

# **2005 Report for the LR 75 Legislative Evaluation Task Force on Higher Education**

## **Background, Summary, and Recommendations**

### **Background**

The purpose of this report is to provide the **LR 75 Legislative Evaluation Task Force** with **comparative statistics and other information** to monitor and evaluate progress toward achieving the **three key priorities** for Nebraska's postsecondary education system recommended by the LR 174 Higher Education Task Force in the introduction to its 2003 report:

- 1. Increase the number of students who enter postsecondary education in Nebraska.**
- 2. Increase the percentage of students who enroll and successfully persist through degree completion.**
- 3. Reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment.**

For each **key priority**, the LR 174 Task Force outlined a **series of strategies and corresponding objectives** for Nebraska's system of postsecondary education. These strategies and objectives have served as the specific reference points for selecting and organizing the statistics and other information included in this report, and information specifically responding to each is included in the body of the report.

Given these priorities and objectives, the *2004 Baseline Report for the LR 174 Higher Education Task Force* provided three types of information for use in monitoring the progress of Nebraska's postsecondary education system:

1. Statistical baselines and information related to these quantifiable indicators.
2. Descriptions of how and to what extent Nebraska's public-funded colleges and universities are collaborating with PK-12 schools to increase the proportion of students who graduate from high school, enroll in college, and are prepared to successfully complete degree programs.
3. Descriptions of how and to what extent Nebraska's public-funded colleges and universities are identifying the needs of businesses and supporting job creation and new employment opportunities for individuals with high levels of educational attainment.

The information included in the 2004 report was presented in two volumes. The first volume focused on the statistical baselines and related information that continue to serve as the quantitative bases for monitoring progress toward achieving the objectives established by the LR 174 Task Force in 2003. The second volume provided a summary and compilation of the reports submitted by Nebraska's public colleges and universities to describe their collaborative relationships with the

PK-12 school system and the business community. Both volumes of the report are available on the Commission's Web site, [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us).

Like the 2004 report, this *2005 Report for the LR 75 Legislative Evaluation Task Force on Higher Education* is divided into two volumes. *Volume 1* focuses on how the most recently available statistics compare to the statistical baselines established one year ago. (Tables of those comparisons are presented in Section 4 of *Volume 1*.) When applicable, trend data for longer periods of time are also presented and analyzed. In addition, *Volume 1* includes the initial results of new research based on data obtained from the National Student Clearinghouse by all of Nebraska's public postsecondary institutions. *Volume 2* focuses on the collaborative relationships of Nebraska's public colleges and universities with PK-12 school systems and the business community, with an emphasis on significant developments that have occurred in these relationships within the past year.

Although the principal audience for this *2005 Report* is the LR 75 Task Force, the Commission has attempted to make it as broadly useful as possible for all who are working throughout Nebraska education. Especially in *Volume 1* and its appendices, data are presented at a level of detail beyond the needs of the Task Force, but at least potentially useful to institutions. In particular, Section 5 (The NSC Pilot Research Project) presents a far more complete analysis of student transfer than has been previously done in Nebraska.

## Summary of Volume One

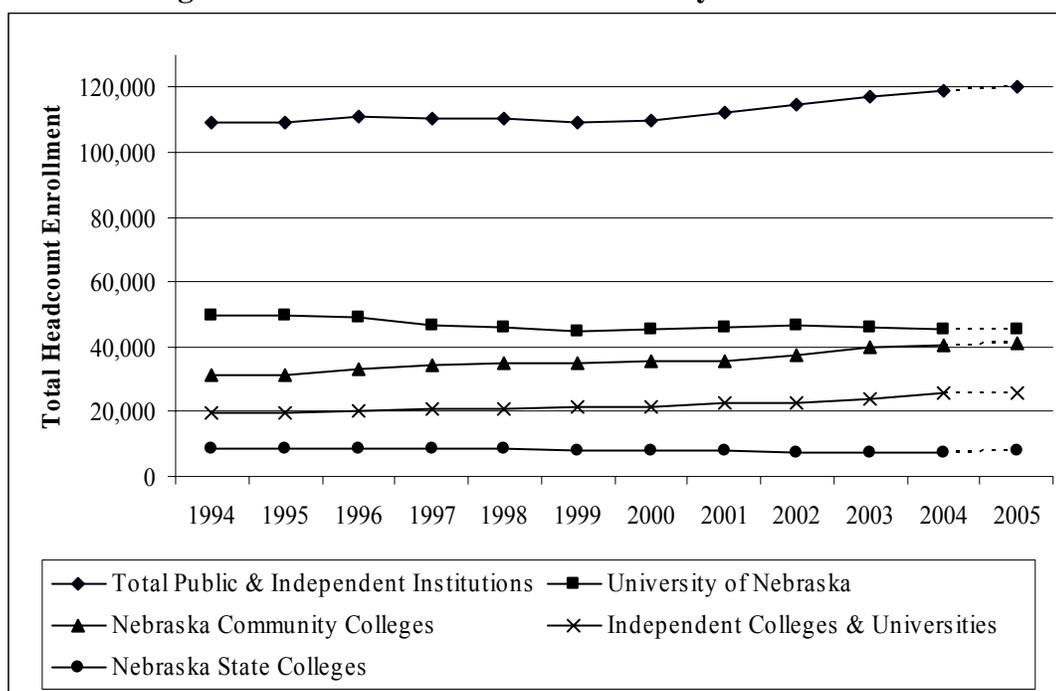
This Summary of Volume 1 of the *2005 Report* provides a broad overview of progress made and challenges remaining in regard to the three key priorities and refers the reader to particular sections of the report that contain greater detail.

### 1. Increase the number of students who enter postsecondary education in Nebraska.

- Total enrollment is increasing: 117,236 in fall 2003; 118,701 in fall 2004; and 120,037 (preliminary) in fall 2005—an increase of 2.4% above the fall 2003 baseline.

Figure 1.2

Total Headcount Enrollment at Nebraska Public and Independent Colleges and Universities and Enrollment by Sector: 1994-2005<sup>1</sup>

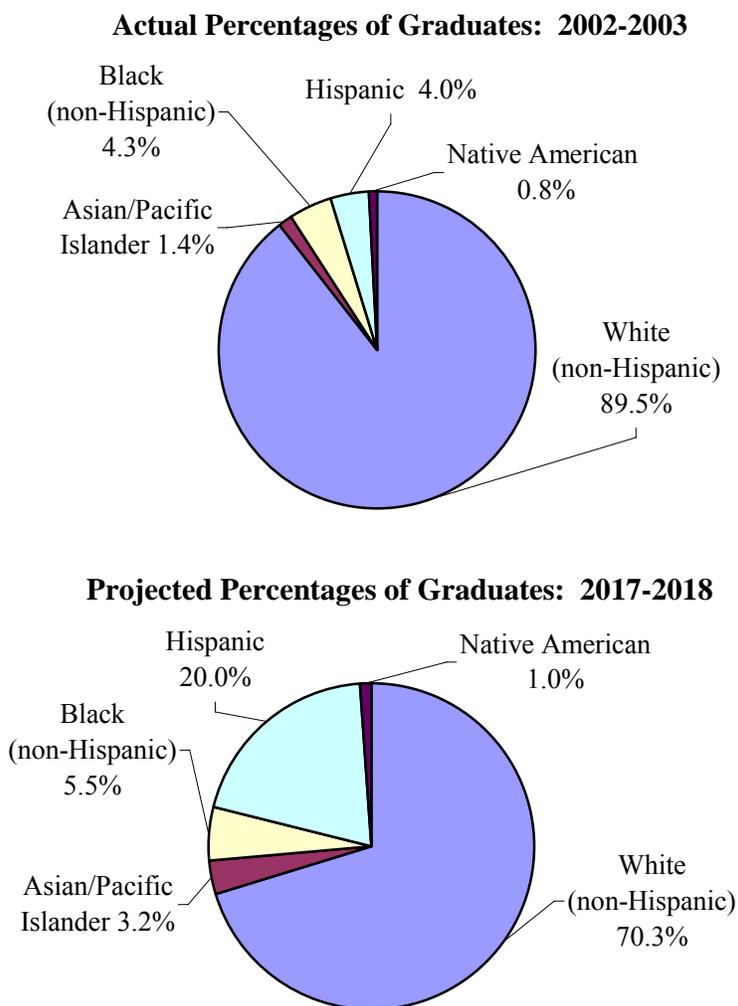


<sup>1</sup>Data source for 1994-2004 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2005 are preliminary. Official enrollments for 2005 will not be available from IPEDS until mid-2006. See [Table A1.1](#) in [Appendix 1](#) for supporting data.

- The “Pipeline.” The numbers of students graduating from Nebraska’s public and private high schools decreased somewhat: 21,972 in 2002-2003; 21,718 in 2003-2004; and 21,647 (unofficial, as of 10/27/05) in 2004-2005. That unofficial number would indicate a 1.5% decrease from the baseline year of 2002-2003. Projections by the Western Interstate Commission for Higher Education foresee little change in the numbers of Nebraska high school graduates through 2018.
  - Although the numbers of high school graduates will likely remain stable through 2018, the racial/ethnic distribution of those graduates is projected to change significantly.

**Figure 1.10**

**Actual and Projected Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2002-2003 and 2017-2018<sup>1</sup>**

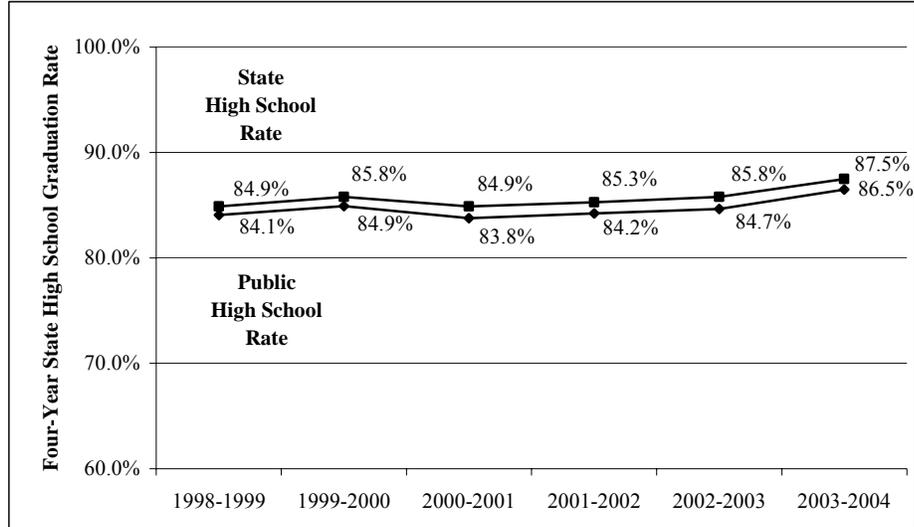


<sup>1</sup>Data Sources: 2002-2003 percentages are based on the numbers of graduates obtained from the Nebraska Department of Education, August 2005. Projected percentages are based on data from *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121. See [Table A2.3](#) in [Appendix 2](#) for supporting data.

- And while the total number of students who graduated from Nebraska high schools decreased between 2002 and 2004, the state's overall graduation rate clearly increased.

**Figure 1.11**

**Nebraska State and Public High School Four-Year Graduation Rates  
1998-1999 through 2003-2004**

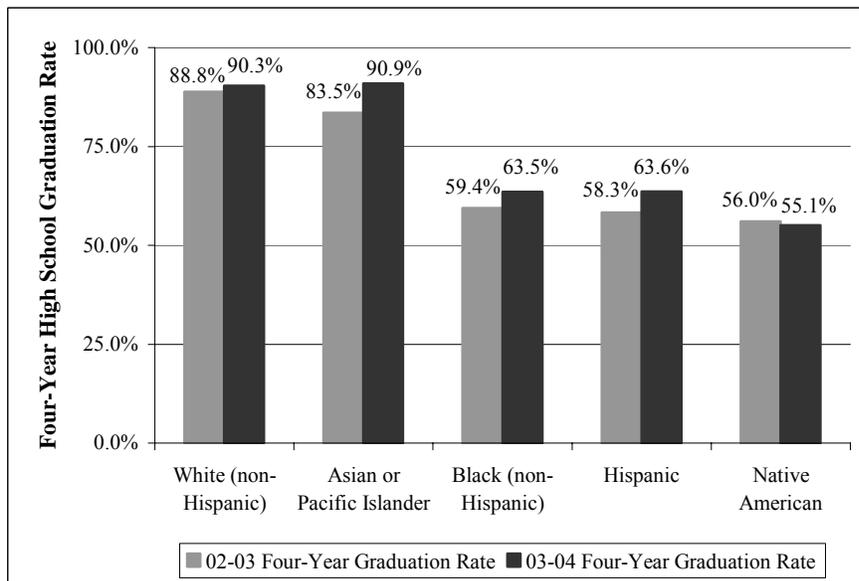


<sup>1</sup>Data Source: Nebraska Department of Education, October 2005. State rates as published in the *2003-2004 State of the Schools Report* available at <http://reportcard.nde.state.ne.us>. Public rates as available from the Nebraska Department of Education but currently not available on the department's Web site.

- But graduation rates vary significantly by ethnicity.

**Figure 1.12**

**Nebraska Four-Year Public High School Graduation Rates by Race/Ethnicity  
2002-2003 and 2003-2004<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, July 28, 2005. See Table A3.3 in Appendix 3 for supporting data.

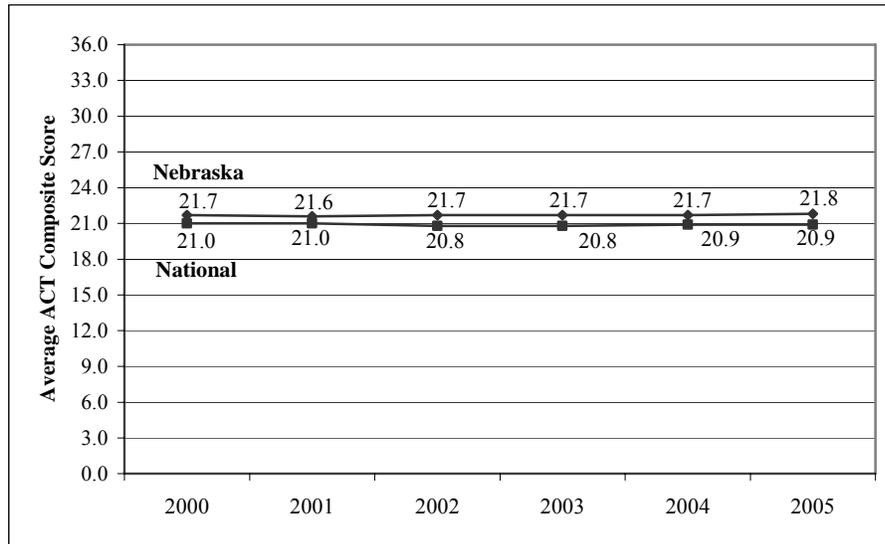
- And they vary by gender. Nebraska’s young women continue to graduate from high school at higher rates than do its young men (88.6% for young women, 84.5% for young men).
- And, finally, they vary by location (see pages 24-26).

(Section 1 of the *Report* contains much additional information on these points.)

- **Preparing to Succeed.** Better academic preparation in high school correlates with higher levels of postsecondary enrollment, persistence, and graduation.
  - As indicated by several means, the preparation of Nebraska’s high school graduates who take the SAT or the ACT continues to compare favorably with national averages, and scores are slightly increasing (see pages 30-31).

**Figure 1.19**

**Comparison of Nebraska and National Average ACT Composite Scores, 2000-2005<sup>1</sup>**

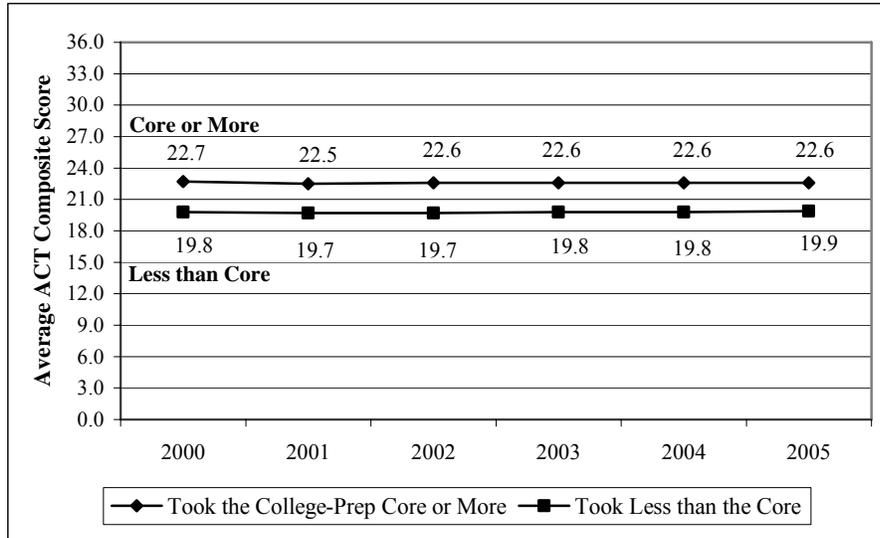


<sup>1</sup>Data Source: ACT, Inc.

- Importantly, students who take the college-preparatory core (see pages 31-32) perform significantly better on the ACT than students who do not.

**Figure 1.20**

**Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Did Not, 2000-2005<sup>1</sup>**

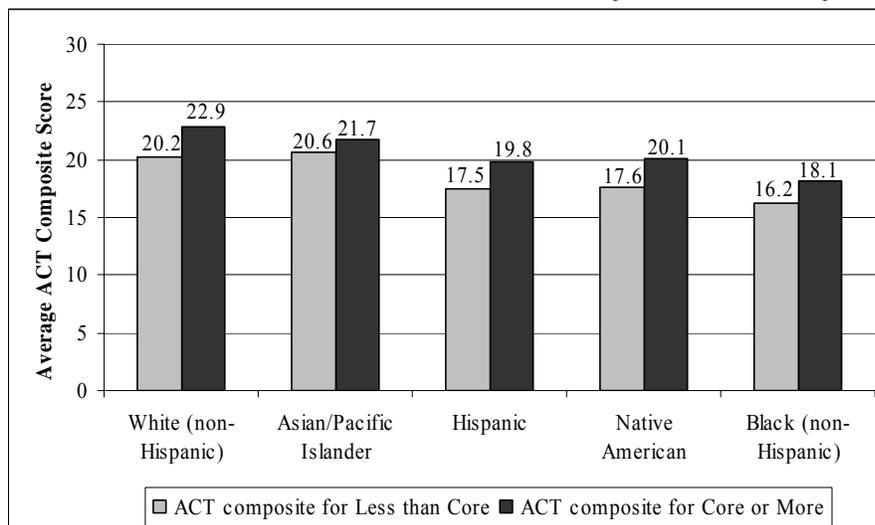


<sup>1</sup>Data Source: *ACT High School Profile Reports, State Composites for Nebraska, 2000-2005.*

- Further, and most importantly, **taking the core improves the performance of each measured racial/ethnic group and significantly narrows differing performance levels between groups.** Enhanced preparation clearly is the “tide that raises all boats.”

**Figure 1.23**

**2005 Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity<sup>1</sup>**

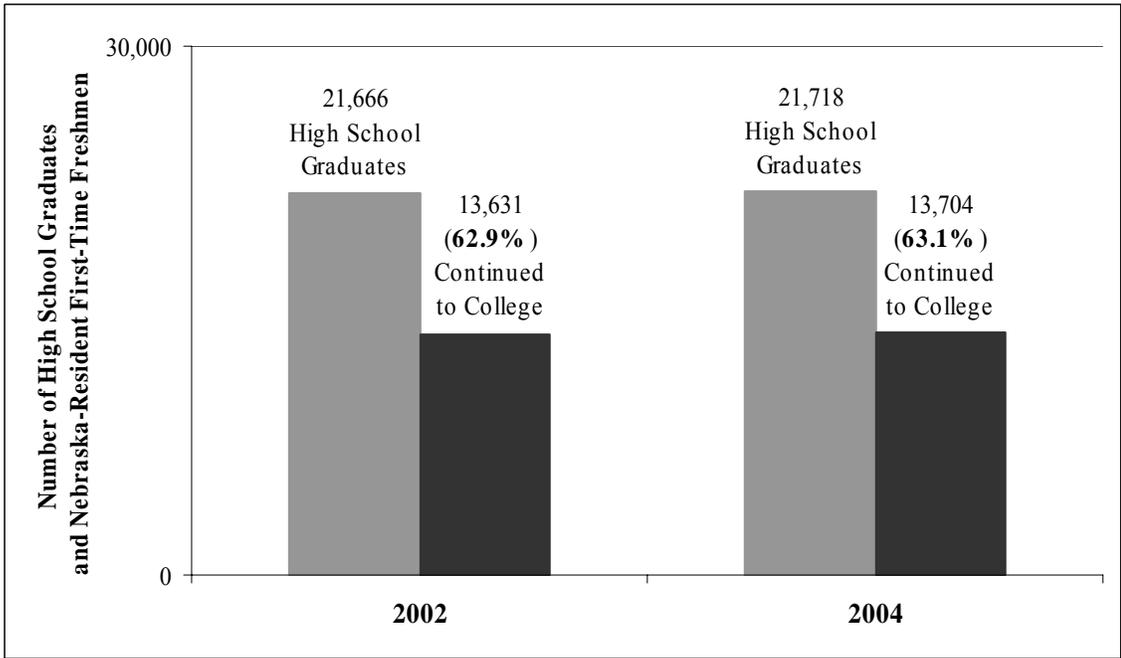


<sup>1</sup>Data Source: *ACT High School Profile Report, State Composite for Nebraska, 2005.* See [Table A4.4](#) in [Appendix 4](#) for supporting data.

- Enrollments. A slightly higher percentage of Nebraska’s high school graduates are enrolling in postsecondary education within 12 months of high school graduation.

**Figure 1.26**

**College Continuation Rate for First-Time Freshmen with Nebraska Residency Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States within 12 Months of High School Graduation 2002-2003 Compared to 2004-2005<sup>1</sup>**

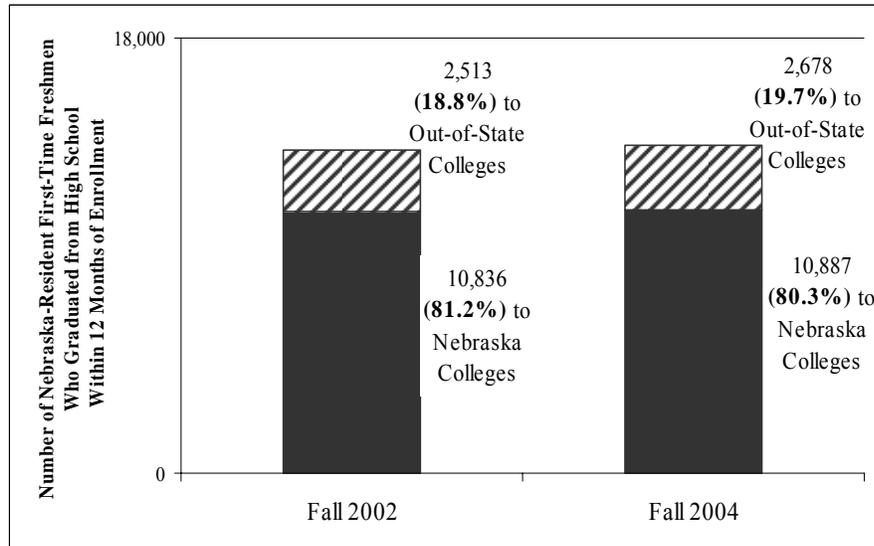


<sup>1</sup>Data Sources: Nebraska Department of Education, August 2005, and National Center for Education Statistics, IPEDS Fall 2002 and Fall 2004 surveys. Includes full-time and part-time students. See [Table A5.2](#) in [Appendix 5](#) for supporting data.

- But a smaller percentage of them are enrolling in Nebraska institutions.

**Figure 1.28**

**Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions Within 12 Months of High School Graduation Fall 2002 Compared to Fall 2004<sup>1</sup>**

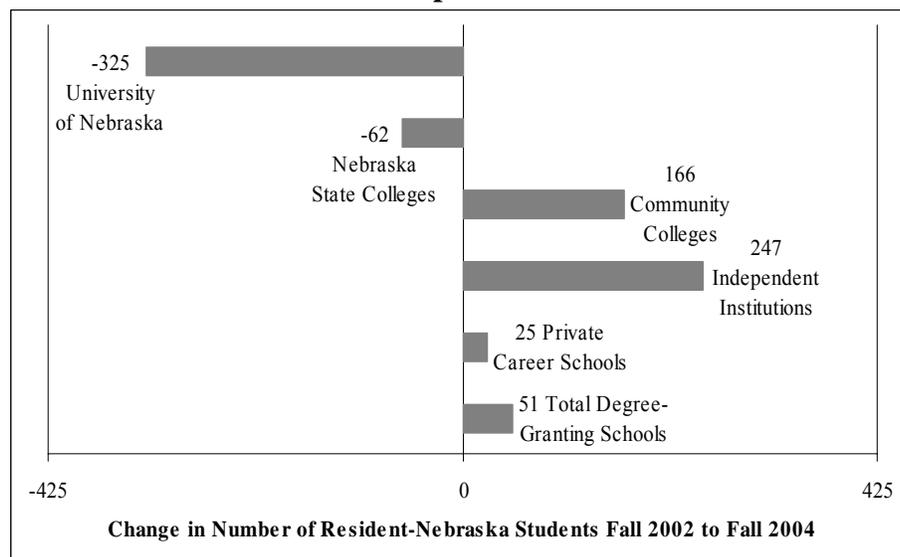


<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students. See [Table A6.1](#) in [Appendix 6](#) for supporting data.

- Those changes vary across Nebraska’s postsecondary education sectors.

**Figure 1.29**

**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 2002 Compared to Fall 2004<sup>1</sup>**

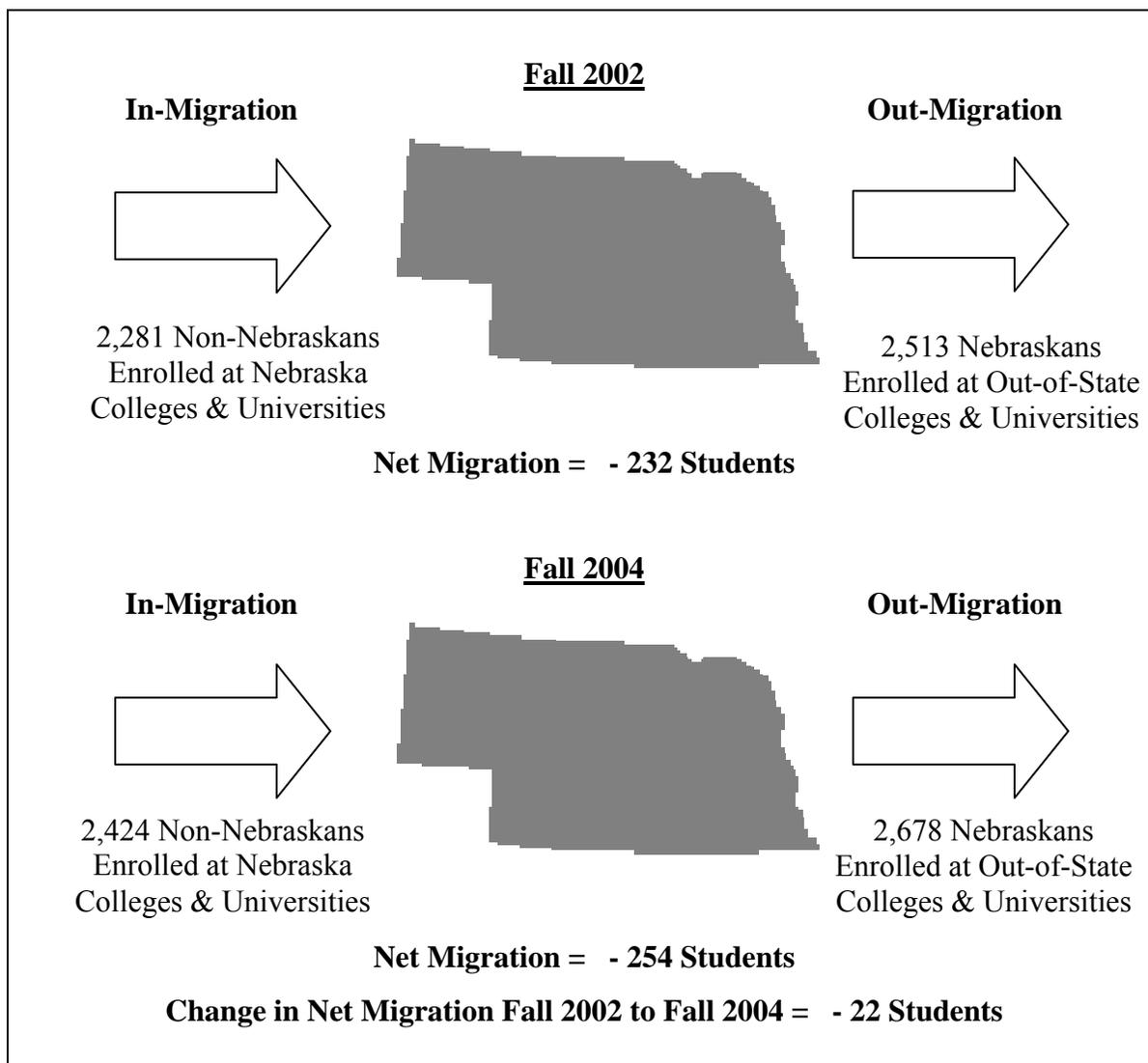


<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data.

- Similar patterns are evident for students who enroll more than 12 months after high school graduation (see Figure 1.30 in the body of the *Report* on page 45).
- Enrolling Non-Nebraskans. Nebraska institutions enrolled about the same number of out-of-state first-time freshman in fall 2004 (3,097) as they did in fall 2002 (3,082). In- and out-migration of first-time freshman who attended degree granting institutions within 12 months of high school graduation is summarized in Figure 1.34.

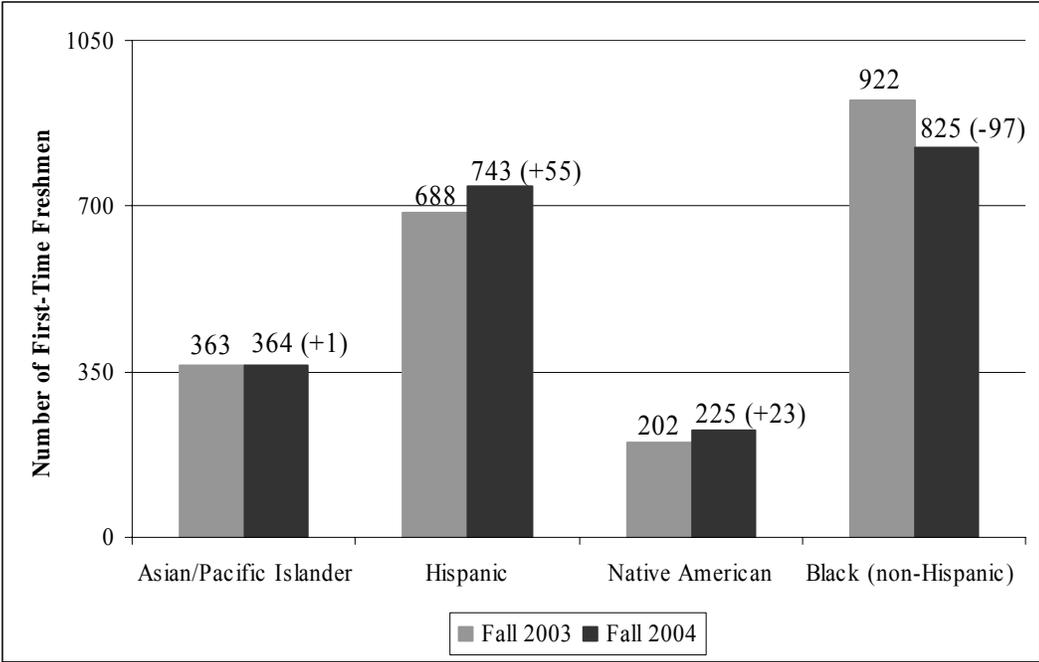
**Figure 1.34**

**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation**  
**Fall 2002 Compared to Fall 2004<sup>1</sup>**



- Enrolling Students From Groups Currently Underrepresented. Only minimal progress in enrolling Hispanic and Native American first-time freshmen was made between fall 2003 and fall 2004. (Fall 2005 data is not yet available.) Enrollment of Black (non-Hispanic) first-time freshmen actually declined in that period.

**Figure 1.35**  
**Changes in the Numbers of Minority Students**  
**Enrolled as First-Time Freshmen at Nebraska Postsecondary Institutions**  
**Fall 2003 Compared to Fall 2004<sup>1</sup>**

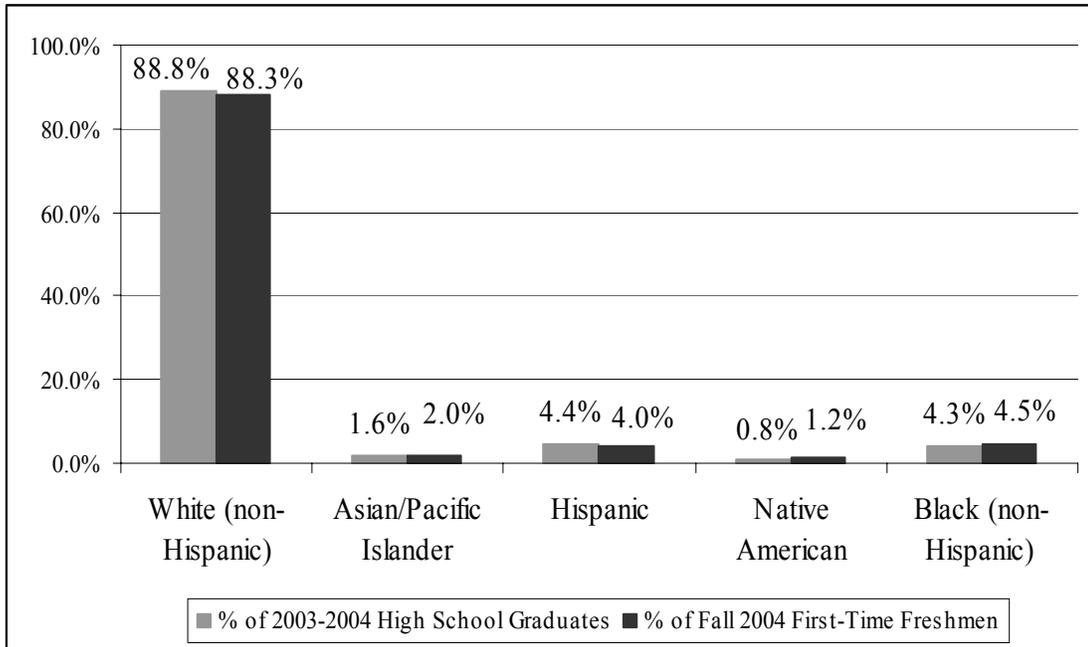


<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

Although the numbers of minority students enrolling remain troublesome, further analysis indicates that minority students who graduate from high school tend to be represented among first-time college freshmen in Nebraska to about the same degree as white non-Hispanics. The low numbers of minority students are therefore more reflective of the fact that lower percentages of Hispanic, Native American, and Black (non-Hispanic) students graduate from high school.

**Figure 1.37**

**Percentages of 2003-2004 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2004**

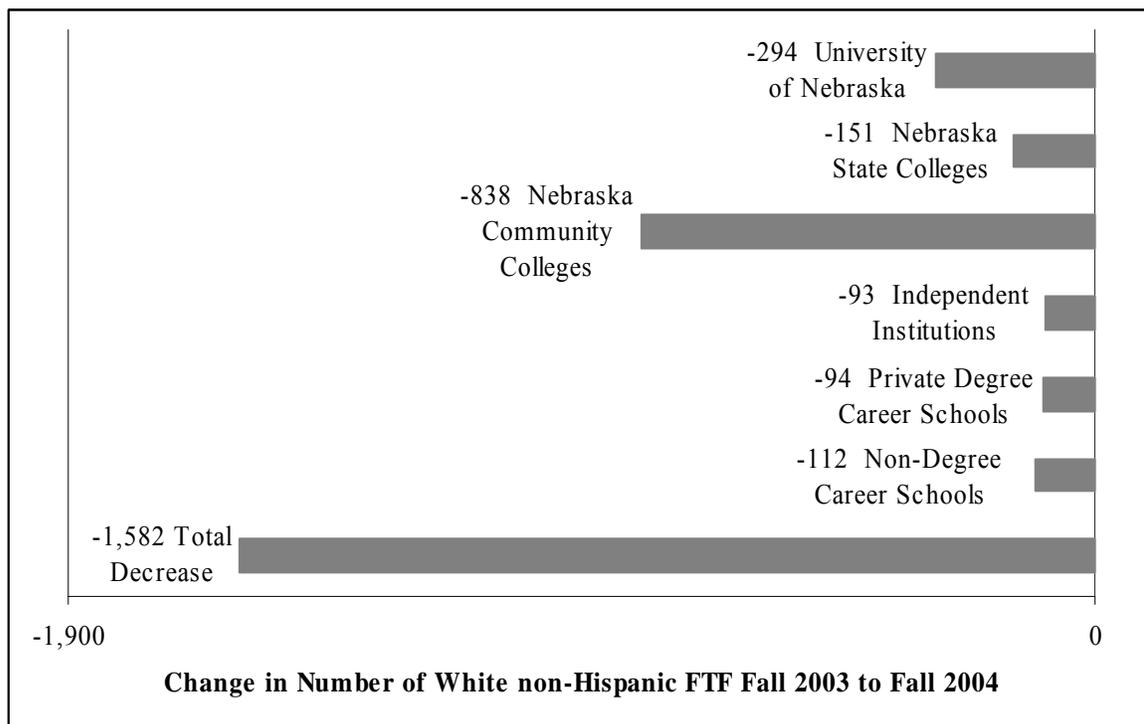


<sup>1</sup>Data Sources: Nebraska Department of Education, August 2005, and the National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Percentages of high school graduates include graduates of public and nonpublic schools, educational service units, and state-operated schools. Percentages of first-time freshmen include part-time students, but not foreign students or students of unknown race/ethnicity. See the second half of Table A7.3 in [Appendix 7](#) for supporting data.

- Fewer White Non-Hispanic First-Time Freshmen. Between fall 2003 and fall 2004, enrollment of white non-Hispanic first-time freshmen decreased by 1,582 students. That decrease was spread across all sectors.

A portion of the decline can be attributed to the fact that 330 fewer white non-Hispanics graduated from Nebraska high schools in 2003-2004 than in 2002-2003. Another larger portion of the decrease is attributable to the significant decline in the number of older, first-time freshmen who started college more than 12 months after they graduated from high school. (See pages 42-46 of the *Report* for more information on this group of students.) However, available data do not explain the remainder of the decrease in white non-Hispanic first-time freshmen that was evidence between fall 2003 and fall 2004.

**Figure 1.36**  
**Changes in the Numbers of White Non-Hispanics**  
**Enrolled as First-Time Freshmen (FTF) at Nebraska Postsecondary Institutions**  
**Fall 2003 Compared to Fall 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2003 and Fall 2004 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.

- Providing Financial Aid for Needy Students. The 2003 LR 174 Task Force called for increases in need-based financial aid to improve access to higher education for Nebraskans with limited financial means. The total amount of need-based financial aid provided to students attending Nebraska's public institutions, including federal Title IV programs and other need-based aid, but excluding loans, increased 7.8% from 2003-2004 to 2004-2005.

**Table 1.17**  
**Total Need-Based Financial Aid**  
**Awarded by Public Nebraska Postsecondary Institutions,**  
**Excluding Financial Aid: 2003-2004 Compared to 2004-2005<sup>1</sup>**

Sector	2003-2004		2004-2005		% Change
	\$ Amount	%	\$ Amount	%	
<b>Nebraska State Grants</b>					
<b>State-Funded</b>	<b>\$4,386,690</b>	<b>6.3%</b>	<b>\$4,477,478</b>	<b>5.9%</b>	<b>2.1%</b>
Federal-Funded	\$584,110	0.8%	\$337,759	0.4%	-42.2%
Federal Title IV Grants & Work-Study Funds	\$52,408,480	75.0%	\$55,109,127	73.1%	5.2%
Other Need-Based Aid	\$12,513,302	17.9%	\$15,443,742	20.5%	23.4%
<b>Total Need-Based Aid</b>	<b>\$69,892,582</b>	<b>100.0%</b>	<b>\$75,368,106</b>	<b>100.0%</b>	<b>7.8%</b>

<sup>1</sup>Data Source: Nebraska DAS Supplements, October 2005.

**2. Increase the proportion of students who enroll and successfully persist through degree program completion.**

- Retaining First-Time Freshmen. Retention rates reported to ACT, Inc. by Nebraska’s degree-granting institutions vary widely (see Table 2.1 on page 68 of the *Report*). However, the state’s *median freshman retention rate* for four-year institutions was 74.5% (for freshmen who enrolled in fall 2003 and returned to the same institution in fall 2004). That compares to a fall-2002-to-fall-2003 rate of 76.0%. As a point of reference, the fall 2004 average freshman retention rate for all reporting four-year colleges in the United States was 74.5%.

By using data from the National Student Clearinghouse, and with strong cooperation from the institutions, the Commission is able, for the first time, to present a more complete picture. The retention rates mentioned above are for freshmen who return to the same campus. What about students who continue their education but transfer to another institution? Counting those students provides a significant increase above the statewide same-campus retention rate (yielding 74.6% rather than 53.5%), and it results in significantly higher percentages for the University of Nebraska (89.8%), the Nebraska State Colleges (86.1%), and Nebraska’s community colleges (68.3%). (See pages 70-74 of the *Report* for further discussion.)

**Table 2.3  
Summary of Freshmen Retention and Transfer Rates  
for Nebraska Public Postsecondary Institutions  
Based on National Student Clearinghouse Data  
For First-Time Freshmen Enrolled in 2002-2003 and 2003-2004<sup>1</sup>**

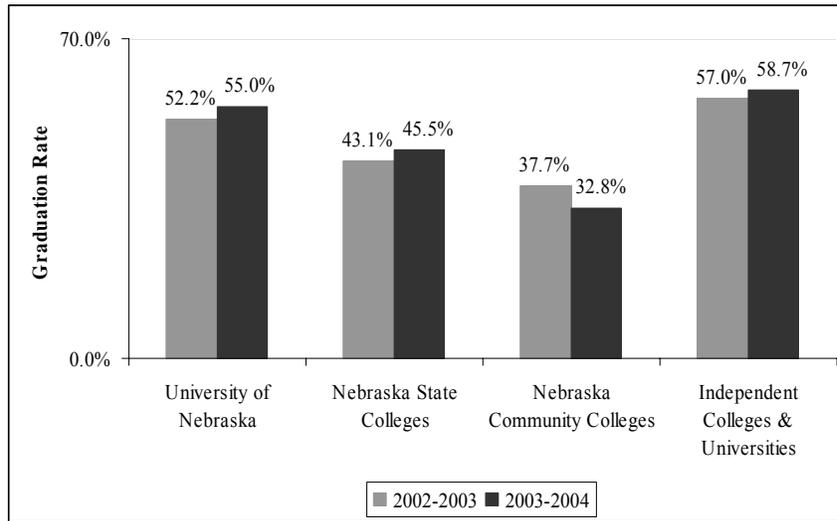
Public Institutions	Freshmen Class	Same-School Freshmen Retention Rate	Freshmen Transfer Rate	Postsecondary Freshmen Retention Rate	2-Year Combined Postsecondary Freshmen Retention Rate
<b>University of Nebraska</b>	2002-2003	76.4%	12.2%	88.6%	<b>89.8%</b>
	2003-2004	78.0%	13.0%	91.0%	
<b>Nebraska State Colleges</b>	2002-2003	67.1%	16.3%	83.4%	<b>86.1%</b>
	2003-2004	74.0%	14.7%	88.7%	
<b>Nebraska Community Colleges</b>	2002-2003	44.2%	24.9%	69.1%	<b>68.3%</b>
	2003-2004	42.6%	24.7%	67.4%	
<b>All Public Colleges and Universities</b>	2002-2003	53.1%	21.4%	74.5%	<b>74.6%</b>
	2003-2004	53.5	21.2%	74.6%	

<sup>1</sup>Percentages based on data submitted by the Nebraska public institutions to the Nebraska Coordination Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data obtained and the calculated rates shown in this table are available upon request from the Commission.

- **Graduation Rates.** Graduation rates at Nebraska institutions vary widely, as they do throughout the country. The overall graduation rate for Nebraska’s public and independent institutions decreased from 48% in 2002-2003 to 47.9% in 2003-2004. (See Table A9.1 in Appendix 9 for details.) Rates vary by sector.

**Figure 2.1**

**Graduation Rates for Nebraska Public and Independent Colleges and Universities by Sector 2002-2003 Compared to 2003-2004<sup>1</sup>**

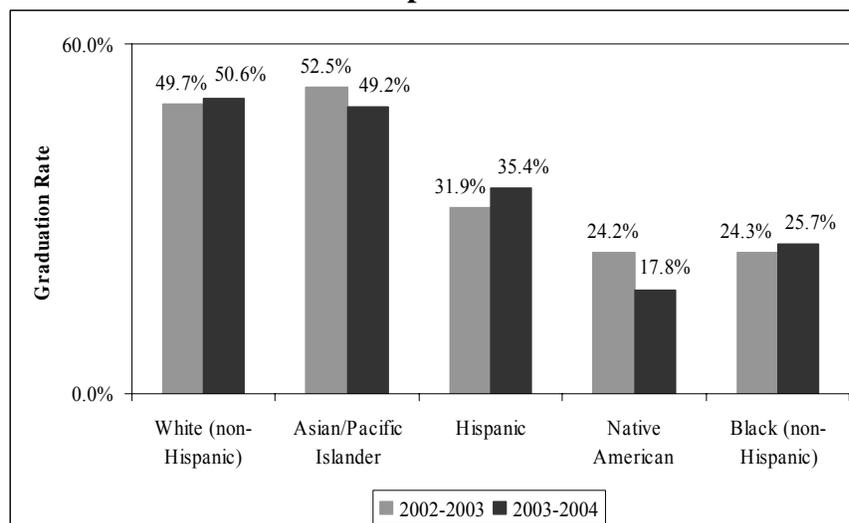


<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Comparisons based on 3-year graduation rates for community colleges and 6-year rates for four-year institutions. See [Table A9.1](#) in [Appendix 9](#) for supporting data.

- And they vary by race/ethnicity.

**Figure 2.2**

**Graduation Rates for Nebraska Public and Independent Colleges and Universities by Race/Ethnicity, 2002-2003 Compared to 2003-2004<sup>1</sup>**



<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. See [Table A9.3](#) in [Appendix 9](#) for supporting data.

- Number of Degrees, Diplomas, and Certificates Awarded. The number of bachelor's degrees awarded in Nebraska dropped 3.4% between 2002-2003 and 2003-2004. The decrease was spread across all three bachelor's-granting sectors: the University of Nebraska decreased by 3.6%, the state colleges by 5.6%, and the independent colleges and universities by 2.5%. (See page 80 of the *Report*.)

**Table 2.5**  
**Bachelor's Degrees, Associate Degrees, Diplomas, and Certificates**  
**Awarded by Nebraska Postsecondary Institutions by Sector**  
**2002-2003 Compared to 2003-2004<sup>1</sup>**

Sector	2002-2003		2003-2004		% Change
	No. Awarded	% Awarded	No. Awarded	% Awarded	
Bachelor's Degrees	11,845	63.3%	11,444	61.9%	-3.4%
Associate Degrees, Diplomas, and Certificates	6,874	36.7%	7,029	38.1%	2.3%
<b>Total Degrees &amp; Awards</b>	18,719	100.0%	18,473	100.0%	<b>-1.3%</b>

<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys.

Changing Enrollment Patterns.

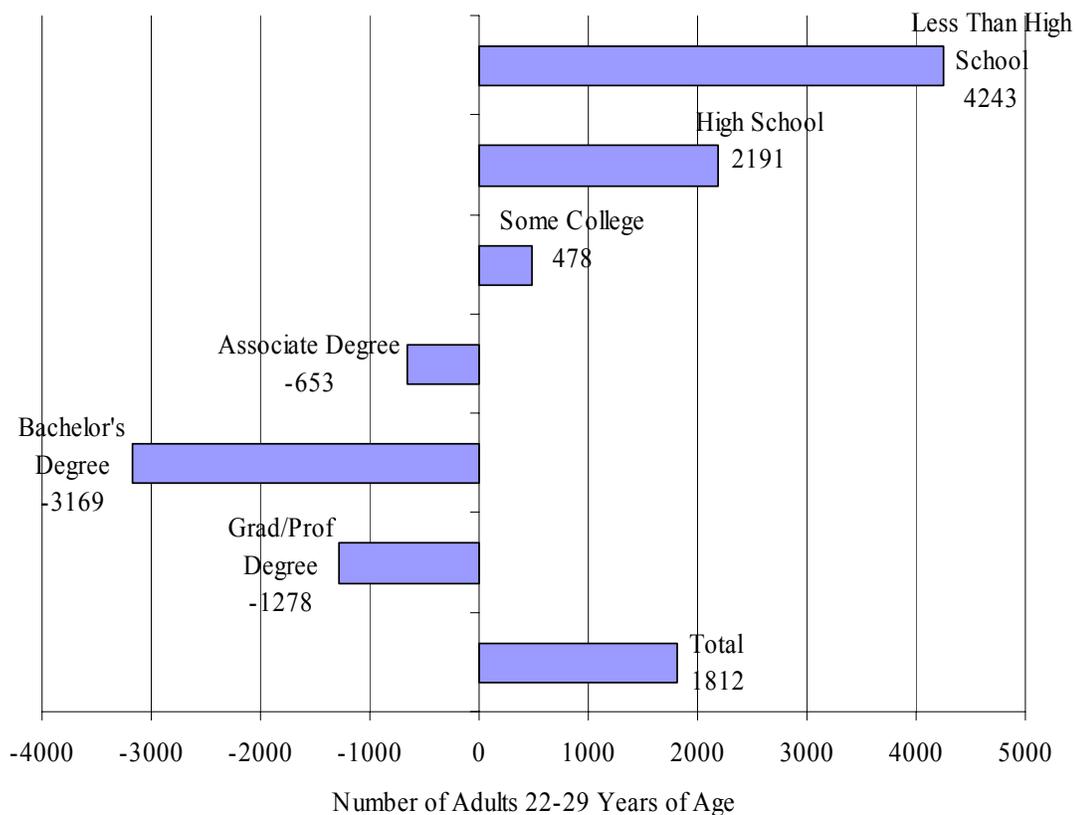
- Transfer Between Institutions. The numbers and percentages of students who attend Nebraska's community colleges and enroll in and complete academic transfer programs are increasing: 294 students (7.4% of academic transfer enrollees) in 2001-2002 and 602 students (10.7%) in 2002-2003. About 28.4% of students who enroll in academic transfer programs at the community colleges transfer to four-year institutions within three years. An additional 19.9% transfer to other community college programs.
- Concurrent Enrollment. About 11% of Nebraska's undergraduate students (12,308 in 2004-2005) are enrolled in more than one institution at the same time (see Table 5. in *Report*). Patterns vary significantly across institutions. Analysis of National Student Clearinghouse data—as summarized in Section Five of the *Report*—can now provide institutions the opportunity to more closely analyze the enrollment patterns of their students and adjust in ways designed to accommodate those patterns and promote greater student success.

(Refer to Section 2 and Section 5 of the report for detailed discussions of retention and graduation rates, concurrent enrollment, and transfer rates and patterns.)

### 3. Reduce out-migration of Nebraskans with high levels of educational attainment.

The *2004 Baseline Report for the LR 174 Higher Education Task Force* provided an analysis of 2000 U.S. Census data that focused on Nebraska's net labor force migration. There is no new data with which to update that analysis, but for convenience, the 2004 analysis is included in this current report. One particular illustration from the *2004 Report* captures the problem the state faces.

**Figure 3.1**  
**Estimated Nebraska Net Migration of 22- to 29-Year-Olds**  
**1995-2000**



- *Volume 2* of this *2005 Report* provides a summary and compilation of the reports that have been submitted by Nebraska's public colleges and universities to describe how they are identifying and responding to the needs of businesses with instructional, research, and service resources to support job creation and new employment opportunities for college-educated Nebraskans.

# Recommendations

## Continue Attention and Focus, Modify Reporting

1. Retain the focus on key priorities, strategies, and objectives for Nebraska's system of postsecondary education established by the original LR 174 Task Force in its 2003 report.
2. Continue the series of Commission-generated reports to provide comparative statistics and other information to monitor and evaluate progress toward achieving the three key priorities recommended by the LR 174 Task Force in its 2003 report: 1) Increase the number of students who enter postsecondary education in Nebraska; 2) Increase the percentage of students who enroll and successfully persist through degree completion; and 3) Reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment.
3. To allow Commission staff the time to incorporate national data traditionally released in mid-fall (rather than relying on year-old data), change the due dates of subsequent reports to December 10.
4. Adopt a report pattern that provides the Legislature and its Task Force: 1) annual updates of key data; 2) full reports with extensive analysis prior to each year in which the Legislature makes its biennial appropriations; and 3) prior to non-appropriations years, special reports on key issues of interest and importance. (Examples: Minority Student Progress in Nebraska Postsecondary Education, Transfer Patterns in Nebraska Postsecondary Education, Educator Preparation in Nebraska.)

## Accomplishing the Priorities

1. Work to broaden understanding of the social and economic consequences of Nebraska's changing demographics and the role higher education can play in creating a brighter future.
2. Because high school graduation rates for Nebraska's Black, Hispanic, and Native American populations are below the statewide average, work to improve those rates.
3. Because taking a strong college preparatory core improves the performance of students in each measured racial/ethnic group and significantly narrows differing performance levels between groups, encourage as many high school students as possible to take a strong academic core.
4. Encourage institutions to address the mentoring needs of students from underrepresented groups, with particular emphasis on the freshman year.
5. Continue to consider the ways that policies (e.g., tuition rates, financial aid) affect the abilities of all students to enroll, persist, and succeed in higher education.
6. Continue to encourage the growth in Nebraska of jobs that require a college-educated workforce.
7. Continue to increase postsecondary educational opportunities for adult and non-traditional students.



# **2005 Report for the LR 75 Legislative Evaluation Task Force on Higher Education**

## **Introduction**

The purpose of this report is to provide the **LR 75 Legislative Evaluation Task Force** with **comparative statistics and other information** to monitor and evaluate progress toward achieving the three key priorities for Nebraska's postsecondary education system recommended by the LR 174 Higher Education Task Force in the introduction to its 2003 report:

**Expansion and diversification of Nebraska's economy are necessary in order to sustain essential public services sponsored or aided by the state. The state's system of postsecondary education is integral to the highest possible levels of educational attainment for Nebraskans. The LR 174 Task Force concludes that increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification and therefore recommends the following key priorities for the state's postsecondary education system:**

- 1. Increase the number of students who enter postsecondary education in Nebraska.**
- 2. Increase the percentage of students who enroll and successfully persist through degree completion.**
- 3. Reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment.**

**Unprecedented collaboration and cooperation among educational institutions and sectors will be necessary to develop community, regional and statewide strategies to achieve progress toward these priorities.**

For each key priority, the LR 174 Task Force outlined a series of strategies and corresponding objectives for Nebraska's system of postsecondary education. Since these strategies and objectives have served as the specific reference points for selecting and organizing the statistics and other information included in this report, they are presented below, exactly as they were stated in the 2003 LR 174 Task Force Recommendations.

### **1. Increase the number of students who enter postsecondary education in Nebraska.**

- The state's postsecondary education system must strengthen existing and establish new formal collaborative efforts with Nebraska's PK-12 education system to 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.**
- The state's postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.**

- **The state’s postsecondary education system must more actively recruit non-Nebraska high school graduates to increase the number of such students who pursue postsecondary education in Nebraska. Such recruitment shall not diminish the state’s priority of providing appropriate need-based aid to Nebraska’s high school graduates.**
- **Increase need-based student financial aid in order to improve access to higher education for Nebraskans with limited financial means.**
- **Efforts to increase the number of students who enter postsecondary education must emphasize and target Nebraska student populations that are currently under-represented in the state’s higher education system.**

**2. Increase the proportion of students who enroll and successfully persist through degree program completion.**

- **The state’s postsecondary education system must work collaboratively with Nebraska’s PK-12 education system to improve the preparedness of students to undertake and successfully complete postsecondary education programs of study.**
- **The state’s postsecondary education system must more actively engage in student retention efforts and decrease the proportion of postsecondary education students who fail to persist beyond their first year(s) of enrollment. The state’s postsecondary education system must also increase the proportion of students who complete associate degrees within three years of matriculation and baccalaureate degrees within six years of matriculation defined time frames.**
- **The state’s postsecondary education system must expand upon and strengthen existing associate degree to baccalaureate degree “2-plus-2” and other degree credit transfer programs.**

**3. Reduce out-migration of Nebraskans with high levels of educational attainment.**

- **The state’s postsecondary education system must identify needs of existing, new and relocating businesses.**
- **The state’s postsecondary education system must respond to identified business needs with instructional, research and service resources to support job creation and new employment opportunities for individuals with high levels of educational attainment.**

Given these priorities and objectives, the *2004 Baseline Report for the LR 174 Higher Education Task Force* provided three types of information for use in monitoring the progress of Nebraska’s postsecondary education system:

1. Statistical baselines and information related to these quantifiable indicators.
2. Descriptions of how and to what extent Nebraska’s public-funded colleges and universities are collaborating with PK-12 schools to increase the proportion of students who graduate from high school, enroll in college, and are prepared to successfully complete degree programs.

3. Descriptions of how and to what extent Nebraska's public-funded colleges and universities are identifying the needs of businesses and supporting job creation and new employment opportunities for individuals with high levels of educational attainment.

The information included in the 2004 report was presented in two volumes. The first volume focused on the statistical baselines and related information that continue to serve as the quantitative bases for monitoring progress toward achieving the objectives established by the LR 174 Task Force in 2003. The second volume provided a summary and compilation of the reports submitted by Nebraska's public colleges and universities to describe their collaborative relationships with the PK-12 school system and the business community. Both volumes of the report are available on the Commission's Web site, [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us).

Like the 2004 report, the *2005 Report for the LR 75 Legislative Evaluation Task Force on Higher Education* is divided into two volumes. *Volume 1* focuses on how the most recently available statistics compare to the statistical baselines established one year ago. When applicable, trend data for longer periods of time are also presented and analyzed. In addition, *Volume 1* includes the initial results of new research based on data obtained from the National Student Clearinghouse by all of Nebraska's public postsecondary institutions. *Volume 2* focuses on the collaborative relationships of Nebraska's public colleges and universities with PK-12 school systems and the business community, with an emphasis on significant developments that have occurred in these relationships within the past year.



## Section 1

### Increasing Postsecondary Enrollment

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

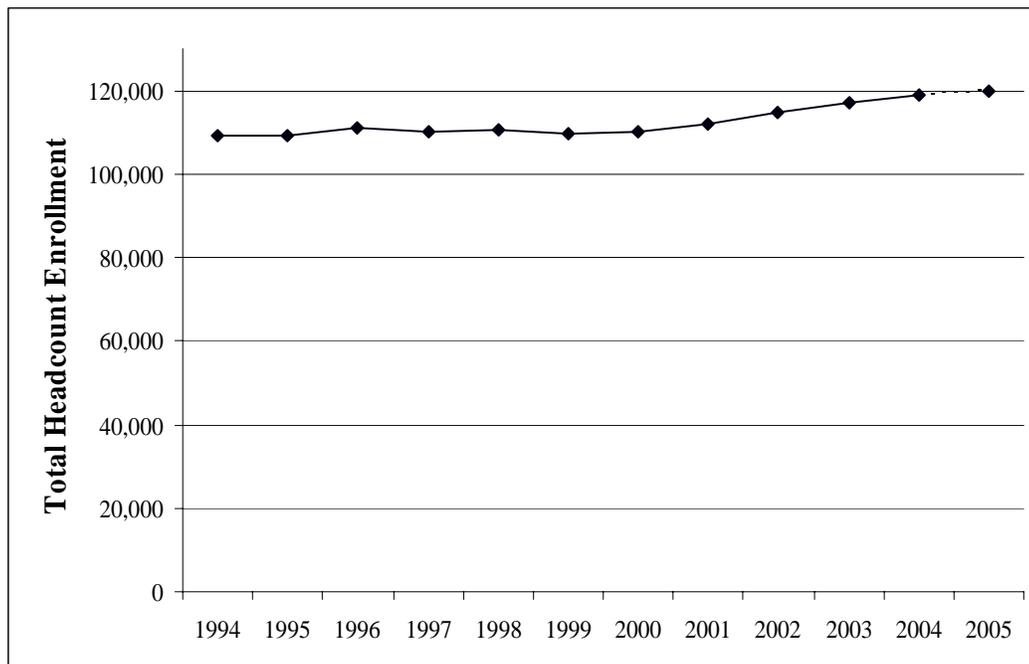
The first priority recommended by the 2003 LR 174 Task Force is to increase the number of students who enter postsecondary education in Nebraska. To address this priority, the *2004 Baseline Report for the LR 174 Higher Education Task Force* provided baseline statistics for total headcount enrollment by institution, by sector, and for the state's postsecondary education system as a whole. In the following update, enrollments for fall 2004 are compared to fall 2003 baseline enrollments within the context of 10-year enrollment trends.

#### **Nebraska Public and Independent Colleges and Universities: Total Enrollment**

- Total headcount enrollment at Nebraska's public and independent colleges and universities increased by 1.2% from 117,236 in fall 2003 to 118,701 in fall 2004.
- Nebraska uses the National Center for Education Statistics as the official aggregator of enrollment data. Official enrollment data for 2005 are not yet available. However, preliminary enrollment figures for fall 2005 indicate that total headcount enrollment has increased to 120,037, an increase of 1.1% from fall 2004, and a 2.4% increase from the fall 2003 baseline.

**Figure 1.1**

**Total Headcount Enrollment at Nebraska Public and Independent Colleges and Universities: 1994 - 2005<sup>1</sup>**



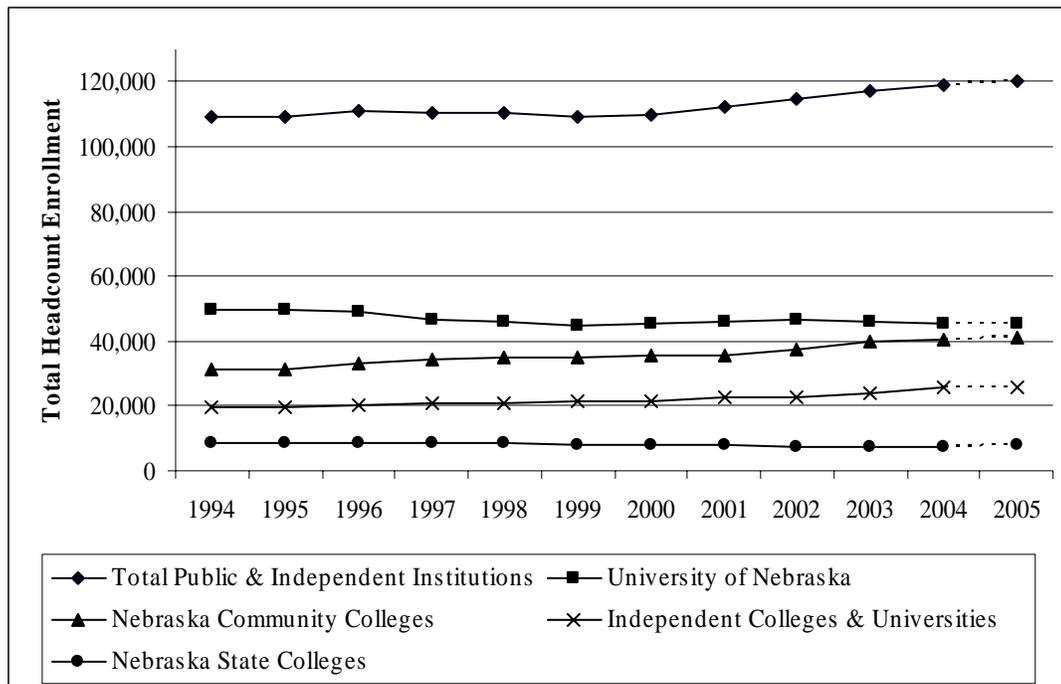
<sup>1</sup>Data source for 1994-2004 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2005 are preliminary. Official enrollments for 2005 will not be available from IPEDS until mid-2006. See [Table A1.1](#) in [Appendix 1](#) for supporting data.

## **Nebraska Public and Independent Colleges and Universities: Enrollment by Sector**

- The 1.2% increase in total headcount at Nebraska’s public and independent institutions between fall 2003 and fall 2004 is attributable to a 7.1% enrollment increase at the state’s independent colleges and universities and a 1.7% increase in the enrollments of Nebraska’s community colleges.
- Total enrollment at Nebraska’s state colleges was the same in 2004 as it was in 2003, and the total headcount enrollment at the institutions constituting the University of Nebraska declined by 1.9% between fall 2003 and fall 2004.
- However, preliminary enrollment figures for fall 2005 indicate that all four sectors contributed positively to the 1.1% estimated increase in total enrollment at the state’s public and independent colleges and universities between 2004 and 2005.
- Specifically, Nebraska’s community colleges experienced another gain in enrollment of 1.7%, enrollment at the state colleges increased by 1.6%, enrollment at the University of Nebraska increased by 0.8%, and enrollment at the state’s independent colleges and universities also rose by 0.8% from fall 2004 to fall 2005.
- See [Table A1.1](#) and [Table A1.2](#) in [Appendix 1](#) for supporting data.

**Figure 1.2**

**Total Headcount Enrollment at Nebraska Public and Independent Colleges and Universities and Enrollment by Sector: 1994 - 2005<sup>1</sup>**



<sup>1</sup>Data source for 1994-2004 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2005 are preliminary. Official enrollments for 2005 will not be available from IPEDS until mid-2006. See [Table A1.1](#) in [Appendix 1](#) for supporting data.

## **Nebraska Public and Independent Colleges and Universities: Enrollment by Institution**

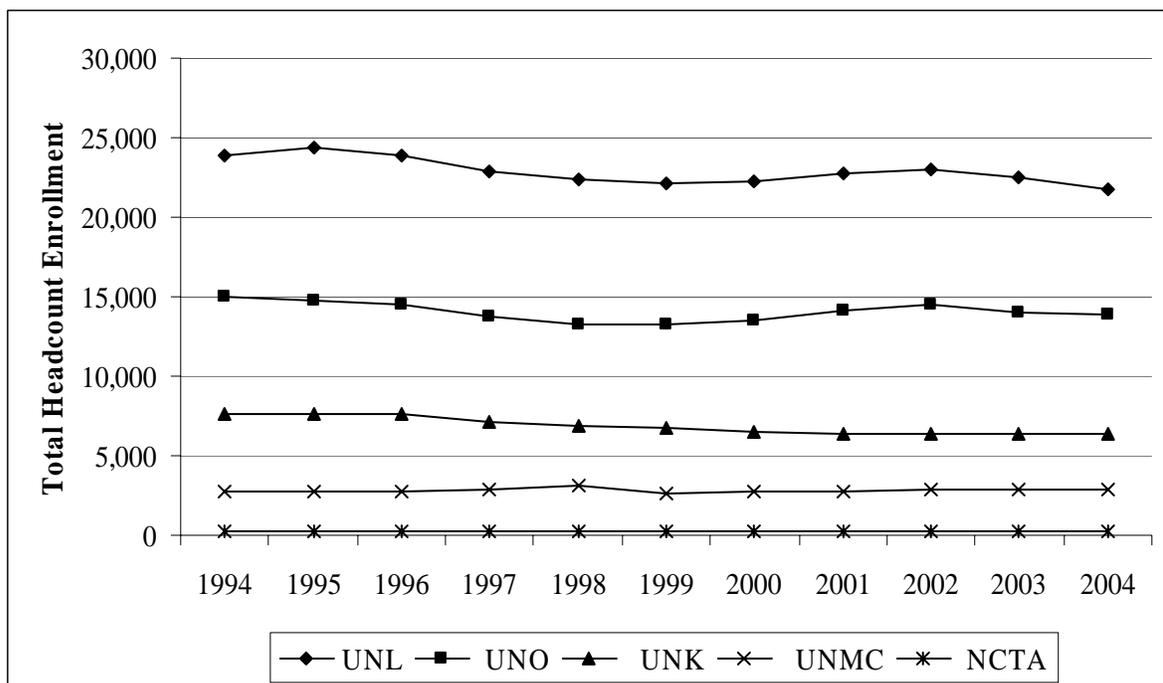
Within each sector, changes in enrollment vary from one institution to another. Following are charts showing the 10-year enrollment trends of the institutions within each sector, accompanied by summaries of the changes in total headcount enrollment that occurred between fall 2003 and fall 2004, the latest period for which verified data are available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). (See [Table A1.2](#) in [Appendix 1](#) for supporting data.)

### **University of Nebraska**

- Between fall 2003 and fall 2004, total headcount enrollment at the University of Nebraska-Lincoln (UNL) and the University of Nebraska at Omaha (UNO) decreased by 3.4% and 1.2%, respectively.
- During the same one-year period, there was no change in the enrollment at the University of Nebraska at Kearney (UNK), enrollment at the University of Nebraska Medical Center (UNMC) increased by 1.4%, and the Nebraska College of Technical Agriculture (NCTA) experienced a 2.3% increase in enrollment.
- Based on information obtained from the University of Nebraska Central Administration, fall 2005 enrollment at the University of Nebraska-Lincoln is almost equal to the university's enrollment for fall 2004, and the enrollments at the other four institutions within the University of Nebraska system are higher in 2005 than they were in 2004.

**Figure 1.3**

**Total Headcount Enrollment at the University of Nebraska  
1994 - 2004<sup>1</sup>**

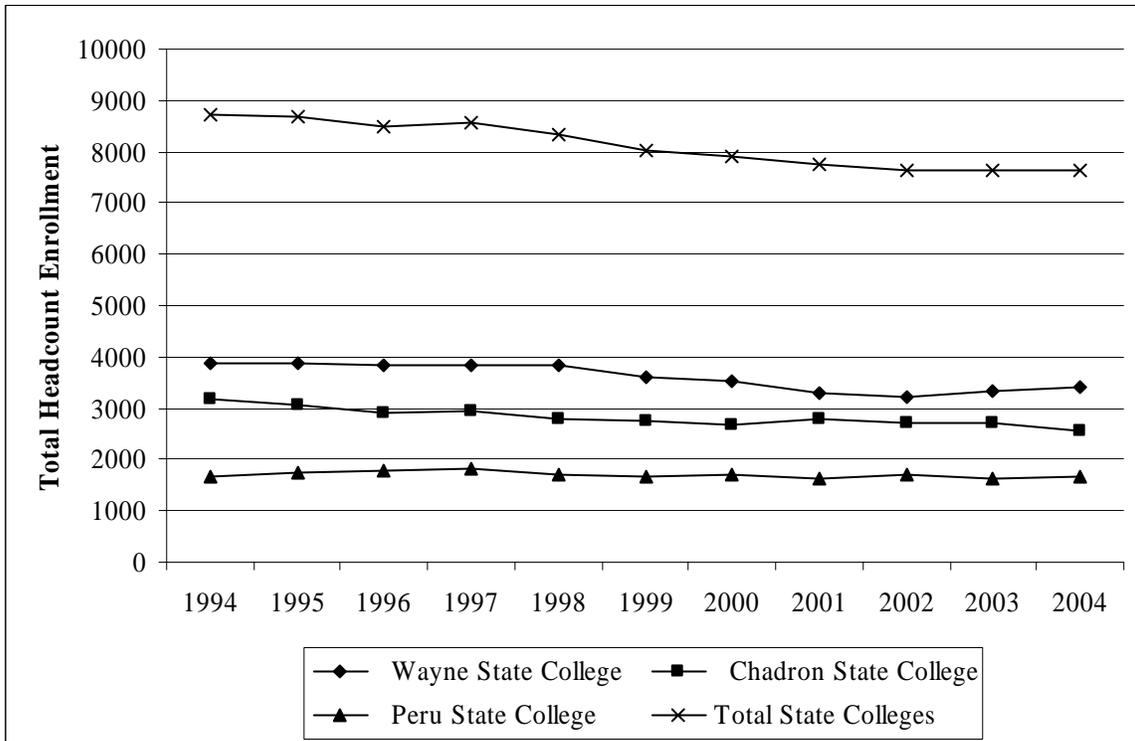


<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.2](#) in [Appendix 1](#) for supporting data.

**Nebraska State Colleges**

- Between fall 2003 and fall 2004, Chadron State College experienced a 5.2% decline in total headcount enrollment. However, during the same one-year period, enrollment increased at Wayne State College by 2.4% and at Peru State College by 3.6% so that the total enrollment at Nebraska’s state colleges was the same in 2004 as it was in 2003.

**Figure 1.4**  
**Total Headcount Enrollment at Nebraska State Colleges**  
**1994 - 2004<sup>1</sup>**



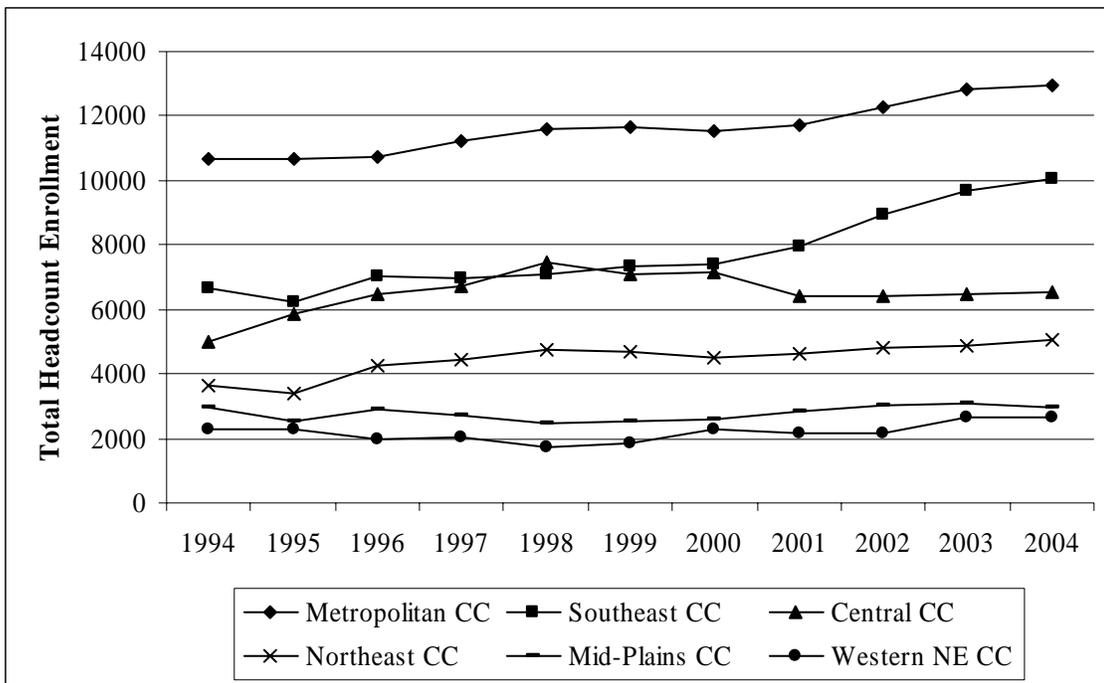
<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.2](#) in [Appendix 1](#) for supporting data.

## Nebraska Community Colleges

- Five of Nebraska's six community colleges experienced increases in total headcount enrollment between fall 2003 and fall 2004. Specifically, the increases were as follows:
  - Southeast Community College                      4.2%
  - Northeast Community College                      4.0%
  - Metropolitan Community College                      1.0%
  - Western Nebraska Community College                      0.7%
  - Central Community College                      0.6%

Although total headcount enrollment at Mid-Plains Community College declined by 4.1% between fall 2003 and fall 2004, total enrollment at the state's community colleges increased by 1.7% during this one-year period.

**Figure 1.5**  
**Total Headcount Enrollment at Nebraska Community Colleges**  
**1994 - 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.2](#) in [Appendix 1](#) for supporting data.

**Nebraska Independent Colleges and Universities**

- Total headcount enrollment at Nebraska’s 19 independent colleges and universities increased by 7.1% between fall 2003 and fall 2004.
- As illustrated in [Figure 1.6](#) below and detailed in [Table A1.3](#) in [Appendix 1](#), an analysis of the enrollments of the independent colleges and universities reveals that the following seven “growth” institutions accounted for the majority of the sector’s increase in total enrollment, not only between 2003 and 2004, but also over the preceding nine years:

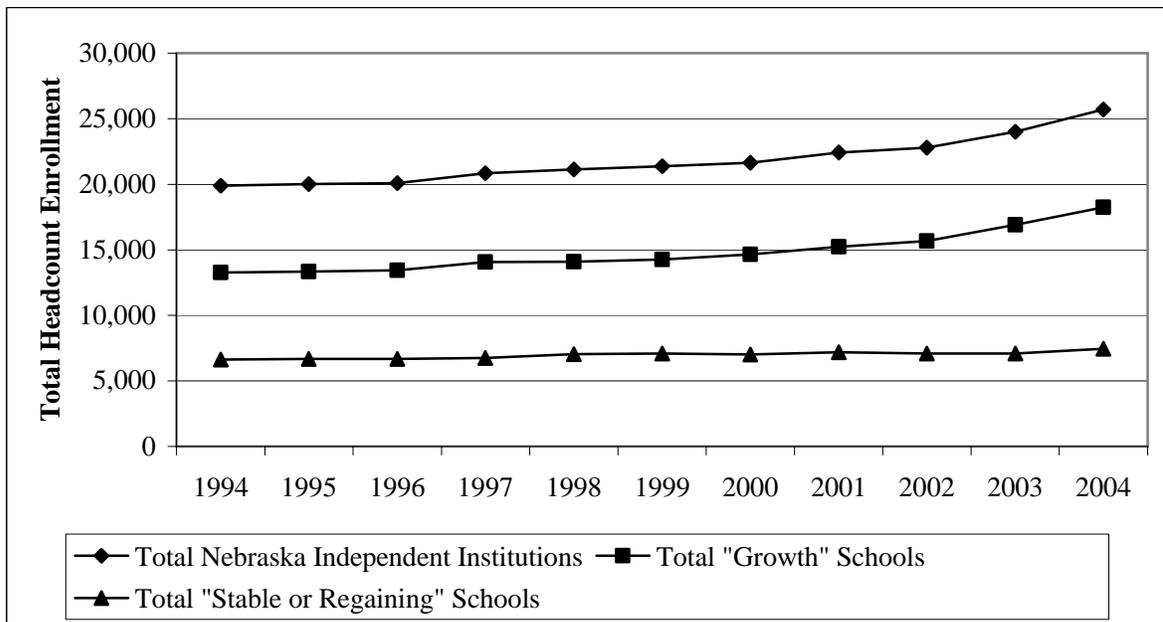
Bellevue University	Dana College
BryanLGH College of Health Sciences	Doane College
Clarkson College	Nebraska Wesleyan University
Creighton University	

Note: “Growth” institutions were identified as those that (1) experienced an increase in total headcount enrollment over the two years between fall 2002 and fall 2004, and (2) experienced enrollment growth over at least two of the three preceding years.

- Together, the seven “growth” institutions accounted for 71.0% of the total enrollment at independent colleges and universities in 2004, and their combined enrollment increased by 7.8% between fall 2003 and fall 2004, accounting for 77.8% of the growth in the independent sector that year. Furthermore, the combined total enrollment of the seven schools increased by 37.5% from fall 1994 to fall 2004, accounting for 85.6% of the sector’s growth during the 10-year period.

**Figure 1.6**

**Total Headcount Enrollment at Nebraska Independent Colleges and Universities 1994 - 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.3](#) in [Appendix 1](#) for supporting data.

- In comparison, the combined total enrollment of the remaining twelve “stable or regaining” institutions increased 8.6% from fall 1994 to fall 2004 and accounted for 14.4% of the sector’s 10-year growth.
- Eight of the twelve “stable or regaining” schools contributed positively to the sector’s 7.1% increase in enrollment between fall 2003 and fall 2004, and the combined total enrollment of the twelve schools increased by 5.3% over this one-year period. However, the combined total headcount enrollment of these schools declined by 0.3% to 1.3% over three of the four preceding years so that the current enrollment trend of the “stable or regaining” schools is relatively flat, compared to the rising enrollment trend of the seven “growth” schools.

### **Nebraska Total Postsecondary Enrollment**

- Total headcount enrollment at the for-profit career colleges in Nebraska was 3,394 in fall 2004, an increase of 8.0% from the 2003 baseline enrollment of 3,144.
- Including the enrollment of the private career schools that are operated for a profit, Nebraska’s total postsecondary headcount enrollment increased by 1.4% from 120,380 in fall 2003 to 122,095 in fall 2004.
- As shown in [Table 1.1](#), the net effect of the changes in enrollment that occurred between the fall 2003 baseline and fall 2004 is that the enrollments of the independent colleges and universities and the private career schools accounted for higher percentages of Nebraska’s total postsecondary enrollment in 2004, while the combined enrollment of the public institutions accounted for a lower percentage of the state’s total enrollment.

Enrollment Sector	Fall 2003		Fall 2004	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment
University of Nebraska	46,015	38.2%	45,122	37.0%
Nebraska State Colleges	7,652	6.4%	7,650	6.3%
Nebraska Community Colleges	39,575	32.9%	40,233	32.9%
<b>Total Nebraska Public Colleges and Universities</b>	<b>93,242</b>	<b>77.5%</b>	<b>93,005</b>	<b>76.2%</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>23,994</b>	<b>19.9%</b>	<b>25,696</b>	<b>21.0%</b>
<b>Private Career Schools</b>	<b>3,144</b>	<b>2.6%</b>	<b>3,394</b>	<b>2.8%</b>
Total Nebraska Postsecondary Headcount Enrollment	120,380	100.0%	122,095	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

## **Strategic Objectives to Increase Postsecondary Enrollment**

Given its first priority **to increase the number of students who enter postsecondary education in Nebraska**, the 2003 LR 174 Task Force recommended five strategic objectives to increase college enrollments. For the purposes of establishing baseline statistical indicators to begin monitoring progress toward achieving these objectives, they were stated as follows in the *2004 Baseline Report for the LR 174 Higher Education Task Force*:

- 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 The state's postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.**
- 1.3 The state's postsecondary education system must more actively recruit non-Nebraska high school graduates in order to increase the number of such students who pursue postsecondary education in Nebraska.**
- 1.4 Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.**
- 1.5 Increase the number and proportion of Nebraska postsecondary students who are currently underrepresented in the state's higher education system.**

Following this outline, except for reversing the order of objectives 1.4 and 1.5 as stated above, the remainder of this section focuses on the extent to which each measurable component of these 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*.

**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.**

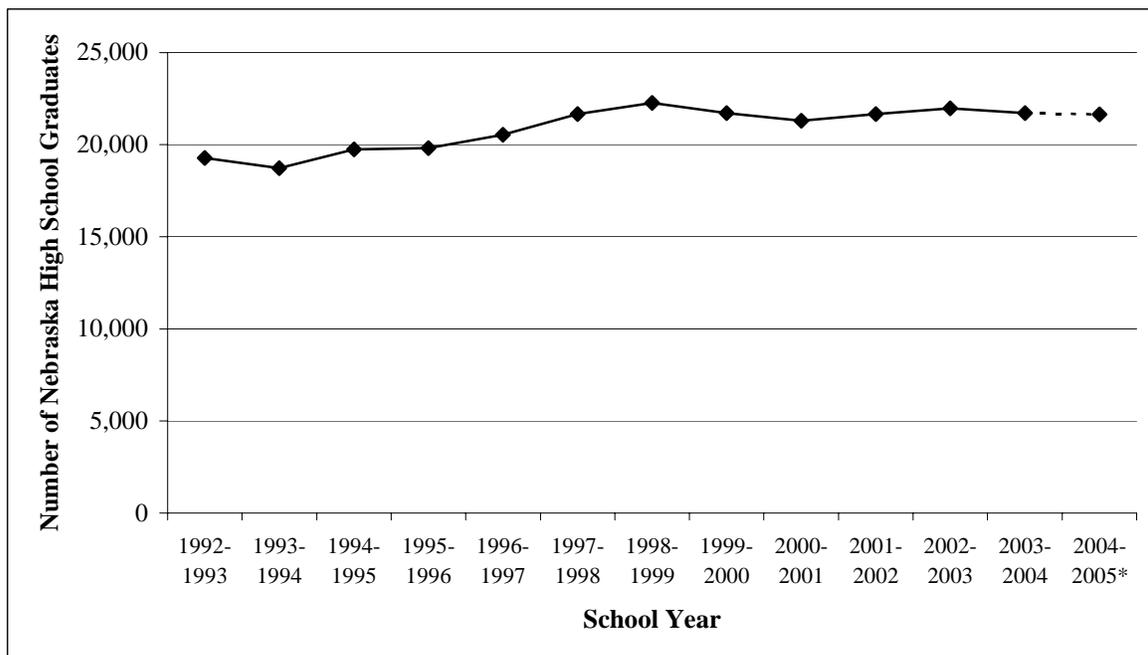
**1.1.a Increase the proportion of students who graduate from Nebraska high schools.**

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 and, in the process, increase the number of potential college students.

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

- As shown in [Figure 1.7](#) below, 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*.
- Compared to the 21,972 graduates in 2002-2003, the number of students who received regular diplomas during the 2003-2004 school year decreased by 1.2% to a total of 21,718 graduates.
- The official number of high school graduates for the 2004-2005 school year is not yet available. However, the unofficial count as of October 27, 2005 was 21,647, a decrease of 0.3% from the previous year, and a 1.5% decrease from the baseline year of 2002-2003.

**Figure 1.7**  
**Total Number of Nebraska High School Graduates**  
**1992-1993 through 2004-2005<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, August 2005 and October 2005. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.1](#) in [Appendix 2](#) for supporting data. \*Unofficial number of graduates for the 2004-2005 school year as of October 27, 2005.

**The Proportion of Graduates from Public and Nonpublic Nebraska High Schools**

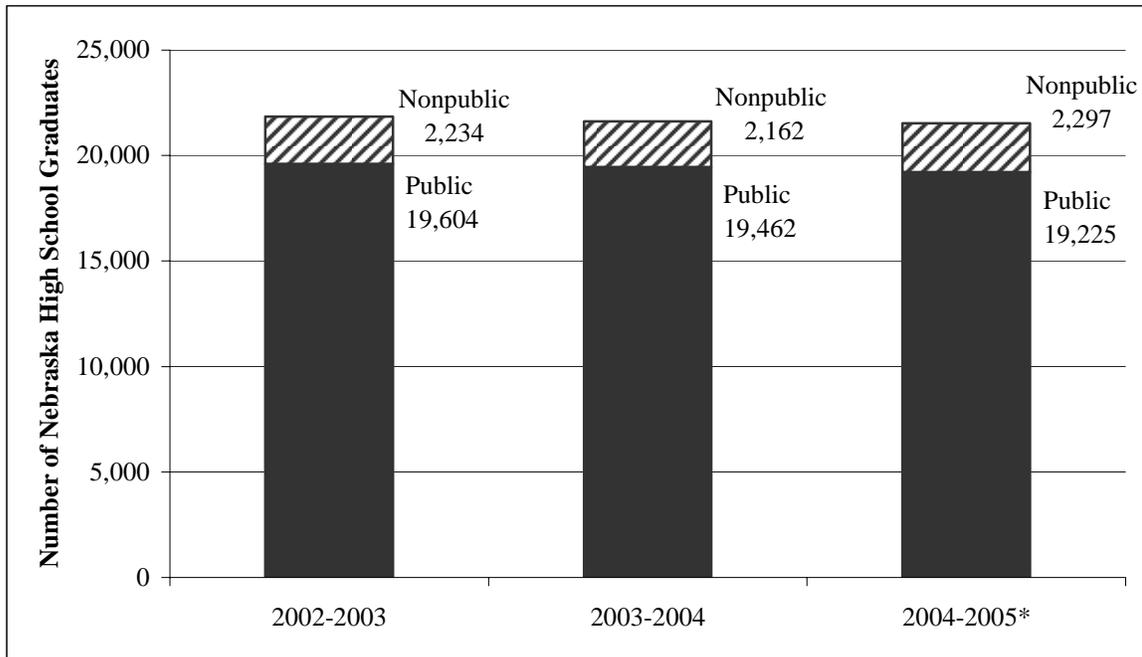
- As shown below, about 90% of Nebraska’s most recent high school graduates received their diplomas from public schools while the remaining 10% graduated from nonpublic (private) schools.

**Table 1.2**  
**Numbers of Nebraska High School Graduates: 2002-2003 through 2004-2005<sup>1</sup>**

Type of School	Baseline 2002-2003		2003-2004		2004-2005	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	19,462	90.0%	19,225	89.3%
Nonpublic	2,234	10.2%	2,162	10.0%	2,297	10.7%
Subtotal	21,838	100.0%	21,624	100.0%	21,522	100.0%
ESU & SO <sup>2</sup>	134		94		125	
State Total	21,972		21,718		21,647	

<sup>1</sup>Data Source: Nebraska Department of Education. Data for 2002-2003 and 2003-2004 obtained in August 2005. Unofficial numbers of graduates for 2004-2005 obtained on October 27, 2005. Graduates do not include GED recipients or completers who did not receive regular diplomas.  
<sup>2</sup>ESU = Educational Service Units; SO = State-Operated Schools.

**Figure 1.8**  
**Numbers of Nebraska Public and Nonpublic High School Graduates 2002-2003 through 2004-2005<sup>1</sup>**

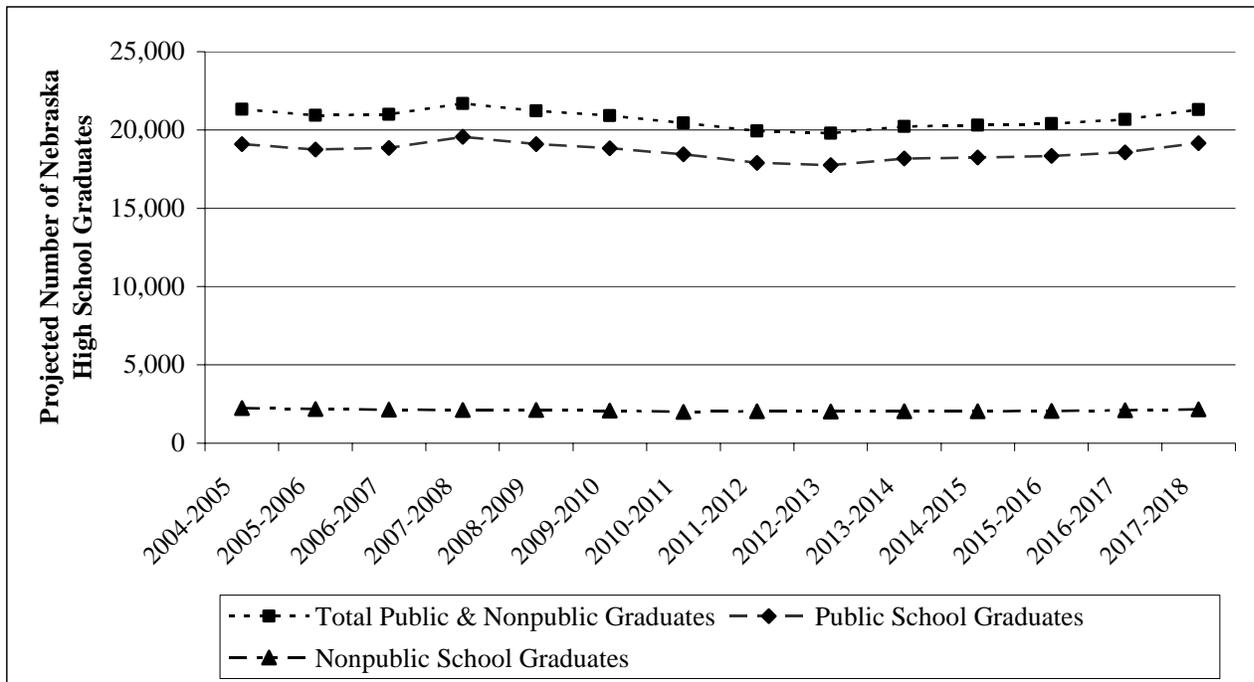


<sup>1</sup>Data Source: Nebraska Department of Education, August 2005 and October 2005.  
 \*Unofficial numbers of graduates for the 2004-2005 school year as of October 27, 2005.

**Projected Trends in the Total Number of Nebraska High School Graduates**

- Based on projections by the Western Interstate Commission for Higher Education:
  - Nebraska public and nonpublic high schools will be graduating about the same number of students in 2017-2018 as they did during the 2004-2005 school year.
  - Public schools will continue to account for about 90% of Nebraska’s high school graduates through the 2017-2018 school year.<sup>1</sup>

**Figure 1.9**  
**Projected Numbers of Graduates**  
**from Nebraska Public and Nonpublic High Schools**  
**2004-2005 through 2017-2018<sup>1</sup>**



<sup>1</sup>Data Source: *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121. See [Table A2.2](#) in [Appendix 2](#) for supporting data.

<sup>1</sup> *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121. See [Table A2.2](#) in [Appendix 2](#) for supporting data.

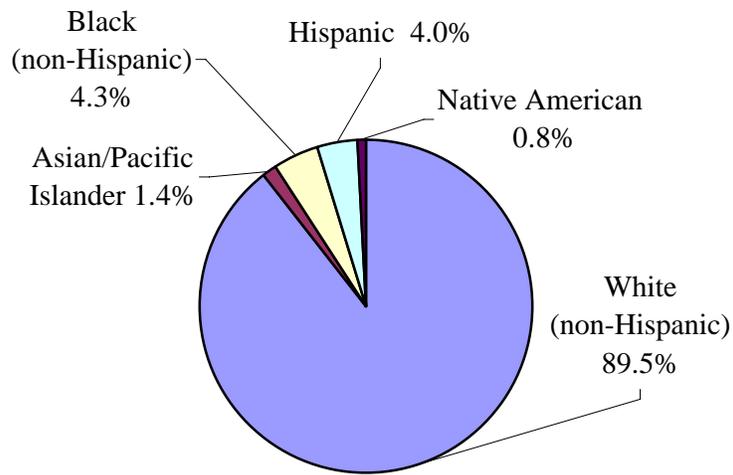
**Projected and Recent Changes in Nebraska High School Graduates by Race/Ethnicity**

- While only small changes are projected to occur in the annual number of Nebraska high school graduates over the next ten to thirteen years, white non-Hispanics are projected to account for a significantly lower percentage of the graduates from the state’s public schools in the future. On the other hand, as shown in [Figure 1.10](#), minority students, especially Hispanics, are projected to account for larger percentages of the students who will graduate from Nebraska’s public schools.<sup>1</sup>

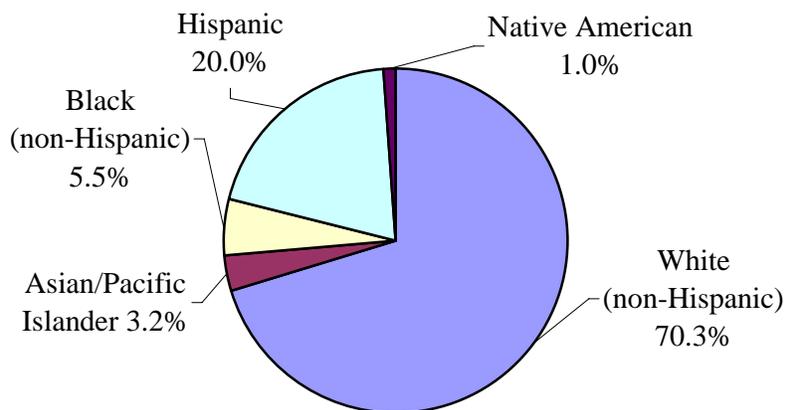
**Figure 1.10**

**Actual and Projected Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2002-2003 and 2017-2018<sup>1</sup>**

**Actual Percentages of Graduates: 2002-2003**



**Projected Percentages of Graduates: 2017-2018**



<sup>1</sup>Data Sources: 2002-2003 percentages are based on the numbers of graduates obtained from the Nebraska Department of Education, August 2005. Projected percentages are based on data from *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121. See [Table A2.3](#) in [Appendix 2](#) for supporting data.

- As shown in Table 1.3 below, an analysis of the latest available data from the Nebraska Department of Education reveals that recent changes in the racial/ethnic distribution of Nebraska's high school graduates have been in the direction of the projected trend.
  - Specifically, the number of white non-Hispanic graduates decreased between 2002-2003 and 2003-2004, and they accounted for a slightly lower percentage of Nebraska's high school graduates in 2003-2004 than they did in 2002-2003.
  - In comparison, more minority students graduated from Nebraska's high schools during 2002-2003 than during the 2003-2004 school year, and minorities accounted for slightly higher percentages of the total number of graduates than they did one year earlier.

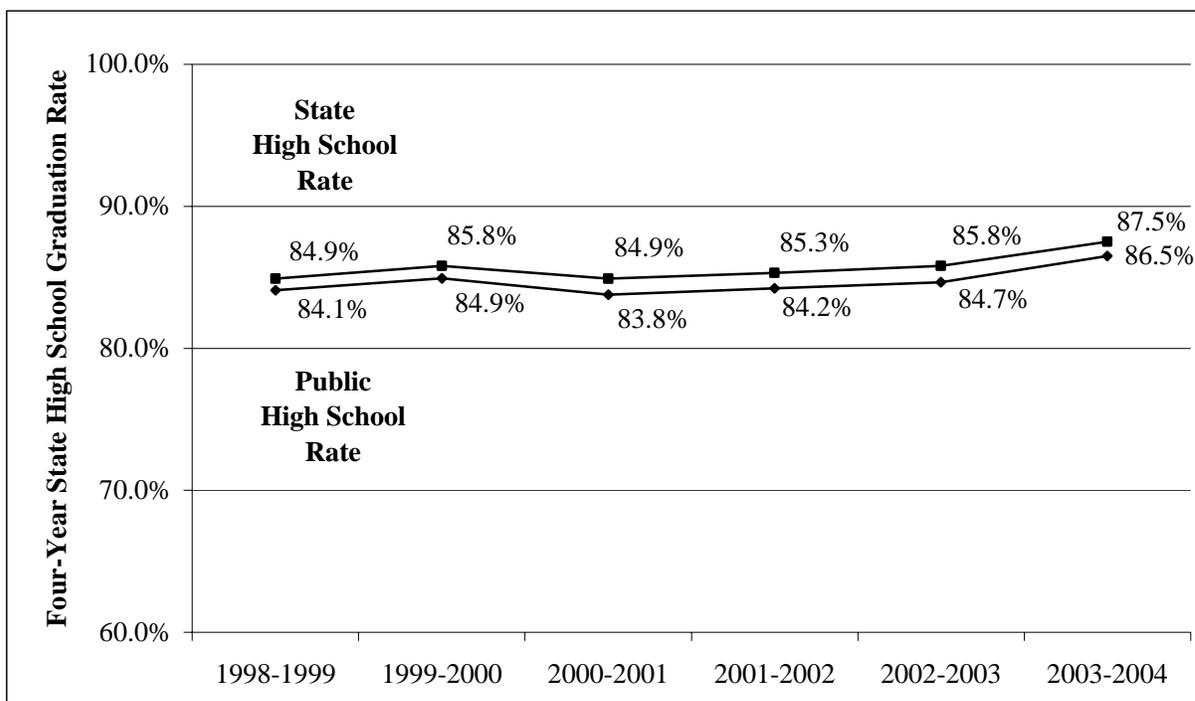
<b>Table 1.3</b>					
<b>Actual Changes in the Numbers and Percentages of Public High School Graduates by Race/Ethnicity: 2002-2003 to 2003-2004<sup>1</sup></b>					
Race/Ethnicity	2002-2003		2003-2004		% Change
	No. of Graduates <sup>1</sup>	% of Graduates	No. of Graduates	% of Graduates	
Percentage Change in Number of Graduates					In Number of Graduates
<b>White (non-Hispanic)</b>	17,541	89.5%	17,211	88.4%	-1.9%
<b>Asian/Pacific Islander</b>	279	1.4%	309	1.6%	10.8%
<b>Black (non-Hispanic)</b>	841	4.3%	884	4.5%	5.1%
<b>Hispanic</b>	776	4.0%	890	4.6%	14.7%
<b>Native American</b>	167	0.8%	168	0.9%	0.6%
Total for Public High Schools	19,604	100.0%	19,462	100.0%	-0.7%
Change in Percentage Distribution of Graduates					In Percentage of Total Number of Graduates
<b>White (non-Hispanic)</b>	17,541	89.5%	17,211	88.4%	-1.1%
<b>Asian/Pacific Islander</b>	279	1.4%	309	1.6%	0.2%
<b>Black (non-Hispanic)</b>	841	4.3%	884	4.5%	0.2%
<b>Hispanic</b>	776	4.0%	890	4.6%	0.6%
<b>Native American</b>	167	0.8%	168	0.9%	0.1%
Total for Public High Schools	19,604	100.0%	19,462	100.0%	
<sup>1</sup> Official numbers of public high school graduates obtained from the Nebraska Department of Education in August 2005. Numbers do not include graduates of education service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas.					

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

- Although the total number of students who graduated from Nebraska high schools decreased between 2002-2003 and 2003-2004, the state's graduation rate clearly increased.
- 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 1.11 below, Nebraska's state graduation rate fluctuated between 84.9% and 85.8% from 1998-1999 through the 2002-2003 school year.
- For the 2003-2004 school year, the state graduation rate increased by 1.7% to a rate of 87.5%.

**Figure 1.11**

### **Nebraska State and Public High School Four-Year Graduation Rates 1998-1999 through 2003-2004**



<sup>1</sup>Data Source: Nebraska Department of Education, October 2005. State rates as published in the *2003-2004 State of the Schools Report* available at <http://reportcard.nde.state.ne.us>. Public rates as available from the Nebraska Department of Education but currently not available on the department's Web site.

- The graduation rate for Nebraska’s nonpublic (private) high schools is significantly higher than the overall state rate, whereas the graduation rate for Nebraska’s public schools is lower than the state rate.<sup>1</sup> Nevertheless, Nebraska’s public high school graduation rate is among the highest rates in the United States.<sup>2</sup>
- As evidenced in [Figure 1.11](#) on the previous page, the graduation rate for Nebraska public high schools recently increased by 1.8%, rising from 84.7% for the 2002-2003 school year to 86.5% for the 2003-2004 school year.
- Furthermore, as shown in [Table 1.4](#), almost 75% of Nebraska’s public school districts had four-year high school graduation rates that were in the range of 92% to 100%. In contrast, 11.6% of Nebraska’s 259 public high school districts had graduation rates that were equal to or below the statewide rate of 86.5% for public schools in 2003-2004.
- See [Table A3.2](#) in [Appendix 3](#) for a list of the 30 public school districts with graduation rates at or below the public statewide rate of 86.5% in 2003-2004.

**Table 1.4**  
**Distribution of the Four-Year High School Graduation Rates**  
**of Nebraska Public High School Districts**  
**2003-2004<sup>1</sup>**

Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	% of School Districts	Cumulative % of School Districts
100.0%	86	33.2%	33.2%	33.2%
96.0% - 99.9%	45	17.4%	41.3%	50.6%
92.0% - 95.9%	62	23.9%		74.5%
88.0% - 91.9%	31	12.0%	13.9%	86.5%
86.6% - 87.9%	5	1.9%		88.4%
84.8% - 86.5% <sup>2</sup>	7	2.7%	11.6%	91.1%
80.0% - 84.7%	11	4.2%		95.4%
72.0% - 79.9%	6	2.3%		97.7%
Less than 72%	6	2.3%		100.0%
	259	100.0%	100.0%	

<sup>1</sup>Four-year graduation rates by district downloaded from the Nebraska Department of Education Web site, <http://www.nde.state.ne.us>, October 2005.

<sup>2</sup>The statewide public high school graduation rate for 2003-2004 was 86.5%.

Note: See [Table A3.1](#) in [Appendix 3](#) for the comparable distribution of public high school graduation rates for 2002-2003, which replaces [Table 1.9](#) on page 41 of the *2004 Baseline Report for the LR 174 Higher Education Task Force*.

<sup>1</sup>Compared to the public high school graduation rates of 84.7% in 2002-2003 and 86.5% in 2003-2004, the four-year graduation rate for nonpublic (private) high schools was 99.4% for 2002-2003 and 99.6% for the 2003-2004, based on data obtained from the Nebraska Department of Education, August 2005. See [Table A3.3](#) in [Appendix 3](#) for supporting data.

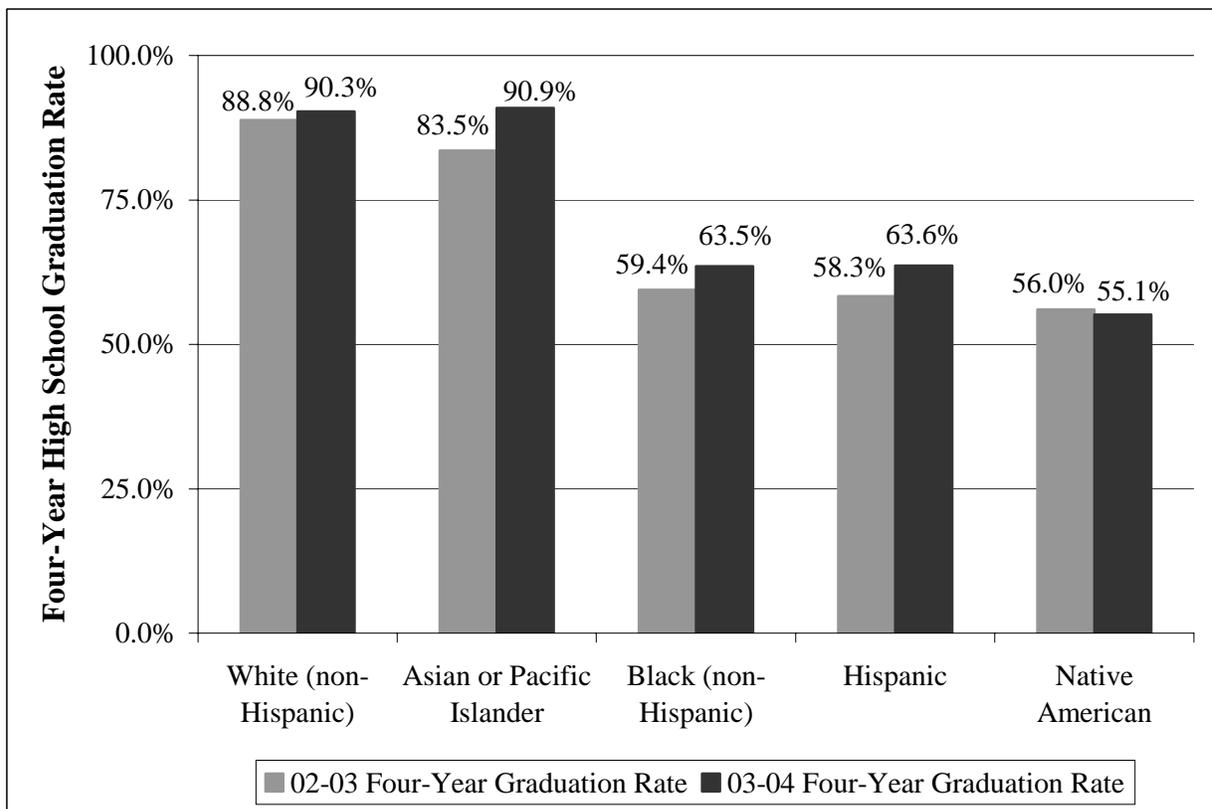
<sup>2</sup>Compared to the other 49 states and the District of Columbia, Nebraska had the 6<sup>th</sup> highest public high school graduation rate in 2001. This is the latest available national comparison, and it was published in *Postsecondary Education OPPORTUNITY*, [www.postsecondary.org](http://www.postsecondary.org), October 2004.

**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 shown in [Figure 1.12](#) below, the four-year graduation rates for white non-Hispanics and Asians/Pacific Islanders in 2002-2003 and 2003-2004 were significantly higher than the rates for black non-Hispanics, Hispanics, and Native Americans.
- As also shown in [Figure 1.12](#) , the four-year high school graduation rates for white non-Hispanics, Asians/Pacific Islanders, black non-Hispanics, and Hispanics increased between 2002-2003 and 2003-2004.
- On the other hand, the graduation rate for Native Americans was slightly lower in 2003-2004 than it was in 2002-2003.

**Figure 1.12**

**Nebraska Four-Year Public High School Graduation Rates by Race/Ethnicity 2002-2003 and 2003-2004<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, July 28, 2005. See [Table A3.3](#) in [Appendix 3](#) for supporting data.

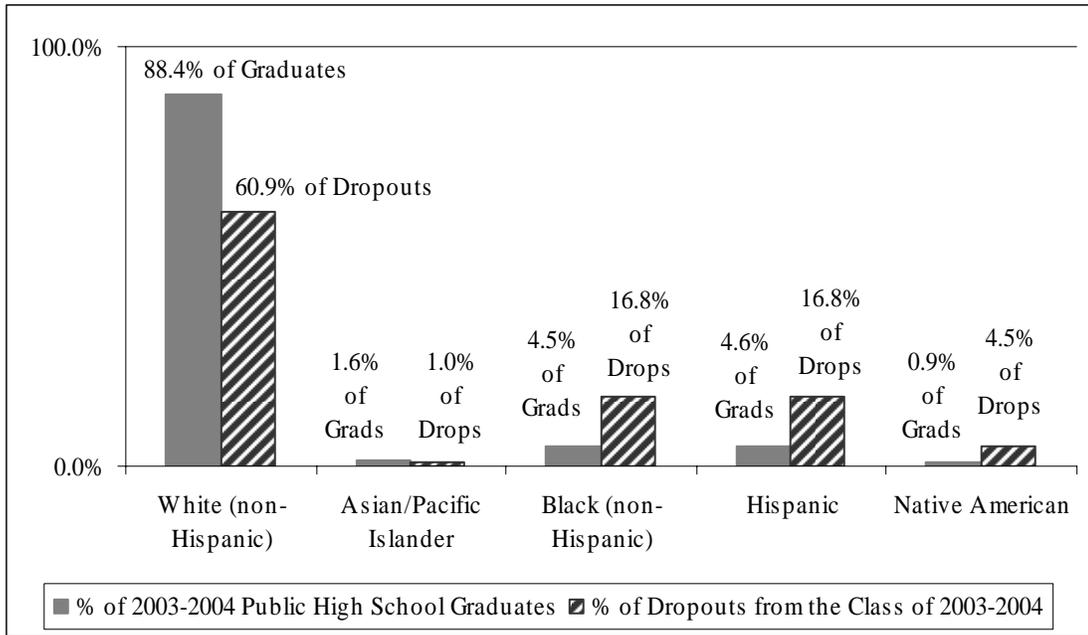
- The net effect of the lower graduation rates for black non-Hispanics, Hispanics, and Native Americans is that these minorities continue to account for disproportionately high percentages of the students who drop out of the public high schools in Nebraska, compared to their representation among the graduates of these schools.

- 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 1.5 for the class of 2003-2004.

<b>Table 1.5 Distributions of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2003-2004<sup>1</sup></b>				
Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts	% of Dropouts
<b>White (non-Hispanic)</b>	17,211	<b>88.4%</b>	1,847	<b>60.9%</b>
<b>Asian/Pacific Islander</b>	309	<b>1.6%</b>	31	<b>1.0%</b>
<b>Black (non-Hispanic)</b>	884	<b>4.5%</b>	509	<b>16.8%</b>
<b>Hispanic</b>	890	<b>4.6%</b>	510	<b>16.8%</b>
<b>Native American</b>	168	<b>0.9%</b>	137	<b>4.5%</b>
Nebraska Public Total	19,462	100.0%	3,034	100.0%
<sup>1</sup> Data Source: Nebraska Department of Education, July 28, 2005.				

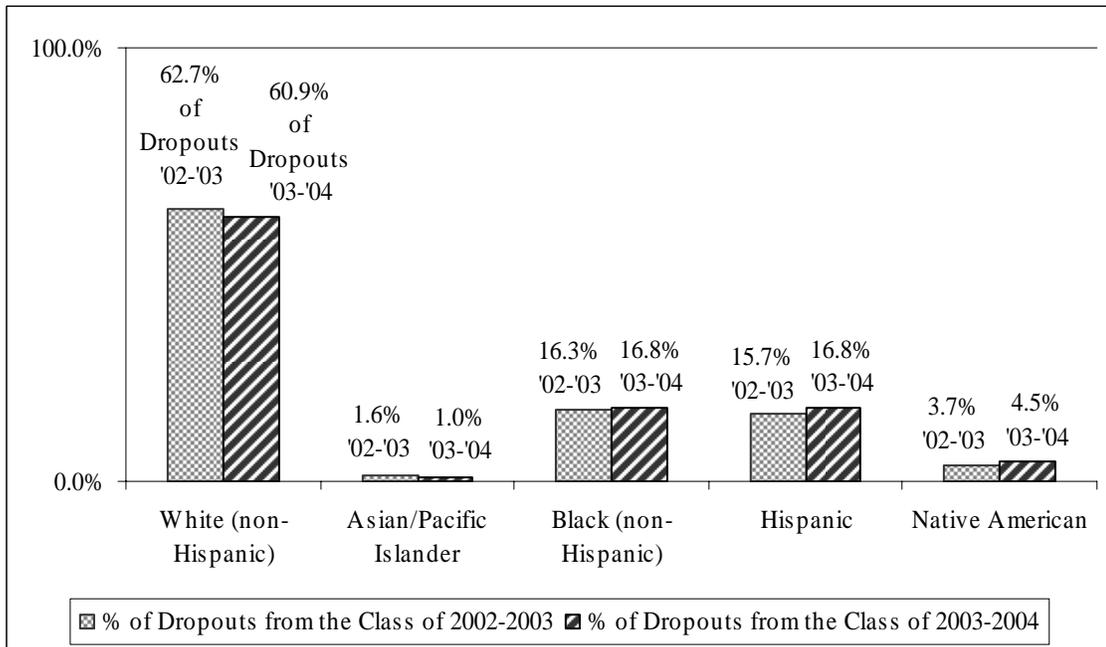
- As evidenced in Table 1.5 above and illustrated in Figure 1.13 on the next page, white non-Hispanics accounted for the largest number and percentage of dropouts from the class of 2003-2004. However, black non-Hispanics, Hispanics, and Native Americans accounted for higher percentages of the students who dropped out of the class than they did of the students who graduated in 2003-2004.
- Furthermore, as shown in Figure 1.14 on the next page, black non-Hispanics, Hispanics, and Native Americans accounted for slightly higher percentages of the dropouts from the class of 2003-2004 than they did from the class of 2002-2003.
- Consequently, although the four-year graduation rates for black non-Hispanics and Hispanics increased slightly between 2002-2003 and 2003-2004, these minorities, along with Native Americans, continue to account for disproportionate and increasing percentages of the dropouts from Nebraska public high schools, compared to the extent they are represented among public high school graduates.

**Figure 1.13**  
**Percentages of Public High School Graduates and Dropouts by Race/Ethnicity**  
**Based on Four-Year Graduation Rate Data**  
**2003-2004<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, July 28, 2005. See [Table 1.5](#) for supporting data.

**Figure 1.14**  
**Percentages of Public High School Dropouts by Race/Ethnicity**  
**Based on Four-Year Graduation Rate Data**  
**2002-2003 Compared to 2003-2004<sup>1</sup>**



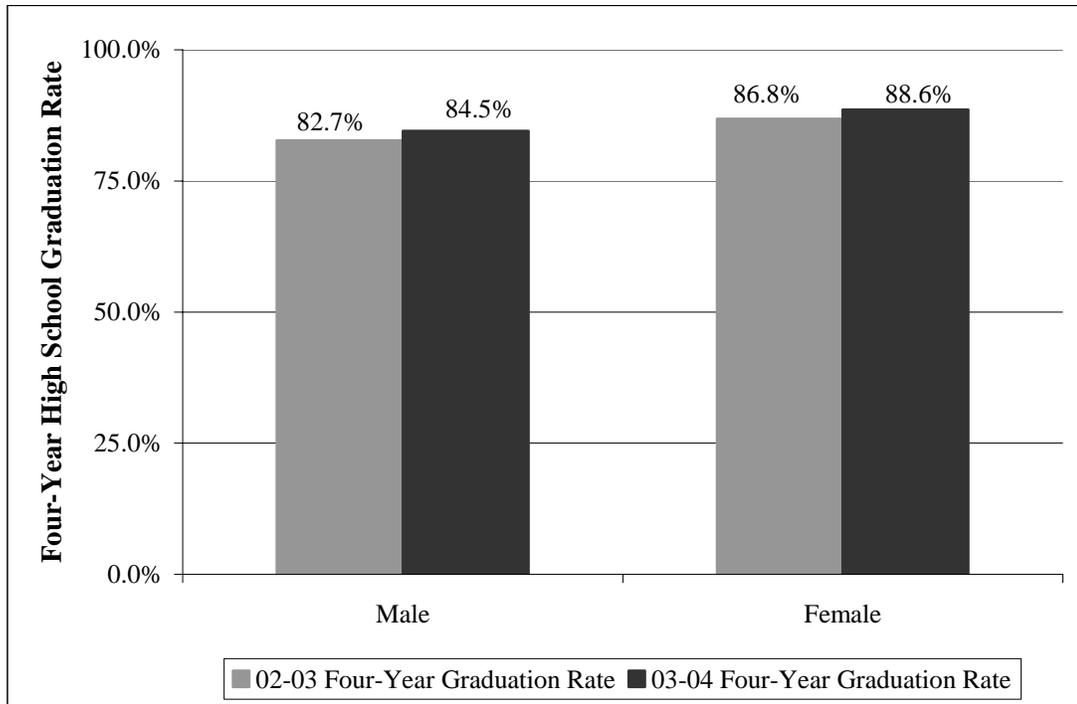
<sup>1</sup>Data Source: Nebraska Department of Education, July 28, 2005. See [Table A3.4](#) in [Appendix 3](#) for supporting data.

## **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 have higher graduation rates than males who attend Nebraska's public high schools.

**Figure 1.15**

**Nebraska Four-Year Public High School Graduation Rates by Gender  
2002-2003 and 2003-2004<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, July 28, 2005. See [Table A3.5](#) in [Appendix 3](#) for supporting data.

## Nebraska Public School Districts Selected for Further Analysis

An analysis of the four-year public high school graduation rate data for 2002-2003 and 2003-2004 indicates that Nebraska's statewide public graduation rate is increasing and that the graduation rates for white non-Hispanics, Asians/Pacific Islanders, black non-Hispanics, and Hispanics are improving. However, the Native American dropout rate has slightly increased.

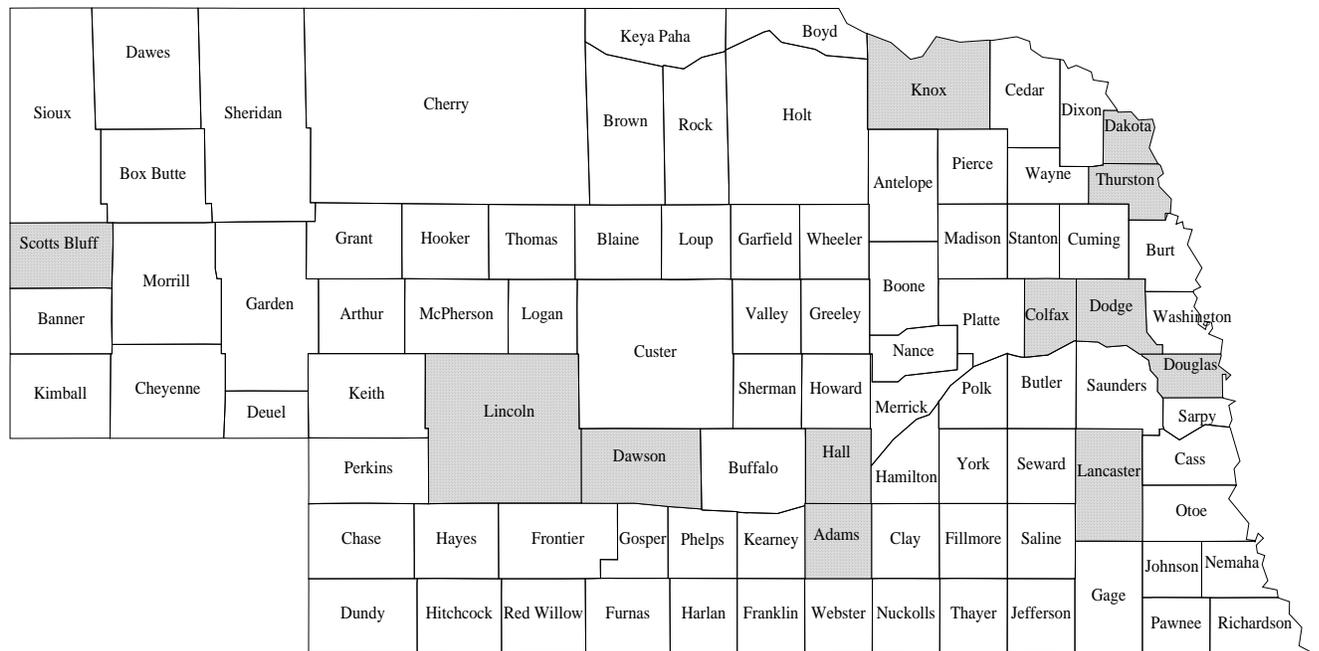
Further analysis of the four-year graduation rate data reveals that 14 (5.4%) of the state's 259 public high school districts account for more than 70% of the state's dropouts. Consequently, efforts to reduce dropout rates and increase graduation rates might best focus on these selected districts in order for the rates for each racial/ethnic group and the state as a whole to continue to improve.

The 14 public school districts that account for 70% of the state's dropouts are located in the 12 counties highlighted on the map of Nebraska in [Figure 1.16](#).

- Together, these 12 counties accounted for 80.0% of the dropouts from the high school class of 2003-2004, while they accounted for 51.1% of the state's public high school graduates. (See [Table A3.6](#) in [Appendix 3](#) for supporting data.)

**Figure 1.16**

**The 12 Nebraska Counties Where the 14 Selected School Districts are Located**



The 14 public school districts are listed in Table 1.6 below. Each of these districts meets 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.

As shown in Table 1.6, the 14 school districts represented 30.8% of the state's high school graduates in 2002-2003, but they accounted for 72.7% of all of the state's dropouts from the class of 2002-2003.

<b>Table 1.6</b>				
<b>Numbers of Graduates and Dropouts from the 14 Selected School Districts 2002-2003<sup>1</sup></b>				
Co-Dist	County	District or School Name	No of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades
01-0018	Adams	Hastings Public Schools	233	54
19-0123	Colfax	Schuyler Central High School	74	30
22-0011	Dakota	South Sioux City Community Schools	176	64
24-0001	Dawson	Lexington Public Schools	130	32
27-0001	Dodge	Fremont Public Schools	286	65
28-0001	Douglas	Omaha Public Schools	2,336	1,342
40-0002	Hall	Grand Island Public Schools	367	123
54-0505	Knox	Santee Community Schools	masked	masked
55-0001	Lancaster	Lincoln Public Schools	1,883	716
56-0001	Lincoln	North Platte Public Schools	297	57
79-0032	Scotts Bluff	Scottsbluff Public Schools	207	39
87-0013	Thurston	Walthill Public Schools	18	masked
87-0016	Thurston	UMO ^ HO ^ Nation Public Schools	masked	18
87-0017	Thurston	Winnebago Public Schools <sup>2</sup>	21	16
		Total for 14 School Districts	6,045	2,567
		<b>% of NE Public Total</b>	<b>30.8%</b>	<b>72.7%</b>
		NE Public Total	19,604	3,531
<p><sup>1</sup>Data Source: Nebraska Department of Education, August 10, 2005. Numbers under 10 are masked, but the masked numbers are included in the total numbers of graduates and dropouts for the 14 school districts.</p> <p><sup>2</sup>The number of dropouts from Winnebago Public Schools was estimated 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%.</p>				

- As shown in [Table 1.7](#), the four-year graduation rates of eight of the 14 school districts increased between 2002-2003 and 2003-2004, while the rates of the remaining six schools were lower in 2003-2004 than they were a year earlier.
- The net effect of the increases and decreases in the districts' rates was that the overall graduation rate for the 14 school districts increased from 70.2% in 2002-2003 to 73.6% in 2003-2004.
- As a group, the 14 districts are improving. There were 395 or 15.4% fewer reported dropouts from the school districts so that, together, the districts accounted for 71.6% of the state's dropouts from the class of 2003-2004, compared to 72.7% of the dropouts reported for the class of 2002-2003. (See [Table A3.7](#) and [Table A3.8](#) in [Appendix 3](#) for supporting data.)
- Nevertheless, with the exception of North Platte and Fremont Public Schools, the selected school districts continued to have graduation rates that were relatively low, compared to the graduation rates for the majority of the state's public high schools.

<b>Table 1.7</b> <b>Change in the Four-Year High School Graduation Rates</b> <b>of the 14 Selected Nebraska Public School Districts</b> <b>2002-2003 Compared to 2003-2004<sup>1</sup></b>				
County	District or School Name	'02-'03 Four-Year Grad Rate	'03-'04 Four-Year Grad Rate	% Change '02-'03 to '03-'04
<b>Districts with Increasing Graduation Rates</b>				
Lincoln	North Platte Public Schools	83.9%	86.2%	2.3%
Dodge	Fremont Public Schools	81.5%	85.4%	3.9%
Dakota	South Sioux City Community Schools	73.3%	79.6%	6.3%
Hall	Grand Island Public Schools	74.9%	79.2%	4.3%
Lancaster	Lincoln Public Schools	72.5%	76.6%	4.1%
Colfax	Schuyler Central High School	71.2%	77.1%	6.0%
Douglas	Omaha Public Schools	63.5%	67.6%	4.1%
Thurston	UMO ^ HO ^ Nation Public Schools	33.3%	61.9%	28.6%
<b>Districts with Decreasing Graduation Rates</b>				
Adams	Hastings Public Schools	81.2%	80.5%	-0.7%
Thurston	Winnebago Public Schools	56.8%	52.8%	-4.0%
Scotts Bluff	Scottsbluff Public Schools	84.1%	78.1%	-6.1%
Dawson	Lexington Public Schools	80.2%	74.4%	-5.8%
Thurston	Walthill Public Schools	72.0%	33.3%	-38.7%
Knox	Santee Community Schools	66.7%	25.0%	-41.7%
<b>Graduation Rates for 14 School Districts</b>		<b>70.2%</b>	<b>73.6%</b>	<b>3.4%</b>
<b>Nebraska Public School Graduation Rates</b>		<b>84.7%</b>	<b>86.5%</b>	<b>1.8%</b>
<sup>1</sup> Data Source: Nebraska Department of Education, August 10, 2005.				

## **Technical Note**

The *2004 Baseline Report for the LR 174 Higher Education Task Force* included a list of 13 public school districts in 10 counties, selected on the basis of four-year graduation rates and other data provided by the Nebraska Department of Education (NDE) in October 2004. The latest official data were obtained from the NDE in August 2005 and reanalyzed. In this process, Gering Public Schools and Cozad City Schools were deleted from the original list of 13 school districts, and the three following districts were added for a resulting total of 14 schools: Hastings Public Schools, Santee Community Schools, and Winnebago Public Schools.

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

National assessments at two levels of the Nebraska educational system are summarized in this section as indicators of the extent to which students are prepared academically to enter and proceed through postsecondary education. First, the most recent results of the National Assessment of Educational Progress are presented as indicators of the degree to which Nebraska eighth graders are prepared for the high school courses that college-bound students are advised to take. Second, the results of the SAT I: Reasoning Test and the ACT Assessment are presented as indicators of the extent to which Nebraska high school graduates are prepared for college-level coursework.

**National Assessment of Educational Progress (NAEP)**

In Nebraska, the National Assessment of Educational Progress (NAEP) provides periodic measures of student achievement in mathematics, reading, science, and writing, based on stratified random samples of 2,700 to 2,800 eighth graders who take each subject-matter test.

- Historically, NAEP scores for Nebraska eighth graders have been higher than the national averages, and between 70% and 88% of the students most recently tested in Nebraska have scored at or above the “basic” level of achievement, depending on the subject-matter area. (See [Table A4.1](#) in [Appendix 4](#) for supporting data.)
- As shown in [Table 1.8](#), between 32% and 36% of the students tested have scored at or above the “proficient” level, suggesting that about one-third of Nebraska eighth graders are well prepared to take the high school courses that are recommended for college-bound students.
- Compared to the Nebraska eighth graders tested in 2003, a higher percentage of the students tested in 2005 were “proficient” in mathematics, while the same percentage scored at the “proficient” level in reading. Since assessments in science and writing have not been recently conducted in Nebraska, the NAEP does not provide evidence of current student achievement in these two curriculum areas.

<b>Table 1.8 Performance of Nebraska 8<sup>th</sup> Graders on Most Recent and Previous NAEP Assessments<sup>1</sup></b>					
Subject	Previous NAEP Assessment		Most Recent NAEP Assessment		Percentage Difference
	Year	% Scoring At or Above Proficient	Year	% Scoring At or Above Proficient	
Mathematics	2003	32%	2005	35%	+ 3%
Reading	2003	35%	2005	35%	0%
Science	1996	35%	2000	36%	+ 1%
Writing	No previous assessment		2002	32%	

<sup>1</sup>“Nation’s Report Card,” National Center for Education Statistics, 2005.

## **Introduction to the ACT Assessment and SAT I: Reasoning Test**

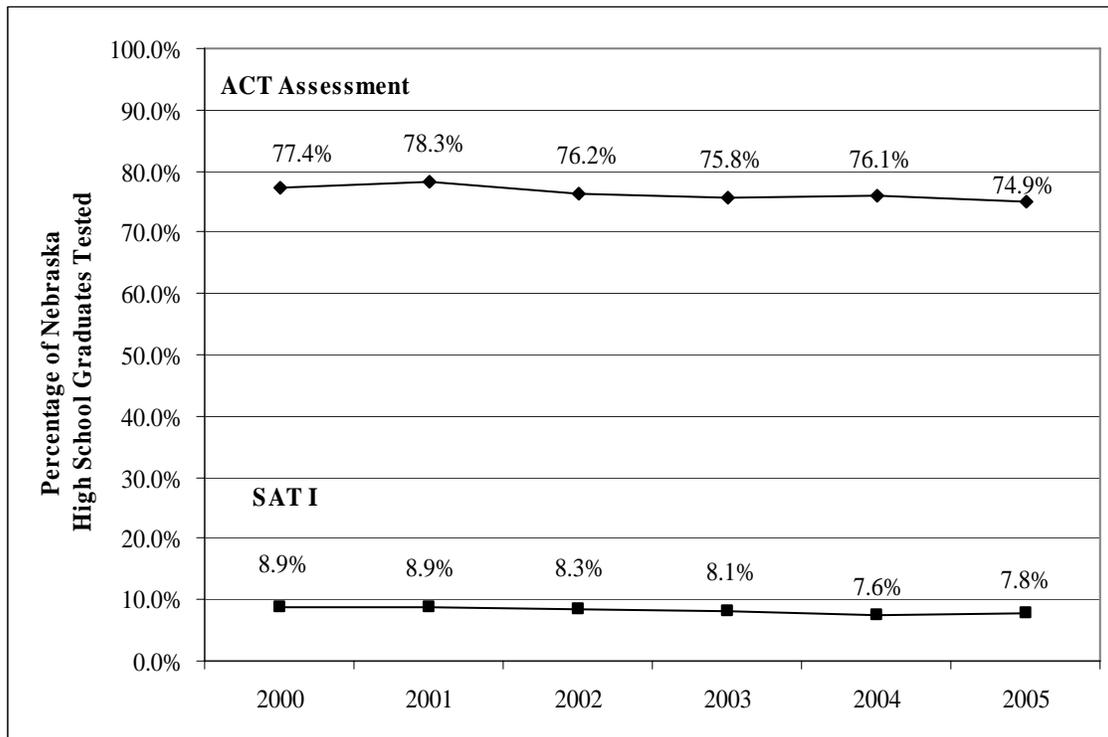
The ACT Assessment and the SAT I: Reasoning Test are used to measure the extent to which students are prepared for academic coursework beyond high school. The ACT Assessment consists of four curriculum-based achievement tests in English, mathematics, reading, and science. A student's scores on the four tests are reported separately along with a composite score that reflects the student's overall performance on the series of tests. The SAT I: Reasoning Test also measures individual student aptitude or achievement, but only two SAT I scores are reported: one for verbal skills and the other for math skills.

## **Nebraska Participation Rates for the ACT Assessment and SAT I: Reasoning Test**

- In Nebraska, the participation rate for the ACT Assessment decreased from 76.1% in 2004 to 74.9% in 2005, suggesting that a decreasing percentage of Nebraska high school students are planning to initially attend colleges that require or commonly use ACT test results in the admission process.
- Compared to the percentage of Nebraska high school graduates who take the ACT Assessment, significantly fewer students take the SAT I: Reasoning Test. In 2005, 7.8% of the graduates from Nebraska high schools took the SAT, an increase of 0.2% from the previous year. (See [Table A4.2](#) in [Appendix 4](#) for supporting data.)

**Figure 1.17**

**Percentages of Nebraska High School Graduates  
Who Took the ACT Assessment and/or the SAT I: Reasoning Test  
2000 - 2005<sup>1</sup>**



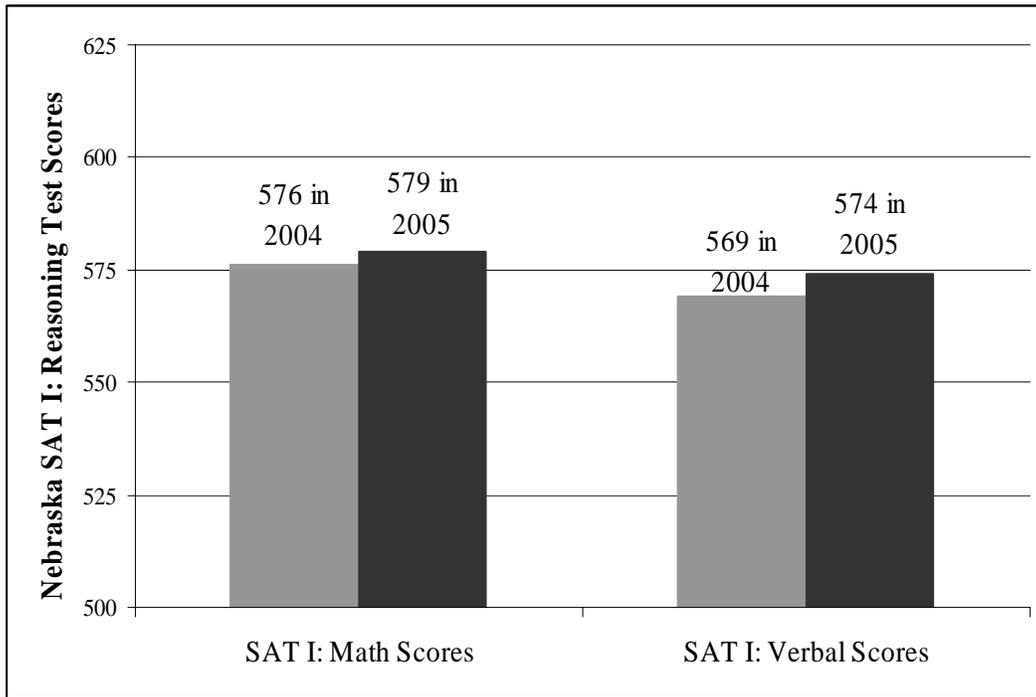
<sup>1</sup>Data Sources: ACT, Inc. and College Examination Board.

**Nebraska SAT I: Reasoning Test Scores**

- Between 2004 and 2005, the average scores of the Nebraska high school students who took the SAT I: Reasoning Test increased by three points on the mathematics component of the test and five points on the verbal component.

**Figure 1.18**

**2004 and 2005 Nebraska Average SAT I: Reasoning Test Scores<sup>1</sup>**



<sup>1</sup>Data Source: College Examination Board, State Reports, 2004 and 2005.

- As shown in Table 1.9, the average math and verbal scores of Nebraska high school students who took the test continued to be well above the national averages in 2005.

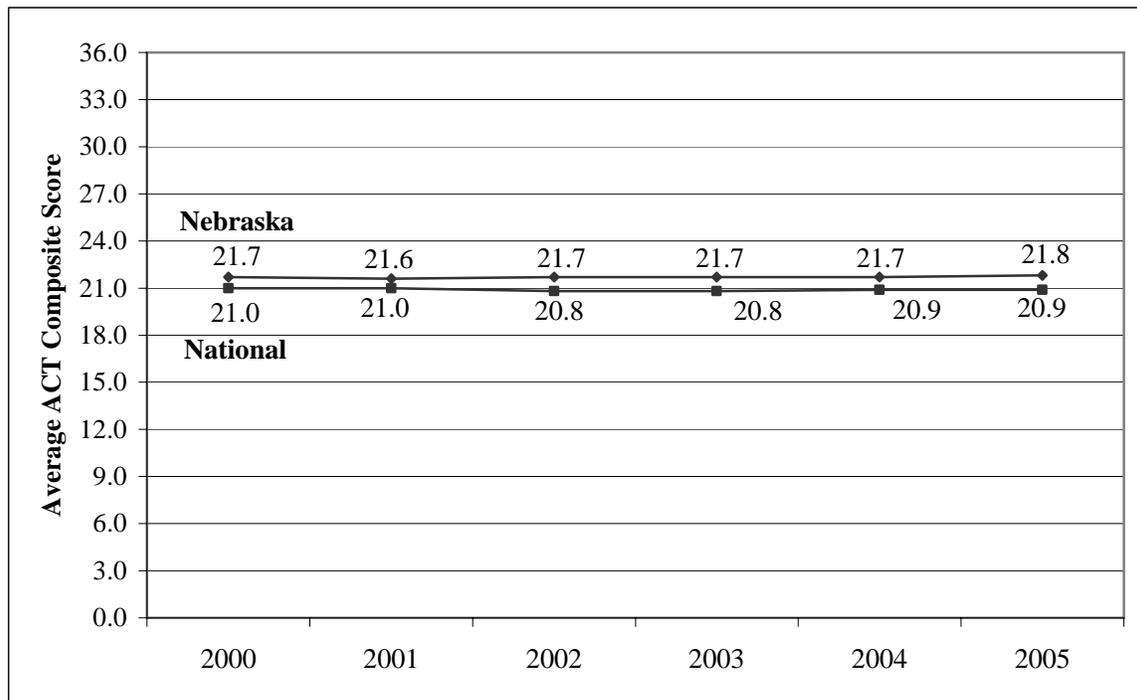
Year	SAT I: Math Scores		SAT I: Verbal Scores	
	National Average	Nebraska Average	National Average	Nebraska Average
2000	514	<b>571</b>	505	<b>560</b>
2001	514	<b>568</b>	506	<b>562</b>
2002	516	<b>570</b>	504	<b>561</b>
2003	519	<b>578</b>	507	<b>573</b>
2004	518	<b>576</b>	508	<b>569</b>
2005	520	<b>579</b>	508	<b>574</b>

<sup>1</sup>Data Source: College Examination Board, State Reports, 2000-2005.

## Nebraska ACT Composite Scores

- As shown in [Figure 1.19](#), the average ACT composite score for Nebraska high school seniors increased to 21.8 in 2005, up from 21.7 for the previous three years.
- As also shown in [Figure 1.19](#), Nebraska’s average composite score continued to be above the national average by about one point on the 36-point scale of the ACT.

**Figure 1.19**  
**Comparison of Nebraska and National Average ACT Composite Scores**  
**2000 - 2005<sup>1</sup>**



<sup>1</sup>Data Source: ACT, Inc.

ACT defines a core college-preparatory program (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 (starting 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)

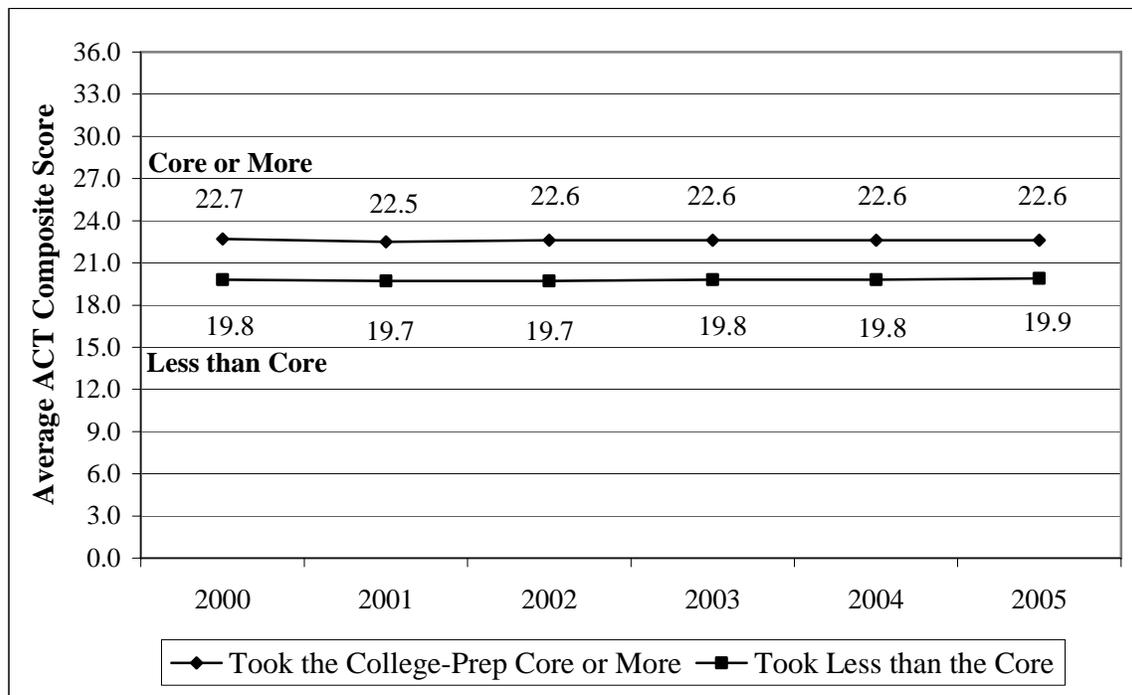
Research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to successfully progress through postsecondary education programs than students who do not complete the core courses recommended for 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.<sup>1</sup> Consequently, it is important to monitor the average ACT composite scores and percentages of students who complete the core – or more than the core – as compared to the students who take less than the minimum core courses.

- As shown in [Figure 1.20](#), Nebraska students who have taken or plan to take the core college preparatory courses 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.

*Note: Students self-report information pertaining to the courses they have taken or plan to take before they graduate from high school when they register to take the ACT.*

**Figure 1.20**

**Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Did Not Take the Core 2000 - 2005<sup>1</sup>**



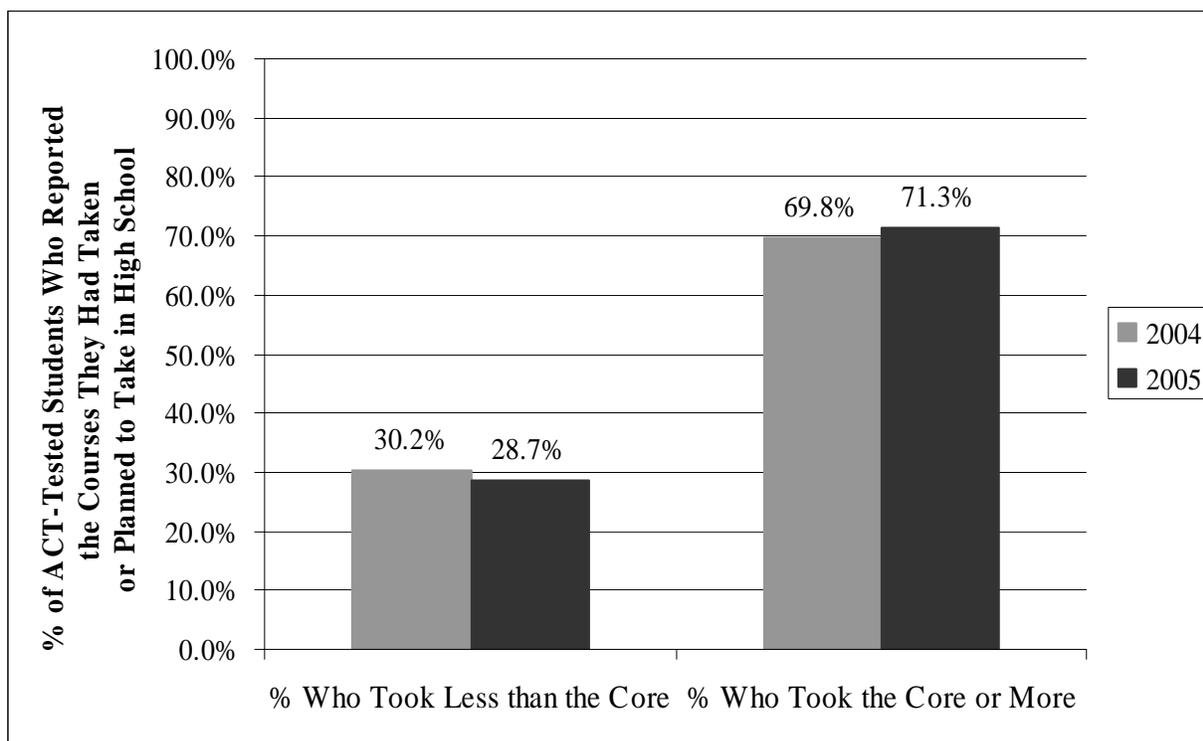
<sup>1</sup>Data Source: *ACT High School Profile Reports, State Composites for Nebraska, 2000-2005.*

<sup>1</sup>Executive Summary, *Crisis at the Core: Preparing All Students for College and Work*, ACT, Inc., page 3.

- As also shown in [Figure 1.20](#) on the preceding page, there was no change between 2004 and 2005 in the average ACT composite score for the students who took the core or more. There was, however, a slight increase in the average ACT composite score for students who took less than the core, explaining why the overall average composite score for Nebraska increased from 21.7 to 21.8 between 2004 and 2005.
- Although the average ACT composite score for students who took the core or more did not change between 2004 and 2005, there was an increase in the percentage of ACT-tested students who reported that they had taken or expected to take the core or more before they graduated from high school, as illustrated in [Figure 1.21](#). (See [Table A4.3](#) in [Appendix 4](#) for supporting data.)

**Figure 1.21**

**Percentages of Nebraska’s ACT-Tested Students in 2004 and 2005 Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School<sup>1</sup>**



<sup>1</sup>Data Source: *ACT High School Profile Reports, State Composites for Nebraska, 2000-2005*. See [Table A4.3](#) in [Appendix 4](#) for supporting data.

- Between 2004 and 2005, the percentages of Nebraska’s ACT-tested students who reported that they had taken or planned to take more than the minimum core increased or decreased, depending on the subject-matter area.
- As evidenced in Table 1.10, the percentages of Nebraska students who took more than the minimum core classes in English and mathematics decreased by 0.6% and 0.1%, respectively, while the percentages of students who took more than the minimum courses in the social sciences and included biology, chemistry, and physics in their studies increased by 3.3% and 3.7%.

**Table 1.10**  
**Numbers and Percentages of Nebraska’s ACT-Tested Students in 2004 and 2005**  
**Who Took More than the Minimum College-Preparatory Core<sup>1</sup>**

Academic Preparation Beyond the Minimum Core	2004		2005		Difference between percentages
	No. of Students	% of Students <sup>2</sup>	No. of Students	% of Students <sup>3</sup>	
English 4 years of English plus a course in Speech	9,239	<b>58.6%</b>	8,862	<b>58.0%</b>	- 0.6%
Mathematics 3 math courses plus at least one math course beyond Algebra II	7,239	<b>46.0%</b>	7,000	<b>45.9%</b>	- 0.1%
Social Science 4 or more social science courses	7,117	<b>45.3%</b>	7,397	<b>48.6%</b>	+ 3.3%
Natural Science 3 or 4 natural science courses including Biology, Chemistry, and Physics	7,339	<b>46.8%</b>	7,666	<b>50.5%</b>	+ 3.7%

<sup>1</sup>Source: ACT, Inc.

<sup>2</sup>Based on the total number of students tested who provided information about the courses they had completed or planned to complete by the end of the 2003-2004 academic year

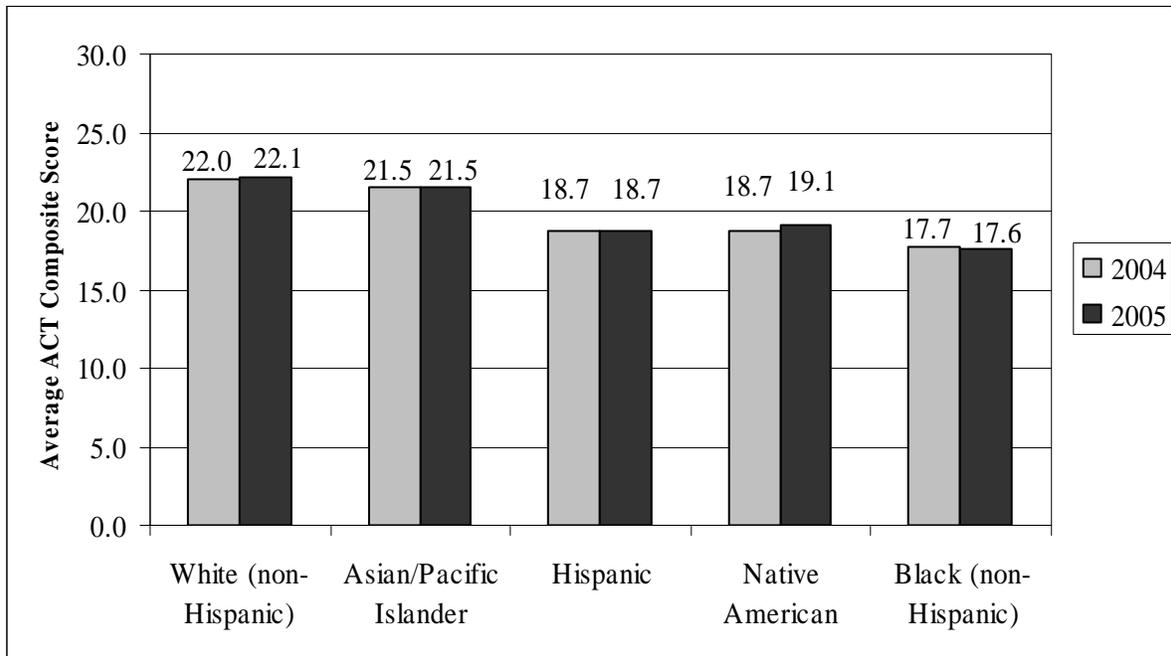
<sup>3</sup>Based on the total number of students tested who provided information about the courses they had completed or planned to complete by the end of the 2004-2005 academic year.

## **Nebraska ACT Composite Scores by Race/Ethnicity**

- As shown in [Figure 1.22](#), Nebraska’s Hispanics, Native Americans, and black non-Hispanics have lower average ACT composite scores than their white non-Hispanic and Asian or Pacific Islander high school classmates.
- As also illustrated in [Figure 1.22](#), between 2004 and 2005 the average ACT composite score for Nebraska’s Native Americans increased from 18.7 to 19.1. For each of the other racial/ethnic groups, the average ACT composite score stayed the same in 2005 as it was in 2004, or it increased or decreased by only a tenth of a point on the ACT 36-point scale.

**Figure 1.22**

**Nebraska Average ACT Composite Scores by Race/Ethnicity  
2004 and 2005 Compared<sup>1</sup>**

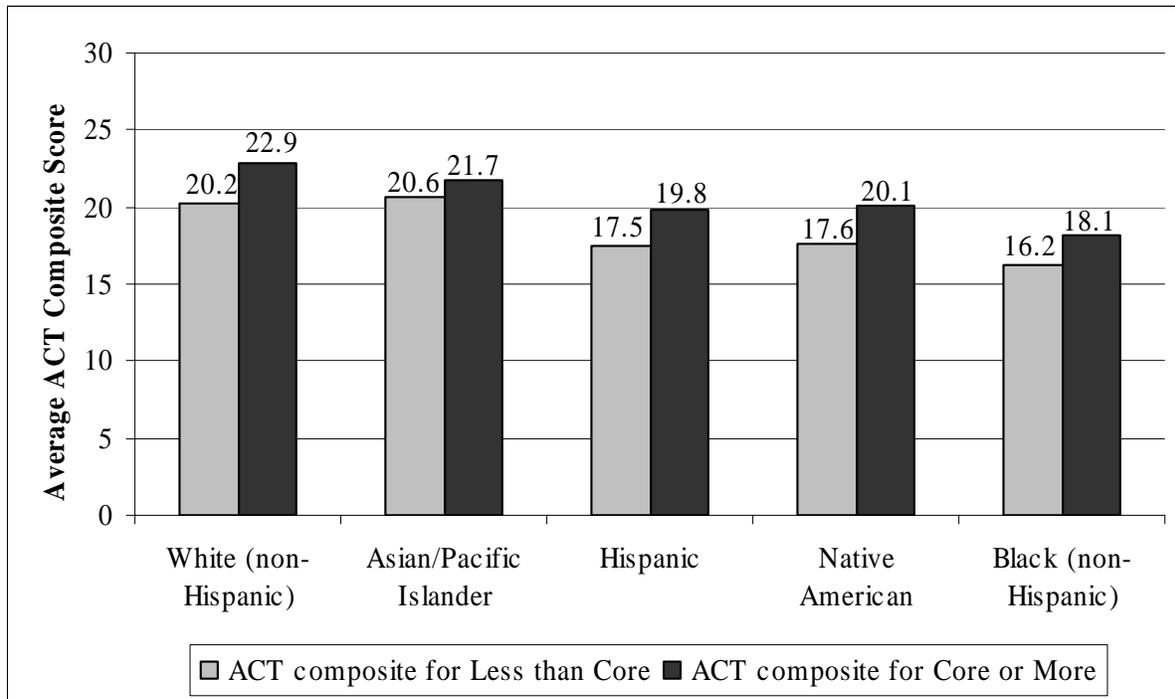


<sup>1</sup>Data Source: *ACT High School Profile Reports, State Composites for Nebraska, 2004 and 2005.*

- **Key Point: Taking “the core or more” helps all students.** Regardless of race/ethnicity, the average ACT composite score for students who take the core or more is higher than the average score for students who take less than the core, as illustrated in [Figure 1.23](#). (See [Table A4.4](#) in [Appendix 4](#) for supporting data.)

**Figure 1.23**

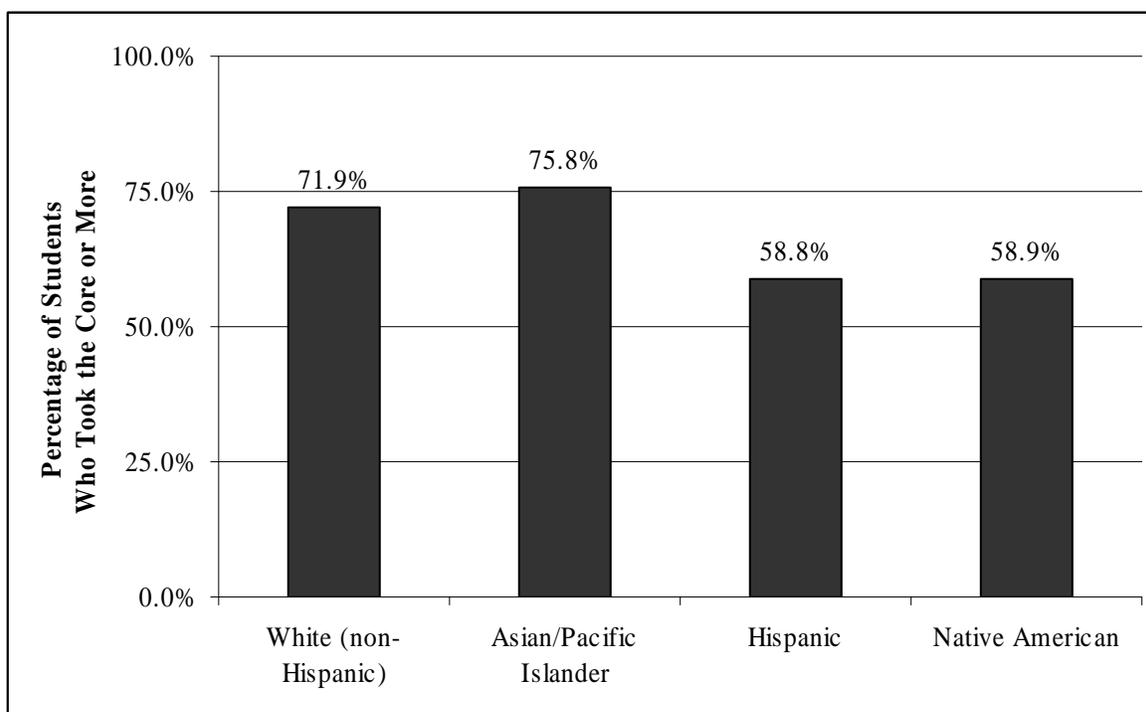
**2005 Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity<sup>1</sup>**



<sup>1</sup>Data Source: *ACT High School Profile Report, State Composite for Nebraska, 2005*. See [Table A4.4](#) in [Appendix 4](#) for supporting data.

- As summarized in [Figure 1.24](#), lower percentages of Hispanic and Native American students reported that they took or planned to take the core or more than did their white non-Hispanic and Asian or Pacific Islander classmates. (See [Table A4.4](#) in [Appendix 4](#) for supporting data.)
- The percentage of black non-Hispanic students in Nebraska who took the core or more is not included in [Figure 1.24](#) due to unexplained variability in the number of students who self-reported information about the courses they took or planned to take before they graduated from high school. However, as a point of reference, the national percentage of black non-Hispanics who take the core or more is 58.7%.<sup>1</sup>

**Figure 1.24**  
**Percentage of Nebraska Students**  
**Who Took the College-Preparatory Core or More by Race/Ethnicity<sup>1</sup>**



<sup>1</sup>Data Source: *ACT High School Profile Report, State Composite for Nebraska, 2005*. See [Table A4.4](#) in [Appendix 4](#) for supporting data.

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<sup>1</sup>*ACT High School Profile Report, State Composite for Nebraska, 2005, National Report, page 3.*

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

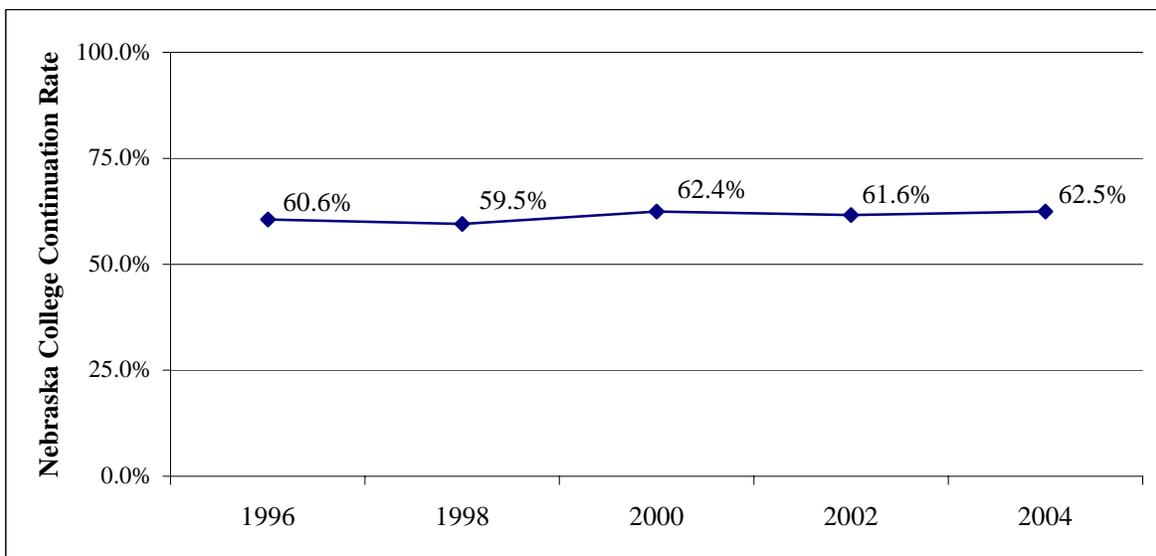
Increasing the proportion of Nebraska high school graduates who go to college is another strategic approach recommended by the 2003 LR 174 Task Force to increase the number of students who enter postsecondary institutions in Nebraska. Consequently, this section focuses on the state's college continuation rate or, in other words, the percentage of Nebraska students who enroll in postsecondary education after they graduate from high school.

#### Nebraska College Continuation Rates

- The estimated college continuation rate is the number of Nebraska-resident first-time freshmen who graduated from high school within the past 12 months, which is determined from data collected every two years by the National Center for Education Statistics, divided by the number of students who graduated from Nebraska high schools during the previous school year.
- As evidenced in [Figure 1.25](#), 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 to 62.5% in fall 2004, an increase of 0.9%.
- See [Table A5.1](#) in [Appendix 5](#) for supporting data and a technical note.

**Figure 1.25**

**College Continuation Rates for First-Time Freshmen with Nebraska Residency Who Attended Degree-Granting Institutions in the United States within 12 Months of High School Graduation 1996-1997 – 2004-2005<sup>1</sup>**

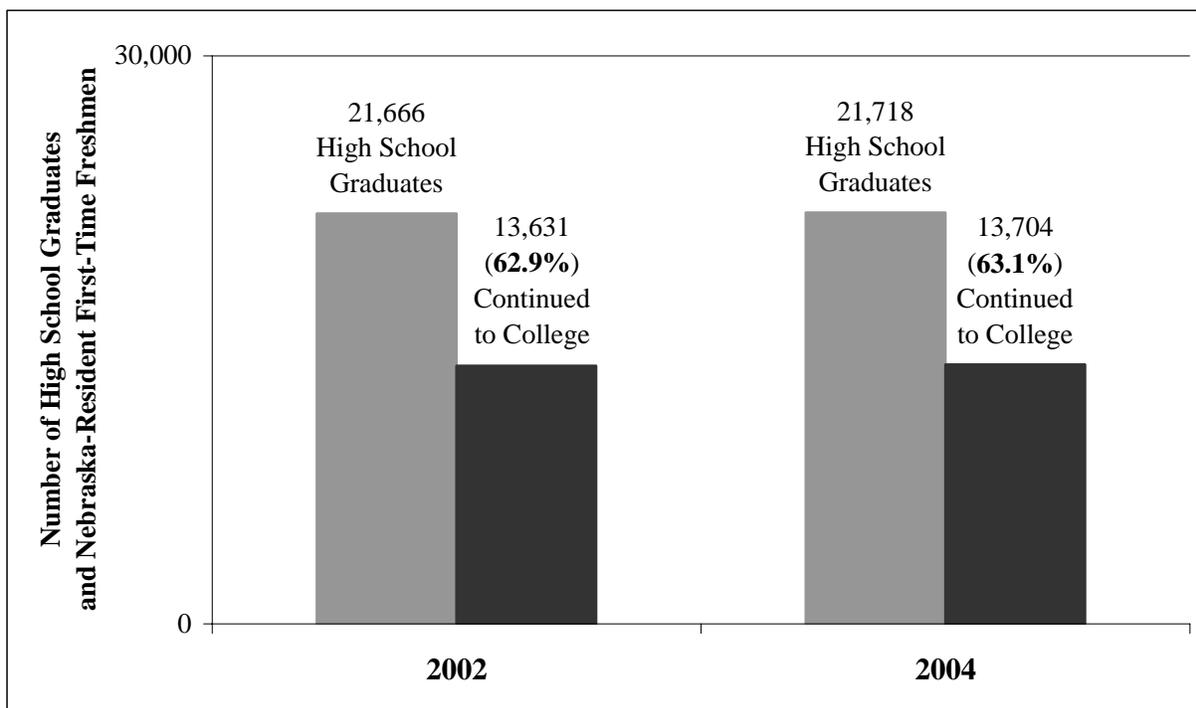


<sup>1</sup>Data Sources: Nebraska Department of Education and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 1996-2004 surveys. See [Table A5.1](#) in [Appendix 5](#) for supporting data.

- The higher college continuation rate in 2004 resulted in a 1.6% increase in the number of Nebraska-resident first-time freshmen who attended degree-granting institutions within 12 months of graduating from high school, even though there was only a 0.3% increase in the number of Nebraska high school graduates between 2002 and 2004. (See [Table A5.1](#) in [Appendix 5](#) for supporting data.)
- Adding the number of high school graduates who attended non-degree-granting institutions increases the estimated college continuation rate for Nebraska, but only slightly.
- As illustrated in [Figure 1.26](#), the college continuation rate for Nebraska students who graduated in the high school class of 2004 and attended degree-granting and non-degree-granting colleges in fall 2004 was 63.1%, a 0.2% increase from the 62.9% continuation rate in 2002.
- See [Table A5.2](#) in [Appendix 5](#) for supporting data and technical notes.

**Figure 1.26**

**College Continuation Rate for First-Time Freshmen  
with Nebraska Residency Who Attended Degree-Granting  
and Non-Degree-Granting Institutions in the United States  
within 12 Months of High School Graduation  
2002-2003 Compared to 2004-2005<sup>1</sup>**



<sup>1</sup>Data Sources: Nebraska Department of Education, August 2005, and National Center for Education Statistics, IPEDS Fall 2002 and Fall 2004 surveys. Includes full-time and part-time students. See [Table A5.2](#) in [Appendix 5](#) for supporting data.

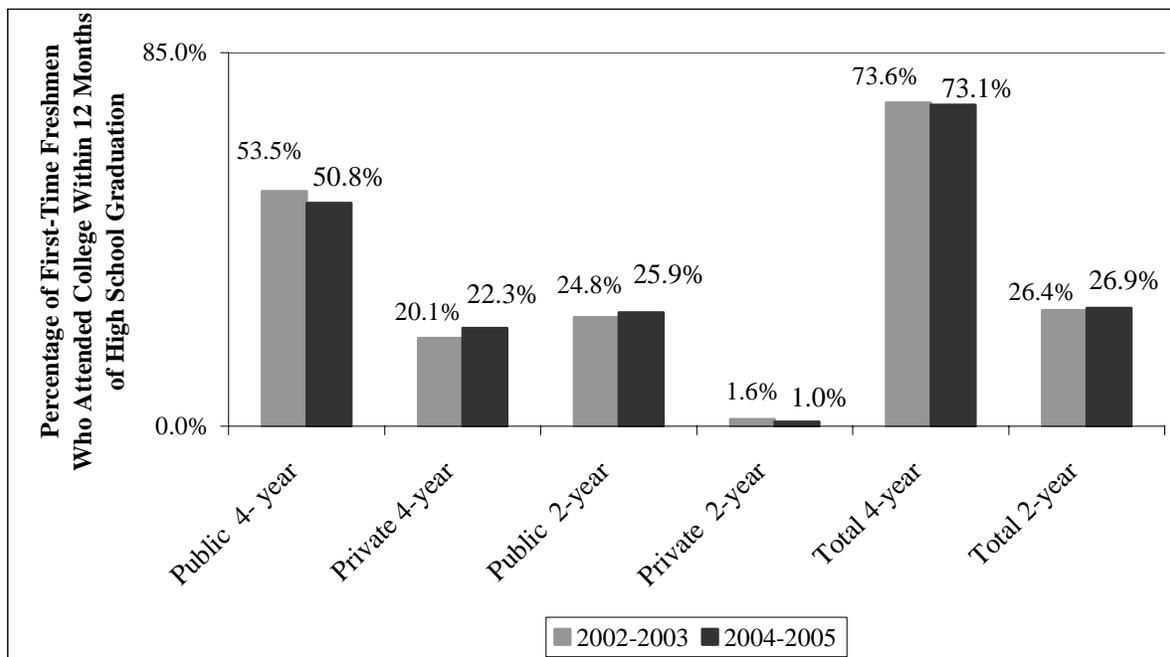
- The most recent national study of college continuation rates is limited to students who attended degree-granting institutions as first-time freshmen. However, based on the comparisons in this study, Nebraska's college continuation rate is above the national rate and higher than the rates for many other states.<sup>1</sup>

**Percentages of Students Who Continue Their Education at Four-Year and Two-Year Degree-Granting Institutions**

- Of related interest are the percentages of recent high school graduates who attend degree-granting four-year and two-year public and private (independent) colleges. As shown in Figure 1.27, higher percentages of Nebraska-resident first-time freshmen attended private four-year and public two-year colleges in 2004 than in 2002. Conversely, lower percentages attended public four-year and private two-year institutions within one year of graduating from high school.

**Figure 1.27**

**Percentages of First-Time Freshmen with Nebraska Residency Who Attended Four-Year and Two-Year Degree-Granting Institutions Within 12 Months of High School Graduation 2002-2003 Compared to 2004-2005<sup>1</sup>**



<sup>1</sup>Date Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students. See Table A5.3 in Appendix 5 for supporting data.

<sup>1</sup>Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, 2002 College Continuation Rate Comparisons by State included in the Spreadsheet for Chance for College, October 2004. The details of this study are not included in this report because the number of high school graduates used in computing Nebraska's college continuation rate is higher than the official number from the Nebraska Department of Education, resulting in an underestimated rate. 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 rate is above the national average and higher than the rates for many other states.

- As also shown in Figure 1.27 on the preceding page, the net effect of these changes was that a slightly lower percentage of Nebraska resident first-time freshmen attended degree-granting four-year institutions in 2004 than in 2002, while a slightly higher percentage enrolled at two-year schools within one year of their high school graduation. (See Table A5.2 in Appendix 5 for supporting data.)

**1.2 The state’s postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.**

The 2003 LR 174 Higher Education Task Force recommended increasing the proportion of Nebraska high school graduates who pursue their postsecondary education in their home state as one approach to increasing college enrollment in Nebraska.

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 to the number who go out of state to college. 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 it is likely that a higher percentage of them graduated from high schools outside Nebraska, they are considered separately in this analysis.

The data used to analyze the enrollment trends of Nebraska-resident first-time freshmen are collected every two years through the Integrated Postsecondary Education Data System (IPEDS). See Explanatory Note A6.1 in Appendix 6 for more information on the collection and limitations of these data.

**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 2004, there was a slight 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 1.11. As a result, total enrollment of Nebraska-resident first-time freshmen at degree-granting institutions decreased by 5.6% over the two-year period.

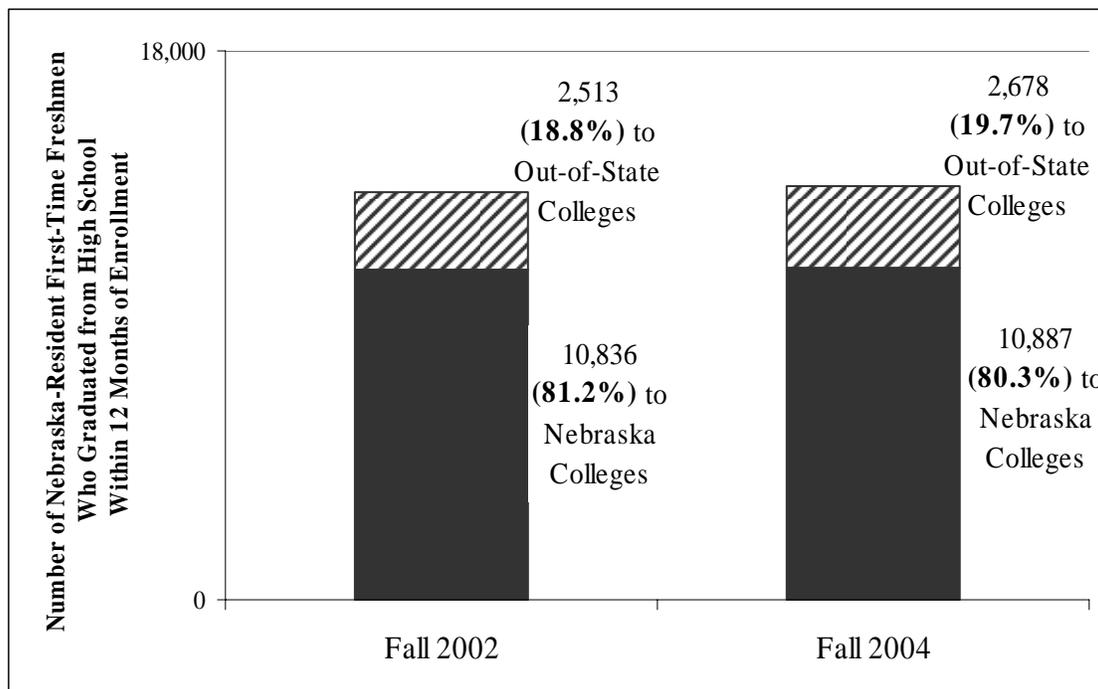
<b>Table 1.11</b>					
<b>Nebraska-Resident First-Time Freshmen Enrolled at Degree-Granting Postsecondary Institutions Classified by Length of Time Since High School Graduation</b>					
<b>Fall 2002 Compared to Fall 2004<sup>1</sup></b>					
Length of Time Since High School Graduation	Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions				Change in the Number of Students
	<b>Fall 2002</b>		<b>Fall 2004</b>		
	n	%	n	%	
Graduated during the 12 Months Prior to College Enrollment	13,349	67.3%	13,565	72.4%	+ 216
Graduated More than 12 Months Prior to College Enrollment	6,497	32.7%	5,178	27.6%	- 1,319
Total	19,846	100.0%	18,743	100.0%	- 1,103

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 increase of 216 students between 2002 and 2004, shown in [Table 1.11](#) on the preceding page, is attributable to an increase of 165 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 51 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 1.28](#), the enrollment increases between fall 2002 and fall 2004 resulted in a lower percentage of Nebraska-resident first-time freshmen starting college in Nebraska, while a higher percentage pursued their postsecondary education out of state.
- Consequently, contrary to the recommended objective of the 2003 LR 174 Higher Education Task Force, the estimated proportion of Nebraska high school graduates who pursued their postsecondary education in Nebraska decreased, rather than increased, between fall 2002 and fall 2004.

**Figure 1.28**  
**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 Compared to Fall 2004<sup>1</sup>**

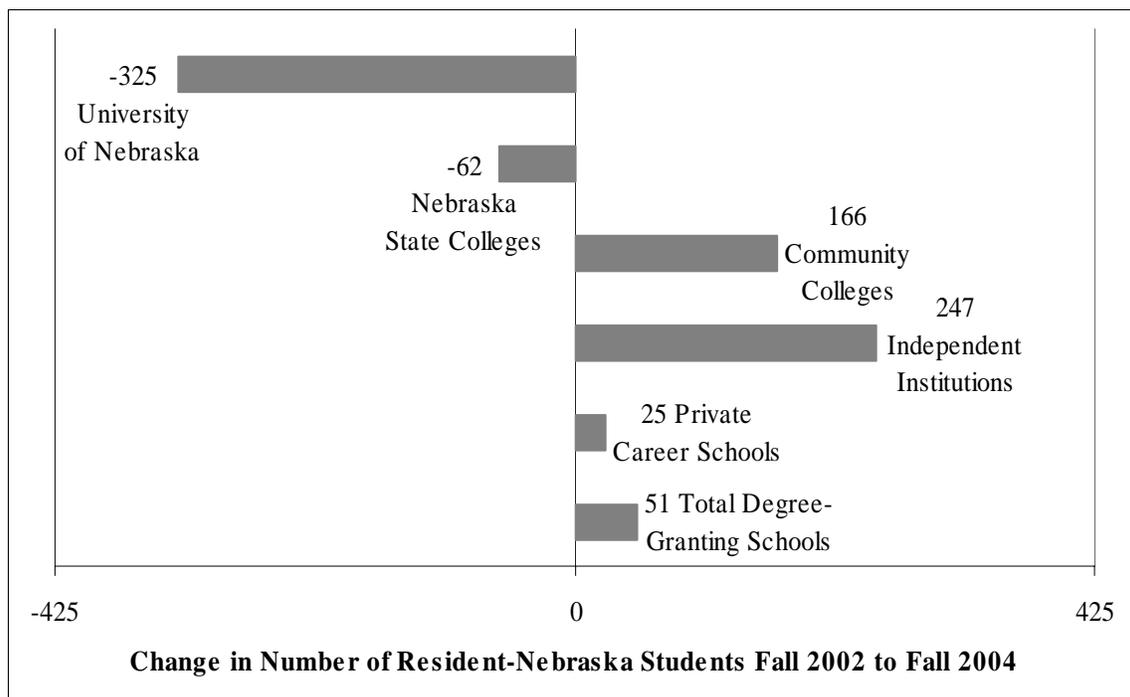


<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students. See [Table A6.1](#) in [Appendix 6](#) for supporting data.

- As illustrated in Figure 1.29, the decrease in the percentage of recent Nebraska high school graduates who pursued their postsecondary education in their home state is attributable to the fact that the University of Nebraska and Nebraska state colleges attracted fewer of these students in fall 2004 than in fall 2002.
- The decreases in the enrollment experienced by the University of Nebraska and Nebraska state colleges were offset by enrollment increases at Nebraska community colleges, independent institutions, and private degree-granting career schools, so that there was a net increase of 51 Nebraska-resident first-time freshmen who enrolled at Nebraska colleges within 12 months of high school graduation. (See Table A6.2 in Appendix 2 for supporting data.)
- However, as previously mentioned, out-of-state degree-granting schools attracted 165 more Nebraska-resident freshmen in fall 2004 than in fall 2002, resulting in a net decrease in the percentage of recent high school graduates who stayed in Nebraska to pursue their postsecondary education.
- See the March 7, 2005 *Supplement to the 2004 Baseline Report for the LR 174 Higher Education Task Force* for detailed information on the out-of-state colleges and universities attended by Nebraska-resident first-time freshmen, available on the Commission Web site, [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us).

**Figure 1.29**

**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 2002 Compared to Fall 2004<sup>1</sup>**

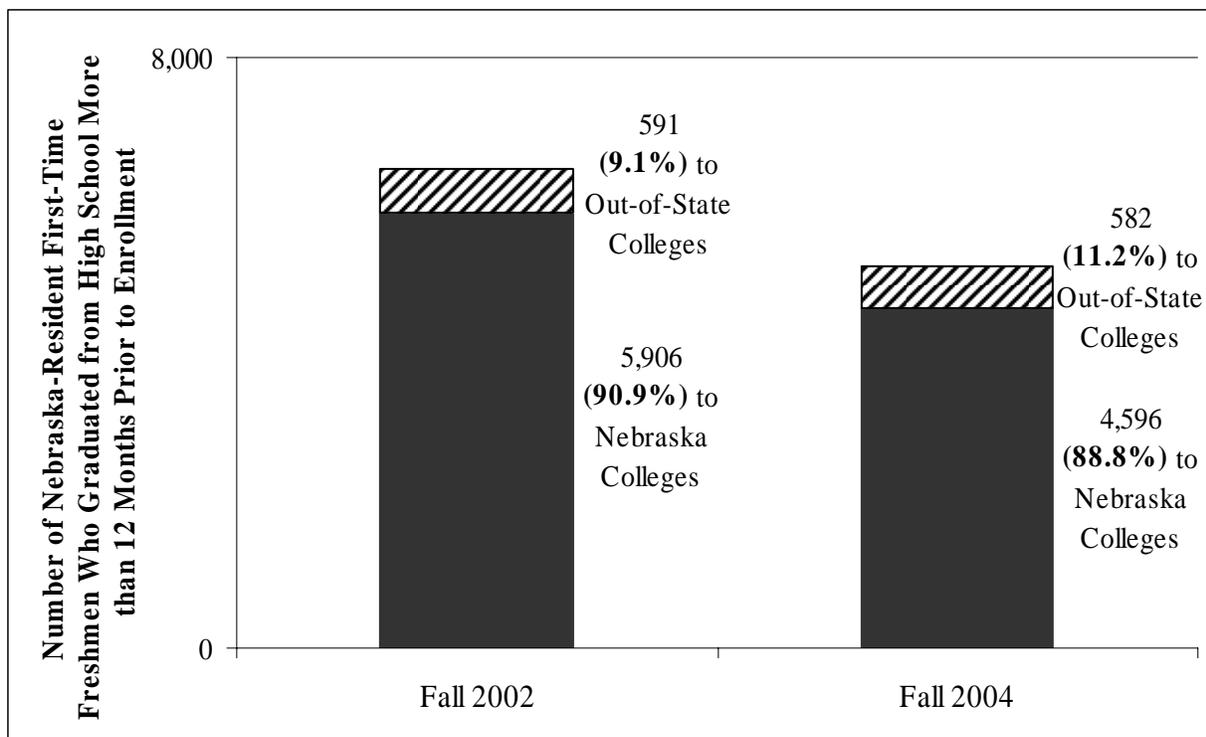


<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students. See Table A6.2 in Appendix 6 for supporting data.

**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 2004, 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. Specifically, 1,310 fewer of these freshmen attended Nebraska colleges in fall 2004 than in fall 2002.
- In contrast, during the same two-year period, only nine fewer first-time freshmen from Nebraska went to out-of-state colleges more than 12 months after graduating from high school. (See [Table A6.3](#) in [Appendix 6](#) for supporting data.)
- As shown in [Figure 1.30](#), the net effect of these enrollment decreases 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 2004 than in fall 2002, while a higher percentage chose to go out of state, even though the number of students who attended out-of-state schools decreased slightly.

**Figure 1.30**  
**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 Compared to Fall 2004<sup>1</sup>**

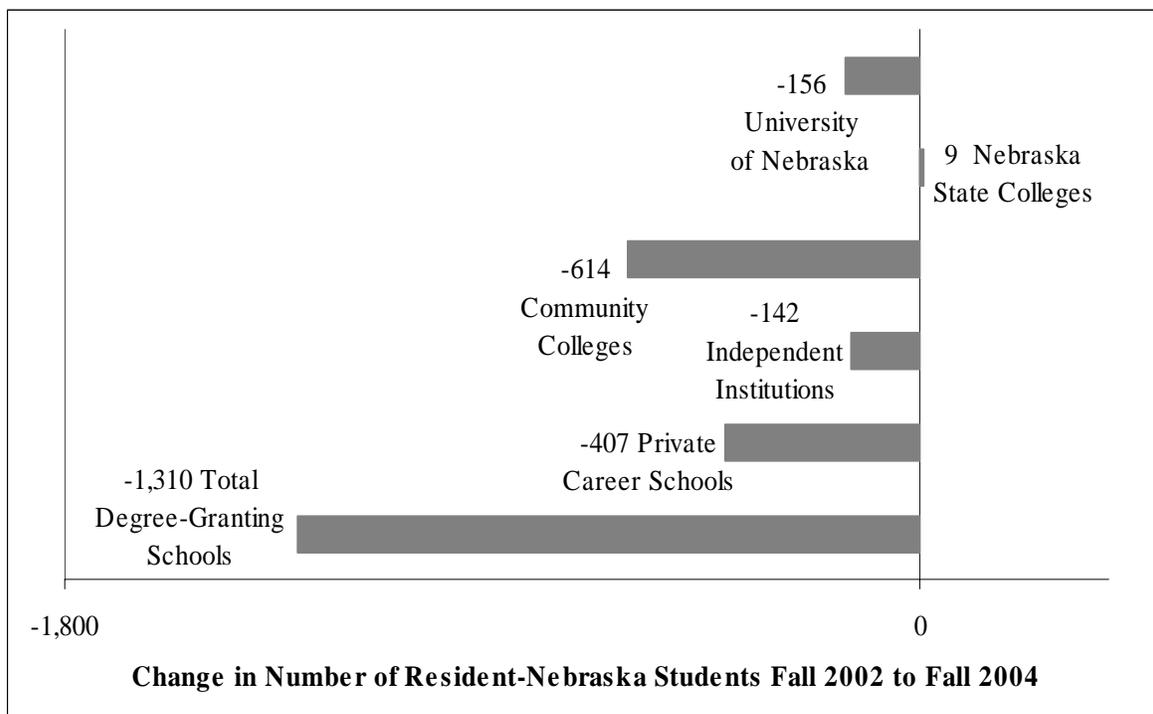


<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students. See [Table A6.3](#) in [Appendix 6](#) for supporting data.

- As illustrated in [Figure 1.31](#), all of the sectors of higher education in Nebraska experienced declines in the number of first-time freshmen who enrolled in college more than a year after high school graduation, except for the state colleges, which experienced a small gain.
- The greatest declines in this category of students were experienced by the Nebraska community colleges and the private career schools. Together, these institutions accounted for more than 75% of the total decrease of 1,310 students. (See [Table A6.4](#) in [Appendix 6](#) for supporting data.)
- The reasons for this significant decline are not known, but economic conditions, higher tuitions, and the call-up of students in the military due to the war in Iraq 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.

**Figure 1.31**

**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 2002 Compared to Fall 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students. See [Table A6.4](#) in [Appendix 6](#) for supporting data.

### 1.3 The state's postsecondary education system must more actively recruit non-Nebraska high school graduates in order to increase the number of such students who pursue postsecondary education in Nebraska.

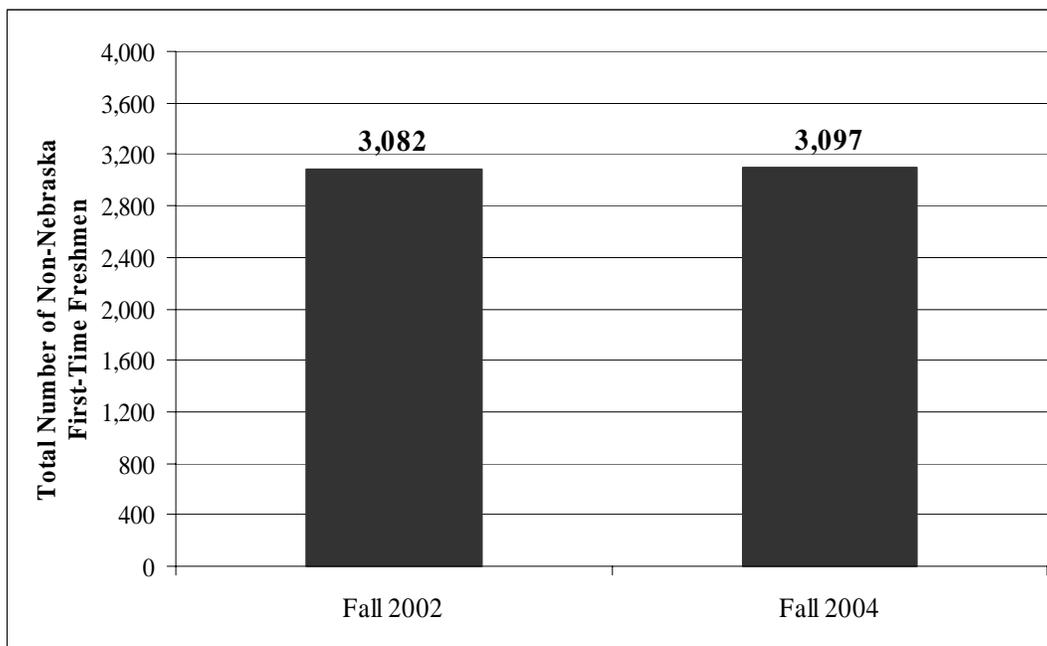
The 2003 LR 174 Higher Education Task Force recommended that non-Nebraska high school graduates should be more actively recruited to increase college enrollments in Nebraska. The data used to determine the total number of out-of-state and foreign students who enroll as first-time freshmen at Nebraska colleges and universities are collected every two years through the fall survey of the Integrated Postsecondary Education Data System (IPEDS). Consequently, this section focuses on the changes that occurred in the enrollment of non-Nebraska students between fall 2002 and fall 2004.<sup>1</sup>

#### **Non-Nebraska First-Time Freshmen Who Attend Nebraska Colleges and Universities**

- As shown in [Figure 1.32](#), Nebraska's colleges and universities attracted about the same number of non-Nebraska first-time freshmen in fall 2002 and fall 2004.

**Figure 1.32**

**Total Number of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Institutions Fall 2002 Compared to Fall 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students.

<sup>1</sup>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 from the figures in this report 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 both years, about 98% of all non-Nebraska first-time freshmen attended degree-granting colleges, while less than 2% were enrolled at non-degree-granting schools.<sup>1</sup> (See [Table A6.5](#) in [Appendix 6](#) for supporting data.)
- Between 2002 and 2004, 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.
- Consequently, as shown in [Table 1.12](#), the enrollment of non-Nebraskans at Nebraska degree-granting institutions increased by only 21 students (0.7%) between 2002 and 2004.

<b>Table 1.12</b> <b>Non-Nebraska First-Time Freshmen</b> <b>Enrolled at <u>Nebraska Degree-Granting Postsecondary Institutions</u></b> <b>Classified by Length of Time Since High School Graduation</b> <b>Fall 2002 Compared to Fall 2004<sup>1</sup></b>					
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 of Students
	<b>Fall 2002</b>		<b>Fall 2004</b>		
	n	%	n	%	
Graduated during the 12 Months Prior to College Enrollment	2,281	75.3%	2,424	79.4%	+ 143
Graduated More than 12 Months Prior to College Enrollment	750	24.7%	628	20.6%	- 122
Total	3,031	100.0%	3,052	100.0%	+ 21
<sup>1</sup> Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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.					

- In fall 2003, 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 2,424 non-Nebraskans in 2004, a 6.3% increase of 143 students, as evidenced in [Table 1.12](#).
- As shown in [Figure 1.33](#) on the next page, the net increase of 143 students is attributable primarily to the increased number of non-Nebraskans who attended independent colleges and universities in fall 2004.

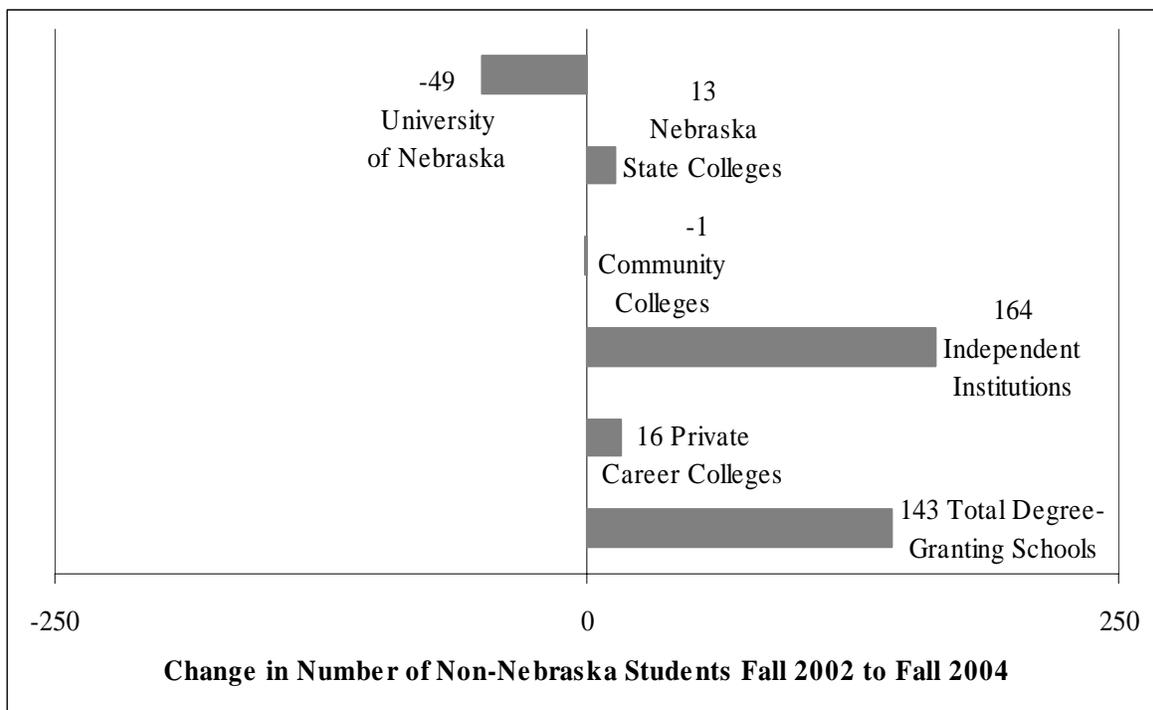
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<sup>1</sup>Non-Nebraska first-time freshmen who attended non-degree granting schools are excluded from the remainder of this analysis because the NCES does not require non-degree-granting schools to submit enrollment data by state or country of residence. As a result, the student residence data obtained from non-degree-granting schools is incomplete and inconsistent from one IPEDS survey to the next.

- Nebraska state colleges and the private career schools also experienced small gains in the number of non-Nebraskans that they attracted, but these gains were more than offset by a decreased enrollment of out-of-state and foreign students at the University of Nebraska, as illustrated in [Figure 1.33](#). (See [Table A6.6](#) in [Appendix 6](#) for supporting data.)

**Figure 1.33**

**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 2002 Compared to Fall 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 A6.7](#) and [Table A6.8](#) 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 for fall 2002 and fall 2004, respectively. 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.

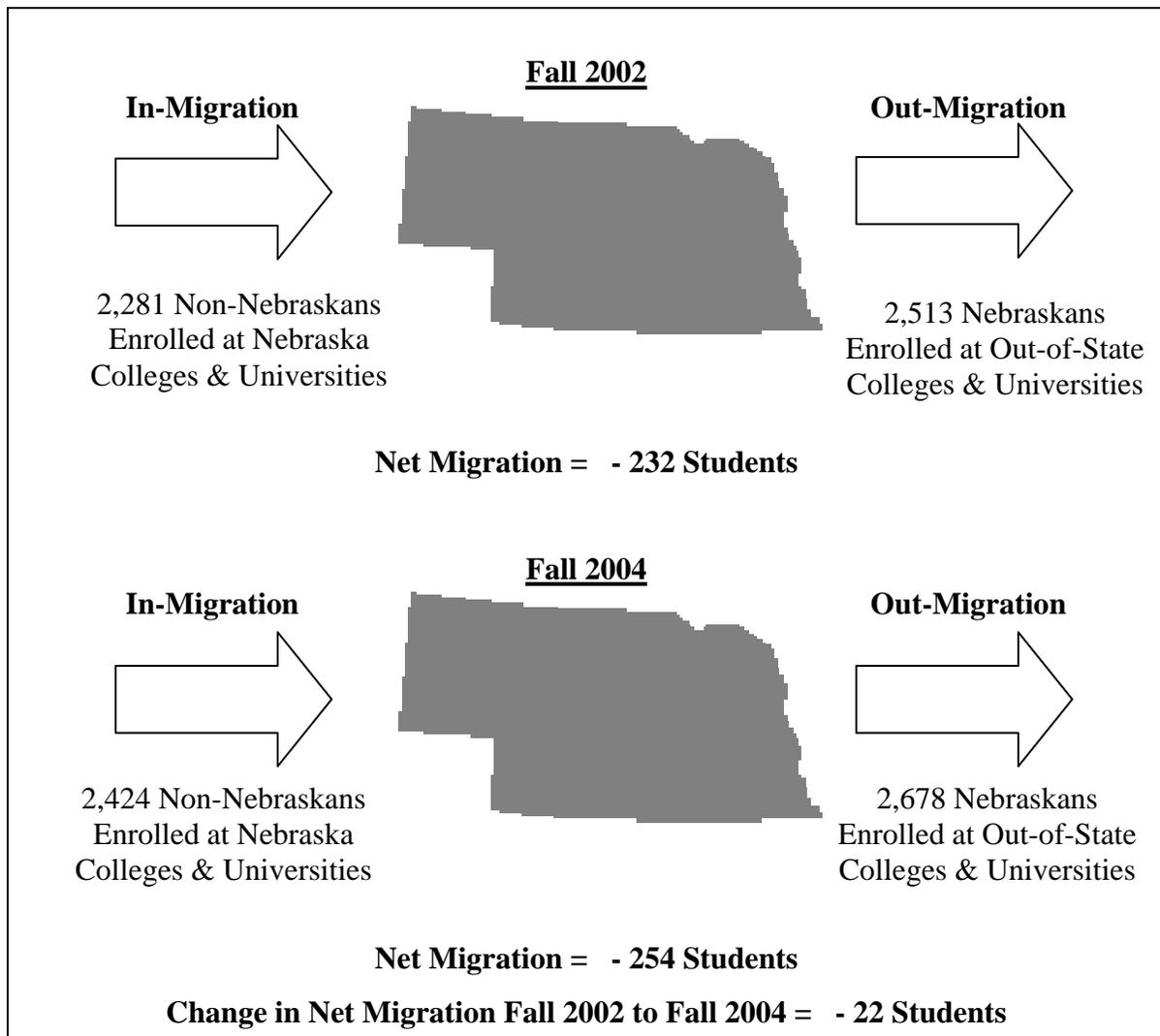
**Net Migration of Nebraska and Non-Nebraska First-Time Freshmen**

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 1.34.

- 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.

**Figure 1.34**

**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation**  
**Fall 2002 Compared to Fall 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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.

- 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.<sup>1</sup>
- 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.

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<sup>1</sup> 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 and fall 2004 may be slightly underestimated or overestimated due to the fact that not all degree-granting institutions consistently report their numbers of first-time freshmen who graduated from high school within 12 months of college enrollment by state or country of residency. 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. Since there may be similar reporting errors in other states where Nebraska first-time freshmen attended colleges in fall 2002 or fall 2004, there is no way of knowing how Nebraska's net migration numbers should be adjusted to compensate for such errors.

**1.4 Increase the number and proportion of Nebraska postsecondary students who are currently underrepresented in the state’s higher education system.**

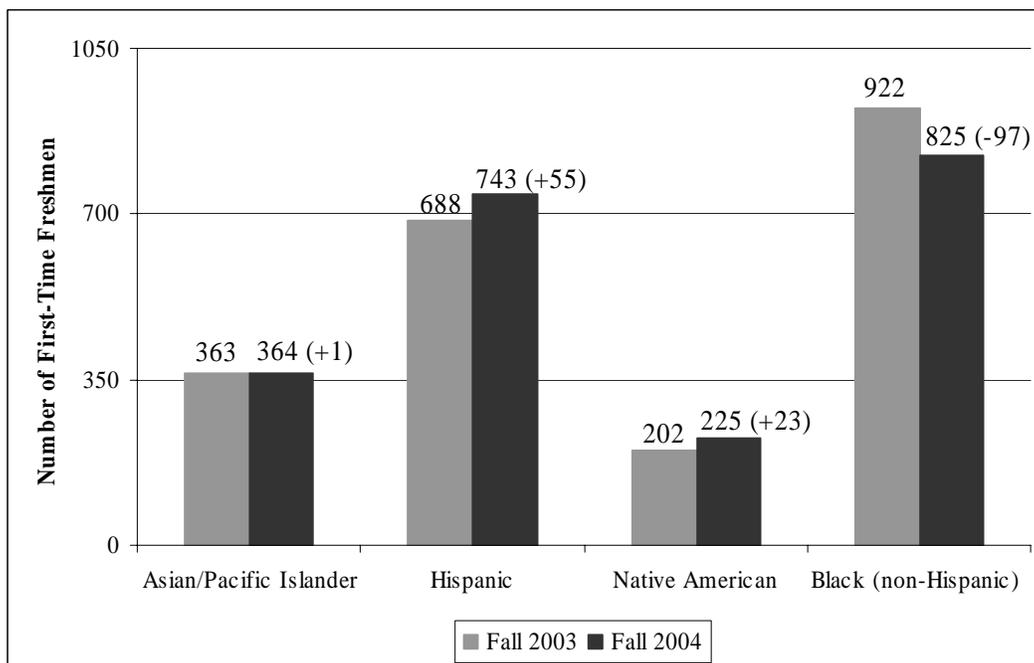
The 2003 LR 174 Higher Education Task Force recommended increasing the number and percentage of underrepresented students as another approach to increasing the enrollment of Nebraska’s postsecondary institutions. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on the changes that occurred between fall 2003 and fall 2004 in the numbers of white non-Hispanics and minority students who were enrolled as first-time freshmen at Nebraska colleges and on the extent to which each racial/ethnic group has been represented in the state’s postsecondary education system.

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

- In fall 2004, a total of 18,460 first-time freshmen of known race/ethnicity were enrolled at Nebraska’s degree-granting and non-degree-granting institutions, an 8.0% decrease from the total of 20,060 first-time freshmen in fall 2003.
- In fall 2003, white non-Hispanics accounted for 89% of the first-time freshmen, while minorities accounted for 11%. Of the first-time freshmen enrolled in fall 2004, 88% were white non-Hispanics and 12% were minorities.
- As shown in Figure 1.35, slightly higher numbers of Hispanics and Native Americans enrolled in college in fall 2004 than in fall 2003, while the number of Asians/Pacific Islanders remained the same.

**Figure 1.35**

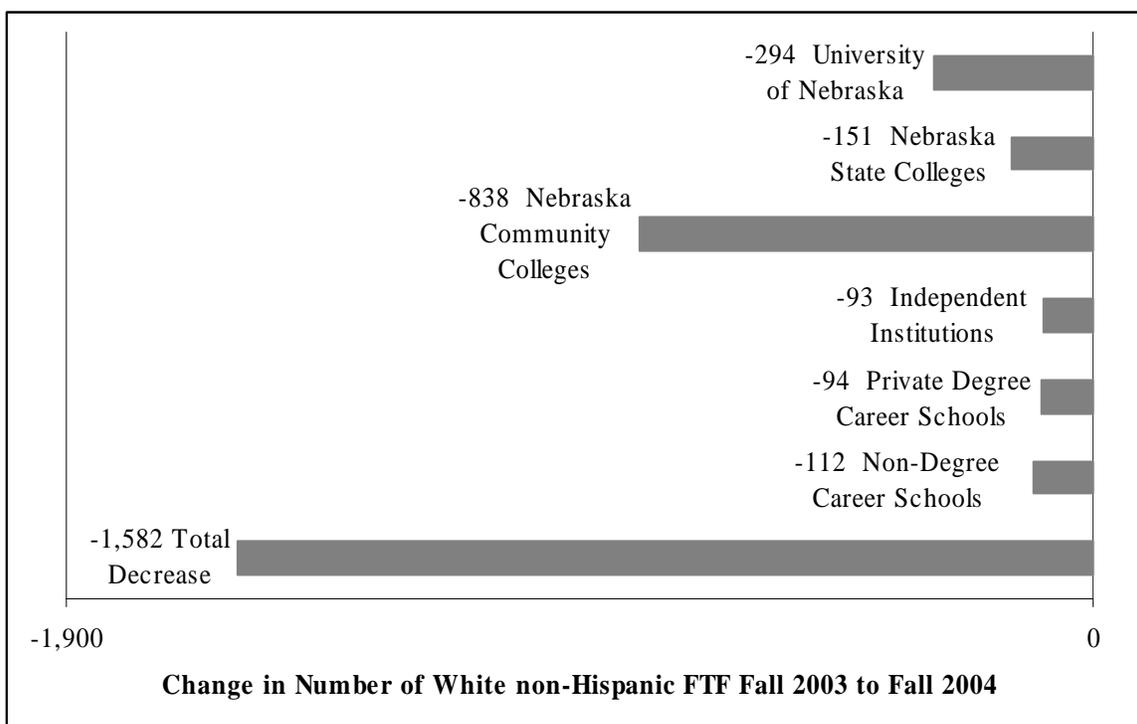
**Changes in the Numbers of Minority Students Enrolled as First-Time Freshmen at Nebraska Postsecondary Institutions Fall 2003 Compared to Fall 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

- In comparison, the number of black non-Hispanics who enrolled at Nebraska colleges as first-time freshmen was lower in fall 2004 than in fall 2003.
- The net effect of these changes is that there were only 18 more minority students attending Nebraska colleges as first-time freshmen in fall 2004 than in fall 2003, an increase of 0.8%. In contrast, there were 1,582 fewer white non-Hispanic first-time freshmen in Nebraska's postsecondary education system in fall 2004 than in fall 2003, a decrease of 8.8%. (See [Table A7.1](#) in [Appendix 7](#) for supporting data.)
- As shown in [Figure 1.36](#), all sectors of higher education in Nebraska experienced declines in the number of white non-Hispanics enrolled as first-time freshmen in fall 2004. The lowest percentage decreases were experienced by the University of Nebraska (5.3%) and the independent colleges and universities (3.0%), while the highest percentage decrease was evidenced at the non-degree-granting career schools (19.9%). In comparison, the state colleges, community colleges, and degree-granting career schools experienced decreases in the range of 11% to 13%. (See [Table A7.2](#) in [Appendix 7](#) for supporting data.)
- The declines illustrated in [Figure 1.36](#) are higher than would be expected, given that the number of white non-Hispanics who graduated from all of Nebraska's high schools decreased from 21,972 in 2002-2003 to 21,718 in 2003-2004, a decrease of 254 students.

**Figure 1.36**  
**Changes in the Numbers of White Non-Hispanics**  
**Enrolled as First-Time Freshmen (FTF) at Nebraska Postsecondary Institutions**  
**Fall 2003 Compared to Fall 2004<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2003 and Fall 2004 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.

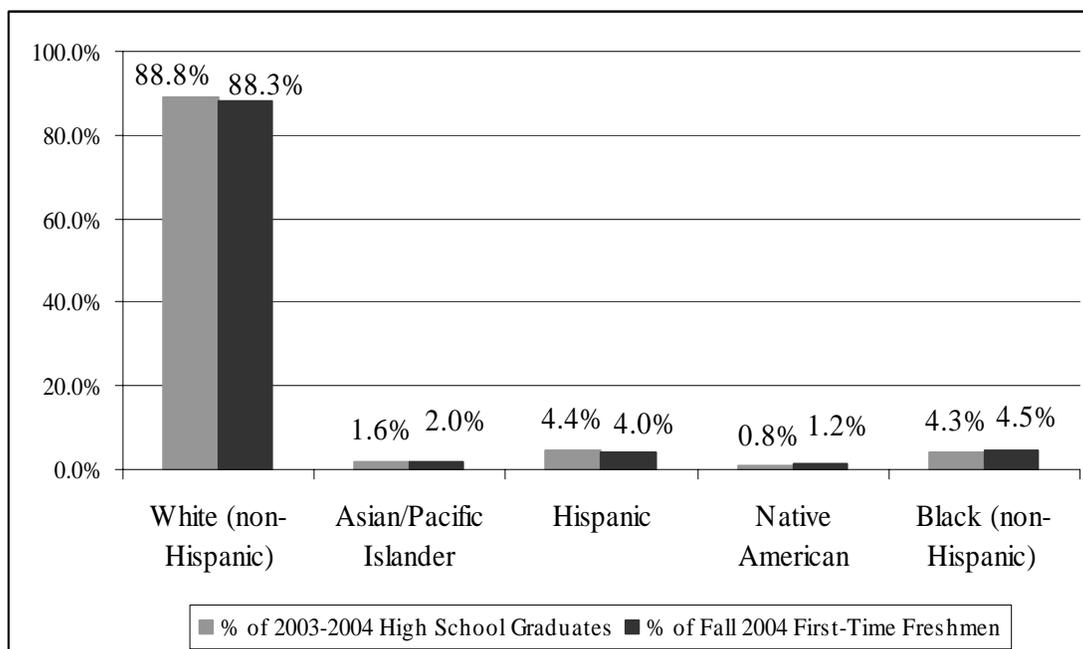
## **Racial/Ethnic Representation in Nebraska’s Postsecondary Education System in Fall 2004**

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 the following analysis reveals, minority students who graduate from high school tend to be represented among first-time college freshmen in Nebraska to about the same degree as white non-Hispanics.

**Figure 1.37**

**Percentages of 2003-2004 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2004**



<sup>1</sup>Data Sources: Nebraska Department of Education, August 2005, and the National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. 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 second half of [Table A7.3](#) in [Appendix 7](#) for supporting data.

- As shown in [Figure 1.37](#) on the previous page, white non-Hispanics were slightly underrepresented among the first-time freshmen in Nebraska's postsecondary education system in fall 2004, even though they accounted for 88.3% of the first-time freshmen who were enrolled at degree-granting and non-degree-granting institutions within the state.
- Hispanics were also underrepresented in 2004, accounting for 4.4% of the Nebraska high school graduates in 2003-2004, but representing 4.0% of the first-time freshmen who were enrolled at Nebraska colleges in fall 2004.
- In comparison to Hispanics, other minority students were equally represented or slightly overrepresented among the first-time freshmen at Nebraska's postsecondary institutions in fall 2004, relative to the extent that they were represented among the state's high school graduates in 2003-2004.
- See the second half of [Table A7.3](#) in [Appendix 7](#) for supporting data.

### **A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2004**

Determining if there was any change between fall 2003 and fall 2004 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 2003-2004 than in 2002-2003. However, comparing the percentage distributions of high school graduates in 2002-2003 and 2003-2004 to the percentage distributions of first-time freshmen in fall 2003 and fall 2004 reveals that there was no more than a 0.2% change in the extent to which any racial/ethnic group was underrepresented or overrepresented among the first-time freshmen in Nebraska's postsecondary system. (See [Table A7.3](#) in [Appendix 7](#) for supporting data.)

Given that there was effectively no change between fall 2003 and fall 2004 in the extent to which white non-Hispanics and minority students were generally represented in Nebraska's postsecondary education system, the remainder of this section focuses on more specific patterns of first-time freshmen enrollment in fall 2004.

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

One 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, as shown in [Table 1.13](#) on the next page.

- In fall 2004, [white non-Hispanics](#) most frequently enrolled as first-time freshmen at the state's community colleges and the schools constituting the University of Nebraska, as evidenced in [Table 1.13](#).
- Relatively high percentages of [Asians/Pacific Islanders](#) also started college at the University of Nebraska and community colleges, and about an equally high percentage enrolled at the state's independent colleges and universities as first-time freshmen.

- At least 20% of the Hispanics started their postsecondary studies at the University of Nebraska or at independent institutions, but more than 40% enrolled at community colleges.
- Compared to the other racial/ethnic groups, lower percentages of Native Americans were first-time freshmen at Nebraska community colleges or the University of Nebraska. Instead, more Native Americans enrolled at independent institutions, including the Nebraska Indian Community College and Little Priest Tribal College, which are two-year institutions. (See Table A7.4 in Appendix 7 for a more detailed presentation of Native American enrollments at independent institutions.)
- Like white non-Hispanics and Hispanics, black non-Hispanics most frequently enrolled as first-time freshmen at Nebraska community colleges. However, more than 20% attended degree-granting private career schools, while less than 20% attended the institutions constituting the University of Nebraska.

<b>Table 1.13</b>						
<b>Nebraska First-Time Freshmen Sector Enrollments by Race/Ethnicity</b>						
<b>Fall 2004<sup>1</sup></b>						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>White Non-Hispanic</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>	
University of Nebraska	5,300	<b>32.5%</b>	125	<b>34.3%</b>	199	<b>26.8%</b>
Nebraska State Colleges	999	6.1%	4	1.1%	24	3.2%
Community Colleges	5,841	<b>35.8%</b>	108	<b>29.7%</b>	317	<b>42.7%</b>
Independent Colleges and Universities	2,977	18.3%	112	<b>30.8%</b>	150	<b>20.2%</b>
Degree-Granting Private Career Schools	736	4.5%	12	3.3%	30	4.0%
Non-Degree-Granting Private Career Schools	450	2.8%	3	0.8%	23	3.1%
Total	16,303	100.0%	364	100.0%	743	100.0%
Sector	<b>Native American</b>		<b>Black Non-Hispanic</b>		Total	
University of Nebraska	33	14.7%	159	19.3%	5,816	31.5%
Nebraska State Colleges	18	8.0%	41	5.0%	1,086	5.9%
Community Colleges	41	18.2%	291	<b>35.3%</b>	6,598	35.7%
Independent Colleges and Universities	119	<b>52.9%</b>	111	13.5%	3,469	18.8%
Degree-Granting Private Career Schools	7	3.1%	186	<b>22.5%</b>	971	5.3%
Non-Degree-Granting Private Career Schools	7	3.1%	37	4.5%	520	2.8%
Total	225	100.0%	825	100.0%	18,460	100.0%
<sup>1</sup> Source: National Center for Education Statistics, Fall 2004 IPEDS survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown ethnicity.						

## 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 2004, their representation varied across the six sectors of higher education, as shown in Table 1.14. (A percentage is highlighted in Table 1.14 if it exceeds the Nebraska total percentage for the racial/ethnic group.)

<b>Table 1.14</b>								
<b>Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector</b>								
<b>Fall 2004<sup>1</sup></b>								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>Public Institutions</b>							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
<b>White (non-Hispanic)</b>	5,300	<b>91.1%</b>	999	<b>92.0%</b>	5,841	<b>88.6%</b>	12,140	89.9%
<b>Asian<sup>2</sup></b>	125	<b>2.1%</b>	4	0.4%	108	1.6%	237	1.8%
<b>Hispanic</b>	199	3.4%	24	2.2%	317	<b>4.8%</b>	540	4.0%
<b>Native American</b>	33	0.6%	18	<b>1.6%</b>	41	0.6%	92	0.7%
<b>Black (non-Hispanic)</b>	159	2.7%	41	3.8%	291	4.4%	491	3.6%
<b>Total</b>	<b>5,816</b>	<b>100.0%</b>	<b>1,086</b>	<b>100.0%</b>	<b>6,598</b>	<b>100.0%</b>	<b>13,500</b>	<b>100.0%</b>
Race/Ethnicity	<b>Other Colleges and Universities</b>						<b>Nebraska Total</b>	
	Independent Colleges and Universities		Private Degree-Granting Career Colleges		Private Non-Degree Career Schools			
	<b>White (non-Hispanic)</b>	2,977	85.8%	736	75.8%	450	86.5%	16,303
<b>Asian<sup>2</sup></b>	112	<b>3.2%</b>	12	1.2%	3	0.6%	364	<b>2.0%</b>
<b>Hispanic</b>	150	<b>4.3%</b>	30	3.1%	23	<b>4.4%</b>	743	<b>4.0%</b>
<b>Native American</b>	119	<b>3.4%</b>	7	0.7%	7	<b>1.4%</b>	225	<b>1.2%</b>
<b>Black (non-Hispanic)</b>	111	3.2%	186	<b>19.2%</b>	37	<b>7.1%</b>	825	<b>4.5%</b>
<b>Total</b>	<b>3,469</b>	<b>100.0%</b>	<b>971</b>	<b>100.0%</b>	<b>520</b>	<b>100.0%</b>	<b>18,460</b>	<b>100.0%</b>
<sup>1</sup> Source: National Center for Education Statistics, Fall 2004 IPEDS survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown ethnicity.								
<sup>2</sup> The Asian student group includes students of Pacific Islander descent.								

- Compared to their percentage of total enrollment at Nebraska postsecondary institutions, white non-Hispanics accounted for higher percentages of the first-time freshmen at the University of Nebraska, the state colleges, and the community colleges.
- The percentage of Asians/Pacific Islanders at the University of Nebraska was slightly higher than the percentage of Asians/Pacific Islanders at all Nebraska postsecondary institutions, but the percentage representation of this minority group was highest at the independent colleges and universities.
- Hispanics and Native Americans also accounted for higher percentages of the students at the independent colleges and universities than they did across all of the postsecondary institutions in the state. However, Hispanics represented higher percentages of the first-time freshmen at Nebraska's community colleges and private non-degree-granting career schools.
- Compared to their percentage enrollment at all of Nebraska's postsecondary institutions, Native Americans accounted for a higher percentage of the first-time freshmen at the state's independent colleges and universities, which include Nebraska Indian Community College and Little Priest Tribal College. However, Native Americans also represented higher percentages of the first-time freshmen at Nebraska's state colleges and the private non-degree-granting career schools.
- Black non-Hispanics also accounted for a higher percentage of the first-time freshmen at private non-degree-granting career schools, but they represented a much higher percentage of the first-time freshmen at private degree-granting career schools, compared to their percentage enrollment across all of Nebraska's postsecondary institutions.

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

Another strategic approach to increasing the number of students who enter postsecondary education in Nebraska recommended by the 2003 LR 174 Higher Education Task Force is to increase need-based financial aid as a means of improving access to higher education for Nebraskans with limited financial resources.

The State of Nebraska provides need-based financial aid 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.

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 on the changes that occurred between 2003-2004 and 2004-2005 in the Nebraska State Grant program. 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:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study (FWS)
- Perkins Loan
- Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans
- Parent Loan for Undergraduate Students (PLUS)

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. (See [Explanatory Note A8.1](#) in [Appendix 8](#) for definitions of all of the Title IV financial aid programs listed above.)

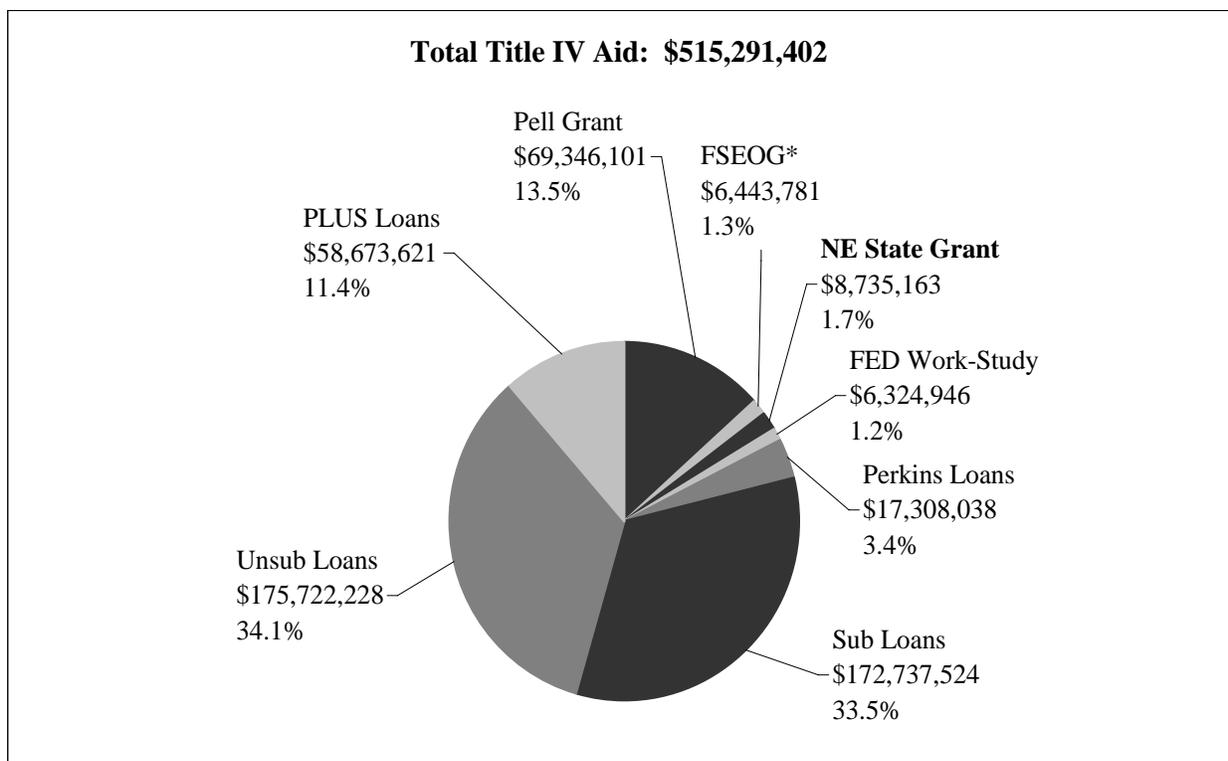
Funding for the Nebraska State Grant program comes from the federal government through its regular and special Leveraging Educational Assistance Partnership (S/LEAP) authorizations, and from the state through the Nebraska Lottery and the state's general fund. In 2003-2004, state funds accounted for 88.2% of the \$8,735,163 awarded through Nebraska state grants. In 2004-2005, state funding increased to 93.0% of the \$8,336,693 awarded through the state grant program.

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

- As shown in Figure 1.38, 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.<sup>1</sup>
- 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.
- Of the \$8,735,163 awarded in state grants, \$7,704,305 (88.2%) was state funded, 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 1.38**

### **Total Title IV Federal and State Financial Aid Awarded at All Eligible Nebraska Postsecondary Institutions 2003-2004<sup>1</sup>**



\*FSEOG = Federal Supplemental Educational Opportunity Grant.

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

<sup>1</sup>The 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. However, for the sake of simplicity, amounts of interest paid by the federal government are included in total loan figures quoted in this report.

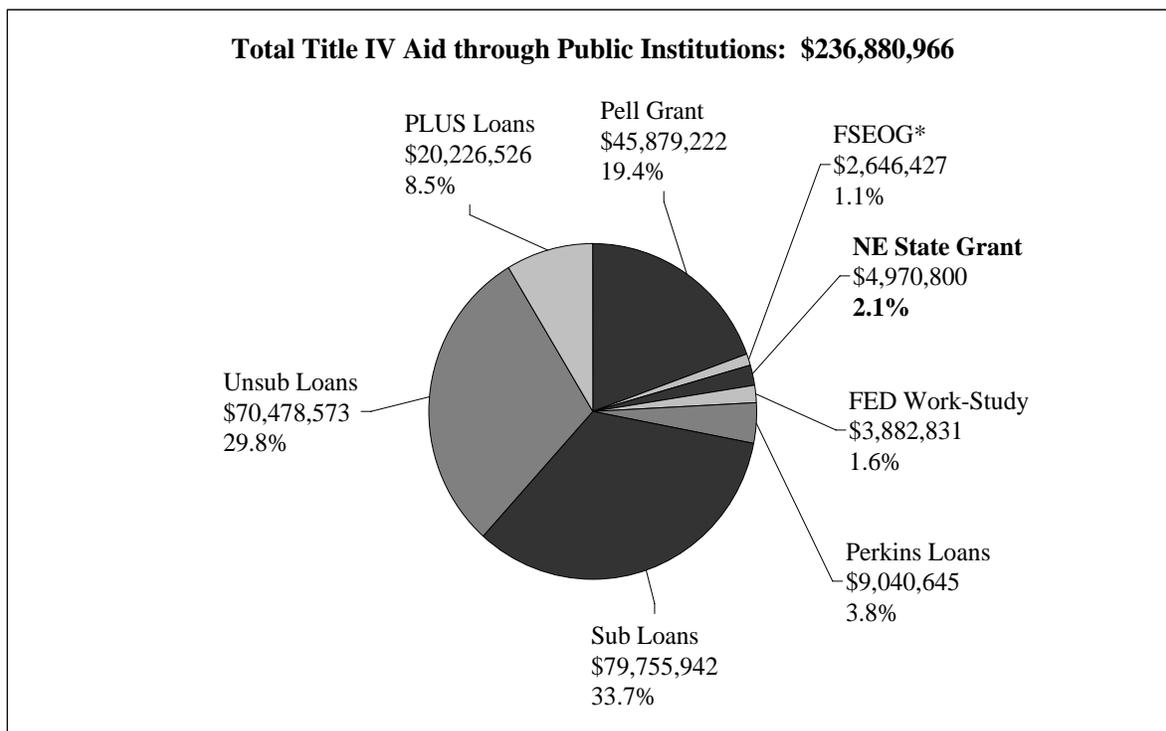
**The Nebraska State Grant Program as a Percentage of Title IV Financial Aid Awarded at Nebraska Public Institutions**

**For 2003-2004**

- Of the \$515,291,402 in financial aid that was awarded to students at all of Nebraska’s eligible postsecondary institutions, \$236,880,966 (46.0%) was awarded to students attending the state’s public institutions, including the University of Nebraska, Nebraska state colleges, and Nebraska community colleges.
- As shown in Figure 1.39, 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 1.39**

**Total Title IV Federal and State Financial Aid Awarded at Nebraska Public Postsecondary Institutions 2003-2004<sup>1</sup>**



\*FSEOG = Federal Supplemental Educational Opportunity Grant.

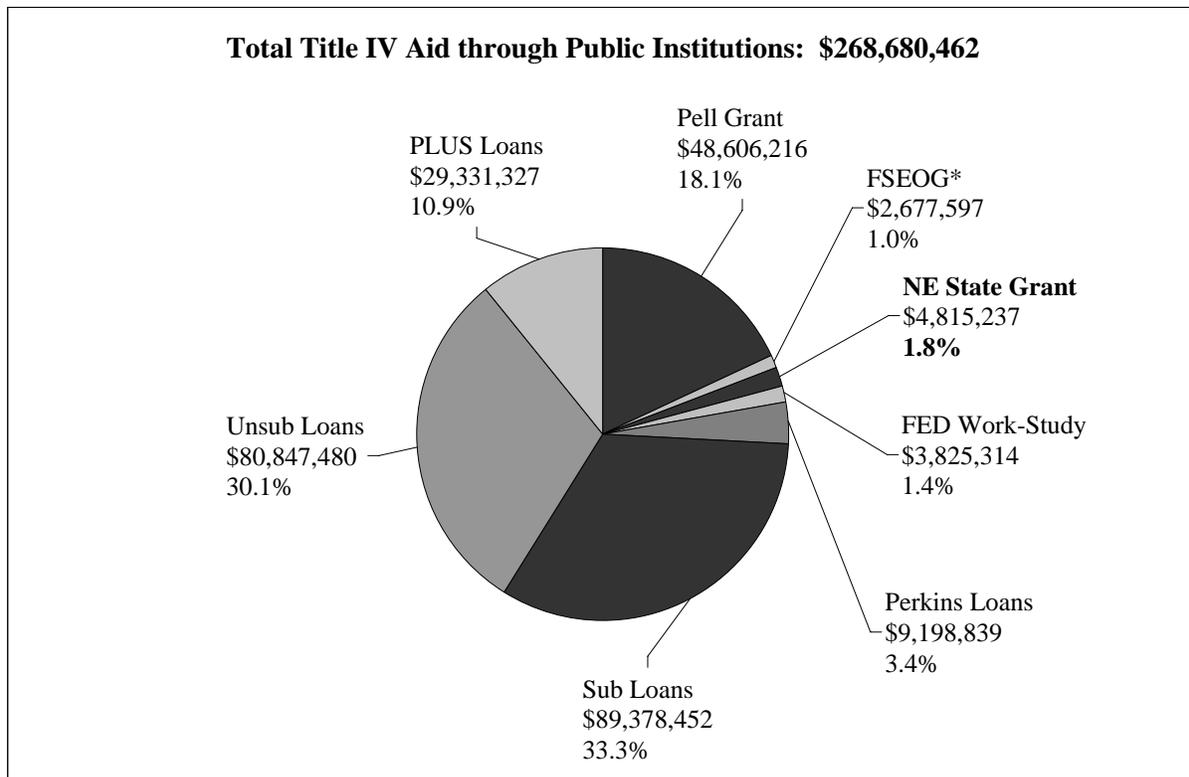
<sup>1</sup>Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.

**For 2004-2005**

In 2004-2005, a total of \$8,336,693 in Nebraska State Grants were awarded to Nebraskans attending postsecondary institutions in Nebraska, a decrease from the previous year of \$398,470 (4.6%) that resulted from reduced federal funding for the program. The total amount of other forms of Title IV federal financial aid that was awarded to students at all of Nebraska's eligible postsecondary institutions in 2004-2005 is not yet available. However, the amount of aid awarded through each Title IV program to students attending the state's public institutions is available to compare to the amount awarded in 2003-2004.

- A total of \$268,680,462 Title IV financial aid was awarded to students at Nebraska's public postsecondary institutions in 2004-2005, an increase of \$31,799,496 (13.4%) from the preceding year.
- As shown in Figure 1.40, Nebraska State Grants accounted for 1.8% of the \$268,680,462 awarded to students at public institutions, including loans.
- Excluding loans, a total of \$59,924,364 in Title IV financial aid was awarded to students attending public institutions in 2004-2005, an increase of 4.4% from the \$57,399,280 awarded in 2003-2004.

**Figure 1.40**  
**Total Title IV Federal and State Financial Aid**  
**Awarded at Nebraska Public Postsecondary Institutions**  
**2004-2005<sup>1</sup>**



\*FSEOG = Federal Supplemental Educational Opportunity Grant.

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

- Of the \$59,924,364 awarded through grants or the work-study program, 8.0% was awarded through the Nebraska State Grant program, compared to 8.7% in 2003-2004.
- State funds accounted for \$4,477,478 (93%) of the \$4,815,237 awarded in state grants to students enrolled at public institutions in 2004-2005, while federal funds accounted for the remaining \$337,759 (7.0%).
- Between 2003-2004 and 2004-2005, state funding of awarded state grants increased from \$4,386,690 to \$4,477,478, an increase of 2.1%. However, federal support of the program decreased by 42.2%, from \$584,110 in 2003-2004 to \$337,759 in 2004-2005.
- As a result of reduced federal funding for the Nebraska State Grant program but increased funding for Pell Grants, the state-funded portion of the Nebraska State Grant program accounted for 7.5% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2004-2005, compared to 7.6% in 2003-2004, as shown in Table 1.15.

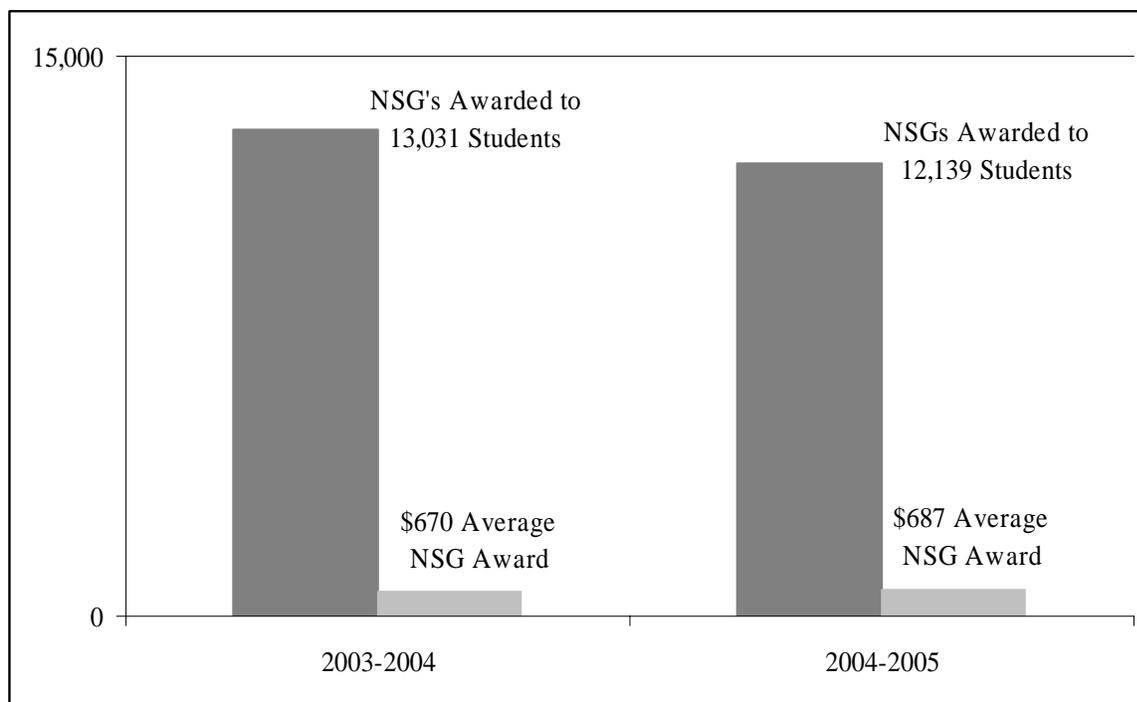
<b>Table 1.15</b>					
<b>Need-Based Title IV Federal and State Financial Aid</b>					
<b>Awarded at Nebraska <u>Public</u> Postsecondary Institutions</b>					
<b>Excluding Loans: 2003-2004 Compared to 2004-2005</b>					
Need-Based Title IV Financial Aid	2003-2004		2004-2005		% Change
	Amount Awarded	% of Total	Amount Awarded	% of Total	
<b>Nebraska State Grant</b>					
<b>State-Funded</b>	<b>\$4,386,690</b>	<b>7.6%</b>	<b>\$4,477,478</b>	<b>7.5%</b>	<b>2.1%</b>
Federal-Funded	\$584,110	1.0%	\$337,759	0.6%	- 42.2%
Total NE State Grant	\$4,970,800	8.7%	\$4,815,237	8.0%	- 3.1%
Pell Grant	\$45,879,222	80.0%	\$48,606,216	81.1%	5.9%
FSEOG*	\$2,646,427	4.6%	\$2,677,597	4.5%	1.2%
Federal Work Study	\$3,882,831	6.8%	\$3,825,314	6.4%	- 1.5%
Total Title IV Aid Excluding Loans	\$57,379,280	100.0%	\$59,924,364	100.0%	4.4%
*FSEOG = Federal Supplemental Educational Opportunity Grant.					
<sup>1</sup> Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.					

## **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 decreased by 4.6%, from \$8,735,163 in 2003-2004 to \$8,336,694 in 2004-2005.
- In 2004-2005, fewer students received Nebraska State Grants, but the average awarded grant was slightly higher than in 2003-2004, as illustrated in [Figure 1.41](#).
- Of the 25,022 Nebraska-resident, Pell Grant-eligible students who attended postsecondary institutions in Nebraska in 2003-2004, 52.1% received state grants. In 2004-2005, 41.9% of the 28,992 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 1.41**

### **Total Numbers of Students Who Received Nebraska State Grants (NSGs) and the Average Grant Awarded: 2003-2004 Compared to 2004-2005<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2005

<sup>1</sup>In 2003-04, the maximum award a student could receive was 25 percent 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, the Legislature changed the maximum award for the 2004-05 and 2005-06 academic years to 50 percent of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student for a maximum award of \$2,389 and \$2,634, respectively. The maximum award is currently set to revert back to and remain at the 25-percent level, beginning in the 2006-2007 academic year.

## **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 by 23.4% between 2003-2004 and 2004-2005, and the amount of aid varied by sector, as shown in Table 1.16.

Sector	2003-2004		2004-2005		% Change
	\$ Amount	%	\$ Amount	%	
University of Nebraska	\$9,843,307	78.7%	\$12,514,921	81.1%	27.1%
Nebraska State Colleges	567,739	4.5%	\$700,431	4.5%	23.4%
Nebraska Community Colleges	\$2,102,256	16.8%	\$2,228,390	14.4%	6.0%
Total Other Need-Based Financial Aid	\$12,513,302	100.0%	\$15,443,742	100.0%	23.4%

<sup>1</sup>Data Source: Nebraska DAS Supplements, October 2005.

## **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 7.8%, from \$69,892,582 in 2003-2004 to \$75,368,106 in 2004-2005.
- As shown in Table 1.17 on the next page, 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 increased federal funding for Title IV grants and work-study programs combined with an increase in the funding of other need-based programs, the state-funded portion of the Nebraska State Grant program was reduced to 5.9% of all of the need-based aid awarded by Nebraska public institutions in 2004-2005, even though state funding of the grant program increased by 2.1%.

**Table 1.17**  
**Total Need-Based Financial Aid**  
**Awarded by Public Nebraska Postsecondary Institutions,**  
**Excluding Loans: 2003-2004 Compared to 2004-2005<sup>1</sup>**

Sector	2003-2004		2004-2005		% Change
	\$ Amount	%	\$ Amount	%	
<b>Nebraska State Grants</b>					
<b>State-Funded</b>	<b>\$4,386,690</b>	<b>6.3%</b>	<b>\$4,477,478</b>	<b>5.9%</b>	<b>2.1%</b>
Federal-Funded	\$584,110	0.8%	\$337,759	0.4%	- 42.2%
Federal Title IV Grants & Work-Study Funds	\$52,408,480	75.0%	\$55,109,127	73.1%	5.2%
Other Need-Based Aid	\$12,513,302	17.9%	\$15,443,742	20.5%	23.4%
<b>Total Need-Based Aid</b>	<b>\$69,892,582</b>	<b>100.0%</b>	<b>\$75,368,106</b>	<b>100.0%</b>	<b>7.8%</b>

<sup>1</sup>Data Source: Nebraska DAS Supplements, October 2005.

## Section 3

### Reversing the Net Out-Migration of College-Educated Nebraskans

#### **Priority 3. Reduce out-migration of Nebraskans with high levels of educational attainment.**

**3.1 The state’s postsecondary education system must identify needs of existing, new and relocating businesses.**

**3.2 The state’s postsecondary education system must respond to identified business needs with instructional, research and service resources to support job creation and new employment opportunities for individuals with high levels of educational attainment.**

*Volume 2* of this report provides a summary and compilation of the reports that have been submitted by Nebraska’s public-funded colleges and universities to describe how these institutions are identifying and responding to the needs of businesses with instructional, research, and service resources to support job creation and new employment opportunities for college-educated Nebraskans. It is important for Nebraska’s public colleges and universities to actively participate in the state’s efforts to expand and diversify economic opportunities for individuals with education beyond high school because Nebraska has experienced an out-migration of college-educated Nebraskans offset by an in-migration of workers with lower levels of education.

An estimate of state net migration is available every ten years when the U.S. Census is conducted. Therefore, no new data are available since 2000. An analysis of the 2000 U.S. Census data that evidenced Nebraska’s net labor force migration was included in the *2004 Baseline Report for the LR 174 Higher Education Task Force*. That analysis is reproduced in its entirety in this section because it underscores the importance of developing more employment opportunities for individuals who are educated at Nebraska’s colleges and universities.

#### **Estimates of Net Migration in the Workforce – Reprinted from the 2004 Baseline Report**

The U.S. Census Bureau provides an estimate of the numbers of adults who left and entered the state during the five-year period preceding the 2000 census. These estimates and the resulting estimate of net migration are based on responses to questions asked on the long version of the census form that was completed by a sample of the population at the time of the census.

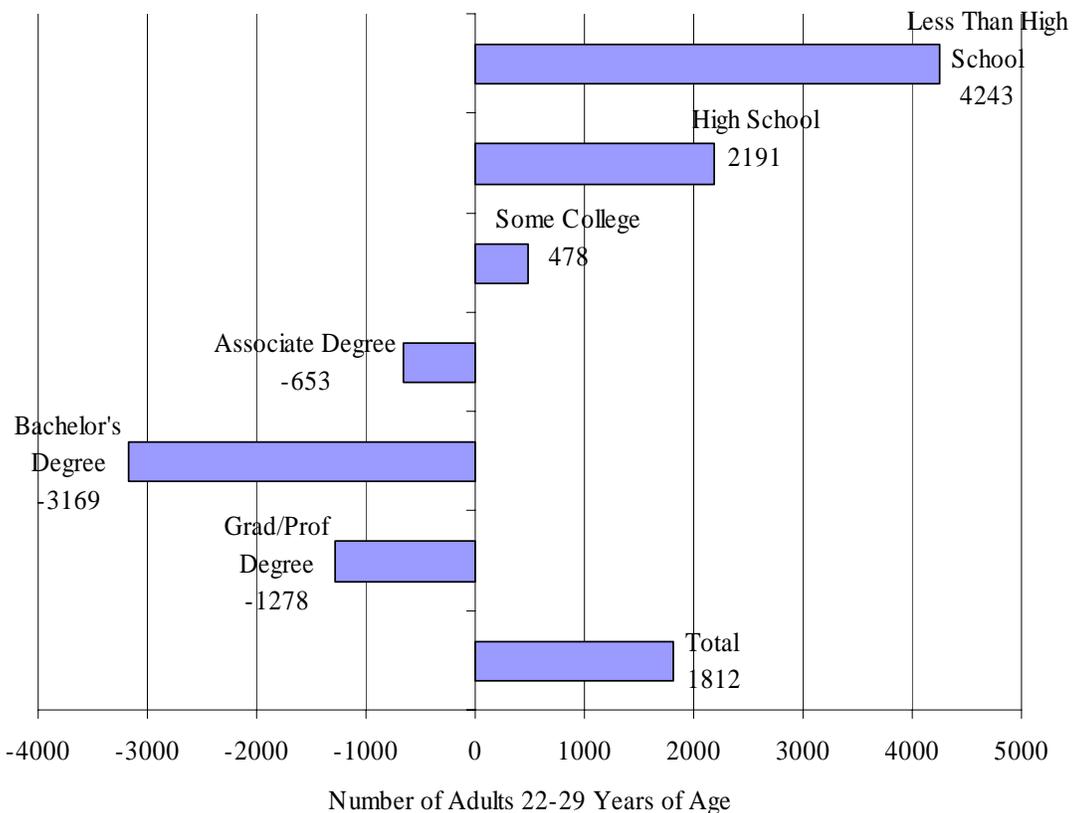
- Based on the data collected by the U.S. Census Bureau, a total of 119,236 adults between the ages of 22 and 64 moved to Nebraska between 1995 and 2000. During the same period, 116,359 adults 22 to 64 years of age moved out of the state, resulting in an estimated net in-migration of 2,877 individuals.
- As shown in [Table 3.1](#) and [Table 3.2](#), and illustrated in [Figure 3.1](#) and [Figure 3.2](#) on the next two pages, Nebraska experienced a net in-migration of 22- to 29-year-olds and 30- to 64-year olds with lower levels of education while the state experienced a net out-migration of college graduates.

**Table 3.1**  
**Estimated Nebraska Net Migration of 22- to 29-Year-Olds<sup>1</sup>**  
**1995-2000**

Education Degree Level	No. of 22- to 29-Year-Olds Who Moved to Nebraska	No. of 22- to 29-Year-Olds Who Moved Out of Nebraska	Net Migration
Less than High School	7,337	3,094	4,243
High School	8,438	6,247	2,191
Some College	12,835	12,357	478
Associate Degree	2,767	3,420	- 653
Bachelor's Degree	10,799	13,968	- 3,169
Master's Degree	1,490	1,845	- 355
Professional Degree	463	1,248	- 785
Doctorate	163	301	- 138
<b>Total Number of Adults</b>	<b>44,292</b>	<b>42,480</b>	<b>1,812</b>

<sup>1</sup>Source: U.S. Census Bureau. Statistics available on [www.higheredinfo.org](http://www.higheredinfo.org).

**Figure 3.1**  
**Estimated Nebraska Net Migration of 22- to 29-Year-Olds**  
**1995-2000**



**Table 3.2**  
**Estimated Nebraska Net Migration of 30- to 64-Year-Olds<sup>1</sup>**  
**1995-2000**

Education Degree Level	No. of 30- to 64-Year-Olds Who Moved to Nebraska	No. of 30- to 64-Year-Olds Who Moved Out of Nebraska	Net Migration
Less than High School	11,453	6,708	4,745
High School	15,195	15,010	185
Some College	15,754	16,739	- 985
Associate Degree	6,438	6,254	184
Bachelor's Degree	15,973	16,321	- 348
Master's Degree	6,112	8,062	- 1,950
Professional Degree	2,284	2,872	- 588
Doctorate	1,735	1,913	- 178
<b>Total Number of Adults</b>	<b>74,944</b>	<b>73,879</b>	<b>1,065</b>

<sup>1</sup>Source: U.S. Census Bureau. Statistics available on [www.higheredinfo.org](http://www.higheredinfo.org).

**Figure 3.2**  
**Estimated Nebraska Net Migration of 30- to 64-Year-Olds**  
**1995-2000**

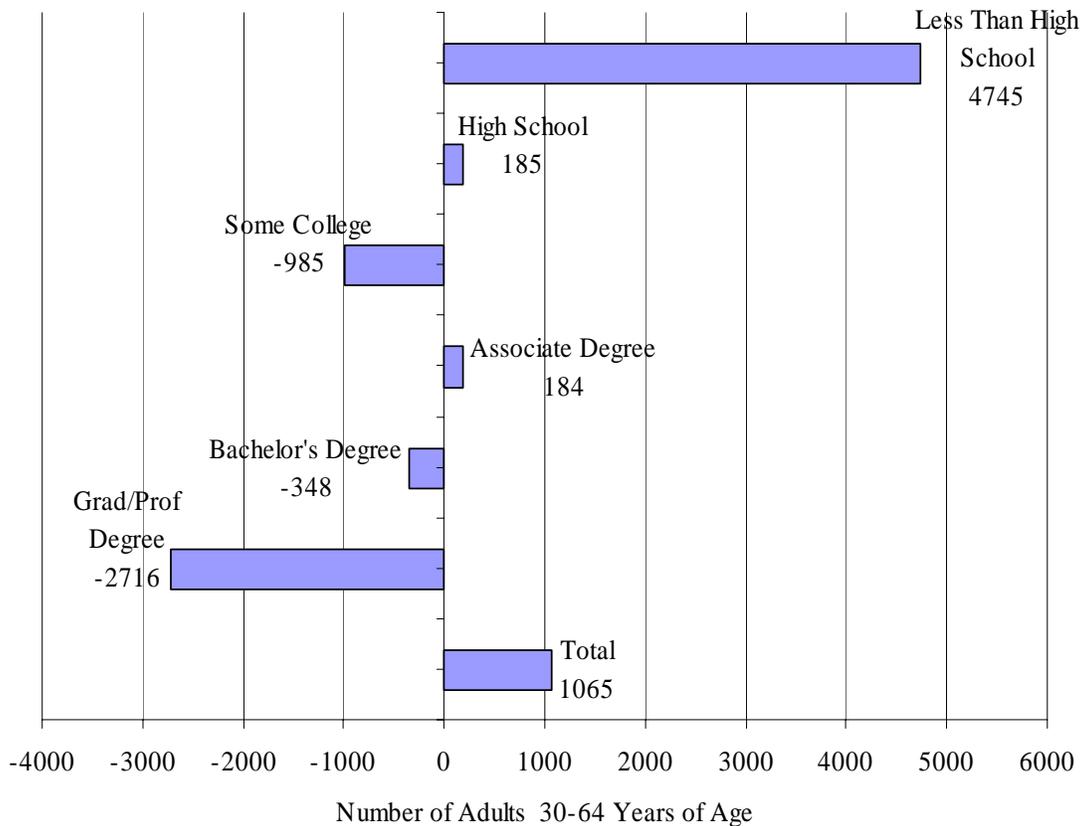


Table 3.3 and Table 3.4 on the next two pages list the specific occupations of the 22- to 29-year-olds and the 30- to 64-year-olds with the highest positive and negative net migration numbers for 1995-2000.

- While the correlation is not perfect, workers in the occupations with the highest positive net migration numbers tended to have lower levels of education while the workers with the highest negative net migration numbers were more likely to be college-educated.
- A notable exception is the relatively high in-migration of postsecondary teachers in the 20-to-29 age group.

A relatively recent publication from the Nebraska Department of Labor confirms that there are typically far more employment opportunities for workers with lower levels of education than there are for college-educated members of the workforce. Based on a survey of job vacancies across the state, fewer than 20% of the job vacancies in Nebraska require an associate, bachelor's, or advanced degree whereas more than half of the job vacancies require a high school education or less.<sup>1</sup>

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<sup>1</sup>Doty, Bob. *Regional Spotlight: Central Region*, Nebraska Economic Trends, Nebraska Workforce Development, Department of Labor, May 2003, page 12.

**Table 3.3**  
**Estimated Nebraska Net Migration of 22-to-29-Year-Olds**  
**by Education and Occupation<sup>1</sup>**  
**1995-2000**

(Most Frequent Education Level Highlighted for Each Occupation)

Occupation <sup>2</sup>	< High School	High School	Some College	College Degree	Net Migration
<b>10 Occupations with the Highest In-Migration</b>					
Food Processing Workers	<b>696</b>	259	30	101	1,086
Other Production Occupations	<b>528</b>	479	234	- 163	1,078
Construction Trades Workers	286	<b>435</b>	123	89	933
Material Moving Workers	<b>384</b>	- 4	210	3	593
Postsecondary Teachers	0	0	70	<b>473</b>	543
Other Installation, Maintenance, and Repair Occupations	11	<b>211</b>	135	61	418
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	104	<b>183</b>	123	- 32	378
Building Cleaning and Pest Control Workers	29	<b>197</b>	100	49	375
Health Technologists and Technicians	32	39	<b>144</b>	94	309
Metal Workers and Plastic Workers	132	- 69	<b>177</b>	10	250
<b>10 Occupations with the Highest Out-Migration</b>					
Lawyers, Judges, and Related Workers	0	0	0	<b>- 308</b>	- 308
Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members	0	- 105	<b>- 178</b>	- 45	- 328
Food and Beverage Serving Workers	- 6	<b>- 191</b>	- 111	- 24	- 332
Business Operations Specialists	55	- 123	<b>- 192</b>	- 83	- 343
Supervisors, Sales Workers	68	- 40	<b>- 342</b>	- 59	- 373
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	0	0	- 30	<b>- 444</b>	- 474
Information and Record Clerks	- 23	- 2	<b>- 425</b>	- 173	- 623
Other Management Occupations	38	184	- 163	<b>- 768</b>	- 709
Health Diagnosing and Treating Practitioners	0	0	- 41	<b>- 831</b>	- 872
Primary, Secondary, and Special Education School Teachers	0	- 9	- 3	<b>- 1,113</b>	- 1,125
<sup>1</sup> Source: U.S. Census Bureau. Statistics available on <a href="http://www.higheredinfo.org">www.higheredinfo.org</a> . <sup>2</sup> Occupations are listed by their SOC code descriptions.					

**Table 3.4**  
**Estimated Nebraska Net Migration of 30-to-64-Year Olds**  
**by Education and Occupation<sup>1</sup>**  
**1995-2000**

(Most Frequent Education Level Highlighted for Each Occupation)

Occupation <sup>2</sup>	< High School	High School	Some College	College Degree	Net Migration
<b>10 Occupations with the Highest In-Migration</b>					
Food Processing Workers	<b>1,215</b>	171	- 31	126	1,481
Other Production Occupations	<b>925</b>	72	4	218	1,219
Assemblers and Fabricators	187	<b>282</b>	152	53	674
Material Moving Workers	<b>406</b>	87	- 101	81	473
Cooks and Food Preparation Workers	34	<b>167</b>	95	128	424
Food and Beverage Serving Workers	5	17	<b>180</b>	136	338
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	<b>143</b>	100	71	9	323
Health Technologists and Technicians	0	92	78	<b>142</b>	312
First-Line Enlisted Military Supervisors/Managers	0	34	23	221	278
Motor Vehicle Operators	<b>245</b>	116	- 152	59	268
<b>10 Occupations with the Highest Out-Migration</b>					
Lawyers, Judges, and Related Workers	0	0	0	<b>- 228</b>	- 228
Other Sales and Related Workers	0	- 80	<b>- 203</b>	54	- 229
Other Personal Care and Service Workers	- 2	- 16	<b>- 178</b>	- 53	- 249
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	0	18	- 114	<b>- 367</b>	- 463
Supervisors, Sales Workers	- 87	- 95	- 87	<b>- 208</b>	- 477
Other Management Occupations	226	119	- 416	<b>- 426</b>	- 497
Sales Representatives, Wholesale and Manufacturing	- 33	- 153	- 83	<b>- 243</b>	- 512
Operations Specialties Managers	- 28	- 182	- 143	<b>- 188</b>	- 541
Primary, Secondary, and Special Education School Teachers	- 23	7	- 117	<b>- 844</b>	- 977
Health Diagnosing and Treating Practitioners	0	0	- 17	<b>- 1,030</b>	- 1,047

<sup>1</sup>Source: U.S. Census Bureau. Statistics available on [www.higheredinfo.org](http://www.higheredinfo.org).

<sup>2</sup>Occupations are listed by their SOC code descriptions.

## Section 2

### Increasing College Retention and Graduation Rates

**Priority 2: Increase the proportion of students who enroll and successfully persist through degree program completion.**

**2.1 The state's postsecondary education system must work collaboratively with Nebraska's PK-12 education system to improve the preparedness of students to undertake and successfully complete postsecondary education programs of study.**

*Volume 2* of this report provides a summary and compilation of the reports submitted by Nebraska's public colleges and universities that describe how these institutions are collaborating with PK-12 school systems to increase the proportion of students who graduate from high school, enroll in college, and are prepared to successfully complete degree programs. Consequently, these collaborative efforts are not addressed in this volume.

**2.2a The state's postsecondary education system must more actively engage in student retention efforts and decrease the proportion of postsecondary education students who fail to persist beyond their first year(s) of enrollment.**

The National Center for Education Statistics does not track freshmen retention rates through the Integrated Postsecondary Education Data System (IPEDS). However, the American College Testing Service, operated by ACT, Inc., uses the ACT Institutional Data Questionnaire to obtain freshmen retention rate data from the colleges and universities it serves. Consequently, for the purposes of this report, data provided by ACT, Inc. were analyzed to determine if there have been any changes in the retention rates most recently reported by Nebraska postsecondary institutions.

#### **Freshmen Retention Rates Reported to ACT, Inc.**

The retention rate reported by an institution to ACT, Inc. is for first-time freshmen who re-enroll at the same institution the following academic year. The freshmen retention rates most recently available from ACT, Inc. are for fall 2003 freshmen who re-enrolled in fall 2004, designated as the rates for 2003-2004. (The retention rates for fall 2004 freshmen continuing their enrollment in fall 2005 will not be available until summer 2006.)

In Table 2.1, beginning on the following page, the freshmen retention rates reported for fall 2004 are compared to the most recent previously reported rate for each participating institution or campus in Nebraska. While it is not possible to compute a statewide average freshmen retention rate using these data, an estimated median freshman retention rate can be determined for Nebraska by listing the rates for all of the reporting schools in descending or ascending order, and identifying the rate that is in the middle of the resulting range of values. In addition, of course, it can be determined whether individual institutions or campuses reported freshmen retention rates for fall 2004 that were higher, lower, or the same as their previously reported rates.

- As shown in the first section of Table 2.1, the median freshmen retention rate for all of the institutions and campuses with reported retention rates for two years was 70.0% for fall 2004, compared to 71.5% for the preceding baseline period, suggesting that there has been a slight decrease in the extent to which Nebraska institutions have generally been retaining freshmen into their second year of college.

**Table 2.1 Freshmen Retention Rates**  
**Baseline Rates Compared to Rates for 2003-2004<sup>1</sup>**

<b>Indicator or Institution</b>	<b>Baseline Period<sup>2</sup></b>	<b>% of Fall Freshmen Enrolled the Following Fall</b>	<b>Most Recent Reporting Period</b>	<b>% of Fall 2003 Freshmen Enrolled in Fall 2004</b>	<b>Change Since Baseline Period</b>
<u>Median</u> Freshmen Retention Rates: <sup>3</sup>					
<b>All Reporting Colleges and Universities in Nebraska</b>	2002-2003	<b>71.5%</b>	2003-2004	<b>70.0%</b>	↓ 1.5%
<b>Nebraska Four-Year Institutions</b>		<b>76.0%</b>		<b>74.5%</b>	↓ 1.5%
<b>University of Nebraska</b>					
University of Nebraska-Lincoln	2002-2003	81%	2003-2004	79%	↓ 2%
University of Nebraska at Kearney		81%		81%	No Change
University of Nebraska at Omaha		73%		75%	↑ 2%
Nebraska College of Technical Agriculture		75%		75%	No Change
<b>Nebraska State Colleges</b>					
Chadron State College	2002-2003	77%	2003-2004	70%	↓ 7%
Wayne State College		70%		70%	No Change
Peru State College	2001-2002	55%		60%	↑ 5%
<b>Nebraska Community Colleges</b>					
Southeast Community College Milford Campus	2002-2003	96%	2003-2004	95%	↓ 1%
Southeast Community College Beatrice Campus		70%		70%	No Change
Southeast Community College Lincoln Campus	2001-2002	30%		34%	↑ 4%
Northeast Community College		64%		65%	↑ 1%
Western Nebraska Community College-Sidney	1999-2000	50%		No Report	
Western Nebraska Community College-Scottsbluff	2002-2003	54%		51%	↓ 3%
Mid-Plains Community College	2002-2003	45%		42%	↓ 3%
Metropolitan Community College	2002-2003	38%		47%	↑ 9%
Central Community College	None	No Report		No Report	
Continued on the next page.					

**Table 2.1 (Continued) Freshmen Retention Rates  
Baseline Rates Compared to Rates for 2003-2004<sup>1</sup>**

<b>Indicator or Institution</b>	<b>Baseline Period<sup>2</sup></b>	<b>% of Fall Freshmen Enrolled the Following Fall</b>	<b>Most Recent Reporting Period</b>	<b>% of Fall 2003 Freshmen Enrolled in Fall 2004</b>	<b>Change Since Baseline Period</b>
<b>Independent Colleges &amp; Universities</b>					
Creighton University	2002-2003	91%	2003-2004	88%	↓ 3%
Clarkson College	2001-2002	85%		85%	No Change
BryanLGH College of Health Sciences		84%		76%	↓ 8%
Doane College		83%		79%	↓ 4%
Nebraska Wesleyan University		2002-2003		82%	81%
Concordia University	80%			80%	No Change
Nebraska Methodist College	78%			74%	↓ 4%
Midland Lutheran College	2001-2002	76%		No Report	
Hastings College	2002-2003	75%		75%	No Change
Union College		70%		70%	No Change
Saint Gregory the Great Seminary		70%		70%	No Change
York College		68%		66%	↓ 2%
College of Saint Mary		68%		68%	No Change
Dana College		60%		66%	↑ 6%
Nebraska Christian College		2001-2002		57%	No Report
Bellevue University	2002-2003	55%		No Report	
Grace University		44%		No Report	
Summit Christian College <sup>4</sup>		41%		41%	No Change
Little Priest Tribal College		38%		38%	No Change
Nebraska Indian Community College		32%		32%	No Change
<b>Private Degree-Granting Career Schools</b>					
Vatterott College – Omaha	2001-2002	93%	2003-2004	No Report	
Hamilton College – Lincoln	2002-2003	75%		80%	↑ 5%
Nebraska College of Business	1999-2000	70%		No Report	
<b>Private Non-Degree-Granting Career School</b>					
Alegent Health School of Radiologic Technology	2002-2003	86%	2003-2004	86%	No Change
<sup>1</sup> Data Source: ACT, Inc., ACT Institutional Data Questionnaire. Data obtained directly from ACT, Inc. on July 29, 2005. <sup>2</sup> Baseline periods vary, depending on when institutions last reported their freshmen retention rates to ACT, Inc. prior to fall 2004. <sup>3</sup> An institution was not included in determining <u>median freshmen retention rates</u> if a retention rate for fall 2004 and a retention rate for a preceding period were not reported by the institution. <sup>4</sup> Summit Christian College was previously known as Platte Valley Bible College.					

- As also shown in Table 2.1, the median freshmen retention rate for the institutions with four-year degree programs was 74.5% in fall 2004, a 1.5% decrease from the median of the previously reported retention rates for these institutions.
- As a point of reference, the median freshmen rate for Nebraska four-year colleges was exactly the same as the fall 2004 average freshmen retention rate of 74.5% for all reporting four-year colleges in the United States.<sup>1</sup>
- Further analysis of the freshmen retention rates presented in Table 2.1 reveals that 11 (34.4%) of the 32 institutions with reported rates for two years indicated that their retention rates for fall 2004 were lower than those previously reported, whereas seven (21.9%) schools reported higher rates for fall 2004, and 14 (43.8%) institutions indicated that there were no changes in their freshmen retention rates between reporting periods.
- Based on the data summarized in Table 2.1, the fall 2004 freshmen retention rates for the institutions constituting the University of Nebraska continued to be among the highest in the state, ranging from 75% to 81%.
- Rates at the state colleges ranged from 60% to 70%.
- An unusually high freshmen retention rate of 95% was reported for the Southeast Community College campus in Milford, but the rates reported for the other community colleges or campuses were in the range of 42% to 70% for fall 2004.
- Independent colleges and universities reported freshmen retention rates ranging from as low as 32% to as high as 88% for 2004. Creighton University reported the highest rate in the state, even though Creighton's retention rate for fall 2004 was three percentage points lower than it was in fall 2003.

### **Nebraska Freshmen Retention Beyond Same-School Rates**

The retention rates reported to ACT, Inc. are limited to first-time freshmen who continue their studies at the same colleges or universities where they initially enrolled. Given this limitation of available data, the Coordinating Commission recently conducted an exploratory study to begin to estimate the percentage of first-time freshmen who do not re-enroll at the same institutions they originally attended in Nebraska, but transfer to other colleges and universities to continue their studies. Adding this percentage to the estimated percentage of freshmen who are retained by the same institutions where they originally enrolled provides an estimate of what can be termed the postsecondary freshmen retention rate. This rate is an estimate of the percentage of students who continue to be enrolled in college beyond their freshmen year, regardless of whether they stay at the same institution where they initially enrolled as first-time freshmen or transfer to other colleges and universities.

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<sup>1</sup>ACT, Inc., 2005, *Tracking Charts for Freshmen Retention Rates at Four-Year Colleges, 1988-2005*, available under "Information for Policy Makers" on the ACT, Inc. Web site, [www.act.org](http://www.act.org).

The exploratory study of postsecondary freshmen retention rates conducted by the Coordinating Commission was part of a larger research project based on data submitted to and retrieved from the National Student Clearinghouse by Nebraska's public colleges and universities. Given the limitations of this pilot project, the calculated transfer and retention rates that are reported in this section must be considered as tentative, preliminary estimates. Nevertheless, they clearly suggest that relatively high percentages of first-time freshmen at Nebraska's public institutions continue their postsecondary studies beyond their freshmen year, either at the same public colleges and universities where they initially enrolled or at other postsecondary institutions. (See Section 5 for a description of the design and limitations of the NSC Pilot Research Project.)

### Data Collection and Calculated Retention and Transfer Rates

To obtain estimates of the retention rates for Nebraska's public colleges and universities, the institutions were asked to submit to the Commission the total number of first-time freshmen who were enrolled at their institutions in 2002-2003 and 2003-2004. For each year, they were also asked how many of the first-time freshmen re-enrolled at their institution at the beginning of or at any time during the subsequent academic year. In addition, each institution was asked to determine the number of students who transferred to other institutions before or during the subsequent year.

Based on the data submitted by the institutions, the Commission calculated the following retention and transfer rates:

- Same-school freshmen retention rate: The percentage of all first-time freshmen who re-enrolled at the same institution at the beginning of or at any time during the subsequent academic year.
- Freshmen transfer rate: The percentage of all first-time freshmen who transferred to other institutions before or during the subsequent academic year.
- Postsecondary freshmen retention rate: The percentage of all first-time freshmen who re-enrolled at the same institutions or transferred to other institutions before or during the subsequent academic year.

Table 2.2 on the following page lists these rates for each institution, the three public sectors, and the Nebraska public postsecondary education system as a whole for the freshmen classes in 2002-2003 and 2003-2004.

### Same-School Freshmen Retention Rates

For the following five institutions, the same-school retention rates shown in Table 2.2 for the first-time freshmen enrolled in 2003-2004 were within four percentage points of the freshmen retention rates reported to ACT, Inc. for fall 2003 freshmen who re-enrolled at these institutions in fall 2004: the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, Peru State College, and Wayne State College. With the exception of the University of Nebraska at Omaha, the same-school retention rates calculated for freshmen who initially enrolled at these schools in 2002-2003 also are close to the rates reported to ACT, Inc.

**Table 2.2**  
**Freshmen Retention and Transfer Rates for Nebraska Public Colleges & Universities**  
**Based on National Student Clearinghouse Data**  
**For First-Time Freshmen Enrolled in 2002-2003 and 2003-2004<sup>1</sup>**

Public Institution	Total Number of First-Time Freshmen <sup>2</sup>	Same-School Freshmen Retention Rate	Freshmen Transfer Rate	Postsecondary Freshmen Retention Rate
<b>For the Freshmen Class of 2002-2003</b>				
NCTA-Curtis	97	64.9%	9.3%	74.2%
University of Nebraska at Kearney	1,088	79.6%	9.8%	89.4%
University of Nebraska-Lincoln	3,655	82.8%	12.4%	95.2%
University of Nebraska at Omaha	1,801	62.0%	13.5%	75.5%
<b>University of Nebraska Total</b>	<b>6,641</b>	<b>76.4%</b>	<b>12.2%</b>	<b>88.6%</b>
Chadron State College	301	63.8%	20.9%	84.7%
Peru State College	186	60.2%	20.4%	80.6%
Wayne State College	640	70.6%	13.0%	83.6%
<b>State Colleges Total</b>	<b>1,127</b>	<b>67.1%</b>	<b>16.3%</b>	<b>83.4%</b>
Central Community College	4,456	42.6%	23.2%	65.7%
Metro Community College	8,294	44.1%	31.6%	75.7%
Mid-Plains Community College	2,289	28.0%	18.3%	46.4%
Northeast Community College	1,661	43.0%	12.5%	55.5%
Southeast Community College	1,713	72.4%	23.2%	95.6%
Western NE Community College	770	43.0%	13.5%	56.5%
<b>Community Colleges Total</b>	<b>19,183</b>	<b>44.2%</b>	<b>24.9%</b>	<b>69.1%</b>
<b>Public Institutions Total</b>	<b>26,951</b>	<b>53.1%</b>	<b>21.4%</b>	<b>74.5%</b>
<b>For the Freshmen Class of 2003-2004</b>				
NCTA-Curtis	68	66.2%	5.9%	72.1%
University of Nebraska at Kearney	1,070	76.6%	11.0%	87.7%
University of Nebraska-Lincoln	3,693	81.6%	13.0%	94.6%
University of Nebraska at Omaha	1,615	71.3%	14.6%	85.9%
<b>University of Nebraska Total</b>	<b>6,446</b>	<b>78.0%</b>	<b>13.0%</b>	<b>91.0%</b>
Chadron State College	303	88.8%	7.6%	96.4%
Peru State College	203	60.6%	20.2%	80.8%
Wayne State College	620	71.1%	16.5%	87.6%
<b>State Colleges Total</b>	<b>1,126</b>	<b>74.0%</b>	<b>14.7%</b>	<b>88.7%</b>
Central Community College	1,882	40.2%	28.3%	68.4%
Metro Community College	8,050	43.0%	32.6%	75.7%
Mid-Plains Community College	2,517	30.7%	17.5%	48.2%
Northeast Community College	1,546	46.3%	11.3%	57.6%
Southeast Community College	1,507	75.8%	11.8%	87.7%
Western NE Community College	1,229	22.7%	15.3%	38.0%
<b>Community Colleges Total</b>	<b>16,731</b>	<b>42.6%</b>	<b>24.7%</b>	<b>67.4%</b>
<b>Public Institutions Total</b>	<b>24,303</b>	<b>53.5%</b>	<b>21.2%</b>	<b>74.6%</b>

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data obtained and the calculated rates shown in this table are available upon request from the Commission.

<sup>2</sup>Counts include non-degree-seeking students and exclude foreign students.

The same-school freshmen retention rates for some of the remaining public institutions are lower than the rates that they reported to ACT, Inc., primarily because of the number of non-degree-seeking students included in the total number of first-time freshmen enrolled at these colleges. Rates reported to ACT, Inc. are for degree-seeking students only, whereas the Commission asked the participating institutions to include non-degree-seeking students in the total number of first-time freshmen. (It would be expected that community colleges have much higher numbers of non-degree-seeking students than other sectors.) Inconsistencies in the array of rates shown in Table 2.2 also may be due to differences in methodology when the retention and transfer data were collected by the institutions. Consequently, these rates should not be used to make direct comparisons between institutions within or across the sectors until further research has been conducted, based only on data for degree-seeking students.

### Freshmen Transfer Rates

The freshmen transfer rates presented in Table 2.2 also vary within and across sectors. However, there is no way to assess the reliability of these rates by comparing them to data from an established source since this is the first time an attempt has been made to estimate the percentages of first-time freshmen enrolled at Nebraska's public institutions who transfer to other institutions to continue their postsecondary education.

Given the unknown reliability of the freshmen transfer rates and the general limitations of this research, the transfer rates for individual institutions can not reliably be compared within or across sectors. However, these rates can serve as initial estimates of the extent to which freshmen are deciding to transfer rather than stay at the public institutions where they originally enrolled.

### General Patterns of Transfer and Retention

In spite of this study's limitations and the differences between the institutions within each sector, a clear pattern is evidenced when transfer and retention rates are compared across the three sectors, as shown in Table 2.3 on the next page.

- Although there are differences between the statistics for the freshmen enrolled in 2002-2003 and those enrolled in 2003-2004, the statistics for both years show that the University of Nebraska system and the state college sector have higher same-school freshmen retention rates and lower freshmen transfer rates than the community college sector.
- The net effect of the higher freshmen transfer rates at the community colleges is that the overall postsecondary retention rate for these schools is significantly higher than their same-school freshmen retention rate, clearly indicating that the colleges are serving as stepping stones to other institutions for many of their first-time freshmen.
- Another important finding is that the differences among the three sectors are reduced when their postsecondary freshmen retention rates are compared. The overall same-school retention rates for the University of Nebraska and the state colleges are higher than the same-school retention rates for the community colleges. However, when postsecondary retention rates are examined, the differences between the community colleges and the two other sectors are significantly smaller.

**Table 2.3**  
**Summary of Freshmen Retention and Transfer Rates**  
**for Nebraska Public Postsecondary Institutions**  
**Based on National Student Clearinghouse Data**  
**For First-Time Freshmen Enrolled in 2002-2003 and 2003-2004<sup>1</sup>**

Public Institutions	Freshmen Class	Same-School Freshmen Retention Rate	Freshmen Transfer Rate	Postsecondary Freshmen Retention Rate	Two-Year Combined Postsecondary Freshmen Retention Rate
<b>University of Nebraska</b>	2002-2003	76.4%	12.2%	88.6%	<b>89.8%</b>
	2003-2004	78.0%	13.0%	91.0%	
<b>Nebraska State Colleges</b>	2002-2003	67.1%	16.3%	83.4%	<b>86.1%</b>
	2003-2004	74.0%	14.7%	88.7%	
<b>Nebraska Community Colleges</b>	2002-2003	44.2%	24.9%	69.1%	<b>68.3%</b>
	2003-2004	42.6%	24.7%	67.4%	
<b>All Public Colleges and Universities</b>	2002-2003	53.1%	21.4%	74.5%	<b>74.6%</b>
	2003-2004	53.5	21.2%	74.6%	

<sup>1</sup>Percentages based on data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data obtained and the calculated rates shown in this table are available upon request from the Commission.

- Aggregating the data for the two classes of first-time freshmen included in this study results in the calculated two-year combined postsecondary retention rates shown in the last column of Table 2.3. Based on these summary calculations:
  - Nearly 90% of the freshmen who started college at the University of Nebraska in 2002-2003 or 2003-2004 continued their postsecondary studies beyond their freshmen year, and more than 85% of the freshmen at Nebraska’s state colleges stayed in school, either within the state college system or at other postsecondary institutions.
  - Almost 70% of the students who enrolled at Nebraska’s community colleges as first-time freshmen continued to be enrolled in postsecondary education programs beyond the first year of their enrollment.
  - And, almost 75% of all of the first-time freshmen who enrolled at Nebraska’s public institutions in 2002-2003 or 2003-2004 continued their postsecondary studies beyond their freshmen year.
- The Coordinating Commission will continue to study patterns of freshmen retention and transfer and bring further reports of these issues to the Task Force.

**2.2b The state’s postsecondary education system must also increase the proportion of students who complete associate degrees and baccalaureate degrees within defined time frames.**

**Nebraska College Graduation Rates**

The college graduation rates reported in this section are based on data collected through the Integrated Postsecondary Education Data System (IPEDS). The latest available data are for undergraduates who completed degree programs during the 2003-2004 academic year. Completion data for students who completed degree programs in 2004-2005 will not be available for analysis until mid-2006. Consequently, the following analysis focuses on the changes that occurred in the graduation rates reported for 2002-2003 and 2003-2004. 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. (See [Explanatory Note A9.1](#) in [Appendix 9](#) 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 graduation rate for Nebraska’s public and independent universities was 47.9% in 2003-2004, compared to 48.0% in 2002-2003, a net decrease of 0.1%. (See [Table A9.1](#) in [Appendix 9](#) for supporting data.)
- Graduation rates for about half of Nebraska’s public and independent institutions were the same or lower in 2002-2003 than in 2003-2004, while the rates for the remaining half of the institutions were higher. (See [Table A9.2](#) in [Appendix 9](#) for supporting data.)

**College Graduation Rates by Sector and by Institution**

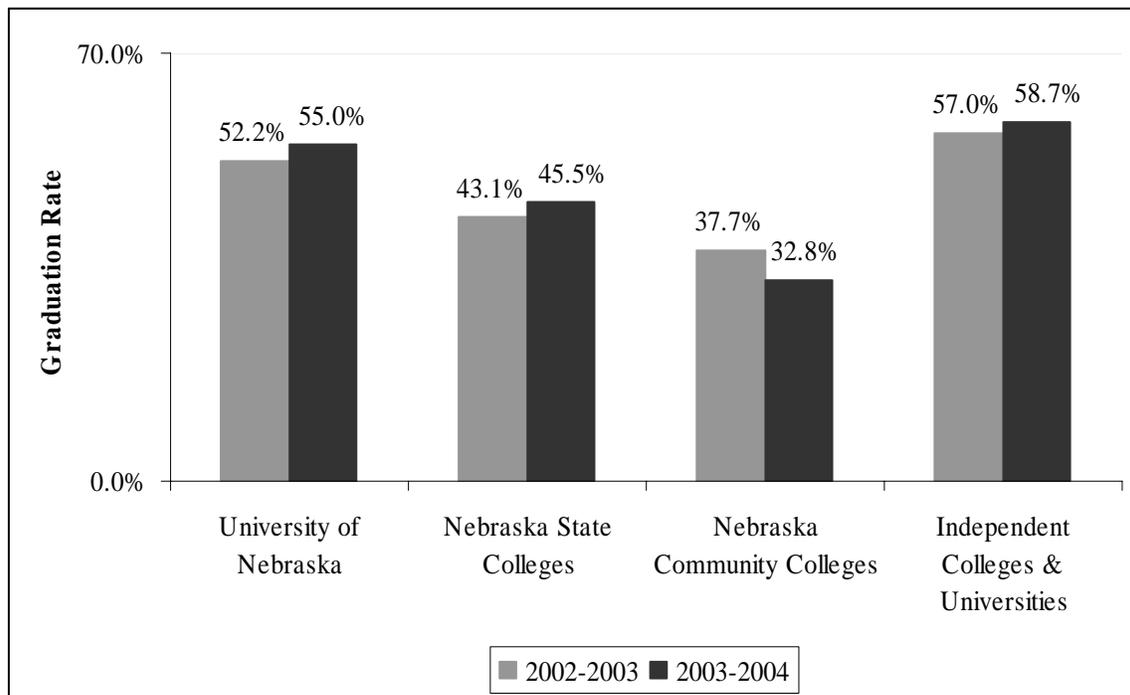
- Although the state’s overall college graduation rate changed very little between 2002-2003 and 2003-2004, completion rates varied and changed by sector, as illustrated in [Figure 2.1](#) on the next page.
- As shown in [Figure 2.1](#), increases in completion rates for the University of Nebraska, the Nebraska state colleges, and the state’s independent colleges and universities were offset by a decrease in the overall graduation rate for Nebraska’s six community colleges.
- In 2003-2004, the independent colleges and universities continued to have the highest completion rate among the four sectors, but the difference between the rates for the independent institutions and the institutions constituting the University of Nebraska narrowed between 2002-2003 and 2003-2004.
- The increase in the overall graduation rate for the University of Nebraska system is attributable to the fact that a decrease in the graduation rate at the Nebraska College of Technical Agriculture (NCTA) was more than offset by increased completion rates

at the University of Nebraska-Lincoln, the University of Nebraska at Kearney, and the University of Nebraska at Omaha.

- The graduation rate for Chadron State College was the same in 2002-2003 and 2003-2004, but increases in the completion rates for Wayne State College and Peru State College had the net effect of increasing the overall rate for Nebraska’s state colleges by 2.4%.

**Figure 2.1**

**Graduation Rates for Nebraska Public and Independent Colleges and Universities by Sector 2002-2003 Compared to 2003-2004<sup>1</sup>**



<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Comparisons based on 3-year graduation rates for the community colleges and 6-year rates for the four-year institutions. See [Table A9.1](#) in [Appendix 9](#) for supporting data.

- Increases in the graduation rates at Northeast Community College, Mid-Plains Community College, and Western Nebraska Community College were offset by decreases in the completion rates at Southeast Community College, Central Community College, and Metropolitan Community College, with the net effect of reducing the overall graduation rate at the community colleges from 37.7% in 2002-2003 to 32.8% in 2003-2004.
- Among the independent colleges and universities, Platte Valley Bible College (renamed Summit Christian College) had an unusually high graduation rate of 93.3% in 2003-2004, compared to a rate of 59.1% in 2002-2003. Conversely, Nebraska Indian Community College and Little Priest Tribal College had extremely low completion rates of 4.0% and 0.0%, respectively. However, the graduation rates for the remaining 16 institutions varied in 2003-2004, from 70.7% at Creighton University to 27.0% at Bellevue University.

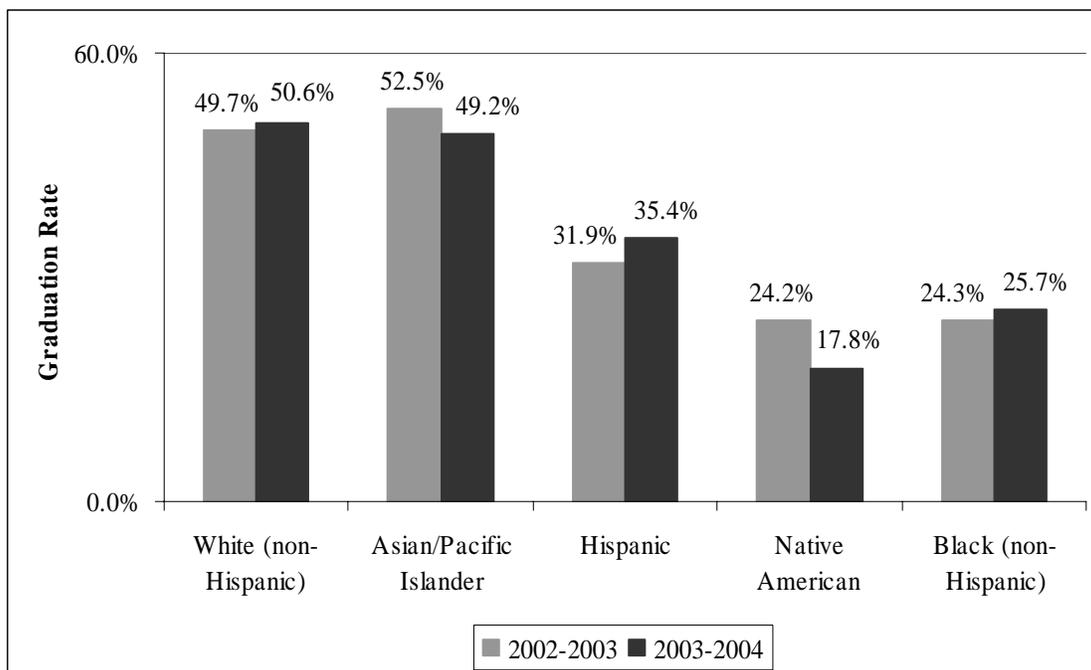
- Of the 18 independent colleges and universities, exactly half had lower graduation rates in 2003-2004 than in 2002-2003. However, the increased rates at the remaining eight institutions more than offset the reduced rates, so that the overall rate for the independent sector increased from 57.0% in 2003-2004 to 58.8% in 2003-2004.
- See [Table A9.2](#) in [Appendix 9](#) for the 2002-2003 and 2003-2004 completion rate data for each public and independent institution in Nebraska.

**College Graduation Rates by Race/Ethnicity**

- Further analysis of the available IPEDS completion data reveals that graduation rates at Nebraska public and independent institutions varied and changed by race/ethnicity between 2002-2003 and 2003-2004.
- As shown in [Figure 2.2](#), the graduation rates for white non-Hispanics and Asians/Pacific Islanders were significantly higher than the completion rates for Hispanics, Native Americans, and black non-Hispanics in 2002-2003 and 2003-2004.
- As also illustrated in [Figure 2.2](#), the graduation rates for white non-Hispanics and black non-Hispanics slightly increased between 2002-2003 and 2003-2004, but there was greater improvement in the completion rate for Hispanics. In comparison, the the graduation rates for Asians/Pacific Islanders and Native Americans were lower in 2003-2004 than in 2002-2003. (See [Table A9.3](#) in [Appendix 9](#) for supporting data.)

**Figure 2.2**

**Graduation Rates for Nebraska Public and Independent Colleges and Universities by Race/Ethnicity 2002-2003 Compared to 2003-2004<sup>1</sup>**



<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. See [Table A9.3](#) in [Appendix 9](#) for supporting data.

- Based on the analysis of the data summarized in Table 2.4, graduation rates varied by race/ethnicity within and across the four sectors of higher education, and there was no consistent pattern of changes between 2002-2003 and 2003-2004 in the graduation rates within or across the sectors. (Large percentage changes are generally attributable to the relatively small numbers of graduates in minority groups.)

<b>Table 2.4</b>					
<b>Graduation Rates for Nebraska Public and Independent Colleges and Universities by Sector and Race/Ethnicity 2002-2003 Compared to 2003-2004<sup>1</sup></b>					
Race/Ethnicity	2002-2003		2003-2004		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
<b>University of Nebraska</b>					
<b>White (non-Hispanic)</b>	2,631	54.6%	2,910	57.3%	<b>2.7%</b>
<b>Asian/Pacific Islander</b>	34	38.2%	41	41.8%	<b>3.6%</b>
<b>Hispanic</b>	32	30.5%	45	44.1%	<b>13.6%</b>
<b>Native American</b>	6	18.2%	6	25.0%	<b>6.8%</b>
<b>Black (non-Hispanic)</b>	36	24.5%	38	23.6%	<b>-0.9%</b>
Total	2,739		3,040		
<b>Nebraska State Colleges</b>					
<b>White (non-Hispanic)</b>	525	44.6%	528	47.3%	<b>2.7%</b>
<b>Asian/Pacific Islander</b>	5	50.0%	3	75.0%	<b>25.0%</b>
<b>Hispanic</b>	4	26.7%	8	47.1%	<b>20.4%</b>
<b>Native American</b>	6	30.0%	1	6.7%	<b>-23.3%</b>
<b>Black (non-Hispanic)</b>	4	14.3%	10	26.3%	<b>12.0%</b>
Total	544		550		
<b>Community Colleges</b>					
<b>White (non-Hispanic)</b>	1,625	39.7%	1,444	34.2%	<b>-5.5%</b>
<b>Asian/Pacific Islander</b>	9	18.4%	12	17.9%	<b>-0.5%</b>
<b>Hispanic</b>	23	18.0%	24	17.5%	<b>-0.5%</b>
<b>Native American</b>	7	23.3%	3	10.7%	<b>-12.6%</b>
<b>Black (non-Hispanic)</b>	22	15.5%	25	16.1%	<b>0.6%</b>
Total	1,686		1,508		
<b>Independent Colleges &amp; Universities</b>					
<b>White (non-Hispanic)</b>	1,667	57.7%	1,736	60.8%	<b>3.1%</b>
<b>Asian/Pacific Islander</b>	97	75.8%	84	70.6%	<b>-5.2%</b>
<b>Hispanic</b>	43	59.7%	27	42.9%	<b>-16.8%</b>
<b>Native American</b>	11	26.8%	4	23.5%	<b>-3.3%</b>
<b>Black (non-Hispanic)</b>	33	44.6%	25	27.2%	<b>-17.4%</b>
Total	1,851		1,876		
<sup>1</sup> Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.					

## **Bachelor's Degrees, Associate Degrees, Diplomas, and Certificates Awarded in Nebraska**

In addition to providing data for calculating and comparing graduation rates, the Integrated Postsecondary Education Data System (IPEDS) includes data for monitoring the changes that occurred between 2002-2003 and 2003-2004 in the number of degrees, diplomas, and certificates awarded by Nebraska's postsecondary institutions.

### **Total Number of Degrees, Diplomas, and Certificates Awarded**

- As shown in Table 2.5, the total number of degrees, diplomas, and certificates awarded by all of Nebraska's postsecondary institutions decreased by 1.3% between 2002-2003 and 2003-2004.
- As also shown in Table 2.5, the number of awarded bachelor's degrees decreased by 3.4%, while the number of awarded associate degrees, diplomas, and certificates increased by 2.3%.
- As a result of the changes that occurred in the numbers of earned degrees and awards, a lower percentage of the undergraduates at Nebraska's postsecondary institutions earned bachelor's degrees in 2003-2004 than in 2002-2003, while a higher percentage earned associate degrees, diplomas, and certificates.

Sector	2002-2003		2003-2004		% Change
	No. Awarded	% Awarded	No. Awarded	% Awarded	
Bachelor's Degrees	11,845	63.3%	11,444	61.9%	-3.4%
Associate Degrees, Diplomas, and Certificates	6,874	36.7%	7,029	38.1%	2.3%
<b>Total Degrees &amp; Awards</b>	18,719	100.0%	18,473	100.0%	<b>-1.3%</b>

<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys.

### **Degrees and Awards by Sector**

- As evidenced in Table 2.6 on the next page, the number of bachelor's degrees awarded by the University of Nebraska and the Nebraska state colleges decreased by 3.9% between 2002-2003 and 2003-2004.
- Similarly, the independent colleges awarded 2.5% fewer bachelor's degrees in 2003-2004 than in 2002-2003.

- The University of Nebraska and community colleges awarded more associate degrees, diplomas, and certificates in 2003-2004 than in 2002-2003. Non-degree-granting private career schools also awarded more diplomas and certificates in 2003-2004 than in 2002-2003, but fewer degrees, diplomas, and certificates were earned by students who graduated from independent colleges and universities or degree-granting private career schools.

**Table 2.6**  
**Bachelor's Degrees, Associate Degrees, Diplomas, and Certificates**  
**Awarded by Nebraska Postsecondary Institutions by Sector**  
**2002-2003 Compared to 2003-2004<sup>1</sup>**

Sector	2002-2003		2003-2004		% Change
	No. Awarded	% Awarded	No. Awarded	% Awarded	
<b>Bachelor's Degrees</b>					
University of Nebraska	6,180	52.2%	5,959	52.1%	-3.6%
Nebraska State Colleges	1,257	10.6%	1,186	10.4%	-5.6%
Public Total	7,437	62.8%	7,145	62.4%	<b>-3.9%</b>
Independent Colleges and Universities	4,408	37.2%	4,299	37.6%	<b>-2.5%</b>
Total Bachelor's Degrees	11,845	100.0%	11,444	100.0%	-3.4%
<b>Associate Degrees, Certificates, and Diplomas</b>					
University of Nebraska	66	1.0%	78	1.1%	18.2%
Community Colleges	4,765	69.3%	4,964	70.6%	4.2%
Public Total	4,831	70.3%	5,042	71.7%	<b>4.4%</b>
Independent Colleges and Universities	304	4.4%	274	3.9%	<b>-9.9%</b>
Degree-Granting Private Career Schools	1,107	16.1%	1,058	15.1%	<b>-4.4%</b>
Non-Degree-Granting Private Career Schools	632	9.2%	655	9.3%	<b>3.6%</b>
Total Associate Degrees, Certificates, and Diplomas	6,874	100.0%	7,029	100.0%	2.3%
Total Degrees & Awards	18,719		18,473		-1.3%
<sup>1</sup> Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts include non-resident aliens (foreign students) and graduates of unknown race/ethnicity.					

## Degrees and Awards by Race/Ethnicity

- Table 2.7 summarizes the numbers and percentages of awarded degrees, diplomas, and certificates by race/ethnicity. The percentage changes in the total number of bachelor's degrees and the total number of other degrees and awards that are shown in this table are different from those shown in the preceding table because the counts summarized in Table 2.7 do not include foreign students and students of unknown race/ethnicity.
- As evidenced in Table 2.7, white non-Hispanics received fewer bachelor's degrees, but a higher number of associate degrees, diplomas, and certificates in 2003-2004 than in 2002-2003.
- In contrast, black non-Hispanics earned more bachelor's degrees and fewer associate degrees, diplomas, and certificates in 2003-2004 than in 2002-2003.
- Asians/Pacific Islanders and Hispanics earned fewer bachelor's degrees and fewer associate degrees, diplomas, and certificates in 2003-2004 than in 2002-2003.
- Native Americans, on the other hand, earned more bachelor's degrees and more associate degrees, diplomas, and certificates in 2003-2004 than in 2002-2003.

<b>Table 2.7</b>					
<b>Bachelor's Degrees, Associate Degrees, Diplomas, and Certificates</b>					
<b>Awarded by Nebraska Postsecondary Institutions by Race/Ethnicity<sup>1</sup></b>					
<b>2002-2003 Compared to 2003-2004<sup>1</sup></b>					
Race/Ethnicity	2002-2003		2003-2004		% Change
	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	
<b>Bachelor's Degrees</b>					
<b>White (non-Hispanic)</b>	10,385	92.3%	9,929	92.2%	<b>-4.4%</b>
<b>Asian/Pacific Islander</b>	250	2.2%	198	1.8%	<b>-20.8%</b>
<b>Hispanic</b>	250	2.2%	237	2.2%	<b>-5.2%</b>
<b>Native American</b>	51	0.5%	53	0.5%	<b>3.9%</b>
<b>Black (non-Hispanic)</b>	310	2.8%	351	3.3%	<b>13.2%</b>
Total	11,246	100.0%	10,768	100.0%	<b>-4.3%</b>
<b>Associate Degrees, Diplomas, and Certificates</b>					
<b>White (non-Hispanic)</b>	6,111	90.7%	6,295	91.5%	<b>3.0%</b>
<b>Asian/Pacific Islander</b>	100	1.5%	70	1.0%	<b>-30.0%</b>
<b>Hispanic</b>	153	2.3%	147	2.1%	<b>-3.9%</b>
<b>Native American</b>	42	0.6%	52	0.8%	<b>23.8%</b>
<b>Black (non-Hispanic)</b>	331	4.9%	319	4.6%	<b>-3.6%</b>
Total	6,737	100.0%	6,883	100.0%	<b>2.2%</b>
<sup>1</sup> Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.					

- See Table A10.1 and Table A10.2 in Appendix 10 for comparisons that show how the numbers and percentages of awarded degrees, diplomas, and certificates varied by race/ethnicity within and across the sectors of higher education in Nebraska between 2002-2003 and 2003-2004.

### **2.3 The state's postsecondary education system must expand upon and strengthen existing associate degree to baccalaureate degree "2 plus 2" and other degree-credit transfer programs.**

The data required to calculate the numbers and percentages of students who enroll in and graduate from associate-to-baccalaureate degree programs are not available through the Integrated Postsecondary Data System (IPEDS). However, data are available from the National Student Clearinghouse to track students throughout their college careers. Consequently, over the past six months, the Coordinating Commission has worked with the Clearinghouse and Nebraska's six public community colleges to complete the first phase of a research project designed to track the degree completion and transfer rates of students who begin their postsecondary studies in the academic transfer programs offered by these colleges.

#### **Introduction to Research on Academic Transfer Program Completion and Transfer Rates**

The Commission's initial study of academic transfer programs was conducted as part of a larger exploratory study based on data submitted to and retrieved from the National Student Clearinghouse by all of Nebraska's public postsecondary institutions. However, only the community colleges were asked to participate in the portion of the study focused on academic transfer programs. (See [Section 5](#) for more information on the NSC Pilot Research Project.)

For the purposes of this research, an academic transfer program is defined as any program offered by a Nebraska community college that is designed to lead to an associate degree and provide the basis for subsequent enrollment in baccalaureate programs of study at four-year colleges. In the first phase of the Commission's research, the community colleges were asked to report the number of students who were enrolled as first-time freshmen in their academic transfer programs in 2001-2002, and to use data retrieved from the National Student Clearinghouse to determine how many of these students completed the academic transfer programs and/or transferred to other programs or institutions within three years or, in other words, by the end of the 2003-2004 academic year. To provide comparative data, the colleges were asked to provide the same information for the first-time freshmen who enrolled in their academic transfer programs in 2002-2003.

Since this was the first time the community colleges collected Clearinghouse data for analysis by the Commission, there understandably were errors and inconsistencies in the data collection process that will be avoided in subsequent phases of this research. However, in spite of its limitations, the first phase of this project provides useful estimates of the extent to which students are completing academic transfer programs and/or transferring to four-year colleges within three years from the time that they enrolled in these programs as first-time freshmen.

The following analysis of the data collected for this project focuses on the combined completion and transfer percentage rates for all of the Nebraska community colleges, rather than on the percentages calculated for each of the six institutions, for two reasons. First, given the limitations of this pilot study, the combined data for all of the colleges are more reliable than the statistics for each college. Second, a combined approach is sufficient to begin to examine the extent to which students are generally using the academic transfer programs offered by the state's community colleges as stepping stones to four-year programs offered by other institutions.

### **Total Enrollment in Academic Transfer Programs**

- Based on the data submitted by the six community colleges, the number of first-time freshmen enrolled in academic transfer programs increased from 3,964 in 2001-2002 to 5,623 in 2002-2003, an increase of 41.9%. (See Table A11.1 in Appendix 11 for supporting data.)
- Some of the reported increased enrollment in academic transfer programs may be due to students in other programs taking academic transfer courses or errors in the data collection process. However, the community colleges have confirmed that there were significant increases in the number of students enrolled in the academic transfer programs at half of the colleges between 2001-2002 and 2002-2003.

### **Completion Rates for Academic Transfer Programs**

- As shown in Table 2.8, the total percentage of students who completed academic transfer programs and earned associate degrees within three years increased from 7.4% of the students who were first-time freshmen in 2001-2002 to 10.7% of the students who started academic transfer programs in 2002-2003. These rates are attributable primarily to the fact that most community college students do not transfer and obtain bachelor's degrees.
- Of the students who were first-time freshmen in 2001-2002 or 2002-2003 and completed academic transfer programs within three years, about 53% transferred to other programs or institutions after they earned their associate degrees, while 47% did not continue their education within the three-year period specified in this study. (See Table A11.2 in Appendix 11 for supporting data.)

<b>Table 2.8</b>				
<b>Completion Rates for Students in Academic Transfer Programs (ATP)</b>				
<b>at Nebraska Public Community Colleges</b>				
<b>2001-2002 and 2002-2003<sup>1</sup></b>				
Progress Within Three Years	2001-2002		2002-2003	
	No. of Students <sup>2</sup>	% of Students	No. of Students <sup>2</sup>	% of Students
<u>Completed ATP and Transferred to Other Programs or Institutions</u>	158	4.0%	321	5.7%
<u>Completed ATP but Did Not Transfer to Other Programs or Institutions</u>	136	3.4%	281	5.0%
<b>Total Students Who Completed ATP</b>	294	<b>7.4%</b>	602	<b>10.7%</b>
Did Not Complete ATP within Three Years	3,670	92.6%	5,021	89.3%
Total Enrolled as First-Time Freshmen	3,964	100.0%	5,623	100.0%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005.

<sup>2</sup>Number of students who enrolled as first-time freshmen and who completed programs, did not complete programs, and/or transferred within the three-year period from 2001-2002 through 2003-2004 or 2002-2003 through 2004-2005.

## Transfer Rates to Four-Year Colleges

- Although the completion rate for the academic transfer programs are relatively low for the students who started their postsecondary studies in 2001-2002 or 2002-2003, [Table 2.9](#) shows that 27% or 28% of these students transferred to four-year colleges within three years, with or without an associate degree.
- Of the students who transferred to four-year colleges, 74% transferred to public four-year institutions, while 26% transferred to private four-year schools.

<b>Table 2.9</b>				
<b>Transfer Rates to Four-Year Colleges for Students in Academic Transfer Programs at Nebraska Public Community Colleges 2001-2002 and 2002-2003<sup>1</sup></b>				
Progress Within Three Years	2001-2002		2002-2003	
	No. of Students <sup>2</sup>	% of Students	No. of Students <sup>2</sup>	% of Students
Transferred to <u>Public</u> Four-Year Colleges	770	19.4%	1,211	21.5%
Transferred to <u>Private</u> Four-Year Colleges	312	7.9%	385	6.9%
<b>Total Students Who Transferred to Four-Year Colleges</b>	1,082	<b>27.3%</b>	1,596	<b>28.4%</b>
Did Not Transfer to Four-Year Colleges	2,882	72.7%	4,027	71.6%
Total Enrolled as First-Time Freshmen	3,964	100.0%	5,623	100.0%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005.

<sup>2</sup>Number of students who enrolled as first-time freshmen and who transferred or did not transfer to four-year colleges within the three-year period from 2001-2002 through 2003-2004 or 2002-2003 through 2004-2005.

## Total Transfer Rates to All Types of Programs and Institutions

- While the percentage of students who transfer to four-year colleges is important information, the data summarized in [Table 2.10](#) on the next page clearly indicate that the academic transfer programs offered by the community colleges play a broader role in postsecondary education than solely serving as roads to associate degrees or stepping stones to four-year colleges.
- As evidenced in [Table 2.10](#), about 20% of the students who enrolled in academic transfer programs as first-time freshmen in 2001-2002 or 2002-2003 transferred to other programs at the same community colleges where they initially enrolled or to programs at other community colleges.
- In addition, a very small percentage transferred to other types of schools, such as private degree-granting career schools.

- Consequently, in total, almost 49% of the students who enrolled in academic transfer programs as first-time freshmen in 2001-2002 or 2002-2003 transferred to other programs or institutions within three years, and about 53% transferred and/or earned associate degrees.

<b>Table 2.10</b>				
<b>Percentages of Students in Academic Transfer Programs (ATP) at Nebraska Public Community Colleges Who Transferred and/or Completed ATPs 2001-2002 and 2002-2003<sup>1</sup></b>				
Progress Within Three Years	2001-2002		2002-2003	
	No. of Students <sup>2</sup>	% of Students	No. of Students <sup>2</sup>	% of Students
Transferred to <u>Public</u> Four-Year Colleges	770	19.4%	1,211	21.5%
Transferred to <u>Private</u> Four-Year Colleges	312	7.9%	385	6.9%
<b>Total Students Who Transferred to Four-Year Colleges</b>	1,082	<b>27.3%</b>	1,596	<b>28.4%</b>
Transferred to Other Programs at the Same Community College	489	12.3%	665	11.8%
Transferred to Other Community Colleges	348	8.8%	457	8.1%
<b>Total Students Who Transferred to Other Community College Programs</b>	837	<b>21.1%</b>	1,122	<b>19.9%</b>
Transferred to Other Types of Schools	17	<b>0.4%</b>	25	<b>0.9%</b>
<b>Total Students Who Transferred<sup>3</sup></b>	1,936	<b>48.8%</b>	2,743	<b>48.8%</b>
Completed ATP but Did Not Transfer to Other Programs or Institutions	136	3.5%	281	5.0%
<b>Total Students Who Transferred and/or Completed ATP</b>	2,072	<b>52.3%</b>	3,024	<b>53.8%</b>
Did Not Complete ATP or Transfer to Other Programs or Institutions <sup>4</sup>	1,892	47.7%	2,599	46.2%
Total Enrolled as First-Time Freshmen	3,964	100.0%	5,623	100.0%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005.

<sup>2</sup>Number of students who enrolled as first-time freshmen and who transferred or did not transfer to four-year colleges within the three-year period from 2001-2002 through 2003-2004 or 2002-2003 through 2004-2005.

<sup>3</sup>Of the students who transferred, between 8% and 12% had completed academic transfer programs. See Table A11.3 in Appendix 11 for supporting data.

<sup>4</sup>Includes students who continued their studies in the academic transfer program for more than three years, students who stopped out, and students who dropped out.

- Of the students who transferred with or without associate degrees, between 56% and 58% transferred to four-year colleges, between 41% and 43% transferred to other community college programs, and about 1% transferred to other types of schools. (See [Table A11.4](#) in [Appendix 11](#) for supporting data.)
- However, there was a difference between the transfer patterns of the student who completed academic transfer programs and the students who transferred without associate degrees. Specifically, students who earned associate degrees more frequently transferred to four-year colleges and less frequently transferred to other community college programs.
- Conversely, students who transferred before completing the academic transfer program less frequently transferred to four-year colleges and more frequently transferred to community college programs. (See [Table A11.5](#) in [Appendix 11](#) for supporting data.)

### **Proposed Future Research**

The Coordinating Commission plans to work with Nebraska's public community colleges to continue to monitor the completion and transfer rates for their academic transfer programs. In addition, the Commission proposes to expand the current study to include estimates of the graduation rates of students who begin their postsecondary studies in the academic transfer programs offered by the state's community colleges, but transfer to four-year institutions or other community college programs.



## Section 4

### Series of Baseline Comparison Tables

This section consists of a series of tables that provides a complete overview of the statistical indicators that have been selected to monitor progress toward achieving the strategic goals and objectives recommended by the 2003 LR 174 Task Force. Most of the baseline indicators presented in these tables were selected on the basis of analyses described in *Volume 1 of the 2004 Baseline Report for the LR 174 Higher Education Task Force*. A few indicators have been added or deleted, based on subsequent analyses of data reported in this volume of the *2005 Report for the LR 75 Legislative Evaluation Task Force on Higher Education*. Specifically, the tables presented in this section provide baseline and updated statistics in the following areas of interest:

- Nebraska College Enrollment
- Numbers of Nebraska High School Graduates
- Nebraska High School Graduation Rates
- High School and College Readiness of Nebraska Students
- The Nebraska College Continuation Rate
- The Percentage of Nebraska High School Graduates Who Go to College in Nebraska
- The Number of Out-of-State and Foreign Students Attracted to Nebraska Colleges
- The Net-Migration of Nebraska-Resident and Non-Nebraska First-Time Freshmen
- The Amount of Need-Based Financial Aid Available to Nebraskans
- Minority Representation Among First-Time Freshmen at Nebraska Institutions
- Freshmen Retention Rates at Nebraska Colleges and Universities
- Graduation Rates at Nebraska Colleges and Universities
- Numbers of Degrees, Diplomas, and Certificates Awarded by Nebraska Institutions
- Nebraska Workforce Net Migration

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

#### **Nebraska College Enrollment**

The table on the following page provides baseline college enrollments for monitoring progress toward increasing the number of students who enter postsecondary education in Nebraska. These baselines were established and updated using the latest official enrollment data obtained from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics (NCES).

**Table 4.1 Nebraska Total Postsecondary Enrollment  
2005 Update**

Total Headcount Enrollment	Fall 2003 Baseline Enrollment	Fall 2004 Enrollment	Increase or Decrease in Number of Students	% Change Since Fall 2003
<b>University of Nebraska</b>	<b>46,015</b>	<b>45,122</b>	<b>- 893</b>	<b>- 1.9%</b>
NCTA-Curtis	215	220	5	2.3%
University of Nebraska at Kearney	6,379	6,382	3	0.0%
University of Nebraska-Lincoln	22,559	21,792	- 767	- 3.4%
University of Nebraska Medical Center	2,865	2,904	39	1.4%
University of Nebraska at Omaha	13,997	13,824	- 173	- 1.2%
<b>Nebraska State Colleges</b>	<b>7,652</b>	<b>7,650</b>	<b>-2</b>	<b>0.0%</b>
Chadron State College	2,711	2,569	- 142	- 5.2%
Peru State College	1,624	1,683	59	3.6%
Wayne State College	3,317	3,398	81	2.4%
<b>Nebraska Community Colleges</b>	<b>39,575</b>	<b>40,233</b>	<b>658</b>	<b>1.7%</b>
Central Community College	6,483	6,524	41	0.6%
Metropolitan Community College	12,838	12,961	123	1.0%
Mid-Plains Community College	3,084	2,957	- 127	- 4.1%
Northeast Community College	4,858	5,053	195	4.0%
Southeast Community College	9,672	10,079	407	4.2%
Western Nebraska Community College	2,640	2,659	19	0.7%
<b>Nebraska Public Institutions</b>	<b>93,242</b>	<b>93,005</b>	<b>- 237</b>	<b>- 0.3%</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>23,994</b>	<b>25,696</b>	<b>1,702</b>	<b>7.1%</b>
Bellevue University	4,843	5,524	681	14.1%
BryanLGH College of Health Sciences	242	305	63	26.0%
Clarkson College	596	666	70	11.7%
College of St. Mary	910	994	84	9.2%
Concordia University	1,205	1,379	174	14.4%
Creighton University	6,537	6,722	185	2.8%
Dana College	582	639	57	9.8%
Doane College	2,273	2,429	156	6.9%
Grace University	598	540	- 58	- 9.7%
Hastings College	1,113	1,153	40	3.6%
Little Priest Tribal College	130	154	24	18.5%
Midland Lutheran College	944	947	3	0.3%
Nebraska Christian College	159	155	- 4	- 2.5%
Nebraska Indian Community College	190	190	- 0	0.0%
Nebraska Methodist College	421	529	108	25.7%
Nebraska Wesleyan University	1,840	1,953	113	6.1%
Platte Valley Bible College	48	38	- 10	- 20.8%
Union College	902	936	34	3.8%
York College	461	443	- 18	- 3.9%
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>117,236</b>	<b>118,701</b>	<b>1,465</b>	<b>1.2%</b>
Private Career Colleges	3,144	3,394	250	8.0%
<b>Total Nebraska Postsecondary Enrollment</b>	<b>120,380</b>	<b>122,095</b>	<b>1,715</b>	<b>1.4%</b>

**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.**

**Numbers of Nebraska High School Graduates**

The following two tables provide baseline and update statistics to monitor progress toward increasing the proportion of PK-12 students who graduate from high school. These baselines were established and updated using the latest data available from the Nebraska Department of Education.

<b>Table 4.2 Numbers of Nebraska High School Graduates 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>Number of High School Graduates</b>					
White (non-Hispanic)	2002-2003	17,541	2003-2004	17,211	- 1.9%
Asian/Pacific Islander		279		309	+ 10.8%
Black (non-Hispanic)		841		884	+ 5.1%
Hispanic		776		890	+ 14.7%
Native American		167		168	+ 0.6%
Total Public Schools		19,604		19,462	- 0.7%
ESU & SO <sup>1</sup>		134		94	
Total Nonpublic Schools		2,234		2,162	- 3.2%
Nebraska State Total		21,972		21,718	- 1.2%
<sup>1</sup> ESU = Educational Service Units; SO = State-Operated Schools					

**Nebraska High School Graduation Rates**

<b>Table 4.3 Nebraska High School Graduation and Dropout Rates 2005 Update</b>						
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year	
<b>4-Year Public High School Graduation Rate</b>						
Nebraska	2002-2003	84.7%	2003-2004	86.5%	1.8%	
White (non-Hispanic)		88.8%		90.3%	1.5%	
Asian/Pacific Islander		83.5%		90.9%	7.4%	
Black (non-Hispanic)		59.4%		63.5%	4.1%	
Hispanic		58.3%		63.6%	5.3%	
Native American		56.0%		55.1%	- 0.9%	
Male		82.7%		84.5%	1.8%	
Female		86.8%		88.6%	1.8%	
<b>4-Year Public High School Graduation Rates for Schools in the Counties with the Highest Numbers of Dropouts</b>						
Omaha Public Schools	2002-2003	63.5%	2003-2004	67.6%	4.1%	
Lincoln Public Schools		72.5%		76.6%	4.1%	
Grand Island Public Schools		74.9%		79.2%	4.3%	
Fremont Public Schools		81.5%		85.4%	3.9%	
South Sioux City Community Schools		73.3%		79.6%	6.3%	
North Platte Public Schools		83.9%		86.2%	2.3%	
Hastings Public Schools		81.2%		80.5%	- 0.7%	
Scottsbluff Public Schools		84.1%		78.1%	- 6.1%	
Lexington Public Schools		80.2%		74.4%	- 5.8%	
Schuyler Central High School		71.2%		77.1%	6.0%	
UNO ^ HO ^ Nation Public Schools		33.3%		61.9%	28.6%	
Winnebago Public Schools		56.8%		52.8%	- 4.0%	
Walthill Public Schools		72.0%		33.3%	- 38.7%	
Santee Community Schools		66.7%		25.0%	- 41.7%	

**Nebraska High School and College Readiness**

The following two tables provide baseline and update statistics to monitor progress toward increasing the proportion of Nebraska high school graduates who are prepared academically for college-level coursework. These baselines were established and updated using the latest available data from the National Assessment of Educational Progress (NAEP) conducted by the National Center for Education Statistics; ACT, Inc.; and the College Examination Board, which administers the SAT Program.

Not all students take the tests upon which these statistics are based. NAEP relies on a “representative sample” of students, and SAT and ACT statistics are based on the scores of students who choose to take these respective tests.

<b>Table 4.4 Nebraska NAEP Assessments of High School Readiness 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>NAEP Assessments</b>					
<i>% of 8<sup>th</sup> Graders At or Above the Proficient Achievement Level</i>					
Mathematics	2003	32%	2005	35%	+ 3 %
Reading	2003	35%	2005	35%	0%
Science	2000	36%	No update since 2000		
Writing	2002	32%	No update since 2002		

**Table 4.5 Nebraska SAT I and ACT Assessments of College Readiness  
2005 Update**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>SAT I: Reasoning Test</b>					
<i>% of High School Graduates Tested</i>	2004	7.6%	2005*	7.8%	+ 0.2%
<i>Average SAT I Scores</i>					
Average Verbal Score	2004	569	2005	574	+ 5 points
Average Math Score		576		579	+ 3 points
*Based on number of high school graduates as of August 10, 2005					
<b>ACT Assessment</b>					
<i>% of High School Graduates Tested</i>	2004	76.1%	2005	74.9%	- 1.2%
<i>Average ACT Composite Scores</i>					
Nebraska	2004	21.7	2005	21.8	+ 0.1
White (non-Hispanic)		22.0		22.1	+ 0.1
Asian/Pacific Islander		21.5		21.5	No change
Hispanic		18.7		18.7	No change
Native American		18.7		19.1	+ 0.4
Black (non-Hispanic)		17.7		17.6	- 0.1
<i>% of Students Tested Who Took College-Prep Core</i>					
Nebraska	2004	69.8%	2005	71.3%	+ 1.5%
White (non-Hispanic)		70.4%		71.9%	+ 1.5%
Asian/Pacific Islander		77.0%		75.8%	- 1.2%
Hispanic		58.5%		58.8%	+ 0.3%
Native American		55.3%		58.9%	+ 3.6%
Black (non-Hispanic) <sup>1</sup>					
<i>% of Students Who Completed More than the Minimum Core in Four Subject Areas</i>					
English	2004	58.6%	2005	58.0%	- 0.6%
Mathematics		46.0%		45.9%	- 0.1%
Social Sciences		45.3%		48.6%	+ 3.3%
Natural Sciences		46.8%		50.5%	+ 3.7%
<sup>1</sup> Percentages are not reported for black non-Hispanics due to unexplained variability in the numbers of students who self-reported information about the courses they took or planned to take before graduating from high school.					

## Nebraska College Continuation Rate

The following table provides baseline and update statistics to monitor progress toward increasing the proportion of Nebraska high school graduates who enroll in postsecondary education within a year of high school graduation. These baselines were established and updated using the latest available data from the Nebraska Department of Education and the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. Relevant college enrollment data are collected every two years through IPEDS.

<b>Table 4.6 Nebraska College Continuation Rate 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>College Continuation Rate</b>					
Number of Nebraska-Resident First-Time Freshmen Enrolled at <u>Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions <u>within 12 Months of High School Graduation</u>	2002-2003	13,349	2004-2005	13,565	- 1.6%
College Continuation Rate	2002-2003	61.6%	2004-2005	62.5%	+ 0.9%

**1.2 The state’s postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.**

**Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska**

The following table provides baseline and update statistics to monitor progress toward increasing the proportion of Nebraska high school graduates who pursue their postsecondary education at colleges and universities in Nebraska. These baselines were established and updated using the latest available data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. These data are collected every two years through IPEDS.

<b>Table 4.7 Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska and Out of State 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of <u>Nebraska-Resident</u> First-Time Freshmen Enrolled at <u>Nebraska Degree-Granting</u> Postsecondary Institutions within 12 Months of High School Graduation	2002-2003	10,836	2004-2005	10,887	+ 0.5%
Number of <u>Nebraska-Resident</u> First-Time Freshmen Enrolled at <u>Out-of-State Degree-Granting</u> Postsecondary Institutions within 12 Months of High School Graduation		2,513		2,678	+ 6.6%
<hr/>					
% of Nebraska-Resident First-Time Freshmen Enrolled at <u>Nebraska Degree-Granting</u> Postsecondary Institutions within 12 Months of High School Graduation	2002-2003	81.2%	2004-2005	80.3%	- 0.9%
% of Nebraska-Resident First-Time Freshmen Enrolled at <u>Out-of-State Degree-Granting</u> Postsecondary Institutions within 12 Months of High School Graduation		18.8%		19.7%	+ 0.9%

**1.3 The state’s postsecondary education system must more actively recruit non-Nebraska high school graduates in order to increase the number of such students who pursue postsecondary education in Nebraska.**

**Non-Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska**

The following tables provide baseline and update statistics (1) to monitor progress toward increasing the proportion of non-Nebraska high school graduates who pursue their postsecondary education at colleges and universities in Nebraska and (2) to monitor the net migration of first-time freshmen for Nebraska. These baselines were established and updated using the latest available data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. These data are collected every two years.

<b>Table 4.8 Non-Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of <u>Non-Nebraska</u> First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions	2002-2003	3,082	2004-2005	3,097	+ 0.5%

**Net Migration of First-Time Freshmen**

<b>Table 4.9 Net Migration of First-Time Freshmen 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>In-Migration</b> Number of <b>Non-Nebraska</b> First-Time Freshmen Who Enrolled at <u>Nebraska Colleges and Universities Within 12 Months of High School Graduation</u>	2002-2003	2,281	2004-2005	2,424	+ 143
<b>Out-Migration</b> Number of <b>Resident Nebraska</b> First-Time Freshmen Who Enrolled at <u>Out-of-State Colleges and Universities Within 12 Months of High School Graduation</u>		2,513		2,678	+ 165
<b>Net Migration</b>		- 232		- 254	- 22

**1.4 Increase the number and proportion of Nebraska postsecondary students who are currently underrepresented in the state's higher education system.**

**Minority Representation Among First-Time Freshmen at Nebraska Postsecondary Institutions**

The following table provides baseline statistics to monitor the numbers and percentages of minority students enrolled as first-time freshmen in Nebraska's higher education system. These baselines were established and updated using the latest available data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

<b>Table 4.10 Representation of Minorities in the Nebraska Postsecondary Education System 2005 Update</b>						
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year	
Number of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting</u> and <u>Non-Degree-Granting</u> Postsecondary Institutions	2003-2004		2004-2005			
White (non-Hispanic)		17,885		16,303	- 8.8%	
Asian/Pacific Islander		363		364	+ 0.3%	
Hispanic		688		743	+ 8.0%	
Native American		202		225	+ 11.4%	
Black (non-Hispanic)		922		825	- 10.5%	
% of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting</u> and <u>Non-Degree-Granting</u> Postsecondary Institutions						
White (non-Hispanic)		89.2%		88.3%	- 0.9%	
Asian/Pacific Islander		1.8%		2.0%	+ 0.2%	
Hispanic		3.4%		4.0%	+ 0.6%	
Native American		1.0%		1.2%	+ 0.2%	
Black (non-Hispanic)	4.6%	4.5%	- 0.1%			

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

**The Amount of Need-Based Financial Aid Available to Nebraskans**

The following table provides baseline and update statistics to monitor the amount of need-based aid available for Nebraskans with limited financial resources. These baselines were established and updated using the latest available financial aid records maintained by the Commission, data obtained from the U.S. Department of Education Office of Postsecondary Education, and Nebraska DAS Supplements.

<b>Table 4.11 Need-Based Financial Aid Available to Nebraskans (Excluding Loans) 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>Nebraska State Grants (NSG) Awarded through All Nebraska Institutions</b>					
Total Grants Awarded	2003-2004	\$8,735,163	2004-2005	\$8,336,694	- 4.6%
Number of Nebraska-Resident Pell Grant-Eligible Students		25,022		28,992	+ 15.9%
Number of Students Awarded an NSG		13,031		12,139	- 6.8%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG		52.1%		41.9%	-10.2%
Average NSG Award		\$670		\$687	+ 2.5%
<b>Need-Based Aid Awarded through Nebraska Public Institutions</b>					
NSG State-Funded Portion	2003-2004	\$4,386,690	2004-2005	\$4,477,478	+ 2.1%
NSG Federal-Funded Portion		\$584,110		\$337,759	- 42.2%
Total Nebraska State Grants		\$4,970,800		\$4,815,237	- 3.1%
Federal Pell Grants		\$45,879,222		\$48,606,216	+ 5.9%
FSEOG <sup>1</sup>		\$2,646,427		\$2,677,597	+ 1.2%
Federal Work Study		\$3,882,831		\$3,825,314	-1.5%
Total Title IV Aid Excluding Loans		\$57,379,280		\$59,924,364	+ 4.4%
Other Need-Based Aid from Institutional Sources		\$12,513,302		\$15,443,742	+ 23.4%
Total Need-Based Aid Excluding Loans		\$69,892,582		\$75,368,106	+ 7.8%
<sup>1</sup> FSEOG = Federal Supplemental Educational Opportunity Grant.					

**Priority 2: Increase the proportion of students who enroll and successfully persist through degree program completion.**

**2.1 The state's postsecondary education system must work collaboratively with Nebraska's PK-12 education system to improve the preparedness of students to undertake and successfully complete postsecondary education programs of study.**

Statistical baselines have not been established to monitor the collaborative relationships between the PK-12 education system and Nebraska colleges and universities. Instead, the public institutions have submitted descriptions of how and to what extent they are collaborating with PK-12 schools to achieve the priorities established by the LR 174 Higher Education Task Force in 2003. Summaries of these descriptions are published in *Volume 2* of this report.

**2.2 The state’s postsecondary education system must more actively engage in student retention efforts and decrease the proportion of postsecondary education students who fail to persist beyond their first year(s) of enrollment.**

**Freshmen Retention Rates**

The following table presents baseline and updated freshmen retention rates for institutions within Nebraska’s postsecondary education system. The baseline rate for each institution is the most recent rate reported to ACT, Inc. prior to 2003-2004. Consequently, baseline years vary, depending on when institutions previously reported their freshmen retention rates to ACT, Inc. As a point of reference, the fall 2004 average retention rate for all reporting four-year colleges in the United States was 74.5%

<b>Table 4.12 Nebraska Freshmen Retention Rates 2005 Update</b>					
Indicator or Institution	Baseline Period	% of Fall Freshmen Enrolled the Following Fall	Most Recent Reporting Period	% of Fall 2003 Freshmen Enrolled in Fall 2004	Change Since Baseline Period
<b><u>Median Rate for All Reporting Institutions</u></b>	2002-2003	71.5%	2003-2004	70.0%	↓ 1.5%
<b><u>Median Rate for Nebraska Four-Year Institutions</u></b>		76.0%		74.5%	↓ 1.5%
<b>University of Nebraska</b>					
University of Nebraska-Lincoln	2002-2003	81%	2003-2004	79%	↓ 2%
University of Nebraska at Kearney		81%		81%	No Change
University of Nebraska at Omaha		73%		75%	↑ 2%
Nebraska College of Technical Agriculture		75%		75%	No Change
<b>Nebraska State Colleges</b>					
Chadron State College	2002-2003	77%	2003-2004	70%	↓ 7%
Wayne State College		70%		70%	No Change
Peru State College	2001-2002	55%		60%	↑ 5%
<b>Nebraska Community Colleges</b>					
Southeast Community College Milford Campus	2002-2003	96%	2003-2004	95%	↓ 1%
Southeast Community College Beatrice Campus		70%		70%	No Change
Southeast Community College Lincoln Campus	2001-2002	30%		34%	↑ 4%
Northeast Community College		64%		65%	↑ 1%
Western Nebraska Community College-Sidney	1999-2000	50%		No Report	
Western Nebraska Community College-Scottsbluff	2002-2003	54%		51%	↓ 3%
Mid-Plains Community College	2002-2003	45%		42%	↓ 3%
Metropolitan Community College	2002-2003	38%		47%	↑ 9%
Central Community College	None	No Report		No Report	
Continued on the next page.					

**Table 4.12 (Continued) Nebraska Freshmen Retention Rates  
2005 Update**

Indicator or Institution	Baseline Period <sup>2</sup>	% of Fall Freshmen Enrolled the Following Fall	Most Recent Reporting Period	% of Fall 2003 Freshmen Enrolled in Fall 2004	Change Since Baseline Period
<b>Independent Colleges &amp; Universities</b>					
Creighton University	2002-2003	91%	2003-2004	88%	↓ 3%
Clarkson College	2001-2002	85%		85%	No Change
BryanLGH College of Health Sciences		84%		76%	↓ 8%
Doane College		83%		79%	↓ 4%
Nebraska Wesleyan University		2002-2003		82%	81%
Concordia University	80%			80%	No Change
Nebraska Methodist College	78%			74%	↓ 4%
Midland Lutheran College	2001-2002	76%		No Report	
Hastings College	2002-2003	75%		75%	No Change
Union College		70%		70%	No Change
Saint Gregory the Great Seminary		70%		70%	No Change
York College		68%		66%	↓ 2%
College of Saint Mary		68%		68%	No Change
Dana College		60%		66%	↑ 6%
Nebraska Christian College		2001-2002		57%	No Report
Bellevue University	2002-2003	55%		No Report	
Grace University		44%		No Report	
Summit Christian College <sup>4</sup>		41%		41%	No Change
Little Priest Tribal College		38%		38%	No Change
Nebraska Indian Community College		32%		32%	No Change
<b>Private Degree-Granting Career Schools</b>					
Vatterott College – Omaha	2001-2002	93%	2003-2004	No Report	
Hamilton College – Lincoln	2002-2003	75%		80%	↑ 5%
Nebraska College of Business	1999-2000	70%		No Report	
<b>Private Non-Degree-Granting Career School</b>					
Alegent Health School of Radiologic Technology	2002-2003	86%	2003-2004	86%	No Change
<sup>4</sup> Summit Christian College was previously known as Platte Valley Bible College.					

## Graduation Rates at Nebraska Colleges and Universities

The following table provides baseline and updated college graduation rates for monitoring Nebraska's postsecondary education system as a whole. These baselines were established and updated using the latest available completion rate data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

<b>Table 4.13 Nebraska College Graduation Rates 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>Graduation Rates by Sector</b>					
Nebraska	2002-2003	48.0%	2003-2004	47.9%	- 0.1%
University of Nebraska		52.2%		55.0%	+ 2.8%
Nebraska State Colleges		43.1%		45.5%	+ 2.4%
Nebraska Community Colleges		37.7%		32.8%	- 4.9%
Independent Colleges and Universities		57.0%		58.7%	+ 1.7
<b>Graduation Rates by Race/Ethnicity<sup>1</sup></b>					
Nebraska	2002-2003	48.4%	2003-2004	49.2%	0.8%
White (non-Hispanic)		49.7%		50.6%	+ 0.9%
Asian/Pacific Islander		52.5%		49.2%	- 3.3%
Hispanic		31.9%		35.4%	+ 3.5%
Native American		24.2%		17.8%	- 6.4%
Black (non-Hispanic)		24.3%		25.7%	+ 1.4%
<sup>1</sup> Not including foreign students and students of unknown race/ethnicity.					

## **Numbers of Degrees, Diplomas, and Certificates Awarded by Nebraska Institutions**

The following table provides baseline and update statistics for monitoring the numbers and percentages of bachelor's degrees, associate degrees, diplomas, and certificates awarded by colleges and universities in Nebraska's postsecondary education system. These baselines were established and updated using the latest available data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

<b>Table 4.14 Bachelor's Degrees, Associate Degrees, Diplomas, and Certificates Awarded by Nebraska Postsecondary Institutions 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>Number of Undergraduate Degrees &amp; Certificates</b>					
Bachelor's Degrees	2002-2003	11,845	2003-2004	11,444	- 3.4%
Associate Degrees and Certificates		6,874		7,029	+ 2.3%
<b>Number of Bachelor's Degrees by Race/Ethnicity<sup>1</sup></b>					
White (non-Hispanic)	2002-2003	10,385	2003-2004	9,929	- 4.4%
Asian/Pacific Islander		250		198	- 20.8%
Hispanic		250		237	- 5.2%
Native American		51		53	+ 3.9%
Black (non-Hispanic)		310		351	+ 13.2%
<b>Number of Associate Degrees, Diplomas, and Certificates by Race/Ethnicity<sup>1</sup></b>					
White (non-Hispanic)	2002-2003	6,111	2003-2004	6,295	+ 3.0%
Asian/Pacific Islander		100		70	-30.0%
Hispanic		153		147	-3.9%
Native American		42		52	+ 23.8%
Black (non-Hispanic)		331		319	-3.6%
<sup>1</sup> Not including foreign students and students of unknown race/ethnicity.					

**2.3 The state’s postsecondary system must expand upon and strengthen existing associate degree to baccalaureate degree “2 plus 2” and other degree-credit transfer programs.**

Statistical baselines have not been established to monitor “2 plus 2” and other degree-credit transfer programs, but research is being conducted by the Commission and Nebraska’s public postsecondary institutions that may lead to the establishment of baselines using data submitted to and retrieved from the National Student Clearinghouse.

**Priority 3. Reduce out-migration of Nebraskans with high levels of educational attainment.**

**Nebraska Workforce Net Migration**

The following table provides baseline statistics for monitoring progress toward reducing and then reversing out-migration of Nebraskans with high levels of educational attainment. These baselines were established using the latest available data from the U.S. Census Bureau.

<b>Table 4.15 Nebraska Workforce Net Migration 2005 Update</b>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<b>Net Migration of 22-to-29-Year-Olds by Education Attainment<sup>1</sup></b>					
Less than High School	2000	4,243			No Update Until the 2010 Census
High School		2,191			
Some College		478			
Associate Degree		- 653			
Bachelor’s Degree		- 3,169			
Master’s Degree		- 355			
Professional Degree		- 785			
Doctorate		- 138			
Total Adults		1,812			
<b>Net Migration of 30-to-64-Year-Olds by Education Attainment<sup>1</sup></b>					
Less than High School	2000	4,745			No Update Until the 2010 Census
High School		185			
Some College		- 985			
Associate Degree		184			
Bachelor’s Degree		- 348			
Master’s Degree		- 1,950			
Professional Degree		- 588			
Doctorate		- 178			
Total Adults		1,065			
<sup>1</sup> Source: U.S. Census Bureau.					



## Section 5

### The NSC Pilot Research Project

In October 2005, the Coordinating Commission completed exploratory research based on data submitted to and retrieved from the National Student Clearinghouse (NSC) by all of Nebraska's public colleges and universities. Referred to as the NSC Pilot Research Project, this requested research was initiated by the LR 174 Task Force and its Chair, Senator Don Pederson, to address a variety of questions that cannot be answered using the data available through the Integrated Postsecondary Education Data System (IPEDS) or from other established sources such as ACT, Inc.

In general, the NSC Pilot Research Project was designed to begin to estimate the extent to which undergraduates enrolled at Nebraska's public colleges and universities:

- continue their studies at the same institution where they enrolled as first-time freshmen or transfer to other institutions during or at the end of their first year in college
- transfer to and from two-year and four-year colleges during any academic year
- concurrently enroll at two or more institutions
- complete academic transfer programs at Nebraska's public community colleges and transfer to four-year colleges, with or without associate degrees
- graduate from two-year or four-year colleges within six or more years, regardless of whether they continue their studies at the same public institution where they enrolled as first-time freshmen, or whether they start or continue their postsecondary studies as full-time or part-time students
- continue their studies as full-time or part-time students when they do not complete their degree programs within the three-year or six-year completion period typically designated for associate and bachelor's degrees, respectively

Data from the National Student Clearinghouse are not without limitations. However, they are the only data available to answer questions about the concurrent enrollment and transfer rates of undergraduates enrolled in Nebraska's public postsecondary institutions. Similarly, the Clearinghouse is the only source of data to calculate the retention, persistence, and graduation rates of undergraduates who do not continue their postsecondary studies at the same institution where they enrolled as first-time freshmen.

#### **Data Available from the National Student Clearinghouse**

Founded in 1993, the National Student Clearinghouse is a not-for-profit corporation headquartered in Herndon, Virginia, that serves as a central repository of postsecondary student enrollment data voluntarily submitted by 2,789 colleges and universities. These institutions enroll 14.9 million, or slightly more than 90%, of the postsecondary students currently enrolled in the United States. The Clearinghouse also maintains enrollment records for more than 50 million former college students.

Participating higher education institutions regularly submit current enrollment files to the Clearinghouse through electronic means. Files of students for previous periods of time also may be submitted to the Clearinghouse. All student files include identifying information and enrollment data. Based on the data submitted, the Clearinghouse can create a record for any individual student that shows when the student was enrolled at any participating institution during the time period specified by the institution or other organization requesting the information. In the process of handling data submission and retrieval requests, the Clearinghouse operates in compliance with the Family Educational Rights and Privacy Act (FERPA). As a result, the Clearinghouse does not release any enrollment or graduation data except as expressly authorized.

Enrollment status data available from the Clearinghouse categorizes students as full-time, half-time but less-than-full-time, less than half-time, withdrawn, on an approved leave of absence, or deceased. Whether or not a student has graduated (G status) is reported for about 80% to 85% of the students who have attended the institutions that currently submit data to the Clearinghouse. More detailed data, including degree earned and major course of study, are reported for about 55% of the students who have been enrolled at currently participating institutions.

Enrollment data can be retrieved by any institution that submits data to the Clearinghouse. However, graduation-related data are available only to institutions that participate in the DegreeVerify<sup>SM</sup> service offered by the Clearinghouse.

Currently, all of the public colleges and universities in Nebraska are authorized to submit and retrieve Clearinghouse enrollment data. However, with the exception of the University of Nebraska at Omaha, the campuses constituting the University of Nebraska were not participating in the DegreeVerify<sup>SM</sup> program when the NSC Pilot Research Project was conducted. Consequently, these institutions did not have access to graduation status data when they contributed to this research.

### **Design of the NSC Pilot Research Project**

The NSC Pilot Research Project was designed to begin to estimate concurrent enrollment, retention, transfer, persistence, graduation, and dropout rates that cannot be calculated using data available from IPEDS or ACT, Inc., but can be estimated using data retrieved from the National Student Clearinghouse.

#### **Data Collection**

To achieve the overall objective of the NSC Pilot Research Project, the Commission asked all of Nebraska's public institutions to provide enrollment data for a baseline year and the following year. The baseline year depended on the statistics of interest. For example, total undergraduate enrollments were requested for 2003-2004 and 2004-2005 as the basis for estimating concurrent enrollments and one-year student transfer rates. On the other hand, enrollments of first-time freshmen in the academic transfer programs offered by Nebraska's six public community colleges were requested for 2001-2002 and 2002-2003, so that completion and transfer rates could be calculated for the three-year periods from 2001-2003 through 2003-2004 and from 2002-2003 through 2004-2005.

Given the enrollment counts requested for the two years, each institution was asked to use data retrieved from the National Student Clearinghouse to determine the number of their students who were concurrently enrolled at other institutions, the numbers of students who transferred to and from the institution, the number of students who completed degree programs, and other counts related to the specific objectives of the research. In addition, the institutions were asked to list the ten institutions that accounted for the highest numbers of concurrently enrolled students and the highest numbers of students who transferred to and from the institution during each of the two years specified in the study. (Copies of the data requests distributed to the institutions are available upon request from the Commission.)

### Data Analysis

The data reported to the Commission were analyzed by Commission staff after all of the data were submitted and after all of the institutions were given the opportunity to review the recorded data and make any necessary changes. With minor exceptions, the Commission's analysis focused on the combined data for the University of Nebraska system, the state colleges, and the community colleges, rather than on the statistics for each institution within the three sectors. Conclusions drawn from a sector-level analysis do not, of course, reflect the unique and specialized characteristics of each of the institutions within a sector. However, the primary purpose of the Commission's analysis was to examine Nebraska's public postsecondary education system as a whole, rather than to focus on comparisons of institutions within or across the three sectors. Additionally, the Commission believes the combined-data approach is appropriate for the first examination of data collected through the National Student Clearinghouse.

### **Limitations of the NSC Pilot Research Project**

Since the NSC Pilot Research Project was the first research project based on data submitted to and retrieved from the National Student Clearinghouse by all of Nebraska's public postsecondary institutions, and the first time several of these institutions had used the services of the Clearinghouse for data submission and retrieval, the process of data collection was more difficult and time-consuming for the institutions than the Commission expected. In addition, the NSC Pilot Research Project was characterized by several limitations that affect the extent to which the findings of this study can be generalized.

### Inclusion of Non-Degree-Seeking Students

In conducting the NSC Pilot Research Project, the Commission took a broader approach to data collection than IPEDS or ACT, Inc. For example, IPEDS data only focuses on first-time, full-time freshmen for retention rates. In taking a broader approach, the Commission asked the participating institutions to include all undergraduates or all first-time freshmen, whichever was appropriate, when submitting enrollment counts and retrieving data from the Clearinghouse. As a result, both degree-seeking and non-degree-seeking students were included in the counts reported to the Commission.

The advantage of this approach is that it captures students who were not designated as degree-seeking but who continued their studies toward degree completion. The disadvantage is that the study includes many students who were enrolled but had no desire, intention, or reason to continue their studies beyond the one or few courses they were taking during the time period specified in the research design.

The inclusion of non-degree-seeking students affected the results of the NSC Pilot Research Project to varying degrees, depending on the particular statistic that was calculated and the institution or sector for which data were collected. Consequently, the inclusion of non-degree-seeking students should be considered as a limitation of this study, even though it legitimately provided the broadest possible perspective for examining concurrent enrollment and transfer rates. In the future, research will focus on degree-seeking students so that the resulting statistics will be more directly comparable within and across sectors.

### Exclusion of Foreign Students

Foreign students account for less than 2% of the undergraduates at Nebraska's public colleges and universities, with percentages varying by institution and sector. Foreign students were excluded from the NSC Pilot Research Project so that the transfer rates of Nebraska-resident students could be compared directly to the transfer rates of out-of-state students who may or may not have transfer patterns similar to those of foreign students. However, the exclusion of foreign students is a limitation of the project, and in the future, foreign students will be included in requested counts based on Clearinghouse data.

### Errors and Inconsistencies in Data Collection

Since the NSC Pilot Research Project was the first time the Commission had asked for Clearinghouse-based data and the first time several of the institutions had used the services of the Clearinghouse for data submission and retrieval, there understandably were errors and inconsistencies that affected the findings of the study to varying degrees. In the future, the Commission will not request as much Clearinghouse data for a single project, all requests will be more precisely defined, and the institutions will be more experienced in collecting data through the services of the Clearinghouse. As a result, errors will be less likely to occur, and most inconsistencies in data collection should be avoided. Also, the Commission staff has scheduled a December 13-14, 2005 conference with National Student Clearinghouse staff and institutional representatives to discuss how future research efforts can be improved.

### Limitations of National Student Clearinghouse Data

The national database maintained by the Clearinghouse has limitations that cannot be overcome by improvements in research design or data collection procedures. For example, if a student is no longer attending any institution that submits enrollment files to the Clearinghouse, it is impossible to determine if the student has dropped out or temporarily stopped out of higher education unless the student reappears in enrollment files sometime later, confirming that the student only temporarily suspended his or her studies. Also, if a student passes away after he or she suspends his or her studies at a participating institution, there is no way of distinguishing this individual from former students who dropped out or temporarily stopped out of the higher education system.

Clearinghouse data also has the limitation of not including graduation status data for all of the institutions that submit enrollment files. While the number of institutions that submit graduation data is increasing, the lack of graduation status data for between 6% and 11% of the students represented in the Clearinghouse's most recent student files must be considered as a current limitation.

## Important Caveat

Given the limitations of the NSC Pilot Research Project, it is important to consider the findings of this study as preliminary estimates and not as baseline or update statistics with the reliability of those calculated using IPEDS data.

## **Reported Findings of the NSC Pilot Research Project**

The remainder of this section focuses on the findings of the NSC Pilot Research Project that pertain to concurrent enrollment, undergraduate one-year transfer rates, and the differences between the transfer rates of Nebraska-resident and out-of-state students. The findings related to freshmen retention and transfer rates are reported in Section 2.2a, and the initial findings pertaining to the completion and transfer rates for community college academic transfer programs are presented in Section 2.3 of this report.

The results of the NSC Pilot Research Project pertaining to six-year graduation and persistence rates are not included in this report for two reasons. First, with the exception of the University of Nebraska at Omaha, the institutions constituting the University of Nebraska were not participating in the DegreeVerify<sup>SM</sup> service available through the Clearinghouse when the NSC Pilot Research Project was conducted. As a result, they could not provide the necessary data to compute graduation or persistence rates for students who transferred to other institutions to continue their studies.

Second, the inclusion of non-degree-seeking students in the NSC Pilot Research Project resulted in calculated graduation rates that will be more meaningful if they can be compared to rates based on data for degree-seeking students. Consequently, the Commission proposes to conduct further research, in cooperation with Nebraska's public institutions, to estimate graduation rates for full-time and part-time degree-seeking students. When this additional research has been completed, the graduation and persistence rates calculated with the data collected through the NSC Pilot Research Project will be reported along with the rates for degree-seeking students.

Dropout rates also are not discussed in this report, even though the institutions that participated in this study were asked to use Clearinghouse data to determine the number of students who did not complete diploma, certificate, or degree programs and were not enrolled at any postsecondary institution as of the end of specified time frames. As previously mentioned, one of the limitations of Clearinghouse data is that there is no way to distinguish between students who drop out or temporarily stop out of their educational programs. Consequently, the reported findings of the NSC Pilot Research Project focus on the students who have continued or completed their postsecondary studies, rather than on those who have stopped out or dropped out of the higher education system.

## Concurrent Enrollment Rates and Patterns

One of the objectives of the NSC Pilot Research Project was to determine the extent to which undergraduates at Nebraska's public colleges and universities are concurrently enrolled at two or more institutions. More specifically, the research was designed (1) to estimate the percentage of students who are concurrently enrolling at institutions only within the public sector and (2) to estimate the extent to which students are taking courses simultaneously at four-year and two-year institutions.

To address these questions, Nebraska's public colleges and universities were asked to report their total undergraduate enrollment for 2003-2004 and 2004-2005 and to use data retrieved from the National Student Clearinghouse to determine how many students were concurrently enrolled at other institutions during each of the two academic years. In addition, each institution was asked to identify the ten institutions that accounted for the highest numbers of concurrently enrolled undergraduate students at the institution during each of the two academic years. After these data were submitted, each of the institutions outside of the Nebraska public postsecondary education system was categorized as a four-year institution, two-year institution, or career school, using the IPEDS classification of the institution.

### Total Concurrent Enrollment

- As evidenced in Table 5.1 on the next page, concurrently enrolled students accounted for about 11% of all undergraduates who attended Nebraska's public postsecondary institutions in 2003-2004 and 2004-2005.
- With the exception of the Nebraska College of Technical Agriculture (NCTA), the concurrent enrollment rates for the individual institutions ranged from 3.2% to 18.2% in 2003-2004, and from 4.0% to 16.8% in 2004-2005.
- Higher concurrent enrollment rates of 24.3% in 2003-2004 and 26.0% in 2004-2005 for NCTA are attributable to the number of NCTA students concurrently enrolled at Mid-Plains Community College.
- Eleven of the 14 public institutions reported concurrent enrollments that varied by less than 2% between 2003-2004 and 2004-2005.
- The remaining three institutions reported concurrent enrollments that were between 3% and 4% higher or lower in 2004-2005 than in 2003-2004.
- Consequently, concurrent enrollment at Nebraska public colleges and universities can be considered relatively stable over the two-year period.
- In general, the community colleges reported lower rates of concurrent enrollment than the University of Nebraska and the Nebraska state colleges. However, as evidenced in Table 5.1, concurrent enrollment rates varied within each sector.

**Table 5.1**  
**Concurrent Enrollment Rates for Undergraduate Students**  
**Enrolled at Nebraska Public Postsecondary Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	2003-2004			2004-2005		
	Total Undergrad Enrollment <sup>2</sup>	Number of Students Concurrently Enrolled	Concurrent Enrollment Rate	Total Undergrad Enrollment <sup>2</sup>	Number of Students Concurrently Enrolled	Concurrent Enrollment Rate
NCTA	222	54	24.3%	223	58	26.0%
UNK	5,368	516	9.6%	5,337	526	9.9%
UNL	18,251	2,667	14.6%	17,508	2,469	14.1%
UNMC	870	158	18.2%	924	155	16.8%
UNO	12,128	1,913	15.8%	12,043	1,785	14.8%
<b>University of Nebraska Total</b>	<b>36,839</b>	<b>5,308</b>	<b>14.4%</b>	<b>36,035</b>	<b>4,993</b>	<b>13.9%</b>
Chadron State	2,521	357	14.2%	2,461	395	16.1%
Peru State	1,741	126	7.2%	1,827	186	10.2%
Wayne State	2,850	326	11.4%	2,884	343	11.9%
<b>State Colleges Total</b>	<b>7,112</b>	<b>809</b>	<b>11.4%</b>	<b>7,172</b>	<b>924</b>	<b>12.9%</b>
Central CC	13,767	446	3.2%	13,784	630	4.6%
Metro CC	21,742	2,635	12.1%	22,139	2,615	11.8%
Mid-Plains CC	5,723	201	3.5%	5,721	229	4.0%
Northeast CC	6,765	384	5.7%	7,291	364	5.0%
Southeast CC	15,310	2,568	16.8%	15,936	2,064	13.0%
Western NE CC	4,506	505	11.2%	6,635	489	7.4%
<b>Community Colleges Total</b>	<b>67,813</b>	<b>6,739</b>	<b>9.9%</b>	<b>71,506</b>	<b>6,391</b>	<b>8.9%</b>
<b>Public Institutions Total</b>	<b>111,764</b>	<b>12,856</b>	<b>11.5%</b>	<b>114,713</b>	<b>12,308</b>	<b>10.7%</b>

<sup>1</sup>Data submitted by the Nebraska public postsecondary institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data submitted by the institutions and the calculated rates shown in this table are available upon request from the Commission.

<sup>2</sup>Counts include non-degree-seeking students and exclude foreign students.

Enrollment at the Institutions Accounting  
for the Highest Numbers of Concurrently Enrolled Students

As mentioned previously, each Nebraska public institution was asked to identify the ten institutions that accounted for the highest numbers of undergraduates concurrently enrolled at the institution during 2003-2004 and 2004-2005, and to report the number of students enrolled at each institution. The resulting arrays of data from the 14 participating institutions were analyzed to estimate the percentages of concurrently enrolled students who only attended institutions within the Nebraska public postsecondary education system and the percentage who took courses at both four-year and two-year colleges, regardless of location.

- As shown in [Table 5.2](#) below, enrollments at the institutions accounting for the highest numbers of concurrently enrolled students represented 91.6% of all concurrently enrolled undergraduates in 2003-2004 and 88.4% of all concurrently enrolled students in 2004-2005.
- More than 75% of the concurrently enrolled students in each sector attended the institutions that accounted for the highest numbers of concurrently enrolled students, and about 95% of concurrently enrolled students at the campuses constituting the University of Nebraska attended the institutions included in the “top ten” lists submitted by the University.
- The percentages of students who attended the institutions with the highest numbers of concurrently enrolled students varied by institution as well as by sector. However, at least 80% of the concurrently enrolled students at each of the participating institutions were accounted for by the institutions with the highest enrollments, except in the cases of three institutions in 2004-2005. (See [Table A12.1](#) in [Appendix 12](#) for supporting data.)

**Table 5.2**  
**Percentages of Concurrently Enrolled Students at Nebraska Public Postsecondary Institutions Who Were Enrolled at the Institutions Accounting for the Highest Numbers of Concurrently Enrolled Students by Sector 2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	2003-2004			2004-2005		
	Number of Students Concurrently Enrolled <sup>2</sup>	Number and Percentage of Students Enrolled at the Institutions with the Highest Concurrent Enrollment		Number of Students Concurrently Enrolled <sup>2</sup>	Number and Percentage of Students Enrolled at the Institutions with the Highest Concurrent Enrollment	
University of Nebraska Total	5,308	5,103	96.1%	4,993	4,713	94.4%
State Colleges Total	809	743	91.8%	924	710	76.8%
Community Colleges Total	6,739	5,927	88.0%	6,391	5,456	85.4%
<b>Nebraska Public Institutions Total</b>	12,856	11,773	<b>91.6%</b>	12,308	10,879	<b>88.4%</b>

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. See [Table A12.1](#) in [Appendix 12](#) for supporting data.

<sup>2</sup>Counts include non-degree-seeking students and exclude foreign students.

### Concurrent Enrollment within the Public Sector

- As shown in [Table 5.3](#) on the next page, institutions within the Nebraska public postsecondary education system accounted for 86.2% of the students at the institutions with the highest numbers of concurrently enrolled undergraduates in both 2003-2004 and 2004-2005.
- In comparison, 13.8% of these students were concurrently enrolled at institutions outside the Nebraska public postsecondary education system. (See [Table A12.2](#) in [Appendix 12](#) for a list of the institutions outside the Nebraska public postsecondary education system and [Table A12.3](#) in [Appendix 12](#) for supporting data.)

**Table 5.3**  
**Estimated Percentage of Students Concurrently Enrolled at Institutions**  
**within the Nebraska Public Postsecondary Education System**  
**2003-2004 and 2004-2005<sup>1</sup>**

Category of Concurrently Enrolled Undergraduates	No. of Undergraduates Concurrently Enrolled	% of All Concurrently Enrolled Undergraduates	% of Students Enrolled at the Institutions Accounting for the Highest Numbers of Concurrently Enrolled Students
<b>2003-2004</b>			
Students Enrolled at the Institutions Accounting for the Highest Numbers of Concurrently Enrolled Undergraduates			
Concurrently Enrolled at Nebraska Public Colleges & Universities	10,149	<b>79.0%</b>	<b>86.2%</b>
Concurrently Enrolled at Institutions Outside the Nebraska Public Postsecondary Education System	1,624	12.6%	13.8%
Subtotal	11,773	91.6%	100.0%
Additional Students Concurrently Enrolled at Institutions Within or Outside the Nebraska Public Postsecondary Education System	1,083	8.4%	
Total Concurrently Enrolled Undergraduates	12,856	100.0%	
<b>2004-2005</b>			
Students Enrolled at the Institutions Accounting for the Highest Numbers of Concurrently Enrolled Undergraduates			
Concurrently Enrolled at Nebraska Public Colleges & Universities	9,381	<b>76.2%</b>	<b>86.2%</b>
Concurrently Enrolled at Institutions Outside the Nebraska Public Postsecondary Education System	1,498	12.2%	13.8%
Subtotal	10,879	88.4%	100.0%
Additional Students Concurrently Enrolled at Institutions Within or Outside the Nebraska Public Postsecondary Education System	1,429	11.6%	
Total Concurrently Enrolled Undergraduates	12,308	100.0%	
<sup>1</sup> Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts are based on data summarized in <a href="#">Table A12.3</a> in <a href="#">Appendix 12</a> . Spreadsheets of the data submitted by the institutions are available upon request from the Coordinating Commission.			

- As also evidenced in Table 5.3 on the preceding page, students concurrently enrolled at Nebraska's public colleges and universities accounted for 76% and 79% of all concurrently enrolled undergraduates in 2003-2004 and 2004-2005, respectively.
- Consequently, based on these statistics, at least 80% of the concurrently enrolled undergraduates at Nebraska's public colleges and universities are staying within the Nebraska public postsecondary education system when they take courses at two or more institutions.

### Concurrent Enrollment at Four-Year and Two-Year Colleges

The institutions accounting for the highest numbers of concurrent enrollment for each of Nebraska's public colleges and universities were classified as four-year, two-year, or private career schools based on their IPEDS designations. Based on this analysis, patterns of concurrent enrollment varied both across and within the groups of four-year and two-year institutions that constitute Nebraska's public postsecondary education system.

- In general, more than 60% of the concurrently enrolled students at Nebraska's public four-year institutions attended two-year institutions, while fewer than 40% simultaneously attended four-year colleges, as shown in Part 1 of Table 5.4 on the next page.
- However, as also presented in Part 1 of Table 5.4, concurrent enrollment percentages vary among the four-year institutions in such a way that there were three distinct patterns of enrollment evidenced.
- Slightly more than half of the concurrently enrolled students at the University of Nebraska-Lincoln (UNL) and the University of Nebraska Medical Center (UNMC) took courses simultaneously at other four-year institutions, while slightly less than half were concurrently enrolled at two-year colleges.
- The percentage of students concurrently enrolled at two-year colleges was higher at the University of Nebraska at Kearney, the University of Nebraska at Omaha, and Peru State College, and even higher at Wayne State College, where about 90% of the concurrently enrolled students attended two-year institutions.
- The statistics for Chadron State College were not consistent over the two-year period, so that the institution's concurrent enrollment was similar to Peru State's in 2003-2004 but more comparable to Wayne State's in 2004-2005.

**Table 5.4 – Part 1**  
**Summary Percentages of Concurrently Enrolled Undergraduates at the Four-Year, Two-Year, and Career Schools Accounting for the Highest Numbers of Concurrently Enrolled Students at Nebraska Public Postsecondary Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Concurrent Enrollments	UNL & UNMC	UNK, UNO, & Peru State	Chadron State & Wayne State	Total for 4-Year Institutions
<b>2003-2004</b>				
<b>4-Year Institutions</b>	53.3%	30.7%	9.3%	<b>39.2%</b>
<b>2-Year Institutions</b>	46.7%	69.0%	90.7%	<b>60.6%</b>
<b>Career Schools</b>	0.0%	0.3%	0.0%	0.1%
Total	100.0%	100.0%	100.0%	100.0%
<b>2004-2005</b>				
Concurrent Enrollments	UNL & UNMC	UNK, UNO, Peru State, & Chadron State	Wayne State	Total for 4-Year Institutions
<b>4-Year Institutions</b>	51.7%	23.8%	10.8%	<b>36.5%</b>
<b>2-Year Institutions</b>	48.3%	76.2%	89.2%	<b>63.5%</b>
<b>Career Schools</b>	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%
<sup>1</sup> Data submitted by the Nebraska public colleges and universities to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Percentages based on counts reported in <a href="#">Table A12.3 in Appendix 12</a> and summarized by institution in <a href="#">Table A12.4 in Appendix 12</a> .				

- As shown in [Part 2 of Table 5.4](#) on the next page, there also were three different concurrent enrollment patterns among Nebraska’s [public two-year colleges](#).
- Overall, more than 85% of the concurrently enrolled students at the state’s two-year colleges were enrolled simultaneously at four-year institutions, while less than 15% were enrolled at two-year colleges.
- However, as also evidenced in [Part 2 of Table 5.4](#), the percentage of concurrently enrolled students at public two-year colleges who also enroll at four-year institutions ranges from zero percent in the case of NCTA to about 90% for the group of community colleges consisting of Metropolitan Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.

- In general, then, the findings of this study suggest that the most common concurrent enrollments are between four-year and two-year institutions within or outside Nebraska's postsecondary education system.
- See Table A12.3 and Table A12.4 in Appendix 12 for the enrollment counts and percentages on which Part 1 and Part 2 of Table 5.4 are based.

<b>Table 5.4 – Part 2</b>				
<b><u>Summary Percentages</u> of Concurrently Enrolled Undergraduates at the Four-Year, Two-Year, and Career Schools Accounting for the Highest Numbers of Concurrently Enrolled Students at Nebraska <u>Public</u> Postsecondary Institutions 2003-2004 and 2004-2005<sup>1</sup></b>				
Concurrent Enrollments	NCTA	Central & Mid-Plains CC	Metro, Northeast, Southeast, & Western CC	Total for 2-Year Institutions
<b>2003-2004</b>				
<b>4-Year Institutions</b>	0.0%	62.9%	91.4%	<b>87.8%</b>
<b>2-Year Institutions</b>	100.0%	36.6%	8.5%	<b>12.0%</b>
<b>Career Schools</b>	0.0%	0.5%	0.2%	0.2%
Total	100.0%	100.0%	100.0%	100.0%
<b>2004-2005</b>				
Concurrent Enrollments	NCTA	Central & Mid-Plains CC	Metro, Northeast, Southeast, & Western CC	Total for 2-Year Institutions
<b>4-Year Institutions</b>	0.0%	63.0%	89.7%	<b>85.3%</b>
<b>2-Year Institutions</b>	100.0%	36.7%	10.0%	<b>14.6%</b>
<b>Career Schools</b>	0.0%	0.3%	0.3%	0.1%
Total	100.0%	100.0%	100.0%	100.0%
<sup>1</sup> Data submitted by the Nebraska public colleges and universities to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Percentages based on counts reported in <u>Table A12.3</u> in <u>Appendix 12</u> and summarized by institution in <u>Table A12.4</u> in <u>Appendix 12</u> .				

### Specific Institutions Accounting for the Highest Numbers of Concurrently Enrolled Students

- For seven of the colleges and universities included in this study, one institution accounted for more than 50% of the concurrently enrolled students at each school in both 2003-2004 and 2004-2005. For example, more than 70% of the concurrently enrolled students at Wayne State College were taking courses at Northeast Community College. Similarly, almost 60% of the concurrently enrolled students at Metropolitan Community College were enrolled at the University of Nebraska at Omaha.
- For each of the remaining seven institutions, one college or university accounted for about 25% to 48% of concurrent enrollment.
- See Table 12.5 in Appendix 12 for lists of the institutions accounting for the highest numbers of concurrently enrolled students at each of Nebraska's public colleges and universities.

## One-Year Undergraduate Transfer Rates

One objective of the NSC Pilot Research Project was to estimate the extent to which undergraduates at Nebraska's public colleges and universities are transferring between two-year colleges and four-year at the beginning of or at any time during a given academic year. To begin to achieve this objective, the campuses of the University of Nebraska, the three state colleges, and the six community colleges were asked to report their total undergraduate enrollment for 2003-2004 and 2004-2005, including non-degree-seeking students. Given total enrollment, each institution was asked to use data retrieved from the National Student Clearinghouse to (1) determine how many students transferred to and from the institution during each of the two academic years and (2) determine how many of these students were previously or subsequently enrolled at community colleges, public four-year colleges, private four-year colleges, and other types of institutions, such as private career schools. In addition, each institution was asked to identify the ten institutions that accounted for the highest numbers of students who transferred to the college or university and the ten institutions that accounted for the highest numbers of students who transferred from the institution.

Given the substantial differences in the numbers of students who transferred to and from the University of Nebraska campuses, the three state colleges, and the six community colleges, it is not possible to calculate a meaningful estimate of an overall transfer rate for Nebraska's postsecondary education system as a whole. Consequently, this section focuses on findings that show how transfer rates and patterns have varied within as well as across sectors.

### Overall Transfer-In and Transfer-Out Rates by Sector and by Institution

- As evidenced in Table 5.5 on the next page, the overall transfer-in rates for the University of Nebraska campuses and the three state colleges were in the narrow range of 9.2% to 10.1% in 2003-2004 and 2004-2005, indicating that about 10% of all undergraduates enrolled at these institutions are transfer students from other institutions.
- The transfer-in rates for each of the campuses of the University of Nebraska and the three state colleges varied by less than 1% between 2003-2004 and 2004-2005, indicating that transfer-in rates were relatively stable over the two-year period.
- In comparison, there was more variability in the transfer-in rates reported by the community colleges, especially in the cases of Mid-Plains Community College and Metropolitan Community College.
- Based on the data submitted, the transfer-in rate for the community colleges decreased from 27.0% in 2003-2004 to 18.3% in 2004-2005.
- The decrease in the overall transfer-in rate for the community colleges is almost completely attributable to the reported decrease in the number of students who transferred to Metropolitan Community College between 2003-2004 and 2004-2005. Consequently, further research will be necessary to determine if the reduced transfer-in rates for Metropolitan Community College and for the community college sector as a whole reflect a trend in transfer student enrollment, an anomaly due to the inclusion of non-degree-seeking students in this study, or inconsistencies in data collection.

**Table 5.5**  
**One-Year Transfer-In Rates for Undergraduate Students**  
**Enrolled at Nebraska Public Postsecondary Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	2003-2004			2004-2005		
	Total Undergrad Enrollment <sup>2</sup>	Number of Students Who Transferred to the Institution	Transfer-In Rate <sup>3</sup>	Total Undergrad Enrollment <sup>2</sup>	Number of Students Who Transferred to the Institution	Transfer-In Rate <sup>4</sup>
NCTA	222	15	6.8%	223	16	7.2%
UNK	5,368	450	8.4%	5,337	445	8.3%
UNL	18,251	1,020	5.6%	17,508	1,120	6.4%
UNMC	870	324	37.2%	924	340	36.8%
UNO	12,128	1,592	13.1%	12,043	1,616	13.4%
<b>University of Nebraska Total</b>	<b>36,839</b>	<b>3,401</b>	<b>9.2%</b>	<b>36,035</b>	<b>3,537</b>	<b>9.8%</b>
Chadron State	2,521	98	3.9%	2,461	103	4.2%
Peru State	1,741	287	16.5%	1,827	301	16.5%
Wayne State	2,850	287	10.1%	2,884	319	11.1%
<b>State Colleges Total</b>	<b>7,112</b>	<b>672</b>	<b>9.4%</b>	<b>7,172</b>	<b>723</b>	<b>10.1%</b>
Central CC	13,767	930	6.8%	13,784	1,005	7.3%
Metro CC	21,742	9,295	42.8%	22,139	4,098	18.5%
Mid-Plains CC	5,723	1,376	24.0%	5,721	945	16.5%
Northeast CC	6,765	527	7.8%	7,291	400	5.5%
Southeast CC	15,310	5,903	38.6%	15,936	6,341	39.8%
Western NE CC	4,506	307	6.8%	6,635	305	4.6%
<b>Community Colleges Total</b>	<b>67,813</b>	<b>18,338</b>	<b>27.0%</b>	<b>71,506</b>	<b>13,094</b>	<b>18.3%</b>

<sup>1</sup>Data submitted by the Nebraska public postsecondary institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data submitted by the institutions and the calculated rates shown in this table are available upon request from the Commission.

<sup>2</sup>Counts include non-degree-seeking students and exclude foreign students.

<sup>3</sup>Transfer-In Rate = the number of undergraduate students who transferred to the institution during 2003-2004 divided by the total number of undergraduates enrolled in 2003-2004, multiplied by 100.

<sup>4</sup>Transfer-In Rate = the number of undergraduate students who transferred to the institution during 2004-2005 divided by the total number of undergraduates enrolled in 2004-2005, multiplied by 100.

- As shown in Table 5.6 below, the overall transfer-out rate for the University of Nebraska was 2.7% in 2003-2004 and 2004-2005.
- The overall transfer-out rate for the state colleges decreased from 8.3% in 2003-2004 to 6.1% in 2004-2005, whereas the overall transfer-out rate for the community colleges was about 15% for both years.
- The transfer-out rates reported for Peru State were noticeably different in 2003-2004 and 2004-2005. However, the transfer-out rates for all of the remaining institutions varied by less than 3.3% and, in most cases, by no more than 1% or 2%, indicating that transfer-out rates were relatively stable over the two-year period.

**Table 5.6**  
**One-Year Transfer-Out Rates for Undergraduate Students**  
**Enrolled at Nebraska Public Postsecondary Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	2003-2004			2004-2005		
	Total Undergrad Enrollment <sup>2</sup>	Number of Students Who Transferred from the Institution	Transfer-Out Rate <sup>3</sup>	Total Undergrad Enrollment <sup>2</sup>	Number of Students Who Transferred from the Institution	Transfer-Out Rate <sup>4</sup>
NCTA	222	4	1.8%	223	4	1.8%
UNK	5,368	155	2.9%	5,337	163	3.1%
UNL	18,251	431	2.4%	17,508	405	2.3%
UNMC	870	16	1.8%	924	14	1.5%
UNO	12,128	385	3.2%	12,043	370	3.1%
<b>University of Nebraska Total</b>	<b>36,839</b>	<b>991</b>	<b>2.7%</b>	<b>36,035</b>	<b>956</b>	<b>2.7%</b>
Chadron State	2,521	200	7.9%	2,461	272	11.1%
Peru State	1,741	300	17.2%	1,827	63	3.4%
Wayne State	2,850	88	3.1%	2,884	99	3.4%
<b>State Colleges Total</b>	<b>7,112</b>	<b>588</b>	<b>8.3%</b>	<b>7,172</b>	<b>434</b>	<b>6.1%</b>
Central CC	13,767	2,176	15.8%	13,784	1,896	13.8%
Metro CC	21,742	4,179	19.2%	22,139	4,383	19.8%
Mid-Plains CC	5,723	298	5.2%	5,721	440	7.7%
Northeast CC	6,765	195	2.9%	7,291	241	3.3%
Southeast CC	15,310	3,189	20.8%	15,936	3,552	22.3%
Western NE CC	4,506	198	4.4%	6,635	380	5.7%
<b>Community Colleges Total</b>	<b>67,813</b>	<b>10,235</b>	<b>15.1%</b>	<b>71,506</b>	<b>10,892</b>	<b>15.2%</b>

<sup>1</sup>Data submitted by the Nebraska public postsecondary institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data submitted by the institutions and the calculated rates shown in this table are available upon request from the Commission.

<sup>2</sup>Counts include non-degree-seeking students and exclude foreign students.

<sup>3</sup>Transfer-Out Rate = the number of undergraduate students who transferred from the institution during 2003-2004 divided by the total number of undergraduates enrolled in 2003-2004, multiplied by 100.

<sup>4</sup>Transfer-Out Rate = the number of undergraduate students who transferred from the institution during 2004-2005 divided by the total number of undergraduates enrolled in 2004-2005, multiplied by 100.

## Transfers to and from Four-Year Institutions and Community Colleges

The primary reason for exploring the transfer-in and transfer-out rates of Nebraska's public postsecondary institutions was to estimate the extent to which undergraduates are transferring between four-year institutions and community colleges. Consequently, Table 5.7 and Table 5.8 in this section summarize the percentage of transfers to and from Nebraska's public colleges and universities, highlighting the patterns of transfers to and from four-year institutions and community colleges.

### Transfers to Nebraska's Public Institutions

- As evidenced in Table 5.7 on the next page, students from four-year institutions account for about 70% of the undergraduate transfers to the University of Nebraska Medical Center (UNMC).
- Although slightly more than 20% of the students who transfer to the University of Nebraska at Omaha (UNO) come from Metropolitan Community College, more than 50% of the transfers to UNO are from four-year colleges, including the University of Nebraska-Lincoln, the University of Nebraska at Kearney, and Creighton University.
- In comparison, students from community colleges account for more than 50% of the students who transfer to the University of Nebraska-Lincoln (UNL), the University of Nebraska at Kearney (UNK), Chadron State College, Peru State College, and Wayne State College.
- Students from community colleges also account for more than half of the transfers to Mid-Plains Community College, and from 40% to 50% of the transfers to Western Nebraska Community College. However, like UNL and UNK, these community colleges attract more than one-third to almost one-half of their transfer students from four-year institutions.
- Metropolitan Community College, on the other hand, draws between 80% to 90% of its transfer students from UNO and other four-year institutions, including Bellevue University and Creighton University as well as UNL.
- About 65% of the students who transfer to Southeast Community College were previously enrolled at UNL or other four-year institutions, including Doane College and Nebraska Wesleyan University, while the remaining 35% transferred primarily from other community colleges.
- Between 32% and 45% of the students who transfer to Central Community College and Northeast Community College also come from community colleges, but more than 50% of the transfer students at these two community colleges are from four-year institutions.
- Based on these findings, it can be generally concluded that, with the exception of UNMC and UNO, Nebraska's four-year colleges are attracting the majority of their transfer students from community colleges, and that the majority of transfer students enrolled at four of the six community colleges are from four-year institutions.

**Table 5.7**  
**Percentages of Students Who Transferred to Nebraska Public Postsecondary Institutions**  
**from Four-Year Colleges, Community Colleges, and Other Types of Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	Number of Students Who Transferred to the Institution	% of Students Who Transferred to the Institution from . . .				
		Public 4-Year Institutions	Private 4-Year Institutions	Subtotal 4-Year Institutions	Community Colleges	Other Types of Schools
<b>2003-2004</b>						
UNMC	324	62.7%	7.4%	<b>70.1%</b>	28.4%	1.5%
UNO	1,592	31.7%	20.7%	<b>52.4%</b>	38.6%	8.9%
UNL	1,020	27.9%	15.1%	43.0%	<b>50.2%</b>	6.8%
UNK	450	26.7%	9.1%	35.8%	<b>61.3%</b>	2.9%
NCTA	15	26.7%	13.3%	40.0%	<b>60.0%</b>	0.0%
<b><i>NU Total</i></b>	<b>3,401</b>	<b>32.8%</b>	<b>16.2%</b>	<b>49.0%</b>	<b>44.2%</b>	<b>6.7%</b>
Chadron State	98	19.4%	5.1%	24.5%	<b>74.5%</b>	1.0%
Wayne State	287	15.7%	9.1%	24.7%	<b>74.2%</b>	1.0%
Peru State	287	25.1%	13.9%	39.0%	<b>60.6%</b>	0.3%
<b><i>State Colleges Total</i></b>	<b>672</b>	<b>20.2%</b>	<b>10.6%</b>	<b>30.8%</b>	<b>68.5%</b>	<b>0.7%</b>
Metro CC	9,295	55.2%	23.3%	<b>78.5%</b>	21.0%	0.5%
Southeast CC	5,903	53.1%	12.6%	<b>65.6%</b>	34.2%	0.2%
Central CC	930	40.3%	15.5%	<b>55.8%</b>	43.2%	1.0%
Northeast CC	527	42.9%	10.1%	<b>52.9%</b>	45.0%	2.1%
Western NE CC	307	43.0%	6.2%	<b>49.2%</b>	45.6%	5.2%
Mid-Plains CC	1,376	35.1%	7.2%	42.3%	<b>55.5%</b>	2.2%
<b><i>Community Colleges</i></b>	<b>18,338</b>	<b>51.7%</b>	<b>17.6%</b>	<b>69.3%</b>	<b>30.1%</b>	<b>0.7%</b>
<b>2004-2005</b>						
UNMC	340	61.8%	7.6%	<b>69.4%</b>	24.4%	6.2%
UNO	1,616	33.0%	21.2%	<b>54.1%</b>	42.9%	3.0%
UNL	1,120	29.5%	15.2%	44.6%	<b>51.3%</b>	4.1%
UNK	445	34.4%	12.6%	47.0%	<b>52.1%</b>	0.9%
NCTA	16	43.8%	0.0%	43.8%	<b>50.0%</b>	6.3%
<b><i>NU Total</i></b>	<b>3,537</b>	<b>34.9%</b>	<b>16.8%</b>	<b>51.7%</b>	<b>45.0%</b>	<b>3.4%</b>
Chadron State	103	29.1%	5.8%	35.0%	<b>65.0%</b>	0.0%
Wayne State	319	21.3%	7.8%	29.2%	<b>69.0%</b>	1.9%
Peru State	301	27.6%	13.6%	41.2%	<b>54.5%</b>	4.3%
<b><i>State Colleges Total</i></b>	<b>723</b>	<b>25.0%</b>	<b>10.0%</b>	<b>35.0%</b>	<b>62.4%</b>	<b>2.6%</b>
Metro CC	4,098	62.4%	27.4%	<b>89.8%</b>	9.8%	0.4%
Southeast CC	6,341	51.4%	13.2%	<b>64.7%</b>	35.2%	0.1%
Central CC	1,005	39.7%	13.6%	<b>53.3%</b>	45.0%	1.7%
Northeast CC	400	56.3%	10.5%	<b>66.8%</b>	32.3%	1.0%
Western NE CC	305	34.8%	9.2%	43.9%	<b>55.1%</b>	1.0%
Mid-Plains CC	945	26.2%	6.8%	33.0%	<b>66.5%</b>	0.5%
<b><i>Community Colleges</i></b>	<b>13,094</b>	<b>51.9%</b>	<b>17.1%</b>	<b>69.0%</b>	<b>30.6%</b>	<b>0.4%</b>

<sup>1</sup>Data submitted by the Nebraska public postsecondary institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data submitted by the institutions and the calculated percentages shown in this table are available upon request from the Commission.

## Transfers from Nebraska's Public Institutions

- Table 5.8 on the following page reveals that the pattern of student transfers from Nebraska's public colleges and university is quite similar to the pattern of transfers to these institutions that was evidenced in Table 5.7.
- Two important exceptions are the University of Nebraska-Lincoln (UNL) and the University of Nebraska at Omaha (UNO). In both cases, between 3% and 9% of the students who transfer to these campuses come from career schools or other types of schools that are not classified as four-year institutions or community colleges. When transfers from UNL and UNO are analyzed, "other schools" account for 1% or less of the students who transfer, and the remaining transfers from each of these schools are about evenly divided between students who transfer to four-year institutions and students who go to community colleges.
- The patterns of student transfer to and from the University of Nebraska Medical Center (UNMC) are very similar. In both cases, transfers are primarily to or from four-year institutions.
- Similarly, the University of Nebraska at Kearney has consistent patterns of transfers to and from community colleges, and all of the small number of transfers from the Nebraska College of Technical Agriculture (NCTA) are to community colleges.
- Transfers to community colleges also account for the majority of transfers from Chadron State College and Wayne State College. Peru State College reported that transfers to four-year institutions accounted for more than 70% of the transfers from the college in 2003-2004, but data were insufficient for comparisons in 2004-2005.
- The data reported by the six Nebraska community colleges, however, clearly indicate that transfers to four-year institutions account for more than two-thirds of the transfers from these colleges, and for Metropolitan Community College and Southeast Community College, transfers to four-year colleges are in the range of 75% to 90%.
- See Table A13.1 and Table A13.2 in Appendix 13 for lists of the specific institutions that accounted for the highest numbers of students who transferred to and from Nebraska's public postsecondary institutions in 2003-2004 and 2004-2005.

**Table 5.8**  
**Percentages of Students Who Transferred from Nebraska Public Postsecondary Institutions**  
**to Four-Year Colleges, Community Colleges, and Other Types of Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	Number of Students Who Transferred from the Institution	% of Students Who Transferred from the Institution to . . .				
		Public 4-Year Institutions	Private 4-Year Institutions	Subtotal 4-Year Institutions	Community Colleges	Other Types of Schools
<b>2003-2004</b>						
UNMC	16	62.5%	0.0%	<b>62.5%</b>	37.5%	0.0%
UNO	385	29.1%	19.2%	48.3%	<b>52.5%</b>	0.3%
UNL	431	40.8%	10.2%	<b>51.0%</b>	49.9%	1.2%
UNK	155	38.1%	3.9%	41.9%	<b>56.8%</b>	1.9%
NCTA	4	0.0%	0.0%	0.0%	<b>100.0%</b>	0.0%
<b><i>NU Total</i></b>	<b>991</b>	<b>36.0%</b>	<b>12.5%</b>	<b>48.5%</b>	<b>52.0%</b>	<b>0.9%</b>
Chadron State	200	30.0%	2.5%	32.5%	<b>67.0%</b>	0.5%
Wayne State	88	30.7%	5.7%	36.4%	<b>62.5%</b>	1.1%
Peru State	300	51.0%	21.3%	<b>72.3%</b>	27.3%	0.3%
<b><i>State Colleges Total</i></b>	<b>588</b>	<b>40.8%</b>	<b>12.6%</b>	<b>53.4%</b>	<b>46.1%</b>	<b>0.5%</b>
Metro CC	4,179	60.4%	30.1%	<b>90.5%</b>	9.0%	0.5%
Southeast CC	3,189	58.4%	17.9%	<b>76.4%</b>	23.4%	0.3%
Central CC	2,176	50.3%	19.6%	<b>69.9%</b>	29.0%	1.0%
Northeast CC	195	49.7%	10.3%	<b>60.0%</b>	36.9%	3.1%
Western NE CC	198	78.8%	5.6%	<b>84.3%</b>	14.6%	1.0%
Mid-Plains CC	298	58.7%	10.1%	<b>68.8%</b>	30.2%	1.0%
<b><i>Community Colleges</i></b>	<b>10,235</b>	<b>57.7%</b>	<b>22.6%</b>	<b>80.4%</b>	<b>19.0%</b>	<b>0.6%</b>
<b>2004-2005</b>						
UNMC	14	78.6%	7.1%	<b>85.7%</b>	21.4%	0.0%
UNO	370	25.1%	25.1%	<b>50.3%</b>	<b>50.8%</b>	0.5%
UNL	405	45.9%	8.1%	<b>54.1%</b>	<b>53.1%</b>	1.0%
UNK	163	38.7%	7.4%	46.0%	<b>53.4%</b>	0.6%
NCTA	4	0.0%	0.0%	0.0%	<b>100.0%</b>	0.0%
<b><i>NU Total</i></b>	<b>956</b>	<b>36.9%</b>	<b>14.5%</b>	<b>51.5%</b>	<b>52.0%</b>	<b>0.7%</b>
Chadron State	272	14.3%	1.8%	16.2%	<b>83.8%</b>	0.0%
Wayne State	99	22.2%	3.0%	25.3%	<b>74.7%</b>	0.0%
Peru State	63	Insufficient reported number of transfers for comparisons				
<b><i>State Colleges Total</i></b>	<b>434</b>	<b>17.5%</b>	<b>3.7%</b>	<b>21.2%</b>	<b>78.6%</b>	<b>0.2%</b>
Metro CC	4,383	59.8%	29.9%	<b>89.8%</b>	9.7%	0.5%
Southeast CC	3,552	62.7%	17.0%	<b>79.7%</b>	20.1%	0.2%
Central CC	1,896	48.6%	19.6%	<b>68.2%</b>	30.9%	0.9%
Northeast CC	241	39.8%	11.6%	<b>51.5%</b>	46.5%	2.1%
Western NE CC	380	66.3%	2.9%	<b>69.2%</b>	28.4%	2.4%
Mid-Plains CC	440	57.3%	9.8%	<b>67.0%</b>	33.0%	0.0%
<b><i>Community Colleges</i></b>	<b>10,892</b>	<b>58.5%</b>	<b>21.8%</b>	<b>80.3%</b>	<b>19.2%</b>	<b>0.6%</b>

<sup>1</sup>Data submitted by the Nebraska public postsecondary institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data submitted by the institutions and the calculated percentages shown in this table are available upon request from the Commission. Percentages can add to more than 100% as a result of students transferring to more than one type of institution.

## Transfer Rates for Nebraska and Out-of-State Students

In the process of achieving other objectives of the NSC Pilot Research Project, data were collected to determine if there have been significant differences between the transfer rates of Nebraska residents and students from out of state. To achieve this objective, Nebraska's public colleges and universities were asked to report the numbers of Nebraska-resident and out-of-state students who were enrolled as first-time freshmen in 2002-2003 and 2003-2004. In addition, they were asked to report the numbers of Nebraska residents and out-of-state students who were enrolled as undergraduates in 2003-2004 and 2004-2005. Given these counts, each institution was asked to use data retrieved from the National Student Clearinghouse to determine how many Nebraska-resident and out-of-state freshmen transferred to other institutions and how many Nebraska-resident and out-of-state undergraduates transferred to and from the institution for each specified academic year.

### Transfer-Out Rates for Nebraska-Resident and Out-of-State First-Time Freshmen

- As shown in [Table 5.9](#), about 90% of the first-time freshmen enrolled at Nebraska's public postsecondary institutions in 2002-2003 and 2003-2004 were resident Nebraskans, and about 10% were from out of state.
- Compared to these overall percentages, the community colleges enrolled lower percentages of first-time freshmen from out of state, while the Nebraska state colleges enrolled the highest percentages. (See [Table 14.1](#) in [Appendix 14](#) for supporting data.)

<b>Table 5.9</b>					
<b>Enrollment of Nebraska-Resident and Out-of-State First-Time Freshmen</b>					
<b>at Nebraska's <u>Public</u> Postsecondary Institutions by Sector</b>					
<b>2002-2003 and 2003-2004<sup>1</sup></b>					
Public Institution	Nebraska-Resident First-Time Freshmen		Out-of-State First-Time Freshmen		Total Enrollment
	No. of Students	% of Students	No. of Students	% of Students	
<b>2002-2003</b>					
U of Nebraska	5,846	88.0%	795	12.0%	6,641
State Colleges	890	79.0%	237	21.0%	1,127
Community Colleges	17,944	93.5%	1,239	6.5%	19,183
<b>Public Institutions Total</b>	<b>24,680</b>	<b>91.6%</b>	<b>2,271</b>	<b>8.4%</b>	<b>26,951</b>
<b>2003-2004</b>					
U of Nebraska Total	5,634	87.4%	812	12.6%	6,446
State Colleges Total	878	78.0%	248	22.0%	1,126
Community Colleges	15,289	91.4%	1,442	8.6%	16,731
<b>Public Institutions Total</b>	<b>21,801</b>	<b>89.7%</b>	<b>2,502</b>	<b>10.3%</b>	<b>24,303</b>
<sup>1</sup> Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students. See <a href="#">Table A14.1</a> in <a href="#">Appendix 14</a> for the enrollments of individual institutions.					

- A comparison of the transfer rates for Nebraska and out-of-state students in the freshmen classes of 2002-2003 and 2003-2004 is presented by sector in [Table 5.10](#) below. (For the transfer-out rates for freshmen at each public institution, refer to [Table A14.2](#) in [Appendix 14](#).)
- As shown in [Table 5.10](#), the freshmen transfer-out rates for each sector and for the Nebraska postsecondary education system as a whole are relatively consistent across the two years.
- For both freshmen classes and for all three public sectors, the transfer-out rates for out-of-state students were higher than the transfer rates for Nebraska-resident students.
- However, the differences between the rates for Nebraska residents and students from out of state were consistently smaller for the 2003-2004 freshmen class than for the students who were first-time freshmen in 2002-2003.
- This finding suggests that the Nebraska public postsecondary education system may be retaining a higher percentage of the out-of-state freshmen who enroll at the University of Nebraska, the state colleges, and the community colleges. However, further research would have to be conducted to determine if this apparent trend extends to future freshmen classes.

**Table 5.10**  
**Transfer-Out Rates for Nebraska-Resident and Out-of-State First-Time Freshmen**  
**Enrolled at Nebraska Public Colleges and Universities by Sector**  
**2002-2003 Compared to 2003-2004<sup>1</sup>**

Sector/State Total	Academic Year	Transfer-Out Rates		% Difference
		Nebraska-Resident First-Time Freshmen	First-Time Freshmen from Out-of-State	
University of Nebraska	2002-2003	11.5%	18.0%	6.5%
	2003-2004	12.5%	16.3%	3.8%
Nebraska State Colleges	2002-2003	15.4%	19.8%	4.4%
	2003-2004	14.7%	14.9%	0.2%
Community Colleges	2002-2003	24.5%	30.9%	6.4%
	2003-2004	24.4%	28.1%	3.7%
Total Nebraska Public Institutions	2002-2003	21.1%	25.2%	4.1%
	2003-2004	21.0%	22.9%	1.9%

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. See [Table A14.2](#) in [Appendix 14](#) for supporting data.

## Transfer-Out Rates for Nebraska-Resident and Out-of-State Undergraduates

- As evidenced in [Table 5.11](#), about 92% of all undergraduates enrolled at Nebraska’s public postsecondary institutions in 2003-2004 and 2004-2005 were resident Nebraskans, while about 8% were from out-of-state.
- As in the cases of the classes of first-time freshmen discussed on the previous page, Nebraska’s state colleges enrolled the highest percentages of undergraduates from out of state, while the community colleges enrolled lower percentages. (See [Table 14.3](#) in [Appendix 14](#) for supporting data and enrollments by institution.)

<b>Table 5.11</b>					
<b>Enrollment of Nebraska-Resident and Out-of-State Undergraduates</b>					
<b>at Nebraska’s <u>Public</u> Postsecondary Institutions by Sector</b>					
<b>2003-2004 and 2004-2005<sup>1</sup></b>					
Public Institution	Nebraska-Resident Undergraduates		Out-of-State Undergraduates		Total Enrollment
	No. of Students	% of Students	No. of Students	% of Students	
<b>2003-2004</b>					
U of Nebraska	33,164	90.0%	3,675	10.0%	36,839
State Colleges	5,813	81.7%	1,299	18.3%	7,112
Community Colleges	64,297	94.8%	3,516	5.2%	67,813
<b>Public Institutions Total</b>	<b>103,274</b>	<b>92.4%</b>	<b>8,490</b>	<b>7.6%</b>	<b>111,764</b>
<b>2004-2005</b>					
U of Nebraska Total	32,511	90.2%	3,524	9.8%	36,035
State Colleges Total	5,768	80.4%	1,404	19.6%	7,172
Community Colleges	66,793	93.4%	4,710	6.6%	71,506
<b>Public Institutions Total</b>	<b>105,072</b>	<b>91.6%</b>	<b>9,638</b>	<b>8.4%</b>	<b>114,713</b>
<sup>1</sup> Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students. See <a href="#">Table A14.3</a> in <a href="#">Appendix 14</a> for the enrollments of individual institutions.					

- A comparison of the transfer-out rates for all undergraduates at Nebraska’s public colleges and universities in 2002-2003 and 2003-2004 is presented by sector in [Table 5.12](#) on the next page. (For the undergraduate transfer-out rates by institution, refer to [Table A14.4](#) in [Appendix 14](#).)
- The data summarized in [Table 5.12](#) provides no evidence of a consistent pattern of differences between the transfer-out rates for Nebraska-resident students and undergraduates from out of state.
- Furthermore, with the exception of the 8% difference in transfer-out rates evidenced for the community colleges in 2003-2004, the rates for out-of-state students are not substantially or consistently higher than the rates for undergraduates who are Nebraska residents.

**Table 5.12**  
**One-Year Transfer-Out Rates for Nebraska-Resident and Out-of-State Undergraduates**  
**Enrolled at Nebraska Public Colleges and Universities by Sector**  
**2003-2004 Compared to 2004-2005<sup>1</sup>**

Sector/State Total	Academic Year	Transfer-Out Rates		% Difference
		Nebraska-Resident Undergraduates	Undergraduates from Out-of-State	
University of Nebraska	2003-2004	2.6%	3.6%	+ 1.0%
	2004-2005	2.6%	3.1%	+ 0.5%
Nebraska State Colleges	2003-2004	8.3%	8.2%	- 0.1%
	2004-2005	5.9%	6.6%	+ 0.7
Community Colleges	2003-2004	14.7%	22.8%	8.1%
	2004-2005	15.3%	14.0%	- 1.3%
Total Nebraska Public Institutions	2003-2004	10.4%	12.3%	+ 1.9%
	2004-2005	10.9%	8.9%	- 2.0%

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. See [Table A14.4](#) in [Appendix 14](#) for supporting data.

Transfer-In Rates for Nebraska-Resident and Out-of-State Undergraduates

- A comparison of the transfer-in rates for all Nebraska-resident and out-of-state students who were undergraduates at Nebraska’s public colleges and universities in 2002-2003 and 2003-2004 is presented by sector in [Table 5.13](#) on the next page. (Refer to [Table A14.5](#) in [Appendix 14](#) for undergraduate transfer-in rates by institution and the data summarized in [Table 5.13](#).)
- As evidenced in [Table 5.13](#), the transfer-in rates for undergraduates from out-of-state were higher than the transfer-in rates for Nebraska-resident students who enrolled at the University of Nebraska and the state’s community colleges in 2002-2003 and 2003-2004.
- However, for the state college sector as a whole, the transfer-in rates for out-of-state students were slightly lower than the transfer rates for Nebraska residents, and there is no substantial different between the overall transfer-in rates for Nebraska-resident and out-of-state students for the Nebraska postsecondary education system as a whole.
- Furthermore, the inconsistent transfer-in rates evidenced for a few of the participating institutions suggest that further research would have to be conducted to reliably estimate the transfer-in rates of Nebraska-resident and out-of-state students.

**Table 5.13**  
**One-Year Transfer-In Rates for Nebraska-Resident and Out-of-State Undergraduates**  
**Enrolled at Nebraska Public Colleges and Universities by Sector**  
**2003-2004 Compared to 2004-2005<sup>1</sup>**

Sector/State Total	Academic Year	Transfer-In Rates		% Difference
		Nebraska-Resident Undergraduates	Undergraduates from Out-of-State	
University of Nebraska	2003-2004	8.8%	13.6%	+ 4.8%
	2004-2005	9.5%	13.0%	+ 3.5%
Nebraska State Colleges	2003-2004	9.5%	9.0%	- 0.5%
	2004-2005	10.3%	9.0%	- 1.3%
Community Colleges	2003-2004	26.4%	34.0%	+ 7.6%
	2004-2005	18.2%	19.5%	+ 1.3%
Total Nebraska Public Institutions	2003-2004	19.8%	21.3%	+ 1.5%
	2004-2005	15.1%	15.6%	+ 0.5%
<sup>1</sup> Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. See <a href="#">Table A14.5</a> in <a href="#">Appendix 14</a> for supporting data.				



## **Appendices**



## Appendix 1

### Nebraska College Enrollments

**Table A1.1  
Nebraska Total Headcount Enrollments by Sector  
1994–2005<sup>1</sup>**

Year	University of Nebraska	Nebraska State Colleges	Nebraska Community Colleges	Independent Colleges & Universities	Total Nebraska Public and Independent Colleges & Universities
1994	49,502	8,740	31,198	19,884	109,324
1995	49,659	8,685	30,977	19,898	109,219
1996	49,061	8,507	33,396	19,973	110,937
1997	46,846	8,577	34,049	20,695	110,167
1998	45,870	8,339	35,124	21,015	110,348
1999	45,028	8,033	35,129	21,247	109,437
2000	45,183	7,902	35,447	21,518	110,050
2001	46,291	7,744	35,604	22,429	112,068
2002	46,906	7,619	37,586	22,775	114,886
2003	46,015	7,652	39,575	23,994	117,236
2004	45,122	7,650	40,233	25,696	118,701
2005	45,477	7,770	40,898	25,892	120,037

<sup>1</sup>Data source for 1994-2004: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Data for fall 2005 are preliminary and based on the latest available enrollment information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration

For the other sectors: The sector total is the sum of the latest available enrollment numbers obtained directly from each institution within the sector.

Since official enrollment data for fall 2005 will not be available from the NCES until mid-2006, enrollment figures for individual institutions are not included in this report.

**Table A1.2  
Nebraska Total Headcount Enrollments by Sector and by Institution: 1994–2005<sup>1</sup>**

<b>Total Headcount Enrollment</b>	1994	1995	1996	1997	1998	1999
<b>University of Nebraska</b>	<b>49,502</b>	<b>49,659</b>	<b>49,061</b>	<b>46,846</b>	<b>45,870</b>	<b>45,028</b>
NCTA-Curtis	235	258	302	277	261	252
University of Nebraska at Kearney	7,584	7,620	7,680	7,133	6,849	6,780
University of Nebraska-Lincoln	23,854	24,320	23,887	22,827	22,408	22,142
University of Nebraska Medical Center	2,778	2,770	2,718	2,899	3,078	2,590
University of Nebraska at Omaha	15,051	14,691	14,474	13,710	13,274	13,264
<b>Nebraska State Colleges</b>	<b>8,740</b>	<b>8,685</b>	<b>8,507</b>	<b>8,577</b>	<b>8,339</b>	<b>8,033</b>
Chadron State College	3,189	3,063	2,905	2,931	2,809	2,768
Peru State College	1,665	1,754	1,774	1,807	1,695	1,664
Wayne State College	3,886	3,868	3,828	3,839	3,835	3,601
<b>Nebraska Community Colleges</b>	<b>31,198</b>	<b>30,977</b>	<b>33,396</b>	<b>34,049</b>	<b>35,124</b>	<b>35,129</b>
Central Community College	5,011	5,839	6,476	6,743	7,474	7,095
Metropolitan Community College	10,686	10,666	10,759	11,213	11,583	11,658
Mid-Plains Community College	2,934	2,528	2,925	2,694	2,487	2,518
Northeast Community College	3,612	3,413	4,235	4,440	4,754	4,671
Southeast Community College	6,647	6,240	7,041	6,951	7,122	7,351
Western Nebraska Community College	2,308	2,291	1,960	2,008	1,704	1,836
<b>Nebraska Public Institutions</b>	<b>89,440</b>	<b>89,321</b>	<b>90,964</b>	<b>89,472</b>	<b>89,333</b>	<b>88,190</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>19,884</b>	<b>20,015</b>	<b>20,100</b>	<b>20,835</b>	<b>21,137</b>	<b>21,370</b>
Bellevue University	2,159	2,303	2,600	2,928	2,929	3,035
BryanLGH College of Health Sciences		117	127	140	122	123
Clarkson College	548	568	570	598	520	406
College of St. Mary	1,172	1,096	1,069	1,001	1,035	1,071
Concordia University <sup>2</sup>	1,014	1,155	1,104	1,190	1,241	1,158
Creighton University	6,424	6,241	6,158	6,292	6,235	6,325
Dana College	646	661	613	594	552	538
Doane College	1,885	1,870	1,795	1,809	1,982	2,163
Grace University	414	475	468	519	533	563
Hastings College	1,019	1,052	1,071	1,059	1,138	1,148
Little Priest Tribal College						
Midland Lutheran College	1,019	1,030	1,062	1,033	1,034	1,036
Nebraska Christian College	139	141	147	152	152	130
Nebraska Indian Community College	320	253	323	223	186	169
Nebraska Methodist College	375	359	385	413	445	414
Nebraska Wesleyan University	1,602	1,582	1,561	1,709	1,741	1,675
Summit Christian College <sup>3</sup>	59	68	68	75	54	51
Union College	580	551	527	603	742	856
York College	509	493	452	497	496	509
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>109,324</b>	<b>109,336</b>	<b>111,064</b>	<b>110,307</b>	<b>110,470</b>	<b>109,560</b>

Continued on the next page.

<b>Table A1.2 Continued</b>						
<b>Total Headcount Enrollment</b>	2000	2001	2002	2003	2004	Est 2005
<b>University of Nebraska</b>	<b>45,183</b>	<b>46,291</b>	<b>46,906</b>	<b>46,015</b>	<b>45,122</b>	<b>45,477</b>
NCTA-Curtis	234	234	253	215	220	
University of Nebraska at Kearney	6,506	6,426	6,395	6,379	6,382	
University of Nebraska-Lincoln	22,268	22,764	22,988	22,559	21,792	
University of Nebraska Medical Center	2,696	2,724	2,819	2,865	2,904	
University of Nebraska at Omaha	13,479	14,143	14,451	13,997	13,824	
<b>Nebraska State Colleges</b>	<b>7,902</b>	<b>7,744</b>	<b>7,619</b>	<b>7,652</b>	<b>7,650</b>	<b>7,770</b>
Chadron State College	2,686	2,804	2,712	2,711	2,569	
Peru State College	1,698	1,629	1,687	1,624	1,683	
Wayne State College	3,518	3,311	3,220	3,317	3,398	
<b>Nebraska Community Colleges</b>	<b>35,447</b>	<b>35,604</b>	<b>37,586</b>	<b>39,575</b>	<b>40,233</b>	<b>40,898</b>
Central Community College	7,126	6,399	6,417	6,483	6,524	
Metropolitan Community College	11,534	11,704	12,253	12,838	12,961	
Mid-Plains Community College	2,607	2,816	3,020	3,084	2,957	
Northeast Community College	4,520	4,600	4,832	4,858	5,053	
Southeast Community College	7,396	7,935	8,912	9,672	10,079	
Western Nebraska Community College	2,264	2,150	2,152	2,640	2,659	
<b>Nebraska Public Institutions</b>	<b>88,532</b>	<b>89,639</b>	<b>92,111</b>	<b>93,242</b>	<b>93,005</b>	<b>94,145</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>21,655</b>	<b>22,429</b>	<b>22,775</b>	<b>23,994</b>	<b>25,696</b>	<b>25,892</b>
Bellevue University	3,445	3,923	4,107	4,843	5,524	
BryanLGH College of Health Sciences	137	154	204	242	305	
Clarkson College	400	416	507	596	666	
College of St. Mary	947	930	852	910	994	
Concordia University <sup>2</sup>	1,270	1,366	1,425	1,205	1,379	
Creighton University	6,237	6,297	6,327	6,537	6,722	
Dana College	583	565	580	582	639	
Doane College	2,135	2,165	2,263	2,273	2,429	
Grace University	578	595	558	598	540	
Hastings College	1,130	1,108	1,078	1,113	1,153	
Little Priest Tribal College		88	146	130	154	
Midland Lutheran College	1,025	991	953	944	947	
Nebraska Christian College	162	147	167	159	155	
Nebraska Indian Community College	170	191	118	190	190	
Nebraska Methodist College	400	380	343	421	529	
Nebraska Wesleyan University	1,699	1,719	1,688	1,840	1,953	
Summit Christian College <sup>3</sup>	52	54	46	48	38	
Union College	788	885	951	902	936	
York College	497	455	462	461	443	
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>110,187</b>	<b>112,068</b>	<b>114,886</b>	<b>117,236</b>	<b>118,701</b>	<b>120,037</b>

Continued on the next page.

**Table A1.2 Continued**

<b>Total Headcount Enrollment</b>	1-Year Change 99-00	1-Year Change 00-01	1-Year Change 01-02	1-Year Change 02-03	1-Year Change 03-04	1-Year Change 04-05
<b>University of Nebraska</b>	<b>0.3%</b>	<b>2.5%</b>	<b>1.3%</b>	<b>-1.9%</b>	<b>-1.9%</b>	<b>0.8%</b>
NCTA-Curtis	-7.1%	0.0%	8.1%	-15.0%	2.3%	
University of Nebraska at Kearney	-4.0%	-1.2%	-0.5%	-0.3%	0.0%	
University of Nebraska-Lincoln	0.6%	2.2%	1.0%	-1.9%	-3.4%	
University of Nebraska Medical Center	4.1%	1.0%	3.5%	1.6%	1.4%	
University of Nebraska at Omaha	1.6%	4.9%	2.2%	-3.1%	-1.2%	
<b>Nebraska State Colleges</b>	<b>-1.6%</b>	<b>-2.0%</b>	<b>-1.6%</b>	<b>0.4%</b>	<b>0.0%</b>	<b>1.6%</b>
Chadron State College	-3.0%	4.4%	-3.3%	0.0%	-5.2%	
Peru State College	2.0%	-4.1%	3.6%	-3.7%	3.6%	
Wayne State College	-2.3%	-5.9%	-2.7%	3.0%	2.4%	
<b>Nebraska Community Colleges</b>	<b>0.9%</b>	<b>0.4%</b>	<b>5.6%</b>	<b>5.3%</b>	<b>1.7%</b>	<b>1.7%</b>
Central Community College	0.4%	-10.2%	0.3%	1.0%	0.6%	
Metropolitan Community College	-1.1%	1.5%	4.7%	4.8%	1.0%	
Mid-Plains Community College	3.5%	8.0%	7.2%	2.1%	-4.1%	
Northeast Community College	-3.2%	1.8%	5.0%	0.5%	4.0%	
Southeast Community College	0.6%	7.3%	12.3%	8.5%	4.2%	
Western Nebraska Community College	23.3%	-5.0%	0.1%	22.7%	0.7%	
<b>Nebraska Public Institutions</b>	<b>0.4%</b>	<b>1.3%</b>	<b>2.8%</b>	<b>1.2%</b>	<b>-0.3%</b>	<b>1.2%</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1.3%</b>	<b>3.6%</b>	<b>1.5%</b>	<b>5.4%</b>	<b>7.1%</b>	<b>0.8%</b>
Bellevue University	13.5%	13.9%	4.7%	17.9%	14.1%	
BryanLGH College of Health Sciences	11.4%	12.4%	32.5%	18.6%	26.0%	
Clarkson College	-1.5%	4.0%	21.9%	17.6%	11.7%	
College of St. Mary	-11.6%	-1.8%	-8.4%	6.8%	9.2%	
Concordia University <sup>2</sup>	9.7%	7.6%	4.3%	-7.5%	0.0%	
Creighton University	-1.4%	1.0%	0.5%	3.3%	2.8%	
Dana College	8.4%	-3.1%	2.7%	0.3%	9.8%	
Doane College	-1.3%	1.4%	4.5%	0.4%	6.9%	
Grace University	2.7%	2.9%	-6.2%	7.2%	-9.7%	
Hastings College	-1.6%	-1.9%	-2.7%	3.2%	3.6%	
Little Priest Tribal College	NA	NA	65.9%	-11.0%	18.5%	
Midland Lutheran College	-1.1%	-3.3%	-3.8%	-0.9%	0.3%	
Nebraska Christian College	24.6%	-9.3%	13.6%	-4.8%	-2.5%	
Nebraska Indian Community College	0.6%	12.4%	-38.2%	61.0%	0.0%	
Nebraska Methodist College	-3.4%	-5.0%	-9.7%	22.7%	25.7%	
Nebraska Wesleyan University	1.4%	1.2%	-1.8%	9.0%	6.1%	
Summit Christian College <sup>3</sup>	2.0%	3.8%	-14.8%	4.3%	-20.8%	
Union College	-7.9%	12.3%	7.5%	-5.2%	3.8%	
York College	-2.4%	-8.5%	1.5%	-0.2%	-3.9%	
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>0.6%</b>	<b>1.7%</b>	<b>2.5%</b>	<b>2.0%</b>	<b>1.2%</b>	<b>1.1%</b>

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<b>Table A1.2 Continued</b>			
<b>Total Headcount Enrollment</b>	<b>3-Year Change 01-04</b>	<b>5-Year Change 99-04</b>	<b>10-Year Change 94-04</b>
<b>University of Nebraska</b>	<b>-2.5%</b>	<b>0.2%</b>	<b>-8.8%</b>
NCTA-Curtis	-6.0%	-12.7%	-6.4%
University of Nebraska at Kearney	-0.7%	-5.9%	-15.8%
University of Nebraska-Lincoln	-4.3%	-1.6%	-8.6%
University of Nebraska Medical Center	6.6%	12.1%	4.5%
University of Nebraska at Omaha	-2.3%	4.2%	-8.2%
<b>Nebraska State Colleges</b>	<b>-1.2%</b>	<b>-4.8%</b>	<b>-12.5%</b>
Chadron State College	-8.4%	-7.2%	-19.4%
Peru State College	3.3%	1.1%	1.1%
Wayne State College	2.6%	-5.6%	-12.6%
<b>Nebraska Community Colleges</b>	<b>13.0%</b>	<b>14.5%</b>	<b>29.0%</b>
Central Community College	2.0%	-8.0%	30.2%
Metropolitan Community College	10.7%	11.2%	21.3%
Mid-Plains Community College	5.0%	17.4%	0.8%
Northeast Community College	9.8%	8.2%	39.9%
Southeast Community College	27.0%	37.1%	51.6%
Western Nebraska Community College	23.7%	44.8%	15.2%
<b>Nebraska Public Institutions</b>	<b>3.8%</b>	<b>5.5%</b>	<b>4.0%</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>14.6%</b>	<b>20.2%</b>	<b>29.2%</b>
Bellevue University	40.8%	82.0%	155.9%
BryanLGH College of Health Sciences	98.1%	148.0%	NA
Clarkson College	60.1%	64.0%	21.5%
College of St. Mary	6.9%	-7.2%	-15.2%
Concordia University <sup>2</sup>	3.7%	13.6%	29.7%
Creighton University	6.7%	6.3%	4.6%
Dana College	13.1%	18.8%	-1.1%
Doane College	12.2%	12.3%	28.9%
Grace University	-9.2%	-4.1%	30.4%
Hastings College	4.1%	0.4%	13.2%
Little Priest Tribal College	75.0%	NA	NA
Midland Lutheran College	-4.4%	-8.6%	-7.1%
Nebraska Christian College	5.4%	19.2%	11.5%
Nebraska Indian Community College	-0.5%	12.4%	-40.6%
Nebraska Methodist College	39.2%	27.8%	41.1%
Nebraska Wesleyan University	13.6%	16.6%	21.9%
Summit Christian College <sup>3</sup>	-29.6%	-25.5%	-35.6%
Union College	5.8%	9.3%	61.4%
York College	-2.6%	-13.0%	-13.0%
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>5.9%</b>	<b>8.3%</b>	<b>8.6%</b>

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### Table A1.2 Continued

<sup>1</sup>Data source for 1994-2004: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Data for fall 2005 are preliminary and based on the latest available enrollment information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration

For the other sectors: The sector total is the sum of the latest available enrollment numbers obtained directly from each institution within the sector.

Since official enrollment data for fall 2005 will not be available from the NCES until mid-2006, enrollment figures for individual institutions are not included in this report.

<sup>2</sup>Total headcount enrollment for Concordia University was incorrectly reported to the NCES for fall 2003 and fall 2004. Since these headcounts have not been corrected in the IPEDS database, the headcounts shown in this table are the enrollments that were incorrectly reported to the NCES. However, the percentage changes for these two years have been adjusted in this table to accurately reflect the enrollment changes that occurred at Concordia University. The percentage changes reported in this table are based on actual enrollments of 1,317 for fall 2003 and 1,315 for fall 2004.

<sup>3</sup>Summit Christian College was previously known as Platte Valley Bible College.

NA = Not Applicable.

**Table A1.3  
Total Headcount Enrollment of Colleges and Universities  
Within the Independent Sector: 1994–2004<sup>1</sup>**

<b>Total Headcount Enrollment</b>	1994	1995	1996	1997	1998	1999
<b>Total Nebraska Independent Colleges and Universities</b>	<b>19,884</b>	<b>20,015</b>	<b>20,100</b>	<b>20,835</b>	<b>21,137</b>	<b>21,370</b>
Bellevue University	2,159	2,303	2,600	2,928	2,929	3,035
BryanLGH College of Health Sciences		117	127	140	122	123
Clarkson College	548	568	570	598	520	406
Creighton University	6,424	6,241	6,158	6,292	6,235	6,325
Dana College	646	661	613	594	552	538
Doane College	1,885	1,870	1,795	1,809	1,982	2,163
Nebraska Wesleyan University	1,602	1,582	1,561	1,709	1,741	1,675
<b>Subtotal “Growth” Schools</b>	<b>13,264</b>	<b>13,342</b>	<b>13,424</b>	<b>14,070</b>	<b>14,081</b>	<b>14,265</b>
Annual Change in Number of Students Enrolled		78	82	646	11	184
College of St. Mary	1,172	1,096	1,069	1,001	1,035	1,071
Concordia University <sup>2</sup>	1,014	1,155	1,104	1,190	1,241	1,158
Grace University	414	475	468	519	533	563
Hastings College	1,019	1,052	1,071	1,059	1,138	1,148
Little Priest Tribal College						
Midland Lutheran College	1,019	1,030	1,062	1,033	1,034	1,036
Nebraska Christian College	139	141	147	152	152	130
Nebraska Indian Community College	320	253	323	223	186	169
Nebraska Methodist College	375	359	385	413	445	414
Summit Christian College <sup>3</sup>	59	68	68	75	54	51
Union College	580	551	527	603	742	856
York College	509	493	452	497	496	509
<b>Subtotal “Stable or Regaining” Schools</b>	<b>6,620</b>	<b>6,673</b>	<b>6,676</b>	<b>6,765</b>	<b>7,056</b>	<b>7,105</b>
Annual Change in Number of Students Enrolled		53	3	89	291	49
<b>Enrollment Summary</b>	1994	1995	1996	1997	1998	1999
Subtotal “Growth” Schools	13,264	13,342	13,424	14,070	14,081	14,265
Subtotal “Stable or Regaining” Schools	6,620	6,673	6,676	6,765	7,056	7,105
Total Nebraska Independent Institutions	19,884	20,015	20,100	20,835	21,137	21,370
“Growth” Schools as a % of Total	66.7%	66.7%	66.8%	67.5%	66.6%	66.8%

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<b>Table A1.3 Continued</b>					
<b>Total Headcount Enrollment</b>	2000	2001	2002	2003	2004
<b>Total Nebraska Independent Colleges and Universities</b>	<b>21,655</b>	<b>22,429</b>	<b>22,775</b>	<b>23,994</b>	<b>25,696</b>
Bellevue University	3,445	3,923	4,107	4,843	5,524
BryanLGH College of Health Sciences	137	154	204	242	305
Clarkson College	400	416	507	596	666
Creighton University	6,237	6,297	6,327	6,537	6,722
Dana College	583	565	580	582	639
Doane College	2,135	2,165	2,263	2,273	2,429
Nebraska Wesleyan University	1,699	1,719	1,688	1,840	1,953
<b>Subtotal “Growth” Schools</b>	<b>14,636</b>	<b>15,239</b>	<b>15,676</b>	<b>16,913</b>	<b>18,238</b>
Annual Change in Number of Students Enrolled	371	603	437	1,237	1,325
College of St. Mary	947	930	852	910	994
Concordia University <sup>2</sup>	1,270	1,366	1,425	1,205	1,379
Grace University	578	595	558	598	540
Hastings College	1,130	1,108	1,078	1,113	1,153
Little Priest Tribal College		88	146	130	154
Midland Lutheran College	1,025	991	953	944	947
Nebraska Christian College	162	147	167	159	155
Nebraska Indian Community College	170	191	118	190	190
Nebraska Methodist College	400	380	343	421	529
Summit Christian College <sup>3</sup>	52	54	46	48	38
Union College	788	885	951	902	936
York College	497	455	462	461	443
<b>Subtotal “Stable or Regaining” Schools</b>	<b>7,019</b>	<b>7,190</b>	<b>7,099</b>	<b>7,081</b>	<b>7,458</b>
Annual Change in Number of Students Enrolled	-86	171	-91	-18	377
<b>Enrollment Summary</b>	2000	2001	2002	2003	2004
Subtotal “Growth” Schools	14,636	15,239	15,676	16,913	18,238
Subtotal “Stable or Regaining” Schools	7,019	7,190	7,099	7,081	7,458
Total Nebraska Independent Institutions	21,655	22,429	22,775	23,994	25,696
“Growth” Schools as a % of Total	67.6%	67.9%	68.8%	70.5%	71.0%

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<b>Table A1.3 Continued</b>					
<b>Total Headcount Enrollment</b>	1-Year Change 99-00	1-Year Change 00-01	1-Year Change 01-02	1-Year Change 02-03	1-Year Change 03-04
<b>Total Nebraska Independent Colleges and Universities</b>	<b>1.3%</b>	<b>3.6%</b>	<b>1.5%</b>	<b>5.4%</b>	<b>7.1%</b>
Bellevue University	13.5%	13.9%	4.7%	17.9%	14.1%
BryanLGH College of Health Sciences	11.4%	12.4%	32.5%	18.6%	26.0%
Clarkson College	-1.5%	4.0%	21.9%	17.6%	11.7%
Creighton University	-1.4%	1.0%	0.5%	3.3%	2.8%
Dana College	8.4%	-3.1%	2.7%	0.3%	9.8%
Doane College	-1.3%	1.4%	4.5%	0.4%	6.9%
Nebraska Wesleyan University	1.4%	1.2%	-1.8%	9.0%	6.1%
<b>Subtotal “Growth” Schools</b>	<b>2.6%</b>	<b>4.1%</b>	<b>2.9%</b>	<b>7.9%</b>	<b>7.8%</b>
College of St. Mary	-11.6%	-1.8%	-8.4%	6.8%	9.2%
Concordia University <sup>2</sup>	9.7%	7.6%	4.3%	-7.5%	0.0%
Grace University	2.7%	2.9%	-6.2%	7.2%	-9.7%
Hastings College	-1.6%	-1.9%	-2.7%	3.2%	3.6%
Little Priest Tribal College	NA	NA	65.9%	-11.0%	18.5%
Midland Lutheran College	-1.1%	-3.3%	-3.8%	-0.9%	0.3%
Nebraska Christian College	24.6%	-9.3%	13.6%	-4.8%	-2.5%
Nebraska Indian Community College	0.6%	12.4%	-38.2%	61.0%	0.0%
Nebraska Methodist College	-3.4%	-5.0%	-9.7%	22.7%	25.7%
Summit Christian College <sup>3</sup>	2.0%	3.8%	-14.8%	4.3%	-20.8%
Union College	-7.9%	12.3%	7.5%	-5.2%	3.8%
York College	-2.4%	-8.5%	1.5%	-0.2%	-3.9%
<b>Subtotal “Stable or Regaining” Schools</b>	<b>-1.2%</b>	<b>2.4%</b>	<b>-1.3%</b>	<b>-0.3%</b>	<b>5.3%</b>
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<b>Table A1.3 Continued</b>			
<b>Total Headcount Enrollment</b>	3-Year Change 01-04	5-Year Change 99-04	10-Year Change 94-04
<b>Nebraska Independent Colleges and Universities</b>	<b>14.6%</b>	<b>20.2%</b>	<b>29.2%</b>
Bellevue University	40.8%	82.0%	155.9%
BryanLGH College of Health Sciences	98.1%	148.0%	NA
Clarkson College	60.1%	64.0%	21.5%
Creighton University	6.7%	6.3%	4.6%
Dana College	13.1%	18.8%	-1.1%
Doane College	12.2%	12.3%	28.9%
Nebraska Wesleyan University	13.6%	16.6%	21.9%
<b>Subtotal “Growth” Colleges</b>	<b>19.7%</b>	<b>27.9%</b>	<b>37.5%</b>
Annual Change in Enrollment			
College of St. Mary	6.9%	-7.2%	-15.2%
Concordia University <sup>2</sup>	3.7%	13.6%	29.7%
Grace University	-9.2%	-4.1%	30.4%
Hastings College	4.1%	0.4%	13.2%
Little Priest Tribal College	75.0%	NA	NA
Midland Lutheran College	-4.4%	-8.6%	-7.1%
Nebraska Christian College	5.4%	19.2%	11.5%
Nebraska Indian Community College	-0.5%	12.4%	-40.6%
Nebraska Methodist College	39.2%	27.8%	41.1%
Summit Christian College <sup>3</sup>	-29.6%	-25.5%	-35.6%
Union College	5.8%	9.3%	61.4%
York College	-2.6%	-13.0%	-13.0%
<b>Subtotal “Stable or Regaining” Schools</b>	<b>5.9%</b>	<b>8.3%</b>	<b>8.6%</b>
Annual Change in enrollment			
<sup>1</sup> Data Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).			
<sup>2</sup> Total headcount enrollment for Concordia University was incorrectly reported to the NCES for fall 2003 and fall 2004. Since these headcounts have not been corrected in the IPEDS database, the headcounts shown in this table are the enrollments that were incorrectly reported to the NCES. However, the percentage changes for these two years have been adjusted in this table to accurately reflect the enrollment changes that occurred at Concordia University. The percentage changes reported in this table are based on actual enrollments of 1,317 for fall 2003 and 1,315 for fall 2004.			
<sup>3</sup> Summit Christian College was previously called Platte Valley Bible College.			
NA = Not Applicable.			

## **Appendices**



## Appendix 1

### Nebraska College Enrollments

**Table A1.1  
Nebraska Total Headcount Enrollments by Sector  
1994–2005<sup>1</sup>**

Year	University of Nebraska	Nebraska State Colleges	Nebraska Community Colleges	Independent Colleges & Universities	Total Nebraska Public and Independent Colleges & Universities
1994	49,502	8,740	31,198	19,884	109,324
1995	49,659	8,685	30,977	19,898	109,219
1996	49,061	8,507	33,396	19,973	110,937
1997	46,846	8,577	34,049	20,695	110,167
1998	45,870	8,339	35,124	21,015	110,348
1999	45,028	8,033	35,129	21,247	109,437
2000	45,183	7,902	35,447	21,518	110,050
2001	46,291	7,744	35,604	22,429	112,068
2002	46,906	7,619	37,586	22,775	114,886
2003	46,015	7,652	39,575	23,994	117,236
2004	45,122	7,650	40,233	25,696	118,701
2005	45,477	7,770	40,898	25,892	120,037

<sup>1</sup>Data source for 1994-2004: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Data for fall 2005 are preliminary and based on the latest available enrollment information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration

For the other sectors: The sector total is the sum of the latest available enrollment numbers obtained directly from each institution within the sector.

Since official enrollment data for fall 2005 will not be available from the NCES until mid-2006, enrollment figures for individual institutions are not included in this report.

**Table A1.2  
Nebraska Total Headcount Enrollments by Sector and by Institution: 1994–2005<sup>1</sup>**

<b>Total Headcount Enrollment</b>	1994	1995	1996	1997	1998	1999
<b>University of Nebraska</b>	<b>49,502</b>	<b>49,659</b>	<b>49,061</b>	<b>46,846</b>	<b>45,870</b>	<b>45,028</b>
NCTA-Curtis	235	258	302	277	261	252
University of Nebraska at Kearney	7,584	7,620	7,680	7,133	6,849	6,780
University of Nebraska-Lincoln	23,854	24,320	23,887	22,827	22,408	22,142
University of Nebraska Medical Center	2,778	2,770	2,718	2,899	3,078	2,590
University of Nebraska at Omaha	15,051	14,691	14,474	13,710	13,274	13,264
<b>Nebraska State Colleges</b>	<b>8,740</b>	<b>8,685</b>	<b>8,507</b>	<b>8,577</b>	<b>8,339</b>	<b>8,033</b>
Chadron State College	3,189	3,063	2,905	2,931	2,809	2,768
Peru State College	1,665	1,754	1,774	1,807	1,695	1,664
Wayne State College	3,886	3,868	3,828	3,839	3,835	3,601
<b>Nebraska Community Colleges</b>	<b>31,198</b>	<b>30,977</b>	<b>33,396</b>	<b>34,049</b>	<b>35,124</b>	<b>35,129</b>
Central Community College	5,011	5,839	6,476	6,743	7,474	7,095
Metropolitan Community College	10,686	10,666	10,759	11,213	11,583	11,658
Mid-Plains Community College	2,934	2,528	2,925	2,694	2,487	2,518
Northeast Community College	3,612	3,413	4,235	4,440	4,754	4,671
Southeast Community College	6,647	6,240	7,041	6,951	7,122	7,351
Western Nebraska Community College	2,308	2,291	1,960	2,008	1,704	1,836
<b>Nebraska Public Institutions</b>	<b>89,440</b>	<b>89,321</b>	<b>90,964</b>	<b>89,472</b>	<b>89,333</b>	<b>88,190</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>19,884</b>	<b>20,015</b>	<b>20,100</b>	<b>20,835</b>	<b>21,137</b>	<b>21,370</b>
Bellevue University	2,159	2,303	2,600	2,928	2,929	3,035
BryanLGH College of Health Sciences		117	127	140	122	123
Clarkson College	548	568	570	598	520	406
College of St. Mary	1,172	1,096	1,069	1,001	1,035	1,071
Concordia University <sup>2</sup>	1,014	1,155	1,104	1,190	1,241	1,158
Creighton University	6,424	6,241	6,158	6,292	6,235	6,325
Dana College	646	661	613	594	552	538
Doane College	1,885	1,870	1,795	1,809	1,982	2,163
Grace University	414	475	468	519	533	563
Hastings College	1,019	1,052	1,071	1,059	1,138	1,148
Little Priest Tribal College						
Midland Lutheran College	1,019	1,030	1,062	1,033	1,034	1,036
Nebraska Christian College	139	141	147	152	152	130
Nebraska Indian Community College	320	253	323	223	186	169
Nebraska Methodist College	375	359	385	413	445	414
Nebraska Wesleyan University	1,602	1,582	1,561	1,709	1,741	1,675
Summit Christian College <sup>3</sup>	59	68	68	75	54	51
Union College	580	551	527	603	742	856
York College	509	493	452	497	496	509
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>109,324</b>	<b>109,336</b>	<b>111,064</b>	<b>110,307</b>	<b>110,470</b>	<b>109,560</b>

Continued on the next page.

<b>Table A1.2 Continued</b>						
<b>Total Headcount Enrollment</b>	2000	2001	2002	2003	2004	Est 2005
<b>University of Nebraska</b>	<b>45,183</b>	<b>46,291</b>	<b>46,906</b>	<b>46,015</b>	<b>45,122</b>	<b>45,477</b>
NCTA-Curtis	234	234	253	215	220	
University of Nebraska at Kearney	6,506	6,426	6,395	6,379	6,382	
University of Nebraska-Lincoln	22,268	22,764	22,988	22,559	21,792	
University of Nebraska Medical Center	2,696	2,724	2,819	2,865	2,904	
University of Nebraska at Omaha	13,479	14,143	14,451	13,997	13,824	
<b>Nebraska State Colleges</b>	<b>7,902</b>	<b>7,744</b>	<b>7,619</b>	<b>7,652</b>	<b>7,650</b>	<b>7,770</b>
Chadron State College	2,686	2,804	2,712	2,711	2,569	
Peru State College	1,698	1,629	1,687	1,624	1,683	
Wayne State College	3,518	3,311	3,220	3,317	3,398	
<b>Nebraska Community Colleges</b>	<b>35,447</b>	<b>35,604</b>	<b>37,586</b>	<b>39,575</b>	<b>40,233</b>	<b>40,898</b>
Central Community College	7,126	6,399	6,417	6,483	6,524	
Metropolitan Community College	11,534	11,704	12,253	12,838	12,961	
Mid-Plains Community College	2,607	2,816	3,020	3,084	2,957	
Northeast Community College	4,520	4,600	4,832	4,858	5,053	
Southeast Community College	7,396	7,935	8,912	9,672	10,079	
Western Nebraska Community College	2,264	2,150	2,152	2,640	2,659	
<b>Nebraska Public Institutions</b>	<b>88,532</b>	<b>89,639</b>	<b>92,111</b>	<b>93,242</b>	<b>93,005</b>	<b>94,145</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>21,655</b>	<b>22,429</b>	<b>22,775</b>	<b>23,994</b>	<b>25,696</b>	<b>25,892</b>
Bellevue University	3,445	3,923	4,107	4,843	5,524	
BryanLGH College of Health Sciences	137	154	204	242	305	
Clarkson College	400	416	507	596	666	
College of St. Mary	947	930	852	910	994	
Concordia University <sup>2</sup>	1,270	1,366	1,425	1,205	1,379	
Creighton University	6,237	6,297	6,327	6,537	6,722	
Dana College	583	565	580	582	639	
Doane College	2,135	2,165	2,263	2,273	2,429	
Grace University	578	595	558	598	540	
Hastings College	1,130	1,108	1,078	1,113	1,153	
Little Priest Tribal College		88	146	130	154	
Midland Lutheran College	1,025	991	953	944	947	
Nebraska Christian College	162	147	167	159	155	
Nebraska Indian Community College	170	191	118	190	190	
Nebraska Methodist College	400	380	343	421	529	
Nebraska Wesleyan University	1,699	1,719	1,688	1,840	1,953	
Summit Christian College <sup>3</sup>	52	54	46	48	38	
Union College	788	885	951	902	936	
York College	497	455	462	461	443	
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>110,187</b>	<b>112,068</b>	<b>114,886</b>	<b>117,236</b>	<b>118,701</b>	<b>120,037</b>

Continued on the next page.

**Table A1.2 Continued**

<b>Total Headcount Enrollment</b>	1-Year Change 99-00	1-Year Change 00-01	1-Year Change 01-02	1-Year Change 02-03	1-Year Change 03-04	1-Year Change 04-05
<b>University of Nebraska</b>	<b>0.3%</b>	<b>2.5%</b>	<b>1.3%</b>	<b>-1.9%</b>	<b>-1.9%</b>	<b>0.8%</b>
NCTA-Curtis	-7.1%	0.0%	8.1%	-15.0%	2.3%	
University of Nebraska at Kearney	-4.0%	-1.2%	-0.5%	-0.3%	0.0%	
University of Nebraska-Lincoln	0.6%	2.2%	1.0%	-1.9%	-3.4%	
University of Nebraska Medical Center	4.1%	1.0%	3.5%	1.6%	1.4%	
University of Nebraska at Omaha	1.6%	4.9%	2.2%	-3.1%	-1.2%	
<b>Nebraska State Colleges</b>	<b>-1.6%</b>	<b>-2.0%</b>	<b>-1.6%</b>	<b>0.4%</b>	<b>0.0%</b>	<b>1.6%</b>
Chadron State College	-3.0%	4.4%	-3.3%	0.0%	-5.2%	
Peru State College	2.0%	-4.1%	3.6%	-3.7%	3.6%	
Wayne State College	-2.3%	-5.9%	-2.7%	3.0%	2.4%	
<b>Nebraska Community Colleges</b>	<b>0.9%</b>	<b>0.4%</b>	<b>5.6%</b>	<b>5.3%</b>	<b>1.7%</b>	<b>1.7%</b>
Central Community College	0.4%	-10.2%	0.3%	1.0%	0.6%	
Metropolitan Community College	-1.1%	1.5%	4.7%	4.8%	1.0%	
Mid-Plains Community College	3.5%	8.0%	7.2%	2.1%	-4.1%	
Northeast Community College	-3.2%	1.8%	5.0%	0.5%	4.0%	
Southeast Community College	0.6%	7.3%	12.3%	8.5%	4.2%	
Western Nebraska Community College	23.3%	-5.0%	0.1%	22.7%	0.7%	
<b>Nebraska Public Institutions</b>	<b>0.4%</b>	<b>1.3%</b>	<b>2.8%</b>	<b>1.2%</b>	<b>-0.3%</b>	<b>1.2%</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1.3%</b>	<b>3.6%</b>	<b>1.5%</b>	<b>5.4%</b>	<b>7.1%</b>	<b>0.8%</b>
Bellevue University	13.5%	13.9%	4.7%	17.9%	14.1%	
BryanLGH College of Health Sciences	11.4%	12.4%	32.5%	18.6%	26.0%	
Clarkson College	-1.5%	4.0%	21.9%	17.6%	11.7%	
College of St. Mary	-11.6%	-1.8%	-8.4%	6.8%	9.2%	
Concordia University <sup>2</sup>	9.7%	7.6%	4.3%	-7.5%	0.0%	
Creighton University	-1.4%	1.0%	0.5%	3.3%	2.8%	
Dana College	8.4%	-3.1%	2.7%	0.3%	9.8%	
Doane College	-1.3%	1.4%	4.5%	0.4%	6.9%	
Grace University	2.7%	2.9%	-6.2%	7.2%	-9.7%	
Hastings College	-1.6%	-1.9%	-2.7%	3.2%	3.6%	
Little Priest Tribal College	NA	NA	65.9%	-11.0%	18.5%	
Midland Lutheran College	-1.1%	-3.3%	-3.8%	-0.9%	0.3%	
Nebraska Christian College	24.6%	-9.3%	13.6%	-4.8%	-2.5%	
Nebraska Indian Community College	0.6%	12.4%	-38.2%	61.0%	0.0%	
Nebraska Methodist College	-3.4%	-5.0%	-9.7%	22.7%	25.7%	
Nebraska Wesleyan University	1.4%	1.2%	-1.8%	9.0%	6.1%	
Summit Christian College <sup>3</sup>	2.0%	3.8%	-14.8%	4.3%	-20.8%	
Union College	-7.9%	12.3%	7.5%	-5.2%	3.8%	
York College	-2.4%	-8.5%	1.5%	-0.2%	-3.9%	
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>0.6%</b>	<b>1.7%</b>	<b>2.5%</b>	<b>2.0%</b>	<b>1.2%</b>	<b>1.1%</b>

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<b>Table A1.2 Continued</b>			
<b>Total Headcount Enrollment</b>	<b>3-Year Change 01-04</b>	<b>5-Year Change 99-04</b>	<b>10-Year Change 94-04</b>
<b>University of Nebraska</b>	<b>-2.5%</b>	<b>0.2%</b>	<b>-8.8%</b>
NCTA-Curtis	-6.0%	-12.7%	-6.4%
University of Nebraska at Kearney	-0.7%	-5.9%	-15.8%
University of Nebraska-Lincoln	-4.3%	-1.6%	-8.6%
University of Nebraska Medical Center	6.6%	12.1%	4.5%
University of Nebraska at Omaha	-2.3%	4.2%	-8.2%
<b>Nebraska State Colleges</b>	<b>-1.2%</b>	<b>-4.8%</b>	<b>-12.5%</b>
Chadron State College	-8.4%	-7.2%	-19.4%
Peru State College	3.3%	1.1%	1.1%
Wayne State College	2.6%	-5.6%	-12.6%
<b>Nebraska Community Colleges</b>	<b>13.0%</b>	<b>14.5%</b>	<b>29.0%</b>
Central Community College	2.0%	-8.0%	30.2%
Metropolitan Community College	10.7%	11.2%	21.3%
Mid-Plains Community College	5.0%	17.4%	0.8%
Northeast Community College	9.8%	8.2%	39.9%
Southeast Community College	27.0%	37.1%	51.6%
Western Nebraska Community College	23.7%	44.8%	15.2%
<b>Nebraska Public Institutions</b>	<b>3.8%</b>	<b>5.5%</b>	<b>4.0%</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>14.6%</b>	<b>20.2%</b>	<b>29.2%</b>
Bellevue University	40.8%	82.0%	155.9%
BryanLGH College of Health Sciences	98.1%	148.0%	NA
Clarkson College	60.1%	64.0%	21.5%
College of St. Mary	6.9%	-7.2%	-15.2%
Concordia University <sup>2</sup>	3.7%	13.6%	29.7%
Creighton University	6.7%	6.3%	4.6%
Dana College	13.1%	18.8%	-1.1%
Doane College	12.2%	12.3%	28.9%
Grace University	-9.2%	-4.1%	30.4%
Hastings College	4.1%	0.4%	13.2%
Little Priest Tribal College	75.0%	NA	NA
Midland Lutheran College	-4.4%	-8.6%	-7.1%
Nebraska Christian College	5.4%	19.2%	11.5%
Nebraska Indian Community College	-0.5%	12.4%	-40.6%
Nebraska Methodist College	39.2%	27.8%	41.1%
Nebraska Wesleyan University	13.6%	16.6%	21.9%
Summit Christian College <sup>3</sup>	-29.6%	-25.5%	-35.6%
Union College	5.8%	9.3%	61.4%
York College	-2.6%	-13.0%	-13.0%
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>5.9%</b>	<b>8.3%</b>	<b>8.6%</b>

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### Table A1.2 Continued

<sup>1</sup>Data source for 1994-2004: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Data for fall 2005 are preliminary and based on the latest available enrollment information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration

For the other sectors: The sector total is the sum of the latest available enrollment numbers obtained directly from each institution within the sector.

Since official enrollment data for fall 2005 will not be available from the NCES until mid-2006, enrollment figures for individual institutions are not included in this report.

<sup>2</sup>Total headcount enrollment for Concordia University was incorrectly reported to the NCES for fall 2003 and fall 2004. Since these headcounts have not been corrected in the IPEDS database, the headcounts shown in this table are the enrollments that were incorrectly reported to the NCES. However, the percentage changes for these two years have been adjusted in this table to accurately reflect the enrollment changes that occurred at Concordia University. The percentage changes reported in this table are based on actual enrollments of 1,317 for fall 2003 and 1,315 for fall 2004.

<sup>3</sup>Summit Christian College was previously known as Platte Valley Bible College.

NA = Not Applicable.

**Table A1.3  
Total Headcount Enrollment of Colleges and Universities  
Within the Independent Sector: 1994–2004<sup>1</sup>**

<b>Total Headcount Enrollment</b>	1994	1995	1996	1997	1998	1999
<b>Total Nebraska Independent Colleges and Universities</b>	<b>19,884</b>	<b>20,015</b>	<b>20,100</b>	<b>20,835</b>	<b>21,137</b>	<b>21,370</b>
Bellevue University	2,159	2,303	2,600	2,928	2,929	3,035
BryanLGH College of Health Sciences		117	127	140	122	123
Clarkson College	548	568	570	598	520	406
Creighton University	6,424	6,241	6,158	6,292	6,235	6,325
Dana College	646	661	613	594	552	538
Doane College	1,885	1,870	1,795	1,809	1,982	2,163
Nebraska Wesleyan University	1,602	1,582	1,561	1,709	1,741	1,675
<b>Subtotal “Growth” Schools</b>	<b>13,264</b>	<b>13,342</b>	<b>13,424</b>	<b>14,070</b>	<b>14,081</b>	<b>14,265</b>
Annual Change in Number of Students Enrolled		78	82	646	11	184
College of St. Mary	1,172	1,096	1,069	1,001	1,035	1,071
Concordia University <sup>2</sup>	1,014	1,155	1,104	1,190	1,241	1,158
Grace University	414	475	468	519	533	563
Hastings College	1,019	1,052	1,071	1,059	1,138	1,148
Little Priest Tribal College						
Midland Lutheran College	1,019	1,030	1,062	1,033	1,034	1,036
Nebraska Christian College	139	141	147	152	152	130
Nebraska Indian Community College	320	253	323	223	186	169
Nebraska Methodist College	375	359	385	413	445	414
Summit Christian College <sup>3</sup>	59	68	68	75	54	51
Union College	580	551	527	603	742	856
York College	509	493	452	497	496	509
<b>Subtotal “Stable or Regaining” Schools</b>	<b>6,620</b>	<b>6,673</b>	<b>6,676</b>	<b>6,765</b>	<b>7,056</b>	<b>7,105</b>
Annual Change in Number of Students Enrolled		53	3	89	291	49
<b>Enrollment Summary</b>	1994	1995	1996	1997	1998	1999
Subtotal “Growth” Schools	13,264	13,342	13,424	14,070	14,081	14,265
Subtotal “Stable or Regaining” Schools	6,620	6,673	6,676	6,765	7,056	7,105
Total Nebraska Independent Institutions	19,884	20,015	20,100	20,835	21,137	21,370
“Growth” Schools as a % of Total	66.7%	66.7%	66.8%	67.5%	66.6%	66.8%

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<b>Table A1.3 Continued</b>					
<b>Total Headcount Enrollment</b>	2000	2001	2002	2003	2004
<b>Total Nebraska Independent Colleges and Universities</b>	<b>21,655</b>	<b>22,429</b>	<b>22,775</b>	<b>23,994</b>	<b>25,696</b>
Bellevue University	3,445	3,923	4,107	4,843	5,524
BryanLGH College of Health Sciences	137	154	204	242	305
Clarkson College	400	416	507	596	666
Creighton University	6,237	6,297	6,327	6,537	6,722
Dana College	583	565	580	582	639
Doane College	2,135	2,165	2,263	2,273	2,429
Nebraska Wesleyan University	1,699	1,719	1,688	1,840	1,953
<b>Subtotal “Growth” Schools</b>	<b>14,636</b>	<b>15,239</b>	<b>15,676</b>	<b>16,913</b>	<b>18,238</b>
Annual Change in Number of Students Enrolled	371	603	437	1,237	1,325
College of St. Mary	947	930	852	910	994
Concordia University <sup>2</sup>	1,270	1,366	1,425	1,205	1,379
Grace University	578	595	558	598	540
Hastings College	1,130	1,108	1,078	1,113	1,153
Little Priest Tribal College		88	146	130	154
Midland Lutheran College	1,025	991	953	944	947
Nebraska Christian College	162	147	167	159	155
Nebraska Indian Community College	170	191	118	190	190
Nebraska Methodist College	400	380	343	421	529
Summit Christian College <sup>3</sup>	52	54	46	48	38
Union College	788	885	951	902	936
York College	497	455	462	461	443
<b>Subtotal “Stable or Regaining” Schools</b>	<b>7,019</b>	<b>7,190</b>	<b>7,099</b>	<b>7,081</b>	<b>7,458</b>
Annual Change in Number of Students Enrolled	-86	171	-91	-18	377
<b>Enrollment Summary</b>	2000	2001	2002	2003	2004
Subtotal “Growth” Schools	14,636	15,239	15,676	16,913	18,238
Subtotal “Stable or Regaining” Schools	7,019	7,190	7,099	7,081	7,458
Total Nebraska Independent Institutions	21,655	22,429	22,775	23,994	25,696
“Growth” Schools as a % of Total	67.6%	67.9%	68.8%	70.5%	71.0%

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<b>Table A1.3 Continued</b>					
<b>Total Headcount Enrollment</b>	1-Year Change 99-00	1-Year Change 00-01	1-Year Change 01-02	1-Year Change 02-03	1-Year Change 03-04
<b>Total Nebraska Independent Colleges and Universities</b>	<b>1.3%</b>	<b>3.6%</b>	<b>1.5%</b>	<b>5.4%</b>	<b>7.1%</b>
Bellevue University	13.5%	13.9%	4.7%	17.9%	14.1%
BryanLGH College of Health Sciences	11.4%	12.4%	32.5%	18.6%	26.0%
Clarkson College	-1.5%	4.0%	21.9%	17.6%	11.7%
Creighton University	-1.4%	1.0%	0.5%	3.3%	2.8%
Dana College	8.4%	-3.1%	2.7%	0.3%	9.8%
Doane College	-1.3%	1.4%	4.5%	0.4%	6.9%
Nebraska Wesleyan University	1.4%	1.2%	-1.8%	9.0%	6.1%
<b>Subtotal “Growth” Schools</b>	<b>2.6%</b>	<b>4.1%</b>	<b>2.9%</b>	<b>7.9%</b>	<b>7.8%</b>
College of St. Mary	-11.6%	-1.8%	-8.4%	6.8%	9.2%
Concordia University <sup>2</sup>	9.7%	7.6%	4.3%	-7.5%	0.0%
Grace University	2.7%	2.9%	-6.2%	7.2%	-9.7%
Hastings College	-1.6%	-1.9%	-2.7%	3.2%	3.6%
Little Priest Tribal College	NA	NA	65.9%	-11.0%	18.5%
Midland Lutheran College	-1.1%	-3.3%	-3.8%	-0.9%	0.3%
Nebraska Christian College	24.6%	-9.3%	13.6%	-4.8%	-2.5%
Nebraska Indian Community College	0.6%	12.4%	-38.2%	61.0%	0.0%
Nebraska Methodist College	-3.4%	-5.0%	-9.7%	22.7%	25.7%
Summit Christian College <sup>3</sup>	2.0%	3.8%	-14.8%	4.3%	-20.8%
Union College	-7.9%	12.3%	7.5%	-5.2%	3.8%
York College	-2.4%	-8.5%	1.5%	-0.2%	-3.9%
<b>Subtotal “Stable or Regaining” Schools</b>	<b>-1.2%</b>	<b>2.4%</b>	<b>-1.3%</b>	<b>-0.3%</b>	<b>5.3%</b>
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<b>Table A1.3 Continued</b>			
<b>Total Headcount Enrollment</b>	3-Year Change 01-04	5-Year Change 99-04	10-Year Change 94-04
<b>Nebraska Independent Colleges and Universities</b>	<b>14.6%</b>	<b>20.2%</b>	<b>29.2%</b>
Bellevue University	40.8%	82.0%	155.9%
BryanLGH College of Health Sciences	98.1%	148.0%	NA
Clarkson College	60.1%	64.0%	21.5%
Creighton University	6.7%	6.3%	4.6%
Dana College	13.1%	18.8%	-1.1%
Doane College	12.2%	12.3%	28.9%
Nebraska Wesleyan University	13.6%	16.6%	21.9%
<b>Subtotal “Growth” Colleges</b>	<b>19.7%</b>	<b>27.9%</b>	<b>37.5%</b>
Annual Change in Enrollment			
College of St. Mary	6.9%	-7.2%	-15.2%
Concordia University <sup>2</sup>	3.7%	13.6%	29.7%
Grace University	-9.2%	-4.1%	30.4%
Hastings College	4.1%	0.4%	13.2%
Little Priest Tribal College	75.0%	NA	NA
Midland Lutheran College	-4.4%	-8.6%	-7.1%
Nebraska Christian College	5.4%	19.2%	11.5%
Nebraska Indian Community College	-0.5%	12.4%	-40.6%
Nebraska Methodist College	39.2%	27.8%	41.1%
Summit Christian College <sup>3</sup>	-29.6%	-25.5%	-35.6%
Union College	5.8%	9.3%	61.4%
York College	-2.6%	-13.0%	-13.0%
<b>Subtotal “Stable or Regaining” Schools</b>	<b>5.9%</b>	<b>8.3%</b>	<b>8.6%</b>
Annual Change in enrollment			
<sup>1</sup> Data Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).			
<sup>2</sup> Total headcount enrollment for Concordia University was incorrectly reported to the NCES for fall 2003 and fall 2004. Since these headcounts have not been corrected in the IPEDS database, the headcounts shown in this table are the enrollments that were incorrectly reported to the NCES. However, the percentage changes for these two years have been adjusted in this table to accurately reflect the enrollment changes that occurred at Concordia University. The percentage changes reported in this table are based on actual enrollments of 1,317 for fall 2003 and 1,315 for fall 2004.			
<sup>3</sup> Summit Christian College was previously called Platte Valley Bible College.			
NA = Not Applicable.			

## Appendix 2

### Actual and Projected Numbers of Nebraska High School Graduates

<b>Table A2.1 Numbers of Nebraska High School Graduates 1992-1993 through 2004-2005<sup>1</sup></b>						
School Year	Type of School/Agency				Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	Educational Service Units	State- Operated Schools		
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%

<sup>1</sup>Data Source: Nebraska Department of Education, August 2005.  
\*Unofficial numbers of graduates for the 2004-2005 school year as of October 27, 2005.

**Table A2.2  
Actual and Projected Number of Nebraska High School Graduates  
2002-2003 through 2017-2018<sup>1</sup>**

Academic Year	PUBLIC by RACE/ETHNICITY					Race/Ethnicity Total <sup>2</sup>	PUBLIC Total <sup>3</sup>	NONPUBLIC Total	TOTAL
	White (non-Hispanic)	Asian/Pacific Islander	Black (non-Hispanic)	Hispanic	Native American				
<b>Actual</b>									
2002-03	17,541	279	841	776	167	19,604	19,604	2,234	21,838
2003-04	17,211	309	884	890	168	19,462	19,462	2,162	21,624
<b>Projected</b>									
2004-05	16,455	323	892	1,034	155	18,858	19,093	2,232	21,325
2005-06	16,020	354	869	1,148	152	18,543	18,759	2,173	20,932
2006-07	16,051	320	884	1,200	165	18,620	18,853	2,144	20,996
2007-08	16,362	360	977	1,421	179	19,299	19,574	2,111	21,685
2008-09	15,677	325	954	1,702	173	18,831	19,102	2,114	21,216
2009-10	15,246	338	975	1,874	158	18,591	18,843	2,074	20,917
2010-11	14,571	383	994	2,106	168	18,222	18,448	2,003	20,451
2011-12	13,995	416	983	2,154	164	17,713	17,896	2,036	19,932
2012-13	13,692	387	1,026	2,360	152	17,617	17,766	2,018	19,785
2013-14	13,984	462	954	2,926	145	18,471	18,184	2,034	20,218
2014-15	13,917	439	991	3,098	160	18,606	18,256	2,038	20,294
2015-16	13,773	500	989	3,400	182	18,844	18,357	2,052	20,409
2016-17	13,817	536	1,018	3,524	207	19,102	18,579	2,087	20,667
2017-18	14,015	630	1,099	3,989	191	19,924	19,152	2,150	21,302

<sup>1</sup>Data sources:

For actual numbers of graduates: Nebraska Department of Education, August 2005.

For projected numbers of graduates: *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121.

<sup>2</sup>The 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.

<sup>3</sup>The public total does not include graduates from educational service units or state-operated schools.

**Table A2.3**  
**Projected Changes in the Numbers and Percentages of Public High School Graduates**  
**by Race/Ethnicity: 2002-2003 to 2017-2018**

Race/Ethnicity	2002-2003		2017-2018		Projected % Change from 2002-2003 to 2017-2018
	No. of Graduates <sup>1</sup>	% of Graduates	Projected No. of Graduates <sup>2</sup>	% of Projected Graduates	
<b>White (non-Hispanic)</b>	17,541	89.5%	14,015	70.3%	- 20.1%
<b>Asian/Pacific Islander</b>	279	1.4%	630	3.2%	125.8%
<b>Black (non-Hispanic)</b>	841	4.3%	1,099	5.5%	30.7%
<b>Hispanic</b>	776	4.0%	3,989	20.0%	414.0%
<b>Native American</b>	167	0.8%	191	1.0%	14.4%
<b>Total for Public High Schools</b>	19,604	100.0%	19,924	100.0%	1.6%

<sup>1</sup>Actual numbers of public high school graduates obtained from the Nebraska Department of Education, August 2005. Numbers do not include graduates of education service units or state-operated schools.

<sup>2</sup>Projected numbers of public high school graduates by race/ethnicity published in *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121.



## 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 has adopted 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 a 9<sup>th</sup>-grade class 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 7<sup>th</sup> - 12<sup>th</sup> grade dropout rate**. This rate is the total number of students in the 7<sup>th</sup> through the 12<sup>th</sup> grades who drop out of school during an academic year divided by the total number of students in the 7<sup>th</sup> through 12<sup>th</sup> grades at the beginning of the school year (referred to as the 7<sup>th</sup> – 12<sup>th</sup> 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 7<sup>th</sup> - 12<sup>th</sup> 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.

**Technical Note:** The following table replaces Table 1.9 on page 41 of the *2004 Baseline Report for the LR 174 Higher Education Task Force*. The graduation data provided by the Nebraska Department of Education for Table 1.9 were not the latest available at the time and should have been replaced with the data summarized in Table A3.1 as follows.

**Table A 3.1**  
**Distribution of the Four-Year High School Graduation Rates**  
**for Nebraska Public High School Districts**  
**2002-2003<sup>1</sup>**

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% <sup>2</sup>	14	5.4%		95.3%
72.0% - 79.9%	8	3.1%	10.1%	98.4%
Less than 72%	4	1.6%		100.0%
	257	100.0%	100.0%	

<sup>1</sup>Four-year graduation rates by district downloaded from the Nebraska Department of Education Web site, <http://www.nde.state.ne.us>, October 5, 2005.

<sup>2</sup>The statewide public high school graduation rate for 2002-2003 was 84.7%.

**Table A3.2  
Nebraska Public School Districts with Four-Year High School  
Graduation Rates Equal to or Below the Statewide Public Rate  
2003-2004<sup>1</sup>**

County	County No.	Public School District	Four-Year Graduation Rate <sup>2</sup>
Morrill	62	Bayard Public Schools	86.5%
Seward	80	Centennial Public Schools	86.2%
Lincoln	56	North Platte Public Schools	86.2%
Platte	71	Columbus Public Schools	85.8%
Dodge	27	Fremont Public Schools	85.4%
Franklin	31	Franklin Public Schools	85.2%
Hall	40	Wood River Rural High School	85.0%
Richardson	74	Falls City Public Schools	84.7%
Douglas	28	Ralston Public Schools	84.6%
Keith	51	Paxton Consolidated Schools	84.0%
Dawes	23	Crawford Public Schools	83.3%
Kimball	53	Kimball Public Schools	83.1%
Sheridan	81	Gordon High School	82.7%
Dixon	26	Ponca Public Schools	82.1%
Dawson	24	Sumner-Eddyville-Miller Schools	81.0%
Adams	1	Hastings Public Schools	80.5%
Cass	13	Louisville Public Schools	80.0%
Scottsbluff	79	Minatare Public Schools	80.0%
Dakota	22	So. Sioux City Community Schools	79.6%
Hall	40	Grand Island Public Schools	79.2%
Scottsbluff	79	Scottsbluff Public Schools	78.1%
Colfax	19	Schuyler Central High School	77.1%
Lancaster	55	Lincoln Public Schools	76.6%
Lexington	24	Lexington Public Schools	74.4%
Butler	12	Rising City Public Schools	69.2%
Douglas	28	Omaha Public Schools	67.6%
Thurston	87	UMO ^ HO ^ Nation Public Schools	61.9%
Thurston	87	Winnebago Public Schools	52.8%
Thurston	87	Walthill Public Schools	33.3%
Knox	54	Santee Community Schools	25.0%

<sup>1</sup>Four-year graduation rates by district downloaded from the Nebraska Department of Education Web site, <http://www.nde.state.ne.us>, October 2005.

<sup>2</sup>The statewide public high school graduation rate for 2003-2004 was 86.5%.

**Table A 3.3**  
**Nebraska Four-Year Graduation Rates**  
**for Public and Nonpublic High Schools by Race/Ethnicity**  
**2002-2003 and 2003-2004<sup>1</sup>**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2002-2003</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	17,541	2,214	19,755	88.8%	11.2%
Asian/Pacific Islander	279	55	334	83.5%	16.5%
Black (non-Hispanic)	841	576	1,417	59.4%	40.6%
Hispanic	776	555	1,331	58.3%	41.7%
Native American	167	131	298	56.0%	44.0%
Public Total	19,604	3,531	23,135	84.7%	15.3%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	2,064	11	2,075	99.5%	0.5%
Asian/Pacific Islander	55	0	55	100.0%	0.0%
Black (non-Hispanic)	57	2	59	96.6%	3.4%
Hispanic	51	1	52	98.1%	1.9%
Native American	7	0	7	100.0%	0.0%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
<b>2003-2004</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	17,211	1,847	19,058	90.3%	9.7%
Asian/Pacific Islander	309	31	340	90.9%	9.1%
Black (non-Hispanic)	884	509	1,393	63.5%	36.5%
Hispanic	890	510	1,400	63.6%	36.4%
Native American	168	137	305	55.1%	44.9%
Public Total	19,462	3,034	22,496	86.5%	13.5%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	2,008	8	2,016	99.6%	0.4%
Asian/Pacific Islander	39	0	39	100.0%	0.0%
Black (non-Hispanic)	39	0	39	100.0%	0.0%
Hispanic	64	0	64	100.0%	0.0%
Native American	12	0	12	100.0%	0.0%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%

<sup>1</sup>Data source: Nebraska Department of Education, July 28, 2005.

<sup>2</sup>See [Explanatory Note A3.1](#) for information on how graduation and dropout rates are calculated.

**Table A3.4  
Distribution of Public High School Graduates  
and Dropouts by Race/Ethnicity  
Based on Four-Year Graduation Rate Data<sup>1</sup>**

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	% of Dropouts	Total Graduates & Dropouts	Total %
<b>2002-2003</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	17,541	89.5%	2,214	62.7%	19,755	100.0%
Asian/Pacific Islander	279	1.4%	55	1.6%	334	100.0%
Black (non-Hispanic)	841	4.3%	576	16.3%	1,417	100.0%
Hispanic	776	4.0%	555	15.7%	1,331	100.0%
Native American	167	0.8%	131	3.7%	298	100.0%
Public Total	19,604	100.0%	3,531	100.0%	23,135	100.0%
<b>2003-2004</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	17,211	88.4%	1,847	60.9%	19,058	100.0%
Asian/Pacific Islander	309	1.6%	31	1.0%	340	100.0%
Black (non-Hispanic)	884	4.5%	509	16.8%	1,393	100.0%
Hispanic	890	4.6%	510	16.8%	1,400	100.0%
Native American	168	0.9%	137	4.5%	305	100.0%
Public Total	19,462	100.0%	3,034	100.0%	22,496	100.0%
<sup>1</sup> Data source: Nebraska Department of Education, July 28, 2005.						

**Table A3.5  
Nebraska Four-Year Graduation Rates  
for Public and Nonpublic High Schools by Gender  
2002-2003 and 2003-2004<sup>1</sup>**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2002-2003</b>					
<b>Public High Schools</b>					
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%
<b>Nonpublic (Private) High Schools</b>					
Male	1,111	9	1,120	99.2%	0.8%
Female	1,123	5	1,128	99.6%	0.4%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
<b>2003-2004</b>					
<b>Public High Schools</b>					
Male	9,793	1,794	11,587	84.5%	15.5%
Female	9,669	1,240	10,909	88.6%	11.4%
Public Total	19,462	3,034	22,496	86.5%	13.5%
<b>Nonpublic (Private) High Schools</b>					
Male	1,075	6	1,081	99.4%	0.6%
Female	1,087	2	1,089	99.8%	0.2%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%
<sup>1</sup> Data source: Nebraska Department of Education, July 28, 2005. <sup>2</sup> See <a href="#">Explanatory Note A3.1</a> for information on how graduation and dropout rates are calculated					

**Table A3.6**  
**Four-Year Public High School Graduation Statistics for the 12 Nebraska Counties**  
**Where the 14 Selected School Districts Are Located**  
**2003-2004<sup>1</sup>**

Co.	School District	Public Four-Year High School Graduation Rate	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades
1	Adams Central Jr.-Sr. High School	94.4%	67	masked
1	Kenesaw Public Schools	92.3%	24	masked
1	Silver Lake Public Schools	90.9%	20	masked
1	Hastings Public Schools	80.5%	214	52
19	Clarkson Public Schools	100.0%	25	masked
19	Howells Public Schools	100.0%	21	masked
19	Leigh Community Schools	96.0%	24	masked
19	Schuyler Central High School	77.1%	81	24
22	Homer Community Schools	100.0%	33	masked
22	So. Sioux City Community Schools	79.6%	191	49
24	Gothenburg Public Schools	92.1%	58	masked
24	Cozad City Schools	90.8%	79	masked
24	Overton Public Schools	87.5%	28	masked
24	Sumner-Eddyville-Miller Schools	81.0%	17	masked
24	Lexington Public Schools	74.4%	131	45
27	Dodge Public Schools	100.0%	22	masked
27	Scribner-Snyder Community Schools	96.3%	26	masked
27	Logan View Public Schools	92.9%	52	masked
27	North Bend Central Public Schools	89.1%	41	masked
27	Fremont Public Schools	85.4%	315	54
28	Westside Community Schools	98.1%	367	masked
28	Valley Public Schools	97.4%	38	masked
28	Bennington Public Schools	95.7%	44	masked
28	Millard Public Schools	94.9%	1,405	76
28	Elkhorn Public Schools	90.3%	195	21
28	Waterloo Public Schools	88.9%	24	masked
28	Ralston Public Schools	84.6%	192	35
28	Omaha Public Schools	67.6%	2,383	1,144
40	Doniphan-Trumbull Public Schools	94.4%	51	masked
40	Northwest High School	94.0%	172	11
40	Wood River Rural High School	85.0%	34	masked
40	Grand Island Public Schools	79.2%	351	92

Continued on the next page.

**Table A3.6 Continued**

Co.	School District	Public Four-Year High School Graduation Rate	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades
54	Crofton Community Schools	98.2%	53	masked
54	Creighton Public Schools	97.7%	43	masked
54	Wausa Public Schools	93.3%	14	masked
54	Bloomfield Community Schools	90.0%	18	masked
54	Santee Community Schools	25.0%	masked	masked
55	Malcolm Public Schools	100.0%	38	masked
55	Waverly School District 145	98.5%	133	masked
55	Raymond Central Schools	94.3%	50	masked
55	Norris School District 160	93.4%	113	masked
55	Lincoln Public Schools	76.6%	1865	570
56	Brady Public Schools	100.0%	13	masked
56	Wallace Public School District 65 R	100.0%	15	masked
56	Maxwell Public Schools	95.0%	19	masked
56	Hershey Public Schools	94.7%	36	masked
56	Sutherland Public Schools	92.0%	23	masked
56	North Platte Public Schools	86.2%	299	48
79	Mitchell Public Schools	90.9%	40	masked
79	Morrill Public Schools	90.3%	28	masked
79	Gering Public Schools	90.0%	126	14
79	Minatare Public Schools	80.0%	16	masked
79	Scottsbluff Public Schools	78.1%	178	50
87	Emerson-Hubbard Public Schools	100.0%	22	masked
87	Pender Public Schools	97.4%	38	masked
87	UMO ^ HO ^ Nation Public Schools	61.9%	13	masked
87	Winnebago Public Schools	52.8%	19	17
87	Walthill Public Schools	33.3%	masked	10
	<b>12 County Total</b>	<b>80.4%</b>	<b>9,945</b>	<b>2,426</b>
	% of graduates in the state (public schools)		<b>51.1%</b>	
	% of dropouts in the state (public schools)			<b>80.0%</b>
	<b>Remaining 81 Counties Total</b>	<b>93.4%</b>	<b>9,517</b>	<b>608</b>
	% of graduates in the state (public schools)		<b>48.9%</b>	
	% of dropouts in the state (public schools)			<b>20.0%</b>
	<b>Nebraska Public High School Total</b>	<b>86.5%</b>	<b>19,462</b>	<b>3,034</b>

<sup>1</sup>Data Source: Nebraska Department of Education, August 10, 2005. Numbers under 10 are masked, but the masked numbers are included in the total numbers of graduates and dropouts in the 12 counties.

**Table A3.7  
Four-Year Graduation Rate Statistics  
for the 14 Selected Nebraska School Districts  
2002-2003<sup>1</sup>**

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Four-Year Graduation Rate
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 ^ HO ^ Nation Public Schools	masked	18	33.3%
87-0017	Thurston	Winnebago Public Schools <sup>2</sup>	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%

<sup>1</sup>Data Source: Nebraska Department of Education, August 10, 2005. Numbers under 10 are masked, but the masked numbers are included in the total numbers of graduates and dropouts for the 14 school districts.

<sup>2</sup>The number of dropouts from Winnebago Public Schools was estimated 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%.

**Table A3.8**  
**Four-Year Graduation Rate Statistics**  
**for the 14 Selected Nebraska School Districts**  
**2003-2004<sup>1</sup>**

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Four-Year Graduation Rate
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 ^ HO ^ Nation Public Schools	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 NE Public Total	31.1%	71.6%	
		NE Public Total	19,462	3,034	86.5%

<sup>1</sup>Data Source: Nebraska Department of Education, August 10, 2005. Numbers under 10 are masked, but the masked numbers are included in the total numbers of graduates and dropouts for the 14 school districts.

## Appendix 4

### Nebraska Scores on National Student Assessments

<b>Table A4.1</b>					
<b>Performance of Nebraska 8<sup>th</sup> Graders on Most Recent NAEP Assessments<sup>1</sup></b>					
Subject	Year	NAEP Score		Achievement Level	
		National Average	Nebraska Average	% Scoring at or Above Basic	% Scoring at or Above Proficient
Mathematics	2005	278	284	75%	35%
Reading	2005	260	267	80%	35%
Science	2000	149	157	70%	36%
Writing	2002	152	156	88%	32%

<sup>1</sup>*Nation's Report Card*, National Center for Education Statistics, 2005

<b>Table A4.2</b>					
<b>Percentages of Nebraska 2000-2005 High School Graduates Who Took the ACT Assessment and/or SAT I: Reasoning Test</b>					
Year	No. of High School Graduates <sup>1</sup>	ACT Assessment		SAT I: Reasoning Test	
		No. of Graduates Tested <sup>2</sup>	% of Graduates Tested <sup>4</sup>	No. of Graduates Tested <sup>3</sup>	% of Graduates Tested <sup>4</sup>
2000	21,718	16,811	<b>77.4%</b>	1,935	<b>8.9%</b>
2001	21,300	16,677	<b>78.3%</b>	1,887	<b>8.9%</b>
2002	21,661	16,509	<b>76.2%</b>	1,796	<b>8.3%</b>
2003	21,972	16,646	<b>75.8%</b>	1,782	<b>8.1%</b>
2004	21,718	16,523	<b>76.1%</b>	1,656	<b>7.6%</b>
2005	21,647	16,220	<b>74.9%</b>	1,684	<b>7.8%</b>

<sup>1</sup>Source: Number of graduates obtained from the Nebraska Department of Education. Number of 2005 graduates is preliminary as of October 27, 2005 and subject to change. Numbers are state totals and include graduates from public and nonpublic schools, state-operated schools, and educational service units.

<sup>2</sup>Numbers tested for 2000 through 2003 obtained from the *ACT High School Profile Report, Graduating Class 2003, State Composite for Nebraska*. Numbers tested for 2004 and 2005 obtained from *ACT High School Profile Report, Graduating Class 2005, State Composite for Nebraska*.

<sup>3</sup>Source: College Examination Board State Reports, 2003, 2004, and 2005.

<sup>4</sup>The percentages of graduates that were reported for 2000 through 2003 on page 59 of the *2004 Baseline Report for the LR 174 Higher Education Task Force* were based on data published by the Western Interstate Commission for Higher Education (WICHE) and excluded graduates of state-operated schools and educational service units. For the purposes of this updated table, the percentages for 2000 through 2003 are recalculated so that they are based on the total number of graduates for 2000 through 2003 obtained directly from the Nebraska Department of Education

**Table A4.3**  
**Numbers and Percentages of ACT-Tested Students in 2004 and 2005 Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School<sup>1</sup>**

Academic Preparation	2004		2005		Difference between percentages
	Number of Students	% of Students	Number of Students	% of Students	
College-Preparatory Core or More	11,022	<b>69.8%</b>	10,913	<b>71.3%</b>	+ 1.5%
Less than the Core	4,766	<b>30.2%</b>	4,397	<b>28.7%</b>	- 1.5%
Total	15,788	<b>100.0%</b>	15,310	<b>100.0%</b>	
No Information on Courses Taken	735		910		

<sup>1</sup>Source: *ACT High School Profile Reports, High School Graduating Class 2004 and 2005, State Composite for Nebraska*. NOTE: The number of students who provide information on the courses they have taken or expect to take in high school varies as a percentage of the total number of students who take the ACT from one year to the next. Consequently, the number of students who provide information about their courses cannot be directly compared from year to year.

**Table A4.4**  
**2005 Percentages of Students Who Took the College-Preparatory Core and Average ACT Composite Scores by Race/Ethnicity<sup>1</sup>**

Part A: Percentages of Students Who Took the Core										
Academic Preparation	White (non-Hispanic)		Asian/Pacific Islander		Hispanic		Native American		Black (non-Hispanic) <sup>2</sup>	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
<b>Core or More</b>	9,426	<b>71.9%</b>	216	<b>75.8%</b>	302	<b>58.8%</b>	56	<b>58.9%</b>		
Less than Core	3,688	28.1%	69	24.2%	212	41.2%	39	41.1%		
Total	13,114	100.0%	285	100.0%	514	100.0%	95	100.0%		
No Information on Courses Taken	683		15		60		2			
Part B: Average ACT Composite Scores										
Academic Preparation	White (non-Hispanic)		Asian/Pacific Islander		Hispanic		Native American		Black (non-Hispanic)	
	ACT Composite Score		ACT Composite Score		ACT Composite Score		ACT Composite Score		ACT Composite Score	
<b>Core or More</b>	<b>22.9</b>		<b>21.7</b>		<b>19.8</b>		<b>20.1</b>		<b>18.1</b>	
Less than Core	20.2		20.6		17.5		17.6		16.2	
<b>Total Group</b>	<b>22.1</b>		<b>21.5</b>		<b>18.7</b>		<b>19.1</b>		<b>17.6</b>	

<sup>1</sup>Source: *ACT High School Profile Report, High School Graduating Class 2005, State Composite for Nebraska*.

<sup>2</sup>Numbers and percentages are not reported for black non-Hispanics due to unexplained variability in the numbers of students who self-reported information about the courses they took or planned to take before graduating from high school.

## Appendix 5

### Nebraska College Continuation Rates

<b>Table A5.1</b> <b>College Continuation Rates for First-Time Freshmen</b> <b>with Nebraska Residency Who Attended Degree-Granting Institutions</b> <b>in the United States within 12 Months of High School Graduation</b> <b>1996-1997 – 2004-2005</b>				
High School Year	No. of High School Graduates <sup>1</sup>	Academic Year of IPEDS Survey	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months <sup>2</sup>	Continuation Rate <sup>3</sup>
1995-1996	19,810	1996-1997	11,998	60.6%
1997-1998	21,663	1998-1999	12,892	59.5%
1999-2000	21,718	2000-2001	13,558	62.4%
2001-2002	21,661	<b>2002-2003</b>	13,349	<b>61.6%</b>
2003-2004	21,718	<b>2004-2005</b>	13,565	<b>62.5%</b>
<p><sup>1</sup>Data Source: Nebraska Department of Education, August 2005. Includes graduates of educational service units and state-operated systems as well as public and nonpublic high school graduates.</p> <p><sup>2</sup>Data Source: National Center for Education Statistics, IPEDS fall survey data for 1996, 1998, 2000, 2002, and 2004. Obtained directly from the IPEDS database.</p> <p><sup>3</sup>Continuation rate = Number of full-time freshmen who graduated from high school in the past 12 months and enrolled in degree-granting institutions divided by the total number of high school graduates. Includes both full-time and part-time students.</p>				
<p><b>Technical Note:</b> The college continuation rates in <a href="#">Table A5.1</a> replace and update the rates presented in <a href="#">Table 1.29</a> on page 68 of the <i>2004 Baseline Report for the LR 174 Higher Education Task Force</i>. For the 2004 report, numbers of high school graduates were obtained from the 2003 Western Interstate Commission for Higher Education publication, <i>Knocking at the College Door</i>. Similarly, numbers of Nebraska-resident first-time freshmen in 1996, 1998, and 2000 were obtained from the National Center for Education Statistics (NCES) spreadsheet available on the Postsecondary Education OPPORTUNITY Web site, <a href="http://www.postsecondary.org">www.postsecondary.org</a>, which is labeled, “Chance for College by Age 19 in Nebraska.” For the 2005 update, the numbers of Nebraska high school graduates were obtained directly from the Nebraska Department of Education, and the number of Nebraska-resident first-time freshmen was calculated directly from NCES-IPEDS data for each of the five years, from 1996-1997 through 2004-2005. The college continuation rates were then recalculated as shown in <a href="#">Table A5.1</a> above.</p>				

**Table A5.2**  
**College Continuation Rates for First-Time Freshmen**  
**with Nebraska Residency Who Attended Degree-Granting**  
**and Non-Degree-Granting Institutions in the United States**  
**within 12 Months of High School Graduation**  
**2002-2003 Compared to 2004-2005<sup>1</sup>**

Type of Postsecondary Institution Attended	Number and Percentage of Nebraska-Resident First-Time Freshmen Who Attended Four-Year and Two-Year Degree-Granting and Non-Degree-Granting Institutions Within 12 Months of High School Graduation			
	2002-2003		2004-2005	
	n	%	n	%
Degree-Granting	13,349	97.9%	13,565	99.0%
Non-Degree-Granting	282	2.1%	139	1.0%
Total	13,631	100.0%	13,704	100.0%
<b>College Continuation Rate<sup>2</sup></b>	<b>62.9%</b>		<b>63.1%</b>	

<sup>1</sup>Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students.

<sup>2</sup>For 2002-2003: The total of 13,631 first-time freshmen divided by 21,661, the number of high school graduates during the 2001-2002 school year.  
For 2004-2005: The total of 13,704 first-time freshmen divided by 21,718, the number of high school graduates during the 2003-2004 school year.

Source of numbers of high school graduates: Nebraska Department of Education, August 2005.

**Technical Note:** In 2002, an additional 6,860 Nebraskans were first-time freshmen at postsecondary degree-granting and non-degree-granting institutions in the United States when the fall 2002 IPEDS survey was conducted. Similarly, an additional 5,607 Nebraskans were first-time freshmen in fall 2004. However, these students can not be incorporated into estimates of Nebraska's college continuation rate because they started college more than 12 months after they graduated from high school, and there is no way of determining from IPEDS data when they received their high school diplomas.

**Technical Note:** The college continuation rate for 2002-2003 in Table A5.2 replaces the rate presented in Table 1.31 on page 70 of the *2004 Baseline Report for the LR 174 Higher Education Task Force*. For the 2004 report, the number of high school graduates in 2002-2003 was obtained from the 2003 Western Interstate Commission for Higher Education publication, *Knocking at the College Door*. For the 2005 update, the number of high school graduates in 2002-2003 was obtained from the Nebraska Department of Education, and the college continuation rate was recalculated as shown in this table.

**Table A5.3**  
**Percentages of First-Time Freshmen with Nebraska Residency**  
**Who Attended Four-Year and Two-Year Degree-Granting Institutions**  
**within 12 Months of High School Graduation**  
**2002-2003 Compared to 2004-2005<sup>1</sup>**

Type of Degree-Granting Postsecondary Institutions	Number and Percentage of Nebraska-Resident First-Time Freshmen Who Attended Four-Year and Two-Year Degree-Granting Institutions Within 12 Months of High School Graduation			
	<b>2002-2003</b>		<b>2004-2005</b>	
	n	%	n	%
Public – 4-year	7,141	53.5%	6,890	50.8%
Private – 4-year	2,681	20.1%	3,023	22.3%
Subtotal	9,822	<b>73.6%</b>	9,913	<b>73.1%</b>
Public – 2-year	3,308	24.8%	3,508	25.9%
Private – 2-year	219	1.6%	144	1.0%
Subtotal	3,527	<b>26.4%</b>	3,652	<b>26.9%</b>
Total	13,349	100.0%	13,565	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students.



## 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 and fall 2004, representing the 2002-2003 and 2004-2005 academic years.

Based on the IPEDS data summarized in the table below, 97% of all Nebraska-resident first-time freshmen attend degree-granting postsecondary institutions in Nebraska or other states, compared to 3% who attend non-degree-granting schools. The Nebraska-resident first-time freshmen who attended non-degree-granting schools are excluded from the analyses in this report because the NCES does not require non-degree-granting schools to submit enrollment data by state or country of residency. As a result, the student residency data obtained from non-degree-granting schools is incomplete and inconsistent from one IPEDS survey to the next.

**All Nebraska-Resident First-Time Freshmen by Type of Institution Attended  
Fall 2002 and Fall 2004<sup>1</sup>**

Type of Institution Attended	Number and Percentage of All Nebraska-Resident First-Time Freshmen			
	Fall 2002		Fall 2004	
	n	%	n	%
<b>Degree-Granting</b>	19,846	<b>96.9%</b>	18,743	<b>97.1%</b>
Non-Degree-Granting	645	3.1%	568	2.9%
Total	20,491	100.0%	19,311	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students.

The data collected from degree-granting independent institutions and private career schools 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. In 2002, the following schools did not submit this information to the NCES: Bellevue University, Concordia University, and The Creative Center. In 2004, the four schools that did not submit this information were as follows: Nebraska Indian Community College, Nebraska Methodist College, Union College, and Vatterott College (Deerfield Campus).

The available data from the seven schools listed above were used to estimate the effect that their missing data might have on the sector totals for the independent and private career schools. Based on this analysis, the enrollment totals for the independent and private school sectors are underestimated, but not to a large enough degree to affect the conclusions in section 1.2 of this report.

**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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident</u> First-Time Freshmen Who Enrolled at <u>Nebraska</u> and <u>Out-of-State</u> Postsecondary Institutions Within 12 Months of High School Graduation				Change Since Fall 2002	
	Fall 2002		Fall 2004			
	n	%	n	%	n	%
<b>Out-of-State Schools</b>	<b>2,513</b>	18.8%	<b>2,678</b>	19.7%	<b>165</b>	6.6%
Nebraska Schools	10,836	81.2%	10,887	80.3%	51	0.5%
Total	13,349	100.0%	13,565	100.0%	216	1.6%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident</u> First-Time Freshmen Who Enrolled at <u>Nebraska</u> and <u>Out-of-State</u> Postsecondary Institutions Within 12 Months of High School Graduation				Change Since Fall 2002	
	Fall 2002		Fall 2004			
	n	%	n	%	n	%
University of Nebraska	5,313	49.0%	4,988	45.8%	- 325	-6.1%
Nebraska State Colleges	880	8.1%	818	7.5%	- 62	-7.0%
Nebraska Community Colleges	2,918	26.9%	3,084	28.3%	166	5.7%
Public Total	9,111	84.1%	8,890	81.7%	- 221	-2.4%
Independent Colleges and Universities	1,600	14.8%	1,847	17.0%	247	15.4%
Private Career Schools	125	1.2%	150	1.4%	25	20.0%
Nebraska Total	10,836	100.0%	10,887	100.0%	51	0.5%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students.

**Table A6.3**  
**Nebraska-Resident First-Time Freshmen**  
**Enrolled at Nebraska and Out-of-State Postsecondary Institutions**  
**More than 12 Months After High School Graduation**  
**Fall 2002 Compared to Fall 2004<sup>1</sup>**

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			
	n	%	n	%	n	%
Out-of-State Schools	591	9.1%	582	11.2%	- 9	- 1.5%
Nebraska Schools	5,906	90.9%	4,596	88.8%	- 1,310	- 22.2%
Total	6,497	100.0%	5,178	100.0%	- 1,319	- 20.3%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident First-Time Freshmen Who Enrolled at Nebraska Postsecondary Institutions More than 12 Months after High School Graduation</u>				Change Since Fall 2002	
	Fall 2002		Fall 2004			
	n	%	n	%	n	%
University of Nebraska	314	5.3%	158	3.4%	-156	-49.7%
Nebraska State Colleges	54	0.9%	63	1.4%	9	16.7%
Nebraska Community Colleges	3,976	67.3%	3,362	73.2%	-614	-15.4%
Public Total	<b>4,344</b>	<b>73.6%</b>	<b>3,583</b>	<b>78.0%</b>	<b>-761</b>	<b>-17.5%</b>
Independent Colleges and Universities	444	7.5%	302	6.6%	-142	-32.0%
Private Career Schools	1,118	18.9%	711	15.5%	-407	-36.4%
Nebraska Total	<b>5,906</b>	<b>100.0%</b>	<b>4,596</b>	<b>100.0%</b>	<b>-1,310</b>	<b>-22.2%</b>

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Type of Postsecondary Institution in Nebraska	Number and Percentage of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions			
	Fall 2002		Fall 2004	
	n	%	n	%
Degree-Granting	3,031	98.3%	3,052	98.5%
Non-Degree-Granting	51	1.7%	45	1.5%
Total	3,082	100.0%	3,097	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Non-Nebraska First-Time Freshmen Who Enrolled at Nebraska and Out-of-State Postsecondary Institutions Within 12 Months of High School Graduation				Change Since Fall 2002	
	Fall 2002		Fall 2004		n	%
	n	%	n	%		
University of Nebraska	854	37.4%	805	33.2%	-49	-34.3%
Nebraska State Colleges	240	10.5%	253	10.4%	13	9.1%
Nebraska Community Colleges	143	6.3%	142	5.9%	-1	-0.7%
Public Total	<b>1,237</b>	54.2%	<b>1,200</b>	49.5%	<b>-37</b>	-25.9%
Independent Colleges and Universities	1,032	45.2%	1,196	49.3%	164	114.7%
Private Career Schools	12	0.5%	28	1.2%	16	11.2%
Nebraska Total	<b>2,281</b>	100.0%	<b>2,424</b>	100.0%	<b>143</b>	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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**  
**Nebraska and Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2002<sup>1</sup>**

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	
<b>University of Nebraska</b>	<b>5,313</b>	<b>86.1%</b>	<b>744</b>	<b>12.1%</b>	<b>110</b>	<b>1.8%</b>	<b>6,167</b>
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.6%	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	7.4%	1	0.1%	1,513
<b>Nebraska State Colleges</b>	<b>880</b>	<b>78.6%</b>	<b>238</b>	<b>21.2%</b>	<b>2</b>	<b>0.2%</b>	<b>1,120</b>
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%	0	0.0%	153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
<b>Nebraska Community Colleges</b>	<b>2,918</b>	<b>95.3%</b>	<b>137</b>	<b>4.5%</b>	<b>6</b>	<b>0.2%</b>	<b>3,061</b>
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%	0	0.0%	260
<b>Nebraska Public Institutions</b>	<b>9,111</b>	<b>88.1%</b>	<b>1,119</b>	<b>10.8%</b>	<b>118</b>	<b>1.1%</b>	<b>10,348</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1,600</b>	<b>60.8%</b>	<b>987</b>	<b>37.5%</b>	<b>45</b>	<b>1.7%</b>	<b>2,632</b>
Bellevue University	No information						
BryanLGH College of Health Sciences	No information						
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	13.9%	172
York College	32	39.0%	47	57.3%	3	3.7%	82

Continued on the next page.

**Table A6.7 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	
<b>Private Degree-Granting Career Schools</b>	<b>125</b>	<b>91.2%</b>	<b>12</b>	<b>8.8%</b>	<b>0</b>	<b>0.0%</b>	<b>137</b>
ITT Technical Institute	15	78.9%	4	21.1%			19
Hamilton College (Lincoln)	51	100.0%	0	0.0%			51
Hamilton College (Omaha)	37	92.5%	3	7.5%			40
Vatterott College (Deerfield Campus)	13	72.2%	5	27.8%			18
The Creative Center	No information						
Vatterott College (Spring Valley Campus)	6	100.0%	0	0.0%			6
Myotherapy Institute	3	100.0%	0	0.0%			3
<b>Total Degree-Granting Institutions</b>	<b>10,836</b>	<b>82.6%</b>	<b>2,118</b>	<b>16.2%</b>	<b>163</b>	<b>1.2%</b>	<b>13,117</b>

<sup>1</sup>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 A6.8**  
**Nebraska and Non-Nebraska First-Time Freshmen Enrolled**  
**at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions**  
**Within 12 Months of High School Graduation: Fall 2004<sup>1</sup>**

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	
<b>University of Nebraska</b>	<b>4,988</b>	<b>86.1%</b>	<b>702</b>	<b>12.1%</b>	<b>103</b>	<b>1.8%</b>	<b>5,793</b>
NCTA-Curtis	77	77.8%	22	22.2%	0	0.0%	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
<b>Nebraska State Colleges</b>	<b>818</b>	<b>76.4%</b>	<b>253</b>	<b>23.6%</b>	<b>0</b>	<b>0.0%</b>	<b>1,071</b>
Chadron State College	231	63.8%	131	36.2%	0	0.0%	362
Peru State College	139	79.9%	35	20.1%	0	0.0%	174
Wayne State College	448	83.7%	87	16.3%	0	0.0%	535
<b>Nebraska Community Colleges</b>	<b>3,084</b>	<b>95.6%</b>	<b>138</b>	<b>4.3%</b>	<b>4</b>	<b>0.1%</b>	<b>3,226</b>
Central Community College	362	98.9%	4	1.1%	0	0.0%	366
Metropolitan Community College	668	98.1%	13	1.9%	0	0.0%	681
Mid-Plains Community College	162	83.1%	33	16.9%	0	0.0%	195
Northeast Community College	578	94.3%	35	5.7%	0	0.0%	613
Southeast Community College	1,084	96.0%	45	4.0%	0	0.0%	1,129
Western Nebraska Community College	230	95.0%	8	3.3%	4	1.7%	242
<b>Nebraska Public Institutions</b>	<b>8,890</b>	<b>88.1%</b>	<b>1,093</b>	<b>10.8%</b>	<b>107</b>	<b>1.1%</b>	<b>10,090</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1,847</b>	<b>60.7%</b>	<b>1,186</b>	<b>39.0%</b>	<b>10</b>	<b>0.3%</b>	<b>3,043</b>
Bellevue University	39	84.8%	7	15.2%	0	0.0%	46
BryanLGH College of Health Sciences	3	100.0%	0	0.0%	0	0.0%	3
Clarkson College	25	67.6%	12	32.4%	0	0.0%	37
College of St. Mary	59	83.1%	12	16.9%	0	0.0%	71
Concordia University	87	37.0%	148	63.0%	0	0.0%	235
Creighton University	365	37.9%	596	61.8%	3	0.3%	964
Dana College	120	59.1%	83	40.9%	0	0.0%	203
Doane College	242	79.3%	62	20.3%	1	0.3%	305
Grace University	18	29.0%	44	71.0%	0	0.0%	62
Hastings College	221	77.3%	65	22.7%	0	0.0%	286
Little Priest Tribal College	14	87.5%	2	12.5%	0	0.0%	16
Midland Lutheran College	200	80.0%	47	18.8%	3	1.2%	250
Nebraska Christian College	21	56.8%	16	43.2%	0	0.0%	37
Nebraska Indian Community College	No information						
Nebraska Methodist College	No information						
Nebraska Wesleyan University	397	94.1%	25	5.9%	0	0.0%	422
Platte Valley Bible College	2	25.0%	6	75.0%	0	0.0%	8
Union College	No information						
York College	34	34.7%	61	62.2%	3	3.1%	98

Continued on the next page.

<b>Table A6.8 Continued</b>							
<b>Sector or Institutions</b>	<b>Nebraska Students</b>		<b>Out-of-State Students</b>		<b>Foreign Students</b>		<b>Total</b>
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
<b>Private Degree-Granting Career Schools</b>	<b>150</b>	<b>84.3%</b>	<b>28</b>	<b>15.7%</b>	<b>0</b>	<b>0.0%</b>	<b>178</b>
ITT Technical Institute	27	71.1%	11	28.9%	0	0.0%	38
Hamilton College (Lincoln)	54	100.0%	0	0.0%	0	0.0%	54
Hamilton College (Omaha)	27	90.0%	3	10.0%	0	0.0%	30
Vatterott College (Deerfield Campus)	No information						
The Creative Center	24	64.9%	13	35.1%	0	0.0%	37
Vatterott College (Spring Valley Campus)	8	88.9%	1	11.1%	0	0.0%	9
Myotherapy Institute	10	100.0%	0	0.0%	0	0.0%	10
<b>Total Degree-Granting Institutions</b>	<b>10,887</b>	<b>81.8%</b>	<b>2,307</b>	<b>17.3%</b>	<b>117</b>	<b>0.9%</b>	<b>13,311</b>
<sup>1</sup> 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.							

<b>Table A6.9</b> <b>Net Migration of First-Time Freshmen Who Attended <u>Degree-Granting</u></b> <b>Postsecondary Institutions <u>Within 12 Months of High School Graduation</u></b> <b>Fall 2002 Compared to Fall 2004</b>			
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		
	<b>Fall 2002</b>	<b>Fall 2004</b>	Change Since Fall 2002
<b>In-Migration</b> Non-Nebraska Students Enrolled at <b>Nebraska</b> Colleges and Universities	2,281 <sup>1</sup>	2,424	+ 143
<b>Out-Migration</b> <b>Resident Nebraska</b> Students Enrolled at <b>Out-of-State</b> Colleges and Universities	2,513 <sup>2</sup>	2,678	+ 165
<b>Net Migration</b>	<b>- 232</b>	<b>- 254</b>	<b>- 22</b>
<sup>1</sup> In-migration numbers from <a href="#">Table A6.6</a> . <sup>2</sup> Out-migration numbers from <a href="#">Table A6.1</a> . Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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

<b>Table A7.1</b>				
<b>Changes in the Numbers of First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions by Race/Ethnicity Fall 2003 Compared to Fall 2004<sup>1</sup></b>				
Race/Ethnicity	Number of First-Time Freshmen		Change in Number of Students	% Change in Number of Students
	Fall 2003	Fall 2004		
White (non-Hispanic)	17,885	16,303	<b>-1,582</b>	<b>-8.8%</b>
Asian/Pacific Islander	363	364	<b>1</b>	<b>0.3%</b>
Hispanic	688	743	<b>55</b>	<b>8.0%</b>
Native American	202	225	<b>23</b>	<b>11.4%</b>
Black (non-Hispanic)	922	825	<b>-97</b>	<b>-10.5%</b>
<b>Total Students</b>	<b>20,060</b>	<b>18,460</b>	<b>-1,600</b>	<b>-8.0%</b>

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

<b>Table A7.2</b>				
<b>Changes in the Number of White (non-Hispanic) First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions Fall 2003 Compared to Fall 2004<sup>1</sup></b>				
Sector of Higher Education	Number of White (non-Hispanic) First-Time Freshmen		Change in the Number of Students	% Change in the Number of Students
	Fall 2003	Fall 2004		
University of Nebraska	5,594	5,300	<b>-294</b>	<b>-5.3%</b>
Nebraska State Colleges	1,150	999	<b>-151</b>	<b>-13.1%</b>
Nebraska Community Colleges	6,679	5,841	<b>-838</b>	<b>-12.5%</b>
Independent Colleges & Universities	3,070	2,977	<b>-93</b>	<b>-3.0%</b>
Degree-Granting Career Schools	830	736	<b>-94</b>	<b>-11.3%</b>
Non-Degree Career Schools	562	450	<b>-112</b>	<b>-19.9%</b>
<b>Total White (non-Hispanic)</b>	<b>17,885</b>	<b>16,303</b>	<b>-1,582</b>	<b>-8.8%</b>

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

**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 Compared to 2003-2004/Fall 2004<sup>1</sup>**

Race/Ethnicity	2002-2003 Nebraska High School Graduates		Fall 2003 First-Time Freshmen		% Difference HS v FTF	
	Number	%	Number	%		
White (non-Hispanic)	19,704	89.7%	17,885	89.2%	-0.5%	
Asian/Pacific Islander	334	1.5%	363	1.8%	0.3%	
Hispanic	836	3.8%	688	3.4%	-0.4%	
Native American	177	0.8%	202	1.0%	0.2%	
Black (non-Hispanic)	921	4.2%	922	4.6%	0.4%	
Total Students	21,972	100.0%	20,060	100.0%		
Race/Ethnicity	2003-2004 Nebraska High School Graduates		Fall 2004 First-Time Freshmen		% Difference HS v FTF	Difference between academic years
	Number	%	Number	%		
White (non-Hispanic)	19,290	88.8%	16,303	88.3%	-0.5%	0.0%
Asian/Pacific Islander	349	1.6%	364	2.0%	0.4%	0.1%
Hispanic	960	4.4%	743	4.0%	-0.4%	0.0%
Native American	182	0.8%	225	1.2%	0.4%	0.2%
Black (non-Hispanic)	937	4.3%	825	4.5%	0.2%	-0.2%
Total Students	21,718	100.0%	18,460	100.0%		

<sup>1</sup>Official numbers of high school graduates obtained from the Nebraska Department of Education in August 2005. Numbers include graduates of nonpublic schools, public schools, education 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, based on data obtained through the National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

**Table A7.4**  
**Enrollment of Native American First-Time Freshmen**  
**at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions**  
**Fall 2004<sup>1</sup>**

Sector of Higher Education	Total Enrollment at All Nebraska Institutions		Enrollment Excluding NICC and Little Priest TC <sup>2</sup>	
	Number	%	Number	%
University of Nebraska	33	14.7%	33	<b>23.4%</b>
Nebraska State Colleges	18	8.0%	18	12.8%
Nebraska Community Colleges	41	18.2%	41	<b>29.1%</b>
Total Public	92	40.9%	92	65.2%
Independent Colleges & Universities	119	<b>52.9%</b>	35	<b>24.8%</b>
Degree-Granting Career Schools	7	3.1%	7	5.0%
Non-Degree Career Schools	7	3.1%	7	5.0%
Total White (non-Hispanic)	225	100.0%	141	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

<sup>2</sup>NICC = Nebraska Indian Community College and Little Priest TC = Little Priest Tribal College. A total of 84 (37.3%) of the 225 Native Americans who were first-time freshmen in fall 2004 were enrolled at NICC and Little Priest TC.



## 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 and fall 2004, representing the 2002-2003 and 2004-2005 academic years.

Based on the IPEDS data summarized in the table below, 97% of all Nebraska-resident first-time freshmen attend degree-granting postsecondary institutions in Nebraska or other states, compared to 3% who attend non-degree-granting schools. The Nebraska-resident first-time freshmen who attended non-degree-granting schools are excluded from the analyses in this report because the NCES does not require non-degree-granting schools to submit enrollment data by state or country of residency. As a result, the student residency data obtained from non-degree-granting schools is incomplete and inconsistent from one IPEDS survey to the next.

**All Nebraska-Resident First-Time Freshmen by Type of Institution Attended  
Fall 2002 and Fall 2004<sup>1</sup>**

Type of Institution Attended	Number and Percentage of All Nebraska-Resident First-Time Freshmen			
	Fall 2002		Fall 2004	
	n	%	n	%
<b>Degree-Granting</b>	19,846	<b>96.9%</b>	18,743	<b>97.1%</b>
Non-Degree-Granting	645	3.1%	568	2.9%
Total	20,491	100.0%	19,311	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students.

The data collected from degree-granting independent institutions and private career schools 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. In 2002, the following schools did not submit this information to the NCES: Bellevue University, Concordia University, and The Creative Center. In 2004, the four schools that did not submit this information were as follows: Nebraska Indian Community College, Nebraska Methodist College, Union College, and Vatterott College (Deerfield Campus).

The available data from the seven schools listed above were used to estimate the effect that their missing data might have on the sector totals for the independent and private career schools. Based on this analysis, the enrollment totals for the independent and private school sectors are underestimated, but not to a large enough degree to affect the conclusions in section 1.2 of this report.

**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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident</u> First-Time Freshmen Who Enrolled at <u>Nebraska</u> and <u>Out-of-State</u> Postsecondary Institutions Within 12 Months of High School Graduation				Change Since Fall 2002	
	Fall 2002		Fall 2004		n	%
	n	%	n	%		
<b>Out-of-State Schools</b>	<b>2,513</b>	18.8%	<b>2,678</b>	19.7%	<b>165</b>	6.6%
Nebraska Schools	10,836	81.2%	10,887	80.3%	51	0.5%
Total	13,349	100.0%	13,565	100.0%	216	1.6%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident</u> First-Time Freshmen Who Enrolled at <u>Nebraska</u> and <u>Out-of-State</u> Postsecondary Institutions Within 12 Months of High School Graduation				Change Since Fall 2002	
	Fall 2002		Fall 2004		n	%
	n	%	n	%		
University of Nebraska	5,313	49.0%	4,988	45.8%	- 325	-6.1%
Nebraska State Colleges	880	8.1%	818	7.5%	- 62	-7.0%
Nebraska Community Colleges	2,918	26.9%	3,084	28.3%	166	5.7%
Public Total	9,111	84.1%	8,890	81.7%	- 221	-2.4%
Independent Colleges and Universities	1,600	14.8%	1,847	17.0%	247	15.4%
Private Career Schools	125	1.2%	150	1.4%	25	20.0%
Nebraska Total	10,836	100.0%	10,887	100.0%	51	0.5%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 IPEDS surveys. Includes full-time and part-time students.

**Table A6.3**  
**Nebraska-Resident First-Time Freshmen**  
**Enrolled at Nebraska and Out-of-State Postsecondary Institutions**  
**More than 12 Months After High School Graduation**  
**Fall 2002 Compared to Fall 2004<sup>1</sup>**

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			
	n	%	n	%	n	%
Out-of-State Schools	591	9.1%	582	11.2%	- 9	- 1.5%
Nebraska Schools	5,906	90.9%	4,596	88.8%	- 1,310	- 22.2%
Total	6,497	100.0%	5,178	100.0%	- 1,319	- 20.3%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident First-Time Freshmen Who Enrolled at Nebraska Postsecondary Institutions More than 12 Months after High School Graduation</u>				Change Since Fall 2002	
	Fall 2002		Fall 2004			
	n	%	n	%	n	%
University of Nebraska	314	5.3%	158	3.4%	-156	-49.7%
Nebraska State Colleges	54	0.9%	63	1.4%	9	16.7%
Nebraska Community Colleges	3,976	67.3%	3,362	73.2%	-614	-15.4%
Public Total	<b>4,344</b>	<b>73.6%</b>	<b>3,583</b>	<b>78.0%</b>	<b>-761</b>	<b>-17.5%</b>
Independent Colleges and Universities	444	7.5%	302	6.6%	-142	-32.0%
Private Career Schools	1,118	18.9%	711	15.5%	-407	-36.4%
Nebraska Total	<b>5,906</b>	<b>100.0%</b>	<b>4,596</b>	<b>100.0%</b>	<b>-1,310</b>	<b>-22.2%</b>

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Type of Postsecondary Institution in Nebraska	Number and Percentage of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions			
	Fall 2002		Fall 2004	
	n	%	n	%
Degree-Granting	3,031	98.3%	3,052	98.5%
Non-Degree-Granting	51	1.7%	45	1.5%
Total	3,082	100.0%	3,097	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 2002 Compared to Fall 2004<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Non-Nebraska First-Time Freshmen Who Enrolled at Nebraska and Out-of-State Postsecondary Institutions Within 12 Months of High School Graduation				Change Since Fall 2002	
	Fall 2002		Fall 2004		n	%
	n	%	n	%		
University of Nebraska	854	37.4%	805	33.2%	-49	-34.3%
Nebraska State Colleges	240	10.5%	253	10.4%	13	9.1%
Nebraska Community Colleges	143	6.3%	142	5.9%	-1	-0.7%
Public Total	<b>1,237</b>	54.2%	<b>1,200</b>	49.5%	<b>-37</b>	-25.9%
Independent Colleges and Universities	1,032	45.2%	1,196	49.3%	164	114.7%
Private Career Schools	12	0.5%	28	1.2%	16	11.2%
Nebraska Total	<b>2,281</b>	100.0%	<b>2,424</b>	100.0%	<b>143</b>	100.0%

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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**  
**Nebraska and Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2002<sup>1</sup>**

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	
<b>University of Nebraska</b>	<b>5,313</b>	<b>86.1%</b>	<b>744</b>	<b>12.1%</b>	<b>110</b>	<b>1.8%</b>	<b>6,167</b>
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.6%	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	7.4%	1	0.1%	1,513
<b>Nebraska State Colleges</b>	<b>880</b>	<b>78.6%</b>	<b>238</b>	<b>21.2%</b>	<b>2</b>	<b>0.2%</b>	<b>1,120</b>
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%	0	0.0%	153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
<b>Nebraska Community Colleges</b>	<b>2,918</b>	<b>95.3%</b>	<b>137</b>	<b>4.5%</b>	<b>6</b>	<b>0.2%</b>	<b>3,061</b>
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%	0	0.0%	260
<b>Nebraska Public Institutions</b>	<b>9,111</b>	<b>88.1%</b>	<b>1,119</b>	<b>10.8%</b>	<b>118</b>	<b>1.1%</b>	<b>10,348</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1,600</b>	<b>60.8%</b>	<b>987</b>	<b>37.5%</b>	<b>45</b>	<b>1.7%</b>	<b>2,632</b>
Bellevue University	No information						
BryanLGH College of Health Sciences	No information						
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	13.9%	172
York College	32	39.0%	47	57.3%	3	3.7%	82

Continued on the next page.

**Table A6.7 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	
<b>Private Degree-Granting Career Schools</b>	<b>125</b>	<b>91.2%</b>	<b>12</b>	<b>8.8%</b>	<b>0</b>	<b>0.0%</b>	<b>137</b>
ITT Technical Institute	15	78.9%	4	21.1%			19
Hamilton College (Lincoln)	51	100.0%	0	0.0%			51
Hamilton College (Omaha)	37	92.5%	3	7.5%			40
Vatterott College (Deerfield Campus)	13	72.2%	5	27.8%			18
The Creative Center	No information						
Vatterott College (Spring Valley Campus)	6	100.0%	0	0.0%			6
Myotherapy Institute	3	100.0%	0	0.0%			3
<b>Total Degree-Granting Institutions</b>	<b>10,836</b>	<b>82.6%</b>	<b>2,118</b>	<b>16.2%</b>	<b>163</b>	<b>1.2%</b>	<b>13,117</b>

<sup>1</sup>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 A6.8**  
**Nebraska and Non-Nebraska First-Time Freshmen Enrolled**  
**at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions**  
**Within 12 Months of High School Graduation: Fall 2004<sup>1</sup>**

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	
<b>University of Nebraska</b>	<b>4,988</b>	<b>86.1%</b>	<b>702</b>	<b>12.1%</b>	<b>103</b>	<b>1.8%</b>	<b>5,793</b>
NCTA-Curtis	77	77.8%	22	22.2%	0	0.0%	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
<b>Nebraska State Colleges</b>	<b>818</b>	<b>76.4%</b>	<b>253</b>	<b>23.6%</b>	<b>0</b>	<b>0.0%</b>	<b>1,071</b>
Chadron State College	231	63.8%	131	36.2%	0	0.0%	362
Peru State College	139	79.9%	35	20.1%	0	0.0%	174
Wayne State College	448	83.7%	87	16.3%	0	0.0%	535
<b>Nebraska Community Colleges</b>	<b>3,084</b>	<b>95.6%</b>	<b>138</b>	<b>4.3%</b>	<b>4</b>	<b>0.1%</b>	<b>3,226</b>
Central Community College	362	98.9%	4	1.1%	0	0.0%	366
Metropolitan Community College	668	98.1%	13	1.9%	0	0.0%	681
Mid-Plains Community College	162	83.1%	33	16.9%	0	0.0%	195
Northeast Community College	578	94.3%	35	5.7%	0	0.0%	613
Southeast Community College	1,084	96.0%	45	4.0%	0	0.0%	1,129
Western Nebraska Community College	230	95.0%	8	3.3%	4	1.7%	242
<b>Nebraska Public Institutions</b>	<b>8,890</b>	<b>88.1%</b>	<b>1,093</b>	<b>10.8%</b>	<b>107</b>	<b>1.1%</b>	<b>10,090</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1,847</b>	<b>60.7%</b>	<b>1,186</b>	<b>39.0%</b>	<b>10</b>	<b>0.3%</b>	<b>3,043</b>
Bellevue University	39	84.8%	7	15.2%	0	0.0%	46
BryanLGH College of Health Sciences	3	100.0%	0	0.0%	0	0.0%	3
Clarkson College	25	67.6%	12	32.4%	0	0.0%	37
College of St. Mary	59	83.1%	12	16.9%	0	0.0%	71
Concordia University	87	37.0%	148	63.0%	0	0.0%	235
Creighton University	365	37.9%	596	61.8%	3	0.3%	964
Dana College	120	59.1%	83	40.9%	0	0.0%	203
Doane College	242	79.3%	62	20.3%	1	0.3%	305
Grace University	18	29.0%	44	71.0%	0	0.0%	62
Hastings College	221	77.3%	65	22.7%	0	0.0%	286
Little Priest Tribal College	14	87.5%	2	12.5%	0	0.0%	16
Midland Lutheran College	200	80.0%	47	18.8%	3	1.2%	250
Nebraska Christian College	21	56.8%	16	43.2%	0	0.0%	37
Nebraska Indian Community College	No information						
Nebraska Methodist College	No information						
Nebraska Wesleyan University	397	94.1%	25	5.9%	0	0.0%	422
Platte Valley Bible College	2	25.0%	6	75.0%	0	0.0%	8
Union College	No information						
York College	34	34.7%	61	62.2%	3	3.1%	98

Continued on the next page.

<b>Table A6.8 Continued</b>							
<b>Sector or Institutions</b>	<b>Nebraska Students</b>		<b>Out-of-State Students</b>		<b>Foreign Students</b>		<b>Total</b>
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
<b>Private Degree-Granting Career Schools</b>	<b>150</b>	<b>84.3%</b>	<b>28</b>	<b>15.7%</b>	<b>0</b>	<b>0.0%</b>	<b>178</b>
ITT Technical Institute	27	71.1%	11	28.9%	0	0.0%	38
Hamilton College (Lincoln)	54	100.0%	0	0.0%	0	0.0%	54
Hamilton College (Omaha)	27	90.0%	3	10.0%	0	0.0%	30
Vatterott College (Deerfield Campus)	No information						
The Creative Center	24	64.9%	13	35.1%	0	0.0%	37
Vatterott College (Spring Valley Campus)	8	88.9%	1	11.1%	0	0.0%	9
Myotherapy Institute	10	100.0%	0	0.0%	0	0.0%	10
<b>Total Degree-Granting Institutions</b>	<b>10,887</b>	<b>81.8%</b>	<b>2,307</b>	<b>17.3%</b>	<b>117</b>	<b>0.9%</b>	<b>13,311</b>
<sup>1</sup> 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.							

<b>Table A6.9</b> <b>Net Migration of First-Time Freshmen Who Attended <u>Degree-Granting</u></b> <b>Postsecondary Institutions <u>Within 12 Months of High School Graduation</u></b> <b>Fall 2002 Compared to Fall 2004</b>			
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		
	<b>Fall 2002</b>	<b>Fall 2004</b>	Change Since Fall 2002
<b>In-Migration</b> Non-Nebraska Students Enrolled at <b>Nebraska</b> Colleges and Universities	2,281 <sup>1</sup>	2,424	+ 143
<b>Out-Migration</b> <b>Resident Nebraska</b> Students Enrolled at <b>Out-of-State</b> Colleges and Universities	2,513 <sup>2</sup>	2,678	+ 165
<b>Net Migration</b>	<b>- 232</b>	<b>- 254</b>	<b>- 22</b>
<sup>1</sup> In-migration numbers from <a href="#">Table A6.6</a> . <sup>2</sup> Out-migration numbers from <a href="#">Table A6.1</a> . Data Source: National Center for Education Statistics, Fall 2002 and Fall 2004 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 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 is \$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.
- **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.
- **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 S/LEAP 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.
- **Perkins Loan:** Perkins Loans are fixed, low-interest (5 percent) 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 interest is paid by the federal government 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 \$2,625 to \$18,500 depending on grade level and dependency status.
- **Parent Loan for Undergraduate Students (PLUS):** 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 Unsubsidized Stafford Loan 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**  
**2003-2004 Compared to 2004-2005<sup>1</sup>**

	<b>2003-04</b>	<b>2004-05</b>	<b>% Change</b>
<b>Nebraska Public Institutions</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	18,173	21,548	18.6%
Number of Students Awarded an NSG	8,740	8,400	-3.9%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	48.1%	39.0%	-9.1%
Total NSG Awarded	\$4,970,800	\$4,815,237	-3.1%
Average NSG Award	\$569	\$573	0.7%
<b>Independent Colleges &amp; Universities</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,837	4,140	7.9%
Number of Students Awarded an NSG	2,674	2,307	-13.7%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	69.7%	55.7%	-14.0%
Total NSG Awarded	\$2,559,826	\$2,246,249	-12.2%
Average NSG Award	\$957	\$973	1.7%
<b>Private Career Schools</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,012	3,304	9.7%
Number of Students Awarded an NSG	1,617	1,432	-11.4%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	53.69%	43.3%	-10.4%
Total NSG Awarded	\$1,204,537	\$1,275,208	5.9%
Average NSG Award	\$726	\$890	22.6%
<b>Total Nebraska State Grants Awarded</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	25,022	28,992	15.9%
Number of Students Awarded an NSG	13,031	12,139	-6.8%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	52.1%	41.9%	-10.2%
Total NSG Awarded	\$8,735,163	\$8,336,694	-4.6%
Average NSG Award	\$670	\$687	2.5%

<sup>1</sup>Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2005

**Table A8.2**  
**Nebraska State Grants (NSG) Awarded by Sector and Income of Recipient**  
**2003-2004<sup>1</sup>**

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.

Income Level of NSG Recipient	No. of Recipients	% of Recipients	No. of Recipients	% of Recipients	No. of Recipients	% of Recipients
	University of Nebraska		Nebraska State Colleges		Community Colleges	
\$0 to \$19,999	1,778	<b>42.8%</b>	409	<b>43.7%</b>	2,211	<b>60.7%</b>
\$20,000 to \$39,999	1,505	36.2%	377	40.2%	1,197	32.8%
\$40,000 or higher	876	21.0%	151	16.1%	236	6.5%
Total	4,159	100.0%	937	100.0%	3,644	100.0%

Sector	Independent Institutions		Private Career Schools		Total	
\$0 to \$19,999	946	35.4%	1,353	<b>83.7%</b>	6,697	<b>51.4%</b>
\$20,000 to \$39,999	1,147	<b>42.9%</b>	202	12.5%	4,428	34.0%
\$40,000 or higher	581	21.7%	62	3.8%	1,906	14.6%
Total	2,674	100.0%	1,617	100.0%	13,031	100.0%

<sup>1</sup>Financial aid records maintained by the Nebraska Coordinating Commission for Postsecondary Education. Data by income are not yet available for 2004-2005.



## Appendix 9

### College Graduation Rates

**Explanatory Note A9.1**  
**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.

Students who begin programs during the same year are considered to be cohorts for the purposes of calculating a completion rate. The rate is calculated by dividing the number of completers by the number of cohorts 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.”

The graduation rates that are calculated using IPEDS data are conservative estimates because only full-time, first-time degree/certificate-seeking undergraduates are included as cohorts at an institution at the beginning of a degree program. A student remains in a cohort group even if the student becomes a part-time student, transfers to another institution, drops out of the institution permanently or temporarily, or does not fulfill degree requirements. As a result, the graduation rates based on IPEDS data are estimates of only 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 or who started their degree programs as part-time students. Because an increasing percentage of students exhibit one or both of these characteristics, IPEDS data are likely to understate eventual graduation rates.

**Table A9.1  
Graduation Rates for Nebraska Public and Independent  
Colleges and Universities by Sector  
2002-2003 Compared to 2003-2004<sup>1</sup>**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
<b>2002-2003</b>				
University of Nebraska	5,501	2,872	52.2%	
Nebraska State Colleges	1,306	563	43.1%	
Nebraska Community Colleges	4,564	1,720	37.7%	
Total Public Institutions	11,371	5,155	45.3%	
Independent Colleges and Universities	3,284	1,873	57.0%	
Total Public and Independent Institutions	14,655	7,028	<b>48.0%</b>	
<b>2003-2004</b>				Increase or Decrease in Grad Rate
University of Nebraska	5,761	3,170	55.0%	2.8%
Nebraska State Colleges	1,231	560	45.5%	2.4%
Nebraska Community Colleges	4,825	1,584	32.8%	- 4.9%
Total Public Institutions	11,817	5,314	45.0%	- 0.3%
Independent Colleges and Universities	3,253	1,911	58.7%	1.7%
Total Public and Independent Institutions	15,070	7,225	<b>47.9%</b>	<b>0.1%</b>
<sup>1</sup> Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys.				

**Table A9.2 – Part 1**  
**Graduation Rates for Nebraska Public and Independent**  
**Colleges and Universities by Institution: 2002-2003 Compared to 2003-2004<sup>1</sup>**

Institutions Listed in Rank Order Based on 2002-2003 Graduation Rate  
(See Part 2 and Part 3 of this table for supporting data.)

Institution	02-03 Grad Rate	03-04 Grad Rate	Increase or Decrease in Grad Rate
<b>University of Nebraska</b>			
Nebraska College of Technical Agriculture	62.9%	60.0%	-2.9%
University of Nebraska-Lincoln	59.5%	61.6%	2.1%
University of Nebraska at Kearney	46.6%	55.3%	8.7%
University of Nebraska at Omaha	36.4%	37.6%	1.2%
<b>Nebraska State Colleges</b>			
Chadron State College	46.9%	46.9%	0.0%
Wayne State College	45.4%	46.4%	1.0%
Peru State College	31.8%	40.4%	8.6%
<b>Nebraska Community Colleges</b>			
Northeast Community College	48.6%	53.4%	4.8%
Southeast Community College	44.3%	32.1%	-12.2%
Central Community College	38.6%	28.4%	-10.2%
Mid-Plains Community College	32.7%	43.4%	10.7%
Western Nebraska Community College	21.5%	23.8%	2.3%
Metropolitan Community College	15.0%	12.7%	-2.3%
<b>Independent Colleges &amp; Universities</b>			
Creighton University	71.3%	70.7%	-0.6%
Hastings College	64.2%	62.8%	-1.4%
Nebraska Wesleyan University	63.6%	62.9%	-0.7%
Doane College	60.4%	63.5%	3.1%
Platte Valley Bible College <sup>2</sup>	59.1%	93.3%	34.2%
Concordia University	58.1%	61.1%	3.0%
Dana College	53.7%	45.7%	-8.0%
Union College	53.3%	56.3%	3.0%
Clarkson College	47.2%	42.3%	-4.9%
Midland Lutheran College	46.1%	41.1%	-5.0%
Nebraska Methodist College of Nursing & Allied Health	45.5%	56.5%	11.0%
York College	44.4%	57.8%	13.4%
Grace University	41.2%	56.5%	15.3%
Nebraska Indian Community College	41.2%	4.0%	-37.2%
College of Saint Mary	35.9%	46.6%	10.7%
Nebraska Christian College	34.5%	38.9%	4.4%
Bellevue University	18.5%	27.0%	8.5%
Little Priest Tribal College	6.3%	0.0%	-6.3%
<b>Total Public &amp; Independent Colleges &amp; Universities</b>	<b>48.0%</b>	<b>47.9%</b>	<b>-0.1%</b>

<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys.

<sup>2</sup>Platte Valley Bible College has been renamed Summit Christian College.

**Table A9.2 – Part 2**  
**Graduation Rates for Nebraska Public and Independent**  
**Colleges and Universities by Institution: 2002-2003<sup>1</sup>**

Institutions Listed in Rank Order Based on Graduation Rate

Institution	No. of Students in Cohort	No. Who Completed Degrees	Graduation Rate
<b>University of Nebraska</b>			
Nebraska College of Technical Agriculture	116	73	62.9%
University of Nebraska-Lincoln	3,195	1,900	59.5%
University of Nebraska at Kearney	1,005	468	46.6%
University of Nebraska at Omaha	1,185	431	36.4%
<b>Nebraska State Colleges</b>			
Chadron State College	341	160	46.9%
Wayne State College	707	321	45.4%
Peru State College	258	82	31.8%
<b>Nebraska Community Colleges</b>			
Northeast Community College	759	369	48.6%
Southeast Community College	1,901	842	44.3%
Central Community College	490	189	38.6%
Mid-Plains Community College	498	163	32.7%
Western Nebraska Community College	297	64	21.5%
Metropolitan Community College	619	93	15.0%
<b>Independent Colleges &amp; Universities</b>			
Creighton University	798	569	71.3%
Hastings College	282	181	64.2%
Nebraska Wesleyan University	437	278	63.6%
Doane College	260	157	60.4%
Platte Valley Bible College <sup>2</sup>	22	13	59.1%
Concordia University	277	161	58.1%
Dana College	147	79	53.7%
Union College	122	65	53.3%
Clarkson College	89	42	47.2%
Midland Lutheran College	254	117	46.1%
Nebraska Methodist College of Nursing & Allied Health	22	10	45.5%
York College	153	68	44.4%
Grace University	97	40	41.2%
Nebraska Indian Community College	17	7	41.2%
College of Saint Mary	128	46	35.9%
Nebraska Christian College	55	19	34.5%
Bellevue University	108	20	18.5%
Little Priest Tribal College	16	1	6.3%
<b>Total Public &amp; Independent Colleges &amp; Universities</b>	<b>14,655</b>	<b>7,028</b>	<b>48.0%</b>

<sup>1</sup>Source: National Center for Education Statistics, Fall 2003 IPEDS survey.

<sup>2</sup>Platte Valley Bible College has been renamed Summit Christian College.

**Table A9.2 – Part 3**  
**Graduation Rates for Nebraska Public and Independent**  
**Colleges and Universities by Institution: 2003-2004<sup>1</sup>**

Institutions Listed in Rank Order Based on Graduation Rate

Institution	No. of Students in Cohort	No. Who Completed Degrees	Graduation Rate
<b>University of Nebraska</b>			
University of Nebraska-Lincoln	3,353	2,064	61.6%
Nebraska College of Technical Agriculture	90	54	60.0%
University of Nebraska At Kearney	1,022	565	55.3%
University of Nebraska-Omaha	1,296	487	37.6%
<b>Nebraska State Colleges</b>			
Chadron State College	318	149	46.9%
Wayne State College	700	325	46.4%
Peru State College	213	86	40.4%
<b>Nebraska Community Colleges</b>			
Northeast Community College	742	396	53.4%
Mid-Plains Community College	449	195	43.4%
Southeast Community College	2,241	720	32.1%
Central Community College	395	112	28.4%
Western Nebraska Community	307	73	23.8%
Metro Community College	691	88	12.7%
<b>Nebraska Independent Colleges And Universities</b>			
Platte Valley Bible College <sup>2</sup>	15	14	93.3%
Creighton University	794	561	70.7%
Doane College	266	169	63.5%
Nebraska Wesleyan University	429	270	62.9%
Hastings College	309	194	62.8%
Concordia College	293	179	61.1%
York College	135	78	57.8%
Grace University	85	48	56.5%
Nebraska Methodist College of Nursing & Allied Health	23	13	56.5%
Union College	183	103	56.3%
College of St. Mary	116	54	46.6%
Dana College	127	58	45.7%
Clarkson College	26	11	42.3%
Midland Lutheran College	275	113	41.1%
Nebraska Christian College	54	21	38.9%
Bellevue University	89	24	27.0%
Nebraska Indian Community College	25	1	4.0%
Little Priest Tribal College	9	0	0.0%
<b>Total Public and Independent Colleges and Universities</b>	<b>15,070</b>	<b>7,225</b>	<b>47.9%</b>

<sup>1</sup>Source: National Center for Education Statistics, Fall 2004 IPEDS survey.

<sup>2</sup>Platte Valley Bible College has been renamed Summit Christian College.

**Table A9.3  
Graduation Rates for Nebraska Public and Independent  
Colleges and Universities by Race/Ethnicity  
2002-2003 Compared to 2003-2004<sup>1</sup>**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
<b>2002-2003</b>				
<b>White (non-Hispanic)</b>	12,978	6,448	<b>49.7%</b>	
<b>Asian/Pacific Islander</b>	276	145	<b>52.5%</b>	
<b>Hispanic</b>	320	102	<b>31.9%</b>	
<b>Native American</b>	124	30	<b>24.2%</b>	
<b>Black (non-Hispanic)</b>	391	95	<b>24.3%</b>	
Total Known Race/Ethnicity	14,089	6,820	48.4%	
<b>2003-2004</b>				Increase or Decrease in Grad Rate
<b>White (non-Hispanic)</b>	14,138	7,152	<b>50.6%</b>	<b>0.9%</b>
<b>Asian/Pacific Islander</b>	297	146	<b>49.2%</b>	<b>- 3.3%</b>
<b>Hispanic</b>	359	127	<b>35.4%</b>	<b>3.5%</b>
<b>Native American</b>	90	16	<b>17.8%</b>	<b>- 6.4%</b>
<b>Black (non-Hispanic)</b>	506	130	<b>25.7%</b>	<b>1.4%</b>
Total Known Race/Ethnicity	15,390	7,571	49.2%	0.8%
<sup>1</sup> Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity. Consequently, the total graduation rates of 48.4% and 49.2% for 2002-2003 and 2003-2004, respectively, are higher than the statewide rates of 48.0% and 47.9%, which are based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity				

## Appendix 10

### Postsecondary Degrees and Awards by Race/Ethnicity

<b>Table A10.1</b>					
<b>Bachelor's Degrees Awarded by Nebraska Postsecondary Institutions</b>					
<b>by Sector and Race/Ethnicity<sup>1</sup></b>					
<b>2002-2003 Compared to 2003-2004<sup>1</sup></b>					
Race/Ethnicity	2002-2003		2003-2004		% Change
	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	
<b>University of Nebraska</b>					
<b>White (non-Hispanic)</b>	5,438	93.2%	5,174	93.5%	<b>-4.9%</b>
<b>Asian/Pacific Islander</b>	112	1.9%	90	1.6%	<b>-19.6%</b>
<b>Hispanic</b>	132	2.3%	111	2.0%	<b>-15.9%</b>
<b>Native American</b>	21	0.4%	21	0.4%	<b>0.0%</b>
<b>Black (non-Hispanic)</b>	131	2.2%	140	2.5%	<b>6.9%</b>
Total	5,834	100.0%	5,536	100.0%	<b>-5.1%</b>
<b>Nebraska State Colleges</b>					
<b>White (non-Hispanic)</b>	1,129	94.9%	1,071	95.2%	<b>-5.1%</b>
<b>Asian/Pacific Islander</b>	10	0.8%	6	0.5%	<b>-40.0%</b>
<b>Hispanic</b>	22	1.9%	14	1.2%	<b>-36.4%</b>
<b>Native American</b>	9	0.8%	13	1.2%	<b>44.4%</b>
<b>Black (non-Hispanic)</b>	19	1.6%	21	1.9%	<b>10.5%</b>
Total	1,189	100.0%	1,125	100.0%	<b>-5.4%</b>
<b>Independent Colleges &amp; Universities</b>					
<b>White (non-Hispanic)</b>	3,818	90.4%	3,684	89.7%	<b>-3.5%</b>
<b>Asian/Pacific Islander</b>	128	3.0%	102	2.5%	<b>-20.3%</b>
<b>Hispanic</b>	96	2.3%	112	2.7%	<b>16.7%</b>
<b>Native American</b>	21	0.5%	19	0.5%	<b>-9.5%</b>
<b>Black (non-Hispanic)</b>	160	3.8%	190	4.6%	<b>18.8%</b>
Total	4,223	100.0%	4,107	100.0%	<b>-2.7%</b>
<b>State Total</b>					
<b>White (non-Hispanic)</b>	10,385	92.3%	9,929	92.2%	<b>-4.4%</b>
<b>Asian/Pacific Islander</b>	250	2.2%	198	1.8%	<b>-20.8%</b>
<b>Hispanic</b>	250	2.2%	237	2.2%	<b>-5.2%</b>
<b>Native American</b>	51	0.5%	53	0.5%	<b>3.9%</b>
<b>Black (non-Hispanic)</b>	310	2.8%	351	3.3%	<b>13.2%</b>
Total	11,246	100.0%	10,768	100.0%	<b>-4.3%</b>
<sup>1</sup> Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.					

**Table A10.2**  
**Associate Degrees, Diplomas, and Certificates Awarded**  
**by Nebraska Postsecondary Institutions by Sector and Race/Ethnicity**  
**2002-2003 Compared to 2003-2004<sup>1</sup>**

Race/Ethnicity	2002-2003		2003-2004		% Change
	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	
<b>University of Nebraska</b>					
<b>White (non-Hispanic)</b>	65	98.5%	78	100.0%	<b>20.0%</b>
<b>Asian/Pacific Islander</b>	0	0.0%	0	0.0%	<b>0.0%</b>
<b>Hispanic</b>	0	0.0%	0	0.0%	<b>0.0%</b>
<b>Native American</b>	1	1.5%	0	0.0%	<b>-100.0%</b>
<b>Black (non-Hispanic)</b>	0	0.0%	0	0.0%	<b>0.0%</b>
Total	66	100.0%	78	100.0%	<b>18.2%</b>
<b>Community Colleges</b>					
<b>White (non-Hispanic)</b>	4,314	92.7%	4,532	93.6%	<b>5.1%</b>
<b>Asian/Pacific Islander</b>	81	1.7%	59	1.2%	<b>-27.2%</b>
<b>Hispanic</b>	104	2.2%	104	2.1%	<b>0.0%</b>
<b>Native American</b>	18	0.4%	23	0.5%	<b>27.8%</b>
<b>Black (non-Hispanic)</b>	139	3.0%	126	2.6%	<b>-9.4%</b>
Total	4,656	100.0%	4,844	100.0%	<b>4.0%</b>
<b>Independent Colleges &amp; Universities</b>					
<b>White (non-Hispanic)</b>	271	91.5%	236	87.4%	<b>-12.9%</b>
<b>Asian/Pacific Islander</b>	4	1.4%	1	0.4%	<b>-75.0%</b>
<b>Hispanic</b>	3	1.0%	3	1.1%	<b>0.0%</b>
<b>Native American</b>	15	5.1%	21	7.8%	<b>40.0%</b>
<b>Black (non-Hispanic)</b>	3	1.0%	9	3.3%	<b>200.0%</b>
Total	296	100.0%	270	100.0%	<b>-8.8%</b>
<b>Degree-Granting Career Schools</b>					
<b>White (non-Hispanic)</b>	902	82.4%	856	81.8%	<b>-5.1%</b>
<b>Asian/Pacific Islander</b>	11	1.0%	7	0.7%	<b>-36.4%</b>
<b>Hispanic</b>	27	2.5%	23	2.2%	<b>-14.8%</b>
<b>Native American</b>	4	0.3%	4	0.4%	<b>0.0%</b>
<b>Black (non-Hispanic)</b>	151	13.8%	157	15.0%	<b>4.0%</b>
Total	1,095	100.0%	1,047	100.0%	<b>-4.4%</b>

Continued on the next page.

<b>Table A10.2 Continued</b>					
Race/Ethnicity	<b>2002-2003</b>		<b>2003-2004</b>		<b>% Change</b>
	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	
<b>Non-Degree-Granting Career Schools</b>					
<b>White (non-Hispanic)</b>	559	89.6%	593	92.1%	<b>6.1%</b>
<b>Asian/Pacific Islander</b>	4	0.6%	3	0.5%	<b>-25.0%</b>
<b>Hispanic</b>	19	3.1%	17	2.6%	<b>-10.5%</b>
<b>Native American</b>	4	0.6%	4	0.6%	<b>0.0%</b>
<b>Black (non-Hispanic)</b>	38	6.1%	27	4.2%	<b>-28.9%</b>
Total	624	100.0%	644	100.0%	<b>3.2%</b>
<b>State Total</b>					
<b>White (non-Hispanic)</b>	6,111	90.7%	6,295	91.5%	<b>3.0%</b>
<b>Asian/Pacific Islander</b>	100	1.5%	70	1.0%	<b>-30.0%</b>
<b>Hispanic</b>	153	2.3%	147	2.1%	<b>-3.9%</b>
<b>Native American</b>	42	0.6%	52	0.8%	<b>23.8%</b>
<b>Black (non-Hispanic)</b>	331	4.9%	319	4.6%	<b>-3.6%</b>
Total	6,737	100.0%	6,883	100.0%	<b>2.2%</b>
<sup>1</sup> Source: National Center for Education Statistics, Fall 2003 and Fall 2004 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.					



## Appendix 11

### Completion and Transfer Statistics for Academic Transfer Programs at Nebraska Community Colleges

<b>Table A11.1</b>						
<b>Total Enrollment of First-Time Freshmen in Academic Transfer Programs at Nebraska Public Community Colleges 2001-2002 and 2002-2003<sup>1</sup></b>						
Community College	2001-2002		2002-2003		One-Year Change	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
Central	219	5.5%	185	3.3%	- 34	- 15.5%
Metropolitan	1,868	47.1%	2,720	48.4%	852	45.6%
Mid-Plains	426	10.8%	449	8.0%	23	5.4%
Northeast	543	13.7%	529	9.4%	- 14	- 2.6%
Southeast	497	12.5%	1,058	18.8%	561	112.9%
Western Nebraska	411	10.4%	682	12.1%	271	65.9%
Total	3,964	100.0%	5,623	100.0%	1,659	41.9%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students.

<b>Table A11.2</b>				
<b>Percentages of Students Who Transferred or Did Not Transfer After Completing Academic Transfer Programs (ATP) at Nebraska Public Community Colleges 2001-2002 and 2002-2003<sup>1</sup></b>				
Progress Within Three Years	2001-2002		2002-2003	
	No. of Students <sup>2</sup>	% of Students	No. of Students <sup>2</sup>	% of Students
<u>Completed ATP and Transferred to Other Programs or Institutions</u>	158	53.7%	321	53.3%
<u>Completed ATP but Did Not Transfer to Other Programs or Institutions</u>	136	46.3%	281	46.7%
Total	294	100.0%	602	100.0%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005.

<sup>2</sup>Number of students who enrolled as first-time freshmen and completed programs within the three-year period from 2001-2002 through 2003-2004 or 2002-2003 through 2004-2005.

**Table A11.3**  
**Percentages of Students Who Transferred Before or After Completing**  
**Academic Transfer Programs (ATP) at Nebraska Public Community Colleges**  
**2001-2002 and 2002-2003<sup>1</sup>**

Progress Within Three Years	2001-2002		2002-2003	
	No. of Students <sup>2</sup>	% of Students	No. of Students <sup>2</sup>	% of Students
<u>Completed ATP and Transferred to Other Programs or Institutions</u>	158	8.2%	321	11.7%
<u>Did Not Complete ATP but Transferred to Other Programs or Institutions</u>	1,778	91.8%	2,422	88.3%
<b>Total</b>	1,936	100.0%	2,743	100.0%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005.

<sup>2</sup>Number of students who enrolled as first-time freshmen and who completed programs and/or transferred within the three-year period from 2001-2002 through 2003-2004 or 2002-2003 through 2004-2005.

**Table A11.4**  
**Percentages of Students Who Transferred from Academic Transfer Programs (ATP)**  
**at Nebraska Public Community Colleges by Type of Institution**  
**2001-2002 and 2002-2003<sup>1</sup>**

Progress Within Three Years	2001-2002		2002-2003	
	No. of Students <sup>2</sup>	% of Students	No. of Students <sup>2</sup>	% of Students
Transferred to <u>Public</u> Four-Year Colleges	770	39.8%	1,211	44.2%
Transferred to <u>Private</u> Four-Year Colleges	312	16.1%	385	14.0%
<b>Total Students Who Transferred to Four-Year Colleges</b>	1,082	<b>55.9%</b>	1,596	<b>58.2%</b>
Transferred to Other Programs at the Same Community College	489	25.3%	665	24.2%
Transferred to Other Community Colleges	348	18.0%	457	16.7%
<b>Total Students Who Transferred to Other Community College Programs</b>	837	<b>43.2%</b>	1,122	<b>40.9%</b>
Transferred to Other Types of Schools	17	<b>0.9%</b>	25	<b>0.9%</b>
<b>Total Students Who Transferred</b>	1,936	100.0%	2,743	100.0%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005.

<sup>2</sup>Number of students who enrolled as first-time freshmen and who transferred to other programs or institutions within the three-year period from 2001-2002 through 2003-2004 or 2002-2003 through 2004-2005.

**Table A11.5**  
**Transfer Patterns of Students Who Completed and Did Not Complete Academic**  
**Transfer Programs (ATP) at Nebraska Public Community Colleges**  
**2001-2002 and 2002-2003<sup>1</sup>**

Type of Program or College to Which Students Transferred	Students Who Completed ATP		Students Who Did Not Complete ATP	
	No. of Students	% of Students	No. of Students	% of Students
	<b>2001-2002</b>			
Four-Year Public Colleges	81	51.3%	689	38.8%
Four-Year Private Colleges	16	10.1%	296	16.6%
Subtotal	97	<b>61.4%</b>	985	<b>55.4%</b>
Programs at the Same or Other Community Colleges	59	<b>37.3%</b>	778	<b>43.8%</b>
Other Types of Schools	2	1.3%	15	0.8%
Total	158	100.0%	1,778	100.0%
	<b>2002-2003</b>			
Four-Year Public Colleges	191	59.5%	1,020	42.1%
Four-Year Private Colleges	43	13.4%	342	14.1%
Subtotal	234	<b>72.9%</b>	1,362	<b>56.2%</b>
Programs at the Same or Other Community Colleges	84	<b>26.2%</b>	1,038	<b>42.9%</b>
Other Types of Schools	3	0.9%	22	0.9%
Total	321	100.0%	2,422	100.0%

<sup>1</sup>Data submitted by the Nebraska public community colleges to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005.

2001-2002 counts are of students who enrolled as first-time freshmen in 2001-2002 and who completed or did not complete academic transfer programs within the three-year period from 2001-2002 through 2003-2004.

2002-2003 counts are of students who enrolled as first-time freshmen in 2002-2003 and who completed or did not complete academic transfer programs within the three-year period from 2002-2003 through 2004-2005.



## Appendix 12

### Undergraduate Concurrent Enrollment at Nebraska Public Postsecondary Institutions

**Table A12.1**  
**Percentages of Concurrently Enrolled Students at Nebraska Public Postsecondary Institutions Who Were Enrolled at the Institutions Accounting for the Highest Numbers of Concurrently Enrolled Students 2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	2003-2004			2004-2005		
	Number of Students Concurrently Enrolled <sup>2</sup>	Number and Percentage of Students Enrolled at the Institutions with the Highest Concurrent Enrollment		Number of Students Concurrently Enrolled <sup>2</sup>	Number and Percentage of Students Enrolled at the Institutions with the Highest Concurrent Enrollment	
NCTA	54	54	100.0%	58	58	100.0%
UNK	516	471	91.3%	526	441	83.8%
UNL	2,667	2,620	98.2%	2,469	2,438	98.7%
UNMC	158	178	112.7% <sup>3</sup>	155	152	98.1%
UNO	1,913	1,780	93.0%	1,785	1,624	91.0%
<b>University of Nebraska Total</b>	<b>5,308</b>	<b>5,103</b>	<b>96.1%</b>	<b>4,993</b>	<b>4,713</b>	<b>94.4%</b>
Chadron State	357	334	93.6%	395	259	65.6%
Peru State	126	101	80.2%	186	135	72.6%
Wayne State	326	308	94.5%	343	316	92.1%
<b>State Colleges Total</b>	<b>809</b>	<b>743</b>	<b>91.8%</b>	<b>924</b>	<b>710</b>	<b>76.8%</b>
Central CC	446	395	88.6%	630	558	88.6%
Metro CC	2,635	2,387	90.6%	2,615	2,277	87.1%
Mid-Plains CC	201	181	90.0%	229	150	65.5%
Northeast CC	384	355	92.4%	364	318	87.4%
Southeast CC	2,568	2,193	85.4%	2,064	1,763	85.4%
Western NE CC	505	416	82.4%	489	390	79.8%
<b>Community Colleges Total</b>	<b>6,739</b>	<b>5,927</b>	<b>88.0%</b>	<b>6,391</b>	<b>5,456</b>	<b>85.4%</b>
<b>Nebraska Public Institutions Total</b>	<b>12,856</b>	<b>11,773</b>	<b>91.6%</b>	<b>12,308</b>	<b>10,879</b>	<b>88.4%</b>

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Each institution was asked to identify the ten institutions that accounted for the highest numbers of concurrently enrolled undergraduate students at the institution during 2003-2004 and 2004-2005, along with the number of students concurrently enrolled at each of these “top ten” institutions. Spreadsheets of the data submitted and the calculated rates shown in this table are available upon request from the Coordinating Commission.

<sup>2</sup>Counts include non-degree-seeking students and exclude foreign students.

<sup>3</sup>A percentage may exceed 100.0% as a result of students being concurrently enrolled at more than two institutions.

**Table A12.2**  
**List of Institutions Outside the Nebraska Public Postsecondary Education System**  
**Accounting for the Highest Numbers of Concurrently Enrolled Students**  
**at Nebraska Public Colleges and Universities in 2003-2004 and 2004-2005<sup>1</sup>**

2003-2004	2004-2005
<b>Four-Year Institutions</b>	<b>Four-Year Institutions</b>
Bellevue University	Arizona State University
Black Hills State College	Bellevue University
Brigham Young University	Black Hills State University
Clarkson College	College of St. Mary
College of St. Mary	Creighton University
Concordia University	Doane College
Creighton University	Grace University
Doane College	Hastings College
Florida State University	Mount Marty College
Fort Hays State University	Nebraska Methodist College
Grace University	Nebraska Wesleyan University
Hastings College	Northwest Missouri State
Kutztown University of Pennsylvania	Pennsylvania State University
Mount Marty College	Union College
Nebraska Methodist College	University of South Dakota
Nebraska Wesleyan University	University of Wyoming
Pennsylvania State University	Western Governors University
Regis University-Semesters	
South Carolina State	
Union College	
University of Hawaii at Hilo	
University of Northern Iowa	
University of Phoenix	
University of Sioux Falls	
University of South Dakota	
University of Wyoming	
<b>Two-Year Institutions</b>	<b>Two-Year Institutions</b>
Colby Community College	Eastern Wyoming Community College
Eastern Wyoming Community College	Iowa Western Community College
Front Range Community College	Johnson County Community College
Highland Community College	North Central Texas College
Iowa Western Community College	Tarrant County College
KC Kansas Community College	West VA Northern Community College
Laramie County Community College	Western Iowa Technical Community College
Red Rocks Community Colleges	
Western Iowa Technical Community College	
<b>Career Schools</b>	<b>Career Schools</b>
Regional West Medical Center Radiology Program	North Platte Beauty Academy
North Platte Beauty Academy	
Sacred Heart Hospital School of Radiology	

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Spreadsheets of the data submitted are available upon request from the Coordinating Commission.

**Table A12.3**  
**Numbers and Percentages of Students Enrolled at the Institutions**  
**Accounting for the Highest Numbers of Concurrently Enrolled Undergraduates**  
**at Nebraska (NE) Public Postsecondary Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Concurrent Enrollments	UNL		UNMC		UNK		UNO	
	No. of Students	% of Students						
<b>2003-2004</b>								
4-Year <u>NE Public</u> Institutions	1,332	50.8%	97	54.5%	98	20.8%	449	25.2%
2-Year <u>NE Public</u> Institutions	1,232	47.0%	71	39.9%	349	74.1%	1,165	65.4%
<b>Subtotal for Public Institutions</b>	<b>2,564</b>	<b>97.9%</b>	<b>168</b>	<b>94.4%</b>	<b>447</b>	<b>94.9%</b>	<b>1,614</b>	<b>90.7%</b>
Other 4-Year Institutions	56	2.1%	5	2.8%	12	2.5%	133	7.5%
Other 2-Year Institutions	0	0.0%	5	2.8%	4	0.8%	33	1.9%
Career Schools	0	0.0%	0	0.0%	8	1.7%	0	0.0%
<b>Total "Top 10" Concurrent Enrollment</b>	<b>2,620</b>	<b>100.0%</b>	<b>178</b>	<b>100.0%</b>	<b>471</b>	<b>100.0%</b>	<b>1,780</b>	<b>100.0%</b>
<b>2004-2005</b>								
4-Year <u>NE Public</u> Institutions	1,218	50.0%	96	63.2%	101	22.9%	181	11.1%
2-Year <u>NE Public</u> Institutions	1,196	49.1%	52	34.2%	332	75.3%	1,243	76.5%
<b>Subtotal for Public Institutions</b>	<b>2,414</b>	<b>99.0%</b>	<b>148</b>	<b>97.4%</b>	<b>433</b>	<b>98.2%</b>	<b>1,424</b>	<b>87.7%</b>
Other 4-Year Institutions	24	1.0%	0	0.0%	8	1.8%	153	9.4%
Other 2-Year Institutions	0	0.0%	4	2.6%	0	0.0%	47	2.9%
Career Schools	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total "Top 10" Concurrent Enrollment</b>	<b>2,438</b>	<b>100.0%</b>	<b>152</b>	<b>100.0%</b>	<b>441</b>	<b>100.0%</b>	<b>1,624</b>	<b>100.0%</b>
Continued on the next page.								

Table A12.3 Continued								
Concurrent Enrollments	Peru State		Chadron State		Wayne State		Total for 4-Year Institutions	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
<b>2003-2004</b>								
4-Year <u>NE Public</u> Institutions	21	20.8%	5	1.5%	14	4.5%	2,016	34.8%
2-Year <u>NE Public</u> Institutions	62	61.4%	307	91.9%	261	84.7%	3,447	59.5%
<b>Subtotal for Public Institutions</b>	<b>83</b>	<b>82.2%</b>	<b>312</b>	<b>93.4%</b>	<b>275</b>	<b>89.3%</b>	<b>5,463</b>	<b>94.3%</b>
Other 4-Year Institutions	9	8.9%	19	5.7%	22	7.1%	256	4.4%
Other 2-Year Institutions	9	8.9%	3	0.9%	11	3.6%	65	1.1%
Career Schools	0	0.0%	0	0.0%	0	0.0%	8	0.1%
<b>Total "Top 10" Concurrent Enrollment</b>	<b>101</b>	<b>100.0%</b>	<b>334</b>	<b>100.0%</b>	<b>308</b>	<b>100.0%</b>	<b>5,792</b>	<b>100.0%</b>
<b>2004-2005</b>								
4-Year <u>NE Public</u> Institutions	28	20.7%	13	5.0%	23	7.3%	1,660	30.9%
2-Year <u>NE Public</u> Institutions	87	64.4%	160	61.8%	274	86.7%	3,344	62.3%
<b>Subtotal for Public Institutions</b>	<b>115</b>	<b>85.2%</b>	<b>173</b>	<b>66.8%</b>	<b>297</b>	<b>94.0%</b>	<b>5,004</b>	<b>93.3%</b>
Other 4-Year Institutions	16	11.9%	85	32.8%	11	3.5%	297	5.5%
Other 2-Year Institutions	4	3.0%	1	0.4%	8	2.5%	64	1.2%
Career Schools	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total "Top 10" Concurrent Enrollment</b>	<b>135</b>	<b>100.0%</b>	<b>259</b>	<b>100.0%</b>	<b>316</b>	<b>100.0%</b>	<b>5,372</b>	<b>100.0%</b>
Continued on the next page.								

**Table A12.3 Continued**

Concurrent Enrollments	NCTA-Curtis		Central CC		Mid-Plains CC		Metro CC	
	No. of Students	% of Students						
<b>2003-2004</b>								
4-Year <u>NE Public</u> Institutions	0	0.0%	184	46.6%	105	58.0%	1,726	72.3%
2-Year <u>NE Public</u> Institutions	54	100.0%	142	35.9%	69	38.1%	0	0.0%
<b>Subtotal for Public Institutions</b>		<b>100.0%</b>	326	<b>82.5%</b>	174	<b>96.1%</b>	1,726	<b>72.3%</b>
Other 4-Year Institutions	0	0.0%	69	17.5%	4	2.2%	577	24.2%
Other 2-Year Institutions		0.0%	0	0.0%	0	0.0%	84	3.5%
Career Schools		0.0%	0	0.0%	3	1.7%	0	0.0%
<b>Total "Top 10" Concurrent Enrollment</b>	54	100.0%	395	100.0%	181	100.0%	2,387	100.0%
<b>2004-2005</b>								
4-Year <u>NE Public</u> Institutions	0	0.0%	288	51.6%	78	52.0%	1,642	72.1%
2-Year <u>NE Public</u> Institutions	58	100.0%	202	36.2%	58	38.7%	47	2.1%
<b>Subtotal for Public Institutions</b>	58	<b>100.0%</b>	490	<b>87.8%</b>	136	<b>90.7%</b>	1,689	<b>74.2%</b>
Other 4-Year Institutions	0	0.0%	68	12.2%	12	8.0%	509	22.4%
Other 2-Year Institutions	0	0.0%	0	0.0%	0	0.0%	79	3.5%
Career Schools	0	0.0%	0	0.0%	2	1.3%	0	0.0%
<b>Total "Top 10" Concurrent Enrollment</b>	58	100.0%	558	100.0%	150	100.0%	2,277	100.0%
Continued on the next page.								

**Table A12.3 Continued**

Concurrent Enrollments	Northeast CC		Southeast CC		Western NE CC		Total for 2-Year Institutions	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
<b>2003-2004</b>								
4-Year <u>NE Public</u> Institutions	268	75.5%	1,436	65.5%	351	84.4%	4,070	68.0%
2-Year <u>NE Public</u> Institutions	80	22.5%	260	11.9%	11	2.6%	616	10.3%
<b>Subtotal for Public Institutions</b>	<b>348</b>	<b>98.0%</b>	<b>1,696</b>	<b>77.3%</b>	<b>362</b>	<b>87.0%</b>	<b>4,686</b>	<b>78.3%</b>
Other 4-Year Institutions	7	2.0%	497	22.7%	27	6.5%	1,181	19.7%
Other 2-Year Institutions	0	0.0%	0	0.0%	18	4.3%	102	1.7%
Career Schools	0	0.0%	0	0.0%	9	2.2%	12	0.2%
<b>Total "Top 10" Concurrent Enrollment</b>	<b>355</b>	<b>100.0%</b>	<b>2,193</b>	<b>100.0%</b>	<b>416</b>	<b>100.0%</b>	<b>5,981</b>	<b>100.0%</b>
<b>2004-2005</b>								
4-Year <u>NE Public</u> Institutions	238	74.8%	1,165	66.1%	307	78.7%	3,718	67.4%
2-Year <u>NE Public</u> Institutions	68	21.4%	213	12.1%	13	3.3%	659	12.0%
<b>Subtotal for Public Institutions</b>	<b>306</b>	<b>96.2%</b>	<b>1,378</b>	<b>78.2%</b>	<b>320</b>	<b>82.1%</b>	<b>4,377</b>	<b>79.4%</b>
Other 4-Year Institutions	0	0.0%	385	21.8%	13	3.3%	987	17.9%
Other 2-Year Institutions	12	3.8%	0	0.0%	57	14.6%	148	2.7%
Career Schools	0	0.0%	0	0.0%	0	0.0%	2	0.0%
<b>Total "Top 10" Concurrent Enrollment</b>	<b>318</b>	<b>100.0%</b>	<b>1,763</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>	<b>5,514</b>	<b>100.0%</b>

<sup>1</sup>Data submitted by the Nebraska public colleges and universities to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Each institution was asked to identify the ten institutions that accounted for the highest numbers of concurrently enrolled undergraduate students at the institution during 2003-2004 and 2004-2005, along with the number of students concurrently enrolled at each of these "top ten" institutions. When the data submitted were recorded and analyzed by the Commission, the institutions were categorized as four-year institutions, two-year institutions, or career schools, using IPEDS classifications. Counts include non-degree-seeking students and exclude foreign students. Spreadsheets of the data submitted by the institutions are available upon request from the Commission.

**Table A12.4**  
**Percentages of Concurrently Enrolled Students at the Four-Year Institutions,**  
**Two-Year Institutions, and Career Schools Accounting for the Highest Numbers of**  
**Concurrently Enrolled Undergraduates at Nebraska Public Postsecondary Institutions**  
**2003-2004 and 2004-2005<sup>1</sup>**

Concurrent Enrollment	UNL	UNMC	UNK	UNO	Peru State	Chadron State	Wayne State	Total 4-Year
<b>2003-2004</b>								
<b>4-Year Institutions</b>	<b>53.0%</b>	<b>57.3%</b>	23.4%	32.7%	29.7%	7.2%	11.7%	<b>39.2%</b>
<b>2-Year Institutions</b>	47.0%	42.7%	<b>74.9%</b>	<b>67.3%</b>	<b>70.3%</b>	<b>92.8%</b>	<b>88.3%</b>	<b>60.6%</b>
<b>Career Schools</b>	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	<b>0.1%</b>
<b>Total "Top 10" Concurrent Enrollment</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>2004-2005</b>								
<b>4-Year Institutions</b>	<b>50.9%</b>	<b>63.2%</b>	24.7%	20.6%	32.6%	37.8%	10.8%	<b>36.5%</b>
<b>2-Year Institutions</b>	49.1%	36.8%	<b>75.3%</b>	<b>79.4%</b>	<b>67.4%</b>	<b>62.2%</b>	<b>89.2%</b>	<b>63.5%</b>
<b>Career Schools</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
<b>Total "Top 10" Concurrent Enrollment</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Continued on the next page.

**Table A12.4 Continued**

Concurrent Enrollment	NU	Community Colleges						Total 2-Year
	NCTA	Central	Mid-Plains	Metro	North-east	South-east	Western	
<b>2003-2004</b>								
<b>4-Year Institutions</b>	0.0%	<b>64.1%</b>	<b>60.2%</b>	<b>96.5%</b>	<b>77.5%</b>	<b>88.1%</b>	<b>90.9%</b>	<b>87.8%</b>
<b>2-Year Institutions</b>	<b>100.0%</b>	35.9%	38.1%	3.5%	22.5%	11.9%	7.0%	<b>12.0%</b>
<b>Career Schools</b>	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	2.2%	<b>0.2%</b>
<b>Total "Top 10" Concurrent Enrollment</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>2004-2005</b>								
<b>4-Year Institutions</b>	0.0%	<b>63.8%</b>	<b>60.0%</b>	<b>94.5%</b>	<b>74.8%</b>	<b>87.9%</b>	<b>82.1%</b>	<b>85.3%</b>
<b>2-Year Institutions</b>	<b>100.0%</b>	36.2%	38.7%	5.5%	25.2%	12.1%	17.9%	<b>14.6%</b>
<b>Career Schools</b>	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
<b>Total "Top 10" Concurrent Enrollment</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

<sup>1</sup>Data submitted by the Nebraska public colleges and universities to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Each institution was asked to identify the ten institutions that accounted for the highest numbers of concurrently enrolled undergraduate students at the institution during 2003-2004 and 2004-2005, along with the number of students concurrently enrolled at each of these "top ten" institutions. When the data submitted were recorded and analyzed by the Commission, the institutions were categorized as four-year institutions, two-year institutions, or career schools, using IPEDS classifications. Percentages are based on the counts reported in Table A12.3. Spreadsheets of the data submitted by the institutions are available upon request from the Commission.

**Table A12.5  
Institutions Accounting for the Highest Numbers of Students Concurrently Enrolled  
at Nebraska Public Postsecondary Institutions in 2003-2004 and 2004-2005**

Public Institution	Institutions Where Students Were Most Frequently Concurrently Enrolled	% of Total Concurrent Enrollment	
		2003-2004	2004-2005
<b>NCTA</b>	<b>Mid-Plains</b> (100.0%) (100.0%) <sup>2</sup>	100.0%	100.0%
<b>UNK</b>	<b>Central CC</b> (51.7%) (47.1%) Mid-Plains CC, UNO, UNL, UNMC, Southeast CC	80.4%	76.0%
<b>UNL</b>	<b>UNO</b> (48.0%) (45.5%) Southeast CC	85.4%	85.2%
<b>UNMC</b>	<b>UNL</b> (15.2%) (23.9%) Metro CC, UNO, UNK, Chadron State	81.0%	76.1%
<b>UNO</b>	<b>Metro CC</b> (59.2%) (68.3%) UNL, Bellevue University	80.7%	78.4%
<b>Chadron State</b>	<b>Western NE CC</b> (74.5%) (27.8%) Mid-Plains CC, Western Governors University	86.0%	58.5%
<b>Peru State</b>	<b>Metro CC</b> (35.7%) (24.7%) Southeast CC, UNO, Bellevue University, UNL	71.4%	58.6%
<b>Wayne State</b>	<b>Northeast CC</b> (74.5%) (72.9%) Central CC	80.1%	78.1%
<b>Central CC</b>	<b>UNK</b> (34.3%) (34.8%) Southeast CC, Hastings College, Mid-Plains CC, Northeast CC, Bellevue University	77.8%	71.6%
<b>Metro CC</b>	<b>UNO</b> (59.7%) (58.7%) Bellevue University, Creighton University, College of St Mary	81.5%	76.0%
<b>Mid-Plains CC</b>	<b>Chadron State</b> (38.3%) (26.2%) Central CC, UNK, Western NE CC, Southeast CC	80.6%	54.1%
<b>Northeast CC</b>	<b>Wayne State</b> (61.7%) (56.6%) Central CC, UNL, Southeast CC	82.8%	75.8%
<b>Southeast CC</b>	<b>UNL</b> (54.3%) (52.2%) Doane College, Central CC, Nebraska Wesleyan University	73.9%	72.0%
<b>Western NE CC</b>	<b>Chadron State</b> (66.3%) (58.9%) UNMC, Mid-Plains CC, University of Wyoming, Eastern Wyoming Community College	75.4%	69.3%

<sup>1</sup>Data submitted by the Nebraska public colleges and universities to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Each institution was asked to identify the ten institutions that accounted for the highest numbers of concurrently enrolled undergraduate students at the institution during 2003-2004 and 2004-2005, along with the number of students concurrently enrolled at each of these “top ten” institutions. This table lists the institutions that, together, accounted for more than 50%, and often more than 70%, of concurrent enrollment at an institution in both 2003-2004 and 2004-2004. Counts include non-degree seeking students and exclude foreign students. Spreadsheets of the data submitted by the institutions are available upon request from the Commission.

<sup>2</sup>The percentage of total concurrent enrollment accounted for by the institution in 2003-2004 and 2004-2005. See Table A12.1 in Appendix 12 for total concurrent enrollment figures for each year.



## Appendix 13

### Institutions Accounting for the Highest Numbers of Students Who Transferred to and from Nebraska Public Postsecondary Institutions

<b>Table A13.1</b>				
<b>Institutions Accounting for the Highest Numbers of Students Who <u>Transferred to</u> Nebraska <u>Public</u> Postsecondary Institutions in 2003-2004 and 2004-2005<sup>1</sup></b>				
Public Institution	Institutions from which the Highest Numbers of Students Transferred			
University of Nebraska				
<b>UNMC</b>	UNL	UNO	UNK	Southeast CC Western NE CC
<b>UNO</b>	Metro CC	UNL	UNK	
<b>UNL</b>	Southeast CC	UNO	UNK	Central CC Metro CC Mid-Plains CC Northeast CC
<b>UNK</b>	Central CC	Mid-Plains CC	UNL	UNO
<b>NCTA</b>	UNL	Mid-Plains CC	Southeast CC	
Nebraska State Colleges				
<b>Chadron State</b>	Western NE CC	Mid-Plains CC	Eastern Wyoming College	UNL
<b>Wayne State</b>	Northeast CC	Central CC	UNL	Southeast CC
<b>Peru State</b>	Southeast CC	Metro CC	UNO	UNL
Nebraska Community Colleges				
<b>Metro CC</b>	UNO	Bellevue University	UNL	Iowa Western CC Creighton University
<b>Southeast CC</b>	UNL	Central CC	Metro CC	Northeast CC Doane College Nebraska Wesleyan University
<b>Central CC</b>	UNK	Northeast CC	Southeast CC	UNL
<b>Northeast CC</b>	Wayne State	Central CC	UNL	Metro Mid-Plains CC
<b>Western NE CC</b>	Chadron State	Out-of-State Institutions		
<b>Mid-Plains CC</b>	Central CC	UNK	Chadron State	Northeast CC
<sup>1</sup> Institutions that accounted for the highest numbers of transfer students are listed in descending order, based on the list of ten institutions submitted by each of the Nebraska public postsecondary institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. For the sake of simplicity, only the schools with high numbers of transfers in 2003-2004 and/or 2004-2005, <u>relative</u> to the other schools in each list of ten institutions, are included in this table. Spreadsheets of the data submitted by the institutions, showing all ten transfer schools for each Nebraska public institution, are available upon request from the Commission.				

**Table A13.2  
Institutions Accounting for the Highest Numbers of Students Who Transferred from  
Nebraska Public Postsecondary Institutions in 2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	Institutions to which the Highest Numbers of Students Transferred			
<b>University of Nebraska</b>				
<b>UNMC</b>	UNL	UNO	UNK	Metro CC
<b>UNO</b>	Metro CC	Bellevue University	UNL	UNMC
<b>UNL</b>	Southeast CC	UNO	Metro CC	Central CC
<b>UNK</b>	Central CC	UNMC	UNO	Southeast CC Mid-Plains CC
<b>NCTA</b>	Central CC			
<b>Nebraska State Colleges</b>				
<b>Chadron State</b>	Western CC	Mid-Plains CC	Black Hills State University	Central CC
<b>Wayne State</b>	Northeast CC	Iowa Western Technical CC	Southeast CC	Metro CC
<b>Peru State</b>	UNO	Southeast CC	UNL	Metro CC
<b>Nebraska Community Colleges</b>				
<b>Metro CC</b>	UNO	Bellevue University	UNL	UNMC Peru State
<b>Southeast CC</b>	UNL	Doane College	Nebraska Wesleyan University	Metro CC UNO
<b>Central CC</b>	UNK	UNL	Southeast CC	Northeast CC
<b>Northeast CC</b>	Wayne State	Central CC	UNL	Metro CC Mid-Plains CC
<b>Western NE CC</b>	Chadron State	UNK	Central CC	Mid-Plains CC
<b>Mid-Plains CC</b>	UNK	UNL	Central CC	Chadron State

<sup>1</sup>Institutions that accounted for the highest numbers of transfer students are listed in descending order, based on the list of ten institutions submitted by each of the Nebraska public postsecondary institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. For the sake of simplicity, only the schools with high numbers of transfers in 2003-2004 and/or 2004-2005, relative to the other schools in each list of ten institutions, are included in this table. Spreadsheets of the data submitted by the institutions, showing all ten transfer schools for each Nebraska public institution, are available upon request from the Commission.

# **Volume 2: 2005 Report for the LR 75 Legislative Evaluation Task Force on Higher Education**

## **Executive Summary**

This report includes a summary of materials from all three sectors of public postsecondary education in response to a legislative directive to monitor the progress of institutions in accomplishing goals first identified by the Task Force on Higher Education in 2003, pursuant to Legislative Resolution (LR) 174. This report also includes descriptions of state-level activities that address the same goals. The 2003 Task Force on Higher Education directed public institutions to:

1. Increase collaborations with K-12 schools to improve the preparedness of students for entry into college so that greater numbers of students participate and succeed in postsecondary learning.
2. Increase collaborations with businesses and employers to grow the Nebraska economy and develop an educated and skilled workforce to reduce out-migration of highly educated citizens from the state.

Volume 2 of the Commission's *2004 Baseline Report for the LR 174 Higher Education Task Force* provided a summary and compilation of reports submitted by Nebraska's public colleges and universities to describe their collaborative relationship with the K-12 school system and the business community. (*2004 Baseline Report for the LR 174 Higher Education Task Force Volumes 1 & 2* are available online at [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us).)

Volume 2 of the *2005 Report for the LR 75 Legislative Evaluation Task Force* highlights some of the new activities of institutions and state-level groups, as well as additional activities not included in the *2004 Baseline Report*. It appears that the Legislative Task Force's focus on higher education activities and outcomes has caused institutions to place greater emphasis on their work with K-12 schools and the business community.

### **Sector Summaries**

**The community colleges** have primary responsibility for applied technology programs, customized training, and transfer education. The community colleges reported similar data for three common activities for 2004-05, including:

- **Dual enrollment**: More than 5,600 students (duplicated count) enrolled in dual credit/early entry courses in over 220 of the state's high schools. These students earned more than 16,000 college credit hours. Dual enrollment courses may also count as high school credit.

- Tech prep: About 49,000 students (duplicated count) enrolled in tech prep courses in over 210 high schools. Several of these courses may be counted for college credit if students eventually enroll in community college technical programs.
- Training activities: Community colleges provided more than 2,400 training activities to 38,000 adults (duplicated count) working for nearly 850 businesses, non-profit agencies, and government agencies.

This report also describes other activities of community colleges with K-12 education, such as college awareness programs, curriculum enrichment, preparation for college, and workforce preparation for specific career pathways.

**The state colleges** are heavily involved in both pre-service and in-service teacher education. They provided verbal and e-mail information to update their 2004 information. The state colleges reported over 52 collaborative activities with K-12 education. New or expanded activities reported include:

- Transition and preparation for college: Peru State College increased the scope of dual enrollment and online instruction to high school students. All the state colleges provided various diagnostic services and curriculum enrichment.
- Enhancements in teaching and learning: Programs were offered to help schools meet the requirements of the No Child Left Behind Act (making annual yearly progress in math and reading and hiring highly qualified teachers).
- Preparation of underrepresented minorities: The state colleges are placing greater emphasis on assisting Native American and Hispanic students to prepare for college.
- Career preparation: The state colleges are participating to some level in career pathways for traditional students and adults in health care, transportation, entrepreneurship, and industrial manufacturing.
- Retention and graduation: State colleges are accelerating efforts to improve college retention and graduation rates through various academic support services for both high school and first-year college students.

In the area of economic development and workforce development, the state colleges reported 25 new and expanded activities such as:

- Helping address shortages of health-care workers and industrial manufacturing workers.
- Becoming more involved in entrepreneurship and community development.
- Providing more instructional opportunities for working adults, including K-12 educators, as well as business operators, owners, and managers through the MBA program.
- Increasing numbers of online courses and programs.
- Working with economic development groups, including the Nebraska Business Development Center and local/regional development agencies.
- Providing more internships and service learning opportunities that benefit business and communities.

**The University of Nebraska**, through its four campuses and system-wide activities, is engaging in a large number of collaborative activities in all three areas of its missions of instruction, research, and public service.

In the area of collaborations with K-12 education to improve preparation, participation, and success in postsecondary education, the University reported on the progress of the Nebraska *P-16 Initiative* and provided a new report describing over 150 separate activities on all four campuses.

- UNK reported more than 50 activities with K-12 education, including:
  - Transition services for students, curriculum enhancements, and improvements in teaching and learning in the schools.
  - Increased efforts in college awareness, recruitment, and career exploration for K-12 students through competitions, campus events, and summer camps.
  - Programs to help students access college through targeted scholarship programs.
  - Programs to improve retention through learning communities, mentoring, and support services.
  
- UNL is heavily involved in collaborative projects to assist students in preparing for college. (Over 60 activities were reported.). Some areas of emphasis:
  - Involvement by several academic departments, as well as the teacher education programs, in large numbers of programs to enhance curriculum, improve instruction (especially in the areas of math and science), and generate interest in postsecondary education at the University.
  - Focus on helping underrepresented minority students to complete high school and prepare for college.
  - Emphasis on career preparation in math and science, especially for women and underrepresented minorities.
  - Increased levels of activities and new strategies for student recruitment.
  - Efforts to retain and graduate more students through several different learning communities offered on campus for first-year students.
  
- UNMC has focused much of its efforts on preparing students for careers in health-related occupations through:
  - Curriculum enhancement activities such as science and health competitions and educational challenges for gifted children.
  - Exposure to health-care careers through various activities.
  - Recruitment of minority students from groups that are underserved by the current health-care system.
  - Recruitment and preparation of students for health-care careers in underserved rural areas.
  
- UNO emphasizes collaborations with Omaha metro-area schools through partnerships such as the Metro Area Education Consortium (MOEC), and through activities such as:
  - Dual enrollment programs in the metro area that reach over 800 students in a number of school districts.
  - Several curriculum and instruction enhancement projects through MOEC.

- Efforts to reach large numbers of underrepresented minority students in Omaha with awareness and preparation activities.

In its economic development activities, the University as a whole reported over 200 specific projects involving service collaborations with several hundred business, community, and education entities.

- UNL is heavily involved in services to many types of business and industry with special emphasis on industries related to agriculture, information management and technology, food processing, and biological processes. In addition, UNL supports:
  - Small business and entrepreneurship activities.
  - Outreach and extended education activities for communities via the Cooperative Extension Service, including county and regional offices and learning center participation in Norfolk and Scottsbluff.
  - A strong research focus for economic development, with research centers supporting both existing and new cutting-edge businesses.
  - Technology transfer through patenting, licensing, and business incubators.
  - Services that advance social needs and policy development, including survey research and targeted policy studies.
  
- UNMC is heavily focused in meeting the health-care workforce needs of the state, especially for underserved rural and minority populations. Activities emphasized include:
  - Recruitment and articulation efforts to serve rural areas through partnerships with state colleges, hospitals, and communities.
  - Medical research at UNMC that has resulted in several spin-off health-care businesses.
  - Outreach to greater Nebraska with health-care services through telemedicine and distance education technologies.
  
- UNO has focused its economic development activities in small business assistance and key industries such as information management and technology, community services, and the criminal justice system. Key efforts at UNO include:
  - Services for neighborhoods.
  - Research efforts targeted to information technology through the College of Information Sciences and Technology.
  - Community service emphases through the College of Public Affairs and Community Services, which provides services to local and state government entities and non-profit organizations.
  - An emphasis on social services and criminal justice, providing services to human service agencies, courts, and police departments.

**State agencies**, including the Coordinating Commission, have also been involved in collaborations with K-12 education and workforce development to address legislative priorities for postsecondary education. Key projects over the last year include:

- Establishment of statewide dual enrollment standards to facilitate and enhance the quality of courses for which students earn high school and college credit at the same time. The Coordinating Commission adopted these standards in 2005 following much collaborative work with the Department of Education, K-12 schools, and postsecondary institutions.
- Creation of FutureForce Nebraska™, a collaboration led by the Coordinating Commission and community colleges. This initiative involves Nebraska's departments of Labor, Education, Economic Development, Health and Human Services, and Roads; all sectors of postsecondary education; K-12 educators and counselors; and industry partners. The goal is to establish career pathways to enhance the exploration and preparation of K-12 students and adults for jobs in key Nebraska industries.
- The Nebraska P-16 Initiative, a collaborative effort led by the University of Nebraska, Nebraska Department of Education, and EducationQuest. The initiative includes all sectors of education, the Coordinating Commission, parents, and business leaders in an effort to improve the success of students as they work through the education pipeline into the Nebraska workforce and society.



## **Volume 2: 2005 Report for the LR 75 Legislative Evaluation Task Force on Higher Education**

### **Introduction**

This report describes institutional efforts with regard to the selected Legislative priorities and objectives for postsecondary education, as identified by the Higher Education Task Force in its 2003 report, pursuant to Legislative Resolution 174.

<b>1. Increase the number of students who enter postsecondary education in Nebraska. (Improve student preparation for college.)</b>
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- The state's postsecondary education system must strengthen existing and establish new formal collaborative efforts with Nebraska's PK-12 education system to 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.
- The state's postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.
- Efforts to increase the number of students who enter postsecondary education must emphasize and target Nebraska student populations that are currently under-represented in the state's higher education system.

<b>2. Increase the proportion of students who enroll and successfully persist through degree program completion. (Improve student preparation.)</b>
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- The state's postsecondary education system must work collaboratively with Nebraska's PK-12 education system to improve the preparedness of students to undertake and successfully complete postsecondary education programs of study.

<b>3. Reduce out-migration of Nebraskans with high levels of educational attainment. (Economic and workforce development.)</b>
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- The state's postsecondary education system must identify needs of existing, new and relocating businesses.
- The state's postsecondary education system must respond to identified business needs with instructional, research and service resources to support job creation and new employment opportunities for individuals with high levels of educational attainment.

In the LR 174 report, the Legislature made two directives:

1. Public institutions must work with K-12 schools to improve the preparedness of students for entry into college so that greater numbers of students participate and succeed in postsecondary learning.
2. Public institutions must work with businesses and employers to grow the Nebraska economy and develop an educated and skilled workforce to help reverse the out-migration of highly educated citizens from the state.

Whereas Volume 1 of this report focused on statistical outcome data describing progress toward achieving legislative goals for the public postsecondary education system supported by the state, Volume 2 of this report focuses on the programmatic efforts of institutions to achieve state goals.

Each sector of the state's postsecondary education system—community colleges, state colleges, and the university system—has a different role and mission and each has addressed legislative goals in a fashion stemming from that role and mission. The community colleges' emphasis is workforce training and transfer education. State colleges emphasize baccalaureate instruction, especially in business, and teacher training. Both are open-access sectors. The campuses of the University of Nebraska have broader instructional, research, and public service missions, especially at the graduate and professional levels.

Each sector and campus was asked to provide detailed information describing their work with schools and businesses. This report outlines and highlights institutional efforts with schools and business that address legislative goals for each sector of public postsecondary education. Detailed reports from each sector are included as appendices to this report.

This report includes a section outlining other state-level efforts that address legislative goals, especially collaborative projects involving state agencies with K-12 and postsecondary education. These include:

- Establishment of Nebraska Standards for Dual Enrollment Programs, to facilitate and assure quality in programs offered to high school students for high school and college credit. (See [Appendix A](#), Nebraska Dual Enrollment Standards.)
- Creation of FutureForce Nebraska™, a broad network of representatives from K-12 and postsecondary education, state agencies, and business. FutureForce Nebraska is working to establish career pathways to prepare students and adults for work in targeted Nebraska industries.
- Re-establishment of the *P-16 Initiative* to improve student success in moving through the education pipeline toward a successful career in Nebraska.

## The Community College Sector

This section summarizes the community college sector's collaborative efforts with K-12 schools and its workforce and economic development activities. This year the community colleges volunteered to quantify, as much as possible, certain core activities offered by all the community colleges. Included are totals for dual enrollment/early entry programs, tech prep programs, and training activities for employers and community organizations.

This section also includes some examples of new activities by the community colleges in 2004-05 based on the materials provided by each of the community college areas in response to a request for information from the Coordinating Commission. (**The new activities are shown in bold font.**) Community colleges are likely engaged in other activities in support of school and business that were not included in their responses to the Commission. See Appendix B for the community college reports.

### Collaborations with K-12

The following is a summary of the community college sector's collaborations with K-12 schools to improve student preparation for college and careers, and to increase enrollment and success in postsecondary education.

#### Transition to college

This area includes programs such as early entry and tech prep, which are designed to provide curriculum opportunities to prepare students for postsecondary education. Early entry programs are widely offered by community colleges. In these programs, high school students may receive college credit and dual credit for courses offered through the cooperation of the high school with a postsecondary institution. One of the largest "early entry/dual credit" programs was developed by Northeast Community College (NECC). Programs differ in their delivery mechanisms and student focus. Primarily, courses are offered in high schools using high school faculty as college adjunct faculty.

#### **New activities in this area include:**

- **Metropolitan Community College (MCC) has begun a new type of early entry dual credit program targeted to underrepresented student populations: African Americans, Native Americans, and Latinos/Hispanics. In the *Bridge to Success* program, students are selected to come to an MCC campus for college-level courses. African American, Native American, and Latino/Hispanic American achievement councils cover the costs of tuition, fees, and books. For 2005-06, there are 428 students enrolled. The goals are to help students prepare for success at college, become comfortable with the college environment, and earn college credits. Included are workshops on how to find, qualify for, and pay for college.**
- **Metropolitan is also working with school districts to provide scholarships for low-income students enrolled in its regular dual enrollment/early entry program.**
- **Western Nebraska Community College–Alliance Center is developing a partnership with the Alliance Public Schools for an *Early College High School* program, which**

**encourages low-income and underserved minority students. This will allow students to finish high school and earn a high school diploma and an associate degree after five years of study.**

Dual enrollment/early entry

All the community colleges offer college-level courses to high school students for college credit, which can also be counted for credit at the high school level. The following table shows the numbers of schools, students, and student credit hours in the community college dual enrollment programs for 2004-05. General education courses in English and math are typically offered, as well many others, such as psychology, Spanish, and business. Typically, students and their families are responsible for paying for the college tuition, which may be discounted.

<b>Community College Dual Credit/Early Entry Programs 2004-05</b>			
	No. of Participating High Schools	No. of Participating Students *	Semester Credit Hours Taken **
Central Community College	79	1393	4038
Metropolitan Community College	18	798	2496
Mid-Plains Community College	32	570	1500
Northeast Community College	57	1618	6141
Southeast Community College	26	917	1928
Western Nebraska Community College	12	365	161
<b>Totals</b>	<b>224</b>	<b>5,661</b>	<b>16,264</b>
*All student numbers are duplicated head counts. Students taking multiple courses are counted for each course.			
** Includes credits for courses delivered off-campus or by distance education technologies.			
Source: Community college LR 75 reports.			

## Tech Prep

This is a federally funded Perkins Grant program to prepare students for careers. High school programs are aligned with the college programs to create a sequence of courses in a specific program area (known as a drawing board). The goals of the program include providing adequate academic preparation to reduce postsecondary remediation, and articulation of courses where overlap or duplication exists. Examples of typical tech prep programs include automotive technology, business, and microcomputers. College credit for tech prep courses may be offered by community colleges, counting toward completion of associate of applied science degrees.

Community colleges enter into articulation agreements with schools for specific program areas, and secondary teachers and administrators receive training from the community colleges related to the tech prep program and courses they will be teaching. For example, Southeast Community College (SCC) hosts the *Counselor's Academy* and a culinary arts training program for teachers.

The following table shows the numbers of schools that have entered into tech prep articulation agreements with community colleges, and the numbers of students enrolled in tech prep courses.

<b>Community College "Tech Prep" Programs *</b>		
	No. of Participating Students *	No. of Participating High Schools
Central Community College	6,092	63
Metropolitan Community College	16,395	19
Mid-Plains Community College	4,045	47
Northeast Community College	3,440	29
Southeast Community College	17,998	32
Western Nebraska Community College	2,015	21
<b>Totals</b>	<b>49,285</b>	<b>211</b>
*A Federal Perkins program, tech prep articulates vocational high school courses with college programs.		
** All student numbers are duplicated head counts.		
Source: Community college LR 75 report.		

## College Awareness

This area includes a variety of programs designed to make students at different levels of K-12 education aware of postsecondary educational opportunities, especially opportunities at community colleges. An example of a college awareness program targeted at the elementary level is the collaborative Metropolitan Community College and Omaha Public Schools *Fourth Grade Early Awareness* program. Western Nebraska Community College sponsors a *Minority Youth Conference* with a strong emphasis on college opportunities and preparation.

## Career Exploration

This area includes a group of activities designed to make students aware of career choices and give them some opportunity to explore career fields. All the community colleges collaborate with schools on career exploration activities, including:

- Northeast Community College's *Career Exploration* program and career days for all schools in the area.
- Collaborative efforts in health education at both MCC and WNCC. Northeast Community College sponsors the *Technology Academy of Northeast Nebraska*, which assists high school students in preparing projects for the *State Technology Academy*.
- Southeast Community College hosts a Transportation day for area students to promote interest in transportation related careers (such as truck driving, diesel mechanic).
- Mid-Plains Community College conducts a *Career Maneuver* program that includes various career assessments and inventories. At Mid-Plains, a *Career Exploration* program extends down into the middle grades, using computerized career assessment and inventory tools.
- Metropolitan Community College hosts career academies for high school juniors and seniors.

## High School Curriculum Enrichment

This area includes programs designed to expand course offerings or curriculum richness and depth to help students become more prepared for college or the workforce. Examples of enrichment activities include:

- Mid-Plains Community College's *Wind in the Buffalo Grass Young Writers Enrichment Camp*.
- NECC collaborates with ESU #1 and Wayne State College in an effort to upgrade the skills of area high school math teachers.
- WNCC offers CAD and microcomputer application classes for area high school students.

## College Preparation

This area includes activities that assist students in preparing for college-level work, often targeted toward populations of students who are underrepresented in postsecondary education. These include programs supported under the Federal TRIO program, *Upward Bound*, etc. Metropolitan Community College has collaborative projects with community organizations to encourage Hispanic, Native American, and African American students to prepare for college.

Western Nebraska Community College collaborates with the Guadalupe Center in an after-school program that encourages academic preparation for college.

### Workforce Preparation

This area includes programs, courses, or certifications designed to provide students with marketable skills for entry-level career positions. Some examples:

- Central Community College's career pathways programs in health education and a new transportation industry career pathway.
- Northeast Community College offers Basic Nurse Aid programs for high school students to enable students to work in hospitals and nursing homes, with an underlying goal to help these students become nurses or allied health professionals over time.
- Metropolitan's Opportunities/Jobs/Careers division has adopted an employability skills checklist, the *Career and Life Skills (CALs)* assessment, which is designed to heighten awareness of transferable skills needed in today's workforce.
- Northeast Community College's career pathway for Industrial Manufacturing/Engineering Systems aims to prepare students for technical skill jobs in manufacturing. NECC is piloting the CALs checklist with several area schools.
- Several of the community colleges are involved in other FutureForce career pathways projects, in areas such as transportation and entrepreneurship.
- WNCC makes placement assessment instruments (ASSET and Compass) available through its Alliance Center students in area high schools to help prepare students for college-level courses.

### School Support Services

Some community colleges use the expertise of professionals on campus to assist schools with various support services. For example, Northeast Community College utilizes its Allied Health program staff to offer CPR to teachers and school nurses.

### **Collaborations with businesses and employers**

The following are selected collaborations of community colleges with business and employers in workforce and economic development.

#### Collaborations with the Nebraska Department of Labor (Workforce Development)

Central Community College and Metropolitan Community College participate in One-Stop Career Centers in cooperation with the Nebraska Department of Labor, under the Federal and State Workforce Investment Acts. Employment-related public services are combined with training opportunities of the community colleges in meeting the skills needs of underemployed and unemployed clients.

**New activities in this area include:**

- **Central Community College provides access to a CD training library for One-Stop clients.**
- **Metropolitan Community College developed Professional Skills Specialist Diplomas for the Omaha area Career Center to enhance the soft skills and customer service skills of clients and job applicants.**
- **WNCC’s Alliance Center is actively partnered with the Alliance Career Center and employers to respond to the workforce needs of that area.**

Customized and specific skill training

Industry-customized and specific skills training are heavily emphasized by all community colleges. Community colleges have provided a standard format for reporting the numbers of companies and organizations served with training, the number of discrete training activities, and the number of participants (a duplicated count). The following chart shows that over 38,000 individuals received training at community colleges in 2004-05. Training was provided for 840 employers. Over 2,300 training activities occurred.

<b>Community College Training Activities</b>			
	<b>Companies/Orgs. Served</b>	<b>Training Activities*</b>	<b>Participants**</b>
CCC	230	212	11,687
MCC	130	70	1,927
MPCC	340	200	7,000
NECC	50	312	5,944
SCC	43	273	3,874
WNCC	47	1,355	7,610
	<b>840</b>	<b>2422</b>	<b>38,042</b>
* Includes customized skills training for employees as requested by employers, as well as classes offered to the public.			
** Duplicated Count: The same training program offered for multiple employers.			
Source: Community College LR 75 reports.			

**New activities in this area include:**

- **Development of a Center for Customized Training at Mid-Plains Community College.**
- **Movement of customized training activities at Western Nebraska Community College into the John N. Harms Advanced Center of Nebraska (HATC). This will house a CISCO Networking Academy, a Discovery Lab, and an Entrepreneurship Lab.**

Adult Worker Training Programs – general

This category covers a variety of training opportunities for adult workers and employers that seek to improve workforce skills and remain productive. Examples include the Interactive Multi-Media Library, which is online and computer-based training for employees offered by all the community colleges acting as a consortium. Computer courses and certifications are offered by the community colleges, as well as business and entrepreneurship classes for managers and small businesses. Western Nebraska Community College has purchased “Ed 2 Go,” which markets online courses available to businesses and employees. **WNCC’s Alliance Center is actively adjusting its schedule to be more user-friendly to working adults.**

Projects for new populations

These projects target the workforce training needs of the growing Hispanic and Asian populations in the state. Some examples include:

- **Northeast Community College’s collaborative effort to develop a clearinghouse and resource center for immigrants, refugees, and other underserved populations.**
- **An NECC grant-supported project for English language immersion for new immigrants.**

Community College Applied Technology Programs Advisory Committees

The top instructional priority of community colleges in the state’s role and mission assignments is applied technology and vocational instruction. Community colleges are sensitive to the needs of business in meeting this priority through the widespread use of program advisory committees made up of representatives of business, industry, and public employers. **Western Nebraska Community College has developed a Business Office Information Technology Division to focus on the IT needs of area businesses.**

Workforce Exploration and Induction Programs

Community colleges assist students, business, and labor with various types of experiential learning, on-the-job training, and inductions into the workforce. Mentoring, internships, apprenticeships, job shadowing, and job fairs are sponsored or supported in partnership with employers or labor. For example, Metropolitan Community College partners with Omaha-area electrical and mechanical trade unions to offer the education that is part of the locals union’s apprenticeship programs for new employees. Metropolitan also offers a mentoring program for Hispanic youth in cooperation with the Hispanic Employment Council. Mid-Plains Community College supports a job-shadowing program for students with area health-care providers.

## Networking, Partnerships, and Associations

Community college staff and board members serve on local and regional chambers of commerce, local and regional economic development associations, business groups, community organizations and governmental boards. Through these associations, they are able to network with business, community, and government leaders to determine and meet workforce skill needs.

- An example is the Panhandle Partnership for Health and Human Services, a collaborative effort of WNCC and the Nebraska Health and Human Services System to train service and case workers for various health and human services programs.
- Staff members at several of the community colleges sit on regional economic development associations and help respond to the workforce needs of existing and potential businesses.
- **Metropolitan Community College co-sponsors Partnership Forums, bringing together business and education leaders to discuss workforce issues.**
- **WNCC and MPCC partner to offer a Health Information Management Program for western Nebraska.**
- **All community colleges have been involved in supporting FutureForce Nebraska, with primary leadership coming from Central Community College.**

## Human Resources Workforce Needs Assessment

Community colleges work with human resource directors and associations in meeting the HR needs of business. For example, Northeast Community College and Mid-Plains Community College offer employee work skills assessments and provide team building to key staff of area businesses. **All of the community colleges have partnered with the Applied Information Management Institution (AIM) in working on a National Science Foundation grant to measure the IT needs of Nebraska employers and to develop the capacity of the community colleges to respond to those needs with statewide IT programs. NECC is developing a Rapid Response capacity to react to area plant closings.**

## Economic Development Support and Sponsorship

Some community colleges sponsor or support more general economic development activities.

- Western Nebraska Community College provides management and entrepreneurship seminars through its Center for Business, Industry, and Technology.
- Northeast Community College co-sponsors annual economic development conferences and works with the Heartland Center to conduct *Home Town Competitiveness* conferences in small, rural communities.
- **Southeast Community College is developing an Entrepreneurship Center in Lincoln.**
- **Community colleges statewide have goals to develop entrepreneurship centers through the Nebraska Entrepreneurship Task Force (Net Force), a career pathway project supported by the FutureForce network.**
- **NECC is making efforts to attract young families back to Northeast Nebraska, in cooperation with area economic development organizations.**

## The State College Sector

This section summarizes state college sector's collaborative efforts with K-12 schools and its workforce and economic development activities. Each category includes some highlights of activities that are presented as examples. The summaries are based on the materials provided by the Nebraska State College System (NSCS) in 2004 in response to a request for information from the Coordinating Commission for the original LR 174 report to the Legislature.

To update the materials for LR 75, representatives of each of the state colleges were interviewed to elicit new activities undertaken since the last report. Some of the activities that were not included in the original LR 174 report were added. (**The new activities are shown in bold font in this section of the report.**) State college reports are found in Appendix C.

### Collaborations with K-12

The following is a summary of the state college sector's collaborations with K-12 schools to improve student preparation for college and careers, and to increase enrollment and success in postsecondary education.

#### Transition to College

Peru State College (PSC) is heavily involved in an early entry program that provides dual high school and college credit for college-level courses offered in high schools. Over 30 high schools participate in this program. Chadron State College (CSC) also has an early entry program.

- **New activity: PSC has put dual enrollment courses online, using K-12 teachers as mentors. Sixty-five high school students are enrolled in online courses.**

Faculty and administrators at state colleges have served on P-16 initiative committees at the state and regional level and have participated in curriculum alignment projects in math, language arts, and foreign language.

- Additional activity (previously unreported): Diagnostic exams lead students to articulated degree programs, such as WSC's pre-engineering exam for high school students.

#### Curriculum Enrichment and Enhancement

State colleges offer various programs and services to schools in their service areas that enrich the curriculum for students. These programs indirectly encourage college participation and success. Examples include Chadron State College's participation in the *Nebraska Mathematics and Science Partnerships*, a collaboration of the Nebraska Department of Education, school districts, and CSC. The goal is to improve student success in meeting state science and math curriculum standards. Wayne State College conducts a Junior Academy of Science and provides Spanish instruction online for high schools. WSC also assists rural communities and schools by providing early childhood education. Peru State College faculty members make various presentations in area high schools to enrich instruction, such as presentations on the Lewis and Clark expedition.

- **New activity: WSC's Northeast Nebraska Junior Academy of Science supplements science curriculum and instruction in small rural schools, paying mileage for education students who serve as substitute teachers.**
- Additional activities (previously unreported): Numerous contests, camps, and on-campus activities enhance and enrich high school curricula. Service learning activities for various courses challenge students with real-world service activities. CSC assists area schools for gifted students.

### Improvement of Teaching and Learning

State colleges are a major resource to schools and teachers for pre-service and in-service training and for professional growth for teachers. State colleges collaborate with Educational Service Units to provide teacher in-service programs.

- Additional examples (previously unreported): CSC makes use of a No Child Left Behind (NCLB) grant, which allows college faculty and high school teachers to meet and plan new teaching strategies in math, writing, science, and social science to help schools meet NCLB annual student progress goals and highly qualified teacher goals. PSC's Service Learning Program encourages college students and faculty to present special programs in schools. WSC is part of a coalition that helps train bilingual paraprofessionals to become teachers in schools with growing Hispanic populations.

### Interventions and Support for Underserved Populations:

WSC provides a redesigned science curriculum to Native American schools in its service area and collaborates with UNL Cooperative Extension Service to train paraprofessionals in bilingual language skills. CSC has a Title III planning grant in collaboration with area schools to study means to improve Native American and Hispanic recruitment and retention.

- Additional example (previously unreported): PSC hosts Job Olympics for special needs students to prepare for entry into workforce or postsecondary training activities. WSC is working to expand retention services through a TRIO/STRIDE program for first-generation and learning disabled students.

### Workforce Preparation – Specific Career Targets

Chadron State College has collaborated with Western Nebraska Community College, the University of Nebraska, and Panhandle health-care providers in the Area Health Education Center to increase the supply of trained health-care professionals in Western Nebraska. CSC staff has also served on the Governor's Task Force on Agriculture and is assisting in developing a student awareness publication for high school students on agricultural career options and needed preparation.

- Additional activities (previously unreported): WSC has participated in career pathway development for industrial manufacturing. PSC has begun to investigate a career pathway for entrepreneurship.

### Student Support Services to Help Students Prepare and Succeed in Postsecondary Education:

PSC operates its Academic Resource Center (ARC) to provide college success skills to high school and college students. The ARC has initiated a special adopt-a-school program with rural schools and provides scholarships to students in adopted schools. The ARC retention program includes an early warning system, tutoring, and online course for stop-out students. WSC is part of a retention data consortium to establish peer comparisons on retention rates and also provides peer mentoring.

- **New activity: PSC expanded availability of online programs for dropout and stop-out students. WSC has established a multi-cultural center on campus for students and faculty from underrepresented ethnic minorities, targeted to assist the growing population of Hispanic students in Northeast Nebraska.**

### College Awareness

PSC and WSC conduct campus visits and hold various academic and extra-curricular contests, such as Quiz Bowl, History Day, Math Contest and Business Contest, to make students aware of college opportunities. WSC also administers a pre-engineering assessment for high school students.

### Financial Aid to Improve College Access

PSC reports that it has increased the number of scholarships and scholarship amounts to provide access to low-income students.

### Networking and Associations

State college staff serve on school boards and city councils as well as on various educational groups. WSC hosts the Northeast Nebraska superintendents meeting.

### Collaborations with businesses and employers

The following are selected collaborations of the state colleges with business and employers in workforce and economic development.

### Targeted Industry Workforce Development

As previously noted under school collaborations, Chadron participates in efforts to improve recruitment and education of health-care professionals in the Panhandle (Area Health Education Center) and to improve awareness of careers in the agricultural industries.

- Additional activities (previously unreported): Wayne State College has participated in the Industrial Manufacturing and Engineering Career Pathway project under the FutureForce Nebraska network. Peru State College has initiated contact with the Net Force (entrepreneurship) career pathway project, also under the FutureForce Nebraska

umbrella. Chadron State College participated in the Hometown Competitiveness Academy, which focuses on entrepreneurship, youth, and charitable groups.

### Public Service: Networking and Associations

The state colleges report membership on various chambers of commerce, the State's Rural Development Commission, local or regional economic development boards, and human resource officer associations.

- Additional activities (previously unreported): Peru State College collaborates with numerous businesses and agencies, providing consulting services, serving on boards, and participating in professional activities. CSC participates in the Governor's Workforce Summit.

### Career Planning and Placement

State colleges career placement programs help meet the needs of area employers. PSC reports that its Placement Office sponsors career induction and experiential learning programs, such as health-care mentorships, internships, and teacher practica that benefit both students and employers. The placement offices collaborate with employers in conducting job/career fairs and arranging for on-campus interviews with employers. WSC's cooperative education program stresses real work experiences to complement classroom learning.

### Providing Instruction to Adult Workers

State colleges provide online courses available to help place-bound working adults improve their workforce and career skills.

- Additional activities (previously unreported): All provide in-service courses and professional development for working teachers and school administrators. WSC and CSC offer Master's of Business Administration programs for working business people. PSC is offering seven degree programs online for working adults, as well as traditional students. Nearly 500 students are enrolled in online PSC courses and programs. CSC will offer complete MBA and Library Media Specialist degrees online for working adults.

### Services to and partnerships with economic development agencies and organizations

State colleges provide consulting, technical assistance, and planning for economic development organizations.

- Additional activity (previously unreported): CSC internships and service learning programs.
- **New activities: CSC and WSC have re-established connections to the Nebraska Business Development Center, a Small Business Administration partnership with the University of Nebraska. CSC collaborates with the Heartland Center for Rural Development.**

Partnerships with new, existing, and relocating businesses

State colleges collaborate primarily with existing businesses in providing consulting, student internships, and service learning opportunities.

- **New activities: PSC partners with area employers and economic development agencies, such as the Omaha Public Power District and the Southeast Nebraska Economic Development Council.**



## The University of Nebraska Sector

The University of Nebraska provided a number of reports to the Commission that were responsive to Legislative goals as stated in LR 174 and re-stated in LR 75. These reports are found in Appendix D.

- The first report is a compilation of preschool through college (P-16) activities of the University, including activities and achievements under the *P-16 Initiative*, a collaborative effort of K-12 and postsecondary education to improve student success in moving through the educational pipeline. **(Note: The majority of activities reported for the campuses were ongoing activities, shown in regular type in the following summary and highlights. Activities that the University reported as new in 2004-05 are indicated with bold type.)**
- The second report is an updated compilation of economic development activities of the University of Nebraska. This report was originally provided to the Commission and to the Legislature last December for LR 174.
- The third report focuses on new economic development activities of the University of Nebraska during 2004-05. **(Examples of new activities are indicated in bold in the following summary and highlights.)**
- The fourth report is a supplemental report, describing newer University of Nebraska-Lincoln economic development activities during 2004-05. **(Examples of new activities are indicated in bold in the following summary and highlights.)**

Summary and highlights for the *P-16 Initiative* and each campus of the University follow.

### Collaborations with K-12

The following is a summary of the university sector's collaborations with K-12 schools to improve student preparation for college and careers, and to increase enrollment and success in postsecondary education.

#### The Nebraska *P-16 Initiative*

This initiative is housed at University of Nebraska Central Administration office and is coordinated by Joe Rowson. Primary support for the recently restructured project comes from the University of Nebraska, the Nebraska Department of Education, and the EducationQuest Foundation. Other partners include other sectors of postsecondary education, the Coordinating Commission, K-12 education groups, business groups, and parent groups. **Governor Heineman has recently appointed a Nebraska Education Leadership Council, a round-table group designed to discuss and focus on education issues.** In the past, the *P-16 Initiative* has promoted preparation for college, sponsored curriculum alignment projects in math and language arts, and raised awareness of student transition issues between high school and college. **A newly configured P-16 steering committee will identify future goals and projects of the initiative.**

### Transition to college

- **UNO's dual enrollment program is a partnership with metro area school districts to provide dual credit courses to challenge talented high school juniors and seniors.**
- *The Summer Scholars Program* (UNO) allows students from various backgrounds to earn college credit and encourages students to pursue a college education.
- UNK's *JUMP Start* encourages admitted students to take summer classes prior to their freshman year at college to ease their transition to college.
- UNK offers various courses to high school students via videoconference technology, with tuition remission for students entering UNK.

### Curriculum enrichment and enhancement

- UNO hosts a number of competitions such as the *Model United Nations*, the *Geographic Bee*, and *Chemistry Field Day*.
- UNO partners with Omaha Public Schools (OPS) to provide UNO honor students as mentors to OPS gifted students.
- UNMC's annual *Health Science Meet* involves students in science project competitions targeted toward encouraging rural students' interest in health-care careers.
- UNMC's *Eighth Grade Health Sciences Meets* are competitions for rural and underserved minority students, to challenge them to improve their academic skills in preparation for possible health-care education programs and careers.
- UNMC partners with Millard Public Schools to offer special instruction to gifted students related to health sciences.
- *The Cosmic Ray Observatory Project (CROP)*, a collaborative effort between UNL and 15 Educational Service Units, offers opportunities for students in 23 high schools to conduct hands-on research measuring cosmic-ray air showers.
- UNL's annual *International Thespian Festival* provides workshops and performance opportunities for middle and high school students.
- UNL's forensics team hosts an annual high school speech tournament.
- UNK's *Rockin R Roundup* for high school writers provides exposure to Nebraska authors and discussions about writing approaches, publishing, and book clubs.
- UNK hosts the *State Speech Competition*, the *High School Psychology Students' Fair*, and several other contests.

### Improvement of teaching and learning

- UNO'S *Community of Excellence in Mathematics and Science* provides summer research experiences for high school students and allows math and science teachers to enhance their teaching and curriculum in biomechanics.
- UNO partners with Conestoga Magnet School to provide professional staff development in mathematics and economics.
- UNMC's *Teacher Connections Workshop* provides high school teachers an opportunity to learn about recent advances in health sciences.

- UNL's *Math in the Middle* program, a collaboration with Lincoln Public Schools, Educational Service Units #6, 7, and 13, and 139 school districts, aims to improve the teaching skills of middle school math teachers.
- *The Nebraska Partnership for American History Education*, a collaboration between UNL and ESU #7, aims to improve the teaching of American history in high school.
- *The Great Plains Reading Center* at UNL provides reading tutors (undergraduate and graduate students) for special needs students.
- UNK offers service-learning graduate education for K-12 teachers. Teachers receive AmeriCorps grants for student loan forgiveness or graduate study.
- **In 2004-05, UNK offered summer camps for high-ability learners and students with computer science interests.**
- UNK supports the Mobile Education Laboratory, and its Biology Department is involved in science fairs across the area.
- *America Reads/Math Counts* programs place UNK students in Kearney elementary schools to work with elementary students in reading and math.

#### Activities to improve preparation of underserved populations

- **UNO's *Project Achieve* provides academic support and mentoring to at-risk students.**
- UNO hosts the *Black Executive Exchange Program*, which provides successful business role models for OPS African American students.
- UNMC's *Career Connections Science Academy*, a partnership with Girls Incorporated, offers mentoring and exposure to health-care opportunities to Omaha area middle-school, African-American female students.
- UNMC's *Stepping Forward, Reaching Back* connects OPS minority students to successful health-professional role models.
- UNL hosts the *Math, Engineering, and Science Achievement* summer program to encourage students of color to consider careers in these areas.
- UNL's *Promising Scholars Institute* offers two summer-school courses for credit to underrepresented minority students.
- **UNL's *Latino Achievement Mentoring Program* offers mentorships for middle and high school students in Lincoln Public Schools.**
- *The Great Plains Cultural Ways: Careers in Mental Health* program at UNL targets juniors and seniors in tribal colleges to encourage careers in mental health to address the Nebraska's Native American needs.
- UNK participates in the *National Youth Sports Program*, targeted to low-income and minority students. The goal is to improve interest in college through exposure to athletic and academic activities.
- The federally funded *Enhancing Educational Access Program* at UNK includes special academic advising and summer camps for low-income and minority students.
- *Cultural Unity Day* and *Multicultural Scholars and Leaders Day* promote college at UNK.

### Workforce exploration and preparation: targeted career areas

- UNO hosts an annual *Aim for the Stars Summer Science and Math Camp*.
- *The Maverick High School Summer Entrepreneurship Program* at UNO encourages rising high school seniors, especially minorities and females, to consider operating their own businesses. The program offers college credit and summer employment.
- UNO's *Minority Student Intern Program* coordinates teacher candidates' internships in area schools.
- The *Summer Health Professions Career Workshop* offers exposure to health-related occupations through summer visits to UNMC colleges and facilities.
- UNMC's *Rural Health Professions Career Day* offers exposure to health-care career opportunities for rural high school students.
- *The Rural Health Care Opportunities Program (RHOP)* is a partnership with the state colleges in Chadron and Wayne to recruit rural high school students into pre-professional programs at the state colleges. This program leads to guaranteed admission into the UNMC professional health-care program. The program is designed to meet shortages of health-care professionals in rural areas of the state. A similar program, *NU-Paths*, a partnership with UNL, UNO, and UNK, is aimed at encouraging enrollments in health-care programs to serve minority and rural populations.
- UNL's *Women in Science Conference* and *Women Interested in Science Day* focus on careers where increasing numbers of graduates are needed and where women have typically been underrepresented.
- UNL's *Nebraska ProStart*, a partnership with the Nebraska Restaurant Association, provides opportunities for study in culinary arts and food service management.
- UNL's *Project PROMOTE* prepares para-educators to become special education teachers to address teacher shortages in rural and urban schools.
- UNK's College of Education recruiters promote teaching as a career in Nebraska schools.
- The *UNK Students in Free Enterprise* team engages K-12 students in activities and seminars related to entrepreneurship.
- UNK offers an online certification sequence for acquiring teacher certification credentials.

### College awareness, recruitment, and career exploration

- *The Maverick Kids Summer Day Program* at UNO provides athletic and academic opportunities for grades one through twelve.
- ***The Big Red Show* is UNL's traveling program of exhibits, performances, and Cornhusker athletes.**
- The Cooperative Extension Service arranges UNL campus visits for youths statewide.
- UNK hosts an annual *Student Leadership Conference*.
- UNK hosts various student recognition days, such as *Scholars Recognition Day*, *Senior Day*, and *Go for the Gold*.
- UNK participates in the *Talent Identification Program (TIP)*, a Duke University project to recognize gifted students.
- A full-time Hispanic recruiter at UNK targets Nebraska schools with high Hispanic populations.

### Financial aid and access

- UNK's *Platte River Corridor Program* provides scholarships for bilingual students to enter into teacher training programs and better serve the growing Hispanic population in Nebraska schools.
- UNK's *Early Awareness Day*, offered in conjunction with EducationQuest, gives fourth-grade students a taste of college and encourages planning and saving for college.
- UNK's Kiewit Club Hispanic Opportunities Scholarship assists Hispanic teacher education students.

### Networking, partnerships, and associations

- UNO's College of Education is a partner with several school districts in the Metropolitan Omaha Educational Consortium.
- UNL's Buros Institute for Testing partnered with the Nebraska Department of Education to develop STARS (Student-Centered, Teacher-Led, Accountability and Reporting System), Nebraska's student assessment system. This assessment system was established to meet the requirements of the No Child Left Behind Act.
- UNL's Computer Science and Engineering Department partners with Lincoln Public Schools and Nebraska 4-H to provide outreach to encourage high school students to consider computer science studies at UNL.
- The UNL and UNK chancellors visit area schools.
- The UNK/K-12 Partner School Network coordinates UNK student visits and field experiences with 38 partner schools.

### Student support services – retention programs

- UNL established a number of learning communities for students of various groups and disciplines to live and study together, **including the *Melvin Jones Scholars Learning Community* aimed at improving the retention of students of color and *NU Start*, a program for incoming freshmen to become familiar with UNL libraries, computer labs, and other support services.**
- UNK's *First Year Program* includes special mentoring and classes for first-year students.
- UNK's learning communities are organized around student interest areas or academic disciplines.
- UNK's Center for Academic Success provides academic support and mentoring.

### Collaborations with businesses and employers

The University provided documents reporting ongoing economic development activities, as well as new activities that were conducted in 2004-05. Over 200 projects and broad types of activities were described. Activities in all three of the University's role and mission assignments (instruction, research, and public service) were illustrated, with the emphasis on the latter two missions. Economic development was broadly defined to include not only activities that promote

the growth of business and economic activity in Nebraska, but also activities that benefit the state from a societal perspective.

### Business and industry

- Partnering with the Urban League, UNO supports the *Black Executive Exchange Program*, a mentoring program for college students.
- Research at UNMC has resulted in several spin-off health-related businesses.
- The Health Professions Tracking Center at UNMC provides workforce data related to health-care professionals.
- UNMC's *Rural Telemedicine* program has enabled delivery of health-care services in rural and low-income areas.
- UNMC's 500 Mile Medical Center delivers health-care instruction to employees of hospitals and clinics across the state.
- UNL's Food Processing Center helps new businesses develop plans to market new food products. **Recently the Center has been providing labeling assistance and dehydration research for food-processing businesses. In 2004-05 the Center helped start several new food processing businesses (for instance, a family-owned cheese-processing business).**
- UNL's Office of Technology Development helps faculty move ideas into the marketplace through partnerships with business and industry.
- The University of Nebraska Technology Park, housed in Lincoln, is a system-wide partnership with business to provide incubator services to beginning businesses.
- The Bureau of Business Research at UNL provides research and information to businesses relative to economic conditions in Nebraska.
- UNL's *J.D. Edwards Program in Computer Science and Management* works with IT businesses, providing student interns for companies and work experience for students.
- **UNL's Computer Science and Engineering Department has partnerships with software companies, provides an IT industry database, and sends faculty and interns into state IT companies for technical assistance.**
- **UNL's Actuarial Science Department provides graduates and technical assistance for insurance companies.**
- **The Gallup Leadership Institute at UNL works with companies in Nebraska and the nation in providing leadership training.**
- UNK's College of Business and Technology offers interns to area businesses.
- UNK's College of Natural and Social Science Geography Program has developed a partnership with Kimmel Orchard to help promote viticulture in Nebraska.

### Agriculture – Crop Production

- UNL's Cooperative Extension Service operates regional Research and Extension Centers to provide information and consulting for production agriculture.
- UNL's National Drought Mitigation Center plans for drought, develops drought-resistant crops, and addresses water resource issues.

- The Nebraska Agroforestry Center at UNL works to integrate forestry into traditional row-crop production.
- **The Foundation Seed Division at UNL’s Agricultural Research and Development Center works to develop and market new seed products to farmers.**
- **Several UNL centers are working to develop biodiesel technologies and production capacity.**
- **A UNK biology faculty member has conducted research on season-long potato production.**

#### Agriculture - Livestock Production

- UNL’s Veterinary and Biomedical Science Department has devised a calving system that reduces scours.
- Supported by a USDA grant, a coalition of universities (including UNL) involved in the *Small Farm Profitability Initiative* have developed production practices, value-added processing, marketing, and distribution techniques to bolster profits on small farms.
- **The Animal Science Department at UNL is evaluating use of corn processing by-products (from ethanol production) for livestock feed.**
- ***The Partners in Pollution Program*, which aids livestock producers in addressing waste product issues, provides UNL interns to work with producers.**

#### Education for career and workforce development

- UNO’s College of Information Science and Technology places more than 250 student interns annually with area businesses.
- UNO’s telecommunications management program offers various IT services in the Omaha area, including fitting Rosenblatt Stadium for wireless communications for the 2005 College World Series.
- UNMC’s Rural Health Education Network (RHEN) has established a network of voluntary faculty to serve as preceptors for clinical work of students at health-care facilities in rural areas.
- UNMC’s *Medical Technology Program* delivers distance-learning courses in radiography and cardiopulmonary care.
- UNMC’s *Target Access: Great Plains Oral Health* addresses shortages of dental care for underserved rural populations.
- **UNL’s Computer Science and Engineering Department, in partnership with Nebraska 4-H, conducts a number of summer technology camps.**
- UNL’s Office of Extended Education and Outreach coordinates distance education opportunities for adults, offering needs assessments and instruction for students in various career fields. Learning Centers are supported in Norfolk and Scottsbluff.
- **UNK’s Industrial Technology program has developed a Rapid Prototyping Center for use by Nebraska businesses.**
- **The Visual Communications and Design program at UNK offers opportunities for students to provide graphic design services to area businesses and non-profit organizations.**

## Communities

- UNO is a member of the *American Diplomacy Project*, which promotes the value of civic involvement with students.
- UNO offers a service-learning program to engage students in volunteer community services as an integral part of their education.
- The Nebraska Area Health Education Center partners UNMC with community agencies and educational institutions to provide health-care training in rural areas and for underserved populations.
- UNMC's *Team Up for Life in Rural Tribal Communities* focuses on delivering health care to diabetes clinics for Native American communities.
- *The Nebraska Rural Initiative* (a University-wide effort) and the Cooperative Extension Service assist rural communities in their economic development efforts.
- *Technologies Across Nebraska*, a UNL Cooperative Extension Service project in partnership with 40 other entities, assists communities in using technology for making decisions about infrastructure, development, and policy.
- **UNL's Nebraska Forest Service aids communities in taking advantage of timber and woody biofuels.**
- **The UNL School of Natural Resources is working with small communities to address new EPA standards for arsenic in drinking water.**
- **UNL's College of Journalism provides assistance to maintain community newspapers.**
- UNK's Office for Service Learning engages students in providing services to meet various community needs.
- **UNK's Information Technology Department hosts a Web server for the Central Nebraska Drug Court and provides point-to-point wireless service for Good Samaritan Hospital.**

## Research

- UNO's College of Information Science and Technology maintains research projects including:
  - Bioinformatics;
  - Center for Management Information Technology;
  - The International Academy of Advanced Decision Support; and
  - A Data Mining Research Laboratory.
- **UNO's College of Education supports research in robotic surgical tools, postural control in infants, and obesity prevention.**
- **The Office of Neighborhood and Metropolitan Research, under UNO's College of Public Affairs and Community Service, developed an economic development plan for North Omaha and completed a scan of Omaha neighborhoods in support of neighborhood associations' planning to address housing code violations.**
- The Biomedical Informatics Project, a system-wide effort housed at UNMC in cooperation with business and government, aims to improve computerized medical information processing and research.

- **UNMC’s Science and Technology Advisory Committee makes recommendations on intellectual property rights and for patents and licensing.**
- UNL is home to a number of research and development centers that assist several important Nebraska industries. Some of those centers are:
  - The Center for Biotechnology;
  - The Center for Virology;
  - The Center for Grassland Studies;
  - The Center for Electro-Optics;
  - The Mid-America Transportation Center, a collaborative with Iowa, Kansas, and Missouri;
  - The Center for Advanced Land Management (geographic information systems); and
  - **The Center for Materials Research and Analysis (materials testing for Nebraska businesses).**
- UNL’s Agricultural Research Division conducts research in several cutting-edge disciplines such as genomics, evolutionary biology, and bioinformatics.
- **UNL’s Office of Technology Development provides assistance to faculty in protecting intellectual property, obtaining patents, and licensing. The Office has funded several Small Business Technology Transfer and Small Business Innovation grants and partnered with the Nebraska Department of Economic Development in conducting workshops for small businesses.**
- **UNK’s Natural and Social Science faculty are collaborating with the Rowe Sanctuary on a marketing plan for the Sanctuary.**
- **UNL professors partnered with Megabase Research Products to conduct research on the amplification of DNA for diagnostic purposes.**

### Small Businesses

- The Nebraska Business Development Center (NBDC) is a federally supported program of the U.S. Small Business Administration in cooperation with UNO. NBDC provides technical assistance, and computer and technology training to existing or prospective small businesses.
- NBDC operates offices in North Omaha and South Omaha to support minority business development. **A study is underway to compare north vs. south Omaha entrepreneurship factors.**
- **UNO offers special business courses in entrepreneurship.**
- **The Nebraska Center for Entrepreneurship at UNL aids in the start-up of new businesses through technical assistance, instruction, and interns. Of special note is the *Student in Free Enterprise* program, a statewide program that offers assistance to student-owned businesses.**
- UNL, in a partnership with the NxLevel Training Network, supports the Nebraska *EDGE* program (Enhancing, Developing, and Growing Entrepreneurs).
- UNK partners with the U.S. Small Business Administration in support of a Nebraska Business Development Center (NBDC) on campus. Recent activities include:
  - **Launching BizFind, a Web site to inventory existing businesses in communities across the state and facilitate business transactions and sales;**

- **Offering appraisal services for businesses; and**
- **Conducting seminars on business transfers and procurement.**

### Social and public policy

- UNO's College of Public Affairs and Community Service specializes in a number of public services, including:
  - The Center for Public Affairs Research, which maintains the Nebraska State Data Center for the Census Bureau;
  - School of Public Administration; and
  - The Aviation Institute.
- UNO maintains the Brennan Center for Labor Studies.
- UNO offers the American Humanics program to promote careers in non-profit and human service agencies.
- UNO's Department of Criminal Justice conducts projects in juvenile justice, community policing, and racial justice.
- UNMC's Center for Rural Health Care Policy Analysis aims to improve data, analysis of data, and policy to deal with rural health-care issues.
- The Nebraska Center for Rural Health Research at UNMC conducts research and analysis related to health-care issues in rural areas, with an emphasis on care for the elderly, children, minorities, and disabled.
- UNL's Bureau of Sociological Research conducts various studies in cooperation with governmental agencies to improve social conditions in Nebraska. The Bureau annually conducts the Nebraska Rural Poll to measure the attitudes of rural Nebraskans.
- The Public Policy Center, a system-wide effort housed in Lincoln, engages in studies to further the development of public policy in areas critical to the future of Nebraska.
- The Gallup Research Center at UNL focuses on survey research important to Nebraska including technology issues, economic behavior, minority groups, and quality of life.
- **The Nebraska Center for Rural Biosecurity at UNL focuses on policies and processes needed to protect rural communities and agriculture from terrorist attack.**
- **UNK's Center for Rural Research and Development conducts applied research activities for rural communities, such as needs assessment surveys.**

### Training

- UNO supports an Omaha Housing Authority Community-Based Technology Center to teach technology skills to residents of public housing.
- UNMC's International Health Care Services Office facilitates training of international health-care providers.
- UNMC's Center for Biopreparedness Education offers training to respond to bio-terror incidents.
- **A mobile technology classroom, supported by UNL's Cooperative Extension Office, offers computer technology training across the state.**
- **UNL's Non-Profit Management Academy provides training for managers of non-profit entities.**

- **E-commerce training was offered to businesses across the state through UNL's *Nebraska Electronic Main Street* program.**
- **The Panhandle Learning Center offers *NU Skills* online seminars for businesses.**
- The Nebraska Technology Transfer Center (UNL) provides training to businesses in transportation-related industries.
- UNK is home to the Nebraska Safety Center, which provides training in traffic, industrial, home, fire, and recreational safety.



## **State-level collaborations with schools and businesses.**

FutureForce Nebraska: A network of state agencies, K-12 education, postsecondary education, and business, FutureForce has been actively involved in developing career pathways in some of Nebraska's targeted growth industries. Pathway projects in the areas of health, transportation, industrial manufacturing, and entrepreneurship are targeted toward improving awareness and preparation for both traditional-age students and working, unemployed, or underemployed adults. The Coordinating Commission is coordinating the project with grant funding from the Nebraska Departments of Labor and Education. Visit [www.futureforcenebraska.org](http://www.futureforcenebraska.org) for more information.

Nebraska P-16 Initiative: Nebraska is one of 30 states involved in P-16 (preschool through college) initiatives. The newly rejuvenated effort includes a Nebraska Education Leadership Council appointed by the Governor to identify various issues related to education. A steering committee broadly representing all sectors of public and private education (K-12 and postsecondary), parents, business, and others will set a policy agenda for the projects that the *Initiative* will address. For more information, contact *P-16 Initiative* Coordinator Joe Rowson at [jrowson@nebraska.edu](mailto:jrowson@nebraska.edu).

Joint Commission and board meetings: The Coordinating Commission for Postsecondary Education meets annually with the State Board of Education, and regularly with the Board of Trustees of the Nebraska State College System, the Board of the Nebraska Community College Association, and the Board of Regents of the University of Nebraska. The purpose is to discuss issues of common interest and establish cross-sector support for improving education in Nebraska and accomplishing the goals identified by the LR 174 Task Force. For meeting dates, visit [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us). Click on "Meeting Information" in the right-hand menu.

Data system improvements: The Coordinating Commission has been working to improve the data capacity of the state to better measure progress toward meeting LR 174/LR 75 goals. For example, the Commission is coordinating with representatives of all sectors of public higher education to test the potential for using the databases of the National Student Clearinghouse to track student progress from institution to institution. In addition, the Commission will work with the Nebraska Department of Education to establish links to the newly established Nebraska Student and Teacher Data System (a K-12 student-unit record system). For more information, contact Barbara McCuen, CCPE Research Coordinator, at [barbara.mccuen@ccpe.ne.gov](mailto:barbara.mccuen@ccpe.ne.gov).

Statewide dual enrollment standards: Based on the work of a task force representing all sectors of postsecondary education, the Department of Education, the Coordinating Commission, and K-12 schools, CCPE adopted the *Nebraska Dual Enrollment Standards (Appendix A)*. The standards include provisions related to student participation, faculty, curriculum, assessment, and finance. To access the standards, visit [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us). Click on "Comprehensive Plan" in the right-hand menu. Select *Chapter 5: Meeting Educational Needs Through Partnerships and Collaboration* to read the standards.

## Appendix 14

### Enrollment and Transfer Rates for Nebraska and Out-of State Students Enrolled at Nebraska Public Postsecondary Institutions

<b>Table A14.1</b>					
<b>Enrollment of Nebraska-Resident and Out-of-State First-Time Freshmen at Nebraska's <u>Public</u> Colleges and Universities by Institution 2002-2003 and 2003-2004<sup>1</sup></b>					
Public Institution	Nebraska-Resident First-Time Freshmen		Out-of-State First-Time Freshmen		Total FTF Enrollment
	No. of Students	% of Students	No. of Students	% of Students	
<b>2002-2003</b>					
NCTA	85	87.6%	12	12.4%	97
UNK	995	91.5%	93	8.5%	1,088
UNL	3,112	85.1%	543	14.9%	3,655
UNMC	na <sup>2</sup>		na		na
UNO	1,654	91.8%	147	8.2%	1,801
<b>U of Nebraska Total</b>	<b>5,846</b>	<b>88.0%</b>	<b>795</b>	<b>12.0%</b>	<b>6,641</b>
Chadron State	206	68.4%	95	31.6%	301
Peru State	152	81.7%	34	18.3%	186
Wayne State	532	83.1%	108	16.9%	640
<b>State Colleges Total</b>	<b>890</b>	<b>79.0%</b>	<b>237</b>	<b>21.0%</b>	<b>1,127</b>
Central CC	4,200	94.3%	256	5.7%	4,456
Metro CC	7,659	92.3%	635	7.7%	8,294
Mid-Plains CC	2,130	93.1%	159	6.9%	2,289
Northeast CC	1,598	96.2%	63	3.8%	1,661
Southeast CC	1,683	98.2%	30	1.8%	1,713
Western NE CC	674	87.5%	96	12.5%	770
<b>Community Colleges Total</b>	<b>17,944</b>	<b>93.5%</b>	<b>1,239</b>	<b>6.5%</b>	<b>19,183</b>
<b>Public Institutions Total</b>	<b>24,680</b>	<b>91.6%</b>	<b>2,271</b>	<b>8.4%</b>	<b>26,951</b>

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<b>Table A14.1 Continued</b>					
Public Institution	Nebraska-Resident First-Time Freshmen		Out-of-State First-Time Freshmen		Total Enrollment
	No. of Students	% of Students	No. of Students	% of Students	
<b>2003-2004</b>					
NCTA	49	72.1%	19	27.9%	68
UNK	987	92.2%	83	7.8%	1,070
UNL	3,103	84.0%	590	16.0%	3,693
UNMC	na <sup>2</sup>	na	na	na	na
UNO	1,495	92.6%	120	7.4%	1,615
<b>U of Nebraska Total</b>	<b>5,634</b>	<b>87.4%</b>	<b>812</b>	<b>12.6%</b>	<b>6,446</b>
Chadron State	190	62.7%	113	37.3%	303
Peru State	172	84.7%	31	15.3%	203
Wayne State	516	83.2%	104	16.8%	620
<b>State Colleges Total</b>	<b>878</b>	<b>78.0%</b>	<b>248</b>	<b>22.0%</b>	<b>1,126</b>
Central CC	1,848	98.2%	34	1.8%	1,882
Metro CC	7,561	93.9%	489	6.1%	8,050
Mid-Plains CC	2,357	93.6%	160	6.4%	2,517
Northeast CC	1,452	93.9%	94	6.1%	1,546
Southeast CC	1,472	97.7%	35	2.3%	1,507
Western NE CC	599	48.7%	630	51.3%	1,229
<b>Community Colleges Total</b>	<b>15,289</b>	<b>91.4%</b>	<b>1,442</b>	<b>8.6%</b>	<b>16,731</b>
<b>Public Institutions Total</b>	<b>21,801</b>	<b>89.7%</b>	<b>2,502</b>	<b>10.3%</b>	<b>24,303</b>
<sup>1</sup> Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students. <sup>2</sup> na = not applicable.					

**Table A14.2**  
**Transfer-Out Rates for Nebraska-Resident and Out-of-State First-Time Freshmen**  
**Enrolled at Nebraska Public Colleges and Universities by Institution**  
**2002-2003 and 2003-2004<sup>1</sup>**

Public Institution	Nebraska-Resident First-Time Freshmen			Out-of-State First-Time Freshmen		
	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>
<b>2002-2003</b>						
NCTA	85	9	10.6%	12	0	0.0%
UNK	995	89	8.9%	93	18	19.4%
UNL	3,112	361	11.6%	543	93	17.1%
UNMC	na <sup>3</sup>	na	na	na	na	na
UNO	1,654	211	12.8%	147	32	21.8%
<b>University of Nebraska Total</b>	<b>5,846</b>	<b>670</b>	<b>11.5%</b>	<b>795</b>	<b>143</b>	<b>18.0%</b>
Chadron State	206	43	20.9%	95	20	21.1%
Peru State	152	32	21.1%	34	6	17.6%
Wayne State	532	62	11.7%	108	21	19.4%
<b>State Colleges Total</b>	<b>890</b>	<b>137</b>	<b>15.4%</b>	<b>237</b>	<b>47</b>	<b>19.8%</b>
Central CC	4,200	1,011	24.1%	256	21	8.2%
Metro CC	7,659	2,345	30.6%	635	276	43.5%
Mid-Plains CC	2,130	390	18.3%	159	29	18.2%
Northeast CC	1,598	179	11.2%	63	28	44.4%
Southeast CC	1,683	391	23.2%	30	7	23.3%
Western NE CC	674	82	12.2%	96	22	22.9%
<b>Community Colleges Total</b>	<b>17,944</b>	<b>4,398</b>	<b>24.5%</b>	<b>1,239</b>	<b>383</b>	<b>30.9%</b>
<b>Nebraska Public Institutions Total</b>	<b>24,680</b>	<b>5,205</b>	<b>21.1%</b>	<b>2,271</b>	<b>573</b>	<b>25.2%</b>

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**Table A14.2 Continued**

Public Institution	Nebraska-Resident First-Time Freshmen			Out-of-State First-Time Freshmen		
	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>
<b>2003-2004</b>						
NCTA	49	4	8.2%	19	0	0.0%
UNK	987	101	10.2%	83	17	20.5%
UNL	3,103	396	12.8%	590	85	14.4%
UNMC	na <sup>3</sup>	na	na	na	na	na
UNO	1,495	206	13.8%	120	30	25.0%
<b>University of Nebraska Total</b>	<b>5,634</b>	<b>707</b>	<b>12.5%</b>	<b>812</b>	<b>132</b>	<b>16.3%</b>
Chadron State	190	15	7.9%	113	8	7.1%
Peru State	172	34	19.8%	31	7	22.6%
Wayne State	516	80	15.5%	104	22	21.2%
<b>State Colleges Total</b>	<b>878</b>	<b>129</b>	<b>14.7%</b>	<b>248</b>	<b>37</b>	<b>14.9%</b>
Central CC	1,848	516	27.9%	34	16	47.1%
Metro CC	7,561	2,424	32.1%	489	203	41.5%
Mid-Plains CC	2,357	340	14.4%	160	100	62.5%
Northeast CC	1,452	159	11.0%	94	15	16.0%
Southeast CC	1,472	171	11.6%	35	7	20.0%
Western NE CC	599	124	20.7%	630	64	10.2%
<b>Community Colleges Total</b>	<b>15,289</b>	<b>3,734</b>	<b>24.4%</b>	<b>1,442</b>	<b>405</b>	<b>28.1%</b>
<b>Nebraska Public Institutions Total</b>	<b>21,801</b>	<b>4,570</b>	<b>21.0%</b>	<b>2,502</b>	<b>574</b>	<b>22.9%</b>

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students.

<sup>2</sup>Transfer-Out Rate = Number of students who transferred from the institution divided by the total number enrolled multiplied by 100.

<sup>3</sup>na = not applicable.

**Table A14.3**  
**Enrollment of Nebraska-Resident and Out-of-State Undergraduates**  
**at Nebraska's Public Colleges and Universities by Institution**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	Nebraska-Resident Undergraduates		Out-of-State Undergraduates		Total Enrollment
	No. of Students	% of Students	No. of Students	% of Students	
<b>2003-2004</b>					
NCTA	187	84.2%	35	15.8%	222
UNK	4,991	93.0%	377	7.0%	5,368
UNL	15,983	87.6%	2,268	12.4%	18,251
UNMC	787	90.5%	83	9.5%	870
UNO	11,216	92.5%	912	7.5%	12,128
<b>U of Nebraska Total</b>	<b>33,164</b>	<b>90.0%</b>	<b>3,675</b>	<b>10.0%</b>	<b>36,839</b>
Chadron State	1,830	72.6%	691	27.4%	2,521
Peru State	1,574	90.4%	167	9.6%	1,741
Wayne State	2,409	84.5%	441	15.5%	2,850
<b>State Colleges Total</b>	<b>5,813</b>	<b>81.7%</b>	<b>1,299</b>	<b>18.3%</b>	<b>7,112</b>
Central CC	13,446	97.7%	321	2.3%	13,767
Metro CC	20,584	94.7%	1,158	5.3%	21,742
Mid-Plains CC	5,509	96.3%	214	3.7%	5,723
Northeast CC	6,511	96.2%	254	3.8%	6,765
Southeast CC	14,735	96.2%	575	3.8%	15,310
Western NE CC	3,512	77.9%	994	22.1%	4,506
<b>Community Colleges Total</b>	<b>64,297</b>	<b>94.8%</b>	<b>3,516</b>	<b>5.2%</b>	<b>67,813</b>
<b>Public Institutions Total</b>	<b>103,274</b>	<b>92.4%</b>	<b>8,490</b>	<b>7.6%</b>	<b>111,764</b>

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<b>Table A14.3 Continued</b>					
Public Institution	Nebraska-Resident Undergraduates		Out-of-State Undergraduates		Total Enrollment
	No. of Students	% of Students	No. of Students	% of Students	
<b>2004-2005</b>					
NCTA	184	82.5%	39	17.5%	223
UNK	4,943	92.6%	394	7.4%	5,337
UNL	15,312	87.5%	2,196	12.5%	17,508
UNMC	834	90.3%	90	9.7%	924
UNO	11,238	93.3%	805	6.7%	12,043
<b>U of Nebraska Total</b>	<b>32,511</b>	<b>90.2%</b>	<b>3,524</b>	<b>9.8%</b>	<b>36,035</b>
Chadron State	1,686	68.5%	775	31.5%	2,461
Peru State	1,644	90.0%	183	10.0%	1,827
Wayne State	2,438	84.5%	446	15.5%	2,884
<b>State Colleges Total</b>	<b>5,768</b>	<b>80.4%</b>	<b>1,404</b>	<b>19.6%</b>	<b>7,172</b>
Central CC	13,632	98.9%	149	1.1%	13,784
Metro CC	21,392	96.6%	747	3.4%	22,139
Mid-Plains CC	5,415	94.7%	306	5.3%	5,721
Northeast CC	6,963	95.5%	328	4.5%	7,291
Southeast CC	15,328	96.2%	608	3.8%	15,936
Western NE CC	4,063	61.2%	2,572	38.8%	6,635
<b>Community Colleges Total</b>	<b>66,793</b>	<b>93.4%</b>	<b>4,710</b>	<b>6.6%</b>	<b>71,506</b>
<b>Public Institutions Total</b>	<b>105,072</b>	<b>91.6%</b>	<b>9,638</b>	<b>8.4%</b>	<b>114,713</b>
<sup>1</sup> Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students.					

**Table A14.4**  
**One-Year Transfer-Out Rates for Nebraska-Resident and Out-of-State Undergraduates**  
**Enrolled at Nebraska Public Colleges and Universities by Institution**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	Nebraska-Resident Undergraduates			Undergraduates from Out-of-State		
	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>
<b>2003-2004</b>						
NCTA	187	4	2.1%	35	0	0.0%
UNK	4,991	134	2.7%	377	21	5.6%
UNL	15,983	361	2.3%	2,268	70	3.1%
UNMC	787	14	1.8%	83	2	2.4%
UNO	11,216	346	3.1%	912	39	4.3%
<b>University of Nebraska Total</b>	<b>33,164</b>	<b>859</b>	<b>2.6%</b>	<b>3,675</b>	<b>132</b>	<b>3.6%</b>
Chadron State	1,830	145	7.9%	691	55	8.0%
Peru State	1,574	271	17.2%	167	29	17.4%
Wayne State	2,409	65	2.7%	441	23	5.2%
<b>State Colleges Total</b>	<b>5,813</b>	<b>481</b>	<b>8.3%</b>	<b>1,299</b>	<b>107</b>	<b>8.2%</b>
Central CC	13,446	2,002	14.9%	321	174	54.2%
Metro CC	20,584	3,874	18.8%	1,158	305	26.3%
Mid-Plains CC	5,509	266	4.8%	214	32	15.0%
Northeast CC	6,511	186	2.9%	254	9	3.5%
Southeast CC	14,735	2,975	20.2%	575	214	37.2%
Western NE CC	3,512	129	3.7%	994	69	6.9%
<b>Community Colleges Total</b>	<b>64,297</b>	<b>9,432</b>	<b>14.7%</b>	<b>3,516</b>	<b>803</b>	<b>22.8%</b>
<b>Nebraska Public Institutions Total</b>	<b>103,274</b>	<b>10,772</b>	<b>10.4%</b>	<b>8,490</b>	<b>1,042</b>	<b>12.3%</b>

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**Table A14.4 Continued**

Public Institution	Nebraska-Resident Undergraduates			Undergraduates from Out-of-State		
	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>	Total Enrollment	No. of Transfers-Out	Transfer-Out Rate <sup>2</sup>
<b>2004-2005</b>						
NCTA	184	4	2.2%	39	0	0.0%
UNK	4,943	141	2.9%	394	22	5.6%
UNL	15,312	352	2.3%	2,196	53	2.4%
UNMC	834	11	1.3%	90	3	3.3%
UNO	11,238	339	3.0%	805	31	3.9%
<b>University of Nebraska Total</b>	<b>32,511</b>	<b>847</b>	<b>2.6%</b>	<b>3,524</b>	<b>109</b>	<b>3.1%</b>
Chadron State	1,686	205	12.2%	775	67	8.6%
Peru State	1,644	52	3.2%	183	11	6.0%
Wayne State	2,438	85	3.5%	446	14	3.1%
<b>State Colleges Total</b>	<b>5,768</b>	<b>342</b>	<b>5.9%</b>	<b>1,404</b>	<b>92</b>	<b>6.6%</b>
Central CC	13,632	1,850	13.6%	149	46	30.9%
Metro CC	21,392	4,204	19.7%	747	179	24.0%
Mid-Plains CC	5,415	365	6.7%	306	75	24.5%
Northeast CC	6,963	228	3.3%	328	13	4.0%
Southeast CC	15,328	3,313	21.6%	608	239	39.3%
Western NE CC	4,063	271	6.7%	2,572	109	4.2%
<b>Community Colleges Total</b>	<b>66,793</b>	<b>10,231</b>	<b>15.3%</b>	<b>4,710</b>	<b>661</b>	<b>14.0%</b>
<b>Nebraska Public Institutions Total</b>	<b>105,072</b>	<b>11,420</b>	<b>10.9%</b>	<b>9,638</b>	<b>862</b>	<b>8.9%</b>

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students.

<sup>2</sup>Transfer-Out Rate = Number of students who transferred from the institution divided by the total number enrolled multiplied by 100.

**Table A14.5**  
**One-Year Transfer-In Rates for Nebraska-Resident and Out-of-State Undergraduates**  
**Enrolled at Nebraska Public Colleges and Universities by Institution**  
**2003-2004 and 2004-2005<sup>1</sup>**

Public Institution	Nebraska-Resident Undergraduates			Undergraduates from Out-of-State		
	Total Enrollment	No. of Transfers-In	Transfer-In Rate <sup>2</sup>	Total Enrollment	No. of Transfers-In	Transfer-In Rate <sup>2</sup>
<b>2003-2004</b>						
NCTA	187	12	6.4%	35	3	8.6%
UNK	4,991	405	8.1%	377	45	11.9%
UNL	15,983	863	5.4%	2,268	157	6.9%
UNMC	787	295	37.5%	83	29	34.9%
UNO	11,216	1,328	11.8%	912	264	28.9%
<b>University of Nebraska Total</b>	<b>33,164</b>	<b>2,903</b>	<b>8.8%</b>	<b>3,675</b>	<b>498</b>	<b>13.6%</b>
Chadron State	1,830	69	3.8%	691	29	4.2%
Peru State	1,574	242	15.4%	167	45	26.9%
Wayne State	2,409	244	10.1%	441	43	9.8%
<b>State Colleges Total</b>	<b>5,813</b>	<b>555</b>	<b>9.5%</b>	<b>1,299</b>	<b>117</b>	<b>9.0%</b>
Central CC	13,446	917	6.8%	321	13	4.0%
Metro CC	20,584	8,821	42.9%	1,158	474	40.9%
Mid-Plains CC	5,509	1,128	20.5%	214	73	34.1%
Northeast CC	6,511	459	7.0%	254	68	26.8%
Southeast CC	14,735	5,552	37.7%	575	351	61.0%
Western NE CC	3,512	89	2.5%	994	218	21.9%
<b>Community Colleges Total</b>	<b>64,297</b>	<b>16,966</b>	<b>26.4%</b>	<b>3,516</b>	<b>1,197</b>	<b>34.0%</b>
<b>Nebraska Public Institutions Total</b>	<b>103,274</b>	<b>20,424</b>	<b>19.8%</b>	<b>8,490</b>	<b>1,812</b>	<b>21.3%</b>

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**Table A14.5 Continued**

Public Institution	Nebraska-Resident Undergraduates			Undergraduates from Out-of-State		
	Total Enrollment	No. of Transfers-In	Transfer-In Rate <sup>2</sup>	Total Enrollment	No. of Transfers-In	Transfer-In Rate <sup>2</sup>
<b>2004-2005</b>						
NCTA	184	12	6.5%	39	4	10.3%
UNK	4,943	373	7.5%	394	72	18.3%
UNL	15,312	984	6.4%	2,196	136	6.2%
UNMC	834	304	36.5%	90	36	40.0%
UNO	11,238	1,406	12.5%	805	210	26.1%
<b>University of Nebraska Total</b>	<b>32,511</b>	<b>3,079</b>	<b>9.5%</b>	<b>3,524</b>	<b>458</b>	<b>13.0%</b>
Chadron State	1,686	59	3.5%	775	44	5.7%
Peru State	1,644	263	16.0%	183	38	20.8%
Wayne State	2,438	274	11.2%	446	45	10.1%
<b>State Colleges Total</b>	<b>5,768</b>	<b>596</b>	<b>10.3%</b>	<b>1,404</b>	<b>127</b>	<b>9.0%</b>
Central CC	13,632	978	7.2%	149	27	18.1%
Metro CC	21,392	3,933	18.4%	747	165	22.1%
Mid-Plains CC	5,415	840	15.5%	306	105	34.3%
Northeast CC	6,963	334	4.8%	328	66	20.1%
Southeast CC	15,328	5,984	39.0%	608	357	58.7%
Western NE CC	4,063	106	2.6%	2,572	199	7.7%
<b>Community Colleges Total</b>	<b>66,793</b>	<b>12,175</b>	<b>18.2%</b>	<b>4,710</b>	<b>919</b>	<b>19.5%</b>
<b>Nebraska Public Institutions Total</b>	<b>105,072</b>	<b>15,850</b>	<b>15.1%</b>	<b>9,638</b>	<b>1,504</b>	<b>15.6%</b>

<sup>1</sup>Data submitted by the Nebraska public institutions to the Nebraska Coordinating Commission for Postsecondary Education for the NSC Pilot Research Project, 2005. Counts include non-degree-seeking students and exclude foreign students.

<sup>2</sup>Transfer-In Rate = Number of students who transferred to the institution divided by the total number enrolled multiplied by 100.

## **Appendix A**

### **Nebraska Dual Enrollment Standards**

**Nebraska Dual Enrollment Standards**  
**Excerpted from Chapter Five of the**  
***Comprehensive Plan for Postsecondary Education***

***Nebraska Dual Enrollment Standards***  
**(Adopted by the Commission August 2005)**

**Defining Dual Enrollment**

Dual enrollment programs are intended to meet the needs of academically advanced students, to provide enrichment for students who have special, academic, or vocational needs, or to provide technical education. Dual enrollment courses will articulate with degree programs at postsecondary institutions. Academic courses will articulate with baccalaureate degree programs or associate degree programs, diplomas, and certificates. Vocational or technical courses will articulate into applied associate degree programs, diplomas, or certificates.

In this document, dual enrollment programs are often referred to as “dual-credit programs” or “programs.” Students enrolled in such programs are referred to as “dual-credit students.” Dual enrollment programs and dual-credit students are distinguished from concurrent enrollment programs and concurrent enrolled students in the following definitions:

Dual-credit students: High school students who take a course for both college and high school credit. High schools count these students in their average daily attendance.

Concurrent enrolled students: High school students who take college courses for college credit only (no high school credit), while remaining enrolled in high school and counted in their school’s average daily attendance.

**Standards**

The following minimum standards apply specifically to dual enrollment programs developed and maintained by school districts and cooperating colleges and universities.

**Students**

- 1) Student eligibility for the program is determined by participating high school and college/university officials; however, eligible students will typically:
  - a) Be juniors or seniors; and
  - b) Meet the prerequisites of the course or otherwise demonstrate the ability to achieve success in the course; or
  - c) Be formally identified as high ability or gifted students by the school participating in the dual enrollment program.

Students will complete a dual enrollment application signed by a high school official.

- 2) The college/university has the following recommended academic guidelines to increase students' opportunity for academic success. Eligible students will typically:
  - a) Have attained a GPA of 3.0 or better; or
  - b) Earned an ACT composite score of at least 20 or an equivalent score on another valid assessment; or
  - c) Earned an ACT sub-score of at least 20 or equivalent on another valid assessment relevant to the offered dual enrollment course or courses; or
  - d) Rank in the upper one-half of their high school class; or
  - e) Demonstrate through some alternative means the capacity for academic success in the desired course or courses. (Examples include student portfolios, letters of recommendations, and student performances/exhibitions.)

*The preceding student eligibility guidelines may be waived in special circumstances by the appropriate secondary or postsecondary officials.*

- 3) Participating students are admitted and registered by the appropriate postsecondary institution with mutual consent of the district and college/university.
- 4) Eligible students are provided appropriate course materials, including policies, college procedures, course outline/syllabus, and assessment materials if not specified in the course outline.
- 5) Eligible students receive guidance regarding their program responsibilities, weighted credit options, if any, and specific grading practices.
- 6) Institutions provide participating students information clearly describing institutional procedures for academic credit transfer. Institutions are encouraged to provide the Coordinating Commission for Postsecondary Education with information or Web site links describing institutional credit transfer policies and procedures so that the Commission can maintain a Nebraska dual enrollment Web site.

### **Faculty**

- 1) Instructors meet approved requirements for teaching at the department/college level. Minimally, instructors for academic courses hold a master's degree. Instructors meet district teaching requirements for program participation. All faculty have the mutual support of the district and college/university participating in the dual enrollment program.
- 2) High school and postsecondary faculty receive appropriate orientation and training (e.g., curriculum, assessment, policies, and procedures) for participation in the program.
- 3) Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate.

- 4) High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology.

*The preceding faculty guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials.*

### **Curriculum**

- 1) Courses must reflect college-level experiences and rigor as well as district and state standards and practices.
- 2) Course outlines or syllabi (including at minimum a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar) utilized in the program meet district(s), state, and college/university standards.
- 3) Courses in this program are of the highest quality and intended to challenge eligible students while preparing them for transition to postsecondary education.

### **Assessment**

- 1) Assessment policies and procedures are consistent with district and college/university practice.
- 2) To assure the academic rigor of courses for which college credit will be awarded, universities or colleges participating in dual enrollment programs will include valid student and faculty assessment measures that are consistent with the typical assessment measures of such university or college.
- 3) Ideally, curricula should progress logically and neatly with greater complexity and depth as students pass from secondary to postsecondary education. Therefore, jointly developed assessment policies and procedures of K-12 schools and postsecondary education institutions should be designed to align dual enrollment curricula with state course content standards. Additional statewide cooperative work is needed to accomplish this objective.

### **Evaluation**

- 1) The district(s) and college/university review the program on an annual basis.
- 2) Program participants are tracked following graduation through postsecondary experiences when possible. Tracking elements may include district(s) data (e.g., class rank, GPA, ACT where available, AP exam where available and appropriate, and course outcomes and grade) and postsecondary data (e.g., GPA, major, number of hours completed, and enhancements, if appropriate to program).

- 3) Data sharing occurs consistent with the policies of the district(s) and college/university.

### **Instructional Context and Resources**

The instructional context and appropriate resources are determined by district(s) and college/university officials.

School districts and postsecondary education institutions should work together to ensure broad access to dual enrollment courses for all students, irrespective of the students' financial resources. Postsecondary education institutions are encouraged to offer tuition remissions or find other means of support for eligible students qualifying for free or reduced lunches or otherwise demonstrating financial need.

School districts that receive state aid related in part to significant numbers of students challenged by poverty or English language limitations should consider using such aid or finding other means of support to fund the tuition expenses of eligible students who would not otherwise be able to enroll in dual enrollment courses.

All public high schools must comply with the provisions of the Public Elementary and Secondary Student Fee Authorization Act, Sections 79-2,125 to 79-2,135, (RRS). The Act requires that all K-12 education must be free in the public schools. However, students may be charged tuition by the college for college credit. If dual enrollment arrangements between schools and colleges make it impossible or very difficult for a student to take a course as a high school course only and without cost for college tuition, such arrangements might be considered a violation of the Student Fee Authorization Act and Article VII, Section I of the Nebraska Constitution, on which the Act is based.

## **Appendix B**

### **Nebraska Community College System**



**Central Community College  
LR174 Task Force Report  
October 15, 2005**

The purpose of this report is to provide the Legislature with data pertaining to Central Community College's (CCC) collaborations with K-12 and with local businesses/economic development. The following report includes representative examples of CCC's collaborative activities in the 2004-2005 academic year, but is not intended to be totally inclusive.

**Collaborations with K-12:**

- **Early Entry** is one of most significant interactions we have with high schools in the college service area. Encouraging students to enroll in college level academic courses while still in high school ensures more students in the college area will experience postsecondary education.

- In 2004-2005 academic year, 1,393 high school students enrolled in the Early Entry Program at CCC
- These early entry students generated 6,962 credits for the college, and enrolled in 117 different courses
- Of the 6,962 credits delivered to early entry students, approximately 2,924 were delivered on the three campuses and approximately were 4,038 delivered by remote means or at CCC's learning centers
- The courses taken by these students were largely general studies courses (English = 45.2%, Math 14.7%)
- Other courses taken by Early Entry students include Nursing Assistant, Psychology, Health, and Spanish
- A total of 79 high schools in and outside of the CCC service area have students participating in the Early Entry Program (see Appendix A)

- **Tech Prep** allows students from consortium schools to receive credit for articulated occupational courses at both the parent high school and CCC. Additionally, the articulation between CCC and the consortium schools/teachers creates clear learning paths and motivates high school students to consider college education as a viable personal option. The vision of Tech Prep is "To assist secondary and postsecondary schools in providing integrated, articulated curriculum offerings based on student interest, aptitudes, career choices, and labor market demand." In 2004-2005 the Tech Prep collaborations:

- Served 6,092 high school students (9-12) from CCC's Tech Prep Consortium schools, who were enrolled in one or more applied or technical courses delineated in a Tech Prep articulation agreement
- Signed articulation agreements with 63 of the 74 eligible high schools, or 85% in the college area (see appendix B)
- Created/revised 122 articulations (drawing boards) with consortium high schools to reduce duplication of instruction
- Partnered with ESU's to provide various workshops for counselors and teachers
- Involved business/industry representatives in presentations/workshops to consortium members
- Partnered with area Chambers of Commerce: Columbus, Grand Island, Hastings, & Kearney
- Involved consortium high school counselors in career-counseling workshops
- Collaborated with area high school representatives to develop in-servicing opportunities during the grant year (see Appendix C):

Career Connections 2005  
Counselor Workshop  
NCE Conference  
Welding Workshop

Career Fairs @ Grand Island, Columbus, & Kearney  
National Tech Prep Conference  
Explore Your Business Connections Tours  
National Counselor Academy

- Added seven new secondary schools to the consortium during the year
- Maintained the Central Nebraska Tech Prep Web Site

**Business / Economic Development Collaborations:**

Since 1999, Central Community College has had a designated training division responsible for delivering training opportunities to business and industry in cooperation with the instructional programs and Extended Learning

## APPENDIX B – COMMUNITY COLLEGES – CCC

Services. The actions of this training division, in conjunction with the college’s grants department, and civic involvement of the colleges employees, has helped numerous businesses in the college area. Additionally, collaboration with local businesses is strengthened by the ongoing involvement of representatives from local businesses on program advisory boards and the Presidents advisory board. Below are some of the more notable outcomes of the college’s economic development and business education efforts.

-Offered Six Sigma Black and Green Belt training during the past three years. This business improvement methodology uses data to measure and improve a company’s operational performance by eliminating or preventing defects in processes. In the last year, fifteen companies from central Nebraska have participated in the program with 72 participants taking over 4,900 hours of instruction. The following is a list of companies which participated in the training:

- |   |   |
|---|---|
| Abengoa Bioenergy – York                                      | Columbus Telegram – Columbus                      |
| Behlen Mfg. – Columbus  | ConAgra Foods – Hastings                          |
| BD Medical – Columbus   | Great Plains Packaging – Hastings                 |
| Camaco – Columbus   | Leon Plastics – Grand Island                      |
| Columbus Hospital – Columbus                                  | Lindsay Mfg. – Lindsay                            |
| Chief Industries – Grand Island                               | Overhead Door – Grand Island                      |
| CNG – Grand Island  | Rockwell Automation/Reliance Electric -- Columbus |
| Central Community College –Columbus, Grand Island,<br>Hasting |   |

-Worked with One-Stop Career Centers across the state, so individuals could improve their job skills at Workforce Development Offices. This program began because a group of employers came to Central Community College requesting the college build a CD training library which could be shared by many businesses. This program has reached over 3,000 individuals from over 75 businesses.

-Offered a leadership development program for the past six years. Approximately 900 people from 30 companies have participated in the program. Some of the organizations which have taken part in the program include:

ADM	Becton Dickinson
Lindsay Mfg.	Flexcon
Carneco	Columbus Community Hospital
Cornhusker Public Power	Behlen Mfg
Camaco	Columbus Telegram

-Provided specialized training sections to over 700 employees at Case New Holland (CNH):

- Computer (Specific programs used by CNH): 237
- Welding: 71 (including certifications)
- Cell Concepts: 154
- Job Specific Training: 284

- Provided industrial technology and computer training for 175 IAMS Company employees.

- Trained 65 Baldwin Filters (Kearney and Gothenburg) employees on Leadership Development and industrial technology topics such as pneumatics, hydraulics and programmable logic controllers.

- Trained 231 Thermo King (Hastings) employees on numerous topics including leadership development, soldering, welding, brazing, and industrial technology topics.

- Trained 180 Becton Dickinson (Holdrege) employees on topics including industrial technology (electronics, electrical, programmable logic controllers, hydraulics, pneumatics), ISO quality auditing and related topics and leadership development. To date we have issued over 20 certificates in industrial technology to BD employees.

## APPENDIX B – COMMUNITY COLLEGES – CCC

-Provided LEAN Mfg. and Process Mapping training to multiple companies in its service area. Some of the companies that have been involved in the training, as well as providing feedback on the content, include Timpte Mfg, Lindsay Mfg, Camaco, Flexcon, and Becton Dickinson.

-Assisted 156 (duplicated) local companies write/request 52 worker training grants, totaling \$940,853 (see Appendix D). In total (all grants 2004/5) the colleges grants department generated new requested totaling \$5,816,474 and to date have secured \$3,103,283 for the improvement of academic offerings and other improvement activities.

-Conducted Nursing Assistant Training for 787 individuals in late 2004

-Assisted in the ongoing development and implementation of the Leadership University Program with the Department of Labor.

-Assisted in the development of the Future Force Nebraska initiative that collaborates with multiple agencies and organizations to create career pathways critical to economic development (manufacturing engineering, entrepreneurship, health practioners, transportation, distribution, warehousing and logistics).

-The college has representatives on the Grand Island Economic Development Corporation and the Small Business Council.

-Assisted in coordinating site visits for four companies considering placement in the Kearney, Hasting, Grand Island, and Central City areas.

-Participated actively as a member of the South Platte Unified Chamber of Commerce.

-Maintained representation on the following chambers of commerce: Aurora, Hastings, Grand Island, Columbus, Lexington, Holdrege, and Kearney

-The following table illustrates CCC’s economic development and training efforts from 1995-2005

**CCC Economic Development Activities/Participants**

<b>Year</b>	<b>Approximate # Of Companies/Organizations</b>	<b>Approximate # Of Activities</b>	<b># Of Participants (duplicated)</b>
1994-95	226	241	11,687
1995-96	139	142	9,886
1996-97	149	185	11,552
1997-98	236	253	8,730
1998-99	252	310	9,882
1999-00	300	246	10,383
2000-01	255	266	16,822
2001-02	247	318	16,224
2002-03	155	159	9,713
2003-04	178	187	11,952
2004-05	230	212	14084

Appendix A: (Excerpt from “Statistic Report of Early entry Enrollments 2004-05 Academic Year)

ADAMS CENTRAL JR-SR HIGH SCHOOL	KEARNEY CATHOLIC HIGH SCHOOL
ALMA HIGH SCHOOL	KEARNEY SR HIGH SCHOOL
AMHERST HIGH SCHOOL	KENESAW SECONDARY SCHOOL
AQUINAS HIGH SCHOOL	LAKEVIEW HIGH SCHOOL
ARAPAHOE HIGH SCHOOL	LAWRENCE NELSON HIGH SCHOOL
ARCADIA HIGH SCHOOL	LEIGH HIGH SCHOOL
AURORA HIGH SCHOOL	LEXINGTON HIGH SCHOOL
AXTELL HIGH SCHOOL	LINCOLN NORTHEAST HIGH SCHOOL
BERTRAND HIGH SCHOOL	LITCHFIELD HIGH SCHOOL
BLUE HILL HIGH SCHOOL	LOOMIS SECONDARY SCHOOL
BOONE CENTRAL SCHOOLS	LOUP CITY HIGH SCHOOL
CALLAWAY HIGH SCHOOL	MINDEN HIGH SCHOOL
CAMBRIDGE HIGH SCHOOL	NEBRASKA CHRISTIAN HIGH
CEDAR RAPIDS JR-SR HIGH SCHOOL	NEWMAN GROVE HIGH SCHOOL
CENTRAL CATHOLIC HIGH SCHOOL	NORTH LOUP SCOTIA HIGH SCHOOL
CENTRAL CITY HIGH SCHOOL	NORTHWEST HIGH SCHOOL
CENTURA SECONDARY SCHOOL	ORD JR-SR HIGH SCHOOL
CLARKSON JR-SR HIGH	OSCEOLA HIGH SCHOOL
CLAY CENTER HIGH SCHOOL	OVERTON HIGH SCHOOL
COLUMBUS HIGH SCHOOL	PALMER JR-SR HIGH SCHOOL
COZAD HIGH SCHOOL	PLEASANTON HIGH SCHOOL
CROSS COUNTY HIGH SCHOOL	POLK/HORDVILLE HIGH SCHOOL
DAVID CITY SECONDARY SCHOOL	RED CLOUD HIGH SCHOOL
DESHLER HIGH SCHOOL	RISING CITY HIGH SCHOOL
DONIPHAN-TRUMBULL SECONDARY	SANDY CREEK JR-SR HIGH SCHOOL
EAST BUTLER HIGH SCHOOL	SCOTUS CENTRAL CATHOLIC SCHOOL
ELBA SECONDARY SCHOOL	SHANAN CHRISTIAN SCHOOL
ELWOOLD HIGH SCHOOL	SHELBY HIGH SCHOOL
ELM CREEK HIGH SCHOOL	SHELTON HIGH SCHOOL
EUSTIS-FARNAM HIGH SCHOOL	SILVER LAKE HIGH SCHOOL
FILLMORE CENTRAL HIGH SCHOOL	SOUTHERN VALLEY JR-SR HIGH SCHOOL
FRANKLIN SECONDARY SCHOOL	SPALDING ACADEMY HIGH SCHOOL
FULLERTON HIGH SCHOOL	SPALDING SECONDARY SCHOOL
GIBBON HIGH SCHOOL	ST CECILIA HIGH SCHOOL
GILTNER HIGH SCHOOL	ST EDWARD HIGH SCHOOL
GOTHENBURG HIGH SCHOOL	ST FRANCIS CENTRAL HIGH SCHOOL
GRAND ISLAND SENIOR HIGH SCHOOL	ST PAUL HIGH SCHOOL
GREELEY HIGH SCHOOL	SUMNER-EDDYVILLE-MILLER HIGH SCHOOL
HAMPTON HIGH SCHOOL	SUPERIOR SECONDARY SCHOOL
HARVARD HIGH SCHOOL	SUTTON SECONDARY SCHOOL
HASTINGS SR HIGH SCHOOL	TWIN RIVER SR HIGH SCHOOL
HEARTLAND LUTHERN	WILCOX HILDRETH HIGH SCHOOL
HIGH PLAINS COMMUNITY HIGH SCHOOL	WOLBACH HIGH SCHOOL
HOLDREGE HIGH SCHOOL	WOOD RIVER RURAL HIGH SCHOOL
HOLY FAMILY HIGH SCHOOL	
HOMER HIGH SCHOOL	
HOWELLS JR-SR HIGH SCHOOL	
HUMPHREY JR-SR HIGH SCHOOL	

**Appendix B: CCC TECH PREP CONSORTIUM MEMBERS (Excerpt 05 Annual Report)**

AGENCY	CONTACT PERSONS	TITLE
<p>COMMUNITY COLLEGE Central Community College Columbus Campus Grand Island Campus Hastings Campus</p>	<p>Guy Suganuma Doris Lux Kelly Christensen</p>	<p>Associate Dean Coop Director/Instructor Associate Dean</p>
<p>HIGHER EDUCATION INSTITUTION University of Nebraska at Kearney</p>	<p>Jan Barton Zimmerman</p>	<p>Chair of Dept of Business Adm/ Business Ed</p>
<p><b>HIGH SCHOOL</b></p>		
1. Adams Central	Melanie Denney	Counselor
2. Arapahoe	Pam Breinig	Counselor
3. Aurora High School	Julie Jensen	Business Instructor
4. Bertrand High School	Mike Williams	Principal
5. Blue Hill High School	Colleen Jeffery	Counselor
6. Boone Central High School	Cathy Hill-Klein	Counselor
7. Centura High School	Mike Mizner	Counselor
8. Cedar Rapids	Tammi Vavra	Counselor
9. Central Catholic	Doris Rempe	Counselor
10. Central City	Shawn Diffett	Principal
11. Clarkson High School	Gregg Morris	Counselor
12. Clay Center High School	Julie Studnicka	Business Instructor
13. Columbus High School	Steve Woodside	Assistant Principal
14. Cozad	Phil Parker	Principal
15. Cross County	Bob Waltman	Counselor
16. David City High School	Brenda Siffring	Counselor
17. Doniphan-Trumbull High School	Joyce Kocourek	Business Instructor
18. Elba High School	Daniel Strecker	Counselor
19. East Butler	Debbie Stranberg	Counselor
20. Elm Creek High School	Melanie Klingelhoefner	Counselor
21. Elwood High School	Mike Goracke	Industrial Tech Instructor
22. Eustis/Farnam High School	Pam Glodowski	Counselor
23. Franklin High School	Clark Vetter	Agriculture Instructor
24. Fullerton High School	Kelly Clapp	FCS Instructor
25. Gibbon High School	Linda Brodine	Business Instructor
26. Giltner High School	Charolette McEwen	Counselor
27. Grand Island Senior High	Susan Dvorak	Counselor
28. Greeley-Wolbach High School	Ann Bjorklund	Counselor
29. Hastings High School	Jan Carper	Counselor
30. Hastings St. Cecilia	Tracy Adrian	Business Instructor
31. Harvard High School	Larry Turnquist	Superintendent
32. High Plains High School	Harry Cunningham	Counselor
33. Holdrege High School	Pat Gatzemeyer	Assistant Principal
34. Humphrey High School	Barb Kelly	Counselor
35. Kearney High School	Karen Brown	Business Instructor
36. Kenesaw High School	Tom Budnick	Business Instructor
37. Lakeview High School	Tracie Chochon	Counselor
38. Lawrence-Nelson High School	Connie Porter	Counselor
39. Leigh High School	Ken Swanson	Counselor
40. Lexington High School	Tim Davis	Counselor
41. Loomis High School	Linda Wells	Counselor
42. Loup City High School	Brenda Gregory	Counselor
43. Minden High School	Betty Choquette	Counselor
44. Northwest High School	Denise McNeel	FCS Instructor
45. Ord High School	Barb Johnson	FCS Instructor
46. Osceola High School	Steve Schmit	Agriculture Instructor
47. Overton High School	Sharon Wroblewski	Business Instructor
48. Palmer High School	Arlo Bockerman	Agriculture Instructor
49. Pleasanton High School	Bob Bednar	Counselor
50. Ravenna High School	Dom Reicks	Industrial Tech Instructor
51. Red Cloud High School	Joan Reznicek	Principal
52. Sandy Creek High School	Scott Engberg	Counselor
53. Schuyler High School	Ed Fejfar	Principal
54. Scotus Central Catholic	Judi Wolken	Counselor
55. Shelton High School	Laurie Peterson	FCS Instructor
56. Spalding High School	Troy Reichert	Industrial Tech Instructor
57. Superior High School	Randy Fuerhoff	Counselor
58. Sutton High School	Sharon Zoucha	Counselor
59. Twin River High School	Linda Jacobi	Business Instructor
60. Wilcox-Hildreth	Dave Johnson	Industrial Tech Instructor
61. Wood River High School	Darin Waddington	Industrial Tech Instructor
62. North Loop Scotia - New	Ron Tinkham	Agriculture Instructor
63. Amherst High School - New	Rhonda Kohel	Counselor

**Appendix C: Excerpt from the 2005 Central Community College TECH PREP Report**

- July: New Student Orientation presentations, Inventor Workshop-Hastings campus, Admissions Summer Work Sessions, Nebraska School Counselor Academy, Culinary Arts Statewide meeting - Southeast
- August: New Student Orientation presentations, Culinary Arts Statewide Meeting – Southeast, Deliver book covers, posters, CAD software to schools
- September: Culinary Arts Statewide meeting – Southeast, Health Science Cluster Meeting, Fall Tech Prep Site Coordinator Meeting – Hastings Campus, Adult Learner Workshop – Lincoln, Admissions and Recruiting Meeting – Columbus Campus, Medical Terminology Training Orientation meeting – Hastings Campus
- October: National Tech Prep Conference – Minneapolis MN, Bistro Nights at Metro CC and Hastings campus, Presentations/Articulations concerning the tech prep consortium were held with: Schuyler, Leigh, Cedar Rapids, Scotus Central Catholic, Lexington, Minden, Blue Hill, Hastings St. Cecilia, and Hastings.
- November: Presentations/Articulations concerning the tech prep consortium were held at/with: Grand Island Senior High, Lexington, Aurora, Cedar Rapids, Hastings St. Cecilia, Pleasanton, Minden, Hastings, Schuyler, Humphrey, Columbus, Scotus Central Catholic, Twin River. Other workshops/meetings were: Counselor’s Workshop – Grand Island campus; Bistro Night at Southeast; Health Science Cluster Meeting; Nebraska Career Pathways – Columbus Campus; State Tech Prep Coordinator’s Meeting – Northeast CC; New Employee Orientation; and Grand Island Senior High Visit.
- December: Presentations/Articulations concerning the tech prep consortium were held at/with: Nebraska Rural Electric Association – Kearney; Cedar Rapid visit; Clarkson visit; and Admissions and Recruiting meeting – Hastings campus.
- January: Presentations concerning the tech prep consortium were held at/with: Medical Terminology Orientation – Hastings campus; Cross County visit; New Employee Orientation; Nebraska Career Pathways; and Admissions and Recruiting – Columbus Campus.
- February: Presentations/Articulations concerning the tech prep consortium were held at/with: Minden, Fullerton, Centura, Doniphan-Trumbull, Clarkson, Grand Island Senior High, Hastings, Pleasanton, Humphrey, Cedar Rapids, Hastings St. Cecilia, Sandy Creek and Hastings. Other workshops/meetings were: Medical Terminology Training – Grand Island campus; Cross County presentation; Admissions and Recruiting; and Nebraska Career Pathways meeting – Columbus campus.
- March: Presentations/Articulations concerning the tech prep consortium were held at/with: Doniphan-Trumbull, Greeley-Wolbach, Cross County, Fullerton, Harvard, Wood River, Grand Island Senior High, Hastings St. Cecilia, Hastings, Twin River, and Humphry. Other workshops/meetings were: Perkins State Meeting, State Tech Prep Coordinator’s Meeting, Culinary Arts meeting – Lincoln; New Employee Orientation; Spring Tech Prep Coordinator Meeting – Grand Island campus; Grand Island Career Fair; CCC Board of Governors presentation, and FFA State Convention – Lincoln.
- April: Presentations/Articulations concerning the tech prep consortium were held at/with: Lexington, Sutton, and Blue Hill. Other workshops/meetings were: Tech Prep Spring State Coordinators’ Meeting, Career Fair – Kearney; President Advisory Meeting – Kearney; Grand Island Central Catholic presentation; CCC Board of Governors presentation with Lawrence-Nelson and Northwest high schools; and Nebraska Career Pathways – Columbus campus.
- May: Presentations/Articulations concerning the tech prep consortium were held with: Kearney high school. Other workshops/meetings were: New Employee Orientation; National Restaurant Conference; East Butler presentation; Central City presentation; New Student Orientation-Columbus Campus; and Welding workshop – Columbus campus.

**APPENDIX B – COMMUNITY COLLEGES – CCC**

June:

Other workshops/meetings were: NCE Conference, Career Connections 2005, Welding workshop – Hastings campus; Nebraska Counselor Academy; Financial Literacy workshop; Cozad presentation; and New Student Orientations – Columbus, Grand Island and Hastings campuses.

**Appendix D: Top Ten Economic Improvement Grants (excerpt from annually grants reports)**

CLUSTER	GRANT FUNDING SOURCE/PROJECT TITLE	AMOUNT REQUESTED	APPROVED AMOUNT	FOLLOW-UP ACTIVITIES/COMMENTS
<b>Academic Support and Training-Fiscal Year 04-05</b>				
<b>Academic Support &amp; Training</b>	WTP - Project: Tenneco Automotive V, Tenneco Automotive, Cozad	78,870.75	8,000.00	To train 169 employees (Phase III) in DDI (Leadership Training) Microsoft Excel and Access, and AutoCAD
<b>Academic Support &amp; Training</b>	WTP - Project: USPoly, Hastings	8,598.00	5,598.00	To train 12 employees in leadership and industrial technology.
<b>Academic Support &amp; Training</b>	WTP - Project: Diversity/Accountability, Columbus Area Cham of Com	9,800.00	9,800.00	To train 329 employees in skills to develop Communication, Interpersonal, Group Facilitations and Personal Accountability
<b>Academic Support &amp; Training</b>	WTP - Project: ConAgra Six Sigma, ConAgra Foods, Hastings	18,000.00	6,000.00	To train 6 employees in Green Belt, 4 in Champion and 80 in Awareness Training
<b>Academic Support &amp; Training</b>	WTP - Project: Tenneco Automotive IV, Tenneco Automotive, Cozad	77,580.75	8,000.00	To train 169 employees (Phase III) in DDI (Leadership Training) Microsoft Excel and Access, and AutoCAD
<b>Academic Support &amp; Training</b>	Community-Based Job Training Grants, Employment and Training Administration, US Department of Labor, Mechatronic Education Center	546,467.00	546,467.00	A final proposal totaling \$1,639,403 over 3 years to create a center called the Mechatronic Education Center to provide state-of-the-art technical training to individuals from high schools, community colleges, four-year colleges and universities, and business and industry. Training delivered includes workshops, lectures, simulations, software, and web-based technology.
<b>Academic Support &amp; Training</b>	WTP - Tenneco Automotive III	86,208.75	8,628.00	To train 186 employees (Phase III) in DDI (Leadership Training) Microsoft Excel and Access, and AutoCAD
<b>Academic Support &amp; Training</b>	WTP - Project: ISO Collaboration - 11 NE employers with Royal Plastic Mfg. Inc. as lead employer	21,694.00	7,460.00	To train 99 employees in Process Auditing, Root Cause Analysis, and Internal Auditor Training
<b>Academic Support &amp; Training</b>	WTP - Project: GI Chamber Consortium (GICC) - 10 employers with GI Chamber as lead employer	5,850.00	5,850.00	To train 36 employees of 10 central NE companies in Microsoft Office Software Training
<b>Business and Nursing - Fiscal Year 04-05</b>				
<b>Business &amp; Nursing</b>	Nebraska Department of Economic Development Manufacturing Extension Partnership (contract)	43,892.00	43,892.00	1.The customer agent will address the needs of business and industry by coordinating and implementing technology assistance and training within the college's 25-county service area. Note: Amounts will not match contracts in file. These amounts per Marni were allocated based on CCC fiscal years.
<b>Subtotal - Business &amp; Nursing Submissions and Funding for Fiscal Year 2004-2005</b>		<b>\$43,892.00</b>	<b>43,892.00</b>	
<b>TOTAL GRANT PROJECTS</b>		<b>\$940,853.25</b>	<b>\$693,587.00</b>	

## APPENDIX B – COMMUNITY COLLEGES – MCC

### METROPOLITAN COMMUNITY COLLEGE LR 174 DATA

James Grotrian, Vice President of External and Government Relations  
November 1, 2005

Submitted to Larry J. Scherer, Planning and Policy Officer  
Nebraska Coordinating Commission for Postsecondary Education Nebraska

#### 1. Top activities conducted for K-12 students or staff, admissions or career orientation

- a. Fremont School-to-Career Partnership – MCC is the lead partner in this communitywide partnership that supports career education for K-12 students in the greater Fremont area. Fremont STC provides over 400 high school internships each school year, career expos, business speakers, mock interviews, and other career awareness activities. Supports early entry programs in the participating high schools.
- b. Professional Development Opportunities – MCC provides K-12 professional development opportunities, including educator internships, business tours, training workshops to prepare instructors to teach dual credit courses, MCC program tours involving business partners, how-to workshops on career awareness activities, quarterly partnership forums\* with local businesses, and others.
- c. Career Academies – campus-based courses for high school juniors and seniors in a wide array of career-oriented program areas, including criminal justice, automotive, construction trades, computers, and others.
- d. Career and Life Skills Initiative (CALs) – multifaceted collaborative program to emphasize and assess employability skills within K-12 schools, businesses, MCC, and the greater community. MCC Board of Governors (full-ride) scholarships are awarded based on CALs criteria and first-year cohort program supports scholarship recipients through freshman year.

#### 2. The Bridge to Success Program

The Bridge to Success Program (BTS) was piloted in November 2004 with an enrollment of 20 students. Fifty four students were enrolled in Spring 2005. On September 17, 2005, 1500 parents and students attended an information session held at Metropolitan Community College.

374 students completed application to participate in the BTS program this year and 54 are continuing from last year - making a total of 428 students enrolled in the 2005-06 academic year.

- The BTS program is an opportunity for African American, Native American and Latino/Hispanic students in the Omaha Public School District to enroll in college classes at Metropolitan Community College while attending high school.
- The BTS program is sponsored by the African American, Native American, and Latino Achievement Councils in collaboration with Omaha Public Schools and Metropolitan Community College.
- The Councils provide scholarships to cover the cost of tuition, fees and books. MAT bus transportation is provided (if needed) for qualified candidates. Selected students also have the option of enrolling and paying for their courses.

This program not only prepares students for college but if they apply the study strategies to their high school coursework, they will see improvement overall. Additionally, students participating in the program become acclimated to college curriculum and resources, as well as earn college credit toward their degree. Workshops are provided for college preparation which includes: ACT, Financial Aid, Scholarships and Career Assessments.

## APPENDIX B – COMMUNITY COLLEGES – MCC

Based upon assessment testing, students have the opportunity to take classes in their program area, allowing them to make informative decisions regarding declaring a major, and possibly completing a semester of college by the time they graduate from high school.

### 3. Early Entry (Dual Credit or College Credit Courses)

MCC coordinated 67 dual credit course sections in 18 school districts. These contracts generated 798 student enrollment (duplicated headcount) and 3726 credit hours. The dual credit classes are paired with the articulated courses on drawing boards, available on the webpage, to show students the benefits of seamless education.

Anecdotal data supports that those students who are able to take advantage of dual credit are from higher socioeconomic groups. The coordinator is working with the high school representatives to create scholarships using the payback dollars from the college to support tuition assistance programs for limited income students. In 2004–05, three school districts modified their policies to support tuition assistance for limited income students. A recent study of matriculation identified 7% of students who take dual credit classes in high school enroll at Metropolitan Community College immediately following high school graduation. This is up five percent from 4 years ago.

- a. Total number of students enrolled = 798
- b. Total number of high schools = 18 in 2004–05, 22 in 2005–06
- c. Total credits taken = 3726 quarter credit hours
- d. Special vocational focuses - such as Nursing, Dental. = Information Technology

### 4. Total number of Tech Prep Programs new articulation agreements in the past year.

All school districts in the consortium have signed Intent to Articulate agreements. All schools meet Nebraska program standards for career and technical education and have been pursuing articulation; however, some districts are pursuing articulation more aggressively than others.

Metro has 131 course articulations on file. Each of the 19 school districts has a program of study articulation on file which correlates to the 96 program offerings available at Metro.

The following school districts provided articulation awards to graduating seniors: Millard Public Schools (1151 students), Omaha Public Schools (1627 students), Papillion-LaVista Schools (349 students), Ralston Public Schools (25 students). To receive an award, students must have earned a passing grade of 1 or 2 (A or B) in an articulated course.

During the past year, seventy-two (72) students took advantage of their articulated credit resulting in 506 credits awarded to incoming freshmen. Collectively, students saved \$19,481 based on current tuition rates. This is an average savings of \$270.57 and 7.02 credit hours per student. Continued increase in student advanced standing participation is expected to occur.

- a. Total number of high school students enrolled in tech prep courses. = estimated 16,395 (9–12)
- b. Total number of training events for high school teachers and the number of participants. = 21 workshops for 579 teachers (duplicated)

## APPENDIX B – COMMUNITY COLLEGES – MCC

### Activities Supporting Economic Development

#### Data on Training Activities

Type of Activity	Description	# trained	# of businesses
Language Training	ESL, Supervisory ESL, Command Spanish, and elementary Spanish	390	8
Business-specific Topics	6 $\Sigma$ , ISO, Computers, Project Management, Soft Skills, Technology-specific training	748	16
Partnership forums*	Special topics forums regarding the importance of business-education partnerships for local, state, and national economic development. Includes post-forum in-depth training sessions.	750	100
Faculty Business Tours	Work-based learning opportunities for K-16 faculty to learn about job-based applications of academic content	39	6

#### Other activities supporting economic development

1. Served in leadership capacity on local and statewide committees for entrepreneurship education.
2. Served on statewide FutureForce task forces.
3. Participated in joint visits with Greater Omaha Chamber of Commerce regarding NE Advantage opportunities for local businesses.
4. Served on planning committee for Governor's Summit on Workforce Development.
5. Served on administrative leadership team for local Workforce Investment System.
6. Recruited and trained over 40 new businesses for participation in activities that support K-16 education.
7. Developed Professional Skills Specialist Diploma, emphasizing soft skills and customer service skills development; certified through local Workforce Investment Board.
8. Submitted collaborative grant proposals for enhancement of logistics training, work-based English language training, emerging technologies advancement.

\* The MCC Partnership Forums offer area professionals the opportunity to meet and network with others in our business and education communities. Gathering to hear local and national speakers address career and workforce development issues, attendees learn about the skills today's students need to acquire to be successful as tomorrow's employees. Individuals from both business and education sectors come to realize how vital their interrelationships are in creating and maintaining a competitive workforce.

With an overall theme of Education's Role in Economic Development., this year's forums examine the role business and education partnerships play in helping K-16 students learn economic concepts and prepare to contribute to the local economy through gainful employment. The forums will focus on issues and initiatives related to workforce and economic development on the local, state, and national levels.

## APPENDIX B – COMMUNITY COLLEGES – MCC

### List of businesses Metropolitan Community College worked with in 2004-05

Aim Institute	First National Bank of Omaha	Nebraska Department of Education
Airlite Plastics	Foundation for the Family	Nebraska Department of Labor
Alegent Health	Frankel Zacharia	Nebraska Educational Telecommunications
American Red Cross Heartland Chapter	FRE Foundation	Nebraska Health & Human Services
Ameritrade	Fuhrman, Smolsky & Furey, PC	New Community Development Corp.
ASVAB Career Exploration Program	Gallup Organization	Omaha Community Playhouse
Bass & Associates	Gerst Custom Contracting	Omaha Print
Bellevue Wal-Mart	Girls Inc. Omaha	Omaha State Bank
Bishop Business Equipment	Godfather's Pizza, Inc.	Omaha/Council Bluffs Sheet Metal Workers JATC
Boy Scouts of America	Goodwill Industries	OPPD
Camp Fire USA	Goodwill Omaha	Papillion LaVista School
CareerXplorer International, LLC	Great Western Bank	P.I. Midwest
Cargill	Greater Omaha Chamber of Commerce	Paragon Printing
Carpenter-Millwright JATC	Hague Howey Custom Builders	Peter Kiewit Sons' Construction
Celebrity Staffing	Hoegemeyer Hybrids	Physician's Mutual Insurance Co.
Centris Federal Credit Union	HR Systems	Prochaska & Associates
Charlie Graham Body & Service	IBEW/NECA	Regal Printing Company
Chicano Awareness Center	ICAN	Securities America
Children's Hospital	Indian Center, Inc.	Security Federal Savings
City of Omaha	Insight, Inc.	Source Media Group
Cochran Group	Ironworkers #21	Steamfitters & Plumbers JAC
Coldwell Banker Commercial World Group	JC Robinson Seed Co.	Strategic Air and Space Museum
Commercial Federal Bank	Job Corps	Thermal Services
ConAgra Foods	Kawasaki	THT Designs
Control Services, Inc.	Kellogg's	Tiburon Financial
Cox Communications	Kelly Services	Travel and Transport
Creative Dining Solutions	Kiewit Corporation	Tri-V Tool & Manufacturing
Creighton University	KIOS	UNMC
Cummins Great Plains	Kutak Rock LLC	Union Pacific
Dairy Council of Nebraska	Legal Aid of Nebraska	United Way of the Midlands
Deloitte & Touche	Leo A Daly	Urban League of Nebraska
DK Group	Lozier Corporation	Uta Halee/Cooper Village
DLR Group	March of Dimes	Valmont
Douglas County Health Department	Mechanical Contractors Association of Omaha	Vic's Corn Popper
Drake-Williams Steel	Mechanical Systems, Inc.	Vocational Rehabilitation
Edward Jones Investments	Meylan Enterprises	Warren Distribution
Egermier Retirement & Financial Services	Mid-American Energy	Watkins Concrete Block Co, Inc.
Falewitch Construction	Millard Manufacturing Corporation	Wells Fargo
Farmers National Company	Mutual 1 <sup>st</sup> Federal	West Corporation
Federal Reserve Bank	Mutual of Omaha Insurance Company	Wilson Custom Tile & Design
First Data Corp	NE Workforce Development	YMCA

## **Mid-Plains Community College**



### **College Mission**

*To provide educational opportunities for lifelong student learning.*

### **Role**

*Mid-Plains Community College (MPCC), a legislatively designated eighteen county district in West-Central Nebraska, is a comprehensive, open access, public, two-year community college system offering associate degrees, diplomas, certificates, customized training, and courses and activities for personal or professional development and personal interest. Mid-Plains Community College consists of McCook Community College, North Platte Community College, and Extended Campuses in Broken Bow, Imperial, Ogallala, and Valentine.*

### **Response to Legislative Resolution 174**

**2004-2005**

*MPCC is proud to work in cooperation with Legislative Resolution 174 to achieve the same desired outcomes:*

- Increase the number of students entering postsecondary education in Nebraska*
- Increase the percentage of students enrolling and successfully persisting through degree completion*
- Reduce, eliminate, and then reverse the net out migration of Nebraskans with high levels of educational attainment*

*In order to achieve the above outcomes, MPCC participates in a number of collaborative activities with both K-12 schools and local businesses to provide growth and learning opportunities. Outlined below are examples of joint activities MPCC participated in during the 2004-2005 academic year:*

### **ACTIVITIES SUPPORTING K-12**

#### **TECH PREP in 04-05**

*Programs: 47*

*New Articulation Agreements: 10*

*High school students enrolled in high school tech prep courses: 4045*

*Number of training events for high school teachers: 10*

*Number of participants: 141*

**DUAL CREDIT/EARLY ENTRY in 04-05**

Students enrolled: 570+  
Credit hours enrolled: 1500+

Number of high schools participating in dual credit/early entry opportunities: 32

Special vocational focuses: Business, Welding, Building Construction, Drafting/CAD, Health Occupations, Electronics/Electrical

**TOP THREE ACTIVITIES CONDUCTED in 04-05**

**Inter-High Day Academic Competition and Scholarship Day**

Area high schools were invited to an academic competition where their skills and abilities were measured in academic and/or technical areas. Awards were presented for the top three finishers in each category.

**Group Tours/Open Houses**

Career Services and Enrollment Management offered opportunities for high schools to tour the college as a class. On the tour, students visit the shops within the technical area and see academic classes in session. They are shown the location of offices that will assist them during their attendance and other services available to them are explained. Individual follow-up tours and testing times were often arranged for individual students and families.

**Career Maneuvers Program**

This career program was provided for junior and seniors. Activities included ASVAB Score Interpretation, Interest Inventories, Value Sorts, Computer-Based Career Exploration, and Personal Action Plan Development.

**OTHER ACTIVITIES SUPPORTING K-12**

- Career Exploration Program for area middle school students
  - SDS Inventory
  - Computerized Career Exploration
- Art Tech Fair
- Personal Instructor Visits to Area High Schools
- Winds in the Buffalo Grass Young Writers Enrichment Camp
- Expanding Your Horizons for middle school girls
- Sports Camps

**ACTIVITIES SUPPORTING ECONOMIC DEVELOPMENT**

Business and individuals turn to MPCC for a wide assortment of growth and learning opportunities in various personal and professional areas.

As MPCC's new "**Center for Customized Training**" concept becomes a reality, more local, regional and global business and industries will be turning to MPCC for tailored, premium, economical customized training.

## APPENDIX B – COMMUNITY COLLEGES – MPCC

### DATA ON TRAINING ACTIVITIES in 04-05

Number of Training Activities: 200+

Number of Students Served: 7000+

Number of Businesses Served: 340+

### Participating Businesses

21st Century Systems  
A Plus Insurance Svc  
ABC Salvage  
ACS Workforce Development  
Active Community Treatments  
Adams Bank & Trust  
Ag Valley Co-Op  
Aging Office of Western NE  
Agri Affiliates  
AIM Institute  
Ainsworth Public Schools  
AJ Sheet Metal  
Alliance Fire Department  
American First Bank  
American First Insurance  
Amherst Public Schools  
Ansley Fire Department  
Antelope Sprinkler Systems  
Arnold Fire Department  
Arnold Rescue  
Arthur Fire  
Arthur Public School  
Atkinson Good Samaritan Center  
Aupperle Plumbing  
Averal St. Anthony's Hospital  
Baltzell Vet Hospital  
Beaver City Chamber of Commerce  
Benkelman Hospital  
Beverly Care Center  
Bible Supplies  
Big Springs Fire Department  
Bill Summers  
BKNB  
Brady Public Schools  
Bright Beginnings Preschool  
Broadway Retirement  
Broken Bow Fire Department  
Burge Auction & Realty  
BW Telecom  
Cabela's Sidney  
Cady P.C.  
Callaway District Hospital  
Callaway Rescue Squad  
Cal's Boot & Shoe  
Cambridge Economic Development  
Cambridge Hospital  
Carmen's Appliance  
Carpet Barn  
Cedars Bright Beginnings  
Cement Products  
Centennial Park Retirement  
Chadron Fire Department  
Charlie's Plumbing  
Chase County Community Hospital  
Chase County High  
Cherry Co. Ambulance  
Cherry County Hospital  
CIMRO of Nebraska  
City of Arapahoe  
City of Benkelman  
City of Cambridge  
City of Imperial  
City of Imperial Economic  
Development  
City of McCook  
City of North Platte  
City of Ogallala  
Coffee Time  
Coldwell Banker  
Commercial Investment  
Community Hospital  
Comstock  
Corner Junction  
Cozad Community Hospital  
Creativity Unlimited Arts Council  
Creek Valley Schools  
Curtis Rescue  
Curtis Telephone  
Custer Adult Daycare  
Custer County  
Custer County Sheriff  
Custer Public Power  
Dana Cole  
David and Associates  
Dezort, Inc  
District #8 School  
Dr. Michael Knott  
Dundy County Hospital  
Eagle Canyon Hideaway  
Electrical Solutions  
Ellinger CPA  
Elwood Care Center  
ESU #15  
ESU 16 Ogallala  
Executive Extra  
Family Skill Building Services  
Farm Credit Services  
Farmer's State Bank  
Fashions from Connie's  
Figure Four Traditions  
First Central Bank  
Fowler Construction  
Franzen Const.  
Frenchman Valley Co-Op  
Frontier Co. Ambulance  
Frontier County  
Frosh Construction  
Frosh Realty  
Fudgsicles  
Fuller Realty  
Fults Electrical  
Garden County Courthouse  
Gateway GMAC  
George Hipple Photography  
Golden Harvest Seeds  
Good Air, Inc.  
Good Samaritan Home  
Gothenburg Memorial Hospital  
GPRMC  
GPRMC Health & Human Services  
Grand Island Fire Department  
Grant County Rescue  
Grant Public School  
Great Plains Communications -  
Imperial  
Great Plains Housing  
Great Plains Oral Surgery  
Haggard Realty  
Happy House Child Care  
Happy Jacks Petroleum  
Harchelroad Motors  
Hayes Center Public School  
Hayes County Health & Human  
Services  
Health and Human Services  
Heavenly Creations, LLC  
Heritage of Wauneta  
Hershey Public School  
Hillcrest Nursing Home  
Hitchcock County Schools  
Holiday Inn Express  
Hugs-n-Teddybears  
Imperial Hospital  
Imperial Manor - nursing home  
Internal Medicine Associates  
J & C Plumbing  
Jane's Creative Cuisine  
Jennie L. Melham Memorial  
Jerry Remus  
Joel and Loup  
John Deere  
K.I.D.S. Klub  
Keith Co. News  
Kids First Preschool  
Kids World Day Care  
Kimball Co. Ambulance  
Kinney Construction  
Kircher & Associates  
KNOP-TV  
KOGA  
Korty  
Kujath  
L&L Plumbing  
Ladybug Crossing  
Lammel's Inc  
Lawn Service  
Lexington Academy  
Lexington Hospital

## APPENDIX B – COMMUNITY COLLEGES – MPCC

Life Saver Day Care  
Lincoln County  
Linden Court  
Little Angels Christian Child Care  
Little Folks Child Care Center  
Little Lamb Day Care  
Little Monster's Daycare  
Lollipop Lane Preschool  
Lou Kraus Music  
Loup County Ambulance  
Loving Care Day Care  
Lytle Refrigeration  
M&M Natural Jazz  
Maranatha Bible Camp  
Marge's Precious Blessings  
Mary Kay Cosmetics  
Mason City Rescue  
Maxwell Public School  
Maxwell Rescue  
McChesney Martin Sagehorn  
McCook Chamber of Commerce  
McCook Economic Development  
McCook Gazette  
McCook National Bank  
McFadden Fencing  
McGinley-Schilz  
Mead Lumber, Cash & Carry  
MEDC  
Memorial Health Care Center  
Merna Rescue  
Mid-NE Welding  
Midwest Equipment  
Mikes Motorcycle & ATV  
Miller and Associates  
Miller Memorial Care Center  
Modern Appliance  
Motel Stratton  
MPCC  
Mullen Ambulance Service  
NE Health & Human Ser & Ins Aid  
NE Public Power  
Nebraska EMS Program  
Nebraska Heart Institute  
Nebraska PrintWorks  
NebraskaLand National Bank  
Newton  
NMPP Energy  
North Coast Ventures  
North Colorado Med Center  
North Platte Care Centre  
North Platte Community Day Care Center  
North Platte Fire Department  
North Platte Foot Clinic  
North Platte Foster Parent Association  
North Platte OB/GYN  
North Platte Opportunity Center  
North Platte Physical Therapy Office  
North Platte Public Schools  
North Platte Veterinary  
NP Recreation Department  
NPPD Gerald Gentleman Station  
Oconto Rescue  
Ogallala Chamber  
Ogallala Christian Day Care  
Ogallala Communications  
Ogallala Community Hospital  
Ogallala Fire Department  
Ogallala Pinnacle Bank  
Ogallala Public Schools  
Old MacDonald Day Care  
Olson Feed Yard  
Olson Inc.,  
Oshkosh Rescue Unit  
Our Redeemer Lutheran  
Overhead Door West  
Owen Beneda Refrigeration  
Palisade Village  
Pamida  
Parker Hannifin  
Pathology Services  
Paxton Fire Department  
Paxton Public School  
Paxton Rescue  
Pedal Pushers  
Perkins County Health Services  
Perkins County Hospital  
Peter Rabbit Preschool  
Pfeffer Service Company  
Phelps County Development Corporation  
Pinpoint Communications  
Platte River Mall  
Platte Valley Agency  
Platte Valley Electric  
Pony Express  
Prairie Haven Hospice  
Prairie Preservations  
Prairie Wind PCs  
Premier Estates  
Premier Hospital Development  
Pro Computing  
Progressive Group  
Prophet Systems  
PROSPER  
Randall Construction  
RC & D  
Region II Services  
Regional West Medical Care  
Rock County Hospital  
Ron's Cabinet & Remodel  
Saint Francis Med Center  
Sandhill Feeder Cattle Service  
Sandhills Manor  
Sandhills Rescue  
Sarah Ann Hester Nursing Home  
Sargent Irrigation  
Sargent Nursing Home  
Schorzman Refrigeration  
Shamrock Real Estate  
Simmerman Electric  
Skiles  
Small Blessings Day Care  
Sunshine Station Preschool  
South Central 4-H Camp  
South Central NE Area Agency on Aging  
Southwest Implement  
Southwest Public Schools  
Sprinkler Medic  
Stapleton Public School  
Stapleton Rescue  
State of Nebraska  
State-Wide County Assessors  
Sunshine Station Daycare  
Sutherland Care Center  
Sutherland Fire Department  
Sutherland Public Schools  
SW NE Public Health  
SW Public Power Division  
SWATS  
Treasuries of the Heart  
Tri County Hospital  
Trinity Little Lamb Preschool  
Tryon Fire Dept  
Turtle Island  
TV Repair  
Twin Valley Public Power  
Union Pacific Railroad  
Unique Boutique  
Unique Trends  
United Methodist Church  
UNL Cooperative Extension  
USBR  
USDA  
USPO  
Valentine High School  
Valley Bank and Trust  
Valmont  
Video Kingdom  
Village of Aldo  
Village of Lewellen  
Village of Stratton  
Village of Trenton  
Volz Plumbing and Heating  
W Design Association  
Wallace Rescue  
Wallace School Dist 65-R  
Wal-Mart  
Walters Construction  
Walters Heating and Air  
Wauneta Village  
Welcome Friends Day Care  
West Center Research & Extension Center  
West Central Area Agency on Aging Health & Human Services  
Wheatland Public School  
Wilcox & Hager  
Wilkinson Inc  
Zak's Body & Paint  
Zion Lutheran Church  
ZNR Electronics

**OTHER ACTIVITIES SUPPORTING ECONOMIC DEVELOPMENT in 04-05**

- *Member, DEVCO*
- *Member, Area Chambers*
- *Member, North Platte Economic Visions Team Task Force*
- *Career Planning*
  - *Aptitude testing*
  - *Personality testing*
  - *Learning style inventories*
- *Testing Services*
  - *WorkKeys*
  - *Clep*
  - *Praxis*
  - *Mous*
  - *VUE*
  - *EMT*
  - *Ford AAA Auto Testing*
  - *NOCTI*
  - *Myers-Briggs*
  - *GED*
- *Transitional Services*
- *Proctoring Services*
- *Resume and Cover Letter Assistance.*
- *Health Care –*
  - *Assisted with Health Fairs*
  - *Nursing students completed rotations*
    - *long term care facilities*
    - *rural physician offices and clinics*
  - *Assisted with Free Dental Care Program for Eligible Families*
- *\$15,000 tree grant received for McCook City Ball Park*

*MPCC is also working with a number of statewide initiatives involving government, education, industry, K-12 schools, community college, universities, etc., in the areas of manufacturing, entrepreneurship, transportation, and warehouse distribution.*

APPENDIX B – COMMUNITY COLLEGES – NECC

**LR 174 Report  
2004-22005  
Northeast Community College  
September 15, 2005**

**I. Major Accomplishments in Collaboration with K-12 Educational Systems**

**Tech Prep**

Tech Prep is a federally funded Perkins Grant program to prepare students for careers through seamless education opportunities. High school programs are aligned with the college programs to create a sequence of courses in a specific program area (drawing board). This alignment addresses: 1.) Adequate academic preparation to reduce post-secondary remediation and 2.) Articulation of courses where overlap or duplication exists. In the Northeast Consortium for FY 05, thirty-eight courses were articulated with member schools in the 20 county service area.

High School Course

Northeast Community College Course

Personal Finance

ECON 1010 Personal & Business Finance – 2 credits  
ECON 1040 Personal Finance – 3 cr.

Welding

WELD 1010 Related Welding – 2 cr.  
WELD 1020 Related Welding Lab – 2.5 cr.  
AGRI 1050 Farm Welding  
AGRI 1060 Farm Welding Lab  
ELMC 1050 Intro to Machining & Welding – 1 cr.  
ELMC 1060 Intro to Machining & Welding Lab – 2 cr.

Computer Applications

INFO 1000 Basic Computer Applications – 2 cr.  
UTIL 1280 Computer Literacy – 2 cr.  
AGRI 1000 Microcomputer Applications – 2 cr.

Entrepreneurship/Marketing

BSAD 2150 Entrepreneurship: Small Business Organizations – 3 cr.

Web Page

INFO 1710 Web Page Development – 1 cr.

Drafting

DRAF 1100 Architectural Drafting 1 – 2 cr.  
DRAF 1100 Architectural Drafting 1 Lab – 2 cr.

Total involvement in the Northeast Tech Prep Consortium includes 28 schools or 56% of the school districts in the service area. Total student involvement includes 3240 students or 68% of secondary students. Three hundred-eighty three post-secondary students are a Tech Prep student and part of an articulated program sequence of study.

## APPENDIX B – COMMUNITY COLLEGES – NECC

In addition, many continued opportunities for collaboration between secondary and post-secondary faculty were provided. Specifically, articulation workshops in Agriculture and Industrial Technology were held with 60 individuals participating. This is a continual effort to articulate programs of study and specific college courses, as part of the Tech Prep initiative.

### **Allied Health**

The Allied Health Department was involved in many activities in 2004-2005 to assist K-12 school districts with career awareness and training opportunities. Some of the highlights of these activities are identified below.

#### Nurse Aide Classes

The Basic Nurse Aide class is a three-credit hour (76 contact hour) course. This course is required for individuals to work in hospitals and nursing homes as a Certified Nurse Aide and is a prerequisite for Northeast's nursing program. In addition, this class offers an opportunity for students to learn about health care careers in the work environment and determine if the health care field fits them personally.

Northeast Community College offered a nurse aide class designed around a high school schedule to accommodate junior and senior students. The initial class was offered at Norfolk High School with 17 students enrolled and 12 completing the program. A second class is being offered in West Point as a partnership with the West Point Hospital and students from both the public and Catholic schools.

#### Cardiopulmonary Resuscitation (CPR) Classes

A one-credit hour CPR instructor course was offered specifically for teachers and school nurses in the northern counties of the college's service area. The class was offered to enable more school-age students to learn CPR. In addition to the instructor training, Northeast Community College continues to partner with area schools to offer the four-hour CPR class to many of their students.

#### School Presentations

The Director of Allied Health, in partnership with the Northern Nebraska Area Health Education Center (AHEC), spoke at a number of area schools. The focus of these presentations was on health-related careers and preparation for these careers. Discussion also included the benefits for students and the local communities of the opportunity for students to remain in their local community while involved in health careers such as nurse aide and nursing, as well as the contribution provided by emergency medical technicians who normally volunteer their time. Six of these presentations were held in area schools with approximately 200 students in attendance.

## APPENDIX B – COMMUNITY COLLEGES – NECC

### Hosted Conferences/Events for Area K-12 Students and Educators

Each year Northeast Community College hosts many activities that provide learning opportunities for K-12 students and educators. Highlights of the conferences and events that the college hosted in 2004-2005 are included below:

- Scholastic Contest: Over 1,000 students from 41 Class C and D high schools participated in the annual Inter-High School Scholastic Contest conducted by NECC. Students are tested in various academic and career and technical subject areas, and a Quiz Bowl was an additional option during the competition.
- Nebraska FFA Leadership Impact Workshop: 400 Nebraska FFA Officers received leadership training through the workshop co-sponsored by the NECC Agriculture Department and the Nebraska Department of Education.
- Nebraska FFA Dairy Judging Contest: 100 FFA students statewide participated in the Dairy Judging Contest, which was held at the Agriculture Complex and was co-sponsored by the Nebraska FFA Association and the NECC Agriculture Department.
- Nebraska FFA Horse Judging Contest: 80 FFA students statewide participated in the event co-sponsored by Nebraska FFA and the NECC Agriculture Department.
- District FFA III, IV, and IV Livestock Judging Contest: 400 northeast Nebraska FFA students participated in the contest sponsored by the NECC Agriculture Department.
- District Ag Education III, IV, & V Contests: Over 1,000 students from northeast Nebraska participated in the contests sponsored by NECC.
- Explorer Scout Program: The Northeast Community College Information Technology department sponsored a Boy Scout Explorer Career Club last year with ten junior and senior high students learning about career opportunities in computer programming, networking, repair, and help desk operations. The group met for eight three-hour sessions in the evenings on campus.
- Computer Programming Contest: The Information Technology program sponsored a one-day computer-programming contest for area high schools to come to campus and work six problems related to computer programming skills. Six high schools participated in the contest.
- Music Tours: The NECC Swing Choir and Jazz Band members conducted Music Tours, performing at eighteen high schools in Nebraska, Iowa and South Dakota in March. This serves as a recruiting tool and also as a model for opportunities for involvement at the post-secondary level.
- Jazz Festival: The 23rd annual Jazz Festival was held in March, with approximately 3000 high school and junior high musicians in about 85 performance groups from throughout the Midwest competing in jazz band, swing and jazz, and voice competition.

## **APPENDIX B – COMMUNITY COLLEGES – NECC**

- **Career Days:** The college sponsored career days for all juniors and seniors in the twenty-county service area. This activity provides career information and experience in the Automotive Technology, Diesel Technology, Electromechanical, Electrician, and Irrigation Technology career areas. Local technicians participate in the demonstration.
- **High School Visits:** Instructors participate in high school sponsored career days to provide information on career opportunities and educational requirements. Business and industry representatives are also involved in these presentations.
- **Utility Line Rodeo:** The Northeast Utility Line Program hosts the Utility Line Rodeo each spring. Area colleges compete in performing line worker tasks while being evaluated by technicians from the local Rural Electric Associations. Area high school students are invited, along with parents and teachers.
- **Counselor Conference:** Educational Services and Student Services personnel participated in the summer Counselor Conference designed to educate area guidance counselors about career and educational opportunities available at NECC.
- **Explore Northeast Days:** The college hosts several Explore days each year, which provide prospective students and their families an opportunity to tour campus, visit with faculty, and learn about college programs and services.

### **ESU 1 Math Educators Initiative**

Northeast Community College partnered with ESU 1 and Wayne State College on a Math Partnership Grant funded under Title II, Part B of the No Child Left Behind Act of 2001 to improve 7-12 student achievement in mathematics by developing an accomplished mathematics teacher workforce capable of engaging all students in challenging mathematics courses. An NECC math instructor developed workshop activities and then taught math teachers strategies to improve student learning in secondary math courses. Follow-up consultations will continue this academic year between the college instructors and the secondary teachers of mathematics.

### **Future Force Participation**

Northeast Community College participated in the statewide effort to create uniform college credit programming in entrepreneurship. The ultimate goal of this project will be to partner with secondary schools to help them provide the first course in an entrepreneurship certificate, diploma or degree. The college is also involved in similar programs in Industrial Manufacturing and in Transportation, Distribution, and Logistics. These projects are ongoing and will move to implementation during the 2005-06 year.

## **II. Major Accomplishments in Economic Development Activities**

### **Business and Industry Training and Collaboration**

#### Vulcraft Project

Nucor Steel/Vulcraft Division announced a new Detailing Division to be located in Norfolk, Nebraska with 200 – 400 new jobs. Access to the Northeast Community College Drafting Program was the main reason cited for choosing Norfolk over a Texas or Utah location. Northeast Community College has expanded the drafting program to accommodate additional students and meet industry needs.

#### Technologent

Northeast Community College is providing corporate sales training to Technologent Corporation, a major call center operation, located in Ainsworth and Bassett, Nebraska. The college has trained nearly 100 new employees in the past six months, with on-going training planned each month in the future. Two hundred new jobs are anticipated at a third location to be opened in O'Neill, Nebraska in 2005-2006. Northeast will be in charge of all corporate training.

#### Valley

A partnership has been developed with Valley, in which Valley supplies instructors, scholarship money, and equipment for a jointly sponsored Irrigation Technology Program with Northeast Community College. Valley also provides internships for NECC students and full time employment for graduates of the Irrigation Technology Program.

#### Culinary Programs

Northeast Community College is pursuing offerings in Culinary Arts in partnership with local restaurants and food service providers. Non-credit workshops are offered monthly taught by a “world master chef”. Credit offerings are being expanded, and a joint one- plus-one program with Metro Community College is being developed.

### **Projects Serving New Populations**

#### New American Center

Northeast Community College has led an effort, with the Director of Business and Industry chairing a 35-member steering committee, to develop a clearinghouse and resource center for immigrants, refugees, and other underserved populations. Services will be broad based, but will include language skills training, housing assistance, transportation, job-seeking skills, health care, immigration services, and general assistance. The New American Center will be housed with Nebraska Workforce Development and Department of Labor services.

## APPENDIX B – COMMUNITY COLLEGES – NECC

### Work Force Investment Grant

Northeast Community College was awarded a WIA grant through the Nebraska Department of Education. The intention of this grant was to develop an English language immersion program for new Americans. In addition, the program offers job skills to the participants, including resume writing, interviewing skills, the importance of being on time and dependable, and CPR and safety training. A number of Norfolk employers provided additional funding, plant tours, speakers and served on an advisory committee. Student participation and attendance were exemplary, and several students were hired for new jobs or were promoted within the same company. Several other students are pursuing a GED degree or college-level classes. The college will continue to offer this program during the 2005-06 year.

### **Rural Revitalization Activities**

#### Norfolk Area Recruiters

The Director of Business and Industry acts as advisor to a group of over 60 young professionals whose mission is to bring other young families back to Northeast Nebraska. To date, there is great success with several families already recruited, and endorsements from Governor Heineman, Congressman Osborne, the Kiewit Institute and others.

#### Home Town Competitiveness and Youth Retention

Northeast Community College held Home Town Competitiveness Training for eight northeast Nebraska communities and sponsored youth rallies in seven northeast Nebraska communities with Congressman Tom Osborne to encourage youth entrepreneurship and youth leadership activities. The goal is to retain a greater percentage of high school graduates and encourage them to return to their communities after college graduation.

#### Agriculture

Northeast Community College has one of the premier agriculture programs in the area and recognizes the importance of hosting events and conferences that focus on the value of agriculture in the state of Nebraska. Events hosted the past year include the following:

- Northeast Community College hosted Congressmen Tom Osborne and Jeff Fortenberry for a Rural Revitalization Forum. Over 100 agribusiness people were in attendance.
- Northeast Community College co-sponsored a Farm Show & Educational Seminar for area agriculturalists. Over 2,000 people were in attendance.
- Northeast co-sponsored the NACTA (North American Colleges and Teachers of Agriculture) Contest. Over 400 two-year and four-year students from 20 different states across the U.S. traveled to Northeast Community College to participate in the weeklong contest.

## **APPENDIX B – COMMUNITY COLLEGES – NECC**

### Allied Health

The need to provide trained health-care workers in rural Nebraska is a focus of the Allied Health Department. One area of emphasis has been to offer the training required by all EMS providers who are required to obtain continuing education every three years. To assist with this requirement, the State of Nebraska assists with the necessary continuing education so that the training is free for participants. Northeast Community College compensates the instructors with grant money received from the State of Nebraska. Offering these classes in communities in the twenty-county college-service area boosts the economy by bringing EMS providers from other communities and counties to the location offering the program, and rural EMS providers (mostly providing services as a volunteer) being able to obtain needed continuing education in a location convenient to them. There were 24 of these courses offered to EMS providers in Northeast's service area.

Northeast Community College also co-sponsored two conferences in rural communities that provided continuing education for nurses as well as knowledge to the general public.

### **Economic Development and Rapid Response Activities**

Northeast Community College works with economic development groups and the Department of Labor to recruit businesses and to provide training opportunities for new businesses, as well as displaced workers.

#### Economic Development Recruitment

Northeast Community College participated in recruitment efforts with six area communities to bring several hundred new jobs to the region. Northeast Community College serves on the Economic Development Resource Team in Norfolk, South Sioux City, Hartington, Wausa, Laurel, Wayne, West Point, O'Neill, Neligh, and the four county Elkhorn Valley Economic Development Council.

#### Rapid Response

Northeast Community College staff participated in Rapid Response meetings with displaced employees from two major employers in the region. Vishay/Dale and Arnold Magnetics both announced plant closings and the movement of jobs overseas. Northeast Community College will offer employees options to return to college to gain additional job skills, job-seeking skills and career counseling.

## APPENDIX B – COMMUNITY COLLEGES – NECC

### NORTHEAST COMMUNITY COLLEGE LR 174 SECOND REPORT OCTOBER 15, 2005

#### ACTIVITIES SUPPORTING K-12

##### 1. Tech Prep Program

- 29 Tech Prep Programs in the Northeast Consortium or 57% of the Prospective School Districts
- 27 new program articulation agreements were established in the CTE areas of Agriculture (16 total) and Industrial Technology (11 total). In this process 648 drawing boards were established-14 program drawing boards in Agriculture and 10 in Industrial Technology – per school
- 3,440 total secondary students – 61% of prospective students in the 20 county area enrolled in tech prep courses
- 36 Training Events for High School Teachers with 562 total participants

##### 2. Dual Credit or College Credit Courses

- 1,618 total students enrolled
- 57 total high schools participating
- 6,141 total credit hours taken
- 14 students enrolled in Nurse Aide class at West Point

#### ACTIVITIES SUPPORTING ECONOMIC DEVELOPMENT

##### 1. Anticipate Employment Opportunities

- Expand Drafting program enrollment from 18 first year to 36 first year students

##### 2. Training Activities

- 312 Training Activities
- 5,944 people trained
- List of Businesses participating:

## APPENDIX B – COMMUNITY COLLEGES – NECC

ADM Alliance  
BankFirst  
Beckenhauer Construction  
Beef Products Inc.  
Car Quest  
Center for Rural Affairs  
Central Valley Ag  
Christiansen Associates  
Costello Property Management  
City of Norfolk  
Elkhorn Rural Public Power District  
Elkhorn Valley Economic Development Council  
Elkhorn Valley Radio  
Enterprise Electric  
Faith Regional Health Services  
Golden Harvest Seed Company  
Goodyear Tire and Rubber Company  
Heritage Financial  
John Deere  
Lennox Industries  
Lower Elkhorn Natural Resources District  
Medart  
Midwest Bank  
Midwest Engine  
Nebraska Energy Office  
Nebraska Department of Health and Human Services  
Nebraska Department of Revenue  
Nebraska Department of Roads  
Nebraska Investment Finance Authority  
Nebraska Public Power District  
Nebraska Rural Electric Association (statewide)  
Nebraska Society of Accountants  
Norfolk Area Human Resources Association  
Norfolk Area Chamber of Commerce  
Norfolk Board of Realtors  
Norfolk Daily News  
Norfolk Iron and Metal  
Northeast Research and Extension  
Nucor Steel  
O'Neill Chamber of Commerce  
Reinke Irrigation Systems  
Royal Host  
Technologent  
Tech-Ed Solutions  
Toastmasters  
Tyson Foods  
U.S. Postal Service  
Valley Irrigation  
Vulcraft

October 14, 2005

Mr. Larry Scherer  
Post-Secondary Coordinating Commission  
PO Box 95005  
Lincoln, NE 68509-5005

RECEIVED

OCT 18 2005

Coordinating Commission  
for Postsecondary Ed.

**RE: LR174 Report**

Below is the information for Southeast Community College based on the direction and discussion of the Chief Instructional Officers.

**Activities Supporting K-12 Education:**

**1. Total Number of Tech Prep Articulations:**

We are involved with 32 schools. During the 2004-2005 year, 17 new articulation agreements/pathways in seven different schools were added. (see attachment #1)

- Crete: Automotive, Computers and Accounting
- Fairbury: Automotive, Computers, Business and Accounting
- Nemaha Valley: Automotive and Business/Accounting
- Norris: Automotive, CISCO, CADD
- Southern: Automotive, Accounting, Business and Computers
- York: Accounting and Early Childhood

A. Total number of high school students enrolled in tech prep schools: 17,998

B. Total number of training events for high school teachers, counselors and administrators: (see attachment #2)

- 16 events
- 214 teachers
- 65 counselors
- 13 administrators

**2. Top Three Activities Conducted for K-12 Students, or Staff, Admissions or Career Oriented**

A. Careers in Transportation Day

- November, 2004
- 300 students
- 30 teachers

B. Beatrice High School Career Fair held at the Beatrice High School

- March, 2005
- 400 students

C. Lincoln Public Schools On-Campus Visits Throughout the Year

- Example: Links Day
- October, 2005
- 40 Students per visit

**BOARD OF GOVERNORS**

Helen E. Griffin, Chair, Lincoln; Ruth M. Johnson, Vice Chair, Lincoln; Lynn Schluckebier, Secretary, Seward; Richard O. Scott, Treasurer, Lincoln; Jacki Allensworth, Lincoln; Darryl Baker, Beatrice; Robert J. Feit, Beatrice; Ed C. Heiden, Sterling; Douglas D. Merryman, Geneva; Nancy A. Seim, Lincoln; Gene Watermeier, Unadilla; Bill Beltz, Faculty Representative, Milford

**3. Early Entry (Dual Credit or College Credit Courses)**

- A. Total number of high school students enrolled ----- 917 duplicate headcount
- B. Total number of high schools ----- 26 different schools
- C. Total credits taken-----2,878 quarter credits
- D. Special vocational focuses -----Most courses were  
general education courses

(see attachment # 3 for listing of courses, locations and student enrollment)

**Activities Supporting Economic Development**

**1. Data on training activities**

- A. Number of training activities ----- 79 different training topics  
273 sessions
- B. Number of people trained----- 3,874
- C. Names of business/industry----- (see attachment #4)  
training was conducted for

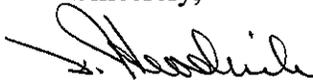
**2. What Economic Development Committee, Chamber of Commerce or other leadership organizations are SCC staff involved with?**

- Lincoln, Beatrice, Milford ----- Chamber of Commerce
- Lincoln, Beatrice, Milford ----- Economic Development  
Committees/Task Force
- Lincoln Urban Development Department
- Beatrice Area Human Resource Association
- Beatrice Chamber of Commerce/Action Committee
- Department of Labor One Stop Centers: Lincoln, Beatrice, Nebraska  
City

College staff is involved in a multitude of professional organizations related to their field of expertise, along with other student organizations. The affiliations may be local, regional, or national organizations.

If you have any questions regarding this information, please do not hesitate to contact me.

Sincerely,



Dr. Dennis Headrick  
Vice President for Instruction  
Southeast Community College  
[dheadric@southeast.edu](mailto:dheadric@southeast.edu)  
phone: 402-228-8202

DH/sbd

**2004 - 2005 High School Tech Prep Articulated Courses and  
 SCC Dual Enrollment Courses**

Last updated May 24, 2005

High School Drawing Boards/Courses: ..... SCC Courses:

**ASHLAND-GREENWOOD HIGH SCHOOL**

Automotive Technology:  
 Metalwork and Ag Mechanics .....AUTT1010 Automotive Welding

DaimlerChrysler (CAP) College Automotive Program:  
 Metalwork and Ag Mechanics .....CAPP1171 DaimlerChrysler Welding

Ford (ASSET) Automotive Student Service Educational Program:  
 Metalwork and Ag Mechanics .....ASST1171 Ford Welding

General Motors (ASEP) Automotive Service Educational Program:  
 Metalwork and Ag Mechanics .....ASEP1171 GM Welding

Land Surveying/Civil Engineering Technology:  
 CADD I and CADD II .....LSCE1126 Civil Drafting I

**BEATRICE HIGH SCHOOL**

Automotive Technology:  
 Welding and Machine Shop Fundamentals .....AUTT1010 Automotive Welding

Business Administration:  
 Accounting I, II, III, IV .....ACCT1200 Principles of Accounting I (4.5 credit hrs)  
 Computer Technology .....BSAD1010 Microsoft Applications I

DaimlerChrysler (CAP) College Automotive Program:  
 Welding and Machine Shop Fundamentals .....CAPP1171 DaimlerChrysler Welding  
 Computer Technology .....BSAD1010 Microsoft Applications (Gen Ed Requirement)

Early Childhood Education:  
 Preschool Child .....ECED1120 Preschool Child -- 3 Hrs. Elective Credit  
 Infants and Toddlers .....ECED1110 Infants and Toddlers

Electronic Servicing and Electronic Engineering Technology  
 CISCO I and II .....ELEC2760 Networking Infrastructure and  
 ELEC2761 Router Implementation  
 CISCO III and IV .....ELEC2860 Advanced Routing and Switching and  
 ELEC2861 Wide Area Networking

Food Service/Hospitality:  
 Foods A&B: Introduction to  
 Commercial Food Preparation .....FSDT2160 Cooperative Education

Ford (ASSET) Automotive Student Service Educational Program:  
 Welding and Machine Shop Fundamentals .....ASST1171 Ford Welding  
 Computer Technology.....BSAD1010 Microsoft Applications (Gen Ed Requirement)

General Motors (ASEP) Automotive Service Educational Program:  
 Welding and Machine Shop Fundamentals .....ASEP1171 GM Welding  
 Computer Technology.....BSAD1010 Microsoft Applications (Gen Ed Requirement)

Land Surveying & Civil Engineering Technology:  
 CADD I and CADD II.....LSCE1126 Civil Drafting I

Microcomputer Technology  
 CISCO I and II ..... ELEC2760 Networking Infrastructure and  
 ELEC2761 Router Implementation  
 CISCO III and IV .....ELEC2860 Advanced Routing and Switching and  
 ELEC2861 Wide Area Networking

Office Technology:  
 Computer Technology.....BSAD 1010 Microsoft Applications I  
 Computer Technology.....OFFT1710 Word Applications I

Practical Nursing - Diploma:  
 Basic Nursing Assistant ..... Prerequisite for LPN Program  
 Computer Technology.....BSAD1010 Microsoft Applications I  
 Infants/Toddlers (Lincoln).....ECED1110 Infants and Toddlers  
 Preschool Child (Lincoln)..... 3 hrs. Elective Credit

**DUAL CREDIT DISTANCE LEARNING COURSES received by Beatrice High School**

ENGL1020 Composition II

**BRUNING-DAVENPORT HIGH SCHOOL**

Automotive Technology:  
 Welding I .....AUTT1010 Automotive Welding

DaimlerChrysler (CAP) College Automotive Program:  
 Welding I .....CAPP1171 DaimlerChrysler Welding

Ford (ASSET) Automotive Student Service Educational Program:  
 Welding I .....ASST1171 Ford Welding

General Motors (ASEP) Automotive Service Educational Program:  
 Welding I .....ASEP1171 GM Welding

Speech ..... SPCH1090 Fund. of Human Communication  
 (applies towards any Associate of Applied Science Degree)

**DUAL CREDIT DISTANCE LEARNING COURSES received by Bruning-Davenport High School**

MATH1150 College Algebra

APPENDIX B - COMMUNITY COLLEGES - SCC

**CEDAR BLUFFS HIGH SCHOOL**

Business Administration:

Accounting I and II ..... ACCT1200 Principles of Accounting I

Computer Aided Drafting & Design Technology:

Computer Applications I .....INFO1121 Microsoft Word  
INFO1131 Microsoft Excel  
INFO1211 Microsoft Access

Early Childhood Education:

Child Development/Parenting ..... 3 hours of Elective Credit

Food Service/Hospitality:

Food for Life..... FSTD1108 Food Service Concepts for 1.5 credit hours  
Accounting I & II.....ACCT 1200 Principles of Accounting I  
Computer Applications I .....INFO 1121 Microsoft Word

Laboratory Science Technology:

Computer Applications I .....INFO1121 Microsoft Word  
INFO1131 Microsoft Excel  
INFO1211 Microsoft Access

Land Surveying/Civil Engineering Technology:

CADD I and CADD II .....LSCE1126 Civil Drafting I

Microcomputer Technology:

Computer Applications I .....INFO1121 Microsoft Word  
INFO1131 Microsoft Excel  
INFO1211 Microsoft Access  
INFO1141 Windows 2000 Professional

Office Technology:

Accounting I and II..... ACCT1200 Principles of Accounting I  
Computer Applications I ..... INFO1211 Access  
INFO1131 Excel

Visual Publications:

Computer Applications I .....INFO1121 Microsoft Word  
INFO 1141 Windows

**CENTENNIAL HIGH SCHOOL**

**DUAL CREDIT DISTANCE LEARNING COURSES received by Centennial High School**

SOCI1010 Introduction to Sociology

**CRETE HIGH SCHOOL**

Automotive Technology:

Welding Technology I & II .....AUTT1010 Automotive Welding

Business Administration:  
 Accounting I and II ..... ACCT1200 Principles of Accounting I

DaimlerChrysler (CAP) College Automotive Program:  
 Welding Technology I & II ..... CAPP1171 DaimlerChrysler Welding

Ford (ASSET) Automotive Student Service Educational Program:  
 Welding Technology I & II ..... ASST1171 Ford Welding

General Motors (ASEP) Automotive Service Educational Program:  
 Welding Technology I & II ..... ASEP1171 GM Welding

Microcomputer Technology:  
 Computer Trends & Technology ..... INFO1151 Microcomputer fundamentals  
 Comp A+ Certified Technician ..... INFO1371 Hardware Installation and Maintenance  
 INFO1463 Advanced Hardware Troubleshooting  
 WIN2000/03 Systems Engineer ..... INFO2585 Windows 2000 Server Administration

**ELMWOOD-MURDOCK HIGH SCHOOL**

Business Administration:  
 Accounting Principles I & II ..... ACCT1200 Principles of Accounting I

**DUAL CREDIT DISTANCE LEARNING COURSES received by Elmwood-Murdock High School**

AGRI1257 Live Animal Selection and Carcass Evaluation

**EXETER-MILLIGAN HIGH SCHOOL**

**DUAL CREDIT DISTANCE LEARNING COURSES received by Exeter Milligan High School**

ENGL1020 Composition II  
 MATH1150 College Algebra  
 MATH1300 Precalculus  
 MATH1700 Calculus II

**FAIRBURY HIGH SCHOOL**

Automotive Technology:  
 Welding ..... AUTT1010 Automotive Welding

Business Administration:  
 Accounting I and II ..... ACCT1200 Principles of Accounting I  
 Introduction to Business ..... BSAD1050 Introduction to Business  
 Computer Applications I ..... BSAD1010 Microsoft Applications I and  
 BSAD1020 Microsoft Applications II

DaimlerChrysler (CAP) College Automotive Program:  
 Welding ..... CAPP1171 DaimlerChrysler Welding  
 Computer Applications I ..... BSAD1010 Microsoft Applications I and  
 BSAD1020 Microsoft Applications II (Gen Ed Requirement)

**APPENDIX B - COMMUNITY COLLEGES - SCC**

**Ford (ASSET) Automotive Student Service Educational Program:**

Welding .....ASST1171 Ford Welding  
Computer Applications I ..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II (Gen Ed Requirement)

**General Motors (ASEP) Automotive Service Educational Program:**

Welding ..... ASEP1171 GM Welding  
Computer Applications I ..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II (Gen Ed Requirement)

**Office Technology:**

Accounting I and II ..... ACCT1200 Principles of Accounting I  
Introduction to Business ..... BSAD1050 Introduction to Business  
Computer Applications I ..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II  
Keyboarding ..... Keyboarding Competency Test

**FALLS CITY HIGH SCHOOL**

**Business Administration:**

Accounting I and II ..... ACCT1200 Principles of Accounting I

**Early Childhood Education:**

Early Childhood Development: Preschool ..... ECED1120 Preschool Child

**Food Service/Hospitality:**

Food Tech. & Preparation Skills (1 yr) and  
Commercial Food Service Prep.  
(1 sem.-2 hr block) ..... FSDT2160 Food Service Coop 1-2 hours of 5 Hours

**FREEMAN HIGH SCHOOL**

**DUAL CREDIT DISTANCE LEARNING COURSES received by Freeman High School**

ENGL2050 Modern Fiction  
SOC1010 Introduction to Sociology

**FRIEND HIGH SCHOOL**

**DUAL CREDIT DISTANCE LEARNING COURSE originated by Friend High School**

ENGL1020 Composition II

**HUMBOLDT-TABLE ROCK-STEINAUER HIGH SCHOOL**

**Business Administration:**

Accounting I and II ..... ACCT1200 Principles of Accounting I

**LINCOLN PUBLIC SCHOOLS**

**Business Administration:**

Business Mgmt. & one of: Applied Economics,  
Economics Perspectives or  
Advanced Marketing .....BSAD1050 Intro to Business  
College Accounting I & II (2 sem) ..... ACCT1200 Principles of Accounting I **or**  
OFFT1310 Office Accounting I  
Accounting I & II (2 sem) .....OFFT1310 Office Accounting  
Computer Applications & Advanced Applications .....BSAD 1010 Microsoft Applications I

**Computer Aided Drafting and Design Technology:**

CAD/Engineering **and** CAD/Architecture .....DRAF1110 Drafting Concepts  
Applied Arch/Engineering..... DRAF1120 Basic Computer Aided Drafting  
Computer Applications and Advanced  
Computer Applications .....BSAD1010 Microsoft Applications I

**Computer Programming Technology:**

Adv. Web Page Development ..... INFO1431 Web Page Fundamentals  
INFO1325 Internet Scripting  
Adv. Programming Languages..... INFO2564 Visual Basic  
INFO1214 Logic Design & Object Oriented Programming  
Web Page Programming..... INFO1431 Web Page Fundamentals  
INFO 1117 Microcomputer Applications

**DaimlerChrysler (CAP) College Automotive Program:**

Computer Applications **and**  
Advanced Computer Applications ..... BSAD1010 Microsoft Applications I **and**  
BSAD1020 Microsoft Applications II (Gen Ed Requirement)

**Early Childhood Education:**

Families and Crises.....ECED2150 Family and Community Relationships  
Preschool/School Age (10 credits).....ECED1120 Preschool Child **and**  
.....ECED1540 Preschool/School Age Practicum  
Preschool/School Age (5 credits)..... ECED1120 Preschool Child  
Infants and Toddlers ..... ECED1110 Infant and Toddler  
Student Parenting **and**  
Parent and Child Dev. Practicum ..... ECED1510 Infant and Toddler Practicum  
Relationships.....Elective Credits  
Child Development Practicum.....Elective Credits

**Electronic Servicing and Electronic Engineering Technology:**

Computer Applications & Advanced .....INFO1121 Microsoft Word  
Computer Applications ..... INFO1131 Microsoft Excel  
Cisco Networking C1 & C2 (ITFP only).....ELEC2760 Networking Infrastructure  
ELEC2761 Router Implementation  
Cisco Networking C3 & C4 (ITFP only).....ELEC2860 Advanced Routing & Switching  
ELEC2861 Wide Area Networking  
Adv. Programming Languages (ITFP only)..... INFO2564 Visual Basic

**Food Service/Hospitality Management:**

FCS COOP (FCSRO) .....Elective Credits  
Food Service with FCS Coop (FCSRO).....FSDT1108 Food Service Concepts  
LHS only ..... FSDT2160 Coop Education



**MALCOLM HIGH SCHOOL**

Business Administration:  
Accounting I and II ..... ACCT1200 Principles of Accounting I

**DUAL CREDIT DISTANCE LEARNING COURSES received by Malcolm High School**

PSYC1810 Introduction to Psychology

**MERIDIAN HIGH SCHOOL**

**DUAL CREDIT DISTANCE LEARNING COURSES received by Meridian High School**

ENGL1020 Composition II

**MILFORD HIGH SCHOOL**

Automotive Technology:  
Welding ..... AUTT1010 Automotive Welding

DaimlerChrysler (CAP) College Automotive Program:  
Welding ..... CAPP1171 DaimlerChrysler Welding

Ford (ASSET) Automotive Student Service Educational Program:  
Welding ..... ASST1171 Ford Welding

General Motors (ASEP) Automotive Service Educational Program:  
Welding ..... ASEP1171 GM Welding

Land Surveying/Civil Engineering Technology:  
Mechanical Drafting and Architectural Drafting ..... LSCE1126 Civil Drafting I

**DUAL CREDIT DISTANCE LEARNING COURSES received by Milford High School**

AGRI1123 Agribusiness Careers  
PSYC1810 Introduction to Psychology

**NEBRASKA CITY HIGH SCHOOL**

**DUAL CREDIT DISTANCE LEARNING COURSES received by Nebraska City High School**

SOCI1010 Introduction to Sociology

**NEMAHA VALLEY HIGH SCHOOL**

Business Administration:  
Accounting I and II ..... ACCT1200 Principles of Accounting I  
Computer Applications and  
Advanced Computer Applications ..... BSAD1010 Microsoft Applications I

APPENDIX B - COMMUNITY COLLEGES - SCC

DaimlerChrysler (CAP) College Automotive Program:

Computer Applications **and**  
Advanced Computer Applications ..... BSAD1010 Microsoft Applications I (Gen Ed. Requirement)

Ford (ASSET) Automotive Student Service Educational Program:

Computer Applications **and**  
Advanced Computer Applications ..... BSAD1010 Microsoft Applications I (Gen Ed. Requirement)

General Motors (ASEP) Automotive Service Educational Program:

Computer Applications **and**  
Advanced Computer Applications ..... BSAD1010 Microsoft Applications I (Gen Ed. Requirement)

**DUAL CREDIT DISTANCE LEARNING COURSES received by Nemaha Valley High School**

ENGL1020 Composition II  
ENGL2050 Modern Fiction

**NORRIS HIGH SCHOOL**

Automotive Technology:

Welding ..... AUTT1010 Automotive Welding

Business Administration:

Accounting **and** Adv. Accounting ..... ACCT1200 Principles of Accounting I  
Microsoft Word, Excel, Access ..... BSAD1010 Microsoft Applications I **and**  
BSAD1020 Microsoft Applications II  
PowerPoint competency test required

Computer Aided Drafting & Design Technology:

Engineering Drafting & Design I and II ..... DRAF1110 Drafting Concepts  
Architectural Drafting & Design I and II **and**  
CADD I and II ..... DRAF1120 Basic Computer Aided Drafting

Electronic Servicing and Electronic Engineering Technology

CISCO I **and** II ..... ELEC2760 Networking Infrastructure **and**  
ELEC2761 Router Implementation  
CISCO III **and** IV ..... ELEC2860 Advanced Routing and Switching **and**  
ELEC2861 Wide Area Networking

DaimlerChrysler (CAP) College Automotive Program:

Welding I and II ..... CAPP1171 DaimlerChrysler Welding  
Microsoft Word, Excel, Access ..... BSAD1010 Microsoft Applications I **and**  
BSAD1020 Microsoft Applications II  
(General Education Requirements)

Ford (ASSET) Automotive Student Service Educational Program:

Welding 1184 ..... ASST1171 Ford Welding  
Microsoft Word, Excel, Access ..... BSAD1010 Microsoft Applications I **and**  
BSAD1020 Microsoft Applications II  
(General Education Requirements)

General Motors (ASEP) Automotive Service Educational Program:  
 Welding 1184 .....ASEP1171 GM Welding  
 Microsoft Word, Excel, Access .....BSAD1010 Microsoft Applications I **and**  
 BSAD1020 Microsoft Applications II  
 (General Education Requirements)

Land Surveying/Civil Engineering Technology:  
 CADD I and CADD II.....LSCE1126 Civil Drafting I

Microcomputer Technology  
 CISCO I and II ..... ELEC2760 Networking Infrastructure **and**  
 ELEC2761 Router Implementation  
 CISCO III and IV .....ELEC2860 Advanced Routing and Switching **and**  
 ELEC2861 Wide Area Networking

Technical Writing ..... ENGL1000 Written Communications  
 (applies to any Associate of Applied Science Degree)

**DUAL CREDIT DISTANCE LEARNING COURSES originated by Norris High School**

PSYC1810 Introduction to Psychology  
 PSYC2960 Life-span Human Development

**PLATTSMOUTH HIGH SCHOOL**

Early Childhood Education:  
 Pre-school Child Care ..... ECED1120 Preschool Child  
 School-age Child Care .....ECED1145 School Age Child  
 Child Care Practicum .....ECED1540 Preschool/School Age Practicum

**RAYMOND-CENTRAL HIGH SCHOOL**

Automotive Technology:  
 Welding .....AUTT1010 Automotive Welding

Computer Aided Drafting & Design Technology:  
 Beginning CAD.....DRAF1110 Drafting Concepts  
 Advanced AutoCAD ..... DRAF1120 Basic Computer Aided Drafting

DaimlerChrysler (CAP) College Automotive Program:  
 Welding .....CAPP1171 DaimlerChrysler Welding

Ford (ASSET) Automotive Student Service Educational Program:  
 Welding .....ASST1171 Ford Welding

General Motors (ASEP) Automotive Service Educational Program:  
 Welding .....ASEP1171 GM Welding

APPENDIX B - COMMUNITY COLLEGES - SCC

**SEWARD HIGH SCHOOL**

Computer Aided Drafting & Design Technology:

CAD I..... DRAF1120 Basic Computer Aided Drafting

Early Childhood Education:

Parenting .....3 hours elective credit in ECED  
Leading Young Children..... ECED1120 Preschool Child  
Child Care Practicum .....ECED1540 Preschool/School Age Practicum

Food Service/Hospitality:

Sports Nutrition.....FSDT1360 Lifetime Fitness  
Ethnic Cooking ..... FSDT2222 International Cuisine  
Food and Fitness..... FSDT2226 Culinary Nutrition

**DUAL CREDIT DISTANCE LEARNING COURSES received by Seward High School**

BSAD2010 Principles of Accounting I  
PSYC1810 Introduction to Psychology  
SOC11010 Introduction to Sociology

**SOUTHERN HIGH SCHOOL**

Business Administration:

Intro to Business .....BSAD1050 Intro to Business  
Accounting I and II ..... ACCT1200 Principles of Accounting I  
Computer Applications I and II..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II  
Keyboard Competency

DaimlerChrysler (CAP) College Automotive Program:

Computer Applications I and II..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II

Ford (ASSET) Automotive Student Service Educational Program:

Computer Applications I and II..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II

General Motors (ASEP) Automotive Service Educational Program:

Computer Applications I and II..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II

Office Technology:

Intro to Business .....BSAD1050 Intro to Business  
Accounting I and II ..... ACCT1200 Principles of Accounting I  
Computer Applications I and II..... BSAD1010 Microsoft Applications I and  
BSAD1020 Microsoft Applications II  
Keyboard Competency

**SYRACUSE-DUNBAR-AVOCA HIGH SCHOOL**

Automotive Technology:

Metalworking.....AUTT1010 Automotive Welding

DaimlerChrysler (CAP) College Automotive Program:  
 Metalworking .....CAPP1171 DaimlerChrysler Welding

Ford (ASSET) Automotive Student Service Educational Training Program:  
 Metalworking .....ASST1171 Ford Welding

General Motors (ASEP) Automotive Service Educational Program:  
 Metalworking .....ASEP1171 GM Welding

Land Surveying/Civil Engineering Technology:  
 Architectural Drafting .....LSCE1126 Civil Drafting I

**DUAL CREDIT DISTANCE LEARNING COURSES received by Syracuse-Dunbar-Avoca High School**

SOCI1010 Introduction to Sociology

**TECUMSEH HIGH SCHOOL**

Business Administration:  
 Accounting I and II.....ACCT1200 Principles of Accounting I

Electronic Servicing and Electronic Engineering Technology  
 CISCO I and II ..... ELEC2760 Networking Infrastructure and  
 ELEC2761 Router Implementation

Microcomputer Technology  
 CISCO I and II ..... ELEC2760 Networking Infrastructure and  
 ELEC2761 Router Implementation

**DUAL CREDIT DISTANCE LEARNING COURSES received by Tecumseh High School**

SOCI1010 Introduction to Sociology

**THAYER CENTRAL (HEBRON) HIGH SCHOOL**

**DUAL CREDIT DISTANCE LEARNING COURSES received by Thayer Central High School**

Spch1110 Public Speaking

**TRI-COUNTY HIGH SCHOOL**

Business Administration:  
 Accounting I and II.....ACCT1200 Principles of Accounting I

**DUAL CREDIT DISTANCE LEARNING COURSES originated by Tri-County High School**

PSYC1810 Introduction to Psychology  
 SOCI1010 Introduction to Sociology

APPENDIX B - COMMUNITY COLLEGES - SCC

**WAVERLY HIGH SCHOOL**

Business Administration:  
Beginning & Advanced Accounting.....ACCT1200 Principles of Accounting I

Microcomputer Technology:  
Web Page Design .....INFO1431 Web Page Fundamentals

**DUAL CREDIT DISTANCE LEARNING COURSES received by Waverly High School**

PSYC1810 Introduction to Psychology  
SOC1010 Introduction to Sociology

**WEeping WATER HIGH SCHOOL**

Land Surveying/Civil Engineering Technology:  
CADD I and CADD II .....LSCE1126 Civil Drafting I

**DUAL CREDIT DISTANCE LEARNING COURSES received by Weeping Water High School**

PSYC1810 Introduction to Psychology

**YORK HIGH SCHOOL**

Business Administration  
Accounting I and II .....ACCT1200 Principles of Accounting I

Family and Consumer Sciences  
Human Development and Parenthood Education.....3 hours elective credit in Early Childhood Ed.

**DUAL CREDIT DISTANCE LEARNING COURSES received by York High School**

MATH0980 Geometry  
MEDA1101 Medical Terminology I  
MEDA1201 Medical Terminology II  
SPCH1110 Public Speaking

### **Assistance to Schools – Tech Prep**

Tech Prep in Southeast Nebraska provides assistance to schools in a variety of ways.

1. Articulation of high school courses with SCC courses. Students can avoid the re-take and re-pay of courses for which they already have the skills.
2. Career Fairs and Career Exploration activities. \$11,435.55 was provided as direct support to schools so they can hold Career Fairs or send students on other career exploration-type activities. This may include stipends for teachers, publicity, transportation costs paid for students and/or pay for substitute teachers so that regular teachers can attend events with the students.
3. Nebraska Career Education Conference. \$20,246.73 was spent in FY05 to support Career and Technical Education teachers, counselors and administrators, as well as SCC instructors attendance at the Nebraska Career Education Conference in Kearney.
4. Counselor Academy. Two Counselor Academies were held in FY05. Tech Prep provided \$3,161.62 for 23 counselors to attend one or the other of the Academies. These Academies are organized by the State Director for Career Guidance and Counseling at the Nebraska Department of Education.
5. Staff Development. SCC instructors provided five Program of Focus/Staff Development evenings for seventy-five teachers from sixteen different school districts. \$3,219.42 in stipends was paid to high school teachers/counselors to attend and upgrade the skills they take back to their schools.
6. Culinary Arts Staff Development. SCC participated in a Statewide Culinary Arts grant to provide training for teachers. Their stipend was paid from the grant, but mileage was paid for two different events totaling \$750.78.





APPENDIX B - COMMUNITY COLLEGES - SCC

240101	Administration	HMRS2547	3	10	0	14	0	0	0	0	0	X							24
240101	Rules Regulations & Standards	HMRS2549	3	7	21	9	0	0	0	0	0	X							37
240101	Asst Living Facilities	HMRS2550	3	0	20	23	20	0	0	0	0	X							63
410101	Water and Waste Water Tech	LBST2302	3	8	0	4	0	0	0	0	0	X							12
410101	Water and Waste Water Math	LBST2407	3	0	3	0	10	0	0	0	0	X							13
240101	Library Science	LUBR1210	3	0	0	13	0	0	0	0	0	X							13
511813	Anatomy and Physiology (non lab)	LPNS1103	3	0	0	0	0	0	0	0	0	X							0
511813	Growth and Development	LPNS1158	3	0	0	0	12	0	0	0	0	X							12
511813	Pharmacology	LPNS1176	3	0	0	0	12	0	0	0	0	X							12
240101	College Algebra	MATH1150	3	17	17	42	35	0	0	0	0	X							111
240101	Elementary Statistics	MATH1180	3	18	11	36	41	0	0	0	0	X							106
240101	Applied Calculus	MATH1400	3	0	13	18	20	0	0	0	0	X							51
510801	Medical Terminology I	MEDA1101	3	17	22	20	24	0	0	0	0	X							83
510801	Medical Terminology I	MEDA1101	3	20	21	20	24	0	0	0	0	X							85
510801	Medical Terminology II	MEDA1201	3	15	25	18	48	0	0	0	0	X							106
510801	Basic Pharmacology	MEDA1406	3	14	18	23	23	0	0	0	0	X							78
510801	Basic Pharmacology	MEDA1406	3	20	20	20	24	0	0	0	0	X							84
240101	Medical Calculations	MEDA1407	3	17	17	20	35	0	0	0	0	X							89
240101	Bioethics	PHIL2310	3	15	26	23	0	0	0	0	0	X							64
520201	Business Communications	OFFT1110	3	34	41	35	55	0	0	0	0	X							165
520201	Office Accounting I	OFFT1310	3	0	12	19	20	0	0	0	0	X							51
520201	Employment Techniques	OFFT2000	2	16	22	28	27	0	0	0	0	X							93
520201	Web Page Support	OFFT1680	3	0	12	10	20	0	0	0	0	X							42
240101	Interpersonal Relations	PSYC1250	3	0	21	23	0	0	0	0	0	X							44
240101	Introduction to Psychology	PSYC1810	3	12	17	22	20	0	0	0	0	X							71
240101	Introduction to Psychology	PSYC1810	3	13	18	23	21	0	0	0	0	X							75
240101	Introduction to Psychology	PSYC1810	3	0	0	0	24	0	0	0	0	X							24
240101	Life-Span Human Development	PSYC2960	3	14	20	16	25	0	0	0	0	X							75
240101	Life-Span Human Development	PSYC2960	3	13	17	17	20	0	0	0	0	X							67
240101	Life-Span Human Development	PSYC2960	3	0	0	0	20	0	0	0	0	X							0
510907	Radiologic Technology	RADT1100	3	16	0	20	0	0	0	0	0	X							36
510907	Radiographic Production	RADT1111	3	16	0	20	0	0	0	0	0	X							36
510907	Radiographic Procedures I	RADT1112	3	16	0	20	0	0	0	0	0	X							36
510907	Clinical Ed I	RADT1119	3	0	16	8	0	0	0	0	0	X							24
510907	Radiographic Procedures II	RADT1123	3	0	19	19	28	0	0	0	0	X							66
510907	Radiologic Science	RADT1124	3	0	19	0	28	0	0	0	0	X							47
510907	Clinical Ed II	RADT1129	3	0	0	0	28	0	0	0	0	X							28
510907	Radiographic Procedures III	RADT1133	3	14	0	0	0	0	0	0	0	X							14
510907	Radiation Biology	RADT1134	3	14	0	19	0	0	0	0	0	X							33
510907	Clinical Ed III	RADT1139	3	0	0	16	0	0	0	0	0	X							16
510907	Radiographic Procedures IV	RADT1143	3	0	16	0	28	0	0	0	0	X							44
510907	Clinical Ed IV	RADT1149	3	0	8	0	25	0	0	0	0	X							33
510907	Radiographic Procedures V	RADT2253	3	17	0	19	0	0	0	0	0	X							36
510907	Specialized Imaging	RADT1147	3	0	17	0	28	0	0	0	0	X							45
510907	Pathophysiology	RADT2265	3	13	24	0	28	0	0	0	0	X							65
510907	Clinical Ed V	RADT2259	3	0	0	9	0	0	0	0	0	X							9
510907	Clinical Ed VI	RADT2263	3	0	0	0	25	0	0	0	0	X							25
510907	Imaging Systems and Equipment	RADT2276	3	0	0	13	0	0	0	0	0	X							13
510907	Senior Seminar	RADT2288	3	0	12	0	25	0	0	0	0	X							37



APPENDIX B - COMMUNITY COLLEGES - SCC

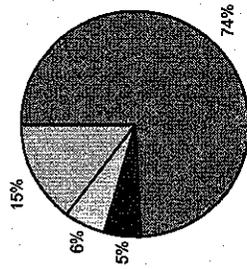
CIP	Course Name	Course Number	Credit Hours	Term Offered							Primary Mode				Synchronous				Asynch		Traditional	
				Sm	F	W	SP	S	A	T	Site	Count	Remote/Rec.	Site	Count	Count	Site	Count				
<b>Telecourse Based Offerings</b>																						
240101	Accounting Principles I	ACCT1200	3	0	7	13	0															
520201	Career Development	ACFS2020	3	14	11	9	18															
520201	Business Law I	BSAD1090	3	27	39	41																
520201	Business Law II	BSAD1100	3	15	18	33	21															
520201	Introduction to Business	BSAD1050	3	10	25	23	19															
520201	Principles of Management	BSAD2540	3	10	25	29	19															
520201	Small Business Management	BSAD2390	3	16	20	14	9															
520201	Principles of Marketing	BSAD2520	3	13	17	12	15															
240101	Personal Finance	ECON1200	3	0	23	13	30															
240101	Macroeconomics	ECON2110	3	17	19	22	0															
240101	Microeconomics	ECON2120	3	17	5	21	7															
240101	Composition I	ENGL1010	3	25	13	21	14															
240101	Composition II	ENGL1020	3	9	11	5	7															
200401	Basic Nutrition	FSDT1350	3	28	42	35	34															
200401	Smart And Safety	FSDT1870	3	4	0	0	0															
240101	Intro/Hum Geog	GEOG1400	3	11	0	22	0															
240101	World Reg Geology	GEOG1420	3	0	13	0	14															
240101	Physical Geology	GEOG1010	3	19	17	9	30															
240101	Western Trad I	HIST1000	3	0	0	24	0															
240101	Western Trad II	HIST1010	3	0	0	0	19															
240101	American History	HIST2010	3	19	0	0	0															
240101	American History>1865	HIST2020	3	0	30	0	0															
240101	Introduction to Psychology	PSYC1810	3	25	38	26	20															
240101	Introduction to Sociology	SOCI1010	3	39	33	31	40															
240101	Diver In Society	SOCI2150	3	24	35	36	29															
240101	Public Speaking	SPCH1110	3	20	26	12	30															
Total enrollment for Telecourse base courses from SCC for the 2004-2005 year																			1615			
Total Telecourse sections offered for the 2004-2005 year																			78			



APPENDIX B - COMMUNITY COLLEGES - SCC

CIP	Course Name	Course Number	Credit Hours	Term Offered							Primary Mode			Synchronous			Asynch		Traditional	
				F	W	SP	S	A	T	I	Site	Count	Remote/Rec.	Site	Count	Site	Count	HS		
<b>College Credit Courses Taught at the High School</b>																				
540101	Accounting Principles I	ACCT1200	3	X															Raymond	12 X
240101	Composition I	ENGL1010	3	X															Ashland	18 X
240101	Composition I	ENGL1010	3	X															Fairbury	12 X
240101	Composition I	ENGL1010	3	X															Gretha	57 X
240101	Composition I	ENGL1010	3	X															Lincoln NE	17 X
240101	Composition I	ENGL1010	3	X															Milford	27 X
240101	Composition I	ENGL1010	3	X															Norris	63 X
240101	Composition I	ENGL1010	3	X															Norris	10 X
240101	Composition I	ENGL1010	3	X															Raymond	8 X
240101	Composition I	ENGL1010	3	X															Wilber C	19 X
240101	College Algebra	MATH1180	3	X															Mead	8 X
240101	Pre Calc	MATH1300	3	X															Mead	5 X
240101	Calculus	MATH1600	5	X															Mead	2 X
240101	Composition II	ENGL1020	3	X															Ashland	17 X
240101	Intro to Literature	ENGL2100	3	X															Fairbury	8 X
240101	Composition II	ENGL1020	3	X															Fairbury	8 X
240101	College Algebra	MATH1150	3	X															Fairbury	10 X
240101	Modern Fiction	ENGL2050	3	X															Gretha	57 X
240101	Pre Calc	MATH1300	3	X															Lincoln NE	4 X
540101	Macroeconomics	ECON2110	3	X															Lincoln NE	8 X
241010	Intro to Literature	ENGL2100	3	X															Milford	24 X
241010	Intro to Literature	ENGL2100	3	X															Norris	52 X
241010	Calculus	MATH1600	5	X															Plattsmouth	5 X
241010	Pre Calc	MATH1300	3	X															Prague	5 X
241010	College Algebra	MATH1150	3	X															Prague	5 X
241010	College Algebra	MATH1150	3	X															Raymond	17 X
241010	Intro to Literature	ENGL2100	3	X															Raymond	16 X
241010	Calculus	MATH1600	5	X															Wilber C	11 X
241010	Intro to Psychology	PSYC1810	3	X															Wilber C	16 X
241010	Intro to Literature	ENGL2100	3	X															Wilber C	19 X
<b>Total enrollment for courses taught at the high school for college credit</b>																			540	
<b>Total Number of Sections offered</b>																			30	

Distance Classes 2003-2004



- Online classes offered ( total Sections)
- Interactive TV Classes Offered (Total Sections)
- Credit in High school Offered (Total Sections)
- Telecourses Offered (Total Sections)

Online classes offered ( total Sections)	390
Interactive TV Classes Offered (Total Sections)	27
Credit in High school Offered (Total Sections)	30
Telecourses Offered (Total Sections)	78
Total Distance Sections Offered 2002-2003	525
Total SCC Courses Offered	6450
% offered by Distance Learning 2002-2003	8.1%

APPENDIX B - COMMUNITY COLLEGES - SCC

Southeast Community College										
Continuing Education Division										
Workforce Training and Development Services										
Economic Development Report for School Year 2004-2005										
Client	Location	Co	No	Training Topics	Trained	Private Comp.	Client Type	Gov Entity	Number of Employees	Client Size
	City						Nonprofit Org		<101	101-500
									>500	
309 Task Force for Building Renewal	Lincoln	2	2	Programmable Logic Controllers	16			1		1
309 Task Force for Building Renewal	Lincoln	2	2	Boiler Training	58					
BryanLGH Medical Center	Lincoln	2	1	Suture/Wound Healing	3	1			1	
Bunge Milling	Crete	22	1	Welding for Maintenance	4	1				
Cabela's World's Foremost Bank	Lincoln	2	1	Excel I	10	1				
Centurion International	Lincoln	2	1	Resistance Spot Welding (Operator)	26	1			1	
Conim. Mental Health Center	Lincoln	2	1	Making a Positive Difference	70	1				
eXmark Manufacturing Company, Inc.	Beatrice	3	1	Production Welding GMAW	16	1				1
eXmark Manufacturing Company, Inc.	Beatrice	3	1	Industrial Electricity	4					
Factory Motor Parts Company	Lincoln	2	1	Driveability, Diagnosis, & Repair	12	1				1
Foundation For Educational Services	Lincoln	2	5	Business Writing for the Professional	100		1			
Gaist Manufacturing Inc.	Lincoln	2	1	Network +	10	1			1	
Hearthland Center for Leadership	Lincoln	2	2	Best Green Management Practices	42		1		1	
Heritage Warranty Insurance	Lincoln	2	5	Phone Etiquette Training	101	1				1
Husqvarna Turf Care Company	Beatrice	3	1	Production Welding	9	1				1
Johnson County Hospital	Jacumseh	57	1	Workplace "Survival Spanish"	88		1			1
Lincoln Electric System	Lincoln	2	44	Defensive Driving	144			1		1
Lincoln Public Schools	Lincoln	2	9	Custodial	128			1		1
Lincoln Tool & Design	Lincoln	2	1	Hazardous Communications Training	30	1				1
NE Dept of Admin Services-Personnel	Lincoln	2	17	Supervisor, Management & Leadership	473			1		1
NE Dept of Economic Development	Lincoln	2	4	Business & Investment Analysis	66			1		1
NE Dept of Environmental Quality	Lincoln	2	1	Industrial Wastewater Operators Training	18			1		1
NE Dept of Labor	Lincoln	2	3	Supervision, Management & Leadership	280			1		1
NE Dept of Roads	Lincoln	2	14	Front End Loaders, Plows & Dump Trucks	109			1		1
NE Dept of Roads	Lincoln	2	13	Safety Analysis, Inspection & Tool Use	157					
NE Dept of Roads	Lincoln	2	13	Oil Distribution Operator/Familiarization	102					
NE Forest Service	Lincoln	2	3	Tree Care	67			1		1
NEAPCO	Beatrice	3	1	Project Management	16	1				1
Nebraska Educational Telecommunications	Lincoln	2	2	Flash	16			1		1
Nebraska Heart Hospital	Lincoln	2	1	Suture/Wound Healing	4	1				1
Nebraska Public Power District	Lincoln	2	2	Emergency Medical Services	13					
Novartis Consumer Health Inc.	Lincoln	2	1	Intermediate ESL	1	1				1
Olsson Associates	Lincoln	2	1	Business Writing	10	1			1	
Parker Hannifin Corporation	Lincoln	2	3	MS Excel & Access	7	1				1
Pfizer Animal Health	Lincoln	2	1	Dev. Strategic Alliances	7	1				1
Pfizer Animal Health	Lincoln	2	5	Industrial Microbiology	66					
Pfizer Animal Health	Lincoln	2	6	Emergency Medical Services	49					
Security Federal	Lincoln	2	1	Update to Office 2003	6	1				1
Senior Technologies	Lincoln	2	1	Intermediate ESL	5	1				1
Speedway Motors	Lincoln	2	8	Supervision, Management & Leadership	168	1				1
Speedway Motors	Lincoln	2	1	IMS Project 2000	4					
Speedway Motors	Lincoln	2	1	Call Center Training	29					
Square D Company	Lincoln	2	2	AutoCAD LT for Maintenance	14	1				1
Square D Company	Lincoln	2	1	Mechanical Reasoning I	10					
Square D Company	Lincoln	2	1	No Sweat Blueprint Reading	10					
Square D Company	Lincoln	2	2	Supervision	37					
Square D Company	Lincoln	2	12	Emergency Medical Services	92					
St. Elizabeth Regional Medical Center	Lincoln	2	1	Operating Room Review	6		1			1
St. Elizabeth Regional Medical Center	Lincoln	2	1	PowerPoint	12					
State Unit on Aging	Lincoln	2	1	Guardianship, Surr. & Advanced Directives	142			1		1

Client	Location		Co	No	Training Topics	Trained	Private		Client Type		Client Size	
	City						Comp.	Org	Gov	Entity	Number of Employees	>500
Stephens & Smith Construction	Lincoln		2	6	Defensive Driving	18	1				1	
Surgical Center	Lincoln		2	1	Asepsis Class/Surgical Center	10	1				1	
University of Nebraska- Lincoln	Lincoln		2	1	ESL	11				1		1
Wells Fargo	Lincoln		2	2	Workplace "Survival Spanish"	18	1					1
Willmar Electric Services	Lincoln		2	1	National Electrical Code	20	1				1	
Wolfe Electric	Lincoln		2	1	Electrical Code 2002	30	1				1	
Open to Industry	Lincoln		2	1	Living Leadership Teleconference	88						
Open to Industry	Lincoln		2	2	3rd Grade Stationary Engineer	11						
Open to Industry	Lincoln		2	2	Machine Tool	23						
Open to Industry	Lincoln		2	2	Programmable Logic Controllers	20						
Open to Industry	Lincoln		2	4	Electricity & Electronics	16						
Open to Industry	Lincoln		2	1	Branding for Long Term Success	20						
Open to Industry	Lincoln		2	1	Business Writing for Professional	3						
Open to Industry	Lincoln		2	1	Communications Tech Devices-Deaf	91						
Open to Industry	Lincoln		2	7	Custodial	7						
Open to Industry	Lincoln		2	2	Effective Selling Habits/Techniques	38						
Open to Industry	Lincoln		2	6	Electrical Code	379						
Open to Industry	Lincoln		2	1	Project Management	3						
Open to Industry	Lincoln		2	1	Fuel Quality Seminar	8						
Open to Industry	Lincoln		2	5	Grant Writing	61						
Open to Industry	Lincoln		2	1	Intro to Interest-based Negotiation	16						
Open to Industry	Lincoln		2	1	Marrix (Colers) Certification Workshop	19						
Open to Industry	Lincoln		2	3	MIS Word	3						
Open to Industry	Lincoln		2	4	Refrigeration & Air Conditioning	51						
Open to Industry	Lincoln		2	2	Supervision	5						
Open to Industry	Lincoln		2	6	Training for Industry Trainers	61						
Open to Industry	Lincoln		2	2	Welding Fundamentals	14						
Open to Industry	Lincoln		2	1	Workplaces "Survival Spanish"	4						
				273		3874	26	4	12	8	16	19

**NOTES**

- "Co" is county number (NE Dept of Roads training was conducted at district offices throughout the State)
- "No" is number of time that class was conducted
- 940 were trained in 56 classes open to the industry (duplicated headcount)
- 2984 were trained in 217 classes customized for organizations (duplicated headcount)
- Collaborative efforts, activities between SCC K-12 schools include a partnership with Beatrice High School to conduct continuing education welding classes. In FY2004 two sections of AACK7697 were conducted and 14 people were able to learn new skills or improve their welding skills at Beatrice High School.
- SCC Continuing Education Division coordinated the Nebraska Users Group Conference for architects, engineers and technicians using MicroStation to design roads, bridges and other infrastructure projects. This Conference provided access to training and education on state of the art softwares to over 150 local and state employees.
- SCC Continuing Education Division provided Adult Basic Education to over 2,200 people. That includes grant-funded ESL classes at MBA, Chicken, Cargill and to food service workers in Lincoln.
- Southeast Community College is an active member of the Lincoln Chamber of Commerce.
- Workforce Training and Development Services works with the Lincoln Partnership for Economic Development to recruit new businesses to Lincoln.



LR 174  
2005 Addendum Report

Compiled for the Nebraska  
Coordinating Commission for Postsecondary Education

Submitted on 10-17-05  
follow-up to report submitted 11-18-04

# TABLE OF CONTENTS

1. How are institutions collaborating with K-12 schools to increase the proportion of students who graduate from high school, enroll in college, and are prepared to be successful at College?

Tech Prep.....	3
Educational Services.....	4
Harms Advanced Technology Center of NE.....	4
Upward Bound.....	6
Athletic Department .....	6
Alliance Center.....	7

2. How are institutions working with businesses and economic development organization to identify and meet the needs of existing and prospective businesses? Additionally, what are institutions doing in workforce development to create new jobs for individuals with high levels of educational attainment?

Social Science Division.....	8
Harms Advanced Technology Center of NE.....	8
Business Office Information Technology Division ...	9
Partnerships-Health Occupations Division .....	9
Alliance Center.....	10



# MEMORANDUM

## LR 174

Listed below are WNCC's additional responses to the following questions:

1. How are institutions collaborating with K-12 schools to increase the proportion of students who graduate from high school, enroll in college, and are prepared to be successful at College?
2. How are institutions working with businesses and economic development organization to identify and meet the needs of existing and prospective businesses? Additionally, what are institutions doing in workforce development to create new jobs for individuals with high levels of educational attainment?

**1. How are institutions collaborating with K-12 schools to increase the proportion of students who graduate from high school, enroll in college, and are prepared to be successful at College?**

**TECH PREP**

1. Total number of Tech Prep Programs and new articulation agreements in the past year. The numbers are as follows:
  - 19 new course articulation agreements in Microcomputer Applications
  - 2 new course articulation agreements in Accounting
  - 1 new program articulation agreement in Automotive Technology
  - 1 new program articulation agreement in Auto Body Technology
  - 1 new program articulation agreement in Electronics Technology
  - 1 new program articulation agreement in Welding Technology
  - 5 new program articulation agreements in Business Technologies
  - 5 new program articulation agreements in Information Technology
  - 4 new program articulation agreements in Office Technologies
- a. The total number of high school students enrolled in tech prep courses for 2004-2005 was 2,015.
- b. The total number of training events for high school teachers and the number of participants is as follows: (1) two teachers, one counselor, and one administrator attended the National Tech Prep Conference (2) eight teachers completed CAD training (3) 21 teachers and 3 counselors participated in Microcomputer Applications articulation training.

## APPENDIX B – COMMUNITY COLLEGES – WNCC

2. The top three activities conducted for k-12 students or staff, admissions or career orientation were the National Tech Prep Conference, CAD training and Microcomputer Applications training.

### EDUCATIONAL SERVICES

Early entry (dual credit or college credit courses):

- a. total number of students enrolled was 365
- b. total number of high schools 12
- c. total credits taken 161
- d. special vocational focus was Cisco, CADD, Medical Terminology, and Welding

Due to zero enrollments, there were 16 offerings canceled.

**JOHN N. HARMS ADVANCED TECHNOLOGY CENTER OF NEBRASKA formerly listed as CENTERS FOR BUSINESS & INDIVIDUAL TRAINING (CBIT) (all references to CBIT has been changed to HATC)**

Data on Training Activities

- a. Number of training activities 1,355
- b. Number of people trained 7,610 (duplicated)
- c. List of businesses:
  - Regional West Medical Center
  - Cabela's
  - Sidney Memorial Hospital
  - Parker Hanifan
  - Mobius Communications
  - Federal Coops (FEC)
  - Union Pacific Railroad
  - Nebraska Safety Council
  - Nebraska State Retirement
  - Platte Valley Bank
  - Aurora Loans
  - West NE Chapter of CPA's
  - Cheyenne County Extension
  - Panhandle Community Services-Head Start
  - Scotts Bluff County Sheriff
  - Nebraska State Patrol
  - National Resource District
  - Panhandle Substance Abuse
  - Panhandle Partnership for Health & Human Services
  - Chamber of Commerce
  - First National Bank
  - Panhandle Co-Op
  - Alliance Data Systems
  - Century 21
  - Western Nebraska Juvenile Service
  - John Deere Company
  - Cheyenne County Sheriff
  - Panhandle Mental Health Center
  - Krone Digital
  - City of Sidney
  - Midwest Appraisers
  - Nebraska Library Commission
  - Safetyline Consultants
  - REAP
  - Egging Company

## APPENDIX B – COMMUNITY COLLEGES – WNCC

- Performark, Inc.
- Dinklage Feedyard
- Horizons West
- Floyd's Sales & Services
- Nebraska Energy Office
- Jiridon Agri Chemicals
- Kimball Hospital
- Nebraska Law Enforcement
- Garst Seed Company
- Scottsbluff City Board of Realtors
- Society Human Resource
- Area High Schools

### **Updated information for HATC is as follows:**

#### **Cisco Networking Academy**

HATC is currently collaborating with eleven area high schools, one other community college, and one 4-year college to deliver the Cisco Networking Academy Curriculum. The curriculum prepares students to become a Cisco Certified Network Associate enabling them to obtain a position with a salary of about \$70K after three years of experience. High school students can complete the program in the high school or complete the program at any higher education facility that also offers the Cisco Networking Academy Program. Currently there are 73 students in the program. WNCC also has a collaborative effort to offer dual credit for these students taking the Cisco program.

#### **Discovery Lab**

In 2005, CBIT will be expanding into a 44,000 square foot building which will include a Discovery Lab. The Discovery Lab is a state-of-the-art technology laboratory designed for local public school students in elementary, middle, and high school. A wide range of learning activities and projects will be conducted within this lab, including exposure to career in the high tech industry such as computer science and data acquisition, graphics, circuitry, publishing, computer simulation, hydroponics, and robotics.

#### **Entrepreneurial Lab.**

HATC's Entrepreneurial Program is designed to promote entrepreneurial education and networking as well as prototyping and product development. The purpose of the lab is to encourage students and to help them develop the skill awareness necessary to pursue entrepreneurial endeavors. In addition to working with adults interested in developing business plans leading to the establishment of a new business or an expansion of an existing business, area elementary, middle, and high school students will participate in a wide range of age-appropriate programs aimed at helping them understand the fundamentals of entrepreneurship. Future expansion plans include student incubators and a two-year Associate's degree in Entrepreneurship.

#### **Career Design Technology Program.**

This new program prepares students to be practicing professions in the design and development of interactive, multimedia and software design systems for business applications using state-of-the-art development platforms.

## APPENDIX B – COMMUNITY COLLEGES – WNCC

### **Certified Testing Lab.**

This newly established lab offers computer-based professional certification and licensure testing, serving secondary and post-secondary institutions, professional associations, businesses, and government agencies, administering assessment for college admissions, career planning, and professional development.

### **UPWARD BOUND**

Upward Bound, a U.S. Department of Education funded educational support program, is sponsored and housed by Western Nebraska Community College in Scottsbluff, Nebraska. This program works intensely with over 70 qualified area high school students each year. The three components are *the academic year*, during which students attend Upward Bound class daily and have access to tutors, have presenters on topics such as study skills and test taking, and listen to speakers. *The summer component* involves students actually living on the campus of Western Nebraska Community College for a 5-6 week time, during which they take academic classes and have enrichment activities. This gives participants a real-life college experience. *The bridge component* provides graduated seniors the transition to college as they take college classes at Western Nebraska Community College.

Upward Bound also exposes participants to careers by offering Career Work Study, an internship program in which students are matched with local professionals in their area of interest. These are paid positions allowing students to experience what the world of work is like.

Upward Bound works entirely with low income and first generation (neither parent has a 4-year college degree). Students who participate in Upward Bound *graduate high school* at a 100% rate; their *college enrollment* is over 80%; and *college completion* is over 40%.

### **ATHLETIC DEPARTMENT**

Additional activities include the United Way's "Day of Caring". With this program, the WNCC athletes and coaches spend an afternoon helping other local businesses make positive changes in the living environment of others in the community. Activities include painting, lawn work, house cleaning, and cleaning horse stalls.

This year WNCC Athletics is also working with the UNL Nutrition Education Program. Each athletic team has a date where they teach participating children at the Guadalupe Recreation Center fundamentals of their respective sport. Along with fundamentals, the student athletes speak about proper eating and maintaining a certain level of fitness.

**ALLIANCE CENTER**

**Alliance Center/Northern Panhandle High School Partnerships**

**Dual Credit Course Offerings**

The Alliance Center routinely collaborates with secondary education institutions to provide “dual credit” to students in the northern Panhandle of Nebraska. Regular dual-credit courses are offered through the Center and high schools in Alliance, Hemingford, Chadron and Gordon/Rushville.

**Student Services Assessment: Placement Testing**

The Alliance Center Student Services Coordinator provides on-site, guidance-oriented assessment and placement testing to eight high schools in the Panhandle of Nebraska. Each year the Center’s Coordinator visits high schools located in each of the following communities: Alliance, Chadron, Crawford, Gordon/Rushville, Hay Springs, Hemingford, Hyannis, and Sioux County (Harrison).

The objective of these visits is to:

- encourage interested students to avail themselves of career-counseling resources;
- provide specific direction on particular college courses and campus learning resources that will help them fulfill their individual plans, goals, and needs;
- encourage students to pursue a college education.

**Alliance Center/Alliance Public High School Partnership**

The Alliance Center and the Alliance Public High School are actively collaborating to develop an Early College High School (ECHS) program, similar to those adopted by other cutting-edge educational institutions across the U.S. The Center and Alliance High intend that initial offerings will begin in late 2006.

Senior representatives of the Center and Alliance High are working with State of Nebraska officials to facilitate the Early College High School—or “dual degree”—program. The Center and Alliance High intend to develop a dual-degree program that will allow students to graduate from both Western Nebraska Community College and Alliance Public High School in 5 years, rather than the 6 years that would normally be required to graduate from high school and to earn an associates degree.

This secondary/post-secondary education partnership will optimize efficiencies for both levels of education by providing early career “tracking,” awarding dual credit for many courses, and by turning the purportedly “wasted senior year” (of high school) into a valuable workforce development asset.

## APPENDIX B – COMMUNITY COLLEGES – WNCC

Bottom-line: The Alliance Center/Alliance High Early College High School program will provide an uncommon level of vocational skills, workforce development training, and/or college advancement for 18-20 year olds in the greater Alliance area.

### **2. How are institutions working with businesses and economic development organization to identify and meet the needs of existing and prospective businesses? Additionally, what are institutions doing in workforce development to create new jobs for individuals with high levels of educational attainment?**

#### **SOCIAL SCIENCE DIVISION**

The Sidney Center Director is serving on the Panhandle Partnerships in Health and Human Services board of directors. A social science instructor continues to serve as Chair of the Region I Behavioral Health Advisory Board. The Division continues with the Early Childhood Education cooperative partnership with the University of Nebraska-Kearney grant. In cooperation with the Nebraska Community Colleges, an online Early Childhood Education curriculum was developed.

#### **JOHN N. HARMS ADVANCED TECHNOLOGY CENTER OF NEBRASKA formerly listed as CENTERS FOR BUSINESS & INDIVIDUAL TRAINING (CBIT) (all references to CBIT has been changed to HATC)**

The mission of HATC is to develop skills for the workplace, individuals, and employers through education with no boundaries in response to economic and community needs. Our vision is to be the premier customer-driven, technology-based workforce skills improvement resource in our region – the vendor of choice for all types of businesses, industries, organizations, and workers.

To create, nurture, and expand training partnerships with businesses, HATC staff meet directly with business representatives to identify what training is currently taking place, to identify gaps in training, and to provide training to fill identified gaps. HATC also strives to build strategic-level partnerships with business customers and economic and workforce organizations. Our goals are to retain and expand existing businesses; reduce employee turnover; increase employee productivity; and to recruit new business and workers to the region.

One significant recent development is the relocation of the Twin Cities Development Association, Inc. to the Harms Advanced Technology Center. TCD's mission is to work cooperatively with other entities to enhance the employment and economic base with the area by retaining and expanding existing businesses and recruiting new businesses to the area. TCD also promotes economic and community development in Scotts Bluff County and other surrounding communities in Nebraska. The overlapping and complementary functions and purposes of TCD and HATC will serve to better address the needs of the business and community in this region.

## **APPENDIX B – COMMUNITY COLLEGES – WNCC**

The Adult Basic Education and GED programs have relocated to HATC are now an integral part of the service offering available at the Harms Advanced Technology Center.

### **BUSINESS OFFICE INFORMATION TECHNOLOGY DIVISION (BOIT)**

The BOIT Division has an active Business Advisory Committee that is made up of local business people and BOIT faculty. The committee meets each year for program/course development input from the business community.

Western Nebraska Community College (WNCC) has been a part of the Midwest Center for Information Technology (MCIT) for the last four years. The MCIT includes all six community colleges in Nebraska, two in Iowa one in South Dakota and one in North Dakota and is funded by a grant from the National Science Foundation (NSF). Funding will continue for the next three years with a more collaborative focus of the 10 schools involved. Much of the initial focus was faculty development; however, other charges of the grant were student recruitment and support, articulation and workforce development. We have been marketing Information Technology (IT) by having an open house for high school students, teachers and local IT industry, hosting a “Women in Technology” open house, hosting an IT Conference, developing a brochure and website, advertising in local high school newspapers and on radio stations, visiting local high schools and hosting free hands on workshops for junior high, high school and community members. We have taken WNCC students to visit Colorado State University, Peter Kiewit Institute (UNO), and Chadron State College and are conducting monthly seminars where local IT professionals come and tell students about their work. The MCIT has surveyed businesses across the state to assess their IT needs and software preferences and conducted focus/advisory meetings with local IT professionals and community college faculty.

Some of the goals for the next three years will include identifying IT competencies for the region in the major employment areas, not strictly IT, such as agriculture, business, government, healthcare and manufacturing. Other goals include developing a student-run help desk run by IT students, developing best practices in IT security education, implementing Women in Technology Clubs, continuing the Working Connections Faculty Development Conference, examine curricula of emerging technologies like bioinformatics or health informatics, improving student retention with bridge programs and identifying areas of improvement for retention of adult learners.

### **PARTNERSHIPS Health Information Management Service**

#### **Midplains Community College, North Platte and McCook**

The Health Information Management Services program has a partnership with Midplains Community College to bring the HIMS programs to the Midplains Community College Area. Students complete their general education courses at Midplains and take their Health Information Management courses through WNCC utilizing the Neb Sat 3

## APPENDIX B – COMMUNITY COLLEGES – WNCC

connection or by taking online courses. This partnership allows students from the Midplains Community College area to graduate from an accredited HIM Program, thus making them eligible to sit for the national registry exam to become an RHIT – Registered Health Information Technician.

### **Career Steps**

The Health Information Management Services program partners with Career Steps from Springville, Utah to make available a totally online medical transcription program to the Panhandle area. Student complete all the courses online and receive a certificate from both Career steps and WNCC. Several national at-home medical transcription companies employ graduates of the Career Step program exclusively. We wanted to make this opportunity available to Panhandle residents and have been successful in doing so.

## **ALLIANCE CENTER**

### **Workforce Development**

WNCC's Alliance Center actively engages in the Nebraska Workforce Development process.

The Center partners with numerous local employers and workforce development agencies, in part via the Alliance Workforce monthly meetings. The Center's workforce/economic development partnerships include those with; Alliance Community Education, Alliance Chamber of Commerce, Box Butte General Hospital, Burlington Northern Santa Fe Railroad, Goodwill Industries, Greater Nebraska Workforce Investment Board, Highland Park Care Center, Northwest Community Action Partnership, Panhandle Rural Electric Membership Association (PREMA), Parker Hannifin Corporation, and Perrin Manufacturing,

Alliance Center representatives routinely attend Alliance Workforce Development meetings. Furthermore, senior level Alliance Center personnel frequently make presentations before the Alliance Workforce Development group on subjects such as the Center's economic development initiatives, new training programs that are being developed and/or offered by the Center, as well as updates on major Center activities related to workforce development.

The Alliance Center further promotes economic development through:

- the Alliance Center Director being a member of the Box Butte Development Corporation (BBDC) Board of Directors;
  - the Center Director routinely updates BBDC on economic development initiatives that are being advanced by the Alliance Center;
  - BBDC and the Alliance Center have become effective partners in furthering economic development, most recently by combining efforts to

## APPENDIX B – COMMUNITY COLLEGES – WNCC

position WNCC’s Powerline Construction and Maintenance Technology Program at the Alliance Center;

- the Alliance Center actively partners with the Training Specialist for Alliance Workforce Development, to enhance the skills, training, and education of Workforce clients;
  - to further these objectives, the Alliance Center offices the Training Specialist at the Center on the first Tuesday of every month;
- involvement in the Alliance Chapter of Rotary International;
  - senior level Alliance Center personnel routinely update Alliance Rotarians on training, program offerings, and initiatives of interest to the business community and community leaders.

### **Industry/Alliance Center Partnership: Powerline Construction and Maintenance Technology Program**

The Alliance Center actively partners with local industries to provide the training required for tomorrow’s workforce.

WNCC’s Powerline Construction and Maintenance (PC&M) Technology Program is a recent example of the Center’s successful partnership with industry. Furthermore, the PC&M partnership promises substantial workforce and economic development.

The Alliance Center’s PC&M Program represents a significant workforce development opportunity for the Nebraska Panhandle. The next closest Powerline Program is more than 350 miles away. Given this, and the much-vaunted “brain drain” from rural Nebraska, the Alliance Center’s PC&M Program will move to reverse the “brain drain” into a “brain **gain**,” as one local employer argues, “If you train ‘em here, they’ll stay here!” Furthermore, graduates of the PC&M Program who are employed in the Panhandle area may expect starting salaries that provide a “living wage” suitable for sustaining a family, plus a full benefits package.

Beginning May 2006, the Center’s PC&M Program will train 30-35 students every twelve months to become line workers for electric utilities, municipalities, and private corporations. As soon as one class of students graduates in mid-May, another class of 30-35 new students will begin in late May.

The Center’s PC&M program also represents a sizeable economic development initiative for the greater Alliance area. Because of the intensive nature of the PC&M training, these students will need to be full-time residents of the greater Alliance area—thereby contributing to the area’s economic development. Furthermore, approximately half of these students who will be moving into the area have families; these families will attend local schools, shop at local stores, eat at local restaurants, secure local medical and professional services, and purchase local entertainment. Finally, two full-time, professional level and professionally compensated instructors will be hired for the Powerline program—instructors who, ostensibly, will live in the Alliance area and,

## APPENDIX B – COMMUNITY COLLEGES – WNCC

consequently, further contribute to the PC&M Program’s positive impact on the local economy.

### **Increasing Access to Higher Education: “We’ve Changed Our Schedule to Fit YOURS.”**

The Alliance Center is re-crafting the way in which it delivers its educational products and services. The Center is committed to this objective: increase the access to higher education and, thereby, promote the educational advancement—and, as a result the economic and workforce development—of the Alliance Center’s service area.

The Alliance Center is aggressively moving to promote access to higher education by offering courses that are available via “flexible delivery” offerings—courses that are available at times of the day, on days of the week, and over time frames that are convenient for today’s consumer of higher education.

The Center understands the changing nature of its clientele. Currently, the average Alliance Center student: is in her/his late twenties, is married, has a family, and works full-time. Today’s consumers of higher education need college courses that will fit into their schedule, rather than being forced to make their schedule fit into that of the College.

Given these realities, the Alliance Center is rapidly moving to provide “flexible delivery” options. At present, the Center:

- offers nearly 76% of all of its courses via flexible delivery formats: evening courses, weekend courses, and/or online course offerings;
- provides nearly 59% of its “live offerings” (all courses exclusive of online offerings) via flexible delivery formats;
  - 3 semesters ago (Fall 2004 semester), only 40% of the Center’s “live offerings” were provided via flexible delivery formats
- is introducing “course compression”—full-length college courses that are offered over much shorter time frames than the traditional academic semester.

The Center’s “flexible delivery” options will—in the near future—provide students with the opportunity to earn skill awards, certificates, diplomas, and associate degrees via classes that meet exclusively during the evening and/or on weekends.

### **Additional Partnerships With Business, Economic, and Community Organizations**

- Alliance Center Vision Task Force (VTF);
  - a group of business, community, and education leaders who meet quarterly with the Center Director;
  - the VTF’s express charge is to advise and direct the Center on how it may more effectively meet the area’s training needs, thereby promoting the Panhandles economic development;
- the Alliance Center actively engages in the KCOW/KQ106 Annual Job Fair;

## **APPENDIX B – COMMUNITY COLLEGES – WNCC**

- Alliance Center LPN students are integrally involved in the Box Butte County Health Fair by offering free blood pressure testing through this day-long, annual event;
- Basic Nursing Assistant and Medication Aid classes are offered to the general public between 2 and 4 times per year;
- the Alliance Center provides a large, summer offering of Driver's Education to area high school students;
- Center personnel actively participate in college night activities at local high schools;
- the Alliance Center hosts Mobius Communications Company internet classes for the general public twice per month;
- the Center's Student Services Coordinator regularly refers interested candidates to UNMC's Dental Hygiene program in Gering and to UNMC's R.N. program in Scottsbluff;
- the Alliance Center provides students with the opportunity to take satellite classes.

## **Appendix D**

**University of Nebraska System**

**Report of Preschool through College (P-16)  
Activities of the University of Nebraska**

**A Response to Legislative Resolution 75  
of the Nebraska Legislature  
2005 Session**

**September 1, 2005**

## Report of P16 Activities in response to LR 75

This report has been prepared in response to Legislative Resolution 75, adopted in the 2005 session of the Nebraska Legislature. LR 75 is a follow-up resolution to LR 174, adopted in the 2003 legislative session. The report of the special legislative committee established under LR 174 was issued in January 2004.

The LR 174 committee examined the role of Nebraska's postsecondary institutions in the state's economy, concluding that "increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification..."

The committee developed the following priorities:

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

And, the committee noted that:

**Unprecedented collaboration and cooperation among educational institutions and sectors will be necessary to develop community, regional and statewide strategies to achieve progress toward these priorities.**

This statement amounts to a call for expanded and intensified P-16 (preschool through college) activities.

### **The University of Nebraska's Role in P-16**

As was explained in a November 2004 memorandum on "University of Nebraska P-16 Activities," the university helped launch the P-16 Initiative in Nebraska in 1997 and has engaged with other institutions and sectors in a variety of activities in subsequent years.

Among these activities are:

- Holding four statewide conferences to allow Nebraska educators to learn about national P-16 trends and exemplary programs in other states, and share best practices of Nebraska schools, colleges, and universities.
- Developing Regional P-16 Councils to allow educators to examine and deal with local P-16 issues.
- Supporting the work of longstanding P-16 efforts such as the Metropolitan Omaha Educational Consortium, which involves seven Omaha-area school districts and the University of Nebraska at Omaha.
- Collaborating with organizations that are supportive of the P-16 approach, such as the Greater Nebraska Superintendents organization, which represents 20 large school districts outside the Omaha metropolitan area.
- Undertaking curriculum-alignment projects in key subject matter areas (mathematics, English/language arts, and world languages) to help make the educational experience for students “seamless.”
- Supporting dual enrollment programs, including the cooperative pilot project involving the Millard Public Schools and the University of Nebraska at Omaha.
- Joining with State of Nebraska officials and other interested parties to develop Civics Nebraska, a project intended to reinvigorate the civic mission of schools.
- Applying for membership in the State Scholars Initiative, a federally funded program that urges students to pursue a rigorous curriculum in high school.
- Collaborating with the Nebraska Department of Education in helping to re-orient career and technical education.
- Participating in FutureForce Nebraska, an effort to tie curricula at all levels to careers in targeted industries identified by the Nebraska Department of Economic Development.
- Participating in the Nebraska Department of Education’s Leadership Council, which includes administrators, department directors and functional heads of operations of NDE under the leadership of the Commissioner of Education.
- Representing Nebraska in activities of national P-16 organizations, such as the Education Trust, the National Association of System Heads, and the Congressional Conference on Civic Education.
- Sending literature to eighth-grade students and their parents, urging them to enroll in rigorous courses beginning in ninth grade and continuing through 12<sup>th</sup> grade.
- Sponsoring the annual SHE Conference (for “Self-Esteem and Higher Education = Empowerment) for high school girls, specifically targeting students of color.

### **Campus Activities**

Many of the above-listed P-16 activities involved faculty, staff and administrators from the four campuses of the University of Nebraska, but the individual campuses have also undertaken P-16-related efforts of their own. Some examples of campus-specific P-16 activities are shown below.

### University of Nebraska at Kearney

- **Visits to schools by the Chancellor.** Doug Christensen makes visits to schools a regular part of community visits, which are scheduled throughout the year.
- **The UNK/Region IV Student Leadership Conference for elementary school students** brings approximately 160 students and 40 school principals to the UNK campus every November for sessions on leadership and career exploration. UNK faculty and area elementary principals ensure that students have the opportunity to learn about a variety of academic fields, such as graphic design, economics, astronomy, teaching, airway science, psychology, and theater.
- **UNK Office for Service Learning** is currently working with a federally funded program to provide training in Service Learning Pedagogy for twenty-three K-12 teachers. After a year of graduate study, training, community collaboration and implementing a service component to teach their curriculum, these teachers will receive an AmeriCorps Educational Award to pay off previous student loans or to continue graduate education

**The Kids Fitness and Nutrition Day** brings approximately 600 Buffalo County fourth-graders to the UNK campus in October for a series of 14 physical activities, five sessions on nutrition and a healthy sack lunch. Teachers and parents accompanying the students attended a session on how to incorporate energy balance into children's lives. UNK will also conduct Kids Fitness and Nutrition Days in Hastings, North Platte and Chadron during 2005-06.

- **Scholars Recognition Day** is held annually during the first week in October on the UNK campus. Invitations are sent to all Nebraska high school juniors and seniors who rank in the top 10% of their class to attend this special event. The purpose of this event is to recognize students for their outstanding academic achievement and introduce them to the Honors Program and the unique college atmosphere at UNK. About 250 students and their parents attend.
- **The Talent Identification Program (TIP)** is for seventh-graders from across Nebraska who score in the top five percent on either the ACT or SAT examination. Students are invited to the UNK campus, where they are honored during a special ceremony. UNK, which provides the primary university-level gifted-education program in Nebraska, is a participant in the Duke University Talent Identification Program. Congressman Tom Osborne was the featured speaker at the 2005 ceremony, in which more than 550 students participated.
- **The "Jump Start" program** encourages students who have been admitted to UNK for the fall semester to take summer school classes to help ease the transition to university life and shorten the time to graduation. Courses available include a broad array of general education classes and introductory courses within specific programs.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- **The National Youth Sports Program (NYSP)**, which has been held at UNK for the past 17 years, is a 5 week summer academic and physical education camp. It attracts about 400 low-income youth aged 10 to 16 from south-central Nebraska. More than half of the participants are minority students. In addition to athletic activities, the students study math and science, nutrition, careers, drug and alcohol abuse prevention, and personal development. The program is supported by more than \$100,000 in grants from the U.S. Department of Health and Human Services and U.S. Department of Agriculture.
- **Enhancing Educational Access Program**, a federally funded program in its 4<sup>th</sup> year, provides academic advising during the school year and one week summer academic camps for minority and low-income students who may become first-generation college students. Advising is provided to middle grade and high school students by qualified tutors twice a week. A summer camp is held for approximately 30 students from each of seven communities, during which students learn anatomy and physiology. School districts involved in the Program include Gordon, Alliance, Hastings, Schuyler, Grand Island, Lexington and Kearney.
- **Platte River Corridor Program**, a federally funded program in its 4<sup>th</sup> year, has provided four-year scholarships for bilingual students interested in becoming teachers. Freshmen students work as paraprofessionals in schools with large numbers of students for whom English is a second language (ESL). In addition, professional development is provided to teachers at ten partner schools in eight school districts that have large numbers of ESL students.
- **Senior Day**, an all-day campus experience for high school seniors from across Nebraska, includes a chance for these students to sit in on courses of their choice and to tour residence halls and academic buildings. The students also meet current UNK students and participate in a session called “A Guide to Getting Involved.”
- **Loper Preview Days**, a new effort in 2005-06, will bring K-12 students to campus for a day long program each month.
- **A Full-time Hispanic Recruiter**, Alejandra Nunez, visits all school districts in the state with significant numbers of Hispanic students and works with the schools in planning special events for students and their families. Another full time recruiter, Andres Traslavina, has been assigned to visit Omaha and Lincoln area schools.
- **Early Awareness Day for fourth-grade students**, which has attracted about 100 students for each of the past 11 years, is an effort to give young people a glimpse of college life in hopes of sparking their interest in furthering their education. The day is sponsored by the UNK Office of Financial Aid, the Nebraska College Savings Plan and the EducationQuest Foundation.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- A **College of Education Faculty Recruiter** contacted more than 1,000 students in 60 schools in eastern Nebraska during the past five years. Presentations have been made to several Future Teacher Clubs throughout Eastern Nebraska as well as to individual students. While the primary focus was on students interested in majors offered in the College of Education, a secondary focus was to recruit for UNK.
- **The UNK/K-12 Partner School Network** is a formal collaboration among UNK and 38 partner schools. Through the Network, professional development opportunities are offered that meet the specific needs of partner schools. UNK students spend hundreds of hours in early field experiences in partner schools, raising the visibility of UNK to the K-12 students with whom they work and providing the teachers with another professional who assists students individually or in small groups. The Network Newsletter features the positive accomplishments of the students within the Network and effective teaching methods/projects utilized by teachers. A one day Summer Institute brings more than 100 K-12 partner school educators and 30 UNK educators together to make plans for improving efforts of the Network.
- The **Nebraska Handwriting Contest** has been administered by UNK for the past 15 years. It is endorsed by the Nebraska State Education Association and the Nebraska Department of Education, with prizes sponsored by Follett's Campus Bookstore in Kearney, NE. It is held during the spring semester to promote legible handwriting as an effective means of communication. Any Nebraska resident is eligible to participate, with prizes being awarded in four categories: ages 12 and under, ages 13 - 16, ages 17 - 49; and ages 50 and over.
- Tours of the **Human Performance Laboratory** are scheduled for area Nebraska High Schools as a means of further extending the educational experience of the high school students. The tours are conducted by the regular staff of the Laboratory, including graduate students, the assistant director and when possible the faculty of the laboratory. The attending students are introduced to the principles, equipment, testing mechanisms, and laboratory procedures involved in the field of exercise science. Approximately 20 to 30 high school classes visit the lab each year.
- **Foreign Language Day**, which has brought more than 400 high school students to the UNK campus each year for the past 31 years, provides experiences in languages and cultures from around the world. The day includes sessions on bilingualism, poetry, dance, and music, as well as mini-language lessons and an international buffet.
- **The Rockin R Roundup for high school writers**, held in conjunction with the Nebraska Book Festival, gives students the opportunity to study the work of nationally known Nebraska writers and to participate in discussions about such topics as classic and contemporary approaches to writing, venues for publishing and organizing book clubs.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- UNK has hosted the **State Speech Competition** the last seven years and has negotiated to host it for the next three. Students from around Nebraska compete in Humorous Prose, Serious Prose, Poetry, Oral Interpretation of Drama, Duet, Acting, Persuasive Speaking, Informative Speaking, Entertainment Speaking, and Extemporaneous Speaking. UNK also hosts **State Debate** which includes Policy, Public Forum, Lincoln-Douglas, and Congress genres.
- Each fall high school bands from around the state come to Kearney for **UNK Band Day**. These bands represent schools of varying sizes. Their performances contribute to the festivities at a football game. At Homecoming, high school bands are part of the pre game campus parade.
- **Go for the Gold:** Meetings are arranged for admitted high school seniors and their families to meet with Admissions Office personnel as well as faculty and/or deans in at least ten Nebraska and Colorado high schools each spring semester.
- **Summer Advising and Enrollment (SAE) and Transfer Days.** Staff and faculty from across campus present to incoming students and their parents/guardians about campus involvement during 27 Summer Advising and Enrollment days.
- **Summer Camps and Conferences:** Summer camps and conferences house approximately 4,000 middle school and high school students from across the state, including Job's Daughters, academic, sports and National Collegiate Network.
- **Biology Department faculty** are regularly involved in judging public school science fairs, visiting with students and their parents about their projects, and describing the opportunities for individual research activity as a biology major at UNK. The Department offers fruit flies from numerous genetic stocks to Nebraska public school teachers as a way of interacting with their programs and gaining access to their students.
- **MEL (Mobile Environmental Laboratory)** is a high-profile representative of UNK in numerous venues (e.g., science fairs, public school research activities, Greater Nebraska Area Science Teacher retreats).
- **The Computer Science (CSIS) Department** offers technology camps (through 4-H and the educational service units) to 4th -12 grade students to introduce them to the opportunities in Computer Science & Computer Information Science at UNK.
- The Psychology Department hosts a biennial **High School Psychology Students' Fair** that attracts over 600 students to campus and involves 150 UNK undergraduates in providing a program of demonstrations, lab exercises and research activities. The Psychology students at the University prepare approximately 50-60 displays and demonstrations representing a wide range of research and applications in psychology. Groups of high school students enrolled in psychology class spend either the morning or afternoon engaged in Fair activities.

- The **UNK Students in Free Enterprise (SIFE) team** completed numerous activities during 2004-05 that engaged elementary, middle school, and high school students in the area. They included seminars on entrepreneurship and the basics of free markets. The SIFE team also partnered with the Kearney High Debate team to present two debate events for UNK and Kearney High students on the ethical impact of expanded gambling in Nebraska the impact of Wal-Mart's expansion on small mom/pop retail stores in rural areas.
- **Summer camps for high-ability high school students** in 2004 were offered in biology, chemistry, political science, and technology. Topics range from in-the-field biology to the scientific method and from the effects of popular culture on society to the development of an intelligent robot. Each camp involves only 5 to 8 students who have completed their sophomore year in high school and have high academic standing.
- **Distance Learning Courses for High School Students.** UNK provides opportunities for high school students to get a jumpstart on their college education by offering UNK courses in area schools via videoconference technology. Calculus, Algebra, and English attract approximately 25 students a year.
- **Distance Learning Tuition Remission Plan for Secondary Students.** When high school students enroll in UNK courses, they may be eligible for the Tuition Remission Plan. Students must enroll in a distance education course and pay full tuition for the course while in high school. When the students graduate from high school and attend UNK as full-time freshmen, they receive the tuition remission in the amount equal to the tuition paid for the UNK course completed satisfactorily while in high school
- **Learning Communities** organized around special interests or careers are designed for freshmen to enhance their academic success. All learning communities feature students living together in the same residence hall and meeting regularly for social and professional programs. Some learning communities also have students co-enroll in courses each semester and form study groups to support each other. Evidence suggests that these students remain at UNK at a higher percentage than typical UNK students.

- **The First Year Program** is a voluntary program intended to assist students making the transition from high school to the university. Faculty members and Student Peer Leaders (older students serving as mentors) provide assistance in developing university level communication, thinking, and computer skills in smaller classes for first year students. First Year students are also required to attend and participate in various campus events to enhance further integration into the life of a student enrolled at a residential campus. Assessment results indicate students participating in the First Year Program have higher average grade point averages and lower incidences of being on academic probation than students not participating in the program.
- **America Reads/ Math Counts:** The University of Nebraska at Kearney has been a participant in the America Reads/America Counts program since its inception almost 10 years ago. The program is managed by the Office of Financial Aid and reflects a significant partnership between the University and the Kearney Public School system. The University places an average of 40 students a year in the elementary schools in Kearney. These students, many of whom are pursuing teaching degrees, work directly with classroom teachers and provide individual and small group assistance to students in reading and math. Their salaries are paid entirely through the Federal College Work Study Program. Thus the schools receive tutor assistance at no cost.
- **UNK/Rowe Discovery Station Partnership** is mutually beneficial for **College of Education** faculty and the staff from the **Audubon Rowe Sanctuary** in fostering high quality environmental education experiences for UNK students and K-12 students. During this past year elementary education and recreation majors from UNK participated in outdoor education activities with members of the Rowe staff. During the 2005-2006 academic year additional collaborative activities are planned including the development of a formal agreement between Rowe and UNK. In addition, plans are being made to investigate opportunities for securing external funds through grants to support outdoor education.
- The **Kiewit Scholars Club** is an informal group of the Peter Kiewit Hispanic Opportunity Scholarship recipients who meet several times per year with faculty and staff members to discuss issues related to their teacher education requirements. Students receive one-on-one tutoring, advising, and mentoring to assist them with their educational goal of becoming a Nebraska teacher.
- The **Cultural Unity Conference** seeks to encourage multicultural students, grades 9-12, to continue their education beyond high school. UNK students, faculty and staff, as well as community members lead a series of workshops, meetings and discussions during the conference to convince these high school students that any perceived barriers to higher education can be overcome and to inspire them to commit to a college or university level education.

- **Multicultural Scholars and Leaders Day** is designed to increase the diversity of UNK by familiarizing prospective students with UNK's academic programs, student organizations, support services and financial opportunities. Held in November of each year, the conference brings 150-200 multicultural seniors from across Nebraska to UNK.
- **The Center for Academic Success** provides individualized services for students with a low probability for retention. The program provides academic support and mentoring to students who otherwise might not achieve academic success. A four year study indicates that students who receive peer to peer academic assistance are significantly more likely to be retained and have better academic performance.
- UNK is the only Nebraska institution to offer an **Online Certification-only Course Sequence** to non-traditional students with bachelor's degrees who want to become teachers. This effort is meeting the needs of place- bound Nebraska citizens while assisting local communities in filling high-need teaching positions in areas such as Spanish and math.
- **Student teaching and graduate internships** in schools provide valuable assistance to K-12 schools and students. Each year, more than 200 undergraduate students complete a semester of student teaching and more than 100 graduate students complete internships as school counselors, school administrators, school psychologists, and speech pathologists.
- **Early Childhood Professional Development Grant:** Currently, UNK is operating a \$1.7 million grant to enable Head Start teachers in high need communities across the state of Nebraska to get their degrees in early childhood education. The grant requires extensive collaboration between all fourteen 2-year and 4-year public colleges to (1) develop and refine articulation plans to help students from 2-year colleges transfer more efficiently to 4-year colleges, and (2) increase access to college courses by offering them at non-traditional hours or through alternative delivery formats. Students are recruited from the Head Start sites and mentors trained by the grant help them enroll and complete their classes.
- **Summer camps for minority and low-income students** who are prospective first-generation college students. The students learn anatomy and physiology in the week-long camps, which are supported by a \$248,000 grant from the U.S. Department of Education. More than 30 students attend the camps, which are held in Gordon, Alliance, Hastings, Kearney and Schuyler. Students from Grand Island and Lexington are transported to the Kearney campsite.
- **The Hispanic Cultural Unity Conference**, which attracts more than 300 high school students from Nebraska and Kansas, is sponsored by UNK's Hispanic Student Association and Sigma Lambda Beta International Fraternity. Through a series of workshops, meetings, and discussions, students are encouraged to commit to a college or university-level education.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- **A student leadership conference for elementary school students** which brought 157 students and 40 school principals to the UNK campus in November 2004 for sessions on leadership and careers, as well as campus tours. The students also had the opportunity to learn about such areas of study as graphic design, economics, astronomy, and theater.
- **Senior Day**, an all-day campus experience for high school seniors from across Nebraska, includes a chance to sit in on courses of their choice and to tour residence halls and academic buildings. The students also have the chance to meet current UNK students and participate in a session called “A Guide to Getting Involved.”
- **A High School Psychology Science Fair**, which annually draws more than 500 students from 40 high schools across Nebraska. Students participate in demonstrations and exercises related to the behavioral sciences and have a choice of 45 demonstrations by UNK faculty and students on such topics as the use of polygraph machines, perceptual distortions and illusions, rumor transmission, and neuropsychology.
- **Early Awareness Day for fourth-grade students**, which has attracted about 100 students for each of the past 11 years, is an effort to give young people a glimpse of college life in hopes of sparking their interest in furthering their education. The day is sponsored by the UNK Office of Financial Aid, the Nebraska College Savings Plan and the EducationQuest Foundation.

### University of Nebraska-Lincoln

- **All Girls/All Math Camp**, which has been held at UNL for the past nine years, this year attracted 28 high school girls from Nebraska and nine other states. The camp is designed to provide a stimulating and supportive environment for girls to develop their mathematical abilities and interests. The students work with women mathematics professors and graduate students in a weeklong course that includes such topics as the mathematics of codes, fractal geometry, aerodynamics and neighboring fractions.
- **"Power Math Summer Camp"**, which has been held at UNL for the past 7 years is a one week residential camp for boys and girls entering the 7<sup>th</sup> or 8<sup>th</sup> grade. The students spend 6 hours each day learning a variety of mathematical topics and applications. This summer the 28 students studied topics in graph theory, combinatorics, geometry, and algebra. The goal is to foster a strong interest in mathematics by showing that mathematics is not only enjoyable, but important and useful in today's society.
- The **Women in Science Conference**, hosted annually by the UNL: Center for Science, Mathematics and Computer Education, attracts approximately 100 high school girls selected by their high schools. This conference, held in February, offers an opportunity for young women to explore the variety of science careers available to them if they continue their science education. UNL departments are invited to set up displays of career opportunities during the registration and social hour on Friday night before the opening banquet. Department Heads and display presenters are encouraged to join the students during the banquet to encourage conversations regarding science careers. The banquet keynote speaker always addresses some aspect of a career in science. The Saturday schedule is filled with panel discussions with professional women, panel discussions with current women students, tours of city hospitals and tours of industry and UNL laboratories all designed to demonstrate the variety of careers available to women who continue to study science in college.
- The **Women Interested in Engineering Day** has been hosted each year since 1998 by the UNL College of Engineering and Technology. The program is co-sponsored by the student chapter of the Society of Women Engineers. The one-day conference encourages young women who are high school juniors and seniors to consider careers in engineering and to reach their potential in math and science. Women who have attended the conference in a prior year are encouraged to register again because new events and activities are added each year. Students participate in tours of Nebraska Engineering's state-of-the-art facilities, laboratories, and classrooms.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- **Breakfast for Champions** draws more than 300 eighth-grade student leaders from across the state each year with their parents. Each student is nominated by his or her school's administrators and receives a Gold Medal of Achievement. The event features Olympic athletes with Nebraska ties and current Cornhusker athletes. The breakfast is sponsored by the Nebraska Alumni Association, the U.S. Olympic Committee and the Knights of Ak-Sar-Ben Foundation.
- **Visits to schools by the Chancellor.** Harvey Perlman includes visits to schools on the itinerary of his regular community visits across the state.
- **The TEAMS competition program**, sponsored by UNL's College of Engineering and Technology, this year attracted 26 teams from 16 Nebraska high schools. TEAMS stands for "Tests of Engineering Aptitude, Mathematics, and Science." TEAMS is an interscholastic competition that challenges students to apply math and science concepts to real-world problems. It encourages tomorrow's engineers to work cooperatively and think critically.
- **The MESA program** (for "Math Engineering, Science Achievement) is a week-long summer program that encourages students of color to take advantage of the rewarding opportunities available to them in technology-related fields. It is open to all underrepresented minority students in Nebraska who demonstrate an interest in science or math. It has two concurrent sessions, one for students completing eighth grade and another for students in grades 9-11.
- **The Nebraska Young Artist Award program** this year involved 77 students from more than 40 Nebraska high schools who were selected to participate in a day-long series of activities. These gifted and talented 11<sup>th</sup> graders take tours of UNL's arts facilities, sit in on classes, and meet students and faculty in the Hixson-Lied College of Fine and Performing Arts. Parents are invited to accompany the students and receive information on careers in the arts and the curricula available in the college.
- **The Big Red Road Show** features more than 50 interactive exhibits, live performances, and appearances by Cornhusker athletes. It is an open house for students of all ages and adults to learn about academic and student life programs at UNL. Representatives of UNL undergraduate colleges and graduate studies departments and the student affairs office are on hand to provide information. The Big Red Road Show has been presented at Omaha's Qwest Center and at the Scotts Bluff County Fairgrounds.
- **Math Day at UNL** is an event that promotes the mathematical sciences through individual and team competitions. This year Tim Carrell of Lincoln East won the individual honors and Omaha Westside won the Class A team competition.

- **Economics Day**, which in its 10<sup>th</sup> year, introduces students to the importance of understanding economics in today's world. Economics teachers from six high schools are invited to bring their classes to campus for brief lectures, panel discussions, and meetings with College of Business Administration students. This year 130 students attended from Seward, Norris, Lincoln High, Lincoln East and Parkview Christian.
- **Learning communities** are groups of students who share a common interest or field of study. They have been proven to significantly increase the retention rates of participating students. The latest learning community at UNL is the **Melvin Jones Scholars Learning Community**, named for a former UNL Vice Chancellor. It is aimed at increasing the retention rate of students of color. Members live in the same area of Abel Hall, take at least one course together (although the students are not necessarily in the same academic discipline) and join in activities and workshops.
- **Portales a Aprender Leer** (Portals to Learning to Read) is a partnership between UNL and the South Sioux City Community Schools that aims to give every child a good start by teaching essential early reading skills. It involves UNL education researchers working alongside educators from South Sioux schools. The program targets five preschools serving predominantly Spanish-speaking children and their families. The effort is supported by a \$2.6 million grant from the U.S. Department of Education's Early Reading First program.
- **Math in the Middle** is a partnership made up of UNL, the Lincoln Public Schools, and the 139 school districts in Educational Service Units 6 (located in Milford), 7 (Columbus) and 13 (Scottsbluff). Its ambitious goals are to create a national model for developing middle-school mathematics teacher-leaders who will mentor their peers and offer challenging courses to their students, and to create a research program to study teacher learning and student achievement in math. The five-year effort is funded by a \$5 million grant from the national Science Foundation.
- **NU Start** is a unique residential learning community open only to incoming freshmen. The students participate in activities and experiences that encourage interaction with one another while learning to manage the new-found freedom and independence that comes with college life. The program is designed to help students learn what university professors expect. They also learn how to use computer labs, library resources, the writing assistance center, advising offices, the campus recreation center, museums, theaters, and galleries and other campus facilities. The program also helps them learn to manage time effectively and challenge themselves mentally and physically. Eighty-one students participated last year.
- **The Nebraska Partnership for American History Education** involves UNL and Educational Service Unit 7, which serves schools in Boone, Butler, Colfax, Merrick, Nance, Platte and Polk counties. The program focuses on development of knowledge and skills in teaching the entirety of American history in exciting and engaging ways to raise student achievement. In its third year, the program is supported by a \$931,935 Teaching American History grant.

- **The Promising Scholars Institute** is a six-week residential summer experience for high school seniors who will attend UNL in the fall. The institute provides an opportunity for incoming first-year students to complete two courses during the summer, become acquainted with the various UNL programs and services, and develop support networks on campus. In its 12-year history, the institute has helped develop a core of student leaders who have served as role models for other students. The program is open to members of U.S. underrepresented minority populations. Nearly 400 students have participated in the program since 1993.
- **The annual International Thespian Festival** attracts about 2,500 high school students and hundreds of sponsors to the UNL campus. The young actors and their chaperones represent some of the best and most highly motivated theatrical talent in the U.S. and abroad. The students, aged 12 and older, participate with school groups and clubs or individually in performances, workshops, main-stage productions, training sessions and competitions. The students live in UNL residence halls and the programs use the facilities of the Hixson-Lied College of Fine and Performing Arts and the Nebraska Union.
- **The Cosmic Ray Observatory Project (CROP)** is a statewide outreach project that involves Nebraska high school students, teachers, and college undergraduates in a multi-faceted, hands-on research effort to study extended cosmic-ray air showers. High-energy ( $E > 10^{18}$  electron volts) cosmic rays which continuously strike the earth's atmosphere from outer space create avalanches of daughter particles which cover areas up to 50 square miles on the earth's surface. Using simple particle detectors placed on the rooftops of high schools around the state, measurements of the original cosmic ray energy and incident direction can be made. High school teachers and their students are trained in cosmic ray physics and measurement techniques during 2-week to 1-month summer workshops and then implement the detection systems at their own high schools. CROP has been underway for five years (funded by a \$1.34 million National Science Foundation grant) and now includes 23 high schools in 15 of the 19 Educational Service Units in the State.
- **Project Fulcrum** is a program designed to provide science resources, knowledge and support to elementary- and middle-school classrooms in approximately ten schools in the Lincoln Public Schools. In addition, it gives future researchers in science, mathematics and engineering a realistic picture of the issues facing K-12 education and the roles they can play in addressing those issues. Funded by the NSF for more than \$3.4 M, Project Fulcrum enhances students' opportunities to learn science and math by increasing access to inquiry-driven experiences in content areas that satisfy national and state science and math standards. It also assists teachers in gaining more science and math knowledge and increases their confidence about teaching science and math. And it facilitates long-term interactions between teachers, teacher educators, and Science and Engineering faculty members at UNL.

- **Astronomy Camp** provides a weeklong residential science experience for about 15 high-school students annually. The camp engages the students in various aspects of astronomy and astrophysics, and includes observations using the Student Observatory on campus, the Research Observatory at Meade, and various small telescopes and computer-based learning activities.
- **Saturday Science** has for 35 years provided a hands-on science experience for about 100 fifth-grade students annually. For four consecutive Saturdays in February and March, elementary school students attend an hour-long lecture/demonstration on four different topics in physics or astronomy, and then participate in an hour-long laboratory session in which they investigate some of the principles and ideas discussed in the lecture/demonstration. The students interact with Department faculty and graduate students and are exposed to the enthusiasm of professional scientists.
- **The Astronomy Education Workshop** is held annually in late September and special workshops are held when visiting astronomers are on campus. All high school and college instructors of either physics or astronomy are invited to participate. A recurrent theme in the workshops is the use of instructional technology to improve teaching of astronomy.
- **The NSF-Funded Materials Research Science and Engineering Center (MRSEC)** hosts four middle- and high-school teachers for eight weeks of research during the summer. The teachers become engaged in actual ongoing scientific research projects, and MRSEC faculty members visit the teachers' classrooms during the academic year.
- **Observatory Open Houses** are held approximately a dozen times annually at the on-campus Student Observatory and at the Research Observatory at Meade, providing exposure to some of the wonders of the universe. Depending on the astronomical events that are observable, attendance can reach several hundred. Although not limited to P-16 students, such students form a substantial portion of the attendees.
- **The Robert Hillestad Textiles Gallery Student and Teacher Workshops** offer creative programs with visiting artists from the United States and abroad to enrich teachers and learners of all ages. In the past two years approximately 100 students and teachers have visited the UNL campus to interact with textile artists and to learn new ways of using textile art to enrich their teaching/learning across the curriculum.
- **Nebraska ProStart** is a partnership between UNL and the Hospitality Educational Foundation of the Nebraska Restaurant Association. Secondary school students in 37 schools across Nebraska (from Omaha to Scottsbluff; Fairbury to Creighton) study culinary arts and foodservice management in Family and Consumer Sciences classrooms. Nebraska extension specialists travel statewide to provide classroom demonstrations, mentor students in preparation for culinary-management competitions and promote UNL. On-campus Teacher Forums enhance ProStart teacher competence and acquaint teachers with the UNL campus.

- This year UNL celebrates its 12<sup>th</sup> year of sponsoring the annual fall **Celebration of Youth**. Each year approximately 20 4-H'ers from across the state display their work in the Robert Hillestad Textiles Gallery. The youth discuss their work at an opening reception and participate in a banquet as well as a daylong series of workshops and experiments with faculty in the textiles, clothing and design department. The weekend-long event recognizes the accomplishments and creativity of Nebraska youth and increases their understanding of the university while exposing them to college life. More than 200 students and their parents have participated in this on-campus experience.
- **UNL' Latino Achievement Mentoring Program (LAMP)** has two primary objectives: to promote the academic and healthy development of 12-18 year-old Latino youth in the Lincoln Public Schools and to enhance the skills of their college-student mentors. The program provides one-on-one mentoring, various structured activities for families and mentors, weekly mentor training meetings and a parent support group.
- **Conexiones Familiares (Family Connections)** is a four-year project funded by the U.S. Department of Education's Office of Migrant Education Even Start programs. Its purpose is to implement an evidence-based community, family and school-linked early and adult literacy model program for migrant Spanish-speaking families and their young children.
- **Project SUPPORT: Speech-Language Pathologists Supporting Literacy Instruction** prepares preservice speech-language pathologists (SLPs) to work on the development of literacy skills in children with communication disorders. The project addresses the chronic need for well-prepared SLPs to serve students in high-poverty urban and rural areas. It is a collaboration among the Nebraska Department of Education; the UNL campus, the community, intermediate education agencies and school districts.
- **Project NETS** (Nebraska Educational Transition Specialists) is designed for individuals currently employed as secondary special educators or rehabilitation counselors to function as transition specialists in schools where they must assume both roles. Project NETS addresses chronic severe shortages of personnel serving transition needs of adolescents with disabilities in Nebraska schools.
- **Project PROMOTE** prepares para-educators for teaching positions in special education. It is designed to address critical shortages of special education teachers in rural and urban areas. This is accomplished by preparing para-educators with baccalaureate degrees in areas other than special education for certification in Mild/Moderate Disabilities. These para-educators provide a valuable pool of candidates for teaching positions in special education.

- **The Scottsbluff School and Community Planning Project (2005 and 2006)** engaged College of Education and Human Sciences faculty in helping school and community leaders develop a communication process that led to collaborative planning for school improvement. Some 130 people from the community and school district met in five community-wide workshops over an 11-week period to develop guidelines for improved school/community relations.
- Through the **School Consolidation Study for Prague, North Bend, Wahoo, et al.**, College of Education and Human Sciences faculty assisted school district and community members explore alternatives for the future configuration of schools in southern Saunders County. Participants included school board members and administrators from area school districts.
- **The Northeast Nebraska Para-Educator Career Ladder Project** is a joint effort of UNL's Department of Teaching, Learning & Teacher Education, Northeast Community College in Norfolk, the Central Community College Columbus campus and Wayne State College to increase the number of bilingual teachers and ESL-endorsed teachers in target schools. This cooperative effort, supported by a \$2.5 million federal grant, is helping 30 bilingual para-educators earn bachelor's degrees in education from UNL and obtain supplemental ESL endorsements. The para-educators study at the community colleges for their first two years, and at UNL and Wayne State after that, with most of the upper-level coursework delivered by distance education. The para-educators work in seven participating school districts with diverse populations – Columbus, Columbus Lakeview, Madison, Norfolk, Schuyler, South Sioux City and Wakefield – and in Educational Service Unit No. 8. They are paired with elementary-school teachers who serve as mentors. The mentors also have the opportunity to earn a graduate-level ESL endorsement as they work in the project.
- **Preparing Elementary Teachers to Meet the Needs of Girls from Underrepresented Populations** joins UNL and the Lincoln Children's Museum to develop and conduct inquiry-driven science activities for girls from lower socioeconomic families, as well as girls from the hearing-impaired community.
- **Project PARA** unites UNL's Department of Teachers, Learning and Teacher Education, with the Department of Special Education, to develop training resources for educational paraprofessionals. As a result of a series of federally sponsored projects, these training resources are available online. Over two hundred schools nationally and internationally are registered users of the training courses. In addition, a cooperative project with Nebraska educational service units and the Nebraska Department of Education has developed new training materials to address needs for highly qualified paraprofessionals as defined by the federal No Child Left Behind Act.
- **Great Plains Reading Center**, located in the Home Economics Building serves developing readers in grades pre-school to high school. Faculty members from Teaching Learning and Teacher Education, Special Education and Communications Disorders created the center, which has both teaching and research components. Forty clients receive weekly tutoring from UNL undergraduate and graduate interns.

- Student-Centered, Teacher-Led Accountability and Reporting System (**STARS**) is the major student assessment program in the State of Nebraska. This nationally acclaimed program was developed through collaboration between the Nebraska Department of Education (NDE) the College of Education and Human Sciences and the public school districts of the state. The Buros Institute for Testing is a principal partner with NDE in developing district assessment system evaluations to ensure quality control for STARS. UNL have also assumed the roles of STARS project evaluators over the past four years. UNL also offers a graduate specialization in classroom-based assessment, a principal feature of STARS. Over 100 teachers and administrators have earned the assessment specialization credentials since 1998.
- **Football Physics** was for five years a hugely popular and entertaining event at all Husker home football games. Professor Timothy Gay presented a one-minute video on the many roles that physics plays in football. Fans were exposed to ideas in physics, and this program has certainly exposed many Nebraskans to the academic side of our institution. Many of these videos can be observed at the Department web site: <http://physics.unl.edu/outreach/football.html>
- **UNL's Annual Language Fair** is a competitive event in foreign language involving Nebraska high schools. Some 1,000 students have participated every year since 1968.
- **UNL's Department of Modern Languages and Literature** acts as a consultant to the K-6 program for Spanish in the Crete Public Schools and collaborates with the College of Education and Human Sciences in organizing summer "immersion" programs for Nebraska teachers of Spanish. The department also has established a recruitment scholarship for Nebraska high school students who commit participating in a study-abroad program at UNL.
- For past four years, the **UNL forensics team** has held a high school speech tournament in December. The tournament has attracted participation from approximately 15 area high schools and annually brings about 75-100 high school students to campus. The forensics team also has co-hosted a collegiate forensics tournament with Kansas State University. The tournament attracts not only teams from the top four-year colleges and universities in the region, but in the past has also attracted a number of **community college programs**. These students have the chance to come to UNL's campus and see first hand the opportunities a four year school can offer them.
- **UNL's annual Chemistry Day** is typically attended by 120 high school students. The event featured chemical and glassblowing demonstrations, tours, scientific posters describing undergraduate research projects, and overviews of chemistry careers and degree options.

- **The Great Plains Cultural Ways: Careers in Mental Health program** provides an undergraduate training program supported by the National Institute of Mental Health. The program recruits four highly qualified juniors and seniors from tribal colleges each year who are interested in careers in American Indian mental health research and prepare them for graduate study while maintaining ties to their community and culture.
- **CSE Day** attracts approximately 100 high-school students from Nebraska and surrounding states to learn more about computer science and computer engineering. It is one of the Department's main recruiting activities. Scholarships to UNL's Computer Science and Engineering program are awarded to competition winners. The event consists of a rigorous programming contest, various interesting challenges (e.g., junkyard war, future classroom design, logical puzzles), and seminars.
- **UNL's Computer Science and Engineering Department, Lincoln Public Schools' Technology Focus High School and Nebraska 4-H** have partnered to develop outreach programs for high school students to introduce them to technologies and to encourage them to pursue advanced studies in computer science at UNL.
- **UNL's Computer Science and Engineering Summer Camp Program** provides five camps, each lasting one-week (four resident and one non-resident), the four resident camps, co-sponsored by CSE and the Nebraska 4-H include Web Development/Flash (2 sessions), 3-D Animation, and Linux Boot Camp. The goal of these camps is to expose students in middle- and high-school to careers and opportunities in technology, recruit students to UNL's Computer Science and Engineering program, and give students an opportunity to experiment with technology in a fun and educational setting. The non-resident Camp, "**Getting Wired with PrairieFire**", co-sponsored with the Lincoln Bright Lights organization gives middle-school students a hands-on opportunity to learn using UNL's PrairieFire supercomputer.
- **The UNL Initiative on Human Rights and Human Diversity**, in conjunction with Nebraska Educational Telecommunication, has developed web-based materials to increase civic educational opportunities for Nebraska high school teachers and students.
- **UNL's Partnerships in Food Safety Education** workshops, taught in eight Nebraska locations, have provided 182 of Nebraska's science, agriscience and family & consumer science teachers with tools and laboratory exercises to use in their classrooms. The materials were compiled and/or developed by Food Science & Technology faculty and staff to increase the awareness of microbiology and its role in food safety and processing. Each two-day workshop includes background lectures and hands-on experiences.

- **The Institute of Agriculture and Natural Resources' Expanding Your Horizons** program this year brought 115 eighth-grade girls and 11 sponsors to east campus to explore career opportunities for women in math and science. Faculty, staff and students from nearly every IANR unit provided hands-on experiences ranging from animal reproductive physiology to detecting food allergens to statistics. Sixteen high school juniors that had participated in a similar event as eighth-graders returned to act as hosts for the groups of girls.
- Over the past four years, the **Our Zoo to YOU** program has been presented to over 1500 students in 65 classrooms. This innovative program is a collaboration effort involving UNL's Department of Entomology and College of Education and Human Sciences, Nebraska K-12 schools, and the Folsom Children's Zoo and Botanical Gardens. Through the Our Zoo to YOU program, teachers can bring to students the joy and wonder of observing animals in the classroom. The overall goal of this program is to provide K-12 educators with a unique opportunity to teach inquiry science with live animals. This program encourages students to devise their own inquiry investigations to explore key characteristics of animals, observe how animals respond to their environment, and consider how an animal's behavior might be adapted to best suit its needs.
- **Bug Bash** is an annual event sponsored by the UNL Department of Entomology in collaboration with the Lincoln Public Schools Science Focus High School and Folsom Children's Zoo. For an entire week each September, inquiry-based stations are presented to K-6th grade students. Students discover how insect communicate, why they are so strong and what special adaptations they have for survival. Since its inception in 1997, this event has involved over 200 high school teachers and over 15,000 students.
- **Campus Visits**—Cooperative Extension arranges for UNL campus visits for youth from throughout the state. The goal of these visits is to tour campus, meet one-on-one with faculty in their subject areas of interest and gain information on enrolling. During 2005, there were over 20 visits involving over 400 potential students.
- **Big Red Summer Camps** provide approximately 60 teens annually with in-depth, hands-on experiences with UNL faculty on campus. These youth explore a variety of subject areas while gaining a perspective about life as a UNL student through working in labs, campus tours, and living in the residence halls.
- **Contests and Special Events**--Over 600 youth annually convene on the University of Nebraska-Lincoln campus to test their skills through Extension contests in animal science, family sciences, and horticulture. In addition to competing, youth participate in faculty-led workshops and special sessions led by UNL recruiters.
- **4-H Participation**--Nearly 118,000 youth are involved in the University of Nebraska – Lincoln's Cooperative Extension 4-H program. Often cited as “your first class from the University”, 4-H provides young people (ages 6-19) the opportunity to develop life skills in over 150 different project areas. These projects are driven by curriculum produced by UNL faculty.

- **UNL Libraries cooperative programs with the area high schools** provide high school students with borrowers cards for the UNL Library. The program averages some 680 students each year and serves between 16 and 25 schools. Students learn how to use UNL Library resources and electronic databases, and how to check out print materials. The program helps prepare students to use the type of library resources they will find when they go to college.

### **The University of Nebraska Medical Center**

- **UNMC's Summer Health Professions Career Workshop** provides high school students an opportunity to learn about the health professions in the setting of a major research and teaching institution. Highlights include a tour of the Lied Transplant Center, a visit to the College of Dentistry in Lincoln, a tour of the Gross Anatomy Lab and a demonstration of the DaVinci surgical robot. Students compete for the available 20 slots by submitting an application and essay.
- **Rural Health Professions Career Day** attracts about 235 students from 50 high schools across Nebraska. Students learn about opportunities in medicine, nursing, pharmacy, dentistry, physician assistant service, physical therapy, and medical technology.
- **The annual Teacher Connections Workshop** provides up to 20 rural secondary science teachers the opportunity to spend a day with UNMC scientists and researchers to learn about recent advances. The teachers also have the opportunity to share health-related classroom experiences. Tours of the UNMC campus also are available. Teachers who are participants in UNMC's Rural Health Education Network receive free lodging in Omaha for the event, which is held in conjunction with the Nebraska Association of Teachers of Science fall conference.
- The UNMC College of Dentistry holds **Dental Day** annually, providing free dental services for up to 150 youngsters. Children from low income, uninsured or underinsured families receive cleanings, fluoride treatments, sealants, cavity fillings, and education about dental health at the College of Dentistry in Lincoln.
- The annual **UNMC Health Science Meet** hosted 73 students from 31 schools across Nebraska in June of this year. In its 13<sup>th</sup> year, the program provides both education and fun. The goal is to inspire students, especially those from rural communities, to pursue careers in health care. Students qualify for the meet by submitting science projects in regional competitions.
- **The Susie Buffett Educare** facility houses a daycare/Head Start programs for low-income families most of whom are African-American. The children range in age from 6 weeks to 5 years old. UNMC is involved in providing health screenings for the children and health education programs for the parents. This initiative is in its second year.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- **Walnut Hill Elementary School Pilot Project.** UNMC this year will establish a pilot program at Walnut Hill which will involve students and their parents and will include in-school lectures by UNMC faculty, campus visits to UNMC, field trips, mentoring, a health-care based science curriculum, and regular meetings with parents. The goal is to help students see higher education (perhaps in the health care area) as a real possibility. To that end, UNMC has partnered with Metropolitan Community College, with which UNMC has 16 articulation agreements. The goal for parents is to explore possibilities for financing their children's college education.
- **Project LEAD (Legal Enrichment And Decision-making),** a collaborative effort of the Douglas County Attorney's Office, University of Nebraska Medical Center and First National Bank, in cooperation with Westside Community Schools and Omaha Public Schools, is designed to help students recognize and analyze potential consequences of the difficult decisions they face during adolescence and beyond. By focusing on peer pressure, self-respect, and responsibility, Project LEAD gives students the tools necessary to avoid many pitfalls and traps that often lead to delinquent conduct and criminal activity. Since the fall of 2004, 230 5<sup>th</sup> graders have participated.
- **Jesuit Middle School Health Sciences Learning Program** is a cooperative program in which Jesuit Middle School 4<sup>th</sup> and 5<sup>th</sup> grade African-American male students meet once each month and are provided with hands-on activities or a tour of UNMC. Approximately 15 students per class participate in the program. The Omaha-based program was established in 2001.
- **UNMC's Career Connections Science Academy** is coordinated through a partnership with Girls Incorporated for 4<sup>th</sup> through 7<sup>th</sup> graders. African-American female students meet on the third Monday of each month. Approximately 15 students per session participate. The Omaha-based program was established in 2000.
- **UNMC's Community Academy** (7<sup>th</sup> through 12<sup>th</sup> grade) acknowledges multiracial/cultural students interested in health care/research careers. During the school year, students meet one Saturday morning each month at the Youth Learning Center for learning activity. During the summer, students meet for 3 weeks Monday through Thursday, all day. The Youth Learning Center also has after-school tutoring and a computer cluster available for students. The Community Academy boasts alumni of over 1000 students, primarily from Omaha Public Schools.
- **Stepping Forward, Reaching Back** involves 8<sup>th</sup>-12 grade high school juniors/seniors from Monroe Middle School and North, Benson, and Central high schools. Students interested in health care/research careers learn about various professions from minority student role models. This initiative is in its fifth year.

- **Rural Health Opportunities Program (RHOP)** is a collaborative program involving UNMC, and Chadron and Wayne state colleges to recruit high school students interested in becoming rural health care professionals. Students receive scholarships for their undergraduate program and are **guaranteed admission** to UNMC programs. To date, 206 students have completed their studies at Chadron or Wayne and graduated from UNMC. Fifty-six percent of graduates are practicing in rural Nebraska and 15 percent in rural areas in other states. This program was initiated in 1990.
- **Nebraska University Pre-Admission to the Health Professions (NU-PATHS)** is a collaborative program among UNMC, UNK, UNL and UNO to recruit high school students interested in becoming health care professionals and serving the underserved. Students receive scholarships for their undergraduate program and, upon timely and satisfactory completion of their undergraduate program of study, are **guaranteed admission** to UNMC programs. To date, three students have graduated from UNMC and 32 students are completing their undergraduate coursework at University of Nebraska campuses. This program was initiated in 2001.
- **UNMC's Summer Undergraduate Research Program** recruits underrepresented/disadvantaged students for summer research experiences at UNMC. The experiences are from 8-12 weeks long and may include more than one summer. Students receive a stipend, are members of a state-of-the-art research team, and meet other students from across the nation with the same career goals. Since its inception in 2001, 24 students in this program have been awarded NIH supplements.
- To help address its strategic goal of diversifying the students body, UNMC has developed **affiliation agreements** with Dillard University, Fort Lewis College, the University of Arkansas at Pine Bluff, St. Paul's College, Virginia Union University, Virginia State University, Hampton University, Norfolk State University, and J. Sargeant Reynolds Community College, recruiting students for summer research opportunities at UNMC, developing faculty exchanges, and collaborating on mutually beneficial research and education programs.
- **UNMC's Eighth Grade Health Science Meet** is coordinated through a partnership with the Rural Health Education Network. The RHEN office coordinates the rural regional meets and the UNMC Youth Learning Center coordinates the urban regional meets for the 8th graders. All minority groups are represented in this program. Students perform research, develop and present science-related posters at the regional meets throughout the state. Students with the highest scores are then invited to attend a two-day state meet in Omaha during the summer. The program was established in 1992.
- **The Holdrege Summer Honors Program** is coordinated through a partnership with ESU 11 and the Holdrege Public Schools. Students are required to research, write, and present paper on their experiences. During the week-long program, students stay in dorm rooms while in Omaha. Participants are 10th-12th graders Approximately 10 students per session are selected from the Holdrege area. The program was established in 1982.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- **Millard High Ability Learners** is coordinated through a partnership with the Millard School District. Participants are 7th and 8th graders. They meet every second Thursday of the month. Approximately 18 students per session participate in the Omaha-based program which has been operating since 2002.
- **OPS Health Occupations Class** is coordinated through a partnership with the Omaha Public School District. Minority 10-12th graders take tours of UNMC and are provided with hands-on learning sessions. Students earn certification in first aid and CPR. The Omaha-based program was established in 2001.
- **Principals' Day** highlights the Nebraska high schools that graduated the new members of fall UNMC classes. The principals of Nebraska high schools that have five or more graduates in the incoming class are invited to lunch at UNMC with their former students.
- **Advisors' Day** hosts pre-health-professions advisors from Nebraska colleges for a day at UNMC. During the day, advisors meet with faculty and students from UNMC's 17 health care and research programs to learn more about the programs and learn updated information regarding curriculum requirements and selection criteria.

### University of Nebraska at Omaha

- The **Model United Nations** event coordinated by UNO's international studies honor society, Sigma Iota Rho, was held for the second year and drew 709 students from seven area high schools. Teams of participants represent countries from Africa, Asia, Europe and the Americas, debating a variety of UN Resolutions. The event is sponsored by the Qwest Global Education Fund in cooperation with the Metropolitan Omaha Educational Consortium.
- One hundred Nebraska students in grades four through eight participated in this year's **Geographic Bee** at UNO. The bee, conducted by the National Geographic Society, is a nationwide event with participants from all 50 states and the District of Columbia, U.S. territories and Department of Defense schools. It was developed in 1989 in response to a concern about lack of geographic knowledge among young Americans. Students participating in the event at UNO won their respective school bees and earned top scores on a written exam.

- UNO is actively engaged in the both **Service-Learning and Humanics**. Service-Learning is defined as a partnership among students, faculty and community organizations. Projects are conducted in and meet the needs of the community, help foster civic responsibility, and are integrated into the academic curriculum. About 1,200 students participate each year. A Service-Learning Academy coordinates the UNO service-learning effort, encouraging faculty members to include service-learning as part of their courses. UNO is also active in American Humanics, a national alliance of colleges, universities and nonprofit organizations devoted to preparing college students for careers in the nonprofit sector.
- About 200 students from area high schools participate in UNO's annual **Chemistry Field Day**. The event, which is organized by the chemistry faculty, is held in the Durham Science Center. Teams of three to five students compete in six events. The teams are classified as primary or advanced, depending upon how much chemistry the students have taken.
- UNO's **Project Achieve** received a \$1.19 million grant from the U.S. Department of Education in April to support its operation for four years. The program provides academic support and mentoring to students who otherwise might not achieve academic success. To be eligible, students must be first-generation college students (neither parent has completed a bachelor's degree) and meet income guidelines or have a disability requiring academic accommodations. Project Achieve has been in operation on the UNO campus for 12 years.
- The **Latina Summer Academy** held at UNO in June of this year helped 16 Latina students from the Omaha metro area learn how math, science and technology are applied in the business world. The week-long program is for students entering the 10<sup>th</sup> grade and provides them hands-on experience working with technology as well as the experience of living and working on a university campus. Subjects the students study include economics, investments, leadership development, and personal financial management. The overall goal is to help young women envision college and professional business careers as achievable, realistic options in their lives.
- About 25 high school juniors from the Omaha metro area participate each year in UNO's **Summer Scholars Program**. Started in 1989, the five-week experience provides the students an opportunity to earn college credits and be exposed to a real university environment. The program is intended to bring students of a variety of backgrounds together and encourage them to pursue higher education. To be eligible, students must have a minimum 3.0 cumulative grade-point average. Scholarships are provided to cover four credit hours of specified program courses as well as student fees, books, and a parking permit.

- In March 2004, UNO marked National Brain Awareness Week by hosting 60 sixth-grade students from Western Hills Elementary School in Omaha for a morning of neuroscience demonstrations and Tours. The event was called “**Discover Your Brain.**” While on campus, students toured research labs, visited the aviary, and learned the structure of the brain and the nervous system. Emphasis was placed on the uniqueness of the teenage brain and why it is particularly susceptible to drug and substance abuse.
- Faculty, staff, students and administrators at UNO are engaged in the **American Democracy Project**, a national initiative launched by the American Association of State Colleges and Universities in conjunction with the New York Times. The project grew out of a growing concern about decreasing rates of participation in the civic life of America through voting, advocating for civic causes, participation in grassroots volunteerism and other forms of civic engagement needed to keep a democracy vital. The goals of the American Democracy Project are to increase the number of undergraduate students who understand and are committed to engaging in meaningful civic actions and reviewing and restructuring academic and extracurricular activities, and to focus the attention of policymakers and opinion leaders on the civic value of the college experience.
- **The Metropolitan Omaha Educational Consortium (MOEC)** is a model collaboration between UNO’s College of Education and the seven metropolitan area public school districts. The consortium is a catalyst for identifying high priority issues common to member organizations and addressing these issues through joint task forces and projects. MOEC provides a forum for professionals from across the educational spectrum and community to share information and work together in the areas of teaching, research, and service. The resulting synergy of ideas and resources makes MOEC a powerful tool for improving education.
- **UNO’s Dual Enrollment** program allows academically talented students to earn college credit while still in high school. College-bound students can get a jump on their degree and maximize their time in advanced high school classes. Dual enrollment can provide enhanced curriculum opportunities that help students remain engaged in their junior and senior years of high school and help prepare for college level work. MOEC districts currently involved in UNO’s Pilot Program include: Omaha Public Schools, Millard Public Schools, Ralston Public Schools, Papillion-LaVista Public Schools, and Westside (District 66) Public Schools. Approximately 800 high school students participated in the 2004-2005 academic year.
- **Maverick Kids Summer Day Program.** The UNO Office of Campus Recreation is entering its tenth season of providing the ideal environment where youth can take advantage of the campus community's academic and recreational activities. The program is offered to youth entering 1st grade through 12<sup>th</sup> grade, providing age-appropriate activities for various skill levels.

- UNO's Durham Science Center, in cooperation with the Colleges of Arts and Sciences and Education, this year presented the seventh annual **Aim for the Stars Summer Science and Math Camp**. UNO is part of a national effort to provide hands-on learning to excite students about math and science. Eight weeks of camps are offered throughout the summer for students entering fourth grade through eighth grade. Sessions are filled with fun age-appropriate science and math activities.
- **The Maverick High School Summer Entrepreneurship Program** Targets Omaha Public Schools high school rising seniors, especially minorities and females, to stimulate an early interest in entrepreneurship, to enable students to obtain university level credit, to provide a positive pre-college experience, and to provide meaningful summer employment.
- The UNO College of Information Science and Technology and the University of Nebraska-Lincoln College of Engineering and Technology offer "**Women in IT and Engineering**" and "**Diversity in IT and Engineering.**" Both camps are free of charge and are intended to provide high school participants with a fun, hands-on introduction to computer science, engineering and management of information systems.
- **UNO's Community of Excellence in Mathematics and Science (CEMS) program** is supported by part of a five-year, \$4.9 million grant from the National Science Foundation. In the CEMS program, High School students work in the UNO Biomechanics Lab during the summer months, where they engage in a variety of research projects. In addition, workshops were conducted for Omaha Public Schools math teachers. And OPS Physics teachers attend UNO courses in Biomechanics and work on special assignments developing lesson plans using biomechanics.
- **UNO's Minority Intern Program** provides an opportunity for minority teacher candidates attending UNO to serve as teaching interns in the classroom for 10-12 hours a week. Interns work with classroom teachers and others who provide specialized assistance to students. This experience helps the interns not only develop successful teaching techniques, but also evaluate their own success.
- The Urban League of Nebraska, Inc. and UNO host the **Black Executive Exchange Program II (BEEP II)** each fall. The participating executives (approximately 35 each year) speak in elementary, secondary and university classrooms.
- **High school students** are welcome to come to the UNO Library to use its resources for academic research. This includes all of the collections, both print and media, and the electronic resources including databases and the worldwide web. Research advice and assistance in the use of resources is available at the reference desk. Photocopying and printing services are available for a fee.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- **The UNO School of Social Work** has been involved in supporting the Nebraska mental health and child welfare initiatives and has developed and implemented the *Aguante* Mentoring Project directed toward supporting Latino elementary school students and their families.
- UNO's Information Technology Services has created a **community based lab** in partnership with the Urban League and Omaha Public Schools in North Omaha.
- UNO's Institutional Research office has supported the Metropolitan Omaha Educational Consortium schools by providing **follow-up data regarding graduates** who matriculated at UNO.
- The UNO Honors Program continues its partnership with the OPS Gifted Office by providing **student mentors**.
- UNO colleges are partnering with **Western Hills and Conestoga Elementary Schools**—bringing together educators, children, and UNO students to share teaching strategies, and academic resources to enhance learning.
- UNO's Center for Economic Education has formed a partnership with **Conestoga Magnet School** in the Omaha Public Schools. Conestoga is a magnet school focusing on economics and mathematics. UNO will provide professional development in economics for the Conestoga staff, help develop and select new economics curriculum materials, and help plan projects that make the magnet school more effective.

## University of Nebraska economic development previously reported and ongoing activities (updated from December 2004 report to CCPE)

### Business/Industry

- Industrial Agriculture Products Center (<http://agproducts.unl.edu/>)  
The Industrial Agricultural Products Center (IAPC) brings together multidisciplinary teams of faculty from Agricultural Economics, Agronomy, Biological Sciences, Biological Systems Engineering, Business Administration, Chemical Engineering, Chemistry, Food Science and Technology, and Marketing to work with clients to solve technical and business problems with a new process, product, and market development. IAPC identifies new markets for Nebraska's agricultural materials, develops new bio-based products for a cleaner and safer environment, and gives student researchers knowledge to develop their career skills.
- Food Processing Center (<http://fpc.unl.edu/>)  
FPC offers the food industry a unique combination of marketing and technical resources to help food processors develop new products and get them on grocery shelves. Its primary focus is on Nebraska-based food processing companies that manufacture everything from snack foods to sausage and ice cream to pasta. It provides assistance ranging from business planning to product packaging to finding distributors through a comprehensive referral network matching food processors with suppliers, manufacturers with distributors, and used equipment sellers with buyers. FPC is equipped with pilot plants in which a company can develop and test products and manufacturing processes while maintaining strict confidentiality. FPC has helped the state's food processing industry grow from 200 establishments in 1983 to 480 in 1995. Start-up companies helped by FPC have an 85 percent survival rate. The "From Recipe to Reality" workshop is offered numerous times every year around Nebraska to help those interested in the food industry determine whether they should pursue an idea. FPC daily receives calls from Nebraska companies needing assistance with product development, processing, and marketing. FPC has worked with companies in all 50 states and 14 different countries. Faculty members provide educational workshops on ingredient functionality, allergy issues, extrusion processing, food safety, and federally required canning certification for employees from companies in Nebraska, the region and throughout the nation.
- Food Allergy Research and Resource Program (<http://www.farrp.org/>)  
Food allergies are a worldwide concern and cause as many as 200 deaths and countless allergic reactions annually in the United States. Research and training by toxicologists at the University of Nebraska Food Allergy Research and Resource Program are helping the food industry to protect the nation's 6-7 million allergic consumers. The food industry uses the team's fast, accurate tests to detect traces of allergenic foods on food or equipment and trains food manufacturers nationwide on food allergy issues. At one training session, 100 industry representatives changed a manufacturing practice and estimated avoiding potential recall costs of \$500,000 each.
- Cooperative Extension (formerly Engineering Extension) works with local and state government, business and industry, and communities to offer services and programs that have included client projects such as: factory layouts, pollution prevention, material evaluation, surface mount electronic assembly, product specifications, ISO 9000 quality assurance, market research technology study, intellectual property rights, time studies, product development, website development, product literature, and MRP software evaluation.

- UNL Office of Technology Development (<http://www.unl.edu/research/techdevelop.html>)  
University of Nebraska research touches lives through safer highways, more resistant strains of turfgrass, new meat cuts like the Flat Iron steak, new cattle vaccines, more productive grain varieties, greater food safety, and novel approaches to DNA sequencing that help us understand the building blocks of life. The Office of Technology Development works with faculty members to move an idea through the patent process and into the marketplace through its contacts with business and industry.
- UNeMED (<http://www.unmc.edu/unemed/Default.htm>)  
This University of Nebraska affiliated corporation advances biotechnology and fosters industry relationships for the University of Nebraska Medical Center. It facilitates the development and marketing of UNMC based technology and has participated in the start-up of several new, UNMC IP license holding, biotechnology related companies in Nebraska. UNeMED also collaborates with the Nebraska Department of Economic Development, the Omaha Chamber of Commerce and other agencies and businesses to market the developing Nebraska biotechnology industry.
- Intellectual Property Office (<http://app1.unmc.edu/ipo/>)  
The Intellectual Property Office (IPO) provides services to prepare the way for licensing and commercialization of UNMC technology. The IPO serves UNeMed and the UNMC campus as a resource on all matters of intellectual property including the interpretation, development, and revision of University of Nebraska policy. As the first point of contact for UNMC researchers, and with input from UNeMed and the Science and Technology Advisory Committee, the IPO identifies, evaluates, and protects promising new UNMC technologies. Protected technology is then licensed by UNeMed to qualified parties. IPO services include: drafting, negotiating, reviewing and administering contracts governing UNMC intellectual property rights, proprietary research materials and/or confidential information; appraising patent position and perfecting title to new UNMC technology; coordinating with outside law firms to secure patents and enforce rights in UNMC intellectual property; reporting federally funded inventions to government agencies; resolving intellectual property ownership and royalty disputes; establishing inter-institutional relationships; counseling faculty on issues related to research collaborations; and generally educating and advising on technology transfer related issues. UNeMed and the IPO work collectively to promote the practical application of new UNMC discoveries and administer agreements by which UNMC intellectual property rights are licensed. IPO regularly joins UNeMed in overseeing the transfer of UNMC technology by providing legal advice on intellectual property, licensing, and commercialization.
- University of Nebraska Technology Park (<http://www.unebtechpark.com/default.asp>)  
The Technology Park is a project of the University of Nebraska, the public/private sector and the University of Nebraska Foundation. It serves as a business incubator offering resources to: encourage the transfer of technology from the University to the marketplace; foster close interaction between businesses located in the park, the University, and the private sector; nurture start-up and emerging technologies; and promote economic development in Nebraska.
- Bureau of Business Research (<http://www.bbr.unl.edu/>)  
The Bureau of Business Research is an applied economic and business research entity of the College of Business Administration at the University of Nebraska-Lincoln. The BBR provides relevant information and insightful data on economic conditions in Nebraska, the Great Plains, and the nation as a service to individuals and businesses. It also provides economists with practical opportunities to conduct applied economic research and trains economics and business students in applied research. Areas of expertise include economic competitiveness, economic modeling and forecasting, labor market analysis, fiscal analysis, policy analysis, international trade analysis.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- JD Edwards Program in Computer Science and Management (<http://jdedwards.unl.edu/>)  
This program builds partnerships with business and technology firms to provide students with real life business challenges from which to learn. The partnerships yield continued growth in the program and an investment focus for local and regional businesses. Business and industry partners have included: University of Nebraska Press, Mutual of Omaha, Allied Strategy, Stanley Senior Technologies, U.S. Department of Agriculture, Madonna Rehabilitation Hospital, Nebraska Department of Agriculture, Nebraska Rural Initiative, and Lincoln Electric System.
- Black Executive Exchange Program (BEEP) ([http://cba.unomaha.edu/home\\_stories/beep.cfm](http://cba.unomaha.edu/home_stories/beep.cfm))  
In 2002 for the first time in its history, the National Urban League chose a predominantly white institution as a partner in its Black Executive Exchange Program (BEEP). The BEEP program, traditionally offered at historically black colleges and universities (HBCUs), serves as an annual opportunity for college students to hear from mentors in leading corporations on topics such as management, communication and leadership. The program is a partnership between UNO, the National Urban League and the Urban League of Nebraska.
- The University of Nebraska-Lincoln Textiles, Clothing and Design department provided assistance to women's apparel store owners to form the Nebraska Apparel Store Association (NASA). The association was formed three years ago after a USDA Fund for Rural America grant study of 29 enduring and non-enduring business networks in Iowa, Nebraska, Minnesota and Ohio provided information about qualities of successful business networks. The member-stores of the Nebraska Apparel Store Association are single site stores in communities with populations from 1,000 to 10,000. Lessons learned from research into the 29 networks were developed into guidelines for establishing new networks and field tested during the development of five new rural business networks: the NASA group in Nebraska; a Hispanic entrepreneur group and a community entrepreneurship group in Iowa; small farm producers in Iowa; and a group of organic crop growers in Ohio. Work with the Nebraska and Iowa networks will continue with a new grant funded by the National Science Foundation's Innovation and Organizational Change program (2005-2008).
- Business and Economics Internships (<http://www.unk.edu/acad/bt/bustech/internships/busecon/home.html>)  
The College of Business and Technology at the University of Nebraska at Kearney provides internship opportunities for business students that link the classroom to the work place, allowing students to test their abilities in a selected field. For the business, the cost of hiring a former intern is more cost effective than recruiting and training a new employee, so for some students the internship will result in a job following graduation. For others, the practical knowledge gained in the internship experience will provide an advantage in the job market.
- Spin-off companies resulting from research at the University of Nebraska Medical Center.
  - Public Health, LLC. Public Health, LLC. is a UNMC, Nebraska based start-up company whose mission is to design, develop and commercialize software applications for the secure tracking and transfer of public health related information. Established in 2003, as a limited liability company, Public Health LLC will also be considered as a potential commercialization vehicle for relevant software applications that are developed by UNMC faculty.
  - HKS Medical Information Systems, Inc. (<http://www.hksys.com>) is a private company headquartered in Omaha, Nebraska. Founded in 1993 by Dr. Byers Shaw of the University of Nebraska Medical Center, Hubert Hickman and Paul Kenyon Ph.D., HKS Medical Information Systems has worked to develop state-of-the-art software products that improve the quality of patient care and provide operational efficiencies for the healthcare industry. HKS Medical Information Systems' first product, OTTR (Organ Transplant Tracking Record), was a breakthrough patient tracking application developed specifically for solid organ transplant centers.

HKS Medical Information Systems currently has contracts with 43 hospitals in the U.S., Canada, and Australia supporting over 125 different transplant programs in the specialty areas of Kidney, Liver, Heart, Pancreas, Intestine, Lung, and Islet Cell transplantation. HKS has also developed new products for Bone Marrow Transplantation, Congestive Heart Failure, and Surgery. For outpatient practices and clinics HKS offers a product called SmartMedix, which is the most comprehensive electronic medical record and practice management system available. HKS Medical Information Systems was named in 2003 to the INC 500 list of fastest growing private companies. HKS ranks #369 on the list, with five-year sales growth of 481 percent.

- Prommune, Inc. (<http://www.prommune.net>) was established in 2002 to translate the findings of basic research at UNMC into products that promote human and animal health with a principal focus on the development of vaccines to drugs of addiction, chemical toxins, and infectious agents. In 2003 Prommune entered into a partnership with a consortium of feed lot owners, cattle ranchers, and consulting veterinarians to create Prommune Animal Health, LLC with the goal of creating vaccines for veterinary medicine applications. The mission of Prommune and Prommune Animal Health is to create innovative vaccines using a novel, patented technology known as MIRADS (Molecular Immune Response Activator and Delivery System), which was licensed from UNeMed in 2002. The MIRADS technology, developed at UNMC by Sam Sanderson, Ph.D., Associate Professor, School of Allied Health Professions, can be used to develop vaccines with a variety of therapeutic applications. Research efforts to date have generated MIRADS-containing vaccine candidates to nicotine, methamphetamine, and soman (a chemical neurotoxin). Efforts are underway to develop MIRADS-containing vaccines to anthrax, pasteurilla, renal cell carcinoma, and melanoma. In 2004, Prommune received a Phase I, Small Business Technology Transfer grant from the National Institutes of Drug Abuse for the development and commercialization of its MIRADS-containing nicotine vaccine. Prommune also has focused its efforts on raising capital that would allow access to rights for the development of additional applications of the MIRADS technology. Prommune, Inc is based in Omaha, NE and Dr. Sam Sanderson is its President and Chief Scientific Officer.
- Ximerex, Inc. (<http://www.ximerex.com>) is an early stage biomedical company developing new technology for the transplantation of organs from animals such as pigs. Ximerex is focused on a novel, patented process that engrafts cells from humans into fetal pigs. The human immune cells there acquire tolerance to pig tissues. When these immune cells are transplanted back into the human it enables transplantation of pig tissues and organs while minimizing the need for immune suppression. Proof of principle has been demonstrated with pig hearts transplanted into sheep and pig tissues transplanted into non-human primates. Humanized pigs are also valuable for models of human diseases, such as hepatitis C.
- Eleos Inc. ([www.eleosinc.com](http://www.eleosinc.com)) is a Nebraska based biotechnology company that is focused on developing low-cost, non-toxic, highly active therapeutics for major medical disorders. In 2001, Eleos obtained rights to UNeMed patented technologies that include antisense and other therapeutic oligonucleotides for targeting cancer. Eleos' lead antisense oligonucleotide compound, EL625, blocks the production of p53, a disease-promoting protein known to play a key role in cancer. EL625 has no toxic effects on healthy tissue, but sensitizes cancer to such a degree that fewer and far smaller doses of chemotherapy or radiation are required to destroy it. Phase II clinical trials of EL625 for leukemia patients are now in progress at MD Anderson in Houston, Texas and University of California at San Diego with more trial sites to be added.

- Integrated Academic Systems, LLC  
(<http://www.unmc.edu/unemed/AnnualReports/UNeMedAnnualReview2003.pdf>)  
IAS was established to design and develop informational management software and is an independent limited liability company founded by UNMC's department of Internal Medicine. In 2003, UNeMed granted IAS an exclusive license for commercial development of the Academic Department Information System (ADIS) relational database, which is a multi-purpose, web-based informational management system that was designed by UNMC faculty.
  - ProNutrient Technologies, Inc. (<http://www.unmc.edu/News/BIO2003.HTM>) is an ethical nutraceutical company, incorporated in 2001, that discovers, develops and commercializes innovative products for human and animal applications. The novel creatine technology used by PNT is the result of three years of comprehensive research conducted at UNMC. In 2002, PNT obtained exclusive, worldwide rights from UNeMed for the technology. PNT is based in Omaha, Nebraska and Samuel Augustine, Pharm D is President.
  - TriMed Research Inc. (<http://www.trimedres.com>) was formed in Nebraska as a joint venture between the University of Nebraska Medical Center and Tridelta Development Ltd based in Ireland. In 2003, TriMed Research Inc. was granted exclusive rights to develop therapeutics for gastrointestinal disorders using a patented milk-based peptide technology, referred to as MAA, which was discovered at UNMC. Therapeutic applications for the technology include: the prevention of acute and chronic infections, intestinal complications related to cancer treatments and chronic inflammatory bowel conditions. Both human and veterinary indications will be pursued. Upon developing the technology for therapeutic applications, TriMed will work closely with TriDelta Ltd for the marketing and distribution of the products developed where appropriate. During the past year the Board of Directors assembled a management team, which has initiated efforts for obtaining first round funding. These efforts have been successful and currently Trimed is completing the pre-clinical phase of research in preparation for the start of clinical trials. The company is located in Omaha, Nebraska.
- Industrial Technology Internships (<http://www.unk.edu/acad/bt/bustech/internships/tech/home.html>)  
For each internship experience, four or more individuals are involved: the student, the employer, the internship coordinator and the degree program coordinator. For the student, it is an excellent opportunity for transition from classrooms and laboratories to the workplace environment. For the employer, it offers the chance to work with persons who have recently been involved in educational experiences and are, therefore, eager to learn how to apply their newly acquired knowledge to the workplace. For the university staff, it offers the chance to make connections with business and industry and further develop and enhance the internship program.
- The Health Professions Tracking Center (HPTC) (<http://unmc.edu/hptc>)  
The HPTC at the University of Nebraska Medical Center is a national leader in the field of health professions tracking with a unique model and methodology in survey design, data collection, reporting and consultation service. HPTC's mission is to be the primary source of health professions information for workforce planning, biosecurity preparedness, and formulation of health policies to support the recruitment and retention needs of American cities and rural communities. Through its unique methodology, the HPTC has already produced the most accurate and comprehensive health professional database available for Nebraska. HPTC database accuracy has enabled state agencies to become eligible for multi-millions in federal funding that would not have been available using traditional health professional licensure and association information.

➤ UNMC Rural Telemedicine

UNMC's rural telemedicine initiative has dramatically increased the capabilities of UNMC to deliver telehealth services and to provide the infrastructure to offer these services. The College of Nursing and School of Allied Health Professions have been able to sustain and expand their distance learning programs. Numerous telehealth services have been provided to rural hospitals including mental health encounters, pulmonary telehealth consultations and cranial-facial clinics. Collaborations with other telehealth networks and the state have increased. Specifically, the following communities have been impacted:

- Kearney--Collaboration with Mid-Nebraska Telehealth Network to provide expanded access;
- Grand Island--Central Nebraska AHEC and their network of 8 critical access hospitals;
- Norfolk--Psychiatric consultations from Fall 2002 to Fall 2003 with Richard Young Center;
- Ainsworth--Pilot program with Brown County Hospital to deliver continuing medical education and pulmonary tele-consultations;
- Scottsbluff--Patient consultations and education programs with Regional West Hospital;
- Winnebago--Preliminary discussions regarding a telehealth project at the hospital;
- Grand Island, North Platte, Norfolk--Equipment purchased to expand College of Nursing distance learning and student access throughout the Great Plains (KS, MO, OK, SD, WI)
- Enhanced are the capabilities of UNMC and the opportunities that it can offer students.
  - Perfusion classes with Ohio State University.
  - Improved quality of video editing and production
  - Online English and Spanish health information (<http://www.unmc.edu/2/ehealthaz.htm>)
  - Increased connectivity between campus locations for simultaneous streaming of events and classes; equipment and renovation of telemedicine and distance education classrooms
  - Funding for telehealth training and industry status updates for faculty and staff

➤ UNMC 500-Mile Medical Center (<http://www.unmc.edu/radioads/>)

This project has expanded and strengthened the distance delivery of key health career degree programs in Allied Health and Nursing to address workforce shortages in rural Nebraska and its benefits will continue in the future. Among its achievements:

- The School of Allied Health Professionals radiation therapy training program in Scottsbluff delivers classes using satellite, on-line, and IP video to Regional West Medical Center.
- A computer with Internet access and reference books for Allied Health students in Scottsbluff.
- The School of Allied Health modified 9 courses (16 credit hours) for distance delivery.
- Allied Health developed and established innovative offerings using distance delivery.
- The College of Nursing modified and enhanced 10 courses in Gerontological and Psychiatric-Mental Health nursing programs for distance delivery throughout the state of Nebraska using web-based modules and IP video. These programs address a significant need because 87 of Nebraska's 93 counties are mental health shortage areas and Nebraska ranks 5<sup>th</sup> in the country in the percentage of people over the age of 85.

➤ Nebraska Public Health Laboratory (NPHL) (<http://www.nphl.org>)

The NPHL is a cooperative partnership between UNMC and the Nebraska Department of Health and Human Services. The purpose of the partnership is to provide state of art diagnostic testing services to the State of Nebraska for diseases of importance to public health. In addition, the NPHL provides laboratory support for biological and chemical terrorism preparedness programs of the state. Through these activities the NPHL supports the needs of health care providers and clinical service units throughout the state and thus plays a major role in supporting high quality health care for both the private and public sectors in Nebraska.

## Communities

- Nebraska Rural Initiative (<http://cari.unl.edu/nri/sponsor.htm>)  
The Nebraska Rural Initiative, a university-wide effort, aims to help rural communities improve economic development and income opportunities by tapping the resources on all four NU campuses with Cooperative Extension playing a key role. Efforts have included projects to help small businesses increase profits through technology; training businesses how to expand hunting and outdoor recreation tourism markets; and coordinating a statewide training team for entrepreneurship and small business development. University of Nebraska-Lincoln's JD Edwards Honors Program students participate in summer internships bringing fresh ideas and technological expertise to rural communities, saving communities thousands of dollars by developing websites and technology tools.
- Technologies Across Nebraska (<http://technologiesacrossnebraska.unl.edu/scripts/display.cgi>)  
TAN is an initiative of over forty entities led by University of Nebraska Cooperative Extension to create awareness and provide education to support communities as they make decisions regarding their future use of information technology through an expertise network with current information on infrastructure, policy, education, training, and opportunities.
- Cooperative Extension (<http://www.extension.unl.edu/>)  
Extension focuses on priority areas of agricultural profitability and sustainability; children, youth and families; community and leadership development; food safety, health and wellness; and natural resources and environment. These programs, which have expanded from extension's earliest work in agriculture and the home reflect today's life, times and needs of extension clientele. Extension leads a Technologies Across Nebraska initiative which believes that successful technological advancements in inner city neighborhoods and rural communities can lessen migration from rural areas, help communities grow more globally competitive and aid businesses in furthering economic viability.
- Neighborhood Center for Greater Omaha (<http://www.neighborhood-center.org/>)  
The Neighborhood Center for Greater Omaha builds capacity and strengthens neighborhoods throughout Douglas, Sarpy and Pottawattamie counties by helping residents become change agents in their neighborhood. This mission is carried out by collecting and publishing helpful materials, holding leadership training workshops, and providing technical assistance tailored to the needs of each community. Neighborhood Center for Greater Omaha was established by the United Way of the Midlands, University of Nebraska at Omaha, a consortium of the Lozier, Mammel and William and Ruth Scott Family Foundations, and the Omaha Community Foundation's Fund for Omaha.
- Metropolitan Omaha Educational Consortium (<http://www.unocoe.unomaha.edu/outreach/moec.htm>)  
MOEC is collaboration between the UNO College of Education and the seven metropolitan area school districts. It serves as a catalyst for identifying high priority issues common to member organizations and addressing these issues through joint task forces and projects. MOEC provides a forum for professionals from across the educational spectrum and community to share information and work together in the areas of teaching, research, and service. The resulting synergy of ideas and resources makes MOEC a powerful tool for improving education. Collaborations include: CADRE Project, CADRE II – For the Arts, Center for Economic Education, Content Pedagogy Committee, Content Pedagogy Council, Cohort Programs in Educational Administration, ECO 4, Educational Interpreter Training Project, Mentor Project, The Nebraska for Educational Renewal (NER), (Office of Internet Studies, Pedagogy and Theatre of the Oppressed, PT3 (Preparing Tomorrow's Teachers to Use Technology), Teacher Academy Project.
- Nebraska Statewide Arboretum (<http://arboretum.unl.edu/>)

The Nebraska Statewide Arboretum is a network of arboretum sites, parks, historic properties and other public landscapes located in dozens of communities across the state linked together and supported by an office at UNL . Through the Community Landscape Program, the arboretum has assisted communities with landscape improvement efforts worth more than \$4 million.

- Center for Applied Rural Innovation (<http://cari.unl.edu>)  
CARI works to address rural opportunities and challenges identified by rural Nebraskans by coordinating resources to enhance rural research, policy analysis, program delivery, education, and professional development including sponsoring the annual Nebraska Rural Institute. Other activities include the Partnership for Rural Nebraska, Rural News Bits, Nebraska Rural Poll, and Nebraska Cooperative Development Center. CARI also works on community leadership development to offer support, services and training to rural communities throughout Nebraska. CARI specializes in developing powerful, interdisciplinary linkages to help leaders make healthy, vision-based decisions for themselves and their communities. It also helps to inform university scholars of areas of study that can be most helpful to strengthen Nebraska's communities now and in the decades to come.
- Urban Community Improvement Program (<http://www.unl.edu/ucip/neoindexx.htm>)  
The Urban Community Improvement Program supports and recognizes the contributions of neighborhood associations in Nebraska. It helps groups learn about effective community development practices and exchange ideas and strategies with representatives of other urban and rural community groups. It is a partnership between Nebraska neighborhoods, the University of Nebraska, the Nebraska Department of Economic Development and several natural gas and telecommunications companies, including Alltel and Northern Natural Gas.
- Nebraska Lied Main Street Program (<http://www.nebraskamainstreet.org/default.shtml>)  
The Nebraska Lied Main Street Program is dedicated to providing Nebraska communities with the opportunities to strengthen local pride and revitalize historic downtown districts by utilizing the Main Street Four Point Approach ©. Since 1994, the Nebraska Lied Main Street program has made a difference in the lives of countless Nebraska residents by providing communities the opportunity to revitalize their downtown business districts through economic development and historic preservation. Main Street merchants, building owners, and local government officials have learned how to promote their downtown business districts, make their buildings look attractive and functional, how to market their wares, how to attract new customers and better serve the ones they have.
- CityMatCH (<http://www.citymatch.org/>)  
An Omaha-based, freestanding, national membership organization of city and county health departments' maternal and child health (MCH) programs and leaders from urban communities dedicated to improving the health and well-being of urban women, children and families by strengthening public health organizations and community leaders. In Nebraska, they have facilitated the organization and cooperation of public health related organizations throughout the state.
- American Democracy Project (<http://avalon.unomaha.edu/adp/>)  
The American Democracy Project at UNO seeks to engage our university administrators, faculty and students to understand and participate in activities to increase civic engagement. The goals of the American Democracy Project are to: coordinate UNO's civic engagement efforts; encourage, assist and recruit faculty members to develop courses that promote civic engagement; provide professional development opportunities in civic engagement; make information about the American Democracy Project initiative available to students and the community; foster working relationships among the stakeholders in civic engagement efforts.

- UNO Service Learning Academy (<http://avalon.unomaha.edu/servicelearning/>)  
Service learning brings the talents and energy of UNO students into the Omaha community. Students address community needs and enrich their own education by experiencing the real-world application of academic subjects and developing the habit of active citizenship. The Service Learning Academy: coordinates UNO's service learning effort between the campus and the community; encourages, assists and recruits faculty members to develop service learning courses; provides professional development opportunities in service-learning; maintains a library of current service learning resources for faculty and the community; makes information about service learning available to students; cultivates continuing professional working relationships among university and community stakeholders in service-learning.
  
- UNK Office for Service Learning (<http://www.unk.edu/offices/service/about.html>)  
Service learning is organized service to meets the needs of a community that is integrated into the academic curriculum or educational components of a class or program. Service learning helps foster civic responsibility, increases retention of academic skills, engages students in purposeful learning, expands the learning environment, connects academics to the real world, encourages student engagement, and improves campus-community relations. The Office for Service Learning provides resources on opportunities in Kearney and the surrounding communities.
  
- The Nebraska Area Health Education Center (AHEC) Program (<http://www.unmc.edu/dept/rhen/>)  
A cooperative venture between a medical school and community centers in remote locations, AHEC centers may be rural or urban but must be geographically removed from the actual medical center and all of its campuses. The University of Nebraska Medical Center (UNMC) was awarded its first AHEC funding September 1, 2001. Currently, Nebraska has three AHEC's that partner with UNMC; the Northern Nebraska AHEC in Norfolk, the Central Nebraska AHEC in Grand Island, and the Nebraska Panhandle AHEC in Scottsbluff. Each center is governed by a local Board and many AHEC centers are 501(c)3 nonprofit organizations. AHEC supports many activities that were developed through the Rural Health Education Network (RHEN). The collaborative goals of AHEC along with RHEN are:
  - Create a heightened awareness of the health professions among Nebraska K-12 and non-traditional students with emphasis on minority students.
  - Develop a model of interdisciplinary health care delivery to the medically underserved through students learning in an ambulatory care setting.
  - Plan and implement information technology system applications to support all Nebraska AHEC program objectives.
  - Support collaboration between communities to develop health professions continuing education.
  - Development of a health education outreach program to meet the needs of partner communities.

Accomplishments (September, 2001 – August, 2004)

- Invested more than \$400,000 to assist with the Statewide Telehealth Network
- Provided more than \$100,000 in small community grants for early health career awareness and recruitment programs
- Co-sponsored eight regional bio-terrorism education symposia
- Awarded \$1,000,000 to improve communications between LEP Latino patients and healthcare providers from the Robert Wood Johnson Foundation
- Awarded \$1,000,000 for a five year contract from the National Health Service Corps to provide community experiences for health profession students during their rotations
- Conducted over 250 classroom presentations, career camps, and career fairs over the past four years in collaboration with local partners
- Health Care Education Partners

- *?? The following purpose was to develop a multimedia recruitment module for minority students with three courses for cultural competency education: independent study (four videotape presentations, handout with study questions, and reading assignments) and a web-based discussion group supported by project faculty; interdisciplinary case studies which emphasized the health care problems and needs of minority populations; and socioeconomic issues in minority populations. Over 600 participants have completed one or more of these courses. A website for recruiting students to the allied health professions, especially high school and minority students, has been developed and used nationally for recruitment into allied health professions. So far, there have been 2.2 million hits on this web-site to recruit students into the allied health professions.*
- Team Up for Life in Rural Tribal Communities (<http://www.unmc.edu/News/maryhaven.htm>)  
A series of projects on interdisciplinary team training for delivering cost-effective, comprehensive health care in rural diabetic clinics in Native American communities. The first project focused on improving the health care system of rural Native Americans by increasing opportunities for tribal members to eventually become the providers of health care in their rural communities. The second developed, implemented and evaluated the Diabetes Education Assistant Project with three training courses for diabetes prevention and management. The third continued the work of the previous two by providing interdisciplinary team training and cultural competency training for UNMC students, the Diabetes Education Assistant Project with three training courses for diabetes prevention and management. Another feature was added to the grant which was providing nutrition services for both the Winnebago and Omaha diabetes programs. The current project provided interdisciplinary team training for 193 UNMC students, clinical diabetes experience for 12 students in the Winnebago and Macy, NE communities, awarded 7 certificates of completion in the Diabetes Education Assistant Program, had 38 tribal members complete courses on diabetes management and prevention at the local tribal colleges, hosted a student from the tribal college in a Physical Therapy Internship, and provide numerous nutrition services to our partners. The Native Americans in the two communities are an underserved population. Two dietitians, traveling to the Native American communities have provided 242 individual counseling sessions, group activities on diabetes management for 3,069 participants, and nutrition classes for 681 participants.

## Education

- Conservation and Survey Division (<http://csd.unl.edu/>)  
The Conservation and Survey Division in the School of Natural Resources at the UNL Institute of Agriculture and Natural Resources is a unique, multi-disciplinary research, service and data-collection organization. The Division's mission is to investigate and record information about Nebraska's geologic history, its rock and mineral resources, the quantity and quality of its water resources, land cover and other aspects of its geography, as well as the nature, distribution and uses of its soils. CSD faculty and staff frequently give natural resource-related presentations to K-12 schools, post-secondary institutions, civic groups and other public, private and non-profit entities.
- Nebraska Center for Entrepreneurship (<http://www.cba.unl.edu/outreach/ent/>)  
The Nebraska Center for Entrepreneurship within the UNL College of Business Administration recognizes the changes and needs in domestic and international business. To maintain and improve the competitive edge of American industry, the core of management education should be entrepreneurship and productivity. The Center sponsors conferences, competitions and community outreach programs to create growth and competition in local businesses.
- Center for Economic Education (<http://ecedweb.unomaha.edu/unocentr.htm>)

## APPENDIX D - UNIVERSITY OF NEBRASKA

The UNO Center for Economic Education improves the economic literacy of Nebraska and western Iowa citizens by providing educational and training programs and materials for teachers of K-12 classes. The Center assists and encourages teachers in their efforts to teach economic concepts needed by future citizens to become well-informed voters, wise consumers, and effective producers.

- Nebraska Council on Economic Education (<http://ecedweb.unomaha.edu/nebreced.htm>)  
The Nebraska Council on Economic Education offers school economic education programs throughout Nebraska to help K-12 teachers learn and teach economics. Partners in this effort are the Nebraska Council on Economic Education in Lincoln, Centers for Economic Education in Chadron, Kearney, Lincoln, Omaha, and Wayne, the Nebraska Economic Education Fellows (economics teachers in Nebraska K-12 schools who have completed a special UNL Master's Program in Economic Education) and a Board of Trustees from Nebraska businesses and organizations.
- Extended Education and Outreach (<http://extended.unl.edu/index.html>)  
Extended education describes the educational outreach programs coordinated by the University of Nebraska-Lincoln. The Office of Extended Education and Outreach, Cooperative Extension, Nebraska Educational Telecommunications, Information Services, UNL Libraries and other faculty and student service providers partner with UNL's academic colleges to provide a variety of credit and noncredit programming on-site or via distance technology (including the Internet, satellite and other methods). The two learning center coordinators in Norfolk and Scottsbluff and extension educators in the 83 Cooperative Extension Offices assist academic colleges and faculty in connecting with local community groups, organizations and leaders and can add value by conducting a needs assessment, recruiting distance education students, facilitating the delivery of program offerings and acting as the front-line contact for lifelong learners' support services.
  - Northeast Lifelong Learning Center (<http://lifelonglearningcenter.unl.edu/>)  
Residential partners include: UNL Northeast Research and Extension Center, Wayne State College, Northeast Community College, Lower Elkhorn Natural Resources District, University of Nebraska Cooperative Extension Madison County, Educational Service Unit #8.
  - Panhandle Learning Center (<http://plc.unl.edu/>)  
Residential partners include: UNL Extended Education and Outreach, Panhandle Research and Extension Center, County Extension Offices, UNMC College of Nursing, Chadron State College, Western Nebraska Community College.
- Nebraska Career Information System (<http://www.ncis.unl.edu/26.htm>)  
The Nebraska Career Information System develops and provides career exploration materials for young people and adults considering career opportunities or changing career paths. It uses interactive computer files to provide up-to-date and easy-to-use information on employment and education. Training workshops focusing on career exploration are provided each year throughout Nebraska.
- The Rural Health Education Network (RHEN) (<http://www.unmc.edu/dept/rhen/>)  
RHEN is the umbrella under which all UNMC rural outreach education activities are developed. RHEN began in 1991 with support from the Nebraska Legislature with a mission is to provide a health care workforce for rural Nebraska. By partnering with communities across the state, UNMC developed a volunteer faculty network to serve as preceptors for health profession students so that students receive part of their professional education at sites away from the UNMC campuses. The initial focus of RHEN, to develop health profession student training off campus, broadened in 1993 when UNMC embarked on an even greater challenge: to encourage students from rural communities to consider a career in healthcare. Our first programs, the regional and state science meets, aimed at meeting this goal and continue today with many of our past participants going on to be health

professionals. While the RHEN office developed the foundation for the successful programs Nebraska has today, the Rural Health Opportunities Program (RHOP) and AHECs allowed UNMC to tailor programs to meet the needs of individual communities.

- Rural Health Opportunities Program ([http://www.unmc.edu/Community/ruralmeded/model/medsch/rural\\_health\\_opportunities\\_progr.htm](http://www.unmc.edu/Community/ruralmeded/model/medsch/rural_health_opportunities_progr.htm))  
This program addresses the special needs of rural Nebraska by encouraging rural residents to pursue healthcare careers. If selected, students obtain early admission into participating University of Nebraska Medical Center colleges upon completion of studies at Chadron State College (CSC) or Wayne State College (WSC). Studies of UNMC students who practice in rural underserved areas show that if students are raised in an urban environment only 9 percent will practice in a rural area, but if they are raised in a rural environment 30 percent will return to a rural area to practice. With 73 percent of RHOP graduates finding their first employment in rural areas, RHOP demonstrates that health practitioners who come from rural areas and receive their professional education at least partially in a rural setting will be more likely to seek employment in a rural environment.
- The Rural Health Education Project (<http://www.unmc.edu/News/waynestate.htm>)  
This project provides the support for successful achievement of one major objective -- that of increasing the number of qualified medical technology practitioners in rural Nebraska and surrounding areas. The didactic portion of the medical technology program was delivered via distance, while clinical education is provided by rural hospitals under the coordination of the medical technology faculty. Since the implementation of this project, the overall number of graduates from the UNMC Division of Medical Technology who have accepted first positions in rural areas has increased by 35 percent. This program now has a total of 111 graduates with 94 percent accepting their first position in a rural area.
- The Medical Technology Program (<http://www.unmc.edu/2/students/colleges/medtech.htm>)  
The purpose is to develop and deliver courses to allied health practitioners that would provide them with an additional competency in Limited Radiography, Cardiopulmonary Care, Advanced Management/Informatics and Basic Lab Methods. 198 practitioners have completed one or more of these courses. The participants came from 70 different communities and 82 percent were from rural communities. The Limited Scope of Practice in Radiography (there have been 120 participants) and the Basic Lab Methods (there have been 90 participants) courses continue to be offered to meet the needs of rural health care facilities.
- The Division of Medical Technology ([http://app1.unmc.edu/publicaffairs/todaysite/sitefiles/today\\_full.cfm?match=645](http://app1.unmc.edu/publicaffairs/todaysite/sitefiles/today_full.cfm?match=645))  
This project supports increasing the number of allied health graduates in medical technology, cytotechnology, radiography, and radiation therapy education; expansion of clinical education sites in rural or urban facilities serving a high proportion of rural, minority or disadvantaged populations; and the provision of interdisciplinary cultural competency experiences in tribal colleges, hospitals/clinics located in medically underserved or rural communities. This program is in the third year, and there has been an increase of 36 allied health students at five clinical sites. Four of the sites are in Nebraska, one is in Wyoming and another in South Dakota. There have been an additional 11 graduates in medical technology, cytotechnology and radiation therapy as a result of this grant. A total of 98 students in the four allied health programs participated in cultural competency experiences as well as volunteer activities at the Sharing and Respect Clinic, the Grand Island Free Clinic, Panhandle Community Services, and the Winnebago Indian Reservation.

- Career Advancement through Distance Education Technology (CADET) ([http://app1.unmc.edu/publicaffairs/todaysite/sitefiles/today\\_full.cfm?match=2295](http://app1.unmc.edu/publicaffairs/todaysite/sitefiles/today_full.cfm?match=2295))  
This project provides opportunity and access for medical laboratory technicians and radiologic technologists to earn a Bachelor of Science degree and advanced certification in an interdisciplinary health science curriculum. This innovative approach applies distance-learning methodologies to upper level interdisciplinary and discipline specific allied health science courses providing career advancement opportunities for practicing health professionals. The CADET Project also expands the University of Nebraska Medical Center RSTE baccalaureate program to rural central Nebraska, offering the radiography program at a new site utilizing distance education technology. In its first year, nineteen students have been recruited, mentored, admitted, and enrolled in online BS degree completion courses, articulation and clinical affiliation agreements have been established for the radiography program in central Nebraska allowing for enrollment of the first class in the fall of 2005. Three additional courses in the interdisciplinary allied health curriculum have been redesigned for distance education delivery and have been delivered to students during the first year of the project.
- Target Access: Great Plains Oral Health ([http://app1.unmc.edu/publicaffairs/newsarchive/view\\_art.cfm?article\\_id=1085](http://app1.unmc.edu/publicaffairs/newsarchive/view_art.cfm?article_id=1085))  
The University of Nebraska Medical Center College of Dentistry has partnered with state dental associations in Nebraska, Wyoming, Kansas, and South Dakota, to form a consortium to address oral health access problems of underserved populations in rural areas. Entitled “Target Access: Great Plains Oral Health,” the consortium is attracting more students from rural areas into the field of dentistry, by beginning recruitment in high school, ultimately exposing dental students to a rural practice during their schooling, providing incentives for choosing to practice in a rural area after graduation, and retaining dentists once they’re practicing in rural communities.

## Producers (Crops)

- Cooperative Extension (<http://www.extension.unl.edu/>)  
Extension focuses on priority areas of agricultural profitability and sustainability; children, youth and families; community and leadership development; food safety, health and wellness; and natural resources and environment. These programs, which have expanded from extension's earliest work in agriculture and the home reflect today's life, times and needs of extension clientele.
  - Northeast Research and Extension Center in Norfolk (<http://nerec.unl.edu/index.htm>)
  - Panhandle Research and Extension Center in Scottsbluff (<http://www.panhandle.unl.edu/>)
  - Southeast Research and Extension Center in Lincoln (<http://www.southeast.unl.edu/>)
  - West Central Research and Extension Center in North Platte (<http://westcentral.unl.edu/>)
- Coping with Drought (<http://ianrhome.unl.edu/drought/>)  
In a recent time of drought, Cooperative Extension developed information and programs on drought-related topics ranging from how to manage crops and livestock to impacts on businesses and cities to how to cope with the financial and emotional stresses. Panhandle extension specialists organized a series of drought meetings to help communities and businesses understand the emotional and economic impacts of prolonged drought. In the Lodgepole Creek Valley, Extension worked with local farmers and the natural resources district on a voluntary water management plan which reduced irrigation water use by 17 percent, resulted in nearly 660 fewer irrigated acres and saved over 1 billion gallons of water. In southwest Nebraska, an extension seminar on beef cattle and drought helped producers protect drought-damaged rangeland, explore ways to stretch limited feed supplies, and reduce feed costs was worth more than \$18 per head of cattle or an average of \$4,700 per producer. In west central Nebraska, extension’s grasshopper education efforts helped ranchers control this serious pest using environmentally and

economically effective techniques. Four ranchers who treated 6,300 acres for grasshoppers based on this information, estimated increased profits of \$11,000-\$12,000.

- National Drought Mitigation Center (<http://www.drought.unl.edu/index.htm>)  
The National Drought Mitigation Center helps people and institutions develop and implement measures to reduce vulnerability to drought, stressing preparedness and risk management rather than crisis management. Most of NDMC's services are directed to state, federal, regional and tribal governments involved in drought and water supply planning. Activities include maintaining an information clearinghouse; drought monitoring [including participation in the preparation of the U.S. Drought Monitor and maintenance of the web site ([drought.unl.edu/dm](http://drought.unl.edu/dm))]; drought planning and mitigation; drought policy; advising policy makers; collaborative research; K-12 outreach; workshops for federal, state and foreign governments and international organizations; organizing and conducting seminars, workshops and conferences; and providing information and answers for the media and the general public. NDMC participates in numerous international projects, including the establishment of regional drought preparedness networks in collaboration with the United Nations' Secretariat for the International Strategy for Disaster Reduction.
- Conservation and Survey Division (<http://csd.unl.edu/>)  
The Conservation and Survey Division in the School of Natural Resources at the UNL Institute of Agriculture and Natural Resources is a unique, multi-disciplinary research, service and data-collection organization. The Division's mission is to investigate and record information about Nebraska's geologic history, its rock and mineral resources, the quantity and quality of its water resources, land cover and other aspects of its geography, as well as the nature, distribution and uses of its soils. CSD faculty and staff frequently give natural resource-related presentations to K-12 schools, post-secondary institutions, civic groups and other public, private and non-profit entities.
- The Nebraska Forest Service administered through the University of Nebraska provides education and technical assistance to communities and business/industry to enhance and utilize the state's tree and forest resources. Tree and forest-based economic development is a major goal of the NFS, achieved through strategic initiatives and partnerships with private businesses and cooperatives.
- Nebraska Agroforestry Center (<http://www.unl.edu/nac/aboutnac.html>)  
Agroforestry is the intentional blending of agricultural and forestry production and conservation practices that can be readily incorporated into most farm and ranch operations and are also useful to many communities. These practices provide cost-effective ways to diversify production and increase income while simultaneously enhancing natural resource conservation. NAC's Technology Transfer and Applications program acts as a clearinghouse and catalyst to accelerate the development, application and acceptance of agroforestry technologies for farms, ranches and communities. NAC technology transfer materials include field demonstrations, training workshops, a quarterly newsletter, technical "how to" notes, videos, and brochures with coordinating displays.
- Nebraska Soybean and Feed Grains Profitability Project (<http://on-farmresearch.unl.edu/>)  
Grain producers are always looking for farming and marketing practices that enhance their farm's bottom line. Nebraska Cooperative Extension partners with farmers and agribusinesses on the Nebraska Soybean and Feed Grains Profitability Project to help farmers become more profitable. Through this educational on-farm research and commodity marketing program, farmers experiment firsthand with new farming practices and explore marketing strategies. Results are analyzed for profitability and shared among participants. Participating farmers estimate they have improved their profits an average of nearly \$7,700 per operation annually due to the program. Agribusiness participants estimated the program boosts their bottom lines by about \$5,250 a year. Surveys indicate a cumulative economic benefit of \$3.5 million for participants since the program began in 1990.

- Nebraska Cooperative Development Center (<http://ncdc.unl.edu/>)  
The Nebraska Cooperative Development Center, initiated in 1999, is a virtual organization of collaborating partners to keep people in rural areas by helping them work together to increase their income and create agricultural and rural cooperatives. Partnering agencies and organizations include the Center for Rural Affairs, Nebraska AgRelations Council, Nebraska Department of Agriculture, the Nebraska Department of Economic Development, and the Nebraska Cooperative Council.
- North Central Initiative for Small Farm Profitability (<http://www.farmprofitability.org/>)  
Funded by a three-year \$2.5 million grant from the USDA, this multi-institutional effort of the University of Nebraska, University of Missouri, Iowa State University, University of Wisconsin, Center for Rural Affairs, Practical Farmers of Iowa, and the Michael Fields Agricultural Institute involves agriculture production practices, value-added processing, marketing and distribution. Community-based clusters of producers and scholars identify and apply innovative strategies to enhance the success of small and mid-size farms. Led by a University of Nebraska team, the Initiative helps cooperative producer groups identify, develop and market alternative agricultural products. With more than forty feasibility and case studies, the team provides in-depth market research seldom available to small producers. More than thirty producer groups have been organized including: growing and selling nuts in Iowa; grape and wine production in Nebraska; an indoor farmers market in Wisconsin; and heirloom plants and rare livestock species in Missouri. Research has identified several strong potential alternative market opportunities for farmers and ranchers in these states that will be valuable for producers interested in alternative products.
- Tilling the Soil of Opportunity (<http://nebraskaedge.unl.edu/agcourse.htm>)  
This is a 10-week University of Nebraska Cooperative Extension course that teaches agricultural producers how to diversify their operations and improve profitability with alternative products and direct marketing to consumers. Participants learn finances, legal requirements, bookkeeping, and marketing strategies. This Nebraska-developed curriculum is being taught in 14 states.

## Producers (Livestock)

- Cooperative Extension (<http://www.extension.unl.edu/>)  
Extension focuses on priority areas of agricultural profitability and sustainability; children, youth and families; community and leadership development; food safety, health and wellness; and natural resources and environment. These programs, which have expanded from extension's earliest work in agriculture and the home reflect today's life, times and needs of extension clientele.
  - Northeast Research and Extension Center in Norfolk (<http://nerec.unl.edu/index.htm>)
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- Coping with Drought (<http://ianrhome.unl.edu/drought/>)  
In a recent time of drought, Cooperative Extension developed information and programs on drought-related topics ranging from how to manage crops and livestock to impacts on businesses and cities to how to cope with the financial and emotional stresses. Panhandle extension specialists organized a series of drought meetings to help communities and businesses understand the emotional and economic impacts of prolonged drought. In the Lodgepole Creek Valley, Extension worked with local farmers and the natural resources district on a voluntary water management plan which reduced irrigation water use by 17 percent, resulted in nearly 660 fewer irrigated acres and saved over 1 billion gallons of water. In southwest Nebraska, an extension seminar on beef cattle and drought helped producers protect drought-damaged rangeland, explore

ways to stretch limited feed supplies, and reduce feed costs was worth more than \$18 per head of cattle or an average of \$4,700 per producer. In west central Nebraska, extension's grasshopper education efforts helped ranchers control this serious pest using environmentally and economically effective techniques. Four ranchers who treated 6,300 acres for grasshoppers based on this information, estimated increased profits of \$11,000-\$12,000.

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- Calf Scours Prevention System (<http://vbms.unl.edu/>) (Veterinary and Biomedical Sciences)  
Calf scours, or diarrhea, is a leading cause of death and sickness in beef calves but ranchers have a new tool to combat this costly threat. University of Nebraska Institute of Agriculture and Natural Resources veterinary scientists designed and successfully tested a calving system that greatly reduces scours outbreaks by managing cow-calf pairs and pregnant cows to minimize calf contact with scours-causing germs. Since few calves get sick, this system greatly reduces the need for antibiotics and the labor needed to treat sick calves. The owner of a 900-head herd estimated savings of up to \$50,000 annually since implementing the system due to improved calf performance, reduced treatment costs and having more calves to sell.
- Nebraska Cooperative Development Center (<http://ncdc.unl.edu/>)  
The Nebraska Cooperative Development Center, initiated in 1999, is a virtual organization of collaborating partners to keep people in rural areas by helping them work together to increase their income and create agricultural and rural cooperatives. Partnering agencies and organizations include the Center for Rural Affairs, Nebraska AgRelations Council, Nebraska Department of Agriculture, the Nebraska Department of Economic Development, and the Nebraska Cooperative Council.
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Agroforestry is the intentional blending of agricultural and forestry production and conservation practices that can be readily incorporated into most farm and ranch operations and are also useful to many communities. These practices provide cost-effective ways to diversify production and increase income while simultaneously enhancing natural resource conservation. NAC's Technology Transfer and Applications program acts as a clearinghouse and catalyst to accelerate the development, application and acceptance of agroforestry technologies for farms, ranches and communities. NAC technology transfer materials include field demonstrations, training workshops, a quarterly newsletter, technical "how to" notes, videos, and brochures with coordinating displays.
- Farm and Ranch Biosecurity Education (<http://www.farmandranchbiosecurity.com/>)  
Disease outbreak, by accident or due to bioterrorism, could devastate Nebraska's \$6 billion a year livestock industry. University of Nebraska veterinarians in cooperation with Iowa State University and Kansas State University developed a new biosecurity education program with help from a \$250,000 federal grant. The biosecurity curriculum is used in Nebraska, Kansas and Iowa to train veterinarians and Cooperative Extension specialists to help livestock producers use biosecurity production practices. Eventually, it will be distributed nationally to colleges and universities to train students in veterinary medicine and other agricultural disciplines. Extension also coordinates disease prevention training and publications for livestock producers, youth, and food processors which has helped more than 1,500 Nebraska livestock producers and food processors better guard against intentional or accidental biosecurity threats.

## Research

- Agricultural Research Division (<http://ard.unl.edu/>)  
Approximately 400 federally approved research projects in agriculture, natural resources and family sciences are conducted by ARD scientists including about 50 regional projects in which researchers work cooperatively with scientists at other universities. Federal agencies have 25 scientists located on UNL's East Campus and 50 at the Roman L. Hruska U.S. Meat Animal Research Center at Clay Center, many of whom hold adjunct appointments at UNL and work jointly with UNL researchers. ARD faculty members conduct research in UNL priority areas including:
  - agricultural profitability and value-added processing of agricultural commodities
  - bioengineering
  - bioinformatics and biological modeling
  - biotechnology and molecular biology
  - children, youth and families, and community development
  - ecology and evolutionary biology, and ecosystem science
  - food safety and molecular nutrition
  - genomics, proteomics and structural biology
  - meteorology and climatology, and water resources and hydrologic sciences.
  - ARD focuses on enhancing programs in other basic sciences, alternative agricultural enterprises, international marketing, integrated systems and rural policy analysis.
- Research results of wet byproduct feeds (<http://ard.unl.edu/annreport/ardrpt00.pdf>)  
Wet byproducts from Nebraska's growing ethanol and grain processing industry have become a major cattle feed source in the past decade and provide millions of dollars in economic benefit annually. A UNL agricultural economist's analysis showed that feeding byproducts wet instead of dry provided cumulative net economic benefits of \$212 million in Nebraska from 1992 through 1999. Annual net economic benefits grew from \$1 million in 1992 to an average of \$42 million in recent years as new processing plants opened and more feedlots fed wet byproducts. Pioneering

studies by UNL animal scientists in the 1980s and 1990s proved the feasibility, benefits and economic advantages of feeding wet gluten feed, wet distillers grains and steep liquor to cattle directly instead of drying and shipping them to dried feed markets. Processors traditionally had dried byproducts but IANR scientists found drying reduced their nutritional value. Researchers worked with ethanol processors and cattle producers to share their findings which influenced decisions to build new Nebraska plants designed to market wet byproducts. Nebraska's ethanol production capacity grew more than any other state's during the 1990s. Only one of the state's seven wet and dry milling plants now dries byproducts, the rest now sell wet byproducts.

- Testing for *E. coli* (<http://ard.unl.edu/rn/0900/ecoli.html>)  
Capitalizing on cattle's habit of chewing and licking, IANR researchers devised a simple, effective, economical way to test pens of cattle for *E. coli* 0157:H7 which is known to cause food-borne illness in humans. After experimenting with some fancy sampling techniques, they found that simply hanging pieces of rope around a pen in the evening works best. Within two hours, over half the cattle in a pen – plenty for a representative sample – chew or lick the ropes, leaving traces of organisms they're carrying. The ropes are removed and lab tests determine *E. coli*'s prevalence. Devising an economical way to test whole pens of cattle without testing individual animals was important for research and for on-farm food safety efforts. Researchers are refining the test to make it a practical tool that producers can use to match *E. coli* intervention strategies to specific pens of cattle. IANR studies showed rope tests are more sensitive than manure samples for detecting *E. coli* prevalence in pens. The test is helping researchers compare conditions in high, medium and low prevalence pens to identify potential risk factors such as time on feed, temperature and pen conditions.

- Center for Advanced Land Management Information Technologies (<http://calmit.unl.edu/calmit/>)  
CALMIT was established in 1986 by the Board of Regents to significantly enhance and expand research and instructional activities in remote sensing, geographic information systems (GIS), automated cartography and image processing. Through linkages among universities, public agencies and private enterprise, CALMIT develops new research, teaching and service opportunities in advanced land management information technologies. Recently, CALMIT and its collaborators have:
  - Developed a NASA-funded Environmental Monitoring Laboratory (EML)
  - Assisted in the establishment a Cooperative Ecosystem Studies Unit for the Great Plains funded by a consortium of federal agencies
  - Co-authored a successful proposal for the NSF High Capacity Network [Internet-2] justified in large part on enhancing cooperative research in remote sensing and Earth System Sciences
  - Acquired funding from the Nebraska Research Initiative (NRI) to develop new methods for integrating geospatial data to build information and knowledge in agriculture
  - Facilitated CALMIT being designated as a NASA Regional Application Center
  - Established NASA Affiliated Research Center (ARC) for remote sensing commercial applications
  - Received NASA K-12 education grants to establish the Consortium for the Application of Space Data to Education (CASDE) and America's Farm
  - Installed ground receiving station for direct, real-time reception of both AVHRR and SeaWiFS satellite imagery
  - Developed a strong working relationship with the USGS/EROS Data Center in Sioux Falls, SD, the national archive for earth resources satellite and spatial environmental data housing the world's largest collection of space and aircraft imagery
  - Successfully hosted several major conferences focusing on geoinformatics including the 1996 International Geoscience and Remote Sensing Symposium (IGARSS), the 1998 MidAmerica GIS Symposium, the 2001 Nebraska GIS Symposium and the 2002 International Association for Landscape Ecology (IALE) Symposium

- Provided numerous publications regarding advanced land management technologies
- Mid-America Transportation Center (<http://www.matc.unl.edu/>)

The Mid-America Transportation Center within the UNL Department of Civil Engineering, conducts research and educational activities to improve the design and operation of transportation facilities to maximize mobility, safety and efficiency and to minimize negative environmental effects of transportation in Mid-America. MATC research focuses on traffic operations and control, highway safety, intelligent transportation systems deployment and work zone traffic control and safety. MATC facilitates regional transportation research and technology transfer such as the Midwest Smart Work Zone Deployment Initiative in Nebraska, Kansas, Iowa and Missouri to expand the use of "smart" technologies to improve traffic operations and reduce work zone incidents. The MATC Undergraduate Summer Intern Program places civil engineering students in transportation engineering consulting firms and public transportation agencies in Lincoln, Omaha and Kansas City.
- Midwest Roadside Safety Facility (<http://www.mwrsf.unl.edu/About.htm>)

Over the relatively short period since the Midwest Roadside Safety Facility was created, it has garnered over \$13 million in external research funding and has come to be recognized as a global leader in roadside safety research. Its safety products have been adopted widely and benefit everyone from motorists to race car drivers. As a result, the MwRSF is uniquely positioned to lead the transportation community to significant advancements in roadside safety technology. Clients include: U.S. Department of Transportation, National Cooperative Highway Research Program, U.S. Postal Service, Connecticut Department of Transportation, Midwest States Regional Pooled Fund Program, Port Authority of New York and New Jersey, Indy Racing League, NASCAR, and Owens-Corning.
- Engineering Research Centers (<http://www.engr.unl.edu/erc/>) in the UNL College of Engineering and Technology.
  - Center for Communication and Information Science (CCIS)

CCIS combines faculty members from the Department of Computer Science and Engineering, Department of Electrical Engineering, and Department of Mathematics and Statistics to study problems related to communication and computation. Major research areas are: distributed and parallel processing, coding theory and its mathematical foundations, data compression, cryptology, algebraic and graph theoretic algorithms and their implementations, computer vision.
  - Center for Electro-Optics (CEO) (<http://excimer.unl.edu/>)

The Center for Electro-Optics has become nationally and internationally recognized with over 500 papers and over 350 proposals submitted by the faculty. The Center has received over fifteen million dollars in researching funding with over seven million dollars invested in research related equipment and has educated over 100 graduate students in a wide range of disciplines.
  - Center for Ergonomics and Safety Research (<http://www.engr.unl.edu/erc/centers/cesr/cesr.htm>)

The Center for Ergonomics and Safety Research studies and improves the job performance and well-being of people in relation to their job tasks, equipment and environment. At the worksite or in the research lab, the ergonomics professionals perform evaluations, provide training and information, offer specialized learning experiences, and conduct basic and applied research.
  - Center for Infrastructure Research (<http://www.unomaha.edu/%7Ewwwase/cir.html>)

The Center for Infrastructure Research is the only university-sponsored organization in the nation fully dedicated to the research of infrastructure, including public works facilities, to address the performance and efficiency of the nation's transportation, water, and waste disposal systems.

- Center for Laser-Analytical Studies of Trace Gas Dynamics (CLAS) (<http://www.engr.unl.edu/erc/centers/clas/clas.htm>)  
Since 1990 the center's research has attracted more than \$1.6 million in outside funding from the National Science Foundation, National Institute for Global Environmental Change, NASA, U.S. Army and has also established major collaborative relationships with Li-Cor Incorporated, Carnegie Institution, National Center for Atmospheric Research, U.S. Forest Service, Colorado State University, and the University of Minnesota.
  - Center for Microelectronic and Optical Materials Research (<http://www.engr.unl.edu/erc/cmdex.htm>)  
Since its founding in 1988, the Center has conducted research into magnetic and protective coating materials, diamond and diamond-like carbon films made from vapor, advanced compound semiconductors, thin-film high temperature superconductors, evaluation of environmental and corrosion protection of surfaces by coatings, materials for magneto-optic recording, materials for high current switching, and optical instrumentation.
  - Center for Nontraditional Manufacturing Research (CNMR) (<http://www.unl.edu/nmrc/>)  
CNMR is the only research facility in the United States dedicated solely to the examination of nontraditional manufacturing methods through basic and applied research on numerous nontraditional manufacturing processes. The Center's research efforts are aimed at providing long-term, cost effective production alternatives to large and small manufacturers including: Extrude Hone Corporation, Mitsubishi Electric, Charmilles Technologies, TransTec Ltd., 3D Systems, Brown & Sharpe, Brush Wellman, Cummins Engine, Duralcan, Caterpillar, Becton – Dickinson, Cushman, Square D, Sundstrand Aerospace, Design Plastics, Isco, Torrin Manufacturing, American Tool, Industrial Machine Specialists, National Science Foundation Center for Agile Manufacturing Machine Tool Technology, National Center for Manufacturing Science, GE Corporate Research Center, and Southeast Community College.
- Center for Biotechnology (<http://www.biotech.unl.edu/>)  
The Center for Biotechnology fosters research and development in high priority areas of biotechnology through its various programs: Core Research Facilities, Seminars, Fellowships, and Training. The Core Facilities provide access to equipment and technologies essential for biomolecular research which are too costly or complex for individual faculty or departments to afford. It serves faculty, staff, students and Nebraska-based businesses on a fee-for-service or contract basis. The Core Facilities also provide opportunities for teaching students about the techniques used in biotechnology.
  - Center for Grassland Studies (<http://www.grassland.unl.edu/>)  
The Center serves clients in both rural and urban environments including agricultural producers, researchers, educators and students (elementary through graduate school), extension agents and specialists, turfgrass and lawn managers, grass seed and sod producers, wildlife managers, conservation biologists, government personnel, homeowners, and journalists. Outreach includes workshops, tours and demonstrations, a reference center of educational materials, presentations to civic and school groups, and technical assistance. The Center assists faculty from various academic units to form multidisciplinary teams for a systems approach to problem solving, find funding sources, develop proposals, and grant administration.
  - Center for Materials Research and Analysis (CMRA) (<http://www.unl.edu/cmra/>)  
CMRA is a multidisciplinary organization with about 60 faculty members in seven departments in the Colleges of Arts and Sciences and Engineering and Technology. CMRA facilities support research in

Crystallography, Electron Microscopy, Materials Preparation, Metallurgical and Mechanical Characterization, and X-Ray Materials Characterization. These facilities are available to all UNL faculty as well as companies in Nebraska and elsewhere that rely on materials analysis and processes for their economic growth. Major collaborative initiatives include an NSF/EPSCoR research cluster in nanostructured materials and a joint industry-government-university consortium in materials research for ultra-high-density information storage.

- Nebraska Center for Redox Biology (<http://www.unl.edu/RedoxBiologyCenter/Home.html>)  
RBC was formed in 2002 and combines the expertise and facilities of UNL and UNMC to unravel fundamental problems in Redox Biology. RBC has fostered several productive collaborations by bringing together researchers with complementary interests.
- Nebraska Center for Virology (<http://www.unl.edu/virologycenter/>)  
The Center's research addresses pathogenic and therapeutic questions of viral and neuroimmune disorders and explores molecular, epidemiological, and biochemical approaches to fundamental questions of viral replication, latency, assembly and pathogenesis. Projects include: the investigation of mechanisms of HIV replication and pathogenesis; neurodegenerative diseases such as Alzheimer's disease, prion diseases and HIV-1-associated dementia; chronic and latent infections caused by viruses such as herpes simplex, Epstein-Barr and Kaposi's Sarcoma associated herpesvirus; and viral host interactions including the mechanism of viral induced cellular transformation.
- Nebraska Research Alliance on Children, Youth, Families and Schools (<http://manila.unl.edu/cyfs/>)  
The Alliance improves, through cutting-edge interdisciplinary research, our understanding of optimal ways that parents, teachers and other service providers in family, school, and community contexts can promote the intellectual, socioemotional, and behavioral adjustment of children and youth. Alliance funded grants include: Parent Engagement and Child Learning Birth to Five; Family-Centered Interdisciplinary Collaboration.
- Nebraska Water Center (<http://watercenter.unl.edu/>)  
The Water Center develops and implements programs in water science and environmental studies associated with agriculture and natural resources and encourages aggressive grantmanship to secure more funding for research from private and government sources. Programs include research, teaching, outreach, and technology transfer.
- Plant Science Initiative (<http://psiweb.unl.edu/>)  
The Initiative is an interdisciplinary research and training program in the basic plant sciences at UNL with research emphases on: plant-microbe interactions, plant signaling and organellar biology, abiotic and biotic stress responses, and genomics/proteomics. The George W. Beadle Center provides state of the art research facilities and an array of core facilities, including proteomics, genomics, plant transformation, microscopy, bioinformatics and flow cytometry. Key research areas are plant breeding to incorporate modern technologies for crop improvement, ecology and evolution research to integrate an understanding of plant function to their natural environment, and study of the food safety, environmental impact, and economic implications of agricultural biotechnology.
- Integrated Farm Project (<http://ianrwww.unl.edu/ianr/csas/integrated-farm.htm>)  
This long-term integrated research program, started in 1992, explores how to economically utilize resources in crop, livestock and agroforestry systems in an environmentally sound manner.
- Nebraska Biomedical Informatics Project (NBIP) (<http://nbip.nebraska.org/>) (Password protected)  
NBIP is a UNMC led effort of all NU campuses, state and local governments, and the business sector to identify and initiate new efforts in the development of biomedical informatics in Nebraska.

- Technology Advancement Group (<http://app1.unmc.edu/ipo/>)  
The Technology Advancement Group (TAG) facilitates the industry-specific evaluation and development of selected technologies. Designated as a Nebraska Research Initiative (NRI) Core Service provider for UNMC, the TAG program provides resources to promote advancement of selected technologies from concept to marketable product. In general, TAG contributes to UNeMed's technology development efforts by de-risking and adding market value to inventions. Data generated from TAG funded projects has been instrumental in initiating numerous industry related studies; facilitating negotiations for license agreements, substantiating claims for multiple patent filings; contributing to successful funding of Small Business Innovative Research Grants, and prompting new invention disclosures. In 2001, when TAG was designated as an NRI Core Service, the TAG Research Advisory Council (TRAC) was established. TRAC provides independent assessment of potential TAG projects in consideration of market and patent potential of the technology involved. TRAC was appointed by TAG management and includes representatives from UNeMed marketing and IPO legal personnel.
  
- UNO College of Information Science and Technology (<http://www.ist.unomaha.edu/index.html>)  
The College supports development of courses and programs, applied research, close working relationships within the university, close partnerships with business and industry, and synergistic solutions to present and future information technology-related problems within business and industry. One of two colleges comprising the University of Nebraska Peter Kiewit Institute (PKI), IS&T has as one of its primary missions the development of coursework, degree programs, research, and technical assistance relevant to local and statewide business development. The curricula in computer science and management information systems is driven by national accreditation standards and by business and industry needs through the PKI Board of Policy Advisors and the college's college advisory committee. Students engage practitioners from business and focus on areas such as information technology, bioinformatics, information assurance, health informatics, and Internet technology. The "challenge" curriculum allows all students, especially undergraduates, to engage in "real-world" business applications with a variety of businesses in a variety of stages of development, ranging from incubator firms located at the Scott Technology Transfer and Incubator Center to major firms such as Lockheed Martin, The Gallup Organization, SAIC, Pinpoint, Union Pacific, Mutual of Omaha, and First National Bank of Omaha. Almost 500 firms are actively involved with the college's students through internships and applied research settings. The college also sponsors One Innovation Place, a student-led business incubator designed to teach entrepreneurship skills as well as to serve the business community. Summaries of the college's major academic centers outside of its major departments of computer science and information systems and examples of recent involvement with business and economic development are:
  - Bioinformatics (<http://www.ist.unomaha.edu/centers/centers.php>)  
Bioinformatics merges computer science with the study of genetic information and biological structures. Bioinformatics allows researchers to open new windows of insight into our genetic makeup, providing pathways to understanding disease processes and creating novel diagnostic and treatment strategies. There is an immense and growing need for experts in this field to capitalize on the growing body of knowledge regarding the genome. UNO and UNMC offer joint graduate degrees in bioinformatics and UNO computer science faculty and students collaborate with UNMC researchers to create bioinformatics tools and publications.
  
  - Center for Management of Information Technology (CMIT) (<http://cmit.unomaha.edu/>)  
The Center for Management of Information Technology (CMIT) provides a much-needed portal to the business community to interact and exchange knowledge on several research, outreach and educational initiatives within the UNO College of Information Science & Technology.

- Data Mining Research Laboratory (<http://dm.ist.unomaha.edu/>)  
The data mining research laboratory was set up by the NU Foundation to support research and teaching on data warehousing and data mining, and to allow students, faculty, and industry fellows to conduct application-oriented projects for analytic customer relationship management, bioinformatics and other applications. The laboratory significantly enhances collaboration between the departments of IS&T, other university colleges, UNMC, and business and industry.
- Nebraska University Consortium for Information Assurance (<http://nucia.ist.unomaha.edu/>)  
NUCIA (pronounced "new'-sha") develops information assurance professionals through degree, non-degree, training, and public information programs; conducts applied research that contributes to the theory and practice of information assurance; and forms strategic partnerships with external organizations to collaborate on the theory and practice of information assurance. In 2001, NUCIA was recognized as one of a few Centers of Academic Excellence by the National Security Agency. In summer 2005, NUCIA received re-designation as a National Center of Academic Excellence through 2008.
- International Academy for Advanced Decision Support (<http://www.iaads.unomaha.edu/>)  
IAADS is a research center providing infrastructure for the creation of tools and technologies for a new generation of decision support systems. Programs are conducted in three models:
  - Action Workshops: 2 or 3 day sessions to analyze and suggest solutions for a specific complex decision problem identified by a sponsoring organization in consultation with an IAADS team. The result, for which a nominal fee is charged, is an executive presentation and short narrative summary of recommended actions for the organization.
  - Action Briefings: Intensive and interactive 1/2 to 1-day sessions led by an IAADS member covering selected specific topics in depth such as multimedia technologies, visual simulation models, information security, interactive decision maps, decision support recipes, developments in web services, or research findings in an area of relevance to participants.
  - Thought Leaders Summits: Intensive 2-3 day invitational workshops bring together IAADS members, sponsors and guests from academia, business, and the public sector to brainstorm on future trends and technologies.
- Telecommunications Management (<http://www.ist.unomaha.edu/centers/centers.php>)  
The telecommunications curriculum draws from various disciplines (IS&T, Engineering, Business, and Communications among others) to build a comprehensive model of how to design, implement, manage and utilize the complex systems it takes to move information over any distance. Examples of recent business partnerships with emphasis on economic development:
  - Work with HKS Medical Information Systems, Modern Technologies, Mutual of Omaha, Union Pacific, Microsoft, Northrop Grumman, Nebraska Orthopedic Hospital, Lockheed Martin, SAIC, OGM, 21<sup>st</sup> Century, USACE (Corps of Engineers) on projects related to data visualization, Strategic Planning for IT, Information Security and Assurance, cyberforensics training, and website development.
  - Work with nonprofits on: bringing WiFi to Omaha, the first being Rosenblatt Stadium going wireless for the 2005 College World Series; presenting K-12 training programs for youth serving agencies in areas such as HTML, PhotoShop, and Flash MX Animation; working with gifted technology students from Omaha area high school districts.
  - Work with other higher education institutions including collaborative work with a number of Nebraska's community colleges to help develop or support IT programming and work with the health community and UNMC to develop an advanced diagnostic consultation system for hospital laboratories throughout Nebraska.

- Students Internships—The IS&T college has more than 250 students per year engaged in internships related to business and economic development. This past summer, students worked with companies such as Ameritrade, ConAgra, Union Pacific, Baldwin/Hackett/Meeks, Cella Quinn Investments, Cybersys Corporation, Farmer Insurance Group, First National Bank, Gordmans, USSTRATCOM, Nebraska Furniture Mart, Siemens Power Transmission and Distribution, and West Corporation. IS&T students also participate annually in the McCook Southwest Nebraska Intern Program.

## **Small business/Entrepreneurs**

➤ Nebraska Business Development Center (NBDC) (<http://nbdc.unomaha.edu/>)  
NBDC is a cooperative program of the U.S. Small Business Administration (SBA) and the University of Nebraska at Omaha (UNO). Operating as Nebraska's business development center under the Small Business Development Center Act of 1980, NBDC was one of eight pilot small business development centers and is fully certified by the Association of Small Business Development Centers. Programs:

- Nebraska Manufacturing Extension Project  
In partnership with the Nebraska Department of Economic Development and the UNL Food Processing Center, NBDC provides technical and management assistance to Nebraska manufacturers: employee training, productivity, technology, regulatory compliance, quality standards, marketing, business planning and feasibility analysis, workflow process, and supplier relations. NBDC offers training and certificate and endorsement programs in lean enterprise.
- Procurement Technical Assistance Center  
NBDC's Procurement Technical Assistance Center (PTAC) provides assistance to Nebraska businesses pursuing government contracts. Consultants help businesses determine their potential for marketing services and products to government agencies and assist them in obtaining and fulfilling contracts. The U. S. Department of Defense partially funds these NBDC services.
- Pollution Preventional Regional Information Center  
The Pollution Prevention Regional Information Center (P2RIC.org) is a unique referral and information retrieval service operated by NBDC with a grant from the U.S. Environmental Protection Agency. P2RIC.org is an interactive website to foster improved resource sharing between programs, businesses and agencies that provide waste reduction services in EPA Region 7 (Nebraska, Iowa, Kansas, Missouri). P2RIC.org also provides a librarian and research services to assist clients.
- Pollution Preventional Resource Exchange  
In 2002, NBDC secured a contract from EPA to operate the Pollution Prevention Resource Exchange (P2RX), a consortium of eight regional pollution prevention information centers, funded in part through grants from EPA. These centers provide pollution prevention information, networking opportunities and other services to states, local governments and technical assistance providers in their region. The centers represent a broad constituency, including state and local pollution prevention programs, manufacturing extension partnerships, cooperative extension and nonprofit organizations.
- NBDC Business and Technology Solutions  
NBDC provides employers in the Omaha area with training in management, information technology, and computer applications. Management workshops include certificate programs in leadership, management, and project management. IT training includes certificates in business

computing, C++, Enterprise Java, VB.NET Developer, and Web Page Development. NBDC also offers degree endorsements in Enterprise Java Developer, Web Development, Web Graphics, and Web Publisher. NBDC Business and Technology Solutions classrooms and offices are at the Educational Service Unit #3 at 110<sup>th</sup> and Harrison Streets in LaVista.

- **Business Transaction Appraisal**  
NBDC provides business owners with an appraisal of their business as a going concern through consultants in its Omaha, Kearney and Wayne offices who have completed training from the Institute of Business Appraisers (IBA). This service is intended to assist in the ownership transition of Nebraska businesses. This is an especially critical service for rural Nebraska, which risks losing a significant portion of its small business sector as current owners retire.
  - **North Omaha Small Business Assistance**  
NBDC provides management and technical assistance to small business owners and potential owners in North Omaha through a partnership with New Community Development Corporation. Assistance includes consulting and training and is targeted in business planning and capital access.
  - **South Omaha Small Business Assistance**  
NBDC provides management and technical assistance to small business owners and potential owners in South Omaha through a partnership with the Juan Diego Center, sponsored by Catholic Charities. Assistance includes consulting and training and is targeted in business planning and capital access and is delivered in Spanish.
- **Nebraska EDGE Program (<http://nebraskaedge.unl.edu/>)**  
EDGE (Enhancing, Developing and Growing Entrepreneurs) provides community-based entrepreneurial training programs. Training programs focus on pre-venture, existing, and agricultural businesses with emphasis on business skill development, marketing and financial management and business plan preparation. EDGE began in 1993 and has since assisted more than 1,250 emerging and existing small business owners and their partners start and improve their businesses. The EDGE program is a partner of the NxLevel Training Network (<http://nebraskaedge.unl.edu/stateadmin.htm>).
- **Midlands Venture Forum (<http://www.mvforum.com/>)**  
UNO, UNMC, and UNL participate in the Midlands Venture Forum which was established to meet the need in the business community for an organization to support entrepreneurial spirit, education and activity. MVF provides educational tools to new businesses started in the community. Through monthly meetings and educational workshops, conferences and lunch-n-learns, the Forum helps and informs entrepreneurs by providing a venue for them to present their business plans, go-to-market strategies and investment requests, and learn from other entrepreneurs.

## **Social and Public Policy**

- **Bureau of Sociological Research (<http://www.unl.edu/bosr/>)**  
The Bureau of Sociological Research, the research division of the UNL Department of Sociology, has worked with local and state government agencies, state legislators, voluntary groups, and other organizations, along with hundreds of individual faculty members and students to provide high quality research services to advance knowledge and to help improve social conditions. BOSR Studies include: NASIS – Nebraska Annual Social Indicators; Nutrition; Work and Family Life; Tobacco Media Awareness; UNL Student Omnibus Survey; Healthcare for Communities Survey – UCLA & RWJ; Perceptions of Neglect of Children in 50 Nebraska Communities; Infertility Among Women in

the Northcentral Region of the U.S.; CSAT – Center for Substance Abuse Treatment; Student Union; 211 Assessment; Smoking Cessation; Arts and Sciences Alumni; CEP; Pollution Prevention.

- Public Policy Center (<http://ppc.unl.edu/>)  
The University of Nebraska Public Policy Center provides assistance to policymakers at local, state, and federal levels and researchers on a wide range of public policy issues from all campuses of the University of Nebraska. PPC education, services, and outreach activities include:
  - Link current policy needs with university knowledge to provide and promote university research expertise and products useful to policy makers and stakeholders; identify policy needs through interaction with policymakers and stakeholders to ensure appropriate research methodologies and develop useful databases; commission, broker, and provide follow-up studies conducted by university faculty, staff, and students in existing university centers and offices
  - Organize and hold seminars, conferences, and symposia on current and emerging issues
  - Emphasize and promote university degree and non-degree programs related to public policy
  - Create undergraduate and graduate student internships in applied research and public policy
  - Offer fellowships that provide faculty and senior state government managers with experience in state government and the University of Nebraska
  
- Brennan Institute for Labor Studies  
Since 1980, the William Brennan Institute for Labor Studies at the University of Nebraska at Omaha has a statewide mandate to partner with the women and men of organized labor in Nebraska in order to foster critical and creative thinking among labor leaders, potential leaders, and members by providing relevant information, training, and research necessary for success in today's changing economy and workplace. It is one of over 40 similar programs housed in colleges and universities across North America.
  
- Center for At-Risk Children (<http://www.unl.edu/cacs/index.shtml>)  
CACS provides program evaluation and data management services to local and national agencies, collaborates on federal and state research projects, and conducts graduate programs in special education. Research projects include early childhood emotional/behavior disorders, early literacy, wraparound services, migrant education, the relationship between academic and social adjustment, and juvenile justice assessment.
  
- UNK Center for Rural Research and Development (<http://www.unk.edu/acad/crrd/home.html>)  
The Center for Rural Research & Development specializes in research surveying for communities, businesses, and agencies including: CDBG Capacity Building Grant Impact Analysis, Community Needs Assessment Surveys, Labor Availability Surveys, Housing & Homeless Analysis Studies, Customer Satisfaction/Market Strategy Research, and Home Loan Assessment.
  
- Rural Policy Research Initiative (<http://www.rupri.org>)  
The University of Nebraska is one of the three founding members of RUPRI with the University of Missouri and Iowa State University. The UNL Center for Applied Rural Innovation (CARI) coordinates UNL's participation. RUPRI conducts policy-relevant research and facilitates public dialogue to assist policymakers in understanding the rural impacts of public policies and programs. RUPRI conducts objective analysis of public policy through topical research/policy impact modeling and expert panels, working groups, and taskforces of researchers from the three founding member institutions and affiliate member institutions. To date, RUPRI has involved over 176 researchers, practitioners and analysts from 67 universities and numerous research institutes, governmental units, and other organizations.

- RUPRI Center for Rural Health Policy Analysis (<http://www.rupri.org/healthpolicy/>)  
One of eight Rural Health Research Centers funded by the Federal Office of Rural Health Policy (ORHP), the RUPRI Center for Rural Health Policy Analysis provides timely analysis of rural health care financing/system reform, rural systems building, and health care needs of special rural populations to federal and state health policy makers. The RUPRI Center for Rural Health Policy Analysis is based at UNMC in the Department of Preventive and Societal Medicine, Section on Health Services Research and Rural Health Policy.
- The Nebraska Center for Rural Health Research (<http://www.unmc.edu/rural/>)  
The Nebraska Center for Rural Health Research conducts research and analysis related to improving health care delivery in rural areas with a focus on special populations among rural residents, including the elderly, children, minorities, mentally ill, under and uninsured, and new immigrants whose needs for assistance are unique. Specific projects include analysis of national policies, studies of market-driven change in rural areas, studies of use of services by the elderly, and studies of access to, and utilization of health services by minority populations. The Center works collaboratively with RUPRI and also faculty at the University of Nebraska at Omaha and the University of Nebraska-Lincoln.
- Nebraska Rural Poll (<http://cari.unl.edu/ruralpoll.htm>)  
An annual survey mailed to a sample of rural Nebraskans to determine their challenges and concerns. Core questions are included each year that over time provide insight about the trends and changes occurring in rural Nebraska. Survey results, which are released in a series of four reports each year, give local and state leaders a better understanding of the issues, challenges and concerns of Nebraska's rural citizens.
- Gallup Research Center (<http://sram.unl.edu/GRC/GRC.htm>)  
The Gallup Research Center (GRC) at UNL is an interdisciplinary research center focusing on all areas of survey research and quantitative methods, including public opinion, the quality of retrospective reports, consumer and employee satisfaction, and data utilization in the workplace. Initially supported by the Nebraska Research Initiative with continuing funding from the Gallup Organization, the Center was created in 1994. The Center's staff and research affiliates are comprised of Ph.D.-level social scientists who hold faculty appointments in UNL Departments of Sociology, Political Science, Psychology, Educational Psychology, Statistics, and Marketing. GRC staff direct the Survey Research and Methodology program, a unique, multidisciplinary research program that offers both master's of science and doctor of philosophy degrees and is designed to train students to fill the expanding need for professionals in survey research and data analysis. Major areas of GRC research are health behavior, survey methodology, technology issues, economic behavior, political behavior, attitudes, minority groups, and indicators of quality of life.
- College of Public Affairs and Community Service (CPACS) (<http://cpacs.unomaha.edu/>)  
The College of Public Affairs and Community Service (CPACS) prepares students for careers in the human services and in the public and nonprofit sectors. The college's teaching, research, and service activities are focused on the critical concerns of society and on helping to develop solutions for the challenges of contemporary living. CPACS is an interdisciplinary program founded on classroom learning, research, and community service.
  - Center for Public Affairs Research (CPAR) (<http://spa.unomaha.edu/~cpar/>)  
The Center for Public Affairs Research is a research and community outreach unit of the UNO College of Public Affairs and Community Service. Survey research support is a key component of CPAR's mission. CPAR is also the lead agency for the Nebraska State Data Center Program which is a cooperative program of the U.S. Census Bureau and individual states. This relationship

has resulted in CPAR taking an active role in analyzing and disseminating information from the 2000 Census.

- School of Public Administration (<http://spa.unomaha.edu/>)  
The UNO School of Public Administration offers premier educational programs, distinctive original research, and quality community, university and professional service. Community outreach activities are at the core of the School's identity. Recent funding has come from the U.S. Departments of Justice, Education, Health and Human Services, and Housing and Urban Development. Students benefit from an extensive network of alumni and community partners. Degree programs often include an internship where students gain real-world job experience and benefit from mentoring experience with professionals. Short-term job shadowing and mentoring opportunities are also available through the school's network of alumni.
- Aviation Institute (<http://www.unomaha.edu/~unoai/>)  
The UNO Aviation Institute maintains and supports current, local and national aviation/aerospace systems while promoting the development of improved systems. The Aviation Institute receives funding for research and outreach through NASA Space Grant and EPSCoR. It has been recognized by NASA for its management and advocacy of space and research programs. The Aviation Institute became part of the College of Public Affairs and Community Service (CPACS) in 1995. This alignment enables the Aviation Institute to effectively cultivate collaborative synergies with other CPACS programs such as public administration, transportation policy and urban planning, public sector research methodologies, and criminal justice including airport security and anti-terrorism.
- American Humanics (<http://www.unomaha.edu/~humanics/>)  
Founded in 1948, American Humanics is a national alliance of colleges, universities and nonprofit organizations devoted to preparing college students for careers in nonprofit youth and human service organizations. UNO is one of over 75 campus affiliates offering the American Humanics certificate in youth and human services nonprofit management. The term, "humanics," emphasizes the integration of "spirit, mind & body" in service to others. At UNO, the American Humanics program works closely with a local Community Council made up of representatives from local nonprofit organizations, UNO and others in the community.
- NASA Nebraska Space Grant & EPSCoR Programs (<http://nasa.unomaha.edu/>)  
The Nebraska Space Grant Consortium is part of the NASA Space Grant College and Fellowship Program. Currently, 52 consortia comprise this network. In 2002, Nebraska was awarded designated status to allocate funds for developing research infrastructure and enhancing quality of aerospace research and education throughout the state. NASA Nebraska Space Grant and EPSCoR programs are committed to excellence in student and faculty research, education, and expanding outreach projects across the state. A Native American Initiative has been formed to extend opportunities to tribal communities and other member of rural Nebraska. The newly developed Geospatial Extension office was developed to provide assistance to Nebraska's remote sensing, precision agriculture, and geospatial education industries.
- Native Institute for Managing Applications in Geospatial Extension (Native IMAGE) (<http://nasa.unomaha.edu/nativeimage/community.htm>)  
The Institute provides training on Geographic Information Systems and Remote Sensing as well as offer research opportunities in the other geospatial fields to Native Americans in Nebraska. This new organization supplies the Winnebago community with resources on well-mapping, land-use, and precision agriculture. Native IMAGE also supports outreach that exposes the community to new technology and mentoring programs.

- University of Nebraska at Omaha Department of Criminal Justice
 

The Department of Criminal Justice has an extensive outreach program addressing criminal justice issues in Nebraska. Faculty and students have collaborated with the Omaha Mayor's Office, Omaha Public Schools, the Omaha Housing Authority, the Omaha Domestic Violence Coordinating Council, the Nebraska Crime Commission, the U.S. Attorney's Office, the Nebraska Department of Correctional Services, the Douglas County District Court, and the National Institute of Justice. Faculty have been involved in evaluation studies of a national gang resistance program, sentencing outcomes in criminal courts, a drug prevention program for youth, drug court programs in Douglas and Sarpy Counties, and police-citizen complaint procedures, among others. Other faculty research activities include developing measurable outcomes from community policing programs, comparative study of crime in the U.S. and Europe, and the construction of violent histories of prisoners.
- The *Juvenile Justice Institute* (JJI) was formed by legislative appropriation in 2002 and provides technical assistance and research support to the legislature and state and local juvenile justice agencies. JJI is building infrastructure and tools to tackle a range of problems facing juvenile justice systems by emphasizing program-oriented research projects. JJI staff serve on task forces involved with juvenile substance abuse, drug courts, mental health, and juvenile justice policy related to detention, evaluations, and processing. JJI has implemented diversion and community planning projects in 30 Nebraska counties and has worked with numerous local and state agencies, including the Office of Juvenile Services, State Probation, the Nebraska Crime Commission, the Douglas County Department of Corrections, and the Douglas County Juvenile Assessment Center.
- The *Police Professionalism Initiative* focuses on police accountability, mediation, and complaint procedures. Other topics include racial profiling, police outreach to the Latino community, police ethics training, police use of DNA evidence, and police officer harassment of female drivers, standards for the investigation of citizen complaints, and standards to ensure consistency in police discipline. PPI has close working relationships with local, state and national criminal justice agencies including the Omaha Public Safety Auditor, the Nebraska State Patrol, the Police Executive Research Forum, the National Organization of Black Law Enforcement Executives, the National Latino Peace Officers Association, and the National Association for Citizen Oversight of Law Enforcement.
- The *Community Policing Initiative* evaluates the nature of community policing efforts in the U.S. Projects have included: a national evaluation of the COPS program which was submitted to the COPS Office and discussed in the U.S. Senate Judiciary Committee; developing a handbook for a strategic planning process for all police agencies in the nation; research to improve service delivery in small police agencies in Nebraska.
- The *Sentence Outcomes Initiative* to foster research on the sentencing process (including the charging and plea bargaining process), sentence outcomes, and sentencing reforms. During the past two years, faculty and graduate students with the Sentencing Outcomes Initiative have researched charging and sentencing decisions under the federal sentencing guidelines and on court processing and sentencing decisions in Douglas County District Court. This research is supported by grants from the National Science Foundation and by a contract with the Douglas County Court Administrators Office. Faculty and students are also working on an evaluation of Nebraska's Violent Offender Re-entry Program which is funded by a contract with the Nebraska Department of Correctional Services.
- The *Racial Justice Initiative* focuses on issues related to racial equality in the criminal justice system including research on state and national data on the racial composition of arrestees, criminal defendants, and participants in juvenile and adult correctional programs. RJI conducts research and

engages in policy analysis to advance racial/ethnic justice in Nebraska by evaluating the impact of criminal justice policies and programs on racial minorities and conducting research to identify and address disparities in the treatment of racial and ethnic minorities by the criminal justice system.

## Training

- Nebraska Safety Center (<http://www.unk.edu/offices/safetycenter/home.html>)  
The Nebraska Safety Center provides instruction, seminars and workshops, coordination of statewide programs, and research in safety education. According to state statute, the five areas of focus are: Traffic, Industrial, Home, Fire and Recreational Safety. The Nebraska Safety Center offers: driver improvement courses in English and Spanish, STOP (Safety Training Option Program) - a diversion class for violators of minor traffic offenses, evaluations for drivers who are medically challenged, mine safety training for approximately 200 mines in Nebraska, driver education classes, pupil transportation, safety consultation services, and Master Navigator training.
- conNEcting Nebraska (<http://connecting.unl.edu/>)  
The umbrella name for Center for Applied Rural Innovation (CARI)'s community-based Internet training programs. Current programs are Master Navigator and Nebraska Electronic Main Street. Master Navigator was developed in Nebraska and is designed for new Internet users. In a series of five three-hour classes, individuals learn the basics of using the Internet—how to find information, use bookmarks, e-mail and search engines, download and save information, and do basic Web design. In the Nebraska Electronic Main Street Program, small business owners and managers learn how to use telecommunications to run their businesses more efficiently and expand their markets. Additional classes include Information Technology for Business & Community Workshops, E-Tailing, E-Ag, and E-Gov training. In the E-workshops, participants learn about utilizing Internet resources tailored to improve specific business interests. conNEcting Nebraska is managed by a team of Cooperative Extension educators located across Nebraska.
- Tilling the Soil of Opportunity (<http://nebraskaedge.unl.edu/national.htm>)  
Part of the Nebraska EDGE program, this 10-session course assisting farmers, ranchers and gardeners in exploring different distribution channels needed to get their agricultural products to market, including niche markets such as organic, sustainable and value-added products. Instructors also help participants analyze their costs of production.
- Nebraska Rural Institute (<http://cari.unl.edu/nri/>)  
The Nebraska Rural Institute is a training program for rural development professionals. These trainings enhance cooperation and reduce duplication of services to rural Nebraska. Economic and community developers, local government and tribal officials, community planners, extension educators, field representatives, volunteers and anyone working in rural areas are encouraged to attend. The Institute is traditionally held during the third week of September in a different location every year around the state.
- Nebraska Technology Transfer Center (<http://www.nuengr.unl.edu/t2/>)  
The Center provides training, or partners with other agencies to provide training, in a wide variety of transportation related areas. Programs are conducted by the Center at various locations throughout Nebraska. Continuing Education Credit may be available for certain programs. Training workshops cover a wide range of needs and issues that are common to local governments. The Center also provides free technical advice on transportation related subjects.
- Center for Economic Education (<http://www.cba.unl.edu/outreach/econed/cee/>)

## APPENDIX D - UNIVERSITY OF NEBRASKA

The Center was established in 1963 at UNL and serves as a teaching, research and service unit of the Department of Economics and the College of Business Administration affiliated with the Nebraska Council on Economic Education. The Nebraska Council supports the work of the centers for economic education at Lincoln, Omaha, Kearney, Wayne, and Chadron which provide K-12 educators and administrators with resources useful in putting economics into the curriculum. Each center maintains a curriculum library, offers workshops, classes and other activities to increase the economic literacy of Nebraska students. The Center is affiliated with the National Council on Economic Education and is part of the EconomicsAmerica network.

- Center for Science, Mathematics, and Computer Education (<http://www.unl.edu/scimath/>)  
The Center for Science, Mathematics and Computer Education promotes and supports a variety of efforts including conferences, faculty planning and development of activities and proposals, distance learning, and professional development for K-12 math and science teachers. The Center has linked the University with other colleges and universities in cooperative efforts to improve K-12 math and science education, undergraduate math and science education, and teacher preparation. The Center works with state groups including the Nebraska Department of Education; Educational Service Units; professional organizations related to math, science, and technology; and other private and state entities. The Center also maintains linkages with a number of regional and national organizations concerned with math, science and technology education.
- College Park at Grand Island (<http://lifelonglearningcenter.unl.edu/about/whnew.html>)  
Business leaders and community members look to the College Park facility and partnering institutions as resources for a wide range of communications, technology, facility and training needs. Uplink and downlink satellite capabilities, video conferencing networks that can link customers and employees worldwide, a state-of-the-art auditorium for multimedia presentations and cultural events, meeting space, a library and training and educational resources are all features and services of College Park.
- Center on Children, Families and the Law (<http://www.ccfll.unl.edu/>)  
The Center on Children, Families, and the Law assists human service agencies in achieving positive outcomes for children and families through the creation of a high-performing, committed workforce. We provide evidence-based consultation on a multitude of human resource questions and develop high-quality, legally defensible personnel interventions tailored to meet each organization's needs. The Center provides information, advice, and support to parents, care givers, and the community. Outreach projects in which the center is actively involved are: [Answers4Families](#), a website serving Nebraskans with special needs; [CHEM-L](#), a protocol for treating children exposed to methamphetamines; [NRAP](#), Nebraska Relatives as Parents, [Parent Pages](#), guides for parenting.
- International Healthcare Services Office (<http://www.unmc.edu/international/index.htm>)  
This is a joint effort between UNMC and the Nebraska Medical Center to support patients from around the world who are seeking specialized health care services and to facilitate the training of international health care professionals so they can better provide for patients in their home countries. The office serves global health care needs and facilitates a greater visibility for UNMC patient care, research and training programs thus advancing the vision to become a world-class health care center.
- Buros Institute for Assessment Consultation and Outreach (<http://www.unl.edu/BIACO/>)  
The Buros Institute informs the public on tests and test practices with educational and service activities designed to aid in understanding the practice of assessment, how test scores are interpreted, and the use of test results in education, counseling and employment decisions. The institute is part of the UNL College of Education and Human Sciences. Recent clients and services include:
  - Work with business and industry to operate a test recognition program for Food Protection Managers (Conference for Food Protection), examine test reviews to assist in the purchase of

suitable tests for employee selection (Telecommunications Industry), provide a critical examination of tests developed internally for skills certification (Computer Manufacturing);

- Work in education to assist in the development of performance assessment programs in school systems, conduct standard setting (passing score) studies for school systems' high-stakes assessment prodecisions, and summarize reviews of screening tests to assist school systems in test purchase programs;
- Work with credentialing agencies and organizations to develop a Request for Proposals (RFP) and monitor development of a state's teacher licensure examination program (State Teacher Licensure Testing Agency) and to develop credentialing examinations and providing psychometric advice on test construction, item development and program operations (State Board of Examiners).

➤ University of Nebraska at Omaha Housing Authority Community-Based Technology Center in South Omaha at the LaFern Williams Center

Located in the heart of South Omaha at the LaFern Williams Center, this 20 workstation Internet accessible facility is used for workforce development training in technology and to help establish independence in OHA residents. It is available for community and student access to technology resources as well as community groups to address the urban digital divide. Childrens' programs are also provided and it is anticipated that GED and ESL programs will be available in the future. This is the second such UNO partnership with OHA. The first center opened in 2002 at the Gateway building in North Omaha with 45 workstations.

➤ The Center for Biopreparedness Education

([http://app1.unmc.edu/publicaffairs/newsarchive/view\\_art.cfm?article\\_id=1105](http://app1.unmc.edu/publicaffairs/newsarchive/view_art.cfm?article_id=1105))

Founded in 2002, The Center for Biopreparedness Education meets Nebraska's need for biopreparedness education, training and resources. In response to federal and state initiatives to establish and improve the public health system's response to biological events, Nebraska Health and Human Services commissioned the state's two medical schools, the University of Nebraska Medical Center and Creighton University Medical Center, to join forces to form The Center for Biopreparedness Education, which is under the direction of the Chiefs of the Infectious Disease Departments at both medical centers and a multi agency consortium. In addition to providing training and presentations, The Center for Biopreparedness Education houses the nation's only free standing library devoted exclusively to information on chemical, biological, nuclear/radiological, and explosive events. Through a variety of workshops and seminars, The Center for Biopreparedness Education provides educational opportunities in five areas:

- First Responder Training: Professional roles are vital in the overall response to a public health emergency. The Center designs and continuously updates programs for first responders.
- Hospital Preparedness Education: The need for biological, chemical and radiological (including Incident Management) preparedness education has expanded into the hospital setting. Center programs are designed to meet the needs of the state's hospitals, especially small rural hospitals.
- School (K-12) Biopreparedness: Following the designation of many Nebraska schools as mass vaccination sites, The Center recognized the need and developed biopreparedness training for K-12 faculty, staff and administrators that fit these professionals' needs.
- Public Health: The relative youth of Nebraska's public health infrastructure creates several different needs. From courses in applied epidemiology, incident management and mass dispensing/immunization to strategic planning and professional facilitation, The Center provides services to help public health providers meet an optimum level of biopreparedness.
- Medical Clinician Education – The Center responds to the needs of clinicians by offering courses that focus on the medical management of biological, chemical and radiological/nuclear casualties.

- Academic Conferences (<http://conferences.unl.edu/>)  
 Academic Conferences has developed innovative noncredit educational programs, conferences, workshops and symposia for UNL for more than forty years. Academic Conferences also serves business and industry within the community offering professional development workshops in customer service, performance evaluations, grant writing, and employment law. Through collaborative and interdisciplinary efforts that draw upon the resources of UNL faculty and staff, Academic Conferences has become a campus leader in the following areas:
- **International Issues and Concerns**  
 Japanese Agricultural Training Program (JATP), Connecting Immigrants and Refugees in a Collaborative Learning Environment (CIRCLE Project), Contemporary Forms of Genocide, the E.N. Thompson Forum on World Issues, International Service Learning Program, Teaching the Language of Work, and Nebraska International Multicultural Exchange Conference (NIMEC).
  - **Human Rights and Diversity**  
 Nobel Prize-winner Elie Wiesel was brought to UNL as part of the Contemporary Forms of Genocide conference; Walter Echo-Hawk of the Native American Rights Fund served as a keynote speaker at Indigenous Peoples: An International Symposium; and a number of nationally recognized authorities on diversity have served as presenters for the annual People of Color in Predominantly White Institutions conference which attracts participants from across the nation and has won local, regional and national exemplary programming awards. Others include Education of Hispanic Students in the United States and Retooling the Moccasin Telegraph.
  - **Children and the Family**  
 Investing in Children and Families, Preparing Schools for the Genetic Revolution, The Oppositional Child and The Kid Who Doesn't Care, Discipline Without Stress, Punishment and Rewards, and Bullying Prevention and Intervention. Academic Conferences also helped organize two annual Reggio Emilia conferences that were recipients of University Continuing Education Association exemplary programming awards.
  - **Professional Association Conferences**  
 Association for Biology Laboratory Education National Convention, the American Association of Physics Teachers and Physics Teachers Resource Agents, and the National Quilt Association.
  - **Research Oriented Conferences and Symposia**  
 Advancing Nutrition Practice, which served as the springboard for a potential new doctoral program in Biomedical Nutrition, and Crop Modeling for Environment-Specific Management.
  - **Community-Based Programs, Institutes and Workshops**  
 The Federal and State Income Tax Institute, now in its 49th year, serves an average of 1000 tax practitioners and accountants throughout the region. The National Rural Electric Cooperative Association brought participants to UNL from across the United States over the past thirty-nine years. The Asphalt Paving Institute has served people in the asphalt paving industry in Nebraska for the past 35 years. More recently, public school teachers and other members of communities across the nation have benefited from such programs as The Oppositional and Defiant Child, and How to Discipline Without Stress, Punishments or Rewards.

**University of Nebraska economic development  
new activities during 2004-05  
(as of September 1, 2005)**

**Business/Industry**

- The Nebraska Forest Service administered through the University of Nebraska provides education and technical assistance to communities and business/industry to enhance and utilize the state's tree and forest resources. Tree and forest-based economic development is a major goal of the NFS, achieved through strategic initiatives and partnerships with private businesses and cooperatives. In 2004, the NFS worked with the following businesses:
  - Provided financial support to Heartland Nuts N' More, a new tree nut processing and marketing member cooperative located in Valparaiso, to purchase key equipment. HNN'M is providing walnut and pecan growers in eastern Nebraska with a commercial outlet for their nut crops, providing rural income, and stimulating tree planting.
  - Provided \$105,235 to private landowners in the Pine Ridge in 2004 to reduce fuel loads and risk of catastrophic fire.
  - Worked with Nebraska Woody Florals, a group of growers of decorative woody stems for the floral industry, to conduct strategic regional market assessments, increase production capacity, and improve processing capabilities in this rapidly growing industry.
  - Developed, with a private sector contractor, a Secondary Wood Products Manufacturers Directory (\$19,800).
  
- University of Nebraska at Kearney College of Natural and Social Sciences Geography Program  
Last year Paul Burger and Jeremy Dillon developed a partnership with the Kimmel Education and Research Center (UNL Extension) to help promote the winery and viticulture industries in Nebraska as part of the effort to promote agri-tourism in Nebraska. They developed a map of Nebraska wineries and larger vineyards to include in a state-wide tourism brochure for viticulture. They gave a presentation at the Annual Nebraska Winery and Grape Growers Forum and produced a large format poster which is on display at Kimmel Orchards.
  
- University of Nebraska-Lincoln Agronomy/Horticulture Program case study with Finke's Nursery  
The owners of Finke's Nursery in Lincoln are very supportive of UNL programs in horticulture and provided information for a case study to be used by horticulture students in their course work. Finke's Nursery and other businesses in horticulture participate in student shadowing projects during the semester to give students first-hand experience with businesses that operate in horticulture.
  
- University of Nebraska-Lincoln Biological Systems Engineering capstone senior engineering design sequence AGEN/BSEN 470/480, the department partnered with Valmont and Pfizer to solve two engineering design problems.
  
- The Industrial Agricultural Products Center (IAPC) at the University of Nebraska Lincoln has been involved in several projects in the past year that illustrate our emphasis to partner with businesses and support economic development in Nebraska. Country Side Cooperative in Firth received a USDA-RD Value Added Processing Grant to evaluate the feasibility of adding soybean processing capabilities to their existing operations. The IAPC was contracted to provide technical expertise in soybean processing and to conduct a market study for soybean oil and meal that would result from the proposed processing facility. The IAPC also has provided research or technical assistance services to the following businesses and industry over the past year: Nutri-tech Ostrich LLC, Cargill Inc., Plastilite Inc., Manildra Milling Corporation, Henningson Foods, Rau Enterprises Inc., Nebraska

Soybean Association, Nebraska Soybean Board, Ethanol Impact Team, Nebraska Value Added Partnership.

- University of Nebraska-Lincoln Food Science and Technology/Food Processing Center  
The Center is actively involved with providing technical and marketing services to the food industry. From entrepreneurs to Fortune 500 companies, the Center provides support to the food industry. FPC provided two new services this year: labeling assistance and dehydration research. Over 100 companies were assisted in the last year with labeling assistance. A software program purchased by FPC provides database analysis and chemical analysis of food products for nutritional fact panels. FPC expertise in dehydration research was greatly expanded this year with the addition of the vacuum belt dryer, which is the only small scale vacuum belt dryer in the nation. Over 15 companies have expressed interest in discussing projects with FPC and there are many opportunities for new projects and new companies as businesses explore the advantages of vacuum belt drying.

## Communities

- The UNL Food Processing Center is also well recognized for assisting communities with economic development. It works with the Nebraska Public Power District, NMPP Energy, Omaha Public Power District, Department of Economic Development, Small Business Development Centers, Lincoln Electric System, Lincoln Chamber of Commerce and many local community economic development groups. Some examples of recent assistance by FPC are:
  - Long Pine has an old potato sorting facility that they wanted to turn into a food kitchen incubator. FPC employees went to Long Pine and conducted a building assessment to help them learn what renovations would be necessary for them to use the building for processing food products.
  - The Dodge and Hartington cheese processing facilities closed last year. FPC worked with the community economic developers, NPPD, and DED to explore business opportunities for these sites. Information about the facilities' capabilities was provided for literature, websites, and promotional materials.
  - The Lincoln Chamber of Commerce contacts FPC when new food businesses are interested in moving to Lincoln. FPC was invited to meetings with prospective companies in 2004-05 to explain FPC's capabilities and services as selling point for moving food industry to Lincoln.
  - Lincoln Electric System is interested in conducting food industry surveys in 2006 to determine the energy needs of the food industry and has invited FPC to be involved with these surveys.
- The Nebraska Forest Service administered through the University of Nebraska provides education and technical assistance to communities and business/industry to enhance and utilize the state's tree and forest resources. Tree and forest-based economic development is a major goal of the NFS, achieved through strategic initiatives and partnerships with private businesses and cooperatives. In 2004, the NFS worked with the following community initiatives:
  - Facilitated several timber sales on private and state lands, generating \$541,850 in direct payments to landowners, resulting in a \$1.6 million economic impact on local economies.
  - Distributed \$904,661 in federal funds to rural communities for forestland improvement, enhancing community tree plantings, and providing rural fire districts with firefighting and safety equipment. This support was leveraged by approximately \$7 million in local resources.
  - Provided \$75,000 in federal support to conduct woody bioenergy feasibility studies for Chadron Hospital, Chadron Public Schools, and Crow Butte Resources, Inc. (a uranium processing plant). Chadron State College installed a 600 ton chiller in its wood fired utility plant during 2004 (with NFS support) and now uses 10,000 tons/year of wood chips to heat and cool its campus.
- Community Assessment Training co-sponsored by the UNL Center for Applied Rural Innovation (CARI) and USDA RC&Ds to look at a Wyoming model to assist communities in visioning and

## APPENDIX D - UNIVERSITY OF NEBRASKA

strategic planning. CARI, in conjunction with the Rural Initiative, will consider an activity similar to the Wyoming model for Nebraska this fall. The Partnership for Rural Nebraska will likely be the lead organization on this effort.

- University of Nebraska-Lincoln Agricultural Economics Department conducted surveys in Cheyenne and Deuel counties to assess telecommunications and labor needs. Residents and businesses were asked about their use of technology and their opinions about community technology resources. The survey results will be used to determine the needs of businesses and households for technology. It also provides communities with valuable insights to stimulate new infrastructure and services and to provide education to better utilize these technologies.
- University of Nebraska-Lincoln Agricultural Economics Department surveyed households in three counties in the Kimball area to determine residents' feelings about their community and their views on a proposed activities center in Kimball. Residents were also asked their opinions about other community services, including health care and K-12 education.
- The Agricultural Research and Development Center in Saunders County put together marketing materials with the Greater Wahoo Development Foundation when it purchased an option on a tract of land for a potential ethanol plant. A company plans to build a plant on this site.
- The NebraskaEDGE program held 10 courses over the last year in North Platte (two classes), Tecumseh, Lincoln, Broken Bow, Lyons, Gordon, Kimball, Ogallala, and Hastings.
- Consumer Preference Studies by UNL Cooperative Extension were completed in Kimball and Scottsbluff. Preference business reports were completed in Geneva where the Geneva High School Student Council and National Honors Society volunteered to gather related information from local high school juniors and seniors to assist the community in youth retention and explore youth shopping preferences. The Consumer Preference and Economic Leakage Program have helped establish and strengthen communications between merchants and their customers by using surveys and education to explore factors that influence consumer preferences and shopping decisions. Many businesses have made or are in the process of making changes in their business to improve profitability and businesses use the study findings for employee training, product selection and to develop or alter marketing strategies. Others use results in training sales staff, realigning their marketing to improve their image, changing displays or the presentation of merchandise, and to draw attention to weaknesses in the plans of parent firms. Some businesses have expanded or started additional enterprises.
- Red Carpet Service: Hospitality Training for Frontline Employees was developed by UNL Cooperative Extension because of a need identified by Custer County NestBuilders for hospitality training for frontline employees to help them give a good first impression to visitors to the area. Cheryl Burkhart-Kriesel and Connie Francis, University of Nebraska Rural Initiative faculty members, worked with a committee of three NestBuilders directors to design a curriculum specifically tailored to meet needs identified in the region. Participants discover tools to promote tourism in the region, understand their community and talk about it in a positive light, and gain enthusiasm, confidence, and commitment to meet traveler needs. The impact of Red Carpet Service was measured using pre- and post- evaluation and open-ended questions including 11 statements on a four-point scale measuring understanding, ability, knowledge, and perceptions of the participants on customer service and tourism resource issues. Results showed an increase in each of these areas.
- The Northeast Research and Extension Center in Norfolk worked with the Multicultural Action Committee in West Point/Cuming County to host three "Employer/Employee Forums" this year with

the goal of opening communications in the community, addressing community issues, and developing leadership skills. Tyson Fresh Meats, Wimmer's Meat Products, and Valmont Coatings all support these forums by bringing together Hispanic employees and personnel directors. The businesses have requested these continue on focus topics of: winter health care issues, road rules, summer education and recreation activities, flu shots/related health issues, and housing. The forums are part of a community effort to assimilate newcomers, provide a stable work force, and maintain a healthy, safe community.

- Jim Goeke of the West Central Research and Extension Center and faculty member in the School of Natural Resources has been involved with Miller and Associates as they are developing a new well field for North Platte and we have been involved in well field investigations for Kearney, Culbertson, Trenton, Arapahoe, McCook, Bartley, Bloomington, Hyannis, Anselmo, Big Springs, and Ogallala plus advising those who are developing new golf courses like the Mullen course and the new Dismal River club.
- The UNL School of Natural Resources and, more recently, the Nebraska Rural Initiative, have been active participants in the multi-entity (business, agency, university) partnership developing a website to attract tourist dollars from across the U.S. The Nebraska Birding Trails website ([www.nebraskabirdingtrails.com](http://www.nebraskabirdingtrails.com)) helps bird watchers from across the US find Nebraska's unique birding resources with goals to attract tourist dollars and enhance bird conservation.
- The UNL School of Natural Resources is working with 10 small Nebraska towns to comply with new federal limits for arsenic in drinking water that could be a budget-buster for some small Nebraska towns. Arsenic is linked to certain types of cancer and other health concerns, including cardiovascular, hormonal and neurological problems. NU water scientists are researching low-cost methods to reduce or eliminate arsenic in drinking water, which occurs naturally in groundwater. One method involves injecting groundwater high in oxygen into the aquifer which causes iron oxides to form, similar to rust, that naturally attract and bond with the arsenic to remove it from water. The team has sampled wells in Benkelmen, Cambridge, McCook, Stromsburg, Shelton, Elwood, Lodgepole, Broadwater, Oshkosh and Anselmo. These towns are among more than 75 small public water systems in Nebraska where drinking water arsenic concentrations could exceed the U.S. Environmental Protection Agency's new standard of 10 parts per billion. This new limit, lowered from the current 50 parts per billion, takes effect in January 2006. Compliance costs could easily top \$120 million statewide.
- The UNL School of Natural Resources is heavily involved in state water policy which ties directly to community economic development plans. For example, the South Platte NRD interim policy under development to make ground water available for future municipal growth and/or economic development.
- With input from Professor Matt Joeckel, UNL School of Natural Resources research geologist, Martin Martietta Aggregates in Weeping Water began work on a new plant and decline to its underground limestone mining operations. Professor Joeckel is also working with conservationists and sand and gravel companies along the Platte River to reclaim sand pits and create wetlands for wildlife from Gothenburg to Plattsmouth.
- Professors Wyatt Hoback, Marc Albrecht, and Kerri Skinner of the University of Nebraska at Kearney Biology Program have been involved with the Platte Valley Weed Management Association which encompasses 11 counties in central Nebraska. The group formed in spring of 2004 in response to increasing concerns of habitat loss to exotic and noxious weeds and to protect the central Platte river valley region from further environmental decline. County weed control authorities, Nebraska

## APPENDIX D - UNIVERSITY OF NEBRASKA

Department of Agriculture, Tri-Basin and Central Platte Natural Resource Districts, The Nature Conservancy, UNK, Audubon Society, Platte River Whooping Crane Maintenance Trust, two power and irrigation districts, private individuals, recreationalists, and others have cooperated to form the Association. The PVWMA project seeks to improve management of exotic weeds, including phragmites and salt cedar, in the central Platte River drainage basin through increased public awareness of the environmental damage caused by invasive non-native plants.

- Nebraska is home to the largest population of the federally endangered American Burying Beetle. This species survives in Nebraska because of large tracts of relatively unbroken "wild" habitat. However, the presence of the beetle causes potential problems for construction in some areas. UNK Professor Wyatt Hoback and students conducted a survey and a capture and relocate project in Brown and Rock counties where burial of a fiber optic cable is planned. The sites were surveyed to estimate habitat suitability for the American burying beetle and then beetles were collected and relocated out of danger. This allowed the fiber optics company, Northeast Nebraska Telephone Company to complete their project without harm to this endangered species.
- University of Nebraska at Kearney Information Technology Department now hosts a web server for the Central Nebraska Drug Court and also provides point-to-point wireless connectivity for Internet access to Good Samaritan Hospital (for educational purposes only) and to the Buffalo County Extension Offices. UNK Information Technology also provides Internet access through Network Nebraska to ESUs 10, 11, 15, and 16 serving central and southwest Nebraska.
- A number of faculty and technical staff at UNK have been involved with a University of Nebraska Technologies Across Nebraska (TAN) Mini-Grant awarded to a technology committee formed jointly by the Economic Development Council of Buffalo County and the Kearney Area Chamber of Commerce. A survey was developed and conducted of Buffalo County businesses, using the expertise of UNK faculty and technical staff. Based on the survey, the committee is now developing a technology plan to allow Buffalo County to capitalize on its resources and address its needs.
- The University of Nebraska Cooperative Extension is developing a new curriculum to promote entrepreneurship in all 4-H curriculum areas and community involvement with the young entrepreneurs. An informal study conducted this summer showed that highly entrepreneurially minded communities think about their youth and opportunities for fostering entrepreneurship in them. Communities that are less entrepreneurial do not see the connection between youth and entrepreneurship. Our new curriculum will be pro-active in helping communities make the connection.

### Education

- Industrial Technology Program at University of Nebraska at Kearney College of Business and Technology economic development activities in 2004-05
  - Chartered student chapter of the Associated General Contractors for construction management students.
  - Installed Frontier VoIP lab in telecommunications management program that will promote economic development through advancement of this new technology.
  - The Rapid Prototyping Center grant in the industrial distribution program will provide Nebraska businesses access to in-state rapid prototyping.
  - The addition of a flight simulator in the curriculum of the aviation systems program.
- Family Studies and Interior Design program at University of Nebraska at Kearney College of Business and Technology: Professor Tami Moore received a "Debt & Diplomas" grant from area

banks to provide instruction and software for area high school student teachers to present information on debt management to high school students. Approximately 80 student teachers have received and implemented this aspect of the grant.

- The Visual Communication and Design Program at University of Nebraska at Kearney College of Fine Arts and Humanities offers a studio design course to give students an opportunity to get experience with client projects. The students gain invaluable professional design experience and projects for their portfolio. 2004-05 clients included the Nature Conservancy in Lincoln (brochures), Nebraska Art Alliance Education in Lincoln (logo and brochure), PACE in Aurora (logo and brochure), Platte Habitat Partnership in Wood River (demographic signage), Minden Chamber of Commerce (logo and stationary), Minden Historical Museum (logo and brochure), Chief Honest John Toys in Kearney (logo, brochure, and packaging), Dorty Chiropractic in Kearney (logo and posters), Easton in Kearney (department logo), Educational Service Unit in Kearney (event logo and brochure), Goodwill in Kearney (brochure), Kearney Community Foundation (logo and stationary), Museum of Nebraska Art in Kearney (exhibition catalog and website), and Refine clothing store in Kearney (event poster and tickets).
- The University of Nebraska at Omaha offers new courses, initiatives, and business partnerships in entrepreneurship this year for all students, not just those studying business.
  - New Courses
    - Entrepreneurial Foundations: MGMT 3310 will be offered spring and fall semesters. Students will: research their target industry and market, locate information on potential competitors, forecast cash requirements, compare a business's strengths and weaknesses to those of existing businesses, develop marketing skills, develop project planning skills, learn how to function effectively as a team, and determine total capital needed to start a business
    - Entrepreneurial Planning: MGMT 3370 will be offered spring and fall semesters. Students will: create and evaluate their own business ideas; network to find advisors, accountants, mentors, legal help and funding sources; write a business plan (required by most banks and investors); and compete for cash and other prizes in UNO's business plan competition
    - New graduate level entrepreneurship in spring 2005 and consulting courses started in fall 2004 open to all students
    - Hands-on business plan projects for graduate students, including students from Information Science and Technology and Engineering; will include projects from UNeMed/UNMC, UNO School of Education, and Scott Technology Center, as well as allow students to work on plans of their own design started spring 2005
    - Hands-on Omaha community business plan projects for undergraduates in conjunction with the Nebraska Business Development Center started in spring 2005
    - New independent study for two graduate students each semester to advise the University of Nebraska Medical Center's Science and Technology Advisory Committee on the business aspects of proposed new technology and patenting opportunities started in spring 2005
  - New programs
    - Inaugural student business plan competition involving 24 student teams from CBA, UNMC, and PKI offered in spring 2005 with \$5,000 grand prize. The winning team was K-2 Climbing, a venture designed by MBA students John Buckley and Taryn and John Clatanoff to turn abandoned grain elevators in mid-town Omaha into some of the largest, tallest, steepest indoor climbing space in the world.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- High school summer program in entrepreneurship aimed at minority students and women. The pilot program was in summer 2005. The rural Nebraska roll-out planned for summer 2006.
  - New teaming simulation, training, and feedback exercise for Peter Kiewit Institute and College of Business Administration entrepreneurship students with Realia Group developed in spring 2005.
  - Organize UNO chapter of the Collegiate Entrepreneurs Organization in fall 2005.
  - New Research Initiatives
    - Study of North vs. South Omaha entrepreneurial success factors (underway)
    - Initiation of research project to study team behavior and creative problem solving among business and information technology students (CBA/PKI)
    - Participation in collaborative effort with the Gallup organization to survey Nebraska entrepreneurs on attitudes, education, and resources
  - New Community Partnerships with Peter Kiewit Institute, Nebraska Business Development Center, Omaha Public Schools Career Center, InRoads, Midlands Venture Forum, Juan Diego Center, New Community Development Center (NCDC) Young Entrepreneur's Organization, Greater Omaha Chamber of Commerce, Blackwell, Sanders Law Firm, City of Omaha, Scott Technology Center, Federal Reserve Bank, First National Bank, Small Business Administration, Cargill, Gallup, Booz Allen Hamilton, University of Nebraska Medical Center, UNeMed
- University of Nebraska at Omaha Telecommunications Management program (<http://www.ist.unomaha.edu/centers/centers.php>)
- The telecommunications curriculum draws from various disciplines (IS&T, Engineering, Business, and Communications among others) to build a comprehensive model of how to design, implement, manage and utilize the complex systems it takes to move information over any distance. Examples of recent business partnerships with emphasis on economic development:
- Work with HKS Medical Information Systems, Modern Technologies, Mutual of Omaha, Union Pacific, Microsoft, Northrop Grumman, Nebraska Orthopedic Hospital, Lockheed Martin, SAIC, OGM, 21<sup>st</sup> Century, USACE (Corps of Engineers) on projects related to data visualization, Strategic Planning for IT, Information Security and Assurance, cyberforensics training, and website development.
  - Work with nonprofits on: bringing WiFi to Omaha, the first being Rosenblatt Stadium going wireless for the 2005 College World Series; presenting K-12 training programs for youth serving agencies in areas such as HTML, PhotoShop, and Flash MX Animation; working with gifted technology students from Omaha area high school districts.
  - Work with other higher education institutions including collaborative work with a number of Nebraska's community colleges to help develop or support IT programming and work with the health community and UNMC to develop an advanced diagnostic consultation system for hospital laboratories throughout Nebraska.
  - Students Internships—The IS&T college has more than 250 students per year engaged in internships related to business and economic development. This past summer, students worked with companies such as Ameritrade, ConAgra, Union Pacific, Baldwin/Hackett/Meeks, Cella Quinn Investments, Cybersys Corporation, Farmer Insurance Group, First National Bank, Gordmans, USSTRATCOM, Nebraska Furniture Mart, Siemens Power Transmission and Distribution, and West Corporation. IS&T students also participate annually in the McCook Southwest Nebraska Intern Program.

## Producers (Crops)

- In 2005, UNK Biology Professor Wyatt Hoback worked with CSS Farms of Minden, Nebraska to characterize season-long potato growth in an attempt to improve crop management and yield. By characterizing season-long potato growth, the project allows management decisions concerning nutrient inputs, herbicide, and fungicide treatments to be made based on field conditions. This will reduce costs to farmers, improving profit, and reducing environmental damage.
- The Foundation Seed Division at the University of Nebraska Agricultural Research and Development Center works with commodity boards and faculty to host trade teams from foreign countries. These trade team tours show the quality of Nebraska agricultural products, future products under development at UNL, and promote the export of Nebraska agricultural products.
  - Fall of 2004 - Japanese Sorghum Trade Team with Scoular Grain, Sorghum Board, Nebraska Sorghum Growers, and Twin Valley Mills
  - Fall of 2004 - Japanese Soybean Trade Team with Stonebridge Ltd
  - Spring of 2005 - Japanese Soybean Trade Team with Stonebridge Ltd
  - Summer of 2005 - Japanese Flour Millers Trade Team with Nebraska Wheat Board

Examples of licensing agreements and promotional work that Foundation Seed Division has established are below. These contracts allow seed companies to sell genetics we have developed at their discretion. Public wheat varieties are grown on approximately 80 percent of the acres devoted to wheat in Nebraska. Each year the Foundation Seed Division wheat breeding program is estimated to increase the profits of farmers by \$35 million. This does not include the profit the seed companies make by selling our genetics through these licensing agreements.

- Fall of 2004 - Triticale License Agreement with Ehmke Seed
  - Fall of 2004/Spring of 2005 - License agreements for Beefmaker Intermediate Wheatgrass
  - Fall of 2004/Spring and Summer of 2005 - Multiple production contracts for Foundation Seed including Grass, Wheat, Millet and Forage Sorghum
  - Spring of 2005 - Sponsorship of ASTA FuSe Meeting at Fontanelle Hybrids in Fremont and arranging UNL Faculty participation
  - Spring of 2005 - Husker Genetics contract with Garst Seeds/Syngenta
  - Spring of 2005 - Soybean Test Plot Research with Benson Seed Research
  - Summer of 2005 - Taishi Foods Soybean Agreement
  - Summer of 2005 - Clearfield Agreement with BASF
  - Summer of 2005 - Infinity CL License Agreement with NuPride Genetics Network
  - Summer of 2005 - License negotiations on Grass, Wheat, Soybean and Sorghum
  - Summer of 2005 - Product Evaluation with Kansas Organic Producers on NE99495 with the possibility of adding soybeans and sorghum
- The UNL Agronomy/Horticulture Department established partnerships with Blue Sun Biodiesel and Progressive Producers this year with a sub-contract to look at potential biodiesel crops in the Panhandle.
  - UNL Agronomy/Horticulture, the Panhandle Research and Extension Center, and the Food Science Department are working with Hemingford Coop to assist in market development plans for white wheat.
  - UNL Agronomy/Horticulture is in partnership with the Panhandle Cooperative on a sunflower educational workshop this year for the first time. It was a fee-based event with both parties working to develop the program based on an anticipated doubling of sunflower acres in Nebraska this year.

## APPENDIX D - UNIVERSITY OF NEBRASKA

- UNL Agronomy Horticulture held a statewide workshop through a grant from the Nebraska Energy Office to develop a roadmap for enhancing development and investment in the Biofuel Renewable Energy Industry. Governor Heineman gave the keynote address and the workshop was attended by nearly 200 people representing industry, crop producers, government agencies, and the university. For more information visit <http://webvideo.unl.edu/biofuel.html>
- In partnership with US Chicory for the past several years, the UNL Agronomy/Horticulture Department has helped this company introduce a new crop to western Nebraska. The University of Nebraska conducted research to provide background information on planting, growing, pest management, and harvesting the crop. We also have worked closely with the IR-4 program to collect residue data to get pesticides labeled in the United States for use on chicory. During the past year, we have continued this program with weed control research, variety trials, and grower meetings. This is the only chicory growing area in North America. The United States Chicory is expanding its factory this summer to roast chicory for the United States coffee market.
- University of Nebraska-Lincoln professors Don Weeks and Tom Clemente in collaboration with Monsanto developed soybean plants that are resistant to treatment with the widely-used, inexpensive, and environmentally-friendly herbicides Clarity and Banvel. This development soon will offer Nebraska farmers the opportunity to add another tool to their array of production options. The herbicide-resistant soybean plants should ease crop and weed management, provide excellent economic weed control, and contribute positively to the bottom line for Nebraska farmers. Distribution will be through licensing to one or more major commercial firms that are able to make the product broadly available to farmers in the least amount of time. In this case, Monsanto signed a license for use of the technology and is gearing up to take the new soybean lines through the rigorous and expensive process of approvals by the USDA, EPA and FDA. Prospects are for commercial availability of Clarity and Banvel resistant soybeans within 5 to 6 years.
- The University of Nebraska Northeast Research and Extension Center has developed plans with a three-county group for a biodiesel plant in northeast Nebraska. Tours to increase interest and knowledge have been held. Efforts also are being devoted to two counties in the process of hiring their own local economic development professional. Extension educators have worked closely with local committees and communities throughout the process to make this happen.
- Husker Ag in Plainview currently is assessing complementary value-added agriculture ventures for their ethanol plant with the NU Northeast Research and Extension Center. They currently are evaluating new and different ways of marketing distillers grain. UNL staff has been discussing potential processing and marketing options with them.
- Agricultural producers across the state continue to learn how to implement technology into their farming and ranching operations through educational workshops conducted by extension educators. They have expanded the use of computers and the Internet in their daily operations for making sound business decisions.
- The combined efforts of the Lower Elkhorn Natural Resources District, CC Ag Ltd, and the University of Nebraska successfully conducted field demonstrations and small plot research trials to determine the effect of composted beef cattle manure on corn and alfalfa production. CC Ag Ltd produces compost from several Wisner feedlots and would like to make it available to crop producers in the Plainview-Pierce area, which has sandy ground, subject to both water drainage and nitrate leaching. CC Ag Ltd has applied for several business innovation grants to develop this idea further.

- An Extension educator in Gage County worked with individuals in Adams this year on several issues related to a potential ethanol industry. He prepared information on corn, milo and livestock production within 50 miles of Adams. He counseled with three producers in regard to their participation on the Board. He assisted three farm and rural residents with accurate information on likely traffic, and environmental impacts on their property. He presided over a heated discussion in the Beatrice Ag Chamber on ethanol and biodiesel opportunities versus unit train shipping. He included a 15-minute biodiesel and ethanol information session in Pesticide Training meetings for 527 southeast Nebraska farmers. He provided Ethanol energy balance research information to two important businessmen in the community.

## **Producers (Livestock)**

- The Animal Science Department at the University of Nebraska-Lincoln is combining new research and ongoing research evaluating benefits of corn processing co-products on meeting nutrient requirements of beef cows grazed on pasture or cornstalks. Rick Rasby and his student have conducted experiments to determine biological and economic feasibility of supplementing gestating cows with distillers' grains or corn germ provided by corn processors in Nebraska. Another important variable assessed in this applied research is whether there are any negative effects on reproductive performance. Only positive results have been obtained.
- Animal Science has partnered with the Corn Board to define limits of feeding fed beef cattle and dairy cows corn processing co-products, and to develop a better understanding of how phosphorus management can be altered to reduce entrance or return to the environment. A recent USDA NRI award to collaborators in three IANR departments will address these issues further.
- The Partners in Pollution Prevention Program had seven student interns this summer. Assistance was provided to 27 livestock producers in Cuming, Dawson, Lincoln, and York counties. In addition, hospitals in the Greater Omaha Area and manufacturing facilities in Lincoln, Omaha, and Columbus received assistance from the program. Specific identities of business clients are confidential due to compliance issues and proprietary processes.
- The NU Agricultural Research and Development Center worked with the Corn Board to secure a USDA CSREES grant for \$499,000 to address phosphorus issues in ethanol byproducts. Most of this federal funding is going to a team of faculty at UNL. This is a huge issue for the future of ethanol and livestock production in our state.

## **Research**

- UNL Office of Technology Development (<http://www.unl.edu/research/techdevelop.html>) University of Nebraska research touches lives through safer highways, more resistant strains of turfgrass, new meat cuts like the Flat Iron steak, new cattle vaccines, more productive grain varieties, greater food safety, and novel approaches to DNA sequencing that help us understand the building blocks of life. The Office of Technology Development works with faculty members to move an idea through the patent process and into the marketplace through its contacts with business and industry. In 2004-05, the Office of Technology development worked on the following:
  - License Agreement with iDiverse: UNL recently licensed Dr. Martin Dickman's technology to iDiverse, a startup company in California. iDiverse is looking to locate a laboratory and testing facility in Nebraska. This would indicate creation of jobs in Nebraska as well as utilize some of the top notch facilities like the Agricultural Research and Development Center (ARDC) for commercial usage. Dr. Martin Dickman from UNL Plant Pathology demonstrated in several commercially relevant plants that those transformed with preservation genes were significantly

more resistant to a wide variety of pathogens and adverse growing conditions as compared to non-transformed control plants. iDiverse is a start up company developing transgenic plants that are concomitantly resistant to a broad spectrum of diseases and environmental stresses like drought, heat, cold, and saline – all with the addition of only one gene. To date, iDiverse has made seven commercially relevant transgenic plants. The market for transgenic plants is over \$4 billion per year and is growing at double digit rates. They plan to generate revenue by licensing plant preservation technology to major agricultural companies in return for up front licensing fees, research support, royalties on sales and possible stock purchases. They are in the stage of seeking Series A financing.

- Hiring of top Business professionals to lead economic development: Dr. John Brasch a renowned entrepreneur whose success from Senior Technologies is well known locally was recently appointed as the Associate Vice Chancellor for Technology Development. He has a keen understanding of startup business and is focusing on getting more businesses started locally to create value for the University and foster economic development. Mr. Randy Nitz has extensive experience in the retail industry and owned significant number of retail stores in the Midwest. He has recently joined the OTD in the Business Development-Special projects position. His focus is also going to be in the area of startup businesses and helping the OTD commercialize more technologies. With the addition of these two positions the OTD will be well poised to contribute towards the success of the economic development mission of the university.
- Licensing of Buffalograss: OTD has recently licensed several varieties of the buffalograss to leading companies in the turfgrass industry. Turfgrass America, a Texas based company and Todd Valley Farms, a Nebraska based company have been longtime licensees of the various varieties of buffalograss developed at UNL. The Legacy<sup>R</sup> variety has brand recognition all across US for being a top notch turfgrass. The Buffalograss 609 itself has brought in \$800,000 in royalty revenue for UNL. Buffalograss has all the desired properties for being used as a turfgrass. Prof. Terrance Riordan along with his co-workers has taken buffalograss to a state-of-perfection at the University Of Nebraska-Lincoln (UNL). With over six distinct varieties of vegetative buffalograss and three varieties of seeded buffalograss, Nebraska is the leading University for buffalograss research in the United States. Buffalograss has the unique properties of being cold and drought resistant with a uniform and vibrant green color making it very suitable as a turfgrass variety even for golf courses. Extensive research in this area is currently looking into the prospects of insect resistance and herbicide resistance for the buffalograss varieties.
- Licensing of Seed Varieties: UNL seed varieties were licensed by OTD to several seed companies in Nebraska. The publicly released seeds were licensed to companies like Scoular Seed Company which will ensure that farmers in Nebraska are able to take advantage of the superior traits in the state.
- Licensing of Plant Varieties to Local Nebraska Nurseries: Plants developed by UNL Horticulture scientists, Dr. Dale Lingdren and Dr. Ellen Pappozzi are being licensed to local Nebraska nurseries. The new penstemon variety, Sweet Joanne could be the next big success for the nurseries.
- Research Collaboration with Kamterter: OTD has negotiated and facilitated the research collaboration between UNL and Kamterter, a local Nebraska company. Over the past two years, UNL scientist Dr. Gustavo Larsen has collaborated with Kamterter II, LLC, and developed technology to produce randomly oriented and aligned micron and submicron chitosan fibrous mats. Chitosan is an abundant, cheap, environmentally friendly and biocompatible polymer

derived from chitin. Dr. Larsen's group has been using a chitosan solution formulation developed by Kamterter, which has adequate viscosity, surface tension and electrical conductivity to afford electrospinning processing. This is novel, as the chitosan solution formulations available in the literature do not warrant adequate processing into fibers with the aid of this manufacturing tool.

- License Agreement with Monsanto: One of last year's major success for OTD is the license agreement with Monsanto. Pending the regulatory approval for the soybean variety this would have a tremendous economic impact on the state. Not only would the royalty flow into the state of Nebraska but also the farmers in Nebraska will be undoubtedly benefited from this technology. The University is also actively collaborating with Monsanto to further this research in the direction of the market place. UNL received a \$2.5 M grant from Monsanto to pursue research in the area of herbicide resistant crops.
- Bio 2005: OTD lead the Bio 2005 mission for UNL. This involved all the major economic development agencies in Nebraska along with UNMC and other leaders from the biotechnology industry. This brought together the agencies to and developed close relationships. The technologies that were portrayed by UNL at the Bio 2005 captured the attention of the biotechnology community. The fibrinogen bandage which can save lives in the battlefield as well as in other trauma related situations gained tremendous attention. Currently efforts are being made by UNL and DED to look into the possibility of startup companies related to this technology.
- Collaboration with LiCor: LiCor was formed based on UNL technology related to photosynthetic pathways and DNA sequencing. Recently LiCor showed continued interest to work with UNL faculty to develop several high-end instrumentations being developed at LiCor. In addition to that LiCor has also been working closely with the BPDF on a contract basis. OTD has brought the two entities together by providing contractual negotiation and technical assistance.
- Research Collaboration with NHI: The Nebraska Heart Institute has started collaboration with UNL researchers in the areas of laparoscopic tool which is being developed for heart surgery. The NHI is a premier medical center which will provide much needed expertise in the area of heart surgery.
- IMINDS Company formed: A group of computer science faculty members have started a company named I-MINDS. I-MINDS, through the use of intelligent, collaborating, autonomous software agents, monitors each participant, provides cues to collaborating agents and provides each participant with cues appropriate to enhance communications. In the example of distant education or in a crowded classroom provided with computers, the agents provide the teacher with ranking and profiling information on each student. I-MINDS has already secured a phase I SBIR funding and is working towards a phase II SBIR application. This is could create jobs and enhance the economic growth in the IT sector in Nebraska.
- Outreaching to Local Businesses and other organizations: OTD has shared various technologies with companies located in Nebraska. Some of these technologies are likely to be licensed to the local companies and others have created interest amongst the companies and proved to them that UNL is a viable source of commercially viable intellectual property. OTD has also closely worked with the Lincoln Chamber of Commerce and Invest Nebraska to help startup companies and connecting them to the required resources for imminent success.

- Nature Technology:  
Nature Technology a startup company in Lincoln has visited UNL researchers and facilities to initiate research collaboration. Nature technology is interested in working with Dr. Charles Wood to test some of their plasmid DNA in the lab and utilize Dr. Wood's expertise. Nature Technologies has also shown significant interest in collaboratively working with the Biological Process Development Facility led by Dr. Michael Meagher in the Department of Chemical Engineering. The interactions were arranged by OTD to ensure continued collaborative research between the University and local business.
  - SBIR and STTR Initiatives: Several SBIRs and Small Business Technology Transfer (STTR) grants have been funded from the University in the areas of chemical engineering and chemistry. The future for improving the performance of Nebraska in SBIR related grant mechanisms look much brighter than in the past.
  - Nebraska Department of Economic Development (NEDED): OTD has actively collaborated with NEDED on several areas to promote economic development. OTD will be partnering with NEDED for the USA-Japan Midwest conference in Cincinnati, Ohio this fall. Currently OTD and the Office of Research is working towards a Small Business Innovation Research (SBIR) workshop for outreaching to local businesses for developing stronger ties with the University. The workshop is planned for October and will involve UNL faculty and Nebraska businesses. This foster enhanced research with small businesses and help enhance their value by creating new intellectual property and bringing in Federal Research money.
  - Scott Daugherty Visit: Scott Daugherty is the senior staff member at the Office of the President of The University of North Carolina for economic development initiatives. Mr. Daugherty also serves as Executive Director of the Small Business And Technology Development Center. The SBTDC is a business development service of The University of North Carolina system, reporting to the Office of the President. The SBTDC operates in partnership with the U.S. Small Business Administration and the North Carolina Department of Commerce. It is headquartered in Raleigh and provides management counseling and educational services through an extensive service delivery network, including all of the campuses of The University, private colleges and other business and economic development resources. Mr. Daugherty visited with OTD about the various facets of technology transfer and economic development missions of North Carolina. He also advised OTD about the ways to improve the current operations at UNL as well as adopting some of the success enhancing factors at UNC.
- New University of Nebraska at Omaha College of Education grants with economic development impacts:
- Biomedical Device for Prognostic and Diagnostic Measures of Pathological Locomotive Bio-Rhythms by Nicholas Stergiou and funded by Nebraska Research Initiative (UNO sub-award) for two years beginning August 2005 in the amount of \$188,803 to fund the building of a "gait-o-gram" medical diagnostic device and the development of virtual reality clinical software for the simulation of bipedal walking models. The device will allow clinicians to quickly and accurately assess neuromuscular health.
  - New Robotic Surgical Tools for Minimal Access Surgery by Nicholas Stergiou funded by Nebraska Research Initiative (UNO sub-award) for two years beginning August 2004 in the amount of \$92,606 in year one and \$93,363 in year two to design, implement, and evaluate the effectiveness a virtual surgical simulator. The simulator will use pertinent, patient, diagnostic data to practice surgical interventions in a virtual environment until the best surgical solution is obtained. Thus giving the surgeon the ability to program the optimal procedure into miniature

robotic machines and subsequently perform minimal access surgery with mechanical assistance from smart machines.

- Investigation of the Dynamics of Development of Sitting Postural Control in Infants with Cerebral Palsy by Nicholas Stergiou funded by the United States Department of Education Field Initiated Program for three years beginning August 2005 in the amount of \$450,000 to understand the underlying mechanisms in the development of postural control in sitting. The research will utilize new methodology for evaluating and treating postural movement disorders. Three experiments will be conducted in the project. Taken together, these experiments will further our understanding of the development of postural control and determine effective treatments for infants and children with cerebral palsy.
  - Nonlinear Analysis of Postural Function in Infants by Nicholas Stergiou funded by the National Institutes of Health K-25 Mentored Quantitative Research Career Development Award for five years beginning July 2005 in the amount of \$577,182 to expand research into the area of postural control development in typical and atypical infants. The research will use methods from non-linear dynamics to analyze and quantify developing postural control in infants.
  - Club Possible: Building Attitudes Today for Active Tomorrows by Jennifer White funded by Alegent Health Care for two years beginning July 2005 in the amount of \$82,433 to implement an obesity prevention program for school-aged children that participate in after school programs and summer camps sponsored by Campfire USA, YMCA, Boys and Girls Club, Girl Scouts. Dr. White will develop the curriculum, a “tool kit” that all centers can follow, and evaluate the outcomes of the program.
- UNK College of Natural and Social Sciences professors Paul Burger and Ada Leung are working in collaboration with the Rowe Sanctuary to develop a marketing plan utilizing Geographic Information Systems and marketing research data as inputs to guide strategic decisions such as market positioning for targeting visitors and utilization of the donor database. The project will be multi-disciplinary, using knowledge and technologies from GIS, geography, consumer behavior and marketing in three stages: 1) preliminary GIS study, 2) marketing research/GIS study and 3) marketing plan.
- Formation of the Office of Neighborhood and Metropolitan Research in the University of Nebraska at Omaha’s College of Public Affairs and Community Service School of Public Administration and Center for Governmental Studies. The Office would have several goals, including:
- Teaching—Provide graduate Urban Studies students with field and professional experiences, and augment the Housing and Community Development concentration in Master of Science program.
  - Research—Leverage and focus research and analysis capacities of faculty, staff, and students toward addressing neighborhood and metropolitan issues and problems.
  - Service—Assist in the maintenance of the sustainability and viability of Omaha metro area neighborhoods and areas by providing a range of services, including workshops, applied research, and development activities.
- Several current projects involve economic development and related activities:
    - Overall Economic Development Plan for North Omaha. Dr. Robert Blair (PA-UBNS) and Jerry Deichert (CPAR) recently completed work on a multi-volume report examining land use, demographic and housing trends, and development outcomes in the North Omaha area roughly bounded by the North Freeway on the West, I-480 on the South, the Missouri River on the east, and Ames on the North. The report will be used by the Omaha Economic Development Corporation and other North Omaha organizations for planning and monitoring economic, housing, and human/social services program outcomes in the future.
    - Omaha Neighborhood Scan. Dr. Russell Smith (PA-UBNS) is in the second year of a two year pilot program to test a strategy to provide support to neighborhood associations that

want to take a proactive approach to housing code enforcement. This program is funded by the U.S. Dept. of Housing and Urban Development, and is being developed and tested in partnership with the City of Omaha and the Neighborhood Center for Greater Omaha. The program is identifying housing rehabilitation and maintenance needs in Omaha's older neighborhoods. Housing deterioration is the leading precursor of neighborhood decline. The program is helping link these needs to neighborhood and community resources.

- Several projects, all externally funded, will be starting during the fall 2005 semester:
  - Engage in research in Council Bluffs to identify capacity for the formation of neighborhood associations, in partnership with the Iowa West Foundation and the City of Council Bluffs Community Development Department.
  - Assist in the formulation of a development plan and neighborhood alliance in Benson, in collaboration with Omaha by Design and the City of Omaha Planning Department.
  - Conduct business assistance surveys, housing and business conditions scans, and park scans in Omaha's two Weed and Seed sites to identify areas where the Weed and Seed communities can assist businesses with their expansion and development needs. Housing scan results will be used to identify areas where prison re-entry programs can work with building trades groups/unions to train people for jobs in home maintenance and repairs. The park scan will be used to guide City of Omaha investments in local parks not included in the recent 70 park improvement program.
- The UNL School of Natural Resources worked with Dixon Power Systems based in Lincoln manufactured three solar-power units that fed energy to remote digital recording devices. These devices were used to document avian nest predators (things that eat eggs and nestlings from bird nests) in the rainwater basin. Dixon Power created the units to our specification, and monitored their performance in the field. Our feedback is enabling Dixon Power (a local, small business) to create a unit that can be sold to other field ecologists in the future.
- The UNL School of Natural Resources has also made geologic information available to two companies, Crow Butte Resources and Power Resources Group, in the past year that are involved in uranium exploration in the Panhandle. This effort involves providing geophysical logs, water quality data and interpretation of stratigraphic data.
- University of Nebraska Medical Center Science & Technology Advisory Committee (<http://info.unmc.edu/policy/STAC.htm>)  
Established in January 2004, STAC assists the Intellectual Property Office's review of new UNMC inventions by evaluating the potential to obtain effective intellectual property protection, stimulate business interest, and contribute to economic development. STAC votes to make recommendations based upon these criteria to the UNMC Patent Administrator and the Vice Chancellor for Research, who have authority for decisions regarding intellectual property development. The committee is composed of technology transfer savvy UNMC faculty as well as members of the surrounding Nebraska biotechnology community. UNeMed and IPO maintain their contributions to this process by participating in STAC meetings as ex officio members.

### **Small business/Entrepreneurs**

- Nebraska Business Development Center (NBDC) (<http://nbdc.unomaha.edu/>)  
NBDC is a cooperative program of the U.S. Small Business Administration (SBA) and the University of Nebraska at Omaha (UNO). Operating as Nebraska's business development center under the Small Business Development Center Act of 1980, NBDC was one of eight pilot small business development

centers and is fully certified by the Association of Small Business Development Centers. NBDC's 2004 contribution to Nebraska's economy was \$280 million. 2004-05 activities included:

- BizFind – Launch Fall 2005. This program has been in development for the past two years and will be launched for public use in the fall of 2005. The groundbreaking program was designed by NBDC-UNK and developed in partnership with the University of Nebraska Rural Initiative. The web-based program serves communities, regions, multi-community clusters, business owners, business sellers, business buyers, entrepreneurs, economic development groups, franchises, lenders, realtors and business brokers by connecting projects and people together to encourage and support the attraction, development and transition of businesses in Nebraska. BizFind utilizes a very powerful and diverse set of search functions to allow users to find business opportunities using up to 26 different search functions. Every community in the state receives a complementary listing providing basic demographic data, economic trends, and website or email links. Additional services can be purchased expanding the community listing to include available retail, commercial and industrial space, business development incentives, “top business opportunities” such as a list of desired businesses sought by the community, photos, maps and a community narrative. The same services can also be provided to community clusters or regions. BizFind lists businesses for sale, business development opportunities through franchises, and provides assistance for business owners preparing for a potential transition. Users are provided traditional NBDC services including business plan development, financial analysis and loan packaging services. This relationship between BizFind and NBDC increases the projected success rate of business development projects or purchases. The program is designed to assist every community in the state and expand nationally following the initial launch in Nebraska. The Nebraska Press Association has chosen BizFind as its 2005/2006 statewide project and will be providing ongoing support and promotional efforts to assist the programs' launch.
- NBDC-UNK Business Appraisal Services. In 2005 the Director of NBDC-UNK, Odee Ingersoll, completed business appraisal training through the Institute of Business Appraisers. NBDC-UNK can now offer reliable business appraisals or estimates of value for business owners or those considering the purchase of a business. Business appraisals are an important tool for the business owner who is considering a sale or a generational transfer. Appraisals are also used by lenders or courts to establish valuations for loans, settlements or transitions. Appraisal methods include the Market Approach, the Income Approach and the Asset Approach. IBA accreditation and certification is projected to be completed over the next 6 to 24 months resulting in a Certified Business Appraiser or CBA designation. There is only one CBA currently in the state of Nebraska. The services are available for a fee and increase the overall quality of services available through NBDC-UNK.
- Business Transition Training NBDC-UNK has developed a two-hour seminar devoted to preparing a business for a successful transition. The program addresses both business-for-sale transitions and generational transfers. The course provides information on all aspects of the transition process and recommends a three-year time table to prepare a business. In 2005 the seminars have been provided in Hastings, Scottsbluff and Burwell Nebraska. The material used in the seminar will also be made available to on-line users of BizFind. The goal of the course is to increase the number of businesses that successfully transition to a new owner and remain operational across the state. Additional seminar topics include “Keys to a Successful Business Start-Up” and “The Basics of Borrowing.”
- PTAC – NBDC Statewide Procurement Education Program. The Procurement Technical Advisory Center (PTAC) at NBDC-UNK organized and delivered day long educational programs

## APPENDIX D - UNIVERSITY OF NEBRASKA

in Hastings and Scottsbluff. The programs provided in-depth information regarding expanding business opportunities by bidding on government contracts. PTAC offers procurement consulting and bidding services that include bidding opportunity search, registration, consultation, contract performance and billing. The center opened at NBDC-UNK in 2004 through a partnership with the University of Nebraska Rural Initiative and NBDC-PTAC UNO. In the past year, the center has provided outreach to 32 Nebraska counties, completed 435 consulting sessions and has produced \$405,782 in new contract opportunities for businesses in central and western Nebraska. PTAC-NBDC-UNK has also produced \$10,081,217 in contracts for existing PTAC clients. Additional educational program delivery was provided in Norfolk at a separate NBDC conference.

- The Food Processing Center at UNL is actively involved with providing technical and marketing services to the food industry. From entrepreneurs to Fortune 500 companies, the Center provides support to the industry by providing one-on-one assistance. Some of the activities and programs of the past year involving small business and entrepreneurs include:
  - Jisa Farmstead Cheese, Brainard. David and Bonnie Jisa opened the first on-farm cheese processing facility in Nebraska. The Jisas came to the Center in 2004 with the idea of starting an on-farm cheese processing facility and asked us for help in opening and operating a food manufacturing facility. The Center has assisted the Jisas in every step of the process of opening a food processing business, from sourcing equipment to providing assistance with business planning, grant writing and market evaluation. In addition, once the building was completed and equipment installed, the Center has provided cheese processing training to the new plant manager and other employees. Training was conducted on site at the Farmstead Cheese facility, as well as at the dairy pilot plant. There is no other assistance of this type in Nebraska or any of our surrounding states. Also, the Center provided grant writing assistance to the Jisas for the USDA Value Added Producer Grant for \$150,000. The grants will be announced in September. The Center's support of this new business has been instrumental in helping this business start-up and process cheese. The Center also has used funds from a USDA grant to help support the training cost of the Farmstead Cheese employees.
  - Local Foods Network  
FPC is the lead organization in working with producers and farmers on forming a Nebraska Foods Cooperative. FPC wrote and received a Federal State Market Improvement Program grant from USDA to develop a local foods cooperative model that works for the Midwest. The grant provided funding for research of other states' local foods programs in order to develop a model that will work for Nebraska. A Chicago study found that for every \$100 in consumer spending with a local firm, \$68 remains in the Chicago economy, versus \$43 with a chain firm, and that for every square foot occupied by a local firm, local economic impact is \$179, versus \$105 for a chain firm (Andersonville Study of Retail Economic, October 2004).
  - The Oklahoma Local Foods Cooperative is being adapted to meet the needs of our producers and consumers. Currently there are 150-200 Nebraska producers who have expressed interest in this project. Oklahoma's Food Cooperative has about 500 members (producers and buyers) and had over \$100,000 in sales in its first year of operation. The second year sales projected are \$150,000- \$175,000. While this may appear to be a small volume of sales, it is a starting point for producers to market their products and to learn about selling products. Another advantage for producers is that a consumer base of interested buyers is provided. The Center is working with Nebraska Cooperative Development Center and the Nebraska Sustainable Agricultural Society on this project. Our contacts from this grant have helped us initiate the Dining Services project.

- **Local Foods in UNL Dining Hall Services**  
 The Center has initiated a local foods program with UNL Dining Services for the fall semester that is a result of our work with the Nebraska Foods Cooperative. The program will initially begin by serving two local foods meals a month and will focus on organic and natural foods. An initial meeting with 20 producers from around Nebraska was held July 23, 2005 to discuss the proposed program. The response was very positive. The purpose of this program is to introduce students to organic, and natural local foods and hopefully to introduce students to the entrepreneurial opportunities in rural communities. Producers will be present at the meals to discuss their businesses with students. Currently we are working with the Cather-Pound-Neihardt dining services and hope to eventually expand this program to other dining services locations. This is an exciting opportunity for both producers and students. In September we will take a task force (three people from Dining Services and two from FPC) to Yale University to learn more about their sustainable meals for dining halls. This will be a great opportunity to learn from someone who already is providing local foods and already has designated meal plans. Besides Dining Services, FPC is working with the Nebraska Cooperative Development Center to help pull this together and make it a reality in Nebraska.
- **Ethnic Foods Development**  
 The Center received a Rural Business Opportunities Grant to explore the opportunities for the development of ethnic foods for our increasing immigrant population in the state. The Center worked with Hispanic communities to understand traditional Hispanic foods that are not readily available in Nebraska. This information was shared with interested processors as potential new product opportunities. In addition, we worked with the Hispanic communities on the entrepreneurial opportunities for small food processing businesses. The project provided an opportunity to expose Hispanic communities to the assistance of the Food Processing Center and for us to understand some of the unique food opportunities that could be turned into business opportunities. This project was instrumental in providing information to the Jisa's Farmstead Cheese, Inc. for producing Hispanic cheeses.
- **Nebraska Cooperative Development Center**  
 The Food Processing Center has formed a partnership with the Nebraska Cooperative Development Center. The NCDC funds a .50FTE to provide business, marketing and technical services to cooperatives focused on value-added food businesses.
- **USDA Value-Added Producer Grants**  
 FPC worked with the USDA Rural Development to promote and assist Nebraska businesses and producers with applying for Value-Added Producer Grants. The Center developed a template for producers and farmers to use in applying for grants. This template has been used by so many of the applicants that the USDA developed a very similar template for their Web-site for this year's applicants. Over the four years of the grant program, the Center has been instrumental in helping businesses obtain over \$6 million in grants.
- **Food Entrepreneur Assistance**  
 The FPC's Food Entrepreneur Assistance Program (FEAP) has been offering an entrepreneur program for over 15 years. This year we've conducted four seminars in Lincoln and one in Chicago with a total of 125 attendees. Our seminar is recognized nationally, and we have people come from all over the United States to attend. The entrepreneur program continues to be recognized as the leading program in the U.S. for assisting food business start-ups. We are currently working with other states on providing FEAP seminars in their states.

- General Services and Educational Workshops  
FPC also provides a variety of free services to the food industry in Nebraska. We receive calls daily from Nebraska companies that need product development assistance, processing assistance, and marketing business assistance. We have worked with companies in all 50 states, as well as 14 different countries. Departmental faculty provide educational workshops to employees of Nebraska, regional and U.S. Companies in the areas of ingredient functionality, allergy issues, extrusion processing, food safety, and federally required canning certification.

### **Social and Public Policy**

- Nebraska Center for Rural Biosecurity (<http://bioterrorism.nebraska.edu/biosecurity.asp>)  
Created in August 2004 with federal funding, the UNMC Center for Rural Biosecurity is advancing many areas of agricultural biosecurity including animal diagnostics, food safety and the accidental or intentional release of pathogens. The Center facilitates interaction between academic researchers who specialize in infectious disease and researchers focused on agriculture-related fields such as food production and veterinary medicine. The Center is also improving Nebraska's emergency response capacity by sharing information, expertise and resources within Nebraska and the region to improve communication and distribution of information that can be used in response to an emergency.
- The Center for Rural Research and Development at the University of Nebraska at Kearney College of Business and Technology specializes in research surveying for communities, businesses, and agencies including: CDBG Capacity Building Grant Impact Analysis, Community Needs Assessment Surveys, Labor Availability Surveys, Housing & Homeless Analysis Studies, Customer Satisfaction/Market Strategy Research, and Home Loan Assessment.
  - Conducted Community Needs Assessment Surveys to document local priorities to pursue community and economic development through local capacity building and grant writing. In 2004-05, the Center completed Community Needs Assessment Surveys for: Guide Rock, Giltner, Gilead/Hubbell/Reynolds, Chester, Orleans, Alma, Blue Hill, Superior, Arnold, Valley County Technology Needs Assessment. In 2005-06, it will conduct Community Needs Assessment Surveys for: Republican City, Lawrence, North Loup, Arcadia, Ord, and Valley County. The National Rural Electric Cooperative Association, with more than 900 member cooperatives serving 37 million people in 47 states, will publish our Community Needs Assessment Survey template and guideline as a best practices model for cooperatives and rural economic development professionals.
  - Conducted random telephone survey of over 400 registered voters for the Aurora Public Schools Levy Override to determine the viability of a proposed school bond issue.
  - Wrote and received a Community Development Block Grant for \$50,000 over two years and hosted a public "fly in" ceremony with then Governor Mike Johanns in Hastings.
  - Wrote questionnaire and tabulated results to determine Valley County's technology needs and if upgrades to present technology were needed.
  - Conducted Southwest Development Network Analysis of Housing Needs and Documentation of Economic Development Properties to help several very small communities assess available housing as well as unused commercial real estate. The information was then put on LOIS, a nationwide, state sponsored web site to encourage small business relocation to rural Nebraska.

### **Training**

- University of Nebraska-Lincoln Cooperative Extension offers a Business Information Technology Mobile which is a self-contained mobile technology classroom including notebook computers and other emerging technology. University of Nebraska-Lincoln Cooperative Extension Information Technology educators offer classes to students of all ages to build skills and confidence in using computers and technology. This cost-effective educational tool will bring high-speed computing and

technology training to rural youth, families, and communities in the State of Nebraska. Participants will learn contemporary business and technology skills through classes provided by University of Nebraska Extension.

- Pay Down Debt Website developed by the University of Nebraska-Lincoln Family and Consumer Sciences has developed a website which will help consumers systematically reduce their debt and improve their savings.
- The Non-Profit Management Academy, a joint effort of the University of Nebraska Extension and Iowa State University Extension, targeted non profit association directors in offering 10 classes, one per month, to enhance their management skills. These classes, although not directed at for profit businesses, provided needed skills to managers of non-profits. These non-profit organizations do account for many jobs in the metro area.
- NU Skills on-line seminars were implemented by the University of Nebraska Panhandle Learning Center in Scottsbluff ([nuskills.unl.edu](http://nuskills.unl.edu)) to make high-value business educational programs more accessible and more convenient for all Nebraska businesses and individuals, so they can successfully compete. The NU Skills program is funded by Cooperative Extension, the University of Nebraska Foundation, the University of Nebraska Rural Initiative and corporate sponsors Platte Valley Companies and Regional West Medical Center. During 2004-2005 programs included:
  - “Running a David Business in a Goliath Economy”—an eight-part series designed to help small businesses compete against large corporations.
  - “The Shoestring Marketer’s Guide”—an eight-part series that takes small businesses through the marketing planning and implementation process.
  - “The Internet: Your Business Partner”—a one-time seminar to help small businesses get started in e-commerce.
  - “Supervisor’s Survival Kit”—a six-part series offering fundamental management skills for new and experienced managers.
  - “Survive and Thrive in Turbulent Times”—a one-time special event held on how to manage stress successfully.
  - “How to Win Over (and Keep) an Audience in Under 60 Seconds”—a one-time seminar on delivering effective business presentations.
- County and local officials from 20 counties have increased the use of the Internet in their county operations as a result of UNL Cooperative Extension’s eGov program. Extension educators have taught computer and Internet skills to local officials. The program is supported by the Nebraska State Records office and has received support to teach another 20 counties. Five of the 20 counties are in the northeast district.
- e-Commerce training has been provided to businesses across the state through the Nebraska Electronic Main Street program. Fifty-one percent of the businesses that participated in the Nebraska Electronic Main Street have a Web presence and 49 percent are learning how to develop a Web presence. However, 96 percent indicate they will make changes to their existing web site, while 93 percent will increase their efforts to incorporate their web site into their business based on participation in the Nebraska Electronic Main Street Program. Over 80 percent of the participants reported increased knowledge in the following areas of e-commerce: learning new information available on the Web, the e-commerce industry, locating information on Web businesses, finding new information on the Web, becoming more familiar with the Web, using the Web for business, developing and promoting a Web site, learning about competition via the Web, and impact of Web presence. Partners in the Nebraska Electronic Main Street program in addition to Extension include:

## **APPENDIX D - UNIVERSITY OF NEBRASKA**

University of Nebraska Rural Initiative, University of Nebraska – Lincoln Information Technology Extension Educators, University of Nebraska – Lincoln - Center for Applied Rural Innovations (CARI), Technologies Across Nebraska, Nebraska Information Technology Commission, University of Minnesota, Rural Entrepreneurial Assistance Program (REAP) – Center for Rural Affairs

## Supplemental to University of Nebraska economic development new activities during 2004-05 (as of September 2005)

### **Business/Industry**

#### **Great Plains Software Technology Association**

This non-profit organization, led by a board of information technology companies and the UNL Computer Science and Engineering Department, is dedicated to connecting and promoting professional and community resources to foster the growth and development of the software technology industry in Lincoln and southeast Nebraska. The Association:

- Promotes a greater awareness of the important contributions made by the software industry and the importance of software products and services to local industry.
- Sponsors speakers and continuing education and training opportunities that may otherwise be cost-prohibitive if attempted by an individual company.
- Develops a network of companies and individuals who understand the challenges and issues facing software developers and want to share ideas and discuss opportunities.
- Enhances the flow of communication between the University and members of industry.
- Matches local companies with research opportunities, student interns, and job seekers.

#### **UNL Computer Science and Engineering Department collaborations with industry**

- **IT Industry Database**—a directory of approximately 100 local companies with a focus on software or software development that is used to promote events such as the Computer Science and Engineering Colloquium Series, the Downtown Lincoln Technology Fair and other university and industry sponsored events. It also connects students and software professionals seeking jobs with local software companies and connects faculty with members of industry for collaboration.
- **Internship Partnerships** to placed students in internships. Past internships have included the State of Nebraska Health and Human Services System and a local company called GIS Workshop, Inc. As a result of the GIS Workshop collaboration, this company adopted the UNL team's system architecture and method for building geospatial applications and became an integral partner with CSE on a collaborative research agreement with the U. S. Department of Agriculture Risk Management Agency. Another developing collaboration is with Joe Knecht of i2rd to partner on an internship event.
- **CSE Industry Advisory Panel** links the Department and industry members on a local, regional and national level and provides an opportunity to foster interaction, further develop the applied software engineering curriculum, and promote joint advocacy.
- **Industry Affiliates Program**—Launched in spring 2005, this program facilitates meaningful collaboration between the department and industry in research, development, education and recruiting. Industry members who join this program strengthen their ties with the Department and nurture the exchange of ideas between their company and the university's faculty and students.

#### **Strategic Space Conference and National Space Symposium**

UNL Computer Science and Engineering Department, the University of Nebraska Technology Park, Lincoln Electric System, Lincoln Partnership for Economic Development, and the Lincoln Chamber of Commerce participated in the Strategic Space Conference, October 5-7, 2004 at the Qwest Center in Omaha. Conducted in support of America's strategic forces, Strategic Space

## APPENDIX D – UNIVERSITY OF NEBRASKA

2004 addressed the space-related and strategic missions of the Command to foster relationships and understanding among the Command and its constituencies in support of America's strategic forces. Companies including Boeing, ARINC, Ball Aerospace, and Lockheed-Martin will have satellite offices in the Lincoln/Omaha area providing the university with excellent opportunities to collaborate with these companies on internships and research. This same group of Lincoln entities participated in the National Space Symposium April 4-7, 2005 in Colorado Springs, Colorado and produced a DVD showcasing the UNL's faculty research in this area. Plans are underway to participate in the 2005 Strategic Space Conference on October 4-6, 2005 in Omaha.

### **Downtown Lincoln Technology Fair**

UNL jointly sponsors the Downtown Lincoln Technology Fair and in 2004 the Computer Science and Engineering Department held a research open house with demonstrations and displays, and held four technology seminars free of charge for industry, students and faculty on important software development issues: Test Driven Development; Web Application Security; Semantic Web Technologies and Protocols; and Ad-Hoc Wireless Networks. The mix of industry and university participation in these seminars encouraged communication and collaboration. At the 2005 Downtown Lincoln Technology Fair, student projects were exhibited.

### **Actuarial Science Program Activities with Industry**

- UNL's Actuarial Science graduates make significant contributions to Nebraska's economy through Nebraska insurance companies and actuarial consulting firms.
- The UNL Actuarial Science Program provides expertise to local agencies seeking actuarial assistance. The Nebraska Games and Parks Commission gained legislative approval for new lifetime hunting and fishing permit fees for residents and non-residents in part due to technical pricing assistance from UNL actuarial science faculty members and a graduate student.
- UNL's Actuarial Science Program has also been both directly and indirectly involved in attracting jobs to Nebraska including:
  - Tim Wagner, Director of the Nebraska Department of Insurance, indicated that UNL's Actuarial Science Program has helped attract several insurance companies to Nebraska through the influence of alumni and the reputation of the program. In spring 2004, UNL gave a presentation to Pacific Life about its Actuarial Science Program.
  - Recent preliminary discussions with the Lincoln Chamber of Commerce and the Omaha Chamber of Commerce about how the UNL Actuarial Science Program can be of value in new efforts to attract insurance companies to Nebraska.
- The Nebraska Actuaries Club Committee provides advisory and financial support to UNL's Actuarial Science Program. Current members are from insurance and financial organizations from around Nebraska and the world including Assurity Life Insurance Company, CDBYkerk Consulting, Milliman U.S.A. Consultants and Actuaries, Silverstone Group, Jefferson-Pilot Financial, Zurich North America Insurance Company, Mutual of Omaha, Ameritas Life Insurance Corporation, and Security Financial Life Insurance Company.

## APPENDIX D – UNIVERSITY OF NEBRASKA

### **Czech Language Program**

The UNL Czech language program has translated documents for international organizations, such as Xerox and the International Monetary Fund which have helped economic connections between the United States and the Czech and Slovak Republic.

### **Industrial Ag Products Center**

The UNL Industrial Agricultural Products Center (IAPC) partners with businesses to support economic development in Nebraska. One recent example is a partnership with Country Side Cooperative in Firth that received a USDA-RD Value Added Processing Grant to evaluate the feasibility of adding soybean processing capabilities to their existing operations. The IAPC was contracted to provide technical expertise in soybean processing and to conduct a market study for soybean oil and meal that would result from the proposed processing facility. This expansion is still under consideration. The IAPC has also provided research or technical assistance services to the following companies and organizations over the past year: Nutri-tech Ostrich LLC, Cargill Inc., Plastilite Inc., Manildra Milling Corporation, Henningson Foods, Rau Enterprises Inc., Nebraska Soybean Association, Nebraska Soybean Board, Ethanol Impact Team, and the Nebraska Value Added Partnership. IAPC has also participated in the Nebraska Biofuel Renewable Energy Roadmap Workshop and Biodiesel Plant Development Seminar.

### **Partners in Pollution Program**

Seven student interns from UNL provided assistance to 27 livestock producers in Cuming, Dawson, Lincoln, and York Counties in summer 2005. Hospitals in the Greater Omaha Area and manufacturing facilities in Lincoln, Omaha, and Columbus also received assistance from the program. Specific identities of business clients are confidential due to compliance issues and proprietary processes.

**Advancing the On-Site Wastewater Treatment Industry in Nebraska**—this UNL project is providing programs and partnering with the Nebraska On-site Wastewater Association.

**Biological Systems Engineering capstone senior engineering design course** sequence AGEN/BSEN 470/480, the university partnered with Valmont and Pfizer to solve two engineering design problems.

### **Auto-Guidance Field Day**

UNL Assistant Professor Viacheslav Adamchuk organized this event at the Agricultural Research and Development Center near Mead on August 18, 2005 in partnership with: AutoFarm (Novariant, Inc.) of Menlo Park, CA; Beeline Technologies of Westminster, CO; Trimble Navigation Limited of Sunnyvale, CA; John Deere Company (AMS) of Urbandale, IA; Outback (RHS, Inc.) of Hiawatha, KS; and AgLeader Technologies, Inc. of Ames, IA.

### **Gallup Leadership Institute**

The Gallup Leadership Institute works with partners throughout the nation to address leadership and training initiatives. Companies that have collaborated with the institute include Boeing and State Farm. The institute also partners with schools through the Nebraska Education Leaders Institute, which is focused on training K-12 public education leaders for superintendent positions.

## **Communities**

### **State Natural History Museum—Morrill Hall**

Mark Harris, the museum's associate director, works with state and local tourism groups like the Lincoln Attractions and Museums Association, the Lincoln Convention and Visitor Bureau, Lincoln Chamber of Commerce, and the State Division of Travel and Tourism to facilitate the promotion of the museum, Lincoln, and Nebraska as tourist attractions. In collaboration with Clear Channel's radio station, My 106.3, the museum holds football game-day events in front of Morrill Hall.

### **Bureau of Business Research study for the Lincoln Chamber of Commerce**

The Bureau conducted a study for the Chamber examining the economic and fiscal implications of growth and economic development in Lincoln. The report, released in April 2005, was entitled "The Impact of Growth on Quality of Life and Fiscal Conditions in Lincoln, Nebraska." It estimated and compared potential benefits of growth such as wage gains, increased retail activity, new tax revenue, with costs such as infrastructure construction costs and congestion.

### **College of Journalism and Mass Communications**

UNL faculty in News-Editorial conducted three virtually free (\$10 per person) workshops during summer 2005 for reporters and editors at Nebraska newspapers. Two student reporting teams visit small town Nebraska every semester to produce news-editorial packages for the newspapers in those towns. Students taking the campaigns class in Advertising have produced 77 promotions for 75 organizations in Nebraska, a Native American foundation in Kansas City, and The White House in Washington, DC. Broadcasting students produce a medical program on an Omaha television station. Public Relations students produce projects for organizations every semester.

## **Education**

### **Summer Technology Camps**

Nebraska 4-H and the UNL Computer Science and Engineering Department conduct four resident summer camps at UNL including instruction in Web Development/Flash, 3-D Animation, and Linux. Middle-school and high-school students are exposed to careers and opportunities in technology, given an opportunity to experiment with technology in a fun and educational setting, and learn more about attending college at UNL.

### **Lincoln Bright Lights Non-Resident Camp**

"*Getting Wired with PrairieFire*", a non-resident summer camp sponsored by UNL and the Lincoln Bright Lights Organization gives middle-school students a hands-on opportunity to learn about supercomputing, 3-D graphic programming and cutting edge technology. Students visit with friends and experts across the nation via UNL's Access Grid video conferencing facility.

### **Trailside Museum Renovation**

A major renovation of the Trailside Museum of Natural History near Crawford, a branch of the University of Nebraska State Museum, is underway for a new exhibit titled "The Clash of the Mammoths." Funding for renovation is from the Prehistoric Prairies Discover Center which initially planned to build a new structure to house the two battling mammoths found near Crawford in 1962. Trailside Museum formed a collaboration with the Pine Ridge Job Corps to

## APPENDIX D – UNIVERSITY OF NEBRASKA

repaint have the museum's historic exterior and assist in a major interior renovation project this fall. A local Xerox agent, “The Business Connection” is providing printed promotional materials to assist in fund raising for the mammoth project.

### **Ashfall Fossil Beds Renovation**

Ashfall Fossil Beds near Royal, a branch of the University of Nebraska State Museum, undertook a major renovation in the fall of 2004 to greatly expanded the size of the visitor center and retail shop. Promotion of the renovated facility has increased attendance at the museum.

### **Nebraska Center for Entrepreneurship (NCE) Economic Development Activities**

- **Mentoring Opportunities**--In addition to undergraduate curriculum, NCE provides UNL undergraduates with opportunities to understand entrepreneurship and build their skills by interacting with successful role models.
  - Heartland Free Enterprise Conference exposes students and business leaders to the best emerging individual and corporate ideas in entrepreneurship and business growth each spring. In 2005, over 200 attended with sponsorship by Duncan Aviation, Info USA, Nebraska DED, the Lincoln Chamber of Commerce, Invest Nebraska, LIBA, and Lincoln Electric System. A panel of 40 local, regional and national experts participated.
  - NU Ventures World Competition is an open, international business plan competition, recognizing and rewarding individual entrepreneurship. This year over 50 business executives served as judges and total cash awards were \$40,000, funded privately by Tom Smith of Smith Hayes Financial Services.
  - NU Venture Plan Championship for students from all UNL colleges who have developed a new business plan under the guidance of a faculty member . This year nearly 40 business executives served as judges for this event, named in honor of Alice Dittman and funded by Cornhusker Bank.
- **Recruiting Opportunities**--NCE offers programs designed to inform Nebraska students about the support available to them and to attract students to study entrepreneurship. Two programs coordinated with the business community are:
  - Nebraska Young Entrepreneur Scholars identifies Nebraska high school seniors with outstanding potential to become entrepreneurs and encourages them to pursue studies at UNL by providing scholarships. The contest is open to all high school seniors in Nebraska with the top 15 students qualifying for one-year scholarships ranging from \$2000 to \$500 funded by Lincoln entrepreneur Allen Dayton. Nominations are solicited through high school business teachers and the Nebraska State Chamber of Commerce.
  - Nebraska Entrepreneurs of the Year. At the awards dinner during the NU Ventures World Competition event, NCE recognizes Nebraska Entrepreneurs of the Year, collegiate business plan champions, and the Nebraska Young Entrepreneur Scholars. Nominations are solicited from NCE business alumni and the Nebraska State Chamber of Commerce.
- **Entrepreneurial Education**—NCE has been involved in two pioneering efforts for entrepreneurial education to fuel economic development through new venture creation.
  - NCE represented the university with the Future Force group to create an entrepreneurial curriculum for Nebraska community colleges. These courses were created to allow an entrepreneurial certification with any community college major and class credits that will transfer to the University of Nebraska.

## APPENDIX D – UNIVERSITY OF NEBRASKA

- NCE is on a steering committee with Gallup, Southeast Community College, and Lincoln Public Schools to develop of a high school “Focus Program” on entrepreneurship to see young entrepreneurs identified, prepared and supported in an integrated K-20 educational network. Scottsbluff High Schools and the Western Nebraska Community College have agreed to be the second pilot for this E-Ship Focus Program.

### **Research**

#### **Center for Materials Research and Analysis Economic Development Activities**

The UNL Center for Materials Research and Analysis (CMRA) performs contract research and materials analyses for many Nebraska and national companies, especially for testing mechanical or other physical properties of materials used in structural or electronic components or devices. Recent research has been performed for the following Nebraska companies: Source One, Lincoln Plating, Kawasaki, ADDAX, General Dynamics, Lincoln Composites, Rail Sciences, Speedway Motors, Deeter Foundry, and OPPD. UNL CMRA faculty have interactions and collaborations in materials design with Pfizer, J.A. Woollam Co., Rieke Metals, Nebraska Renewable Energy Systems, and Data Security. CMRA research and development with and for Nebraska companies is making a significant impact on the state’s economic health in materials and manufacturing.

#### **College of Engineering and Technology**

The Nebraska Engineering Research Fund (NERF) was started by the College of Engineering & Technology Dean’s Advisory Board to provide financial support to researchers to develop business plans and seed money for finding venture funding. The fund will also take small stakes in the resulting commercialization of research. The goal is to create a large self-funded pool of money over time to benefit the College, its faculty and students resulting in more tech transfer and application of research, as well as attracting more researchers to the University of Nebraska.

#### **Amplification of DNA for diagnostics**

Hendrik Viljoen, UNL professor of chemical engineering, and George Gogos, UNL associate professor of mechanical engineering, partnered with Megabase Research Products to produce prototypes of the PCR thermocycler, a device that rapidly amplifies DNA for diagnostic purposes. The machines are being tested in several universities, including the University of Nebraska Medical Center and Nebraska Wesleyan University. Their research is funded by the National Institutes of Health and the UNL Office of Technology Development. So far, the partnership has created four new jobs at Megabase, a local Nebraska company.

### **Small business/Entrepreneurs**

**Nebraska Center for Entrepreneurship (NCE) Alumni** have started 55 new business ventures with 520 full-time equivalent employees and annual revenues of \$53 million. NCE’s nontraditional, experientially oriented curriculum facilitates entrepreneurship through scholarship focused on discovery of opportunity, integration of knowledge, application of skill and recognition of role models.

**Nebraska Center for Entrepreneurship Students In Free Enterprise program** encourages opportunity discovery in students who own and operate three businesses (Dinosaurs, etc. in Morrill Hall, the Daily Drip in the College of Business Administration, and Capitol Corner Gift

## **APPENDIX D – UNIVERSITY OF NEBRASKA**

Shop in the State Capitol) under the direction of outside business professionals who serve as directors and non-paid consultants.

### **Nebraska Center for Entrepreneurship Curriculum**

In the UNL Small Business Management class, the key activity is a consulting project in which teams of graduate and undergraduate students assist Nebraska small businesses with problems or new opportunities. At least 20 consulting projects were completed last year with more than 150 practicing entrepreneurs and service providers interacting with UNL students.

### **Intern-preneurships**

The UNL Nebraska Center for Entrepreneurship gives students opportunities to intern in for-profit firms and social entrepreneurial organizations. Together with the Kauffman Foundation during the past two semesters, UNL placed nearly 30 students in small firms and social organizations with less than 50 employees and revenues less than \$5 million to connect students with the owners and operators of expansion stage organizations seeking to grow to the next level.

### **Social and Public Policy**

#### **Krieger Foundation/Gallup Nebraska Entrepreneur Poll**

The UNL Bureau of Business Research and the UNL Center for Economic Education are assisting the Krieger Foundation and Gallup to develop a survey instrument for the Nebraska Entrepreneur Poll, which will be an ongoing Gallup poll of citizens and entrepreneurs throughout the state of Nebraska. Design of the survey instrument is ongoing and results from the first survey will come late in 2005 or early 2006.

#### **Survey on Cost of Doing Business in Nebraska**

The UNL Bureau of Business Research initiated a quarterly survey on the Cost-of-Doing Businesses in Nebraska. Each quarter surveys are sent to 500 Nebraska businesses throughout the state. The goal of the survey is to present policymakers with a consistent measure of the business priorities for improving the business climate in the state. Businesses that receive the survey are asked to select priorities from a list of 19 business cost factors ranging from market driven factors (i.e., cost of raw materials, labor costs) to factors more directly tied to federal, state, and local government policy (such as taxes and regulation). The sample size and the quarterly frequency of the survey will allow BBR to track business priorities over time, by different regions of the state, and by industry.

## **Appendix C**

### **Nebraska State College System**

## **Nebraska State College System LB 174 Initiatives Preview [LR 75 Update Changes]**

The following report includes information about many of the collaborative efforts of the Nebraska State College System. Some of the initiatives listed are new and emerged during joint planning meetings held during or after our strategic planning process, while others have been in place for many years and have become staples of our colleges.

The Board of Trustees completed an extensive strategic planning process in 2002 to determine the future direction of the Nebraska State Colleges as a system. A 33-member task force was formed to carry out the process, and focus groups were held for all personnel at each college.

Many themes evolved and were consistent with all groups. This led to a new mission statement, list of core values, vision statement and key priorities and strategies – all of which include collaborative efforts involving, not only the NSCS institutions, but also PK-12 systems, other colleges and universities, and businesses.

The new mission statement is as follows: “The Nebraska State College System offers high quality, accessible undergraduate degrees, graduate degrees and programs that serve the state, benefit individuals, and promote the public good.” A list of core values also emerged and included meeting the changing needs of our students and the state, and fostering cooperative ventures among our three institutions, as well as other agencies and organizations.

Other ideas which developed during these meetings, led to a new brand identity campaign with several new marketing initiatives in the works, a tuition task force that is carefully looking at current and future tuition rates, and other collaborative efforts.

The following report provides more information about many cooperative ventures. These joint efforts meet the needs of our students, as well as our partnering businesses, agencies and organizations.

This report shows that changes to the LR 174 report provided to the Commission in November 2004. The changes reflect new activities in the 2004-05 academic year as well as additional collaborative activities with schools and business that were not reported in 2004.

## Nebraska State College System LB 174 Initiatives [LR 75 Update Changes]

**Indicator 1.1.5: Increase in number of new formal collaborative efforts between postsecondary and PK-12 systems.**

### Chadron State College

Chadron State has been involved in a number of formalized collaborative efforts with PK-12 school systems.

1. Through the **Early Entry Program**, Chadron State has participated with western Nebraska school systems so that high school students can register for college courses for college credit.
2. CSC is participating in the **Nebraska Mathematics and Science Partnerships** program. The project is called “A High School and Collegiate Partnership for the Development of a Natural Science Curriculum.” The goal of this project is to increase the number of students meeting state science standards at the high school level. Objectives include the development of a rigorous two-year course of study in natural sciences for grades 9-12, which is aligned with state science standards and meets the entrance requirements of post-secondary institutions; the development of assessment instruments that are aligned with the new course of study, the state science standards and the STARS requirements; and the increase of science content knowledge of participants in the partnership activities. These objectives will be met through the collaboration of a group of eight rural high school science teachers from western Nebraska and eight professors in science and education from Chadron State College. The development process will include, at a minimum, 22 days of workshops spanning an 18-month period. The Nebraska State Department of Education Science Supervisor will facilitate these work sessions and RMC Corporation in Denver, Colorado, will provide outside evaluation of the project. Features of the curriculum will include themes to integrate the science standards in biology, chemistry, earth science and physics; the use of scientists in the classroom; the use of outdoor learning laboratories; and assessments to meet the STARS requirements and aligned with state standards. Formative evaluation surveys on college and university entrance requirements and surveys of districts for feasibility will inform the development of this curriculum to ensure adoption of the new two-year curriculum.
3. CSC obtained **No Child Left Behind** funds. In the initial grant, the Department of Education and the CSC School of Arts and Sciences formed a partnership with the Northern Panhandle/Highway 20 Education Consortium. This Consortium consists of seven high need school districts, ESU #13 in Scottsbluff, and the MidWest Regional Educational Laboratory (McREL) in Aurora, Colorado. In a continuation grant, the second **No Child Left Behind** initiative forms teams of arts and sciences and education professors and outstanding 7-12 grade teachers in science, English, social science and mathematics. These teams will have an opportunity to increase their knowledge of constructivist learning theory, curricular standards, research-based instructional strategies, and assessment. The current project is producing eight exemplary subject matter courses. Also, the continuation project expands the number of teams and creates an additional 12 courses to serve those teachers who wish to become highly qualified and to become endorsed in the areas in which they teach.
4. Regular monthly meetings with K-12 schools at Educational Service Unit #13 in Scottsbluff.

## Peru State College

In addition to regular, “normal” visits to over 100 Nebraska high schools by admission personnel and visits to campus by prospective students, Peru State College does the following:

- PSC Fosters a collaborative and positive relationship with **Nebraska State Educational Service Units**. ESU #4 Advisory Council (which includes approximately 25 Nebraska school superintendents) meets on campus annually. A PSC Dean is an invited member of this council and attends monthly meetings. At the meeting on campus, PSC information on programs of interest to high school students, updates and plans are made available to the members of the council. The PSC President is the invited speaker at this meeting.
- PSC **faculty present** to large groups of public school students, frequently numbering more than 500 at a time. Presentation topics include the Lewis and Clark Expedition, Nebraska Pioneer Life, science and other topics.
- The PSC **Academic Resource Center (ARC)** is expanding its available services to public school teachers and students within the Southeast Nebraska area. Services include workshops in improving learning skills, test taking, performance on the ACT and GRE, writing resumes, filling out applications, financial aid, interviewing skills, and many more.
- Annually, PSC hosts multiple **visits to campus** by thousands of high school students through various events including Math Contest, Business Day, History Day, Show Choir events and athletic competitions, and other fine arts and academic functions. First place winners in all these competitions are awarded \$500 tuition scholarships to Peru State College.
- College students are paired with elementary students in Auburn and Johnson-Brock to work on projects for a “Social Studies Fair” conducted every fall and spring semester.
- Each spring, PSC is host to over 1000 area elementary students who participate in the annual Dr. Seuss birthday party
- PSC encourages “a taste of college” through its **Early Entry Program**, which now involves over 30 Nebraska high schools. PSC is currently providing half-tuition scholarships for all Early Entry students to increase the numbers of Nebraska high school students who are able to take advantage of this program.
- Through the **Early Entry Program**, students are now able to enroll in PSC courses on-line with a high school teacher serving as mentor (to comply with state teacher certification rules). Approximately 65 students are enrolled in these on-line courses.
- In the last five years, PSC and the PSC Foundation have **increased the number of scholarships**, and the average size of each scholarship, being awarded to graduating Nebraska High School Students by over 50 percent. These awards are always followed by press releases prepared by the PSC Public Relations staff and sent to local newspapers in the hometowns of scholarship recipients.
- Schools that use **PSC student teachers** are given PSC scholarships to award to their students as they see fit.

## APPENDIX C – STATE COLLEGES

- PSC faculty and staff serve on various **region city councils and school boards**.
- PSC has **renewed marketing strategies** to promote postsecondary education as the best investment a family and its college bound member(s) could make.
- The PSC **Service Learning Program** offers opportunities for students to work on projects that reach out to elementary and secondary school students. Faculty and students present programs in a variety of venues – Lewis and Clark/Corps of Discovery hands-on programs for Table Rock Living History Day; Southeast Nebraska/Brownville Schools History Day; Niobrara State Park Summer Program; Nebraska, Iowa, Missouri, and Kansas Lewis and Clark Passport Program.
- The Department of Athletics sponsors a number of day camps in area schools at no cost – a baseball camp for 5<sup>th</sup> and 6<sup>th</sup> graders in Falls City; cheer camp on campus; football, volleyball, and basketball camps on campus. As part of the NAIA Athletes of Character Program, PSC coaches and athletes participate in a variety of service projects in Peru and surrounding communities.
- In addition, the campus is host to the area **Job Olympics for the special needs students** in southeast Nebraska. College students do most of the work needed to host the event. Approximately 60 middle level and high school students participate in the variety of events designed to increase their entry-level job skills in such areas as food service, mail sorting, and cashiering.

### Wayne State College

- WSC administers a **national standardized pre-engineering exam** for high school students called JETS. This is designed to enhance the visibility of our pre-engineering program. WSC has a fully articulated pre-engineering program that involves cooperation between WSC, the South Dakota School of Mines, and Northeast Community College. The University of Nebraska - Lincoln is the only other institution in the state that administers this test. Seven students with pre-engineering majors are enrolled at WSC who were involved in the JETS program.
- WSC also hosts an **annual mathematics contest**. Area high school students compete in a variety of mathematics categories by taking standard tests, which are scored and then awards are presented to the best students in each category. This typically involves 200 to 300 students and serves as a good connection between our math faculty, high school students and high school math teachers.
- The business department and the history department also **conduct similar contests**, which involve area high school competing on campus. These events also serve as a good mechanism for interaction between high school faculty, high school students and our faculty.
- The **Northeast Nebraska Junior Academy of Science** has a long history at WSC. Junior high and high school students come to campus to take workshops and to present their research. Winners are then eligible to go on and compete at the Nebraska Junior Academy of Science meeting held in conjunction with the Nebraska Academy of Science meeting in Lincoln. This gives junior high school and high school students the opportunity to work with WSC faculty and to see the facilities available at WSC. Typically 200-300 students participate each year.

## APPENDIX C – STATE COLLEGES

- Every year more than 600 elementary and middle school students attend planetarium shows in the Fred G. Dale Planetarium at WSC, some of these students also tour the Natural History Museum located in the Carhart Science Building. The museum contains collection of bird and mammal specimens valued at more than \$100,000.
- WSC also hosts the **state legislative forum** for high school students and a variety of other activities. This forum brings together area high school students in discussion with their state senators.
- WSC provided a distance-learning program in support of high school needs, called the **WSC Spanish Delivery Program**. This program was provided at cost to school districts in need of additional Spanish instruction. School districts have taken over this program through inter-active video technologies.
- WSC sponsors **Modern Language Day**, which includes a variety of activities and tests measuring achievement in foreign language, and **honor bands and choirs**, so high school students have enriching experiences that directly relate to their interests, motivating them to continue their academic interests in college.
- WSC hosts **one-act plays, speech tournaments, district music contests**, etc., whereby WSC professors collaborate with their public school counterparts to jointly create enriching experiences for high school students.
- Annually, more than 1,200 elementary students attend the **WSC Children's Theater** production. This is annual production supported by the WSC Theater faculty and WSC students portray the characters. The play is different every year and is usually an adaptation of a popular children's story.
- The admissions office sponsors a **Fridays at Wayne State College**, an opportunity for high school seniors and juniors to visit the campus and become more comfortable with college life.
- WSC hosts the **Northeast Nebraska New Teachers Academy (NENTA)**, an opportunity for junior and senior level education majors, along with WSC faculty, to visit area high schools and provide substitute teachers for small schools. WSC pays the mileage for students to participate in this program.

**Indicator 2.1: The state's postsecondary education system must work collaboratively with Nebraska's PK-12 education system to improve the preparedness of students to undertake and successfully complete postsecondary education programs of study.**

### **Chadron State College**

- CSC is actively involved in **Nebraska's P-16 initiatives** to better articulate the arrangements between Nebraska post-secondary education and high schools. CSC Professor Robert Stack attended a number of these planning sessions. A statewide plan was developed.

## APPENDIX C – STATE COLLEGES

- The CSC Senior Vice President of Academic and Student Affairs represents the Nebraska State College System on the **Governor’s Taskforce for Agriculture and Natural Resources**. One strategy for this year is to develop a publication for high school students that highlight necessary education, training, and job opportunities in agriculture. CSC is actively leading this strategy.
- The CSC Senior Vice President of Academic and Student Affairs is also the secretary of the **Nebraska Panhandle Area Health Education Center (NP-AHEC)**. NP-AHEC is a group of health care providers and entities in western Nebraska. The group has as a primary mission the recruitment and support of health care professionals in western Nebraska (including both physical and behavioral health), and the assessment of health care provision for this region. Partners include the University of Nebraska Medical Center, Western Nebraska Community College, Panhandle Community Services, Scottsbluff High School, Panhandle Public Health District, Horizon's West Medical Center, Box Butte General Hospital, Western Family Medicine, Regional West Medical Center, and Region I Mental Health & Substance Abuse Services. The development and distribution of materials related to career opportunities in health care will be an essential component NP-AHEC activities.
- CSC received a Title III Planning Grant and committees are currently collecting information about **Native American and Hispanic college recruitment and education**, especially in this region. Another larger grant proposal is now being drafted under Title III, and given current plans, area public schools and community colleges will partner in that effort.
- CSC hosts annual Scholastic Days on campus with estimated participation of 2,500 students.
- CSC conducts an Academy of Science for K-12 students and teachers.
- CSC provides special services to Native American population.
- CSC leads the Nebraska Math and Science Program – Phase II: Integration of four years math and science into high school curriculum to meet State Department of Education content standards. Target is ninth and tenth grades. Conducted a summer workshop with high school teacher.
- CSC assists with gifted programs in area high schools.
- CSC works with NDE and schools to provide needed teacher in-service courses to meet No Child Left Behind Act requirements to have highly qualified teachers in the classroom.

### Peru State College

In addition to visits to schools and businesses by administrators, faculty and staff, Peru State College does the following:

- Transition to College: Through the Academic Resource Center (ARC) services, PSC continues to innovate and develop “**college success**” programs for Nebraska high school students, as well as for currently enrolled PSC students. The new “Adopt A High School” program which began December, 2004, is an example of reaching out to small, rural Nebraska high schools with “success services” beginning in the high school junior year and resulting in four-year scholarships to PSC for all graduating seniors 18 months later. Students may stay on campus for five days, take on-line courses and take part in job-shadowing activities.

## APPENDIX C – STATE COLLEGES

- The ARC continues to expand its “**success services**” for all PSC students in an effort to minimize failure and guarantee success and graduation. This takes the form of no cost tutoring, expanded success workshops, utilization of the latest technology, required “study tables” for athletes, and more. We like to say that it is hard to fail at Peru State College, and if you do fail, you will have to work at it.
- PSC provides student **readiness and skills diagnosing** through testing. These assessments are used to determine direction and appropriate courses for students.
- In the Fall of 2005, PSC expanded the availability of its **online course** offerings to enable students who are forced to “stop out” to continue to take classes even though the student may be physically absent from campus. Place bound students employ the online courses to enroll in college without physically attending.
- PSC continues its “**Early Warning System**” for students at risk of failing any of their courses. Students are notified that faculty have concerns and are encouraged to meet with the faculty, their advisors, and receive academic help through the ARC.

### Wayne State College

- WSC continues to participate in the **Consortium for Student Retention Data Exchange (CSRDE)** at the University of Oklahoma. This system allows WSC to track active students to determine where the students came from prior to entering PSC and where they go after they leave PSC. This consortium allows us to create peer analysis comparisons with other like institutions across the nation. WSC’s average graduation rate over the past three years, based on students completing their degree in six years, is 45 percent. The percentage for students completing their degree in five years is 41 percent. When compared to 19 other institutions in the CSRDE Peer Analysis, WSC continues to rank above the cumulative average of 42 percent for those completing their degree in six years and 38 percent for those completing their degree in five years.
- Wayne State College enhances a student's chances for completion through a number of interventions involving Student Services and Academic Affairs. The **Peer Mentoring Program** and the **Early Alert Program** are just two examples of these types of interventions. Through its TRIO/STRIDE program, WSC is enhancing its retention efforts for low-income, first-generation and learning disabled students to include more pro-active contacts with students.
- WSC is involved in cooperative grant supported projects in the K-12 schools to better prepare students before they go to college. The **Science Content Organized & Redesigned to Educate Students (SCORES)** program is a cooperative effort involving Winnebago Public School, St. Augustine Elementary School and Wayne State College. The program is funded by a grant from the Nebraska Mathematics and Science Partnerships Grant Program. Faculty in the WSC School of Education and the School of Natural and Social Sciences are working with the K-12 faculty to help them redesign their curriculum for greater student success.
- WSC is in the planning stage of another partnership grant with Wakefield Public Schools, Rainbow World Childcare Center, and the Wakefield Family Resource Center. The main goal of this program, entitled "**High Quality Unified Early Childhood Educators for Rural Communities,**" is to develop the Nebraska endorsement and degree for the unified early

childhood education. It involves the cooperation between the agencies mentioned and the faculty from the WSC School of Education & Counseling and the School of Arts & Humanities.

- WSC has established a Multi-Cultural Center on campus for both students and faculty from ethnic minorities. The goal is to help connect those from non-majority cultures to people and services available on campus. The Center is targeted especially towards the growing Hispanic population in northeastern Nebraska.
- Currently, WSC participates in a program to train **bilingual paraprofessionals** for K-12 classrooms. This joint effort, funded by a grant, also involves the UNL Extension Office in Norfolk. Thirteen students are enrolled in the program.

**3.2: The state’s postsecondary education system must respond to identified business needs with instructional, research and service resources to support job creation and new employment opportunities for individuals with high levels of educational attainment.**

**3.2.1: Change in the number of contacts made with existing, new and relocating businesses.**

**3.2.2: Change in the number of new formal collaborative efforts with existing businesses designed to identify needs.**

**3.2.3: Increase in new formal collaborative efforts with the Department of Economic Development to identify the needs of new and relocating businesses.**

### **Chadron State College**

- Traditionally, the **CSC mandated priorities** of teaching first, scholarly research second, and regional service third focused our regional development efforts. Unfortunately, budget reductions have made it difficult to invest as many resources into service as we would like.
- The activities of the **Nebraska Panhandle Area Health Education Center (NP-AHEC)**, which is a group of health care providers and entities in western Nebraska with the primary mission of recruiting and supporting health care professionals in western Nebraska, have distinct implications to post-secondary education’s relationship to regional businesses. Through these associations, we will glean a much more informed idea of what health-related enterprises need. Continued work with AHEC to meet health care needs of the Panhandle.
- CSC President has served on the **Nebraska Rural Development Commission.**
- CSC participates in Governor’s Summit on Workforce Development.
- CSC is involved with area employers in providing internships and service learning opportunities for student.
- CSC has re-established connections and support with the Small Business Development Center, a Small Business Administration sponsored program, in collaboration with the University of Nebraska system.

## APPENDIX C – STATE COLLEGES

- CSC has collaborated with Heartland Center for Rural Development.
- CSC has collaborated with Nebraska Community Foundations group.
- CSC has participated in the Hometown Competitiveness Academy, which is supported with a \$2 million Kellogg Grant. The focus Of the Academy is entrepreneurship, youth and charitable groups.
- CSC has increased amount of distance learning course and correspondence learning opportunities. CSC will offer complete Masters of Business Administration on line and will offer a Library Media Specialist degree on line for teachers.

### **Peru State College**

In addition to providing local and regional career placement and regional recruitment, Peru State College does the following:

- PSC offers considerable assistance with **career planning and placement**. Practica, student teaching, and internships occur in the regional area. These frequently provide the graduate the opportunity for employment.
- PSC invites **Nebraska employers** in a variety of fields to visit campus and to work with and recruit PSC students.
- PSC continues to increase the number of **online courses** available to working adults interested in enhancing his/her knowledge and skills or embracing new learning associated with career changes. Beginning in the fall of 2005, seven complete degree programs are offered on-line to working adults. The general education component of the on-line program has been strengthened. On-line enrollments are up significantly (Nearly 500 students were enrolled solely in tely on-line programs. Of 1,700 students only 541 were not taking any internet courses.)
- Faculty and staff collaborate with many businesses through their membership on various boards, providing consulting services, and participation in professionally related activities. A partial list of businesses and service providers includes the following:

Cooper Nuclear Power Plant  
University of Nebraska Omaha  
University of Nebraska Lincoln  
Comparative Parasitology (Helminthological Society of Washington)  
Eukaryotic Microbiology (Society of Protozoologists)  
National Science Foundation (3-year grant, \$200,000)  
Florida Museum of Entomology, University of Florida  
Sam Huston University  
University of Oklahoma  
Grant Agency of the Czech Republic  
Greater Nebraska Science & Engineering Fair  
American Statistical Association  
Southeast Nebraska Economic Development Council  
Federal Emergency Management Agency

## APPENDIX C – STATE COLLEGES

Greater Southeast Nebraska Math Council  
Nemaha County Radiation Team  
National Mole Day Association  
Nebraska Humanities Council  
Nebraska Arts Council  
Iowa Humanities Council  
Missouri Humanities Council  
Brownville Theater  
Brownville Lyceum  
Meriwether Lewis Foundation  
CIES (Council for the International Exchange of Scholars, Fulbright Commission)  
University of Rabat, Morocco  
Santa Barbara City College  
WestMUN International Assoc. (model United Nations, Santa Barbara, CA)  
Kimmel Harding Nelson Advisory Board  
Nemaha County Child Abuse and Neglect Investigation Team  
Southeast Regional P-16 Council  
Louisiana Association for College Composition  
Plum Creek Children’s Literacy Festival, Concordia College  
Southeastern Community College  
Nebraska State Historical Society  
Peru Historical Museum  
Arbor Farm, Arbor Lodge, and the Lied Center, Nebraska City  
Center for Great Plains Studies  
Lewis and Clark Interpretive Trail and Visitor’s Center  
Nelson Foundation  
Missouri Valley History Association  
Midwest Political Science Association  
Nebraska Music Teachers Association  
Music Teachers National Association  
Nebraska State Bandmasters Association  
International Trumpet Guild  
The College Music Society  
National Council of Teachers of English  
National History Day  
The Lighthouse Shelter, Oxnard, Ca.  
Direct Relief International  
Creighton University  
University of Nebraska Lincoln, Omaha, Kearny  
Midwest Consortium for Service Learning  
Office of Mayor Bob Engles in Auburn  
Plattsmouth Holy Spirit Church  
Plattsmouth St. Johns Baptist Church  
Plattsmouth Library  
City of Auburn  
Auburn Library needing help at weekly meetings  
Peru Boy Scouts  
City of Peru  
Peru Historical Museum  
Peru Kiwanis

### Wayne State College

The purpose of the **WSC Career Services Office** on campus is to provide employment assistance to our current students as well as to our alumni. In order to effectively provide this service, the career services staff must be in contact with businesses in the area as well as in the region. We remain current in our field by participating in a number of events and activities throughout the year.

- The career services office has the opportunity to meet with many employers throughout the region by participating in **various career fairs** as well as hosting an annual career fair on campus every February. The WSC Career Fair attracts approximately 100 employers every year giving WSC students and the career service staff an excellent opportunity to network and gather information about the businesses and the job opportunities available.
- Area employers conduct **on-campus Interviews** throughout the year to provide WSC students the opportunity to interview on campus. Students taking advantage of this service usually experience great success as many job offers are made as a result of the on-campus interview process. Twenty regional businesses took advantage of this service during the 2003-04 school year.
- In addition to the on-campus interviews, we also provide our education majors with the opportunity to interview with several school districts during **WSC Teacher Interview Day** in the fall and spring semesters. Approximately 7-10 districts are invited each semester. In 2003-04, 246 interviews were conducted at this event. The districts are always very pleased with the quality of candidates they meet and always request to be invited back.
- The Career Services office organizes the **Northeast Nebraska School Superintendent's Association meetings**. On average, 50 superintendents attend the meetings each semester, which provides an opportunity to network with this group on an ongoing basis.
- The Career Services Office coordinates the **Providence Medical Center Mentor Program**. Through this program, 15-20 pre-professional students have the opportunity to mentor with professionals in various medical fields throughout the year.
- The WSC Director of Career Services has been an active member of the **Wayne Area Chamber of Commerce** for the past 12 years and has been a member of the Chamber board for the past six years. As a member of the board, the director attends many events throughout the year that provides the opportunity to network with the business community.
- The WSC Director of Career Services is an active member of the **Norfolk Human Resources Association**. Through this organization, the director has the opportunity to network with 30-40 human resource directors from the Norfolk area throughout the year. Many students have been made aware of opportunities as a result of this business relationship.
- WSC has renewed its commitment to the **Nebraska Business Development Center** which is sponsored by the U.S. Department of Commerce Small Business Administration (SBA) in partnership with the University of Nebraska at Omaha. The Center, led by director Loren Kucera, has been active in preparing business plans for beginning small businesses to obtain SBA loans. In addition the Center conducts needs assessments for community economic development groups. (Example: Needs assessment for business community in South Sioux City)

## APPENDIX C – STATE COLLEGES

- **Cooperative Education**, offered through the Career Services Office, is an academic program, which combines work experience with classroom learning. It is a credit-bearing program that provides job search assistance to students looking for employment relevant to their major. On average, 150 students participate in the co-op program each year earning an estimated \$300,000 in combined income. Contact with each business and student is made throughout the work experience either by phone or an on-site visit. The on-site visits have proven to be an invaluable public relations tool. Employers are very appreciative of the interest we show in the students, as well as their businesses. Many of them continue to recruit through this office yearly. Below are examples of the employers that have hired WSC students through the co-op program.

First National Bank of Omaha, Omaha, NE  
HoChunk Renaissance, Winnebago, NE  
Economic Development, South Sioux City, NE  
Northeast Community College, Norfolk, NE  
Pacific Coast Feathers, Wayne, NE  
Thurston County Sheriff's Office, Pender, NE  
Siouxland National Bank, South Sioux City, NE  
Wayne State College Relations, Wayne, NE  
Behlen Manufacturing, Columbus, NE  
Balance Systems, Inc., Sioux Falls, SD  
Fairbury Animal Clinic, Fairbury, NE  
Cargill Meat Solutions, Wichita, KS  
Tyson Fresh Foods, Inc., Dakota City, NE  
Pfizer, Lincoln, NE  
Great West Casualty, South Sioux City, NE  
Faith Regional Health Services, Norfolk, NE  
Nebraska Department of Revenue, Lincoln, NE  
Target Stores, Norfolk, Bellevue, Omaha, Lincoln, NE  
Enterprise Rent-a-Car, Sioux Falls, SD; Omaha/Lincoln, NE  
Wells Fargo Financial, Norfolk/Omaha/Lincoln, NE; Sioux City, IA

Mutual of Omaha, Omaha, NE  
Leader Concrete Construction, Crofton, NE  
State National Bank, Wayne, NE  
Great Dane Trailers, Wayne, NE  
Walt Disney World, Orlando, FL  
Affiliated Foods, Norfolk, NE  
City of Wayne, Wayne, NE  
Briar Cliff University, Sioux City, IA  
Westroads Mall, Omaha, NE  
MCI, Sergeant Bluffs, IA  
Allnative.com, Winnebago, NE  
State Farm Insurance, Lincoln, NE  
US Bank, Norfolk, NE  
Trianes Design, Miami Beach, FL  
Mackinac Island, Mackinac Island, MI