2009
Nebraska Higher Education Progress Report

Nebraska's
Coordinating Commission
for
Postsecondary Education
CCPE

Approved by the Commission

March 5, 2009

Nebraska's
Coordinating Commission
for
Postsecondary Education
CCPE

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Table of Contents

Executive Summary S1

Introduction 1

Section 1: Increasing Postsecondary Enrollment 3

Nebraska Total Fall Headcount Enrollment 3

Nebraska Total Fall Headcount Enrollment by Sector 4

Nebraska Public Colleges and Universities:
Enrollment by Institution 5

Nebraska Independent Colleges and Universities 8

The For-Profit/Career School Sector 10

Nebraska Fall Headcount Enrollment Summary by Sector 11

12-Month Unduplicated Headcounts at Nebraska's Public Institutions 12

Nebraska First-Time Freshmen Enrollments 16

Strategic Objectives to Increase Postsecondary Enrollment 20

1.1.a High School Graduation Rate 21

Past and Present Trends in the Total Number of Nebraska
High School Graduates 21

The Proportion of Graduates from Public and Nonpublic
Nebraska High Schools 22

Projected Trends in the Total Number of Nebraska High School Graduates 23

Projected and Recent Changes in Nebraska High School Graduates
by Race/Ethnicity 24

Trends in the Nebraska State Four-Year, High School Graduation Rates 26

Nebraska Four-Year Public High School Graduation Rates by Race/Ethnicity 28

Nebraska Four-Year Public High School Graduation Rates by Gender 31

Nebraska Public School Districts Selected for Further Analysis 32

1.1.b Preparation for College 35

Nebraska Participation Rates for the ACT Assessment
and SAT Reasoning Test 35

Nebraska SAT Reasoning Test Scores 36

Nebraska ACT Assessment Scores 37

ACT College Readiness Benchmark Scores 38

Percentages of Nebraska ACT-Tested Students
Ready for College-Level Coursework 39

Nebraska ACT Composite Scores and College
Readiness Percentages by Race/Ethnicity 40

The Importance of the ACT-Recommended High School Curriculum 42

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum....42

The Percentage of Nebraska ACT-Tested Students Who Take the Core or More....44

1.1.c College Continuation Rate 47

Nebraska College Continuation Rates 47

In-State and Out-of-State College Continuation Rates....50

Percentages of Students Who Continue Their Education at Four-Year and Two-Year Degree-Granting Institutions 51

1.2 Nebraska High School Graduates Who Go to College in Nebraska....53

Introduction to the Enrollment Trends of Nebraska-Resident, First-Time Freshmen....53

Changes in the Number of Nebraska-Resident First-Time Freshmen Enrolled at Degree-Granting Institutions by Length of Time Since High School Graduation 54

In-State and Out-of-State Enrollments of Nebraska-Resident First-Time Freshmen Who Graduated from High School within 12 Months of College Enrollment 55

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....57

1.3 Non-Nebraska, First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration 61

Non-Nebraska, First-Time Freshmen Who Attend Nebraska Colleges and Universities....61

Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen....64

1.4 Enrollment of First-Time Freshmen by Race/Ethnicity 67

Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions....67

Racial/Ethnic Representation in Nebraska's Postsecondary Education System in Fall 2006 69

A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2006....70

The Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group....71

Representation of Racial/Ethnic Groups by Sector 74

1.5 Financial Aid 77

The Nebraska State Grant Program and Other Sources of Title IV Financial Aid 78

Funding of the Nebraska State Grant Program 78

The Nebraska State Grant Program as a Percentage of All Title IV Financial Aid 80

The Nebraska State Grant Program as a Percentage of Title IV Financial Aid Awarded at Nebraska Public Institutions 82

Number and Average Amount of Nebraska State Grants Awarded 85

Other Need-Based, Financial Aid Programs 86

The Total Amount of Need-Based Aid Provided Through Nebraska Public Institutions 86

Section 2: Increasing College Retention and Graduation Rates 89

2.1 Freshmen Retention Rates (Based on IPEDS Data) 91

Full-Time Freshmen Retention Rates 91

Part-Time Freshmen Retention Rates 96

2.2 College Graduation Rates (Based on IPEDS Data) 101

The Overall College Graduation Rate for Nebraska 101

College Graduation Rates by Sector and by Institution 102

College Graduation Rates by Race/Ethnicity 104

College Graduation Rates by Sector and by Race/Ethnicity 105

College Graduation Rates by Race/Ethnicity and by Sector 108

Section 3: Reversing the Net Out-Migration of College-Educated Nebraskans 111

Previous and New Estimates of Adult Migration 111

Estimates of Net Adult Migration Based on Results of the American Community Survey 112

Additional Information Related to Migration 116

Appendices 119

Appendix 1: Nebraska College Enrollments 121

Appendix 2: Actual and Projected Numbers of Nebraska High School Graduates 135

Appendix 3: Nebraska High School Graduation and Dropout Rates 139

Appendix 4: Nebraska Scores on ACT and SAT Student Assessments 157

Appendix 5: Nebraska College Continuation Rates 161

Appendix 6: Nebraska and Non-Nebraska, First-Time Freshmen Migration Data 165

Appendix 7: Nebraska First-Time Freshmen Enrollments by Race/Ethnicity.....177
Appendix 8: Financial Aid Programs.....193
Appendix 9: IPEDS Freshmen Retention Rates 197
Appendix 10: IPEDS College Graduation Rates.....207
Appendix 11: Estimated Nebraska Net Migration of 22- to 64-Year Olds.....227

Executive Summary

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

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

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

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

Overall Progress and Challenges Facing the State

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

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

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

Unfortunately, estimates of net-migration that are currently available do not clearly indicate whether Nebraska is gaining or losing more college-educated adults than it has in the past. Even if Nebraska's colleges and universities continue to increase statewide enrollment, retention rates and graduation rates, increasing first-time freshmen enrollments is going to continue to be a challenge for the state's postsecondary institutions.

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

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

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

(1) increase the percentage of Nebraska high school students in all racial/ethnics groups who graduate and go to college with sufficient preparation,

(2) reverse the decline in the enrollment of freshmen who delay going to college for more than a year after high school,

(3) increase the number of out-of-state and foreign students who are attracted to Nebraska institutions,

(4) increase state-funded grants and scholarships to aid low-income students, and

(5) improve college retention and graduation rates across all sectors of higher education in Nebraska and for students in all racial/ethnic groups.

Priority 1

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

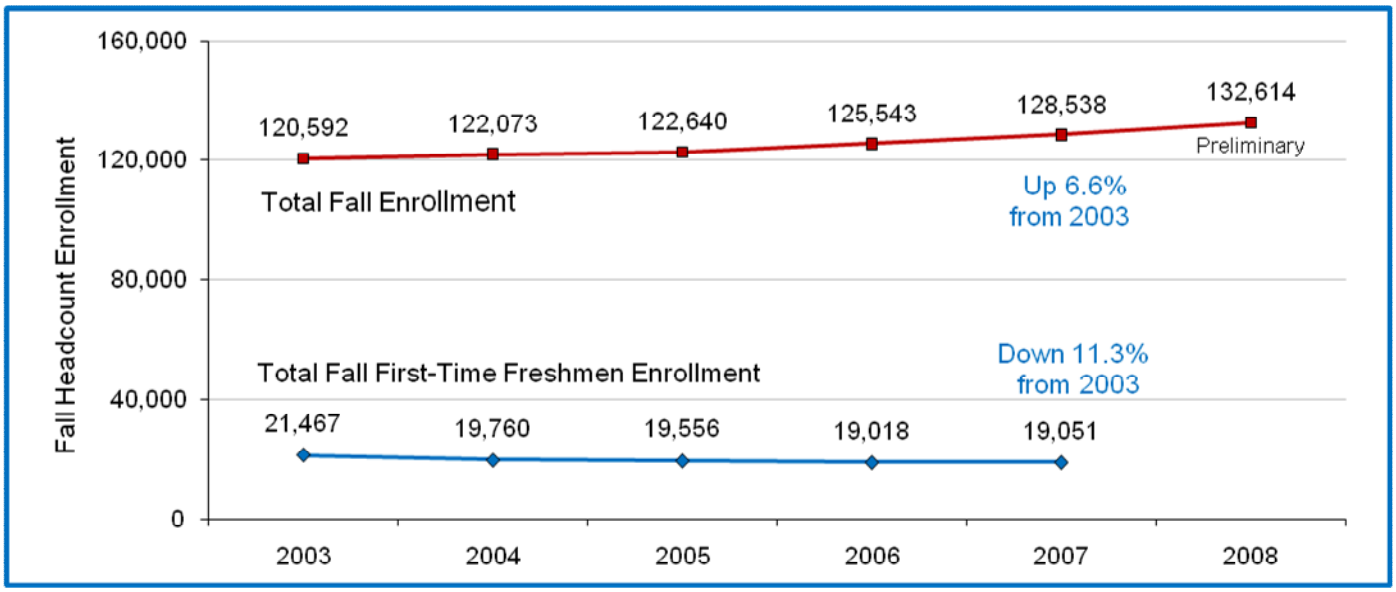
Total and freshmen fall enrollments

Nebraska's total postsecondary headcount enrollment increased 6.6% from the fall 2003 baseline of 120,592 to 128,538 in fall 2007.

Estimated enrollment increased by another 3.2% to 132,614 in fall 2008. This increase is primarily the result of higher enrollments at the University of Nebraska-Lincoln, Bellevue University in the independent sector, Kaplan University-Lincoln Campus in the for-profit sector and four of the state's six community colleges (Central, Metropolitan, Southeast and Western Nebraska).

Total enrollment of first-time freshmen at the state's postsecondary institutions decreased 11.3%, from 21,467 in fall 2003 to 19,051 in fall 2007, the latest year for which data are available. This decrease illustrates that Nebraska continues to face a significant challenge in increasing the numbers of students who enroll in college.

Fall Total Headcount Enrollment and First-Time Freshmen Enrollment at Nebraska Postsecondary Institutions Fall 2003 to Fall 2008



National Center for Education Statistics, Integrated Postsecondary Education Data System

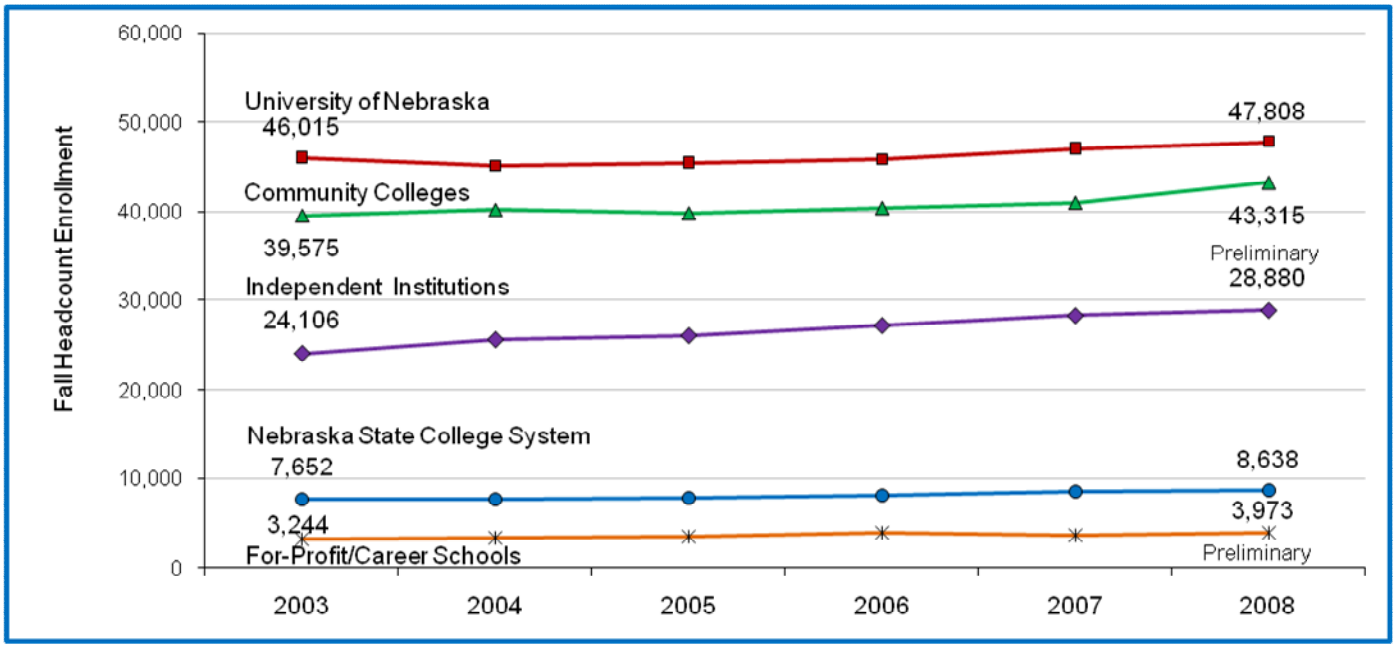
(Priority 1, continued)

By sector: Total and freshmen fall enrollments

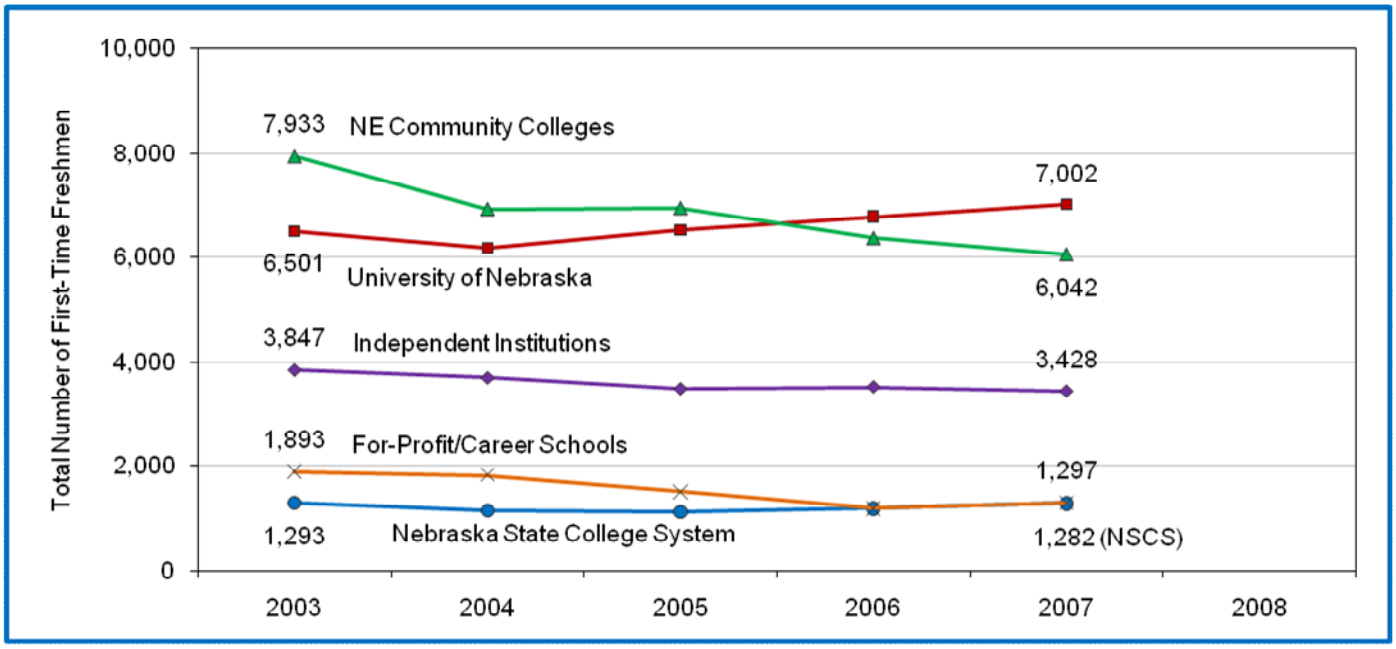
Since fall 2003, total headcount enrollment has increased across all sectors of Nebraska's postsecondary education system, but the greatest enrollment increase has been at the community colleges.

The University of Nebraska reported a notable increase in total first-time freshmen enrollments between 2002 and 2007. However, enrollments of first-time freshmen declined within the community college sector,

Fall Total Headcount Enrollment by Sector: Fall 2003 – Fall 2008



First-Time Freshmen Enrollment by Sector: Fall 2003 – Fall 2007



National Center for Education Statistics, Integrated Postsecondary Education Data System

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

Since 2002–2003, the number of students graduating annually from Nebraska high schools has increased 1%, and the number of graduates 10 years from now is projected to be only 1.4% higher than the number who graduated in 2007–2008.

In 2007–2008, 22,193 students graduated from Nebraska high schools. Based on available projections, Nebraska high schools will graduate only about 300 more students in 2018–2019 than in 2007–2008. However, the demographic profile of the graduates is forecast to change dramatically.

Shifting high school demographics

Even though Hispanic students graduate from high school at a lower rate than white non-Hispanics and Asians/Pacific Islanders, they are projected to account for 18% of Nebraska's high school graduates by 2018–2019, compared to 4% in 2002–2003. The total of other minorities is projected to increase from 7% to 10% of the state's high school graduates.

High school graduation rates

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

The graduation rate for the state's public high schools has steadily increased from 84.7% in 2002–2003 to 89.0% in 2006–2007.

Among minorities, the greatest increase in graduation rates has been for Hispanics.

However, the graduation rates for Hispanics, black non-Hispanics and Native Americans continue to be 17% to 25% lower than the rates for white non-Hispanics and Asians/Pacific Islanders. Furthermore, black non-Hispanics and Hispanics account for disproportionately high percentages of the students who drop out of Nebraska high schools.

Given these disparities, we need to continue and strengthen efforts to reduce and eliminate them.

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 2008 suggest 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.

College continuation rates and where Nebraska high school graduates go to college

About 68% of Nebraska's high school graduates in the class of 2005-2006 enrolled in college within 12 months of graduation. Of these students, about 82% enrolled at in-state colleges, while the remaining 18% went out of state to school.[1]

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

Nebraska's college continuation rate increased from 62% in fall 2002 to 68% in fall 2006, meaning that, over the four-year period, an increasing percentage of the graduates from Nebraska's high schools attended college within a year after receiving their high school diplomas. Furthermore, an

[1]The data required to calculate the state's college continuation rate and related statistics are collected every two years by the National Center for Education Statistics through the Integrated Postsecondary Data System (IPEDS). The data for fall 2008 will be available in mid-2009.

(Priority 1, continued)

increasing percentage of these students stayed in Nebraska and attended colleges and universities in their home state.

Important trends in first-time freshmen enrollments

Between fall 2002 and fall 2006, all of the sectors of higher education in Nebraska, except for the for-profit/career schools, attracted more first-time freshmen who started college within 12 months of their graduation from Nebraska high schools.

However, during this period, there was a 37.5% decline in the number of Nebraskans who started college more than 12 months after high school graduation. This decrease was concentrated primarily among the community colleges, which serve about 70% of the students who start college more than a year after they receive their high school diplomas.

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 recent high school graduates were beginning their college education at Nebraska's community colleges, rather than at the public four-year institutions within the state. Again, this is an important trend that the Commission will continue to monitor when data for fall 2008 becomes available.

Changes in freshmen enrollments by race/ethnicity

Slightly higher numbers of Asians/Pacific Islanders, black non-Hispanics and Hispanics enrolled at Nebraska institutions in fall 2007 than in fall 2003, but there were slightly fewer Native Americans among the first-time freshmen in 2007.

More surprisingly, there was a much greater-than-expected decrease between 2003 and 2007 in the number of white non-Hispanics who enrolled as first-time freshmen. This trend may be further evidence of the decrease in the number of students who start college more than a year after high school that was mentioned previously, but the two data sets cannot be combined for analysis.

The reasons for the unexpected decrease in white non-Hispanic, first-time freshmen are not known. However, economic conditions, higher tuitions and federal and state grant aid not keeping pace with increases in tuition and fees may be contributing factors.

Underrepresentation of low-income students

Students from low-income households are underrepresented in Nebraska's higher education system. The Coordinating Commission is currently conducting research on this topic for future publication.

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 earn degrees.

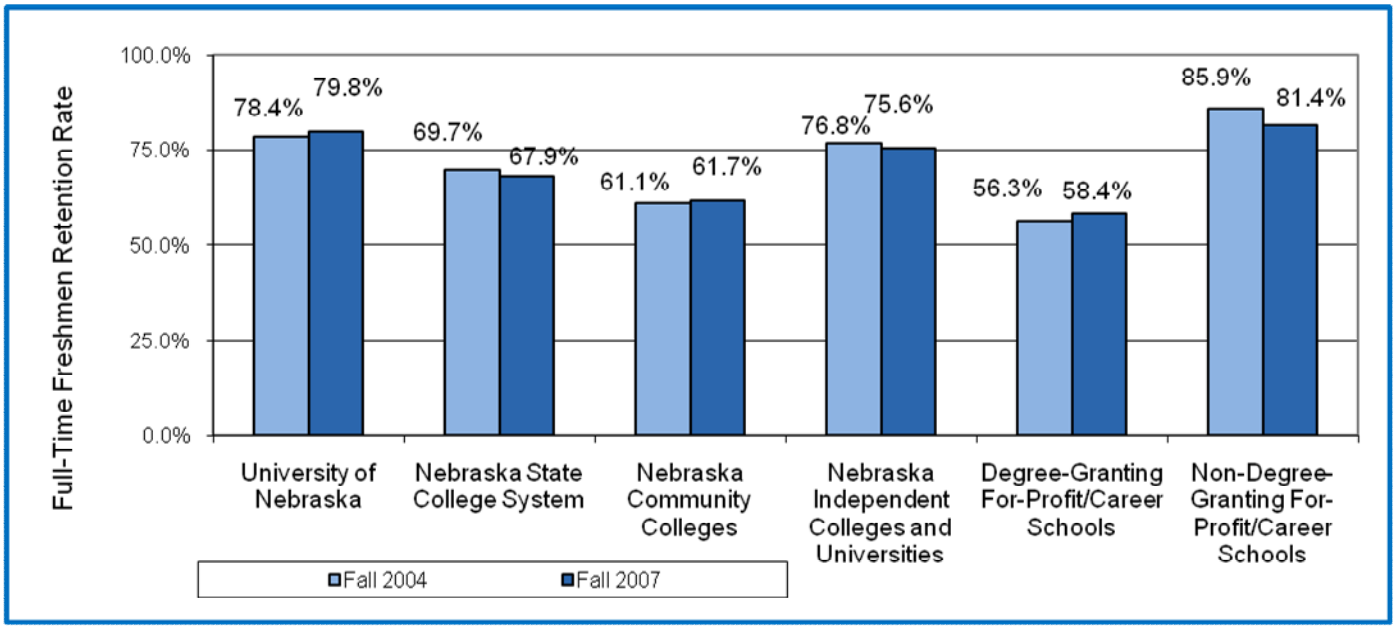
The overall freshmen retention rate and college graduation rate* at Nebraska institutions have increased slightly since 2002–2003, and significant percentages of students who transfer from Nebraska colleges persist in their studies and earn degrees at other institutions. However, improvements in retention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

Freshmen retention rates

Between fall 2004 and fall 2007, the statewide freshmen retention rate for full-time, first-time freshmen increased from 71.4% to 72.6%. However, retention rate for fall 2007 was almost one percentage point lower than the statewide rate for full-time students in fall 2006.

Retention rates for full-time students in fall 2007 varied between the public sectors, ranging from 61.7% at the community colleges to 79.8% at the University of Nebraska.

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



National Center for Education Statistics, Integrated Postsecondary Education Data System

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

(Priority 2, continued)

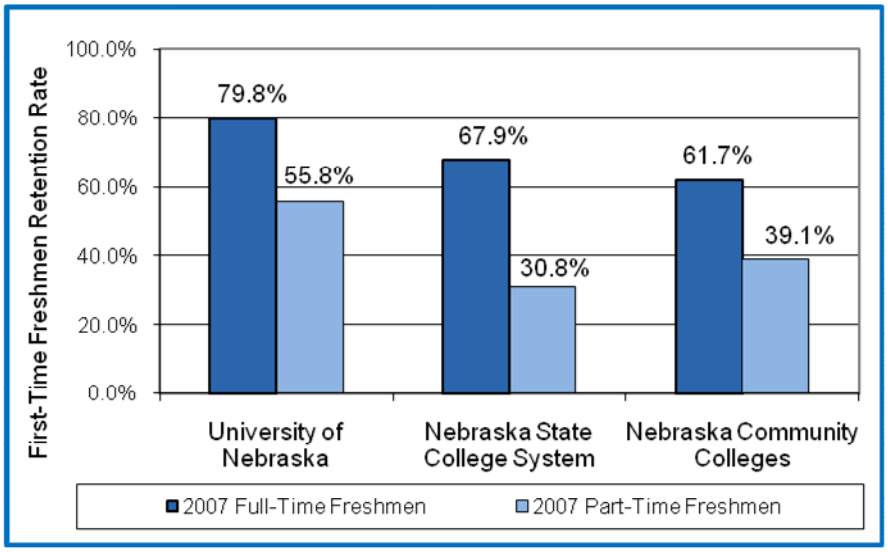
The independent colleges and universities also had a relatively high retention rate of 75.6% in fall 2007. However, the highest freshmen retention rate for full-time students was 81.4% at the non-degree-granting for-profit career schools.

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 39.1% in 2007, which is only slightly below 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.**

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

Fall 2007 Freshmen Retention Rates for Students at Nebraska's Public Colleges and Universities



National Center for Education Statistics, Integrated Postsecondary Education Data System

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

College graduation rates

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

Based on NCES data, the statewide graduation rate for Nebraska institutions increased slightly from 48.4% in 2002–2003 to 49.1% in 2006–2007, the latest year for which data are available. The non-degree-granting, for-profit schools have had the highest graduation rate among the sectors of higher education in Nebraska since 2002–2003, followed by the independent institutions.

Between 2002–2003 and 2006–2007, graduation rates remained stable or increased by varying degrees across the other sectors of higher education in Nebraska, except for the community colleges, where the graduation rate decreased from 38% to 31%.

**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.*

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

Racial/ethnic disparities

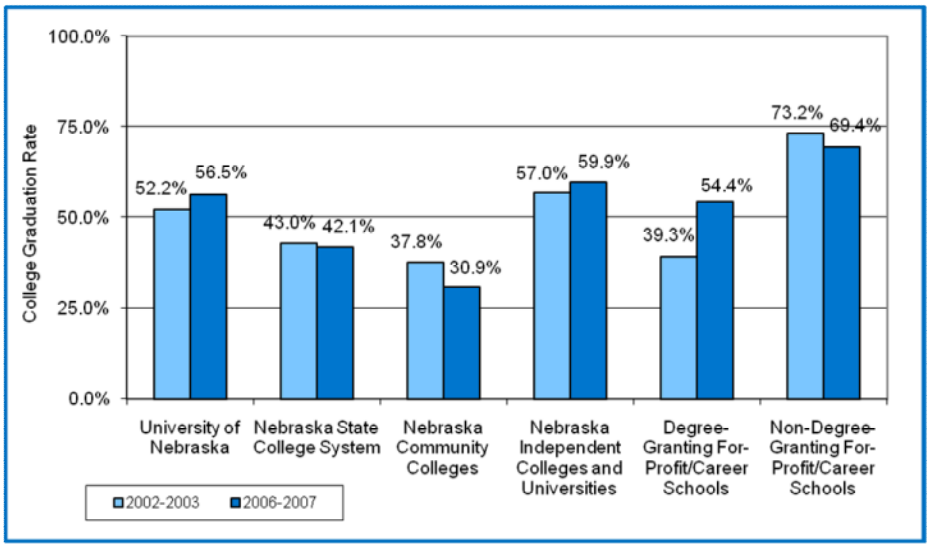
Minorities—who account for most of Nebraska's projected population growth—graduate from high school at lower rates than do white non-Hispanics.

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

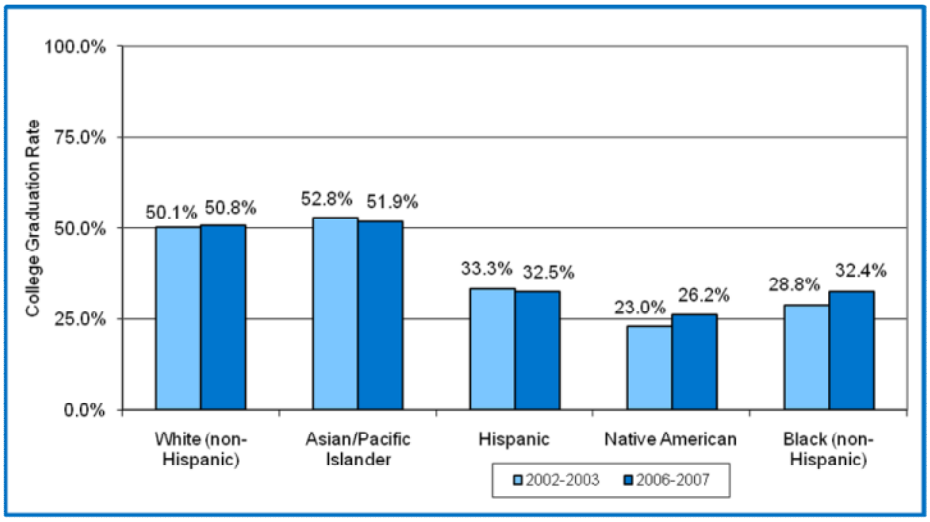
Between 2002–2003 and 2006–2007, graduation rates for all five racial/ ethnic groups increased at the University of Nebraska. At the sector level, community college graduation rates for all five racial/ethnic groups were lower in 2006–2007 than in 2002–2003. This decline may be due, in part, to greater numbers of students starting at the community colleges and transferring to other institutions before earning diplomas or other awards. There were no consistent increases or decreases between 2002-2003 and 2006-2007 in completion rates within the other sectors of higher education in Nebraska when these rates were analyzed by race/ethnicity.

Graduation Rates for Nebraska Postsecondary Institutions 2006–2007 Compared to 2002–2003

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.

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

Beginning in 2005, the U.S. Census Bureau started collecting data annually to estimate net-migration by education level for each state. Since the estimates for Nebraska are based on very small samples of the people who move in or out of the state within a year of each annual survey, these estimates are varying quite dramatically from one year to the next. As a result, it is currently impossible to draw even tentative conclusions about the migration patterns of the adults who have moved to or from Nebraska since 2000.

Although data currently available from the U.S. Census Bureau do not reveal a clear picture of Nebraska migration patterns, there is still reason to be concerned about the possible effects of migration on the size and quality of the state's labor force. Consequently, the Commission will continue to monitor the annual estimates of net-migration by education level in an effort to determine whether the net out-migration of Nebraskans with college degrees has been reduced or even reversed since 2000.

2009 Nebraska Higher Education Progress Report

Introduction

The *2009 Nebraska Higher Education Progress Report* is the fifth 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 (2008), which states:

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

The *2009 Nebraska Higher Education Progress Report* provides legislators and other state policy makers with a detailed comparative analysis to monitor progress toward the three key priorities listed above. Throughout this report, the most recently available statistics are compared to the quantitative baselines established in the *2004 Baseline Report for the LR 174 Higher Education Task Force*. These comparisons document the extent to which Nebraska's postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

[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 *Nebraska Higher Education Progress Report* in 2007 and 2008.[1] Copies of the 2004, 2005, 2007 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.

[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.

Section 1
Increasing Postsecondary Enrollment

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

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

The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 1997 through fall 2007. Enrollments for fall 2008 are preliminary, based on estimates that institutions reported to the NCES through the fall 2008 IPEDS Institutional Characteristics Survey and actual counts reported directly to the Coordinating Commission. Total enrollments for the sector consisting of for-profit schools are not reported for the years prior to 2003 due to insufficient, incomparable or unverified data for some schools in the sector.

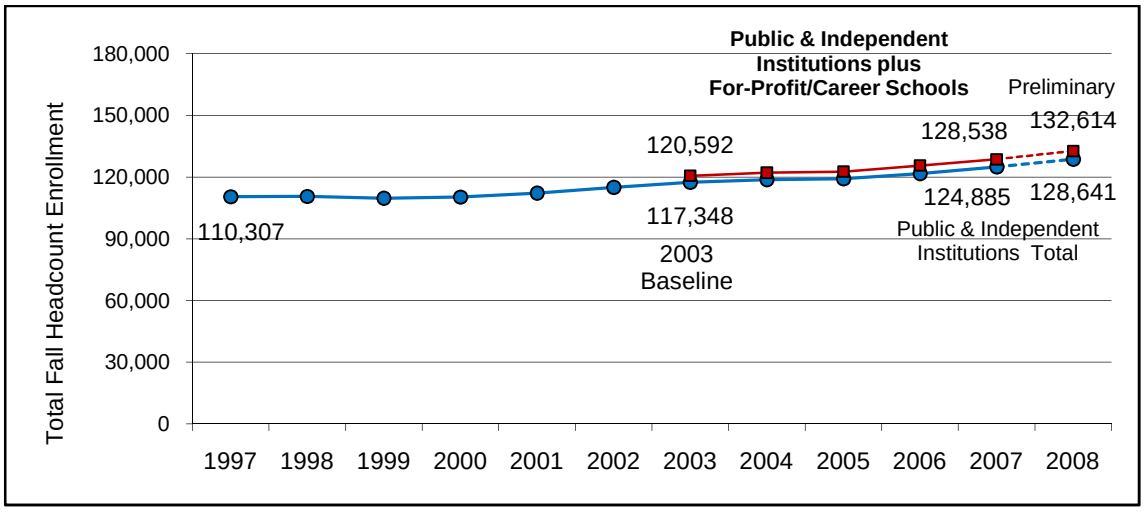
Nebraska Total Fall Headcount Enrollment[1]

- Total headcount enrollment at Nebraska's public, independent and for-profit postsecondary institutions increased 6.6%, from 120,592 in fall 2003, which is the baseline for this report, to 128,538 in fall 2007, an average of 1.6% per year.

- Total headcount enrollment increased to 132,614 in fall 2008, based on reported estimates. This increase is a 3.2% increase from fall 2007, and a 10.0% increase from the fall 2003 baseline of 120,592 full-time and part-time students.

Figure 1.1

Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions Fall 1997–Fall 2008[1]



[1]Data source for 1997–2007 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Totals for fall 2008 are preliminary. Statewide official enrollments for 2008 will not be available from IPEDS until May 2009. 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 Total Fall Headcount Enrollment by Sector

- The total headcount enrollment at the institutions constituting the University of Nebraska increased 2.3% between fall 2003 and fall 2007. A 1.9% enrollment decline between 2003 and 2004 was more than offset by enrollment increases of 0.8% in fall 2005, 0.8% in fall 2006 and 2.7% in fall 2007. Based on information obtained directly from the University of Nebraska Central Administration, enrollment is continuing to increase, as evidenced by a 1.6% increase in the university's total headcount between fall 2007 and fall 2008.

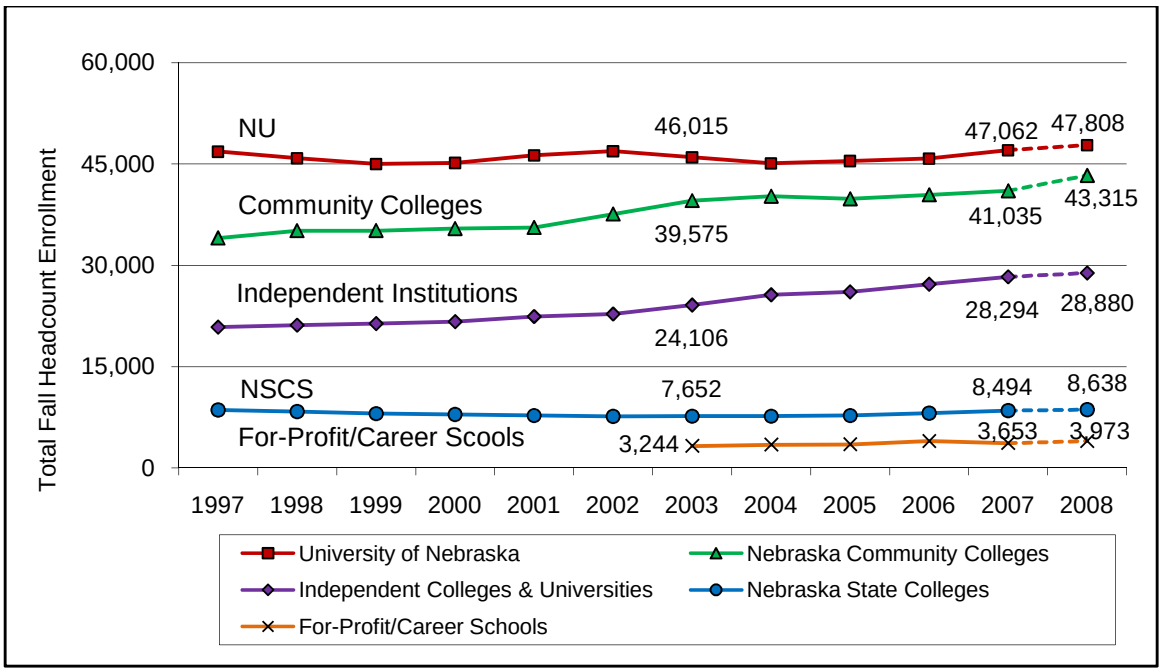
- Nebraska's state colleges, community colleges, independent (not-for-profit) institutions and for-profit/career schools also contributed positively to the 3.2% estimated increase in total enrollment at the state's postsecondary institutions between fall 2007 and fall 2008.

- Based on preliminary total headcounts between fall 2007 and fall 2008, Nebraska's community colleges experienced a one-year enrollment increase of 5.6%, enrollment at the state colleges increased 1.7%, and enrollment at the state's independent colleges and universities rose 2.1%. Enrollments at the for-profit/career schools increased 8.8% between fall 2007 and fall 2008, after an 8.1% decrease between fall 2006 and fall 2007.

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

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector Fall 1997–Fall 2008[1]



[1]Data source for 1997–2007 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2008 for the University of Nebraska and Nebraska State College System are from the system offices. Data for fall 2008 for the Nebraska community colleges were obtained directly from each college or from IPEDS and confirmed by the college. Other totals for 2008 are preliminary. Official enrollments for 2008 will not be available from IPEDS until May 2009. The for-profit sector includes three non-profit career schools of radiologic technology. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Public Colleges and Universities: Fall Enrollment by Institution

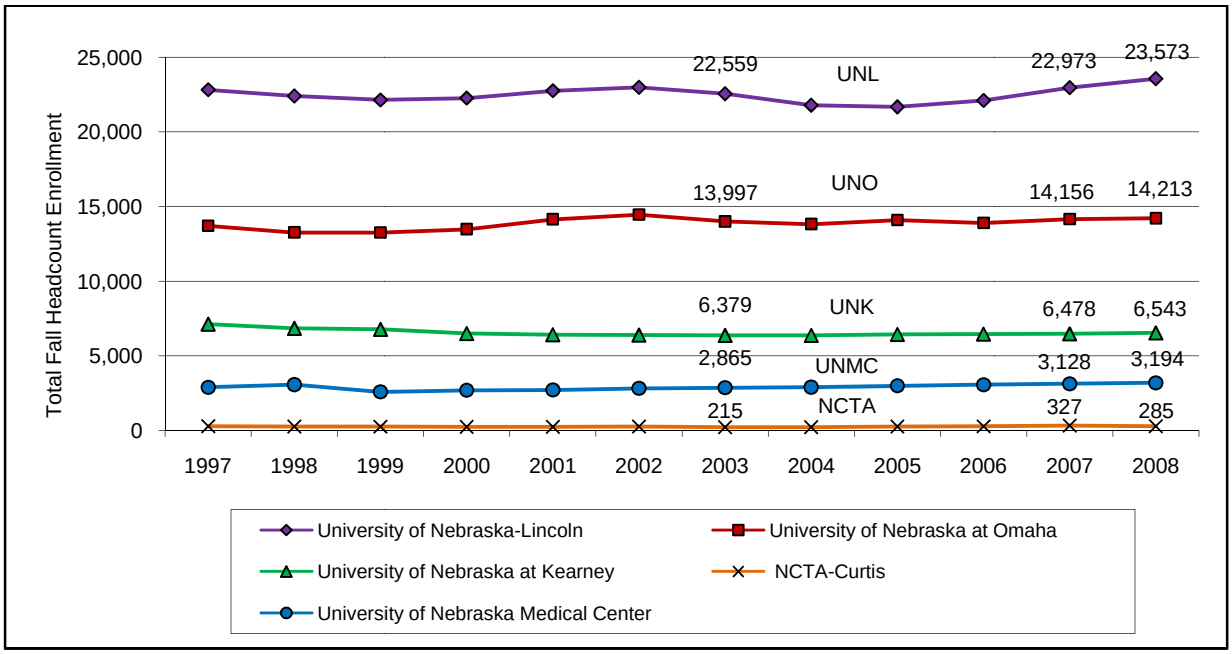
Within all sectors, changes in enrollment vary from one institution to another. The charts in this section show the 10-year enrollment trends of the institutions in each public sector. Within the context of these trends, fall 2003 baseline enrollments are shown in comparison to the latest available total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

University of Nebraska

- Between fall 2003 and fall 2008, total headcount enrollment at the University of Nebraska-Lincoln (UNL) increased 3.9%.
- Between fall 2003 and fall 2008, enrollment at the other institutions constituting the University of Nebraska increased as follows: the University of Nebraska at Omaha (UNO) 1.5%, the University of Nebraska at Kearney (UNK) 2.6%, the University of Nebraska Medical Center (UNMC) 11.5%, and the Nebraska College of Technical Agriculture (NCTA) 32.6% (from 215 students in fall 2003 to 285 in fall 2008).
- Between fall 2007 and fall 2008, total headcount enrollments increased as follows: UNL 2.6%, UNO 0.4%, UNK 1.0% and UNMC 2.1%. Enrollment at NCTA decreased 12.8% (from 327 in fall 2007 to 285 in fall 2008) after a 20.2% increase the previous year (from 272 in fall 2006 to 327 in fall 2007).

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution Fall 1997–Fall 2008[1]



[1]Data Source for 1997-2007: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2008: University of Nebraska Central Administration. See Table A1.2 in Appendix 1 for supporting data.

Nebraska State College System

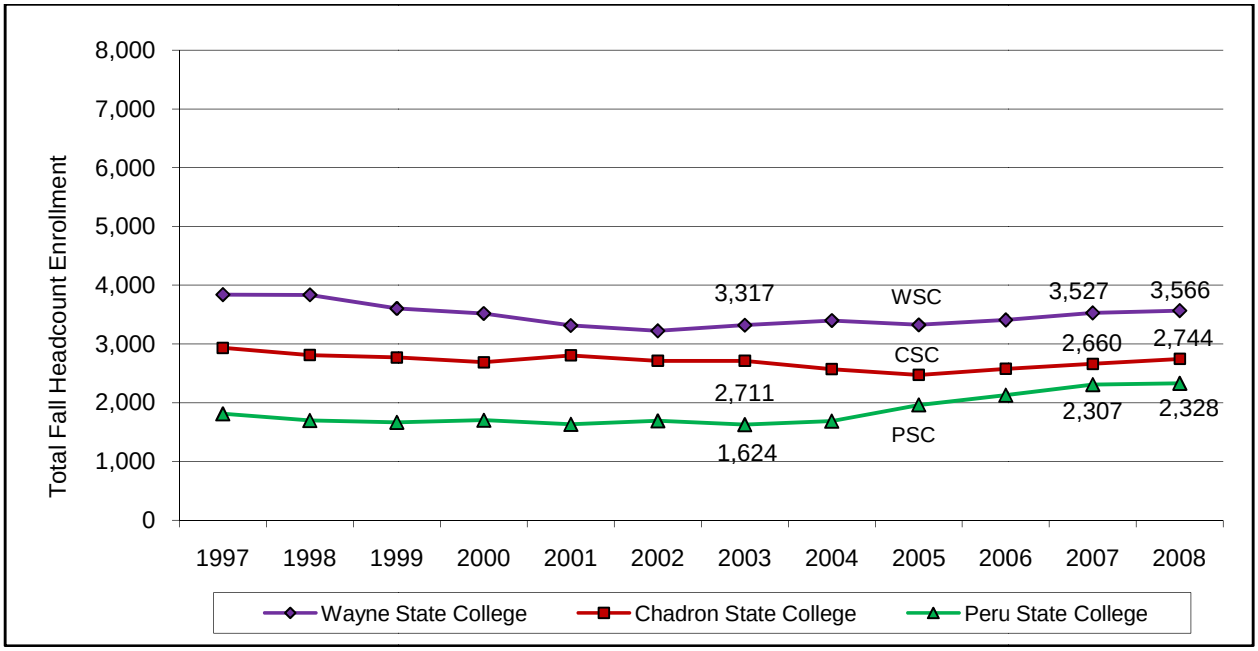
- Total headcount enrollment at Wayne State College (WSC) increased 2.4% between fall 2003 and fall 2004 and then decreased 2.2% in fall 2005. Between 2005 and 2006, enrollment at WSC increased 2.6%. In fall 2007 and fall 2008, enrollment increased 3.5% and 1.1%, respectively, resulting in a net five-year increase of 7.5%.

- Total headcount enrollment at Chadron State College (CSC) decreased 8.8% from fall 2003 to fall 2005. However, enrollment increased 4.2% in fall 2005 and 3.2% in fall 2007 and 3.2% in fall 2008. As a result, enrollment at CSC was 1.2% higher in fall 2008 than it was in fall 2003.

- Primarily as a result of the expansion of online courses and graduate enrollment, total headcount enrollment at Peru State College (PSC) increased 42.1% or more than 10% a year between fall 2003 and fall 2007. However, the 0.9% increase between fall 2007 and fall 2008 indicates that enrollment has leveled off.

Figure 1.4

Fall Headcount Enrollment at Nebraska State College System by Institution Fall 1997–Fall 2008[1]



[1]Data Source for 1997-2007: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2008: Nebraska State College System office. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Community Colleges

- Overall, total community college enrollments increased 9.5% between fall 2003 and fall 2008. However, enrollment changes over the five years varied significantly from one institution to another.

- In summary, five of Nebraska's six community colleges reported net increases in total headcount enrollment between fall 2003 and fall 2008, while enrollments decreased at only one of the six colleges.

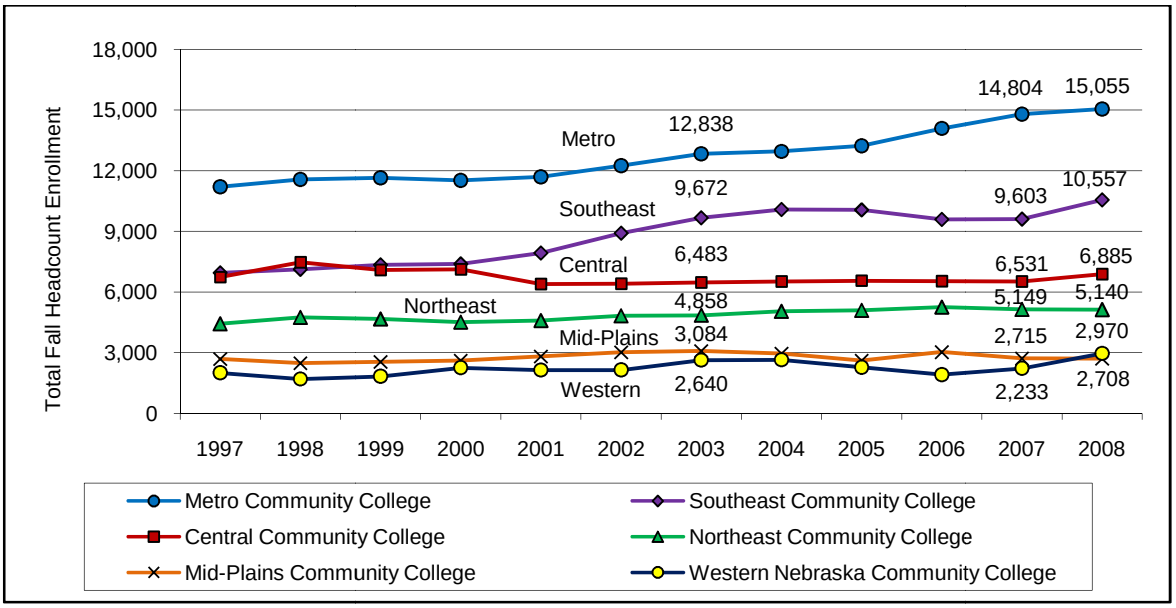
- Enrollment changes between fall 2007 and fall 2008 were in the same directions as the five-year changes reported above except for a small decrease in enrollment at Northeast Community College.

- Due primarily to fluctuating demand for industry training classes, the total headcount enrollment at Western Nebraska Community College increased 33.0% between 2007 and 2008 and increased 16.4% the previous year. However, these increases were preceded by annual decreases of 14.1% and 16.0% in fall 2005 and fall 2006.

	Five-Year Change	One-Year Change
- Central Community College	6.2%	5.4%
- Metropolitan Community College	17.3%	1.7%
- Mid-Plains Community College	- 12.2%	- 0.3%
- Northeast Community College	5.8%	- 0.2%
- Southeast Community College	9.2%	9.9%
- Western Nebraska Community College	12.5%	33.0%

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution Fall 1997–Fall 2008[1]



[1]Data Source for 1997-2007: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2008: Data obtained directly from the institution or from IPEDS and confirmed by the institution. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Independent Colleges and Universities

- Total fall headcount enrollment at Nebraska's 19 independent colleges and universities increased 17.4% between fall 2003 and fall 2007, and by another estimated 2.1% in fall 2008, for an estimated total five-year increase of 19.8%.

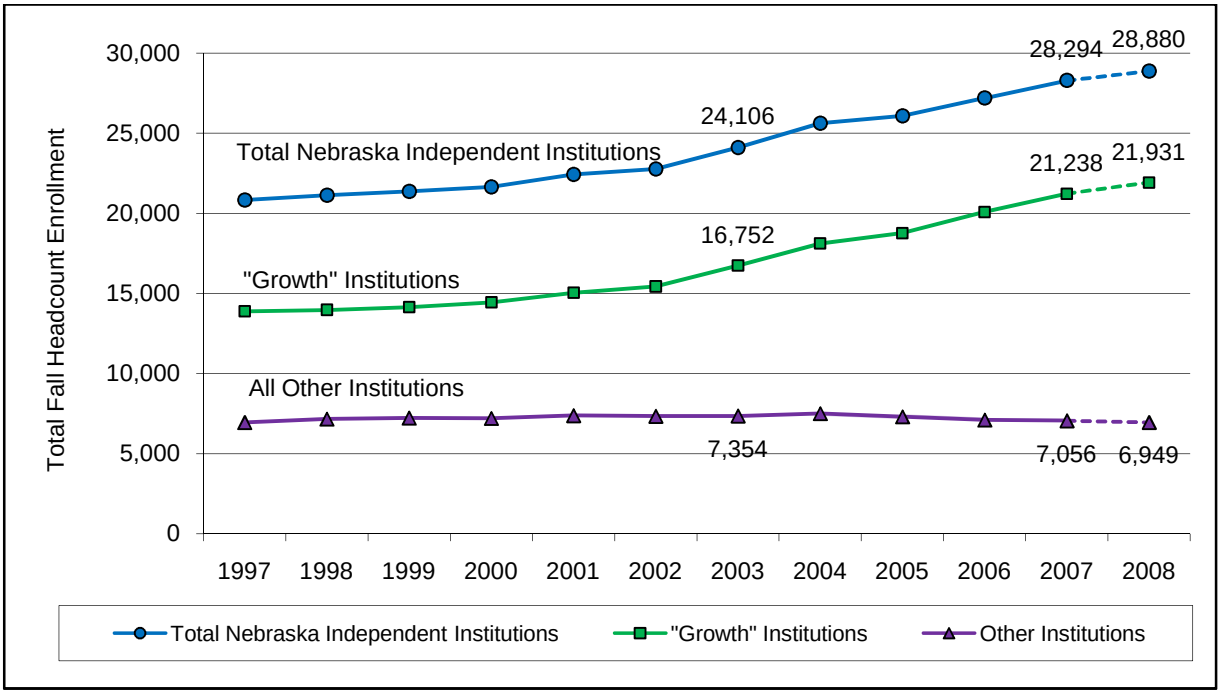
- As illustrated in Figure 1.6 below, the following seven institutions accounted for nearly all of the sector's growth between fall 2003 and fall 2008:

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

  The combined enrollment of these "growth" institutions increased 30.9% between 2003 and 2008, while the total enrollment of the remaining 12 schools decreased 5.5% over the same period.[2]

Figure 1.6

Fall Headcount Enrollment at Nebraska Independent Colleges and Universities Fall 1997–Fall 2008[1]



[1]Data Source for 1997-2007: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2008: Estimates reported to IPEDS on the fall 2008 institutional characteristics survey. 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, Creighton University, Doane College, BryanLGH College of Health Sciences, Nebraska Wesleyan University, Nebraska Methodist College and Clarkson College are categorized by the Commission as "growth" institutions because these institutions had higher five-year increases in total fall headcount enrollment and higher five-year growth rates between 2003 and 2008 than other institutions in the independent sector. See Table A1.2 in Appendix 1 for supporting data.

- As shown in Figure 1.7 below, Bellevue University alone accounted for 3,435 or 72% of the net increase of 4,774 students in the independent sector between fall 2003 and fall 2008.[1]

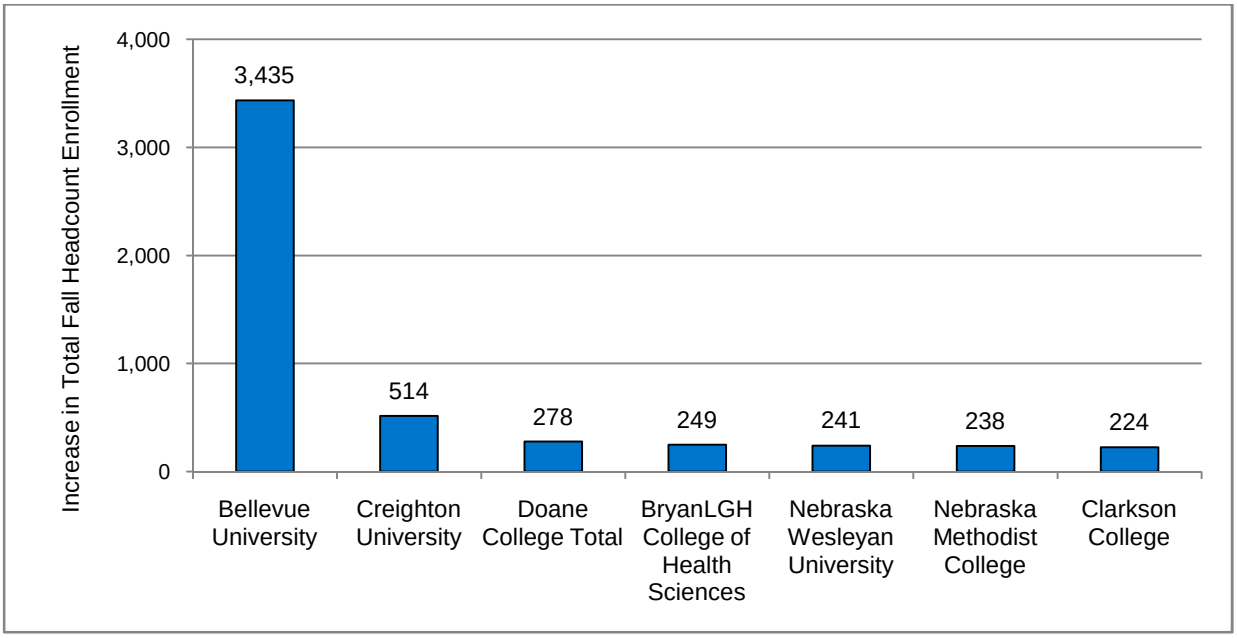
- Creighton University's enrollment increased by 514 students over the five-year period, accounting for almost 11% of the sector's growth.

- Fall enrollment at Doane College, Bryan LGH College of Health Sciences, Nebraska Wesleyan University, Nebraska Methodist College and Clarkson College each increased 224 to 278 students between fall 2003 and fall 2008.

- As of fall 2008, the seven "growth" institutions enrolled 76% of the students who attended Nebraska's independent colleges and universities, up from about 67% five years earlier.

Figure 1.7

The Highest Five-Year Increases in Fall Headcount Enrollment at Nebraska Independent Colleges and Universities Fall 2003–Fall 2008[1]



[1]Data Source for 1997-2007: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2008: Estimates reported to IPEDS on the fall 2008 institutional characteristics survey. See Table A1.2 in Appendix 1 for supporting data.

- Of the remaining 12 institutions, five reported significantly smaller increases in fall enrollment between fall 2003 and fall 2008: College of Saint Mary (43, 4.7%), Hastings College (40, 3.6%), Concordia University (27, 2.1%), Union College (12, 1.3%) and Nebraska Christian (5, 3.1%).

- The other seven institutions in the independent sector experienced small to significant declines in total enrollment over the five-year period: Summit Christian College (-6, -12.5%), Dana College (-17, -2.3%), Little Priest Tribal College (-24, -18.5%), York College (-65, 14.1%), Nebraska Indian Community College (-112, 58.9%), Midland Lutheran College (-143, 15.1%) and Grace University (-165, -27.6%).

[1]Between fall 2003 and fall 2007, Bellevue's enrollment increased by 2,949 students: 1,803 (61%) full-time students and 1,146 (39%) part-time students. Over the same four years, Creighton attracted 525 more full-time students but enrolled 70 fewer part-time students.

The For-Profit/Career School Sector

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

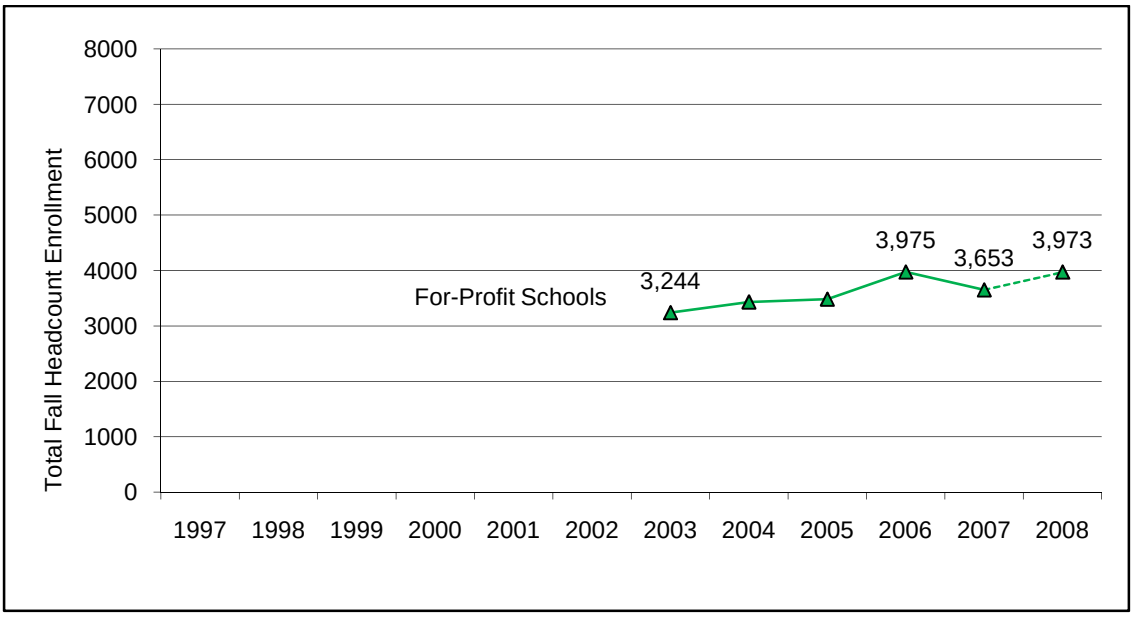
- As illustrated in Figure 1.8, total headcount enrollment within the for-profit sector decreased 8.1% between fall 2006 and fall 2007, but increased an estimated 8.8% between fall 2007 and fall 2008, so that enrollment in fall 2008 was about the same as it was in fall 2006.

- Based on estimated fall 2008 enrollments, total enrollment in the for-profit sector increased 22.5% over the past five years.

- See Table A1.2 in Appendix 1 for a list of the schools in the for-profit sector and their total headcount enrollments from fall 2003 to fall 2008.

Figure 1.8

Total Fall Headcount Enrollment within the Nebraska For-Profit/Career School Sector Fall 2003–Fall 2008[1]



[1]Data Source for 2003-2007: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2008: Estimates reported to IPEDS on the fall 2008 institutional characteristics survey. See Table A1.2 in Appendix 1 for supporting data.

Nebraska Fall Headcount Enrollment Summary by Sector

- Including the enrollments at for-profit schools, Nebraska's total postsecondary headcount enrollment increased 10.0%, from 120,592 in fall 2003 to 132,614 in fall 2008.

- As shown in Table 1.1, the net effect of the changes in enrollment that occurred between the fall 2003 baseline and fall 2008 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 2008. The combined enrollment of the public institutions accounted for a slightly lower percentage of the state's total enrollment.

Table 1.1
Nebraska Total Fall Headcount Enrollment by Sector: 2003 and 2008[1]

Enrollment Sector	Fall 2003		Estimated Fall 2008	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment
University of Nebraska	46,015	38.2%	47,808	36.1%
Nebraska State Colleges	7,652	6.3%	8,638	6.5%
Nebraska Community Colleges	39,575	32.8%	43,315	32.7%
Total Nebraska Public Colleges and Universities	93,242	**77.3%**	99,761	**75.2%**
Nebraska Independent Colleges and Universities	24,106	**20.0%**	28,880	**21.8%**
For-Profit Schools*	3,244	**2.7%**	3,973	**3.0%**
Total Nebraska Postsecondary Headcount Enrollment	120,592	100.0%	132,614	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.

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

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

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

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

The following analysis compares fall and 12-month unduplicated headcounts for Nebraska's three public sectors of higher education: the University of Nebraska, the Nebraska State College System and Nebraska's six community colleges.[1] For comparisons of the fall and 12-month enrollments of each the institutions within these sectors, see Section A.7 of the 1997–2007 *Factual Look at Higher Education in Nebraska*, which is available on the Commission's Web site, www.ccpe.state.ne.us.

Figure 1.9 on the next page shows the total fall enrollments for the three public sectors from fall 2001 through fall 2007, the latest period for which official data are available from the NCES. Figure 1.10 shows the comparable 12-month enrollments reported to the NCES for the 2001–2002 academic year through the 2006-2007 academic year. Official 12-month enrollment data for the 2007–2008 academic year, which are comparable to fall 2007 enrollments, are not yet available from the NCES. As a result, direct comparisons of fall and 12-month enrollments in this discussion are limited to 2001–2002 through 2006–2007.

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

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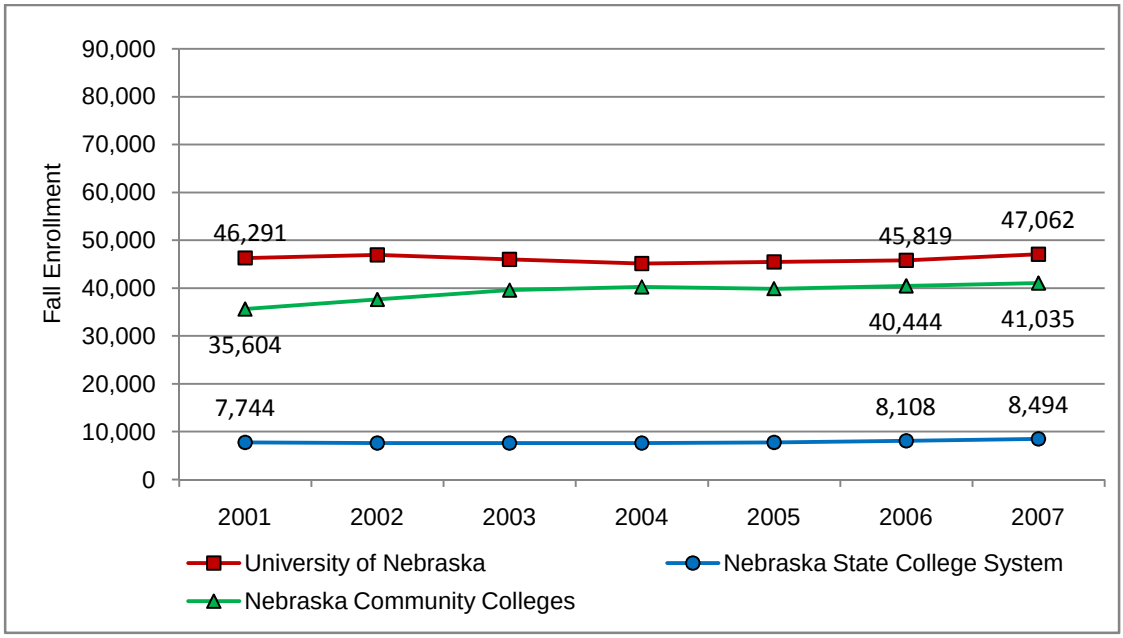
[1]This analysis is limited to the sectors with reported 12-month unduplicated headcounts that have been verified by the Coordinating Commission's research staff. The 12-month unduplicated headcounts reported by Nebraska's independent (not-for-profit) and for-profit institutions will be included in future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

Figure 1.9

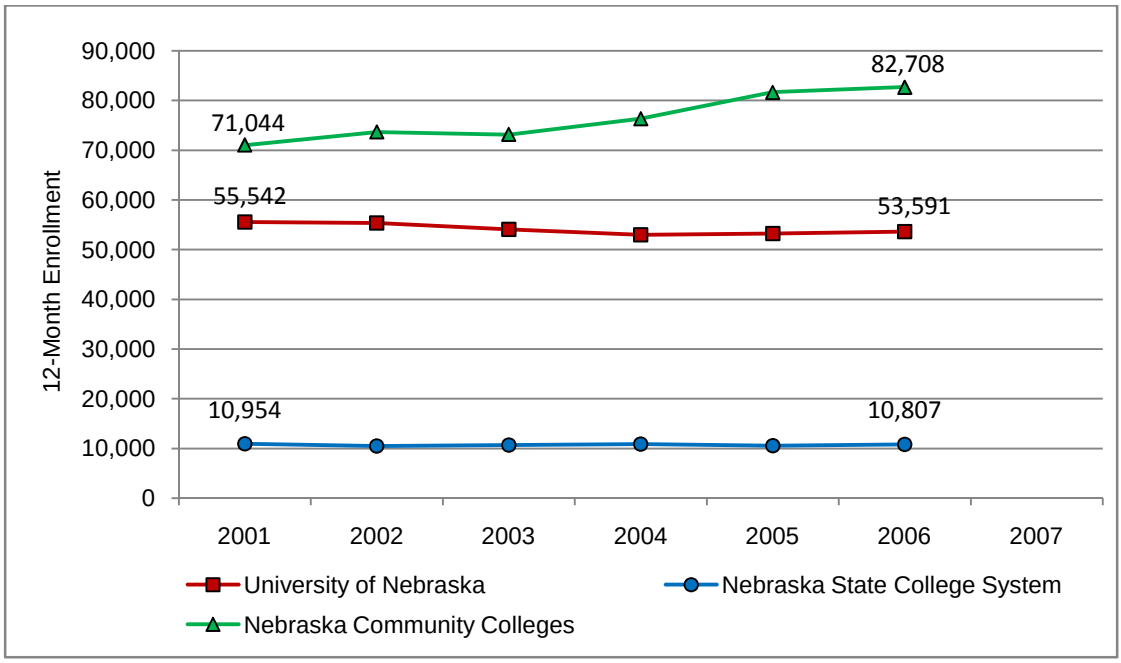
Fall Headcount Enrollment
at Nebraska Public Postsecondary Institutions by Sector
Fall 2001–Fall 2007[1]



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

Figure 1.10

12-Month Unduplicated Headcount
at Nebraska Public Postsecondary Institutions by Sector
2001–2002 Academic Year through 2006–2007 Academic Year[1]



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

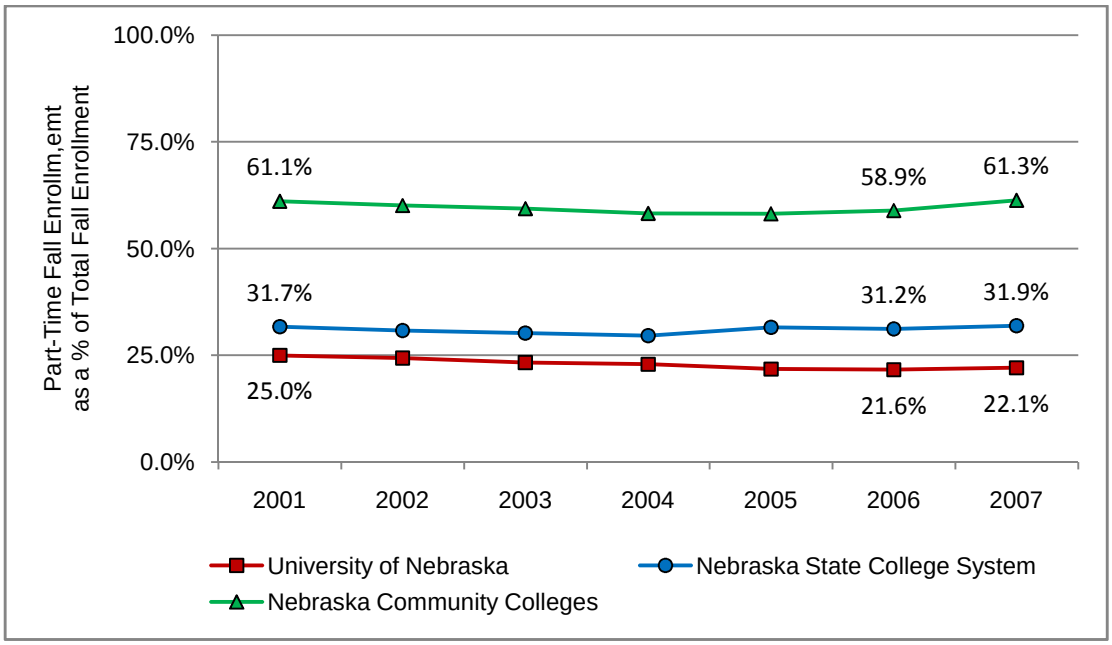
Based on the fall enrollments charted in Figure 1.9 on the previous page, the University of Nebraska enrolls a higher number of students than Nebraska's six community colleges. In fall 2006, for example, the University of Nebraska enrolled 45,819 students compared to an enrollment of 40,444 students at the community colleges.

The 12-month enrollments shown in Figure 1.10 , on the other hand, show that Nebraska's community colleges serve a significantly greater number of students than the University of Nebraska over the course of an academic year. As also illustrated in the chart, the difference between the 12-month enrollments of these two sectors has increased since the 2001–2002 academic year. As a result, in 2006–2007, the community colleges served a total of 82,708 students over the course of the academic year, while the University of Nebraska served 53,591 students. This differential is in no way surprising, given the differences in institutional missions and programs.

The significantly higher 12-month headcount of the community colleges reflects the fact that these colleges serve many students who take courses only one semester or quarter of the academic year. Furthermore, the community colleges enroll significantly more part-time students than the university or state colleges. As shown in Figure 1.11 below, part-time students account for about 60% of total fall enrollment at the community colleges. In comparison, part-time students account for less than 25% of the university's fall enrollment and about 30% of the total fall enrollment at the state colleges.[1]

Figure 1.11

Part-Time Fall Enrollment as a Percentage of Total Fall Headcount Enrollment at Nebraska Public Postsecondary Institutions by Sector Fall 2001–Fall 2007[1]



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

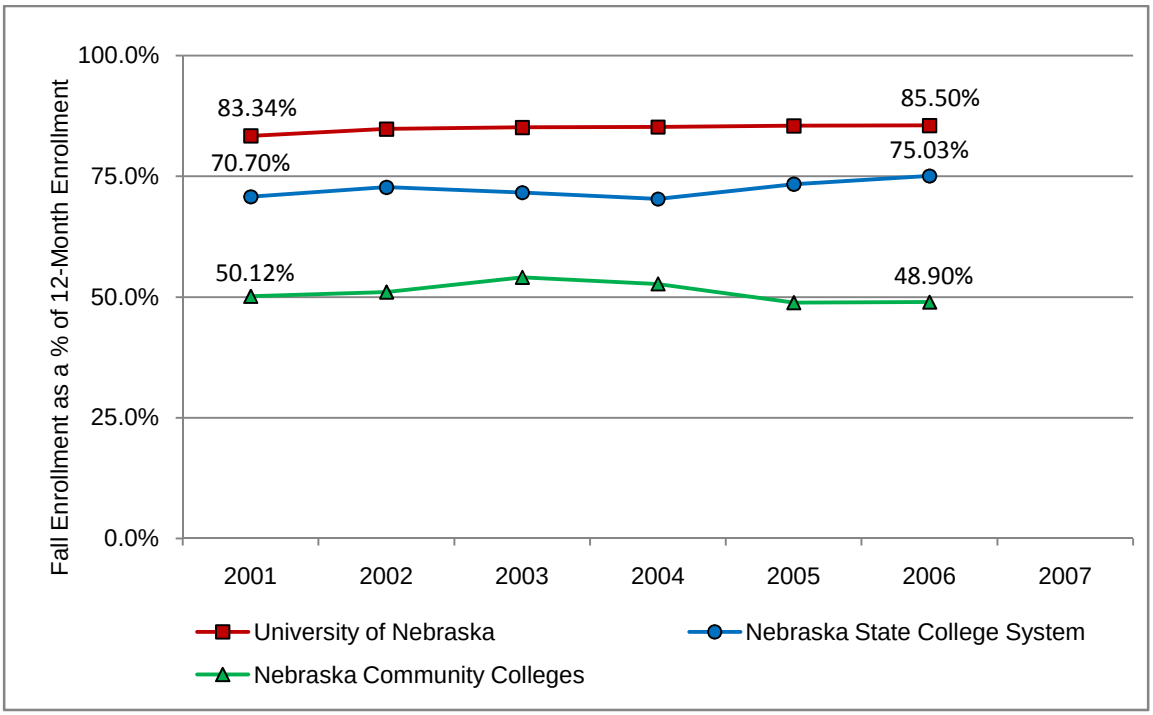
[1]The NCES does not ask institutions to report 12-month unduplicated headcounts by full-time/part-time enrollment status. Consequently, the numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments.

Figure 1.12 below shows fall enrollment as a percentage of 12-month enrollment as a means of directly comparing these two headcounts. As shown in this chart, fall enrollment accounts for 85% and 75% of 12-month enrollment at the University of Nebraska and the Nebraska State College System, respectively. In contrast, fall enrollments account for about half of the students served annually by the state's six community colleges.

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

Figure 1.12

Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount at Nebraska Public Postsecondary Institutions by Sector 2001–2002 Academic Year through 2006–2007 Academic Year[1]



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

Nebraska First-Time Freshmen Enrollments

First-time freshmen enrollments are indicators of the general direction that undergraduate enrollments are headed as well as general measures of the numbers of high school graduates who go on to college in Nebraska. Consequently, this section compares 2003 baseline enrollments of first-time freshmen to freshmen enrollments in fall 2007. First-time freshmen enrollments for fall 2008 will be available in May 2009 and reported in the *2010 Nebraska Higher Education Progress Report.*

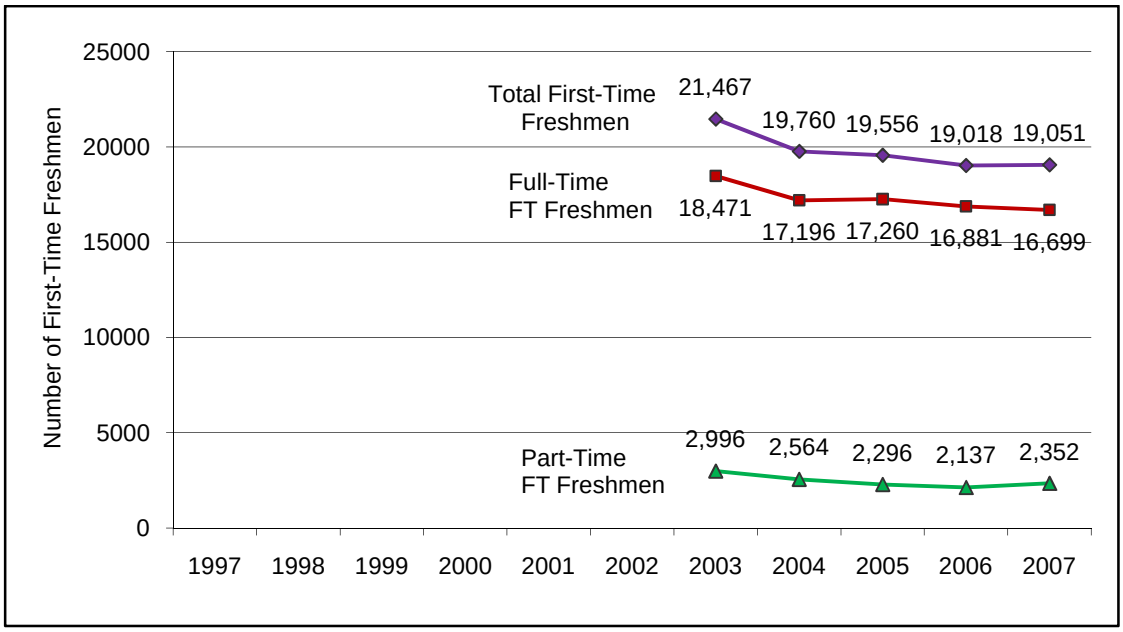
Nebraska Total Enrollment of Full- and Part-Time, First-Time Freshmen

- As shown in Figure 1.13, total enrollment of first-time freshmen at all of Nebraska's colleges and universities, including for-profit/career schools, decreased 11.3% from a baseline enrollment of 21,467 in fall 2003 to 19,051 in fall 2007. As a result, first-time freshmen enrollment was about the same in fall 2007 as it was in fall 1999. (See Part C of Table A1.4 in Appendix 1 for supporting data.)

- Between 2003 and 2007, the enrollment of full-time, first-time freshmen decreased by 1,772 students, or 9.6%, from 18,471 to 16,699. Part-time freshmen enrollment decreased by 644 students, or 21.5%, from 2,996 to 2,352 during the same period.

- In fall 2007, full-time freshmen accounted for 87.7% 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 12.3% of total freshmen enrollment.

Figure 1.13
Nebraska Total First-Time, Freshmen Enrollment
by Full- and Part-Time Student Status
Fall 2003–Fall 2007[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 A1.4 in Appendix 1 for supporting data.

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

- The University of Nebraska and the Nebraska State College System were the only sectors that reported four-year net increases in the number of full-time, first-time freshmen enrolled between fall 2003 and fall 2007.

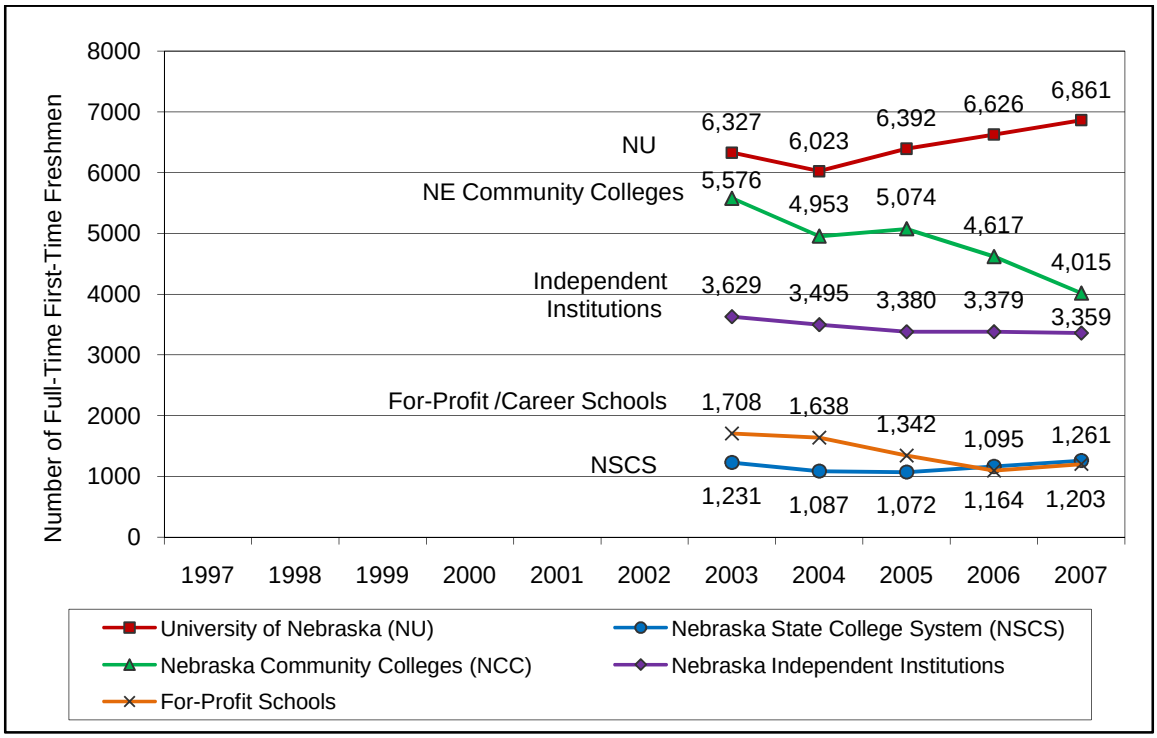
- As illustrated in Figure 1.14, the University of Nebraska experienced a 4.8% decrease in the number of full-time, first time freshmen enrolled between fall 2003 and fall 2004. However, this decrease was offset by increases in fall 2005 through fall 2007, resulting in a four-year net gain of 8.4% in full-time, first-time freshmen enrollment between fall 2003 and fall 2007.

- Between 2004 and 2005, Nebraska's community colleges experienced a 2.4% gain in the number of first-time freshmen enrolled full-time. However, this increase was more than off-set by decreases in fall 2004, fall 2006 and fall 2007. As a result, enrollment of full-time, first-time freshmen at Nebraska's community colleges was 28.0% lower in fall 2007 than it was in fall 2003.

- The number of full-time, first-time freshmen enrolled at Nebraska's independent colleges decreased 6.9% between fall 2003 and fall 2005, leveled off in fall 2006 and decreased 0.6% in fall 2007. As a result, full-time, first-time freshmen enrollment at the independent institutions was 7.4% lower in fall 2007 than it was in fall 2003.

Figure 1.14

Nebraska Total Full-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2007[1]



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

- As also illustrated in Figure 1.14 on the preceding page, Nebraska's for-profit/career schools enrolled almost 10% more full-time, first-time freshmen in fall 2007 than they did one year earlier. However, they attracted almost 30% fewer full-time, first-time freshmen in fall 2007 than they did in fall 2003. These schools include the University of Phoenix, a variety of other for-profit schools, and three schools of radiologic therapy operated by non-profit hospitals or medical centers.

- The enrollment of full-time, first-time freshmen at Nebraska's state colleges decreased 12.9% between fall 2003 and fall 2005. However, enrollments increased by more than 8% in fall 2006 and fall 2007. As a result, the number of full-time, first time freshmen enrolled at the state colleges was 2.4% higher in fall 2007 than it was in fall 2003. (See Part A of Table A1.4 in Appendix 1 for supporting data.)

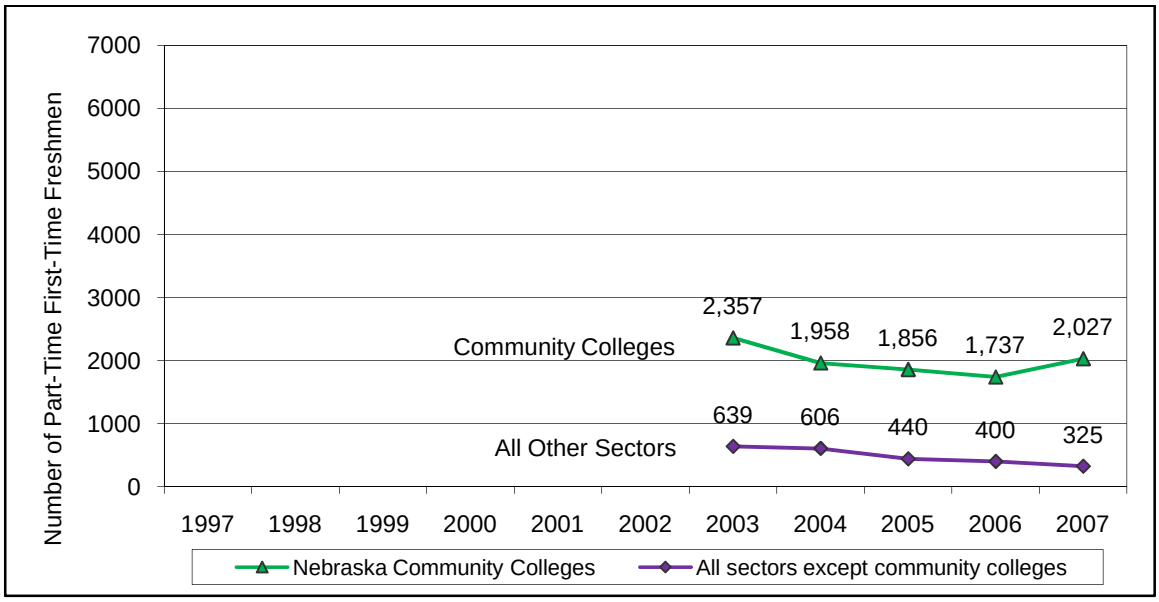
- As shown in Figure 1.15 below, Nebraska's community colleges account for the majority of first-time freshmen who attend school part time (78.7% of the state total in fall 2003 and 86.2% in fall 2007).

- As also evidenced in Figure 1.15, enrollment of part-time, first-time freshmen at Nebraska's community colleges decreased 26.3% between fall 2003 and fall 2006, but increased 16.7% in fall 2007. Even with this increase, part-time enrollment of first-time freshmen was 14.0% lower in fall 2007 than it was in fall 2003.

- The number of part-time freshmen enrolled in other types of postsecondary institutions steadily decreased over the four-year period between 2003 and 2007, with 75% of this 49.1% 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 1.15

Nebraska Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2007[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 1.16 below, Nebraska's community colleges enrolled more first-time freshmen than any other sector until fall 2006 when the number of first-time freshmen attending the institutions constituting the University of Nebraska exceeded the total enrolled at community colleges.

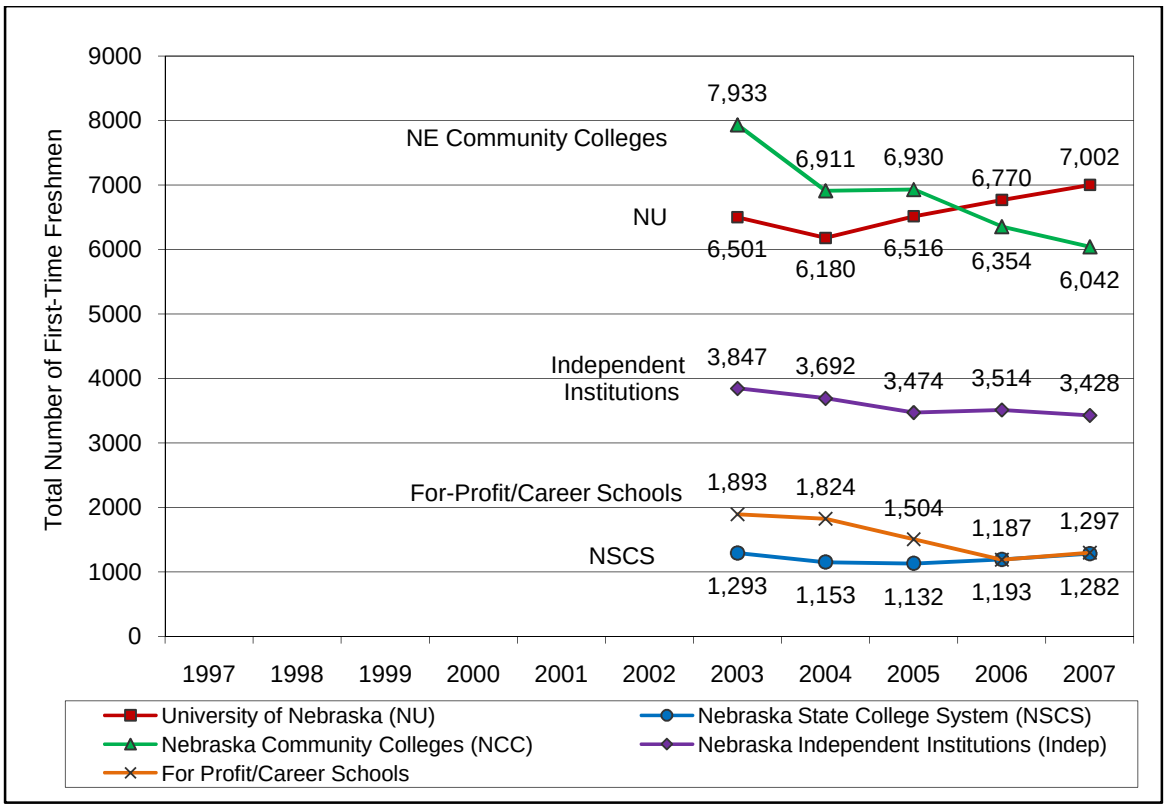
- The enrollment of first-time freshmen at the University of Nebraska increased 13.3% between fall 2004 and fall 2007 after a 4.9% decrease between fall 2003 and fall 2004. The net increase was 7.7% over the four-year period between 2003 and 2007.

- At the state colleges, a two-year increase in first-time freshmen enrollments followed a two-year decline, so that the number of first-time freshmen enrolled was about the same in fall 2007 as it was in fall 2003.

- However, with the exception of the University of Nebraska, the other sectors reported lower first-time freshmen enrollment in fall 2007 than in fall 2003. Over the four years, total first-time freshmen enrollments decreased 23.8% at Nebraska's community colleges, 10.9% at Nebraska's independent colleges and universities and 31.5% at the state's for-profit/career schools.

Figure 1.16

Nebraska Total First-Time Freshmen Enrollment by Sector 2003–2007[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*.

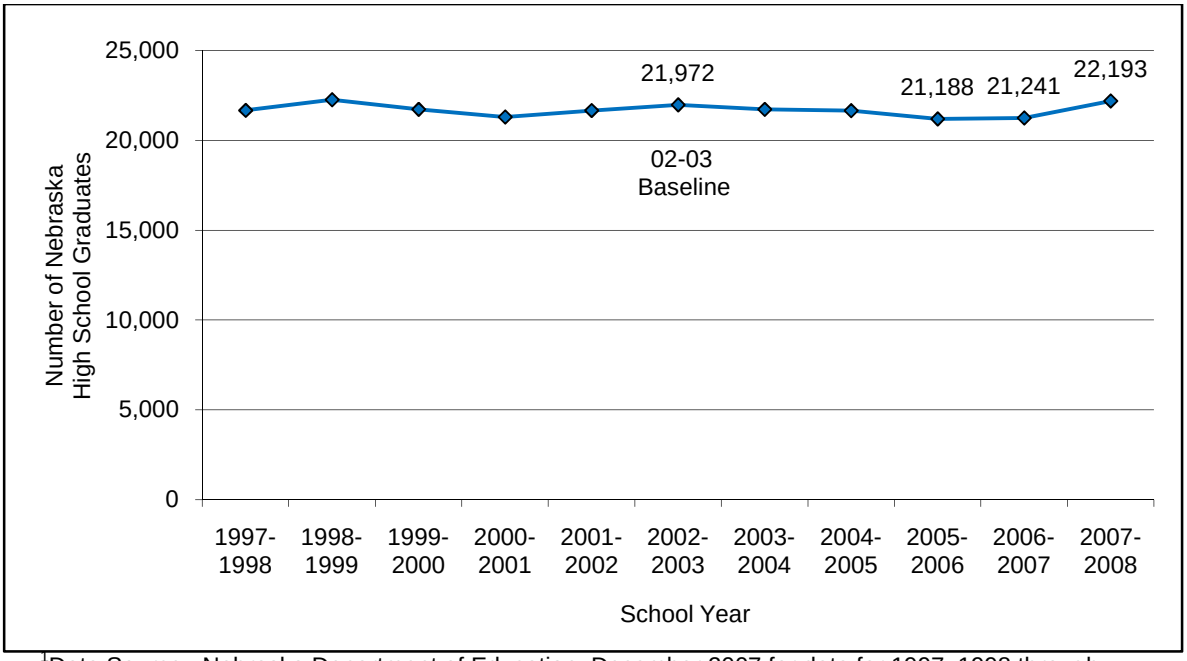
- Over the next four years, the number of students receiving regular diplomas decreased 3.3%, from 21,972 in 2002–2003 to 21,188 in 2005–2006.

- The number of graduates from Nebraska high schools increased 0.3% in 2006–2007 and 4.5% in 2007–2008 for a two-year increase of 4.7%.

- As a result of the 4.5% increase in 2007–2008, 221 or 1% more students graduated in 2007–2008 than in 2002–2003, which is the baseline for this progress report.

Figure 1.1.a.1

Total Number of Nebraska High School Graduates
1997–1998 through 2007–2008[1]



[1]Data Source: Nebraska Department of Education, December 2007 for data for 1997–1998 through 2005–2006 and January 2009 for data for 2006–2007 and 2007–2008. 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
2006-2007 and 2007-2008 Compared to 2002-2003 Baseline[1]

Type of School	Baseline 2002–2003		2006–2007		2007–2008	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	18,951	89.7%	19,995	90.3%
Nonpublic	2,234	10.2%	2,186	10.3%	2,158	9.7%
Subtotal	21,838	100.0%	21,137	100.0%	22,153	100.0%
ESU & SO[2]	134		104		40	
State Total	21,972		21,241		22,193	

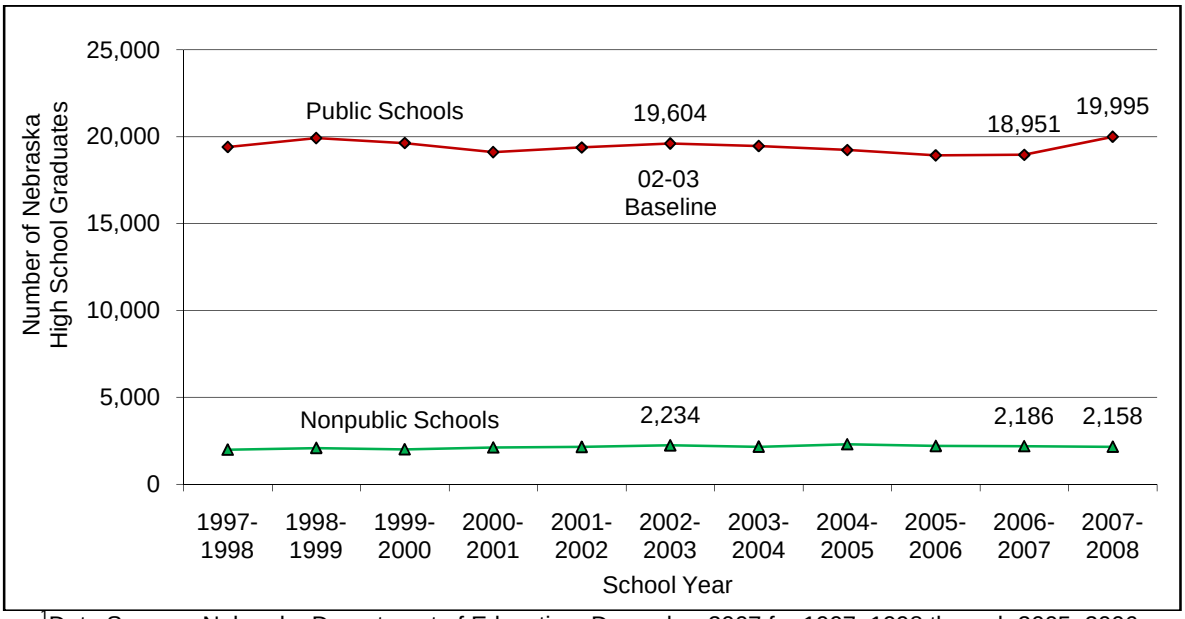
[1]Data Source: Nebraska Department of Education, December 2007 for 2002–2003 data and January 2009 for 2006–2007 and 2007–2008 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

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

- Between 2002–2003 and 2007–2008, the number of public high school graduates increased 2.0% to 19,995, while the number graduating from private high schools decreased 3.4%.

Figure 1.1.a.2

Numbers of Nebraska Public and Nonpublic High School Graduates
1997–1998 through 2007–2008[1]



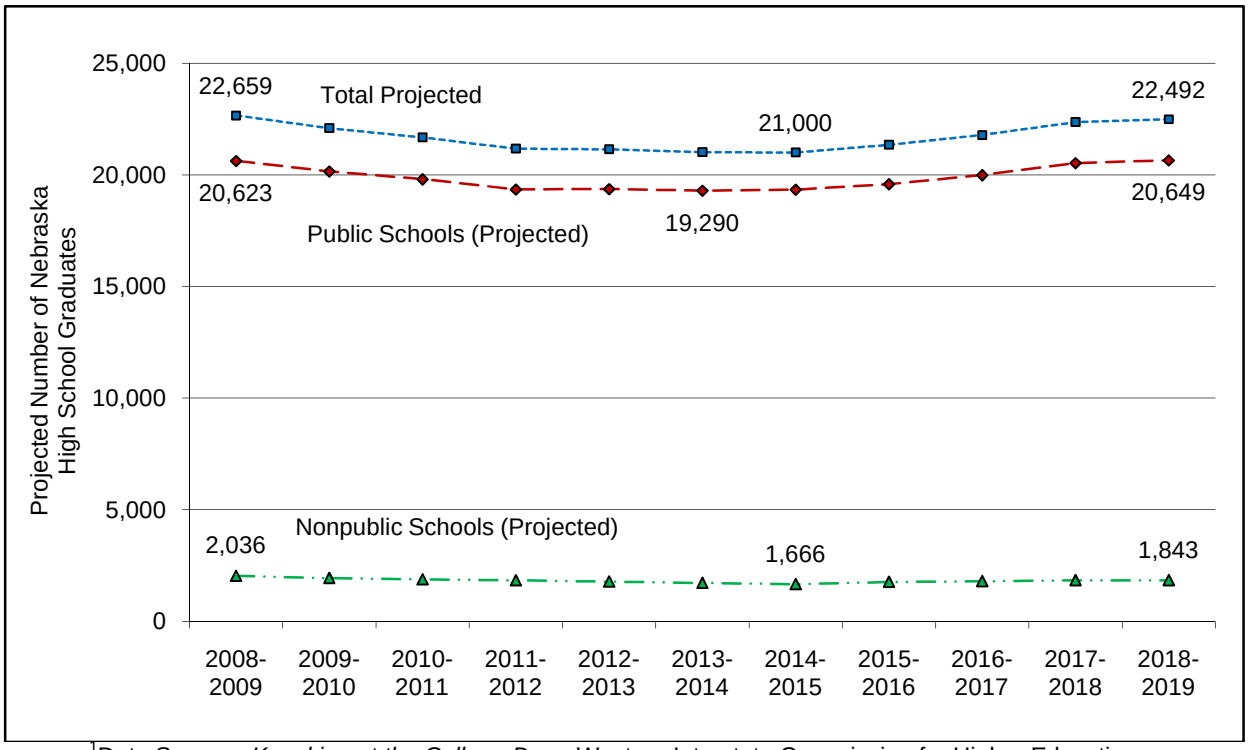
[1]Data Source: Nebraska Department of Education, December 2007 for 1997–1998 through 2005–2006 data and January 2009 for 2006–2007 and 2007–2008 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

Projected Trends in the Total Number of Nebraska High School Graduates

- Based on projections by the Western Interstate Commission for Higher Education:
  - About 340 more students will be graduating from Nebraska public and nonpublic high schools in 2018–2019 than graduated during the 2007–2008 school year.
  - As in the past, public schools are projected to account for about 90% of Nebraska's high school graduates through the 2018–2019 school year.[1]

Figure 1.1.a.3

Projected Numbers of Graduates from Nebraska Public and Nonpublic High Schools 2008–2009 through 2018–2019[1]



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

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

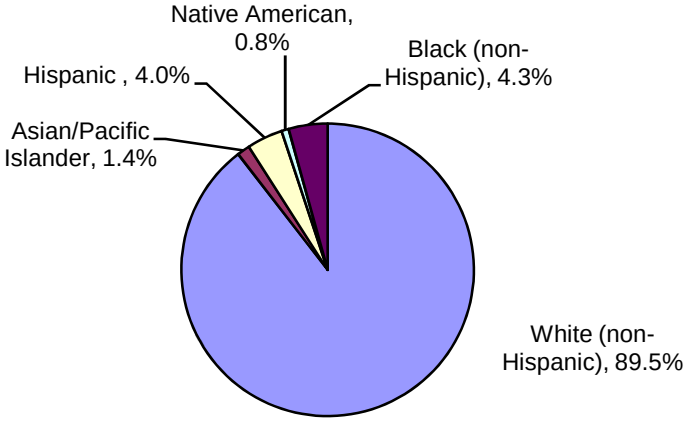
Projected and Recent Changes in Nebraska High School Graduates by Race/Ethnicity

- Although the number of graduates from Nebraska high schools is projected to increase only 1.5% over the next decade, minority students, especially Hispanics, are projected to account for much higher percentages of the graduates from the state's public schools in 2018–2019 than they did in 2002–2003, as illustrated in Figure 1.1.a.4. This is projected to be the case, despite the fact that Hispanic students tend to graduate from high school at lower rates than white and Asian students. Conversely, white non-Hispanics are projected to account for a significantly lower percentage of the students who will graduate from Nebraska's public high schools in 2018–2019.

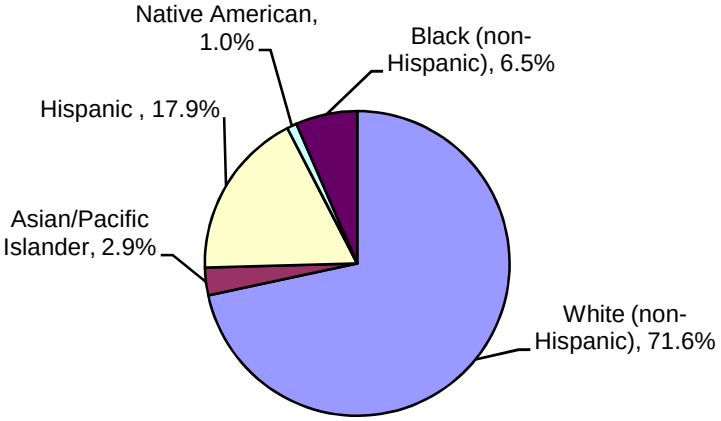
Figure 1.1.a.4

Actual and Projected Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2002–2003 and 2018–2019[1]

Actual Percentages of Graduates: 2002–2003 Baseline



Projected Percentages of Graduates: 2018–2019



[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, March 2008, page 91. Actual counts and projections do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas See Table A2.3 in Appendix 2 for supporting data.

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

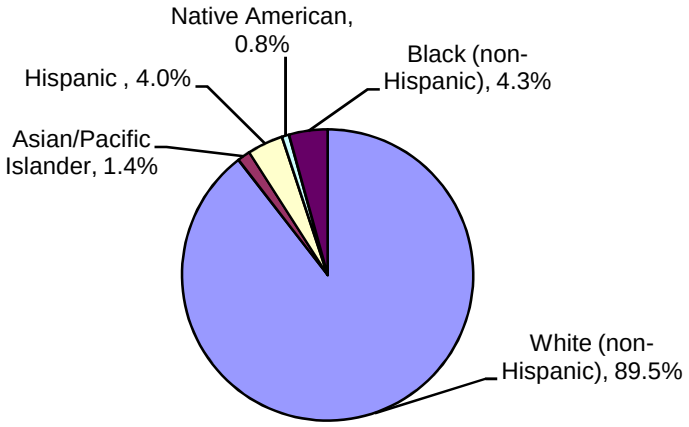
  - The number of white non-Hispanic graduates decreased 3.4% from 2002–2003 to 2007–2008, and white non-Hispanics accounted for a lower percentage of Nebraska's high school graduates in 2007–2008 than they did in 2003–2002.

  - In comparison, the total number of minority students who graduated from Nebraska's high schools increased 48.1% from 2002–2003 to 2007–2008. Minorities accounted for higher percentages of the total number of graduates than they did five years earlier.

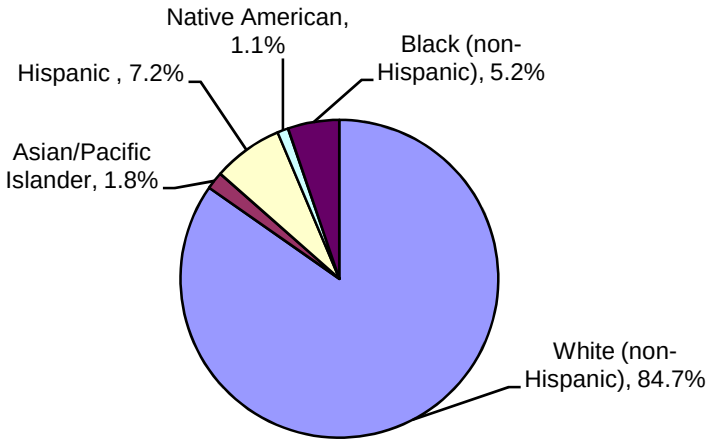
Figure 1.1.a.5

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: 2007–2008



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

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

- Although the total number of students who graduated from Nebraska high schools increased only 1% between 2002–2003 and 2007–2008, 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.

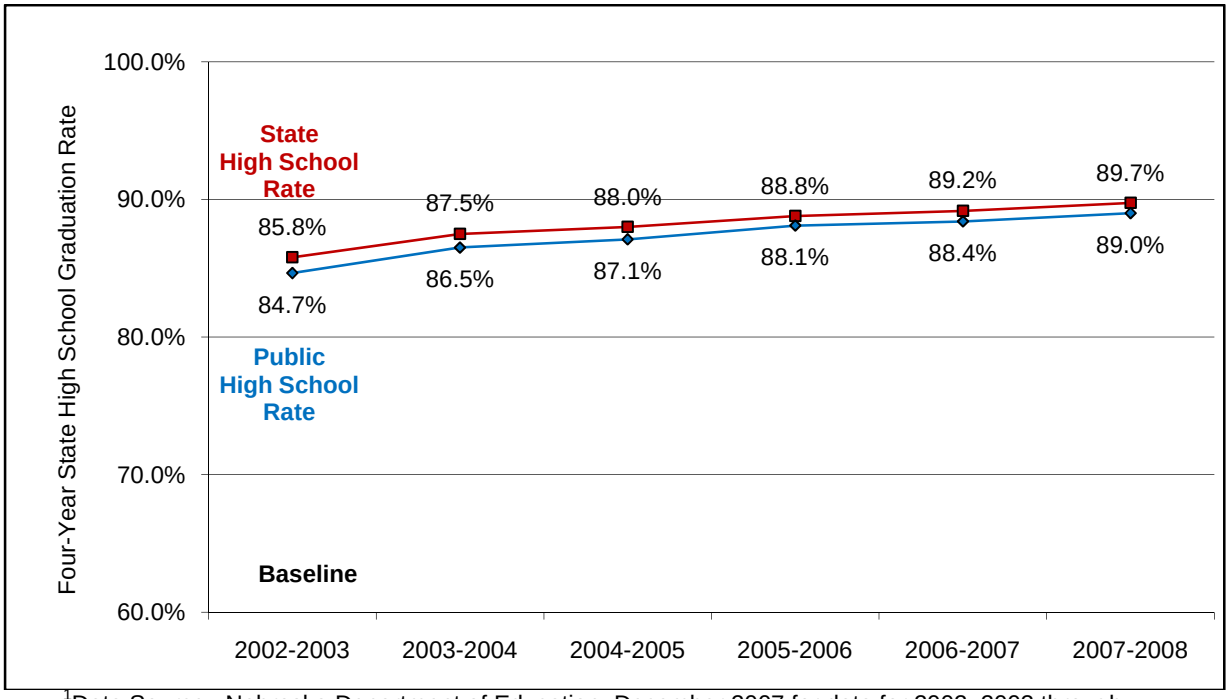
  - See Explanatory Note A3.1 in Appendix 3 for information on how four-year graduation rates are calculated.

- 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 89.7% in 2007–2008, or 3.9% over the five-year period.

- In comparison, the graduation rate for the public high schools rose 4.3%, from 84.7% in 2002–2003 to 89.0% in 2007–2008, narrowing the gap between the state and public four-year graduation rates.

Figure 1.1.a.6

Nebraska State and Public High School Four-Year Graduation Rates 2002–2003 through 2007–08[1]



[1]Data Source: Nebraska Department of Education, December 2007 for data for 2002–2003 through 2005–2006 and January 2009 for data for 2006–2007 and 2007–2008. 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, 45.8% of Nebraska's 254 public school districts had four-year high school graduation rates of 100%, and 61.0% had graduation rates in the range of 96% to 100% for the 2007–2008 school year. In contrast, only 11.8% of Nebraska's public high school districts had graduation rates that were equal to or below the statewide rate of 89.0% for public schools in 2007–2008.

- See Table A3.2 in Appendix 3 for a list of the 30 public school districts with graduation rates below the public statewide rate of 89.0% in 2007–2008.

Table 1.1.a.3
Distribution of the Four-Year, High School Graduation Rates of Nebraska Public High School Districts 2007–2008[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%	116	45.8%	61.0%	45.7%
96.0% - 99.9%	39	15.4%		61.0%
93.0% - 95.9%	45	17.8%	27.2%	78.7%
89.1% - 92.9%	24	9.5%		88.2%
85.0% - 89.0%	17	6.7%	11.8%	94.9%
80.0% - 84.9%	8	3.2%		98.0%
75.0% - 79.9%	1	0.8%		98.4%
Less than 75.0%	4	0.8%		100.0%
	254	100.0%	100.0%	

[1]Four-year graduation rates by district obtained from the Nebraska Department of Education, January 2009. 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 2007–2008 was 89.0%.

[1]Compared to the public high school graduation rates of 84.7% in 2002–2003 and 89.0% in 2007–2008, the four-year graduation rates for nonpublic (private) high schools were 99.4% for 2002–2003 and 97.4% for 2007–2008, based on data obtained from the Nebraska Department of Education, January 2009. 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, 2005 and 2006, 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 April 10, 2008.

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

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

- As illustrated in Figure 1.1.a.7, the four-year high school graduation rate for each of the five reported racial/ethnic groups generally increased between 2002–2003 and 2007–2008.

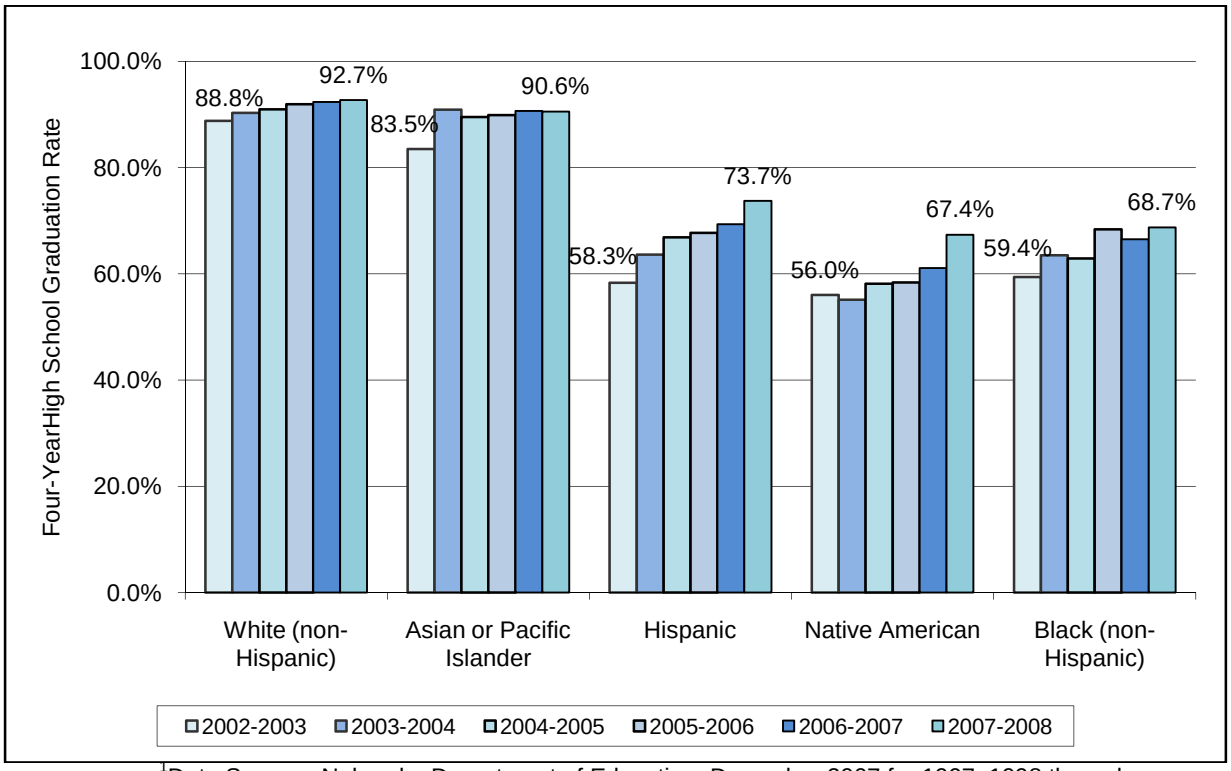
- Among the minorities, the largest increase in graduation rates between 2002–2003 and 2007–2008 was evidenced among Hispanics, while less improvement was reported for Native Americans and black non-Hispanics.

- Although graduation rates have improved for all racial/ethnic groups, the four-year graduation rates for Hispanics, blacks and Native Americans have continued to be significantly lower than the graduation rates for whites and Asians/Pacific Islanders since 2002–2003.

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

Figure 1.1.a.7

Nebraska Four-Year, Public High School Graduation Rates by Race/Ethnicity 2002–2003 through 2007–2008[1]



[1]Data Source: Nebraska Department of Education, December 2007 for 1997–1998 through 2005–2006 data and January 2009 for 2006–2007 and 2007–2008 data. See Table A3.3 in Appendix 3 for supporting data.

- For the purposes of computing four-year graduation and dropout rates for any given high school class, the numbers of students who dropped out of the class in the ninth, tenth, eleventh and twelfth grades are added together to determine the total number of students who dropped out over the four years. The resulting total number of dropouts can then be compared to the number of graduates in the class, as shown in Table 1.1.a.4 for the class of 2007–2008.

Table 1.1.a.4
Distributions of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2007–2008[1]

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9th – 12th Grades	% of Dropouts
White (non-Hispanic)	16,939	84.7%	1,328	54.0%
Asian/Pacific Islander	355	1.8%	37	1.5%
Hispanic	1,430	7.2%	510	20.7%
Native American	225	1.1%	109	4.4%
Black (non-Hispanic)	1,046	5.2%	476	19.3%
Nebraska Public Total	19,995	100.0%	2,460	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.

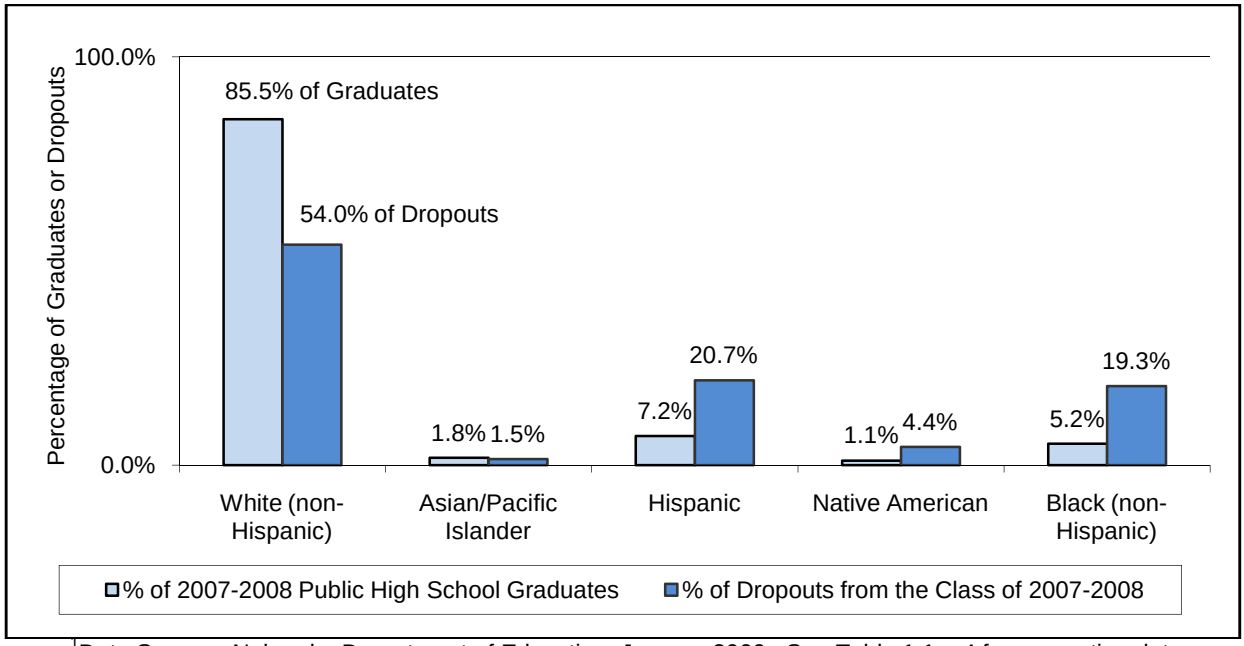
- As evidenced in Table 1.1.a.4 above and illustrated in Figure 1.1.a.8 on the next page, white non-Hispanics accounted for the largest number and percentage of dropouts from the class of 2007–2008. However, Hispanics, Native Americans and blacks accounted for a disproportionately higher percentage of students who dropped out of the class relative to the number of students who graduated in 2007–2008.

- 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 2007–2008 than they did from the class of 2002–2003. This increase is a result of both the higher number of minority students and their lower graduation rates, relative to their white and Asian/Pacific Islander classmates.

- Consequently, although the four-year graduation rates for Hispanics, Native Americans and blacks increased between 2002–2003 and 2007–2008, 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

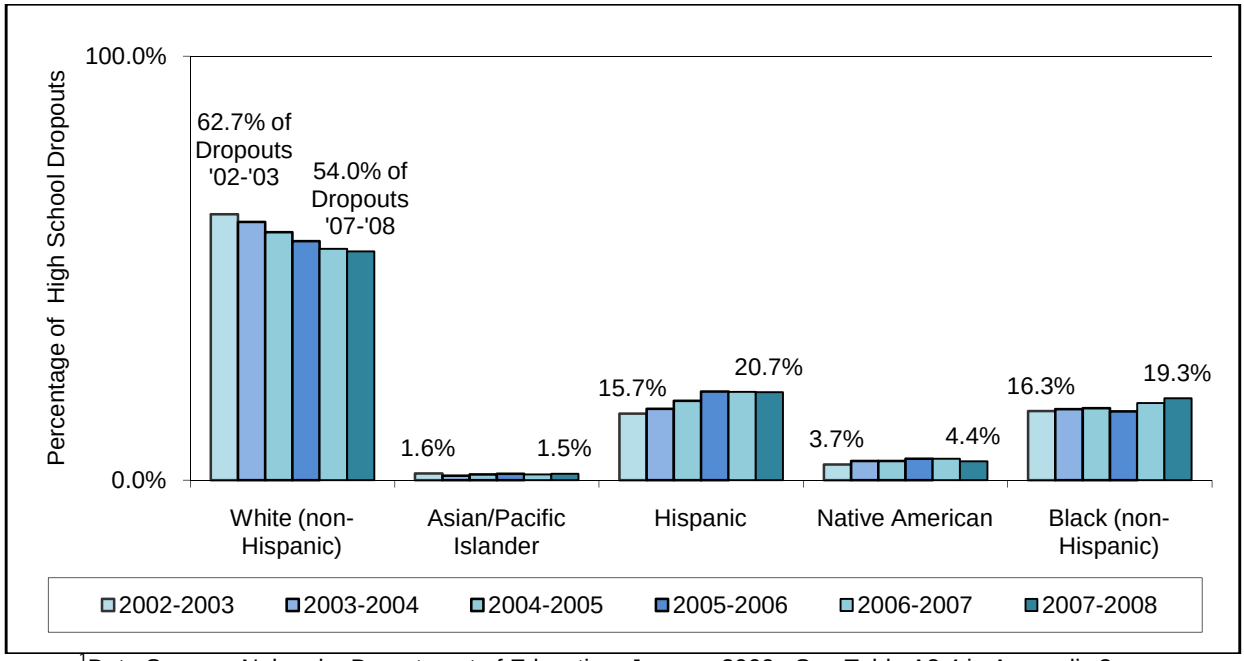
Percentages of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2007–2008[1]



[1]Data Source: Nebraska Department of Education, January 2009. See Table 1.1.a.4 for supporting data.

Figure 1.1.a.9

Percentages of Public High School Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2002–2003 through 2007–2008[1]



[1]Data Source: Nebraska Department of Education, January 2009. 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 2007–2008. Beginning in 2005–2006, the gender gap in graduation rates slightly narrowed.

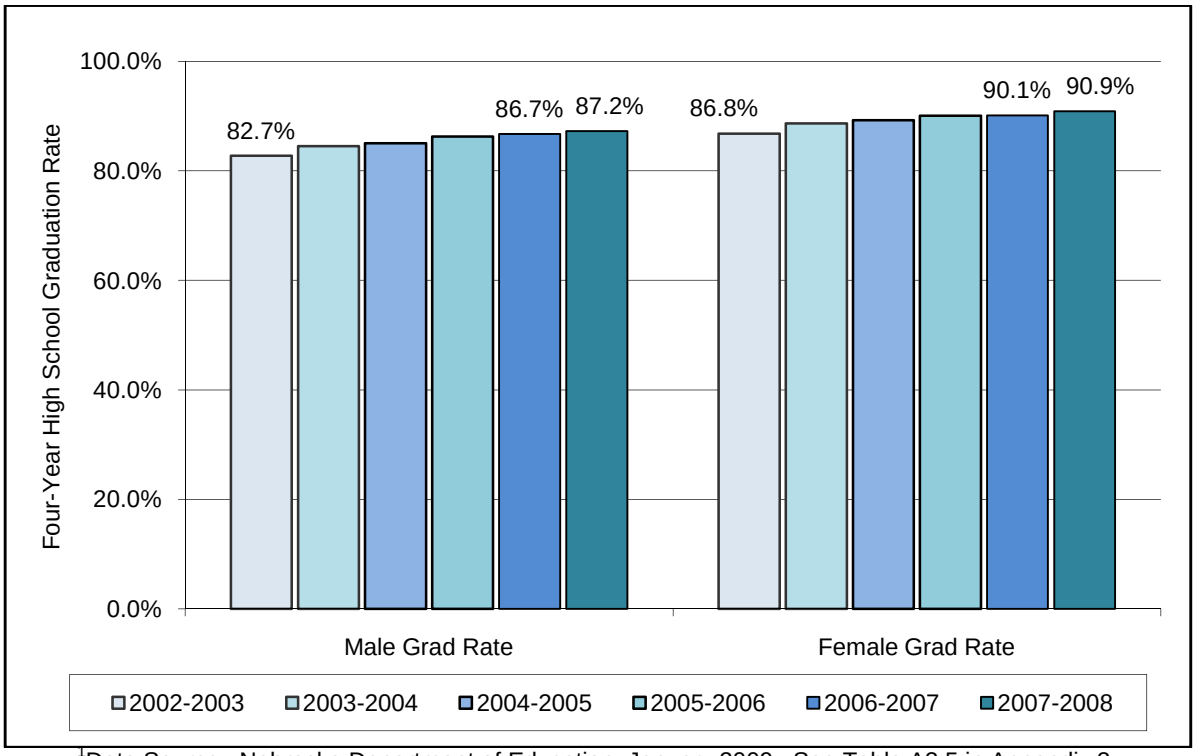
- Over the three years from 2002–2003 through 2004–2005, there was a 4.1 percentage difference between the graduation rates of males and females who completed high school in Nebraska.

- The difference between the graduation rates of males and females narrowed slightly to 3.9 percentage points in 2005–2006 and the difference narrowed to 3.4 percentage points in 2006–2007, due to a slightly higher increase in the graduation rate for males than for females in 2005–2006 and no change in the graduation rate for females in 2006–2007.

- However, the difference between the graduation rates of males and females increased from 3.4 percentage points in 2006–2007 to 3.7 percentage points in 2007–2008, indicating that the gender gap in Nebraska high school graduation rates continues to persist.

Figure 1.1.a.10

Nebraska Four-Year, Public High School Graduation Rates by Gender 2002–2003 through 2007–2008[1]



[1]Data Source: Nebraska Department of Education, January 2009. 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 2007–2008 indicates that Nebraska's statewide public graduation rate has increased and that the graduation rates for students in all of the reported racial/ethnic groups have improved. However, more than 2,400 students in the class of 2007–2008 dropped out of Nebraska's public high schools before they completed the requirements for graduation.

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

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

Figure 1.1.a.11

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

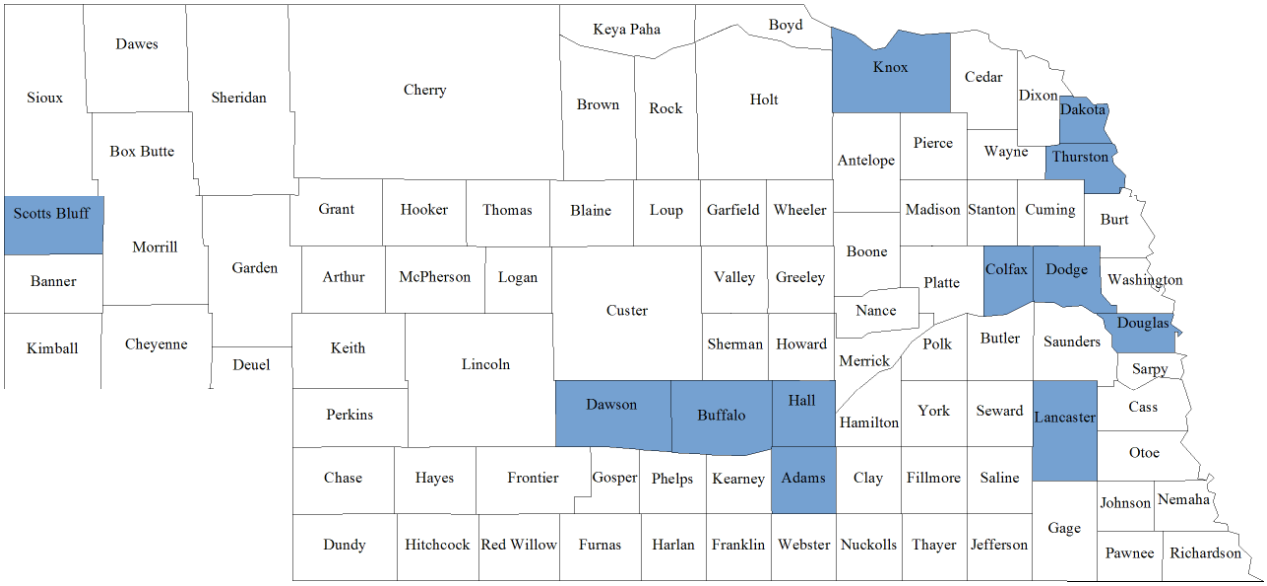


Table 1.1.a.5 lists the school districts that have accounted for 70% or more of the state's dropouts from public high schools since 2002–2003, which is the baseline for this report. To be included initially among the 14 school districts selected for analysis, a district had to meet one or both of the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

(1) The district's four-year graduation rate was lower than the statewide rate for Nebraska public schools in 2002–2003 and 2003–2004, and the district reported more than 15 dropouts from the class of 2002–2003.

(2) The district's four-year graduation rate was one of the five lowest in the state for the 2002–2003 or 2003–2004 school year.

The school districts listed in Table 1.1.a.5 included North Platte Public Schools for the analysis of data from 2002–2003 through 2006–2007. However, for this year's analysis, North Platte Public Schools was removed from the list of monitored districts because the school district had a graduation rate that was higher than the statewide rate for Nebraska public schools in 2006–2007 and 2007–2008. We congratulate them for this significant improvement. Conversely, Kearney Public Schools was added to the list this year because the district had a graduation rate that was lower than the statewide rate for Nebraska public schools and the district reported more than 15 dropouts from the classes of 2007 and 2008.

- As shown in Table 1.1.a.5, the 14 selected school districts represented about 31% of the states public high school graduates but almost 73% of all of the dropouts from Nebraska's public high schools in 2002–2003 and 2007–2008.

- Although 14 districts continue to account for 73% of the state's high school dropouts, the number of dropouts from the districts decreased 30.2% between 2002–2003 and 2007–2008. During the same period, the number of graduates from the districts increased 4.3%.

Table 1.1.a.5
Number of High School Graduates and Dropouts
for the 14 Selected Nebraska School Districts
2007–2008 Compared to 2002–2003[1]

County	District or School Name	No. of **Graduates**		No. of **Dropouts** 9th – 12th Grades	
		2002–03	2007–08	2002–03	2007–08
Adams	Hastings Public Schools	233	246	54	34
Buffalo	Kearney Public Schools		354		56
Colfax	Schuyler Central High School	74	96	30	24
Dakota	South Sioux City Community Schools	176	252	64	35
Dawson	Lexington Public Schools	130	158	32	36
Dodge	Fremont Public Schools	286	282	65	44
Douglas	Omaha Public Schools	2,336	2,336	1,342	955
Hall	Grand Island Public Schools	367	378	123	105
Knox	Santee Community Schools	8	0	4	masked
Lancaster	Lincoln Public Schools	1,883	1,958	716	445
Lincoln	North Platte Public Schools	297		57	
Scotts Bluff	Scottsbluff Public Schools	207	175	39	24
Thurston	Walthill Public Schools	18	18	7	10
Thurston	Umo^{n}ho^{n} Nation Public School	9	15	18	17
Thurston	Winnebago Public Schools	21	35	16	7
	Total for 14 School Districts	6,045	6,303	2,567	1,792
	% of Nebraska Public School Total	**30.8%**	**31.5%**	**72.7%**	**72.8%**
	Nebraska Public School Total	19,604	19,995	3,531	2,460

[1]Data Source: Nebraska Department of Education, January 2009.

- As illustrated in Figure 1.1.a.12 below, the combined graduation rate for the 14 districts increased from 70.2% in 2002–2003 to 77.9% in 2007–2008, an increase of 7.7 percentage points.[1]

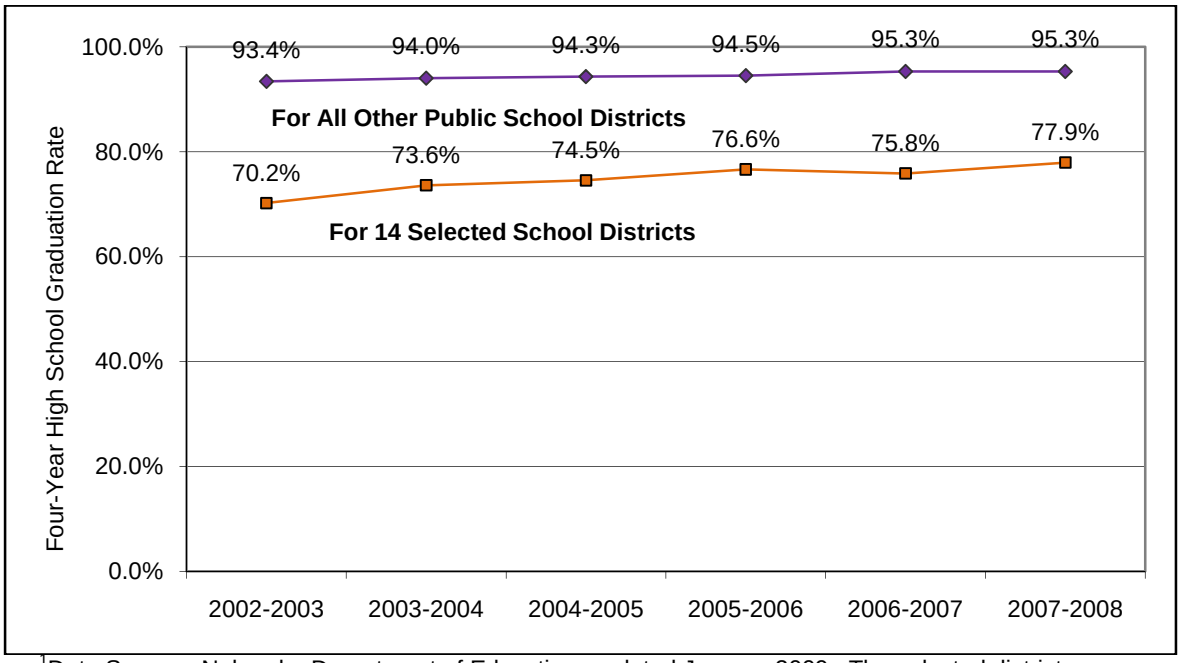
- As also evidenced in Figure 1.1.a.12, the overall four-year graduation rate for the 14 selected school districts continues to be significantly lower than the combined graduation rate for all of Nebraska's other public high schools. However, the difference between the overall graduation rate for the 14 monitored districts and the graduation rate for all other Nebraska public school districts generally narrowed between 2002–2003 and 2007–2008. This means that, in general, the percentage of students receiving regular high school diplomas in the 14 districts has increased at a higher rate than the graduation rate for all of the other public school districts.

- 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 relatively low graduation rates, 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 2007–2008 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 2007–2008[1]



[1]Data Source: Nebraska Department of Education, updated January 2009. The selected districts are Fremont Public Schools, Grand Island Public Schools, Hastings Public Schools, Kearney Public Schools (beginning in 2007–2008), Lexington Public Schools, Lincoln Public Schools, North Platte Public Schools through (2006–2007), 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]If North Platte and Kearney Public Schools are excluded from the analysis, the combined graduation rate of the remaining 13 districts increased 7.8 percentage points, from 69.6% in 2002–2003 to 77.4% in 2007–2008.

1.1.b Preparation for College

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

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

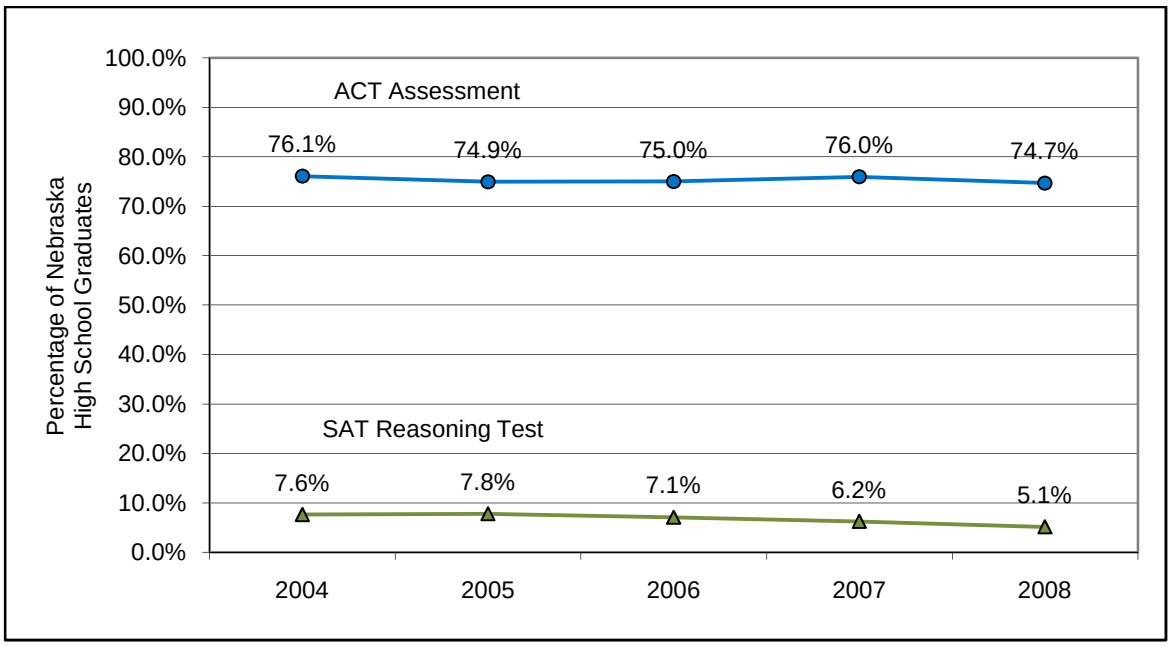
Nebraska Participation Rates for the ACT Assessment and the SAT Reasoning Test

- The ACT Assessment is the predominant college entrance exam available to measure the extent to which Nebraska students are prepared for academic coursework beyond high school. As shown in Figure 1.1.b.1, 74.7% of the Nebraska high school students in the graduating class of 2008 took the ACT Assessment. In comparison, 5.1% 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, 1.4 and 2.5 percentage points lower in 2008 than in 2004, which is the baseline for this annual progress report. (See Table A4.1 in Appendix 4 for supporting data.)

Figure 1.1.b.1

Percentages of Nebraska High School Graduates Who Took the ACT Assessment and/or the SAT Reasoning Test 2004–2008[1]

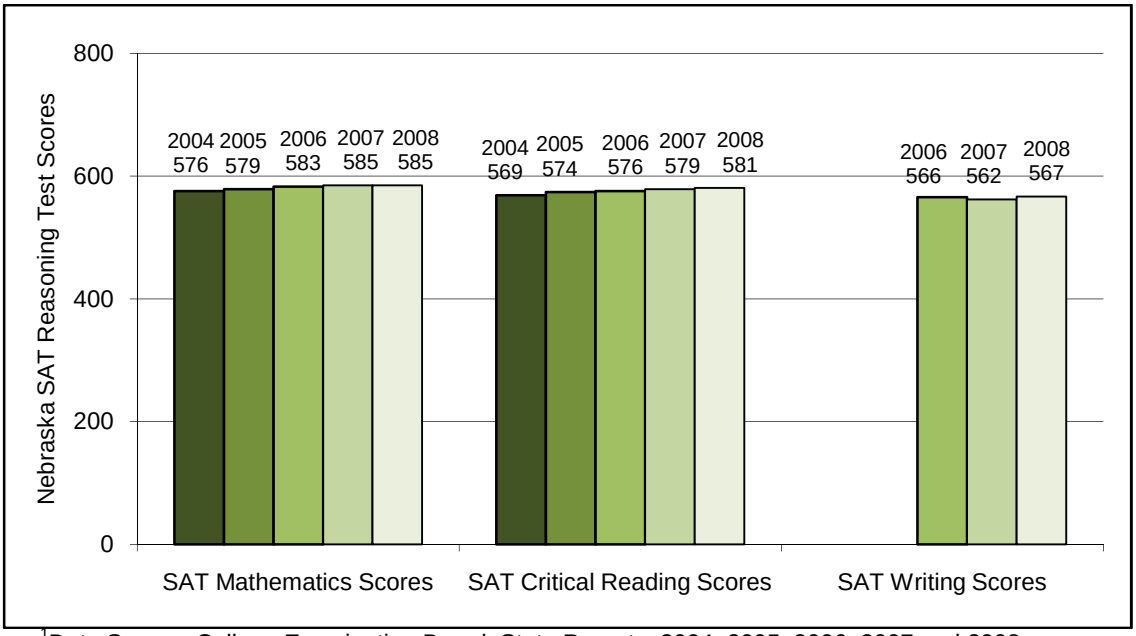


[1]Data Sources: ACT, Inc., College Examination Board and the Nebraska Department of Education. See Table A4.1 in Appendix 4 for supporting data.

Nebraska SAT Reasoning Test Scores

- The three components of the SAT Reasoning Test measure achievement in mathematics, critical reading and writing. As shown in Figure 1.1.b.2, the average mathematics and critical reading scores of Nebraska high school students were, respectively, nine and twelve points higher in 2008 than in 2004, which were when the baselines for this report were established. The average score in writing has increased one point since this test component was introduced in 2006.

Figure 1.1.b.2
Nebraska Average SAT Reasoning Test Scores[1]
2004–2008



[1]Data Source: College Examination Board, State Reports, 2004, 2005, 2006, 2007 and 2008.

- As shown in Table 1.1.b.1, the average math, critical reading and writing scores of Nebraska high school students who took the SAT continued to be well above the national averages in 2008. 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]
2002–2008

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

[1]Data Source: College Examination Board, State Reports, 2004–2008.

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.

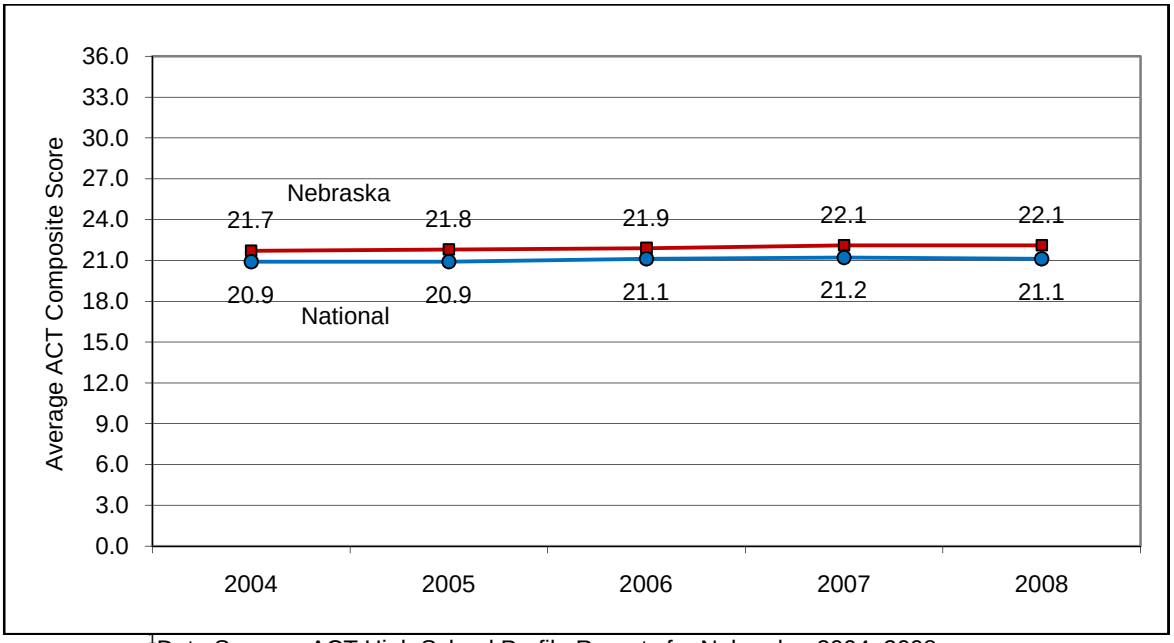
- As shown in Figure 1.1.b.3, the average ACT composite score for Nebraska high school students in the graduating class of 2008 was 22.1, up from 21.7 in 2004, which is the baseline for this report.

- As also shown in the figure below, Nebraska's average composite score continued to be above the national average for the graduating class of 2008.

- Based on information from ACT, Inc., Nebraska had the highest average composite score among the 15 states where 70% or more of the 2008 high school graduates took the ACT Assessment. However, direct state-to-state comparisons are generally not advisable.[1]

Figure 1.1.b.3

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2004–2008[1]



[1]Data Source: ACT High School Profile Reports for Nebraska, 2004–2008.

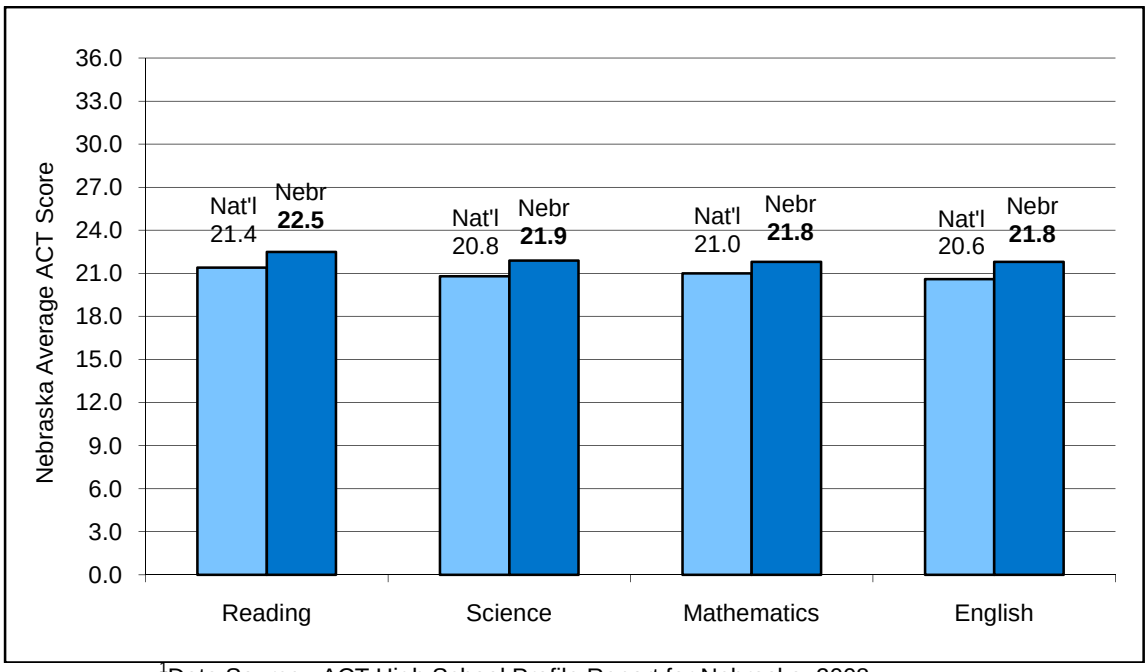
[1]The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam taken in about 25 states. Nationally, 1,421,941 (or about 43%) of the students in the high school graduating class of 2008 took the ACT Assessment. Each year, average ACT scores are reported for every state, but state-to-state comparisons are not advisable for several reasons. Currently, Colorado, Illinois and Michigan 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 socio-economic characteristics of students and their families. For these reasons, specific state-to-state comparisons are not included in this report.

- Figure 1.1.b.4 shows that Nebraska students in the 2008 graduating class scored above the national average on each of the subject-area tests that constitute the ACT Assessment.

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

Figure 1.1.b.4

Comparison of National and Nebraska Average ACT Scores in Reading, Science, Mathematics and English for the Graduating Class of 2008[1]



[1]Data Source: ACT High School Profile Report for Nebraska, 2008

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, 2008.

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

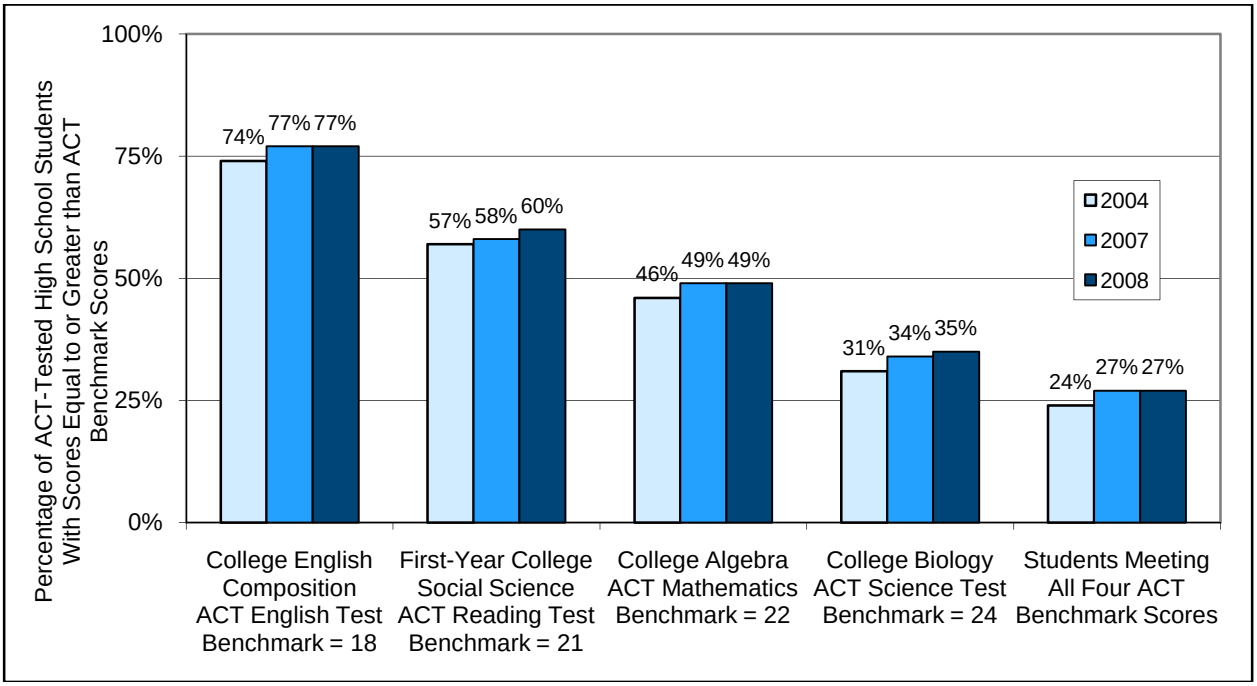
- Based on the data summarized in Figure 1.1.b.5, 77% of the ACT-tested Nebraska high school graduates in 2008 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating that there is a relatively high probability that these students will earn at least a C in college-level English composition courses.

- In comparison, 60% 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 35% met or exceeded the science benchmark score of 24 for college-level biology.

- Between 2004 and 2008, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, reading, mathematics and science tests increased by three percentage points.

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: 2007 & 2008 Compared to 2004 Baseline[1]



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

- Additional data reveals that the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks were six to nine percentage points higher than reported national percentages for 2008. (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 or the class of 2008 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment**.

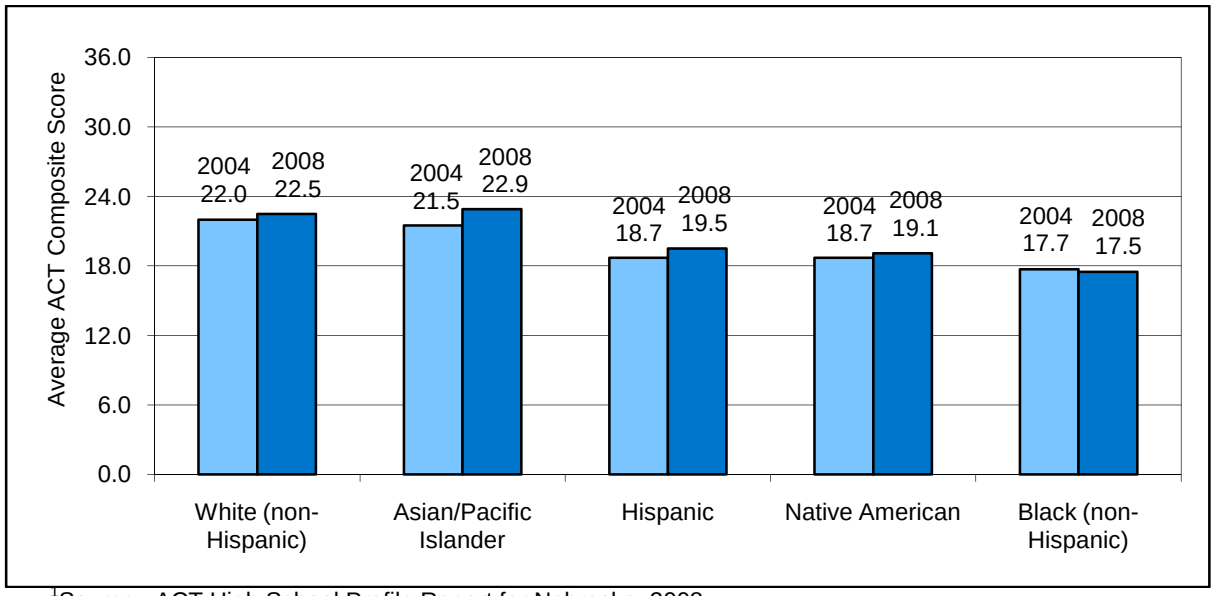
ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- 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 2008 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 almost one and one-half points between 2004 and 2008. The average scores of white non-Hispanics, Hispanics and Native Americans also increased by four- to eight-tenths of a point. However, the average composite score for black non-Hispanics was two-tenths of a point lower in 2008 than it was in 2004.

Figure 1.1.b.6
Nebraska Average ACT Composite Scores by Race/Ethnicity
2008 Compared to 2004 Baseline[1]



[1]Source: ACT High School Profile Report for Nebraska, 2008.

- Based on the data for the graduating class of 2008 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.

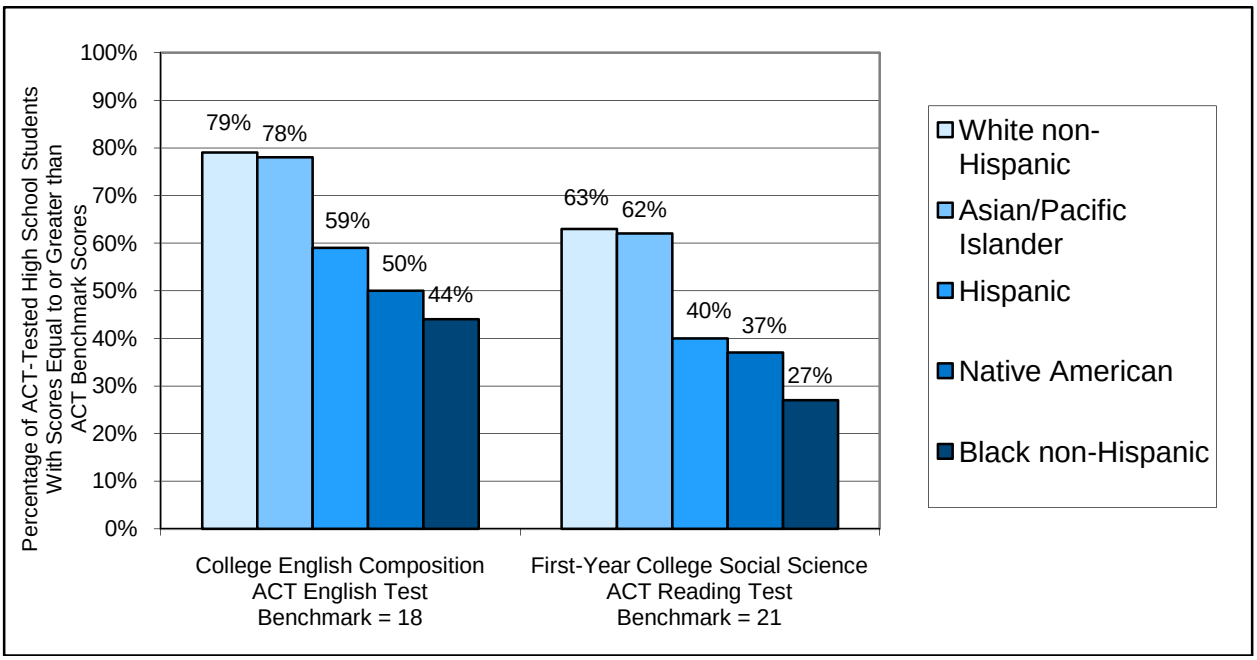
- For example, only 28% of the ACT-tested Hispanics in the class of 2008 met or exceeded the ACT College Readiness Benchmark Score in mathematics, indicating that they were sufficiently prepared to earn at least a C in college algebra, compared to 52% of the white students and 57% of the Asian/Pacific Islander students. Similarly, only 25% of the ACT-tested Native Americans and 14% of the black non-Hispanics met or exceeded the benchmark score in mathematics.

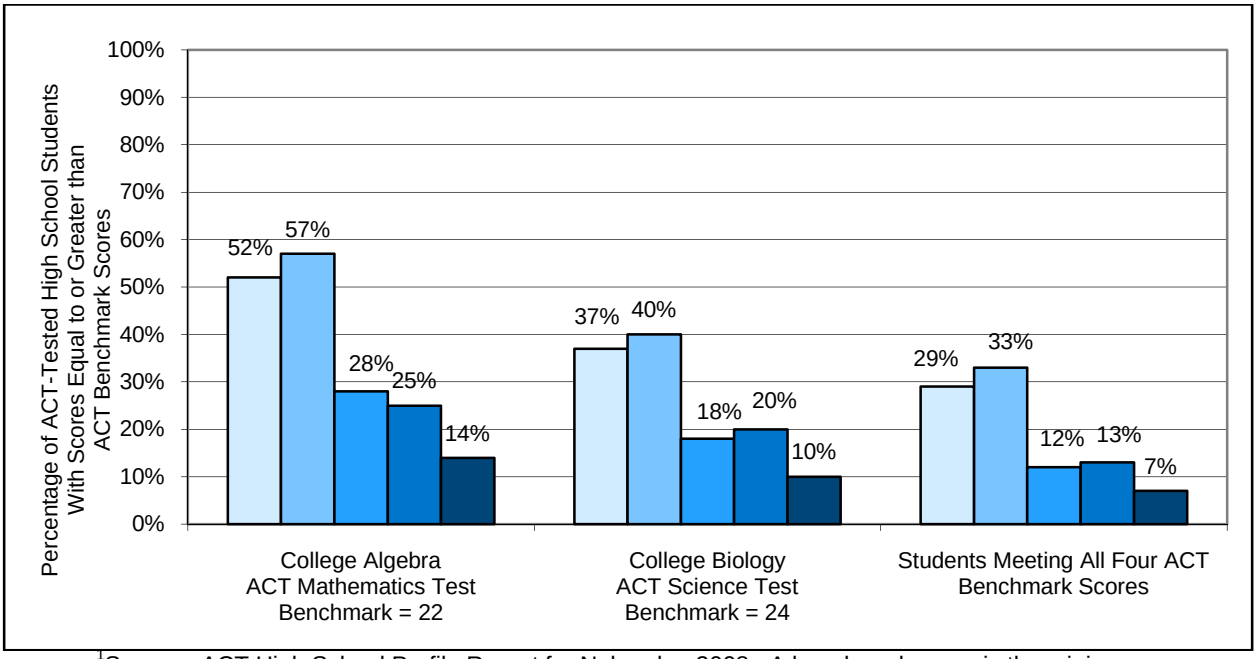
- As shown on the next page, the same pattern of percentages is evidenced for the ACT tests in English, reading, mathematics and science, even though the percentages of students who met or exceeded the ACT College Readiness Benchmarks vary by subject matter area.

- In addition, the following chart shows that only 12% of Hispanics, 13% of Native Americans and 7% of blacks in the graduating class of 2008 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 2008 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, 2008. 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 2008, those who took the core or more had an average composite score of 22.8 compared to an average score of 20.1 for the students who reported that they took courses that did not meet the minimum core requirements.

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

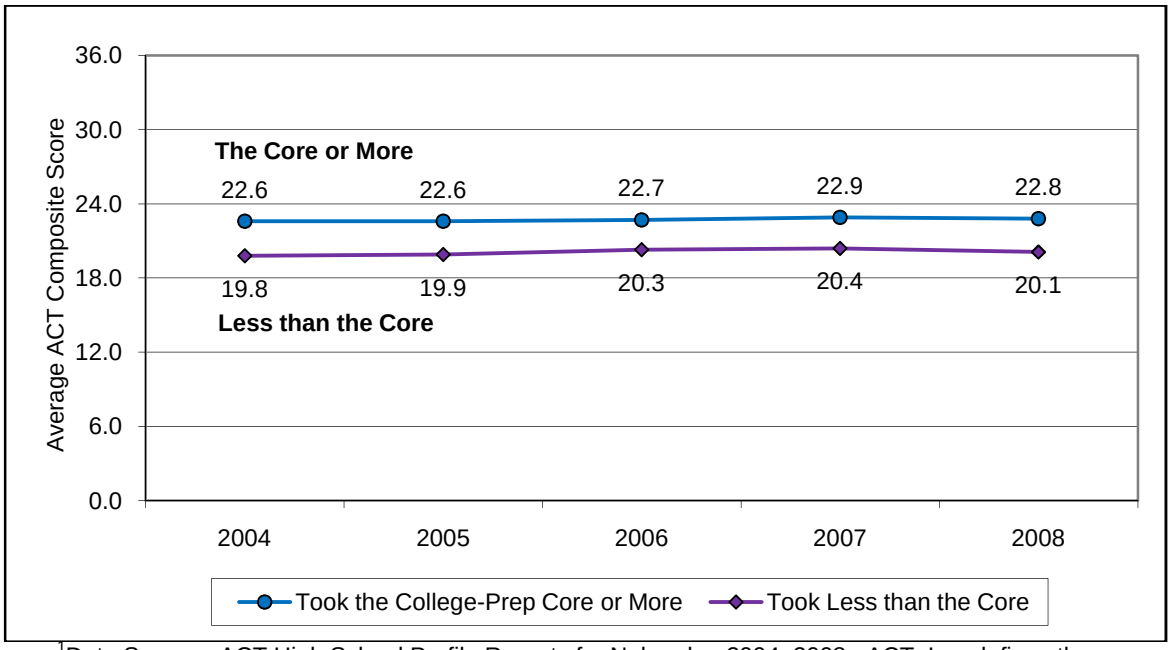
- As also evidenced in Figure 1.1.b.8, the average ACT composite score for the students who took the core or more increased by three-tenths of a point between 2004 and 2007, whereas the average score for students who took less than the core increased by six-tenths of a point. The reports provided by 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. Note: In Nebraska, high school graduation requirements are set by each school district individually and may or may not include "the core" as defined by ACT, Inc.

Figure 1.1.b.8

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2004–2008[1]



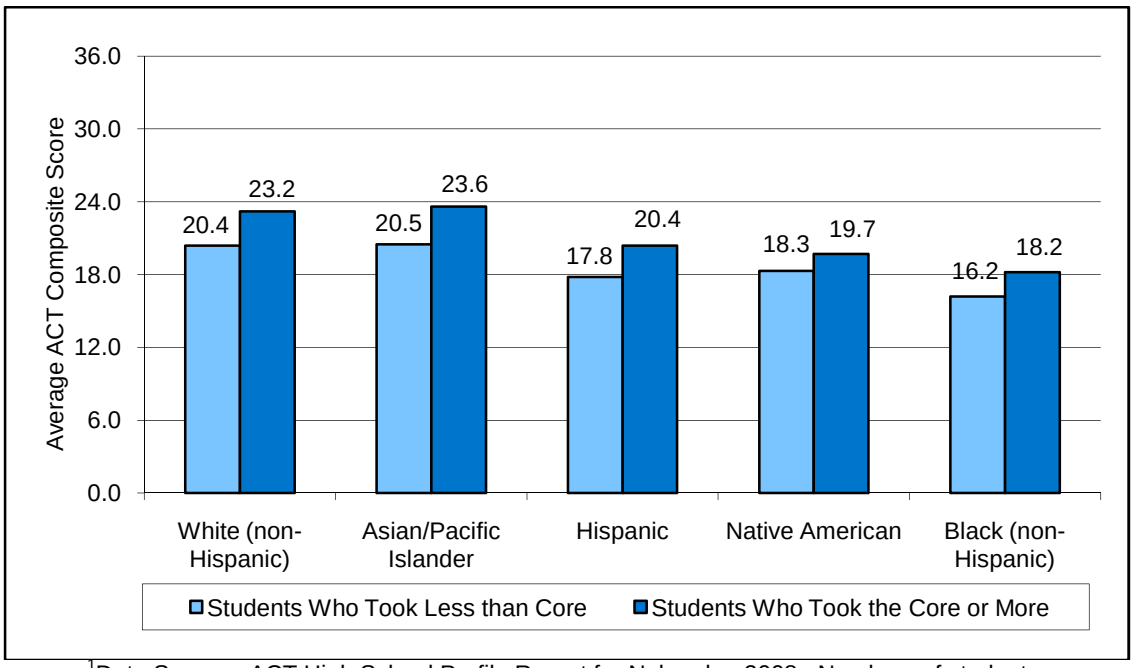
[1]Data Source: ACT High School Profile Reports for Nebraska, 2004–2008. ACT, Inc. defines the core college-preparatory high school curriculum (or what is simply called "the core") as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I).

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

  Within each of the five racial/ethnic groups, the average ACT composite score was higher for the students in the graduating class of 2008 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

2008 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, 2008. Numbers of students tested: White (non-Hispanic) 12,839, Asian/Pacific Islander 292, Hispanic 585, Native American 96, black (non-Hispanic) 508.

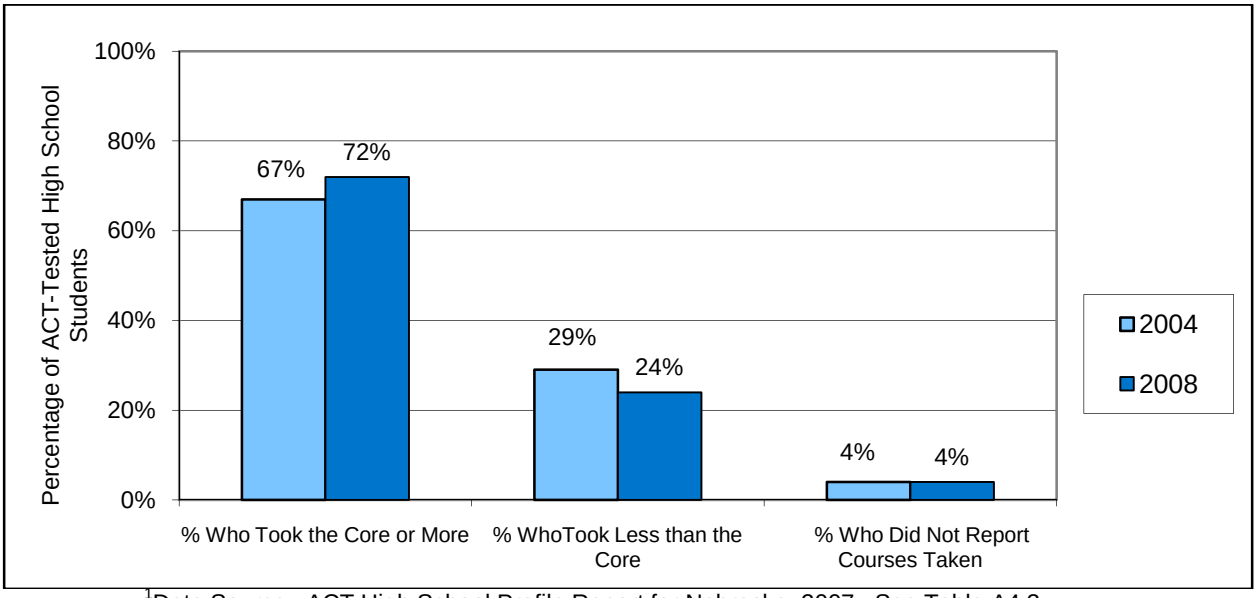
The Percentage of Nebraska ACT-Tested Students Who Take the Core or More

As mentioned earlier in this section, the students themselves report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Self reporting may make the data less accurate and/or reliable. The percentage of ACT-tested students who reported the courses they took or planned to take in high school significantly decreased from 96% in 2004 to 87% in 2007, making it difficult to interpret the percentages of students who took the core or more or who took less than the core curriculum. However, in 2008, 96% of the Nebraska students reported the courses they took or planned to take before graduation. As a result, it is possible to directly compare the percentage of students in the class of 2008 who took the core or more to the percentage of 2004 high school graduates who took the core or more.

- A direct comparison of 2004 and 2008 percentages indicates that the percentage of high school students who take the core or more noticeably increased over the past five years. 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 was five percentage points higher in 2008 than in 2004. Conversely, the percentage of students who said that they took less than the core was five percentage points lower.

Figure 1.1.b.10

Percentages of Nebraska's ACT-Tested Students Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School 2008 Compared to 2004 Baseline[1]



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

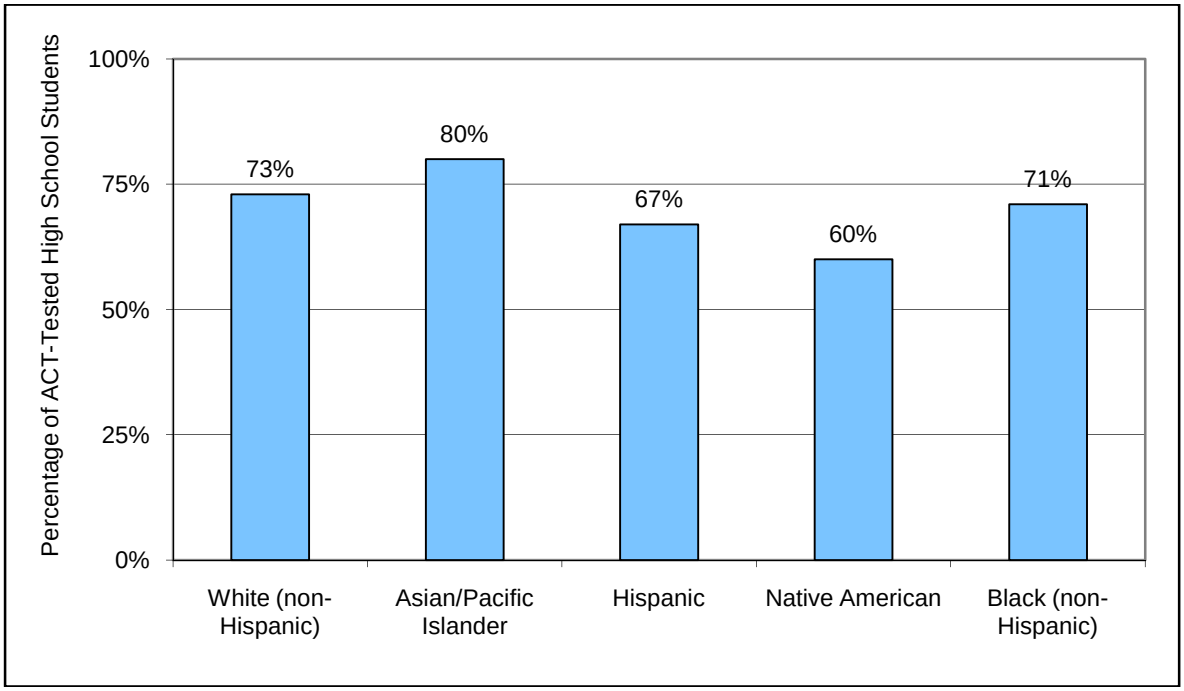
- Other data for the Nebraska high school class of 2008, summarized in Figure 1.1.b.11 on the next page, show that there is a strong, direct relationship between the percentage of students who take the core or more and average ACT composite when racial/ethnic groups are compared, except in the case of the black non-Hispanic students.

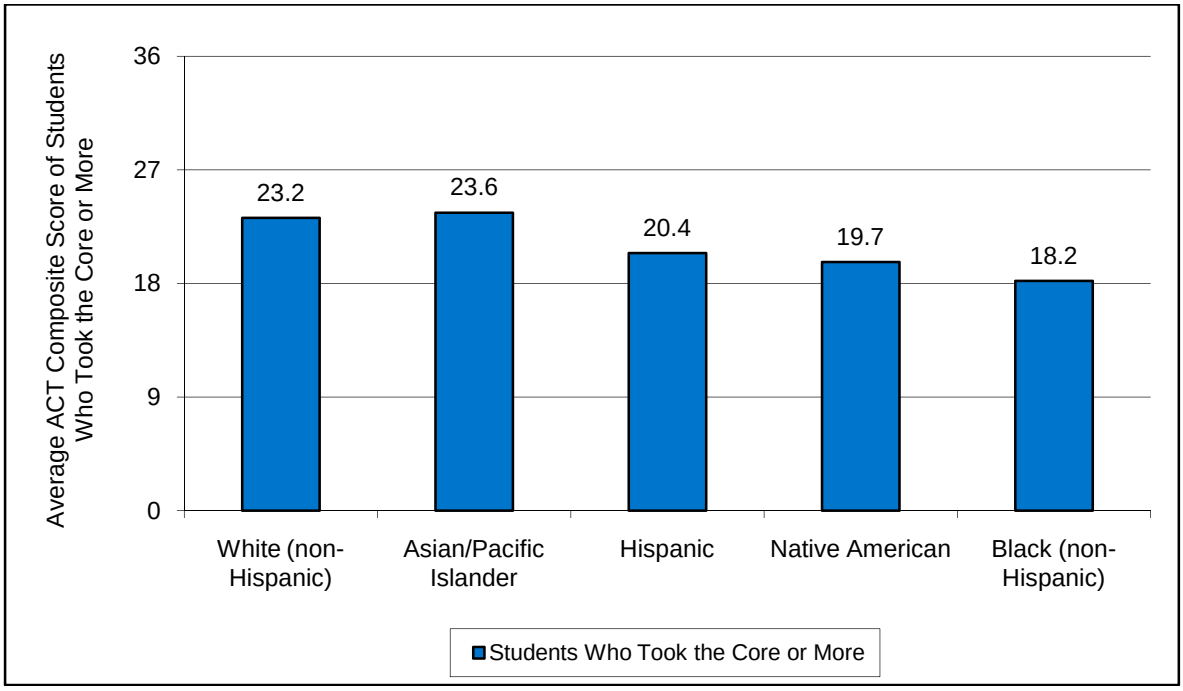
- For white non-Hispanics, Asian/Pacific Islanders, Hispanics and Native Americans, the higher the percentage of students who took the core or more, the higher the average composite score for the racial/ethnic group.

- On the other hand, 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. There is no explanation for this finding, but it is most likely due to self reporting errors in the data collection process.

Figure 1.1.b.11

Percentage of Nebraska ACT-Tested Students in the Graduating Class of 2008 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, 2008. Numbers of students tested: White (non-Hispanic) 13,788, Asian/Pacific Islander 323, Hispanic 712, Native American 124, black (non-Hispanic) 575, no information on race/ethnicity 1,051.

1.1.c College Continuation Rate

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

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

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

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

Estimates of Nebraska's college continuation rates based on IPEDS data for fall 2006 were reported in the *2008 Nebraska Higher Education Progress Report*. **Since more recent data are not yet available, the analysis of Nebraska's college continuation rates reported in 2008 is repeated in this section of the 2009 report**. Data to calculate the state's college continuation rate in 2008 will be available in mid-2009 and compared to previous rates in the *2010 Nebraska Higher Education Progress Report*.

Nebraska College Continuation Rates

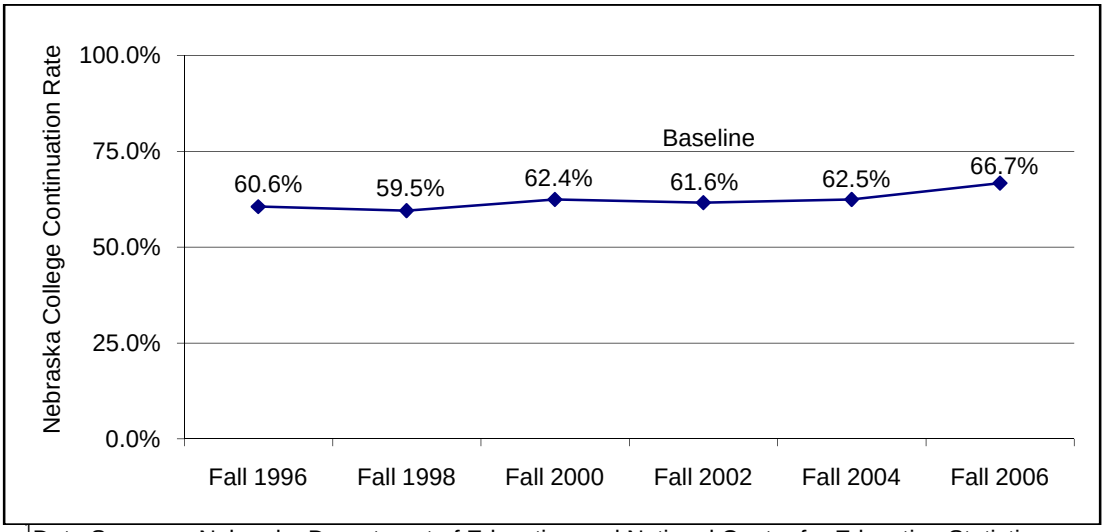
- The college continuation rate is the number of Nebraska-resident, first-time freshmen who graduated from high school within the past 12 months, divided by the number of students who graduated from Nebraska high schools during the previous school year.

- As evidenced in Figure 1.1.c.1 on the next page, 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%.

- 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.)

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), surveys for fall 1996–2006. See Table A5.1 in Appendix 5 for supporting data and a technical note.

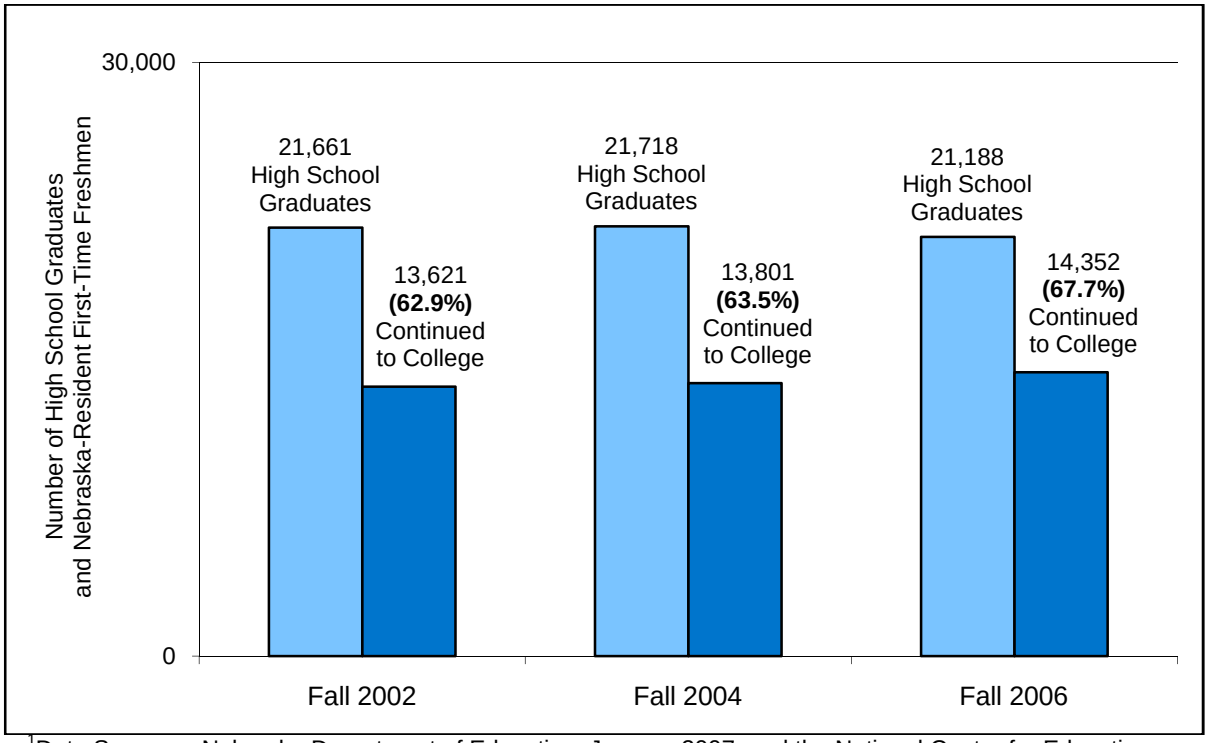
- Adding the number of high school graduates who attended non-degree-granting institutions only slightly increases the estimated college continuation rate for Nebraska.

- As illustrated in Figure 1.1.c.2 on the next page, the college continuation rate for Nebraska students who graduated in the high school class of 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]

[1]Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, 2002, 2004 and 2006 College Continuation Rate Comparisons by State included in the Spreadsheet for Chance for College, updated in September 2008. Based on data from the National Center for Education Statistics (NCES), this source calculated that Nebraska's college continuation rate for students attending degree-granting institutions in fall 2006 was 64.5% or the 19th highest in the United States. However, the estimated numbers of high school graduates used in computing Nebraska's college continuation rates for 2002, 2004 and 2006 are higher than the official numbers from the Nebraska Department of Education, resulting in underestimated rates. Since it is not known whether the rates reported for other states are underestimated to the same degree, it is only safe to say that Nebraska's college continuation rates in 2002, 2004 and 2006 were above the corresponding national averages and higher than the rates for many other states.

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.

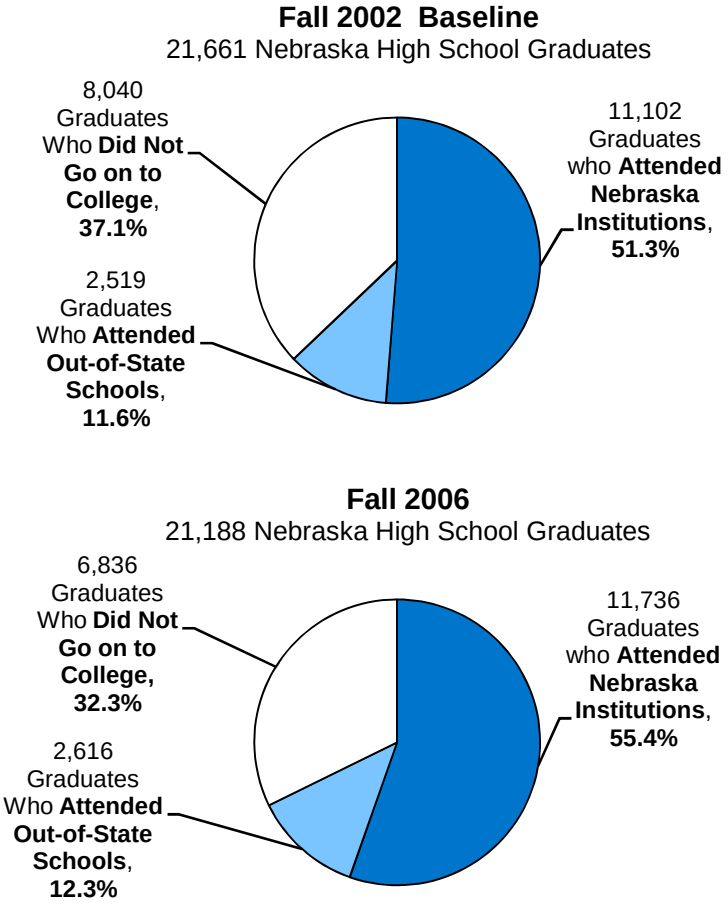
- Over the same period, the out-of-state college continuation rate for both degree-granting and non-degree-granting schools increased from 11.6% of the high school graduating class of 2001-2002 to 12.3% of Nebraska high graduates in 2005-2006, an increase of 0.7%.

- 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.

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.

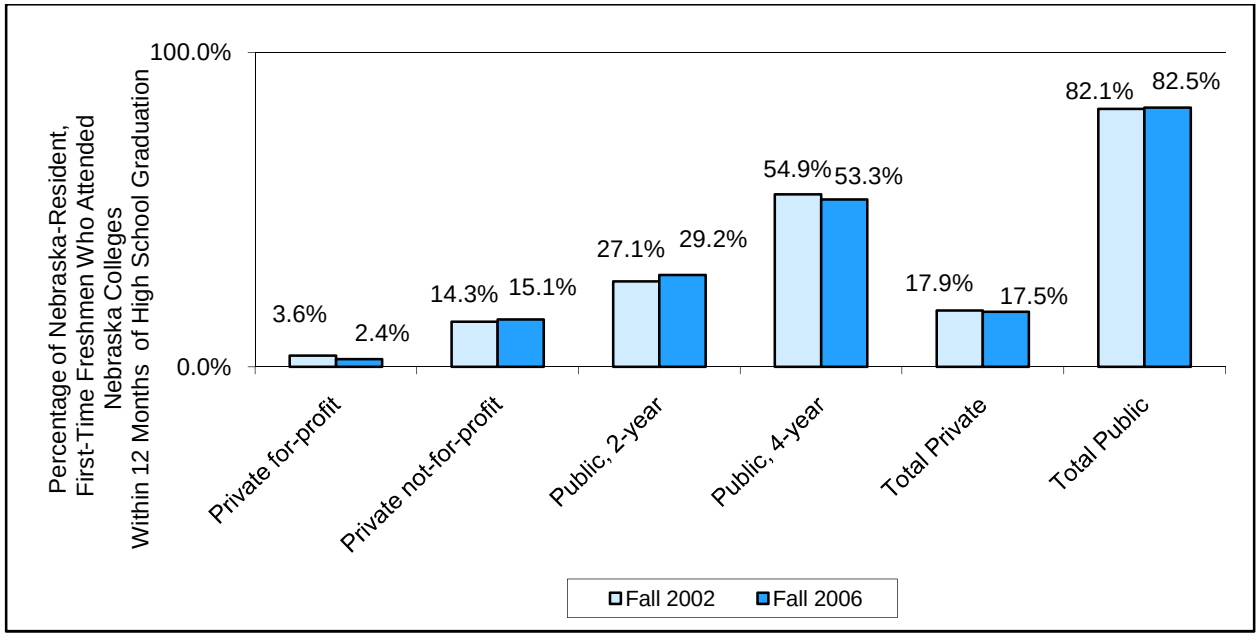
- Part A of Figure 1.1.c.4 shows that more than 80% of the first-time freshmen who stay in state attend Nebraska's public colleges or universities, compared to 15% who go to private, non-profit institutions within the state.

- 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.

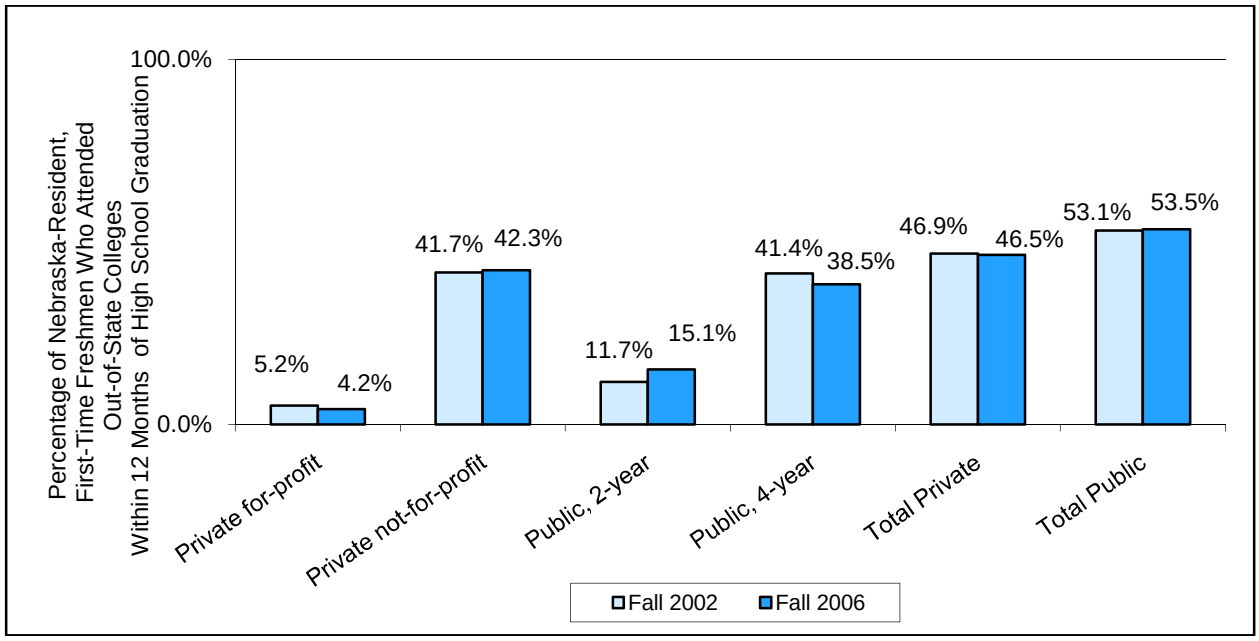
Figure 1.1.c.4

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 analysis of college continuation rates, summarized in the previous section of this report, revealed that the estimated proportion of Nebraska high school graduates who attended degree-granting institutions in Nebraska within a year of high school graduation increased from 50.0% in fall 2002 to 54.5% in fall 2006. Over the same four-year period, the percentage who attended out-of-state institutions increased from 11.6% to 12.2% for a total college continuation rate of 66.7% in fall 2006.

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

The data required to monitor the proportion of Nebraska high school graduates who go to colleges and universities in Nebraska or other states are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center of Education Statistics in the U.S. Department of Education. **The latest available data were collected in fall 2006 and compared to 2002 baseline data in the *2008 Nebraska Higher Education Progress Report*. Since data collected in fall 2008 will not be available until mid-2009, the analysis of data reported in 2008 is repeated in this section of the 2009 report with some additional comments for clarification.** Findings based on the 2008 data will be published in the *2010 Nebraska Higher Education Progress Report*.

The best available estimate of the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska is the number of students with Nebraska residency who enroll at Nebraska degree-granting institutions as first-time freshmen within a year of graduating from high school, compared directly to the number who go out of state to college. Consequently, this section provides a detailed analysis of the numbers and percentages of Nebraska high school graduates who attended Nebraska and out-of-state, degree-granting institutions as first-time freshmen within 12 months of graduating from high school between fall 2002 and fall 2006.[1]

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

Data reported by non-degree-granting schools are excluded from the following analysis because the residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002 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.

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

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

- Between fall 2002 and fall 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.

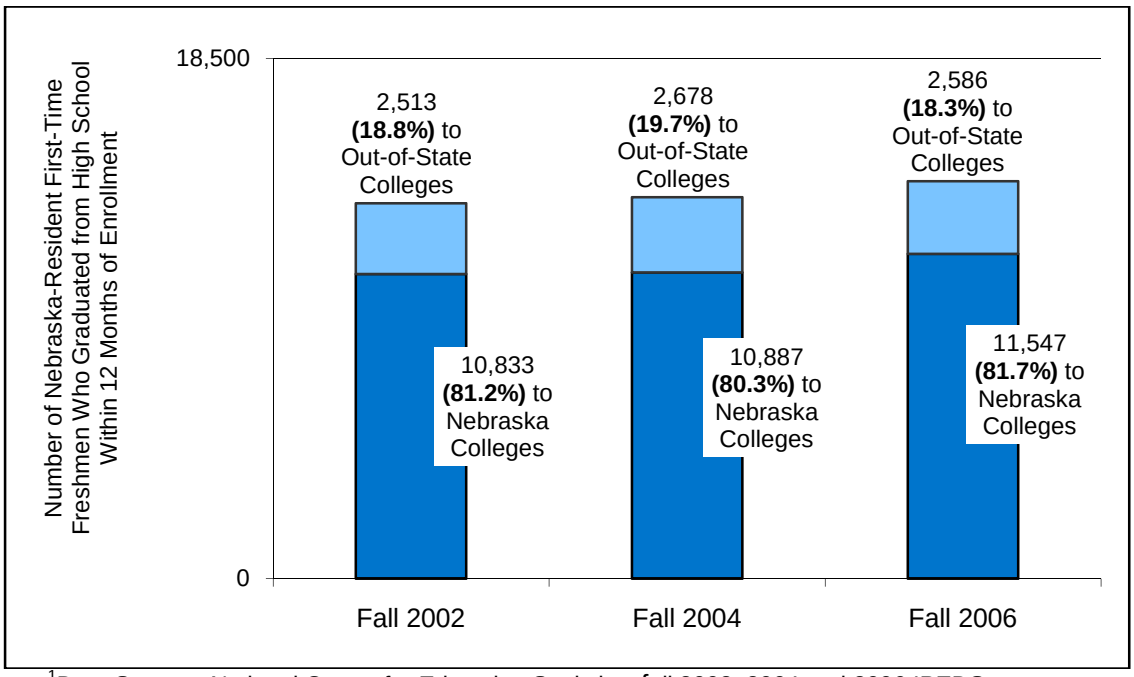
In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School Within 12 Months of College Enrollment

- 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

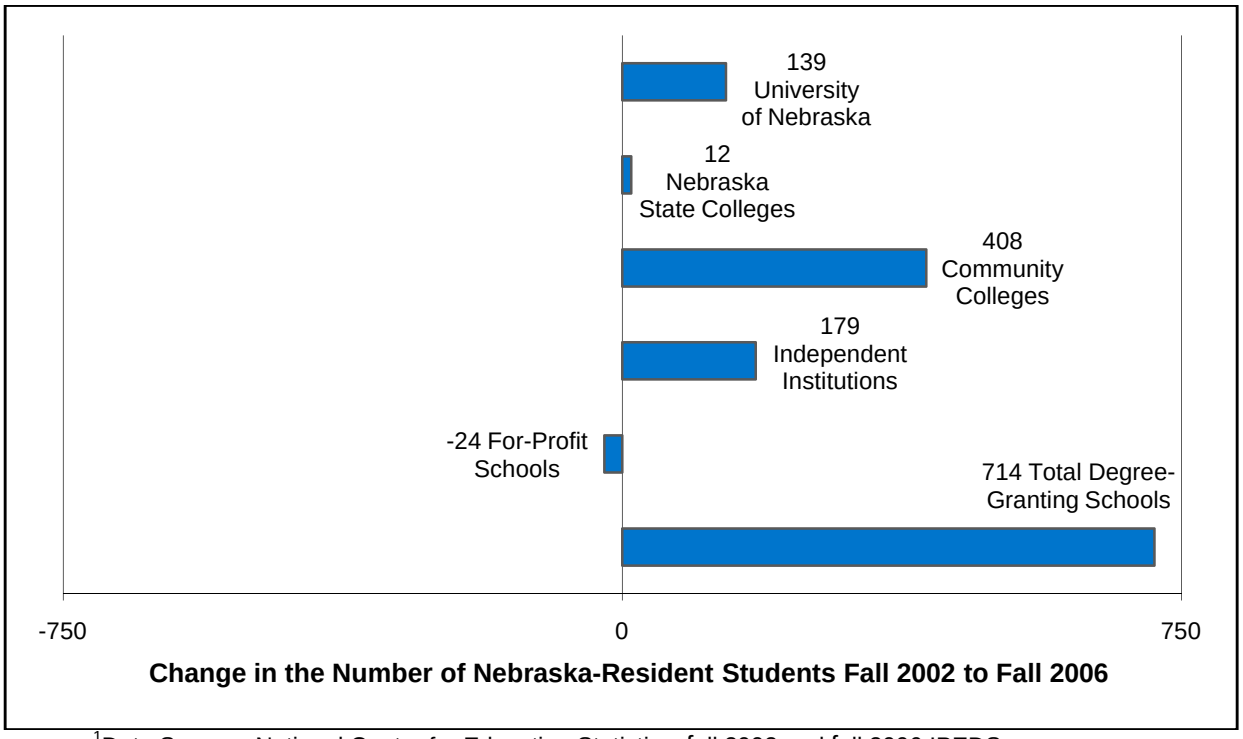
  See Table A6.2 in Appendix 2 for supporting data, including 2004 enrollments.

- 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

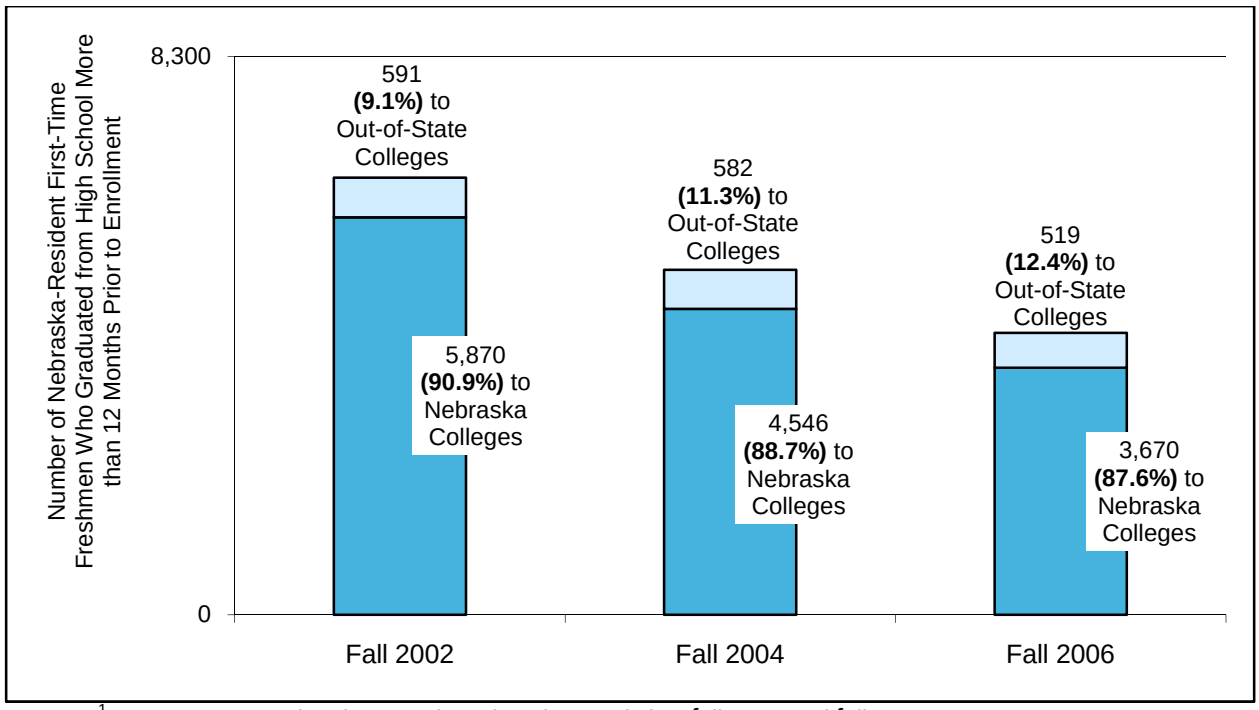
- Between fall 2002 and fall 2006, there was a significant decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at degree-granting institutions in Nebraska more than a year after they graduated from high school. Specifically, 2,200 fewer of these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

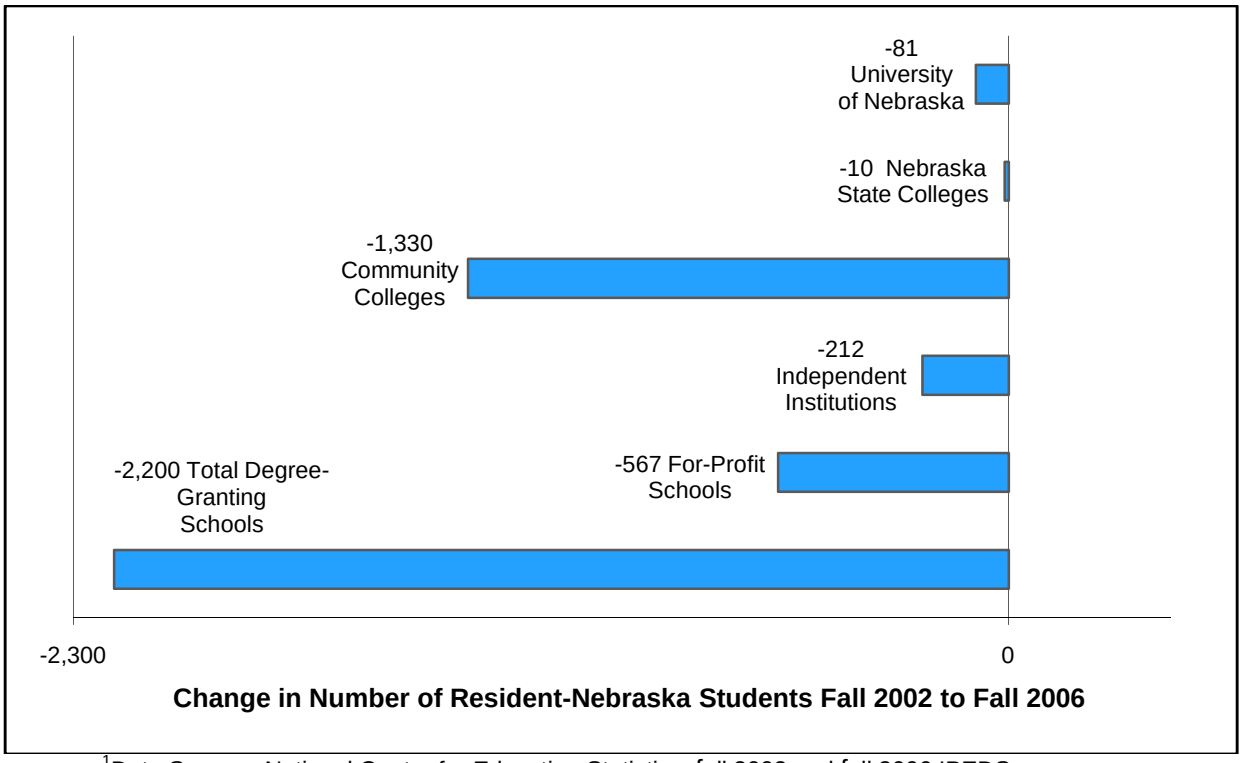
- As illustrated in Figure 1.2.4 below, all of the sectors of higher education in Nebraska experienced declines in the number of first-time freshmen who enrolled in college more than a year after high school graduation.

- 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, the state's six community colleges accounted for 60% of the total decrease of 2,200 students. Degree-granting schools in the for-profit sector accounted for another 26% of the total decrease. (See Table A6.4 in Appendix 6 for supporting data.)

- Nebraska's community colleges have historically attracted, by far, the greatest share of the first-time freshmen who go to college more than 12 months after they graduate from high school. As a result, it is only logical that the colleges in this sector would be expected to experience the greatest changes if there is a general downward or upward trend in the enrollment of students in this cohort.

Figure 1.2.4

Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions More than 12 Months After Graduation from High School Fall 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.

- Further analysis of the available data indicates that Southeast Community College alone accounted for 85% of the total decrease of 1,330 students shown for the community colleges in Figure 1.2.4. Between fall 2002 and fall 2006, Southeast enrolled 1,137 fewer first-time freshmen who started college more than 12 months after they graduated from high school.

- Even with a substantial decrease in the number of older first-time freshmen enrolled at Southeast Community College, this institution has continued to attract a disproportionately high number of older, first-time freshmen. In fall 2002, Southeast accounted for 41% of all of the Nebraska-resident first-time freshmen who started college more than a year after high school graduation. In fall 2006, Southeast attracted 34% of the state's first-time freshmen in this cohort.

- Between 2002 and 2006, Mid-Plains Community College enrolled 259 fewer first-times freshmen who started college more than a year after high school graduation, and Metropolitan Community College and Northeast Community College reported decreases of 24 and 74 students in this cohort, respectively.

- Over the same four-year period, Central Community College experienced an increase of 112 Nebraska-resident, first-time freshmen who enrolled more than a year after high school graduation and Northeast also reported a comparable increase of 74 freshmen in this cohort.

- In spite of the significant decline in the number of older first-time freshmen who attended Southeast and Mid-Plains, the community colleges as a whole attracted an increased share of the "more than 12 months" first-time freshmen cohort between fall 2002 and fall 2006. In fall 2002, the state's six community colleges accounted for 68% of the Nebraska-resident first-time freshmen who enrolled in college more than 12 months after graduating from high school. In fall 2006, this percentage increased to 72%.

- In fall 2006, for-profit/career schools accounted for 14% of the first-time freshmen who enrolled at degree-granting colleges more than a year after high school graduation, but the for-profit schools accounted for 26% of the total decrease of 2,200 students shown in Figure 1.2.4 on the previous page.

- Degree-granting for-profit schools enrolled 567 fewer older first-time freshmen in fall 2006 than they did in fall 2002. About 80% of this decline is attributable to reduced enrollments at the Omaha and Lincoln campuses of Kaplan University.[1]

- Why there was a significant decrease in the number of first-time freshmen who enrolled in college more than 12 months after high school graduation, especially at Southeast Community College, is not known. However, economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees are three of the factors that may have adversely affected the enrollments of Nebraska residents who did not go to college immediately or soon after they graduated from high school.

- 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.

[1]Kaplan University was previously known as Hamilton College.

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

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

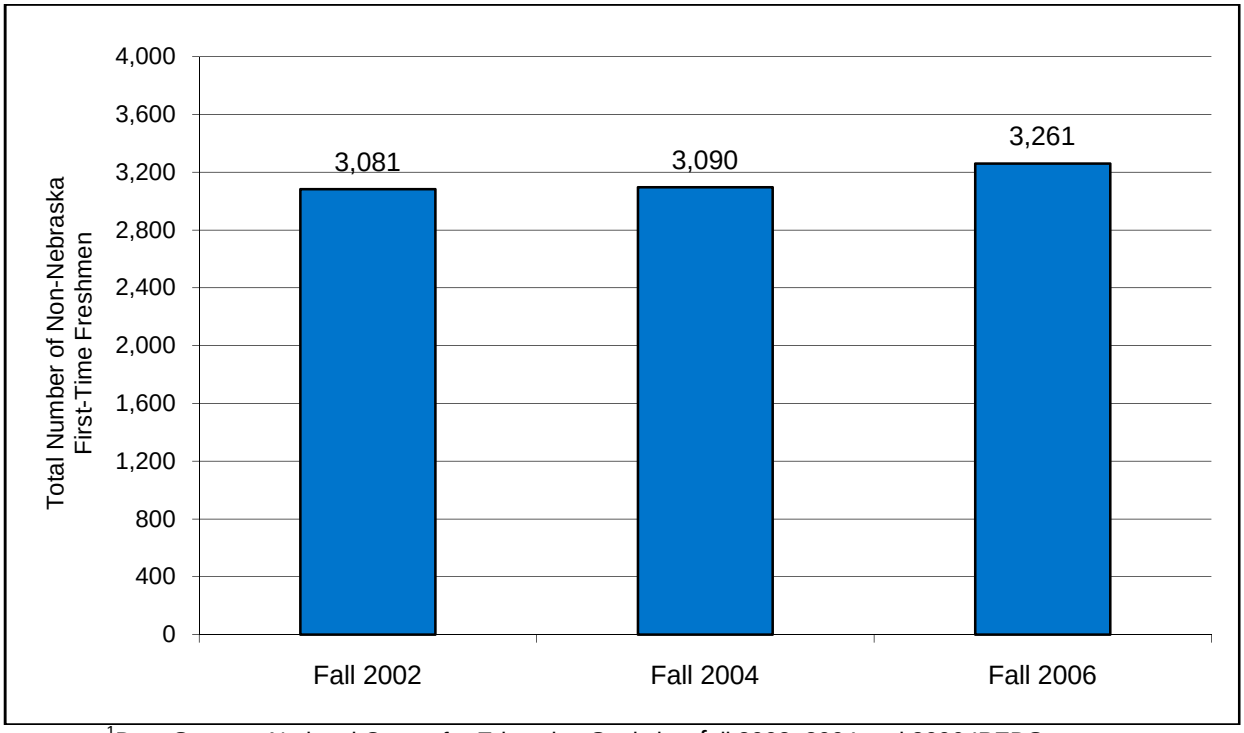
The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and foreign students who enroll as first-time freshmen at Nebraska's postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. The latest available data were collected for fall 2004 and fall 2006 and compared to 2002 baseline statistics in the *2008 Nebraska Higher Education Progress Report*. **The analysis reported in 2008 is repeated in this section of the 2009 report since data collected for fall 2008 will not be available until mid-2009.** Findings based on the fall 2008 data will be included and compared to 2002 baseline data in the *2010 Nebraska Higher Education Progress Report*.

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

- As shown in Figure 1.3.1, Nebraska's 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.

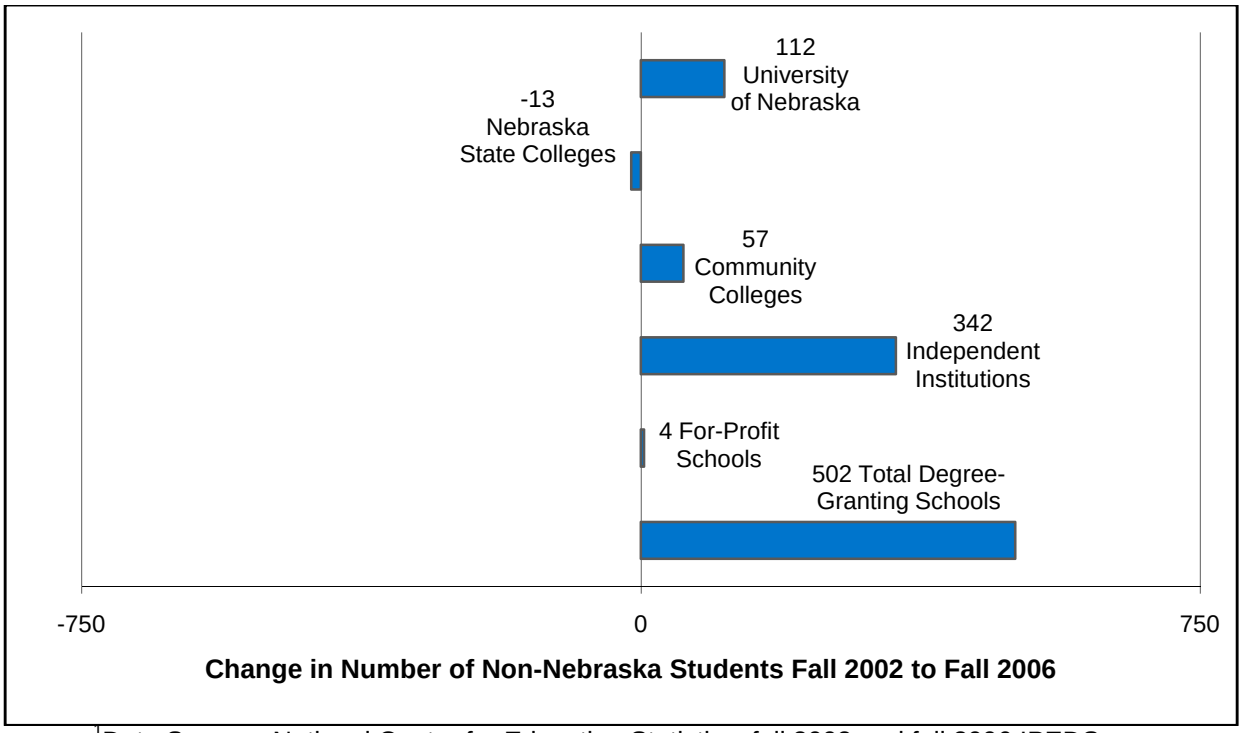
- In fall 2002, Nebraska degree-granting institutions attracted 2,281 non-Nebraska first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 2,783 non-Nebraskans in 2006, a 22.0% increase of 502 students, as evidenced in Table 1.3.1 above.

- 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, fall 2004 and fall 2006 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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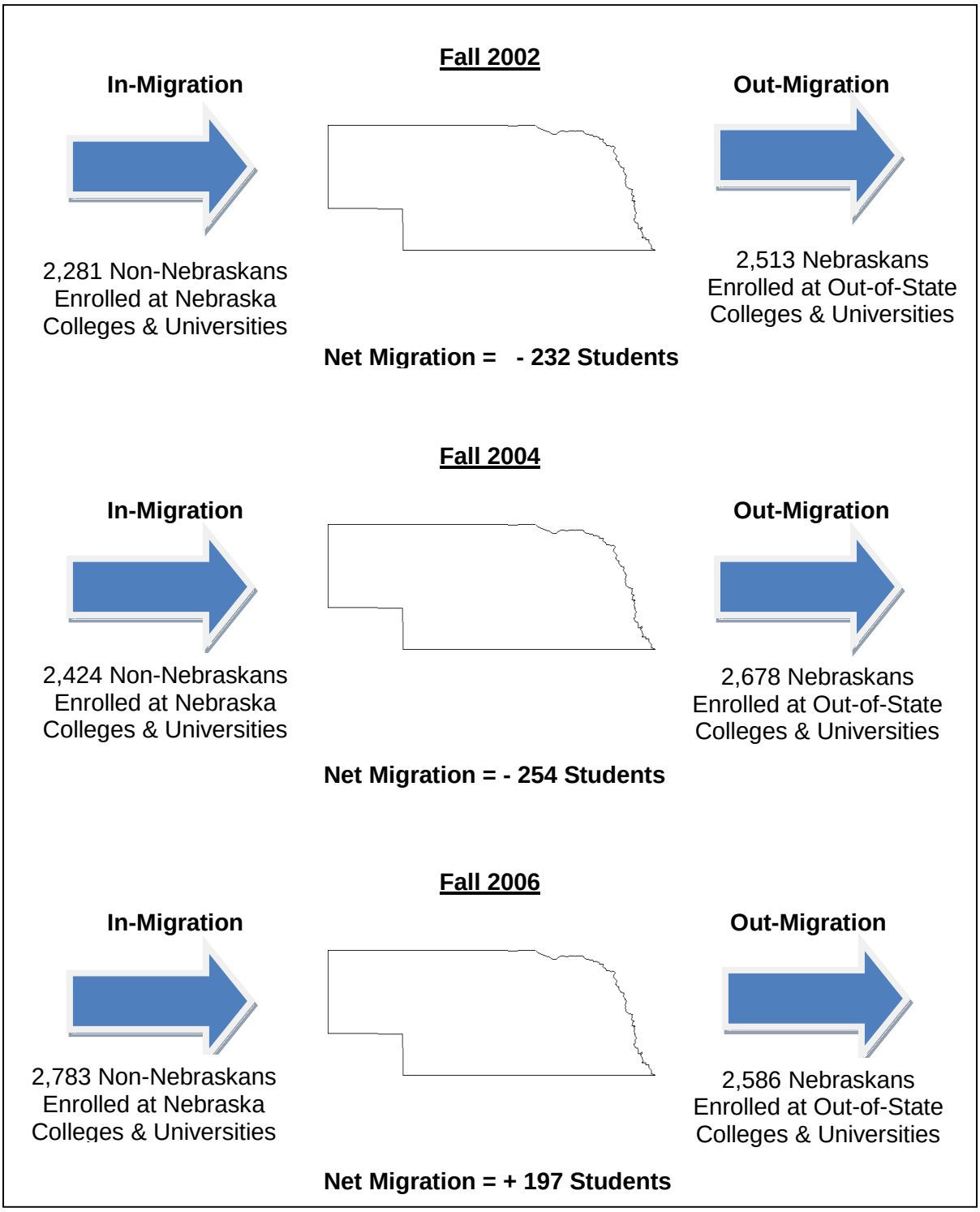
[1] The net migration numbers reported in this section are the best possible estimates, given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans 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 2007, the latest period for which data are available.

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

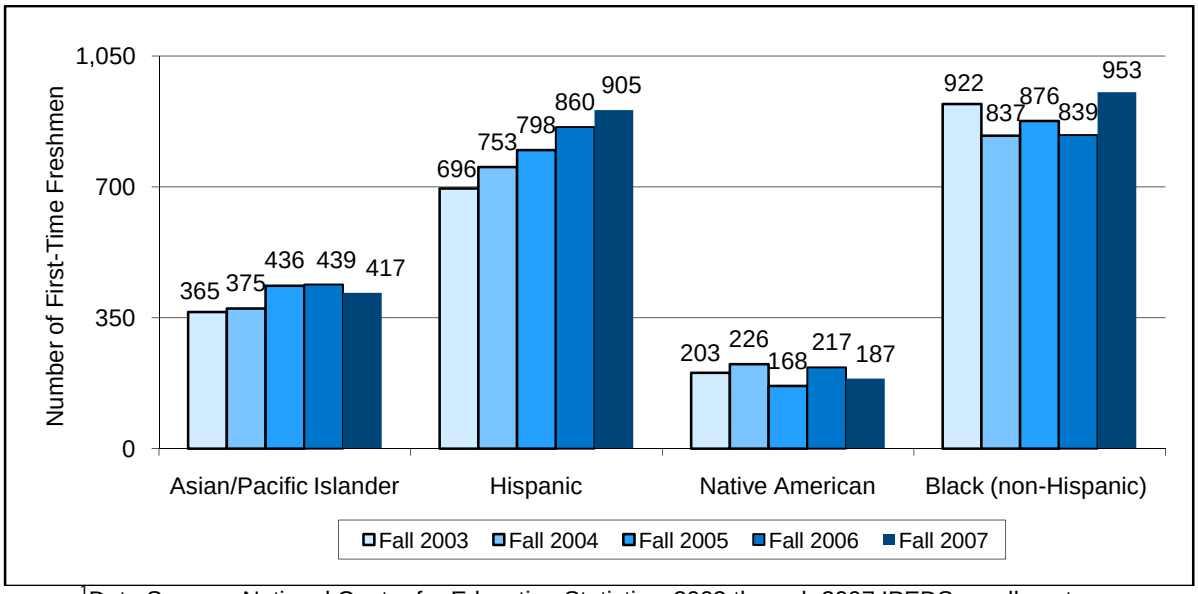
- In fall 2007, a total of 17,703 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions, a 12.7% decrease from the total of 20,272 first-time freshmen of known race/ethnicity in fall 2003.

- 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 2007, 13.9% were minorities, an increase of 3.1 percentage points.

- As shown in Figure 1.4.1, slightly higher numbers of Asians/Pacific Islanders, Hispanics and black non-Hispanics enrolled in college in fall 2007 than in fall 2003, but Hispanics were the only minority group with consistent gains throughout the period. (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 2007[1]



[1]Data Source: National Center for Education Statistics, 2003 through 2007 IPEDS enrollment surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions.

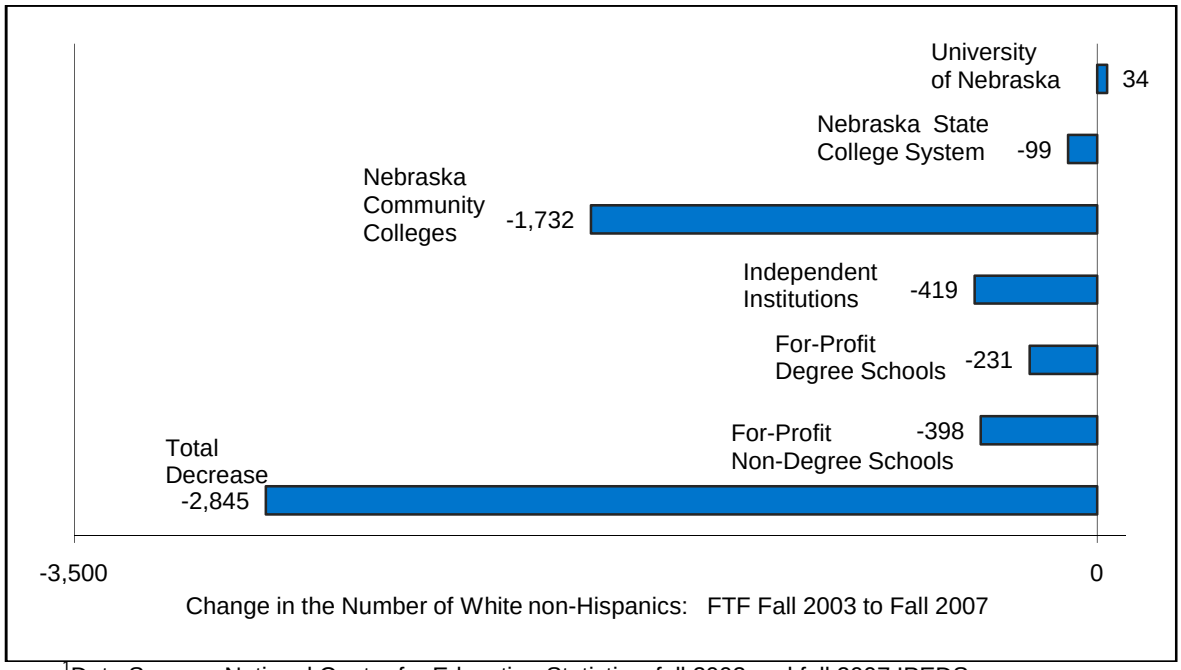
- The net effect of these changes is that there were 276 more minority students attending Nebraska colleges as first-time freshmen in fall 2007 than in fall 2003, an increase of 12.6%. In contrast, there were 2,845 fewer white non-Hispanic first-time freshmen in Nebraska's postsecondary education system in fall 2007 than in fall 2003, a decrease of 15.7%. (See Table A7.1 in Appendix 7 for supporting data.)

- Between fall 2003 and fall 2004, 1,501 fewer white non-Hispanics enrolled at Nebraska institutions, accounting for more than half of the total decrease of 2,845 students from 2003 to 2007. Over the next three years, enrollment of white non-Hispanics enrolled as first-time freshmen continued to decline: 248 fewer in fall 2005, 734 fewer in fall 2006 and 362 fewer in fall 2007.

- Lower enrollments at Nebraska's community colleges—at Southeast Community College, in particular—accounted for more than 60% of the decrease in the number of white non-Hispanic, first-time freshmen between fall 2003 and fall 2007.[1] However, as shown in Figure 1.4.2, all of the other sectors of higher education in Nebraska experienced declines in the number of white non-Hispanics enrolled as first-time freshmen between 2003 and 2007, except for the University of Nebraska.

Figure 1.4.2

Changes in the Numbers of White Non-Hispanics Enrolled as First-Time Freshmen (FTF) at Nebraska Postsecondary Institutions Fall 2007 Compared to Fall 2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2007 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.

[1]Decreases from the preceding year in the enrollment of white non-Hispanic first-time freshmen at Southeast Community College were 696 in fall 2004, 400 in fall 2005, 485 in fall 2006 and 316 in fall 2007 for a total four-year decrease of 1,897. Metropolitan Community College reported 27 fewer white non-Hispanic first-time freshmen in 2007 than 2003, and Mid-Plains reported a net decrease of 200 students over the same four-year period. These decreases were offset slightly by the following four-year net increases in the number of non-Hispanic first-time freshmen: 298 at Central Community College, 20 at Northeast Community College, and 74 Western Nebraska Community College.

- In the case of the University of Nebraska, a decrease of 294 white non-Hispanic first-time freshmen in fall 2004 and a small decrease of 23 students in fall 2007 were offset by increases of 185 and 166 white students in fall 2005 and fall 2006, respectively. As a result, there was a net gain of 34 white non-Hispanics between fall 2003 and fall 2007.

- The total 2,845 decrease, shown in Figure 1.4.2 on the previous page is much greater than would be expected, given the number of white non-Hispanics who graduated from Nebraska high schools between 2002-2003 and 2006-2007 and the percentage of these students who continued on to college within a year of graduating from high school.

- The number of white non-Hispanics who graduated from Nebraska's high schools decreased 1,305 between 2002-2003 and 2006-2007, from 19,704 to 18,399 in 2006-2007. Given an average estimated college continuation rate of 53.3% over the four-year period, 696 fewer white non-Hispanic, first-time freshmen would be expected to be enrolled at Nebraska colleges and universities in fall 2007, compared to the actual decrease of 2,845.[1] Like the migration data summarized in section 1.2, this comparison indicates that the unexpected decrease in enrollment was among the white non-Hispanics who would not have started college for more than a year after they graduated from high school.

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

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

Note: Students from low-income households are underrepresented in Nebraska's higher education system. The Coordinating Commission is currently conducting research on this topic for future publication.

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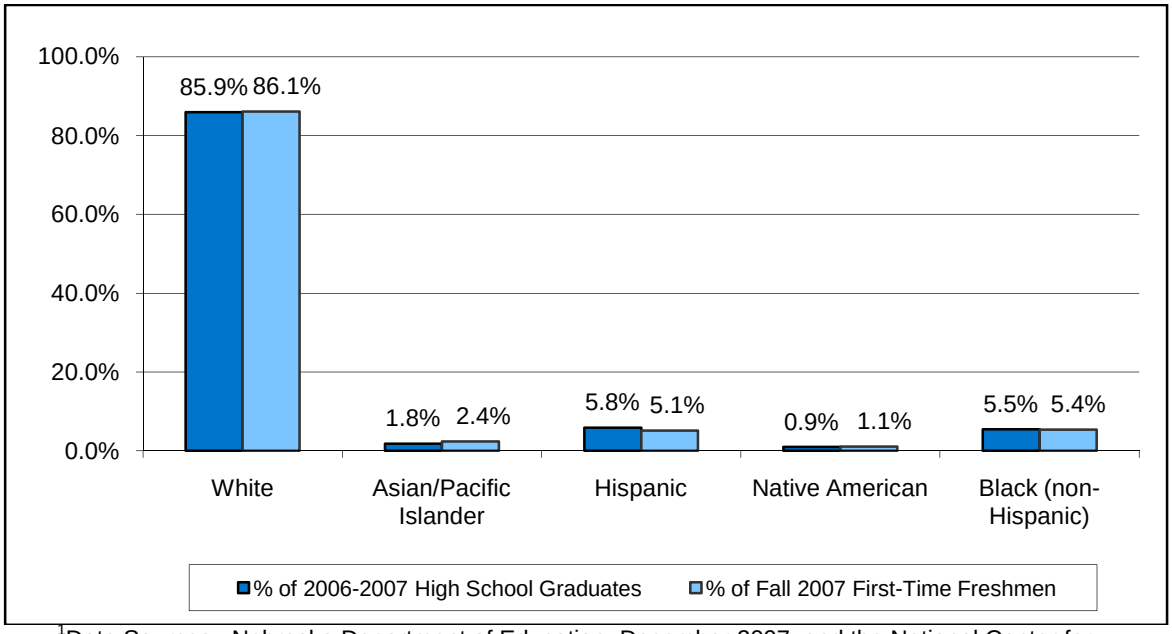
[1]The estimated college continuation rate for Nebraska was 51.1% in fall 2004 and 55.4% in fall 2006. Multiplying 1,353 by the average of 53.3% results in an expected decrease of 721 students.

Figure 1.4.3

Percentages of 2006–2007 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2007 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 2007 section of Table A7.3 in Appendix 7 for supporting data.

- Asians/Pacific Islanders were slightly overrepresented, while Native Americans and black non-Hispanics were about equally represented among the first-time freshmen at Nebraska's postsecondary institutions in fall 2007, relative to the extent that they were represented among the state's high school graduates in 2006–2007.

- Hispanics, on the other hand, were underrepresented in 2007, accounting for 5.8% of Nebraska's high school graduates in 2006–2007, but representing 5.1% of the first-time freshmen who were enrolled at Nebraska colleges in fall 2007.

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

A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2007

Determining if there was any change between fall 2003 and fall 2007 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 2006–2007 than in 2002–2003. However, comparing the percentage distributions of high school graduates in 2002–2003 and 2006–2007 to the percentage

distributions of first-time freshmen in fall 2003 and 2007 reveals that, compared to the first-time freshmen who started college in 2003:

(1) Hispanics were more underrepresented in the fall 2007 freshmen class.

(2) Asians/Pacific Islanders were slightly more overrepresented among the first-time freshmen in fall 2007.

(3) Native Americans were overrepresented among first-time freshmen to the same slight degree in fall 2007 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.

(4) Black non-Hispanics were slightly overrepresented in fall 2003, but equally or slightly underrepresented in fall 2007.

(5) White non-Hispanics were slightly underrepresented in fall 2003 and equally or slightly overrepresented in fall 2007.

In summary, the pattern of representation for all of the racial/ethnic groups was generally about the same in fall 2007 as it was in fall 2003.

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

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

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

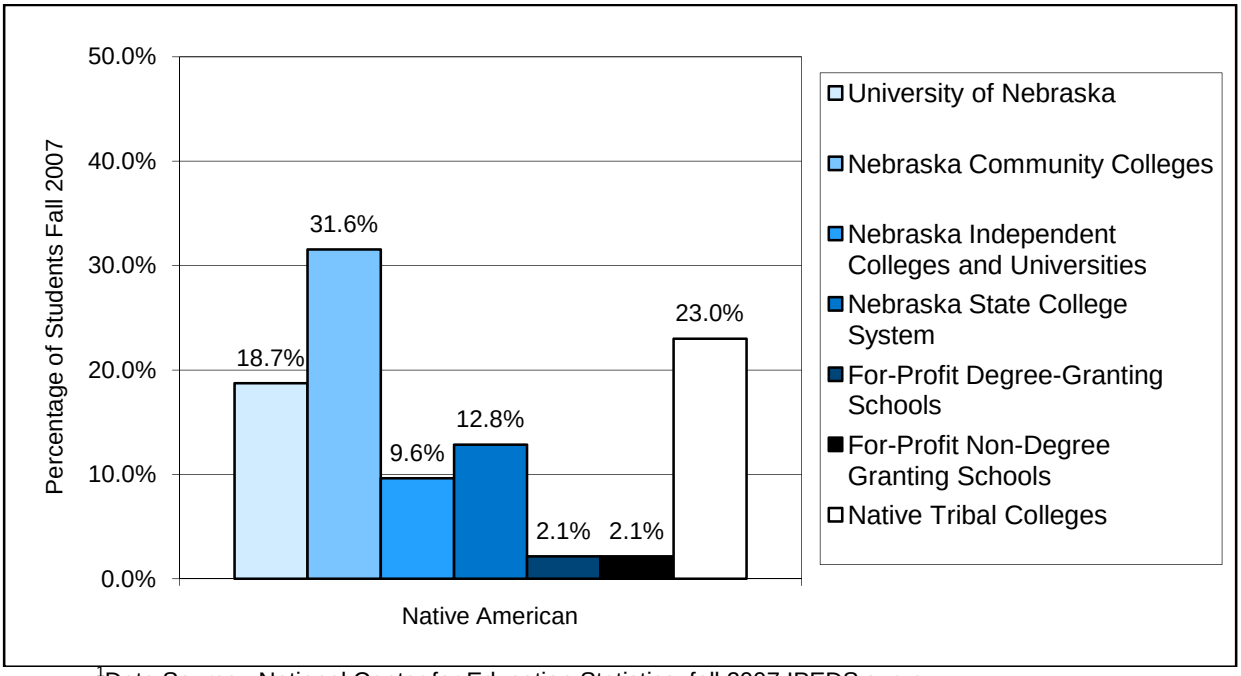
As shown in Figure 1.4.4 on the next page, 23% of the 187 Native Americans who were first-time freshmen in fall 2007 attended Little Priest Tribal College or Nebraska Indian Community College, while almost 10% chose to enroll at other independent colleges and universities.

- As also shown in Figure 1.4.4, 32% of the Native American, first-time freshmen attended the state's community colleges 19% enrolled at the University of Nebraska and almost 13% went to Nebraska's state colleges in fall 2007. In comparison, only 2% attended schools in the for-profit sector.

See 2007 section 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 2007[1] (Bars are in order of Legend from Left to Right)



[1]Data Source: National Center for Education Statistics, fall 2007 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 2007, excluding the two native tribal colleges in the analysis of Native American enrollments. The attendance patterns shown in Figure 1.4.5 are generally the same as those in fall 2005 and fall 2006.[1]

- 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 2007. In comparison, about half as many white non-Hispanics chose to enroll at independent institutions, and noticeably fewer attended state colleges or for-profit/career schools.

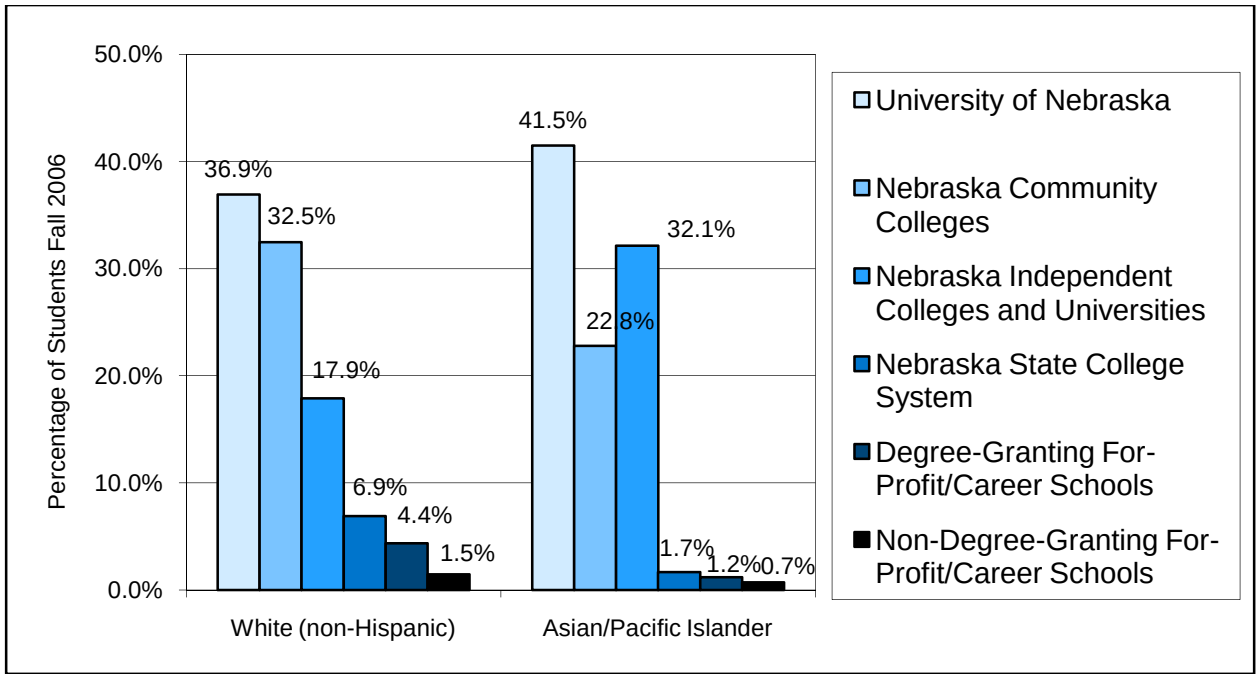
- Compared to the other racial/ethnic groups, higher percentages of Asians/Pacific Islanders enrolled at the University of Nebraska and independent institutions, while a lower percentage attended the state's community colleges and only small percentages chose to enroll at the state colleges or for-profit/career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

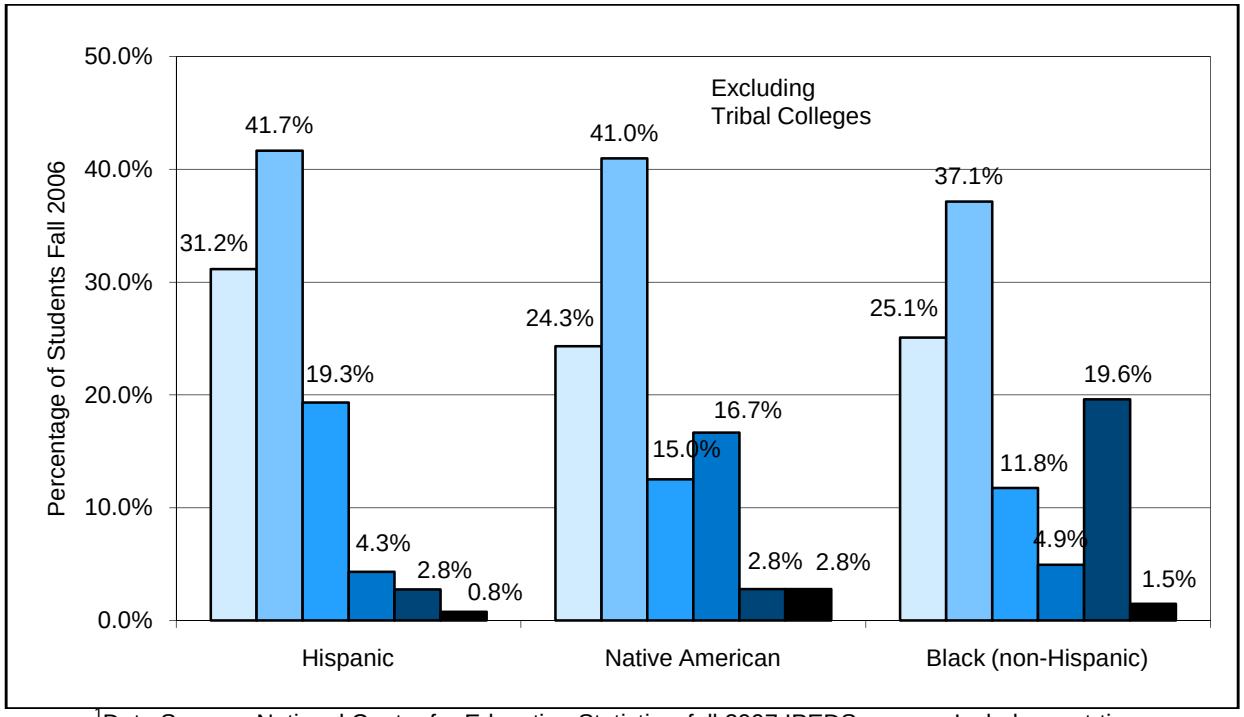
- Referring to Figure 1.4.5, a noticeably higher percentage of Hispanics enrolled at Nebraska's community colleges, compared to the first-time freshmen in the other racial/ethnic groups, while about equal or lower percentages chose to attend the other types of institutions within the state.

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

Figure 1.4.5

Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity Fall 2007[1] (Bars are in order of Legend from Left to Right)





[1]Data Source: National Center for Education Statistics, fall 2007 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

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

See Table A7.4 in Appendix 7 for supporting and comparable data for fall 2003 through 2007.

- If the tribal colleges are excluded from the independent sector, as shown in Figure 1.4.5 on the previous page, the first-time freshmen enrollment pattern for Native Americans is similar to the pattern for Hispanics, except that Native American students were more likely to attend the state colleges.

- 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 2007. Specifically, a significantly higher percentage of black non-Hispanics were enrolled in the for-profit degree-granting schools, while a lower percentage attended the University of Nebraska. Compared to the other racial/ethnic groups, black students were the least likely to attend independent colleges and universities.

Representation of Racial/Ethnic Groups by Sector

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

- 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 2007, 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 slightly lower percentages of the first-time freshmen than they did within the public and independent (not-for-profit) sectors.
  - Asian/Pacific Islanders and Native Americans were represented at the for-profit schools in about the same or lower percentages as they were within the other four sectors.
  - Black non-Hispanics, on the other hand, accounted for a significantly higher percentage of the first-time freshmen at the degree-granting for-profit schools than they did within any of the other sectors.

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

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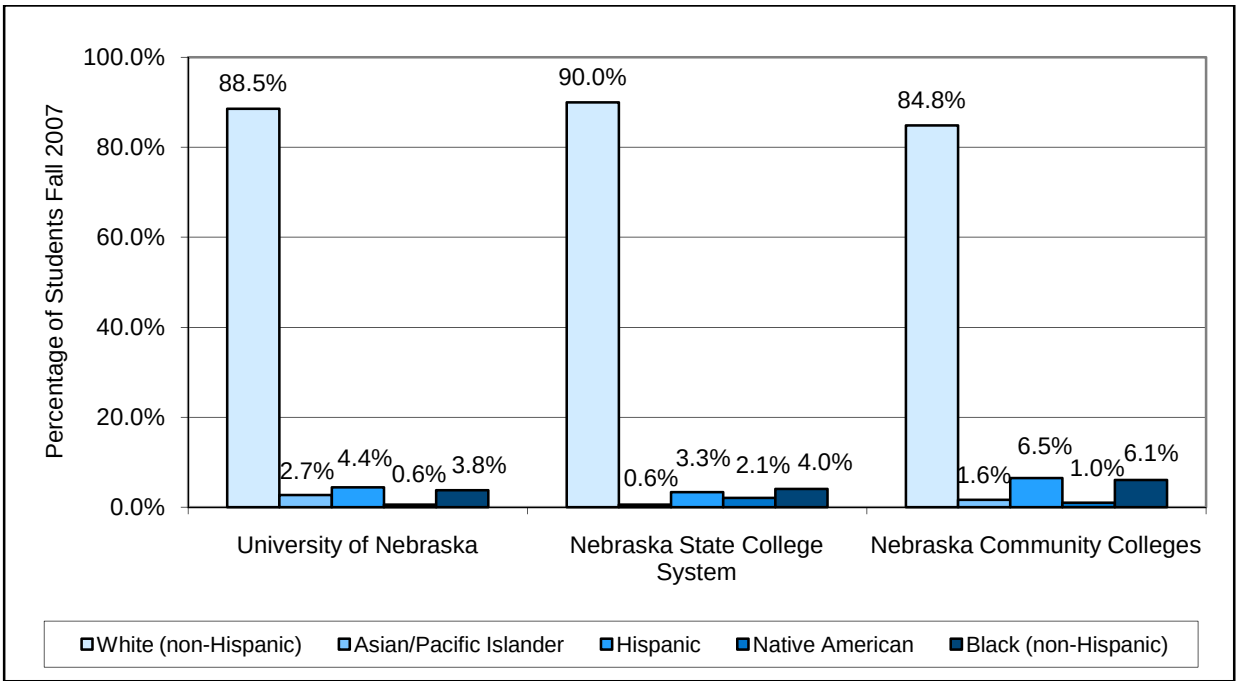
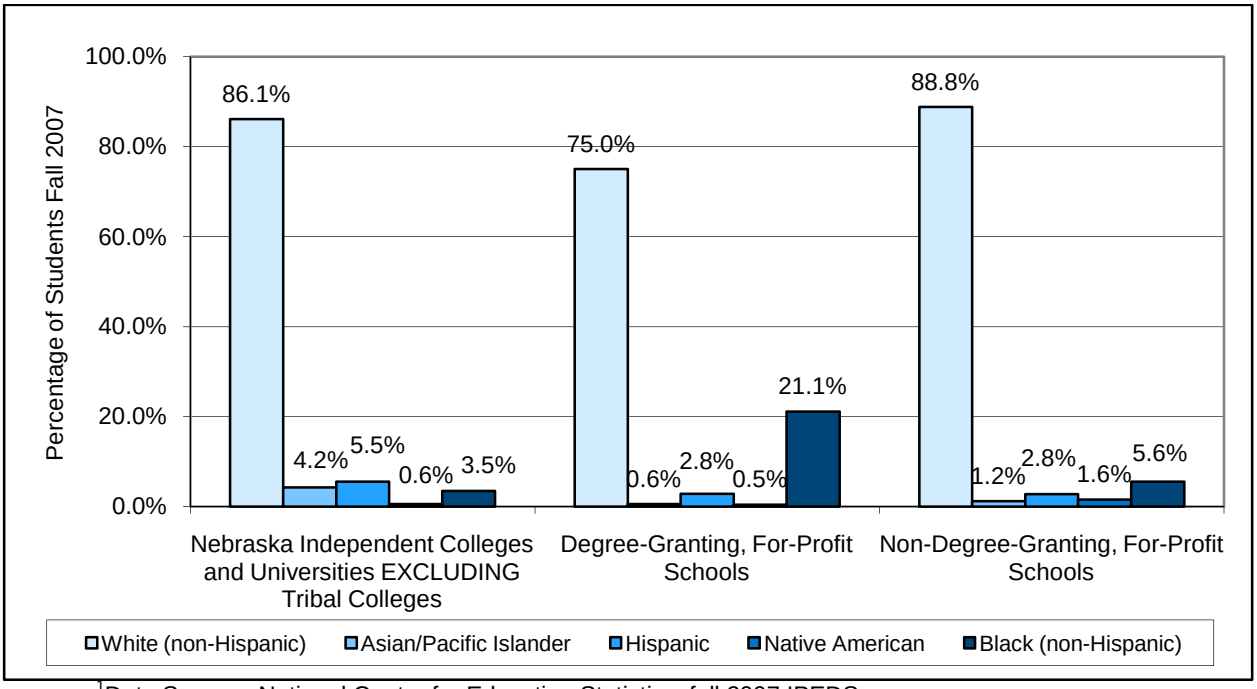
[1]See Table A7.5 in Appendix 7 for the distribution of first-time freshmen at the two native tribal colleges and the distributions of first-time freshmen at independent institutions in 2007, including and excluding Little Priest Tribal College and Nebraska Indian Community College. See Table A7.5 on page 169 of the *2008 Nebraska Higher Education Progress Report* for comparable data for fall 2006.

Figure 1.4.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2007[1]





[1]Data Source: National Center for Education Statistics, fall 2007 IPEDS survey.
Includes part-time students, but not foreign students or students of unknown race/ethnicity.

See Table A7.5 and Table A7.6 in Appendix 7 for supporting data and comparable data for fall 2003 through fall 2007.

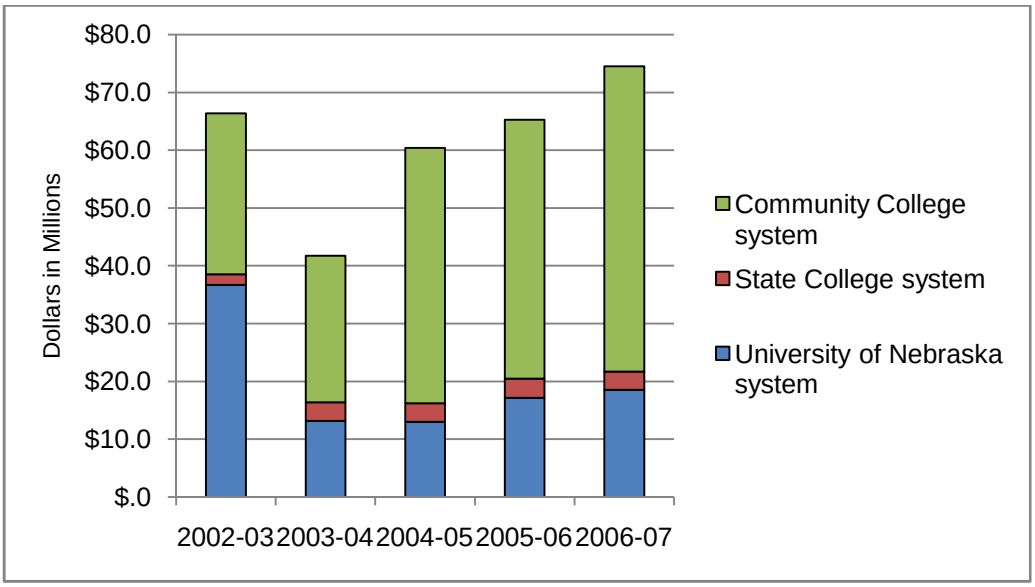
1.5 Financial Aid

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

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

First, there is a substantial and increasing amount of unmet financial need in Nebraska. The Commission's *2008 Tuition, Fees and Financial Aid Report* estimates that amount at approximately $72 million in 2006–2007. The report is available on the Commission's Web site at http://www.ccpe.state.ne.us/publicdoc/ccpe/Reports/tuition-and-fees/default.asp.

Figure 1.5.1
Unmet Financial Need of Students at Nebraska Public Colleges and Universities 2002–2003 to 2006–2007[1]



[1]Data Source: *2008 Tuition, Fees and Financial Aid Report*, available on the Commission Web site: www.ccpe.state.ne.us

Second, students and their families are covering an increasing percentage of the costs of education for all sectors of Nebraska's public postsecondary institutions. See pages 11–16 of the 2008 Tuition, Fees and Financial Aid Report for supporting data.

Finally, students are borrowing at higher and higher levels. Indeed, the amount borrowed to attend Nebraska's public postsecondary institutions increased almost 75% from 1996–1997 to 2006–2007. The number of loans increased by almost 36%.

The State of Nebraska provides need-based financial aid to college students through the Nebraska State Grant program, authorized by the Nebraska Scholarship Act and passed by the Legislature in 2003. In addition, the state provides financial aid through a system of tuition

waivers at the Nebraska state colleges and the institutions constituting the University of Nebraska. However, tuition waivers may or may not be need-based, depending on how each institution decides to allocate tuition waivers on the basis of merit or need.

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

Since the Nebraska State Grant program is the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state, the analysis in this section focuses primarily on the changes in the Nebraska State Grant program that occurred between 2003–2004, which is this report's baseline year, and 2007–2008. In this section, other sources of need-based aid also are discussed to present a complete picture of the amount of financial aid available to Nebraskans.

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

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

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

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

Funding of the Nebraska State Grant Program

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

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

- Between 2003–2004 and 2007–2008, state funding increased $4,214,804 or 54.7%. This amount more than offset the 51.2% decrease of $528,143 in federal funding so that by 2007–2008, state funding accounted for 96.0% of the $12,421,824 awarded in state grants. [1]

- In total, the amount of state and federal funding awarded through the state grant program increased 42.2%, from $8,735,163 in 2003–2004 to $12,421,824 in 2007–2008.

Table 1.5.1
Amounts of Nebraska and Federal Funding
for the Nebraska State Grant Program
2003–2004 through 2007–2008

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%
2007–2008	$11,919,109	96.0%	$502,715	4.0%	$12,421,824	100.0%
$ Change since 2003–2004	$4,214,804		-528,143		$3,686,661	
% Change since 2003–2004	54.7%		-51.2%		42.2%	

[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005–2008.

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

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

- Between 2003–2004 and 2006–2007, Nebraska State Grants accounted for only a small percentage of all of the total Title IV financial aid awarded through all of the eligible postsecondary institutions in Nebraska.

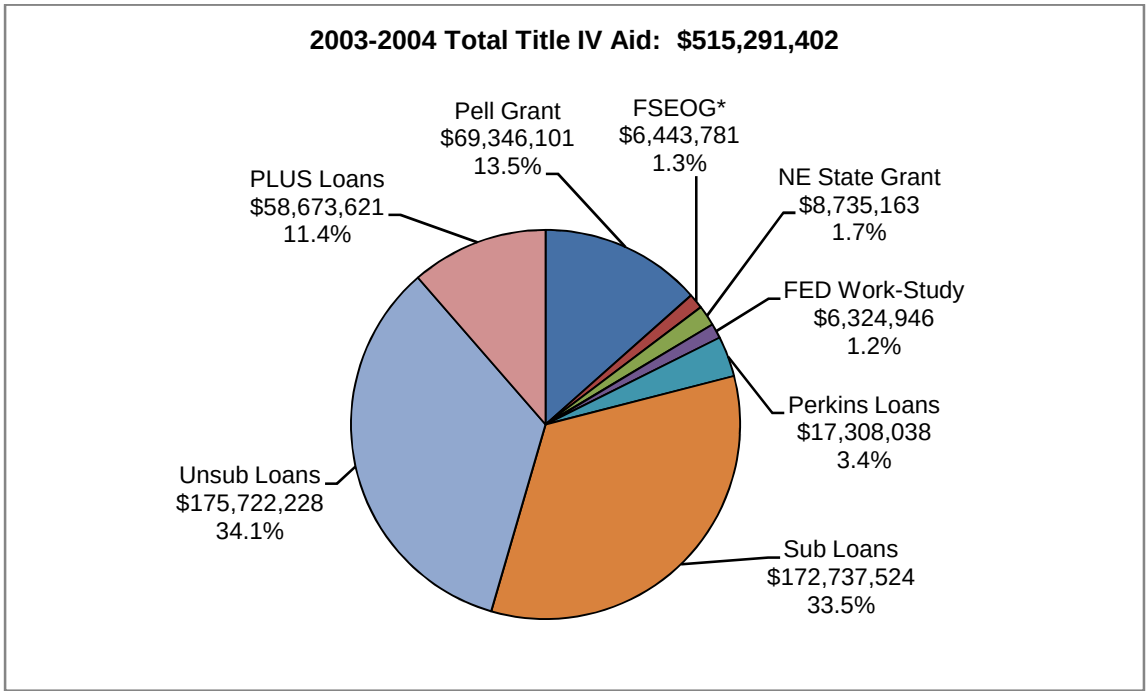
- As shown in Figure 1.5.2, Nebraska State Grants accounted for 1.7% of the $515,291,402 in Title IV financial aid that was awarded to students attending Nebraska postsecondary institutions in 2003–2004, including loans that must be repaid.[1]

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

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

Figure 1.5.2

Total Title IV Federal and State Financial Aid Awarded at All Eligible Nebraska Postsecondary Institutions 2003–2004 Baseline 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 1.5.3 shows Nebraska State Grants as a percentage of the total amount of financial aid awarded to students attending Nebraska colleges and universities in 2006–2007, the latest year for which federal data for all Nebraska institutions are available. *(*Comparable amounts for 2007–2008 will be reported in this section of the *2010 Nebraska Higher Education Progress Report.)*

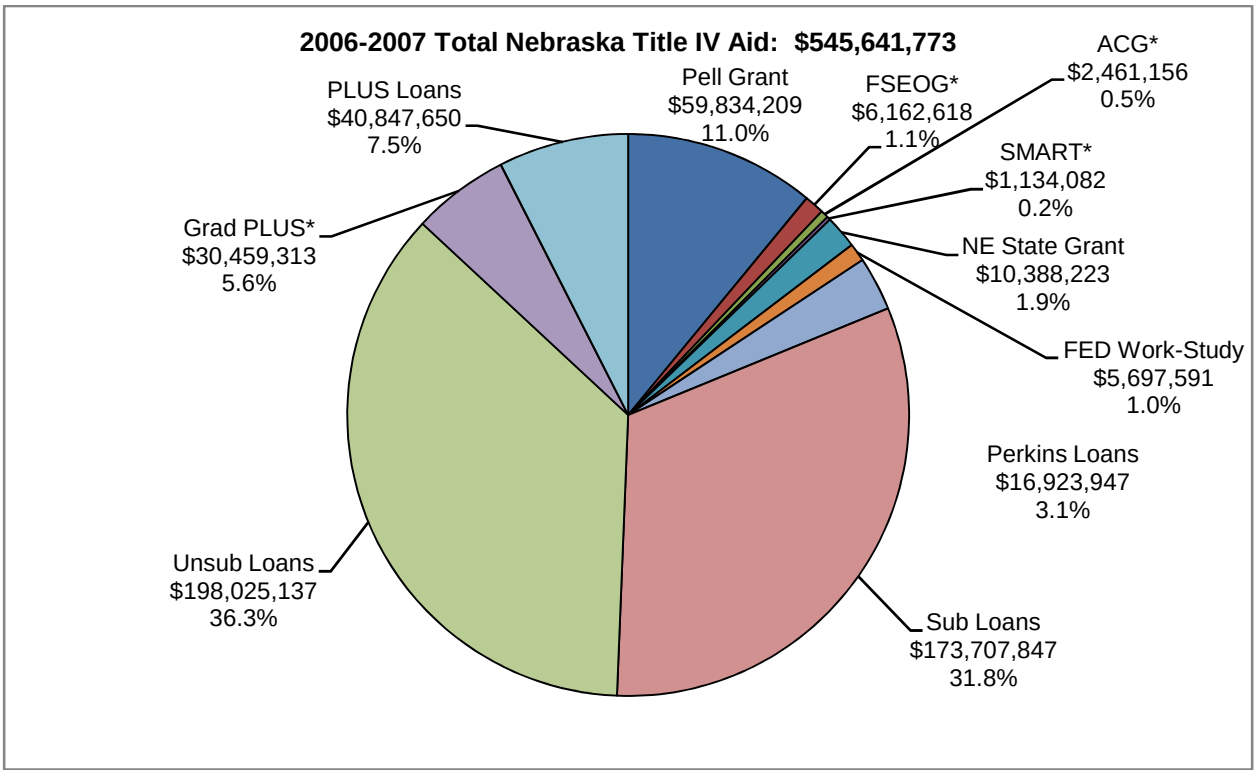
- As shown in Figure 1.5.3, Nebraska State Grants totaled $10,388,223 and accounted for 1.9% of the $545,641,773 in Title IV financial aid that was awarded in 2006–2007, including loans.

- Excluding loans, Nebraska State Grants accounted for 12.1% of the $85,677,879 in Title IV financial aid awarded to Nebraska college students in 2006–2007.

- Of the $10,388,223 awarded in state grants in 2006–2007, $9,809,558 (94.4%) was state funded, while the remaining $578,665 was federally funded. As a result, the state-funded portion of the Nebraska Grant State program accounted for 11.4% of the Title IV financial aid awarded in 2006–2007, compared to 8.5% in 2003–2004, excluding loans.

Figure 1.5.3

Total Title IV Federal and State Financial Aid Awarded at All Eligible Nebraska Postsecondary Institutions 2006–2007[1]



*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; Grad PLUS = PLUS for Graduate and Professional Degree Students

[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2009, Nebraska DAS Supplements and Nebraska CCPE, October 2007.

Note: The Teacher Education Assistance for College and Higher Education Grant (TEACH) is not included in the above analysis of total Title IV financial aid from 2003–2004 through 2006–2007 because 2008–2009 is the first year this form of aid was awarded. See the Explanatory Note A8.1 in Appendix 8 for further information about this program.

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

For 2003–2004 (Baseline Year)

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

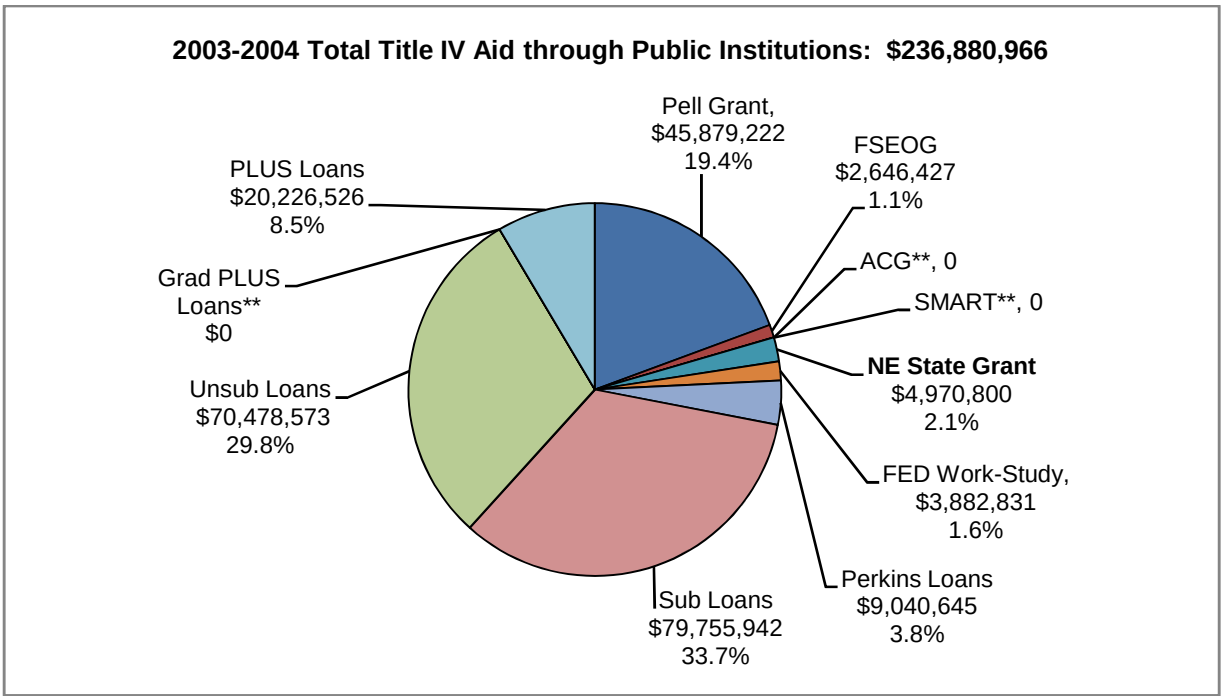
- As shown in Figure 1.5.4, Nebraska State Grants accounted for 2.1% of the $236,880,966 in financial aid awarded by Nebraska's public institutions in 2003–2004.

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

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

Figure 1.5.4

Total Title IV Federal and State Financial Aid Awarded at Nebraska Public Postsecondary Institutions 2003–2004[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 2007–2008

- 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 2007–2008 are not yet available. However, the amount of aid awarded through each Title IV program to students attending the state's public institutions in 2007–2008 is available to compare to the amount awarded in 2003–2004.

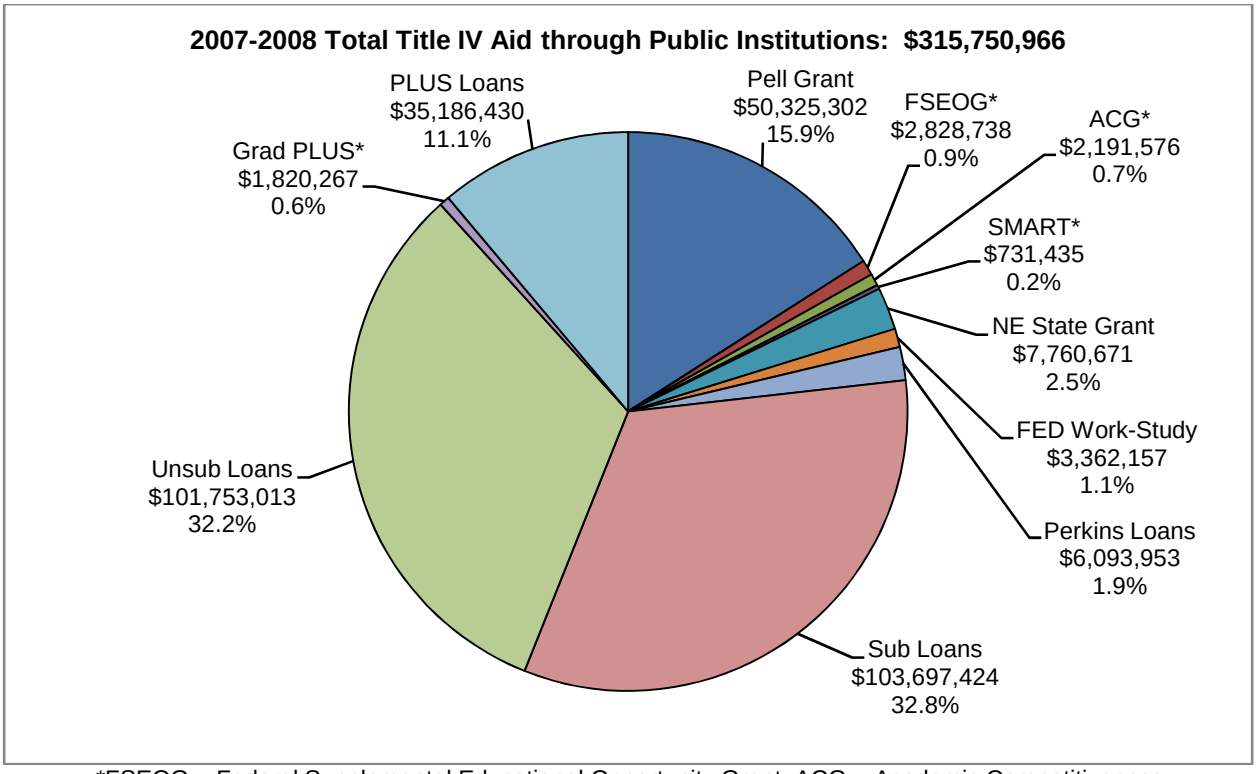
- A total of $315,750,966 Title IV financial aid was awarded to students at Nebraska's public postsecondary institutions in 2007–2008, an increase of $78,870,000 (33.3%) from the 2003–2004 baseline amount of $236,880,966.

- As shown in Figure 1.5.5, Nebraska State Grants accounted for 2.5% of the $315,750,966 awarded to students at public institutions in 2007–2008, including loans. This amount is up only four-tenths 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 $67,199,879 in Title IV financial aid was awarded to students attending public institutions in 2007–2008, an increase of 17.1% from the $57,379,280 awarded in 2003–2004.

Figure 1.5.5

Total Title IV Federal and State Financial Aid Awarded at Nebraska Public Postsecondary Institutions 2007–2008[1]



*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; Grad PLUS = PLUS for Graduate and Professional Degree Students

[1]Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2009, Nebraska DAS Supplements and Nebraska CCPE, October 2008.

- Of the $67,199,879 awarded through grants or the work-study program in 2007–2008, 11.5% was awarded through the Nebraska State Grant program, compared to 8.7% in 2003–2004, as shown in Table 1.5.2.

- State funds accounted for $7,397,878 (95.3%) of the $7,760,671 awarded in state grants to students enrolled at public institutions in 2007–2008, while federal funds accounted for the remaining $362,793 (4.7%).

- Total federal funding of grants and work study increased by 12.8%, or by $6,809,411, from $52,992,590 in 2003–2004 to $59,802,001 in 2007–2008.

- However, between 2003–2004 and 2007–2008, state funding of state grants increased by $3,011,188 or by 68.6%, from $4,386,690 to $7,397,878. 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 11.0% in 2007–2008, 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: 2007–2008 Compared to 2003–2004 Baseline[1]

Need-Based Title IV Financial Aid	2003–2004		2007–2008		
	Amount Awarded	% of Total	Amount Awarded	% of Total	% Change
Nebraska State Grant					
State-Funded	**$4,386,690**	**7.6%**	**$7,397,878**	**11.0%**	**68.6%**
Federal-Funded	$584,110	1.0%	$362,793	0.5%	-37.9%
Total NE State Grant	$4,970,800	8.7%	$7,760,671	11.5%	56.1%
Pell Grant	$45,879,222	80.0%	$50,325,302	74.9%	9.7%
FSEOG*	$2,646,427	4.6%	$2,828,738	4.2%	6.9%
ACG**	Not awarded		$2,191,576	3.3%	NA
SMART**	Not awarded		$731,435	1.1%	NA
Federal Work Study	$3,882,831	6.8%	$3,362,157	5.0%	-13.4%
Total Title IV Aid Excluding Loans	$57,379,280	100.0%	$67,199,879	100.0%	17.1%

*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitive Grants; SMART = National Science and Mathematics Access to Retain Talent Grants
**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, January 2009, Nebraska DAS Supplements and Nebraska CCPE, October 2008.

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 $12,421,824 in 2007–2008.

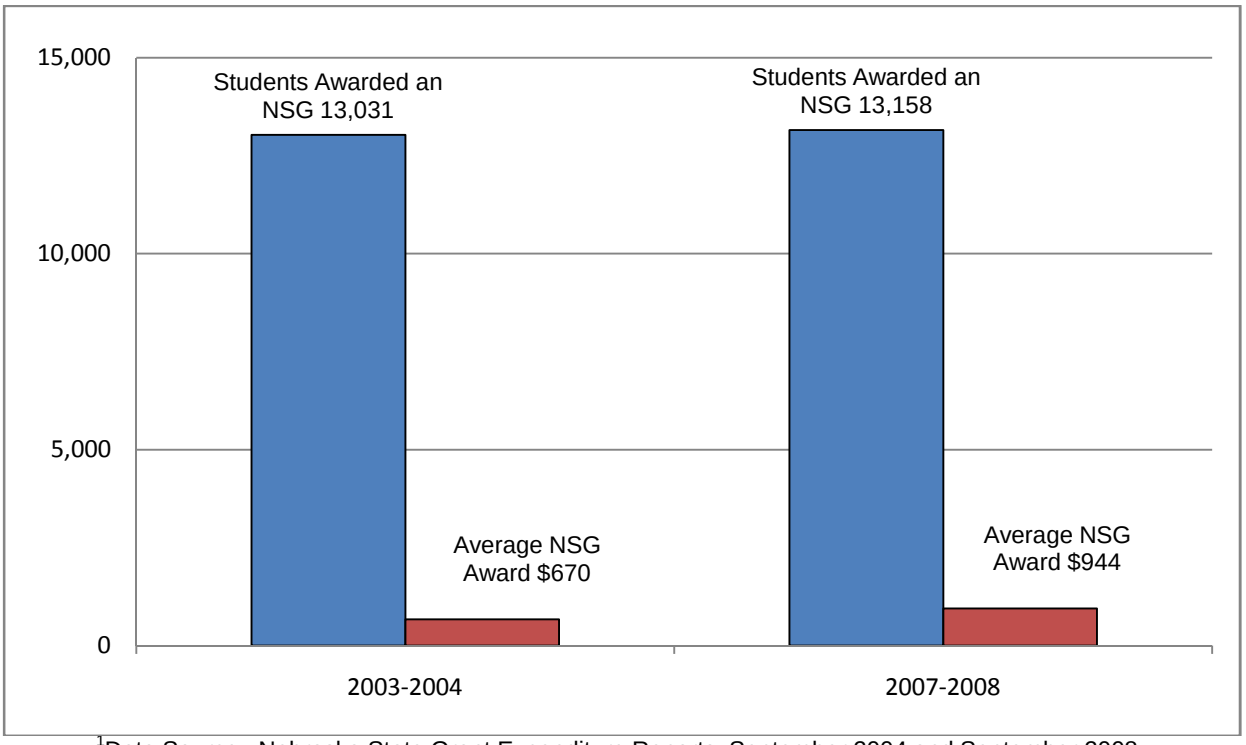
- In 2007–2008, the average awarded grant was $274 higher than in 2003–2004, as illustrated in Figure 1.5.6.[1]

- Of the 28,222 Nebraska-resident, Pell Grant-eligible students who attended postsecondary institutions in Nebraska in 2003–2004, 46.2% received state grants. In 2007–2008, 46.9% of the 28,071 eligible students received Nebraska State Grants.

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

Figure 1.5.6

Total Numbers of Students Who Received Nebraska State Grants (NSGs) and the Average Grant Awarded: 2007–2008 Compared to 2003–2004 Baseline[1]



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

[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 2007–2008 was $2,934. The maximum award reverted to the 25% level, effective with 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 44.5% between 2003–2004 and 2007–2008, 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 44.5%, while the amount of need-based aid available from the community colleges increased 47.4% and the amount of aid awarded by the Nebraska State College System increased 35.4% between 2003–2004 and 2007–2008.

Table 1.5.3
Amount of Other Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions by Sector
2007–2008 Compared to 2003–2004 Baseline[1]

Sector	2003–2004		2007–2008		% Change
	$ Amount	%	$ Amount	%	
University of Nebraska	$9,843,307	78.7%	$14,220,115	78.6%	44.5%
Nebraska State College System	567,739	4.5%	$768,500	4.2%	35.4%
Nebraska Community Colleges	$2,102,256	16.8%	$3,097,743	17.1%	47.4%
Total Other Need-Based Financial Aid	$12,513,302	100.0%	$18,086,358	100.0%	44.5%

[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2008.

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 22.0%, from $69,892,582 in 2003–2004 to $85,286,237 in 2007–2008, as shown in Table 1.5.4 on the next page.

- As also shown in Table 1.5.4 and illustrated in Figure 1.5.7, the state-funded portion of the Nebraska State Grant program accounted for 6.3% of all of the need-based aid awarded by Nebraska public institutions in 2003–2004, excluding loans.

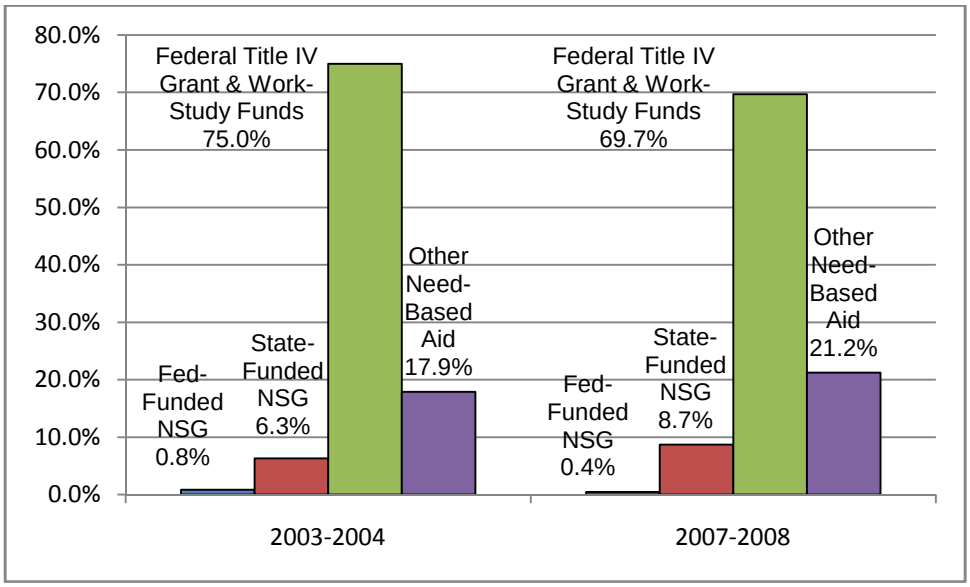
- As the result of a 68.6% increase in state funding and decreases in federal funding for state grants and federal work-study programs that were not offset by the 44.5% increase in institution-based programs, the state-funded portion of the Nebraska State Grant program increased to 8.7% of all of the need-based aid awarded by Nebraska public colleges and universities in 2007–2008.

Table 1.5.4 Total Need-Based Financial Aid Awarded by Public Nebraska Postsecondary Institutions, Excluding Loans: 2007–2008 Compared to 2003–2004 Baseline[1]					
Sector	2003–2004		2007–2008		% Change
	$ Amount	%	$ Amount	%	
Nebraska State Grants					
State-Funded	**$4,386,690**	**6.3%**	**$7,397,878**	**8.7%**	**68.6%**
Federal-Funded	$584,110	0.8%	$362,793	0.4%	**-37.9%**
Federal Title IV Grants & Work-Study Funds	$52,408,480	75.0%	$59,439,208	69.7%	**13.4%**
Other Need-Based Aid	$12,513,302	17.9%	$18,086,358	21.2%	**44.5%**
Total Need-Based Aid Excluding Loans	$69,892,582	100.0%	$85,286,237	100.0%	**22.0%**

[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2008.

Figure 1.5.7

Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2007–2008 Compared to 2003–2004 Baseline[1]



[1]Data Source: Nebraska DAS Supplements, October 2005 and October 2008.

Access College Early (ACE) Scholarship Program

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

In 2007–2008, 363 Nebraska high school students from 110 high schools received $114,856 in scholarships to take courses at 11 Nebraska colleges and universities. A total of 171 additional eligible applicants were unable to be awarded due to insufficient funds. For the 2008–2009 academic year, the Commission received a federal grant of $330,000—of which $100,000 was allocated to the ACE program. This allowed total funding for the year to be $215,000—of which $214,841 has been awarded to 758 students from 147 high schools. The $100,000 federal grant will be available again for the 2009-2010 academic year. After that point this program will rely entirely on state funding. The Commission is requesting additional funds in order to assist additional students in future years.

The Coordinating Commission is conducting research in 2009 to determine how many of the scholarship recipients in 2007–2008 continued on to college, compared to other low-income Nebraska high school students and the high school population in general. This study is being conducted with the assistance of the Nebraska Department of Education and the services of the National Student Clearinghouse. A full report of this research will be available to legislators and other interested parties when the study is completed. Research from other states indicates that, even after adjusting for students' socioeconomic status, students who take college courses while in high school: 1) stay in high school, 2) graduate from high school, 3) attend college and 4) return for their college sophomore year at rates higher than students who do not take such courses.

Section 2

Increasing College Retention and Graduation Rates

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

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

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

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

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

A full report of the 2006 NSC Research Project is in Section 2 of the *2007 Nebraska Higher Education Progress Report*, which is available on the Coordinating Commission's Web site: www.ccpe.state.ne.us. Given the stability of Nebraska's postsecondary education system, repeating this extensive research effort every four or five years should be sufficient to determine if any significant changes occur over time in the transfer, completion and persistence patterns of Nebraska college students. In the interim, this progress report will continue to provide 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 2007. Retention rates for fall 2008 will not be available until mid-2009 and will be reported in the *2010 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 fluctuated only modestly with no general increase or decrease in retention rates across all of the sectors between fall 2004 and fall 2007.

- 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 81.4% in fall 2007.

- 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 67.9% between fall 2004 and fall 2007. For the independent institutions, the sector retention rate decreased from 76.8% to 75.6%.

- The largest increase in retention rates was evidenced for the degree-granting, for-profit schools, including ITT Technical Institute, Myotherapy Institute and Vatterott College. However, the increase in the sector rate from 56.3% in fall 2004 to 58.4% in fall 2007 was due, almost entirely, to Kaplan University's Omaha campus and the Myotherapy institute. Many of the other institutions in this sector had to be excluded from the analysis because they did not report a retention rate, did not enroll freshmen, were not open in 2004, or closed before 2007. 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.

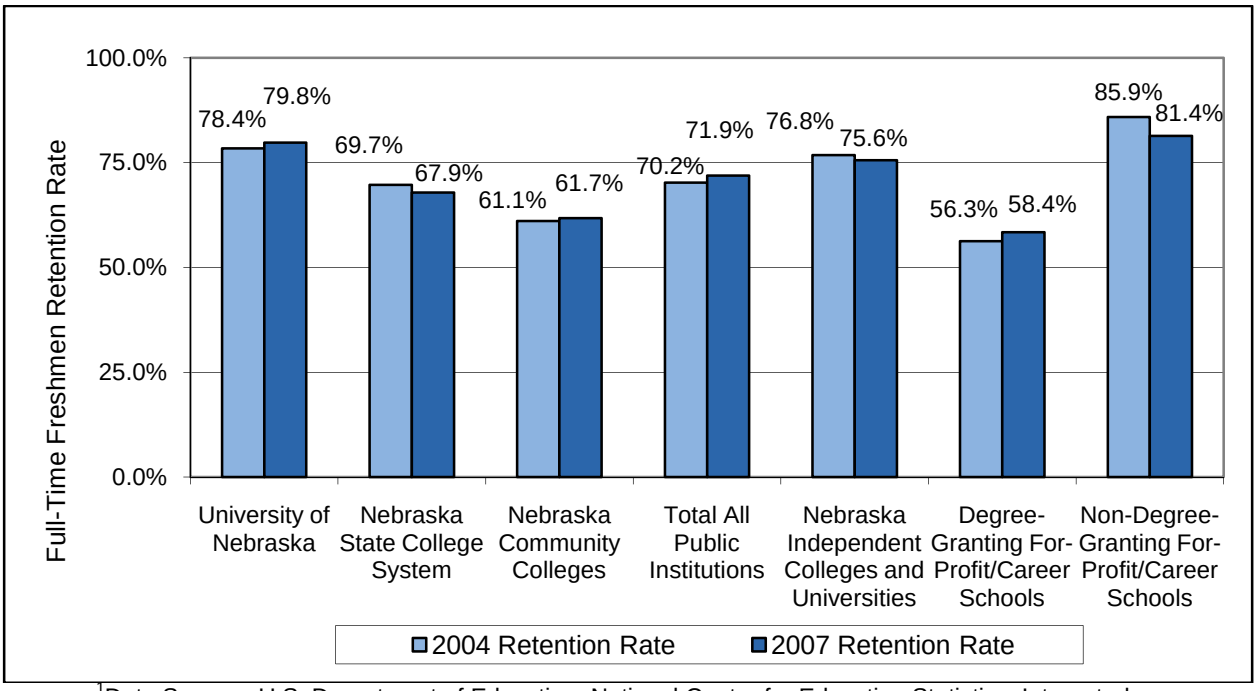
- The overall full-time freshmen retention rate for the University of Nebraska also increased. As shown in Figure 2.1.1, the university's retention rate increased from 78.4% in fall 2004 to 79.8% in fall 2007. However, the university's overall retention rate in fall 2005 was 81.6%.

- The net effect of these increases and decreases was that the estimated overall full-time retention rate for the three public sectors increased 1.7%, from 70.2% in fall 2004 to 71.9% in fall 2007, while the rate for all institutions in Nebraska increased 1.2%, from 71.4% in fall 2004 to 72.6% in fall 2007.

- 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 2007 Compared to Fall 2004 Baseline[1]



[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2007 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 2007 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 2007, compared to a 78.0% retention rate for the nation.

- The difference between Nebraska's full-time retention rate and the national average rate has been declining over the past two years. In 2005, Nebraska ranked 17th, with a retention rate of 79.4%, 1.7% above the national average. In 2006, the difference was 0.5% as Nebraska ranked 18th with a rate of 78.2%, compared to a national rate of 77.7%. In 2007, the difference between Nebraska and the national average decreased to 0.2% and Nebraska ranked 20th among the 50th states. Between fall 2006 and fall 2007, the national average increased to 78.0%, while Nebraska's full-time retention rate for four-year public institutions remained unchanged at 78.2%.[1]

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

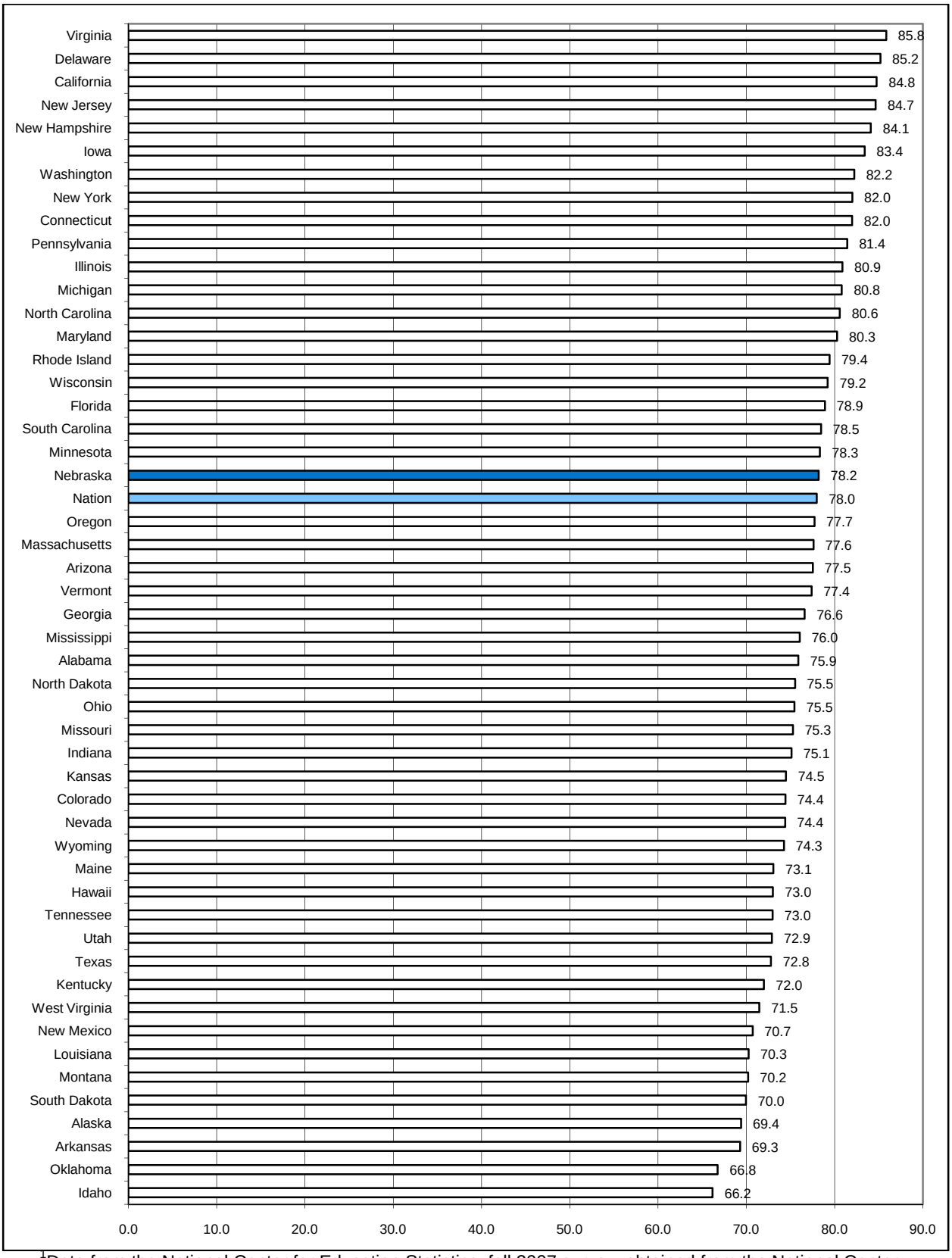
- As shown on the chart, the overall full-time retention rate for Nebraska's community colleges in fall 2007 was 61.7%, compared to a national retention rate for all two-year public colleges of 59.0%. Including the NCTA-Curtis (which had a full-time retention rate of 69%) and the NICC (which had a full-time retention rate of 15%), the retention rate for Nebraska's eight public, two-year institutions was 61.9%, making Nebraska's rate the eighth-highest among the 50 states.

- As a point of reference, the overall full-time retention rate for Nebraska's community colleges was 64.8% in fall 2006, compared to a national retention rate for all two-year public colleges of 58.5%, placing Nebraska's rate as fourth-highest among the 50 states.

- See Table A9.3 in Appendix 9 for the data used to calculate the fall 2006 and fall 2007 full-time retention rates for Nebraska public, four-year institutions and two-year community colleges.

Figure 2.1.2

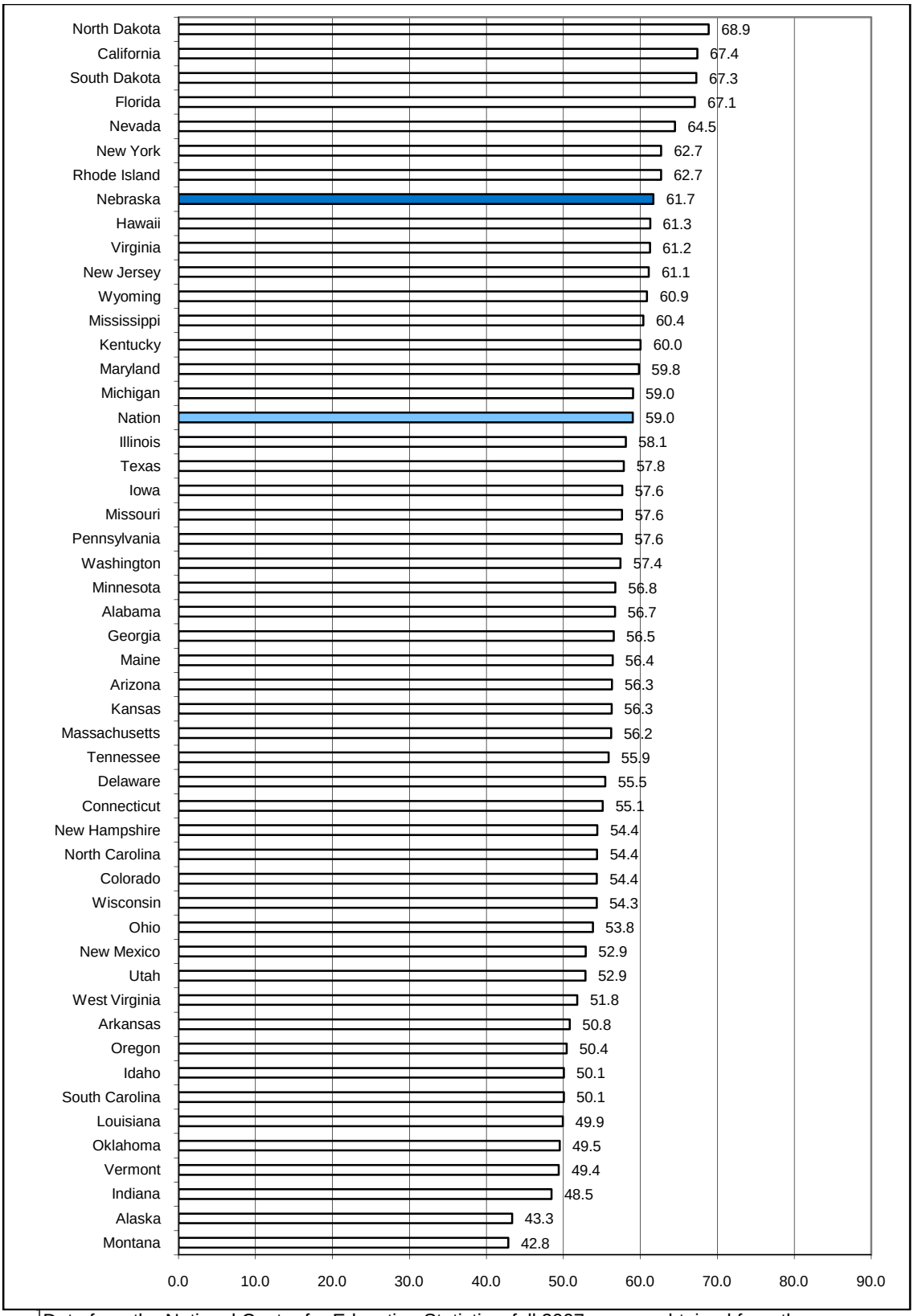
2007 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



[1]Data from the National Center for Education Statistics, fall 2007 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), November 2008.

Figure 2.1.3

2007 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 2007 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), November 2008.

Part-Time Freshmen Retention Rates

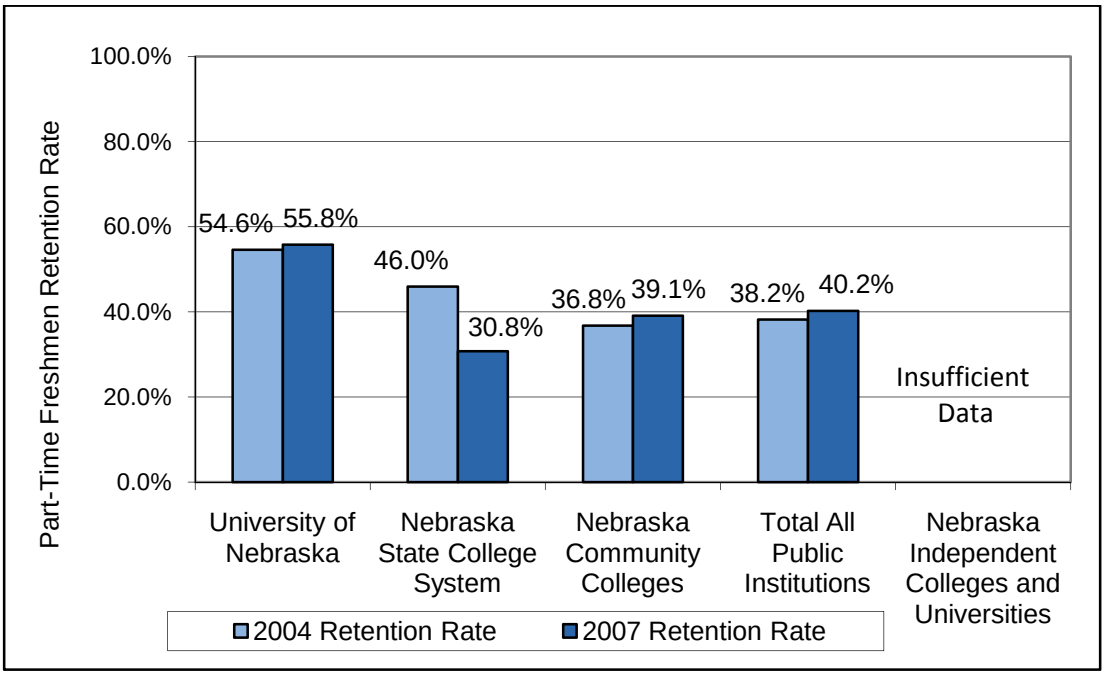
- The University of Nebraska enrolled 174 part-time, first-time freshmen in fall 2003 and 144 part-time freshmen in fall 2006. As shown in Figure 2.1.4, the retention rate for freshmen enrolled part-time at the University of Nebraska increased from 54.6% for the students returning in fall 2004 to 55.8% for the students returning in fall 2007, or by 1.2%.[1]

- The Nebraska State College System enrolled 62 part-time, first-time freshmen in fall 2003, 29 in fall 2006. The number of part-time students enrolled decreased, as did the system's retention rate, from 46.0% to 30.8% between fall 2004 and fall 2007. 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 1,737 in fall 2006, or 81% of the state total in 2006. At the community colleges, the part-time freshmen retention rate increased by 2.3 percentage points, from 36.8% in fall 2004 to 39.1% in fall 2007. This is down from their combined retention rate of 43.3% in 2006.

Figure 2.1.4

Part-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2007 Compared to Fall 2004 Baseline[1]



[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2007 surveys. See Table A9.2 in Appendix 9 for supporting data.

[1]The Nebraska College of Technical Agriculture (NCTA) reported two part-time, first-time freshmen in fall 2003, but the school did not report a retention rate for these students in fall 2004. Consequently, for the purposes of this report, NCTA is excluded from the calculation of a total part-time freshmen retention rate for the University of Nebraska.

- 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 2.0%, from 38.2% in fall 2004 to 40.2% in fall 2007.

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

- Figure 2.1.5 and Figure 2.1.6 on the next two pages show the fall 2007 overall retention rates for part-time freshmen enrolled at Nebraska's public four-year institutions and two-year community colleges, compared to the retention rates for other states and the nation.

- As shown in Figure 2.1.5, the overall part-time retention rate for Nebraska's public four-year institutions— the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 51.5%, compared to a national average of 48.9%. As a result, Nebraska ranked 16th among the 50 states in fall 2007, compared to eighth in fall 2006 when the part-time retention rate for Nebraska's public four-year institutions was 55.8% and the national rate was 47.1%.

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

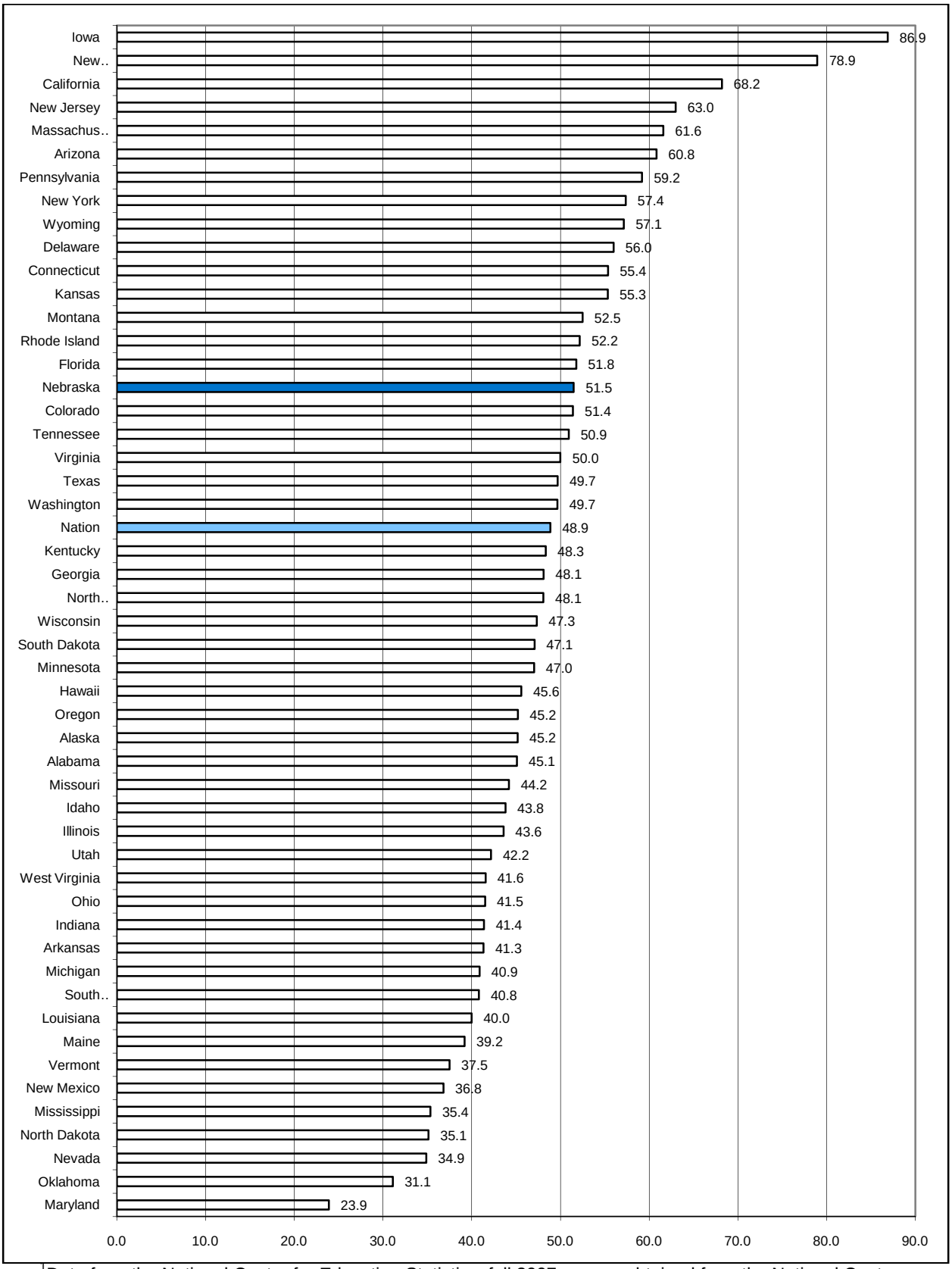
- As shown in Figure 2.1.6, the overall part-time retention rate for Nebraska's community colleges was 39.1% in fall 2007, compared to a 40.0% part-time retention rate for all two-year public colleges in the United States.

- The NCTA-Curtis did not report a part-time retention rate for fall 2007, and the NICC reported a rate of 10%. Including the NICC, the retention rate for Nebraska's public two-year institutions was 38.8%, making Nebraska's rank 30th among the 50 states.

- See Table A9.3 in Appendix 9 for the data used to calculate the retention rates for part-time students enrolled at Nebraska public four-year institutions and two-year community colleges, which are compared to the national rates shown in Figure 2.1.5 and Figure 2.1.6.

Figure 2.1.5

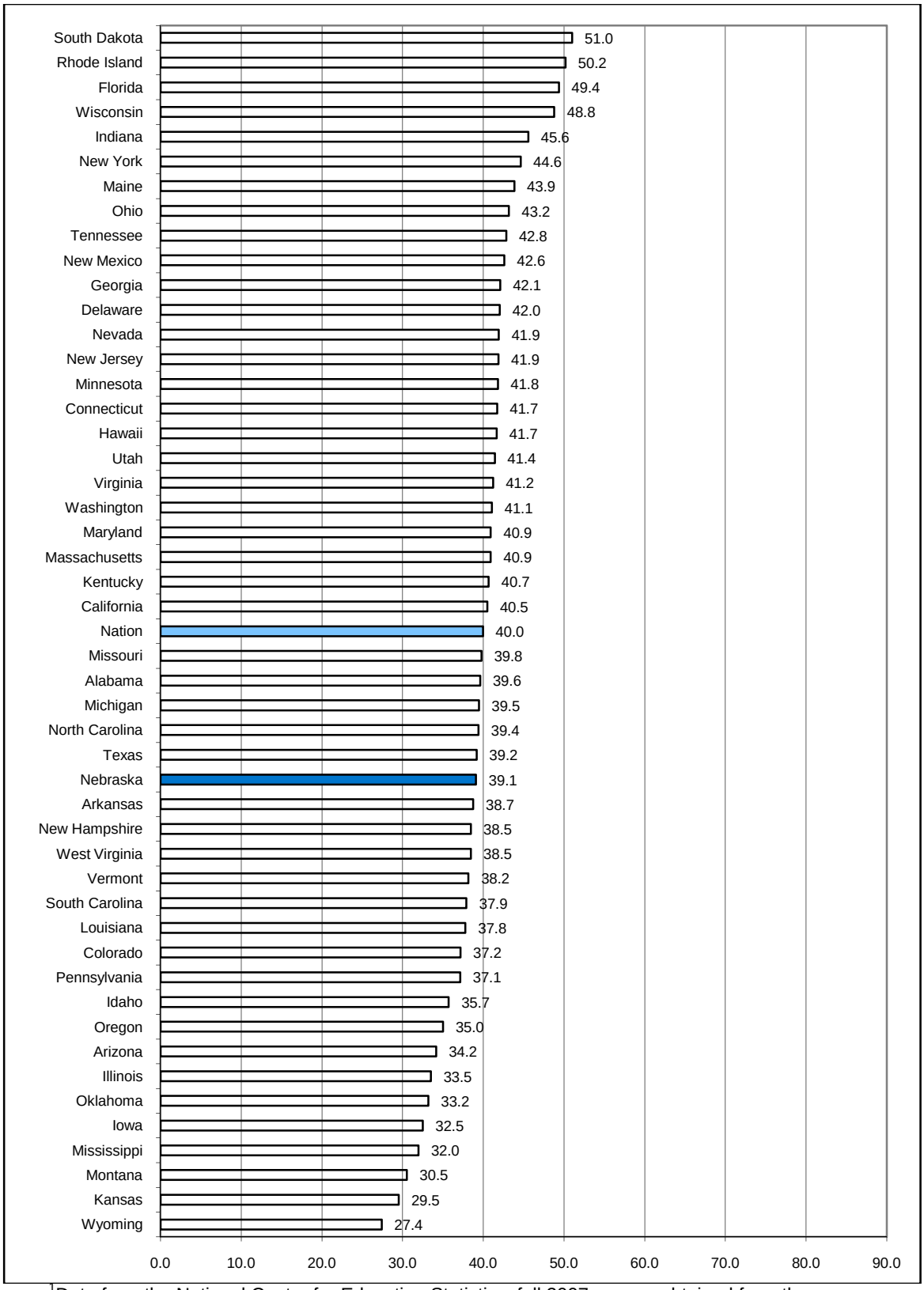
2007 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



[1]Data from the National Center for Education Statistics, fall 2007 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), November 2008.

Figure 2.1.6

2007 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 2007 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), November 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 2006–2007 academic year. Completion data for students who finished their degree programs in 2007–2008 will not be available for analysis until mid-2009. Consequently, the following analysis focuses on how 2006–2007 graduation rates for Nebraska institutions compare to 2002–2003 baseline rates. Throughout this analysis, the terms "completion rate" and "graduation rate" are used interchangeably.

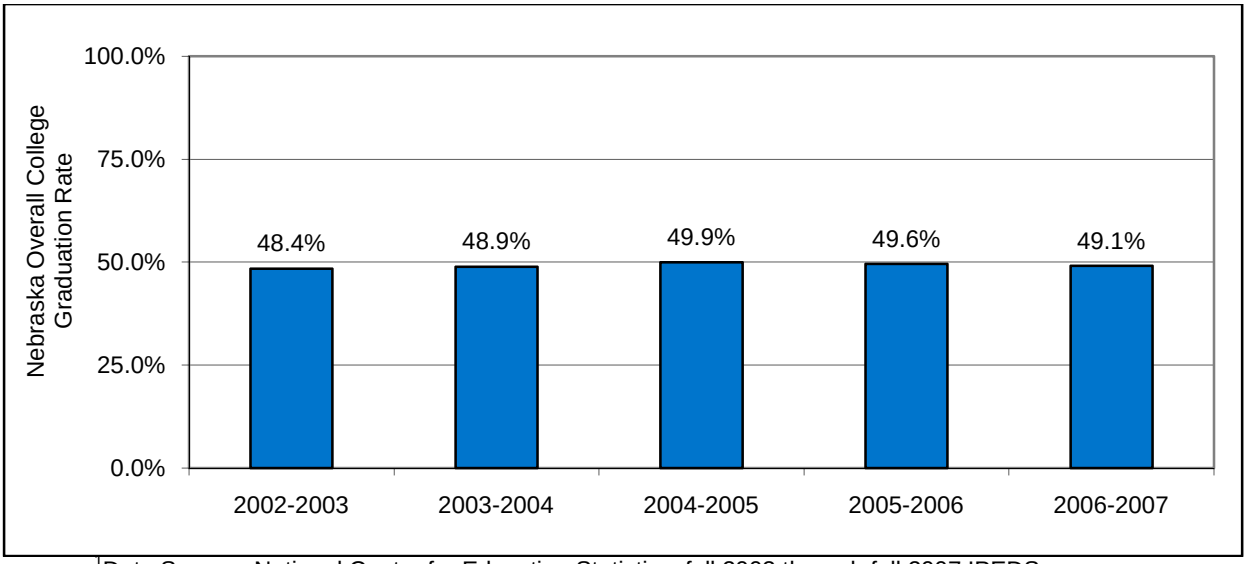
Generally, baccalaureate graduation rates are based on a six-year time frame, while rates for associate degrees are based on three years. Rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See Explanatory Note A10.1 in Appendix 10 for further information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

The Overall College Graduation Rate for Nebraska

- The statewide graduation rate for Nebraska's postsecondary institutions increased to 49.9% in 2004–2005 from 48.4% in 2002–2003 but decreased to 49.1% in 2006–2007, resulting in a net gain of 0.5% over the five-year period.[1]

Figure 2.2.1

Overall College Graduation Rate for Nebraska 2002–2003 through 2006–2007[1]



[1]Data Source: National Center for Education Statistics, fall 2003 through fall 2007 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. All rates reflect the latest available data reported by Nebraska institutions.

College Graduation Rates by Sector and by Institution

- The state's overall college graduation rate increased by only 0.5% between 2002–2003 and 2006–2007, but completion rates by sector varied noticeably, as shown in Figure 2.2.2 below. (See Table A10.2 in Appendix 10 for supporting data.)

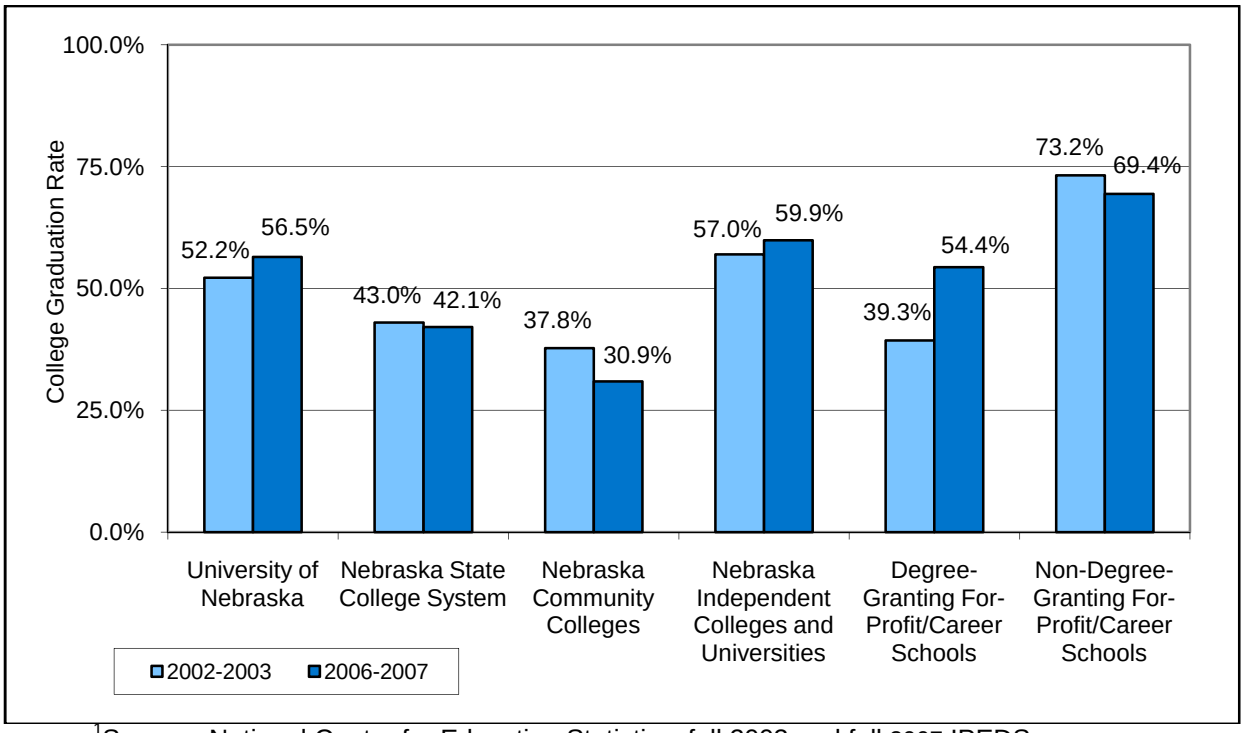
- The non-degree-granting, for-profit schools have had the highest overall completion rate among the state's six sectors of postsecondary education since 2002–2003, followed by Nebraska's independent (not-for-profit) colleges and universities.

- As shown in Figure 2.2.2, the graduation rate for the non-degree-granting, for-profit schools decreased from 73.2% in 2002–2003 to 69.4% in 2006–2007, while the sector rate for Nebraska's independent institutions increased from 57.0% to 59.9% over the five years.

- Compared to the other sectors, the sector completion rate for the degree-granting, for-profit schools has shown the greatest improvement, increasing from 39.3% in 2002–2003 to 54.4% in 2006–2007. However, most of this 15.1% increase is due to The Creative Center having an unusually low graduation rate in 2002–2003, which is the baseline for this analysis, and the graduation rates for the Lincoln and Omaha campuses of Hamilton College (now Kaplan University) significantly increasing between 2002–2003 and 2006–2007. (See Table A10.4a through Table A10.4e in Appendix 10 for supporting data.)

Figure 2.2.2

Graduation Rates for Nebraska Postsecondary Institutions by Sector 2006–2007 Compared to 2002–2003 Baseline[1]



[1]Source: National Center for Education Statistics, fall 2003 and fall 2007 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 overall graduation rate for the University of Nebraska system increased from 52.2% in 2002–2003 to 56.5% in 2006–2007. This gain of 4.3% is attributable to increasing the completion rates at the University of Nebraska-Lincoln to 63.4%, the University of Nebraska at Kearney to 57.7% and the University of Nebraska at Omaha to 41.3%. These increases more than offset the decrease in the graduation rate at the Nebraska College of Technical Agriculture (NCTA), which was 45.2% in 2006–2007.

- The graduation rate at Wayne State College increased from 45.4% to 46.3% between 2002–2003 and 2006–2007. However, the rate at Chadron State College decreased from 46.9% to 44.8%, and the completion rate at Peru State College decreased from 31.4% to 23.1%. As a result, the overall graduation rate for the Nebraska State College System decreased from 43.0% to 42.1%.

- Increases in graduation rates to 51.0% at Northeast Community College, 35.1% at Mid-Plains and 23.9% at Western Nebraska Community College were offset by completion rates that decreased to 30.0% at Southeast Community College, 32.5% at Central Community College and 13.3% at Metropolitan Community College. The net effect of these increases and decreases was that the overall graduation rate at the community colleges decreased 6.9%, from 37.8% in 2002–2003 to 30.9% in 2006–2007.

- Within the independent sector, Nebraska Indian Community College and Little Priest Tribal College had completion rates of only 8.7% and 7.7%, respectively, in 2006–2007, but the overall graduation rate for the sector was 59.9%, up from 57.0% in 2002–2003.

- The highest graduation rates in the independent sector in 2006–2007 were reported by Nebraska Methodist College of Nursing and Allied Health (77.8%), Creighton University (75.0%), Nebraska Wesleyan University (69.6%) and Doane College (67.0%).

- In 2006–2007, the graduation rates of the seven reporting, degree-granting, for-profit schools ranged from 43.2% at the Lincoln campus of Hamilton College (now Kaplan University) to 100% at the Myotherapy Institute. As mentioned previously, The Creative Center and the Lincoln and Omaha campuses of Hamilton College had significantly higher graduation rates in 2006–2007 than in 2002–2003, with the net effect of increasing the overall graduation rate for the sector from 39.3% in 2002–2003 to 54.4% in 2006–2007.

- Within the category of non-degree-granting, for-profit schools, decreases in graduation rates between 2002–2003 and 2006–2007 more than offset increases so that the sector's overall graduation rate decreased 3.8%, from 73.2% in 2002–2003 to 69.4% in 2006–2007.

- Statewide, 43% of the postsecondary institutions with undergraduate programs had completion rates that were lower in 2006–2007 than in 2002–2003, while the graduation rates for the remaining 57% were higher.

- See Table A10.3 in Appendix 10 for a comparison of the 2002–2003 and 2006–2007 completion rates for each postsecondary institution in Nebraska.

- See Table A10.4a through Table A10.4e in Appendix 10 for the data used to calculate the completion rates for each of the state's postsecondary institutions from 2002–2003 through 2006–2007.

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 2006–2007.[1]

- As shown in Figure 2.2.3, the graduation rates for white non-Hispanics and Asians/Pacific Islanders in 2002–2003 and 2006–2007 were significantly higher than the completion rates for Hispanics, Native Americans and black non-Hispanics.

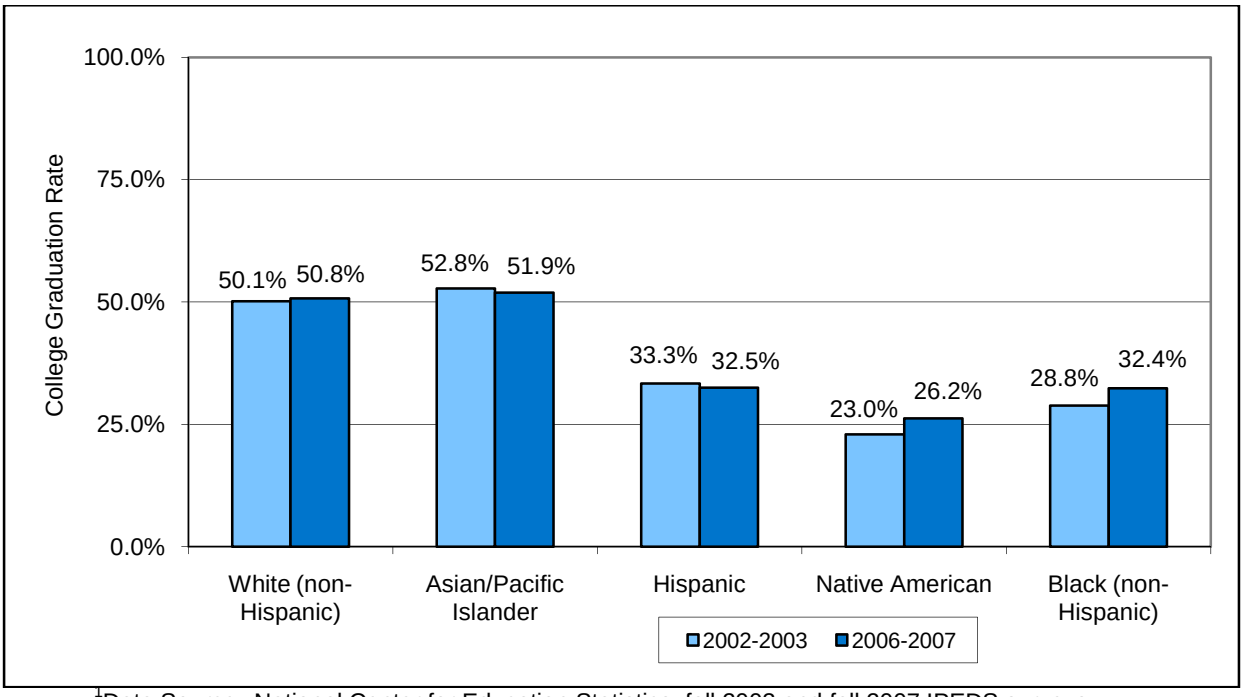
- Figure 2.2.3 shows that the graduation rates for white non-Hispanics, Native Americans and black non-Hispanics improved at least slightly between 2002–2003 and 2006–2007, whereas the graduation rates for Asians/Pacific Islanders and Hispanics were lower in 2006–2007 than in 2002–2003.

- A year earlier, in 2005–2006, the graduation rate for Native Americans was lower than the 2002–2003 baseline rate, while the completion rate for Hispanics was higher. Such fluctuations in completion rates of minorities may be due, in part, to the relatively low number of graduates in these racial/ethnic categories.

- In general, graduation rates were relatively stable between 2002–2003 and 2006–2007, except for the completion rate for black non-Hispanics, which increased 3.6 percentage points over the five-year period. (See Table A10.5a and Table A10.5b in Appendix 10 for supporting data.)

Figure 2.2.3

Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity 2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2007 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 2006–2007 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 2006–2007.

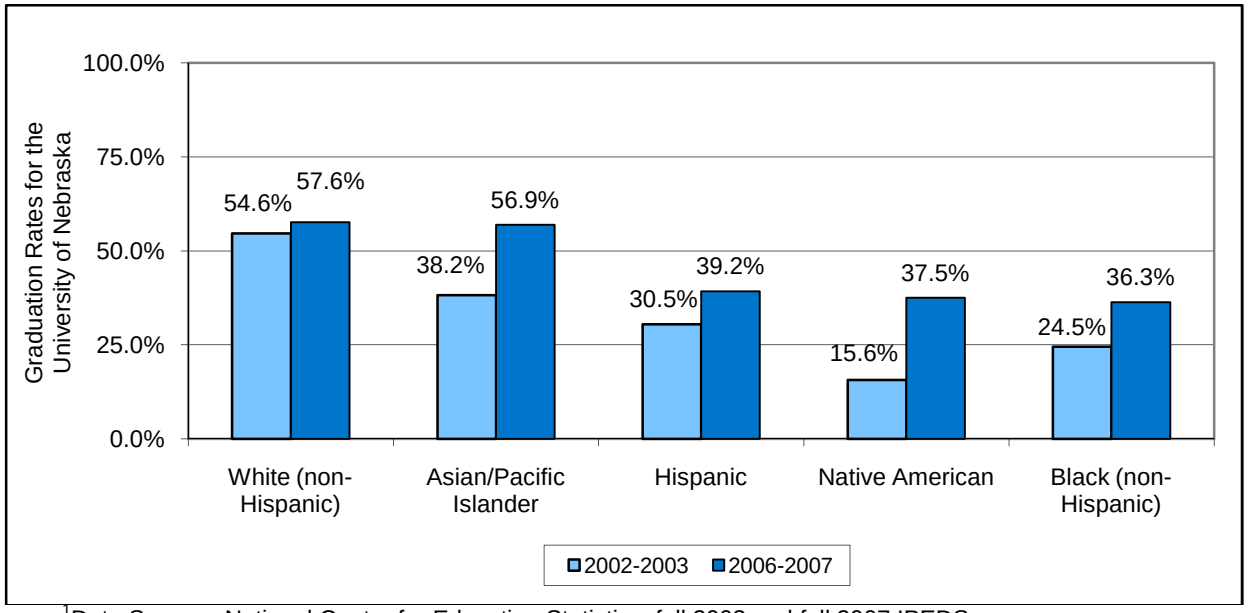
- Sector-level graduation rates for the degree-granting, for-profit/career schools also increased for all of the racial/ethnic groups, except for the completion rate for Native Americans, which was the same in 2006–2007 as it was in 2002–2003.

- At the sector level, community college graduation rates for all five racial/ethnic groups were lower in 2002–2003 than in 2006–2007. This decline may be due, in part, to greater numbers of students starting at the community colleges and transferring to other institutions before earning diplomas or other awards. However, this hypothesis cannot be tested using IPEDS data.

- There was no consistent pattern of changes between 2002–2003 and 2006–2007 within the other three sectors, where changes in the graduation rates of minority students are frequently attributable to the relatively small numbers of graduates. (See Table 10.6 in Appendix 10 for supporting data.)

Figure 2.2.4

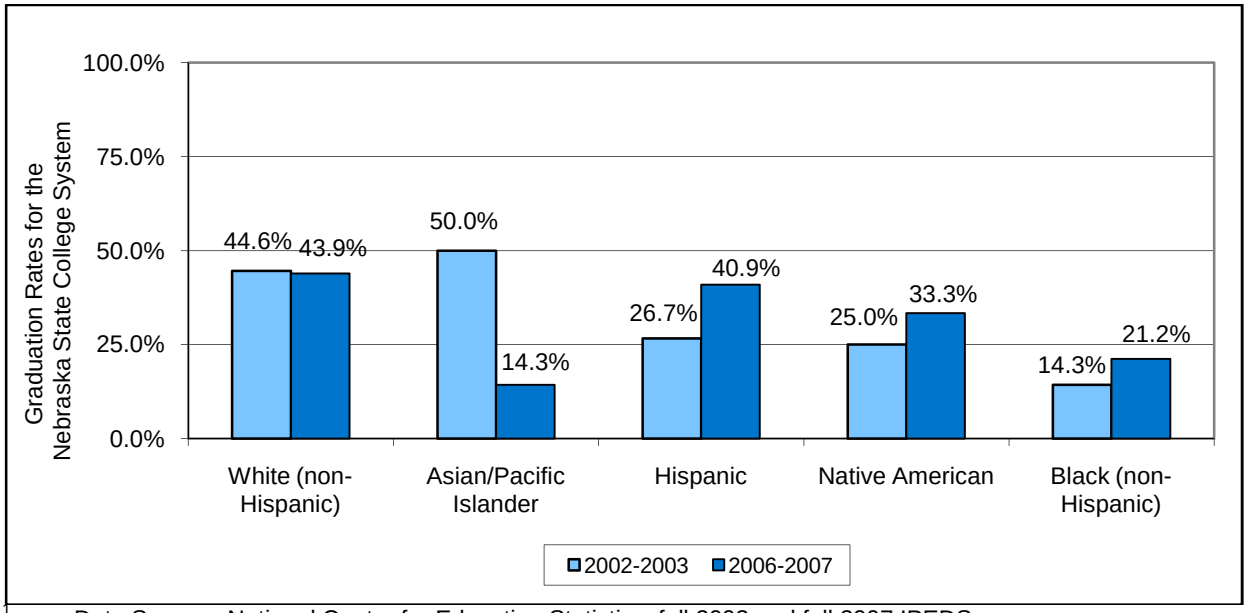
Graduation Rates for the University of Nebraska by Race/Ethnicity 2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys. Five Native Americans graduated in 2002–2003 and nine graduated in 2006–2007. 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

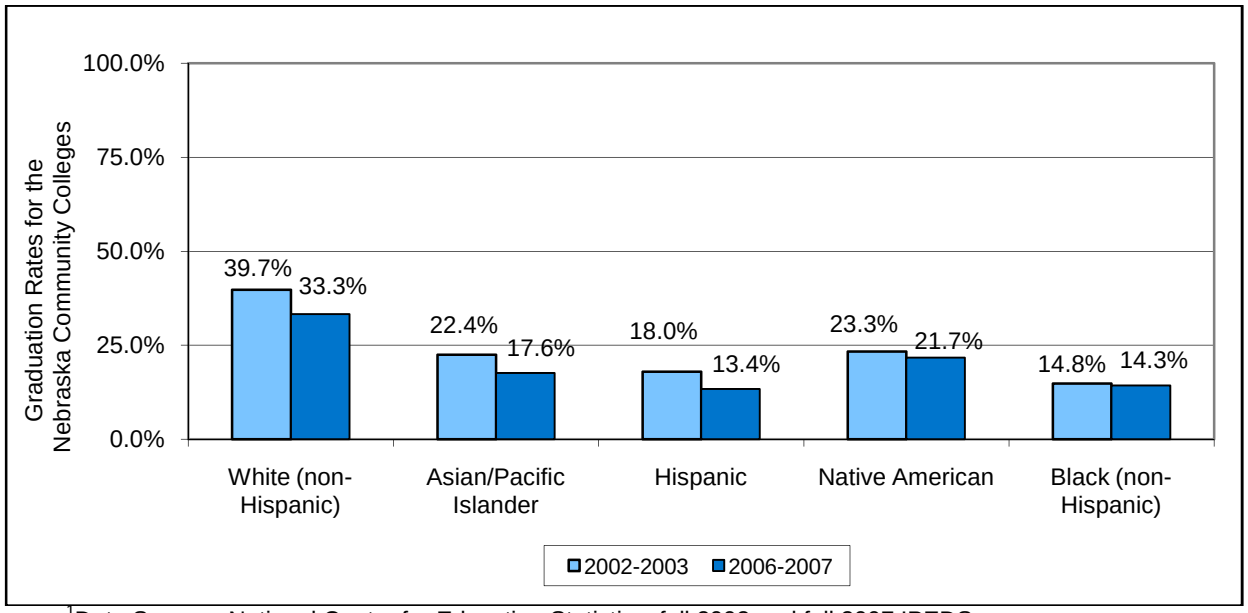
Graduation Rates for the Nebraska State College System by Race/Ethnicity 2006–2007 Compared to 2002–2003 Baseline[1]



[1] Data Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys.
Number of graduates in 2002–2003: 5 Asian/PI, 4 Hispanic, 5 Native American, 4 black non-Hispanic.
Number of graduates in 2006–2007: 1 Asian/PI, 9 Hispanic, 4 Native American, 7 black non-Hispanic.
See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.6

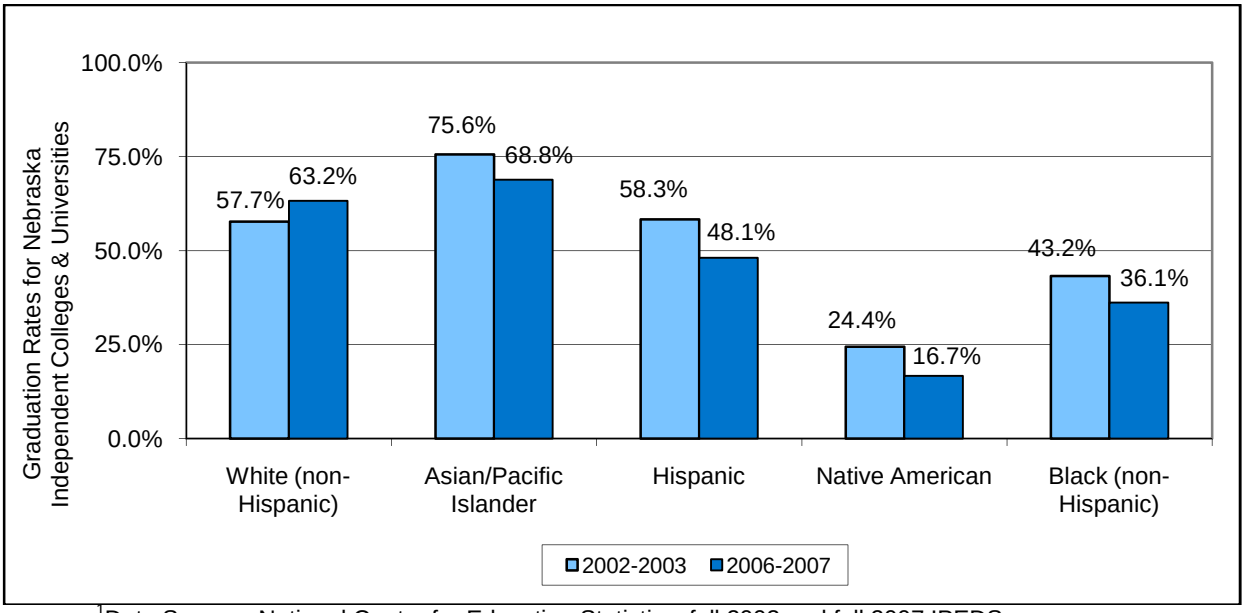
Graduation Rates for the Nebraska Community Colleges by Race/Ethnicity 2006–2007 Compared to 2002–2003 Baseline[1]



[1] Data Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys.
Number of graduates in 2002–2003: 11 Asian/PI, 23 Hispanic, 7 Native American, 21 black non-Hispanic.
Number of graduates in 2006–2007: 9 Asian/PI, 25 Hispanic, 5 Native American, 22 black non-Hispanic.
See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.7

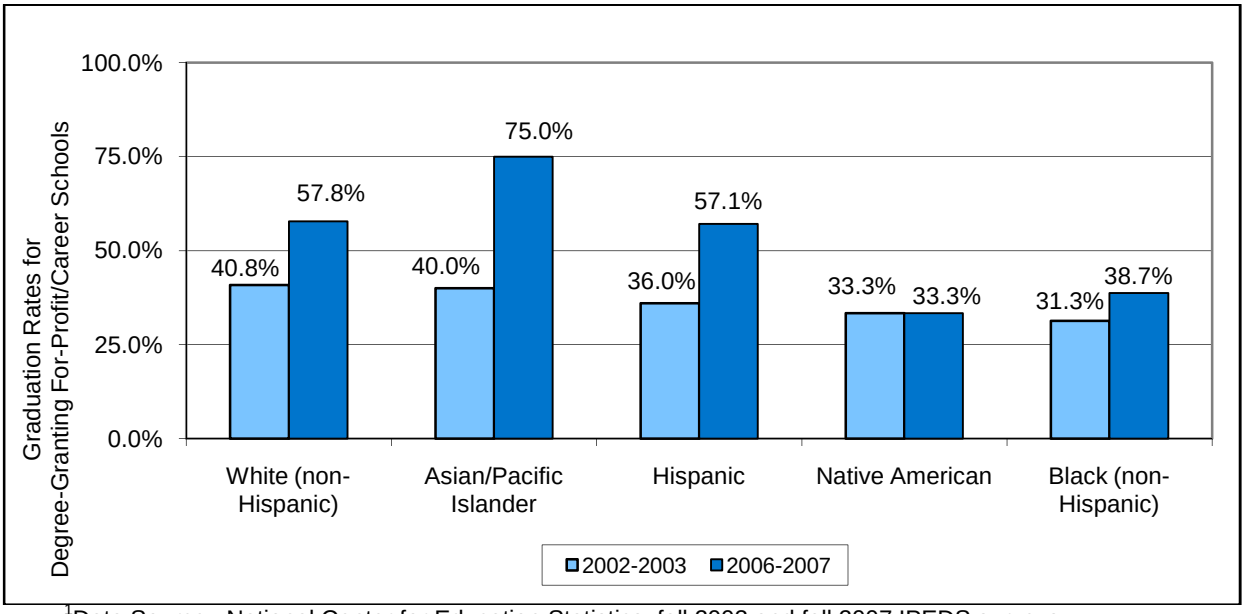
Graduation Rates for Independent Colleges and Universities in Nebraska by Race/Ethnicity 2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys. Ten Native Americans graduated in 2002–2003 and 9 graduated in 2006–2007. Otherwise, there were more than 30 graduates in each minority group. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.8

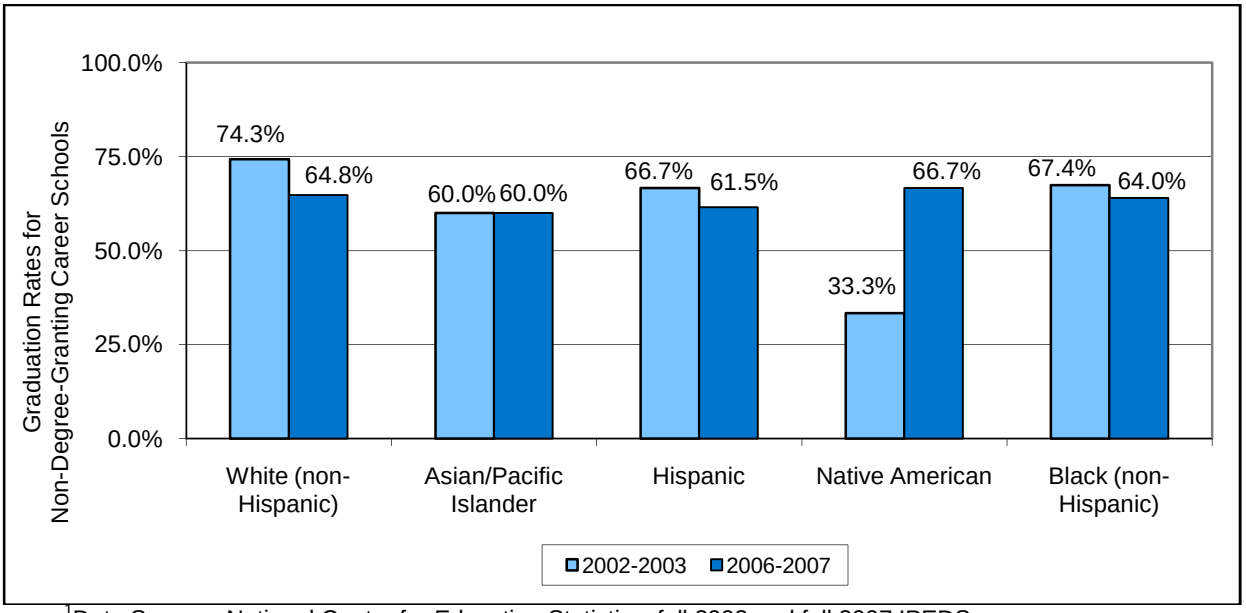
Graduation Rates for the Degree-Granting, For-Profit/Career Schools in Nebraska by Race/Ethnicity 2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys. Number of graduates in 2002–2003: 4 Asian/PI, 9 Hispanic, 2 Native American, 41 black non-Hispanic. Number of graduates in 2006–2007: 3 Asian/PI, 12 Hispanic, 1 Native American, 36 black non-Hispanic. See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.9

Graduation Rates for the Non-Degree-Granting, For-Profit/Career Schools in Nebraska by Race/Ethnicity 2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys.
Number of graduates in 2002–2003: 3 Asian/PI, 10 Hispanic, 2 Native American, 29 black non-Hispanic.
Number of graduates in 2006–2007: 3 Asian/PI, 16 Hispanic, 4 Native American, 32 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 2006–2007 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 nine or more Native Americans in 2002–2003 or 2006–2007. Graduation rates for the other racial/ethnic groups are shown only for sectors with 10 or more graduates in 2002–2003 and 2006–2007.

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

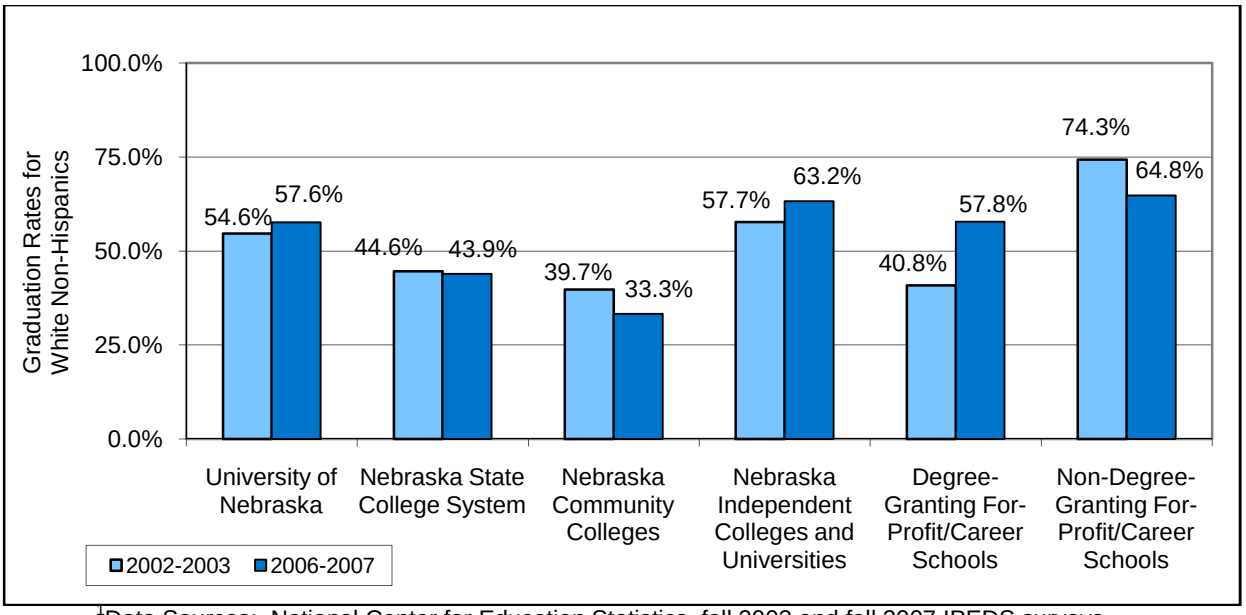
- As illustrated in Figure 2.2.11, the graduation rate for Asian/Pacific Islanders was higher in 2006–2007 than 2002–2003 at the University of Nebraska, but decreased within the independent sector.

- The graduation rate for Hispanics increased at the University of Nebraska, but decreased at the community colleges and within the independent and non-degree-granting, for-profit sectors, 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

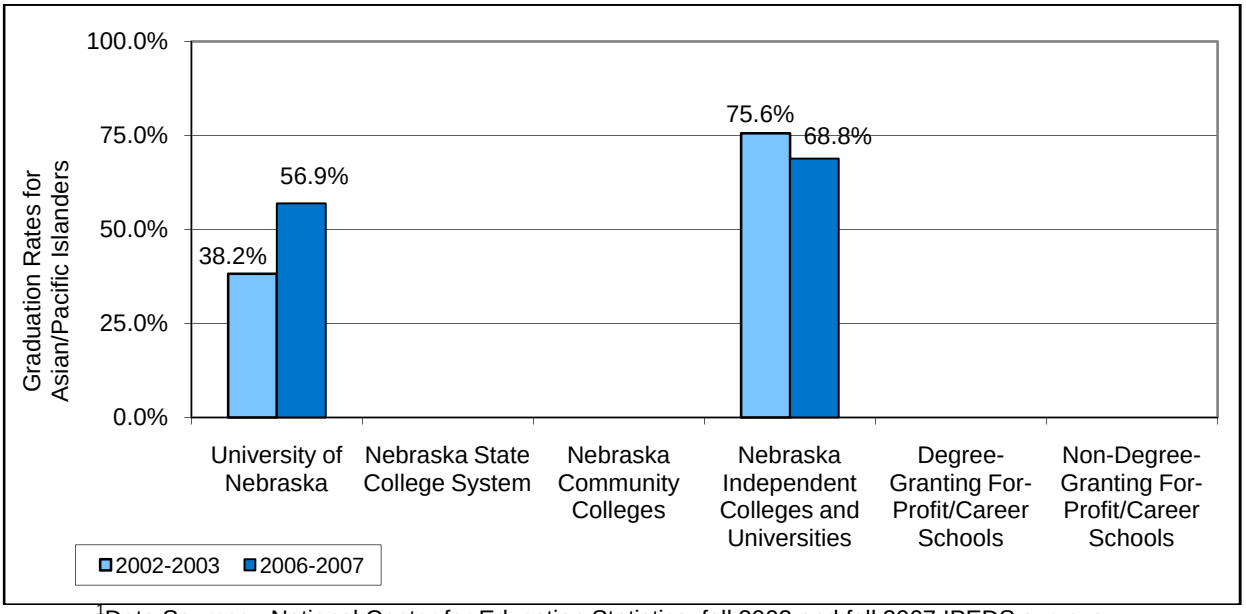
Graduation Rates for White Non-Hispanics by Sector
2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys.
See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.11

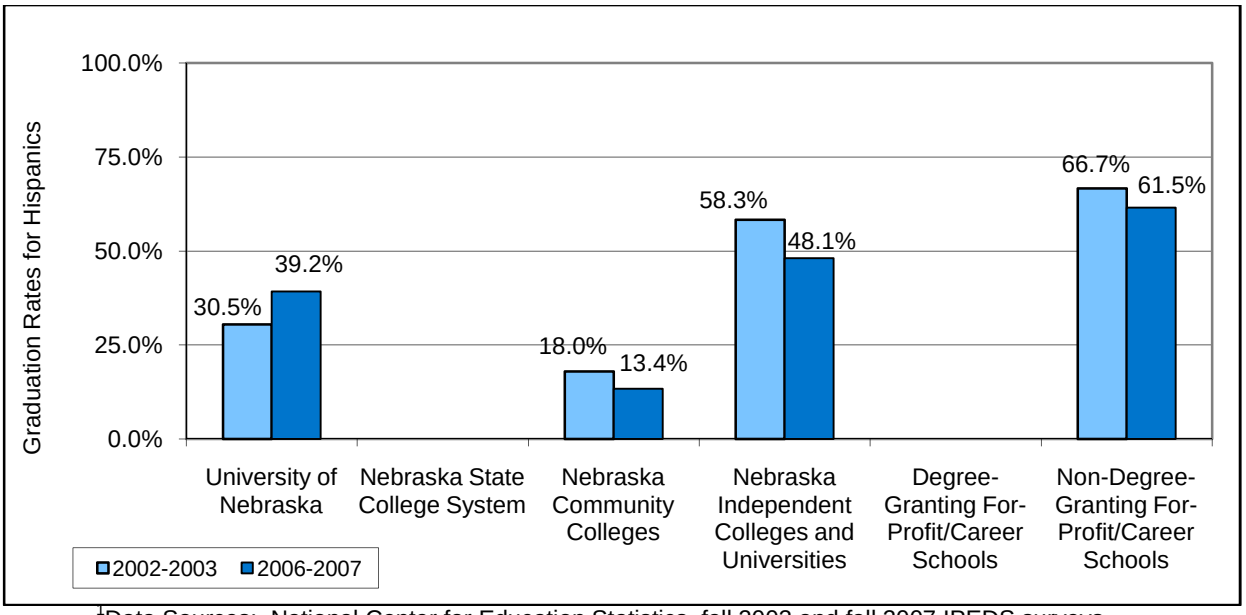
Graduation Rates for Asians/Pacific Islanders by Sector
2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys.
Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2006–2007.
See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.12

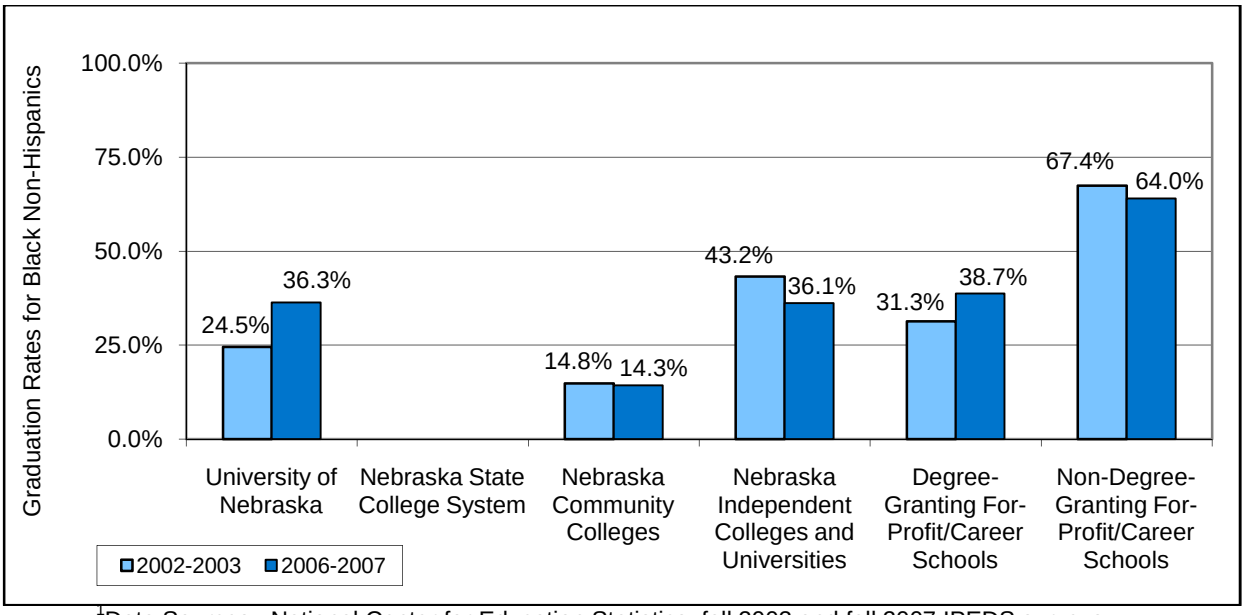
Graduation Rates for Hispanics by Sector
2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys.
Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2006–2007.
See Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.13

Graduation Rates for Black Non-Hispanics by Sector
2006–2007 Compared to 2002–2003 Baseline[1]



[1]Data Sources: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys.
Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 or 2006–2007.
See Table A10.6 in Appendix 10 for supporting data.

Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

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

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

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

Previous and New Estimates of Adult Migration

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

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

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

[1]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.

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

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

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

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

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

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

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

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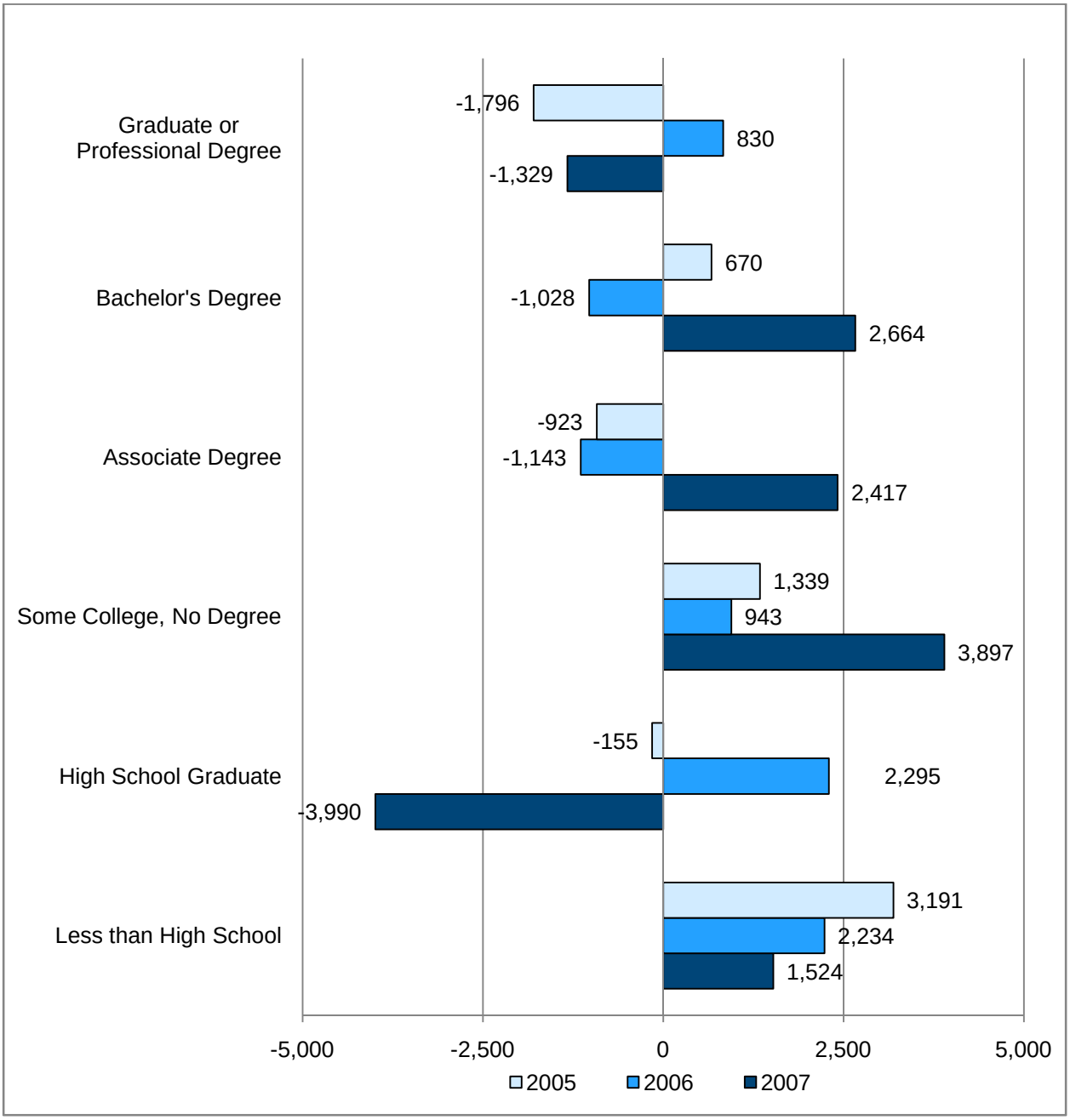
[1]The ACS data files used by the U.S. Census Bureau include a slightly larger sample of Nebraskans than the data files available for public use. As a result, the population statistics reported in the data tables published by the Census Bureau will be slightly different than the statistics derived from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

Figure 3.1
Estimated Nebraska Net-Migration of 22- to 64-Year-Olds in 2004, 2005 and 2006 by Education, Based on the 2005, 2006 and 2007 American Community Surveys Conducted by the U.S. Census Bureau[1]



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

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

Although the estimates of net migration based on 2005 and 2006 ACS data were significantly different, the general pattern of Nebraska's estimated net migration was the same for both years. In summary, 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.

When the estimates based on 2007 ACS data are compared to those based on the 2005 and 2006 surveys, as shown in Figure3.1, a general migration pattern is no longer revealed. Based on the estimates reported in Figure 3.1, Nebraska continued to attract more working-age adults with less than a high school education or some college, but no degree, during the three-year period. However, even these trends are not solidly evidenced due to the inherent variability of estimates based on small samples of survey respondents.

All of the estimates shown in Figure 3.1 on the previous page are based on very small samples. For example, based on 2007 ACS data, Nebraska lost 1,329 more individuals with graduate or professional degrees than the state attracted in 2006. This estimate is based on survey responses from 21 individuals who moved to Nebraska in 2006 and 36 respondents who moved from Nebraska to other states the same year, or a total of 57 individuals in the sample of about 3 million Americans who were surveyed in 2007. Based on the statistical analysis of the data obtained from these individuals, the estimated negative migration of 1,329 individuals with graduate or professional degrees should be interpreted only as the mid-point in an estimated range of -3,524 to +866 at the 90% confidence level. In other words, given the small sample of survey respondents who moved to or from Nebraska in 2006, the only conclusion that can be firmly drawn is that the actual net-migration of people with graduate or professional degrees was probably somewhere between a negative 3,524 and a positive 866. This conclusion obviously provides no help in determining whether the goal of Priority 3 is being accomplished.

Figure 3.2 visually illustrates the margins of error for the net-migration estimates based on the 2007 ACS data. Similar ranges of variability have been calculated for all of the other estimates summarized in Figure 3.1.[1] Given that these ranges are relatively wide and the corresponding net-migration estimates at each education level are significantly different from one year to the next, it is impossible to draw even tentative conclusions about the migration of working-age adults to or from Nebraska between 2004 and 2006.

As shown in Figure 3.1, the estimated net-migration of adults with less than a high school education was more than twice as high in 2004 than in 2006, based on the 2005 and 2007 ACS data. However, these estimates may or may not be evidence of an actual trend.

Similarly, the estimated net-migration of working-age adults with some college, but no degree, suggest that Nebraska attracted a higher number of individuals at this level of education than it lost to other states during all three years for which estimates are available. However, the estimated net-migration of 3,897 individuals in 2006 appears to be unexpectedly high, compared to the estimates of 1,339 for 2004 and 943 for 2005.

At the other education levels in Figure 3.1, there are no general patterns on which to base any conclusions about Nebraska migration patterns. Nevertheless, the estimates reported in Figure 3.1 provide a basis for comparison as the Coordinating Commission monitors future estimates of the numbers of working-age adults who migrate to and from Nebraska on annually.

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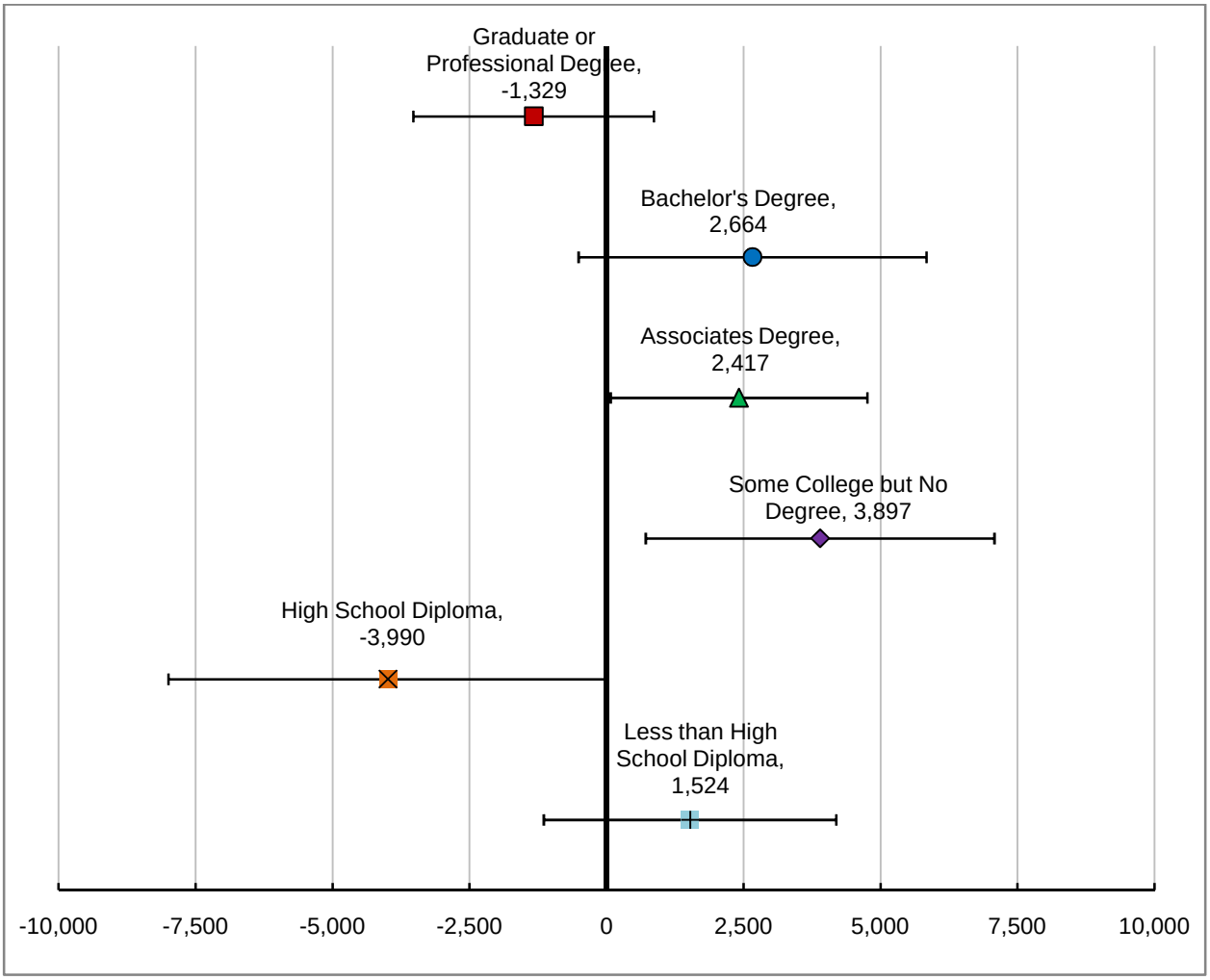
[1]The Excel spreadsheets with the sample sizes, calculated standard errors and the margin of error at the 90% confidence level for the American Community Survey (ACS) conducted in 2005, 2006 and 2007 are available from the National Center for Higher Education Management Systems (NCHEMS). For further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

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

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

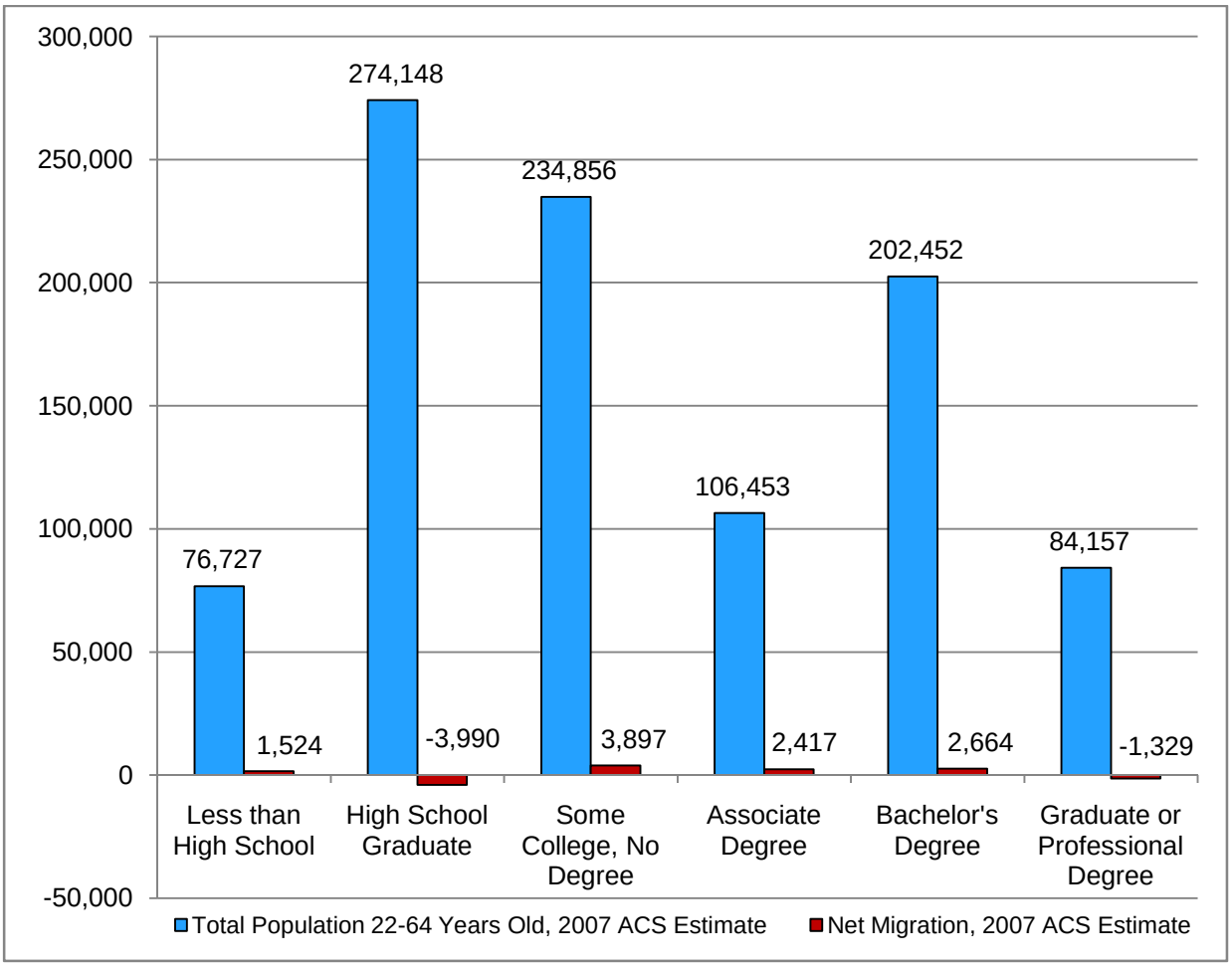


[1]Data Source: Estimates based on the 2007 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2009.

Additional Information Related to Migration

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

Figure 3.3
Estimated Total Nebraska Population of 22- to 64-Year Olds in 2007 Compared to the Estimated Nebraska Net-Migration of 22- to 64-Year-Olds in 2006 by Education, Based on the 2007 American Community Survey Conducted by the U.S. Census Bureau[1]



[1]Data Source: Estimates based on the 2007 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2009.

As an additional frame of reference, Table 3.1 on the next page shows the number of degrees conferred by all postsecondary institutions between 2002–2003 and 2006–2007, 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**	**2006-2007**
Associate degrees and other less-than-four-year degrees	6,793	7,029	7,886	8,125	8,037
Bachelor's degrees	11,072	11,503	12,091	12,360	12,640
Master's degrees	3,614	3,704	3,999	4,026	4,121
Professional degrees[2]	434	382	492	414	450
Doctorates	826	828	878	892	884
Total degrees conferred	22,739	23,446	25,346	25,817	26,132

[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 Fall Headcount Enrollment by Sector
Fall 1997–Fall 2008[1]

Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/Career Schools[2]	Nebraska State Total
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	47,062	8,494	41,035	28,294	3,653	128,538
2008 Preliminary	47,808	8,638	43,315	28,880	3,973	132,614

[1]Data source for 1997–2007: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy.

Preliminary enrollments for fall 2008 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 2008 IPEDS Institutional Characteristics Survey or the actual headcount that the institution reported directly to the Coordinating Commission.

Statewide official enrollments for 2008 will not be available from IPEDS until May 2009.

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 1997–Fall 2008[1]

Total Headcount Enrollment	1997	1998	1999	2000	2001	2002
University of Nebraska	**46,846**	**45,870**	**45,028**	**45,183**	**46,291**	**46,906**
NCTA-Curtis	277	261	252	234	234	253
University of Nebraska at Kearney	7,133	6,849	6,780	6,506	6,426	6,395
University of Nebraska-Lincoln	22,827	22,408	22,142	22,268	22,764	22,988
University of Nebraska Medical Center	2,899	3,078	2,590	2,696	2,724	2,819
University of Nebraska at Omaha	13,710	13,274	13,264	13,479	14,143	14,451
Nebraska State College System	**8,577**	**8,339**	**8,033**	**7,902**	**7,744**	**7,619**
Chadron State College	2,931	2,809	2,768	2,686	2,804	2,712
Peru State College	1,807	1,695	1,664	1,698	1,629	1,687
Wayne State College	3,839	3,835	3,601	3,518	3,311	3,220
Nebraska Community Colleges	**34,049**	**35,124**	**35,159**	**35,447**	**35,604**	**37,586**
Central Community College	6,743	7,474	7,095	7,126	6,399	6,417
Metropolitan Community College	11,213	11,583	11,658	11,534	11,704	12,253
Mid-Plains Community College	2,694	2,487	2,548	2,607	2,816	3,020
Northeast Community College	4,440	4,754	4,671	4,520	4,600	4,832
Southeast Community College	6,951	7,122	7,351	7,396	7,935	8,912
Western Nebraska Community College	2,008	1,704	1,836	2,264	2,150	2,152
Nebraska Public Institutions	**89,472**	**89,333**	**88,220**	**88,532**	**89,639**	**92,111**
Nebraska Independent Institutions	**20,835**	**21,137**	**21,370**	**21,655**	**22,429**	**22,775**
Bellevue University	2,928	2,929	3,035	3,445	3,923	4,107
BryanLGH College of Health Sciences	140	122	123	137	154	204
Clarkson College	598	520	406	400	416	507
College of St. Mary	1,001	1,035	1,071	947	930	852
Concordia University	1,190	1,241	1,158	1,270	1,366	1,425
Creighton University	6,292	6,235	6,325	6,237	6,297	6,327
Dana College	594	552	538	583	565	580
Doane College[2]	1,809	1,982	2,163	2,135	2,165	2,263
Doane College-Lincoln[2]						
Grace University	519	533	563	578	595	558
Hastings College	1,059	1,138	1,148	1,130	1,108	1,078
Little Priest Tribal College	0	0	0	0	88	146
Midland Lutheran College	1,033	1,034	1,036	1,025	991	953
Nebraska Christian College	152	152	130	162	147	167
Nebraska Indian Community College	223	186	169	170	191	118
Nebraska Methodist College	413	445	414	400	380	343
Nebraska Wesleyan University	1,709	1,741	1,675	1,699	1,719	1,688
Summit Christian College[3]	75	54	51	52	54	46
Union College	603	742	856	788	885	951
York College	497	496	509	497	455	462
Nebraska Public and Independent Colleges and Universities	**110,307**	**110,470**	**109,590**	**110,187**	**112,068**	**114,886**

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	2003	2004	2005	2006	2007	Est 2008
University of Nebraska	**46,015**	**45,122**	**45,470**	**45,819**	**47,062**	**47,808**
NCTA-Curtis	215	220	262	272	327	285
University of Nebraska at Kearney	6,379	6,382	6,445	6,468	6,478	6,543
University of Nebraska-Lincoln	22,559	21,792	21,675	22,106	22,973	23,573
University of Nebraska Medical Center	2,865	2,904	2,995	3,067	3,128	3,194
University of Nebraska at Omaha	13,997	13,824	14,093	13,906	14,156	14,213
Nebraska State College System	**7,652**	**7,650**	**7,753**	**8,108**	**8,494**	**8,638**
Chadron State College	2,711	2,569	2,472	2,577	2,660	2,744
Peru State College	1,624	1,683	1,959	2,124	2,307	2,328
Wayne State College	3,317	3,398	3,322	3,407	3,527	3,566
Nebraska Community Colleges	**39,575**	**40,233**	**39,851**	**40,444**	**41,035**	**43,315**
Central Community College	6,483	6,524	6,564	6,543	6,531	6,885
Metropolitan Community College	12,838	12,961	13,237	14,098	14,804	15,055
Mid-Plains Community College	3,084	2,957	2,607	3,030	2,715	2,708
Northeast Community College	4,858	5,053	5,101	5,261	5,149	5,140
Southeast Community College	9,672	10,079	10,059	9,594	9,603	10,557
Western Nebraska Community College	2,640	2,659	2,283	1,918	2,233	2,970
Nebraska Public Institutions	**93,242**	**93,005**	**93,074**	**94,371**	**96,591**	**99,761**
Nebraska Independent Institutions	**24,106**	**25,632**	**26,079**	**27,197**	**28,294**	**28,880**
Bellevue University	4,843	5,524	5,929	6,808	7,792	8,278
BryanLGH College of Health Sciences	242	305	369	381	397	491
Clarkson College	596	666	711	789	788	820
College of St. Mary	910	994	955	960	973	953
Concordia University	1,317	1,315	1,330	1,251	1,279	1,344
Creighton University	6,537	6,722	6,791	6,981	6,992	7,051
Dana College	582	639	673	602	634	565
Doane College[2]	2,273	2,429	2,394	922	921	900
Doane College-Lincoln[2]				1,560	1,649	1,651
Grace University	598	540	440	410	431	433
Hastings College	1,113	1,153	1,189	1,137	1,138	1,153
Little Priest Tribal College	130	154	109	95	120	106
Midland Lutheran College	944	947	926	932	827	801
Nebraska Christian College	159	155	143	159	101	164
Nebraska Indian Community College	190	190	107	115	89	78
Nebraska Methodist College	421	529	565	587	592	659
Nebraska Wesleyan University	1,840	1,953	2,016	2,068	2,107	2,081
Summit Christian College[3]	48	38	52	43	51	42
Union College	902	936	930	956	1,009	914
York College	461	443	450	441	404	396
Nebraska Public and Independent Colleges and Universities	**117,348**	**118,637**	**119,153**	**121,568**	**124,885**	**128,641**

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	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	Est 1-Year Change 07–08
University of Nebraska	**-1.9%**	**-1.9%**	**0.8%**	**0.8%**	**2.7%**	**1.6%**
NCTA-Curtis	-15.0%	2.3%	19.1%	3.8%	20.2%	-12.8%
University of Nebraska at Kearney	-0.3%	0.0%	1.0%	0.4%	0.2%	1.0%
University of Nebraska-Lincoln	-1.9%	-3.4%	-0.5%	2.0%	3.9%	2.6%
University of Nebraska Medical Center	1.6%	1.4%	3.1%	2.4%	2.0%	2.1%
University of Nebraska at Omaha	-3.1%	-1.2%	1.9%	-1.3%	1.8%	0.4%
Nebraska State College System	**0.4%**	**0.0%**	**1.3%**	**4.6%**	**4.8%**	**1.7%**
Chadron State College	0.0%	-5.2%	-3.8%	4.2%	3.2%	3.2%
Peru State College	-3.7%	3.6%	16.4%	8.4%	8.6%	0.9%
Wayne State College	3.0%	2.4%	-2.2%	2.6%	3.5%	1.1%
Nebraska Community Colleges	**5.3%**	**1.7%**	**-0.9%**	**1.5%**	**1.5%**	**5.6%**
Central Community College	1.0%	0.6%	0.6%	-0.3%	-0.2%	5.4%
Metropolitan Community College	4.8%	1.0%	2.1%	6.5%	5.0%	1.7%
Mid-Plains Community College	2.1%	-4.1%	-11.8%	16.2%	-10.4%	-0.3%
Northeast Community College	0.5%	4.0%	0.9%	3.1%	-2.1%	-0.2%
Southeast Community College	8.5%	4.2%	-0.2%	-4.6%	0.1%	9.9%
Western Nebraska Community College	22.7%	0.7%	-14.1%	-16.0%	16.4%	33.0%
Nebraska Public Institutions	**1.2%**	**-0.3%**	**0.1%**	**1.4%**	**2.4%**	**3.3%**
Nebraska Independent Institutions	**5.8%**	**6.3%**	**1.7%**	**4.3%**	**4.0%**	**2.1%**
Bellevue University	17.9%	14.1%	7.3%	14.8%	14.5%	6.2%
BryanLGH College of Health Sciences	18.6%	26.0%	21.0%	3.3%	4.2%	23.7%
Clarkson College	17.6%	11.7%	6.8%	11.0%	-0.1%	4.1%
College of St. Mary	6.8%	9.2%	-3.9%	0.5%	1.4%	-2.1%
Concordia University	-7.6%	-0.2%	1.1%	-5.9%	2.2%	5.1%
Creighton University	3.3%	2.8%	1.0%	2.8%	0.2%	0.8%
Dana College	0.3%	9.8%	5.3%	-10.5%	5.3%	-10.9%
Doane College[2]	0.4%	6.9%	-1.4%	3.7%	-0.1%	-2.3%
Doane College-Lincoln[2]					5.7%	0.1%
Grace University	7.2%	-9.7%	-18.5%	-6.8%	5.1%	0.5%
Hastings College	3.2%	3.6%	3.1%	-4.4%	0.1%	1.3%
Little Priest Tribal College	-11.0%	18.5%	-29.2%	-12.8%	26.3%	-11.7%
Midland Lutheran College	-0.9%	0.3%	-2.2%	0.6%	-11.3%	-3.1%
Nebraska Christian College	-4.8%	-2.5%	-7.7%	11.2%	-36.5%	62.4%
Nebraska Indian Community College	61.0%	0.0%	-43.7%	7.5%	-22.6%	-12.4%
Nebraska Methodist College	22.7%	25.7%	6.8%	3.9%	0.9%	11.3%
Nebraska Wesleyan University	9.0%	6.1%	3.2%	2.6%	1.9%	-1.2%
Summit Christian College[3]	4.3%	-20.8%	36.8%	-17.3%	18.6%	-17.6%
Union College	-5.2%	3.8%	-0.6%	2.8%	5.5%	-9.4%
York College	-0.2%	-3.9%	1.6%	-2.0%	-8.4%	-2.0%
Nebraska Public and Independent Colleges and Universities	**2.1%**	**1.1%**	**0.4%**	**2.0%**	**2.7%**	**3.0%**

Continued on the next page.

Table A1.2 Continued		
Total Headcount Enrollment	**4-Year Change 03–07**	Estimated **5-Year Chg 03–08**
University of Nebraska	**2.3%**	**3.9%**
NCTA-Curtis	52.1%	32.6%
University of Nebraska at Kearney	1.6%	2.6%
University of Nebraska-Lincoln	1.8%	4.5%
University of Nebraska Medical Center	9.2%	11.5%
University of Nebraska at Omaha	1.1%	1.5%
Nebraska State College System	**11.0%**	**12.9%**
Chadron State College	-1.9%	1.2%
Peru State College	42.1%	43.3%
Wayne State College	6.3%	7.5%
Nebraska Community Colleges	**3.7%**	**9.5%**
Central Community College	0.7%	6.2%
Metropolitan Community College	15.3%	17.3%
Mid-Plains Community College	-12.0%	-12.2%
Northeast Community College	6.0%	5.8%
Southeast Community College	-0.7%	9.2%
Western Nebraska Community College	-15.4%	12.5%
Nebraska Public Institutions	**3.6%**	**7.0%**
Nebraska Independent Institutions	**17.4%**	**19.8%**
Bellevue University	60.9%	70.9%
BryanLGH College of Health Sciences	64.0%	102.9%
Clarkson College	32.2%	37.6%
College of St. Mary	6.9%	4.7%
Concordia University	-2.9%	2.1%
Creighton University	7.0%	7.9%
Dana College	8.9%	-2.9%
Doane College[2]	13.1%	12.2%
Doane College-Lincoln[2]		
Grace University	-27.9%	-27.6%
Hastings College	2.2%	3.6%
Little Priest Tribal College	-7.7%	-18.5%
Midland Lutheran College	-12.4%	-15.1%
Nebraska Christian College	-36.5%	3.1%
Nebraska Indian Community College	-53.2%	-58.9%
Nebraska Methodist College	40.6%	56.5%
Nebraska Wesleyan University	14.5%	13.1%
Summit Christian College[3]	6.3%	-12.5%
Union College	11.9%	1.3%
York College	-12.4%	-14.1%
Nebraska Public and Independent Colleges and Universities	**6.4%**	**9.6%**

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Table A1.2 Continued			
Total Headcount Enrollment	2003	2004	2005
For-Profit Institutions*	**3,244**	**3,436**	**3,487**
Degree-Granting For-Profit/Career Schools	**2,349**	**2,459**	**2,468**
Alegent Health School of Radiologic Technology[4]	26	27	27
ITT Technical Institute-Omaha	405	449	488
Kaplan University-Lincoln Campus[5]	461	578	709
Kaplan University-Omaha Campus[5]	656	649	641
Myotherapy Institute	55	69	52
The Creative Center	129	93	81
Universal College of Healing Arts			48
University of Phoenix-Omaha Campus			
Vatterott College[6]	237	215	56
Vatterott College-Spring Valley Campus[6]	380	379	366
Non-Degree-Granting For-Profit Schools	**895**	**977**	**1,019**
Capitol School of Hairstyling	86	93	83
College of Hair Design	125	172	172
Fullen School of Hair Design	27	25	11
Joseph's College of Beauty	329	340	325
La'James International College	96	89	79
Mary Lanning Memorial Hospital School of Radiologic Technology	13	17	21
Omaha School of Massage Therapy	94	95	165
Regional West Medical Center School of Radiologic Technology	10	11	13
Xenon International School of Hair Design II	115	135	150
Nebraska State Total	**120,592**	**122,073**	**122,640**
***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.			

Continued on the next page.

Table A1.2 Continued			
Total Headcount Enrollment	2006	2007	Est 2008
For-Profit Institutions*	**3,975**	**3,653**	**3,973**
Degree-Granting For-Profit/Career Schools	**3,001**	**2,544**	**2,882**
Alegent Health School of Radiologic Technology[4]	26	23	22
ITT Technical Institute-Omaha	441	490	537
Kaplan University-Lincoln Campus[5]	826	522	1,126
Kaplan University-Omaha Campus[5]	788	631	600
Myotherapy Institute	43	35	35
The Creative Center	101	107	118
Universal College of Healing Arts	96	100	60
University of Phoenix-Omaha Campus	115	127	55
Vatterott College[6]	2	0	0
Vatterott College-Spring Valley Campus[6]	563	509	329
Non-Degree-Granting For-Profit Schools	**974**	**1,109**	**1,091**
Capitol School of Hairstyling	89	98	97
College of Hair Design	136	203	201
Fullen School of Hair Design	12	23	28
Joseph's College of Beauty	317	302	353
La'James International College	90	88	42
Mary Lanning Memorial Hospital School of Radiologic Technology	20	19	20
Omaha School of Massage Therapy	88	122	98
Regional West Medical Center School of Radiologic Technology	12	11	10
Xenon International School of Hair Design II	210	243	242
Nebraska State Total	**125,543**	**128,538**	**132,614**
***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.			
			Continued on the next page.

Table A1.2 Continued					
Total Headcount Enrollment	1-Year Change 05–06	1-Year Change 06–07	Est 1-Yr Change 07–08	**4-Year Change 03–07**	Estimated **5-Year Chg 03-08**
For-Profit Institutions*	**14.0%**	**-8.1%**	**8.8%**	**12.6%**	**22.5%**
Degree-Granting For-Profit/Career Schools	**21.6%**	**-15.2%**	**13.3%**	**8.3%**	**22.7%**
Alegent Health School of Radiologic Technology[4]	-3.7%	-11.5%	-4.3%	-11.5%	-15.4%
ITT Technical Institute-Omaha	-9.6%	11.1%	9.6%	21.0%	32.6%
Kaplan University-Lincoln Campus[5]	16.5%	-36.8%	115.7%	13.2%	144.3%
Kaplan University-Omaha Campus[5]	22.9%	-19.9%	-4.9%	-3.8%	-8.5%
Myotherapy Institute	-17.3%	-18.6%	0.0%	-36.4%	-36.4%
The Creative Center	24.7%	5.9%	10.3%	-17.1%	-8.5%
Universal College of Healing Arts	100.0%	4.2%	-40.0%	N/A**	N/A**
University of Phoenix-Omaha Campus	N/A**	10.4%	-56.7%	N/A**	N/A**
Vatterott College[6]					
Vatterott College-Spring Valley Campus[6]	33.9%	-9.9%	-35.4%	-17.5%	-46.7%
Non-Degree-Granting For-Profit Schools	**-4.4%**	**13.9%**	**-1.6%**	**23.9%**	**21.9%**
Capitol School of Hairstyling	7.2%	10.1%	-1.0%	14.0%	12.8%
College of Hair Design	-20.9%	49.3%	-1.0%	62.4%	60.8%
Fullen School of Hair Design	9.1%	91.7%	21.7%	-14.8%	3.7%
Joseph's College of Beauty	-2.5%	-4.7%	16.9%	-8.2%	7.3%
La'James International College	13.9%	-2.2%	-52.3%	-8.3%	-56.3%
-Mary Lanning Memorial Hospital School of Radiologic Technology	-4.8%	-5.0%	5.3%	46.2%	53.8%
Omaha School of Massage Therapy	-46.7%	38.6%	-19.7%	29.8%	4.3%
Regional West Medical Center School of Radiologic Technology	-7.7%	-8.3%	-9.1%	10.0%	0.0%
Xenon International School of Hair Design II	40.0%	15.7%	-0.4%	111.3%	110.4%
Nebraska State Total	**2.4%**	**2.4%**	**3.2%**	**6.6%**	**10.0%**
***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. **N/A=Not applicable. The first enrollment at the Universal College of Healing Arts was in 2005 and at the University of Phoenix-Omaha Campus in 2006.					

Continued on the next page.

Table A1.2 Continued

[1]Data source for 1997–2007: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy.

Estimated enrollments for fall 2008 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 2008 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 12-Month Unduplicated Headcount Enrollment by Public Sector
2001–2002 Academic Year through 2006–2007 Academic Year[1]

Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges
2001–2002	55,542	10,954	71,044
2002–2003	55,336	10,483	73,684
2003–2004	54,075	10,691	73,188
2004–2005	52,970	10,889	76,344
2005–2006	53,240	10,573	81,666
2006–2007	53,591	10,807	82,708

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

Table A1.4
Nebraska First-Time Freshmen Enrollment by Sector: Fall 1997–Fall 2007[1]

Part A: Full-Time, First-Time Freshmen

Number of Students	1997	1998	1999	2000	2001	2002
University of Nebraska	5,692	5,913	6,369	6,304	6,265	6,413
Nebraska State College System	1,235	1,240	1,231	1,209	1,095	1,131
Nebraska Community Colleges	4,042	4,117	4,302	4,506	4,939	5,209
Nebraska Independent Colleges and Universities	3,423	3,248	3,206	3,337	3,091	3,257
For-Profit/Career Schools*	1,232	1,086	1,329	1,495	1,886	1,836
Nebraska Total	15,624	15,604	16,437	16,851	17,276	17,846
% of Total Freshmen Enrolled	84.0%	86.3%	86.2%	87.5%	86.5%	86.8%

Number of Students	2003	2004	2005	2006	2007
University of Nebraska	6,327	6,023	6,392	6,626	6,861
Nebraska State College System	1,231	1,087	1,072	1,164	1,261
Nebraska Community Colleges	5,576	4,953	5,074	4,617	4,015
Nebraska Independent Colleges and Universities	3,629	3,495	3,380	3,379	3,359
For-Profit/Career Schools*	1,708	1,638	1,342	1,095	1,203
Nebraska Total	18,471	17,196	17,260	16,881	16,699
% of Total Freshmen Enrolled	86.0%	87.0%	88.3%	88.8%	87.7%

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	1-Year Change 05–06	1-Year Change 06–07	**4-Year Change 03–07**
University of Nebraska	-4.8%	6.1%	3.7%	3.5%	8.4%
Nebraska State College System	-11.7%	-1.4%	8.6%	8.3%	2.4%
Nebraska Community Colleges	-11.2%	2.4%	-9.0%	-13.0%	-28.0%
Nebraska Independent Colleges and Universities	-3.7%	-3.3%	0.0%	-0.6%	-7.4%
For-Profit/Career Schools*	-4.1%	-18.1%	-18.4%	9.9%	-29.6%
Nebraska Total	**-6.9%**	**0.4%**	**-2.2%**	**-1.1%**	**-9.6%**

***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 A1.4 Continued

Part B: Part-Time, First-Time Freshmen

Number of Students	1997	1998	1999	2000	2001	2002
University of Nebraska	288	325	260	258	287	226
Nebraska State College System	221	161	79	89	88	71
Nebraska Community Colleges	2,130	1,793	2,041	1,802	2,010	2,081
Nebraska Independent Colleges and Universities	202	151	135	143	154	171
For-Profit/Career Schools*	144	53	116	107	159	167
Nebraska Total	2,985	2,483	2,631	2,399	2,698	2,716
% of Total Freshmen Enrolled	16.0%	13.7%	13.8%	12.5%	13.5%	13.2%

Number of Students	2003	2004	2005	2006	2007
University of Nebraska	174	157	124	144	141
Nebraska State College System	62	66	60	29	21
Nebraska Community Colleges	2,357	1,958	1,856	1,737	2,027
Nebraska Independent Colleges and Universities	218	197	94	135	69
For-Profit/Career Schools*	185	186	162	92	94
Nebraska Total	2,996	2,564	2,296	2,137	2,352
% of Total Freshmen Enrolled	14.0%	13.0%	11.7%	11.2%	12.3%

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	1-Year Change 05–06	1-Year Change 06–07	**4-Year Change 03–07**
University of Nebraska	-9.8%	-21.0%	16.1%	-2.1%	-19.0%
Nebraska State College System	6.5%	-9.1%	-51.7%	-27.6%	-66.1%
Nebraska Community Colleges	-16.9%	-5.2%	-6.4%	16.7%	-14.0%
Nebraska Independent Colleges and Universities	-9.6%	-52.3%	43.6%	-48.9%	-68.3%
For-Profit/Career Schools*	0.5%	-12.9%	-43.2%	2.2%	-49.2%
Nebraska Total	**-14.4%**	**-10.5%**	**-6.9%**	**10.1%**	**-21.5%**

***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 A1.4 Continued

Part C: Total First-Time Freshmen

Number of Students	1997	1998	1999	2000	2001	2002
University of Nebraska	5,980	6,238	6,629	6,562	6,552	6,639
Nebraska State College System	1,456	1,401	1,310	1,298	1,183	1,202
Nebraska Community Colleges	6,172	5,910	6,343	6,308	6,949	7,290
Nebraska Independent Colleges and Universities	3,625	3,399	3,341	3,480	3,245	3,428
For-Profit/Career Schools*	1,376	1,139	1,445	1,602	2,045	2,003
Nebraska Total	18,609	18,087	19,068	19,250	19,974	20,562

Number of Students	2003	2004	2005	2006	2007
University of Nebraska	6,501	6,180	6,516	6,770	7,002
Nebraska State College System	1,293	1,153	1,132	1,193	1,282
Nebraska Community Colleges	7,933	6,911	6,930	6,354	6,042
Nebraska Independent Colleges and Universities	3,847	3,692	3,474	3,514	3,428
For-Profit/Career Schools*	1,893	1,824	1,504	1,187	1,297
Nebraska Total	21,467	19,760	19,556	19,018	19,051

Percentage Changes	1-Year Change 03–04	1-Year Change 04–05	1-Year Change 05–06	1-Year Change 06–07	**4-Year Change 03–07**
University of Nebraska	-4.9%	5.4%	3.9%	3.4%	7.7%
Nebraska State College System	-10.8%	-1.8%	5.4%	7.5%	-0.9%
Nebraska Community Colleges	-12.9%	0.3%	-8.3%	-4.9%	-23.8%
Nebraska Independent Colleges and Universities	-4.0%	-5.9%	1.2%	-2.4%	-10.9%
For-Profit/Career Schools*	-3.6%	-17.5%	-21.1%	9.3%	-31.5%
Nebraska Total	**-8.0%**	**-1.0%**	**-2.8%**	**0.2%**	**-11.3%**

***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 2007–2008[1]

School Year	Type of School/Agency				Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	Educational Service Units	State-Operated Schools[2]		
1992–1993	17,452	1,712	0	117	19,281	
1993–1994	16,896	1,659	1	175	18,731	-2.9%
1994–1995	17,685	1,802	6	250	19,743	5.4%
1995–1996	17,742	1,772	0	296	19,810	0.3%
1996–1997	18,359	1,933	0	242	20,534	3.7%
1997–1998	19,407	1,991	0	265	21,663	5.5%
1998–1999	19,917	2,087	2	255	22,261	2.8%
1999–2000	19,629	2,011	0	78	21,718	-2.4%
2000–2001	19,106	2,113	2	79	21,300	-1.9%
2001–2002	19,375	2,147	1	138	21,661	1.7%
2002–2003	19,604	2,234	4	130	21,972	1.4%
2003–2004	19,462	2,162	6	88	21,718	-1.2%
2004–2005	19,225	2,297	2	123	21,647	-0.3%
2005–2006	18,918	2,201	6	63	21,188	-2.1%
2006–2007	18,951	2,186	0	104	21,241	0.3%
2007–2008	19,995	2,158		40	22,193	4.5%

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

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

Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2002–2003 through 2018–2019[1]

Academic Year	Public by Race/Ethnicity					Race/ Ethnicity Total[2]	Public Total[3]	Non Public Total	Total
	White (non-Hispanic)	Asian/ Pacific Islander	Hispanic	Native American	Black (non-Hispanic)				
Actual									
2002–2003	17,541	279	776	167	841	19,604	19,604	2,234	21,838
2003–2004	17,211	309	890	168	884	19,462	19,462	2,162	21,624
2004–2005	16,825	324	1,076	179	821	19,225	19,225	2,297	21,522
2005–2006	16,389	337	1,119	181	892	18,918	18,918	2,201	21,119
2006–2007	16,354	330	1,172	196	899	18,951	18,951	2,186	21,137
2007–2008	16,939	355	1,430	225	1,046	19,995	19,995	2,158	22,153
Projected									
2008–2009	16,806	365	1,724	222	1,177	20,294	20,623	2,036	22,659
2009–2010	16,357	386	1,822	196	1,146	19,907	20,151	1,941	22,092
2010–2011	15,778	412	1,982	228	1,127	19,527	19,799	1,878	21,677
2011–2012	15,212	450	2,032	213	1,170	19,077	19,342	1,834	21,176
2012–2013	15,012	438	2,167	197	1,247	19,061	19,360	1,781	21,141
2013–2014	14,810	487	2,384	193	1,146	19,020	19,290	1,720	21,010
2014–2015	14,601	488	2,546	184	1,234	19,053	19,334	1,666	21,000
2015–2016	14,765	508	2,618	181	1,241	19,313	19,581	1,769	21,350
2016–2017	14,750	572	2,882	222	1,282	19,708	19,985	1,799	21,784
2017–2018	14,969	676	3,291	220	1,372	20,528	20,524	1,841	22,365
2018–2019	14,885	607	3,711	216	1,361	20,780	20,649	1,843	22,492

[1]Data sources:
For actual numbers of graduates: Nebraska Department of Education, December 2007 for the numbers of graduates in 2002–2003 through 2005–2006 and January 2009 for the numbers of graduates in 2006–2007 and 2007–2008.

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

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

[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 2018–2019

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

[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, March 2008, page 91. Projections do not include graduates of educational service units or state-operated schools.

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

Race/Ethnicity	2002–2003		2007–2008		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%	16,939	84.7%	-3.4%
Asian/Pacific Islander	279	1.4%	355	1.8%	27.2%
Hispanic	776	4.0%	1,430	7.2%	84.3%
Native American	167	0.8%	225	1.1%	34.7%
Black (non-Hispanic)	841	4.3%	1,046	5.2%	24.4%
Total for Public High Schools	19,604	100.0%	19,995	100.0%	2.0%
Change in Percentage the Distribution of Graduates					Increase or Decrease in Percentage Points
White (non-Hispanic)	17,541	89.5%	16,939	84.7%	-4.8%
Asian/Pacific Islander	279	1.4%	355	1.8%	0.4%
Hispanic	776	4.0%	1,430	7.2%	3.2%
Native American	167	0.8%	225	1.1%	0.3%
Black (non-Hispanic)	841	4.3%	1,046	5.2%	0.9%
Total for Public High Schools	19,604	100.0%	19,995	100.0%	

[1]Official numbers of public high school graduates obtained from the Nebraska Department of Education In December 2007 and January 2009. 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
2007–2008[1]

County	County No.	Public School District	Four-Year Graduation Rate	No. of Graduates
2007–2008 Statewide Public Graduation Rate			89.0%	19,995
Brown	9	Ainsworth Community Schools	88.9%	32
Dawes	23	Chadron Public Schools	88.9%	56
Gage	34	Southern School Dist 1	88.6%	31
Franklin	31	Franklin Public Schools	88.5%	23
Dixon	26	Ponca Public Schools	88.2%	30
Richardson	74	Falls City Public Schools	88.0%	73
Scotts Bluff	79	Scottsbluff Public Schools	87.9%	175
Adams	1	Hastings Public Schools	87.9%	246
Dakota	22	So Sioux City Community Schools	87.8%	252
Douglas	28	Westside Community Schools	87.5%	407
Dodge	27	Fremont Public Schools	86.5%	282
Otoe	66	Nebraska City Public Schools	86.4%	89
Buffalo	10	Kearney Public Schools	86.3%	354
Lincoln	56	Brady Public Schools	85.7%	12
Saunders	78	Prague Public Schools	85.7%	12
Cheyenne	17	Potter-Dix Public Schools	85.0%	17
Hall	40	Wood River Rural Schools	85.0%	34
Saline	76	Crete Public Schools	84.2%	96
Madison	59	Madison Public Schools	84.1%	37
Scotts Bluff	79	Minatare Public Schools	83.3%	15
Thurston	87	Winnebago Public Schools	83.3%	35
Lancaster	55	Lincoln Public Schools	81.5%	1,958
Dawson	24	Lexington Public Schools	81.4%	158
Colfax	19	Schuyler Community Schools	80.0%	96
Greeley	39	Greeley-Wolbach Public Schools	80.0%	4
Hall	40	Grand Island Public Schools	78.3%	378
Douglas	28	Omaha Public Schools	71.0%	2,336
Thurston	87	Walthill Public Schools	64.3%	18
Thurston	87	Umo^Ho^Nation Public Schools	46.9%	15
Knox	54	Santee Community Schools	0.0%	0

[1]Nebraska Department of Education, January 2009.

Table A3.3
Four-Year Graduation Rates
for Nebraska High Schools by Race/Ethnicity
2002–2003 through 2007–2008[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	*	52	98.1%	1.9%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	57	*	59	96.6%	3.4%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
ESU and State Operated					
White (non-Hispanic)	99	53	152	65.1%	34.9%
Asian/Pacific Islander	0	0	0		
Hispanic	9	12	21	42.9%	57.1%
Native American	*	7	10	30.0%	70.0%
Black (non-Hispanic)	23	18	41	56.1%	43.9%
Public Total	134	90	224	59.8%	40.2%
State Total					
White (non-Hispanic)	19,704	2,278	21,982	89.6%	10.4%
Asian/Pacific Islander	334	55	389	85.9%	14.1%
Hispanic	836	568	1,404	59.5%	40.5%
Native American	177	138	315	56.2%	43.8%
Black (non-Hispanic)	921	596	1,517	60.7%	39.3%
Public Total	21,972	3,635	25,607	85.8%	14.2%

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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]
2003–2004					
Public High Schools					
White (non-Hispanic)	17,211	1,848	19,059	90.3%	9.7%
Asian/Pacific Islander	309	31	340	90.9%	9.1%
Hispanic	890	510	1,400	63.6%	36.4%
Native American	168	137	305	55.1%	44.9%
Black (non-Hispanic)	884	509	1,393	63.5%	36.5%
Public Total	19,462	3,035	22,497	86.5%	13.5%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	8	2,016	99.6%	0.4%
Asian/Pacific Islander	39	0	39	100.0%	0.0%
Hispanic	64	0	64	100.0%	0.0%
Native American	12	0	12	100.0%	0.0%
Black (non-Hispanic)	39	0	39	100.0%	0.0%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%
ESU and State Operated					
White (non-Hispanic)	71	44	115	61.7%	38.3%
Asian/Pacific Islander	1	0	1	100.0%	0.0%
Hispanic	6	9	15	40.0%	60.0%
Native American	2	2	4	50.0%	50.0%
Black (non-Hispanic)	14	10	24	58.3%	41.7%
Public Total	94	65	159	59.1%	40.9%
State Total					
White (non-Hispanic)	19,290	1,900	21,190	91.0%	9.0%
Asian/Pacific Islander	349	31	380	91.8%	8.2%
Hispanic	960	519	1,479	64.9%	35.1%
Native American	182	139	321	56.7%	43.3%
Black (non-Hispanic)	937	519	1,456	64.4%	35.6%
Public Total	21,718	3,108	24,826	87.5%	12.5%

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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	*	44	97.7%	2.3%
Hispanic	64	*	65	98.5%	1.5%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	50	*	51	98.0%	2.0%
Nonpublic Total	2,297	43	2,340	98.2%	1.8%
ESU and State Operated					
White (non-Hispanic)	89	32	121	73.6%	26.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	10	18	44.4%	55.6%
Native American	7	*	9	77.8%	22.2%
Black (non-Hispanic)	21	*	24	87.5%	12.5%
Public Total	125	47	172	72.7%	27.3%
State Total					
White (non-Hispanic)	19,037	1,740	20,777	91.6%	8.4%
Asian/Pacific Islander	367	39	406	90.4%	9.6%
Hispanic	1,148	544	1,692	67.8%	32.2%
Native American	203	131	334	60.8%	39.2%
Black (non-Hispanic)	892	488	1,380	64.6%	35.4%
Public Total	21,647	2,942	24,589	88.0%	12.0%
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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]
2005–2006					
Public High Schools					
White (non-Hispanic)	16,389	1,438	17,827	91.9%	8.1%
Asian/Pacific Islander	337	38	375	89.9%	10.1%
Hispanic	1,119	533	1,652	67.7%	32.3%
Native American	181	129	310	58.4%	41.6%
Black (non-Hispanic)	892	413	1,305	68.4%	31.6%
Public Total	18,918	2,551	21,469	88.1%	11.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	73	2,081	96.5%	3.5%
Asian/Pacific Islander	45	*	46	97.8%	2.2%
Hispanic	59	*	60	98.3%	1.7%
Native American	19	0	19	100.0%	0.0%
Black (non-Hispanic)	70	2	72	97.2%	2.8%
Nonpublic Total	2,201	77	2,278	96.6%	3.4%
ESU and State Operated					
White (non-Hispanic)	51	36	87	58.6%	41.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	5	13	61.5%	38.5%
Native American	*	*	5	40.0%	60.0%
Black (non-Hispanic)	8	9	17	47.1%	52.9%
Public Total	69	53	122	56.6%	43.4%
State Total					
White (non-Hispanic)	18,448	1,548	19,996	92.3%	7.7%
Asian/Pacific Islander	382	39	421	90.7%	9.3%
Hispanic	1,186	539	1,725	68.8%	31.2%
Native American	202	132	334	60.5%	39.5%
Black (non-Hispanic)	970	424	1,394	69.6%	30.4%
Public Total	21,188	2,682	23,870	88.8%	11.2%
Continued on the next page.					

Table A3.3 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 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)	16,354	1,357	17,711	92.3%	7.7%
Asian/Pacific Islander	330	34	364	90.7%	9.3%
Hispanic	1,172	519	1,691	69.3%	30.7%
Native American	196	125	321	61.1%	38.9%
Black (non-Hispanic)	899	453	1,352	66.5%	33.5%
Public Total	18,951	2,488	21,439	88.4%	11.6%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,971	56	2,027	97.2%	2.8%
Asian/Pacific Islander	61	0	61	100.0%	0.0%
Hispanic	88	0	88	100.0%	0.0%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	59	0	59	100.0%	0.0%
Nonpublic Total	2,186	56	2,242	97.5%	2.5%
ESU and State Operated					
White (non-Hispanic)	74	23	97	76.3%	23.7%
Asian/Pacific Islander	*	0	*	100.0%	0.0%
Hispanic	10	6	16	62.5%	37.5%
Native American	*	*	4	75.0%	25.0%
Black (non-Hispanic)	15	5	20	75.0%	25.0%
Public Total	104	35	139	74.8%	25.2%
State Total					
White (non-Hispanic)	18,399	1,436	19,835	92.8%	7.2%
Asian/Pacific Islander	393	34	427	92.0%	8.0%
Hispanic	1,270	525	1,795	70.8%	29.2%
Native American	206	126	332	62.0%	38.0%
Black (non-Hispanic)	973	458	1,431	68.0%	32.0%
Public Total	21,241	2,579	23,820	89.2%	10.8%

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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]
2007–2008					
Public High Schools					
White (non-Hispanic)	16,939	1,328	18,267	92.7%	7.3%
Asian/Pacific Islander	355	37	392	90.6%	9.4%
Hispanic	1,430	510	1,940	73.7%	26.3%
Native American	225	109	334	67.4%	32.6%
Black (non-Hispanic)	1,046	476	1,522	68.7%	31.3%
Public Total	19,995	2,460	22,455	89.0%	11.0%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,950	58	2,008	97.1%	2.9%
Asian/Pacific Islander	47	0	47	100.0%	0.0%
Hispanic	74	0	74	100.0%	0.0%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	70	0	70	100.0%	0.0%
Nonpublic Total	2,158	58	2,216	97.4%	2.6%
ESU and State Operated					
White (non-Hispanic)	30	15	45	66.7%	33.3%
Asian/Pacific Islander	0	0	0		
Hispanic	4	*	5	80.0%	20.0%
Native American	*	0	*	100.0%	0.0%
Black (non-Hispanic)	*	*	4	75.0%	25.0%
Public Total	40	17	57	70.2%	29.8%
State Total					
White (non-Hispanic)	18,919	1,401	20,320	93.1%	6.9%
Asian/Pacific Islander	402	37	439	91.6%	8.4%
Hispanic	1,508	511	2,019	74.7%	25.3%
Native American	245	109	354	69.2%	30.8%
Black (non-Hispanic)	1,119	477	1,596	70.1%	29.9%
Public Total	22,193	2,535	24,728	89.7%	10.3%

[1] Data Source: Nebraska Department of Education, January 2009 (2006–2007 data corrected).

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

* Data values of three or less are masked.

Table A3.4
Distribution of Nebraska Public High School Graduates and Dropouts by Race/Ethnicity
Based on Four-Year Graduation Rate Data
2002–2003 through 2007–2008[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)	16,354	86.3%	1,357	54.5%	17,711	82.6%
Asian/Pacific Islander	330	1.7%	34	1.4%	364	1.7%
Hispanic	1,172	6.2%	519	20.9%	1,691	7.9%
Native American	196	1.0%	125	5.0%	321	1.5%
Black (non-Hispanic)	899	4.7%	453	18.2%	1,352	6.3%
Public Total	18,951	100.0%	2,488	100.0%	21,439	100.0%
2007–2008						
Public High Schools						
White (non-Hispanic)	16,939	84.7%	1,328	54.0%	18,267	81.3%
Asian/Pacific Islander	355	1.8%	37	1.5%	392	1.7%
Hispanic	1,430	7.2%	510	20.7%	1,940	8.6%
Native American	225	1.1%	109	4.4%	334	1.5%
Black (non-Hispanic)	1,046	5.2%	476	19.3%	1,522	6.8%
Public Total	19,995	100.0%	2,460	100.0%	22,455	100.0%

[1]Data source: Nebraska Department of Education, January 2009 (2006–2007 data corrected).
Public high schools do not include educational service units or state-operated schools.

Table A3.5
Four-Year Graduation Rates
for Nebraska Public High Schools by Gender
2002–2003 through 2007–2008[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	9,464	1,446	10,910	86.7%	13.3%
Female	9,487	1,042	10,529	90.1%	9.9%
Public Total	18,951	2,488	21,439	88.4%	11.6%
2007–2008					
Public High Schools					
Male	9,940	1,453	11,393	87.2%	12.8%
Female	10,055	1,007	11,062	90.9%	9.1%
Public Total	19,995	2,460	22,455	89.0%	11.0%

[1]Data source: Nebraska Department of Education, January 2009 (2006–2007 data corrected). Public high schools do not include educational service units or state-operated schools.

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

Table A3.6
Four-Year Graduation Rate Statistics
for the 14 Selected Nebraska School Districts
2002–2003 through 2007–2008[1]

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

Continued on the next page.

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%

Continued on the next page.

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	266	51	83.9%
28-0001	Douglas	Omaha Public Schools	2,223	928	70.5%
40-0002	Hall	Grand Island Public Schools	385	113	77.3%
54-0505	Knox	Santee Community Schools	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	5,867	1,825	76.3%
		% of Nebraska Public Total	31.0%	73.4%	
		Nebraska Public Total	18,951	2,488	88.4%
2007–2008					
Kearney Public Schools included and North Platte Public Schools removed from the list[3]					
01-0018	Adams	Hastings Public Schools	246	34	87.9%
10-0007	Buffalo	Kearney Public Schools	354	56	86.3%
19-0123	Colfax	Schuyler Central High School	96	24	80.0%
22-0011	Dakota	South Sioux City Community Schools	252	35	87.8%
24-0001	Dawson	Lexington Public Schools	158	36	81.4%
27-0001	Dodge	Fremont Public Schools	282	44	86.5%
28-0001	Douglas	Omaha Public Schools	2,336	955	71.0%
40-0002	Hall	Grand Island Public Schools	378	105	78.3%
54-0505	Knox	Santee Community Schools	0	masked	0.0%
55-0001	Lancaster	Lincoln Public Schools	1,958	445	81.5%
79-0032	Scotts Bluff	Scottsbluff Public Schools	175	24	87.9%
87-0013	Thurston	Walthill Public Schools	18	10	64.3%
87-0016	Thurston	UMO ^ HO ^ Nation Public Schools	15	17	46.9%
87-0017	Thurston	Winnebago Public Schools	35	7	83.3%
		Total for 14 School Districts	6,303	1,792	77.9%
		% of Nebraska Public Total	31.5%	72.8%	
		Nebraska Public Total	19,995	2,460	89.0%

Continued on the next page.

Table A3.6 Continued

[1]Data Sources:
For 2002–2003 and 2003–2004: Nebraska Department of Education, August 2005.
For 2004–2005 and 2005–2006: Nebraska Department of Education, January 2007.
For 2006–2007: Nebraska Department of Education, January 2009 for data that corrects the data received in December 2007 and reported in the 2008 edition of this report.
For 2007–2008: Nebraska Department of Education, January 2009.
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%.

[3]North Platte Public Schools was removed from the list of monitored districts because the district had a graduation rate that was higher than the statewide rate for Nebraska public schools in 2006–2007 and 2007–2008. Kearney Public Schools was added to the list because the district had a graduation rate that was lower than the statewide rate for Nebraska public schools and more than 15 dropouts in 2006–2007 and 2007–2008.

Table A3.7
Summary of the Four-Year High School Graduation Rates
For the 14 Selected Nebraska School Districts
2005–2006 through 2007–2008 Compared to 2002–2003 and 2003–2004[1]

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

County	District or School Name	2002–2003	2003–2004	2005–2006	2006–2007	2007–2008
Scotts Bluff	Scottsbluff Public Schools	84.1%	78.1%	78.2%	84.5%	87.9%
Adams	Hastings Public Schools	81.2%	80.5%	85.0%	83.8%	87.9%
Dakota	South Sioux City Community Schools	73.3%	79.6%	84.8%	86.6%	87.8%
Dodge	Fremont Public Schools	81.5%	85.4%	90.9%	83.3%	86.5%
Buffalo	Kearney Public Schools					86.3%
Thurston	Winnebago Public Schools	56.8%	52.8%	75.0%	63.6%	83.3%
Lancaster	Lincoln Public Schools	72.5%	76.6%	80.1%	79.3%	81.5%
Dawson	Lexington Public Schools	80.2%	74.4%	75.8%	81.9%	81.4%
Colfax	Schuyler Central High School	71.2%	77.1%	80.0%	79.4%	80.0%
Hall	Grand Island Public Schools	74.9%	79.2%	81.6%	77.3%	78.3%
Douglas	Omaha Public Schools	63.5%	67.6%	70.3%	69.2%	71.0%
Thurston	Walthill Public Schools	72.0%	33.3%	40.0%	64.7%	64.3%
Thurston	UNO ^ HO ^ Nation Public Schools	33.3%	61.9%	34.7%	22.6%	46.9%
Knox	Santee Community Schools	66.7%	25.0%	57.1%	53.3%	0.0%
Lincoln	North Platte Public Schools	83.9%	86.2%	90.2%	93.7%	
Graduation Rate for 14 Districts		**70.2%**	**73.6%**	**76.6%**	**75.8%**	**77.9%**
State Public Schools Graduation Rate		**84.7%**	**86.5%**	**88.1%**	**88.4%**	**89.0%**
Percentage-Point Difference between Graduation Rates		14.5%	12.9%	11.5%	12.6%	11.1%

[1]Data Sources:
For 2002–2003 and 2003–2004: Nebraska Department of Education, August 2005.
For 2005–2006: Nebraska Department of Education, January 2007.
For 2006–2007: Nebraska Department of Education, January 2009 for data that corrects the data received in December 2007 and reported in the 2008 edition of this report.
For 2007–2008: Nebraska Department of Education, January 2009.

Appendix 4

Nebraska Scores on ACT and SAT Student Assessments

Table A4.1
Percentages of Nebraska 2000–2008 High School Graduates
Who Took the ACT Assessment and/or SAT I: Reasoning Test

Year	No. of High School Graduates[1]	ACT Assessment		SAT I: Reasoning Test	
		No. of Graduates Tested[2]	**% of Graduates Tested**	No. of Graduates Tested[3]	**% of Graduates Tested**
2000	21,718	16,811	**77.4%**	1,935	**8.9%**
2001	21,300	16,677	**78.3%**	1,887	**8.9%**
2002	21,661	16,509	**76.2%**	1,796	**8.3%**
2003	21,972	16,646	**75.8%**	1,782	**8.1%**
2004	21,718	16,523	**76.1%**	1,656	**7.6%**
2005	21,647	16,220	**74.9%**	1,684	**7.8%**
2006	21,188	15,892	**75.0%**	1,498	**7.1%**
2007	21,241	16,137	**76.0%**	1,325	**6.2%**
2008	22,193	16,573	**74.7%**	1,139	**5.1%**

[1]Source: Nebraska Department of Education, October 2005 and December 2007 for 2000 through 2006 data, January 2009 for updated 2007 data and 2008 data. 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, 2003-2008.

[3]Source: College Examination Board, State Reports, 2003-2008.

Table A4.2
Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks
Nebraska and National High School Graduating Classes: 2002–2008[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%
2008	**16,573**	1,421,941	**77%**	68%	**60%**	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%
2008	**49%**	43%	**35%**	28%	**27%**	22%

[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 2002–2008[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
2008	11,934	72%	3,944	24%	695	4%	16,573

[1]Source: ACT High School Profile Reports for Nebraska, 2003-2008.

[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 within the past year, some enrollments reported in section 1.4 and this appendix are slightly higher or lower than in previous reports published by the Commission.

Table A7.1
Changes in the Number of First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity
Fall 2007 Compared to Fall 2003[1]

Race/Ethnicity	Number of First-Time Freshmen					**Change from Fall 2003 to Fall 2007**	
	Fall 2003	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	Change in Number of Students	% Change in Number of Students
White (non-Hispanic)	18,086	16,585	16,337	15,603	15,241	**-2,845**	**-15.7%**
Asian/Pacific Islander	365	375	436	439	417	**52**	**14.2%**
Hispanic	696	753	798	860	905	**209**	**30.0%**
Native American	203	226	168	217	187	**-16**	**-7.9%**
Black (non-Hispanic)	922	837	876	839	953	**31**	**3.4%**
Total Students	20,272	18,776	18,615	17,958	17,703	**-2,569**	**-12.7%**

[1]Data Source: National Center for Education Statistics, 2003 through 2007 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

Table A7.2
Changes in the Number of White (non-Hispanic), First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions Fall 2003 through Fall 2007 and Fall 2007 Compared to Fall 2003[1]

	Number of Students					**Change from Fall 2003 to Fall 2007**	
Sector of Higher Education	**Fall 2003**	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	Change in Number of Students	% Change in Number of Students
University of Nebraska	5,594	5,300	5,485	5,651	5,628	34	0.6%
Nebraska State College System	1,150	999	985	984	1,051	-99	-8.6%
Nebraska Community Colleges	6,679	5,841	5,835	5,214	4,947	-1,732	-25.9%
Independent Colleges & Universities	3,147	2,992	2,862	2,868	2,728	-419	-13.3%
Degree-Granting For-Profit Schools	895	758	743	477	664	-231	-25.8%
Non-Degree-Granting For-Profit Schools	621	695	427	409	223	-398	-64.1%
Total White (non-Hispanic)	**18,086**	**16,585**	**16,337**	**15,603**	**15,241**	**-2,845**	**-15.7%**

[1]Data Source: National Center for Education Statistics, 2003 through 2007 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity. For-profit schools include non-profit schools of radiologic technology.

Table A7.3
Comparison of the Percentage Distributions of Nebraska High School Graduates and First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity 2002–2003/Fall 2003 through 2006–2007/Fall 2007[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%	16,585	88.3%	-0.5%
Asian/Pacific Islander	349	1.6%	375	2.0%	0.4%
Hispanic	960	4.4%	753	4.0%	-0.4%
Native American	182	0.8%	226	1.2%	0.4%
Black (non-Hispanic)	937	4.3%	837	4.5%	0.1%
Total Students	21,718	100.0%	18,776	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%	16,337	87.8%	-0.2%
Asian/Pacific Islander	367	1.7%	436	2.3%	0.6%
Hispanic	1,148	5.3%	798	4.3%	-1.0%
Native American	203	0.9%	168	0.9%	0.0%
Black (non-Hispanic)	892	4.1%	876	4.7%	0.6%
Total Students	21,647	100.0%	18,615	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%	15,603	86.9%	-0.2%
Asian/Pacific Islander	382	1.8%	439	2.4%	0.6%
Hispanic	1186	5.6%	860	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%	17,958	100.0%	

Race/Ethnicity	2006–2007 Nebraska High School (HS) Graduates		Fall 2007 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,351	85.9%	15,241	86.1%	0.1%
Asian/Pacific Islander	390	1.8%	417	2.4%	0.5%
Hispanic	1,242	5.8%	905	5.1%	-0.7%
Native American	201	0.9%	187	1.1%	0.1%
Black (non-Hispanic)	1,167	5.5%	953	5.4%	-0.1%
Total Students	21,351	100.0%	17,703	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, 2003 through 2007 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non resident aliens (foreign students) and students of unknown race/ethnicity.

Table A7.4
Nebraska First-Time Freshmen Sector Enrollments by Race/Ethnicity
Fall 2003 through Fall 2007[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	33.3%	199	26.4%
Nebraska State College System	999	6.0%	4	1.1%	24	3.2%
Community Colleges	5,841	35.2%	108	28.8%	317	42.1%
Independent Colleges and Universities	2,992	18.0%	114	30.4%	151	20.1%
Degree-Granting Private Career Schools	758	4.6%	19	5.1%	34	4.5%
Non-Degree-Granting Private Career Schools	695	4.2%	5	1.3%	28	3.7%
Total	16,585	100.0%	375	100.0%	753	100.0%
Sector	**Native American**		**Black** (Non-Hispanic)		**Total**	
University of Nebraska	33	14.6%	159	19.0%	5,816	31.0%
Nebraska State College System	18	8.0%	41	4.9%	1,086	5.8%
Community Colleges	41	18.1%	291	34.8%	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%	195	23.3%	1,014	5.4%
Non-Degree-Granting Private Career Schools	9	4.0%	41	4.9%	778	4.1%
Total	226	100.0%	837	100.0%	18,776	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	35.6%	245	30.7%
Nebraska State College System	985	6.0%	13	3.0%	17	2.1%
Community Colleges	5,835	35.7%	128	29.4%	353	44.2%
Independent Colleges and Universities	2,862	17.5%	117	26.8%	124	15.5%
Degree-Granting Private Career Schools	743	4.5%	18	4.1%	39	4.9%
Non-Degree-Granting Private Career Schools	427	2.6%	5	1.1%	20	2.5%
Total	16,337	100.0%	436	100.0%	798	100.0%
Sector	**Native American**		**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	5.7%
Community Colleges	50	29.8%	304	34.7%	6,670	35.8%
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%	982	5.3%
Non-Degree-Granting Private Career Schools	3	1.8%	43	4.9%	498	2.7%
Total	168	100.0%	876	100.0%	18,615	100.0%

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Table A7.4 Continued						
Fall 2006						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
University of Nebraska	5,651	36.2%	181	41.2%	285	33.1%
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	14.7%
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	15,603	100.0%	439	100.0%	860	100.0%
Sector	**Native American**		**Black** (Non-Hispanic)		Total	
University of Nebraska	49	22.6%	203	24.2%	6,369	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%	17,958	100.0%

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Table A7.4 Continued						
Fall 2007						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
University of Nebraska	5,628	36.9%	173	41.5%	282	31.2%
Nebraska State College System	1,051	6.9%	7	1.7%	39	4.3%
Community Colleges	4,947	32.5%	95	22.8%	377	41.7%
Independent Colleges and Universities	2,728	17.9%	134	32.1%	175	19.3%
Degree-Granting Private Career Schools	664	4.4%	5	1.2%	25	2.8%
Non-Degree-Granting Private Career Schools	223	1.5%	3	0.7%	7	0.8%
Total	15,241	100.0%	417	100.0%	905	100.0%
Sector	**Native American**[2]		**Black** (Non-Hispanic)		Total	
University of Nebraska	35	18.7%	239	25.1%	6,357	35.9%
Nebraska State College System	24	12.8%	47	4.9%	1,168	6.6%
Community Colleges	59	31.6%	354	37.1%	5,832	32.9%
Independent Colleges and Universities	61	32.6%	112	11.8%	3,210	18.1%
Degree-Granting Private Career Schools	4	2.1%	187	19.6%	885	5.0%
Non-Degree-Granting Private Career Schools	4	2.1%	14	1.5%	251	1.4%
Total	187	100.0%	953	100.0%	17,703	100.0%

[1]Source: National Center for Education Statistics, 2003 through 2007 IPEDS enrollment 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 43 (23.0%) of the 187 Native Americans who were first-time freshmen in 2007 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 18 (9.6%) were enrolled at other colleges and universities within the sector of independent colleges and universities. For the purpose of comparing the racial/ethnic groups, excluding the tribal colleges results in the following percentage distribution for Native Americans for 2007:

University of Nebraska	24.3%	Independent Colleges and Universities	12.5%
Nebraska State College System	16.7%	Degree-Granting Private Career Schools	2.8%
Nebraska Community Colleges	41.0%	Non-Degree-Granting Private Career Schools	2.8%

Table A7.5
Nebraska First-Time Freshmen Enrollment at Independent Colleges & Universities by Race/Ethnicity: 2007[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)	2,728	85.0%	12	21.4%	2,716	86.1%
Asian/Pacific Islander	134	4.2%	0	0.0%	134	4.2%
Hispanic	175	5.5%	0	0.0%	175	5.5%
Native American	61	1.9%	43	76.8%	18	0.6%
Black (non-Hispanic)	112	3.5%	1	1.8%	111	3.5%
Total Students	3,210	100.0%	56	100.0%	3,154	100.0%

[1]Data Source: National Center for Education Statistics, Fall 2007 IPEDS enrollment survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

[2] Little Priest Tribal Colleges and Nebraska Indian Community College (NICC) are federally supported tribal colleges that are included in the independent sector for the purposes of statewide data analysis.

Table A7.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2003 through Fall 2007[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		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	3,147	86.5%	895	75.7%	621	90.9%	18,086	89.2%
Asian[2]	89	2.4%	21	1.8%	5	0.7%	365	1.8%
Hispanic	173	4.8%	47	4.0%	17	2.5%	696	3.4%
Native American	93	2.6%	4	0.3%	3	0.4%	203	1.0%
Black (non-Hispanic)	137	3.8%	216	18.3%	37	5.4%	922	4.5%
Total	3,639	100.0%	1,183	100.0%	683	100.0%	20,272	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	88.5%	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	1.7%	41	0.6%	92	0.7%
Black (non-Hispanic)	159	2.7%	41	3.8%	291	4.4%	491	3.6%
Total	5,816	100.0%	1,086	100.0%	6,598	100.0%	13,500	100.0%
Race/Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,992	85.9%	758	74.8%	695	89.3%	16,585	88.3%
Asian[2]	114	3.3%	19	1.9%	5	0.6%	375	2.0%
Hispanic	151	4.3%	34	3.4%	28	3.6%	753	4.0%
Native American	117	3.4%	8	0.8%	9	1.2%	226	1.2%
Black (non-Hispanic)	110	3.2%	195	19.2%	41	5.3%	837	4.5%
Total	3,484	100.0%	1,014	100.0%	778	100.0%	18,776	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]		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,862	87.4%	743	75.7%	427	85.7%	16,337	87.8%
Asian[2]	117	3.6%	18	1.8%	5	1.0%	436	2.3%
Hispanic	124	3.8%	39	4.0%	20	4.0%	798	4.3%
Native American	54	1.6%	5	0.5%	3	0.6%	168	0.9%
Black (non-Hispanic)	116	3.5%	177	18.0%	43	8.6%	876	4.7%
Total	3,273	100.0%	982	100.0%	498	100.0%	18,615	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)	5,651	88.7%	984	90.1%	5,214	85.7%	11,849	87.5%
Asian[2]	181	2.8%	10	0.9%	119	2.0%	310	2.3%
Hispanic	285	4.5%	33	3.0%	382	6.3%	700	5.2%
Native American	49	0.8%	20	1.8%	65	1.1%	134	1.0%
Black (non-Hispanic)	203	3.2%	45	4.1%	306	5.0%	554	4.1%
Total	6,369	100.0%	1,092	100.0%	6,086	100.0%	13,547	100.0%
Race/Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities[3]		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,868	87.4%	477	74.8%	409	83.0%	15,603	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%	860	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%	17,958	100.0%

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Table A7.6 Continued								
Fall 2007								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,628	88.5%	1,051	90.0%	4,947	84.8%	11,626	87.0%
Asian[2]	173	2.7%	7	0.6%	95	1.6%	275	2.1%
Hispanic	282	4.4%	39	3.3%	377	6.5%	698	5.2%
Native American	35	0.6%	24	2.1%	59	1.0%	118	0.9%
Black (non-Hispanic)	239	3.8%	47	4.0%	354	6.1%	640	4.8%
Total	6,357	100.0%	1,168	100.0%	5,832	100.0%	13,357	100.0%
Race/Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities[3]		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,728	85.0%	664	75.0%	223	88.8%	15,241	86.1%
Asian[2]	134	4.2%	5	0.6%	3	1.2%	417	2.4%
Hispanic	175	5.5%	25	2.8%	7	2.8%	905	5.1%
Native American	61	1.9%	4	0.5%	4	1.6%	187	1.1%
Black (non-Hispanic)	112	3.5%	187	21.1%	14	5.6%	953	5.4%
Total	3,210	100.0%	885	100.0%	251	100.0%	17,703	100.0%

[1]Source: National Center for Education Statistics, 2003 through 2007 IPEDS enrollment 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 2007, 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.

- **Nebraska State Grant (NSG)**: State grants are awarded to Nebraska-resident, Pell Grant-eligible students attending eligible Nebraska postsecondary institutions to assist with the students' educational expenses. Funding for the grant comes from both the federal government through its Special Leveraging Educational Assistance Partnership Program authorizations and from the state through the Nebraska Lottery and the state's general fund. Because this program is based on Pell Grant eligibility, students must demonstrate financial need to receive a Nebraska State Grant.

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

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

- **Federal Work-Study (FWS)**: The FWS provides on- and off-campus jobs for graduate and undergraduate students who demonstrate financial need. Work-study amounts awarded vary from institution to institution.

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Explanatory Note A8.1 Continued

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

- **Teacher Education Assistance for College and Higher Education (TEACH) Grants**: The TEACH grant program was established under the College Cost Reduction and Access Act (CCRAA) to benefit current and prospective teachers. Beginning in 2008-2009, students may be awarded up to $4,000 per academic year. Undergraduate and post-baccalaureate students may receive up to a total of $16,000, while graduate students may receive up to $8,000. Eligible students must be currently completing or planning to complete coursework necessary to begin a career in teaching. There are, however, graduate degree alternatives for teachers or retirees with experience in a teacher shortage area. To be considered for a grant, a student must have a score above the 75th percentile on an admissions test, such as SAT, ACE or GRE and at least a 3.25 GPA. Students must sign an understanding of terms document to certify that they understand the terms of the grant and the teaching service requirements. The student must teach full time for at least four years within eight years of completing the program at a Title I school as a highly qualified 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 federal government pays the interest while the student is in school. Unsubsidized Stafford Loans are available to all students, but borrowers are responsible for the interest while in school. Loan limits for Stafford Loans range from $2,625 to $18,500 depending on grade level and dependency status.

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

- **PLUS Loans:** PLUS loans are available to the parents of dependent undergraduate students. These loans are not need-based. Parents may borrow up to the student's cost of attendance, less any other financial aid received.

Students must demonstrate financial need to be considered for all aid programs listed above except for the TEACH, the Unsubsidized Stafford Loan, the GRAD PLUS and the PLUS. Financial need is the difference between the student's costs to attend his or her respective institution and the ability of the family to contribute toward college costs. That ability is determined through completing the Free Application for Federal Student Aid (FAFSA). For example, if the cost of attendance is $8,000 and the student's contribution is $1,000, the student demonstrates a need of $7,000.

Table A8.1
Nebraska State Grants (NSG) Awarded by Sector
2007–2008 Compared to 2003–2004 Baseline[1]

	2003–04	2007–08	% Change
Nebraska Public Institutions			
Number of Nebraska-Resident, Pell Grant-Eligible Students	21,373	20,596	-3.6%
Number of Students Awarded an NSG	8,740	8,780	0.5%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	40.9%	42.6%	-
Total NSG Awarded	$4,970,800	$7,760,671	56.1%
Average NSG Award	$569	$884	55.4%
Independent Colleges & Universities			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,837	4,045	5.4%
Number of Students Awarded an NSG	2,674	2,576	-3.7%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	69.7%	63.7%	-
Total NSG Awarded	$2,559,826	$2,471,413	-3.5%
Average NSG Award	$957	$944	-1.4%
Private Career Schools			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,012	3,430	13.9%
Number of Students Awarded an NSG	1,617	1,802	11.4%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	53.7%	52.5%	-
Total NSG Awarded	$1,204,537	$2,189,740	81.8%
Average NSG Award	$726	$1,215	67.4%
Total Nebraska State Grants Awarded			
Number of Nebraska-Resident, Pell Grant-Eligible Students	28,222	28,071	-0.5%
Number of Students Awarded an NSG	13,031	13,158	1.0%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	46.2%	46.9%	-
Total NSG Awarded	$8,735,163	$12,421,824	42.2%
Average NSG Award	$668	$944	41.3%

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

Table A8.2
Nebraska State Grants (NSG) Awarded by Sector and Income of Recipient
2007–2008 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		2007–2008		% Change in No. of Recipients
	No. of Recipients	% of Recipients	No. of Recipients	% of Recipients	
Nebraska Public Institutions					
$0 to $19,999	4,398	50.3%	4,116	46.9%	-6.4%
$20,000 to $39,999	3,079	35.2%	2,947	33.6%	-4.3%
$40,000 or higher	1,263	14.5%	1,717	19.5%	35.9%
Total	8,740	100.0%	8,780	100.0%	0.5%
Independent Colleges and Universities					
$0 to $19,999	946	35.4%	1,004	39.0%	6.1%
$20,000 to $39,999	1,147	42.9%	952	36.9%	-17.0%
$40,000 or higher	581	21.7%	620	24.1%	6.7%
Total	2,674	100.0%	2,576	100.0%	-3.7%
Private Career Schools					
$0 to $19,999	1,353	83.7%	1,518	84.2%	12.2%
$20,000 to $39,999	202	12.5%	240	13.3%	18.8%
$40,000 or higher	62	3.8%	44	2.5%	29.0%
Total	1,617	100.0%	1,802	100.0%	11.4%
Total Nebraska State Grants Awarded					
$0 to $19,999	6,697	51.4%	6,638	50.4%	-0.9%
$20,000 to $39,999	4,428	34.0%	4,139	31.5%	-6.5%
$40,000 or higher	1,906	14.6%	2,381	18.1%	24.9%
Total	13,031	100.0%	13,158	100.0%	1.0%

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

Appendix 9

IPEDS Freshmen Retention Rates

Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2007 Compared to Fall 2004 Baseline[1]

Sector of Nebraska Postsecondary Education	Fall 2004			Fall 2007		
	No. of Full-Time, First-Time Freshmen Fall 2003		**Full-Time Retention Rate Fall 2004[2]**	No. of Full-Time, First-Time Freshmen Fall 2006		**Full-Time Retention Rate Fall 2007[2]**
	No. Enrolled	No. for Rate Calculation		No. Enrolled	No. for Rate Calculation	
University of Nebraska	6,327	6,327	**78.4%**	6,626	6,626	**79.8%**
Nebraska State College System	1,231	1,231	**69.7%**	1,164	1,164	**67.9%**
Nebraska Community Colleges	5,576	5,576	**61.1%**	4,617	4,617	**61.7%**
Total All Public Institutions	13,134	13,134	**70.2%**	12,407	12,407	**71.9%**
Nebraska Independent Institutions	3,629	3,530	**76.8%**	3,379	3,363	**75.6%**
Degree-Granting For-Profit Schools	1,053	760	**56.3%**	609	409	**58.4%**
Non-Degree-Granting For-Profit Schools	655	589	**85.9%**	486	443	**81.4%**
Nebraska State Retention Rate	18,471	18,013	**71.4%**	16,881	16,622	**72.6%**

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2007 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors to improve data accuracy. The for-profit schools include three schools of radiologic technology, which are operated by non-profit organizations.

[2]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.

Sector retention rates are based on the numbers of first-time freshmen and the retention rates reported by each institution within the sector. So that sector percentages are comparable, the sector retention rates reported in this table are computed:

- Excluding UNMC, Alegent Health School of Radiologic Technology, Mary Lanning Memorial Hospital School of Radiologic Technology, Regional West Medical Center School of Radiologic Technology, and the Universal College of Healing Arts because these institutions did not enroll first-time freshmen in 2003, 2006 or both.
- Excluding BryanLGH College of Health Sciences, Nebraska Indian Community College, Kaplan University-Lincoln Campus, and Omaha School of Massage Therapy because these institutions failed to report retention rates in 2004 or 2007.
- Excluding Doane College-Lincoln, University of Phoenix-Omaha Campus, and Vatterott College because these institutions either opened after 2004 or closed a campus before 2007 and were unable to report retention rates for 2004 or 2007.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2007 Compared to Fall 2004 Baseline[1]

Sector of Nebraska Postsecondary Education	Fall 2004			Fall 2007		
	No. of Part-Time, First-Time Freshmen Fall 2003		**Full-Time Retention Rate Fall 2004[2]**	No. of Part-Time, First-Time Freshmen Fall 2006		**Full-Time Retention Rate Fall 2007[2]**
	No. Enrolled	No. for Rate Calculation		No. Enrolled	No. for Rate Calculation	
University of Nebraska	174	172	**54.6%**	144	140	**55.8%**
Nebraska State College System	62	62	**46.0%**	29	29	**30.8%**
Nebraska Community Colleges	2,357	2,357	**36.8%**	1,737	1,737	**39.1%**
Total All Public Institutions	2,593	2,591	**38.2%**	1,910	1,906	**40.2%**
Nebraska Independent Institutions	218	126	Insufficient Data	135	82	Insufficient Data
Degree-Granting For-Profit Schools	149	12	Insufficient Data	80	10	Insufficient Data
Non-Degree-Granting For-Profit Schools	36	0	Insufficient Data	12	0	Insufficient Data
Nebraska State Retention Rate	2,996	2,729	Insufficient Data	2,137	1,998	Insufficient Data

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2007 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors to improve data accuracy. The for-profit schools include three schools of radiologic technology, which are operated by non-profit organizations.

[2]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.

Sector retention rates are based on the numbers of first-time freshmen and the retention rates reported by each institution within the sector. Note the following with regard to the calculation of sector retention rates for part-time students:

- The Nebraska College of Technical Agriculture did not report a 2004 retention rate for its part-time students. Consequently, this school is excluded from the calculation of the part-time retention rate for the University of Nebraska.
- Independent institutions that reported part-time retention rates of 0% or that did not report the number of part-time, first-time freshmen the previous fall were considered as “non-reporting" and excluded from this analysis. Institutions who did not enroll part-time freshmen for fall 2003 or 2006 were also excluded. As a result, the students from all but three institutions—Bellevue University, Clarkson College and Union College—had to be excluded from the analysis, resulting in insufficient data for computing a part-time retention rate for the independent sector.
- The schools in the degree-granting and non-degree-granting for-profit sectors did not provide sufficient data to calculate estimated part-time retention rates for these sectors.

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

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

Fall 2005 Retention 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.

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Table A9.3 Continued				
Fall 2007 Retention Rates[1]				
Institutions	No. of First-Time Freshmen Fall 2006	Retention Rate Fall 2007	Estimated No. of Students Retained by Calculation[2]	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	958	79%	757	
University of Nebraska-Lincoln	3,831	83%	3,180	
University of Nebraska at Omaha	1,639	74%	1,213	
Chadron State College	354	66%	234	
Peru State College	204	50%	102	
Wayne State College	606	75%	455	
Total Public 4-Year Institutions	7,592		5,940	**78.2%**
Central Community College	744	63%	469	
Metropolitan Community College	956	54%	516	
Mid-Plains Community College	243	59%	143	
Northeast Community College	716	70%	501	
Southeast Community College	1,596	64%	1,021	
Western Nebraska Community College	362	55%	199	
Total Public 2-Year Community Colleges	4,617		2,850	**61.7%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	56	77%	43	
University of Nebraska-Lincoln	18	44%	8	
University of Nebraska at Omaha	66	41%	27	
Chadron State College	12	33%	4	
Peru State College	12	33%	4	
Wayne State College	5	20%	1	
Total Public 4-Year Institutions	169		87	**51.5%**
Central Community College	235	33%	78	
Metropolitan Community College	632	33%	209	
Mid-Plains Community College	28	39%	11	
Northeast Community College	75	65%	49	
Southeast Community College	672	47%	316	
Western Nebraska Community College	95	19%	18	
Total Public 2-Year Community Colleges	1,737		680	**39.1%**

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2007 survey. Note: The numbers obtained from IPEDS and maintained in the Commission data base are not always the same as those obtained from NCHEMS, which provides the Commission with IPEDS data for comparing Nebraska to other states and the national freshmen retention rates.

[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 First-Time, Full-Time Freshmen Retention Rates by Institution
Fall 2007 Compared to Fall 2004 Baseline[1]

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2006 Full-Time Freshmen Enrolled Fall 2007	Change Since Fall 2004 Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture	73%	69%	-4%
University of Nebraska at Kearney	82%	79%	-3%
University of Nebraska-Lincoln	79%	83%	4%
University of Nebraska at Omaha	75%	74%	-1%
Nebraska State College System			
Chadron State College	73%	66%	-7%
Peru State College	60%	50%	-10%
Wayne State College	70%	75%	5%
Nebraska Community Colleges			
Central Community College	60%	63%	3%
Metropolitan Community College	49%	54%	5%
Mid-Plains Community College	43%	59%	16%
Northeast Community College	67%	70%	3%
Southeast Community College	68%	64%	-4%
Western Nebraska Community College	50%	55%	5%
Independent Colleges & Universities			
Bellevue University	62%	28%	-34%
BryanLGH College of Health Sciences	No Report	Not Applicable	
Clarkson College	90%	79%	-11%
College of Saint Mary	69%	61%	-8%
Concordia University	77%	77%	0%
Creighton University	88%	86%	-2%
Dana College	66%	65%	-1%
Doane College	79%	78%	-1%
Grace University	67%	49%	-18%
Hastings College	75%	73%	-2%
Little Priest Tribal College	43%	38%	-5%
Midland Lutheran College	67%	61%	-6%
Nebraska Christian College	63%	88%	25%
Nebraska Indian Community College	No Report	15%	
Nebraska Methodist College of Nursing & Allied Health	87%	77%	-10%
Nebraska Wesleyan University	80%	82%	2%
Summit Christian College	71%	50%	-21%
Union College	69%	72%	3%
York College	66%	84%	18%

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Table A9.4 Continued			
Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2006 Full-Time Freshmen Enrolled Fall 2007	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology	90%	Not Applicable	
ITT Technical Institute-Omaha	68%	48%	-20%
Kaplan University-Lincoln Campus	No Report	80%	
Kaplan University-Omaha Campus	43%	58%	15%
Myotherapy Institute	90%	100%	10%
The Creative Center	83%	81%	-2%
Universal College of Healing Arts	Not Applicable	96%	
University of Phoenix-Omaha Campus	Not Applicable	17%	
Vatterott College	69%	Not Applicable	
Vatterott College-Spring Valley Campus	69%	43%	-26%
Non-Degree-Granting Career Schools			
Capitol School of Hairstyling	77%	38%	-39%
College of Hair Design	96%	86%	-10%
Fullen School of Hair Design	69%	79%	10%
Josephs College of Beauty-Lincoln	77%	79%	2%
La'James International College	100%	86%	-14%
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Omaha School of Massage Therapy	95%	No Report	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	100%	96%	-4%

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2007 surveys.

Note: No Report indicates that the school did not report a retention rate or reported 0%. Not Applicable Indicates that the school did not enroll freshmen for that year.

Table A9.5
Nebraska First-Time, Part-Time Freshmen Retention Rates by Institution
Fall 2007 Compared to Fall 2004 Baseline[1]

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2006 Part-Time Freshmen Enrolled Fall 2007	Change Since Fall 2004 Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture	No Report	No Report	
University of Nebraska at Kearney	67%	77%	10%
University of Nebraska-Lincoln	42%	44%	2%
University of Nebraska at Omaha	49%	41%	-8%
Nebraska State College System			
Chadron State College	42%	33%	-9%
Peru State College	67%	33%	-34%
Wayne State College	50%	20%	-30%
Nebraska Community Colleges			
Central Community College	34%	33%	-1%
Metropolitan Community College	35%	33%	-2%
Mid-Plains Community College	27%	39%	12%
Northeast Community College	42%	65%	23%
Southeast Community College	42%	47%	5%
Western Nebraska Community College	17%	19%	2%
Independent Colleges & Universities			
Bellevue University	42%	30%	-12%
BryanLGH College of Health Sciences	Not Applicable	100%	
Clarkson College	80%	74%	-6%
College of Saint Mary	No Report	38%	
Concordia University	No Report	No Report	
Creighton University	No Report	No Report	
Dana College	Not Applicable	Not Applicable	
Doane College	No Report	No Report	
Grace University	57%	No Report	
Hastings College	Not Applicable	Not Applicable	
Little Priest Tribal College	No Report	40%	
Midland Lutheran College	No Report	Not Applicable	
Nebraska Christian College	Not Applicable	Not Applicable	
Nebraska Indian Community College	No Report	10%	
Nebraska Methodist College of Nursing & Allied Health	Not Applicable	No Report	
Nebraska Wesleyan University	Not Applicable	Not Applicable	
Summit Christian College	100%	Not Applicable	
Union College	1%	33%	32%
York College	No Report	50%	

Continued on the next page.

Table A9.5 Continued			
Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2006 Part-Time Freshmen Enrolled Fall 2007	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology	Not Applicable	Not Applicable	
ITT Technical Institute-Omaha	50%	No Report	
Kaplan University-Lincoln Campus	Not Applicable	Not Applicable	
Kaplan University-Omaha Campus	No Report	18%	
Myotherapy Institute	100%	100%	0%
The Creative Center	Not Applicable	Not Applicable	
Universal College of Healing Arts	Not Applicable	Not Applicable	
University of Phoenix-Omaha Campus	Not Applicable	Not Applicable	
Vatterott College	Not Applicable	Not Applicable	
Vatterott College-Spring Valley Campus	Not Applicable	Not Applicable	
Non-Degree-Granting Career Schools			
Capitol School of Hairstyling	16%	100%	84%
College of Hair Design	Not Applicable	Not Applicable	
Fullen School of Hair Design	Not Applicable	Not Applicable	
Josephs College of Beauty-Lincoln	Not Applicable	Not Applicable	
La'James International College	Not Applicable	Not Applicable	
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Omaha School of Massage Therapy	70%	No Report	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	Not Applicable	100%	

[1]Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2007 surveys.

Note: No Report indicates that the school did not report a retention rate or reported 0%. Not Applicable indicates that the school did not enroll freshmen for that year.

Appendix 10

IPEDS College Graduation Rates

Explanatory Note A10.1
Information on Computed College Graduation Rates Based on Data Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate the percentage of undergraduates who complete their degree programs within 150% of specified time periods. Students in four-year programs are considered to be "completers" if they graduate within six years from the time of their first enrollment. For two-year programs, the time frame for completion is three years.

The graduation rate that is calculated for an institution using IPEDS data is typically based on a cohort of full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer.[1] The rate is calculated by dividing the number of completers by the number of students in the cohort and multiplying the fraction by 100 to express it as a percentage. The resulting percentage may be referred to as a "completion rate" or "graduation rate."

A student remains in a cohort group even if the student becomes a part-time student, transfers to another institution or drops out of the institution permanently or temporarily, unless the student is removed from the institution's cohort group based on verifiable information, such as a record of the student's transfer to another institution. With or without cohort adjustments, graduation rates based on IPEDS data are estimates of the percentage of full-time, first-time degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates do not estimate the percentage of all students who complete their degree programs after transferring to other institutions, who started their degree programs in the winter or spring, or who initially enrolled at the institution as part-time students.

[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 For-Profit/Career Schools	1,000	393	39.3%
Non-Degree-Granting Career Schools[2]	645	472	73.2%
Total Reporting Institutions	16,298	7,892	**48.4%**
2003–2004			
University of Nebraska	5,761	3,170	55.0%
Nebraska State College System	1,231	560	45.5%
Nebraska Community Colleges	4,825	1,584	32.8%
Total Public Institutions	11,817	5,314	45.0%
Independent Colleges and Universities	3,268	1,949	59.6%
Degree-Granting For-Profit/Career Schools	561	267	47.6%
Non-Degree-Granting Career Schools[2]	636	424	66.7%
Total Reporting Institutions	16,282	7,954	**48.9**%
2004–2005			
University of Nebraska	6,221	3,486	56.0%
Nebraska State College System	1,241	548	44.2%
Nebraska Community Colleges	5,165	1,749	33.9%
Total Public Institutions	12,627	5,783	45.8%
Independent Colleges and Universities	3,260	1,937	59.4%
Degree-Granting For-Profit/Career Schools	808	407	50.4%
Non-Degree-Granting Career Schools[2]	929	675	72.7%
Total Reporting Institutions	17,624	8,802	**49.9%**

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Table A10.1 Continued

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2005–2006			
University of Nebraska	6,174	3,392	54.9%
Nebraska State College System	1,251	590	47.2%
Nebraska Community Colleges	5,458	1,717	31.5%
Total Public Institutions	12,883	5,699	44.2%
Independent Colleges and Universities[3]	3,409	2,130	62.5%
Degree-Granting For-Profit/Career Schools	1,013	561	55.4%
Non-Degree-Granting Career Schools[2]	788	577	73.2%
Total Reporting Institutions[2]	18,093	8,967	**49.6%**
2006–2007			
University of Nebraska	6,210	3,508	56.5%
Nebraska State College System	1,157	487	42.1%
Nebraska Community Colleges	4,920	1,520	30.9%
Total Public Institutions	12,287	5,515	44.9%
Independent Colleges and Universities	3,200	1,916	59.9%
Degree-Granting For-Profit/Career Schools[2]	785	427	54.4%
Non-Degree-Granting Career Schools[2]	677	470	69.4%
Total Reporting Institutions	16,949	8,328	**49.1%**

[1]Source: National Center for Education Statistics, fall 2003 through fall 2007 IPEDS surveys.

[2]All of the career schools are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. All three schools of radiologic technology were non-degree-granting schools until 2007. In 2007, Alegent Health School of Radiologic Technology became a degree-granting school.

[3]Grace University in the independent sector originally reported 108 completers in 2005-2006 and later corrected this number to 57. The reduced number of completers at Grace University reduced the sector and state totals to 2,130 and 8,967, respectively.

Table A10.2
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2006–2007 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 For-Profit/Career Schools	1,000	393	39.3%	
Non-Degree-Granting For-Profit/Career Schools[2]	645	472	73.2%	
Total Reporting Institutions	16,298	7,892	**48.4%**	
2006–2007				Increase or Decrease in Grad Rate
University of Nebraska	6,210	3,508	56.5%	4.3%
Nebraska State College System	1,157	487	42.1%	-0.9%
Nebraska Community Colleges	4,920	1,520	30.9%	-6.9%
Total Public Institutions	12,287	5,515	44.9%	-0.5%
Independent Colleges and Universities	3,200	1,916	59.9%	2.9%
Degree-Granting For-Profit/Career Schools[2]	785	427	54.4%	15.1%
Non-Degree-Granting For-Profit/Career Schools[2]	677	470	69.4%	-3.8%
Total Reporting Institutions	**16,949**	**8,328**	**49.1%**	0.7%

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

[2]All of the career schools are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. All three schools of radiologic technology were non-degree-granting schools until 2007. In 2007, Alegent Health School of Radiologic Technology became a degree-granting school.

Table A10.3
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2006–2007 Compared to 2002–2003 Baseline[1]

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

Institution	2002–2003 Grad Rate	2006–2007 Grad Rate	Increase or Decrease in Grad Rate
University of Nebraska	**52.2%**	**56.5%**	**4.3%**
Nebraska College of Technical Agriculture	62.6%	45.2%	-17.4%
University of Nebraska at Lincoln	59.5%	63.4%	3.9%
University of Nebraska at Kearney	46.7%	57.7%	11.0%
University of Nebraska at Omaha	36.4%	41.3%	4.9%
Nebraska State College System	**43.0%**	**42.1%**	**-0.9%**
Chadron State College	46.9%	44.8%	-2.1%
Wayne State College	45.4%	46.3%	0.9%
Peru State College	31.4%	23.1%	-8.3%
Nebraska Community Colleges	**37.8%**	**30.9%**	**-6.9%**
Northeast Community College	48.7%	51.0%	2.3%
Southeast Community College	44.2%	30.0%	-14.3%
Central Community College	38.6%	32.5%	-6.1%
Mid Plains Community College	32.9%	35.1%	2.1%
Western Nebraska Community College	21.9%	23.9%	2.0%
Metropolitan Community College	15.2%	13.3%	-1.8%
Nebraska Independent Colleges and Universities	**57.0%**	**59.9%**	**2.9%**
Creighton University	71.1%	75.0%	3.9%
Hastings College	64.2%	62.3%	-1.9%
Nebraska Wesleyan University	63.8%	69.6%	5.8%
Doane College	60.4%	67.0%	6.6%
Summit Christian College[2]	59.1%	33.3%	-25.8%
Concordia University	58.1%	57.7%	-0.4%
Dana College	53.7%	50.0%	-3.7%
Union College	53.3%	53.0%	-0.4%
Clarkson College	47.2%	69.4%	22.3%
Midland Lutheran College	46.1%	53.9%	7.8%
Nebraska Methodist College of Nursing & Allied Health	45.5%	77.8%	32.3%
York College	44.4%	48.1%	3.7%
Grace University	41.2%	41.1%	-0.2%
College of Saint Mary	35.9%	46.3%	10.3%
Nebraska Indian Community College	35.3%	8.7%	-26.6%
Nebraska Christian College	34.5%	46.6%	12.0%
Bellevue University	18.5%	19.0%	0.5%
Little Priest Tribal College	6.3%	7.7%	1.4%
BryanLGH College of Health Sciences	N/A	N/A	N/A
Doane College-Lincoln	N/A	N/A	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	2006–2007 Grad Rate	Increase or Decrease in Grad Rate
Degree-Granting For-Profit/Career Schools	**39.3%**	**54.4%**	**15.1%**
Vatterott College-Spring Valley Campus	72.0%	45.4%	-26.6%
The Creative Center	61.2%	75.7%	14.5%
ITT Technical Institute-Omaha	43.1%	49.3%	6.2%
Hamilton College-Omaha Campus	37.0%	52.1%	15.1%
Vatterott College	35.0%	N/A	N/A
Hamilton College-Lincoln Campus	24.9%	43.2%	18.3%
Myotherapy Institute	N/A	100.0%	N/A
Universal College of Healing Arts	N/A	80.0%	N/A
University of Phoenix-Omaha Campus	N/A	N/A	N/A
Non-Degree-Granting For-Profit/Career Schools[3]	**73.2%**	**69.4%**	**-3.8%**
Alegent Health School of Radiologic Technology[4]	100.0%	N/A	N/A
La'James International College	89.4%	81.7%	-7.7%
Capitol School of Hairstyling	87.0%	87.1%	0.1%
Xenon International School of Hair Design II Inc	84.1%	80.3%	-3.8%
Omaha School of Massage Therapy	82.1%	87.9%	5.8%
College of Hair Design	61.8%	58.1%	-3.7%
Josephs College of Beauty-Lincoln	57.1%	54.5%	-2.7%
Fullen School of Hair Design	N/A	100.0%	N/A
Mary Lanning Memorial Hospital School of Radiologic Technology	N/A	N/A	N/A
Regional West Medical Center School of Radiologic Technology	N/A	N/A	N/A
STATE TOTAL	**48.4%**	**49.1%**	**0.7%**

[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.

[3]All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

[4]Alegent became a degree-granting school beginning in 2007.

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[2]	22	13	59.1%
Union College	120	64	53.3%
York College	153	68	44.4%
Total Nebraska Public and Independent Colleges and Universities	**14,653**	**7,027**	**48.0%**

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Table A10.4a Continued (2002-2003)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
Degree-Granting For-Profit/Career Schools	**1,000**	**393**	**39.3%**
Hamilton College-Lincoln Campus[3]	325	81	24.9%
Hamilton College-Omaha Campus[3]	235	87	37.0%
ITT Technical Institute-Omaha	58	25	43.1%
Myotherapy Institute	-	-	N/A
The Creative Center	67	41	61.2%
Universal College of Healing Arts	-	-	N/A
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	183	64	35.0%
Vatterott College-Spring Valley Campus	132	95	72.0%
Non-Degree-Granting For-Profit/Career Schools[4]	**645**	**472**	**73.2%**
Alegent Health School of Radiologic Technology[5]	9	9	100.0%
Capitol School of Hairstyling	69	60	87.0%
College of Hair Design	76	47	61.8%
Fullen School of Hair Design	-	-	N/A
Josephs College of Beauty-Lincoln	217	124	57.1%
La'James International College	66	59	89.4%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	95	78	82.1%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	113	95	84.1%
Total For-Profit/Career Schools	**1,645**	**865**	**52.6%**
State Total	**16,298**	**7892**	**48.4%**

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

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

[3]Hamilton College became Kaplan University as of October 30, 2007.

[4]All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

[5]Alegent became a degree-granting school beginning in 2007.

Table A10.4b
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2003–2004[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[2]	15	14	93.3%
Union College	183	103	56.3%
York College	135	78	57.8%
Total Nebraska Public and Independent Colleges and Universities	**15,085**	**7,263**	**48.1%**

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Table A10.4b Continued (2003-2004)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
Degree-Granting For-Profit/Career Schools	**561**	**267**	**47.6%**
Hamilton College-Lincoln Campus[3]	114	32	28.1%
Hamilton College-Omaha Campus[3]	51	20	39.2%
ITT Technical Institute-Omaha	42	15	35.7%
Myotherapy Institute	36	36	100.0%
The Creative Center	75	62	82.7%
Universal College of Healing Arts	-	-	N/A
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	51	40	78.4%
Vatterott College-Spring Valley Campus	192	62	32.3%
Non-Degree-Granting For-Profit/Career Schools[4]	**636**	**424**	**66.7%**
Alegent Health School of Radiologic Technology[5]	6	6	100.0%
Capitol School of Hairstyling	75	33	44.0%
College of Hair Design	103	72	69.9%
Fullen School of Hair Design	12	12	100.0%
Josephs College of Beauty-Lincoln	226	131	58.0%
La'James International College	84	73	86.9%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	-	-	N/A
Regional West Medical Center School of Radiologic Technology	5	5	100.0%
Xenon International School of Hair Design II Inc	125	92	73.6%
Total For-Profit/Career Schools	**1,197**	**691**	**57.7%**
State Total	**16,282**	**7,954**	**48.9%**

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

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

[3]Hamilton College became Kaplan University as of October 30, 2007.

[4]All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

[5]Alegent became a degree-granting school beginning in 2007.

Table A10.4c
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2004–2005[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[2]	11	5	45.5%
Union College	166	92	55.4%
York College	136	58	42.6%
Total Nebraska Public and Independent Colleges and Universities	**15,887**	**7,720**	**48.6%**

Continued on the next page.

Table A10.4c Continued (2004-2005)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
Degree-Granting For-Profit/Career Schools	**808**	**407**	**50.4%**
Hamilton College-Lincoln Campus[3]	179	75	41.9%
Hamilton College-Omaha Campus[3]	215	77	35.8%
ITT Technical Institute-Omaha	77	34	44.2%
Myotherapy Institute	35	35	100.0%
The Creative Center	57	51	89.5%
Universal College of Healing Arts	83	29	34.9%
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	64	51	79.7%
Vatterott College-Spring Valley Campus	98	55	56.1%
Non-Degree-Granting For-Profit/Career Schools[4]	**929**	**675**	**72.7%**
Alegent Health School of Radiologic Technology[5]	13	13	100.0%
Capitol School of Hairstyling	74	20	27.0%
College of Hair Design	69	55	79.7%
Fullen School of Hair Design	40	21	52.5%
Josephs College of Beauty-Lincoln	284	169	59.5%
La'James International College	97	86	88.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	99	88	88.9%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	253	223	88.1%
Total For-Profit/Career Schools	**1,737**	**1,082**	**62.3%**
State Total	**17,624**	**8,802**	**49.9%**

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

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

[3]Hamilton College became Kaplan University as of October 30, 2007.

[4]All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

[5]Alegent became a degree-granting school beginning in 2007.

Table A10.4d
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[2]	**3,409**	**2,130**	**62.5%**
Bellevue University	60	16	26.7%
BryanLGH College of Health Sciences	-	-	N/A
Clarkson College	70	50	71.4%
College of Saint Mary	76	35	46.1%
Concordia University	329	208	63.2%
Creighton University	881	650	73.8%
Dana College	182	90	49.5%
Doane College	300	211	70.3%
Doane College-Lincoln	26	16	61.5%
Grace University[2]	119	57	47.9%
Hastings College	269	168	62.5%
Little Priest Tribal College	17	3	17.6%
Midland Lutheran College	270	165	61.1%
Nebraska Christian College	62	21	33.9%
Nebraska Indian Community College	44	5	11.4%
Nebraska Methodist College of Nursing & Allied Health	12	7	58.3%
Nebraska Wesleyan University	423	296	70.0%
Summit Christian College[3]	16	3	18.8%
Union College	137	72	52.6%
York College	116	57	49.1%
Total Nebraska Public and Independent Colleges and Universities[2]	**16,292**	**7,829**	**48.1%**

Continued on the next page.

Table A10.4d Continued (2005-2006)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
Degree-Granting For-Profit/Career Schools	**1,013**	**561**	**55.4%**
Hamilton College-Lincoln Campus[4]	254	108	42.5%
Hamilton College-Omaha Campus[4]	224	76	33.9%
ITT Technical Institute-Omaha	59	26	44.1%
Myotherapy Institute	43	43	100.0%
The Creative Center	67	61	91.0%
Universal College of Healing Arts	48	-	0.0%
University of Phoenix-Omaha Campus	-	-	N/A
Vatterott College	183	146	79.8%
Vatterott College-Spring Valley Campus	135	101	74.8%
Non-Degree-Granting For-Profit/Career Schools[5]	**788**	**577**	**73.2%**
Alegent Health School of Radiologic Technology[6]	-	-	N/A
Capitol School of Hairstyling	40	40	100.0%
College of Hair Design	83	68	81.9%
Fullen School of Hair Design	41	28	68.3%
Josephs College of Beauty-Lincoln	299	181	60.5%
La'James International College	47	45	95.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	N/A
Omaha School of Massage Therapy	142	124	87.3%
Regional West Medical Center School of Radiologic Technology	-	-	N/A
Xenon International School of Hair Design II Inc	136	91	66.9%
Total For-Profit/Career Schools	**1,801**	**1,138**	**63.2%**
State Total[2]	**18,093**	**8,967**	**49.6%**

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

[2]Grace University originally reported 108 completers and later corrected this number to 57. The resulting graduation rate was 47.9%, rather than 90.8%, which was reported in the 2008 version of this report. The reduced number of completers at Grace University also reduced the sector and state totals as shown in this version of the table.

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

[4]Hamilton College became Kaplan University as of October 30, 2007.

[5]All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

[6]Alegent became a degree-granting school beginning in 2007.

Table A10.4e
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2006–2007[1]

Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
University of Nebraska	**6,210**	**3,508**	**56.5%**
Nebraska College of Technical Agriculture	104	47	45.2%
University of Nebraska at Kearney	1,038	599	57.7%
University of Nebraska at Lincoln	3,480	2,206	63.4%
University of Nebraska at Omaha	1,588	656	41.3%
Nebraska State College System	**1,157**	**487**	**42.1%**
Chadron State College	388	174	44.8%
Peru State College	186	43	23.1%
Wayne State College	583	270	46.3%
Nebraska Community Colleges	**4,920**	**1,520**	**30.9%**
Central Community College	391	127	32.5%
Metropolitan Community College	742	99	13.3%
Mid Plains Community College	328	115	35.1%
Northeast Community College	774	395	51.0%
Southeast Community College	2,350	704	30.0%
Western Nebraska Community College	335	80	23.9%
Nebraska Independent Colleges and Universities	**3,200**	**1,916**	**59.9%**
Bellevue University	137	26	19.0%
BryanLGH College of Health Sciences	0	0	N/A
Clarkson College	108	75	69.4%
College of Saint Mary	80	37	46.3%
Concordia University	265	153	57.7%
Creighton University	760	570	75.0%
Dana College	156	78	50.0%
Doane College	218	146	67.0%
Doane College-Lincoln	0	0	N/A
Grace University[2]	95	39	41.1%
Hastings College	252	157	62.3%
Little Priest Tribal College	26	2	7.7%
Midland Lutheran College	269	145	53.9%
Nebraska Christian College	73	34	46.6%
Nebraska Indian Community College	23	2	8.7%
Nebraska Methodist College of Nursing & Allied Health	18	14	77.8%
Nebraska Wesleyan University	392	273	69.6%
Summit Christian College[2]	18	6	33.3%
Union College	202	107	53.0%
York College	108	52	48.1%
Total Nebraska Public and Independent Colleges and Universities	**15,487**	**7,431**	**48.0%**

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Table A10.4e Continued (2006-2007)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
Degree-Granting For-Profit/Career Schools[3]	**785**	**427**	**54.4%**
Alegent Health School of Radiologic Technology[4]	0	0	N/A
ITT Technical Institute-Omaha	146	72	49.3%
Hamilton College-Lincoln Campus[5]	222	96	43.2%
Hamilton College-Omaha Campus[5]	165	86	52.1%
Myotherapy Institute	41	41	100.0%
The Creative Center	74	56	75.7%
Universal College of Healing Arts	40	32	80.0%
University of Phoenix-Omaha Campus	0	0	N/A
Vatterott College	0	0	N/A
Vatterott College-Spring Valley Campus	97	44	45.4%
Non-Degree-Granting For-Profit/Career Schools[3]	**677**	**470**	**69.4%**
Capitol School of Hairstyling	85	74	87.1%
College of Hair Design	86	50	58.1%
Fullen School of Hair Design	13	13	100.0%
Josephs College of Beauty-Lincoln	268	146	54.5%
La'James International College	93	76	81.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	N/A
Omaha School of Massage Therapy	66	58	87.9%
Regional West Medical Center School of Radiologic Technology	0	0	N/A
Xenon International School of Hair Design II Inc	66	53	80.3%
Total For-Profit/Career Schools[3]	**1,462**	**897**	**61.4%**
State Total	**16,949**	**8,328**	**49.1%**

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

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

[3]All of the schools in the for-profit/career school categories are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

[4]Alegent became a degree-granting school beginning in 2007.

[5]Hamilton College became Kaplan University as of October 30, 2007.

Table A10.5a
Graduation Rates for Nebraska Postsecondary Institutions
by Race/Ethnicity
2006–2007 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%	
				Increase or Decrease in Grad Rate
2006–2007				
White (non-Hispanic)	14,595	7,407	**50.8%**	**0.7%**
Asian/Pacific Islander	260	135	**51.9%**	**-0.9%**
Hispanic	465	151	**32.5%**	**-0.8%**
Native American	122	32	**26.2%**	**3.2%**
Black (non-Hispanic)	581	188	**32.4%**	**3.6%**
Total Known Race/Ethnicity	16,023	7,913	49.4%	0.6%

[1]Source: National Center for Education Statistics, fall 2003 through fall 2007 IPEDS surveys. Institutions include the degree-granting and non-degree-granting for-profit/career schools. Counts do not include foreign students and students of unknown race/ethnicity. Consequently, the total graduation rates of 48.8% and 49.4% for 2002–2003 and 2006–2007, respectively, are higher than the statewide rates of 48.4% and 49.1%, which are based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity.

Table A10.5b
Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity
2002–2003 Baseline through 2006–2007[1]

Year	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)
2003	50.1%	52.8%	33.3%	23.0%	28.8%
2004	50.6%	49.2%	35.4%	37.3%	25.8%
2005	51.6%	49.3%	32.6%	24.2%	30.3%
2006	51.1%	49.2%	39.6%	21.6%	31.6%
2007	50.8%	51.9%	32.5%	26.2%	32.4%

[1]Source: National Center for Education Statistics, fall 2003 through fall 2007 IPEDS surveys. Institutions include the degree-granting and non-degree-granting for-profit/career schools. Counts do not include foreign students and students of unknown race/ethnicity.

Table A10.6
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Race/Ethnicity
2006–2007 Compared to 2002–2003 Baseline[1]

Race/Ethnicity	2002–2003		2006–2007		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
University of Nebraska					
White (non-Hispanic)	2,631	54.6%	3,125	57.6%	**3.0%**
Asian/Pacific Islander	34	38.2%	66	56.9%	**18.7%**
Hispanic	32	30.5%	51	39.2%	**8.8%**
Native American	5	15.6%	9	37.5%	**21.9%**
Black (non-Hispanic)	36	24.5%	61	36.3%	**11.8%**
Total Known	2,738		3,312		
Nebraska State College System					
White (non-Hispanic)	525	44.6%	454	43.9%	**-0.6%**
Asian/Pacific Islander	5	50.0%	1	14.3%	**-35.7%**
Hispanic	4	26.7%	9	40.9%	**14.2%**
Native American	5	25.0%	4	33.3%	**8.3%**
Black (non-Hispanic)	4	14.3%	7	21.2%	**6.9%**
Total	543		475		
Community Colleges					
White (non-Hispanic)	1,625	39.7%	1,433	33.3%	**-6.4%**
Asian/Pacific Islander	11	22.4%	9	17.6%	**-4.8%**
Hispanic	23	18.0%	25	13.4%	**-4.6%**
Native American	7	23.3%	5	21.7%	**-1.6%**
Black (non-Hispanic)	21	14.8%	22	14.3%	**-0.5%**
Total	1,687		1,494		
Independent Colleges & Universities					
White (non-Hispanic)	1,667	57.7%	1,749	63.2%	**5.6%**
Asian/Pacific Islander	96	75.6%	53	68.8%	**-6.8%**
Hispanic	42	58.3%	38	48.1%	**-10.2%**
Native American	10	24.4%	9	16.7%	**-7.7%**
Black (non-Hispanic)	32	43.2%	30	36.1%	**-7.1%**
Total	1,847		1,879		

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Table A10.6 Continued					
Race/Ethnicity	2002–2003		2006–2007		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
Degree-Granting Career Schools					
White (non-Hispanic)	336	40.8%	368	57.8%	**16.9%**
Asian/Pacific Islander	4	40.0%	3	75.0%	**35.0%**
Hispanic	9	36.0%	12	57.1%	**21.1%**
Native American	2	33.3%	1	33.3%	**0.0%**
Black (non-Hispanic)	41	31.3%	36	38.7%	**7.4%**
Total	392		420		
Non-Degree-Granting Career Schools					
White (non-Hispanic)	422	74.3%	278	64.8%	**-9.5%**
Asian/Pacific Islander	3	60.0%	3	60.0%	**0.0%**
Hispanic	10	66.7%	16	61.5%	**-5.1%**
Native American	2	33.3%	4	66.7%	**33.3%**
Black (non-Hispanic)	29	67.4%	32	64.0%	**-3.4%**
Total	466		445		
Total Nebraska Postsecondary Institutions					
White (non-Hispanic)	7,206	50.1%	7,407	50.8%	**0.6%**
Asian/Pacific Islander	153	52.8%	135	51.9%	**-0.8%**
Hispanic	120	33.3%	151	32.5%	**-0.9%**
Native American	31	23.0%	32	26.2%	**3.3%**
Black (non-Hispanic)	163	28.8%	188	32.4%	**3.5%**
Total	7,673		7,913		

[1]Source: National Center for Education Statistics, fall 2003 and fall 2007 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.

Appendix 11

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

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

Table A.11.2
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2006 American Community Survey
Conducted by the U.S. Census Bureau
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.11.3
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2007 American Community Survey
Conducted by the U.S. Census Bureau
2006[1]

Level of Education	2006		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	5,239	3,715	1,524
High school graduate	6,060	10,050	-3,990
Subtotal	11,299	13,765	-2,466
Some college but no degree	9,586	5,689	3,897
Associate degree	4,169	1,752	2,417
Bachelor's degree	9,576	6,912	2,664
Graduate or Professional Degree	2,547	3,876	-1,329
Subtotal	16,292	12,540	3,752
Total	37,177	31,994	5,183

[1]Data Source: Estimates based on the 2007 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2009.