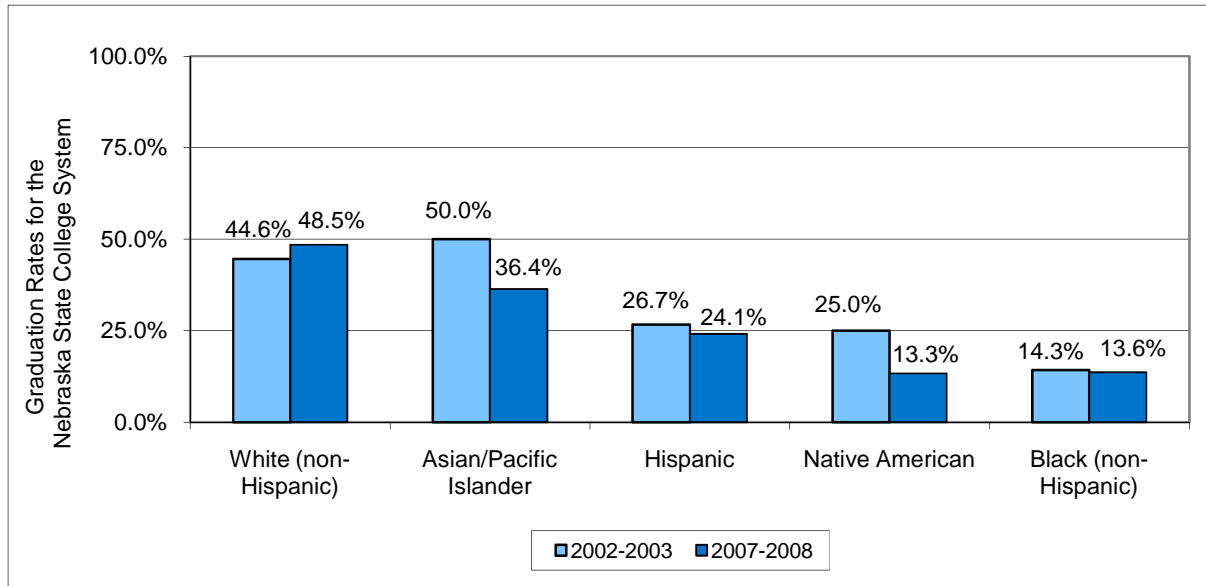
- The charts on this and the following three pages show how graduation rates for the five major racial/ethnic groups varied and changed between 2002–2003 and 2007–2008 within each of the six sectors of higher education in Nebraska.
- As shown in [Figure 2.2.4](#), graduation rates for all five racial/ethnic groups increased at the University of Nebraska between 2002–2003 and 2007–2008.
- Sector-level graduation rates for the degree-granting, for-profit/career schools also increased for all of the racial/ethnic groups, except for the completion rate for Native Americans, which was based on only two graduates in 2002–2003 and none in 2007–2008.
- Conversely, graduation rates at the independent colleges and universities decreased for all of the racial/ethnic groups, except for the graduation rate for white non-Hispanics, which increased by 4.5 percentage points.
- There was no consistent pattern of changes between 2002–2003 and 2006–2007 within the other three sectors, where changes in the graduation rates of minority students are frequently attributable to the relatively small numbers of graduates. (See [Table 10.6](#) in [Appendix 10](#) for supporting data.)

Figure 2.2.4
Graduation Rates for the University of Nebraska
by Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹



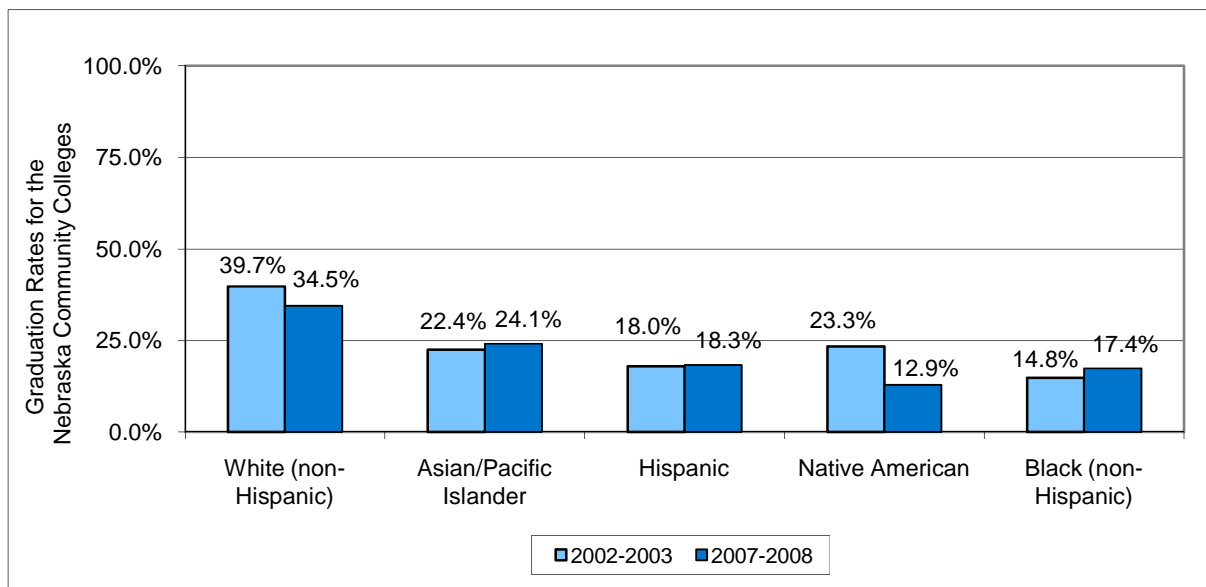
¹Data Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Five Native Americans graduated in 2002–2003 and 10 graduated in 2007–2008. Otherwise, there were more than 30 graduates in each minority group. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.5
Graduation Rates for the Nebraska State College System
by Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹



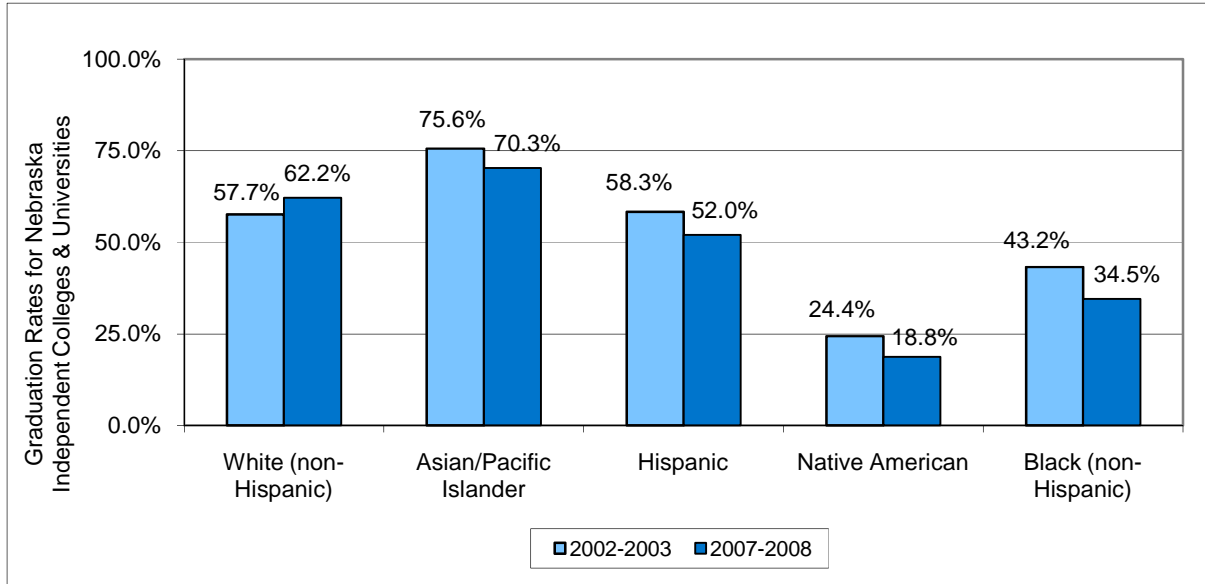
Data Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys.
 Number of graduates in 2002–2003: 5 Asian/PI, 4 Hispanic, 5 Native American, 4 black non-Hispanic.
 Number of graduates in 2007–2008: 4 Asian/PI, 7 Hispanic, 2 Native American, 6 black non-Hispanic.
 See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.6
Graduation Rates for the Nebraska Community Colleges
by Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹



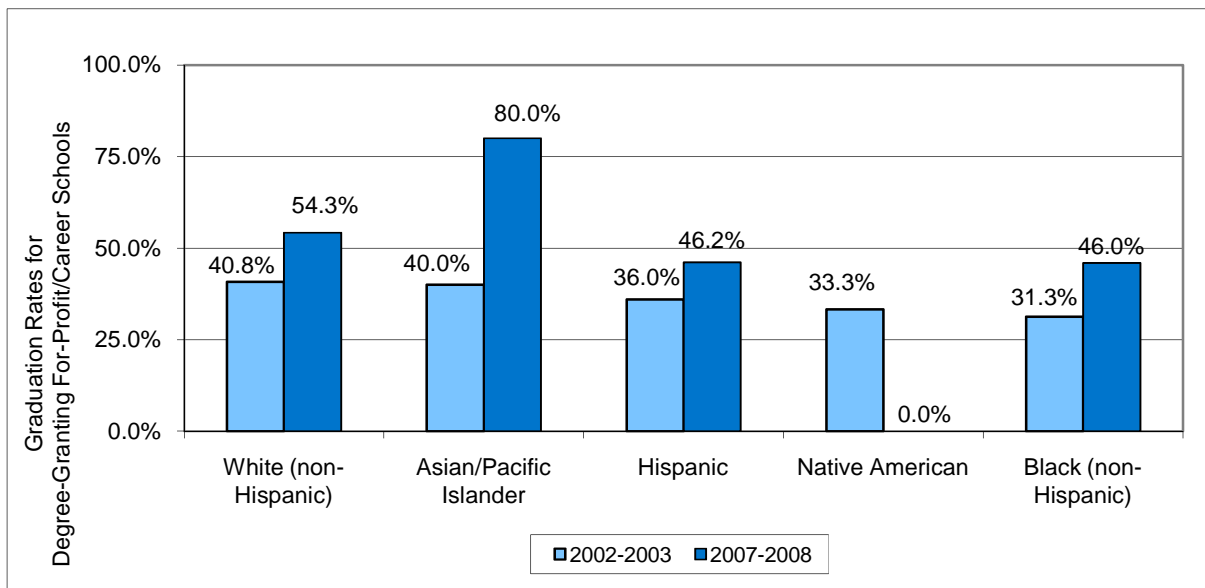
¹Data Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys.
 Number of graduates in 2002–2003: 11 Asian/PI, 23 Hispanic, 7 Native American, 21 black non-Hispanic.
 Number of graduates in 2007–2008: 14 Asian/PI, 39 Hispanic, 4 Native American, 28 black non-Hispanic.
 See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.7
Graduation Rates for Independent Colleges and Universities
in Nebraska by Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹



¹Data Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Ten Native Americans graduated in 2002–2003 and 6 graduated in 2007–2008. Otherwise, there were more than 30 graduates in each minority group. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

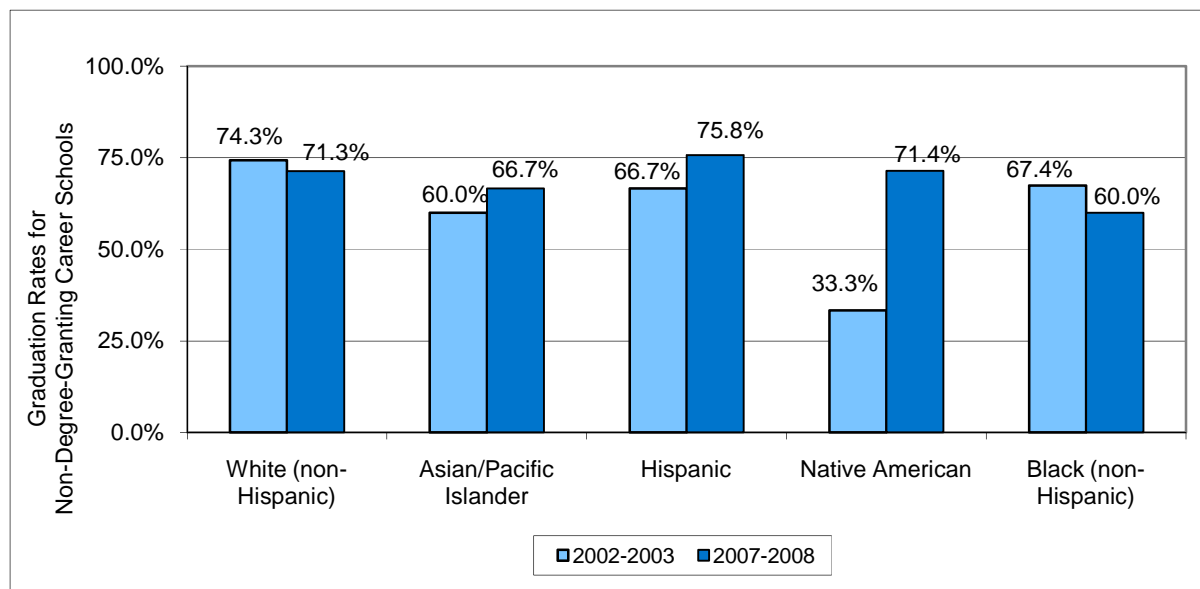
Figure 2.2.8
Graduation Rates for the Degree-Granting, For-Profit/Career Schools
in Nebraska by Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹



¹Data Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Number of graduates in 2002–2003: 4 Asian/PI, 9 Hispanic, 2 Native American, 41 black non-Hispanic. Number of graduates in 2007–2008: 8 Asian/PI, 12 Hispanic, 0 Native American, 40 black non-Hispanic. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.9

Graduation Rates for the Non-Degree-Granting, For-Profit/Career Schools in Nebraska by Race/Ethnicity 2007–2008 Compared to 2002–2003 Baseline¹

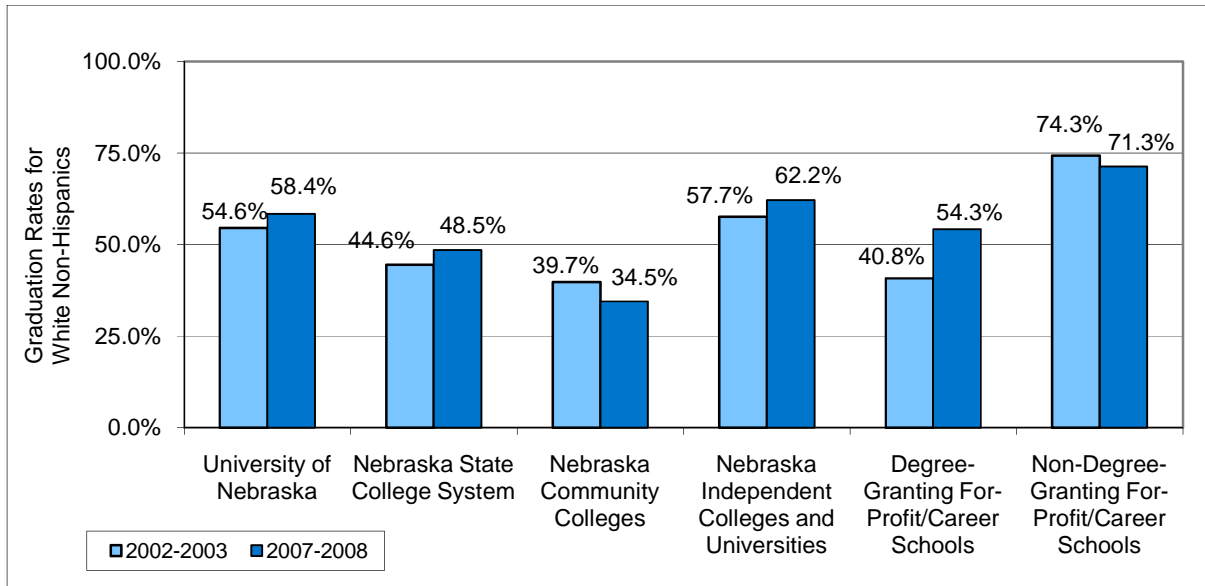


¹Data Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys. Number of graduates in 2002–2003: 3 Asian/PI, 10 Hispanic, 2 Native American, 29 black non-Hispanic. Number of graduates in 2007–2008: 2 Asian/PI, 25 Hispanic, 5 Native American, 33 black non-Hispanic. See Table A10.6 in Appendix 10 for supporting data.

College Graduation Rates by Race/Ethnicity and by Sector

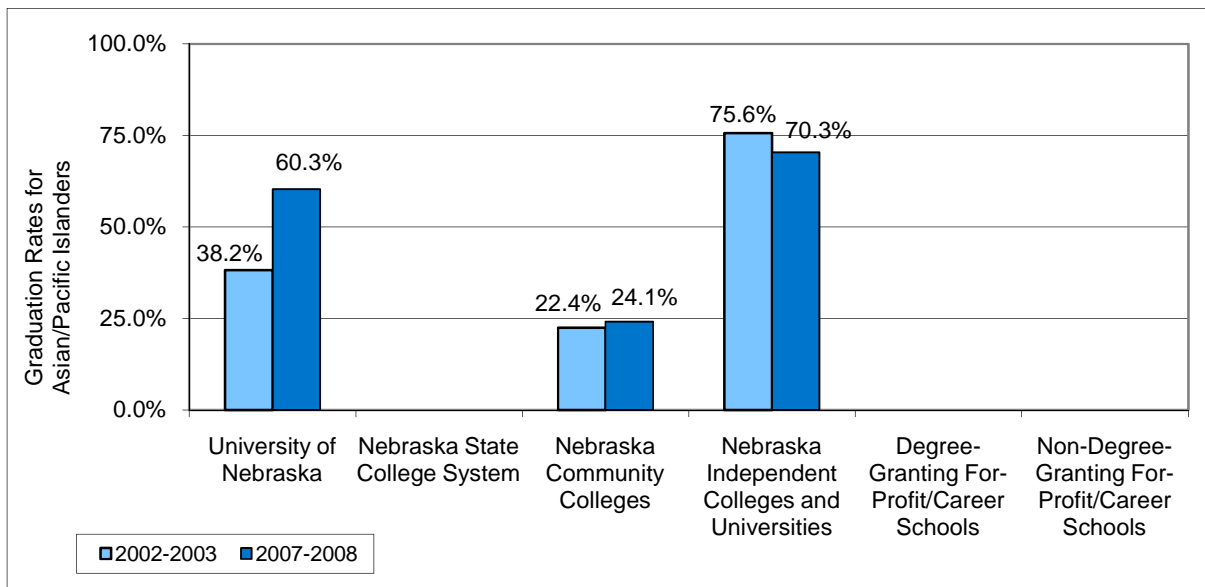
- The charts on the following two pages directly show how sector graduation rates varied and changed between 2002–2003 and 2007–2008 for each racial/ethnic group.
- Native Americans are excluded from this portion of the analysis because the University of Nebraska and the independent sector were the only groups of institutions to graduate more than a few Native Americans in 2002–2003 or 2007–2008. Graduation rates for the other racial/ethnic groups are shown only for sectors with 10 or more graduates in both years.
- As shown in [Figure 2.2.10](#), the graduation rate for white non-Hispanics increased or stayed about the same across four sectors—the University of Nebraska, the Nebraska State College System, the independent institutions and the degree-granting, for-profit/career schools—but decreased at Nebraska’s community colleges and non-degree-granting, for-profit/career schools.
- As illustrated in [Figure 2.2.11](#), the graduation rate for Asian/Pacific Islanders was higher in 2007–2008 than 2002–2003 at the University of Nebraska and the community colleges, but decreased within the independent sector.
- The graduation rate for Hispanics increased at the University of Nebraska, the community colleges, and the non-degree-granting, for-profit schools, but decreased within the independent sector, as evidenced in [Figure 2.2.12](#).
- For black non-Hispanics, graduation rates increased at the University of Nebraska the state’s community colleges, and at the degree-granting for-profit schools, but decreased at independent institutions and non-degree-granting schools, as shown in [Figure 2.2.13](#).

Figure 2.2.10
Graduation Rates for White Non-Hispanics by Sector
2007–2008 Compared to 2002–2003 Baseline¹



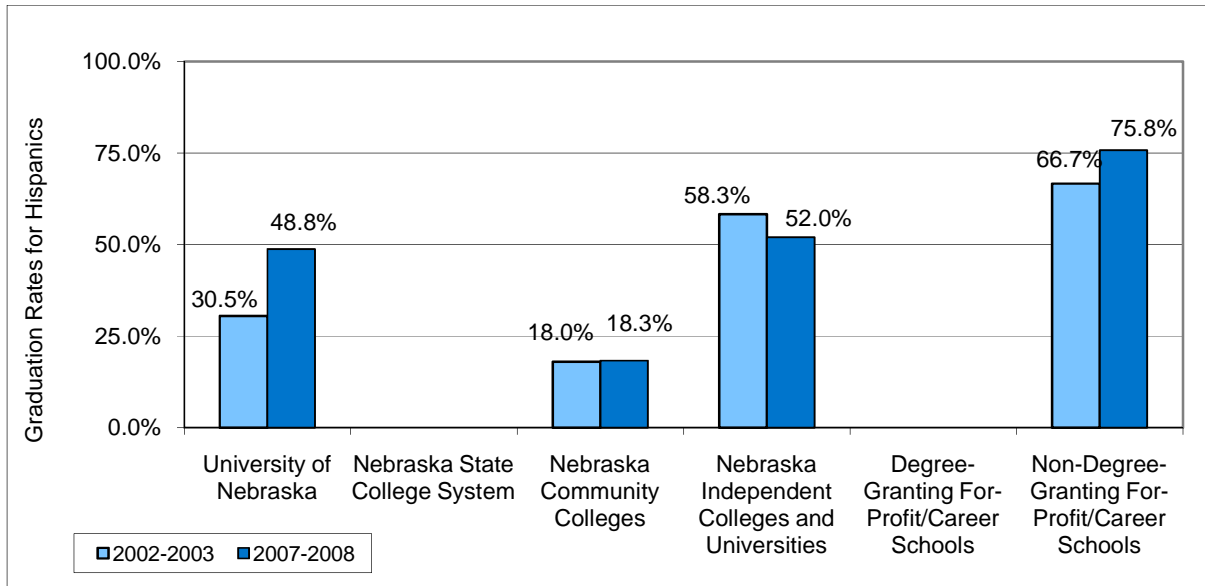
¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.11
Graduation Rates for Asians/Pacific Islanders by Sector
2007–2008 Compared to 2002–2003 Baseline¹



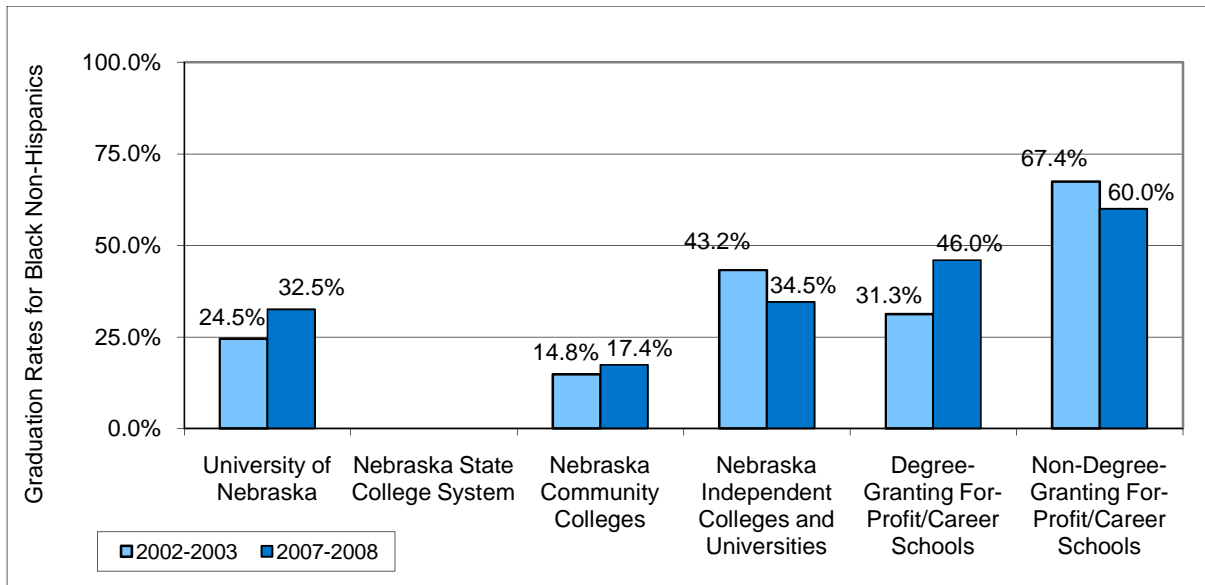
¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2007–2008. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.12
Graduation Rates for Hispanics by Sector
2007–2008 Compared to 2002–2003 Baseline¹



¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2007–2008. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.13
Graduation Rates for Black Non-Hispanics by Sector
2007–2008 Compared to 2002–2003 Baseline¹



¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2007–2008. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

Priority 3. Reducing, eliminating, and then reversing the net out-migration of Nebraskans with high levels of educational attainment.

The third priority recommended by the 2003 LR 174 Task Force is to reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment. This priority was advised because data from the 2000 U.S. Census showed that Nebraska lost more college-educated adults than the state attracted between 1995 and 2000. Furthermore, during the same period, Nebraska attracted a significant net in-migration of adults with less than a high school education.

Unfortunately, based on the current data from the U.S. Census Bureau, it is impossible to draw any conclusions about the overall migration patterns of the adults who have moved to or from Nebraska since 2000. Consequently, this section reviews currently available estimates and explains why these estimates do not clearly indicate whether Nebraska is gaining or losing more college-educated adults than it has in the past.

Previous and New Estimates of Adult Migration

An analysis of data collected through the 2000 U.S. Census revealed that, between 1995 and 2000, Nebraska experienced a net out-migration of college graduates that was more than offset by a net in-migration of adults with less than a high school education. The results of this analysis were reported in the *2004 Baseline Report for the LR 174 Higher Education Task Force* and repeated in the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* to underscore the importance of developing more employment opportunities for individuals who are educated at Nebraska's colleges and universities.

The migration analysis presented in the *2004 Baseline Report* was based on the U.S. Census Bureau's estimates of the numbers of adults aged 22 to 64, who left and entered the state during the five-year period preceding the 2000 census. These estimates and the resulting estimates of net migration were based on responses to questions asked on the long version of the 2000 census form that was completed by a one-in-six sample of U.S. households.

Migration estimates based on 2000 census data were included in the *2004 Baseline Report* with the intention that they would later be compared to data collected through the 2010 decennial census. However, the U.S. Census Bureau is no longer going to collect migration data that are comparable to the data collected in 2000. Instead, the Census Bureau is conducting the American Community Survey (ACS) to collect migration data—and other detailed information about the U.S. population—on an annual basis.¹

¹Two data collection forms were used in conducting the 2000 U.S. Census: (1) the short form, which was used to count the total population, and (2) the long form, which obtained detailed demographic, housing, social, and economic data from a sample of U.S. households. In the future, the decennial census will continue to provide a count of the total population, but the American Community Survey will replace the decennial long form.

The decennial long form asked each respondent whether household members had lived in their current home five years ago, and, if not, to report the location of their previous residence. In comparison, the ACS form asks if members of a household lived in a different residence one year ago. Since the resulting ACS data are based on a one-year, rather than a five-year time frame, they are not directly comparable to decennial census data.

Compared to the decennial census, the major advantage of the ACS is that it provides new estimates of interstate migration every year, rather than only once every ten years. For the purposes of this report, the major disadvantage of the ACS is that it provides estimates of the numbers of adults who migrated to and from Nebraska based on small samples of individuals who entered or left the state. As a result, the migration estimates developed from ACS data can vary dramatically from one year to another, not because any significant changes in migration patterns have occurred, but because estimates based on small samples commonly fluctuate as a result of sampling error and other types of statistical errors that reduce their accuracy. In contrast, the migration data collected through the decennial census in 2000 were from large samples of respondents, thus resulting in estimates with small margins of error.

First conducted in 2005, the annual nationwide ACS obtains detailed data from a sample of more than three million households. The ACS data files that are available for public use include the survey responses obtained from an annual sample of about 1% of Nebraska's total estimated population.¹ However, only a small fraction of these individuals have reported that they lived in Nebraska for less than a year, and even smaller samples of respondents from other states have said that they moved out of Nebraska within one year of the survey. When these groups of respondents are classified by level of education, sample sizes are further reduced, thereby decreasing the reliability of the migration estimates by education level and increasing their possible variability.

Even though migration estimates based on ACS data can be expected to vary quite dramatically from one year to another, they are the only available statistics for monitoring Nebraska migration patterns since the 2000 U.S. Census. Consequently, the Coordinating Commission has reported the estimates based on ACS data since they first became available for analysis in January 2007.

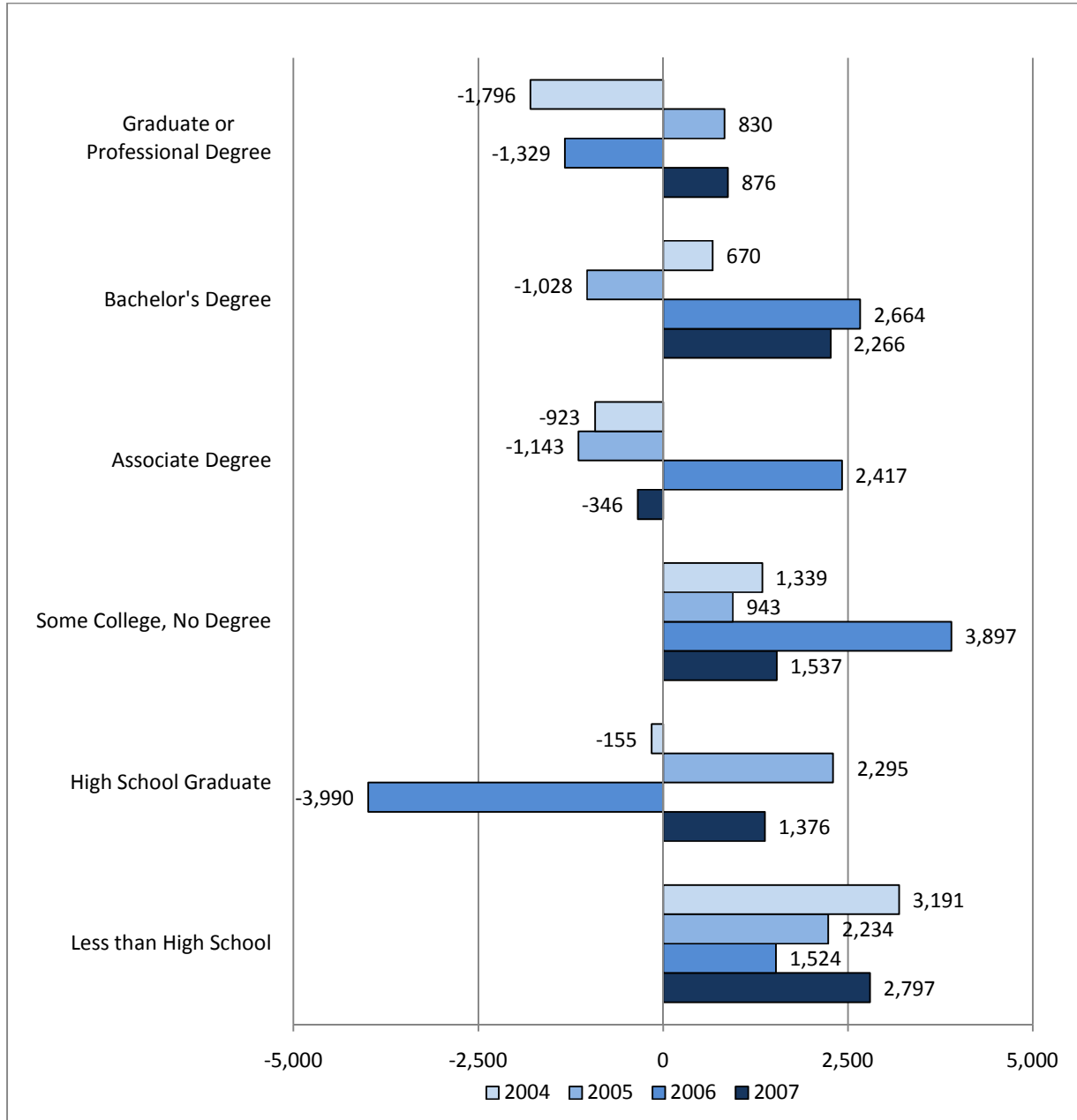
Section 3 of the *Nebraska Higher Education Progress Report* for 2007, 2008 and 2009 summarized the migration estimates for Nebraska based on data collected through the ACS conducted in 2005, 2006 and 2007. These surveys obtained data from small samples of individuals who moved into or out of Nebraska in 2004, 2005 and 2006, respectively. This section of the 2010 report summarizes the migration estimates based on 2008 ACS data collected from a sample of individuals who migrated to and from the state in 2007. In addition, this section compares these estimates to those for the previous three years.

Estimates of Adult Migration Based on Results of the American Community Survey

Figure 3.1 on the next page summarizes the net-migration estimates for Nebraska by education level, based on the results of the ACS conducted in 2005, 2006, 2007 and 2008. As illustrated in this chart, the estimates based on the 2008 ACS data are significantly different than those based on ACS data collected in 2005, 2006 and 2007. Also, there are noticeable differences among the estimates derived from the 2005, 2006 and 2007 data.

¹The ACS data files used by the U.S. Census Bureau include a slightly larger sample of Nebraskans than the data files available for public use. As a result, the population statistics reported in the data tables published by the Census Bureau will be slightly different than the statistics derived from the data available for public use.

Figure 3.1
Estimated Nebraska Net-Migration of 22- to 64-Year-Olds in 2004, 2005, 2006 and 2007
by Education, Based on the 2005, 2006, 2007 and 2008 American Community Surveys
Conducted by the U.S. Census Bureau¹



¹Data Source: Estimates based on the 2005, 2006, 2007 and 2008 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2007, 2008, 2009 and 2010. See [Table A11.1](#), [Table 11.2](#), [Table 11.3](#), and [Table 11.4](#) in [Appendix 11](#) for supporting data.

Net migration is the difference between the estimated numbers of individuals who moved to or from Nebraska. If net migration is positive, the number of people who moved to the state is higher than the number who left Nebraska. If net-migration is negative, the number of people who left the state exceeded the number who moved to Nebraska.

When the estimates based on the four years of ACS data are compared, as shown in [Figure 3.1](#), an overall migration pattern is not clearly revealed. Based on these estimates, Nebraska consistently attracted more working-age adults with less than a high school education than it exported over the four-year period. In addition, the estimates of net migration shown in [Figure 3.1](#) indicate that Nebraska consistently attracted working-age adults with some college, but no degrees, between 2004 and 2007. However, these trends are not as solidly evidenced as they appear in [Figure 3.1](#) due to the inherent variability of estimates based on small samples of survey respondents. Furthermore, there is no consistency in the direction of the estimates of net migration for the other four education levels shown in [Figure 3.1](#), namely, high school graduate, associate degree, bachelor's degree, and graduate or professional degree.

The primary reason for the inconsistent net-migration estimates shown in [Figure 3.1](#) on the previous page is that they are based on very small samples. For example, based on 2008 ACS data, Nebraska attracted 1,537 more individuals with some college, but no degrees than the state lost in 2007. This estimate is based on survey responses from 55 individuals who moved to Nebraska in 2007 and 59 respondents who moved from Nebraska to other states the same year, or a total of 114 individuals in the sample of about 3 million Americans who were surveyed in 2008. Based on the statistical analysis of the data obtained from these individuals, the estimated positive net migration of 1,537 individuals with some college, but no degrees, should be interpreted only as the mid-point in an estimated range of -1,579 to +4,653 at the 90% confidence level. In other words, given the small sample of survey respondents who moved to or from Nebraska in 2007, the only conclusion that can be firmly drawn is that the actual net migration of people with some college, but no degrees, was probably somewhere between a negative 1,579 and a positive 4,653. Such a conclusion obviously provides no help in determining whether the goal of Priority 3 is being accomplished.

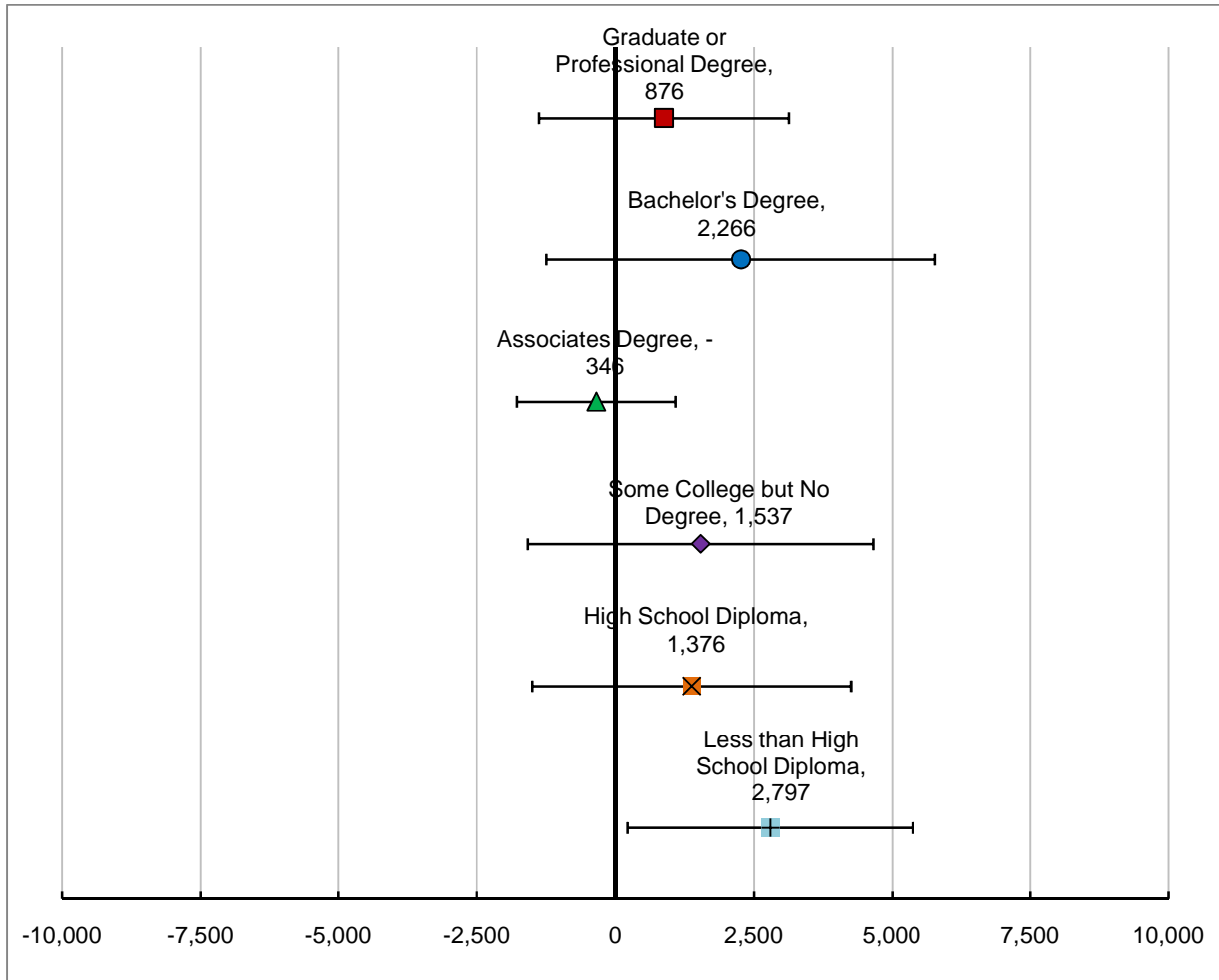
[Figure 3.2](#) visually illustrates the margins of error for the net-migration estimates for 2007, which are based on 2008 ACS data. Similar ranges of variability have been calculated for all of the other estimates for 2004, 2005 and 2006, which are summarized in [Figure 3.1](#). Given that these ranges are relatively wide and the corresponding net-migration estimates at each education level are significantly different from one year to the next, it is impossible to draw even tentative conclusions about the overall migration pattern of working-age adults who moved to or from Nebraska between 2004 and 2007.

The data summarized in [Figure 3.1](#) on the previous page indicate that Nebraska is an importer of working-age adults with less than a high school diploma. There is also evidence that the state is attracting more individuals with some college, but no degrees, than it is losing to other states. However, the estimates based on ACS surveys to date tend to vary quite dramatically from one year to the next, even for the adults with less than a high school education or only some college, and they do not provide evidence that the state is consistently losing or gaining high school or college graduates as a result of migration.

In summary, the ACS data analyzed to date suggest that Nebraska is continuing to attract working-age adults with lower levels of education, but the data do not clearly indicate whether Nebraska is gaining or losing more adults with undergraduate and graduate degrees than it has in the past. Consequently, the Coordinating Commission will continue to monitor annual estimates of the numbers of working-age adults who migrate to and from Nebraska to determine if a clearer, overall picture of Nebraska's net migration pattern eventually emerges from the analysis of additional ACS data.

Figure 3.2
2007 Nebraska Net Migration Estimates by Education Level
Based on 2008 American Community Survey Data

This chart shows each net-migration estimate as the mid-point of the range of values based on the margin of error at the 90% confidence level.



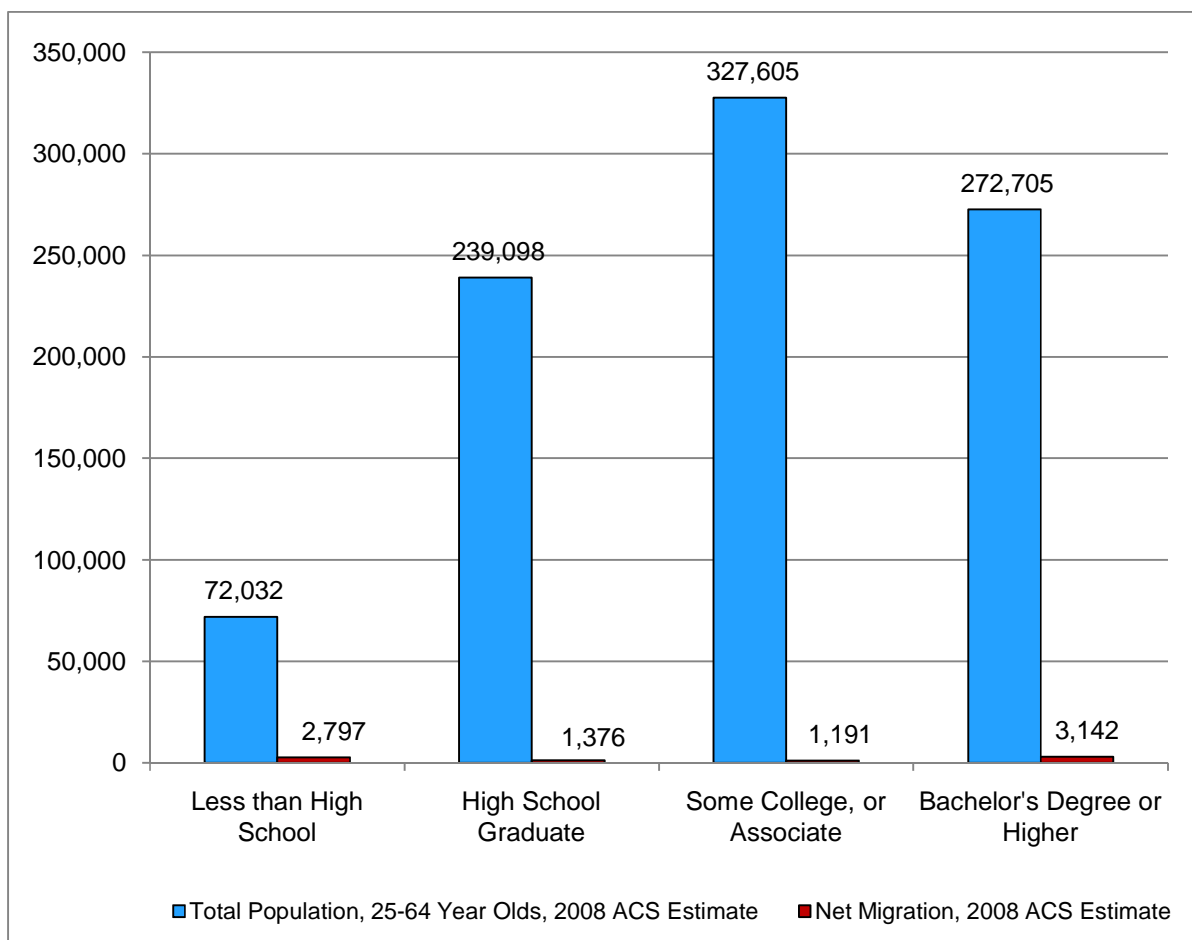
¹Data Source: Estimates based on the 2008 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2009.

Note: The Excel spreadsheets with the sample sizes, calculated standard errors and the margin of error at the 90% confidence level for the American Community Survey (ACS) conducted in 2005, 2006, 2007 and 2008 are available from the National Center for Higher Education Management Systems (NCHEMS). For further information, call the NCHEMS research staff at (303) 497-0301.

Additional Information Related to Migration

Although currently available estimates from the U.S. Census Bureau do not reveal a clear picture of overall Nebraska migration patterns, there is still reason to be concerned about the net-migration of working-age adults. As illustrated in [Figure 3.3](#) below, the latest available net-migration estimate at each education level is small, relative to the corresponding total estimated working-age population of the state. Nevertheless, repeated positive or negative net migration will have a corresponding positive or negative effect on the size and quality of the state’s labor force over the long run.

Figure 3.3
Estimated Total Nebraska Population of 25- to 64-Year Olds in 2008 Compared to the
Estimated Nebraska Net-Migration of 22- to 64-Year-Olds in 2007 by Education,
Based on the 2008 American Community Survey
Conducted by the U.S. Census Bureau¹



¹Data Source: Estimates based on the 2008 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2010.

As an additional frame of reference, [Table 3.1](#) on the next page shows the number of degrees conferred by all postsecondary institutions between 2002–2003 and 2007–2008, the latest year for which data are available. These institutions include degree-granting and non-degree-granting, for-profit schools, as well as the University of Nebraska, the Nebraska State College System, Nebraska’s six community colleges and the state’s independent colleges and universities.

Table 3.1
Total Number of Degrees Conferred
Nebraska Postsecondary Institutions
2002–2003 through 2007–2008¹

Degree Level	2002–2003	2003–2004	2004–2005	2005-2006	2006-2007	2007-2008
Associate degrees and other less than four year degrees	6,793	7,029	7,886	8,126	8,037	8,287
Bachelor's degrees and Post baccalaureate certificates	11,072	11,503	12,091	12,355	12,640	12,775
Masters degrees and Post-Masters certificates	3,631	3,719	4,013	4,040	4,135	4,696
Doctor's degrees ² (research/scholarship and professional practice)	1,243	1,195	1,356	1,292	1,320	1,330
Total degrees conferred	22,739	23,446	25,346	25,813	26,132	27,088

¹Data Source: National Center for Education Statistics, fall 2003, 2004, 2005, 2006, 2007 and 2008 IPEDS surveys. Include the University of Nebraska, the Nebraska State College System, Nebraska community colleges, independent colleges and universities, degree-granting for-profit schools, non-degree-granting for-profit schools and schools of radiologic technology operated by non-profit medical organizations.

²In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, and law.

Appendices

Appendix 1

Nebraska College Enrollments

Table A1.1 Nebraska Total Fall Headcount Enrollment by Sector Fall 1998–Fall 2009¹						
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/Career Schools ²	Nebraska State Total
1998	45,870	8,339	35,124	21,137		
1999	45,028	8,033	35,159	21,370		
2000	45,183	7,902	35,447	21,655		
2001	46,291	7,744	35,604	22,429		
2002	46,906	7,619	37,586	22,775		
2003	46,015	7,652	39,575	24,106	3,244	120,592
2004	45,122	7,650	40,233	25,632	3,436	122,073
2005	45,470	7,753	39,851	26,079	3,487	122,640
2006	45,819	8,108	40,444	27,197	3,975	125,543
2007	47,062	8,494	41,035	28,294	3,653	128,538
2008	47,812	8,543	43,146	28,817	3,392	131,710
2009 Preliminary	49,032	8,850	46,156	30,415	4,019	138,472

¹Data source for 1998–2008: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy.

Preliminary enrollments for fall 2009 are based on the latest available information from the following sources:

- For the University of Nebraska: University of Nebraska Central Administration.
- For the Nebraska State College System: System office.
- For the other sectors: Estimated enrollment that an institution reported to the NCES through Part B of the fall 2009 IPEDS Institutional Characteristics Survey or the actual headcount that the institution reported directly to the Coordinating Commission.

Statewide official enrollments for 2009 will not be available from IPEDS until May 2010.

See [Table A1.2](#) for data summarized by institution.

²For-profit schools include three career schools of radiologic technology operated by not-for-profit hospitals or medical centers.

Table A1.2
Nebraska Total Headcount Enrollment by Sector and by Institution: Fall 1997–Fall 2009¹

Total Headcount Enrollment	1998	1999	2000	2001	2002	2003
University of Nebraska	45,870	45,028	45,183	46,291	46,906	46,015
NCTA-Curtis	261	252	234	234	253	215
University of Nebraska at Kearney	6,849	6,780	6,506	6,426	6,395	6,379
University of Nebraska-Lincoln	22,408	22,142	22,268	22,764	22,988	22,559
University of Nebraska Medical Center	3,078	2,590	2,696	2,724	2,819	2,865
University of Nebraska at Omaha	13,274	13,264	13,479	14,143	14,451	13,997
Nebraska State College System	8,339	8,033	7,902	7,744	7,619	7,652
Chadron State College	2,809	2,768	2,686	2,804	2,712	2,711
Peru State College	1,695	1,664	1,698	1,629	1,687	1,624
Wayne State College	3,835	3,601	3,518	3,311	3,220	3,317
Nebraska Community Colleges	35,124	35,159	35,447	35,604	37,586	39,575
Central Community College	7,474	7,095	7,126	6,399	6,417	6,483
Metropolitan Community College	11,583	11,658	11,534	11,704	12,253	12,838
Mid-Plains Community College	2,487	2,548	2,607	2,816	3,020	3,084
Northeast Community College	4,754	4,671	4,520	4,600	4,832	4,858
Southeast Community College	7,122	7,351	7,396	7,935	8,912	9,672
Western Nebraska Community College	1,704	1,836	2,264	2,150	2,152	2,640
Nebraska Public Institutions	89,333	88,220	88,532	89,639	92,111	93,242
Nebraska Independent Institutions	21,137	21,370	21,655	22,429	22,775	24,106
Bellevue University	2,929	3,035	3,445	3,923	4,107	4,843
BryanLGH College of Health Sciences	122	123	137	154	204	242
Clarkson College	520	406	400	416	507	596
College of St. Mary	1,035	1,071	947	930	852	910
Concordia University	1,241	1,158	1,270	1,366	1,425	1,317
Creighton University	6,235	6,325	6,237	6,297	6,327	6,537
Dana College	552	538	583	565	580	582
Doane College ²	1,982	2,163	2,135	2,165	2,263	2,273
Doane College-Lincoln ²						
Grace University	533	563	578	595	558	598
Hastings College	1,138	1,148	1,130	1,108	1,078	1,113
Little Priest Tribal College	0	0	0	88	146	130
Midland Lutheran College	1,034	1,036	1,025	991	953	944
Nebraska Christian College	152	130	162	147	167	159
Nebraska Indian Community College	186	169	170	191	118	190
Nebraska Methodist College	445	414	400	380	343	421
Nebraska Wesleyan University	1,741	1,675	1,699	1,719	1,688	1,840
Summit Christian College ³	54	51	52	54	46	48
Union College	742	856	788	885	951	902
York College	496	509	497	455	462	461
Nebraska Public and Independent Colleges and Universities	110,470	109,590	110,187	112,068	114,886	117,348

Continued on the next page.

Table A1.2 Continued

Total Headcount Enrollment	2004	2005	2006	2007	2008	Est 2009
University of Nebraska	45,122	45,470	45,819	47,062	47,812	49,032
NCTA-Curtis	220	262	272	327	289	425
University of Nebraska at Kearney	6,382	6,445	6,468	6,478	6,543	6,650
University of Nebraska-Lincoln	21,792	21,675	22,106	22,973	23,573	24,100
University of Nebraska Medical Center	2,904	2,995	3,067	3,128	3,194	3,237
University of Nebraska at Omaha	13,824	14,093	13,906	14,156	14,213	14,620
Nebraska State College System	7,650	7,753	8,108	8,494	8,543	8,850
Chadron State College	2,569	2,472	2,577	2,660	2,649	2,727
Peru State College	1,683	1,959	2,124	2,307	2,328	2,492
Wayne State College	3,398	3,322	3,407	3,527	3,566	3,631
Nebraska Community Colleges	40,233	39,851	40,444	41,035	43,146	46,156
Central Community College	6,524	6,564	6,543	6,531	6,885	7,320
Metropolitan Community College	12,961	13,237	14,098	14,804	15,055	17,003
Mid-Plains Community College	2,957	2,607	3,030	2,715	2,708	2,765
Northeast Community College	5,053	5,101	5,261	5,149	5,140	5,205
Southeast Community College	10,079	10,059	9,594	9,603	10,419	11,556
Western Nebraska Community College	2,659	2,283	1,918	2,233	2,939	2,307
Nebraska Public Institutions	93,005	93,074	94,371	96,591	99,501	104,038
Nebraska Independent Institutions	25,632	26,079	27,197	28,294	28,817	30,415
Bellevue University	5,524	5,929	6,808	7,792	8,278	8,944
BryanLGH College of Health Sciences	305	369	381	397	493	480
Clarkson College	666	711	789	788	820	934
College of St. Mary	994	955	960	973	953	1,081
Concordia University	1,315	1,330	1,251	1,279	1,344	1,717
Creighton University	6,722	6,791	6,981	6,992	7,051	7,385
Dana College	639	673	602	634	546	596
Doane College ²	2,429	2,394	922	921	894	968
Doane College-Lincoln ²			1,560	1,649	1,651	1,562
Grace University	540	440	410	431	433	486
Hastings College	1,153	1,189	1,137	1,138	1,153	1,154
Little Priest Tribal College	154	109	95	120	116	107
Midland Lutheran College	947	926	932	827	803	701
Nebraska Christian College	155	143	159	101	164	123
Nebraska Indian Community College	190	107	115	89	92	110
Nebraska Methodist College	529	565	587	592	589	650
Nebraska Wesleyan University	1,953	2,016	2,068	2,107	2,086	2,099
Summit Christian College ³	38	52	43	51	41	35
Union College	936	930	956	1,009	914	853
York College	443	450	441	404	396	430
Nebraska Public and Independent Colleges and Universities	118,637	119,153	121,568	124,885	128,318	134,453

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Table A1.2 Continued

Total Headcount Enrollment	1-Year Change 03-04	1-Year Change 04-05	1-Year Change 05-06	1-Year Change 06-07	1-Year Change 07-08	Est 1-Year Change 08-09
University of Nebraska	-1.9%	0.8%	0.8%	2.7%	1.6%	2.6%
NCTA-Curtis	2.3%	19.1%	3.8%	20.2%	-11.6%	47.1%
University of Nebraska at Kearney	0.0%	1.0%	0.4%	0.2%	1.0%	1.6%
University of Nebraska-Lincoln	-3.4%	-0.5%	2.0%	3.9%	2.6%	2.2%
University of Nebraska Medical Center	1.4%	3.1%	2.4%	2.0%	2.1%	1.3%
University of Nebraska at Omaha	-1.2%	1.9%	-1.3%	1.8%	0.4%	2.9%
Nebraska State College System	0.0%	1.3%	4.6%	4.8%	0.6%	3.6%
Chadron State College	-5.2%	-3.8%	4.2%	3.2%	-0.4%	2.9%
Peru State College	3.6%	16.4%	8.4%	8.6%	0.9%	7.0%
Wayne State College	2.4%	-2.2%	2.6%	3.5%	1.1%	1.8%
Nebraska Community Colleges	1.7%	-0.9%	1.5%	1.5%	5.1%	7.0%
Central Community College	0.6%	0.6%	-0.3%	-0.2%	5.4%	6.3%
Metropolitan Community College	1.0%	2.1%	6.5%	5.0%	1.7%	12.9%
Mid-Plains Community College	-4.1%	-11.8%	16.2%	-10.4%	-0.3%	2.1%
Northeast Community College	4.0%	0.9%	3.1%	-2.1%	-0.2%	1.3%
Southeast Community College	4.2%	-0.2%	-4.6%	0.1%	8.5%	10.9%
Western Nebraska Community College	0.7%	-14.1%	-16.0%	16.4%	31.6%	-21.5%
Nebraska Public Institutions	-0.3%	0.1%	1.4%	2.4%	3.0%	4.6%
Nebraska Independent Institutions	6.3%	1.7%	4.3%	4.0%	1.8%	5.5%
Bellevue University	14.1%	7.3%	14.8%	14.5%	6.2%	8.0%
BryanLGH College of Health Sciences	26.0%	21.0%	3.3%	4.2%	24.2%	-2.6%
Clarkson College	11.7%	6.8%	11.0%	-0.1%	4.1%	13.9%
College of St. Mary	9.2%	-3.9%	0.5%	1.4%	-2.1%	13.4%
Concordia University	-0.2%	1.1%	-5.9%	2.2%	5.1%	27.8%
Creighton University	2.8%	1.0%	2.8%	0.2%	0.8%	4.7%
Dana College	9.8%	5.3%	-10.5%	5.3%	-13.9%	9.2%
Doane College ²	6.9%	-1.4%				
Doane College-Lincoln ²			3.7%	3.5%	-1.0%	-0.6%
Grace University	-9.7%	-18.5%	-6.8%	5.1%	0.5%	12.2%
Hastings College	3.6%	3.1%	-4.4%	0.1%	1.3%	0.1%
Little Priest Tribal College	18.5%	-29.2%	-12.8%	26.3%	-3.3%	-7.8%
Midland Lutheran College	0.3%	-2.2%	0.6%	-11.3%	-2.9%	-12.7%
Nebraska Christian College	-2.5%	-7.7%	11.2%	-36.5%	62.4%	-25.0%
Nebraska Indian Community College	0.0%	-43.7%	7.5%	-22.6%	3.4%	19.6%
Nebraska Methodist College	25.7%	6.8%	3.9%	0.9%	-0.5%	10.4%
Nebraska Wesleyan University	6.1%	3.2%	2.6%	1.9%	-1.0%	0.6%
Summit Christian College ³	-20.8%	36.8%	-17.3%	18.6%	-19.6%	-14.6%
Union College	3.8%	-0.6%	2.8%	5.5%	-9.4%	-6.7%
York College	-3.9%	1.6%	-2.0%	-8.4%	-2.0%	8.6%
Nebraska Public and Independent Colleges and Universities	1.1%	0.4%	2.0%	2.7%	2.7%	4.8%

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Table A1.2 Continued		
Total Headcount Enrollment	5-Year Change 03–08	Estimated 6-Year Chg 03–09
University of Nebraska	3.9%	6.6%
NCTA-Curtis	34.4%	97.7%
University of Nebraska at Kearney	2.6%	4.2%
University of Nebraska-Lincoln	4.5%	6.8%
University of Nebraska Medical Center	11.5%	13.0%
University of Nebraska at Omaha	1.5%	4.5%
Nebraska State College System	11.6%	15.7%
Chadron State College	-2.3%	0.6%
Peru State College	43.3%	53.4%
Wayne State College	7.5%	9.5%
Nebraska Community Colleges	9.0%	16.6%
Central Community College	6.2%	12.9%
Metropolitan Community College	17.3%	32.4%
Mid-Plains Community College	-12.2%	-10.3%
Northeast Community College	5.8%	7.1%
Southeast Community College	7.7%	19.5%
Western Nebraska Community College	11.3%	-12.6%
Nebraska Public Institutions	6.7%	11.6%
Nebraska Independent Institutions	19.5%	26.2%
Bellevue University	70.9%	84.7%
BryanLGH College of Health Sciences	103.7%	98.3%
Clarkson College	37.6%	56.7%
College of St. Mary	4.7%	18.8%
Concordia University	2.1%	30.4%
Creighton University	7.9%	13.0%
Dana College	-6.2%	2.4%
Doane College ²	12.0%	11.3%
Doane College-Lincoln ²		
Grace University	-27.6%	-18.7%
Hastings College	3.6%	3.7%
Little Priest Tribal College	-10.8%	-17.7%
Midland Lutheran College	-14.9%	-25.7%
Nebraska Christian College	3.1%	-22.6%
Nebraska Indian Community College	-51.6%	-42.1%
Nebraska Methodist College	39.9%	54.4%
Nebraska Wesleyan University	13.4%	14.1%
Summit Christian College ³	-14.6%	-27.1%
Union College	1.3%	-5.4%
York College	-14.1%	-6.7%
Nebraska Public and Independent Colleges and Universities	9.3%	14.6%

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Table A1.2 Continued				
Total Headcount Enrollment	2003	2004	2005	2006
For-Profit Institutions*	3,244	3,436	3,487	3,975
Degree-Granting For-Profit/Career Schools	2,349	2,459	2,468	3,001
Alegent Health School of Radiologic Technology ⁴	26	27	27	26
ITT Technical Institute-Omaha	405	449	488	441
Kaplan University-Lincoln Campus ⁵	461	578	709	826
Kaplan University-Omaha Campus ⁵	656	649	641	788
Myotherapy Institute	55	69	52	43
The Creative Center	129	93	81	101
Universal College of Healing Arts			48	96
University of Phoenix-Omaha Campus				115
Vatterott College ⁶	237	215	56	2
Vatterott College-Spring Valley Campus ⁶	380	379	366	563
Non-Degree-Granting For-Profit Schools	895	977	1,019	974
Capitol School of Hairstyling	86	93	83	89
College of Hair Design	125	172	172	136
Fullen School of Hair Design	27	25	11	12
Joseph's College of Beauty	329	340	325	317
La'James International College	96	89	79	90
Mary Lanning Memorial Hospital School of Radiologic Technology	13	17	21	20
Omaha School of Massage Therapy	94	95	165	88
Regional West Medical Center School of Radiologic Technology	10	11	13	12
Xenon International School of Hair Design II	115	135	150	210
Nebraska State Total	120,592	122,073	122,640	125,543
*Note: All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.				
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Table A1.2 Continued			
Total Headcount Enrollment	2007	2008	Est 2009
For-Profit Institutions*	3,653	3,392	4,019
Degree-Granting For-Profit/Career Schools	2,544	2,181	2,786
Alegent Health School of Radiologic Technology ⁴	23	22	22
ITT Technical Institute-Omaha	490	532	600
Kaplan University-Lincoln Campus ⁵	522	429	587
Kaplan University-Omaha Campus ⁵	631	660	881
Myotherapy Institute	35	29	20
The Creative Center	107	118	127
Universal College of Healing Arts	100	55	48
University of Phoenix-Omaha Campus	127	60	28
Vatterott College ⁶	0	0	0
Vatterott College-Spring Valley Campus ⁶	509	276	473
Non-Degree-Granting For-Profit Schools	1,109	1,211	1,233
Capitol School of Hairstyling	98	90	88
College of Hair Design	203	230	230
Fullen School of Hair Design	23	34	30
Joseph's College of Beauty	302	365	378
La'James International College	88	49	45
Mary Lanning Memorial Hospital School of Radiologic Technology	19	20	19
Omaha School of Massage Therapy	122	145	143
Regional West Medical Center School of Radiologic Technology	11	10	10
Xenon International School of Hair Design II	243	268	290
Nebraska State Total	128,538	131,710	138,472
*Note: All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.			
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Table A1.2 Continued

Total Headcount Enrollment	1-Year Change 06-07	1-Year Change 07-08	Est 1-Yr Change 08-09	5-Year Change 03-08	Estimated 6-Year Chg 03-09
For-Profit Institutions*	-8.1%	-7.1%	18.5%	4.6%	23.9%
Degree-Granting For-Profit/Career Schools	-15.2%	-14.3%	27.7%	-7.2%	18.6%
Alegent Health School of Radiologic Technology ⁴	-11.5%	-4.3%	0.0%	-15.4%	-15.4%
ITT Technical Institute-Omaha	11.1%	8.6%	12.8%	31.4%	48.1%
Kaplan University-Lincoln Campus ⁵	-36.8%	-17.8%	36.8%	-6.9%	27.3%
Kaplan University-Omaha Campus ⁵	-19.9%	4.6%	33.5%	0.6%	34.3%
Myotherapy Institute	-18.6%	-17.1%	-31.0%	-47.3%	-63.6%
The Creative Center	5.9%	10.3%	7.6%	-8.5%	-1.6%
Universal College of Healing Arts	4.2%	-45.0%	-12.7%	N/A**	N/A**
University of Phoenix-Omaha Campus	10.4%	-52.8%	-53.3%	N/A**	N/A**
Vatterott College ⁶					
Vatterott College-Spring Valley Campus ⁶	-9.9%	-45.8%	71.4%	-55.3%	-23.3%
Non-Degree-Granting For-Profit Schools	13.9%	9.2%	1.8%	35.3%	37.8%
Capitol School of Hairstyling	10.1%	-8.2%	-2.2%	4.7%	2.3%
College of Hair Design	49.3%	13.3%	0.0%	84.0%	84.0%
Fullen School of Hair Design	91.7%	47.8%	-11.8%	25.9%	11.1%
Joseph's College of Beauty	-4.7%	20.9%	3.6%	10.9%	14.9%
La'James International College	-2.2%	-44.3%	-8.2%	-49.0%	-53.1%
-Mary Lanning Memorial Hospital School of Radiologic Technology	-5.0%	5.3%	-5.0%	53.8%	46.2%
Omaha School of Massage Therapy	38.6%	18.9%	-1.4%	54.3%	52.1%
Regional West Medical Center School of Radiologic Technology	-8.3%	-9.1%	0.0%	0.0%	0.0%
Xenon International School of Hair Design II	15.7%	10.3%	8.2%	133.0%	152.2%
Nebraska State Total	2.4%	2.5%	5.1%	9.2%	14.8%
<p>*Note: All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p>**N/A=Not applicable. The first enrollment at the Universal College of Healing Arts was in 2005 and at the University of Phoenix-Omaha Campus in 2006.</p>					

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Table A1.2 Continued

¹Data source for 1998–2008: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy.

Estimated enrollments for fall 2009 are based on the latest available information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration

For the Nebraska State College System: System office

For the other sectors: Estimated enrollment that an institution reported to the NCES through Part B of the fall 2009 IPEDS Institutional Characteristics Survey or the actual headcount that the institution reported directly to the Coordinating Commission.

²Beginning in 2006, Doane College-Lincoln became a reporting institution, separate from Doane College. For the purpose of calculating changes in enrollment, the headcounts at the two campuses are totaled.

³Summit Christian College was previously known as Platte Valley Bible College.

⁴Alegent Health School of Radiologic Technology became a degree-granting school beginning in 2007.

⁵Kaplan University was previously known as Hamilton College. The change of name to Kaplan University was effective October 30, 2007.

⁶For the purpose of calculating changes in enrollment, the headcounts at Vatterott College and Vatterott College-Spring Valley Campus are totaled.

Table A1.3 Nebraska 12-Month Unduplicated Headcount Enrollment by Public Sector 2001–2002 Academic Year through 2007–2008 Academic Year¹			
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges
2001–2002	55,542	10,954	71,044
2002–2003	55,336	10,483	73,684
2003–2004	54,075	10,691	73,188
2004–2005	52,970	10,889	76,344
2005–2006	53,240	10,573	81,666
2006–2007	53,591	10,807	82,708
2007–2008	54,725	11,020	85,610

¹Data source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

**Table A1.4
Nebraska First-Time Freshmen Enrollment by Sector: Fall 1997–Fall 2008¹**

Part A: Full-Time, First-Time Freshmen						
Number of Students	1998	1999	2000	2001	2002	2003
University of Nebraska	5,913	6,369	6,304	6,265	6,413	6,327
Nebraska State College System	1,240	1,231	1,209	1,095	1,131	1,231
Nebraska Community Colleges	4,117	4,302	4,506	4,939	5,209	5,576
Nebraska Independent Colleges and Universities	3,248	3,206	3,337	3,113	3,174	3,613
For-Profit/Career Schools*	1,086	1,329	1,495	1,886	1,836	1,708
Nebraska Total	15,604	16,437	16,851	17,298	17,763	18,455
% of Total Freshmen Enrolled	86.3%	86.2%	87.5%	86.4%	86.9%	86.0%
Number of Students	2004	2005	2006	2007	2008	
University of Nebraska	6,023	6,392	6,626	6,861	7,058	
Nebraska State College System	1,087	1,072	1,164	1,261	1,265	
Nebraska Community Colleges	4,953	5,074	4,617	4,015	4,276	
Nebraska Independent Colleges and Universities	3,451	3,323	3,278	3,336	3,153	
For-Profit/Career Schools*	1,638	1,342	1,095	1,203	751	
Nebraska Total	17,152	17,203	16,780	16,676	16,503	
% of Total Freshmen Enrolled	87.0%	88.3%	88.9%	87.7%	89.5%	
Percentage Changes	1-Year Change 04–05	1-Year Change 05–06	1-Year Change 06–07	1-Year Change 07–08	5-Year Change 03–08	
University of Nebraska	6.1%	3.7%	3.5%	2.9%	11.6%	
Nebraska State College System	-1.4%	8.6%	8.3%	0.3%	2.8%	
Nebraska Community Colleges	2.4%	-9.0%	-13.0%	6.5%	-23.3%	
Nebraska Independent Colleges and Universities	-3.7%	-1.4%	1.8%	-5.5%	-12.7%	
For-Profit/Career Schools*	-18.1%	-18.4%	9.9%	-37.6%	-56.0%	
Nebraska Total	0.3%	-2.5%	-0.6%	-1.0%	-10.6%	
<p>¹Data Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). The full-time and part-time counts of first-time freshmen in 2001 through 2007 for the independent sector are different in Table A1.4 from those reported in the 2009 version of this report, due to reported changes in enrollments at Clarkson College. The for-profit/career school total for 2004 is also slightly higher than reported in the 2009 version of Table A1.4 as a result of an adjustment to improve the accuracy of the data from Kaplan University-Omaha.</p> <p>*Note: For-profit/career schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.</p>						
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Table A1.4 Continued

Part B: Part-Time, First-Time Freshmen						
Number of Students	1998	1999	2000	2001	2002	2003
University of Nebraska	325	260	258	287	226	174
Nebraska State College System	161	79	89	88	71	62
Nebraska Community Colleges	1,793	2,041	1,802	2,010	2,081	2,357
Nebraska Independent Colleges and Universities	151	135	143	171	134	220
For-Profit/Career Schools*	53	116	107	159	167	185
Nebraska Total	2,483	2,631	2,399	2,715	2,679	2,998
% of Total Freshmen Enrolled	13.7%	13.8%	12.5%	13.6%	13.1%	14.0%
Number of Students	2004	2005	2006	2007	2008	
University of Nebraska	157	124	144	141	95	
Nebraska State College System	66	60	29	21	27	
Nebraska Community Colleges	1,958	1,856	1,737	2,027	1,557	
Nebraska Independent Colleges and Universities	193	88	99	66	187	
For-Profit/Career Schools*	187	162	92	94	76	
Nebraska Total	2,561	2,290	2,101	2,349	1,942	
% of Total Freshmen Enrolled	13.0%	11.7%	11.1%	12.3%	10.5%	
Percentage Changes	1-Year Change 04–05	1-Year Change 05–06	1-Year Change 06–07	1-Year Change 07–08	5-Year Change 03–08	
University of Nebraska	-21.0%	16.1%	-2.1%	-32.6%	-45.4%	
Nebraska State College System	-9.1%	-51.7%	-27.6%	28.6%	-56.5%	
Nebraska Community Colleges	-5.2%	-6.4%	16.7%	-23.2%	-33.9%	
Nebraska Independent Colleges and Universities	-54.4%	12.5%	-33.3%	183.3%	-15.0%	
For-Profit/Career Schools*	-13.4%	-43.2%	2.2%	-19.1%	-58.9%	
Nebraska Total	-10.6%	-8.3%	11.8%	-17.3%	-35.2%	
<p>*Note: For-profit/career schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.</p>						
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Table A1.4 Continued

Part C: Total First-Time Freshmen						
Number of Students	1998	1999	2000	2001	2002	2003
University of Nebraska	6,238	6,629	6,562	6,552	6,639	6,501
Nebraska State College System	1,401	1,310	1,298	1,183	1,202	1,293
Nebraska Community Colleges	5,910	6,343	6,308	6,949	7,290	7,933
Nebraska Independent Colleges and Universities	3,399	3,341	3,480	3,284	3,308	3,833
For-Profit/Career Schools*	1,139	1,445	1,602	2,045	2,003	1,893
Nebraska Total	18,087	19,068	19,250	20,013	20,442	21,453
Number of Students	2004	2005	2006	2007	2008	
University of Nebraska	6,180	6,516	6,770	7,002	7,153	
Nebraska State College System	1,153	1,132	1,193	1,282	1,292	
Nebraska Community Colleges	6,911	6,930	6,354	6,042	5,833	
Nebraska Independent Colleges and Universities	3,644	3,411	3,377	3,402	3,340	
For-Profit/Career Schools*	1,825	1,504	1,187	1,297	827	
Nebraska Total	19,713	19,493	18,881	19,025	18,445	
Percentage Changes	1-Year Change 04–05	1-Year Change 05–06	1-Year Change 06–07	1-Year Change 07–08	5-Year Change 03–08	
University of Nebraska	5.4%	3.9%	3.4%	2.2%	10.0%	
Nebraska State College System	-1.8%	5.4%	7.5%	0.8%	-0.1%	
Nebraska Community Colleges	0.3%	-8.3%	-4.9%	-3.5%	-26.5%	
Nebraska Independent Colleges and Universities	-6.4%	-1.0%	0.7%	-1.8%	-12.9%	
For-Profit/Career Schools*	-17.6%	-21.1%	9.3%	-36.2%	-56.3%	
Nebraska Total	-1.1%	-3.1%	0.8%	-3.0%	-14.0%	
<p>*Note: For-profit/career schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.</p>						

Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1 Numbers of Nebraska High School Graduates 1992–1993 through 2008–2009¹						
School Year	Type of School/Agency				Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	Educational Service Units	State- Operated Schools ²		
1992–1993	17,452	1,712	0	117	19,281	
1993–1994	16,896	1,659	1	175	18,731	-2.9%
1994–1995	17,685	1,802	6	250	19,743	5.4%
1995–1996	17,742	1,772	0	296	19,810	0.3%
1996–1997	18,359	1,933	0	242	20,534	3.7%
1997–1998	19,407	1,991	0	265	21,663	5.5%
1998–1999	19,917	2,087	2	255	22,261	2.8%
1999–2000	19,629	2,011	0	78	21,718	-2.4%
2000–2001	19,106	2,113	2	79	21,300	-1.9%
2001–2002	19,375	2,147	1	138	21,661	1.7%
2002–2003	19,604	2,234	4	130	21,972	1.4%
2003–2004	19,462	2,162	6	88	21,718	-1.2%
2004–2005	19,225	2,297	2	123	21,647	-0.3%
2005–2006	18,918	2,201	6	63	21,188	-2.1%
2006–2007	18,951	2,186	0	104	21,241	0.3%
2007–2008	19,987	2,158		40	22,185	4.4%
2008–2009	19,398	2,121		96	21,615	-2.6%

¹Data Source: Nebraska Department of Education, December 2007 for 1992–1993 through 2005–2006 data, January 2009 for 2006–2007 and 2007–2008 data, and February 2010 for 2007–2008 data corrections and 2008–2009 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

²Beginning in 2007–2008, the number of graduates for educational service units and state operated schools are totaled.

**Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2002–2003 through 2018–2019¹**

Academic Year	Public by Race/Ethnicity					Race/Ethnicity Total ²	Public Total ³	Non Public Total	Total
	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)				
Actual									
2002–2003	17,541	279	776	167	841	19,604	19,604	2,234	21,838
2003–2004	17,211	309	890	168	884	19,462	19,462	2,162	21,624
2004–2005	16,825	324	1,076	179	821	19,225	19,225	2,297	21,522
2005–2006	16,389	337	1,119	181	892	18,918	18,918	2,201	21,119
2006–2007	16,354	330	1,172	196	899	18,951	18,951	2,186	21,137
2007–2008	16,930	355	1,430	225	1,047	19,987	19,987	2,158	22,145
2008–2009	16,202	328	1,608	222	1,038	19,398	19,398	2,121	21,519
Projected									
2009–2010	16,357	386	1,822	196	1,146	19,907	20,151	1,941	22,092
2010–2011	15,778	412	1,982	228	1,127	19,527	19,799	1,878	21,677
2011–2012	15,212	450	2,032	213	1,170	19,077	19,342	1,834	21,176
2012–2013	15,012	438	2,167	197	1,247	19,061	19,360	1,781	21,141
2013–2014	14,810	487	2,384	193	1,146	19,020	19,290	1,720	21,010
2014–2015	14,601	488	2,546	184	1,234	19,053	19,334	1,666	21,000
2015–2016	14,765	508	2,618	181	1,241	19,313	19,581	1,769	21,350
2016–2017	14,750	572	2,882	222	1,282	19,708	19,985	1,799	21,784
2017–2018	14,969	676	3,291	220	1,372	20,528	20,524	1,841	22,365
2018–2019	14,885	607	3,711	216	1,361	20,780	20,649	1,843	22,492

¹Data sources:

For actual numbers of graduates: Nebraska Department of Education, December 2007 for the numbers of graduates in 2002–2003 through 2005–2006, January 2009 for the numbers of graduates in 2006–2007 and 2007–2008, and February 2010 for 2007–2008 data corrections and for the number of graduates in 2008–2009.

For projected numbers of graduates: *Knocking at the College Door*, Western Interstate Commission for Higher Education, March 2008, page 91.

²The projected sum of the graduates by race/ethnicity does not equal the total number of public school graduates, due to differences in the way historical data may have been reported by the state and because graduates for each race/ethnicity were projected separately from the total public projections.

³The actual and projected public totals do not include graduates from education service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas.

Table A2.3
Projected Changes in the Numbers and Percentages of Public High School Graduates
by Race/Ethnicity: 2002–2003 Compared to 2018–2019

Race/Ethnicity	2002–2003		2018–2019		Projected % Change from 2002–2003 to 2017–2018
	No. of Graduates ¹	% of Graduates	Projected No. of Graduates ²	% of Projected Graduates	
White (non-Hispanic)	17,541	89.5%	14,885	71.6%	-15.1%
Asian/Pacific Islander	279	1.4%	607	2.9%	117.6%
Hispanic	776	4.0%	3,711	17.9%	378.2%
Native American	167	0.8%	216	1.0%	29.3%
Black (non-Hispanic)	841	4.3%	1,361	6.5%	61.8%
Total for Public High Schools	19,604	100.0%	20,780	100.0%	6.0%

¹Actual numbers of public high school graduates obtained from the Nebraska Department of Education, August 2005. Counts do not include graduates of educational service units or state-operated schools.

²Projected numbers of public high school graduates by race/ethnicity published in *Knocking at the College Door*, Western Interstate Commission for Higher Education, March 2008, page 91. Projections do not include graduates of educational service units or state-operated schools.

**Table A2.4
Actual Changes in the Numbers and Percentages of Public High School Graduates
by Race/Ethnicity: 2008–2009 Compared to 2002–2003 Baseline¹**

Race/Ethnicity	2002–2003		2008–2009		Change
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
Percentage Change in the Number of Graduates					% Change in the Number of Graduates
White (non-Hispanic)	17,541	89.5%	16,202	83.5%	-7.6%
Asian/Pacific Islander	279	1.4%	328	1.7%	17.6%
Hispanic	776	4.0%	1,608	8.3%	107.2%
Native American	167	0.8%	222	1.1%	32.9%
Black (non-Hispanic)	841	4.3%	1,038	5.4%	23.4%
Total for Public High Schools	19,604	100.0%	19,398	100.0%	-1.1%
Change in Percentage the Distribution of Graduates					Increase or Decrease in Percentage Points
White (non-Hispanic)	17,541	89.5%	16,202	83.5%	-6.0%
Asian/Pacific Islander	279	1.4%	328	1.7%	0.3%
Hispanic	776	4.0%	1,608	8.3%	4.3%
Native American	167	0.8%	222	1.1%	0.3%
Black (non-Hispanic)	841	4.3%	1,038	5.4%	1.1%
Total for Public High Schools	19,604	100.0%	19,398	100.0%	
¹ Official numbers of public high school graduates obtained from the Nebraska Department of Education In December 2007 and February 2010. Numbers do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas.					

Appendix 3

Nebraska High School Graduation and Dropout Rates

Explanatory Note A3.1 Methods of Calculating High School Graduation Rates and Dropout Rates

The Nebraska Department of Education currently uses the method of calculating high school graduation rates developed by the National Center for Education Statistics (NCES). The resulting percentage rate is referred to as the “four-year high school graduation rate.”

The **four-year, high school graduation rate** is based on the number of students in 9th grade compared to the number of students in the same class who complete high school four years later and receive regular diplomas. For the purposes of computing four-year graduation rates, graduates do not include GED recipients or completers who do not receive regular diplomas. Specifically, four-year high school graduation rates are calculated using the following formula:

$$\frac{\text{Number of high school diploma recipients at the end of Grade 12}}{\text{Number of Grade 9 dropouts (Year 1) + Number of Grade 10 dropouts (Year 2) + Number of Grade 11 dropouts (Year 3) + Number of Grade 12 dropouts (Year 4) + Number of high school diploma recipients at the end of Grade 12 (Year 4)}}$$

The resulting fraction is then multiplied by 100 to express the graduation rate as a percentage.

The Nebraska Department of Education computes a statewide, four-year, high school graduation rate for the state's public schools and also computes a four-year, high school graduation rate for each public school district in the state. A statewide, four-year, high school graduation rate is also calculated for nonpublic schools, but four-year graduation rates are currently not available for nonpublic schools on an individual basis.

A **four-year high school dropout rate** can be calculated simply by subtracting the four-year graduation rate from 100.0%. This dropout rate also can be calculated by dividing the total number of dropouts from Grade 9 through Grade 12 by the number of high school diploma recipients at the end of Grade 12 plus the total number of dropouts, and then by multiplying the resulting fraction by 100.

The method of calculating a dropout rate that is used by the Nebraska Department of Education is the **one-year, 7th – 12th grade dropout rate**. This rate is the total number of students in the 7th through the 12th grades who drop out of school during an academic year divided by the total number of students in the 7th through 12th grades at the beginning of the school year (referred to as the 7th – 12th grade membership). The resulting fraction is multiplied by 100 to express the dropout rate as a percentage.

In calculating either the four-year, high school graduation rate or the one-year, 7th – 12th grade dropout rate, a “dropout” is defined as an individual who is enrolled sometime during the current school year but who is not enrolled at the beginning of the next school year and has not graduated from high school or completed a state- or district-approved education program. A dropout is not an individual who has passed away or who has transferred to another public school, a private school, a home school or another district-approved education program. Dropouts also do not include students who are temporarily absent due to suspension, expulsion or illness.

**Table A3.1
Distribution of the Four-Year High School Graduation Rates
for Nebraska Public High School Districts
2002–2003¹**

Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	% of School Districts	Cumulative % of School Districts
100.0%	76	29.6%	29.6%	29.6%
96.0% - 99.9%	39	15.2%	40.5%	44.7%
92.0% - 95.9%	65	25.3%		70.0%
88.0% - 91.9%	33	12.8%	19.8%	82.9%
84.8% - 87.9%	18	7.0%		89.9%
80.0% - 84.7% ²	14	5.4%	10.1%	95.3%
72.0% - 79.9%	8	3.1%		98.4%
Less than 72%	4	1.6%		100.0%
	257	100.0%	100.0%	

¹Four-year graduation rates by district downloaded from the Nebraska Department of Education Web site, <http://www.nde.state.ne.us>, October 5, 2005. Public high schools do not include educational service units or state-operated schools.

²The statewide public high school graduation rate for 2002–2003 was 84.7%.

Table A3.2
The 24 Nebraska Public School Districts with Four-Year High School
Graduation Rates Below the Statewide Public Rate
2008–2009¹

County	County No.	Public School District	Four-Year Graduation Rate	No. of Graduates
2008–2009 Statewide Public Graduation Rate			89.1%	19,398
Dawes	23	CRAWFORD PUBLIC SCHOOLS	88.9%	16
Nance	63	FULLERTON PUBLIC SCHOOLS	88.9%	24
Knox	54	NIOBRARA PUBLIC SCHOOLS	88.9%	8
Nuckolls	65	SUPERIOR PUBLIC SCHOOLS	88.6%	31
Lincoln	56	NORTH PLATTE PUBLIC SCHOOLS	88.2%	277
Dakota	22	SO SIOUX CITY COMMUNITY SCHS	88.2%	231
Scotts Bluff	79	MITCHELL PUBLIC SCHOOLS	87.0%	47
Saline	76	DORCHESTER PUBLIC SCHOOLS	87.0%	20
Gage	34	SOUTHERN SCHOOL DIST 1	86.7%	26
Dawson	24	SUMNER-EDDYVILLE-MILLER SCHS	86.7%	13
Adams	01	HASTINGS PUBLIC SCHOOLS	86.1%	198
Douglas	28	RALSTON PUBLIC SCHOOLS	85.0%	209
Dodge	27	FREMONT PUBLIC SCHOOLS	83.9%	287
Scotts Bluff	79	GERING PUBLIC SCHOOLS	83.6%	138
Thurston	87	WINNEBAGO PUBLIC SCHOOLS	82.8%	24
Kimball	53	KIMBALL PUBLIC SCHOOLS	82.6%	38
Lancaster	55	LINCOLN PUBLIC SCHOOLS	82.0%	1,954
Hall	40	GRAND ISLAND PUBLIC SCHOOLS	79.2%	373
Scotts Bluff	79	MINATARE PUBLIC SCHOOLS	76.5%	13
Butler	12	RISING CITY PUBLIC SCHOOLS	75.0%	9
Thurston	87	WALTHILL PUBLIC SCHOOLS	75.0%	12
Douglas	28	OMAHA PUBLIC SCHOOLS	69.8%	2,293
Knox	54	SANTEE COMMUNITY SCHOOLS	61.5%	8
Thurston	87	UMO N HO N NATION PUBLIC SCHS	56.7%	17
		Total Graduates for these 24 districts		6,266
		Percentage of public graduates		32.3%
		Percentage of public dropouts		75.9%
		Graduation Rate for these 24 districts		77.7%

¹Nebraska Department of Education, January 2009.

**Table A3.3
Four-Year Graduation Rates
for Nebraska High Schools by Race/Ethnicity
2002–2003 through 2008–2009¹**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2002–2003					
Public High Schools					
White (non-Hispanic)	17,541	2,214	19,755	88.8%	11.2%
Asian/Pacific Islander	279	55	334	83.5%	16.5%
Hispanic	776	555	1,331	58.3%	41.7%
Native American	167	131	298	56.0%	44.0%
Black (non-Hispanic)	841	576	1,417	59.4%	40.6%
Public Total	19,604	3,531	23,135	84.7%	15.3%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,064	11	2,075	99.5%	0.5%
Asian/Pacific Islander	55	0	55	100.0%	0.0%
Hispanic	51	*	52	98.1%	1.9%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	57	*	59	96.6%	3.4%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
ESU and State Operated					
White (non-Hispanic)	99	53	152	65.1%	34.9%
Asian/Pacific Islander	0	0	0		
Hispanic	9	12	21	42.9%	57.1%
Native American	*	7	10	30.0%	70.0%
Black (non-Hispanic)	23	18	41	56.1%	43.9%
ESU & SO Total	134	90	224	59.8%	40.2%
State Total					
White (non-Hispanic)	19,704	2,278	21,982	89.6%	10.4%
Asian/Pacific Islander	334	55	389	85.9%	14.1%
Hispanic	836	568	1,404	59.5%	40.5%
Native American	177	138	315	56.2%	43.8%
Black (non-Hispanic)	921	596	1,517	60.7%	39.3%
State Total	21,972	3,635	25,607	85.8%	14.2%
Continued on the next page.					

Table A3.3 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2003–2004					
Public High Schools					
White (non-Hispanic)	17,211	1,848	19,059	90.3%	9.7%
Asian/Pacific Islander	309	31	340	90.9%	9.1%
Hispanic	890	510	1,400	63.6%	36.4%
Native American	168	137	305	55.1%	44.9%
Black (non-Hispanic)	884	509	1,393	63.5%	36.5%
Public Total	19,462	3,035	22,497	86.5%	13.5%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	8	2,016	99.6%	0.4%
Asian/Pacific Islander	39	0	39	100.0%	0.0%
Hispanic	64	0	64	100.0%	0.0%
Native American	12	0	12	100.0%	0.0%
Black (non-Hispanic)	39	0	39	100.0%	0.0%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%
ESU and State Operated					
White (non-Hispanic)	71	44	115	61.7%	38.3%
Asian/Pacific Islander	1	0	1	100.0%	0.0%
Hispanic	6	9	15	40.0%	60.0%
Native American	2	2	4	50.0%	50.0%
Black (non-Hispanic)	14	10	24	58.3%	41.7%
ESU & SO Total	94	65	159	59.1%	40.9%
State Total					
White (non-Hispanic)	19,290	1,900	21,190	91.0%	9.0%
Asian/Pacific Islander	349	31	380	91.8%	8.2%
Hispanic	960	519	1,479	64.9%	35.1%
Native American	182	139	321	56.7%	43.3%
Black (non-Hispanic)	937	519	1,456	64.4%	35.6%
State Total	21,718	3,108	24,826	87.5%	12.5%
Continued on the next page.					

Table A3.3 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2004–2005					
Public High Schools					
White (non-Hispanic)	16,825	1,668	18,493	91.0%	9.0%
Asian/Pacific Islander	324	38	362	89.5%	10.5%
Hispanic	1,076	533	1,609	66.9%	33.1%
Native American	179	129	308	58.1%	41.9%
Black (non-Hispanic)	821	484	1,305	62.9%	37.1%
Public Total	19,225	2,852	22,077	87.1%	12.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,123	40	2,163	98.2%	1.8%
Asian/Pacific Islander	43	*	44	97.7%	2.3%
Hispanic	64	*	65	98.5%	1.5%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	50	*	51	98.0%	2.0%
Nonpublic Total	2,297	43	2,340	98.2%	1.8%
ESU and State Operated					
White (non-Hispanic)	89	32	121	73.6%	26.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	10	18	44.4%	55.6%
Native American	7	*	9	77.8%	22.2%
Black (non-Hispanic)	21	*	24	87.5%	12.5%
ESU & SO Total	125	47	172	72.7%	27.3%
State Total					
White (non-Hispanic)	19,037	1,740	20,777	91.6%	8.4%
Asian/Pacific Islander	367	39	406	90.4%	9.6%
Hispanic	1,148	544	1,692	67.8%	32.2%
Native American	203	131	334	60.8%	39.2%
Black (non-Hispanic)	892	488	1,380	64.6%	35.4%
State Total	21,647	2,942	24,589	88.0%	12.0%
Continued on the next page.					

Table A3.3 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2005–2006					
Public High Schools					
White (non-Hispanic)	16,389	1,438	17,827	91.9%	8.1%
Asian/Pacific Islander	337	38	375	89.9%	10.1%
Hispanic	1,119	533	1,652	67.7%	32.3%
Native American	181	129	310	58.4%	41.6%
Black (non-Hispanic)	892	413	1,305	68.4%	31.6%
Public Total	18,918	2,551	21,469	88.1%	11.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	73	2,081	96.5%	3.5%
Asian/Pacific Islander	45	*	46	97.8%	2.2%
Hispanic	59	*	60	98.3%	1.7%
Native American	19	0	19	100.0%	0.0%
Black (non-Hispanic)	70	2	72	97.2%	2.8%
Nonpublic Total	2,201	77	2,278	96.6%	3.4%
ESU and State Operated					
White (non-Hispanic)	51	36	87	58.6%	41.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	5	13	61.5%	38.5%
Native American	*	*	5	40.0%	60.0%
Black (non-Hispanic)	8	9	17	47.1%	52.9%
ESU & SO Total	69	53	122	56.6%	43.4%
State Total					
White (non-Hispanic)	18,448	1,548	19,996	92.3%	7.7%
Asian/Pacific Islander	382	39	421	90.7%	9.3%
Hispanic	1,186	539	1,725	68.8%	31.2%
Native American	202	132	334	60.5%	39.5%
Black (non-Hispanic)	970	424	1,394	69.6%	30.4%
State Total	21,188	2,682	23,870	88.8%	11.2%
Continued on the next page.					

Table A3.3 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2006–2007					
Public High Schools					
White (non-Hispanic)	16,354	1,357	17,711	92.3%	7.7%
Asian/Pacific Islander	330	34	364	90.7%	9.3%
Hispanic	1,172	519	1,691	69.3%	30.7%
Native American	196	125	321	61.1%	38.9%
Black (non-Hispanic)	899	453	1,352	66.5%	33.5%
Public Total	18,951	2,488	21,439	88.4%	11.6%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,971	56	2,027	97.2%	2.8%
Asian/Pacific Islander	61	0	61	100.0%	0.0%
Hispanic	88	0	88	100.0%	0.0%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	59	0	59	100.0%	0.0%
Nonpublic Total	2,186	56	2,242	97.5%	2.5%
ESU and State Operated					
White (non-Hispanic)	74	23	97	76.3%	23.7%
Asian/Pacific Islander	*	0	*	100.0%	0.0%
Hispanic	10	6	16	62.5%	37.5%
Native American	*	*	4	75.0%	25.0%
Black (non-Hispanic)	15	5	20	75.0%	25.0%
ESU & SO Total	104	35	139	74.8%	25.2%
State Total					
White (non-Hispanic)	18,399	1,436	19,835	92.8%	7.2%
Asian/Pacific Islander	393	34	427	92.0%	8.0%
Hispanic	1,270	525	1,795	70.8%	29.2%
Native American	206	126	332	62.0%	38.0%
Black (non-Hispanic)	973	458	1,431	68.0%	32.0%
State Total	21,241	2,579	23,820	89.2%	10.8%
Continued on the next page.					

Table A3.3 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2007–2008					
Public High Schools					
White (non-Hispanic)	16,930	1,329	18,259	92.7%	7.3%
Asian/Pacific Islander	355	37	392	90.6%	9.4%
Hispanic	1,430	510	1,940	73.7%	26.3%
Native American	225	109	334	67.4%	32.6%
Black (non-Hispanic)	1,047	476	1,523	68.7%	31.3%
Public Total	19,987	2,461	22,448	89.0%	11.0%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,950	58	2,008	97.1%	2.9%
Asian/Pacific Islander	47	0	47	100.0%	0.0%
Hispanic	74	0	74	100.0%	0.0%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	70	0	70	100.0%	0.0%
Nonpublic Total	2,158	58	2,216	97.4%	2.6%
ESU and State Operated					
White (non-Hispanic)	30	15	45	66.7%	33.3%
Asian/Pacific Islander	0	0	0		
Hispanic	4	*	5	80.0%	20.0%
Native American	*	0	*	100.0%	0.0%
Black (non-Hispanic)	*	*	4	75.0%	25.0%
ESU & SO Total	40	17	57	70.2%	29.8%
State Total					
White (non-Hispanic)	18,910	1,402	20,312	93.1%	6.9%
Asian/Pacific Islander	402	37	439	91.6%	8.4%
Hispanic	1,508	511	2,019	74.7%	25.3%
Native American	245	109	354	69.2%	30.8%
Black (non-Hispanic)	1,120	477	1,597	70.1%	29.9%
State Total	22,185	2,536	24,721	89.7%	10.3%
Continued on the next page.					

Table A3.3 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2008–2009					
Public High Schools					
White (non-Hispanic)	16,202	1,283	17,485	92.7%	7.3%
Asian/Pacific Islander	328	26	354	92.7%	7.3%
Hispanic	1,608	478	2,086	77.1%	22.9%
Native American	222	109	331	67.1%	32.9%
Black (non-Hispanic)	1,038	481	1,519	68.3%	31.7%
Public Total	19,398	2,377	21,775	89.1%	10.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,902	19	1,921	99.0%	1.0%
Asian/Pacific Islander	65	0	65	100.0%	0.0%
Hispanic	72	*			
Native American	11	*			
Black (non-Hispanic)	71	*			
Nonpublic Total	2,121	23	2,144	98.9%	1.1%
ESU and State Operated					
White (non-Hispanic)	67	22	89	75.3%	24.7%
Asian/Pacific Islander	0	0	0		
Hispanic	*	*			
Native American	*	0			
Black (non-Hispanic)	16	15	31	51.6%	48.4%
ESU & SO Total	96	39	135	71.1%	28.9%
State Total					
White (non-Hispanic)	18,171	1,324	19,495	93.2%	6.8%
Asian/Pacific Islander	393	26	419	93.8%	6.2%
Hispanic	1,688	482	2,170	77.8%	22.2%
Native American	238	110	348	68.4%	31.6%
Black (non-Hispanic)	1,125	497	1,622	69.4%	30.6%
State Total	21,615	2,439	24,054	89.9%	10.1%
¹ Data Source: Nebraska Department of Education, January 2009 (2006–2007 data corrected) and February 2010 for 2007–2008 data corrections and 2008–2009 data. ² See Explanatory Note A3.1 for information on how graduation and dropout rates are calculated. * Data values of three or less are masked.					

**Table A3.4
Distribution of Nebraska Public High School Graduates and Dropouts by Race/Ethnicity
Based on Four-Year Graduation Rate Data
2002–2003 through 2007–2008¹**

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 th – 12 th Grades	% of Dropouts	Total Graduates & Dropouts	% of Total Graduates & Dropouts
2002–2003						
Public High Schools						
White (non-Hispanic)	17,541	89.5%	2,214	62.7%	19,755	85.4%
Asian/Pacific Islander	279	1.4%	55	1.6%	334	1.4%
Hispanic	776	4.0%	555	15.7%	1,331	1.3%
Native American	167	0.8%	131	3.7%	298	6.1%
Black (non-Hispanic)	841	4.3%	576	16.3%	1,417	5.8%
Public Total	19,604	100.0%	3,531	100.0%	23,135	100.0%
2003–2004						
Public High Schools						
White (non-Hispanic)	17,211	88.4%	1,847	60.9%	19,058	84.7%
Asian/Pacific Islander	309	1.6%	31	1.0%	340	1.5%
Hispanic	890	4.6%	510	16.8%	1,400	1.4%
Native American	168	0.9%	137	4.5%	305	6.2%
Black (non-Hispanic)	884	4.5%	509	16.8%	1,393	6.2%
Public Total	19,462	100.0%	3,034	100.0%	22,496	100.0%
2004–2005						
Public High Schools						
White (non-Hispanic)	16,825	87.5%	1,668	58.5%	18,493	83.8%
Asian/Pacific Islander	324	1.7%	38	1.3%	362	1.6%
Hispanic	1,076	5.6%	533	18.7%	1,609	7.3%
Native American	179	0.9%	129	4.5%	308	1.4%
Black (non-Hispanic)	821	4.3%	484	17.0%	1,305	5.9%
Public Total	19,225	100.0%	2,852	100.0%	22,077	100.0%
Continued on the next page.						

Table A3.4 Continued

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 th – 12 th Grades	% of Dropouts	Total Graduates & Dropouts	% of Total Graduates & Dropouts
2005–2006						
Public High Schools						
White (non-Hispanic)	16,389	86.6%	1,438	56.4%	17,827	83.0%
Asian/Pacific Islander	337	1.8%	38	1.5%	375	1.7%
Hispanic	1,119	5.9%	533	20.9%	1,652	7.7%
Native American	181	1.0%	129	5.1%	310	1.4%
Black (non-Hispanic)	892	4.7%	413	16.2%	1,305	6.1%
Public Total	18,918	100.0%	2,551	100.0%	21,469	100.0%
2006–2007						
Public High Schools						
White (non-Hispanic)	16,354	86.3%	1,357	54.5%	17,711	82.6%
Asian/Pacific Islander	330	1.7%	34	1.4%	364	1.7%
Hispanic	1,172	6.2%	519	20.9%	1,691	7.9%
Native American	196	1.0%	125	5.0%	321	1.5%
Black (non-Hispanic)	899	4.7%	453	18.2%	1,352	6.3%
Public Total	18,951	100.0%	2,488	100.0%	21,439	100.0%
2007–2008						
Public High Schools						
White (non-Hispanic)	16,930	84.7%	1,329	54.0%	18,259	81.3%
Asian/Pacific Islander	355	1.8%	37	1.5%	392	1.7%
Hispanic	1,430	7.2%	510	20.7%	1,940	8.6%
Native American	225	1.1%	109	4.4%	334	1.5%
Black (non-Hispanic)	1,047	5.2%	476	19.3%	1,523	6.8%
Public Total	19,987	100.0%	2,461	100.0%	22,448	100.0%
2008–2009						
Public High Schools						
White (non-Hispanic)	16,202	83.5%	1,283	54.0%	17,485	80.3%
Asian/Pacific Islander	328	1.7%	26	1.1%	354	1.6%
Hispanic	1,608	8.3%	478	20.1%	2,086	9.6%
Native American	222	1.1%	109	4.6%	331	1.5%
Black (non-Hispanic)	1,038	5.4%	481	20.2%	1,519	7.0%
Public Total	19,398	100.0%	2,377	100.0%	21,775	100.0%

¹Data source: Nebraska Department of Education, January 2009 for 2002–2003 through 2006–2007 (data corrections included) and February 2010 for 2007–2008 (data corrected) and 2008–2009.

Public high schools do not include educational service units or state-operated schools.

**Table A3.5
Four-Year Graduation Rates
for Nebraska Public High Schools by Gender
2002–2003 through 2008–2009¹**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2002–2003					
Public High Schools					
Male	9,710	2,027	11,737	82.7%	17.3%
Female	9,894	1,504	11,398	86.8%	13.2%
Public Total	19,604	3,531	23,135	84.7%	15.3%
2003–2004					
Public High Schools					
Male	9,793	1,795	11,588	84.5%	15.5%
Female	9,669	1,240	10,909	88.6%	11.4%
Public Total	19,462	3,035	22,497	86.5%	13.5%
2004–2005					
Public High Schools					
Male	9,634	1,693	11,327	85.1%	14.9%
Female	9,591	1,159	10,750	89.2%	10.8%
Public Total	19,225	2,852	22,077	87.1%	12.9%
2005–2006					
Public High Schools					
Male	9,388	1,498	10,886	86.2%	13.8%
Female	9,530	1,053	10,583	90.1%	9.9%
Public Total	18,918	2,551	21,469	88.1%	11.9%
2006–2007					
Public High Schools					
Male	9,464	1,446	10,910	86.7%	13.3%
Female	9,487	1,042	10,529	90.1%	9.9%
Public Total	18,951	2,488	21,439	88.4%	11.6%
Continued on the next page.					

Table A3.5 Continued					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2007–2008					
Public High Schools					
Male	9,937	1,454	11,391	87.2%	12.8%
Female	10,050	1,007	11,057	90.9%	9.1%
Public Total	19,987	2,461	22,448	89.0%	11.0%
2008–2009					
Public High Schools					
Male	9,624	1,385	11,009	87.4%	12.6%
Female	9,774	992	10,766	90.8%	9.2%
Public Total	19,398	2,377	21,775	89.1%	10.9%
¹ Data source: Nebraska Department of Education, January 2009 for 2002–2003 through 2006–2007 (data corrections included) and February 2010 for 2007–2008 (data corrected) and 2008–2009. Public high schools do not include educational service units or state-operated schools.					
² See Explanatory Note A3.1 for information on how graduation and dropout rates are calculated.					

**Table A3.6
Four-Year Graduation Rate Statistics
for the 14 Selected Nebraska School Districts
2002–2003 through 2008–2009¹**

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Four-Year Graduation Rate
2002–2003					
01-0018	Adams	Hastings Public Schools	233	54	81.2%
19-0123	Colfax	Schuyler Central High School	74	30	71.2%
22-0011	Dakota	South Sioux City Community Schools	176	64	73.3%
24-0001	Dawson	Lexington Public Schools	130	32	80.2%
27-0001	Dodge	Fremont Public Schools	286	65	81.5%
28-0001	Douglas	Omaha Public Schools	2,336	1,342	63.5%
40-0002	Hall	Grand Island Public Schools	367	123	74.9%
54-0505	Knox	Santee Community Schools	masked	masked	66.7%
55-0001	Lancaster	Lincoln Public Schools	1,883	716	72.5%
56-0001	Lincoln	North Platte Public Schools	297	57	83.9%
79-0032	Scotts Bluff	Scottsbluff Public Schools	207	39	84.1%
87-0013	Thurston	Walthill Public Schools	18	masked	72.0%
87-0016	Thurston	Umo ⁿ ho ⁿ Nation Public School	masked	18	33.3%
87-0017	Thurston	Winnebago Public Schools ²	21	16	56.8%
		Total for 14 School Districts	6,045	2,567	70.2%
		% of Nebraska Public Total	30.8%	72.7%	
		Nebraska Public Total	19,604	3,531	84.7%
2003–2004					
01-0018	Adams	Hastings Public Schools	214	52	80.5%
19-0123	Colfax	Schuyler Central High School	81	24	77.1%
22-0011	Dakota	South Sioux City Community Schools	191	49	79.6%
24-0001	Dawson	Lexington Public Schools	131	45	74.4%
27-0001	Dodge	Fremont Public Schools	315	54	85.4%
28-0001	Douglas	Omaha Public Schools	2,383	1,144	67.6%
40-0002	Hall	Grand Island Public Schools	351	92	79.2%
54-0505	Knox	Santee Community Schools	masked	masked	25.0%
55-0001	Lancaster	Lincoln Public Schools	1,865	570	76.6%
56-0001	Lincoln	North Platte Public Schools	299	48	86.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	178	50	78.1%
87-0013	Thurston	Walthill Public Schools	masked	10	33.3%
87-0016	Thurston	Umo ⁿ ho ⁿ Nation Public School	13	masked	61.9%
87-0017	Thurston	Winnebago Public Schools	19	17	52.8%
		Total for 14 School Districts	6,048	2,172	73.6%
		% of Nebraska Public Total	31.1%	71.6%	
		Nebraska Public Total	19,462	3,034	86.5%

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Table A3.6 Continued

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Four-Year Graduation Rate
2004–2005					
01-0018	Adams	Hastings Public Schools	233	35	86.9%
19-0123	Colfax	Schuyler Central High School	82	29	73.9%
22-0011	Dakota	South Sioux City Community Schools	190	43	81.5%
24-0001	Dawson	Lexington Public Schools	119	48	71.3%
27-0001	Dodge	Fremont Public Schools	261	48	84.5%
28-0001	Douglas	Omaha Public Schools	2,263	1,069	67.9%
40-0002	Hall	Grand Island Public Schools	381	106	78.2%
54-0505	Knox	Santee Community Schools	masked	masked	47.1%
55-0001	Lancaster	Lincoln Public Schools	1,907	514	78.8%
56-0001	Lincoln	North Platte Public Schools	300	44	87.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	197	67	74.6%
87-0013	Thurston	Walthill Public Schools	masked	masked	55.6%
87-0016	Thurston	Umo ⁿ ho ⁿ Nation Public School	12	22	35.3%
87-0017	Thurston	Winnebago Public Schools ²	22	masked	73.3%
		Total for 14 School Districts	5,980	2,046	74.5%
		% of Nebraska Public Total	31.1%	71.7%	
		Nebraska Public Total	19,225	2,852	87.1%
2005–2006					
01-0018	Adams	Hastings Public Schools	193	34	85.0%
19-0123	Colfax	Schuyler Central High School	88	22	80.0%
22-0011	Dakota	South Sioux City Community Schools	184	33	84.8%
24-0001	Dawson	Lexington Public Schools	147	47	75.8%
27-0001	Dodge	Fremont Public Schools	271	27	90.9%
28-0001	Douglas	Omaha Public Schools	2,228	941	70.3%
40-0002	Hall	Grand Island Public Schools	399	90	81.6%
54-0505	Knox	Santee Community Schools	masked	masked	57.1%
55-0001	Lancaster	Lincoln Public Schools	1,867	464	80.1%
56-0001	Lincoln	North Platte Public Schools	257	28	90.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	183	51	78.2%
87-0013	Thurston	Walthill Public Schools	masked	12	40.0%
87-0016	Thurston	Umo ⁿ ho ⁿ Nation Public School	17	32	34.7%
87-0017	Thurston	Winnebago Public Schools ²	24	masked	75.0%
		Total for 14 School Districts	5,870	1,792	76.6%
		% of Nebraska Public Total	31.0%	70.2%	
		Nebraska Public Total	18,918	2,551	88.1%

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Table A3.6 Continued

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Four-Year Graduation Rate
2006–2007					
01-0018	Adams	Hastings Public Schools	201	39	83.8%
19-0123	Colfax	Schuyler Central High School	85	22	79.4%
22-0011	Dakota	South Sioux City Community Schools	175	27	86.6%
24-0001	Dawson	Lexington Public Schools	131	29	81.9%
27-0001	Dodge	Fremont Public Schools	266	51	83.9%
28-0001	Douglas	Omaha Public Schools	2,223	928	70.5%
40-0002	Hall	Grand Island Public Schools	385	113	77.3%
54-0505	Knox	Santee Community Schools	masked	masked	53.3%
55-0001	Lancaster	Lincoln Public Schools	1,896	496	79.3%
56-0001	Lincoln	North Platte Public Schools	251	17	93.7%
79-0032	Scotts Bluff	Scottsbluff Public Schools	202	37	84.5%
87-0013	Thurston	Walthill Public Schools	11	masked	64.7%
87-0016	Thurston	Umo ⁿ ho ⁿ Nation Public School	12	41	22.6%
87-0017	Thurston	Winnebago Public Schools ²	21	12	63.6%
		Total for 14 School Districts	5,867	1,825	76.3%
		% of Nebraska Public Total	31.0%	73.4%	
		Nebraska Public Total	18,951	2,488	88.4%
2007–2008					
Kearney Public Schools included and North Platte Public Schools removed from the list ³					
01-0018	Adams	Hastings Public Schools	246	34	87.9%
10-0007	Buffalo	Kearney Public Schools ³	354	56	86.3%
19-0123	Colfax	Schuyler Central High School	96	24	80.0%
22-0011	Dakota	South Sioux City Community Schools	252	35	87.8%
24-0001	Dawson	Lexington Public Schools	158	36	81.4%
27-0001	Dodge	Fremont Public Schools	282	44	86.5%
28-0001	Douglas	Omaha Public Schools	2,336	955	71.0%
40-0002	Hall	Grand Island Public Schools	378	105	78.3%
54-0505	Knox	Santee Community Schools	0	masked	0.0%
55-0001	Lancaster	Lincoln Public Schools	1,958	445	81.5%
79-0032	Scotts Bluff	Scottsbluff Public Schools	175	24	87.9%
87-0013	Thurston	Walthill Public Schools	18	10	64.3%
87-0016	Thurston	UMO ^ HO ^ Nation Public Schools	15	17	46.9%
87-0017	Thurston	Winnebago Public Schools	35	masked	83.3%
		Total for 14 School Districts	6,303	1,792	77.9%
		% of Nebraska Public Total	31.5%	72.8%	
		Nebraska Public Total	19,995	2,460	89.0%
Totals including North Platte and excluding Kearney			6,217	1,744	78.1%

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Table A3.6 Continued

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Four-Year Graduation Rate
2008–2009					
Note: North Platte Public Schools returned to the list of 14 selected schools for 2008–2009 ³					
01-0018	Adams	Hastings Public Schools	198	32	86.1%
19-0123	Colfax	Schuyler Central High School	117	13	90.0%
22-0011	Dakota	South Sioux City Community Schools	231	31	88.2%
24-0001	Dawson	Lexington Public Schools	180	17	91.4%
27-0001	Dodge	Fremont Public Schools	287	55	83.9%
28-0001	Douglas	Omaha Public Schools	2,293	990	69.8%
40-0002	Hall	Grand Island Public Schools	373	98	79.2%
54-0505	Knox	Santee Community Schools	masked	masked	61.5%
55-0001	Lancaster	Lincoln Public Schools	1,954	428	82.0%
56-0001	Lincoln	North Platte Public Schools ³	277	37	88.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	174	17	91.1%
87-0013	Thurston	Walthill Public Schools	12	masked	75.0%
87-0016	Thurston	UMO ^ HO ^ Nation Public Schools	17	13	56.7%
87-0017	Thurston	Winnebago Public Schools	24	masked	82.8%
Total for 14 School Districts			6,145	1,745	77.9%
% of Nebraska Public Total			31.7%	73.4%	
Nebraska Public Total			19,398	2,377	89.1%
Additional Districts with Below Average Graduation Rates and More than 15 Dropouts in 2008–2009:					
79-0032	Douglas	Ralston Public Schools	209	37	85.0%
87-0013	Scotts Bluff	Gering Public Schools	138	27	83.6%

¹Data Sources:

For 2002–2003 and 2003–2004: Nebraska Department of Education, August 2005.

For 2004–2005 and 2005–2006: Nebraska Department of Education, January 2007.

For 2006–2007: Nebraska Department of Education, January 2009 for data that corrects the data received in December 2007 and reported in the 2008 edition of this report.

For 2007–2008: Nebraska Department of Education, January 2009.

For 2008–2009: Nebraska Department of Education, February 2010.

Numbers under 10 are masked, but the masked numbers are included in the total numbers of graduates and dropouts for the 14 school districts.

²The number of dropouts from Winnebago Public Schools was estimated for 2002–2003, based on 21 graduates and an average graduation rate for the 5 years from 1998–1999 through 2002–2003 of 56.19%. The estimate of 16 dropouts then resulted in a calculated graduation rate of 56.8%.

³North Platte Public Schools was removed from the list of monitored districts for 2007–2008 because the district had a graduation rate that was higher than the statewide rate for Nebraska public schools in 2006–2007 and 2007–2008, but was returned to the list for 2008–2009 because the district's graduation rate fell below the statewide rate. Kearney Public Schools was added to the list for 2007–2008 because the district had a graduation rate that was lower than the statewide rate for Nebraska public schools and more than 15 dropouts in 2006–2007 and 2007–2008. Kearney was not included in the list for 2008–2009 because its graduation rate was 89.9%, which was above the public state rate of 89.1%.

Table A3.7
Summary of the Four-Year High School Graduation Rates
For the 14 Selected Nebraska School Districts
2005–2006 through 2008–2009 Compared to the 2002–2003 Baseline¹

(In Descending Rank Order by 2007–2008 Graduation Rate)

County	District or School Name	2002– 2003	2005– 2006	2006– 2007	2007– 2008	2008– 2009
Adams	Hastings Public Schools	81.2%	85.0%	83.8%	87.9%	86.1%
Colfax	Schuyler Central High School	71.2%	80.0%	79.4%	80.0%	90.0%
Dakota	South Sioux City Community Schools	73.3%	84.8%	86.6%	87.8%	88.2%
Dawson	Lexington Public Schools	80.2%	75.8%	81.9%	81.4%	91.4%
Dodge	Fremont Public Schools	81.5%	90.9%	83.3%	86.5%	83.9%
Douglas	Omaha Public Schools	63.5%	70.3%	69.2%	71.0%	69.8%
Hall	Grand Island Public Schools	74.9%	81.6%	77.3%	78.3%	79.2%
Knox	Santee Community Schools	66.7%	57.1%	53.3%	0.0%	61.5%
Lancaster	Lincoln Public Schools	72.5%	80.1%	79.3%	81.5%	82.0%
Lincoln	North Platte Public Schools	83.9%	90.2%	93.7%	97.1%	88.2%
Scotts Bluff	Scottsbluff Public Schools	84.1%	78.2%	84.5%	87.9%	91.1%
Thurston	Walthill Public Schools	72.0%	40.0%	64.7%	64.3%	75.0%
Thurston	Umo [^] Ho [^] Nation Public Schools	33.3%	34.7%	22.6%	46.9%	56.7%
Thurston	Winnebago Public Schools	56.8%	75.0%	63.6%	83.3%	82.8%
Adams	Hastings Public Schools	81.2%	85.0%	83.8%	87.9%	86.1%
Graduation Rate for 14 Districts		70.2%	76.6%	75.8%	78.1%	77.9%
State Public Schools Graduation Rate		84.7%	88.1%	88.4%	89.0%	89.1%
Percentage-Point Difference between Graduation Rates		14.5%	11.5%	12.6%	11.1%	11.2%
Graduation Rate for All Other Districts		93.4%	94.5%	95.3%	95.3%	95.4%

¹Data Sources:

For 2002–2003: Nebraska Department of Education, August 2005.

For 2005–2006: Nebraska Department of Education, January 2007.

For 2006–2007: Nebraska Department of Education, December 2007 for original data and January 2009 for data corrections.

For 2007–2008: Nebraska Department of Education, January 2009.

For 2008–2009: Nebraska Department of Education, February 2010.

Appendix 4

Nebraska Scores on ACT and SAT Student Assessments

Table A4.1					
Percentages of Nebraska 2000–2009 High School Graduates Who Took the ACT Assessment and/or SAT I: Reasoning Test					
Year	No. of High School Graduates ¹	ACT Assessment		SAT I: Reasoning Test	
		No. of Graduates Tested ²	% of Graduates Tested	No. of Graduates Tested ³	% of Graduates Tested
2000	21,718	16,811	77.4%	1,935	8.9%
2001	21,300	16,677	78.3%	1,887	8.9%
2002	21,661	16,509	76.2%	1,796	8.3%
2003	21,972	16,646	75.8%	1,782	8.1%
2004	21,718	16,523	76.1%	1,656	7.6%
2005	21,647	16,220	74.9%	1,684	7.8%
2006	21,188	15,892	75.0%	1,498	7.1%
2007	21,241	16,137	76.0%	1,325	6.2%
2008	22,185	16,573	74.7%	1,139	5.1%
2009	22,615	16,286	75.3%	1,002	4.6%

¹Source: Nebraska Department of Education, October 2005 and December 2007 for 2000 through 2006 data, January 2009 for updated 2007 data and 2008 data, January 2010 for updated 2008 data and 2009 data. Numbers are state totals and include graduates from public and nonpublic schools, state operated schools, and educational service units.

²Source: ACT High School Profile Reports for Nebraska, 2003-2009.

³Source: College Examination Board, State Reports, 2003-2009.

Table A4.2
Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks
Nebraska and National High School Graduating Classes: 2002–2009¹

Year of High School Graduation	No. of Students Tested		<i>% of ACT-Tested Students Meeting College Readiness Benchmarks</i>			
			English		Reading	
	Nebraska	National	Nebraska	National	Nebraska	National
2002	16,509	1,116,082	74%	67%	59%	53%
2003	16,646	1,175,059	75%	67%	57%	52%
2004	16,523	1,171,460	74%	68%	57%	52%
2005	16,220	1,186,251	75%	68%	56%	51%
2006	15,892	1,206,455	76%	69%	59%	53%
2007	16,137	1,300,599	77%	69%	58%	53%
2008	16,573	1,421,941	77%	68%	60%	53%
2009	16,286	1,480,469	76%	67%	61%	53%

Year of High School Graduation	<i>% of ACT-Tested Students Meeting College Readiness Benchmarks</i>					
	Mathematics		Science		Meeting All Four ACT Benchmark Scores	
	Nebraska	National	Nebraska	National	Nebraska	National
2002	48%	39%	31%	26%	25%	20%
2003	47%	40%	31%	26%	25%	20%
2004	46%	40%	31%	26%	24%	21%
2005	48%	41%	32%	26%	26%	21%
2006	48%	42%	33%	27%	26%	21%
2007	49%	43%	34%	28%	27%	23%
2008	49%	43%	35%	28%	27%	22%
2009	49%	42%	36%	28%	29%	23%

¹Source: ACT High School Profile Reports for Nebraska, 2003-2009.

Table A4.3
Numbers and Percentages of ACT-Tested Students Who Reported the Courses
They Had Taken or Expected to Take Before They Graduated from High School
2002–2009¹

Year of High School Graduation	Took the Core or More ²		Took Less Than the Core		Did Not Report Courses Taken		Total No. of Students
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	
2002	10,863	66%	5,064	31%	582	3%	16,509
2003	11,087	67%	4,860	29%	699	4%	16,646
2004	11,022	67%	4,766	29%	735	4%	16,523
2005	10,913	67%	4,397	27%	910	6%	16,220
2006	10,133	64%	4,517	28%	1,242	8%	15,892
2007	9,539	59%	4,458	28%	2,140	13%	16,137
2008	11,934	72%	3,944	24%	695	4%	16,573
2009	12,701	78%	3,346	21%	239	1%	16,286

¹Source: ACT High School Profile Reports for Nebraska, 2003-2009.

² ACT, Inc. defines the core, college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I).

**Table A4.4
Percentage of Nebraska High School Graduates
Who Took the ACT Assessment by Race/Ethnicity
2008 and 2009 Compared to 2004 Baseline¹**

	Number of Nebraska High School Graduates	Number Who Took the ACT Assessment	ACT-Tested as a Percentage of the Number of High School Graduates
Class of 2004			
White (non-Hispanic)	19,290	13,761	71%
Asian/Pacific Islander	349	278	80%
Hispanic	960	542	56%
Native American	182	96	53%
Black (non-Hispanic)	937	477	51%
Total	21,718	15,154	
No info on race/ethnicity		1,369	
Class of 2008			
White (non-Hispanic)	18,910	13,788	73%
Asian/Pacific Islander	402	323	80%
Hispanic	1,508	712	47%
Native American	245	124	51%
Black (non-Hispanic)	1,120	575	51%
Total	22,185	15,522	
No info on race/ethnicity		1,051	
Class of 2009			
White (non-Hispanic)	18,171	13,579	75%
Asian/Pacific Islander	393	281	72%
Hispanic	1,688	852	50%
Native American	238	117	49%
Black (non-Hispanic)	1,125	647	58%
Total	21,615	15,476	72%
No info on race/ethnicity		810	

¹Source: Nebraska Department of Education, August 2005 for 2004 data, January 2009 for 2008 data, and February 2010 for updated 2008 data and 2009 data. ACT High School Profile Reports for Nebraska, 2004, 2008 and 2009.

Appendix 5

Nebraska College Continuation Rates

Table A5.1 College Continuation Rates for Nebraska High School Graduates Who Attended <u>Degree-Granting Institutions</u> in the United States within 12 Months of High School Graduation Fall 1996 – Fall 2008				
High School Year	No. of High School Graduates ¹	IPEDS Survey	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months ²	Continuation Rate ³
1995–1996	19,810	Fall 1996	11,998	60.6%
1997–1998	21,663	Fall 1998	12,892	59.5%
1999–2000	21,718	Fall 2000	13,558	62.4%
2001–2002	21,661	Fall 2002	13,346	61.6%
2003–2004	21,718	Fall 2004	13,565	62.5%
2005-2006	21,188	Fall 2006	14,133	66.7%
2007-2008	22,193	Fall 2008	14,543	65.5

¹Data Source: Nebraska Department of Education, January 2007 for 1995-1996 through 2005-2006 and January 2009 for 2007-2008 data. Includes graduates of educational service units and state-operated systems as well as public and nonpublic high school graduates. Graduates do not include GED recipients or completers who did not receive regular diplomas.

²Data Source: National Center for Education Statistics, IPEDS fall survey data for 1996, 1998, 2000, 2002, 2004, 2006 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download. To maintain data consistency, the number of first-time freshmen in fall 2002 was changed from 13,349 to 13,346 in the *2007 Nebraska Higher Education Progress Report* and carried forward to this report.

³Continuation rate = Number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting institutions divided by the total number of high school graduates. Includes both full-time and part-time students.

Technical Note: Nebraskans who have delayed going to college for more than a year after they graduated from high school are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas.

Table A5.2
College Continuation Rates for Nebraska High School Graduates
Who Attended Degree-Granting and Non-Degree-Granting Institutions
in the United States within 12 Months of High School Graduation
Fall 2004 through Fall 2008 Compared to 2002 Baseline

Year of HS Graduation	No. of High School Graduates ¹	IPEDS Survey	No. of First-time Freshmen with Nebraska Residency Who Graduated from High School During the Past 12 Months ²			College Continuation Rate ³
			No. Who Attended Degree-Granting Institutions	No. Who Attended Non-Degree-Granting Institutions	Total First-Time Freshmen	
2001-02	21,661	Fall 2002	13,346	275	13,621	62.9%
2003-04	21,718	Fall 2004	13,565	236	13,801	63.5%
2005-06	21,188	Fall 2006	14,133	219	14,352	67.7%
2007-08	22,193	Fall 2008	14,543	194	14,737	66.4%

¹Data Source: Nebraska Department of Education, January 2007 for 2001-2002 through 2005-2006 and January 2009 for 2007-2008 data. Includes graduates of educational service units and state-operated systems as well as public and nonpublic high school graduates. Graduates do not include GED recipients or completers who did not receive regular diplomas.

²Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download. To maintain data consistency, the number of first-time freshmen in fall 2002 was changed from 13,349 to 13,346 in the *2007 Nebraska Higher Education Progress Report* and carried forward to this report. Similarly, the numbers of first-time freshmen who attended non-degree granting institutions were changed from 282 to 275 for fall 2002 and from 139 to 236 for fall 2004.

³Continuation rate = Number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree-granting institutions divided by the total number of high school graduates. Includes both full-time and part-time students.

Technical Note: Nebraskans who have delayed going to college for more than a year after they graduated from high school are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas.

**Table A5.3
In-State and Out-of State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States and the Estimated Number and Percentage of Nebraska High School Graduates Who Did Not Go to College within 12 Months of High School Graduation Fall 2004 through Fall 2008 Compared to 2002 Baseline**

Year of HS Graduation	No. of High School Graduates ¹	Fall IPEDS Survey	No. of First-time Freshmen with Nebraska Residency Who Graduated from High School During the Past 12 Months ²				No. of High School Graduates Who Did Not Go to College	Percentage of High School Graduates Who Did Not Go to College
			No. Who Attended Nebraska Institutions	In-State College Continuation Rate ³	No. Who Attended Out-of-State Institutions	Out-of-State College Continuation Rate ³		
Degree-Granting Institutions Only								
2001-02	21,661	2002	10,833	50.0%	2,513	11.6%		
2003-04	21,718	2004	10,887	50.1%	2,678	12.3%		
2005-06	21,188	2006	11,547	54.5%	2,586	12.2%		
2007-08	22,193	2008	11,918	53.7%	2,625	11.8%		
Degree-Granting and Non-Degree-Granting Institutions								
2001-02	21,661	2002	11,102	51.3%	2,519	11.6%	8,040	37.1%
2003-04	21,718	2004	11,098	51.1%	2,703	12.4%	7,917	36.5%
2005-06	21,188	2006	11,736	55.4%	2,616	12.3%	6,836	32.3%
2007-08	22,193	2008	12,096	54.5%	2,641	11.9%	7,456	33.6%

¹Data Source: Nebraska Department of Education, January 2007 for 2001-2002 through 2005-2006 and January 2009 for 2007-2008 data. Includes graduates of educational service units and state-operated systems as well as public and nonpublic high school graduates. Graduates do not include GED recipients or completers who did not receive regular diplomas.

²Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download.

³In-state or out-of state college continuation rate = Number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree-granting institutions divided by the total number of high school graduates. Includes both full-time and part-time students.

Technical Note: Nebraskans who have delayed going to college for more than a year after they graduated from high school are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas.

Table A5.4
Percentages of First-Time Freshmen with Nebraska Residency
Who Attended Nebraska and Out-of-State, Degree-Granting
and Non-Degree-Granting Colleges, Universities and For-Profit/Career
Schools within 12 Months of High School Graduation by Type of Institution
Fall 2008 Compared to the Fall 2002 Baseline¹

Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended Nebraska Institutions			
	Fall 2002		Fall 2008	
	n	%	n	%
Private for-profit	399	3.6%	345	2.8%
Private not-for-profit	1,592	14.3%	1,724	14.3%
Subtotal	1,991	17.9%	2,069	17.1%
Public, 2-year	3,014	27.1%	3,499	28.9%
Public, 4-year	6,097	54.9%	6,528	54.0%
Subtotal	9,111	82.1%	10,027	82.9%
Total to Nebraska Institutions	11,102	100.0%	12,096	100.0%
Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended Out-of-State Institutions			
	Fall 2002		Fall 2008	
	n	%	n	%
Private for-profit	131	5.2%	110	4.2%
Private not-for-profit	1,050	41.7%	1,015	38.4%
Subtotal	1,181	46.9%	1,125	42.6%
Public, 2-year	294	11.7%	452	17.1%
Public, 4-year	1,044	41.4%	1,064	40.3%
Subtotal	1,338	53.1%	1,516	57.4%
Total to Out-of-State Institutions	2,519	100.0%	2,641	100.0%
Total All States	13,621		14,737	

¹Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download.

Table A5.5
College Continuation Rates
for 2007–2008 Nebraska Public High School Graduates
by Gender and Student Income Status¹

Student Income Status	No. of 2007–2008 High School Graduates ²	No. of Graduates Who Enrolled in College ³	College Continuation Rate ⁴
Females			
Low Income	2,423	1,333	55.0%
Non-Low Income	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Males			
Low Income	2,156	1,049	48.7%
Non-Low Income	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Total			
Low Income	4,579	2,382	52.0%
Non-Low Income	15,457	11,449	74.1%
Total	20,036	13,831	69.0%

¹ Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

²Data Source: Nebraska Department of Education, April 7, 2009.

³Data Source: National Student Clearinghouse, April 7, 2009.

⁴The college continuation rate is the number of students who graduated from Nebraska public high schools during the 2007-2008 school year, divided by the number who were enrolled in college on or before April 7, 2009.

**Table A5.6
Percentage Distributions
of 2007–2008 Nebraska Public High School Graduates
and the Graduates Who Enrolled in College
by Gender and Student Income Status¹**

Gender	Low-Income High School Graduates		Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Female	2,423	52.9%	1,333	56.0%
Male	2,156	47.1%	1,049	44.0%
Total	4,579	100.0%	2,382	100.0%
Gender	Non-Low-Income High School Graduates		Non-Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Female	7,654	49.5%	5,913	51.6%
Male	7,803	50.5%	5,536	48.4%
Total	15,457	100.0%	11,449	100.0%
Gender	Total Number of 2007–2008 High School Graduates		2007–2008 High School Graduates Who Continued to College	
	n	%	n	%
Female	10,077	50.3%	7,246	52.4%
Male	9,959	49.7%	6,585	47.6%
Total	20,036	100.0%	13,831	100.0%

¹ Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

Data Sources: Nebraska Department of Education and National Student Clearinghouse, April 7, 2009.

Appendix 6

Nebraska and Non-Nebraska, First-Time Freshmen Migration Data

Explanatory Note A6.1 Nebraska-Resident, First-Time Freshmen Migration Data Collection and Limitations

The data used to estimate the number and percentage of Nebraska high school graduates who go to college in Nebraska or out of state are collected every two years by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). These data are collected through the fall IPEDS surveys that are conducted in even-numbered years. Consequently, the latest available data are for fall 2002, fall 2004, fall 2006 and fall 2008, representing the 2002–2003, 2004–2005, 2006–2007 and 2008–2009 academic years. These data include full-time and part-time students. Data for fall include students who start college during the summer, but they do not include students who start college in the spring.

Beginning with the *2009 Nebraska Higher Education Progress Report*, out-of-state data were obtained directly from the IPEDS database cutting tool, whereas in-state data were obtained from the CCPE IPEDS survey download from IPEDS. In-state statistics reported in previous editions of this report were based on data obtained from the IPEDS database cutting tool, rather than from the CCPE IPEDS survey download. Due to unexplained differences between the data that are retrieved from the cutting tool and download, some of the statistics reported in this section for 2002 and 2004 in the 2009 progress report were slightly higher or lower than in previous editions of this report.

The statistics for fall 2002, 2004 and 2006 presented in the 2009 progress report are updated with the results of the fall 2008 IPEDS survey. For this update, the numbers of Nebraska-resident, first-time who attended out-of-state institutions were obtained using the IPEDS database cutting tool. The numbers of first-time freshmen from Nebraska, other states, and foreign countries who attended Nebraska institutions in fall 2008 were obtained from the CCPE survey download from IPERS.

The numbers of first-time freshmen from Nebraska who attended Nebraska institutions that were obtained from the CCPE IPEDS survey download for fall 2008 were compared to the data collected through the fall 2008 Nebraska county migration survey of Nebraska institutions, which was conducted by the Commission. Since some institutions completed the county survey after they completed the IPEDS fall 2008 survey, the results of the two surveys were not exactly the same. As of December 8, 2009, 47 more freshmen who had graduated from high school less than one year before enrolling at a Nebraska institution were reported on the CCPE IPEDS survey download than on the Commission's county survey. Conversely, 54 fewer freshmen who attended Nebraska colleges more than 12 months after high school graduation were reported on the CCPE IPEDS survey download than on the county survey. As a result, the net difference between the two surveys was only seven students.

Based on the IPEDS data summarized on the next page of this note, about 97% of all Nebraska-resident, first-time freshmen attended degree-granting, postsecondary institutions in Nebraska or other states, compared to 3% who attended non-degree-granting schools. As shown in the table on the next page, 98% of all Nebraska-resident, first-time freshmen attended degree-granting institutions in fall 2008, while 2% attended non-degree-granting schools.

Continued on the next page.

Explanatory Note A6.1 Continued

All Nebraska-Resident, First-Time Freshmen by Type of Institution Attended Fall 2002 through Fall 2008¹						
Type of Institution Attended	Number and Percentage of All Nebraska-Resident First-Time Freshmen					
	Fall 2002		Fall 2004		Fall 2006	
	n	%	n	%	n	%
Degree-Granting	19,807	96.9%	18,693	96.2%	18,322	97.4%
Non-Degree-Granting	627	3.1%	736	3.8%	484	2.6%
Total	20,434	100.0%	19,429	100.0%	18,806	100.0%
Type of Institution Attended	Fall 2008					
	n	%				
Degree-Granting	17,896	98.1%				
Non-Degree-Granting	351	1.9%				
Total	18,247	100.0%				
¹ Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.						

The residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002 or 2004. In order to maintain comparability with the 2002 baseline data, Nebraska-resident, first-time freshmen who attended non-degree-granting schools are excluded from the analysis.

The data collected from degree-granting, independent institutions and for-profit schools in fall 2002, 2004 and 2006 are limited by the fact that a few schools did not report the numbers and residence status of their first-time freshmen who graduated from high school within 12 months of college enrollment. See Table A6.8a, Table A6.8b and Table A8c for the institutions that did not provide this information.

Table A6.1
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Degree-Granting Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline¹

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident, First-Time Freshmen Who Enrolled at <u>Nebraska</u> and <u>Out-of-State</u> Postsecondary Institutions Within 12 Months of High School Graduation</u>						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Nebraska Schools	10,833	81.2%	10,887	80.3%	11,547	81.7%		
Out-of-State Schools	2,513	18.8%	2,678	19.7%	2,586	18.3%		
Total	13,346	100.0%	13,565	100.0%	14,133	100.0%		
Change since the previous IPEDS survey			219	1.6%	568	4.2%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
Nebraska Schools	11,918	82.0%					1,085	10.0%
Out-of-State Schools	2,625	18.0%					112	4.5%
Total	14,543	100.0%					1,197	9.0%
Change since the previous IPEDS survey	410	2.9%						

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

Table A6.2
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline¹

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident, First-Time Freshmen Who Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation</u>						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
University of Nebraska	5,313	49.0%	4,988	45.8%	5,452	47.2%		
Nebraska State College System	880	8.1%	818	7.5%	892	7.7%		
Nebraska Community Colleges	2,918	26.9%	3,084	28.3%	3,326	28.8%		
Public Total	9,111	84.1%	8,890	81.7%	9,670	83.7%		
Independent Colleges and Universities	1,600	14.8%	1,847	17.0%	1,779	15.4%		
For-Profit Schools	122	1.1%	150	1.4%	98	0.8%		
Nebraska Total	10,833	100.0%	10,887	100.0%	11,547	100.0%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
University of Nebraska	5,651	47.4%					338	6.4%
Nebraska State College System	942	7.9%					62	7.0%
Nebraska Community Colleges	3,431	28.8%					513	17.6%
Public Total	10,024	84.1%					913	10.0%
Independent Colleges and Universities	1,727	14.5%					127	7.9%
For-Profit Schools	167	1.4%					45	36.9%
Nebraska Total	11,918	100.0%					1,085	10.0%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

**Table A6.3
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State, Degree-Granting Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline¹**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident, First-Time Freshmen Who Enrolled at Nebraska and Out-of-State Postsecondary Institutions More Than 12 Months After High School Graduation</u>						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006		n	%
	n	%	n	%	n	%		
Nebraska Schools	5,870	90.9%	4,546	88.7%	3,670	87.6%		
Out-of-State Schools	591	9.1%	582	11.3%	519	12.4%		
Total	6,461	100.0%	5,128	100.0%	4,189	100.0%		
Change since the previous IPEDS survey			-1,333	-20.6%	-939	-18.3%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%	n	%	n	%		
Nebraska Schools	2,735	81.6%					-3,135	-53.4%
Out-of-State Schools	618	18.4%					27	4.6%
Total	3,353	100.0%					-3,108	-48.1%
Change since the previous IPEDS survey	-836	-20.0%						

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

**Table A6.4
Nebraska-Resident First-Time Freshmen,
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline¹**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident</u> , First-Time Freshmen Who Enrolled at <u>Nebraska</u> Postsecondary Institutions More than 12 Months after High School Graduation						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006		n	%
	n	%	n	%	n	%		
University of Nebraska	314	5.3%	158	3.5%	233	6.3%		
Nebraska State College System	54	0.9%	63	1.4%	44	1.2%		
Nebraska Community Colleges	3,976	67.7%	3,362	74.0%	2,646	72.1%		
Public Total	4,344	74.0%	3,583	78.8%	2,923	79.6%		
Independent Colleges and Universities	444	7.6%	252	5.5%	232	6.3%		
For-Profit Schools	1,082	18.4%	711	15.6%	515	14.0%		
Nebraska Total	5,870	100.0%	4,546	100.0%	3,670	100.0%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
University of Nebraska	292	10.2%					-22	-7.0%
Nebraska State College System	50	1.7%					-4	-7.4%
Nebraska Community Colleges	2,010	70.3%					-1,966	-49.4%
Public Total	2,352	82.2%					-1,992	-45.9%
Independent Colleges and Universities	99	3.5%					-345	-77.7%
For-Profit Schools	284	14.3%					-798	-69.3%
Nebraska Total	2,735	100.0%					-3,135	-53.3%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

**Table A6.5
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Colleges and Universities
Classified by Type of Institution Attended
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline¹**

Type of Postsecondary Institution in Nebraska	Number and Percentage of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Degree-Granting	3,030	98.3%	3,040	98.4%	3,233	99.1%		
Non-Degree-Granting	51	1.7%	50	1.6%	28	0.9%		
Total	3,081	100.0%	3,090	100.0%	3,261	100.0%		
Change since the previous IPEDS survey			9	0.3%	171	5.5%		
Type of Postsecondary Institution in Nebraska	Fall 2008						n	%
	n	%						
Degree-Granting	3,368	99.4%					338	11.2%
Non-Degree-Granting	20	0.6%					-31	-60.8%
Total	3,388	100.0%					307	10.0%
Change since the previous IPEDS survey	127	3.9%						

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Table A6.6
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting, Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline¹

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Non-Nebraska, First-Time Freshmen Who Enrolled at <u>Nebraska</u> Postsecondary Institutions Within 12 Months of High School Graduation						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%	n	%
University of Nebraska	854	37.4%	805	33.2%	966	34.7%		
Nebraska State College System	240	10.5%	253	10.4%	227	8.2%		
Nebraska Community Colleges	143	6.3%	142	5.9%	200	7.2%		
Public Total	1,237	54.2%	1,200	49.5%	1,393	50.1%		
Independent Colleges and Universities	1,032	45.2%	1,196	49.3%	1,374	49.4%		
For-Profit Schools	12	0.5%	28	1.2%	16	0.6%		
Nebraska Total	2,281	100.0%	2,424	100.0%	2,783	100.0%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
University of Nebraska	1,079	36.5%					225	26.3%
Nebraska State College System	259	8.7%					19	7.9%
Nebraska Community Colleges	192	6.5%					49	34.3%
Public Total	1,530	51.7%					293	23.7%
Independent Colleges and Universities	1,412	47.7%					380	36.8%
For-Profit Schools	19	0.6%					7	58.3%
Nebraska Total	2,961	100.0%					680	29.8%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts include foreign students. Counts do not include Students with reported unknown states of residence and students for whom no residence information was reported.

**Table A6.7
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting, Postsecondary Institutions
More than 12 Months after High School Graduation
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline¹**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Non-Nebraska, First-Time Freshmen Who Enrolled at <u>Nebraska</u> Postsecondary Institutions More than 12 Months after High School Graduation						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%	n	%
University of Nebraska	104	13.9%	68	11.0%	116	25.8%		
Nebraska State College System	25	3.3%	16	2.6%	23	5.1%		
Nebraska Community Colleges	220	29.4%	183	29.7%	152	33.8%		
Public Total	349	46.6%	267	43.3%	291	64.7%		
Independent Colleges and Universities	275	36.7%	265	43.0%	102	22.7%		
For-Profit Schools	125	16.7%	84	13.6%	57	12.7%		
Nebraska Total	749	100.0%	616	100.0%	450	100.0%		
	Fall 2008						n	%
	n	%						
University of Nebraska	105	25.3%					1	1.0%
Nebraska State College System	33	8.0%					8	32.0%
Nebraska Community Colleges	167	40.2%					-53	-24.1%
Public Total	305	73.5%					-44	-12.6%
Independent Colleges and Universities	69	16.6%					-206	-74.9%
For-Profit Schools	41	9.9%					-111	-73.0%
Nebraska Total	415	100.0%					-361	-46.5%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts include foreign students. Counts do not include Students with reported unknown states of residence and students for whom no residence information was reported.

Table A6.8a
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2002¹

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,313	86.2%	744	12.1%	110	1.8%	6,167
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.5%	47	4.6%	1,018
University of Nebraska-Lincoln	2,934	83.1%	534	15.1%	62	1.8%	3,530
University of Nebraska at Omaha	1,399	92.5%	113	7.5%	1	0.1%	1,513
Nebraska State College System	880	78.6%	238	21.3%	2	0.2%	1,120
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%			153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
Nebraska Community Colleges	2,918	95.3%	137	4.5%	6	0.2%	3,061
Central Community College	298	98.0%	6	2.0%			304
Metropolitan Community College	613	96.7%	21	3.3%			634
Mid-Plains Community College	211	92.5%	15	6.6%	2	0.9%	228
Northeast Community College	578	93.7%	35	5.7%	4	0.6%	617
Southeast Community College	987	97.0%	31	3.0%			1,018
Western Nebraska Community College	231	88.8%	29	11.2%			260
Nebraska Public Institutions	9,111	88.0%	1,119	10.8%	118	1.1%	10,348
Nebraska Independent Colleges and Universities	1,600	60.8%	987	37.5%	45	1.7%	2,632
Bellevue University	No information						
BryanLGH College of Health Sciences	Not applicable						
Clarkson College	28	80.0%	7	20.0%			35
College of St. Mary	62	80.5%	14	18.2%	1	1.3%	77
Concordia University	No information						
Creighton University	325	40.7%	463	58.0%	10	1.3%	798
Dana College	62	47.0%	70	53.0%			132
Doane College	227	81.7%	51	18.3%			278
Grace University	42	50.0%	42	50.0%			84
Hastings College	207	75.3%	65	23.6%	3	1.1%	275
Little Priest Tribal College	7	100.0%					7
Midland Lutheran College	209	81.3%	47	18.3%	1	0.4%	257
Nebraska Christian College	28	46.7%	29	48.3%	3	5.0%	60
Nebraska Indian Community College	1	100.0%					1
Nebraska Methodist College	26	83.9%	5	16.1%			31
Nebraska Wesleyan University	319	94.9%	17	5.1%			336
Platte Valley Bible College	2	28.6%	5	71.4%			7
Union College	23	13.4%	125	72.7%	24	14.0%	172
York College	32	39.0%	47	57.3%	3	3.7%	82

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Table A6.8a Fall 2002 Continued

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
For-Profit Degree-Granting Schools	122	91.0%	12	9.0%	0	0.0%	134
Hamilton College-Lincoln Campus	51	100.0%					51
Hamilton College-Omaha Campus	37	92.5%	3	7.5%			40
ITT Technical Institute-Omaha	15	78.9%	4	21.1%			19
Myotherapy Institute	No information						
The Creative Center	No information						
Vatterott College	13	72.2%	5	27.8%		0.0%	18
Vatterott College (Spring Valley Campus)	6	100.0%					6
Total Degree-Granting Institutions	10,833	82.6%	2,118	16.2%	163	1.2%	13,114
Non-Degree-Granting Institutions	269	91.8%	24	8.2%	0	0.0%	293
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	72	90.0%	8	10.0%			80
College of Hair Design	24	100.0%		0.0%			24
Fullen School of Hair Design	No information						
Josephs College of Beauty-Lincoln	82	97.6%	2	2.4%			84
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	65	82.3%	14	17.7%			79
Nebraska Total	11,102	82.8%	2,142	16.0%	163	1.2%	13,407
¹ Source: National Center for Education Statistics, fall 2002 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.							

Table A6.8b
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2004¹

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	4,988	86.1%	702	12.1%	103	1.8%	5,793
NCTA-Curtis	77	77.8%	22	22.2%			99
University of Nebraska at Kearney	951	88.1%	68	6.3%	61	5.6%	1,080
University of Nebraska-Lincoln	2,511	81.4%	534	17.3%	40	1.3%	3,085
University of Nebraska at Omaha	1,449	94.8%	78	5.1%	2	0.1%	1,529
Nebraska State College System	818	76.4%	253	23.6%	0	0.0%	1,071
Chadron State College	231	63.8%	131	36.2%			362
Peru State College	139	79.9%	35	20.1%			174
Wayne State College	448	83.7%	87	16.3%			535
Nebraska Community Colleges	3,084	95.6%	138	4.3%	4	0.1%	3,226
Central Community College	362	98.9%	4	1.1%			366
Metropolitan Community College	668	98.1%	13	1.9%			681
Mid-Plains Community College	162	83.1%	33	16.9%			195
Northeast Community College	578	94.3%	35	5.7%			613
Southeast Community College	1,084	96.0%	45	4.0%			1,129
Western Nebraska Community College	230	95.0%	8	3.3%	4	1.7%	242
Nebraska Public Institutions	8,890	88.1%	1,093	10.8%	107	1.1%	10,090
Nebraska Independent Colleges and Universities	1,847	60.7%	1,186	39.0%	10	0.3%	3,043
Bellevue University	39	84.8%	7	15.2%			46
BryanLGH College of Health Sciences	3	100.0%					3
Clarkson College	25	67.6%	12	32.4%			37
College of St. Mary	59	83.1%	12	16.9%			71
Concordia University	87	37.0%	148	63.0%			235
Creighton University	365	37.9%	596	61.8%	3	0.3%	964
Dana College	120	59.1%	83	40.9%			203
Doane College	242	79.3%	62	20.3%	1	0.3%	305
Grace University	18	29.0%	44	71.0%			62
Hastings College	221	77.3%	65	22.7%			286
Little Priest Tribal College	14	87.5%	2	12.5%			16
Midland Lutheran College	200	80.0%	47	18.8%	3	1.2%	250
Nebraska Christian College	21	56.8%	16	43.2%			37
Nebraska Indian Community College	No information						
Nebraska Methodist College	No information						
Nebraska Wesleyan University	397	94.1%	25	5.9%			422
Platte Valley Bible College	2	25.0%	6	75.0%			8
Union College	No information						
York College	34	34.7%	61	62.2%	3	3.1%	98

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Table A6.8b Fall 2004 Continued

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
For-Profit Degree-Granting Schools	150	84.3%	28	15.7%	0	0.0%	178
Hamilton College-Lincoln Campus	54	100.0%					54
Hamilton College-Omaha Campus	27	90.0%	3	10.0%			30
ITT Technical Institute-Omaha	27	71.1%	11	28.9%			38
Myotherapy Institute	10	100.0%					10
The Creative Center	24	64.9%	13	35.1%			37
Vatterott College	Reported with Spring Valley						
Vatterott College (Spring Valley Campus)	8	88.9%	1	11.1%			9
Total Degree-Granting Institutions	10,887	81.8%	2,307	17.3%	117	0.9%	13,311
Non-Degree-Granting Institutions	211	94.6%	12	5.4%	0	0.0%	223
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	0						0
College of Hair Design	23	92.0%	2	8.0%			25
Fullen School of Hair Design	8	100.0%	0	0.0%			8
Josephs College of Beauty-Lincoln	64	98.5%	1	1.5%			65
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	116	92.8%	9	7.2%			125
Nebraska Total	11,098	82.0%	2,319	17.1%	117	0.9%	13,534
¹ Source: National Center for Education Statistics, fall 2004 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.							

Table A6.8c
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2006¹

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,452	84.9%	879	13.7%	87	1.4%	6,418
NCTA-Curtis	91	79.8%	23	20.2%			114
University of Nebraska at Kearney	804	88.3%	57	6.3%	50	5.5%	911
University of Nebraska-Lincoln	3,038	80.5%	705	18.7%	33	0.9%	3,776
University of Nebraska at Omaha	1,519	93.9%	94	5.8%	4	0.2%	1,617
Nebraska State College System	892	79.7%	227	20.3%	0	0.0%	1,119
Chadron State College	217	66.6%	109	33.4%			326
Peru State College	168	85.3%	29	14.7%			197
Wayne State College	507	85.1%	89	14.9%			596
Nebraska Community Colleges	3,326	94.3%	193	5.5%	7	0.2%	3,526
Central Community College	694	99.1%	6	0.9%			700
Metropolitan Community College	751	97.2%	22	2.8%			773
Mid-Plains Community College	149	75.6%	47	23.9%	1	0.5%	197
Northeast Community College	550	96.2%	22	3.8%			572
Southeast Community College	927	95.2%	47	4.8%			974
Western Nebraska Community College	255	82.3%	49	15.8%	6	1.9%	310
Nebraska Public Institutions	9,670	87.4%	1,299	11.7%	94	0.8%	11,063
Nebraska Independent Colleges and Universities	1,779	56.4%	1,359	43.1%	15	0.5%	3,153
Bellevue University	69	90.8%	7	9.2%			76
BryanLGH College of Health Sciences	4	100.0%					4
Clarkson College	No information						
College of St. Mary	56	74.7%	19	25.3%			75
Concordia University	113	39.4%	174	60.6%			287
Creighton University	357	37.0%	602	62.4%	5	0.5%	964
Dana College	78	56.1%	61	43.9%			139
Doane College	195	79.6%	50	20.4%			245
Doane College-Lincoln	5	100.0%					5
Grace University	48	75.0%	16	25.0%			64
Hastings College	172	65.9%	87	33.3%	2	0.8%	261
Little Priest Tribal College	11	91.7%	1	8.3%			12
Midland Lutheran College	210	78.7%	57	21.3%			267
Nebraska Christian College	19	45.2%	23	54.8%			42
Nebraska Indian Community College	9	100.0%					9
Nebraska Methodist College	20	90.9%	2	9.1%			22
Nebraska Wesleyan University	369	89.6%	40	9.7%	3	0.7%	412
Summit Christian College ²	1	50.0%	1	50.0%			2
Union College	23	12.6%	156	85.2%	4	2.2%	183
York College	20	23.8%	63	75.0%	1	1.2%	84

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Table A6.8c Fall 2006 Continued

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
For-Profit Degree-Granting Schools	98	86.0%	16	14.0%	0	0.0%	114
Hamilton College-Lincoln Campus	53	96.4%	2	3.6%			55
Hamilton College-Omaha Campus	10	100.0%					10
ITT Technical Institute-Omaha	13	76.5%	4	23.5%			17
Myotherapy Institute	7	100.0%					7
The Creative Center	12	54.5%	10	45.5%			22
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							
Vatterott College	No information						
Vatterott College (Spring Valley Campus)	No information						
Total Degree-Granting Institutions	11,547	80.6%	2,674	18.7%	109	0.8%	14,330
Non-Degree-Granting Institutions	189	94.5%	11	5.5%	0	0.0%	200
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	13	100.0%					13
College of Hair Design	24	96.0%	1	4.0%			25
Fullen School of Hair Design	1	100.0%					1
Josephs College of Beauty-Lincoln	76	95.0%	4	5.0%			80
La'James International College	42	95.5%	2	4.5%			44
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	11	73.3%	4	26.7%			15
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	22	100.0%					22
Nebraska Total	11,736	80.8%	2,685	18.5%	109	0.8%	14,530
¹ Source: National Center for Education Statistics, fall 2006 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.							
² Platte Valley Bible College became known as Summit Christian College as of fall 2005.							

Table A6.8d
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2008¹

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,651	84.0%	1,014	15.1%	65	1.0%	6,730
NCTA-Curtis	65	78.3%	18	21.7%			83
University of Nebraska at Kearney	881	90.2%	85	8.7%	11	1.1%	977
University of Nebraska-Lincoln	3,124	79.6%	754	19.2%	45	1.1%	3,923
University of Nebraska at Omaha	1,581	90.5%	157	9.0%	9	0.5%	1,747
Nebraska State College System	942	78.4%	257	21.4%	2	0.2%	1,201
Chadron State College	249	68.2%	114	31.2%	2	0.5%	365
Peru State College	177	84.3%	33	15.7%			210
Wayne State College	516	82.4%	110	17.6%			626
Nebraska Community Colleges	3,431	94.7%	180	5.0%	12	0.3%	3,623
Central Community College	707	99.2%	6	0.8%			713
Metropolitan Community College	672	97.1%	20	2.9%			692
Mid-Plains Community College	173	77.9%	43	19.4%	6	2.7%	222
Northeast Community College	546	94.8%	30	5.2%			576
Southeast Community College	1,072	98.7%	14	1.3%			1,086
Western Nebraska Community College	261	78.1%	67	20.1%	6	1.8%	334
Nebraska Public Institutions	10,024	86.8%	1,451	12.6%	79	0.7%	11,554
Nebraska Independent Colleges and Universities	1,727	55.0%	1,386	44.2%	26	0.8%	3,139
Bellevue University	102	88.7%	13	11.3%			115
BryanLGH College of Health Sciences	24	96.0%	1	4.0%			25
Clarkson College	13	92.9%	1	7.1%			14
College of St. Mary	52	86.7%	8	13.3%			60
Concordia University	106	39.8%	160	60.2%			266
Creighton University	309	31.7%	650	66.6%	17	1.7%	976
Dana College	77	57.0%	58	43.0%			135
Doane College	203	83.9%	39	16.1%			242
Doane College-Lincoln	4	100.0%					4
Grace University	55	57.3%	41	42.7%			96
Hastings College	211	66.8%	104	32.9%	1	0.3%	316
Little Priest Tribal College	15	93.8%	1	6.3%			16
Midland Lutheran College	93	66.0%	46	32.6%	2	1.4%	141
Nebraska Christian College	23	60.5%	15	39.5%			38
Nebraska Indian Community College	3	100.0%					3
Nebraska Methodist College	40	90.9%	4	9.1%			44
Nebraska Wesleyan University	339	89.2%	41	10.8%			380
Summit Christian College ²	4	40.0%	6	60.0%			10
Union College	18	11.9%	127	84.1%	6	4.0%	151
York College	36	33.6%	71	66.4%			107

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Table A6.8d Fall 2008 Continued

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
For-Profit Degree-Granting Schools	167	89.8%	19	10.2%	0	0.0%	186
Alegent Health School of Radiologic Technology	Not applicable						
ITT Technical Institute-Omaha	38	100.0%					38
Kaplan University-Lincoln Campus	17	94.4%	1	5.6%			18
Kaplan University -Omaha Campus	46	93.9%	3	6.1%			49
Myotherapy Institute	27	100.0%					27
The Creative Center	28	65.1%	15	34.9%			43
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							
Vatterott College (Spring Valley Campus)	8	100.0%					8
Total Degree-Granting Institutions	11,918	80.1%	2,856	19.2%	105	0.7%	14,879
Non-Degree-Granting Institutions	178	93.7%	12	6.3%	0	0.0%	190
Capitol School of Hairstyling	25	89.3%	3	10.7%			28
College of Hair Design	35	97.2%	1	2.8%			36
Fullen School of Hair Design	9	90.0%	1	10.0%			10
Josephs College of Beauty-Lincoln	44	100.0%					44
La'James International College	8	100.0%					8
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	22	91.7%	2	8.3%			24
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	35	87.5%	5	12.5%			40
Nebraska Total	12,096	80.3%	2,868	19.0%	105	0.7%	15,069

¹Source: National Center for Education Statistics, fall 2008 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

²Platte Valley Bible College became known as Summit Christian College as of fall 2005.

Table A6.9
Net Migration of First-Time Freshmen Who Attended Degree-Granting,
Postsecondary Institutions Within 12 Months of High School Graduation
Fall 2004, Fall 2006 and Fall 2008 Compared to Fall 2002 Baseline¹

Student Residency and Where They Attended College	Number of First-Time Freshmen Who Attended Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation					
	Fall 2002	Fall 2004	Fall 2006	Fall 2008	Change Since Fall 2002	% Change Since Fall 2002
In-Migration Non-Nebraska Students Enrolled at Nebraska Colleges and Universities	2,281 ¹	2,424	2,783	2,961	+ 680	+ 29.8%
Out-Migration Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,513 ²	2,678	2,586	2,625	+ 112%	+ 4.5%
Net Migration	- 232	- 254	+ 197	+ 336	+ 568	

¹In-migration numbers from [Table A6.6](#).

²Out-migration numbers from [Table A6.1](#).

Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts of non-Nebraskans include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Appendix 7

Nebraska First-Time Freshmen Enrollments by Race/Ethnicity

Technical Note A7.1

All of the data summarized in this appendix are downloaded from the National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), with minor data adjustments as needed for improved data accuracy. As a result of these adjustments, some enrollments reported in section 1.4 and this appendix are slightly higher or lower than in previous reports published by the Commission.

Table A7.1
Changes in the Number of First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity
Fall 2007 and Fall 2008 Compared to Fall 2003¹

Race/Ethnicity	Number of First-Time Freshmen					Change from Fall 2003 to Fall 2007	
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Change in Number of Students	% Change in Number of Students
White (non-Hispanic)	18,076	16,543	16,275	15,482	15,225	-2,851	-15.8%
Asian/Pacific Islander	365	373	435	435	413	48	13.2%
Hispanic	693	750	798	858	905	212	30.6%
Native American	204	226	168	216	187	-17	-8.3%
Black (non-Hispanic)	921	839	877	835	952	31	3.4%
Total Students	20,259	18,731	18,553	17,826	17,682	-2,577	-12.7%
Race/Ethnicity	Number of First-Time Freshmen					Change from Fall 2003 to Fall 2008	
	Fall 2008					Change in Number of Students	% Change in Number of Students
White (non-Hispanic)	14,936					-3,140	-17.4%
Asian/Pacific Islander	438					73	20.0%
Hispanic	1,030					337	48.6%
Native American	183					-21	-10.3%
Black (non-Hispanic)	865					-56	-6.1%
Total Students	17,452					-2,807	-13.9%

¹Data Source: National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

Table A7.2
Changes in the Number of White (non-Hispanic), First-Time Freshmen at
Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions
Fall 2003 through Fall 2008 and Fall 2008 Compared to Fall 2003¹

Sector of Higher Education	Number of Students					Change from Fall 2003 to Fall 2007	
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Change in Number of Students	% Change in Number of Students
University of Nebraska	5,594	5,300	5,485	5,651	5,628	34	0.6%
Nebraska State College System	1,150	999	985	984	1,051	-99	-8.6%
Nebraska Community Colleges	6,679	5,841	5,835	5,214	4,947	-1,732	-25.9%
Independent Colleges & Universities	3,137	2,949	2,800	2,747	2,712	-425	-13.5%
Degree-Granting For-Profit Schools	895	759	743	477	664	-231	-25.8%
Non-Degree-Granting For-Profit Schools	621	695	427	409	223	-398	-64.1%
Total White (non-Hispanic)	18,076	16,543	16,275	15,482	15,225	-2,851	-15.8%
Sector of Higher Education	Number of Students					Change from Fall 2003 to Fall 2008	
	Fall 2008					Change in Number of Students	% Change in Number of Students
University of Nebraska	6,003					409	7.3%
Nebraska State College System	1,089					-61	-5.3%
Nebraska Community Colleges	4,641					-2,038	-30.5%
Independent Colleges & Universities	2,591					-546	-17.4%
Degree-Granting For-Profit Schools	332					-563	-62.9%
Non-Degree-Granting For-Profit Schools	280					-341	-54.9%
Total White (non-Hispanic)	14,936					-3,140	-17.4%

¹Data Source: National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity. For-profit schools include non-profit schools of radiologic technology.

Table A7.3 Comparison of the Percentage Distributions of Nebraska High School Graduates and First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity 2002–2003/Fall 2003 through 2007–2008/Fall 2008¹					
Race/Ethnicity	2002–2003 Nebraska High School (HS) Graduates		Fall 2003 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,704	89.7%	18,076	89.2%	-0.5%
Asian/Pacific Islander	334	1.5%	365	1.8%	0.3%
Hispanic	836	3.8%	693	3.4%	-0.4%
Native American	177	0.8%	204	1.0%	0.2%
Black (non-Hispanic)	921	4.2%	921	4.6%	0.4%
Total Students	21,972	100.0%	20,259	100.0%	
Race/Ethnicity	2003–2004 Nebraska High School (HS) Graduates		Fall 2004 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,290	88.8%	16,543	88.3%	-0.5%
Asian/Pacific Islander	349	1.6%	373	2.0%	0.4%
Hispanic	960	4.4%	750	4.0%	-0.4%
Native American	182	0.8%	226	1.2%	0.4%
Black (non-Hispanic)	937	4.3%	839	4.5%	0.1%
Total Students	21,718	100.0%	18,731	100.0%	
Race/Ethnicity	2004–2005 Nebraska High School (HS) Graduates		Fall 2005 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,037	87.9%	16,275	87.8%	-0.2%
Asian/Pacific Islander	367	1.7%	435	2.3%	0.6%
Hispanic	1,148	5.3%	798	4.3%	-1.0%
Native American	203	0.9%	168	0.9%	0.0%
Black (non-Hispanic)	892	4.1%	877	4.7%	0.6%
Total Students	21,647	100.0%	18,553	100.0%	

Continued on the next page.

Table A7.3 Continued					
Race/Ethnicity	2005–2006 Nebraska High School (HS) Graduates		Fall 2006 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,448	87.1%	15,482	86.9%	-0.2%
Asian/Pacific Islander	382	1.8%	435	2.4%	0.6%
Hispanic	1186	5.6%	858	4.8%	-0.8%
Native American	202	1.0%	216	1.2%	0.3%
Black (non-Hispanic)	970	4.6%	835	4.7%	0.1%
Total Students	21,188	100.0%	17,826	100.0%	
Race/Ethnicity	2006–2007 Nebraska High School (HS) Graduates		Fall 2007 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,351	85.9%	15,225	86.1%	0.2%
Asian/Pacific Islander	390	1.8%	413	2.3%	0.5%
Hispanic	1,242	5.8%	905	5.1%	-0.7%
Native American	201	0.9%	187	1.1%	0.2%
Black (non-Hispanic)	1,167	5.5%	952	5.4%	-0.1%
Total Students	21,351	100.0%	17,682	100.0%	
Race/Ethnicity	2007–2008 Nebraska High School (HS) Graduates		Fall 2008 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,919	85.2%	14,936	85.6%	0.4%
Asian/Pacific Islander	402	1.8%	438	2.5%	0.7%
Hispanic	1,508	6.8%	1,030	5.9%	-0.9%
Native American	245	1.1%	183	1.0%	-0.1%
Black (non-Hispanic)	1,119	5.0%	865	5.0%	0.0%
Total Students	22,193	100.0%	17,452	100.0%	
<p>¹Official numbers of high school graduates obtained from the Nebraska Department of Education in January 2009. Numbers include graduates of nonpublic schools, public schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. Numbers of first-time freshmen at all Nebraska degree-granting and non-degree-granting, postsecondary institutions are based on data obtained through the National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non resident aliens (foreign students) and students of unknown race/ethnicity.</p>					

**Table A7.4
Nebraska First-Time Freshmen Sector Enrollments by Race/Ethnicity
Fall 2003 through Fall 2008¹**

Fall 2003						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,594	30.9%	116	31.8%	166	23.9%
Nebraska State College System	1,150	6.4%	3	0.8%	31	4.5%
Community Colleges	6,679	36.9%	131	35.9%	262	37.8%
Independent Colleges and Universities	3,137	17.4%	89	24.4%	170	24.5%
Degree-Granting Private Career Schools	895	5.0%	21	5.8%	47	6.8%
Non-Degree-Granting Private Career Schools	621	3.4%	5	1.4%	17	2.5%
Total	18,076	100.0%	365	100.0%	693	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	33	16.2%	160	17.4%	6,069	30.0%
Nebraska State College System	18	8.8%	42	4.6%	1,244	6.1%
Community Colleges	52	25.5%	330	35.8%	7,454	36.8%
Independent Colleges and Universities	94	46.1%	136	14.8%	3,626	17.9%
Degree-Granting Private Career Schools	4	2.0%	216	23.4%	1,183	5.8%
Non-Degree-Granting Private Career Schools	3	1.5%	37	4.0%	683	3.4%
Total	204	100.0%	921	100.0%	20,259	100.0%
¹ Source: National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.						
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Table A7.4 Continued						
Fall 2004						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,300	32.0%	125	33.5%	199	26.5%
Nebraska State College System	999	6.0%	4	1.1%	24	3.2%
Community Colleges	5,841	35.3%	108	29.0%	317	42.3%
Independent Colleges and Universities	2,949	17.8%	114	30.6%	149	19.9%
Degree-Granting Private Career Schools	759	4.6%	17	4.6%	33	4.4%
Non-Degree-Granting Private Career Schools	695	4.2%	5	1.3%	28	3.7%
Total	16,543	100.0%	373	100.0%	750	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	33	14.6%	159	19.0%	5,816	31.1%
Nebraska State College System	18	8.0%	41	4.9%	1,086	5.8%
Community Colleges	41	18.1%	291	34.7%	6,598	35.2%
Independent Colleges and Universities	117	51.8%	109	13.0%	3,438	18.4%
Degree-Granting Private Career Schools	8	3.5%	198	23.6%	1,015	5.4%
Non-Degree-Granting Private Career Schools	9	4.0%	41	4.9%	778	4.2%
Total	226	100.0%	839	100.0%	18,731	100.0%

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Table A7.4 Continued						
Fall 2005						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,485	33.7%	155	35.6%	245	30.7%
Nebraska State College System	985	6.1%	13	3.0%	17	2.1%
Community Colleges	5,835	35.8%	128	29.4%	353	44.2%
Independent Colleges and Universities	2,800	17.2%	116	26.7%	124	15.6%
Degree-Granting Private Career Schools	743	4.6%	18	4.1%	39	4.9%
Non-Degree-Granting Private Career Schools	427	2.6%	5	1.1%	20	2.5%
Total	16,275	100.0%	435	100.0%	798	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	40	23.8%	197	22.5%	6,122	33.0%
Nebraska State College System	16	9.5%	39	4.4%	1,070	5.8%
Community Colleges	50	29.8%	304	34.7%	6,670	36.0%
Independent Colleges and Universities	54	32.1%	117	13.3%	3,211	17.3%
Degree-Granting Private Career Schools	5	3.0%	177	20.2%	982	5.3%
Non-Degree-Granting Private Career Schools	3	1.8%	43	4.9%	498	2.7%
Total	168	100.0%	877	100.0%	18,553	100.0%

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Table A7.4 Continued						
Fall 2006						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,651	36.5%	181	41.6%	285	33.2%
Nebraska State College System	984	6.4%	10	2.3%	33	3.8%
Community Colleges	5,214	33.7%	119	27.4%	382	44.5%
Independent Colleges and Universities	2,747	17.7%	113	26.0%	124	14.5%
Degree-Granting Private Career Schools	477	3.1%	6	1.4%	16	1.9%
Non-Degree-Granting Private Career Schools	409	2.6%	6	1.4%	18	2.1%
Total	15,482	100.0%	435	100.0%	858	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	49	22.7%	203	24.3%	6,369	35.7%
Nebraska State College System	20	9.3%	45	5.4%	1,092	6.1%
Community Colleges	65	30.1%	306	36.6%	6,086	34.1%
Independent Colleges and Universities	67	31.0%	97	11.6%	3,148	17.7%
Degree-Granting Private Career Schools	6	2.8%	133	15.9%	638	3.6%
Non-Degree-Granting Private Career Schools	9	4.2%	51	6.1%	493	2.8%
Total	216	100.0%	835	100.0%	17,826	100.0%
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Table A7.4 Continued																		
Fall 2007																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic													
University of Nebraska	5,628	37.0%	173	41.9%	282	31.2%												
Nebraska State College System	1,051	6.9%	7	1.7%	39	4.3%												
Community Colleges	4,947	32.5%	95	23.0%	377	41.7%												
Independent Colleges and Universities	2,712	17.8%	130	31.5%	175	19.3%												
Degree-Granting Private Career Schools	664	4.4%	5	1.2%	25	2.8%												
Non-Degree-Granting Private Career Schools	223	1.5%	3	0.7%	7	0.8%												
Total	15,225	100.0%	413	100.0%	905	100.0%												
Sector	Native American²		Black (Non-Hispanic)		Total													
University of Nebraska	35	18.7%	239	25.1%	6,357	36.0%												
Nebraska State College System	24	12.8%	47	4.9%	1,168	6.6%												
Community Colleges	59	31.6%	354	37.2%	5,832	33.0%												
Independent Colleges and Universities	61	32.6%	111	11.7%	3,189	18.0%												
Degree-Granting Private Career Schools	4	2.1%	187	19.6%	885	5.0%												
Non-Degree-Granting Private Career Schools	4	2.1%	14	1.5%	251	1.4%												
Total	187	100.0%	952	100.0%	17,682	100.0%												
<p>²A total of 43 (23.0%) of the 187 Native Americans who were first-time freshmen in 2007 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 18 (9.6%) were enrolled at other colleges and universities within the sector of independent colleges and universities. For the purpose of comparing the racial/ethnic groups, <u>excluding the tribal colleges</u> results in the following percentage distribution for Native Americans for 2007:</p> <table border="0"> <tr> <td>University of Nebraska</td> <td>24.3%</td> <td>Independent Colleges and Universities</td> <td>12.5%</td> </tr> <tr> <td>Nebraska State College System</td> <td>16.7%</td> <td>Degree-Granting Private Career Schools</td> <td>2.8%</td> </tr> <tr> <td>Nebraska Community Colleges</td> <td>41.0%</td> <td>Non-Degree-Granting Private Career Schools</td> <td>2.8%</td> </tr> </table>							University of Nebraska	24.3%	Independent Colleges and Universities	12.5%	Nebraska State College System	16.7%	Degree-Granting Private Career Schools	2.8%	Nebraska Community Colleges	41.0%	Non-Degree-Granting Private Career Schools	2.8%
University of Nebraska	24.3%	Independent Colleges and Universities	12.5%															
Nebraska State College System	16.7%	Degree-Granting Private Career Schools	2.8%															
Nebraska Community Colleges	41.0%	Non-Degree-Granting Private Career Schools	2.8%															

Table A7.4 Continued																		
Fall 2008																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic													
University of Nebraska	6,003	40.2%	160	36.5%	325	31.6%												
Nebraska State College System	1,089	7.3%	7	1.6%	34	3.3%												
Community Colleges	4,641	31.1%	109	24.9%	427	41.5%												
Independent Colleges and Universities	2,591	17.3%	158	36.1%	213	20.7%												
Degree-Granting Private Career Schools	332	2.2%	3	0.7%	18	1.7%												
Non-Degree-Granting Private Career Schools	280	1.9%	1	0.2%	13	1.3%												
Total	14,936	100.0%	438	100.0%	1,030	100.0%												
Sector	Native American³		Black (Non-Hispanic)		Total													
University of Nebraska	35	19.1%	220	25.4%	6,743	38.6%												
Nebraska State College System	21	11.5%	46	5.3%	1,197	6.9%												
Community Colleges	43	23.5%	335	38.7%	5,555	31.8%												
Independent Colleges and Universities	78	42.6%	146	16.9%	3,186	18.3%												
Degree-Granting Private Career Schools	3	1.6%	95	11.0%	451	2.6%												
Non-Degree-Granting Private Career Schools	3	1.6%	23	2.7%	320	1.8%												
Total	183	100.0%	865	100.0%	17,452	100.0%												
<p>³A total of 49 (26.8%) of the 183 Native Americans who were first-time freshmen in 2008 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 29 (15.8%) were enrolled at other colleges and universities within the sector of independent colleges and universities. For the purpose of comparing the racial/ethnic groups, <u>excluding the tribal colleges</u> results in the following percentage distribution for Native Americans for 2008:</p> <table> <tr> <td>University of Nebraska (35)</td> <td>26.1%</td> </tr> <tr> <td>Nebraska State College System (21)</td> <td>15.7%</td> </tr> <tr> <td>Nebraska Community Colleges (43)</td> <td>32.1%</td> </tr> <tr> <td>Independent Colleges and Universities (29)</td> <td>21.6%</td> </tr> <tr> <td>Degree-Granting Private Career Schools (3)</td> <td>2.2%</td> </tr> <tr> <td>Non-Degree-Granting Private Career Schools (3)</td> <td>2.2%</td> </tr> </table>							University of Nebraska (35)	26.1%	Nebraska State College System (21)	15.7%	Nebraska Community Colleges (43)	32.1%	Independent Colleges and Universities (29)	21.6%	Degree-Granting Private Career Schools (3)	2.2%	Non-Degree-Granting Private Career Schools (3)	2.2%
University of Nebraska (35)	26.1%																	
Nebraska State College System (21)	15.7%																	
Nebraska Community Colleges (43)	32.1%																	
Independent Colleges and Universities (29)	21.6%																	
Degree-Granting Private Career Schools (3)	2.2%																	
Non-Degree-Granting Private Career Schools (3)	2.2%																	

**Table A7.5
Nebraska First-Time Freshmen Enrollment at Independent Colleges & Universities
by Race/Ethnicity: 2008¹**

	Total Independent Colleges & Universities Sector		Tribal Colleges ²		Independent Institutions Sector Excluding Tribal Colleges	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
White (non-Hispanic)	2,591	81.3%	3	5.8%	2,588	82.6%
Asian/Pacific Islander	158	5.0%	0	0.0%	158	5.0%
Hispanic	213	6.7%	0	0.0%	213	6.8%
Native American	78	2.4%	49	94.2%	29	0.9%
Black (non-Hispanic)	146	4.6%	0	0.0%	146	4.7%
Total Students	3,186	100.0%	52	100.0%	3,134	100.0%

¹Data Source: National Center for Education Statistics, Fall 2008 IPEDS enrollment survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

² Little Priest Tribal Colleges and Nebraska Indian Community College (NICC) are federally supported tribal colleges that are included in the independent sector for the purposes of statewide data analysis.

**Table A7.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2003 through Fall 2008¹**

Fall 2003								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,594	92.2%	1,150	92.4%	6,679	89.6%	13,423	90.9%
Asian²	116	1.9%	3	0.2%	131	1.8%	250	1.7%
Hispanic	166	2.7%	31	2.5%	262	3.5%	459	3.1%
Native American	33	0.5%	18	1.4%	52	0.7%	103	0.7%
Black (non-Hispanic)	160	2.6%	42	3.4%	330	4.4%	532	3.6%
Total	6,069	100.0%	1,244	100.0%	7,454	100.0%	14,767	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	3,137	86.5%	895	75.7%	621	90.9%	18,076	89.2%
Asian²	89	2.4%	21	1.8%	5	0.7%	365	1.8%
Hispanic	170	4.7%	47	4.0%	17	2.5%	693	3.4%
Native American	94	2.6%	4	0.3%	3	0.4%	204	1.0%
Black (non-Hispanic)	136	3.8%	216	18.3%	37	5.4%	921	4.6%
Total	3,626	100.0%	1,183	100.0%	683	100.0%	20,259	100.0%

¹Source: National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

²The Asian student group includes students of Pacific Islander descent.

³Includes Little Priest Tribal College and Nebraska Indian Community College. See Table A7.5 for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

Continued on the next page.

Table A7.6 Continued

Fall 2004

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,300	91.1%	999	92.0%	5,841	88.5%	12,140	89.9%
Asian²	125	2.1%	4	0.4%	108	1.6%	237	1.8%
Hispanic	199	3.4%	24	2.2%	317	4.8%	540	4.0%
Native American	33	0.6%	18	1.7%	41	0.6%	92	0.7%
Black (non-Hispanic)	159	2.7%	41	3.8%	291	4.4%	491	3.6%
Total	5,816	100.0%	1,086	100.0%	6,598	100.0%	13,500	100.0%

Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,949	85.8%	759	74.8%	695	89.3%	16,543	88.3%
Asian²	114	3.3%	17	1.7%	5	0.6%	373	2.0%
Hispanic	149	4.3%	33	3.3%	28	3.6%	750	4.0%
Native American	117	3.4%	8	0.8%	9	1.2%	226	1.2%
Black (non-Hispanic)	109	3.2%	198	19.5%	41	5.3%	839	4.5%
Total	3,438	100.0%	1,015	100.0%	778	100.0%	18,731	100.0%

²The Asian student group includes students of Pacific Islander descent.

³Includes Little Priest Tribal College and Nebraska Indian Community College. See Table A7.5 for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

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Table A7.6 Continued

Fall 2005

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,485	89.6%	985	92.1%	5,835	87.5%	12,305	88.8%
Asian²	155	2.5%	13	1.2%	128	1.9%	296	2.1%
Hispanic	245	4.0%	17	1.6%	353	5.3%	615	4.4%
Native American	40	0.7%	16	1.5%	50	0.7%	106	0.8%
Black (non-Hispanic)	197	3.2%	39	3.6%	304	4.6%	540	3.9%
Total	6,122	100.0%	1,070	100.0%	6,670	100.0%	13,862	100.0%

Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,800	87.2%	743	75.7%	427	85.7%	16,275	87.7%
Asian²	116	3.6%	18	1.8%	5	1.0%	435	2.4%
Hispanic	124	3.9%	39	4.0%	20	4.0%	798	4.3%
Native American	54	1.7%	5	0.5%	3	0.6%	168	0.9%
Black (non-Hispanic)	117	3.6%	177	18.0%	43	8.6%	877	4.7%
Total	3,211	100.0%	982	100.0%	498	100.0%	18,553	100.0%

²The Asian student group includes students of Pacific Islander descent.

³Includes Little Priest Tribal College and Nebraska Indian Community College. See Table A7.5 for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

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Table A7.6 Continued

Fall 2006

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,651	88.7%	984	90.1%	5,214	85.7%	11,849	87.5%
Asian²	181	2.8%	10	0.9%	119	2.0%	310	2.3%
Hispanic	285	4.5%	33	3.0%	382	6.3%	700	5.2%
Native American	49	0.8%	20	1.8%	65	1.1%	134	1.0%
Black (non-Hispanic)	203	3.2%	45	4.1%	306	5.0%	554	4.1%
Total	6,369	100.0%	1,092	100.0%	6,086	100.0%	13,547	100.0%

Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,747	87.3%	477	74.8%	409	83.0%	15,482	86.9%
Asian²	113	3.6%	6	0.9%	6	1.2%	435	2.4%
Hispanic	124	3.9%	16	2.5%	18	3.7%	858	4.8%
Native American	67	2.1%	6	0.9%	9	1.8%	216	1.2%
Black (non-Hispanic)	97	3.1%	133	20.8%	51	10.3%	835	4.7%
Total	3,148	100.0%	638	100.0%	493	100.0%	17,826	100.0%

²The Asian student group includes students of Pacific Islander descent.

³Includes Little Priest Tribal College and Nebraska Indian Community College. See Table A7.5 for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

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Table A7.6 Continued

Fall 2007

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,628	88.5%	1,051	90.0%	4,947	84.8%	11,626	87.0%
Asian ²	173	2.7%	7	0.6%	95	1.6%	275	2.1%
Hispanic	282	4.4%	39	3.3%	377	6.5%	698	5.2%
Native American	35	0.6%	24	2.1%	59	1.0%	118	0.9%
Black (non-Hispanic)	239	3.8%	47	4.0%	354	6.1%	640	4.8%
Total	6,357	100.0%	1,168	100.0%	5,832	100.0%	13,357	100.0%

Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,712	85.0%	664	75.0%	223	88.8%	15,225	86.1%
Asian ²	130	4.2%	5	0.6%	3	1.2%	413	2.3%
Hispanic	175	5.5%	25	2.8%	7	2.8%	905	5.1%
Native American	61	1.9%	4	0.5%	4	1.6%	187	1.1%
Black (non-Hispanic)	111	3.5%	187	21.1%	14	5.6%	952	5.4%
Total	3,189	100.0%	885	100.0%	251	100.0%	17,682	100.0%

²The Asian student group includes students of Pacific Islander descent.

³Includes Little Priest Tribal College and Nebraska Indian Community College. See Table A7.5 for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

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Table A7.6 Continued

Fall 2008

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	6,003	89.0%	1,089	91.0%	4,641	83.5%	11,733	86.9%
Asian²	160	2.4%	7	0.6%	109	2.0%	276	2.0%
Hispanic	325	4.8%	34	2.8%	427	7.7%	786	5.8%
Native American	35	0.5%	21	1.8%	43	0.8%	99	0.7%
Black (non-Hispanic)	220	3.3%	46	3.8%	335	6.0%	601	4.5%
Total	6,743	100.0%	1,197	100.0%	5,555	100.0%	13,495	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
	White (non-Hispanic)	2,591	81.3%	332	73.6%	280	87.5%	14,936
Asian²	158	5.0%	3	0.7%	1	0.3%	438	2.5%
Hispanic	213	6.7%	18	4.0%	13	4.1%	1,030	5.9%
Native American	78	2.4%	3	0.7%	3	0.9%	183	1.0%
Black (non-Hispanic)	146	4.6%	95	21.1%	23	7.2%	865	5.0%
Total	3,186	100.0%	451	100.0%	320	100.0%	17,452	100.0%

²The Asian student group includes students of Pacific Islander descent.

³Includes Little Priest Tribal College and Nebraska Indian Community College. See Table A7.5 for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

Appendix 8

Financial Aid Programs

Explanatory Note A8.1 Definitions of Federal and State Title IV Financial Aid Programs

The following are definitions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students:

- **Federal Pell Grant:** Federal Pell Grants are awarded to undergraduates who have not earned a bachelor's degree and who demonstrate high financial need. Pell Grants do not have to be repaid. The award range for Pell Grants for the award year 2005–06 was \$400 to \$4,050.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** Undergraduate students with exceptional need and who have not received a bachelor's degree are eligible to receive the FSEOG. FSEOG awards can range from \$100 to \$4,000 and do not have to be repaid, but awards are subject to the availability of funds at a student's institution.
- **Nebraska State Grant (NSG):** State grants are awarded to Nebraska-resident, Pell Grant-eligible students attending eligible Nebraska postsecondary institutions to assist with the students' educational expenses. Funding for the grant comes from both the federal government through its Special Leveraging Educational Assistance Partnership Program authorizations and from the state through the Nebraska Lottery and the state's general fund. Because this program is based on Pell Grant eligibility, students must demonstrate financial need to receive a Nebraska State Grant.
- **Academic Competitiveness Grants (ACGs):** Created under the Higher Education Reconciliation Act of 2005, ACGs are need-based but limited to students who have demonstrated academic achievement. To receive an ACG, a student must be a college freshman or sophomore, a U.S. citizen, Pell Grant-eligible and have completed a program of rigorous high school course work as defined by their state and recognized by the U.S. Secretary of Education. ACGs provide additional funds of up to \$750 for first-year college students and up to an additional \$1,300 for second-year students who are enrolled full time and maintain a 3.0 GPA in college. Institutions began to award these grants beginning in the 2006–2007 academic year.
- **National Science and Mathematics Access to Retain Talent (SMART) Grants:** Created under the Higher Education Reconciliation Act of 2005, SMART grants are need-based but limited to students majoring in specified fields who maintain B averages in college. To receive a SMART grant, a student must be a third- or fourth-year college student; a U.S. citizen; Pell Grant-eligible; enrolled full time; majoring in a designated science, technology, mathematics, or critical language; and maintaining a 3.0 GPA. Students who meet these criteria will automatically receive up to \$4,000 in additional financial aid. Institutions began to award SMART grants beginning in the 2006–2007 academic year.
- **Federal Work-Study (FWS):** The FWS provides on- and off-campus jobs for graduate and undergraduate students who demonstrate financial need. Work-study amounts awarded vary from institution to institution.

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Explanatory Note A8.1 Continued

Definitions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students, continued:

- **Teacher Education Assistance for College and Higher Education (TEACH) Grants:** The TEACH grant program was established under the College Cost Reduction and Access Act (CCRAA) to benefit current and prospective teachers. Beginning in 2008-2009, students may be awarded up to \$4,000 per academic year. Undergraduate and post-baccalaureate students may receive up to a total of \$16,000, while graduate students may receive up to \$8,000. Eligible students must be currently completing or planning to complete coursework necessary to begin a career in teaching. There are, however, graduate degree alternatives for teachers or retirees with experience in a teacher shortage area. To be considered for a grant, a student must have a score above the 75th percentile on an admissions test, such as SAT, ACE or GRE and at least a 3.25 GPA. Students must sign an understanding of terms document to certify that they understand the terms of the grant and the teaching service requirements. The student must teach full time for at least four years within eight years of completing the program at a Title I school as a highly qualified teacher and/or in a specified subject area (mathematics, science, foreign language, bilingual education, special education, reading or another "high need" field. If service is not met, the grant must be repaid as an unsubsidized direct Stafford Loan with interest from the date(s) of original disbursement.
- **Perkins Loan:** Perkins Loans are fixed, low-interest (5%) loans available to graduate and undergraduate students with financial need. Undergraduate students may borrow up to \$4,000 per year, and graduate students may borrow up to \$6,000 per year, depending on the availability of funds at their institution.
- **Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans:** Stafford Loans are available to undergraduate and graduate students. Students must demonstrate financial need in order to qualify for a Subsidized Stafford Loan, where the federal government pays the interest while the student is in school. Unsubsidized Stafford Loans are available to all students, but borrowers are responsible for the interest while in school. Loan limits for Stafford Loans range from a maximum of \$5,500 to \$20,500 depending on grade level and dependency status.
- **PLUS Loans for Graduate and Professional Degree Students (GRAD PLUS):** Graduate and professional degree students eligible to borrow under the PLUS loan program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS also apply to PLUS loans for graduate and professional students. Applicants must apply for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.
- **PLUS Loans:** PLUS loans are available to the parents of dependent undergraduate students. These loans are not need-based. Parents may borrow up to the student's cost of attendance, less any other financial aid received.

Students must demonstrate financial need to be considered for all aid programs listed above except for the TEACH, the Unsubsidized Stafford Loan, the GRAD PLUS and the PLUS. Financial need is the difference between the student's costs to attend his or her respective institution and the ability of the family to contribute toward college costs. That ability is determined through completing the Free Application for Federal Student Aid (FAFSA). For example, if the cost of attendance is \$8,000 and the student's contribution is \$1,000, the student demonstrates a need of \$7,000.

Table A8.1
Nebraska State Grants (NSG) Awarded by Sector
2008–2009 Compared to 2003–2004 Baseline¹

	2003–04	2008–09	% Change
Nebraska Public Institutions			
Number of Nebraska-Resident, Pell Grant-Eligible Students	21,373	21,705	1.6%
Number of Students Awarded an NSG	8,740	9,392	7.5%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	40.9%	43.3%	
Total NSG Awarded	\$4,970,800	\$7,924,272	59.4%
Average NSG Award	\$569	\$844	48.4%
Independent Colleges & Universities			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,837	3,859	0.6%
Number of Students Awarded an NSG	2,674	2,534	-5.2%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	69.7%	65.7%	
Total NSG Awarded	\$2,559,826	\$2,580,159	0.8%
Average NSG Award	\$957	\$1,018	6.4%
Private Career Schools			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,012	3,717	23.4%
Number of Students Awarded an NSG	1,617	2,180	34.8%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	53.7%	58.6%	
Total NSG Awarded	\$1,204,537	\$2,106,953	74.9%
Average NSG Award	\$726	\$966	33.1%
Total Nebraska State Grants Awarded			
Number of Nebraska-Resident, Pell Grant-Eligible Students	28,222	29,281	3.8%
Number of Students Awarded an NSG	13,031	14,106	8.2%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	46.2%	48.2%	
Total NSG Awarded	\$8,735,163	\$12,611,384	44.4%
Average NSG Award	\$668	\$894	33.9%
¹ Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2009.			

**Table A8.2
Nebraska State Grants (NSG) Awarded by Sector and Income of Recipient
2008–2009 Compared to 2003–2004 Baseline¹**

As shown in this table, students who reported incomes of \$0 to \$19,999 received the highest percentage of state grants in each sector, with the exception of students attending independent colleges and universities in 2003–2004.

Higher Education Sector and Income Level of NSG Recipients	2003–2004		2008–2009		% Change in No. of Recipients
	No. of Recipients	% of Recipients	No. of Recipients	% of Recipients	
Nebraska Public Institutions					
\$0 to \$19,999	4,398	50.3%	4,507	48.0%	2.5%
\$20,000 to \$39,999	3,079	35.2%	3,016	32.1%	-2.0%
\$40,000 or higher	1,263	14.5%	1,869	19.9%	48.0%
Total	8,740	100.0%	9,392	100.0%	7.5%
Independent Colleges and Universities					
\$0 to \$19,999	946	35.4%	992	39.1%	4.9%
\$20,000 to \$39,999	1,147	42.9%	875	34.5%	-23.7%
\$40,000 or higher	581	21.7%	667	26.3%	14.8%
Total	2,674	100.0%	2,534	100.0%	-5.2%
Private Career Schools					
\$0 to \$19,999	1,353	83.7%	1,752	80.4%	29.5%
\$20,000 to \$39,999	202	12.5%	361	16.6%	78.7%
\$40,000 or higher	62	3.8%	67	3.1%	8.1%
Total	1,617	100.0%	2,180	100.0%	34.8%
Total Nebraska State Grants Awarded					
\$0 to \$19,999	6,697	51.4%	7,251	53.6%	8.3%
\$20,000 to \$39,999	4,428	34.0%	4,252	32.9%	-4.0%
\$40,000 or higher	1,906	14.6%	2,603	13.5%	36.6%
Total	13,031	100.0%	14,106	100.0%	8.2%

¹Data Sources: Nebraska State Grant Expenditure Reports, September 2004 and September 2009.

**Table A8.3
College Continuation Rates
for High School Seniors Who Received
Access College Early (ACE) Scholarships in 2007–2008
by Gender and Type of High School Attended**

Type of High School Attended	No. of 2007–2008 High School Seniors Who Received ACE Scholarships ¹	No. of Senior Scholarship Recipients Who Enrolled in College ²	College Continuation Rate ³
Females			
Public	141	123	87.2%
Nonpublic (Private)	4	4	100.0%
Total	145	127	87.6%
Males			
Public	74	65	87.8%
Nonpublic (Private)	1	1	100.0%
Total	75	66	88.0%
Total			
Public	215	188	87.4%
Nonpublic (Private)	5	5	100.0%
Total	220	193	87.7%

¹Data Source: Records of the 2007-2008 ACE scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, July 21, 2009.

²Data Source: National Student Clearinghouse, July 21, 2009.

³The college continuation rate is the number of 2007-2008 ACE scholarship recipients who were seniors in high school, divided by the number who were enrolled in college on or before May 31, 2009.

**Table A8.4
Percentage Distributions
of Public High School Seniors Who Received Access Early (ACE) Scholarships
and Other 2007–2008 Graduates of Nebraska Public High Schools
by Gender and Student Income Status¹**

Gender	ACE Scholarship Recipients		ACE Scholarship Recipients Who Continued to College	
	n	%	n	%
Female	141	65.6%	123	65.4%
Male	74	34.4%	65	34.6%
Total	215	100.0%	188	100.0%
Gender	Other Low-Income High School Graduates		Other Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Female	2,282	52.3%	1,210	55.2%
Male	2,082	47.7%	984	44.8%
Total	4,364	100.0%	2,194	100.0%
Gender	Non-Low-Income High School Graduates		Non-Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Female	7,654	49.5%	5,913	51.6%
Male	7,803	50.5%	5,536	48.4%
Total	15,457	100.0%	11,449	100.0%
Gender	Total Number of 2007–2008 High School Graduates		2007–2008 High School Graduates Who Continued College	
	n	%	n	%
Female	10,077	50.3%	7,246	52.4%
Male	9,959	49.7%	6,585	47.6%
Total	20,036	100.0%	13,831	100.0%

¹ Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

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Table A8.4 Continued

Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, July 15, 2009, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all low-income and non-low-income Nebraska public high school graduates, April 7, 2009.

National Student Clearinghouse records do not include students who enrolled in small private Not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment Records to the Clearinghouse.

To determine the numbers of other low-income graduates, the 2007–2008 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

**Table A8.5
College Continuation Rates
for Public High School Seniors Who Received Access Early (ACE) Scholarships
and Other 2007–2008 Graduates of Nebraska Public High Schools
by Gender and Student Income Status¹**

Student Category	No. of 2007–2008 High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate ⁴
Females			
ACE Scholarship Recipients	141	123	87.2%
Low Income Graduates	2,282	1,210	53.0%
Non-Low Income Graduates	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Males			
ACE Scholarship Recipients	74	65	87.8%
Low Income Graduates	2,082	984	47.3%
Non-Low Income Graduates	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Total			
ACE Scholarship Recipients	215	188	87.4%
Low Income Graduates	4,364	2,194	50.3%
Non-Low Income Graduates	15,457	11,449	74.1%
Total	20,036	13,831	69.0%

¹Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, July 15, 2009, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all low-income and non-low-income Nebraska public high school graduates, April 7, 2009.

National Student Clearinghouse records do not include students who enrolled in small private Not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment Records to the Clearinghouse.

The college continuation rate is the number of graduates, divided by the number who continued on to college, based on Clearinghouse records.

To determine the numbers of other low-income graduates, the 2007–2008 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

Appendix 9

IPEDS Freshmen Retention Rates

**Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2008 Compared to Fall 2004 Baseline¹**

Sector of Nebraska Postsecondary Education	Fall 2004			Fall 2008		
	No. of Full-Time, First-Time Freshmen Fall 2003		Full-Time Retention Rate Fall 2004 ²	No. of Full-Time, First-Time Freshmen Fall 2007		Full-Time Retention Rate Fall 2008 ²
	No. Enrolled	No. for Rate Calculation ³		No. Enrolled	No. for Rate Calculation ³	
University of Nebraska	6,327	6,327	78.4%	6,861	6,861	79.3%
Nebraska State College System	1,231	1,231	69.7%	1,261	1,261	64.5%
Nebraska Community Colleges	5,576	5,576	61.1%	4,015	4,015	62.0%
Total All Public Institutions	13,134	13,134	70.2%	12,137	12,137	72.0%
Nebraska Independent Institutions	3,613	3,514	76.7%	3,336	3,303	74.6%
Degree-Granting For-Profit Schools	1,053	760	56.3%	965	791	73.9%
Non-Degree-Granting For-Profit Schools	655	589	85.9%	238	214	74.5%
Nebraska State Retention Rate	18,455	17,997	71.4%	16,676	16,445	72.7%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), (CCPE survey downloads) fall 2004 and 2008 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors to improve data accuracy. (The 2004 data are adjusted for changes reported by Clarkson College.) The for-profit schools include three schools of radiologic technology, which are operated by non-profit organizations.

²The retention rate for fall of a given year is the percentage of first-time freshmen enrolled in the fall of the previous year who were enrolled at the same institution one year later.

³Sector retention rates are based on the numbers of first-time freshmen and the retention rates reported by each institution within the sector. So that sector percentages are comparable, the sector retention rates reported in this table are calculated:

- Excluding UNMC, Alegent Health School of Radiologic Technology, Mary Lanning Memorial Hospital School of Radiologic Technology, Regional West Medical Center School of Radiologic Technology, and the Universal College of Healing Arts because these institutions did not enroll first-time freshmen in 2003, 2007 or both.
- Excluding BryanLGH College of Health Sciences, Nebraska Indian Community College, Kaplan University-Lincoln Campus, and Omaha School of Massage Therapy because these institutions failed to report retention rates in 2004 or 2008.
- Excluding Doane College-Lincoln, University of Phoenix-Omaha Campus, and Vatterott College because these institutions either opened after 2004 or closed a campus before 2008.

**Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2008 Compared to Fall 2004 Baseline¹**

Sector of Nebraska Postsecondary Education	Fall 2004			Fall 2008		
	No. of Part-Time, First-Time Freshmen Fall 2003		Full-Time Retention Rate Fall 2004 ²	No. of Part-Time, First-Time Freshmen Fall 2007		Full-Time Retention Rate Fall 2008 ²
	No. Enrolled	No. for Rate Calculation		No. Enrolled	No. for Rate Calculation	
University of Nebraska	174	172	54.6%	141	141	52.2%
Nebraska State College System	62	62	46.0%	21	21	43.0%
Nebraska Community Colleges	2,357	2,357	36.8%	2,027	2,027	50.3%
Total All Public Institutions	2,593	2,591	38.2%	2,189	2,189	50.3%
Nebraska Independent Institutions	220	115	Insufficient Data	66	34	Insufficient Data
Degree-Granting For-Profit Schools	149	12	Insufficient Data	74	8	Insufficient Data
Non-Degree-Granting For-Profit Schools	36	0	Insufficient Data	20	0	Insufficient Data
Nebraska State Retention Rate	2,998	2,718	Insufficient Data	2,349	2,231	Insufficient Data

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), (CCPE survey downloads) fall 2004 and 2008 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors to improve data accuracy. (The 2004 data are adjusted for changes reported by Clarkson College.) The for-profit schools include three schools of radiologic technology, which are operated by non-profit organizations.

²The retention rate for fall of a given year is the percentage of first-time freshmen enrolled in the fall of the previous year who were enrolled at the same institution one year later.

Sector retention rates are based on the numbers of first-time freshmen and the retention rates reported by the institutions within the sector, excluding the schools that did not provide sufficient data for calculating comparable sector rates for 2004 and 2008. Note the following with regard to the calculation of sector retention rates for part-time students:

- The Nebraska College of Technical Agriculture did not report a 2004 retention rate for its part-time students. Consequently, this school is excluded from the calculation of the part-time retention rate for the University of Nebraska. (In fall 2007, NCTA had no part-time, first-time freshmen.)
- Independent institutions that reported part-time retention rates of 0% or that did not report the number of part-time, first-time freshmen the previous fall were considered as "non-reporting" and excluded from this analysis. Institutions who did not enroll part-time freshmen for fall 2003 or 2007 were also excluded. As a result, the students from all of the independent institutions, except Bellevue University, had to be excluded from the analysis, resulting in insufficient data for computing a part-time retention rate for the independent sector.
- The schools in the degree-granting and non-degree-granting for-profit sectors did not provide sufficient data to calculate estimated part-time retention rates for these sectors.

As a result of insufficient data for the independent and for-profit sectors, an estimated part-time retention rate could not be calculated for the state.

**Table A9.3
Nebraska Freshmen Retention Rates
for Public Four-Year and Two-Year Community Colleges
For Comparisons to National Rates**

Fall 2005 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2004	Retention Rate Fall 2005	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,098	84%	922	
University of Nebraska-Lincoln	3,238	84%	2,720	
University of Nebraska at Omaha	1,583	75%	1,187	
Chadron State College	326	70%	228	
Peru State College	209	65%	136	
Wayne State College	552	67%	370	
Total Public 4-Year Institutions	7,006		5,563	79.4%
Part-Time Freshmen Retention Rates				
Central Community College	385	58%	223	
Metropolitan Community College	805	47%	378	
Mid-Plains Community College	316	34%	108	
Northeast Community College	762	71%	541	
Southeast Community College	2,350	69%	1,622	
Western Nebraska Community College	335	52%	174	
Total Public 2-Year Community Colleges	4,953		3,046	61.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	65	77%	50	
University of Nebraska-Lincoln	28	36%	10	
University of Nebraska at Omaha	60	48%	29	
Chadron State College	44	36%	16	
Peru State College	10	50%	5	
Wayne State College	12	33%	4	
Total Public 4-Year Institutions	219		114	51.9%
Central Community College	115	42%	48	
Metropolitan Community College	606	34%	206	
Mid-Plains Community College	49	20%	10	
Northeast Community College	46	62%	29	
Southeast Community College	927	47%	436	
Western Nebraska Community College	215	16%	34	
Total Public 2-Year Community Colleges	1,958		763	39.0%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2005 survey (CCPE survey download). See page 185 of the *2007 Progress Report* for information regarding data adjustments.

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

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Table A9.3 Continued

Fall 2006 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2005	Retention Rate Fall 2006	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,022	80%	818	
University of Nebraska-Lincoln	3,538	84%	2,972	
University of Nebraska at Omaha	1,696	71%	1,204	
Chadron State College	289	72%	208	
Peru State College	196	60%	118	
Wayne State College	587	70%	411	
Total Public 4-Year Institutions	7,328		5,730	78.2%
Part-Time Freshmen Retention Rates				
Central Community College	694	67%	465	
Metropolitan Community College	905	51%	462	
Mid-Plains Community College	298	58%	173	
Northeast Community College	788	71%	559	
Southeast Community College	2,083	72%	1,500	
Western Nebraska Community College	306	42%	129	
Total Public 2-Year Community Colleges	5,074		3,288	64.8%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	40	60%	24	
University of Nebraska-Lincoln	22	59%	13	
University of Nebraska at Omaha	62	44%	27	
Chadron State College	37	50%	19	
Peru State College	17	100%	17	
Wayne State College	6	50%	3	
Total Public 4-Year Institutions	184		103	55.8%
Central Community College	254	32%	81	
Metropolitan Community College	604	33%	199	
Mid-Plains Community College	47	31%	15	
Northeast Community College	48	62%	30	
Southeast Community College	732	61%	447	
Western Nebraska Community College	171	19%	32	
Total Public 2-Year Community Colleges	1,856		804	43.3%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2006 survey (CCPE survey download).

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

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Table A9.3 Continued

Fall 2007 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2006	Retention Rate Fall 2007	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	958	79%	757	
University of Nebraska-Lincoln	3,831	83%	3,180	
University of Nebraska at Omaha	1,639	74%	1,213	
Chadron State College	354	66%	234	
Peru State College	204	50%	102	
Wayne State College	606	75%	455	
Total Public 4-Year Institutions	7,592		5,940	78.2%
Public 2-Year Community Colleges				
Central Community College	744	63%	469	
Metropolitan Community College	956	54%	516	
Mid-Plains Community College	243	59%	143	
Northeast Community College	716	70%	501	
Southeast Community College	1,596	64%	1,021	
Western Nebraska Community College	362	55%	199	
Total Public 2-Year Community Colleges	4,617		2,850	61.7%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	56	77%	43	
University of Nebraska-Lincoln	18	44%	8	
University of Nebraska at Omaha	66	41%	27	
Chadron State College	12	33%	4	
Peru State College	12	33%	4	
Wayne State College	5	20%	1	
Total Public 4-Year Institutions	169		87	51.5%
Public 2-Year Community Colleges				
Central Community College	235	33%	78	
Metropolitan Community College	632	33%	209	
Mid-Plains Community College	28	39%	11	
Northeast Community College	75	65%	49	
Southeast Community College	672	47%	316	
Western Nebraska Community College	95	19%	18	
Total Public 2-Year Community Colleges	1,737		680	39.1%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2007 survey (CCPE survey download). The National Center for Higher Education Management Systems (NCHEMS) obtained data for national and state comparisons using the IPEDS cutting tool. Calculations based on survey download data were used for this table and for Nebraska's rates in state-to-state comparisons so that the fall 2007 rates for Nebraska were comparable to those for fall 2004. (Beginning in 2007, the survey download and cutting tool no longer contained the same data elements.)

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

Table A9.3 Continued

Fall 2008 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2007	Retention Rate Fall 2008	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	948	79%	749	
University of Nebraska-Lincoln	4215	84%	3,541	
University of Nebraska at Omaha	1603	69%	1,106	
Chadron State College	409	64%	262	
Peru State College	198	64%	127	
Wayne State College	654	65%	425	
Total Public 4-Year Institutions	7,373		5,784	78.4%
Part-Time Freshmen Retention Rates				
Central Community College	706	65%	459	
Metropolitan Community College	925	51%	472	
Mid-Plains Community College	289	52%	150	
Northeast Community College	781	68%	531	
Southeast Community College	931	74%	689	
Western Nebraska Community College	383	49%	188	
Total Public 2-Year Community Colleges	4,015		2,489	62.0%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	48	65%	31	
University of Nebraska-Lincoln	20	55%	11	
University of Nebraska at Omaha	73	43%	31	
Chadron State College	6	17%	1	
Peru State College	8	100%	8	
Wayne State College	7	0%	0	
Total Public 4-Year Institutions	155		83	53.3%
Central Community College	160	35%	56	
Metropolitan Community College	645	32%	206	
Mid-Plains Community College	74	34%	25	
Northeast Community College	60	33%	20	
Southeast Community College	969	70%	678	
Western Nebraska Community College	119	28%	33	
Total Public 2-Year Community Colleges	2,027		1,019	50.3%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2008 survey (CCPE survey download). The National Center for Higher Education Management Systems (NCHEMS) obtained data for national and state comparisons using the IPEDS cutting tool. Calculations based on survey download data were used for this table and for Nebraska's rates in state-to-state comparisons so that the fall 2008 rates for Nebraska were comparable to those for fall 2004. (Beginning in 2007, the survey download and cutting tool no longer contained the same data elements.)

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

**Table A9.4
Nebraska First-Time, Full-Time Freshmen Retention Rates by Institution
Fall 2008 Compared to Fall 2004 Baseline¹**

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2007 Full-Time Freshmen Enrolled Fall 2008	Change Since Fall 2004 Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture	73%	46%	-27%
University of Nebraska at Kearney	82%	79%	-3%
University of Nebraska-Lincoln	79%	84%	5%
University of Nebraska at Omaha	75%	69%	-6%
Nebraska State College System			
Chadron State College	73%	64%	-9%
Peru State College	60%	64%	4%
Wayne State College	70%	65%	-5%
Nebraska Community Colleges			
Central Community College	60%	65%	5%
Metropolitan Community College	49%	51%	2%
Mid-Plains Community College	43%	52%	9%
Northeast Community College	67%	68%	1%
Southeast Community College	68%	74%	6%
Western Nebraska Community College	50%	49%	-1%
Independent Colleges & Universities			
Bellevue University	62%	28%	-34%
BryanLGH College of Health Sciences	No Report	88%	
Clarkson College	90%	66%	-24%
College of Saint Mary	69%	60%	-9%
Concordia University	77%	81%	4%
Creighton University	88%	87%	-1%
Dana College	66%	57%	-9%
Doane College	79%	74%	-5%
Grace University	67%	70%	3%
Hastings College	75%	69%	-6%
Little Priest Tribal College	43%	29%	-14%
Midland Lutheran College	67%	65%	-2%
Nebraska Christian College	63%	54%	-9%
Nebraska Indian Community College	No Report	27%	
Nebraska Methodist College of Nursing & Allied Health	87%	74%	-13%
Nebraska Wesleyan University	80%	83%	3%
Summit Christian College	71%	60%	-11%
Union College	69%	67%	-2%
York College	66%	76%	10%

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Table A9.4 Continued

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2007 Full-Time Freshmen Enrolled Fall 2008	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology	90%	Not Applicable	
ITT Technical Institute-Omaha	68%	100%	32%
Kaplan University-Lincoln Campus	No Report	89%	
Kaplan University-Omaha Campus	43%	80%	37%
Myotherapy Institute	90%	85%	-5%
The Creative Center	83%	100%	17%
Universal College of Healing Arts	Not Applicable	85%	
University of Phoenix-Omaha Campus	Not Applicable	Not Applicable	
Vatterott College	69%	Not Applicable	
Vatterott College-Spring Valley Campus	69%	64%	-5%
Non-Degree-Granting Career Schools			
Capitol School of Hairstyling	77%	100%	23%
College of Hair Design	96%	95%	-1%
Fullen School of Hair Design	69%	73%	4%
Josephs College of Beauty-Lincoln	77%	59%	-18%
La'James International College	100%	59%	-41%
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Omaha School of Massage Therapy	95%	No Report	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	100%	93%	-7%
<p>¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2008 surveys.</p> <p>Note: No Report indicates that the school did not report a retention rate or reported 0%. Not Applicable Indicates that the school did not enroll freshmen for that year.</p>			

**Table A9.5
Nebraska First-Time, Part-Time Freshmen Retention Rates by Institution
Fall 2008 Compared to Fall 2004 Baseline¹**

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2007 Part-Time Freshmen Enrolled Fall 2008	Change Since Fall 2004 Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture	No Report	Not Applicable	
University of Nebraska at Kearney	67%	65%	-2%
University of Nebraska-Lincoln	42%	55%	13%
University of Nebraska at Omaha	49%	43%	-6%
Nebraska State College System			
Chadron State College	42%	17%	-25%
Peru State College	67%	100%	33%
Wayne State College	50%	0%	-50%
Nebraska Community Colleges			
Central Community College	34%	35%	1%
Metropolitan Community College	35%	32%	-3%
Mid-Plains Community College	27%	34%	7%
Northeast Community College	42%	33%	-9%
Southeast Community College	42%	70%	28%
Western Nebraska Community College	17%	28%	11%
Independent Colleges & Universities			
Bellevue University	42%	29%	-13%
BryanLGH College of Health Sciences	Not Applicable	100%	
Clarkson College	80%	Not Applicable	
College of Saint Mary	No Report	60%	
Concordia University	No Report	Not Applicable	
Creighton University	No Report	50%	
Dana College	Not Applicable	Not Applicable	
Doane College	No Report	Not Applicable	
Grace University	57%	25%	-32%
Hastings College	Not Applicable	Not Applicable	
Little Priest Tribal College	No Report	11%	
Midland Lutheran College	No Report	Not Applicable	
Nebraska Christian College	Not Applicable	Not Applicable	
Nebraska Indian Community College	No Report	33%	
Nebraska Methodist College of Nursing & Allied Health	Not Applicable	Not Applicable	
Nebraska Wesleyan University	Not Applicable	Not Applicable	
Summit Christian College	100%	Not Applicable	
Union College	1%	Not Applicable	
York College	No Report	100%	

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Table A9.5 Continued

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2007 Part-Time Freshmen Enrolled Fall 2008	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology	Not Applicable	Not Applicable	
ITT Technical Institute-Omaha	50%	8%	-42%
Kaplan University-Lincoln Campus	No Report	19%	
Kaplan University-Omaha Campus	No Report	63%	
Myotherapy Institute	100%	13%	-87%
The Creative Center	Not Applicable	Not Applicable	
Universal College of Healing Arts	Not Applicable	Not Applicable	
University of Phoenix-Omaha Campus	Not Applicable	Not Applicable	
Vatterott College	Not Applicable	Not Applicable	
Vatterott College-Spring Valley Campus	Not Applicable	Not Applicable	
Non-Degree-Granting Career Schools			
Capitol School of Hairstyling	16%	100%	84%
College of Hair Design	Not Applicable	Not Applicable	
Fullen School of Hair Design	Not Applicable	Not Applicable	
Josephs College of Beauty-Lincoln	Not Applicable	Not Applicable	
La'James International College	Not Applicable	Not Applicable	
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Omaha School of Massage Therapy	70%	No Report	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	Not Applicable	No Report	

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2008 surveys.

Note: No Report indicates that the school did not report a retention rate or reported 0%. Not Applicable indicates that the school did not enroll freshmen for that year.

Appendix 10

IPEDS College Graduation Rates

Explanatory Note A10.1
Information on Computed College Graduation Rates Based on Data
Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate the percentage of undergraduates who complete their degree programs within 150% of specified time periods. Students in four-year programs are considered to be “completers” if they graduate within six years from the time of their first enrollment. For two-year programs, the time frame for completion is three years.

The graduation rate that is calculated for an institution using IPEDS data is typically based on a cohort of full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer.¹ The rate is calculated by dividing the number of completers by the number of students in the cohort and multiplying the fraction by 100 to express it as a percentage. The resulting percentage may be referred to as a “completion rate” or “graduation rate.”

A student remains in a cohort group even if the student becomes a part-time student, transfers to another institution or drops out of the institution permanently or temporarily, unless the student is removed from the institution’s cohort group based on verifiable information, such as a record of the student’s transfer to another institution. With or without cohort adjustments, graduation rates based on IPEDS data are estimates of the percentage of full-time, first-time degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates do not estimate the percentage of all students who complete their degree programs after transferring to other institutions, who started their degree programs in the winter or spring, or who initially enrolled at the institution as part-time students.

¹A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several for-profit career schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating graduation rates.

Note: Clarkson College informed the Commission that there are errors in the enrollment and completion data submitted to IPEDS for 2007-2008. If Clarkson corrects these errors through the IPEDS prior year data revision system, the corrections will be reflected in the statistics included in the 2011 Progress Report.

**Table A10.1
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2002–2003 through 2007–2008¹**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2002–2003 Baseline			
University of Nebraska	5,500	2,872	52.2%
Nebraska State College System	1,306	562	43.0%
Nebraska Community Colleges	4,564	1,723	37.8%
Total Public Institutions	11,370	5,157	45.4%
Independent Colleges and Universities	3,283	1,870	57.0%
Degree-Granting For-Profit/Career Schools	1,000	393	39.3%
Non-Degree-Granting Career Schools ²	645	472	73.2%
Total Reporting Institutions	16,298	7,892	48.4%
2003–2004			
University of Nebraska	5,761	3,170	55.0%
Nebraska State College System	1,231	560	45.5%
Nebraska Community Colleges	4,825	1,584	32.8%
Total Public Institutions	11,817	5,314	45.0%
Independent Colleges and Universities	3,268	1,949	59.6%
Degree-Granting For-Profit/Career Schools	561	267	47.6%
Non-Degree-Granting Career Schools ²	636	424	66.7%
Total Reporting Institutions	16,282	7,954	48.9%
2004–2005			
University of Nebraska	6,221	3,486	56.0%
Nebraska State College System	1,241	548	44.2%
Nebraska Community Colleges	5,165	1,749	33.9%
Total Public Institutions	12,627	5,783	45.8%
Independent Colleges and Universities	3,260	1,937	59.4%
Degree-Granting For-Profit/Career Schools	808	407	50.4%
Non-Degree-Granting Career Schools ²	929	675	72.7%
Total Reporting Institutions	17,624	8,802	49.9%
Continued on the next page.			

Table A10.1 Continued

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2005–2006			
University of Nebraska	6,174	3,392	54.9%
Nebraska State College System	1,251	590	47.2%
Nebraska Community Colleges	5,458	1,717	31.5%
Total Public Institutions	12,883	5,699	44.2%
Independent Colleges and Universities	3,409	2,130	62.5%
Degree-Granting For-Profit/Career Schools	1,013	561	55.4%
Non-Degree-Granting Career Schools ²	788	577	73.2%
Total Reporting Institutions	18,093	8,967	49.6%
2006–2007			
University of Nebraska	6,210	3,508	56.5%
Nebraska State College System	1,157	487	42.1%
Nebraska Community Colleges	4,920	1,520	30.9%
Total Public Institutions	12,287	5,515	44.9%
Independent Colleges and Universities	3,200	1,916	59.9%
Degree-Granting For-Profit/Career Schools ²	785	427	54.4%
Non-Degree-Granting Career Schools ²	677	470	69.4%
Total Reporting Institutions	16,949	8,328	49.1%
2007–2008			
University of Nebraska	6,374	3,659	57.4%
Nebraska State College System	1,179	542	46.0%
Nebraska Community Colleges	4,446	1,450	32.6%
Total Public Institutions	11,999	5,651	47.1%
Independent Colleges and Universities	3,269	1,940	59.3%
Degree-Granting For-Profit/Career Schools ²	712	370	52.0%
Non-Degree-Granting Career Schools ²	797	582	73.0%
Total Reporting Institutions	16,777	8,543	50.9%
Continued on the next page.			

Table A10.1 Continued

¹Source: National Center for Education Statistics, fall 2003 through fall 2008 IPEDS surveys.

²All of the career schools are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. All three schools of radiologic technology were non-degree-granting schools until 2007. In 2007, Alegent Health School of Radiologic Technology became a degree-granting school.

**Table A10.2
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2007–2008 Compared to 2002–2003 Baseline¹**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
University of Nebraska	5,500	2,872	52.2%	
Nebraska State College System	1,306	562	43.0%	
Nebraska Community Colleges	4,564	1,723	37.8%	
Total Public Institutions	11,370	5,157	45.4%	
Independent Colleges and Universities	3,283	1,870	57.0%	
Degree-Granting For-Profit/Career Schools	1,000	393	39.3%	
Non-Degree-Granting For-Profit/Career Schools ²	645	472	73.2%	
Total Reporting Institutions	16,298	7,892	48.4%	
2007–2008				Increase or Decrease in Grad Rate
University of Nebraska	6,374	3,659	57.4%	5.2%
Nebraska State College System	1,179	542	46.0%	3.0%
Nebraska Community Colleges	4,446	1,450	32.6%	-5.2%
Total Public Institutions	11,999	5,651	47.1%	1.7%
Independent Colleges and Universities	3,269	1,940	59.3%	2.3%
Degree-Granting For-Profit/Career Schools ²	712	370	52.0%	12.7%
Non-Degree-Granting For-Profit/Career Schools ²	797	582	73.0%	-0.2%
Total Reporting Institutions	16,777	8,543	50.9%	2.5%

¹Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys.

²All of the career schools are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. All three schools of radiologic technology were non-degree-granting schools until 2007. In 2007, Alegent Health School of Radiologic Technology became a degree-granting school.

Table A10.3
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2007–2008 Compared to 2002–2003 Baseline¹

Institutions Listed in Order Based on 2002–2003 Graduation Rate
(See [Table A10.4a](#) and [Table A10.4f](#) for supporting data.)

Institution	2002–2003 Grad Rate	2007–2008 Grad Rate	Increase or Decrease in Grad Rate
University of Nebraska	52.2%	57.4%	5.2%
Nebraska College of Technical Agriculture	62.6%	53.7%	-8.9%
University of Nebraska at Lincoln	59.5%	63.7%	4.3%
University of Nebraska at Kearney	46.7%	58.7%	12.0%
University of Nebraska at Omaha	36.4%	42.6%	6.2%
Nebraska State College System	43.0%	46.0%	2.9%
Chadron State College	46.9%	49.3%	2.3%
Wayne State College	45.4%	47.5%	2.1%
Peru State College	31.4%	32.7%	1.4%
Nebraska Community Colleges	37.8%	32.6%	-5.1%
Northeast Community College	48.7%	49.1%	0.4%
Southeast Community College	44.2%	33.8%	-10.4%
Central Community College	38.6%	32.3%	-6.3%
Mid Plains Community College	32.9%	49.4%	16.4%
Western Nebraska Community College	21.9%	23.2%	1.3%
Metropolitan Community College	15.2%	13.7%	-1.5%
Nebraska Independent Colleges and Universities	57.0%	59.3%	2.3%
Creighton University	71.1%	76.3%	5.2%
Hastings College	64.2%	64.1%	-0.1%
Nebraska Wesleyan University	63.8%	65.8%	2.0%
Doane College	60.4%	66.7%	6.3%
Summit Christian College ²	59.1%	27.3%	-31.8%
Concordia University	58.1%	62.4%	4.3%
Dana College	53.7%	42.1%	-11.6%
Union College	53.3%	53.9%	0.6%
Clarkson College	47.2%	41.7%	-5.5%
Midland Lutheran College	46.1%	54.5%	8.4%
Nebraska Methodist College of Nursing & Allied Health	45.5%	71.9%	26.4%
York College	44.4%	46.2%	1.8%
Grace University	41.2%	43.5%	2.3%
College of Saint Mary	35.9%	61.9%	26.0%
Nebraska Indian Community College	35.3%	3.3%	-32.0%
Nebraska Christian College	34.5%	35.6%	1.1%
Bellevue University	18.5%	6.3%	-12.2%
Little Priest Tribal College	6.3%	0.0%	-6.3%
BryanLGH College of Health Sciences	N/A	N/A	N/A
Doane College-Lincoln	N/A	100.0%	N/A
Total Public and Independent Colleges and Universities	48.0%	49.7%	1.8%

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Table A10.3 Continued

Institution	2002–2003 Grad Rate	2007–2008 Grad Rate	Increase or Decrease in Grad Rate
Degree-Granting For-Profit/Career Schools	39.3%	52.0%	12.7%
Vatterott College-Spring Valley Campus	72.0%	50.7%	-21.2%
The Creative Center	61.2%	78.9%	17.8%
ITT Technical Institute-Omaha	43.1%	50.0%	6.9%
Kaplan University-Omaha Campus ³	37.0%	47.0%	9.9%
Vatterott College	35.0%	N/A	N/A
Kaplan University -Lincoln Campus ³	24.9%	33.5%	8.6%
Myotherapy Institute	N/A	100.0%	N/A
Universal College of Healing Arts	N/A	90.0%	N/A
University of Phoenix-Omaha Campus	N/A	N/A	N/A
Non-Degree-Granting For-Profit/Career Schools⁴	73.2%	73.0%	-0.2%
Alegent Health School of Radiologic Technology ⁵	100.0%	N/A	N/A
La'James International College	89.4%	77.5%	-11.9%
Capitol School of Hairstyling	87.0%	77.9%	-9.1%
Xenon International School of Hair Design II Inc	84.1%	80.2%	-3.9%
Omaha School of Massage Therapy	82.1%	90.4%	8.3%
College of Hair Design	61.8%	67.1%	5.2%
Josephs College of Beauty-Lincoln	57.1%	57.3%	0.2%
Fullen School of Hair Design	N/A	100.0%	N/A
Mary Lanning Memorial Hospital School of Radiologic Technology	N/A	N/A	N/A
Regional West Medical Center School of Radiologic Technology	N/A	N/A	N/A
STATE TOTAL	48.4%	50.9%	2.5%

¹Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys.

²Summit Christian College was formerly known as Platte Valley Bible College.

³Hamilton College became Kaplan University as of October 30, 2007.

⁴All of the schools in this for-profit/career category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

⁵Alegent became a degree-granting school beginning in 2007.

**Table A10.4a
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2002–2003¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
University of Nebraska	5,500	2,872	52.2%
Nebraska College of Technical Agriculture	115	72	62.6%
University of Nebraska at Kearney	1,005	469	46.7%
University of Nebraska at Lincoln	3,195	1,900	59.5%
University of Nebraska at Omaha	1,185	431	36.4%
Nebraska State College System	1,306	562	43.0%
Chadron State College	341	160	46.9%
Peru State College	258	81	31.4%
Wayne State College	707	321	45.4%
Nebraska Community Colleges	4,564	1,723	37.8%
Central Community College	490	189	38.6%
Metropolitan Community College	619	94	15.2%
Mid Plains Community College	498	164	32.9%
Northeast Community College	759	370	48.7%
Southeast Community College	1,901	841	44.2%
Western Nebraska Community College	297	65	21.9%
Nebraska Independent Colleges and Universities	3,283	1,870	57.0%
Bellevue University	108	20	18.5%
BryanLGH College of Health Sciences	1	-	0.0%
Clarkson College	89	42	47.2%
College of Saint Mary	128	46	35.9%
Concordia University	277	161	58.1%
Creighton University	798	567	71.1%
Dana College	147	79	53.7%
Doane College	260	157	60.4%
Doane College-Lincoln	-	-	N/A
Grace University	97	40	41.2%
Hastings College	282	181	64.2%
Little Priest Tribal College	16	1	6.3%
Midland Lutheran College	254	117	46.1%
Nebraska Christian College	55	19	34.5%
Nebraska Indian Community College	17	6	35.3%
Nebraska Methodist College of Nursing & Allied Health	22	10	45.5%
Nebraska Wesleyan University	437	279	63.8%
Summit Christian College ²	22	13	59.1%
Union College	120	64	53.3%
York College	153	68	44.4%
Total Nebraska Public and Independent Colleges and Universities	14,653	7,027	48.0%

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Table A10.4a Continued (2002-2003)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
Degree-Granting For-Profit/Career Schools	1,000	393	39.3%
Hamilton College-Lincoln Campus ³	325	81	24.9%
Hamilton College-Omaha Campus ³	235	87	37.0%
ITT Technical Institute-Omaha	58	25	43.1%
Myotherapy Institute	-	-	N/A
The Creative Center	67	41	61.2%
Universal College of Healing Arts	-	-	N/A
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	183	64	35.0%
Vatterott College-Spring Valley Campus	132	95	72.0%
Non-Degree-Granting For-Profit/Career Schools⁴	645	472	73.2%
Alegent Health School of Radiologic Technology ⁵	9	9	100.0%
Capitol School of Hairstyling	69	60	87.0%
College of Hair Design	76	47	61.8%
Fullen School of Hair Design	-	-	N/A
Josephs College of Beauty-Lincoln	217	124	57.1%
La'James International College	66	59	89.4%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	95	78	82.1%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	113	95	84.1%
Total For-Profit/Career Schools	1,645	865	52.6%
State Total	16,298	7892	48.4%
¹ Source: National Center for Education Statistics, fall 2003 IPEDS data collection. ² Summit Christian College was formerly known as Platte Valley Bible College. ³ Hamilton College became Kaplan University as of October 30, 2007. ⁴ All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. ⁵ Alegent became a degree-granting school beginning in 2007.			

**Table A10.4b
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2003–2004¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
University of Nebraska	5,761	3,170	55.0%
Nebraska College of Technical Agriculture	90	54	60.0%
University of Nebraska at Kearney	1,022	565	55.3%
University of Nebraska at Lincoln	3,353	2,064	61.6%
University of Nebraska at Omaha	1,296	487	37.6%
Nebraska State College System	1,231	560	45.5%
Chadron State College	318	149	46.9%
Peru State College	213	86	40.4%
Wayne State College	700	325	46.4%
Nebraska Community Colleges	4,825	1,584	32.8%
Central Community College	395	112	28.4%
Metropolitan Community College	691	88	12.7%
Mid Plains Community College	449	195	43.4%
Northeast Community College	742	396	53.4%
Southeast Community College	2,241	720	32.1%
Western Nebraska Community College	307	73	23.8%
Nebraska Independent Colleges and Universities	3,268	1,949	59.6%
Bellevue University	89	24	27.0%
BryanLGH College of Health Sciences	1	-	0.0%
Clarkson College	26	11	42.3%
College of Saint Mary	116	54	46.6%
Concordia University	293	179	61.1%
Creighton University	794	561	70.7%
Dana College	127	58	45.7%
Doane College	266	169	63.5%
Doane College-Lincoln	-	-	N/A
Grace University	85	48	56.5%
Hastings College	309	194	62.8%
Little Priest Tribal College	9	-	0.0%
Midland Lutheran College	275	113	41.1%
Nebraska Christian College	54	21	38.9%
Nebraska Indian Community College	39	39	100.0%
Nebraska Methodist College of Nursing & Allied Health	23	13	56.5%
Nebraska Wesleyan University	429	270	62.9%
Summit Christian College ²	15	14	93.3%
Union College	183	103	56.3%
York College	135	78	57.8%
Total Nebraska Public and Independent Colleges and Universities	15,085	7,263	48.1%

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Table A10.4b Continued (2003-2004)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
Degree-Granting For-Profit/Career Schools	561	267	47.6%
Hamilton College-Lincoln Campus ³	114	32	28.1%
Hamilton College-Omaha Campus ³	51	20	39.2%
ITT Technical Institute-Omaha	42	15	35.7%
Myotherapy Institute	36	36	100.0%
The Creative Center	75	62	82.7%
Universal College of Healing Arts	-	-	N/A
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	51	40	78.4%
Vatterott College-Spring Valley Campus	192	62	32.3%
Non-Degree-Granting For-Profit/Career Schools⁴	636	424	66.7%
Alegent Health School of Radiologic Technology ⁵	6	6	100.0%
Capitol School of Hairstyling	75	33	44.0%
College of Hair Design	103	72	69.9%
Fullen School of Hair Design	12	12	100.0%
Josephs College of Beauty-Lincoln	226	131	58.0%
La'James International College	84	73	86.9%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	-	-	N/A
Regional West Medical Center School of Radiologic Technology	5	5	100.0%
Xenon International School of Hair Design II Inc	125	92	73.6%
Total For-Profit/Career Schools	1,197	691	57.7%
State Total	16,282	7,954	48.9%
¹ Source: National Center for Education Statistics, fall 2004 IPEDS data collection. ² Summit Christian College was formerly known as Platte Valley Bible College. ³ Hamilton College became Kaplan University as of October 30, 2007. ⁴ All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. ⁵ Alegent became a degree-granting school beginning in 2007.			

**Table A10.4c
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2004–2005¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
University of Nebraska	6,221	3,486	56.0%
Nebraska College of Technical Agriculture	117	68	58.1%
University of Nebraska at Kearney	1,035	571	55.2%
University of Nebraska at Lincoln	3,592	2,279	63.4%
University of Nebraska at Omaha	1,477	568	38.5%
Nebraska State College System	1,241	548	44.2%
Chadron State College	392	184	46.9%
Peru State College	191	85	44.5%
Wayne State College	658	279	42.4%
Nebraska Community Colleges	5,165	1,749	33.9%
Central Community College	337	92	27.3%
Metropolitan Community College	791	75	9.5%
Mid Plains Community College	464	165	35.6%
Northeast Community College	714	382	53.5%
Southeast Community College	2,499	944	37.8%
Western Nebraska Community College	360	91	25.3%
Nebraska Independent Colleges and Universities	3,260	1,937	59.4%
Bellevue University	95	27	28.4%
BryanLGH College of Health Sciences	-	-	N/A
Clarkson College	87	63	72.4%
College of Saint Mary	105	49	46.7%
Concordia University	324	147	45.4%
Creighton University	822	614	74.7%
Dana College	142	72	50.7%
Doane College	278	191	68.7%
Doane College-Lincoln	-	-	N/A
Grace University	99	46	46.5%
Hastings College	286	178	62.2%
Little Priest Tribal College	12	-	0.0%
Midland Lutheran College	269	107	39.8%
Nebraska Christian College	37	24	64.9%
Nebraska Indian Community College	11	-	0.0%
Nebraska Methodist College of Nursing & Allied Health	22	16	72.7%
Nebraska Wesleyan University	358	248	69.3%
Summit Christian College ²	11	5	45.5%
Union College	166	92	55.4%
York College	136	58	42.6%
Total Nebraska Public and Independent Colleges and Universities	15,887	7,720	48.6%

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Table A10.4c Continued (2004-2005)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
Degree-Granting For-Profit/Career Schools	808	407	50.4%
Hamilton College-Lincoln Campus ³	179	75	41.9%
Hamilton College-Omaha Campus ³	215	77	35.8%
ITT Technical Institute-Omaha	77	34	44.2%
Myotherapy Institute	35	35	100.0%
The Creative Center	57	51	89.5%
Universal College of Healing Arts	83	29	34.9%
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	64	51	79.7%
Vatterott College-Spring Valley Campus	98	55	56.1%
Non-Degree-Granting For-Profit/Career Schools⁴	929	675	72.7%
Alegent Health School of Radiologic Technology ⁵	13	13	100.0%
Capitol School of Hairstyling	74	20	27.0%
College of Hair Design	69	55	79.7%
Fullen School of Hair Design	40	21	52.5%
Josephs College of Beauty-Lincoln	284	169	59.5%
La'James International College	97	86	88.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	99	88	88.9%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	253	223	88.1%
Total For-Profit/Career Schools	1,737	1,082	62.3%
State Total	17,624	8,802	49.9%
<p>¹Source: National Center for Education Statistics, fall 2005 IPEDS data collection.</p> <p>²Summit Christian College was formerly known as Platte Valley Bible College.</p> <p>³Hamilton College became Kaplan University as of October 30, 2007.</p> <p>⁴All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p>⁵Alegent became a degree-granting school beginning in 2007.</p>			

**Table A10.4d
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2005–2006¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
University of Nebraska	6,174	3,392	54.9%
Nebraska College of Technical Agriculture	63	32	50.8%
University of Nebraska at Kearney	996	516	51.8%
University of Nebraska at Lincoln	3,598	2,236	62.1%
University of Nebraska at Omaha	1,517	608	40.1%
Nebraska State College System	1,251	590	47.2%
Chadron State College	427	193	45.2%
Peru State College	201	73	36.3%
Wayne State College	623	324	52.0%
Nebraska Community Colleges	5,458	1,717	31.5%
Central Community College	371	118	31.8%
Metropolitan Community College	825	89	10.8%
Mid Plains Community College	419	173	41.3%
Northeast Community College	742	372	50.1%
Southeast Community College	2,763	888	32.1%
Western Nebraska Community College	338	77	22.8%
Nebraska Independent Colleges and Universities²	3,409	2,130	62.5%
Bellevue University	60	16	26.7%
BryanLGH College of Health Sciences	-	-	N/A
Clarkson College	70	50	71.4%
College of Saint Mary	76	35	46.1%
Concordia University	329	208	63.2%
Creighton University	881	650	73.8%
Dana College	182	90	49.5%
Doane College	300	211	70.3%
Doane College-Lincoln	26	16	61.5%
Grace University ²	119	57	47.9%
Hastings College	269	168	62.5%
Little Priest Tribal College	17	3	17.6%
Midland Lutheran College	270	165	61.1%
Nebraska Christian College	62	21	33.9%
Nebraska Indian Community College	44	5	11.4%
Nebraska Methodist College of Nursing & Allied Health	12	7	58.3%
Nebraska Wesleyan University	423	296	70.0%
Summit Christian College ³	16	3	18.8%
Union College	137	72	52.6%
York College	116	57	49.1%
Total Nebraska Public and Independent Colleges and Universities²	16,292	7,829	48.1%

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Table A10.4d Continued (2005-2006)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
Degree-Granting For-Profit/Career Schools	1,013	561	55.4%
Hamilton College-Lincoln Campus ⁴	254	108	42.5%
Hamilton College-Omaha Campus ⁴	224	76	33.9%
ITT Technical Institute-Omaha	59	26	44.1%
Myotherapy Institute	43	43	100.0%
The Creative Center	67	61	91.0%
Universal College of Healing Arts	48	-	0.0%
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	183	146	79.8%
Vatterott College-Spring Valley Campus	135	101	74.8%
Non-Degree-Granting For-Profit/Career Schools⁵	788	577	73.2%
Alegent Health School of Radiologic Technology ⁶	-	-	N/A
Capitol School of Hairstyling	40	40	100.0%
College of Hair Design	83	68	81.9%
Fullen School of Hair Design	41	28	68.3%
Josephs College of Beauty-Lincoln	299	181	60.5%
La'James International College	47	45	95.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	142	124	87.3%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	136	91	66.9%
Total For-Profit/Career Schools	1,801	1,138	63.2%
State Total²	18,093	8,967	49.6%
<p>¹Source: National Center for Education Statistics, fall 2006 IPEDS data collection.</p> <p>²Grace University originally reported 108 completers and later corrected this number to 57. The resulting graduation rate was 47.9%, rather than 90.8%, which was reported in the 2008 version of this report. The reduced number of completers at Grace University also reduced the sector and state totals as shown in this version of the table.</p> <p>³Summit Christian College was formerly known as Platte Valley Bible College.</p> <p>⁴Hamilton College became Kaplan University as of October 30, 2007.</p> <p>⁵All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p>⁶Alegent became a degree-granting school beginning in 2007.</p>			

**Table A10.4e
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2006–2007¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
University of Nebraska	6,210	3,508	56.5%
Nebraska College of Technical Agriculture	104	47	45.2%
University of Nebraska at Kearney	1,038	599	57.7%
University of Nebraska at Lincoln	3,480	2,206	63.4%
University of Nebraska at Omaha	1,588	656	41.3%
Nebraska State College System	1,157	487	42.1%
Chadron State College	388	174	44.8%
Peru State College	186	43	23.1%
Wayne State College	583	270	46.3%
Nebraska Community Colleges	4,920	1,520	30.9%
Central Community College	391	127	32.5%
Metropolitan Community College	742	99	13.3%
Mid Plains Community College	328	115	35.1%
Northeast Community College	774	395	51.0%
Southeast Community College	2,350	704	30.0%
Western Nebraska Community College	335	80	23.9%
Nebraska Independent Colleges and Universities	3,200	1,916	59.9%
Bellevue University	137	26	19.0%
BryanLGH College of Health Sciences	0	0	N/A
Clarkson College	108	75	69.4%
College of Saint Mary	80	37	46.3%
Concordia University	265	153	57.7%
Creighton University	760	570	75.0%
Dana College	156	78	50.0%
Doane College	218	146	67.0%
Doane College-Lincoln	0	0	N/A
Grace University	95	39	41.1%
Hastings College	252	157	62.3%
Little Priest Tribal College	26	2	7.7%
Midland Lutheran College	269	145	53.9%
Nebraska Christian College	73	34	46.6%
Nebraska Indian Community College	23	2	8.7%
Nebraska Methodist College of Nursing & Allied Health	18	14	77.8%
Nebraska Wesleyan University	392	273	69.6%
Summit Christian College ²	18	6	33.3%
Union College	202	107	53.0%
York College	108	52	48.1%
Total Nebraska Public and Independent Colleges and Universities	15,487	7,431	48.0%

Continued on the next page.

Table A10.4e Continued (2006-2007)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
Degree-Granting For-Profit/Career Schools³	785	427	54.4%
Alegent Health School of Radiologic Technology ⁴	0	0	N/A
ITT Technical Institute-Omaha	146	72	49.3%
Hamilton College-Lincoln Campus ⁵	222	96	43.2%
Hamilton College-Omaha Campus ⁵	165	86	52.1%
Myotherapy Institute	41	41	100.0%
The Creative Center	74	56	75.7%
Universal College of Healing Arts	40	32	80.0%
University of Phoenix-Omaha Campus	0	0	N/A
Vatterott College	0	0	N/A
Vatterott College-Spring Valley Campus	97	44	45.4%
Non-Degree-Granting For-Profit/Career Schools³	677	470	69.4%
Capitol School of Hairstyling	85	74	87.1%
College of Hair Design	86	50	58.1%
Fullen School of Hair Design	13	13	100.0%
Josephs College of Beauty-Lincoln	268	146	54.5%
La'James International College	93	76	81.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	N/A
Omaha School of Massage Therapy	66	58	87.9%
Regional West Medical Center School of Radiologic Technology	0	0	N/A
Xenon International School of Hair Design II Inc	66	53	80.3%
Total For-Profit/Career Schools³	1,462	897	61.4%
State Total	16,949	8,328	49.1%
<p>¹Source: National Center for Education Statistics, fall 2007 IPEDS data collection.</p> <p>²Summit Christian College was formerly known as Platte Valley Bible College.</p> <p>³All of the schools in the for-profit/career school categories are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p>⁴Alegent became a degree-granting school beginning in 2007.</p> <p>⁵Hamilton College became Kaplan University as of October 30, 2007.</p>			

**Table A10.4f
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2007–2008¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
University of Nebraska	6,374	3,659	57.4%
Nebraska College of Technical Agriculture	136	73	53.7%
University of Nebraska at Kearney	1,022	600	58.7%
University of Nebraska at Lincoln	3,615	2,304	63.7%
University of Nebraska at Omaha	1,601	682	42.6%
Nebraska State College System	1,179	542	46.0%
Chadron State College	406	200	49.3%
Peru State College	171	56	32.7%
Wayne State College	602	286	47.5%
Nebraska Community Colleges	4,446	1,450	32.6%
Central Community College	690	223	32.3%
Metropolitan Community College	854	117	13.7%
Mid Plains Community College	237	117	49.4%
Northeast Community College	808	397	49.1%
Southeast Community College	1,551	525	33.8%
Western Nebraska Community College	306	71	23.2%
Nebraska Independent Colleges and Universities	3,269	1,940	59.3%
Bellevue University	143	9	6.3%
BryanLGH College of Health Sciences	0	0	N/A
Clarkson College	103	43	41.7%
College of Saint Mary	97	60	61.9%
Concordia University	319	199	62.4%
Creighton University	802	612	76.3%
Dana College	140	59	42.1%
Doane College	273	182	66.7%
Doane College-Lincoln	2	2	100.0%
Grace University	92	40	43.5%
Hastings College	276	177	64.1%
Little Priest Tribal College	6	0	0.0%
Midland Lutheran College	264	144	54.5%
Nebraska Christian College	59	21	35.6%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	32	23	71.9%
Nebraska Wesleyan University	336	221	65.8%
Summit Christian College ²	11	3	27.3%
Union College	167	90	53.9%
York College	117	54	46.2%
Total Nebraska Public and Independent Colleges and Universities	15,268	7,591	49.7%

Continued on the next page.

Table A10.4f Continued (2007-2008)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
Degree-Granting For-Profit/Career Schools³	712	370	52.0%
Alegent Health School of Radiologic Technology ⁴	0	0	N/A
ITT Technical Institute-Omaha	54	27	50.0%
Kaplan University-Lincoln Campus ⁵	197	66	33.5%
Kaplan University-Omaha Campus ⁵	132	61	47.0%
Myotherapy Institute	41	41	100.0%
The Creative Center	57	45	78.9%
Universal College of Healing Arts	30	27	90.0%
University of Phoenix-Omaha Campus	0	0	N/A
Vatterott College	0	0	N/A
Vatterott College-Spring Valley Campus	201	102	50.7%
Non-Degree-Granting For-Profit/Career Schools³	797	582	73.0%
Capitol School of Hairstyling	113	88	77.9%
College of Hair Design	79	53	67.1%
Fullen School of Hair Design	28	28	100.0%
Josephs College of Beauty-Lincoln	253	145	57.3%
La'James International College	89	69	77.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	N/A
Omaha School of Massage Therapy	104	94	90.4%
Regional West Medical Center School of Radiologic Technology	0	0	N/A
Xenon International School of Hair Design II Inc	131	105	80.2%
Total For-Profit/Career Schools³	1,509	952	63.1%
State Total	16,777	8,543	50.9%
<p>¹Source: National Center for Education Statistics, fall 2008 IPEDS data collection.</p> <p>²Summit Christian College was formerly known as Platte Valley Bible College.</p> <p>³All of the schools in the for-profit/career school categories are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p>⁴Alegent became a degree-granting school beginning in 2007.</p> <p>⁵Hamilton College became Kaplan University as of October 30, 2007.</p>			

**Table A10.5a
Graduation Rates for Nebraska Postsecondary Institutions
by Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
White (non-Hispanic)	14,369	7,206	50.1%	
Asian/Pacific Islander	290	153	52.8%	
Hispanic	360	120	33.3%	
Native American	135	31	23.0%	
Black (non-Hispanic)	565	163	28.8%	
Total Known Race/Ethnicity	15,719	7,673	48.8%	
2007–2008				Increase or Decrease in Grad Rate
White (non-Hispanic)	14,412	7,547	52.4%	2.2%
Asian/Pacific Islander	314	177	56.4%	3.6%
Hispanic	540	202	37.4%	4.1%
Native American	107	27	25.2%	2.3%
Black (non-Hispanic)	617	197	31.9%	3.1%
Total Known Race/Ethnicity	15,990	8,150	51.0%	2.2%

¹Source: National Center for Education Statistics, fall 2003 through fall 2008 IPEDS surveys. Institutions include the degree-granting and non-degree-granting for-profit/career schools. Counts do not include foreign students and students of unknown race/ethnicity. Consequently, the total graduation rates of 48.8% and 51.0% for 2002–2003 and 2007–2008, respectively, are higher than the statewide rates of 48.4% and 50.9%, which are based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity.

Table A10.5b
Graduation Rates for Nebraska Postsecondary Institutions
by Race/Ethnicity
2002–2003 Baseline through 2007–2008¹

Year	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)
2003	50.1%	52.8%	33.3%	23.0%	28.8%
2004	50.6%	49.2%	35.4%	37.3%	25.8%
2005	51.6%	49.3%	32.6%	24.2%	30.3%
2006	51.1%	49.2%	39.6%	21.6%	31.6%
2007	50.8%	51.9%	32.5%	26.2%	32.4%
2008	52.4%	56.4%	37.4%	25.2%	31.9%

¹Source: National Center for Education Statistics, fall 2003 through fall 2008 IPEDS surveys. Institutions include the degree-granting and non-degree-granting for-profit/career schools. Counts do not include foreign students and students of unknown race/ethnicity.

Table A10.6
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Race/Ethnicity
2007–2008 Compared to 2002–2003 Baseline¹

Race/Ethnicity	2002–2003		2007–2008		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
University of Nebraska					
White (non-Hispanic)	2,631	54.6%	3,221	58.4%	3.8%
Asian/Pacific Islander	34	38.2%	85	60.3%	22.1%
Hispanic	32	30.5%	80	48.8%	18.3%
Native American	5	15.6%	10	55.6%	39.9%
Black (non-Hispanic)	36	24.5%	52	32.5%	8.0%
Total Known	2,738		3,448		
Nebraska State College System					
White (non-Hispanic)	525	44.6%	504	48.5%	3.9%
Asian/Pacific Islander	5	50.0%	4	36.4%	-13.6%
Hispanic	4	26.7%	7	24.1%	-2.5%
Native American	5	25.0%	2	13.3%	-11.7%
Black (non-Hispanic)	4	14.3%	6	13.6%	-0.6%
Total	543		523		
Community Colleges					
White (non-Hispanic)	1,625	39.7%	1,337	34.5%	-5.3%
Asian/Pacific Islander	11	22.4%	14	24.1%	1.7%
Hispanic	23	18.0%	39	18.3%	0.3%
Native American	7	23.3%	4	12.9%	-10.4%
Black (non-Hispanic)	21	14.8%	28	17.4%	2.6%
Total	1,687		1,422		
Independent Colleges & Universities					
White (non-Hispanic)	1,667	57.7%	1,762	62.2%	4.5%
Asian/Pacific Islander	96	75.6%	64	70.3%	-5.3%
Hispanic	42	58.3%	39	52.0%	-6.3%
Native American	10	24.4%	6	18.8%	-5.6%
Black (non-Hispanic)	32	43.2%	38	34.5%	-8.7%
Total	1,847		1,909		

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Table A10.6 Continued					
Race/Ethnicity	2002–2003		2007–2008		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
Degree-Granting For-Profit/Career Schools					
White (non-Hispanic)	336	40.8%	305	54.3%	13.4%
Asian/Pacific Islander	4	40.0%	8	80.0%	40.0%
Hispanic	9	36.0%	12	46.2%	10.2%
Native American	2	33.3%	0	0.0%	-33.3%
Black (non-Hispanic)	41	31.3%	40	46.0%	14.7%
Total	392		365		
Non-Degree-Granting For-Profit/Career Schools					
White (non-Hispanic)	422	74.3%	418	71.3%	-3.0%
Asian/Pacific Islander	3	60.0%	2	66.7%	6.7%
Hispanic	10	66.7%	25	75.8%	9.1%
Native American	2	33.3%	5	71.4%	38.1%
Black (non-Hispanic)	29	67.4%	33	60.0%	-7.4%
Total	466		483		
Total Nebraska Postsecondary Institutions					
White (non-Hispanic)	7,206	50.1%	7,547	52.4%	2.2%
Asian/Pacific Islander	153	52.8%	177	56.4%	3.6%
Hispanic	120	33.3%	202	37.4%	4.1%
Native American	31	23.0%	27	25.2%	2.3%
Black (non-Hispanic)	163	28.8%	197	31.9%	3.1%
Total	7,673		8,150		
¹ Source: National Center for Education Statistics, fall 2003 and fall 2008 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.					

Appendix 11

Estimated Nebraska Net Migration of 22- to 64-Year-Olds

Table A.11.1 Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds Based on the 2005 American Community Survey Conducted by the U.S. Census Bureau 2004¹			
Level of Education	2004		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	4,140	949	3,191
High school graduate	6,092	6,247	-155
Subtotal	10,232	7,196	3,036
Some college but no degree	6,644	5,305	1,339
Associate degree	2,605	3,528	-923
Bachelor's degree	8,623	7,953	670
Master's degree	1,259	2,263	-1,004
Professional degree	445	1,064	-619
Doctorate	124	297	-173
Subtotal	13,056	15,105	-2,049
Total	29,932	27,606	2,326
¹ Data Source: Estimates based on the 2005 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.			

Table A.11.2
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2006 American Community Survey
Conducted by the U.S. Census Bureau
2005¹

Level of Education	2005		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	6,479	4,245	2,234
High school graduate	8,700	6,405	2,295
Subtotal	15,179	10,650	4,529
Some college but no degree	9,502	8,559	943
Associate degree	2,163	3,306	-1,143
Bachelor's degree	8,962	9,990	-1,028
Graduate or Professional Degree	4,326	3,496	830
Subtotal	15,451	16,792	-1,341
Total	40,132	36,001	4,131

¹Data Source: Estimates based on the 2006 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2008.

**Table A.11.3
 Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
 Based on the 2007 American Community Survey
 Conducted by the U.S. Census Bureau
 2006¹**

Level of Education	2006		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	5,239	3,715	1,524
High school graduate	6,060	10,050	-3,990
Subtotal	11,299	13,765	-2,466
Some college but no degree	9,586	5,689	3,897
Associate degree	4,169	1,752	2,417
Bachelor's degree	9,576	6,912	2,664
Graduate or Professional Degree	2,547	3,876	-1,329
Subtotal	16,292	12,540	3,752
Total	37,177	31,994	5,183

¹Data Source: Estimates based on the 2007 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2009.

Table A.11.4
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2008 American Community Survey
Conducted by the U.S. Census Bureau
2007¹

Level of Education	2007		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	4,731	1,934	2,797
High school graduate	7,534	6,158	1,376
Subtotal	12,265	8,092	4,173
Some college but no degree	8,167	6,630	1,537
Associate degree	1,983	2,329	-346
Bachelor's degree	9,508	7,242	2,266
Graduate or Professional Degree	3,782	2,906	876
Subtotal	15,273	12,477	2,796
Total	35,705	27,199	8,506

¹Data Source: Estimates based on the 2008 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2010.

Nebraska's Coordinating Commission for Postsecondary Education

P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
Telephone: 402/471-2847 • Fax: 402/471-2886 • www.ccpe.state.ne.us
Marshall A. Hill, Ph.D., Executive Director

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