2007 Nebraska Higher Education Progress Report

Nebraska's
Coordinating Commission
for
Postsecondary Education
CCPE

Approved by the Commission

March 13, 2007

COMMISSIONERS

Mary Lauritzen, Chair

Colleen A. Adam, Vice Chair

Dr. Dick C.E. Davis

Dr. Marilyn Harris

Tim Hodges

William J. Pile

Eric Seacrest

Dr. Joyce Simmons

Jim Strand

Dick Uhing

Coordinating Commission for Postsecondary Education
140 N. 8th Street, P.O. Box 95005, Lincoln, NE 68509-5005
Phone: (402) 471-2847 · FAX: (402) 471-2886

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Executive Summary

This report provides the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system. These priorities were developed by the 2003 LR 174 Higher Education Task Force and are now incorporated in subdivision (3) of Neb. Rev. Stat. § 85-1428 (2006).

The information below summarizes and evaluates performance in respect to each priority and provides key points that amplify, explain, or add context. In all cases, the Commission relied on the most recent data available. The report and its appendices, which are online at www.ccpe.state.ne.us, provide a great deal of additional detail and analysis.

Priority 1

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

Total and freshmen enrollments

Nebraska's total postsecondary headcount enrollment increased from 120,380 in fall 2003 to 122,529 in fall 2005 (2%), primarily as a result of increased enrollments at several of Nebraska's independent colleges and universities.

The University of Nebraska and Nebraska's community colleges reported increased enrollments of full-time, first-time freshmen in fall 2005, but total enrollment of first-time freshmen at the state's postsecondary institutions decreased by 8.5% from 21,262 in fall 2003 to 19,454 in fall 2005. This decrease illustrates that our state faces a significant and continuing challenge to increase the numbers of students who enroll.

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

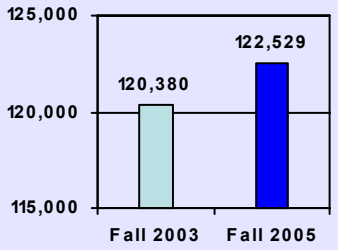
The number of graduates produced by Nebraska high schools is not increasing. In 2005–06, 2.1% fewer students (459) graduated from Nebraska high schools than in 2004–05. 2002-03 through 2004-05 saw a decrease of 1.5%.

Based on available projections, Nebraska high schools will graduate about the same number of students in 2017–18 as they did in 2005–06. The demographic profile of those graduates, however, is projected to change dramatically.

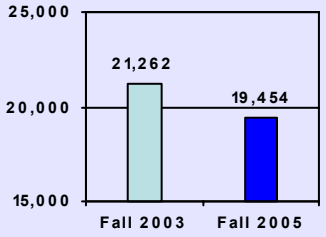
Priority 1

Highlights

- **Total postsecondary headcount enrollment rose by 2% in two years:**



- **But, first-time freshmen enrollments decreased by 8.5%:**



Why is this important?

First-time freshmen are the principal "supply" of college students. Fewer incoming freshmen means more empty seats in our colleges.

(Priority 1, continued)

Shifting demographics

Even though Hispanic students graduate from high school at lower *rates* than other groups, by 2017–18 they are projected to account for 20% of Nebraska's high school graduates, compared to 4% in 2002–03. Other minorities are projected to increase from 7% to 10% of Nebraska's high school graduates.

High school graduation rates for all of Nebraska's major racial and ethnic groups have improved since 2002–03, and the state's overall public high school graduation rate continues to be among the highest in the United States.

Although graduation rates have improved, significantly lower percentages of Hispanics, Native Americans, and black non-Hispanics graduate from high school than white non-Hispanics and Asians/Pacific Islanders. We need to continue efforts aimed at eliminating this disparity.

Are our students prepared for college?

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

Still, data from ACT, Inc. reveals that only 26% of Nebraska's high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. Compared to their white non-Hispanic classmates, minority students are not as well prepared for entry-level college coursework.

How many go on to college and where do they go?

About 63% of Nebraska's 2003-04 high school graduates enrolled in postsecondary education. About 80% of the ones who started college within 12 months of high school graduation enrolled at in-state colleges.

Nebraska universities and colleges attract significant numbers of out-of-state and foreign students, as well. As of fall 2004, however, Nebraska was exporting about 250 more first-time freshmen than it was importing.

Changes in freshmen enrollments

Between fall 2003 and fall 2005, Nebraska institutions enrolled slightly higher numbers of Asian/Pacific Islander and Hispanic first-time freshmen. Fewer Native Americans and black non-Hispanics started college in Nebraska, however, and there was a greater-than-expected decrease in the number of white non-Hispanics enrolled as first-time freshmen.

The reasons for the unexpected decrease in white non-Hispanic first-time freshmen are not known, but economic conditions, higher tuitions, and the call-up of military units for active service may be involved.

The importance of state-funded financial aid

For Nebraskans with limited financial resources, increased state funding for the Nebraska State Grant Program has helped to improve access to higher education.

Additional need-based aid should enable more low-income students to go to college, stay enrolled, and complete degrees.

Priority 2

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

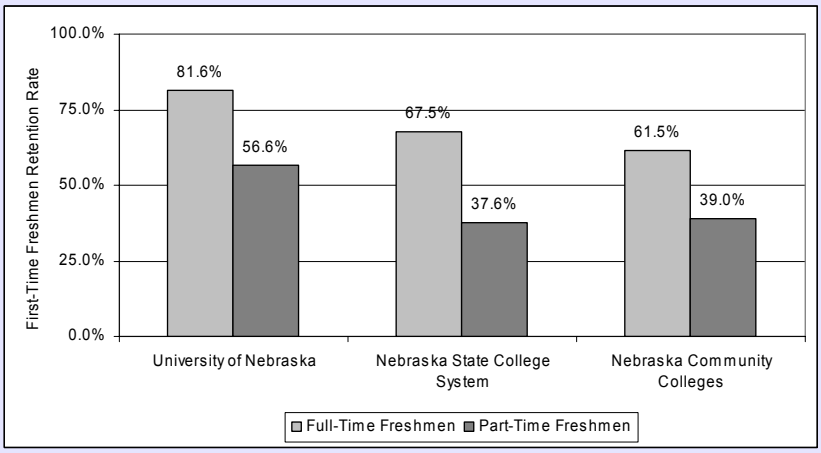
Success is measured not only by the number of freshmen who enroll in college, but by those who stay in college beyond their freshmen year and complete their studies.

The freshmen retention rate* and college graduation rate at Nebraska institutions have increased slightly since 2002–03, and significant percentages of students who transfer from Nebraska colleges persist in their studies and earn degrees at other institutions. However, improvements in retention and graduation rates have not been consistent within or across all types of institutions, or for all categories of students.

Priority 2

Highlights

- **Students who start full-time are much more likely to continue college beyond their freshman year.**



National Center for Education Statistics, Integrated Postsecondary Education Data System

Why is this important?

Due to rising college costs and limited financial aid, fewer students are able to enroll full-time.

Keeping students in college

Between fall 2004 and fall 2005, the statewide freshmen retention rate for full-time students increased from 71.2% to 72.3%.

Retention rates for full-time students varied significantly between institutions—from 54.8% at the degree-granting career schools to 81.6% at the University of Nebraska.

Nebraska's community colleges enroll almost 80% of the first-time freshmen who start college as part-time students. Their retention rate for part-time freshmen was 39% in 2005—just about the national average.

When students who transferred are added to the freshmen who were retained by the Nebraska public institution at which they started, 83% of full-time freshmen and 65% of part-time freshmen continued their studies beyond their first year.

College graduation and persistence rates**

The statewide graduation rate for students who started college full time increased from 48.5% in 2002–03 to 50.0% in 2004–05.

Between 2002–03 and 2004–05, graduation rates remained stable or increased by varying degrees across the sectors of higher

*The freshmen retention rate is the number of freshmen who are enrolled at the same college one year later.

**The persistence rate is the rate students continue their studies beyond their first year of college, either at the institution where they initially enrolled or at another postsecondary institution.

(Priority 2, continued)

education in Nebraska, except for the community colleges, where the graduation rate decreased from 38% to 34%.

The chart on this page is based only on freshmen who enroll full-time and remain at one institution to complete their degree. That is the way national graduation data are traditionally presented.

Further research by Commission staff and Nebraska's public institutions has expanded that data to present a broader picture.

For example:

- 16% of students who started college in academic transfer programs*** moved from Nebraska's community colleges to four-year institutions where they earned bachelor's degrees. Another 4% earned degrees at community colleges or other types of postsecondary institutions where they have transferred.
- More than 50% of students who enrolled in bachelor's programs at the university or the state colleges earned degrees from their original institution within five to six years.
- At least 10% of full-time freshmen who enrolled in bachelor's degree programs at the university or state colleges and later transferred to other institutions earned degrees within six years.
- Finally, 15% of students who enrolled in bachelor's degree programs or academic transfer programs persisted in their studies five or six years after their initial enrollment, adding significantly to the percentages of students who demonstrate academic progress.

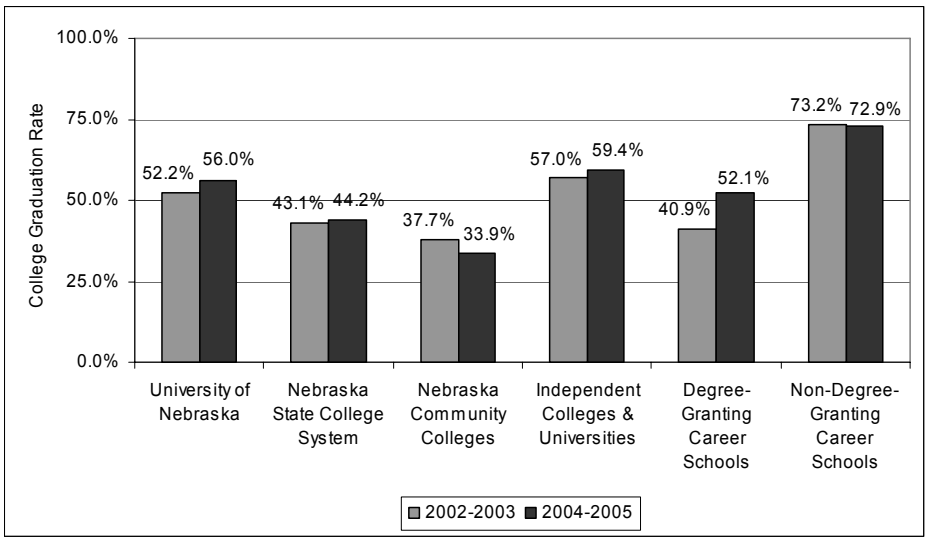
Racial/ethnic disparities

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

Minority students who graduate from high school generally tend to be represented among first-time college freshmen at Nebraska colleges and universities to about the same degree as white non-Hispanics; however, Hispanics, black non-Hispanics, and Native Americans continue to have significantly lower college graduation rates than whites and Asian/Pacific Islanders who complete degree programs at Nebraska institutions.

Between 2002–03 and 2004–05, graduation rates for all five racial/ ethnic groups increased at the University of Nebraska. There was no consistent improvement in the completion rates of white non-Hispanics or any of the minority groups within the other sectors of higher education in Nebraska.

Graduation Rates for Nebraska Postsecondary Institutions by Sector 2002–03 Compared to 2004–05



National Center for Education Statistics, Integrated Postsecondary Education Data System

***Academic transfer programs are courses of study taken by community college students who intend to transfer to a four-year institution and earn a baccalaureate degree.

Priority 3

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

Based on the most recent data from the U.S. Census Bureau, Nebraska continues to experience a net out-migration of college-educated adults, but this trend may partially be reversing.

Between 1995 and 2000, Nebraska experienced a net out-migration of college-educated adults at all levels of education beyond high school, which was in contrast to a significant in-migration of adults with less than a high school education.

In 2004, there was an estimated net out-migration of adults with associate, master's, professional, or doctoral degrees, while the state continued to attract a significant in-migration of adults without high school diplomas.

However, in 2004 Nebraska experienced an estimated net in-migration of adults with bachelor's degrees or at least some college.

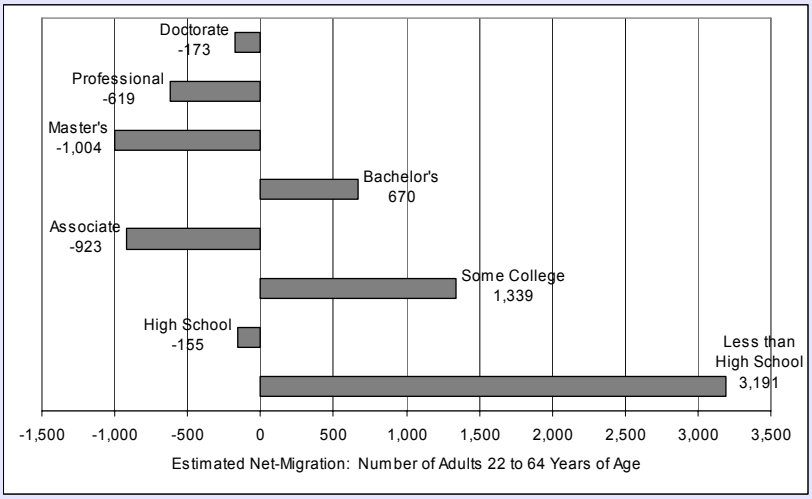
This is an indicator of improvement that may be confirmed when data for 2005 become available.

Priority 3

Highlights

- **Nebraska continues to attract a significant in-migration of adults with less than a high school education.**
- **We continue to lose many well-educated Nebraskans to other states, exporting more college-educated adults than we import.**

Estimated Nebraska Net Migration of 22- to 64-Year-Olds in 2004 Based on the 2005 American Community Survey Conducted by the U.S. Census Bureau



2007 Nebraska Higher Education Progress Report

Introduction

The purpose of this report is to provide the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system. These major goals are incorporated in subdivision (3) of LB 962, now Neb. Rev. Stat. § 85-1428 (2006), which states:

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

Prior to this report, the Coordinating Commission for Postsecondary Education produced the *2004 Baseline Report for the LR 174 Higher Education Task Force* and the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force*. The first volume of each of these reports focuses on the statistical indicators selected to monitor progress toward achieving the three key priorities recommended by the LR 174 Task Force. The second volume of each report is a compilation of reports submitted by Nebraska's public colleges and universities to describe their collaborative relationships with the PK-12 school system and the business community. All volumes of the 2004 and 2005 reports are available on the Commission's Web site: www.ccpe.state.ne.us.

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

Now required by statute, the *2007 Nebraska Higher Education Progress Report*[1] focuses primarily on how the most recently available statistics compare to the quantitative baselines established in the first volume of the *2004 Baseline Report*.[2] In addition, this report includes an analysis of the data submitted by the University of Nebraska, the Nebraska State College System, and Nebraska's community colleges to provide a more detailed picture of the retention, transfer, progress, and persistence rates of undergraduates who have entered Nebraska's public institutions as first-time freshmen.

Five major sectors of higher education in Nebraska are covered in this report—the University of Nebraska; the Nebraska State College System; Nebraska's community colleges; the independent colleges and universities, which are non-profit institutions; and the private career schools, most of which are operated for profit. However, the private career schools are excluded from some of the reported analyses due to insufficient or unreliable data pertaining to these schools.

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

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

[2]The second volume of the report is no longer being requested and is not required by statute.

Section 1

Increasing Postsecondary Enrollment

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

The first priority recommended by the 2003 LR 174 Task Force is to increase the number of students who enter postsecondary education in Nebraska. To 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 2005 and fall 2006 are compared to fall 2003 baseline enrollments within the context of 10-year enrollment trends, and a new section on first-time freshmen enrollments supplements the analysis of total headcount.

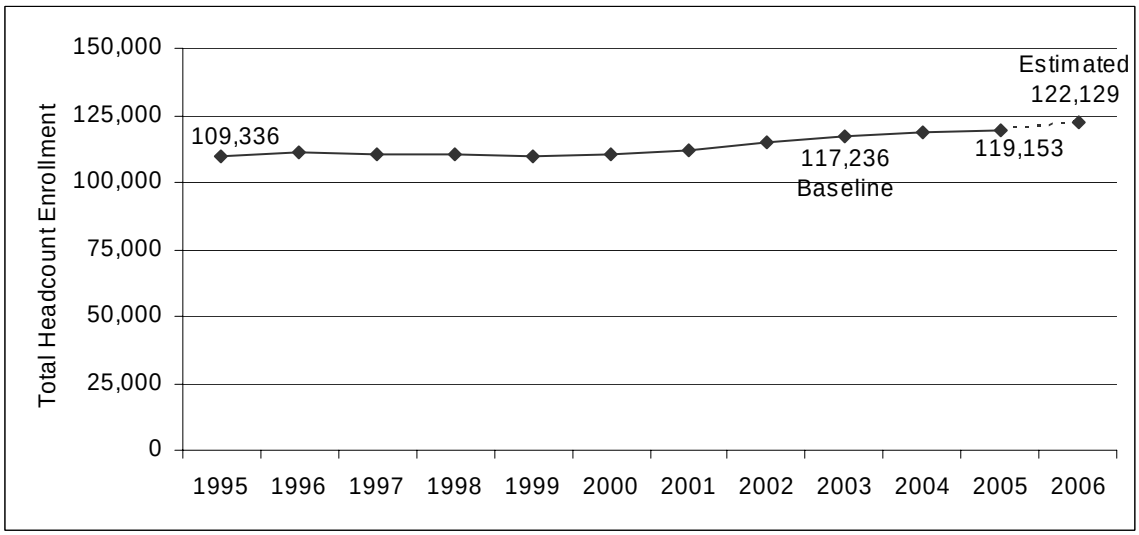
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized in this section. Enrollments for fall 2006 are preliminary, based on estimates reported by institutions to the NCES. Official enrollment data for fall 2006 will not be available from the NCES until May 2007.

Nebraska Public and Independent Colleges and Universities: Total Headcount Enrollment[1]

- Total headcount enrollment at Nebraska's public and independent colleges and universities increased by 1.6% from 117,236 in fall 2003 to 119,153 in fall 2005.
- Preliminary enrollment figures indicate that total headcount enrollment increased to 122,129 in fall 2006, an increase of 2.5% from fall 2005, and a 4.2% increase from the fall 2003 baseline.

Figure 1.1

Total Headcount Enrollment at Nebraska Public and Independent Colleges and Universities: 1995–2006[1]



[1]Data source for 1995–2005 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2006 are preliminary. Official enrollments for 2006 will be available from IPEDS in May 2007. See Table A1.1 and Table A1.2 in Appendix 1 for supporting data.

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

Nebraska Public and Independent Colleges and Universities: Enrollment by Sector

- The 1.6% increase in total headcount at Nebraska's public and independent institutions between fall 2003 and fall 2005 is attributable to a two-year enrollment increase of 8.7% at the state's independent colleges and universities, a 1.3% increase in the enrollments of Nebraska's state colleges, and a 0.7% increase in the total enrollment of Nebraska's community colleges.

- The total headcount enrollment at the institutions constituting the University of Nebraska declined by 1.2% between fall 2003 and fall 2005 as a result of a 1.9% enrollment decline between 2003 and 2004 that was not completely offset by an enrollment increase of 0.8% the following year. Based on information obtained from the University of Nebraska Central Administration, enrollment is continuing to increase from the low point in fall 2004, as evidenced by another 0.8% increase in the university's total headcount enrollment between fall 2005 and fall 2006.

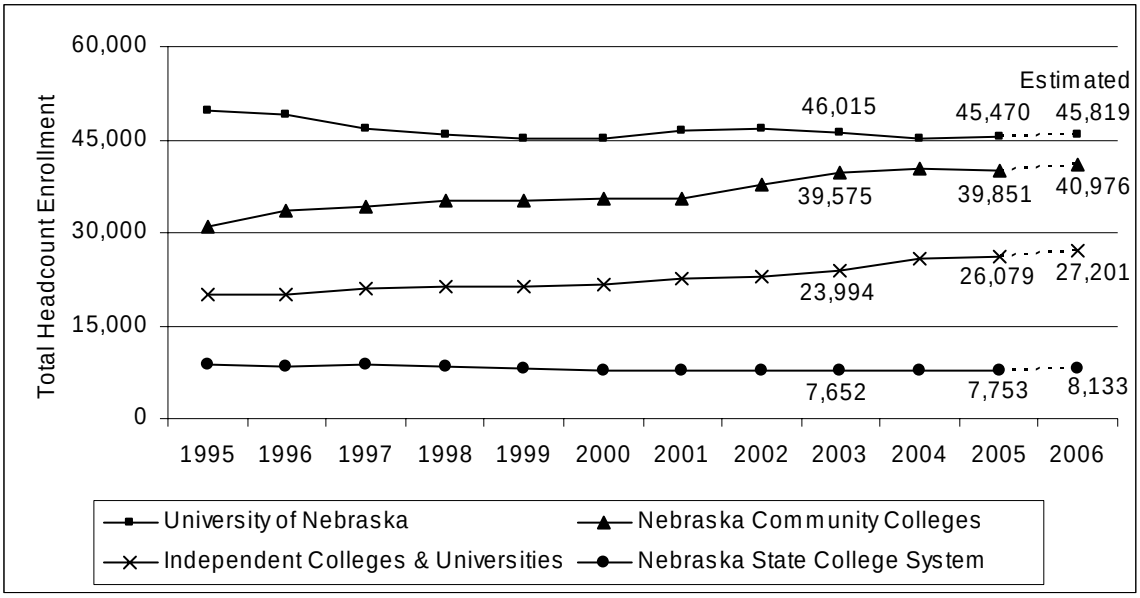
- Preliminary enrollment figures for fall 2006 indicate that the other three sectors also contributed positively to the 2.5% estimated increase in total enrollment at the Nebraska's public and independent colleges and universities between 2005 and 2006.

- Based on fall 2006 estimated total headcounts, Nebraska's community colleges experienced a one-year enrollment increase of 1.7%, enrollment at the state colleges increased by 4.9%, and enrollment at the state's independent colleges and universities rose by 4.3% from fall 2005 to fall 2006.

- 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: 1995–2006[1]



[1]Data source for 1995–2006 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2006 are preliminary. Official enrollments for 2006 will not be available from IPEDS until May 2007. See Table A1.1 and Table A1.2 in Appendix 1 for supporting data.

Nebraska Public Colleges and Universities: Enrollment by Institution

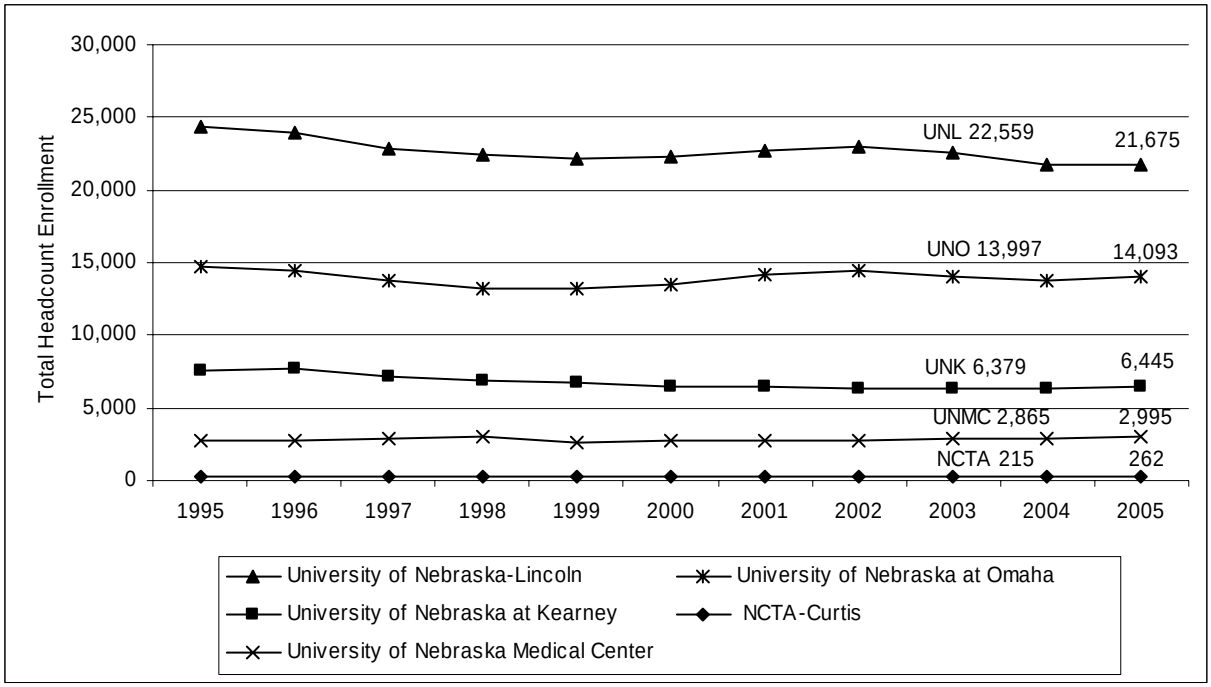
Within all sectors, changes in enrollment vary from one institution to another. Following are charts showing the 10-year enrollment trends of the institutions within each public sector. Within the context of these trends, fall 2003 baseline enrollments are shown in comparison to total headcount enrollments for fall 2005, 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 2005, total headcount enrollment at the University of Nebraska-Lincoln (UNL) decreased by 3.9%. However, based on information obtained from the University of Nebraska Central Administration, the direction of change has been reversed, and enrollment at UNL increased by 2.0% between fall 2005 and fall 2006.
- Between fall 2003 and fall 2005, enrollment at the other institutions constituting the University of Nebraska increased as follows: the University of Nebraska at Omaha (UNO) by 0.7%, the University of Nebraska at Kearney (UNK) by 1.0%, the University of Nebraska Medical Center (UNMC) by 4.5%, and the Nebraska College of Technical Agriculture (NCTA) by 21.9% (from 215 students in fall 2003 to 262 in fall 2005).
- Based on information obtained from the University of Nebraska Central Administration, enrollment at the University of Nebraska at Omaha was slightly lower in fall 2006 than it was in fall 2005. However, enrollments at the other four institutions within the University of Nebraska system were higher in 2006 than in 2005.

Figure 1.3

Total Headcount Enrollment at the University of Nebraska 1995–2005[1]



[1]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 College System

- Total headcount enrollment at Wayne State College increased by 2.4% between fall 2003 and fall 2004 and then decreased by 2.2% in fall 2005 for a net two-year increase of 0.2%.

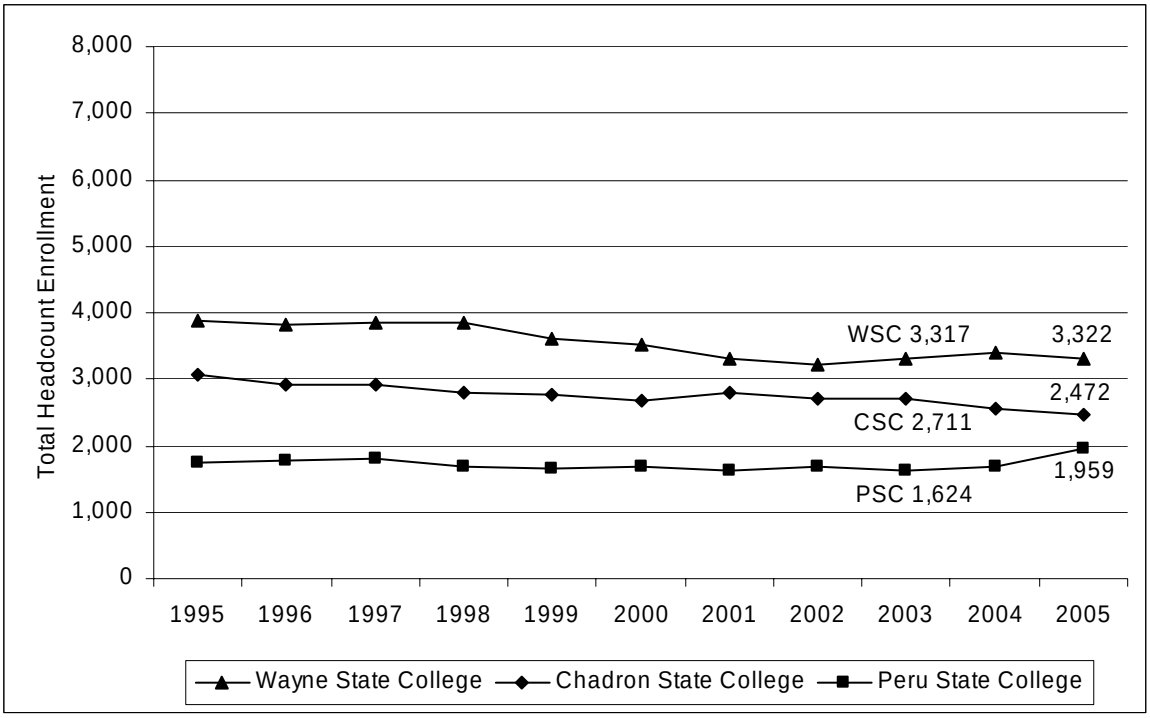
- Over the same two-year period, Chadron State College experienced an 8.8% enrollment decline.

- Primarily as a result of the expansion of online courses, Peru State College experienced a 3.6% increase in enrollment between fall 2003 and fall 2004, followed by a 16.4% increase in fall 2005, resulting in a net two-year increase of 20.6% at the college.

- Based on information from the Nebraska State College System office, all three of Nebraska's state colleges experienced increases in total headcount enrollment in fall 2006. Using this information, Commission staff estimate that enrollment in the sector increased by 6.3% between fall 2003 and fall 2006.

Figure 1.4

Total Headcount Enrollment at Nebraska State College System 1995–2005[1]



[1]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

- Four of Nebraska's six community colleges reported increases in total headcount enrollment between fall 2003 and fall 2005, while enrollments decreased at the other two colleges:

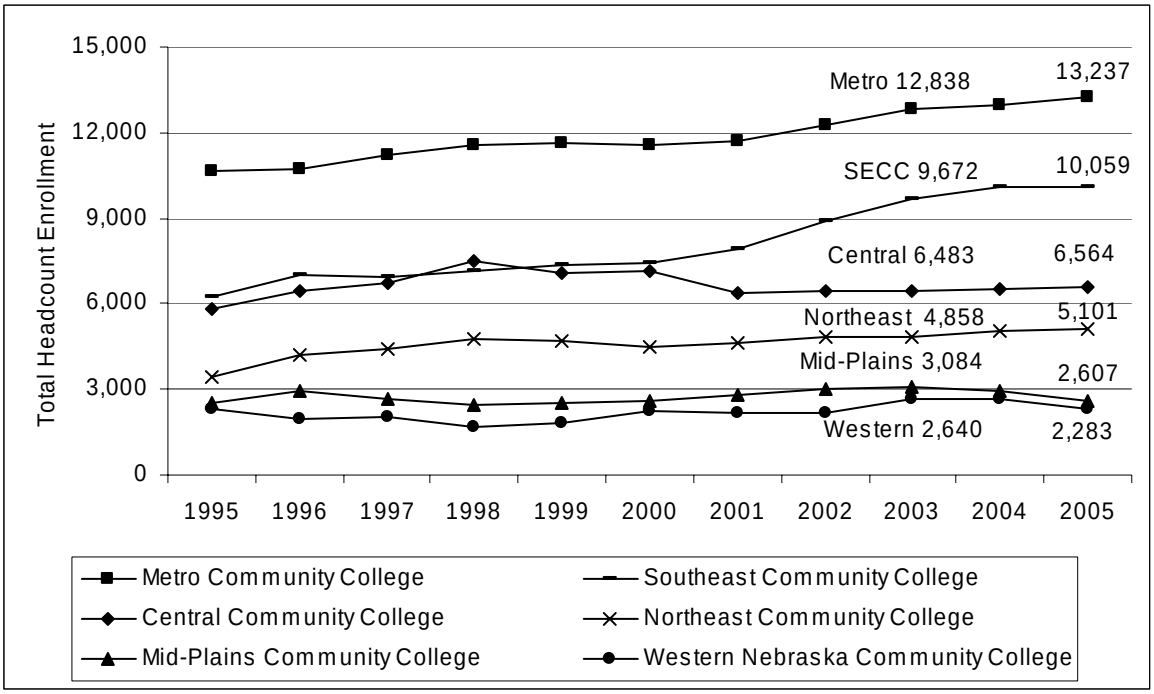
  - Northeast Community College 5.0%
  - Southeast Community College 4.0%
  - Metropolitan Community College 3.1%
  - Central Community College 1.2%
  - Western Nebraska Community College - 13.5%
  - Mid-Plains Community College - 15.5%

- Preliminary figures indicate that headcount enrollments increased at all of Nebraska's community colleges between fall 2005 and fall 2006, with the exception of Western Nebraska Community College, where enrollments continued to decline.

- Overall, total community college enrollments are estimated to have increased by 3.5% between fall 2003 and fall 2006.

Figure 1.5

Total Headcount Enrollment at Nebraska Community Colleges 1995–2005[1]



[1]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 8.7% between fall 2003 and fall 2005, and another 4.3% increase is expected for fall 2006, based on the estimated enrollments reported by the institutions.

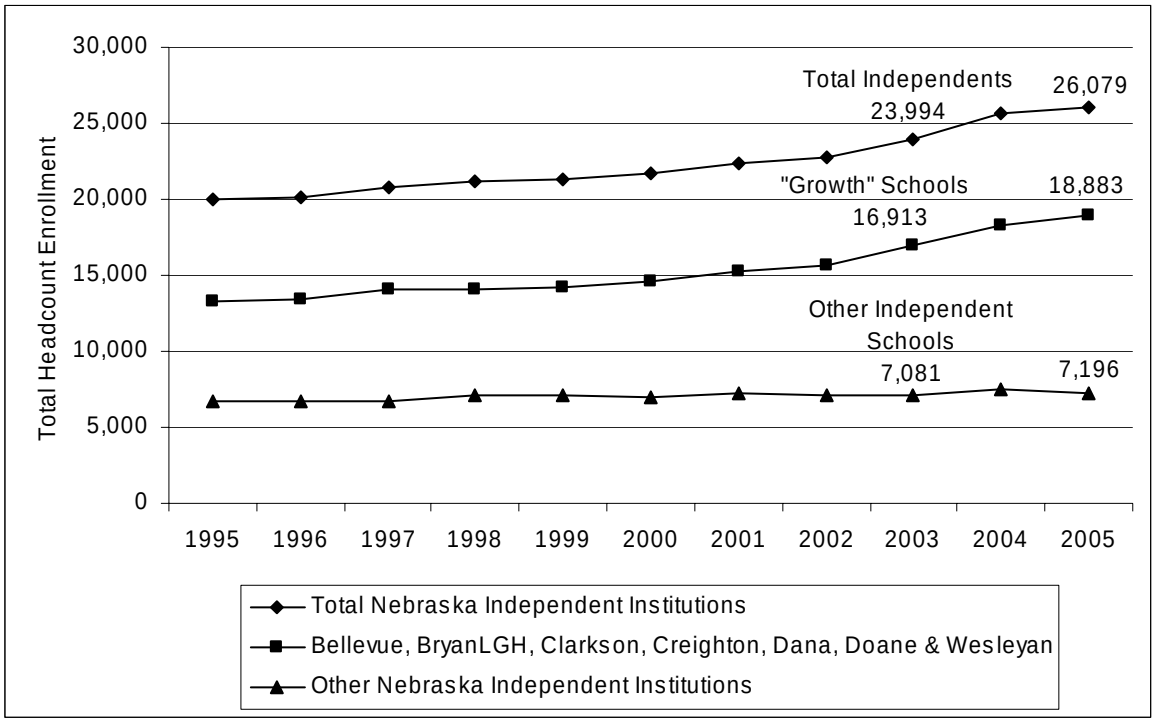
- As illustrated in Figure 1.6 below, the following seven institutions accounted for most of the sector's growth between fall 2003 and fall 2005:

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

  The combined enrollment of these "growth" institutions increased by 11.6% between 2003 and 2005, accounting for more than 90% of the sector's growth over the two-year period.[1]

Figure 1.6

Total Headcount Enrollment at Nebraska Independent Colleges and Universities 1995–2005[1]



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

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[1]Bellevue University, BryanLGH College of Health Sciences, Clarkson College, Creighton University, Dana College, Doane College, and Nebraska Wesleyan University were initially identified as "growth" institutions based on enrollment data analyzed for the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force*. Specifically, each of these institutions (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. See Table A1.2 in Appendix 1 for supporting data.

- As of fall 2005, the seven "growth" institutions enrolled 72.4% of the students who attended Nebraska's independent colleges and universities, up from 70.5% two years earlier.

- Six of the remaining 12 institutions had higher enrollments in fall 2005 than in fall 2003, but the combined total headcount enrollment of the 12 colleges increased by only 1.6% over the two years.

Nebraska Total Postsecondary Enrollment

- Total headcount enrollment at the career schools and colleges in Nebraska was 3,439 in fall 2005, an increase of 9.4% from the 2003 baseline enrollment of 3,144.[1] (See Table A1.3 in Appendix 1 for a list of the schools in this category and their recent enrollments.)

- Including the enrollment of the career schools, Nebraska's total postsecondary headcount enrollment increased by 1.8% from 120,380 in fall 2003 to 122,529 in fall 2005, as shown in Table 1.1 below.

- As also shown in Table 1.1, the net effect of the changes in enrollment that occurred between the fall 2003 baseline and fall 2005 is that the enrollments of the independent colleges and universities and the career schools accounted for higher percentages of Nebraska's total postsecondary enrollment in 2005, while the combined enrollment of the public institutions accounted for a lower percentage of the state's total enrollment.

Table 1.1
Nebraska Total Postsecondary Enrollment by Sector: 2003 and 2005[1]

Enrollment Sector	Fall 2003		Fall 2005	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment
University of Nebraska	46,015	38.2%	45,470	37.1%
Nebraska State Colleges	7,652	6.4%	7,753	6.3%
Nebraska Community Colleges	39,575	32.9%	39,851	32.5%
Total Nebraska Public Colleges and Universities	93,242	**77.5%**	93,074	**75.9%**
Nebraska Independent Colleges and Universities	23,994	**19.9%**	26,079	**21.3%**
Career Schools and Colleges	3,144	**2.6%**	3,439	**2.8%**
Total Nebraska Postsecondary Headcount Enrollment	120,380	100.0%	122,592	100.0%

[1]Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

- Official enrollments for fall 2006 will not be available until mid-2007. However, Nebraska's total headcount enrollment for fall 2006, including the students enrolled at career schools and colleges, is estimated at 122,756, an increase of 2.6% from fall 2005 enrollment of 122,592 and a 4.5% increase from the state's 2003 baseline enrollment of 120,380. (See Table A1.2 and Table A1.3 in Appendix 1 for supporting data.)

[1]The schools and colleges in this category operate for profit, except for three not-for-profit schools of radiologic technology that are associated with hospitals or medical centers.

Nebraska First-Time Freshmen Enrollments

To supplement the analysis of total headcount enrollment, this section compares the enrollments of first-time freshmen in fall 2004 and fall 2005 to 2003 baseline freshmen enrollments within the context of 10-year enrollment trends. First-time freshmen enrollments for fall 2006 will be available in May 2007 and reported in the *2008 Nebraska Higher Education Progress Report.*

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

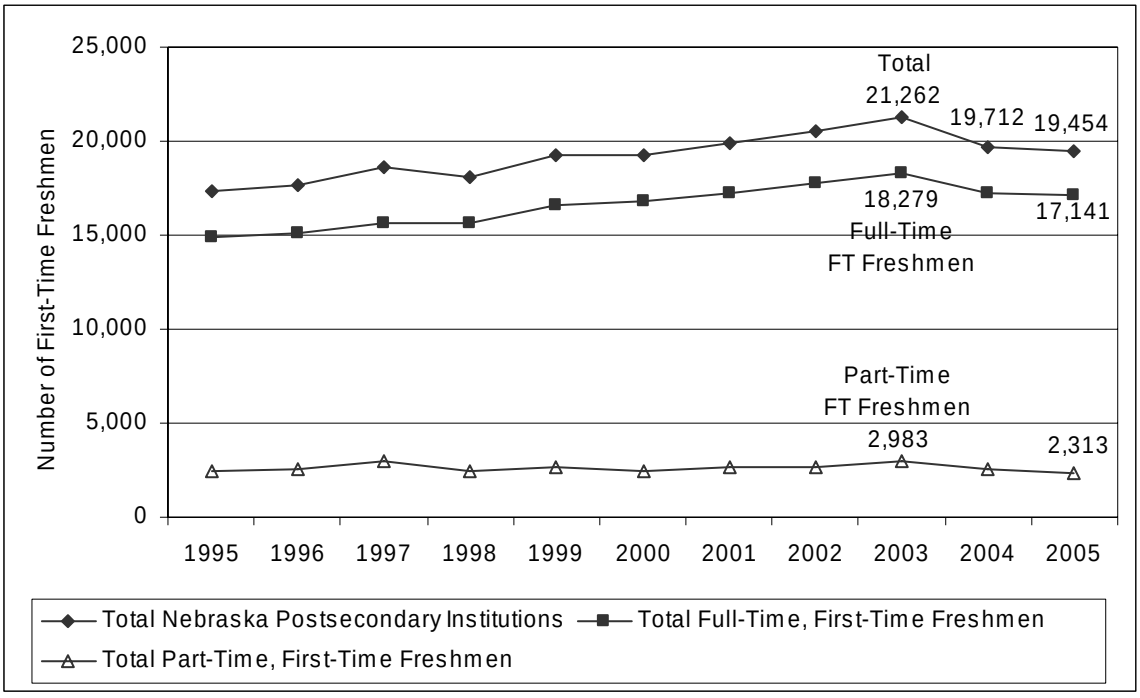
- As shown in Figure 1.7, total enrollment of first-time freshmen at all of Nebraska's colleges and universities, including private career schools, decreased by 8.5% from a baseline enrollment of 21,262 in fall 2003 to 19,454 in fall 2005, the latest period for which data are available.

- Between 2003 and 2005, the enrollment of full-time, first-time freshmen decreased by 6.2%, from 18,279 to 17,141, but full-time students increased from 86.0% to 88.1% of total first-time freshmen enrollment over the two years.

- In comparison, part-time students accounted for 11.9% of the first-time freshmen who enrolled at Nebraska's colleges and universities in 2005, down from 14.0% in 2003, and the number of part-time, first-time freshmen decreased by 22.5%, from 2,983 in fall 2003 to 2,313 in 2005. (See Table A1.4 in Appendix 1 for supporting data.)

Figure 1.7

Nebraska Total First-Time Freshmen Enrollment by Full-Time and Part-Time Student Status 1995–2005[1]



[1]Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Includes enrollments at degree-granting and non-degree-granting private career schools in addition to the enrollments at all public and independent colleges and universities. See Table A1.4 in Appendix 1 for supporting data.

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

- Further analysis reveals that the University of Nebraska was the only sector with a two-year net increase in the number of full-time, first-time freshmen enrolled between fall 2003 and fall 2005.

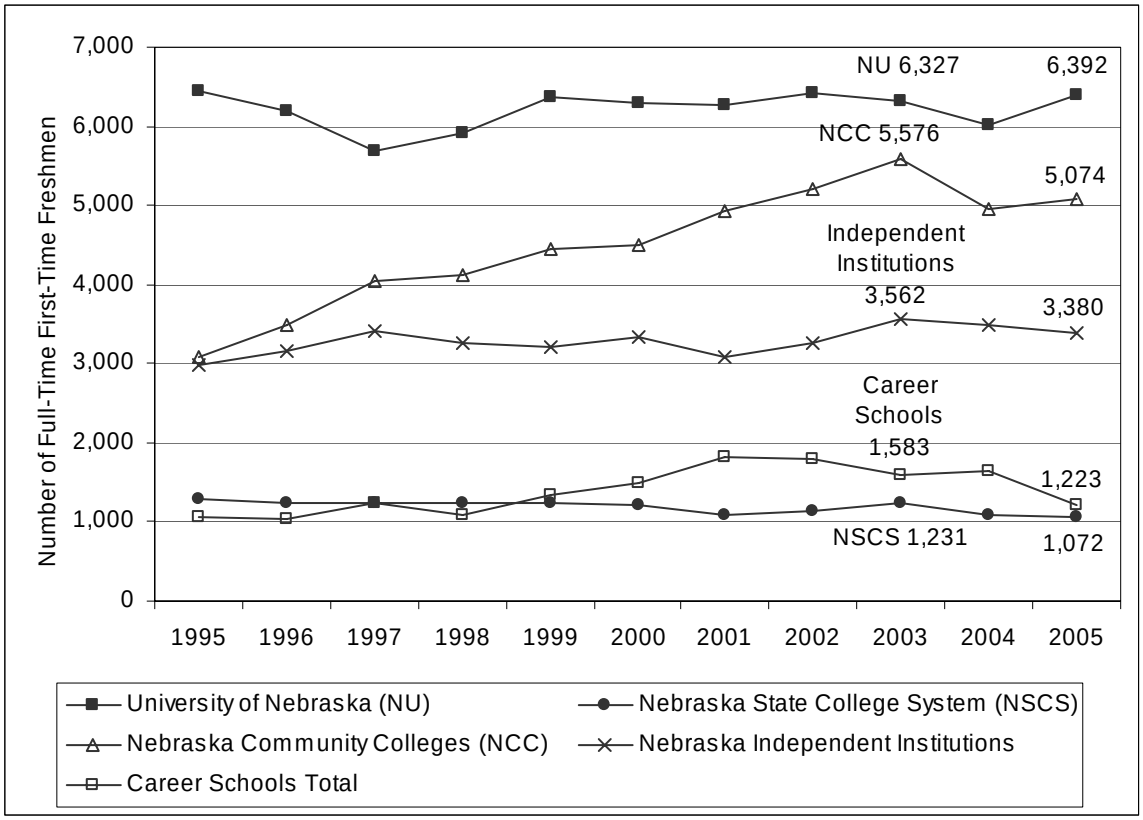
- As illustrated in Figure 1.8, the University of Nebraska experienced a 4.8% decrease in the number of full-time, first time freshmen enrolled between fall 2003 and fall 2004, but this decrease was offset by a 6.1% increase the following year, resulting in a two-year net gain of 1.0% in full-time, first-time freshmen enrollment between 2003 and 2005.

- Between fall 2004 and 2005, Nebraska's community colleges also experienced a 2.4% increase in the first-time freshmen enrolled full-time, but the increase was not sufficient to offset the 11.2% decline between 2003 and 2004. As a result, a 9.0% two-year net decrease was evidenced for the community colleges between 2003 and 2005.

- Compared to fall 2003, 17.7% fewer full-time, first-time freshmen were enrolled at Nebraska's degree-granting private career schools in fall 2005, and 31.4% fewer full-time, first-time freshmen attended non-degree-granting private career schools.

Figure 1.8

Nebraska Full-Time, First-Time Freshmen Enrollment by Sector 1995–2005[1]



[1]Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Includes degree-granting and non-degree-granting private career schools. See Part A of Table A1.4 in Appendix 1 for supporting data.

- As also illustrated in Figure 1.8 on the preceding page, the number of full-time, first-time freshmen enrolled at Nebraska's independent colleges decreased by 2.0% between fall 2003 and fall 2004 and by 3.2% between fall 2004 and fall 2005 for a two-year net decrease of 5.1%.

- The Nebraska State College System experienced a more substantial two-year decline of 12.9% in the number of full-time freshmen enrolled. However, an 11.7% decrease between 2003 and 2004 was followed by a significantly smaller decline of 1.4%, perhaps indicating that the enrollment of full-time freshmen is stabilizing. (See Part A of Table A1.4 in Appendix 1 for supporting data.)

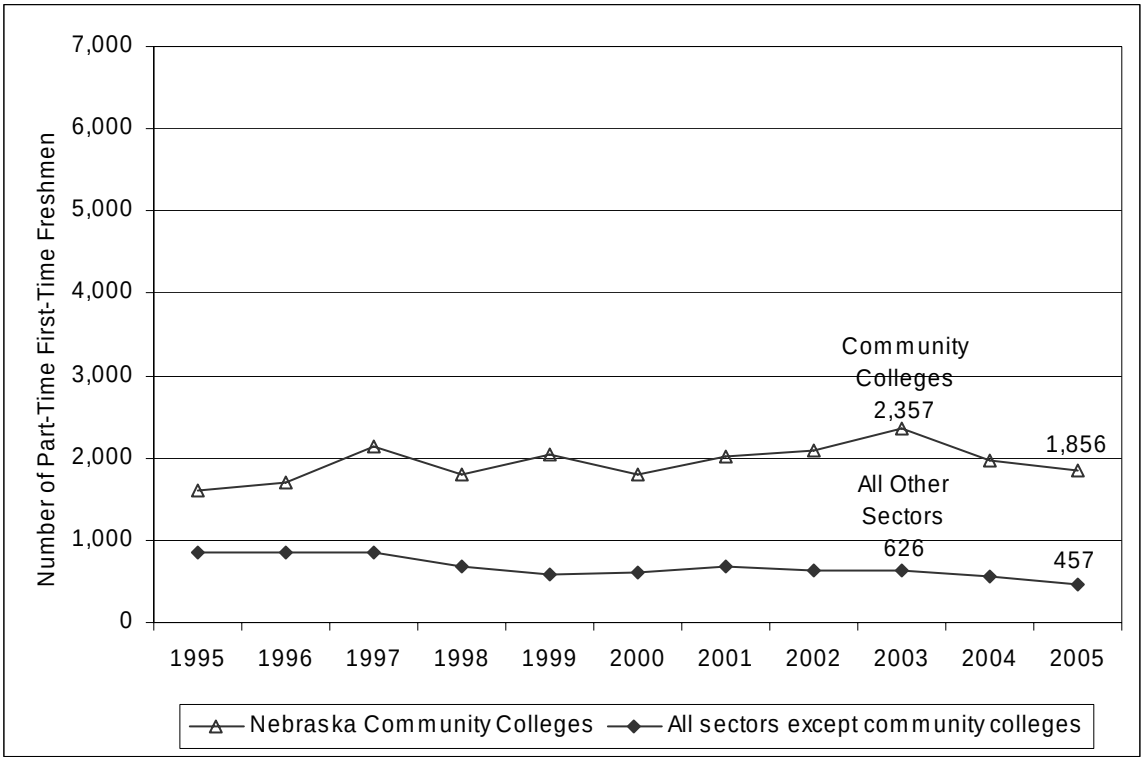
- As shown in Figure 1.9 below, Nebraska's community colleges account for the majority of first-time freshmen who attend school part time (79.0% of the state total in fall 2003 and 80.2% in fall 2005).

- As also evidenced in Figure 1.9, enrollment of part-time, first-time freshmen at Nebraska's community colleges decreased by 16.9% between fall 2003 and fall 2004 and by 5.2% between fall 2004 and fall 2005 for a two-year net decrease of 21.3%.

- Similarly, the number of part-time freshmen enrolled in other types of postsecondary institutions decreased by 27.0% over the two-year period between 2003 and 2005. (See Part B of Table A1.4 in Appendix 1 for supporting data.)

Figure 1.9

Nebraska Part-Time, First-Time Freshmen Enrollment by Sector 1995–2005[1]



[1]Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Includes all public colleges and universities, independent colleges and universities, and degree-granting and non-degree-granting private career schools. See Part B of Table A1.4 in Appendix 1 for supporting data.

Nebraska Total Enrollment of First-Time Freshmen by Sector

- When full-time and part-time enrollments of first-time freshmen are combined as shown in Table 1.10 below, Nebraska's community colleges enrolled more first-time freshmen than any other sector between 2003 and 2005.

- However, as also evidenced in Table 1.10, the most recent significant decline in the enrollment of first-time freshmen was at the community colleges between fall 2003 and fall 2004, when total first-time freshmen enrollment in Nebraska decreased by 7.3%.

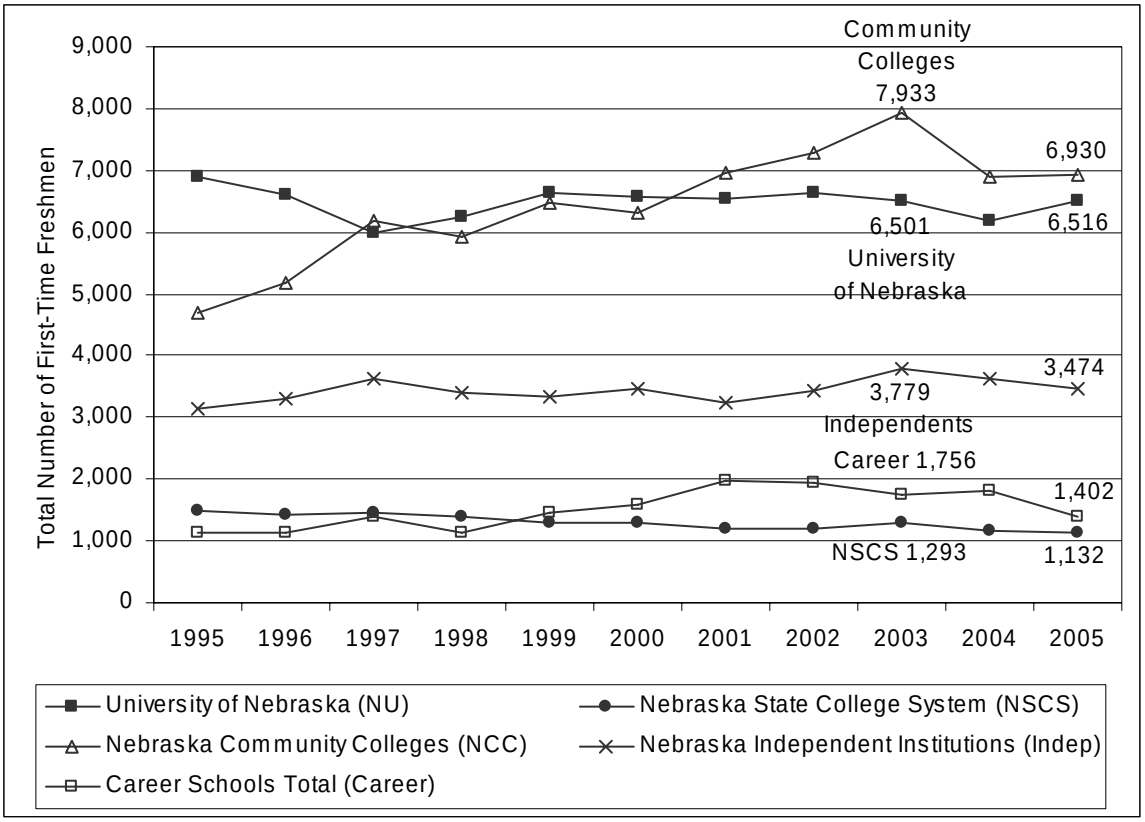
- Between 2004 and 2005, total first-time freshmen enrollment increased by 0.3% at the community colleges and by 5.4% at the University of Nebraska.

- In comparison, total first-time freshmen enrollment decreased by 1.8% at Nebraska's state colleges, by 4.6% at Nebraska's independent colleges and universities, and by 23.2% at the private career schools operating in Nebraska.

- As a result of these sector increases and decreases, the state's total enrollment of first-time freshmen decreased by 1.3%, from 19,709 in fall 2004 to 19,454 in fall 2005, and by 8.5% from the fall 2003 baseline to fall 2005. (See Part C of Table A1.4 in Appendix 1 for supporting data.)

Figure 1.10

Nebraska Total First-Time Freshmen Enrollment by Sector 1995–2005[1]



[1]Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Includes degree-granting and non-degree-granting private career schools. See Part C of Table A1.4 in Appendix 1 for supporting data.

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

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

1.1 Increase the proportion of PK-12 students who graduate from high school, enroll in postsecondary education, and are adequately prepared to proceed through postsecondary degree completion.

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

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

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

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

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

1.1.a High School Graduation Rate

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

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

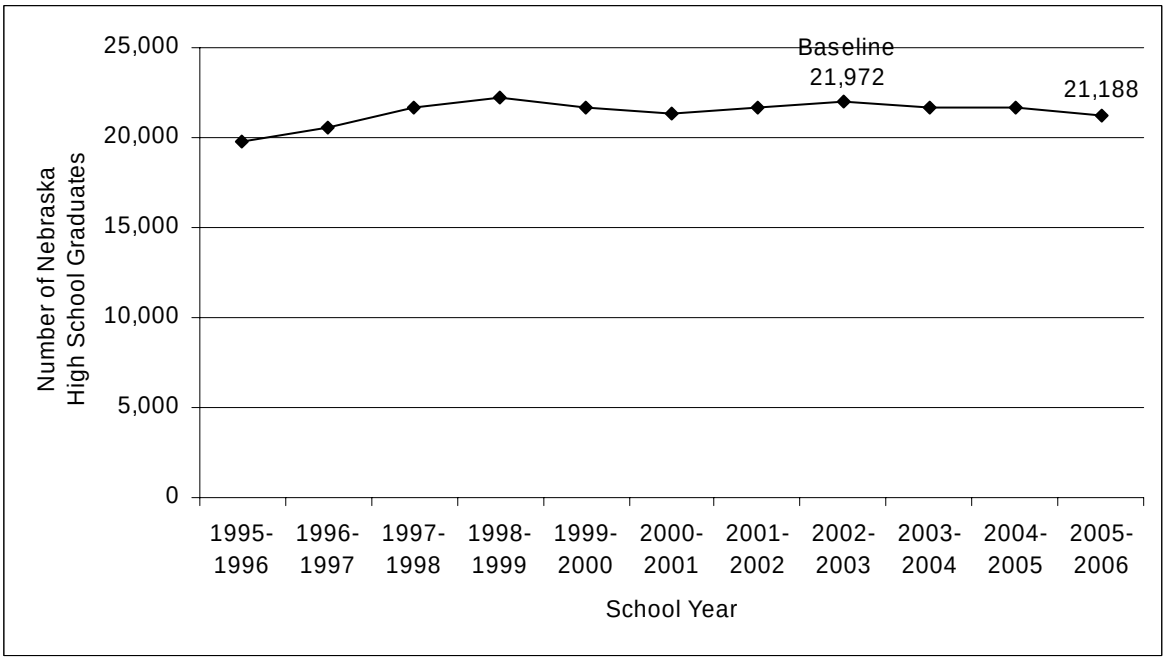
Past and Present Trends in the Total Number of Nebraska High School Graduates

- As shown in Figure 1.1.a.1, the number of students who graduated from Nebraska high schools started to decline slightly after the 2002–2003 school year, the latest year for which official data were available from the Nebraska Department of Education for the *2004 Baseline Report for the LR 174 Higher Education Task Force*.

- Over the next three years, the number of students receiving regular diplomas decreased by 3.6%, from 21,972 in 2002–2003 to 21,188 in 2005–2006.

Figure 1.1.a.1

Total Number of Nebraska High School Graduates
1995–1996 through 2005–2006[1]



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

The Proportion of Graduates from Public and Nonpublic Nebraska High Schools

- 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 1.1.a.1
Numbers of Nebraska High School Graduates
2002–2003 through 2005–2006[1]

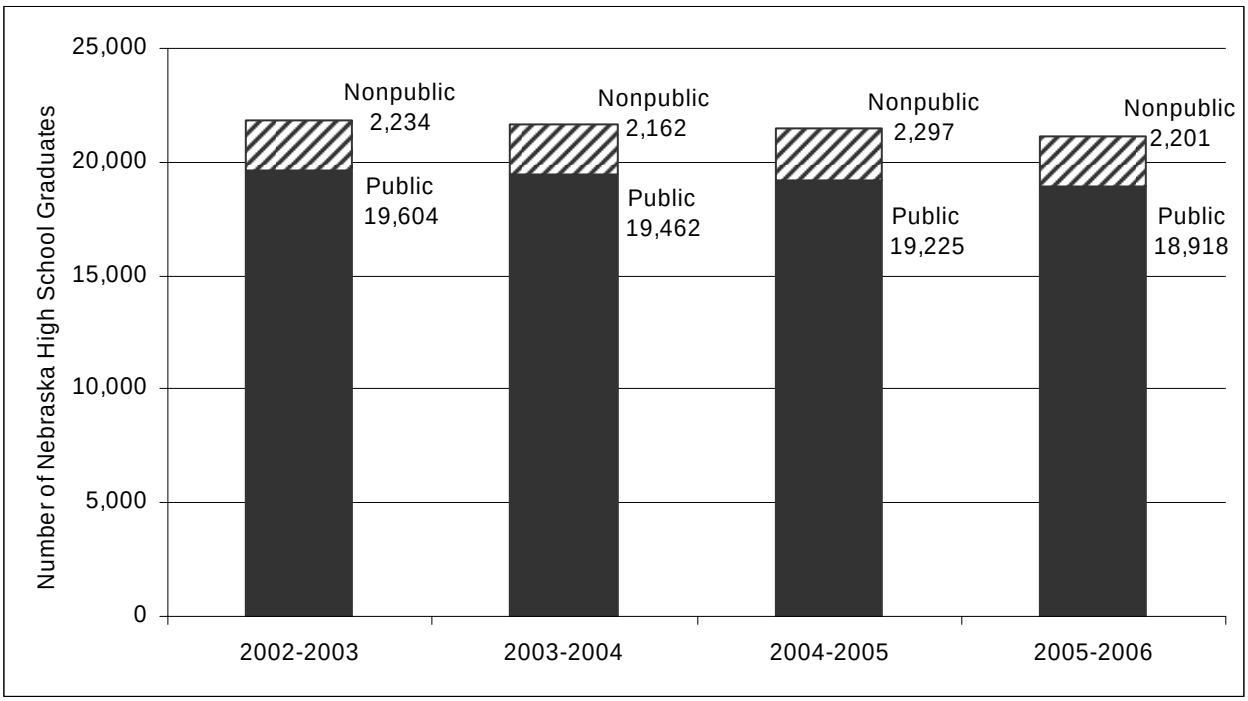
Type of School	Baseline 2002–2003		2003–2004		2004–2005		2005–2006	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	19,462	90.0%	19,225	89.3%	18,918	89.6%
Nonpublic	2,234	10.2%	2,162	10.0%	2,297	10.7%	2,201	10.4%
Subtotal	21,838	100.0%	21,624	100.0%	21,522	100.0%	21,119	100.0%
ESU & SO[2]	134		94		125		69	
State Total	21,972		21,718		21,647		21,188	

[1]Data Source: Nebraska Department of Education, January 2007. Graduates do not include GED recipients or completers who did not receive regular diplomas.

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

Figure 1.1.a.2

Numbers of Nebraska Public and Nonpublic High School Graduates
2002–2003 through 2005–2006[1]



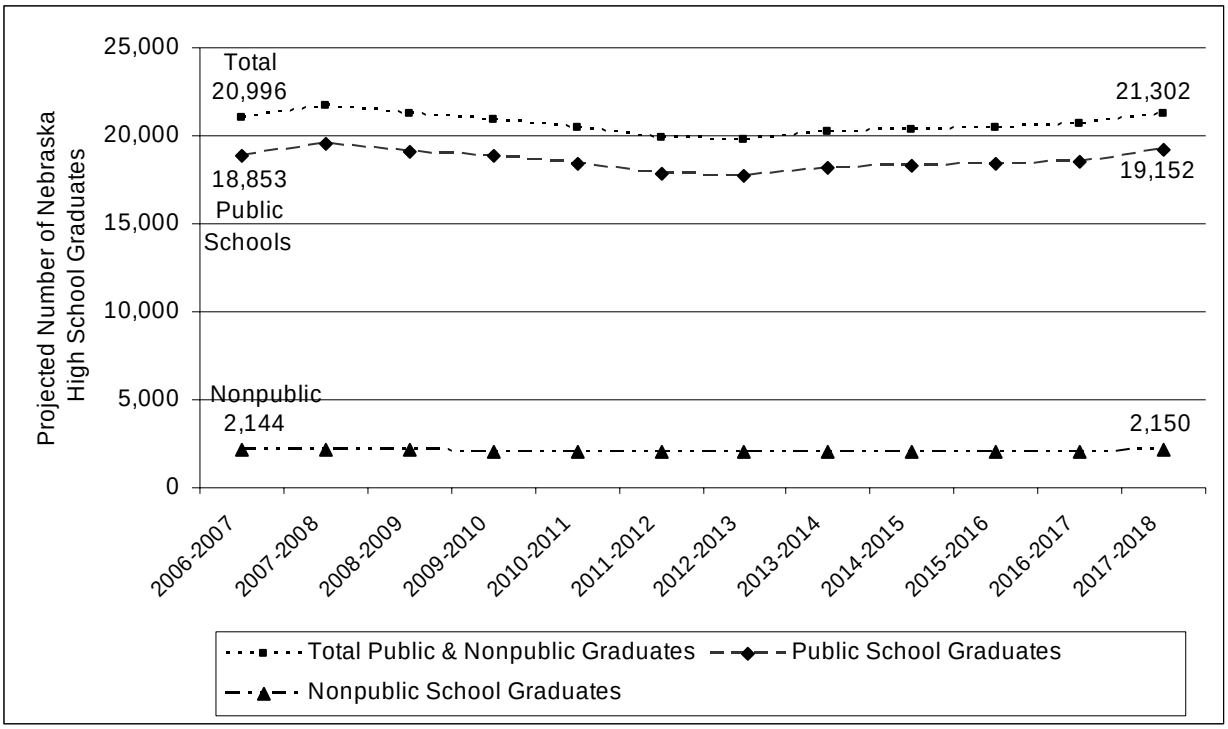
[1]Data Source: Nebraska Department of Education, January 2007.

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 only about one hundred more students in 2017–2018 than they graduated during the 2005–2006 school year.
  - Public schools will continue to account for about 90% of Nebraska's high school graduates through the 2017–2018 school year.[1]

Figure 1.1.a.3

Projected Numbers of Graduates from Nebraska Public and Nonpublic High Schools 2006–2007 through 2017–2018[1]



[1]Data Source: *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121. Projections do not include graduates of educational service units or state-operated schools. See Table A2.2 in Appendix 2 for supporting data.

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

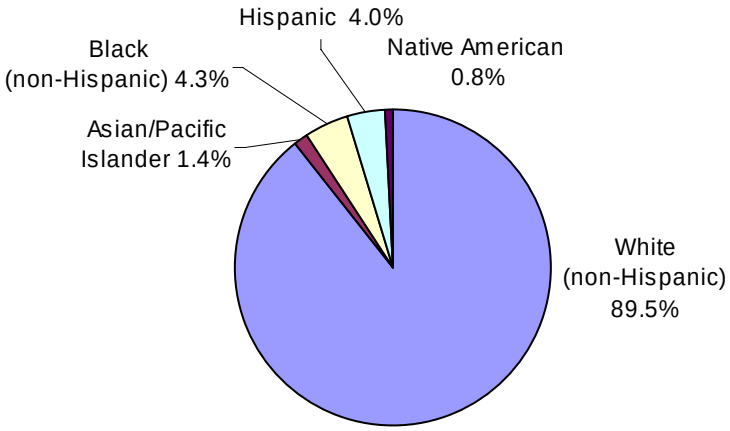
Projected and Recent Changes in Nebraska High School Graduates by Race/Ethnicity

- While only small changes are projected to occur in the annual number of Nebraska high school graduates over the next ten to twelve 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, as illustrated in Figure 1.1.a.4. On the other hand, minority students, especially Hispanics, are projected to account for larger percentages of the students who will graduate from Nebraska's public schools.

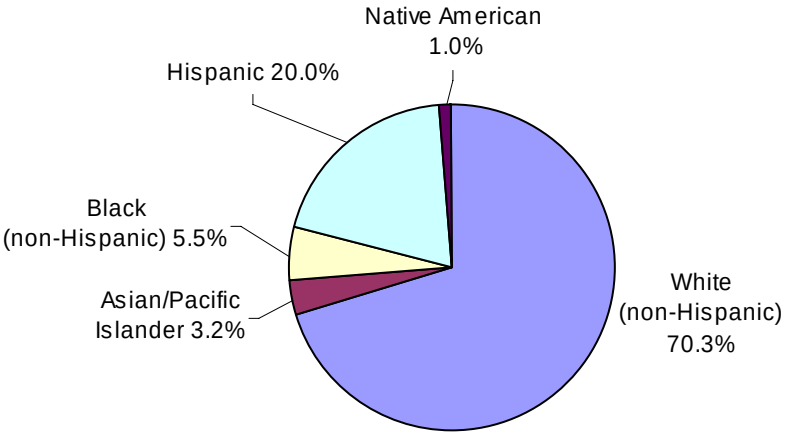
Figure 1.1.a.4

Actual and Projected Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2002–2003 and 2017–2018[1]

Actual Percentages of Graduates: 2002-2003 Baseline



Projected Percentages of Graduates: 2017-2018



[1]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. Actual counts and projections do not include graduates of educational service units or state-operated schools. See Table A2.3 in Appendix 2 for supporting data.

- As shown in Table 1.1.a.2 below, an analysis of data from the Nebraska Department of Education reveals that changes in the racial/ethnic distribution of Nebraska's high school graduates over the past three years have been in the direction of the projected trend.

  - Specifically, the number of white non-Hispanic graduates decreased by 6.6% from 2002–2003 to 2005–2006, and they accounted for a lower percentage of Nebraska's high school graduates in 2005–2006 than they did in 2002–2003.

  - In comparison, the total number of minority students who graduated from Nebraska's high schools increased by 22.6% from 2002–2003 to 2005–2006, and minorities accounted for higher percentages of the total number of graduates than they did three years earlier.

Table 1.1.a.2
Actual Changes in the Numbers and Percentages of Public High School Graduates by Race/Ethnicity: 2002–2003 Compared to 2005–2006[1]

Race/Ethnicity	2002–2003		2005–2006		Change
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
Percentage Change in the Number of Graduates					% Change in the Number of Graduates
White (non-Hispanic)	17,541	89.5%	16,389	86.6%	-6.6%
Asian/Pacific Islander	279	1.4%	337	1.8%	20.8%
Hispanic	776	4.0%	1,119	5.9%	44.2%
Native American	167	0.8%	181	1.0%	8.4%
Black (non-Hispanic)	841	4.3%	892	4.7%	6.1%
Total for Public High Schools	19,604	100.0%	18,918	100.0%	-3.5%
Change in Percentage the Distribution of Graduates					Increase or Decrease in Percentage Points
White (non-Hispanic)	17,541	89.5%	16,389	86.6%	-2.9%
Asian/Pacific Islander	279	1.4%	337	1.8%	0.4%
Hispanic	776	4.0%	1,119	5.9%	1.9%
Native American	167	0.8%	181	1.0%	0.2%
Black (non-Hispanic)	841	4.3%	892	4.7%	0.4%
Total for Public High Schools	19,604	100.0%	18,918	100.0%	

[1]Official numbers of public high school graduates obtained from the Nebraska Department of Education in January 2007. Numbers do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas.

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 2005–2006, the state's graduation rate increased significantly.

- The Nebraska Department of Education uses the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.

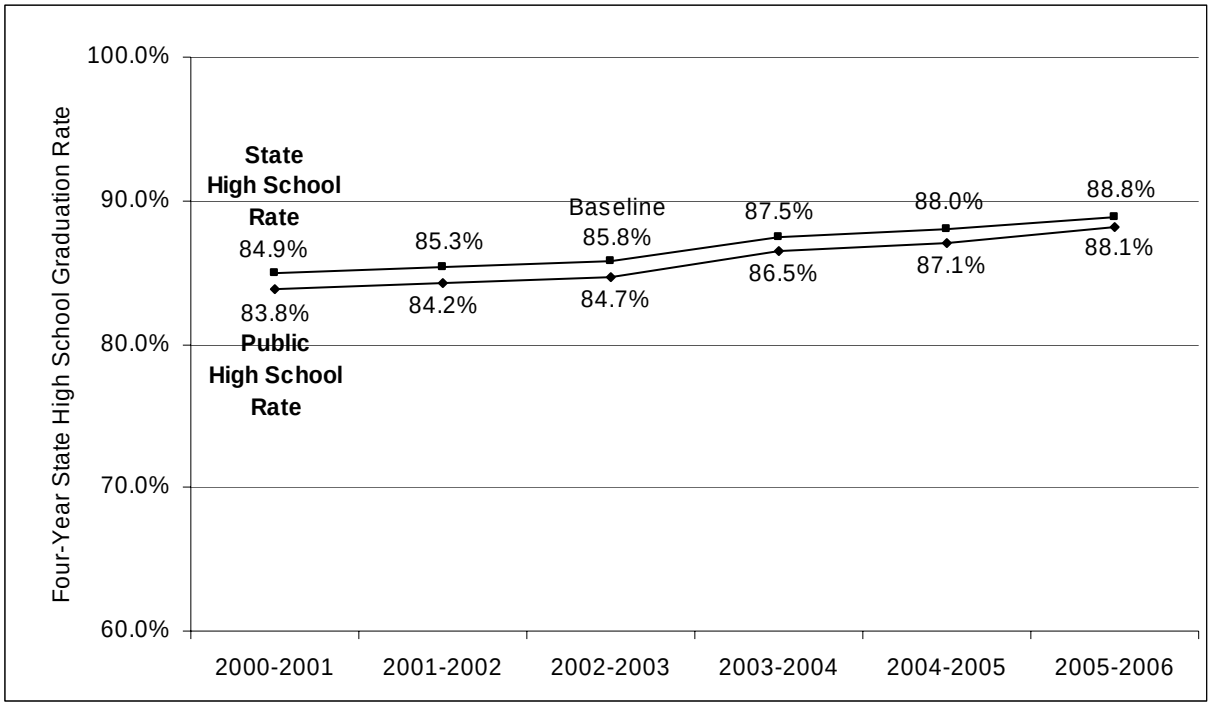
  - Nebraska's **state four-year graduation rate** is based on data that include the graduates of educational service units, state-operated schools, and nonpublic (private) schools as well as the graduates of the state's public schools.
  - In comparison, the **public four-year graduation rate** is also a statewide rate, but it is limited to data from Nebraska's public high schools.
  - See Explanatory Note A3.1 in Appendix 3 for information on how four-year graduation rates are calculated.

- As shown in Figure 1.1.a.5 below, Nebraska's state graduation rate increased from 84.9% in 2000–2001 to 85.8% in 2002–2003, 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*.

- Since the 2002–2003 school year, the state graduation rate has increased by three percentage points to 88.8%.

Figure 1.1.a.5

Nebraska State and Public High School Four-Year Graduation Rates 2000–2001 through 2005–2006[1]



[1]Data Source: Nebraska Department of Education, January 2007. State rates as published in the *2005-2006 State of the Schools Report* available at http://reportcard.nde.state.ne.us. Public rates based on data obtained from the Nebraska Department of Education but currently not available on the department's Web site.

- The graduation rate for Nebraska's public high schools is lower than the overall state rate, whereas the graduation rate for Nebraska's nonpublic (private) schools is significantly higher than the state rate.[1] Nevertheless, Nebraska's public high school graduation rate is among the highest rates in the United States.[2]

- As evidenced in Figure 1.1.a.5 on the previous page, the graduation rate for Nebraska public high schools increased from 84.7% for the 2002–2003 school year to 88.1% for the 2005–2006 school year, resulting in a three-year net increase of 3.4 percentage points.

- Furthermore, as shown in Table 1.1.a.3, 39.6% of Nebraska's 255 public school districts had four-year high school graduation rates of 100%, and more than half had graduation rates in the range of 96% to 100% for the 2005–2006 school year. In contrast, 11.0% of Nebraska's public high school districts had graduation rates that were equal to or below the statewide rate of 88.1% for public schools in 2005–2006.

- See Table A3.2 in Appendix 3 for a list of the 25 public school districts with graduation rates below the public statewide rate of 88.1%. in 2005–2006.

Table 1.1.a.3
Distribution of the Four-Year High School Graduation Rates of Nebraska Public High School Districts 2005–2006[1]

Four-Year High School Graduation Rate	No. of School Districts	Percentage of School Districts	Subtotaled Percentages of School Districts	Cumulative % of School Districts
100.0%	101	39.6%	53.3%	39.6%
96.0% - 99.9%	35	13.7%		53.3%
92.0% - 95.9%	55	21.6%	35.7%	74.9%
88.2% - 91.9%	36	14.1%		89.0%
85.0% - 88.1%[2]	11	4.3%	11.0%	93.3%
80.0% - 84.9%	8	3.1%		96.5%
75.0% - 79.9%	5	2.0%		98.4%
Less than 75.0%	4	1.6%		100.0%
	255	100.0%	60.4%	

[1]Four-year graduation rates by district downloaded from the Nebraska Department of Education Web site, http://www.nde.state.ne.us, January 2007. See Table A3.1 in Appendix 3 for the comparable baseline distribution of public high school graduation rates for 2002–2003.

[2]The statewide public high school graduation rate for 2005–2006 was 88.1%.

[1]Compared to the public high school graduation rates of 84.7% in 2002–2003 and 88.1% in 2005–2006, the four-year graduation rates for nonpublic (private) high schools were 99.4% for 2002–2003 and 96.6% for 2005–2006, based on data obtained from the Nebraska Department of Education, January 2007. See Table A3.3 in Appendix 3 for supporting data.

[2]Compared to the other 49 states and the District of Columbia, Nebraska had the sixth highest public high school graduation rate in 2001, 2002, 2003, and 2004, the most recent years for which national comparisons are available. Data for these comparisons are published on the *Postsecondary Education OPPORTUNITY* Web site, www.postsecondary.org, in the spreadsheet titled Public High School Graduation Rates by State, updated May 11, 2006.

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

- The relatively high four-year graduation rates that characterize most of the state's public high schools mask the fact that graduation rates within the state vary significantly by race/ethnicity.

- As illustrated in Figure 1.1.a.6, the four-year high school graduation rate for each of the five racial/ethnic groups generally increased between 2002–2003 and 2005–2006.

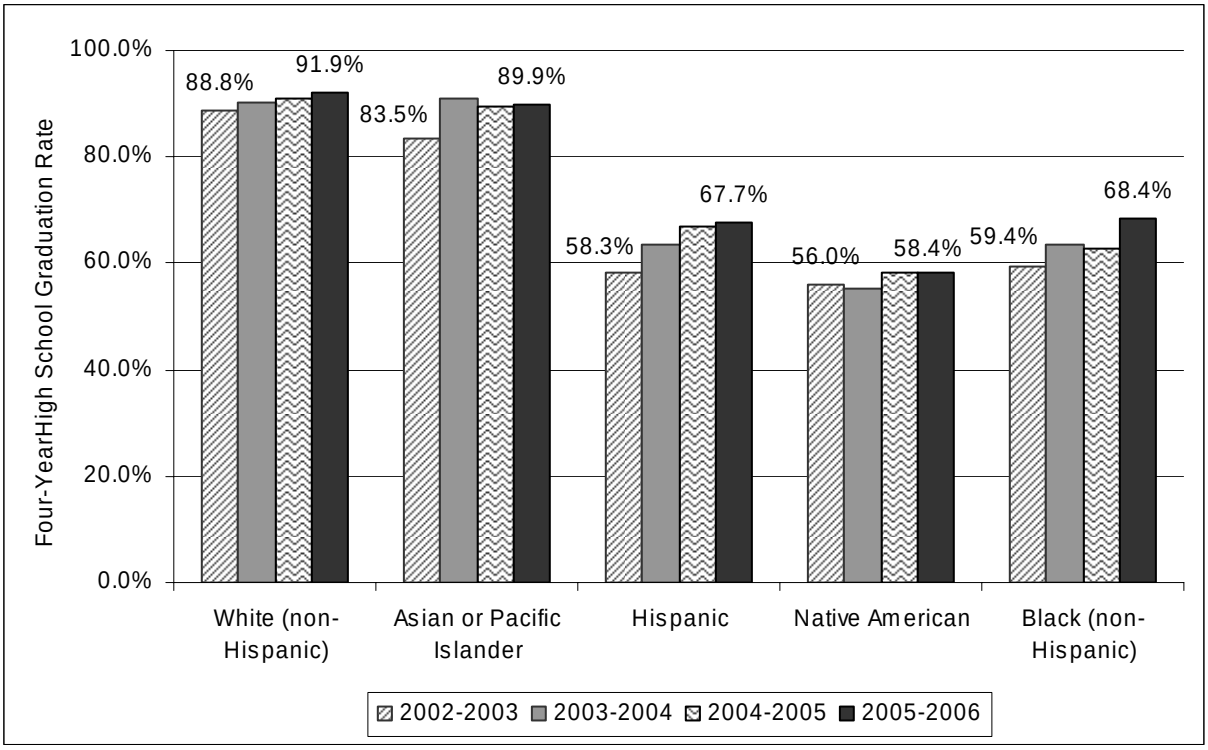
- The largest increases in graduation rates between 2002–2003 and 2005–2006 were evidenced for Hispanics and black non-Hispanics, while the least amount of improvement was reported for Native Americans.

- Although graduation rates are stable or improving for all racial/ethnic groups, the four-year graduation rates for Hispanics, blacks, and Native Americans continued to be significantly lower than the graduation rates for whites and Asians/Pacific Islanders in 2005–2006.

- 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. And, these students are in the racial/ethnic groups that are projected to account for higher percentages of Nebraska's high schools students.

Figure 1.1.a.6

Nebraska Four-Year Public High School Graduation Rates by Race/Ethnicity 2002–2003 through 2005–2006[1]



[1]Data Source: Nebraska Department of Education, January 2007. See Table A3.3 in Appendix 3 for supporting data.

- For the purposes of computing four-year graduation and dropout rates for any given high school class, the numbers of students who dropped out of the class in the ninth, tenth, eleventh, and twelfth grades are added together to determine the total number of students who dropped out over the four years. The resulting total number of dropouts can then be compared to the number of graduates in the class, as shown in Table 1.1.a.4 for the class of 2005–2006.

Table 1.1.a.4
Distributions of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2005–2006[1]

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9th – 12th Grades	% of Dropouts
White (non-Hispanic)	16,389	**86.6%**	1,438	**56.4%**
Asian/Pacific Islander	337	**1.8%**	38	**1.5%**
Hispanic	1,119	**5.9%**	533	**20.9%**
Native American	181	**1.0%**	129	**5.1%**
Black (non-Hispanic)	892	**4.7%**	413	**16.2%**
Nebraska Public Total	18,918	100.0%	2,551	100.0%

[1]Data Source: Nebraska Department of Education, January 2007. See Table A3.4 in Appendix 3 for the distributions of public high school graduates and dropouts by race/ethnicity for 2002–2003 through 2004–2005.

- As evidenced in Table 1.1.a.4 above and illustrated in Figure 1.1.a.7 on the next page, white non-Hispanics accounted for the largest number and percentage of dropouts from the class of 2005–2006. However, Hispanics, Native Americans, and blacks accounted for higher percentages of the students who dropped out of the class than they did of the students who graduated in 2005–2006.

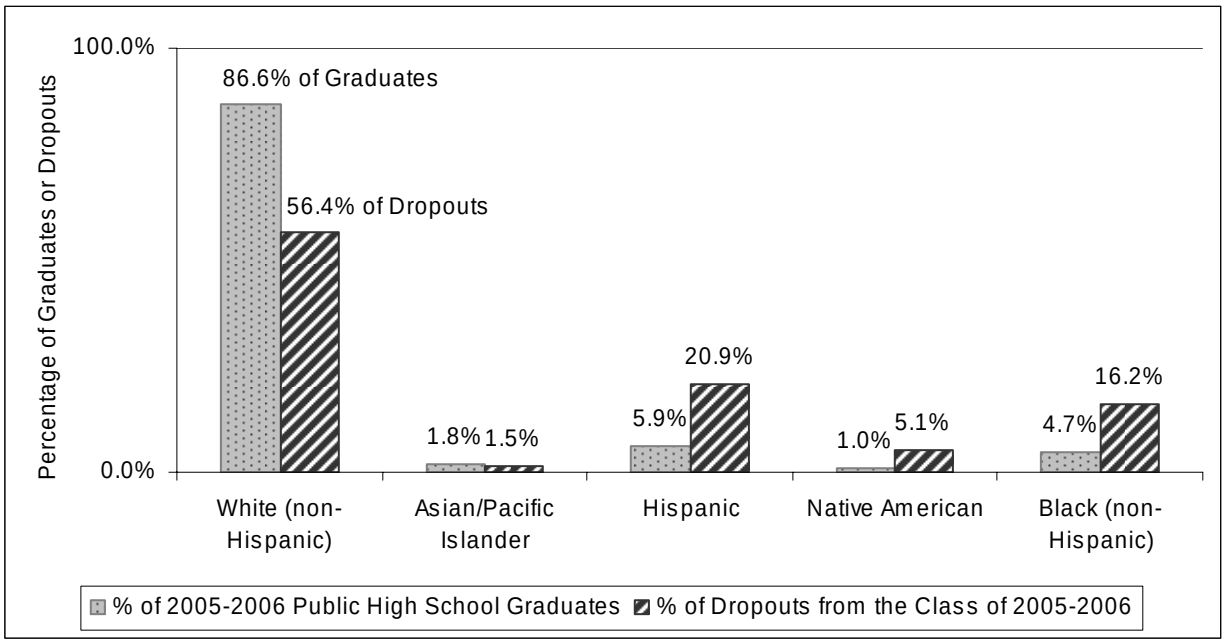
- Furthermore, as shown in Figure 1.1.a.8 on the next page, Hispanics and Native Americans accounted for higher percentages of the dropouts from the class of 2005–2006 than they did from the class of 2002–2003.

- Consequently, although the four-year graduation rates for Hispanics and Native Americans increased between 2002–2003 and 2005–2006, these minorities 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.

- Black non-Hispanics also continue to account for a disproportionately high percentage of the dropouts from Nebraska's public high schools, in spite of the fact that their four-year graduation rate increased by nine percentage points between 2002–2003 and 2005-2006. However, unlike Hispanics and Native Americans, blacks accounted for about the same percentage of the state's public school dropouts in 2005–2006 as they did in 2002–2003.

Figure 1.1.a.7

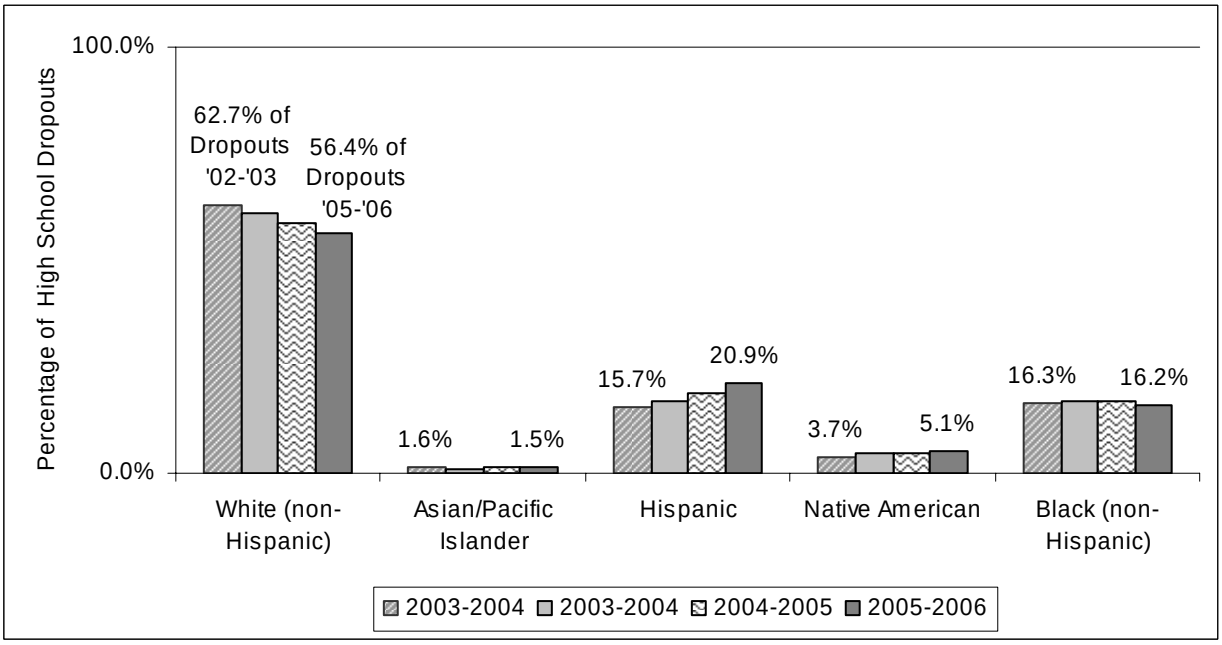
Percentages of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2005–2006[1]



[1]Data Source: Nebraska Department of Education, January 2007. See Table 1.1.a.4 for supporting data.

Figure 1.1.a.8

Percentages of Public High School Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2002–2003 through 2005–2006[1]



[1]Data Source: Nebraska Department of Education, January 2007. 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.

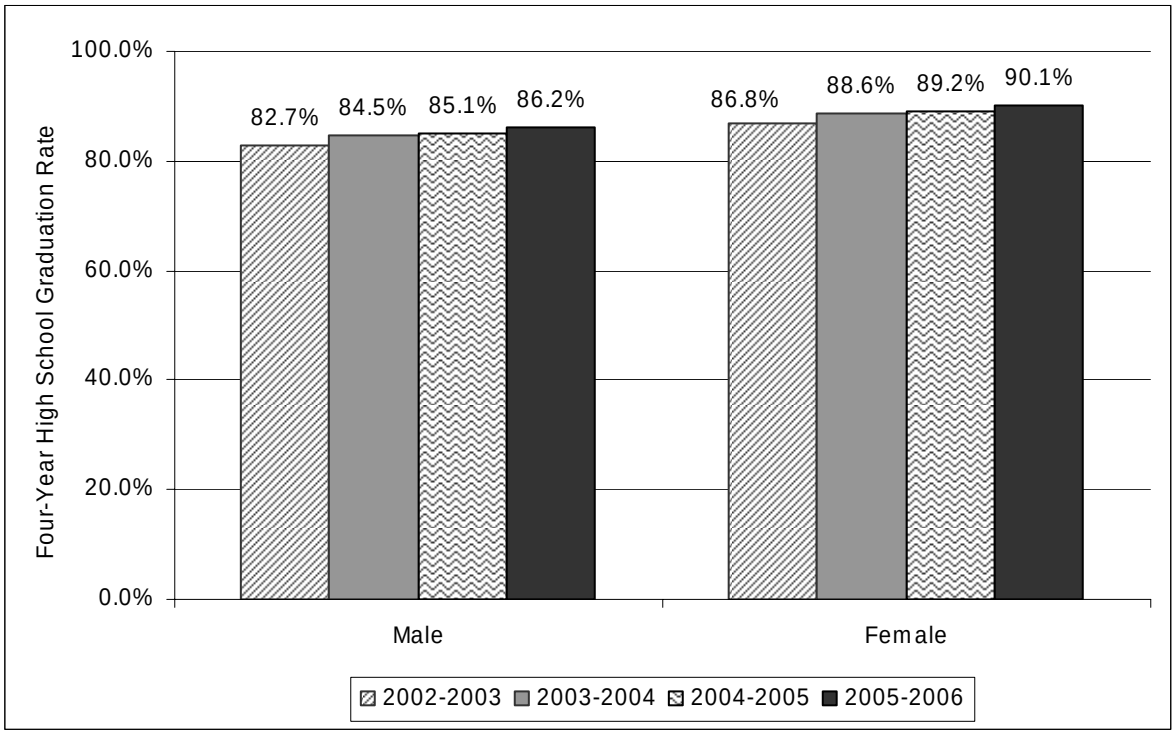
- As evidenced in Figure 1.1.a.9, the graduation rates for males and females both gradually increased from 2002–2003 to 2005–2006.

- However, there was a consistent 4.1 percentage difference between the graduation rates of males and females who completed high school between 2002–2003 and 2004–2005.

- In 2005–2006, the difference between the graduation rates of males and females narrowed slightly to 3.9 percentage points due to a slightly higher increase in the graduation rate for males than for females between 2004–2005 and 2005–2006.

Figure 1.1.a.9

Nebraska Four-Year Public High School Graduation Rates by Gender 2002–2003 through 2005–2006[1]



[1]Data Source: Nebraska Department of Education, January 2007. See Table A3.5 in Appendix 3 for supporting data.

Nebraska Public School Districts Selected for Further Analysis

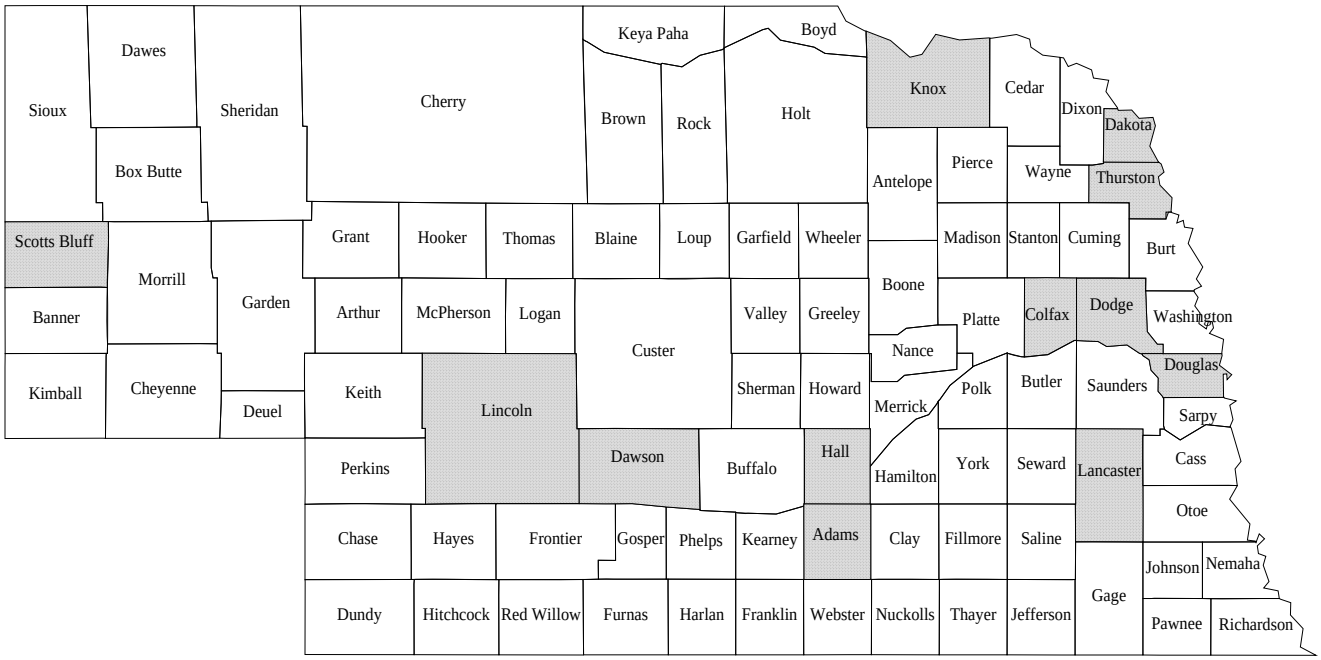
An analysis of the four-year public high school graduation rate data for 2002–2003 through 2005–2006 indicates that Nebraska's statewide public graduation rate is increasing and that the graduation rates for white non-Hispanics, Asians/Pacific Islanders, Hispanics, Native Americans, and black non-Hispanics are improving.

Further analysis of the four-year graduation rate data reveals that 14 (5.5%) of the state's 255 public high school districts currently account for 70% of the state's dropouts. Consequently, efforts to further increase graduation rates and reduce dropout rates might best focus on these selected districts in order for the graduation rates for each racial/ethnic group and the state as a whole to continue to improve.

The 14 public school districts that account for 70% of the state's dropouts are located in the 12 counties highlighted on the map of Nebraska in Figure 1.1.a.10.

Figure 1.1.a.10

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



The 14 public school districts are listed in Table 1.1.a.5 on the next page. 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.[1]

[1]See the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force*, pages 24–27, for more information about the process of selecting the 14 school districts for further analysis. The 2005 report is available on the Commission's Web site: www.ccpe.state.ne.us.

- As shown in Table 1.1.a.5, the 14 selected school districts represented about 31% of Nebraska's public high school graduates in 2002–2003, but they accounted for almost 73% of all of the state's dropouts that year.

- In 2005–2006, the 14 school districts continued to account for 31% of the state's public high school graduates.

- However, as also shown in Table 1.1.a.5, there were 30.2% (775) fewer reported dropouts from the 14 school districts in 2005–2006 than in 2002–2003 so that, together, the districts accounted for 70% of the state's dropouts from the class of 2005–2006, compared to almost 73% three years earlier.

- As another sign of improvement, the 14 districts graduated 2.9% fewer high school students in 2005–2006 than in 2002–2003, while the total number of graduates from Nebraska public high schools decreased by 3.5% over the same period. (See Table 1.1.a.1 on page 16 for supporting state data.)

Table 1.1.a.5
Number of High School Graduates and Dropouts
for the 14 Selected Nebraska School Districts
2002–2003 Compared to 2005–2006[1]

County	District or School Name	No. of **Graduates**		No. of **Dropouts** 9th – 12th Grades	
		2002–03	2005–06	2002–03	2005–06
Adams	Hastings Public Schools	233	193	54	34
Colfax	Schuyler Central High School	74	88	30	22
Dakota	South Sioux City Community Schools	176	184	64	33
Dawson	Lexington Public Schools	130	147	32	47
Dodge	Fremont Public Schools	286	271	65	27
Douglas	Omaha Public Schools	2,336	2,228	1,342	941
Hall	Grand Island Public Schools	367	399	123	90
Knox	Santee Community Schools	8	4	4	3
Lancaster	Lincoln Public Schools	1,883	1,867	716	464
Lincoln	North Platte Public Schools	297	257	57	28
Scotts Bluff	Scottsbluff Public Schools	207	183	39	51
Thurston	Walthill Public Schools	18	8	7	12
Thurston	UNO ^ HO ^ Nation Public Schools	9	17	18	32
Thurston	Winnebago Public Schools	21	24	16	8
	Total for 14 School Districts	6,045	5,870	2,567	1,792
	% of Nebraska Public School Total	**30.8%**	**31.0%**	**72.7%**	**70.2%**
	Nebraska Public School Total	19,604	18,918	3,531	2,551
	Total for 14 School Districts	6,045	5,870	2,567	1,792
	Change from 2002–2003 Baseline		- 175		- 775
	% Change from 2002–2003 Baseline		**- 2.9%**		**- 30.2%**

[1]Data Source: Nebraska Department of Education, January 2007.

- As evidenced in Figure 1.1.a.11, the overall four-year graduation rate for the 14 selected school districts continues to be significantly lower than the state rate for Nebraska's public high schools.

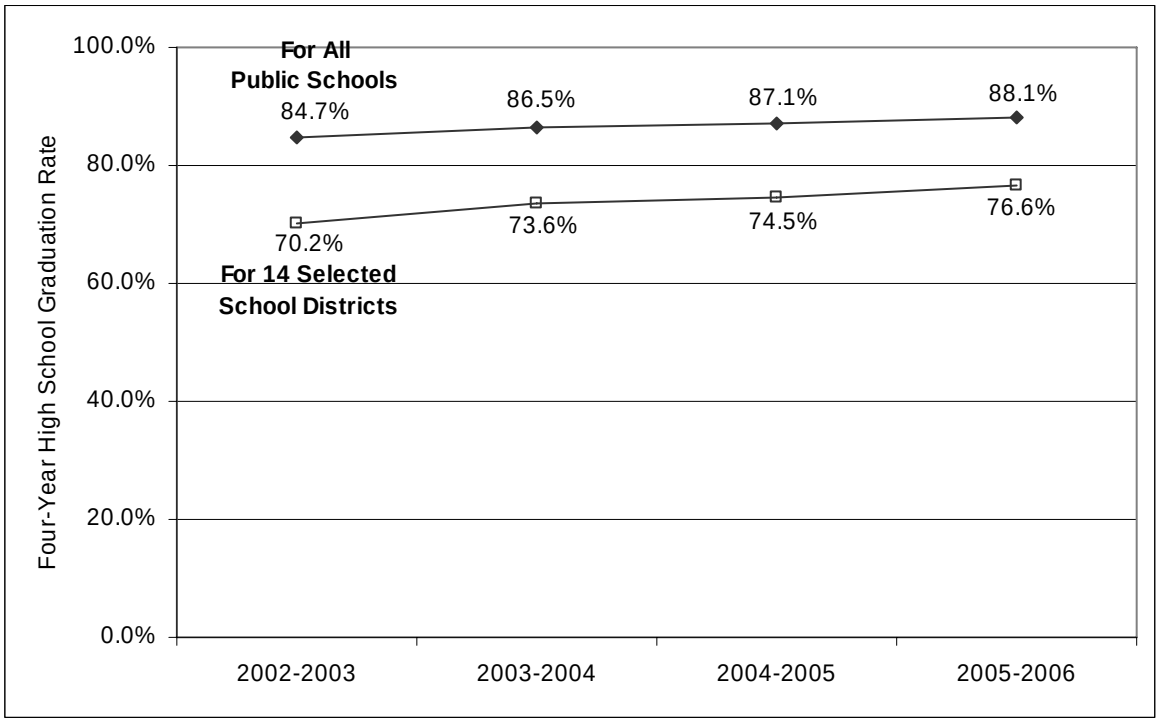
- However, the difference between the overall graduation rate for the 14 monitored districts and the state's public high school graduation rate gradually narrowed between 2002–2003 and 2005–2006, indicating that the percentage of students receiving regular high school diplomas in the 14 districts increased at a slightly higher rate than the statewide percentage.

- Nevertheless, with the exception of Fremont and North Platte Public Schools, the selected school districts continued to have graduation rates that were relatively low, compared to graduation rates of almost all of the state's other public high schools.

- See Table A3.6 and Table A3.7 in Appendix 3 for detailed four-year graduation rate statistics for 2002–2003 through 2005–2006 for the 14 monitored school districts.

Figure 1.1.a.11

Four-Year Graduation Rates for Nebraska Public High Schools and 14 Selected Nebraska School Districts 2002–2003 through 2005–2006[1]



[1]Data Source: Nebraska Department of Education, January 2007. The selected school districts are Fremont Public Schools, Grand Island Public Schools, Hastings Public Schools, Lexington Public Schools, Lincoln Public Schools, North Platte Public Schools, Omaha Public Schools, Santee Community Schools, Schuyler Central High School, Scottsbluff Public Schools, South Sioux City Community Schools, UNO ^ HO ^ Nation Public Schools, Walthill Public Schools, and Winnebago Public Schools. See Table A3.7 in Appendix 3 for supporting data.

1.1.b Preparation for College

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

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

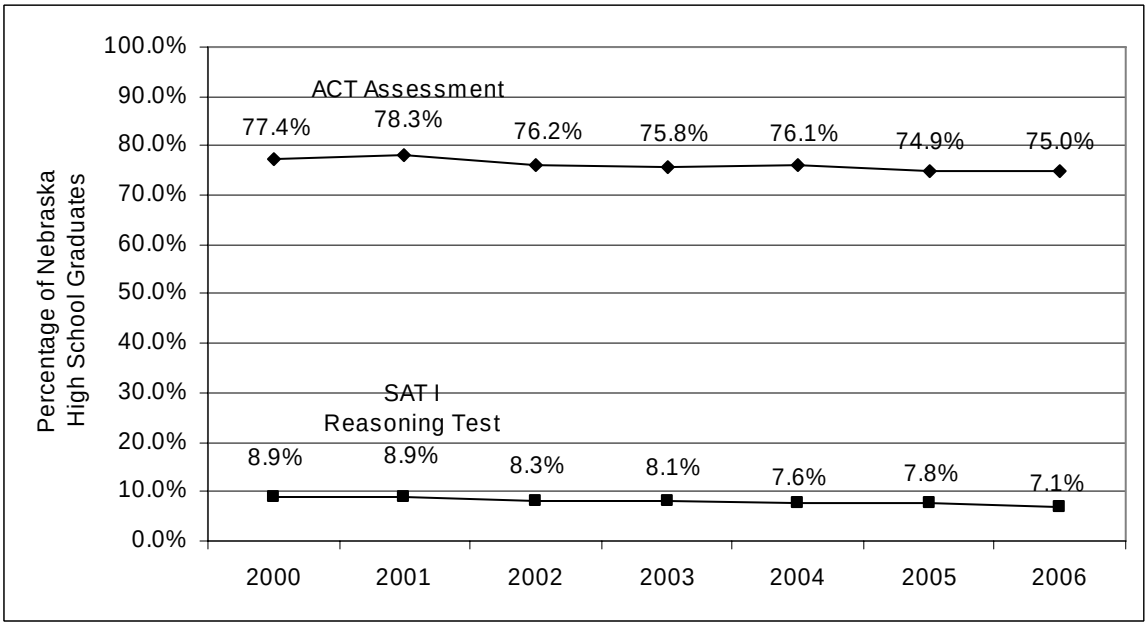
Nebraska Participation Rates for the ACT Assessment and SAT I: Reasoning Test

- The ACT Assessment is the predominant college entrance exam used to measure the extent to which Nebraska students are prepared for academic coursework beyond high school. As shown in Figure 1.1.b.1, 75.0% of the Nebraska high school students in the 2006 graduating class took the ACT Assessment, compared to 7% of the students who took the SAT I: Reasoning Test.

- As also illustrated in the figure below, the participation rates for the ACT Assessment and the SAT 1: Reasoning Test have been generally declining since 2000, suggesting that slightly decreasing percentages of Nebraska high school students are planning to initially attend colleges that require or commonly use ACT or SAT test results in the admission process. (See Table A4.1 in Appendix 4 for supporting data.)

Figure 1.1.b.1

Percentages of Nebraska High School Graduates Who Took the ACT Assessment and/or the SAT I: Reasoning Test 2000–2006[1]



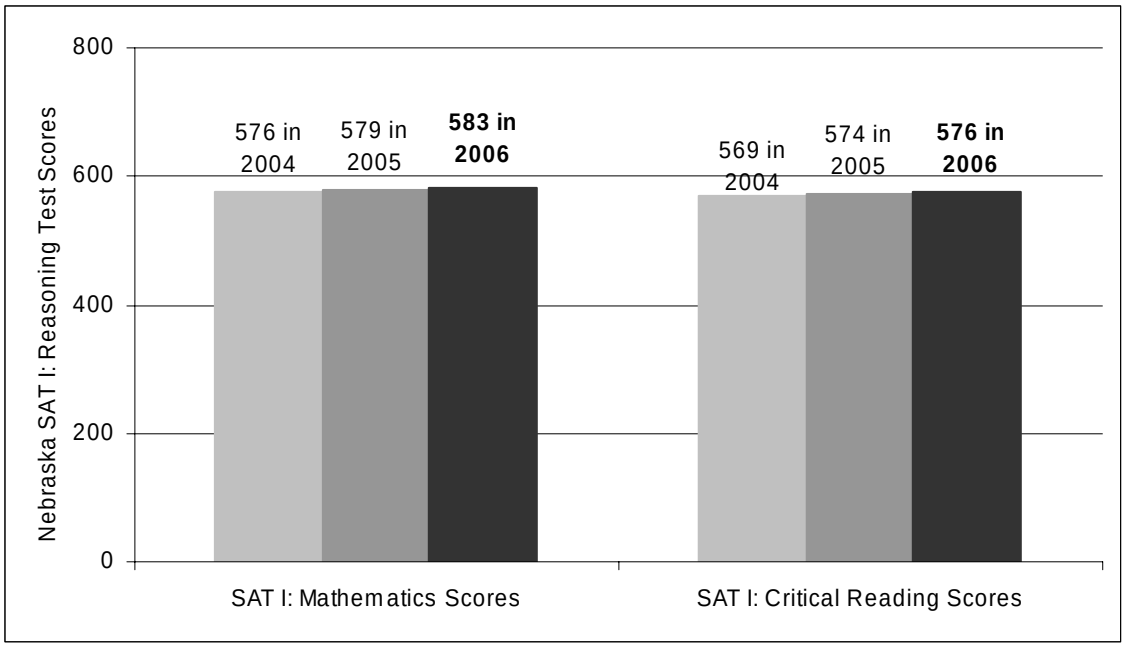
[1]Data Sources: ACT, Inc., College Examination Board, and the Nebraska Department of Education. See Table A4.1 in Appendix 4 for supporting data.

Nebraska SAT I: Reasoning Test Scores

- The two components of the SAT I: Reasoning Test measure aptitude or achievement in mathematics and critical reading. As shown in Figure 1.1.b.2, the average mathematics and critical reading scores of Nebraska high school students were seven points higher in 2006 than in 2004, when the baselines for this report were established.

Figure 1.1.b.2

Nebraska Average SAT I: Reasoning Test Scores[1]
2004–2006



[1]Data Source: College Examination Board, State Reports, 2004 and 2005.

- As shown in Table 1.1.b.1, the average math and critical reading scores of Nebraska high school students who took the SAT continued to be well above the national averages in 2006. However, given the relatively small sample of self-selected students who were tested, no conclusions can be drawn based on this finding or the fact that average SAT scores of Nebraska students have increased.

Table 1.1.b.1
National and Nebraska Average SAT I: Reasoning Test Scores[1]
2002–2006

Year	Mathematics Scores		Critical Reading Scores	
	National Average	**Nebraska Average**	National Average	**Nebraska Average**
2002	516	**570**	504	**561**
2003	519	**578**	507	**573**
2004	518	**576**	508	**569**
2005	520	**579**	508	**574**
2006	518	**583**	503	**576**

[1]Data Source: College Examination Board, State Reports, 2000–2006.

Nebraska ACT Assessment Scores

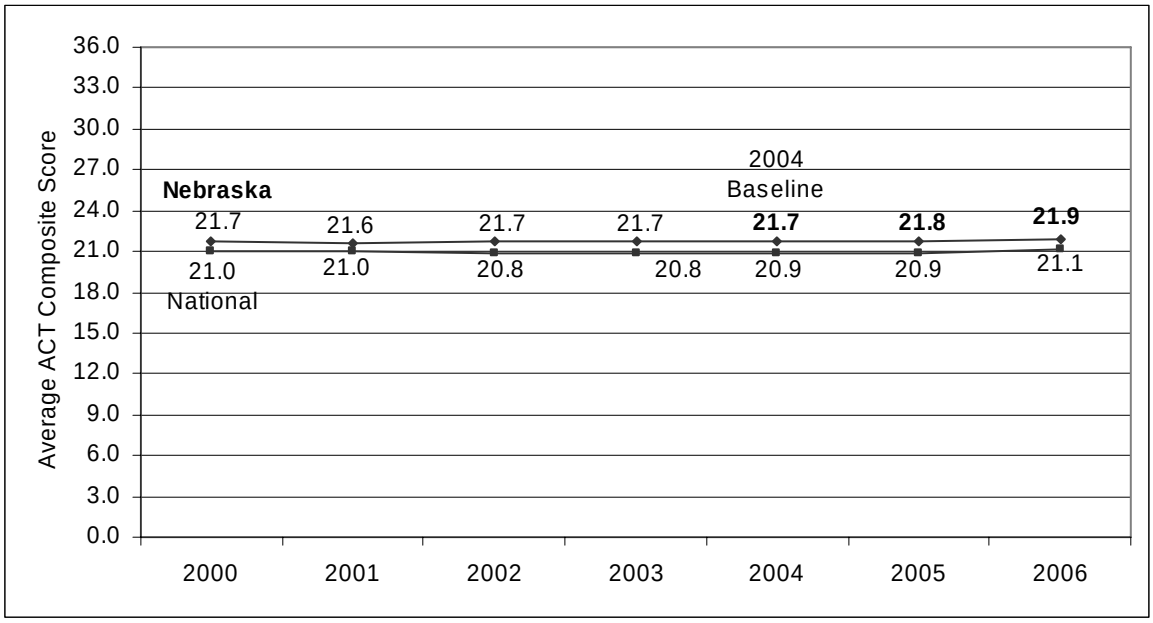
The ACT Assessment consists of four curriculum-based achievement tests in English, reading, mathematics, and science. A student's scores on each of these tests is reported on a 36-point scale, and a composite score is also reported on a 36-point scale to reflect the student's overall performance on the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

- As shown in Figure 1.1.b.3, the average ACT composite score for Nebraska high school students in the graduating class of 2006 was 21.9, up from 21.7 in 2004 and 21.8 in 2005.

- As also shown in the figure below, Nebraska's average composite score continued to be above the national average for the graduating class of 2006.[1]

Figure 1.1.b.3

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2000–2006[1]



[1]Data Source: ACT High School Profile Reports for Nebraska, 2004–2006.

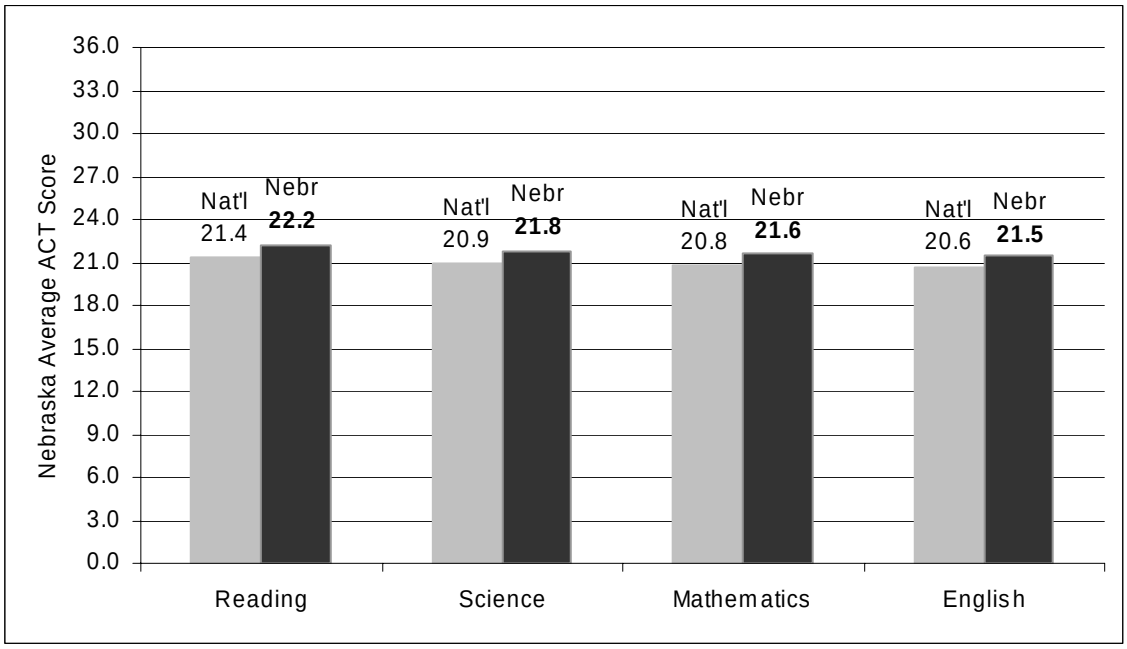
[1]The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam in 25 states. Nationally, 1,206,455 or about 40% of the students in the high school graduating class of 2006 took the ACT Assessment. Each year, average ACT scores are reported for every state, but state-to-state comparisons are not advisable for several reasons. Currently, Colorado and Illinois are the only states where the ACT Assessment is administered to all students who will graduate from high school. In all other states, the students who take the ACT are self-selected and, as a result, do not necessarily represent the total student populations of their states. Furthermore, the percentages of students who take the ACT vary greatly from one state to another, as do other factors that affect student achievement, such as the quality of school systems and the demographic and socioeconomic characteristics of students and their families. For these reasons, state-to-state comparisons are not included in this report.

- Figure 1.1.b.4 shows that Nebraska students in the 2006 graduating class scored above the national average on the each of the subject-area tests that constitute the ACT Assessment.

- Following the national trend, the average ACT scores of Nebraska's high school graduates were higher in reading than in science, mathematics, and English.

Figure 1.1.b.4

Comparison of National and Nebraska Average ACT Scores in Reading, Science, Mathematics, and English for the Graduating Class of 2006[1]



[1]Data Source: ACT High School Profile Report for Nebraska, 2006

ACT College Readiness Benchmark Scores

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

College Course or Area	ACT Subject-Area Test	College Readiness Benchmark Score[1]
English Composition	English	18
Social Science	Reading	21
Algebra	Mathematics	22
Biology	Science	24

[1]Source: ACT High School Profile Report for Nebraska, 2006.

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

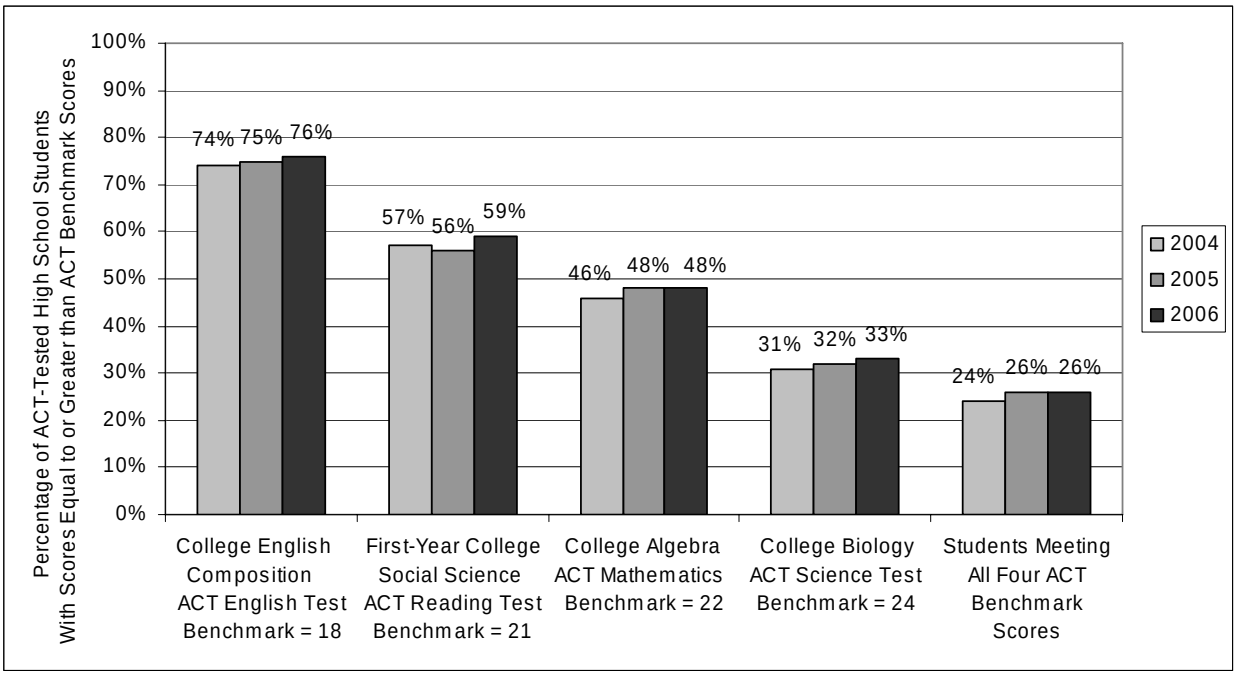
- Based on the data summarized in Figure 1.1.b.5, 76% of the ACT-tested high school graduates in 2006 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating that there is a relatively high probability that these students will earn at least a C in college-level English composition courses.

- In comparison, only 59% met or exceeded the College Readiness Benchmark Score of 21 on the reading test, indicating probable success in entry-level social science courses; 48% met or exceeded the mathematics benchmark score of 22 for college algebra; and only 33% met or exceeded the science benchmark score of 24 for college-level biology.

- In each of the four subject areas tested, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks increased by two percentage points between 2004 and 2006, as shown in the following chart.

Figure 1.1.b.5

Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks That Indicate Sufficient Preparation for College-Level Courses Nebraska High School Graduating Classes: 2004–2006[1]



[1]Source: ACT High School Profile Report for Nebraska, 2006. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses.

- Additional data reveals that the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks were six or seven percentage points higher than reported national percentages for 2006. (See Table A4.2 in Appendix 4 for supporting data.)

- However, as shown in Figure 1.1.b.5 above, only 26% of Nebraska's high school graduates in the class of 2006 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

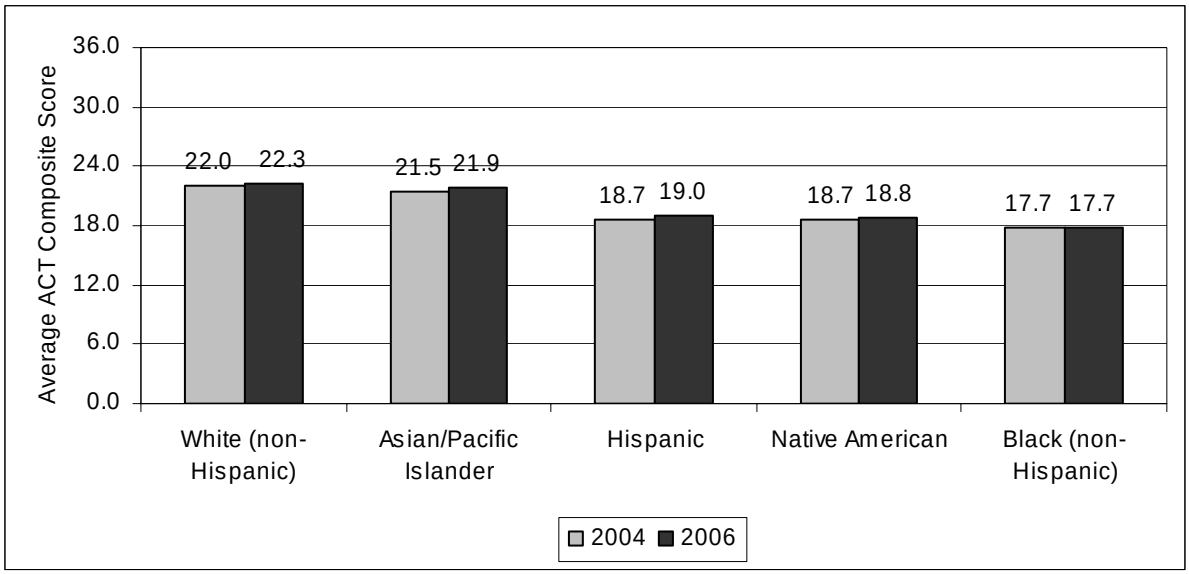
- Average ACT composite scores and the percentages of students who meet or exceed ACT College Readiness Benchmark Scores vary significantly by race/ethnicity.

- As shown in Figure 1.1.b.6, the average composite scores for Hispanics, Native Americans, and black non-Hispanics who graduated from Nebraska high schools in 2004 or 2006 were lower than the average composite scores of their white non-Hispanic and Asian/Pacific Islander classmates.

- Figure 1.1.b.6 also shows that the scores of white non-Hispanics, Asians/Pacific Islanders, and Hispanics increased by three- or four-tenths of a point between 2004 and 2006. In comparison, the average composite scores of Native American students increased by only one-tenth of a point, and the average score for black non-Hispanics was the same in 2006 as in 2004.

Figure 1.1.b.6

Nebraska Average ACT Composite Scores by Race/Ethnicity 2004 and 2006 Compared[1]



[1]Source: ACT High School Profile Report for Nebraska, 2006.

- Based on the data for the graduating class of 2006 summarized in Figure 1.1.b.7 on the next page, significantly lower percentages of Hispanics, Native Americans, and black non-Hispanics are sufficiently prepared for college-level coursework, compared to their white or Asian/Pacific Islander classmates.

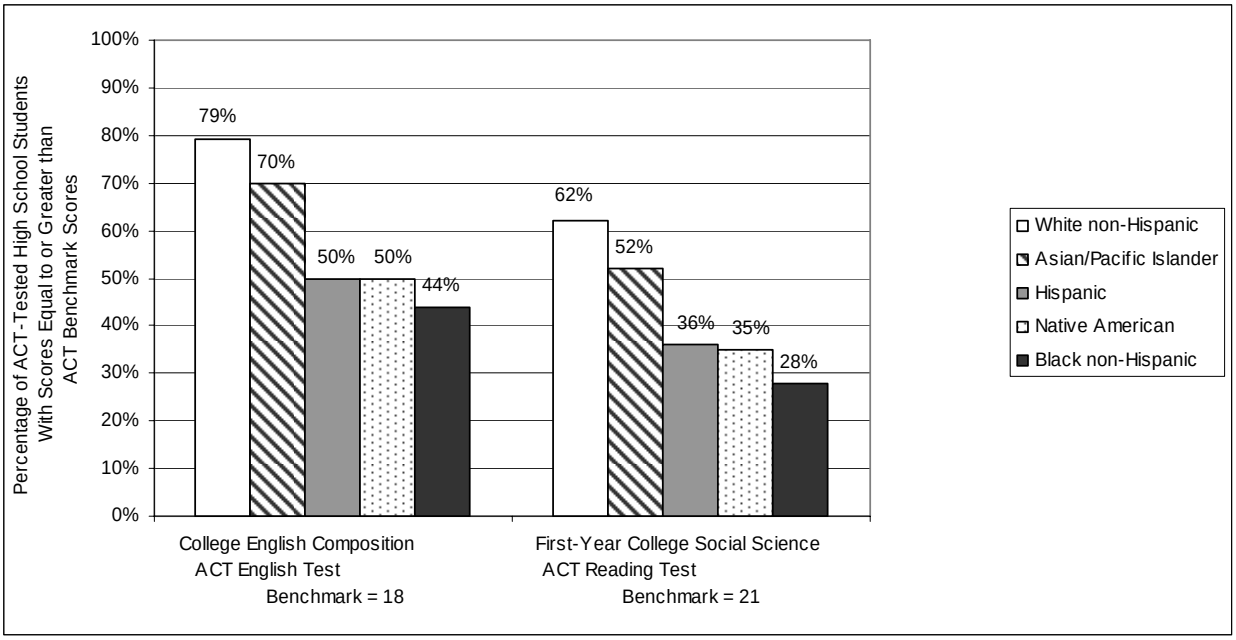
- For example, only 27% of the ACT-tested Hispanics in the class of 2006 met or exceeded the ACT College Readiness Benchmark Score in mathematics, indicating that they were sufficiently prepared to earn at least a C in college algebra, compared to 51% of the white or Asian/Pacific Islander students. Similarly, only 21% of the ACT-tested Native Americans and 14% of the black non-Hispanics met or exceeded the benchmark score in mathematics.

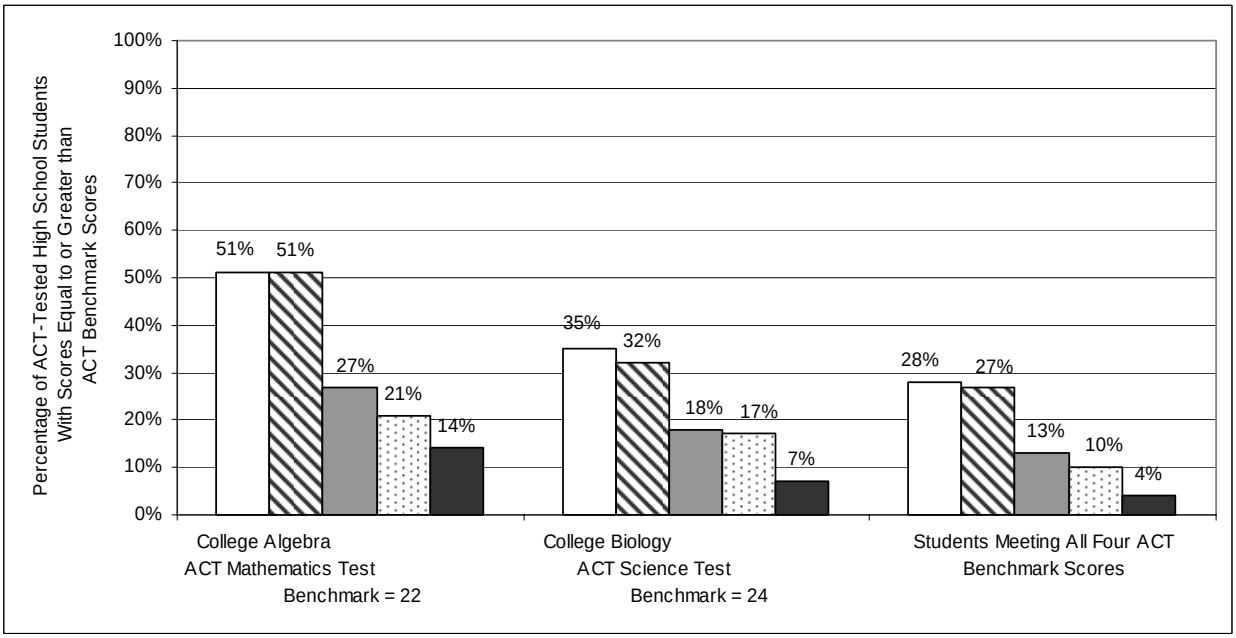
- As shown on the next page, the same pattern of percentages is evidenced for the ACT tests in English, reading, mathematics, and science, even though the percentages of students who met or exceeded the ACT College Readiness Benchmarks vary by subject matter area.

- In addition, the following chart shows that only 13% of the Hispanics, 10% of the Native Americans, and 4% of the blacks in the graduating class of 2006 met or exceeded the ACT College Readiness Benchmarks for all four subject-matter tests.

Figure 1.1.b.7

Percentages of ACT-Tested High School Students in the Graduating Class of 2006 Who Met or Exceeded ACT College Readiness Benchmark Scores That Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity[1]





[1]Source: ACT High School Profile Report for Nebraska, 2006. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses.

The Importance of the ACT-Recommended High School Core Curriculum

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

4 years of English (English 9, English 10, English 11, and English 12)

3 years of Math (selected from Algebra I, Algebra II, Geometry, Trigonometry, and Calculus)

3 years of Social Sciences (selected from American History, World History, American Government, Economics, Geography, and Psychology)

3 years or more of Natural Sciences (selected from General/Physical/Earth Science, Biology, Chemistry, and Physics)

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

- The research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to successfully progress through postsecondary education programs than students who do not complete the core courses recommended for students preparing to go to college.

- Furthermore, recent research conducted by ACT, Inc. indicates that students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college than students who take the minimum core. This research also indicates that students whose coursework beyond the core includes advanced courses in mathematics, such as trigonometry or calculus, as well as courses in biology, chemistry, and physics are the likeliest of all high school students to be ready for college-level coursework.[1]

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

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

- As shown in Figure 1.1.b.8 on the next page, Nebraska students who have taken or plan to take the core college preparatory courses—or more than the core— in high school have consistently scored higher on the ACT than the students who have completed or plan to complete less than the minimum core.

- Of the ACT-tested students in the class of 2006, those who took the core or more had an average composite score of 22.7, compared to an average score of 20.3 for the students who reported that they took courses that did not meet the minimum core requirements.

[1]Executive Summary, *Crisis at the Core: Preparing All Students for College and Work*, ACT, Inc., 2005, page 3.

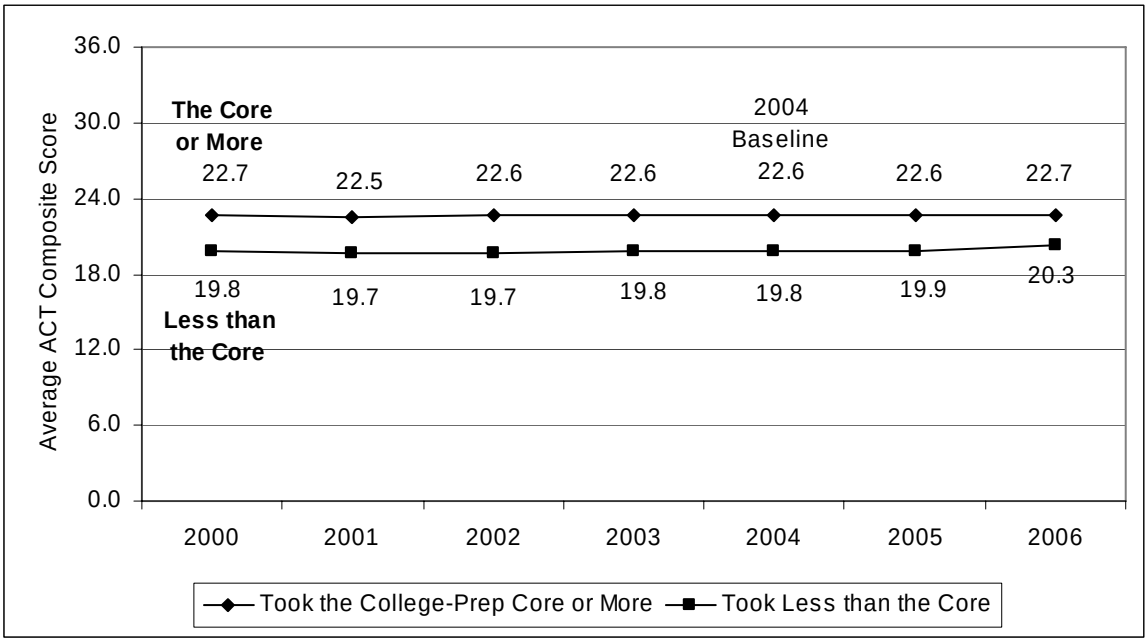
- As also evidenced in Figure 1.1.b.8, the average ACT composite score for the students who took the core or more increased by one-tenth of a point between 2004 and 2006, whereas the average score for students who took less than the core increased by one-half of a point.

- The reports provided by ACT do not explain why the average ACT composite score of Nebraska students who have taken less than the core has improved to a greater degree than the average composite score of students who have completed the core or more. However, the data summarized in Figure 1.1.b.8 provides strong evidence that taking the college-preparatory curriculum continues to have a positive effect on ACT composite scores and improves a student's chances for achieving academic success in college-level courses.

- Furthermore, as shown in Figure 1.1.b.9 on the next page, the average ACT composite score is higher for students who complete the core than for students who take less than the core, regardless of race/ethnicity.[1]

Figure 1.1.b.8

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Take Less than the Core 2000–2006[1]



[1]Data Source: ACT High School Profile Reports for Nebraska, 2000–2006. ACT, Inc. defines the core college-preparatory high school curriculum (or what is simply called "the core") as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I).

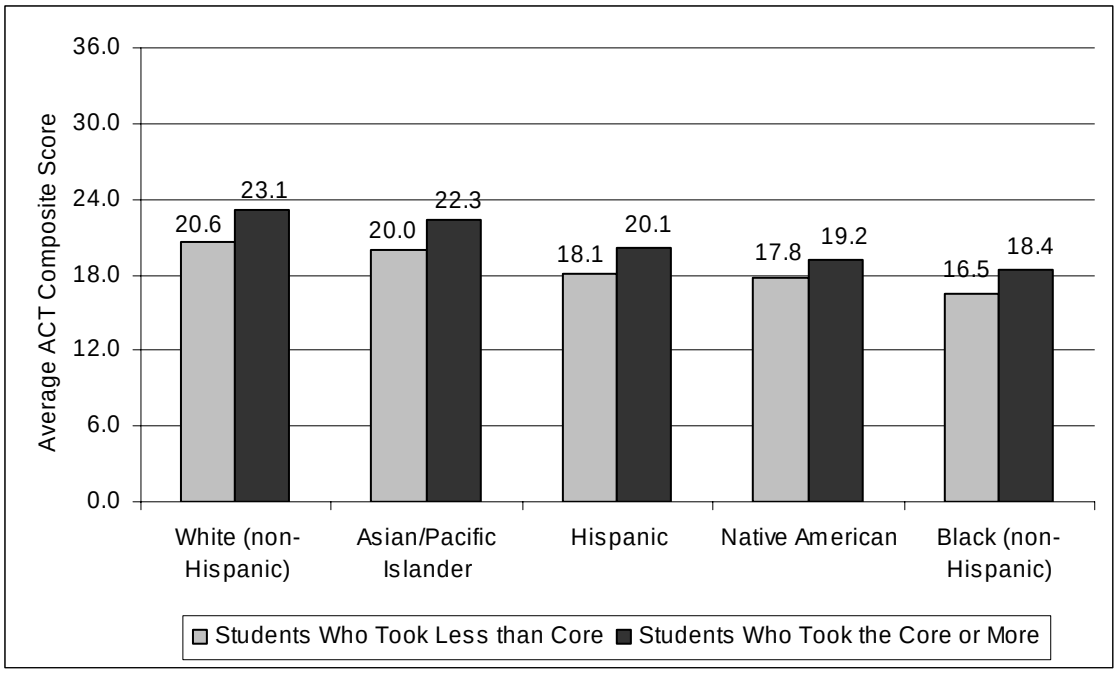
[1]The Coordinating Commission continues to encourage high school students to take rigorous coursework to better prepare for college or entry into an increasingly knowledge-based workforce. In 2006, the Commission, the Nebraska Department of Education, and Future Force Nebraska began administering a $300,000 grant from the U.S. Department of Education to encourage rigorous course taking in high school in four Nebraska school districts with the hope expanding our efforts to other districts in the future.

- **Taking "the core or more" helps students of every race/ethnicity.**

  Within each of the five racial/ethnic groups, the average ACT composite score was higher for the students in the graduating class of 2006 who took the college-preparatory core than the average score for students who took less than the core, as illustrated in Figure 1.1.b.9.

Figure 1.1.b.9

2006 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[1]



[1]Data Source: ACT High School Profile Report for Nebraska, 2006. Numbers of students tested: White (non-Hispanic) 13,208, Asian/Pacific Islander 305, Hispanic 591, Native American 102, black (non-Hispanic) 528.

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

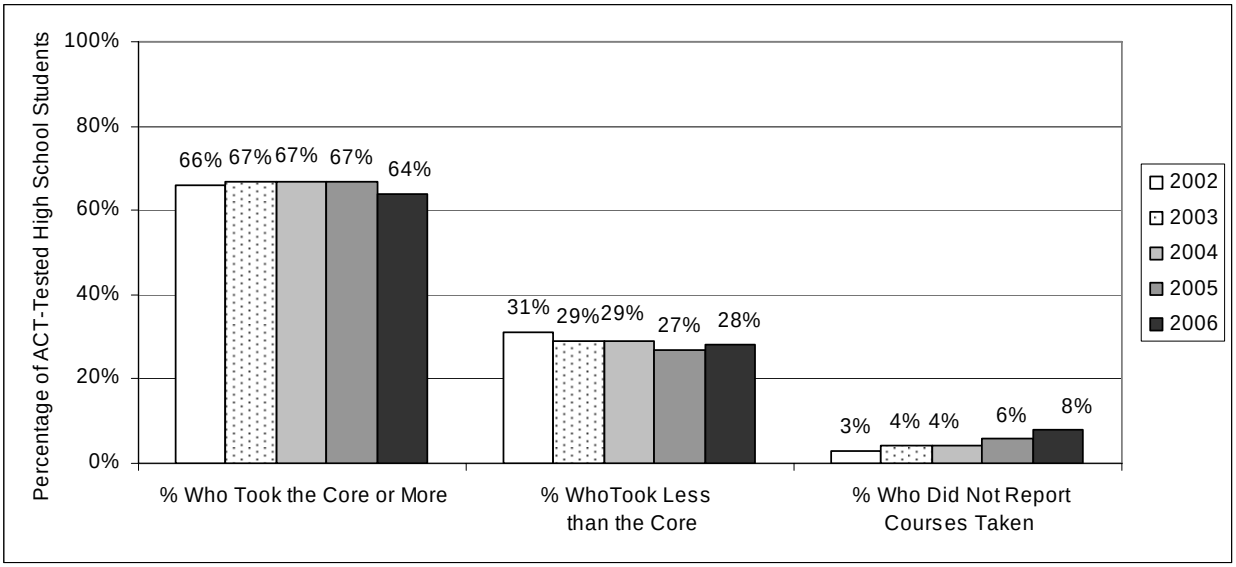
Unfortunately, it has become increasingly difficult to accurately monitor the percentages of Nebraska high school students who take the core curriculum—or more than the core courses—recommended for students preparing to go to college, given the available data from ACT, Inc. As mentioned earlier in this section, students self-report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Over the past five years, the percentage of ACT-tested students reporting the courses they have taken or plan to take in high school has significantly decreased, making it difficult to interpret the percentages of students who take the core or more or who take less than the core curriculum.

- As shown in Figure 1.1.b.10 on the following page, the percentage of students who have reported that they took the core or more has decreased by two percentage points since 2002. However, the percentage of students who said that they took less than the core also decreased by three percentage points while the percentage of non-reporting students increased by five percentage points between 2002 and 2006.

- Due to the increasing percentage of non-reporting students, it is currently impossible to determine if the percentage of ACT-tested students who take the core curriculum is actually increasing, decreasing, or remaining the same from year to year. Consequently, future updates of this report will not include the percentages of students who take the core or more unless there is a significant increase in the total percentage of ACT-tested students who report the courses they have taken or plan to take in high school.

Figure 1.1.b.10

Percentages of Nebraska's ACT-Tested Students Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School: 2002–2006[1]



[1]Data Source: ACT High School Profile Report for Nebraska, 2006. See Table A4.3 in Appendix 4 for supporting data.

- Similarly, it probably is not advisable to continue to report the percentages of ACT-tested students within each racial/ethnic group who say that they have taken the core or more, since these percentages are not helpful in understanding why ACT composite scores vary by race/ethnicity.

- When the percentages of students who took the core or more, shown in the first part of Figure 1.1.b.11 on the next page, are compared to the average ACT composite scores of each racial/ethnic group presented in the second part of the figure, no logical relationship between the two sets of statistics for the graduating class of 2006 is revealed.

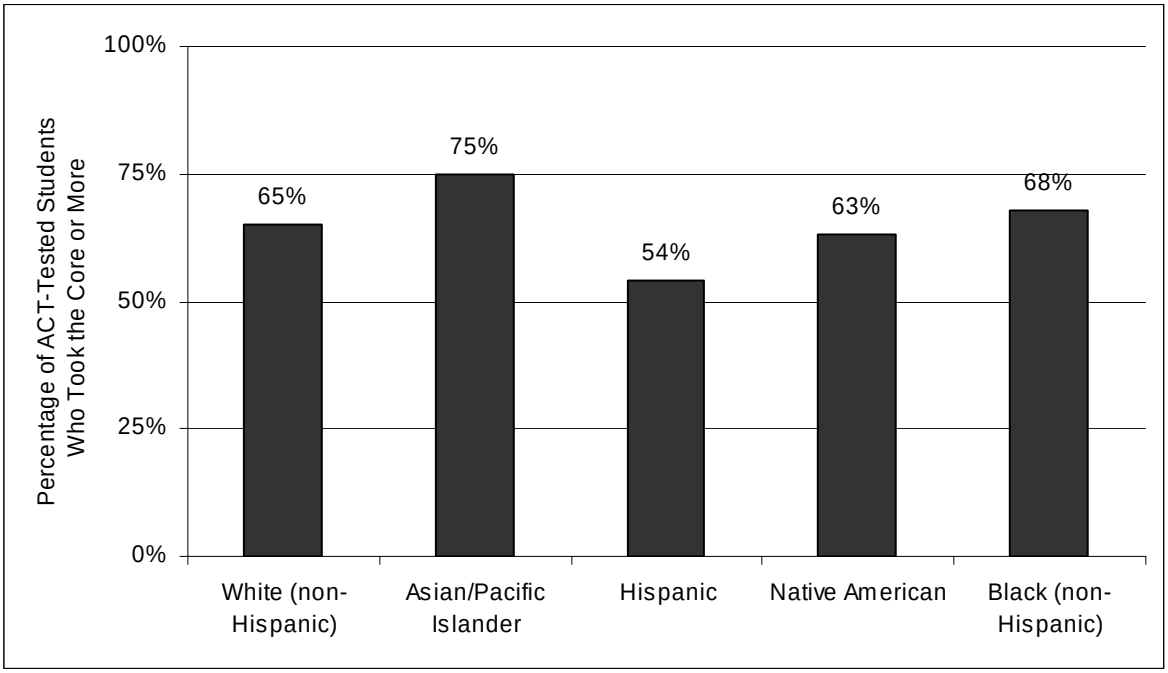
- Compared to their Asian or Pacific Islander classmates, a lower percentage of white non-Hispanic students reported that they took or planned to take the core or more, but their average ACT composite score was higher than the score for Asian/Pacific Islanders.

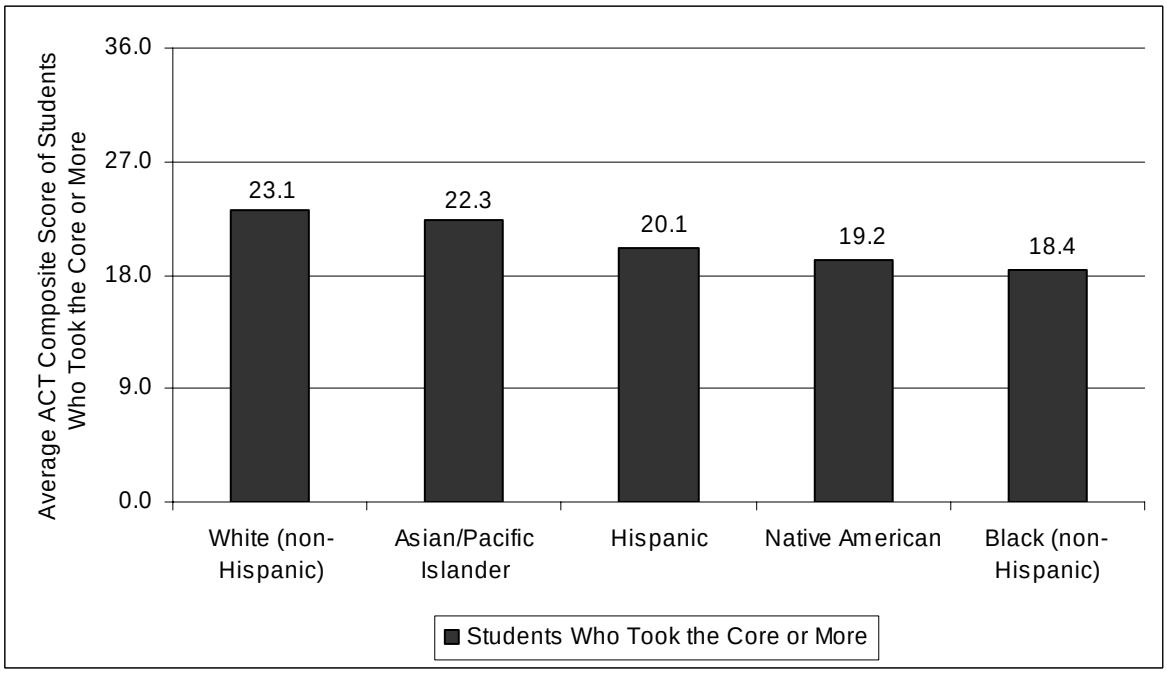
- Following the same pattern, a lower percentage of Hispanic students took the core or more than did the Native Americans in their graduating class, but their average ACT composite score was higher.

- Even less understandable is the fact that a higher percentage of black non-Hispanics reported taking the core or more than did the students in three of the four other racial/ethnic categories, but the average ACT composite for black non-Hispanics was the lowest reported for the five racial/ethnic groups.

Figure 1.1.b.11

Percentage of Nebraska ACT-Tested Students in the Graduating Class of 2006 Who Took the College-Preparatory Core or More Compared to the Average ACT Composite Score of Students Who Took the Core or More by Race/Ethnicity[1]





[1]Data Source: ACT High School Profile Report for Nebraska, 2006. Numbers of students tested: White (non-Hispanic) 13,208, Asian/Pacific Islander 305, Hispanic 591, Native American 102, black (non-Hispanic) 528.

1.1.c College Continuation Rate

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

One of the strategic approaches to increasing the total number of students who enroll at Nebraska's postsecondary institutions is to increase the state's college continuation rate, or in other words, the percentage of Nebraska high school graduates who go to college.

The best estimates of Nebraska's past and present college continuation rates are based on data collected every two years by the National Center for Education Statistics in the U.S. Department of Education. The latest available data were collected in 2004 and reported in the *2005 Nebraska Higher Education Progress Report for the LR 175 Legislative Evaluation Task Force*. **Since more recent data are not yet available, the analysis of Nebraska's college continuation rates reported in 2005 is repeated in this section of the 2007 report**. Data to calculate the state's college continuation rate in 2006 will be available in mid-2007 and compared to previous rates in the *2008 Nebraska Higher Education Progress Report*.

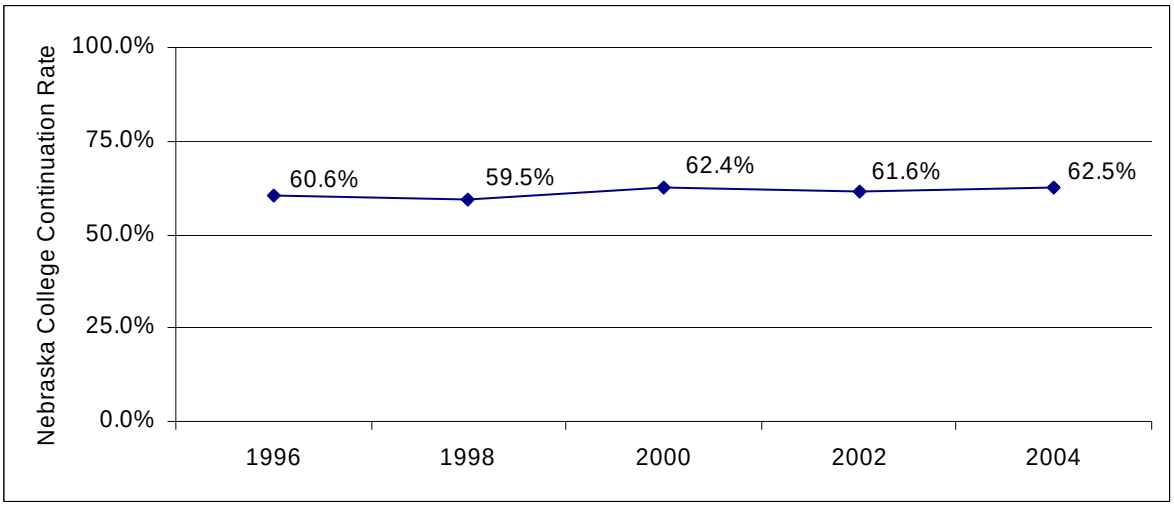
Nebraska College Continuation Rates

- The college continuation rate is the number of Nebraska-resident first-time freshmen who graduated from high school within the past 12 months, divided by the number of students who graduated from Nebraska high schools during the previous school year.

- As evidenced in Figure 1.1.c.1, the estimated college continuation rate for Nebraska high school graduates who attended degree-granting institutions anywhere in the United States rose from 61.6% in fall 2002 to 62.5% in fall 2004, an increase of 0.9%.

Figure 1.1.c.1

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[1]



[1]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 and a technical note.

- 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.

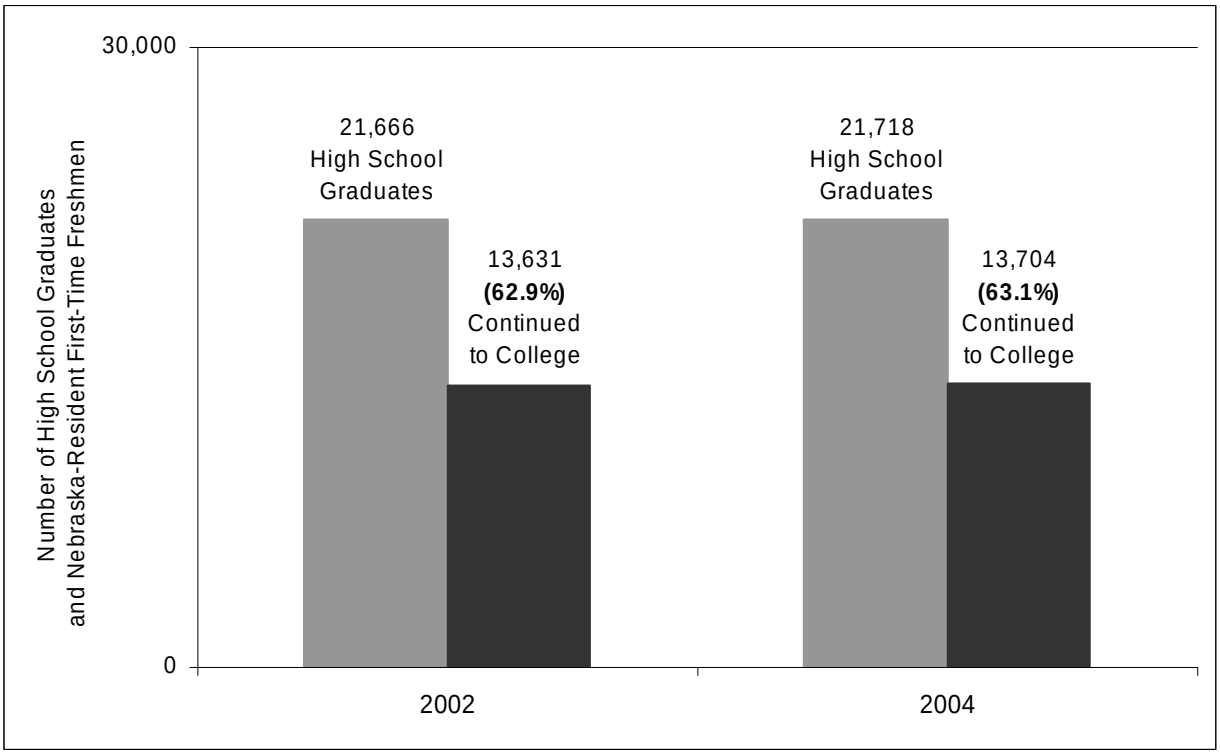
- As illustrated in Figure 1.1.c.2, the college continuation rate for Nebraska students who graduated in the high school class of 2004 and attended degree-granting and non-degree-granting colleges in fall 2004 was 63.1%, a 0.2% increase from the 62.9% continuation rate in 2002.[1]

- See Table A5.1 and Table A5.2 in Appendix 5 for supporting data and technical notes.

Figure 1.1.c.2

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[1]



[1]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 and technical notes.

[1]The numbers of first-time freshmen who attended non-degree granting institutions were not consistently reported to the National Center for Education Statistics prior to 2002. Consequently, 2002 is considered the baseline for comparing the state's overall college continuation rate over time.

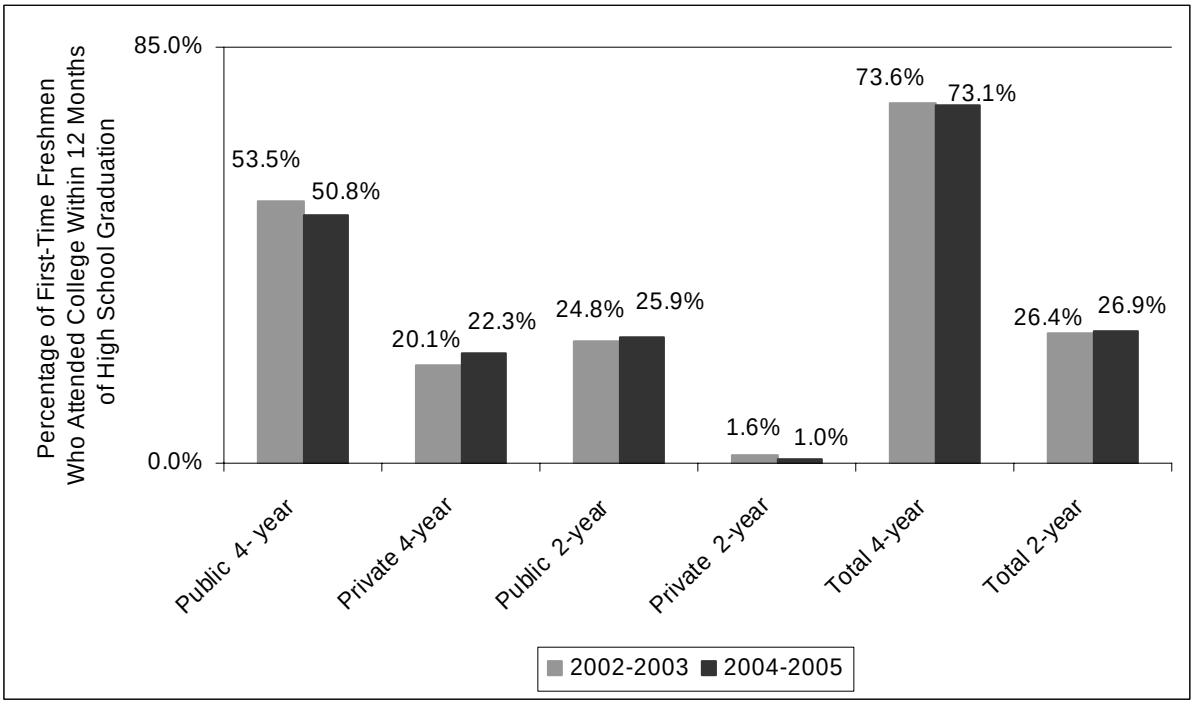
- The most recent national study of college continuation rates is limited to students who attended degree-granting institutions as first-time freshmen. Based on the state-to-state comparisons reported in the study, Nebraska's college continuation rates have been above the national rates and higher than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

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 1.1.c.3, 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 1.1.c.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[1]



[1]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.

[1]Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, 2002 and 2004 College Continuation Rate Comparisons by State included in the Spreadsheets for Chance for College, updated in October 2004 and June 2006. The details of this study are not included in this report because the estimated numbers of high school graduates used in computing Nebraska's college continuation rates for 2002 and 2004 are higher than the official numbers from the Nebraska Department of Education, resulting in underestimated rates. Since it is not known whether the rates reported for other states are underestimated to the same degree, it is only safe to say that Nebraska's college continuation rates in 2002 and 2004 were above the corresponding national averages and higher than the rates for many other states.

- As also shown in Figure 1.1.c.3 on the preceding page, the net effect of these changes was that a slightly lower percentage of Nebraska resident first-time freshmen attended four-year degree-granting 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 A5.3 in Appendix 5 for supporting data.)

1.2 Nebraska High School Graduates Who Go to College in Nebraska

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

The 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 data required to monitor the proportion of Nebraska high school graduates who go to colleges and universities in Nebraska are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center of Education Statistics in the U.S. Department of Education. The latest available data were collected in fall 2004 and compared to 2002 baseline data in the *2005 Nebraska Higher Education Progress Report for the LR 175 Legislative Evaluation Task Force*. **Since data collected in fall 2006 will not be available until mid-2007, the analysis of data reported in 2005 is repeated in this section of the 2007 report.** Findings based on the 2006 data will be available for comparison when the *2008 Nebraska Higher Education Progress Report* is produced.

Introduction to the Enrollment Trends of Nebraska-Resident First-Time Freshmen

- 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 and there is no way of knowing exactly when they received their high school diplomas, these students are considered separately in the following analysis.

- Nebraska-resident first-time freshmen who go to non-degree-granting schools are excluded from the enrollment analysis because the data obtained from these schools has not been consistent or complete.

- The data used to analyze the enrollment trends of Nebraska-resident first-time freshmen for the purposes of this report were collected in fall 2002 and fall 2004 through the Integrated Postsecondary Education Data System (IPEDS), with 2002 established as the baseline year for future comparisons.

- See Explanatory Note A6.1 in Appendix 6 for more information on the collection and limitations of the data analyzed in this section.

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 1.2.1. As a result, total enrollment of Nebraska-resident first-time freshmen at degree-granting institutions decreased by 5.6% over the two-year period.

Table 1.2.1
Nebraska-Resident First-Time Freshmen Enrolled at Degree-Granting Postsecondary Institutions Classified by Length of Time Since High School Graduation Fall 2002 Compared to Fall 2004[1]

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
	Fall 2002		**Fall 2004**		
	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

[1]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

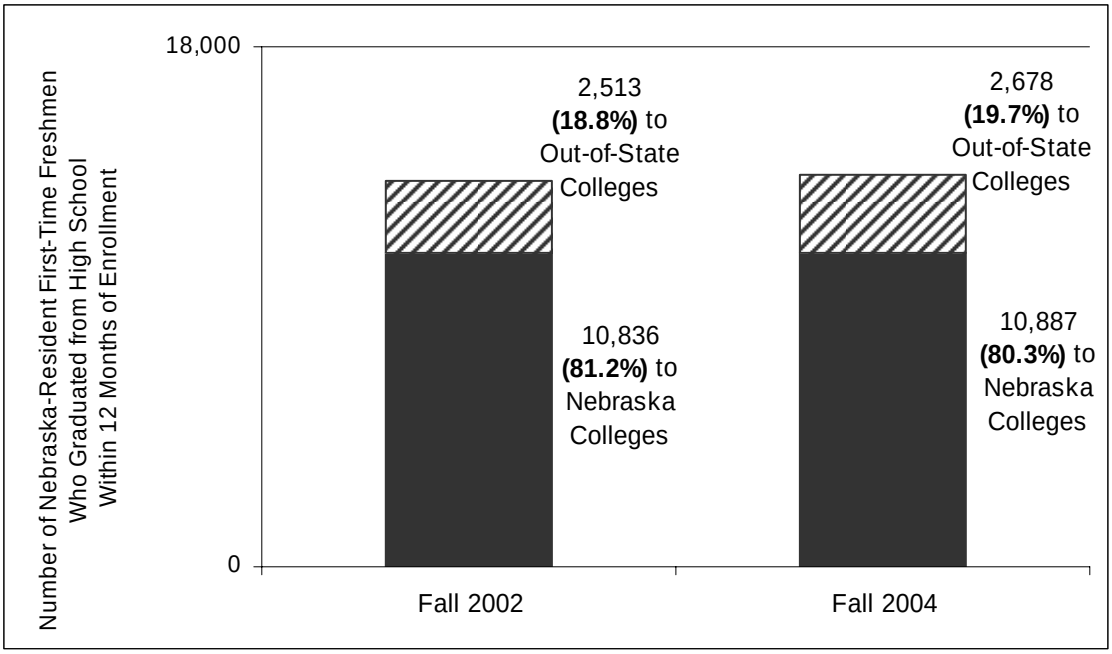
- The increase of 216 students between 2002 and 2004, shown in Table 1.2.1 on the preceding page, is attributable to an increase of 165 Nebraska-resident first-time freshmen who enrolled at out-of-state degree-granting schools within 12 months of high school graduation and an increase of 51 students 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 1.2.1 below, 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 1.2.1

Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2002 Compared to Fall 2004[1]



[1]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 1.2.2, 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.

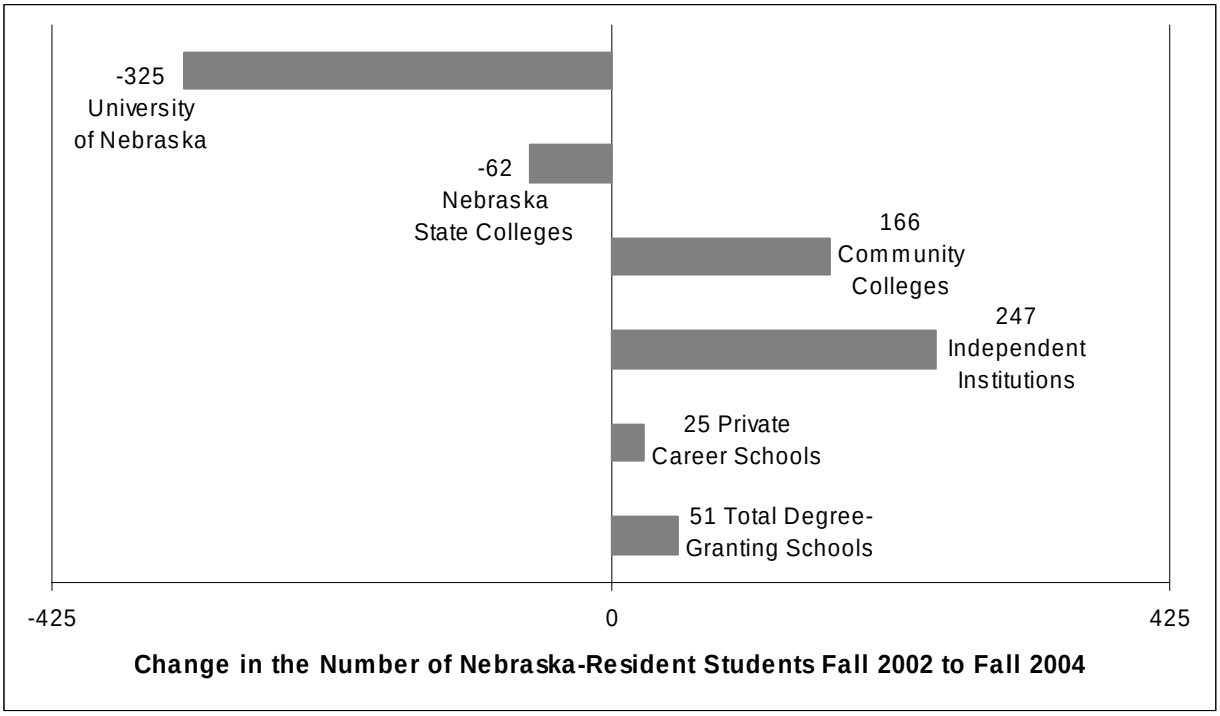
- The decreases in the enrollment experienced by the University of Nebraska and Nebraska state colleges were offset by enrollment increases at Nebraska community colleges, independent institutions, and private degree-granting career schools, so that there was a net increase of 51 Nebraska-resident first-time 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.

Figure 1.2.2

Changes in the Numbers of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2002 Compared to Fall 2004[1]



[1]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

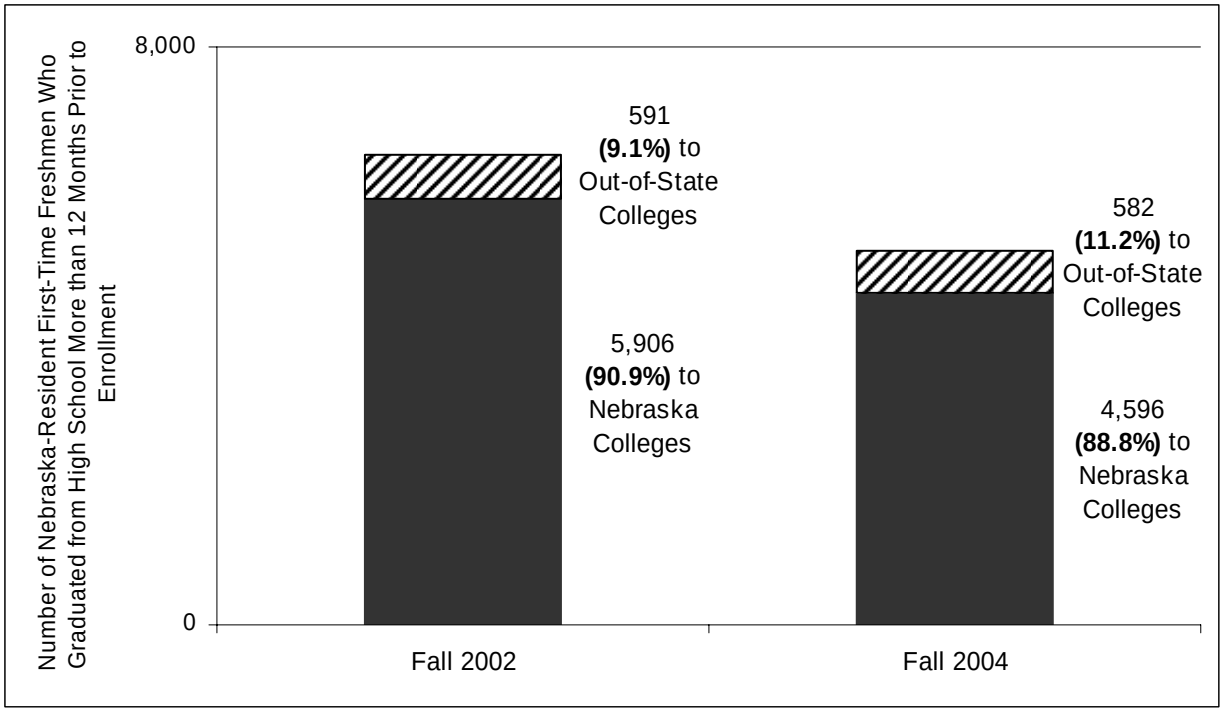
- Between fall 2002 and fall 2004, there was a significant decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at degree-granting institutions in Nebraska more than a year after they graduated from high school. Specifically, 1,310 fewer of these 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 1.2.3, 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 1.2.3

Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions More than 12 Months After Graduation from High School Fall 2002 Compared to Fall 2004[1]



[1]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.

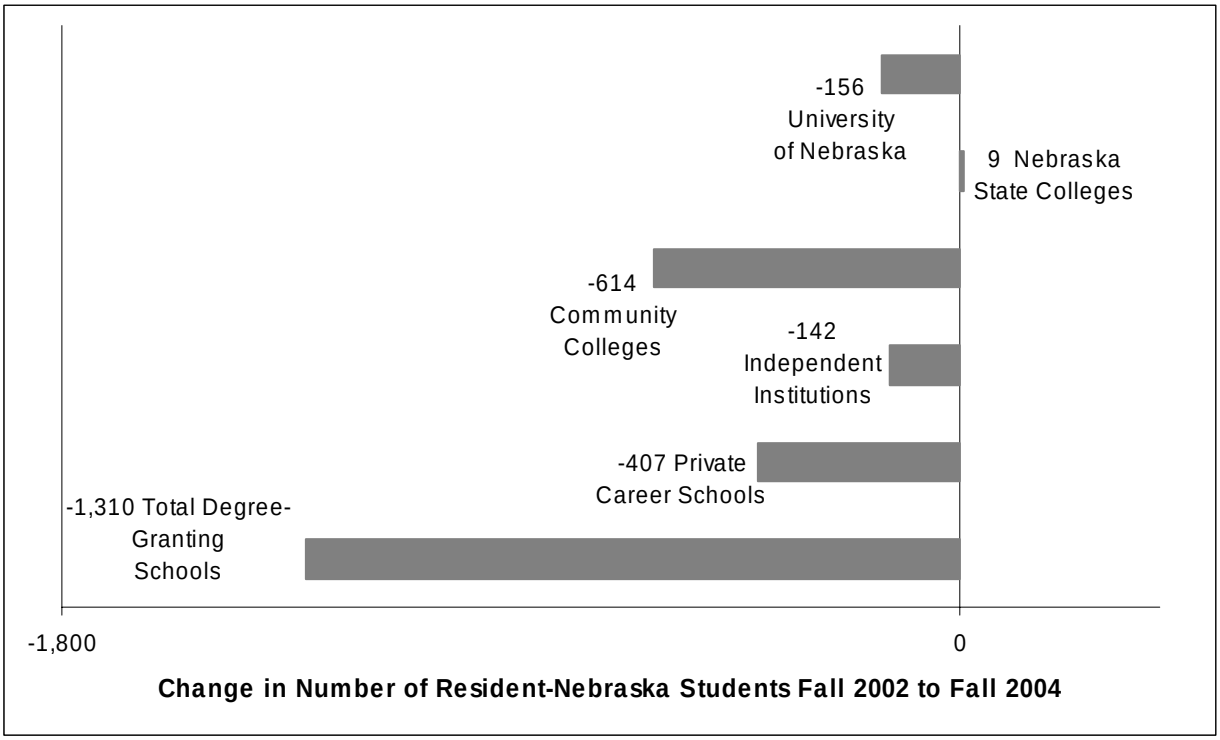
- As illustrated in Figure 1.2.4, all of the sectors of higher education in Nebraska experienced declines in the number of first-time freshmen who enrolled in college more than a year after high school graduation, except for the state colleges, which experienced a small gain.

- 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 1.2.4

Changes in the Numbers of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions More than 12 Months After Graduation from High School Fall 2002 Compared to Fall 2004[1]



[1]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 Non-Nebraska First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration

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

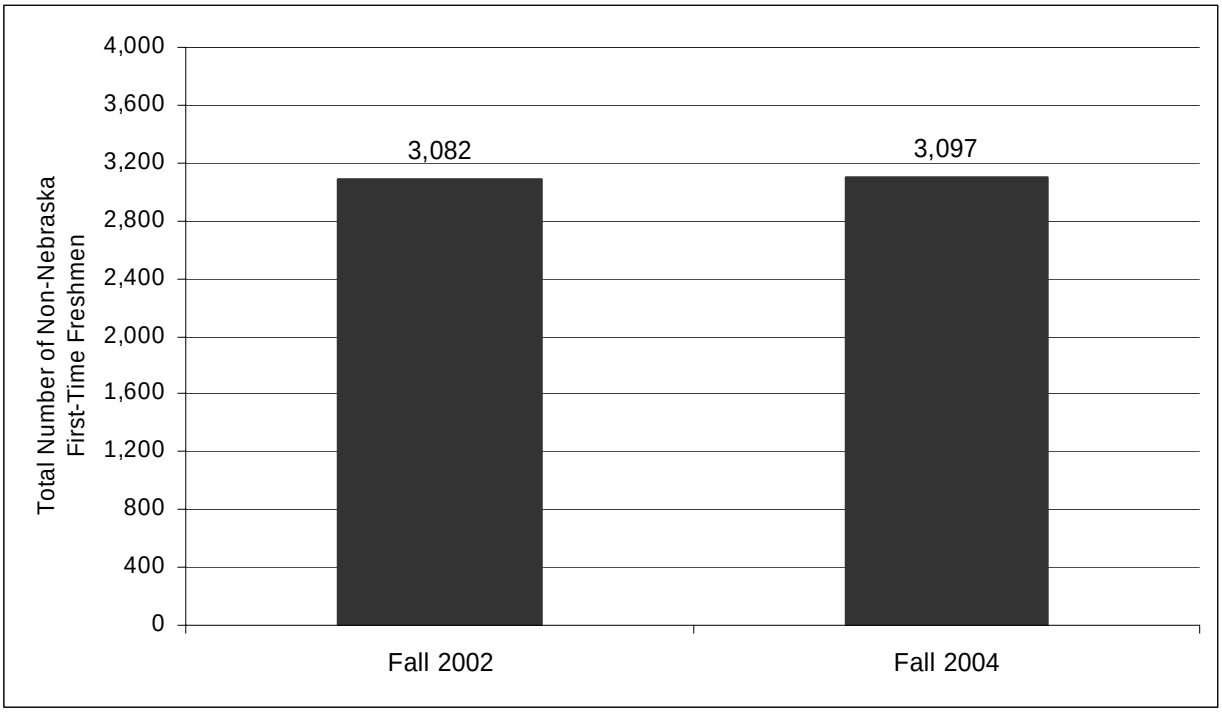
The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and foreign students who enroll as first-time freshmen at Nebraska's postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. The latest available data were collected in 2004 and compared to 2002 baseline statistics in the *2005 Nebraska Higher Education Progress Report for the LR 175 Legislative Evaluation Task Force*. **The analysis reported in 2005 is repeated in this section of the 2007 report since data collected in 2006 will not be available until mid-2007.** Findings based on the 2006 data will be included and compared to the 2002 baseline data in the *2008 Nebraska Higher Education Progress Report*.

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

- As shown in Figure 1.3.1, Nebraska's colleges and universities attracted about the same number of non-Nebraska first-time freshmen in fall 2002 and fall 2004.

Figure 1.3.1

Total Number of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Institutions Fall 2002 Compared to Fall 2004[1]



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

- In 2002 and 2004, about 98% of all non-Nebraska first-time freshmen attended degree-granting colleges, while less than 2% were enrolled at non-degree-granting schools.[1] (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 1.3.1, the enrollment of non-Nebraskans at Nebraska degree-granting institutions increased by only 21 students (0.7%) between 2002 and 2004.

Table 1.3.1
Non-Nebraska First-Time Freshmen
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2002 Compared to Fall 2004[1]

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
	Fall 2002		**Fall 2004**		
	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

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

- In fall 2002, Nebraska degree-granting institutions attracted 2,281 non-Nebraska first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 2,424 non-Nebraskans in 2004, a 6.3% increase of 143 students, as evidenced in Table 1.3.1.

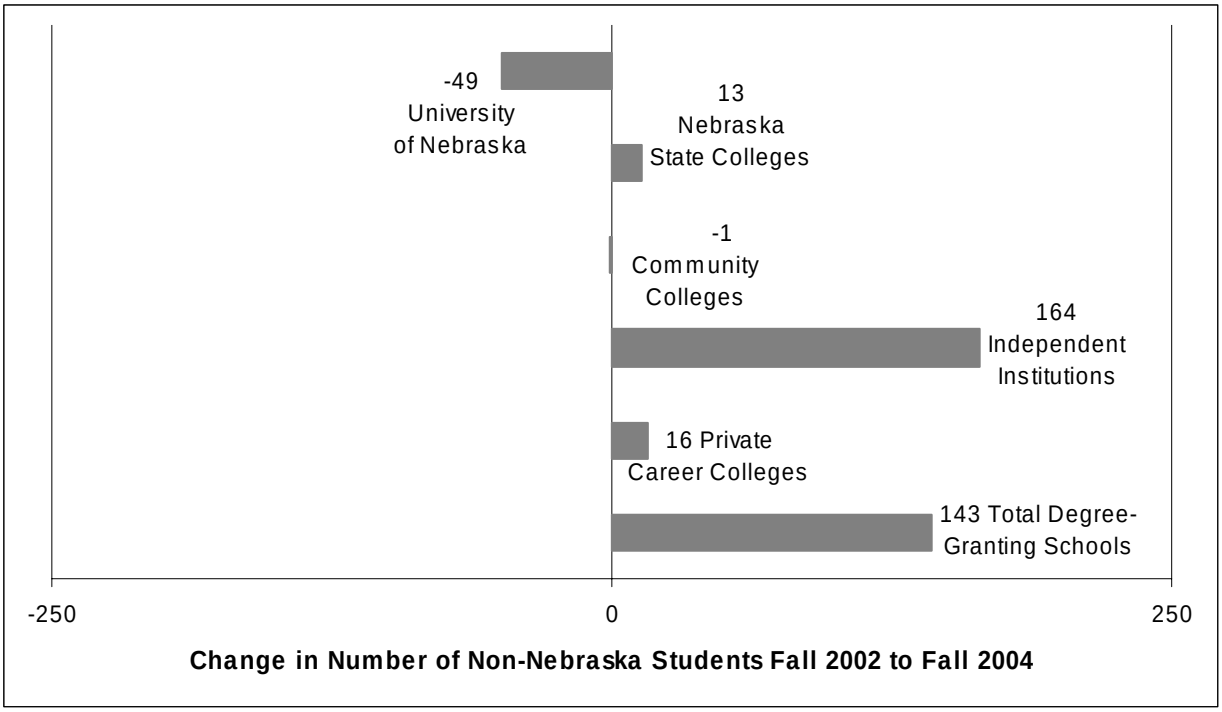
[1]Non-Nebraska first-time freshmen who attended non-degree granting schools are excluded from the remainder of this analysis because the NCES does not require non-degree-granting schools to submit enrollment data by state or country of residence. As a result, the student residence data obtained from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

- As shown in Figure 1.3.2 below, 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.

- 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 1.3.2. (See Table A6.6 in Appendix 6 for supporting data.)

Figure 1.3.2

Changes in the Numbers of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2002 Compared to Fall 2004[1]



[1]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.

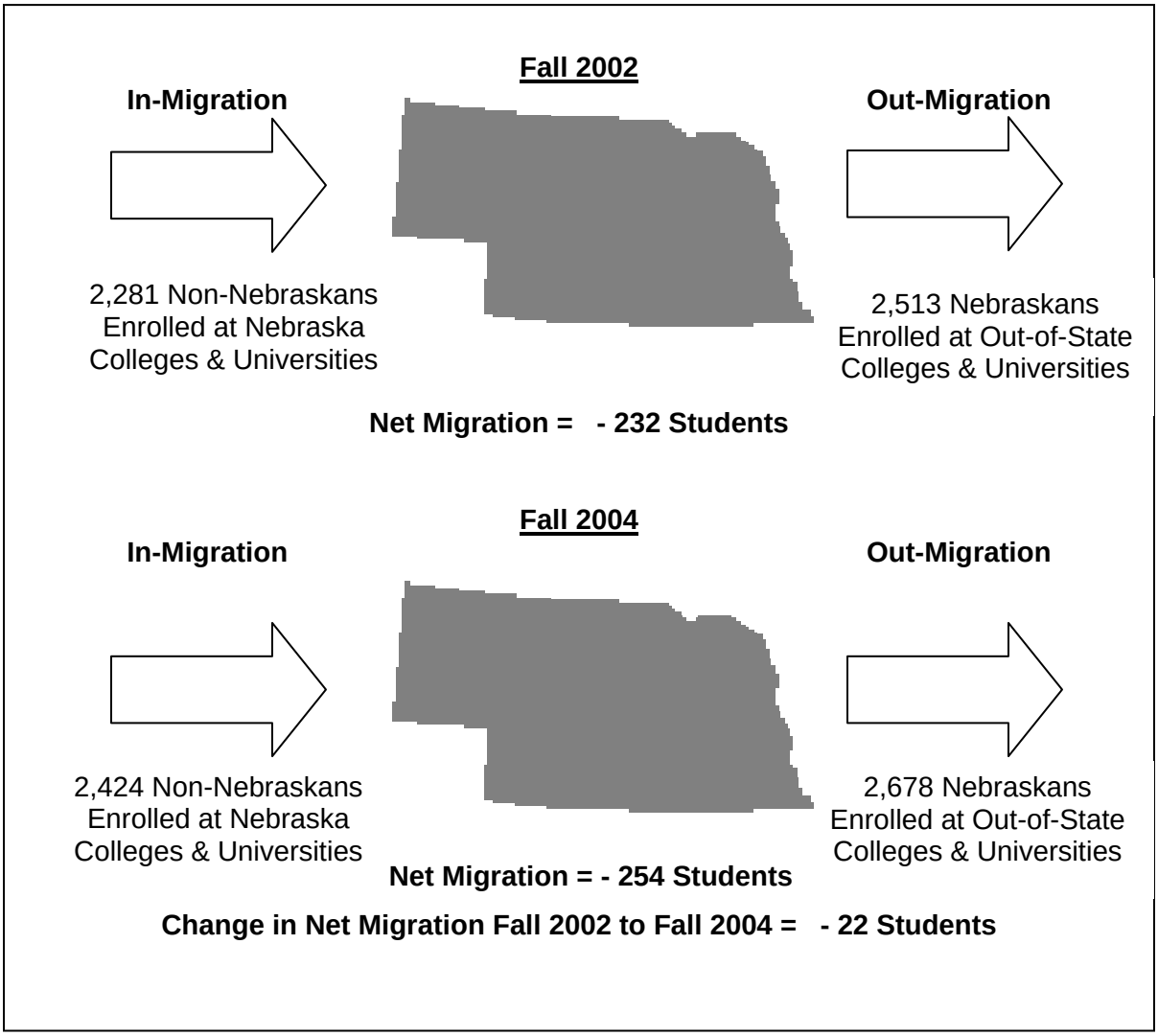
Net Migration of Nebraska and Non-Nebraska First-Time Freshmen

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 1.3.3.

- 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 1.3.3

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[1]



[1]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.[1]

- 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.

- 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.

[1] The net migration numbers reported in this section are the best possible estimates, given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans for fall 2002 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 Enrollment of First-Time Freshmen by Race/Ethnicity

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

The 2003 LR 174 Higher Education Task Force recommended increasing the number and percentage of underrepresented students as another approach to increasing the enrollment of Nebraska's postsecondary institutions. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2003 in the numbers of white non-Hispanics and minority students who have been enrolled as first-time freshmen at Nebraska colleges and (2) the extent to which each racial/ethnic group was represented in the state's postsecondary education system in fall 2005, the latest period for which data are available.

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

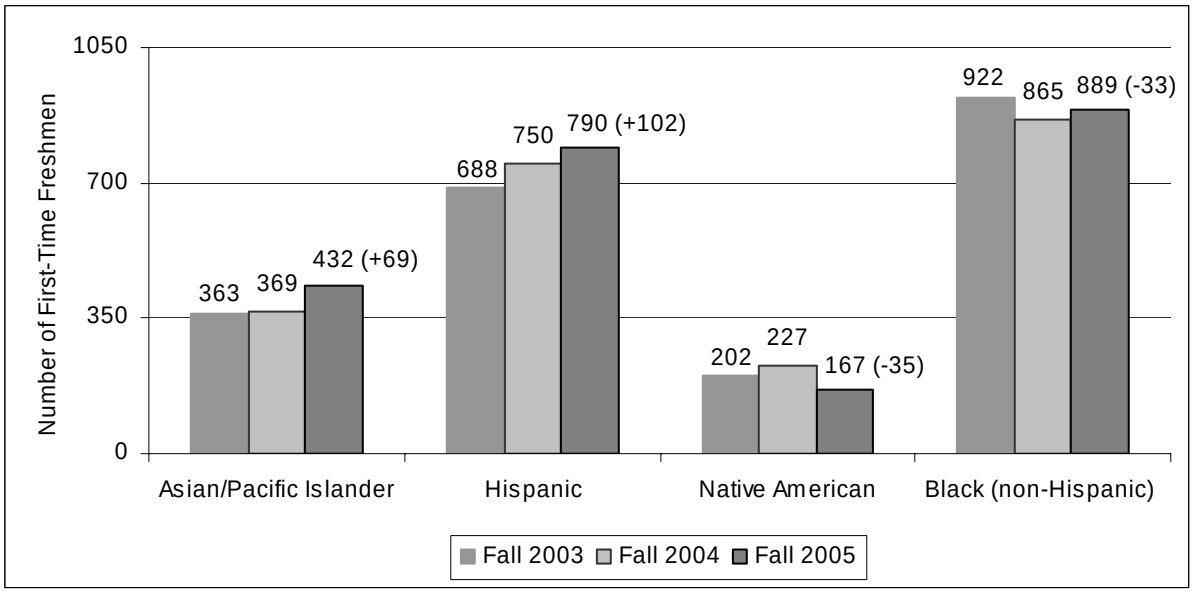
- In fall 2005, a total of 18,510 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions, a 7.7% decrease from the total of 20,060 first-time freshmen in fall 2003.

- In fall 2003, white non-Hispanics accounted for 89.2% of the first-time freshmen, while minorities accounted for 10.8%. Of the first-time freshmen enrolled in fall 2005, 12.3% were minorities, an increase of 1.5 percentage points.

- As shown in Figure 1.4.1, slightly higher numbers of Asians/Pacific Islanders and Hispanics enrolled in college in fall 2005 than in fall 2003, but there were fewer Native Americans and black non-Hispanics among the first-time freshmen in 2005. (See Table A7.1 and Table A7.3 in Appendix 7 for supporting data.)

Figure 1.4.1

Changes in the Numbers of Minority Students Enrolled as First-Time Freshmen at Nebraska Postsecondary Institutions Fall 2003 to Fall 2005[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

- The net effect of these changes is that there were only 103 more minority students attending Nebraska colleges as first-time freshmen in fall 2005 than in fall 2003, an increase of 4.7%. In contrast, there were 1,653 fewer white non-Hispanic first-time freshmen in Nebraska's postsecondary education system in fall 2005 than in fall 2003, a decrease of 9.2%. (See Table A7.1 in Appendix 7 for supporting data.)

- Between fall 2003 and fall 2004, 1,327 fewer white non-Hispanics enrolled at Nebraska institutions, accounting for 80% of the total decrease of 1,653 students from 2003 to 2005.

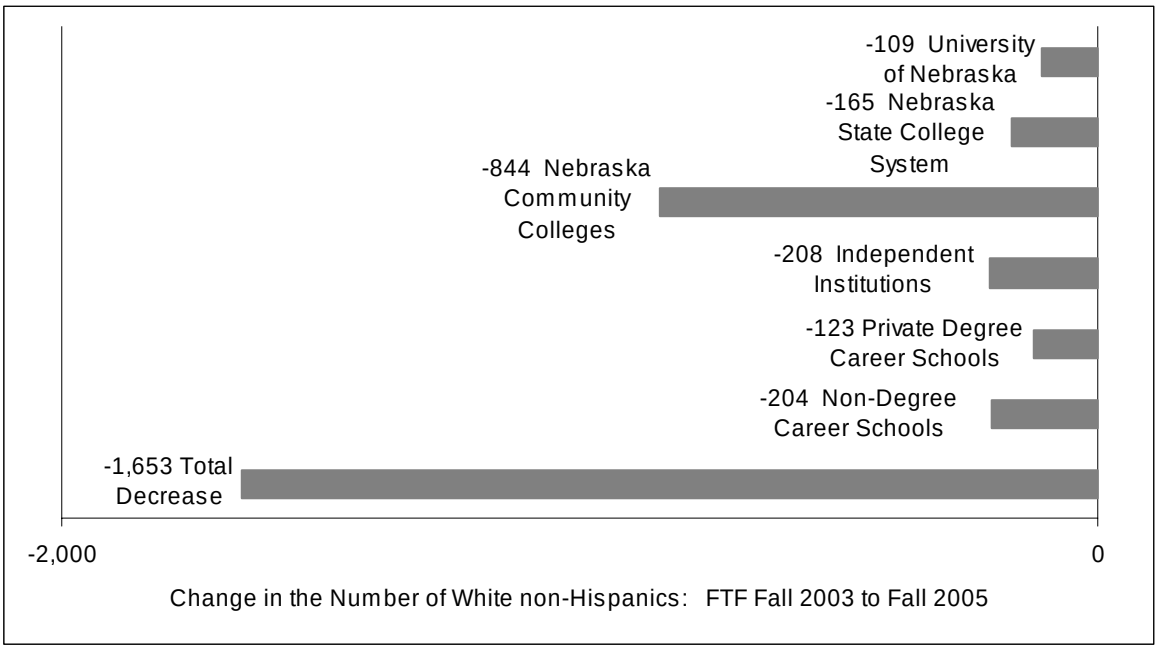
- Lower enrollments at Nebraska's community colleges, the University of Nebraska, and the Nebraska State College System accounted for almost all of the decrease in the number of white non-Hispanic first-time freshmen between fall 2003 and fall 2004. (See Table A7.2 in Appendix 7 for supporting data.)

- However, as shown in Figure 1.4.2, all sectors of higher education in Nebraska experienced declines in the number of white non-Hispanics enrolled as first-time freshmen between fall 2003 and fall 2005. The lowest percentage decreases were experienced by the University of Nebraska (1.9%) and the independent colleges and universities (6.8%), while the highest percentage decrease was evidenced at the non-degree-granting career schools (36.3%). In comparison, the state colleges, community colleges, and degree-granting career schools experienced decreases in the range of 12% to 15%. (See Table A7.2 in Appendix 7 for supporting data.)

- The declines illustrated in Figure 1.4.2 are higher than would be expected, given that the number of white non-Hispanics who graduated from all of Nebraska's high schools was 19,704 in 2002–2003, compared to 19,037 in 2004–2005, a decrease of 667 students.

Figure 1.4.2

Changes in the Numbers of White Non-Hispanics Enrolled as First-Time Freshmen (FTF) at Nebraska Postsecondary Institutions Fall 2005 Compared to Fall 2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 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.

- Given the fall 2004 estimated college continuation rate of 63.1% reported on page 42, 400–450 fewer white non-Hispanic first-time freshmen would be expected to be enrolled at Nebraska colleges and universities in 2005, compared to the actual decrease of 1,653. The reasons for the unexpected decrease are not known, but as mentioned in section 1.2, economic conditions, higher tuitions, and the call-up of military units for the war in Iraq are three factors that may have adversely affected enrollments.

Racial/Ethnic Representation in Nebraska's Postsecondary Education System Fall 2005

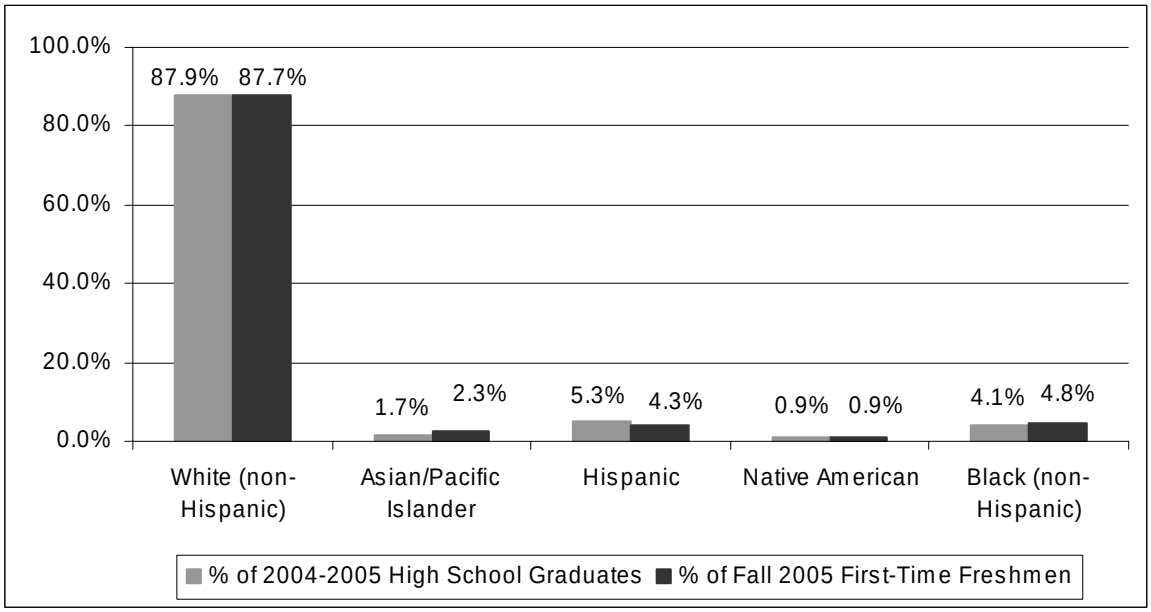
The following analysis examines the extent to which students in each racial/ethnic group have been represented in Nebraska's postsecondary education system. In this analysis students in a racial/ethnic category are considered to be "underrepresented" if they accounted for a smaller percentage of the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

- As evidenced in section 1.1.a of this report, disproportionately lower percentages of black non-Hispanics, Hispanics, and Native Americans graduate from Nebraska high schools as a result of the fact that their graduation rates are significantly lower than the high school graduation rates for white non-Hispanics and Asians/Pacific Islanders.

- However, as illustrated in Figure 1.4.3, minority students who graduate from high school generally tend to be represented among first-time college freshmen in Nebraska to about the same degree as white non-Hispanics.

Figure 1.4.3

Percentages of 2004–2005 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2005 by Race/Ethnicity



[1]Data Sources: Nebraska Department of Education, January 2007, and the National Center for Education Statistics, fall 2005 IPEDS survey. Percentages of high school graduates include graduates of public and nonpublic schools, educational service units, and state-operated schools. Percentages of first-time freshmen include part-time students, but not foreign students or students of unknown race/ethnicity. See the third section of Table A7.3 in Appendix 7 for supporting data.

- If the relationship revealed in the preceding figure continues in the future, increasing the numbers and high school graduation rates of minority students should result in proportional increases in their college continuation rates and their representation in classes of first-time freshmen.

- As shown in Figure 1.4.3 on the previous page, white non-Hispanics accounted for 87.7% of the first-time freshmen who were enrolled at degree-granting and non-degree-granting institutions in fall 2005, and they were only slightly underrepresented among the freshmen in Nebraska's postsecondary education system.

- Hispanics were the only minority group underrepresented in 2005, accounting for 5.3% of Nebraska's high school graduates in 2004–2005, but representing 4.3% of the first-time freshmen who were enrolled at Nebraska colleges in fall 2005.

- 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 2005, relative to the extent that they were represented among the state's high school graduates in 2004–2005.

  See the third section of Table A7.3 in Appendix 7 for supporting data.

A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2005

Determining if there was any change between fall 2003 and fall 2005 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 2004–2005 than in 2002–2003. However, comparing the percentage distributions of high school graduates in 2002–2003 and 2004–2005 to the percentage distributions of first-time freshmen in fall 2003 and 2005 reveals that, compared to the first-time freshmen who started college in 2003:

(1) Hispanics were more underrepresented in the fall 2005 freshmen class, while white non-Hispanics were slightly less underrepresented than they were in 2003.

(2) Asians/Pacific Islanders and black non-Hispanics were slightly more overrepresented among the first-time freshmen in fall 2005.

(3) Native Americans were equally represented in the high school graduating class of 2004–2005 and the class of first-time freshmen in fall 2005, whereas they were slightly overrepresented in the fall 2003 freshmen class, relative to the extent that they were represented among the state's high school graduates in 2002–2003.

See Table A7.3 in Appendix 7 for supporting data.

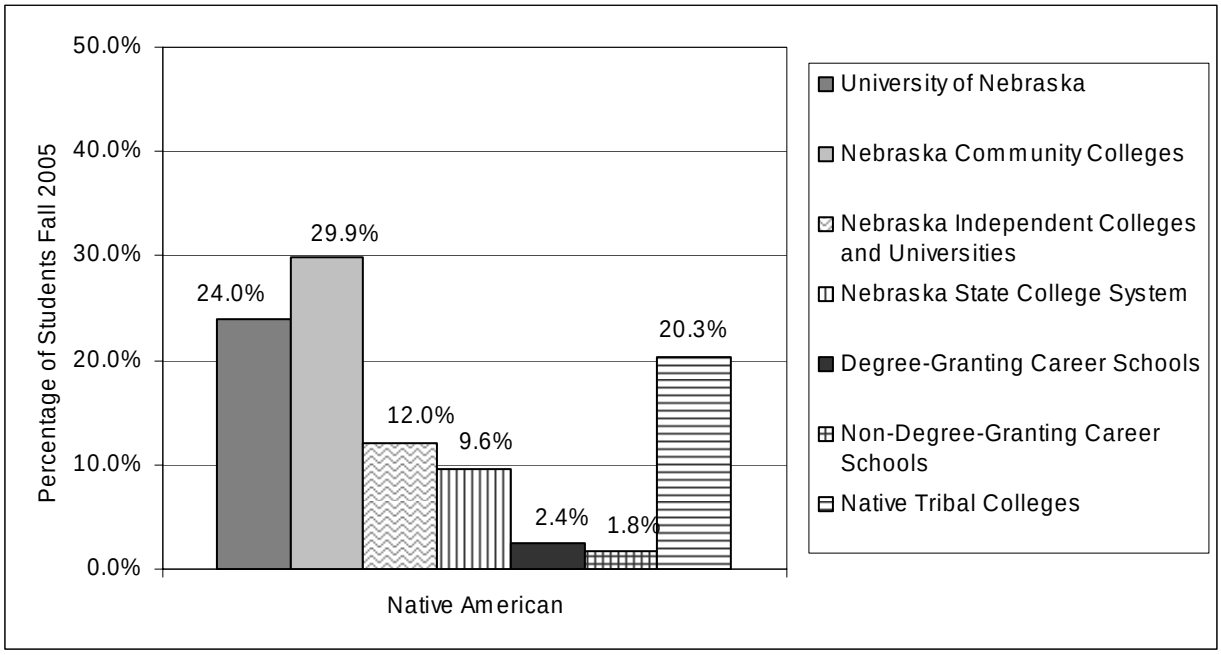
The Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group

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

- As shown in Figure 1.4.4, 20% of the Native Americans who were first-time freshmen in fall 2005 attended Little Priest Tribal College or Nebraska Indian Community College, while 12% chose to enroll at other independent colleges and universities.
- In comparison, higher percentages of the Native American first-time freshmen enrolled at the University of Nebraska and the state's community colleges, while lower percentages attended state colleges or private career schools in fall 2005. (See the third page of Table A7.4 in Appendix 7 for supporting data).

Figure 1.4.4

Nebraska Enrollment of Native American First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions Fall 2005[1]



[1]Data Source: National Center for Education Statistics, fall 2005 IPEDS survey.
Includes part-time students, but not foreign students or students of unknown race/ethnicity.
See the third page of Table A7.4 in Appendix 7 for supporting data.

- Figure 1.4.5 on the next page shows the percentages of the first-time freshmen in each of the five major racial/ethnic groups who attended the major types of institutions within Nebraska's postsecondary education system in fall 2005, excluding the two native tribal colleges in the analysis of Native American enrollments.

- As evidenced in Figure 1.4.5, white non-Hispanics most frequently enrolled as first-time freshmen at the state's community colleges and the schools constituting the University of Nebraska in fall 2005. In comparison, about half as many white non-Hispanics chose to enroll at independent institutions, and noticeably fewer attended state colleges or private career schools.

- Compared to the other racial/ethnic groups, higher percentages of Asians/Pacific Islanders enrolled at the University of Nebraska and independent institutions, while a lower percentage attended the state's community colleges and only small percentages chose to enroll at the state colleges or private career schools.

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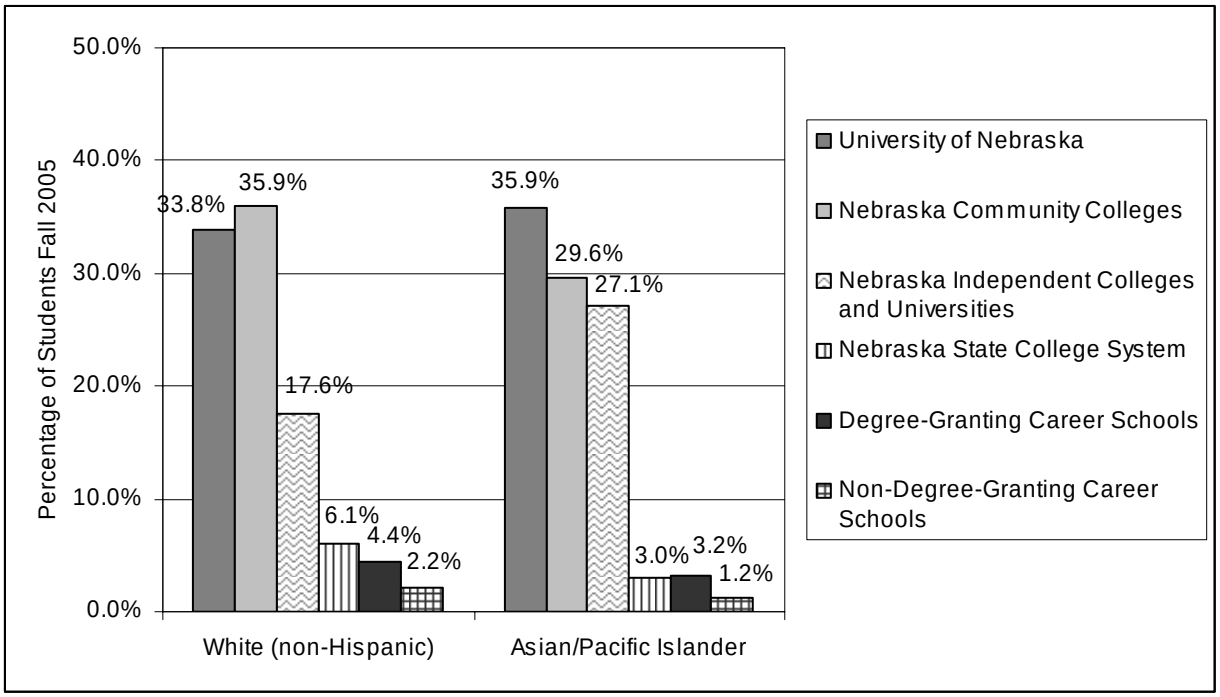
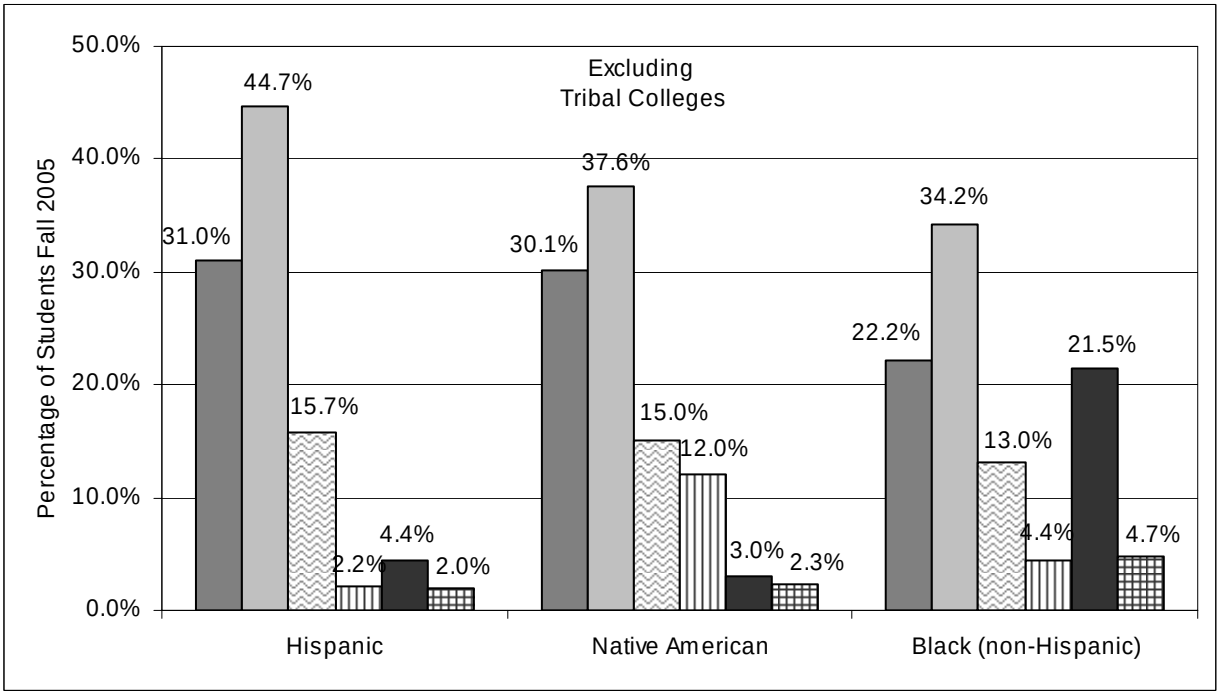
Figure 1.4.5

Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity Fall 2005[1]





[1]Data Source: National Center for Education Statistics, fall 2005 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

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

See Table A7.4 in Appendix 7 for supporting data and comparable data for fall 2003 and fall 2004.

- As shown in Figure 1.4.5 on the preceding page, a noticeably higher percentage of Hispanics enrolled at Nebraska's community colleges, compared to the first-time freshmen in the other racial/ethnic groups, while about equal or lower percentages chose to attend the other types of institutions within the state.

- If the tribal colleges are excluded from the independent sector, as shown in Figure 1.4.5 on the previous page, the first-time freshmen enrollment pattern for Native Americans is similar to the pattern for Hispanics, except that Natives were less likely to attend the state's community colleges and more likely to be enrolled within the Nebraska State College System.

- The first-time freshmen enrollment pattern of black non-Hispanics, on the other hand, was noticeably different from the patterns evidenced for the other racial/ethnic groups in 2005. Specifically, a significantly higher percentage of black non-Hispanics were enrolled in the private degree-granting career schools, while a substantially lower percentage attended the University of Nebraska. Compared to the other racial/ethnic groups, blacks were the least likely to attend independent colleges and universities, and they were slightly more likely than other students to enroll in non-degree-granting career schools.

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 2005, their representation varied across the six sectors of higher education, as shown in Figure 1.4.6 on the next page. Given that Native Americans accounted for 81% of the combined first-time freshmen enrollment of Little Priest Tribal College and Nebraska Indian Community College, these two schools are excluded from the sector of independent colleges and universities so that this sector can be more clearly compared to the other sectors in Figure 1.4.6.[1]

- The analysis summarized in Figure 1.4.6 reveals that the racial/ethnic distributions of first-time freshmen enrolled at (1) the University of Nebraska, (2) the Nebraska state colleges, (3) the Nebraska community colleges, and (4) Nebraska's independent colleges and universities were very similar in fall 2005, with two exceptions:

  - Hispanics and black non-Hispanics accounted for higher percentages of the first-time freshmen at the community colleges.

  - Hispanics accounted for a lower percentage of the first-time freshmen enrolled within the Nebraska State College System, compared to the other three sectors.

- At the degree-granting and non-degree-granting career schools, Hispanics accounted for about the same percentages of the first-time freshmen in 2005 as they did at the University of Nebraska and independent institutions. Similarly, Asian/Pacific Islanders and Native Americans were represented at the career schools in about the same percentages as they were within the other four sectors. However, black non-Hispanics accounted for noticeably higher percentages of the first-time freshmen at the career schools than they did within any of the other sectors.

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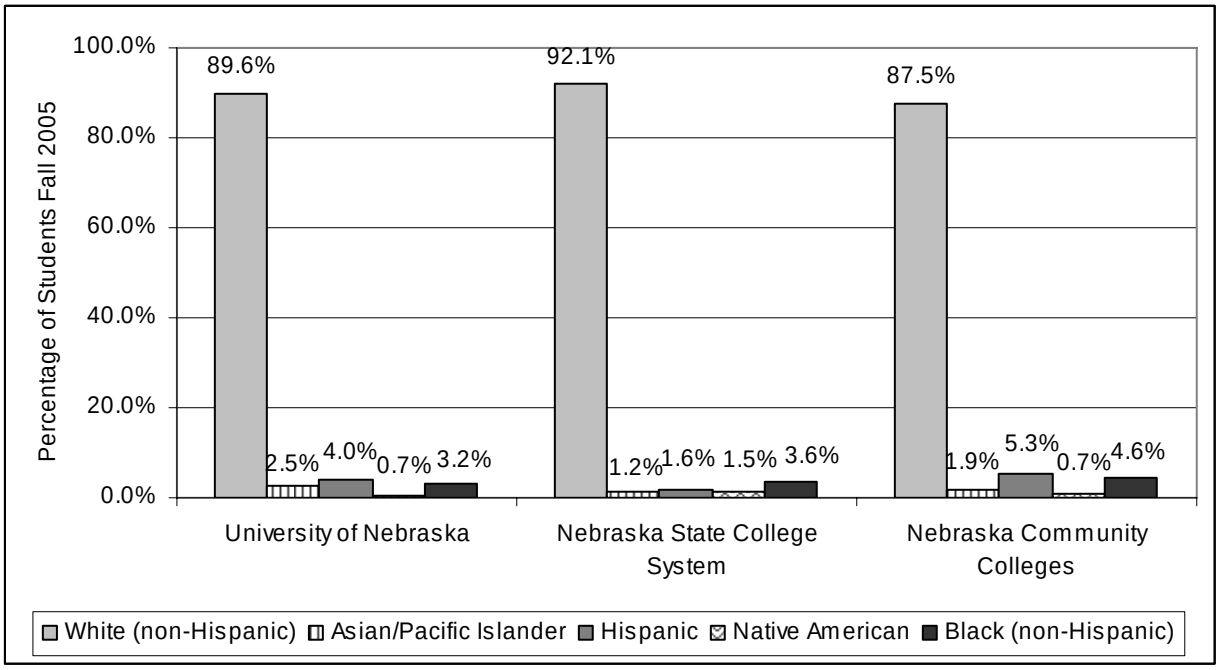
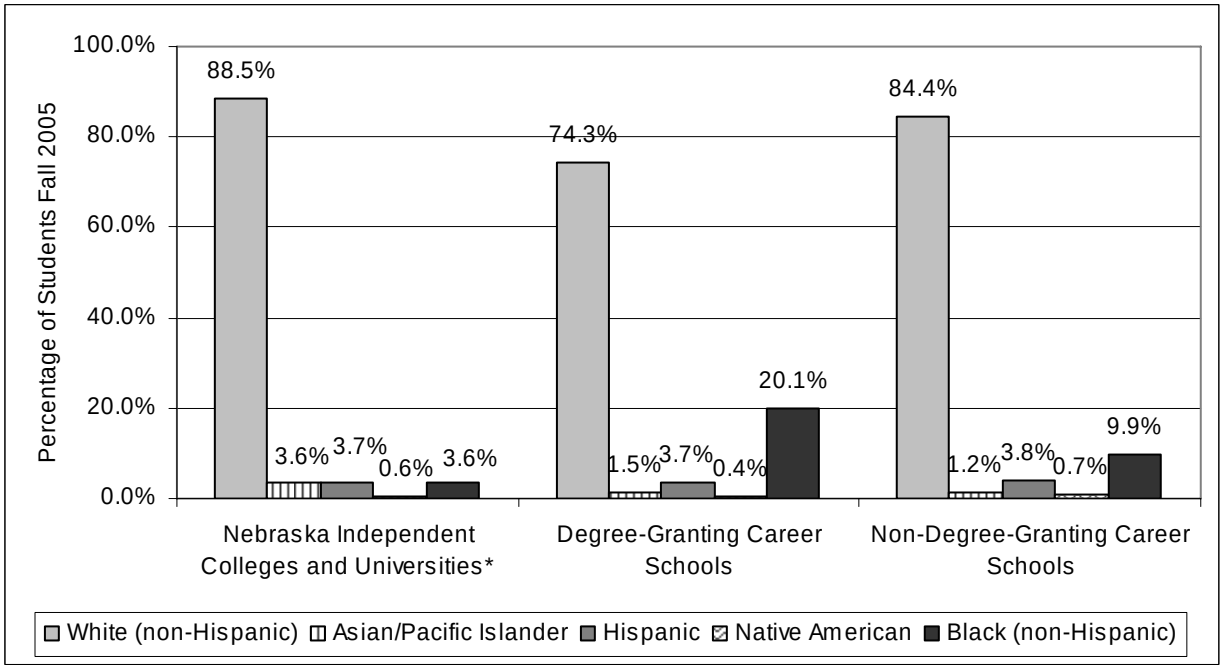
[1]See Table A7.5 in Appendix 7 for the distribution of first-time freshmen at the two native tribal colleges and the distributions of first-time freshmen at independent institutions in 2005, including and excluding Little Priest Tribal College and Nebraska Indian Community College.

Figure 1.4.6

Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector Fall 2005[1]





[1]Data Source: National Center for Education Statistics, fall 2005 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

*The tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are excluded from the Nebraska independent colleges and universities sector for the purposes of this chart.

See Table A7.5 and Table A7.6 in Appendix 7 for supporting data and comparable data for fall 2003 and fall 2004.

1.5 Financial Aid

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

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

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 primarily on the changes in the Nebraska State Grant program that occurred between 2003–2004, which is this report's baseline year, and 2005–2006. In this section, other sources of need-based aid also are discussed to present a complete picture of the amount of financial aid available to Nebraskans.

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

The Nebraska State Grant (NSG) program is one of several programs based on or administered under the guidelines of Title IV of the U.S. Higher Education Act. These programs provide financial aid to students attending postsecondary institutions in Nebraska and include the following federal programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Academic Competitiveness Grants (ACGs)
- National Science and Mathematics Access to Retain Talent (SMART) Grants
- 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 financial aid programs listed above.)

The majority of the funding for the Nebraska State Grant program comes from the state through the Nebraska Lottery and the state's general fund, while the remaining funding coming from the federal government through its regular and special Leveraging Educational Assistance Partnership (S/LEAP) authorizations. 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

93.0% of the $8,336,694 awarded through the state grant program, and in 2005-06, state funding increased to 94.2% of the $9,917,595 awarded in state grants. In total, the amount awarded through the state grant program increased by 13.5% from 2003–2004 to 2005–2006 as a result of the increases in state funding that more than offset the decreases in federal funding.

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

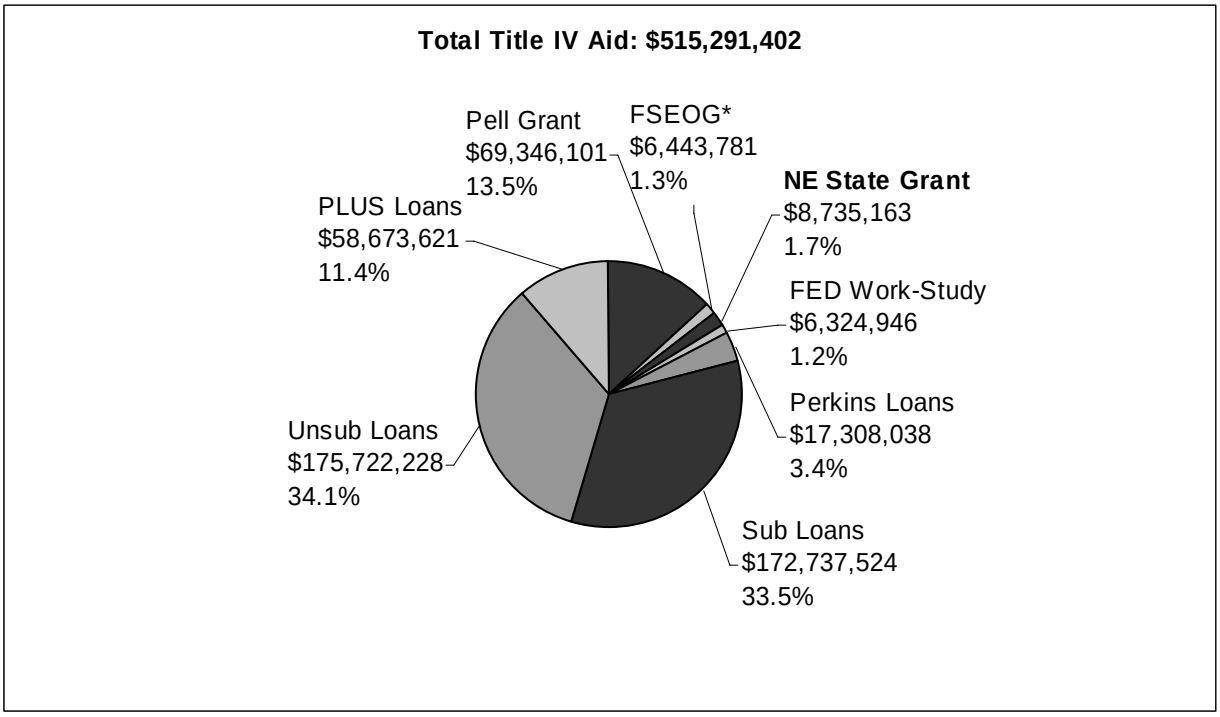
- As shown in Figure 1.5.1, Nebraska State Grants accounted for 1.7% of the $515,291,402 in Title IV financial aid that was awarded to students attending Nebraska postsecondary institutions in 2003–2004, including loans that must be repaid.[1]

- Excluding loans, Nebraska State Grants accounted for 9.6% of the $90,849,991 in Title IV financial aid awarded to Nebraska college students in 2003–2004.

- 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 1.5.1

Total Title IV Federal and State Financial Aid
Awarded at All Eligible Nebraska Postsecondary Institutions
2003-2004 Baseline Year[1]



*FSEOG = Federal Supplemental Educational Opportunity Grant.
[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.

[1]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.

- Figure 1.5.2 shows Nebraska State Grants as a percentage of the total amount of financial aid awarded to students attending Nebraska colleges and universities in 2004–2005, the latest year for which federal data for all Nebraska institutions are available.

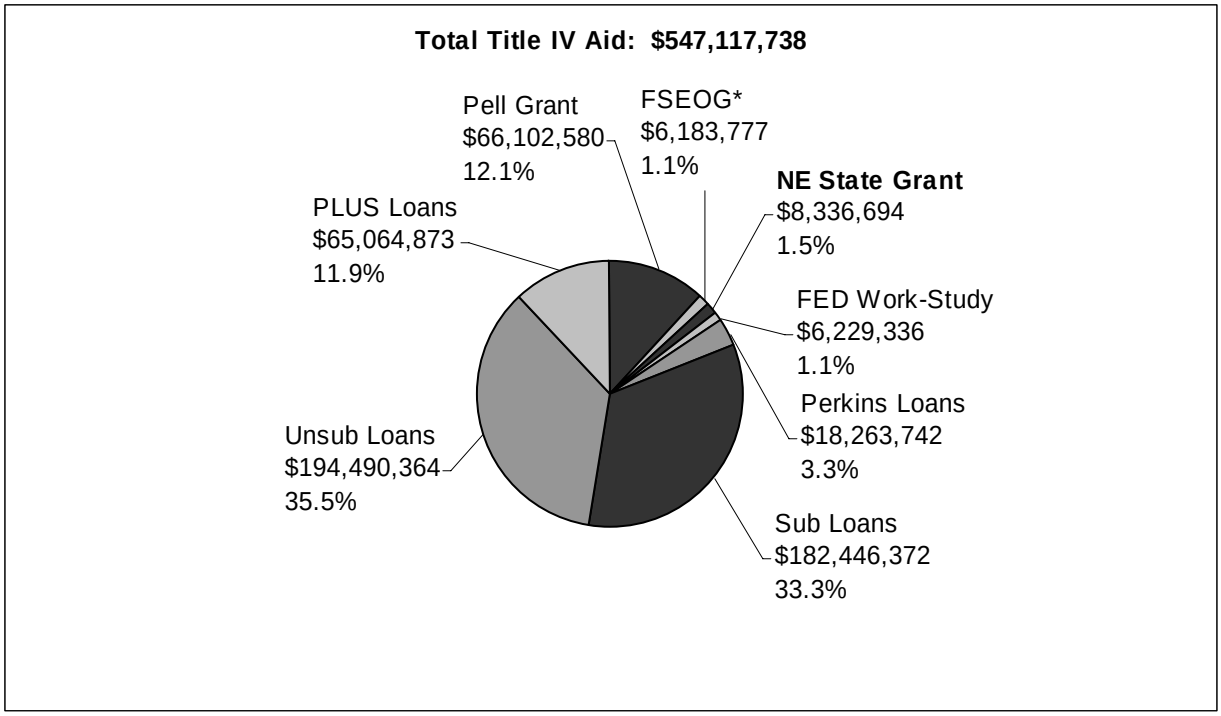
- As shown in Figure 1.5.2, Nebraska State Grants totaled $8,336,694 and accounted for 1.5% of the $547,117,738 in Title IV financial aid that was awarded in 2004–2005, including loans.

- Excluding loans, Nebraska State Grants accounted for 9.6% of the $86,852,387 in Title IV financial aid awarded to Nebraska college students in 2004–2005, or in other words, the same percentage as in 2003–2004.

- Of the $8,336,694 awarded in state grants in 2004–2005, $7,749,542 (93.0%) was state funded, while the remaining $587,152 was federally funded. As a result, the state-funded portion of the Nebraska Grant State program accounted for 8.9% of the Title IV financial aid awarded in 2004–2005, compared to 8.5% the previous year, excluding loans.

Figure 1.5.2

Total Title IV Federal and State Financial Aid Awarded at All Eligible Nebraska Postsecondary Institutions 2004-2005[1]



*FSEOG = Federal Supplemental Educational Opportunity Grant.
[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2006.

Note: Academic Competitiveness Grants (ACGs) and National Science and Mathematics Access to Retain Talent (SMART) grants are not included in the analysis of Title IV financial aid from 2003–2004 through 2005–2006 because 2006-2007 is the first year that these grants are being awarded. See the Explanatory Note A8.1 in Appendix 8 for further information about these two new grant programs.

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

For 2003-2004 (Baseline Year)

- Of the $515,291,402 in financial aid that was awarded to students at all of Nebraska's eligible postsecondary institutions in 2003–2004, $236,880,966 (46.0%) was awarded to students attending the state's public institutions, consisting of the University of Nebraska, the Nebraska State College System, and the Nebraska community colleges.

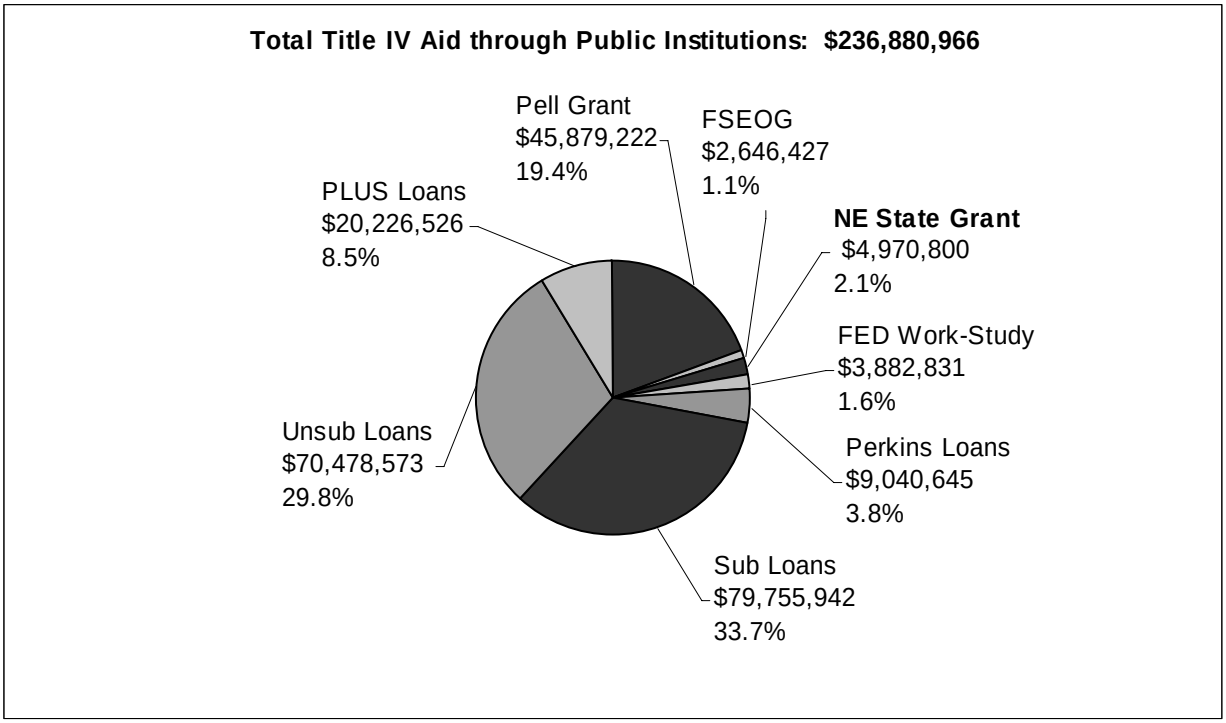
- As shown in Figure 1.5.3, Nebraska State Grants accounted for 2.1% of the $236,880,966 in financial aid awarded by Nebraska's public institutions in 2003–2004.

- Excluding loans, state grants accounted for 8.7% of the $57,379,280 in Title IV financial aid awarded by public institutions in 2003–2004.

- The State of Nebraska provided $4,386,690 (88.2 %) of the $4,970,800 for state grants that were awarded at public institutions, compared to $584,100 (11.8%) provided by the federal government. Consequently, the state-funded portion of the state grant program accounted for 7.6% of the total Title IV financial aid awarded by Nebraska public institutions in 2003–2004, excluding loans.

Figure 1.5.3

Total Title IV Federal and State Financial Aid Awarded at Nebraska Public Postsecondary Institutions 2003–2004[1]



*FSEOG = Federal Supplemental Educational Opportunity Grant.
[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.

For 2005–2006

In 2005–2006, a total of $9,917,595 in Nebraska State Grants were awarded to Nebraskans attending colleges and universities in Nebraska, an increase from 2003–2004 of $1,182,432 (13.5%) that resulted from a $1,639,942 increase in state funding that more than offset a $457,510 reduction in federal funding for the program. The amount of federal funding for other types of Title IV financial aid that were awarded to students at all of Nebraska's eligible postsecondary institutions in 2005–2006 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.

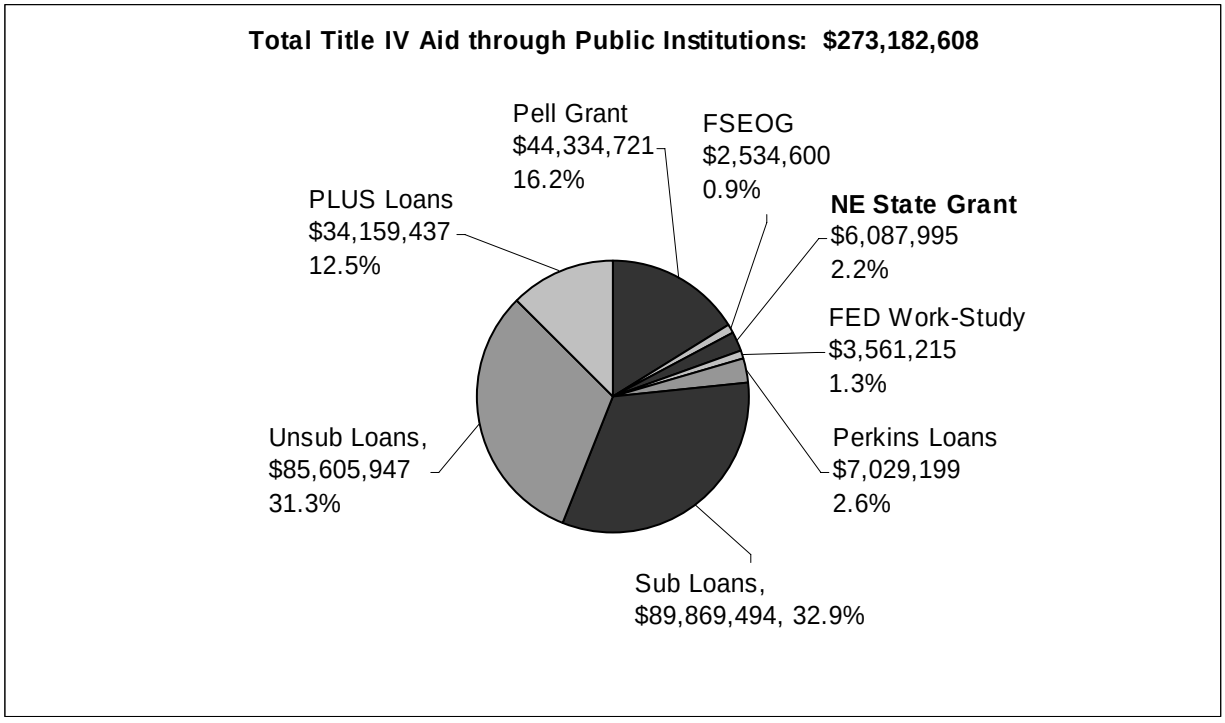
- A total of $273,182,608 Title IV financial aid was awarded to students at Nebraska's public postsecondary institutions in 2005–2006, an increase of $36,301,642 (15.3%) from the 2003–2004 baseline amount of $236,880,966.

- As shown in Figure 1.5.4, Nebraska State Grants accounted for 2.2% of the $273,182,608 awarded to students at public institutions, including loans.

- Excluding loans, a total of $56,518,531 in Title IV financial aid was awarded to students attending public institutions in 2005–2006, a decrease of 1.5% from the $57,379,280 awarded in 2003–2004.

Figure 1.5.4

Total Title IV Federal and State Financial Aid Awarded at Nebraska Public Postsecondary Institutions 2005–2006[1]



*FSEOG = Federal Supplemental Educational Opportunity Grant.
[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2006.

- Of the $56,518,531 awarded through grants or the work-study program in 2005–2006, 10.8% was awarded through the Nebraska State Grant program, compared to 8.7% in 2003–2004, as shown in Table 1.5.1.

- State funds accounted for $5,738,606 (94.3%) of the $6,087,995 awarded in state grants to students enrolled at public institutions in 2005–2006, while federal funds accounted for the remaining $349,389 (5.7%).

- Between 2003–2004 and 2005–2006, state funding of awarded state grants increased from $4,386,690 to $5,738,606, an increase of 30.8%. However, federal support of the program decreased by 40.2%, from $584,110 in 2003–2004 to $349,389 in 2005–2006.

- As a result of reduced federal funding for the Nebraska State Grant program, Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and the federal work-study program, the state-funded portion of the Nebraska State Grant program increased from 7.6% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2003-2004 to 10.2% in 2005–2006, as shown in Table 1.15.

- However, as mentioned previously and shown in Table 1.5.1, the total amount of Title IV financial aid awarded at Nebraska public institutions decreased by 1.5%, from $57,379,280 in 2003–2004 to $56,518,531 in 2005–2006, excluding loans.

Table 1.5.1
Need-Based Title IV Federal and State Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
Excluding Loans: 2005–2006 Compared to 2003–2004 Baseline[1]

Need-Based Title IV Financial Aid	2003-2004		2005-2006		
	Amount Awarded	% of Total	Amount Awarded	% of Total	% Change
Nebraska State Grant					
State-Funded	**$4,386,690**	**7.6%**	**$5,738,606**	**10.2%**	**30.8%**
Federal-Funded	$584,110	1.0%	$349,389	0.6%	-40.2%
Total NE State Grant	$4,970,800	8.7%	$6,087,995	10.8%	22.5%
Pell Grant	$45,879,222	80.0%	$44,334,721	78.4%	-3.4%
FSEOG*	$2,646,427	4.6%	$2,534,600	4.5%	-4.2%
Federal Work Study	$3,882,831	6.8%	$3,561,215	6.3%	-8.3%
Total Title IV Aid Excluding Loans	$57,379,280	100.0%	$56,518,531	100.0%	**-1.5%**

*FSEOG = Federal Supplemental Educational Opportunity Grant.

[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005 and October 2006.

Number and Average Amount of Nebraska State Grants Awarded

- The total amount of Nebraska State Grants awarded to Nebraskans attending all eligible postsecondary institutions in Nebraska increased by 13.5%, from $8,735,163 in 2003–2004 to $9,917,595 in 2005–2006.

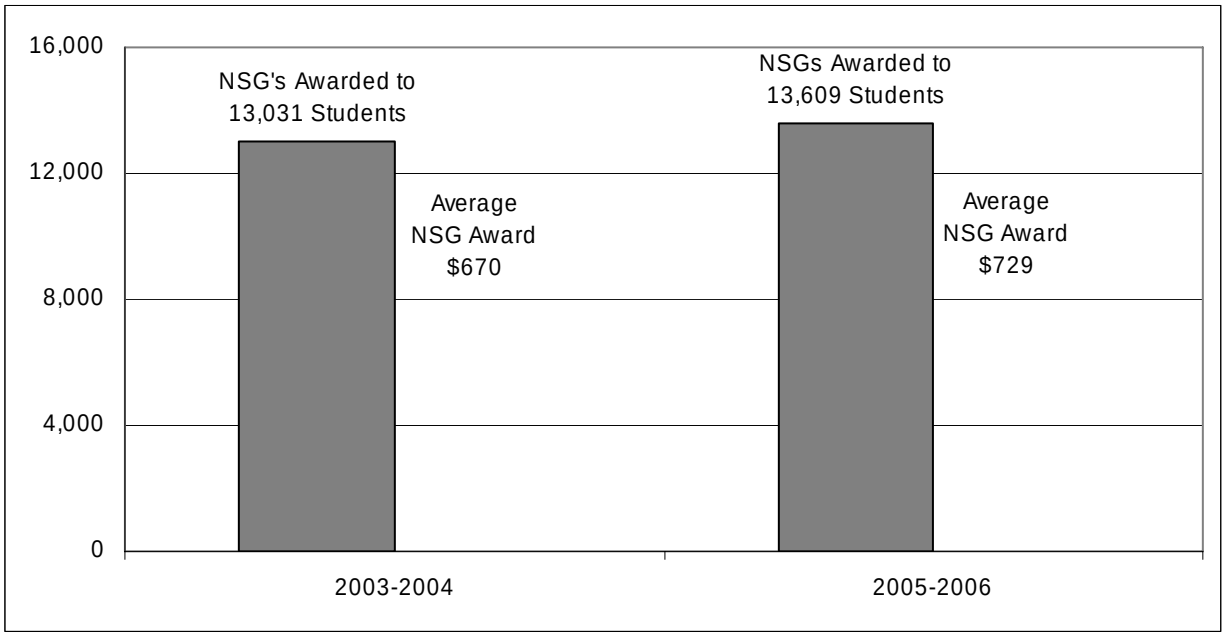
- In 2005–2006, more students received Nebraska State Grants, and the average awarded grant was higher than in 2003–2004, as illustrated in Figure 1.5.5.[1]

- Of the 28,222 Nebraska-resident, Pell Grant-eligible students who attended postsecondary institutions in Nebraska in 2003–2004, 46.2% received state grants. In 2005–2006, 50.5% of the 26,938 eligible students received Nebraska State Grants.

- See Table A8.1 and Table A8.2 in Appendix 8 for supporting data and for additional information about the numbers and amounts of Nebraska State Grants awarded by sector.

Figure 1.5.5

Total Numbers of Students Who Received Nebraska State Grants (NSGs) and the Average Grant Awarded: 2005–2006 Compared to 2003–2004 Baseline[1]



[1]Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2006.

[1]In 2003–2004, the maximum award a student could receive was 25% of the tuition and mandatory fees charged to a full-time, Nebraska-resident undergraduate student attending the University of Nebraska-Lincoln (UNL), resulting in a maximum award of $1,032. In 2004, the Legislature changed the maximum award for the 2004–2005 and 2005–2006 academic years to 50% 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% level, beginning in the 2006–2007 academic year. However, legislation proposed in the 2007 session would maintain benchmarking at the 50% level.

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 22.7% between 2003–2004 and 2005–2006, and the amount of aid varied by sector, as shown in Table 1.5.2.

- The amount of provided by the University of Nebraska increased by 34.1%, while the amount need-based aid available from the community colleges decreased by 24.1% between 2003–2004 and 2005–2006. In comparison, the amount of aid awarded by the Nebraska State College System decreased by only 1.5%.

Table 1.5.2
Amount of Other Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions by Sector
2005–2006 Compared to 2003–2004 Baseline[1]

Sector	2003-2004		2005-2006		% Change
	$ Amount	%	$ Amount	%	
University of Nebraska	$9,843,307	78.7%	$13,203,085	86.0%	34.1%
Nebraska State College System	567,739	4.5%	$559,346	3.6%	-1.5%
Nebraska Community Colleges	$2,102,256	16.8%	$1,595,003	10.4%	-24.1%
Total Other Need-Based Financial Aid	$12,513,302	100.0%	$15,357,434	100.0%	22.7%

[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2006.

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 2.8%, from $69,892,582 in 2003–2004 to $71,875,965 in 2005–2006, as shown in Table 1.5.3 on the next page.

- As also shown in Table 1.5.3 and illustrated in Figure 1.5.6, the state-funded portion of the Nebraska State Grant program accounted for 6.3% of all of the need-based aid awarded by Nebraska public institutions in 2003–2004, excluding loans.

- As the result of a 30.8% increase in state funding and decreases in federal funding for Title IV grants and work-study programs that were not offset by the 22.7% increase in institution-based programs, the state-funded portion of the Nebraska State Grant program increased to 8.0% of all of the need-based aid awarded by Nebraska public colleges and universities in 2005–2006.

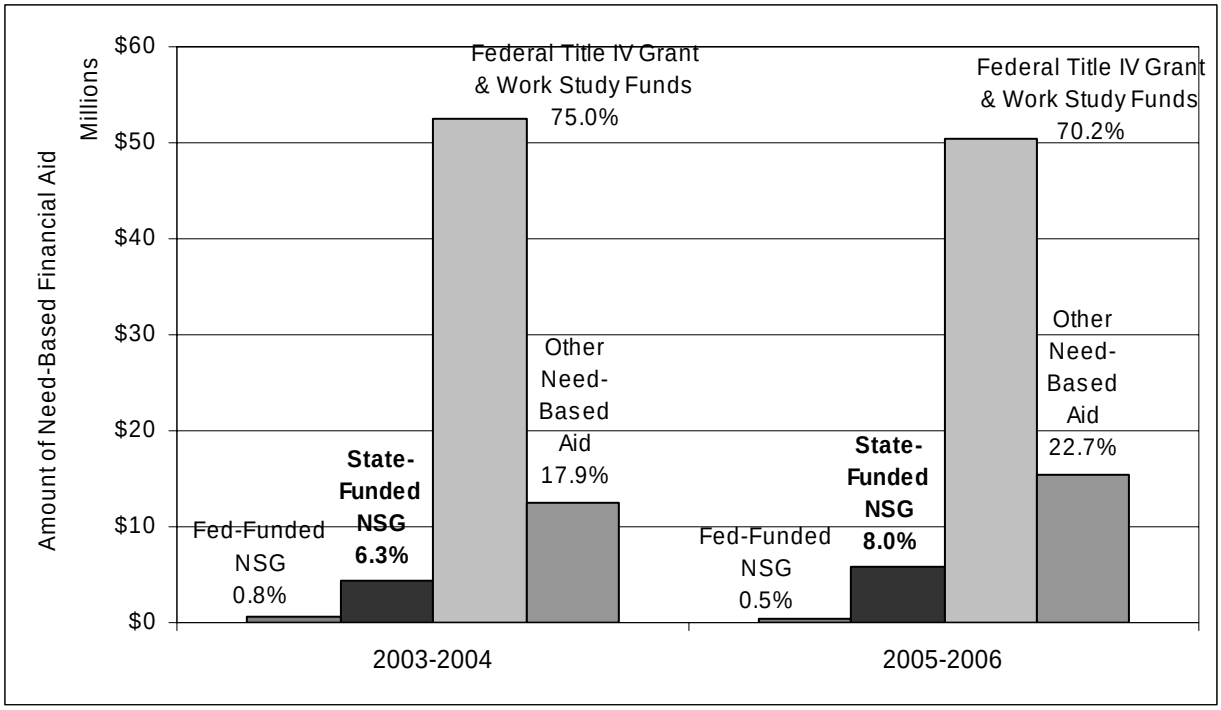
Table 1.5.3
Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2005–2006 Compared to 2003–2004 Baseline[1]

Sector	2003–2004		2004–2005		% Change
	$ Amount	%	$ Amount	%	
Nebraska State Grants					
State-Funded	**$4,386,690**	**6.3%**	**$5,738,606**	**8.0%**	**30.8%**
Federal-Funded	$584,110	0.8%	$349,389	0.5%	-40.2%
Federal Title IV Grants & Work-Study Funds	$52,408,480	75.0%	$50,430,536	70.2%	-3.8%
Other Need-Based Aid	$12,513,302	17.9%	$15,357,434	21.4%	22.7%
Total Need-Based Aid Excluding Loans	$69,892,582	100.0%	$71,875,965	100.0%	2.8%

[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2006.

Figure 1.5.6

Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2005–2006 Compared to 2003–2004 Baseline[1]



[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2006.

Section 2

Increasing College Retention and Graduation Rates

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

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

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

The NCES is the best available source of data for monitoring the retention and graduation rates of institutions over time, either on an individual basis or by sector. However, the retention rates that institutions are required to report to the NCES through IPEDS are generally limited to first-time freshmen who continue their studies at the same institution where they initially enrolled as full-time or part-time students during the fall semester (or quarter) of the academic year. Likewise, graduation rates based on NCES-IPEDS data are generally limited to full-time, first-time freshmen who persist and complete their academic programs at the same institution where they started college during the fall semester (or quarter).

As a result of these limitations, a statewide analysis of retention and graduation rates based on NCES-IPEDS data does not provide any information about Nebraska college students who started their degree programs in the winter or spring, or who transferred to other institutions to continue their studies. In the case of graduation rates, an analysis of NCES-IPEDS data provides no information about students who started college as part-time students or who continued to persist in their studies even though they did not complete their academic programs within the three- and six-year time frames that are generally accepted for associate and bachelor's degrees. In addition, an analysis of retention and graduation rates based on NCES-IPEDS data does not provide any evidence of the extent to which students who started college in the academic transfer programs offered by Nebraska's community colleges transferred and earned bachelor's degrees or other awards at four-year institutions.

The third part of this section is a report of a significant research effort by the University of Nebraska, the Nebraska State College System, Nebraska's community colleges, and Commission staff to provide Nebraska policymakers with information that cannot be obtained through the analysis of NCES-IPEDS data. This information includes (1) the percentage of students who started college at Nebraska's public-supported institutions and then transferred to other institutions; (2) the percentage of these students who earned degrees at the institutions where they transferred; 3) the percentages of retained and transferred students who have persisted in their studies but have not completed degree programs; and (4) the completion, transfer, and persistence rates of students who started college in academic transfer programs, compared to students who enrolled in other community college programs as first-time freshmen.

2.1 **Freshmen Retention Rates** (Based on IPEDS Data)

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

The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS), beginning in fall 2004. The NCES generally defines a retention rate as the percentage of the first-time freshmen who enrolled at an institution during the fall semester (or quarter) or the preceding summer of a given academic year and were enrolled at the same institution during the fall semester (or quarter) one year later. Separate retention rates are reported by institutions for their full-time and part-time students.

The analyses of freshmen retention rates included in the *2004 Baseline Report for the LR 174 Higher Education Task Force* and the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* were based on the retention rates for full-time freshmen voluntarily reported to ACT, Inc. Since more complete data, including the retention rates for part-time students, are now available from NCES, it is advisable to discontinue using data obtained from ACT, Inc.

Discontinuing the use of ACT data makes it necessary to change the baseline for comparisons. Beginning with this report, the baseline for retention rate analyses will be fall 2004, the first period for which the NCES required institutions to report retention rates.

The latest available data to compare to fall 2004 freshmen retention rates are for fall 2005. Retention rates for fall 2006 will not be available until mid-2007 and will be reported in the *2008 Progress Report.*

Full-Time Freshmen Retention Rates

- As shown in Figure 2.1.1 on the next page, the overall full-time freshmen retention rate for the University of Nebraska increased by 3.2 percentage points, from 78.4% in fall 2004 to 81.6% in fall 2005.

- Over the same period, the full-time freshmen retention rates for Nebraska's community colleges and the institutions in the independent sector also increased slightly to 61.5% and 77%, respectively.

- However, retention rates for full-time freshmen enrolled at the institutions constituting the Nebraska State College System decreased from 69.7% in fall 2004 to 67.5% in fall 2005.

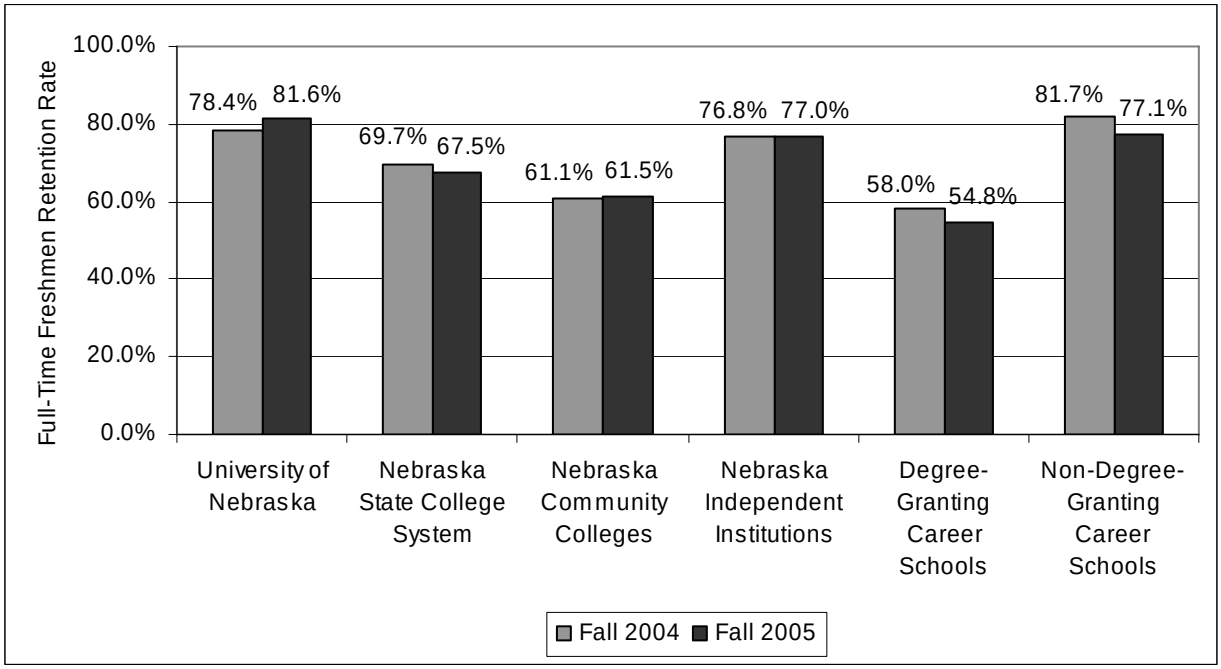
- The full-time retention rates for the degree-granting and non-degree-granting private career schools also decreased to 54.8% and 77.1%, respectively, between fall 2004 and fall 2005.

- The net effect of these increases and decreases was that the estimated overall full-time retention rate for the three public sectors increased by 1.9%, from 70.2% in fall 2004 to 72.1% in fall 2005, while the rate for all institutions in Nebraska increased by 1.1%, from 71.2% in fall 2004 to 72.3% in fall 2005.

- See Table A9.1 in Appendix 9 for data related to the calculated sector and state retention rates for full-time freshmen and Table A9.4 in Appendix 9 for the full-time retention rates reported by institutions within each sector.

Figure 2.1.1

Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2005 Compared to Fall 2004 Baseline[1]



[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and fall 2005 surveys. See Table A9.1 in Appendix 9 for supporting data.

- Figure 2.1.2 and Figure 2.1.3 on the next two pages show that the fall 2005 retention rates for full-time freshmen enrolled at Nebraska's public four-year institutions and two-year community colleges were above national full-time retention rates based on data for comparable institutions across the country.

- As shown in Figure 2.1.2, the overall full-time retention rate for Nebraska's public four-year institutions— the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 79.4%, compared to a 77.7% retention rate for the nation.

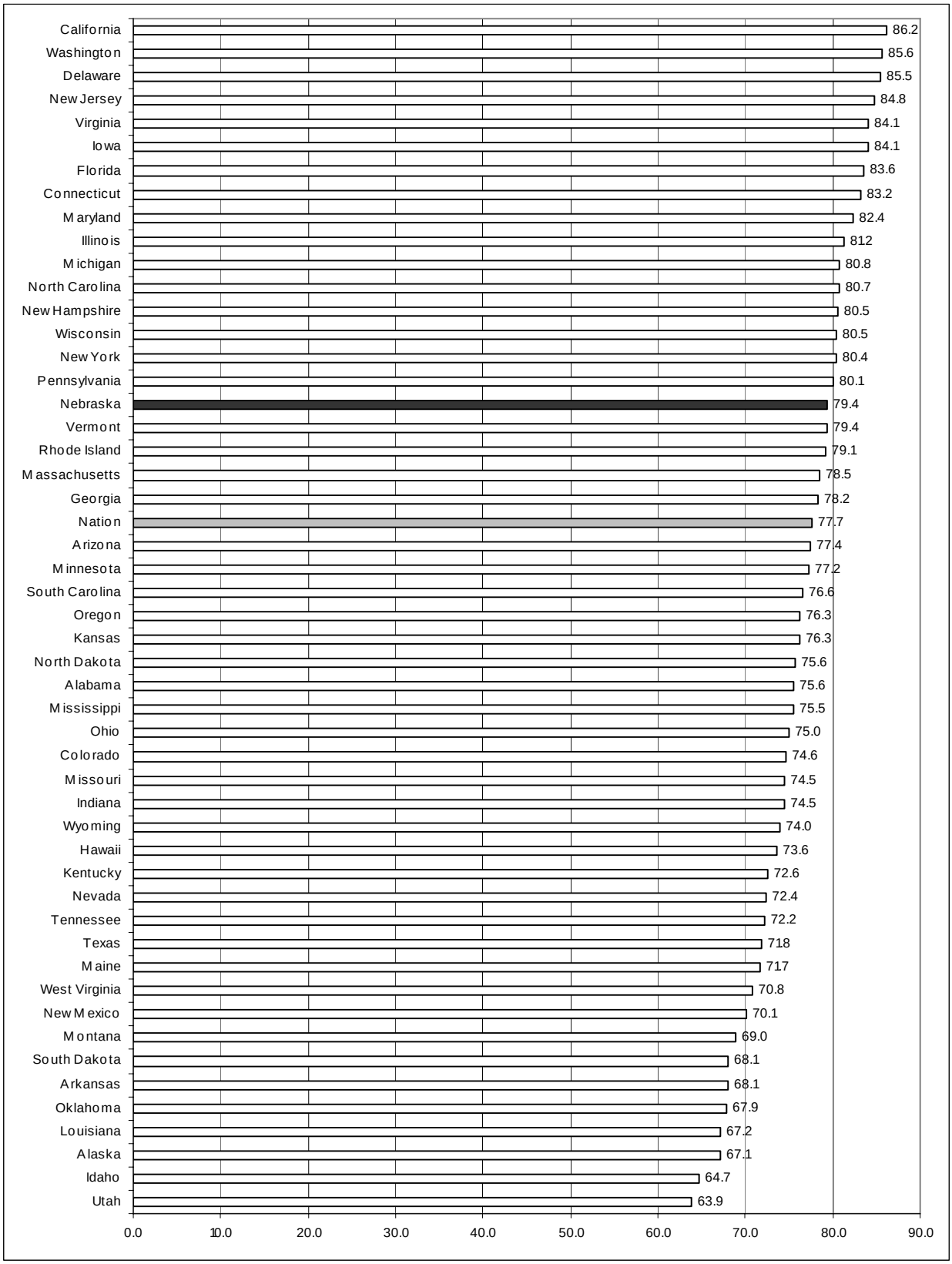
- In Figure 2.1.3, the overall full-time freshmen retention rate for Nebraska's six community colleges is compared to the state and national rates for all two-year public colleges. These colleges include public-supported tribal colleges and technical colleges, as well as community colleges. Consequently, retention data for the Nebraska College of Technical Agriculture at Curtis (NCTA-Curtis) and the Nebraska Indian Community College (NICC), which is federally supported, are included in the computation of the national full-time retention rate for all two-year public colleges, but data for the NCTA-Curtis and the NICC are not in the calculation of the full-time retention rate for Nebraska's six community colleges.

- As shown on the chart, the overall full-time retention rate for Nebraska's community colleges was 61.5%, compared to a national retention rate for all two-year public colleges of 58.3%

- See Table A9.3 in Appendix 9 for the data used to calculate the fall 2005 full-time retention rates for Nebraska public four-year institutions and two-year community colleges.

Figure 2.1.2

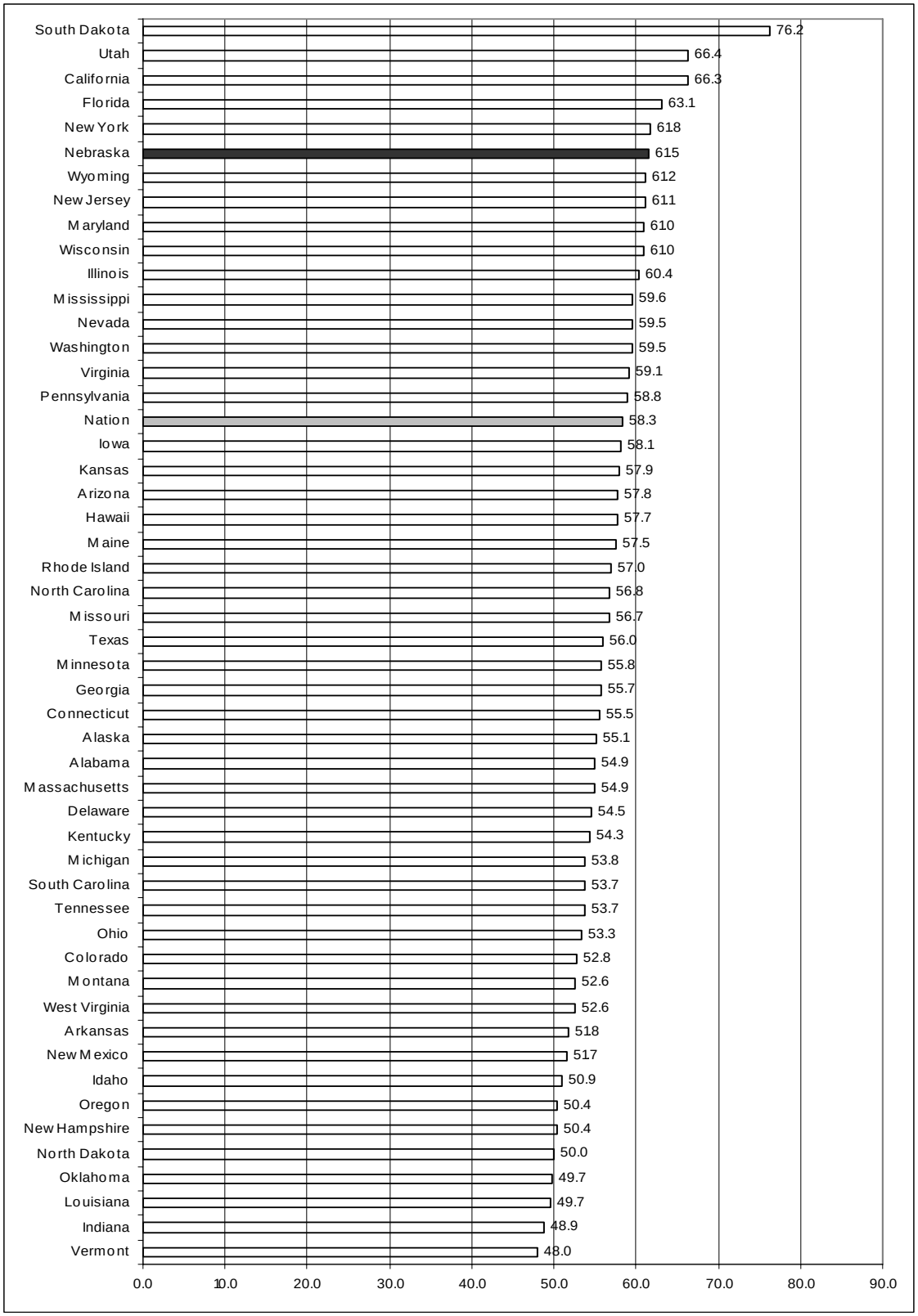
2005 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



[1]Data from the National Center for Education Statistics, fall 2005 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.

Figure 2.1.3

2005 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State (Nebraska Rate for Nebraska Community Colleges Only)



[1]Data from the National Center for Education Statistics, fall 2005 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.

Part-Time Freshmen Retention Rates

- The University of Nebraska enrolled 174 part-time, first-time freshmen in fall 2003 and 157 part-time freshmen in fall 2004. As shown in Figure 2.1.4, the retention rate for freshmen enrolled part-time at the University of Nebraska increased from 53.9% for the students returning in fall 2004 to 56.6% for the students returning in fall 2005, or by 2.7 percentage points.

- The Nebraska State College System enrolled 62 part-time, first-time freshmen in fall 2003 and 66 in fall 2004, and the system's retention rate decreased from 46.0% to 37.6% between 2004 and 2005. However, the variability in this sector's rate may be due, in part, to the relatively small number of freshmen who enroll at the state colleges on a part-time basis.

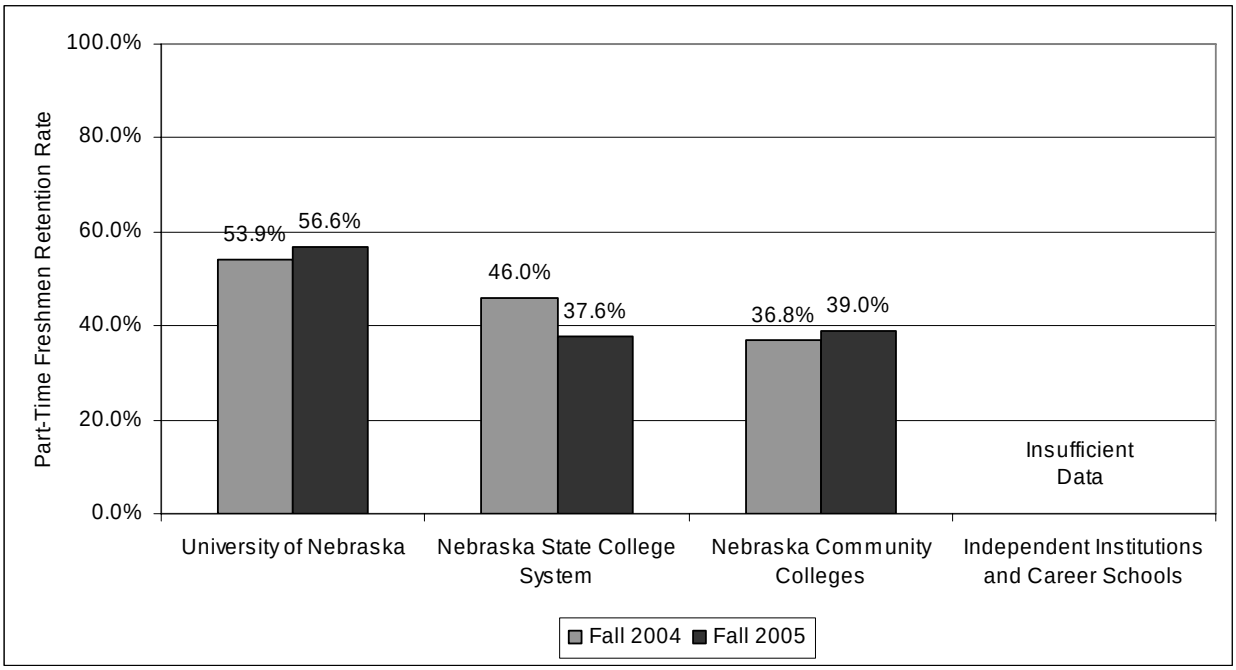
- The state's community colleges enrolled 2,357 part-time, first-time freshmen in fall 2003 and 1,958 in fall 2004, or almost 80% of the state total, and the part-time freshmen retention rate for the community college sector increased by 2.2 percentage points, from 36.8% in fall 2004 to 39.0% in fall 2005.

- Due to insufficient data from institutions in the independent and career-school sectors, an overall part-time retention rate for the state cannot be computed for fall 2004 or fall 2005. However, the overall part-time retention rate for the three public sectors increased by 2.1%, from 38.1% in fall 2004 to 40.2% in fall 2005.

- See Table A9.2 in Appendix 9 for data related to the calculated sector rates for part-time freshmen and Table A9.5 in Appendix 9 for part-time retention rates by institution.

Figure 2.1.4

Part-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2005 Compared to Fall 2004 Baseline[1]



[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and fall 2005 surveys. See Table A9.2 in Appendix 9 for supporting data.

- Figure 2.1.5 and Figure 2.1.6 on the next two pages show the fall 2005 overall retention rates for part-time freshmen enrolled at Nebraska's public four-year institutions and two-year community colleges, compared to the retention rates for other states and the nation.

- As shown in Figure 2.1.5, the overall part-time retention rate for Nebraska's public four-year institutions— the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 51.9%, compared to a national average of 48.8%.

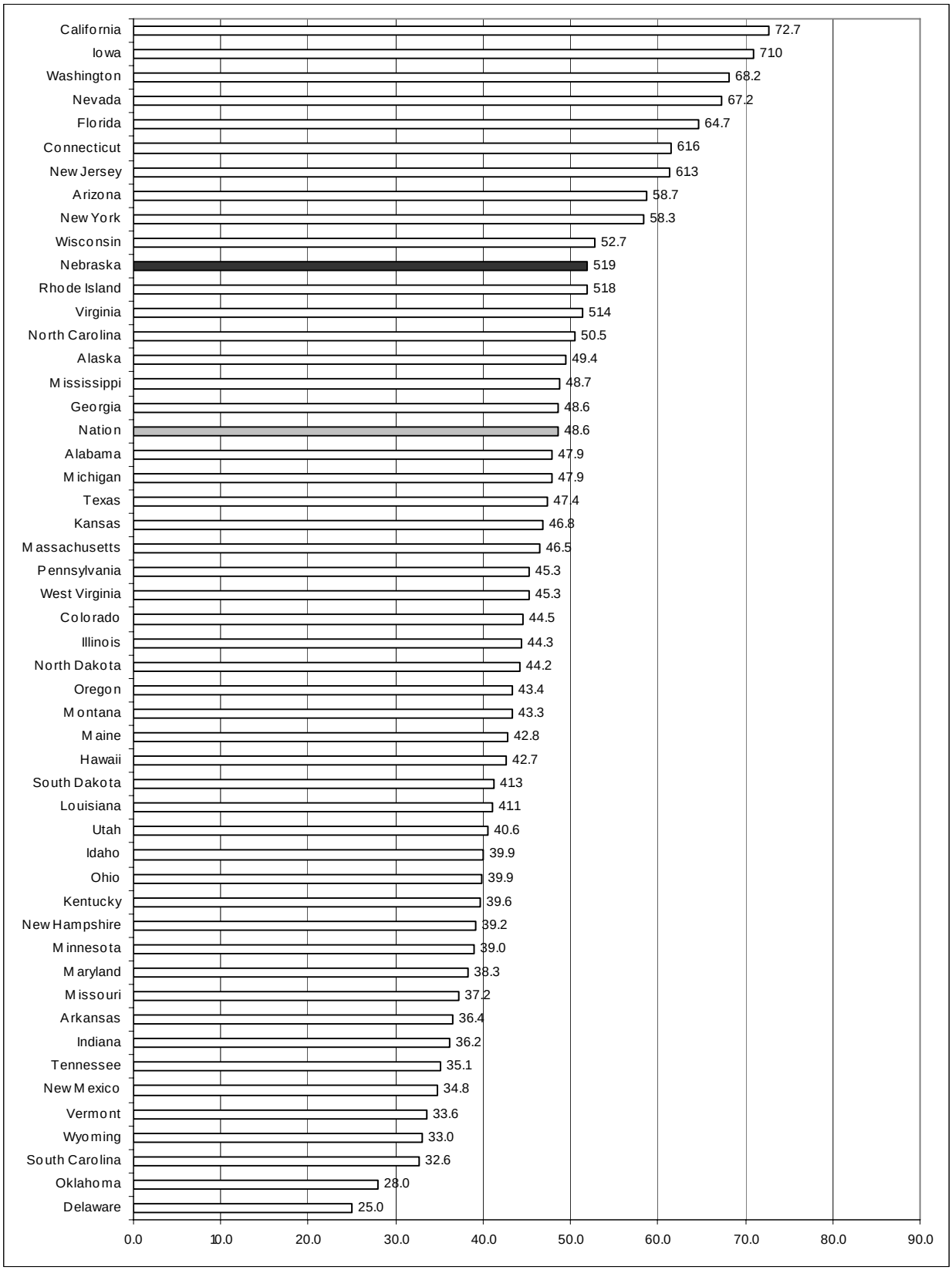
- In Figure 2.1.6, the overall part-time freshmen retention rate for Nebraska's six community colleges is compared to state and national part-time rates for all two-year public colleges. Since these colleges include public-supported tribal colleges and technical colleges, as well as community colleges, the retention rates for the Nebraska College of Technical Agriculture at Curtis (NCTA-Curtis) and the Nebraska Indian Community College (NICC) are included in the computation of the national retention rate for part-time students. However, retention data for the NCTA-Curtis and the NICC are not included in the part-time retention rate calculated for Nebraska's six community colleges.

- As shown in Figure 2.1.6, the overall part-time retention rate for Nebraska's community colleges was 39.0% in fall 2005, compared to a 40.6% part-time retention rate for all two-year public colleges in the United States.

- See Table A9.3 in Appendix 9 for the data used to calculate the fall 2005 retention rates for part-time students enrolled at Nebraska public four-year institutions and two-year community colleges.

Figure 2.1.5

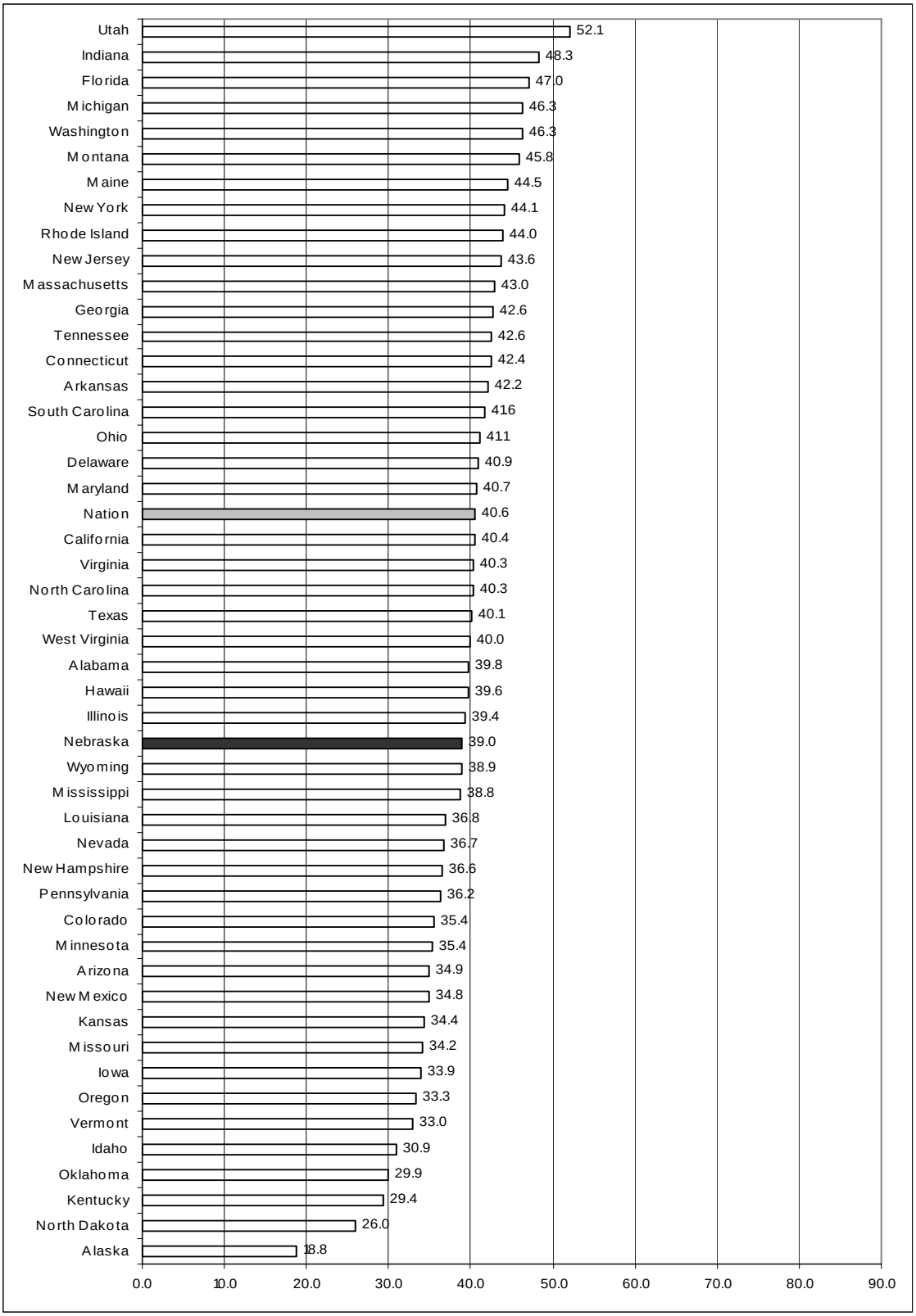
2005 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



[1]Data from the National Center for Education Statistics, fall 2005 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.

Figure 2.1.6

2005 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State (Nebraska Rate for Nebraska Community Colleges Only)



[1]Data from the National Center for Education Statistics, fall 2005 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.

2.2 College Graduation Rates (Based on IPEDS Data)

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

The college graduation rates reported in this section are based on data collected by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The latest available data are for undergraduates who completed degree programs during the 2004–2005 academic year. Completion data for students who finished their degree programs in 2005-2006 will not be available for analysis until mid-2007. Consequently, the following analysis focuses on how 2004–2005 graduation rates for Nebraska institutions compare to 2002–2003 baseline rates. Throughout this analysis, the terms "completion rate" and "graduation rate" are used interchangeably.

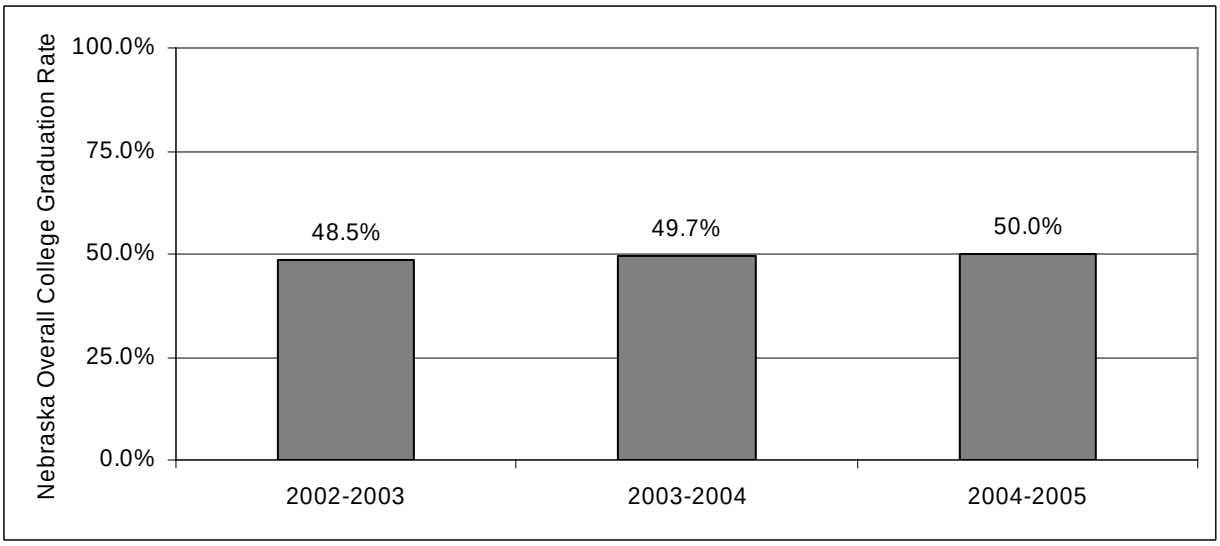
Generally, baccalaureate graduation rates are based on a six-year time frame, while rates for associate degrees are based on three years. Rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See Explanatory Note A10.1 in Appendix 10 for further information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

The Overall College Graduation Rate for Nebraska

- The statewide graduation rate for Nebraska's postsecondary institutions was 50.0% in 2004–2005, compared to 48.5% in 2002–2003, an increase of 1.5%.[1]

Figure 2.2.1

Overall College Graduation Rate for Nebraska 2002–2003 through 2004–2005[1]



[1]Data Source: National Center for Education Statistics, fall 2003, fall 2004, and fall 2005 IPEDS surveys. See Table A10.1 in Appendix 10 for supporting data.

[1]Data for Nebraska's degree-granting and non-degree-granting private career schools are included in the calculation of the state graduation rates presented in this report. These rates are different from those reported in the *2004 Baseline Report for the LR 174 Higher Education Task Force* and the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* because degree-granting and non-degree-granting career schools were not included in prior analyses.

College Graduation Rates by Sector and by Institution

- Although the state's overall college graduation rate increased by only 1.5% between 2002–2003 and 2004–2005, completion rates varied and changed by sector, as illustrated in Figure 2.2.2 below.

- As shown in Figure 2.2.2, increases in completion rates for the University of Nebraska, the Nebraska State College System, the state's independent colleges and universities, and the degree-granting private career schools were offset by decreases in the overall graduation rates for Nebraska's six community colleges and the non-degree-granting private career schools located in Nebraska. (See Table A10.2 in Appendix 10 for supporting data.)

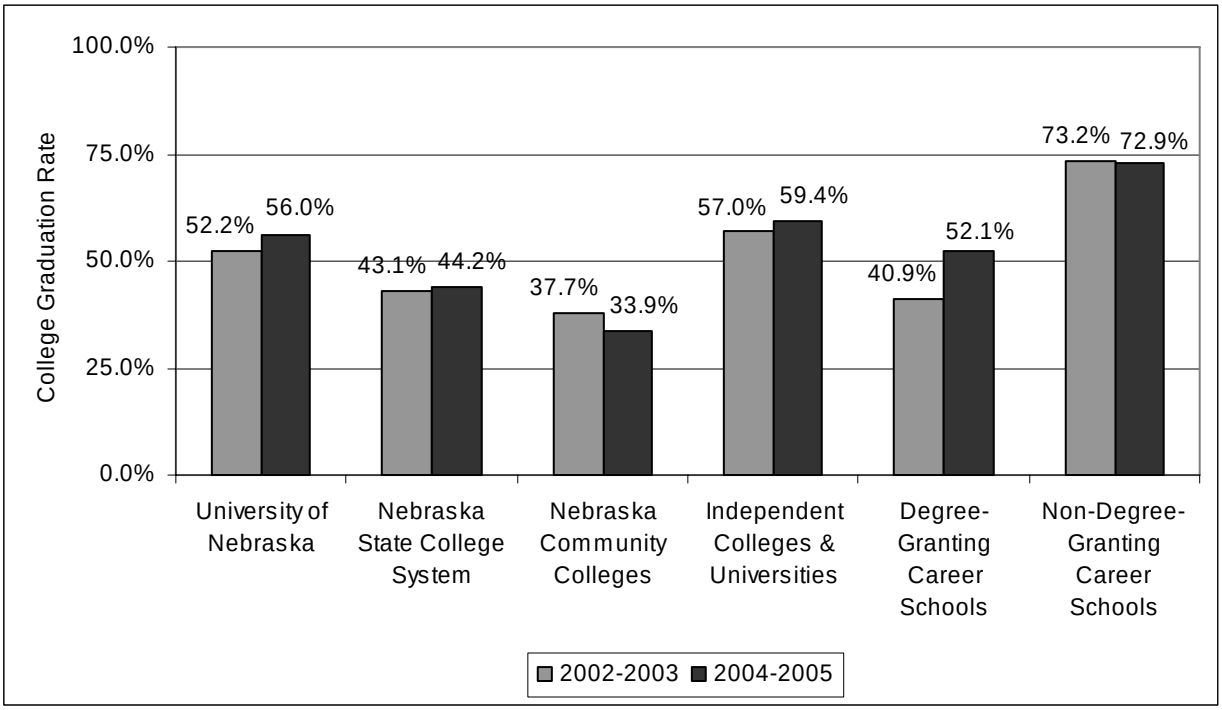
- In 2004–2005, the independent colleges and universities continued to have an overall completion rate that was higher than the rates for the three public sectors. However, the difference between the rates for the independent institutions and the institutions constituting the University of Nebraska narrowed between 2002–2003 and 2004–2005.

- The non-degree-granting career schools have had the highest overall completion rate among the state's six sectors of postsecondary education since 2002–2003.

- While the sector rate for the degree-granting career schools is significantly lower than the completion rate for the non-degree-granting schools, it has shown the greatest improvement, compared to the other sector rates.

Figure 2.2.2

Graduation Rates for Nebraska Postsecondary Institutions by Sector 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. See Table A10.2 in Appendix 10 for supporting data

- The increase in the overall graduation rate for the University of Nebraska system, from 52.2% in 2002–2003 to 56.0% in 2004–2005, 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 Wayne State College graduation rate decreased between 2002–2003 and 2004–2005, but the completion rate for Chadron State College remained constant, and increases in the graduation rate for Peru State College had the net effect of increasing the overall rate for the Nebraska State College System from 43.1% to 44.2%.

- 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 33.9% in 2004–2005.

- Within the independent sector, Nebraska Indian Community College and Little Priest Tribal College had completion rates of 0.0% in 2004–2005. However, the graduation rates for the remaining 16 institutions ranged from 28.4% at Bellevue University to 74.7% at Creighton University.

- Of the 18 independent colleges and universities, eight had lower graduation rates in 2004–2005 than in 2002–2003. However, the increased rates at the remaining ten institutions had the net effect of increasing the overall completion rate for the independent sector from 57.0% in 2002–2003 to 59.4% in 2004–2005.

- In 2004–2005, the graduation rates of the seven degree-granting private career schools ranged from 35.8% at the Omaha campus of Hamilton College to 100% at the Myotherapy Institute. Four of the schools had significantly higher graduation rates in 2004–2005 than in 2002–2003, with the net effect of increasing the overall graduation rate for degree-granting career schools from 40.9% in 2002–2003 to 52.1% in 2004–2005, an increase of 11.2%.

- Within the category of non-degree-granting private career schools, the completion rates at Fullen School of Hair Design and Capitol School of Hairstyling West significantly decreased between 2002–2003 and 2004–2005, while the graduation rates at the other six schools in this category remained the same or increased. As a result, the overall graduation rate for the non-degree-granting career schools in Nebraska decreased by only 0.3%, from 73.2% in 2002–2003 to 72.9% in 2004–2005.

- Statewide, 43.5% of the postsecondary institutions with undergraduate programs had completion rates that were the same or lower in 2004–2005 than in 2002–2003, while the graduation rates for the remaining 56.5% were higher.

- See Table A10.3 in Appendix 10 for a comparison of the 2002–2003 and 2004–2005 completion rates for each postsecondary institution in Nebraska.

- See Table A10.4, Table A10.5, and Table A10.6 in Appendix 10 for the data used to calculate the completion rates for each of the state's postsecondary institutions in 2002–2003, 2003–2004, and 2004–2005.

College Graduation Rates by Race/Ethnicity

- An analysis of IPEDS completion data reveals that graduation rates at Nebraska postsecondary institutions varied and changed by race/ethnicity between 2002–2003 and 2004–2005.

- As shown in Figure 2.2.3, the graduation rates for white non-Hispanics and Asians/Pacific Islanders in 2002–2003 and 2004–2005 were significantly higher than the completion rates for Hispanics, Native Americans, and black non-Hispanics.

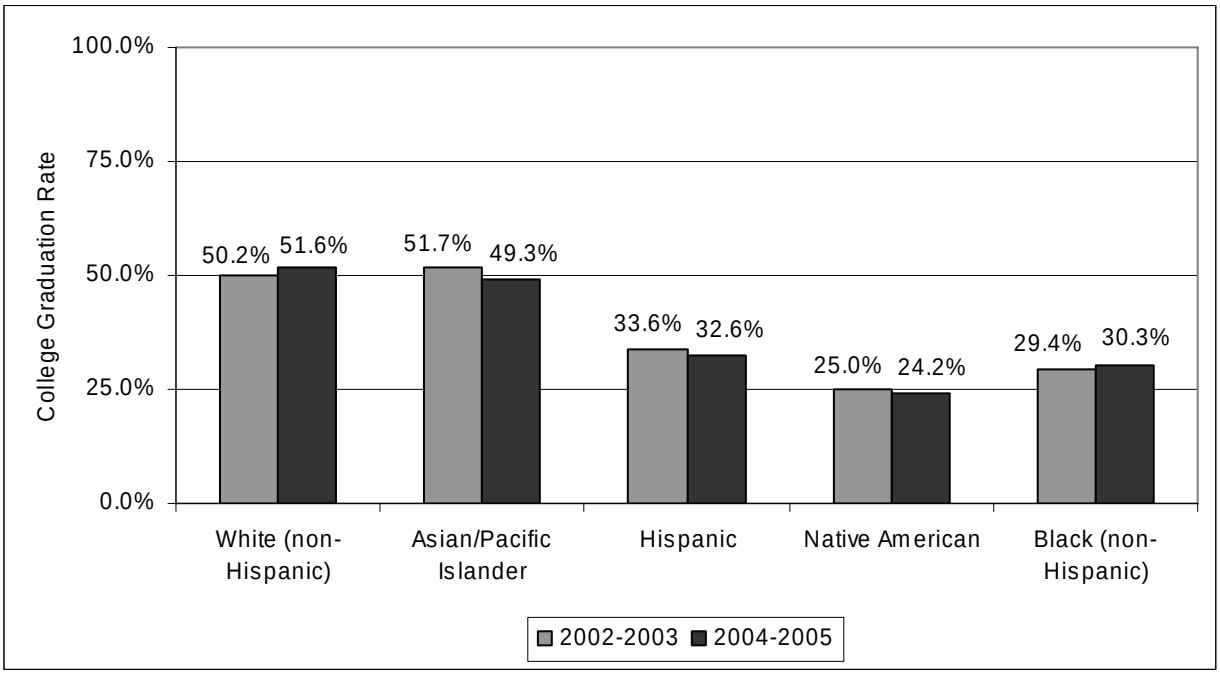
- As also illustrated in Figure 2.2.3, the graduation rates for white non-Hispanics and black non-Hispanics slightly improved between 2002–2003 and 2004–2005.

- On the other hand, the graduation rates for Asians/Pacific Islanders, Hispanics, and Native Americans were lower in 2004–2005 than in 2002–2003.

- See Table A10.7 in Appendix 10 for supporting data.

Figure 2.2.3

Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. See Table A10.7 in Appendix 10 for supporting data.

College Graduation Rates by Sector and by Race/Ethnicity

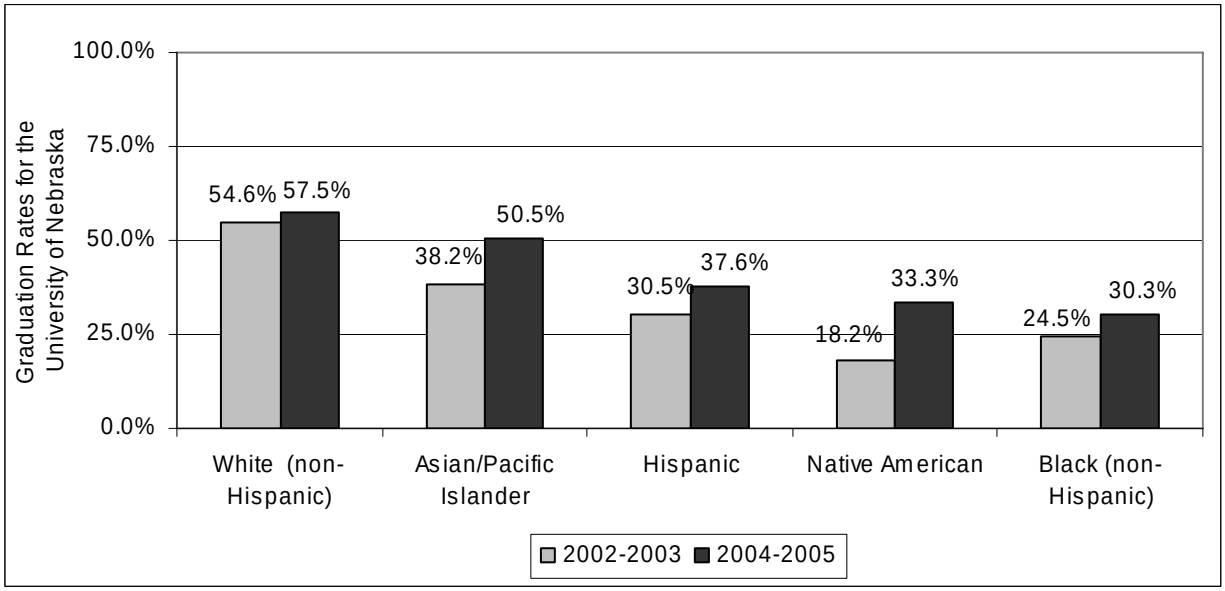
- The charts on this and the following three pages show how graduation rates for the five major racial/ethnic groups varied and changed between 2002–2003 and 2004–2005 within each of the six sectors of higher education in Nebraska.

- As shown in Figure 2.2.4, graduation rates for all five racial/ethnic groups increased at the University of Nebraska between 2002–2003 and 2004–2005.

- However, there was no consistent pattern of changes between 2002–2003 and 2004–2005 within the other five sectors, where changes in the graduation rates of minority students are frequently attributable to the relatively small numbers of graduates. (See Table 10.8 in Appendix 10 for supporting data.)

Figure 2.2.4

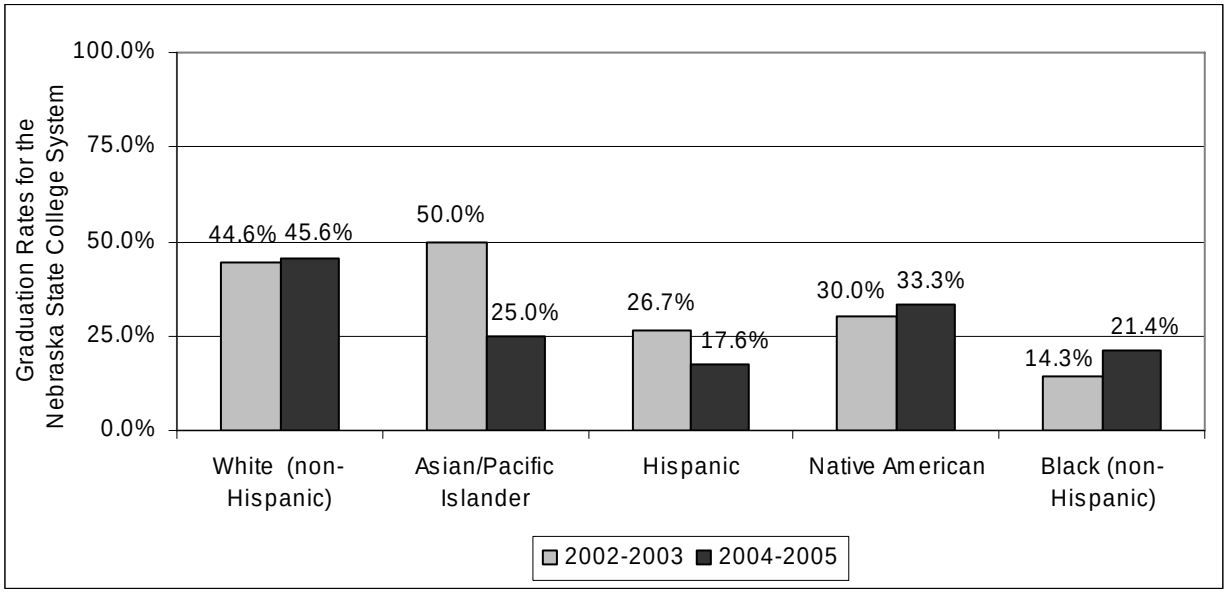
Graduation Rates for the University of Nebraska by Race/Ethnicity 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Six Native Americans graduated in 2002–2003 and 2004–2005. Otherwise, there were more than 30 graduates in each minority group. See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.5

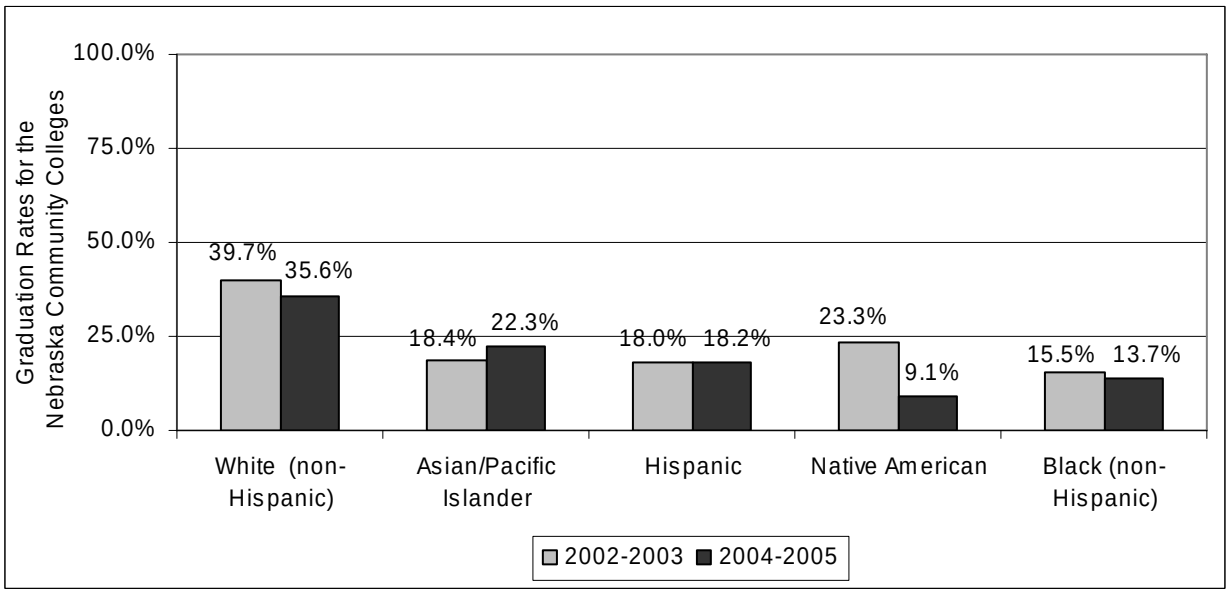
Graduation Rates for the Nebraska State College System by Race/Ethnicity 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Note that six or fewer students in each of the four minority groups graduated in 2002–2003 and 2004–2005. See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.6

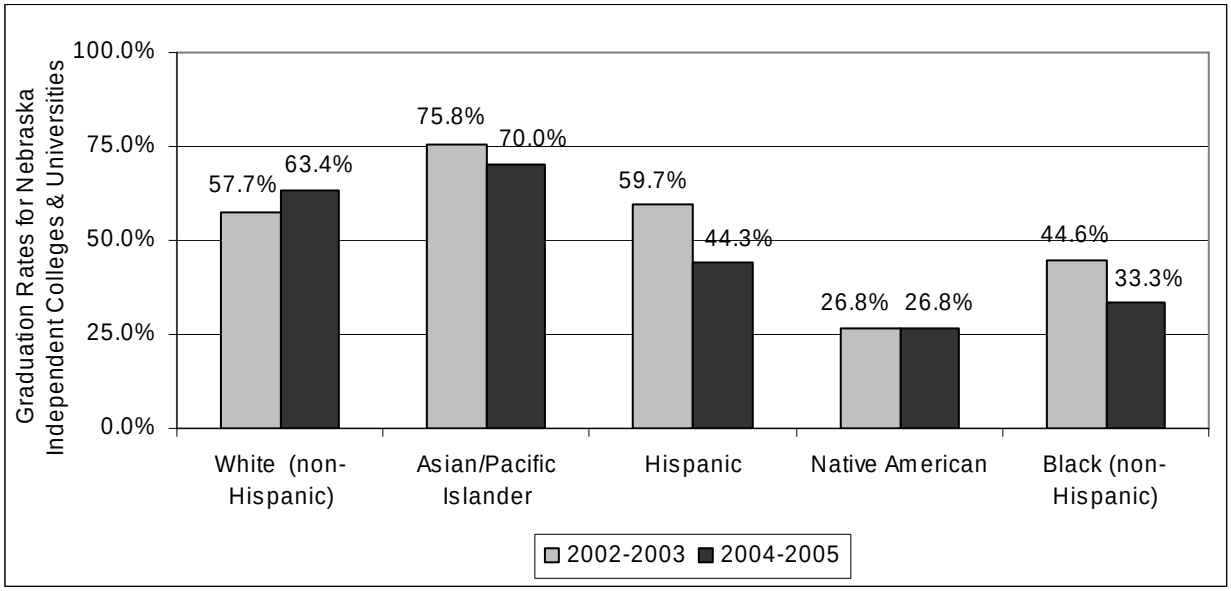
Graduation Rates for the Nebraska Community Colleges by Race/Ethnicity 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys.
Number of graduates in 2002–2003: 9 Asian/PI, 23 Hispanic, 7 Native American, 22 black non-Hispanic.
Number of graduates in 2004–2005: 21 Asian/PI, 27 Hispanic, 2 Native American, 23 black non-Hispanic.
See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.7

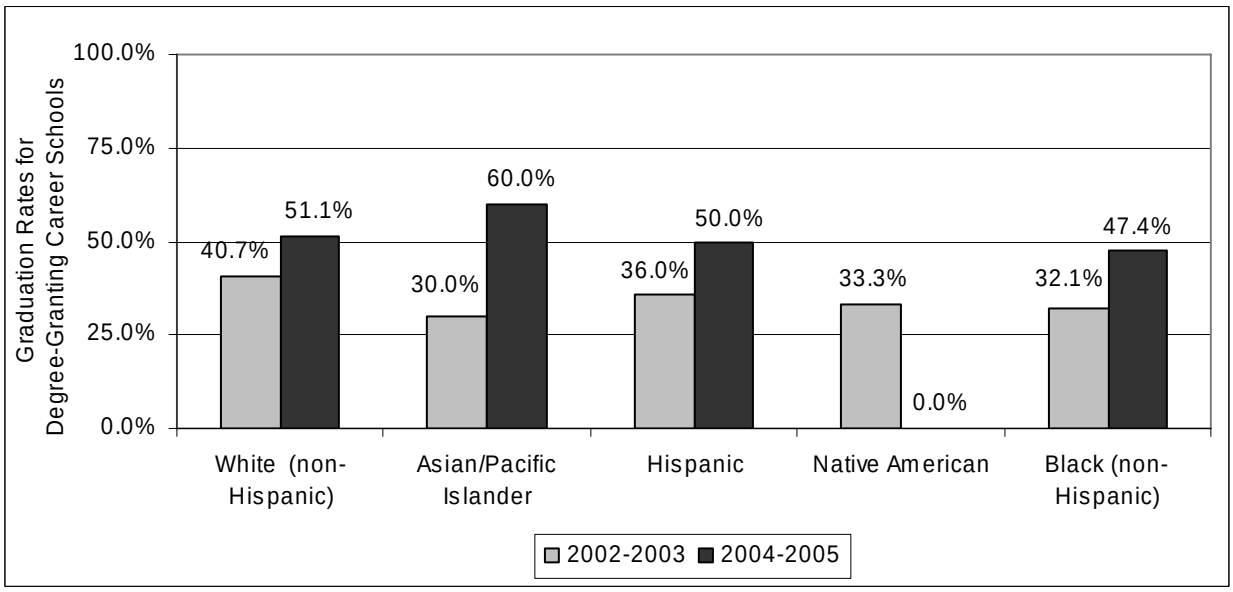
Graduation Rates for Independent Colleges and Universities in Nebraska by Race/Ethnicity 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Eleven Native Americans graduated in 2002–2003 and 2004–2005. Otherwise, there were more than 30 graduates in each minority group. See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.8

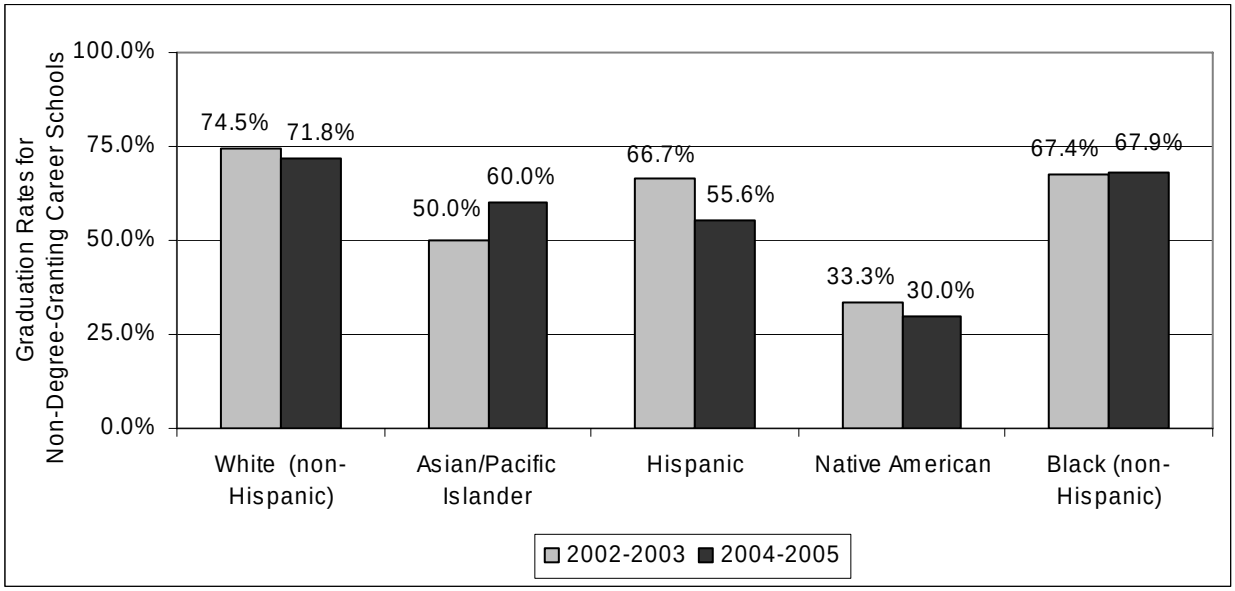
Graduation Rates for the Degree-Granting Career Schools in Nebraska by Race/Ethnicity 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Number of graduates in 2002–2003: 3 Asian/PI, 9 Hispanic, 2 Native American, 42 black non-Hispanic. Number of graduates in 2004–2005: 3 Asian/PI, 4 Hispanic, 0 Native American, 46 black non-Hispanic. See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.9

Graduation Rates for the Non-Degree-Granting Career Schools in Nebraska by Race/Ethnicity 2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys.
Number of graduates in 2002–2003: 3 Asian/PI, 10 Hispanic, 2 Native American, 29 black non-Hispanic.
Number of graduates in 2004–2005: 3 Asian/PI, 15 Hispanic, 3 Native American, 19 black non-Hispanic.
See Table A10.8 in Appendix 10 for supporting data.

College Graduation Rates by Race/Ethnicity and by Sector

- The charts on the following two pages directly show how sector graduation rates varied and changed between 2002–2003 or 2004–2005 for each racial/ethnic group.

- Native Americans are excluded from this portion of the analysis because the independent sector was the only group of institutions to graduate more than six Native Americans in 2002–2003 or 2004–2005. Graduation rates for the other racial/ethnic groups are shown only for sectors with 10 or more graduates in 2002–2003 or 2004–2005.

- As shown in Figure 2.2.10, the graduation rate for white non-Hispanics increased across four sectors—the University of Nebraska, the Nebraska State College System, the independent institutions, and the degree-granting private career schools—but decreased at Nebraska community colleges and non-degree-granting career schools.

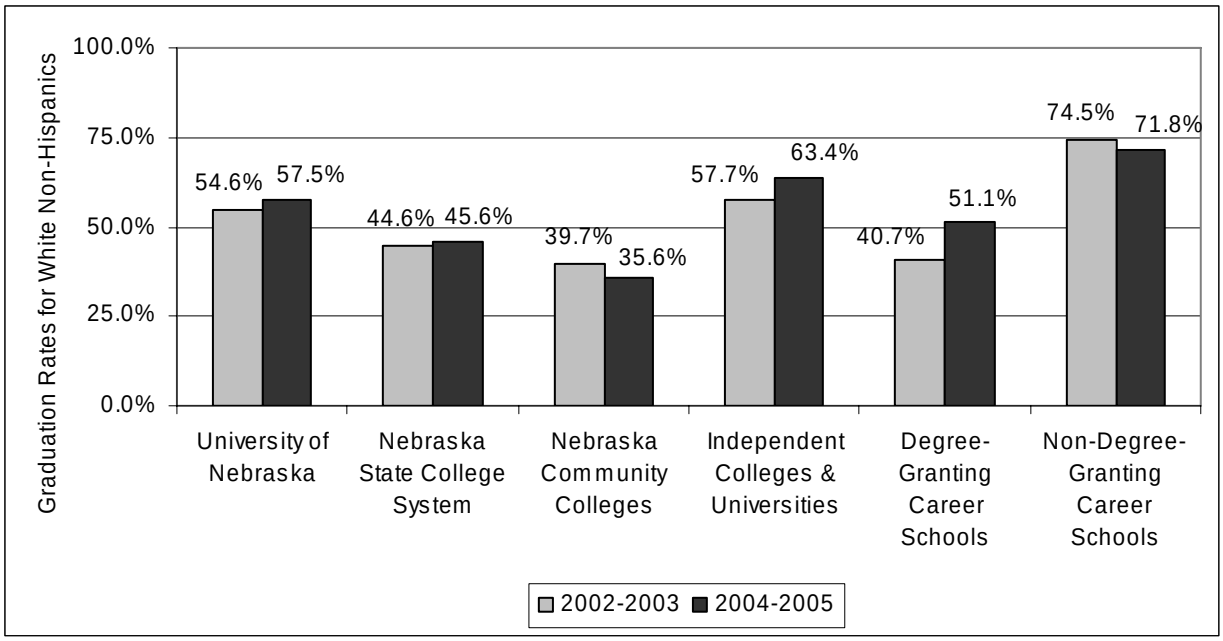
- As illustrated in Figure 2.2.11, the graduation rate for Asian/Pacific Islanders was higher in 2004–2005 than 2002–2003 at the University of Nebraska and Nebraska community colleges, but decreased in the independent sector.

- The graduation rate for Hispanics decreased in the independent sector and also in the sector of non-degree-granting career schools, but increased at the University of Nebraska and Nebraska community colleges, as evidenced in Figure 2.2.12.

- For black non-Hispanics, graduation rates increased at the University of Nebraska and at the degree-granting and non-degree-granting careers schools, but decreased at the Nebraska community colleges and independent institutions, as shown in Figure 2.2.13.

Figure 2.2.10

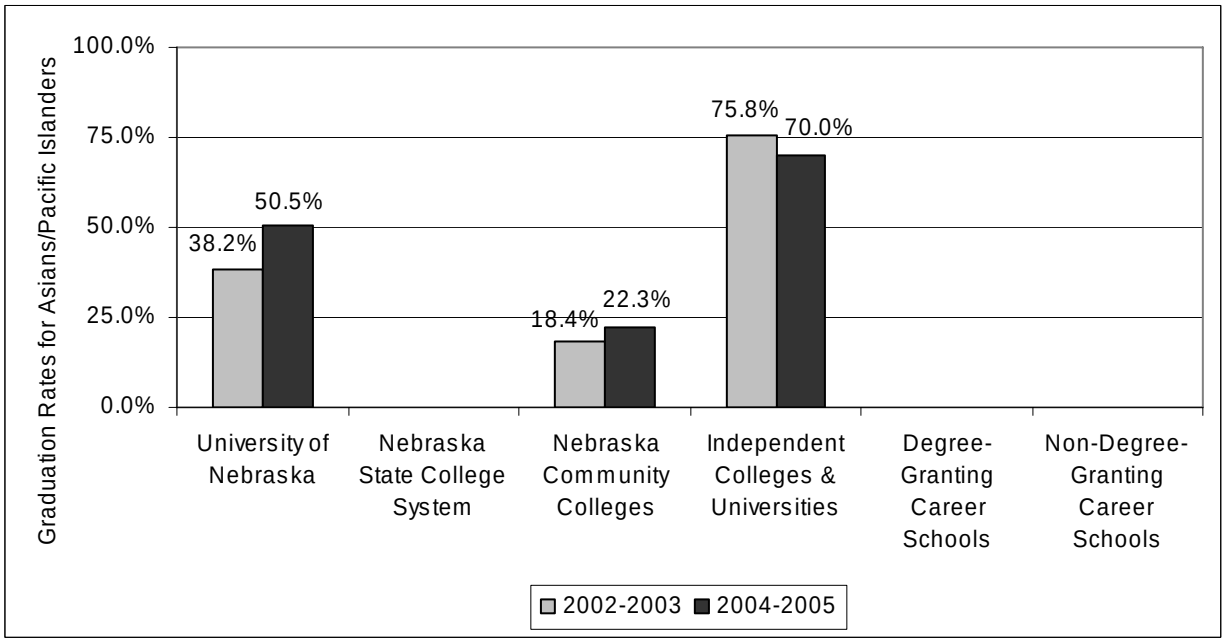
Graduation Rates for White Non-Hispanics by Sector
2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys.
See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.11

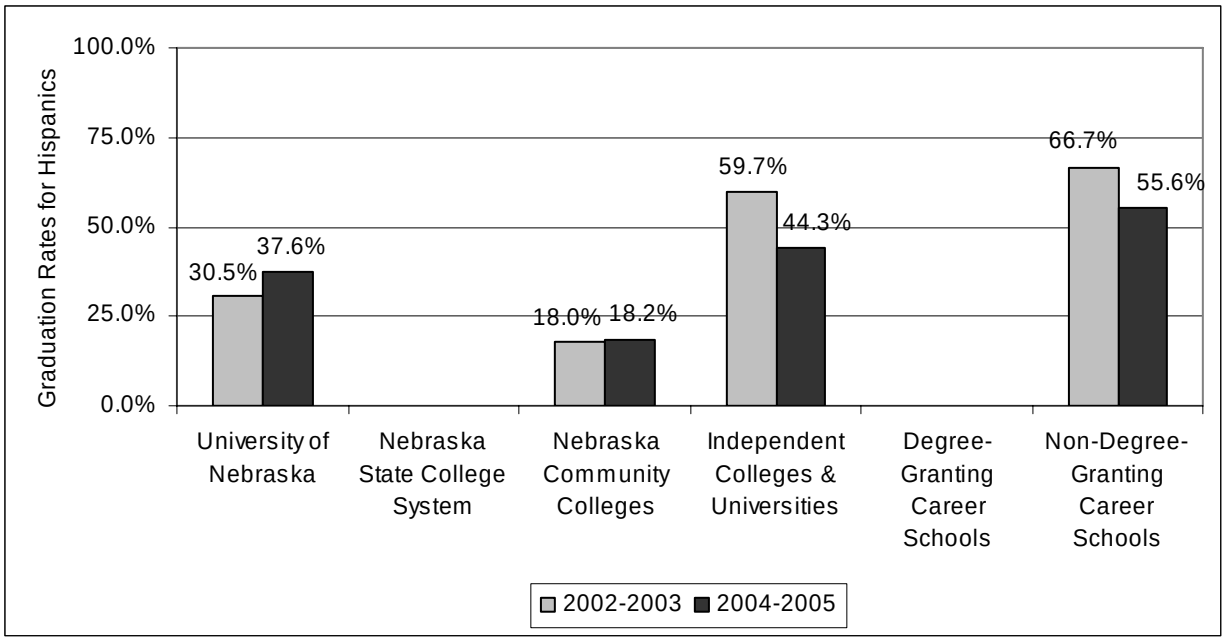
Graduation Rates for Asians/Pacific Islanders by Sector
2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys.
Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2004–2005.
See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.12

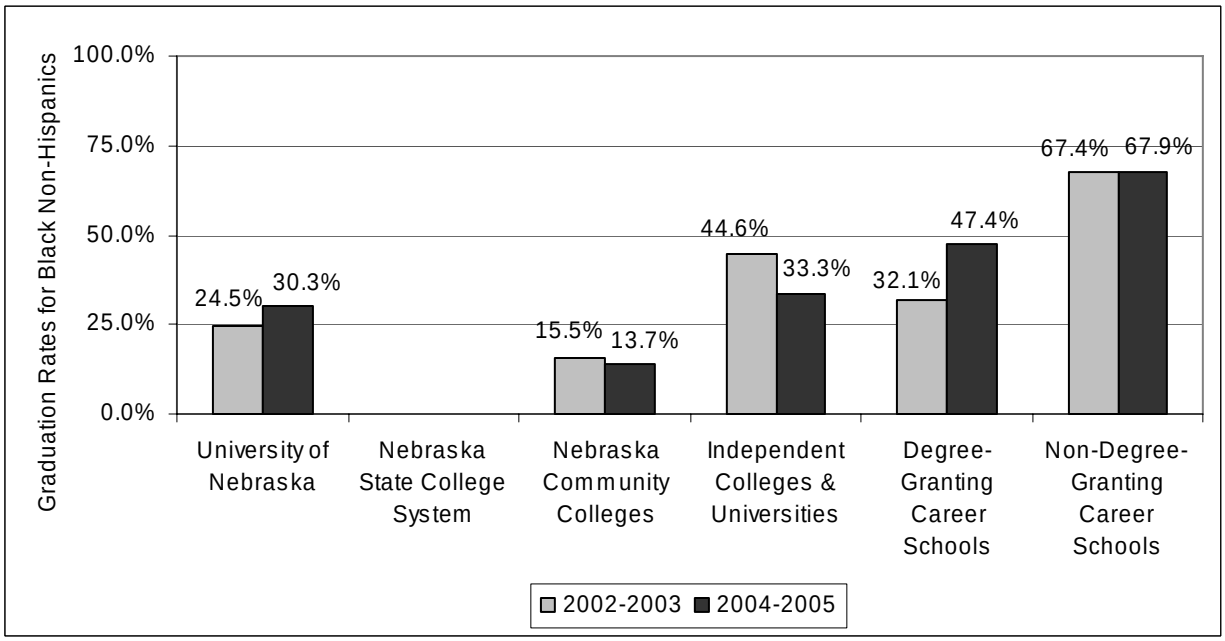
Graduation Rates for Hispanics by Sector
2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2004–2005. See Table A10.8 in Appendix 10 for supporting data.

Figure 2.2.13

Graduation Rates for Black Non-Hispanics by Sector
2004–2005 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2004–2005. See Table A10.8 in Appendix 10 for supporting data.

2.3 Special Report on Student Persistence, Transfer, and Completion Rates

In 2006, the Coordinating Commission conducted research based on data submitted to and retrieved from the National Student Clearinghouse (NSC) by the University of Nebraska, the Nebraska State College System, and Nebraska's six community colleges. Referred to as the 2006 NSC Research Project, this research was requested by the LR 75 Legislative Evaluation Task Force, chaired by then-Senator Don Pederson, to provide state policymakers with information about the academic progress of students—information that cannot be obtained through the Integrated Postsecondary Education Data System (IPEDS) and that was not obtained through the NSC Pilot Research Project conducted in 2005.[1]

The 2006 NSC Research Project was designed to overcome several limitations of the 2005 NSC Pilot Research Project and provide policymakers with information about persistence, transfer, and completion rates that can be estimated only through the analysis of institutional data supplemented with data obtained from student records retrieved from the National Student Clearinghouse. Specifically, this project was designed to estimate:

- the percentages of full-time and part-time, first-time freshmen at Nebraska's public colleges and universities who have persisted beyond their first year of college, either at the same public institutions where they initially enrolled or at other institutions where they transferred.

- the percentage of full-time, first-time freshmen enrolled in bachelor's degree programs at Nebraska's public colleges and universities who have earned degrees within six years or persisted in their studies, either at the same institutions where they enrolled as freshmen or at other institutions where they transferred.

- the percentages of full-time and part-time, first-time freshmen enrolled in academic transfer programs at Nebraska's community colleges who have transferred to public or private four-year institutions and earned bachelor's degrees within six years, or who have completed associate or other degrees at community colleges or other types of postsecondary institutions within three to six years.

- the percentages of full-time and part-time, first-time freshmen enrolled in academic transfer programs and other programs at Nebraska's community colleges who (1) completed these programs within three years, (2) continued to be enrolled in the these programs at the end of the three-year period, or (3) transferred to other institutions, with or without diplomas, certificates, or associate degrees from the community colleges where they started college.

Estimating these percentages with data based on records maintained by the National Student Clearinghouse is not without challenges and limitations. However, the Clearinghouse is the <u>only source of data</u> that enables transfer, persistence, and graduation rates to be calculated for undergraduates who do not continue or complete their postsecondary studies at the same institution where they enrolled as first-time freshmen.

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[1]The NSC Pilot Research Project is reported on pages 70–74, 83–87, and 113–137 of the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force*, which is available on the Coordinating Commission's Web site: www.ccpe.state.ne.us.

Data Available from the National Student Clearinghouse

The National Student Clearinghouse is a not-for-profit organization that serves as a central repository of postsecondary student enrollment data voluntarily submitted by nearly 3,000 colleges and universities in the United States. Participating higher education institutions regularly submit enrollment files to the Clearinghouse electronically. These files contain basic identifying and enrollment information for every student enrolled at a participating institution. In addition, most institutions report when students graduate.

An institution can use student enrollment files from the Clearinghouse to determine if students formerly enrolled at the institution transferred to other institutions and whether they continued to be enrolled at these institutions at any specified point in time. An institution also can use Clearinghouse data to determine if students have graduated from the institutions where they transferred if the institution participates in the DegreeVerify^{SM} service offered by the Clearinghouse.

Currently, all of the public colleges and universities in Nebraska are authorized to submit and retrieve Clearinghouse enrollment data. As a result, all of these institutions submitted the transfer and persistence data requested for the 2006 NSC Research Project.

The three institutions constituting the Nebraska State College System and Nebraska's six community college also provided all of the requested graduation-related data for the students who transferred from these institutions, with only one exception.[1] However, when this project was conducted, the University of Nebraska at Omaha was the only University of Nebraska campus that could report the numbers of students who graduated from institutions where they transferred outside the university system. The University of Nebraska-Lincoln and the Nebraska College of Technical Agriculture-Curtis choose not to participate in the DegreeVerify^{SM} service, and the University of Nebraska at Kearney did not begin to participate in the service in time to obtain the requested data.

Design and Limitations of the 2006 NSC Research Project

The 2006 NSC Research Project was designed to estimate transfer, persistence, and completion rates using institutional data supplemented with data obtained from the National Student Clearinghouse. Analysis of the data submitted was focused at the sector level. A sector-level analysis was appropriate because the purpose of this research was to provide information about the academic progress of students who have enrolled at Nebraska's public institutions, rather than to compare institutions within or across the three sectors. Reporting at the sector level also was appropriate, given the variability evidenced in the data submitted and the general limitations of this research. (See Appendix 11 for more detailed information about data available from the National Student Clearinghouse, data collection and analysis, and the limitations of this study.)

Reported Findings of the NSC Pilot Research Project

In spite of its limitations, the 2006 NSC Research Project provides institutions and policymakers with important, new information about the academic progress of students who have enrolled as first-time freshmen at Nebraska's public colleges and universities. The remainder of this section focuses on these findings, organized by topic into three sub-sections.

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[1]Mid-Plains Community College was not able to submit data for one freshmen cohort described in section 2.3.b of this report.

2.3.a Estimated Freshmen Retention, Transfer, and Persistence Rates

The first objective of the NSC 2006 Research Project was to estimate the percentages of full-time and part-time, first-time freshmen at Nebraska's public colleges and universities who have persisted beyond their first year of college, either at the same public institutions where they initially enrolled or at other institutions where they transferred. To achieve this objective, the four-year institutions were asked to report the total number of full-time and part-time, first-time freshmen who were enrolled in bachelor's or equivalent degree programs in 2003–2004 and 2004–2005. The community colleges and the Nebraska College of Technical Agriculture-Curtis were asked to provide the same information for their first-time degree/certificate-seeking students. For each year, the institutions were asked to report the number of students who re-enrolled at their institutions at the beginning of or at any time during the subsequent year. In addition, each institution was asked to determine the number of students who transferred to other institutions before or during the subsequent year, using data obtained from student files maintained by the National Student Clearinghouse.

Based on the data submitted by the institutions, the Commission calculated the following retention, transfer, and persistence 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 persistence rate: The total percentage of all first-time freshmen who persisted in their studies beyond their first year of college at the same institutions where they initially enrolled or transferred to other institutions before or during the subsequent academic year.

These rates were calculated separately for full-time and part-time freshmen for each institution, the three sectors, and all of the public institutions combined for 2003–2004 and 2004–2005. The two years of data were then combined to provide overall estimates of the extent to which full-time and part-time freshmen at Nebraska's public institutions have persisted beyond their first year of college.

The results of the analysis based on two years of data are summarized in Figure 2.3.a.1 and Figure 2.3.a.2 on the pages following this narrative. Refer to Table A12.1 and Table A12.2 in Appendix 12 for the estimated full-time and part-time freshmen retention, transfer, and postsecondary persistence rates for the three public sectors and the institutions within each sector that were calculated separately for 2003–2004 and 2004–2005.

Estimated Transfer and Persistence Rates for Full-Time Freshmen

- As shown in the first half of Figure 2.3.a.1 on the page after next, about 11% of the students who started college as full-time students at one of Nebraska's public colleges and universities in 2003–2004 or 2004–2005 transferred to different institutions before or during their second year of college, while about 72% persisted at the same institutions where they initially enrolled as first-time freshmen.

- Totaling these rates results in an estimated postsecondary freshmen persistence rate of 83% for Nebraska's public institutions, as shown in the second half of Figure 2.3.a.1.

- The comparison of the three public sectors summarized in Figure 2.3.a.1 shows that 92% of the full-time freshmen who started college at the University of Nebraska in 2003–2004 or 2004–2005 are estimated to have continued their studies beyond their freshman year, either at the same campus where they initially enrolled or at institutions where they transferred.

- Similarly, 85% of the full-time freshmen who enrolled at the state colleges in 2003–2004 or 2004–2005 stayed in school, either within the Nebraska State College System or at other postsecondary institutions.

- The estimated freshmen retention and transfer rates for students who enrolled as full-time freshmen at Nebraska's community colleges are lower than the comparable rates for the University of Nebraska and the Nebraska State College System. However, based on the data collected in this study, almost 75% of the students who enrolled at the state's community colleges as full-time, first-time freshmen in 2003–2004 or 2004–2005 continued to be enrolled in postsecondary education programs beyond their first year of college.

Estimated Transfer and Persistence Rates for Part-Time Freshmen

- The estimated transfer rates for part-time, first-time freshmen summarized in Figure 2.3.a.2 are consistently higher than the comparable rates for full-time students, while the estimated same-school retention rates are significantly lower.

- As a result, the estimated postsecondary freshmen persistence rates for each sector and all public institutions combined are lower for the part-time students than for the full-time students who enrolled as first-time freshmen in 2003–2004 or 2004–2005.

- Nevertheless, at least 65% of the part-time freshmen who enrolled at Nebraska's public institutions in 2003–2004 or 2004–2005 continued their studies beyond their first year of college. Of these students, 51% stayed at the same institutions where they initially enrolled while about 14% transferred to different schools.

- The retention, transfer, and postsecondary persistence rates for the community colleges are the same as or close to the rates for all public institutions because the community colleges accounted for 95% of the part-time, first-time freshmen at public institutions in 2003–2004 and 2004–2005.

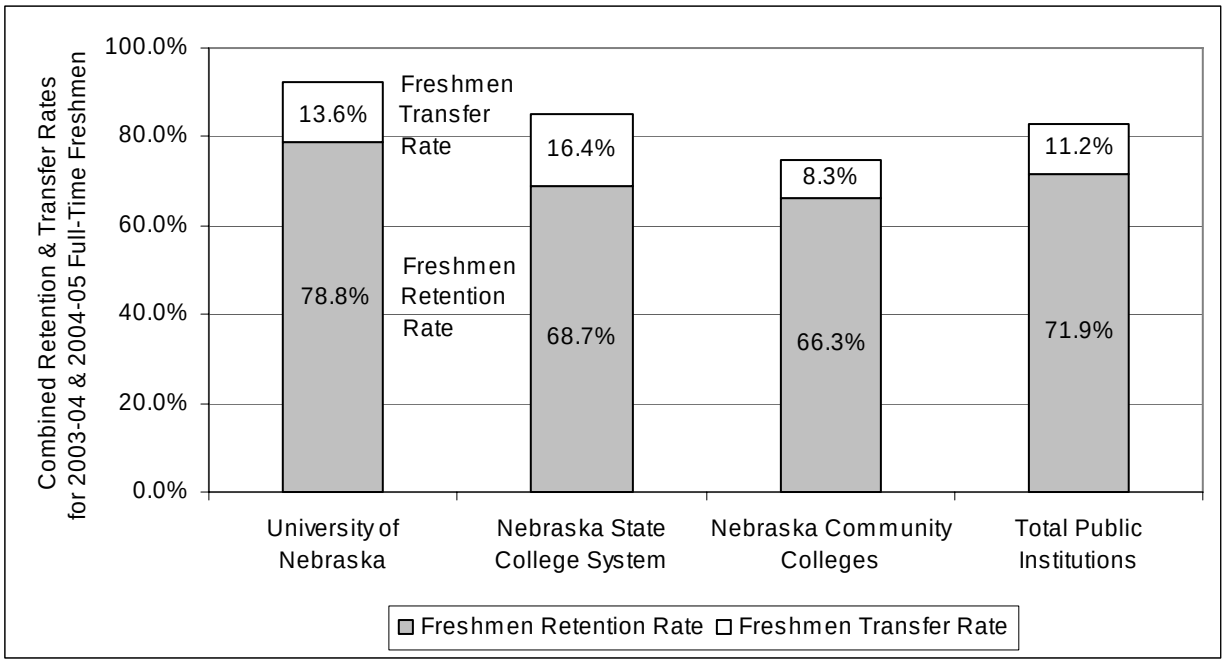
- In comparison to the estimated rates for the community colleges and all public institutions combined, the retention, transfer, and postsecondary persistence rates for the University of Nebraska are higher. As shown in Figure 2.3.a.2, 54% of the part-time freshmen who enrolled at the university in 2003–2004 or 2004–2005 stayed on the same campuses, while 16% transferred to different schools before or during their second year of college, resulting in a 70.5% postsecondary freshmen persistence rate for the University's students.

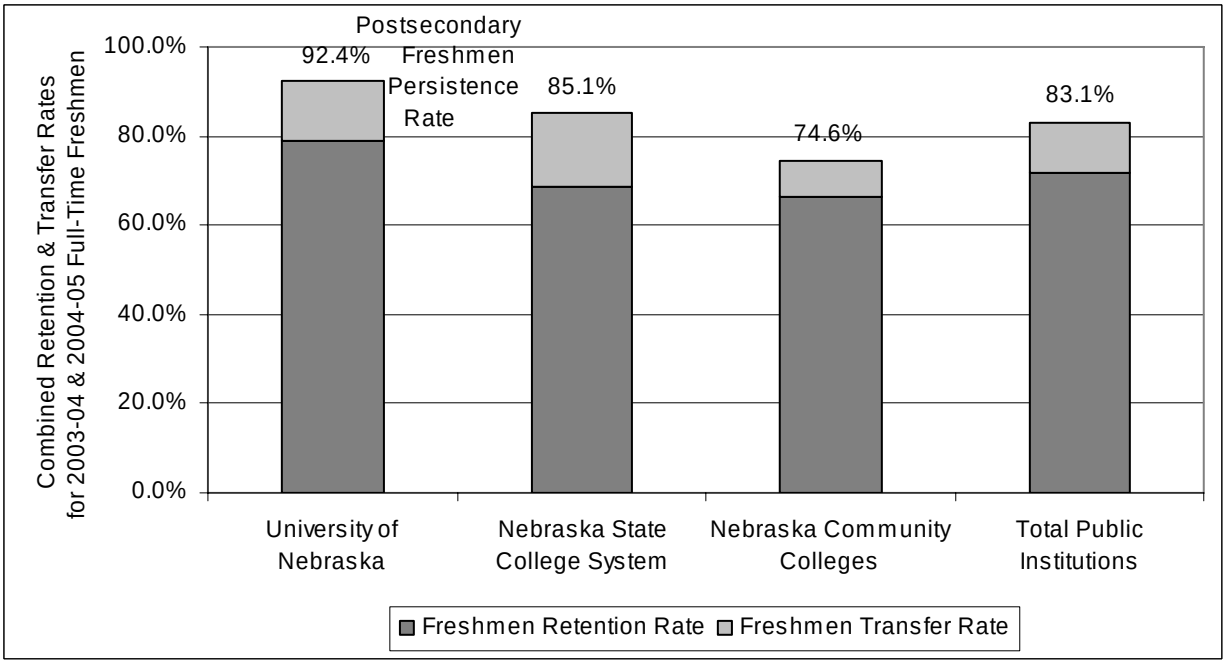
- Based on the data collected in this study, the Nebraska State College System retained 45% of the part-time, first-time freshmen who enrolled in 2003–2004 or 2004–2005; another 18% transferred to institutions within or outside the system, and a total of 63% continued their studies beyond their first year of college.

Figure 2.3.a.1

Freshmen Retention, Transfer, and Postsecondary Persistence Rates of Students Who Enrolled at Nebraska Public Colleges and Universities as Full-Time, First-Time Freshmen in 2003-2004 and 2004-2005

(Based on National Student Clearinghouse and institutional data—two years of data combined)



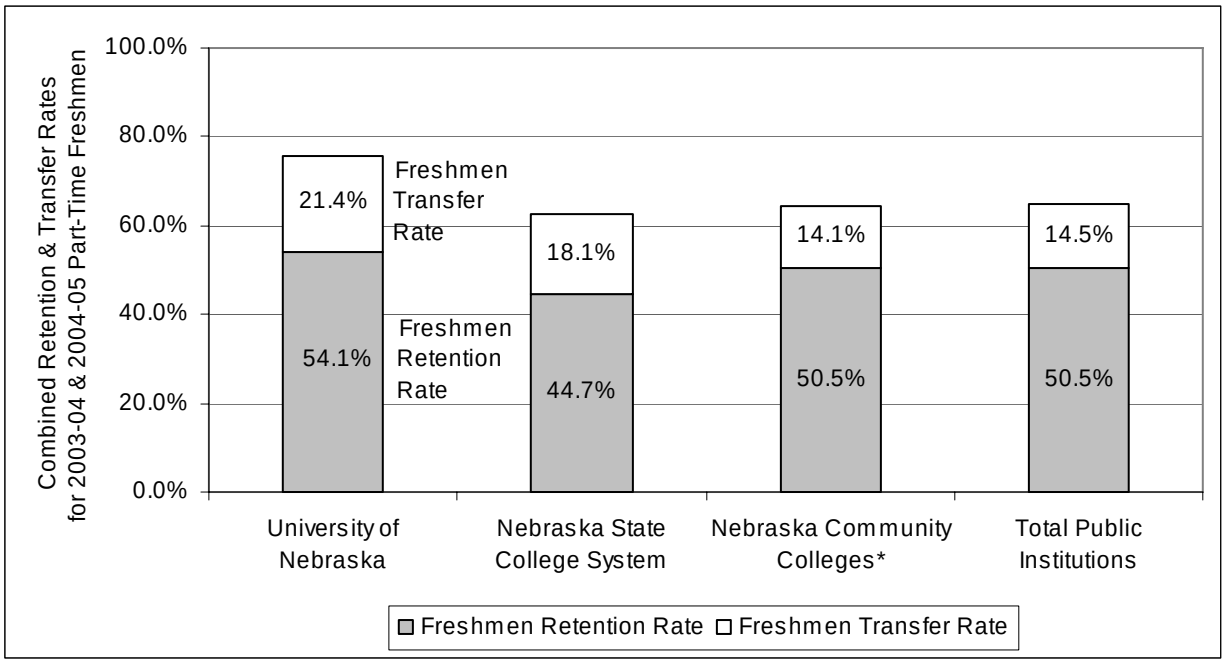


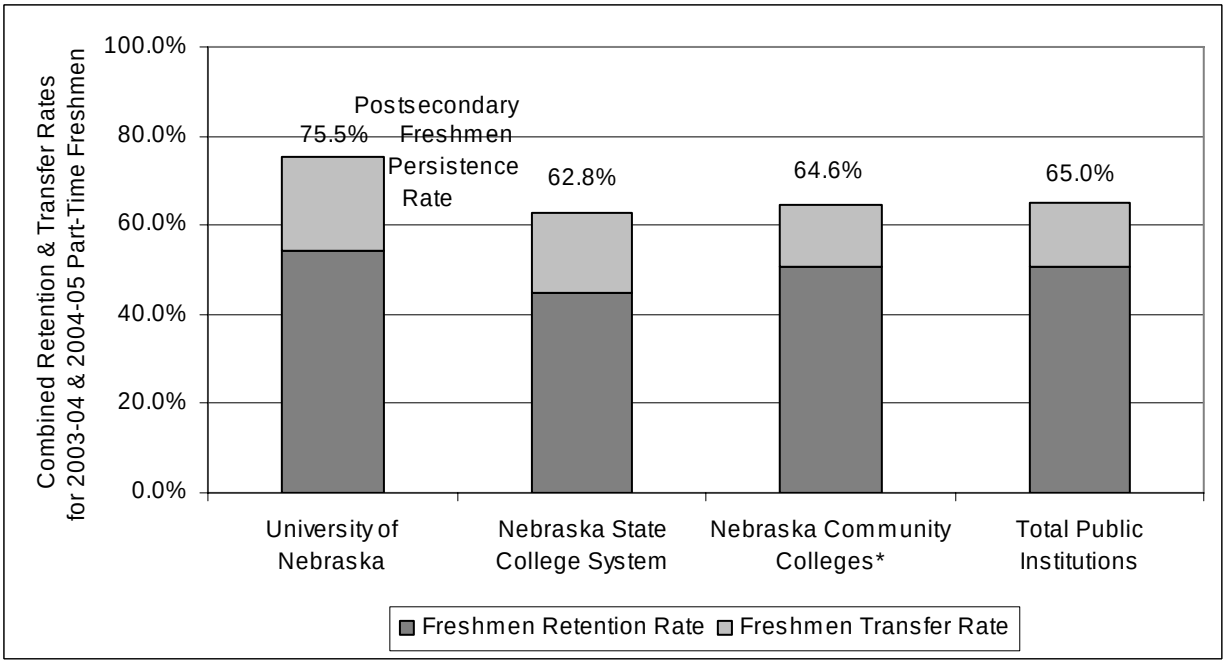
[1]Percentages are based on data submitted by the state's public institutions to Nebraska's Coordinating Commission for Postsecondary Education for the 2006 NSC Research Project. See Table A12.1 in Appendix 12 for the full-time freshmen retention, transfer, and postsecondary persistence rates for 2003–2004 and 2004–2005 for the three public sectors and the institutions within each sector.

Figure 2.3.a.2

Freshmen Retention, Transfer, and Postsecondary Persistence Rates of Students Who Enrolled at Nebraska Public Colleges and Universities as Part-Time, First-Time Freshmen in 2003-2004 and 2004-2005

(Based on National Student Clearinghouse and institutional data—two years of data combined)





*Community colleges enrolled an average of 4,609 part-time, first-time freshmen, or 95% of the total in 2003–2004 and 2004–2005. The University of Nebraska enrolled an average of 196, and the Nebraska State College System enrolled an average of 47 part-time, full-time freshmen.

[1]Percentages are based on data submitted by the state's public institutions to Nebraska's Coordinating Commission for Postsecondary Education for the 2006 NSC Research Project. See Table A12.2 in Appendix 12 for the part-time freshmen retention, transfer, and postsecondary persistence rates for 2003–2004 and 2004–2005 for the three public sectors and the institutions within each sector.

2.3.b Estimated College Completion and Persistence Rates

An important objective of the NSC 2006 Research Project was to estimate the percentage of full-time and part-time freshmen enrolled in academic transfer programs (ATP) who have transferred to public or private four-year institutions and earned bachelor's degrees within six years. This project also was designed to estimate the percentages of ATP students who have completed other degree, diploma, or certificate programs, or persisted in their studies, either at the institutions where they initially enrolled or at other institutions. In addition, an objective of this project was to estimate the completion and persistence rates of first-time, bachelor's degree-seeking freshmen at the University of Nebraska and the state colleges, including students who transferred to institutions within or outside of these systems.

To achieve these objectives, the University of Nebraska and the state colleges were asked to report the number of full-time, first-time freshmen who enrolled in bachelor's or equivalent degree programs in 1998–1999 and 1999–2000, the latest years for which six-year completion and persistence rates could be calculated.[1] Similarly, the community colleges were asked to report the numbers of full-time and part-time, first-time freshmen who were enrolled in academic transfer programs in 1998–1999 and 1999–2000.

For each year, the institutions were asked to report the numbers of students who completed degree, certificate or diploma programs at their institutions within six years, or who were continuing their studies at the end of the six year period.[2] In addition, each institution was asked to determine the number of students who earned degrees or awards at other institutions within six years, or who were persisting at other institutions at the end of the six-year period.

To fully achieve these objectives, all of the participating institutions had to analyze student files from the National Student Clearinghouse to determine the total numbers of students who had completed academic programs or persisted at other institutions. However, with the exception of the University of Nebraska at Omaha (UNO), the campuses constituting the University of Nebraska did not have access to graduation-related data at the NSC when this research was conducted. As a result, students who transferred to institutions outside the university system were excluded from this study, except in the case of UNO.

Mid-Plains Community College does not have the capability of sending student files to the NSC electronically for any academic year prior to 1999–2000. Consequently, ATP students who enrolled as freshmen at Mid-Plains in 1998–1999 had to be excluded from this research.

A thorough analysis of the data submitted by the community colleges indicated that the exclusion of one year of data from Mid-Plains did not significantly affect any of the percentages reported in this section. On the other hand, the reported total percentage of freshmen at the University of Nebraska who completed degrees within six years is definitely underestimated as a result of not including students who transferred from the University of Nebraska at Kearney (UNK) or the University of Nebraska-Lincoln (UNL) to institutions outside the university system.

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[1]Data were not requested for part-time students because, with the exception of the University of Nebraska at Omaha, part-time students accounted for only 1% to 8% of the first-time freshmen at the University of Nebraska and the state colleges in 1998–1999 and 1999–2000. At the University of Nebraska at Omaha, part-time students accounted for about 14% of the first-time freshmen in 1998–1999 and 1999–2000.

[2]The community colleges also were asked to report the numbers of students who completed programs within three years, but this report focuses on the six-year period generally accepted for completion of four-year bachelor's degrees.

For the purposes of this report, the data submitted to the Commission were analyzed separately for each institution and sector to estimate the completion and persistence rates for first-time freshmen who started college in 1998–1999 and 1999–2000. The two years of data were then combined to provide overall estimates of the extent to which freshmen in bachelor's degree programs and academic transfer programs have completed degree programs within six years or persisted in their studies.

The findings reported in this section are based on a six-year time frame for estimating completion and persistence rates, even though three years or less is the standard for calculating completion rates for academic transfer and other community college programs. A six-year time frame was selected for this analysis because six years is the generally accepted amount of time for calculating completion rates for four-year bachelor's degree programs, and a major purpose of this study was to estimate the percentage of students in two-year academic transfer programs who go on to earn bachelor's degrees.

Although a six-year time frame is used in describing the findings in this section, the actual length of defined completion time varied in this study, depending on whether students started college in the summer, fall, winter, or spring. As a result, "six years" should be interpreted conservatively to mean five to six years when the following findings are reviewed.

Estimated Completion Rates for First-Time Freshmen in Bachelor's Degree Programs

- Based on the data submitted for this study, an average of 6,301 full-time, first-time freshmen enrolled in bachelor's degree programs at the University of Nebraska in 1998–1999 and 1999–2000, and 1,378 enrolled in the bachelor's degree programs offered by Chadron State College, Peru State College, and Wayne State College.

- As shown in Figure 2.3.b.1 on the next page, 48.4% of the full-time, first-time freshmen who enrolled in bachelor's degree programs at the University of Nebraska in 1998–1999 or 1999–2000 completed degree programs within five or six years on the same university campuses where they started college.

- Another 6.4% of the students enrolled in bachelor's degree programs at the University of Nebraska as first-time freshmen earned degrees within five or six years after transferring to institutions within or outside the university system. (As mentioned previously, students who transferred outside the university system from UNK or UNL are not included in this percentage.)

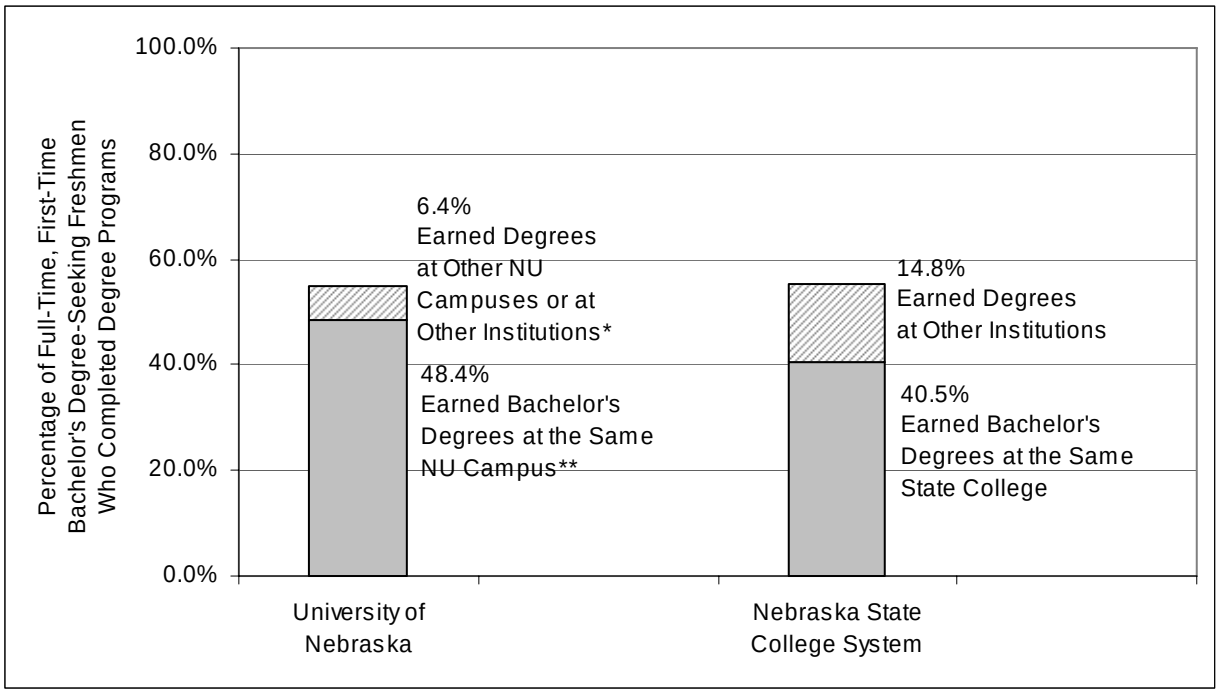
- As also shown in Figure 2.3.b.1, 40.5% of the full-time freshmen who enrolled in bachelor's degree programs at one of the state colleges in 1998–1999 or 1999–2000 earned their bachelor's degree within six years at the same college.

- Another 14.8% of the students who enrolled in bachelor's degree programs at a state college transferred to other institutions, either within or outside the Nebraska State College System, and completed bachelor's degree or other programs within six years.

Figure 2.3.b.1

Estimated Six-Year Completion Rates for Full-Time, First-Time Freshmen Who Enrolled in Bachelor's Degree Programs at the University of Nebraska or the Nebraska State College System in 1998–1999 and 1999–2000[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)



*This percentage does not include students who transferred from the University of Nebraska-Lincoln or the University of Nebraska at Kearney to institutions outside the university system and earned degrees or other academic awards from these institutions.

**Includes a small percentage of students who did not earn bachelor's degrees but completed other programs at the University of Nebraska at Kearney, the University of Nebraska-Lincoln, or the University of Nebraska at Omaha.

[1]Percentages are based on two years of data submitted by the University of Nebraska Central Administration and the three state colleges constituting the Nebraska State College System for the 2006 NSC Research Project. "Earned degrees at other institutions" includes all diplomas, certificates, and degrees awarded at these institutions. See Table A13.1 in Appendix 13 for the completion rates calculated separately for 1998–1999 and 1999–2000 for the two sectors and the institutions within each sector.

Estimated Completion Rates for First-Time Freshmen in Academic Transfer Programs

- Based on the two years of data submitted for this research, an average of about 2,900 first-time freshmen were enrolled in the academic transfer programs offered by Nebraska's community colleges 1998–1999 and 1999–2000.

- Of these students, 57% started college as full-time students, while 43% enrolled part time.

- As shown in Figure 2.3.b.2 on the next page, 19.0% of the students who enrolled in academic transfer programs (ATP) as full-time freshmen transferred to public or private four-year institutions and earned bachelor's degrees within six years.

- Another 15.8% completed the ATP or other programs at the same community college where they enrolled as full-time, first-time freshmen, excluding those who went on to earn bachelor's degrees.

- In addition, 4.4% of the students in ATP did not complete programs at the community colleges where they initially enrolled or complete degrees at four-year institutions, but these students earned diplomas, certificates, or degrees at other community colleges or other types of postsecondary institutions.

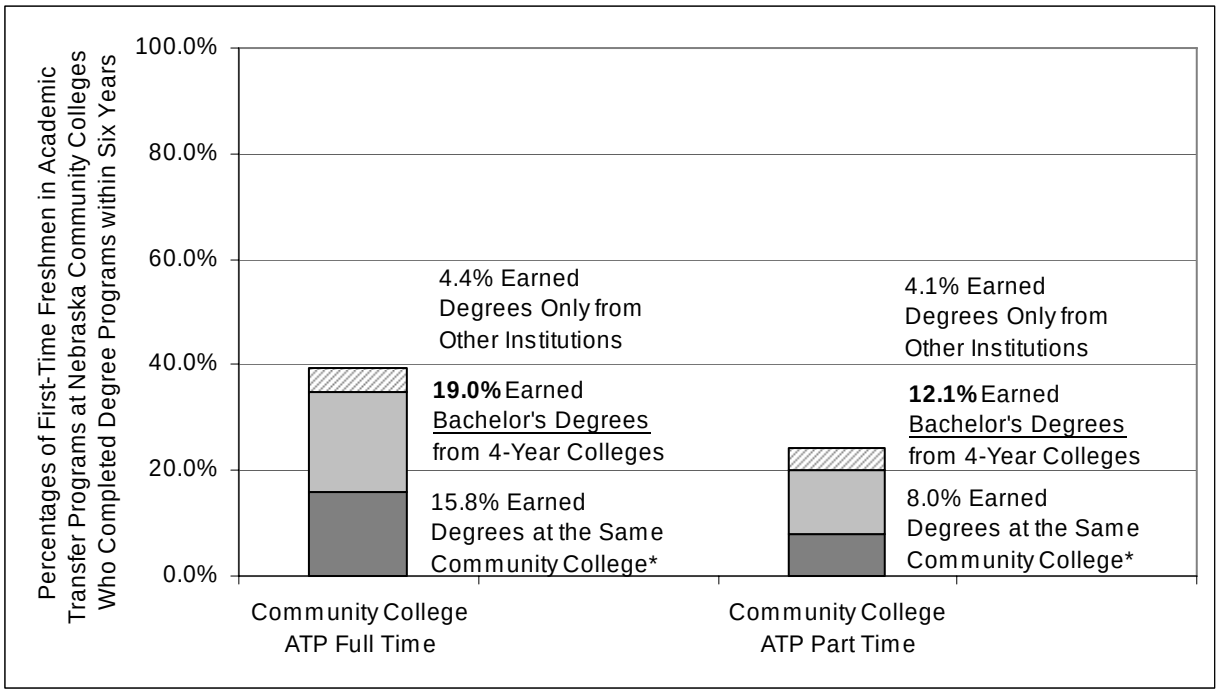
- Of the freshmen who enrolled in academic transfer programs in 1998–1999 or 1999–2000 as part-time students, 12.1% earned bachelor's degrees within six years.

- As also shown in Figure 2.3.b.2, 8.0% earned degrees or other awards at the same community college where they started, excluding those who earned bachelor's degrees after transferring to four-year schools, and 4.1% did not earn degrees from four-year colleges but earned degrees from other community colleges or other types of institutions.

Figure 2.3.b.2

Estimated Six-Year Completion Rates for First-Time Freshmen Who Enrolled in Academic Transfer Programs (ATP) at Nebraska Community Colleges in 1998–1999 and 1999–2000[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)



*Excluding students who transferred to four-year institutions and earned bachelor's degrees.

[1]Percentages are based on two years of data submitted by the Nebraska community colleges for the 2006 NSC Research Project. "Earned degrees at other institutions" includes all diplomas, certificates, and degrees awarded at these institutions. See Table A13.2 in Appendix 13 for the completion rates calculated separately for 1998–1999 and 1999–2000 for each of the six Nebraska community colleges.

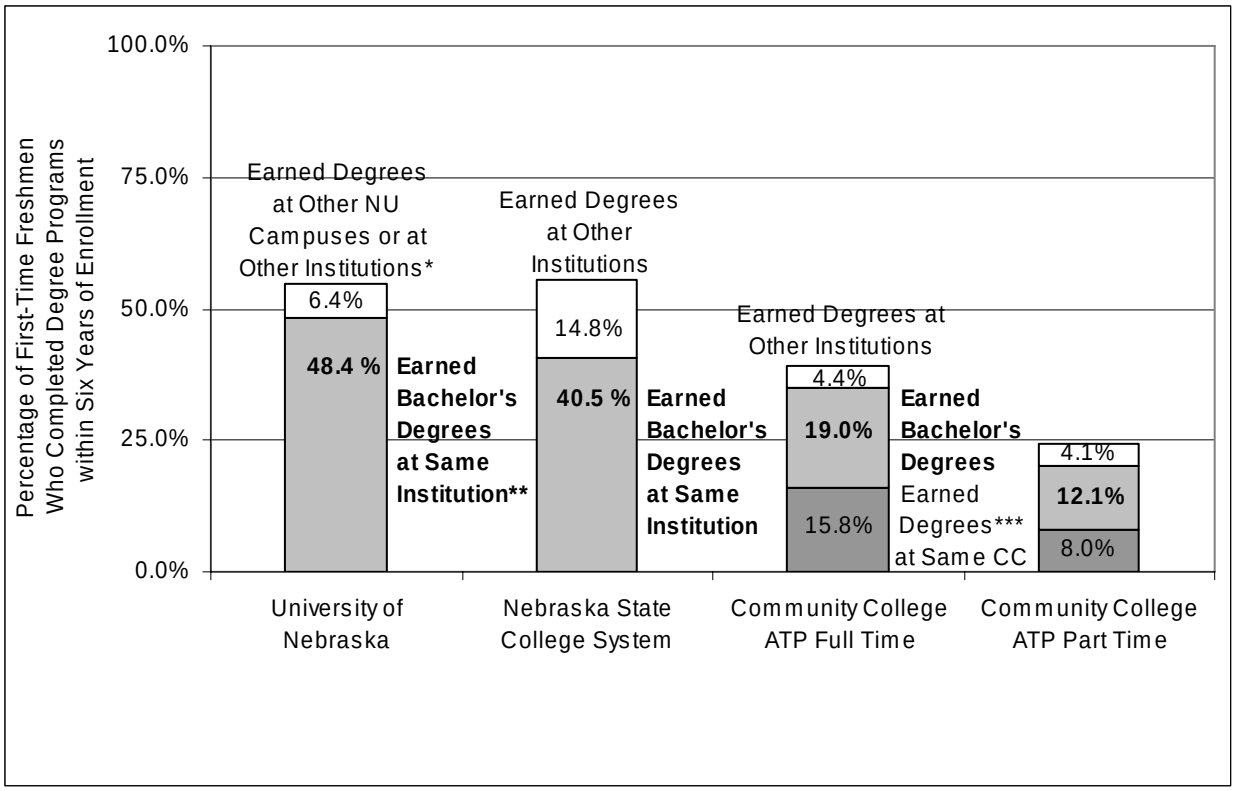
A Comparison of the Degrees Earned by Students Who Started College in Bachelor's Degree Programs and Academic Transfer Programs

Figure 2.3.b.3 provides a direct comparison of the completion patterns of first-time freshmen who enrolled in bachelor's degree programs at Nebraska's four-year public institutions and those who started college in the academic transfer programs (ATP) offered by Nebraska's community colleges in 1998–1999 or 1999–2000. As shown in this figure, the percentages of full-time freshmen who started college and earned bachelor's degrees at the same institution within the University of Nebraska system or the Nebraska State College System are more than twice as high as the percentage of full-time freshmen—and three or four times higher than the percentage of part-time freshmen—who started college in the academic transfer programs.

Figure 2.3.b.3

Estimated Six-Year Completion Rates for First-Time Freshmen Enrolled in Bachelor's Degree Programs or Academic Transfer Programs (ATP) in 1998–1999 and 1999–2000[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)



*This percentage does not include students who transferred from the University of Nebraska-Lincoln or the University of Nebraska at Kearney to institutions outside the university system and earned degrees or other academic awards from these institutions.

**Includes a small percentage of students who did not earn bachelor's degrees but completed other programs at the University of Nebraska at Kearney, the University of Nebraska-Lincoln, or the University of Nebraska at Omaha.

***Excluding students who transferred to four-year institutions and earned bachelor's degrees.

[1]Percentages are based on two years of data submitted by the University of Nebraska, the three state colleges constituting the Nebraska State College System, and Nebraska's six community colleges for the 2006 NSC Research Project. "Earned degrees at other institutions" includes all diplomas, certificates, and degrees awarded at these institutions. See Table A13.1 and Table A13.2 in Appendix 13 for supporting data, including the completion percentages calculated for each institution.

Estimated Total Completion and Persistence Rates for First-Time Freshmen in Bachelor's Degree Programs and Academic Transfer Programs

- The percentages shown on the previous page are totaled in Figure 2.3.b.4 below. Based on the data summarized in Figure 2.3.b.4, the Commission estimates that no less than 55% of the full-time freshmen who enrolled in bachelor's degree programs at Nebraska's public institutions in 1998–1999 or 1999–2000 earned degrees within six years and another 12% to 14% were still persisting in their studies six years after they started college, either at the same institutions or at institutions where they transferred. (As noted previously, students who transferred outside the university system from UNK or UNL are not included in the total completion percentage reported for the University of Nebraska.)

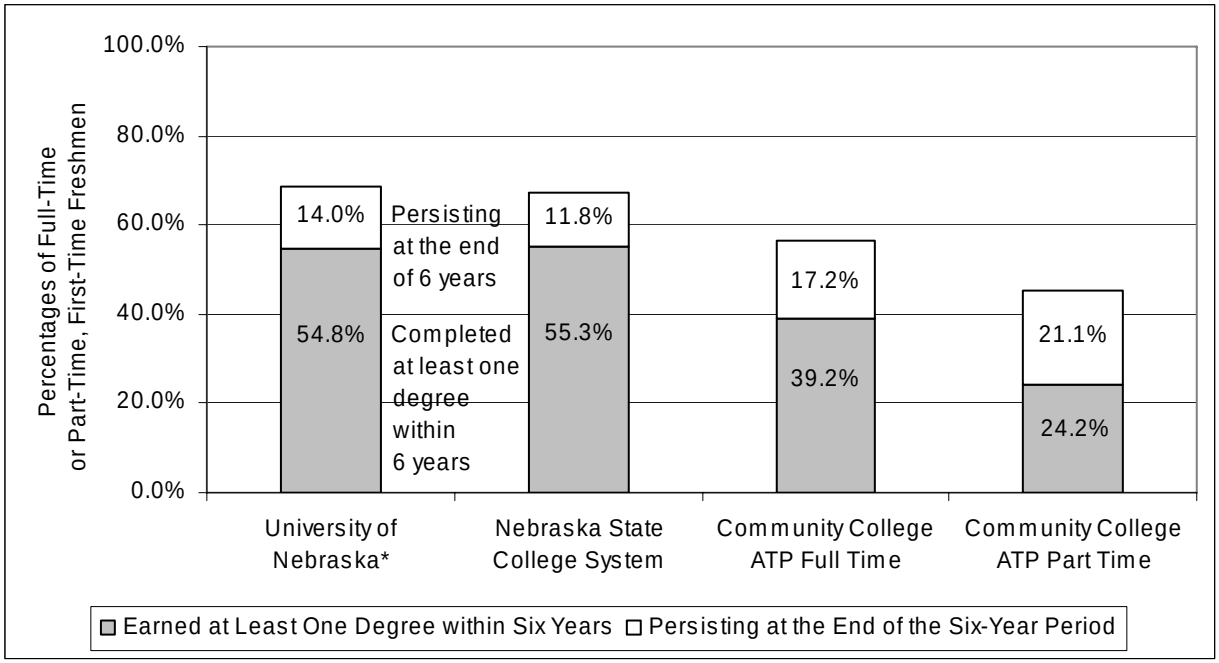
- As also shown in Figure 2.3.b.4, about 40% of the students who enrolled full time in academic transfer programs at Nebraska's community colleges earned degrees or other awards within six years, while another 17% continued to be enrolled in college.

- In comparison, only 24% of the students who enrolled part time in academic transfer programs earned degrees or other awards within six years, but 21% were persisting at the same community college or at other institutions six years after their initial enrollment.

Figure 2.3.b.4

Estimated Total Completion Rates and Persistence Rates for First-Time Freshmen Enrolled in Bachelor's Degree Programs or Academic Transfer Programs (ATP) in 1998–1999 and 1999–2000[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)



*The percentage of students who completed at least one degree does not include students who transferred from the University of Nebraska-Lincoln or the University of Nebraska at Kearney to institutions outside the university system and who earned degrees from these institutions.

[1]Percentages are based on two years of data submitted by the University of Nebraska, the three state colleges constituting the Nebraska State College System, and Nebraska's six community colleges for the 2006 NSC Research Project. Degrees include to diplomas and certificates as well as associate and bachelor's degrees. See Table A13.1 and Table A13.2 in Appendix 13 for supporting data.

- As shown in Figure 2.3.b.5, the Commission estimates that no less than 70% of the full-time freshmen who enrolled in bachelor's degree programs at the University of Nebraska in 1998–1999 or 1999–2000 were continuing to attend college or had already earned degrees or other academic awards by the end of the six-year period following their initial enrollment.

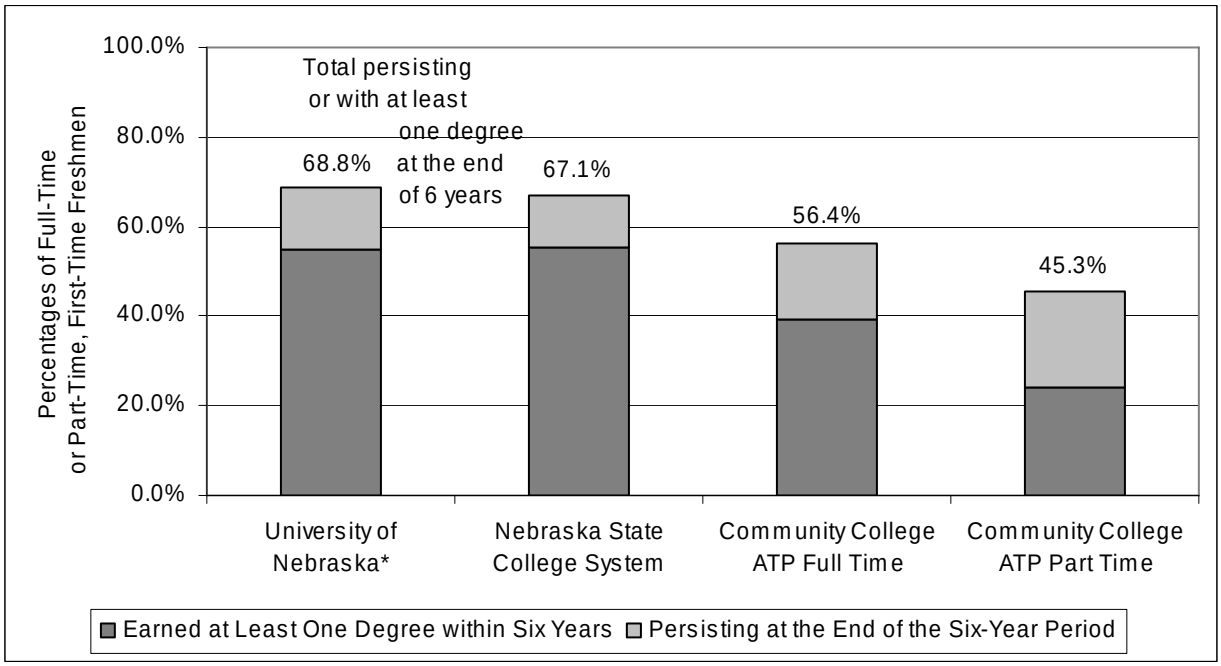
- Similarly, about 67% of the full-time freshmen who enrolled in bachelor's degree programs at the three state colleges were reported to have completed academic programs or be persisting in their studies at the end of the six-year period following their enrollment in college.

- In comparison, 56% of the students who started college in academic transfer programs as full-time students—and 45% of the students who started in these programs part time—had completed academic programs or were persisting in their studies at the end of the six-year period following their initial enrollment.

Figure 2.3.b.5

Estimated Total Completion and Persistence Rates for First-Time Freshmen Enrolled in Bachelor's Degree Programs or Academic Transfer Programs (ATP) in 1998–1999 and 1999–2000[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)



*The percentage of students who completed at least one degree does not include students who transferred from the University of Nebraska-Lincoln or the University of Nebraska at Kearney to institutions outside the university system and who earned degrees from these institutions.

[1]Percentages are based on two years of data submitted by the University of Nebraska, the three state colleges constituting the Nebraska State College System, and Nebraska's six community colleges for the 2006 NSC Research Project. Degrees include to diplomas and certificates as well as associate and bachelor's degrees. See Table A13.1 and Table A13.2, in Appendix 13 for supporting data, including the total completion and persistence percentages calculated for each institution.

2.3.c Three-Year Completion, Persistence, and Transfer Patterns of First-Time Freshmen in Academic Transfer Programs (ATP) and Other Programs Offered by Nebraska's Community Colleges

One of the major objectives of the 2006 NSC Research Project was to examine the three-year completion, persistence, and transfer patterns of first-time freshmen who have enrolled in the academic transfer programs and other degree or certificate programs offered by Nebraska's six community colleges.

To achieve this objective, each college was asked to report the number of full-time and part-time, first-time freshmen who enrolled in academic transfer programs and other programs in 2002–2003 and 2003–2004, the latest years for which three-year completion rates could be calculated. Given the number of freshmen in each cohort, the college was asked to determine how many of these students completed academic transfer or other programs within three years, how many were persisting in these programs at the end of the three-year period, and how many had transferred to programs within the college or to other institutions.

To fulfill this detailed request, each college used institutional data supplemented with data based on the analysis of student files from the National Student Clearinghouse. All of the colleges submitted all of the data requested with one minor exception. Mid-Plains Community College was unable to provide transfer and completion data for students who transferred to and from programs within the college. As a result, these students are not included in this analysis.

The data submitted for the students enrolled in 2002–2003 and 2003–2004 were analyzed separately for each of the six colleges and for the sector as a whole. The two years of data were then combined to provide the general comparisons reported in this section.

For the sake of simplicity, the percentages compared in this section are described as three-year completion, persistence, and transfer rates. However, the actual length of defined time for determining these rates varied, depending on whether students started college in the summer, fall, winter, or spring. As a result, "three years" should be interpreted conservatively to mean two to three years when the findings in this section are reviewed.

Enrollments in Academic Transfer Programs and Other Programs

- Based on the data submitted, an average of about 12,600 first-time freshmen enrolled at Nebraska's community colleges in 2002–2003 and 2003–2004.

- Of the 12,600 first-time freshmen at the community colleges, about 7,600 were enrolled full time, while the remaining 5,000 were enrolled part time.

- As shown in Figure 2.3.c.1 on the next page, 35%, or about 2,650, of the full-time freshmen were initially enrolled in academic transfer programs while 65%, or about 4,950, enrolled in other degree or certificate community college programs.

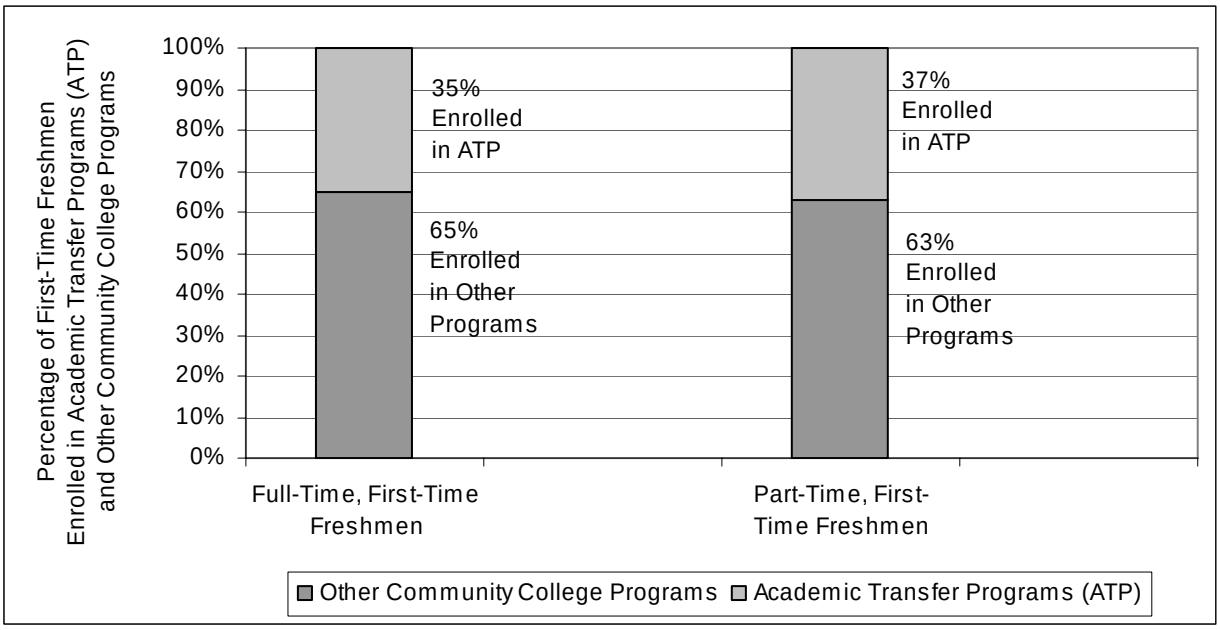
- Among the part-time students, 37%, or about 1,850, were enrolled in academic transfer programs and 67%, or about 3,150, were in other programs.

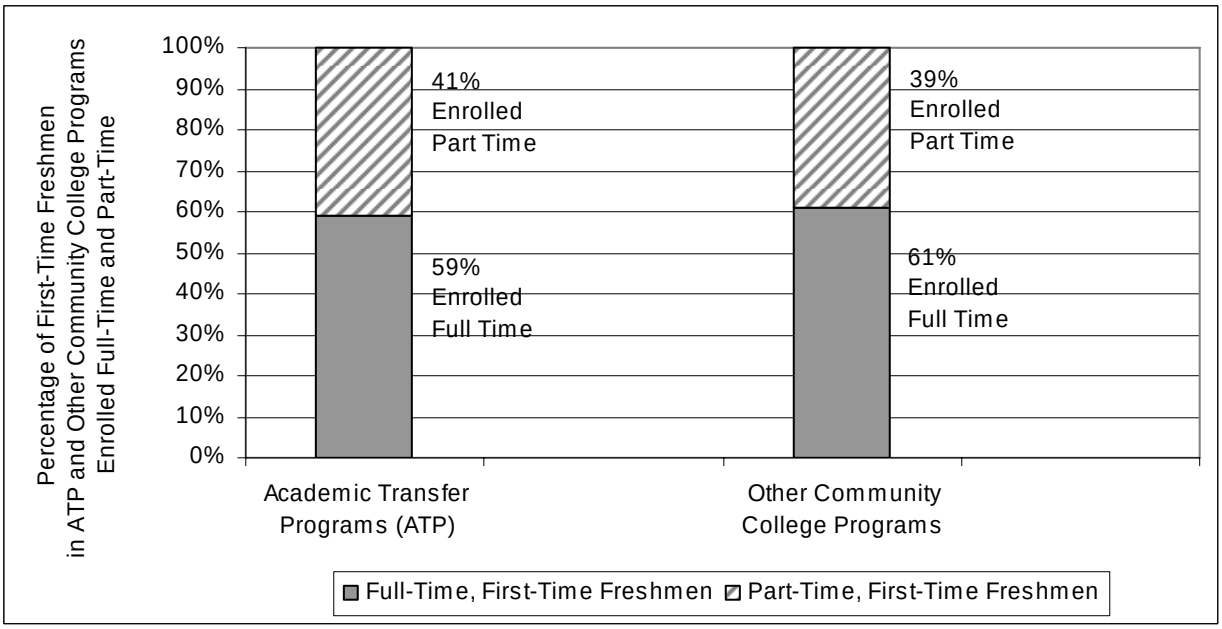
- Figure 2.3.c.1 on the next page shows that the enrollment patterns within the academic transfer programs and the other programs offered by the colleges were also very similar. About 60% of the students were enrolled full time, while the remaining 40% were part-time students.

Figure 2.3.c.1

Percentages of Full-Time and Part-Time, First-Time Freshmen Enrolled in Academic Transfer Programs (ATP) or Other Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

(Based on institutional data—two years of data combined)





[1]Percentages are based on two years of data submitted by the Nebraska community colleges for the 2006 NSC Research Project. See Table A14.1 and Table A14.2 in Appendix 14 for supporting data, including the full-time and part-time enrollments in academic transfer programs and other programs offered by each community college.

NOTE: Due to the lower ranges of reported percentages, the remaining charts in this section are based on scales of 0% to 70%, rather than 0% to 100%.

Estimated Three-Year Completion and Persistence Rates

- As shown in the first chart in Figure 2.3.c.2 on the next page, 12.9% of the students enrolled full time in two-year academic transfer programs in 2002–2003 and 2003–2004 completed these programs within two to three years, compared to 2.4% of the part-time students.

- Over the course of two to three years, 8.1% of the students who initially enrolled full time in academic transfer programs completed other programs at the same community colleges or transferred to other institutions where they completed programs.

- Similarly, 6.1% of the students who initially enrolled part-time in academic transfer programs completed other programs, either at the same community colleges or at other institutions where they transferred.

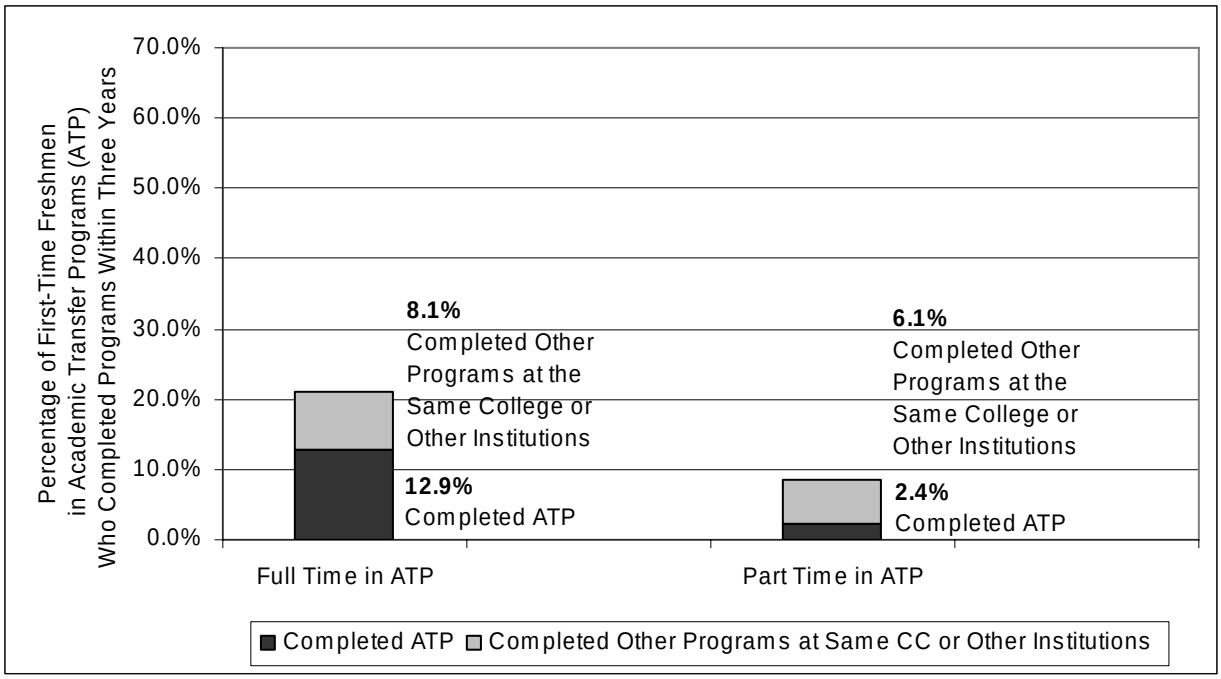
- Understandably, higher percentages of the students in other programs completed their studies since many of these programs were less than two years in length. As shown in the second chart in Figure 2.3.c.2, 32.7% of the full-time students and 9.1% of the part-time students completed programs at the same community colleges where they initially enrolled as first-time freshmen. In addition, 3.4% of the full-time students and 2.9% of the part-time students completed diploma, certificate, or associate degree programs at other institutions within two to three years of their initial enrollment

Figure 2.3.c.2

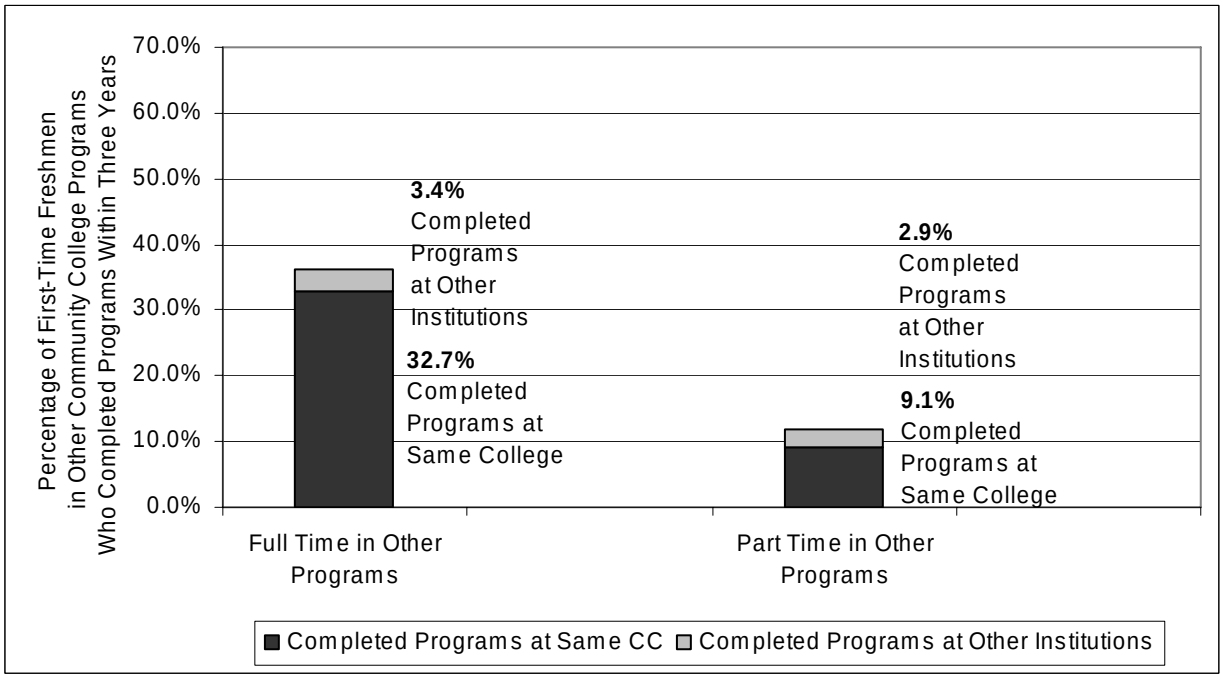
Estimated Three-Year Completion Rates of First-Time Freshmen Enrolled in Academic Transfer Programs (ATP) or Other Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)

Academic Transfer Programs



Other Degree or Certificate Programs



[1]Percentages are based on two years of data submitted by the Nebraska community colleges for the 2006 NSC Research Project. See Table A14.3 and Table A14.4 in Appendix 14 for supporting data, including the completion rates for students in the academic transfer programs and other programs offered by each community college.

The first chart in Figure 2.3.c.3 on the next page shows the total percentages of full-time and part-time freshmen in academic transfer programs and other programs in 2002–2003 and 2003–2004 who completed any diploma, certificate, or associate degree programs within two or three years of the time they started college. In addition, this chart shows the percentages of students who continued to be enrolled at the same community college where they started as first-time freshmen when counts were taken at the end of the general three-year period defined for this study.

- As shown in the first chart in Figure 2.3.c.3, 17% or 18% of the students who started college in academic transfer programs in 2002–2003 and 2003–2004 were continuing to persist in these programs two or three years later.

- About 17% of the students who started college full time in other programs also were persisting in degree programs at the same community colleges where they initially enrolled.

- In comparison, 23% of the students who started college part time in other programs were continuing to take degree-credit courses at the same college two or three years after they enrolled as first-time freshmen.

- A limitation of this study is that the Commission did not ask the community colleges to determine the number of students who were persisting in programs at institutions where they had transferred.

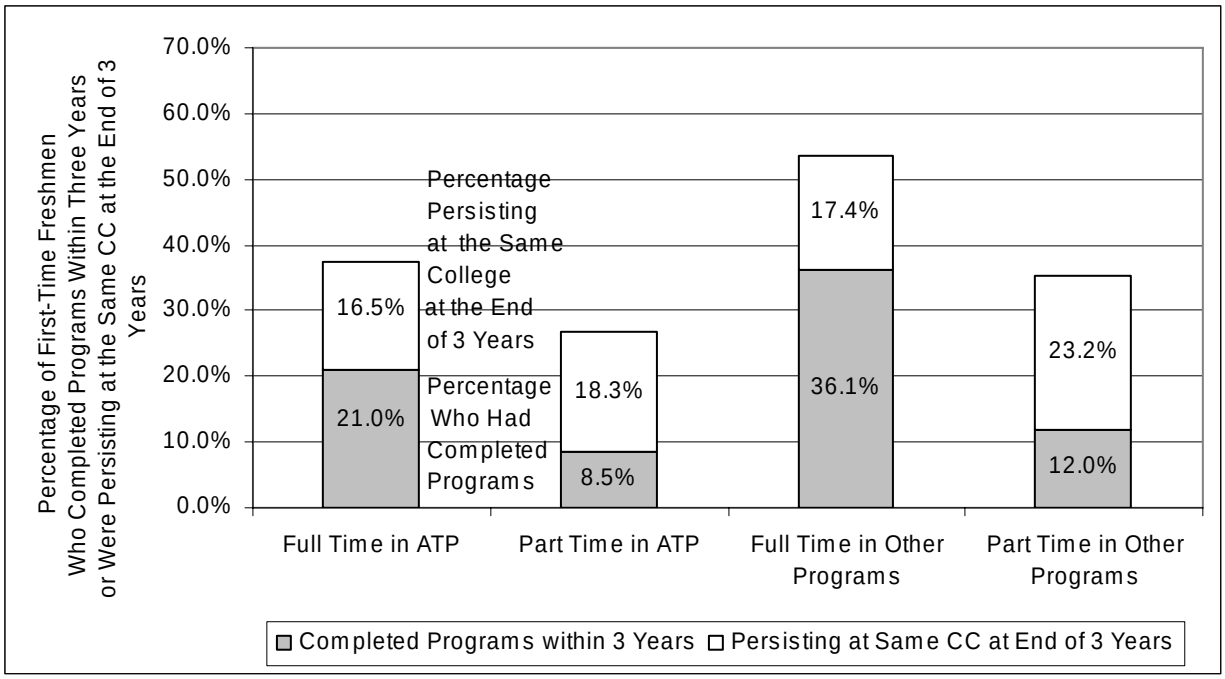
- However, totaling the overall completion rates and same-school persistence rates, as shown in the second chart in Figure 2.3.c.3, results in two-to-three-year completion/persistence rates ranging from 27% for the part-time freshmen who started college in academic transfer programs to 54% for full-time freshmen who initially enrolled in other programs.

Figure 2.3.c.3

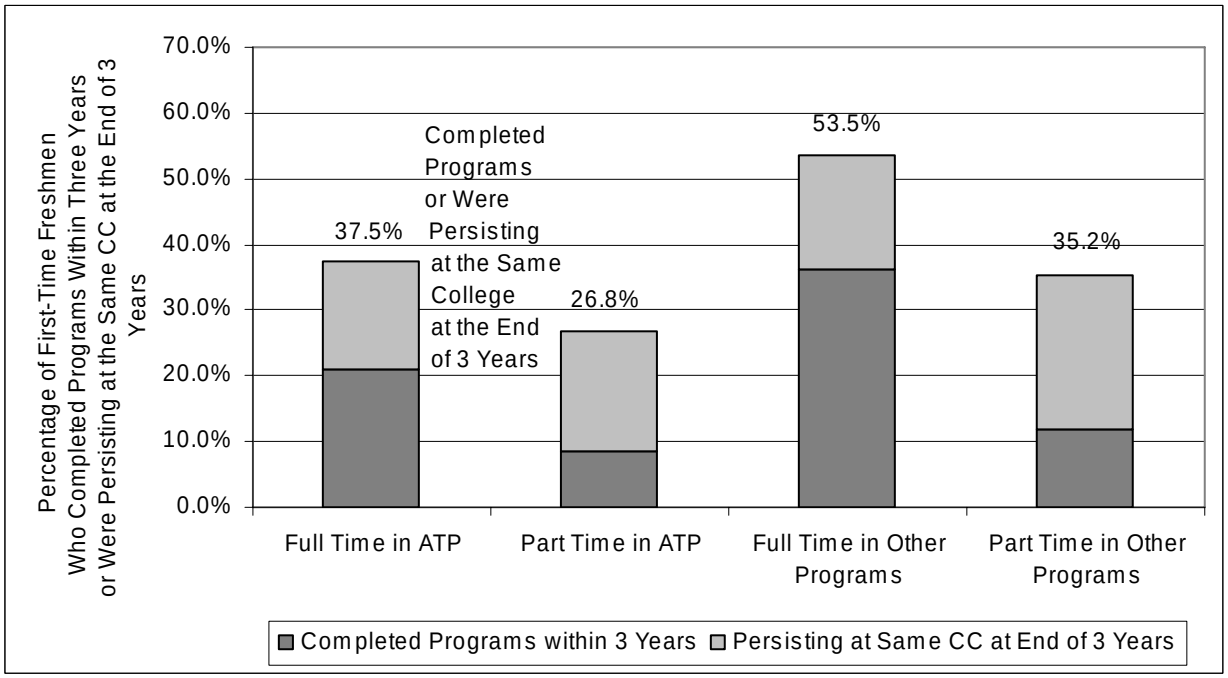
Estimated Three-Year Completion and Persistence Rates of First-Time Freshmen Enrolled in Academic Transfer Programs or Other Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)

Overall Completion Rates and Same-School Persistence Rates



Total Completion and Same-School Persistence Rates



[1]Percentages are based on two years of data submitted by the Nebraska community colleges for the 2006 NSC Research Project. See Table A14.5 and Table A14.6 in Appendix 14 for supporting data, including the completion and persistence rates for students in the academic transfer programs and other programs offered by each community college.

Estimated Three-Year Transfer Rates

The first chart in Figure 2.3.c.4 on the next page shows the percentages of first-time freshmen in academic transfer programs and other programs in 2002–2003 and 2003–2004 who transferred to programs offered by the same community college where they initially enrolled compared to the percentages of these students who transferred to other institutions within two to three years. The second chart provides further detail by showing the percentages of students who transferred to other community colleges, public four-year institutions, private four-year institutions, and for-profit schools or other types of institutions within the same time frame.

- As shown in Figure 2.3.c.4, the highest percentages of students who transferred to other programs or institutions were those who enrolled in academic transfer programs as full-time freshmen. About 28% of these students transferred to other programs at the same college where they initially enrolled and 40% transferred to other institutions within two or three years.

- Students who initially enrolled in academic transfer programs as part-time, first-time freshmen also were more likely than first-time freshmen in other programs to transfer to other institutions. Specifically, about 27% of the part-time academic transfer students transferred to other institutions, compared to 18% or 19% of the students who enrolled in other programs as first-time freshmen.

- About 26% of the part-time freshmen in other programs transferred from one program to another within the college where they initially enrolled, compared to 22% of the part-time students in academic transfer programs and 23% of the full-time students in other programs.

- Of the students who transferred to other institutions, 24% of the full-time students and 15% of the part-time students who enrolled in academic transfer programs transferred to public four-year institutions within two to three years, and another 5% or 6% transferred to private four-year schools, as shown in the second chart on the next page.

- In comparison, 6% to 8% of the students who enrolled in other programs transferred to public four-year institutions, and about 4% transferred to private four-year schools.

- As also shown on the next page, almost 13% of the full-time students in academic transfer programs transferred to other community colleges, compared to 7% of the other students who started college 2002–2003 and 2003–2004.

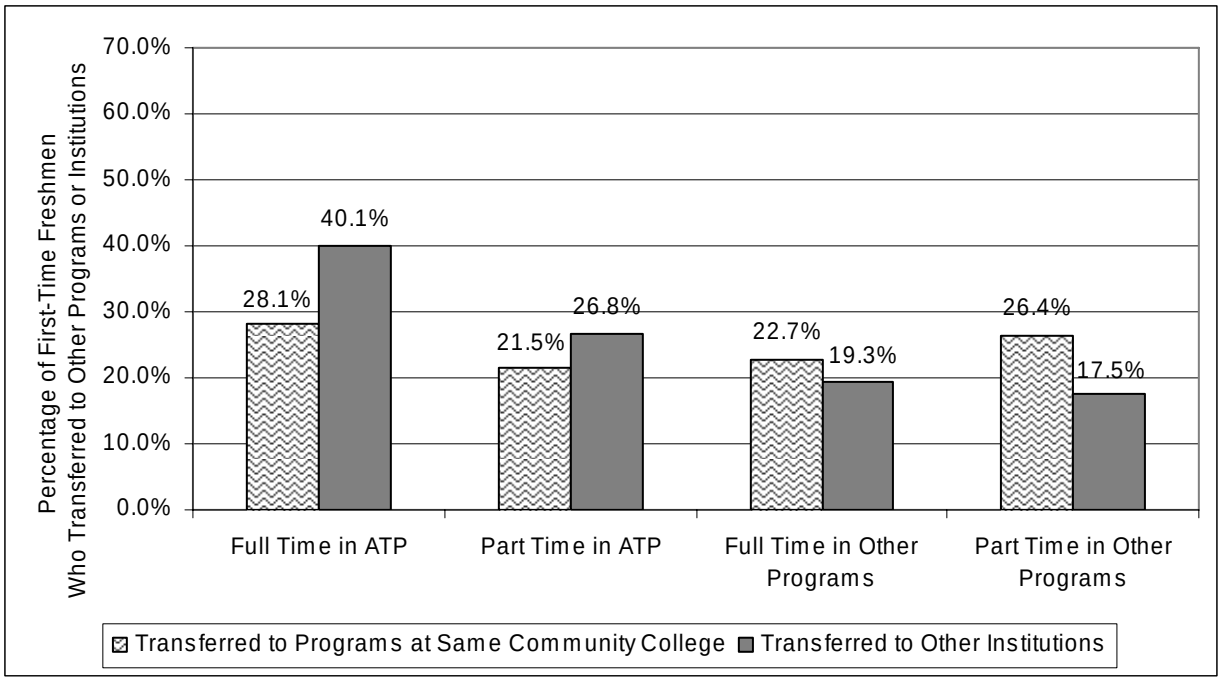
- In contrast, only one-tenth to three-tenths of one percent of the freshmen who enrolled in academic transfer programs or other programs at Nebraska's community colleges in 2002–2003 and 2003–2004 transferred to for-profit career schools or other types of postsecondary institutions.

Figure 2.3.c.4

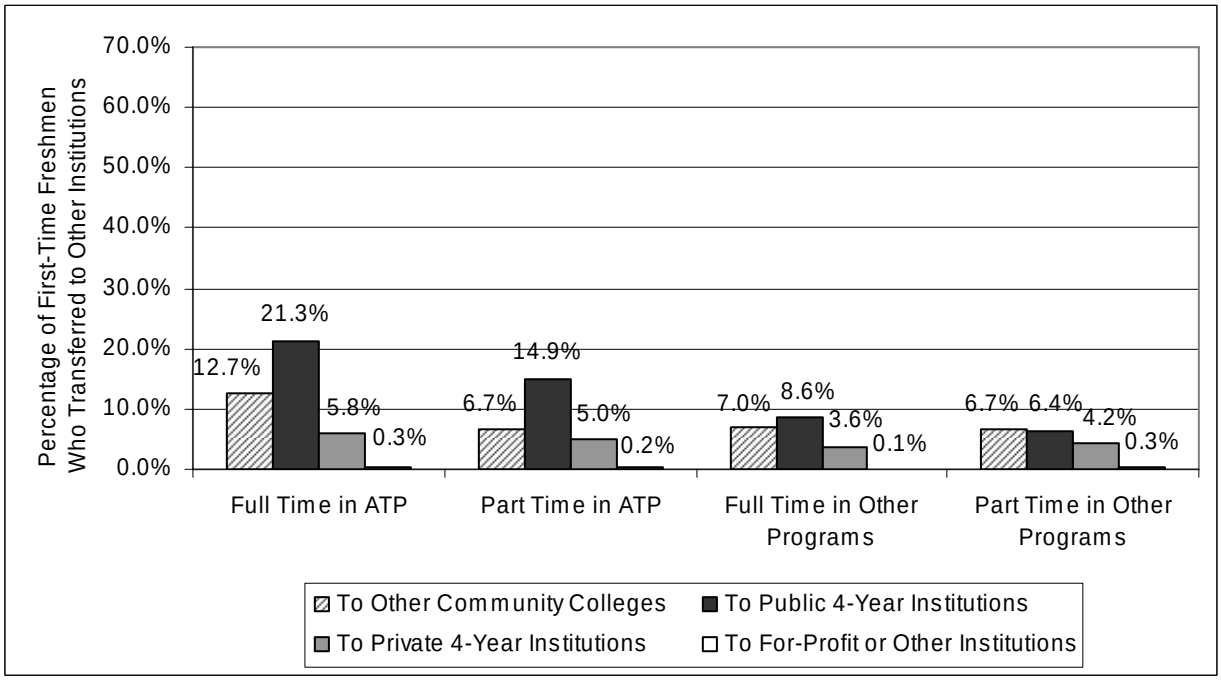
Estimated Three-Year Transfer Rates of First-Time Freshmen Enrolled in Academic Transfer Programs or Other Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)

Same-School Transfer Rates and Rates of Transfer to Other Institutions



Percentages of Students Who Transferred to Other Institutions



[1]Percentages are based on two years of data submitted by the Nebraska community colleges for the 2006 NSC Research Project. See Table A14.7 and Table A14.8 in Appendix 14 for supporting data, including the transfer rates for students in the academic transfer programs and other programs offered by each community college.

A Comparison of the Transfer Rates of Completers and Non-Completers

The first chart in Figure 2.3.c.5 on the next page compares the three-year transfer rates of students who completed academic transfer programs at the institutions where they enrolled as first-time freshmen in 2002–2003 or 2003–2004 to the transfer rates of students who did not complete these programs before transferring to other community college programs or to other institutions. Similarly, the second chart compares the percentages of completers and non-completers in other programs who transferred to programs at the same institution where they initially enrolled or to other institutions within two to three years of initial enrollment.

- Based on the data summarized on the next page, students who started college in academic transfer programs and completed these programs before transferring were, by far, the most likely to transfer to public or private four-year institutions within two to three years of their initial enrollment.

- As shown in Figure 2.3.c.5, more than 60% of the students who completed academic transfer programs transferred to four-year institutions within two to three years of their initial enrollment.

- In comparison, 28% of the part-time students who completed academic transfer programs transferred to four-year institutions within the same time frame.

- As also shown in the first chart on the next page, lower percentages of the students who did not complete their academic transfer programs transferred to four-year institutions, but noticeably higher percentages transferred to other programs at the same colleges where they started college, other community colleges, or other types of institutions to continue their studies.

- As shown in the second chart in Figure 2.3.c.5, students who enrolled in other programs as first-time freshmen in 2002–2003 or 2003–2004 were less likely than students in the academic transfer programs to transfer to four-year colleges or universities, regardless of whether they completed programs before they transferred. Specifically, between 9% and 13% of the students in other programs transferred to four-year institutions within two to three years of enrollment.

- Compared to the percentages of students in other programs who transferred to four-year schools, significantly higher percentages, ranging from 24% to 36%, transferred to other community college programs at the same institution, to other community colleges, or to other types of postsecondary institutions.

- In general, the transfer pattern for students in academic transfer programs varied, depending on whether students initially enrolled in these programs as full-time or part-time freshmen, and also depending on whether or not they completed these programs before transferring to other institutions.

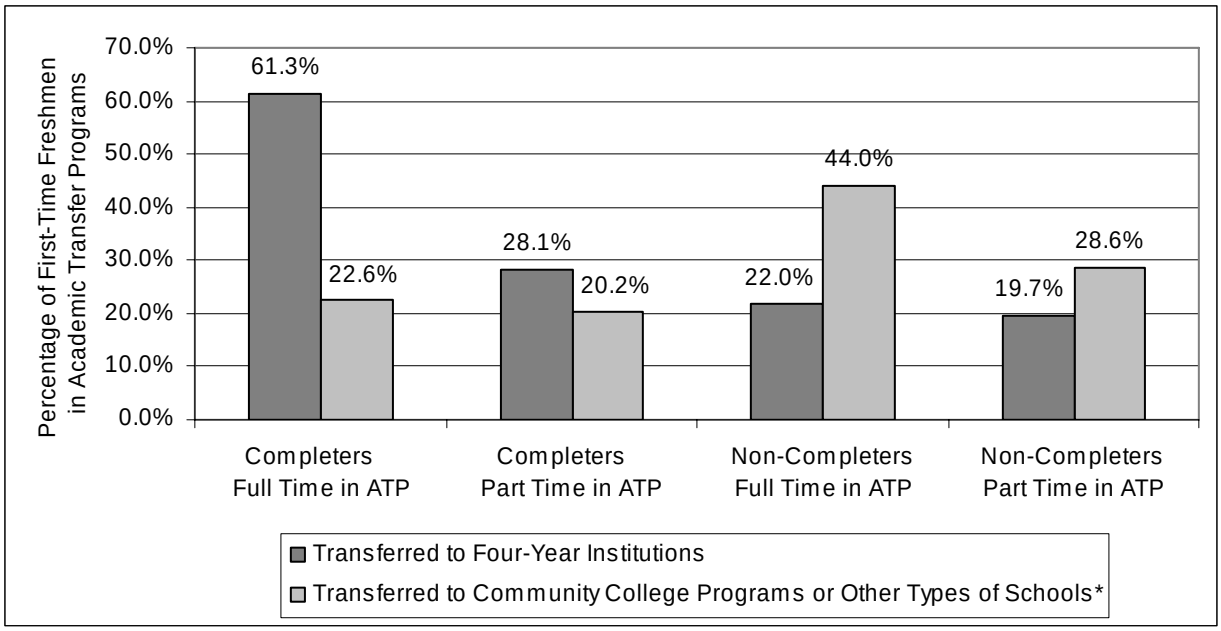
- In comparison, the transfer pattern for students in other programs was relatively consistent, regardless of whether they enrolled in the programs as full-time or part-time freshmen or completed programs before transferring to other programs or institutions.

Figure 2.3.c.5

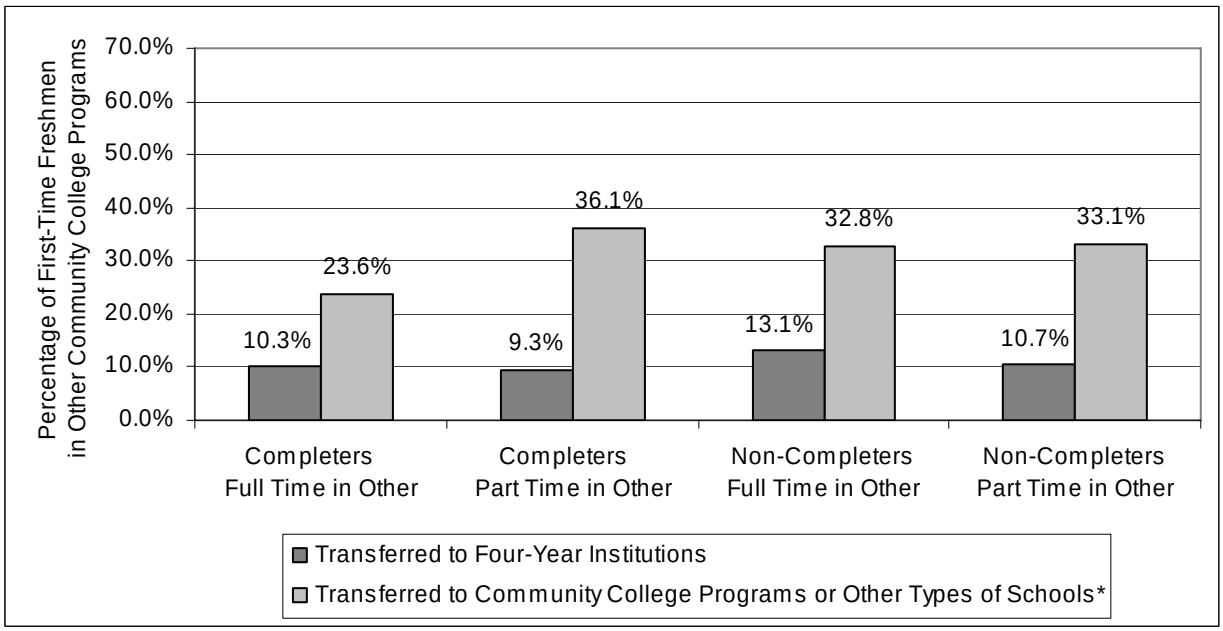
Compared Three-Year Transfer Rates of Completers and Non-Completers Enrolled in Academic Transfer Programs or Other Programs as First-Time Freshmen at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

(Based on National Student Clearinghouse and institutional data—two years of data combined)

Academic Transfer Programs



Other Degree or Certificate Programs



*Includes transfers to programs at the same community college where students initially enrolled, transfers to other community colleges, and transfers to for-profit careers schools and other types of institutions, excluding four-year institutions.

[1]Percentages are based on two years of data submitted by the Nebraska community colleges for the 2006 NSC Research Project. See Table A14.9 and Table A14.10 in Appendix 14 for supporting data, including the transfer rates for students in the academic transfer programs and other programs offered by each community college.

Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

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

It is important for Nebraska to expand and diversify the economic opportunities for individuals with education beyond high school if the state wants to reduce, eliminate, and then reverse the net out-migration of Nebraskans with college degrees. To monitor the state's progress toward achieving this goal, this section provides the latest available estimate of the number of college-educated adults who recently migrated to Nebraska, compared to the estimated number who left the state.

Previous and New Estimates of Adult Migration

An analysis of data collected through the 2000 U.S. Census revealed that, between 1995 and 2000, Nebraska experienced a net out-migration of college graduates that was more than offset by a net in-migration of adults with less than a high school education. The results of this analysis were reported in the *2004 Baseline Report for the LR 174 Higher Education Task Force* and repeated in the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* to underscore the importance of developing more employment opportunities for individuals who are educated at Nebraska's colleges and universities.[1]

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

Migration estimates based on 2000 census data were included in the *2004 Baseline Report* with the intention that they would later be compared to data collected through the 2010 decennial census. However, the U.S. Census Bureau is no longer going to collect migration data that are comparable to the data collected in 2000. Instead, the Census Bureau is conducting the American Community Survey (ACS) to collect migration data—and other detailed information about the U.S. population—on an annual basis.[2]

The decennial long form asked each respondent whether household members had lived in their current home five years ago, and if not, to report the location of their previous residence.

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[1] The *2004 Baseline Report for the LR 174 Higher Education Task Force* and the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* are available on the Commission's Web site: www.ccpe.state.ne.us.

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

In comparison, the ASC form asks if members of a household lived in a different residence one year ago. Since the resulting ASC data are based on a one-year, rather than a five-year, time frame, they are not directly comparable to decennial census data.

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

Conducted in 2005, the first nationwide ACS obtained detailed data from a sample of more than three million households. The 2005 ACS data files that are available for public use include the survey responses obtained from a sample of 17,442 Nebraskans, or about 1% of the state's total estimated population.[1] However, only a small fraction of these individuals reported that they had lived in Nebraska for less than a year, and an even smaller sample of respondents from other states said that they had moved out of Nebraska in 2004. When these groups of respondents are classified by level of education, sample sizes are further reduced.

Even though the 2005 ACS migration estimates are based on small samples, they will be useful in monitoring Nebraska migration patterns over time. The limitations of these estimates can be at least partially overcome by averaging ACS data over a series of years. Averaging prevents the 2005 ACS migration estimates from being used as firm baselines for comparisons, since the results of the 2005 survey will be included in the data on which future migration estimates are based. However, for the purposes of this report, they provide a starting point for monitoring the estimated numbers of adults who migrate to and from Nebraska on an annual basis, beginning in 2004.

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

- Based on the results of the 2005 American Community Survey (ACS), an estimated total of 29,932 adults between the ages of 22 and 64 moved to Nebraska in 2004, while 27,606 adults in the same age range moved out of the state, resulting in an estimated net in-migration of 2,326 individuals. (See Table A15.1 in Appendix 15 for supporting data.)

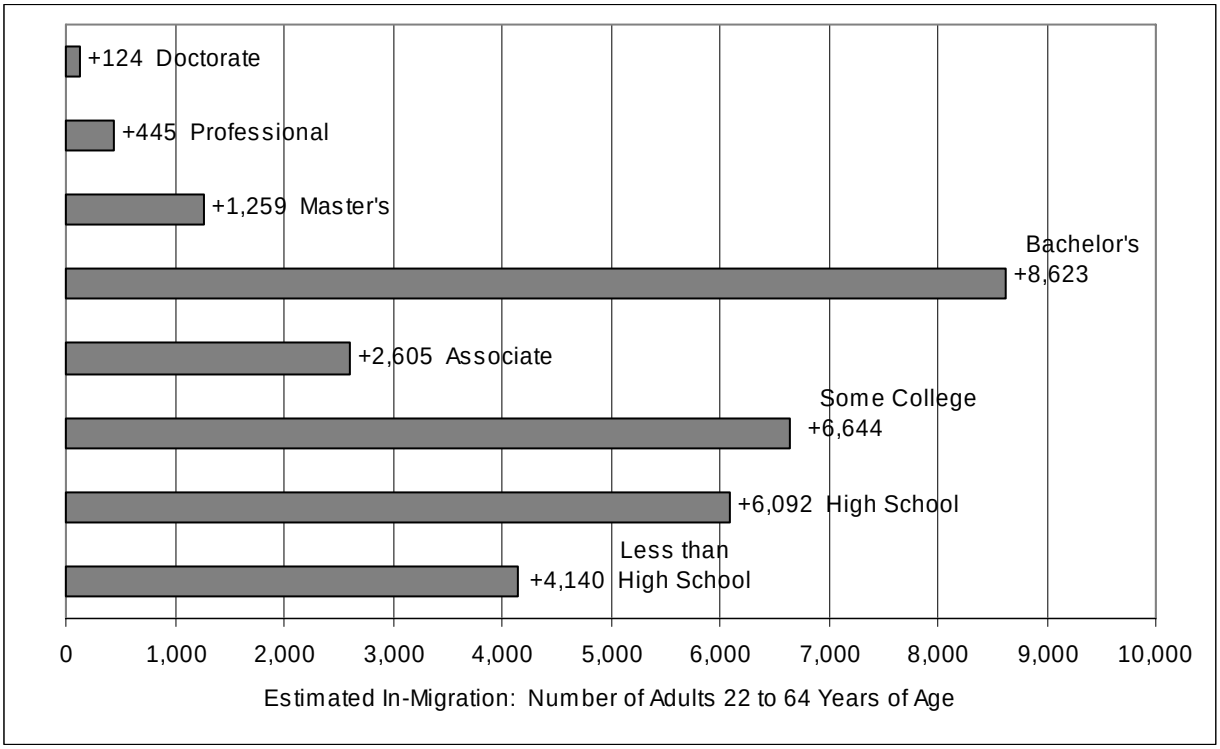
- As shown in the top graph in Figure 3.1 on the next page, an estimated 10,232 individuals with a high school education or less moved to Nebraska in 2004. However, the state also attracted 10,451 adults 22 to 64 years of age who had earned bachelor's, master's, professional, or doctoral degrees, with the balance of 9,249 adults migrating to Nebraska with associates degrees or at least some college education.

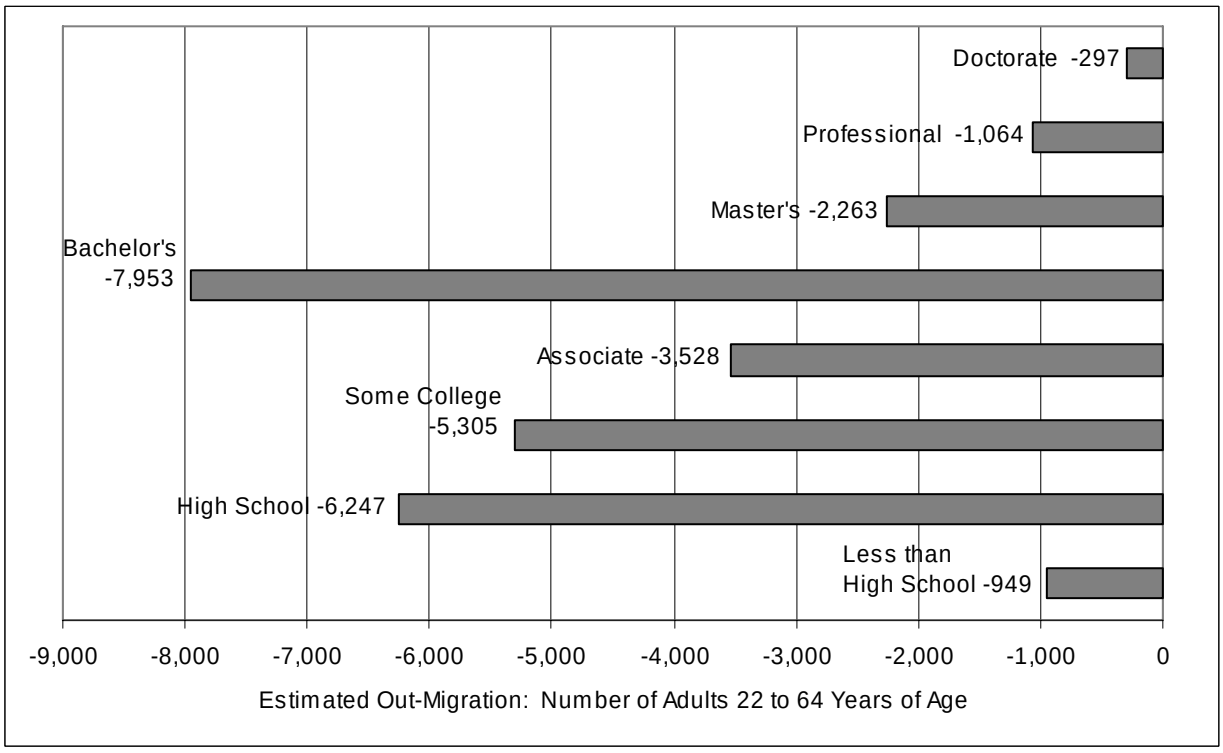
- The bottom graph in Figure 3.1 shows that an estimated 7,196 adults with a high school education or less moved to other states in 2004, compared to 8,833 individuals with associate degrees or some college and 11,577 with bachelor's, professional, or graduate degrees.

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

Figure 3.1

Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds in 2004 Based on the 2005 American Community Survey Conducted by the U.S. Census Bureau





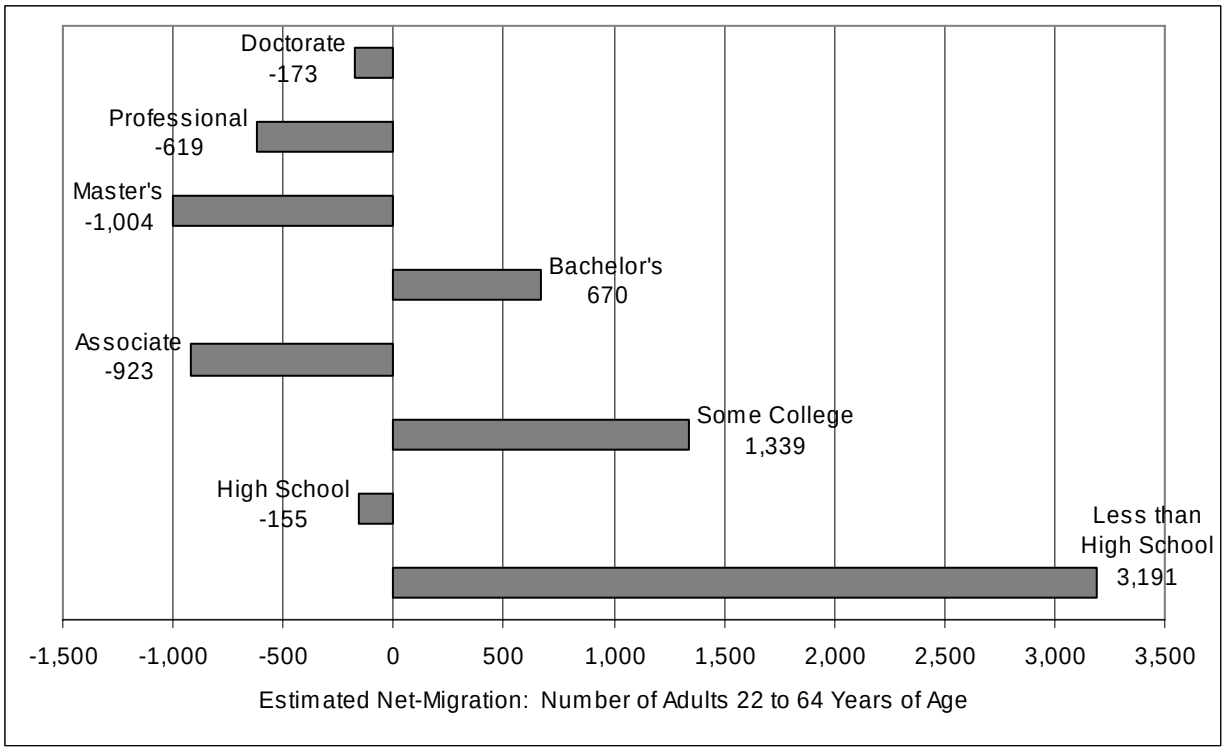
[1]Data Source: Estimates based on the 2005 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006. See Table A15.1 in Appendix 15 for supporting data.

- As illustrated in Figure 3.2, Nebraska experienced an estimated net in-migration of adults with bachelor's degrees or at least some college in 2004, as well as a net in-migration of adults who have not completed high school.

- However, as also shown in Figure 3.2, the net in-migration of 22- to 64-year-olds with bachelor's degrees or at least some college was more than offset by a net out-migration of adults with degrees at the associates, master's, professional, or doctoral level. As a result, the estimated total number of college-educated adults who left the state exceeded the number who moved to Nebraska in 2004.

Figure 3.2

Estimated Nebraska Net Migration of 22- to 64-Year-Olds in 2004
Based on the 2005 American Community Survey
Conducted by the U.S. Census Bureau



[1]Data Source: Estimates based on the 2005 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006. See Table A15.1 in Appendix 15 for supporting data.

Although it is estimated that Nebraska experienced an overall net out-migration of college-educated adults in 2004, the net in-migration of adults with bachelor's degrees or at least some college education in 2004 is an improvement, compared to the pattern of net out-migration that was revealed through the analysis of the data collected by the U.S. Census Bureau in 2000.

- Based on 2000 census data, Nebraska experienced a net out-migration of adults at all levels of education beyond high school between 1995 and 2000. Based on the ACS data data collected in 2005, the net out-migration of adults with bachelor's degrees or some college education may have been reversed in 2004. However, this reversal may or may not be evidenced when 2006 ACS migration data are analyzed for the *2008 Nebraska Higher Education Progress Report*.

As a frame of reference, Table 3.1 shows the number of degrees conferred by all postsecondary institutions between 2002–2003 and 2004–2005, the latest year for which data are available. These institutions include degree-granting and non-degree-granting private career schools, as well as the University of Nebraska, the Nebraska State College System, Nebraska community colleges, and the state's independent colleges and universities.

Table 3.1
Total Number of Degrees Conferred
Nebraska Postsecondary Institutions
2002–2003 through 2004–2005[1]

Degree Level	**2002–2003**	**2003–2004**	**2004–2005**
Associate degrees and other less-than-four-year degrees	6,793	7,029	7,886
Bachelor's degrees	11,072	11,503	12,091
Master's degrees	3,614	3,704	3,999
Professional degrees[2]	434	382	492
Doctorates	826	828	878
Total degrees conferred	22,739	23,446	25,346

[1]Data Source: National Center for Education Statistics, fall 2003, fall 2004, and fall 2005 IPEDS surveys. Include the University of Nebraska, the Nebraska State College System, Nebraska community colleges, independent colleges and universities, degree-granting private career schools, and non-degree-granting private career schools.

[2]In Nebraska, professional degrees are conferred in dentistry, medicine, pharmacy, and law.

Appendices

Appendix 1

Nebraska College Enrollments

Table A1.1
Nebraska Total Headcount Enrollment by Sector
1995–2006[1]

Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	Total Nebraska Public and Independent Colleges & Universities
1995	49,659	8,685	30,977	20,015	109,336
1996	49,061	8,507	33,396	20,100	111,064
1997	46,846	8,577	34,049	20,835	110,307
1998	45,870	8,339	35,124	21,137	110,470
1999	45,028	8,033	35,129	21,370	109,560
2000	45,183	7,902	35,447	21,655	110,187
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	45,470	7,753	39,851	26,079	119,153
2006 Estimated	45,819	8,133	40,976	27,201	122,129

[1]Data source for 1995–2005: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Estimated enrollments for fall 2006 are based on the latest available information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration
For the Nebraska State College System: System office
For the other sectors: The sector total is the sum of the estimated enrollment of each institution obtained through Part B of the fall 2006 IPEDS Institutional Characteristics survey, except in the cases of Mid-Plains Community College, Northeast Community College, and Doane College. In these three case, estimated enrollments were obtained directly from the institutions.

Since official enrollment data for fall 2006 will not be available from the NCES until mid-2007, fall 2006 enrollment figures for individual institutions are not included in this report.

Table A1.2
Nebraska Total Headcount Enrollment by Sector and by Institution: 1995–2006[1]

Total Headcount Enrollment	1995	1996	1997	1998	1999	2000
University of Nebraska	**49,659**	**49,061**	**46,846**	**45,870**	**45,028**	**45,183**
NCTA-Curtis	258	302	277	261	252	234
University of Nebraska at Kearney	7,620	7,680	7,133	6,849	6,780	6,506
University of Nebraska-Lincoln	24,320	23,887	22,827	22,408	22,142	22,268
University of Nebraska Medical Center	2,770	2,718	2,899	3,078	2,590	2,696
University of Nebraska at Omaha	14,691	14,474	13,710	13,274	13,264	13,479
Nebraska State College System	**8,685**	**8,507**	**8,577**	**8,339**	**8,033**	**7,902**
Chadron State College	3,063	2,905	2,931	2,809	2,768	2,686
Peru State College	1,754	1,774	1,807	1,695	1,664	1,698
Wayne State College	3,868	3,828	3,839	3,835	3,601	3,518
Nebraska Community Colleges	**30,977**	**33,396**	**34,049**	**35,124**	**35,129**	**35,447**
Central Community College	5,839	6,476	6,743	7,474	7,095	7,126
Metropolitan Community College	10,666	10,759	11,213	11,583	11,658	11,534
Mid-Plains Community College	2,528	2,925	2,694	2,487	2,518	2,607
Northeast Community College	3,413	4,235	4,440	4,754	4,671	4,520
Southeast Community College	6,240	7,041	6,951	7,122	7,351	7,396
Western Nebraska Community College	2,291	1,960	2,008	1,704	1,836	2,264
Nebraska Public Institutions	**89,321**	**90,964**	**89,472**	**89,333**	**88,190**	**88,532**
Nebraska Independent Colleges and Universities	**20,015**	**20,100**	**20,835**	**21,137**	**21,370**	**21,655**
Bellevue University	2,303	2,600	2,928	2,929	3,035	3,445
BryanLGH College of Health Sciences	117	127	140	122	123	137
Clarkson College	568	570	598	520	406	400
College of St. Mary	1,096	1,069	1,001	1,035	1,071	947
Concordia University[2]	1,155	1,104	1,190	1,241	1,158	1,270
Creighton University	6,241	6,158	6,292	6,235	6,325	6,237
Dana College	661	613	594	552	538	583
Doane College	1,870	1,795	1,809	1,982	2,163	2,135
Grace University	475	468	519	533	563	578
Hastings College	1,052	1,071	1,059	1,138	1,148	1,130
Little Priest Tribal College						
Midland Lutheran College	1,030	1,062	1,033	1,034	1,036	1,025
Nebraska Christian College	141	147	152	152	130	162
Nebraska Indian Community College	253	323	223	186	169	170
Nebraska Methodist College	359	385	413	445	414	400
Nebraska Wesleyan University	1,582	1,561	1,709	1,741	1,675	1,699
Summit Christian College[3]	68	68	75	54	51	52
Union College	551	527	603	742	856	788
York College	493	452	497	496	509	497
Nebraska Public and Independent Colleges and Universities	**109,336**	**111,064**	**110,307**	**110,470**	**109,560**	**110,187**

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	2001	2002	2003	2004	2005	Est 2006
University of Nebraska	**46,291**	**46,906**	**46,015**	**45,122**	**45,470**	**45,819**
NCTA-Curtis	234	253	215	220	262	
University of Nebraska at Kearney	6,426	6,395	6,379	6,382	6,445	
University of Nebraska-Lincoln	22,764	22,988	22,559	21,792	21,675	
University of Nebraska Medical Center	2,724	2,819	2,865	2,904	2,995	
University of Nebraska at Omaha	14,143	14,451	13,997	13,824	14,093	
Nebraska State College System	**7,744**	**7,619**	**7,652**	**7,650**	**7,753**	**8,133**
Chadron State College	2,804	2,712	2,711	2,569	2,472	
Peru State College	1,629	1,687	1,624	1,683	1,959	
Wayne State College	3,311	3,220	3,317	3,398	3,322	
Nebraska Community Colleges	**35,604**	**37,586**	**39,575**	**40,233**	**39,851**	**40,976**
Central Community College	6,399	6,417	6,483	6,524	6,564	
Metropolitan Community College	11,704	12,253	12,838	12,961	13,237	
Mid-Plains Community College	2,816	3,020	3,084	2,957	2,607	
Northeast Community College	4,600	4,832	4,858	5,053	5,101	
Southeast Community College	7,935	8,912	9,672	10,079	10,059	
Western Nebraska Community College	2,150	2,152	2,640	2,659	2,283	
Nebraska Public Institutions	**89,639**	**92,111**	**93,242**	**93,005**	**93,074**	**94,928**
Nebraska Independent Colleges and Universities	**22,429**	**22,775**	**23,994**	**25,696**	**26,079**	**27,201**
Bellevue University	3,923	4,107	4,843	5,524	5,929	
BryanLGH College of Health Sciences	154	204	242	305	369	
Clarkson College	416	507	596	666	711	
College of St. Mary	930	852	910	994	955	
Concordia University[2]	1,366	1,425	1,205	1,379	1,330	
Creighton University	6,297	6,327	6,537	6,722	6,791	
Dana College	565	580	582	639	673	
Doane College	2,165	2,263	2,273	2,429	2,394	
Grace University	595	558	598	540	440	
Hastings College	1,108	1,078	1,113	1,153	1,189	
Little Priest Tribal College	88	146	130	154	109	
Midland Lutheran College	991	953	944	947	926	
Nebraska Christian College	147	167	159	155	143	
Nebraska Indian Community College	191	118	190	190	107	
Nebraska Methodist College	380	343	421	529	565	
Nebraska Wesleyan University	1,719	1,688	1,840	1,953	2,016	
Summit Christian College[3]	54	46	48	38	52	
Union College	885	951	902	936	930	
York College	455	462	461	443	450	
Nebraska Public and Independent Colleges and Universities	**112,068**	**114,886**	**117,236**	**118,701**	**119,153**	**122,129**

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	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	1-Year Change 05–06
University of Nebraska	**2.5%**	**1.3%**	**-1.9%**	**-1.9%**	**0.8%**	**0.8%**
NCTA-Curtis	0.0%	8.1%	-15.0%	2.3%	19.1%	
University of Nebraska at Kearney	-1.2%	-0.5%	-0.3%	0.0%	1.0%	
University of Nebraska-Lincoln	2.2%	1.0%	-1.9%	-3.4%	-0.5%	
University of Nebraska Medical Center	1.0%	3.5%	1.6%	1.4%	3.1%	
University of Nebraska at Omaha	4.9%	2.2%	-3.1%	-1.2%	1.9%	
Nebraska State College System	**-2.0%**	**-1.6%**	**0.4%**	**0.0%**	**1.3%**	**4.9%**
Chadron State College	4.4%	-3.3%	0.0%	-5.2%	-3.8%	
Peru State College	-4.1%	3.6%	-3.7%	3.6%	16.4%	
Wayne State College	-5.9%	-2.7%	3.0%	2.4%	-2.2%	
Nebraska Community Colleges	**0.4%**	**5.6%**	**5.3%**	**1.7%**	**-0.9%**	**2.8%**
Central Community College	-10.2%	0.3%	1.0%	0.6%	0.6%	
Metropolitan Community College	1.5%	4.7%	4.8%	1.0%	2.1%	
Mid-Plains Community College	8.0%	7.2%	2.1%	-4.1%	-11.8%	
Northeast Community College	1.8%	5.0%	0.5%	4.0%	0.9%	
Southeast Community College	7.3%	12.3%	8.5%	4.2%	-0.2%	
Western Nebraska Community College	-5.0%	0.1%	22.7%	0.7%	-14.1%	
Nebraska Public Institutions	**1.3%**	**2.8%**	**1.2%**	**-0.3%**	**0.1%**	**2.0%**
Nebraska Independent Colleges and Universities	**3.6%**	**1.5%**	**5.4%**	**7.1%**	**1.5%**	**4.3%**
Bellevue University	13.9%	4.7%	17.9%	14.1%	7.3%	
BryanLGH College of Health Sciences	12.4%	32.5%	18.6%	26.0%	21.0%	
Clarkson College	4.0%	21.9%	17.6%	11.7%	6.8%	
College of St. Mary	-1.8%	-8.4%	6.8%	9.2%	-3.9%	
Concordia University[2]	7.6%	4.3%	-7.5%	0.0%	1.1%	
Creighton University	1.0%	0.5%	3.3%	2.8%	1.0%	
Dana College	-3.1%	2.7%	0.3%	9.8%	5.3%	
Doane College	1.4%	4.5%	0.4%	6.9%	-1.4%	
Grace University	2.9%	-6.2%	7.2%	-9.7%	-18.5%	
Hastings College	-1.9%	-2.7%	3.2%	3.6%	3.1%	
Little Priest Tribal College	NA	65.9%	-11.0%	18.5%	-29.2%	
Midland Lutheran College	-3.3%	-3.8%	-0.9%	0.3%	-2.2%	
Nebraska Christian College	-9.3%	13.6%	-4.8%	-2.5%	-7.7%	
Nebraska Indian Community College	12.4%	-38.2%	61.0%	0.0%	-43.7%	
Nebraska Methodist College	-5.0%	-9.7%	22.7%	25.7%	6.8%	
Nebraska Wesleyan University	1.2%	-1.8%	9.0%	6.1%	3.2%	
Summit Christian College[3]	3.8%	-14.8%	4.3%	-20.8%	36.8%	
Union College	12.3%	7.5%	-5.2%	3.8%	-0.6%	
York College	-8.5%	1.5%	-0.2%	-3.9%	1.6%	
Nebraska Public and Independent Colleges and Universities	**1.7%**	**2.5%**	**2.0%**	**1.2%**	**0.4%**	**2.5%**

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Table A1.2 Continued		
Total Headcount Enrollment	**2-Year Change 03–05**	Estimated 3-Year Chg 03–06
University of Nebraska	**-1.2%**	**-0.4%**
NCTA-Curtis	21.9%	
University of Nebraska at Kearney	1.0%	
University of Nebraska-Lincoln	-3.9%	
University of Nebraska Medical Center	4.5%	
University of Nebraska at Omaha	0.7%	
Nebraska State College System	**1.3%**	**6.3%**
Chadron State College	-8.8%	
Peru State College	20.6%	
Wayne State College	0.2%	
Nebraska Community Colleges	**0.7%**	**3.5%**
Central Community College	1.2%	
Metropolitan Community College	3.1%	
Mid-Plains Community College	-15.5%	
Northeast Community College	5.0%	
Southeast Community College	4.0%	
Western Nebraska Community College	-13.5%	
Nebraska Public Institutions	**-0.2%**	**1.8%**
Nebraska Independent Colleges and Universities	**8.7%**	**13.4%**
Bellevue University	22.4%	
BryanLGH College of Health Sciences	52.5%	
Clarkson College	19.3%	
College of St. Mary	4.9%	
Concordia University[2]	1.0%	
Creighton University	3.9%	
Dana College	15.6%	
Doane College	5.3%	
Grace University	-26.4%	
Hastings College	6.8%	
Little Priest Tribal College	-16.2%	
Midland Lutheran College	-1.9%	
Nebraska Christian College	-10.1%	
Nebraska Indian Community College	-43.7%	
Nebraska Methodist College	34.2%	
Nebraska Wesleyan University	9.6%	
Summit Christian College[3]	8.3%	
Union College	3.1%	
York College	-2.4%	
Nebraska Public and Independent Colleges and Universities	**1.6%**	**4.2%**

Continued on the next page.

Table A1.2 Continued

[1]Data source for 1995–2005: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Estimated enrollments for fall 2006 are based on the latest available information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration
For the Nebraska State College System: System office
For the other sectors: The sector total is the sum of the estimated enrollment of each institution obtained through Part B of the fall 2006 IPEDS Institutional Characteristics survey, except in the cases of Mid-Plains Community College, Northeast Community College, and Doane College. In these three case, estimated enrollments were obtained directly from the institutions.

Since official enrollment data for fall 2006 will not be available from the NCES until mid-2007, fall 2006 enrollment figures for individual institutions are not included in this report.

[2]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.

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

NA = Not Applicable.

Table A1.3
Nebraska Private Career Schools
Total Headcount Enrollment by Degree-Granting Status and by Institution: 2003–2006[1]

Total Headcount Enrollment	2003	2004	2005	Estimated 2006	**2-Year Change 03–05**	3-Year Change 03–Est 06
Degree-Granting Schools						
Hamilton College-Lincoln Campus	461	578	709			
Hamilton College-Omaha Campus	656	607	641			
ITT Technical Institute-Omaha	405	449	488			
Myotherapy Institute	55	69	52			
The Creative Center	129	93	81			
University of Phoenix-Omaha Campus	(New to list in fall 2006)					
Vatterott College	237	215	56			
Vatterott College-Spring Valley	380	379	366			
Subtotal	**2,323**	**2,390**	**2,393**			
Non-Degree-Granting Schools						
*Alegent Health School of Radiologic Technology	26	27	27			
Capitol School of Hairstyling West	86	93	83			
College of Hair Design	25	172	172			
Fullen School of Hair Design	27	25	11			
Joseph's College of Beauty	329	340	325			
La'James International College	96	89	79			
*Mary Lanning Memorial Hospital School of Radiologic Technology	13	17	21			
Omaha School of Massage Therapy	94	95	165			
*Regional West Medical Center School of Radiologic Technology	10	11	13			
Universal College of Healing Arts	(New to list in fall 2006)					
Xenon International School of Hair Design II	115	135	150	Estimated 2006	**2-Year Change 03–05**	3-Year Change 03–Est 06
Subtotal	**821**	**1,004**	**1,046**			
Total Private Career Schools	**3,144**	**3,394**	**3,439**	**3,627**	**9.4%**	**15.4%**

[1]Data source for 2003–2005: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). Exception: The count for Hamilton College-Omaha in 2005 was changed from 383 to 641 to correct a reporting error.

Estimated enrollments for fall 2006: The sector total of 3,627 is the sum of the estimated enrollment of each institution obtained through Part B of the fall 2006 IPEDS Institutional Characteristics survey, except in the cases of Hamilton College-Omaha and College of Hair Design. In these two cases, estimated enrollments were obtained directly from the institutions.

Since official enrollment data for fall 2006 will not be available from the NCES until mid-2007, fall 2006 enrollment estimates for individual career schools are not included in this report.

*Note: All of the schools in this sector operate for profit, except for the three schools of radiologic technology.

Table A1.4
Nebraska First-Time Freshmen Enrollment by Sector: 1995–2005[1]

Part A: Full-Time, First-Time Freshmen

Number of Students	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**
University of Nebraska	6,433	6,192	5,692	5,913	6,369	6,304
Nebraska State College System	1,287	1,243	1,235	1,240	1,231	1,209
Nebraska Community Colleges	3,095	3,486	4,042	4,117	4,447	4,506
Nebraska Independent Colleges and Universities	2,984	3,153	3,423	3,248	3,206	3,337
Degree-Granting Private Career Schools	415	539	815	590	868	907
Non-Degree-Granting Private Career Schools	657	507	417	496	461	588
Nebraska Total	14,871	15,120	15,624	15,604	16,582	16,851
% of Total Freshmen Enrolled	85.9%	85.6%	84.0%	86.3%	86.3%	87.5%

Number of Students	**2001**	**2002**	**2003**	**2004**	**2005**
University of Nebraska	6,265	6,413	6,327	6,023	6,392
Nebraska State College System	1,095	1,131	1,231	1,087	1,072
Nebraska Community Colleges	4,939	5,209	5,576	4,953	5,074
Nebraska Independent Colleges and Universities	3,091	3,257	3,562	3,491	3,380
Degree-Granting Private Career Schools	1,194	1,226	997	963	821
Non-Degree-Granting Private Career Schools	638	557	586	677	402
Nebraska Total	17,222	17,793	18,279	17,194	17,141
% of Total Freshmen Enrolled	86.5%	86.8%	86.0%	87.2%	88.1%

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	**2-Year Change 03–05**
University of Nebraska	-4.8%	6.1%	1.0%
Nebraska State College System	-11.7%	-1.4%	-12.9%
Nebraska Community Colleges	-11.2%	2.4%	-9.0%
Nebraska Independent Colleges and Universities	-2.0%	-3.2%	-5.1%
Degree-Granting Private Career Schools	-3.4%	-14.7%	-17.7%
Non-Degree-Granting Private Career Schools	15.5%	-40.6%	-31.4%
Nebraska Total	-5.9%	-0.3%	-6.2%

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Table A1.4 Continued

Part B: Part-Time, First-Time Freshmen

Number of Students	1995	1996	1997	1998	1999	2000
University of Nebraska	447	426	288	325	260	258
Nebraska State College System	192	176	221	161	79	89
Nebraska Community Colleges	1,598	1,700	2,130	1,793	2,041	1,802
Nebraska Independent Colleges and Universities	141	145	202	151	135	143
Degree-Granting Private Career Schools	50	99	135	37	99	67
Non-Degree-Granting Private Career Schools	23	0	9	16	17	40
Nebraska Total	2,451	2,546	2,985	2,483	2,631	2,399
% of Total Freshmen Enrolled	14.1%	14.4%	16.0%	13.7%	13.7%	12.5%

Number of Students	2001	2002	2003	2004	2005
University of Nebraska	287	226	174	157	124
Nebraska State College System	88	71	62	66	60
Nebraska Community Colleges	2,010	2,081	2,357	1,958	1,856
Nebraska Independent Colleges and Universities	154	171	217	151	94
Degree-Granting Private Career Schools	115	115	137	147	152
Non-Degree-Granting Private Career Schools	37	47	36	39	27
Nebraska Total	2,691	2,711	2,983	2,518	2,313
% of Total Freshmen Enrolled	13.5%	13.2%	14.0%	12.8%	11.9%

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	**2-Year Change 03–05**
University of Nebraska	-9.8%	-21.0%	-28.7%
Nebraska State College System	6.5%	-9.1%	-3.2%
Nebraska Community Colleges	-16.9%	-5.2%	-21.3%
Nebraska Independent Colleges and Universities	-30.4%	-37.7%	-56.7%
Degree-Granting Private Career Schools	7.3%	3.4%	10.9%
Non-Degree-Granting Private Career Schools	8.3%	-30.8%	-25.0%
Nebraska Total	-15.6%	-8.1%	-22.5%

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Table A1.4 Continued

Part C: Total First-Time Freshmen

Number of Students	1995	1996	1997	1998	1999	2000
University of Nebraska	6,880	6,618	5,980	6,238	6,629	6,562
Nebraska State College System	1,479	1,419	1,456	1,401	1,310	1,298
Nebraska Community Colleges	4,693	5,186	6,172	5,910	6,488	6,308
Nebraska Independent Colleges and Universities	3,125	3,298	3,625	3,399	3,341	3,480
Degree-Granting Private Career Schools	465	638	950	627	967	974
Non-Degree-Granting Private Career Schools	680	507	426	512	478	628
Nebraska Total	17,322	17,666	18,609	18,087	19,213	19,250

Number of Students	2001	2002	2003	2004	2005
University of Nebraska	6,552	6,639	6,501	6,180	6,516
Nebraska State College System	1,183	1,202	1,293	1,153	1,132
Nebraska Community Colleges	6,949	7,290	7,933	6,911	6,930
Nebraska Independent Colleges and Universities	3,245	3,428	3,779	3,642	3,474
Degree-Granting Private Career Schools	1,309	1,341	1,134	1,110	973
Non-Degree-Granting Private Career Schools	675	604	622	716	429
Nebraska Total	19,913	20,504	21,262	19,712	19,454

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	**2-Year Change 03–05**
University of Nebraska	-4.9%	5.4%	0.2%
Nebraska State College System	-10.8%	-1.8%	-12.5%
Nebraska Community Colleges	-12.9%	0.3%	-12.6%
Nebraska Independent Colleges and Universities	-3.6%	-4.6%	-8.1%
Degree-Granting Private Career Schools	-2.1%	-12.3%	-14.2%
Non-Degree-Granting Private Career Schools	15.1%	-40.1%	-31.0%
Nebraska Total	-7.3%	-1.3%	-8.5%

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

See **Table A1.4 Technical Note** on the next page.

Table A1.4 Technical Note
The 2004 data summarized in Table A1.4 were adjusted for Hamilton College (Omaha), which is included in the degree-granting private career school sector for statewide analysis. In 2004, Hamilton College (Omaha) reported only five part-time, first-time freshmen, a number that was unreasonably low, given Hamilton's part-time enrollments of first-time freshmen in previous years and in 2005. Consequently, a copy of Hamilton's data for the 136 part-time, first-time freshmen reported in 2003 was substituted for the 2004 data from Hamilton (Omaha) in the database used to develop this report. This substitution of data resulted in a net increase of 131 part-time students (136 minus 5). With the increased number of students estimated for Hamilton, the estimated number of part-time students for the degree-granting private career schools in 2004 was 131 plus 16 (reported by other schools in the sector) for a total of 147. The database used for Section 1.4 on the enrollment of first-time freshmen by race/ethnicity was also adjusted by substituting a copy of the 2003 data for Hamilton College (Omaha) for the 2004 data submitted by the college.

Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1
Numbers of Nebraska High School Graduates
1992–1993 through 2005–2006[1]

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%
2005–2006	18,918	2,201	6	63	21,188	-2.1%

[1]Data Source: Nebraska Department of Education, August 2005 and January 2007.

Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2002–2003 through 2017–2018[1]

Academic Year	PUBLIC by RACE/ETHNICITY					Race/ Ethnicity Total[2]	PUBLIC Total[3]	NONPUBLIC Total	TOTAL
	White (non-Hispanic)	Asian/ Pacific Islander	Black (non-Hispanic)	Hispanic	Native American				
Actual									
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
2004–05	16,825	324	821	1076	179	19,225	19,225	2,297	21,522
2005–06	16,389	337	892	1,119	181	18,918	18,918	2,201	21,119
Projected									
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

[1]Data sources:
For actual numbers of graduates: Nebraska Department of Education, August 2005 and January 2007.
For projected numbers of graduates: *Knocking at the College Door*, Western Interstate Commission for Higher Education, 2003, page 121.

[2]The projected sum of the graduates by race/ethnicity does not always 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.

[3]The actual and projected public totals do not include graduates from education 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 Compared to 2017-2018

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

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

[2]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. Projections do not include graduates of educational service units or state-operated schools.

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

Number of high school diploma recipients at the end of Grade 12 (divided by)

Number of Grade 9 dropouts (Year 1) + Number of Grade 10 dropouts (Year 2)
+ Number of Grade 11 dropouts (Year 3) + Number of Grade 12 dropouts (Year 4)
+ Number of high school diploma recipients at the end of Grade 12 (Year 4)

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

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

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

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

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

Table A 3.1
Distribution of the Four-Year High School Graduation Rates for Nebraska Public High School Districts 2002–2003[1]

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

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

[2]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 Below the Statewide Public Rate
2005–2006[1]

County	County No.	Public School District	Four-Year Graduation Rate	No. of Graduates
2005–2006 Statewide Public Graduation Rate			88.1%	
Scotts Bluff	79	Morrill Public Schools	87.5%	28
Sherman	82	Litchfield Public Schools	87.5%	7
Johnson	49	Tecumseh Public Schools	86.7%	39
Polk	72	Shelby Public Schools	86.4%	19
Buffalo	10	Elm Creek Public Schools	85.7%	24
Lincoln	56	Brady Public Schools	85.7%	12
Madison	59	Madison Public Schools	85.1%	63
Adams	1	Hastings Public Schools	85.0%	193
Dakota	22	So. Sioux City Community Schools	84.8%	184
Dawson	24	Overton Public Schools	82.6%	19
Phelps	69	Holdrege Public Schools	82.5%	66
Scotts Bluff	79	Mitchell Public Schools	82.0%	41
Hall	40	Grand Island Public Schools	81.6%	399
Boone	6	St. Edward Public Schools	81.3%	13
Lancaster	55	Lincoln Public Schools	80.1%	1,867
Colfax	19	Schuyler Central High School	80.0%	88
Kimball	53	Kimball Public Schools	79.6%	39
Saunders	78	Prague Public Schools	78.6%	11
Scotts Bluff	79	Scottsbluff Public Schools	78.2%	183
Dawson	24	Lexington Public Schools	75.8%	147
Thurston	87	Winnebago Public Schools	75.0%	24
Douglas	28	Omaha Public Schools	70.3%	2,228
Knox	54	Santee Community Schools	57.1%	4
Thurston	87	Walthill Public Schools	40.0%	8
Thurston	87	UMO^HO^Nation Public Schools	34.7%	17

[1]Four-year graduation rates by district downloaded from the Nebraska Department of Education Web site, http://www.nde.state.ne.us, January 2007.

Table A 3.3
Nebraska Four-Year Graduation Rates
for Public and Nonpublic High Schools by Race/Ethnicity
2002–2003 through 2005–2006[1]

Race/Ethnicity	No. of Graduates	No. of Dropouts 9th – 12th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate[2]
2002–2003					
Public High Schools					
White (non-Hispanic)	17,541	2,214	19,755	88.8%	11.2%
Asian/Pacific Islander	279	55	334	83.5%	16.5%
Hispanic	776	555	1,331	58.3%	41.7%
Native American	167	131	298	56.0%	44.0%
Black (non-Hispanic)	841	576	1,417	59.4%	40.6%
Public Total	19,604	3,531	23,135	84.7%	15.3%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,064	11	2,075	99.5%	0.5%
Asian/Pacific Islander	55	0	55	100.0%	0.0%
Hispanic	51	1	52	98.1%	1.9%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	57	2	59	96.6%	3.4%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
2003–2004					
Public High Schools					
White (non-Hispanic)	17,211	1,848	19,059	90.3%	9.7%
Asian/Pacific Islander	309	31	340	90.9%	9.1%
Hispanic	890	510	1,400	63.6%	36.4%
Native American	168	137	305	55.1%	44.9%
Black (non-Hispanic)	884	509	1,393	63.5%	36.5%
Public Total	19,462	3,035	22,497	86.5%	13.5%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	8	2,016	99.6%	0.4%
Asian/Pacific Islander	39	0	39	100.0%	0.0%
Hispanic	64	0	64	100.0%	0.0%
Native American	12	0	12	100.0%	0.0%
Black (non-Hispanic)	39	0	39	100.0%	0.0%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%

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Table A 3.3 Continued					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9th – 12th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate[2]
2004–2005					
Public High Schools					
White (non-Hispanic)	16,825	1,668	18,493	91.0%	9.0%
Asian/Pacific Islander	324	38	362	89.5%	10.5%
Hispanic	1,076	533	1,609	66.9%	33.1%
Native American	179	129	308	58.1%	41.9%
Black (non-Hispanic)	821	484	1,305	62.9%	37.1%
Public Total	19,225	2,852	22,077	87.1%	12.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,123	40	2,163	98.2%	1.8%
Asian/Pacific Islander	43	1	44	97.7%	2.3%
Hispanic	64	1	65	98.5%	1.5%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	50	1	51	98.0%	2.0%
Nonpublic Total	2,297	43	2,340	98.2%	1.8%
2005–2006					
Public High Schools					
White (non-Hispanic)	16,389	1,438	17,827	91.9%	8.1%
Asian/Pacific Islander	337	38	375	89.9%	10.1%
Hispanic	1,119	533	1,652	67.7%	32.3%
Native American	181	129	310	58.4%	41.6%
Black (non-Hispanic)	892	413	1,305	68.4%	31.6%
Public Total	18,918	2,551	21,469	88.1%	11.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	73	2,081	96.5%	3.5%
Asian/Pacific Islander	45	1	46	97.8%	2.2%
Hispanic	59	1	60	98.3%	1.7%
Native American	19	0	19	100.0%	0.0%
Black (non-Hispanic)	70	2	72	97.2%	2.8%
Nonpublic Total	2,201	77	2,278	96.6%	3.4%

[1]Data source: Nebraska Department of Education, January 2007.

[2]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
2002–2003 through 2005–2006[1]

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9th – 12th Grades	% of Dropouts	Total Graduates & Dropouts	% of Total Graduates & Dropouts
2002–2003						
Public High Schools						
White (non-Hispanic)	17,541	89.5%	2,214	62.7%	19,755	85.4%
Asian/Pacific Islander	279	1.4%	55	1.6%	334	1.4%
Hispanic	776	4.0%	555	15.7%	1,331	1.3%
Native American	167	0.8%	131	3.7%	298	6.1%
Black (non-Hispanic)	841	4.3%	576	16.3%	1,417	5.8%
Public Total	19,604	100.0%	3,531	100.0%	23,135	100.0%
2003–2004						
Public High Schools						
White (non-Hispanic)	17,211	88.4%	1,847	60.9%	19,058	84.7%
Asian/Pacific Islander	309	1.6%	31	1.0%	340	1.5%
Hispanic	890	4.6%	510	16.8%	1,400	1.4%
Native American	168	0.9%	137	4.5%	305	6.2%
Black (non-Hispanic)	884	4.5%	509	16.8%	1,393	6.2%
Public Total	19,462	100.0%	3,034	100.0%	22,496	100.0%
2004–2005						
Public High Schools						
White (non-Hispanic)	16,825	87.5%	1,668	58.5%	18,493	83.8%
Asian/Pacific Islander	324	1.7%	38	1.3%	362	1.6%
Hispanic	1,076	5.6%	533	18.7%	1,609	7.3%
Native American	179	0.9%	129	4.5%	308	1.4%
Black (non-Hispanic)	821	4.3%	484	17.0%	1,305	5.9%
Public Total	19,225	100.0%	2,852	100.0%	22,077	100.0%
2005–2006						
Public High Schools						
White (non-Hispanic)	16,389	86.6%	1,438	56.4%	17,827	83.0%
Asian/Pacific Islander	337	1.8%	38	1.5%	375	1.7%
Hispanic	1,119	5.9%	533	20.9%	1,652	7.7%
Native American	181	1.0%	129	5.1%	310	1.4%
Black (non-Hispanic)	892	4.7%	413	16.2%	1,305	6.1%
Public Total	18,918	100.0%	2,551	100.0%	21,469	100.0%

[1]Data source: Nebraska Department of Education, January 2007.

Table A3.5
Nebraska Four-Year Graduation Rates
for Public High Schools by Gender
2002–2003 through 2005–2006[1]

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

[1]Data source: Nebraska Department of Education, January 2007.

[2]See Explanatory Note A3.1 for information on how graduation and dropout rates are calculated.

Table A3.6
Four-Year Graduation Rate Statistics
for the 14 Selected Nebraska School Districts
2002–2003 through 2005–2006[1]

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

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Table A3.6 Continued					
County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9th – 12th Grades	Four-Year Graduation Rate
2004–2005					
01-0018	Adams	Hastings Public Schools	233	35	86.9%
19-0123	Colfax	Schuyler Central High School	82	29	73.9%
22-0011	Dakota	South Sioux City Community Schools	190	43	81.5%
24-0001	Dawson	Lexington Public Schools	119	48	71.3%
27-0001	Dodge	Fremont Public Schools	261	48	84.5%
28-0001	Douglas	Omaha Public Schools	2,263	1,069	67.9%
40-0002	Hall	Grand Island Public Schools	381	106	78.2%
54-0505	Knox	Santee Community Schools	masked	masked	47.1%
55-0001	Lancaster	Lincoln Public Schools	1,907	514	78.8%
56-0001	Lincoln	North Platte Public Schools	300	44	87.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	197	67	74.6%
87-0013	Thurston	Walthill Public Schools	masked	masked	55.6%
87-0016	Thurston	UMO ^ HO ^ Nation Public Schools	12	22	35.3%
87-0017	Thurston	Winnebago Public Schools[2]	22	masked	73.3%
		Total for 14 School Districts	5,980	2,046	74.5%
		% of Nebraska Public Total	31.1%	71.7%	
		Nebraska Public Total	19,225	2,852	87.1%
2005–2006					
01-0018	Adams	Hastings Public Schools	193	34	85.0%
19-0123	Colfax	Schuyler Central High School	88	22	80.0%
22-0011	Dakota	South Sioux City Community Schools	184	33	84.8%
24-0001	Dawson	Lexington Public Schools	147	47	75.8%
27-0001	Dodge	Fremont Public Schools	271	27	90.9%
28-0001	Douglas	Omaha Public Schools	2,228	941	70.3%
40-0002	Hall	Grand Island Public Schools	399	90	81.6%
54-0505	Knox	Santee Community Schools	masked	masked	57.1%
55-0001	Lancaster	Lincoln Public Schools	1,867	464	80.1%
56-0001	Lincoln	North Platte Public Schools	257	28	90.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	183	51	78.2%
87-0013	Thurston	Walthill Public Schools	masked	12	40.0%
87-0016	Thurston	UMO ^ HO ^ Nation Public Schools	17	32	34.7%
87-0017	Thurston	Winnebago Public Schools[2]	24	masked	75.0%
		Total for 14 School Districts	5,870	1,792	76.6%
		% of Nebraska Public Total	31.0%	70.2%	
		Nebraska Public Total	18,918	2,551	88.1%

Continued on the next page.

Table A3.6 Continued

[1]Data Sources:
For 2002–2003 and 2003–2004: Nebraska Department of Education, August 2005.
For 2004–2005 and 2005–2006: Nebraska Department of Education, January 2007.
Numbers under 10 are masked, but the masked numbers are included in the total numbers of graduates and dropouts for the 14 school districts.

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

Table A3.7
Summary of the Four-Year High School Graduation Rates
For the 14 Selected Nebraska School Districts
2002–2003 through 2005–2006[1]

(In Descending Rank Order by 2005–2006 Graduation Rate)

County	District or School Name	2002–03	2003–04	2004–05	2005–06
Dodge	Fremont Public Schools	81.5%	85.4%	84.5%	90.9%
Lincoln	North Platte Public Schools	83.9%	86.2%	87.2%	90.2%
Adams	Hastings Public Schools	81.2%	80.5%	86.9%	85.0%
Dakota	South Sioux City Community Schools	73.3%	79.6%	81.5%	84.8%
Hall	Grand Island Public Schools	74.9%	79.2%	78.2%	81.6%
Lancaster	Lincoln Public Schools	72.5%	76.6%	78.8%	80.1%
Colfax	Schuyler Central High School	71.2%	77.1%	73.9%	80.0%
Scotts Bluff	Scottsbluff Public Schools	84.1%	78.1%	74.6%	78.2%
Dawson	Lexington Public Schools	80.2%	74.4%	71.3%	75.8%
Thurston	Winnebago Public Schools	56.8%	52.8%	73.3%	75.0%
Douglas	Omaha Public Schools	63.5%	67.6%	67.9%	70.3%
Knox	Santee Community Schools	66.7%	25.0%	47.1%	57.1%
Thurston	Walthill Public Schools	72.0%	33.3%	55.6%	40.0%
Thurston	UNO ^ HO ^ Nation Public Schools	33.3%	61.9%	35.3%	34.7%
	Graduation Rate for 14 Districts	**70.2%**	**73.6%**	**74.5%**	**76.6%**
	State Public Schools Graduation Rate	**84.7%**	**86.5%**	**87.1%**	**88.1%**
	Percentage-Point Difference between Graduation Rates	14.5%	12.9%	12.6%	11.5%

[1]Data Source: Nebraska Department of Education, January 2007.

Appendix 4

Nebraska Scores on ACT and SAT Student Assessments

Table A4.1
Percentages of Nebraska 2000–2006 High School Graduates
Who Took the ACT Assessment and/or SAT I: Reasoning Test

Year	No. of High School Graduates[1]	ACT Assessment		SAT I: Reasoning Test	
		No. of Graduates Tested[2]	**% of Graduates Tested[4]**	No. of Graduates Tested[3]	**% of Graduates Tested[4]**
2000	21,718	16,811	**77.4%**	1,935	**8.9%**
2001	21,300	16,677	**78.3%**	1,887	**8.9%**
2002	21,661	16,509	**76.2%**	1,796	**8.3%**
2003	21,972	16,646	**75.8%**	1,782	**8.1%**
2004	21,718	16,523	**76.1%**	1,656	**7.6%**
2005	21,647	16,220	**74.9%**	1,684	**7.8%**
2006	21,188	15,892	**75.0%**	1,498	**7.1%**

[1]Source: Nebraska Department of Education, October 2005 and January 2007. Numbers are state totals and include graduates from public and nonpublic schools, state-operated schools, and educational service units.

[2]Source: ACT High School Profile Reports for Nebraska, 2003, 2004, 2005, and 2006.

[3]Source: College Examination Board, State Reports, 2003, 2004, 2005, and 2006.

[4]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 updating this table for the *2005 Report to the LR 75 Legislative Evaluation Task Force*, the percentages for 2000 through 2003 were recalculated, based on the total number of graduates for 2000 through 2003 obtained directly from the Nebraska Department of Education in October 2005.

Table A4.2
Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks
Nebraska and National High School Graduating Classes: 2002–2006[1]

Year of High School Graduation	No. of Students Tested		*% of ACT-Tested Students Meeting College Readiness Benchmarks*			
			English		**Reading**	
	Nebraska	National	**Nebraska**	National	**Nebraska**	National
2002	**16,509**	1,116,082	**74%**	67%	**59%**	53%
2003	**16,646**	1,175,059	**75%**	67%	**57%**	52%
2004	**16,523**	1,171,460	**74%**	68%	**57%**	52%
2005	**16,220**	1,186,251	**75%**	68%	**56%**	51%
2006	**15,892**	1,206,455	**76%**	69%	**59%**	53%

Year of High School Graduation	*% of ACT-Tested Students Meeting College Readiness Benchmarks*					
	Mathematics		**Science**		**Meeting All Four ACT Benchmark Scores**	
	Nebraska	National	**Nebraska**	National	**Nebraska**	National
2002	**48%**	39%	**31%**	26%	**25%**	20%
2003	**47%**	40%	**31%**	26%	**25%**	20%
2004	**46%**	40%	**31%**	26%	**24%**	21%
2005	**48%**	41%	**32%**	26%	**26%**	21%
2006	**48%**	42%	**33%**	27%	**26%**	21%

[1]Source: ACT High School Profile Report for Nebraska, 2006.

Table A4.3
Numbers and Percentages of ACT-Tested Students Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School 2002–2006[1]

Year of High School Graduation	Took the Core or More[2]		Took Less Than the Core		Did Not Report Courses Taken		Total No. of Students
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	
2002	10,863	66%	5,064	31%	582	3%	16,509
2003	11,087	67%	4,860	29%	699	4%	16,646
2004	11,022	67%	4,766	29%	735	4%	16,523
2005	10,913	67%	4,397	27%	910	6%	16,220
2006	10,133	64%	4,517	28%	1,242	8%	15,892

[1]Source: ACT High School Profile Report for Nebraska, 2006.

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

Appendix 5

Nebraska College Continuation Rates

Table A5.1
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 through 2004–2005

High School Year	No. of High School Graduates[1]	Academic Year of IPEDS Survey	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months[2]	Continuation Rate[3]
1995–1996	19,810	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	**2002–2003**	13,349	**61.6%**
2003–2004	21,718	**2004–2005**	13,565	**62.5%**

[1]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.

[2]Data Source: National Center for Education Statistics, IPEDS fall survey data for 1996, 1998, 2000, 2002, and 2004. Obtained directly from the IPEDS database.

[3]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.

Technical Note: The college continuation rates in Table A5.1 replace and update the rates presented in Table 1.29 on page 68 of the *2004 Baseline Report for the LR 174 Higher Education Task Force*. For the 2004 report, numbers of high school graduates were obtained from the 2003 Western Interstate Commission for Higher Education publication, *Knocking at the College Door*. 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, www.postsecondary.org, 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 Table A5.1 above.

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 2004–2005 Compared to 2002–2003 Baseline[1]

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%
College Continuation Rate[2]	**62.9%**		**63.1%**	

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

[2]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 2004–2005 Compared to 2002–2003 Baseline[1]

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			
	2002–2003		**2004–2005**	
	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	**73.6%**	9,913	**73.1%**
Public – 2-year	3,308	24.8%	3,508	25.9%
Private – 2-year	219	1.6%	144	1.0%
Subtotal	3,527	**26.4%**	3,652	**26.9%**
Total	13,349	100.0%	13,565	100.0%

[1]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. Data for the 2006–2007 academic year, collected through the fall 2006 IPEDS survey, will be available in mid-2007 and included in the *2008 Nebraska Higher Education Progress Report*.

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 these 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[1]

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

[1]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, Bellevue University, Concordia University, and The Creative Center did not submit this information to the NCES. In 2004, Nebraska Indian Community College, Nebraska Methodist College, Union College, and Vatterott College (Deerfield Campus) did not submit this information.

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 colleges and career schools. Based on this analysis, the enrollment totals for the independent and career 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 2004 Compared to Fall 2002 Baseline[1]

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident 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	%
Out-of-State Schools	**2,513**	18.8%	**2,678**	19.7%	**165**	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%

[1]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 2004 Compared to Fall 2002 Baseline[1]

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident 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	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%

[1]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 2004 Compared to Fall 2002 Baseline[1]

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident First-Time Freshmen Who Enrolled at Nebraska and Out-of-State Postsecondary Institutions More Than 12 Months After High School Graduation				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%

[1]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 2004 Compared to Fall 2002 Baseline[1]

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident First-Time Freshmen Who Enrolled at Nebraska Postsecondary Institutions More than 12 Months after High School Graduation				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	**4,344**	**73.6%**	**3,583**	**78.0%**	**-761**	**-17.5%**
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	**5,906**	**100.0%**	**4,596**	**100.0%**	**-1,310**	**-22.2%**

[1]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 2004 Compared to Fall 2002 Baseline[1]

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%

[1]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 2004 Compared to Fall 2002 Baseline[1]

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 College System	240	10.5%	253	10.4%	13	9.1%
Nebraska Community Colleges	143	6.3%	142	5.9%	-1	-0.7%
Public Total	**1,237**	54.2%	**1,200**	49.5%	**-37**	-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	**2,281**	100.0%	**2,424**	100.0%	**143**	100.0%

[1]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[1]

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	**5,313**	**86.1%**	**744**	**12.1%**	**110**	**1.8%**	**6,167**
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.6%	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
Nebraska State College System	**880**	**78.6%**	**238**	**21.2%**	**2**	**0.2%**	**1,120**
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
Nebraska Community Colleges	**2,918**	**95.3%**	**137**	**4.5%**	**6**	**0.2%**	**3,061**
Central Community College	298	98.0%	6	2.0%			304
Metropolitan Community College	613	96.7%	21	3.3%			634
Mid-Plains Community College	211	92.5%	15	6.6%	2	0.9%	228
Northeast Community College	578	93.7%	35	5.7%	4	0.6%	617
Southeast Community College	987	97.0%	31	3.0%			1,018
Western Nebraska Community College	231	88.8%	29	11.2%	0	0.0%	260
Nebraska Public Institutions	**9,111**	**88.1%**	**1,119**	**10.8%**	**118**	**1.1%**	**10,348**
Nebraska Independent Colleges and Universities	**1,600**	**60.8%**	**987**	**37.5%**	**45**	**1.7%**	**2,632**
Bellevue University	No information						
BryanLGH College of Health Sciences	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%					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%					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

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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	
Private Degree-Granting Career Schools	**125**	**91.2%**	**12**	**8.8%**	**0**	**0.0%**	**137**
ITT Technical Institute	15	78.9%	4	21.1%			19
Hamilton College (Lincoln)	51	100%	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%			6
Myotherapy Institute	3	100%	0	0.0%			3
Total Degree-Granting Institutions	**10,836**	**82.6%**	**2,118**	**16.2%**	**163**	**1.2%**	**13,117**

[1]Source: National Center for Education Statistics, fall 2002 IPEDS survey.
Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Table A6.8
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[1]

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	**4,988**	**86.1%**	**702**	**12.1%**	**103**	**1.8%**	**5,793**
NCTA-Curtis	77	77.8%	22	22.2%	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
Nebraska State College System	**818**	**76.4%**	**253**	**23.6%**	**0**	**0.0%**	**1,071**
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
Nebraska Community Colleges	**3,084**	**95.6%**	**138**	**4.3%**	**4**	**0.1%**	**3,226**
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
Nebraska Public Institutions	**8,890**	**88.1%**	**1,093**	**10.8%**	**107**	**1.1%**	**10,090**
Nebraska Independent Colleges and Universities	**1,847**	**60.7%**	**1,186**	**39.0%**	**10**	**0.3%**	**3,043**
Bellevue University	39	84.8%	7	15.2%	0	0.0%	46
BryanLGH College of Health Sciences	3	100%	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

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Table A6.8 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	
Private Degree-Granting Career Schools	**150**	**84.3%**	**28**	**15.7%**	**0**	**0.0%**	**178**
ITT Technical Institute	27	71.1%	11	28.9%	0	0.0%	38
Hamilton College (Lincoln)	54	100%	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%	10
Total Degree-Granting Institutions	**10,887**	**81.8%**	**2,307**	**17.3%**	**117**	**0.9%**	**13,311**

[1]Source: National Center for Education Statistics, fall 2004 IPEDS survey.
Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Table A6.9
Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation
Fall 2004 Compared to Fall 2002 Baseline[1]

Student Residency and Where They Attended College	Number of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation		
	Fall 2002	**Fall 2004**	Change Since Fall 2002
In-Migration **Non-Nebraska** Students Enrolled at **Nebraska** Colleges and Universities	2,281[1]	2,424	+ 143
Out-Migration **Resident Nebraska** Students Enrolled at **Out-of-State** Colleges and Universities	2,513[2]	2,678	+ 165
Net Migration	**- 232**	**- 254**	**- 22**

[1]In-migration numbers from Table A6.6.

[2]Out-migration numbers from Table A6.1.

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

Table A7.1
Changes in the Number of First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions by Race/Ethnicity
Fall 2005 Compared to Fall 2003[1]

Race/Ethnicity	Number of First-Time Freshmen			**Change from Fall 2003 to Fall 2005**	
	Fall 2003	Fall 2004	**Fall 2005**	Change in Number of Students	% Change in Number of Students
White (non-Hispanic)	17,885	16,558	16,232	**-1,653**	**-9.2%**
Asian/Pacific Islander	363	369	432	**69**	**19.0%**
Hispanic	688	750	790	**102**	**14.8%**
Native American	202	227	167	**-35**	**-17.3%**
Black (non-Hispanic)	922	865	889	**-33**	**-3.6%**
Total Students	20,060	18,769	18,510	**-1,550**	**-7.7%**

[1]Data Source: National Center for Education Statistics, fall 2003, 2004, and 2005 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

Table A7.2
Changes in the Number of White (non-Hispanic) First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions
Fall 2004 and Fall 2005 Compared to Fall 2003[1]

Sector of Higher Education	Number of Students **Fall 2003**	Number of Students **Fall 2004**	Change in Number of Students **Fall 2003 to Fall 2004**	Number of Students **Fall 2005**	**Change from Fall 2003 to Fall 2005** Change in Number of Students	% Change in Number of Students
University of Nebraska	5,594	5,300	-294	5,485	-109	-1.9%
Nebraska State College System	1,150	999	-151	985	-165	-14.3%
Nebraska Community Colleges	6,679	5,841	-838	5,835	-844	-12.6%
Independent Colleges & Universities	3,070	2,977	-93	2,862	-208	-6.8%
Degree-Granting Career Schools	830	817	-13	707	-123	-14.8%
Non-Degree-Granting Career Schools	562	624	62	358	-204	-36.3%
Total White (non-Hispanic)	17,885	16,558	**-1,327**	16,232	**-1,653**	**-9.2%**

[1]Data Source: National Center for Education Statistics, fall 2003, 2004, and 2005 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 through 2004–2005/Fall 2005[1]

Race/Ethnicity	2002–2003 Nebraska High School (HS) Graduates		Fall 2003 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,704	89.7%	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 (HS) Graduates		Fall 2004 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,290	88.8%	16,558	88.2%	-0.6%
Asian/Pacific Islander	349	1.6%	369	2.0%	0.4%
Hispanic	960	4.4%	750	4.0%	-0.4%
Native American	182	0.8%	227	1.2%	0.4%
Black (non-Hispanic)	937	4.3%	865	4.6%	0.2%
Total Students	21,718	100.0%	18,769	100.0%	

Race/Ethnicity	2004–2005 Nebraska High School (HS) Graduates		Fall 2005 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,037	87.9%	16,232	87.7%	-0.2%
Asian/Pacific Islander	367	1.7%	432	2.3%	0.6%
Hispanic	1,148	5.3%	790	4.3%	-1.0%
Native American	203	0.9%	167	0.9%	0.0%
Black (non-Hispanic)	892	4.1%	889	4.8%	0.7%
Total Students	21,647	100.0%	18,510	100.0%	

[1]Official numbers of high school graduates obtained from the Nebraska Department of Education in January 2007. Numbers include graduates of nonpublic schools, public schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. Numbers of first-time freshmen at all Nebraska degree-granting and non-degree-granting postsecondary institutions are based on data obtained through the National Center for Education Statistics, fall 2003, 2004, and 2005 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
Nebraska First-Time Freshmen Sector Enrollments by Race/Ethnicity
Fall 2003 through Fall 2005[1]

Fall 2003

Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
University of Nebraska	5,594	31.3%	116	32.0%	166	24.1%
Nebraska State College System	1,150	6.4%	3	0.8%	31	4.5%
Community Colleges	6,679	37.4%	131	36.1%	262	38.1%
Independent Colleges and Universities	3,070	17.2%	88	24.2%	173	25.2%
Degree-Granting Private Career Schools	830	4.6%	21	5.8%	45	6.5%
Non-Degree-Granting Private Career Schools	562	3.1%	4	1.1%	11	1.6%
Total	17,885	100.0%	363	100.0%	688	100.0%

Sector	**Native American**		**Black** (Non-Hispanic)		**Total**	
University of Nebraska	33	16.3%	160	17.4%	6,069	30.2%
Nebraska State College System	18	8.9%	42	4.5%	1,244	6.2%
Community Colleges	52	25.8%	330	35.8%	7,454	37.2%
Independent Colleges and Universities	93	46.0%	139	15.1%	3,563	17.8%
Degree-Granting Private Career Schools	4	2.0%	215	23.3%	1,115	5.5%
Non-Degree-Granting Private Career Schools	2	1.0%	36	3.9%	615	3.1%
Total	202	100.0%	922	100.0%	20,060	100.0%

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Table A7.4 Continued						
Fall 2004						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
University of Nebraska	5,300	32.0%	125	33.9%	199	26.5%
Nebraska State College System	999	6.0%	4	1.1%	24	3.2%
Community Colleges	5,841	35.3%	108	29.3%	317	42.3%
Independent Colleges and Universities	2,977	18.0%	112	30.4%	150	20.0%
Degree-Granting Private Career Schools	817	4.9%	17	4.6%	34	4.5%
Non-Degree-Granting Private Career Schools	624	3.8%	3	0.8%	26	3.5%
Total	16,558	100.0%	369	100.0%	750	100.0%
Sector	**Native American**		**Black** (Non-Hispanic)		**Total**	
University of Nebraska	33	14.5%	159	18.4%	5,816	31.0%
Nebraska State College System	18	7.9%	41	4.7%	1,086	5.8%
Community Colleges	41	18.1%	291	33.6%	6,598	35.2%
Independent Colleges and Universities	119	52.4%	111	12.8%	3,469	18.5%
Degree-Granting Private Career Schools	7	3.1%	223	25.8%	1,098	5.9%
Non-Degree-Granting Private Career Schools	9	4.0%	40	4.6%	702	3.7%
Total	227	100.0%	865	100.0%	18,769	100.0%

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Table A7.4 Continued						
Fall 2005						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
University of Nebraska	5,485	33.8%	155	35.9%	245	31.0%
Nebraska State College System	985	6.1%	13	3.0%	17	2.2%
Community Colleges	5,835	35.9%	128	29.6%	353	44.7%
Independent Colleges and Universities	2,862	17.6%	117	27.1%	124	15.7%
Degree-Granting Private Career Schools	707	4.4%	14	3.2%	35	4.4%
Non-Degree-Granting Private Career Schools	358	2.2%	5	1.2%	16	2.0%
Total	16,232	100.0%	432	100.0%	790	100.0%
Sector	**Native American**[2]		**Black** (Non-Hispanic)		Total	
University of Nebraska	40	24.0%	197	22.2%	6,122	33.1%
Nebraska State College System	16	9.6%	39	4.4%	1,070	5.8%
Community Colleges	50	29.9%	304	34.2%	6,670	36.0%
Independent Colleges and Universities	54	32.3%	116	13.0%	3,273	17.7%
Degree-Granting Private Career Schools	4	2.4%	191	21.5%	951	5.1%
Non-Degree-Granting Private Career Schools	3	1.8%	42	4.7%	424	2.3%
Total	167	100.0%	889	100.0%	18,510	100.0%

[1]Source: National Center for Education Statistics, fall 2003, 2004, and 2005 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

[2]A total of 34 (20.3%) of the 167 Native Americans who were first-time freshmen in 2005 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 20 (12.0%) were enrolled at other colleges and universities within the sector of independent colleges and universities. For the purpose of comparing the racial/ethnic groups, excluding the tribal colleges results in the following percentage distribution for Native Americans for 2005:

University of Nebraska	30.1%	Independent Colleges and Universities	15.0%
Nebraska State College System	12.0%	Degree-Granting Private Career Schools	3.0%
Nebraska Community Colleges	37.6%	Non-Degree-Granting Private Career Schools	2.3%

Table A7.5
Nebraska First-Time Freshmen Enrollment at Independent Colleges & Universities by Race/Ethnicity: 2005[1]

	Total Independent Colleges & Universities Sector		Tribal Colleges[2]		Independent Institutions Sector Excluding Tribal Colleges	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
White (non-Hispanic)	2,862	87.4%	4	9.5%	2,858	88.5%
Asian/Pacific Islander	117	3.6%	0	0.0%	117	3.6%
Hispanic	124	3.8%	4	9.5%	120	3.7%
Native American	54	1.6%	34	81.0%	20	0.6%
Black (non-Hispanic)	116	3.5%	0	0.0%	116	3.6%
Total Students	3,273	100.0%	42	100.0%	3,231	100.0%

[1]Data Source: National Center for Education Statistics, Fall 2005 IPEDS survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

[2] Little Priest Tribal Colleges and Nebraska Indian Community College (NICC) are federally supported tribal colleges that are included in the independent sector for the purposes of statewide data analysis. A total of 11 first-time freshmen of unknown race/ethnicity were reported to be enrolled at NICC for a total tribal college enrollment of 53 first-time freshmen in fall 2005.

Table A7.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2003 through Fall 2005[1]

Fall 2003

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,594	92.2%	1,150	92.4%	6,679	89.6%	13,423	90.9%
Asian[2]	116	1.9%	3	0.2%	131	1.8%	250	1.7%
Hispanic	166	2.7%	31	2.5%	262	3.5%	459	3.1%
Native American	33	0.5%	18	1.4%	52	0.7%	103	0.7%
Black (non-Hispanic)	160	2.6%	42	3.4%	330	4.4%	532	3.6%
Total	6,069	100.0%	1,244	100.0%	7,454	100.0%	14,767	100.0%

Race/Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities		Private Degree-Granting Career Colleges		Private Non-Degree Career Schools			
White (non-Hispanic)	3,070	86.2%	830	74.4%	562	91.4%	17,885	89.2%
Asian[2]	88	2.5%	21	1.9%	4	0.7%	363	1.8%
Hispanic	173	4.9%	45	4.0%	11	1.8%	688	3.4%
Native American	93	2.6%	4	0.4%	2	0.3%	202	1.0%
Black (non-Hispanic)	139	3.9%	215	19.3%	36	5.9%	922	4.6%
Total	3,563	100.0%	1,115	100.0%	615	100.0%	20,060	100.0%

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Table A7.6 Continued								
Fall 2004								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,300	91.1%	999	92.0%	5,841	88.6%	12,140	89.9%
Asian[2]	125	2.1%	4	0.4%	108	1.6%	237	1.8%
Hispanic	199	3.4%	24	2.2%	317	4.8%	540	4.0%
Native American	33	0.6%	18	1.6%	41	0.6%	92	0.7%
Black (non-Hispanic)	159	2.7%	41	3.8%	291	4.4%	491	3.6%
Total	5,816	100.0%	1,086	100.0%	6,598	100.0%	13,500	100.0%
Race/Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities		Private Degree-Granting Career Colleges		Private Non-Degree Career Schools			
White (non-Hispanic)	2,977	85.8%	817	74.4%	624	88.9%	16,558	88.2%
Asian[2]	112	3.2%	17	1.5%	3	0.4%	369	2.0%
Hispanic	150	4.3%	34	3.1%	26	3.7%	750	4.0%
Native American	119	3.4%	7	0.6%	9	1.3%	227	1.2%
Black (non-Hispanic)	111	3.2%	223	20.3%	40	5.7%	865	4.6%
Total	3,469	100.0%	1,098	100.0%	702	100.0%	18,769	100.0%

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Table A7.6 Continued								
Fall 2005								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,485	89.6%	985	92.1%	5,835	87.5%	12,305	88.8%
Asian[2]	155	2.5%	13	1.2%	128	1.9%	296	2.1%
Hispanic	245	4.0%	17	1.6%	353	5.3%	615	4.4%
Native American	40	0.7%	16	1.5%	50	0.7%	106	0.8%
Black (non-Hispanic)	197	3.2%	39	3.6%	304	4.6%	540	3.9%
Total	6,122	100.0%	1,070	100.0%	6,670	100.0%	13,862	100.0%
Race/Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities[3]		Private Degree-Granting Career Colleges		Private Non-Degree Career Schools			
White (non-Hispanic)	2,862	87.4%	707	74.3%	358	84.4%	16,232	87.7%
Asian[2]	117	3.6%	14	1.5%	5	1.2%	432	2.3%
Hispanic	124	3.8%	35	3.7%	16	3.8%	790	4.3%
Native American	54	1.6%	4	0.4%	3	0.7%	167	0.9%
Black (non-Hispanic)	116	3.5%	191	20.1%	42	9.9%	889	4.8%
Total	3,273	100.0%	951	100.0%	424	100.0%	18,510	100.0%

[1]Source: National Center for Education Statistics, fall 2003, 2004, and 2005 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

[2]The Asian student group includes students of Pacific Islander descent.

[3]See Table A7.5 for the first-time freshmen enrollments of the independent colleges and universities in 2005, excluding the enrollments of Little Priest Tribal College and Nebraska Indian Community College.

Technical Note A7.1

The fall 2004 first-time freshmen enrollments for degree-granting and non-degree-granting private career schools in Section 1.4 and Appendix 7 of this report are not the same as the enrollments reported in Section 1.4 of the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* for two reasons:

1. The fall 2004 data summarized in this report were adjusted for Hamilton College (Omaha), which is included in the degree-granting private career school sector for statewide analysis. As a result of this adjustment, the total number of first-time freshmen who enrolled in degree-granting private career colleges is reported to be 1,098, a difference of 127 students, when compared to the total of 971 students reported in the 2005 *Progress Report*.

   This adjustment was necessary because, in 2004, Hamilton College (Omaha) reported only five part-time, first-time freshmen, a number that was unreasonably low, given Hamilton's part-time enrollments of first-time freshmen in previous years and in 2005. Consequently, a copy of Hamilton's data for the 136 part-time, first-time freshmen reported in 2003 was substituted for the 2004 data from Hamilton (Omaha) in the database used to develop this report. This substitution of data resulted in a net increase of 131 part-time students (136 minus 5). Of the 131 additional students, 127 were of known race/ethnicity, thereby changing the total number of students of known race/ethnicity from 971 to 1,098.

   The database used to determine the 2004 total enrollment of first-time freshmen reported in the introduction of Section 1 of this report also was adjusted by substituting a copy of the 2003 data for Hamilton College (Omaha) for the 2004 data submitted by the college.

2. The fall 2004 data for first-time freshmen enrolled at non-degree-granting private career schools used in preparing the *2007 Progress Report* are not the same as the fall 2004 data summarized in the *2005 Progress Report* due to unexplained discrepancies between two databases downloaded from the National Center for Education Statistics (NCES).

   The fall 2004 data used in preparing the *2005 Progress Report* were downloaded from the NCES Peer Analysis/Data Cutting Tool, whereas the fall 2004 data used for the *2007 Progress Report* were downloaded from the NCES IPEDS database accessible only by state agencies. These two data sets should be identical, but in preparing the 2007 report, it was discovered that there were differences between the two sets of 2004 data for three non-degree-granting private career schools: La'James International College, Capitol School of Hairstyling West, and Xenon International School of Hair II, Inc. As a result of the unexplained differences between the two sets of data, a total of 702 first-time freshmen of known race/ethnicity are reported for the non-degree-granting private career schools in this report, compared to 520 first-time freshmen reported in the *2005 Progress Report*, a difference of 182 students.

Appendix 8

Financial Aid Programs

Explanatory Note A8.1
Definitions of Federal and State Title IV Financial Aid Programs

The following are definitions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students:

- **Federal Pell Grant**: Federal Pell Grants are awarded to undergraduates who have not earned a bachelor's degree and who demonstrate high financial need. Pell Grants do not have to be repaid. The award range for Pell Grants for the award year 2005–06 was $400 to $4,050.

- **Federal Supplemental Educational Opportunity Grant (FSEOG)**: Undergraduate students with exceptional need and who have not received a bachelor's degree are eligible to receive the FSEOG. FSEOG awards can range from $100 to $4,000 and do not have to be repaid, but awards are subject to the availability of funds at a student's institution.

- **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.

- **Academic Competitiveness Grants (ACGs):** Created under the Higher Education Reconciliation Act of 2005, ACG's are need-based but limited to students who have demonstrated academic achievement. To receive an ACG, a student must be a college freshman or sophomore, a U.S. citizen, Pell Grant-eligible, and have completed a program of rigorous high school course work as defined by their state and recognized by the U.S. Secretary of Education. ACGs provide additional funds of up to $750 for first-year college students and up to an additional $1,300 for second-year students who are enrolled full time and maintain a 3.0 GPA in college. Institutions began to award these grants beginning in the 2006–2007 academic year.

- **National Science and Mathematics Access to Retain Talent (SMART) grants**: Created under the Higher Education Reconciliation Act of 2005, SMART grants are need-based but limited to students majoring in specified fields who maintain B averages in college. To receive a SMART grant, a student must be a third- or fourth-year college student, a U.S. citizen, Pell Grant-eligible, enrolled full time, majoring in a designated science, technology, mathematics, or critical language, and maintaining a 3.0 GPA. Students who meet these criteria will automatically receive up to $4,000 in additional financial aid. Institutions began to award SMART grants beginning in the 2006–2007 academic year.

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Explanatory Note A8.1 Continued

Definitions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students, continued:

- **Perkins Loan**: Perkins Loans are fixed, low-interest (5%) loans available to graduate and undergraduate students with financial need. Undergraduate students may borrow up to $4,000 per year, and graduate students may borrow up to $6,000 per year, depending on the availability of funds at their institution.

- **Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans:** Stafford Loans are available to undergraduate and graduate students. Students must demonstrate financial need in order to qualify for a Subsidized Stafford Loan, where the 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 2005–2006 Compared to 2003–2004 Baseline[1]			
	2003–04	**2005–06**	% Change
Nebraska Public Institutions			
Number of Nebraska-Resident, Pell Grant-Eligible Students	21,373	19,964	-6.6%
Number of Students Awarded an NSG	8,740	9,713	11.1%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	40.9%	48.7%	19.0%
Total NSG Awarded	$4,970,800	$6,087,995	22.5%
Average NSG Award	$569	$627	10.2%
Independent Colleges & Universities			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,837	3,675	-4.2%
Number of Students Awarded an NSG	2,674	2,247	-16.0%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	69.7%	61.1%	-12.3%
Total NSG Awarded	$2,559,826	$2,263,367	-11.6%
Average NSG Award	$957	$1,007	5.2%
Private Career Schools			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,012	3,299	9.5%
Number of Students Awarded an NSG	1,617	1,649	2.0%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	53.7%	50.0%	-6.9%
Total NSG Awarded	$1,204,537	$1,566,232	30.0%
Average NSG Award	$726	$950	30.8%
Total Nebraska State Grants Awarded			
Number of Nebraska-Resident, Pell Grant-Eligible Students	28,222	26,938	-4.5%
Number of Students Awarded an NSG	13,031	13,609	4.4%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	46.2%	50.5%	9.4%
Total NSG Awarded	$8,735,163	$9,917,595	13.5%
Average NSG Award	$668	$729	9.1%

[1]Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2006.

Table A8.2
Nebraska State Grants (NSG) Awarded by Sector and Income of Recipient
2005–2006 Compared to 2003–2004 Baseline[1]

As shown in this table, students who reported incomes of $0 to $19,999 received the highest percentage of state grants in each sector, with the exception of students attending independent colleges and universities in 2003–2004.

Higher Education Sector and Income Level of NSG Recipients	2003–2004		2005–2006		% Change in No. of Recipients
	No. of Recipients	% of Recipients	No. of Recipients	% of Recipients	
Nebraska Public Institutions					
$0 to $19,999	4,398	50.3%	4,891	50.4%	11.2%
$20,000 to $39,999	3,079	35.2%	3,428	35.3%	11.3%
$40,000 or higher	1,263	14.5%	1,394	14.4%	10.4%
Total	8,740	100.0%	9,713	100.0%	11.1%
Independent Colleges and Universities					
$0 to $19,999	946	35.4%	951	42.3%	0.5%
$20,000 to $39,999	1,147	42.9%	896	39.9%	-21.9%
$40,000 or higher	581	21.7%	400	17.8%	-31.2%
Total	2,674	100.0%	2,247	100.0%	-16.0%
Private Career Schools					
$0 to $19,999	1,353	83.7%	1,447	87.8%	6.9%
$20,000 to $39,999	202	12.5%	160	9.7%	-20.8%
$40,000 or higher	62	3.8%	42	2.5%	-32.3%
Total	1,617	100.0%	1,649	100.0%	2.0%
Total Nebraska State Grants Awarded					
$0 to $19,999	6,697	51.4%	7,289	53.6%	8.8%
$20,000 to $39,999	4,428	34.0%	4,484	32.9%	1.3%
$40,000 or higher	1,906	14.6%	1,836	13.5%	-3.7%
Total	13,031	100.0%	13,609	100.0%	4.4%

[1]Data Sources: Nebraska State Grant Expenditure Reports, September 2004 and September 2006.

Appendix 9

IPEDS Freshmen Retention Rates

Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2004 Baseline and Fall 2005[1]

Full-Time Freshmen Retention Rates[2]	**Fall 2004**		**Fall 2005**	
Sector of Nebraska Postsecondary Education	No. of Full-Time, First-Time Freshmen Fall 2003	**Full-Time Retention Rate Fall 2004[3]**	No. of Full-Time, First-Time Freshmen Fall 2004	**Full-Time Retention Rate Fall 2005[4]**
University of Nebraska	6,327	**78.4%**	6,023	**81.6%**
Nebraska State College System	1,231	**69.7%**	1,087	**67.5%**
Nebraska Community Colleges	5,576	**61.1%**	4,953	**61.5%**
Total All Public Institutions	13,134	**70.2%**	12,063	**72.1%**
Nebraska Independent Institutions[5]	3,463	**76.8%**	3,447	**77.0%**
Degree-Granting Career Schools[6]	882	**58.0%**	875	**54.8%**
Non-Degree-Granting Career Schools[7]	405	**81.7%**	445	**77.1%**
Nebraska State Retention Rate[8]	17,884	**71.2%**	16,874	**72.3%**

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2005 surveys.

[2]Sector percentages are based on the numbers of first-time freshmen and the retention rates reported by each institution within the sector.

[3]The retention rate for fall 2004 is the percentage of fall 2003 first-time freshmen who were enrolled at the same institution during fall 2004.

[4]The retention rate for fall 2005 is the percentage of fall 2004 first-time freshmen who were enrolled at the same institution during fall 2005.

[5]Excluding BryanLGH College of Health Science and Nebraska Indian Community College, which did not submit full-time retention rates for fall 2004.

[6]Excluding Hamilton College-Lincoln, which did not submit a full-time retention rate in fall 2004.

[7]Excluding Fullen School of Hair Design, which did not report the number of full-time, first-time freshmen in fall 2003, and Omaha School of Massage Therapy, which did not report a full-time retention rate for fall 2005.

[8]Excluding the colleges noted above.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2004 Baseline and Fall 2005[1]

Part-Time Freshmen Retention Rates[2]	**Fall 2004**		**Fall 2005**	
Sector of Nebraska Postsecondary Education	No. of Part-Time, First-Time Freshmen Fall 2003	**Part-Time Retention Rate Fall 2004[3]**	No. of Part-Time, First-Time Freshmen Fall 2004	**Part-Time Retention Rate Fall 2005[4]**
University of Nebraska	174	**53.9%**	157	**56.6%**
Nebraska State College System	62	**46.0%**	66	**37.6%**
Nebraska Community Colleges	2,357	**36.8%**	1,958	**39.0%**
Total All Public Institutions	2,593	**38.1%**	2,181	**40.2%**
Nebraska Independent Institutions[5]	217	Insufficient Data	151	Insufficient Data
Degree-Granting Career Schools[6]	137	Insufficient Data	147	Insufficient Data
Non-Degree-Granting Career Schools[6]	36	Insufficient Data	39	Insufficient Data
Nebraska State Retention Rate[7]	2,983	Insufficient Data	2,518	Insufficient Data

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2005 surveys.

[2]Sector percentages are based on the numbers of first-time freshmen and the retention rates reported by each institution within the sector.

[3]The retention rate for fall 2004 is the percentage of fall 2003 first-time freshmen who were enrolled at the same institution during fall 2004.

[4]The retention rate for fall 2005 is the percentage of fall 2004 first-time freshmen who were enrolled at the same institution during fall 2005.

[5]Independent institutions that reported part-time retention rates of 0% or that did not report the number of part-time, first-time freshmen the previous fall were considered as “non-reporting" and excluded from this analysis. Institutions who did not report part-time retention rates for both fall 2004 and fall 2005 were also excluded. As a result, all but three institutions—Bellevue University, Clarkson College, and Grace University—had to be excluded from the analysis, resulting in insufficient data for computing a part-time retention rate for the sector.

[6]The schools in the degree-granting and non-degree-granting private career school sectors did not provide sufficient data to calculate estimated part-time retention rates for these sectors.

[7]As a result of insufficient data for the private career schools, an estimated part-time retention rate could not be calculated for the state.

Table A9.3
2005 Nebraska Freshmen Retention Rates
for Public Four-Year and Two-Year Community Colleges
For Comparisons to National Rates[1]

Institutions	No. of Full-Time, Freshmen Fall 2004	Full-Time Retention Rate Fall 2005	Estimated No. of Students Retained by Calculation[2]	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,098	84%	922	
University of Nebraska-Lincoln	3,238	84%	2,720	
University of Nebraska at Omaha	1,583	75%	1,187	
Chadron State College	326	70%	228	
Peru State College	209	65%	136	
Wayne State College	552	67%	370	
Total Public 4-Year Institutions	7,006		5,563	**79.4%**
Central Community College	385	58%	223	
Metropolitan Community College	805	47%	378	
Mid-Plains Community College	316	34%	108	
Northeast Community College	762	71%	541	
Southeast Community College	2,350	69%	1,622	
Western Nebraska Community College	335	52%	174	
Total Public 2-Year Community Colleges	4,953		3,046	**61.5%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	65	77%	50	
University of Nebraska-Lincoln	28	36%	10	
University of Nebraska at Omaha	60	48%	29	
Chadron State College	44	36%	16	
Peru State College	10	50%	5	
Wayne State College	12	33%	4	
Total Public 4-Year Institutions	219		114	**51.9%**
Central Community College	115	42%	48	
Metropolitan Community College	606	34%	206	
Mid-Plains Community College	49	20%	10	
Northeast Community College	46	62%	29	
Southeast Community College	927	47%	436	
Western Nebraska Community College	215	16%	34	
Total Public 2-Year Community Colleges	1,958		763	**39.0%**

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2005 survey. Exceptions: Southeast Community College submitted an incorrect full-time retention rate of 51% on the fall 2005 IPEDS survey. The correct rate of 69% is reported in this table. Northeast Community College submitted an incorrect part-time retention rate of 17% on the fall 2005 IPEDS survey. The correct rate of 62% is reported in this table.

[2]The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

Table A9.4
Nebraska Full-Time Freshmen Retention Rates by Institution
Fall 2005 Compared to Fall 2004 Baseline[1]

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2004 Full-Time Freshmen Enrolled Fall 2005	Change Since Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture	73%	80%	7%
University of Nebraska at Kearney	82%	84%	2%
University of Nebraska-Lincoln	79%	84%	5%
University of Nebraska at Omaha	75%	75%	0%
Nebraska State CollegeSystem			
Chadron State College	73%	70%	-3%
Peru State College	60%	65%	5%
Wayne State College	70%	67%	-3%
Nebraska Community Colleges			
Central Community College	60%	58%	-2%
Metropolitan Community College	49%	47%	-2%
Mid-Plains Community College	43%	34%	-9%
Northeast Community College	67%	71%	4%
Southeast Community College[2]	68%	69%	1%
Western Nebraska Community College	50%	52%	2%
Independent Colleges & Universities			
Bellevue University	62%	63%	1%
BryanLGH College of Health Sciences			
Clarkson College	90%	60%	-30%
College of Saint Mary	69%	72%	3%
Concordia University	77%	78%	1%
Creighton University	88%	89%	1%
Dana College	66%	66%	0%
Doane College	79%	71%	-8%
Grace University	67%	49%	-18%
Hastings College	75%	78%	3%
Little Priest Tribal College	43%	20%	-23%
Midland Lutheran College	67%	70%	3%
Nebraska Christian College	63%	75%	12%
Nebraska Indian Community College	No Report	11%	
Nebraska Methodist College of Nursing & Allied Health	87%	82%	-5%
Nebraska Wesleyan University	80%	82%	2%
Summit Christian College	71%	66%	-5%
Union College	69%	71%	2%
York College	66%	68%	2%

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Table A9.4 Continued			
Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2004 Full-Time Freshmen Enrolled Fall 2005	Change Since Baseline Year
Degree-Granting Career Schools			
Hamilton College-Lincoln Campus	No Report	63%	
Hamilton College-Omaha Campus	43%	44%	1%
ITT Technical Institute	68%	65%	-3%
Myotherapy Institute	90%	92%	2%
The Creative Center	83%	86%	3%
Vatterott College	69%	73%	4%
Vatterott College-Spring Valley Campus	69%	55%	-14%
Non-Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology	90%	96%	6%
Capitol School of Hairstyling West	77%	76%	-1%
College of Hair Design	96%	91%	-5%
Fullen School of Hair Design[3]	69%	73%	4%
Joseph's College of Beauty-Lincoln	77%	69%	-8%
La'james International College	100%	93%	-7%
Omaha School of Massage Therapy	95%	No Report	

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2005 surveys.

[2]Southeast Community College submitted an incorrect full-time retention rate of 51% on the fall 2005 IPEDS survey, and the correct rate of 69% is reported in this table.

[3]Fullen School of Beauty-Lincoln reported a 69% full-time retention rate for fall 2004, but the school did not report the enrollment of full-time, first-time freshmen in fall 2003.

Table A9.5
Nebraska Part-Time Freshmen Retention Rates by Institution
Fall 2005 Compared to Fall 2004 Baseline[1]

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2004 Part-Time Freshmen Enrolled Fall 2005	Change Since Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture			
University of Nebraska at Kearney	67%	77%	10%
University of Nebraska-Lincoln	42%	36%	-6%
University of Nebraska at Omaha	49%	48%	-1%
Nebraska State College System			
Chadron State College	42%	36%	-6%
Peru State College	67%	50%	-17%
Wayne State College	50%	33%	-17%
Nebraska Community Colleges			
Central Community College	34%	42%	8%
Metropolitan Community College	35%	34%	-1%
Mid-Plains Community College	27%	20%	-7%
Northeast Community College[2]	42%	62%	See Note[3]
Southeast Community College	42%	47%	5%
Western Nebraska Community College	17%	16%	-1%
Independent Colleges & Universities			
Bellevue University	42%	40%	-2%
BryanLGH College of Health Sciences		77%	
Clarkson College	80%	40%	-40%
College of Saint Mary		27%	
Concordia University			
Creighton University		67%	
Dana College			
Doane College			
Grace University	57%	55%	-2%
Hastings College			
Little Priest Tribal College		28%	
Midland Lutheran College		10%	
Nebraska Christian College			
Nebraska Indian Community College		8%	
Nebraska Methodist College of Nursing & Allied Health			
Nebraska Wesleyan University			
Summit Christian College	100%		
Union College		29%	
York College		33%	

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Table A9.5 Continued			
Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2004 Part-Time Freshmen Enrolled Fall 2005	Change Since Baseline Year
Degree-Granting Career Schools			
Hamilton College-Lincoln Campus			
Hamilton College-Omaha Campus		3%	
ITT Technical Institute[4]		53%	
Myotherapy Institute[5]		60%	
The Creative Center			
Vatterott College			
Vatterott College-Spring Valley Campus			
Non-Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology			
Capitol School of Hairstyling West	16%		
College of Hair Design			
Fullen School of Hair Design			
Joseph's College of Beauty-Lincoln			
La'james International College			
Omaha School of Massage Therapy	70%		

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2005 surveys.

A number of schools in the independent and career school sectors did not report part-time retention rates for fall 2004 or fall 2005. Schools that reported part-time retention rates of 0% are also considered as non-reporting for the purposes of this table.

[2]Northeast Community College submitted an incorrect part-time retention rate of 17% on the fall 2005 IPEDS survey, and the correct rate of 62% is reported in this table.

[3]The reported 42% 2004 retention rate for Northeast Community College was unusually low for the school, resulting in a 20% increase in the retention rate the following year. The retention rate that will be reported for fall 2006 is estimated to be close to the fall 2005 rate of 62%.

[4]ITT Technical Institute reported a 50% retention rate for fall 2004, but the number of part-time freshmen in fall 2003 is 0 in the CCPE FTF database and 12 in the database maintained by NCHEMS, so the school's retention rate is not listed for fall 2004.

[5]Myotherapy Institute reported a 100% part-time retention rate for fall 2004 but reported no part-time, first-time freshmen for fall 2003.

Appendix 10

IPEDS College Graduation Rates

Explanatory Note A10.1
Information on Computed College Graduation Rates Based on Data Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate the percentage of undergraduates who complete their degree programs within 150% of specified time periods. Students in four-year programs are considered to be "completers" if they graduate within six years from the time of their first enrollment. For two-year programs, the time frame for completion is three years.

The graduation rate that is calculated for an institution using IPEDS data is typically based on a cohort of full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer.[1] The rate is calculated by dividing the number of completers by the number of students in the cohort and multiplying the fraction by 100 to express it as a percentage. The resulting percentage may be referred to as a "completion rate" or "graduation rate."

A student remains in a cohort group even if the student becomes a part-time student, transfers to another institution, or drops out of the institution permanently or temporarily, unless the student is removed from the institution's cohort group based on verifiable information, such as a record of the student's transfer to another institution. With or without cohort adjustments, graduation rates based on IPEDS data are estimates of the percentage of full-time, first-time degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates do not estimate the percentage of all students who complete their degree programs after transferring to other institutions, who started their degree programs in the winter or spring, or who initially enrolled at the institution as part-time students.

[1]A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several for-profit career schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating graduation rates.

Table A10.1
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2002–2003 through 2004–2005[1]

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2002–2003 Baseline			
University of Nebraska	5,501	2,872	52.2%
Nebraska State College System	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%
Degree-Granting Career Schools	1038	425	40.9%
Non-Degree-Granting Career Schools	654	479	73.2%
Total Reporting Institutions	16,347	7,932	**48.5%**
2003–2004			
University of Nebraska	5,671	3,116	54.9%
Nebraska State College System	1,231	560	45.5%
Nebraska Community Colleges	3,290	1,189	36.1%
Total Public Institutions	10,192	4,865	47.7%
Independent Colleges and Universities	1,542	855	55.4%
Degree-Granting Career Schools	561	266	47.4%
Non-Degree-Granting Career Schools	708	480	67.8%
Total Reporting Institutions	13,003	6,466	**49.7%**
2004–2005			
University of Nebraska	6,221	3,486	56.0%
Nebraska State College System	1,241	548	44.2%
Nebraska Community Colleges	5,165	1,749	33.9%
Total Public Institutions	12,627	5,783	45.8%
Independent Colleges and Universities	3,260	1,937	59.4%
Degree-Granting Career Schools	725	378	52.1%
Non-Degree-Granting Career Schools	929	677	72.9%
Total Reporting Institutions	17,541	8,775	**50.0%**

[1]Source: National Center for Education Statistics, fall 2003, fall 2004, and fall 2005 IPEDS surveys.

Table A10.2
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2004–2005 Compared to 2002–2003 Baseline[1]

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
University of Nebraska	5,501	2,872	52.2%	
Nebraska State College System	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%	
Degree-Granting Career Schools	1,038	425	40.9%	
Non-Degree-Granting Career Schools	654	479	73.2%	
Total Reporting Institutions	16,347	7,932	**48.5%**	
2004–2005				Increase or Decrease in Grad Rate
University of Nebraska	6,221	3,486	56.0%	+ 3.8%
Nebraska State College System	1,241	548	44.2%	+ 1.1%
Nebraska Community Colleges	5,165	1,749	33.9%	- 3.8%
Total Public Institutions	12,627	5,783	45.8%	+ 0.5%
Independent Colleges and Universities	3,260	1,937	59.4%	+ 2.4%
Degree-Granting Career Schools	725	378	52.1%	+ 11.2%
Non-Degree-Granting Career Schools	929	677	72.9%	- 0.3%
Total Reporting Institutions	17,541	8,775	**50.0%**	**+ 1.5%**

[1]Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys.

Table A10.3
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2004–2005 Compared to 2002–2003 Baseline[1]

Institutions Listed in Order Based on 2002–2003 Graduation Rate
(See Table A10.4 and Table A10.6 for supporting data.)

Institution	2002–2003 Grad Rate	2004–2005 Grad Rate	Increase or Decrease in Grad Rate
University of Nebraska	**52.2%**	**56.0%**	**3.8%**
Nebraska College of Technical Agriculture	62.9%	58.1%	-4.8%
University of Nebraska-Lincoln	59.5%	63.4%	3.9%
University of Nebraska at Kearney	46.6%	55.2%	8.6%
University of Nebraska at Omaha	36.4%	38.5%	2.1%
Nebraska State College System	**43.1%**	**44.2%**	**1.1%**
Chadron State College	46.9%	46.9%	0.0%
Wayne State College	45.4%	42.4%	-3.0%
Peru State College	31.8%	44.5%	12.7%
Nebraska Community Colleges	**37.7%**	**33.9%**	**-3.8%**
Northeast Community College	48.6%	53.5%	4.9%
Southeast Community College	44.3%	37.8%	-6.5%
Central Community College	38.6%	27.3%	-11.3%
Mid-Plains Community College	32.7%	35.6%	2.9%
Western Nebraska Community College	21.5%	25.3%	3.8%
Metropolitan Community College	15.0%	9.5%	-5.5%
Independent Colleges & Universities	**57.0%**	**59.4%**	**2.4%**
Creighton University	71.3%	74.7%	3.4%
Hastings College	64.2%	62.2%	-2.0%
Nebraska Wesleyan University	63.6%	69.3%	5.7%
Doane College	60.4%	68.7%	8.3%
Summit Christian College[2]	59.1%	45.5%	-13.6%
Concordia University	58.1%	45.4%	-12.7%
Dana College	53.7%	50.7%	-3.0%
Union College	53.3%	55.4%	2.1%
Clarkson College	47.2%	72.4%	25.2%
Midland Lutheran College	46.1%	39.8%	-6.3%
Nebraska Methodist College of Nursing & Allied Health	45.5%	72.7%	27.2%
York College	44.4%	42.6%	-1.8%
Grace University	41.2%	46.5%	5.3%
Nebraska Indian Community College	41.2%	0.0%	-41.2%
College of Saint Mary	35.9%	46.7%	10.8%
Nebraska Christian College	34.5%	64.9%	30.4%
Bellevue University	18.5%	28.4%	9.9%
Little Priest Tribal College	6.3%	0.0%	-6.3%
Total Public & Independent Colleges & Universities	**48.0%**	**48.6%**	**0.6%**

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Table A10.3 Continued			
Institution	2002–2003 Grad Rate	2004–2005 Grad Rate	Increase or Decrease in Grad Rate
Degree-Granting Career Schools	**40.9%**	**52.1%**	**11.2%**
Myotherapy Institute	86.8%	100.0%	13.2%
Vatterott College-Spring Valley Campus	72.0%	56.1%	-15.8%
The Creative Center	61.2%	89.5%	28.3%
ITT Technical Institute	43.1%	44.2%	1.1%
Hamilton College-Omaha Campus	37.0%	35.8%	-1.2%
Vatterott College	35.0%	79.7%	44.7%
Hamilton College-Lincoln Campus	24.6%	41.9%	17.3%
Non-Degree-Granting Career Schools	**73.2%**	**72.9%**	**-0.3%**
Alegent Health School of Radiologic Technology	100.0%	100.0%	0.0%
Fullen School of Hair Design	100.0%	52.5%	-47.5%
La'James International College	89.4%	88.7%	-0.7%
Capitol School of Hairstyling West	85.7%	27.0%	-58.7%
Xenon International School of Hair Design II, Inc.	84.1%	89.3%	5.3%
Omaha School of Massage Therapy	82.1%	88.9%	6.8%
College of Hair Design	60.5%	79.7%	19.2%
Joseph's College of Beauty-Lincoln	57.1%	59.2%	2.0%
STATE TOTAL	**48.5%**	**50.0%**	**1.5%**

[1]Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.4
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2002–2003[1]

Institutions Listed in Order Based on Graduation Rate

Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
University of Nebraska	**5,501**	**2,872**	**52.2%**
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%
Nebraska State College System	**1,306**	**563**	**43.1%**
Chadron State College	341	160	46.9%
Wayne State College	707	321	45.4%
Peru State College	258	82	31.8%
Nebraska Community Colleges	**4,564**	**1,720**	**37.7%**
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%
Independent Colleges & Universities	**3,284**	**1,873**	**57.0%**
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%
Summit Christian College[2]	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%
Total Public & Independent Colleges & Universities	**14,655**	**7,028**	**48.0%**

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Table A10.4 Continued			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
Degree-Granting Career Schools	**1,038**	**425**	**40.9%**
Myotherapy Institute	38	33	86.8%
Vatterott College-Spring Valley Campus	132	95	72.0%
The Creative Center	67	41	61.2%
ITT Technical Institute	58	25	43.1%
Hamilton College-Omaha Campus	235	87	37.0%
Vatterott College	183	64	35.0%
Hamilton College-Lincoln Campus	325	80	24.6%
Non-Degree-Granting Career Schools	**654**	**479**	**73.2%**
Fullen School of Hair Design	8	8	100.0%
Alegent Health School of Radiologic Technology	9	9	100.0%
La'James International College	66	59	89.4%
Capitol School of Hairstyling West	70	60	85.7%
Xenon International School of Hair Design II, Inc.	113	95	84.1%
Omaha School of Massage Therapy	95	78	82.1%
College of Hair Design	76	46	60.5%
Joseph's College of Beauty-Lincoln	217	124	57.1%
Total Career Schools	**1,692**	**904**	**53.4%**
State Total	**16,347**	**7,932**	**48.5%**

[1]Source: National Center for Education Statistics, fall 2003 IPEDS survey.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.5
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2003–2004[1]

Institutions Listed in Order Based on Graduation Rate

Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
University of Nebraska	**5,761**	**3,170**	**55.0%**
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 at Omaha	1,296	487	37.6%
Nebraska State College System	**1,231**	**560**	**45.5%**
Chadron State College	318	149	46.9%
Wayne State College	700	325	46.4%
Peru State College	213	86	40.4%
Nebraska Community Colleges	**4,825**	**1,584**	**32.8%**
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%
Metropolitan Community College	691	88	12.7%
Nebraska Independent Colleges & Universities	**3,253**	**1,911**	**58.7%**
Summit Christian College[2]	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 Saint 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%
Total Public & Independent Colleges & Universities	**15,070**	**7,225**	**47.9%**

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Table A10.5 Continued			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
Degree-Granting Career Schools	**561**	**266**	**47.4%**
Myotherapy Institute	36	36	100.0%
The Creative Center	75	62	82.7%
Vatterott College	51	40	78.4%
ITT Technical Institute	42	16	38.1%
Hamilton College-Omaha Campus	51	19	37.3%
Vatterott College-Spring Valley Campus	192	62	32.3%
Hamilton College-Lincoln Campus	114	31	27.2%
Non-Degree-Granting Career Schools	**708**	**480**	**67.8%**
Fullen School of Hair Design	12	12	100.0%
Alegent Health School of Radiologic Technology	6	6	100.0%
La'James International College	84	73	86.9%
Omaha School of Massage Therapy	77	60	77.9%
Xenon International School of Hair Design II, Inc.	125	92	73.6%
College of Hair Design	103	73	70.9%
Joseph's College of Beauty-Lincoln	226	131	58.0%
Capitol School of Hairstyling West	75	33	44.0%
Total Career Schools	**1,269**	**746**	**58.8%**
State Total	**16,339**	**7,971**	**48.8%**

[1]Source: National Center for Education Statistics, fall 2004 IPEDS survey.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.6
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2004–2005[1]

Institutions Listed in Order Based on Graduation Rate

Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
University of Nebraska	**6,221**	**3,486**	**56.0%**
University of Nebraska-Lincoln	3,592	2,279	63.4%
Nebraska College of Technical Agriculture	117	68	58.1%
University of Nebraska at Kearney	1,035	571	55.2%
University of Nebraska at Omaha	1,477	568	38.5%
Nebraska State College System	**1,241**	**548**	**44.2%**
Chadron State College	392	184	46.9%
Peru State College	191	85	44.5%
Wayne State College	658	279	42.4%
Nebraska Community Colleges	**5,165**	**1,749**	**33.9%**
Northeast Community College	714	382	53.5%
Southeast Community College	2,499	944	37.8%
Mid-Plains Community College	464	165	35.6%
Central Community College	337	92	27.3%
Western Nebraska Community College	360	91	25.3%
Metropolitan Community College	791	75	9.5%
Nebraska Independent Colleges & Universities	**3,260**	**1,937**	**59.4%**
Creighton University	822	614	74.7%
Nebraska Methodist College of Nursing & Allied Health	22	16	72.7%
Clarkson College	87	63	72.4%
Nebraska Wesleyan University	358	248	69.3%
Doane College	278	191	68.7%
Nebraska Christian College	37	24	64.9%
Hastings College	286	178	62.2%
Union College	166	92	55.4%
Dana College	142	72	50.7%
College of Saint Mary	105	49	46.7%
Grace University	99	46	46.5%
Summit Christian College[2]	11	5	45.5%
Concordia University	324	147	45.4%
York College	136	58	42.6%
Midland Lutheran College	269	107	39.8%
Bellevue University	95	27	28.4%
Nebraska Indian Community College	11	0	0.0%
Little Priest Tribal College	12	0	0.0%
Total Public & Independent Colleges & Universities	**15,887**	**7,720**	**48.6%**

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Table A10.6			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
Degree-Granting Career Schools	**725**	**378**	**52.1%**
Myotherapy Institute	35	35	100.0%
The Creative Center	57	51	89.5%
Vatterott College	64	51	79.7%
Vatterott College-Spring Valley Campus	98	55	56.1%
ITT Technical Institute	77	34	44.2%
Hamilton College-Lincoln Campus	179	75	41.9%
Hamilton College-Omaha Campus	215	77	35.8%
Non-Degree-Granting Career Schools	**929**	**677**	**72.9%**
Alegent Health School of Radiologic Technology	13	13	100.0%
Xenon International School of Hair Design II, Inc.	253	226	89.3%
Omaha School of Massage Therapy	99	88	88.9%
La'James International College	97	86	88.7%
College of Hair Design	69	55	79.7%
Joseph's College of Beauty-Lincoln	284	168	59.2%
Fullen School of Hair Design	40	21	52.5%
Capitol School of Hairstyling West	74	20	27.0%
Total Career Schools	**1,654**	**1,055**	**63.8%**
State Total	**17,541**	**8,775**	**50.0%**

[1]Source: National Center for Education Statistics, fall 2005 IPEDS survey.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.7
Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity
2004–2005 Compared to 2002–2003 Baseline[1]

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
White (non-Hispanic)	14,377	7,212	**50.2%**	
Asian/Pacific Islander	292	151	**51.7%**	
Hispanic	360	121	**33.6%**	
Native American	136	34	**25.0%**	
Black (non-Hispanic)	565	166	**29.4%**	
Total Known Race/Ethnicity	15,730	7,613	48.4%	
2004–2005				Increase or Decrease in Grad Rate
White (non-Hispanic)	15,320	7,905	**51.6%**	**1.4%**
Asian/Pacific Islander	339	167	**49.3%**	**-2.4%**
Hispanic	420	137	**32.6%**	**-1.0%**
Native American	99	24	**24.2%**	**-0.8%**
Black (non-Hispanic)	584	177	**30.3%**	**0.9%**
Total Known Race/Ethnicity	16,762	8,345	49.8%	1.4%

[1]Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Institutions include the degree-granting and non-degree-granting private career schools. Counts do not include foreign students and students of unknown race/ethnicity. Consequently, the total graduation rates of 48.4% and 49.8% for 2002–2003 and 2004–2005, respectively, are lower than the statewide rates of 48.5% and 50.0%, which are based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity.

Table A10.8
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Race/Ethnicity
2004–2005 Compared to 2002–2003 Baseline[1]

Race/Ethnicity	2002–2003		2004–2005		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
University of Nebraska					
White (non-Hispanic)	2,631	54.6%	3,203	57.5%	**2.9%**
Asian/Pacific Islander	34	38.2%	54	50.5%	**12.3%**
Hispanic	32	30.5%	53	37.6%	**7.1%**
Native American	6	18.2%	6	33.3%	**15.2%**
Black (non-Hispanic)	36	24.5%	46	30.3%	**5.8%**
Total Known	2,739		3,362		
Nebraska State College System					
White (non-Hispanic)	525	44.6%	517	45.6%	**1.0%**
Asian/Pacific Islander	5	50.0%	2	25.0%	**-25.0%**
Hispanic	4	26.7%	3	17.6%	**-9.0%**
Native American	6	30.0%	2	33.3%	**3.3%**
Black (non-Hispanic)	4	14.3%	6	21.4%	**7.1%**
Total	544		530		
Community Colleges					
White (non-Hispanic)	1,625	39.7%	1,630	35.6%	**-4.1%**
Asian/Pacific Islander	9	18.4%	21	22.3%	**4.0%**
Hispanic	23	18.0%	27	18.2%	**0.3%**
Native American	7	23.3%	2	9.1%	**-14.2%**
Black (non-Hispanic)	22	15.5%	23	13.7%	**-1.8%**
Total	1,686		1,703		
Independent Colleges & Universities					
White (non-Hispanic)	1,667	57.7%	1,747	63.4%	**5.8%**
Asian/Pacific Islander	97	75.8%	84	70.0%	**-5.8%**
Hispanic	43	59.7%	35	44.3%	**-15.4%**
Native American	11	26.8%	11	26.8%	**0.0%**
Black (non-Hispanic)	33	44.6%	37	33.3%	**-11.3%**
Total	1,851		1,914		

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Table A10.8 Continued					
Race/Ethnicity	2002–2003		2004–2005		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
Degree-Granting Career Schools					
White (non-Hispanic)	335	40.7%	272	51.1%	**10.4%**
Asian/Pacific Islander	3	30.0%	3	60.0%	**30.0%**
Hispanic	9	36.0%	4	50.0%	**14.0%**
Native American	2	33.3%	0	0.0%	**-33.3%**
Black (non-Hispanic)	42	32.1%	46	47.4%	**15.4%**
Total	349		279		
Non-Degree-Granting Career Schools					
White (non-Hispanic)	429	74.5%	536	71.8%	**-2.7%**
Asian/Pacific Islander	3	50.0%	3	60.0%	**10.0%**
Hispanic	10	66.7%	15	55.6%	**-11.1%**
Native American	2	33.3%	3	30.0%	**-3.3%**
Black (non-Hispanic)	29	67.4%	19	67.9%	**0.4%**
Total	444		557		
Total Nebraska Postsecondary Institutions					
White (non-Hispanic)	7,212	50.2%	7,905	51.6%	**1.4%**
Asian/Pacific Islander	151	51.7%	167	49.3%	**-2.4%**
Hispanic	121	33.6%	137	32.6%	**-1.0%**
Native American	34	25.0%	24	24.2%	**-0.8%**
Black (non-Hispanic)	166	29.4%	177	30.3%	**0.9%**
Total	7,613		8,345		

[1]Source: National Center for Education Statistics, fall 2003 and fall 2005 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.

Appendix 11

Design and Limitations of the 2006 NSC Research Project

The 2006 NSC Research Project was designed to estimate transfer, completion, and persistence rates that can be estimated only by using institutional data supplemented with data obtained through the analysis of student records maintained by the National Student Clearinghouse (NSC).

Data Available from the National Student Clearinghouse

Founded in 1993, the National Student Clearinghouse is a not-for-profit organization headquartered in Herndon, Virginia that serves as a central repository of postsecondary student enrollment data voluntarily submitted by nearly 3,000 colleges and universities. These institutions enroll more than 15 million, or 91%, of the postsecondary students currently enrolled in the United States. The Clearinghouse also maintains enrollment records for more than 60 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 educational 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 under federal law.

Enrollment status data available from the Clearinghouse categorizes students as full-time, half-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 63% of the students who have been enrolled at currently participating institutions.

Enrollment data in the Clearinghouse database can be queried by any institution that submits data to the Clearinghouse. However, graduation-related data are available only to institutions that participate in the DegreeVerify^{SM} 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, when the 2006 NSC Research Project was conducted, the University of Omaha was the only University of Nebraska campus with access to graduation status data. The University of Nebraska-Lincoln and the Nebraska College of Technical Agriculture have chosen not to participate in the DegreeVerify^{SM} service, and the University of Nebraska at Kearney did not start participating in the service in time to obtain the data requested for this project.

Design of the 2006 NSC Research Project

The 2006 NSC Research Project was designed to overcome several limitations of the 2005 NSC Pilot Research Project and provide policymakers and institutions with new information about transfer, completion, and persistence rates of students who have enrolled at Nebraska's public colleges and universities as first-time freshmen.

Data Collection

To achieve the objectives of the 2006 NSC Research Project, two primary data collection forms were developed—one for Nebraska's public four-year institutions and the other for Nebraska's six community colleges. A third data collection form was developed for the Nebraska College of Technical Agriculture-Curtis, due to the unique nature of this institution. (Copies of these forms are available from the Coordinating Commission upon request.)

Each section of the data collection forms began with a request for the number of first-time degree-seeking freshmen who were enrolled at any time during a specified reporting year. For the purposes of this research, a reporting year—or what may be called a full academic year—was defined as the 12-month period from the beginning of the first summer session (or quarter) to the beginning of the first summer session (or quarter) of the following year, or from July 1 to June 30 of the following year, whichever the institution preferred. These alternative time frames are important to mention because they were designed to capture all of the students enrolled during a specified year, rather than limiting cohorts to students who enrolled during the fall or preceding summer, which is the standard procedure for IPEDS data.

The first part of the data collection form for the four year institutions—the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three state colleges—asked each institution to report the number of full-time and part-time, first-time freshmen who were enrolled in bachelor's or equivalent degree programs at any time during each of two full academic years, 2003–2004 and 2004–2005. Given this enrollment count, the institution was asked to report the number of students in each cohort who continued to be enrolled or re-enrolled at the institution at any time during the following full academic year and to determine, using files obtained from the National Student Clearinghouse, the number of students who transferred to other postsecondary institutions prior to the end of the same year. The first part of the data collection form was the same for the community colleges, except that it asked for enrollment, retention, and transfer counts for all degree- or certificate-seeking students who enrolled as first-time freshmen in 2003–2004 and 2004–2005.

The second part of the data collection form for the four-year institutions asked each institution to report enrollment and completion data for bachelor's degree-seeking students who enrolled at the institution as full-time, first-time freshmen at any time during each of two academic years, 1998–1999 and 1999–2000. Given these enrollment counts, each institution was asked to report the number of students who completed degree programs at the institution in four, five, or six years, and also to determine how many completed degree programs at other postsecondary institutions within six years. In addition, the institution was asked to report how many students in each cohort continued to be enrolled at the institution or at any other postsecondary institution at the end of the six-year period.

The second part of the data collection form for the community colleges requested enrollment, completion, and persistence data for part-time as well as full-time freshmen and focused on the students who enrolled in academic transfer programs as first-time freshmen in 1998–1999 and 1999–2000. Specifically, this part of the form asked each community college to determine how many of academic transfer students completed diploma, certificate, or associate degree programs within three years; how many transferred to public or private institutions and

earned bachelor's degrees within six years; and how many were persisting in their studies at any postsecondary institution at the end of the six-year period.

The data collection form for the community colleges also included a detailed request for enrollment, completion, transfer, and persistence data for full-time and part-time first-time freshmen who enrolled in academic transfer programs or other degree or certificate programs in 2002–2003 and 2003–2004. This request asked each community college to report the number of students in each cohort and determine how many completed academic transfer or other programs within three years, how many were persisting in these programs at the end of the three-year period, and how many had transferred to other institutions.

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 necessary changes.

The Commission's analysis focused on the combined data for the University of Nebraska system, the Nebraska State College System, and the six 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 the academic progress of students who have enrolled at Nebraska's public institutions as first-time freshmen, rather than to compare institutions within or across the three sectors. Additionally, the Commission believes the combined-data approach is appropriate, given the potential for errors, omissions, and inconsistencies in a study that relies heavily on a manual examination of thousands of student files obtained from the National Student Clearinghouse.

Due to potential inaccuracies and other limitations of this research, the two years of data collected in each part of this study were summarized separately and then combined, rather than compared, for the purposes of this report. The resulting analysis provides an overall picture of student progress during the time periods covered in this study, rather than a comparison of retention, transfer, completion, or persistence rates from one year to the next. While such comparisons can be made using the data collected in this study, the Commission believes that estimates based on data aggregated over two years are more appropriate, given the variability evidenced in the data collected and the general limitations of this research.

Limitations of the 2006 NSC Research Project

The design of the 2006 NSC Research Project overcame several important difficulties and limitations of the NSC Pilot Research Project conducted in 2005. However, data collection in 2006 was time-consuming for the participating institutions to conduct, and the study continued to have limitations that could not be overcome completely through improved research design.

Errors and Inconsistencies in Data Collection

The public institutions that participated in the 2006 NSC Project made every effort possible to provide the Commission with accurate data to estimate the retention, transfer, completion, and persistence rates selected for study. However, even with diligent effort, errors and inconsistencies cannot be completely avoided in a study of this type. Some errors, omissions, and inconsistencies were identified and corrected through the data review process. However, others could not be detected in time for them to be corrected, or they remained undetected through the process of data review and analysis.

Incomplete Transfer and Completion Data

As mentioned previously, the University of Nebraska-Lincoln (UNL) and the Nebraska College of Technical Agriculture-Curtis (NCTA-Curtis) do not participate in the DegreeVerify^{SM} service offered by the National Student Clearinghouse, and the University of Nebraska at Kearney (UNK) had not completed the process of submitting graduation-related data to the Clearinghouse when data were collected for the 2006 NSC Research Project. As a result, graduation data for students who transferred from UNL, UNK, or NCTA-Curtis to other institutions could not be obtained from the Clearinghouse.

The University of Nebraska did submit completion data for students who transferred from UNL, UNK, or NCTA to institutions within the university system. However, completion data could not be provided for students who transferred to institutions outside the university system.

Mid-Plains Community College cannot send student files electronically to the Clearinghouse for any academic prior to 1999–2000. Consequently, students who enrolled as first-time freshmen at Mid-Plains in 1998–1999 are not included in this study.

Mid-Plains Community College also was unable to provide transfer and completion data for students who enrolled as freshmen in 2002–2003 and 2003–2004 and transferred to and from programs within the college. However, based on a thorough analysis of the data submitted by all of the community colleges, the missing transfer data for Mid-Plains did not significantly affect any of the results of this study.

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 about 10% of the students represented in the Clearinghouse's most recent student files must be considered as a current limitation.

Definitions of Cohorts and Time-Frames for Retention and Completion Rates

Another limitation of the 2006 NSC Research Project is that the retention and completion rates estimated in this study cannot be directly compared to rates based on NCES-IPEDS data. The freshmen cohorts defined for the 2006 NSC Research Project included students who enrolled in the winter or spring, as well as those who started college in the fall or preceding summer. Similarly, the time frame for estimating student retention rates extended through the end of the following academic year, rather than being limited to the fall semester (or quarter).

In designing the 2006 NSC Research Project, time frames for estimating completion rates were generally based on NCES-IPEDS standards. However, using the same three- or

six-year time period for all students in a cohort shortened the time frame for degree completion for most of the reported students.

Important Caveat

Given the limitations of the 2006 NSC Research Project, it is important to consider the findings of this study as estimates of retention, transfer, completion, and persistence rates of students who have enrolled at Nebraska's public institutions as first-time freshmen. These estimates provide policymakers with important, new information, but they do not have the reliability of retention and completion rate based on NCES-IPEDS data and should not be compared to them.

Appendix 12

Freshmen Retention, Transfer, and Persistence Rates for Students Who Started College at Nebraska's Public Colleges and Universities

(Based on National Student Clearinghouse and Institutional Data)

Table A12.1
Freshmen Retention, Transfer and Postsecondary Persistence Rates of Students Who Enrolled at Nebraska Public Colleges and Universities as Full-Time, First-Time Freshmen in 2003–2004 and 2004–2005 Based on Institution and National Student Clearinghouse Data[1]

Public Institution	Total Number of Full-Time, First-Time Freshmen	**Same-School Full-Time Freshmen Retention Rate**	**Full-Time Freshmen Transfer Rate**	**Postsecondary Full-time Freshmen Persistence Rate**
For the Freshmen Class of 2003–2004				
NCTA-Curtis	67	82.1%	3.0%	85.1%
University of Nebraska at Kearney	1,081	78.5%	10.8%	89.4%
University of Nebraska-Lincoln	3,743	79.6%	14.3%	93.9%
University of Nebraska at Omaha	1,530	75.1%	13.8%	88.9%
University of Nebraska	**6,421**	**78.4%**	**13.5%**	**91.8%**
Chadron State College	332	71.7%	12.3%	84.0%
Peru State College	198	61.6%	25.8%	87.4%
Wayne State College	606	71.9%	15.5%	87.5%
Nebraska State College System	**1,136**	**70.1%**	**16.4%**	**86.4%**
Central Community College	666	54.5%	7.2%	61.7%
Metro Community College	1,623	60.3%	8.3%	68.6%
Mid-Plains Community College	366	31.1%	11.7%	42.9%
Northeast Community College	823	70.1%	5.5%	75.6%
Southeast Community College	3,511	72.6%	2.7%	75.2%
Western NE Community College	419	50.1%	13.1%	63.2%
Nebraska Community Colleges	**7,408**	**64.7%**	**5.7%**	**70.3%**
Nebraska Public Institutions	**14,965**	**71.0%**	**9.8%**	**80.8%**

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Table A12.1 Continued				
Public Institution	Total Number of Full-Time, First-Time Freshmen	**Same-School Full-Time Freshmen Retention Rate**	**Full-Time Freshmen Transfer Rate**	**Postsecondary Full-Time Freshmen Persistence Rate**
For the Freshmen Class of 2004–2005				
NCTA-Curtis	109	89.0%	3.7%	92.7%
University of Nebraska at Kearney	1,116	80.6%	12.5%	93.0%
University of Nebraska-Lincoln	3,331	81.2%	13.2%	94.5%
University of Nebraska at Omaha	1,646	73.3%	16.6%	89.9%
University of Nebraska	**6,202**	**79.2%**	**13.8%**	**93.0%**
Chadron State College	409	67.2%	14.7%	81.9%
Peru State College	230	63.0%	18.7%	81.7%
Wayne State College	590	69.3%	16.6%	85.9%
Nebraska State College System	**1,229**	**67.5%**	**16.4%**	**83.8%**
Central Community College	809	57.7%	10.8%	68.5%
Metro Community College	1,506	62.5%	9.0%	71.6%
Mid-Plains Community College	382	69.4%	1.8%	71.2%
Northeast Community College	863	72.5%	7.0%	79.5%
Southeast Community College	3,028	73.9%	14.4%	88.3%
Western NE Community College	387	53.7%	11.1%	64.9%
Nebraska Community Colleges	**6,975**	**68.0%**	**11.0%**	**79.1%**
Nebraska Public Institutions	**14,406**	**72.8%**	**12.7%**	**85.5%**

[1]Data submitted by the Nebraska public institutions to Nebraska's Coordinating Commission for Postsecondary Education for the 2006 NSC Research Project. Spreadsheets of the data obtained and the calculated rates shown in this table are available upon request from the Commission.

Table A12.2
Freshmen Retention, Transfer and Postsecondary Persistence Rates of Students Who Enrolled at Nebraska Public Colleges and Universities as Part-Time, First-Time Freshmen in 2003–2004 and 2004–2005 Based on Institution and National Student Clearinghouse Data[1]

Public Institution	Total Number of Part-Time, First-Time Freshmen	**Same-School Part-Time Freshmen Retention Rate**	**Part-Time Freshmen Transfer Rate**	**Postsecondary Part-Time Freshmen Persistence Rate**
For the Freshmen Class of 2003–2004				
NCTA-Curtis	28	10.7%	14.3%	25.0%
University of Nebraska at Kearney	48	81.3%	8.3%	89.6%
University of Nebraska-Lincoln	43	44.2%	44.2%	88.4%
University of Nebraska at Omaha	101	46.5%	24.8%	71.3%
University of Nebraska	**220**	**49.1%**	**23.6%**	**72.7%**
Chadron State College	27	29.6%	14.8%	44.4%
Peru State College	6	50.0%	33.3%	83.3%
Wayne State College	19	47.4%	26.3%	73.7%
Nebraska State College System	**52**	**38.5%**	**21.2%**	**59.6%**
Central Community College	597	44.6%	14.9%	59.5%
Metro Community College	1,640	46.7%	10.9%	57.6%
Mid-Plains Community College	425	40.0%	10.4%	50.4%
Northeast Community College	86	57.0%	5.8%	62.8%
Southeast Community College	1,585	70.6%	5.1%	75.7%
Western NE Community College	346	25.7%	39.6%	65.3%
Nebraska Community Colleges	**4,679**	**52.6%**	**11.4%**	**64.0%**
Nebraska Public Institutions	**4,951**	**52.3%**	**12.1%**	**64.3%**

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Table A12.2 Continued				
Public Institution	Total Number of Part-Time, First-Time Freshmen	**Same-School Part-Time Freshmen Retention Rate**	**Part-Time Freshmen Transfer Rate**	**Postsecondary Part-Time Freshmen Persistence Rate**
For the Freshmen Class of 2004–2005				
NCTA-Curtis	12	25.0%	16.7%	41.7%
University of Nebraska at Kearney	53	81.1%	9.4%	90.6%
University of Nebraska-Lincoln	32	34.4%	37.5%	71.9%
University of Nebraska at Omaha	87	57.5%	17.2%	74.7%
University of Nebraska	**172**	**60.5%**	**18.6%**	**79.1%**
Chadron State College	16	56.3%	6.3%	62.5%
Peru State College	5	80.0%	0.0%	80.0%
Wayne State College	21	42.9%	23.8%	66.7%
Nebraska State College System	**42**	**52.4%**	**14.3%**	**66.7%**
Central Community College	587	48.2%	15.0%	63.2%
Metro Community College	1,404	46.9%	12.2%	59.0%
Mid-Plains Community College	270	64.8%	2.6%	67.4%
Northeast Community College	80	41.3%	20.0%	61.3%
Southeast Community College	1,854	51.7%	19.0%	70.7%
Western NE Community College	343	24.5%	38.8%	63.3%
Nebraska Community Colleges	**4,538**	**48.3%**	**16.9%**	**65.2%**
Nebraska Public Institutions	**4,752**	**48.8%**	**16.9%**	**65.7%**

[1]Data submitted by the Nebraska public institutions to Nebraska's Coordinating Commission for Postsecondary Education for the 2006 NSC Research Project. Spreadsheets of the data obtained and the calculated rates shown in this table are available upon request from the Commission.

Appendix 13

Estimated College Completion and Persistence Rates for Students Who Started College in Bachelor's Degree Programs at Nebraska's Public Four-Year Institutions or in Academic Transfer Programs at Nebraska's Community Colleges

(Based on National Student Clearinghouse and Institutional Data)

Table A13.1
Estimated Six-Year Completion Rates for Full-Time, First-Time Freshmen Who Enrolled in Bachelor's Degree Programs at the University of Nebraska or the Nebraska State College System in 1998–1999 and 1999–2000[1]

Part 1: Completers at the Same Institution Where Students Initially Enrolled

Institution and Sector	Number of Full-Time, First-Time, Bachelor's Degree-Seeking Students	Completed Bachelor's Degrees at the Same Institution		Completed Other Degree Programs at the Same Institution		Total Who Completed Degree Programs at the Same Institution	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
1998–1999 Cohort							
UNO	1,375	414	30.1%	6	0.4%	420	30.5%
UNK	1,228	566	46.1%	12	1.0%	578	47.1%
UNL	3,476	1,863	53.6%	52	1.5%	1,915	55.1%
University of Nebraska	6,079	2,843	46.8%	70	1.2%	2,913	47.9%
Chadron State	485	208	42.9%	0	0.0%	208	42.9%
Peru State	229	64	27.9%	0	0.0%	64	27.9%
Wayne State	696	319	45.8%	0	0.0%	319	45.8%
NE State College System	1,410	591	41.9%	0	0.0%	591	41.9%
1999–2000 Cohort							
UNO	1,594	487	30.6%	8	0.5%	495	31.1%
UNK	1,213	578	47.7%	8	0.7%	586	48.3%
UNL	3,716	2,048	55.1%	60	1.6%	2,108	56.7%
University of Nebraska	6,523	3,113	47.7%	76	1.2%	3,189	48.9%
Chadron State	475	192	40.4%	0	0.0%	192	40.4%
Peru State	197	55	27.9%	0	0.0%	55	27.9%
Wayne State	673	279	41.5%	0	0.0%	279	41.5%
NE State College System	1,345	526	39.1%	0	0.0%	526	39.1%
Two-Years Combined							
University of Nebraska	12,602	5,956	47.3%	146	1.2%	6,102	48.4%
NE State College System	2,755	1,117	40.5%	0	0.0%	1,117	40.5%

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Table A13.1 Continued

Part 2: Total Completers

Institution and Sector	Number of Full-Time, First-Time, Bachelor's Degree-Seeking Students	Total Who Completed Degree Programs at the Same Institution (from Part 1)		Completed Any Degrees at Other Institutions		Total Who Completed Degree Programs	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
1998–1999 Cohort							
UNO	1,375	420	30.5%	118	8.6%	538	39.1%
UNK (See note below)	1,228	578	47.1%	70	5.7%	648	52.8%
UNL (See note below)	3,476	1,915	55.1%	178	5.1%	2,093	60.2%
University of Nebraska	6,079	2,913	47.9%	366	6.0%	3,279	53.9%
Chadron State	485	208	42.9%	65	13.4%	273	56.3%
Peru State	229	64	27.9%	33	14.4%	97	42.4%
Wayne State	696	319	45.8%	100	14.4%	419	60.2%
NE State College System	1,410	591	41.9%	198	14.0%	789	56.0%
1999–2000 Cohort							
UNO	1,594	495	31.1%	208	13.0%	703	44.1%
UNK (See note below)	1,213	586	48.3%	48	4.0%	634	52.3%
UNL (See note below)	3,716	2,108	56.7%	180	4.8%	2,288	61.6%
University of Nebraska	6,523	3,189	48.9%	436	6.7%	3,625	55.6%
Chadron State	475	192	40.4%	83	17.5%	275	57.9%
Peru State	197	55	27.9%	32	16.2%	87	44.2%
Wayne State	673	279	41.5%	95	14.1%	374	55.6%
NE State College System	1,345	526	39.1%	210	15.6%	736	54.7%
Two-Years Combined							
University of Nebraska	12,602	6,102	48.4%	802	6.4%	6,904	54.8%
NE State College System	2,755	1,117	40.5%	408	14.8%	1,525	55.3%

Note: The numbers and percentages reported do not include students who transferred from UNK or UNL to institutions outside the university system.

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Table A13.1 Continued

Part 3: Students Persisting Six Years from Initial Enrollment

Institution and Sector	Number of Full-Time, First-Time, Bachelor's Degree-Seeking Students	Enrolled at the Same Institution at the End of Six-Year Period		Enrolled at Other Institutions at the End of Six-Year Period		Total Persisting Six Years from Initial College Enrollment	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
1998–1999 Cohort							
UNO	1,375	111	8.1%	146	10.6%	257	18.7%
UNK (See note below)	1,228	58	4.7%	96	7.8%	154	12.5%
UNL (See note below)	3,476	89	2.6%	296	8.5%	385	11.1%
University of Nebraska	6,079	258	4.2%	538	8.9%	796	13.1%
Chadron State	485	7	1.4%	53	10.9%	60	12.4%
Peru State	229	8	3.5%	33	14.4%	41	17.9%
Wayne State	696	11	1.6%	44	6.3%	55	7.9%
NE State College System	1,410	26	1.8%	130	9.2%	156	11.1%
1999–2000 Cohort							
UNO	1,594	153	9.6%	157	9.8%	310	19.4%
UNK (See note below)	1,213	53	4.4%	92	7.6%	145	12.0%
UNL (See note below)	3,716	171	4.6%	344	9.3%	515	13.9%
University of Nebraska	6,523	377	5.8%	593	9.1%	970	14.9%
Chadron State	475	14	2.9%	58	12.2%	72	15.2%
Peru State	197	6	3.0%	22	11.2%	28	14.2%
Wayne State	673	15	2.2%	55	8.2%	70	10.4%
NE State College System	1,345	35	2.6%	135	10.0%	170	12.6%
Two-Years Combined							
University of Nebraska	12,602	635	5.0%	1,131	9.0%	1,766	14.0%
NE State College System	2,755	61	2.2%	265	9.6%	326	11.8%

Note: The numbers and percentages reported do not include students who transferred from UNK or UNL to institutions outside the university system.

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Table A13.1 Continued

Part 4: Total Completion and Persistence Rate

Institution and Sector	Number of Full-Time, First-Time, Bachelor's Degree-Seeking Students	Total Who Completed Degree Programs (from Part 2)		Total Persisting Six Years from Initial College Enrollment (from Part 3)		Total Completion and Persistence Rate	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
1998–1999 Cohort							
UNO	1,375	538	39.1%	257	18.7%	795	57.8%
UNK (See note below)	1,228	648	52.8%	154	12.5%	802	65.3%
UNL (See note below)	3,476	2,093	60.2%	385	11.1%	2,478	71.3%
University of Nebraska	6,079	3,279	53.9%	796	13.1%	4,075	67.0%
Chadron State	485	273	56.3%	60	12.4%	333	68.7%
Peru State	229	97	42.4%	41	17.9%	138	60.3%
Wayne State	696	419	60.2%	55	7.9%	474	68.1%
NE State College System	1,410	789	56.0%	156	11.1%	945	67.0%
1999–2000 Cohort							
UNO	1,594	703	44.1%	157	9.8%	1,013	63.6%
UNK (See note below)	1,213	634	52.3%	92	7.6%	779	64.2%
UNL (See note below)	3,716	2,288	61.6%	344	9.3%	2,803	75.4%
University of Nebraska	6,523	3,625	55.6%	593	9.1%	4,595	70.4%
Chadron State	475	275	57.9%	72	15.2%	347	73.1%
Peru State	197	87	44.2%	28	14.2%	115	58.4%
Wayne State	673	374	55.6%	70	10.4%	444	66.0%
NE State College System	1,345	736	54.7%	170	12.6%	906	67.4%
Two-Years Combined							
University of Nebraska	12,602	6,904	54.8%	1,766	14.0%	8,670	68.8%
NE State College System	2,755	1,525	55.3%	326	11.8%	1,851	67.1%

Note: The numbers and percentages reported do not include students who transferred from UNK or UNL to institutions outside the university system.

[1] Institutional and National Student Clearinghouse data submitted by the University of Nebraska Central Administration and the three state colleges constituting the Nebraska State College System for the 2006 NSC Research Project. Unless otherwise noted, degrees include all diplomas, certificates, and degrees awarded.

Table A13.2
Estimated Six-Year Completion Rates for First-Time Freshmen Who Enrolled in Academic Transfer Programs (ATP) at Nebraska Community Colleges in 1998–1999 and 1999–2000[1]

Part 1: ATP Students Who Completed the ATP at the Same College Where They Initially Enrolled

Institution and Sector	Number of First-Time, Degree-Seeking Freshmen in ATP	Completed ATP at the Same College within Three Years		Completed ATP at the Same College within Six Years		Total Who Completed ATP at the Same College	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
1998–1999 Cohort							
Central	211	27	12.8%	9	4.3%	36	17.1%
Metro	185	2	1.1%	7	3.8%	9	4.9%
Mid-Plains							
Northeast	238	71	29.8%	8	3.4%	79	33.2%
Southeast	688	62	9.0%	11	1.6%	73	10.6%
Western	147	41	27.9%	9	6.1%	50	34.0%
Sector Total	1,469	203	13.8%	44	3.0%	247	16.8%
1999–2000 Cohort							
Central	166	1	0.6%	0	0.0%	1	0.6%
Metro	164	4	2.4%	4	2.4%	8	4.9%
Mid-Plains	186	91	48.9%	11	5.9%	102	54.8%
Northeast	249	57	22.9%	7	2.8%	64	25.7%
Southeast	823	55	6.7%	45	5.5%	100	12.2%
Western	114	34	29.8%	11	9.6%	45	39.5%
Sector Total	1,702	242	14.2%	78	4.6%	320	18.8%
Two Years Combined	3,171	445	14.0%	122	3.8%	567	17.9%
Part-Time Freshmen							
1998–1999 Cohort							
Central	155	3	1.9%	5	3.2%	8	5.2%
Metro	166	1	0.6%	3	1.8%	4	2.4%
Mid-Plains							
Northeast	48	1	2.1%	1	2.1%	2	4.2%
Southeast	371	12	3.2%	11	3.0%	23	6.2%
Western	347	11	3.2%	9	2.6%	20	5.8%
Sector Total	1,087	28	2.6%	29	2.7%	57	5.2%
1999–2000 Cohort							
Central	147	0	0.0%	0	0.0%	0	0.0%
Metro	211	2	0.9%	3	1.4%	5	2.4%
Mid-Plains	147	20	13.6%	17	11.6%	37	25.2%
Northeast	45	5	11.1%	0	0.0%	5	11.1%
Southeast	397	9	2.3%	13	3.3%	22	5.5%
Western	397	14	3.5%	10	2.5%	24	6.0%
Sector Total	1,344	50	3.7%	43	3.2%	93	6.9%
Two Years Combined	2,431	78	3.2%	72	3.0%	150	6.2%

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Table A13.2 Continued

Part 2: ATP Students Who Completed Any Programs at the Same College Where They Initially Enrolled

Institution and Sector	Number of First-Time, Degree-Seeking Freshmen in ATP	Total Who Completed ATP at the Same College (from Part 1)		ATP Students Who Completed Other Programs at the Same College		Total ATP Completers at Same College	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
1998–1999 Cohort							
Central	211	36	17.1%	36	17.1%	72	34.1%
Metro	185	9	4.9%	13	7.0%	22	11.9%
Mid-Plains							
Northeast	238	79	33.2%	21	8.8%	100	42.0%
Southeast	688	73	10.6%	59	8.6%	132	19.2%
Western	147	50	34.0%	0	0.0%	50	34.0%
Sector Total	1,469	247	16.8%	129	8.8%	376	25.6%
1999–2000 Cohort							
Central	166	1	0.6%	3	1.8%	4	2.4%
Metro	164	8	4.9%	8	4.9%	16	9.8%
Mid-Plains	186	102	54.8%	0	0.0%	102	54.8%
Northeast	249	64	25.7%	20	8.0%	84	33.7%
Southeast	823	100	12.2%	5	0.6%	105	12.8%
Western	114	45	39.5%	0	0.0%	45	39.5%
Sector Total	1,702	320	18.8%	36	2.1%	356	20.9%
Two Years Combined	3,171	567	17.9%	165	5.2%	732	23.1%
Part-Time Freshmen							
1998–1999 Cohort							
Central	155	8	5.2%	19	12.3%	27	17.4%
Metro	166	4	2.4%	8	4.8%	12	7.2%
Mid-Plains							
Northeast	48	2	4.2%	5	10.4%	7	14.6%
Southeast	371	23	6.2%	26	7.0%	49	13.2%
Western	347	20	5.8%	0	0.0%	20	5.8%
Sector Total	1,087	57	5.2%	58	5.3%	115	10.6%
1999–2000 Cohort							
Central	147	0	0.0%	1	0.7%	1	0.7%
Metro	211	5	2.4%	6	2.8%	11	5.2%
Mid-Plains	147	37	25.2%	0	0.0%	37	25.2%
Northeast	45	5	11.1%	6	13.3%	11	24.4%
Southeast	397	22	5.5%	1	0.3%	23	5.8%
Western	397	24	6.0%	0	0.0%	24	6.0%
Sector Total	1,344	93	6.9%	14	1.0%	107	8.0%
Two Years Combined	2,431	150	6.2%	72	3.0%	222	9.1%

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Table A13.2 Continued

Part 3: ATP Completers and Non-Completers Who Earned Degrees from Four-Year Institutions

Institution and Sector	Number of First-Time, Degree-Seeking Freshmen in ATP	ATP Completers Who Earned Degrees at Four-Year Institutions		ATP Non-Completers Who Earned Degrees at Four-Year Institutions		Total ATP Students Who Earned Degrees at Four-Year Institutions	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
1998–1999 Cohort							
Central	211	23	10.9%	18	8.5%	41	19.4%
Metro	185	10	5.4%	40	21.6%	50	27.0%
Mid-Plains							
Northeast	238	35	14.7%	19	8.0%	54	22.7%
Southeast	688	49	7.1%	109	15.8%	158	23.0%
Western	147	13	8.8%	15	10.2%	28	19.0%
Sector Total	1,469	130	8.8%	201	13.7%	331	22.5%
1999–2000 Cohort							
Central	166	1	0.6%	30	18.1%	31	18.7%
Metro	164	8	4.9%	23	14.0%	31	18.9%
Mid-Plains	186	48	25.8%	1	0.5%	49	26.3%
Northeast	249	29	11.6%	28	11.2%	57	22.9%
Southeast	823	0	0.0%	84	10.2%	84	10.2%
Western	114	14	12.3%	5	4.4%	19	16.7%
Sector Total	1,702	100	5.9%	171	10.0%	271	15.9%
Two Years Combined	3,171	230	7.3%	372	11.7%	602	19.0%
Part-Time Freshmen							
1998–1999 Cohort							
Central	155	2	1.3%	14	9.0%	16	10.3%
Metro	166	4	2.4%	25	15.1%	29	17.5%
Mid-Plains							
Northeast	48	0	0.0%	5	10.4%	5	10.4%
Southeast	371	3	0.8%	30	8.1%	33	8.9%
Western	347	2	0.6%	50	14.4%	52	15.0%
Sector Total	1,087	11	1.0%	124	11.4%	135	12.4%
1999–2000 Cohort							
Central	147	0	0.0%	52	35.4%	52	35.4%
Metro	211	2	0.9%	25	11.8%	27	12.8%
Mid-Plains	147	11	7.5%	7	4.8%	18	12.2%
Northeast	45	2	4.4%	1	2.2%	3	6.7%
Southeast	397	0	0.0%	1	0.3%	1	0.3%
Western	397	1	0.3%	56	14.1%	57	14.4%
Sector Total	1,344	16	1.2%	142	10.6%	158	11.8%
Two Years Combined	2,431	27	1.1%	266	10.9%	293	12.1%

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Table A13.2 Continued

Part 4: ATP Students Who Completed Programs Only at the Same College Where They Initially Enrolled

Institution and Sector	Number of First-Time, Degree-Seeking Freshmen in ATP	Total ATP Completers at Same College (from Part 2)		LESS ATP Completers Who Earned Degrees at Four-Year Institutions (from Part 3)		EQUALS ATP Students Who Completed Programs at the Same College but Did Not Earn Degrees from Four-Year Institutions	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
1998–1999 Cohort							
Central	211	72	34.1%	23	10.9%	49	23.2%
Metro	185	22	11.9%	10	5.4%	12	6.5%
Mid-Plains							
Northeast	238	100	42.0%	35	14.7%	65	27.3%
Southeast	688	132	19.2%	49	7.1%	83	12.1%
Western	147	50	34.0%	13	8.8%	37	25.2%
Sector Total	1,469	376	25.6%	130	8.8%	246	16.7%
1999–2000 Cohort							
Central	166	4	2.4%	1	0.6%	3	1.8%
Metro	164	16	9.8%	8	4.9%	8	4.9%
Mid-Plains	186	102	54.8%	48	25.8%	54	29.0%
Northeast	249	84	33.7%	29	11.6%	55	22.1%
Southeast	823	105	12.8%	0	0.0%	105	12.8%
Western	114	45	39.5%	14	12.3%	31	27.2%
Sector Total	1,702	356	20.9%	100	5.9%	256	15.0%
Two Years Combined	3,171	732	23.1%	230	7.3%	502	15.8%
Part-Time Freshmen							
1998–1999 Cohort							
Central	155	27	17.4%	2	1.3%	25	16.1%
Metro	166	12	7.2%	4	2.4%	8	4.8%
Mid-Plains							
Northeast	48	7	14.6%	0	0.0%	7	14.6%
Southeast	371	49	13.2%	3	0.8%	46	12.4%
Western	347	20	5.8%	2	0.6%	18	5.2%
Sector Total	1,087	115	10.6%	11	1.0%	104	9.6%
1999–2000 Cohort							
Central	147	1	0.7%	0	0.0%	1	0.7%
Metro	211	11	5.2%	2	0.9%	9	4.3%
Mid-Plains	147	37	25.2%	11	7.5%	26	17.7%
Northeast	45	11	24.4%	2	4.4%	9	20.0%
Southeast	397	23	5.8%	0	0.0%	23	5.8%
Western	397	24	6.0%	1	0.3%	23	5.8%
Sector Total	1,344	107	8.0%	16	1.2%	91	6.8%
Two Years Combined	2,431	222	9.1%	27	1.1%	195	8.0%

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Table A13.2 Continued

Part 5: ATP Non-Completers Who Earned Degrees at Other Institutions

Institution and Sector	Number of First-Time, Degree-Seeking Freshmen in ATP	ATP Non-Completers Who Earned Degrees from Four-Year Institutions		ATP Non-Completers Who Earned Degrees from Other Institutions		ATP Non-Completers Who Earned Any Degrees	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
1998–1999 Cohort							
Central	211	18	8.5%	11	5.2%	29	13.7%
Metro	185	40	21.6%	40	21.6%	80	43.2%
Mid-Plains							
Northeast	238	19	8.0%	9	3.8%	28	11.8%
Southeast	688	109	15.8%	20	2.9%	129	18.8%
Western	147	15	10.2%	4	2.7%	19	12.9%
Sector Total	1,469	201	13.7%	84	5.7%	285	19.4%
1999–2000 Cohort							
Central	166	30	18.1%	14	8.4%	44	26.5%
Metro	164	23	14.0%	23	14.0%	46	28.0%
Mid-Plains	186	1	0.5%	1	0.5%	2	1.1%
Northeast	249	28	11.2%	14	5.6%	42	16.9%
Southeast	823	84	10.2%	3	0.4%	87	10.6%
Western	114	5	4.4%	2	1.8%	7	6.1%
Sector Total	1,702	171	10.0%	57	3.3%	228	13.4%
Two Years Combined	3,171	372	11.7%	141	4.4%	513	16.2%
Part-Time Freshmen							
1998–1999 Cohort							
Central	155	14	9.0%	9	5.8%	23	14.8%
Metro	166	25	15.1%	25	15.1%	50	30.1%
Mid-Plains							
Northeast	48	5	10.4%	1	2.1%	6	12.5%
Southeast	371	30	8.1%	7	1.9%	37	10.0%
Western	347	50	14.4%	6	1.7%	56	16.1%
Sector Total	1,087	124	11.4%	48	4.4%	172	15.8%
1999–2000 Cohort							
Central	147	52	35.4%	5	3.4%	57	38.8%
Metro	211	25	11.8%	25	11.8%	50	23.7%
Mid-Plains	147	7	4.8%	7	4.8%	14	9.5%
Northeast	45	1	2.2%	5	11.1%	6	13.3%
Southeast	397	1	0.3%	3	0.8%	4	1.0%
Western	397	56	14.1%	8	2.0%	64	16.1%
Sector Total	1,344	142	10.6%	53	3.9%	195	14.5%
Two Years Combined	2,431	266	10.9%	101	4.1%	367	15.1%

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Table A13.2 Continued

Part 6: Students Persisting Six Years from Initial Enrollment

Institution and Sector	Number of First-Time, Degree-Seeking Freshmen in ATP	Enrolled at the Same College at the End of Six-Year Period		Enrolled at Other Institutions at the End of Six-Year Period		Total Persisting Six Years from Initial College Enrollment	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
1998–1999 Cohort							
Central	211	3	1.4%	11	5.2%	14	6.6%
Metro	185	25	13.5%	29	15.7%	54	29.2%
Mid-Plains							
Northeast	238	3	1.3%	13	5.5%	16	6.7%
Southeast	688	95	13.8%	125	18.2%	220	32.0%
Western	147	3	2.0%	8	5.4%	11	7.5%
Sector Total	1,469	129	8.8%	186	12.7%	315	21.4%
1999–2000 Cohort							
Central	166	9	5.4%	11	6.6%	20	12.0%
Metro	164	8	4.9%	31	18.9%	39	23.8%
Mid-Plains	186	1	0.5%	15	8.1%	16	8.6%
Northeast	249	4	1.6%	10	4.0%	14	5.6%
Southeast	823	122	14.8%	12	1.5%	134	16.3%
Western	114	1	0.9%	6	5.3%	7	6.1%
Sector Total	1,702	145	8.5%	85	5.0%	230	13.5%
Two Years Combined	3,171	274	8.6%	271	8.5%	545	17.2%
Part-Time Freshmen							
1998–1999 Cohort							
Central	155	8	5.2%	11	7.1%	19	12.3%
Metro	166	8	4.8%	23	13.9%	31	18.7%
Mid-Plains							
Northeast	48	0	0.0%	3	6.3%	3	6.3%
Southeast	371	100	27.0%	57	15.4%	157	42.3%
Western	347	12	3.5%	14	4.0%	26	7.5%
Sector Total	1,087	128	11.8%	108	9.9%	236	21.7%
1999–2000 Cohort							
Central	147	5	3.4%	6	4.1%	11	7.5%
Metro	211	14	6.6%	41	19.4%	55	26.1%
Mid-Plains	147	8	5.4%	17	11.6%	25	17.0%
Northeast	45	3	6.7%	1	2.2%	4	8.9%
Southeast	397	92	23.2%	48	12.1%	140	35.3%
Western	397	17	4.3%	25	6.3%	42	10.6%
Sector Total	1,344	139	10.3%	138	10.3%	277	20.6%
Two Years Combined	2,431	267	11.0%	246	10.1%	513	21.1%

Continued on the next page.

Table A13.2 Continued

Part 7: Total Completion and Persistence Rate

Institution and Sector	Number of First-Time, Degree-Seeking Freshmen in ATP	Total Who Completed Degree Programs (from Parts 3, 4, and 5)		Total Persisting Six Years from Initial College Enrollment (from Part 6)		Total Completion and Persistence Rate	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
1998–1999 Cohort							
Central	211	101	47.9%	14	6.6%	115	54.5%
Metro	185	102	55.1%	54	29.2%	156	84.3%
Mid-Plains							
Northeast	238	128	53.8%	16	6.7%	144	60.5%
Southeast	688	261	37.9%	220	32.0%	481	69.9%
Western	147	69	46.9%	11	7.5%	80	54.4%
Sector Total	1,469	661	45.0%	315	21.4%	976	66.4%
1999–2000 Cohort							
Central	166	48	28.9%	20	12.0%	68	41.0%
Metro	164	62	37.8%	39	23.8%	101	61.6%
Mid-Plains	186	104	55.9%	16	8.6%	120	64.5%
Northeast	249	126	50.6%	14	5.6%	140	56.2%
Southeast	823	192	23.3%	134	16.3%	326	39.6%
Western	114	52	45.6%	7	6.1%	59	51.8%
Sector Total	1,702	584	34.3%	230	13.5%	814	47.8%
Two Years Combined	3,171	1,245	39.2%	545	17.2%	1,790	56.4%
Part-Time Freshmen							
1998–1999 Cohort							
Central	155	50	32.3%	19	12.3%	69	44.5%
Metro	166	62	37.3%	31	18.7%	93	56.0%
Mid-Plains							
Northeast	48	13	27.1%	3	6.3%	16	33.3%
Southeast	371	86	23.2%	157	42.3%	243	65.5%
Western	347	76	21.9%	26	7.5%	102	29.4%
Sector Total	1,087	287	26.4%	236	21.7%	523	48.1%
1999–2000 Cohort							
Central	147	58	39.5%	11	7.5%	69	46.9%
Metro	211	61	28.9%	55	26.1%	116	55.0%
Mid-Plains	147	51	34.7%	25	17.0%	76	51.7%
Northeast	45	17	37.8%	4	8.9%	21	46.7%
Southeast	397	27	6.8%	140	35.3%	167	42.1%
Western	397	88	22.2%	42	10.6%	130	32.7%
Sector Total	1,344	302	22.5%	277	20.6%	579	43.1%
Two Years Combined	2,431	589	24.2%	513	21.1%	1,102	45.3%

[1]Institutional and National Student Clearinghouse data submitted by Nebraska's six community colleges for the 2006 NSC Research Project. Unless otherwise noted, degrees include all diplomas, certificates, and degrees awarded. Mid-Plains Community College could not submit data for the 1998–1999 freshmen cohort.

Appendix 14

Three-Year Completion, Persistence, and Transfer Patterns of Students Who Started College in Academic Transfer Programs or Other Programs Offered by Nebraska's Community Colleges

(Based on National Student Clearinghouse and Institutional Data)

Table A14.1
Sector Summary of Enrollment of First-Time Freshmen in Academic Transfer Programs (ATP) and Other Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Part 1: First-Time Freshmen Enrollment by Program

Community College Sector	Full-Time		Part-Time		Total	
	Number of Freshmen	% of Freshmen	Number of Freshmen	% of Freshmen	Number of Freshmen	% of Freshmen
2002-2003						
ATP	2,567	33.1%	1,754	33.1%	4,321	33.1%
Other Programs	5,196	66.9%	3,543	66.9%	8,739	66.9%
Total	7,763	100.0%	5,297	100.0%	13,060	100.0%
2003-2004						
ATP	2,745	37.1%	1,946	41.6%	4,691	38.9%
Other Programs	4,649	62.9%	2,731	58.4%	7,380	61.1%
Total	7,394	100.0%	4,677	100.0%	12,071	100.0%
Two Years Combined						
ATP	5,312	35.0%	3,700	37.1%	9,012	35.9%
Other Programs	9,845	65.0%	6,274	62.9%	16,119	64.1%
Total	15,157	100.0%	9,974	100.0%	25,131	100.0%

Part 2: First-Time Freshmen Enrollment by Full-Time and Part-Time Status

Community College Sector	ATP		Other Programs		Total	
	Number of Freshmen	% of Freshmen	Number of Freshmen	% of Freshmen	Number of Freshmen	% of Freshmen
2002-2003						
Full-Time	2,567	59.4%	5,196	59.5%	7,763	59.4%
Part-Time	1,754	40.6%	3,543	40.5%	5,297	40.6%
Total	4,321	100.0%	8,739	100.0%	13,060	100.0%
2003-2004						
Full-Time	2,745	58.5%	4,649	63.0%	7,394	61.3%
Part-Time	1,946	41.5%	2,731	37.0%	4,677	38.7%
Total	4,691	100.0%	7,380	100.0%	12,071	100.0%
Two Years Combined						
Full-Time	5,312	58.9%	9,845	61.1%	15,157	60.3%
Part-Time	3,700	41.1%	6,274	38.9%	9,974	39.7%
Total	9,012	100.0%	16,119	100.0%	25,131	100.0%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.2
Enrollment of First-Time Freshmen
in Academic Transfer Programs (ATP) and Other Programs
at Nebraska Community Colleges in 2002–2003 and 2003–2004
by Institution[1]

Community College	ATP		Other Programs		Total	
	Number of Freshmen	% of Freshmen	Number of Freshmen	Number of Freshmen	% of Freshmen	Number of Freshmen
2002–2003 Full-Time Freshmen						
Central	241	37.1%	408	62.9%	649	100.0%
Metro	395	24.2%	1,235	75.8%	1,630	100.0%
Mid-Plains	210	62.1%	128	37.9%	338	100.0%
Northeast	235	30.1%	546	69.9%	781	100.0%
Southeast	1,149	29.3%	2,774	70.7%	3,923	100.0%
Western	337	76.2%	105	23.8%	442	100.0%
Sector Total	2,567	33.1%	5,196	66.9%	7,763	100.0%
2002–2003 Part-Time Freshmen						
Central	167	26.4%	466	73.6%	633	100.0%
Metro	423	23.8%	1,355	76.2%	1,778	100.0%
Mid-Plains	170	55.0%	139	45.0%	309	100.0%
Northeast	48	47.5%	53	52.5%	101	100.0%
Southeast	731	33.3%	1,464	66.7%	2,195	100.0%
Western	215	76.5%	66	23.5%	281	100.0%
Sector Total	1,754	33.1%	3,543	66.9%	5,297	100.0%
2003–2004 Full-Time Freshmen						
Central	237	35.6%	429	64.4%	666	100.0%
Metro	392	24.2%	1,231	75.8%	1,623	100.0%
Mid-Plains	219	59.8%	147	40.2%	366	100.0%
Northeast	230	28.4%	579	71.6%	809	100.0%
Southeast	1,346	38.3%	2,165	61.7%	3,511	100.0%
Western	321	76.6%	98	23.4%	419	100.0%
Sector Total	2,745	37.1%	4,649	62.9%	7,394	100.0%
2003–2004 Part-Time Freshmen						
Central	171	28.6%	426	71.4%	597	100.0%
Metro	446	27.2%	1,192	72.8%	1,638	100.0%
Mid-Plains	263	61.9%	162	38.1%	425	100.0%
Northeast	47	54.7%	39	45.3%	86	100.0%
Southeast	712	44.9%	873	55.1%	1,585	100.0%
Western	307	88.7%	39	11.3%	346	100.0%
Sector Total	1,946	41.6%	2,731	58.4%	4,677	100.0%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.3
Estimated Three-Year Completion Rates
of First-Time Freshmen in Academic Transfer Programs (ATP)
at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Completed ATP at the Same College Where Initially Enrolled		Completed Other Programs at the Same College or Other Institutions		Total Who Completed ATP or Other Programs	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	241	34	14.1%	8	3.3%	42	17.4%
Metro	395	6	1.5%	18	4.6%	24	6.1%
Mid-Plains	210	75	35.7%	16	7.6%	91	43.3%
Northeast	235	72	30.6%	19	8.1%	91	38.7%
Southeast	1,149	78	6.8%	175	15.2%	253	22.0%
Western	337	67	19.9%	3	0.9%	70	20.8%
Sector Total	2,567	332	12.9%	239	9.3%	571	22.2%
2003–2004 Cohort							
Central	237	31	13.1%	5	2.1%	36	15.2%
Metro	392	5	1.3%	23	5.9%	28	7.1%
Mid-Plains	219	81	37.0%	8	3.7%	89	40.6%
Northeast	230	69	30.0%	5	2.2%	74	32.2%
Southeast	1,346	100	7.4%	144	10.7%	244	18.1%
Western	321	69	21.5%	6	1.9%	75	23.4%
Sector Total	2,745	355	12.9%	191	7.0%	546	19.9%
Two Years Combined	5,312	687	12.9%	430	8.1%	1,117	21.0%
Part-Time Freshmen							
2002–2003 Cohort							
Central	167	5	3.0%	3	1.8%	8	4.8%
Metro	423	0	0.0%	22	5.2%	22	5.2%
Mid-Plains	170	22	12.9%	9	5.3%	31	18.2%
Northeast	48	0	0.0%	4	8.3%	4	8.3%
Southeast	731	4	0.5%	50	6.8%	54	7.4%
Western	215	3	1.4%	3	1.4%	6	2.8%
Sector Total	1,754	34	1.9%	91	5.2%	125	7.1%
2003–2004 Cohort							
Central	171	4	2.3%	3	1.8%	7	4.1%
Metro	446	0	0.0%	43	9.6%	43	9.6%
Mid-Plains	263	30	11.4%	5	1.9%	35	13.3%
Northeast	47	5	10.6%	1	2.1%	6	12.8%
Southeast	712	13	1.8%	75	10.5%	88	12.4%
Western	307	3	1.0%	7	2.3%	10	3.3%
Sector Total	1,946	55	2.8%	134	6.9%	189	9.7%
Two Years Combined	3,700	89	2.4%	225	6.1%	314	8.5%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.4
Estimated Three-Year Completion Rates of First-Time Freshmen in Programs Other Than Academic Transfer Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Completed Programs at the Same College Where Initially Enrolled		Completed Programs at Other Institutions		Total Who Completed Programs	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	408	80	19.6%	7	1.7%	87	21.3%
Metro	1,235	69	5.6%	18	1.5%	87	7.0%
Mid-Plains	128	69	53.9%	0	0.0%	69	53.9%
Northeast	546	317	58.1%	5	0.9%	322	59.0%
Southeast	2,774	1,055	38.0%	269	9.7%	1,324	47.7%
Western	105	26	24.8%	2	1.9%	28	26.7%
Sector Total	5,196	1,616	31.1%	301	5.8%	1,917	36.9%
2003–2004 Cohort							
Central	429	64	14.9%	5	1.2%	69	16.1%
Metro	1,231	80	6.5%	22	1.8%	102	8.3%
Mid-Plains	147	88	59.9%	3	2.0%	91	61.9%
Northeast	579	301	52.0%	2	0.3%	303	52.3%
Southeast	2,165	1,059	48.9%	4	0.2%	1,063	49.1%
Western	98	14	14.3%	1	1.0%	15	15.3%
Sector Total	4,649	1,606	34.5%	37	0.8%	1,643	35.3%
Two Years Combined	9,845	3,222	32.7%	338	3.4%	3,560	36.1%
Part-Time Freshmen							
2002–2003 Cohort							
Central	466	55	11.8%	2	0.4%	57	12.2%
Metro	1,355	29	2.1%	29	2.1%	58	4.3%
Mid-Plains	139	13	9.4%	1	0.7%	14	10.1%
Northeast	53	11	20.8%	0	0.0%	11	20.8%
Southeast	1,464	194	13.3%	110	7.5%	304	20.8%
Western	66	4	6.1%	0	0.0%	4	6.1%
Sector Total	3,543	306	8.6%	142	4.0%	448	12.6%
2003–2004 Cohort							
Central	426	33	7.7%	3	0.7%	36	8.5%
Metro	1,192	11	0.9%	29	2.4%	40	3.4%
Mid-Plains	162	25	15.4%	5	3.1%	30	18.5%
Northeast	39	10	25.6%	0	0.0%	10	25.6%
Southeast	873	178	20.4%	2	0.2%	180	20.6%
Western	39	7	17.9%	1	2.6%	8	20.5%
Sector Total	2,731	264	9.7%	40	1.5%	304	11.1%
Two Years Combined	6,274	570	9.1%	182	2.9%	752	12.0%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.5
Estimated Three-Year Completion and Persistence Rates of First-Time Freshmen in Academic Transfer Programs (ATP) at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Completed ATP or Other Programs (from Table A14.3)		Persisting at the Same College at the End of 3 Years		Total Completion and Persistence Rate	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	241	42	17.4%	24	10.0%	66	27.4%
Metro	395	24	6.1%	132	33.4%	156	39.5%
Mid-Plains	210	91	43.3%	16	7.6%	107	51.0%
Northeast	235	91	38.7%	19	8.1%	110	46.8%
Southeast	1,149	253	22.0%	119	10.4%	372	32.4%
Western	337	70	20.8%	34	10.1%	104	30.9%
Sector Total	2,567	571	22.2%	344	13.4%	915	35.6%
2003–2004 Cohort							
Central	237	36	15.2%	59	24.9%	95	40.1%
Metro	392	28	7.1%	119	30.4%	147	37.5%
Mid-Plains	219	89	40.6%	13	5.9%	102	46.6%
Northeast	230	74	32.2%	24	10.4%	98	42.6%
Southeast	1,346	244	18.1%	284	21.1%	528	39.2%
Western	321	75	23.4%	31	9.7%	106	33.0%
Sector Total	2,745	546	19.9%	530	19.3%	1,076	39.2%
Two Years Combined	5,312	1,117	21.0%	874	16.5%	1,991	37.5%
Part-Time Freshmen							
2002–2003 Cohort							
Central	167	8	4.8%	34	20.4%	42	25.1%
Metro	423	22	5.2%	109	25.8%	131	31.0%
Mid-Plains	170	31	18.2%	18	10.6%	49	28.8%
Northeast	48	4	8.3%	7	14.6%	11	22.9%
Southeast	731	54	7.4%	120	16.4%	174	23.8%
Western	215	6	2.8%	21	9.8%	27	12.6%
Sector Total	1,754	125	7.1%	309	17.6%	434	24.7%
2003–2004 Cohort							
Central	171	7	4.1%	36	21.1%	43	25.1%
Metro	446	43	9.6%	74	16.6%	117	26.2%
Mid-Plains	263	35	13.3%	53	20.2%	88	33.5%
Northeast	47	6	12.8%	3	6.4%	9	19.1%
Southeast	712	88	12.4%	181	25.4%	269	37.8%
Western	307	10	3.3%	22	7.2%	32	10.4%
Sector Total	1,946	189	9.7%	369	19.0%	558	28.7%
Two Years Combined	3,700	314	8.5%	678	18.3%	992	26.8%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.6
Estimated Three-Year Completion and Persistence Rates of First-Time Freshmen in Programs Other Than Academic Transfer Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Total Who Completed Programs (from Table A14.4)		Persisting at the Same College at the End of 3 Years		Total Completion and Persistence Rate	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	408	87	21.3%	93	22.8%	180	44.1%
Metro	1,235	87	7.0%	248	20.1%	335	27.1%
Mid-Plains	128	69	53.9%	15	11.7%	84	65.6%
Northeast	546	322	59.0%	37	6.8%	359	65.8%
Southeast	2,774	1,324	47.7%	207	7.5%	1,531	55.2%
Western	105	28	26.7%	19	18.1%	47	44.8%
Sector Total	5,196	1,917	36.9%	619	11.9%	2,536	48.8%
2003–2004 Cohort							
Central	429	69	16.1%	72	16.8%	141	32.9%
Metro	1,231	102	8.3%	539	43.8%	641	52.1%
Mid-Plains	147	91	61.9%	19	12.9%	110	74.8%
Northeast	579	303	52.3%	29	5.0%	332	57.3%
Southeast	2,165	1,063	49.1%	421	19.4%	1,484	68.5%
Western	98	15	15.3%	14	14.3%	29	29.6%
Sector Total	4,649	1,643	35.3%	1,094	23.5%	2,737	58.9%
Two Years Combined	9,845	3,560	36.1%	1,713	17.4%	5,273	53.5%
Part-Time Freshmen							
2002–2003 Cohort							
Central	466	57	12.2%	97	20.8%	154	33.0%
Metro	1,355	58	4.3%	249	18.4%	307	22.7%
Mid-Plains	139	14	10.1%	47	33.8%	61	43.9%
Northeast	53	11	20.8%	6	11.3%	17	32.1%
Southeast	1,464	304	20.8%	238	16.3%	542	37.0%
Western	66	4	6.1%	10	15.2%	14	21.2%
Sector Total	3,543	448	12.6%	647	18.3%	1,095	30.9%
2003–2004 Cohort							
Central	426	36	8.5%	74	17.4%	110	25.8%
Metro	1,192	40	3.4%	461	38.7%	501	42.0%
Mid-Plains	162	30	18.5%	33	20.4%	63	38.9%
Northeast	39	10	25.6%	2	5.1%	12	30.8%
Southeast	873	180	20.6%	239	27.4%	419	48.0%
Western	39	8	20.5%	3	7.7%	11	28.2%
Sector Total	2,731	304	11.1%	812	29.7%	1,116	40.9%
Two Years Combined	6,274	752	12.0%	1,459	23.2%	2,211	35.2%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.7
Estimated Three-Year Transfer Rates
of First-Time Freshmen in Academic Transfer Programs (ATP)
at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Part 1: Transfers to Four-Year Institutions

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Public Four-Year Institutions		Transferred to Private Four-Year Institutions		Total Transferred to Four-Year Institutions	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	241	32	13.3%	7	2.9%	39	16.2%
Metro	395	61	15.4%	23	5.8%	84	21.3%
Mid-Plains	210	84	40.0%	13	6.2%	97	46.2%
Northeast	235	70	29.8%	4	1.7%	74	31.5%
Southeast	1,149	280	24.4%	102	8.9%	382	33.2%
Western	337	71	21.1%	8	2.4%	79	23.4%
Sector Total	2,567	598	23.3%	157	6.1%	755	29.4%
2003–2004 Cohort							
Central	237	39	16.5%	8	3.4%	47	19.8%
Metro	392	79	20.2%	36	9.2%	115	29.3%
Mid-Plains	219	67	30.6%	12	5.5%	79	36.1%
Northeast	230	60	26.1%	11	4.8%	71	30.9%
Southeast	1,346	234	17.4%	70	5.2%	304	22.6%
Western	321	52	16.2%	16	5.0%	68	21.2%
Sector Total	2,745	531	19.3%	153	5.6%	684	24.9%
Two Years Combined	5,312	1,129	21.3%	310	5.8%	1,439	27.1%
Part-Time Freshmen							
2002–2003 Cohort							
Central	167	18	10.8%	2	1.2%	20	12.0%
Metro	423	77	18.2%	38	9.0%	115	27.2%
Mid-Plains	170	21	12.4%	8	4.7%	29	17.1%
Northeast	48	9	18.8%	1	2.1%	10	20.8%
Southeast	731	18	2.5%	11	1.5%	29	4.0%
Western	215	33	15.3%	7	3.3%	40	18.6%
Sector Total	1,754	176	10.0%	67	3.8%	243	13.9%
2003–2004 Cohort							
Central	171	12	7.0%	3	1.8%	15	8.8%
Metro	446	81	18.2%	45	10.1%	126	28.3%
Mid-Plains	263	41	15.6%	11	4.2%	52	19.8%
Northeast	47	2	4.3%	1	2.1%	3	6.4%
Southeast	712	123	17.3%	54	7.6%	177	24.9%
Western	307	117	38.1%	3	1.0%	120	39.1%
Sector Total	1,946	376	19.3%	117	6.0%	493	25.3%
Two Years Combined	3,700	552	14.9%	184	5.0%	736	19.9%

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Table A14.7 Continued

Part 2: Transfers to Other Community Colleges or Other Types of Institutions[2]

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Other Community Colleges		Transferred to Other Types of Institutions[2]		Total Transferred to Other Types of Institutions[2]	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	241	31	12.9%	2	0.8%	33	13.7%
Metro	395	22	5.6%	0	0.0%	22	5.6%
Mid-Plains	210	36	17.1%	2	1.0%	38	18.1%
Northeast	235	36	15.3%	3	1.3%	39	16.6%
Southeast	1,149	139	12.1%	1	0.1%	140	12.2%
Western	337	36	10.7%	2	0.6%	38	11.3%
Sector Total	2,567	300	11.7%	10	0.4%	310	12.1%
2003–2004 Cohort							
Central	237	34	14.3%	1	0.4%	35	14.8%
Metro	392	30	7.7%	0	0.0%	30	7.7%
Mid-Plains	219	36	16.4%	3	1.4%	39	17.8%
Northeast	230	34	14.8%	2	0.9%	36	15.7%
Southeast	1,346	202	15.0%	2	0.1%	204	15.2%
Western	321	41	12.8%	0	0.0%	41	12.8%
Sector Total	2,745	377	13.7%	8	0.3%	385	14.0%
Two Years Combined	5,312	677	12.7%	18	0.3%	695	13.1%
Part-Time Freshmen							
2002–2003 Cohort							
Central	167	7	4.2%	0	0.0%	7	4.2%
Metro	423	30	7.1%	0	0.0%	30	7.1%
Mid-Plains	170	16	9.4%	2	1.2%	18	10.6%
Northeast	48	5	10.4%	0	0.0%	5	10.4%
Southeast	731	7	1.0%	0	0.0%	7	1.0%
Western	215	14	6.5%	0	0.0%	14	6.5%
Sector Total	1,754	79	4.5%	2	0.1%	81	4.6%
2003–2004 Cohort							
Central	171	15	8.8%	1	0.6%	16	9.4%
Metro	446	28	6.3%	0	0.0%	28	6.3%
Mid-Plains	263	84	31.9%	2	0.8%	86	32.7%
Northeast	47	5	10.6%	1	2.1%	6	12.8%
Southeast	712	16	2.2%	2	0.3%	18	2.5%
Western	307	21	6.8%	0	0.0%	21	6.8%
Sector Total	1,946	169	8.7%	6	0.3%	175	9.0%
Two Years Combined	3,700	248	6.7%	8	0.2%	256	6.9%

[2]For-profit career schools and other types of institutions, excluding four-year institutions.

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Table A14.7 Continued

Part 3: Total Transfers to Other Institutions

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Four-Year Institutions (from Part 1)		Transferred to Other Types of Institutions[2] (from Part 2)		Total Transferred to Other Institutions	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	241	39	16.2%	33	13.7%	72	29.9%
Metro	395	84	21.3%	22	5.6%	106	26.8%
Mid-Plains	210	97	46.2%	38	18.1%	135	64.3%
Northeast	235	74	31.5%	39	16.6%	113	48.1%
Southeast	1,149	382	33.2%	140	12.2%	522	45.4%
Western	337	79	23.4%	38	11.3%	117	34.7%
Sector Total	2,567	755	29.4%	310	12.1%	1,065	41.5%
Central	237	47	19.8%	35	14.8%	82	34.6%
Metro	392	115	29.3%	30	7.7%	145	37.0%
Mid-Plains	219	79	36.1%	39	17.8%	118	53.9%
Northeast	230	71	30.9%	36	15.7%	107	46.5%
Southeast	1,346	304	22.6%	204	15.2%	508	37.7%
Western	321	68	21.2%	41	12.8%	109	34.0%
Sector Total	2,745	684	24.9%	385	14.0%	1,069	38.9%
Two Years Combined	5,312	1,439	27.1%	695	13.1%	2,134	40.1%
Part-Time Freshmen							
2002–2003 Cohort							
Central	167	20	12.0%	7	4.2%	27	16.2%
Metro	423	115	27.2%	30	7.1%	145	34.3%
Mid-Plains	170	29	17.1%	18	10.6%	47	27.6%
Northeast	48	10	20.8%	5	10.4%	15	31.3%
Southeast	731	29	4.0%	7	1.0%	36	4.9%
Western	215	40	18.6%	14	6.5%	54	25.1%
Sector Total	1,754	243	13.9%	81	4.6%	324	18.5%
2003–2004 Cohort							
Central	171	15	8.8%	16	9.4%	31	18.1%
Metro	446	126	28.3%	28	6.3%	154	34.5%
Mid-Plains	263	52	19.8%	86	32.7%	138	52.5%
Northeast	47	3	6.4%	6	12.8%	9	19.1%
Southeast	712	177	24.9%	18	2.5%	195	27.4%
Western	307	120	39.1%	21	6.8%	141	45.9%
Sector Total	1,946	493	25.3%	175	9.0%	668	34.3%
Two Years Combined	3,700	736	19.9%	256	6.9%	992	26.8%

[2]For-profit career schools and other types of institutions, excluding four-year institutions.

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Table A14.7 Continued

Part 4: Total Transfers

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Programs at Same College Where Initially Enrolled		Total Transferred to Other Institutions (from Part 3)		Total Transfer Rate	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	241	84	34.9%	72	29.9%	156	64.7%
Metro	395	323	81.8%	106	26.8%	429	108.6%
Mid-Plains	210			135	64.3%	135	64.3%
Northeast	235	61	26.0%	113	48.1%	174	74.0%
Southeast	1,149	326	28.4%	522	45.4%	848	73.8%
Western	337	3	0.9%	117	34.7%	120	35.6%
Sector Total	2,567	797	31.0%	1,065	41.5%	1,862	72.5%
2003–2004 Cohort							
Central	237	71	30.0%	82	34.6%	153	64.6%
Metro	392	306	78.1%	145	37.0%	451	115.1%
Mid-Plains	219			118	53.9%	118	53.9%
Northeast	230	51	22.2%	107	46.5%	158	68.7%
Southeast	1,346	269	20.0%	508	37.7%	777	57.7%
Western	321	0	0.0%	109	34.0%	109	34.0%
Sector Total	2,745	697	25.4%	1,069	38.9%	1,766	64.3%
Two Years Combined	5,312	1,494	28.1%	2,134	40.1%	3,628	68.3%
Part-Time Freshmen							
2002–2003 Cohort							
Central	167	44	26.3%	27	16.2%	71	42.5%
Metro	423	288	68.1%	145	34.3%	433	102.4%
Mid-Plains	170			47	27.6%	47	27.6%
Northeast	48	4	8.3%	15	31.3%	19	39.6%
Southeast	731	33	4.5%	36	4.9%	69	9.4%
Western	215	2	0.9%	54	25.1%	56	26.0%
Sector Total	1,754	371	21.2%	324	18.5%	695	39.6%
2003–2004 Cohort							
Central	171	32	18.7%	31	18.1%	63	36.8%
Metro	446	275	61.7%	154	34.5%	429	96.2%
Mid-Plains	263			138	52.5%	138	52.5%
Northeast	47	5	10.6%	9	19.1%	14	29.8%
Southeast	712	111	15.6%	195	27.4%	306	43.0%
Western	307	0	0.0%	141	45.9%	141	45.9%
Sector Total	1,946	423	21.7%	668	34.3%	1,091	56.1%
Two Years Combined	3,700	794	21.5%	992	26.8%	1,786	48.3%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.8
Estimated Three-Year Transfer Rates of First-Time Freshmen in Programs Other Than Academic Transfer Programs (ATP) at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Part 1: Transfers to Four-Year Institutions

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Public Four-Year Institutions		Transferred to Private Four-Year Institutions		Total Transferred to Four-Year Institutions	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	408	22	5.4%	8	2.0%	30	7.4%
Metro	1,235	92	7.4%	71	5.7%	163	13.2%
Mid-Plains	128	3	2.3%	1	0.8%	4	3.1%
Northeast	546	40	7.3%	3	0.5%	43	7.9%
Southeast	2,774	241	8.7%	112	4.0%	353	12.7%
Western	105	4	3.8%	1	1.0%	5	4.8%
Sector Total	5,196	402	7.7%	196	3.8%	598	11.5%
2003–2004 Cohort							
Central	429	36	8.4%	9	2.1%	45	10.5%
Metro	1,231	86	7.0%	57	4.6%	143	11.6%
Mid-Plains	147	6	4.1%	0	0.0%	6	4.1%
Northeast	579	46	7.9%	5	0.9%	51	8.8%
Southeast	2,165	267	12.3%	89	4.1%	356	16.4%
Western	98	1	1.0%	0	0.0%	1	1.0%
Sector Total	4,649	442	9.5%	160	3.4%	602	12.9%
Two Years Combined	9,845	844	8.6%	356	3.6%	1,200	12.2%
Part-Time Freshmen							
2002–2003 Cohort							
Central	466	14	3.0%	2	0.4%	16	3.4%
Metro	1,355	78	5.8%	91	6.7%	169	12.5%
Mid-Plains	139	7	5.0%	0	0.0%	7	5.0%
Northeast	53	2	3.8%	2	3.8%	4	7.5%
Southeast	1,464	112	7.7%	68	4.6%	180	12.3%
Western	66	1	1.5%	0	0.0%	1	1.5%
Sector Total	3,543	214	6.0%	163	4.6%	377	10.6%
2003–2004 Cohort							
Central	426	41	9.6%	0	0.0%	41	9.6%
Metro	1,192	52	4.4%	57	4.8%	109	9.1%
Mid-Plains	162	11	6.8%	4	2.5%	15	9.3%
Northeast	39	2	5.1%	0	0.0%	2	5.1%
Southeast	873	79	9.0%	38	4.4%	117	13.4%
Western	39	0	0.0%	0	0.0%	0	0.0%
Sector Total	2,731	185	6.8%	99	3.6%	284	10.4%
Two Years Combined	6,274	399	6.4%	262	4.2%	661	10.5%

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Table A14.8 Continued

Part 2: Transfers to Other Community Colleges or Other Types of Institutions[2]

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Other Community Colleges		Transferred to Other Types of Institutions[2]		Total Transferred to Other Types of Institutions[2]	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	408	35	8.6%	1	0.2%	36	8.8%
Metro	1,235	80	6.5%	2	0.2%	82	6.6%
Mid-Plains	128	8	6.3%	0	0.0%	8	6.3%
Northeast	546	39	7.1%	0	0.0%	39	7.1%
Southeast	2,774	191	6.9%	2	0.1%	193	7.0%
Western	105	6	5.7%	0	0.0%	6	5.7%
Sector Total	5,196	359	6.9%	5	0.1%	364	7.0%
2003–2004 Cohort							
Central	429	95	22.1%	3	0.7%	98	22.8%
Metro	1,231	86	7.0%	0	0.0%	86	7.0%
Mid-Plains	147	26	17.7%	0	0.0%	26	17.7%
Northeast	579	45	7.8%	2	0.3%	47	8.1%
Southeast	2,165	72	3.3%	2	0.1%	74	3.4%
Western	98	4	4.1%	0	0.0%	4	4.1%
Sector Total	4,649	328	7.1%	7	0.2%	335	7.2%
Two Years Combined	9,845	687	7.0%	12	0.1%	699	7.1%
Part-Time Freshmen							
2002–2003 Cohort							
Central	466	38	8.2%	0	0.0%	38	8.2%
Metro	1,355	68	5.0%	3	0.2%	71	5.2%
Mid-Plains	139	13	9.4%	0	0.0%	13	9.4%
Northeast	53	7	13.2%	1	1.9%	8	15.1%
Southeast	1,464	102	7.0%	5	0.3%	107	7.3%
Western	66	3	4.5%	0	0.0%	3	4.5%
Sector Total	3,543	231	6.5%	9	0.3%	240	6.8%
2003–2004 Cohort							
Central	426	56	13.1%	2	0.5%	58	13.6%
Metro	1,192	66	5.5%	4	0.3%	70	5.9%
Mid-Plains	162	33	20.4%	2	1.2%	35	21.6%
Northeast	39	4	10.3%	1	2.6%	5	12.8%
Southeast	873	25	2.9%	2	0.2%	27	3.1%
Western	39	5	12.8%	0	0.0%	5	12.8%
Sector Total	2,731	189	6.9%	11	0.4%	200	7.3%
Two Years Combined	6,274	420	6.7%	20	0.3%	440	7.0%

[2]For-profit career schools and other types of institutions, excluding four-year institutions.

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Table A14.8 Continued

Part 3: Total Transfers to Other Institutions

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Four-Year Institutions (from Part 1)		Transferred to Other Types of Institutions[2] (from Part 2)		Total Transferred to Other Institutions	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	408	30	7.4%	36	8.8%	66	16.2%
Metro	1,235	163	13.2%	82	6.6%	245	19.8%
Mid-Plains	128	4	3.1%	8	6.3%	12	9.4%
Northeast	546	43	7.9%	39	7.1%	82	15.0%
Southeast	2,774	353	12.7%	193	7.0%	546	19.7%
Western	105	5	4.8%	6	5.7%	11	10.5%
Sector Total	5,196	598	11.5%	364	7.0%	962	18.5%
2003–2004 Cohort							
Central	429	45	10.5%	98	22.8%	143	33.3%
Metro	1,231	143	11.6%	86	7.0%	229	18.6%
Mid-Plains	147	6	4.1%	26	17.7%	32	21.8%
Northeast	579	51	8.8%	47	8.1%	98	16.9%
Southeast	2,165	356	16.4%	74	3.4%	430	19.9%
Western	98	1	1.0%	4	4.1%	5	5.1%
Sector Total	4,649	602	12.9%	335	7.2%	937	20.2%
Two Years Combined	9,845	1,200	12.2%	699	7.1%	1,899	19.3%
Part-Time Freshmen							
2002–2003 Cohort							
Central	466	16	3.4%	38	8.2%	54	11.6%
Metro	1,355	169	12.5%	71	5.2%	240	17.7%
Mid-Plains	139	7	5.0%	13	9.4%	20	14.4%
Northeast	53	4	7.5%	8	15.1%	12	22.6%
Southeast	1,464	180	12.3%	107	7.3%	287	19.6%
Western	66	1	1.5%	3	4.5%	4	6.1%
Sector Total	3,543	377	10.6%	240	6.8%	617	17.4%
2003–2004 Cohort							
Central	426	41	9.6%	58	13.6%	99	23.2%
Metro	1,192	109	9.1%	70	5.9%	179	15.0%
Mid-Plains	162	15	9.3%	35	21.6%	50	30.9%
Northeast	39	2	5.1%	5	12.8%	7	17.9%
Southeast	873	117	13.4%	27	3.1%	144	16.5%
Western	39	0	0.0%	5	12.8%	5	12.8%
Sector Total	2,731	284	10.4%	200	7.3%	484	17.7%
Two Years Combined	6,274	661	10.5%	440	7.0%	1,101	17.5%

[2]For-profit career schools and other types of institutions, excluding four-year institutions.

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Table A14.8 Continued

Part 4: Total Transfers

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Programs at Same College Where Initially Enrolled		Total Transferred to Other Institutions (from Part 3)		Total Transfer Rate	
		Number of Students	% of Cohort	Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen							
2002–2003 Cohort							
Central	408	77	18.9%	66	16.2%	143	35.0%
Metro	1,235	736	59.6%	245	19.8%	981	79.4%
Mid-Plains	128			12	9.4%	12	9.4%
Northeast	546	114	20.9%	82	15.0%	196	35.9%
Southeast	2,774	78	2.8%	546	19.7%	624	22.5%
Western	105	0	0.0%	11	10.5%	11	10.5%
Sector Total	5,196	1,005	19.3%	962	18.5%	1,967	37.9%
2003–2004 Cohort							
Central	429	61	14.2%	33.3%	33.3%	204	47.6%
Metro	1,231	502	40.8%	18.6%	18.6%	731	59.4%
Mid-Plains	147			21.8%	21.8%	32	21.8%
Northeast	579	101	17.4%	16.9%	16.9%	199	34.4%
Southeast	2,165	565	26.1%	19.9%	19.9%	995	46.0%
Western	98	1	1.0%	5.1%	5.1%	6	6.1%
Sector Total	4,649	1,230	26.5%	20.2%	20.2%	2,167	46.6%
Two Years Combined	9,845	2,235	22.7%	19.3%	19.3%	4,134	42.0%
Part-Time Freshmen							
2002–2003 Cohort							
Central	466	75	16.1%	11.6%	11.6%	129	27.7%
Metro	1,355	678	50.0%	17.7%	17.7%	918	67.7%
Mid-Plains	139			14.4%	14.4%	20	14.4%
Northeast	53	15	28.3%	22.6%	22.6%	27	50.9%
Southeast	1,464	54	3.7%	19.6%	19.6%	341	23.3%
Western	66	0	0.0%	6.1%	6.1%	4	6.1%
Sector Total	3,543	822	23.2%	17.4%	17.4%	1,439	40.6%
2003–2004 Cohort							
Central	426	58	13.6%	23.2%	23.2%	157	36.9%
Metro	1,192	587	49.2%	15.0%	15.0%	766	64.3%
Mid-Plains	162			30.9%	30.9%	50	30.9%
Northeast	39	8	20.5%	17.9%	17.9%	15	38.5%
Southeast	873	179	20.5%	16.5%	16.5%	323	37.0%
Western	39	0	0.0%	12.8%	12.8%	5	12.8%
Sector Total	2,731	832	30.5%	17.7%	17.7%	1,316	48.2%
Two Years Combined	6,274	1,654	26.4%	17.5%	17.5%	2,755	43.9%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

Table A14.9
Estimated Three-Year Transfer Rates of Completers and Non-Completers in Academic Transfer Programs (ATP) at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Part 1: Completers of ATP Program at College Where Students Initially Enrolled

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Public or Private Four-Year Institutions		Transferred to Other Programs or to Other Types of Institutions[2]	
		Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen					
2002–2003 Cohort					
Central	34	16	47.1%	21	61.8%
Metro	6	5	83.3%	6	100.0%
Mid-Plains	75	65	86.7%	14	18.7%
Northeast	72	44	61.1%	31	43.1%
Southeast	78	57	73.1%	17	21.8%
Western	67	42	62.7%	3	4.5%
Sector Total	332	229	69.0%	92	27.7%
2003–2004 Cohort					
Central	31	14	45.2%	20	64.5%
Metro	5	10	200.0%	5	100.0%
Mid-Plains	81	42	51.9%	5	6.2%
Northeast	69	41	59.4%	22	31.9%
Southeast	100	57	57.0%	10	10.0%
Western	69	28	40.6%	1	1.4%
Sector Total	355	192	54.1%	63	17.7%
Two Years Combined	687	421	61.3%	155	22.6%
Part-Time Freshmen					
2002–2003 Cohort					
Central	5	3	60.0%	4	80.0%
Metro	0	0	0.0%	0	0.0%
Mid-Plains	22	13	59.1%	3	13.6%
Northeast	0	0	0.0%	0	0.0%
Southeast	4	0	0.0%	0	0.0%
Western	3	1	33.3%	0	0.0%
Sector Total	34	17	50.0%	7	20.6%
2003–2004 Cohort					
Central	4	2	50.0%	5	125.0%
Metro	0	0	0.0%	0	0.0%
Mid-Plains	30	5	16.7%	2	6.7%
Northeast	5	1	20.0%	1	20.0%
Southeast	13	0	0.0%	3	23.1%
Western	3	0	0.0%	0	0.0%
Sector Total	55	8	14.5%	11	20.0%
Two Years Combined	89	25	28.1%	18	20.2%

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Table A14.9 Continued					
Part 2: Non-Completers of ATP Program at College Where Students Initially Enrolled					
Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Public or Private Four-Year Institutions		Transferred to Other Programs or to Other Types of Institutions[2]	
		Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen					
2002–2003 Cohort					
Central	207	23	11.1%	96	46.4%
Metro	389	79	20.3%	339	87.1%
Mid-Plains	135	32	23.7%	24	17.8%
Northeast	163	30	18.4%	69	42.3%
Southeast	1,071	325	30.3%	449	41.9%
Western	270	37	13.7%	38	14.1%
Sector Total	2,235	526	23.5%	1,015	45.4%
2003–2004 Cohort					
Central	206	33	16.0%	86	41.7%
Metro	387	105	27.1%	331	85.5%
Mid-Plains	138	37	26.8%	34	24.6%
Northeast	161	30	18.6%	65	40.4%
Southeast	1,246	247	19.8%	463	37.2%
Western	252	40	15.9%	40	15.9%
Sector Total	2,390	492	20.6%	1,019	42.6%
Two Years Combined	4,625	1,018	22.0%	2,034	44.0%
Part-Time Freshmen					
2002–2003 Cohort					
Central	162	17	10.5%	47	29.0%
Metro	423	115	27.2%	318	75.2%
Mid-Plains	148	16	10.8%	15	10.1%
Northeast	48	10	20.8%	9	18.8%
Southeast	727	29	4.0%	40	5.5%
Western	212	39	18.4%	16	7.5%
Sector Total	1,720	226	13.1%	445	25.9%
2003–2004 Cohort					
Central	167	13	7.8%	43	25.7%
Metro	446	126	28.3%	303	67.9%
Mid-Plains	233	47	20.2%	84	36.1%
Northeast	42	2	4.8%	10	23.8%
Southeast	699	177	25.3%	126	18.0%
Western	304	120	39.5%	21	6.9%
Sector Total	1,891	485	25.6%	587	31.0%
Two Years Combined	3,611	711	19.7%	1,032	28.6%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

[2]Includes transfers to programs at the same community college where students initially enrolled, transfers to other community colleges, and transfers to for-profit careers schools and other types of institutions, excluding four-year institutions.

Table A14.10
Estimated Three-Year Transfer Rates of Completers and Non-Completers in Programs Other Than Academic Transfer Programs at Nebraska Community Colleges in 2002–2003 and 2003–2004[1]

Part 1: Completers of Programs at the College Where Students Initially Enrolled

Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Public or Private Four-Year Institutions		Transferred to Other Programs or to Other Types of Institutions[2]	
		Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen					
2002–2003 Cohort					
Central	80	20	25.0%	66	82.5%
Metro	69	17	24.6%	68	98.6%
Mid-Plains	69	2	2.9%	6	8.7%
Northeast	317	27	8.5%	80	25.2%
Southeast	1,055	122	11.6%	78	7.4%
Western	26	0	0.0%	0	0.0%
Sector Total	1,616	188	11.6%	298	18.4%
2003–2004 Cohort					
Central	64	4	6.3%	53	82.8%
Metro	80	22	27.5%	86	107.5%
Mid-Plains	88	2	2.3%	13	14.8%
Northeast	301	27	9.0%	68	22.6%
Southeast	1,059	90	8.5%	243	22.9%
Western	14	0	0.0%	0	0.0%
Sector Total	1,606	145	9.0%	463	28.8%
Two Years Combined	3,222	333	10.3%	761	23.6%
Part-Time Freshmen					
2002–2003 Cohort					
Central	55	10	18.2%	27	49.1%
Metro	29	3	10.3%	31	106.9%
Mid-Plains	13	0	0.0%	0	0.0%
Northeast	11	1	9.1%	9	81.8%
Southeast	194	16	8.2%	31	16.0%
Western	4	1	25.0%	0	0.0%
Sector Total	306	31	10.1%	98	32.0%
2003–2004 Cohort					
Central	33	1	3.0%	23	69.7%
Metro	11	2	18.2%	12	109.1%
Mid-Plains	25	0	0.0%	1	4.0%
Northeast	10	1	10.0%	4	40.0%
Southeast	178	18	10.1%	67	37.6%
Western	7	0	0.0%	1	14.3%
Sector Total	264	22	8.3%	108	40.9%
Two Years Combined	570	53	9.3%	206	36.1%

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Table A14.10 Continued					
Part 2: Non-Completers of Programs at the College Where Students Initially Enrolled					
Institution	Number of First-Time, Degree-Seeking Freshmen (Cohort)	Transferred to Public or Private Four-Year Institutions		Transferred to Other Programs or to Other Types of Institutions[2]	
		Number of Students	% of Cohort	Number of Students	% of Cohort
Full-Time Freshmen					
2002–2003 Cohort					
Central	328	10	3.0%	47	14.3%
Metro	1,166	146	12.5%	750	64.3%
Mid-Plains	59	2	3.4%	2	3.4%
Northeast	229	16	7.0%	73	31.9%
Southeast	1,719	231	13.4%	193	11.2%
Western	79	5	6.3%	6	7.6%
Sector Total	3,580	410	11.5%	1,071	29.9%
2003–2004 Cohort					
Central	365	41	11.2%	106	29.0%
Metro	1,151	121	10.5%	502	43.6%
Mid-Plains	59	4	6.8%	13	22.0%
Northeast	278	24	8.6%	80	28.8%
Southeast	1,106	266	24.1%	396	35.8%
Western	84	1	1.2%	5	6.0%
Sector Total	3,043	457	15.0%	1,102	36.2%
Two Years Combined	6,623	867	13.1%	2,173	32.8%
Part-Time Freshmen					
2002–2003 Cohort					
Central	411	6	1.5%	86	20.9%
Metro	1,326	166	12.5%	718	54.1%
Mid-Plains	126	7	5.6%	13	10.3%
Northeast	42	3	7.1%	14	33.3%
Southeast	1,270	164	12.9%	130	10.2%
Western	62	0	0.0%	3	4.8%
Sector Total	3,237	346	10.7%	964	29.8%
2003–2004 Cohort					
Central	393	40	10.2%	93	23.7%
Metro	1,181	107	9.1%	645	54.6%
Mid-Plains	137	15	10.9%	34	24.8%
Northeast	29	1	3.4%	9	31.0%
Southeast	695	99	14.2%	139	20.0%
Western	32	0	0.0%	4	12.5%
Sector Total	2,467	262	10.6%	924	37.5%
Two Years Combined	5,704	608	10.7%	1,888	33.1%

[1]Data submitted by Nebraska community colleges for the 2006 NSC Research Project.

[2]Includes transfers to programs at the same community college where students initially enrolled, transfers to other community colleges, and transfers to for-profit careers schools and other types of institutions, excluding four-year institutions.

Appendix 15

Estimated Nebraska Net Migration of 22- to 64-Year-Olds

Table A.15.1
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2005 American Community Survey
Conducted by the U.S. Census Bureau
2004[1]

Level of Education	2004		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
None	246	0	246
To Grade 4	0	129	-129
Grade 5 or 6	1,466	0	1,466
Grade 7 or 8	85	374	-289
Grade 9	353	119	234
Grade 10	1,021	100	921
Grad 11	239	52	187
Grade 12 but no diploma	730	175	555
Subtotal – Less than high school diploma	4,140	949	3,191
High school graduate	6,092	6,247	-155
Some college but less than one year	2,156	1,844	312
One or more years of college but no degree	4,488	3,461	1,027
Subtotal – Some college	6,644	5,305	1,339
Associate degree	2,605	3,528	-923
Bachelor's degree	8,623	7,953	670
Master's degree	1,259	2,263	-1,004
Professional degree	445	1,064	-619
Doctorate	124	297	-173
Total	29,932	27,606	2,326

[1]Data Source: Estimates based on the 2005 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.