Nebraska's
Coordinating Commission
for
Postsecondary Education
CCPE

2008 Nebraska Higher Education Progress Report

Approved by the Commission

March 6, 2008

Nebraska's
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for
Postsecondary Education
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2008 Nebraska Higher Education Progress Report

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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 incorporated in subdivision (3) of Neb. Rev. Stat. § 85-1428 (2006).

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

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 120,592 in fall 2003 to 125,543 in fall 2006, or by 4.1%. Estimated enrollment increased by another 1.8% in fall 2007 to 127,856, primarily as a result of recently higher enrollments at the University of Nebraska as well as at several of Nebraska's independent colleges and universities.

The University of Nebraska and the Nebraska State College System reported increased enrollments of full-time, first-time freshmen in fall 2006, but total enrollment of first-time freshmen at the state's postsecondary institutions decreased by 11.4%, from 21,467 in fall 2003 to 19,021 in fall 2006. This large decrease illustrates that Nebraska continues to face a significant challenge in increasing the numbers of students who enroll in college. (The Commission does not as yet have data for fall 2007.)

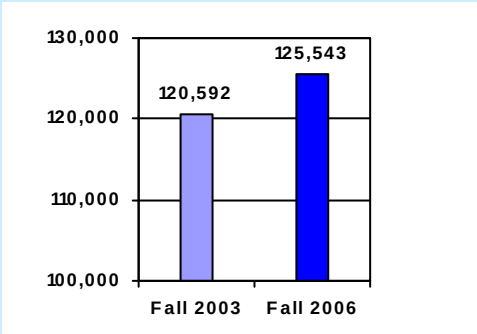
Nebraska high schools—Nebraska's primary source of college students

Since 2002–2003, the number of students graduating from Nebraska high schools has decreased by 2.8%, and the numbers of graduates over the next 10 years are not expected to increase.

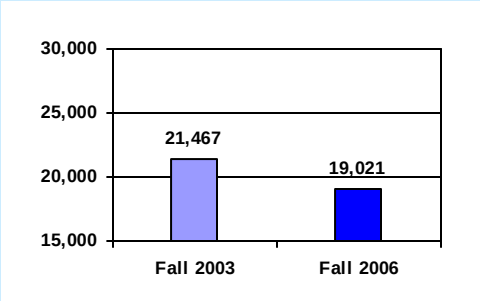
In 2006–2007, 21,351 students graduated from Nebraska high schools. Based on available projections, Nebraska high schools will graduate only about 50 more students in 2017–2018 than in 2006–2007. However, the demographic profile of those graduates is projected to change dramatically.

Priority 1

- **Total postsecondary headcount enrollment rose by 4.1% in three years:**



- **But, first-time freshmen enrollments decreased by 11.4%:**



Why is this important?

Fewer incoming freshmen can mean 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, they are projected to account for 20% of Nebraska's high school graduates by 2017–2018, compared to 4% in 2002–2003. 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 2002–2003, and the state's public high school graduation rate continues to be among the highest in the United States.

Although the graduation rate for the state's public high schools has steadily increased from 84.7% in 2002–2003 to 88.4% in 2006–2007, the graduation rates for Hispanics, black non-Hispanics and Native Americans continue to be 20% to 32% lower than the rates for white non-Hispanics and Asians/Pacific Islanders. Consequently, we need to continue and strengthen efforts to eliminate this disparity.

Preparation for college

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

Still, data from ACT, Inc. for the class of 2007 reveal that only 27% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. Furthermore, compared to their white non-Hispanic and Asian/Pacific Islander classmates, even lower percentages of the state's Hispanic, Native American and black non-Hispanic high school graduates are adequately prepared for entry-level college coursework.

How many Nebraska high school graduates go to college and where do they go?

About 68% of Nebraska's high school graduates in the class of 2005-2006 enrolled in postsecondary education within 12 months of graduation. Of these students, about 82% enrolled at in-state colleges, while the remaining 18% went out of state to school.

In addition to attracting a high percentage of the state's high school graduates, Nebraska's colleges and universities attract more than 3,000 out-of-state and foreign students each year. In fall 2006, Nebraska imported about 200 more first-time freshmen than it exported.

Changes in freshmen enrollments

Slightly higher numbers of Asians/Pacific Islanders, Native Americans and Hispanics enrolled at Nebraska institutions in fall 2006 than in fall 2003, but there were fewer black non-Hispanics among the first-time freshmen in 2006, and there was a much greater-than-expected decrease in the number of white non-Hispanics who enrolled as first-time freshmen. The reasons for the unexpected decreases in white and black non-Hispanic first-time freshmen are not known, but economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees may be contributing factors.

The importance of state-funded financial aid

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

Priority 2

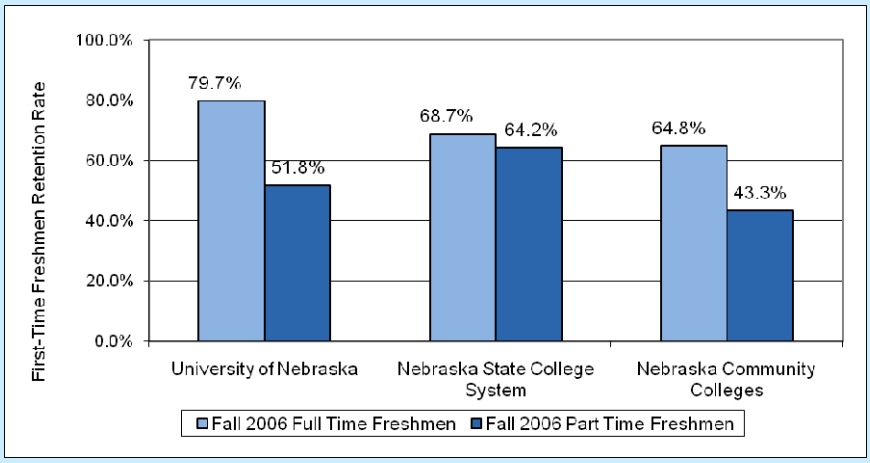
Increase the percentage of students who enroll and successfully complete a degree.

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 degree programs.

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

Priority 2

- **Students who start college 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?

Students who can attend college only part time are less likely to continue their studies and, therefore, are less likely to earn degrees.

Freshmen retention rates

Between fall 2004 and fall 2006, the statewide freshmen retention rate for full-time students increased from 71.4% to 73.5%.

Retention rates for full-time students in fall 2006 varied between types of institutions, ranging from 64.8% at the community colleges to 79.7% at the University of Nebraska. The independent colleges and universities also had a relatively high retention rate of 76.1% in fall 2006.

Nebraska's community colleges enroll about 80% of the first-time freshmen who start college as part-time students. Their retention rate for part-time freshmen was 43.3% in 2006, which is 2.7% above the estimated national average for two-year public institutions.

When students who transferred to other institutions are added to the freshmen who were retained by the Nebraska's public institution where they started college, 83% of full-time freshmen and 65% of part-time freshmen continued their studies beyond their first year.**

College graduation rates

Graduation rates based on data collected by the National Center

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

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

(Priority 2, continued)

for Education Statistics (NCES) are calculated only for full-time students who graduate from the same college where they started as first-time freshmen.*** Based on NCES data, the statewide graduation rate for Nebraska institutions increased slightly from 48.4% in 2002–2003 to 49.8% in 2005–2006. The non-degree-granting, for-profit schools have had the highest graduation rate among the sectors of higher education in Nebraska since 2002–2003, followed by the independent institutions.

Between 2002–2003 and 2005–2006, graduation rates remained stable or increased by varying degrees across the sectors of higher education in Nebraska, except for the community colleges, where the graduation rate decreased from 38% to 32%.

Racial/ethnic disparities

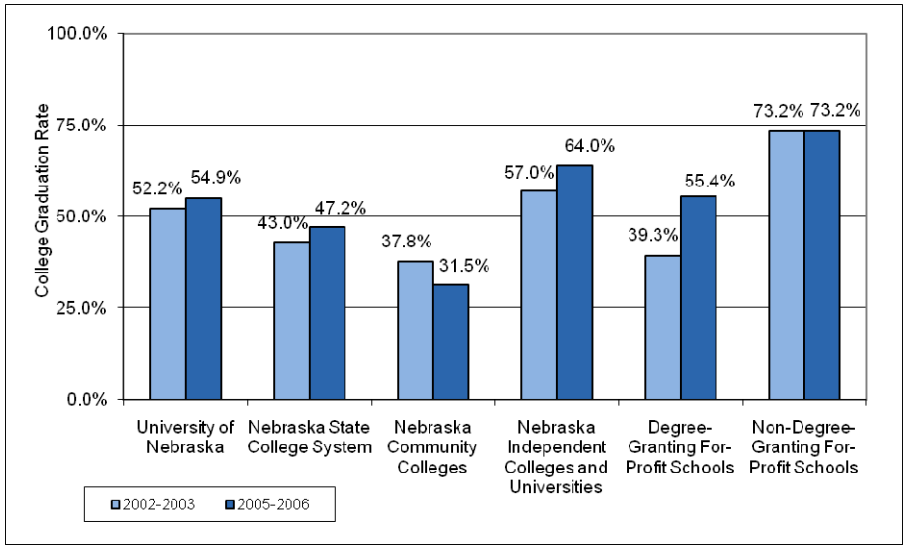
Minorities—who account for most of Nebraska's projected population growth—graduate from high school at lower rates than do white non-Hispanics.

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 they are represented among Nebraska's high school graduating classes. However, Hispanics, black non-Hispanics, and Native Americans continue to have significantly lower college graduation rates than whites and Asian/Pacific Islanders who complete degree programs at Nebraska institutions.

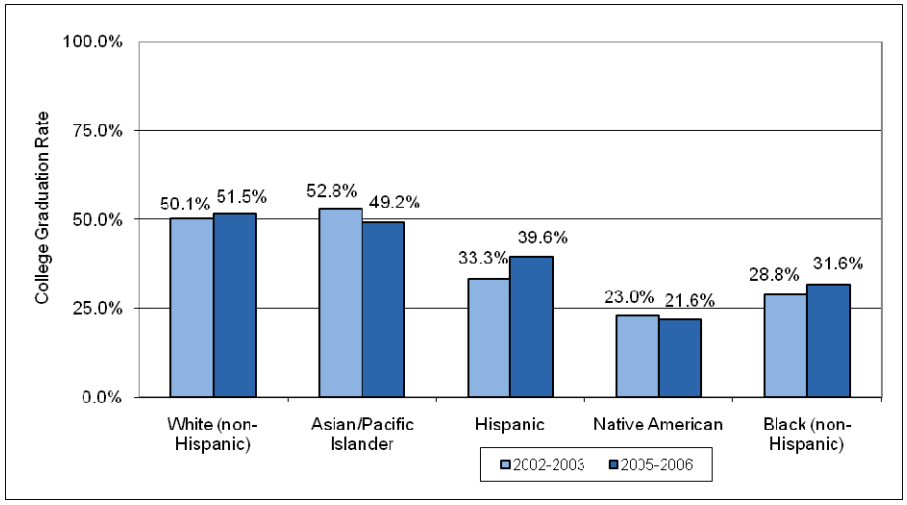
Between 2002–2003 and 2005–2006, graduation rates for all five racial/ ethnic groups increased at the University of Nebraska, but there was no consistent improvement in the completion rates of white non-Hispanics or any of the minority groups within the other sectors of higher education in Nebraska.

Graduation Rates for Nebraska Postsecondary Institutions 2002–2003 Compared to 2005–2006

By Sector:



By Race/Ethnicity:



National Center for Education Statistics, Integrated Postsecondary Education Data System

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

Priority 3

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

Based on the most recent data from the U.S. Census Bureau, Nebraska continues to experience a net out-migration of college-educated adults.

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.

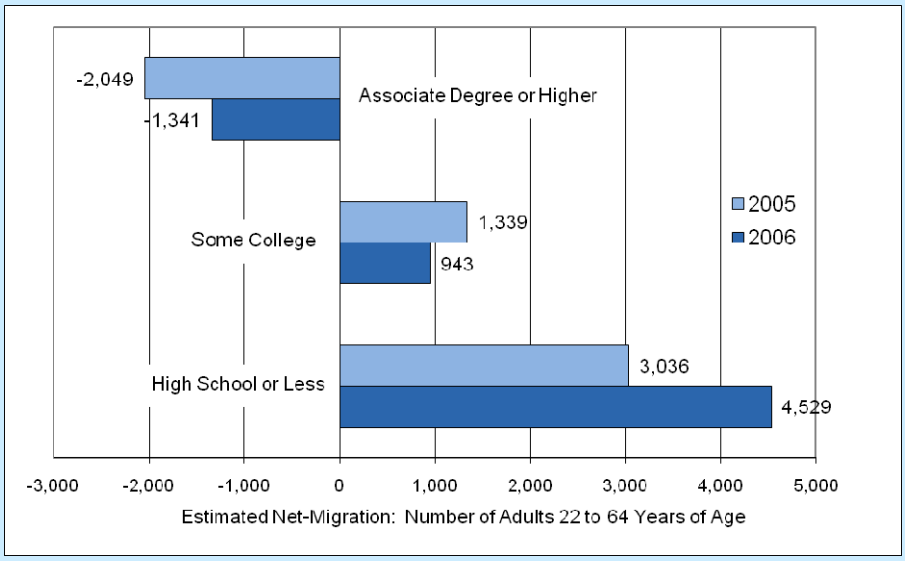
Beginning in 2005, the U.S. Census Bureau started collecting data annually to estimate in- and out-migration for each state. Since the estimates for Nebraska are based on small samples of the people who move in or out of the state within a year of each annual survey, these estimates can vary quite dramatically from one year to the next. However, the general pattern of Nebraska's estimated net migration was the same for 2004 and 2005. In both years, the net in-migration of adults with a high school education or less was more than twice as high as the net in-migration of adults with some college but no degrees, and the state lost more college graduates than it attracted.

Based on the most recent data, Nebraska is not making significant progress in reversing the net out-migration of adults with high levels of educational attainment and probably will not do so until more employment opportunities requiring college degrees are developed within the state.

Priority 3

- **Nebraska continues to attract significant numbers of adults with a high school education or less.**
- **We also are attracting adults with some college education, but we are losing many adults with college degrees, exporting more college-educated adults than we are importing.**

Estimated Nebraska Net Migration of 22– to 64–Year-Olds in 2004 and 2005
Based on the 2005 and 2006 American Community Surveys Conducted by the U.S. Census Bureau



Other findings and conclusions

Freshmen enrollments at Nebraska's community colleges

Statewide, total headcount enrollment at Nebraska's community colleges has increased 8% since fall 2002. However, the enrollment of first-time freshmen at the community colleges decreased almost 13% between fall 2002 and fall 2006.

The decline in the number of first-time freshmen at the community colleges is due to a significant decrease in the number of Nebraska students who begin their postsecondary studies at the state's community colleges more than a year after they graduate from high school. The community colleges currently serve more

(Other findings and conclusions, continued)

than 70% of the students in this category. Between fall 2002 and fall 2006, the community colleges enrolled 1,330, or 33.5%, fewer Nebraska-resident, first-time freshmen who started college more than 12 months after they graduated from high school. This decline is an important trend to address because a major mission of the community colleges is to serve non-traditional students, including those who delay going to college for at least a year after they graduate from high school.

Between fall 2002 and fall 2006, the number of first-time freshmen from Nebraska who enrolled at the community colleges within a year of graduating from high school increased by 400 students or 14%. As a result, community colleges accounted for a slightly higher percentage of the freshmen in this category in 2006 than in 2002, indicating that a larger number of Nebraska's most recent high school graduates chose to begin their college education at Nebraska's community colleges, rather than at the public four-year institutions within the state.

The challenge of increasing freshmen enrollments

Nebraska's college continuation rate increased from 62% in fall 2002 to 68% in fall 2006, meaning that an increasing percentage of the graduates from Nebraska's high schools are going to college within a year after receiving their high school diplomas. Furthermore, an increasing percentage of these students are staying in Nebraska and attending colleges and universities in their home state. However, the numbers of students who will graduate from Nebraska high schools are not projected to increase in the foreseeable future, making it difficult to increase first-time freshmen enrollments without further increasing the state's college continuation rate or, in other words, without dipping deeper into the annual pool of students who graduate from high school. In addition, Nebraska's colleges and universities must continue to face the challenge of attracting first-time freshmen from other states.

Overall progress and the challenges facing the state

The results of the research for the 2008 Nebraska Higher Education Progress Report are not significantly different from those reported to the Nebraska Legislature in 2007, reflecting the stability of the state's postsecondary education system. While the changes measured each year are relatively small, progress is generally in the right direction with respect to the first and second priorities recommended by the 2003 LR 174 Higher Education Task Force. On the other hand, Nebraska does not appear to be significantly reducing the net out-migration of Nebraskans with college degrees.

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

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2008 Nebraska Higher Education Progress Report

Introduction

The *2008 Nebraska Higher Education Progress Report* is the fourth annual report designed to provide the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system. Developed by the LR 174 Higher Education Task Force in 2003, 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]

To monitor progress toward the key priorities listed above, the *2008 Nebraska Higher Education Progress Report* provides legislators and other state policy makers with a detailed comparative analysis. Throughout this report, the most recently available statistics are compiled and compared to the quantitative baselines established in the *2004 Baseline Report for the LR 174 Higher Education Task Force*. These comparisons provide evidence of the extent to which Nebraska's postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

[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.

Prior to this report, the Coordinating Commission for Postsecondary Education produced the *2004 Baseline Report for the LR 174 Higher Education Task Force*, the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* and the *2007 Nebraska Higher Education Progress Report.*[1] The first volumes of the 2004 and 2005 reports focus on the statistical indicators selected to monitor progress toward achieving the three key priorities recommended by the LR 174 Task Force. The second volumes of these two reports are compilations 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.[2] Complete copies of the 2004, 2005 and 2007 reports are available on the Commission's Web site: www.ccpe.state.ne.us.

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 for-profit/career schools. However, the for-profit schools are excluded from some of the reported analyses due to insufficient or unreliable data pertaining to these institutions.

The Commission always uses the latest data available for analysis. However, for the analyses for the annual progress report, 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 latest data available for analysis may not be the most current data.

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

[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 generally monitor progress toward achieving this goal, this section compares the latest available total student headcounts and enrollments of first-time freshmen to fall 2003 baselines within the context of 10-year trends.

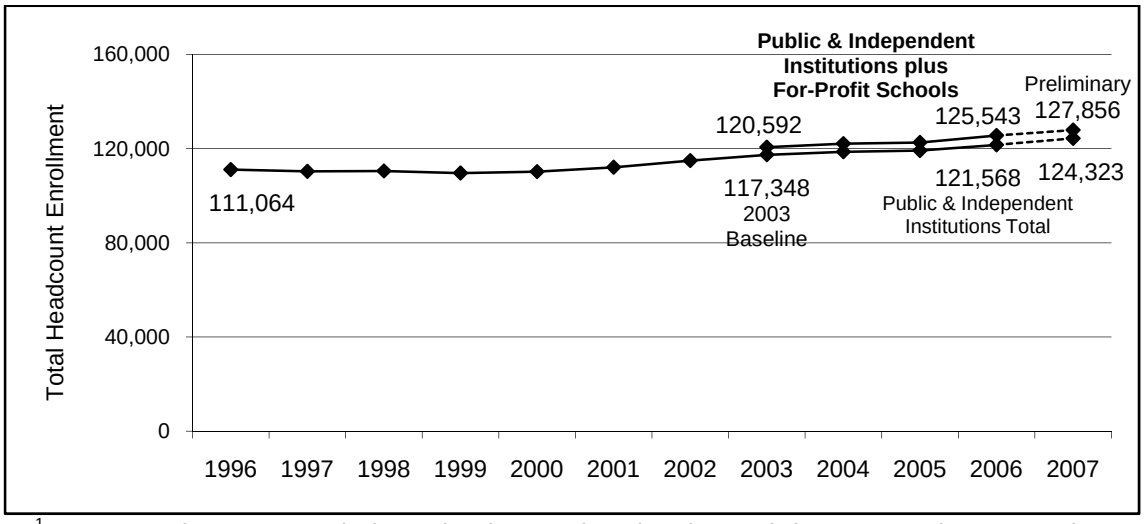
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 1996 through fall 2006. Enrollments for fall 2007 are preliminary, based on estimates that institutions reported to the NCES through the fall 2007 IPEDS Institutional Characteristics Survey and actual counts reported directly to the Coordinating Commission. Total enrollments for the sector consisting of for-profit schools are not reported for the years prior to 2003 due to insufficient, incomparable or unverified data for some schools in the sector.

Nebraska Total Headcount Enrollment[1]

- Total headcount enrollment at Nebraska's public, independent and for-profit postsecondary institutions increased 4.1%, from 120,592 in fall 2003 to 125,543 in fall 2006, an average of 1.4% per year.
- Preliminary enrollment figures indicate that total headcount enrollment increased to 127,856 in fall 2007, an increase of 1.8% from fall 2006, and a 6.0% increase from the fall 2003 baseline of 120,592 full-time and part-time students.

Figure 1.1

Total Headcount Enrollment at Nebraska Postsecondary Institutions Fall 1996–Fall 2007[1]



[1]Data source for 1996–2006 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Totals for fall 2007 are preliminary. Statewide official enrollments for 2007 will not be available from IPEDS until May 2008. The for-profit/career school sector includes three non-profit career schools of radiologic technology. See Table A1.1 and Table A1.2 in Appendix 1 for supporting data.

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

Nebraska Public and Independent Colleges and Universities: Enrollment by Sector

- The total headcount enrollment at the institutions constituting the University of Nebraska declined 0.4% between fall 2003 and fall 2006 as a result of a 1.9% enrollment decline between 2003 and 2004 that was not completely offset by enrollment increases of 0.8% in fall 2005 and fall 2006. Based on information obtained directly from the University of Nebraska Central Administration, enrollment is continuing to increase, as evidenced by a 2.7% increase in the university's total headcount between fall 2006 and fall 2007.

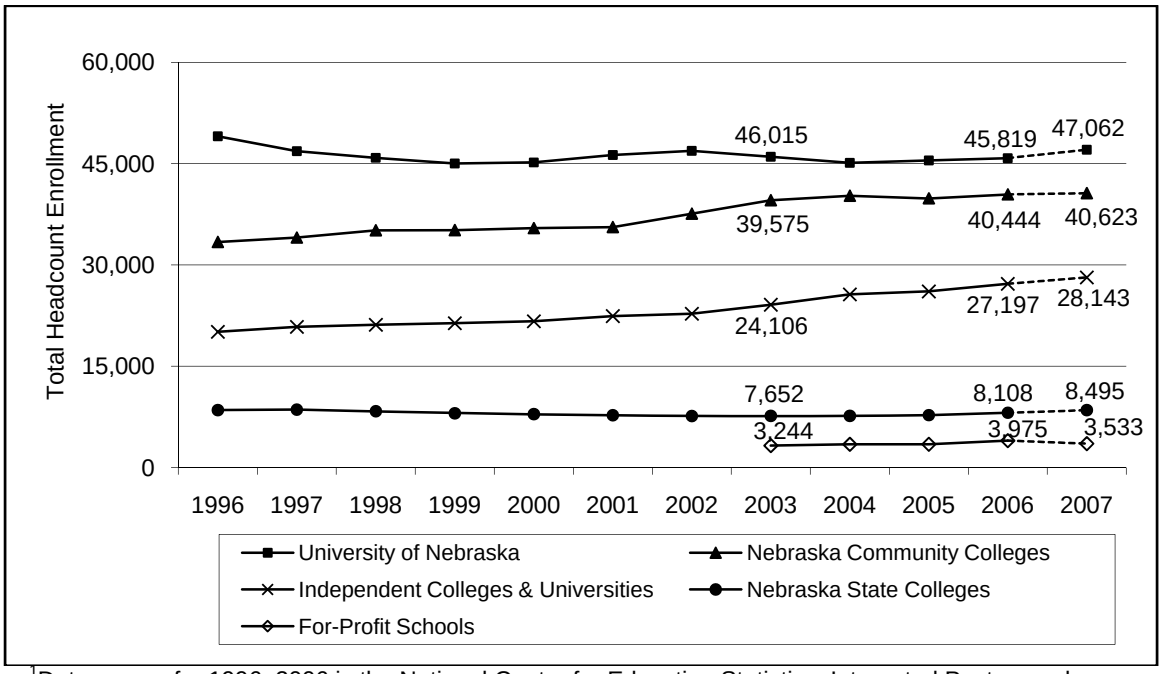
- Preliminary enrollment figures for fall 2007 indicate that the state colleges, community colleges and independent colleges and universities also contributed positively to the 1.8% estimated increase in total enrollment at the Nebraska's postsecondary institutions between fall 2006 and fall 2007.

- Based on preliminary total headcounts, Nebraska's community colleges experienced a one-year enrollment increase of 0.4%, enrollment at the state colleges increased 4.8%, and enrollment at the state's independent colleges and universities rose 3.5% from fall 2006 to fall 2007. In comparison, estimated enrollment within the for-profit sector decreased 11.1% between 2006 and 2007.

- See Table A1.1 and Table A1.2 in Appendix 1 for supporting data.

Figure 1.2

Total Headcount Enrollment at Nebraska Postsecondary Institutions by Sector Fall 1996–Fall 2007[1]



[1]Data source for 1996–2006 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2007 for the University of Nebraska and Nebraska State College System are from the system offices. Data for fall 2007 for the Nebraska community colleges were obtained directly from each college or from IPEDS and confirmed by the colege. Other totals for 2007 are preliminary. Official enrollments for 2007 will not be available from IPEDS until May 2008. The for-profit sector includes three non-profit career schools radiologic technology. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Public Colleges and Universities: Enrollment by Institution

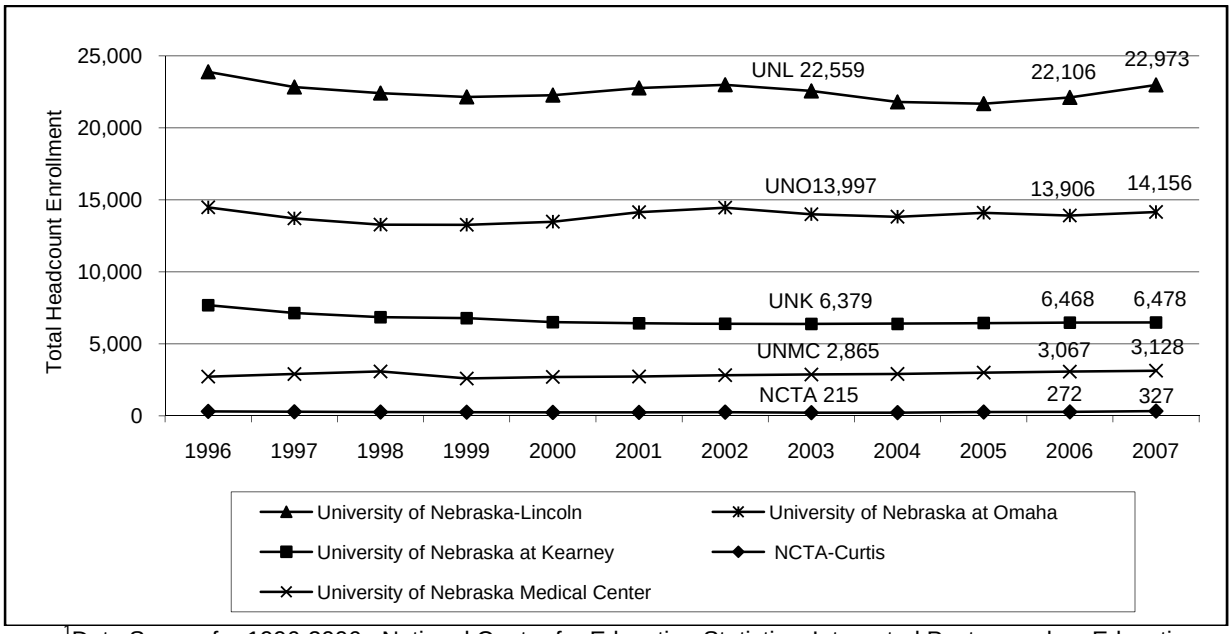
Within all sectors, changes in enrollment vary from one institution to another. The following charts show the enrollment trends of the institutions in each public sector. Within the context of these trends, fall 2003 baseline enrollments are shown in comparison to the latest available total headcount enrollments obtained from University of Nebraska Central Administration, the Nebraska State College System office, or in the case of the community colleges, directly from the college or from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) and confirmed by the institution. (See Table A1.2 in Appendix 1for supporting data.)

University of Nebraska

- Between fall 2003 and fall 2007, total headcount enrollment at the University of Nebraska-Lincoln (UNL) increased 1.3%.
- Between fall 2003 and fall 2007, enrollment at the other institutions constituting the University of Nebraska increased as follows: the University of Nebraska at Omaha (UNO) by 1.1%, the University of Nebraska at Kearney (UNK) by 1.6%, the University of Nebraska Medical Center (UNMC) by 9.2%, and the Nebraska College of Technical Agriculture (NCTA) by 52.1% (from 215 students in fall 2003 to 327 in fall 2007).
- Between fall 2006 and fall 2007, total headcount enrollment increased at all of the institutions constituting the University of Nebraska: UNL 3.9%, UNO 1.8%, UNK 0.2%, UNMC 2.0% and NCTA 20.2%.

Figure 1.3

Total Headcount Enrollment at the University of Nebraska
Fall 1996–Fall 2007[1]



[1]Data Source for 1996-2006: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2007: University of Nebraska Central Administration. See Table A1.2 in Appendix 1 for supporting data.

Nebraska State College System

- Total headcount enrollment at Wayne State College (WSC) increased by 2.4% between fall 2003 and fall 2004 and then decreased 2.2% in fall 2005. Between 2005 and 2006, enrollment at WSC increased 2.6%, and in fall 2007 enrollment was up another 3.5%, resulting in a net four-year increase of 6.3%.

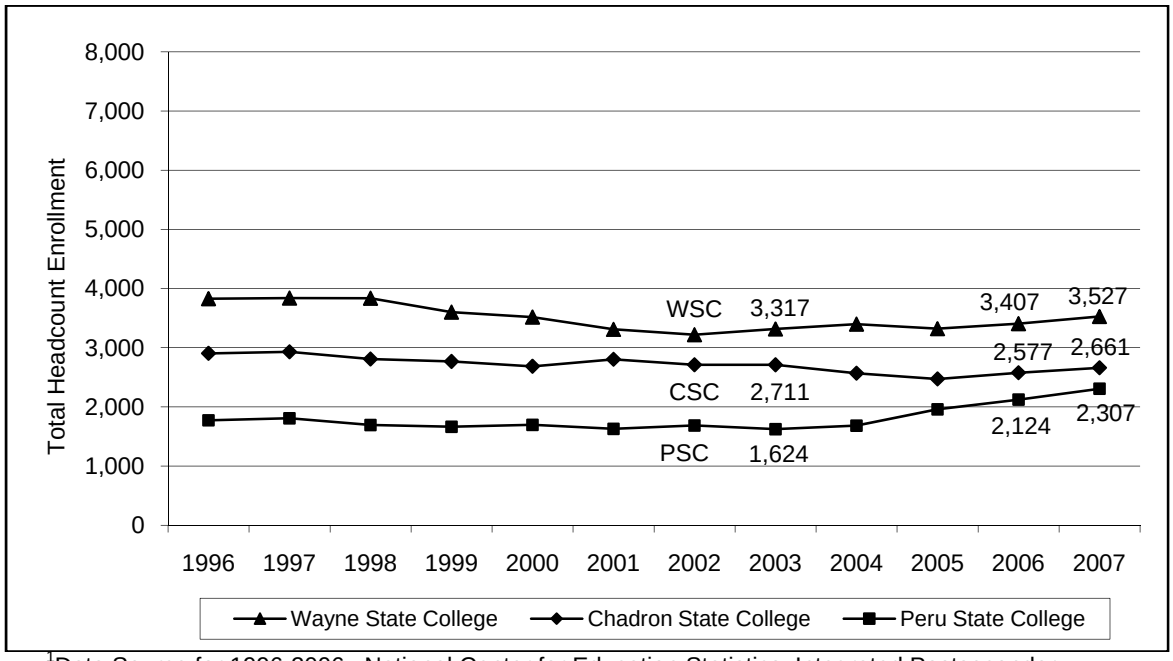
- Total headcount enrollment at Chadron State College (CSC) decreased 8.8% from fall 2003 to fall 2005, but enrollment increased 4.2% from 2005 to 2006 and 3.3% from 2006 to 2007. As a result of these two increases, enrollment at CSC was only 1.8% lower in fall 2007 than it was in fall 2003.

- Primarily as a result of the expansion of online courses and graduate enrollment, total headcount enrollment at Peru State College (PSC) increased 42.1% between fall 2003 and fall 2007, or an average of more than 10% a year.

- Specifically, enrollments at PSC increased 3.6% in fall 2004, 16.4% in fall 2005, 8.4% in fall 2006 and 8.6% in fall 2007.

Figure 1.4

Total Headcount Enrollment at Nebraska State College System
Fall 1996–Fall 2007[1]



[1]Data Source for 1996-2006: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2007: Nebraska State College System office. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Community Colleges

- Overall, total community college enrollments increased 2.6% between fall 2003 and fall 2007. However, enrollment changes over the four years varied significantly from one institution to another.

- In summary, two of Nebraska's six community colleges reported net increases in total headcount enrollment between fall 2003 and fall 2007, while enrollments decreased at the other four colleges:

  - Metropolitan Community College 15.3%
  - Northeast Community College 6.0%
  - Southeast Community College - 1.2%
  - Central Community College - 3.9%
  - Mid-Plains Community College - 14.0%
  - Western Nebraska Community College - 15.4%

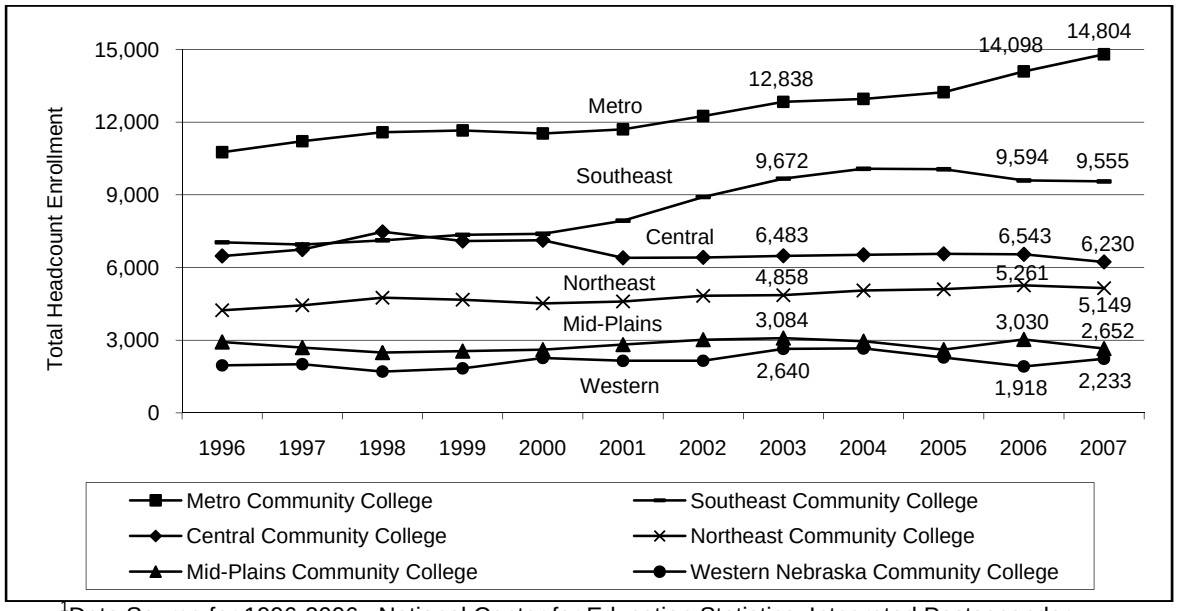
- Enrollment increases and decreases between fall 2006 and fall 2007 were in the same directions as the four-year changes reported above, except in two cases.

  - Northeast Community College reported an enrollment decrease of 2.1% after three consecutive years of increased enrollments.

  - Due primarily to fluctuating demand for industry training classes, the total headcount enrollment at Western Nebraska Community College increased 16.4% between 2006 and 2007, following annual decreases of 14.1% and 16.0%.

Figure 1.5

Total Headcount Enrollment at Nebraska Community Colleges
Fall 1996–Fall 2007[1]



[1]Data Source for 1996-2006: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2007: Data obtained directly from the institution or from IPEDS and confirmed by the institution. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Independent Colleges and Universities

- Total headcount enrollment at Nebraska's 19 independent colleges and universities increased 12.8% between fall 2003 and fall 2006, and by another 3.5% in fall 2007, for a total four-year increase of 16.7%.

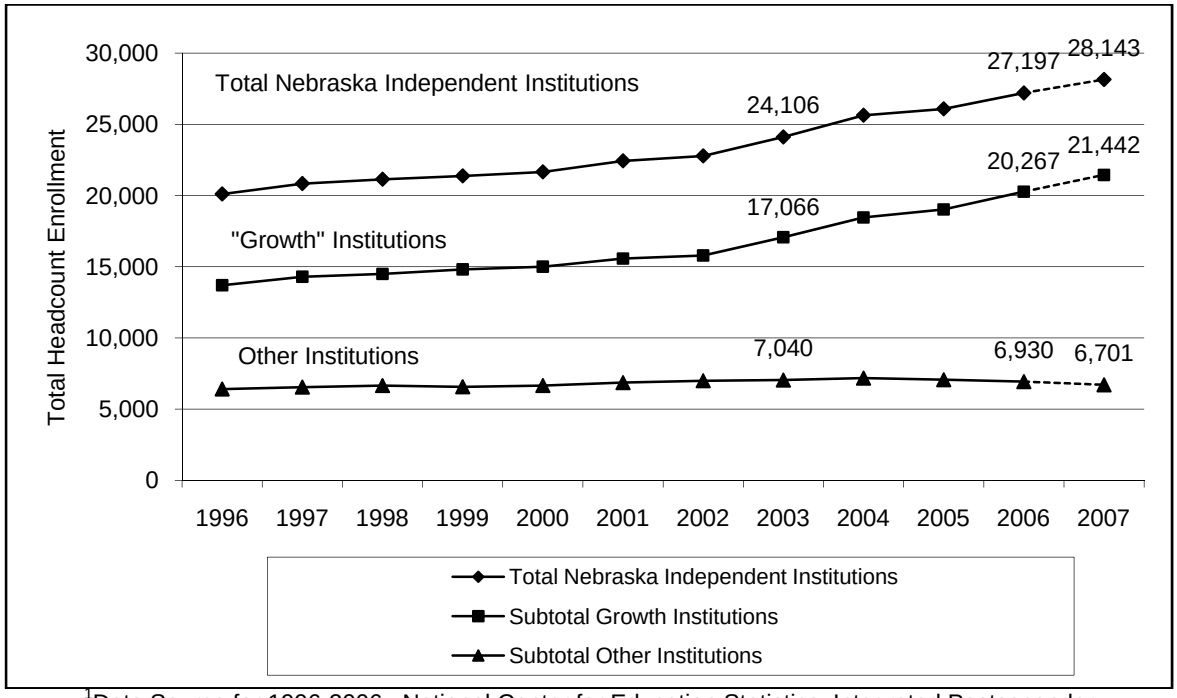
- As illustrated in Figure 1.6 below, the following seven institutions accounted for nearly all of the sector's growth between fall 2003 and fall 2007:

  Bellevue University
  BryanLGH College of Health Sciences
  College of Saint Mary
  Creighton University
  Doane College[1]
  Nebraska Methodist College
  Nebraska Wesleyan University

  The combined enrollment of these "growth" institutions increased 25.6% between 2003 and 2007, while the total enrollment of the remaining 12 schools decreased 4.8% over the same period.[2]

Figure 1.6

Total Headcount Enrollment at Nebraska Independent Colleges and Universities Fall 1996–Fall 2007[1]



[1]Data Source for 1996-2006: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2007: Counts obtained directly from the institutions or estimates from IPEDS. See Table A1.2 in Appendix 1 for supporting data.

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

[2]Bellevue University, BryanLGH College of Health Sciences, College of Saint Mary, Creighton University, Doane College, Nebraska Methodist College and Nebraska Wesleyan University are categorized as "growth" institutions based on the following two criteria: (1) the institution reported increases in total headcount enrollment between fall 2005 and fall 2006 and between fall 2006 and fall 2007 and (2) the school reported enrollment growth over one or both of the two preceding years. See Table A1.2 in Appendix 1 for supporting data.

- As of fall 2007, the seven "growth" institutions enrolled 76.2% of the students who attended Nebraska's independent colleges and universities, up from 70.8% four years earlier.

- Of the remaining 12 institutions, Clarkson College and Dana College had higher total headcounts in fall 2007 than fall 2003. The enrollments of Hastings College and Summit Christian College were about the same in fall 2007 and fall 2003. However, the other eight independent institutions experienced declines in total enrollment over the four-year period. These declines are significant enough to result in the 4.8% decline for the 12 institutions.

The For-Profit/Career School Sector

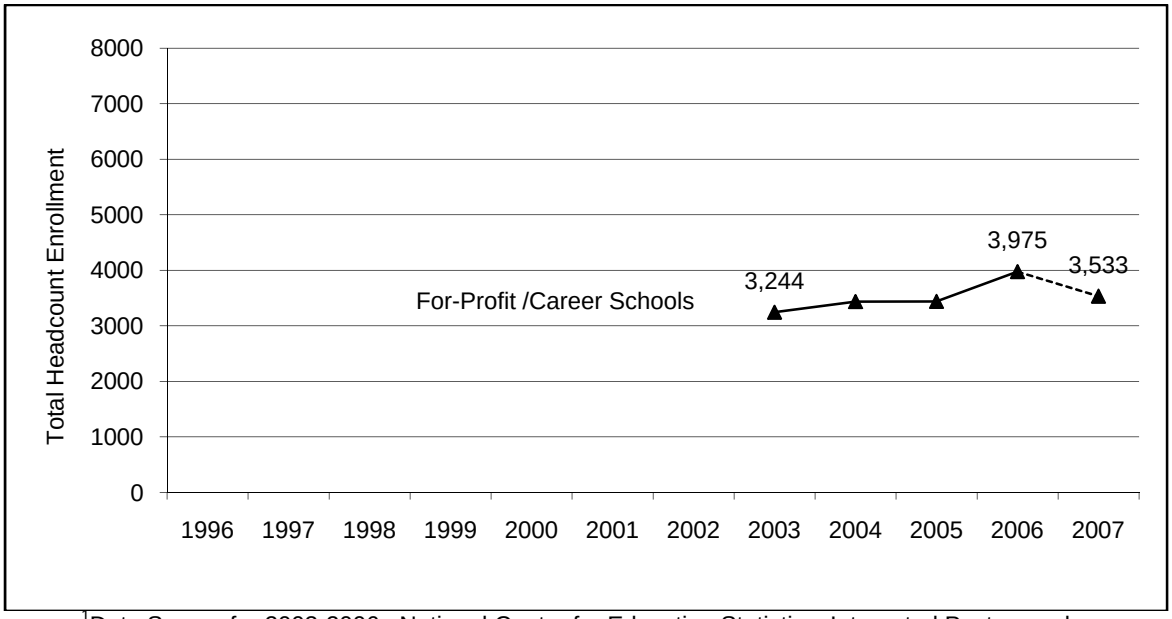
All of the institutions in the "for-profit/career school sector" are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. This category previously has been referred to as the "private career schools." While this sector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

- As illustrated in Figure 1.7, total headcount enrollment within the for-profit sector decreased 11.1% between fall 2006 and fall 2007, but increased 8.9% over the four years between fall 2003 and fall 2007.

- See Table A1.2 in Appendix 1 for a list of the schools in the for-profit sector and their total headcount enrollments from fall 2003 to fall 2007.

Figure 1.7

Total Headcount Enrollment within the Nebraska For-Profit/Career School Sector Fall 2003–Fall 2007[1]



[1]Data Source for 2003-2006: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2007: Actual counts are obtained directly from the institutions or from IPEDS. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Total Postsecondary Enrollment

- Including the enrollments at for-profit schools, Nebraska's total postsecondary headcount enrollment increased 6.0% from 120,592 in fall 2003 to 127,856 in fall 2007.

- As shown in Table 1.1, the net effect of the changes in enrollment that occurred between the fall 2003 baseline and fall 2007 is that the enrollments at the independent colleges and universities and the for-profit schools accounted for slightly higher percentages of Nebraska's total postsecondary enrollment in 2007. The combined enrollment of the public institutions accounted for a slightly lower percentage of the state's total enrollment.

Table 1.1
Nebraska Total Postsecondary Enrollment by Sector: 2003 and 2007[1]

Enrollment Sector	Fall 2003		Fall 2007	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment
University of Nebraska	46,015	38.2%	47,062	36.8%
Nebraska State Colleges	7,652	6.3%	8,495	6.6%
Nebraska Community Colleges	39,575	32.8%	40,623	31.8%
Total Nebraska Public Colleges and Universities	93,242	**77.3%**	96,180	**75.2%**
Nebraska Independent Colleges and Universities	24,106	**20.0%**	28,143	**22.0%**
For-Profit Schools*	3,244	**2.7%**	3,533	**2.8%**
Total Nebraska Postsecondary Headcount Enrollment	120,592	100.0%	127,856	100.0%
***Note**: All institutions in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.				

[1]See Table A.1 in Appendix 1 for data references.

Nebraska First-Time Freshmen Enrollments

First-time freshmen enrollments are indicators of the general direction that undergraduate enrollments are headed as well as direct measures of the numbers of high school graduates who go on to college in Nebraska. Consequently, this section supplements the analysis of total headcount enrollment by comparing the 2003 baseline enrollments of first-time freshmen to freshmen enrollments from fall 2004 to fall 2006. First-time freshmen enrollments for fall 2007 will be available in May 2008 and reported in the *2009 Nebraska Higher Education Progress Report.*

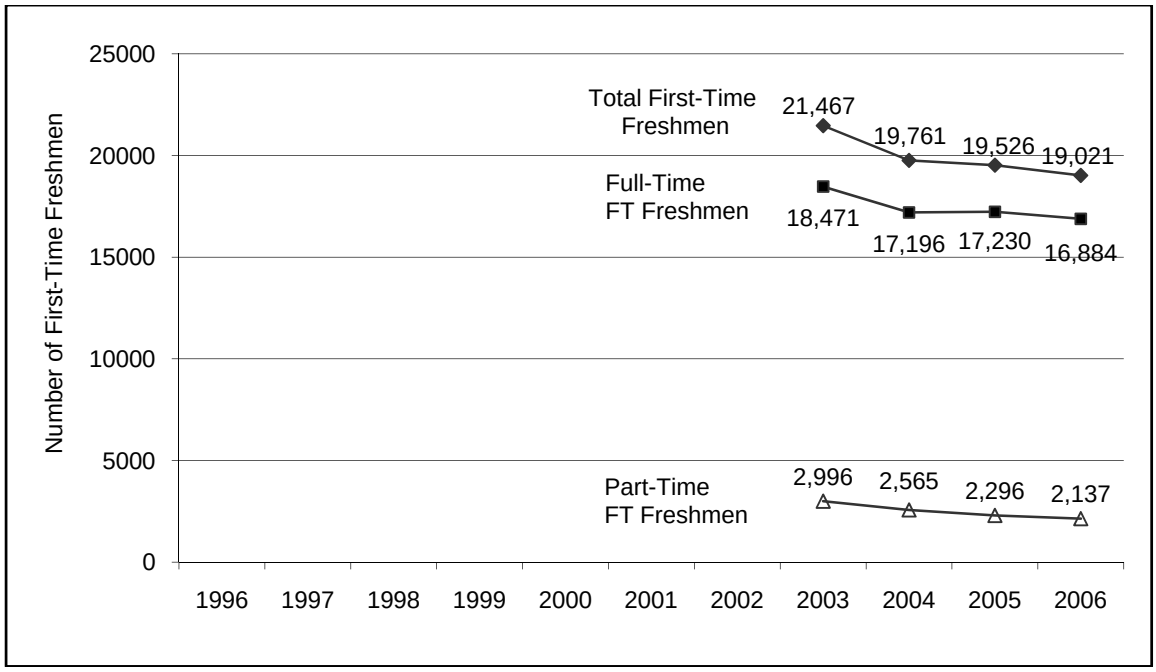
Nebraska Total Enrollment of Full- and Part-Time, First-Time Freshmen

- As shown in Figure 1.8, total enrollment of first-time freshmen at all of Nebraska's colleges and universities, including for-profit schools, decreased 11.4% from a baseline enrollment of 21,467 in fall 2003 to 19,021 in fall 2006.

- Between 2003 and 2006, the enrollment of full-time, first-time freshmen decreased by 1,587 students or by 8.6%, from 18,471 to 16,884. Part-time freshmen enrollment decreased by 859 students or by 28.7%, from 2,996 to 2,137 during the same period.

- In fall 2006, full-time freshmen accounted for 88.8% of the first-time freshmen attending postsecondary institutions in Nebraska, up from 86.0% in fall 2003. Conversely, part-time, first-time freshmen decreased from 14.0% to 11.2% of total freshmen enrollment.

Figure 1.8
Nebraska Total First-Time, Freshmen Enrollment
by Full- and Part-Time Student Status
Fall 2003–Fall 2006[1]



[1]Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career schools of radiologic technology in addition to the enrollments at all public and independent colleges and universities. See Table A1.3 in Appendix 1 for supporting data.

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

- Further analysis reveals that the University of Nebraska was the only sector with a three-year net increase in the number of full-time, first-time freshmen enrolled between fall 2003 and fall 2006.

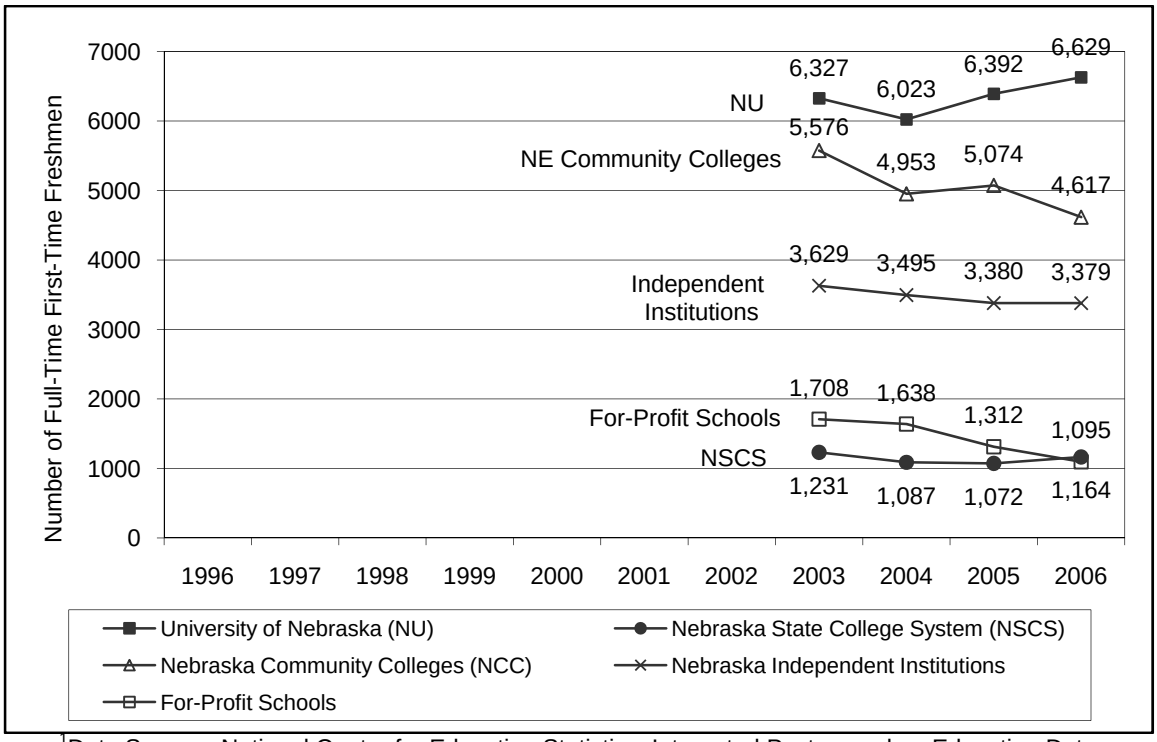
- As illustrated in Figure 1.9, the University of Nebraska experienced a 4.8% decrease in the number of full-time, first time freshmen enrolled between fall 2003 and fall 2004. However, this decrease was offset by increases in fall 2005 and fall 2006, resulting in a three-year net gain of 4.8% in full-time, first-time freshmen enrollment between 2003 and 2006.

- Between fall 2004 and 2005, Nebraska's community colleges experienced a 2.4% gain in the number of first-time freshmen enrolled full-time, but the increase was not sufficient to offset decreases in fall 2004 and fall 2006. As a result, enrollment of full-time, first-time freshmen at Nebraska's community colleges decreased by 17.2% over the three-year period between 2003 and 2006.

- The number of full-time, first-time freshmen enrolled at Nebraska's independent colleges decreased 6.9% between fall 2003 and fall 2005 and then leveled off in fall 2006.

Figure 1.9

Nebraska Total Full-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2006[1]



[1]Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). The for-profit sector includes three career schools radiologic technology operated by non-profit hospitals or medical centers. See Part A of Table A1.3 in Appendix 1 for supporting data.

- As also illustrated in Figure 1.9 on the preceding page, Nebraska's for-profit schools enrolled 35.9% fewer full-time, first-time freshmen in fall 2006 than in fall 2003. These schools include the University of Phoenix, a variety of for-profit career schools, and three schools of radiologic therapy operated by non-profit hospitals or medical centers.

- The Nebraska State College System experienced an 11.7% decrease in first-time freshmen enrollment between 2003 and 2004. This was followed by a significantly smaller decline of 1.4% a year later and an 8.6% increase between fall 2005 and fall 2006, indicating that the system's decline in the enrollment of full-time freshmen between 2003 and 2004 has been reversed.

  (See Part A of Table A1.4 in Appendix 1 for supporting data.)

- As shown in Figure 1.10 below, Nebraska's community colleges account for the majority of first-time freshmen who attend school part time (78.7% of the state total in fall 2003 and 81.3% in fall 2006).

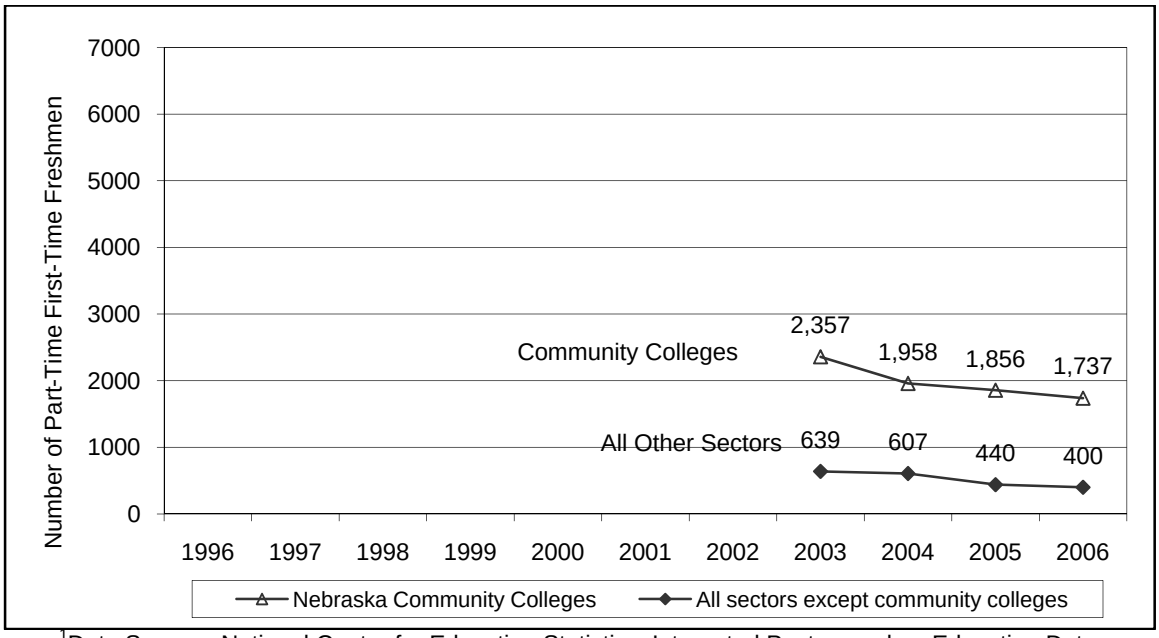
- As also evidenced in Figure 1.10, enrollment of part-time, first-time freshmen at Nebraska's community colleges decreased by 16.9% between fall 2003 and fall 2004, followed by decreases of 5.2% and 6.4% for a three-year net decrease of 26.3%.

- Similarly, the number of part-time freshmen enrolled in other types of postsecondary institutions decreased by 37.4% over the three-year period between 2003 and 2006, with 75% of this decline being attributable to decreases in the number of part-time freshmen at independent institutions and for-profit schools.

  (See Part B of Table A1.4 in Appendix 1 for supporting data.)

Figure 1.10

Nebraska Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2006[1]



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

Nebraska Total Enrollment of First-Time Freshmen by Sector

- When full-time and part-time enrollments of first-time freshmen are combined as shown in Table 1.11 below, Nebraska's community colleges enrolled more first-time freshmen than any other sector until fall 2006 when the number of first-time freshmen attending the institutions constituting the University of Nebraska exceeded the total enrolled at community colleges.

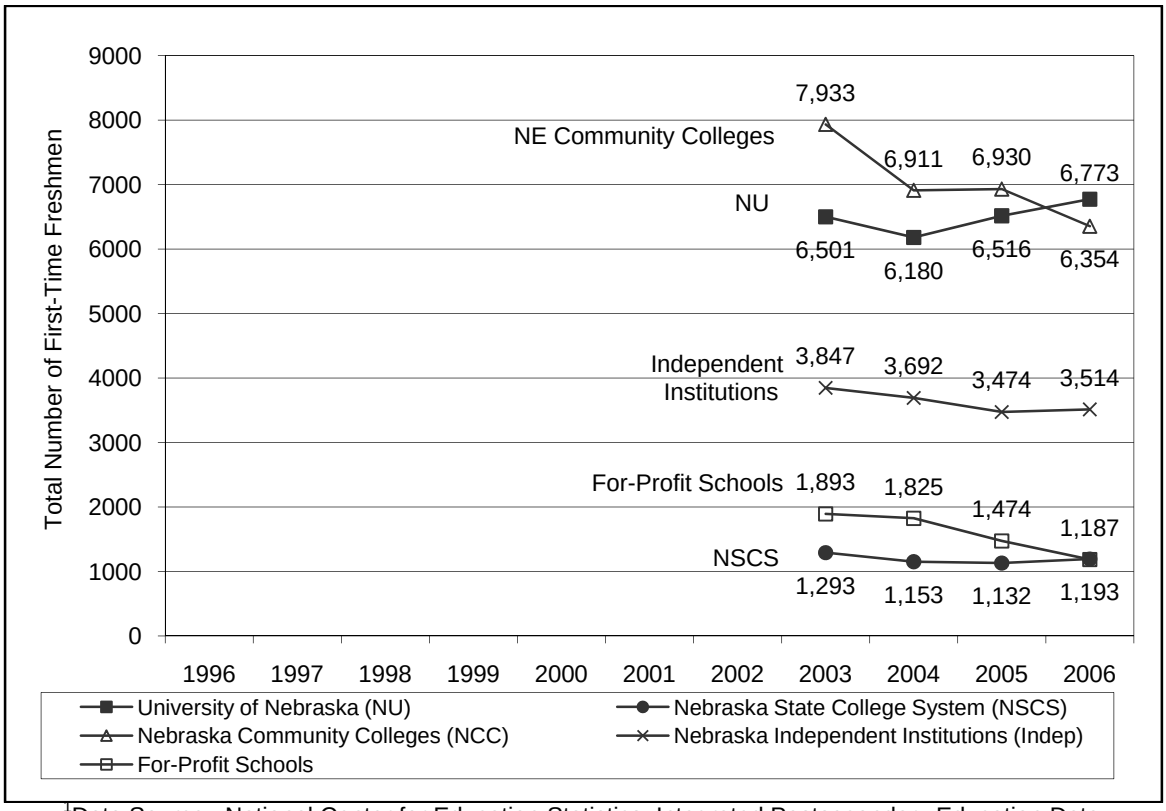
- The enrollment of first-time freshmen at the University of Nebraska increased 9.6% between fall 2004 and fall 2006 after a 4.9% decrease between fall 2003 and fall 2004, resulting in a net increase of 4.2% for the three-year period between 2003 and 2006.

- First-time freshmen enrollments at the state colleges increased 5.1% between fall 2005 and fall 2006, and freshmen enrollments at the independent colleges and universities increased 1.2% over the same one-year period.

- However, with the exception of the University of Nebraska, all sectors reported lower first-time freshmen enrollment in fall 2006 than in fall 2003. Over the three years, enrollments decreased 19.9% at Nebraska's community colleges, 7.7% at Nebraska's state colleges, and 8.7% at Nebraska's independent colleges and universities. First-time freshmen enrollments within the for-profit/career school sector were 37.9% lower in fall 2006 than they were in fall 2003.

Figure 1.11

Nebraska Total First-Time Freshmen Enrollment by Sector 2003–2006[1]



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

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

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

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

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

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

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

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

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

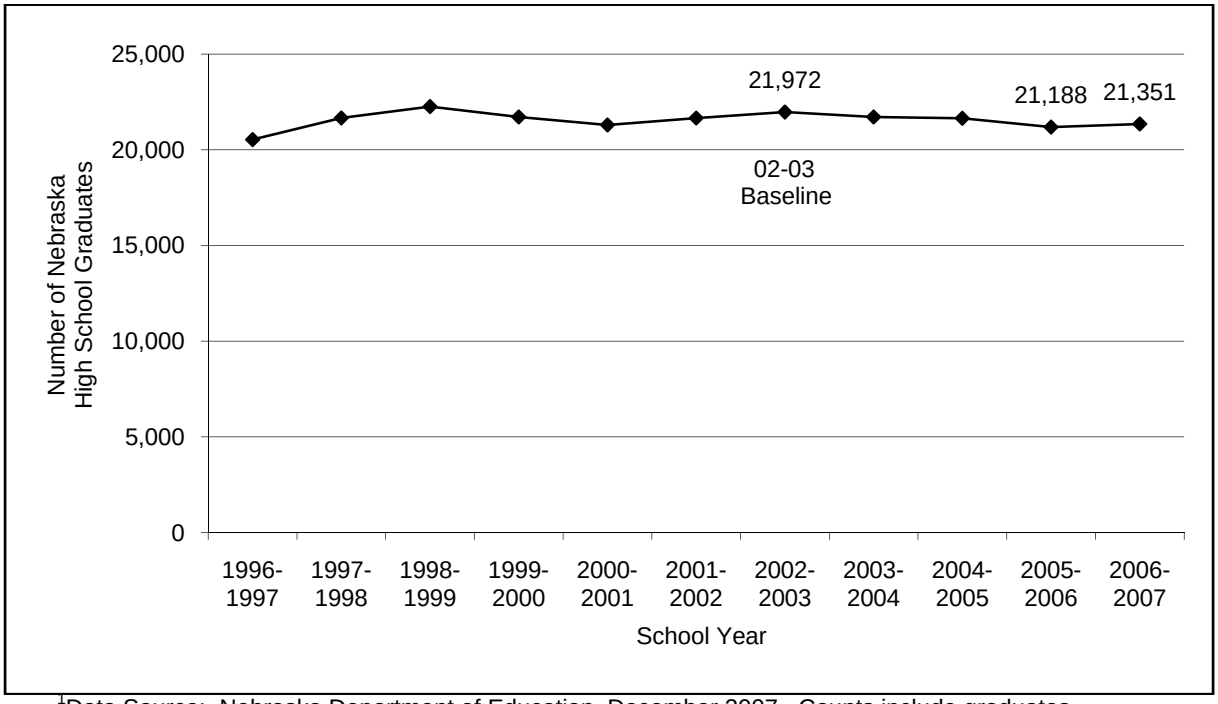
- As shown in Figure 1.1.a.1, the number of students who graduated from Nebraska high schools started to decline slightly after the 2002–2003 school year, the latest year for which official data were available from the Nebraska Department of Education for the *2004 Baseline Report for the LR 174 Higher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

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

- In 2006–2007, the number of graduates from Nebraska high schools increased 0.8% to 21,351, but 2.8% fewer students graduated in 2006–2007 than in 2002–2003, which is the baseline for this progress report.

Figure 1.1.a.1

Total Number of Nebraska High School Graduates 1996–1997 through 2006–2007[1]



[1]Data Source: Nebraska Department of Education, December 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

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

Table 1.1.a.1
Numbers of Nebraska High School Graduates
2005-2006 and 2006-2007 Compared to 2002-2003 Baseline[1]

Type of School	Baseline 2002–2003		2005–2006		2006–2007	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	18,918	89.6%	19,061	89.7%
Nonpublic	2,234	10.2%	2,201	10.4%	2,186	10.3%
Subtotal	21,838	100.0%	21,119	100.0%	21,247	100.0%
ESU & SO[2]	134		69		104	
State Total	21,972		21,188		21,351	

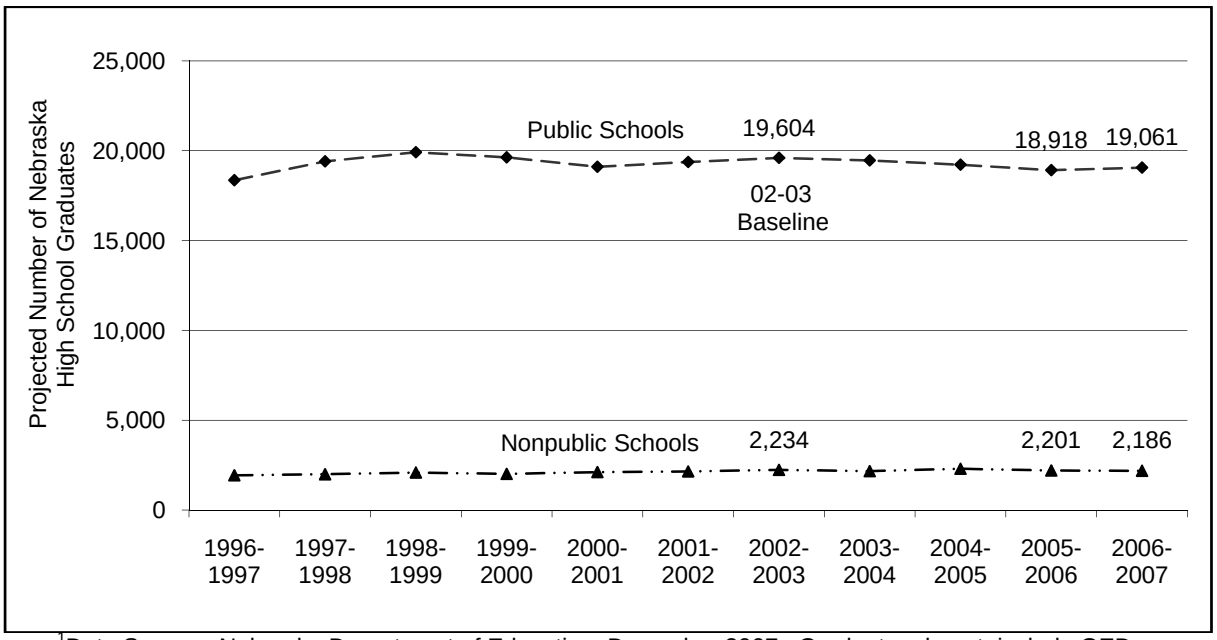
[1]Data Source: Nebraska Department of Education, December 2007. Graduates do not include GED recipients or completers who did not receive regular diplomas.

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

- Between 2002–2003 and 2006–2007, the number of public high school graduates decreased 2.8% to 19,061, while the number graduating from private high schools decreased 2.1%.

Figure 1.1.a.2

Numbers of Nebraska Public and Nonpublic High School Graduates
1996–1997 through 2006–2007[1]



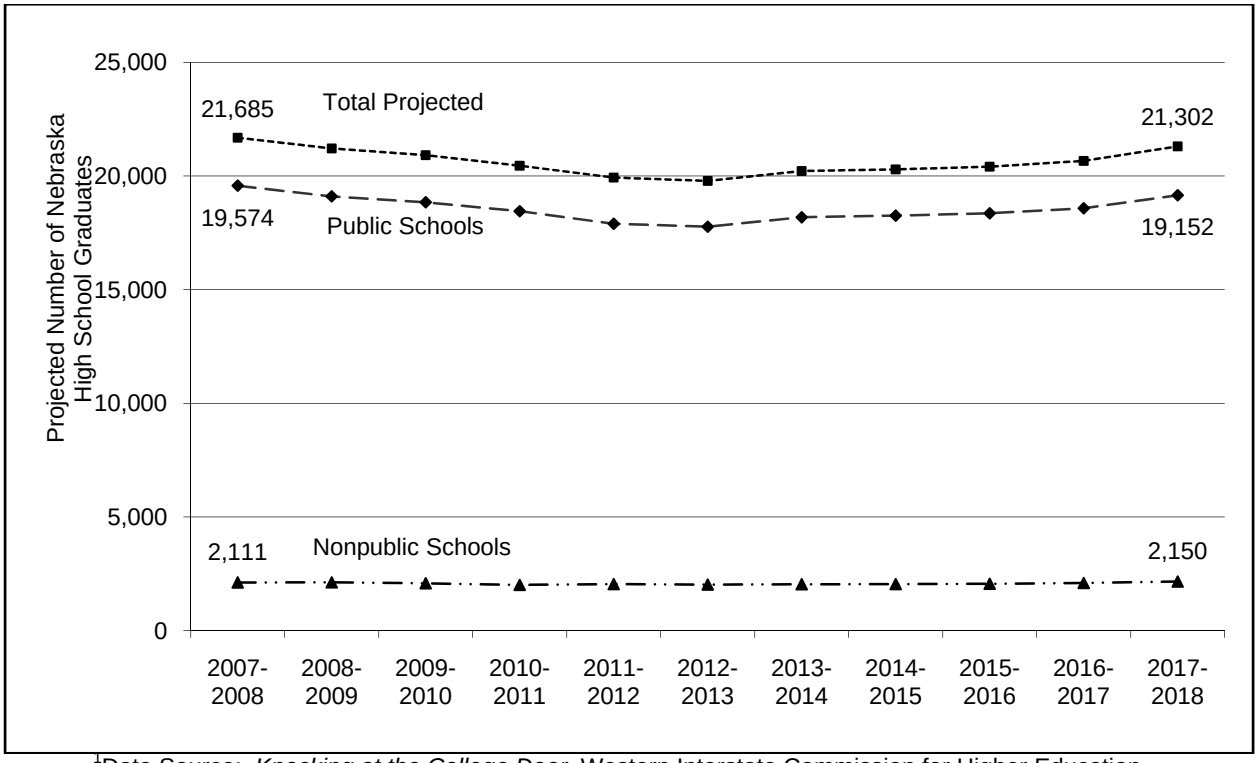
[1]Data Source: Nebraska Department of Education, December 2007. Graduates do not include GED recipients or completers who did not receive regular diplomas.

Projected Trends in the Total Number of Nebraska High School Graduates

- Based on projections by the Western Interstate Commission for Higher Education:
  - Only about 50 more students will be graduating from Nebraska public and nonpublic high schools in 2017–2018 than graduated during the 2006–2007 school year.
  - As in the past, public schools are projected 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 2007–2008 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. Graduates do not include GED recipients or completers who did not receive regular diplomas. See Table A2.2 in Appendix 2 for supporting data.

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

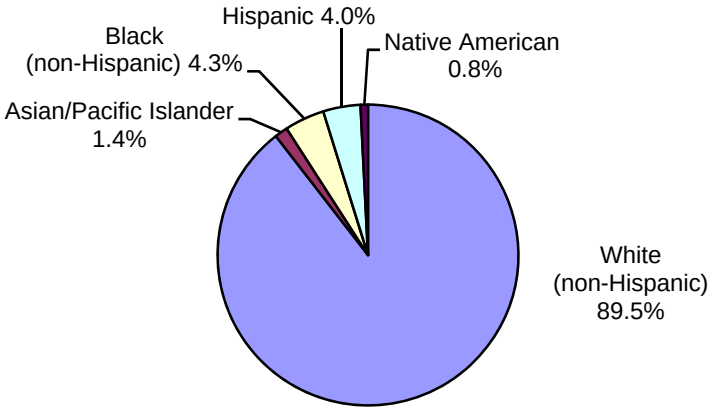
Projected and Recent Changes in Nebraska High School Graduates by Race/Ethnicity

- While small annual changes are projected to occur in the numbers of graduates from Nebraska high schools over the next decade, minority students, especially Hispanics, are projected to account for higher percentages of the graduates from the state's public schools in 2017–2018 than they did in 2002-2003, as illustrated in Figure 1.1.a.4. Conversely, white non-Hispanics are projected to account for a significantly lower percentage of the students who will graduate from Nebraska's public high schools in 2017–2018.

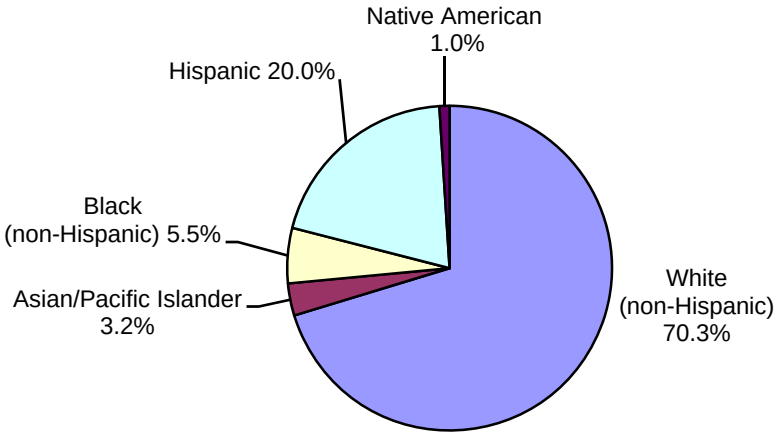
Figure 1.1.a.4

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, December 2007. 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. Graduates do not include GED recipients or completers who did not receive regular diplomas See Table A2.3 in Appendix 2 for supporting data.

- As shown in Figure 1.1.a.5 below, actual changes in the racial/ethnic distribution of Nebraska's high school graduates over the past four years have been in the direction of the projected trend.

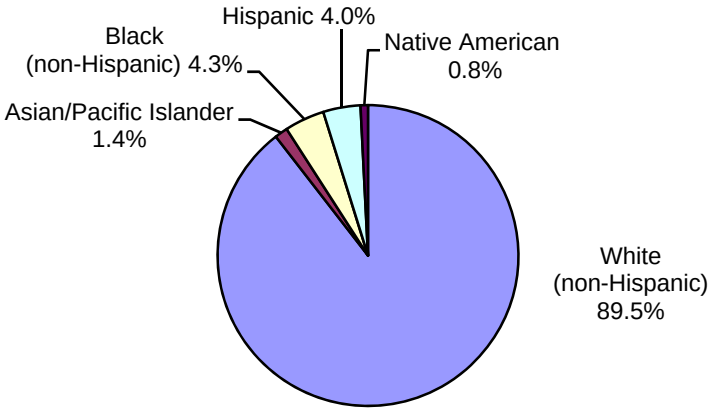
  - The number of white non-Hispanic graduates decreased 7.0% from 2002–2003 to 2006–2007, and white non-Hispanics accounted for a lower percentage of Nebraska's high school graduates in 2006–2007 than they did in 2003–2002.

  - In comparison, the total number of minority students who graduated from Nebraska's high schools increased 33.5% from 2002–2003 to 2006–2007. Minorities accounted for higher percentages of the total number of graduates than they did four years earlier.

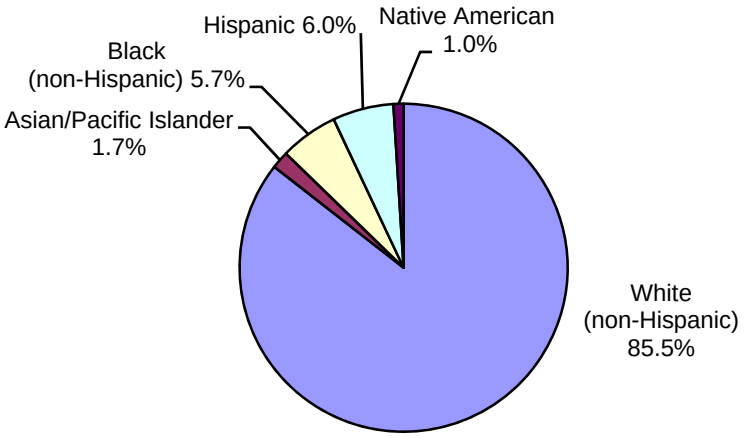
Figure 1.1.a.5

Actual Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2006–2007 Compared to 2002–2003[1]

Actual Percentages of Graduates: 2002-2003 Baseline



Actual Percentages of Graduates: 2006-2007



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

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

- Although the total number of students who graduated from Nebraska high schools decreased between 2002–2003 and 2006–2007, the state's graduation rate increased significantly.

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

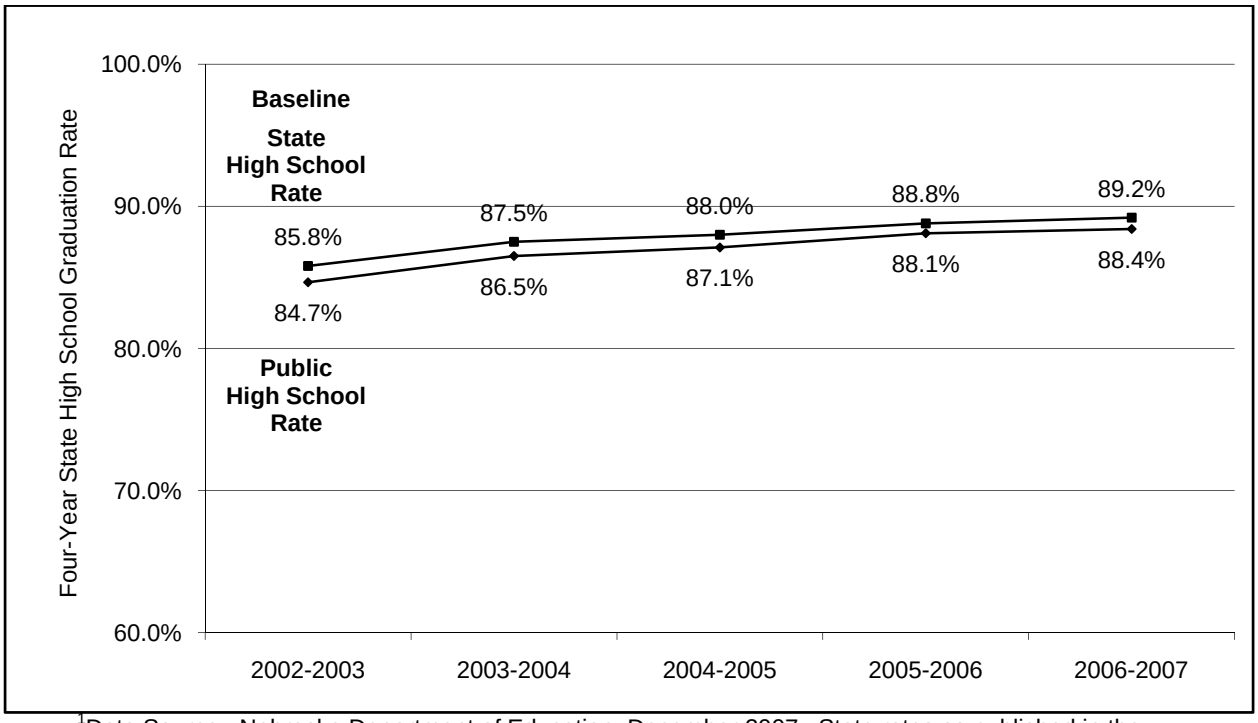
  - Nebraska's **state four-year graduation rate** is based on data that include the graduates of educational service units, state-operated schools, and nonpublic (private) schools as well as the graduates of the state's public schools.
  - In comparison, the **public four-year graduation rate** is also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

- As shown in Figure 1.1.a.6 below, Nebraska's state graduation rate increased from 85.8% in 2002–2003, which is the baseline for this progress report, to 89.2% in 2006–2007, or by 3.4% over the four-year period.

- In comparison, the graduation rate for the public high schools rose from 84.7% in 2002–2003 to 88.4% in 2006–2007, an increase of 3.7%.

Figure 1.1.a.6

Nebraska State and Public High School Four-Year, Graduation Rates 2002–2003 through 2006–07[1]



[1]Data Source: Nebraska Department of Education, December 2007. State rates as published in the *2006-2007 State of the Schools Report* available at http://reportcard.nde.state.ne.us. Public rates are based on data obtained from the Nebraska Department of Education, but they currently not available on the department's Web site. See Table A3.3 in Appendix 3 for supporting data.

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

- As shown in Table 1.1.a.3 below, 43.7% of Nebraska's 254 public school districts had four-year high school graduation rates of 100%, and 62.2% had graduation rates in the range of 96% to 100% for the 2006–2007 school year. In contrast, only 10.6% of Nebraska's public high school districts had graduation rates that were equal to or below the statewide rate of 88.4% for public schools in 2006–2007.

- See Table A3.2 in Appendix 3 for a list of the 27 public school districts with graduation rates below the public statewide rate of 88.4% in 2006–2007.

Table 1.1.a.3
Distribution of the Four-Year, High School Graduation Rates of Nebraska Public High School Districts 2006–2007[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%	111	43.7%	62.2%	43.7%
96.0% - 99.9%	47	18.5%		62.2%
92.0% - 95.9%	46	18.1%	27.2%	80.3%
88.5% - 91.9%	23	9.1%		89.4%
85.0% - 88.4%[2]	8	3.1%	10.6%	92.5%
80.0% - 84.9%	9	3.5%		96.1%
75.0% - 79.9%	4	1.6%		97.6%
Less than 75.0%	6	2.4%		100.0%
	254	100.0%	100.0%	

[1]Four-year graduation rates by district obtained from the Nebraska Department of Education, December 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 2006–2007 was 88.4%.

[1]Compared to the public high school graduation rates of 84.7% in 2002–2003 and 88.4% in 2006–2007, the four-year graduation rates for nonpublic (private) high schools were 99.4% for 2002–2003 and 97.5% for 2006–2007, based on data obtained from the Nebraska Department of Education, December 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 fifth highest public high school graduation rate in 2004, and the sixth highest rate in 2003 and 2005, 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 June 11, 2007.

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

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

- As illustrated in Figure 1.1.a.7, the four-year high school graduation rate for each of the five racial/ethnic groups generally increased between 2002–2003 and 2006–2007.

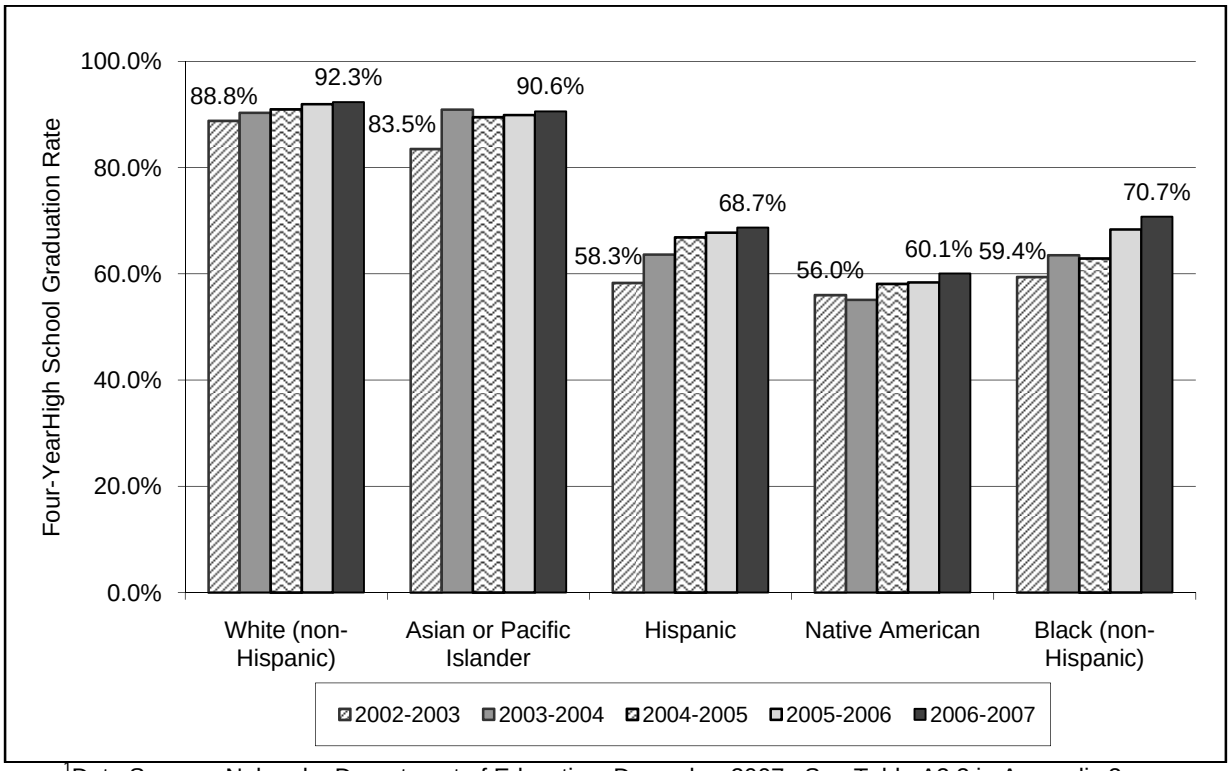
- Among the minorities, the largest increases in graduation rates between 2002–2003 and 2006–2007 were evidenced for Hispanics and black non-Hispanics, while the least amount of improvement was reported for Native Americans.

- Although graduation rates have improved 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 2006–2007.

- The net effect of the lower graduation rates for black non-Hispanics, Hispanics, and Native Americans is that these minorities continue to account for disproportionately high percentages of the students who drop out of the public high schools in Nebraska, compared to their representation among the graduates of these schools. This is an important finding because minorities, and Hispanics in particular, are projected to account for higher percentages of Nebraska's high schools students in the future.

Figure 1.1.a.7

Nebraska Four-Year, Public High School Graduation Rates by Race/Ethnicity 2002–2003 through 2006–2007[1]



[1]Data Source: Nebraska Department of Education, December 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 2006–2007.

Table 1.1.a.4
Distributions of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2006–2007[1]

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9th – 12th Grades	% of Dropouts
White (non-Hispanic)	16,306	**85.5%**	1,356	**54.5%**
Asian/Pacific Islander	327	**1.7%**	34	**1.4%**
Hispanic	1,144	**6.0%**	521	**20.9%**
Native American	191	**1.0%**	127	**5.1%**
Black (non-Hispanic)	1,093	**5.7%**	452	**18.2%**
Nebraska Public Total	19,061	100.0%	2,490	100.0%

[1]Data Source: Nebraska Department of Education, December 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 2005–2006.

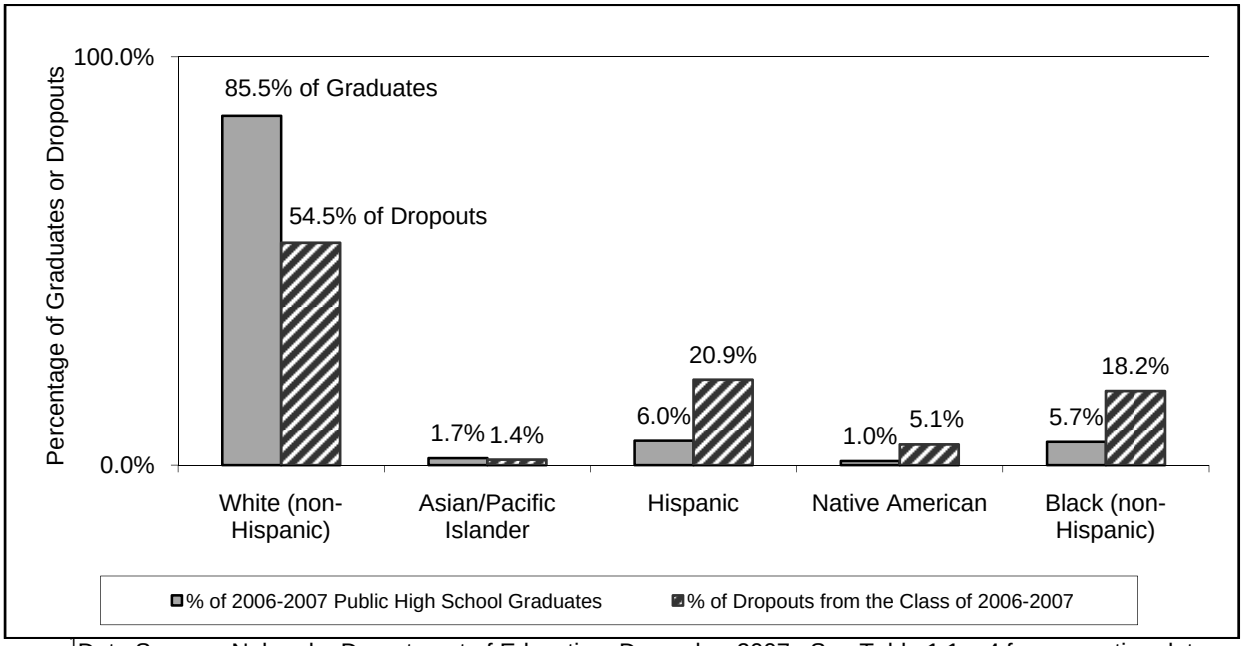
- As evidenced in Table 1.1.a.4 above and illustrated in Figure 1.1.a.8 on the next page, white non-Hispanics accounted for the largest number and percentage of dropouts from the class of 2006–2007. However, Hispanics, Native Americans, and blacks accounted for higher percentages of the students who dropped out of the class than they did of the students who graduated in 2006–2007.

- Furthermore, as shown in Figure 1.1.a.9 on the next page, Hispanics, Native Americans and blacks accounted for higher percentages of the dropouts from the class of 2006–2007 than they did from the class of 2002–2003.

- Consequently, although the four-year graduation rates for Hispanics, Native Americans and blacks increased between 2002–2003 and 2005–2006, these minorities continue to account for disproportionate and increasing percentages of Nebraska's public high school dropouts compared to the extent they are represented among the graduates of the state's public high schools.

Figure 1.1.a.8

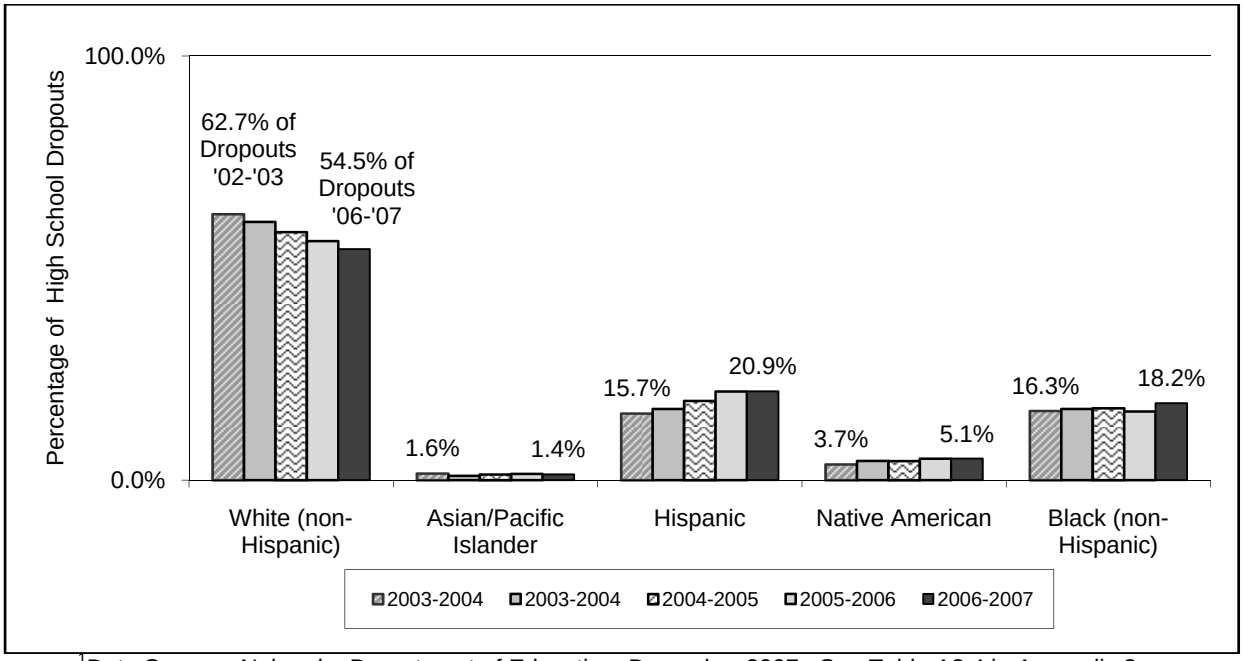
Percentages of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2006–2007[1]



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

Figure 1.1.a.9

Percentages of Public High School Dropouts by Race/Ethnicity Based on Four-Year Graduati6n Rate Data 2002–2003 through 2006–2007[1]



[1]Data Source: Nebraska Department of Education, December 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 continue to have higher graduation rates than males who attend Nebraska's public high schools.

- As evidenced in Figure 1.1.a.10, the graduation rates for males and females both gradually increased from 2002–2003 to 2006–2007. Beginning in 2005–2006, the gender gap in graduation rates slightly narrowed.

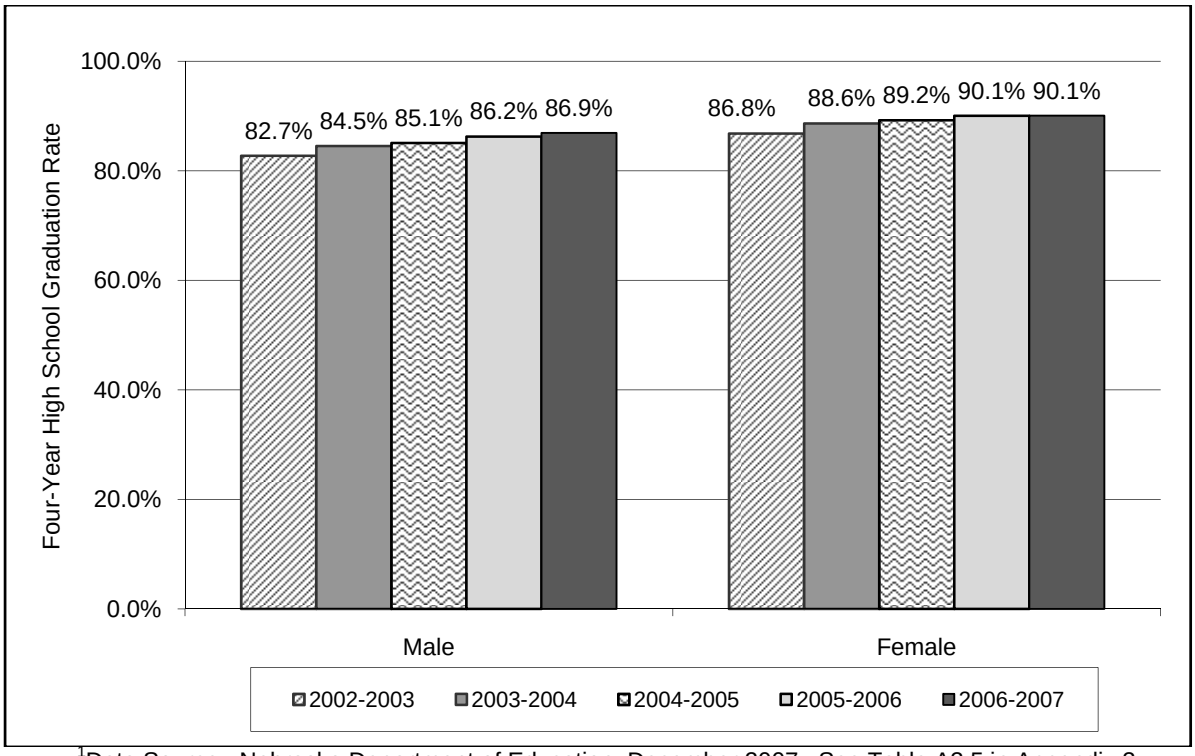
- Over the three years from 2002–2003 through 2004–2005, there was a 4.1 percentage difference between the graduation rates of males and females who completed high school in Nebraska.

- The difference between the graduation rates of males and females narrowed slightly to 3.9 percentage points in 2005–2006 and the difference narrowed to 3.2 percentage points in 2006–2007, due to a slightly higher increase in the graduation rate for males than for females in 2005–2006 and no change in the graduation rate for females in 2006–2007.

- Since the public high school graduation rate for females did not change between 2005–2006 and 2006–2007, the increase in the public high school graduation rate from 88.1% in 2005–2006 to 88.4% in 2006–2007 is fully attributable to the 0.7 percentage-point increase in the graduation rate for males over this one-year period.

Figure 1.1.a.10

Nebraska Four-Year, Public High School Graduation Rates by Gender 2002–2003 through 2006–2007[1]



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

Nebraska Public School Districts Selected for Further Analysis

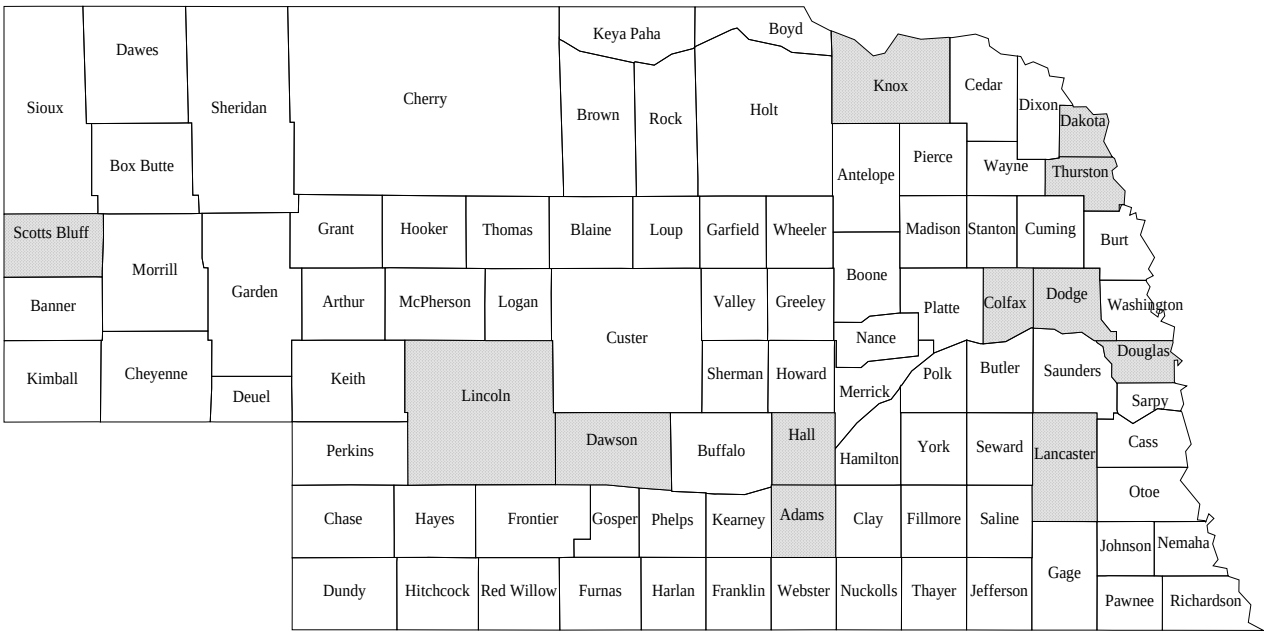
An analysis of the four-year public high school graduation rate data for 2002–2003 through 2006–2007 indicates that Nebraska's statewide public graduation rate is increasing and that the graduation rates for students in all of the reported racial/ethnic groups are improving. However, almost 2,500 students in the class of 2006–2007 dropped out of Nebraska's public high schools before they completed the requirements for graduation.

Further analysis of the four-year graduation rate data reveals that 14 (5.5%) of the state's 254 public high school districts currently account for 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.11.

Figure 1.1.a.11

The 12 Nebraska Counties Where the 14 Selected School Districts that Encompass 70% of the States Dropouts 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 2006–2007, the 14 school districts continued to account for 30% of the state's public high school graduates and 73% of the dropouts from Nebraska's public high schools.

- Although the 14 districts have continued to account for more than 70% of the state's high school dropouts since 2002–2003, the combined graduation rate for the 14 districts increased from 70.2% in 2002–2003 to 75.8% in 2006–2007.

- The net positive effect of the increased graduation rate is that districts reported 28.8% (740) fewer dropouts from the class of 2006–2007 than from the class of 2002–2003, while the number of graduates from the 14 districts decreased by only 5.2% between 2002–2003 and 2006–2007.

Table 1.1.a.5
Number of High School Graduates and Dropouts
for the 14 Selected Nebraska School Districts
2006–2007 Compared to 2002–2003[1]

County	District or School Name	No. of **Graduates**		No. of **Dropouts** 9th – 12th Grades	
		2002–03	2006–07	2002–03	2006–07
Adams	Hastings Public Schools	233	201	54	39
Colfax	Schuyler Central High School	74	85	30	22
Dakota	South Sioux City Community Schools	176	175	64	27
Dawson	Lexington Public Schools	130	131	32	29
Dodge	Fremont Public Schools	286	265	65	53
Douglas	Omaha Public Schools	2,336	2,088	1,342	928
Hall	Grand Island Public Schools	367	385	123	113
Knox	Santee Community Schools	8	8	4	7
Lancaster	Lincoln Public Schools	1,883	1,896	716	496
Lincoln	North Platte Public Schools	297	251	57	17
Scotts Bluff	Scottsbluff Public Schools	207	202	39	37
Thurston	Walthill Public Schools	18	11	7	6
Thurston	Umo^{n}ho^{n} Nation Public School	9	12	18	41
Thurston	Winnebago Public Schools	21	21	16	12
	Total for 14 School Districts	6,045	5,731	2,567	1,827
	% of Nebraska Public School Total	**30.8%**	**30.1%**	**72.7%**	**73.4%**
	Nebraska Public School Total	19,604	19,061	3,531	2,490
	Total for 14 School Districts	6,045	5,731	2,567	1,827
	Change from 2002–2003 Baseline		- 314		- 740
	% Change from 2002–2003 Baseline		**- 5.2%**		**- 28.8%**
Combined Graduation Rate of the 14 Districts		**70.2%**	**75.8%**		

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

- As evidenced in Figure 1.1.a.12, the overall four-year graduation rate for the 14 selected school districts continues to be significantly lower than the combined graduation rate for all of Nebraska's other public high schools.

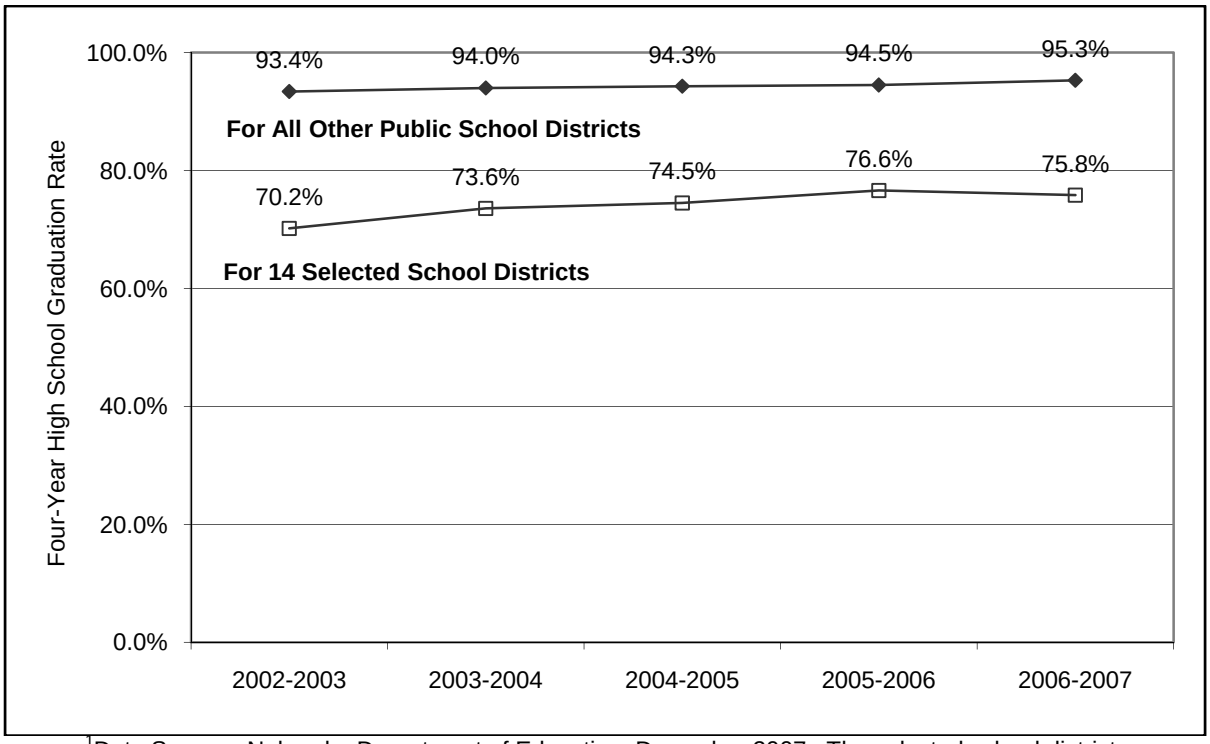
- However, the difference between the overall graduation rate for the 14 monitored districts and the graduation rate for all other Nebraska public school districts gradually narrowed between 2002–2003 and 2005–2006. In 2006–2007, the difference between the two graduation rates was greater than it was in 2005–2006. However, in general, the percentage of students receiving regular high school diplomas in the 14 districts has increased at a higher rate than the graduation rate for all of the other public school districts combined.

- With the exception of the North Platte Public Schools, which had graduation rates of 90.2% in 2005–2006 and 93.7% in 2006–2007, the selected school districts have continued to have graduation rates that were relatively low, compared to the graduation rates of all but a few 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 2006–2007 for the 14 monitored school districts.

Figure 1.1.a.12

Four-Year Graduation Rates for 14 Selected Nebraska School Districts and All Other Nebraska Public High School Districts 2002–2003 through 2006–2007[1]



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

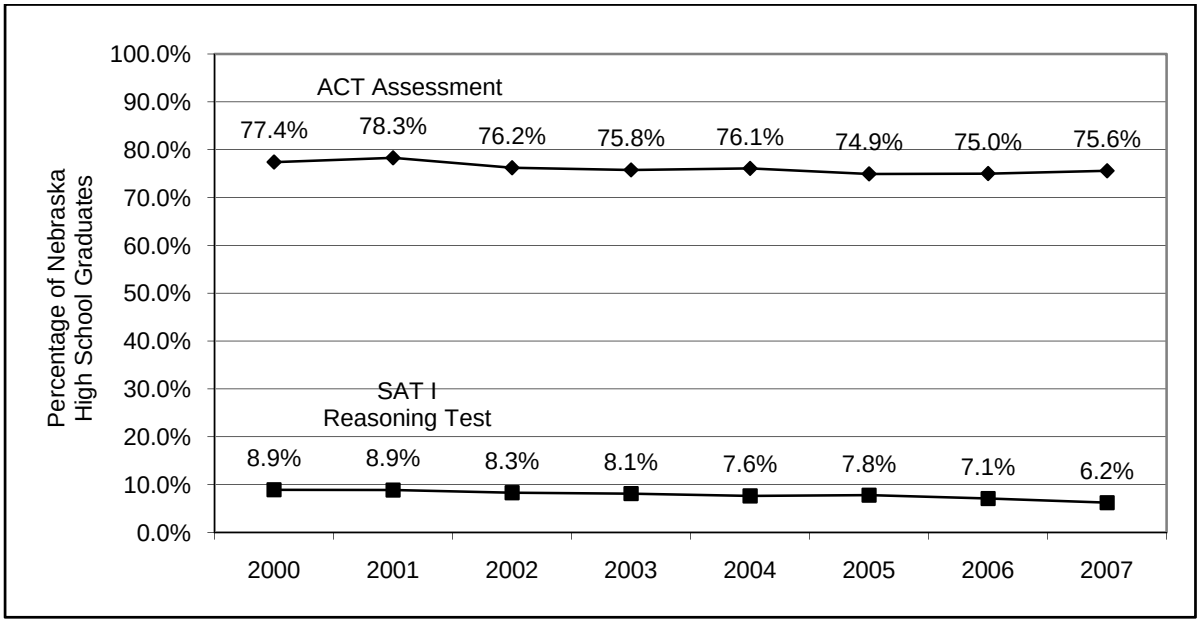
Nebraska Participation Rates for the ACT Assessment and the SAT Reasoning Test

- The ACT Assessment is the predominant college entrance exam 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, 75.6% of the Nebraska high school students in the graduating class of 2007 took the ACT Assessment, whereas 6.2% of the students took the SAT Reasoning Test.

- As also illustrated in Figure 1.1.b.1, the participation rates for the ACT Assessment and the SAT Reasoning Test were, respectively, 1.8 and 2.7 percentage points lower in 2007 than in 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 Reasoning Test 2000–2007[1]

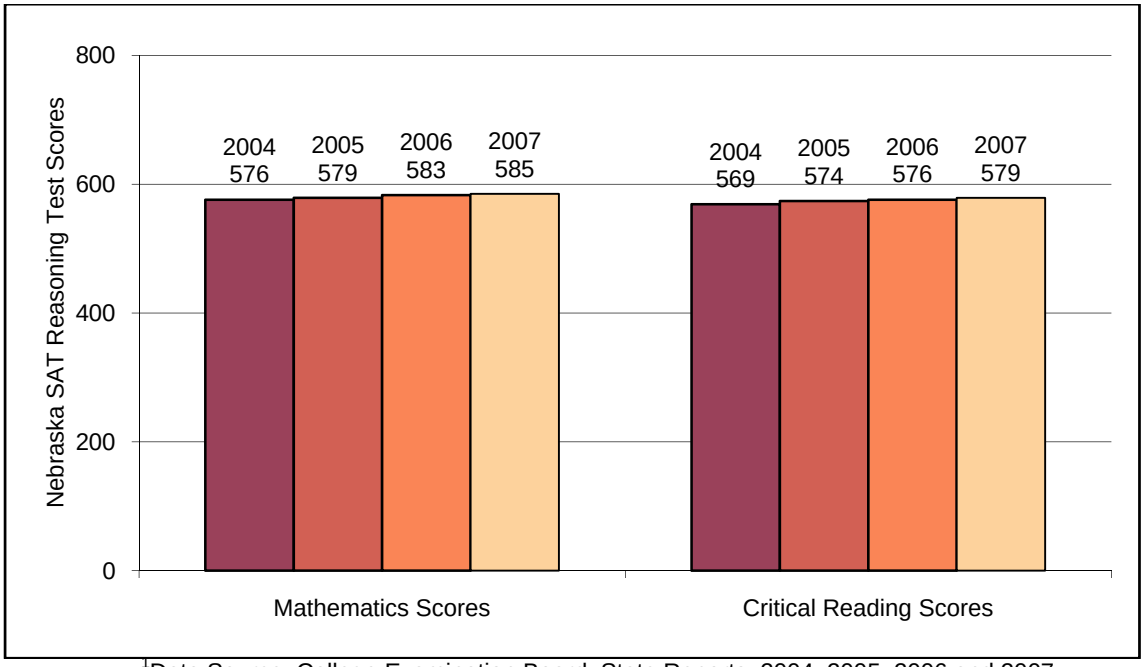


[1]Data Sources: ACT, Inc., College Examination Board, and the Nebraska Department of Education. See Table A4.1 in Appendix 4 for supporting data.

Nebraska SAT Reasoning Test Scores

- The two components of the SAT Reasoning Test measure 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, respectively, nine and ten points higher in 2007 than in 2004, when the baselines for this report were established.

Figure 1.1.b.2
Nebraska Average SAT Reasoning Test Scores[1]
2004–2007



[1]Data Source: College Examination Board, State Reports, 2004, 2005, 2006 and 2007.

- 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 2007. 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 Reasoning Test Scores[1]
2002–2007

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**
2007	515	**585**	502	**579**

[1]Data Source: College Examination Board, State Reports, 2002–2007.

Nebraska ACT Assessment Scores

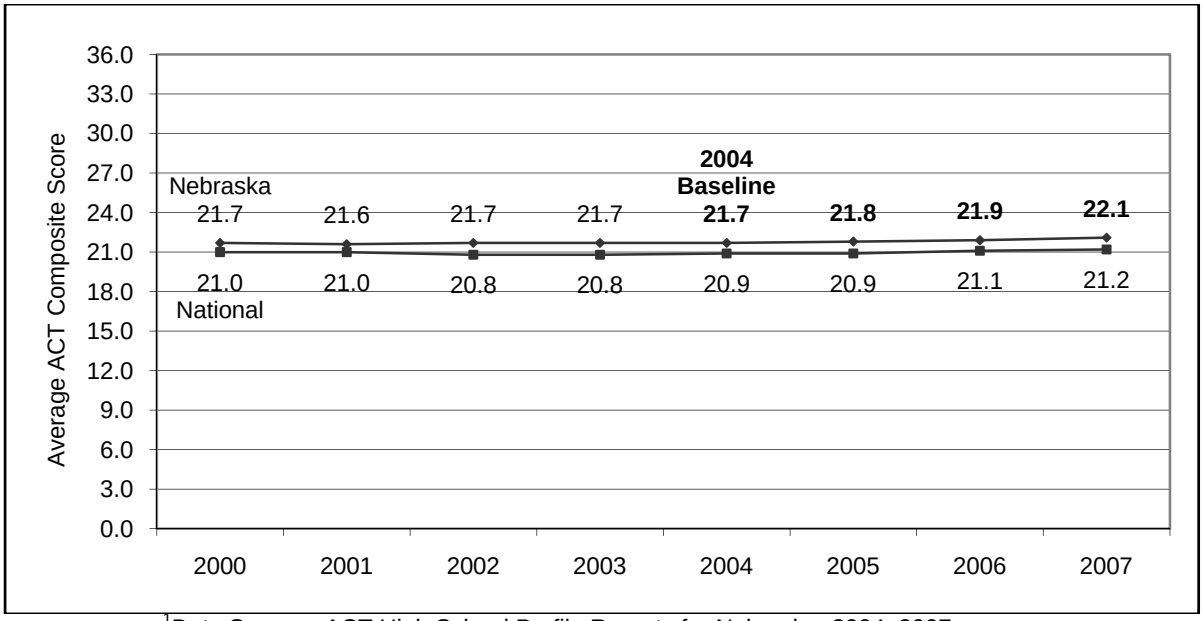
The ACT Assessment consists of four curriculum-based achievement tests in English, reading, mathematics, and science. A student's scores on each of these tests is reported on a 36-point scale. A composite score is reported on a 36-point scale to reflect the student's overall performance on the series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

- As shown in Figure 1.1.b.3, the average ACT composite score for Nebraska high school students in the graduating class of 2007 was 22.1, up from 21.7 in 2004, 21.8 in 2005 and 21.9 in 2006.

- As also shown in the figure below, Nebraska's average composite score continued to be above the national average for the graduating class of 2007.[1]

Figure 1.1.b.3

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2000–2007[1]



[1]Data Source: ACT High School Profile Reports for Nebraska, 2004–2007.

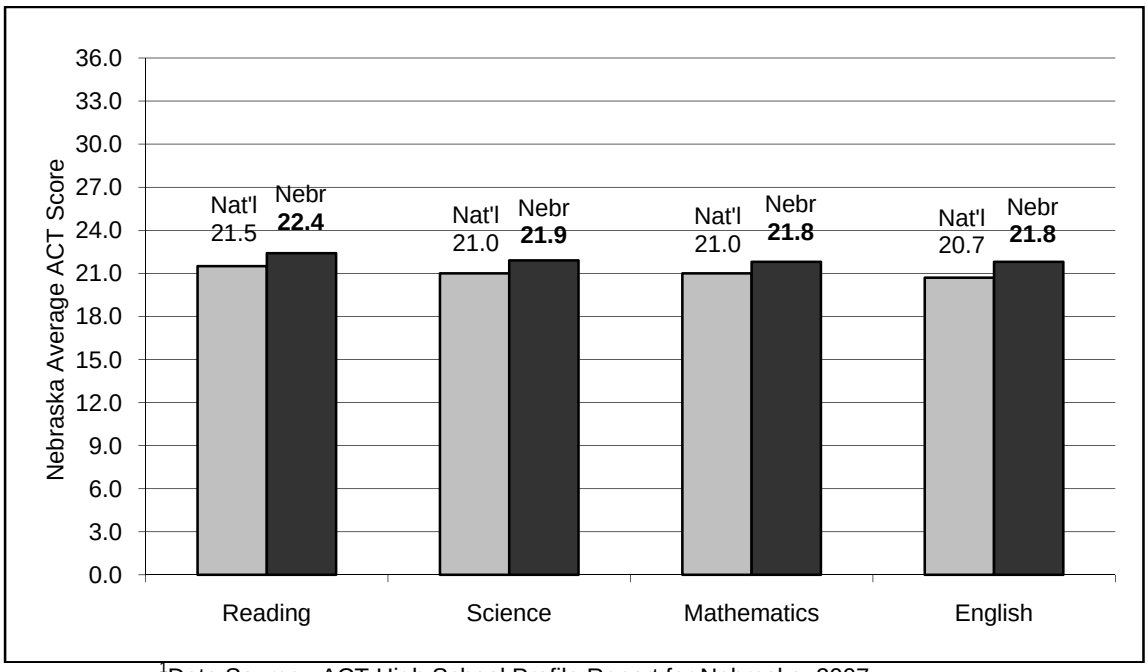
[1]The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam taken in 25 states. Nationally, 1,300,599 or about 42% of the students in the high school graduating class of 2007 took the ACT Assessment. Each year, average ACT scores are reported for every state, 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 2007 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 2007[1]



[1]Data Source: ACT High School Profile Report for Nebraska, 2007

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, 2007.

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

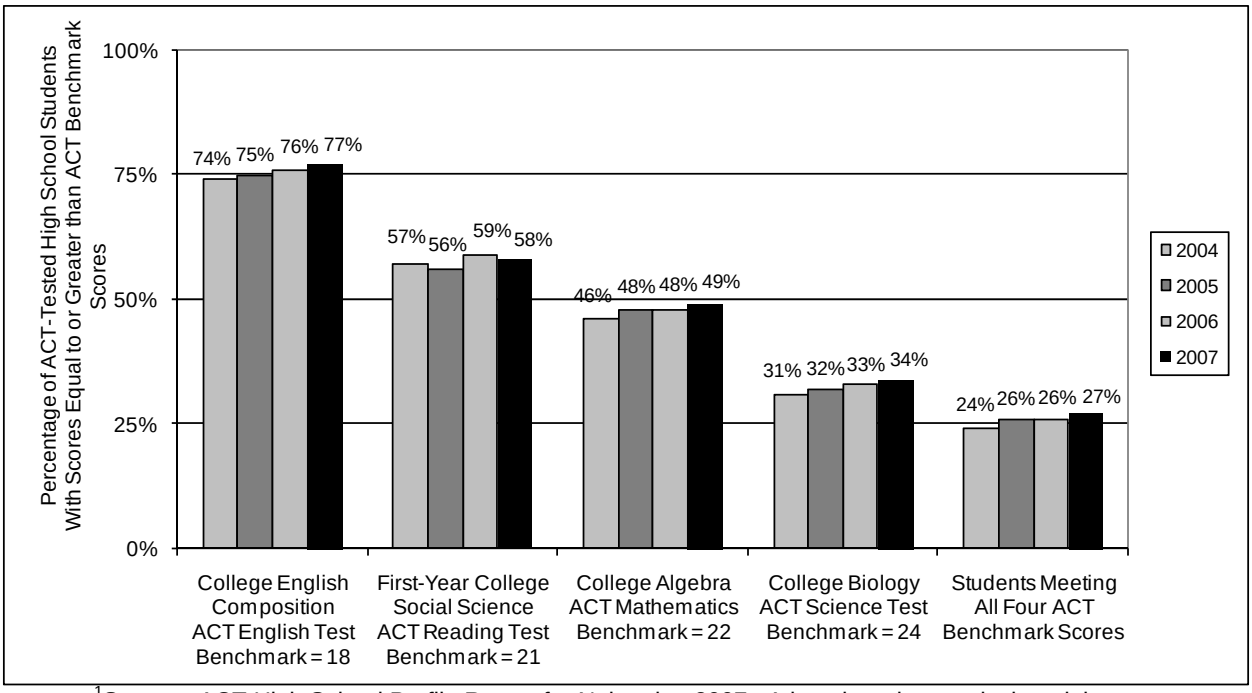
- Based on the data summarized in Figure 1.1.b.5, 77% of the ACT-tested high school graduates in 2007 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating that there is a relatively high probability that these students will earn at least a C in college-level English composition courses.

- In comparison, only 58% met or exceeded the College Readiness Benchmark Score of 21 on the reading test, indicating probable success in entry-level social science courses; 49% met or exceeded the mathematics benchmark score of 22 for college algebra; and only 34% met or exceeded the science benchmark score of 24 for college-level biology.

- Between 2004 and 2007, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, mathematics and science tests increased by three percentage points. However, the percentage of students who met or exceeded the benchmark score on the reading test increased by only one percentage point.

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: 2004–2007[1]



[1]Source: ACT High School Profile Report for Nebraska, 2007. 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 five to eight percentage points higher than reported national percentages for 2007. (See Table A4.2 in Appendix 4 for supporting data.)

- However, as shown in Figure 1.1.b.5 above, only 27% of Nebraska's high school graduates in the class of 2007 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.

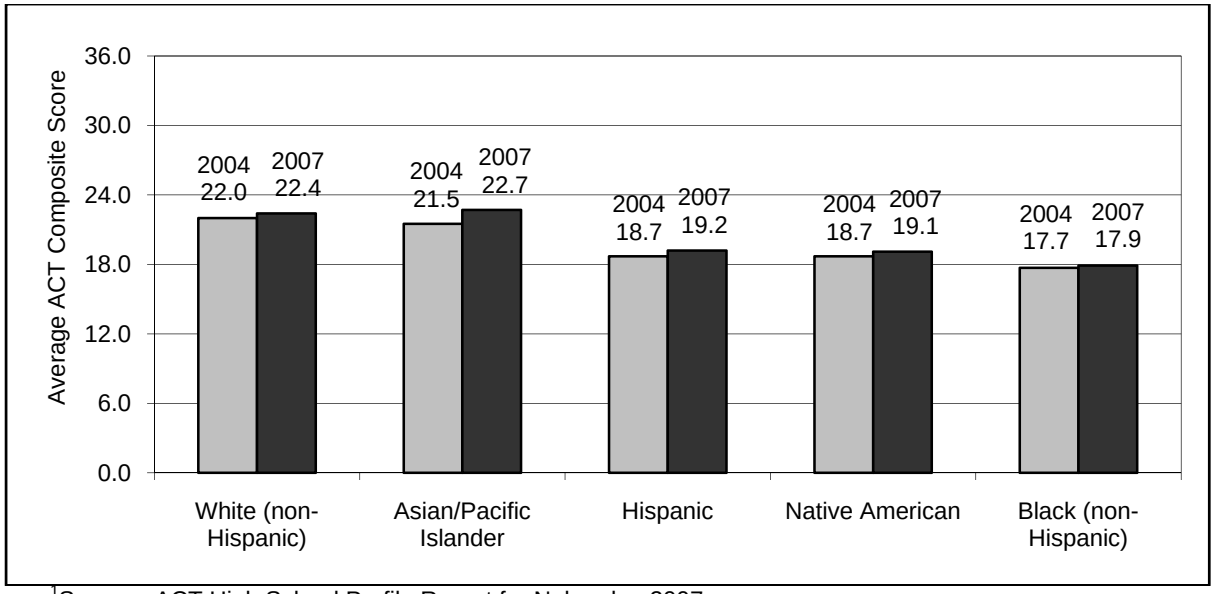
ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- 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 2007 were lower than the average composite scores of their white non-Hispanic and Asian/Pacific Islander classmates.

- Figure 1.1.b.6 also shows that the average composite scores of Asians/Pacific Islanders increased by more than one point between 2004 and 2007. In comparison, the average scores of white non-Hispanics, Hispanics and Native Americans increased by four- or five-tenths of a point. The average score for black non-Hispanics increased by only two-tenths of a point.

Figure 1.1.b.6
Nebraska Average ACT Composite Scores by Race/Ethnicity
2004 and 2007 Compared[1]



[1]Source: ACT High School Profile Report for Nebraska, 2007.

- Based on the data for the graduating class of 2007 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.

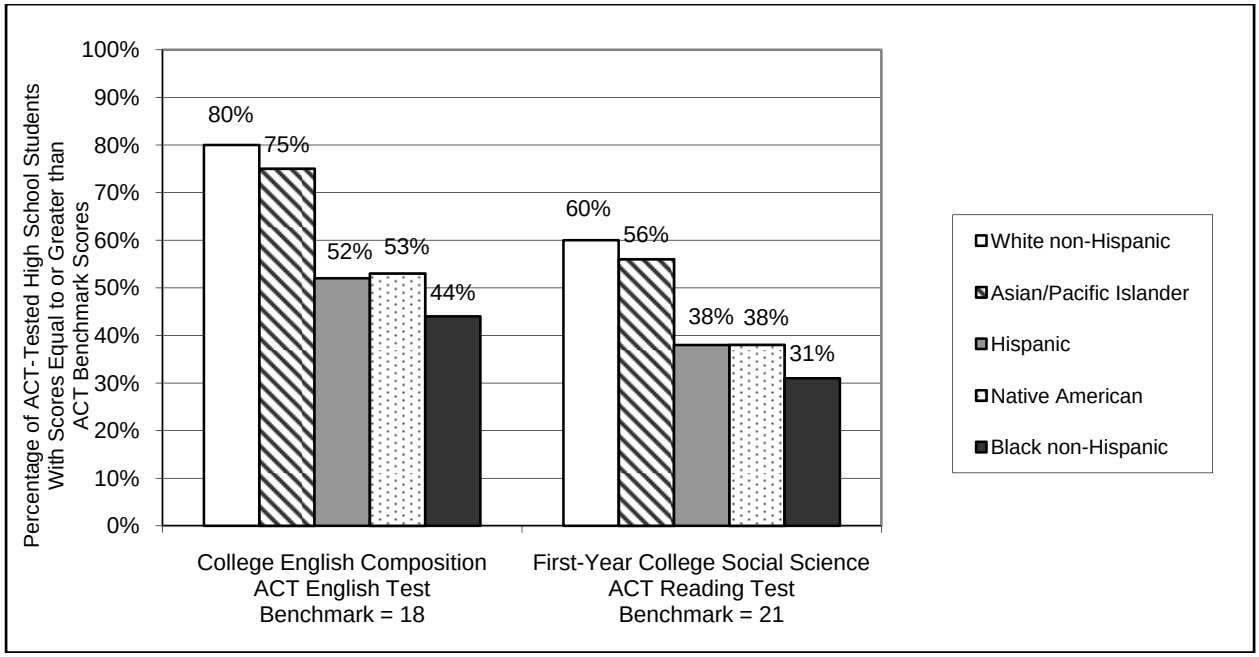
- For example, only 26% of the ACT-tested Hispanics in the class of 2007 met or exceeded the ACT College Readiness Benchmark Score in mathematics, indicating that they were sufficiently prepared to earn at least a C in college algebra, compared to 52% of the white students and 58% of the Asian/Pacific Islander students. Similarly, only 23% of the ACT-tested Native Americans and 17% of the black non-Hispanics met or exceeded the benchmark score in mathematics.

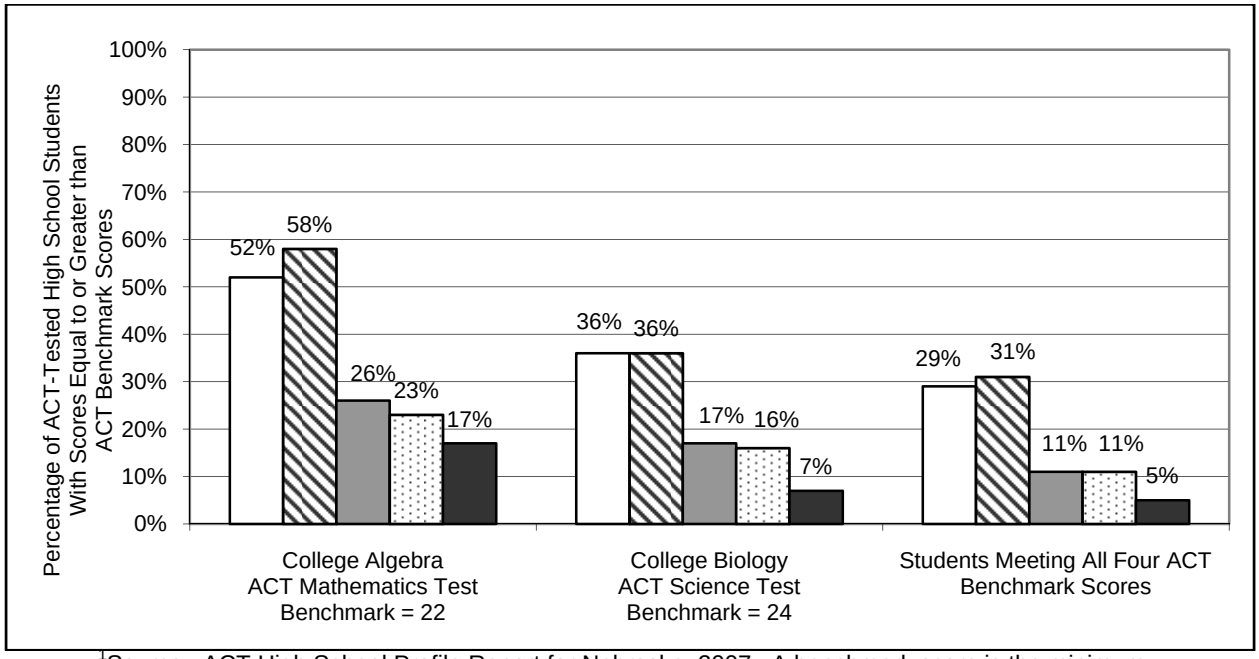
- As shown on the next page, the same pattern of percentages is evidenced for the ACT tests in English, reading, mathematics, and science, even though the percentages of students who met or exceeded the ACT College Readiness Benchmarks vary by subject matter area.

- In addition, the following chart shows that only 11% of Hispanics, 11% of Native Americans and 5% of blacks in the graduating class of 2007 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 2007 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, 2007. 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 2007, those who took the core or more had an average composite score of 22.9 compared to an average score of 20.4 for the students who reported that they took courses that did not meet the minimum core requirements.

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

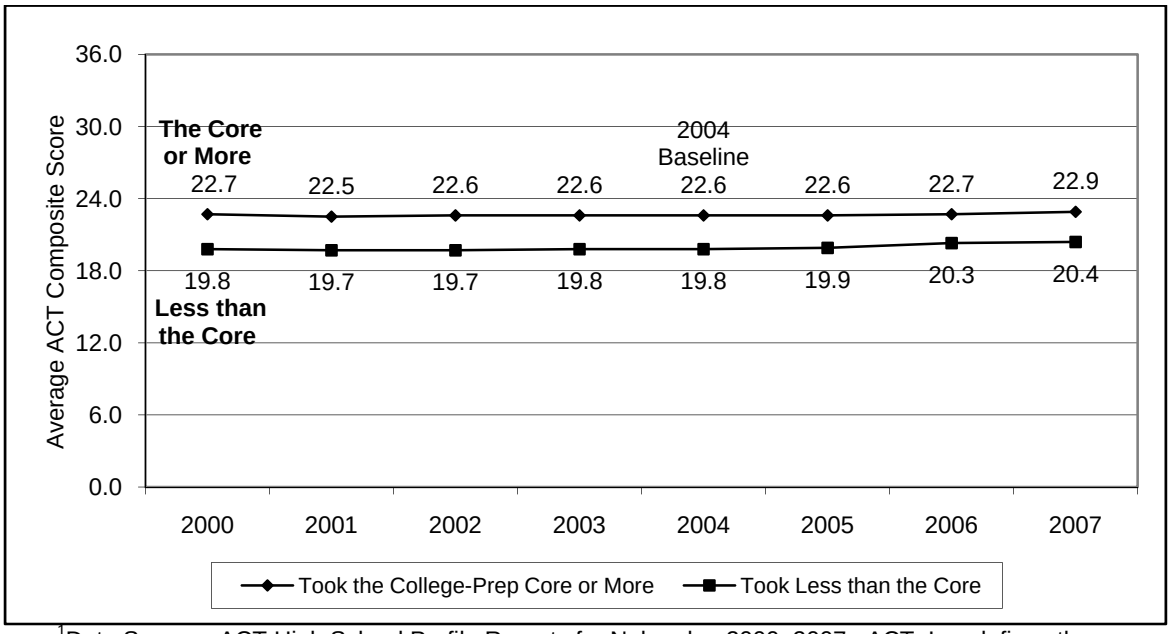
- As also evidenced in Figure 1.1.b.8, the average ACT composite score for the students who took the core or more increased by three-tenths of a point between 2004 and 2007, whereas the average score for students who took less than the core increased by six-tenths of a point. The reports provided by ACT do not explain why the average ACT composite score of Nebraska students who have taken less than the core has improved to a slightly greater degree than the average composite score of students who have completed the core or more.

- 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 Note: In Nebraska, high school graduation requirements are set by each school district individually and may or may not include "the core" as defined by ACT, Inc.

Figure 1.1.b.8

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2000–2007[1]



[1]Data Source: ACT High School Profile Reports for Nebraska, 2000–2007. 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).

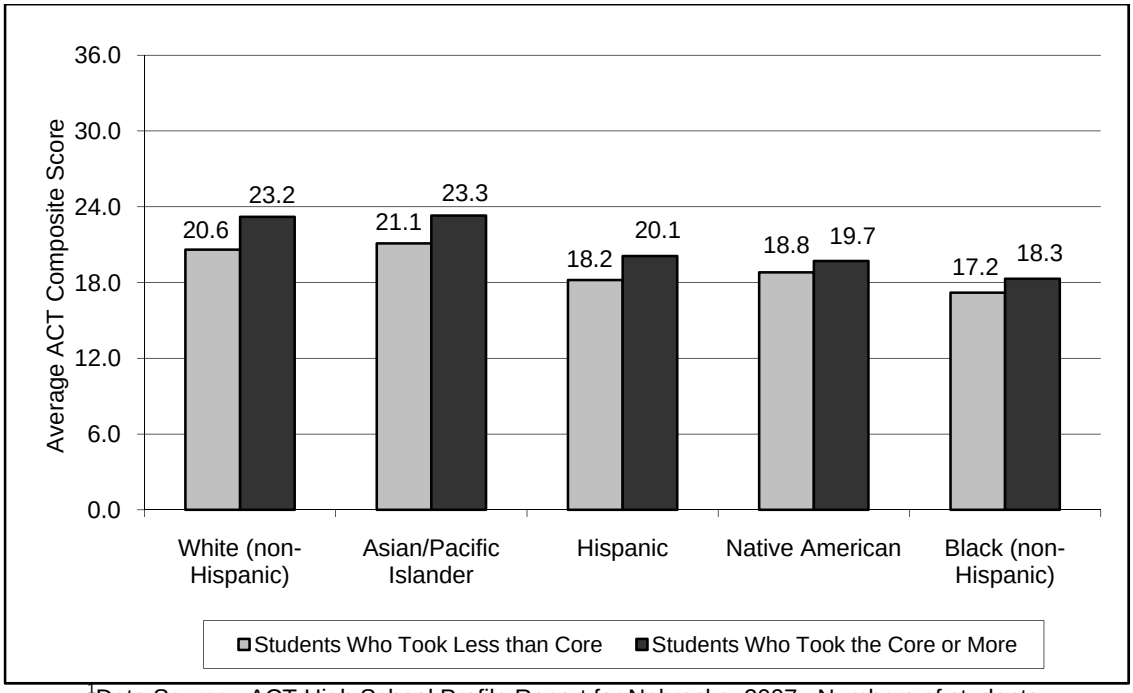
[1]The Coordinating Commission continues to encourage high school students to take rigorous coursework to better prepare for college or entry into an increasingly knowledge-based workforce. In 2006, the Commission, the Nebraska Department of Education, and Future Force Nebraska began administering a $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 of 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 2007 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

2007 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, 2007. Numbers of students tested: White (non-Hispanic) 12,839, Asian/Pacific Islander 292, Hispanic 585, Native American 96, black (non-Hispanic) 508.

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

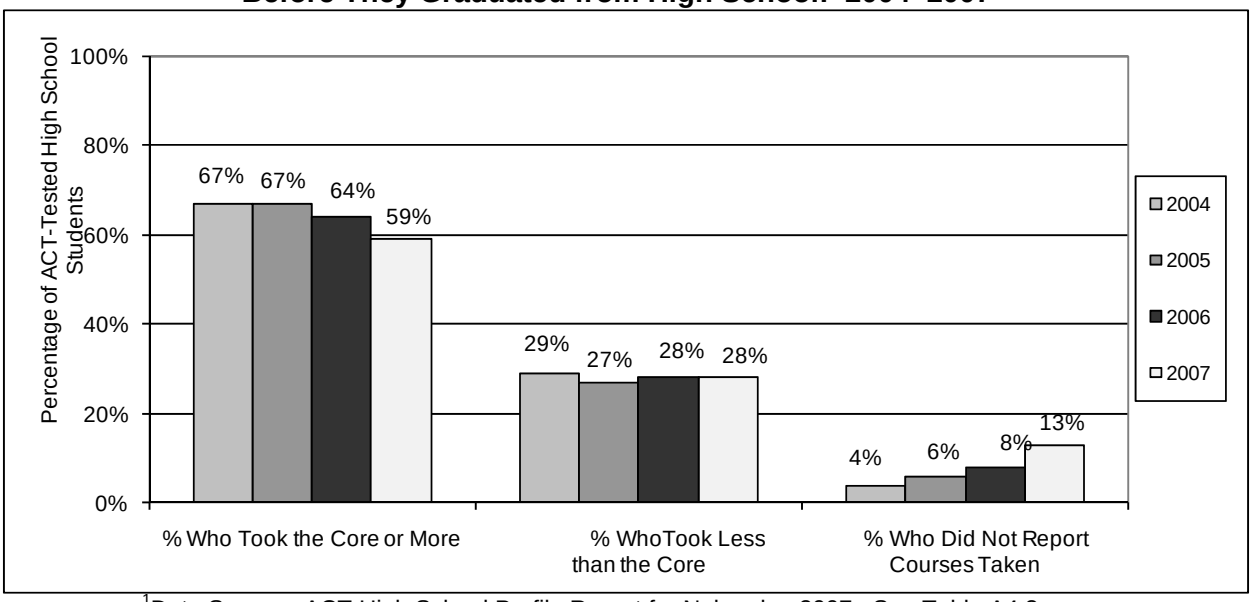
Unfortunately, it has become increasingly difficult to accurately monitor the percentages of Nebraska high school students who take the core curriculum—or more than the core courses—recommended for students preparing to go to college, given the available data from ACT, Inc. As mentioned earlier in this 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 eight percentage points since 2004. The percentage of students who said that they took less than the core decreased by one percentage point. Over the same period, the percentage of non-reporting students increased by nine percentage points.

- 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.

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: 2004–2007[1]



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

- Thusly, with fewer students self reporting, reporting the percentages of ACT-tested students within each racial/ethnic group who say that they have taken the core or more is not helpful in understanding why ACT composite scores vary by race/ethnicity.

- When the percentages of students who took the core or more, as 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 2007 is revealed.

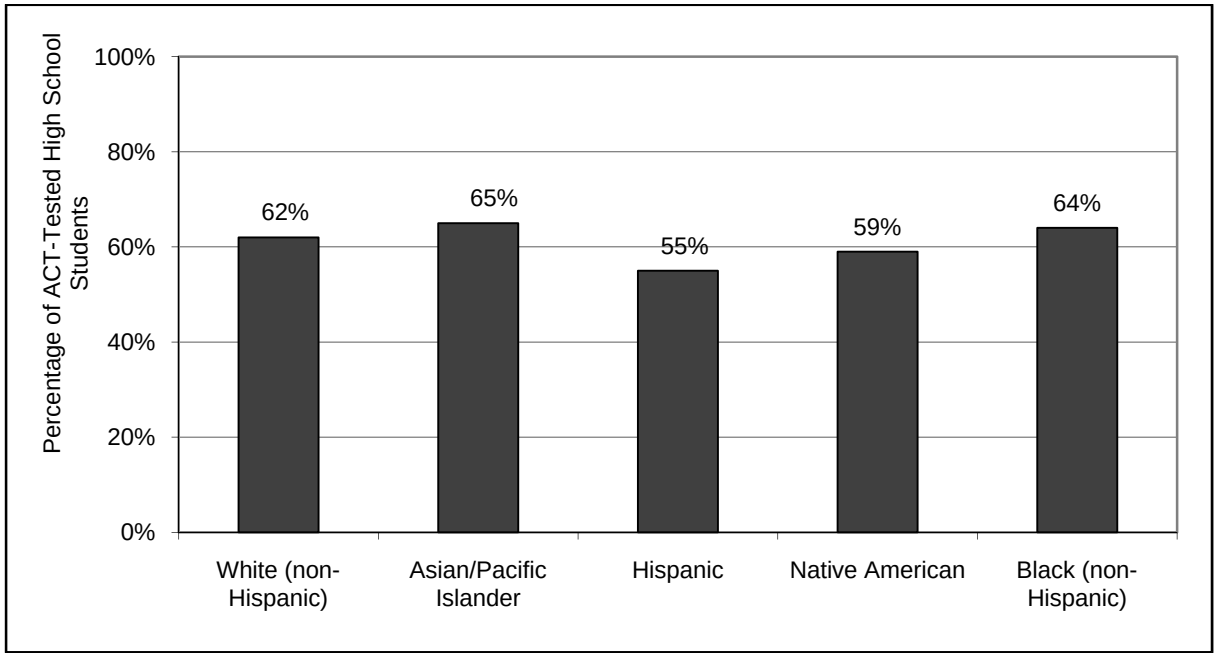
- Compared to their Asian or Pacific Islander classmates, a lower percentage of white non-Hispanic students reported that they took or planned to take the core or more. Their average ACT composite score was one-tenth of a point lower than the score for Asian/Pacific Islanders.

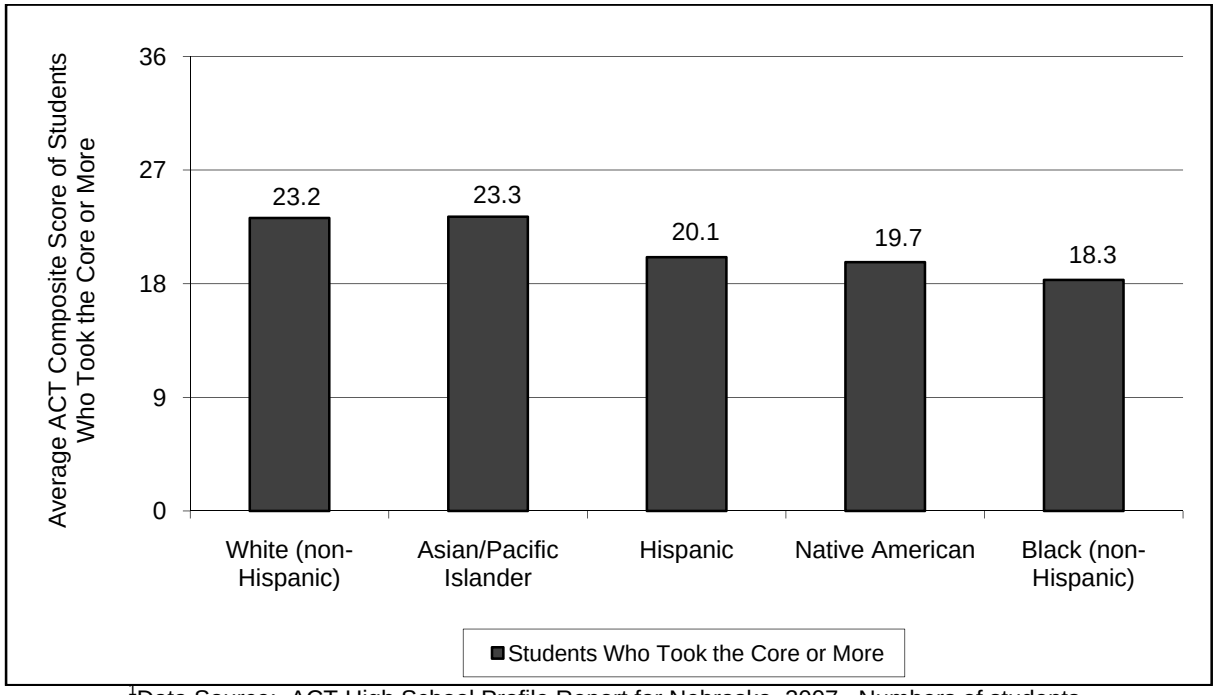
- However, for Hispanics, Native Americans and black non-Hispanics, the opposite was found. Namely, the higher the percentage of students who took the core or more, the lower the average composite score for the racial/ethnic group.

- For example, 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 groups, 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 2007 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, 2007. Numbers of students tested: White (non-Hispanic) 12,839, Asian/Pacific Islander 292, Hispanic 585, Native American 96, black (non-Hispanic) 508.

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 estimated college continuation rates reported in this section are based on data obtained from the Nebraska Department of Education and the National Center for Education Statistics (NCES) in the U.S. Department of Education. These data include all degree-granting institutions in the United States. The Nebraska Department of Education provides the total number of Nebraska high school graduates in any given year. Estimates of the numbers of Nebraskans going onto college are based on data collected every two years by the NCES through the Integrated Postsecondary Education Data System (IPEDS). The latest available IPEDS data were collected in fall 2006, providing a basis for estimating the college continuation rate for students who graduated from Nebraska high schools during the 2005-2006 school year.

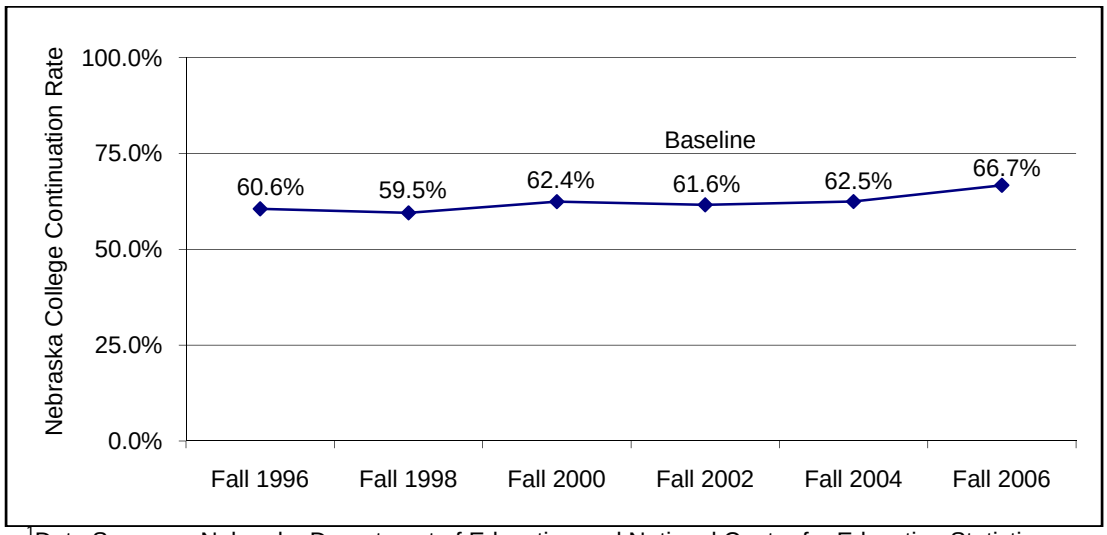
Nebraska College Continuation Rates

- 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, which is the baseline for this report, to 66.7% in fall 2004, an increase of 5.1%.

Figure 1.1.c.1

College Continuation Rate for Nebraska High School Graduates Who Attended Degree-Granting Institutions in the United States within 12 Months of High School Graduation Fall 1996 – Fall 2006[1]



[1]Data Sources: Nebraska Department of Education and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 1996–2006 surveys. See Table A5.1 in Appendix 5 for supporting data and a technical note.

- The noticeably higher college continuation rate in 2006 resulted in a 5.9% 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 a 2.2% decrease in the number of Nebraska high school graduates between 2002 and 2006. (See Table A5.1 in Appendix 5 for supporting data.)

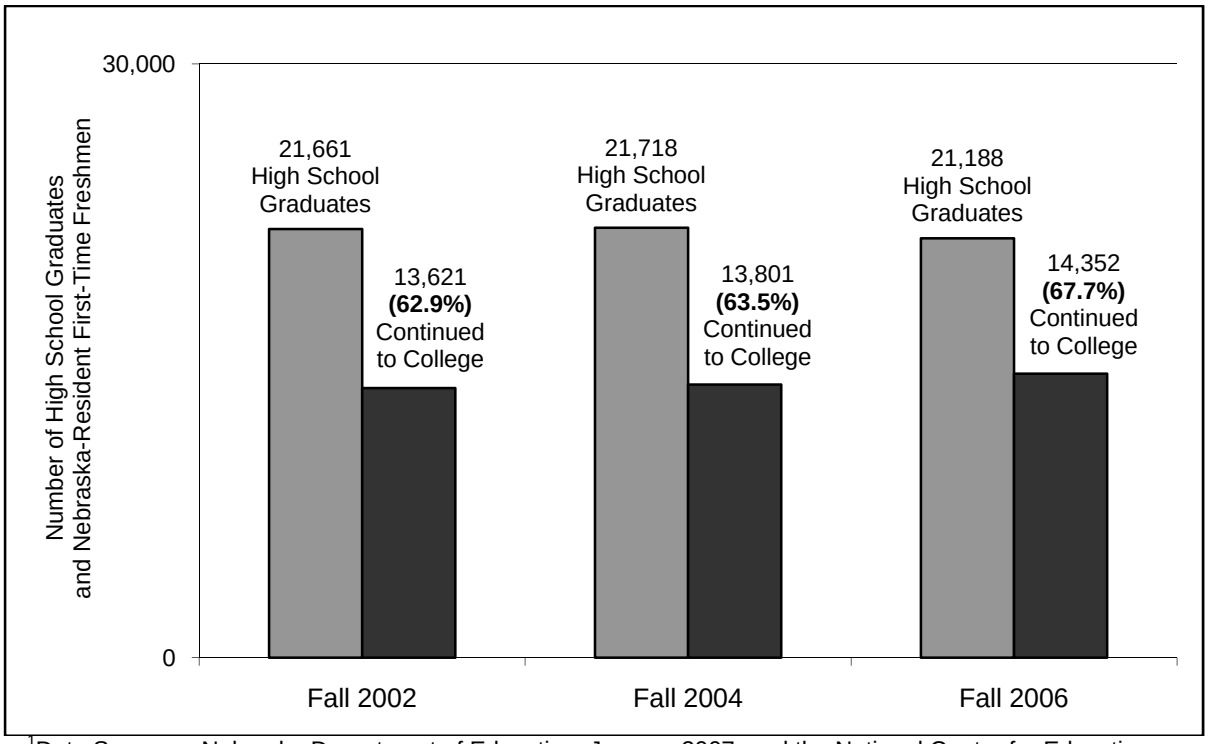
- Adding the number of high school graduates who attended non-degree-granting institutions only slightly increases the estimated college continuation rate for Nebraska.

- As illustrated in Figure 1.1.c.2, the college continuation rate for Nebraska students who graduated in the high school class of 2006 and attended degree-granting and non-degree-granting colleges in fall 2006 was 67.7%, a 4.8% increase from the 62.9% continuation rate in 2002.[1]

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

Figure 1.1.c.2

College Continuation Rate for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States within 12 Months of High School Graduation Fall 2004 and Fall 2006 Compared to Fall 2002[1]



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

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

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

- The statewide college continuation rate for Nebraska high school graduates can be partitioned in to two rates:

  - the in-state college continuation rate, which is the percentage of Nebraska high school graduates who attend postsecondary institutions in Nebraska within 12 months of high school graduation
  - the out-of-state college continuation rate, which is the percentage of Nebraska high school graduates who continue on to college at out-of-state institutions within 12 months of graduating from high school.

- The Commission estimates that the in-state college continuation rate for degree-granting institutions was 54.5% for Nebraska high school graduates in 2005-2006, up from 50.0% of the 2001-2002 high school graduates who attended degree-granting institutions in Nebraska.

- In comparison, the out-of-state college continuation rate increased from 11.6% for the graduating class of 2002 to 12.2% for 2005-2006 Nebraska high school graduates who attended degree-granting institutions in other states.

- As illustrated in Figure 1.1.c.3 on the next page, the Commission estimates that Nebraska's in-state college continuation rate was 55.4% for the state's 2005-2006 high school graduates who attended degree-granting or non-degree-granting colleges, up 4.1% from fall 2002 when 51.3% of Nebraska's 2001-2002 high school graduates enrolled at colleges and universities in Nebraska.

- Over the same period, the out-of-state college continuation rate for both degree-granting and non-degree-granting schools increased from 11.6% of the high school graduating class of 2002-2003 to 12.3% of Nebraska high graduates in 2005-2006, an increase of 0.7%.

- The net effect of these increases is that the estimated percentage of Nebraska high school graduates who do not go on to college within 12 months decreased from 37.1% of the high school class of 2001-2002 to 32.3% of the graduates in 2005-2006.

- See Table A5.3 in Appendix 5 for supporting data.

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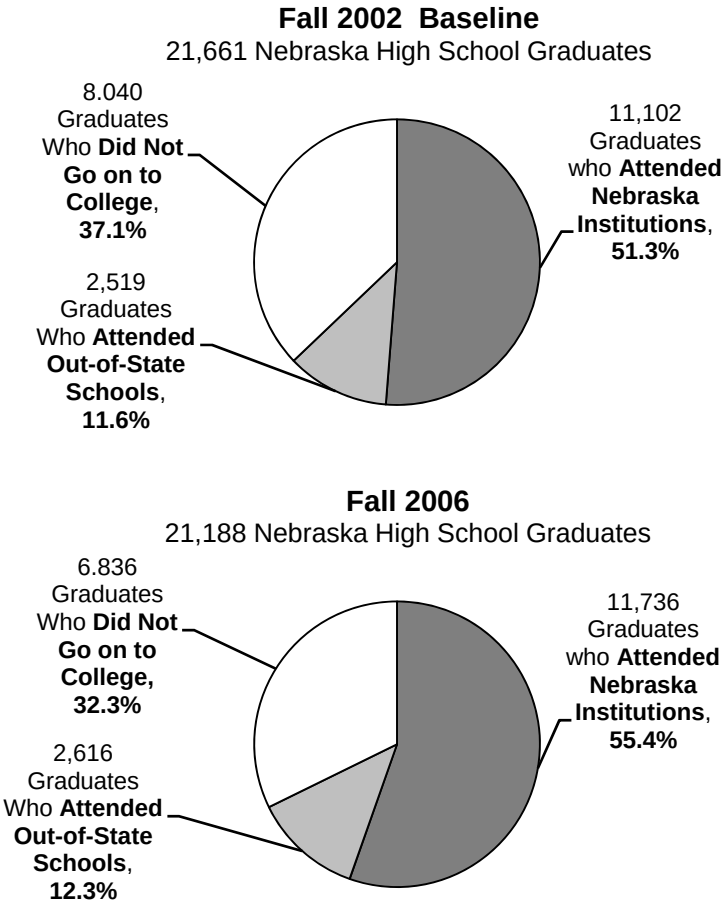
[1]Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, 2002 and 2004 College Continuation Rate Comparisons by State included in the Spreadsheets for Chance for College, updated in October 2004 and March 2007. The details of this study are not included in this report because the estimated 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.

Figure 1.1.c.3

In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions and the Percentage Who Did Not Go on to College within 12 Months of High School Graduation Fall 2006 Compared to Fall 2002[1]



[1]Date Sources: Nebraska Department of Education, January 2007, and the National Center for Education Statistics, fall 2002 and fall 2006 IPEDS surveys. Includes full-time and part-time students. See Table A5.3 in Appendix 5 for supporting data.

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

- Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools.

- As shown in Parts A and B of Figure 1.1.c.4 on the next page, the pattern of attendance of Nebraska-resident, first-time freshmen who go to college in Nebraska within a year of graduating from high school is different from the pattern of Nebraskans who go out of state to school their freshman year.

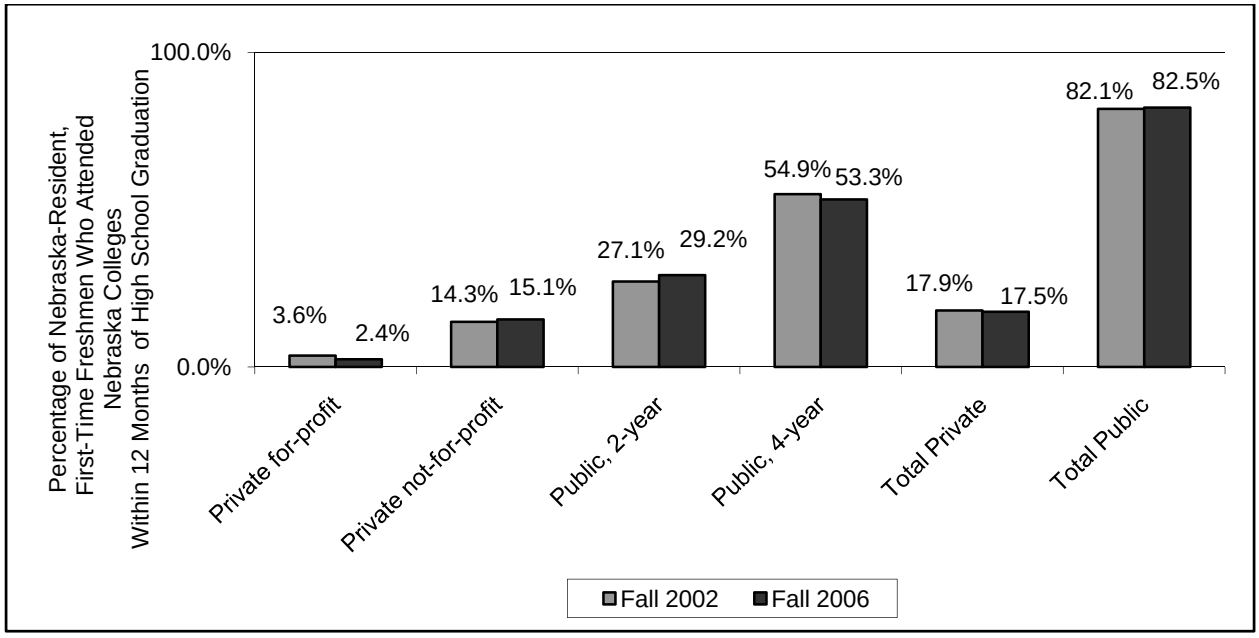
- Part A of Figure 1.1.c.4 shows that more than 80% of the first-time freshmen who stay in state attend Nebraska's public colleges or universities, compared to 15% who go to private, non-profit institutions within the state.

- In contrast, Part B of Figure 1.1.c.4 reveals that about 53% of the first-time freshmen who go out of state attend public institutions, while 42% go to non-profit private institutions.

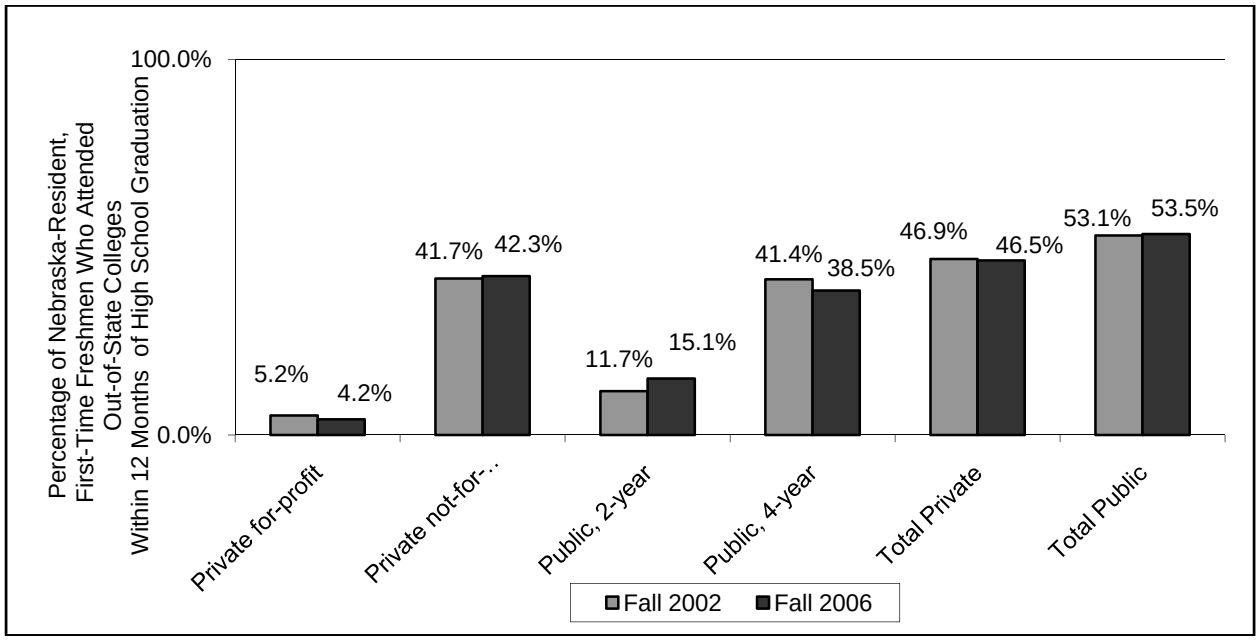
Figure 1.1.c.4

Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State, Degree-Granting and Non-Degree-Granting Institutions Within 12 Months of High School Graduation Fall 2006 Compared to Fall 2002[1]

Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions



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



[1]Date Source: National Center for Education Statistics, fall 2002 and fall 2006 IPEDS surveys. Includes full-time and part-time students. See Table A5.4 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 another approach to increasing college enrollment in Nebraska.

The analysis of data summarized in the previous section of this report on college continuation rates revealed that the estimated proportion of Nebraska high school graduates who attended degree-granting institutions in Nebraska within a year of high school graduation increased from 50.0% in fall 2002 to 54.5% in fall 2006, and the percentage who attended out-of-state institutions increased from 11.6% to 12.2%. While college continuation rates are important statistics, the best available estimate of the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska is the number of students with Nebraska residency who enroll at Nebraska degree-granting institutions as first-time freshmen within a year of graduating from high school, compared directly to the number who go out of state to college. Consequently, this section provides a more detailed analysis of the numbers and percentages of Nebraska high school graduates who attended Nebraska and out-of-state, degree-granting institutions within 12 months of graduating from high school between fall 2002 and fall 2006.

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 analysis reported in this section.

The data required to monitor the percentage of Nebraska high school graduates who go to colleges and universities in Nebraska or other states are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center of Education Statistics in the U.S. Department of Education. This section compares the latest available IPEDS data, which are for fall 2006, to 2002 baseline statistics. Data reported by non-degree-granting schools are excluded from this analyses because the residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002 or 2004. 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 2006, there was an increase in the number of Nebraska-resident, first-time freshmen who attended degree-granting institutions within one year of high school graduation. But there was a much larger decrease in the number of first-time freshmen who enrolled in college more than a year after they graduated from high school, as shown in Table 1.2.1. As a result, total enrollment of Nebraska-resident first-time freshmen at degree-granting institutions decreased by 7.5% over the four-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 2004 and Fall 2006 Compared to Fall 2002[1]

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions						Change in the Number and Percentage of Students Since Fall 2002	
	Fall 2002		**Fall 2004**		**Fall 2006**			
	n	%	n	%	n	%	n	%
Graduated during the 12 Months Prior to College Enrollment	13,346	67.4%	13,565	72.6%	14,133	77.1%	787	5.9%
Graduated More than 12 Months Prior to College Enrollment	6,461	32.6%	5,128	27.4%	4,189	22.9%	-2,272	-35.2%
Total	19,807	100.0%	18,693	100.0%	18,322	100.0%	-1,485	-7.5%

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

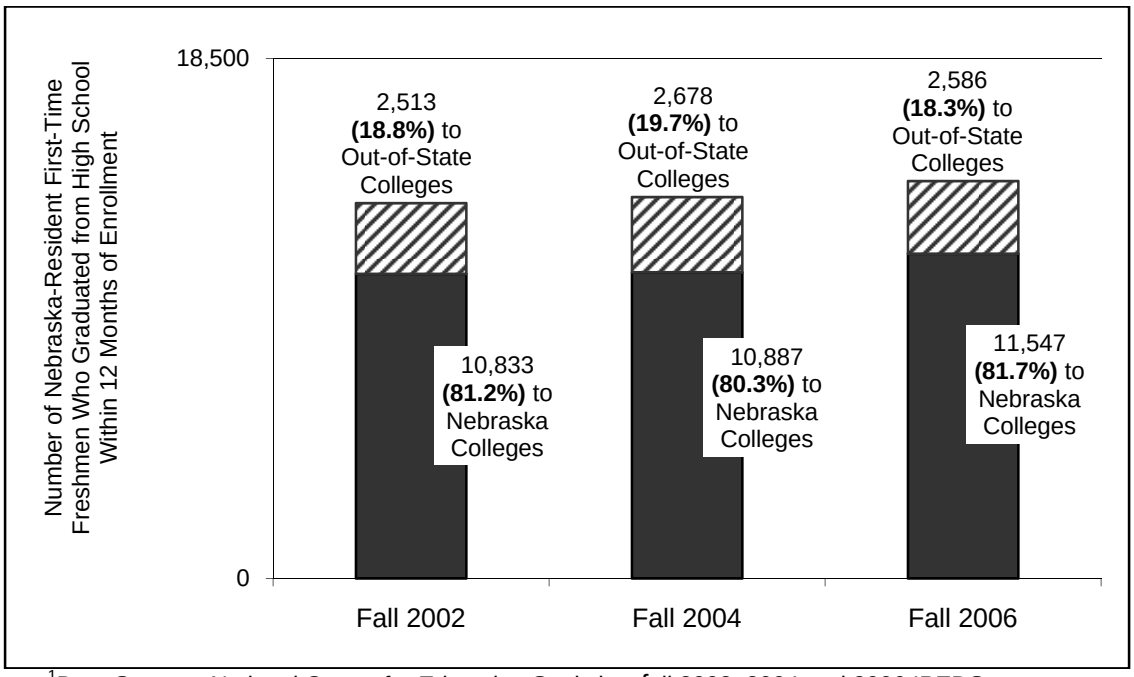
In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School Within 12 Months of College Enrollment

- The net increase of 787 students between 2002 and 2006, shown in Table 1.2.1 on the preceding page, is attributable to an increase of 73 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 714 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 2006 resulted in a higher percentage of Nebraska-resident, first-time freshmen starting college in Nebraska, while a lower percentage pursued their postsecondary education out of state.

Figure 1.2.1

Number and Percentage of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2002–Fall 2006[1]



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

- As illustrated in Figure 1.2.2, the increase in the percentage of recent Nebraska high school graduates who pursued their postsecondary education in their home state is attributable to the fact that all of the higher education sectors attracted more of these students in fall 2006 than in fall 2002, with the exception of the for-profit degree-granting schools, which enrolled 24 fewer Nebraska-resident students in fall 2006 than in fall 2002. Specifically, enrollments of Nebraska-resident first-time freshmen increased as follows:

University of Nebraska	up 2.6%	5,313 in 2002 to 5,452 in 2006
Nebraska State College System	up 1.4%	880 in 2002 to 892 in 2006
Nebraska Community Colleges	up 14.0%	2,918 in 2002 to 3,326 in 2006
Nebraska independent institutions	up 11.2%	1,600 in 2002 to 1,779 in 2006
For-profit degree-granting schools	down 19.7%	122 in 2002 to 98 in 2006

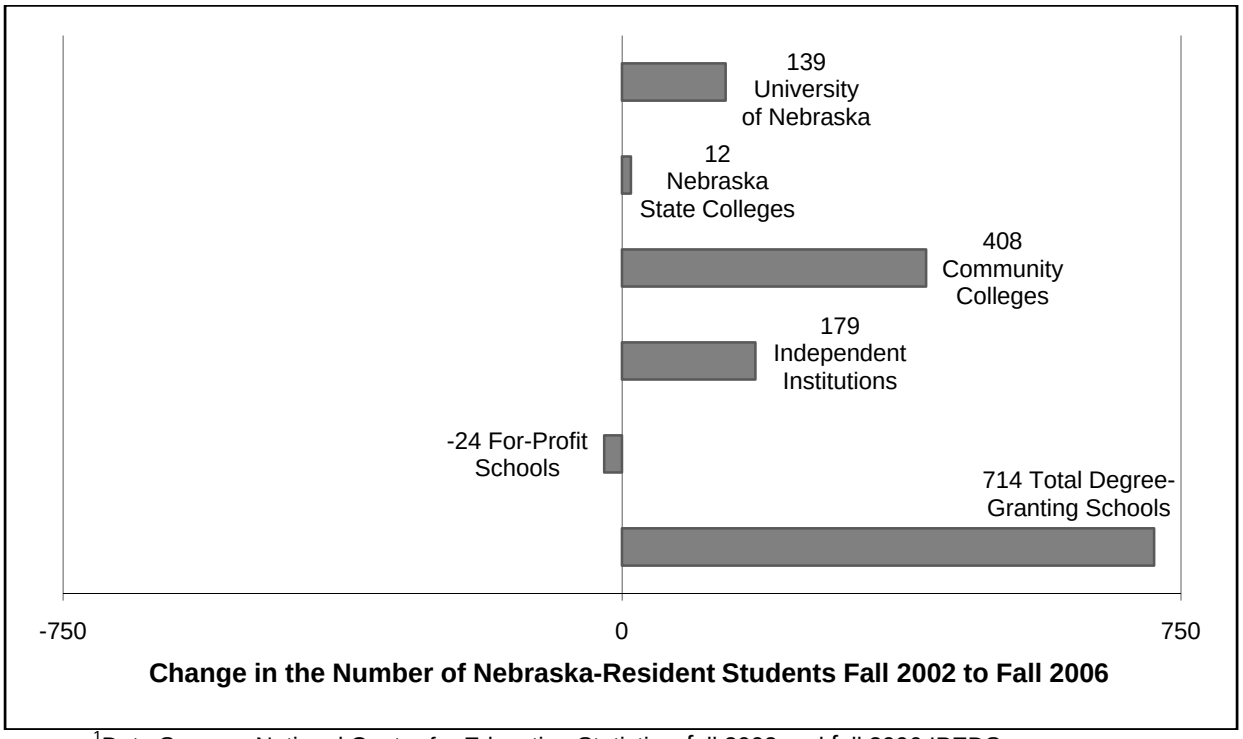
  See Table A6.2 in Appendix 2 for supporting data, including 2004 enrollments.

- As mentioned previously, out-of-state, degree-granting schools attracted only 73 more first-time freshmen from Nebraska in fall 2006 than in fall 2002, resulting in a net decrease in the percentage of recent high school graduates who went out of state to pursue their postsecondary education.

- See the *Fall 2006 Nebraska Report on the Residence and Migration of First-Time Freshmen* for detailed information on the out-of-state colleges and universities attended by Nebraska-resident first-time freshmen. This report is available on the Coordinating Commission Web site, www.ccpe.state.ne.us.

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 2006 Compared to Fall 2002[1]



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

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

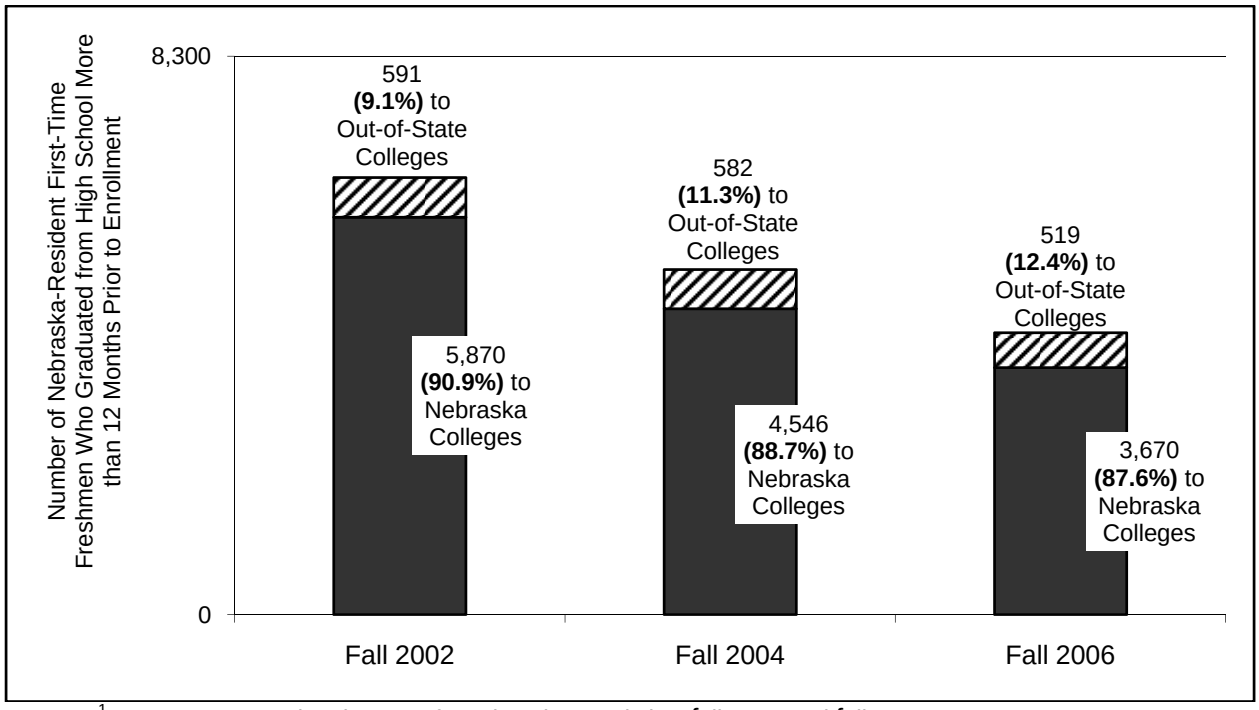
- Between fall 2002 and fall 2006, there was a significant decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at degree-granting institutions in Nebraska more than a year after they graduated from high school. Specifically, 2,200 fewer of these freshmen attended Nebraska colleges in fall 2006 than in fall 2002, a decrease of 37.5%.

- In contrast, during the same two-year period, only 72 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 2006 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 from 591 to 519, or 12.2%.

Figure 1.2.3

Number and Percentage of Nebraska-Resident First,-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions More than 12 Months After Graduation from High School Fall 2002–Fall 2006[1]



[1]Data Source: National Center for Education Statistics, fall 2002 and fall 2006 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 on the next page, 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.

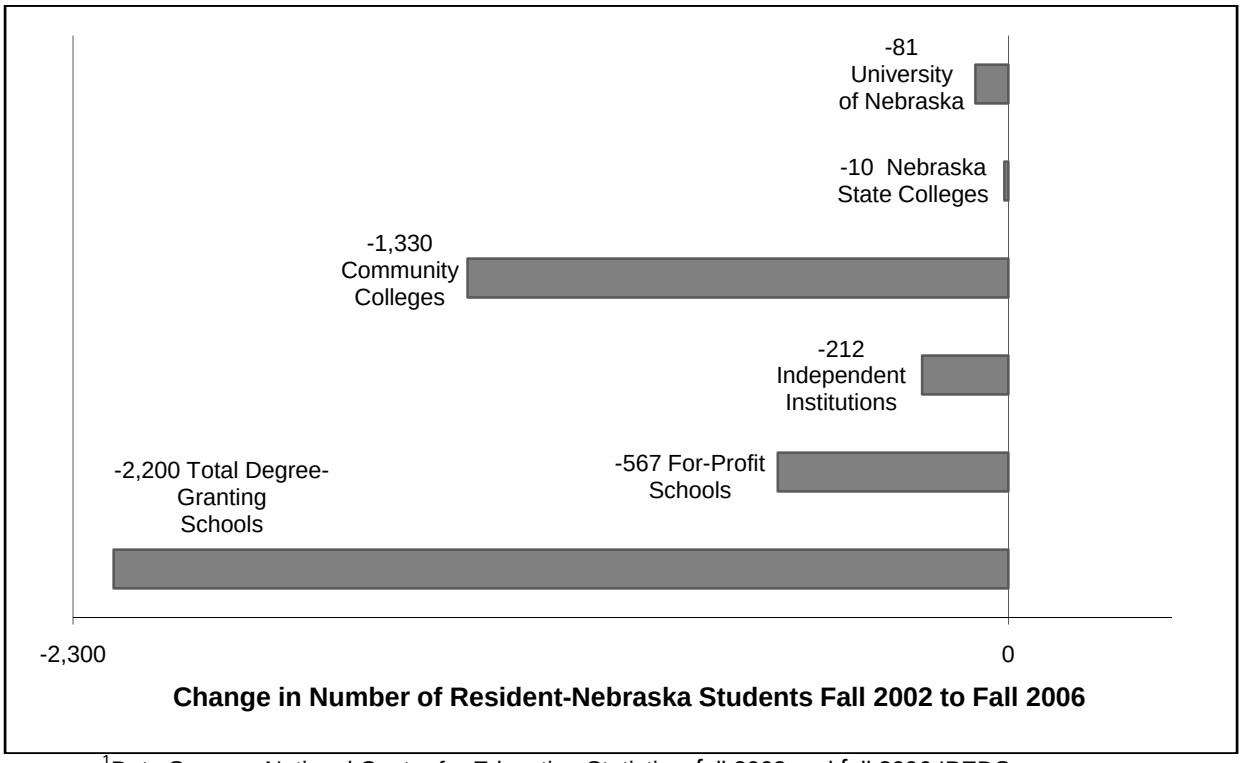
- The greatest decreases in the enrollment of first-time freshmen who started college more than a year after high school graduation were reported by the Nebraska community colleges and the for-profit schools. Together, these sectors accounted for more than 85% of the total decrease of 2,200 students. (See Table A6.4 in Appendix 6 for supporting data.)

- The reasons for this significant decline are not known. However, economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees are three of the factors that may have adversely affected the enrollments of Nebraska residents who did not go to college immediately or soon after they graduated from high school.

- It also should be noted that the timing of the decreases in enrollment of "older" first-time freshmen varied by sector. About 46% of the total decrease in enrollments at the community colleges occurred between 2002 and 2004, while the remaining 54% was evidenced between 2004 and 2006. The independent institutions, on the other hand, experienced 91% of their enrollment decline between 2002 and 2004 and only 9% between 2004 and 2006. At the for-profit schools, 65% of the total decrease in enrollments occurred between 2002 and 2004, while 35% was evidenced between 2004 and 2006. In comparison, enrollment of "older" first-time freshmen at the University of Nebraska decreased between 2002 and 2004 and then increased between 2004 and 2006.

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 2006 Compared to Fall 2002[1]



[1]Data Source: National Center for Education Statistics, fall 2002 and fall 2006 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.

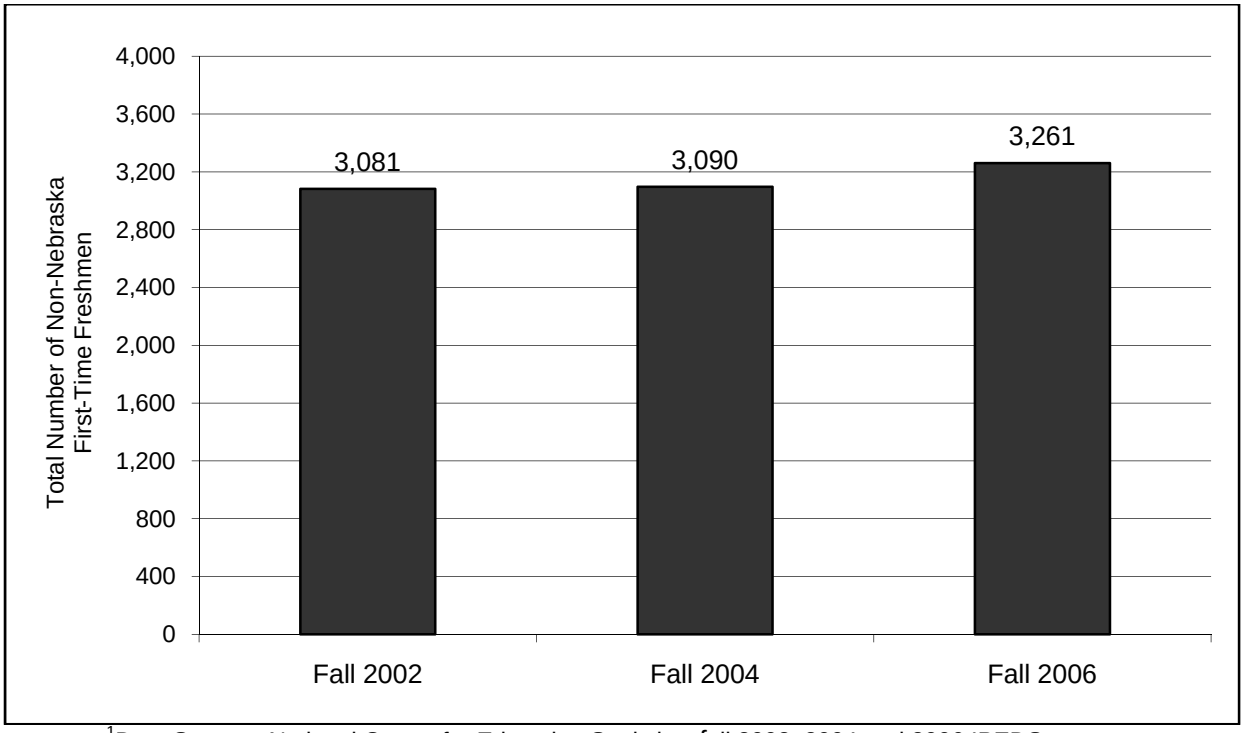
The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and foreign students who 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. This section compares the latest available IPEDS data, which are for fall 2006, in relation to 2002 baseline statistics.

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

- As shown in Figure 1.3.1, Nebraska's degree-granting and non-degree-granting colleges attracted 180 or 5.8% more non-Nebraska, first-time freshmen in fall 2006 than in fall 2002.

Figure 1.3.1

Total Number of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Institutions Fall 2002–Fall 2006[1]



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

- In 2002, 2004 and 2006, about 98% of all non-Nebraska, first-time freshmen attended degree-granting colleges, while less than 2% were enrolled at non-degree-granting schools. (See Table A6.5 in Appendix 6 for supporting data.)

- Non-Nebraska first-time freshmen who attended non-degree granting schools are excluded from the remainder of this analysis because the residency data reported by the non-degree granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002 or 2004.

- Between 2002 and 2006, degree-granting institutions in Nebraska attracted a higher number of non-Nebraskans who went to college within a year of high school graduation, but a lower number of out-of-state and foreign students who started college more than a year after they graduated from high school.

- As shown in Table 1.3.1, the net enrollment of out-of-state and foreign students at Nebraska degree-granting institutions increased by 203 students or 6.7% between 2002 and 2006.

Table 1.3.1
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2004 and Fall 2006 Compared to Fall 2002[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 and Percentage of Students Since Fall 2002	
	Fall 2002		**Fall 2004**		**Fall 2006**			
	n	%	n	%	n	%	n	%
Graduated during the 12 Months Prior to College Enrollment	2,281	75.3%	2,424	79.7%	2,783	86.1%	502	22.0%
Graduated More than 12 Months Prior to College Enrollment	749	24.7%	616	20.3%	450	13.9%	-299	-39.9%
Total	3,030	100.0%	3,040	100.0%	3,233	100.0%	203	6.7%

[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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.

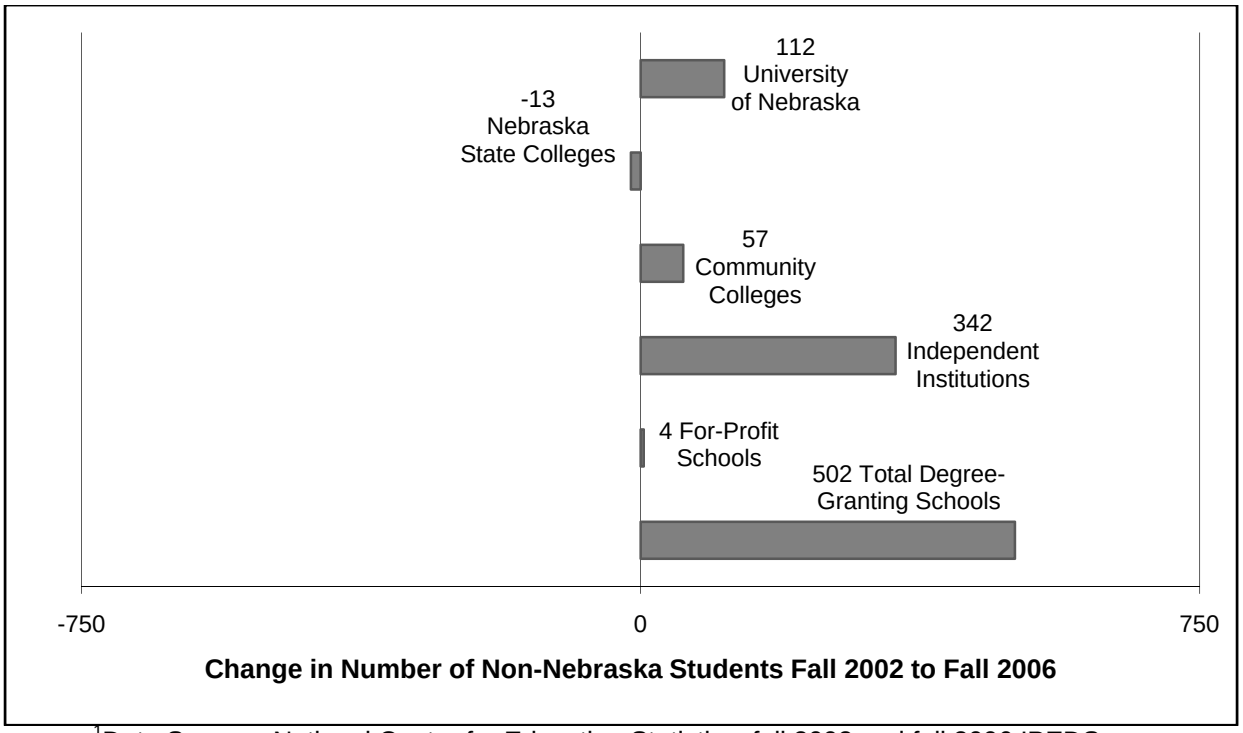
- In fall 2002, Nebraska degree-granting institutions attracted 2,281 non-Nebraska first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 2,783 non-Nebraskans in 2006, a 22.0% increase of 502 students, as evidenced in Table 1.3.1 above.

- As shown in Figure 1.3.2 below, more than 65% of the net increase of 502 students is attributable to the increased number of non-Nebraskans who attended independent colleges and universities between fall 2002 and fall 2006.

- The University of Nebraska and Nebraska's community colleges also experienced gains in the number of non-Nebraskans that they attracted, but the state colleges attracted fewer non-Nebraskans and the for-profit colleges attracted only a few more out-of-state students in 2006 than in 2002. (See Table A6.6 in Appendix 6 for supporting data. See Table A6.7 in Appendix 6 for more information on the decreased enrollment of non-Nebraskans who enrolled as first-time freshmen at Nebraska colleges more than a year after high school graduation.)

Figure 1.3.2

Changes in the Numbers of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2006 Compared to Fall 2002[1]



[1]Data Source: National Center for Education Statistics, fall 2002 and fall 2006 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 A6.8,Table A6.9 in and Table A6.10 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 on the next page.[1]

- In fall 2002 and fall 2004, more first-time freshmen who attended degree-granting schools within a year of graduating from high school left Nebraska to go to college than came to Nebraska to begin their postsecondary education.

- While the difference in net migration between fall 2002 and fall 2004 was only 22 students, this change was in the opposite direction of what is desirable for the state.

- In line with the recommendations of the 2003 LR 174 Higher Education Task Force, more out-of-state and foreign, first-time freshmen who recently graduated from high school were attracted to Nebraska postsecondary institutions in fall 2004 than in fall 2002. However, contrary to the task force's recommendations, an even higher number of Nebraska-resident, first-time freshmen went out of state to attend college within a year of graduating from high school, resulting in a greater negative net migration in 2004 than in 2002.

- In fall 2006, however, more first-time freshmen came to Nebraska to attend degree-granting colleges within 12 months of high school graduation than left Nebraska to go to school out of state, resulting in a positive net migration of 197 students in fall 2006.

- See the *Fall 2006 Nebraska Report on the Residence and Migration of First-Time Freshmen* for a more detailed analysis of net migration. This report is available on the Commission Web site, www.ccpe.state.ne.us.

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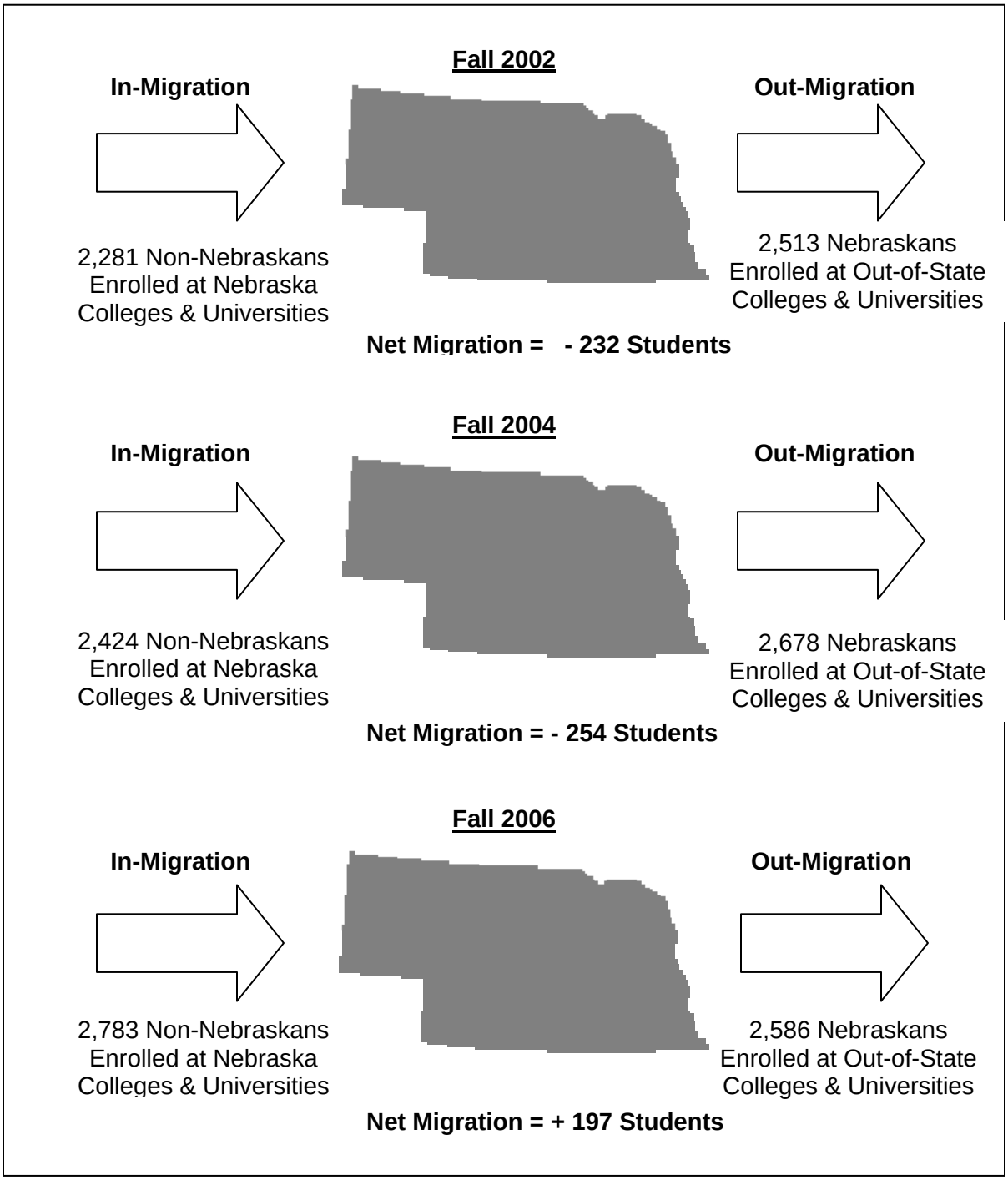
[1] The net migration numbers reported in this section are the best possible estimates, given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans 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. Vatterott College also did not submit residency data in 2006. In 2006, Clarkson College did not provide residency data to the NCES, but the college did submit data in 2002 and 2004. Since there may be similar reporting errors in other states where Nebraska first-time freshmen attended colleges in fall 2002, 2004 or 2006, there is no way of knowing how Nebraska's net migration numbers should be adjusted to compensate for such errors.

Figure 1.3.3

Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation
Fall 2002–Fall 2006[1]



[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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 A6.11 in Appendix 6 for supporting data.

1.4 Enrollment of First-Time Freshmen by Race/Ethnicity

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

The 2003 LR 174 Higher Education Task Force recommended increasing the number and percentage of underrepresented students as another approach to increasing the enrollment of Nebraska's postsecondary institutions. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2003 in the numbers of white non-Hispanics and minority students who have been enrolled as first-time freshmen at Nebraska colleges and (2) the extent to which each racial/ethnic group was represented in the state's postsecondary education system in fall 2006, the latest period for which data are available.

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

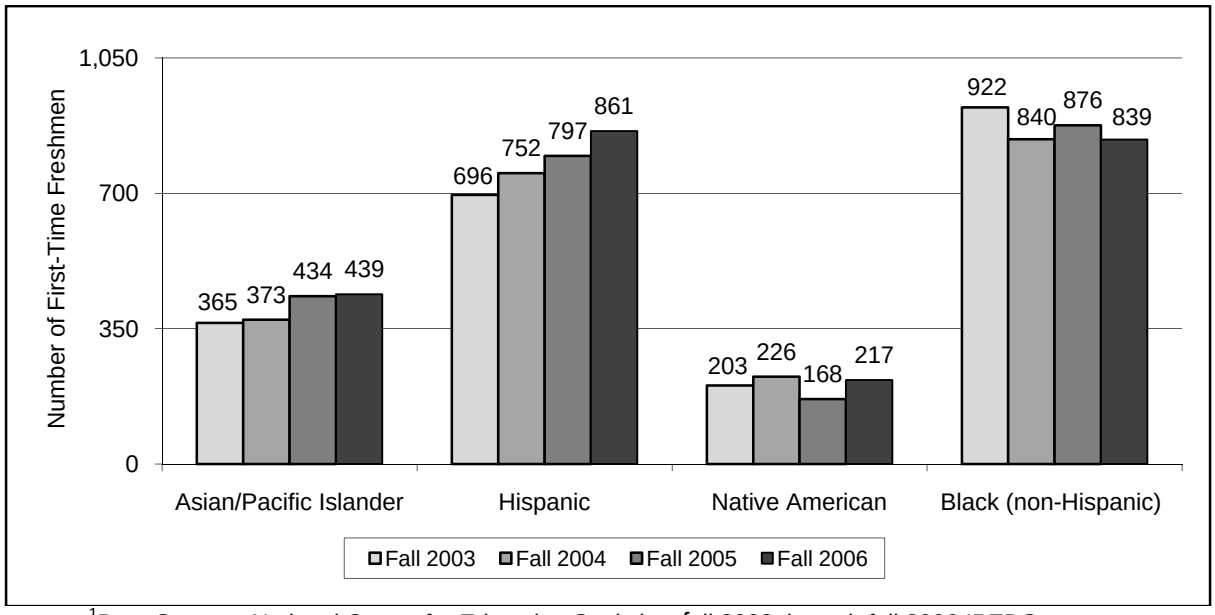
- In fall 2006, a total of 17,960 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions, an 11.4 % decrease from the total of 20,272 first-time freshmen of known race/ethnicity in fall 2003.

- In fall 2003, white non-Hispanics accounted for 89.2% of the first-time freshmen, while minorities accounted for 10.8%. Of the first-time freshmen enrolled in fall 2006, 13.1% were minorities, an increase of 2.3 percentage points.

- As shown in Figure 1.4.1, slightly higher numbers of Asians/Pacific Islanders, Hispanics and Native Americans enrolled in college in fall 2006 than in fall 2003, but there were fewer black non-Hispanics among the first-time freshmen in 2006. (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 2006[1]



[1]Data Source: National Center for Education Statistics, fall 2003 through fall 2006 IPEDS surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions.

- The net effect of these changes is that there were 170 more minority students attending Nebraska colleges as first-time freshmen in fall 2006 than in fall 2003, an increase of 7.8%. In contrast, there were 2,482 fewer white non-Hispanic first-time freshmen in Nebraska's postsecondary education system in fall 2006 than in fall 2003, a decrease of 13.7%. (See Table A7.1 in Appendix 7 for supporting data.)

- Between fall 2003 and fall 2004, 1,500 fewer white non-Hispanics enrolled at Nebraska institutions, accounting for 60% of the total decrease of 2,482 students from 2003 to 2006. Between fall 2004 and 2005, the number of white non-Hispanic students decreased by 276, accounting for a little more than 10% of the total 2,482 decrease. However, in fall 2006, 706 fewer white non-Hispanic first-time freshmen went to college in Nebraska, accounting for the remaining 30% of the total decrease between 2003 and 2006.

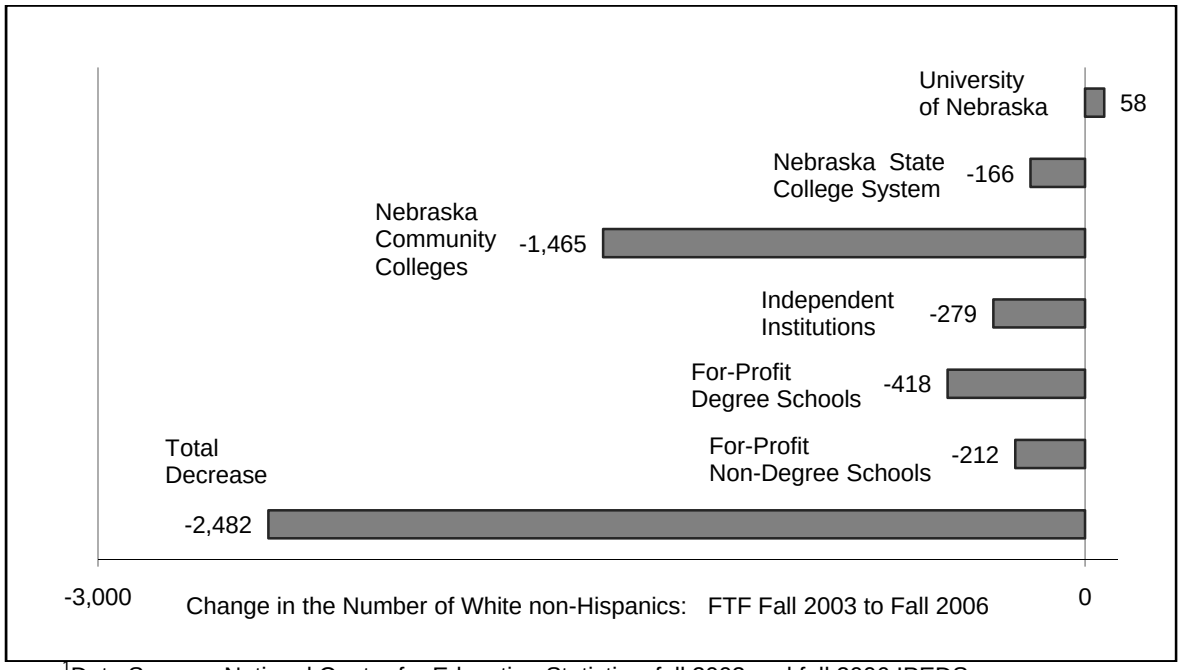
- Lower enrollments at Nebraska's community colleges accounted for almost 60% of the decrease in the number of white non-Hispanic first-time freshmen between fall 2003 and fall 2006. However, as shown in Figure 1.4.2, all of the other sectors of higher education in Nebraska experienced declines in the number of white non-Hispanics enrolled as first-time freshmen between 2003 and 2006, except for the University of Nebraska.

- In the case of the University of Nebraska, a decrease of 294 white non-Hispanic first-time freshmen in fall 2004 was more than offset by increases of 185 and 167 white students in fall 2005 and fall 2006, respectively.

- The total decrease of 2,482, shown in Figure 1.4.2 is much higher than would be expected, given that the number of white non-Hispanics who graduated from all of Nebraska's high schools was 18,466 in 2005–2006, compared to 19,704 in 2002–2003, a decrease of 1,238 students.

Figure 1.4.2

Changes in the Numbers of White Non-Hispanics Enrolled as First-Time Freshmen (FTF) at Nebraska Postsecondary Institutions Fall 2006 Compared to Fall 2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 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 2006 estimated college continuation rates of reported on page 44, 780–840 fewer white non-Hispanic, first-time freshmen would be expected to be enrolled at Nebraska colleges and universities in 2006, compared to the actual decrease of 2,482. The reasons for the unexpected decrease are not known but, as mentioned in section 1.2, economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees are three factors that may have adversely affected enrollments.

Racial/Ethnic Representation in Nebraska's Postsecondary Education System Fall 2006

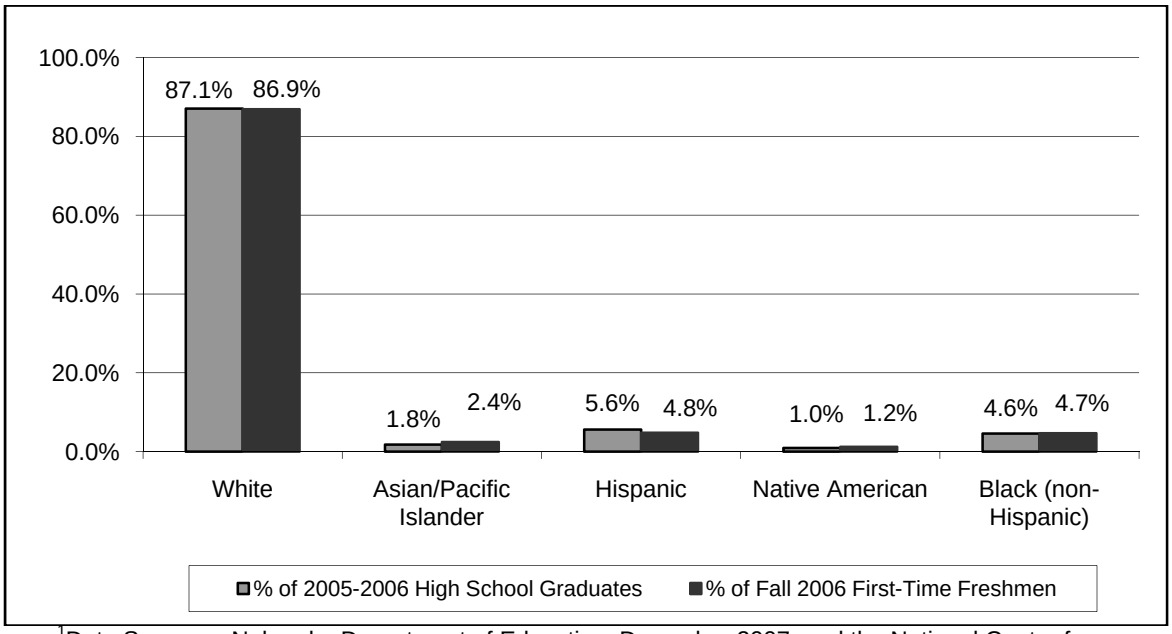
The following analysis examines the extent to which students in each racial/ethnic group have been represented in Nebraska's postsecondary education system. In this analysis students in a racial/ethnic category are considered to be "underrepresented" if they accounted for a smaller percentage of the 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 2005–2006 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2006 by Race/Ethnicity



[1]Data Sources: Nebraska Department of Education, December 2007, and the National Center for Education Statistics, fall 2006 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 fourth 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 87.1% of the first-time freshmen who were enrolled at degree-granting and non-degree-granting institutions in fall 2006. They were only slightly underrepresented among the freshmen in Nebraska's postsecondary education system.

- Hispanics were the only minority group underrepresented in 2006, accounting for 5.6% of Nebraska's high school graduates in 2004–2005, but representing 4.8% 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 2006, relative to the extent that they were represented among the state's high school graduates in 2005–2006.

  See the fourth 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 2006

Determining if there was any change between fall 2003 and fall 2006 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 2005–2006 than in 2002–2003. However, comparing the percentage distributions of high school graduates in 2002–2003 and 2005–2006 to the percentage distributions of first-time freshmen in fall 2003 and 2006 reveals that, compared to the first-time freshmen who started college in 2003:

(1) Hispanics were more underrepresented in the fall 2006 freshmen class, while white non-Hispanics were slightly less underrepresented than they were in 2003.

(2) Asians/Pacific Islanders were slightly more overrepresented among the first-time freshmen in fall 2006, while black non-Hispanics were less overrepresented.

(3) Native Americans were overrepresented among first-time freshmen to the same slight degree in fall 2006 as they were in fall 2003, relative to the extent that they were represented among the state's high school graduates in 2002–2003 and 2005-2006.

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

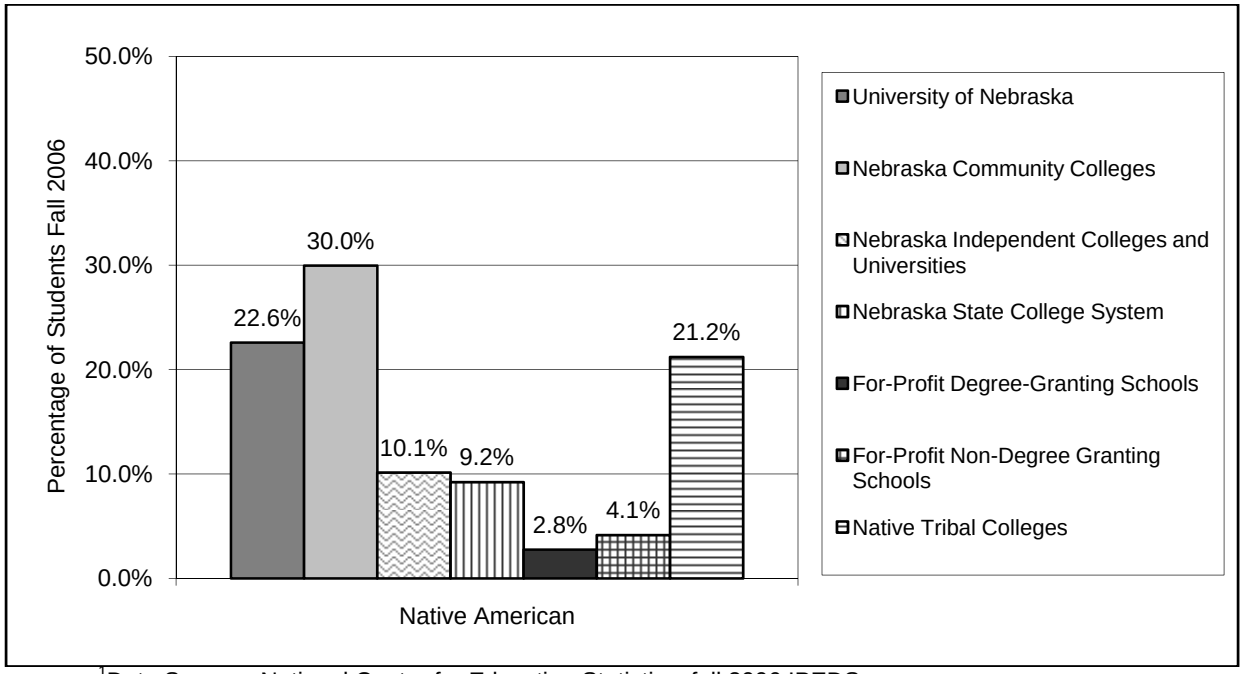
The Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group

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, 21% of the 217 Native Americans who were first-time freshmen in fall 2006 attended Little Priest Tribal College or Nebraska Indian Community College, while 10% 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 for-profit schools in fall 2006. (See the fourth 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 2006[1] (Bars are in order of Legend from Left to Right)



[1]Data Source: National Center for Education Statistics, fall 2006 IPEDS survey.
Includes part-time students, but not foreign students or students of unknown race/ethnicity.
See the fourth page of Table A7.4 in Appendix 7 for supporting data.

- Figure 1.4.5 on the next page shows the percentages of the first-time freshmen in each of the five major racial/ethnic groups who attended the major types of institutions within Nebraska's postsecondary education system in fall 2006, 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 schools constituting the University of Nebraska and the state's community colleges in fall 2006. In comparison, about half as many white non-Hispanics chose to enroll at independent institutions, and noticeably fewer attended state colleges or for-profit 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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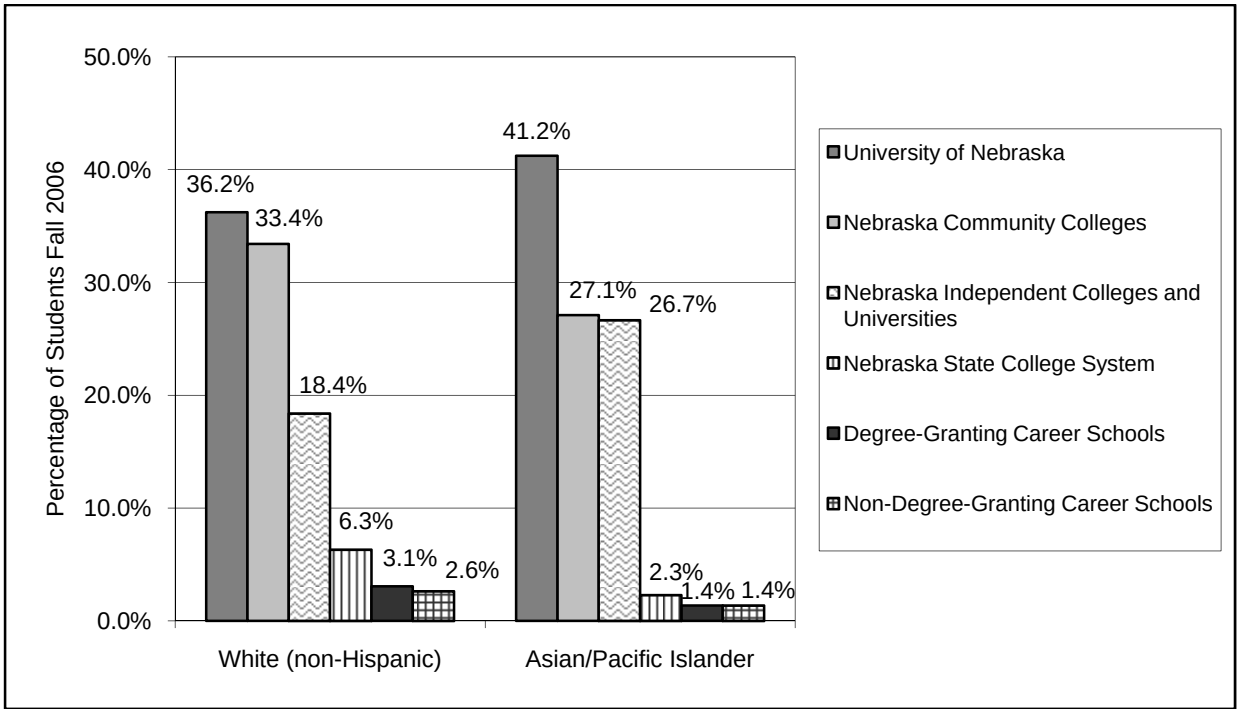
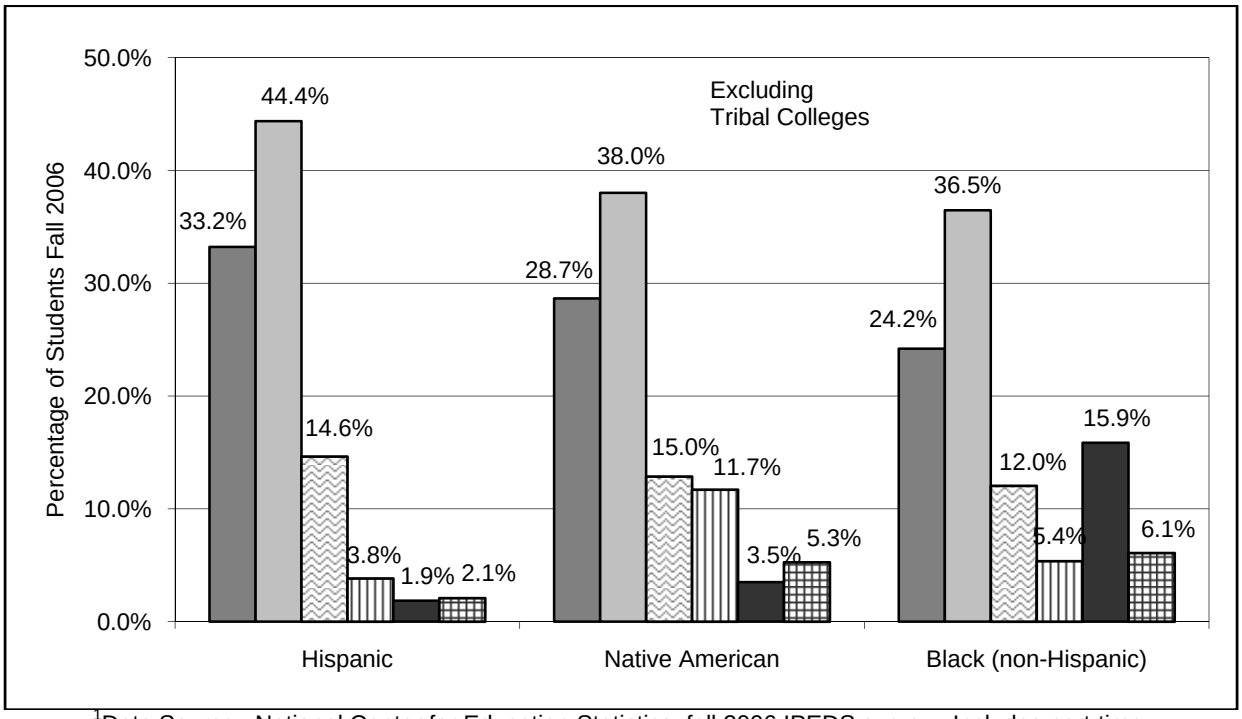
Figure 1.4.5

Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity Fall 2006[1] (Bars are in order of Legend from Left to Right)





[1]Data Source: National Center for Education Statistics, fall 2006 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 through 2005.

- 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 quite different from the patterns evidenced for the other racial/ethnic groups in fall 2006. Specifically, a significantly higher percentage of black non-Hispanics were enrolled in the for-profit degree-granting 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 for-profit non-degree-granting schools. This pattern of enrollment is very similar to the pattern of enrollment evidenced in the 2007 progress report.

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 2006, 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 84% 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 2006, 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 slightly lower percentage of the first-time freshmen enrolled within the Nebraska State College System, compared to the other three sectors.

- At the degree-granting and non-degree-granting, for-profit schools, Hispanics accounted for about the same or slightly lower percentages of the first-time freshmen in 2006 as they did within the independent sector or the Nebraska State College System. Asian/Pacific Islanders and Native Americans were represented at the for-profit schools in about the same or lower percentages as they were within the other four sectors. However, black non-Hispanics accounted for noticeably higher percentages of the first-time freshmen at the for-profit schools than they did within any of the other sectors.

Note: The distributions for 2006 in Figure 1.4.6 are essentially the same as those for 2005.

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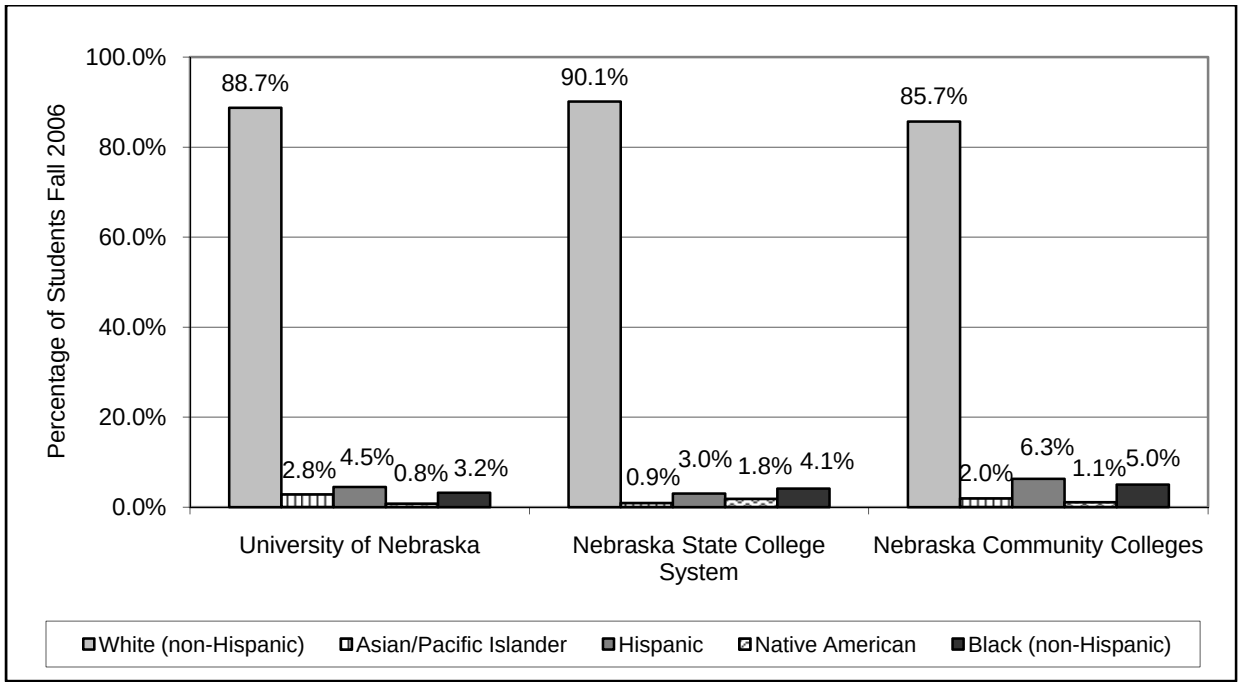
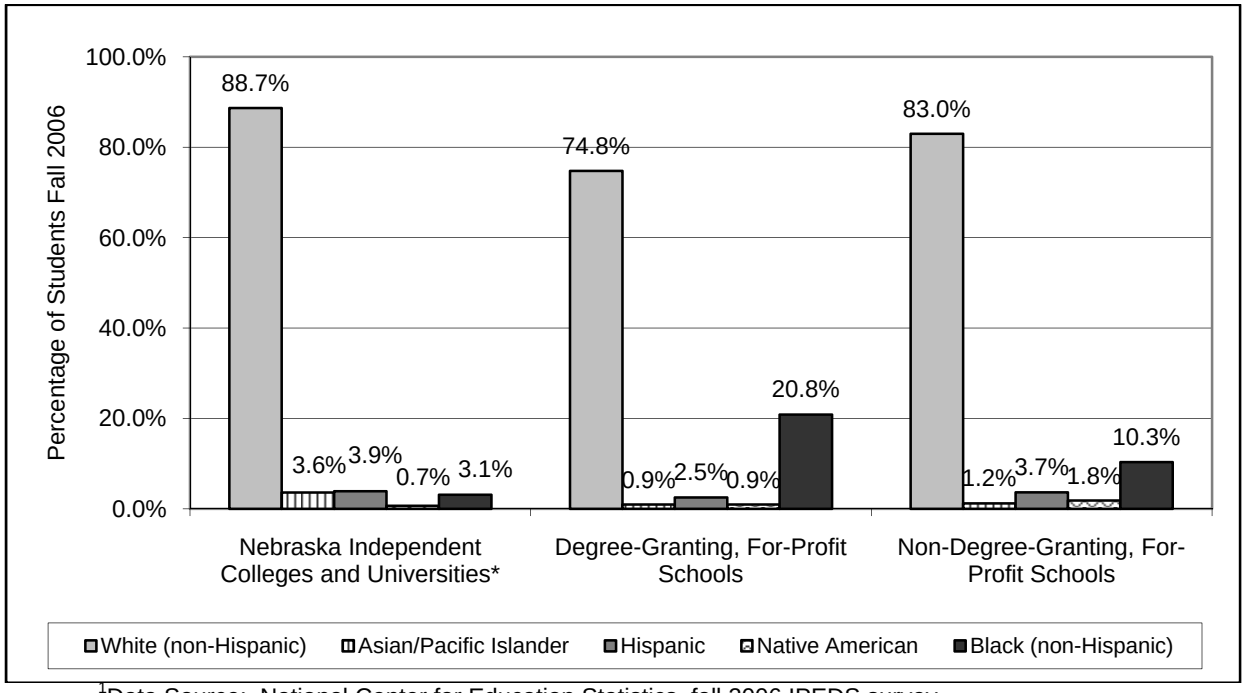
[1]See Table A7.5 in Appendix 7 for the distribution of first-time freshmen at the two native tribal colleges and the distributions of first-time freshmen at independent institutions in 2006, including and excluding Little Priest Tribal College and Nebraska Indian Community College.

Figure 1.4.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2006[1]





[1]Data Source: National Center for Education Statistics, fall 2006 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 through fall 2005.

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

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

Since the Nebraska State Grant program is the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state, the analysis in this section focuses primarily on the changes in the Nebraska State Grant program that occurred between 2003–2004, which is this report's baseline year, and 2006–2007. 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 (ACG)
- 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)
- PLUS Loans for Graduate and Professional Degree Students (Grad 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.)

Funding of the Nebraska State Grant Program

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

- As shown in Table 1.5.1 below, state funding in the amount of $7,704,305 accounted for 88.2% of the $8,735,163 awarded through Nebraska state grants in 2003–2004.

- Between 2003–2004 and 2006–2007, state funding increased by $2,105,253 or by 27.3%. This amount more than offset the 43.9% decrease of $452,193 in federal funding so that by 2006–2007, state funding accounted for 94.4% of the $10,388,223 awarded in state grants.

- In total, the amount of state and federal funding awarded through the state grant program increased 18.9%, from $8,735,163 in 2003–2004 to $10,388,223 in 2006–2007.

Table 1.5.1
Amounts of Nebraska and Federal Funding
for the Nebraska State Grant Program
2003–2004 through 2006–2007

Academic Year	State Funding	% of Total	Federal Funding	% of Total	Total Funding	% of Total
2003–2004	$7,704,305	88.2%	$1,030,858	11.8%	$8,735,163	100.0%
2004–2005	$7,749,542	93.0%	$587,152	7.0%	$8,336,694	100.0%
2005–2006	$9,344,247	94.2%	$573,348	5.8%	$9,917,595	100.0%
2006–2007	$9,809,558	94.4%	$578,665	5.6%	$10,388,223	100.0%
$ Change since 2003-2004	$2,105,253		- $452,193		$1,653,060	
% Change since 2003-2004	27.3%%		- 43.9.%		18.9%	

[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005, October 2006 and October 2007.

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

- Between 2003-2004 and 2005-2006, Nebraska State Grants accounted for only a small percentage of all of the total Title IV financial aid awarded through all of the eligible postsecondary institutions in Nebraska.

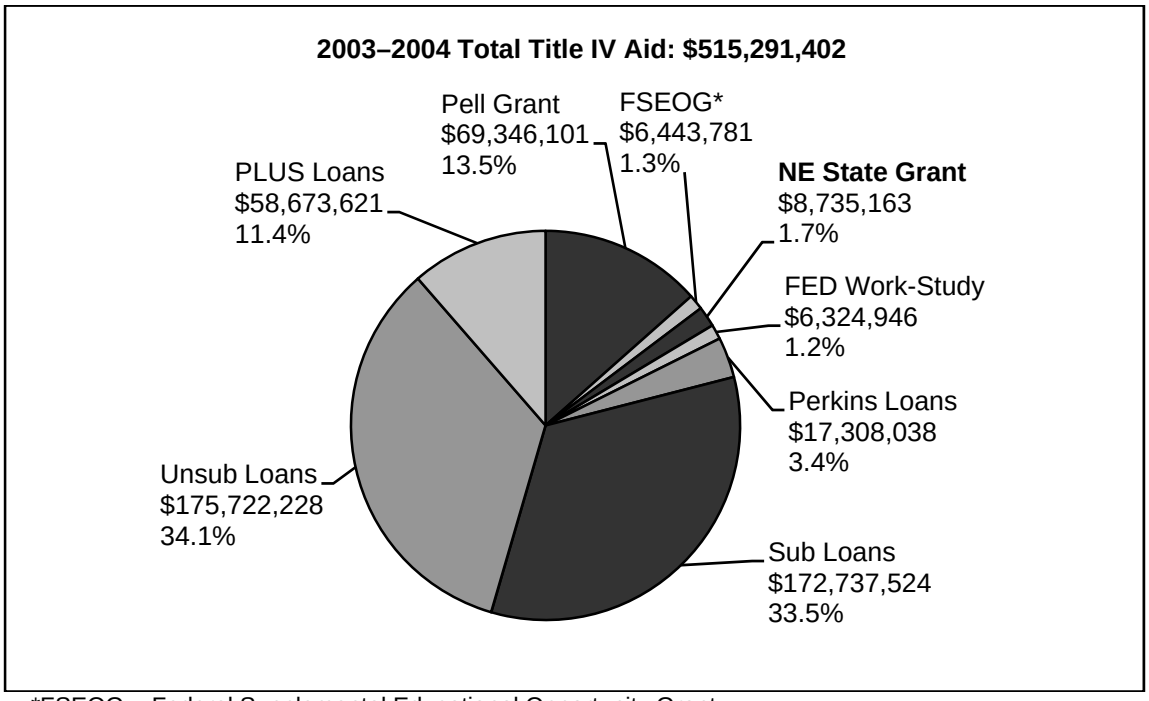
- As shown in Figure 1.5.1, Nebraska State Grants accounted for 1.7% of the $515,291,402 in Title IV financial aid that was awarded to students attending Nebraska postsecondary institutions in 2003–2004, including loans that must be repaid.[1]

- 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.

- As mentioned previously, the State of Nebraska funded $7,704,305 (88.2%) of the $8,735,163 awarded in state grants, while the remaining $1,030,858 was federally funded. As a result, the state-funded portion of the Nebraska Grant State program accounted for 8.5% of the Title IV financial aid awarded in 2003–2004, excluding loans.

Figure 1.5.1

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. For the sake of clarification, the amounts reported in this section are for the actual amounts borrowed, not including interest.

- 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. *(Comparable amounts for 2005-2006 will be reported in this section as soon as they become available.)*

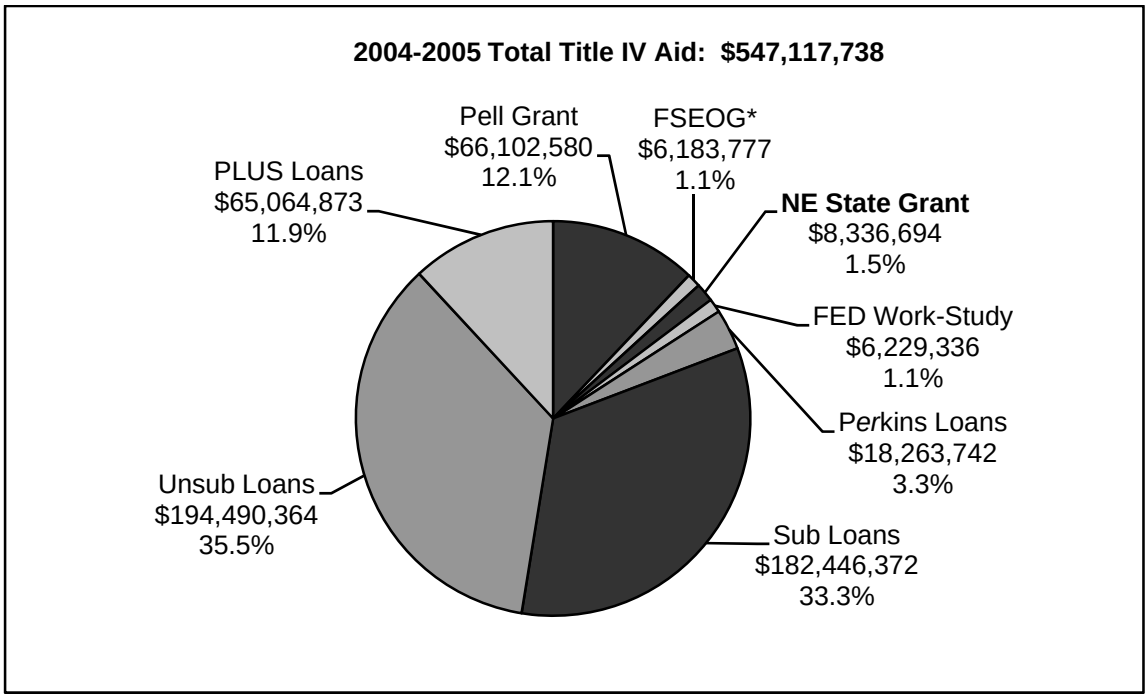
- As shown in Figure 1.5.2, Nebraska State Grants totaled $8,336,694 and accounted for 1.5% of the $547,117,738 in Title IV financial aid that was awarded in 2004–2005, including loans.

- 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% in 2003-2004, 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 (ACG), National Science and Mathematics Access to Retain Talent (SMART) grants and PLUS Loans for Graduate and Professional Degree Students (Grad PLUS) are not included in the above analysis of total Title IV financial aid from 2003–2004 through 2005–2006 because 2006-2007 was the first year that these forms of aid were awarded. See the Explanatory Note A8.1 in Appendix 8 for further information about these three new grant or loan 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.

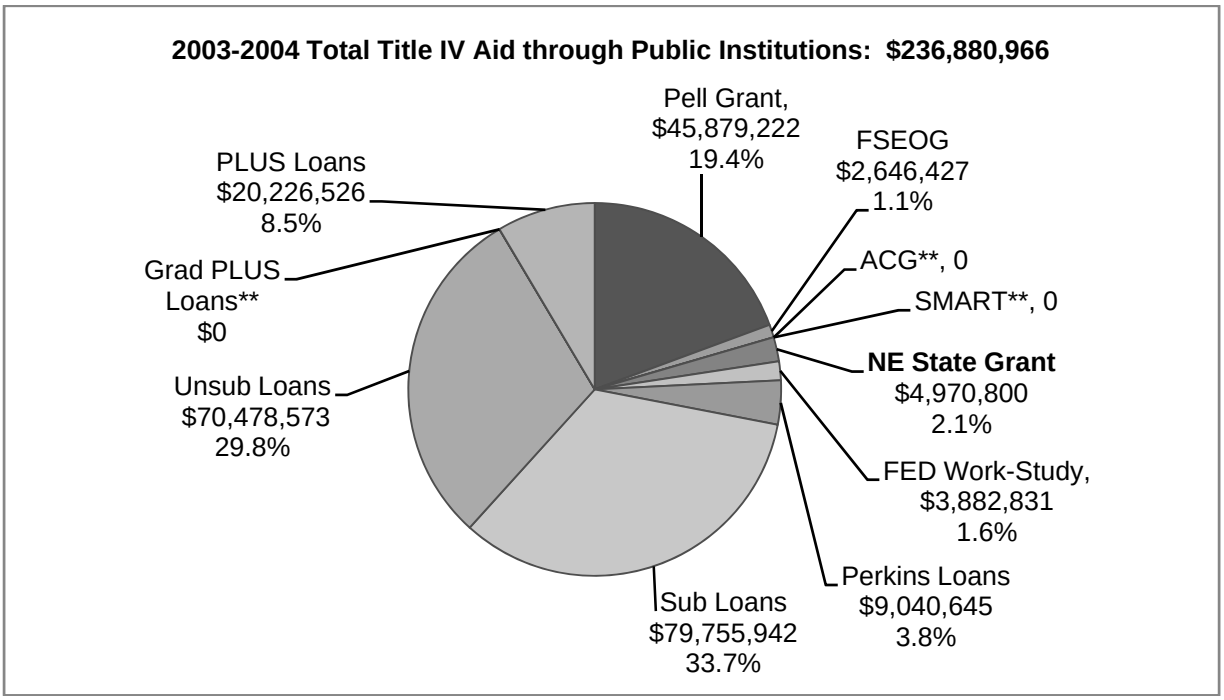
- As shown in Figure 1.5.3, Nebraska State Grants accounted for 2.1% of the $236,880,966 in financial aid awarded by Nebraska's public institutions in 2003–2004.

- 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.
**Grad PLUS Loans, Academic Competitive Grants (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grants were first awarded in 2006–2007.

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

For 2006–2007

The amounts of federal funding for all types of Title IV financial aid that were awarded to students at all of Nebraska's eligible postsecondary institutions in 2005–2006 and 2006–2007 are not yet available. However, the amount of aid awarded through each Title IV program to students attending the state's public institutions in 2006–2007 is available to compare to the amount awarded in 2003–2004.

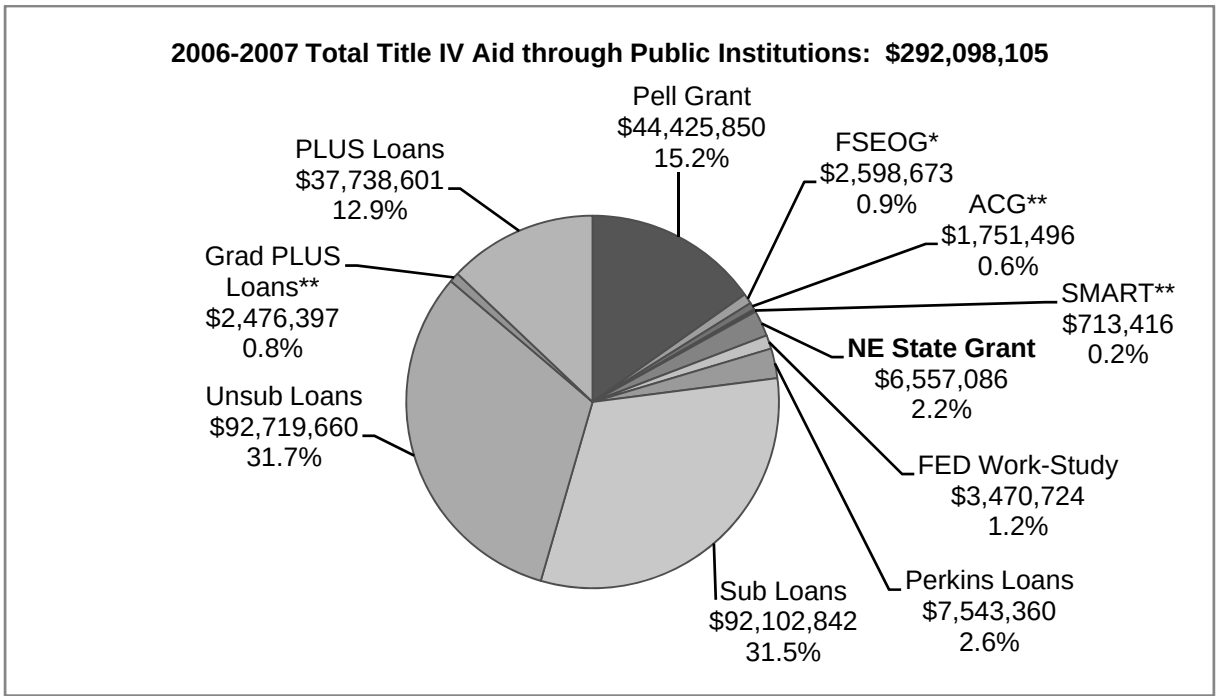
- A total of $292,098,105 Title IV financial aid was awarded to students at Nebraska's public postsecondary institutions in 2006–2007, an increase of $55,217,139 (23.3%%) from the 2003–2004 baseline amount of $236,880,966.

- As shown in Figure 1.5.4, Nebraska State Grants accounted for 2.2% of the $292,098,105 awarded to students at public institutions in 2006–2007, including loans. This amount is up only one-tenth of one percent since 2003–2004, when state grants accounted for 2.1% of the total Title IV financial aid awarded.

- Excluding loans, a total of $59,517,245 in Title IV financial aid was awarded to students attending public institutions in 2006–2007, an increase of 3.7% 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 2006–2007[1]



*FSEOG = Federal Supplemental Educational Opportunity Grant.
**Grad PLUS Loans, Academic Competitive Grants (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grants were first awarded in 2006–2007.

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

- Of the $59,517,245 awarded through grants or the work-study program in 2006–2007, 11.0% was awarded through the Nebraska State Grant program, compared to 8.7% in 2003–2004, as shown in Table 1.5.2.

- State funds accounted for $6,190,330 (94.4%) of the $6,557,086 awarded in state grants to students enrolled at public institutions in 2006–2007, while federal funds accounted for the remaining $366,756 (5.6%).

- As a result of the introduction of the federally funded Academic Competitiveness Grants (ACG) and SMART Grants, total federal funding of grants and work study increased by 0.6%, or by $334,325, from $52,992,590 in 2003-2004 to $53,326,915 in 2006-2007.

- However, between 2003–2004 and 2006–2007, state funding of state grants increased by $1,803,640 or by 41.1%, from $4,386,690 to $6,190,330. As a result, the state funded portion of the Nebraska State Grant program increased from 7.6% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2003–2004 to 10.4% in 2006–2007, as shown in Table 1.5.2.

Table 1.5.2
Need-Based Title IV Federal and State Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
Excluding Loans: 2006–2007 Compared to 2003–2004 Baseline[1]

Need-Based Title IV Financial Aid	2003-2004		2006-2007		
	Amount Awarded	% of Total	Amount Awarded	% of Total	% Change
Nebraska State Grant					
State-Funded	**$4,386,690**	**7.6%**	**$6,190,330**	**10.4%**	**41.1%**
Federal-Funded	$584,110	1.0%	$366,756	0.6%	-37.2%
Total NE State Grant	$4,970,800	8.7%	$6,557,086	11.0%	31.9%
Pell Grant	$45,879,222	80.0%	$44,425,850	74.6%	-3.2%
FSEOG*	$2,646,427	4.6%	$2,598,673	4.4%	-1.8%
ACG**	Not awarded		$1,751,496	2.9%	NA
SMART**	Not awarded		$713,416	1.2%	NA
Federal Work Study	$3,882,831	6.8%	$3,470,724	5.8%	-10.6%
Total Title IV Aid Excluding Loans	$57,379,280	100.0%	$59,517,245	100.0%	3.7%

*FSEOG = Federal Supplemental Educational Opportunity Grant.
**Grad PLUS Loans, Academic Competitive Grants (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grants were first awarded in 2006–2007.

[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 18.9%, from $8,735,163 in 2003–2004 to $10,388,223 in 2006–2007.

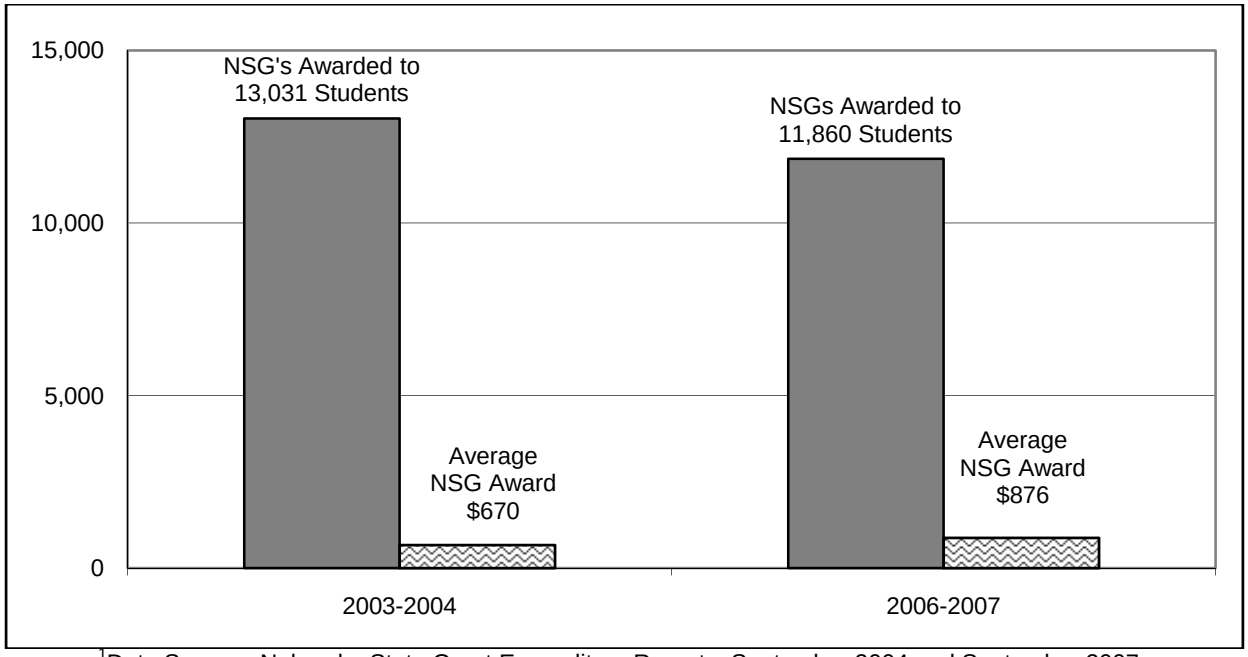
- In 2006–2007, fewer students received Nebraska State Grants, but the average awarded grant was $206 higher than in 2003–2004, as illustrated in Figure 1.5.5.[1]

- 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. *(The total number of Pell Grant-eligible students in 2006-2007 will be reported in this section when it is available.)*

- 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: 2006–2007 Compared to 2003–2004 Baseline[1]



[1]Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2007.

[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. Since 2004, the Legislature has changed the maximum award to 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student. The maximum award for 2006–2007 was $2,770. The maximum award is currently set to revert back to and remain at the 25% level, beginning in the 2008–2009 academic year.

Other Need-Based Financial Aid Programs

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

- The total amount of need-based financial aid, not including Title IV aid, provided to students by Nebraska's public institutions increased 29.2% between 2003–2004 and 2006–2007, and the amount of aid varied by sector, as shown in Table 1.5.3.

- The amount of funding provided by the University of Nebraska increased 24.2%, while the amount of need-based aid available from the community colleges increased 41.0% and the amount of aid awarded by the Nebraska State College System increased 70.8% between 2003–2004 and 2006–2007.

Table 1.5.3
Amount of Other Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions by Sector
2006–2007 Compared to 2003–2004 Baseline[1]

Sector	2003-2004		2006-2007		% Change
	$ Amount	%	$ Amount	%	
University of Nebraska	$9,843,307	78.7%	$12,227,756	75.7%	24.2%
Nebraska State College System	567,739	4.5%	$969,423	6.0%	70.8%
Nebraska Community Colleges	$2,102,256	16.8%	$2,964,924	18.3%	41.0%
Total Other Need-Based Financial Aid	$12,513,302	100.0%	$16,162,103	100.0%	29.2%

[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2007.

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 8.3%, from $69,892,582 in 2003–2004 to $75,679,348 in 2006–2007, as shown in Table 1.5.4 on the next page.

- As also shown in Table 1.5.4 and illustrated in Figure 1.5.6, 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 41.1% increase in state funding and decreases in federal funding for Title IV grants and work-study programs that were not offset by the 29.2% increase in institution-based programs, the state-funded portion of the Nebraska State Grant program increased to 8.2% of all of the need-based aid awarded by Nebraska public colleges and universities in 2006–2007.

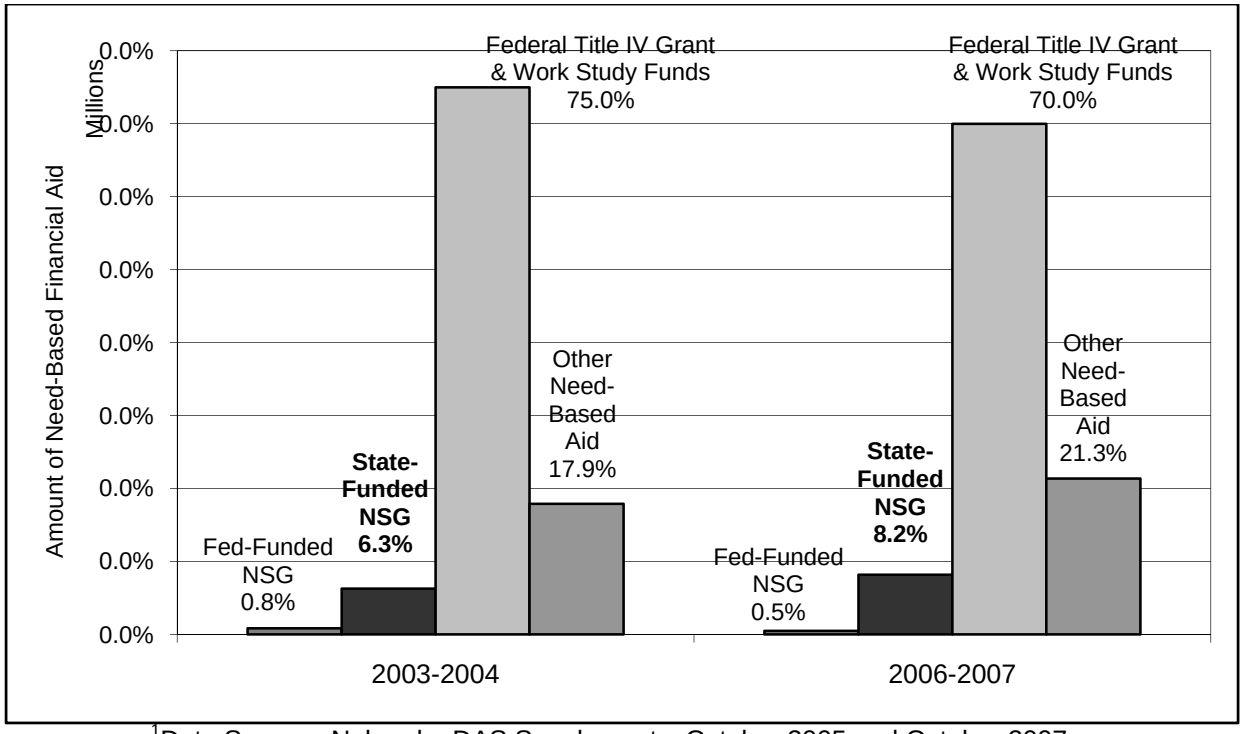
Table 1.5.4
Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2006–2007 Compared to 2003–2004 Baseline[1]

Sector	2003–2004		2006–2007		% Change
	$ Amount	%	$ Amount	%	
Nebraska State Grants					
State-Funded	**$4,386,690**	**6.3%**	**$6,190,330**	**8.2%**	**41.1%**
Federal-Funded	$584,110	0.8%	$366,756	0.5%	**-37.2%**
Federal Title IV Grants & Work-Study Funds	$52,408,480	75.0%	$52,960,159	70.0%	**1.1%**
Other Need-Based Aid	$12,513,302	17.9%	$16,162,103	21.3%	**29.2%**
Total Need-Based Aid Excluding Loans	$69,892,582	100.0%	$75,679,348	100.0%	**8.3%**

[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2007.

Figure 1.5.6

Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2006–2007 Compared to 2003–2004 Baseline[1]



[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2007.

Section 2

Increasing College Retention and Graduation Rates

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

The second priority recommended by the 2003 LR 174 Task Force is to increase the percentage of students who enroll and successfully persist through degree completion. To achieve this 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 the first and second strategic objectives are being achieved, this section focuses on freshmen retention rates and college graduation rates that are based on data collected through the Integrated Postsecondary Education Data System (IPEDS), maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education.

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

To overcome the limitations of the data available from the NCES and directly address the third strategic objective recommended by the 2003 LR 174 Task Force, the University of Nebraska, the Nebraska State College System, Nebraska's community colleges, and Commission staff conducted an extensive research project in 2006 using data obtained through the National Student Clearinghouse (NSC). This research was designed to provide Nebraska policymakers with a variety of information, including (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.

The 2006 NSC Research Project found that about 11% of full-time freshmen and 14% of part-time freshmen transfer to other schools. At least 10% of full-time freshmen who enrolled in bachelor's degree programs at the University of Nebraska or state colleges earned bachelor's degrees after transferring to other institutions. The study also found that about 19% of students initially enrolled in academic transfer programs completed a bachelor's degree within six years, while about 16% completed the academic transfer program but did not transfer to a four-year institution. About 4.4% of students in academic transfer programs earned degrees/certificates at other institutions.

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

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

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

The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS), beginning in fall 2004.[1] The NCES generally defines a retention rate as the percentage of the first-time freshmen who enrolled at an institution during the fall semester (or quarter) or the preceding summer of a given academic year and were enrolled at the same institution during the fall semester (or quarter) one year later. Separate retention rates are reported by institutions for their full-time and part-time students.

The latest available data to compare to fall 2004 freshmen retention rates are for fall 2006. Retention rates for fall 2007 will not be available until mid-2008 and will be reported in the *2009 Nebraska Higher Education Progress Report.*

Full-Time Freshmen Retention Rates

- As shown in Figure 2.1.1 on the next page, the overall full-time freshmen retention rates for each of the six sectors of higher education in Nebraska tended to fluctuate from one year to the next, with no general increase or decrease in retention rates across all of the sectors between fall 2004 and fall 2006.

- The only significant decline in retention rates was within the for-profit sector of non-degree-granting institutions, consisting primarily of career schools that focus on hair and skin care training. As evidenced in Figure 2.1.1, the retention rate for this sector decreased from 85.9% in fall 2004 to 76.1% in fall 2006.

- Over the same period, the overall freshmen retention rates for the Nebraska State College System and Nebraska's independent (not-for-profit) colleges and universities also decreased, but only slightly, suggesting that the retention rates for these two sectors are relatively stable. In the case of the state colleges, the sector retention rate decreased from 69.7% to 68.7% between fall 2004 and fall 2006. For the independent institutions, the sector retention rate decreased from 76.8% to 76.2%.

- The most significant increase in retention rates was evidenced for the degree-granting, for-profit schools, including ITT Technical Institute, Myotherapy Institute and Vatterott College. However, the dramatic increase in the sector rate from 57.2% in fall 2004 to 71.7% in fall 2006 was due, almost entirely, to Hamilton College (now Kaplan University) which reported a 74% retention rate for its Lincoln campus in fall 2006. The rate reported for the Lincoln campus in fall 2004 was only 43%. Consequently, further monitoring of the sector rate is necessary to come to any conclusion about the sector as a whole in terms of retention of full-time freshmen.

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[1]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. When more complete data, including the retention rates for part-time students, became available from the NCES, it was advisable to discontinue using data obtained from ACT, Inc. and change the baseline for comparisons to fall 2004, the first period for which the NCES required institutions to report retention rates for full-time and part-time freshmen.

- The most notable increase in retention rates between fall 2004 and fall 2006 was in the sector rate for Nebraska's community colleges. Over this period, the retention rate for the six community colleges increased from 61.1% to 64.8%, an increase of 3.7%.

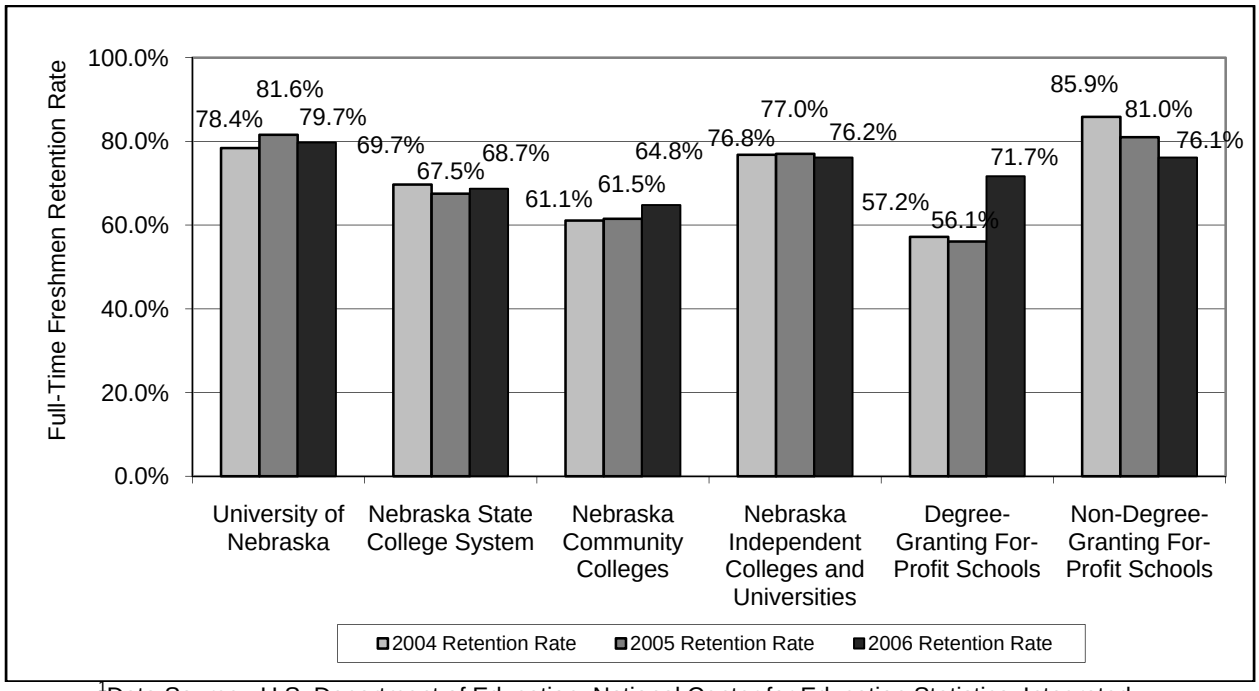
- The overall full-time freshmen retention rate for the University of Nebraska also increased. As shown in Figure 2.1.1, the university's retention rate increased from 78.4% in fall 2004 to 79.7% in fall 2006. However, the university's overall retention rate in fall 2005 was 81.6%.

- The net effect of these increases and decreases was that the estimated overall full-time retention rate for the three public sectors increased 2.5%, from 70.2% in fall 2004 to 72.7% in fall 2006, while the rate for all institutions in Nebraska increased 2.1%, from 71.4% in fall 2004 to 73.5% in fall 2006.

- 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 and Fall 2006 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, 2005 and 2006 surveys. See Table A9.1 in Appendix 9 for supporting data.

- Figure 2.1.2 and Figure 2.1.3 on the next two pages reveal that the fall 2006 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 78.2% in fall 2006, compared to a 77.7% retention rate for the nation.

- A year earlier, in fall 2005, the overall full-time retention rate for the United States was also 77.7%, but the rate for Nebraska's six public, four-year institutions was 79.4%, or 1.2% higher than in fall 2006. Consequently, in terms of its full-time retention rate for public four-year institutions, Nebraska ranked 17th among the 50 states in fall 2005, compared to 18th in fall 2006.

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

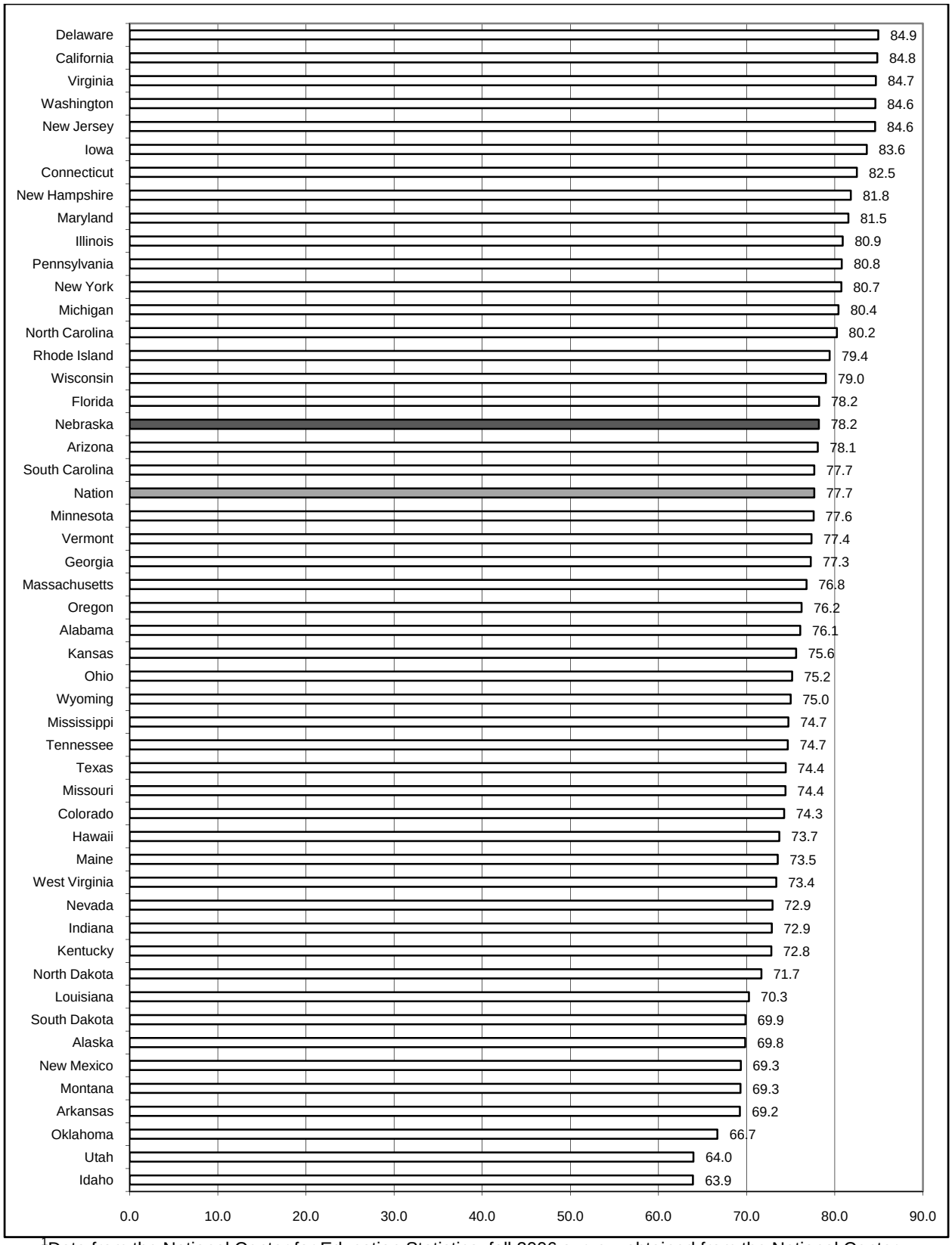
- As shown on the chart, the overall full-time retention rate for Nebraska's community colleges in fall 2006 was 64.8%, compared to a national retention rate for all two-year public colleges of 58.5%. Including the NCTA-Curtis (which had a full-time retention rate of 76%) and the NICC (which had a full-time retention rate of 25%), the retention rate for Nebraska's eight public, two-year institutions was 60.1%, making Nebraska's rate the tenth-highest among the 50 states.

- As a point of reference, the overall full-time retention rate for Nebraska's community colleges was 61.5% in fall 2005, 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 and fall 2006 full-time retention rates for Nebraska public, four-year institutions and two-year community colleges.

Figure 2.1.2

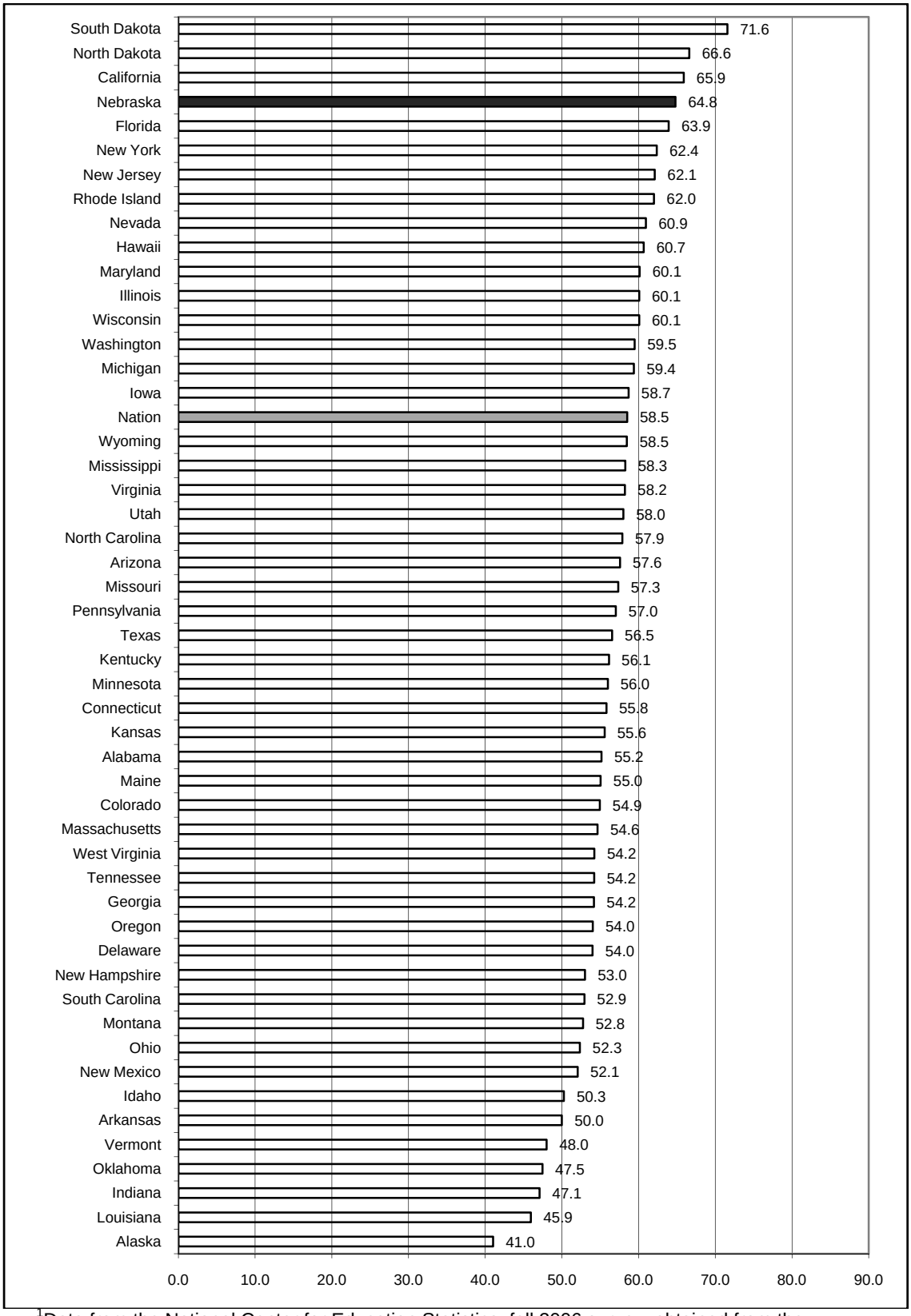
2006 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



[1]Data from the National Center for Education Statistics, fall 2006 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2008.

Figure 2.1.3

2006 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 2006 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2008.

Part-Time Freshmen Retention Rates

- The University of Nebraska enrolled 174 part-time, first-time freshmen in fall 2003 and 124 part-time freshmen in fall 2006. As shown in Figure 2.1.4, the retention rate for freshmen enrolled part-time at the University of Nebraska decreased from 53.9% for the students returning in fall 2004 to 51.8% for the students returning in fall 2006, or by 2.1%.

- The Nebraska State College System enrolled 62 part-time, first-time freshmen in fall 2003, 66 in fall 2005 and 60 in fall 2006. Although the number of part-time students enrolled remained about the same, the system's retention rate decreased from 46.0% to 37.6% between fall 2004 and fall 2005, and then increased to 64.2% in fall 2006. This variability is due, in part, to the relatively small number of freshmen enrolled on a part-time basis.

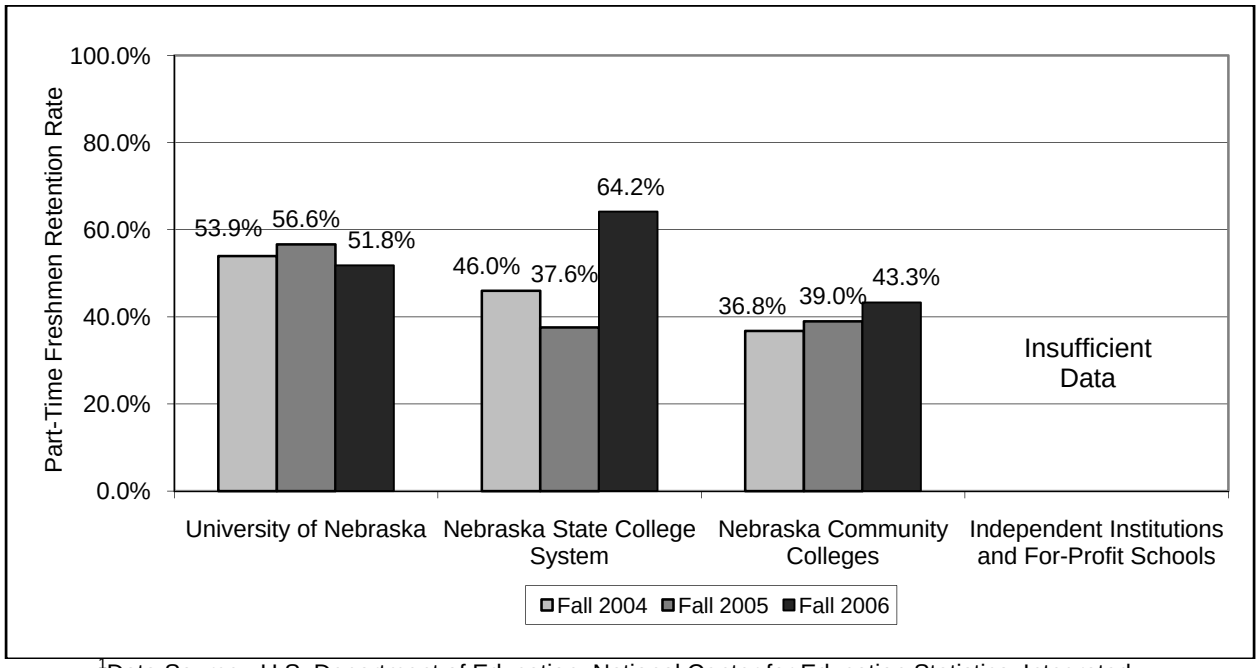
- In comparison, Nebraska's six community colleges enrolled 2,357 part-time, first-time freshmen in fall 2003 and 1,856 in fall 2006, or 81% of the state total in 2006. At the community colleges, the part-time freshmen retention rate steadily increased by 6.5 percentage points, from 36.8% in fall 2004 to 43.3% in fall 2006.

- Due to insufficient data from institutions in the independent and for-profit sectors, an overall part-time retention rate for the state cannot be computed for these sectors. However, it can be estimated that the overall part-time retention rate for the three public sectors—the University of Nebraska, the Nebraska State College System and Nebraska's community colleges—increased by 6.3%, from 38.1% in fall 2004 to 44.4% in fall 2006.

- 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 and Fall 2006 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, 2005 and 2006 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 2006 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 55.8%, compared to a national average of 47.1%. As a result, Nebraska ranked eighth among the 50 states in fall 2006, compared to eleventh in fall 2005 when the part-time retention rate for Nebraska's public four-year institutions was 51.9% and the national rate was 48.6%.

- 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.

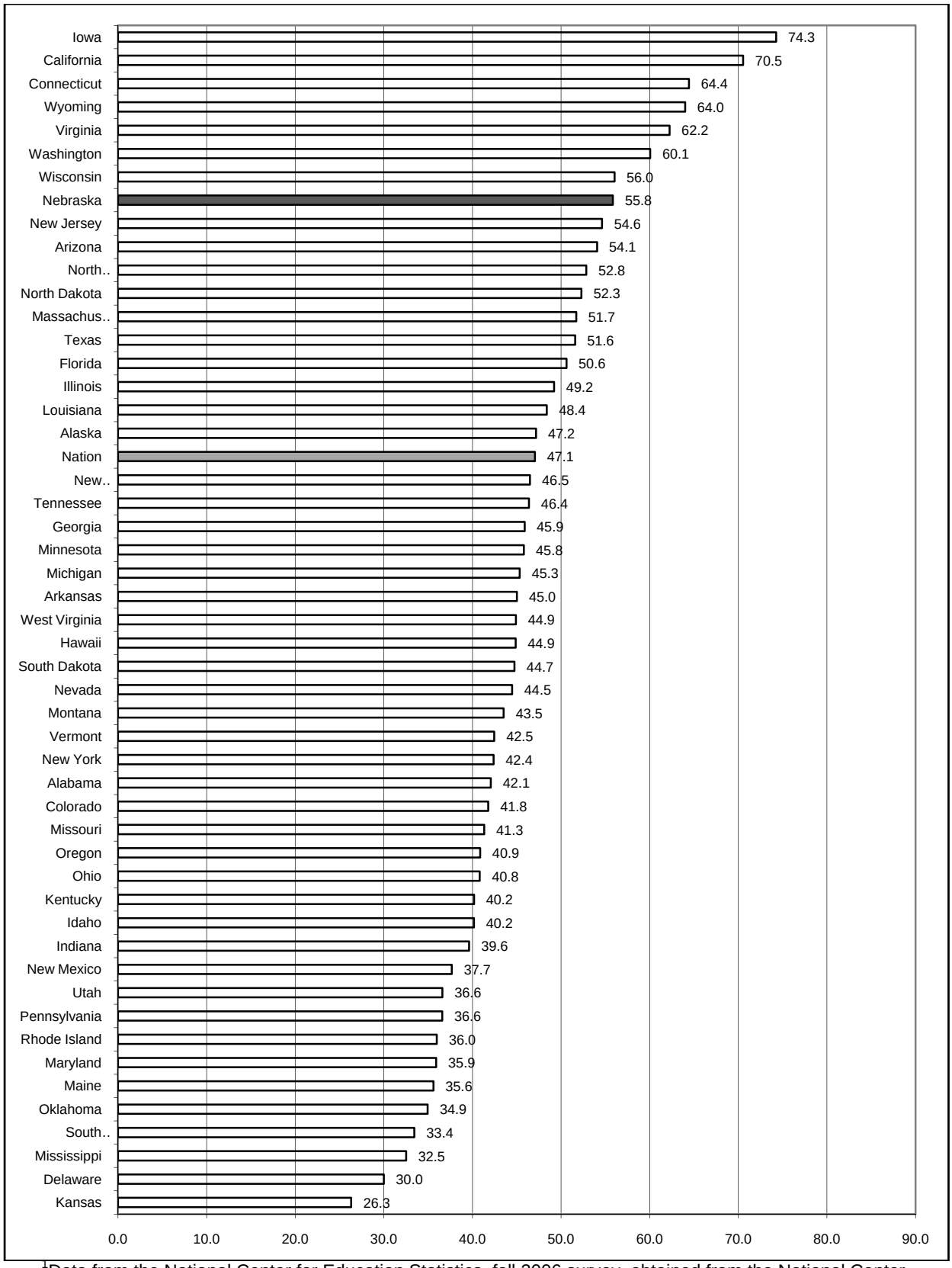
- As shown in Figure 2.1.6, the overall part-time retention rate for Nebraska's community colleges was 43.3% in fall 2006, compared to a 40.6% part-time retention rate for all two-year public colleges in the United States.

- The NCTA-Curtis did not report a part-time retention rate for fall 2006, and the NICC reported a rate of 10%. Including the NICC, the retention rate for Nebraska's public two-year institutions was 41.9%, making Nebraska's rate the 18th-highest among the 50 states.

- See Table A9.3 in Appendix 9 for the data used to calculate the fall 2005 and fall 2006 retention rates for part-time students enrolled at Nebraska public four-year institutions and two-year community colleges.

Figure 2.1.5

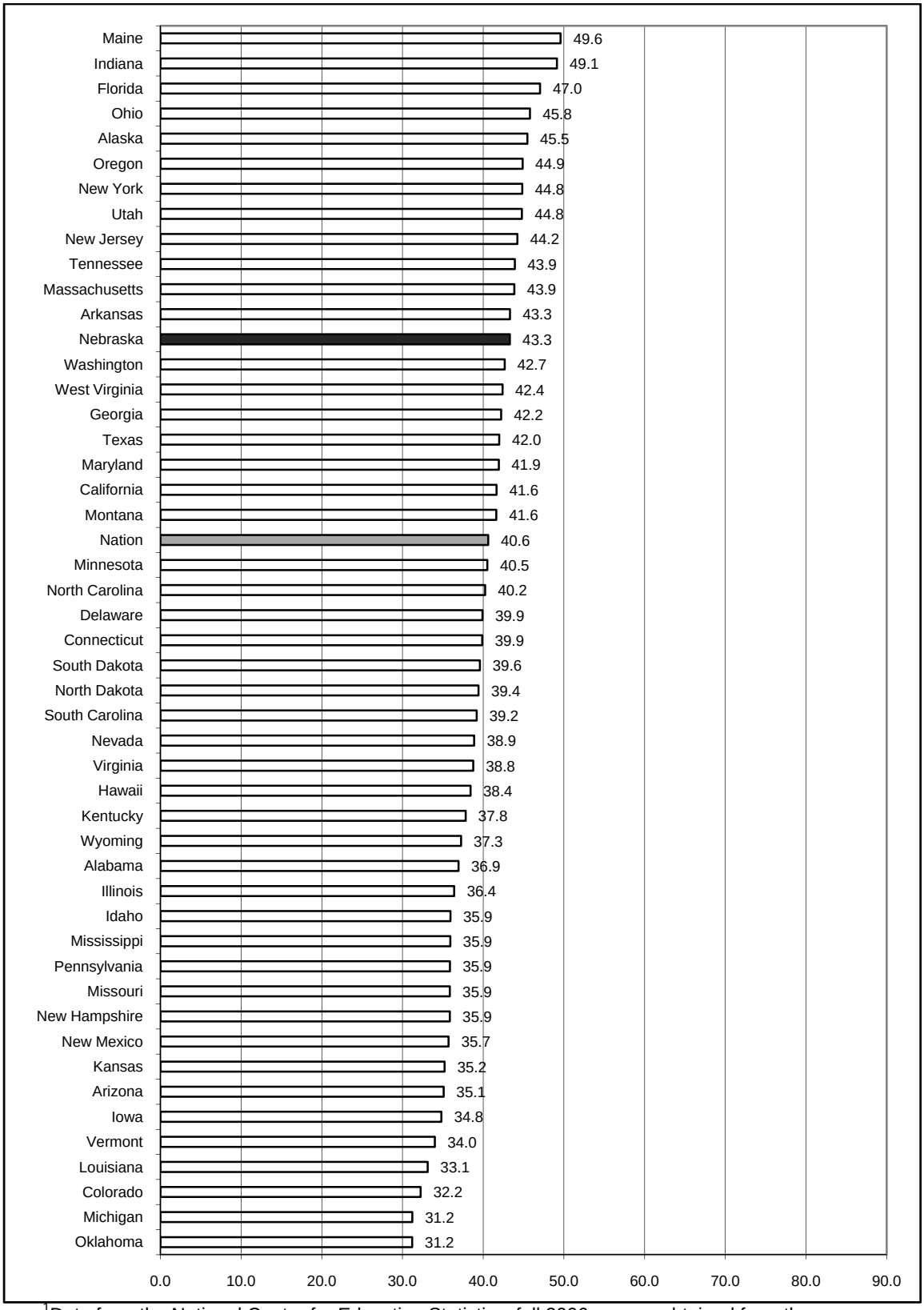
2006 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



[1]Data from the National Center for Education Statistics, fall 2006 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2008.

Figure 2.1.6

2006 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 2006 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2008.

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 2005–2006 academic year. Completion data for students who finished their degree programs in 2006-2007 will not be available for analysis until mid-2008. Consequently, the following analysis focuses on how 2005–2006 graduation rates for Nebraska institutions compare to 2002–2003 baseline rates. Throughout this analysis, the terms "completion rate" and "graduation rate" are used interchangeably.

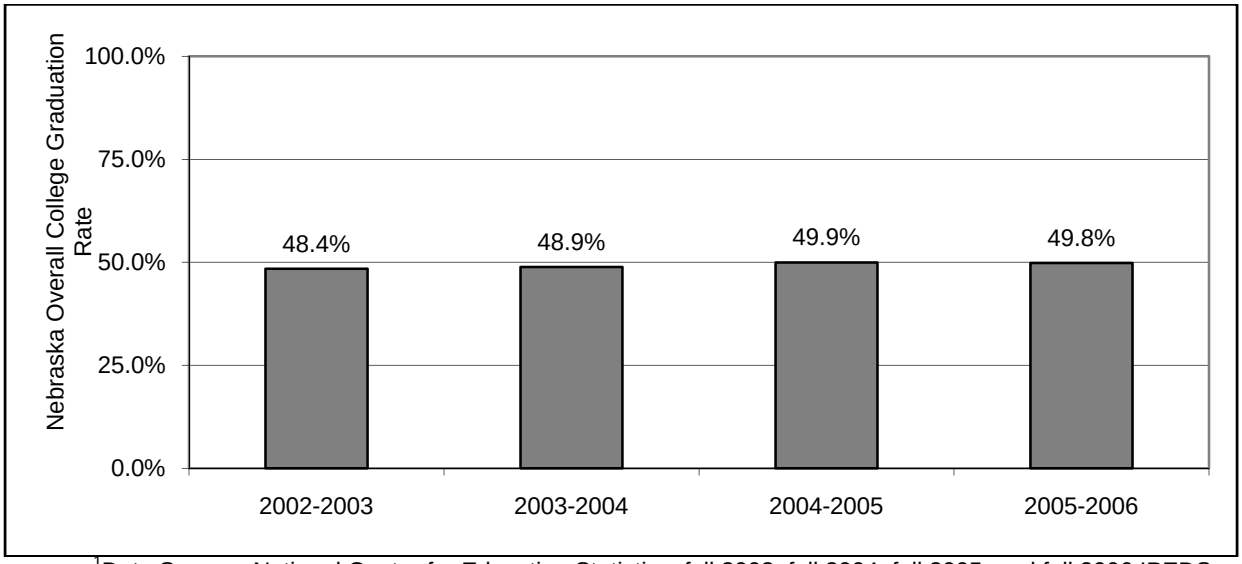
Generally, baccalaureate graduation rates are based on a six-year time frame, while rates for associate degrees are based on three years. Rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See Explanatory Note A10.1 in Appendix 10 for further information 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 49.8% in 2005–2006 compared to 48.4% in 2002–2003, an increase of 1.4%.[1]

Figure 2.2.1

Overall College Graduation Rate for Nebraska 2002–2003 through 2005–2006[1]



[1]Data Source: National Center for Education Statistics, fall 2003, fall 2004, fall 2005, and fall 2006 IPEDS surveys. See Table A10.1 in Appendix 10 for supporting data.

[1]Data for Nebraska institutions in the degree-granting and non-degree-granting for-profit sectors are included in the calculation of the state graduation rates presented in this report. These state rates are different from those reported previously because (1) schools in the for-profit sectors were not included in the analyses for the 2004 and 2005 progress reports and (2) there were minor data processing errors when graduation rates were calculated in the past.

College Graduation Rates by Sector and by Institution

- Although the state's overall college graduation rate increased by only 1.4% between 2002–2003 and 2005–2006, completion rates by sector increased by as much as 16.1% or even decreased by 6.3%, as illustrated in Figure 2.2.2 below. (See Table A10.2 in Appendix 10 for supporting data.)

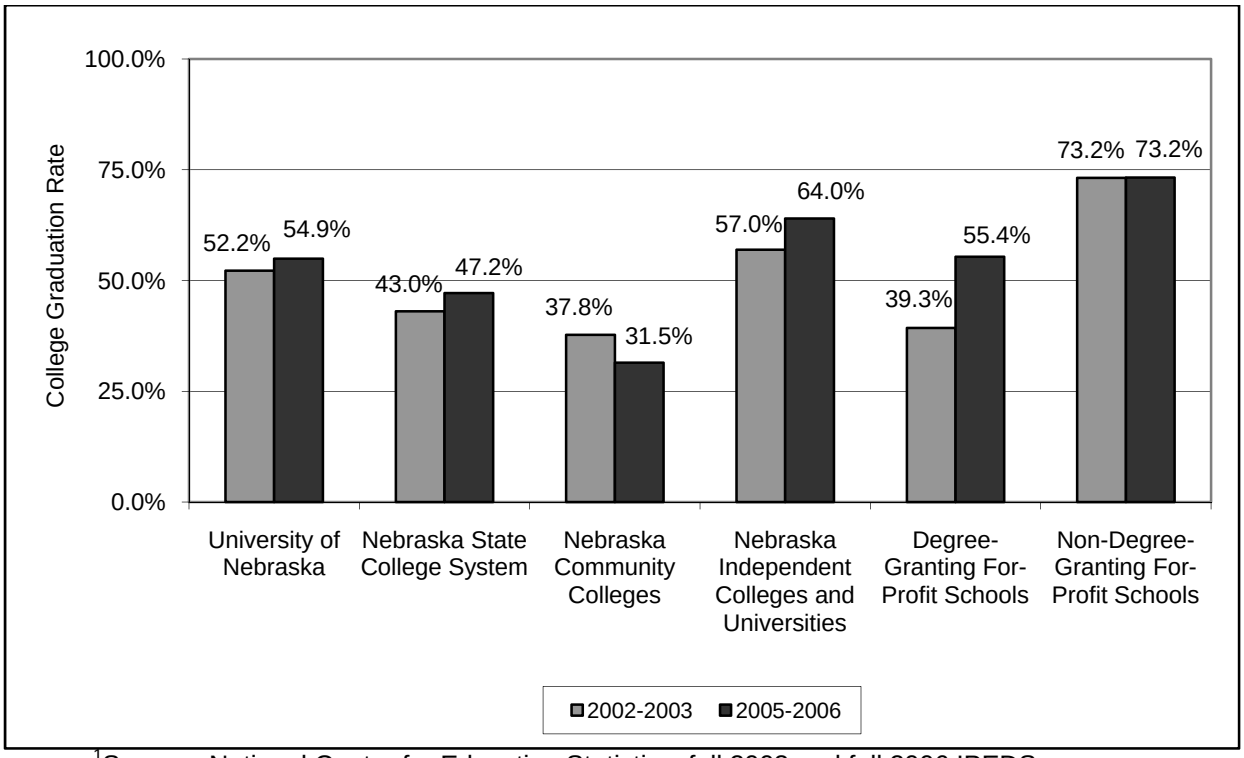
- The non-degree-granting, for-profit schools have had the highest overall completion rate among the state's six sectors of postsecondary education since 2002–2003, followed by Nebraska's independent (not-for-profit) colleges and universities.

- As shown in Figure 2.2.2, the graduation rate for the non-degree-granting, for-profit schools was 73.2% in 2005–2006 as well as in 2002–2003, while the sector rate for Nebraska's independent institutions increased significantly from 57.0% to 64.0% over the four-year period of this analysis.

- Compared to the other sectors, the sector completion rate for the degree-granting for-profit schools has shown the greatest improvement, increasing from 39.3% in 2002–2003 to 55.4% in 2005–2006. However, most of this 16.1% increase is due to Vatterott College and The Creative Center having unusually low graduation rates in 2002–2003, which is the baseline for this analysis, and the graduation rate for the Lincoln campus of Hamilton College (now Kaplan University) significantly increasing from 28.1% in 2003–2004 to 41.9% the following year. (See Table A10.4 in Appendix 10 for supporting data.)

Figure 2.2.2

Graduation Rates for Nebraska Postsecondary Institutions by Sector 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. The rates for 2002–2003 are different from those published previously due to minor data processing errors in the past. 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 54.9% in 2005–2006, is attributable to the fact that a decrease in the graduation rate at the Nebraska College of Technical Agriculture (NCTA) to 50.8% was more than offset by increases in the completion rates at the University of Nebraska-Lincoln to 62.1%, the University of Nebraska at Kearney to 51.8% and the University of Nebraska at Omaha to 40.1%.

- The graduation rate at Chadron State College decreased from 46.9% to 45.2% between 2002–2003 and 2005–2006. However, the completion rate at Peru State College increased from 31.4% to 36.3%, and the rate at Wayne State increased from 45.4% to 52.0%, having the net effect of increasing the overall rate for the Nebraska State College System from 43.0% to 47.2%.

- Increases in graduation rates to 50.1% at Northeast Community College, 41.3% at Mid-Plains Community College and 22.8% at Western Nebraska Community College were offset by decreased completion rates of 32.1% at Southeast Community College, 31.8% at Central Community College and 10.8% at Metropolitan Community College. As a result of these increases and decreases, the overall graduation rate at the community colleges decreased 6.3%, from 37.8% in 2002–2003 to 31.5% in 2005–2006.

- Within the independent sector, Nebraska Indian Community College and Little Priest Tribal College had completion rates of 11.4% and 17.6%, respectively, in 2005–2006. Summit Christian College also had an unusually low graduation rate of 18.8% in 2005–2006, while Grace University had an unusually high rate of 90.8%. Excluding Grace University, the highest graduation rate in the independent sector was 73.8% at Creighton, followed by Clarkson College with a completion rate of 71.4% and Nebraska Wesleyan where the graduation rate was 70.0% in 2005–2006.

- In 2005–2006, the graduation rates of the eight degree-granting, for-profit schools ranged from 33.9% at the Omaha campus of Hamilton College (now Kaplan University) to 100% at the Myotherapy Institute. As mentioned previously, three of the schools in this sector had significantly higher graduation rates in 2005–2006 than in 2002–2003, with the net effect of increasing the overall graduation rate for the sector from 39.3% in 2002–2003 to 55.4% in 2005–2006.

- Within the category of non-degree-granting for-profit schools, increases in graduation rates between 2002–2003 and 2005–2006 were equally offset by decreases so that the overall graduation rate of 73.2% for the sector was exactly the same in 2005–2006 as it was in 2002–2003.

- Statewide, 34.0% of the postsecondary institutions with undergraduate programs had completion rates that were the same or lower in 2005–2006 than in 2002–2003, while the graduation rates for the remaining 66.0% were higher.

- See Table A10.3 in Appendix 10 for a comparison of the 2002–2003 and 2005–2006 completion rates for each postsecondary institution in Nebraska.

- See Table A10.4 in Appendix 10 for the data used to calculate the completion rates for each of the state's postsecondary institutions from 2002–2003 through 2005–2006.

College Graduation Rates by Race/Ethnicity

- An analysis of IPEDS completion data reveals that graduation rates at Nebraska's postsecondary institutions varied and changed by race/ethnicity between 2002–2003 and 2005–2006.[1]

- As shown in Figure 2.2.3, the graduation rates for white non-Hispanics and Asians/Pacific Islanders in 2002–2003 and 2005–2006 were significantly higher than the completion rates for Hispanics, Native Americans, and black non-Hispanics.

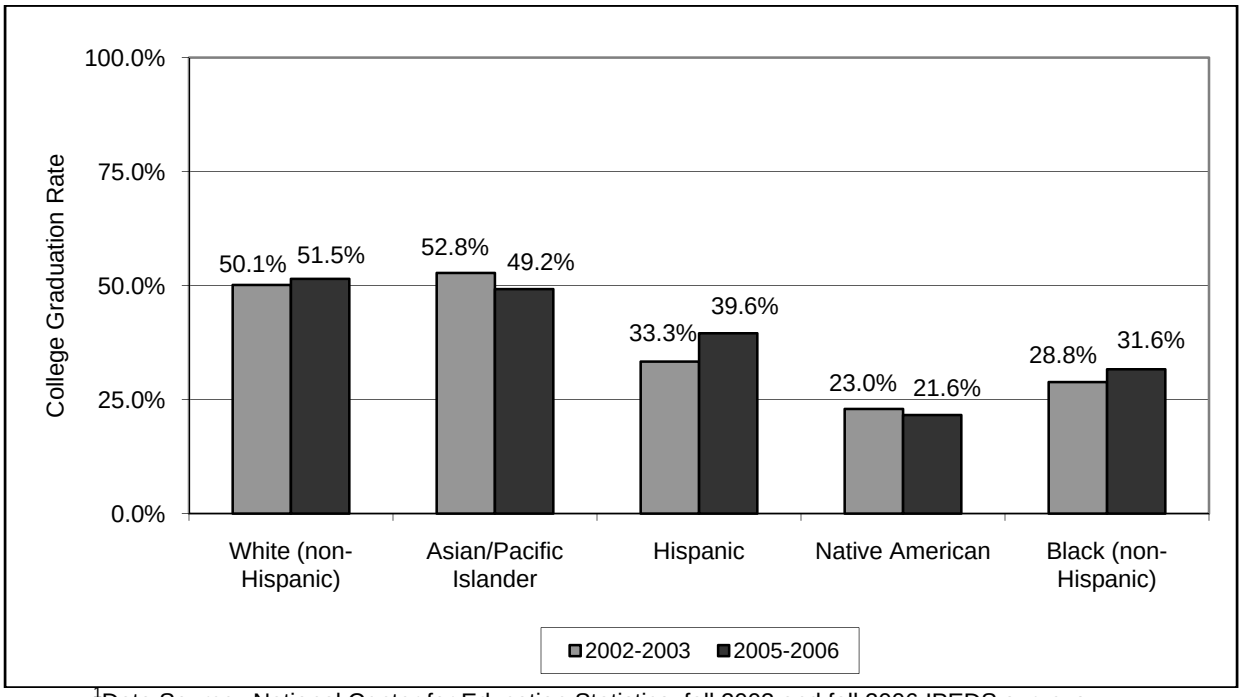
- As also illustrated in Figure 2.2.3, the graduation rates for white non-Hispanics, Hispanics and black non-Hispanics improved at least slightly between 2002–2003 and 2005–2006.

- On the other hand, the graduation rates for Asians/Pacific Islanders and Native Americans were lower in 2005–2006 than in 2002–2003.

- See Table A10.5 in Appendix 10 for supporting data.

Figure 2.2.3

Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. See Table A10.5 in Appendix 10 for supporting data.

[1]Throughout the remainder of this section, some of the graduation rates reported are different from those published in previous reports due to minor data processing errors in the past.

College Graduation Rates by Sector and by Race/Ethnicity

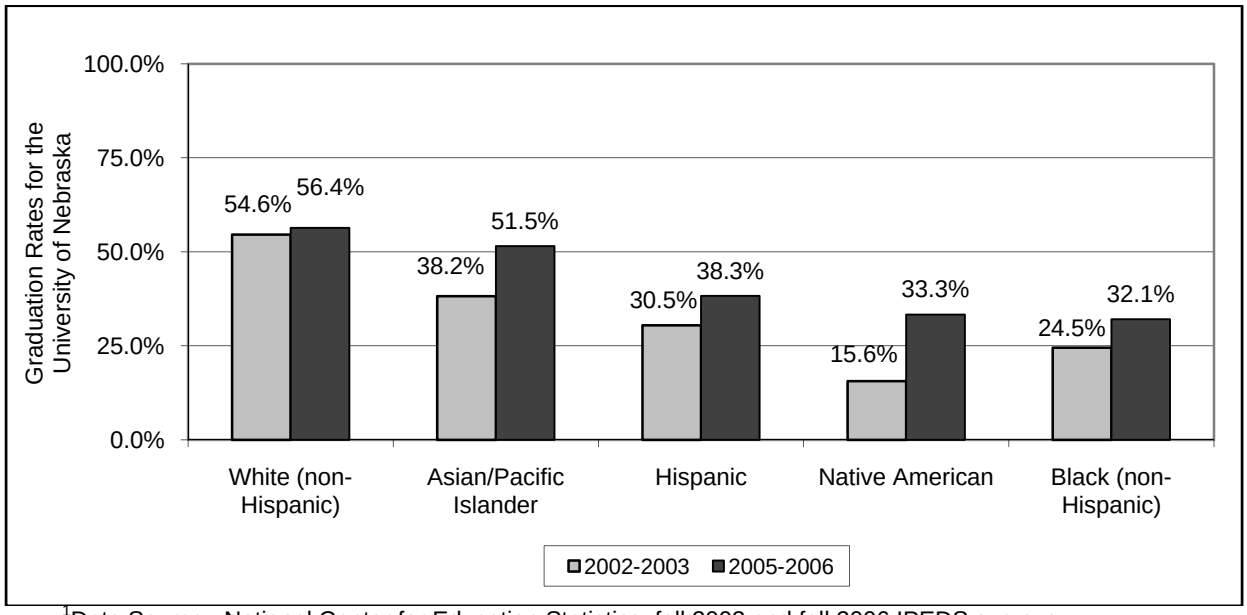
- The charts on this and the following three pages show how graduation rates for the five major racial/ethnic groups varied and changed between 2002–2003 and 2005–2006 within each of the six sectors of higher education in Nebraska.

- 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 2005–2006.

- However, there was no consistent pattern of changes between 2002–2003 and 2005–2006 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 10.6 in Appendix 10 for supporting data.)

Figure 2.2.4

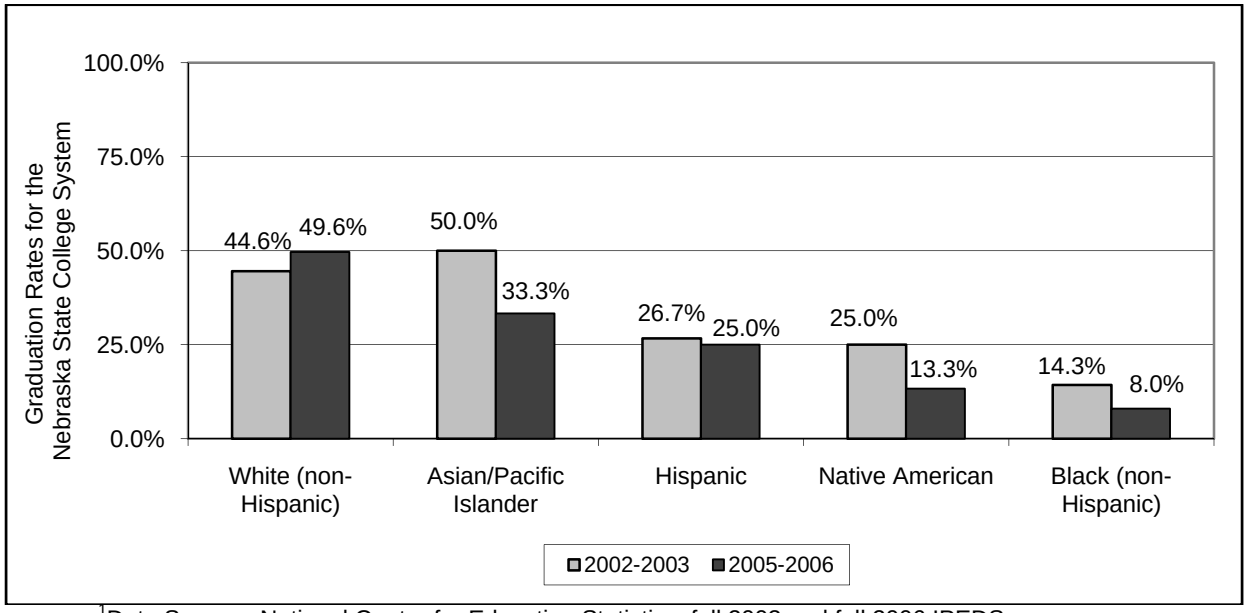
Graduation Rates for the University of Nebraska by Race/Ethnicity 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Five Native Americans graduated in 2002–2003 and eight graduated in 2005–2006. Otherwise, there were more than 30 graduates in each minority group. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.5

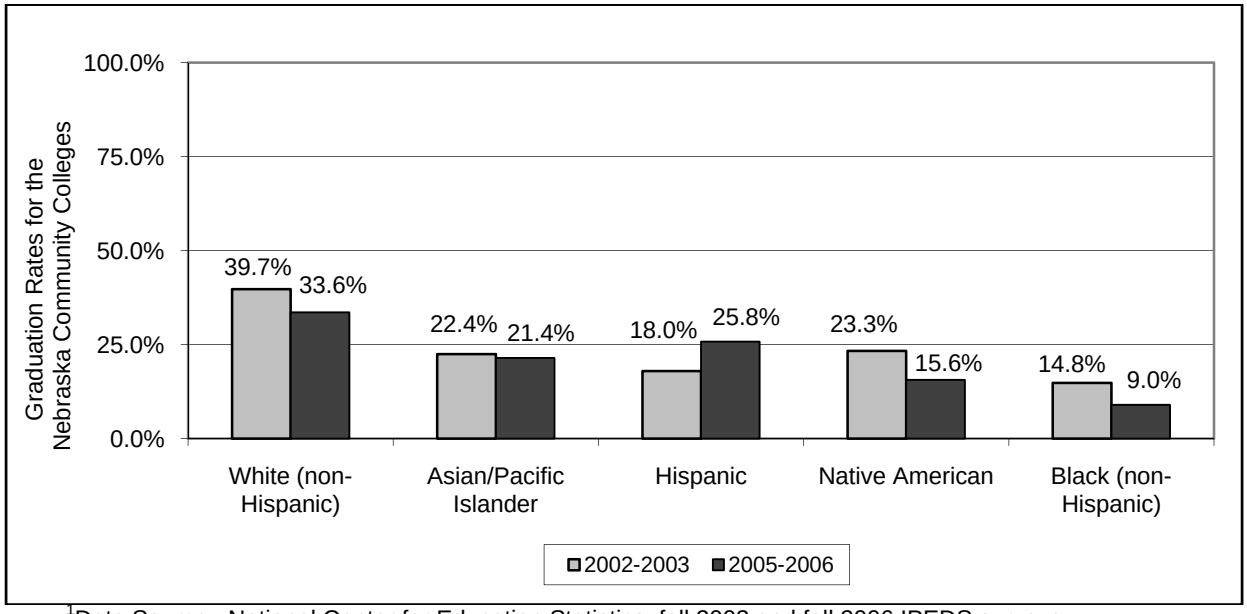
Graduation Rates for the Nebraska State College System by Race/Ethnicity 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Note that five or fewer students in each of the four minority groups graduated in 2002–2003 and 2005–2006. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.6

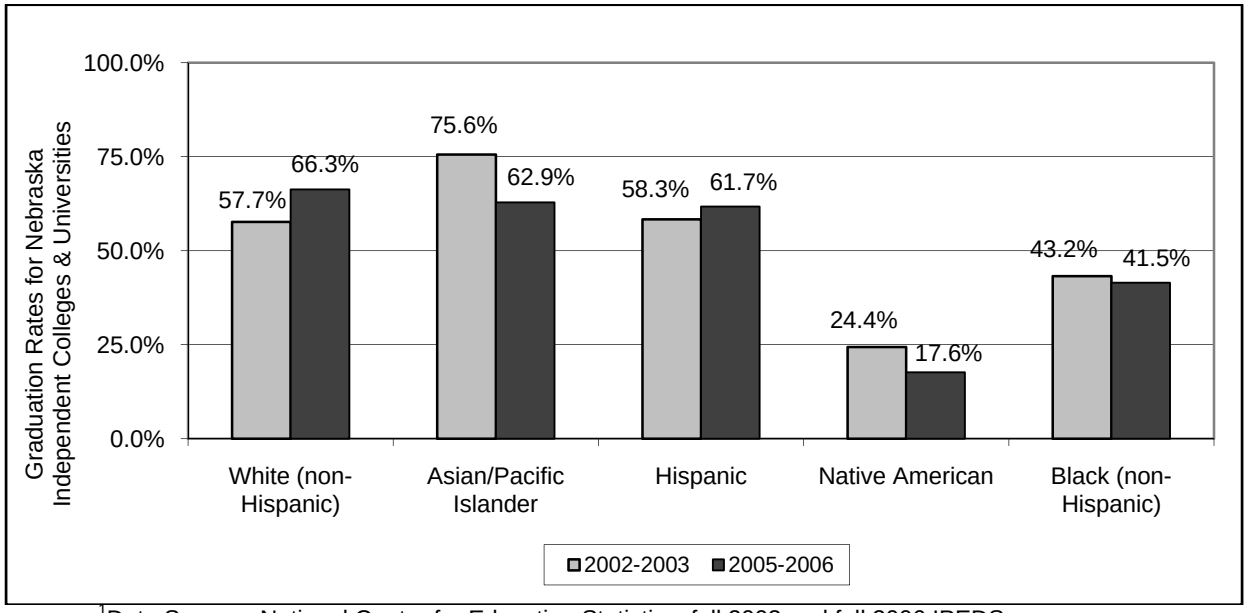
Graduation Rates for the Nebraska Community Colleges by Race/Ethnicity 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Number of graduates in 2002–2003: 11 Asian/PI, 23 Hispanic, 7 Native American, 21 black non-Hispanic. Number of graduates in 2005–2006: 15 Asian/PI, 42 Hispanic, 5 Native American, 16 black non-Hispanic. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.7

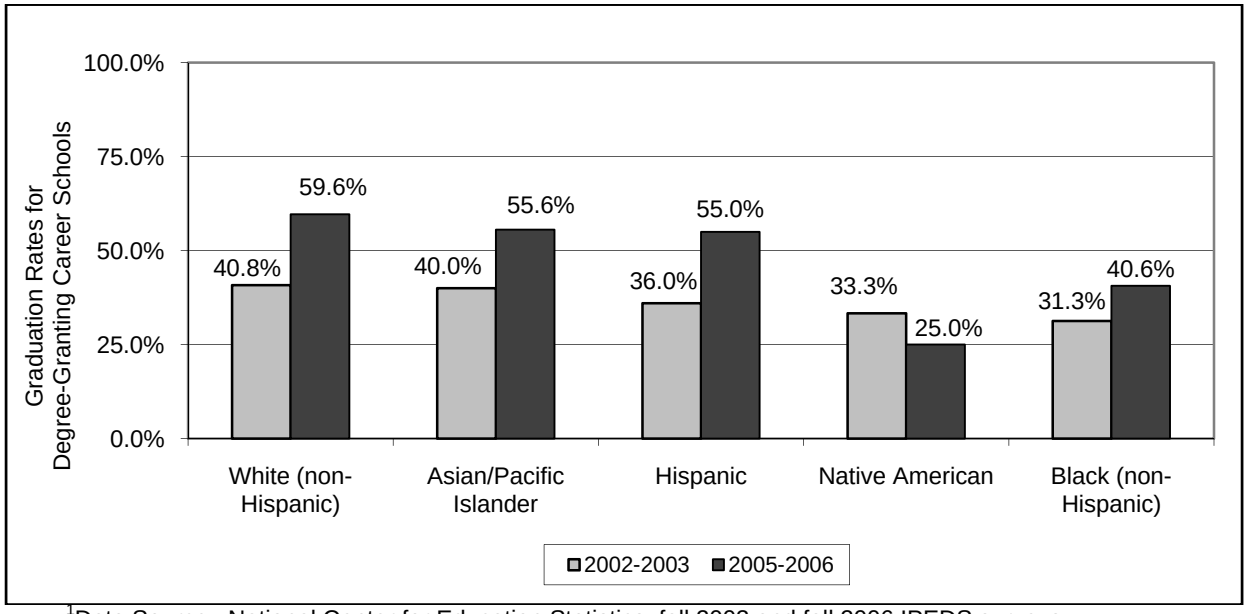
Graduation Rates for Independent Colleges and Universities in Nebraska by Race/Ethnicity 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Ten Native Americans graduated in 2002–2003 and 12 graduated in 2005–2006. Otherwise, there were more than 30 graduates in each minority group. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.8

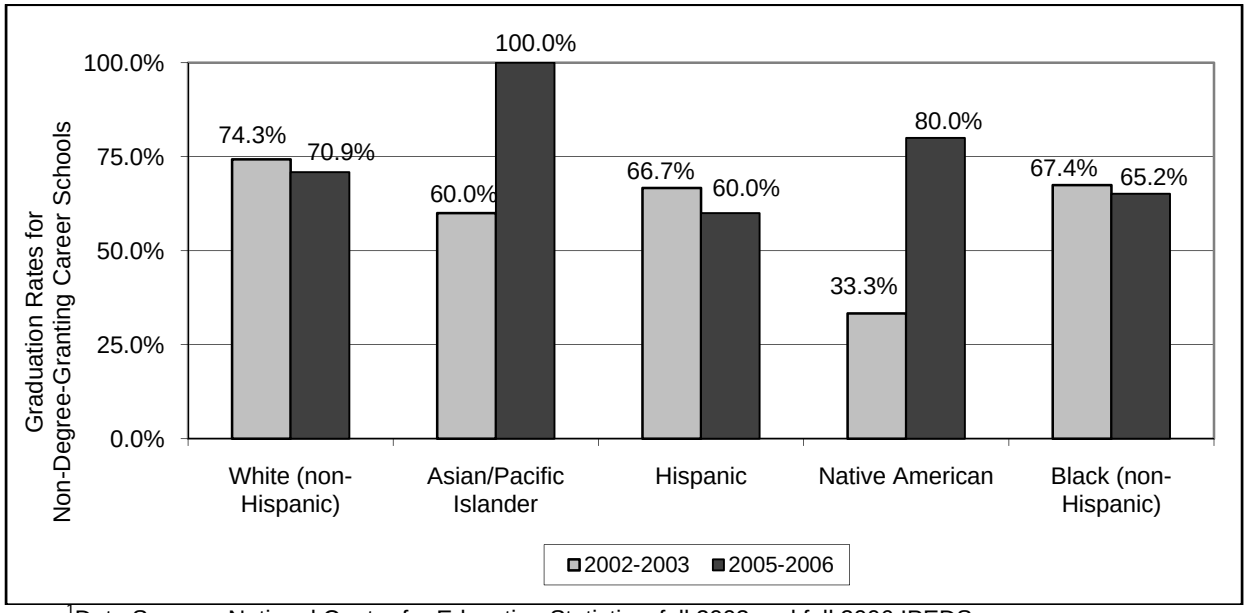
Graduation Rates for the Degree-Granting Career Schools in Nebraska by Race/Ethnicity 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Number of graduates in 2002–2003: 4 Asian/PI, 9 Hispanic, 2 Native American, 41 black non-Hispanic. Number of graduates in 2005–2006: 5 Asian/PI, 11 Hispanic, 1 Native American, 63 black non-Hispanic. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.9

Graduation Rates for the Non-Degree-Granting Career Schools in Nebraska by Race/Ethnicity 2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys.
Number of graduates in 2002–2003: 3 Asian/PI, 10 Hispanic, 2 Native American, 29 black non-Hispanic.
Number of graduates in 2005–2006: 5 Asian/PI, 18 Hispanic, 4 Native American, 43 black non-Hispanic.
See Table A10.6 in Appendix 10 for supporting data.

College Graduation Rates by Race/Ethnicity and by Sector

- The charts on the following two pages directly show how sector graduation rates varied and changed between 2002–2003 and 2005–2006 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 eight Native Americans in 2002–2003 or 2005–2006. Graduation rates for the other racial/ethnic groups are shown only for sectors with 10 or more graduates in 2002–2003 or 2005–2006.

- 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 for-profit schools—but decreased at Nebraska's community colleges and non-degree-granting, for-profit schools.

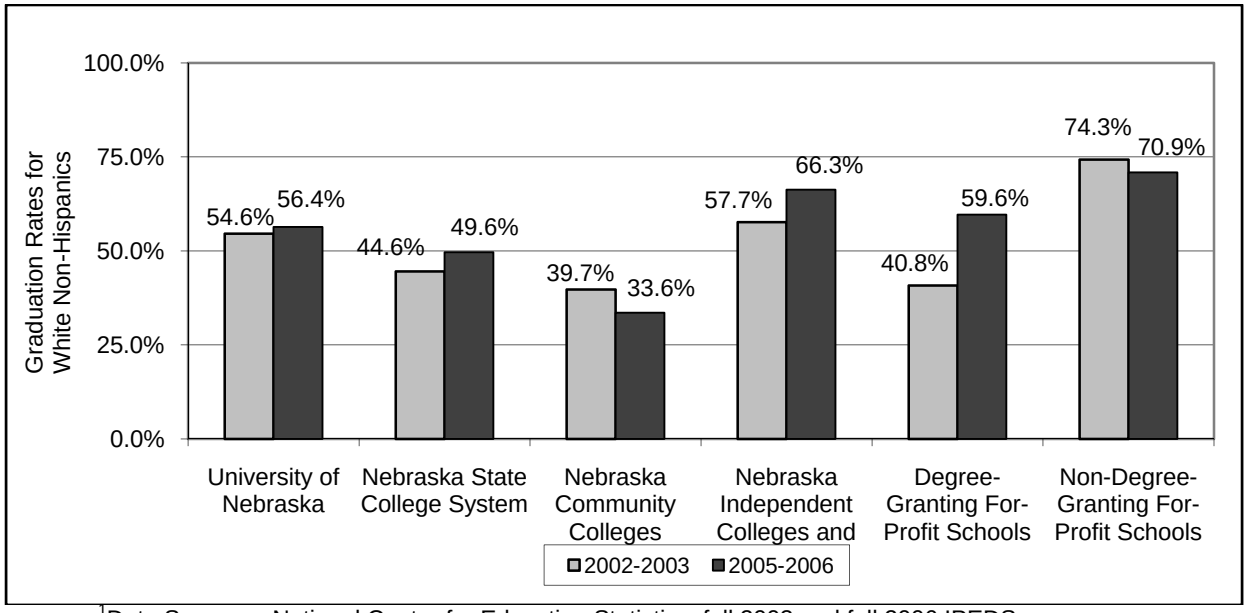
- As illustrated in Figure 2.2.11, the graduation rate for Asian/Pacific Islanders was higher in 2005–2006 than 2002–2003 at the University of Nebraska, but decreased slightly at the community colleges and decreased significantly within the independent sector.

- The graduation rate for Hispanics increased at the University of Nebraska, Nebraska's community colleges, the state's independent institutions and the degree-granting for-profit schools, but decreased within the non-degree-granting, for-profit sector, as evidenced in Figure 2.2.12.

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

Figure 2.2.10

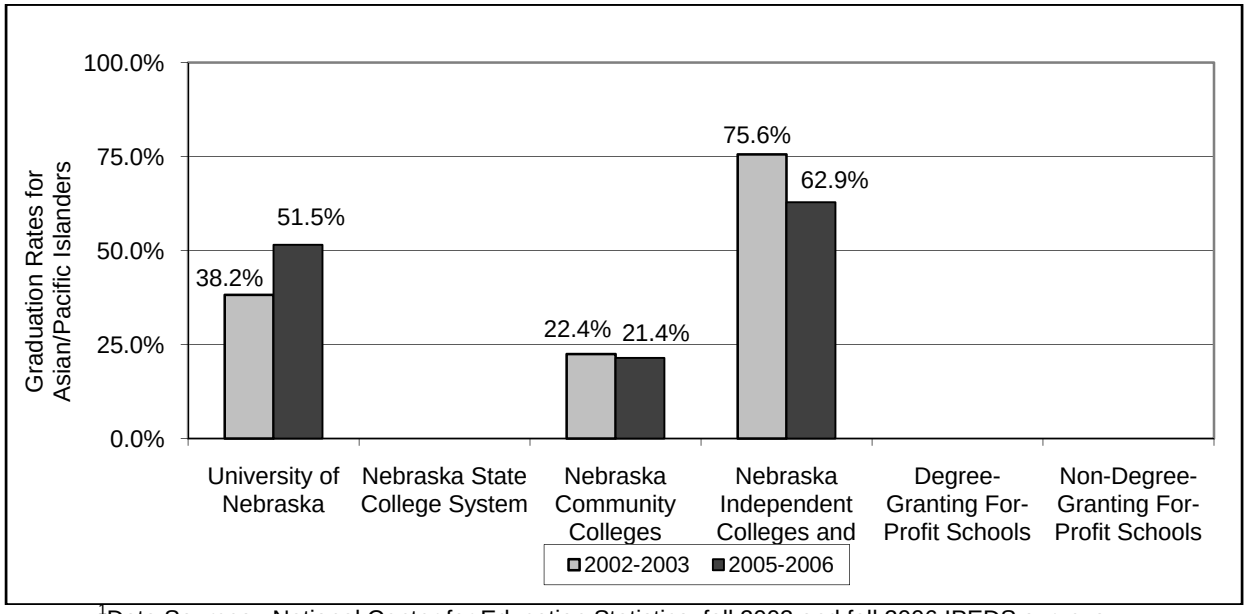
Graduation Rates for White Non-Hispanics by Sector
2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys.
See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.11

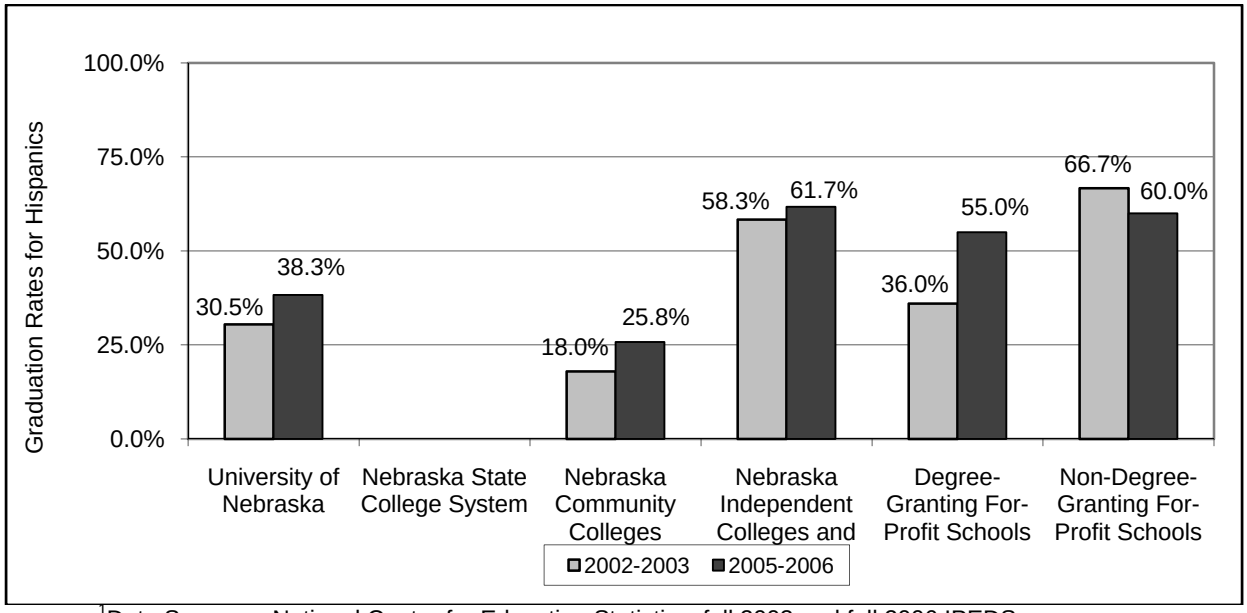
Graduation Rates for Asians/Pacific Islanders by Sector
2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys.
Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2005–2006.
See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.12

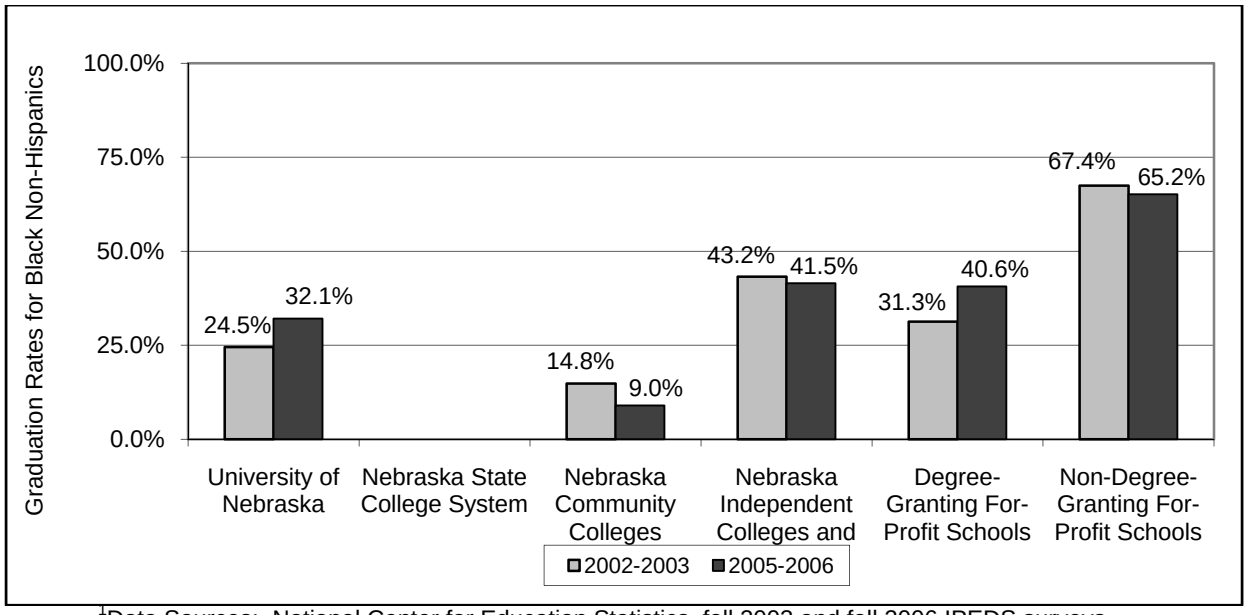
Graduation Rates for Hispanics by Sector
2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2005–2006. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.13

Graduation Rates for Black Non-Hispanics by Sector
2005–2006 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2005–2006. See Table A10.6 in Appendix 10 for supporting data.

Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

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

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

Compared to the decennial census, the major advantage of the ACS is that it 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.

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

Even though migration estimates based on ACS data can be expected to vary quite dramatically from one year to another, they can be useful in monitoring Nebraska migration patterns when these estimates are generally compared over a series of years. The inherent variability of ACS data prevents the 2005 ACS migration estimates from being used as firm baselines for comparisons. However, for the purposes of this report, they provided a starting point for monitoring the estimated numbers of adults who migrate to and from Nebraska on an annual basis, beginning in 2004.

Section 3 of the 2007 *Nebraska Higher Education Progress Report* summarized the migration estimates for Nebraska based on data collected through the 2005 ACS. As stated above, the 2005 ACS survey obtained data from a relatively small sample of individuals who moved into or out of Nebraska in 2004. This section of the 2008 report summarizes the migration estimates based on 2006 ACS data collected from a sample of individuals who migrated to and from the state in 2005, and provides policymakers with a general comparison of the migration estimates for 2000, 2004 and 2005.

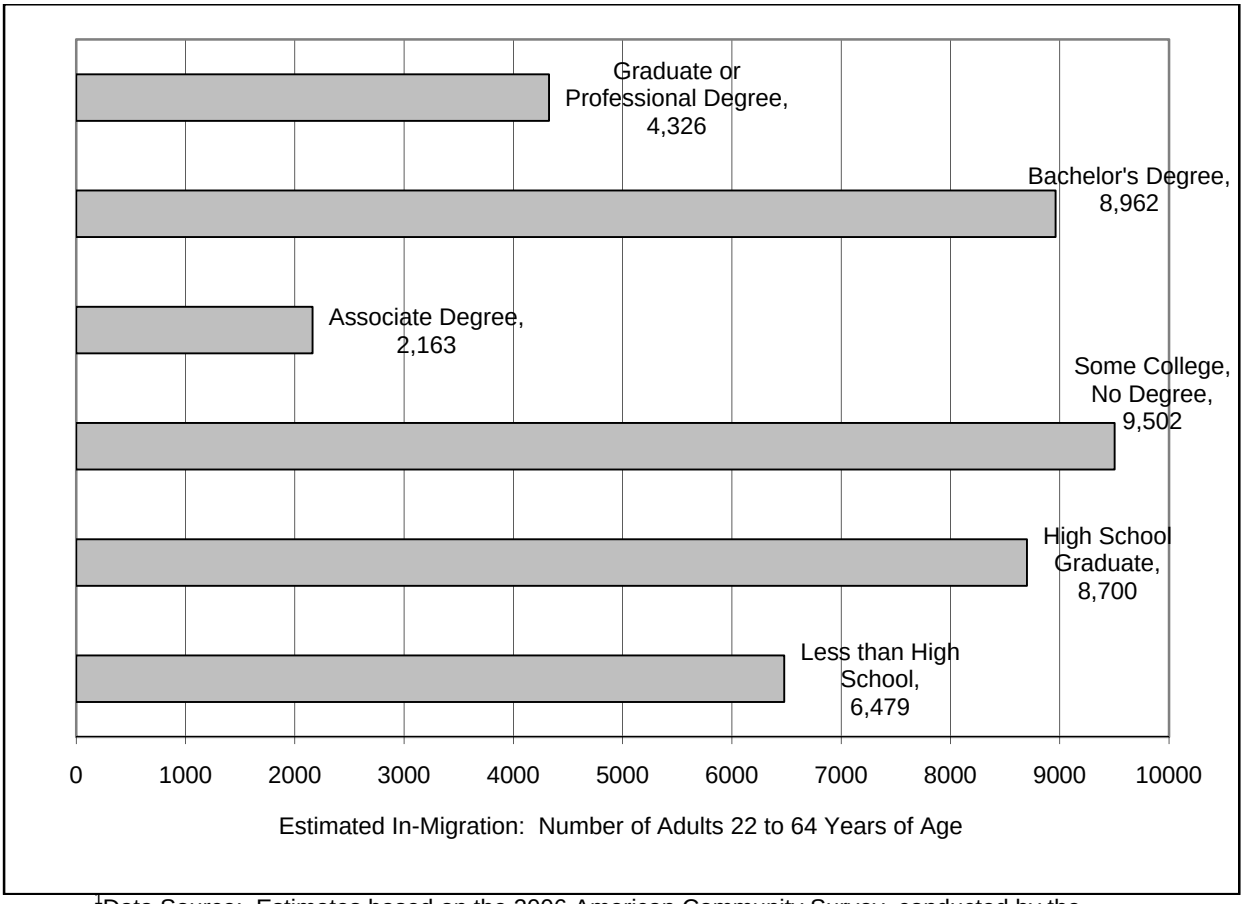
Estimates of Adult Migration Based on Results of the 2006 American Community Survey

- Based on the results of the 2006 American Community Survey (ACS), an estimated total of 40,132 adults between the ages of 22 and 64 moved to Nebraska in 2005, while 36,001 adults in the same age range moved out of the state, resulting in an estimated net in-migration of 4,131 individuals. (See Table A11.1 in Appendix 11 for supporting data.)

[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.

- As shown in Figure 3.1, an estimated 15,179 individuals with a high school education or less moved to Nebraska in 2005. However, the state also attracted 9,502 adults 22 to 64 years of age who completed at least some college and 15,451 with earned bachelor's, master's, doctoral or professional degrees.

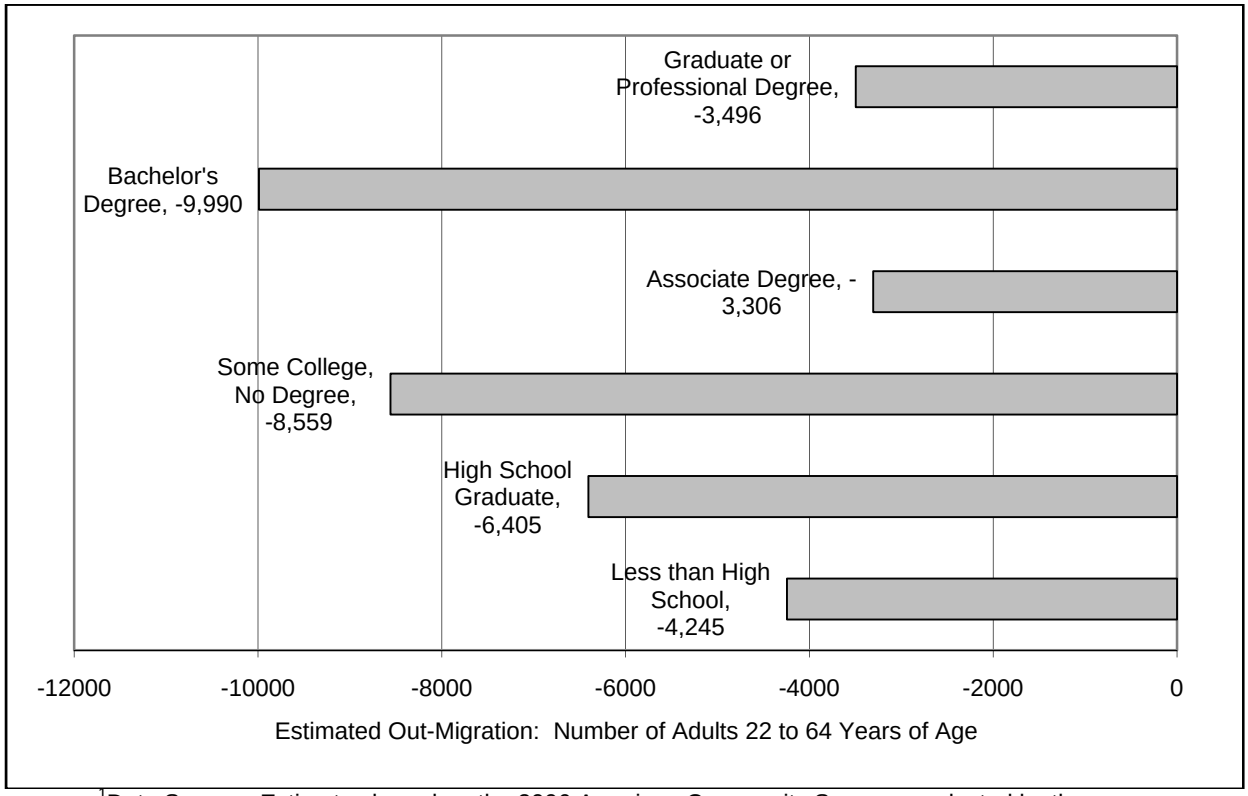
Figure 3.1
Estimated Nebraska In-Migration of 22- to 64-Year-Olds in 2005
Based on the 2006 American Community Survey
Conducted by the U.S. Census Bureau[1]



[1]Data Source: Estimates based on the 2006 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2008. See Table A11.1 in Appendix 11 for supporting data.

- Figure 3.2 shows that an estimated 10,650 adults with a high school education or less moved to other states in 2005, compared to 8,559 individuals with at least some college but no degree and 16,792 with bachelor's, master's, doctoral or professional degrees.

Figure 3.2
Estimated Nebraska Out-Migration of 22- to 64-Year-Olds in 2005
Based on the 2006 American Community Survey
Conducted by the U.S. Census Bureau[1]



[1]Data Source: Estimates based on the 2006 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2008. See Table A11.1 in Appendix 11 for supporting data.

- As illustrated in Figure 3.3, Nebraska experienced an estimated net in-migration of adults with graduate or professional degrees or at least some college in 2005, as well as a net in-migration of adults with a high school education or less.

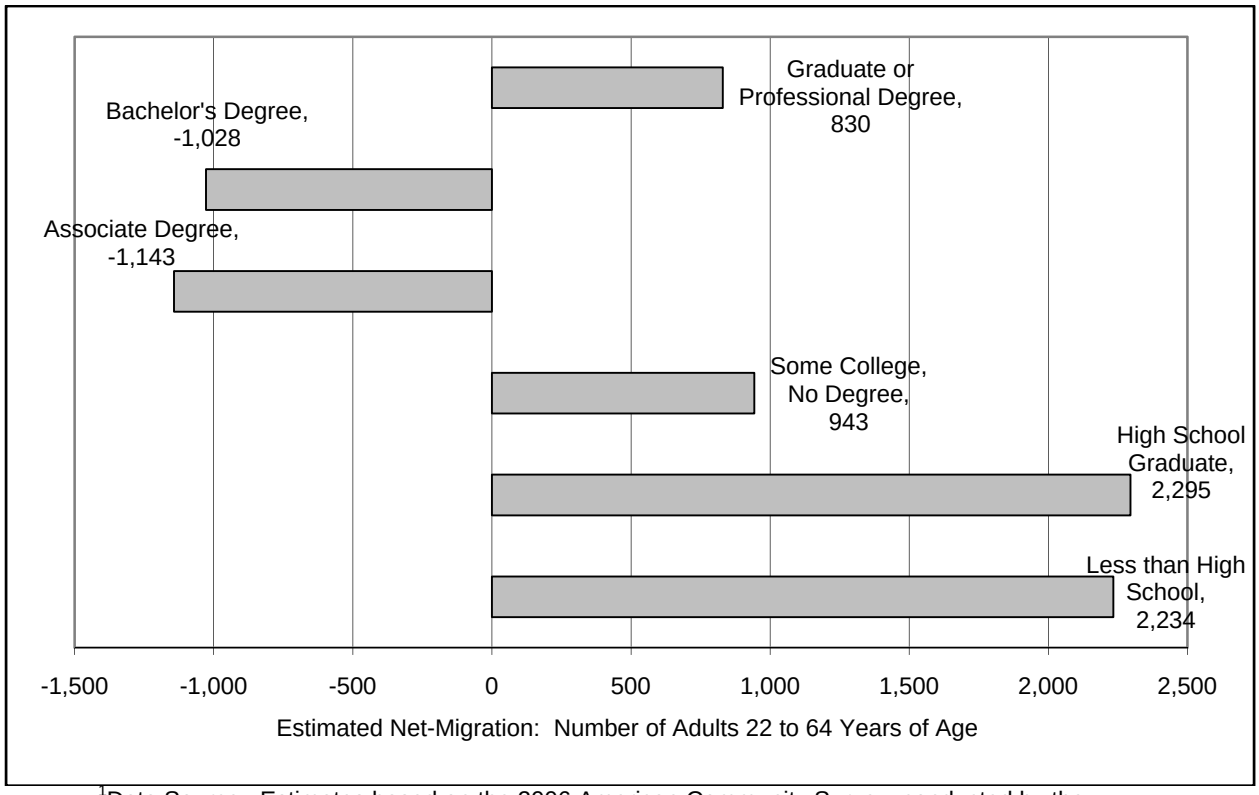
- However, in 2005, the estimated net in-migration of adults with a high school education or less greatly exceeded the net in-migration of adults with any level of college education, and the estimated net in-migration of adults with less than a high school education also exceeded the net in-migration of adults who came to Nebraska with earned degrees or at least some college by 461 individuals.

- Furthermore, as also shown in Figure 3.3, the net in-migration of 22- to 64-year-olds with graduate or professional degrees or at least some college was more than offset by a net out-migration of adults with degrees at the associates or bachelor's level. As a result, the estimated total number of college-educated adults who left the state exceeded the number who moved to Nebraska in 2005 by 398 individuals.

- The commission staff would like to emphasize that these migration figures are only estimates based on the 2006 American Community Survey. These estimates can vary dramatically from year to year and, as in the case of graduate or professional degree migrations for 2006, be completely unrealistic.

Figure 3.3

Estimated Nebraska Net Migration of 22- to 64-Year-Olds in 2005 Based on the 2006 American Community Survey Conducted by the U.S. Census Bureau[1]



[1]Data Source: Estimates based on the 2006 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2008. See Table A11.1 in Appendix 11 for supporting data.

General Conclusions Based on Migration Estimates for 2000, 2004 and 2005

- Based on 2000 U.S. census data, Nebraska experienced a net out-migration of adults at all levels of education beyond high school between 1995 and 2000.

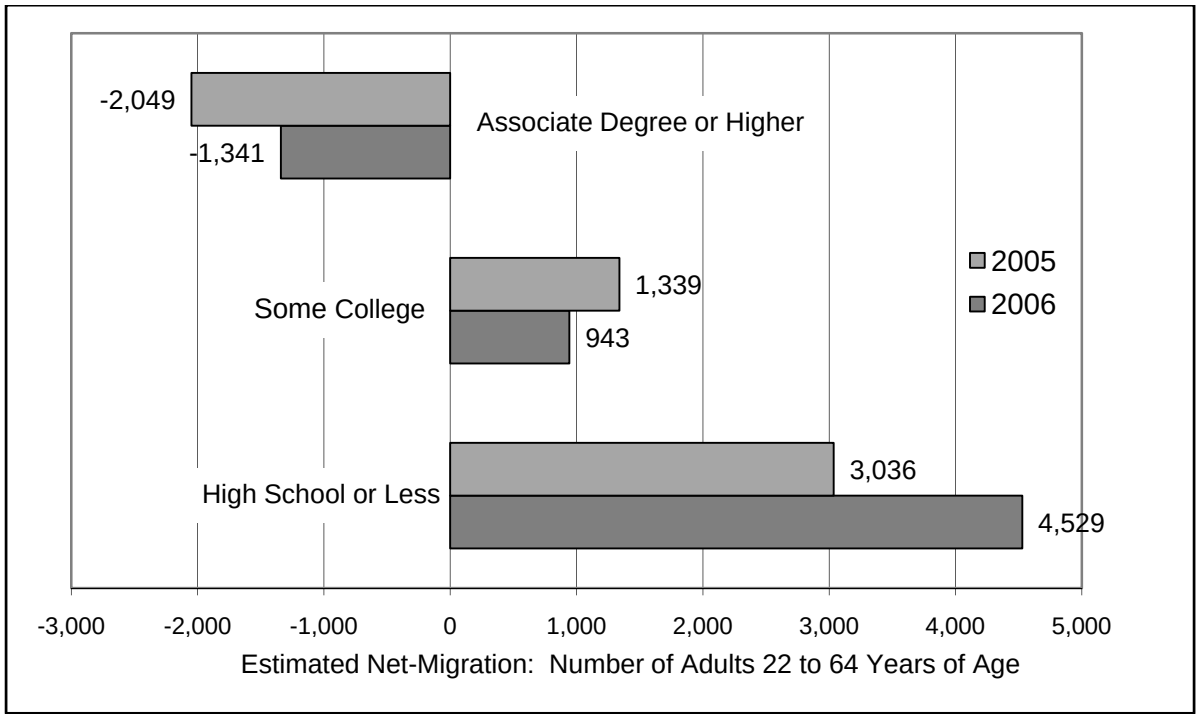
- Based on American Community Survey (ACS) data collected in 2005, the estimated net out-migration of adults with bachelor's degrees was reversed to a net in-migration in 2004. However, this reversal was not evidenced in the estimates for 2005 that are based on ACS data collected in 2006. Based on these data, Nebraska experienced an estimated out-migration of 1,028 adults with bachelor's degrees as well as an estimated out-migration of 1,143 individuals with associate degrees in 2005.

- The estimates of net migration in 2004 were significantly different from the estimates for 2005 at every education level except the associate degree. However, as illustrated in Figure 3.4, the general pattern of Nebraska's estimated net migration was the same for both years. In 2004 and 2005, the net in-migration of adults with less than a high school diploma or less was more than twice as high as the net in-migration of adults with some college but no degrees, and the state experienced a net out-migration of adults with college degrees.

- See Table A11.1 in Appendix 11 for supporting data for 2005, and see Table A11.2, Figure A11.1 and Figure A11.2 in Appendix 11 for supporting data and corresponding bar charts for 2004, reproduced from the *2007 Nebraska Higher Education Progress Report*.

Figure 3.4

Estimated Nebraska Net Migration of 22- to 64-Year-Olds in 2004 and 2005 Based on the 2005 and 2006 American Community Survey Conducted by the U.S. Census Bureau[1]



[1]See Table A11.1 and Appendix 11.2 in Appendix 11 for supporting data.

- As a frame of reference, Table 3.1 below shows the number of degrees conferred by all postsecondary institutions between 2002–2003 and 2005–2006, the latest year for which data are available. These institutions include degree-granting and non-degree-granting, for-profit schools, as well as the University of Nebraska, the Nebraska State College System, Nebraska's six community colleges, and the state's independent colleges and universities.

Table 3.1
Total Number of Degrees Conferred
Nebraska Postsecondary Institutions
2002–2003 through 2005–2006[1]

Degree Level	**2002–2003**	**2003–2004**	**2004–2005**	**2005-2006**
Associate degrees and other less-than-four-year degrees	6,793	7,029	7,886	8,125
Bachelor's degrees	11,072	11,503	12,091	12,360
Master's degrees	3,614	3,704	3,999	4,026
Professional degrees[2]	434	382	492	414
Doctorates	826	828	878	892
Total degrees conferred	22,739	23,446	25,346	25,817

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

[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
Fall 1996–Fall 2007[1]

Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/Career Schools[2]	Nebraska State Total
1996	49,061	8,507	33,396	20,100		
1997	46,846	8,577	34,049	20,835		
1998	45,870	8,339	35,124	21,137		
1999	45,028	8,033	35,159	21,370		
2000	45,183	7,902	35,447	21,655		
2001	46,291	7,744	35,604	22,429		
2002	46,906	7,619	37,586	22,775		
2003	46,015	7,652	39,575	24,106	3,244	120,592
2004	45,122	7,650	40,233	25,632	3,436	122,073
2005	45,470	7,753	39,851	26,079	3,439	122,592
2006	45,819	8,108	40,444	27,197	3,975	125,543
2007 Preliminary	47,062	8,495	40,623	28,143	3,533	127,856

[1]Data source for 1996–2006: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy. Since the Coordinating Commission made these adjustments recently, some enrollments reported in Table A1.1 are slightly higher or lower than in previous reports published by the Commission.

Preliminary enrollments for fall 2007 are based on the latest available information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration.
For the Nebraska State College System: System office.
For the other sectors: Estimated enrollment that an institution reported to the NCES through Part B of the fall 2007 IPEDS Institutional Characteristics Survey or the actual headcount that the institution reported directly to the Coordinating Commission.

Statewide official enrollments for 2007 will not be available from IPEDS until May 2008.

See Table A1.2 for data summarized by institution.

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

Table A1.2
Nebraska Total Headcount Enrollment by Sector and by Institution: Fall 1996–Fall 2007[1]

Total Headcount Enrollment	1996	1997	1998	1999	2000	2001
University of Nebraska	**49,061**	**46,846**	**45,870**	**45,028**	**45,183**	**46,291**
NCTA-Curtis	302	277	261	252	234	234
University of Nebraska at Kearney	7,680	7,133	6,849	6,780	6,506	6,426
University of Nebraska-Lincoln	23,887	22,827	22,408	22,142	22,268	22,764
University of Nebraska Medical Center	2,718	2,899	3,078	2,590	2,696	2,724
University of Nebraska at Omaha	14,474	13,710	13,274	13,264	13,479	14,143
Nebraska State College System	**8,507**	**8,577**	**8,339**	**8,033**	**7,902**	**7,744**
Chadron State College	2,905	2,931	2,809	2,768	2,686	2,804
Peru State College	1,774	1,807	1,695	1,664	1,698	1,629
Wayne State College	3,828	3,839	3,835	3,601	3,518	3,311
Nebraska Community Colleges	**33,396**	**34,049**	**35,124**	**35,159**	**35,447**	**35,604**
Central Community College	6,476	6,743	7,474	7,095	7,126	6,399
Metropolitan Community College	10,759	11,213	11,583	11,658	11,534	11,704
Mid-Plains Community College	2,925	2,694	2,487	2,548	2,607	2,816
Northeast Community College	4,235	4,440	4,754	4,671	4,520	4,600
Southeast Community College	7,041	6,951	7,122	7,351	7,396	7,935
Western Nebraska Community College	1,960	2,008	1,704	1,836	2,264	2,150
Nebraska Public Institutions	**90,964**	**89,472**	**89,333**	**88,220**	**88,532**	**89,639**
Nebraska Independent Institutions	**20,100**	**20,835**	**21,137**	**21,370**	**21,655**	**22,429**
Bellevue University	2,600	2,928	2,929	3,035	3,445	3,923
BryanLGH College of Health Sciences	127	140	122	123	137	154
Clarkson College	570	598	520	406	400	416
College of St. Mary	1,069	1,001	1,035	1,071	947	930
Concordia University	1,104	1,190	1,241	1,158	1,270	1,366
Creighton University	6,158	6,292	6,235	6,325	6,237	6,297
Dana College	613	594	552	538	583	565
Doane College[2]	1,795	1,809	1,982	2,163	2,135	2,165
Doane College-Lincoln[2]						
Grace University	468	519	533	563	578	595
Hastings College	1,071	1,059	1,138	1,148	1,130	1,108
Little Priest Tribal College						88
Midland Lutheran College	1,062	1,033	1,034	1,036	1,025	991
Nebraska Christian College	147	152	152	130	162	147
Nebraska Indian Community College	323	223	186	169	170	191
Nebraska Methodist College	385	413	445	414	400	380
Nebraska Wesleyan University	1,561	1,709	1,741	1,675	1,699	1,719
Summit Christian College[3]	68	75	54	51	52	54
Union College	527	603	742	856	788	885
York College	452	497	496	509	497	455
Nebraska Public and Independent Colleges and Universities	**111,064**	**110,307**	**110,470**	**109,590**	**110,187**	**112,068**

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	2002	2003	2004	2005	2006	2007
University of Nebraska	**46,906**	**46,015**	**45,122**	**45,470**	**45,819**	**47,062**
NCTA-Curtis	253	215	220	262	272	327
University of Nebraska at Kearney	6,395	6,379	6,382	6,445	6,468	6,478
University of Nebraska-Lincoln	22,988	22,559	21,792	21,675	22,106	22,973
University of Nebraska Medical Center	2,819	2,865	2,904	2,995	3,067	3,128
University of Nebraska at Omaha	14,451	13,997	13,824	14,093	13,906	14,156
Nebraska State College System	**7,619**	**7,652**	**7,650**	**7,753**	**8,108**	**8,495**
Chadron State College	2,712	2,711	2,569	2,472	2,577	2,661
Peru State College	1,687	1,624	1,683	1,959	2,124	2,307
Wayne State College	3,220	3,317	3,398	3,322	3,407	3,527
Nebraska Community Colleges	**37,586**	**39,575**	**40,233**	**39,851**	**40,444**	**40,623**
Central Community College	6,417	6,483	6,524	6,564	6,543	6,230
Metropolitan Community College	12,253	12,838	12,961	13,237	14,098	14,804
Mid-Plains Community College	3,020	3,084	2,957	2,607	3,030	2,652
Northeast Community College	4,832	4,858	5,053	5,101	5,261	5,149
Southeast Community College	8,912	9,672	10,079	10,059	9,594	9,555
Western Nebraska Community College	2,152	2,640	2,659	2,283	1,918	2,233
Nebraska Public Institutions	**92,111**	**93,242**	**93,005**	**93,074**	**94,371**	**96,180**
Nebraska Independent Institutions	**22,775**	**24,106**	**25,632**	**26,079**	**27,197**	**28,143**
Bellevue University	4,107	4,843	5,524	5,929	6,808	7,792
BryanLGH College of Health Sciences	204	242	305	369	381	397
Clarkson College	507	596	666	711	789	788
College of St. Mary	852	910	994	955	960	973
Concordia University	1,425	1,317	1,315	1,330	1,251	1,279
Creighton University	6,327	6,537	6,722	6,791	6,981	6,992
Dana College	580	582	639	673	602	635
Doane College[2]	2,263	2,273	2,429	2,394	922	921
Doane College-Lincoln[2]					1,560	1,670
Grace University	558	598	540	440	410	375
Hastings College	1,078	1,113	1,153	1,189	1,137	1,133
Little Priest Tribal College	146	130	154	109	95	120
Midland Lutheran College	953	944	947	926	932	827
Nebraska Christian College	167	159	155	143	159	146
Nebraska Indian Community College	118	190	190	107	115	91
Nebraska Methodist College	343	421	529	565	587	590
Nebraska Wesleyan University	1,688	1,840	1,953	2,016	2,068	2,107
Summit Christian College[3]	46	48	38	52	43	54
Union College	951	902	936	930	956	851
York College	462	461	443	450	441	402
Nebraska Public and Independent Colleges and Universities	**114,886**	**117,348**	**118,637**	**119,153**	**121,568**	**124,323**

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	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	1-Year Change 06–07
University of Nebraska	**1.3%**	**-1.9%**	**-1.9%**	**0.8%**	**0.8%**	**2.7%**
NCTA-Curtis	8.1%	-15.0%	2.3%	19.1%	3.8%	20.2%
University of Nebraska at Kearney	-0.5%	-0.3%	0.0%	1.0%	0.4%	0.2%
University of Nebraska-Lincoln	1.0%	-1.9%	-3.4%	-0.5%	2.0%	3.9%
University of Nebraska Medical Center	3.5%	1.6%	1.4%	3.1%	2.4%	2.0%
University of Nebraska at Omaha	2.2%	-3.1%	-1.2%	1.9%	-1.3%	1.8%
Nebraska State College System	**-1.6%**	**0.4%**	**0.0%**	**1.3%**	**4.6%**	**4.8%**
Chadron State College	-3.3%	0.0%	-5.2%	-3.8%	4.2%	3.3%
Peru State College	3.6%	-3.7%	3.6%	16.4%	8.4%	8.6%
Wayne State College	-2.7%	3.0%	2.4%	-2.2%	2.6%	3.5%
Nebraska Community Colleges	**5.6%**	**5.3%**	**1.7%**	**-0.9%**	**1.5%**	**0.4%**
Central Community College	0.3%	1.0%	0.6%	0.6%	-0.3%	-4.8%
Metropolitan Community College	4.7%	4.8%	1.0%	2.1%	6.5%	5.0%
Mid-Plains Community College	7.2%	2.1%	-4.1%	-11.8%	16.2%	-12.5%
Northeast Community College	5.0%	0.5%	4.0%	0.9%	3.1%	-2.1%
Southeast Community College	12.3%	8.5%	4.2%	-0.2%	-4.6%	-0.4%
Western Nebraska Community College	0.1%	22.7%	0.7%	-14.1%	-16.0%	16.4%
Nebraska Public Institutions	**2.8%**	**1.2%**	**-0.3%**	**0.1%**	**1.4%**	**1.9%**
Nebraska Independent Institutions	**1.5%**	**5.8%**	**6.3%**	**1.7%**	**4.3%**	**3.5%**
Bellevue University	4.7%	17.9%	14.1%	7.3%	14.8%	14.5%
BryanLGH College of Health Sciences	32.5%	18.6%	26.0%	21.0%	3.3%	4.2%
Clarkson College	21.9%	17.6%	11.7%	6.8%	11.0%	-0.1%
College of St. Mary	-8.4%	6.8%	9.2%	-3.9%	0.5%	1.4%
Concordia University	4.3%	-7.6%	-0.2%	1.1%	-5.9%	2.2%
Creighton University	0.5%	3.3%	2.8%	1.0%	2.8%	0.2%
Dana College	2.7%	0.3%	9.8%	5.3%	-10.5%	5.5%
Doane College[2]	4.5%	0.4%	6.9%	-1.4%	3.7%	4.4%
Doane College-Lincoln[2]						
Grace University	-6.2%	7.2%	-9.7%	-18.5%	-6.8%	-8.5%
Hastings College	-2.7%	3.2%	3.6%	3.1%	-4.4%	-0.4%
Little Priest Tribal College	65.9%	-11.0%	18.5%	-29.2%	-12.8%	26.3%
Midland Lutheran College	-3.8%	-0.9%	0.3%	-2.2%	0.6%	-11.3%
Nebraska Christian College	13.6%	-4.8%	-2.5%	-7.7%	11.2%	-8.2%
Nebraska Indian Community College	-38.2%	61.0%	0.0%	-43.7%	7.5%	-20.9%
Nebraska Methodist College	-9.7%	22.7%	25.7%	6.8%	3.9%	0.5%
Nebraska Wesleyan University	-1.8%	9.0%	6.1%	3.2%	2.6%	1.9%
Summit Christian College[3]	-14.8%	4.3%	-20.8%	36.8%	-17.3%	25.6%
Union College	7.5%	-5.2%	3.8%	-0.6%	2.8%	-11.0%
York College	1.5%	-0.2%	-3.9%	1.6%	-2.0%	-8.8%
Nebraska Public and Independent Colleges and Universities	**2.5%**	**2.1%**	**1.1%**	**0.4%**	**2.0%**	**2.3%**

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Table A1.2 Continued		
Total Headcount Enrollment	**3-Year Change 03–06**	Preliminary **4-Year Chg 03–07**
University of Nebraska	**-0.4%**	**2.3%**
NCTA-Curtis	26.5%	52.1%
University of Nebraska at Kearney	1.4%	1.6%
University of Nebraska-Lincoln	-2.0%	1.8%
University of Nebraska Medical Center	7.1%	9.2%
University of Nebraska at Omaha	-0.7%	1.1%
Nebraska State College System	**6.0%**	**11.0%**
Chadron State College	-4.9%	-1.8%
Peru State College	30.8%	42.1%
Wayne State College	2.7%	6.3%
Nebraska Community Colleges	**2.2%**	**2.6%**
Central Community College	0.9%	-3.9%
Metropolitan Community College	9.8%	15.3%
Mid-Plains Community College	-1.8%	-14.0%
Northeast Community College	8.3%	6.0%
Southeast Community College	-0.8%	-1.2%
Western Nebraska Community College	-27.3%	-15.4%
Nebraska Public Institutions	**1.2%**	**3.2%**
Nebraska Independent Institutions	**12.8%**	**16.7%**
Bellevue University	40.6%	60.9%
BryanLGH College of Health Sciences	57.4%	64.0%
Clarkson College	32.4%	32.2%
College of St. Mary	5.5%	6.9%
Concordia University	-5.0%	-2.9%
Creighton University	6.8%	7.0%
Dana College	3.4%	9.1%
Doane College[2]	9.2%	14.0%
Doane College-Lincoln[2]		
Grace University	-31.4%	-37.3%
Hastings College	2.2%	1.8%
Little Priest Tribal College	-26.9%	-7.7%
Midland Lutheran College	-1.3%	-12.4%
Nebraska Christian College	0.0%	-8.2%
Nebraska Indian Community College	-39.5%	-52.1%
Nebraska Methodist College	39.4%	40.1%
Nebraska Wesleyan University	12.4%	14.5%
Summit Christian College[3]	-10.4%	12.5%
Union College	6.0%	-5.7%
York College	-4.3%	-12.8%
Nebraska Public and Independent Colleges and Universities	**3.6%**	**5.9%**
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Table A1.2 Continued					
Total Headcount Enrollment	2003	2004	2005	2006	2007
For-Profit Institutions*	**3,244**	**3,436**	**3,439**	**3,975**	**3,533**
Degree-Granting For-Profit/Career Schools	**2,349**	**2,459**	**2,420**	**3,001**	**2,459**
Alegent Health School of Radiologic Technology[4]	26	27	27	26	23
ITT Technical Institute-Omaha	405	449	488	441	490
Kaplan University-Lincoln Campus[5]	461	578	709	826	499
Kaplan University-Omaha Campus[5]	656	649	641	788	616
Myotherapy Institute	55	69	52	43	31
The Creative Center	129	93	81	101	107
Universal College of Healing Arts				96	56
University of Phoenix-Omaha Campus				115	107
Vatterott College[6]	237	215	56	2	
Vatterott College-Spring Valley Campus[6]	380	379	366	563	530
Non-Degree-Granting For-Profit Schools	**895**	**977**	**1,019**	**974**	**1,074**
Capitol School of Hairstyling	86	93	83	89	106
College of Hair Design	125	172	172	136	147
Fullen School of Hair Design	27	25	11	12	21
Joseph's College of Beauty	329	340	325	317	348
La'James International College	96	89	79	90	67
Mary Lanning Memorial Hospital School of Radiologic Technology	13	17	21	20	19
Omaha School of Massage Therapy	94	95	165	88	112
Regional West Medical Center School of Radiologic Technology	10	11	13	12	11
Xenon International School of Hair Design II	115	135	150	210	243
Nebraska State Total	**120,592**	**122,073**	**122,592**	**125,543**	**127,856**
***Note**: All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.					

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Table A1.2 Continued				
Total Headcount Enrollment	1-Year Change 05–06	1-Year Change 06–07	**3-Year Change 03–06**	Preliminary **4-Year Chg 03-07**
For-Profit Institutions*	**15.6%**	**-11.1%**	**22.5%**	**8.9%**
Degree-Granting For-Profit/Career Schools	**24.0%**	**-18.1%**	**27.8%**	**4.7%**
Alegent Health School of Radiologic Technology[4]	-3.7%	-11.5%	0.0%	-11.5%
ITT Technical Institute-Omaha	-9.6%	11.1%	8.9%	21.0%
Kaplan University-Lincoln Campus[5]	16.5%	-39.6%	79.2%	8.2%
Kaplan University-Omaha Campus[5]	22.9%	-21.8%	20.1%	-6.1%
Myotherapy Institute	-17.3%	-27.9%	-21.8%	-43.6%
The Creative Center	24.7%	5.9%	-21.7%	-17.1%
Universal College of Healing Arts		-41.7%		
University of Phoenix-Omaha Campus		-7.0%		
Vatterott College[6]				
Vatterott College-Spring Valley Campus[6]	33.9%	-6.2%	-8.4%	-14.1%
Non-Degree-Granting For-Profit Schools	**-4.4%**	**10.3%**	**8.8%**	**20.0%**
Capitol School of Hairstyling	7.2%	19.1%	3.5%	23.3%
College of Hair Design	-20.9%	8.1%	8.8%	17.6%
Fullen School of Hair Design	9.1%	75.0%	-55.6%	-22.2%
Joseph's College of Beauty	-2.5%	9.8%	-3.6%	5.8%
La'James International College	13.9%	-25.6%	-6.3%	-30.2%
-Mary Lanning Memorial Hospital School of Radiologic Technology	-4.8%	-5.0%	53.8%	46.2%
Omaha School of Massage Therapy	-46.7%	27.3%	-6.4%	19.1%
Regional West Medical Center School of Radiologic Technology	-7.7%	-8.3%	20.0%	10.0%
Xenon International School of Hair Design II	40.0%	15.7%	82.6%	111.3%
Nebraska State Total	**2.4%**	**1.8%**	**4.1%**	**6.0%**
***Note**: All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.				

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Table A1.2 Continued

[1]Data source for 1996–2006: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy. Since the Coordinating Commission made these adjustments recently, some enrollments reported in Table A1.2 are slightly higher or lower than in previous reports published by the Commission.

Estimated enrollments for fall 2007 are based on the latest available information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration
For the Nebraska State College System: System office
For the other sectors: Estimated enrollment that an institution reported to the NCES through Part B of the fall 2007 IPEDS Institutional Characteristics Survey or the actual headcount that the institution reported directly to the Coordinating Commission.

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

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

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

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

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

Table A1.3
Nebraska First-Time Freshmen Enrollment by Sector: Fall 1996–Fall 2006[1]

Part A: Full-Time, First-Time Freshmen

Number of Students	1996	1997	1998	1999	2000	2001
University of Nebraska	6,192	5,692	5,913	6,369	6,304	6,265
Nebraska State College System	1,243	1,235	1,240	1,231	1,209	1,095
Nebraska Community Colleges	3,486	4,042	4,117	4,302	4,506	4,939
Nebraska Independent Colleges and Universities	3,153	3,423	3,248	3,206	3,337	3,091
For-Profit/Career Schools*	1,046	1,232	1,086	1,329	1,495	1,832
Nebraska Total	15,120	15,624	15,604	16,437	16,851	17,222
% of Total Freshmen Enrolled	85.6%	84.0%	86.3%	86.2%	87.5%	86.5%

Number of Students	2002	2003	2004	2005	2006
University of Nebraska	6,413	6,327	6,023	6,392	6,629
Nebraska State College System	1,131	1,231	1,087	1,072	1,164
Nebraska Community Colleges	5,209	5,576	4,953	5,074	4,617
Nebraska Independent Colleges and Universities	3,257	3,629	3,495	3,380	3,379
For-Profit/Career Schools*	1,783	1,708	1,638	1,312	1,095
Nebraska Total	17,793	18,471	17,196	17,230	16,884
% of Total Freshmen Enrolled	86.8%	86.0%	87.0%	88.2%	88.8%

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	1-Year Change 05–06	**3-Year Change 03–06**
University of Nebraska	-4.8%	6.1%	3.7%	4.8%
Nebraska State College System	-11.7%	-1.4%	8.6%	-5.4%
Nebraska Community Colleges	-11.2%	2.4%	-9.0%	-17.2%
Nebraska Independent Colleges and Universities	-3.7%	-3.3%	0.0%	-6.9%
For-Profit/Career Schools*	-4.1%	-19.9%	-16.5%	-35.9%
Nebraska Total	**-6.9%**	**0.2%**	**-2.0%**	**-8.6%**

***Note**: For-profit schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.

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Table A1.3 Continued

Part B: Part-Time, First-Time Freshmen

Number of Students	1996	1997	1998	1999	2000	2001
University of Nebraska	426	288	325	260	258	287
Nebraska State College System	176	221	161	79	89	88
Nebraska Community Colleges	1,700	2,130	1,793	2,041	1,802	2,010
Nebraska Independent Colleges and Universities	145	202	151	135	143	154
For-Profit/Career Schools*	99	144	53	116	107	152
Nebraska Total	2,546	2,985	2,483	2,631	2,399	2,691
% of Total Freshmen Enrolled	14.4%	16.0%	13.7%	13.8%	12.5%	13.5%

Number of Students	2002	2003	2004	2005	2006
University of Nebraska	226	174	157	124	144
Nebraska State College System	71	62	66	60	29
Nebraska Community Colleges	2,081	2,357	1,958	1,856	1,737
Nebraska Independent Colleges and Universities	171	218	197	94	135
For-Profit/Career Schools*	162	185	187	162	92
Nebraska Total	2,711	2,996	2,565	2,296	2,137
% of Total Freshmen Enrolled	13.2%	14.0%	13.0%	11.8%	11.2%

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	1-Year Change 05–06	**3-Year Change 03–06**
University of Nebraska	-9.8%	-21.0%	16.1%	-17.2%
Nebraska State College System	6.5%	-9.1%	-51.7%	-53.2%
Nebraska Community Colleges	-16.9%	-5.2%	-6.4%	-26.3%
Nebraska Independent Colleges and Universities	-9.6%	-52.3%	43.6%	-38.1%
For-Profit/Career Schools*	1.1%	-13.4%	-43.2%	-50.3%
Nebraska Total	**-14.4%**	**-10.5%**	**-6.9%**	**-28.7%**

***Note**: For-profit schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.

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Table A1.3 Continued

Part C: Total First-Time Freshmen

Number of Students	1996	1997	1998	1999	2000	2001
University of Nebraska	6,618	5,980	6,238	6,629	6,562	6,552
Nebraska State College System	1,419	1,456	1,401	1,310	1,298	1,183
Nebraska Community Colleges	5,186	6,172	5,910	6,343	6,308	6,949
Nebraska Independent Colleges and Universities	3,298	3,625	3,399	3,341	3,480	3,245
For-Profit/Career Schools*	1,145	1,376	1,139	1,445	1,602	1,984
Nebraska Total	17,666	18,609	18,087	19,068	19,250	19,913

Number of Students	2002	2003	2004	2005	2006
University of Nebraska	6,639	6,501	6,180	6,516	6,773
Nebraska State College System	1,202	1,293	1,153	1,132	1,193
Nebraska Community Colleges	7,290	7,933	6,911	6,930	6,354
Nebraska Independent Colleges and Universities	3,428	3,847	3,692	3,474	3,514
For-Profit/Career Schools*	1,945	1,893	1,825	1,474	1,187
Nebraska Total	20,504	21,467	19,761	19,526	19,021

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	1-Year Change 05–06	**3-Year Change 03–06**
University of Nebraska	-4.9%	5.4%	3.9%	4.2%
Nebraska State College System	-10.8%	-1.8%	5.4%	-7.7%
Nebraska Community Colleges	-12.9%	0.3%	-8.3%	-19.9%
Nebraska Independent Colleges and Universities	-4.0%	-5.9%	1.2%	-8.7%
For-Profit/Career Schools*	-3.6%	-19.2%	-19.5%	-37.3%
Nebraska Total	**-7.9%**	**-1.2%**	**-2.6%**	**-11.4%**

***Note**: For-profit/career schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.

[1]Data Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy. Since the Coordinating Commission made these adjustments recently, some enrollments reported in Table A1.3 are slightly higher or lower than in previous reports published by the Commission.

Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1
Numbers of Nebraska High School Graduates
1992–1993 through 2006–2007[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%
2006-2007	19,061	2,186	0	104	21,351	0.8%

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

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]	Non Public 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
2006–07	16,051	320	884	1,200	165	18,620	18,853	2,144	20,996
Projected									
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, December 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. Graduates do not include GED recipients or completers who did not receive regular diplomas.

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

Table A2.4
Actual Changes in the Numbers and Percentages of Public High School Graduates by Race/Ethnicity: 2002–2003 Compared to 2006–2007[1]

Race/Ethnicity	2002–2003		2006–2007		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%	16,306	85.6%	-7.0%
Asian/Pacific Islander	279	1.4%	327	1.7%	17.2%
Hispanic	776	4.0%	1,144	6.0%	47.4%
Native American	167	0.8%	191	1.0%	14.4%
Black (non-Hispanic)	841	4.3%	1,093	5.7%	30.0%
Total for Public High Schools	19,604	100.0%	19,061	100.0%	-2.8%
Change in Percentage the Distribution of Graduates					Increase or Decrease in Percentage Points
White (non-Hispanic)	17,541	89.5%	16,306	85.6%	-3.9%
Asian/Pacific Islander	279	1.4%	327	1.7%	0.3%
Hispanic	776	4.0%	1,144	6.0%	2.0%
Native American	167	0.8%	191	1.0%	0.2%
Black (non-Hispanic)	841	4.3%	1,093	5.7%	1.4%
Total for Public High Schools	19,604	100.0%	19,061	100.0%	

[1]Official numbers of public high school graduates obtained from the Nebraska Department of Education in December 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.

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 A3.1
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. Public high schools do not include educational service units or state-operated schools.

[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
2006–2007[1]

County	County No.	Public School District	Four-Year Graduation Rate	No. of Graduates
2006–2007 Statewide Public Graduation Rate			88.4%	
Platte	71	Columbus Public Schools	88.1%	252
Buffalo	10	Kearney Public Schools	87.9%	343
Saline	76	Crete Public Schools	87.8%	108
Wayne	90	Wakefield Public Schools	87.5%	35
Hall	40	Doniphan-Trumbull Public Schools	86.7%	26
Deuel	25	South Platte Public Schools	86.7%	13
Dakota	22	So Sioux City Community Schools	86.6%	175
Clay	18	Sutton Public Schools	85.7%	12
Hall	40	Wood River Rural Schools	84.7%	50
Scotts Bluff	79	Scottsbluff Public Schools	84.5%	202
Scotts Bluff	79	Mitchell Public Schools	84.1%	37
Adams	01	Hastings Public Schools	83.8%	201
Dodge	27	Fremont Public Schools	83.3%	265
Dawson	24	Lexington Public Schools	81.9%	131
Gage	34	Southern School Dist 1	81.0%	34
Kimball	53	Kimball Public Schools	80.4%	37
Clay	18	Harvard Public Schools	80.0%	12
Colfax	19	Schuyler Community Schools	79.4%	85
Lancaster	55	Lincoln Public Schools	79.3%	1896
Scotts Bluff	79	Minatare Public Schools	77.8%	14
Hall	40	Grand Island Public Schools	77.3%	385
Madison	59	Madison Public Schools	73.5%	36
Douglas	28	Omaha Public Schools	69.2%	2088
Thurston	87	Walthill Public Schools	64.7%	11
Thurston	87	Winnebago Public Schools	63.6%	21
Knox	54	Santee Community Schools	53.3%	8
Thurston	87	Umo^{n}ho^{n} Nation Public School	22.6%	12

[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 A3.3
Nebraska Four-Year Graduation Rates
for Public and Nonpublic High Schools by Race/Ethnicity
2002–2003 through 2006–2007[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 A3.3 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%

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Table A3.3 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]
2006–2007					
Public High Schools					
White (non-Hispanic)	16,306	1,356	17,662	92.3%	7.7%
Asian/Pacific Islander	327	34	361	90.6%	9.4%
Hispanic	1,144	521	1,665	68.7%	31.3%
Native American	191	127	318	60.1%	39.9%
Black (non-Hispanic)	1,093	452	1,545	70.7%	29.3%
Public Total	19,061	2,490	21,551	88.4%	11.6%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,971	56	2,027	97.2%	2.8%
Asian/Pacific Islander	61	0	61	100.0%	0.0%
Hispanic	88	0	88	100.0%	0.0%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	59	0	59	100.0%	0.0%
Nonpublic Total	2,186	56	2,242	97.5%	2.5%

[1]Data source: Nebraska Department of Education, January 2007 and December 2007. Public high schools do not include educational service units or state-operated schools.

[2]See Explanatory Note A3.1 for information on how graduation and dropout rates are calculated.

Table A3.4
Distribution of Public High School Graduates and Dropouts by Race/Ethnicity
Based on Four-Year Graduation Rate Data
2002–2003 through 2006–2007[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%

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Table A3.4 Continued						
Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9th – 12th Grades	% of Dropouts	Total Graduates & Dropouts	% of Total Graduates & Dropouts
2005–2006						
Public High Schools						
White (non-Hispanic)	16,389	86.6%	1,438	56.4%	17,827	83.0%
Asian/Pacific Islander	337	1.8%	38	1.5%	375	1.7%
Hispanic	1,119	5.9%	533	20.9%	1,652	7.7%
Native American	181	1.0%	129	5.1%	310	1.4%
Black (non-Hispanic)	892	4.7%	413	16.2%	1,305	6.1%
Public Total	18,918	100.0%	2,551	100.0%	21,469	100.0%
2006–2007						
Public High Schools						
White (non-Hispanic)	16,306	85.5%	1,356	54.5%	17,662	82.0%
Asian/Pacific Islander	327	1.7%	34	1.4%	361	1.7%
Hispanic	1,144	6.0%	521	20.9%	1,665	7.7%
Native American	191	1.0%	127	5.1%	318	1.5%
Black (non-Hispanic)	1,093	5.7%	452	18.2%	1,545	7.2%
Public Total	19,061	100.0%	2,490	100.0%	21,551	100.0%

[1]Data source: Nebraska Department of Education, January 2007. Public high schools do not include educational service units or state-operated schools.

Table A3.5
Nebraska Four-Year Graduation Rates
for Public High Schools by Gender
2002–2003 through 2006–2007[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%
2006–2007					
Public High Schools					
Male	9,628	1,451	11,079	86.9%	13.1%
Female	9,433	1,039	10,472	90.1%	9.9%
Public Total	19,061	2,490	21,551	88.4%	11.6%

[1]Data source: Nebraska Department of Education, December 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 2006–2007[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	Umonhon Nation Public School	masked	18	33.3%
87-0017	Thurston	Winnebago Public Schools[2]	21	16	56.8%
		Total for 14 School Districts	6,045	2,567	70.2%
		% of Nebraska Public Total	30.8%	72.7%	
		Nebraska Public Total	19,604	3,531	84.7%
2003–2004					
01-0018	Adams	Hastings Public Schools	214	52	80.5%
19-0123	Colfax	Schuyler Central High School	81	24	77.1%
22-0011	Dakota	South Sioux City Community Schools	191	49	79.6%
24-0001	Dawson	Lexington Public Schools	131	45	74.4%
27-0001	Dodge	Fremont Public Schools	315	54	85.4%
28-0001	Douglas	Omaha Public Schools	2,383	1,144	67.6%
40-0002	Hall	Grand Island Public Schools	351	92	79.2%
54-0505	Knox	Santee Community Schools	masked	masked	25.0%
55-0001	Lancaster	Lincoln Public Schools	1,865	570	76.6%
56-0001	Lincoln	North Platte Public Schools	299	48	86.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	178	50	78.1%
87-0013	Thurston	Walthill Public Schools	masked	10	33.3%
87-0016	Thurston	Umonhon Nation Public School	13	masked	61.9%
87-0017	Thurston	Winnebago Public Schools	19	17	52.8%
		Total for 14 School Districts	6,048	2,172	73.6%
		% of Nebraska Public Total	31.1%	71.6%	
		Nebraska Public Total	19,462	3,034	86.5%

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Table A3.6 Continued					
County and District	County	District or School Name	No. of Graduates	No. of Dropouts 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^{n}ho^{n} Nation Public School	12	22	35.3%
87-0017	Thurston	Winnebago Public Schools[2]	22	masked	73.3%
		Total for 14 School Districts	5,980	2,046	74.5%
		% of Nebraska Public Total	31.1%	71.7%	
		Nebraska Public Total	19,225	2,852	87.1%
2005–2006					
01-0018	Adams	Hastings Public Schools	193	34	85.0%
19-0123	Colfax	Schuyler Central High School	88	22	80.0%
22-0011	Dakota	South Sioux City Community Schools	184	33	84.8%
24-0001	Dawson	Lexington Public Schools	147	47	75.8%
27-0001	Dodge	Fremont Public Schools	271	27	90.9%
28-0001	Douglas	Omaha Public Schools	2,228	941	70.3%
40-0002	Hall	Grand Island Public Schools	399	90	81.6%
54-0505	Knox	Santee Community Schools	masked	masked	57.1%
55-0001	Lancaster	Lincoln Public Schools	1,867	464	80.1%
56-0001	Lincoln	North Platte Public Schools	257	28	90.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	183	51	78.2%
87-0013	Thurston	Walthill Public Schools	masked	12	40.0%
87-0016	Thurston	Umo^{n}ho^{n} Nation Public School	17	32	34.7%
87-0017	Thurston	Winnebago Public Schools[2]	24	masked	75.0%
		Total for 14 School Districts	5,870	1,792	76.6%
		% of Nebraska Public Total	31.0%	70.2%	
		Nebraska Public Total	18,918	2,551	88.1%

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Table A3.6 Continued					
County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9th – 12th Grades	Four-Year Graduation Rate
2006–2007					
01-0018	Adams	Hastings Public Schools	201	39	83.8%
19-0123	Colfax	Schuyler Central High School	85	22	79.4%
22-0011	Dakota	South Sioux City Community Schools	175	27	86.6%
24-0001	Dawson	Lexington Public Schools	131	29	81.9%
27-0001	Dodge	Fremont Public Schools	265	53	83.3%
28-0001	Douglas	Omaha Public Schools	2,088	928	69.2%
40-0002	Hall	Grand Island Public Schools	385	113	77.3%
54-0505	Knox	Santee Community Schools	8	7	53.3%
55-0001	Lancaster	Lincoln Public Schools	1,896	496	79.3%
56-0001	Lincoln	North Platte Public Schools	251	17	93.7%
79-0032	Scotts Bluff	Scottsbluff Public Schools	202	37	84.5%
87-0013	Thurston	Walthill Public Schools	11	6	64.7%
87-0016	Thurston	Umo^{n}ho^{n} Nation Public School	12	41	22.6%
87-0017	Thurston	Winnebago Public Schools[2]	21	12	63.6%
		Total for 14 School Districts	5,731	1,827	75.8%
		% of Nebraska Public Total	30.1%	73.4%	
		Nebraska Public Total	19,061	2,490	88.4%

[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.
For 2006-2007: Nebraska Department of Education, December 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 2006–2007[1]

(In Descending Rank Order by 2006–2007 Graduation Rate)

County	District or School Name	2002-03	2003-04	2004-05	2005-06	2006-07
Lincoln	North Platte Public Schools	83.9%	86.2%	87.2%	90.2%	93.7%
Dakota	South Sioux City Community Schools	73.3%	79.6%	81.5%	84.8%	86.6%
Scotts Bluff	Scottsbluff Public Schools	84.1%	78.1%	74.6%	78.2%	84.5%
Adams	Hastings Public Schools	81.2%	80.5%	86.9%	85.0%	83.8%
Dodge	Fremont Public Schools	81.5%	85.4%	84.5%	90.9%	83.3%
Dawson	Lexington Public Schools	80.2%	74.4%	71.3%	75.8%	81.9%
Colfax	Schuyler Central High School	71.2%	77.1%	73.9%	80.0%	79.4%
Lancaster	Lincoln Public Schools	72.5%	76.6%	78.8%	80.1%	79.3%
Hall	Grand Island Public Schools	74.9%	79.2%	78.2%	81.6%	77.3%
Douglas	Omaha Public Schools	63.5%	67.6%	67.9%	70.3%	69.2%
Thurston	Walthill Public Schools	72.0%	33.3%	55.6%	40.0%	64.7%
Thurston	Winnebago Public Schools	56.8%	52.8%	73.3%	75.0%	63.6%
Knox	Santee Community Schools	66.7%	25.0%	47.1%	57.1%	53.3%
Thurston	Umo^{n}ho^{n} Nation Public School	33.3%	61.9%	35.3%	34.7%	22.6%
Graduation Rate for 14 Districts		**70.2%**	**73.6%**	**74.5%**	**76.6%**	**75.8%**
State Public Schools Graduation Rate		**84.7%**	**86.5%**	**87.1%**	**88.1%**	**88.4%**
Percentage-Point Difference between Graduation Rates		14.5%	12.9%	12.6%	11.5%	12.6%

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

Appendix 4

Nebraska Scores on ACT and SAT Student Assessments

Table A4.1
Percentages of Nebraska 2000–2007 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%**
2007	21,351	16,137	**75.6%**	1,325	**6.2%**

[1]Source: Nebraska Department of Education, October 2005 and December 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, 2006 and 2007.

[3]Source: College Examination Board, State Reports, 2003, 2004, 2005, 2006 and 2007.

[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: 2002–2007[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%
2007	**16,137**	1,300,599	**77%**	69%	**58%**	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%
2007	**49%**	43%	**34%**	28%	**27%**	23%

[1]Source: ACT High School Profile Report for Nebraska, 2007.

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 2002–2007[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
2007	9,539	59%	4,458	28%	2,140	13%	16,137

[1]Source: ACT High School Profile Report for Nebraska, 2007.

[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 Nebraska High School Graduates
Who Attended Degree-Granting Institutions in the United States
within 12 Months of High School Graduation
Fall 1996 – Fall 2006

High School Year	No. of High School Graduates[1]	IPEDS Survey	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months[2]	Continuation Rate[3]
1995–1996	19,810	Fall 1996	11,998	60.6%
1997–1998	21,663	Fall 1998	12,892	59.5%
1999–2000	21,718	Fall 2000	13,558	62.4%
2001–2002	21,661	**Fall 2002**	13,346	**61.6%**
2003–2004	21,718	**Fall 2004**	13,565	**62.5%**
2005-2006	21,188	**Fall 2006**	14,133	**66.7%**

[1]Data Source: Nebraska Department of Education, January 2007. 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, 2004 and 2006. Out-of-state data were obtained directly from the IPEDS database cutting tool. In-state data were obtained from the CCPE IPEDS survey download. To maintain data consistency in the future, the number of first-time freshmen in fall 2002 that was reported in the *2007 Nebraska Higher Education Progress* Report was changed from 13,349 to 13,346.

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

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

Table A5.2
College Continuation Rates for Nebraska High School Graduates
Who Attended Degree-Granting and Non-Degree-Granting Institutions
in the United States within 12 Months of High School Graduation
Fall 2004 and Fall 2006 Compared to 2002 Baseline

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

[1]Data Source: Nebraska Department of Education, January 2007. 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 2002, 2004 and 2006. Out-of-state data were obtained directly from the IPEDS database cutting tool. In-state data were obtained from the CCPE IPEDS survey download. To maintain data consistency in the future, the number of first-time freshmen who attended degree-granting institutions in fall 2002 that was reported in the *2007 Nebraska Higher Education Progress* Report was changed from 13,349 to 13,346. Similarly, the numbers of first-time freshmen who attended non-degree granting institutions were changed from 282 to 275 for fall 2002 and from 139 to 236 for fall 2004.

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

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

Table A5.3
In-State and Out-of State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States and the Estimated Number and Percentage of Nebraska High School Graduates Who Did Not Go to College within 12 Months of High School Graduation Fall 2004 and Fall 2006 Compared to 2002 Baseline

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

[1]Data Source: Nebraska Department of Education, January 2007. 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 2002, 2004 and 2006. Out-of-state data were obtained directly from the IPEDS database cutting tool. In-state data were obtained from the CCPE IPEDS survey download

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

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

Table A5.4
Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State, Degree-Granting and Non-Degree-Granting Colleges, Universities and Career Schools within 12 Months of High School Graduation by Type of Institution Fall 2006 Compared to the Fall 2002 Baseline[1]

Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended **Nebraska** Institutions			
	Fall 2002		**Fall 2006**	
	n	%	n	%
Private for-profit	399	3.6%	287	2.4%
Private not-for-profit	1,592	14.3%	1,770	15.1%
Subtotal	1,991	17.9%	2,057	17.5%
Public, 2-year	3,014	27.1%	3,426	29.2%
Public, 4-year	6,097	54.9%	6,253	53.3%
Subtotal	9,111	82.1%	9,679	82.5%
Total to Nebraska Institutions	11,102	100.0%	11,736	100.0%

Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended **Out-of-State** Institutions			
	Fall 2002		**Fall 2006**	
	n	%	n	%
Private for-profit	131	5.2%	109	4.2%
Private not-for-profit	1,050	41.7%	1,107	42.3%
Subtotal	1,181	46.9%	1,216	46.5%
Public, 2-year	294	11.7%	394	15.1%
Public, 4-year	1,044	41.4%	1,006	38.5%
Subtotal	1,338	53.1%	1,400	53.5%
Total to Out-of-State Institutions	2,519	100.0%	2,616	100.0%
Total All States	13,621		14,352	

[1]Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002 and 2006. Out-of-state data were obtained directly from the IPEDS database cutting tool. In-state data were obtained from the CCPE IPEDS survey download.

Appendix 6

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

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

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

For this report, out-of-state data were obtained directly from the IPEDS database cutting tool, whereas in-state data were obtained from the CCPE IPEDS survey download from IPEDS. In-state statistics reported in previous editions of this report were based on data obtained from the IPEDS database cutting tool, rather than from the CCPE IPEDS survey download. Due to unexplained differences between the data that are retrieved from the cutting tool and download, some of the statistics reported in this section for 2002 and 2004 are slightly higher or lower than in previous editions of this 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 attend non-degree-granting schools are excluded from the analyses in this report because the residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002 or 2004.

All Nebraska-Resident, First-Time Freshmen by Type of Institution Attended Fall 2002 and Fall 2006[1]

Type of Institution Attended	Number and Percentage of All Nebraska-Resident First-Time Freshmen					
	Fall 2002		**Fall 2004**		**Fall 2006**	
	n	%	n	%	n	%
Degree-Granting	19,807	96.9%	18,693	96.2%	18,322	97.4%
Non-Degree-Granting	627	3.1%	736	3.8%	484	2.6%
Total	20,434	100.0%	19,429	100.0%	18,806	100.0%

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

The data collected from degree-granting, independent institutions and for-profit 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. See Table A6.8, Table A6.9 and Table A6.10 for the institutions that did not provide this information in 2002, 2004 and 2006.

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 and Fall 2006 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**		**Fall 2006**			
	n	%	n	%	n	%	n	%
Nebraska Schools	10,833	81.2%	10,887	80.3%	11,547	81.7%	714	6.6%
Out-of-State Schools	**2,513**	18.8%	**2,678**	19.7%	**2,586**	18.3%	**73**	2.9%
Total	13,346	100.0%	13,565	100.0%	14,133	100.0%	787	5.9%

[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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 and Fall 2006 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 Within 12 Months of High School Graduation						Change Since Fall 2002	
	Fall 2002		**Fall 2004**		**Fall 2006**			
	n	%	n	%	n	%	n	%
University of Nebraska	5,313	49.0%	4,988	45.8%	5,452	47.2%	139	2.6%
Nebraska State College System	880	8.1%	818	7.5%	892	7.7%	12	1.4%
Nebraska Community Colleges	2,918	26.9%	3,084	28.3%	3,326	28.8%	408	14.0%
Public Total	**9,111**	**84.1%**	**8,890**	**81.7%**	**9,670**	**83.7%**	**559**	**6.1%**
Independent Colleges and Universities	1,600	14.8%	1,847	17.0%	1,779	15.4%	179	11.2%
For-Profit Schools	122	1.1%	150	1.4%	98	0.8%	-24	-19.7%
Nebraska Total	**10,833**	**100.0%**	**10,887**	**100.0%**	**11,547**	**100.0%**	**714**	**6.6%**

[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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 and Fall 2006 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**		**Fall 2006**			
	n	%	n	%	n	%	n	%
Nebraska Schools	5,870	90.9%	4,546	88.7%	3,670	87.6%	-2,200	-37.5%
Out-of-State Schools	591	9.1%	582	11.3%	519	12.4%	-72	-12.2%
Total	6,461	100.0%	5,128	100.0%	4,189	100.0%	-2,272	-35.2%

[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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 and Fall 2006 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**		**Fall 2006**			
	n	%	n	%	n	%	n	%
University of Nebraska	314	5.3%	158	3.5%	233	6.3%	-81	-25.8%
Nebraska State College System	54	0.9%	63	1.4%	44	1.2%	-10	-18.5%
Nebraska Community Colleges	3,976	67.7%	3,362	74.0%	2,646	72.1%	-1,330	-33.5%
Public Total	**4,344**	**74.0%**	**3,583**	**78.8%**	**2,923**	**79.6%**	**-1,421**	**-32.7%**
Independent Colleges and Universities	444	7.6%	252	5.5%	232	6.3%	-212	-47.7%
For-Profit Schools	1,082	18.4%	711	15.6%	515	14.0%	-567	-52.4%
Nebraska Total	**5,870**	**100.0%**	**4,546**	**100.0%**	**3,670**	**100.0%**	**-2,200**	**-37.5%**

[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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 and Fall 2006 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**		**Fall 2006**	
	n	%	n	%	n	%
Degree-Granting	**3,030**	98.3%	**3,040**	98.4%	**3,233**	99.1%
Non-Degree-Granting	**51**	1.7%	**50**	1.6%	**28**	0.9%
Total	3,081	100.0%	3,090	100.0%	3,261	100.0%

[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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 and Fall 2006 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 Postsecondary Institutions Within 12 Months of High School Graduation						Change Since Fall 2002	
	Fall 2002		**Fall 2004**		**Fall 2006**			
	n	%	n	%	n	%	n	%
University of Nebraska	854	37.4%	805	33.2%	966	34.7%	112	13.1%
Nebraska State College System	240	10.5%	253	10.4%	227	8.2%	-13	-5.4%
Nebraska Community Colleges	143	6.3%	142	5.9%	200	7.2%	57	39.9%
Public Total	**1,237**	54.2%	**1,200**	49.5%	**1,393**	50.1%	**156**	12.6%
Independent Colleges and Universities	1,032	45.2%	1,196	49.3%	1,374	49.4%	342	33.1%
For-Profit Schools	12	0.5%	28	1.2%	16	0.6%	4	33.3%
Nebraska Total	**2,281**	100.0%	**2,424**	100.0%	**2,783**	100.0%	**502**	22.0%

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

Table A6.7
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting, Postsecondary Institutions
More than 12 Months after High School Graduation
Fall 2004 and Fall 2006 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 Postsecondary Institutions More than 12 Months after High School Graduation						Change Since Fall 2002	
	Fall 2002		**Fall 2004**		**Fall 2006**			
	n	%	n	%	n	%	n	%
University of Nebraska	104	13.9%	68	11.0%	116	25.8%	12	11.5%
Nebraska State College System	25	3.3%	16	2.6%	23	5.1%	-2	-8.0%
Nebraska Community Colleges	220	29.4%	183	29.7%	152	33.8%	-68	-30.9%
Public Total	**349**	46.6%	**267**	43.3%	**291**	64.7%	**-58**	-16.6%
Independent Colleges and Universities	275	36.7%	265	43.0%	102	22.7%	-173	-62.9%
For-Profit Schools	125	16.7%	84	13.6%	57	12.7%	-68	-54.4%
Nebraska Total	**749**	**100.0%**	**616**	**100.0%**	**450**	**100.0%**	**-299**	-39.9%

[1]Data Source: National Center for Education Statistics, fall 2002, 2004 and 2006 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 A6.8
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**	**86.2%**	**744**	**12.1%**	**110**	**1.8%**	**6,167**
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.5%	47	4.6%	1,018
University of Nebraska-Lincoln	2,934	83.1%	534	15.1%	62	1.8%	3,530
University of Nebraska at Omaha	1,399	92.5%	113	7.5%	1	0.1%	1,513
Nebraska State College System	**880**	**78.6%**	**238**	**21.3%**	2	0.2%	1,120
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%			153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
Nebraska Community Colleges	**2,918**	**95.3%**	**137**	**4.5%**	**6**	**0.2%**	**3,061**
Central Community College	298	98.0%	6	2.0%			304
Metropolitan Community College	613	96.7%	21	3.3%			634
Mid-Plains Community College	211	92.5%	15	6.6%	2	0.9%	228
Northeast Community College	578	93.7%	35	5.7%	4	0.6%	617
Southeast Community College	987	97.0%	31	3.0%			1,018
Western Nebraska Community College	231	88.8%	29	11.2%			260
Nebraska Public Institutions	**9,111**	**88.0%**	**1,119**	**10.8%**	**118**	**1.1%**	**10,348**
Nebraska Independent Colleges and Universities	**1,600**	**60.8%**	**987**	**37.5%**	**45**	**1.7%**	**2,632**
Bellevue University	No information						
BryanLGH College of Health Sciences	Not applicable						
Clarkson College	28	80.0%	7	20.0%			35
College of St. Mary	62	80.5%	14	18.2%	1	1.3%	77
Concordia University	No information						
Creighton University	325	40.7%	463	58.0%	10	1.3%	798
Dana College	62	47.0%	70	53.0%			132
Doane College	227	81.7%	51	18.3%			278
Grace University	42	50.0%	42	50.0%			84
Hastings College	207	75.3%	65	23.6%	3	1.1%	275
Little Priest Tribal College	7	100.0%					7
Midland Lutheran College	209	81.3%	47	18.3%	1	0.4%	257
Nebraska Christian College	28	46.7%	29	48.3%	3	5.0%	60
Nebraska Indian Community College	1	100.0%					1
Nebraska Methodist College	26	83.9%	5	16.1%			31
Nebraska Wesleyan University	319	94.9%	17	5.1%			336
Platte Valley Bible College	2	28.6%	5	71.4%			7
Union College	23	13.4%	125	72.7%	24	14.0%	172
York College	32	39.0%	47	57.3%	3	3.7%	82

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Table A6.8 Fall 2002 Continued							
Sector or Institutions	**Nebraska Students**		**Out-of-State Students**		**Foreign Students**		**Total**
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
For-Profit Degree-Granting Schools	**122**	**91.0%**	**12**	**9.0%**	**0**	**0.0%**	**134**
Hamilton College-Lincoln Campus	51	100.0%					51
Hamilton College-Omaha Campus	37	92.5%	3	7.5%			40
ITT Technical Institute-Omaha	15	78.9%	4	21.1%			19
Myotherapy Institute	No information						
The Creative Center	No information						
Vatterott College	13	72.2%	5	27.8%		0.0%	18
Vatterott College (Spring Valley Campus)	6	100.0%					6
Total Degree-Granting Institutions	**10,833**	**82.6%**	**2,118**	**16.2%**	**163**	**1.2%**	**13,114**
Non-Degree-Granting Institutions	**269**	**91.8%**	**24**	**8.2%**	**0**	**0.0%**	**293**
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	72	90.0%	8	10.0%			80
College of Hair Design	24	100.0%		0.0%			24
Fullen School of Hair Design	No information						
Josephs College of Beauty-Lincoln	82	97.6%	2	2.4%			84
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	65	82.3%	14	17.7%			79
Nebraska Total	**11,102**	**82.8%**	**2,142**	**16.0%**	**163**	**1.2%**	**13,407**

[1]Source: National Center for Education Statistics, fall 2002 IPEDS survey.
Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Table A6.9
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska 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%			99
University of Nebraska at Kearney	951	88.1%	68	6.3%	61	5.6%	1,080
University of Nebraska-Lincoln	2,511	81.4%	534	17.3%	40	1.3%	3,085
University of Nebraska at Omaha	1,449	94.8%	78	5.1%	2	0.1%	1,529
Nebraska State College System	**818**	**76.4%**	**253**	**23.6%**	**0**	**0.0%**	**1,071**
Chadron State College	231	63.8%	131	36.2%			362
Peru State College	139	79.9%	35	20.1%			174
Wayne State College	448	83.7%	87	16.3%			535
Nebraska Community Colleges	**3,084**	**95.6%**	**138**	**4.3%**	**4**	**0.1%**	**3,226**
Central Community College	362	98.9%	4	1.1%			366
Metropolitan Community College	668	98.1%	13	1.9%			681
Mid-Plains Community College	162	83.1%	33	16.9%			195
Northeast Community College	578	94.3%	35	5.7%			613
Southeast Community College	1,084	96.0%	45	4.0%			1,129
Western Nebraska Community College	230	95.0%	8	3.3%	4	1.7%	242
Nebraska Public Institutions	**8,890**	**88.1%**	**1,093**	**10.8%**	**107**	**1.1%**	**10,090**
Nebraska Independent Colleges and Universities	**1,847**	**60.7%**	**1,186**	**39.0%**	**10**	**0.3%**	**3,043**
Bellevue University	39	84.8%	7	15.2%			46
BryanLGH College of Health Sciences	3	100.0%					3
Clarkson College	25	67.6%	12	32.4%			37
College of St. Mary	59	83.1%	12	16.9%			71
Concordia University	87	37.0%	148	63.0%			235
Creighton University	365	37.9%	596	61.8%	3	0.3%	964
Dana College	120	59.1%	83	40.9%			203
Doane College	242	79.3%	62	20.3%	1	0.3%	305
Grace University	18	29.0%	44	71.0%			62
Hastings College	221	77.3%	65	22.7%			286
Little Priest Tribal College	14	87.5%	2	12.5%			16
Midland Lutheran College	200	80.0%	47	18.8%	3	1.2%	250
Nebraska Christian College	21	56.8%	16	43.2%			37
Nebraska Indian Community College	No information						
Nebraska Methodist College	No information						
Nebraska Wesleyan University	397	94.1%	25	5.9%			422
Platte Valley Bible College	2	25.0%	6	75.0%			8
Union College	No information						
York College	34	34.7%	61	62.2%	3	3.1%	98

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Table A6.9 Fall 2004 Continued							
Sector or Institutions	**Nebraska Students**		**Out-of-State Students**		**Foreign Students**		**Total**
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
For-Profit Degree-Granting Schools	**150**	**84.3%**	**28**	**15.7%**	**0**	**0.0%**	**178**
Hamilton College-Lincoln Campus	54	100.0%					54
Hamilton College-Omaha Campus	27	90.0%	3	10.0%			30
ITT Technical Institute-Omaha	27	71.1%	11	28.9%			38
Myotherapy Institute	10	100.0%					10
The Creative Center	24	64.9%	13	35.1%			37
Vatterott College	Reported with Spring Valley						
Vatterott College (Spring Valley Campus)	8	88.9%	1	11.1%			9
Total Degree-Granting Institutions	**10,887**	**81.8%**	**2,307**	**17.3%**	**117**	**0.9%**	**13,311**
Non-Degree-Granting Institutions	**211**	**94.6%**	**12**	**5.4%**	**0**	**0.0%**	**223**
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	0						0
College of Hair Design	23	92.0%	2	8.0%			25
Fullen School of Hair Design	8	100.0%	0	0.0%			8
Josephs College of Beauty-Lincoln	64	98.5%	1	1.5%			65
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	116	92.8%	9	7.2%			125
Nebraska Total	**11,098**	**82.0%**	**2,319**	**17.1%**	**117**	**0.9%**	**13,534**

[1]Source: National Center for Education Statistics, fall 2004 IPEDS survey.
Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Table A6.10
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2006[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	**5,452**	**84.9%**	**879**	**13.7%**	**87**	**1.4%**	**6,418**
NCTA-Curtis	91	79.8%	23	20.2%			114
University of Nebraska at Kearney	804	88.3%	57	6.3%	50	5.5%	911
University of Nebraska-Lincoln	3,038	80.5%	705	18.7%	33	0.9%	3,776
University of Nebraska at Omaha	1,519	93.9%	94	5.8%	4	0.2%	1,617
Nebraska State College System	**892**	**79.7%**	**227**	**20.3%**	**0**	**0.0%**	**1,119**
Chadron State College	217	66.6%	109	33.4%			326
Peru State College	168	85.3%	29	14.7%			197
Wayne State College	507	85.1%	89	14.9%			596
Nebraska Community Colleges	**3,326**	**94.3%**	**193**	**5.5%**	**7**	**0.2%**	**3,526**
Central Community College	694	99.1%	6	0.9%			700
Metropolitan Community College	751	97.2%	22	2.8%			773
Mid-Plains Community College	149	75.6%	47	23.9%	1	0.5%	197
Northeast Community College	550	96.2%	22	3.8%			572
Southeast Community College	927	95.2%	47	4.8%			974
Western Nebraska Community College	255	82.3%	49	15.8%	6	1.9%	310
Nebraska Public Institutions	**9,670**	**87.4%**	**1,299**	**11.7%**	**94**	**0.8%**	**11,063**
Nebraska Independent Colleges and Universities	**1,779**	**56.4%**	**1,359**	**43.1%**	**15**	**0.5%**	**3,153**
Bellevue University	69	90.8%	7	9.2%			76
BryanLGH College of Health Sciences	4	100.0%					4
Clarkson College	No information						
College of St. Mary	56	74.7%	19	25.3%			75
Concordia University	113	39.4%	174	60.6%			287
Creighton University	357	37.0%	602	62.4%	5	0.5%	964
Dana College	78	56.1%	61	43.9%			139
Doane College	195	79.6%	50	20.4%			245
Doane College-Lincoln	5	100.0%					5
Grace University	48	75.0%	16	25.0%			64
Hastings College	172	65.9%	87	33.3%	2	0.8%	261
Little Priest Tribal College	11	91.7%	1	8.3%			12
Midland Lutheran College	210	78.7%	57	21.3%			267
Nebraska Christian College	19	45.2%	23	54.8%			42
Nebraska Indian Community College	9	100.0%					9
Nebraska Methodist College	20	90.9%	2	9.1%			22
Nebraska Wesleyan University	369	89.6%	40	9.7%	3	0.7%	412
Platte Valley Bible College	1	50.0%	1	50.0%			2
Union College	23	12.6%	156	85.2%	4	2.2%	183
York College	20	23.8%	63	75.0%	1	1.2%	84

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Table A6.10 Fall 2006 Continued							
Sector or Institutions	**Nebraska Students**		**Out-of-State Students**		**Foreign Students**		**Total**
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
For-Profit Degree-Granting Schools	**98**	**86.0%**	**16**	**14.0%**	**0**	**0.0%**	**114**
Hamilton College-Lincoln Campus	53	96.4%	2	3.6%			55
Hamilton College-Omaha Campus	10	100.0%					10
ITT Technical Institute-Omaha	13	76.5%	4	23.5%			17
Myotherapy Institute	7	100.0%					7
The Creative Center	12	54.5%	10	45.5%			22
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							
Vatterott College	No information						
Vatterott College (Spring Valley Campus)							
Total Degree-Granting Institutions	**11,547**	**80.6%**	**2,674**	**18.7%**	**109**	**0.8%**	**14,330**
Non-Degree-Granting Institutions	**189**	**94.5%**	**11**	**5.5%**	**0**	**0.0%**	**200**
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	13	100.0%					13
College of Hair Design	24	96.0%	1	4.0%			25
Fullen School of Hair Design							1
Josephs College of Beauty-Lincoln	76	95.0%	4	5.0%			80
La'James International College	42	95.5%	2	4.5%			44
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	11	73.3%	4	26.7%			15
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	22	100.0%					22
Nebraska Total	**11,736**	**80.8%**	**2,685**	**18.5%**	**109**	**0.8%**	**14,530**

[1]Source: National Center for Education Statistics, fall 2006 IPEDS survey.
Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Table A6.11
Net Migration of First-Time Freshmen Who Attended Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation
Fall 2004 and Fall 2006 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**	**Fall 2006**	Change Since Fall 2002
In-Migration **Non-Nebraska** Students Enrolled at **Nebraska** Colleges and Universities	2,281[1]	2,424	2,783	+ 502
Out-Migration **Resident Nebraska** Students Enrolled at **Out-of-State** Colleges and Universities	2,513[2]	2,678	2,586	+ 73
Net Migration	**- 232**	**- 254**	**+ 197**	+ 429

[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, 2004 and 2006 IPEDS surveys. Counts include full-time and part-time students. Counts of non-Nebraskans include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

Appendix 7

Nebraska First-Time Freshmen Enrollments by Race/Ethnicity

Technical Note A7.1
All of the data summarized in this appendix are downloaded from the National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), with minor data adjustments as needed for improved data accuracy. Since the Coordinating Commission made these adjustments recently, some enrollments reported in section 1.4 and this appendix are slightly higher or lower than in previous reports published by the Commission.

Table A7.1
Changes in the Number of First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity
Fall 2006 Compared to Fall 2003[1]

Race/Ethnicity	Number of First-Time Freshmen				**Change from Fall 2003 to Fall 2006**	
	Fall 2003	**Fall 2004**	**Fall 2005**	**Fall 2006**	Change in Number of Students	% Change in Number of Students
White (non-Hispanic)	18,086	16,586	16,310	15,604	**-2,482**	**-13.7%**
Asian/Pacific Islander	365	373	434	439	**74**	**20.3%**
Hispanic	696	752	797	861	**165**	**23.7%**
Native American	203	226	168	217	**14**	**6.9%**
Black (non-Hispanic)	922	840	876	839	**-83**	**-9.0%**
Total Students	20,272	18,777	18,585	17,960	**-2,312**	**-11.4%**

Data Source: National Center for Education Statistics, fall 2003, 2004, 2005, and 2006 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 2003 through Fall 2006 and Fall 2006 Compared to Fall 2003[1]

	Number of Students	Number of Students	Number of Students	Number of Students	**Change from Fall 2003 to Fall 2006**	
Sector of Higher Education	**Fall 2003**	**Fall 2004**	**Fall 2005**	**Fall 2006**	Change in Number of Students	% Change in Number of Students
University of Nebraska	5,594	5,300	5,485	5,652	58	1.0%
Nebraska State College System	1,150	999	985	984	-166	-14.4%
Nebraska Community Colleges	6,679	5,841	5,835	5,214	-1,465	-21.9%
Independent Colleges & Universities	3,147	2,992	2,862	2,868	-279	-8.9%
Degree-Granting For-Profit Schools	895	759	716	477	-418	-46.7%
Non-Degree-Granting For-Profit Schools	621	695	427	409	-212	-34.1%
Total White (non-Hispanic)	**18,086**	**16,586**	**16,310**	**15,604**	**-2,482**	**-13.7%**

[1]Data Source: National Center for Education Statistics, fall 2003, 2004, 2005, and 2006 IPEDS surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity. For-profit schools include non-profit schools of radiologic technology.

Table A7.3
Comparison of the Percentage Distributions of Nebraska High School Graduates and First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity 2002–2003/Fall 2003 through 2005–2006/Fall 2006[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%	18,086	89.2%	-0.5%
Asian/Pacific Islander	334	1.5%	365	1.8%	0.3%
Hispanic	836	3.8%	696	3.4%	-0.4%
Native American	177	0.8%	203	1.0%	0.2%
Black (non-Hispanic)	921	4.2%	922	4.6%	0.4%
Total Students	21,972	100.0%	20,272	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%	16,586	88.3%	-0.5%
Asian/Pacific Islander	349	1.6%	373	2.0%	0.4%
Hispanic	960	4.4%	752	4.0%	-0.4%
Native American	182	0.8%	226	1.2%	0.4%
Black (non-Hispanic)	937	4.3%	840	4.5%	0.2%
Total Students	21,718	100.0%	18,777	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%	16,310	87.8%	-0.2%
Asian/Pacific Islander	367	1.7%	434	2.3%	0.6%
Hispanic	1,148	5.3%	797	4.3%	-1.0%
Native American	203	0.9%	168	0.9%	0.0%
Black (non-Hispanic)	892	4.1%	876	4.7%	0.6%
Total Students	21,647	100.0%	18,585	100.0%	

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Table A7.3 Continued					
Race/Ethnicity	2005–2006 Nebraska High School (HS) Graduates		Fall 2006 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,448	87.1%	15,604	86.9%	-0.2%
Asian/Pacific Islander	382	1.8%	439	2.4%	0.6%
Hispanic	1186	5.6%	861	4.8%	-0.8%
Native American	202	1.0%	217	1.2%	0.3%
Black (non-Hispanic)	970	4.6%	839	4.7%	0.1%
Total Students	21,188	100.0%	17,960	100.0%	

[1]Official numbers of high school graduates obtained from the Nebraska Department of Education in January 2008. 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, 2005 and 2006 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 2006[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	30.9%	116	31.8%	166	23.9%
Nebraska State College System	1,150	6.4%	3	0.8%	31	4.5%
Community Colleges	6,679	36.9%	131	35.9%	262	37.6%
Independent Colleges and Universities	3,147	17.4%	89	24.4%	173	24.9%
Degree-Granting Private Career Schools	895	4.9%	21	5.8%	47	6.8%
Non-Degree-Granting Private Career Schools	621	3.4%	5	1.4%	17	2.4%
Total	18,086	100.0%	365	100.0%	696	100.0%

Sector	**Native American**		**Black** (Non-Hispanic)		**Total**	
University of Nebraska	33	16.3%	160	17.4%	6,069	29.9%
Nebraska State College System	18	8.9%	42	4.6%	1,244	6.1%
Community Colleges	52	25.6%	330	35.8%	7,454	36.8%
Independent Colleges and Universities	93	45.8%	137	14.9%	3,639	18.0%
Degree-Granting Private Career Schools	4	2.0%	216	23.4%	1,183	5.8%
Non-Degree-Granting Private Career Schools	3	1.5%	37	4.0%	683	3.4%
Total	203	100.0%	922	100.0%	20,272	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	33.5%	199	26.5%
Nebraska State College System	999	6.0%	4	1.1%	24	3.2%
Community Colleges	5,841	35.2%	108	29.0%	317	42.2%
Independent Colleges and Universities	2,992	18.0%	114	30.6%	151	20.1%
Degree-Granting Private Career Schools	759	4.6%	17	4.6%	33	4.4%
Non-Degree-Granting Private Career Schools	695	4.2%	5	1.3%	28	3.7%
Total	16,586	100.0%	373	100.0%	752	100.0%
Sector	**Native American**		**Black** (Non-Hispanic)		**Total**	
University of Nebraska	33	14.6%	159	18.9%	5,816	31.0%
Nebraska State College System	18	8.0%	41	4.9%	1,086	5.8%
Community Colleges	41	18.1%	291	34.6%	6,598	35.1%
Independent Colleges and Universities	117	51.8%	110	13.1%	3,484	18.6%
Degree-Granting Private Career Schools	8	3.5%	198	23.6%	1,015	5.4%
Non-Degree-Granting Private Career Schools	9	4.0%	41	4.9%	778	4.1%
Total	226	100.0%	840	100.0%	18,777	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	33.6%	155	35.7%	245	30.7%
Nebraska State College System	985	6.0%	13	3.0%	17	2.1%
Community Colleges	5,835	35.8%	128	29.5%	353	44.3%
Independent Colleges and Universities	2,862	17.5%	117	27.0%	124	15.6%
Degree-Granting Private Career Schools	716	4.4%	16	3.7%	38	4.8%
Non-Degree-Granting Private Career Schools	427	2.6%	5	1.2%	20	2.5%
Total	16,310	100.0%	434	100.0%	797	100.0%
Sector	**Native American**[2]		**Black** (Non-Hispanic)		Total	
University of Nebraska	40	23.8%	197	22.5%	6,122	32.9%
Nebraska State College System	16	9.5%	39	4.5%	1,070	5.8%
Community Colleges	50	29.8%	304	34.7%	6,670	35.9%
Independent Colleges and Universities	54	32.1%	116	13.2%	3,273	17.6%
Degree-Granting Private Career Schools	5	3.0%	177	20.2%	952	5.1%
Non-Degree-Granting Private Career Schools	3	1.8%	43	4.9%	498	2.7%
Total	168	100.0%	876	100.0%	18,585	100.0%

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Table A7.4 Continued						
Fall 2006						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
University of Nebraska	5,652	36.2%	181	41.2%	286	33.2%
Nebraska State College System	984	6.3%	10	2.3%	33	3.8%
Community Colleges	5,214	33.4%	119	27.1%	382	44.4%
Independent Colleges and Universities	2,868	18.4%	117	26.7%	126	14.6%
Degree-Granting Private Career Schools	477	3.1%	6	1.4%	16	1.9%
Non-Degree-Granting Private Career Schools	409	2.6%	6	1.4%	18	2.1%
Total	15,604	100.0%	439	100.0%	861	100.0%
Sector	**Native American**[2]		**Black** (Non-Hispanic)		Total	
University of Nebraska	49	22.6%	203	24.2%	6,371	35.5%
Nebraska State College System	20	9.2%	45	5.4%	1,092	6.1%
Community Colleges	65	30.0%	306	36.5%	6,086	33.9%
Independent Colleges and Universities	68	31.3%	101	12.0%	3,280	18.3%
Degree-Granting Private Career Schools	6	2.8%	133	15.9%	638	3.6%
Non-Degree-Granting Private Career Schools	9	4.1%	51	6.1%	493	2.7%
Total	217	100.0%	839	100.0%	17,960	100.0%

[1]Source: National Center for Education Statistics, fall 2003, 2004, 2005, and 2006 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 46 (21.2%) of the 217 Native Americans who were first-time freshmen in 2006 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 22 (10.1%) 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	28.7%	Independent Colleges and Universities	12.9%
Nebraska State College System	11.7%	Degree-Granting Private Career Schools	3.5%
Nebraska Community Colleges	38.0%	Non-Degree-Granting Private Career Schools	5.3%

Table A7.5
Nebraska First-Time Freshmen Enrollment at Independent Colleges & Universities by Race/Ethnicity: 2006[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)	2,868	87.4%	9	16.4%	2,859	88.7%
Asian/Pacific Islander	117	3.6%	0	0.0%	117	3.6%
Hispanic	126	3.8%	0	0.0%	126	3.9%
Native American	68	2.1%	46	83.6%	22	0.7%
Black (non-Hispanic)	101	3.1%	0	0.0%	101	3.1%
Total Students	3,280	100.0%	55	100.0%	3,225	100.0%

[1]Data Source: National Center for Education Statistics, Fall 2006 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.

Table A7.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2003 through Fall 2006[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%

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Table A7.6 Continued								
Fall 2006								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,652	88.7%	984	90.1%	5,214	85.7%	11,850	87.5%
Asian[2]	181	2.8%	10	0.9%	119	2.0%	310	2.3%
Hispanic	286	4.5%	33	3.0%	382	6.3%	701	5.2%
Native American	49	0.8%	20	1.8%	65	1.1%	134	1.0%
Black (non-Hispanic)	203	3.2%	45	4.1%	306	5.0%	554	4.1%
Total	6,371	100.0%	1,092	100.0%	6,086	100.0%	13,549	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)	2,868	87.4%	477	74.8%	409	83.0%	15,604	86.9%
Asian[2]	117	3.6%	6	0.9%	6	1.2%	439	2.4%
Hispanic	126	3.8%	16	2.5%	18	3.7%	861	4.8%
Native American	68	2.1%	6	0.9%	9	1.8%	217	1.2%
Black (non-Hispanic)	101	3.1%	133	20.8%	51	10.3%	839	4.7%
Total	3,280	100.0%	638	100.0%	493	100.0%	17,960	100.0%

[1]Source: National Center for Education Statistics, fall 2003, 2004, 2005, and 2006 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 2006, excluding the enrollments of Little Priest Tribal College and Nebraska Indian Community College.

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 Special Leveraging Educational Assistance Partnership Program authorizations and from the state through the Nebraska Lottery and the state's general fund. Because this program is based on Pell Grant eligibility, students must demonstrate financial need to receive a Nebraska State Grant.

- **Academic Competitiveness Grants (ACGs):** Created under the Higher Education Reconciliation Act of 2005, ACGs are need-based but limited to students who have demonstrated academic achievement. To receive an ACG, a student must be a college freshman or sophomore, a U.S. citizen, Pell Grant-eligible, and have completed a program of rigorous high school course work as defined by their state and recognized by the U.S. Secretary of Education. ACGs provide additional funds of up to $750 for first-year college students and up to an additional $1,300 for second-year students who are enrolled full time and maintain a 3.0 GPA in college. Institutions began to award these grants beginning in the 2006–2007 academic year.

- **National Science and Mathematics Access to Retain Talent (SMART) grants**: Created under the Higher Education Reconciliation Act of 2005, SMART grants are need-based but limited to students majoring in specified fields who maintain B averages in college. To receive a SMART grant, a student must be a third- or fourth-year college student; a U.S. citizen; Pell Grant-eligible; enrolled full time; majoring in a designated science, technology, mathematics, or critical language; and maintaining a 3.0 GPA. Students who meet these criteria will automatically receive up to $4,000 in additional financial aid. Institutions began to award SMART grants beginning in the 2006–2007 academic year.

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Explanatory Note A8.1 Continued

Definitions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students, continued:

- **Teacher Education Assistance for College and Higher Education (TEACH) grants**: The TEACH grant program was established under the College Cost Reduction and Access Act (CCRAA) to benefit current and prospective teachers. Beginning in 2008-2009, students may be awarded up to $4,000 per academic year. Undergraduate and post-baccalaureate students may receive up to a total of $16,000, while graduate students may receive up to $8,000. Eligible students must be currently completing or planning to complete coursework necessary to begin a career in teaching. There are, however, graduate degree alternatives for teachers or retirees with experience in a teacher shortage area. To be considered for a grant, a student must have a score above the 75th percentile on an admissions test, such as SAT, ACE or GRE and at least a 3.25 GPA. Students must sign an understanding of terms document to certify that they understand the terms of the grant and the teaching service requirements. The student must teach full time for at least four years within eight years of completing the program at a Title I school as a highly qualified teach and/or in a specified subject area (mathematics, science, foreign language, bilingual education, special education, reading or another "high need" field. If service is not met, the grant must be repaid as an unsubsidized direct Stafford Loan with interest from the date(s) of original disbursement.

- **Perkins Loan**: Perkins Loans are fixed, low-interest (5%) loans available to graduate and undergraduate students with financial need. Undergraduate students may borrow up to $4,000 per year, and graduate students may borrow up to $6,000 per year, depending on the availability of funds at their institution.

- **Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans:** Stafford Loans are available to undergraduate and graduate students. Students must demonstrate financial need in order to qualify for a Subsidized Stafford Loan, where the 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 attelp-ndance, less any other financial aid received.

- **PLUS Loans for Graduate and Professional Degree Students**: Graduate and professional degree students eligible to borrow under the PLUS loan program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS also apply to PLUS loans for graduate and professional students. Applicants must apply for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

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 bp[y Sector 2006–2007 Compared to 2003–2004 Baseline[1]			
	2003–04	**2006–07**	% Change
Nebraska Public Institutions			
Number of Nebraska-Resident, Pell Grant-Eligible Students	21,373	**See Note**	
Number of Students Awarded an NSG	8,740	7,967	-8.8%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	40.9%		
Total NSG Awarded	$4,970,800	$6,557,086	31.9%
Average NSG Award	$569	$823	44.8%
Independent Colleges & Universities			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,837		
Number of Students Awarded an NSG	2,674	2,172	-18.8%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	69.7%		
Total NSG Awarded	$2,559,826	$1,951,878	-23.7%
Average NSG Award	$957	$899	-6.1%
Private Career Schools			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,012		9.5%
Number of Students Awarded an NSG	1,617	1,721	6.4%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	53.7%		
Total NSG Awarded	$1,204,537	$1,879,259	56.0%
Average NSG Award	$726	$1,092	50.4%
Total Nebraska State Grants Awarded			
Number of Nebraska-Resident, Pell Grant-Eligible Students	28,222		
Number of Students Awarded an NSG	13,031	11,860	-9.0%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	46.2%		
Total NSG Awarded	$8,735,163	$10,388,223	18.9%
Average NSG Award	$668	$876	31.2%

[1]Data Source: Nebraska State Grant Expenditure Reports, September 2004 and February 2008.

Note: The numbers of Nebraska-resident Pell Grant-eligible students are not yet available. When the data are obtained, this table will be completed.

Table A8.2
Nebraska State Grants (NSG) Awarded by Sector and Income of Recipient
2006–2007 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		2006–2007		% 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%	3,566	44.8%	-18.9%
$20,000 to $39,999	3,079	35.2%	3,013	37.8%	-2.1%
$40,000 or higher	1,263	14.5%	1,388	17.4%	9.9%
Total	8,740	100.0%	7,967	100.0%	-8.8%
Independent Colleges and Universities					
$0 to $19,999	946	35.4%	926	42.6%	-2.1%
$20,000 to $39,999	1,147	42.9%	842	38.8%	-26.6%
$40,000 or higher	581	21.7%	404	18.6%	-30.5%
Total	2,674	100.0%	2,172	100.0%	-18.8%
Private Career Schools					
$0 to $19,999	1,353	83.7%	1,467	85.2%	8.4%
$20,000 to $39,999	202	12.5%	197	11.4%	-2.5%
$40,000 or higher	62	3.8%	57	3.3%	-8.1%
Total	1,617	100.0%	1,721	100.0%	6.4%
Total Nebraska State Grants Awarded					
$0 to $19,999	6,697	51.4%	5,959	53.6%	-11.0%
$20,000 to $39,999	4,428	34.0%	4,052	32.9%	-8.5%
$40,000 or higher	1,906	14.6%	1,849	13.5%	-3.0%
Total	13,031	100.0%	11,860	100.0%	-9.0%

[1]Data Sources: Nebraska State Grant Expenditure Reports, September 2004 and February 2008.

Appendix 9

IPEDS Freshmen Retention Rates

Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2005 and 2006 Compared to Fall 2004 Baseline[1]

Full-Time Freshmen Retention Rates[2]	**Fall 2004**		**Fall 2005**		**Fall 2006**	
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[3]**	No. of Full-Time, First-Time Freshmen Fall 2005	**Full-Time Retention Rate Fall 2006[3]**
University of Nebraska	6,327	**78.4%**	6,023	**81.6%**	6,392	**79.7%**
Nebraska State College System	1,231	**69.7%**	1,087	**67.5%**	1,072	**68.7%**
Nebraska Community Colleges	5,576	**61.1%**	4,953	**61.5%**	5,074	**64.8%**
Total All Public Institutions	13,134	**70.2%**	12,063	**72.1%**	12,538	**72.7%**
Nebraska Independent Institutions[4]	3,530	**76.8%**	3,451	**77.0%**	3,350	**76.2%**
Degree-Granting For-Profit Schools[5]	895	**57.2%**	781	**56.1%**	518	**71.7%**
Non-Degree-Granting For-Profit Schools[6]	589	**85.9%**	683	**81.0%**	395	**76.1%**
Nebraska State Retention Rate[7]	18,148	**71.4%**	16,978	**72.7%**	16,801	**73.5%**

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004, 2005 and 2006 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors as needed for improved data accuracy. Since the Coordinating Commission made these adjustments recently, these sector totals are slightly higher or lower than reported in the *2007 Progress Report*. The for-profit schools include three schools of radiologic technology, which are operated by non-profit organizations.

[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 of a given year is the percentage of first-time freshmen enrolled in the fall of the previous year who were enrolled at the same institution one year later.

[4]Excluding BryanLGH College of Health Science, which did not enroll first-time freshmen between fall 2003 and fall 2005, Doane College-Lincoln, which has not yet reported retention rates, and Nebraska Indian Community College, which did not submit full-time retention rates in 2004.

[5]Including the Universal College of Healing Arts, which was a new reporting institution in 2006, and excluding Hamilton College-Lincoln Campus (now Kaplan University-Lincoln Campus) and Alegent Health School of Radiologic Technology, which did not report retention rates in 2004 or 2006, respectively.

[6]Excluding the Omaha School of Message Therapy, which has not reported retention rates since 2004.

[7]Excluding the colleges noted above.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2005 and 2006 Compared to Fall 2004 Baseline[1]

Part-Time Freshmen Retention Rates[2]	**Fall 2004**		**Fall 2005**		**Fall 2006**	
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[3]**	No. of Part -Time, First-Time Freshmen Fall 2005	**Part-Time Retention Rate Fall 2006[3]**
University of Nebraska	174	**53.9%**	157	**56.6%**	124	**51.8%**
Nebraska State College System	62	**46.0%**	66	**37.6%**	60	**64.2%**
Nebraska Community Colleges	2,357	**36.8%**	1,958	**39.0%**	1,856	**43.3%**
Total All Public Institutions	2,593	**38.1%**	2,181	**40.2%**	2,040	**44.4%**
Nebraska Independent Institutions[4]	218	Insufficient Data	197	Insufficient Data	94	Insufficient Data
Degree-Granting For-Profit Schools[5]	149	Insufficient Data	148	Insufficient Data	135	Insufficient Data
Non-Degree-Granting For-Profit Schools[5]	36	Insufficient Data	39	Insufficient Data	27	Insufficient Data
Nebraska State Retention Rate[6]	2,996	Insufficient Data	2,565	Insufficient Data	2,296	Insufficient Data

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004, 2005 and 2006 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors as needed for improved data accuracy. Since the Coordinating Commission made these adjustments recently, these sector totals are slightly higher or lower than reported in the *2007 Progress Report*. The for-profit schools include three schools of radiologic technology, which are operated by non-profit organizations.

[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 of a given year is the percentage of first-time freshmen enrolled in the fall of the previous year who were enrolled at the same institution one year later.

[4]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 fall 2004, 2005 or 2006 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.

[5]The schools in the degree-granting and non-degree-granting for-profit sectors did not provide sufficient data to calculate estimated part-time retention rates for these sectors.

[6]As a result of insufficient data for the independent and for-profit sectors, an estimated part-time retention rate could not be calculated for the state.

Table A9.3
Nebraska Freshmen Retention Rates
for Public Four-Year and Two-Year Community Colleges
For Comparisons to National Rates

Fall 2005 Retention Rates[1]

Institutions	No. of First-Time Freshmen Fall 2004	Retention Rate Fall 2005	Estimated No. of Students Retained by Calculation[2]	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,098	84%	922	
University of Nebraska-Lincoln	3,238	84%	2,720	
University of Nebraska at Omaha	1,583	75%	1,187	
Chadron State College	326	70%	228	
Peru State College	209	65%	136	
Wayne State College	552	67%	370	
Total Public 4-Year Institutions	7,006		5,563	**79.4%**
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. See page 185 of the *2007 Progress Report* for information regarding data adjustments.

[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.

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Table A9.3 Continued				
Fall 2006 Retention Rates[1]				
Institutions	No. of First-Time Freshmen Fall 2005	Retention Rate Fall 2006	Estimated No. of Students Retained by Calculation[2]	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,022	80%	818	
University of Nebraska-Lincoln	3,538	84%	2,972	
University of Nebraska at Omaha	1,696	71%	1,204	
Chadron State College	289	72%	208	
Peru State College	196	60%	118	
Wayne State College	587	70%	411	
Total Public 4-Year Institutions	7,328		5,730	**78.2%**
Central Community College	694	67%	465	
Metropolitan Community College	905	51%	462	
Mid-Plains Community College	298	58%	173	
Northeast Community College	788	71%	559	
Southeast Community College	2,083	72%	1,500	
Western Nebraska Community College	306	42%	129	
Total Public 2-Year Community Colleges	5,074		3,288	**64.8%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	40	60%	24	
University of Nebraska-Lincoln	22	59%	13	
University of Nebraska at Omaha	62	44%	27	
Chadron State College	37	50%	19	
Peru State College	17	100%	17	
Wayne State College	6	50%	3	
Total Public 4-Year Institutions	184		103	**55.8%**
Central Community College	254	32%	81	
Metropolitan Community College	604	33%	199	
Mid-Plains Community College	47	31%	15	
Northeast Community College	48	62%	30	
Southeast Community College	732	61%	447	
Western Nebraska Community College	171	19%	32	
Total Public 2-Year Community Colleges	1,856		804	**43.3%**

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2006 survey.

[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 2006 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	% of Fall 2005 Full-Time Freshmen Enrolled Fall 2006	Change Since Fall 2004 Baseline Year
University of Nebraska				
Nebraska College of Technical Agriculture	73%	80%	76%	3%
University of Nebraska at Kearney	82%	84%	80%	-2%
University of Nebraska-Lincoln	79%	84%	84%	5%
University of Nebraska at Omaha	75%	75%	71%	-4%
Nebraska State CollegeSystem				
Chadron State College	73%	70%	72%	-1%
Peru State College	60%	65%	60%	0%
Wayne State College	70%	67%	70%	0%
Nebraska Community Colleges				
Central Community College	60%	58%	67%	7%
Metropolitan Community College	49%	47%	51%	2%
Mid-Plains Community College	43%	34%	58%	15%
Northeast Community College	67%	71%	71%	4%
Southeast Community College	68%	69%	72%	4%
Western Nebraska Community College	50%	52%	42%	-8%
Independent Colleges & Universities				
Bellevue University	62%	63%	64%	2%
BryanLGH College of Health Sciences	Not Applicable	Not Applicable	Not Applicable	
Clarkson College	90%	60%	86%	-4%
College of Saint Mary	69%	72%	62%	-7%
Concordia University	77%	78%	72%	-5%
Creighton University	88%	89%	88%	0%
Dana College	66%	66%	61%	-5%
Doane College	79%	71%	78%	-1%
Grace University	67%	49%	55%	-12%
Hastings College	75%	78%	69%	-6%
Little Priest Tribal College	43%	20%	33%	-10%
Midland Lutheran College	67%	70%	65%	-2%
Nebraska Christian College	63%	75%	71%	8%
Nebraska Indian Community College	No Report	11%	25%	
Nebraska Methodist College of Nursing & Allied Health	87%	82%	78%	-9%
Nebraska Wesleyan University	80%	82%	80%	0%
Summit Christian College	71%	66%	69%	-2%
Union College	69%	71%	71%	2%
York College	66%	68%	71%	5%

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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	% of Fall 2005 Full-Time Freshmen Enrolled Fall 2006	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools				
Hamilton College-Lincoln Campus	No Report	63%	80%	
Hamilton College-Omaha Campus	43%	44%	74%	31%
ITT Technical Institute-Omaha	68%	65%	69%	1%
Myotherapy Institute	90%	92%	86%	-4%
The Creative Center	83%	86%	89%	6%
Universal College of Healing Arts	Not Applicable	Not Applicable	76%	
University of Phoenix-Omaha Campus	Not Applicable	Not Applicable	Not Applicable	
Vatterott College	69%	73%	40%	-29%
Vatterott College-Spring Valley Campus	69%	55%	62%	-7%
Non-Degree-Granting Career Schools				
Alegent Health School of Radiologic Technology	Not Applicable	Not Applicable	Not Applicable	
Capitol School of Hairstyling	77%	76%	100%	23%
College of Hair Design	96%	91%	85%	-11%
Fullen School of Hair Design	69%	73%	82%	13%
Josephs College of Beauty-Lincoln	77%	69%	64%	-13%
La'James International College	100%	93%	91%	-9%
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	Not Applicable	
Omaha School of Massage Therapy	95%	No Report	No Report	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	100%	90%	97%	-3%

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004, 2005 and 2006 surveys.

Note: A blank space indicates that the school did not report a retention rate or reported 0%.

Table A9.5
Nebraska Part-Time Freshmen Retention Rates by Institution
Fall 2006 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	% of Fall 2005 Part-Time Freshmen Enrolled Fall 2006	Change Since Fall 2004 Baseline Year
University of Nebraska				
Nebraska College of Technical Agriculture				
University of Nebraska at Kearney	67%	77%	60%	-7%
University of Nebraska-Lincoln	42%	36%	59%	17%
University of Nebraska at Omaha	49%	48%	44%	-5%
Nebraska State CollegeSystem				
Chadron State College	42%	36%	50%	8%
Peru State College	67%	50%	100%	33%
Wayne State College	50%	33%	50%	0%
Nebraska Community Colleges				
Central Community College	34%	42%	32%	-2%
Metropolitan Community College	35%	34%	33%	-2%
Mid-Plains Community College	27%	20%	31%	4%
Northeast Community College	42%	62%	62%	20%
Southeast Community College	42%	47%	61%	19%
Western Nebraska Community College	17%	16%	19%	2%
Independent Colleges & Universities				
Bellevue University	42%	40%	42%	0%
BryanLGH College of Health Sciences	76%	77%		
Clarkson College	80%	40%	88%	8%
College of Saint Mary		27%	53%	
Concordia University				
Creighton University		67%	100%	
Dana College				
Doane College			36%	
Grace University	57%	55%	12%	-45%
Hastings College				
Little Priest Tribal College		28%	25%	
Midland Lutheran College		10%		
Nebraska Christian College				
Nebraska Indian Community College			10%	
Nebraska Methodist College of Nursing & Allied Health				
Nebraska Wesleyan University				
Summit Christian College	100%			
Union College	1%	29%	20%	19%
York College		33%	60%	

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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	% of Fall 2005 Part-Time Freshmen Enrolled Fall 2006	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools				
Hamilton College-Lincoln Campus			100%	
Hamilton College-Omaha Campus		3%	53%	
ITT Technical Institute-Omaha	50%	53%	34%	-16%
Myotherapy Institute	100%	60%	100%	0%
The Creative Center				
Universal College of Healing Arts				
University of Phoenix-Omaha Campus				
Vatterott College				
Vatterott College-Spring Valley Campus				
Non-Degree-Granting Career Schools				
Alegent Health School of Radiologic Technology				
Capitol School of Hairstyling	16%		100%	84%
College of Hair Design				
Fullen School of Hair Design				
Josephs College of Beauty-Lincoln				
La'James International College				
Mary Lanning Memorial Hospital School of Radiologic Technology				
Omaha School of Massage Therapy	70%			
Regional West Medical Center School of Radiologic Technology				
Xenon International School of Hair Design II Inc	100%		100%	0%

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004, 2005 and 2006 surveys.

Note: A blank space indicates that the school did not report a retention rate or reported 0%.

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 2005–2006[1]

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2002–2003 Baseline			
University of Nebraska	5,500	2,872	52.2%
Nebraska State College System	1,306	562	43.0%
Nebraska Community Colleges	4,564	1,723	37.8%
Total Public Institutions	11,370	5,157	45.4%
Independent Colleges and Universities	3,283	1,870	57.0%
Degree-Granting Career Schools	1,000	393	39.3%
Non-Degree-Granting Career Schools	645	472	73.2%
Total Reporting Institutions	16,298	7,892	**48.4%**
2003–2004			
University of Nebraska	5,761	3,170	55.0%
Nebraska State College System	1,231	560	45.5%
Nebraska Community Colleges	4,825	1,584	32.8%
Total Public Institutions	11,817	5,314	45.0%
Independent Colleges and Universities	3,268	1,949	59.6%
Degree-Granting Career Schools	561	267	47.6%
Non-Degree-Granting Career Schools	636	424	66.7%
Total Reporting Institutions	16,282	7,954	**48.9**%
2004–2005			
University of Nebraska	6,221	3,486	56.0%
Nebraska State College System	1,241	548	44.2%
Nebraska Community Colleges	5,165	1,749	33.9%
Total Public Institutions	12,627	5,783	45.8%
Independent Colleges and Universities	3,260	1,937	59.4%
Degree-Granting Career Schools	808	407	50.4%
Non-Degree-Granting Career Schools	929	675	72.7%
Total Reporting Institutions	17,624	8,802	**49.9%**

[1]Source: National Center for Education Statistics, fall 2003, fall 2004, fall 2005, and fall 2006 IPEDS surveys.

Table A10.1 Continued			
Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2005–2006 Baseline			
University of Nebraska	6,174	3,392	54.9%
Nebraska State College System	1,251	590	47.2%
Nebraska Community Colleges	5,458	1,717	31.5%
Total Public Institutions	12,883	5,699	44.2%
Independent Colleges and Universities	3,409	2,181	64.0%
Degree-Granting Career Schools	1,013	561	55.4%
Non-Degree-Granting Career Schools	788	577	73.2%
Total Reporting Institutions	18,093	9,018	**49.8%**

[1]Source: National Center for Education Statistics, fall 2003, fall 2004, fall 2005, and fall 2006 IPEDS surveys.

Table A10.2
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2005–2006 Compared to 2002–2003 Baseline[1]

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
University of Nebraska	5,500	2,872	52.2%	
Nebraska State College System	1,306	562	43.0%	
Nebraska Community Colleges	4,564	1,723	37.8%	
Total Public Institutions	11,370	5,157	45.4%	
Independent Colleges and Universities	3,283	1,870	57.0%	
Degree-Granting Career Schools	1,000	393	39.3%	
Non-Degree-Granting Career Schools	645	472	73.2%	
Total Reporting Institutions	16,298	7,892	**48.4%**	
2005–2006				Increase or Decrease in Grad Rate
University of Nebraska	6,174	3,392	54.9%	+2.7%
Nebraska State College System	1,251	590	47.2%	+4.1%
Nebraska Community Colleges	5,458	1,717	31.5%	-6.3%
Total Public Institutions	12,883	5,699	44.2%	-1.1%
Independent Colleges and Universities	3,409	2,181	64.0%	+7.0%
Degree-Granting Career Schools	1,013	561	55.4%	+16.1%
Non-Degree-Granting Career Schools	788	577	73.2%	0.0%
Total Reporting Institutions	18,093	9,018	**49.8%**	+1.4%

[1]Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys.

Table A10.3
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2005–2006 Compared to 2002–2003 Baseline[1]

Institutions Listed in Order Based on 2002–2003 Graduation Rate
(See Table A10.4a and Table A10.4d for supporting data.)

Institution	2002–2003 Grad Rate	2005–2006 Grad Rate	Increase or Decrease in Grad Rate
University of Nebraska	**52.2%**	**54.9%**	**2.7%**
Nebraska College of Technical Agriculture	62.6%	50.8%	-11.8%
University of Nebraska at Lincoln	59.5%	62.1%	2.7%
University of Nebraska at Kearney	46.7%	51.8%	5.1%
University of Nebraska at Omaha	36.4%	40.1%	3.7%
Nebraska State College System	**43.0%**	**47.2%**	**4.1%**
Chadron State College	46.9%	45.2%	-1.7%
Wayne State College	45.4%	52.0%	6.6%
Peru State College	31.4%	36.3%	4.9%
Nebraska Community Colleges	**37.8%**	**31.5%**	**-6.3%**
Northeast Community College	48.7%	50.1%	1.4%
Total Nebraska Public Institutions	45.4%	44.2%	-1.1%
Southeast Community College	44.2%	32.1%	-12.1%
Central Community College	38.6%	31.8%	-6.8%
Mid Plains Community College	32.9%	41.3%	8.4%
Western Nebraska Community College	21.9%	22.8%	0.9%
Metropolitan Community College	15.2%	10.8%	-4.4%
Nebraska Independent Colleges and Universities	**57.0%**	**64.0%**	**7.0%**
Creighton University	71.1%	73.8%	2.7%
Hastings College	64.2%	62.5%	-1.7%
Nebraska Wesleyan University	63.8%	70.0%	6.1%
Doane College	60.4%	70.3%	9.9%
Summit Christian College	59.1%	18.8%	-40.3%
Concordia University	58.1%	63.2%	5.1%
Dana College	53.7%	49.5%	-4.3%
Union College	53.3%	52.6%	-0.8%
Clarkson College	47.2%	71.4%	24.2%
Midland Lutheran College	46.1%	61.1%	15.0%
Nebraska Methodist College of Nursing & Allied Health	45.5%	58.3%	12.9%
York College	44.4%	49.1%	4.7%
Grace University	41.2%	90.8%	49.5%
College of Saint Mary	35.9%	46.1%	10.1%
Nebraska Indian Community College	35.3%	11.4%	-23.9%
Nebraska Christian College	34.5%	33.9%	-0.7%
Bellevue University	18.5%	26.7%	8.1%
Little Priest Tribal College	6.3%	17.6%	11.4%
BryanLGH College of Health Sciences	0.0%	N/A	N/A
Doane College-Lincoln	N/A	61.5%	N/A
Total Public and Independent Colleges and Universities	**48.0%**	**48.4%**	**0.4%**

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Table A10.3 Continued			
Institution	2002–2003 Grad Rate	2005–2006 Grad Rate	Increase or Decrease in Grad Rate
Degree-Granting For-Profit Schools	**39.3%**	**55.4%**	**16.1%**
Vatterott College-Spring Valley Campus	72.0%	74.8%	2.8%
The Creative Center	61.2%	91.0%	29.9%
Total Nebraska Degree-Granting Institutions	47.4%	48.8%	1.4%
ITT Technical Institute-Omaha	43.1%	44.1%	1.0%
Hamilton College-Omaha Campus	37.0%	33.9%	-3.1%
Vatterott College	35.0%	79.8%	44.8%
Hamilton College-Lincoln Campus	24.9%	42.5%	17.6%
Myotherapy Institute	N/A	100.0%	N/A
Universal College of Healing Arts	N/A	0.0%	N/A
University of Phoenix-Omaha Campus	N/A	N/A	N/A
Non-Degree-Granting For-Profit Schools	**73.2%**	**73.2%**	**0.0%**
Alegent Health School of Radiologic Technology	100.0%	N/A	N/A
La'James International College	89.4%	95.7%	6.4%
Capitol School of Hairstyling	87.0%	100.0%	13.0%
Xenon International School of Hair Design II Inc	84.1%	66.9%	-17.2%
Omaha School of Massage Therapy	82.1%	87.3%	5.2%
College of Hair Design	61.8%	81.9%	20.1%
Josephs College of Beauty-Lincoln	57.1%	60.5%	3.4%
Fullen School of Hair Design	N/A	68.3%	N/A
Mary Lanning Memorial Hospital School of Radiologic Technology	N/A	N/A	N/A
Regional West Medical Center School of Radiologic Technology	N/A	N/A	N/A
STATE TOTAL	**48.4%**	**49.8%**	**1.4%**

[1]Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.4a
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2002–2003[1]

Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
University of Nebraska	**5,500**	**2,872**	**52.2%**
Nebraska College of Technical Agriculture	115	72	62.6%
University of Nebraska at Kearney	1,005	469	46.7%
University of Nebraska at Lincoln	3,195	1,900	59.5%
University of Nebraska at Omaha	1,185	431	36.4%
Nebraska State College System	**1,306**	**562**	**43.0%**
Chadron State College	341	160	46.9%
Peru State College	258	81	31.4%
Wayne State College	707	321	45.4%
Nebraska Community Colleges	**4,564**	**1,723**	**37.8%**
Central Community College	490	189	38.6%
Metropolitan Community College	619	94	15.2%
Mid Plains Community College	498	164	32.9%
Northeast Community College	759	370	48.7%
Southeast Community College	1,901	841	44.2%
Western Nebraska Community College	297	65	21.9%
Nebraska Independent Colleges and Universities	**3,283**	**1,870**	**57.0%**
Bellevue University	108	20	18.5%
BryanLGH College of Health Sciences	1	-	0.0%
Clarkson College	89	42	47.2%
College of Saint Mary	128	46	35.9%
Concordia University	277	161	58.1%
Creighton University	798	567	71.1%
Dana College	147	79	53.7%
Doane College	260	157	60.4%
Doane College-Lincoln	-	-	N/A
Grace University	97	40	41.2%
Hastings College	282	181	64.2%
Little Priest Tribal College	16	1	6.3%
Midland Lutheran College	254	117	46.1%
Nebraska Christian College	55	19	34.5%
Nebraska Indian Community College	17	6	35.3%
Nebraska Methodist College of Nursing & Allied Health	22	10	45.5%
Nebraska Wesleyan University	437	279	63.8%
Summit Christian College	22	13	59.1%
Union College	120	64	53.3%
York College	153	68	44.4%
Total Nebraska Public and Independent Colleges and Universities	**14,653**	**7,027**	**48.0%**

Continued on the next page.

Table A10.4a Continued			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
Degree-Granting For-Profit Schools	**1,000**	**393**	**39.3%**
Hamilton College-Lincoln Campus	325	81	24.9%
Hamilton College-Omaha Campus	235	87	37.0%
ITT Technical Institute-Omaha	58	25	43.1%
Myotherapy Institute	-	-	N/A
The Creative Center	67	41	61.2%
Universal College of Healing Arts	-	-	N/A
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	183	64	35.0%
Vatterott College-Spring Valley Campus	132	95	72.0%
Non-Degree-Granting For-Profit Schools	**645**	**472**	**73.2%**
Alegent Health School of Radiologic Technology	9	9	100.0%
Capitol School of Hairstyling	69	60	87.0%
College of Hair Design	76	47	61.8%
Fullen School of Hair Design	-	-	N/A
Josephs College of Beauty-Lincoln	217	124	57.1%
La'James International College	66	59	89.4%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	95	78	82.1%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	113	95	84.1%
Total Career Schools	**1,645**	**865**	**52.6%**
State Total	**16,298**	**7892**	**48.4%**

[1]Source: National Center for Education Statistics, fall 2003 IPEDS survey.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.4b
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2003–2004[1]

Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
University of Nebraska	**5,761**	**3,170**	**55.0%**
Nebraska College of Technical Agriculture	90	54	60.0%
University of Nebraska at Kearney	1,022	565	55.3%
University of Nebraska at Lincoln	3,353	2,064	61.6%
University of Nebraska at Omaha	1,296	487	37.6%
Nebraska State College System	**1,231**	**560**	**45.5%**
Chadron State College	318	149	46.9%
Peru State College	213	86	40.4%
Wayne State College	700	325	46.4%
Nebraska Community Colleges	**4,825**	**1,584**	**32.8%**
Central Community College	395	112	28.4%
Metropolitan Community College	691	88	12.7%
Mid Plains Community College	449	195	43.4%
Northeast Community College	742	396	53.4%
Southeast Community College	2,241	720	32.1%
Western Nebraska Community College	307	73	23.8%
Nebraska Independent Colleges and Universities	**3,268**	**1,949**	**59.6%**
Bellevue University	89	24	27.0%
BryanLGH College of Health Sciences	1	-	0.0%
Clarkson College	26	11	42.3%
College of Saint Mary	116	54	46.6%
Concordia University	293	179	61.1%
Creighton University	794	561	70.7%
Dana College	127	58	45.7%
Doane College	266	169	63.5%
Doane College-Lincoln	-	-	N/A
Grace University	85	48	56.5%
Hastings College	309	194	62.8%
Little Priest Tribal College	9	-	0.0%
Midland Lutheran College	275	113	41.1%
Nebraska Christian College	54	21	38.9%
Nebraska Indian Community College	39	39	100.0%
Nebraska Methodist College of Nursing & Allied Health	23	13	56.5%
Nebraska Wesleyan University	429	270	62.9%
Summit Christian College	15	14	93.3%
Union College	183	103	56.3%
York College	135	78	57.8%
Total Nebraska Public and Independent Colleges and Universities	**15,085**	**7,263**	**48.1%**

Continued on the next page.

Table A10.4b Continued			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
Degree-Granting For-Profit Schools	**561**	**267**	**47.6%**
Hamilton College-Lincoln Campus	114	32	28.1%
Hamilton College-Omaha Campus	51	20	39.2%
ITT Technical Institute-Omaha	42	15	35.7%
Myotherapy Institute	36	36	100.0%
The Creative Center	75	62	82.7%
Universal College of Healing Arts	-	-	N/A
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	51	40	78.4%
Vatterott College-Spring Valley Campus	192	62	32.3%
Non-Degree-Granting For-Profit Schools	**636**	**424**	**66.7%**
Alegent Health School of Radiologic Technology	6	6	100.0%
Capitol School of Hairstyling	75	33	44.0%
College of Hair Design	103	72	69.9%
Fullen School of Hair Design	12	12	100.0%
Josephs College of Beauty-Lincoln	226	131	58.0%
La'James International College	84	73	86.9%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	-	-	N/A
Regional West Medical Center School of Radiologic Technology	5	5	100.0%
Xenon International School of Hair Design II Inc	125	92	73.6%
Total Career Schools	**1,197**	**691**	**57.7%**
State Total	**16,282**	**7,954**	**48.9%**

[1]Source: National Center for Education Statistics, fall 2004 IPEDS survey.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.4c
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2004–2005[1]

Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
University of Nebraska	**6,221**	**3,486**	**56.0%**
Nebraska College of Technical Agriculture	117	68	58.1%
University of Nebraska at Kearney	1,035	571	55.2%
University of Nebraska at Lincoln	3,592	2,279	63.4%
University of Nebraska at Omaha	1,477	568	38.5%
Nebraska State College System	**1,241**	**548**	**44.2%**
Chadron State College	392	184	46.9%
Peru State College	191	85	44.5%
Wayne State College	658	279	42.4%
Nebraska Community Colleges	**5,165**	**1,749**	**33.9%**
Central Community College	337	92	27.3%
Metropolitan Community College	791	75	9.5%
Mid Plains Community College	464	165	35.6%
Northeast Community College	714	382	53.5%
Southeast Community College	2,499	944	37.8%
Western Nebraska Community College	360	91	25.3%
Nebraska Independent Colleges and Universities	**3,260**	**1,937**	**59.4%**
Bellevue University	95	27	28.4%
BryanLGH College of Health Sciences	-	-	N/A
Clarkson College	87	63	72.4%
College of Saint Mary	105	49	46.7%
Concordia University	324	147	45.4%
Creighton University	822	614	74.7%
Dana College	142	72	50.7%
Doane College	278	191	68.7%
Doane College-Lincoln	-	-	N/A
Grace University	99	46	46.5%
Hastings College	286	178	62.2%
Little Priest Tribal College	12	-	0.0%
Midland Lutheran College	269	107	39.8%
Nebraska Christian College	37	24	64.9%
Nebraska Indian Community College	11	-	0.0%
Nebraska Methodist College of Nursing & Allied Health	22	16	72.7%
Nebraska Wesleyan University	358	248	69.3%
Summit Christian College	11	5	45.5%
Union College	166	92	55.4%
York College	136	58	42.6%
Total Nebraska Public and Independent Colleges and Universities	**15,887**	**7,720**	**48.6%**

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Table A10.4c Continued			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
Degree-Granting For-Profit Schools	**808**	**407**	**50.4%**
Hamilton College-Lincoln Campus	179	75	41.9%
Hamilton College-Omaha Campus	215	77	35.8%
ITT Technical Institute-Omaha	77	34	44.2%
Myotherapy Institute	35	35	100.0%
The Creative Center	57	51	89.5%
Universal College of Healing Arts	83	29	34.9%
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	64	51	79.7%
Vatterott College-Spring Valley Campus	98	55	56.1%
Non-Degree-Granting For-Profit Schools	**929**	**675**	**72.7%**
Alegent Health School of Radiologic Technology	13	13	100.0%
Capitol School of Hairstyling	74	20	27.0%
College of Hair Design	69	55	79.7%
Fullen School of Hair Design	40	21	52.5%
Josephs College of Beauty-Lincoln	284	169	59.5%
La'James International College	97	86	88.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	99	88	88.9%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	253	223	88.1%
Total Career Schools	**1,737**	**1,082**	**62.3%**
State Total	**17,624**	**8,802**	**49.9%**

[1]Source: National Center for Education Statistics, fall 2005 IPEDS survey.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.4d
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2005–2006[1]

Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
University of Nebraska	**6,174**	**3,392**	**54.9%**
Nebraska College of Technical Agriculture	63	32	50.8%
University of Nebraska at Kearney	996	516	51.8%
University of Nebraska at Lincoln	3,598	2,236	62.1%
University of Nebraska at Omaha	1,517	608	40.1%
Nebraska State College System	**1,251**	**590**	**47.2%**
Chadron State College	427	193	45.2%
Peru State College	201	73	36.3%
Wayne State College	623	324	52.0%
Nebraska Community Colleges	**5,458**	**1,717**	**31.5%**
Central Community College	371	118	31.8%
Metropolitan Community College	825	89	10.8%
Mid Plains Community College	419	173	41.3%
Northeast Community College	742	372	50.1%
Southeast Community College	2,763	888	32.1%
Western Nebraska Community College	338	77	22.8%
Nebraska Independent Colleges and Universities	**3,409**	**2,181**	**64.0%**
Bellevue University	60	16	26.7%
BryanLGH College of Health Sciences	-	-	N/A
Clarkson College	70	50	71.4%
College of Saint Mary	76	35	46.1%
Concordia University	329	208	63.2%
Creighton University	881	650	73.8%
Dana College	182	90	49.5%
Doane College	300	211	70.3%
Doane College-Lincoln	26	16	61.5%
Grace University	119	108	90.8%
Hastings College	269	168	62.5%
Little Priest Tribal College	17	3	17.6%
Midland Lutheran College	270	165	61.1%
Nebraska Christian College	62	21	33.9%
Nebraska Indian Community College	44	5	11.4%
Nebraska Methodist College of Nursing & Allied Health	12	7	58.3%
Nebraska Wesleyan University	423	296	70.0%
Summit Christian College	16	3	18.8%
Union College	137	72	52.6%
York College	116	57	49.1%
Total Nebraska Public and Independent Colleges and Universities	**16,292**	**7,880**	**48.4%**

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Table A10.4d Continued			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
Degree-Granting For-Profit Schools	**1,013**	**561**	**55.4%**
Hamilton College-Lincoln Campus	254	108	42.5%
Hamilton College-Omaha Campus	224	76	33.9%
ITT Technical Institute-Omaha	59	26	44.1%
Myotherapy Institute	43	43	100.0%
The Creative Center	67	61	91.0%
Universal College of Healing Arts	48	-	0.0%
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	183	146	79.8%
Vatterott College-Spring Valley Campus	135	101	74.8%
Non-Degree-Granting For-Profit Schools	**788**	**577**	**73.2%**
Alegent Health School of Radiologic Technology	-	-	N/A
Capitol School of Hairstyling	40	40	100.0%
College of Hair Design	83	68	81.9%
Fullen School of Hair Design	41	28	68.3%
Josephs College of Beauty-Lincoln	299	181	60.5%
La'James International College	47	45	95.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	142	124	87.3%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	136	91	66.9%
Total Career Schools	**1,801**	**1,138**	**63.2%**
State Total	**18,093**	**9,018**	**49.8%**

[1]Source: National Center for Education Statistics, fall 2006 IPEDS survey.

[2]Summit Christian College was formerly known as Platte Valley Bible College.

Table A10.5
Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity
2005–2006 Compared to 2002–2003 Baseline[1]

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
White (non-Hispanic)	14,369	7,206	**50.1%**	
Asian/Pacific Islander	290	153	**52.8%**	
Hispanic	360	120	**33.3%**	
Native American	135	31	**23.0%**	
Black (non-Hispanic)	565	163	**28.8%**	
Total Known Race/Ethnicity	15,719	7,673	48.8%	
2005–2006				Increase or Decrease in Grad Rate
White (non-Hispanic)	15,586	8,023	**51.5%**	**1.3%**
Asian/Pacific Islander	325	160	**49.2%**	**-3.5%**
Hispanic	455	180	**39.6%**	**6.2%**
Native American	148	32	**21.6%**	**-1.3%**
Black (non-Hispanic)	708	224	**31.6%**	**2.8%**
Total Known Race/Ethnicity	17,222	8,619	50.0%	1.2%

[1]Source: National Center for Education Statistics, fall 2003 and fall 2006 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 50.0% for 2002–2003 and 2005–2006, respectively, are lower than the statewide rates of 48.5% and 49.8%, which are based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity.

Table A10.6
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Race/Ethnicity
2005–2006 Compared to 2002–2003 Baseline[1]

Race/Ethnicity	2002–2003		2005–2006		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
University of Nebraska					
White (non-Hispanic)	2,631	54.6%	3,019	56.4%	**1.8%**
Asian/Pacific Islander	34	38.2%	67	51.5%	**13.3%**
Hispanic	32	30.5%	54	38.3%	**7.8%**
Native American	5	15.6%	8	33.3%	**17.7%**
Black (non-Hispanic)	36	24.5%	61	32.1%	**7.6%**
Total Known	2,738		3,209		
Nebraska State College System					
White (non-Hispanic)	525	44.6%	567	49.6%	**5.1%**
Asian/Pacific Islander	5	50.0%	2	33.3%	**-16.7%**
Hispanic	4	26.7%	5	25.0%	**-1.7%**
Native American	5	25.0%	2	13.3%	**-11.7%**
Black (non-Hispanic)	4	14.3%	2	8.0%	**-6.3%**
Total	543		578		
Community Colleges					
White (non-Hispanic)	1,625	39.7%	1,600	33.6%	**-6.2%**
Asian/Pacific Islander	11	22.4%	15	21.4%	**-1.0%**
Hispanic	23	18.0%	42	25.8%	**7.8%**
Native American	7	23.3%	5	15.6%	**-7.7%**
Black (non-Hispanic)	21	14.8%	16	9.0%	**-5.8%**
Total	1,687		1,678		
Independent Colleges & Universities					
White (non-Hispanic)	1,667	57.7%	1,986	66.3%	**8.6%**
Asian/Pacific Islander	96	75.6%	66	62.9%	**-12.7%**
Hispanic	42	58.3%	50	61.7%	**3.4%**
Native American	10	24.4%	12	17.6%	**-6.7%**
Black (non-Hispanic)	32	43.2%	39	41.5%	**-1.8%**
Total	1,847		2,153		

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Table A10.6 Continued					
Race/Ethnicity	2002–2003		2005–2006		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
Degree-Granting Career Schools					
White (non-Hispanic)	336	40.8%	476	59.6%	**18.8%**
Asian/Pacific Islander	4	40.0%	5	55.6%	**15.6%**
Hispanic	9	36.0%	11	55.0%	**19.0%**
Native American	2	33.3%	1	25.0%	**-8.3%**
Black (non-Hispanic)	41	31.3%	63	40.6%	**9.3%**
Total	392		556		
Non-Degree-Granting Career Schools					
White (non-Hispanic)	422	74.3%	375	70.9%	**-3.4%**
Asian/Pacific Islander	3	60.0%	5	100.0%	**40.0%**
Hispanic	10	66.7%	18	60.0%	**-6.7%**
Native American	2	33.3%	4	80.0%	**46.7%**
Black (non-Hispanic)	29	67.4%	43	65.2%	**-2.3%**
Total	466		445		
Total Nebraska Postsecondary Institutions					
White (non-Hispanic)	7,206	50.1%	8,023	51.5%	**1.3%**
Asian/Pacific Islander	153	52.8%	160	49.2%	**-3.5%**
Hispanic	120	33.3%	180	39.6%	**6.2%**
Native American	31	23.0%	32	21.6%	**-1.3%**
Black (non-Hispanic)	163	28.8%	224	31.6%	**2.8%**
Total	7,673		8,619		

[1]Source: National Center for Education Statistics, fall 2003 and fall 2006 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.

Appendix 11

Estimated Nebraska Net Migration of 22- to 64-Year-Olds

Table A.11.1
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2006 American Community Survey
Conducted by the U.S. Census Bureau
2005[1]

Level of Education	2005		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	6,479	4,245	2,234
High school graduate	8,700	6,405	2,295
Subtotal	15,179	10,650	4,529
Some college but no degree	9,502	8,559	943
Associate degree	2,163	3,306	-1,143
Bachelor's degree	8,962	9,990	-1,028
Graduate or Professional Degree	4,326	3,496	830
Subtotal	15,451	16,792	-1,341
Total	40,132	36,001	4,131

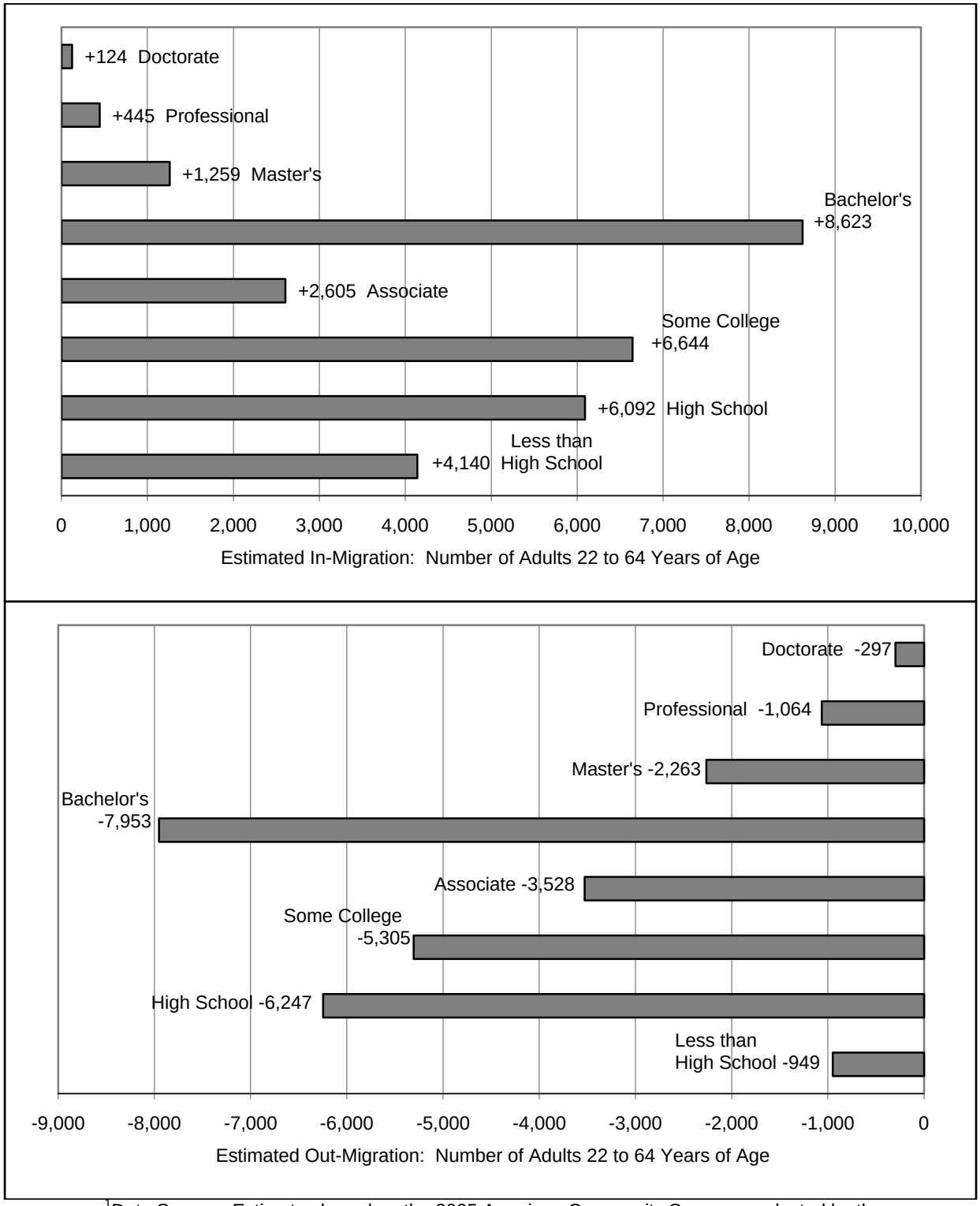
[1]Data Source: Estimates based on the 2006 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2008.

Table A.11.2
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
Less than high school diploma	4,140	949	3,191
High school graduate	6,092	6,247	-155
Subtotal	10,232	7,196	3,036
Some college but no degree	6,644	5,305	1,339
Associate degree	2,605	3,528	-923
Bachelor's degree	8,623	7,953	670
Master's degree	1,259	2,263	-1,004
Professional degree	445	1,064	-619
Doctorate	124	297	-173
Subtotal	13,056	15,105	-2,049
Total	29,932	27,606	2,326

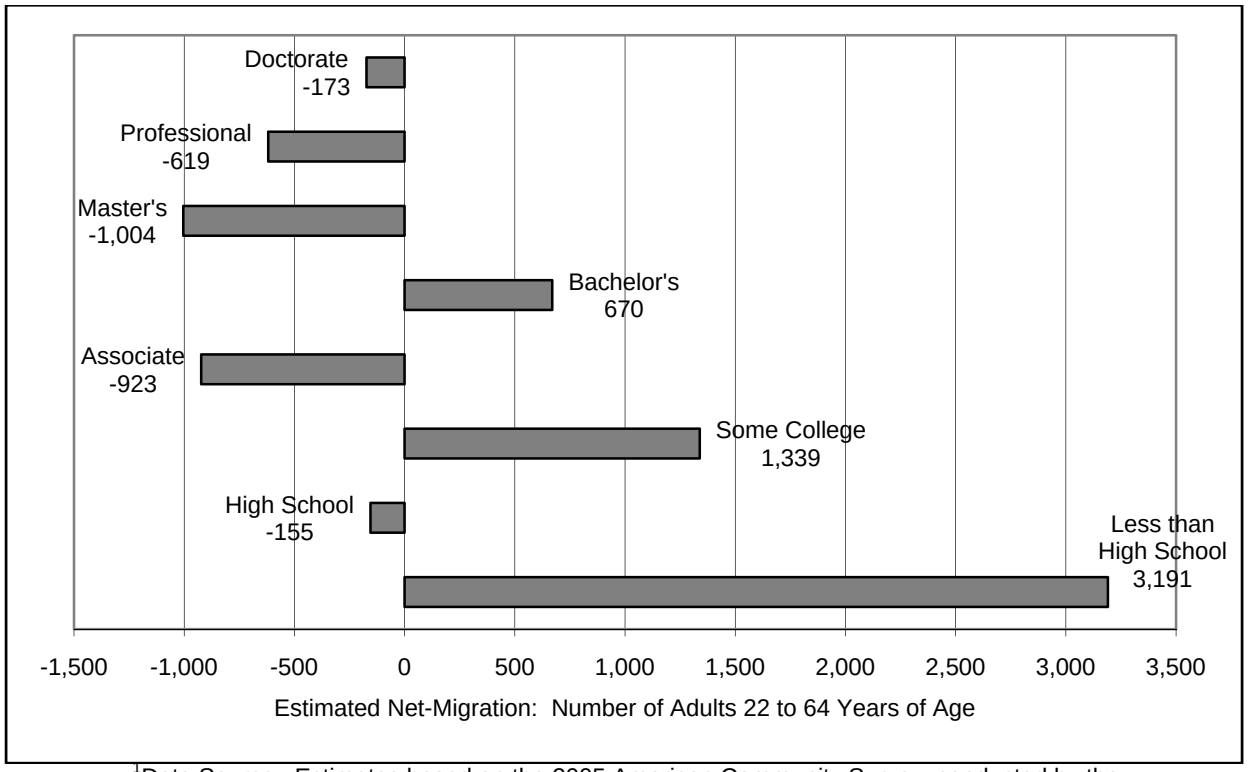
[1]Data Source: Estimates based on the 2005 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.

Figure A.11.1
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]



[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 A11.2 in Appendix 11 for supporting data.

Figure A.11.2
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]



[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 A11.2 in Appendix 11 for supporting data.