
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION January 24, 2019 The Apothecary Building, 5th Floor, North Loft Lincoln, Nebraska

Public notice of meeting

Public notice of this meeting was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JANUARY 24, 2019. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 11:45 A.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

W. SCOTT WILSON, CHAIR

Meeting called to order at 8:31 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair W. Scott Wilson called the meeting to order at 8:31 a.m. and asked for introductions.

Commissioners Present

Colleen Adam	Mary Lauritzen
Gwenn Aspen	Dwayne Probyn
Dr. John Bernthal	Dr. Paul Von Behren
Dr. Deborah Frison	W. Scott Wilson

Commissioners Absent

Dr. Ron Hunter

Commission Staff Present

Dr. Michael Baumgartner	J. Ritchie Morrow
Dr. Kathleen Fimple	Gary Timm
Kadi Lukesh	Mike Wemhoff
Helen Pope	

*Minutes of December 6, 2018,
Commission meeting approved*

MINUTES OF DECEMBER 6, 2018, COMMISSION MEETING

Commissioner Probyn moved that the December 6, 2018, minutes be approved. Commissioner Frison seconded the motion. A roll call vote

was taken, with all eight Commissioners present voting yes. The motion carried.

Chair Wilson's Report

CHAIR'S REPORT

Chair Wilson stated that Dr. Baumgartner is working with the Governor's office to fill two vacant Commissioner positions.

Chair Wilson discussed executive director evaluation form

Chair Wilson reported the Executive Committee recently met to create an executive director evaluation form. The form was distributed to all Commissioners and Chair Wilson noted that as a working document the full Commission is to review the form and contact him with any suggested changes. Chair Wilson stated that this will be a fiscal year evaluation and the document will be in place at the July Commission meeting when new officers take over.

Executive Director's Report

EXECUTIVE DIRECTOR'S REPORT

Out-of-service area applications authorized

The following out-of-service area authorizations were approved by the Executive Director:

1. Offered by Central Community College
Interactive two-way video originated at CCC
Delivered to Deshler High School in Deshler, NE
 - MATH 1150 College Algebra (3 cr.)
1/7/19-5/3/19

2. Offered by Central Community College
Traditional Delivery at Deshler High School in Deshler, NE
 - MATH 2070 Calculus II (5 cr.)
1/7/19-5/3/19

3. Offered by Central Community College
Interactive two-way video originated at CCC
Delivered to Pope John High School in Elgin, NE
 - SPCH 1110 Public Speaking (3 cr.)
1/7/19-5/3/19

4. Offered by Central Community College
Interactive two-way video originated at CCC
Delivered to Madison High School in Madison, NE
 - SPCH 1110 Public Speaking (3 cr.)
1/7/19-5/3/19

5. Offered by Central Community College
Interactive two-way video originated at Humphrey High School in Humphrey, NE
Delivered to Elgin High School in Elgin, NE
 - ENGL 1020 Writing & Research (3 cr.)
1/7/19-5/3/19

Kadi Lukesh presented second quarter budget report

Kadi Lukesh, Budget Coordinator, made the second quarter budget report. There will be a revision in the Administrative budget for staff travel as the Commission meeting in North Platte was scheduled after the 2018-19 budget was finalized. This meeting will require hotel stays for staff and Commissioners. Ms. Lukesh discussed the Nebraska Opportunity Grant Program (NOG), noting that in January there was a large distribution. She reported that cash funds are used before spending the general fund. Ms. Lukesh stated this is the last time the Improving Teacher Quality (ITQ) Grant statistics will be in her report. The ITQ grant ended December 31, 2018. The report indicated that a distribution from the Community College GAP Assistance Program was made in January and shows 65 percent spent. Ms. Lukesh commented that the Access College Early Scholarship (ACE) program would show more activity as the school year goes on.

Dr. Baumgartner gave a Legislative update

Dr. Baumgartner stated the Legislature is in session and 739 bills have been introduced. The Coordinating Commission will be tracking 26 of those bills and one resolution for a constitutional amendment. A handout providing details on those bills of interest was distributed to Commissioners, and Dr. Baumgartner discussed specifics of each bill.

Dr. Baumgartner reported on the Governor's budget proposal

Dr. Baumgartner presented and reviewed the Governor's proposal for Higher Education Appropriations 2019-21: LB 294 and LB 297. He reported that the operating budget is good for the Commission, with all agencies receiving two percent annual increases for salaries and funds for health insurance increases. The Nebraska Opportunity Grant will receive \$1 million additional funds each year from the Nebraska Lottery Fund, which will allow campuses to award 765 more scholarships each year. We received a two percent increase for the ACE scholarship program, which would fund 77 more scholarships each year. The institutions will receive a two percent increase for salary and health insurance, which varies by institution. The community colleges receive a 2.0 percent increase. The Governor's Nebraska Talent Scholarships would provide \$4,000 scholarships, 250 the first year and 500 the second year, for the state colleges and the University of Nebraska system. The community colleges would receive funding for 65 scholarships the first year and 130 the second year. Dr. Baumgartner noted he is pleased with the budget, and noted the Appropriations Committee will receive the revenue forecast update in February and put out their report. He answered Commissioners' questions.

Dr. Baumgartner spoke on attending recent NCTA advisory meeting

Dr. Baumgartner attended the Nebraska College of Technical Agriculture (NCTA) annual advisory meeting on January 4 and was asked to speak about the comprehensive statewide plan goals, the recent measuring accomplishments report, and how NCTA's strategic plan is matching up to the comprehensive plan and their performance. He noted that NCTA has a creative group of staff and administrators who are looking at ways to extend their mission to the entire state. The Commissioners will tour NCTA on May 29, the day before the May 30 Commission meeting in North Platte at Mid-Plains Community College.

Dr. Baumgartner and Dr. Fimple to attend upcoming military credit meeting

Dr. Baumgartner reported on his participation on Blueprint Nebraska sub-committee

Reminder to Commissioners that accountability and disclosure forms are due

Jodie Meyer, Nebraska Department of Labor presentation

Public Hearing on Matters of General Concern

Dr. Baumgartner and Dr. Kathleen Fimple, Academic Programs Officer, will attend a military credit meeting at Central Community College in Grand Island with Craig Chandler from the Army University to discuss ways military training in military occupational specialties can be worked into the programs at the community colleges and universities.

Dr. Baumgartner stated he had been participating in a postsecondary and career sub-committee of Blueprint Nebraska. The group has finished its work gathering data and it has been submitted to the steering committee. The full report will be coming out later this year.

Dr. Baumgartner reminded Commissioners that their accountability and disclosure forms are due March 1.

PRESENTATION

Jodie Meyer, Research Analyst from the Nebraska Department of Labor, gave a PowerPoint presentation on Nebraska Occupation and Industry Projections. Ms. Meyer stated the industry and occupational employment projections are produced for the entire state and broken down into nine economic regions. There is a short-term time frame report that is completed every year and comes out in March, the current being for 2017-2019. The long-term time-frame report covers ten years, currently 2016-2026, and is generated every other year in even numbered years and comes out in July. Ms. Meyer gave an overview of long-term industry projections and listed the top 10 fastest growing statewide industries, with ambulatory healthcare services being at the top. Wind turbine service technicians topped the fastest growing occupations statewide for 2016-2026, with home health aides being second.

Ms. Meyer discussed high wage, high skill, high demand (H3) occupations and how each category is determined. H3 occupations are today's most in-demand jobs. Occupations are considered high wage when at least half of their wage measures are at or above the regional average for all occupations. High skill occupations require some college, or higher level of educational attainment, or require a high school diploma plus long-term on-the-job training, apprenticeship, or internship/residency. The number of annual openings, net change in employment, and growth rate determine whether an occupation is high demand. Ms. Meyer answered Commissioners' questions, and noted that resources and information are available online at Networks.nebraska.gov and H3.ne.gov.

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

Chair Wilson closed the public hearing on Matters of General Concern.

*Public Hearing on Academic Programs
Committee Items*

*Dr. David Jackson, University of
Nebraska*

*Dr. Tom McDonnell and Mr. Scott
Broady, Metropolitan Community
College*

*Commissioner Bernthal chaired the
Academic Programs Committee*

Metropolitan Community College

Dr. Fimple presented the proposal

Mr. Scott Broady

APC recommendation

*Metropolitan Community College
Proposal for a New Instructional
Program – Automotive Technology:
Toyota T-TEN (AAS) approved*

**PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE
ITEMS**

Dr. David Jackson, Vice Provost from the University of Nebraska, came forward in support of and to answer any questions regarding agenda items from the University.

Dr. Tom McDonnell, Vice President of Academic Affairs from Metropolitan Community College, and Mr. Scott Broady, Associate Dean of Industrial Technology Trades, stated they were present to discuss and answer questions regarding Metropolitan Community College's Automotive Technology new instructional program.

Chair Wilson closed the public hearing on Academic Programs Committee Items.

ACADEMIC PROGRAMS COMMITTEE

Commissioner Bernthal, Committee Chair, introduced Dr. Fimple to present the first item from the Academic Programs Committee.

**Metropolitan Community College – Proposal for a New
Instructional Program – Automotive Technology: Toyota T-TEN
(Technician Training and Education Network) (AAS)**

Dr. Fimple stated Toyota has designed this training program with 33 regional T-TEN entities across the United States. Students have to be sponsored by a dealer, who agrees to provide a paid internship within a rotation of 10 weeks of classroom and 10 weeks of lab time. Dr. Fimple stated that Toyota did a survey about dealerships in this region. In the survey they estimated 34 possible internships available to fill the need and demand. If this program is approved, it would serve North and South Dakota, Nebraska, and Iowa. The program would be located in the Mahoney Building Automotive Technology space at the South Omaha Campus. Mr. Broady noted that Toyota will not subsidize the students for their internships, but the students' time at the dealership will be paid. Dr. McDonnell commented that this type of program might encourage other manufacturers to offer similar instructional partnerships.

Commissioner Bernthal stated the Committee recommendation is to approve Metropolitan Community College's Proposal for a New Instructional Program – Automotive Technology: Toyota T-TEN (Technician Training and Education Network) (AAS).

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve Metropolitan Community College's Proposal for a New Instructional Program – Automotive Technology: Toyota T-TEN (Technician Training and Education Network) (AAS). A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

2017-2018 Existing Program Review

Commissioner Bernthal and Dr. Fimple presented the State College and University of Nebraska existing programs that were reviewed and approved for continuation by the Executive Director. Dr. Jodi Kupper, Vice Chancellor for Academic Planning and Partnerships from the Nebraska State College system, spoke briefly on how the state colleges are refocusing academic opportunities.

University of Nebraska at Kearney

English – BA
English Writing – BA
English 7-12 – BAE
Language Arts 7-12 – BAE
English Creative Writing – MA
Organizational & Relational Communication – BS
German – BA
French – BA
Spanish – BA
Spanish Translation & Interpretation – BA
German 7-12 – BAE
French 7-12 – BAE
English as Second Language – BAE
Spanish 7-12 – BAE
Modern Languages – BA/BAE
Spanish Education – MAE

University of Nebraska-Lincoln

English – BA, BS, MA, PhD
Digital Humanities – Graduate Certificate
Microbiology – BS
Russian – BA
French – BA, BS
German – BA, BS
Spanish – BA, BS
Modern Languages and Literatures – MA
Classics & Religious Studies – BA
Classical Languages – BA

University of Nebraska at Omaha

English – BA, BGS, MA
Advanced Writing – Graduate Certificate
Teaching English to Speakers of Other Languages – Undergrad Cert, Grad Cert
Technical Communication – Graduate Certificate
Writing – MFA
Creative Writing – BFA, BGS
Chemistry – BS, BA
Geology – BS
Geography – BA, BS, BMS, MA
Geographical Information – Graduate Certificate

Existing Program Review continued

Foreign Language & Literature – BA, BMS
Language Teaching – MA

Chadron State College
English (Language Arts) – BA, BSE

Peru State College
English – BS

Wayne State College
English – BA, BS
Spanish – BA

*2017-2018 Existing Program Review
Action Items*

2017-2018 Existing Program Review Action Items

Dr. Fimple presented the two programs that are below threshold and recommended for an in-depth review, with comments from Dr. Jackson.

University of Nebraska at Kearney
English Literature – MA

University of Nebraska-Lincoln
Modern Languages & Literatures – PhD

APC Recommendation

Commissioner Bernthal stated the Committee recommendation is to allow UNK and UNL to continue with an in-depth review due July 15, 2019.

*2017-2018 Existing Program Review
Action Items approved*

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve both of the Existing Program Review Action Items as a group. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Chair Wilson called for a break at 10:30 a.m. The meeting resumed at 10:45 a.m.

*Final Report for Improving Teacher
Quality Grant*

Final Report for Improving Teacher Quality Grant

Dr. Fimple gave a brief history of the Improving Teacher Quality (ITQ) Grant, noting that it goes back to the Education for Economic Security Act from 1984. It has had several name changes but always has been a partnership between higher education and K-12. Grants have been awarded to 17 institutions in Nebraska, with the number of projects funded being influenced by federal funding available, number of proposals submitted, and the quality of those proposals. The report goes as far back as there is documentation, but Dr. Fimple focused her discussion on ITQ's accomplishments from the previous five years.

Dr. Fimple presented the report

*Annual Reports for Institutions Holding
a Recurrent Authorization to Operate
in Nebraska*

Annual Reports for Institutions Holding a Recurrent Authorization to Operate in Nebraska

Dr. Fimple stated that Bryan College of Health Sciences, The Creative Center, and Crown College submitted their annual reports required under their authorization to operate in Nebraska.

Existing Programs Institutional Activities

Report on Name Changes, Deletions, Reasonable and Moderate Extensions, and Other Institutional Activities Relating to Existing Programs

Commissioner Bernthal and Dr. Fimple presented and briefly discussed the institutional activities listed below.

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

1. SCC – Technical Skills Instructor (AOS)
2. NECC – Natural Resources concentration (AS)

Center Transfer

Center Transfer

1. UNL - Transfer the Gallup Research Center to *The Clifton Strengths Institute*

Center Name Change

Center Name Change

1. UNL - Boys Town Center on Child and Family Well Being to *The Academy for Child and Family Well Being*

Center Eliminations

Center Eliminations

1. UNL - Leadership Institute in the College of Business
2. UNL - Center for Nontraditional Manufacturing Research
3. UNL - Center for Instructional Innovation in the Dept. of Educational Psychology

Department Elimination

Department Elimination

1. UNK - Department of Economics

Department Changes

Department Changes

1. UNK - Business Education program and Business Administration courses move from the Department of Economics to the Department of Management
2. UNK - Economics program from the Department of Economics to the Department of Accounting and Finance
3. UNK - Agribusiness program from the Department of Economics to the Department of Marketing and Management Information Systems

Department Name Changes

Department Name Changes

1. UNK - Department of Accounting and Finance to *Department of Accounting, Finance, and Economics*
2. UNK - Department of Marketing and Management Information Systems to *Department of Marketing, Agribusiness, and Supply Chain Management*

Discontinued Programs

Discontinued Programs

1. UNK - Writing (MFA)
2. UNK - Speech Communication (BA/BS)
3. UNK - German (BA)
4. UNK - French (BA)
5. UNK - Spanish (BA)
6. UNK - Spanish Translation & Interpretation (BA)
7. UNK - German 7-12 (BAE)
8. UNK - French 7-12 (BAE)
9. UNK - English as Second Language (BAE)
10. UNK - Spanish 7-12 (BAE)

*Public Hearing on Budget,
construction, and Financial Aid
Committee Items*

**PUBLIC HEARING ON BUDGET, CONSTRUCTION, AND FINANCIAL
AID COMMITTEE ITEMS**

There was no testimony on Budget, Construction, and Financial Aid Committee Items.

Chair Wilson closed the public hearing on Budget, Construction, and Financial Aid Committee Items.

*Commissioner Von Behren chaired the
BCF Committee report*

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Von Behren, Committee Chair, reported the Committee recently met to review the three reports that will be presented.

*2017-2018 ACE Scholarship Year-end
Report*

Access College Early (ACE) Scholarship AY 2017-18 Year-end Report

J. Ritchie Morrow, Financial Aid Officer, reported that ACE scholarships were awarded to 2,456 low-income Nebraska high students from 224 different schools, who received 3,723 scholarships for a total amount awarded just under \$915,000.00, with the average award per scholarship equaling \$245.75. The total number of credit hours that were paid for by the scholarship was 12,512 credit hours. Seventy-four percent of the grades from these students were a B or better. This year every student that applied received a scholarship with a limit of two scholarships per student.

J. Ritchie Morrow presented the report

Mr. Morrow reviewed graphs that indicated the amount of scholarships awarded, credit hours taken, and grade level of recipients since the beginning of the ACE scholarship program in 2007-08. The report provided graphs of eligibility, gender, and race of recipients. The majority of the students that qualify for the scholarship are eligible for free and reduced fee lunches from their high school, and females are taking advantage of the program more than males are. There has been a significant increase in scholarships awarded to Hispanic students and a decrease in white students. Mr. Morrow discussed the college continuation rate, participating colleges, and grades earned per course. The end of the report lists the number of scholarships awarded by high school, and the breakdown of courses taken by scholarship recipients at each college.

BCF Committee recommendation

Commissioner Von Behren stated the Committee recommendation is to approve the Access College Early (ACE) Scholarship AY 2017-18 Year-end Report.

2017-2018 ACE Scholarship Report approved

Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Access College Early (ACE) Scholarship AY 2017-18 Year-end Report. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

2017-2018 NOG Year-end Report

Mr. Morrow presented the report

Nebraska Opportunity Grant (NOG) AY 2017-18 Year-end Report

Mr. Morrow presented the 2017-18 year-end Nebraska Opportunity Grant report, commenting that it is Nebraska's only need-based financial aid program for postsecondary students and is funded through General Fund appropriations and lottery funds. When compared to other states nationwide and analyzing national need-based amount of grant dollars per undergraduate enrollment Nebraska ranked 35th in the country during the 2016-17 year. For the 2017-18 year, \$17,392,498 was awarded to 12,849 students with the average grant award of \$1,353.61 per student. Mr. Morrow discussed Nebraska Pell Grant-eligible students by sector and unmet need by sector. The report includes key events and the yearly process of NOG funding and distribution. Mr. Morrow presented graphs showing NOG recipients by sector, family income, enrollment status, amount awarded, and funding by source. He answered questions from the Commissioners.

2017-2018 Community College Gap Assistance Program Annual Report

Gary Timm presented the report

Community College Gap Assistance Program 2017-18 Annual Report

Gary Timm, Chief Finance & Administrative Officer, presented the Gap Assistance report stating that this is the second year for the report. The Nebraska Community College Student Performance and Occupational Grant Committee is responsible for the Gap Assistance program and CCPE administers the program. They have approved this report. Mr. Timm reviewed the eligibility requirements and gave a brief summary of what is in the report. The number of applications and participants has increased from the first year report, and if LB 180, which would change program eligibility criteria, makes it through the Legislature the trend will continue. The majority of participants are male. There were 349 approved programs in the twelve in-demand occupational areas. The report includes summaries for the twelve-month period of 2017-18 of all community colleges. Mr. Timm pointed out graphs in the report that show expenditures, completion rates, in-demand programs, enrollment, and completion rates. Total completion rate was 75 percent for this program. Over the course of these two years, \$2.8 million dollars have been allocated to the community colleges. All of the 349 approved Gap Assistance programs of study are listed at the end of the report. Mr. Timm answered Commissioners' questions.

Next Commission meeting is Thursday, March 14, 2019

FUTURE MEETINGS

The next Commission meeting will be Thursday, March 14, 2019, at the Apothecary Building, 5th Floor loft, Lincoln, Nebraska.

Commissioner Lauritzen comments

COMMISSIONER COMMENTS

Commissioner Lauritzen stated she would soon provide the Commission and the Department of Education a fact sheet on the children's vision care program that she has been involved with for the past four years.

Meeting adjourned at 11:47 a.m.

ADJOURNMENT

Chair Wilson adjourned the meeting at 11:47 a.m.

According to UNO, most job growth originates from start-ups. A CNN report in 2014 characterized Omaha as a national leader in cities to launch a start-up and the startup community in Omaha has pushed for the creation of this degree. There is also a need and untapped potential for innovation in rural Nebraska and the Great Plains as a whole.

The external curriculum advisory board has “urgently” recommended that UNO initiate this degree. The proposal lists numerous local businesses that rely on innovation skills to create and sustain a competitive advantage in social media (Yahoo, Google), IT services (First Data, West), financial services, and transportation (Union Pacific, Werner). Four letters of support were provided from representatives of Aksarben Innovation Initiative/ Aksarben Discovery Fund, Racenote (motorsports management platform), Interglobal Group of Companies (global provider of marketing solutions), and Mutual of Omaha. All identified a need for individuals with an understanding of information technology coupled with an ability to think creatively.

The number and variety of businesses interested in hiring a person with both IT and creative skills is large and growing. The program would support these potential employers and contribute to the economic growth of the state.

B. Demand for the Program

High-----Low				
		√		

UNO reports that enrollment in the undergraduate degree program in IT Innovation has grown substantially, with 57 current students. Between 2010 and 2015 the enrollments numbered 18, 23, 29, 41, 57, and 80, respectively. Students currently taking upper-level courses as well as past graduates have expressed interest in the proposed program.

Consequently, UNO projects that five resident students would enroll in the first year, most likely recent local graduates already in the workforce. The college intends to recruit regionally and nationally, resulting in five additional resident students and five non-residents in the second year. This number would increase to 20 students (10 each resident and non-resident) in years three through five.

Commission staff consulted IPEDS for graduation numbers for the BS in IT Innovation at UNO. The program was approved by the Commission in 2009. For the three years starting in 2014-15, 17 students earned the BS degree. With an average of about six BS degree graduates per year, UNO will need to rely on program alumni and national recruitment to establish a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no graduate level IT Innovation programs in Nebraska. UNO analyzed technology innovation programs in North America and placed them in four categories based on the college offering them and the core skill set emphasized in the degree: STEM disciplines, business schools, human-computer interaction programs, and creativity studies. The proposed program would fall into the first category.

UNO identified six programs similar to the proposed MS in IT Innovation. They are offered by Rochester Institute of Technology, the University of Rochester, Carnegie Mellon University, the University of Washington-Seattle, the University of South Carolina, and Purdue University. There are differences between the proposed program and each of these six, some curricular but most geographic and consequently, monetary, i.e., they would cost Nebraska residents considerably more than the cost of tuition at UNO in addition to the cost of relocating.

D. Resources: Faculty/Staff

High-----Low
√

UNO reports that existing faculty are adequate to offer the degree. The proposal lists nine full-time faculty with expertise in one or more aspects of IT Innovation, including business, entrepreneurship, information systems, engineering, policy, and fine arts. The budget includes one graduate assistant in years one and two, and a second grad assistant in years three through five. These students would provide curricular support and outreach. A support staff person is identified for the last two years, although the position is currently grant funded and the hope is that new grant funding will be secured. The intent is to also fund the graduate assistants with grants.

E. Resources: Physical Facilities/Equipment

High-----Low
√

No new facilities or instructional equipment would be needed. The proposal characterizes the existing laboratories and facilities as state-of-the-art. The facilities include the Applied Innovations Lab, IT Innovation Studio, Intermedia/Multimedia classroom, and the Music Technology Innovation Lab.

Since the program would be located in the School of Interdisciplinary Informatics within the College of Information Science and Technology, there should be abundant resources available.

F. Resources: Library/Information Access

High-----Low
√

UNO states that Criss Library has an extensive digital collection that is more than adequate to support the program.

G. Budget

**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNO**

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$280,800	Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
		Tuition and Fees ²	\$721,700
		Other ³	\$600,000
Five-Year TOTAL	\$280,800	Five-Year TOTAL	\$1,331,700

¹ One graduate assistant in years one and two; a second grad assistant in years three through five; one staff assistant in years four and five

² Based on 5 resident students in year one taking 18 credit hours at \$299 per credit hour; 15 students in year two (ten resident and five non-resident at \$777 per credit hour); and 20 students in years three through five (10 each resident and non-resident)

³ Estimated grant funding (\$120,000 per year)

Committee Recommendation: Approve the Master of Science degree in IT Innovation at UNO.

First Program Review Date: Due June 30, 2021.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Mid-Plains Community College (MPCC)
Program: Electrical Automation Control
Award: Associate of Applied Science (AAS)
Institution's Existing Degree(s) in Same or Similar Discipline: AAS in Electrical Technology
Proposal Received by Commission: February 13, 2019
Proposed Start Date: Fall 2019

Description

The proposed program is designed specifically for those currently employed in the field of electrical automation control. Courses would be offered online with on-campus labs every Friday in North Platte on the Mid-Plains North campus. The degree would require 60 semester credit hours comprised of 15 credit hours of general education courses, 40 hours of electrical automation control courses, and a five-hour internship. All content courses would be new.

Consistent with Institutional Role and Mission? YES NO
Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

MPCC cited data obtained through Emsi Analyst for the college's 18-county service area. Target occupations (e.g., electronics technician, industrial machinery mechanic) are projected to grow 8.3% in the next five years with an average wage of \$22.12 per hour. The position of Control and Valve Installer and Repairer would average \$30.47 per hour. Statewide the projection is that there could be 342 potential openings in target occupations over the next five years.

The six letters of support from local industry are the best indicators of need for the program. Not only do they focus on the need for employees with these skills, they indicate a need for a program that allows employed workers to continue in their positions.

- NPPD: "We have recently struggled to fill an Instrument and Control Technician position at the...power plant in Sutherland".

- BD (Broken Bow): The program is well laid out to accommodate full time employees.
- Valmont (McCook): “As the current maintenance manager in a small town I can say we are hard pressed to find the right workers with the skillsets we need to keep our plants running.”
- American Shizuki Corporation (Ogallala): “Western Nebraska has been underserved...in this area.” “It is a major challenge to attract highly skilled workers to western Nebraska.” “We don’t have enough staff to send someone off to school for two years.”
- Parker (McCook): “It is imperative to find an alternative for individuals to further their education and remain working at the same time.”
- Walmart (North Platte): “We are challenged by a tight labor market with low unemployment. It’s a challenge to find qualified technicians to staff our Maintenance departments.”

MPCC states that they have worked with area employers to make sure the degree fits exactly what the businesses need now and in the future.

B. Demand for the Program

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

MPCC estimates that during the first two years of the program 10 students would enroll, with 12 new students in each of the next three years. The estimated enrollments are based on conversations with

businesses in the service area and on the available space in the current facility (see Section A. for employer comments). Employers have also indicated a willingness to enroll current employees.

C. Avoidance of Unnecessary Duplication

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

There is no other electrical automation control associate degree in Nebraska. There are programs at other community colleges that encompass some of the curriculum in the proposed degree. For example,

CCC offers a degree in Process Instrumentation and Control in the Mechatronics program and MCC has an AAS in CNC technology in the precision machine technology program. The proposal argues that the hybrid format of the proposed program sets it apart from others in the state.

D. Resources: Faculty/Staff

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

MPCC reports that the electrical technology program currently has one full-time and one part-time faculty member, as well as one part-time lab assistant. To initiate the new program, the part-time faculty member

would need to teach additional courses and the lab assistant would move to full-time. Both increases are shown in the budget. While the courses are new, there would be no additional costs related to the course development. The current faculty member wrote the courses in fall 2018 with an external course development consultant. In addition some of the required courses such as networking and programming would be taught by information technology faculty.

E. Resources: Physical Facilities

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The program would be housed in the existing electrical building that MPCC deems sufficient to initiate the program. However, if expected growth occurs either renovation or a new facility would be needed.

Expansion of the existing building is included in the college’s Facilities Master Plan. Cost associated with the renovation are included in years four and five of the budget.

F. Resources: Instructional Equipment/Information Resources

High-----Low
√

During fall and spring semesters students would be assigned their own computer with electrical automation control software for use on campus and at home. MPCC reports that all funds used for instructional needs would come from existing Electrical Technology and Program Development budgets. Funds for equipment specific to electrical automation controls may come from the \$300,000 Instructional Equipment Plan within the college or Instructional Enhancement funds. Equipment costs are included in all five years in the budget. Expenditures related to renovation are listed in years three and four.

G. Budget

Note that monies drawn from permanent college funds (Instructional Equipment Plan, Instructional Enhancement funds, Program Development budget, etc.) are not included under Anticipated Revenues.

**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by MPCC**

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$167,500	Reallocated Funds	
General Operating		New State Funds	
Equipment	\$204,000	New Local Funds	
New/Renovated Space ¹	\$510,000	Tuition and Fees ²	\$202,500
Library/Information			
Five-Year TOTAL	\$881,500	Five-Year TOTAL	\$202,500

¹ Estimate that electrical automation control would encompass about 2/5 of the total renovation expected for the electrical building.

² Based on 10 students in years one and two and 12 students in years three through five taking 30 credit hours at \$110 per hour in 2019-20, with tuition increases in subsequent years

Committee Recommendation: Approve the Electrical Automation Control AAS program.

First Program Review Date: Due June 30, 2020.



NEW DEGREE PROPOSAL

Institution:	Western Nebraska Community College (WNCC)
Award:	Associate of Fine Arts (AFA)
Institution's Existing Degree(s) in Same or Similar Discipline:	Associate of Arts (AA) with courses available in music and theatre; general studies program with a focus in art
Proposal Received by Commission:	January 22, 2019
Proposed Start Date:	Fall 2019

Background

An associate of fine arts degree is a two-year degree designed to transfer to a four-year institution for a baccalaureate degree in fine arts. The curriculum consists of a core of general education courses that often comprise close to half of the curriculum and a block of fine arts courses. The fine arts courses usually focus on a single area—most often art, music, or theatre. Occasionally students are allowed to take a mix of two or three of the areas to create a generalist focus area. Some institutions offer an AFA with only one or two focus areas (see page 5 for a sample of institutions offering AFA degrees).

The AFA differs from the Associate of Arts in that after the general education requirements are met for the AA, a student may take any combination of courses, from any field, identified as transferrable. The courses are often the first one or two introductory courses for a discipline; more in-depth courses may not be available, depending on the size of the institution and scope of its offerings.

Description

The proposed degree would require 31 semester credit hours of general education courses and a minimum of 29 hours in a fine arts field. Six tracks would be available: visual arts, music, music performance, musical theatre performance, theatre, and interdisciplinary. The interdisciplinary track would require a core set of courses from art, theater, and music totaling 23 hours. Six hours of elective courses from any of the fine arts courses would also be needed. Total hours for the degree range from 60 for the interdisciplinary track to 63 for music performance. Many of the courses needed for the degree are already in place and are offered yearly on the Scottsbluff campus. Some new courses in all areas would need to be developed in order to provide the complete skill sets needed for a student to transfer into a baccalaureate program.

The music tracks would require a restructuring of the instrumental lessons. Three levels would be created: for the hobbyist, for the music track, and for the music performance track. The student would need to complete the first level before moving on to the next and then to the third.

The curriculum for the music performance track reflects that recommended by the National Association of Schools of Music (NASM). WNCC would seek programmatic accreditation from NASM.

Consistent with Institutional Role and Mission? √ YES _____ NO

Consistent with *Statewide Comprehensive Plan*? √ YES _____ NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low

WNCC states that previously students wishing to pursue a degree in fine arts were directed to other programs, such as the AA, or to other institutions. Students who chose to stay and enroll in the AA program were exceeding the number of credits for an associate degree in order to meet the requirements of four-year institutions for transfer students in a fine arts field. At times, students were placed in general studies programs giving them no direct focus for their future education.

The proposal states that students would be prepared to transfer to a four-year institution as well as trained for a variety of jobs in theaters, galleries, ensembles, commercial business, and the entertainment industry. Some of the local enterprises identified in the proposal that might employ a student with an AFA include:

- West Nebraska Arts Center- Scottsbluff
- Midwest Theater (sound technician) - Scottsbluff
- Theater West - Scottsbluff
- Crossroads Music – Scottsbluff and Alliance
- Churches
- Private music lessons
- Personal devised theatre workshops
- Construction companies (with skills learned in technical production)

EMSI (Economic Modeling Systems) was utilized by the college to collect data related to job opportunities. Within the region, EMSI reported a small increase in “Art Directors” as well as “Artists and Related Workers” over the past ten years. These employees would earn an average of \$26.65 an hour. Statewide, there was an increase of 2% in the number of jobs, with the greatest increase in “Designers, all other.” The average salary was \$30.25 per hour.

The proposal also states that there are students who would not want or feel prepared for a baccalaureate program who could be attracted to an AFA. These students may want to sharpen their drawing skills as a tattoo artist, learn elements and principles of art to apply in their professional field, judge or jury an art exhibit, or write creative art reviews. For students who may not feel sufficiently prepared for a four-year institution, particularly music students, earning the AFA would provide the background needed, boost their confidence, and improve retention at the four-year institution.

The number of job openings in the region would not be large. However, the number of students earning an AA with several fine arts courses over the past five years is significant. A total 150 students have enrolled in courses in art, theatre, and vocal music. Many others have taken fine arts courses as electives.

Available jobs would seem to be small, although the intent is for students to transfer to a four-year institution. Those not wishing to transfer would not necessarily need an AFA for the pursuits listed in the proposal.

B. Demand for the Program

High-----Low				
		√		

WNCC surveyed 30 students currently enrolled in fine arts courses to determine demand for the program. Of those taking art and theatre courses, 50% indicated they would be “favorable/interested” in an associate of fine arts degree. Of the students currently enrolled in music courses, 70% expressed interest in pursuing an AFA.

The college also reports contacting four-year institutions to discuss transfer opportunities. The majority were interested in working with WNCC to develop articulation agreements. WNCC contacted the University of Wyoming, the University of Northern Colorado, Chadron and Wayne State Colleges, UNL, UNK, UNO, Hastings College, and Nebraska Wesleyan.

WNCC established a partnership in 2014 with Scottsbluff High School as it implemented career academies for all high school students. One of the academies is in visual and performing arts. Approval of this program would allow the college to extend the academic pathway to the associate degree level for performing arts students.

In addition to its 11 county service area, the college recruits in eastern Wyoming and the Front Range of Colorado. WNCC expects to maintain or increase the current student numbers in vocal and instrumental music and theatre (13, 10, 8, respectively). The projection is eight students for visual arts and musical theatre, with all five areas growing to 15 students by year three. However, the budget used 20 for each year as a minimum enrollment.

The estimate for year three enrollments (15 students in each of the five areas—75 students) may be optimistic. However, enrollments in the fine arts courses, interest expressed by students, the partnership with Scottsbluff High School, and the new performing arts center (see Section E.) could result in a viable degree program.

C. Avoidance of Unnecessary Duplication

High-----Low				
		√		

The only other institution in Nebraska offering an AFA degree is Mid-Plains Community College. Other community colleges, like WNCC, offer an AA degree with fine arts courses available to complete degree requirements. The proposal emphasizes the NASM certification for the music tracks and the fact that no other institution offers a musical theatre track.

While there is no other AFA in WNCC’s service area, it is a fairly specialized degree that one would not expect to be ubiquitous. Having a similar program at Mid-Plains Community College—the closest community college to WNCC geographically—causes some concern. At the time Mid-Plains presented their proposal they emphasized that the program was designed to be a niche program—unique in the state and targeting students state-wide and regionally. In the first three years of the program, 13 students have graduated with an AFA.

Another concern in the sparsely populated high plains is the presence of an AFA program at Casper College (Wyoming), exactly the same distance from Scottsbluff as North Platte and offering reduced tuition to Nebraska residents. In addition, Eastern Wyoming Community College in Torrington, Wyoming, offers an AA in art, music (applied), and music education.

D. Resources: Faculty/Staff

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

WNCC currently employs four full-time faculty in fine arts: one each in art and theatre and two in music, with several adjuncts on staff for individual instrumental and music lessons. They report that no new faculty would be required but there may be a need for a new person to help with the technical aspects of theater. The budget does not include new staff.

E. Resources: Physical Facilities/Equipment

High-----Low
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

WNCC is currently updating its performing arts spaces, including a new theater and music classrooms. The proposal states that new money will be requested for new windows in year one and updated equipment in the next two years. However, monies for these projects are already budgeted as part of continuing updates, and so do not appear in the proposal's budget.

The West Nebraska Arts Center, the Midwest Theater, and Theatre West would provide access to cultural experiences for students. There was no mention of shadowing or internships that might be possible with these entities.

F. Resources: Library/Information Access

Acceptable
yes <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no <input type="checkbox"/>

WNCC did not address this topic. Since the proposed program is based on courses from existing program areas, there should be sufficient informational resources to support the program.

G. Budget

**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by WNCC**

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Other: Tuition scholarships		Tuition and Fees*	\$501,122
Five-Year TOTAL		Five-Year TOTAL	\$501,122

*Based on 20 students each taking 30 credit hours each year at \$117.50 tuition per credit hour, plus \$23,888 in student fees. Amount was increased by 3% in each of the last four years.

Committee Comment:

Figures indicate that there would be little additional cost to offer the program. One concern is having a second, highly specialized program in the western half of the state where competition for students is great.

Committee Recommendation: Approve the AFA degree at Western Nebraska Community College.

First Program Review Date: Due June 30, 2020

AFA Degrees at Selected Community Colleges

WNCC Peers

Central Wyoming College, WY	AA in visual and performing arts, art, film, music, and theater-acting emphasis
Coffeyville Community College, KS	AA
Dodge City Community College, KS	AA
Flathead Valley Community College, MT	AA
Mid-Plains Community College, NE	AFA with concentration in visual arts, theatre, and music
Rockingham Community College, NC	AFA with concentration in visual arts
Shawnee Community College, IL	AA
Southeastern Community College, IA	AA
Southeastern Illinois College, IL	AFA with concentration in art, musical theatre, and theatre
Surry Community College, NC	AFA with concentration in visual arts

Note: All institutions have a variety of fine arts courses that a student could select to complete the requirements for the AA program (beyond the general education requirements); specific areas and number of courses vary by institution.

Other Selected Institutions

Casper College, WY	AFA in fine art, art education, graphic design, music education, music performance-vocal, music performance-instrumental, photography
Anoka-Ramsey Community College, MN	AFA in art
Burlington County College, NJ	AFA in art
College of DuPage, IL	AFA in art
John Wood Community College, IL	AFA in music performance
Ivy Tech Community College, IN	AFA in fine arts
Eastern Wyoming College (Torrington)	AA in art, music (applied), and music education

Credit hours and areas of study for the AFA

Institution	Gen Eds	Visual Arts	Music	Music Performance	Theatre	Musical Theatre	Other
WNCC	31	30	29	32	31	30	Interdisciplinary: 29
Mid-Plains	31	33	34		31		Interdisciplinary: 29
Rockingham	24	36					
Southeastern IL College	30	33			25	30	
Surry	24	36					
Casper	17	33		44			
Anoka-Ramsey	26	34					
Burlington	22	36					Plus 6 elective hours
Ivy Tech	30						Fine arts hours: 34



POSTSECONDARY INSTITUTION RENEWAL APPLICATION For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA

Institution: Nebraska Christian College—Hope International University

Nebraska Street Address: 12550 S. 114th Street, Papillion, Nebraska

Name of Owner: Hope International University (HIU)

Corporate Address: 2500 E. Nutwood Avenue, Fullerton, California

Legal Status: Nonprofit; For-profit:
 sole proprietorship partnership corporation

Institutional Accreditation: Western Association of Schools and Colleges (WASC), Senior College and University Commission

Association of Biblical Higher Education (ABHE)

Last accreditation review and result: WASC- June 24, 2016; reaffirmed accreditation for eight years; next review: 2023-24

ABHE- Fall 2015; reaccredited through 2026

Date initially approved by CCPE: March 10, 2016

Date Authorization Expires: May 1, 2019

Student Data

*for the Nebraska location

Academic year: 2017-18	(figures for the 2016-17 academic year in parentheses)		
	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
Institution:	110 (121)	101.1	27 (23)
Program/s:			
AA in Christian Ministry	2 (1)	2	2 (2)
BA in Family Life and Care Ministry	13 (4)	11.5	5 (3)
BA in Family Life and Counseling	(8)		(1)
BA in Pastoral Ministry	27 (17)	23.1	6 (6)
BA in Intercultural Ministry	17 (15)	16.4	3 (1)
BA in Next Generation Ministry	21 (16)	20.5	3 (1)
Bachelor of Worship Arts (BWA) in Worship Ministry	30 (28)	27.5	8 (9)

REVIEW CRITERIA

A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)

Meets minimum standards				
yes	√		no	

A review of Hope International University’s audited financial statements for 2017-2018 indicates that HIU has improved their composite score since the 2016-17 fiscal year. During the 2015-16 fiscal year, HIU acquired Nebraska Christian College making it difficult to make comparisons between 2015-16 and 2016-17. In most instances, the comments here will concentrate on the financial figures since the acquisition.

In conducting the review of the 2017-18 financials, staff noted the following:

- **Assets:** Changes in net assets indicate what is normally thought of as profit or loss in an income statement. Over time, changes in the net assets are an indicator of an institution’s overall financial health. HIU’s audited financial statements show net assets and unrestricted net assets have decreased the last two fiscal years. Fiscal year 2016-17 was the first full year to reflect the acquisition of Nebraska Christian. While 2016-17 does show a negative change in net assets, the positive change for 2017-18 is encouraging. A few more years will be necessary to realize the impact the acquisition had on HIU.
- **Cash on hand:** One indicator of financial stability is the amount of cash on hand and whether the cash balance has been increasing or decreasing over the past few years. HIU increased the balance in this account. However, this was mostly the result of refinancing long-term debt.
- **Revenue vs expenses:** Another indicator of an institution’s financial health is the relationship between operating revenue and operating expenses. HIU’s income has exceeded expenses for the last year.
- **Composite financial score:** The U.S. Department of Education’s rating scale runs from -1.0 to 3.0, with a 1.5 or above deemed acceptable. The scale is based on financial soundness, operating funds, and debt; the higher the score, the better the institution’s financial status. Below are HIU’s composite scores for the following financial statement years:

<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
1.7	1.6	2.0	0.9	1.9 (est.)

Due to HIU’s failure to meet the financial responsibility standards in 2016-17, the Department of Education placed HIU on Heightened Cash Monitoring 1 (HCM 1) and required it to provide an irrevocable letter of credit. As of December 1, 2018, HIU is no longer included in the Department of Education’s HCM listing. HIU stated that it is their understanding that they have met the requirements for satisfactory financial responsibility and the Department of Education will be releasing the letter of credit requirement moving forward.

The primary factor in improving the composite score was HIU’s refinancing its debt. This is an interest-only loan with a balloon payment due in 2023, at which time HIU states they will likely seek to refinance the note. While this note is secured by real campus property, there is concern that HIU may be unable to generate enough cash to pay down the note.

Conclusion: While HIU has shown improvement in its financial stability from the standpoint of a composite score and an increase in its net assets, the amount of borrowings should continue to be monitored. It appears HIU is financially stable, but continued monitoring of their financial statements should occur in the short term until the full effect of the acquisition of Nebraska Christian College can be determined.

Tuition and fees 2018-19:

Program	Tuition	Fees	Total
Undergraduate (for 12-17 hours)	\$8,675 per semester	\$158 per semester	\$17,665 per year

System-wide student loan default rate: 2013: 5.8% 2014: 8.5% 2015: 6.0%

The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%. HIU meets the standard.

B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution’s ability to generate and sustain enrollment

Changes since previous reporting?				
yes	√		no	

BA in Family Life and Counseling is being phased out and replaced by Family Life and Care Ministry. The difference is primarily a name change.

Credit – One credit hour is based on one class period of 50 minutes once per week for a semester (typically 15 weeks long). Online or hybrid courses follow the Carnegie guidelines that expect two hours of work or each hour in class.

C. The quality and adequacy of teaching faculty, library services, and support services

Changes since previous reporting?				
yes	√		no	

Information was provided for one new faculty member. She holds a Master of Arts degree in Practical Ministry and recently completed a Master of Divinity.

Meets minimum standards				
yes	√		no	

D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered

Changes since previous reporting?				
yes			no	√

See page1 for location.

E. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education

Meets minimum standards				
yes	√		no	

See page 1 for details.

F. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere

Changes since previous reporting?				
yes			no	√

G. The institution’s policies and procedures related to students, including, but not limited to, recruiting and admissions practices

Changes since previous reporting?				
yes			no	√

Committee Comment:

Nebraska Christian College of Hope International University participates in the Nebraska Opportunity Grant (NOG) and as such submits annual financial statements to the Commission. Therefore, Commission staff will be able to routinely monitor HIU’s financial status.

Committee Recommendation: Approve the renewal of the authorization to operate.

Institution: Hope International University
Owner: Board of Trustees of Hope International University
Level of authorization: Authorized to offer degree programs at the baccalaureate level and below, limited to the Bachelor of Arts (BA) in Family Life and Care Ministry; BA in Pastoral Ministry; BA in Intercultural Ministry; BA in Next Generation Ministry; Bachelor of Worship Arts (BWA) in Worship Ministry; and the Associate of Arts (AA) in Christian Ministry

Length of authorization: Five years (valid through March 31, 2024)

Reporting requirements: Annual reports are required in a form provided by the Commission. The next report is due March 1, 2020.

2017-2018 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Threshold)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation											
Institution	Program	5 yr Average (2012-2017)									
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold	
UNK	Agribusiness	4,456	609	BS	19.2						
UNL	Agribusiness	**	**	BSBA	9.0						
				BSAB	42.6						
UNL	Agricultural Economics	7,228	1,452	BSAE	47.6	MS	5.0	PhD	3.0		
UNL	Agronomy	10,911	820	BS	51.0	MS	15.4			R&M; Need New New New	
	Horticulture			BS	18.6	MS	1.6				
	Agronomy and Horticulture							PhD	10.0		
	Advanced Horticulture					Grad Cert	0.0				
	Floriculture and Nursery Production Mgmt					Grad Cert	0.2				
	Ornamentals, Landscape and Turf					Grad Cert	0.0				
UNL	Athletic Training	902	1,013	BSEH	14.4						
UNL	Diversified Agricultural Studies	**	**	BS	11.4	MAS	12.2				
UNK	Early Childhood and Family Advocacy	6,026	659	BS	3.5	Grad Cert	0.0			New	
	Family Studies			BS	29.6						
UNL	Environmental Restoration Science	**	**	BSSS	5.0					R&M; Interdisciplinary	
UNL	Hospitality, Restaurant, and Tourism Mgmt	2,804	1,122	BA	7.2						
				BS	50.0						
UNL	Integrated Science	**	**	BS	0.0					New; Interdisciplinary	
UNL	Nutrition	**	**			MS	2.0	PhD	2.6	Interdisciplinary	
UNL	Nutrition and Health Sciences	18,945	803	BSEH	159.6	MS	22.8				
	Nutrition, Non-coding RNAs & Extracellular Vesicles					Grad Cert	0.0				
UNL	PGA Golf Management	913	1,668	BS	19.8						
UNL	Plant Biology	**	**	BS	3.4					R&M; Need; Interdisciplinary	
UNL	Plant Health	**	**					DPLH	2.4	Need; Demand; Interdisciplinary	

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation

Institution	Program	5 yr Average (2012-2017)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
UNL	Textiles, Merchandising, and Fashion Design	3,726	352	BSEH	34.0	MA	4.2			
						MS	2.0			
UNL	Turfgrass and Landscape Management	**	**	BS	11.8					

*For the University this is SCH/Instructional Faculty FTE

**Interdisciplinary

- BS Bachelor of Science
- BSBA Bachelor of Science in Business Administration (College of Business)
- BSAB Bachelor of Science in Agribusiness (College of Agricultural Sciences and Natural Resources)
- BSAE Bachelor of Science in Agricultural Economics
- BSEH Bachelor of Science in Education and Human Sciences
- BSSS Bachelor of Science in Environmental Restoration Science
- BSNE Bachelor of Science in Natural Resources and Environmental Economics

Commission Thresholds

Number of Degrees/Awards in this Program
(the mean of the prior 5 years)

Less Than Two Years and Associate	10
Baccalaureate and First Professional	7
Masters Degree	5
Specialist	4
Doctoral Degree	3

Student Credit Hour Production by Department
Per Full-Time Equivalent Faculty
(the mean of the prior 5 years)

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
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Justification Key

R & M:	Program is critical to the role and mission of the institution
Gen Ed:	Program contains courses supporting general education or other programs
Interdisciplinary:	Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs)
Demand:	Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program
Access:	Program provides unique access to an underserved population or geographical area
Need:	Program meets a unique need in the region, state, or nation
New:	Program is newly approved within the last five years
Other:	Detailed explanation provided

2017-2018 Programs Requiring Additional Review (Item in bold is under Commission Threshold)

			Five Year Average (2012-17)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/ FTE*	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNK	Interior Design Comprehensive	BS	5.4	6,026	9	659	Program was ended in 2016 and rebranded as Interior and Product Design Comprehensive	Continue	Continue with a report on number of graduates due 9-15-2020	
UNL	Natural Resource & Environmental Economics	BSNE	4.4	85	5	17	UNL is conducting an in-depth review	Continue	Continue with an in-depth review due 7-15-2019	

*For the University this is SCH/Instructional Faculty FTE

INFORMATION ITEMS

A. Program Name Changes

1. MCC – Office Technology Assistant to
Business Administrative professional
2. NECC – Diversified Manufacturing Technology to
Machining and Manufacturing Automation
3. UNO – Bachelor of General Studies to
Bachelor of Multidisciplinary Studies

B. Degree Change

1. UNO & UNMC – Master of Arts in Applied Behavior Analysis to
Master of Science in Applied Behavior Analysis

C. Reasonable and Moderate Extensions

1. NECC – Digital Journalism and Social Media Management concentration under
the Media Arts AAS
2. UNL – Engineering Management graduate certificate
3. UNO – School of Accounting

D. Program Status Change

1. NECC – Mass Media (AA) – placed on inactive status

E. Program Deletion

1. NECC – AVID Pro Tools concentration under the Media Arts AAS
2. NCTA – Laboratory Animal Care undergraduate certificate

Institution/Campus: University of Nebraska-Lincoln / City Campus
Project Name: Mabel Lee Hall Replacement
Date of Governing Board Approval: February 28, 2018 (Approval of Replacement) /
 January 25, 2019 (Approved Budget Increase)
Date Complete Proposal Received: July 10, 2018
Date of Commission Evaluation: March 14, 2019

**University of Nebraska-Lincoln – City Campus
 Fall Semester Enrollment by Campus***

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
On-campus HC	NA	21,730.0	21,866.0	22,449.0	22,616.0
Off-campus HC	NA	788.0	779.0	698.0	688.0
Online HC	NA	6,293.0	6,888.0	8,712.0	9,282.0
Campus FTE	NA	18,330.3	18,381.6	18,933.0	19,281.0

* Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: The University of Nebraska-Lincoln is proposing to demolish and replace the 101,682 gross square foot (gsf) Mabel Lee Hall on City Campus. A new 117,800-gsf facility would be constructed on the existing site for use by the College of Education and Human Sciences (CEHS). A site plan is provided on the following page.

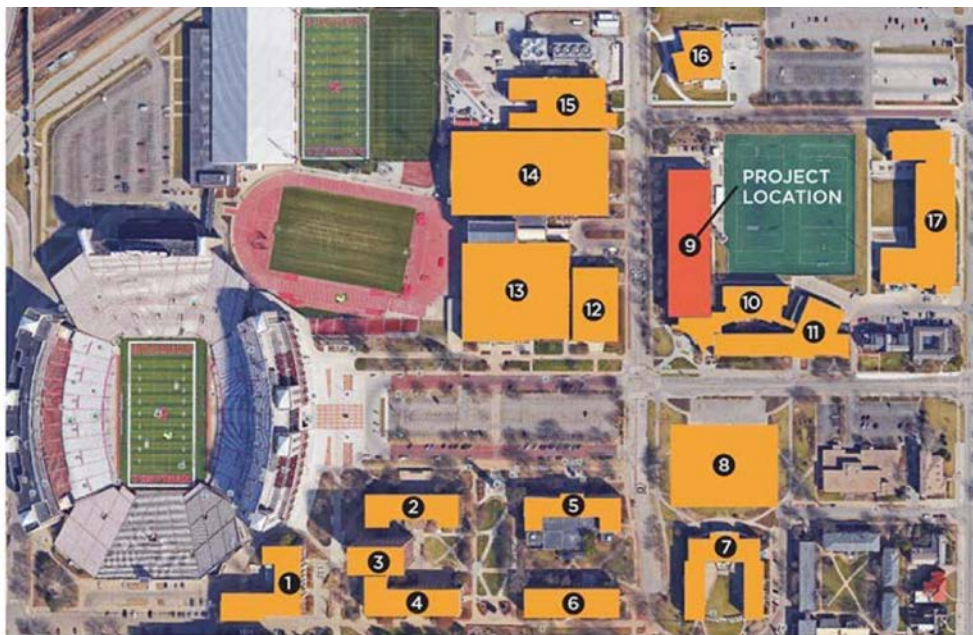
Mabel Lee Hall was originally constructed in 1970 as a physical education building. The facility provides classroom, class laboratory, office, and research space for several CEHS programs including Child, Youth & Family Studies (CYAF), Teaching, Learning & Teacher Education (TLTE), and the Nebraska Center for Research on Children, Youth, Families & Schools (CYFS). Research space is also provided for the Nutrition & Health Sciences program. The facility also houses four large two-story and ancillary spaces for women’s gymnastics training (11,499 net assignable square feet (nasf)), a dance studio (7,101 nasf), and swimming pool and recreational gymnasium (18,918 nasf) respectively. The women’s gymnastics training facility will be relocated to the Bob Devaney Center in an addition currently under construction. The dance studio will be relocated into a portion of the former Nebraska Bookstore, acquired by the University, and currently being renovated and renamed the Johnny Carson Center for Emerging Media Arts. Campus Recreation is exploring pool rental time with Lincoln Public Schools to supplement the City Campus’ remaining swimming pool in the Campus Recreation building.

The proposed replacement facility would include a 360-seat lecture hall, five general-use classrooms, one technology enhanced classroom, one distance education classroom, three

collaborative classrooms, a CYFS class laboratory, research laboratories, faculty/staff/student offices, collaboration/study spaces, and storage/support space for CEHS programs currently in Mabel Lee Hall, along with the college’s administrative functions.

The University estimates the total project cost of the replacement facility to be \$46,000,000 (\$390/gsf) for demolition, design, construction, and equipment costs. The proposed project would be funded from \$40 million in facilities bond proceeds and \$6 million in private donations. Additional state funds are not being requested for an incremental increase in facility operating and maintenance (O&M) costs.

The facilities bond proceeds are available from statutory revisions per LB 957 in the 2016 legislative session. LB 957 extends the current facilities bond program, created by LB 605, for an additional 10 years through FY 2030. State appropriations of \$11,000,000 per year and institutional matching funds (student tuition) up to \$11,000,000 per year are to be used to finance facility repair, renovation, addition, or replacement projects. Subject to the receipt of project approval from the Coordinating Commission for Postsecondary Education, LB 957 permits the issuance of facilities bonds to provide funding for nine additional projects, including the “University of Nebraska-Lincoln Mabel Lee Hall/Henzlik Hall.”



- | | | | |
|------------------|---------------------------|-----------------------------|---------------------------------|
| 1 Avery Hall | 6 Andrews Hall | 10 Teachers College Hall | 14 Campus Recreation Center |
| 2 Bessey Hall | 7 Kaufman Center | 11 Henzlik Hall | 15 Utility Plant |
| 3 Oldfather Hall | 8 New College of Business | 12 Military & Naval Science | 16 New Outdoor Adventure Center |
| 4 Ferguson Hall | 9 Mabel Lee Hall | 13 Coliseum | 17 Jorgensen Hall |
| 5 Morrill Hall | | | |

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

No

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." The proposed project would replace an outdated facility with a new building that meets the college's programmatic needs.

Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- **Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.**
- **Campus facilities are well maintained to assure the safety of students."**

The proposed project would address safety, accessibility, and maintenance issues at Mabel Lee Hall.

Page 4-7 of the *Plan* outlines the following as one of the strategies for funding exemplary institutions: "The state will continue to invest monies for the ongoing and deferred repair and maintenance of existing facilities at the public institutions, and for new facilities when warranted." This project would address deferred repair needs on the UNL City Campus through replacement of an existing facility.

UNL's role and mission assignment outlined on page 7-31 of the *Plan* states: "The University of Nebraska-Lincoln is the most comprehensive public university in Nebraska, providing an array of courses and career options for its undergraduate and graduate students."

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

No

Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria.

2.A The proposed project includes only new or existing academic programs approved by the Commission.

Yes

No

Comments: The following academic degree programs pertaining to this proposal were approved by the Executive Director for continuation, including date of last review:

- Bachelor of Science in Education & Human Sciences (BSEH) and Master of Science (MS) in Child, Youth, and Family Studies (March 1, 2012)
- Master of Arts (MA), Master of Education (MEd), and Master of Arts in Science Teaching (MST) in Teaching, Learning, and Teacher Education, including Graduate Certificates in Early Literacy and K-3 Mathematics Specialist (October 15, 2015)

The Commission reviews existing academic programs on a seven-year cycle.

2.B Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

Comments: The Board of Regents accepted the UNL *Physical and Landscape Master Plan 2013-2022* on September 20, 2013. The *Master Plan* does not specifically address a need to renovate or replace Mabel Lee Hall. Page 7 of the *Master Plan's Executive Summary* states: "The fundamental principle for growth on each campus is to concentrate activity in the core. Concentrating development helps to enable interaction and interdisciplinary collaboration, allow efficient infrastructure investments, and protect land for open

space activities. The master plan sensitively locates several new building sites, expansions, and renovations within City Campus’ historic academic core through redevelopment and infill. The development sites have been carefully selected and designed to reinforce and strengthen the existing pedestrian structure by framing and right-sizing landscape spaces and aligning buildings to reinforce the landscape structure of campus.” Mabel Lee Hall is located within the City Campus’ academic core and along with Teachers College Hall and Henzlik Hall, creates a complex that consolidates several of the College of Education and Human Sciences (CEHS) programs.

2.C Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

Comments: A 2014 Facilities Audit report of Mabel Lee Hall identified the following systems as requiring minor renovation/repair: Plumbing, heating, ventilating, and air conditioning (HVAC), fire protection, lighting, electrical outlets, and interior finishes. Elevators, steam piping, and lighting controls were identified as needing major renovation/replacement.

The 2018 program verification document lists the following needs: Structural work to resist north/south seismic activity, HVAC air handlers, building controls, and plumbing that all are approaching the end of their useful life. Demolition and replacement of Mabel Lee Hall would eliminate the need to address these deferred repair needs.

2.D Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

Comments: Originally constructed for use as a Women's P.E. Building, Mabel Lee Hall does not function adequately as an education building. A partial remodeling completed in 1997 incorporated limited classrooms and faculty office space to provide limited accommodations for CEHS programs. Existing gymnasiums, recreation, and swimming spaces are no longer needed by the college after endorsement programs in physical education were dropped from the curriculum in 2003.

Elevator access is not available to the top floor of Mabel Lee Hall, nor is adequate emergency exiting from the fourth floor. The facility lacks an emergency generator and stair towers are non-compliant with current fire codes. Hazardous material abatement is required for removal of caulking containing PCB's. Finally, in the connected complex, Henzlik Hall lacks a fire protection system.

2.E Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

Comments: Individual classroom, class laboratory, and office sizes were based on *University Space and Land Guidelines* with modifications as needed to meet specific needs.

Classroom Utilization – Six existing general-purpose classrooms in Mabel Lee Hall were utilized an average of 24.9 hours per week in the Fall 2017. Overall, 255 rooms were scheduled for classes on the UNL City Campus during this time, being scheduled an average of 17.1 hours per week. The campus wide count includes any room that was scheduled for classes (including rooms not primarily used as a classroom such as conference rooms,

etc.). Nationally, 30 hours per week for classroom scheduling at four-year institutions is a recognized standard. The proposed replacement facility would create a net increase of five lecture/classrooms on City Campus.

Class Laboratory Utilization – Three existing class laboratories in Mabel Lee Hall were utilized an average of 11.1 hours per week in the Fall 2017. Overall, 128 class laboratories were scheduled on the UNL City Campus during this time, averaging 15.0 hours per week. This compares to nationally recognized standards of 20 hours per week for class laboratory scheduling at four-year institutions. The proposed replacement facility would provide one class laboratory for a net decrease of two class laboratories on City Campus.

2.F Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.



Comments: Architectural and space planning consultants worked with university staff to validate space needs and department area allocations. Consideration of a replacement facility allowed for a structural system that best suits spatial size and layout of individual spaces.

However, the number of faculty/staff/student offices that will be available within the CEHS complex (comprised of a Mabel Lee replacement facility, Teachers College Hall, and Henzlik Hall) will exceed existing needs. The Mabel Lee Hall replacement facility would construct about 143 office/workstations for 123 faculty/staff/students, allowing for a reasonable amount of future growth for the departments utilizing that facility. However, about 50 of these 123 people are being relocating from Teachers College Hall, Henzlik Hall, and Home Economics (on East Campus). These 50 vacated workstations could be underutilized for an extended period unless there is substantial growth in CEHS departments or UNL identifies other space needs from other departments.

2.G Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.

High Low

Comments: The needs outlined in this proposal would meet the needs of existing programs as presently offered. The College of Education and Human Sciences has seen significant enrollment growth in the past ten years. The CEHS combined undergraduate and graduate headcount has increased from 3,451 to 4,006 for the years 2007 through 2017. The college anticipates minimal additional enrollment growth over the next five years.

2.H The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.

High Low

Comments: Faculty and staff from Teaching, Learning & Teacher Education (TLTE) and the Nebraska Center for Research on Children, Youth, Families & Schools (CYFS) would be relocated from Henzlik Hall, Teachers College Hall, and Home Economics to the replacement facility. Spaces currently occupied by TLTE and CYFS will be repurposed for use by other existing programs within the college that should allow for many years of growth. Renovations of these spaces, if any, are not included in the scope of this project and would likely be minimal. Any actual increase in facility O&M costs resulted from this project would be funded through reallocation of UNL's existing state-aided budget.

2.I Evidence is provided that this project is the best of all known and reasonable alternatives.

High Low

Comments: The primary alternatives that were considered involved renovation versus replacement of Mabel Lee Hall. Three primary advantages were identified by the university for replacing the existing facility. A replacement facility would allow for increased floor-to-floor heights, allowing adequate space for mechanical ducts and improved acoustics, along with improved connectivity to Teachers College Hall by matching floor levels. A new facility allows for a more flexible design than is currently available with the existing structure and athletic/recreation space layout. Finally, a new facility would also be slightly more efficient from a net to gross square foot ratio.

2.J Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.

High Low

Comments: No cost savings would be realized by this proposal. Modern instructional facilities for UNL academic programs would provide an asset in recruiting students to campus.

2.K Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low

Comments: Construction Costs - The University estimate to design, construct, and equip a replacement of Mabel Lee Hall is \$46,000,000 (\$390/gsf). Commission staff’s estimate of the total project cost is \$45,101,700 (\$383/gsf) for construction of “green” college classroom space per *R.S. Means Square Foot Costs* modified to account for local conditions. The University’s estimate is \$898,300 (2.0%) higher than Commission staff’s estimate. The difference between these estimates is in estimated construction costs.

Operating and Maintenance Costs - The University has

stated that no incremental increase in state appropriations will be requested for facility operating and maintenance (O&M) costs. The University stated that any increase in facility O&M costs would be funded from reallocated institutional funds. Commission staff concurs with this assessment.

2.L Source(s) of funds requested are appropriate for the project.

High Low

Comments: Equal amounts of State appropriations and student tuition would also be used to finance long-term bonds that would provide \$40.0 million in funding for this proposal. An additional \$6.0 million in private donations would be used to enhance instructional spaces and provide additional instructional equipment. The use of State funds to replace instructional and research space is appropriate.

3. The proposed project demonstrates that it is not an unnecessary duplication of facilities.

Yes No

Comments: This project will not unnecessarily duplicate existing UNL instructional or research space.

3.A Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.

High Low

Comments: The primary purpose of this project is to improve the quality of existing academic space for programs in the College of Education and Human Sciences (CEHS). A new facility would allow for the consolidation of Child, Youth & Family Studies (CYAF), and Teaching, Learning & Teacher Education (TLTE) into a single facility. However, this consolidation creates a substantial amount of vacated office space that will likely take many years to be fully utilized.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove



Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska-Lincoln’s proposal to utilize State appropriations to construct and equip a replacement to Mabel Lee Hall as outlined in the Business Affairs Committee approval of Mable Lee Hall replacement program verification document on February 28, 2018, along with supplemental information provided.

Comments: Deficiencies in the Mabel Lee Hall are well documented and evident, decreasing the effectiveness of instruction and services for those programs and departments in this aging facility. The project allows for the consolidation of programs within the College of Education and Human Sciences and creates collaboration/study spaces within the three building CEHS complex that is currently not available.

Both CEHS headcount and UNL’s on-campus enrollment have increased over the last several years, However, the addition of three major instructional facilities over the past 15 years appears to have created an excess of campus instructional space on City Campus for the near future. Commission and university staff have discussed this issue and the university has indicated that UNL has a team working to improve classroom data collection. The university has stated that it will use this improved data to evaluate classrooms that can be taken off-line as pedagogies and technologies change. Those spaces could then be used to fill other needs, or be permanently removed from inventory as part of capital improvements planning. UNL has stated that they are committed to a goal of classroom utilization of 30 hours per week and will address barriers to achieving that threshold. The Commission concurs in this effort to increase the utilization of existing campus facilities and improve efficiencies of available resources.

Finally, the UNL staff has indicated that if additional project funds are available, Henzlik Hall could undergo some minor

renovation/life safety upgrades. The Commission agrees that there is a need to invest in improving this facility, which has not undergone significant improvements in the last 20 years.

2019
Nebraska
Higher Education
Progress Report

To Be Approved by the Commission March 14, 2019

Committee Draft

March 7, 2019



NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION



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Key Takeaways – 2019 Progress Report

In 2006, the Nebraska Legislature identified education as key to the state's economic future: "Increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification." (Neb. Rev. Stat. § 85-1428) In 2019, it remains essential, as an estimated 71 percent of Nebraska jobs will require at least some postsecondary education by 2020. This report provides detailed analysis of Nebraska's progress toward increasing its educational attainment. The *Comprehensive Statewide Plan for Postsecondary Education*, produced by the Coordinating Commission, includes many of these same metrics within its "Measuring Accomplishments" section.

88.7

Nebraska's 2017-2018 public high school graduation rate. (See Figure 1.1.a.4, page 28.) However, ACT reports that only 22% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework in algebra, biology, English, and social sciences. (See Figure 1.1.b.3 on page 38.)

70.2

The college continuation rate for the 2016-2017 Nebraska public high school graduating class. (See Figure 1.1.c.6, page 54.)

84.0

The percentage of ACE Scholarship recipients from public high schools who have gone on to college. The comparable college continuation rates were 52.0% for low-income public high school graduates who did not receive ACE and 77.6% for non-low-income public high school graduates. (See Figure 1.5.8, page 91.)

38.8

68.2

The six-year completion rates for Nebraska public two-year institutions (38.8%) and four-year public institutions (68.2%), compared to national rates of 37.5% and 64.7%, respectively. (Fall 2011 cohort.) (See Figure 2.3.1, page 117.)

50.2

For every 10,000 working-age (22 to 64) Nebraskans with a bachelor's degree or higher, there was an average annual net *out*-migration of 50.2 people from 2013 to 2017, meaning that Nebraska continues to lose more residents with a bachelor's degree than it attracts from other states. (See page 129.)

32.5

The percentage of Nebraskans ages 22 to 64 who have a bachelor's degree or higher for the period 2013-2017, according to the American Community Survey. This is up from 30.2% for the period 2008-2012. The percentage of Nebraskans ages 22 to 64 who have some college or an associate's degree is 35.5%, down from 36.7%. (See Figure 3.1, page 127.)

26.7

The percentage difference in college attainment between whites and minorities ages 25 to 44, which ranks third worst in the country. (See page S20.)

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 persist 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 Neb. Rev. Stat. § 85-1428 (3).

This summary highlights the comparative analysis used to measure and evaluate performance with respect to each priority. Throughout this analysis, the latest available statistics are analyzed in the context of 10-year trends. See pages S21-S23 for recommendations based on the findings of this report. The complete report and its appendices, which are online at ccpe.nebraska.gov/reports, provide a detailed and fully documented analysis.

Overall Progress and Challenges Facing the State

- The research findings in the *2019 Nebraska Higher Education Progress Report* reflect modest annual changes in the state's postsecondary education system.
- While the changes measured each year have been relatively small, progress through 2010 was generally in the right direction with respect to the first and second priorities recommended in 2003. However, between 2010 and 2018, enrollments have declined.
- Estimates of net migration—priority three—indicate that out-migration of highly educated working-age Nebraskans has not been reduced or eliminated.
- Even though progress toward most of the state's higher-education goals is generally in the right direction, it is not aggressive enough to meet the state's long-term needs and goals.
 - Since 2007-2008, the number of students graduating from Nebraska's high schools has increased 7.0%. The cohort four-year graduation rate has increased from 86.1% in 2010-2011 to 88.7% in 2017-2018. However, many students are taking more than four years to graduate from high school, which delays their entry into college or the workforce.
 - The estimated fall 2016 college-going rate of Nebraska public and private high school students was the 19th highest nationally, but it has not increased significantly for graduates of Nebraska's public high schools since the Commission began estimating college continuation rates in 2007-2008.
 - Nebraska has increased the amount of state funds allocated for need-based financial aid, but state funding has not kept pace with the number of students who are eligible for state grants. The Nebraska Opportunity Grant program has aided thousands of students, but more state-funded, need-based aid is needed to enable more of the state's low-income and moderately low-income students to go to college and earn degrees.
 - Since 2007, the overall freshmen retention rate has increased 1.3 percentage points. Meanwhile, the state's overall college graduation rate for public two-year institutions increased 2.5 percentage points while the state's overall college graduation rate for public four-year institutions has increased 4.9 percentage points.

Priority 1

Increase the number of students who enter postsecondary education in Nebraska

Decreasing enrollments are one of the most significant trends evidenced in this report on higher education in Nebraska. Since 2010, Nebraska's total fall enrollment has decreased an estimated 7.7% to 134,654. Meanwhile, first-time freshmen (FTF) enrollment decreased to 18,728, a 4.7% decline since 2010. The decrease is consistent with national trends over the same period.

Total fall enrollments

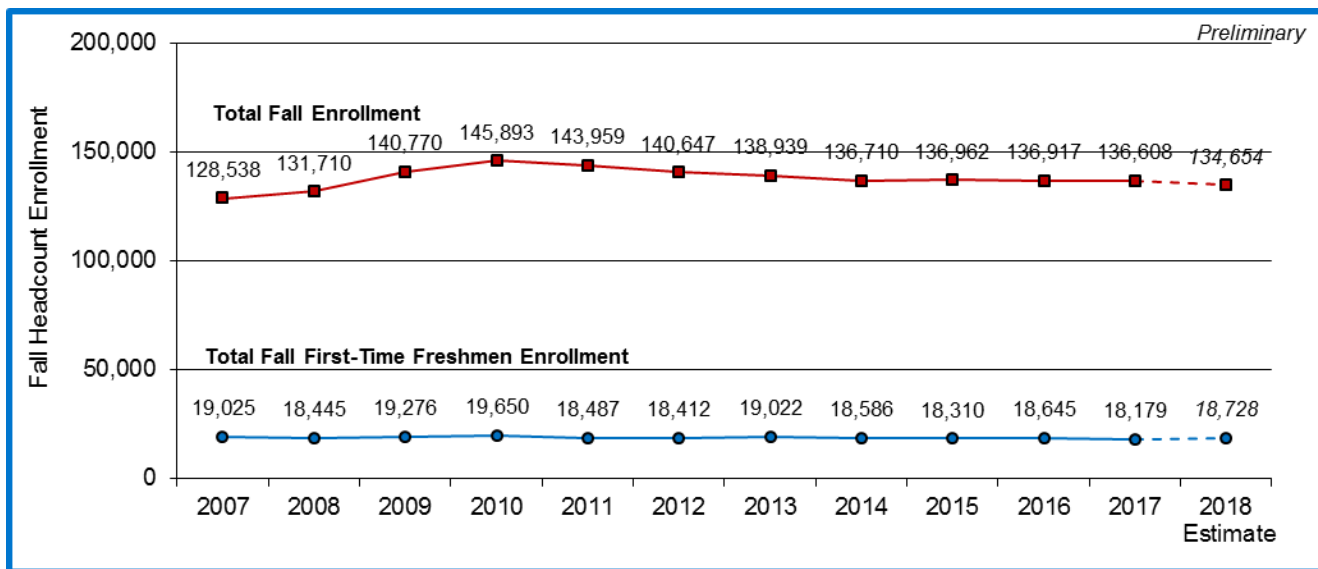
Nebraska's total postsecondary headcount enrollment increased steadily from 128,538 in fall 2007 to a high of 145,893 in fall 2010, an increase of 13.5%. However, fall enrollment decreased to 136,608 in fall 2017, for an overall 10-year increase of 6.3%.

It is estimated that fall 2018 statewide enrollment decreased 1.4% since 2017, resulting in an 11-year increase of 4.8% since fall 2007.

As shown on the next page, between 2007 and 2017, total fall enrollment increased 11.9% at the University of Nebraska and 20.7% at the independent institutions. Meanwhile, fall enrollment declined 1.4% at the state colleges, 3.4% at the community colleges, and 52.1% at the for-profit/career schools.

Based on preliminary estimates, between 2017 and 2018, fall enrollments declined 1.5% at the University of Nebraska, 2.2% at the state colleges, 0.3% at the community colleges, 1.5% at the independent institutions, and 19.7% at the for-profit/career schools.

**Fall Total Headcount Enrollment and First-Time Freshmen Enrollment
Fall 2007 through Fall 2018**



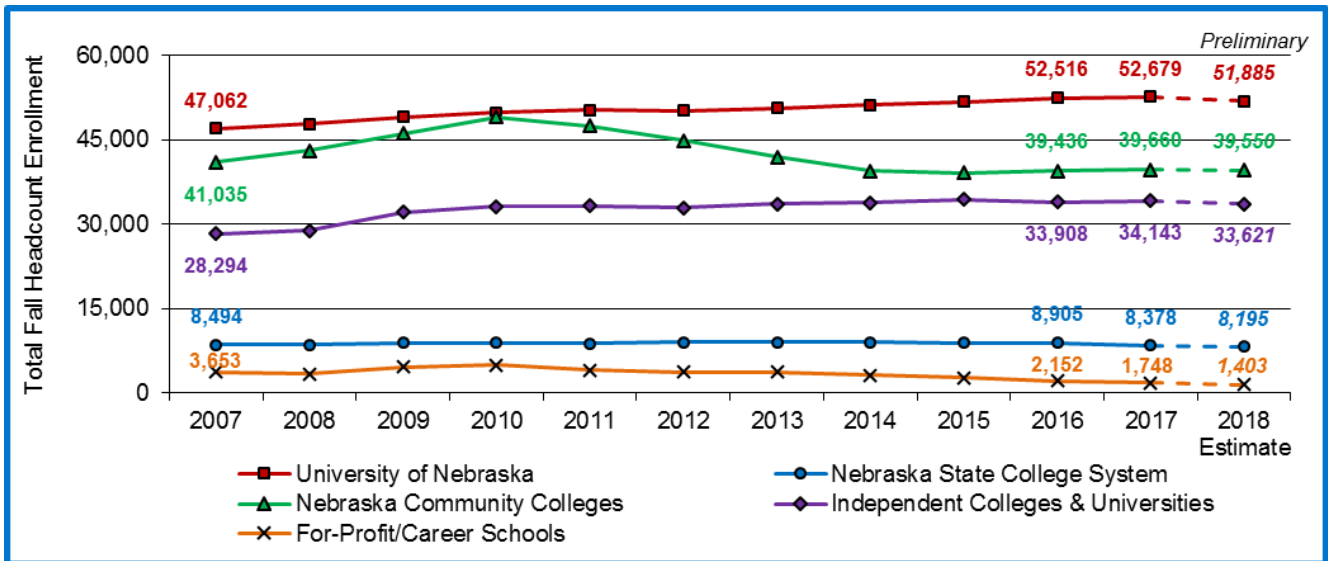
Note. See Figure 1.1 (page 3) and Figure 1.13 (page 16).

Freshmen fall enrollments

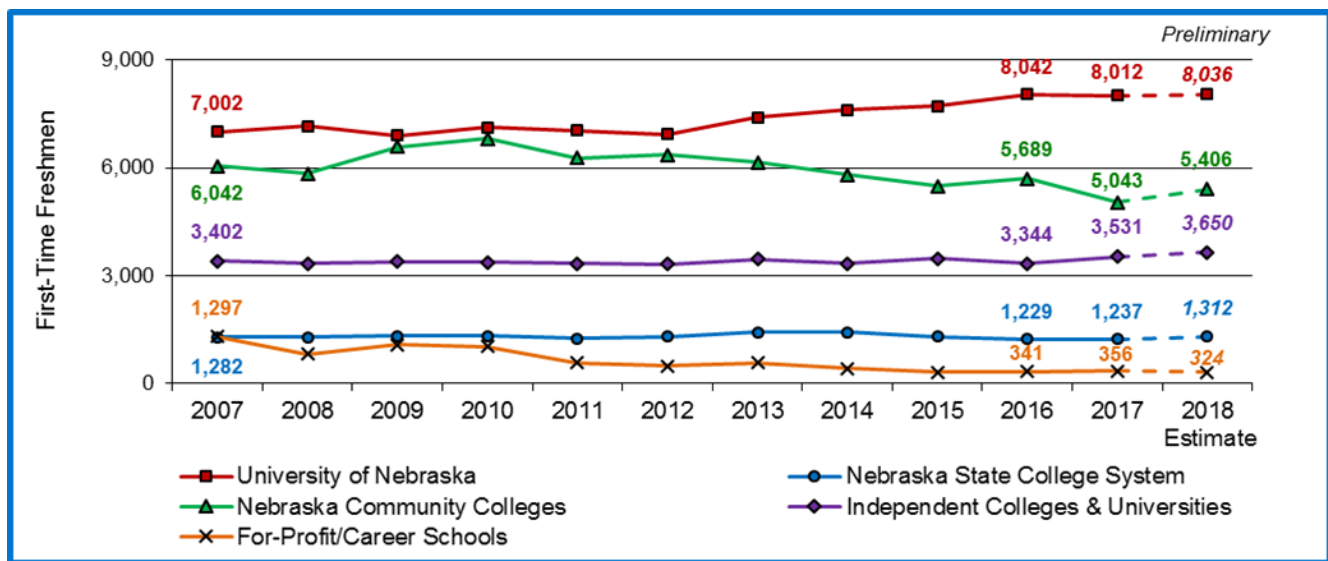
Total enrollment of first-time freshmen (FTF) at the state’s postsecondary institutions decreased 4.4%, from 19,025 in fall 2007 to 18,179 in fall 2017. It is estimated that fall 2018 statewide FTF enrollment increased 3.0% over 2017, resulting in an 11-year decrease of 1.6% since fall 2007.

Between fall 2007 and fall 2018, FTF enrollment decreased an estimated 10.5% at the community colleges and 75.0% at the for-profit/career schools. However, FTF enrollment increased 14.8% at the University of Nebraska, 2.3% at the state colleges, and 7.3% at the independent institutions.

**Fall Total Headcount Enrollment by Sector
Fall 2007 through Fall 2018**



**First-Time Freshmen Enrollment by Sector
Fall 2007 through Fall 2018**



Note. See Figure 1.2 (page 4) and Figure 1.12 (page 15).

Strategic objectives to increase postsecondary enrollment

The 2003 LR 174 Task Force recommended the following strategic objectives to increase the number of students who enter postsecondary education in Nebraska:

- 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.
- Increase the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska.
- Increase the number of non-Nebraska high school graduates who pursue postsecondary education in Nebraska.
- Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state’s higher education system.
- Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.

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

Since 2007-2008, the number of students graduating annually from Nebraska high schools increased 7.0%, from 22,185 to 23,747 in 2017-

2018. Based on the latest projections, Nebraska high schools will graduate about 587 more students in 2027-2028 than in 2017-2018, an increase of 2.5%.

Shifting high school demographics

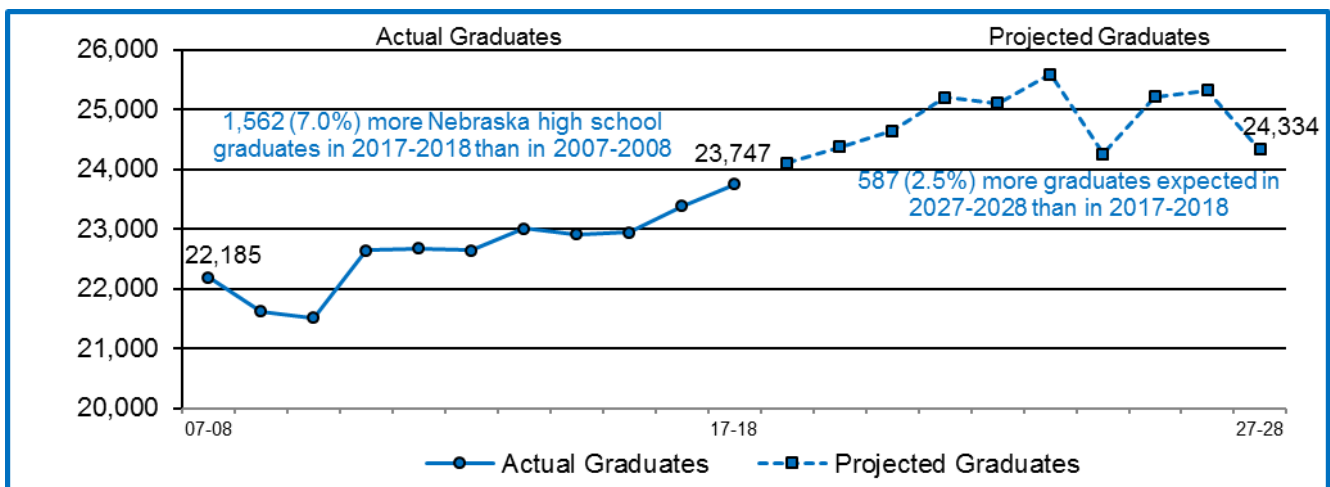
As shown on the next page, the demographic profile of Nebraska’s public high school graduates has changed considerably over the last decade and is forecast to continue to change over the next decade.

Since 2007-2008, the percentage of students who are white non-Hispanic has declined while the percentages of students who are minorities has increased. The overwhelming shift has been the increase in the number of Hispanic graduates.

Furthermore, Hispanic students are projected to account for 20.3% of Nebraska’s public high school graduates by 2027-2028, compared to 16.7% in 2017-2018. Asian/Pacific Islanders are also projected to account for a larger percentage of Nebraska’s public high school graduates in 2027-2028.

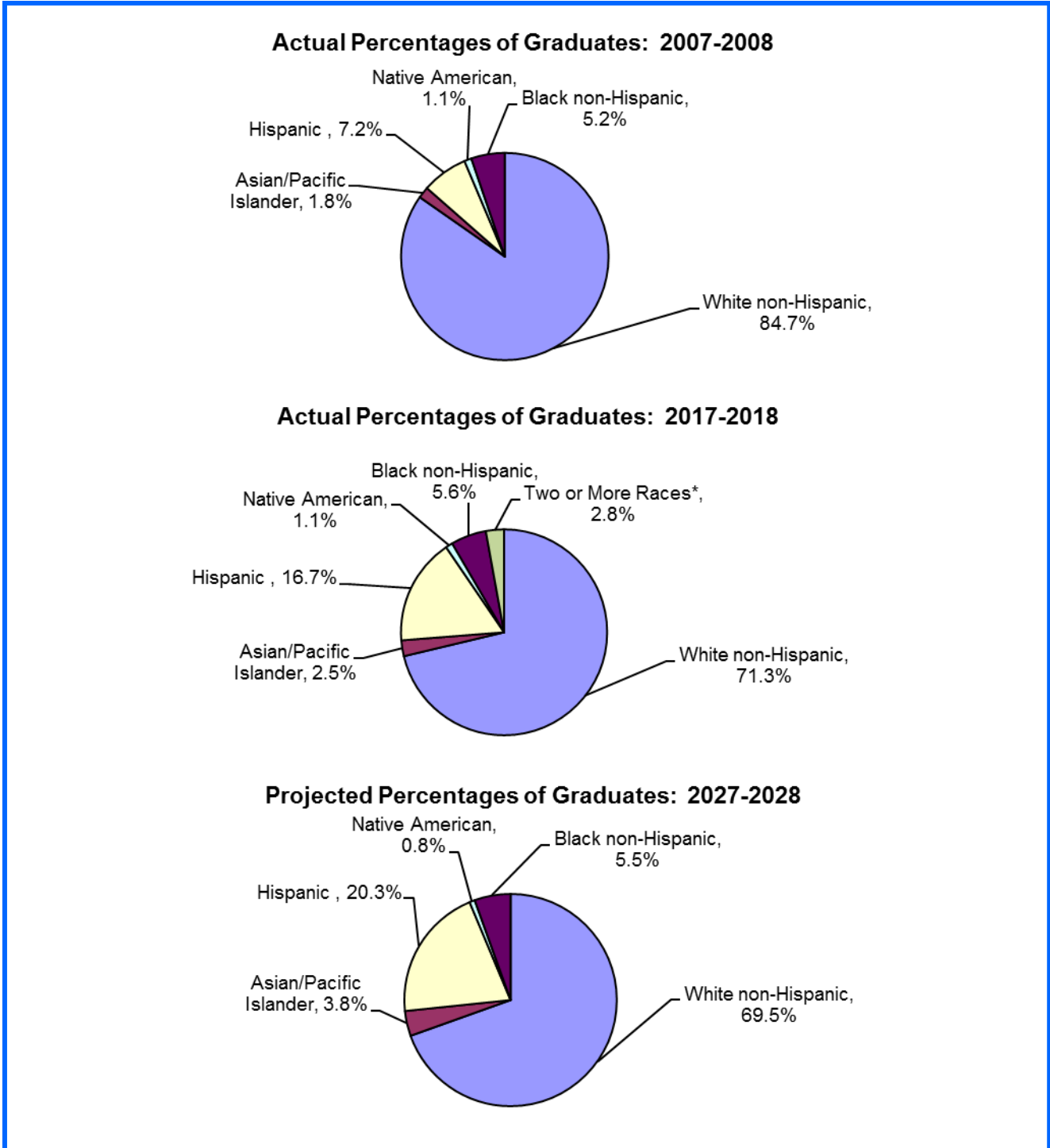
However, black non-Hispanics and Native Americans are projected to account for a smaller percentage of Nebraska’s public high school graduates in 2027-2028.

**Actual and Projected Number of Nebraska High School Graduates
2007-2008 through 2027-2028**



Note. The gap in the above line graph separates actual from projected graduates. See Figure 1.1.a.1 (page 23) and Figure 1.1.a.2 (page 25).

By Race/Ethnicity: Actual and Projected Percentages of Nebraska Public High School Graduates



Note. See Figure 1.1.a.3 (page 26).

Public high school graduation rates

Nebraska’s overall public high school cohort four-year graduation rate was 88.7% in 2017-2018, up from 86.1% seven years earlier in 2010-2011. In fact, in 2016-2017 (the latest year for which national data is available), Nebraska’s cohort four-year graduation rate was ranked ninth highest in the nation. (See Figure 1.1.a.5 on page 29.)

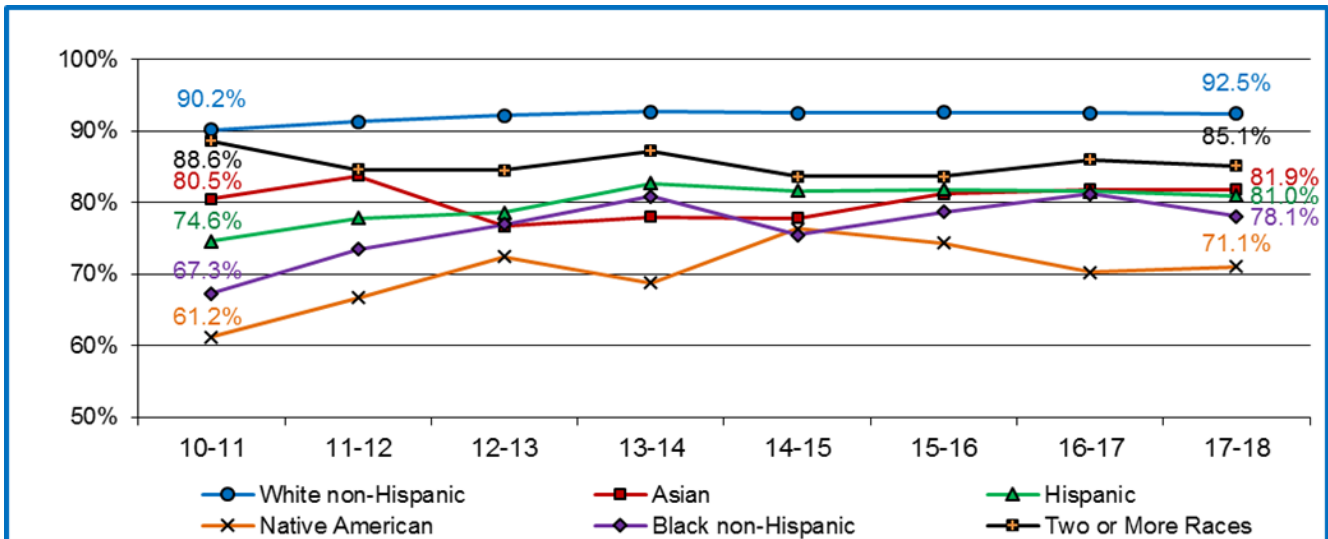
For some students, particularly minorities, it takes longer than four years to graduate from high school. Extending cohort graduation rates out to six years increases the overall public high school graduation rates by about three percentage points and helps to narrow the gaps between graduation rates for various racial/ethnic groups. (See Figure 1.1.a.8 on page 34.)

The cohort four-year graduation rates for females were higher than the rates for males from 2010-2011 to 2017-2018. In 2010-2011, the graduation rate for females was 89.0%, compared to 83.4% for males. By 2017-2018, the graduation rate for males increased to 86.4%, compared to 91.1% for their female classmates. (See Figure 1.1.a.6 on page 30.)

While Nebraska’s overall public high school graduation rate has been increasing, disparities still exist for various groups of students. Consequently, Nebraska needs to continue to strengthen efforts to reduce and eliminate these disparities.

As shown below, between 2010-2011 and 2017-2018, cohort four-year graduation rates decreased 3.5 percentage points for multiracial individuals. During this same time, cohort four-year graduation rates increased for all other racial/ethnic groups, ranging from a 1.3 percentage point increase for Asians to a 10.8 percentage point increase for black non-Hispanics.

Nebraska Public High School Cohort Four-Year Graduation Rates by Race/Ethnicity 2010-2011 through 2017-2018



Note. See Figure 1.1.a.7 (page 31).

Preparation for college

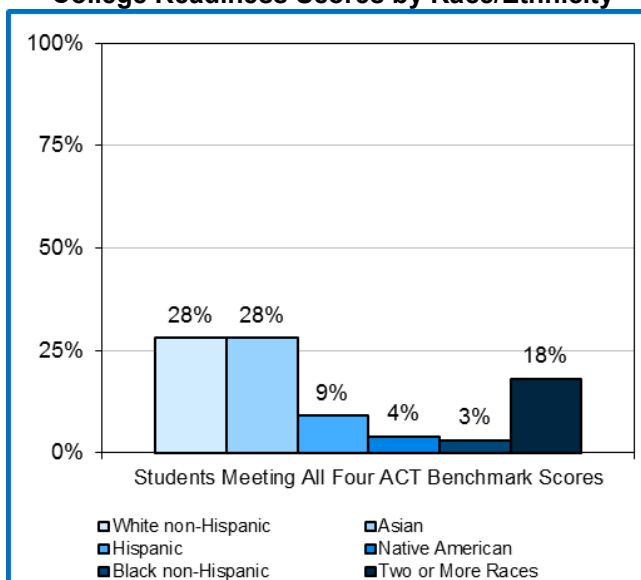
Beginning with the graduating class of 2018, all Nebraska students take the ACT test in the cohort minus one year. The precise effects of this change on ACT scores is unknown; however, it is reasonable to postulate that students who normally would not have taken the ACT test unless required would perform lower than students who planned to take the ACT test.

The average ACT composite score for Nebraska high school students was 20.1 in 2018, compared to 22.1 in 2008. Nebraska’s 2018 ACT composite score was lower than the 2018 national average of 20.8. (See Figure 1.1.b.1 on page 36.)

Using ACT college readiness standards, data for the class of 2018 suggest that only 22% 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. (See Figure 1.1.b.3 on page 38.)

Furthermore, as shown below, compared to their white non-Hispanic and Asian classmates, even lower percentages of the state’s Hispanic, Native American, black non-Hispanic, and multiracial high school graduates are adequately prepared for entry-level college coursework.

Percentages of 2018 ACT-Tested Nebraska High School Students Who Met or Exceeded ACT College Readiness Scores by Race/Ethnicity



Note. Data for Native Hawaiians and other Pacific Islanders is excluded from this figure due to the small number of individuals (38) who took the ACT Assessment. See Figure 1.1.b.5 (page 40).

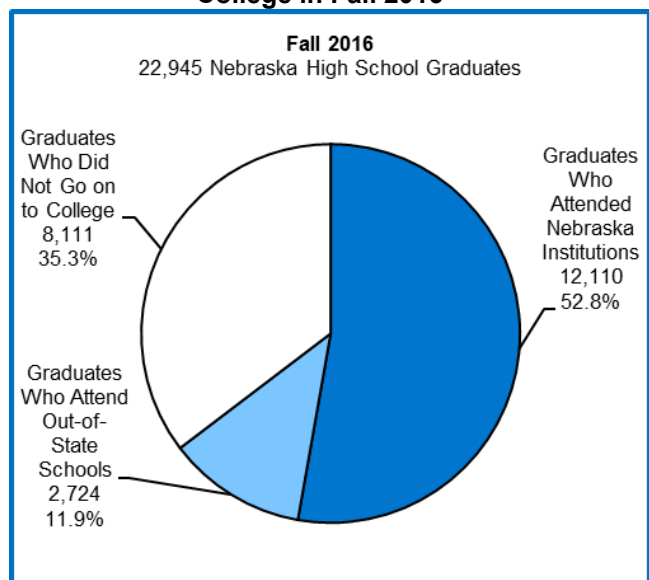
College continuation rates: using IPEDS data

While limited by its fall enrollment measure, the most common approach to estimating college continuation rates uses data collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics (NCES). The advantage of this approach is that, every other year, Nebraska’s college-going rate can be compared directly to the rates of other states.

For Nebraska, the latest available IPEDS data are for the high school graduating class of 2015-2016 who continued to college in fall 2016. Of the 22,945 students who graduated from high school in 2015-2016, 35.3% did not go on to college in fall 2016, while 52.8% went to college in Nebraska and 11.9% went out of state to further their education.

Based on the latest available IPEDS data, a total of 64.7% of Nebraska’s high school graduates from the class of 2015-2016 enrolled in college in fall 2016, a decrease of 3.0 percentage points from the 67.7% continuation rate in 2006.

Percentages of 2015-2016 Nebraska High School Graduates by Whether and Where They Went to College in Fall 2016



Note. College continuation rate limited to students who enroll in the fall following their high school graduation. See Figure 1.1.c.3 (page 50).

The latest available national college continuation rate data shows that Nebraska ranked 19th nationally in fall 2016. (See Figure 1.1.c.2 on page 48.)

Enrollment of out-of-state and nonresident alien students

In addition to attracting a high percentage of the state’s college-going high school graduates, Nebraska colleges enrolled 4,428 out-of-state and nonresident alien first-time freshmen in fall 2016. (See Figure 1.3.1 on page 65.)

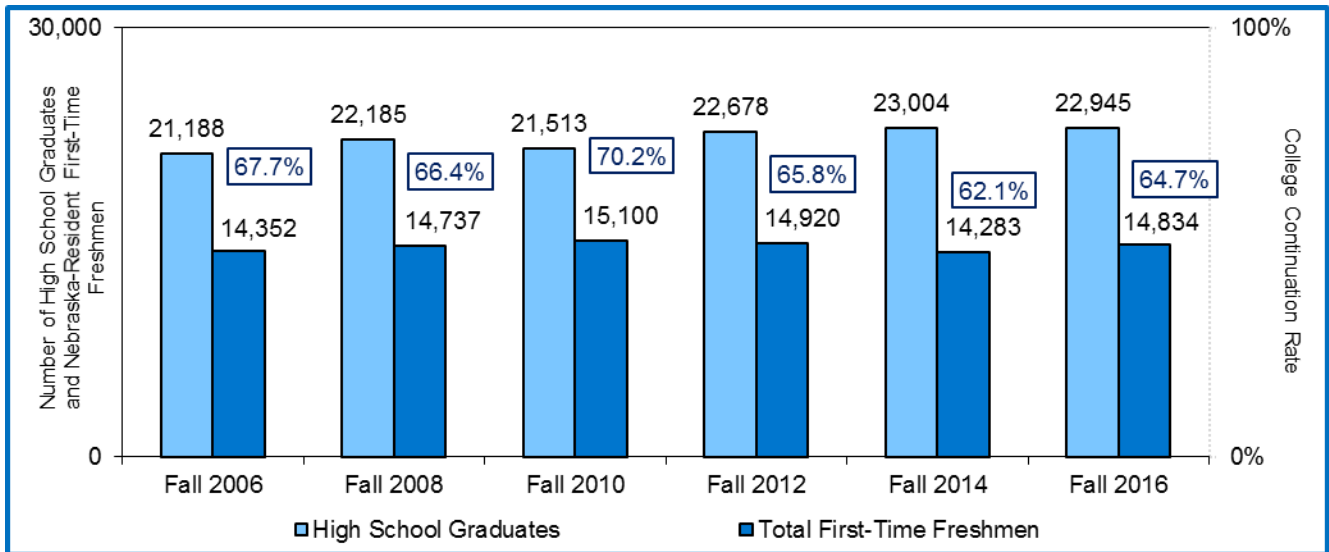
Additionally, the state had a net in-migration of 1,232 first-time freshmen who attended college within 12 months of high school graduation. (See Table 1.3.2 on page 68.)

Public high school college continuation rates based on National Student Clearinghouse data¹

An alternative approach to calculating Nebraska’s college-going rate is to annually use data obtained from the National Student Clearinghouse (NSC) in cooperation with the Nebraska Department of Education (NDE). An advantage of this approach is that college-going rates can be calculated every year and compared by student income level, gender, and race/ethnicity.² A disadvantage is that interstate comparisons are not possible currently.

Data from the NDE matched with the NSC show that overall, 70.2% of 2016-2017 Nebraska public high school graduates continued onto college within one year of high school graduation. 75.3% of female graduates continued on to college, compared to 65.2% of their male classmates. (See Figure 1.1.c.7 on page 55.)

**Nebraska College Continuation Rates Based on IPEDS Data
Fall 2006 through Fall 2016**



Note. See Figure 1.1.c.1 (page 47).

¹ College continuation rates based on NSC/NDE data files are not comparable to statewide rates based on IPEDS data for three reasons. First, available NDE data files do not include graduates of Nebraska’s private (non-public) high schools. Second, NDE college continuation rates are only calculated for on-time graduates (students who graduated from high school in four years or less). Third, NSC data files include students who first enrolled in college in the winter or spring, as well as those who started college in the fall or the preceding summer. As a result, the college-going rates based on NDE and NSC data files will be higher than those calculated using IPEDS data, even though they do not include graduates of the state’s private high schools.

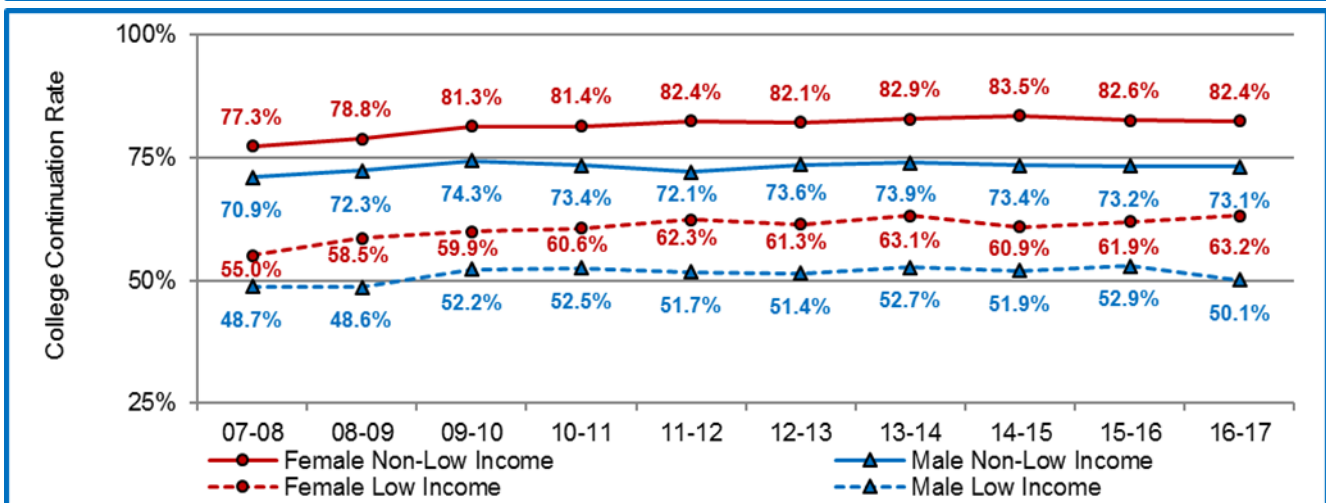
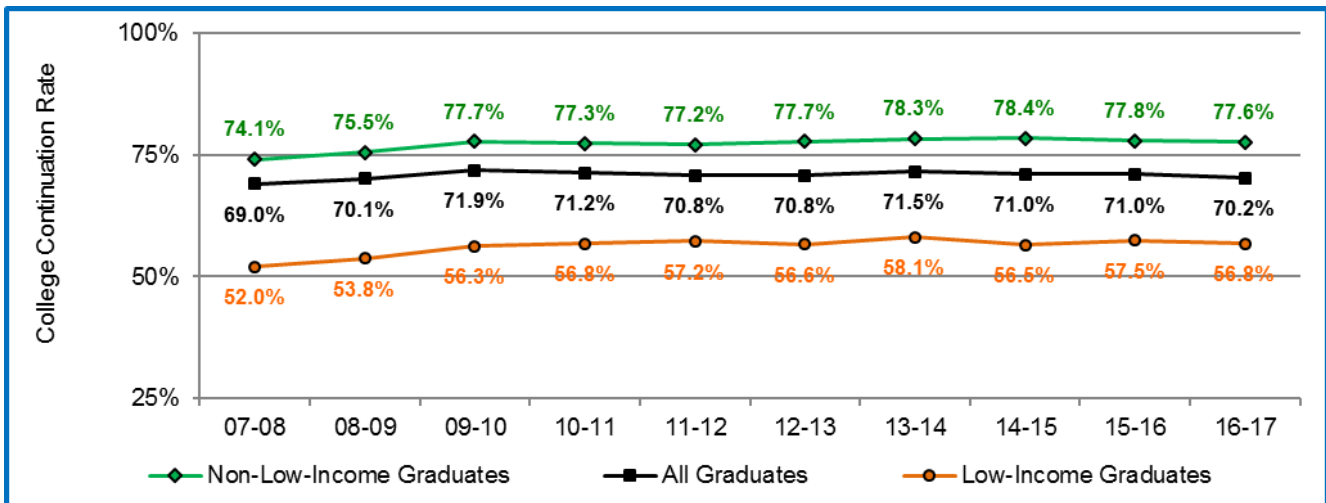
² Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. This group may include some low-income students who do not sign up for free or reduced-price school lunches.

As the charts below illustrate, the college continuation rates for low-income graduates of Nebraska's public high schools are significantly lower than the comparable rate for graduates from non-low income households, regardless of gender. However, female public high school graduates have consistently higher college-going rates than their male classmates, and the lowest college-going rates are for male public high school graduates from low-income households.

Among graduates in 2016-2017, the highest college continuation rate among these 24 subgroups was for non-low-income, white non-Hispanic, female graduates (83.8%), while the lowest college continuation rate was for low-income, Native American, male graduates (29.2%). (See Figure 1.1.c.9 on page 57.)

An important recent addition to this report is the inclusion of college continuation rates by race/ethnicity. Segmenting college continuation rates by race/ethnicity, gender, and student income status results in college continuation rates for 24 subgroups.

College Continuation Rates for Nebraska Public High School Graduates Based on NSC Data 2007-2008 through 2016-2017



Note. See Figure 1.1.c.6 (page 54) and Figure 1.1.c.8 (page 56).

Trends in first-time freshmen enrollments

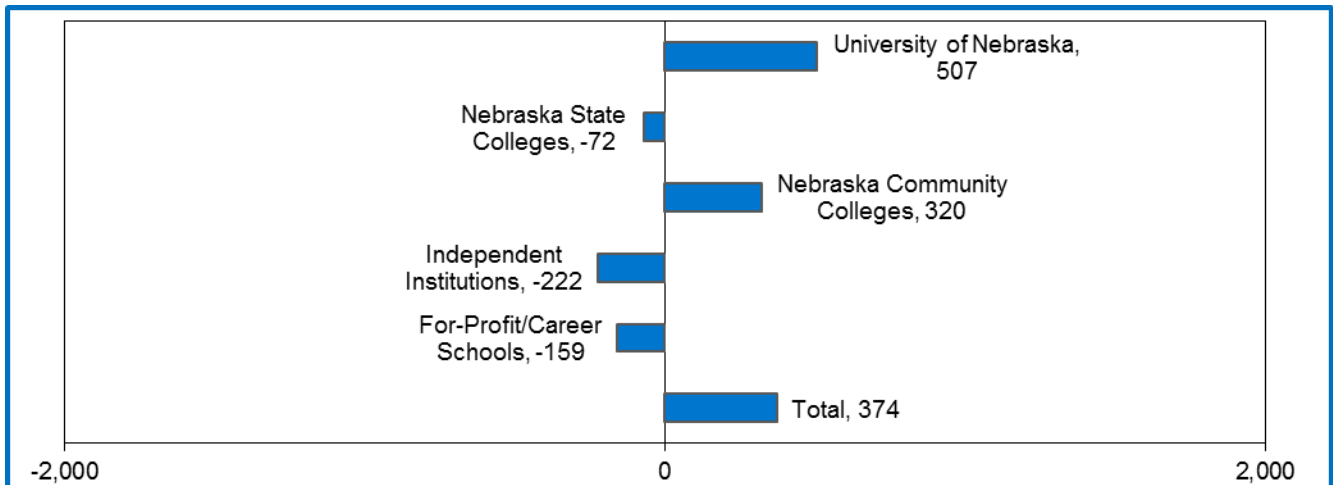
Using IPEDS data collected every other year, the Commission monitors the enrollment of first-time freshmen who are residents of Nebraska, classified by whether they start college within 12 months of high school graduation or wait to enroll in college more than 12 months after they graduate from high school.

The Commission's latest analysis reveals that between fall 2006 and fall 2016, the number of first-time freshmen (FTF) who enrolled *within a year of high school graduation* increased at the University of Nebraska (9.3%) and the

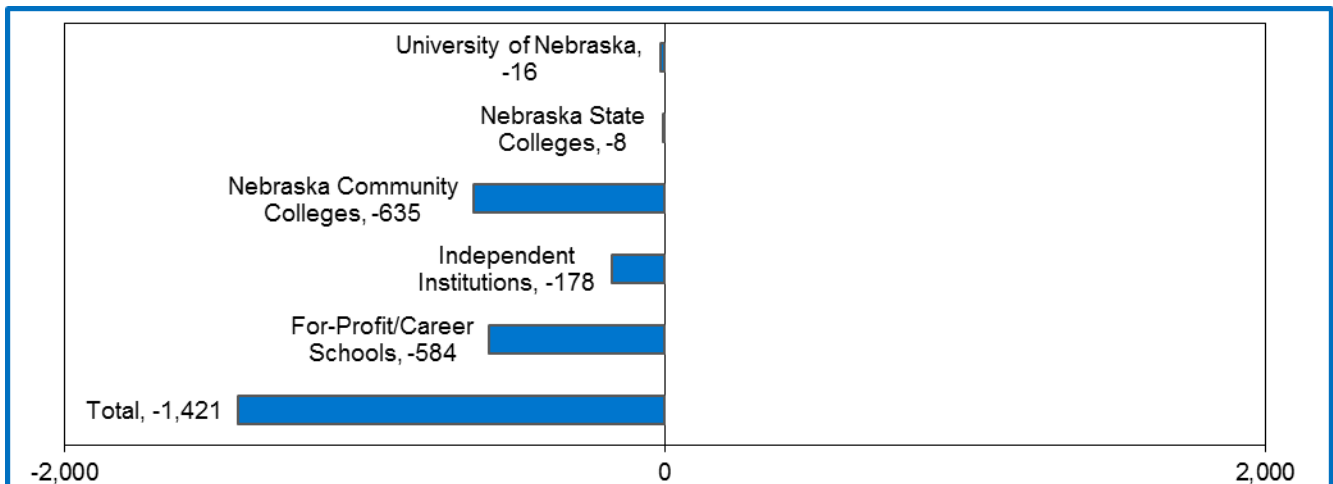
community colleges (9.6%). Meanwhile, the state colleges, independent institutions, and for-profit/career schools reported decreases of 8.1%, 12.5%, and 55.4%, respectively.

Analysis also reveals that the number of FTF who started college *more than a year after high school graduation* decreased between fall 2006 and fall 2016 within all sectors.

Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions within 12 Months of High School Graduation Fall 2016 Compared to Fall 2006



Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions More than 12 Months After High School Graduation Fall 2016 Compared to Fall 2006



Note. See Figure 1.2.2 (page 62) and Figure 1.2.4 (page 64).

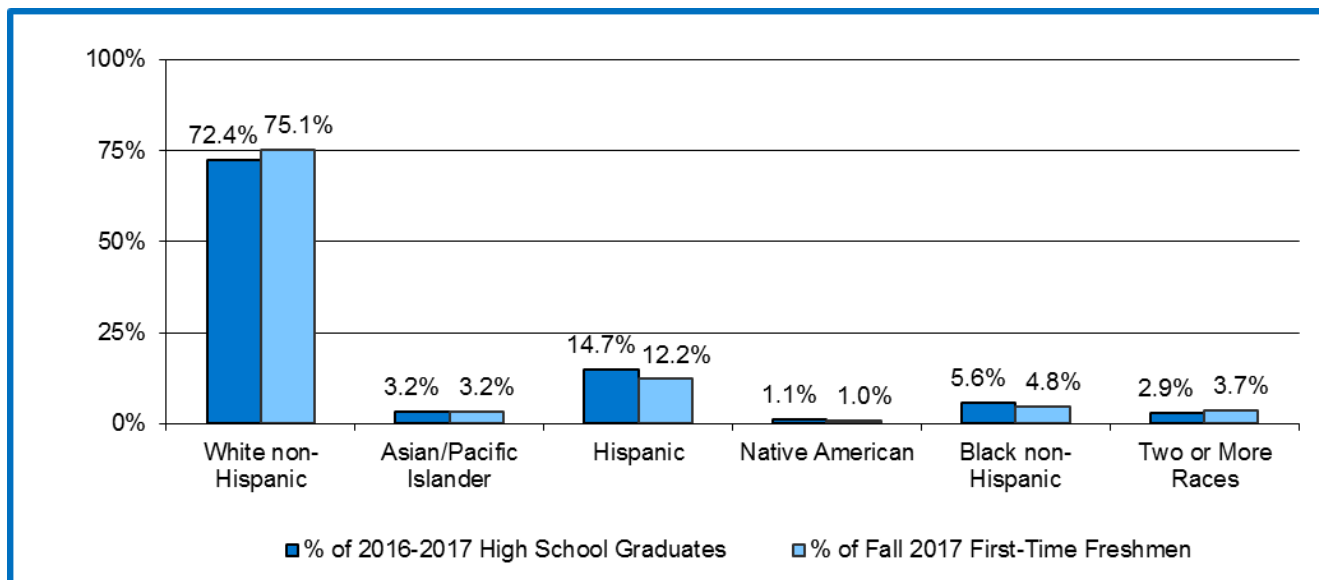
First-time freshmen enrollments by race/ethnicity

Based on IPEDS data collected annually, higher numbers of Asian/Pacific Islanders and Hispanics were enrolled at Nebraska institutions in fall 2017 than in fall 2007. Over the same period, there was a predictable decrease in the number of white non-Hispanic first-time freshmen given the decrease over the last decade in the number of white non-Hispanics who graduated from Nebraska’s public high schools. However, lower numbers of Native Americans and black non-Hispanics were enrolled at Nebraska institutions in fall 2017 than in fall 2007, and the decreases were not attributable to lower numbers of high school graduates in these race groups. (See page 25 and see Figure 1.4.1 and Figure 1.4.2 on page 70.)

There were 1,834 more minority students attending Nebraska colleges as first-time freshmen in fall 2017 than in fall 2007, an increase of 74.6%. (Hispanic enrollments accounted for 65.4% of this increase.) In comparison, there were 2,308 fewer white non-Hispanic first-time freshmen in fall 2017 than in fall 2007, a decrease of 15.2%.

As shown in the chart below, white non-Hispanics and multiracial individuals were overrepresented among first-time freshmen in fall 2017, while Asian/Pacific Islanders were proportionately represented. Meanwhile, Hispanics, Native Americans, and black non-Hispanics were underrepresented among first-time freshmen in fall 2017. This should be interpreted as an approximate measure of representation of the previous year high school graduating class as it does not account for in-state and out-of-state enrollments.

Percentages of 2016-2017 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Colleges and Universities in Fall 2017 by Race/Ethnicity



Note. See Figure 1.4.3 (page 71).

The importance of state-funded financial aid

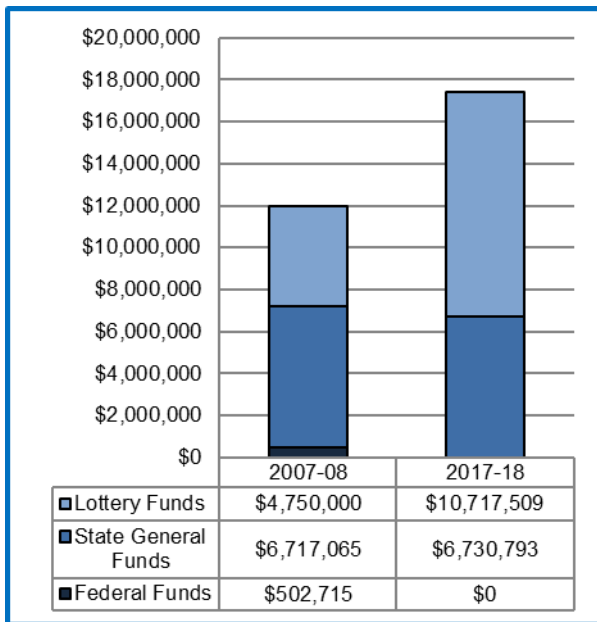
Over the last decade, Nebraska has made progress toward the goal of improving access to higher education by increasing the amount of state funds allocated for need-based financial aid. However, additional financial aid is needed to enable more of Nebraska’s low-income and moderately low-income students to go to college, stay enrolled, and complete degrees.

Nebraska currently provides need-based financial aid to college students through the Nebraska Opportunity Grant (NOG) Program.

Including state, lottery, and federal funds, total dollars available for the NOG program increased from \$11,969,780 in 2007-2008 to \$17,448,302 in 2017-2018.

Meanwhile, the number of low-income students served by the NOG program decreased 2.3%, from 13,158 in 2007-2008 to 12,849 in 2017-2018, and the average award increased 43.4%, from \$944 to \$1,354. (See Figure 1.5.2 on page 79.)

Available Funding for Nebraska’s State Grant Program 2017-2018 Compared to 2007-2008



Note. See Figure 1.5.1 (page 78).

The success of the ACE Scholarship Program

The state-funded Access College Early (ACE) Scholarship Program, which was initiated in 2007-2008, enables eligible low-income students to take college courses while they are still enrolled in high school.

Using state and federal funds, appropriations for ACE scholarships increased from \$115,000 in 2007-2008 to \$965,300 in 2017-2018. For 2018-2019, \$945,600 of state funds is appropriated for ACE scholarships.

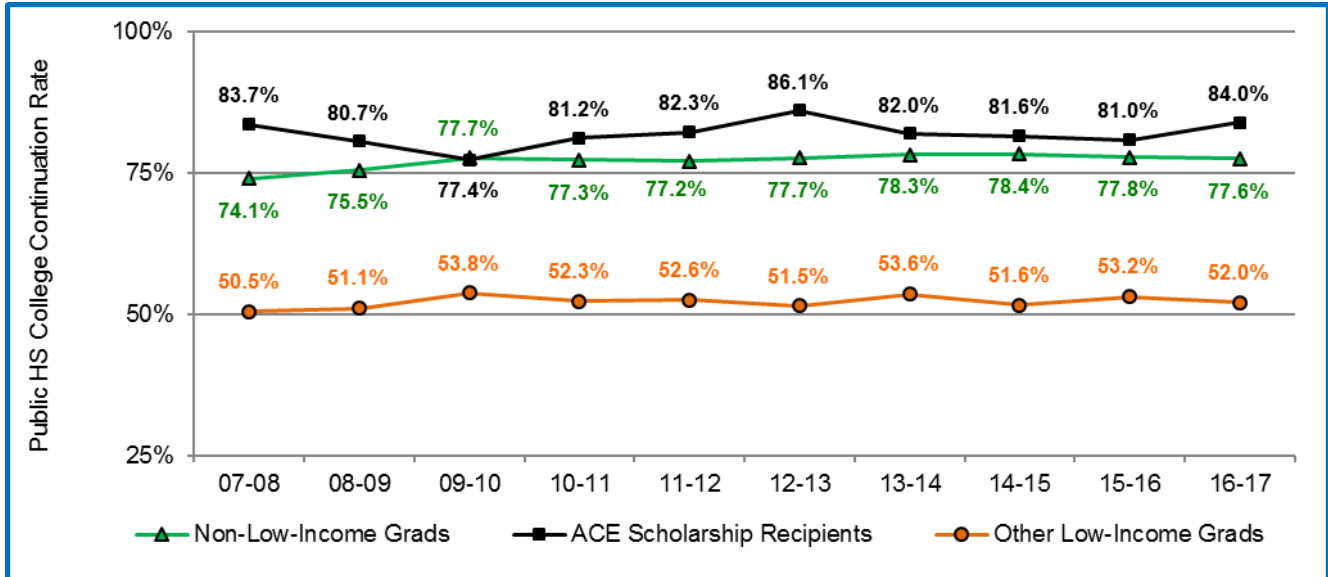
In 2007-2008, 294 Nebraska high school students took 1,698 credit hours of college coursework paid for by their ACE scholarships. With increased funding, 2,456 low-income Nebraska high school students were able to take 12,512 credit hours of college coursework in 2017-2018. (See Figure 1.5.6 on page 88.)

Research on the college continuation rates of ACE Scholarship recipients

As illustrated in the chart on the following page, the college continuation rates of ACE scholarship recipients are significantly higher than the college continuation rates of other low-income public high school graduates.

Since inception, the college-going rates of ACE scholarship recipients have been higher than, or about equal to, the college-going rates of non-low-income graduates of the state’s public high schools.

**College Continuation Rates for Public High School Seniors who Received ACE Scholarships
Compared to the College Continuation Rates of Other Public High School Graduates
2007-2008 through 2016-2017**



Note. See Figure 1.5.8 (page 91).

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 or other awards.

Based on IPEDS data that are collected annually, freshmen retention rates and graduation rates are not improving across all sectors of higher education in Nebraska.³ Furthermore, analyses of IPEDS data show that there are varying degrees of racial/ethnic disparities in graduation rates across the sectors of higher education.

However, analysis of records at the National Student Clearinghouse provides evidence that notable percentages of students who start college at Nebraska's public and independent institutions transfer to other schools where they persist in their studies and earn degrees or certificates. This study also reveals that students

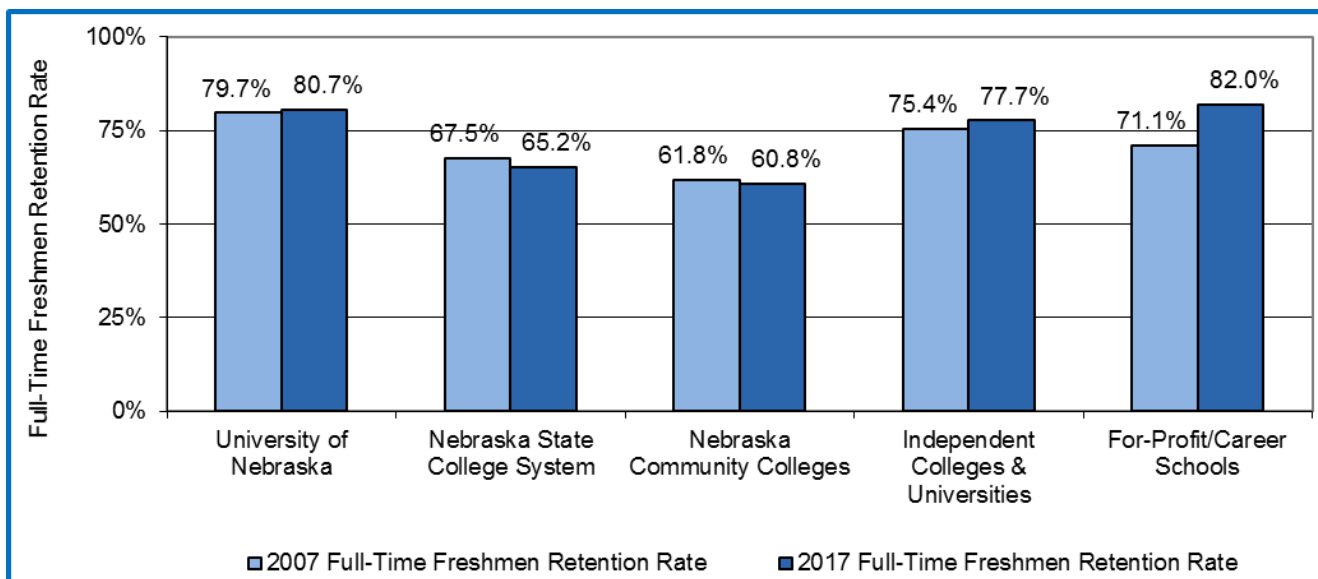
who attend college part time are far less likely to complete degree or certificate programs than students who attend college full time.

Freshmen retention rates

As shown in the chart below, full-time freshmen retention rates for the University of Nebraska, the independent sector, and the for-profit/career school sector were higher in fall 2017 than they were in fall 2007. For the remaining sectors, full-time retention rates were lower in fall 2017 than they were in fall 2007.

Retention rates for full-time students in fall 2017 varied between the sectors, ranging from 60.8% at the community colleges to 82.0% at the for-profit/career schools.

**Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector
Fall 2017 Compared to Fall 2007**



Note. See Figure 2.1.1 (page 95).

³ The freshmen retention rate is the number of freshmen who are enrolled at the same college one year later. The IPEDS definition of a 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.

Full-time and part-time retention rates compared

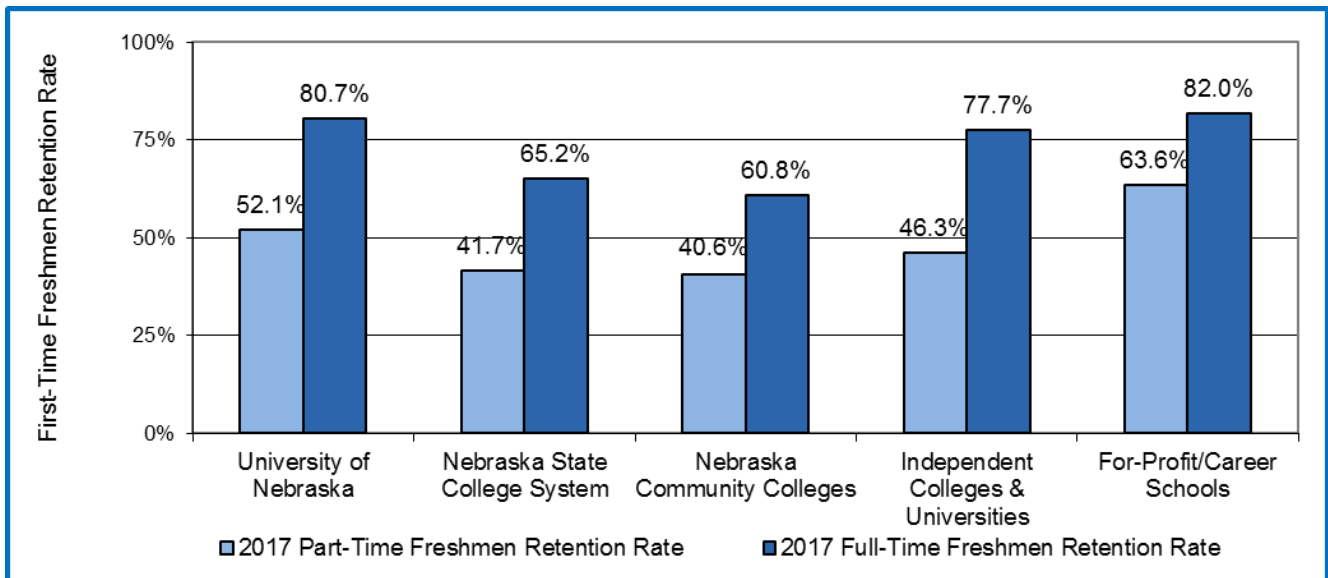
Freshmen retention rates for full-time and part-time students at the state’s postsecondary institutions are compared in the chart below. This comparison clearly indicates that students who start college full time are much more likely than part-time students to continue going to college beyond their freshmen year. Conversely, freshmen who attend college only part time are less likely to continue their studies and, therefore, are less likely to earn degrees.

nationally). For two-year public institutions, Nebraska’s full-time retention rate was 60.8% and its part-time rate was 40.6% (compared to 62.1% and 44.9% nationally). (See Figure 2.1.3, Figure 2.1.4, Figure 2.1.5, and Figure 2.1.6 on pages 98-101.) Some of these differences may result from the propensity of Nebraska students to transfer after their first year compared to students in other states.

Nebraska freshmen retention rates for public institutions compared to those of other states

Nebraska’s retention rates for 2017 were lower than corresponding national rates. For four-year public institutions, Nebraska’s full-time retention rate was 78.7% and its part-time retention rate was 50.9% (compared to 81.3% and 53.9%

Fall 2017 Full-Time and Part-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector



Note. See Figure 2.1.1 (page 95) and Figure 2.1.2 (page 96).

College graduation rates based on IPEDS data

Historically, graduation rates based on IPEDS data have been calculated only for full-time students who graduate within 150% of normal time from the same college where they started as first-time freshmen. Because transfer students are not tracked into subsequent institutions, IPEDS graduation rates underestimate the percentage of first-time full-time freshmen who complete degree, certificate, or diploma programs.⁴

Based on IPEDS data, the statewide graduation rate for Nebraska's public four-year institutions increased from 54.4% in 2006-2007 to 59.3% in 2016-2017. Meanwhile, the statewide graduation rate for Nebraska's public two-year institutions increased from 31.2% in 2006-2007 to 33.7% in 2016-2017. (See Figure 2.2.1 on page 103.)

In 2016-2017, sector graduation rates ranged from 33.3% at Nebraska's community colleges to 66.1% at the for-profit/career schools. The lower graduation rates at the community colleges are due in part to the number of students who begin their studies at a community college and transfer to another institution. In 2016-2017, Nebraska's six community colleges had an overall transfer rate of 17.5%. (See Figure 2.2.8 on page 113.)

Racial/ethnic disparities in graduation rates

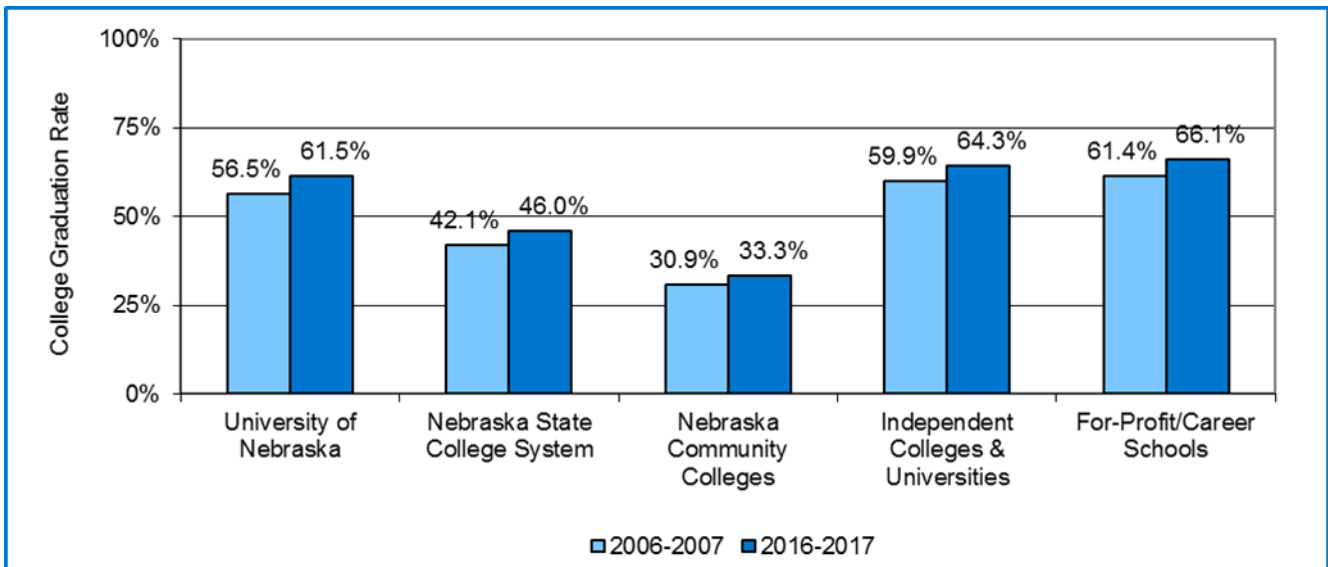
Segmenting college graduation rates by sector and race/ethnicity results in graduation rates for 30 subgroups. As shown in the chart on the next page, these rates vary quite dramatically.

At the University of Nebraska, 2016-2017 graduation rates ranged from 41.4% for black non-Hispanics to 64.1% for white non-Hispanics. Since 2006-2007, rates have increased for all racial/ethnic groups. (See Figure 2.2.3 on page 106.)

At the state colleges, 2016-2017 graduation rates ranged from 7.1% for Native Americans to 49.3% for white non-Hispanics. Since 2006-2007, rates increased for white non-Hispanics, Asian/Pacific Islanders, and black non-Hispanics and decreased for Hispanics and Native Americans. (See Figure 2.2.4 on page 106.)

At the community colleges, 2016-2017 graduation rates ranged from 11.1% for Native Americans to 38.1% for white non-Hispanics. Since 2006-2007, rates have decreased for black non-Hispanics and Native Americans but increased for all other racial/ethnic groups. (See Figure 2.2.5 on page 107.)

Graduation Rates within 150% of Normal Time for Nebraska Postsecondary Institutions by Sector 2016-2017 Compared to 2006-2007



Note. 150% of expected time is equivalent to six years for a bachelor's degree and three years for an associate's degree. See Figure 2.2.2 (page 104).

⁴ The recent addition of the IPEDS Outcome Measures Survey may yield usable data in the future for calculating the graduation rates over time for non-first-time students and part-time students.

At Nebraska's independent institutions, 2016-2017 graduation rates ranged from 20.4% for Native Americans to 76.2% for Asian/Pacific Islanders. Since 2006-2007, rates have increased for all racial/ethnic groups. (See Figure 2.2.6 on page 107.)

Meanwhile, 2016-2017 graduation rates at the for-profit/career schools ranged from 25.0% for Asian/Pacific Islanders to 81.0% for Hispanics. Rates increased for white non-Hispanics and Hispanics but decreased for all other racial/ethnic groups (See Figure 2.2.7 on page 108.)

College graduation rates by financial aid received

Beginning with the previous year's *Progress Report*, the Commission has obtained IPEDS college graduation rates for Pell Grant recipients and graduation rates for Subsidized Stafford Loan recipients that did not receive Pell Grants and has compared these rates to students that did not receive these grants or loans. Pell Grants and Subsidized Stafford Loans are awarded to students who have demonstrated financial need, and they serve as a proxy for low-income students.

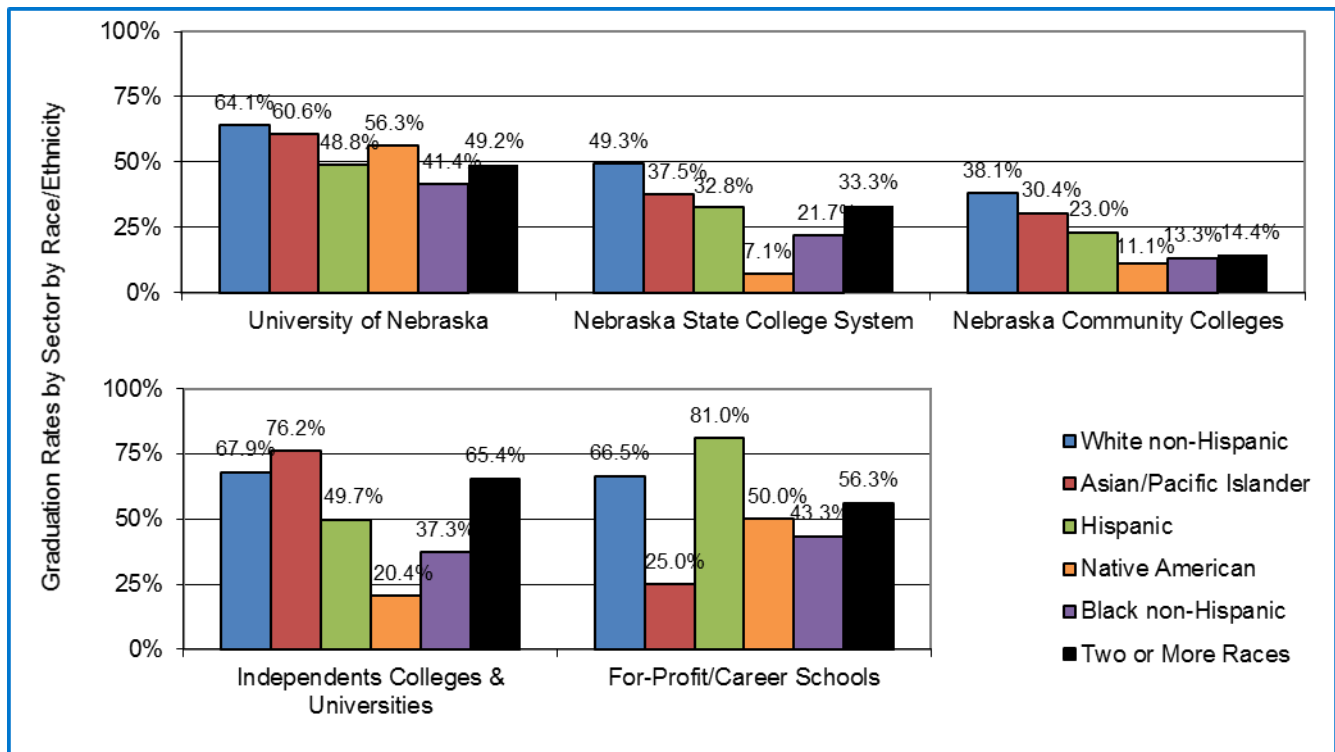
The 2016-2017 graduation rate for Pell Grant recipients at two-year public institutions was 28.6% while the graduation rate for Subsidized Stafford Loan recipients was 40.1%. Students at two-year public institutions who did not receive these grants or loans had an overall graduation rate of 38.9%. (See Table 2.2.1 on page 109.)

The 2016-2017 graduation rate for Pell Grant recipients at four-year public institutions was 49.1% while the graduation rate for Subsidized Stafford Loan recipients was 59.7%. Students at four-year public institutions who did not receive these grants or loans had an overall graduation rate of 66.1%. (See Table 2.2.2 on page 110.)

Nebraska graduation rates compared to those of other states

Nebraska's 2016-2017 graduation rate for four-year public institutions was 59.3%, compared to 55.4% nationally. For two-year public institutions, Nebraska's graduation rate was 33.7%, compared to 25.1% nationally. (See Figure 2.2.8 and Figure 2.2.9 on pages 111 and 112.)

2016-2017 Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity



Note. See Figure 2.2.3 through Figure 2.2.7 (page 106-108).

Graduation and persistence rates based on National Student Clearinghouse data

The National Student Clearinghouse Research Center recently conducted a study of six-year student outcomes based on a national cohort of degree-seeking, first-time freshmen who started college in fall 2011, analyzed by state as well as for the United States as a whole.

For the study, students were classified by the state of the institution where they first started college and by type of institution. Based on Clearinghouse enrollment and completion records, comparable six-year completion and persistence rates were calculated for the students who started college at (a) two-year public colleges, (b) four-year public colleges and universities,⁵ and (c) four-year private nonprofit institutions.⁵

In addition, completion and persistence rates were calculated for exclusively full-time students, exclusively part-time students, mixed enrollment students with combinations of full- and part-time enrollment, students who started college when they were 20 years of age or younger, students who started college when they were 21 to 24 years of age, and students who were 25 or older when they first enrolled in college.

The completion and persistence rates that the Clearinghouse calculated for Nebraska were sometimes higher and sometimes lower than the comparable national rates, depending on the type of institution and the student enrollment or age group that was analyzed.

More importantly, the findings of the study confirm that college completion and persistence rates vary significantly by student enrollment status and age group, as well as by the type of institution where students first enroll.

The findings of the Clearinghouse study are evidence that students who enroll initially at four-year institutions—public or private nonprofit—are more likely to earn degrees or certificates than

students who start college at two-year institutions, regardless of whether they enroll full or part time.

However, students who are able to attend college full time—exclusively or at least sometime during the course of their studies—are much more likely to earn degrees or certificates and less likely to drop out of college than students who go to college only part time. (See Figure 2.3.5 on page 120.)

The findings of the Clearinghouse study also are evidence that students who start college when they are age 20 or younger are more likely to persist in their studies and complete degree or certificate programs than students who don't start college until they are over the age of 20. (See Figure 2.3.7 on page 122.) This is not surprising since non-traditional students often have family and work responsibilities that may be equally or more important than finishing college.

The completion rates calculated by the Clearinghouse also confirm that a notable percentage of freshmen start college at one institution and then transfer to another where they complete a program of study. Specifically, 13.1% to 13.9% of the degree-seeking, first-time students at Nebraska's public and private nonprofit institutions in fall 2011 graduated from two-year or four-year schools to which they had transferred. (See Figure 2.3.3 on page 118.)

Another finding of interest is that 11.0% of the students who initially enrolled at Nebraska's two-year public colleges in fall 2011 graduated from four-year institutions over the course of the next six years. (See Table A12.2 on page 292.)

⁵ Completion rates and graduation rates are synonymous terms. In general, a completion or graduation rate is the percentage of students in a specified cohort who earn degrees, certificates, or diplomas within a specified period of time. A persistence rate is the percentage of the students in a cohort who have not earned degrees or other academic awards but who are still enrolled in college at the end of a specified period of time.

Priority 3

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

Since 2005, the U.S. Census Bureau has collected data annually through the American Community Survey (ACS) to estimate net migration by education level for each state. Because the ACS estimates for Nebraska are based on very small sample sizes, the migration estimates for 22- to 64-year-olds 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.

Theoretically, by calculating migration estimates based on the combined data collected through five consecutive ACS surveys, these limitations may be reduced. Therefore, average annual migration estimates are calculated using five-year ACS PUMS files. In addition, to help provide context to the average annual migration estimates, the educational attainment of 22- to 64-year-olds is also discussed.

Educational Attainment for 22- to 64-Year-Olds

Between 2008-2012 and 2013-2017, Nebraska's estimated population of 22- to 64-year-olds increased 1.9%. As shown below by education level, Nebraska's estimated population of 22- to 64-year-olds decreased 1.1 percentage points for high school graduates or below, decreased 1.2 percentage points for those with some college or an associate's degree, and increased 2.3 percentage points for those with a bachelor's degree or higher. The result of these increases

and decreases is that overall, educational attainment in Nebraska is increasing.

Migration Estimates for 22- to 64-Year-Olds

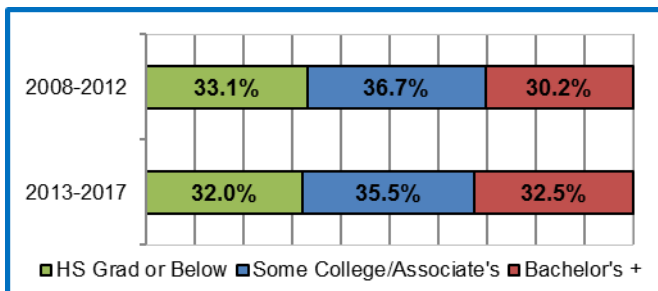
Between 2008-2012, Nebraska had an average annual net out-migration of 1,556 working-age adults with a bachelor's degree or higher. Similarly, between 2013-2017, Nebraska had an average annual net out-migration of 1,687 working-age adults with a bachelor's degree or higher. Combining these estimates, Nebraska had a total net out-migration of 16,215 highly educated, working-age adults over the last decade. (See Figure 3.2 on page 128.)

Migration Estimates Compared to Educational Attainment for 22- to 64-Year-Olds

As shown below, for every 10,000 people in Nebraska with a bachelor's degree or higher, there was an average annual net out-migration of 50.2 people for 2013-2017, compared to an average annual net out-migration of 50.8 people for 2008-2012.

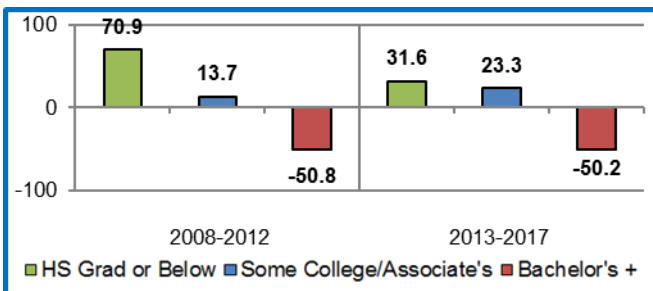
While out-migration of Nebraskans with at least a bachelor's degree continues to be a serious issue that Nebraska must address, it is worth noting that the educational attainment of 22- to 64-year-olds continues to increase, albeit less than it would have if out-migration were curtailed.

Nebraska Educational Attainment of 22- to 64-Year Olds



Note. See Figure 3.1 (page 127).

Nebraska Net Migration by Education Level per 10,000 People Age 22 to 64



Note. See page 129.

2019 Progress Report Conclusion

Achieving State Goals by Addressing the Attainment Gap

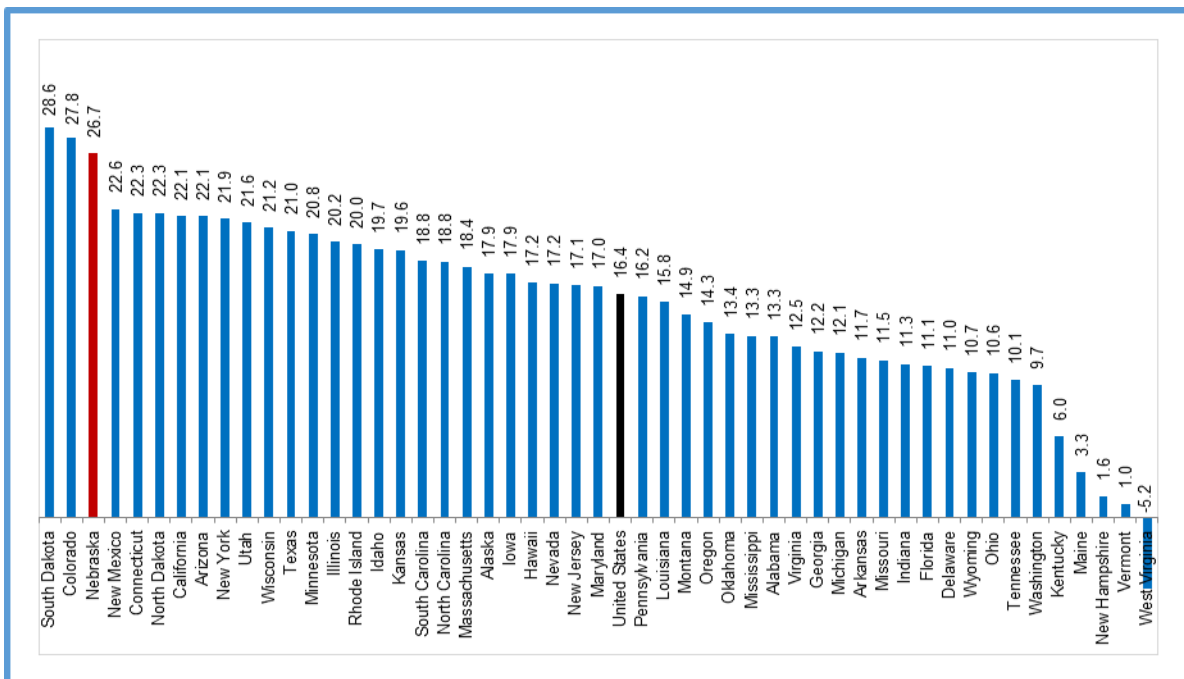
In 2006, the Nebraska Legislature stated that increasing the number of Nebraskans with high levels of educational attainment is essential to support Nebraska’s economic expansion and diversification. In 2016, the Coordinating Commission added a goal to its *Comprehensive Statewide Plan for Postsecondary Education* that the state’s adult population would rank among the top 10 states for educational attainment. For 2012-2016, Nebraska ranked 13th in the percentage of adults aged 25 to 64 with an associate’s degree or higher and 17th in the percentage with a bachelor’s degree or higher.

To reach the top 10 states, Nebraska needs over 22,000 additional residents with associate’s degrees or higher and nearly 39,000 more residents with bachelor’s degrees or higher among its approximately 950,000 adults aged 25 to 64. Nebraska institutions currently award

about 28,000 associate’s degrees or higher each year and about 23,000 bachelor’s degrees or higher each year, so moving into the top 10 is not a small task. There is, however, some clarity on where to focus resources and efforts.

The *2019 Progress Report* concludes that progress is being made and educational attainment is increasing, but alongside many successes, it also demonstrates systemic leaks and disparities. A consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that Nebraska’s gap in educational attainment between whites and minorities (i.e., not white non-Hispanic) is the third largest in the nation. In Nebraska, 54.7% of 25- to 44-year old, white non-Hispanics have completed an associate’s degree or higher. In comparison, only 28.0% of 25- to 44-year-old minorities have completed an associate’s degree or higher. As shown below, the net difference is an attainment gap of 26.7 percentage points.

**Estimated Difference in College Attainment Between Whites and Minorities
Ages 25 to 44 by State
Based on the 2013-2017 American Community Survey (ACS)**



Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

2019 Progress Report Recommendations

Among the Commission’s statutory duties are to “Encourage initiatives and collaboration between public institutions, public state and local entities, and private state and local entities to increase the contribution of postsecondary education in advancing Nebraska’s economy.” The findings evidenced in the *2019 Progress Report* indicate that more work needs to be done in order for Nebraskans to enroll in college and successfully complete degrees. Among the initiatives and collaboration that may address the shortcomings identified in the *2019 Progress Report* are the following recommendations.

At the High School Level:

- Increase the percentage of students who stay in school and earn diplomas. Nebraska’s 2016-2017 public high school cohort four-year graduation rate is one of the best in the nation (89.1%), but disparities continue to be seen. Nebraska’s 2017-2018 data reveals that while 91.1% of females graduate, only 86.4% of males earn diplomas. Disparities are even more pronounced between racial/ethnic groups with only 71.1% (Native American) to 85.1% (two or more races) of minorities earning diplomas.
- Increase the percentage of students who are prepared academically for college. According to ACT, only 22% of Nebraska’s ACT-tested high school graduates are sufficiently prepared to succeed in college. With the recent requirement that all high school juniors take the ACT, Nebraska has an opportunity to identify students who are likely to need developmental education prior to enrolling in college-level courses and remediate deficiencies during the students’ senior year, saving them time, money, and financial aid eligibility when they enroll in college.
- Increase the number of students who take dual and concurrent enrollment courses that grant college credit and make sure opportunities to take such courses are equitable. This will require that districts have the resources and information to partner with postsecondary institutions, that interested high school teachers have the opportunity and incentives to meet faculty qualification standards, and that students are not denied the opportunity to participate as a result of financial resources.
- For males, minorities, and low-income students especially, more effort needs to be exerted to increase:
 - The percentage who are prepared for college academically
 - The number who take dual enrollment courses
 - High school graduation rates
 - Completion of the Free Application for Federal Student Aid (FAFSA)
 - College-going rates
- Increase opportunities for high school students to connect to career pathways of interest to them that lead to employment and additional education, such as through the continuing development of career academies and internship programs. Consider innovative partnership models, such as the Northeast Nebraska Career Academy Partnership, to address the unique needs of rural school districts.

At the Postsecondary Level:

- Increase the percentage of high school graduates who go on to college, particularly among low-income black, Hispanic, Native American, and white males. If all high school graduates continued to college at the same rate or better than 2017 white non-Hispanic, non-low income graduates, an additional 2,050 students would enroll in college by the spring following high school graduation.
- Encourage as many students as possible to enroll full time and not delay enrollment. About 70.2% of Nebraska public high school graduates go on to college, but National Student Clearinghouse research shows that those who attend school full-time are much more likely to earn degrees than those who attend part-time.

- Increase counseling to improve students' awareness of the range of higher education opportunities, their associated career pathways, and possible employment outcomes to help students plan the most direct pathway to their educational goals.
- Increase efforts to improve retention and persistence rates, such as integrated planning and advising systems. Full-time retention rates vary by sector, ranging from 60.8% at the community colleges to 82.0% at the for-profit/career schools.
- Support and expand efforts, such as Transfer Nebraska and 2+2 agreements, to improve students' knowledge of how credits will transfer among Nebraska colleges and universities, allowing them to plan their path to a degree in the most efficient manner.
- Increase efforts to improve graduation rates for all students across all sectors of higher education in Nebraska, especially at the community colleges and for minority students at all institutions. While graduation rates are generally increasing for minority students, they continue to lag behind their white non-Hispanic and Asian classmates.
- Reach out to adults with college credit but no earned certificates or degrees with degree completion initiatives. Identify what additional resources may be necessary to be successful.
- Reach out to adults who have not attained a high school diploma to enroll them in adult education programs that result in a GED and prepare them for the workforce and additional postsecondary education.
- Partner with other colleges and universities and state departments to use longitudinal data to study the employment patterns of recent graduates so that strategies to reduce brain-drain can be developed and implemented in a targeted fashion.

At the State Government Level:

- Adequately fund public colleges and universities to maintain affordable tuition and fees, provide adequate student support services and timely course offerings, and ensure that a full range of programs connected to Nebraska's statewide and regional economic needs is available.
- Continue to support and increase funding for the Nebraska Opportunity Grant program so that more eligible students receive aid. Nebraska ranks 35th in the amount of need-based grant dollars per undergraduate FTE. Currently, only about one-third of students eligible for a NOG grant receive one, and the average award is only \$1,354. Nebraska must reduce the gap in college enrollment and graduation rates between low-income and non-low-income high school graduates to meet its workforce needs and attainment goals.
- Continue to support and increase funding for the ACE program so that scholarships are sufficient to allow all academically qualified low-income students to participate in dual enrollment courses. Low-income students who enroll in dual credit courses and receive ACE funding are over 30 percentage points more likely to attend college after graduating from high school than non-recipients.
- Consider new programs, such as Tennessee Reconnect and Indiana Adult Student Grants, that are aimed at adults without degrees to determine the costs and benefits of adopting similar programs in Nebraska. The Tennessee and Indiana programs have had great success in attracting adults students into or back into college.
- Consider new programs, such as South Dakota's Dakota Builds scholarship, that pay tuition and fees for community college students in technical fields, for their suitability to Nebraska, particularly for ACE recipients who have accumulated college credits in high-need technology fields while in high school.

-
- Initiate incentives for the state's public colleges and universities to improve graduation rates and increase the number of degrees and certificates awarded, particularly in programs that are essential to Nebraska's economic growth.
 - Consider tax incentives for graduates with student loan debt who remain in or come to Nebraska to work or employers who assist employees with student loan payments.
 - Encourage the growth of high-wage, high-skill jobs that keep Nebraska graduates in Nebraska and inspire students to pursue postsecondary credentials.
 - Annually measure progress toward the *Comprehensive Statewide Plan for Postsecondary Education's* goal that Nebraska be among the top 10 states in educational attainment.

Institutions Reporting to the Integrated Postsecondary Education Data System (IPEDS)

University of Nebraska

Nebraska College of Technical Agriculture
University of Nebraska at Kearney
University of Nebraska-Lincoln
University of Nebraska Medical Center
University of Nebraska at Omaha

Nebraska State College System

Chadron State College
Peru State College
Wayne State College

Nebraska Community Colleges

Central Community College
Metropolitan Community College
Mid-Plains Community College
Northeast Community College
Southeast Community College
Western Nebraska Community College

Independent College & Universities

Bellevue University
Bryan College of Health Sciences
Clarkson College
College of Saint Mary
Concordia University-Nebraska
Creighton University
Dana College (Closed Fall 2010)
Doane University-Arts & Sciences
Doane University-Graduate and Professional Studies
Grace University (Closed Fall 2018)
Hastings College
Little Priest Tribal College
Midland University
Nebraska Christian College of Hope International University
Nebraska Indian Community College
Nebraska Methodist College of Nursing & Allied Health
Nebraska Wesleyan University
Summit Christian College
Union College
York College

For-Profit/Career Schools

Capitol School of Hairstyling and Esthetics*
CHI Health School of Radiologic Technology
College of Hair Design-Downtown*
College of Hair Design-East Campus*
Fullen School of Hair Design* (No longer an IPEDS reporting institution Fall 2016)
ITT Technical Institute-Omaha (Closed Fall 2016)
Joseph's College Cosmetology*
Kaplan University-Lincoln Campus
Kaplan University-Omaha Campus
La'James International College*
Mary Lanning Memorial Hospital School of Radiologic Technology
Myotherapy Institute
National American University-Bellevue
Omaha School of Massage and Healthcare of Herzing University (Closed Fall 2018)
Paul Mitchell the School Lincoln*
Regional West Medical Center School of Radiologic Technology* (No longer an IPEDS reporting institution Fall 2016)
The Creative Center
Universal College of Healing Arts
University of Phoenix-Omaha Campus (Closed Fall 2015)
Vatterott College-Spring Valley (Closed Fall 2015)
Xenon International Academy-Omaha*

Note. See page 132 for a detailed listing of institutional changes that have occurred during the reporting period. All institutions in the for-profit/career school category were classified as for profit in their most recently reported IPEDS data *except* for the three schools of radiologic technology and Omaha School of Massage and Healthcare of Herzing University.

* = Institution was classified as non-degree-granting as of the most recent IPEDS survey.

2019 Nebraska Higher Education Progress Report

Introduction

The *2019 Nebraska Higher Education Progress Report* is the fourteenth annual report designed to provide the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three major goals for Nebraska's postsecondary education system. Developed by the LR 174 Higher Education Task Force in 2003, these key priorities are incorporated in subdivision (3) of LB 962 (2006), now Neb. Rev. Stat. § 85-1428, 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, persist, 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 *2019 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 latest available statistics are analyzed in the context of 10-year trends. These comparisons evidence 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.

Nebraska's postsecondary education system consists of five sectors of higher education. This report covers all five sectors and also includes important information about Nebraska high schools, which are a primary source of students for Nebraska's postsecondary institutions. As defined in the Coordinating Commission's *Comprehensive Statewide Plan for Postsecondary Education*, there are three public sectors of higher education in Nebraska:

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.

University of Nebraska: “The University of Nebraska provides extensive, comprehensive postsecondary education to Nebraska citizens through its four campuses: the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The two-year Nebraska College of Technical Agriculture, under the management of the Institute of Agriculture and Natural Resources at UNL, is also part of the University of Nebraska system.”

Nebraska State College System: “The state colleges at Chadron, Peru, and Wayne are regional institutions that provide educational programs and public services to meet needs indigenous to their service areas.”

Nebraska Community Colleges: “Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program.” Nebraska’s six public community colleges are: Central, Metropolitan, Mid-Plains, Northeast, Southeast, and Western Nebraska.

In addition to the public colleges and universities, private not-for-profit, private for-profit, and federally-funded tribal colleges submit data to IPEDS and are categorized into one of two categories:

Nebraska Independent Institutions: All institutions in this sector are not-for-profit colleges, which includes private four-year institutions and two federally-funded tribal colleges.

Nebraska For-Profit/Career Schools: All institutions in this sector are private for-profit colleges, except for the three schools of radiologic technology and Omaha School of Massage and Healthcare of Herzing University. Institutions in this sector offer programs in areas such as cosmetology, business, allied health, real estate, and skilled crafts. Several institutions in this sector no longer report to IPEDS due to school closings and institutional changes. See page 132 for more details.

The *2019 Progress Report* provides an update of every section of the 2018 report—from an analysis of the pool of Nebraska high school graduates preparing for college to the migration of educated working-age adults to and from the state—provided that updated information is available to report. Copies of all previous Progress Reports are available on the Coordinating Commission’s website: ccpe.nebraska.gov/reports. However, due to data corrections and additions to the Commission’s database that have been made since the previous reports were published, **the 2019 Progress Report supersedes all previous editions.**

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

Section 1 Increasing Postsecondary Enrollment

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

The first priority recommended by the 2003 LR 174 Task Force is to increase the number of students who enter postsecondary education in Nebraska. To monitor progress toward achieving this goal, this section compares the latest available total student unduplicated headcounts and enrollments of first-time freshmen to fall 2007 within the context of 10-year trends and estimated 11-year trends.

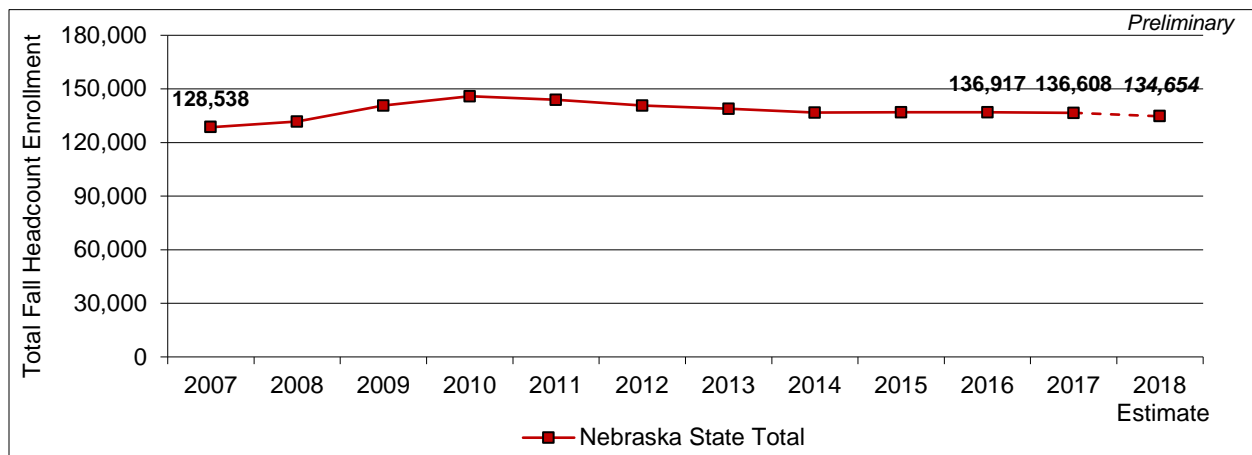
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 2007 through fall 2017. Enrollments for fall 2018 are preliminary, based on estimates that institutions reported directly to the Coordinating Commission for Postsecondary Education.

Nebraska Total Fall Headcount Enrollment

- Total headcount—the count of all students taking courses for credit—at Nebraska’s postsecondary institutions increased steadily from 128,538 in fall 2007 to 145,893 in fall 2010. However, total enrollment decreased 6.4% between fall 2010 and fall 2017. Furthermore, it is estimated that enrollment decreased 1.4% between fall 2017 and fall 2018. As a result, total headcount enrollment increased from 128,538 in fall 2007 to 136,608 in fall 2017, for a 10-year increase of 6.3%, as shown in [Figure 1.1](#). In the context of estimated 11-year trends, total fall enrollment increased 4.8% between 2007 and 2018.

Figure 1.1

**Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions
Fall 2007 through Fall 2018**



Note. See [Table A1.1](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

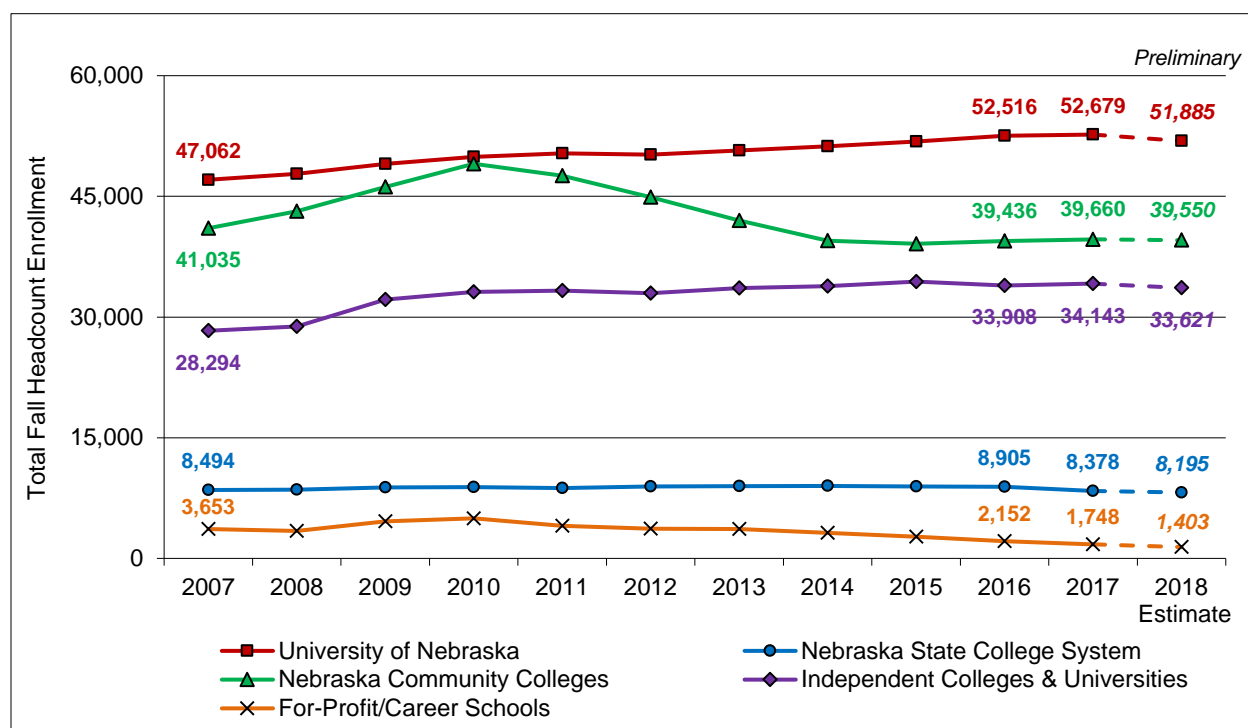
Nebraska Total Fall Headcount Enrollment by Sector

- The University of Nebraska continues to lead the state's higher education system in terms of fall headcount enrollment. As shown in [Figure 1.2](#), Nebraska's independent (not-for-profit) institutions have also contributed positively to the state's increased enrollment since 2007. However, based on preliminary data for fall 2018, enrollments at Nebraska's state colleges and community colleges declined slightly, while the for-profit/career schools experienced substantial decreases in enrollments between fall 2007 and fall 2018.
- By sector, Nebraska's postsecondary enrollment has changed as follows:

Sector	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
University of Nebraska	0.3%	-1.5%	11.9%	10.2%
Nebraska State College System	-5.9%	-2.2%	-1.4%	-3.5%
Nebraska Community Colleges	0.6%	-0.3%	-3.4%	-3.6%
Independent Colleges & Universities	0.7%	-1.5%	20.7%	18.8%
For-Profit/Career Schools	-18.8%	-19.7%	-52.1%	-61.6%

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector
Fall 2007 through Fall 2018



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

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 enrollment trends of the institutions in each public sector from fall 2007 to fall 2018.

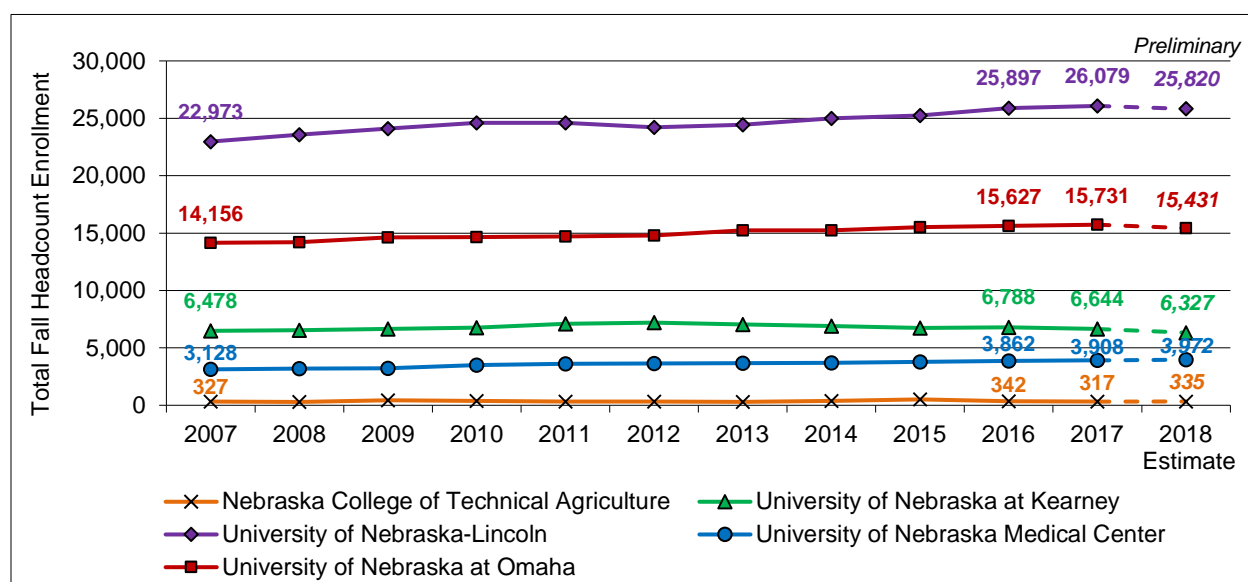
University of Nebraska

- From fall 2007 to fall 2018, fall enrollment increased an estimated 10.2% at the University of Nebraska. While the University of Nebraska at Kearney experienced a small decrease during this 11-year period, all other institutions experienced increases. The largest increase was seen at the University of Nebraska Medical Center (27.0%).
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2007 and fall 2018, at the institutions constituting the University of Nebraska:

Institution	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
Neb. College of Technical Agriculture	-7.3%	5.7%	-3.1%	2.4%
University of Nebraska at Kearney	-2.1%	-4.8%	2.6%	-2.3%
University of Nebraska-Lincoln	0.7%	-1.0%	13.5%	12.4%
University of Neb. Medical Center	1.2%	1.6%	24.9%	27.0%
University of Nebraska at Omaha	0.7%	-1.9%	11.1%	9.0%

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution
Fall 2007 through Fall 2018



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

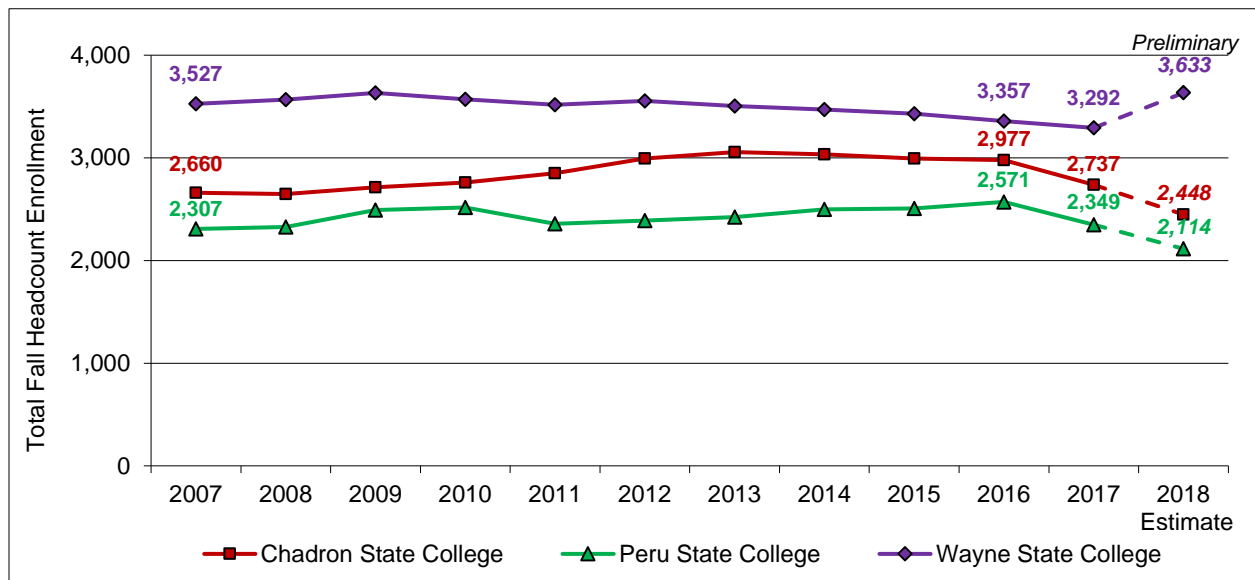
Nebraska State College System

- From fall 2007 to fall 2018, fall enrollment decreased an estimated 3.5% within the Nebraska State College System. While Wayne State College experienced a 3.0% increase during this 11-year period, Chadron State College and Peru State College experienced decreases of 8.0% and 8.4%, respectively.
- Notably, both Chadron State College and Peru State College decreased an estimated 17.8% over the last two years.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2007 and fall 2018, at the institutions constituting the Nebraska State College System:

Institution	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
Chadron State College	-8.1%	-10.6%	2.9%	-8.0%
Peru State College	-8.6%	-10.0%	1.8%	-8.4%
Wayne State College	-1.9%	10.4%	-6.7%	3.0%

Figure 1.4

Fall Headcount Enrollment at Nebraska State College System by Institution
Fall 2007 through Fall 2018



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

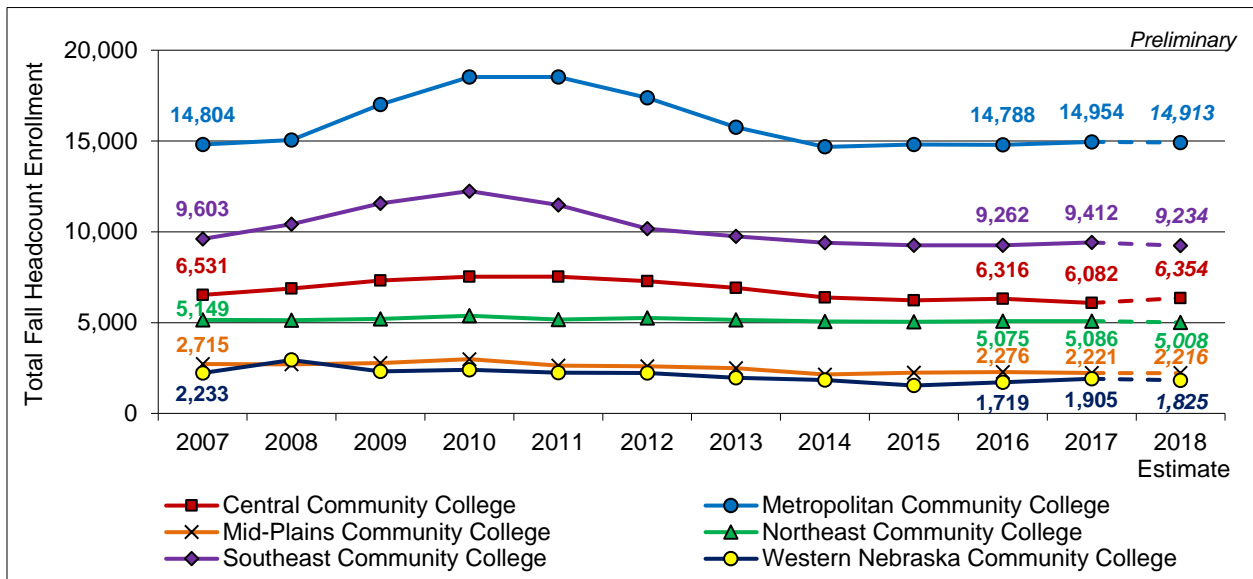
Nebraska Community Colleges

- From fall 2007 to fall 2018, total fall enrollment decreased an estimated 3.6% at the community colleges. Five out of six of Nebraska's community colleges experienced decreases during this 11-year period. Metropolitan Community College was the only college to report an increase in fall enrollment over the 11-year period.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2007 and fall 2018, at Nebraska's six community colleges:

Institution	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
Central Community College	-3.7%	4.5%	-6.9%	-2.7%
Metropolitan Community College	1.1%	-0.3%	1.0%	0.7%
Mid-Plains Community College	-2.4%	-0.2%	-18.2%	-18.4%
Northeast Community College	0.2%	-1.5%	-1.2%	-2.7%
Southeast Community College	1.6%	-1.9%	-2.0%	-3.8%
Western Neb. Community College	10.8%	-4.2%	-14.7%	-18.3%

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution
Fall 2007 through Fall 2018



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

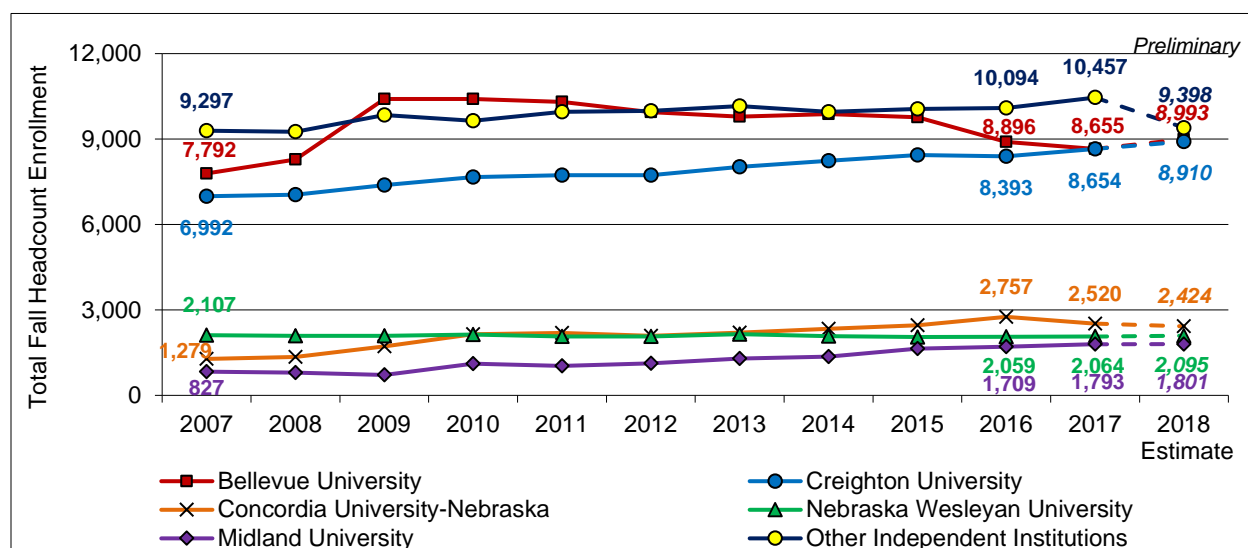
Nebraska Independent Colleges and Universities: Fall Enrollment

- From fall 2007 to fall 2018, total fall enrollment increased an estimated 18.8% at Nebraska's independent colleges and universities.
- The following five independent institutions are estimated to have enrolled the highest number of students within the independent sector in fall 2018: Bellevue University, Creighton University, Concordia University-Nebraska, Nebraska Wesleyan University, and Midland University.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2007 and fall 2018, at Nebraska's independent institutions. (See [Table A1.2](#) in [Appendix 1](#) for more information on fall enrollments at Nebraska's independent institutions.)

Institution	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
Bellevue University	-2.7%	3.9%	11.1%	15.4%
Creighton University	3.1%	3.0%	23.8%	27.4%
Concordia University-Nebraska	-8.6%	-3.8%	97.0%	89.5%
Nebraska Wesleyan University	0.2%	1.5%	-2.0%	-0.6%
Midland University	4.9%	0.4%	116.8%	117.8%
Other Independent Institutions	3.6%	-10.1%	12.5%	1.1%

Figure 1.6

Fall Headcount Enrollment at Nebraska Independent Colleges and Universities
Fall 2007 through Fall 2018



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

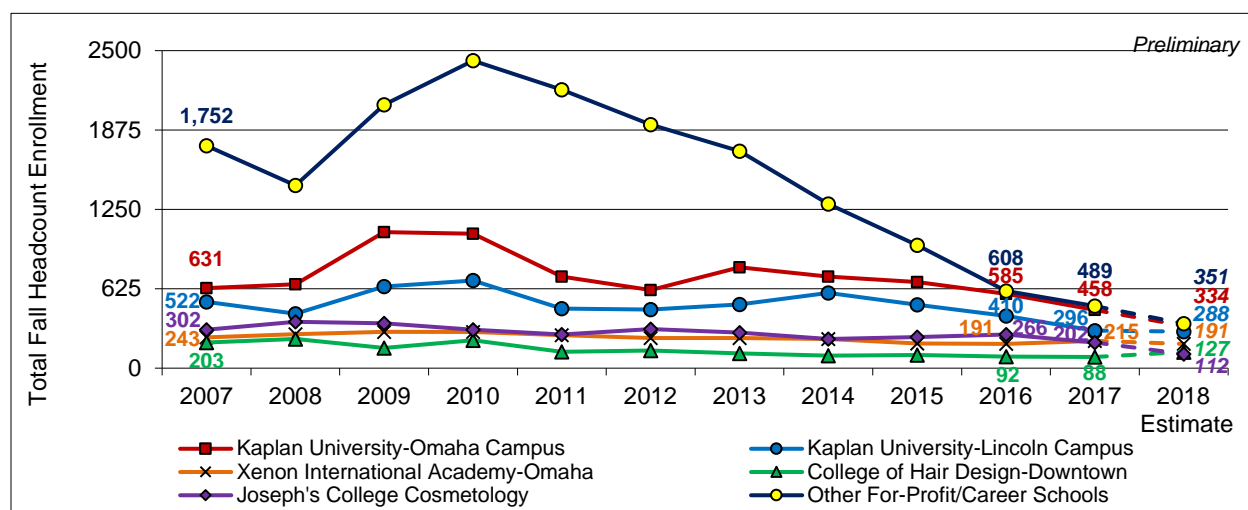
Nebraska For-Profit/Career Schools: Fall Enrollment

- From fall 2007 to fall 2018, total fall enrollment decreased an estimated 61.6% at Nebraska's for-profit/career schools. During this time, several for-profit/career schools closed. See page 132 for a listing of schools that have closed.
- The following five for-profit/career schools are estimated to have enrolled the highest number of students within the for-profit/career school sector in fall 2018: Kaplan University-Omaha Campus, Kaplan University-Lincoln Campus, Xenon International Academy-Omaha, College of Hair Design-Downtown, and Joseph's College Cosmetology.²
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2007 and fall 2018, at Nebraska's for-profit/career schools. (See Table A1.2 in Appendix 1 for more information on fall enrollments at Nebraska's for-profit/career schools.)

Institution	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
Kaplan University-Omaha Campus	-21.7%	-27.1%	-27.4%	-47.1%
Kaplan University-Lincoln Campus	-27.8%	-2.7%	-43.3%	-44.8%
Xenon International Academy-Omaha	12.6%	-11.2%	-11.5%	-21.4%
College of Hair Design-Downtown	-4.3%	44.3%	-56.7%	-37.4%
Joseph's College Cosmetology	-24.1%	-44.6%	-33.1%	-62.9%
Other For-Profit/Career Schools	-19.6%	-28.2%	-72.1%	-80.0%

Figure 1.7

Total Fall Headcount Enrollment within the Nebraska For-Profit/Career School Sector Fall 2007 through Fall 2018



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

² Kaplan University was purchased by Purdue University in March 2018 and began reporting data to IPEDS in August 2018. The Kaplan University-Omaha Campus and Kaplan University-Lincoln Campus will be renamed Purdue University Global-Omaha and Purdue University Global-Lincoln, respectively, beginning with the 2020 Progress Report.

Nebraska Fall Headcount Enrollment Summary by Sector

- As shown in [Table 1.1](#), the net effect of the changes in enrollment that occurred between fall 2006 and fall 2017 is that enrollments at the University of Nebraska and the independent colleges and universities accounted for a higher percentage of Nebraska's total postsecondary enrollment in fall 2018 than they did in fall 2007.

Table 1.1 Nebraska Total Fall Headcount Enrollment by Sector 2007 and 2018				
Enrollment Sector	Fall 2007		<i>Estimated Fall 2018</i>	
	Enrollment	% of Enrollment	<i>Enrollment</i>	<i>% of Enrollment</i>
University of Nebraska	47,062	36.6%	<i>51,885</i>	<i>38.5%</i>
Nebraska State College System	8,494	6.6%	<i>8,195</i>	<i>6.1%</i>
Nebraska Community Colleges	41,035	31.9%	<i>39,550</i>	<i>29.4%</i>
Total Public Colleges and Universities	96,591	75.1%	<i>99,630</i>	<i>74.0%</i>
Independent Colleges and Universities	28,294	22.0%	<i>33,621</i>	<i>25.0%</i>
For-Profit/Career Schools	3,653	2.8%	<i>1,403</i>	<i>1.0%</i>
Total Nebraska Postsecondary Headcount Enrollment	128,538	100.0%	<i>134,654</i>	<i>100.0%</i>
Data sources: For 2007 data, National Center for Education Statistics, IPEDS fall 2007 survey. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.				

12-Month Unduplicated Headcounts at Nebraska Postsecondary Institutions Compared to Fall Headcount Enrollment

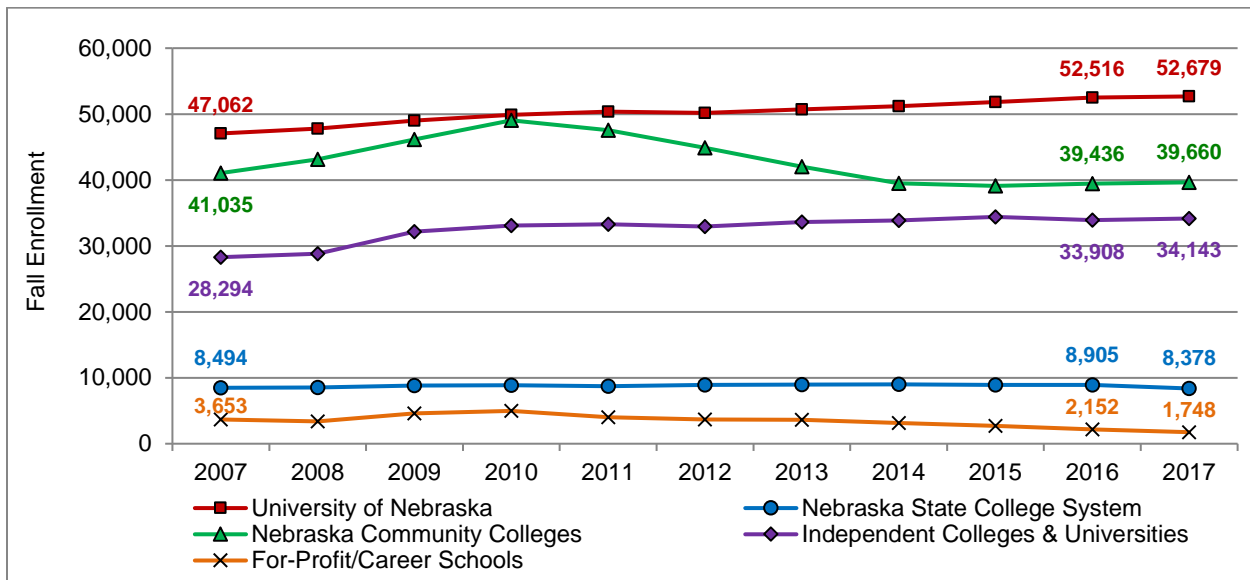
Fall headcount enrollment is the best available indicator of enrollment trends across all of the sectors of postsecondary education in Nebraska because it is reported by and can be analyzed by race/ethnicity, gender, enrollment status (part-time/full-time), level of study (undergraduate/ graduate), and distance enrollment status. 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 enrolled later in the fall or who were enrolled in college only during the spring or summer of the academic year.

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. Each student is counted only once per academic year. For example, if a student was enrolled in the fall and spring semester at Wayne State College, that student would be counted only once for the entire academic year. The advantage of this count is that it captures students who were enrolled any time during the year. In this way, 12-month enrollment is designed to capture the total number of students an institution serves throughout the 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 considerably 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 percentage of students enrolled in the fall is about 50% to 65% of the students served over the course of an academic year. The following analysis compares fall and 12-month unduplicated headcounts for Nebraska's five sectors of higher education.

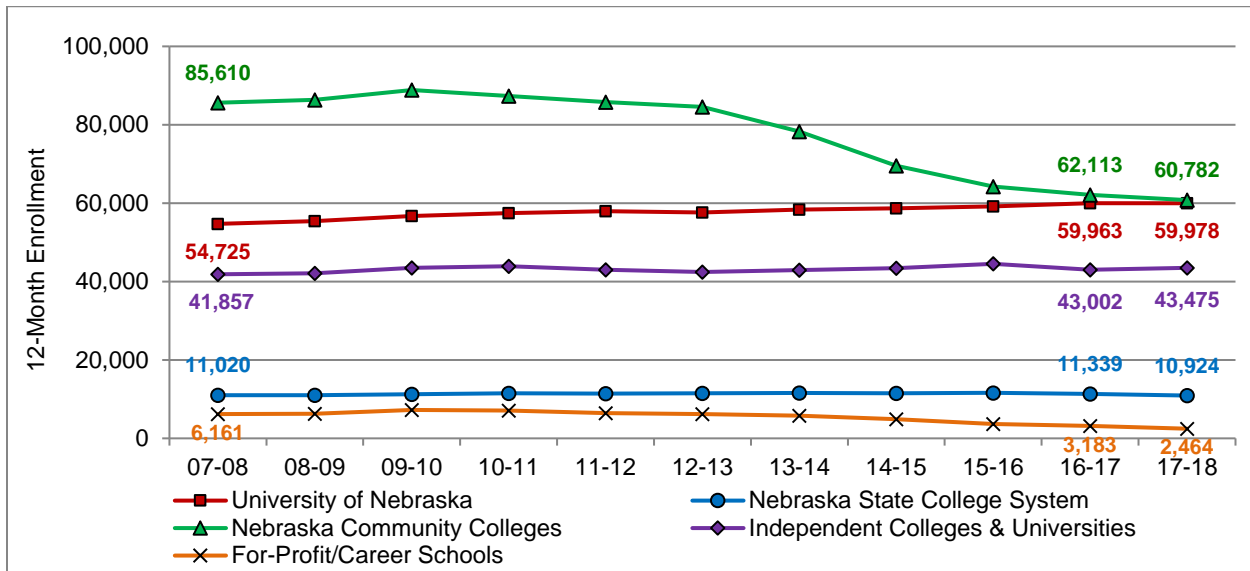
- Figure 1.8 shows total fall enrollment by sector from fall 2007 through fall 2017, the latest period for which official data are available from the NCES. Figure 1.9 shows the comparable 12-month enrollments reported to the NCES for the 2007-2008 academic year through the 2017-2018 academic year.
- The fall and 12-month enrollments shown in Figure 1.8 and Figure 1.9 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.
- Based on the fall enrollments charted in Figure 1.8, the University of Nebraska enrolls a higher number of students than Nebraska's six community colleges. In fall 2017, for example, the University of Nebraska enrolled 52,679 students compared to enrollment of 39,660 students at the community colleges.
- The 12-month enrollments summarized in Figure 1.9, on the other hand, show that Nebraska's community colleges serve a greater number of students than the University of Nebraska over the course of an academic year. In 2017-2018, the community colleges served a total of 60,782 students over the course of the academic year, while the University of Nebraska served 59,978 students. This is not surprising, given the differences in the institutional missions and programs offered by these two sectors.

Figure 1.8
Fall Headcount Enrollment
at Nebraska Postsecondary Institutions by Sector
Fall 2007 through Fall 2017



Note. See Table A1.1 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys.

Figure 1.9
12-Month Unduplicated Headcount
at Nebraska Postsecondary Institutions by Sector
2007-2008 Academic Year through 2017-2018 Academic Year

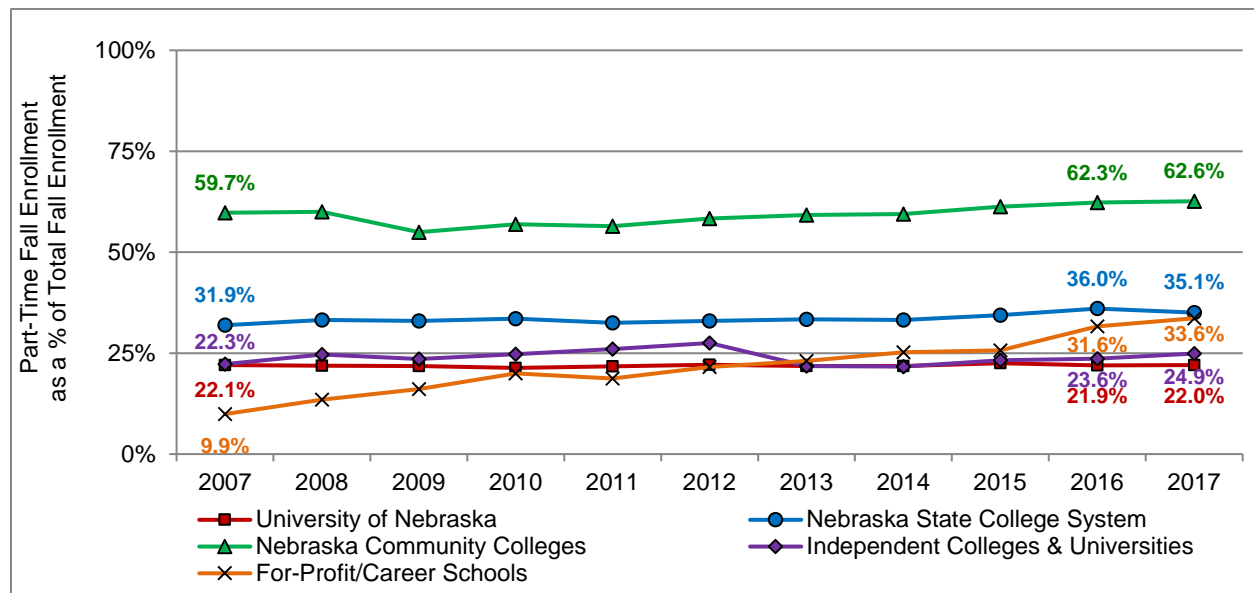


Note. See Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2008 through 2018 surveys.

- The 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 more part-time students than the University of Nebraska, Nebraska state colleges, independent institutions, and for-profit/career schools. As shown in [Figure 1.10](#), part-time students accounted for 62.6% of total fall enrollment at the community colleges in fall 2017. In comparison, part-time students accounted for 22.0% of the University of Nebraska’s fall 2017 enrollment, 35.1% of the fall enrollment at the state colleges, 24.9% at the independent institutions, and 33.6% at the for-profit/career schools.³

Figure 1.10

Part-Time Fall Enrollment as a Percentage of Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector Fall 2007 through Fall 2017



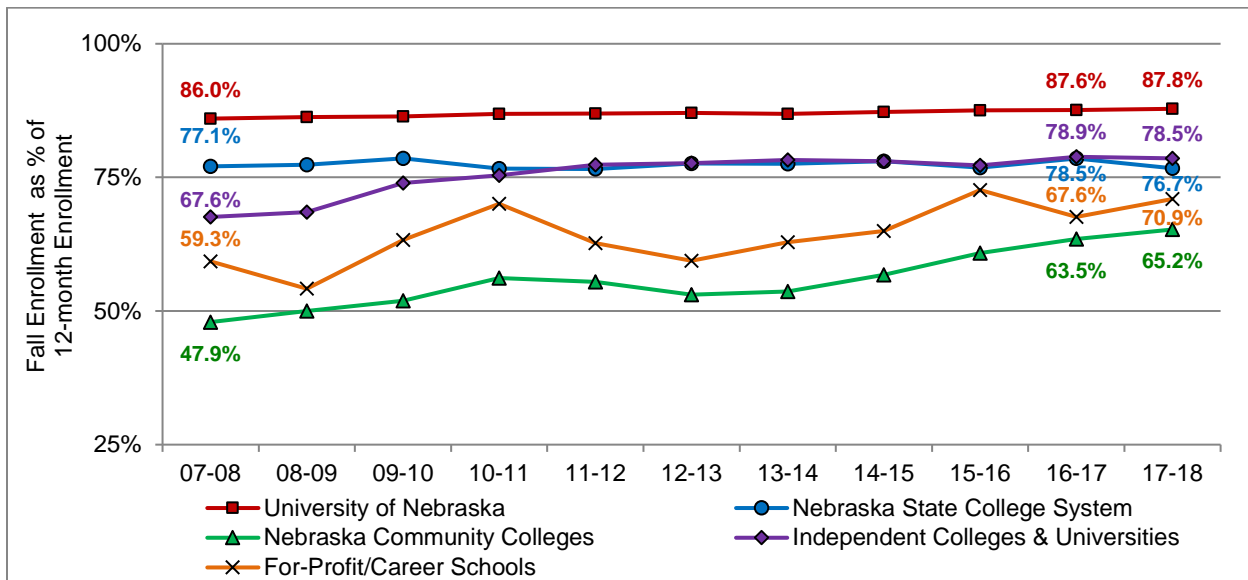
Note. For more information, see the *2018 Factual Look at Higher Education in Nebraska – Enrollment* on the Commission’s website at cpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys.

- [Figure 1.11](#) shows fall enrollment as a percentage of 12-month enrollment as a means of directly comparing these two headcounts. As shown in this chart, fall enrollment in 2017 accounted for 87.8%, 78.5%, and 76.7% of 12-month enrollment during the 2017-2018 academic year at the University of Nebraska, the independent sector, and the Nebraska State College System, respectively. Meanwhile, fall enrollments accounted for 70.9% of the students served annually by the for-profit/career schools and 65.2% 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 and for-profit/career schools.

³ 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 1.11

Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount at Nebraska Postsecondary Institutions by Sector 2007-2008 Academic Year through 2017-2018 Academic Year



Note. See Table A1.1 and Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2008 through 2018 surveys.

First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions

First-time freshmen enrollments are indicators of the general direction 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 fall 2007 enrollments of first-time freshmen to estimated first-time freshmen enrollment in fall 2018. Enrollments for fall 2018 are preliminary, based on estimates that institutions report directly to the Coordinating Commission for Postsecondary Education.

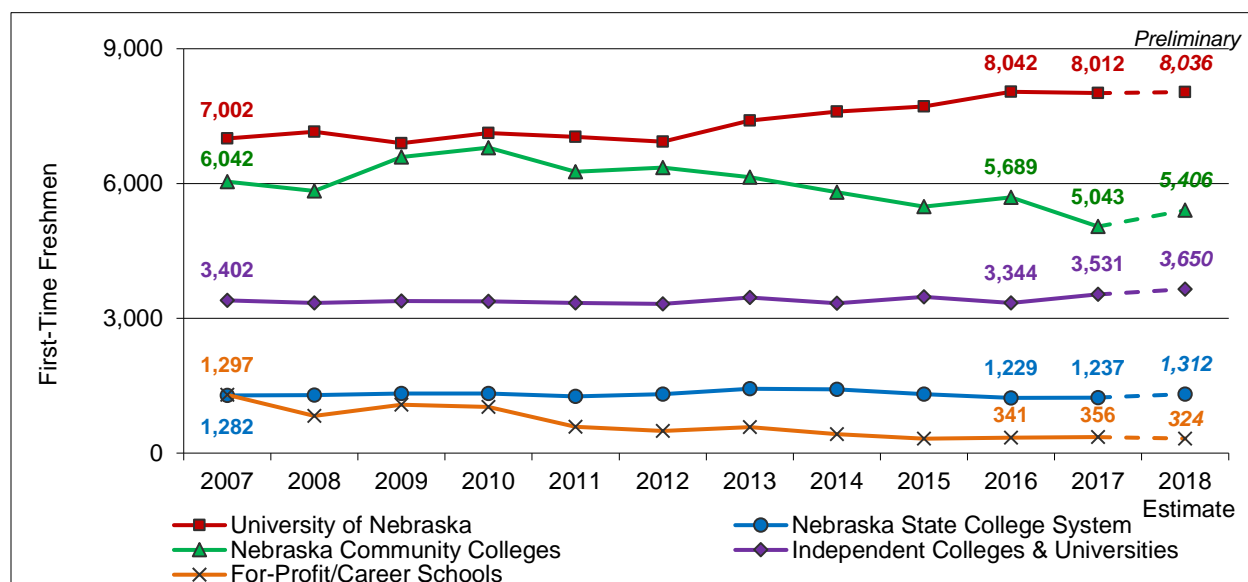
Total Enrollment of First-Time Freshmen by Sector

- As shown in [Figure 1.12](#), the University of Nebraska has enrolled more first-time freshmen than any other sector since fall 2007.
- Following are the most recent one-year changes in first-time freshmen enrollments, as well as the total changes in first-time freshmen enrollments, between fall 2007 and fall 2018:

Sector	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
University of Nebraska	-0.4%	0.3%	14.4%	14.8%
Nebraska State College System	0.7%	6.1%	-3.5%	2.3%
Nebraska Community Colleges	-11.4%	7.2%	-16.5%	-10.5%
Independent Colleges & Universities	5.6%	3.4%	3.8%	7.3%
For-Profit/Career Schools	4.4%	-9.0%	-72.6%	-75.0%
Total Nebraska	-2.5%	3.0%	-4.4%	-1.6%

Figure 1.12

**Total First-Time Freshmen Enrollment by Sector
Fall 2007 through Fall 2018**

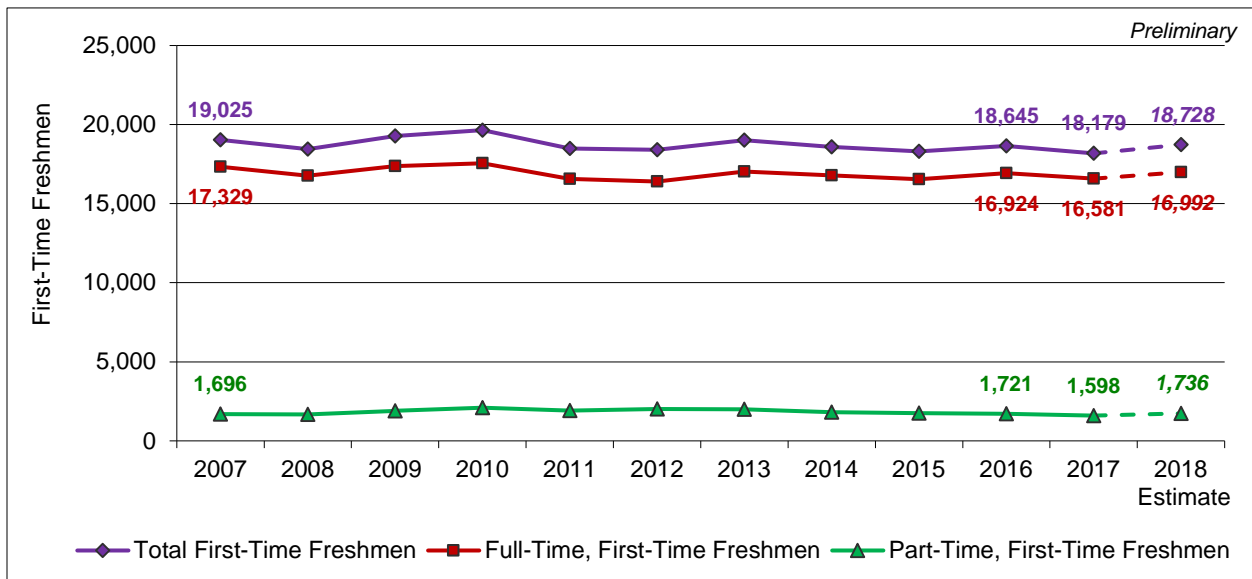


Note. See [Table A1.4](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

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

- As shown in [Figure 1.13](#), total enrollment of first-time freshmen at Nebraska’s postsecondary institutions decreased an estimated 1.6% between fall 2007 and fall 2018.
- Full-time first-time freshmen accounted for an estimated 90.7% of the first-time freshmen attending postsecondary institutions in Nebraska in fall 2018, down from 91.1% in fall 2007.
- Full-time first-time freshmen enrollment decreased an estimated 1.9% over the 11-year period between fall 2007 and fall 2018. Meanwhile, part-time first-time freshmen enrollment increased an estimated 2.4% over the 11-year period.
- Analyzing the actual changes in fall enrollment between 2007 and 2017 reveals that Nebraska’s total first-time freshmen enrollment decreased 4.4%. Full-time first-time freshmen enrollment decreased 4.3% while part-time first-time freshmen enrollment decreased 5.8%.

Figure 1.13
Total First-Time Freshmen Enrollment by Full- and Part-Time Student Status
Fall 2007 through Fall 2018



Note. See [Table A1.4](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

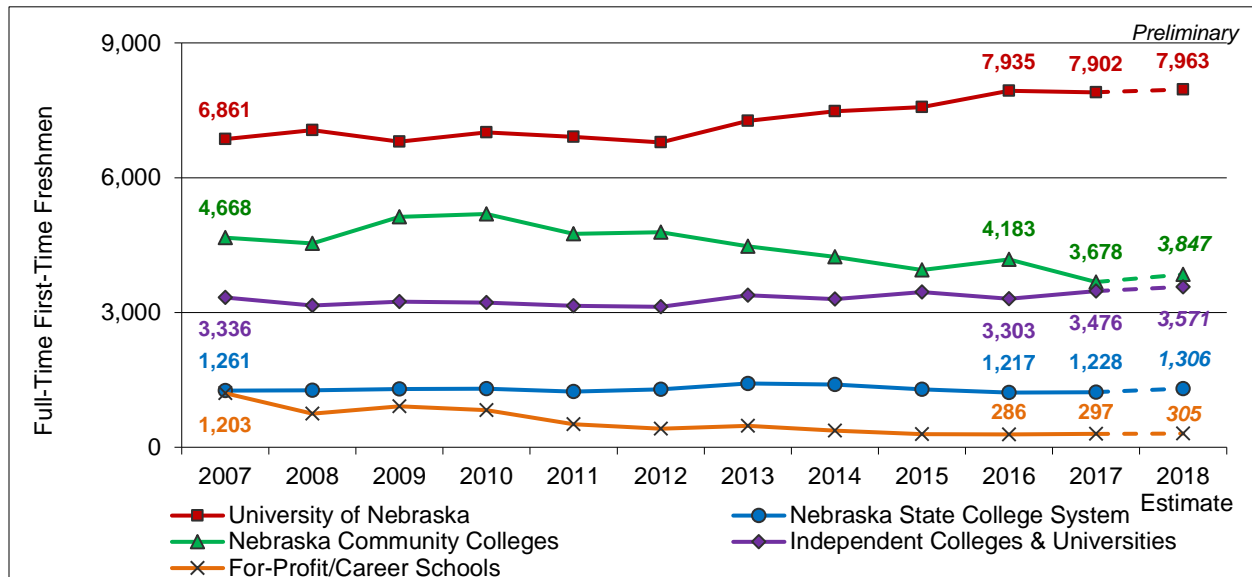
Enrollment of Full- and Part-Time, First-Time Freshmen by Sector

- From fall 2007 to fall 2018, full-time first-time freshmen enrollment decreased an estimated 1.9%. As illustrated in [Figure 1.14](#), full-time first-time freshmen enrollments varied by sector.
- Following are the most recent one-year changes in full-time first-time freshmen enrollments, as well as the total changes in full-time first-time freshmen enrollments, between fall 2007 and fall 2018:

Sector	1-Year Change 2016 to 2017	Est. 1-Year Change 2017 to 2018	10-Year Change 2007 to 2017	Est. 11-Year Change 2007 to 2018
University of Nebraska	-0.4%	0.8%	15.2%	16.1%
Nebraska State College System	0.9%	6.4%	-2.6%	3.6%
Nebraska Community Colleges	-12.1%	4.6%	-21.2%	-17.6%
Independent Colleges & Universities	5.2%	2.7%	4.2%	7.0%
For-Profit/Career Schools	3.8%	2.7%	-75.3%	-74.6%
Total Nebraska Full-Time First-Time	-2.0%	2.5%	-4.3%	-1.9%

Figure 1.14

Total Full-Time, First-Time Freshmen Enrollment by Sector Fall 2007 through Fall 2018

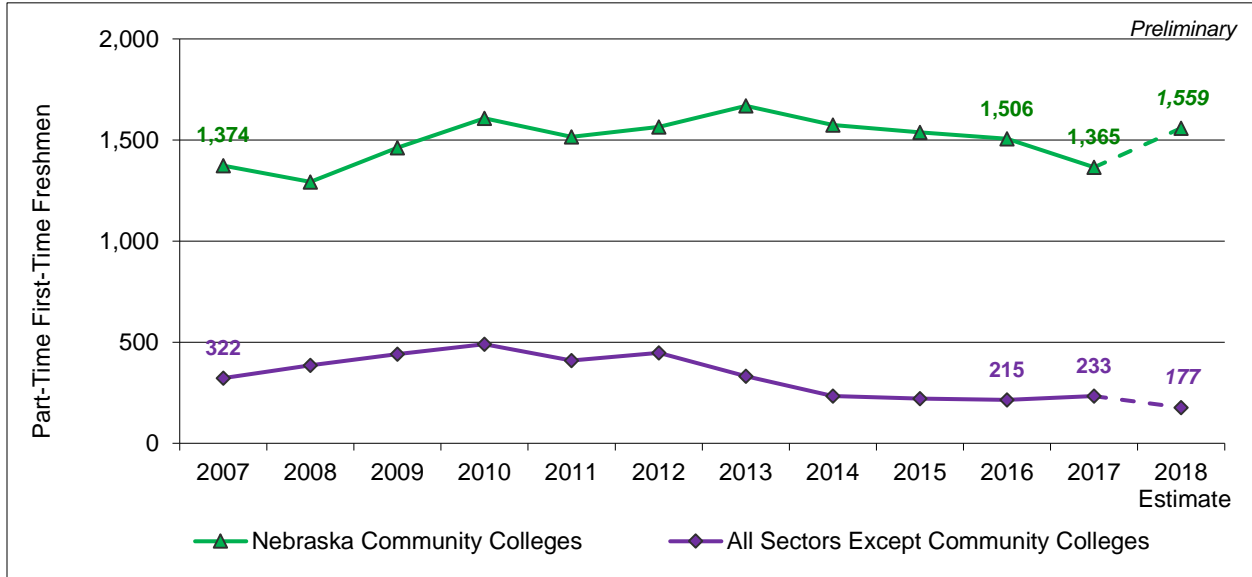


Note. See [Table A1.4](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

- As shown in [Figure 1.15](#), Nebraska's community colleges account for the majority of first-time freshmen who attend school part-time (81.0% of the state total in fall 2007 and an estimated 89.8% in fall 2018).
- Enrollment of part-time first-time freshmen at Nebraska's community colleges increased an estimated 14.2% from fall 2017 to fall 2018, resulting in an estimated 11-year increase of 13.5%.

- The number of part-time first-time freshmen enrolled at other types of institutions decreased an estimated 24.0% from fall 2017 to fall 2018, resulting in an estimated 11-year decrease of 45.0%.

Figure 1.15
Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2007 through Fall 2018



Note. See [Table A1.4](#) in [Appendix 1](#) for supporting data. Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

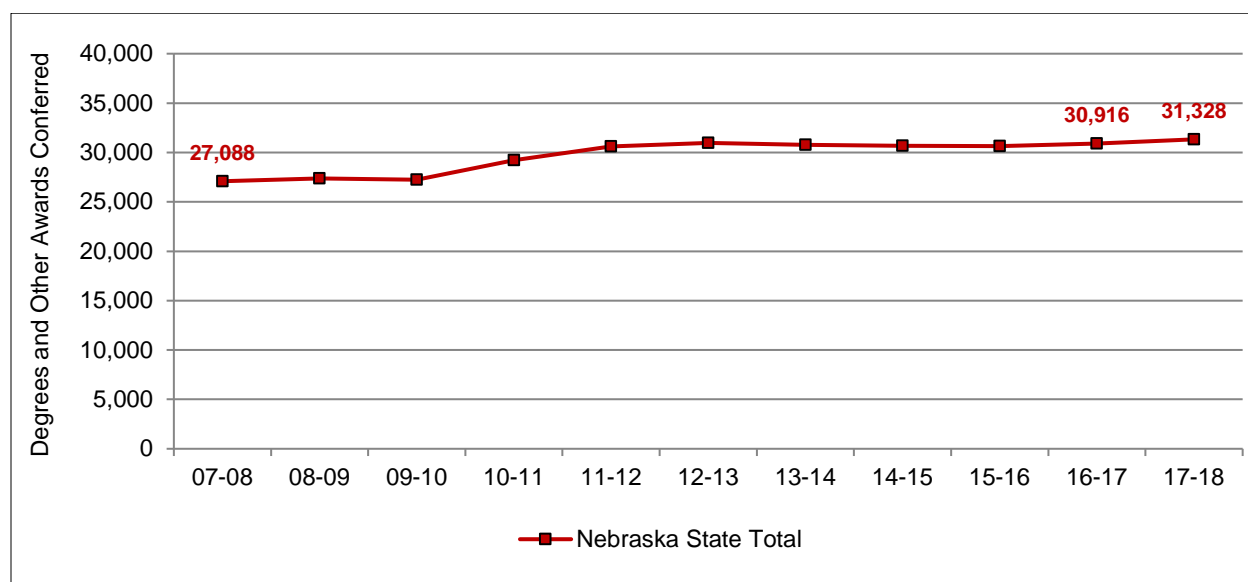
Number of Degrees Conferred at Nebraska Postsecondary Institutions

Although not specified as a state priority by the 2003 LR 174 Higher Education Task Force, increasing the number of degrees is a logical outcome of increasing enrollment and increasing the percentage of students who complete degree programs.

- As shown in [Figure 1.16](#), the total number of degrees and awards conferred by Nebraska institutions increased 15.7% from 27,088 in 2007-2008 to 31,328 in 2017-2018.

Figure 1.16

Total Number of Degrees and Other Awards Conferred by Nebraska Public and Independent Institutions and For-Profit/Career Schools 2007-2008 Academic Year through 2017-2018 Academic Year



Note. For more information, see the *2018 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2008 through 2018 surveys.

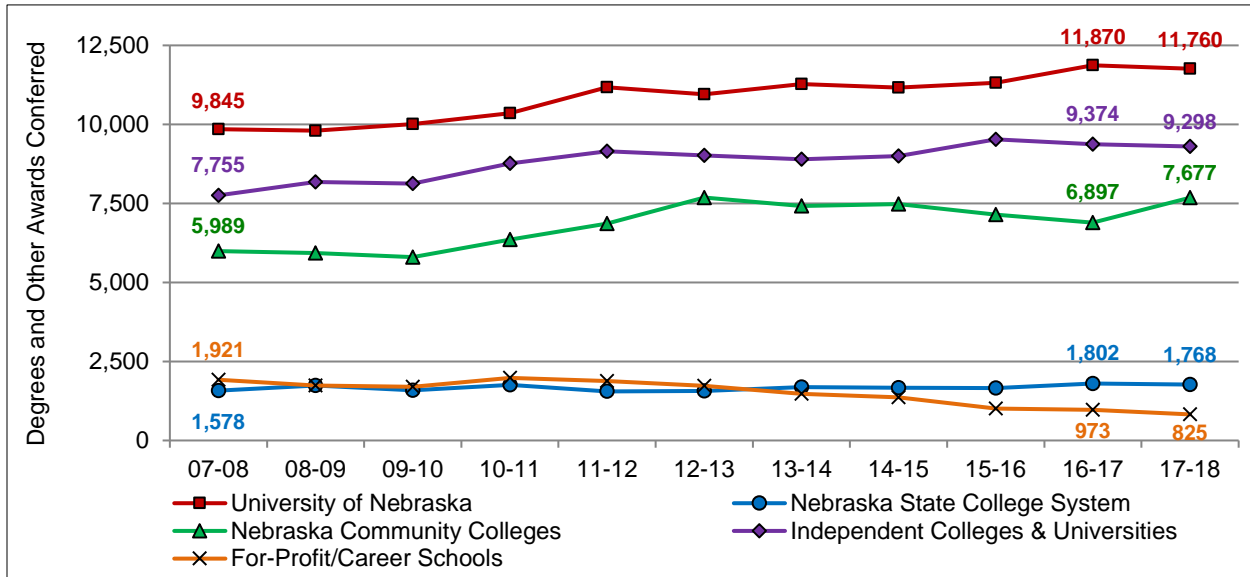
- As shown in [Figure 1.17](#), all sectors, except for the for-profit/career school sector, awarded more degrees and other awards in 2017-2018 than in 2007-2008.
- By sector, the number of degrees and other awards conferred by Nebraska’s postsecondary institutions changed as follows:

Sector	1-Year Change 16-17 to 17-18	10-Year Change 07-08 to 17-18
University of Nebraska	-0.9%	19.5%
Nebraska State College System	-1.9%	12.0%
Nebraska Community Colleges	11.3%	28.2%
Independent Colleges & Universities	-0.8%	19.9%
For-Profit/Career Schools	-15.2%	-57.1%

- [Table 1.2](#) shows, by award level, the number of degrees and other awards conferred by all Nebraska colleges and universities. Based on these data, from 2007-2008 to 2017-2018, the largest percentage point increase was at the master’s level (27.3%). Meanwhile, associate degrees declined 2.8%.

Figure 1.17

**Total Number of Degrees and Other Awards Conferred by Sector
2007-2008 Academic Year through 2017-2018 Academic Year**



Note. For more information, see the *2018 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2008 through 2018 surveys.

**Table 1.2
Total Number of Degrees and Other Awards Conferred by Award Level
Nebraska Postsecondary Institutions
2007-2008 Academic Year through 2017-2018 Academic Year**

Award Level	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	10-Yr. Chg.
Less-than-Four-Year Certificates	3,450	3,251	2,975	3,261	3,227	3,746	3,404	3,393	3,282	3,009	4,032	16.9%
Associate Degrees	4,837	4,763	4,862	5,352	5,765	5,944	5,755	5,712	5,144	5,067	4,703	-2.8%
Bachelor’s Degrees & Post-Baccalaureate Certificates	12,775	13,017	13,091	14,061	14,548	14,523	15,022	14,514	14,734	14,965	14,950	17.0%
Master’s Degrees & Post-Master’s Certificates	4,696	4,979	4,914	5,163	5,692	5,244	5,074	5,481	5,788	6,268	5,980	27.3%
Doctor’s Degrees	1,330	1,371	1,392	1,371	1,392	1,495	1,503	1,583	1,699	1,607	1,663	15.7%
Total Degrees Conferred	27,088	27,381	27,234	29,208	30,624	30,952	30,758	30,683	30,647	30,916	31,328	15.7%

Note. For more information, see the *2018 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2008 through 2018 surveys.

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.

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1.1.a High School Graduation Rates

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

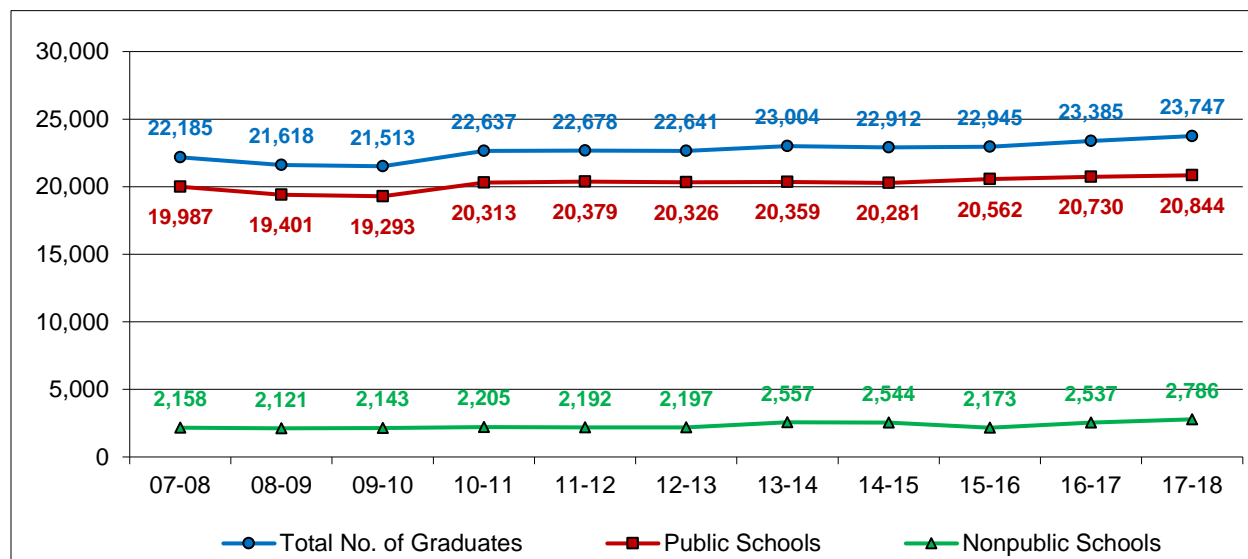
One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state's high schools. In other words, increase Nebraska's high school graduation rate and, in the process, increase the pool of high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

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

- As shown in [Figure 1.1.a.1](#), 23,747 students graduated from Nebraska high schools in 2017-2018, an increase of 7.0% (1,562 students) since 2007-2008.
- The number of students who graduated from Nebraska high schools increased 3.5% from 2016-2017 to 2017-2018, and there was a one-year increase of 5.2% in 2010-2011. Otherwise, the total number of graduates has increased or decreased only slightly between 2006-2007 and 2016-2017.
- Between 2007-2008 and 2017-2018, the number of public high school graduates increased 4.3% to 20,844, while the number graduating from nonpublic (private) high schools increased 29.1% to 2,786.
- Notably, between 2016-2017 and 2017-2018, the number of public high school graduates increased 0.5% (177 students) while the number of nonpublic high school graduates increased 9.2% (249 students).

Figure 1.1.a.1

**Numbers of Nebraska Public and Nonpublic High School Graduates
2007-2008 through 2017-2018**



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The total number of graduates includes graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. See [Table A2.1](#) in [Appendix 2](#) for supporting data. Data source: Nebraska Department of Education, February 2010 (2007-08 data), February 2011 (2008-09 and 2009-10 data), February 2012 (2010-11 data), December 2012 (2011-12 data), January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), and December 2018 (2017-18 data).

- As shown in [Table 1.1.a.1](#), since 2007-2008, about 9 out of 10 Nebraska high school graduates have received their diplomas from public schools.

Type of School	2007-2008		2016-2017		2017-2018	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,987	90.3%	20,730	89.1%	20,844	88.2%
Nonpublic	2,158	9.7%	2,537	10.9%	2,786	11.8%
Subtotal	22,145	100.0%	23,267	100.0%	23,630	100.0%
ESU & SO	40		118		117	
State Total	22,185		23,385		23,747	

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational service units; SO = State-operated schools. Data source: Nebraska Department of Education, February 2010 (2007-08 data), December 2017 (2016-17 data), and December 2018 (2017-18 data).

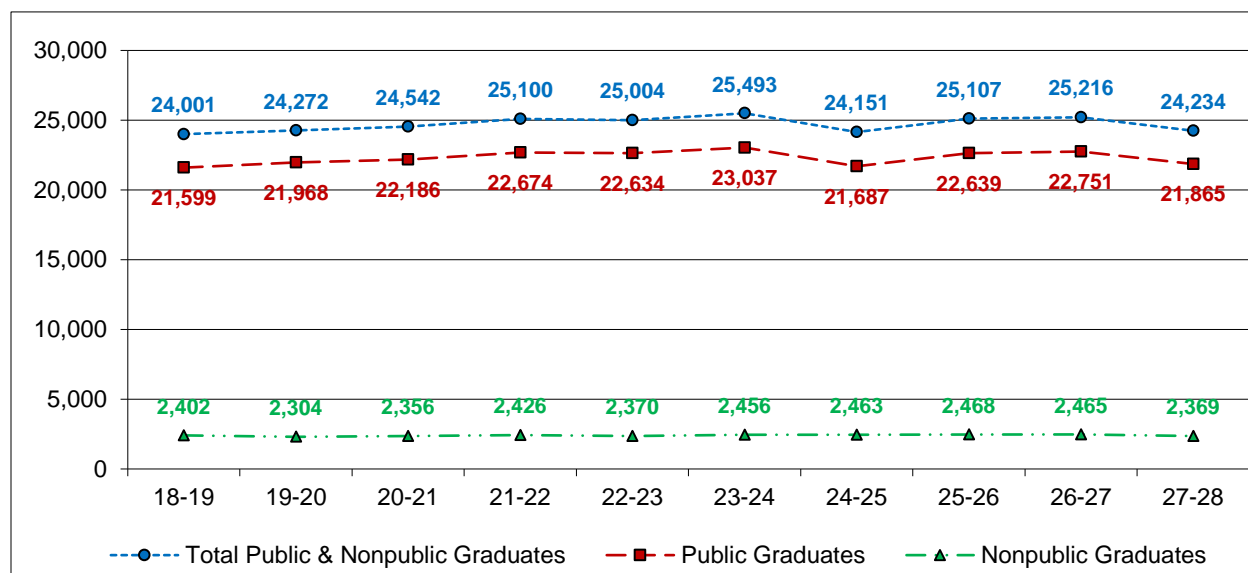
Projected Trends in the Number of Nebraska High School Graduates⁴

- As shown in [Figure 1.1.a.2](#), 24,234 students are forecast to graduate from Nebraska public and nonpublic high schools in 2027-2028. In addition, an estimated 100 students are projected to graduate from educational service units and state-operated schools, resulting in a total projected increase of 2.5% (587 students) over the next decade.
- Public schools are projected to account for 90% to 91% of Nebraska's high school graduates through the 2027-2028 school year.
- The numbers of graduates from Nebraska's public high schools are projected to increase 3.6% between 2017-2018 and 2018-2019 and then increase 1.2% from 2018-2019 to 2027-2028.
- The numbers of graduates from the state's nonpublic (private) high schools are projected to decrease 13.8% from 2017-2018 to 2018-2019 and then increase 1.4% from 2018-2019 to 2027-2028.

⁴ Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016*. See [Table A2.2](#) in [Appendix 2](#) for supporting data. For 2017-2018, the actual number of public school graduates (20,844) was 1.9% lower than WICHE predicted in their 2016 report (21,250).

Figure 1.1.a.2

**Projected Numbers of Graduates from Nebraska Public and Nonpublic High Schools
2018-2019 through 2027-2028**

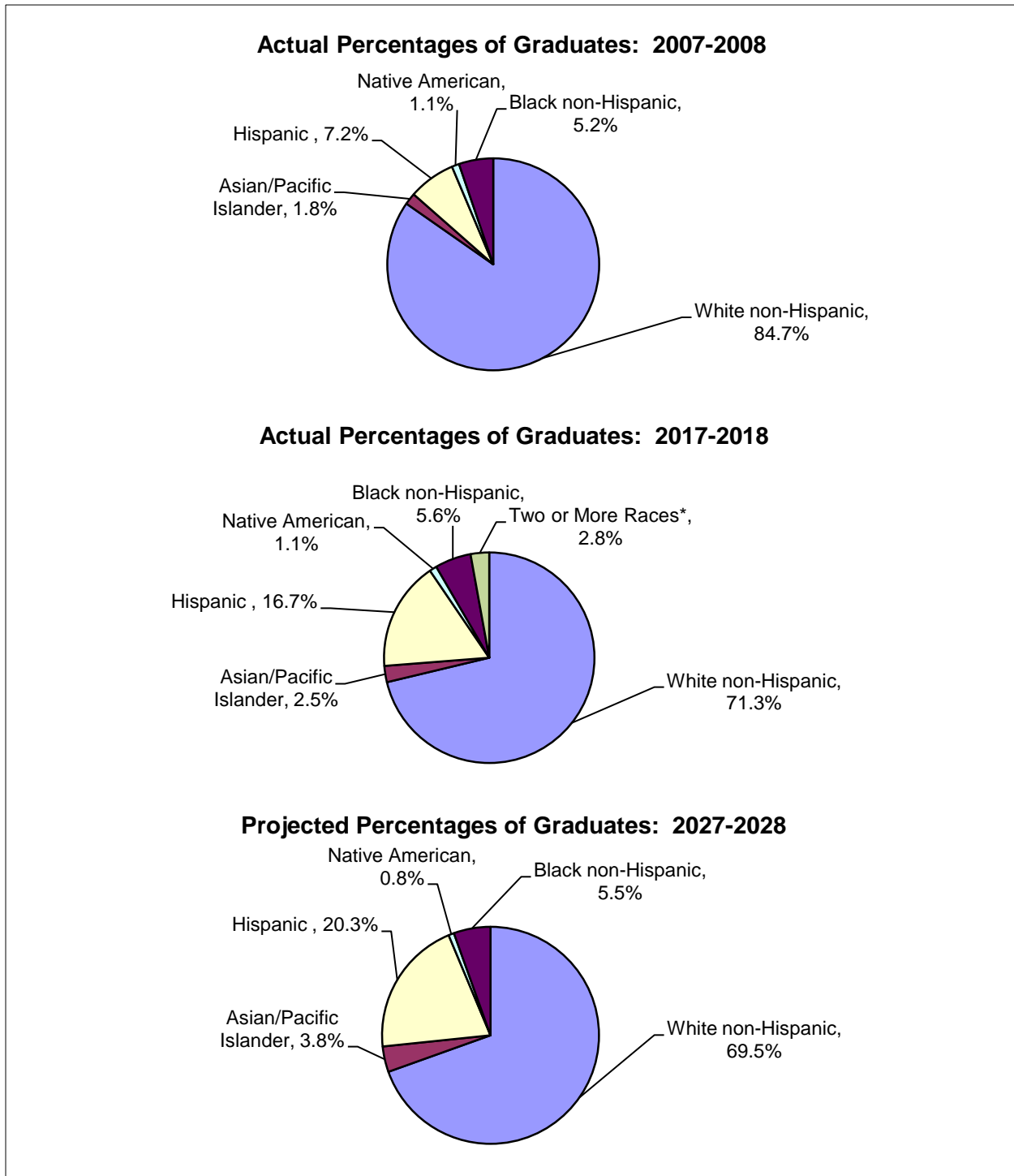


Note. Projections do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.2](#) in [Appendix 2](#) for supporting data. Data source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016*.

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

- As illustrated in [Figure 1.1.a.3](#), minority students, especially Hispanics, are projected to account for much higher percentages of the state's public high school graduates in 2027-2028 than they did in 2007-2008.
- Actual changes in the racial/ethnic distribution of Nebraska's public high school graduates over the decade have been in the direction of the projected trend. Between 2007-2008 and 2017-2018, the number of public high school graduates in each of the major racial/ethnic groups changed as follows:
 - White non-Hispanics decreased 12.3% (from 16,930 to 14,854 graduates)
 - Asian/Pacific Islanders increased 46.5% (from 355 to 520 graduates)
 - Hispanics increased 143.8% (from 1,430 to 3,486 graduates)
 - Native Americans increased 3.6% (from 225 to 233 graduates)
 - Black non-Hispanics increased 10.5% (from 1,047 to 1,157 graduates)
 - Since 2010-2011, graduates also have been classified in the category of "two or more races." In 2010-2011, there were 492 public high school graduates in this category. By 2017-2018, the number had increased 20.7% to 594 graduates.

Figure 1.1.a.3
By Race/Ethnicity: Actual and Projected
Percentages of Nebraska Public High School Graduates



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Actual counts and projections do not include graduates of educational service units or state-operated schools. *Two or more races' was not a racial/ethnic category until 2010-11. For projections, multiracial graduates are proportionally distributed to the four race categories (American Indian/Alaska Native (i.e., Native American), Asian/Pacific Islander, black non-Hispanic, and white non-Hispanic). See [Table A2.3](#) in [Appendix 2](#) for supporting data. Data sources: Nebraska Department of Education, February 2010, and December 2018 (actual number of graduates). Projection data obtained from Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016*.

Nebraska Public High School Graduation Rates

The Coordinating Commission monitors Nebraska high school graduation rates to determine if the proportion of Nebraska's high school students who graduate from high school is increasing, thereby potentially increasing the pool of students who are prepared to go on to college.

- Prior to the 2010-2011 school year, the Nebraska Department of Education used the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.
- With the 2010-2011 school year, the Nebraska Department of Education began using the **cohort four-year graduation rate** to measure the proportion of Nebraska's *public* high school students who earn regular diplomas. The cohort four-year graduation rate is calculated using an entirely different methodology than the four-year graduation rate; therefore, it is not comparable to the four-year graduation rates for previous school years. Consequently, **the 2011 cohort four-year graduation rate established a new baseline for future comparisons.**⁵
- See Explanatory Note A3.1 in Appendix 3 for information on how the cohort four-year graduation rates are calculated and see Table A3.1 in Appendix 3 for supporting data.

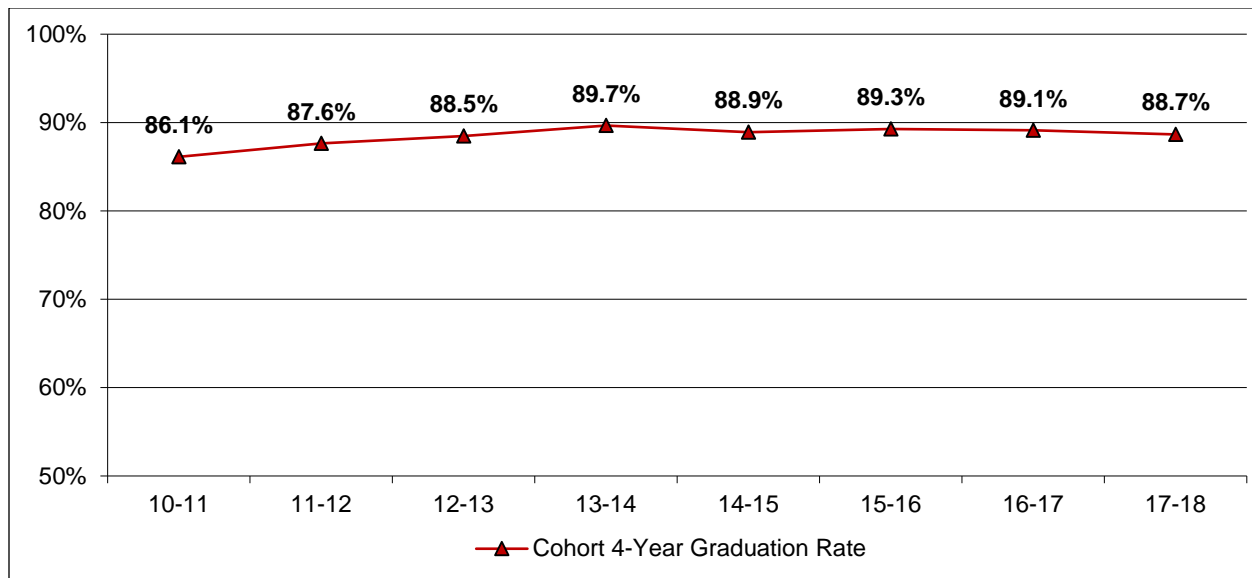
Cohort Four-Year High School Graduation Rates (2010-2011 through 2017-2018)

- Currently, data are not available to calculate a cohort four-year graduation rate for the nonpublic (private) high schools in Nebraska. Consequently, a statewide cohort four-year graduation rate for all public and nonpublic schools in Nebraska is not available.
- As shown in Figure 1.1.a.4, the **cohort four-year graduation rate for Nebraska's public schools was 86.1% in 2011 (2010-2011) and 88.7% in 2018 (2017-2018)**, or 2.6 percentage points higher than the cohort rate for 2011.

⁵ With the adoption of the cohort four-year graduation rate, the Nebraska Department of Education is no longer using its previous methodology for calculating graduation rates.

Figure 1.1.a.4

**Nebraska Public High School Cohort Four-Year Graduation Rates
2010-2011 through 2017-2018**



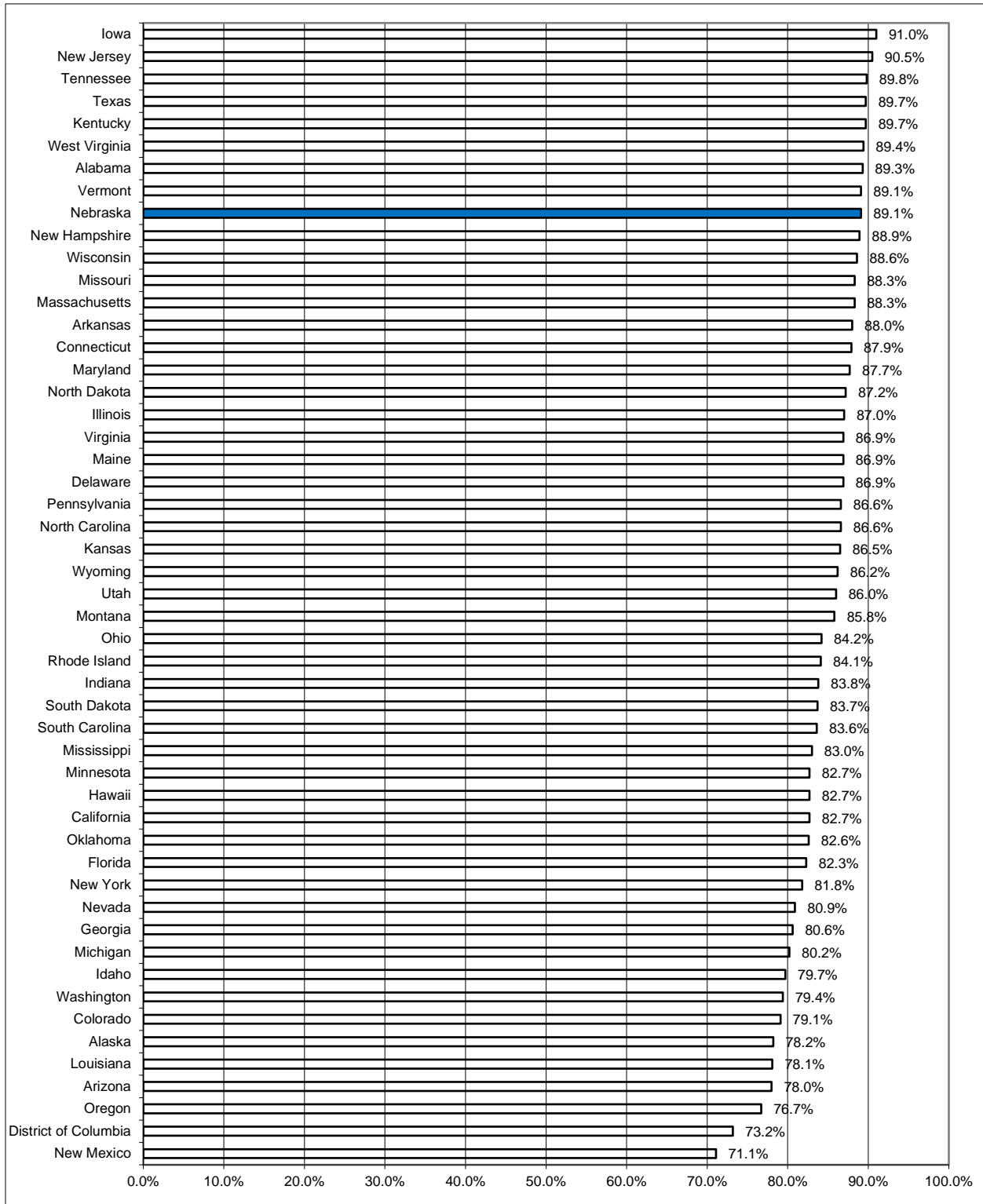
Note. See [Table A3.1](#) in [Appendix 3](#) for supporting data. Data source: Nebraska Department of Education, *2017-2018 Education Profile for State of Nebraska, Cohort Graduation Data*.

Public High School Graduation Rates by State

[Figure 1.1.a.5](#) shows the state-to-state comparisons of the cohort four-year graduation rates calculated for the 2016-2017 cohort.

- As shown in [Figure 1.1.a.5](#), Nebraska's 2016-2017 cohort four-year graduation rate was the ninth highest among the rates reported by 50 states and the District of Columbia.

Figure 1.1.a.5
By State: 2016-2017 Public High School
Cohort Four-Year Graduation Rates



Data source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data*, school year 2016-17.

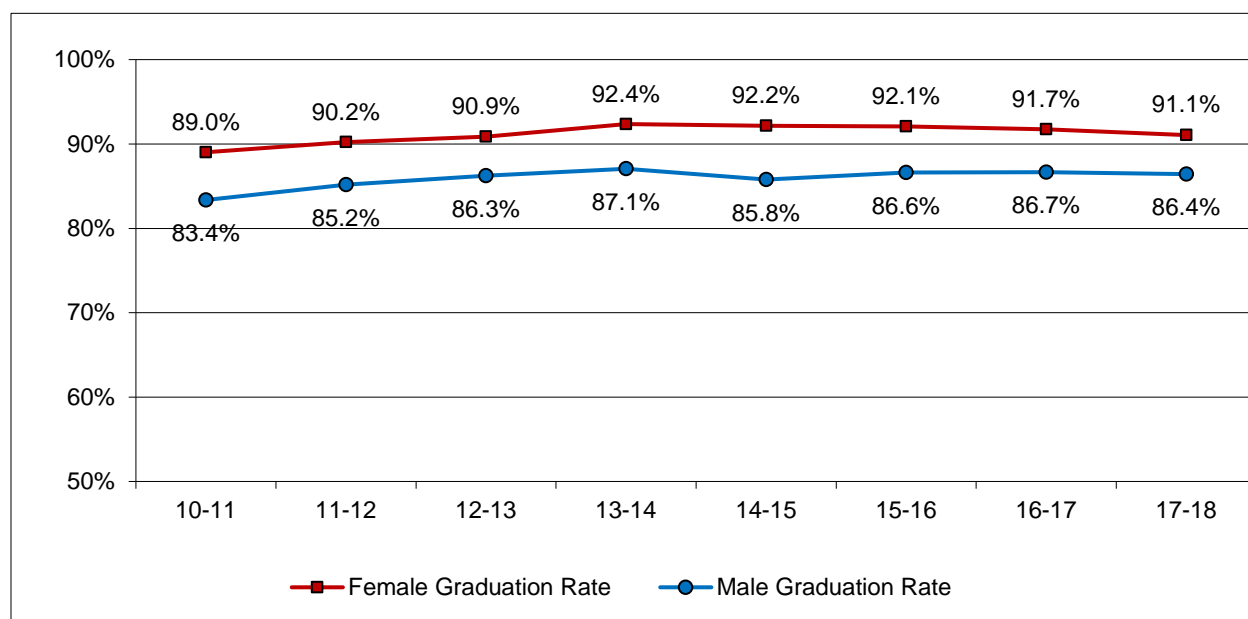
Nebraska Public High School Graduation Rates by Gender

An analysis of the high school graduation rate data obtained from the Nebraska Department of Education reveals that females continue to have higher graduation rates than males who attend Nebraska's public high schools, regardless of the methodology used to calculate them.

- As evidenced in [Figure 1.1.a.6](#), the cohort four-year graduation rates for females were higher than the rates for males from 2010-2011 to 2017-2018. Both rates gradually increased during this time, and the gap between males and females decreased from 5.7 percentage points in 2010-2011 to 4.7 percentage points in 2017-2018.
- **The cohort graduation rate for females in 2017-2018 was 91.1%**, 2.1 percentage points higher than the rate for 2010-2011. **The cohort graduation rate for males in 2017-2018 was 86.4%**, 3.0 percentage points higher than the rate for 2010-2011.

Figure 1.1.a.6

By Gender: Nebraska Public High School Cohort Four-Year Graduation Rates 2010-2011 through 2017-2018



Note. See [Table A3.1](#) in [Appendix 3](#) for supporting data. Data source: Nebraska Department of Education, *2017-2018 Education Profile for State of Nebraska, Cohort Graduation Data*.

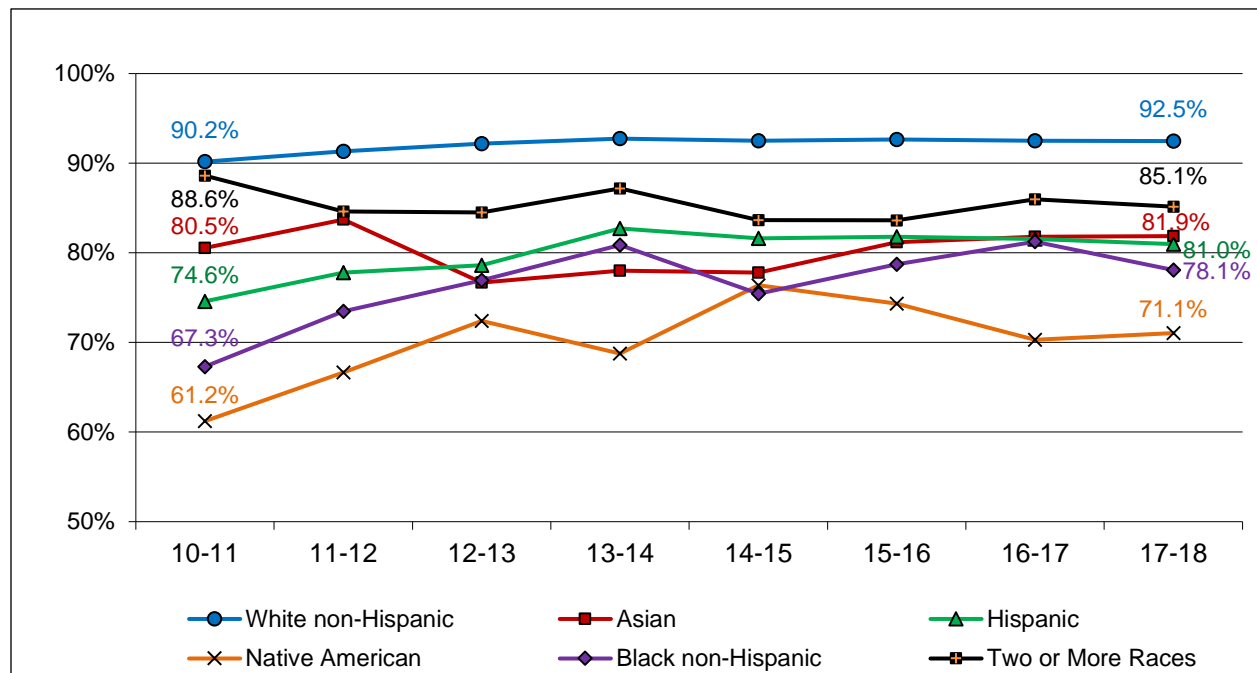
Nebraska Public High School Graduation Rates by Race/Ethnicity

As illustrated in [Figure 1.1.a.7](#), high school graduation rates vary considerably by race/ethnicity.

- Between 2010-2011 and 2017-2018, the cohort four-year graduation rate decreased 3.5 percentage points for multiracial individuals. During this same time, cohort four-year graduation rates increased for all other racial/ethnic groups, ranging from a 1.4 percentage point change for Asians to a 10.8 percentage point increase for black non-Hispanics.

Figure 1.1.a.7

By Race/Ethnicity: Nebraska Public High School Cohort Four-Year Graduation Rates 2010-2011 through 2017-2018



Note. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. See [Table A3.1](#) in [Appendix 3](#) for supporting data. Data source: Nebraska Department of Education, *2017-2018 Education Profile for State of Nebraska*, Cohort Graduation Data.

District-Level Analysis of Graduation Rates

The Nebraska Department of Education provides the Commission with the distribution of the 2017-2018 cohort four-year graduation rates for Nebraska's 249 public school districts, as shown in Table 1.1.a.2.

- 81 (32.5%) of Nebraska's public school districts had cohort four-year graduation rates of 100%, and 203 districts (81.5%) had graduation rates equal to or higher than the statewide rate in 2017-2018.
- 46 (18.5%) districts had graduation rates that were lower than the statewide rate for public schools in 2017-2018, and 10 districts had rates of less than 75.0%.
- The three districts with the largest number of cohort graduates were Omaha Public Schools with a graduation rate of 78.1% (2,772 graduates), Lincoln Public Schools with a graduation rate of 82.3% (2,372 graduates), and Millard Public Schools with a graduation rate of 92.9% (1,611 graduates).

Table 1.1.a.2 Distribution of the Cohort Four-Year High School Graduation Rates for Nebraska Public High School Districts 2017-2018			
Cohort Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	Cumulative % of School Districts
100.00%	81	32.5%	32.5%
97.00% - 99.99%	17	6.8%	39.4%
94.00% - 96.99%	43	17.3%	56.6%
91.00% - 93.99%	42	16.9%	73.5%
88.67% - 90.99%	20	8.0%	81.5%
88.67% Nebraska Public High School Rate			
85.00% - 88.66%	20	8.0%	89.6%
75.00% - 84.99%	16	6.4%	96.0%
Less than 75.00%	10	4.0%	100.0%
All Public Districts	249		
Data source: Nebraska Department of Education, December 2018.			

Nebraska Public High School Cohort Extended Graduation Rates

Figure 1.1.a.8 shows extended five- and six-year graduation rates for the 2015-2016 cohort (Part A) and extended five-year graduation rates for the 2016-2017 cohort (Part B).

- As evidenced in Part A of Figure 1.1.a.8, the 2015-2016 cohort **six-year** graduation rate for Nebraska's public school was 92%, three percentage points higher than the cohort four-year graduation rate.
- As shown in Part B of Figure 1.1.a.8, the overall **five-year** graduation rate for the 2016-2017 cohort was 92%, three percentage points higher than the cohort four-year graduation rate.

Extended Graduation Rates by Gender

Extending cohort graduation rates to five and six years narrows the gap between graduation rates for males and females. In other words, males are more likely than females to take five or six years to graduate from high school.

- For the 2015-2016 cohort, the four-year graduation rate was 87% for males and 92% for females, a gap of five percentage points. However, extending the graduation rate out to six years reveals the gap narrowed to four percentage points (90% for males and 94% for females).
- For the 2016-2017 cohort, the five-year graduation rate was 94% for females (up from 92% for four years) and 90% for males (up from 87% for four years).

Extended Graduation Rates by Race/Ethnicity

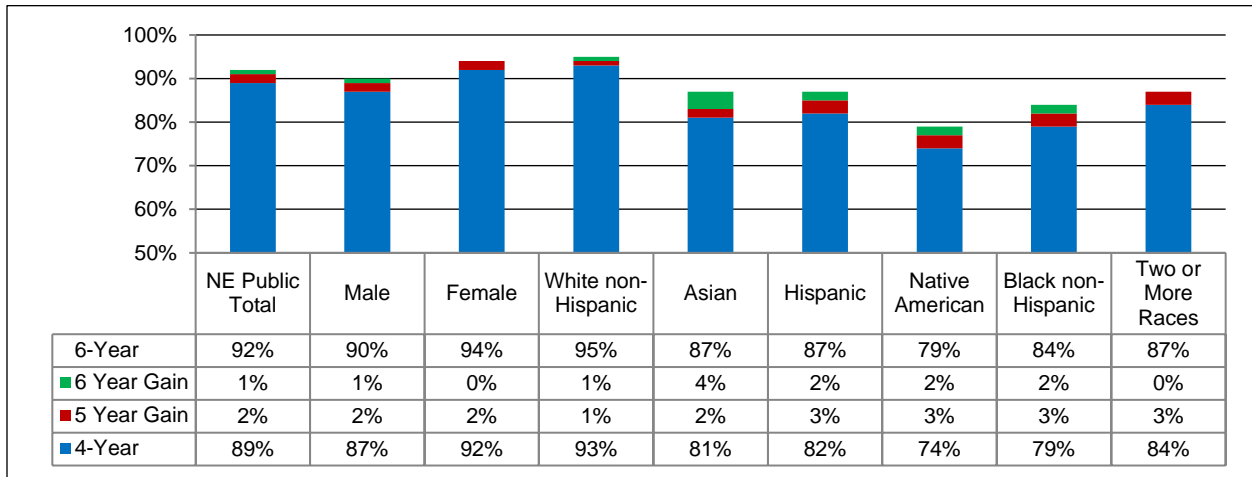
Extending cohort graduation rates to five and six years also narrows the gaps between graduation rates for various racial/ethnic groups.

- The 2015-2016 cohort graduation rate for Asians increased six percentage points when extended from four to six years, while the cohort graduation rate for multiracial students increased three percentage points when extended from four to six years.
- For the 2016-2017 cohort, the graduation rate for Asians increased six percentage points when extended from four to five years, while the cohort graduation rate for multiracial students increased two percentage points.

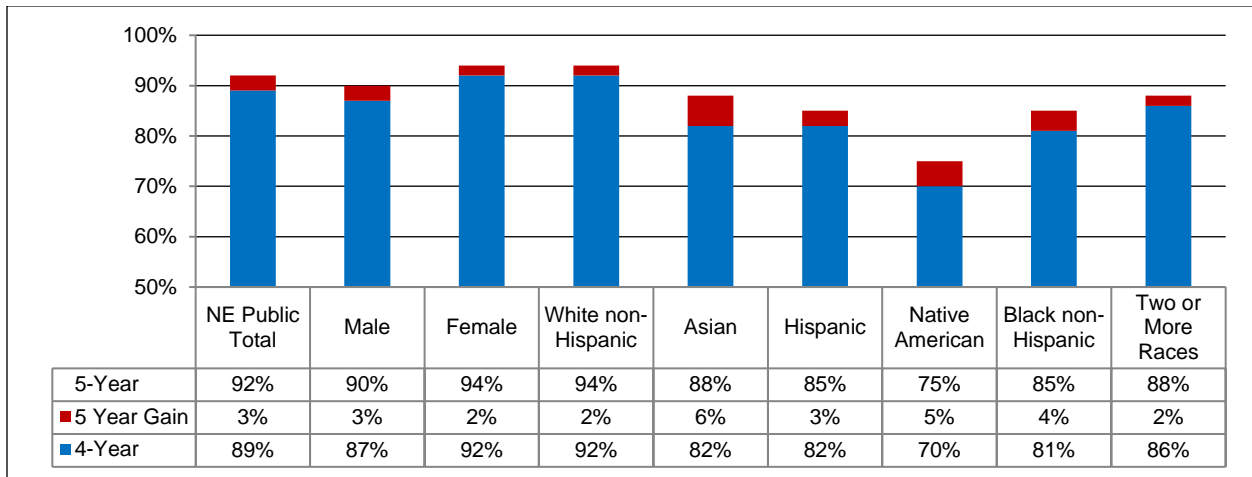
Figure 1.1.a.8

By Gender and By Race/Ethnicity: Nebraska Public High School Cohort Extended Graduation Rates for 2015-2016 and 2016-2017

Part A: 2015-2016 Cohort



Part B: 2016-2017 Cohort



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. See Table A3.1 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, 2017-2018 Education Profile for State of Nebraska, Cohort Graduation Data.

1.1.b Preparation for College

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

The results of the ACT 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 higher average ACT scores achieved by students who take the “core” high school courses recommended to prepare them for college.

Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). As shown in the following section, this change has affected participation rates so that all students graduating from Nebraska high schools have theoretically taken the ACT test.⁶

Since the ACT test is the predominant college entrance exam available to measure the extent to which Nebraska students are prepared for academic coursework beyond high school, this section focuses exclusively on the ACT test.⁷

Nebraska ACT Assessment Scores

The ACT Assessment consists of four curriculum-based achievement tests in English, reading, mathematics, and science. A student's scores for each of these tests are 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.1](#), the average ACT composite score for Nebraska high school students in the graduating class of 2018 was 20.1, down from 22.1 in 2008. Nebraska's 2018 average ACT composite score was 0.7 point lower than the national average of 20.8.
- There are three known reasons for the recent declines in the average ACT composite score.
 - First, starting in 2013, extended-time test takers are included in national and state composite scores. Historically, the inclusion of these students' scores has lowered Nebraska's average composite score by 0.2 point.⁸
 - Second, the Nebraska ACT Pilot Project required all 11th graders in eight selected Nebraska public school districts to take the ACT during a school day in the spring of 2012, 2013, and 2014. The net effect of this project on ACT scores is unknown as the Commission does not know which students would have taken the ACT Assessment had it not been required.

⁶ A potential exception to 100% testing of graduates would be out-of-state students that transferred into Nebraska's schools after their cohort minus one year.

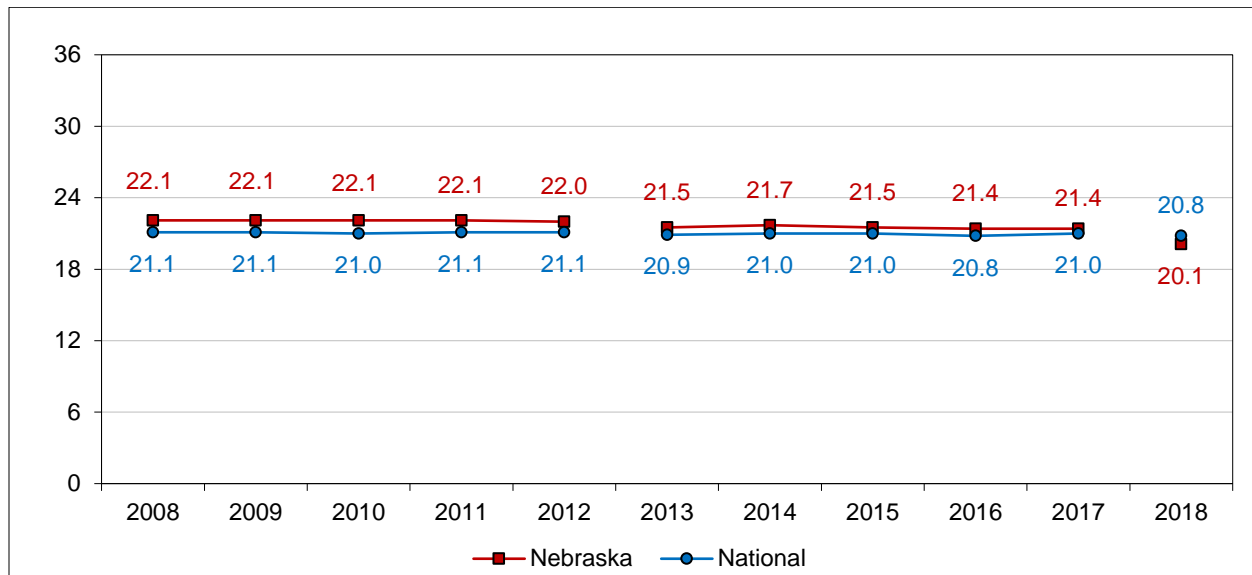
⁷ In 2018, only 2.9% of Nebraska students took the SAT Test.

⁸ Students with disabilities are provided reasonable accommodations appropriate to the student's disability. Approved students have up to five total hours (50% more time) to complete all four multiple-choice tests.

- Third, beginning with the graduating class of 2018, all students take the ACT test in the cohort minus one year. The precise effects of this change on ACT scores is unknown; however, it is reasonable to postulate that students who normally would not have taken the ACT test unless required would perform lower than students who planned to take the ACT test.

Figure 1.1.b.1

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2008 through 2018



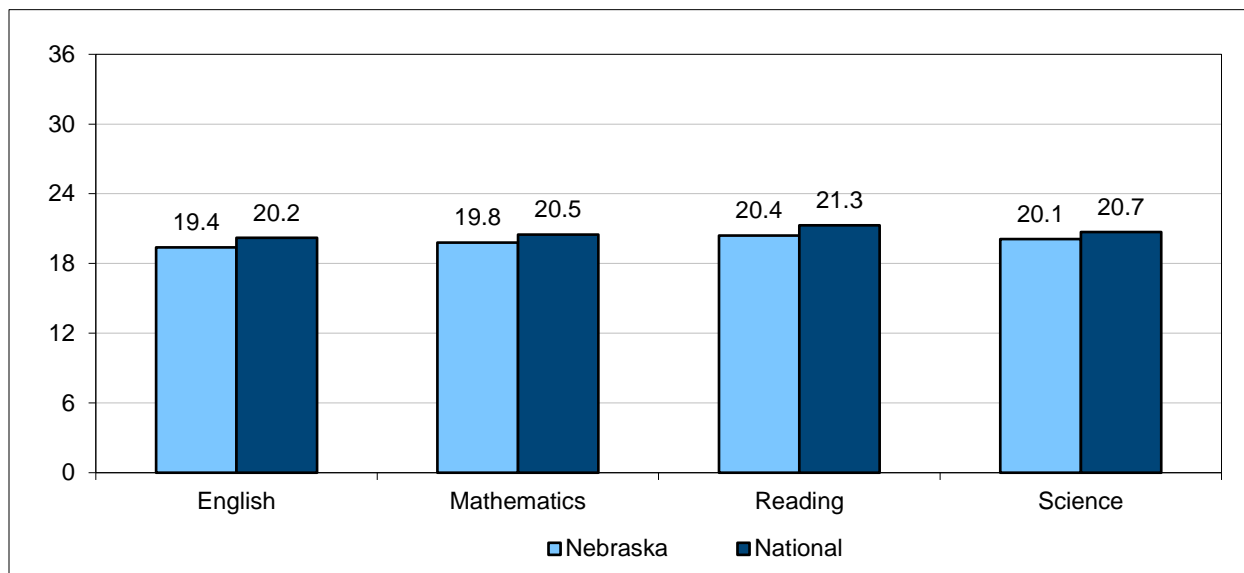
Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Data source: ACT, *High School Profile Report - Nebraska*, 2008 through 2018.

- Based on information from ACT, Inc., Nebraska was tied for the sixth highest average composite score among the 19 states where an estimated 95% or higher of the 2018 high school graduates took the ACT Assessment. However, direct state-to-state comparisons are generally not advisable.⁹
- [Figure 1.1.b.2](#) shows that Nebraska students in the 2018 graduating class scored below the national average on each of the subject-area tests that constitute the ACT Assessment.

⁹ The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam taken in about half of the states. Nationally, 1,915,817 (an estimated 55%) of the students in the high school graduating class of 2018 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, there are 17 states where the ACT Assessment is administered to 100% of the students who will graduate from high school. In all other states, the students who take the ACT are generally 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.2

**Comparison of National and Nebraska Average ACT Composite Scores
in English, Reading, Mathematics, and Science
for the High School Graduating Class of 2018**



Data source: ACT, *High School Profile Report - Nebraska*, 2018.

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 English composition, social sciences, algebra, and biology. For each college course or subject area, the 2017 ACT subject-area test and College Readiness Benchmark Scores are:

<u>College Course or Area</u>	<u>ACT Subject-Area Test</u>	<u>College Readiness Benchmark Score¹⁰</u>
English Composition	English	18
Social Science	Reading	22
Algebra	Mathematics	22
Biology	Science	23

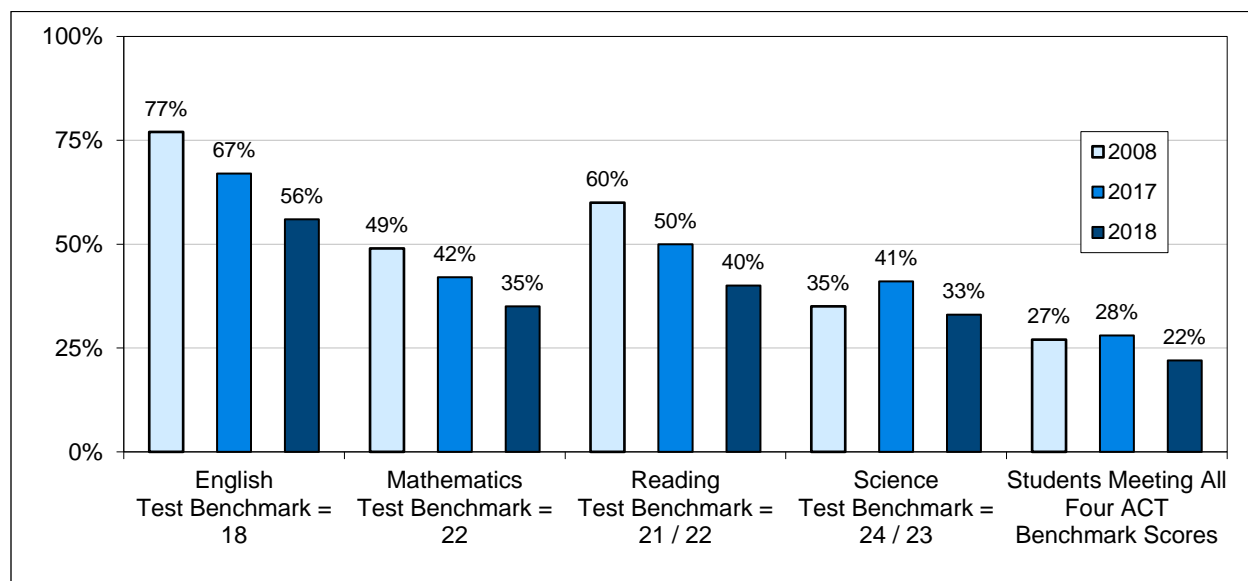
¹⁰ Beginning in 2013, the reading benchmark score increased from 21 to 22 and the science benchmark score decreased from 24 to 23.

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

- Based on the data summarized in [Figure 1.1.b.3](#), 56% of the ACT-tested Nebraska high school graduating class of 2018 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, 35% met or exceeded the mathematics benchmark score of 22 for college algebra; 40% met or exceeded the benchmark score of 22 on the reading test; and only 33% met or exceeded the science benchmark score of 23 for biology.
- Between 2008 and 2018, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, mathematics, reading, and science tests decreased 21, 14, 20, and 2 percentage points, respectively.
- Between 2017 and 2018, the percentage of Nebraska students who met or exceeded ACT College Readiness Benchmarks for English, mathematics, reading and science decreased 11, 7, 10, and 8 percentage points, respectively.
- **Only 22% of Nebraska’s high school graduates in the class of 2018 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.** This percentage is five points lower than in 2008.

Figure 1.1.b.3

Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks that Indicate Sufficient Preparation for College-Level Courses Nebraska High School Graduating Classes: 2017 and 2018 Compared to 2008



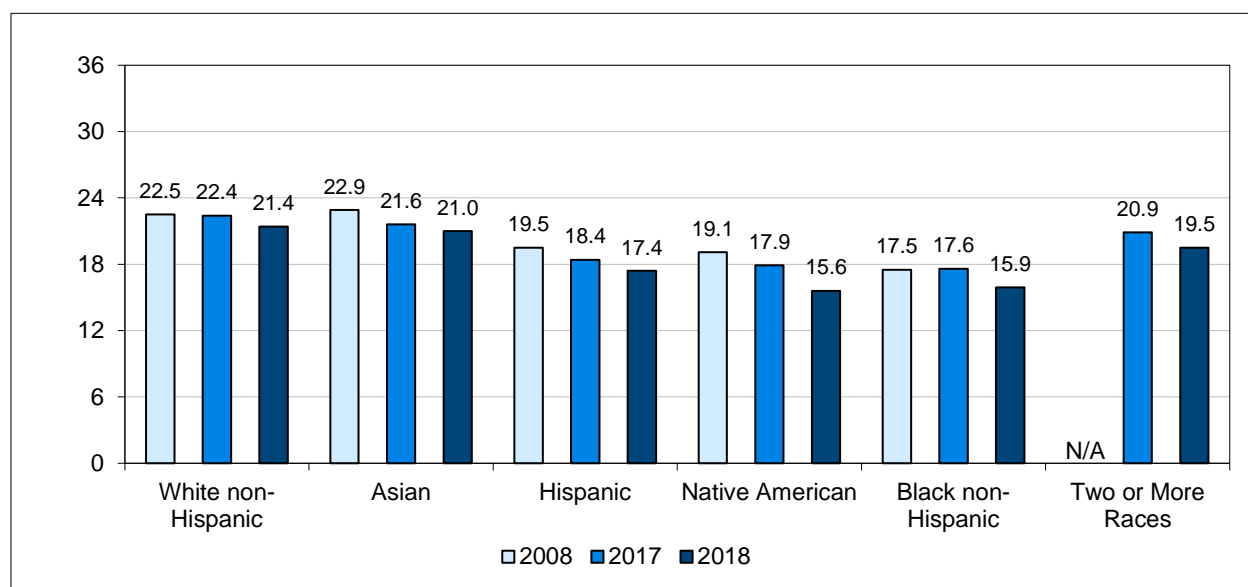
Note. Beginning with the 2013 graduating class, ACT’s college readiness benchmark score for reading increased from 21 to 22 while their college readiness benchmark score for science decreased from 24 to 23. The benchmark scores for English (18) and mathematics (22) were unchanged during the reporting period. In addition, starting in 2013, extended-time test takers are included in national and state scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). See [Table A4.1](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2008, 2017, and 2018.

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- As shown in [Figure 1.1.b.4](#), average ACT composite scores vary by race/ethnicity.
- The average composite scores for Hispanics, Native Americans, black non-Hispanics, and multiracial persons who graduated from Nebraska high schools in 2008, 2017, and 2018 were generally lower than the average composite scores of their white non-Hispanic and Asian classmates.
- Between 2017 and 2018, average composite scores decreased for all racial/ethnic groups: 1.0 point for white non-Hispanics and Hispanics, 0.6 point for Asians, 2.3 points for Native Americans, 1.7 points for black non-Hispanics, and 1.4 points for multiracial students.
- It is unknown how much of the overall decline was attributable to the inclusion of extended-time test takers and students who took the ACT test only because they were required to do so, and how much of the decline is attributable to other variables.

Figure 1.1.b.4

**Nebraska Average ACT Composite Scores by Race/Ethnicity
2017 and 2018 Compared to 2008**



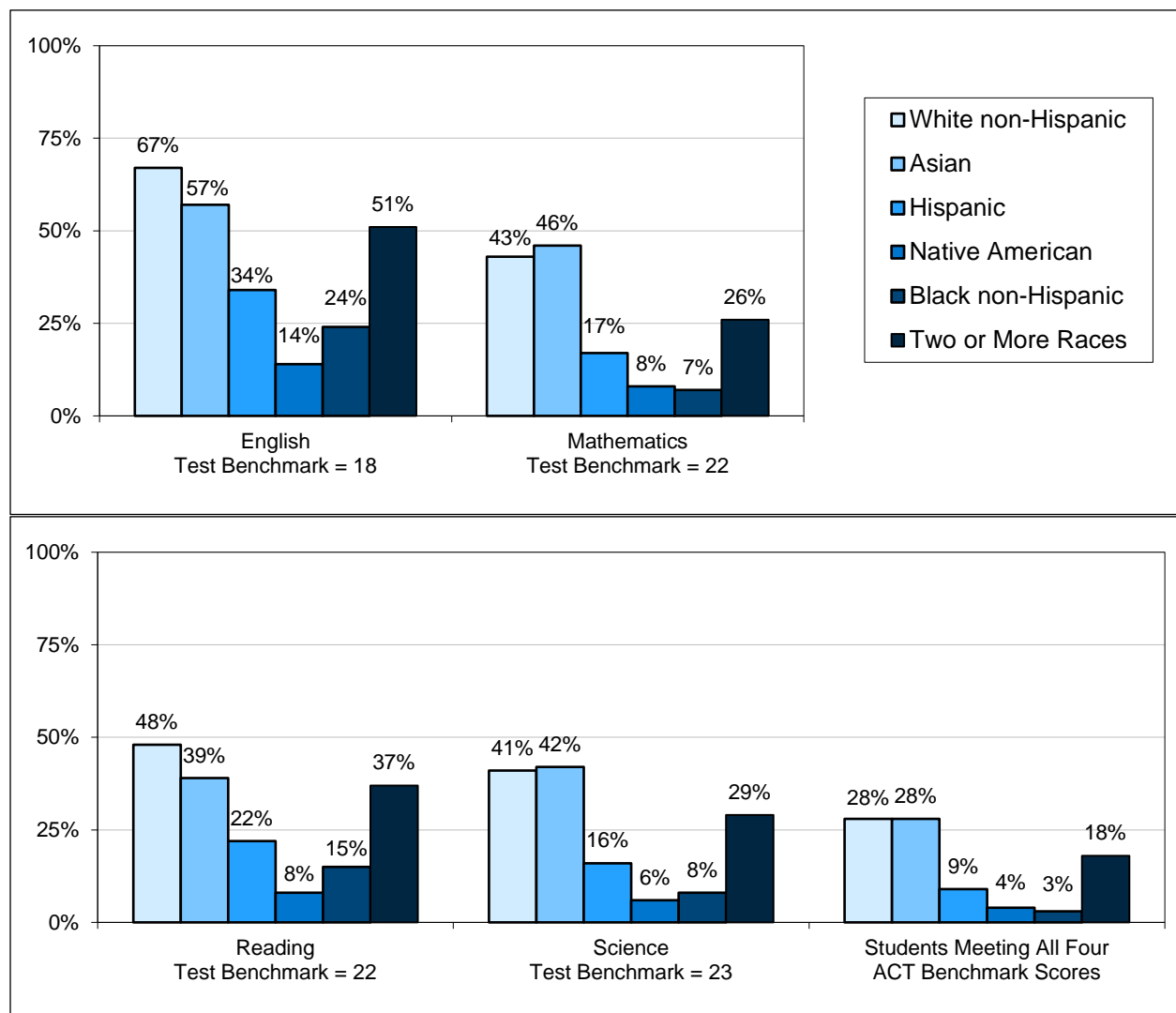
Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Prior to 2011, the Asian category included Native Hawaiians and other Pacific Islanders. Average composite scores for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category who took the ACT Assessment. In 2017, 23 Native Hawaiians and other Pacific Islanders took the ACT Assessment with an average composite score of 19.2. In 2018, 38 Native Hawaiians and other Pacific Islanders took the ACT Assessment with an average composite score of 16.9. These students are not included in the calculation of the average composite score for Asians in 2017 or 2018. Prior to 2011, ACT did not have a racial/ethnic category for individuals who were more than one race. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Data source: ACT, *High School Profile Report - Nebraska*, 2008, 2017, and 2018.

- Based on the data for the graduating class of 2018 summarized in [Figure 1.1.b.5](#), lower percentages of Hispanics, Native Americans, black non-Hispanics, and multiracial graduates are sufficiently prepared for college-level coursework compared to their white non-Hispanic and Asian classmates.

- For example, only 26% of the ACT-tested multiracial students in the class of 2018 met or exceeded the ACT College Readiness Benchmark Score in mathematics, compared to 43% of the white non-Hispanic students and 46% of the Asian students. More dramatically, only 17% of the ACT-tested Hispanics, 8% of the ACT-tested Native Americans, and 7% of the ACT-tested black non-Hispanics met or exceeded the benchmark score in mathematics. A similar pattern is evidenced for the other three ACT subject-matter tests as well as the percentage of students who met all four ACT benchmark scores.
- In fact, 28% of white non-Hispanics and 28% of Asians met or exceeded the benchmarks for all four subject-matter tests in 2018, while only 18% of multiracial students, 9% of Hispanics, 4% of Native Americans, and 3% of black non-Hispanics met or exceeded the benchmarks for all four subject-matter tests.

Figure 1.1.b.5

Percentages of ACT-Tested High School Students in the Graduating Class of 2018 Who Met or Exceeded ACT College Readiness Benchmark Scores that Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity



Note. Data for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category (38) who took the ACT Assessment. Data source: ACT, *High School Profile Report - Nebraska, 2018*.

The Importance of the ACT-Recommended High School Core Curriculum

ACT, Inc. defines the core, college-preparatory high school curriculum (i.e., 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 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 progress successfully through postsecondary education programs than students who do not complete the recommended core courses.
- Furthermore, 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 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.¹¹

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.

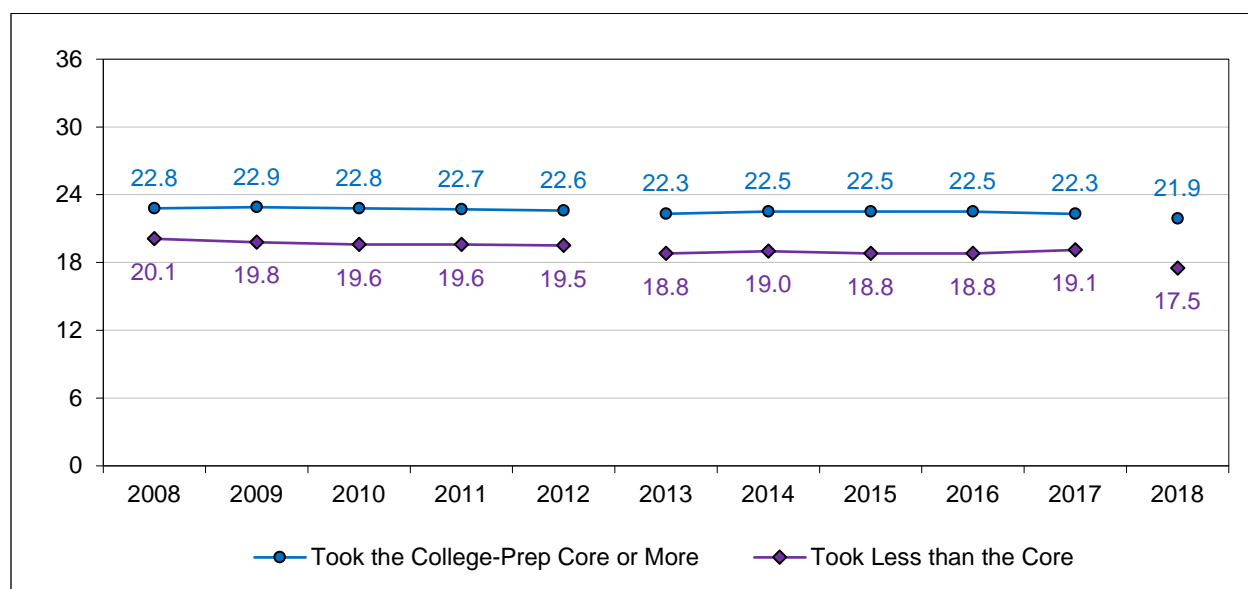
¹¹ *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success*, ACT, Inc., 2010.

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum¹²

- As shown in [Figure 1.1.b.6](#), 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 2018, those who took the core or more had an average composite score of 21.9 compared to an average score of 17.5 for the students who reported that they took courses that did not meet the minimum core requirements.
- The average ACT composite score for the students who took the core or more was 0.9 point lower in 2018 than it was in 2008 while the average score for students who took less than the core was 2.6 points lower in 2018 than it was in 2008.

Figure 1.1.b.6

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2008 through 2018



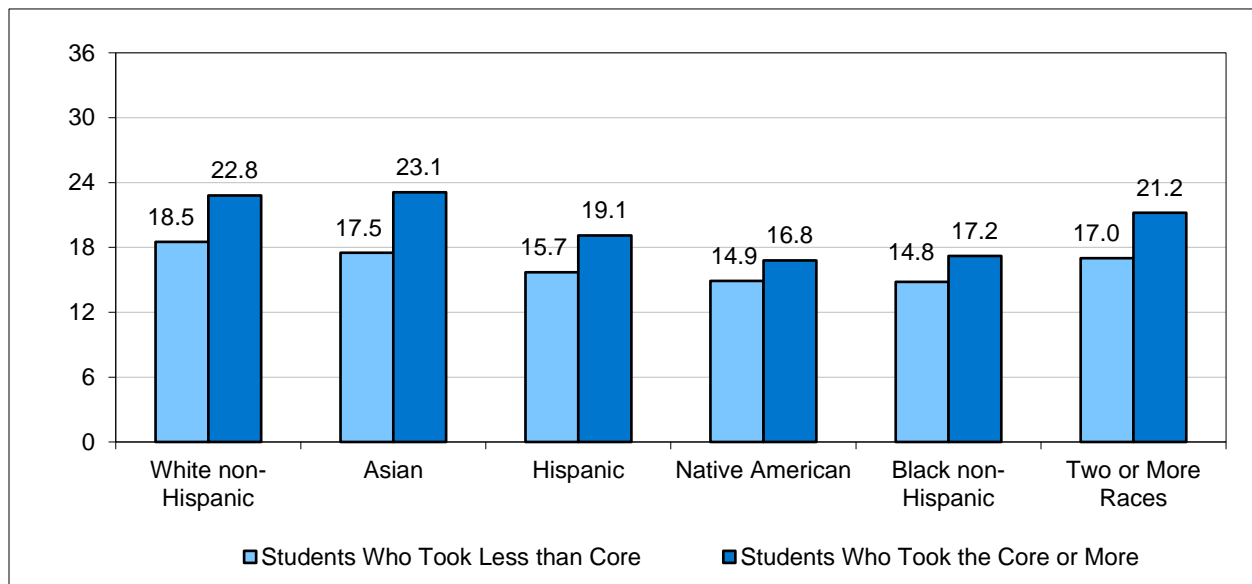
Note. Beginning with the graduating class of 2013, scores for extended-time test takers are now included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Data source: ACT, *High School Profile Report - Nebraska*, 2008 through 2018.

¹² *Note:* Beginning with the 2014-2015 school year, Nebraska school districts are required to adopt and implement graduation requirements that include meeting standards similar to those represented by the core, college-preparatory high school curriculum advocated by ACT, Inc. Prior to adoption of the new statewide standards, Nebraska high school graduation requirements were set by each school district individually and may or may not have included “the core” as defined by ACT, Inc. Data source: Nebraska Department of Education, *Rule 10, Regulations and Procedures for the Accreditation of Schools* (pages 5-6), August 1, 2015.

- Regardless of score variations, the data summarized in [Figure 1.1.b.6](#) provide 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.
- **Taking “the core or more” helps students of every race/ethnicity.** Within each of the six racial/ethnic groups, the average ACT composite score was higher for the students in the graduating class of 2018 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.7](#).

Figure 1.1.b.7

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 for the High School Graduating Class of 2018



Note. Data for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category (38) who took the ACT Assessment. Data source: ACT, *High School Profile Report - Nebraska, 2018*.

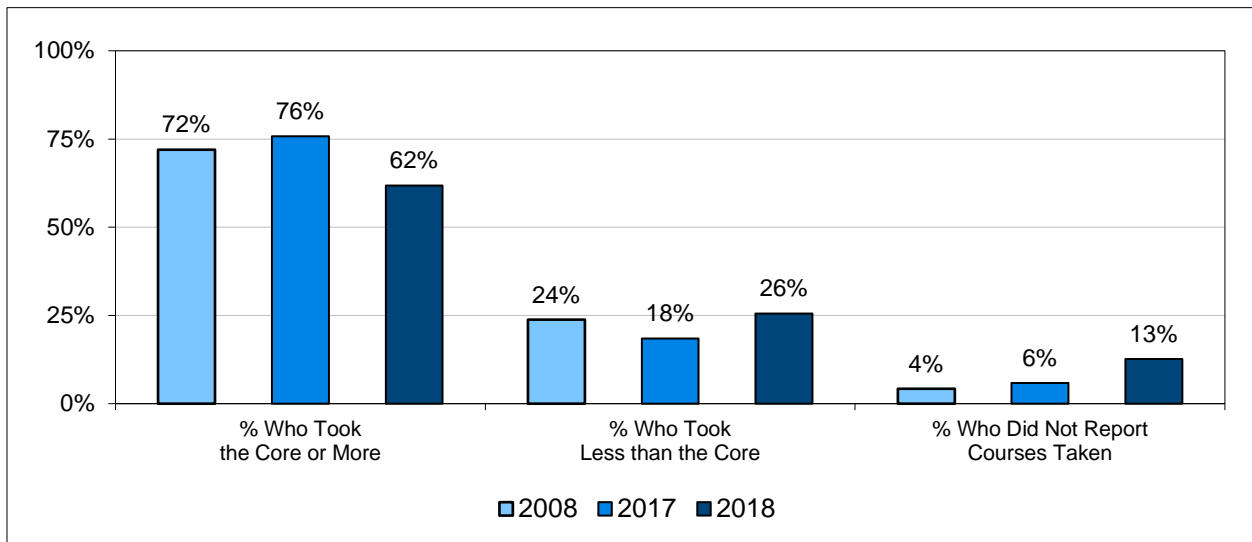
Percentage of Nebraska ACT-Tested Students Who Take the Core or More

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 less reliable. However, the percentage of ACT-tested students who reported the courses they took or planned to take in high school was 96% in 2008, 94% in 2017, and 87% in 2018.

- A direct comparison of 2017 and 2018 percentages indicates that the percentage of high school students who took the core or more decreased noticeably over the last year, likely due to Nebraska implementing the ACT test for all students during their cohort minus one year. As shown in [Figure 1.1.b.8](#), the percentage of students who reported that they took the core or more was 10 percentage points lower in 2018 than in 2008.
- [Figure 1.1.b.9](#) shows that for all major racial/ethnic groups, there has been a dramatic decrease since 2008 in the percentage of the ACT-tested students who have reported taking the core or more in high school.

Figure 1.1.b.8

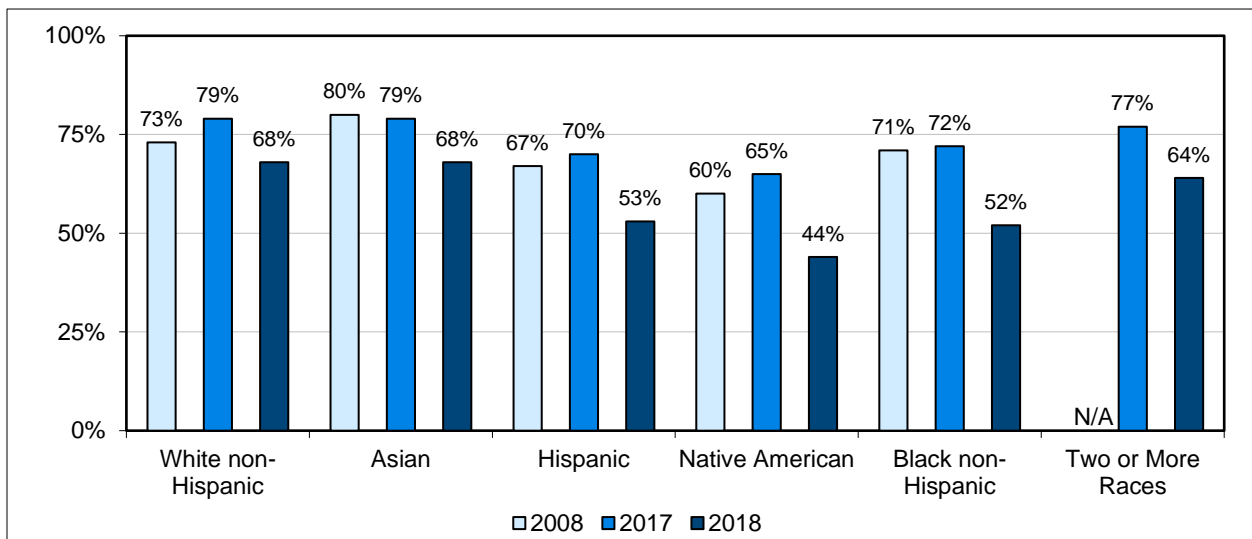
Percentages of Nebraska’s ACT-Tested Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core 2017 and 2018 Compared to 2008



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). See [Table A4.2](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2008, 2017, and 2018.

Figure 1.1.b.9

Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2017 and 2018 Compared to 2008



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Prior to 2011, ACT did not have a racial/ethnic category for individuals who were more than one race. Data for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category who took the ACT Assessment. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Data source: ACT, *High School Profile Report - Nebraska*, 2008, 2017, and 2018.

1.1.c College Continuation Rates

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

One strategic approach to increasing the total number of students who enroll at Nebraska's postsecondary institutions is to increase the state's college continuation rate, or the percentage of Nebraska high school graduates who go to college. (Since a college-going rate is the same as a college continuation rate, the two terms are used interchangeably in this report.)

Introduction: Two Measures of Nebraska's College Continuation Rates

This section of the *Nebraska Higher Education Progress Report* provides estimates of the state's college continuation rate based on two different approaches to data collection and analysis. The first approach relies on data collected every two years 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 second approach is an annual study that is based on data obtained from the National Student Clearinghouse (NSC) in cooperation with the Nebraska Department of Education.

College Continuation Rates Based on IPEDS Data

The Coordinating Commission estimates Nebraska's college continuation rates using IPEDS data that are collected every other year in the fall. The Nebraska Department of Education provides the total number of students who graduated from Nebraska public and nonpublic high schools during the school year preceding IPEDS data collection. Given the number of high school graduates, the Commission uses IPEDS data to estimate how many of these Nebraskans continued on to college at postsecondary institutions throughout the United States.

Using available data from IPEDS, college continuation rates are estimated only for first-time freshmen who start college in the fall term of the academic year following their graduation from high school. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. First-time freshmen who wait to start college until after the fall term are not included. College continuation rates do not account for these students because the NCES does not require institutions to report when each of the students in this category graduated from high school.

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

An important advantage of using IPEDS data is that the National Center for Education Statistics has consistently collected these data for a number of years, allowing the Commission to calculate and publish statewide college continuation rates for postsecondary institutions for an extended period of time. In addition, IPEDS data are currently the only source that research organizations can use to calculate a national college continuation rate and make state-to-state comparisons of college-going rates.

The latest available IPEDS data were reported by institutions for first-time freshmen who started college in fall 2016, providing a basis for estimating the college continuation rate for

students who graduated from Nebraska high schools during the 2015-2016 school year. In this section, the estimated college continuation rates are analyzed for fall 2006 through fall 2016.

College Continuation Rates Based on National Clearinghouse Data

An approach to estimating college continuation rates that overcomes major limitations of using IPEDS data is to use data available from the National Student Clearinghouse (NSC). The NSC is a not-for-profit organization that serves as a central repository of postsecondary student enrollment, degree, and diploma data voluntarily submitted by more than 3,700 colleges and universities. These institutions enroll an estimated 97.0% of the college students in the United States that attend Title IV, degree-granting institutions.¹³

Since the beginning of 2009, the Coordinating Commission has worked in cooperation with the Nebraska Department of Education to obtain and analyze data from the NSC to estimate the college continuation rates for male and female low-income and non-low-income students who have graduated from Nebraska's public high schools. Additionally, college continuation rates are analyzed by race/ethnicity, gender, and student income status. Currently, students who have graduated from Nebraska's nonpublic (or private) high schools are not included in the analysis. However, this research has the important advantage of providing estimates and comparisons of college continuation rates by race/ethnicity, gender, and student income status. Another advantage is that this research is conducted in the spring of the year following high school graduation. As a result, students who do not start college in the summer or fall immediately following high school graduation but who instead wait to begin college until the winter or spring are included in the count of the state's public high school graduates who continued on to college.

The Coordinating Commission has estimated college continuation rates for the students who graduated from Nebraska's public high schools during the 2007-2008 through 2016-2017 school years, using data obtained from the National Student Clearinghouse. The findings of this research are summarized at the end of this section.

¹³ Data source: National Student Clearinghouse Research Center, [Participating Enrollment Reporting Institutions](#), retrieved February 1, 2019.

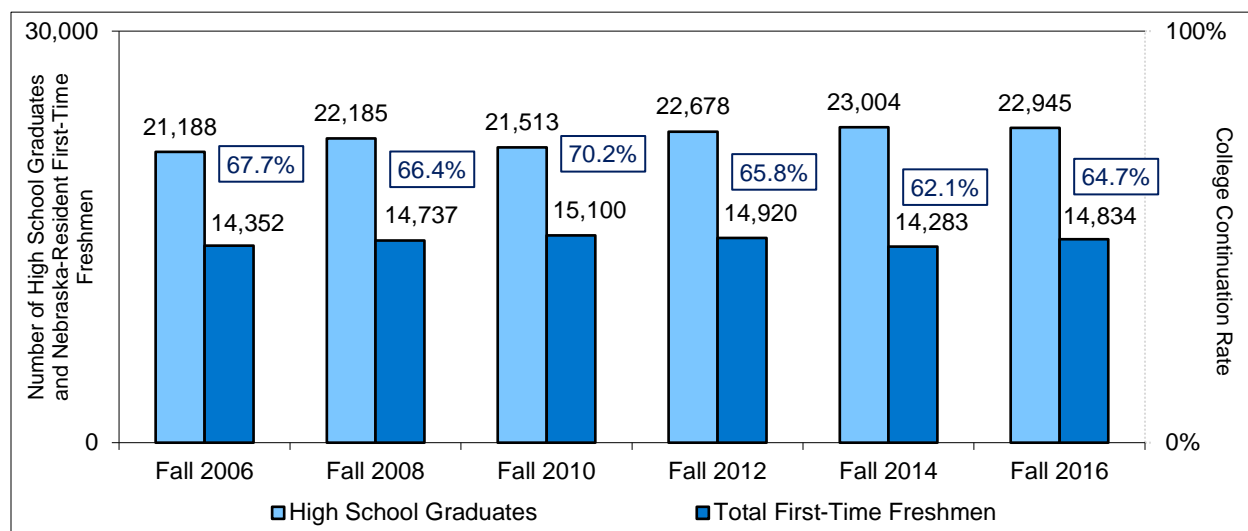
Nebraska Statewide College Continuation Rates Based on IPEDS Data

Using IPEDS data, the college continuation rate is the number of Nebraska-resident, first-time freshmen who enrolled in college in the fall term following their high school graduation, divided by the number of students who graduated from Nebraska high schools during the previous school year.

- As illustrated in [Figure 1.1.c.1](#), the estimated college continuation rate for Nebraska students who graduated in the high school class of 2016 and attended college in fall 2016 was 64.7%, a decrease of 3.0 percentage points from the 67.7% continuation rate in fall 2006.

Figure 1.1.c.1

College Continuation Rate for Nebraska High School Graduates Who Attended Postsecondary Institutions in the United States in the Fall Term Following High School Graduation Fall 2006 through Fall 2016



Note. Includes full-time and part-time students. See [Table A5.1](#) in [Appendix 5](#) for supporting data. Data sources: Nebraska Department of Education, January 2009, January 2011, December 2013, January 2015, and December 2016, and the National Center for Education Statistics, IPEDS fall 2006 through 2016 surveys.

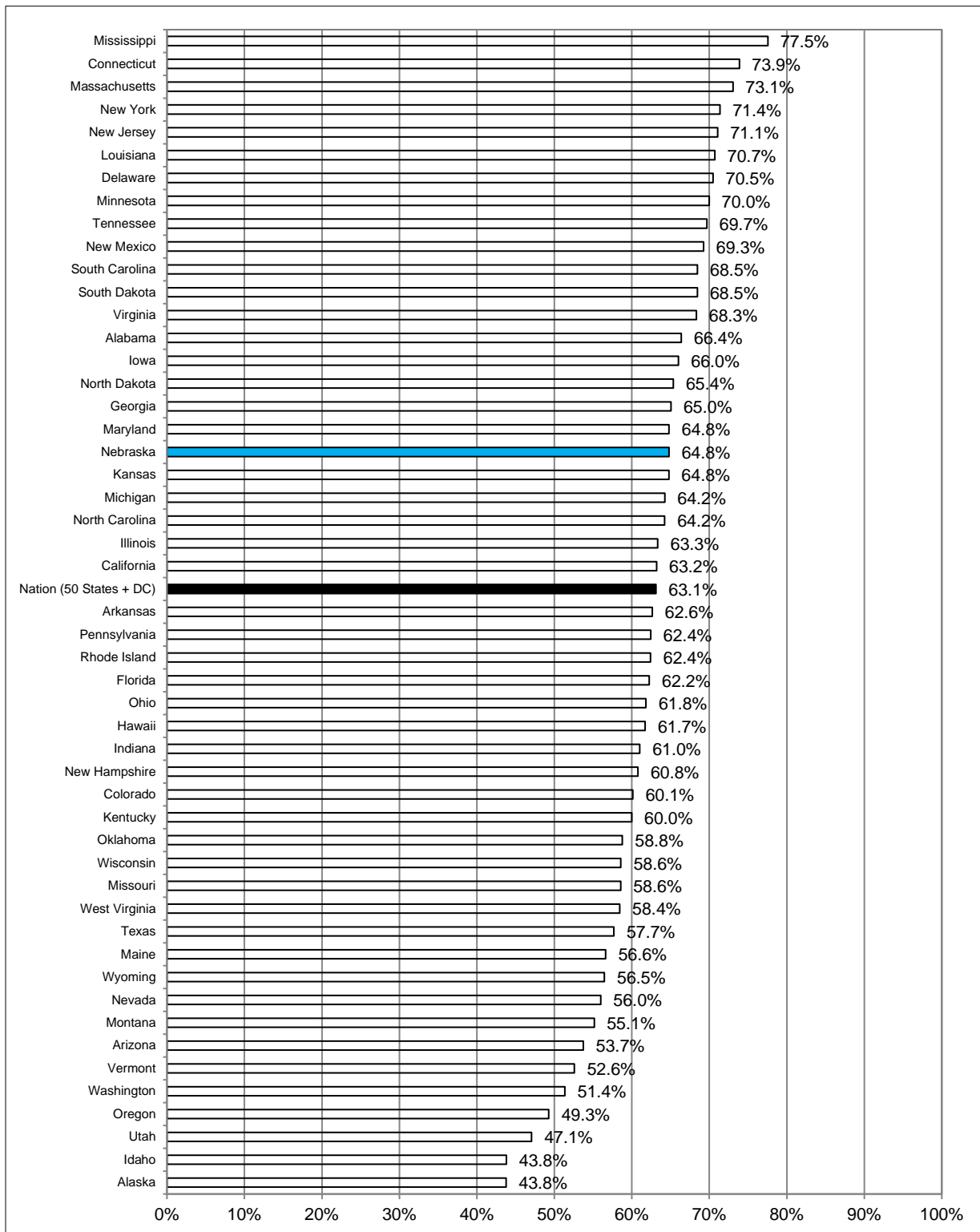
State-by-State College Continuation Rates

The most recent national study of college continuation rates includes students who attended postsecondary institutions in the United States as first-time freshmen in the 2016 fall term after graduating from high school during the 2015-2016 school year. National high school graduation data for the 2015-2016 school year has not yet been released by the National Center for Education Statistics. In place of this information, projections of 2015-2016 high school graduates were used to calculate fall 2016 college continuation rates by state. While the national college continuation rate data presented in this edition of the *Progress Report* is directly comparable to the data presented in the *2018 Progress Report*, it is not comparable to rates included in editions prior to 2018.

- As shown in [Figure 1.1.c.2](#), Nebraska's fall 2016 estimated college continuation rate of 64.8% was the 19th highest in the nation and 1.7 percentage points above the national rate.

Figure 1.1.c.2

College Continuation Rates for High School Graduates Who Attended Postsecondary Institutions in the United States in the Fall Term Following High School Graduation: Fall 2016



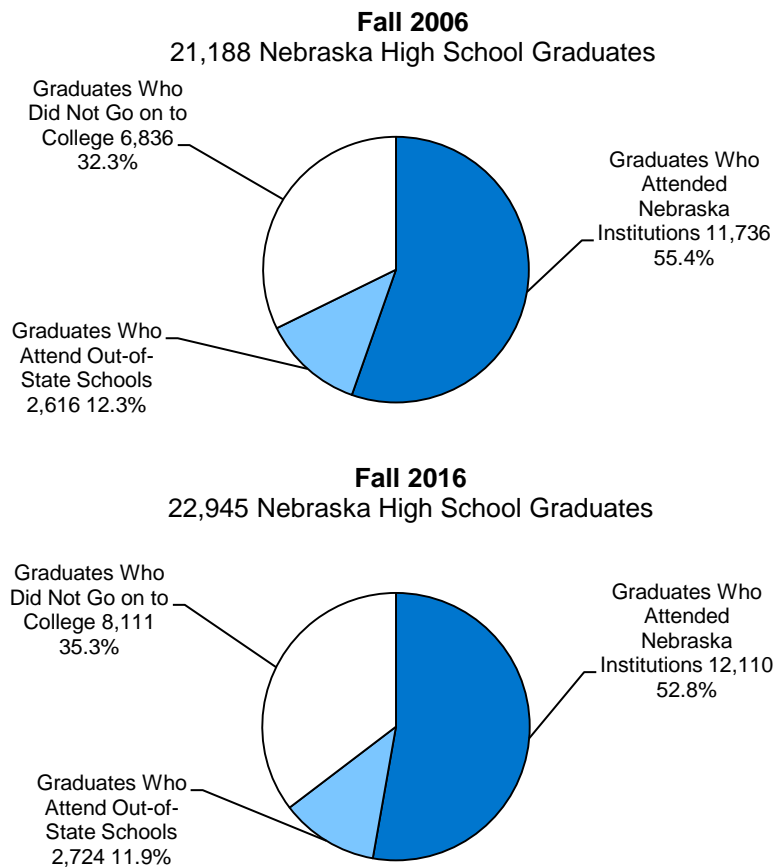
Data sources: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016*, and the National Center for Education Statistics, IPEDS fall 2016 survey. College continuation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2019.

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

- The statewide college continuation rate for Nebraska high school graduates can be partitioned into two rates:
 - In-state college continuation rate: the percentage of Nebraska high school graduates who attended postsecondary institutions in Nebraska in the fall term following high school graduation.
 - Out-of-state college continuation rate: the percentage of Nebraska high school graduates who continued on to college at out-of-state institutions in the fall term following high school graduation.
- As illustrated in Figure 1.1.c.3, the Commission estimates Nebraska's in-state college continuation rate was 52.8% for the state's 2015-2016 high school graduates who attended college. This is a decrease of 2.6 percentage points since fall 2006.
- Meanwhile, the out-of-state college continuation rate decreased, from 12.3% of the high school graduating class of 2005-2006 to 11.9% of Nebraska high graduates in 2015-2016.

Figure 1.1.c.3

**In-State and Out-of-State College Continuation Rates for
Nebraska High School Graduates Who Attended Postsecondary Institutions and the
Percentage Who Did Not Go on to College
in the Fall Term Following High School Graduation
Fall 2016 Compared to Fall 2006**



Note. Includes full-time and part-time students. Percentages do not always add to 100.0% due to rounding. See [Table A5.2](#) in [Appendix 5](#) for supporting data. Date sources: Nebraska Department of Education, January 2009 and December 2016, and the National Center for Education Statistics, IPEDS fall 2006 and 2016 surveys.

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

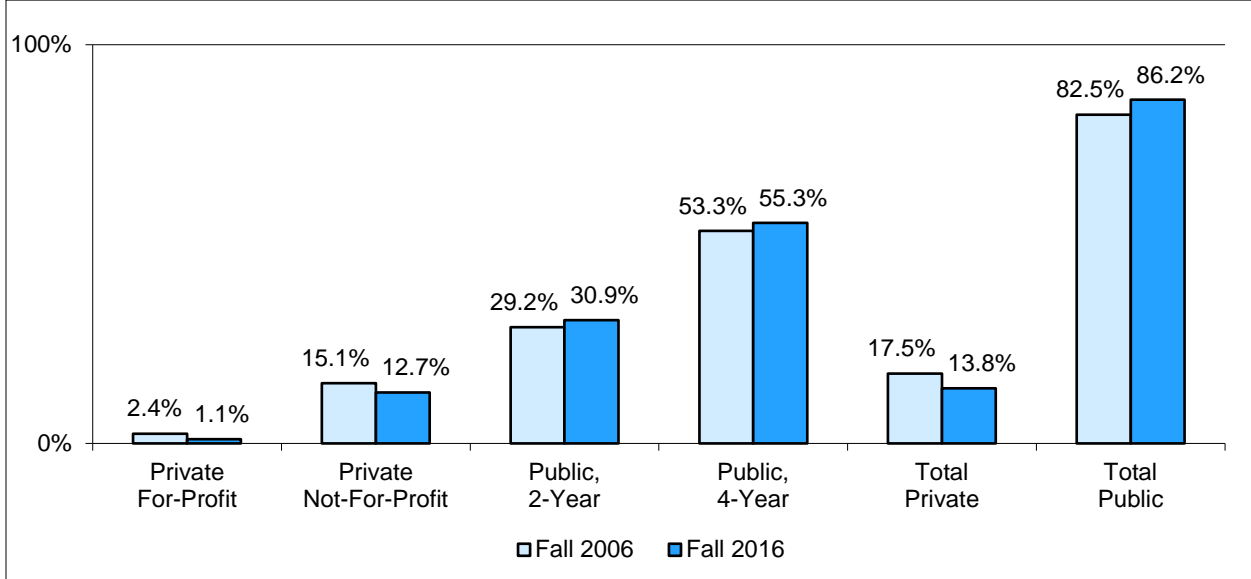
Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools. As shown in [Part A](#) and [Part B](#) of [Figure 1.1.c.4](#), the pattern of attendance of Nebraska-resident, first-time freshmen who go to college in Nebraska in the fall term following high school graduation is different than the pattern of Nebraskans who go out of state to school their freshmen year.

- [Part A](#) of [Figure 1.1.c.4](#) shows that 86.2% of the fall 2016 first-time freshmen who stayed in state attended Nebraska's public colleges or universities, compared to 13.8% who went to Nebraska's private, for-profit or not-for-profit institutions.
- In contrast, [Part B](#) of [Figure 1.1.c.4](#) reveals that 63.6% of the fall 2016 first-time freshmen who went out of state attended public institutions, while 36.4% went to private institutions.

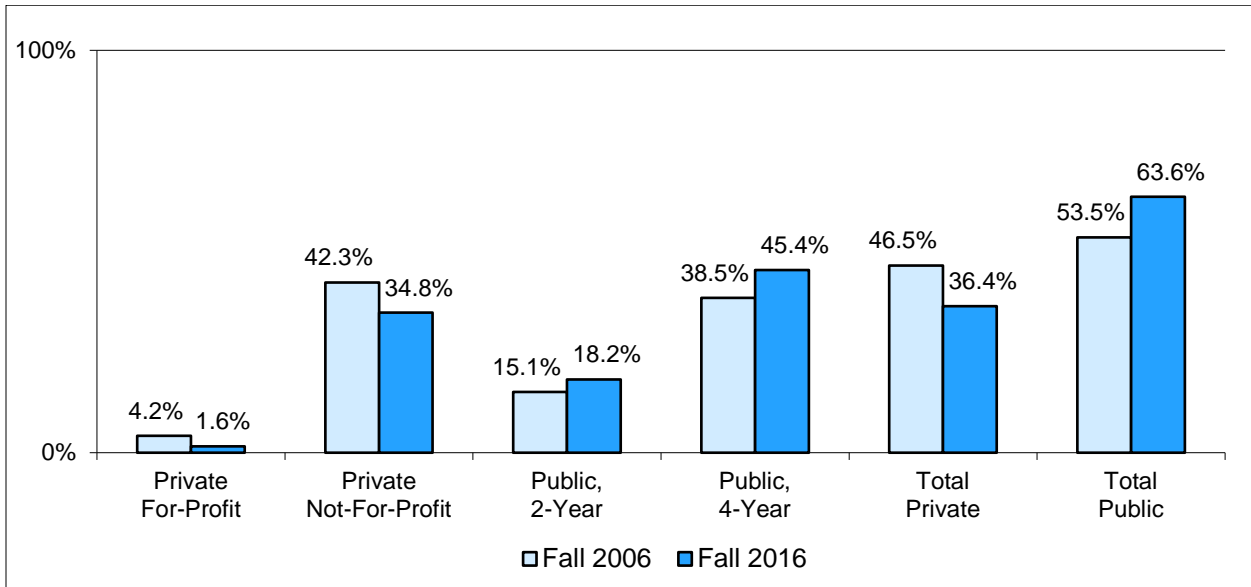
Figure 1.1.c.4

Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State Postsecondary Institutions in the Fall Term Following High School Graduation Fall 2016 Compared to Fall 2006

Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions



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



Note. Includes full-time and part-time students. See [Table A5.3](#) in [Appendix 5](#) for supporting data. Date source: National Center for Education Statistics, IPEDS fall 2006 and 2016 surveys.

College Continuation Rates for Nebraska Public High School Graduates by Gender, Student Income Status, and Race/Ethnicity, Based on National Student Clearinghouse Data

As mentioned in the introduction to this section, the Coordinating Commission has worked with the Nebraska Department of Education (NDE) to estimate the college continuation rates for students who graduated from Nebraska public high schools during the 2007-2008 through 2016-2017 school years.

- These estimates included only “on-time” graduates—students who graduated from high school in four years or less.
- In addition, students who graduated from Nebraska’s nonpublic (private) high schools were not included in this research.

Using student records from the NDE and enrollment data from the Clearinghouse, the Coordinating Commission estimated the college continuation rate for all public high school students who earned regular diplomas between 2007-2008 and 2016-2017.¹⁴ In addition, the Commission asked the NDE to determine the number of male and female low-income students in these graduating classes and to determine how many of these students continued on to college within a year of high school graduation, based on enrollment records obtained from the Clearinghouse. Using the counts provided by the NDE, the Commission estimated the college continuation rates for male and female low-income and non-low-income students who graduated from Nebraska’s public schools.

Additionally, the Commission has calculated college continuation rates by race/ethnicity, gender, and student income status, for all public high school students who earned regular diplomas between 2011-2012 and 2016-2017.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

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

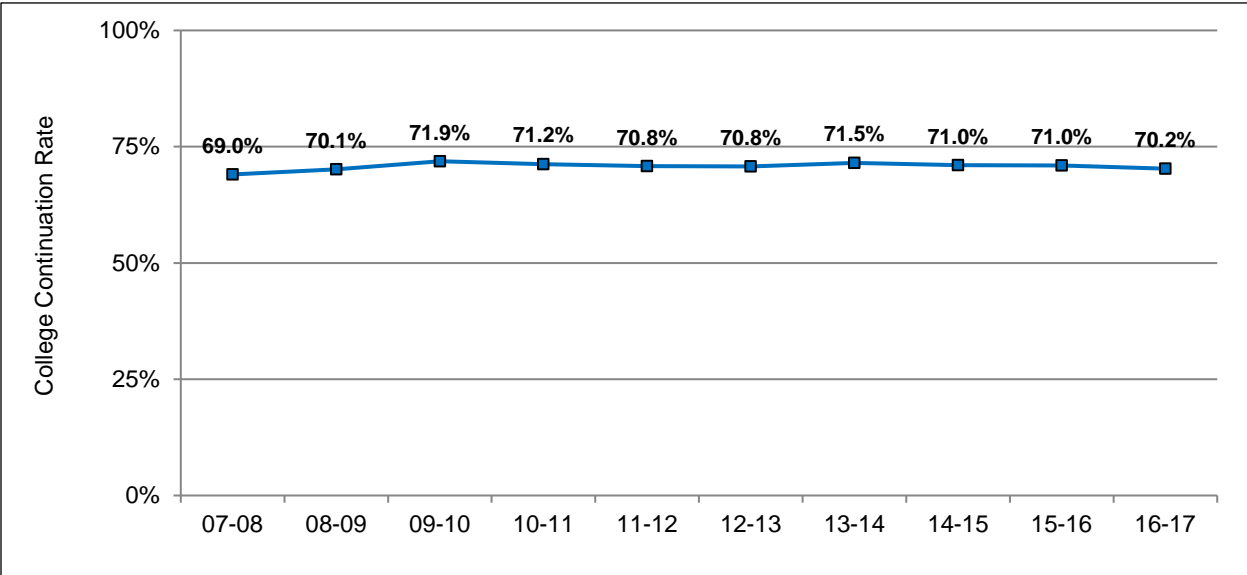
Since the Commission relies on college enrollment records from the Clearinghouse, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. **As a result, the college continuation rates reported in this section are underestimated to some degree.**

¹⁴ The Commission has also estimated the college continuation rates for each of the public high schools in Nebraska that award regular high school diplomas. A data dashboard and downloadable Excel workbook for each of these analyses is available on the Commission’s website, ccpe.nebraska.gov/reports.

Statewide Public High School College Continuation Rate

- As shown in [Figure 1.1.c.5](#), the estimated statewide public high school college continuation rate was 70.2% for the graduating class of 2016-2017, up from 69.0% for the students who graduated in 2007-2008.
- The statewide rates reported in [Figure 1.1.c.5](#) are based on Clearinghouse data and are higher than the Nebraska statewide college continuation rates based on IPEDS data. This is primarily because students who enrolled in the spring, but not in the fall, are included in National Student Clearinghouse enrollment records.

Figure 1.1.c.5
College Continuation Rates for Nebraska Public High School Graduates
2007-2008 through 2016-2017



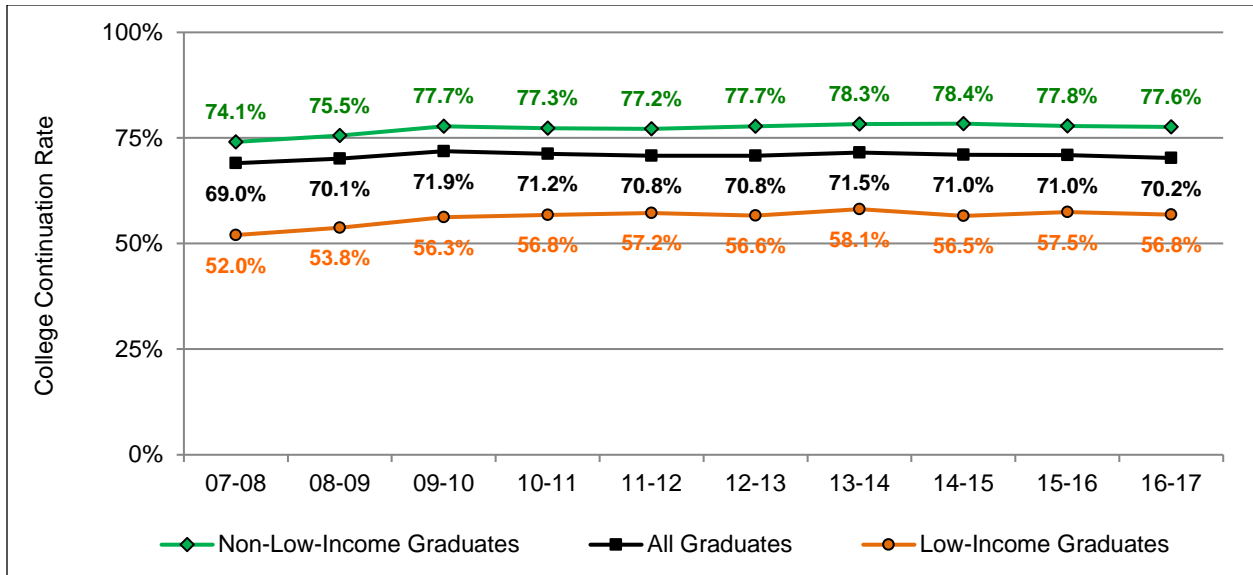
Note. See [Table A5.4](#) and [Table A5.5](#) in [Appendix 5](#) for supporting data. Data sources: National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data) May 2018.

College Continuation Rates for Public High School Graduates by Income Status

- Students from low-income households accounted for 35.5% of the Nebraska public high school graduates in 2016-2017, up from 22.9% in 2007-2008.
- As shown in [Figure 1.1.c.6](#), the college continuation rate for low-income graduates was considerably lower than the college continuation rate for non-low-income graduates for the classes of 2007-2008 through 2016-2017.
- The college-going rate for low-income students increased 4.8 percentage points, from 52.0% in 2007-2008 to 56.8% in 2016-2017. In comparison, the college continuation rate for students from non-low-income households increased 3.5 percentage points, from 74.1% in 2007-2008 to 77.6% in 2016-2017.

Figure 1.1.c.6

College Continuation Rates for Nebraska Public High School Graduates by Student Income Status: 2007-2008 through 2016-2017



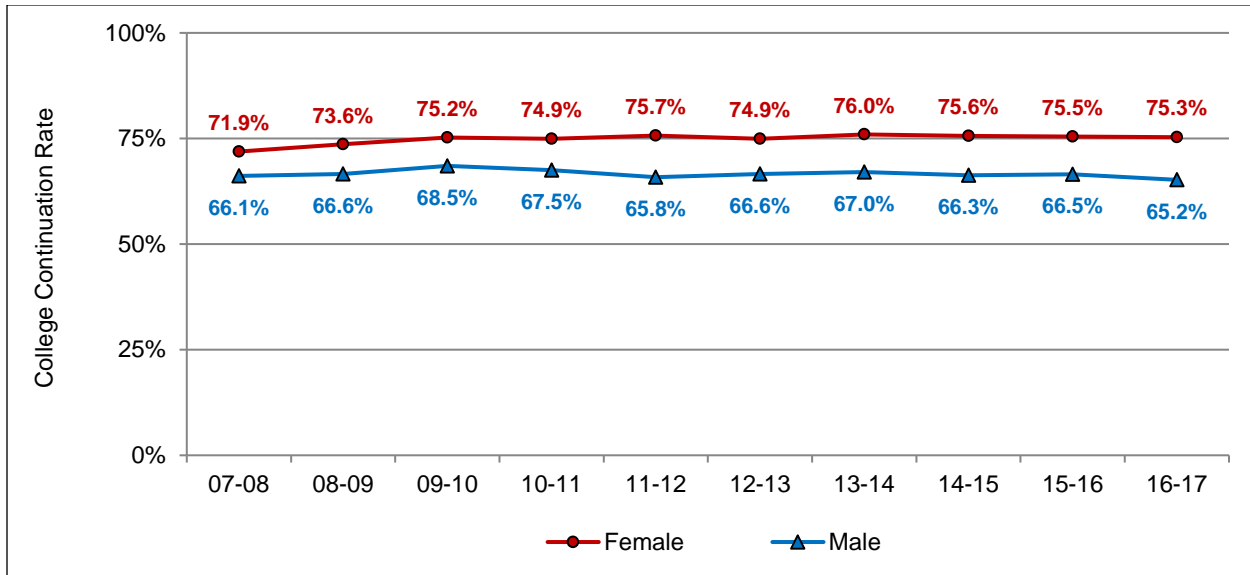
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data) May 2018.

College Continuation Rates for Public High School Graduates by Gender

- Female and male students each accounted for about half of the graduates of Nebraska’s public high schools from 2007-2008 through 2016-2017.
- As shown in [Figure 1.1.c.7](#), the college continuation rate for female students in each of these graduating classes was considerably higher than the college continuation rate for their male classmates.
- While the college-going rate for females increased from 71.9% in 2007-2008 to 75.3% in 2016-2017, the college-going rate for males decreased from 66.1% in 2007-2008 to 65.2% in 2016-2017.
- The difference between the college-going rates of male and female graduates increased from 5.8 percentage points in 2007-2008 to 10.1 percentage points in 2016-2017.

Figure 1.1.c.7

College Continuation Rates for Nebraska Public High School Graduates
by Gender: 2007-2008 through 2016-2017



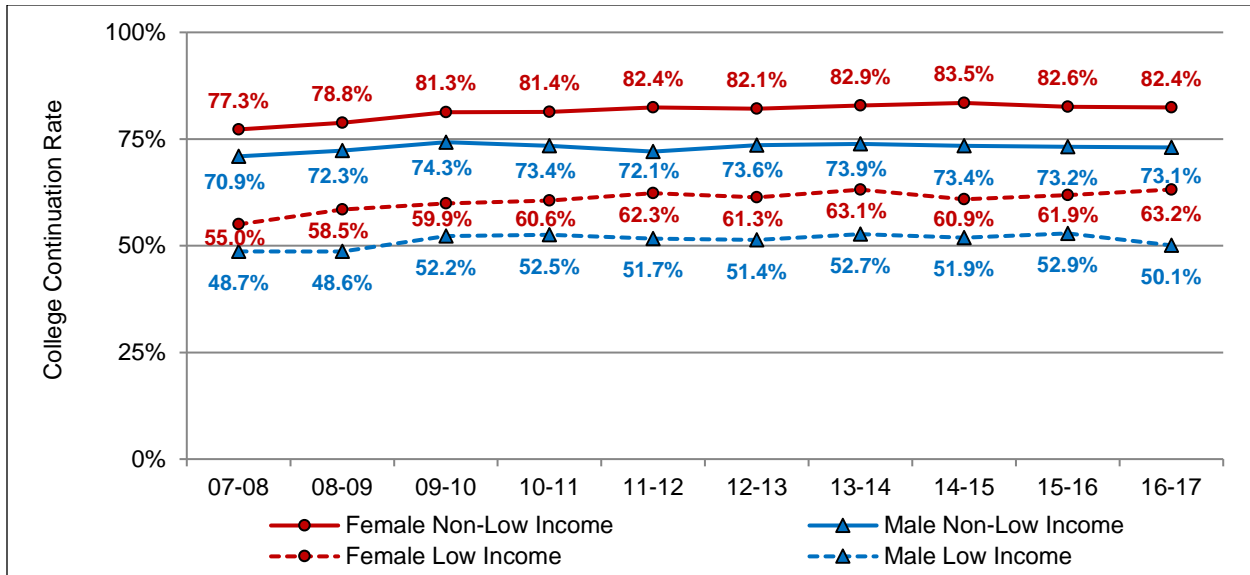
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data) May 2018.

College Continuation Rates for Public High School Graduates by Gender and Income Status

- As shown in Figure 1.1.c.8, the college continuation rate for female graduates was higher than the rate for male graduates among both the low-income and non-low-income students who graduated between 2007-2008 and 2016-2017.
 - Among low-income graduates in 2007-2008, 55.0% of females continued on to college, compared to 48.7% of males. Among low-income graduates in 2016-2017, 63.2% of females continued on to college, compared to 50.1% of males.
 - Among non-low-income graduates in 2007-2008, 77.3% of females went to college, compared to 70.9% of males. Among non-low-income graduates in 2016-2017, 82.4% of females continued on to college, compared to 73.1% of males.
- Between 2015-2016 and 2016-2017, college-going rates decreased for low-income males but increased for low-income females. Meanwhile, college-going rates decreased slightly for both male and female non-low-income graduates.
- Directly comparing the students in the two income categories in Figure 1.1.c.8 clearly shows the college continuation rates for low-income students have been considerably lower than the comparable rates for graduates from non-low-income households, regardless of gender.
- However, the lowest college continuation rates revealed by this research were for male high school graduates from low-income households.

Figure 1.1.c.8

College Continuation Rates for Nebraska Public High School Graduates by Gender and Student Income Status: 2007-2008 through 2016-2017



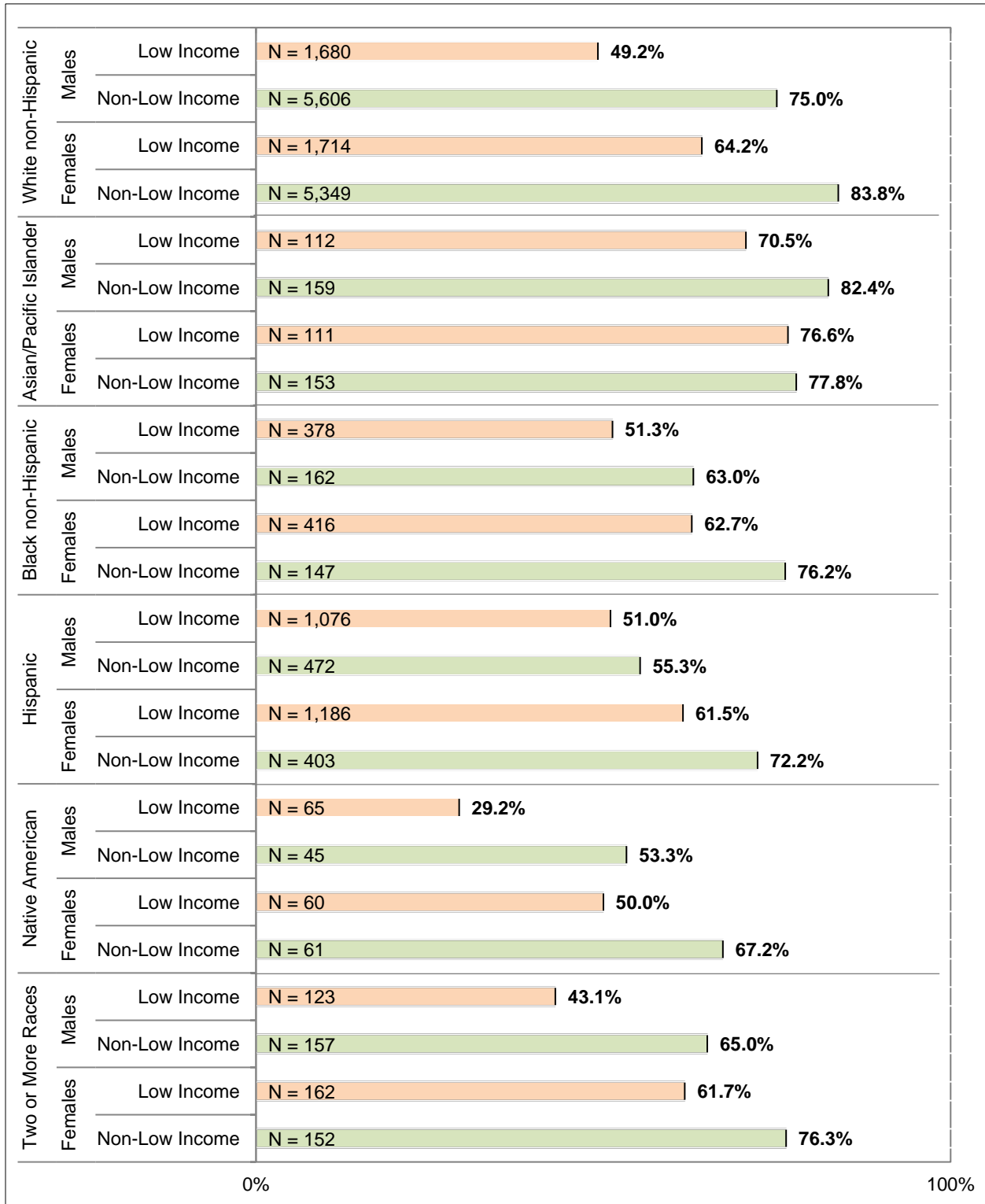
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data) May 2018.

College Continuation Rates for Public High School Graduates by Race/Ethnicity, Gender, and Income Status

- As shown in Figure 1.1.c.9, segmenting college continuation rates by race/ethnicity, gender, and student income status results in college continuation rates for 24 subgroups.
- Among graduates in 2016-2017, the highest college continuation rate among these 24 subgroups was for non-low-income, white non-Hispanic, female graduates (83.8%). Meanwhile, the lowest college continuation rate among these 24 subgroups was for low-income, Native American, male graduates (29.2%).
- Overall, college continuation rates by race/ethnicity ranged from 49.4% for Native Americans to 77.4% for Asian/Pacific Islanders. (See Table A5.5 in Appendix 5 for supporting data.)
- College continuation rates by gender, student income status, and race/ethnicity for the graduating classes of 2010-2011 through 2016-2017 can be found in Table A5.5 in Appendix 5.

Figure 1.1.c.9

College Continuation Rates for Nebraska Public High School Graduates by Race/Ethnicity, Gender, and Student Income Status: 2016-2017



Note. N = the number of public high school graduates within each subgroup. See Table A5.5 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data) May 2018.

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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.

In addition to increasing college-going rates of Nebraska high school graduates, 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 recent 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's (IPEDS) Fall Enrollment survey maintained by the National Center of Education Statistics in the U.S. Department of Education. **The latest available data are for fall 2016 and were compared to fall 2006 data in the 2018 *Nebraska Higher Education Progress Report*. Since fall 2018 data will not be available until mid-2019, the following analysis of fall 2016 is repeated in this section of the 2019 report.** Findings based on the 2018 data will be published in the *2020 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 postsecondary 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 postsecondary institutions as first-time freshmen within 12 months of graduating from high school between fall 2006 and fall 2016.¹⁵

Nebraska-resident, first-time freshmen who start college at Nebraska or out-of-state postsecondary 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.

¹⁵ For the purposes of IPEDS reporting, first-time freshmen are defined to be degree/certificate-seeking students. Students taking courses for credit but not seeking degrees are not included in first-time freshmen cohorts.

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

- Between fall 2006 and fall 2016, 482 more Nebraska-resident, first-time freshmen attended postsecondary institutions within one year of high school graduation. During the same period, 1,596 fewer Nebraska-resident first-time freshmen enrolled in college more than a year after they graduated from high school, as shown in [Table 1.2.1](#). As a result, the net total enrollment of Nebraska-resident, first-time freshmen at postsecondary institutions decreased 6.1% (1,114 students) since fall 2006.

**Table 1.2.1
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2006 through Fall 2016**

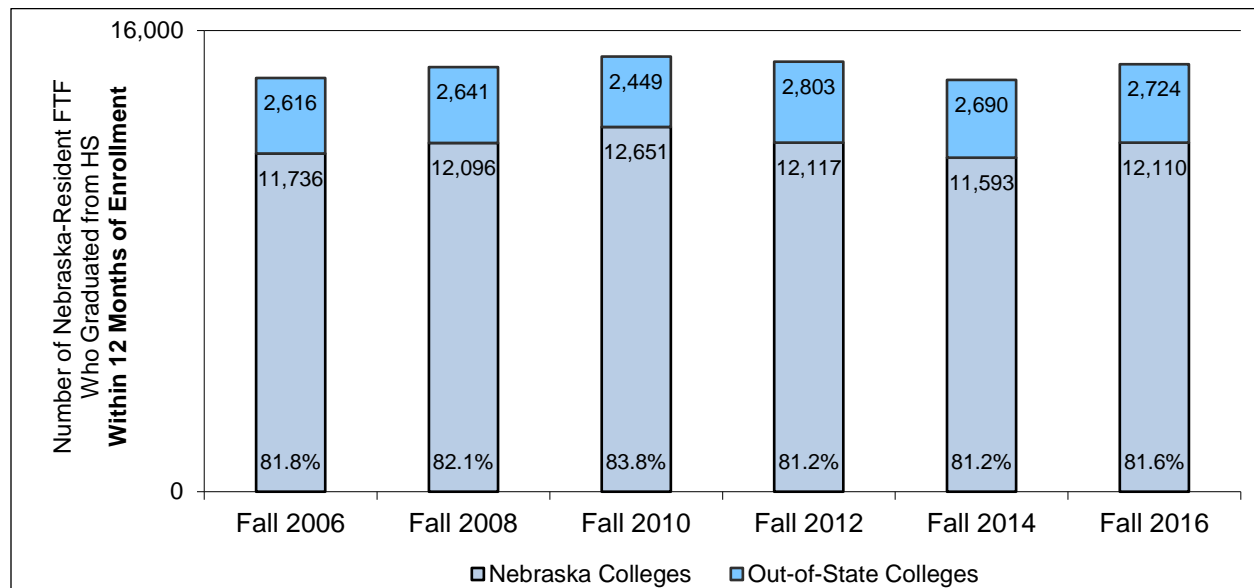
Length of Time Since High School Graduation	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	14,352	78.7%	14,737	80.8%	15,100	79.1%	14,920	83.2%
Graduated More than 12 Months Prior to College Enrollment	3,882	21.3%	3,510	19.2%	3,980	20.9%	3,005	16.8%
Total	18,234	100.0%	18,247	100.0%	19,080	100.0%	17,925	100.0%
Length of Time Since High School Graduation	Fall 2014		Fall 2016				Δ Since Fall 2006	
	N	%	N	%			N	%
Graduated During the 12 Months Prior to College Enrollment	14,283	81.6%	14,834	86.6%			482	3.4%
Graduated More than 12 Months Prior to College Enrollment	3,212	18.4%	2,286	13.4%			-1,596	-41.1%
Total	17,495	100.0%	17,120	100.0%			-1,114	-6.1%

Note. Includes full-time and part-time students. Δ = change. See [Table A6.1](#) and [Table A6.3](#) in [Appendix 6](#) for supporting data. Data sources: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

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 between fall 2006 and fall 2016 of 482 students who continued on to college within 12 months of high school graduation, shown in [Table 1.2.1](#), is attributable to an increase of 108 Nebraska-resident, first-time freshmen who enrolled at *out-of-state* institutions within 12 months of high school graduation and an increase of 374 students who pursued their postsecondary education at institutions *in Nebraska*.
- Overall, the percent of Nebraska-resident, first-time freshmen who choose to begin college in Nebraska has remained relatively stable since fall 2006. As illustrated in [Figure 1.2.1](#), 81.6% of Nebraska-resident, first-time freshmen started college in Nebraska in fall 2016, compared to 81.8% in fall 2006.

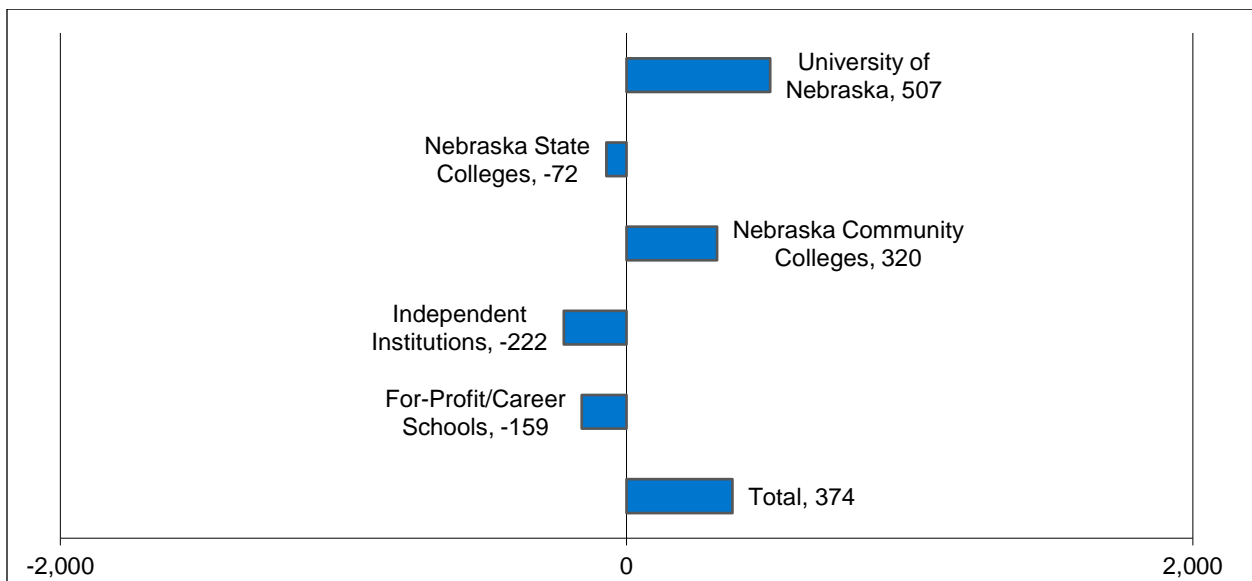
Figure 1.2.1
Number of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
Within 12 Months of Graduation from High School
Fall 2006 through Fall 2016



Note. Includes full-time and part-time students. FTF = first-time freshmen. See [Table A6.1](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

- As illustrated in [Figure 1.2.2](#), from fall 2006 to fall 2016, two of the five higher education sectors reported increases in the number of Nebraska-resident, first-time freshmen who enrolled in college less than a year after high school graduation.
 - The University of Nebraska reported a total increase of 9.3%, while Nebraska’s community colleges reported an increase of 9.6%.
 - Nebraska’s state colleges, independent institutions, and for-profit/career schools reported decreases of 8.1%, 12.5%, and 55.4%, respectively.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska postsecondary institutions within 12 months of high school graduation increased 3.2%, from 11,736 in fall 2006 to 12,110 in fall 2016.
- See [Table A6.2](#) in [Appendix 2](#) for supporting data.

Figure 1.2.2
Changes in the Number of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of Graduation from High School
Fall 2016 Compared to Fall 2006

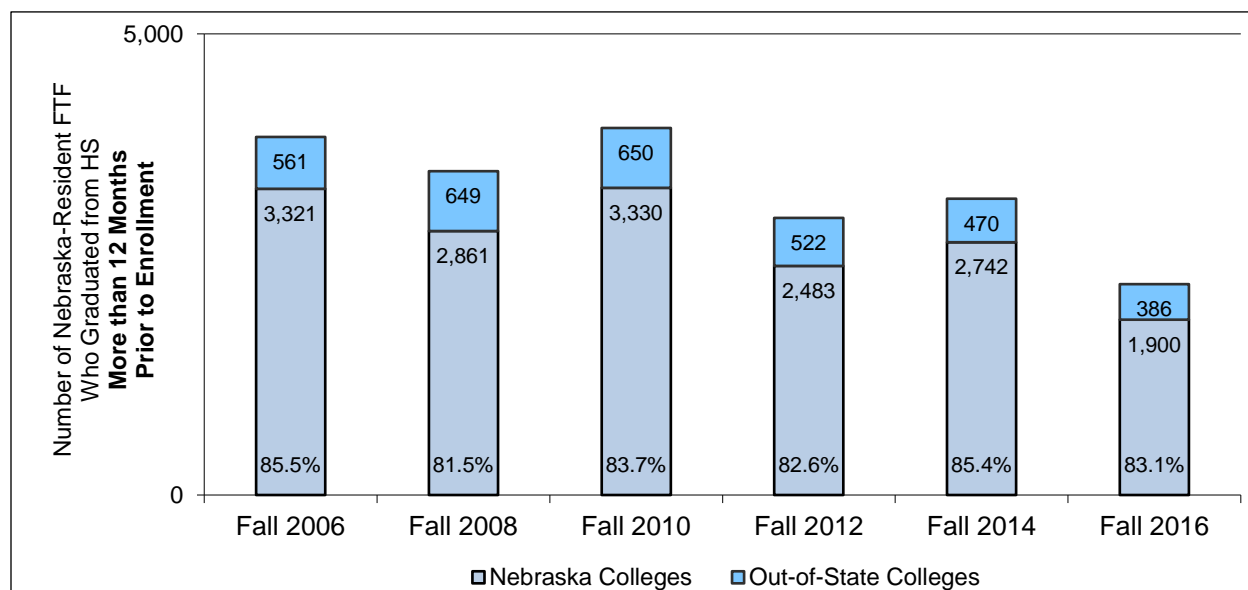


Note. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2006 and fall 2016 surveys.

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 2006 and fall 2016, there was a decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at postsecondary institutions in Nebraska more than a year after they graduated from high school.
- As illustrated in Figure 1.2.3, 1,421 fewer first-time freshmen attended Nebraska colleges in fall 2016 than in fall 2006, a decrease of 42.8%.
- Likewise, between 2006 and 2016, 175 fewer first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school, a 31.2% decrease.
- As shown in Figure 1.2.3, the net effect of these changes in enrollment was that a lower percentage of the students who graduated from high school more than a year before college enrollment attended Nebraska postsecondary institutions in fall 2016 than in fall 2006, while a higher percentage chose to go out of state. Specifically, 83.1% attended Nebraska colleges in 2016, compared to 85.5% in 2006.
- Total enrollment of first-time freshmen at out-of-state and in-state schools decreased 41.1% (1,596 students) from 3,882 in fall 2006 to 2,286 in fall 2016. Much of this decline was seen between fall 2014 and fall 2016 when enrollment decreased 28.8% (926 students). (See Table A6.3 in Appendix 6 for supporting data.)

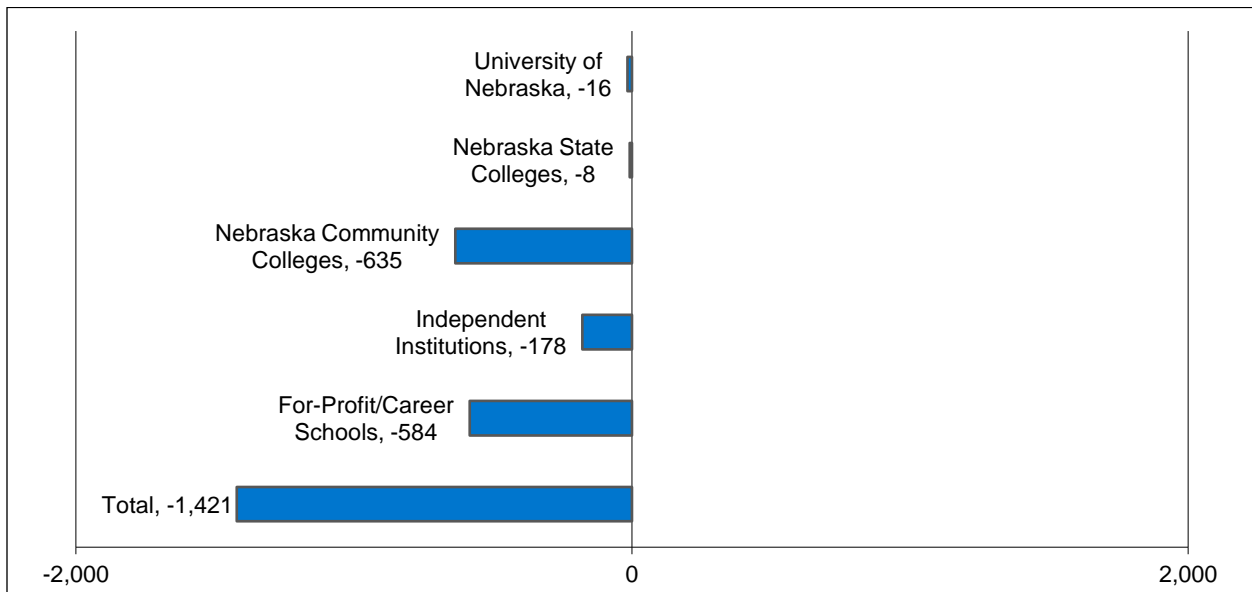
Figure 1.2.3
Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions More than 12 Months After Graduation from High School Fall 2006 through Fall 2016



Note. Includes full-time and part-time students. FTF = first-time freshmen. HS = high school. See Table A6.3 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

- As illustrated in [Figure 1.2.4](#), from fall 2006 to fall 2016, all of the sectors of higher education in Nebraska reported decreases in the number of Nebraska-resident, first-time freshmen who enrolled in college more than a year after high school graduation.
 - The University of Nebraska, Nebraska’s state colleges, and the independent institutions reported decreases of 6.9%, 18.2%, and 76.7%, respectively.
 - In terms of the number of students enrolled, Nebraska’s community colleges and for-profit/career schools experienced the largest declines between fall 2006 and fall 2016. The community colleges enrolled 635 fewer first-time freshmen, a decrease of 30.6%, while the for-profit/career schools enrolled 584 fewer first-time freshmen, a decrease of 79.1%
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska postsecondary institutions more than a year after high school graduation decreased 42.8%, from 3,321 in fall 2006 to 1,900 in fall 2016. This decrease of 1,421 students is mostly attributable to reduced enrollments at Nebraska’s community colleges and for-profit/career schools.
- See [Table A6.4](#) in [Appendix 6](#) for supporting data and a summary of enrollment changes by sector.

Figure 1.2.4
Changes in the Numbers of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months After Graduation from High School
Fall 2016 Compared to Fall 2006



Note. Includes full-time and part-time students. See [Table A6.4](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2006 and fall 2016 surveys.

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 nonresident alien students who enroll as first-time freshmen at Nebraska’s postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

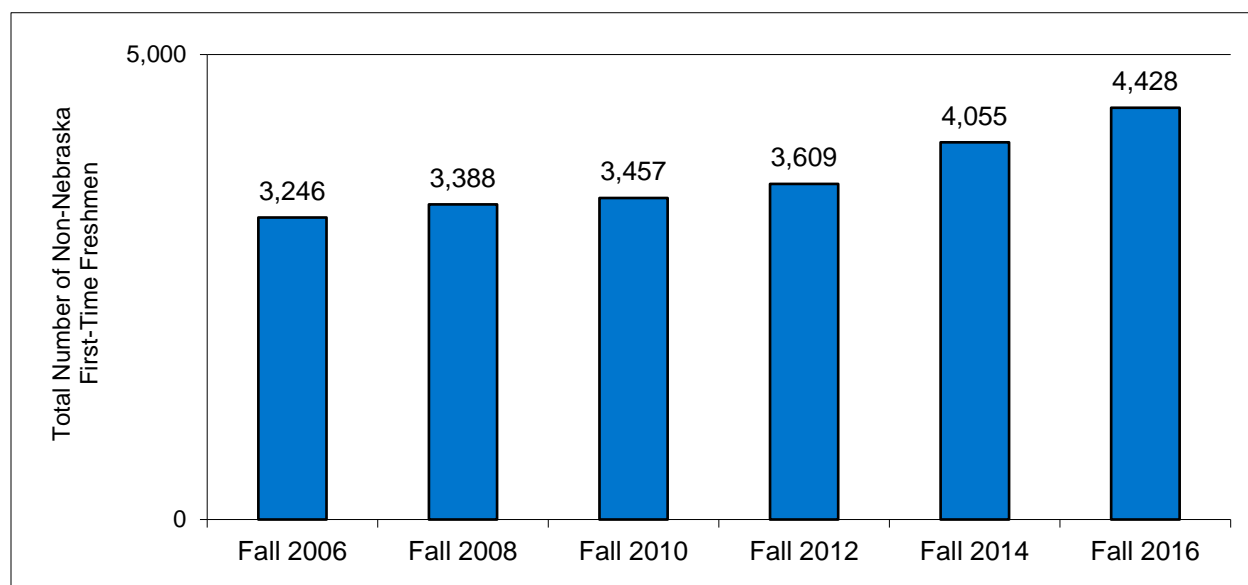
In this section, the latest available data, which are for fall 2016, are compared to the data for fall 2006, fall 2008, fall 2010, fall 2012, and fall 2014. Emphasis is primarily on the comparison of the findings for fall 2016 to those for fall 2006.

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

- As shown in [Figure 1.3.1](#), Nebraska’s postsecondary institutions attracted 1,182, or 36.4%, more non-Nebraska, first-time freshmen in fall 2016 than in fall 2006.

Figure 1.3.1

Total Number of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Fall 2006 through Fall 2016



Note. Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

- The University of Nebraska-Lincoln enrolled 1,391 (31.4%) of the non-Nebraska, first-time freshmen in fall 2016, up from 767 (23.6%) in fall 2006. Creighton University enrolled 853 (19.3%) of the non-Nebraska, first-time freshmen in fall 2016, up from 610 (18.8%) in fall 2006. Together, these two institutions accounted for 867, or 73.4%, of the additional 1,182 non-Nebraska, first-time freshmen enrolled at Nebraska's postsecondary institutions. (See Table A6.8 in Appendix 6 for supporting data on total non-Nebraska, first-time freshmen by institution.)
- Between fall 2006 and fall 2016, postsecondary institutions in Nebraska attracted a noticeably higher number of non-Nebraskans who went to college within a year of high school graduation. The state attracted about the same number of out-of-state and nonresident alien students who started college more than a year after they graduated from high school. Both of these trends are evidenced in Table 1.3.1.
- As shown in Table 1.3.1, the net enrollment of out-of-state and nonresident alien students at Nebraska postsecondary institutions increased by 1,182 students, or 36.4%, between fall 2006 and fall 2016.

Table 1.3.1
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2006 through Fall 2016

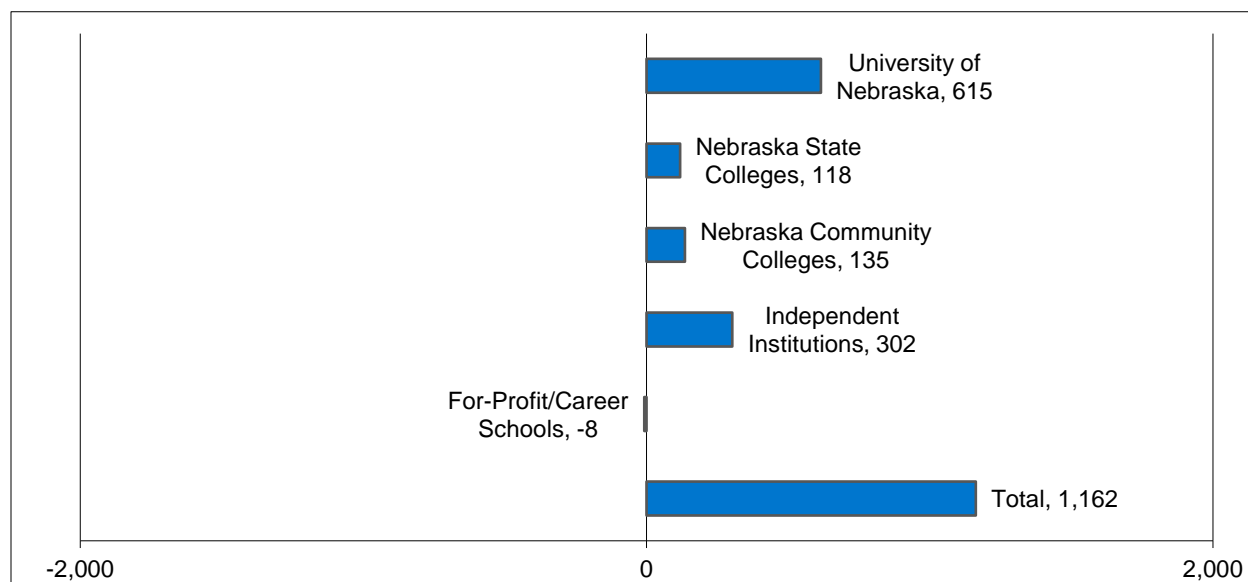
Length of Time Since High School Graduation	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	2,794	86.1%	2,973	87.8%	2,948	85.3%	2,981	82.6%
Graduated More than 12 Months Prior to College Enrollment	452	13.9%	415	12.2%	509	14.7%	628	17.4%
Total	3,246	100.0%	3,388	100.0%	3,457	100.0%	3,609	100.0%
Length of Time Since High School Graduation	Fall 2014		Fall 2016				Δ Since Fall 2006	
	N	%	N	%			N	%
Graduated During the 12 Months Prior to College Enrollment	3,488	86.0%	3,956	89.3%			1,162	41.6%
Graduated More than 12 Months Prior to College Enrollment	567	14.0%	472	10.7%			20	4.4%
Total	4,055	100.0%	4,428	100.0%			1,182	36.4%

Note. Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Δ = change. See Table A6.5 and Table A6.6 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

- As shown in [Figure 1.3.2](#), 52.9% of the net increase of 1,162 students who started college within 12 months of high school graduation is attributable to the increased number of non-Nebraskans who attended the University of Nebraska.
- The Nebraska State College System, Nebraska’s community colleges, and Nebraska’s independent institutions also experienced gains in the number of non-Nebraskans that they attracted, but the for-profit/career schools attracted eight fewer out-of-state students in fall 2016 than in fall 2006. (See [Table A6.5](#) in [Appendix 6](#) for supporting data.)
- See [Table A6.6](#) in [Appendix 6](#) for information on the enrollment of non-Nebraskan first-time freshmen who enrolled at Nebraska colleges more than a year after high school graduation.
- [Table A6.7](#) in [Appendix 6](#) provide detailed listings *by institution* of the numbers of first-time freshmen with Nebraska, out-of-state, and foreign (i.e., nonresident alien) residencies who were enrolled at Nebraska’s colleges and universities *within 12 months of high school graduation* from fall 2006 through fall 2016.

Figure 1.3.2

Changes in the Numbers of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of Graduation from High School Fall 2016 Compared to Fall 2006



Note. Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.5](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2006 and fall 2016 surveys.

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 postsecondary institutions within one year of high school graduation.

- As shown in [Table 1.3.2](#), in fall 2006, fall 2008, fall 2010, fall 2012, fall 2014, and fall 2016, more first-time freshmen *came to Nebraska* to attend college within 12 months of high school graduation than *left Nebraska* to go to school out of state.
- Interestingly, between fall 2014 and fall 2016, in-migration of non-Nebraska students increased 13.4% (468 students) while out-migration of Nebraska students increased only 1.3% (34 students)

Table 1.3.2 Net Migration of First-Time Freshmen Who Attended Postsecondary Institutions <u>Within 12 Months of High School Graduation</u> Fall 2006 through Fall 2016								
Student Residency and Where They Attended College	Fall 2006	Fall 2008	Fall 2010	Fall 2012	Fall 2014	Fall 2016	Δ Since Fall 2006	
							N	%
<u>In-Migration</u> Non-Nebraska Students Enrolled at Nebraska Colleges and Universities	2,794	2,973	2,948	2,981	3,488	3,956	1,162	41.6%
<u>Out-Migration</u> Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,616	2,641	2,449	2,803	2,690	2,724	108	4.1%
Net Migration	178	332	499	178	798	1,232		
<i>Note.</i> Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.								

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.

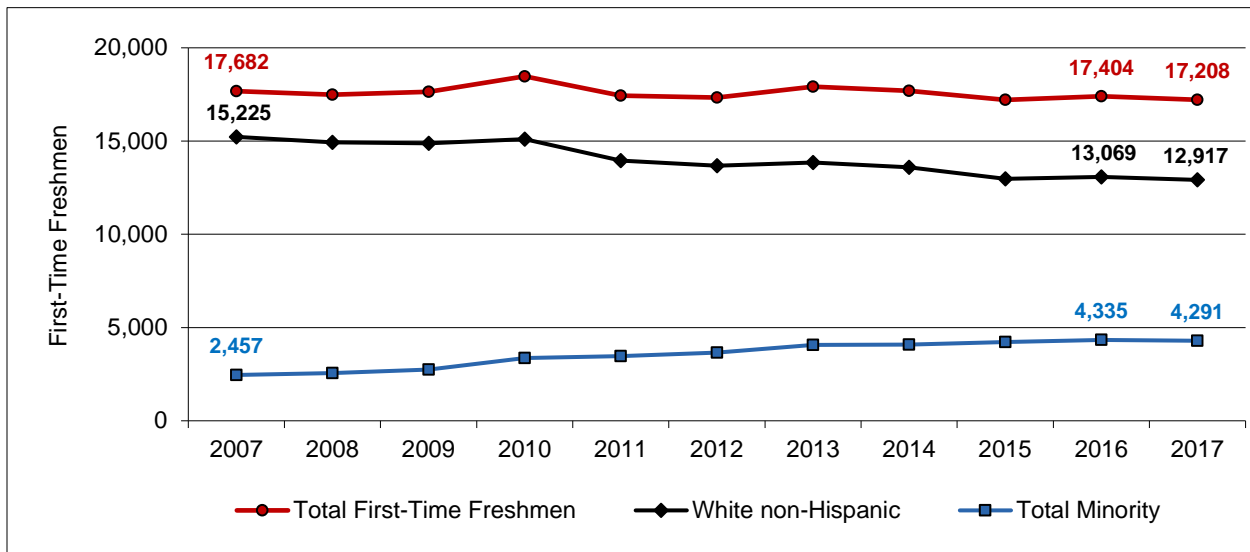
Increasing the number and percentage of students who have been underrepresented in Nebraska's higher education system is another recommended approach to increasing the state's postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2007 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 2017, the latest period for which data are available. (Estimated enrollments for fall 2018 are not available by race/ethnicity; therefore, enrollments by race/ethnicity for fall 2018 will be reported in the *2020 Progress Report*.)

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

- As shown in [Figure 1.4.1](#), 17,208 first-time freshmen of known race/ethnicity were enrolled at Nebraska's postsecondary institutions in fall 2017, a 2.7% decrease from the 17,682 first-time freshmen of known race/ethnicity enrolled in fall 2007.
- Between fall 2016 and fall 2017, total enrollment of first-time freshmen of known race/ethnicity decreased 1.1%.
- In fall 2007, white non-Hispanics accounted for 86.1% of the first-time freshmen, while minorities accounted for 13.9%. Of the first-time freshmen enrolled in fall 2017, 75.1% were white non-Hispanics, while 24.9% were minorities.¹⁶
- As shown in [Figure 1.4.2](#), higher numbers of Asians/Pacific Islanders and Hispanics were enrolled in college in fall 2017 than in fall 2007. However, the numbers of Native-American and black non-Hispanic first-time freshmen decreased since fall 2007.
- The net effect of these changes is that there were **1,834 more minority students** attending Nebraska colleges as first-time freshmen in fall 2017 than in fall 2007, an increase of 74.6%. In comparison, there were **2,308 fewer white non-Hispanic** first-time freshmen in fall 2017 than in fall 2007, a decrease of 15.2%.

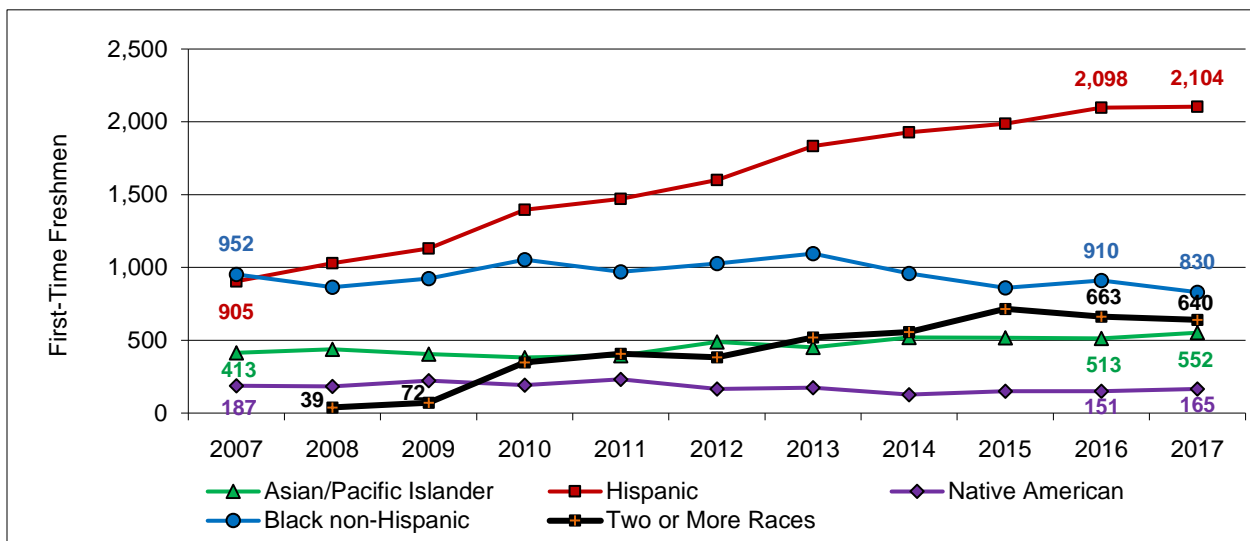
¹⁶ Minority students are defined as students from the following race/ethnicity categories: Asian/Pacific Islander, black non-Hispanic, Hispanic, Native American, and two or more races. Figures do not include nonresident aliens or students of unknown race/ethnicity.

Figure 1.4.1
Numbers of White Non-Hispanic and Minority First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2007 through Fall 2017



Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys.

Figure 1.4.2
Numbers of Minority Students Enrolled as First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2007 through Fall 2017



Note. Includes full-time and part-time students. The race/ethnicity category 'two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys.

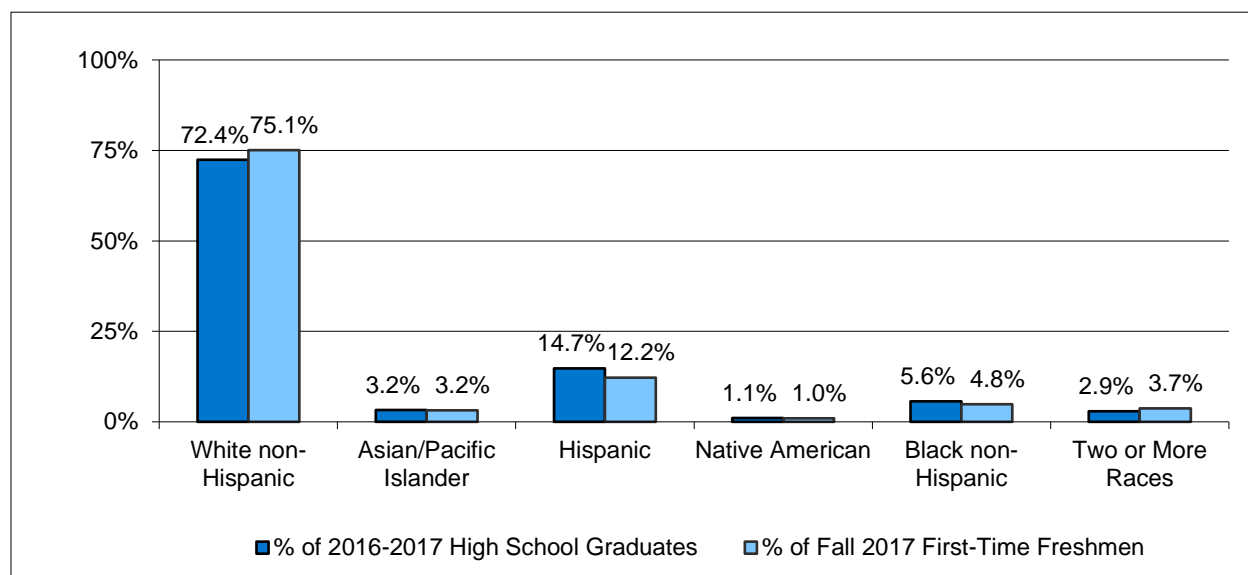
Racial/Ethnic Representation in Nebraska’s Postsecondary Education System Fall 2017

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 race/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. This should be interpreted as an approximate measure as it does not account for in-state and out-of-state enrollments.

- As evidenced in [Section 1.1.a](#) of this report, disproportionately lower percentages of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multiracial students graduate from Nebraska high schools compared to white non-Hispanics.
- Furthermore, as evidenced in [Section 1.1.c](#) of this report, college continuation rates for Hispanics, Native Americans, black non-Hispanics, and multiracial graduates are lower than college continuation rates for white non-Hispanic and Asian/Pacific Islander graduates.
- As illustrated in [Figure 1.4.3](#), white non-Hispanics and multiracial individuals were overrepresented among first-time freshmen in fall 2017, while Hispanics, Native Americans, and black non-Hispanics were underrepresented among first-time freshmen in fall 2017.

Figure 1.4.3

Percentages of 2016-2017 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions in Fall 2017 by Race/Ethnicity



Note. High school graduates 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. First-time freshmen include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. See [Table A7.2](#) in [Appendix 7](#) for supporting data. Data sources: Nebraska Department of Education, December 2017, and the National Center for Education Statistics, IPEDS fall 2017 survey.

Comparison of the Representation of Racial/Ethnic Groups in Fall 2007 and Fall 2017

Determining if there was any change between fall 2007 and fall 2017 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 2016-2017 than in 2006-2007. However, as shown in [Table A7.2](#) in [Appendix 7](#), comparing the percentage distributions of high school graduates in 2006-2007 and 2016-2017 to the percentage distributions of first-time freshmen in fall 2007 and fall 2017 reveals that compared to the first-time freshmen who started college in 2007:

1. White non-Hispanics were underrepresented in fall 2007 but overrepresented in fall 2017.
2. Asians/Pacific Islanders were overrepresented among first-time freshmen in fall 2007 but were proportionately represented in fall 2017.
3. Hispanics were underrepresented among first-time freshmen in fall 2007 and fall 2017.
4. Native Americans were overrepresented in fall 2007 but were underrepresented in fall 2017.
5. Black non-Hispanics were overrepresented in fall 2007 but underrepresented in fall 2017.
6. Students of two or more races were proportionately represented in fall 2011 but were overrepresented in fall 2017.¹⁷

As stated on the previous page, these measures are approximations of representation, as they do not account for the flow of first-time freshmen between states.

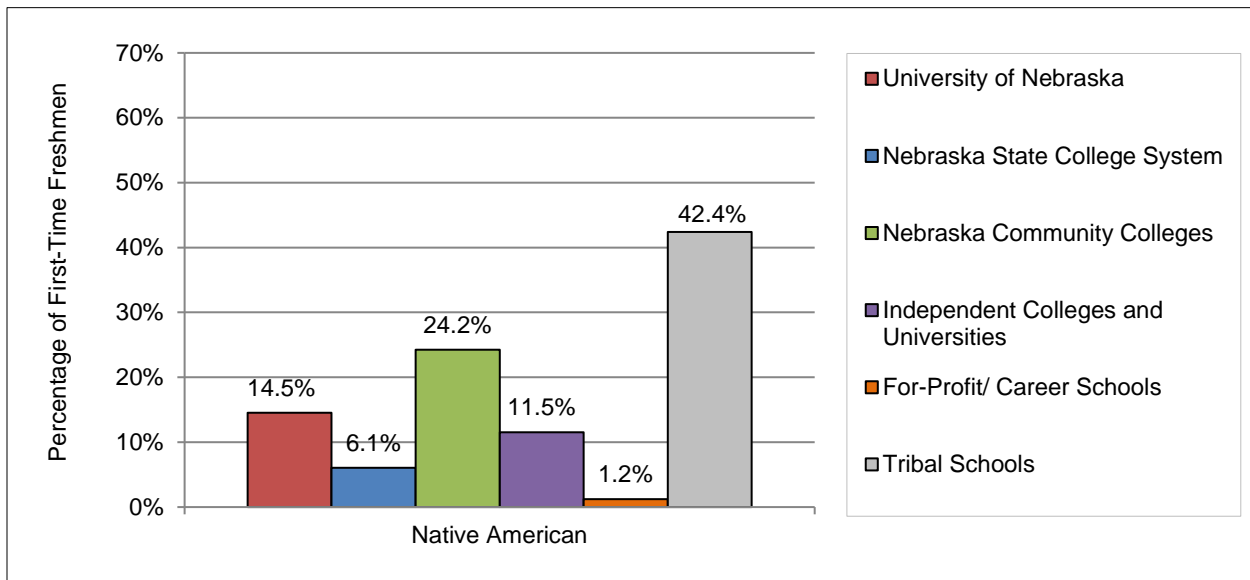
Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group

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 institutional sectors 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 so that student enrollment patterns of Native Americans can be interpreted more clearly.

- As shown in [Figure 1.4.4](#) and [Table A7.3](#) in [Appendix 7](#), 70 (42.4%) of the 165 Native Americans who were first-time freshmen in fall 2017 attended Little Priest Tribal College or Nebraska Indian Community College, while 19 (11.5%) chose to enroll at other independent colleges and universities.

¹⁷ The racial/ethnicity category 'two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010. In addition, the 'two or more races' category was first utilized by the Nebraska Department of Education with the 2010-2011 high school graduating class. Therefore, comparisons of the representation of multiracial students are limited to the fall 2011 through fall 2017 cohorts.

Figure 1.4.4
Enrollment of Native American, First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2017

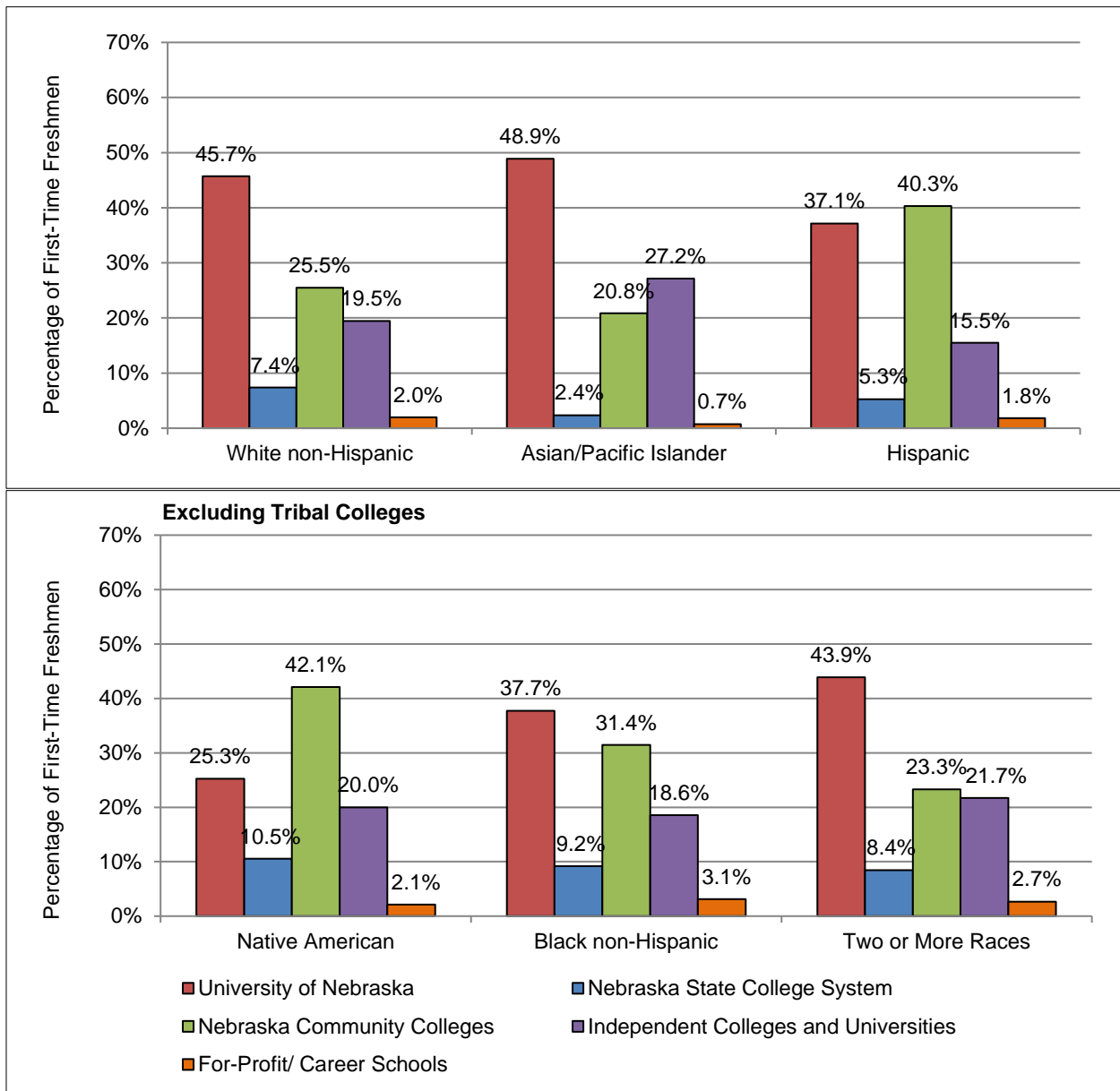


Note. Includes full-time and part-time students. See [Table A7.3](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

- [Figure 1.4.5](#) shows the percentages of the first-time freshmen in each of the six major racial/ethnic groups who attended, by sector, institutions within Nebraska’s postsecondary education system in fall 2017, excluding the two native tribal colleges in the analysis of Native American enrollments.
- As evidenced in [Figure 1.4.5](#), white non-Hispanics, Asian/Pacific Islanders, black non-Hispanics, and multiracial students most frequently enrolled as first-time freshmen at the University of Nebraska. Meanwhile, Hispanic first-time freshmen were most likely to enroll at the state’s community colleges.
- If the tribal colleges are excluded from the independent sector, as shown in [Figure 1.4.5](#), the first-time freshmen enrollment pattern for Native Americans in fall 2017 is dominated by the high percentage of these students who enroll at the state’s community colleges.

Figure 1.4.5

**First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2017**



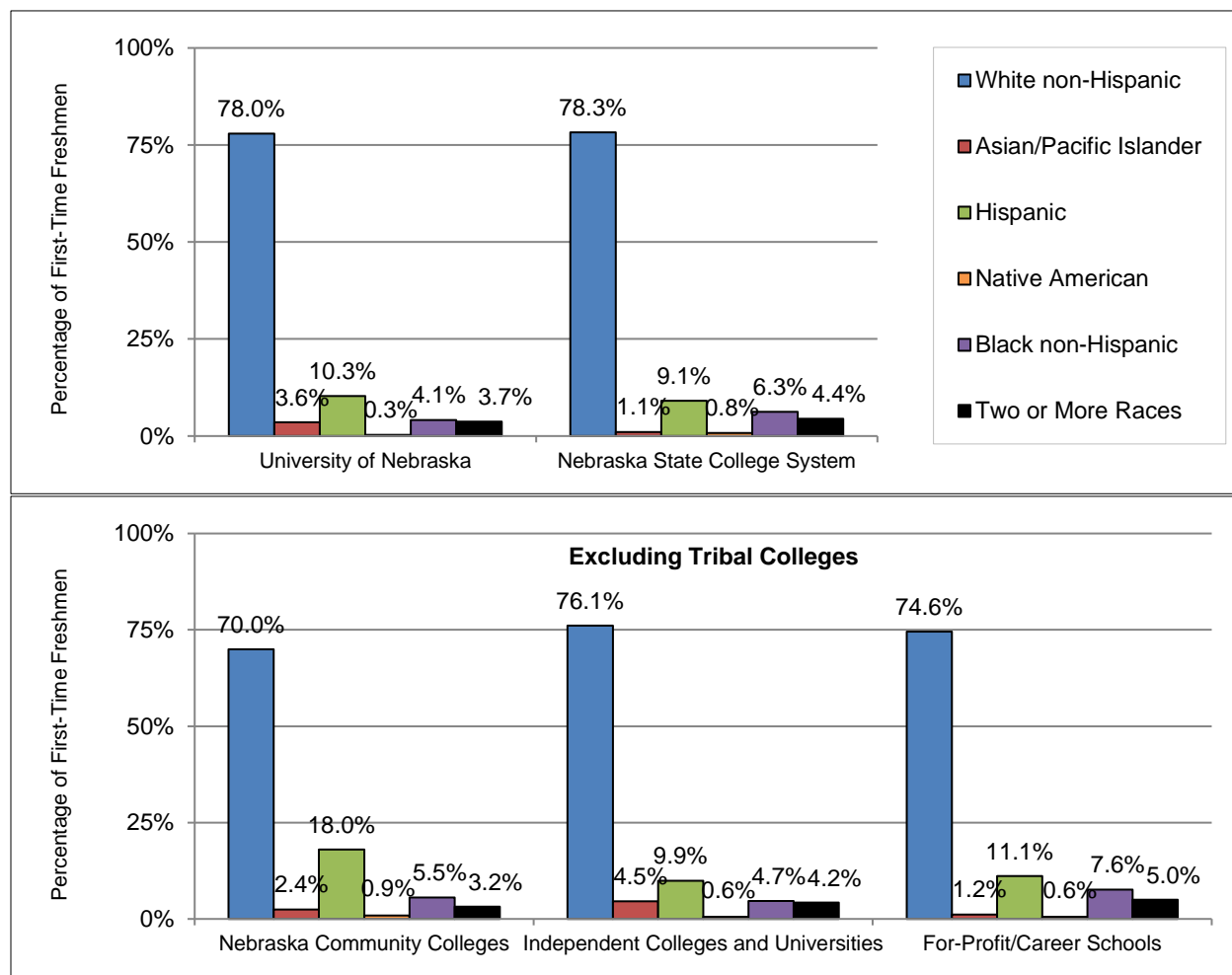
Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are excluded from the analysis of Native American enrollments in this figure. See [Table A7.3](#) in [Appendix 7](#) for fall 2007 through fall 2017 data. Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

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 sectors of postsecondary institutions in fall 2017, their representation varied across the five sectors of higher education, as shown in [Figure 1.4.6](#). Native Americans accounted for 97.2% of the combined first-time freshmen enrollment in fall 2017 of Little Priest Tribal College and Nebraska Indian Community College. Consequently, these two schools are excluded from the sector of independent colleges in the following analysis so sectors can be more clearly compared. See [Table A7.4](#) in [Appendix 7](#) for supporting data.

Figure 1.4.6

First-Time Freshmen Racial/Ethnic Enrollments by Sector Excluding Little Priest Tribal College and Nebraska Indian Community College Fall 2017



Note. Includes full-time and part-time students. Does not include nonresident aliens or students of unknown race/ethnicity. See [Table A7.4](#) and [Table A7.5](#) in [Appendix 7](#) for fall 2007 through fall 2017 data. Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

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1.5 Financial Aid

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

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. Since 2003, Nebraska has increased the amount of state funds allocated for need-based financial aid, thereby making progress toward the goal of improving access to higher education within the state.¹⁸ However, it still ranks among the lowest states in the amount of state-funded, need-based aid provided to students.

Financial aid is even more important today than it was in 2003 as increasing college costs make it more difficult for many Nebraskans to be educated beyond high school. While there are several sources of need-based financial aid available to students, the amount available has not kept up with increasing costs and the corresponding need for more financial aid. This can be illustrated in several ways.

Number of Students Not Served by Nebraska's Opportunity Grant Program

Nebraska allocates state General and lottery funds to a financial aid program called the Nebraska Opportunity Grant (NOG) program. Nebraska Opportunity Grants, also referred to as state grants, are awarded to students who are residents of Nebraska, have not earned a first bachelor's degree, have high financial need, and who are attending eligible Nebraska colleges and universities.¹⁹

As the following discussion illustrates, Nebraska has significantly increased the amount of funding available for state grants to college students. However, the amount of available funding for financial aid continues to be insufficient to meet the needs of an increasing number of students who are eligible to receive state assistance. As a result, only about a third of the students who are eligible for state-funded financial aid receive state grants.

Figure 1.5.1 illustrates how the amount of available funding for state grants has significantly increased since 2007-2008. For the 2007-2008 academic year, the state allocated \$11,467,065 for grant aid to students attending public and private institutions in Nebraska. For 2017-2018, the state allocated \$17,448,302 to assist students from low-income families attend higher education institutions in Nebraska, an increase of 52.2%. For the 2018-2019 academic year, the amount of available state funding for grant aid increased to \$18,004,374, or 3.2% above the amount allocated for 2017-2018. As a result, available state funding for state grants awarded in 2018-2019 is 57.0% higher than the state appropriated for student financial aid in 2007-2008.

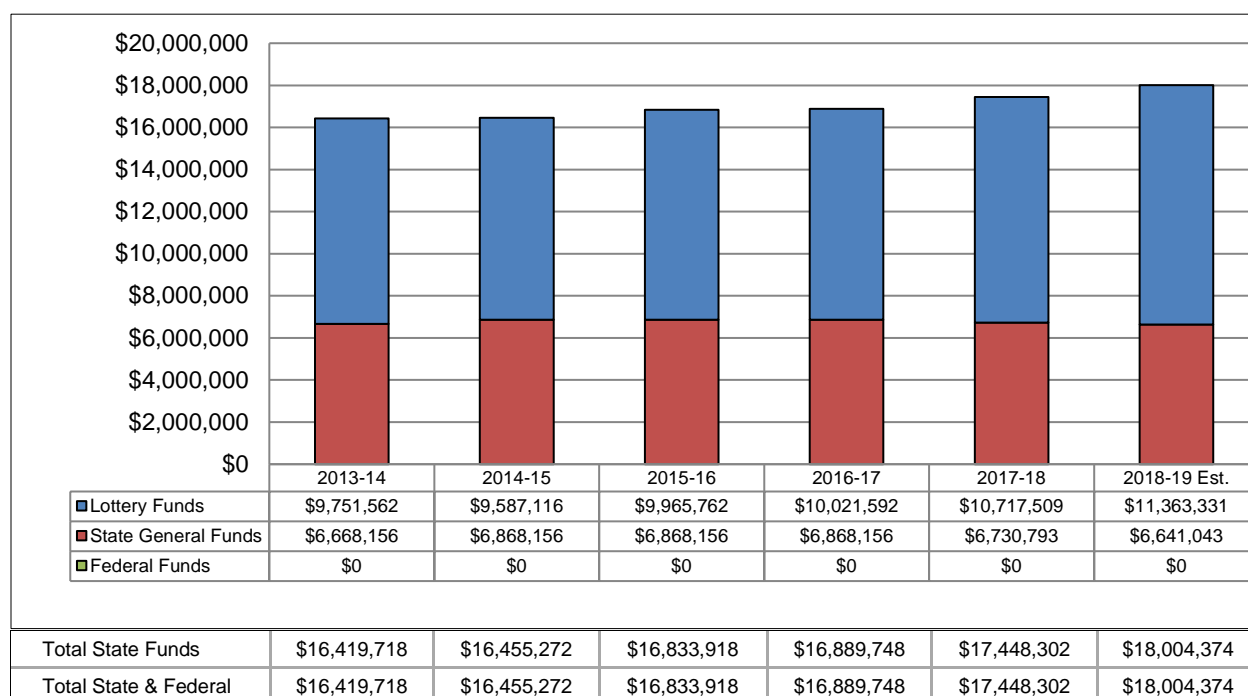
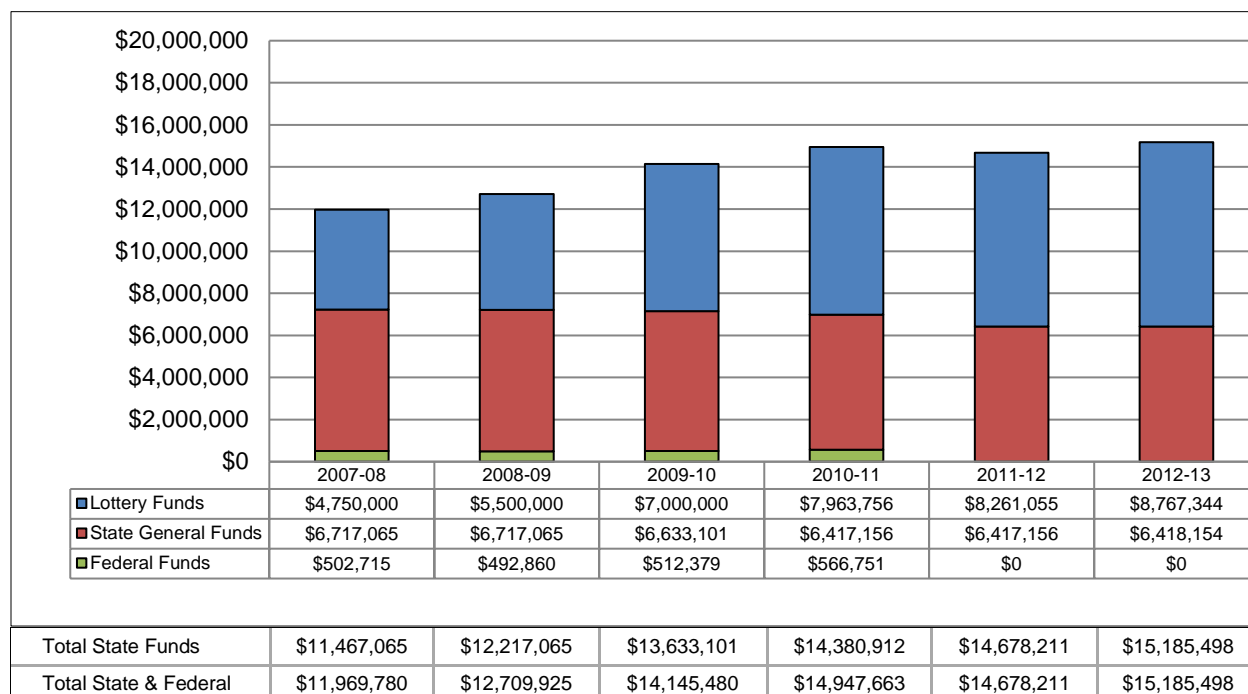
Between 2007-2008 and 2018-2019, allocation of lottery funds for state grants increased 139.2%, from \$4,750,000 in 2007-2008 to \$11,363,331 in 2018-2019. Over the same period, appropriations for state grants from the state's General Fund decreased 1.1%, from \$6,717,065 to \$6,641,043. Meanwhile, federal funding decreased from \$502,715 in 2007-2008 to \$566,751 in 2010-2011 and was eliminated in 2011-2012.

¹⁸ For more information on tuition, fees, and financial aid, see the *2018 Tuition, Fees, and College Affordability Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

¹⁹ For more information on the Nebraska Opportunity Grant, see the *Nebraska Opportunity Grant 2017-18 Year-End Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

Figure 1.5.1

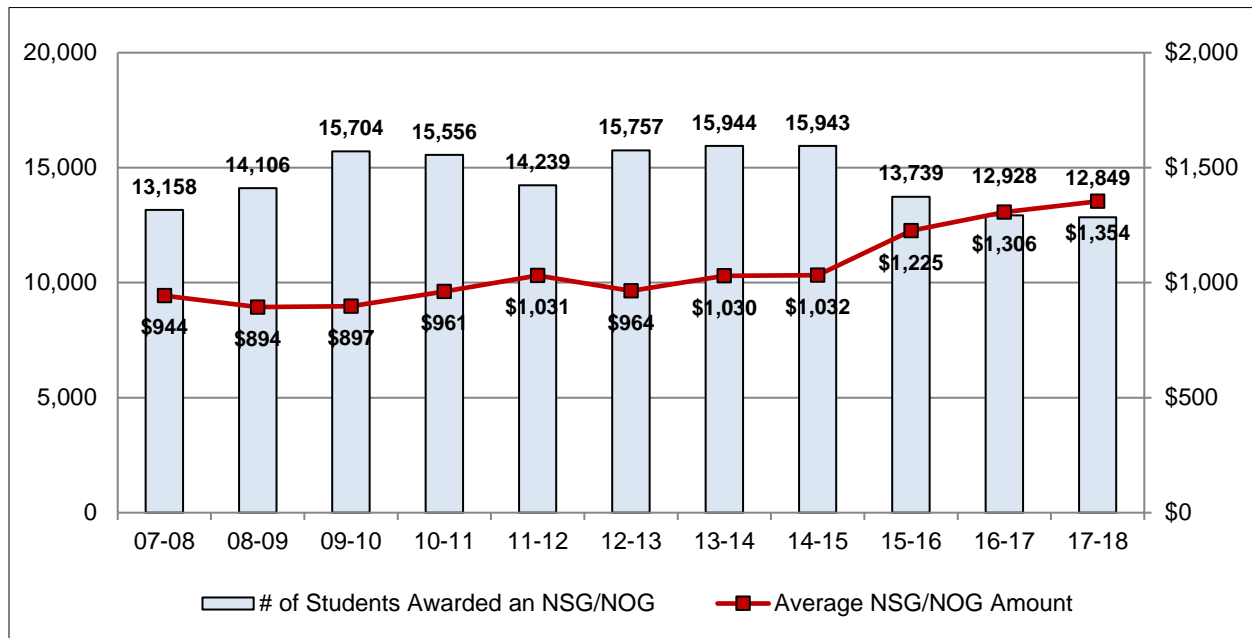
**Sources and Amounts of Available Funding
for the Nebraska Opportunity Grant Program
2007-2008 through 2018-2019**



Data source: Nebraska's Coordinating Commission for Postsecondary Education, *2018 Tuition, Fees, and College Affordability Report*, supplemented with CCPE records, December 2018.

Between 2007-2008 and 2017-2018, as shown in [Figure 1.5.2](#), the number of students who received state grants decreased 2.3%, from 13,158 to 12,849, and the average awarded grant increased 43.4%, from \$944 to \$1,354.²⁰

Figure 1.5.2
Number of Students Who Received
Nebraska Opportunity Grants (NOGs) and the Average Grant Awarded
2007-2008 through 2017-2018



Data source: Nebraska's Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2008 through 2018.

Unfortunately, as shown in [Figure 1.5.3](#), many students who are eligible for state grants do not receive them. In 2017-2018, for example, 12,849 students received state grants. However, based upon expenditure reports submitted to the Commission by each institution, it is estimated that an additional 23,179 students qualified for state grants but did not receive them due to insufficient available funding.

Furthermore, the percentage of eligible students who receive state grants has decreased. In 2007-2008, 46.9% of the students who were eligible for state grants received them. In 2017-2018, only 35.7% of the eligible students received state grants. This decrease is due to state funding not keeping pace with the increases in the numbers of eligible students.²¹

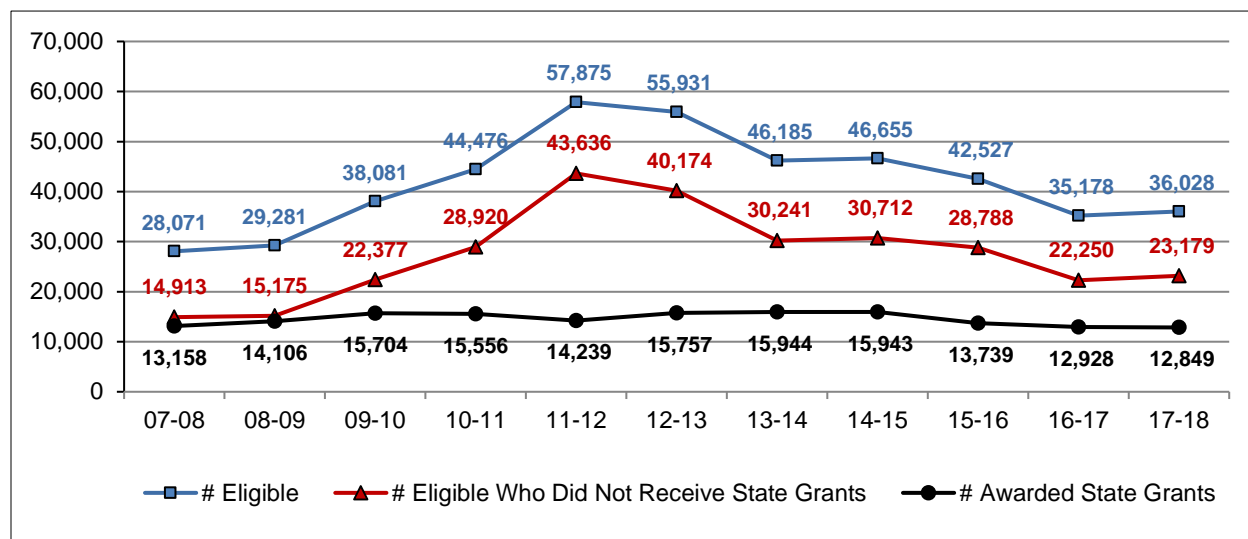
See [Table A8.1](#) and [Table A8.2](#) in [Appendix 8](#) for supporting data and for additional information about the numbers and amounts of Nebraska state grants awarded by sector.

²⁰ The maximum award a student could receive has been 25% or 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student, depending on the year. In 2007-2008, the maximum award was at the 50% level, or \$2,934. For 2017-2018, the maximum award was at the 50% level, or \$4,270.

²¹ Part of the increase beginning in 2010-2011 in the number of students eligible to receive Nebraska Opportunity Grants is likely due to the expansion of Pell Grant eligibility.

Figure 1.5.3

Number of Students Eligible to Receive Nebraska Opportunity Grants Compared to the Number of Students Awarded a Nebraska Opportunity Grant 2007-2008 through 2017-2018



Data source: Nebraska's Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2018.

Other Evidence of Unmet Need for Financial Aid

Although state funding of financial aid has increased significantly since 2007-2008, there is a substantial amount of unmet financial need in Nebraska, including the need not met by state grants. The Commission estimates the annual unmet financial need of all Nebraskans who are eligible for Pell Grants by subtracting the total amount of financial aid, excluding work-study or PLUS (parent loan for undergraduate students), from the total cost of attending Nebraska colleges and universities for all Pell-Grant-eligible students.²² Using this formula, which includes subsidized and unsubsidized loans as financial aid, the Commission estimates the unmet need of Nebraskans was over \$133 million in 2007-2008 and over \$185 million in 2017-2018, as a result of the significant increase in the number of Nebraskans eligible for financial aid.²³

An indicator of the increased difficulty in meeting the financial needs of students is that students and their families are covering an increasing percentage of the costs of education for all sectors of Nebraska's public postsecondary institutions. For details, see page 7 of the Commission's *2018 Tuition, Fees, and College Affordability Report*.

Finally, students are borrowing at higher levels. As illustrated in Figure 1.5.4, the amount students borrowed to attend Nebraska's public postsecondary institutions rose 22.8%, from \$257,202,463 in 2007-2008 to \$315,849,812 in 2017-2018.²⁴ The number of loan recipients decreased 5.1%, from 60,155 in 2007-2008 to 57,098 in 2017-2018, while the number of originated loans decreased 1.0%, from 65,784 to 65,111 in 2017-2017.

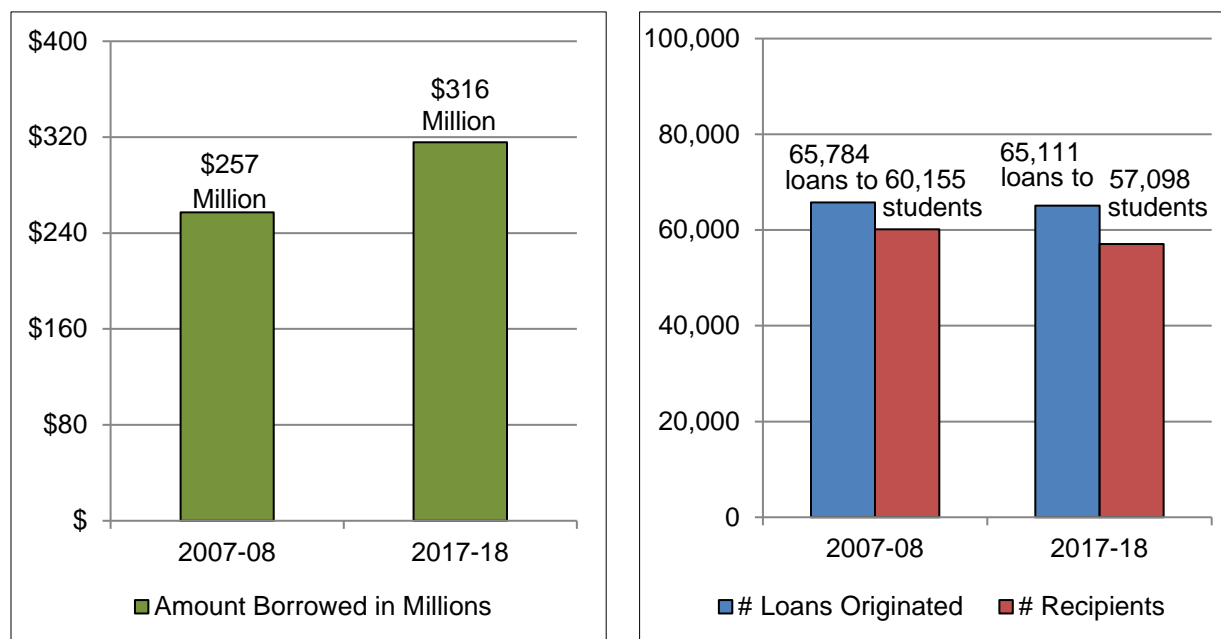
²² Cost of attendance includes tuition and mandatory fees, room and board, and books and supplies.

²³ For details regarding these estimates, see the Commission's *2018 Tuition, Fees, and College Affordability Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

²⁴ Originated loans, including fees.

Figure 1.5.4

**Level of Student Borrowing to Attend Nebraska's Public Colleges and Universities
2017-2018 Compared to 2007-2008**



Data sources: U.S. Department of Education Office of Postsecondary Education, December 2018; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, December 2018.

Need-Based Financial Aid

In addition to the Nebraska Opportunity Grant, financial aid is provided through a system of tuition waivers at Nebraska public institutions. However, tuition waivers may or may not be need-based, depending on how each institution decides to allocate them.

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.

Since Nebraska's state grant program has been 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 funding of Nebraska's state grant program that occurred between 2007-2008 and 2017-2018. In the analysis of the Nebraska's state grant program, other sources of need-based aid also are discussed to present a complete picture of the amount of financial aid available to Nebraskans. The last part of this section focuses on the growth of the Access College Early (ACE) Scholarship Program and the college continuation rates of ACE scholarship recipients.

Nebraska Opportunity Grant Program and Other Sources of Title IV Financial Aid

The Nebraska Opportunity Grant program was one of several programs based on or administered under the guidelines of Title IV of the U.S. Higher Education Act between 2006-2007 and 2016-2017.²⁵ 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 descriptions of all of the financial aid programs listed below):

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

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 students who demonstrate high financial need and attend eligible Nebraska postsecondary institutions.

Funding of Awarded Nebraska Opportunity Grants

- The majority of the funding for Nebraska Opportunity Grants has come from the state through the Nebraska Lottery and the state's General Fund. From 2007-2008 through 2010-2011, the remaining funding came from the federal government through its regular and special Leveraging Educational Assistance Partnership (S/LEAP) authorizations. In 2011-2012, the Nebraska state grant program became entirely dependent on state funding.
- As shown in [Table 1.5.1](#), \$11,919,109 in state General Funds accounted for 96.0% of the \$12,421,824 awarded through Nebraska state grants in 2007-2008.
- Between 2007-2008 and 2017-2018, state funding increased \$5,529,193, or 46.4%.
- In total, the amount of funding awarded through the state grant program increased 40.5%, from \$12,421,824 in 2007-2008 to \$17,448,302 in 2017-2018.

²⁵ The Academic Competitiveness Grant and National Science and Mathematics Access to Retain Talent (SMART) Grant were eliminated after the 2010-2011 academic year.

Table 1.5.1
Amounts of Nebraska and Federal Funding
Awarded through the Nebraska Opportunity Grant Program
2007-2008 through 2017-2018

Academic Year	State Funding	% of Total	Federal Funding	% of Total	Total Funding
2007-2008	\$11,919,109	96.0%	\$502,715	4.0%	\$12,421,824
2008-2009	\$12,118,524	96.1%	\$492,860	3.9%	\$12,611,384
2009-2010	\$13,580,674	96.4%	\$512,379	3.6%	\$14,093,053
2010-2011	\$14,380,912	96.2%	\$566,751	3.8%	\$14,947,663
2011-2012	\$14,678,211	100.0%	\$0	0.0%	\$14,678,211
2012-2013	\$15,185,498	100.0%	\$0	0.0%	\$15,185,498
2013-2014	\$16,419,718	100.0%	\$0	0.0%	\$16,419,718
2014-2015	\$16,455,272	100.0%	\$0	0.0%	\$16,455,272
2015-2016	\$16,833,918	100.0%	\$0	0.0%	\$16,833,918
2016-2017	\$16,889,748	100.0%	\$0	0.0%	\$16,889,748
2017-2018	\$17,448,302	100.0%	\$0	0.0%	\$17,448,302
\$ Change Since 2007-2008	\$5,529,193		-\$502,715		\$5,026,478
% Change Since 2007-2008	46.4%		-100.0%		40.5%

Data source: Nebraska's Coordinating Commission for Postsecondary Education, *2018 Tuition, Fees, and College Affordability Report*, supplemented with CCPE records, December 2018.

Nebraska Opportunity Grants as a Percentage of All Title IV Financial Aid

Between 2007-2008 and 2016-2017, Nebraska's Opportunity Grants represented only a small percentage of the total Title IV financial aid awarded through all of the eligible postsecondary institutions in Nebraska. [Table 1.5.2](#) compares the total amount of financial aid awarded to students attending Nebraska colleges and universities in 2016-2017, the latest year for which federal data for all Nebraska institutions are available, to financial aid awarded in 2007-2008.²⁶

- A total of \$805,414,055 Title IV financial aid was awarded to students at Nebraska's postsecondary institutions in 2016-2017, an increase of 37.1% from 2007-2008.
- Nebraska's state grants were equivalent to 2.1% of the total Title IV financial aid awarded to students attending Nebraska postsecondary institutions in both 2007-2008 and 2016-2017.

²⁶ The interest on a Perkins Loan or a subsidized 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*.

Table 1.5.2
Total Title IV Federal and State Financial Aid
Awarded at All Eligible Nebraska Postsecondary Institutions
2016-2017 Compared to 2007-2008

Type of Financial Aid Awarded	2007-2008		2016-2017		% Change
	\$ Awarded	% of Total	\$ Awarded	% of Total	
Grants					
Pell Grant	\$69,647,105	11.9%	\$123,073,386	15.3%	76.7%
FSEOG	\$6,373,957	1.1%	\$5,772,617	0.7%	-9.4%
IASG	\$0	0.0%	\$0	0.0%	
TEACH	\$0	0.0%	\$842,020	0.1%	
NOG	\$12,421,824	2.1%	\$16,889,748	2.1%	36.0%
FED Work-Study	\$5,660,232	1.0%	\$5,817,627	0.7%	2.8%
Loans					
Perkins Loans	\$13,369,433	2.3%	\$7,879,432	1.0%	-41.1%
Sub Loans	\$186,799,138	31.8%	\$132,344,631	16.4%	-29.2%
Unsub Loans	\$203,644,663	34.7%	\$353,987,662	44.0%	73.8%
Grad PLUS	\$29,621,421	5.0%	\$72,186,735	9.0%	143.7%
PLUS Loans	\$59,910,233	10.2%	\$86,620,197	10.8%	44.6%
Total Grants and Loans	\$587,448,006	100.0%	\$805,414,055	100.0%	37.1%
<p><i>Note.</i> FSEOG = Federal Supplemental Educational Opportunity Grant; IASG = Iraq and Afghanistan Service Grant; TEACH = Teacher Education Assistance for College and Higher Education Grants; NOG = Nebraska Opportunity Grant; Sub = subsidized loans; Unsub Loans = unsubsidized loans. IASG grants and TEACH grants were not available in 2007-2008. See Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis. Data sources: U.S. Department of Education Office of Postsecondary Education, December 2018; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, December 2018.</p>					

Nebraska Opportunity Grants as a Percentage of Title IV Financial Aid Awarded at Nebraska Public Institutions

- 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 2017-2018 are not yet available. However, the amount of aid awarded through each Title IV program to students attending the state’s *public* institutions in 2017-2018 is available to compare to the amount awarded in 2007-2008.
- A total of \$440,941,568 Title IV financial aid was awarded to students at Nebraska’s *public* postsecondary institutions in 2017-2018, an increase of \$124,627,161 (39.4%) from 2007-2008.
- As shown in [Table 1.5.3](#), Nebraska state grants accounted for 2.9% of the total financial aid awarded by Nebraska’s public institutions in 2017-2018, up from 2.5% in 2007-2008.

Table 1.5.3
Total Title IV Federal and State Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
2017-2018 Compared to 2007-2008

Type of Financial Aid Awarded	2007-2008		2017-2018		% Change
	\$ Awarded	% of Total	\$ Awarded	% of Total	
Grants					
Pell Grant	\$50,345,961	15.9%	\$101,530,684	23.0%	101.7%
FSEOG	\$3,150,878	1.0%	\$2,924,244	0.7%	-7.2%
IASG	\$0	0.0%	\$1,382	0.0%	
TEACH	\$0	0.0%	\$461,877	0.1%	
NOG	\$7,760,671	2.5%	\$12,912,956	2.9%	66.4%
FED Work-Study	\$3,382,939	1.1%	\$3,301,948	0.7%	-2.4%
Loans					
Perkins Loans	\$6,104,433	1.9%	\$3,958,665	0.9%	-35.2%
Sub Loans	\$105,054,098	33.2%	\$80,856,631	18.3%	-23.0%
Unsub Loans	\$103,347,877	32.7%	\$162,432,058	36.8%	57.2%
Grad PLUS	\$2,485,063	0.8%	\$15,763,286	3.6%	534.3%
PLUS Loans	\$34,682,488	11.0%	\$56,797,837	12.9%	63.8%
Total Grants and Loans	\$316,314,408	100.0%	\$440,941,568	100.0%	39.4%
<p><i>Note.</i> FSEOG = Federal Supplemental Educational Opportunity Grant; IASG = Iraq and Afghanistan Service Grant; TEACH = Teacher Education Assistance for College and Higher Education Grants; NOG = Nebraska Opportunity Grant; Sub = subsidized loans; Unsub Loans = unsubsidized loans. IASG grants and TEACH grants were not available in 2007-2008. See Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis. Data sources: U.S. Department of Education Office of Postsecondary Education, December 2018; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, December 2018.</p>					

Need-Based Financial Aid (Excluding Loans) Awarded at Nebraska's Public Institutions

Title IV Aid (Excluding Loans):

- As shown in [Table 1.5.4](#), of the \$121,133,091 awarded through grants or the work-study program in 2017-2018, 10.7% was awarded through the Nebraska state grant program, compared to 12.0% in 2007-2008.
- State funds accounted for 100% of the \$12,912,956 awarded in state grants to students enrolled at public institutions in 2017-2018. Since 2011-2012, no federal funds have been available for funding the state grant program.
- Total federal funding of grants and work-study increased by 90.3%, from \$56,879,778 in 2007-2008 to \$108,220,135 in 2017-2018.
- Between 2007-2008 and 2017-2018, state funding of state grants increased by 74.5%, from \$7,397,878 to \$12,912,956. The state funded portion of the Nebraska state grants program

decreased from being equivalent to 11.4% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2007-2008 to equaling 10.7% in 2017-2018.

**Table 1.5.4
Total Need-Based Financial Aid (Excluding Loans)
Awarded at Nebraska Public Postsecondary Institutions
2017-2018 Compared to 2007-2008**

Type of Need-Based Financial Aid	2007-2008		2017-2018		% Change
	\$ Awarded	% of Total	\$ Awarded	% of Total	
Title IV Aid (Excluding Loans)					
Nebraska Opportunity Grants					
State-Funded	\$7,397,878	8.9%	\$12,912,956	7.9%	74.5%
Federal-Funded	\$362,793	0.4%	\$0	0.0%	-100.0%
Total NE State Grant	\$7,760,671	9.4%	\$12,912,956	7.9%	66.4%
Federal Title IV					
Pell Grant	\$50,345,961	60.9%	\$101,530,684	61.8%	101.7%
FSEOG	\$3,150,878	3.8%	\$2,924,244	1.8%	-7.2%
IASG	\$0	0.0%	\$1,382	0.0%	
TEACH	\$0	0.0%	\$461,877	0.3%	
Federal Work Study	\$3,382,939	4.1%	\$3,301,948	2.0%	-2.4%
Total Federal Title IV	\$56,879,778	68.8%	\$108,220,135	65.9%	90.3%
Total Title IV Aid (Excluding Loans)	\$64,640,449	78.1%	\$121,133,091	73.7%	87.4%
Other Need-Based Aid (Excluding Loans)					
University of Nebraska	\$14,220,115	17.2%	\$35,809,038	21.8%	151.8%
NE State College System	\$768,500	0.9%	\$1,716,122	1.0%	123.3%
NE Community Colleges	\$3,097,743	3.7%	\$5,655,550	3.4%	82.6%
Total Other Need-Based Aid (Excluding Loans)	\$18,086,358	21.9%	\$43,180,710	26.3%	138.7%
Total Need-Based Aid (Excluding Loans)	\$82,726,807	100.0%	\$164,313,801	100.0%	98.6%
<p><i>Note.</i> FSEOG = Federal Supplemental Educational Opportunity Grant; IASG = Iraq and Afghanistan Service Grant; TEACH = Teacher Education Assistance for College and Higher Education Grants; Sub = subsidized loans; Unsub Loans = unsubsidized loans. IASG grants and TEACH grants were not available in 2007-2008. See Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis. Data sources: U.S. Department of Education Office of Postsecondary Education, December 2018; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, December 2018.</p>					

Other Need-Based Aid (Excluding Loans):

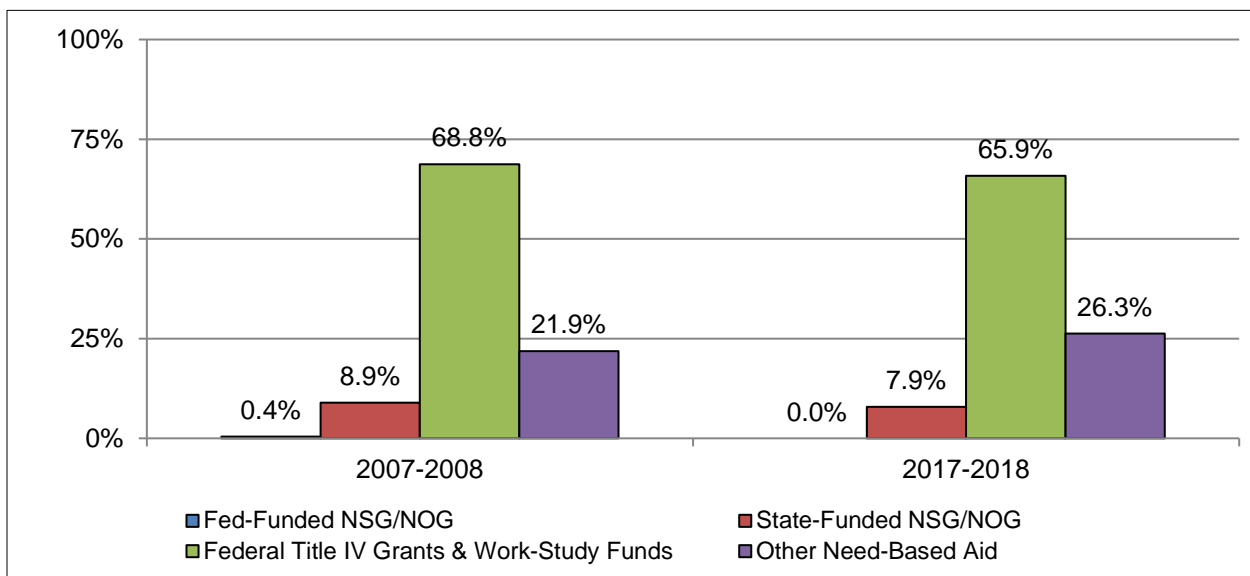
Although Title IV-related programs are the primary source of need-based financial aid, other institution-based programs are available to assist students. Programs available through the state’s public institutions are funded by the institutions and private sources. In addition, state funding is provided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

- As shown in [Table 1.5.4](#), the total amount of need-based financial aid, not including Title IV aid, provided to students by Nebraska’s public institutions increased 138.7% from \$18,086,358 in 2007-2008 to \$43,180,710 in 2017-2018.
- Between 2007-2008 and 2017-2018, the amount of other need-based aid provided by the University of Nebraska increased 151.8%, while the amount of other need-based aid provided by the Nebraska State College System increased 123.3%. Meanwhile, the amount of other need-based aid awarded by Nebraska’s six community colleges increased 82.6%.

Total Need-Based Aid (Excluding Loans):

- 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 98.6% from \$82,726,807 in 2007-2008 to \$164,313,801 in 2017-2018.
- As illustrated in [Figure 1.5.5](#), the state-funded portion of the Nebraska state grants program accounted for 8.9% of all of the need-based aid awarded by Nebraska public institutions in 2007-2008, excluding loans, compared to 7.9% in 2017-2018.

Figure 1.5.5
Total Need-Based Financial Aid (Excluding Loans)
Awarded by Public Nebraska Postsecondary Institutions
2017-2018 Compared to 2007-2008



Note. Data sources: U.S. Department of Education Office of Postsecondary Education, December 2018; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, December 2018.

Access College Early (ACE) Scholarship Program

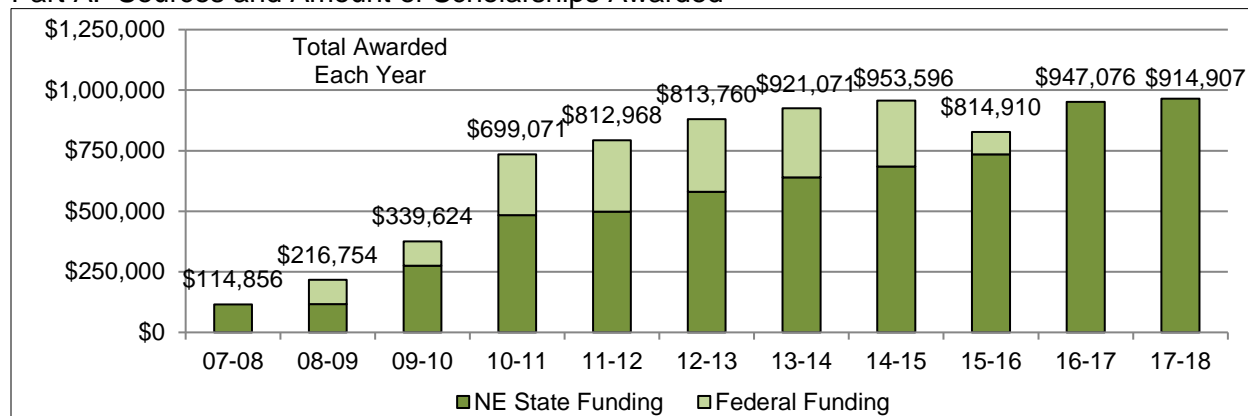
Started in fall 2007, the Access College Early (ACE) Scholarship Program awards scholarships to eligible low-income Nebraska high school students who take courses for credit from postsecondary institutions while the students are in high school. These courses are typically dual enrollment courses, which are offered for both high school and college credit, but some are college courses offered only for college credit.²⁷ [Figure 1.5.6](#) illustrates the growth of the ACE Scholarship Program.

- In 2007-2008, 363 ACE scholarships totaling \$114,856 were awarded to 294 Nebraska high school students from 110 high schools. These students registered for 1,698 credit hours at 11 Nebraska colleges and universities.

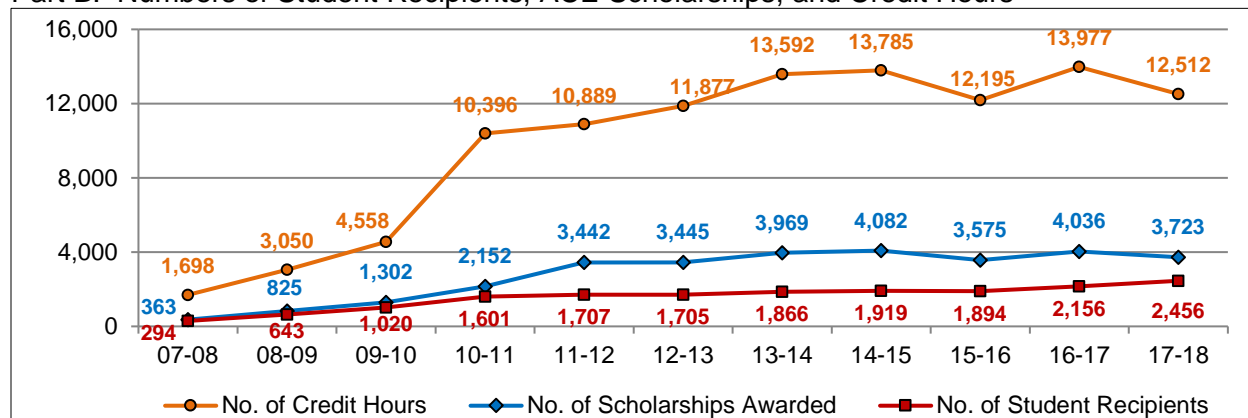
Figure 1.5.6

Growth of the Nebraska Access College Early (ACE) Scholarship Program 2007-2008 through 2017-2018

Part A: Sources and Amount of Scholarships Awarded



Part B: Numbers of Student Recipients, ACE Scholarships, and Credit Hours



Note. In academic years 2007-2008 and 2010-2011 through 2014-2015, eligible students were allowed to apply for scholarships for as many courses as they wanted to take. In 2008-2009 and 2009-2010, scholarships were limited to funding only one course per term per eligible student, so that a student could receive scholarships for a maximum of two or three courses during the school year, depending on whether courses were taken on a semester or quarter basis. In 2015-2016 and 2016-2017, eligible students were limited to two courses per term. For 2017-2018, eligible students were limited to two courses per year. See [Table A8.3](#) in [Appendix 8](#) for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, December 2018.

²⁷ For more information on the Access College Early Scholarship, see the *Access College Early Scholarship 2017-18 Year-End Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

- In 2017-2018, 3,723 ACE scholarships totaling \$914,907 were awarded to 2,456 Nebraska high school students from 224 high schools. These students registered for 12,512 credit hours at 18 Nebraska colleges and universities. A total of \$945,600 is appropriated for ACE scholarships for 2018-2019.

College Continuation Rates of ACE Scholarship Recipients

Since 2009, the Coordinating Commission has conducted research to determine how many of the public high school seniors who receive ACE scholarships continue on to college compared to other low-income and non-low-income graduates of Nebraska's public high schools.

For this research, a college continuation rate is defined as the percentage of public high school graduates who were enrolled in college within one year of their high school graduation. For example, for the public high school seniors who received ACE scholarships during 2016-2017, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2017, and May 31, 2018. Throughout this summary, the terms college continuation rate and college-going rate are used interchangeably.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse (NSC), the Commission calculates the college continuation rates by gender for the public high school seniors who were ACE scholarship recipients.

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

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

Non-low-income students are students who are not approved for free or reduced-price school lunches.²⁸

Since the Commission relies on college enrollment records from the NSC, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. As a result, college continuation rates reported here are underestimated to some degree. (See Section 1.1.c of this report for further information on college continuation rates.)

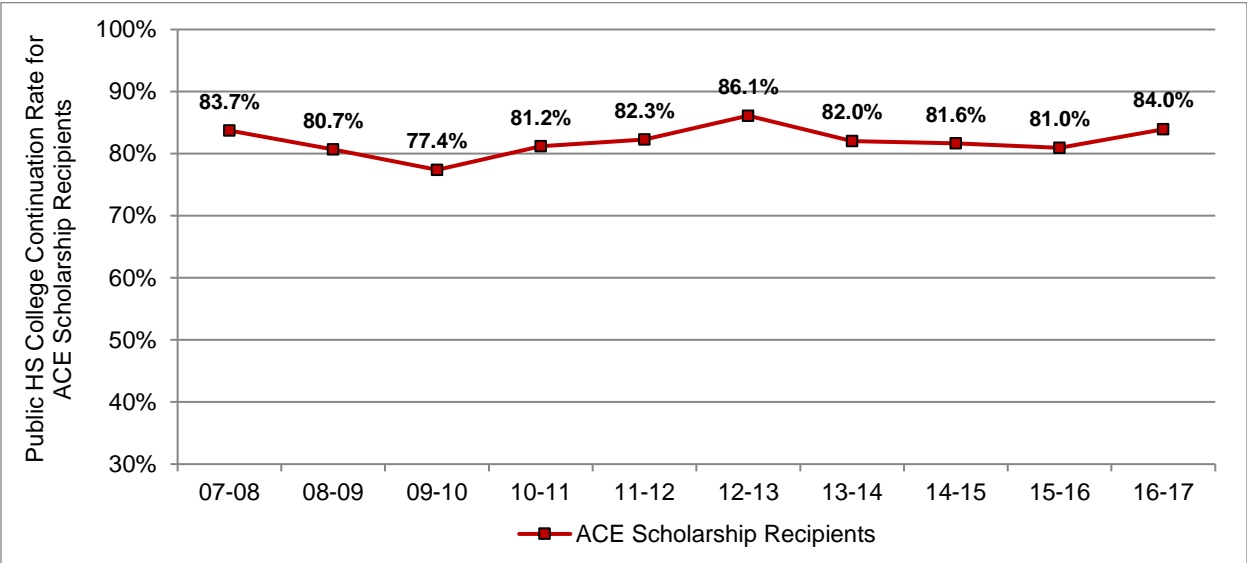
Students who were home-schooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students by income status.

²⁸ Non-low-income students for this study include at least some students who live in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

College Continuation Rates for Public High School Graduates Who Received ACE Scholarships

- As shown in Section 1.1.c, Figure 1.1.c.5, the college continuation rate for Nebraska public high school graduates has increased from 69.0% for the 2007-2008 graduating class to 70.2% for the 2016-2017 graduating class.
- From the first year of the program in 2007-2008 to the third year in 2009-2010, the college continuation rates of ACE scholarship recipients decreased as the number of awarded ACE scholarships increased. As shown in Figure 1.5.7, the college continuation rate for *all public high school graduates* who received ACE scholarships during their senior year has varied by year.
- Since 2007-2008, the college-going rate for ACE scholarship recipients increased from 83.7% to 84.0% for 2016-2017 graduates.

Figure 1.5.7
College Continuation Rates for All Public High School Graduates
Who Received Access College Early (ACE) Scholarships
2007-2008 through 2016-2017



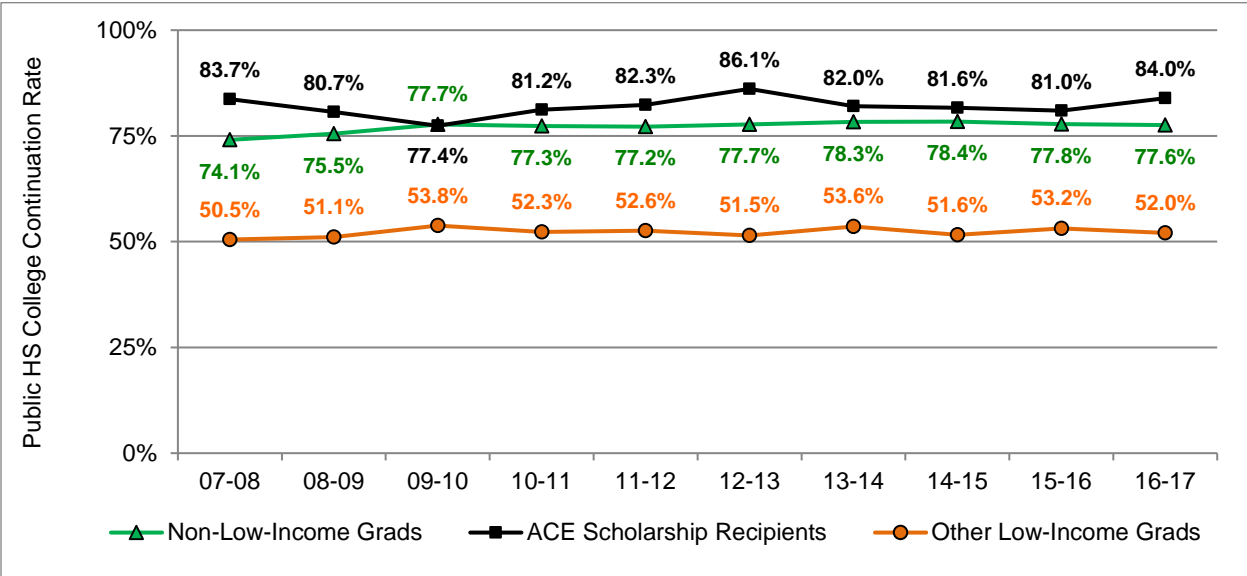
Note. See Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, A8.4.g, A8.4.h, A8.4.i, and A8.5.a in Appendix 8 for supporting data. Data sources: Nebraska’s Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2018; National Student Clearinghouse (college continuation data), May 2018.

College Continuation Rates by Household Income

- As shown in [Figure 1.5.8](#), college continuation rates of ACE scholarship recipients have been higher than, or about equal to, the rates for non-low-income graduates of the state's public high schools.
- College continuation rates for ACE scholarship recipients were significantly higher than the college-going rates for other low-income students who graduated from Nebraska's public high schools between 2007-2008 and 2016-2017.

Figure 1.5.8

College Continuation Rates for Public High School Seniors Who Received Access Early (ACE) Scholarships and Other Graduates of Nebraska Public High Schools by Student Income Status: 2007-2008 through 2017-2018



Note. See [Tables A8.4.a](#), [A8.4.b](#), [A8.4.c](#), [A8.4.d](#), [A8.4.e](#), [A8.4.f](#), [A8.4.g](#), [A8.4.h](#), [A8.4.i](#), and [A8.5.a](#) in [Appendix 8](#) for supporting data. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2018; National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (numbers of low-income and non-low-income graduates) May 2018.

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Section 2

Increasing College Retention and Graduation Rates

Priority 2. Increase 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, persist, and successfully complete a degree. To achieve this goal, 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 primarily 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. In addition, the Coordinating Commission analyzes the transfer rates based on IPEDS data for Nebraska's six community colleges.

Retention rate: The rate at which students persist in their educational program at an institution. For four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Graduation rate: The total number of completers within 150% of normal time divided by the adjusted cohort. Graduation rates are only available historically for full-time, first-time freshmen.

Transfer-out rate: Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort. Transfer-out rates are only available for full-time, first-time freshmen. Note that IPEDS data are not available to determine if transfer students persist in their studies and graduate from the institutions to which they transfer. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

Cohorts for retention rates, graduation rates, and transfer rates are adjusted for allowable exclusions.²⁹

The NCES is the best available source of data for monitoring the retention and graduation rates of institutions on an annual basis and over time, either by institution or by sector. However, the retention and graduation rates that are calculated using data collected through IPEDS have historically been for first-time freshmen who continue their studies at the same institution where they started college. This type of student represents a decreasing

²⁹ For the Graduation Rates, Outcome Measures, and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Beginning with 2016 retention data, the freshmen cohort is adjusted by adding inclusions to the adjusted freshmen cohort. See Explanatory Note A9.1 in Appendix 9 for more information about freshmen retention rate calculations.

percentage of postsecondary students. Consequently, a statewide analysis of retention and graduation rates based on NCES-IPEDS data does not provide any information about the persistence or graduation rates of a significant number of 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.

Another limitation of the currently available transfer data is that not all institutions are required to report the number of full-time, first-time freshmen who transfer to other schools. As a result, it is impossible to compute a statewide transfer rate that is comparable to Nebraska's statewide graduation rate. However, beginning with the 2010-2011 academic year, all six of Nebraska's community colleges have reported the number of students in their full-time, first-time freshmen cohorts who transferred to other schools. Resulting transfer rates for these schools are reported at the end of Section 2.2 on college graduation and transfer rates based on IPEDS data.³⁰

In addition to reporting the latest available retention, graduation, and transfer rates based on NCES-IPEDS data, this section of the *Progress Report* includes information about graduation and persistence rates obtained from research conducted by the National Student Clearinghouse Research Center. Using Clearinghouse data, six-year student outcomes based on national cohorts of degree-seeking, first-time freshmen were analyzed by state as well as for the United States as a whole. As a result, it provides additional information about the graduation and persistence rates of students who have started college at two-year public institutions, four-year public institutions, and four-year private nonprofit institutions in Nebraska.

The research conducted by the National Student Clearinghouse Research Center is not without limitations. However, the research encompasses part-time students as well as full-time students and includes students who transferred to other institutions before completing their programs of study. Including these students overcomes important limitations of the analyses that are based only on NCES-IPEDS data. In overcoming these limitations, the research conducted by the Clearinghouse provides previously unavailable information about graduation and persistence rates. Consequently, this information, presented in Section 2.3, should be of interest to public policy makers and administrators of postsecondary institutions in Nebraska.

³⁰ The recent addition of the Outcome Measures Survey to IPEDS addresses some of the shortcomings of the Graduation Rate Survey mentioned above. The Outcome Measures Survey includes transfer student cohorts as well as first-time student cohorts, both types of students further disaggregated into full-time, part-time, and Pell Grant recipients. The Commission intends to incorporate the new information into the *Progress Report* over time. Data from the Outcome Measures Survey is presented in the Commission's *Comprehensive Plan* annual metrics report, *Measuring Accomplishments*, at ccpe.nebraska.gov/reports.

2.1 Freshmen Retention Rates (Based on IPEDS Data)

Increase the percentage of students who 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). The NCES defines a retention rate as the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Separate retention rates are reported by institutions for their full-time and part-time students.

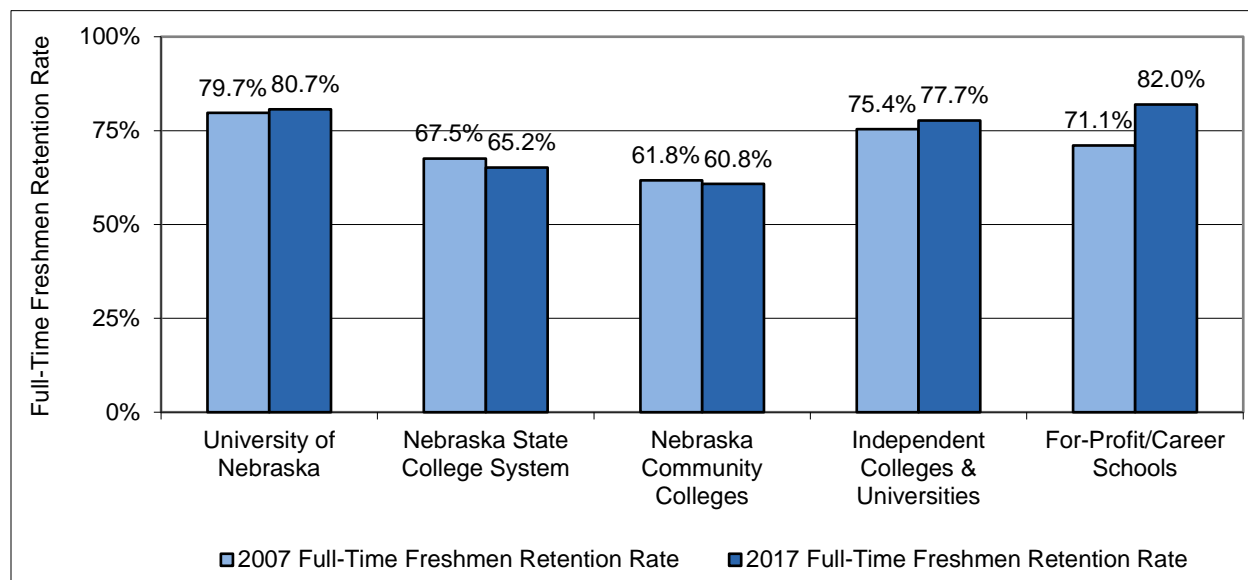
The latest available data are for fall 2017. Retention rates for fall 2018 will not be available until mid-2019 and will be reported in the *2020 Progress Report*. Consequently, the following analysis focuses on how fall 2017 retention rates compare to fall 2007 rates.

Full-Time Freshmen Retention Rates by Sector

Figure 2.1.1 shows that full-time freshmen retention rates for the Nebraska State College System and the community colleges were lower in fall 2017 than they were in fall 2007. For the remaining sectors, full-time retention rates were higher in fall 2017 than they were in fall 2007.

Figure 2.1.1

**Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2017 Compared to Fall 2007**



Note. See [Table A9.1](#) and [Table A9.4](#) in [Appendix 9](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2007 and fall 2017 surveys.

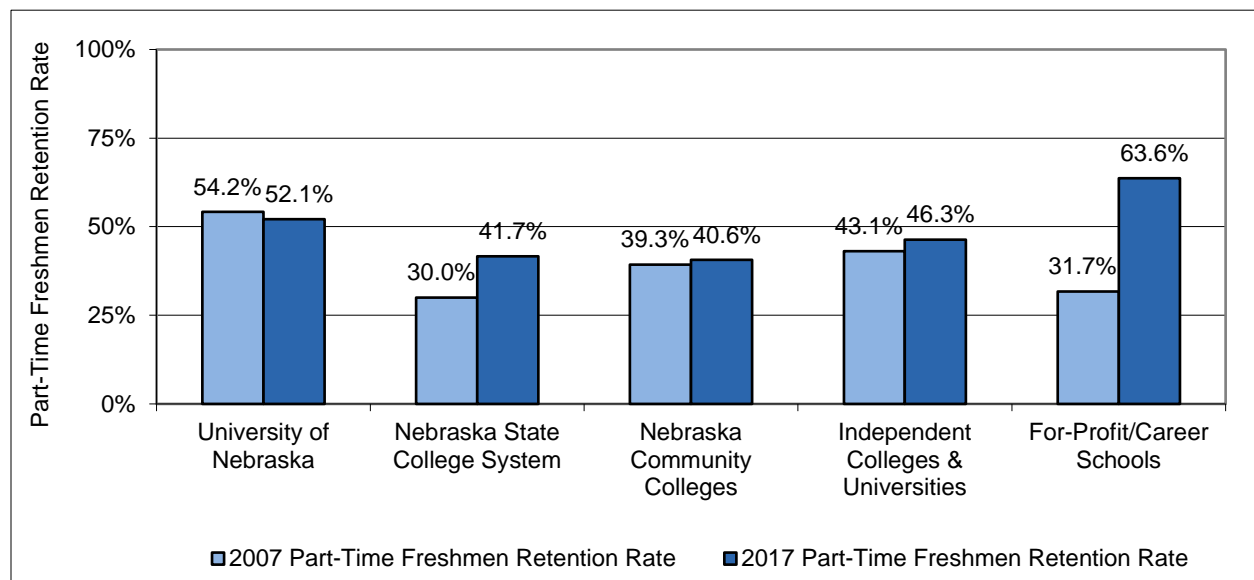
- The net effect of these changes in sector rates was that the overall full-time retention rate for all institutions in Nebraska increased 1.3 percentage points, from 72.6% in fall 2007 to 73.9% in fall 2017.
- See [Table A9.1](#) in [Appendix 9](#) for data related to the calculated sector and state retention rates for full-time freshmen. See [Table A9.4](#) in [Appendix 9](#) for the full-time retention rates by institution for fall 2007 and fall 2017.

Part-Time Freshmen Retention Rates by Sector

As shown in [Figure 2.1.2](#), part-time retention rates for all sectors increased between fall 2007 and fall 2017 with the exception of the University of Nebraska.

- The net effect of these changes in sector rates was that the overall part-time retention rate for all institutions in Nebraska increased 1.9 percentage points, from 39.8% in fall 2007 to 41.7% in fall 2017.
- Regardless of sector, retention rates for part-time students are much lower than comparable rates for full-time students.
- Compared to Nebraska’s community colleges, the other four sectors of higher education in Nebraska consistently report small numbers of part-time, first-time freshmen. See [Table A9.2](#) in [Appendix 9](#) for more information.

Figure 2.1.2
Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2017 Compared to Fall 2007



Note. See [Table A9.2](#) and [Table A9.5](#) in [Appendix 9](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2007 and fall 2011 surveys.

Nebraska Freshmen Retention Rates Compared to Those of Other States

The charts in this section show the fall 2017 overall freshmen retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year institutions and Nebraska's public two-year institutions, compared to the retention rates for other states and the nation. (See Table A9.3 in Appendix 9 for supporting data.)

Retention Rates for Public Four-Year Institutions

Figure 2.1.3 and Figure 2.1.4 reveal that the fall 2017 retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year institutions were below the corresponding national averages.

- As shown in Figure 2.1.3, the overall full-time retention rate for Nebraska's public four-year institutions—University of Nebraska at Kearney, University of Nebraska–Lincoln, University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 78.7% in fall 2017, compared to an 81.3% retention rate for the nation.
- Nebraska's fall 2017 full-time retention rate for public four-year institutions was the 29th highest in the nation.
- As shown in Figure 2.1.4, the overall part-time retention rate for Nebraska's public four-year institutions was 50.9% in fall 2017, compared to the national average of 53.9%.
- Nebraska's fall 2017 part-time retention rate for public four-year institutions was the 23rd highest in the nation.

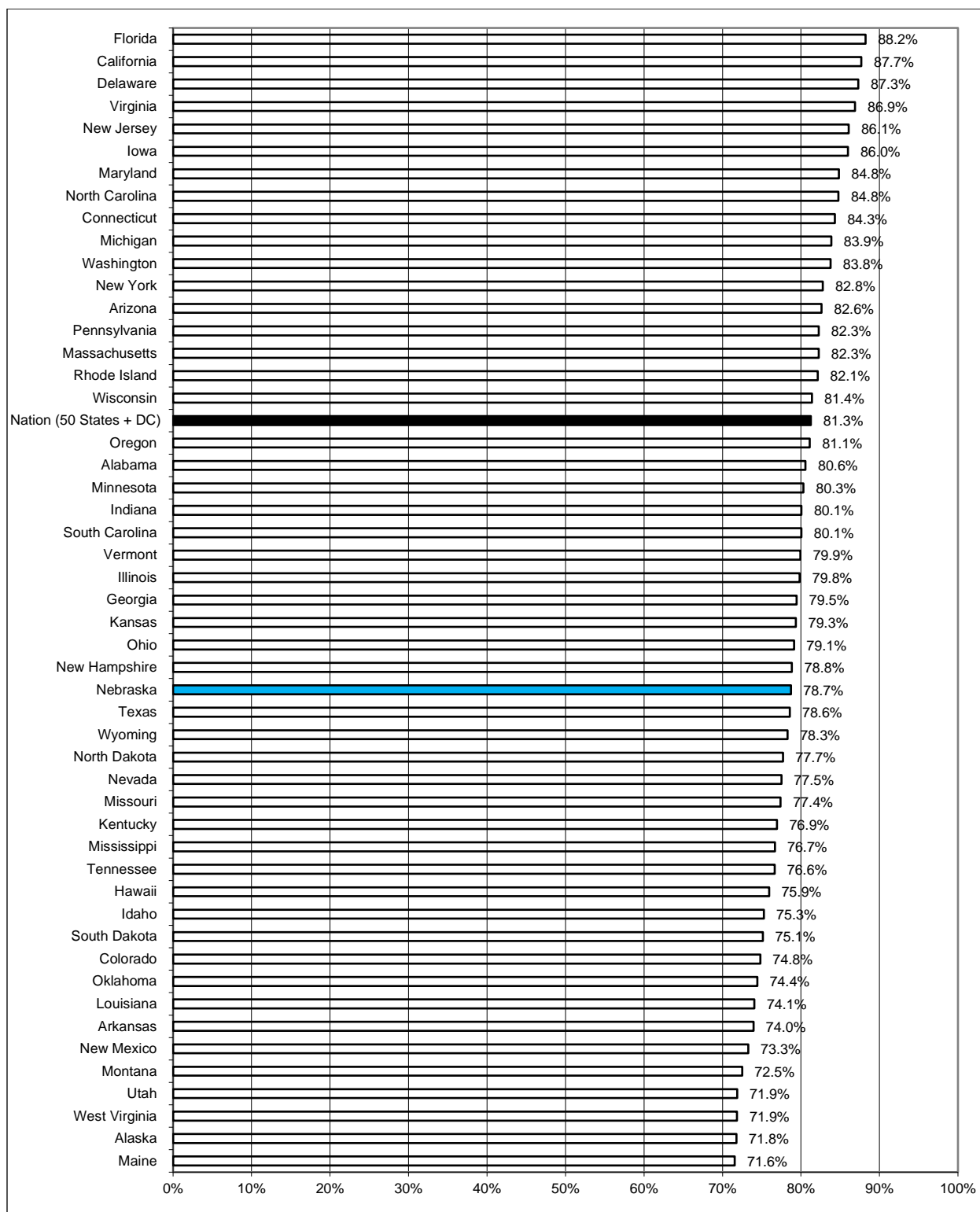
Retention Rates for Public Two-Year Institutions

Figure 2.1.5 and Figure 2.1.6 compare the overall full-time and part-time freshmen retention rates for Nebraska's public two-year institutions—Nebraska College of Technical Agriculture and Nebraska's six community colleges—to the state and national rates for all two-year public colleges.

- As shown in Figure 2.1.5, the overall full-time retention rate for Nebraska's public two-year institutions was 60.8% in fall 2017, compared to a 62.1% retention rate for the nation.
- Nebraska's fall 2017 full-time retention rate for the community colleges was the 20th highest in the nation.
- As shown in Figure 2.1.6, the overall part-time retention rate for Nebraska's public two-year institutions was 40.6% in fall 2017, compared to the national average of 44.9%.
- Nebraska's fall 2017 part-time retention rate for the community colleges was the 39th highest in the nation.

Figure 2.1.3

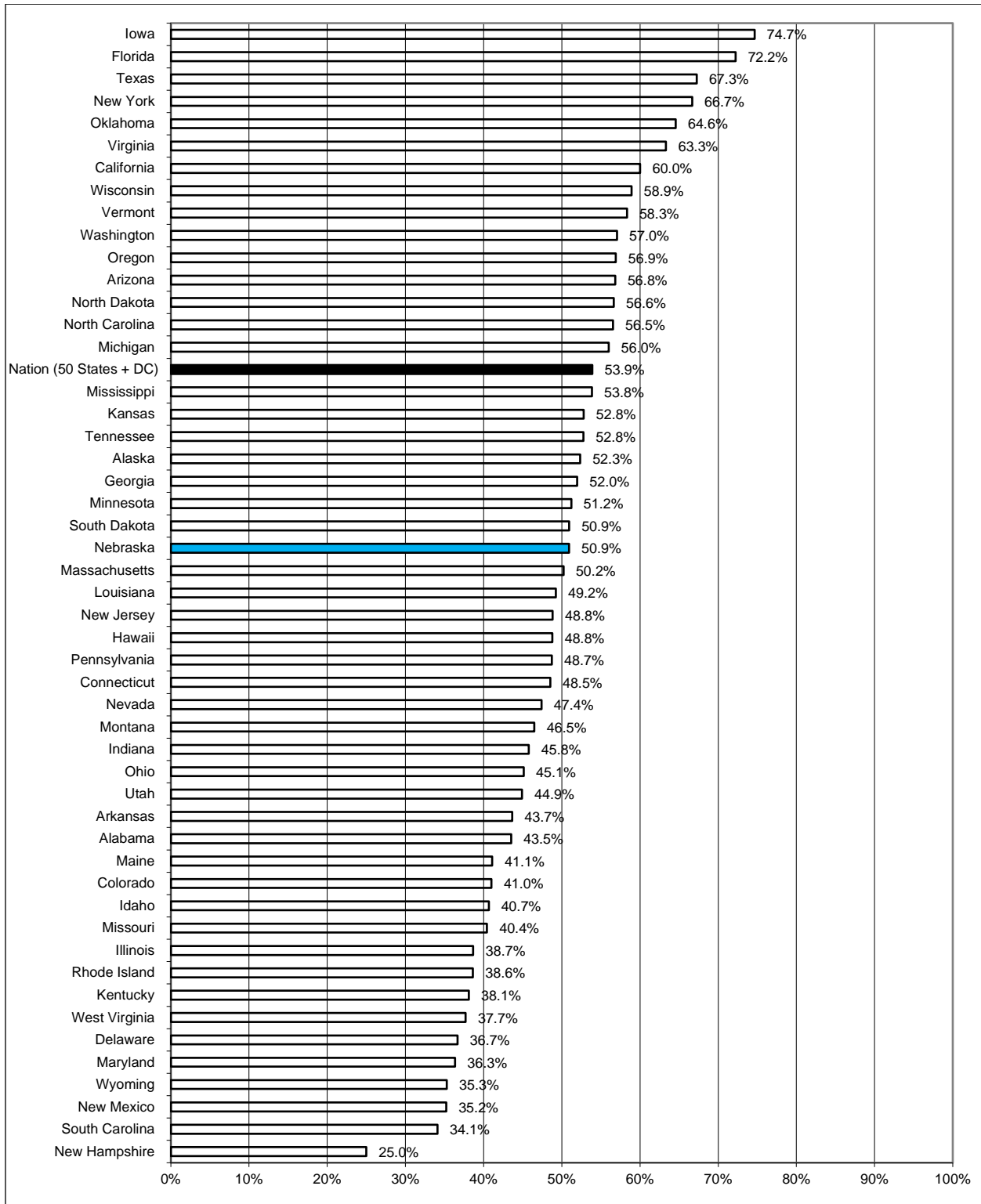
2017 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

Figure 2.1.4

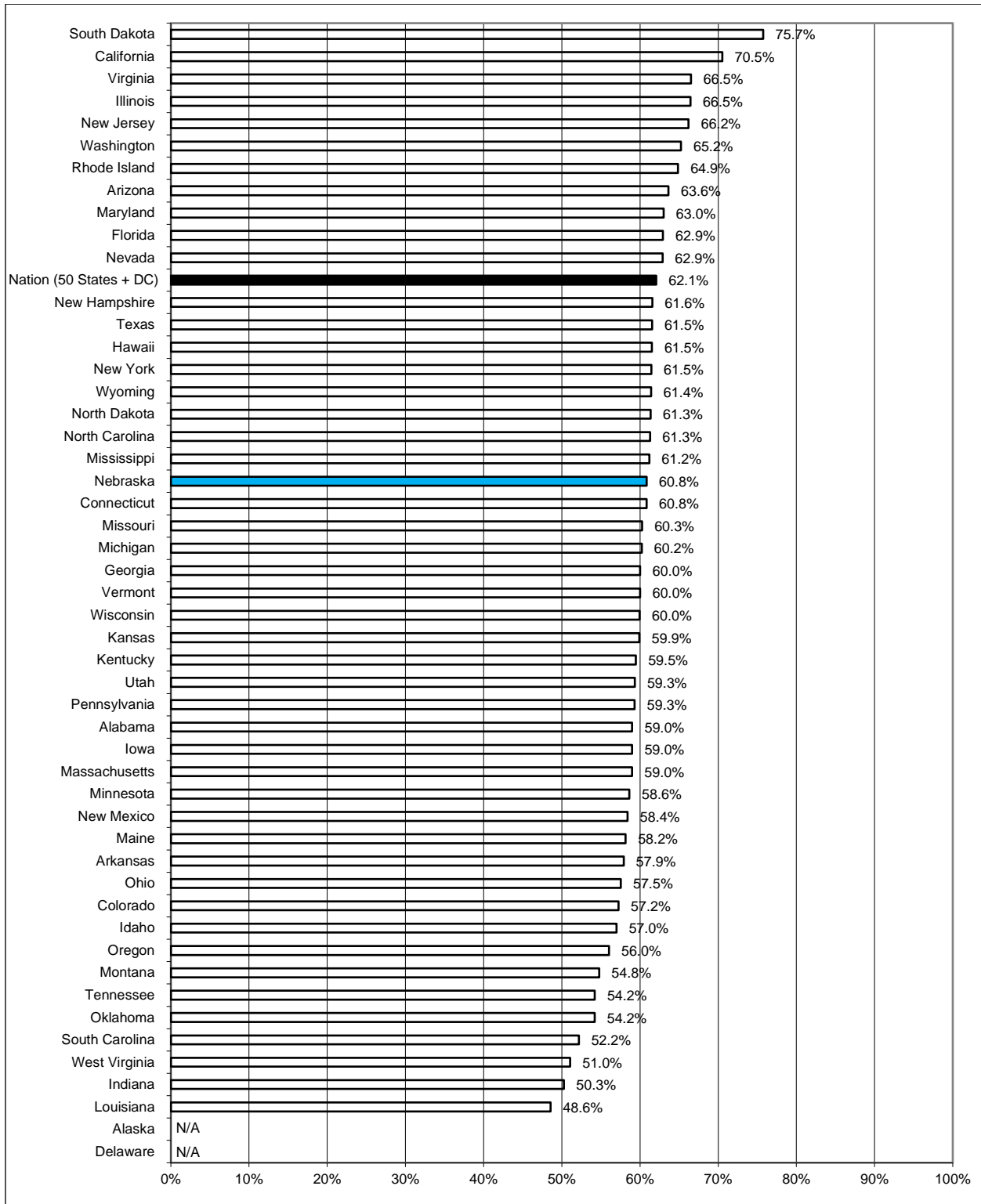
2017 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

Figure 2.1.5

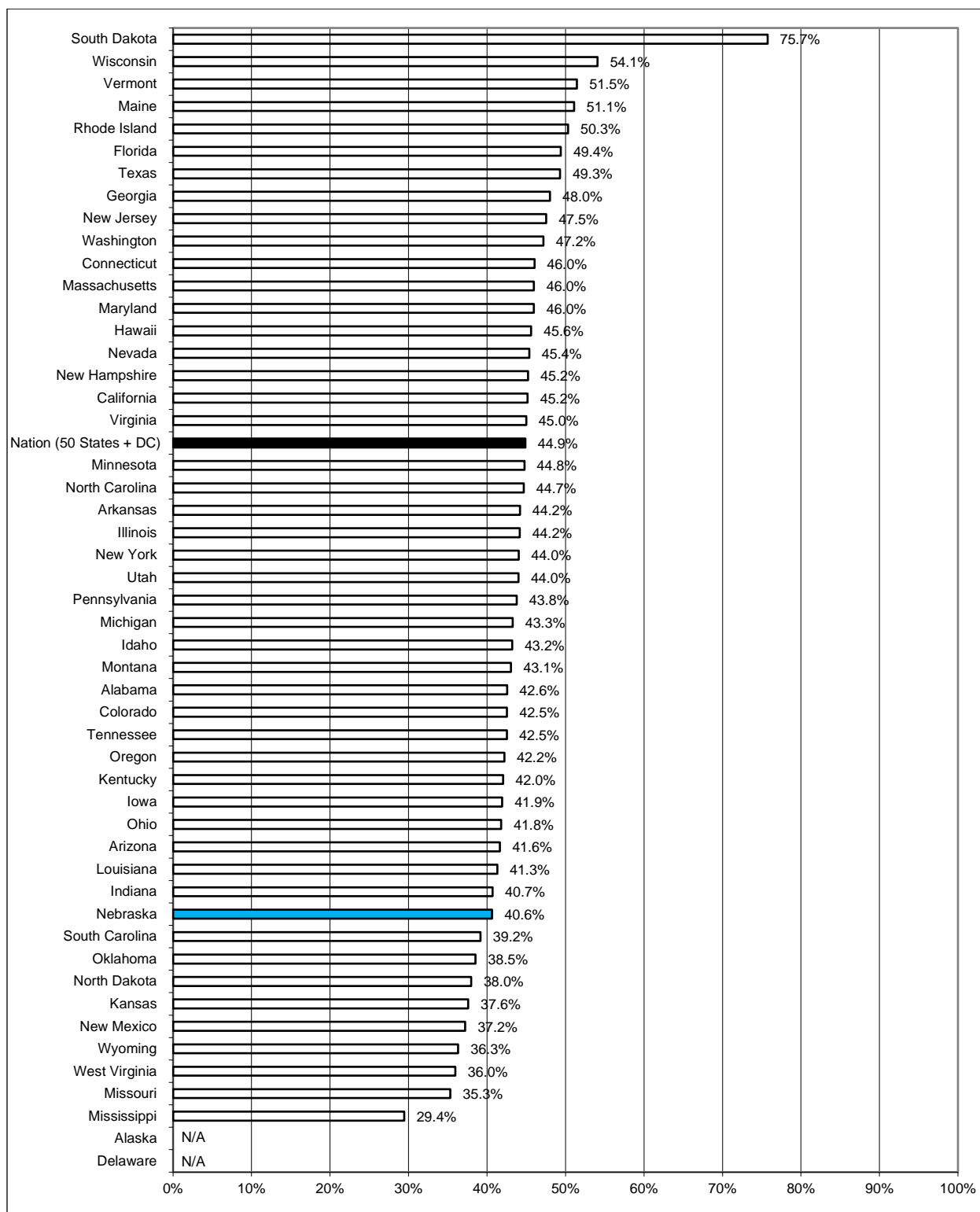
2017 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

Figure 2.1.6

2016 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

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2.2 College Graduation and Transfer Rates within 150% of Normal Time (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 2016-2017 academic year. Completion data for students who finished their degree programs in 2017-2018 will not be available for analysis until mid-2019. Consequently, the following analysis focuses on how 2016-2017 graduation rates for Nebraska institutions compare to 2006-2007 rates. **Throughout this analysis, the terms “completion rate” and “graduation rate” are used interchangeably.**

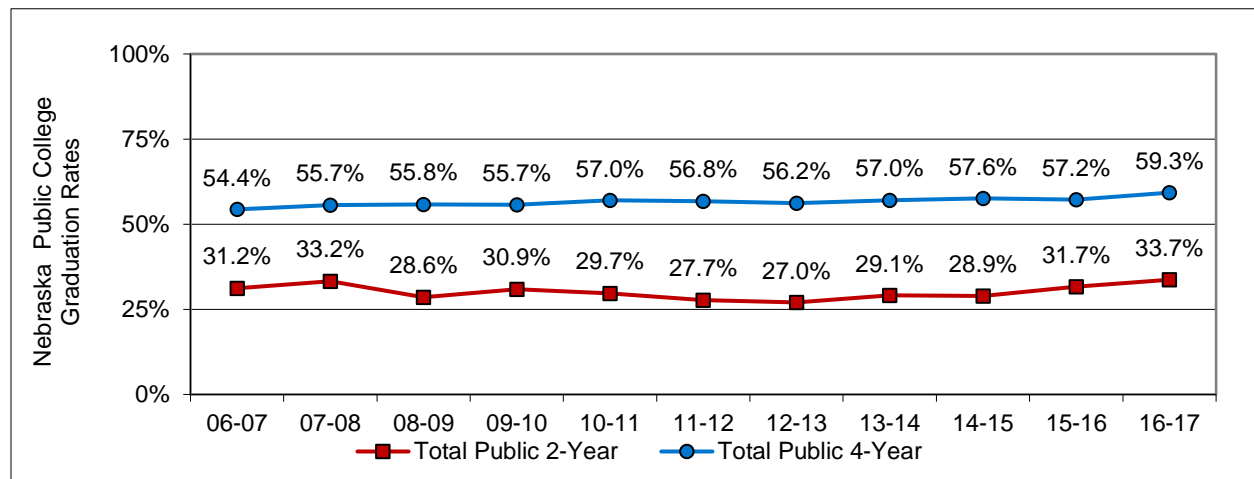
Based on the same cohorts as graduation rates, the 2016-2017 transfer rates for Nebraska’s six community colleges are presented at the end of this section. Presenting these rates provides an important supplement to the graduation rates reported for these institutions.

Generally, baccalaureate graduation and transfer rates are based on a six-year time frame, while rates for associate degrees are based on three years. In all cases, 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 and Explanatory Note A11.1 in Appendix 11 for further information on how completion and transfer rates are calculated.

College Graduation Rates within 150% of Normal Time for Nebraska Public Postsecondary Institutions

- As shown in Figure 2.2.1 the statewide graduation rate for Nebraska’s public four-year postsecondary institutions increased from 54.4% in 2006-2007 to 59.3% in 2016-2017. Meanwhile, the statewide graduation rate for Nebraska’s public two-year institutions increased from 31.2% in 2006-2007 to 33.7% in 2016-2017.

Figure 2.2.1
Graduation Rates within 150% of Normal Time
for Nebraska Public Postsecondary Institutions
2006-2007 through 2016-2017



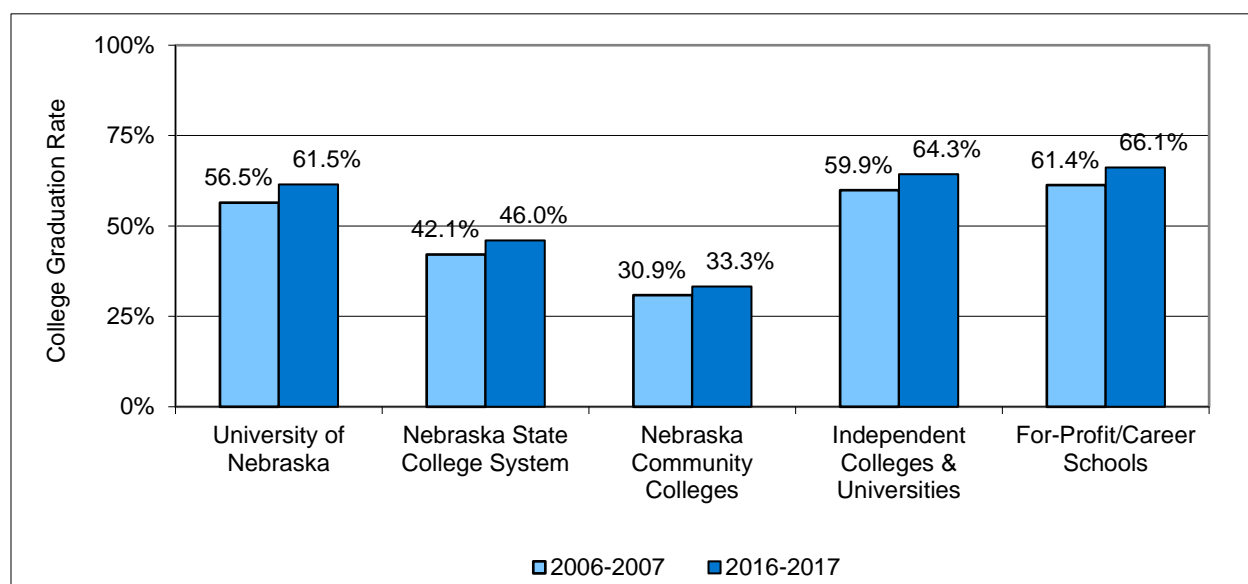
Note. See Table A10.1 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 through 2017 surveys.

College Graduation Rates within 150% of Normal Time by Sector and by Institution

- Completion rates by sector varied noticeably, as shown in [Figure 2.2.2](#).
- The overall graduation rate for the University of Nebraska system increased from 56.5% in 2006-2007 to 61.5% in 2016-2017. The highest graduation rate within this sector in 2016-2017 was at the University of Nebraska–Lincoln (67.9%) while the lowest rate was at the University of Nebraska at Omaha (47.1%).
- The overall graduation rate for the Nebraska State College System increased from 42.1% in 2006-2007 to 46.0% in 2016-2017. The highest graduation rate within this sector in 2016-2017 was at Wayne State College (50.9%) while the lowest rate was at Peru State College (36.0%).
- The overall graduation rate for Nebraska’s community colleges increased from 30.9% in 2006-2007 to 33.3% in 2016-2017. The highest graduation rate within this sector in 2016-2017 was at Northeast Community College (55.2%) while the lowest rate was at Metropolitan Community College (15.8%).
- Within the independent sector, the graduation rate increased from 59.9% in 2006-2007 to 64.3% in 2016-2017. The highest graduation rate in the independent sector in 2016-2017 was at Creighton University (80.6%). Meanwhile, Summit Christian College reported the lowest graduation rate (0.0%).
- The overall graduation rate for the for-profit/career schools increased from 61.4% in 2006-2007 to 66.1% in 2016-2017. The highest graduation rate within this sector in 2016-2017 was at Universal College of Healing Arts (100.0%) while the lowest rate was at Paul Mitchell the School Lincoln (0.0%).

Figure 2.2.2

Graduation Rates within 150% of Normal Time for Nebraska Postsecondary Institutions by Sector 2016-2017 Compared to 2006-2007



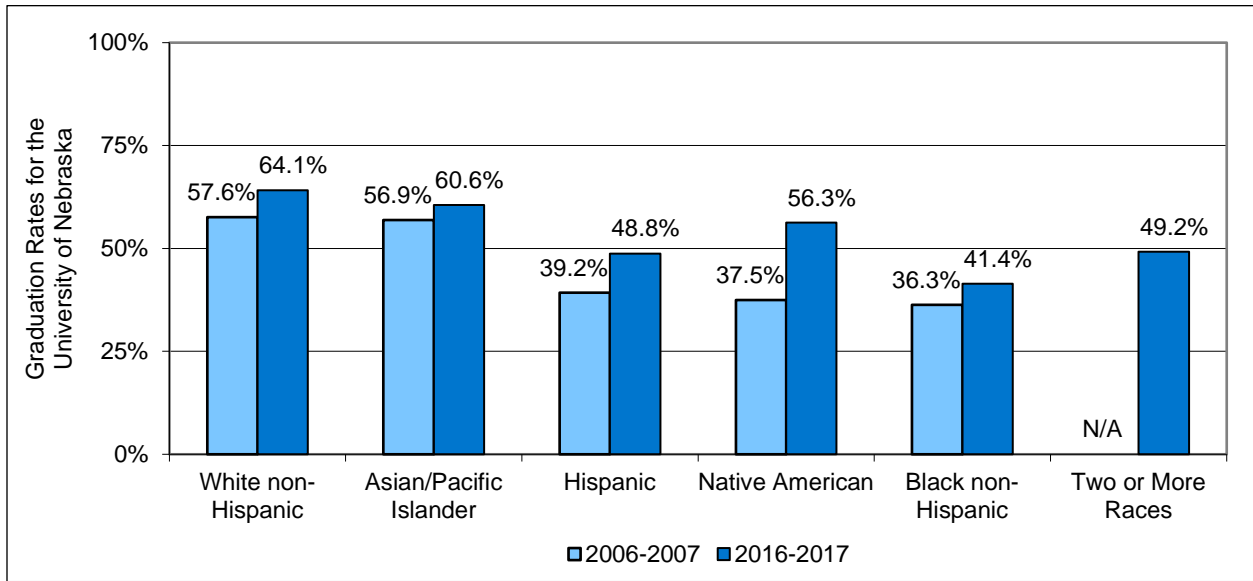
Note. See [Table A10.2](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.

- Within all of the sectors, some schools showed significant changes in their completion rates. Consequently, the sector completion rates shown in [Figure 2.2.2](#) should not be interpreted as an indicator of the performance of any particular school.
- See [Table A10.3](#) for the 2006-2007 and 2016-2017 completion rates by institution and by sector. See [Table A10.4](#) in [Appendix 10](#) for the data used to calculate the graduation rates by institution and by sector for 2006-2007 through 2016-2017.

College Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity

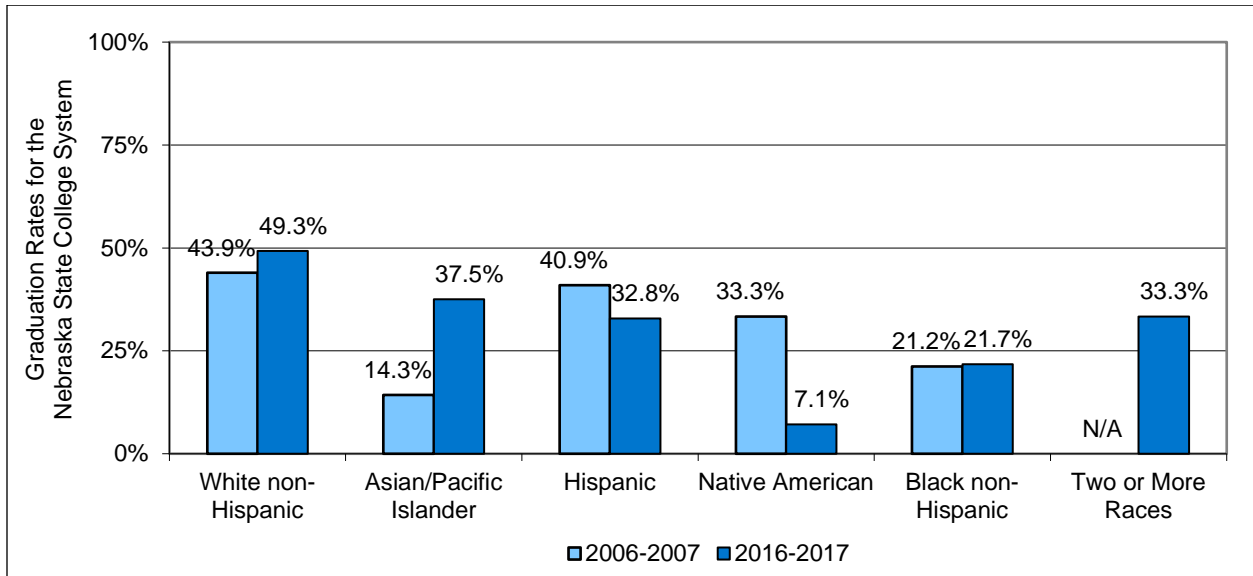
- The following charts show how the graduation rates for each racial/ethnic group varied and changed between 2006-2007 and 2016-2017 within each sector of higher education in Nebraska.
- Segmenting college graduation rates by sector and by race/ethnicity results in graduation rates for 30 subgroups. For some subgroups, the cohorts are very small and graduation rates should be interpreted with caution. For example, the 2016-2017 graduation rate for Asian/Pacific Islanders at for-profit/career schools was 25.0%, but the cohort consisted of only four students. See [Table A10.5](#) in [Appendix 7](#) for more information.
- As shown in [Figure 2.2.3](#), graduation rates at the University of Nebraska increased for all racial/ethnic groups.
- At the state colleges, graduation rates increased for white non-Hispanics, Asian/Pacific Islanders, and black non-Hispanics and decreased for Hispanics and Native Americans (see [Figure 2.2.4](#)).
- As shown in [Figure 2.2.5](#), graduation rates at Nebraska's community colleges decreased for black non-Hispanics and Native Americans but increased for all other racial/ethnic groups.
- As shown in [Figure 2.2.6](#), graduation rates at Nebraska's independent institutions increased for all racial/ethnic groups.
- Meanwhile, graduation rates at the for-profit/career schools increased for white non-Hispanics and Hispanics but decreased for all other racial/ethnic groups (see [Figure 2.2.7](#)).

Figure 2.2.3
Graduation Rates within 150% of Normal Time
for the University of Nebraska by Race/Ethnicity
2016-2017 Compared to 2006-2007



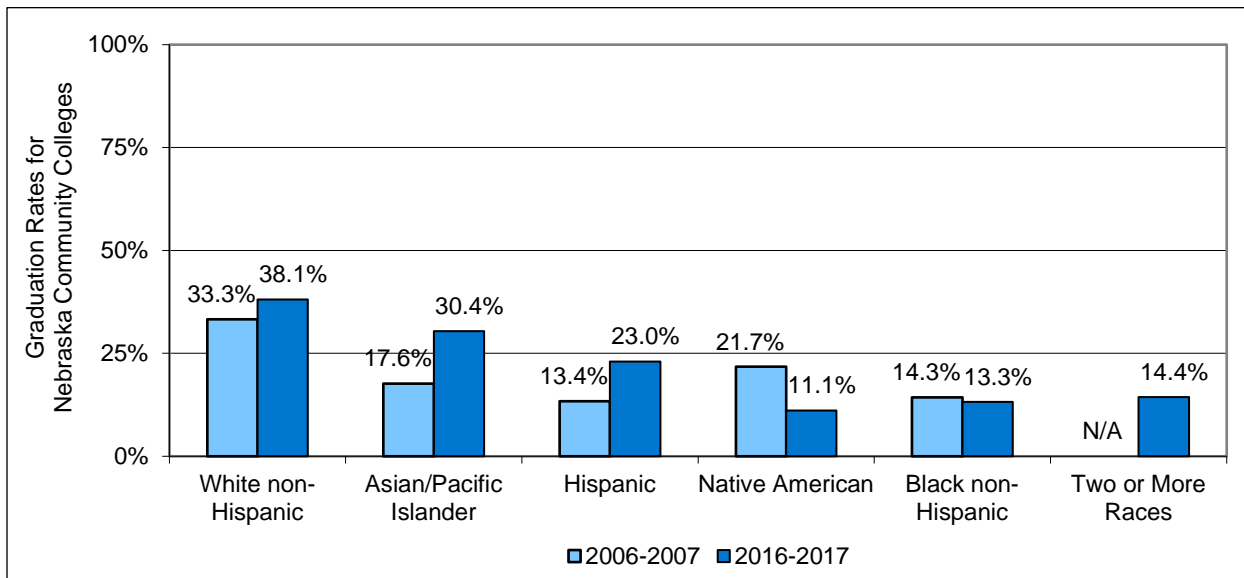
Note. See Table A10.5 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.

Figure 2.2.4
Graduation Rates within 150% of Normal Time
for the Nebraska State College System by Race/Ethnicity
2016-2017 Compared to 2006-2007



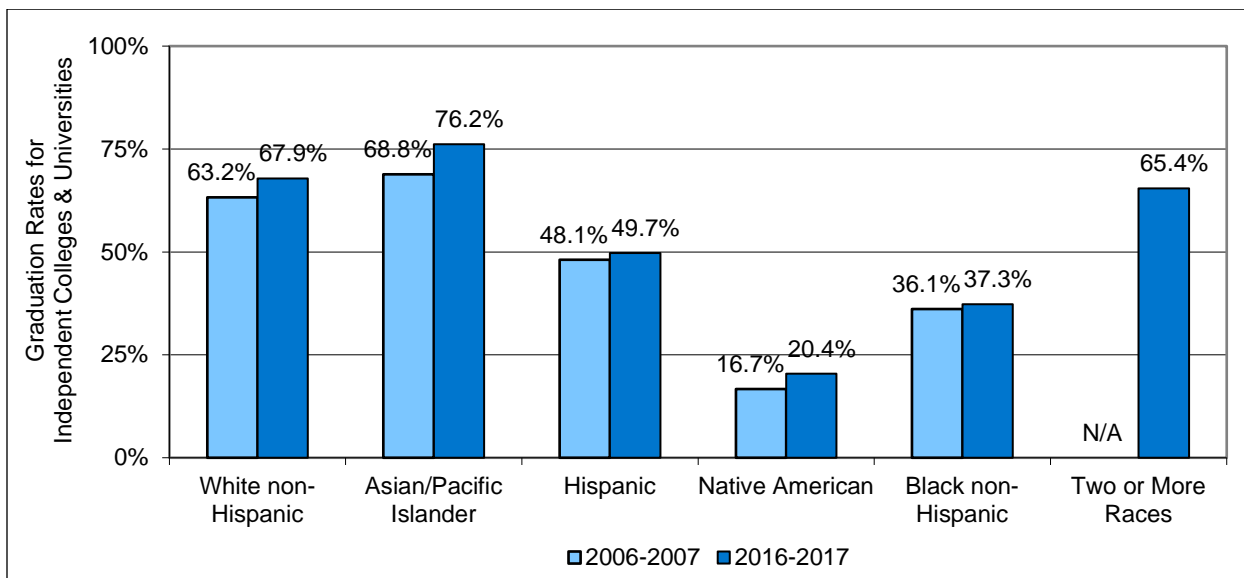
Note. See Table A10.5 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.

Figure 2.2.5
Graduation Rates within 150% of Normal Time
for Nebraska Community Colleges by Race/Ethnicity
2016-2017 Compared to 2006-2007



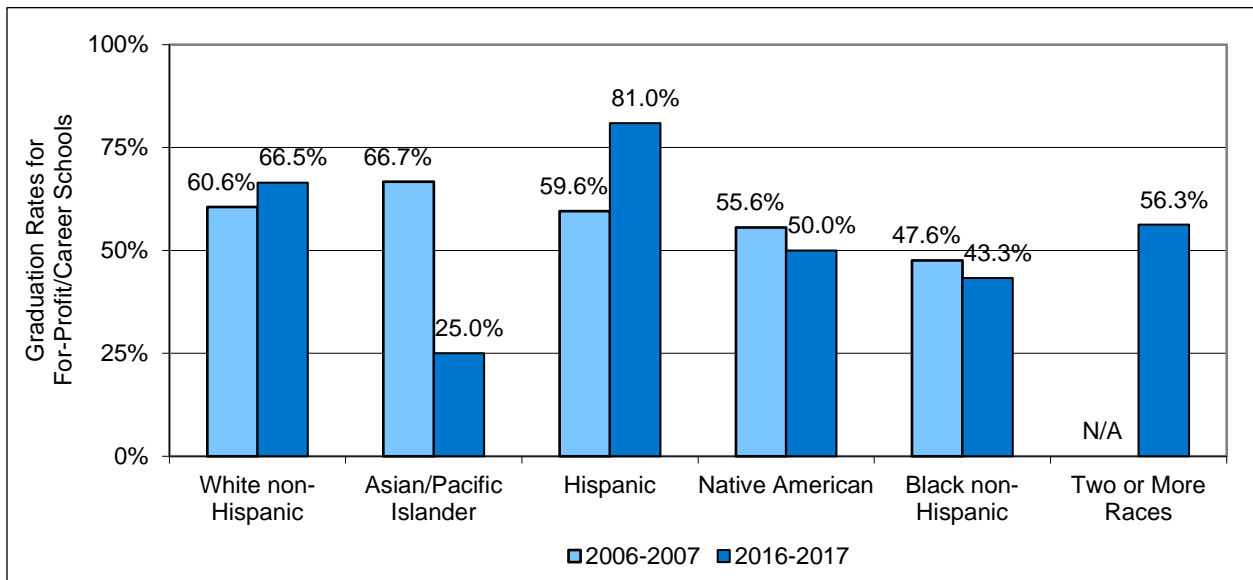
Note. See Table A10.5 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.

Figure 2.2.6
Graduation Rates within 150% of Normal Time
for Independent Colleges and Universities by Race/Ethnicity
2016-2017 Compared to 2006-2007



Note. See Table A10.5 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.

Figure 2.2.7
Graduation Rates within 150% of Normal Time
for For-Profit/Career Schools by Race/Ethnicity
2016-2017 Compared to 2006-2007



Note. See Table A10.5 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.

College Graduation Rates within 150% of Normal Time by Financial Aid Received

Beginning with the previous year's *Progress Report*, the Commission has obtained IPEDS college graduation rates for Pell Grant recipients, Subsidized Stafford Loan recipients that did not receive Pell Grants, and students that did not receive Pell Grants or Subsidized Stafford Loans.³¹ Students are placed into one of these mutually exclusive subgroups based on the financial aid the student received and used upon their entry into the institution. If a student received and used their Pell Grant or Subsidized Stafford Loan *after* their initial entry into the institution, they would be counted in the 'did not receive a Pell Grant or Subsidized Stafford Loan' subgroup. A student does not need to receive the aid throughout their time at the institution to be counted as part of these subgroups. As long as the student received and used their aid upon entry, they do not need to continue to be awarded that aid during their time at the institution to be counted as part of these subgroups.

Graduation rates by financial aid received are shown separately for two-year public institutions and four-year public institutions. For graduation rates from two-year public institutions, students who completed an award within 150% of normal time are included. For graduation rates from four-year public institutions, students who completed a bachelor's or equivalent degree within 150% of normal time are included.

- As shown in [Table 2.2.1](#), the 2016-2017 graduation rates for Pell Grant recipients were lower than the total graduation rates for two-year public institutions, while graduation rates for students who did not receive Pell Grants or Subsidized Stafford Loans were higher than the total graduation rates for two-year public institutions. Meanwhile, graduation rates for students that received Subsidized Stafford Loans were sometimes higher and sometimes lower than the total graduation rates for two-year public institutions.

Institutions	Pell Grant Graduation Rate	Subsidized Stafford Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Subsidized Stafford Loan Graduation Rate	Total Graduation Rate
Neb. College of Technical Agr.	41.2%	43.8%	57.4%	48.8%
Central Community College	37.4%	54.8%	42.7%	40.4%
Metropolitan Community College	14.2%	14.6%	18.4%	15.8%
Mid-Plains Community College	25.1%	37.5%	44.8%	34.9%
Northeast Community College	48.9%	52.9%	63.6%	55.2%
Southeast Community College	25.0%	46.6%	32.8%	30.7%
Western Neb. Community College	23.5%	31.3%	39.0%	31.0%
Total Two-Year Public Institutions	28.6%	40.1%	38.9%	33.7%
<i>Note.</i> See Table A10.6 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2017 survey.				
^a Only includes recipients that did not receive a Pell Grant.				

³¹ Federal Pell Grants and Subsidized Stafford Loans are awarded to students who have demonstrated financial need, and they serve as a proxy for low-income status. See [Explanatory Note A8.1](#) in [Appendix 8](#) for more information on Federal Pell Grants and Subsidized Stafford Loans.

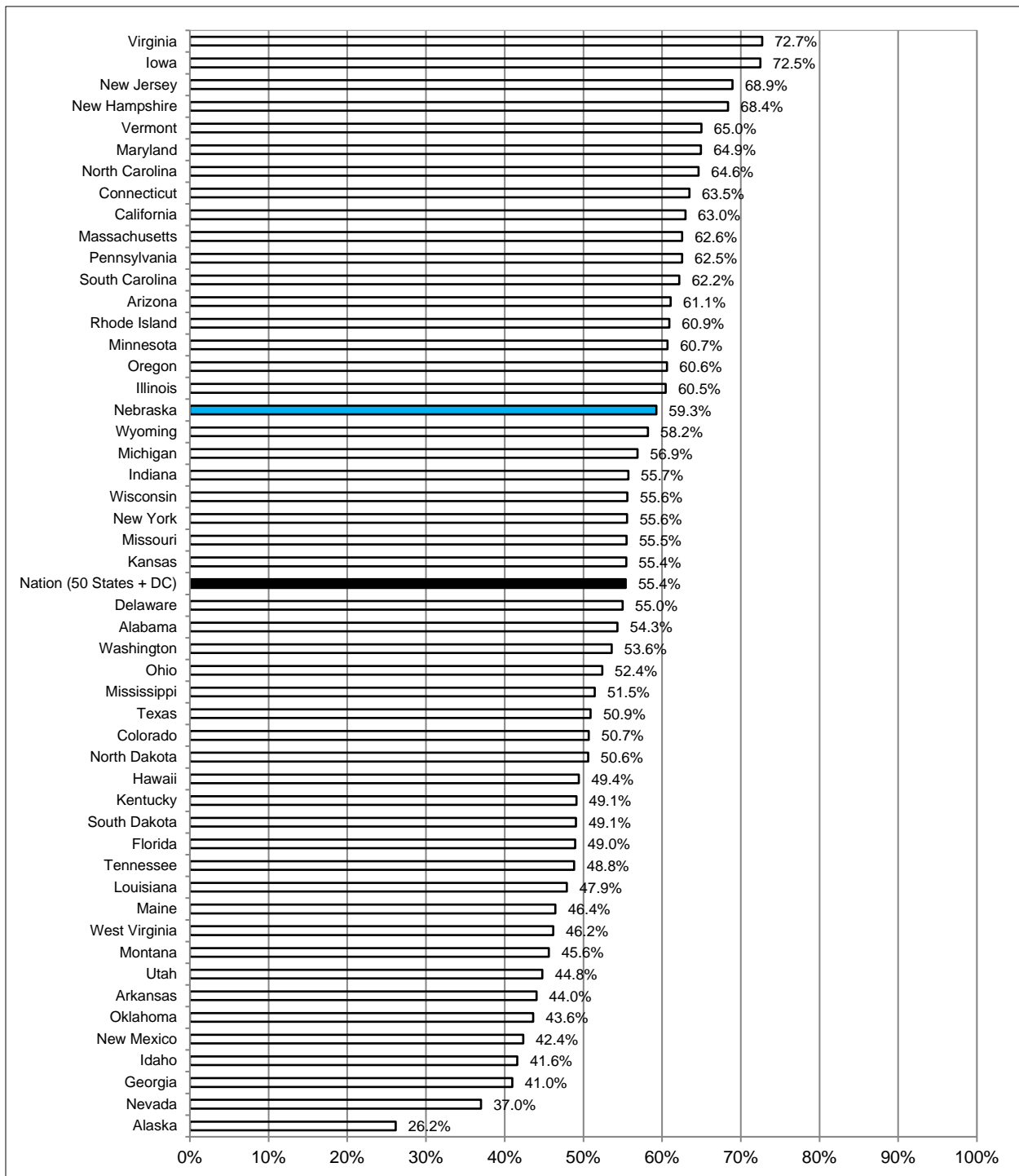
- As shown in [Table 2.2.2](#), graduation rates for Pell Grant recipients were lower than the total graduation rates for Nebraska’s four-year public institutions, while graduation rates for students who did not receive Pell Grants or Subsidized Stafford Loans were higher than the total graduation rates for four-year public institutions. Meanwhile, graduation rates for students that received Subsidized Stafford Loans were sometimes higher and sometimes lower than the total graduation rates for four-year public institutions.

Institutions	Pell Grant Graduation Rate	Subsidized Stafford Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Subsidized Stafford Loan Graduation Rate	Total Graduation Rate
University of Nebraska at Kearney	53.8%	65.4%	66.0%	61.3%
University of Nebraska-Lincoln	56.2%	66.9%	73.5%	67.9%
University of Nebraska at Omaha	40.8%	40.1%	53.7%	47.7%
Chadron State College	41.5%	27.3%	45.7%	41.8%
Peru State College	29.5%	37.5%	46.2%	36.0%
Wayne State College	42.9%	52.8%	59.6%	50.9%
Total Four-Year Public Institutions	49.1%	59.7%	66.1%	59.7%
<i>Note.</i> See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2017 survey.				
^a Only includes recipients that did not receive a Pell Grant.				

Nebraska Graduation Rates within 150% of Normal Time Compared to Those of Other States

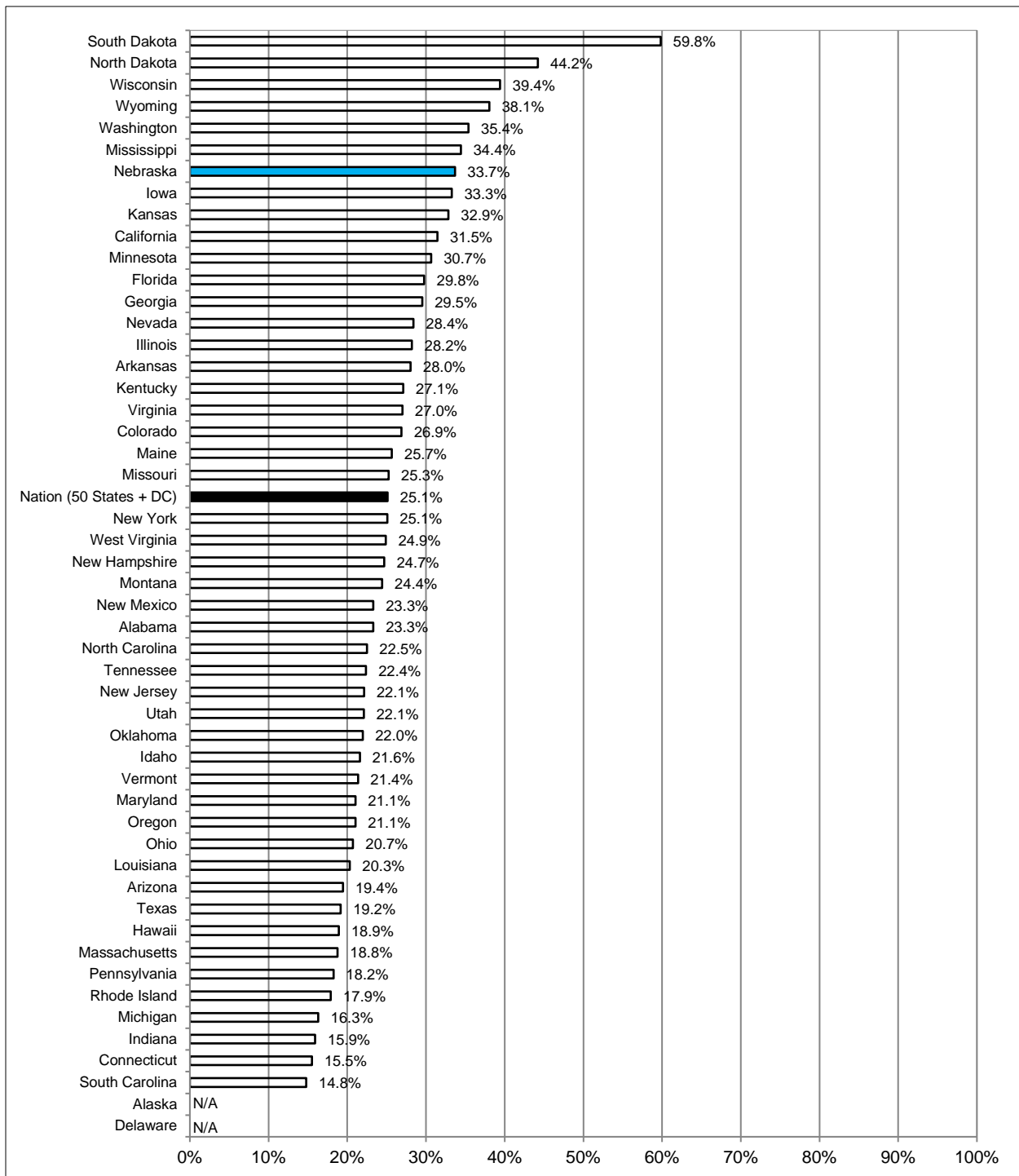
- [Figure 2.2.8](#) and [Figure 2.2.9](#) show how the graduation rates of Nebraska’s public four-year and public two-year institutions compare to the rates calculated for other states and the United States as a whole. These rates are calculated for all public degree-granting institutions within each state. These rates are for all awards conferred. For example, the graduation rate for Nebraska’s public two-year schools encompasses awards of diplomas and certificates as well as two-year associate degrees.
- As shown in [Figure 2.2.8](#), the graduation rate for Nebraska’s public four-year institutions was 59.3% for 2016-2017, or 18th highest among the 50 states and 3.9 percentage points above the 55.4% graduation rate for all public four-year institutions in the United States.
- As illustrated in [Figure 2.2.9](#), the graduation rate for Nebraska’s public two-year institutions was 33.7%, or 7th highest among the 50 states, and 8.6 percentage points higher than the graduation rate of 25.1% for all public two-year institutions in the United States.

Figure 2.2.8
2016-2017 Graduation Rates within 150% of Normal Time for
Four-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS 2017 survey.

Figure 2.2.9
2016-2017 Graduation Rates within 150% of Normal Time for
Two-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS 2017 survey.

Transfer Rates within 150% of Normal Time for Nebraska Community Colleges

A college's graduation and transfer rates are based on the same full-time, first-time freshmen cohort. Consequently, a college's graduation and transfer rates can be added together to determine the total percentage of the full-time, first-time freshmen who either completed their programs or transferred to other schools within 150% of the time specified for normal program completion.

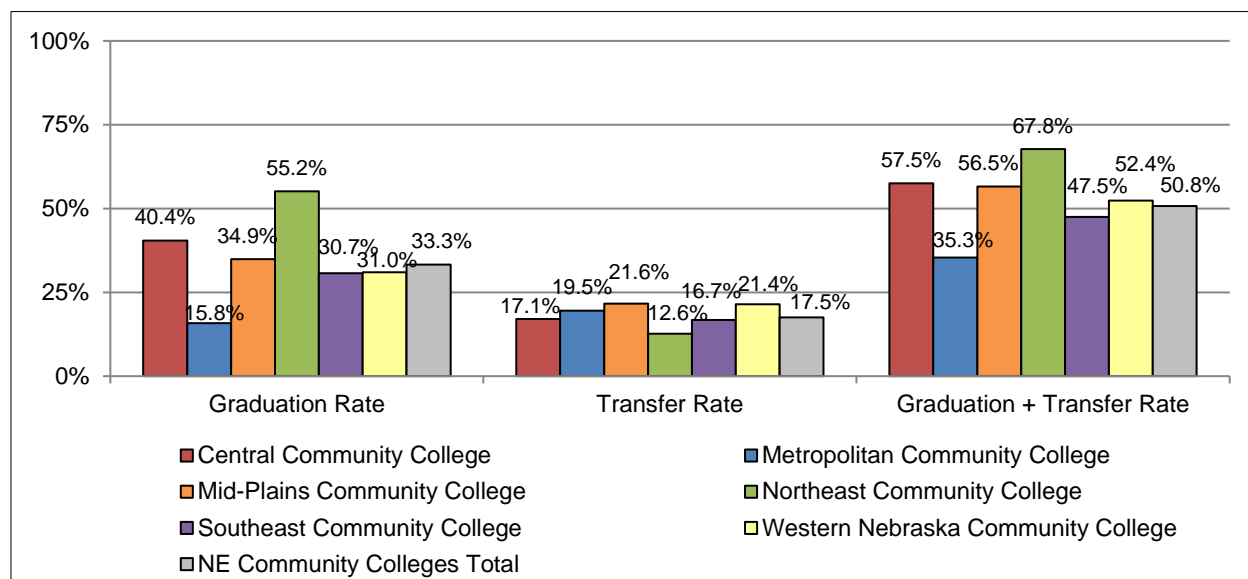
Institutions are not required to report the number of students in their freshmen cohorts who transfer to other institutions unless the mission of the institution, "...includes providing substantial preparation for students to enroll in another eligible institution..." (IPEDS Graduation Rates Full Instructions). Since 2010-2011, all six of Nebraska's community colleges have reported transfer data. (For more information about computed college transfer rates based on IPEDS data, see [Explanatory Note A11.1](#) in [Appendix 11](#).)

[Figure 2.2.8](#) compares the 2016-2017 graduation rates, transfer rates, and graduation plus transfer rates for Nebraska's six community colleges.

- As shown in [Figure 2.2.8](#), the overall graduation rate for Nebraska's community colleges in 2016-2017 was 33.3% while the overall transfer rate was 17.5%.
- The 2016-2017 graduation rates for the community colleges ranged from 15.8% at Metropolitan Community College to 55.2% at Northeast Community College.
- Meanwhile, the schools' transfer rates ranged from 12.6% at Northeast Community College to 21.6% at Mid-Plains Community College.
- The rates produced by combining each institution's graduation rates and transfer rates ranged from 35.3% at Metropolitan Community College to 67.8% at Northeast Community College.

Figure 2.2.8

2016-2017 Graduation Rates and Transfers Rates within 150% of Normal Time for Nebraska Community Colleges



Note. See [Table A10.4](#) in [Appendix 10](#) and [Table A11.1](#) and [Table A11.2](#) in [Appendix 11](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2017 survey.

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2.3 Graduation and Persistence Rates (Based on Clearinghouse Data)

Research by the National Student Clearinghouse Research Center provides important information about the completion and persistence rates of students who start college at Nebraska's public and independent institutions.

This section of the *Nebraska Higher Education Progress Report* summarizes the findings of a recent study of the six-year completion and persistence rates of degree-seeking, first-time freshmen who started college in Nebraska in fall 2011. The annual study was conducted by the National Student Clearinghouse (NSC) Research Center and is published in the report *Completing College: A State-Level View of Student Attainment Rates*. First available in February 2013, the report presents the findings of the NSC's sixth annual study of six-year student outcomes based on a national cohort analyzed by state as well as for the United States as a whole. The report is important because it presents comparable six-year completion and persistence rates for students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions.³²

Introduction to the National Student Clearinghouse Study

The completion and persistence rates reported in this section are based on the enrollment and completion records maintained by the NSC. An analysis of these records resulted in a national cohort of approximately 2.3 million college students who could be classified as degree-seeking, first-time freshmen in fall 2011.³³ The enrollment and completion records of these students were then analyzed through the six-year period ending May 31, 2017.

Each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record prior to fall 2011 (not counting dual enrollments while still in high school), and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2011. The study was not limited to recent high school graduates.

The percentage of Nebraska's two-year and four-year institutions with Clearinghouse records varied by type of institution. The historical data coverage rate, based on student enrollments, for Nebraska's four-year public institutions was 100.0%, and Nebraska's four-year private nonprofit institutions coverage rate was 94.5%. Meanwhile, the historical coverage rate for Nebraska's two-year public colleges was 99.8%. (The Nebraska institutions included in the study are listed in Table A12.1 in Appendix 12 of this report.) The Nebraska cohort included 17,035 degree-seeking, first-time freshmen—6,421 started college at two-year public institutions, 7,577 started college at four-year public institutions, and 3,037 started at four-year private nonprofit institutions.

Degree-seeking status was defined differently for students at two-year and four-year schools. For students who started at four-year institutions, Clearinghouse records had to show that they were enrolled at least one term with an intensity of half-time or higher. For students who started at two-year institutions, they had to either be enrolled for at least one term full time before August 13, 2012, or be enrolled three-quarters-time for at least one term before

³² Students who began at multistate four-year nonprofit institutions were excluded from the results summarized in this section.

³³ Fall 2011 enrollment is defined as enrollment during any term beginning August 15 through October 31, 2011, inclusive. If no term started between these dates, the term that started between June 1 and August 14, 2011, inclusive, was used.

December 31, 2012, or be enrolled at least half time for any two terms before December 31, 2012.

The students in this study were classified as exclusively full-time students, exclusively part-time students, or mixed enrollment students. Mixed enrollment students were those who enrolled at least one term full-time and at least one term part-time over the course of their enrollment, rather than being enrolled exclusively full-time or part-time. (Enrollments during summer terms and shorter terms lasting less than 21 days were excluded from consideration.) For students enrolled concurrently at more than one institution, the two highest-intensity enrollment records were combined. So, if a student was concurrently enrolled half time at two institutions, that student was categorized as full time for that term.

Students were also divided into three groups based on the age of the students when they first entered college (20 or younger, 21 to 24, and 25 or older). Finally, student outcomes were analyzed by gender.

Reported Student Outcomes

The six-year student outcomes calculated and compared in the National Student Clearinghouse study are as follows:

Total completion rate: The percentage of the cohort who received diplomas or certificates from any institution in the United States by the end of the defined six-year period.

Starting institution completion rate: The percentage of the cohort who received degrees or certificates from the same institution where they enrolled as first-time freshmen.

Other institutions completion rates: The percentage of the cohort who received degrees or certificates from institutions anywhere in the United States to which they had transferred. This rate is reported separately for the two-year and four-year schools where the students did not initially enroll as first-time freshmen.

Note: For two-year public institutions, the percentage of students who completed degrees at four-year institutions after they completed programs at two-year colleges was also calculated (i.e., subsequent completion). This percentage added to the rate of first-time completions at four-year institutions equals the reported total four-year graduation rate for students who initially enrolled as first-time freshmen at two-year public institutions.

Persistence rate: The percentage of students in a cohort who did not earn a degree or other academic award but were still enrolled in college during the last year of the study period.

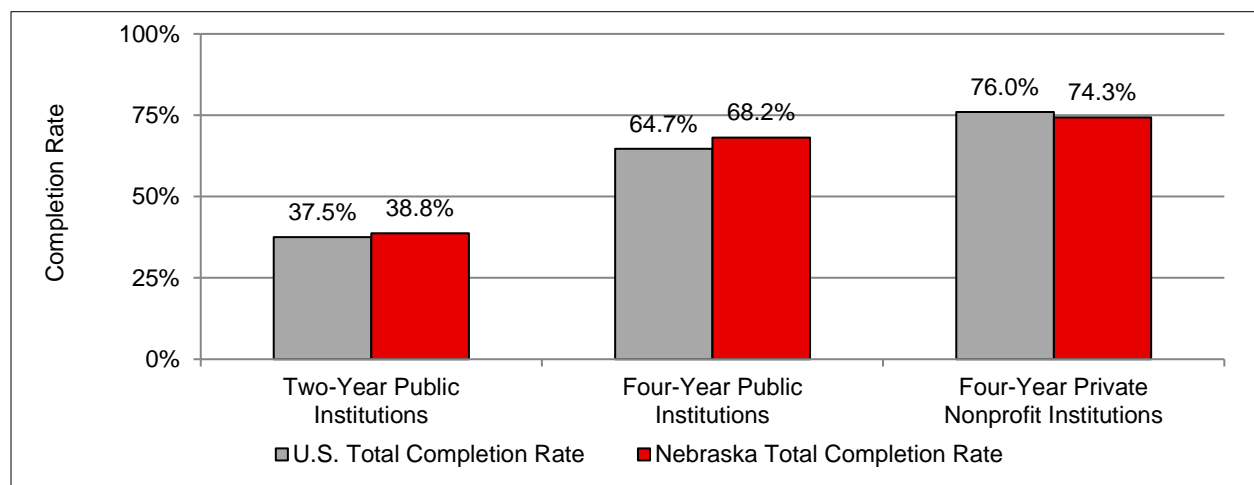
Percentage of students not enrolled: The percentage of the cohort who had not completed degrees or certificate programs and were not enrolled at any institution during the last year of the study period.

Nebraska Completion and Persistence Rates Compared to National Rates

- [Figure 2.3.1](#) shows how the total completion rates for Nebraska institutions compared to the national rates for two-year public institutions, four-year public institutions, and four-year private nonprofit institutions.
- Total completion rates for degree-seeking, first-time freshmen at Nebraska's two-year and four-year public institutions were both higher than the comparable national rates.
- The total completion rate for Nebraska's four-year private nonprofit institutions was lower than the national rate for similar institutions.

Figure 2.3.1

Six-Year Total Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2011)

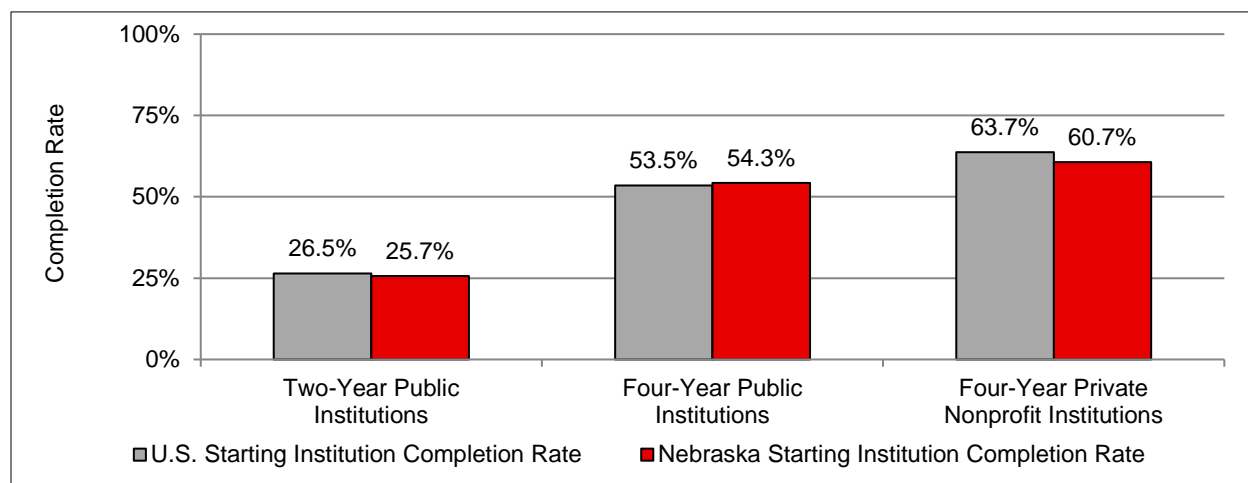


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

- [Figure 2.3.2](#) compares the U.S. and Nebraska completion rates for students who received degrees or certificates from the same institutions where they initially enrolled as first-time freshmen.
- Completion rates for Nebraska's two-year public and four-year private nonprofit institutions were lower than the comparable national rates.
- The rate of completion at the starting institution for Nebraska's four-year public institutions was slightly higher than the comparable national rate.

Figure 2.3.2

Six-Year Starting Institution Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2011)

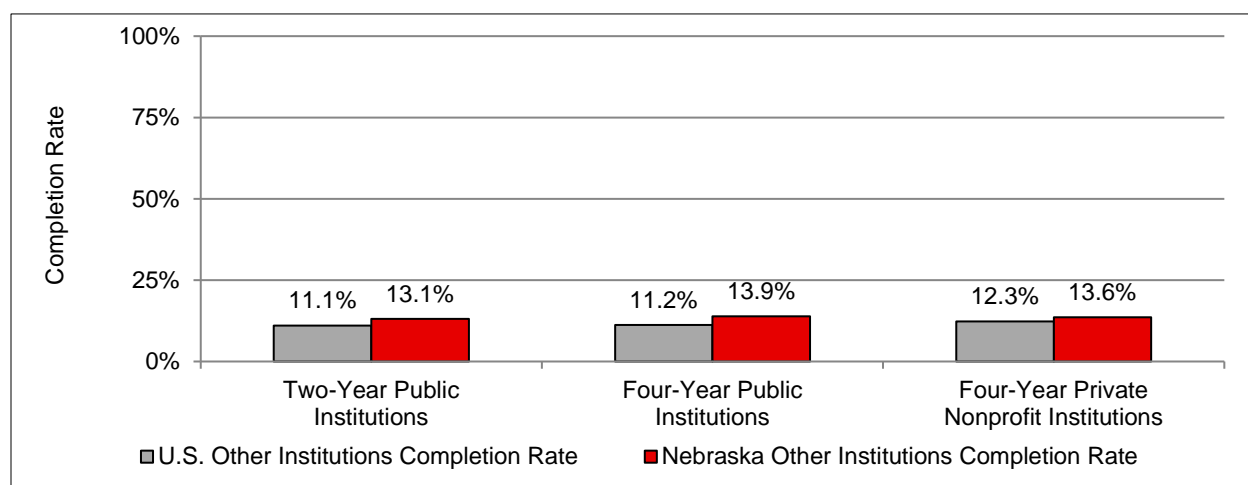


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

- As shown in [Figure 2.3.3](#), a notable percentage of freshmen started college at one institution and then transferred to another school where they completed a program of study.
- 13% to 14% of the first-time students at Nebraska’s public and private nonprofit institutions graduated from two-year or four-year schools to which they had transferred.
- Nebraska’s completion rates were higher than the comparable national rates for two-year public, four-year public, and four-year private nonprofit institutions.

Figure 2.3.3

Six-Year “Other Institutions” Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2011)

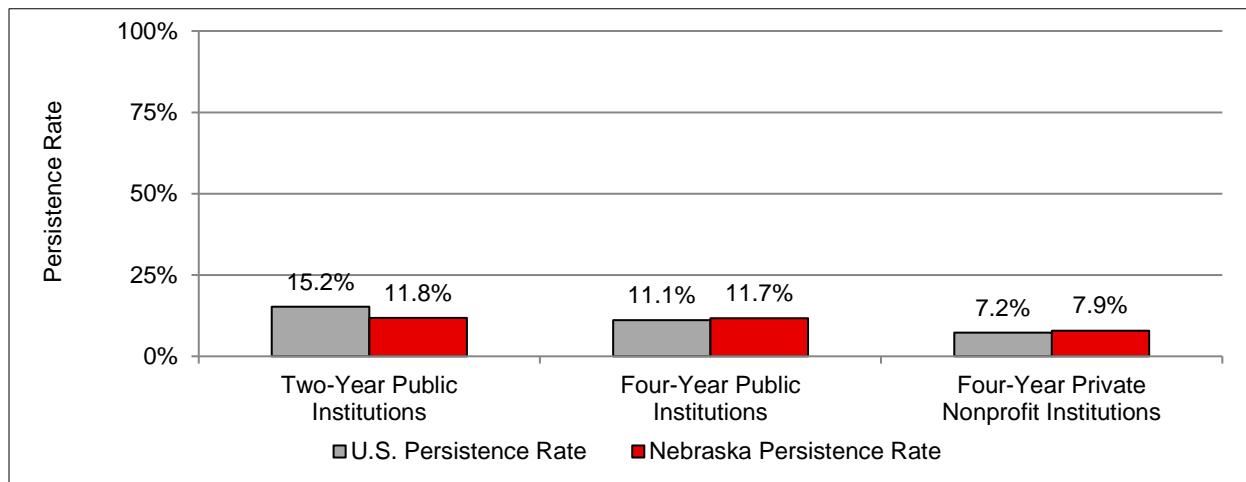


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

- As shown in [Figure 2.3.4](#), 8% to 12% of the students who started college at Nebraska’s public and private nonprofit institutions had not completed a degree or certificate program and were still enrolled at these or other institutions during the last year of the study period.
- Nebraska’s persistence rate for two-year public institutions was lower than the national persistence rate for similar institutions. However, Nebraska’s persistence rates for the other two sectors were generally in line with the reported national rates.

Figure 2.3.4

Six-Year Persistence Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2011)



Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

Nebraska Student Outcomes by Enrollment Status

The findings of the National Student Clearinghouse study confirm that the completion rates of full-time students are significantly higher than for students who attend college only part-time. This study also reveals that the completion rates for students with combinations of full-time and part-time enrollment are higher than those for exclusively part-time students but lower than the rates for students who consistently go to college full time. In addition, this study confirms that part-time students are less likely to persist in their studies and more likely to drop out of college than exclusively full-time students.

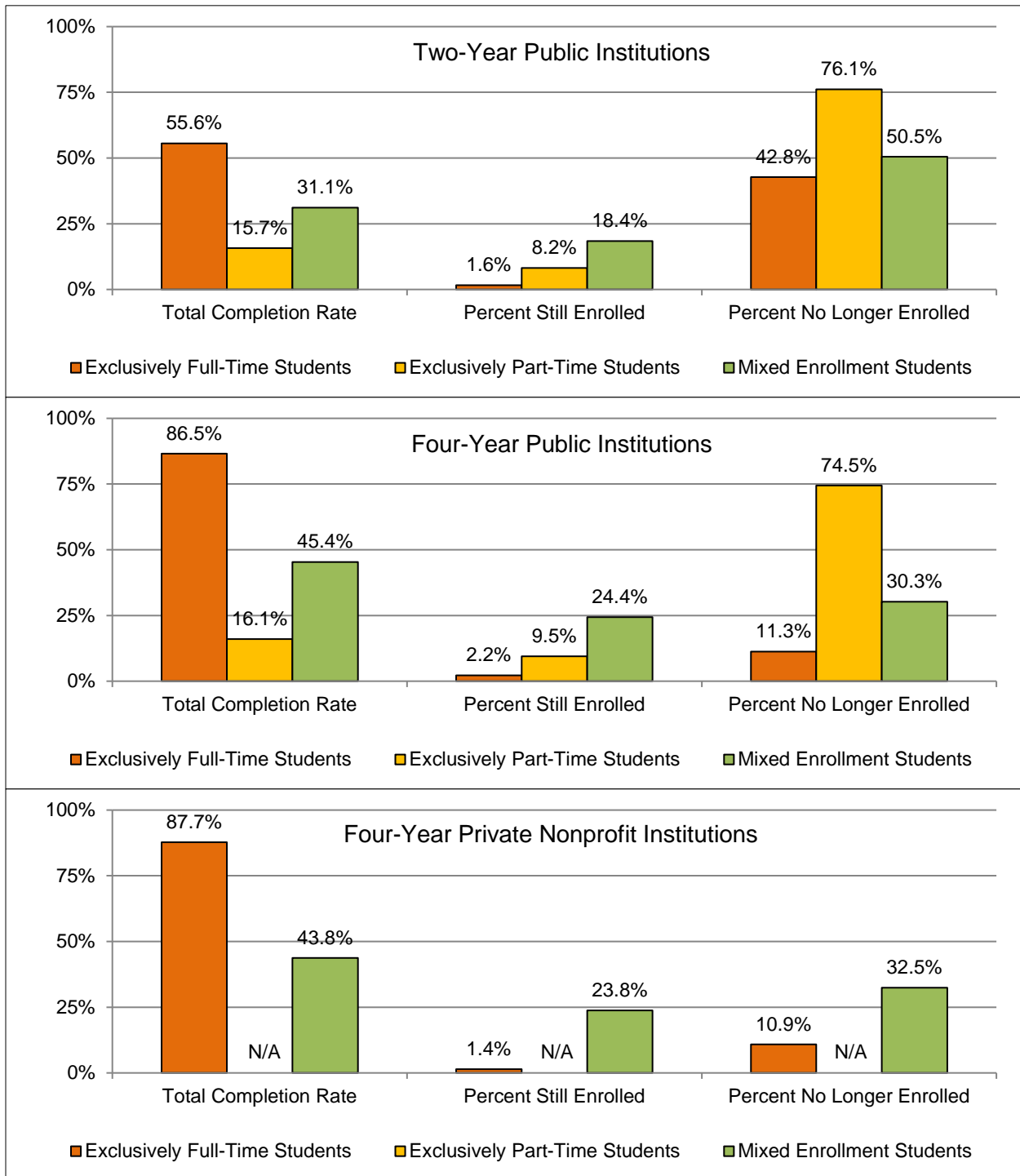
Student Outcomes Compared Within Each Sector

- [Figure 2.3.5](#) shows that exclusively part-time students had total completion rates that were significantly lower than the completion rates for exclusively full-time students or mixed enrollment students, regardless of whether they started college at two-year public or four-year public institutions in Nebraska.
- The six-year persistence rates (i.e., the percentage of students who had not completed a degree or certificate program but were still enrolled) were highest for the mixed enrollment students and lowest for the exclusively full-time students, regardless of the type of institution where they enrolled as first-time freshmen.

- The percentage of students who were no longer enrolled six years after they started college was significantly higher for exclusively part-time students than for exclusively full-time students or mixed enrollment students.

Figure 2.3.5

Nebraska Six-Year Student Outcomes by Sector and Student Enrollment Status for Degree-Seeking, First-Time Freshmen (Fall 2011)



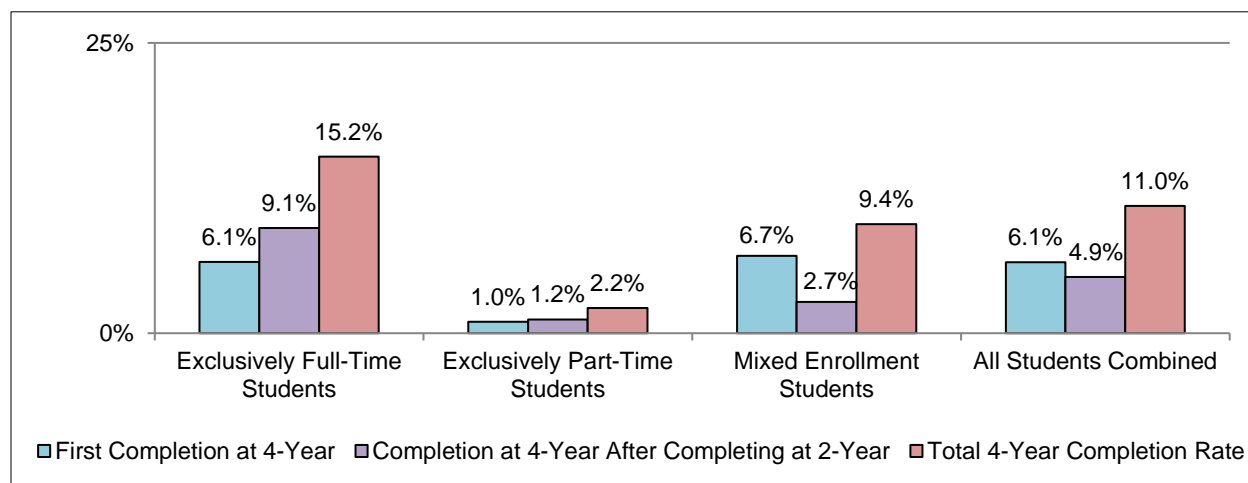
Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

Four-Year Completion Rates for Two-Year Public Institutions

- Another finding of the National Student Clearinghouse study that is of interest is the percentage of students who started college at two-year institutions but earned degrees at four-year institutions. As evidenced in [Figure 2.3.6](#), 11.0% of the students who initially enrolled at Nebraska’s two-year public colleges in fall 2011 had earned degrees from four-year institutions over the course of the next six years. For 6.1% of the cohort, these degrees were their first completions. For 4.9% of the cohort, their four-year degrees were subsequently completed after they had already completed a degree or certificate program at the two-year college where they initially enrolled or at another two-year school.
- Exclusively full-time students and mixed enrollment students had higher total four-year graduation rates than students who attended college part time.
- Exclusively full-time students were more likely than mixed enrollment students to have earned four-year degrees after they had already earned degrees or certificates at two-year schools.

Figure 2.3.6

Nebraska Completion Rates for Four-Year Degrees Earned by Students Who Initially Enrolled at Two-Year Public Institutions for Degree-Seeking, First-Time Freshmen (Fall 2011)

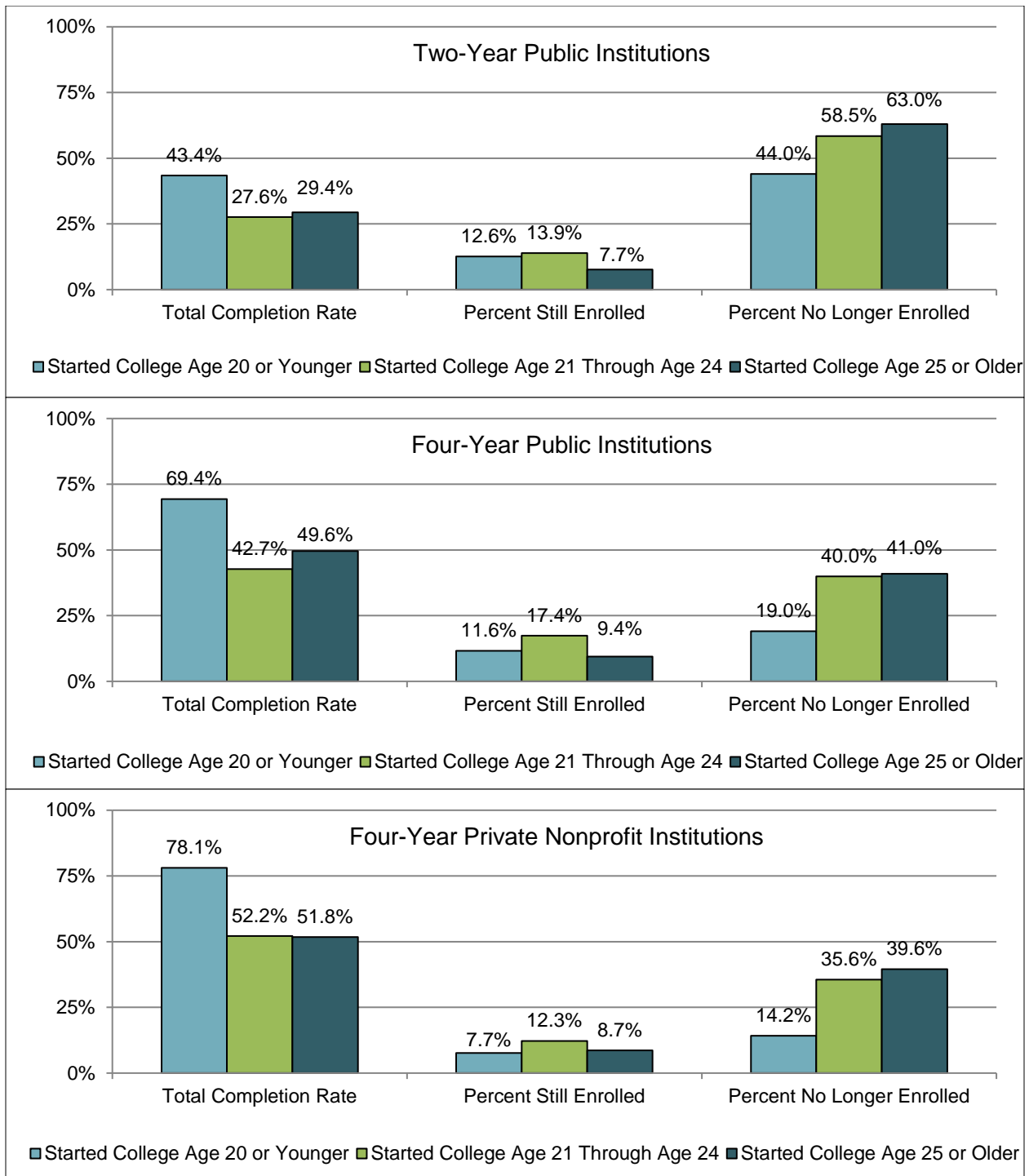


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

Nebraska Student Outcomes by Age Group

- As shown in [Figure 2.3.7](#), students who started college when they were age 20 or younger were more likely to complete degrees or certificate programs than students who didn’t start college until they were over the age of 20, regardless of where they initially enrolled.
- The highest total completion rates for all three age groups were at four-year private nonprofit institutions (students age 20 or younger, 78.1%; age 21 through 24, 52.2%; age 25 or older, 51.8%).

Figure 2.3.7
Nebraska Six-Year Student Outcomes by Sector and Age Group
for Degree-Seeking, First-Time Freshmen (Fall 2011)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

Nebraska Student Outcomes by Gender

- As shown in [Figure 2.3.8](#), total completion rates were higher for females than males at four-year public and four-year private nonprofit institutions. The overall completion rate for males was slightly higher than females at Nebraska's public two-year institutions.
- Across all sectors, the percentages of female students who left college before degree completion were much lower than the percentages of male students who dropped out of college. However, at the four-year public and four-year private nonprofit institutions, the persistence rates of students who did not earn a degree or certificate within six years were slightly higher for males than for females.

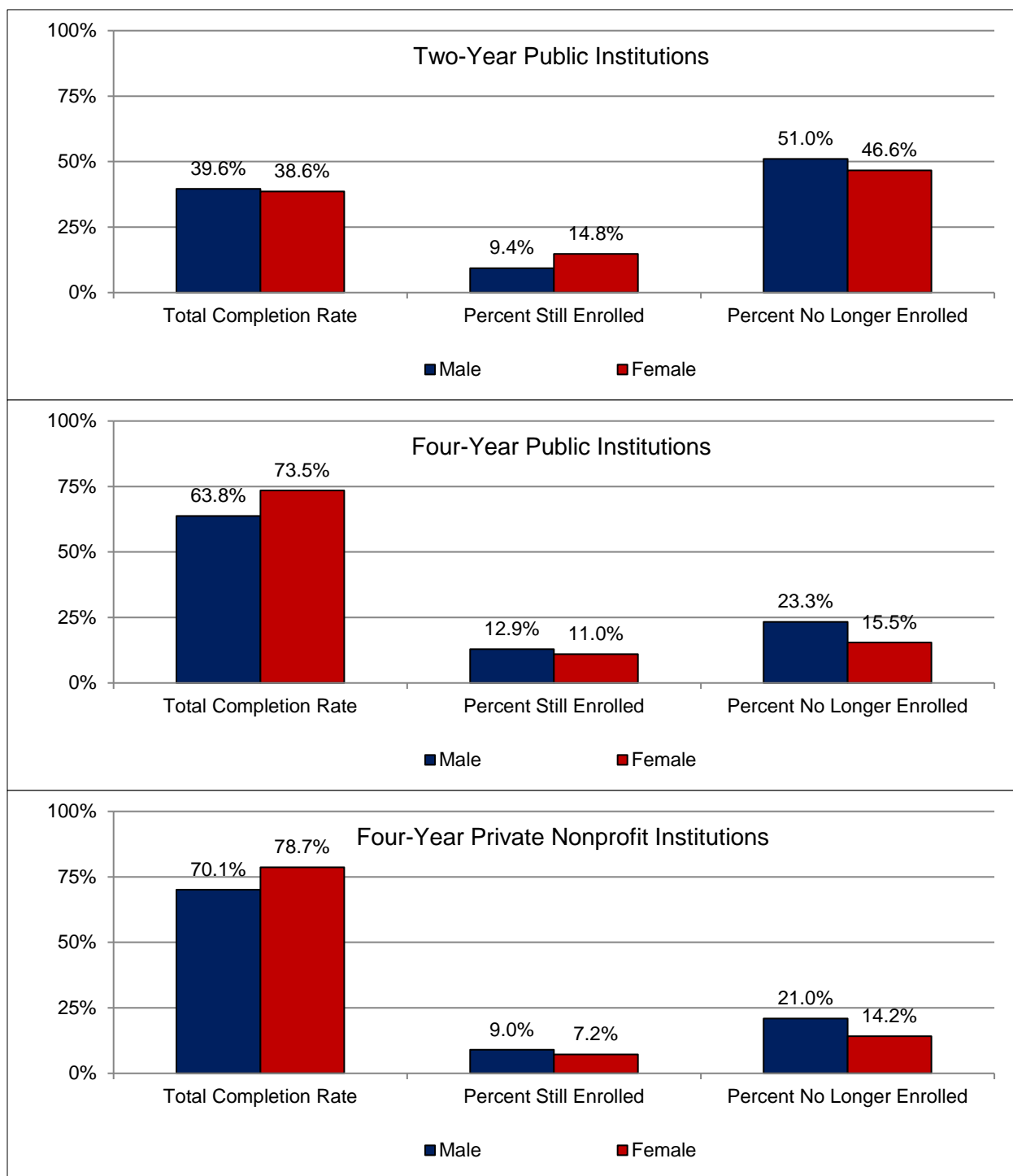
Conclusion

All of the six-year student outcomes for the United States as a whole and for Nebraska's public and private nonprofit institutions are presented in [Table A12.2](#) in [Appendix 12](#). When the national percentages are compared to Nebraska's percentages, Nebraska's outcomes are higher, lower, or about the same as the comparable national rates, depending on the type of institution and the specific student enrollment or age group that was analyzed.

This study clearly shows that students who start college earlier and attend full time are much more likely to earn degrees and certificates. While this study is not without limitations, it does provide reasonable estimates of the six-year completion and persistence rates for Nebraska's two-year public institutions, four-year public institutions, and four-year private nonprofit institutions, compared to national rates.

Figure 2.3.8

Nebraska Six-Year Student Outcomes by Sector and Gender for Degree-Seeking, First-Time Freshmen (Fall 2011)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates* (Signature Report No. 14a), February 2018.

Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

Priority 3. Reduce, eliminate, and then reverse 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. The results of this analysis 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 2000 Census long-form, 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 no longer collects migration data comparable to the data collected in 2000. Instead, the Census Bureau replaced the long-form of the decennial census with the annual American Community Survey (ACS).

First conducted in 2005, the ACS is an ongoing survey that provides annual population estimates for the United States. The ACS is collected monthly over the course of the survey year, and migration estimates are obtained by asking if members of a household lived in a different residence one year ago.

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 annual ACS is that it provides estimates of the numbers of 22- to 64-year-olds who migrated to and from Nebraska based on small samples of individuals who entered or left the state. As a result, the migration estimates for 22- to 64-year-olds 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. In contrast, the migration data collected through the long-form of the decennial census in 2000 were from large samples of respondents, thus resulting in estimates with small margins of error.

In 2017, the nationwide ACS had an initial sample of approximately 3.54 million households. Using the total ACS sample, the U.S. Census Bureau publishes estimates of the number of adults 25 years of age or older that move in to or out of each state. However, the only way to obtain migration estimates for 22- to 64-year-olds is to develop them based on a smaller sample of ACS data that is available for public use, Public Use Microdata Sample (PUMS).

The ACS PUMS files include the survey responses obtained from an annual sample of about 1% of Nebraska's households. However, only a small fraction of the individuals surveyed report that they lived in Nebraska for less than a year or 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.

Even though migration estimates based on ACS data can be expected to vary quite dramatically from one year to another, they are currently the *only* available statistics for monitoring Nebraska migration patterns. Consequently, the Coordinating Commission has reported the estimates for 22- to 64-year-olds by education level since ACS data first became available for public use.

Generally, only limited conclusions can be drawn from one-year migration estimates, due to the small samples on which the estimates are based each year and the relatively high margin of error associated with each estimate. Theoretically, by calculating average annual migration estimates based on the combined data collected through five consecutive ACS surveys, these limitations may be reduced. Therefore, average annual migration estimates presented in this section are calculated using five-year ACS PUMS files.

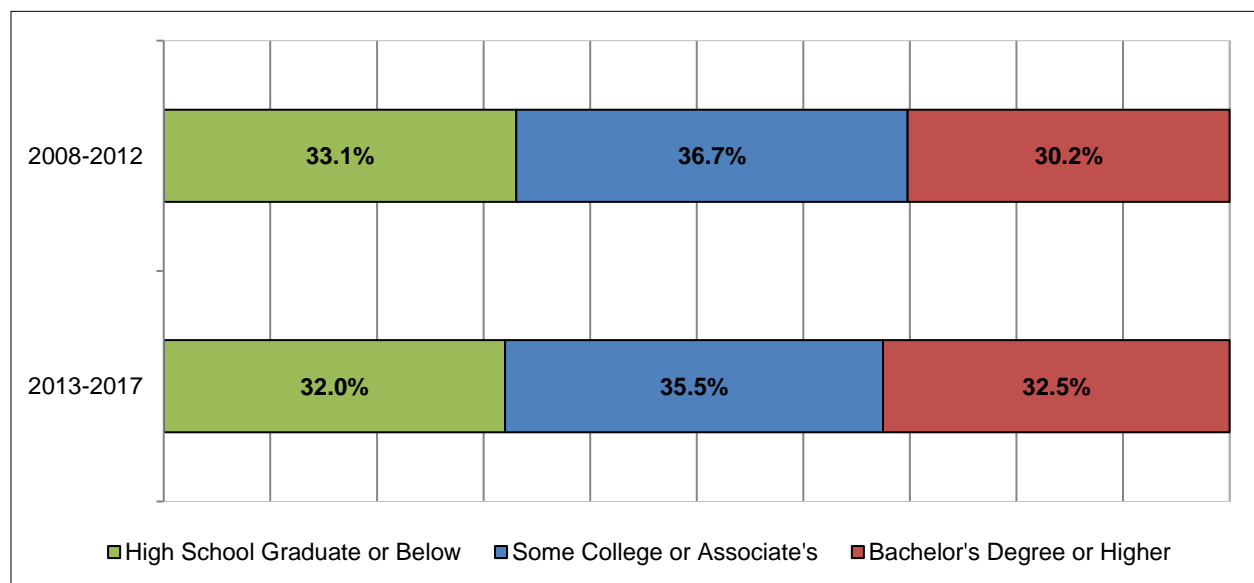
This section summarizes the average annual migration estimates based on the 2013-2017 ACS data collected from samples of 22- to 64-year-olds that migrated to and from the state, and compares these estimates to those based on average annual estimates based on 2008-2012 ACS. To provide context to the average annual migration estimates, the educational attainment of 22- to 64-year-olds is also discussed. While out-migration of Nebraskans with at least a bachelor's degree continues to be a serious issue that Nebraska must address, it is worth noting that the educational attainment of 22- to 64-year-olds continues to increase, albeit less than it would have if out-migration were curtailed.

Educational Attainment for 22- to 64-Year-Olds

- Between 2008-2012 and 2013-2017, Nebraska's estimated population of 22- to 64-year-olds increased 1.9% (from 1,013,748 to 1,033,149). (See [Table A13.1](#) in [Appendix 13](#).)
- Analysis by education level reveals that between 2008-2012 and 2013-2017, Nebraska's estimated population of 22- to 64-year-olds:
 - Decreased 1.1 percentage points for high school graduates or below.
 - Decreased 1.2 percentage points for those with some college or an associate's degree.
 - Increased 2.3 percentage points for those with a bachelor's degree or higher.
- As shown in [Figure 3.1](#), the result of these increases and decreases is that overall, educational attainment in Nebraska is increasing.

Figure 3.1

**Nebraska Educational Attainment of 22- to 64-Year-Olds
Based on the 2008-2012 and 2013-2017 American Community Survey**



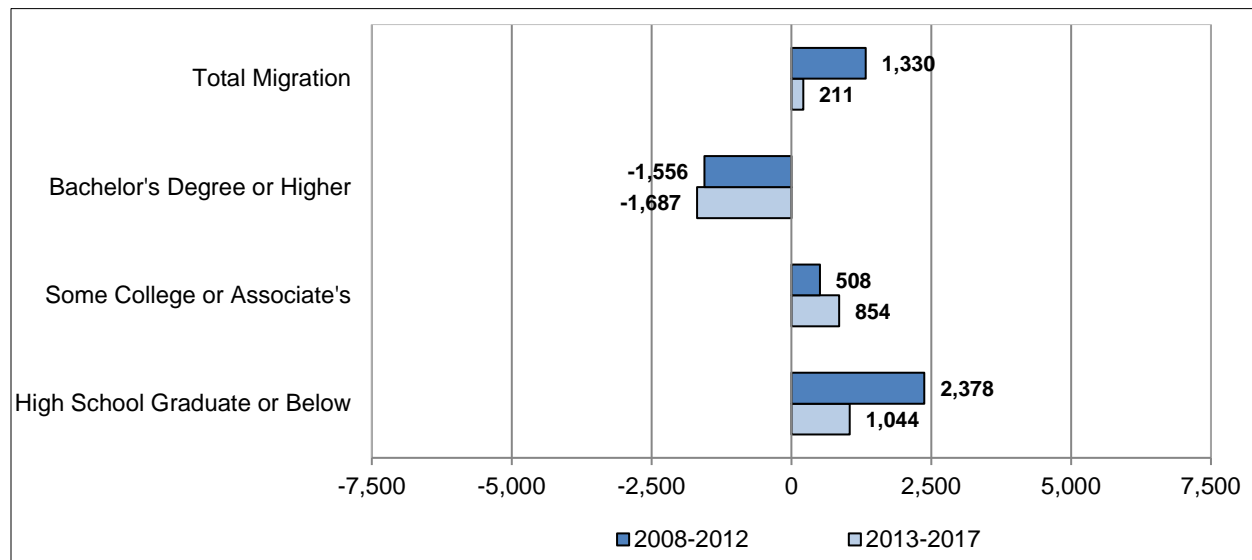
Note. See [Table A13.1](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2008-2012 and 2013-2017. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

Migration Estimates for 22- to 64-Year-Olds

- [Figure 3.2](#) summarizes the average annual net migration estimates for Nebraska by education level, based on the results of the 2008-2012 and 2013-2017 ACS.³⁴
- Analysis by education level reveals that between 2008 and 2012, Nebraska had an average annual net out-migration of 1,556 working-age adults with a bachelor's degree or higher. Similarly, it is estimated that between 2013 and 2017, Nebraska had an average annual net out-migration of 1,687 working-age adults with a bachelor's degree or higher. The result of this continued pattern of net out-migration over the last 10 years is that Nebraska has lost an estimated 16,215 working-age adults with high levels of education.
- [Figure 3.2](#) demonstrates that the net out-migration of highly educated working-age Nebraskans has not been eliminated since the 2003 LR 174 Task Force prioritized the issue.

Figure 3.2

Nebraska Average Annual Net Migration of 22- to 64-Year-Olds by Education Level Based on the 2008-2012 and 2013-2017 American Community Survey



Note. See [Table A13.2](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2008-2012 and 2013-2017. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

³⁴ 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. Migration estimates from the ACS PUMS surveys are based on survey responses from a small number of working-age adults that moved in to or out of Nebraska. As shown in [Table A13.2](#) in [Appendix 13](#), the 2013-2017 ACS PUMS data reveals that only 498 highly educated, working-age adults were surveyed that moved in to or out of Nebraska (approximately 100 survey respondents per year).

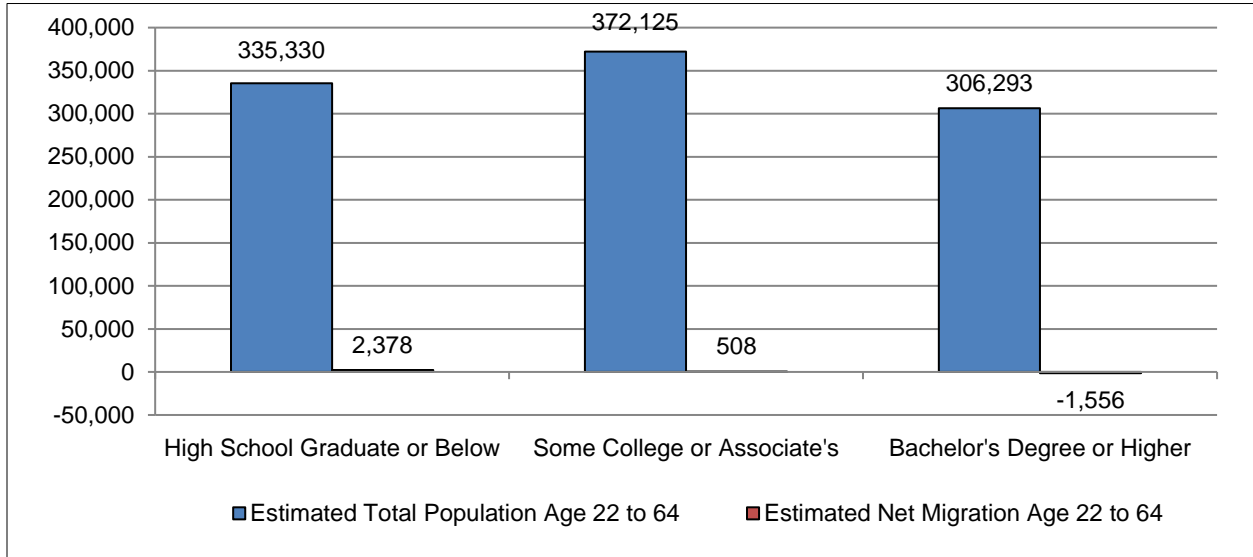
Migration Estimates Compared to Educational Attainment for 22- to 64-Year-Olds

As illustrated in [Figure 3.3](#), the latest available average annual 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.

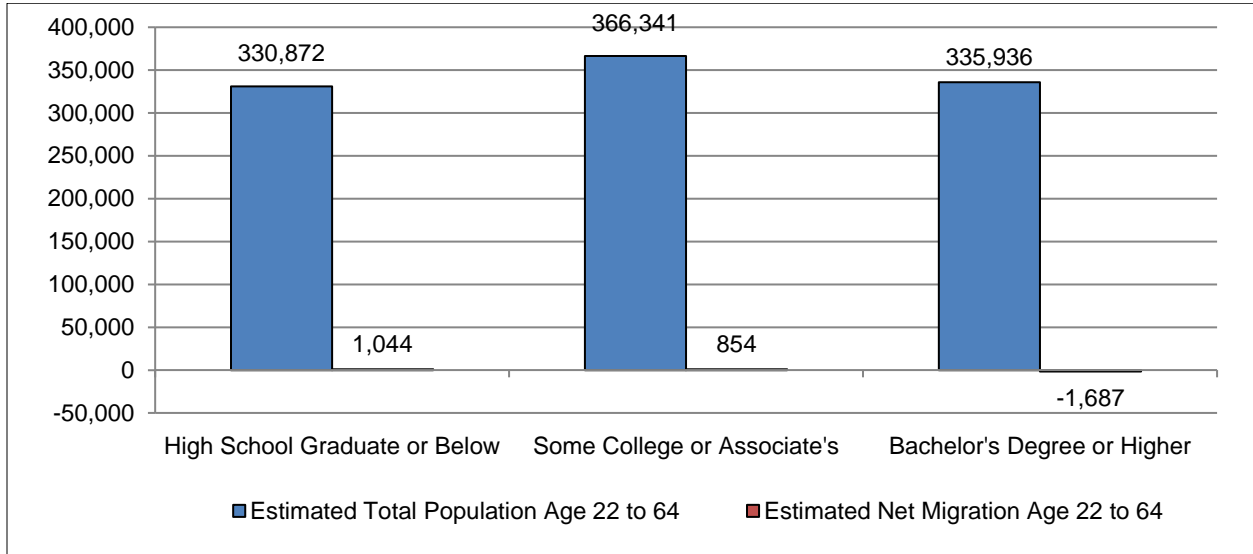
- Analyzing the overall educational attainment and the overall net migration of 22- to-64-year-olds reveals that for every 10,000 people in Nebraska with a high school education or below, there was an average annual net in-migration of 31.6 people for 2013-2017, compared to an average annual net in-migration of 70.9 people for 2008-2012.
- For every 10,000 people in Nebraska with some college or an associate's degree, there was an average annual net in-migration of 23.3 people for 2013-2017, compared to an average annual net in-migration of 13.7 people for 2008-2012.
- For every 10,000 people in Nebraska with a bachelor's degree or higher, there was an average annual net out-migration of 50.2 people for 2013-2017, compared to an average annual net out-migration of 50.8 people for 2008-2012.
- As previously discussed, only limited conclusions can be drawn about the net migration of 22- to-64-year-olds due to the small samples on which the estimates are based each year and the relatively high margin of error associated with each estimate. Caution should be exercised when interpreting the migration estimates based on American Community Survey data.
- A better future measure to analyze the net migration of Nebraskans with high levels of education attainment would be to obtain data from the postsecondary institutions related to where their recent college graduates are employed.

Figure 3.3
Nebraska Educational Attainment of 22- to 64-Year-Olds Compared to the
Nebraska Average Annual Net Migration of 22- to 64-Year-Olds by Education Level
Based on the 2008-2012 and 2013-2017 American Community Survey

Part A: 2008-2012



Part B: 2013-2017



Note. See Table A13.1 and Table A13.2 in Appendix 13 for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2008-2012 and 2013-2017. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

Appendices

Note. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report. Due to rounding, percentages may not sum to 100.0% for data summarized in this report. Additionally, due to rounding, totals may not equal the sum of their parts.

Reporting Institutions and History of Name/Sector Changes

University of Nebraska

- Nebraska College of Technical Agriculture
- University of Nebraska at Kearney
- University of Nebraska-Lincoln
- University of Nebraska Medical Center
- University of Nebraska at Omaha

Nebraska State College System

- Chadron State College
- Peru State College
- Wayne State College

Nebraska Community Colleges

- Central Community College
- Metropolitan Community College
- Mid-Plains Community College
- Northeast Community College
- Southeast Community College
- Western Nebraska Community College

Independent College & Universities

- Bellevue University
- Bryan College of Health Sciences
 - Formerly BryanLGH College of Health Sciences
- Clarkson College
- College of Saint Mary
- Concordia University-Nebraska
 - Formerly Concordia University
 - Formerly Concordia-Seward
- Creighton University
- Dana College
 - Closed Fall 2010
- Doane University-Arts & Sciences
 - Formerly Doane College
 - Formerly Doane College-Crete
- Doane University-Graduate and Professional Studies
 - Formerly Doane College-Lincoln
- Grace University
 - Closed Fall 2018
- Hastings College
- Little Priest Tribal College
- Midland University
 - Formerly Midland Lutheran College
- Nebraska Christian College of Hope
 - Formerly Nebraska Christian College
- Nebraska Indian Community College
- Nebraska Methodist College of Nursing & Allied Health
- Nebraska Wesleyan University
- Summit Christian College
- Union College
- York College

For-Profit/Career Schools

- Capitol School of Hairstyling and Esthetics*
 - Formerly Capitol School of Hairstyling
- CHI Health School of Radiologic Technology
 - Formerly Alegent Health School of Radiologic Technology
- College of Hair Design-Downtown*
 - Formerly College of Hair Design
- College of Hair Design-East Campus*
 - Did not report to IPEDS until Fall 2009
- Fullen School of Hair Design*
 - No longer an IPEDS reporting institution Fall 2016
- ITT Technical Institute-Omaha
 - Closed Fall 2016
- Joseph's College Cosmetology*
 - Formerly Joseph's College of Beauty
 - Formerly Joseph's College
- Kaplan University-Lincoln Campus
 - Formerly Hamilton College-Lincoln Campus
- Kaplan University-Omaha Campus
 - Formerly Hamilton College-Omaha Campus
- La'James International College*
- Mary Lanning Memorial Hospital School of Radiologic Technology
 - Changed from non-degree-granting to degree-granting Fall 2010
- Myotherapy Institute
- National American University-Bellevue
 - Did not report to IPEDS until Fall 2012
- Omaha School of Massage and Healthcare of Herzing University
 - Formerly Omaha School of Massage Therapy
 - Changed from non-degree-granting to degree-granting Fall 2009
 - Changed from for-profit to not-for-profit Fall 2017
 - Closed Fall 2018
- Paul Mitchell the School Lincoln*
 - Did not report to IPEDS until Fall 2016
- Regional West Medical Center School of Radiologic Technology*
 - No longer an IPEDS reporting institution Fall 2016
- The Creative Center
- Universal College of Healing Arts
- University of Phoenix-Omaha Campus
 - Closed Fall 2015
- Vatterott College-Spring Valley
 - Closed Fall 2015
- Xenon International Academy-Omaha*
 - Formerly Xenon International School of Hair Design II Inc

Note. All institutions in the for-profit/career school category were classified as for profit in their most recently reported IPEDS data *except* for the three schools of radiologic technology and Omaha School of Massage and Healthcare of Herzing University.

* = Institution was classified as non-degree-granting as of its most recently reported IPEDS data.

Appendix 1

Nebraska College Enrollments

Table A1.1 Nebraska Total Fall Headcount Enrollment by Sector Fall 2007 through Fall 2018						
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/ Career Schools	Nebraska State Total
2007	47,062	8,494	41,035	28,294	3,653	128,538
2008	47,812	8,543	43,146	28,817	3,392	131,710
2009	49,032	8,835	46,153	32,163	4,587	140,770
2010	49,905	8,846	49,051	33,113	4,978	145,893
2011	50,363	8,726	47,542	33,291	4,037	143,959
2012	50,178	8,939	44,899	32,953	3,678	140,647
2013	50,705	8,984	42,005	33,606	3,639	138,939
2014	51,215	9,002	39,484	33,845	3,164	136,710
2015	51,835	8,930	39,107	34,404	2,686	136,962
2016	52,516	8,905	39,436	33,908	2,152	136,917
2017	52,679	8,378	39,660	34,143	1,748	136,608
<i>2018 Estimated</i>	<i>51,885</i>	<i>8,195</i>	<i>39,550</i>	<i>33,621</i>	<i>1,403</i>	<i>134,654</i>
<p><i>Note.</i> Statewide official enrollments for fall 2018 will not be available from IPEDS until mid-2019. Data sources: For 2007 through 2017 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.</p>						

**Table A1.2
Nebraska Total Fall Headcount Enrollment by Sector and by Institution
Fall 2007 through Fall 2018**

Total Fall Headcount Enrollment	2007	2008	2009	2010	2011	2012
Nebraska Public Institutions	96,591	99,501	104,020	107,802	106,631	104,016
University of Nebraska	47,062	47,812	49,032	49,905	50,363	50,178
Neb. College of Technical Agriculture	327	289	425	383	333	331
University of Nebraska at Kearney	6,478	6,543	6,650	6,753	7,100	7,199
University of Nebraska-Lincoln	22,973	23,573	24,100	24,610	24,593	24,207
University of Nebraska Medical Center	3,128	3,194	3,237	3,494	3,625	3,655
University of Nebraska at Omaha	14,156	14,213	14,620	14,665	14,712	14,786
Nebraska State College System	8,494	8,543	8,835	8,846	8,726	8,939
Chadron State College	2,660	2,649	2,712	2,759	2,851	2,994
Peru State College	2,307	2,328	2,492	2,518	2,358	2,390
Wayne State College	3,527	3,566	3,631	3,569	3,517	3,555
Nebraska Community Colleges	41,035	43,146	46,153	49,051	47,542	44,899
Central Community College	6,531	6,885	7,320	7,527	7,521	7,283
Metropolitan Community College	14,804	15,055	17,003	18,523	18,518	17,376
Mid-Plains Community College	2,715	2,708	2,765	2,987	2,623	2,591
Northeast Community College	5,149	5,140	5,205	5,377	5,161	5,251
Southeast Community College	9,603	10,419	11,556	12,242	11,479	10,168
Western Nebraska Community College	2,233	2,939	2,304	2,395	2,240	2,230
Nebraska Independent Institutions	28,294	28,817	32,163	33,113	33,291	32,953
Bellevue University	7,792	8,278	10,407	10,407	10,304	9,942
Bryan College of Health Sciences	397	493	500	528	636	714
Clarkson College	788	820	934	980	1,114	1,204
College of Saint Mary	973	953	1,120	1,070	1,063	1,037
Concordia University-Nebraska	1,279	1,344	1,717	2,146	2,196	2,091
Creighton University	6,992	7,051	7,385	7,662	7,730	7,736
Dana College	634	546	596	-	-	-
Doane University-Arts & Sciences	921	894	964	1,045	1,068	1,149
Doane University-Graduate and Professional Studies	1,649	1,651	1,674	1,698	1,633	1,635
Grace University	431	433	490	481	459	439
Hastings College	1,138	1,153	1,154	1,193	1,240	1,112
Little Priest Tribal College	120	116	141	148	172	144
Midland University	827	803	716	1,117	1,030	1,126
Nebraska Christian College of Hope International University	101	164	123	141	131	139
Nebraska Indian Community College	89	92	129	177	163	150
Nebraska Methodist College of Nursing & Allied Health	592	589	672	765	847	878
Nebraska Wesleyan University	2,107	2,086	2,093	2,138	2,070	2,065
Summit Christian College	51	41	35	38	39	39
Union College	1,009	914	883	901	886	881
York College	404	396	430	478	510	472
Nebraska Public and Independent Colleges and Universities	124,885	128,318	136,183	140,915	139,922	136,969

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Table A1.2 Continued						
Total Fall Headcount Enrollment	2013	2014	2015	2016	2017	<i>Est. 2018</i>
Nebraska Public Institutions	101,694	99,701	99,872	100,857	100,717	99,630
University of Nebraska	50,705	51,215	51,835	52,516	52,679	51,885
Neb. College of Technical Agriculture	300	384	512	342	317	335
University of Nebraska at Kearney	7,052	6,902	6,747	6,788	6,644	6,327
University of Nebraska-Lincoln	24,445	25,006	25,260	25,897	26,079	25,820
University of Nebraska Medical Center	3,681	3,696	3,790	3,862	3,908	3,972
University of Nebraska at Omaha	15,227	15,227	15,526	15,627	15,731	15,431
Nebraska State College System	8,984	9,002	8,930	8,905	8,378	8,195
Chadron State College	3,056	3,033	2,993	2,977	2,737	2,448
Peru State College	2,422	2,499	2,506	2,571	2,349	2,114
Wayne State College	3,506	3,470	3,431	3,357	3,292	3,633
Nebraska Community Colleges	42,005	39,484	39,107	39,436	39,660	39,550
Central Community College	6,906	6,377	6,227	6,316	6,082	6,354
Metropolitan Community College	15,752	14,675	14,812	14,788	14,954	14,913
Mid-Plains Community College	2,491	2,143	2,235	2,276	2,221	2,216
Northeast Community College	5,145	5,061	5,051	5,075	5,086	5,008
Southeast Community College	9,751	9,392	9,248	9,262	9,412	9,234
Western Nebraska Community College	1,960	1,836	1,534	1,719	1,905	1,825
Nebraska Independent Institutions	33,606	33,845	34,404	33,908	34,143	33,621
Bellevue University	9,788	9,879	9,760	8,896	8,655	8,993
Bryan College of Health Sciences	711	691	704	703	679	716
Clarkson College	1,238	1,221	1,254	1,219	1,273	1,178
College of Saint Mary	970	1,018	1,001	1,043	1,140	1,168
Concordia University-Nebraska	2,206	2,332	2,457	2,757	2,520	2,424
Creighton University	8,019	8,236	8,435	8,393	8,654	8,910
Dana College	-	-	-	-	-	-
Doane University-Arts & Sciences	1,113	1,065	1,057	1,047	1,069	1,008
Doane University-Graduate and Professional Studies	1,653	1,559	1,582	1,568	1,802	1,503
Grace University	481	469	471	393	298	-
Hastings College	1,144	1,212	1,219	1,246	1,202	1,000
Little Priest Tribal College	144	127	132	132	141	130
Midland University	1,288	1,362	1,646	1,709	1,793	1,801
Nebraska Christian College of Hope International University	150	136	130	124	146	130
Nebraska Indian Community College	199	120	158	175	180	200
Nebraska Methodist College of Nursing & Allied Health	943	1,000	1,000	1,088	1,167	1,102
Nebraska Wesleyan University	2,149	2,083	2,049	2,059	2,064	2,095
Summit Christian College	29	40	36	37	30	20
Union College	911	887	903	895	868	813
York College	470	408	410	424	462	430
Nebraska Public and Independent Colleges and Universities	135,300	133,546	134,276	134,765	134,860	133,251

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Table A1.2 Continued

Total Fall Headcount Enrollment	1-Year Change 16-17	Est. 1-Year Change 17-18	10-Year Change 07-17	Est. 11-Year Change 07-18
Nebraska Public Institutions	-0.1%	-1.1%	4.3%	3.1%
University of Nebraska	0.3%	-1.5%	11.9%	10.2%
Neb. College of Technical Agriculture	-7.3%	5.7%	-3.1%	2.4%
University of Nebraska at Kearney	-2.1%	-4.8%	2.6%	-2.3%
University of Nebraska-Lincoln	0.7%	-1.0%	13.5%	12.4%
University of Nebraska Medical Center	1.2%	1.6%	24.9%	27.0%
University of Nebraska at Omaha	0.7%	-1.9%	11.1%	9.0%
Nebraska State College System	-5.9%	-2.2%	-1.4%	-3.5%
Chadron State College	-8.1%	-10.6%	2.9%	-8.0%
Peru State College	-8.6%	-10.0%	1.8%	-8.4%
Wayne State College	-1.9%	10.4%	-6.7%	3.0%
Nebraska Community Colleges	0.6%	-0.3%	-3.4%	-3.6%
Central Community College	-3.7%	4.5%	-6.9%	-2.7%
Metropolitan Community College	1.1%	-0.3%	1.0%	0.7%
Mid-Plains Community College	-2.4%	-0.2%	-18.2%	-18.4%
Northeast Community College	0.2%	-1.5%	-1.2%	-2.7%
Southeast Community College	1.6%	-1.9%	-2.0%	-3.8%
Western Nebraska Community College	10.8%	-4.2%	-14.7%	-18.3%
Nebraska Independent Institutions	0.7%	-1.5%	20.7%	18.8%
Bellevue University	-2.7%	3.9%	11.1%	15.4%
Bryan College of Health Sciences	-3.4%	5.4%	71.0%	80.4%
Clarkson College	4.4%	-7.5%	61.5%	49.5%
College of Saint Mary	9.3%	2.5%	17.2%	20.0%
Concordia University-Nebraska	-8.6%	-3.8%	97.0%	89.5%
Creighton University	3.1%	3.0%	23.8%	27.4%
Dana College	-	-	-	-
Doane University-Arts & Sciences	2.1%	-5.7%	16.1%	9.4%
Doane University-Graduate and Professional Studies	14.9%	-16.6%	9.3%	-8.9%
Grace University	-24.2%	-	-30.9%	-
Hastings College	-3.5%	-16.8%	5.6%	-12.1%
Little Priest Tribal College	6.8%	-7.8%	17.5%	8.3%
Midland University	4.9%	0.4%	116.8%	117.8%
Nebraska Christian College of Hope International University	17.7%	-11.0%	44.6%	28.7%
Nebraska Indian Community College	2.9%	11.1%	102.2%	124.7%
Nebraska Methodist College of Nursing & Allied Health	7.3%	-5.6%	97.1%	86.1%
Nebraska Wesleyan University	0.2%	1.5%	-2.0%	-0.6%
Summit Christian College	-18.9%	-33.3%	-41.2%	-60.8%
Union College	-3.0%	-6.3%	-14.0%	-19.4%
York College	9.0%	-6.9%	14.4%	6.4%
Nebraska Public and Independent Colleges and Universities	0.1%	-1.2%	8.0%	6.7%

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Table A1.2 Continued

Total Fall Headcount Enrollment	2007	2008	2009	2010	2011	2012
For-Profit/Career Schools	3653	3,392	4,587	4,978	4,037	3,678
Capitol School of Hairstyling and Esthetics	98	90	121	104	131	148
CHI Health School of Radiologic Technology	23	22	22	22	19	17
College of Hair Design-Downtown	203	230	160	220	130	138
College of Hair Design-East Campus	-	-	92	154	169	140
Fullen School of Hair Design	23	34	40	40	43	32
ITT Technical Institute-Omaha	490	532	617	732	735	597
Joseph's College Cosmetology	302	365	353	303	264	308
Kaplan University-Lincoln Campus	522	429	644	690	469	462
Kaplan University-Omaha Campus	631	660	1,071	1,059	721	615
La'James International College	88	49	51	47	40	39
Mary Lanning Memorial Hospital School of Radiologic Technology ^a	19	20	19	20	-	-
Myotherapy Institute	35	29	26	45	38	29
National American University-Bellevue	-	-	-	-	-	168
Omaha School of Massage and Healthcare of Herzing University	122	145	104	236	179	148
Paul Mitchell the School Lincoln	-	-	-	-	-	-
Regional West Medical Center School of Radiologic Technology	11	10	9	10	8	9
The Creative Center	107	118	127	114	119	109
Universal College of Healing Arts	100	55	61	55	46	27
University of Phoenix-Omaha Campus	127	60	36	76	79	71
Vatterott College-Spring Valley	509	276	748	766	587	383
Xenon International Academy-Omaha	243	268	286	285	260	238
Nebraska State Total	128,538	131,710	140,770	145,893	143,959	140,647

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Table A1.2 Continued

Total Fall Headcount Enrollment	2013	2014	2015	2016	2017	<i>Est.</i> 2018
For-Profit/Career Schools	3,639	3,164	2,649	2,152	1,748	1,403
Capitol School of Hairstyling and Esthetics	144	116	121	124	124	98
CHI Health School of Radiologic Technology	22	22	19	18	15	15
College of Hair Design-Downtown	116	98	103	92	88	127
College of Hair Design-East Campus	114	112	80	67	40	43
Fullen School of Hair Design	34	29	24	-	-	-
ITT Technical Institute-Omaha	505	395	312	-	-	-
Joseph's College Cosmetology	281	229	245	266	202	112
Kaplan University-Lincoln Campus	501	593	498	410	296	288
Kaplan University-Omaha Campus	795	720	678	585	458	334
La'James International College	33	24	24	20	17	8
Mary Lanning Memorial Hospital School of Radiologic Technology ^a	-	-	-	-	-	-
Myotherapy Institute	23	15	20	41	23	17
National American University-Bellevue	227	191	121	106	98	68
Omaha School of Massage and Healthcare of Herzing University	121	146	104	106	17	0
Paul Mitchell the School Lincoln	-	-	37	55	58	28
Regional West Medical Center School of Radiologic Technology	8	7	11	-	-	-
The Creative Center	86	78	64	60	51	39
Universal College of Healing Arts	28	14	25	11	46	35
University of Phoenix-Omaha Campus	34	-	-	-	-	-
Vatterott College-Spring Valley	330	145	6	-	-	-
Xenon International Academy-Omaha	237	230	194	191	215	191
Nebraska State Total	138,939	136,710	136,962	136,917	136,608	134,654

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Table A1.2 Continued

Total Fall Headcount Enrollment	1-Year Change 16-17	Est. 1-Year Change 17-18	10-Year Change 07-17	Est. 11-Year Change 07-18
For-Profit/Career Schools	-18.8%	-19.7%	-52.1%	-61.6%
Capitol School of Hairstyling and Esthetics	0.0%	-21.0%	26.5%	0.0%
CHI Health School of Radiologic Technology	-16.7%	0.0%	-34.8%	-34.8%
College of Hair Design-Downtown	-4.3%	44.3%	-56.7%	-37.4%
College of Hair Design-East Campus	-40.3%	7.5%		
Fullen School of Hair Design	-	-	-	-
ITT Technical Institute-Omaha	-	-	-	-
Joseph's College Cosmetology	-24.1%	-44.6%	-33.1%	-62.9%
Kaplan University-Lincoln Campus	-27.8%	-2.7%	-43.3%	-44.8%
Kaplan University-Omaha Campus	-21.7%	-27.1%	-27.4%	-47.1%
La'James International College	-15.0%	-52.9%	-80.7%	-90.9%
Mary Lanning Memorial Hospital School of Radiologic Technology ^a	-	-	-	-
Myotherapy Institute	-43.9%	-26.1%	-34.3%	-51.4%
National American University-Bellevue	-7.5%	-30.6%		
Omaha School of Massage and Healthcare of Herzing University	-84.0%	-	-86.1%	-
Paul Mitchell the School Lincoln	5.5%	-51.7%	-	-
Regional West Medical Center School of Radiologic Technology	-	-	-	-
The Creative Center	-15.0%	-23.5%	-52.3%	-63.6%
Universal College of Healing Arts	318.2%	-23.9%	-54.0%	-65.0%
University of Phoenix-Omaha Campus	-	-	-	-
Vatterott College-Spring Valley	-	-	-	-
Xenon International Academy-Omaha	12.6%	-11.2%	-11.5%	-21.4%
Nebraska State Total	-0.2%	-1.4%	6.3%	4.8%
Data sources: For 2007 through 2017 data, National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.				
^a Beginning in 2011, Mary Lanning Memorial Hospital School of Radiologic Technology reports enrollment through the University of Nebraska at Kearney.				

**Table A1.3
Nebraska 12-Month Unduplicated Headcount Enrollment by Sector
2007-2008 through 2017-2018**

Academic Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/ Career Schools	Nebraska State Total
2007-2008	54,725	11,020	85,610	41,857	6,161	199,373
2008-2009	55,418	11,039	86,335	42,074	6,262	201,128
2009-2010	56,737	11,250	88,865	43,494	7,249	207,595
2010-2011	57,450	11,540	87,335	43,915	7,107	207,347
2011-2012	57,913	11,397	85,780	43,023	6,440	204,553
2012-2013	57,626	11,520	84,583	42,438	6,191	202,358
2013-2014	58,373	11,584	78,308	42,955	5,790	197,010
2014-2015	58,708	11,537	69,560	43,388	4,870	188,063
2015-2016	59,217	11,622	64,268	44,523	3,698	183,328
2016-2017	59,963	11,339	62,113	43,002	3,183	179,600
2017-2018	59,978	10,924	60,782	43,475	2,464	177,623

Data source: National Center for Education Statistics, IPEDS 2008 through 2018 surveys.

**Table A1.4
First-Time Freshmen Enrollment by Sector
Fall 2007 through Fall 2018**

Part A: <u>Full-Time</u>, First-Time Freshmen						
Number of Students	2007	2008	2009	2010	2011	2012
University of Nebraska	6,861	7,058	6,804	7,011	6,909	6,785
Nebraska State College System	1,261	1,265	1,296	1,304	1,240	1,286
Nebraska Community Colleges	4,668	4,540	5,127	5,192	4,747	4,789
Independent Colleges and Universities	3,336	3,153	3,238	3,221	3,151	3,126
For-Profit/Career Schools	1,203	751	908	825	516	414
Nebraska Total	17,329	16,767	17,373	17,553	16,563	16,400
% of Total Freshmen Enrolled	91.1%	90.9%	90.1%	89.3%	89.6%	89.1%
Number of Students	2013	2014	2015	2016	2017	Est. 2018
University of Nebraska	7,267	7,478	7,570	7,935	7,902	7,963
Nebraska State College System	1,420	1,399	1,292	1,217	1,228	1,306
Nebraska Community Colleges	4,475	4,235	3,946	4,183	3,678	3,847
Independent Colleges and Universities	3,383	3,295	3,451	3,303	3,476	3,571
For-Profit/Career Schools	476	372	292	286	297	305
Nebraska Total	17,021	16,779	16,551	16,924	16,581	16,992
% of Total Freshmen Enrolled	89.5%	90.3%	90.4%	90.8%	91.2%	90.7%
Percentage Changes	1-Year Change 16-17	Est. 1-Year Change 17-18	10-Year Change 07-17	Est. 11-Year Change 07-18		
University of Nebraska	-0.4%	0.8%	15.2%	16.1%		
Nebraska State College System	0.9%	6.4%	-2.6%	3.6%		
Nebraska Community Colleges	-12.1%	4.6%	-21.2%	-17.6%		
Independent Colleges and Universities	5.2%	2.7%	4.2%	7.0%		
For-Profit/Career Schools	3.8%	2.7%	-75.3%	-74.6%		
Nebraska Total	-2.0%	2.5%	-4.3%	-1.9%		

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Table A1.4 Continued

Part B: <u>Part-Time</u>, First-Time Freshmen						
Number of Students	2007	2008	2009	2010	2011	2012
University of Nebraska	141	95	94	112	129	145
Nebraska State College System	21	27	28	23	20	27
Nebraska Community Colleges	1,374	1,293	1,462	1,607	1,515	1,565
Independent Colleges and Universities	66	187	149	154	193	195
For-Profit/Career Schools	94	76	170	201	67	80
Nebraska Total	1,696	1,678	1,903	2,097	1,924	2,012
% of Total Freshmen Enrolled	8.9%	9.1%	9.9%	10.7%	10.4%	10.9%
Number of Students	2013	2014	2015	2016	2017	Est. 2018
University of Nebraska	134	125	147	107	110	73
Nebraska State College System	12	20	17	12	9	6
Nebraska Community Colleges	1,669	1,574	1,538	1,506	1,365	1,559
Independent Colleges and Universities	83	37	28	41	55	79
For-Profit/Career Schools	103	51	29	55	59	19
Nebraska Total	2,001	1,807	1,759	1,721	1,598	1,736
% of Total Freshmen Enrolled	10.5%	9.7%	9.6%	9.2%	8.8%	9.3%
Percentage Changes	1-Year Change 16-17	Est. 1-Year Change 17-18	10-Year Change 07-17	Est. 11-Year Change 07-18		
University of Nebraska	2.8%	-33.6%	-22.0%	-48.2%		
Nebraska State College System	-25.0%	-33.3%	-57.1%	-71.4%		
Nebraska Community Colleges	-9.4%	14.2%	-0.7%	13.5%		
Independent Colleges and Universities	34.1%	43.6%	-16.7%	19.7%		
For-Profit/Career Schools	7.3%	-67.8%	-37.2%	-79.8%		
Nebraska Total	-7.1%	8.6%	-5.8%	2.4%		

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Table A1.4 Continued

Part C: Total First-Time Freshmen

Number of Students	2007	2008	2009	2010	2011	2012
University of Nebraska	7,002	7,153	6,898	7,123	7,038	6,930
Nebraska State College System	1,282	1,292	1,324	1,327	1,260	1,313
Nebraska Community Colleges	6,042	5,833	6,589	6,799	6,262	6,354
Independent Colleges and Universities	3,402	3,340	3,387	3,375	3,344	3,321
For-Profit/Career Schools	1,297	827	1,078	1,026	583	494
Nebraska Total	19,025	18,445	19,276	19,650	18,487	18,412

Number of Students	2013	2014	2015	2016	2017	Est. 2018
University of Nebraska	7,401	7,603	7,717	8,042	8,012	8,036
Nebraska State College System	1,432	1,419	1,309	1,229	1,237	1,312
Nebraska Community Colleges	6,144	5,809	5,484	5,689	5,043	5,406
Independent Colleges and Universities	3,466	3,332	3,479	3,344	3,531	3,650
For-Profit/Career Schools	579	423	321	341	356	324
Nebraska Total	19,022	18,586	18,310	18,645	18,179	18,728

Percentage Changes	1-Year Change 16-17	Est. 1-Year Change 17-18	10-Year Change 07-17	Est. 11-Year Change 07-18
University of Nebraska	-0.4%	0.3%	14.4%	14.8%
Nebraska State College System	0.7%	6.1%	-3.5%	2.3%
Nebraska Community Colleges	-11.4%	7.2%	-16.5%	-10.5%
Independent Colleges and Universities	5.6%	3.4%	3.8%	7.3%
For-Profit/Career Schools	4.4%	-9.0%	-72.6%	-75.0%
Nebraska Total	-2.5%	3.0%	-4.4%	-1.6%

Data sources: For 2007 through 2017 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2007 through fall 2017 surveys. Preliminary enrollments for fall 2018 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2018.

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Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1 Numbers of Nebraska High School Graduates 2007-2008 through 2017-2018					
School Year	Type of School/Agency			Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	ESU & SO		
07-08	19,987	2,158	40	22,185	4.4%
08-09	19,401	2,121	96	21,618	- 2.6%
09-10	19,293	2,143	77	21,513	- 0.5%
10-11	20,313	2,205	119	22,637	5.2%
11-12	20,379	2,192	107	22,678	0.2%
12-13	20,326	2,197	118	22,641	- 0.2%
13-14	20,359	2,557	88	23,004	1.6%
14-15	20,281	2,544	87	22,912	-0.4%
15-16	20,562	2,173	210	22,945	-0.3%
16-17	20,730	2,537	118	23,385	2.1%
17-18	20,844	2,786	117	23,747	3.5%

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational service units; SO = State-operated schools. Data source: Nebraska Department of Education, February 2010 (2007-08 data), February 2011 (2008-09 and 2009-10 data), February 2012 (2010-11 data), December 2012 (2011-12 data), January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), and December 2018 (2017-18 data).

**Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2007-2008 through 2027-2028**

Academic Year	Public by Race/Ethnicity						Public Total	Non Public Total	Total
	White non-Hispanic	Asian/Pacific Islander	Hispanic	Native American	Black non-Hispanic	Race/Ethnicity Total			
Actual									
07-08	16,930	355	1,430	225	1,047	19,987	19,987	2,158	22,145
08-09	16,203	328	1,609	222	1,039	19,401	19,401	2,121	21,522
09-10	15,878	351	1,801	186	1,077	19,293	19,293	2,143	21,436
10-11	15,779	380	2,351	237	1,074	19,821	20,313	2,205	22,518
11-12	15,399	451	2,516	265	1,223	19,854	20,379	2,192	22,571
12-13	15,268	408	2,654	227	1,233	19,790	20,326	2,197	22,523
13-14	14,964	507	2,907	211	1,179	19,768	20,359	2,557	22,916
14-15	14,817	503	3,026	228	1,112	19,686	20,281	2,544	22,825
15-16	15,007	484	3,082	211	1,206	20,000	20,562	2,173	22,735
16-17	14,770	573	3,334	240	1,187	20,104	20,730	2,537	23,267
17-18	14,854	520	3,486	233	1,157	20,250	20,844	2,786	23,630
Projected									
17-18	15,703	570	3,562	225	1,217	21,277	21,250	2,377	23,627
18-19	15,760	636	3,729	268	1,232	21,625	21,599	2,402	24,001
19-20	16,001	646	4,053	229	1,133	22,062	21,968	2,304	24,272
20-21	16,101	681	4,131	235	1,149	22,297	22,186	2,356	24,542
21-22	16,433	727	4,295	230	1,142	22,827	22,674	2,426	25,100
22-23	16,209	791	4,416	198	1,204	22,818	22,634	2,370	25,004
23-24	16,285	805	4,695	224	1,225	23,234	23,037	2,456	25,493
24-25	15,526	708	4,364	208	1,085	21,891	21,687	2,463	24,151
25-26	15,901	756	4,893	204	1,228	22,982	22,639	2,468	25,107
26-27	15,874	858	4,925	216	1,245	23,118	22,751	2,465	25,216
27-28	15,408	846	4,506	183	1,215	22,158	21,865	2,369	24,234

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The actual and projected public totals do not include graduates from education service units or state-operated schools. Beginning in 2010-2011, the actual race/ethnicity total does not equal the public total because students in the “two or more races” category are not included in the race/ethnicity total. They are, however, included in the public total. (Number of multiracial public high school graduates by year: 2010-11 = 492, 2011-12 = 525, 2012-13 = 536, 2013-14 = 591, 2014-15 = 595, 2015-16 = 562, 2016-17 = 626, 2017-18 = 594.) The projected race/ethnicity total does not equal the projected 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 independently from the total public projections. The sum of the projected public and nonpublic graduates may not equal the total graduates, and the sum of the projected races may not equal the race/ethnicity total. For 2017-2018, the actual number of public school graduates (20,844) was 1.9% lower than WICHE predicted in their 2016 report (21,250). Data sources: For actual numbers of graduates: Nebraska Department of Education, February 2010 (2007-08 data), February 2011 (2008-09 and 2009-10 data), February 2012 (2010-11 data), December 2012 (2011-12 data), January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), and December 2018 (2017-18 data). For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016*.

Table A2.3
Actual and Projected Changes in the Numbers and Percentages of
Nebraska Public High School Graduates by Race/Ethnicity:
2007-2008, 2017-18, and 2027-2028

Race/Ethnicity	2007-2008 ^a		2017-2018		Actual % Change 07-08 to 17-18	2027-2028 ^b		Projected % Change 17-18 to 27-28
	Actual No. of Grads	% of Actual Grads	Actual No. of Grads	% of Actual Grads		Projected No. of Grads	% of Projected Grads	
White non-Hispanic	16,930	84.7%	14,854	71.3%	-12.3%	15,408	69.5%	3.7%
Asian/ Pacific Islander	355	1.8%	520	2.5%	46.5%	846	3.8%	62.7%
Hispanic	1,430	7.2%	3,486	16.7%	143.8%	4,506	20.3%	29.3%
Native American	225	1.1%	233	1.1%	3.6%	183	0.8%	-21.5%
Black non-Hispanic	1,047	5.2%	1,157	5.6%	10.5%	1,215	5.5%	5.0%
Two or More Races	N/A	N/A	594	2.8%	N/A	N/A ^b	N/A ^b	N/A ^b
Total for Public High Schools	19,987		20,844		4.3%	22,158		6.3% ^c

Note. The number of actual graduates and the projected number of graduates do not include graduates of educational service units or state-operated schools. Data source: For actual numbers of graduates: Nebraska Department of Education, February 2010, and December 2018. For projected numbers of graduates: For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016.*

^a Two or more races was not a racial/ethnic category in 2007-08.

^b WICHE proportionately allocated two or more races data to the “four non-Hispanic race groups (American Indian/Alaska Native, Asian/Pacific Islander, black non-Hispanic, and white non-Hispanic) based on each group’s average share of the combined race total over the three most recent previous years. (Data in the Hispanic category were not part of the apportionment, because Hispanic is considered an ethnicity, not a race.)” (WICHE, page 126.)

^c Because projections were made independently for the various race/ethnic groups, the total shown here for 2027-28 includes 293 more public high school graduates than the projected total number of public high school graduates. WICHE projects a total of 21,865 individuals will graduate from Nebraska’s public schools in 2027-28. This is a projected increase of 4.9% between 2017-18 and 2027-28.

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Appendix 3

Nebraska High School Graduation Rates

Explanatory Note A3.1 The Cohort Four-Year High School Graduation Rate

Prior to the 2010-2011 school year, the Nebraska Department of Education used the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.

Beginning with the 2010-2011 school year, the Nebraska Department of Education (NDE) started using the **cohort four-year graduation rate** or, more simply, the **cohort graduation rate**, to measure the proportion of Nebraska's public high school students who receive regular diplomas. The cohort graduation rate is not currently calculated for nonpublic schools in Nebraska.

The cohort four-year graduation rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the graduation cohort, including students who graduate in the summer following the expected graduation year.

A student belongs to a graduation cohort based on school enrollment status. The demographic subgroups for a graduation cohort are determined by data submitted by the school district and reported at the student's final status.

A graduation cohort represents the group of students sharing an expected graduation year. The expected graduation year is determined by adding four years to the school year when the student reaches 9th grade for the first time and remains unchanged. For example, the 2018 graduation cohort is the group of students who entered 9th grade for the first time at the beginning of or during the 2014-2015 school year. The expected graduation year for this cohort was the 2017-2018 school year.

A graduation cohort is adjusted by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the four-year cohort period.

Only students who earn and receive regular diplomas are counted as completers in calculating the cohort graduation rate. Students who receive certificates of achievement or attendance, alternative awards, or General Education Diplomas (GED) remain in the cohort, but they are not counted as completers for the purposes of calculating the cohort graduate rate. Instead, they remain only in the denominator. The cohort graduation rate is computed using the following formula:

$$\frac{\text{High school diploma recipients (Year X)}}{\text{1st time 9th graders (Year X - 4) + Students who transfer in - (Students who transfer out, emigrate to another country, or die)}}$$

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Explanatory Note A3.1 (Continued)

The cohort four-year graduation rate is calculated using an entirely different methodology than the four-year graduation rate; therefore, it is not comparable to the four-year graduation rates for previous school years. Consequently, **the 2011 cohort four-year graduation rate established a new baseline for future comparisons.**

Data source: Nebraska Department of Education, *2017-2018 Education Profile for State of Nebraska*, Definitions.

**Table A3.1
Cohort Graduation Rates for Nebraska Public High Schools
By Gender, Race/Ethnicity, and Other Student Groups
2010-2011 through 2017-2018**

Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2010-2011						
Total Cohort Graduates	19,313	86%	19,957	89%	20,210	90%
Gender						
Male	9,560	83%	9,979	87%	10,129	88%
Female	9,753	89%	9,978	91%	10,081	92%
Race/Ethnicity						
White non-Hispanic	15,246	90%	15,566	92%	15,701	93%
Asian	327	81%	358	88%	364	90%
Native Hawaiian/Other Pac. Islander	27	90%	29	97%	29	97%
Hispanic	2,113	75%	2,264	79%	2,317	81%
Native American	210	61%	236	68%	239	69%
Black non-Hispanic	939	67%	1,038	73%	1,086	76%
Two or More Races	451	89%	466	91%	474	92%
Other Groups						
Eligible for Free or Reduced Lunch	5,711	78%	6,087	83%	6,226	85%
Special Education Students	1,725	69%	1,874	75%	1,980	80%
English Language Learners	485	62%	569	72%	589	75%
2011-2012						
Total Cohort Graduates	19,317	88%	19,945	90%	20,136	91%
Gender						
Male	9,607	85%	9,984	88%	10,100	89%
Female	9,710	90%	9,961	92%	10,036	93%
Race/Ethnicity						
White non-Hispanic	14,849	91%	15,161	93%	15,260	94%
Asian	375	84%	400	89%	417	92%
Native Hawaiian/Other Pac. Islander	29	85%	30	88%	30	88%
Hispanic	2,276	78%	2,430	83%	2,469	84%
Native American	232	67%	261	73%	276	77%
Black non-Hispanic	1,066	73%	1,148	79%	1,165	80%
Two or More Races	490	85%	515	89%	519	90%
Other Groups						
Eligible for Free or Reduced Lunch	6,150	79%	6,540	86%	6,660	88%
Special Education Students	1,824	71%	1,980	79%	2,071	83%
English Language Learners	566	64%	643	75%	669	79%

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Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2012-2013						
Total Cohort Graduates	19,389	88%	19,977	91%	20,222	92%
Gender						
Male	9,711	86%	10,075	89%	10,218	91%
Female	9,678	91%	9,902	93%	10,004	94%
Race/Ethnicity						
White non-Hispanic	14,772	92%	15,049	94%	15,169	95%
Asian	365	77%	408	84%	425	88%
Native Hawaiian/Other Pac. Islander	18	100%	19	100%	19	100%
Hispanic	2,435	79%	2,579	83%	2,647	85%
Native American	194	72%	206	76%	208	77%
Black non-Hispanic	1,098	77%	1,182	82%	1,211	84%
Two or More Races	507	85%	534	88%	543	90%
Other Groups						
Eligible for Free or Reduced Lunch	6,388	81%	6,735	87%	6,857	89%
Special Education Students	1,820	72%	2,000	80%	2,132	86%
English Language Learners	468	60%	557	72%	588	76%
2013-2014						
Total Cohort Graduates	19,493	90%	19,987	92%	20,215	93%
Gender						
Male	9,655	87%	9,960	90%	10,108	91%
Female	9,838	92%	10,027	94%	10,107	95%
Race/Ethnicity						
White non-Hispanic	14,526	93%	14,777	94%	14,893	95%
Asian	418	78%	447	83%	481	89%
Native Hawaiian/Other Pac. Islander	24	77%	26	84%	27	84%
Hispanic	2,695	83%	2,824	87%	2,860	88%
Native American	187	69%	204	76%	208	77%
Black non-Hispanic	1,085	81%	1,136	84%	1,166	86%
Two or More Races	558	87%	573	90%	580	91%
Other Groups						
Eligible for Free or Reduced Lunch	6,550	82%	6,842	88%	6,967	90%
Special Education Students	1,801	72%	1,956	80%	2,069	85%
English Language Learners	449	60%	510	70%	550	75%

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Table A3.1 (Continued)

Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2014-2015						
Total Cohort Graduates	19,430	89%	20,036	92%	20,250	92%
Gender						
Male	9,619	86%	10,008	89%	10,136	90%
Female	9,811	92%	10,028	94%	10,114	95%
Race/Ethnicity						
White non-Hispanic	14,374	93%	14,656	94%	14,775	95%
Asian	434	78%	475	86%	502	89%
Native Hawaiian/Other Pac. Islander	23	96%	23	96%	23	96%
Hispanic	2,804	82%	2,953	86%	2,989	87%
Native American	207	76%	215	79%	219	80%
Black non-Hispanic	1,020	75%	1,116	83%	1,135	84%
Two or More Races	568	84%	598	88%	607	89%
Other Groups						
Eligible for Free or Reduced Lunch	6,530	81%	6,880	88%	6,994	90%
Special Education Students	1,803	71%	1,975	79%	2,087	84%
English Language Learners	410	55%	505	68%	541	72%
2015-2016						
Total Cohort Graduates	19,668	89%	20,149	91%	20,374	92%
Gender						
Male	9,850	87%	10,153	89%	10,292	90%
Female	9,818	92%	9,996	94%	10,082	94%
Race/Ethnicity						
White non-Hispanic	14,536	93%	14,776	94%	14,881	95%
Asian	410	81%	428	83%	448	87%
Native Hawaiian/Other Pac. Islander	27	77%	31	89%	31	89%
Hispanic	2,883	82%	3,022	85%	3,082	87%
Native American	197	74%	204	77%	211	79%
Black non-Hispanic	1,094	79%	1,152	82%	1,181	84%
Two or More Races	521	84%	536	87%	540	87%
Other Groups						
Eligible for Free or Reduced Lunch	6,631	82%	6,910	87%	7,034	89%
Special Education Students	1,837	70%	1,992	77%	2,123	83%
English Language Learners	348	55%	408	63%	430	68%

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Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2016-2017						
Total Cohort Graduates	19,931	89%	20,492	92%		
Gender						
Male	10,030	87%	10,372	90%		
Female	9,901	92%	10,120	94%		
Race/Ethnicity						
White non-Hispanic	14,345	92%	14,622	94%		
Asian	499	82%	537	88%		
Native Hawaiian/Other Pac. Islander	35	85%	37	93%		
Hispanic	3,130	82%	3,280	85%		
Native American	227	70%	244	75%		
Black non-Hispanic	1,100	81%	1,157	85%		
Two or More Races	595	86%	615	88%		
Other Groups						
Eligible for Free or Reduced Lunch	7,099	82%	7,425	87%		
Special Education Students	1,768	71%	1,924	79%		
English Language Learners	411	50%	500	62%		
2017-2018						
Total Cohort Graduates	20,503	89%				
Gender						
Male	10,312	86%				
Female	10,191	91%				
Race/Ethnicity						
White non-Hispanic	14,627	92%				
Asian	483	82%				
Native Hawaiian/Other Pac. Islander	20	95%				
Hispanic	3,378	81%				
Native American	216	71%				
Black non-Hispanic	1,189	78%				
Two or More Races	590	85%				
Other Groups						
Eligible for Free or Reduced Lunch	7,269	81%				
Special Education Students	1,815	69%				
English Language Learners	432	49%				
<i>Note.</i> Graduates do not include GED recipients or completers who did not receive regular diplomas. Data source: Nebraska Department of Education, <i>2017-2018 Education Profile for State of Nebraska</i> , Cohort Graduation Data.						

Appendix 4

Nebraska Scores on the ACT Test

Table A4.1 Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks Nebraska and National High School Graduating Classes 2008 through 2018						
Year of High School Graduation	No. of Students Tested		% of ACT-Tested Students Meeting College Readiness Benchmarks			
			English		Mathematics	
	Nebraska	National	Nebraska	National	Nebraska	National
2008	16,573	1,421,941	77%	68%	49%	43%
2009	16,286	1,480,469	76%	67%	49%	42%
2010	16,172	1,568,835	76%	66%	50%	43%
2011	16,461	1,623,112	76%	66%	50%	45%
2012	16,581	1,666,017	75%	67%	51%	46%
2013	17,745	1,799,243	71%	64%	46%	44%
2014	17,768	1,845,787	72%	64%	45%	43%
2015	18,347	1,924,436	69%	64%	44%	42%
2016	18,598	2,090,342	68%	61%	43%	41%
2017	18,993	2,030,038	67%	61%	42%	41%
2018	24,516	1,914,817	56%	60%	35%	40%
Year of High School Graduation	% of ACT-Tested Students Meeting College Readiness Benchmarks					
	Reading		Science		Meeting All Four ACT Benchmark Scores	
	Nebraska	National	Nebraska	National	Nebraska	National
2008	60%	53%	35%	28%	27%	22%
2009	61%	53%	36%	28%	29%	23%
2010	60%	52%	35%	29%	29%	24%
2011	60%	52%	36%	30%	29%	25%
2012	59%	52%	36%	31%	30%	25%
2013	48%	44%	41%	36%	28%	26%
2014	48%	44%	42%	37%	29%	26%
2015	49%	46%	42%	38%	29%	28%
2016	48%	44%	40%	36%	28%	26%
2017	50%	47%	41%	37%	28%	27%
2018	40%	46%	33%	36%	22%	27%
<p><i>Note.</i> Beginning with the 2013 graduating class, ACT's college readiness benchmark score for reading increased from 21 to 22 while their college readiness benchmark score for science decreased from 24 to 23. The benchmark scores for English (18) and mathematics (22) were unchanged during the reporting period. In addition, starting in 2013, extended-time test takers are included in national and state scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Data source: ACT, <i>High School Profile Report - Nebraska</i>, 2008 through 2018.</p>						

Table A4.2
Numbers and Percentages of ACT-Tested Students
by High School Curriculum Completed or Planned to Complete Before Graduation
2008 through 2018

Year of High School Graduation	The Core or More		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	
2008	11,934	72%	3,944	24%	695	4%	16,573
2009	12,701	78%	3,346	21%	239	1%	16,286
2010	12,870	80%	3,053	19%	249	2%	16,172
2011	13,168	80%	3,120	19%	173	1%	16,461
2012	13,515	82%	2,896	17%	170	1%	16,581
2013	13,851	78%	3,372	19%	522	3%	17,745
2014	13,909	78%	3,283	18%	576	3%	17,768
2015	13,943	76%	3,489	19%	915	5%	18,347
2016	13,865	75%	3,480	19%	1,253	7%	18,598
2017	14,384	76%	3,501	18%	1,108	6%	18,993
2018	15,146	62%	6,263	26%	3,107	13%	24,516

Note. 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). Data is self-reported by the student. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Data source: ACT, *High School Profile Report - Nebraska*, 2008 through 2018.

Appendix 5

Nebraska College Continuation Rates

Table A5.1 College Continuation Rates for Nebraska High School Graduates Who Attended Postsecondary Institutions in the United States in the Fall Term Following High School Graduation Fall 2006 through Fall 2016				
Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months and Attended Postsecondary Institutions	College Continuation Rate
2005-2006	21,188	2006	14,352	67.7%
2007-2008	22,185	2008	14,737	66.4%
2009-2010	21,513	2010	15,100	70.2%
2011-2012	22,678	2012	14,920	65.8%
2013-2014	23,004	2014	14,283	62.1%
2015-2016	22,945	2016	14,834	64.7%
Change Since: 2005-06 (HS) & Fall 2006 (FTF)	8.3% (HS)		3.4% (FTF)	
<p><i>Note.</i> High school graduates 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. First-time freshmen include both full-time and part-time students. FTF = first-time freshmen. HS = high school. Continuation rate = the 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 in the fall term following high school graduation divided by the total number of high school graduates. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. Nebraskans who have delayed going to college 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. Data sources: For high school data, Nebraska Department of Education, January 2007 (2005-06 data), January 2009 (2007-08 data), February 2011 (2009-10 data), December 2013 (2011-12 data), January 2015 (2013-14 data), December 2016 (2015-16 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.</p>				

Table A5.2
In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Postsecondary Institutions in the United States and the Estimated Number and Percentage of Nebraska High School Graduates Who Did Not Go to College in the Fall Term Following High School Graduation Fall 2006 through Fall 2016

Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months				Estimated No. and % of HS Grads Who Did Not Go to College	
			No. Who Attended Nebraska Institutions	In-State College Continuation Rate	No. Who Attended Out-of-State Institutions	Out-of-State College Continuation Rate	N	%
2005-06	21,188	2006	11,736	55.4%	2,616	12.3%	6,836	32.3%
2007-08	22,185	2008	12,096	54.5%	2,641	11.9%	7,448	33.6%
2009-10	21,513	2010	12,651	58.8%	2,449	11.4%	6,413	29.8%
2011-12	22,678	2012	12,117	53.4%	2,803	12.4%	7,758	34.2%
2013-14	23,004	2014	11,593	50.4%	2,690	11.7%	8,721	37.9%
2015-16	22,945	2016	12,110	52.8%	2,724	11.9%	8,111	35.3%

Note. High school graduates 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. First-time freshmen include both full-time and part-time students. FTF = first-time freshmen. HS = high school. Continuation rate = the 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 in the fall term following high school graduation divided by the total number of high school graduates. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. Nebraskans who have delayed going to college 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. Data sources: For high school data, Nebraska Department of Education, January 2007 (2005-06 data), January 2009 (2007-08 data), February 2011 (2009-10 data), December 2013 (2011-12 data), January 2015 (2013-14 data), and December 2016 (2015-16 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

Table A5.3
Percentages of First-Time Freshmen with Nebraska Residency Who Attended
Nebraska and Out-of-State Postsecondary Institutions in the Fall Term Following
High School Graduation by Type of Institution
Fall 2016 Compared to Fall 2006

Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Nebraska Institutions			
	Fall 2006		Fall 2016	
	N	%	N	%
Private For-Profit	287	2.4%	128	1.1%
Private Not-For-Profit	1,770	15.1%	1,544	12.7%
Subtotal	2,057	17.5%	1,672	13.8%
Public, 2-Year	3,426	29.2%	3,742	30.9%
Public, 4-Year	6,253	53.3%	6,696	55.3%
Subtotal	9,679	82.5%	10,438	86.2%
Total to Nebraska Institutions	11,736	100.0%	12,110	100.0%
Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Out-of-State Institutions			
	Fall 2006		Fall 2016	
	N	%	N	%
Private For-Profit	109	4.2%	44	1.6%
Private Not-For-Profit	1,107	42.3%	948	34.8%
Subtotal	1,216	46.5%	992	36.4%
Public, 2-Year	394	15.1%	495	18.2%
Public, 4-Year	1,006	38.5%	1,237	45.4%
Subtotal	1,400	53.5%	1,732	63.6%
Total to Out-of-State Institutions	2,616	100.0%	2,724	100.0%
Total All States	14,352		14,834	
<i>Note.</i> FTF = first-time freshmen. Includes both full-time and part-time students. Data source: National Center for Education Statistics, IPEDS fall 2006 and 2016 surveys.				

Table A5.4
College Continuation Rates for Nebraska Public High School Graduates
by Gender and Student Income Status
2007-2008 through 2010-2011

Student Income Status	No. of Public High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate
2007-2008 Public High School Graduates			
Males			
Low Income	2,156	1,049	48.7%
Non-Low Income	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Females			
Low Income	2,423	1,333	55.0%
Non-Low Income	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Total			
Low Income	4,579 (22.9%)	2,382	52.0%
Non-Low Income	15,457 (77.1%)	11,449	74.1%
Total	20,036 (100.0%)	13,831	69.0%
2008-2009 Public High School Graduates			
Males			
Low Income	2,323	1,130	48.6%
Non-Low Income	7,354	5,314	72.3%
Total	9,677	6,444	66.6%
Females			
Low Income	2,497	1,461	58.5%
Non-Low Income	7,320	5,769	78.8%
Total	9,817	7,230	73.6%
Total			
Low Income	4,820 (24.7%)	2,591	53.8%
Non-Low Income	14,674 (75.3%)	11,083	75.5%
Total	19,494 (100.0%)	13,674	70.1%

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Table A5.4 (Continued)			
Student Income Status	No. of Public High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate
2009-2010 Public High School Graduates			
Males			
Low Income	2,529	1,321	52.2%
Non-Low Income	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
Low Income	2,767	1,658	59.9%
Non-Low Income	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
Low Income	5,296 (27.3%)	2,979	56.3%
Non-Low Income	14,112 (72.7%)	10,969	77.7%
Total	19,408 (100.0%)	13,948	71.9%
2010-2011 Public High School Graduates			
Males			
Low Income	2,708	1,423	52.5%
Non-Low Income	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
Low Income	3,032	1,836	60.6%
Non-Low Income	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
Low Income	5,740 (29.7%)	3,259	56.8%
Non-Low Income	13,619 (70.3%)	10,533	77.3%
Total	19,359 (100.0%)	13,792	71.2%
<p><i>Note.</i> Includes only “on-time” graduates (students who graduated from high school in four years or less). Includes graduates of Nebraska’s state operated schools. Low-income students = students approved to receive free or reduced-price school lunches (FRL). Non-low-income students = students not approved for FRL. The non-low-income students include at least some students who live in low-income households, but who do not apply for FRL. Since participation in the FRL program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified or excluded for the purposes of analysis. College continuation rate = the number of students enrolled in college on or before April 7, 2009 (2007-08 graduates), April 20, 2010 (2008-09 graduates), April 28, 2011 (2009-10 graduates), or April 24, 2012 (2010-11 graduates) divided by the total number of students who graduated from Nebraska public high schools during the academic year. Data sources: For high school graduates, Nebraska Department of Education, April 2009, April 2010, April 2011, and April 2012; for number of graduates who enrolled in college, National Student Clearinghouse, April 2009, April 2010, April 2011, and April 2012.</p>			

**Table A5.5
College Continuation Rates for Nebraska Public High School Graduates
by Gender, Student Income Status, and Race/Ethnicity: 2011-2012 through 2016-2017**

Gender / Student Income Status / Race/Ethnicity	2011-2012			2012-2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,570	852	54.3%	1,581	798	50.5%
Asian/Pacific Islander	73	47	64.4%	75	57	76.0%
Black non-Hispanic	359	203	56.5%	360	209	58.1%
Hispanic	771	339	44.0%	847	409	48.3%
Native American	82	29	35.4%	64	25	39.1%
Two or More Races	92	53	57.6%	120	68	56.7%
Total	2,947	1,523	51.7%	3,047	1,566	51.4%
Non-Low Income						
White non-Hispanic	5,903	4,309	73.0%	5,911	4,419	74.8%
Asian/Pacific Islander	136	107	78.7%	109	89	81.7%
Black non-Hispanic	162	116	71.6%	162	112	69.1%
Hispanic	325	192	59.1%	347	202	58.2%
Native American	41	21	51.2%	41	19	46.3%
Two or More Races	120	75	62.5%	119	80	67.2%
Total	6,687	4,820	72.1%	6,689	4,921	73.6%
Total						
White non-Hispanic	7,473	5,161	69.1%	7,492	5,217	69.6%
Asian/Pacific Islander	209	154	73.7%	184	146	79.3%
Black non-Hispanic	521	319	61.2%	522	321	61.5%
Hispanic	1,096	531	48.4%	1,194	611	51.2%
Native American	123	50	40.7%	105	44	41.9%
Two or More Races	212	128	60.4%	239	148	61.9%
Total	9,634	6,343	65.8%	9,736	6,487	66.6%
Females						
Low Income						
White non-Hispanic	1,691	1,120	66.2%	1,721	1,113	64.7%
Asian/Pacific Islander	80	59	73.8%	90	70	77.8%
Black non-Hispanic	412	256	62.1%	437	251	57.4%
Hispanic	830	457	55.1%	917	521	56.8%
Native American	69	23	33.3%	63	22	34.9%
Two or More Races	158	104	65.8%	147	93	63.3%
Total	3,240	2,019	62.3%	3,375	2,070	61.3%
Non-Low Income						
White non-Hispanic	5,715	4,778	83.6%	5,598	4,685	83.7%
Asian/Pacific Islander	119	95	79.8%	102	79	77.5%
Black non-Hispanic	137	109	79.6%	157	121	77.1%
Hispanic	362	252	69.6%	337	223	66.2%
Native American	44	24	54.5%	29	9	31.0%
Two or More Races	124	97	78.2%	119	91	76.5%
Total	6,501	5,355	82.4%	6,342	5,208	82.1%
Total						
White non-Hispanic	7,406	5,898	79.6%	7,319	5,798	79.2%
Asian/Pacific Islander	199	154	77.4%	192	149	77.6%
Black non-Hispanic	549	365	66.5%	594	372	62.6%
Hispanic	1,192	709	59.5%	1,254	744	59.3%
Native American	113	47	41.6%	92	31	33.7%
Two or More Races	282	201	71.3%	266	184	69.2%
Total	9,741	7,374	75.7%	9,717	7,278	74.9%

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Table A5.5 (Continued)

Gender / Student Income Status / Race/Ethnicity	2011-2012			2012-2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,261	1,972	60.5%	3,302	1,911	57.9%
Asian/Pacific Islander	153	106	69.3%	165	127	77.0%
Black non-Hispanic	771	459	59.5%	797	460	57.7%
Hispanic	1,601	796	49.7%	1,764	930	52.7%
Native American	151	52	34.4%	127	47	37.0%
Two or More Races	250	157	62.8%	267	161	60.3%
Total	6,187 (31.9%)	3,542	57.2%	6,422 (33.0%)	3,636	56.6%
Non-Low Income						
White non-Hispanic	11,618	9,087	78.2%	11,509	9,104	79.1%
Asian/Pacific Islander	255	202	79.2%	211	168	79.6%
Black non-Hispanic	299	225	75.3%	319	233	73.0%
Hispanic	687	444	64.6%	684	425	62.1%
Native American	85	45	52.9%	70	28	40.0%
Two or More Races	244	172	70.5%	238	171	71.8%
Total	13,188 (68.1%)	10,175	77.2%	13,031 (67.0%)	10,129	77.7%
Total						
White non-Hispanic	14,879	11,059	74.3%	14,811	11,015	74.4%
Asian/Pacific Islander	408	308	75.5%	376	295	78.5%
Black non-Hispanic	1,070	684	63.9%	1,116	693	62.1%
Hispanic	2,288	1,240	54.2%	2,448	1,355	55.4%
Native American	236	97	41.1%	197	75	38.1%
Two or More Races	494	329	66.6%	505	332	65.7%
Total	19,375 (100.0%)	13,717	70.8%	19,453 (100.0%)	13,765	70.8%

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Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2013-2014			2014-2015		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,515	769	50.8%	1,658	833	50.2%
Asian/Pacific Islander	100	75	75.0%	98	68	69.4%
Black non-Hispanic	362	211	58.3%	340	193	56.8%
Hispanic	971	516	53.1%	936	487	52.0%
Native American	62	24	38.7%	54	22	40.7%
Two or More Races	114	51	44.7%	120	61	50.8%
Total	3,124	1,646	52.7%	3,206	1,664	51.9%
Non-Low Income						
White non-Hispanic	5,750	4,337	75.4%	5,637	4,206	74.6%
Asian/Pacific Islander	107	87	81.3%	115	99	86.1%
Black non-Hispanic	164	92	56.1%	188	124	66.0%
Hispanic	391	225	57.5%	415	251	60.5%
Native American	26	13	50.0%	51	24	47.1%
Two or More Races	130	98	75.4%	143	102	71.3%
Total	6,568	4,852	73.9%	6,549	4,806	73.4%
Total						
White non-Hispanic	7,265	5,106	70.3%	7,295	5,039	69.1%
Asian/Pacific Islander	207	162	78.3%	213	167	78.4%
Black non-Hispanic	526	303	57.6%	528	317	60.0%
Hispanic	1,362	741	54.4%	1,351	738	54.6%
Native American	88	37	42.0%	105	46	43.8%
Two or More Races	244	149	61.1%	263	163	62.0%
Total	9,692	6,498	67.0%	9,755	6,470	66.3%
Females						
Low Income						
White non-Hispanic	1,702	1,114	65.5%	1,678	1,052	62.7%
Asian/Pacific Islander	94	75	79.8%	87	65	74.7%
Black non-Hispanic	423	250	59.1%	360	226	62.8%
Hispanic	983	597	60.7%	1081	623	57.6%
Native American	68	28	41.2%	66	34	51.5%
Two or More Races	167	105	62.9%	164	92	56.1%
Total	3,437	2,169	63.1%	3,436	2,092	60.9%
Non-Low Income						
White non-Hispanic	5,578	4,690	84.1%	5,516	4,691	85.0%
Asian/Pacific Islander	144	120	83.3%	180	149	82.8%
Black non-Hispanic	140	118	84.3%	152	123	80.9%
Hispanic	360	245	68.1%	407	284	69.8%
Native American	31	14	45.2%	40	25	62.5%
Two or More Races	147	116	78.9%	150	107	71.3%
Total	6,400	5,303	82.9%	6,445	5,379	83.5%
Total						
White non-Hispanic	7,280	5,804	79.7%	7,194	5,743	79.8%
Asian/Pacific Islander	238	195	81.9%	267	214	80.1%
Black non-Hispanic	563	368	65.4%	512	349	68.2%
Hispanic	1,343	842	62.7%	1,488	907	61.0%
Native American	99	42	42.4%	106	59	55.7%
Two or More Races	314	221	70.4%	314	199	63.4%
Total	9,837	7,472	76.0%	9,881	7,471	75.6%

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Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2013-2014			2014-2015		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,217	1,883	58.5%	3,336	1,885	56.5%
Asian/Pacific Islander	194	150	77.3%	185	133	71.9%
Black non-Hispanic	785	461	58.7%	700	419	59.9%
Hispanic	1,954	1,113	57.0%	2,017	1,110	55.0%
Native American	130	52	40.0%	120	56	46.7%
Two or More Races	281	156	55.5%	284	153	53.9%
Total	6,561 (33.6%)	3,815	58.1%	6,642 (33.8%)	3,756	56.5%
Non-Low Income						
White non-Hispanic	11,328	9,027	79.7%	11,153	8,897	79.8%
Asian/Pacific Islander	251	207	82.5%	295	248	84.1%
Black non-Hispanic	304	210	69.1%	340	247	72.6%
Hispanic	751	470	62.6%	822	535	65.1%
Native American	57	27	47.4%	91	49	53.8%
Two or More Races	277	214	77.3%	293	209	71.3%
Total	12,968 (66.4%)	10,155	78.3%	12,994 (66.2%)	10,185	78.4%
Total						
White non-Hispanic	14,545	10,910	75.0%	14,489	10,782	74.4%
Asian/Pacific Islander	445	357	80.2%	480	381	79.4%
Black non-Hispanic	1,089	671	61.6%	1,040	666	64.0%
Hispanic	2,705	1,583	58.5%	2,839	1,645	57.9%
Native American	187	79	42.2%	211	105	49.8%
Two or More Races	558	370	66.3%	577	362	62.7%
Total	19,529 (100.0%)	13,970	71.5%	19,636 (100.0%)	13,941	71.0%

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Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2015-2016			2016-2017		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,642	836	50.9%	1,680	827	49.2%
Asian/Pacific Islander	83	58	69.9%	112	79	70.5%
Black non-Hispanic	396	215	54.3%	378	194	51.3%
Hispanic	1,009	553	54.8%	1,076	549	51.0%
Native American	56	17	30.4%	65	19	29.2%
Two or More Races	104	61	58.7%	123	53	43.1%
Total	3,290	1,740	52.9%	3,434	1,721	50.1%
Non-Low Income						
White non-Hispanic	5,757	4,288	74.5%	5,606	4,203	75.0%
Asian/Pacific Islander	118	91	77.1%	159	131	82.4%
Black non-Hispanic	182	125	68.7%	162	102	63.0%
Hispanic	434	265	61.1%	472	261	55.3%
Native American	44	24	54.5%	45	24	53.3%
Two or More Races	127	85	66.9%	157	102	65.0%
Total	6,662	4,878	73.2%	6,601	4,823	73.1%
Total						
White non-Hispanic	7,399	5,124	69.3%	7,286	5,030	69.0%
Asian/Pacific Islander	201	149	74.1%	271	210	77.5%
Black non-Hispanic	578	340	58.8%	540	296	54.8%
Hispanic	1,443	818	56.7%	1,548	810	52.3%
Native American	100	41	41.0%	110	43	39.1%
Two or More Races	231	146	63.2%	280	155	55.4%
Total	9,952	6,618	66.5%	10,035	6,544	65.2%
Females						
Low Income						
White non-Hispanic	1,631	1,042	63.9%	1,714	1,100	64.2%
Asian/Pacific Islander	119	98	82.4%	111	85	76.6%
Black non-Hispanic	377	236	62.6%	416	261	62.7%
Hispanic	1,077	626	58.1%	1,186	729	61.5%
Native American	50	20	40.0%	60	30	50.0%
Two or More Races	142	80	56.3%	162	100	61.7%
Total	3,396	2,102	61.9%	3,649	2,305	63.2%
Non-Low Income						
White non-Hispanic	5,607	4,709	84.0%	5,349	4,484	83.8%
Asian/Pacific Islander	130	110	84.6%	153	119	77.8%
Black non-Hispanic	164	115	70.1%	147	112	76.2%
Hispanic	369	257	69.6%	403	291	72.2%
Native American	51	31	60.8%	61	41	67.2%
Two or More Races	163	131	80.4%	152	116	76.3%
Total	6,484	5,353	82.6%	6,265	5,163	82.4%
Total						
White non-Hispanic	7,238	5,751	79.5%	7,063	5,584	79.1%
Asian/Pacific Islander	249	208	83.5%	264	204	77.3%
Black non-Hispanic	541	351	64.9%	563	373	66.3%
Hispanic	1,446	883	61.1%	1,589	1,020	64.2%
Native American	101	51	50.5%	121	71	58.7%
Two or More Races	305	211	69.2%	314	216	68.8%
Total	9,880	7,455	75.5%	9,914	7,468	75.3%

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Table A5.5 (Continued)

Gender / Student Income Status / Race/Ethnicity	2015-2016			2016-2017		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,273	1,878	57.4%	3,394	1,927	56.8%
Asian/Pacific Islander	202	156	77.2%	223	164	73.5%
Black non-Hispanic	773	451	58.3%	794	455	57.3%
Hispanic	2,086	1,179	56.5%	2,262	1,278	56.5%
Native American	106	37	34.9%	125	49	39.2%
Two or More Races	246	141	57.3%	285	153	53.7%
Total	6,686 (33.7%)	3,842	57.5%	7,083 (35.5%)	4,026	56.8%
Non-Low Income						
White non-Hispanic	11,364	8,997	79.2%	10,955	8,687	79.3%
Asian/Pacific Islander	248	201	81.0%	312	250	80.1%
Black non-Hispanic	346	240	69.4%	309	214	69.3%
Hispanic	803	522	65.0%	875	552	63.1%
Native American	95	55	57.9%	106	65	61.3%
Two or More Races	290	216	74.5%	309	218	70.6%
Total	13,146 (66.3%)	10,231	77.8%	12,866 (64.5%)	9,986	77.6%
Total						
White non-Hispanic	14,637	10,875	74.3%	14,349	10,614	74.0%
Asian/Pacific Islander	450	357	79.3%	535	414	77.4%
Black non-Hispanic	1,119	691	61.8%	1,103	669	60.7%
Hispanic	2,889	1,701	58.9%	3,137	1,830	58.3%
Native American	201	92	45.8%	231	114	49.4%
Two or More Races	536	357	66.6%	594	371	62.5%
Total	19,832 (100.0%)	14,073	71.0%	19,949 (100.0%)	14,012	70.2%
<p><i>Note.</i> Includes only "on-time" graduates (students who graduated from high school in four years or less). Includes graduates of Nebraska's state operated schools. Low-income students = students approved to receive free or reduced-price school lunches (FRL). Non-low-income students = students not approved for FRL. The non-low-income students include at least some students who live in low-income households, but who do not apply for FRL. Since participation in the FRL program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified or excluded for the purposes of analysis. College continuation rate = the number of students enrolled in college on or before May 31, 2013 (2011-12 graduates), March 27, 2014 (2012-13 graduates), May 31, 2015 (2013-14 graduates), May 27, 2016 (2014-15 graduates), May 25, 2017 (2015-16 graduates), or May 31, 2018 (2016-17 graduates) divided by the total number of students who graduated from Nebraska public high schools during the academic year. Data sources: Nebraska Department of Education (numbers of high school graduates), August 2013, April 2014, August 2015, April 2016, October 2017, and May 2018; National Student Clearinghouse (college continuation data), August and September 2013, March and April 2014, August 2015, May 2016, May 2017, and May 2018.</p>						

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Appendix 6

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

Table A6.1
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2006 through Fall 2016

Where Students Enrolled as FTF	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
Nebraska Schools	11,736	81.8%	12,096	82.1%	12,651	83.8%	12,117	81.2%
Out-of-State Schools	2,616	18.2%	2,641	17.9%	2,449	16.2%	2,803	18.8%
Total	14,352	100.0%	14,737	100.0%	15,100	100.0%	14,920	100.0%
Δ Since the Previous IPEDS Survey			385	2.7%	363	2.5%	-180	-1.2%
Where Students Enrolled as FTF	Fall 2014		Fall 2016			Δ Since Fall 2006		
	N	%	N	%		N	%	
Nebraska Schools	11,593	81.2%	12,110	81.6%		374	3.2%	
Out-of-State Schools	2,690	18.8%	2,724	18.4%		108	4.1%	
Total	14,283	100.0%	14,834	100.0%		482	3.4%	
Δ Since the Previous IPEDS Survey	-637	-4.3%	551	3.9%				

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

Table A6.2
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2006 through Fall 2016

Where Students Enrolled as FTF	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
University of Nebraska	5,452	46.5%	5,651	46.7%	5,690	45.0%	5,454	45.0%
Nebraska State College System	892	7.6%	942	7.8%	965	7.6%	924	7.6%
Nebraska Community Colleges	3,326	28.3%	3,431	28.4%	3,989	31.5%	3,920	32.4%
Public Total	9,670	82.4%	10,024	82.9%	10,644	84.1%	10,298	85.0%
Independent Colleges and Universities	1,779	15.2%	1,727	14.3%	1,709	13.5%	1,623	13.4%
For-Profit/ Career Schools	287	2.4%	345	2.9%	298	2.4%	196	1.6%
Nebraska Total	11,736	100.0%	12,096	100.0%	12,651	100.0%	12,117	100.0%
Where Students Enrolled as FTF	Fall 2014		Fall 2016		Δ Since Fall 2006			
	N	%	N	%			N	%
University of Nebraska	5,776	49.8%	5,959	49.2%			507	9.3%
Nebraska State College System	994	8.6%	820	6.8%			-72	-8.1%
Nebraska Community Colleges	3,126	27.0%	3,646	30.1%			320	9.6%
Public Total	9,896	85.4%	10,425	86.1%			755	7.8%
Independent Colleges and Universities	1,551	13.4%	1,557	12.9%			-222	-12.5%
For-Profit/ Career Schools	146	1.3%	128	1.1%			-159	-55.4%
Nebraska Total	11,593	100.0%	12,110	100.0%			374	3.2%

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

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 2006 through Fall 2016

Where Students Enrolled as FTF	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
Nebraska Schools	3,321	85.5%	2,861	81.5%	3,330	83.7%	2,483	82.6%
Out-of-State Schools	561	14.5%	649	18.5%	650	16.3%	522	17.4%
Total	3,882	100.0%	3,510	100.0%	3,980	100.0%	3,005	100.0%
Δ Since the Previous IPEDS Survey			-372	-9.6%	470	13.4%	-975	-24.5%
Where Students Enrolled as FTF	Fall 2014		Fall 2016			Δ Since Fall 2006		
	N	%	N	%		N	%	
Nebraska Schools	2,742	85.4%	1,900	83.1%		-1,421	-42.8%	
Out-of-State Schools	470	14.6%	386	16.9%		-175	-31.2%	
Total	3,212	100.0%	2,286	100.0%		-1,596	-41.1%	
Δ Since the Previous IPEDS Survey	207	6.9%	-926	-28.8%				

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

Table A6.4
Nebraska-Resident First-Time Freshmen,
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2006 through Fall 2016

Where Students Enrolled as FTF	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
University of Nebraska	233	7.0%	292	10.2%	238	7.1%	136	5.5%
Nebraska State College System	44	1.3%	50	1.7%	47	1.4%	59	2.4%
Nebraska Community Colleges	2,074	62.5%	2,010	70.3%	2,304	69.2%	1,908	76.8%
Public Total	2,351	70.8%	2,352	82.2%	2,589	77.7%	2,103	84.7%
Independent Colleges and Universities	232	7.0%	99	3.5%	116	3.5%	141	5.7%
For-Profit/ Career Schools	738	22.2%	410	14.3%	625	18.8%	239	9.6%
Nebraska Total	3,321	100.0%	2,861	100.0%	3,330	100.0%	2,483	100.0%
Where Students Enrolled as FTF	Fall 2014		Fall 2016			Δ Since Fall 2006		
	N	%	N	%		N	%	
University of Nebraska	189	6.9%	217	11.4%		-16	-6.9%	
Nebraska State College System	56	2.0%	36	1.9%		-8	-18.2%	
Nebraska Community Colleges	2,190	79.9%	1,439	75.7%		-635	-30.6%	
Public Total	2,435	88.8%	1,692	89.1%		-659	-28.0%	
Independent Colleges and Universities	70	2.6%	54	2.8%		-178	-76.7%	
For-Profit/ Career Schools	237	8.6%	154	8.1%		-584	-79.1%	
Nebraska Total	2,742	100.0%	1,900	100.0%		-1,421	-42.8%	
<i>Note.</i> Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.								

Table A6.5
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2006 through Fall 2016

Where Students Enrolled as FTF	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
University of Nebraska	966	34.6%	1,079	36.3%	1,006	34.1%	1,072	36.0%
Nebraska State College System	227	8.1%	259	8.7%	277	9.4%	294	9.9%
Nebraska Community Colleges	200	7.2%	192	6.5%	185	6.3%	271	9.1%
Public Total	1,393	49.9%	1,530	51.5%	1,468	49.8%	1,637	54.9%
Independent Colleges and Universities	1,374	49.2%	1,412	47.5%	1,452	49.3%	1,316	44.1%
For-Profit/ Career Schools	27	1.0%	31	1.0%	28	0.9%	28	0.9%
Nebraska Total	2,794	100.0%	2,973	100.0%	2,948	100.0%	2,981	100.0%
Where Students Enrolled as FTF	Fall 2014		Fall 2016			Δ Since Fall 2006		
	N	%	N	%		N	%	
University of Nebraska	1,347	38.6%	1,581	40.0%		615	63.7%	
Nebraska State College System	331	9.5%	345	8.7%		118	52.0%	
Nebraska Community Colleges	295	8.5%	335	8.5%		135	67.5%	
Public Total	1,973	56.6%	2,261	57.2%		868	62.3%	
Independent Colleges and Universities	1,502	43.1%	1,676	42.4%		302	22.0%	
For-Profit/ Career Schools	13	0.4%	19	0.5%		-8	-29.6%	
Nebraska Total	3,488	100.0%	3,956	100.0%		1,162	41.6%	
<p><i>Note.</i> Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.</p>								

Table A6.6
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months after High School Graduation
Fall 2006 through Fall 2016

Where Students Enrolled as FTF	Fall 2006		Fall 2008		Fall 2010		Fall 2012	
	N	%	N	%	N	%	N	%
University of Nebraska	116	25.7%	105	25.3%	122	24.0%	199	31.7%
Nebraska State College System	23	5.1%	33	8.0%	38	7.5%	32	5.1%
Nebraska Community Colleges	137	30.3%	167	40.2%	234	46.0%	200	31.8%
Public Total	276	61.1%	305	73.5%	394	77.4%	431	68.6%
Independent Colleges and Universities	102	22.6%	69	16.6%	80	15.7%	180	28.7%
For-Profit/ Career Schools	74	16.4%	41	9.9%	35	6.9%	17	2.7%
Nebraska Total	452	100.0%	415	100.0%	509	100.0%	628	100.0%
Where Students Enrolled as FTF	Fall 2014		Fall 2016			Δ Since Fall 2006		
	N	%	N	%		N	%	
University of Nebraska	154	27.2%	219	46.4%		103	88.8%	
Nebraska State College System	38	6.7%	28	5.9%		5	21.7%	
Nebraska Community Colleges	188	33.2%	156	33.1%		19	13.9%	
Public Total	380	67.0%	403	85.4%		127	46.0%	
Independent Colleges and Universities	173	30.5%	48	10.2%		-54	-52.9%	
For-Profit/ Career Schools	14	2.5%	21	4.4%		-53	-71.6%	
Nebraska Total	567	100.0%	472	100.0%		20	4.4%	

Note. Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.

Table A6.7
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2006 through Fall 2016

Fall 2006							
Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	9,670	87.4%	1,299	11.7%	94	0.8%	11,063
University of Nebraska	5,452	84.9%	879	13.7%	87	1.4%	6,418
Neb. College of Tech. Agriculture	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 Neb. Medical Center	Not applicable						
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%			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 Neb. Community College	255	82.3%	49	15.8%	6	1.9%	310
Nebraska Independent Institutions	1,779	56.4%	1,359	43.1%	15	0.5%	3,153
Bellevue University	69	90.8%	7	9.2%			76
Bryan College of Health Sciences	4	100.0%					4
Clarkson College							0
College of St. Mary	56	74.7%	19	25.3%			75
Concordia University-Nebraska	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 Univ.-Arts & Sciences	195	79.6%	50	20.4%			245
Doane Univ.-Grad. & Prof. Studies	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 University	210	78.7%	57	21.3%			267
Neb. Christian College of Hope Int'l	19	45.2%	23	54.8%			42
Neb. Indian Community College	9	100.0%					9
Nebraska Methodist College	20	90.9%	2	9.1%			22
Nebraska Wesleyan University	369	89.6%	40	9.7%	3	0.7%	412
Summit Christian College	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

Continued on the next page.

Table A6.7 Continued**Fall 2006**

Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit/Career Schools	287	91.4%	27	8.6%	0	0.0%	314
Capitol School of Hairstyling and Esthetics	13	100.0%					13
CHI Health School of Radiologic Technology	Not applicable						
College of Hair Design-Downtown	24	96.0%	1	4.0%			25
College of Hair Design-East Campus	Did not report freshmen data to IPEDS until 2010						
Fullen School of Hair Design	1	100.0%					1
ITT Technical Institute-Omaha	13	76.5%	4	23.5%			17
Joseph's College Cosmetology	76	95.0%	4	5.0%			80
Kaplan University-Lincoln Campus	53	96.4%	2	3.6%			55
Kaplan University-Omaha Campus	10	100.0%					10
La'James International College	42	95.5%	2	4.5%			44
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	7	100.0%					7
National American University-Bellevue	Did not report freshmen data to IPEDS until 2012						
Omaha School of Massage and Healthcare of Herzing University	11	73.3%	4	26.7%			15
Paul Mitchell the School Lincoln	Did not report freshmen data to IPEDS until 2016						
Regional West Medical Center School of Radiologic Technology	Not applicable						
The Creative Center	12	54.5%	10	45.5%			22
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
Xenon International Academy-Omaha	22	100.0%					22
Nebraska Total	11,736	80.8%	2,685	18.5%	109	0.8%	14,530

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Table A6.7 Continued

Fall 2008							
Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,024	86.8%	1,451	12.6%	79	0.7%	11,554
University of Nebraska	5,651	84.0%	1,014	15.1%	65	1.0%	6,730
Neb. College of Tech. Agriculture	65	78.3%	18	21.7%			83
University of Nebraska at Kearney	881	90.2%	85	8.7%	11	1.1%	977
University of Nebraska-Lincoln	3,124	79.6%	754	19.2%	45	1.1%	3,923
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,581	90.5%	157	9.0%	9	0.5%	1,747
Nebraska State College System	942	78.4%	257	21.4%	2	0.2%	1,201
Chadron State College	249	68.2%	114	31.2%	2	0.5%	365
Peru State College	177	84.3%	33	15.7%			210
Wayne State College	516	82.4%	110	17.6%			626
Nebraska Community Colleges	3,431	94.7%	180	5.0%	12	0.3%	3,623
Central Community College	707	99.2%	6	0.8%			713
Metropolitan Community College	672	97.1%	20	2.9%			692
Mid-Plains Community College	173	77.9%	43	19.4%	6	2.7%	222
Northeast Community College	546	94.8%	30	5.2%			576
Southeast Community College	1,072	98.7%	14	1.3%			1,086
Western Neb. Community College	261	78.1%	67	20.1%	6	1.8%	334
Nebraska Independent Institutions	1,727	55.0%	1,386	44.2%	26	0.8%	3,139
Bellevue University	102	88.7%	13	11.3%			115
Bryan College of Health Sciences	24	96.0%	1	4.0%			25
Clarkson College	13	92.9%	1	7.1%			14
College of St. Mary	52	86.7%	8	13.3%			60
Concordia University-Nebraska	106	39.8%	160	60.2%			266
Creighton University	309	31.7%	650	66.6%	17	1.7%	976
Dana College	77	57.0%	58	43.0%			135
Doane Univ.-Arts & Sciences	203	83.9%	39	16.1%			242
Doane Univ.-Grad. & Prof. Studies	4	100.0%					4
Grace University	55	57.3%	41	42.7%			96
Hastings College	211	66.8%	104	32.9%	1	0.3%	316
Little Priest Tribal College	15	93.8%	1	6.3%			16
Midland University	93	66.0%	46	32.6%	2	1.4%	141
Neb. Christian College of Hope Int'l	23	60.5%	15	39.5%			38
Neb. Indian Community College	3	100.0%					3
Nebraska Methodist College of Nursing & Allied Health	40	90.9%	4	9.1%			44
Nebraska Wesleyan University	339	89.2%	41	10.8%			380
Summit Christian College	4	40.0%	6	60.0%			10
Union College	18	11.9%	127	84.1%	6	4.0%	151
York College	36	33.6%	71	66.4%			107

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Table A6.7 Continued

Fall 2008

Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit/Career Schools	345	91.8%	31	8.2%			376
Capitol School of Hairstyling and Esthetics	25	89.3%	3	10.7%			28
CHI Health School of Radiologic Technology	Not applicable						
College of Hair Design-Downtown	35	97.2%	1	2.8%			36
College of Hair Design-East Campus	Did not report freshmen data to IPEDS until 2010						
Fullen School of Hair Design	1	100.0%					1
ITT Technical Institute-Omaha	9	90.0%	1	10.0%			10
Joseph's College Cosmetology	38	100.0%					38
Kaplan University-Lincoln Campus	44	100.0%					44
Kaplan University-Omaha Campus	17	94.4%	1	5.6%			18
La'James International College	46	93.9%	3	6.1%			49
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	27	100.0%					27
National American University-Bellevue	Did not report freshmen data to IPEDS until 2012						
Omaha School of Massage and Healthcare of Herzing University	22	91.7%	2	8.3%			24
Paul Mitchell the School Lincoln	Did not report freshmen data to IPEDS until 2016						
Regional West Medical Center School of Radiologic Technology	Not applicable						
The Creative Center	28	65.1%	15	34.9%			43
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley	8	100.0%					8
Xenon International Academy-Omaha	35	87.5%	5	12.5%			40
Nebraska Total	12,096	80.3%	2,868	19.0%	105	0.7%	15,069

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Table A6.7 Continued

Fall 2010							
Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,644	87.9%	1,386	11.4%	82	0.7%	12,112
University of Nebraska	5,690	85.0%	933	13.9%	73	1.1%	6,696
Neb. College of Tech. Agriculture	83	80.6%	20	19.4%			103
University of Nebraska at Kearney	879	89.3%	93	9.5%	12	1.2%	984
University of Nebraska-Lincoln	3,189	80.6%	705	17.8%	61	1.5%	3,955
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,539	93.0%	115	7.0%			1,654
Nebraska State College System	965	77.7%	275	22.1%	2	0.2%	1,242
Chadron State College	213	61.2%	135	38.8%			348
Peru State College	178	74.2%	62	25.8%			240
Wayne State College	574	87.8%	78	11.9%	2	0.3%	654
Nebraska Community Colleges	3,989	95.6%	178	4.3%	7	0.2%	4,174
Central Community College	800	99.4%	5	0.6%			805
Metropolitan Community College	976	97.0%	30	3.0%			1,006
Mid-Plains Community College	194	78.5%	50	20.2%	3	1.2%	247
Northeast Community College	676	97.1%	19	2.7%	1	0.1%	696
Southeast Community College	1,082	98.2%	19	1.7%	1	0.1%	1,102
Western Neb. Community College	261	82.1%	55	17.3%	2	0.6%	318
Nebraska Independent Institutions	1,709	54.1%	1,432	45.3%	20	0.6%	3,161
Bellevue University	47	85.5%	8	14.5%			55
Bryan College of Health Sciences	33	97.1%	1	2.9%			34
Clarkson College	7	100.0%					7
College of St. Mary	64	76.2%	20	23.8%			84
Concordia University-Nebraska	129	48.0%	139	51.7%	1	0.4%	269
Creighton University	272	27.0%	718	71.4%	16	1.6%	1,006
Dana College	Closed						
Doane Univ.-Arts & Sciences	268	83.8%	52	16.3%			320
Doane Univ.-Grad. & Prof. Studies							0
Grace University	28	54.9%	23	45.1%			51
Hastings College	214	68.6%	97	31.1%	1	0.3%	312
Little Priest Tribal College	12	100.0%					12
Midland University	145	64.7%	78	34.8%	1	0.4%	224
Neb. Christian College of Hope Int'l	26	53.1%	23	46.9%			49
Neb. Indian Community College	12	100.0%					12
Nebraska Methodist College of Nursing & Allied Health	32	91.4%	2	5.7%	1	2.9%	35
Nebraska Wesleyan University	367	85.5%	62	14.5%			429
Summit Christian College	1	25.0%	3	75.0%			4
Union College	13	9.4%	126	90.6%			139
York College	39	32.8%	80	67.2%			119

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Table A6.7 Continued

Fall 2010

Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit/Career Schools	298	91.4%	28	8.6%			326
Capitol School of Hairstyling and Esthetics	80	100.0%					80
CHI Health School of Radiologic Technology	Not applicable						
College of Hair Design-Downtown	17	100.0%					17
College of Hair Design-East Campus	27	93.1%	2	6.9%			29
Fullen School of Hair Design	8	100.0%					8
ITT Technical Institute-Omaha	22	100.0%					22
Joseph's College Cosmetology	28	93.3%	2	6.7%			30
Kaplan University-Lincoln Campus	6	100.0%					6
Kaplan University-Omaha Campus	10	90.9%	1	9.1%			11
La'James International College	11	100.0%					11
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	6	100.0%					6
National American University-Bellevue	Did not report freshmen data to IPEDS until 2012						
Omaha School of Massage and Healthcare of Herzing University	20	83.3%	4	16.7%			24
Paul Mitchell the School Lincoln	Did not report freshmen data to IPEDS until 2016						
Regional West Medical Center School of Radiologic Technology	Not applicable						
The Creative Center	17	51.5%	16	48.5%			33
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley	20	87.0%	3	13.0%			23
Xenon International Academy-Omaha	23	100.0%					23
Nebraska Total	12,651	81.1%	2,846	18.2%	102	0.7%	15,599

Continued on the next page.

Table A6.7 Continued

Fall 2012							
Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,298	86.3%	1,520	12.7%	117	1.0%	11,935
University of Nebraska	5,454	83.6%	979	15.0%	93	1.4%	6,526
Neb. College of Tech. Agriculture	75	81.5%	17	18.5%			92
University of Nebraska at Kearney	893	90.3%	82	8.3%	14	1.4%	989
University of Nebraska-Lincoln	2,975	78.7%	738	19.5%	66	1.7%	3,779
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,511	90.7%	142	8.5%	13	0.8%	1,666
Nebraska State College System	924	75.9%	292	24.0%	2	0.2%	1,218
Chadron State College	218	59.4%	149	40.6%			367
Peru State College	120	70.2%	50	29.2%	1	0.6%	171
Wayne State College	586	86.2%	93	13.7%	1	0.1%	680
Nebraska Community Colleges	3,920	93.5%	249	5.9%	22	0.5%	4,191
Central Community College	713	98.5%	11	1.5%			724
Metropolitan Community College	989	97.6%	24	2.4%			1,013
Mid-Plains Community College	263	82.2%	56	17.5%	1	0.3%	320
Northeast Community College	660	95.4%	31	4.5%	1	0.1%	692
Southeast Community College	1,023	93.5%	68	6.2%	3	0.3%	1,094
Western Neb. Community College	272	78.2%	59	17.0%	17	4.9%	348
Nebraska Independent Institutions	1,623	55.2%	1,278	43.5%	38	1.3%	2,939
Bellevue University	35	74.5%	12	25.5%			47
Bryan College of Health Sciences	40	97.6%	1	2.4%			41
Clarkson College	37	86.0%	6	14.0%			43
College of St. Mary	68	76.4%	21	23.6%			89
Concordia University-Nebraska	138	47.3%	150	51.4%	4	1.4%	292
Creighton University	210	22.4%	712	75.8%	17	1.8%	939
Dana College	Closed						
Doane Univ.-Arts & Sciences	280	86.7%	42	13.0%	1	0.3%	323
Doane Univ.-Grad. & Prof. Studies							
Grace University	38	55.9%	30	44.1%			68
Hastings College	140	59.8%	91	38.9%	3	1.3%	234
Little Priest Tribal College	3	100.0%					3
Midland University	238	78.0%	67	22.0%			305
Neb. Christian College of Hope Int'l	13	44.8%	16	55.2%			29
Neb. Indian Community College	13	81.3%	3	18.8%			16
Nebraska Methodist College of Nursing & Allied Health	27	93.1%	2	6.9%			29
Nebraska Wesleyan University	304	86.1%	46	13.0%	3	0.8%	353
Summit Christian College	6	46.2%	7	53.8%			13
Union College	1	3.1%	21	65.6%	10	31.3%	32
York College	32	38.6%	51	61.4%			83

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Table A6.7 Continued

Fall 2012

Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit/Career Schools	196	87.5%	28	12.5%			224
Capitol School of Hairstyling and Esthetics	44	88.0%	6	12.0%			50
CHI Health School of Radiologic Technology	Not applicable						
College of Hair Design-Downtown	14	100.0%					14
College of Hair Design-East Campus	19	86.4%	3	13.6%			22
Fullen School of Hair Design	7	87.5%	1	12.5%			8
ITT Technical Institute-Omaha	16	100.0%					16
Joseph's College Cosmetology	30	93.8%	2	6.3%			32
Kaplan University-Lincoln Campus	1	100.0%					1
Kaplan University-Omaha Campus	4	80.0%	1	20.0%			5
La'James International College	6	100.0%					6
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	3	100.0%					3
National American University-Bellevue	4	100.0%					4
Omaha School of Massage and Healthcare of Herzing University	6	75.0%	2	25.0%			8
Paul Mitchell the School Lincoln	Did not report freshmen data to IPEDS until 2016						
Regional West Medical Center School of Radiologic Technology	Not applicable						
The Creative Center	15	55.6%	12	44.4%			27
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley	4	100.0%					4
Xenon International Academy-Omaha	22	95.7%	1	4.3%			23
Nebraska Total	12,117	80.3%	2,826	18.7%	155	1.0%	15,098

Continued on the next page.

Table A6.7 Continued

Fall 2014							
Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	9,896	83.4%	1,826	15.4%	147	1.2%	11,869
University of Nebraska	5,776	81.1%	1,232	17.3%	115	1.6%	7,123
Neb. College of Tech. Agriculture	88	77.9%	25	22.1%			113
University of Nebraska at Kearney	811	91.6%	74	8.4%			885
University of Nebraska-Lincoln	3,326	74.8%	1,004	22.6%	115	2.6%	4,445
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,551	92.3%	129	7.7%			1,680
Nebraska State College System	994	75.0%	318	24.0%	13	1.0%	1,325
Chadron State College	220	53.8%	178	43.5%	11	2.7%	409
Peru State College	195	79.3%	50	20.3%	1	0.4%	246
Wayne State College	579	86.4%	90	13.4%	1	0.1%	670
Nebraska Community Colleges	3,126	91.4%	276	8.1%	19	0.6%	3,421
Central Community College	215	99.1%	2	0.9%			217
Metropolitan Community College	774	97.1%	23	2.9%			797
Mid-Plains Community College	243	78.6%	61	19.7%	5	1.6%	309
Northeast Community College	707	95.0%	31	4.2%	6	0.8%	744
Southeast Community College	976	92.1%	84	7.9%			1,060
Western Neb. Community College	211	71.8%	75	25.5%	8	2.7%	294
Nebraska Independent Institutions	1,551	50.8%	1,455	47.7%	47	1.5%	3,053
Bellevue University	38	80.9%	9	19.1%			47
Bryan College of Health Sciences	50	98.0%	1	2.0%			51
Clarkson College	23	82.1%	5	17.9%			28
College of St. Mary	46	67.6%	22	32.4%			68
Concordia University-Nebraska	134	43.6%	170	55.4%	3	1.0%	307
Creighton University	227	22.5%	759	75.1%	25	2.5%	1,011
Dana College	Closed						
Doane Univ.-Arts & Sciences	191	71.5%	76	28.5%			267
Doane Univ.-Grad. & Prof. Studies							54
Grace University	28	51.9%	26	48.1%			341
Hastings College	213	62.5%	122	35.8%	6	1.8%	4
Little Priest Tribal College	3	75.0%	1	25.0%			221
Midland University	186	84.2%	35	15.8%			25
Neb. Christian College of Hope Int'l	13	52.0%	12	48.0%			13
Neb. Indian Community College	12	92.3%	1	7.7%			38
Nebraska Methodist College of Nursing & Allied Health	33	86.8%	5	13.2%			368
Nebraska Wesleyan University	323	87.8%	41	11.1%	4	1.1%	5
Summit Christian College	3	60.0%	2	40.0%			120
Union College			111	92.5%	9	7.5%	85
York College	28	32.9%	57	67.1%			

Continued on the next page.

Table A6.7 Continued

Fall 2014

Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit/Career Schools	146	91.8%	13	8.2%			159
Capitol School of Hairstyling and Esthetics	30	100.0%					30
CHI Health School of Radiologic Technology	Not applicable						
College of Hair Design-Downtown	8	100.0%					8
College of Hair Design-East Campus	4	100.0%					4
Fullen School of Hair Design	5	100.0%					5
ITT Technical Institute-Omaha	7	100.0%					7
Joseph's College Cosmetology	30	96.8%	1	3.2%			31
Kaplan University-Lincoln Campus							0
Kaplan University-Omaha Campus	2	100.0%					2
La'James International College	3	100.0%					3
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	7	100.0%					7
National American University-Bellevue	1	100.0%					1
Omaha School of Massage and Healthcare of Herzing University	8	88.9%	1	11.1%			9
Paul Mitchell the School Lincoln	Did not report freshmen data to IPEDS until 2016						
Regional West Medical Center School of Radiologic Technology	Not applicable						
The Creative Center	16	66.7%	8	33.3%			24
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus	Closed						
Vatterott College-Spring Valley							0
Xenon International Academy-Omaha	24	88.9%	3	11.1%			27
Nebraska Total	11,593	76.9%	3,294	21.8%	194	1.3%	15,081

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Table A6.7 Continued

Fall 2016							
Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,425	82.2%	1,979	15.6%	282	2.2%	12,686
University of Nebraska	5,959	79.0%	1,339	17.8%	242	3.2%	7,540
Neb. College of Tech. Agriculture	83	83.8%	16	16.2%			99
University of Nebraska at Kearney	847	90.0%	78	8.3%	16	1.7%	941
University of Nebraska-Lincoln	3,353	72.7%	1,068	23.2%	189	4.1%	4,610
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,676	88.7%	177	9.4%	37	2.0%	1,890
Nebraska State College System	820	70.4%	340	29.2%	5	0.4%	1,165
Chadron State College	178	51.3%	166	47.8%	3	0.9%	347
Peru State College	185	74.3%	63	25.3%	1	0.4%	249
Wayne State College	457	80.3%	111	19.5%	1	0.2%	569
Nebraska Community Colleges	3,646	91.6%	300	7.5%	35	0.9%	3,981
Central Community College	607	97.1%	18	2.9%			625
Metropolitan Community College	859	95.8%	38	4.2%			897
Mid-Plains Community College	253	79.6%	62	19.5%	3	0.9%	318
Northeast Community College	790	95.0%	33	4.0%	9	1.1%	832
Southeast Community College	950	92.0%	79	7.6%	4	0.4%	1,033
Western Neb. Community College	187	67.8%	70	25.4%	19	6.9%	276
Nebraska Independent Institutions	1,557	48.2%	1,622	50.2%	54	1.7%	3,233
Bellevue University	14	66.7%	6	28.6%	1	4.8%	21
Bryan College of Health Sciences	54	94.7%	3	5.3%			57
Clarkson College	24	75.0%	8	25.0%			32
College of St. Mary	63	70.0%	27	30.0%			90
Concordia University-Nebraska	134	41.6%	185	57.5%	3	0.9%	322
Creighton University	180	17.5%	813	79.2%	33	3.2%	1,026
Dana College	Closed						
Doane Univ.-Arts & Sciences	221	73.9%	78	26.1%			299
Doane Univ.-Grad. & Prof. Studies	2	100.0%					2
Grace University	23	60.5%	15	39.5%			38
Hastings College	172	65.6%	89	34.0%	1	0.4%	262
Little Priest Tribal College	8	47.1%	9	52.9%			17
Midland University	212	63.1%	120	35.7%	4	1.2%	336
Neb. Christian College of Hope Int'l	7	63.6%	4	36.4%			11
Neb. Indian Community College	13	92.9%	1	7.1%			14
Nebraska Methodist College of Nursing & Allied Health	36	87.8%	5	12.2%			41
Nebraska Wesleyan University	356	84.8%	61	14.5%	3	0.7%	420
Summit Christian College	2	40.0%	3	60.0%			5
Union College	9	6.2%	128	87.7%	9	6.2%	146
York College	27	28.7%	67	71.3%			94

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Table A6.7 Continued

Fall 2016

Sector or Institution	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit/Career Schools	128	87.1%	19	12.9%			147
Capitol School of Hairstyling and Esthetics	15	75.0%	5	25.0%			20
CHI Health School of Radiologic Technology	Not applicable						
College of Hair Design-Downtown	10	100.0%					10
College of Hair Design-East Campus	9	100.0%					9
Fullen School of Hair Design	No longer an IPEDS reporting institution						
ITT Technical Institute-Omaha	Closed						
Joseph's College Cosmetology	38	100.0%					38
Kaplan University-Lincoln Campus							0
Kaplan University-Omaha Campus							0
La'James International College	1	50.0%	1	50.0%			2
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	4	100.0%					4
National American University-Bellevue	2	100.0%					2
Omaha School of Massage and Healthcare of Herzing University	7	87.5%	1	12.5%			8
Paul Mitchell the School Lincoln	1	33.3%	2	66.7%			3
Regional West Medical Center School of Radiologic Technology	No longer an IPEDS reporting institution						
The Creative Center	12	57.1%	9	42.9%			21
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus	Closed						
Vatterott College-Spring Valley	Closed						
Xenon International Academy-Omaha	28	96.6%	1	3.4%			29
Nebraska Total	12,110	75.4%	3,620	22.5%	336	2.1%	16,066
Note. 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. Data source: National Center for Education Statistics, IPEDS fall 2006, 2008, 2010, 2012, 2014, and 2016 surveys.							

Table A6.8
Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Institutions
Fall 2016 Compared to Fall 2006

Institution	Fall 2006		Fall 2016		Δ Since Fall 2006
	N	% of Non-NE FTF	N	% of Non-NE FTF	
University of Nebraska					
Nebraska College of Technical Agriculture	37	1.1%	16	0.4%	-21
University of Nebraska at Kearney	156	4.8%	125	2.8%	-31
University of Nebraska-Lincoln	767	23.6%	1,391	31.4%	624
University of Nebraska Medical Center	-	-	-	-	0
University of Nebraska at Omaha	122	3.8%	268	6.1%	146
Nebraska State College System					
Chadron State College	127	3.9%	191	4.3%	64
Peru State College	31	1.0%	69	1.6%	38
Wayne State College	92	2.8%	113	2.6%	21
Nebraska Community Colleges					
Central Community College	9	0.3%	19	0.4%	10
Metropolitan Community College	63	1.9%	85	1.9%	22
Mid-Plains Community College	63	1.9%	92	2.1%	29
Northeast Community College	54	1.7%	57	1.3%	3
Southeast Community College	64	2.0%	122	2.8%	58
Western Nebraska Community College	84	2.6%	116	2.6%	32
Nebraska Independent Institutions					
Bellevue University	40	1.2%	14	0.3%	-26
Bryan College of Health Sciences	0	0.0%	3	0.1%	3
Clarkson College	32	1.0%	8	0.2%	-24
College of Saint Mary	22	0.7%	31	0.7%	9
Concordia University-Nebraska	182	5.6%	188	4.2%	6
Creighton University	610	18.8%	853	19.3%	243
Dana College	65	2.0%	-	-	-65
Doane University-Arts & Sciences	50	1.5%	78	1.8%	28
Doane University-Grad. and Prof. Studies	0	0.0%	0	0.0%	0
Grace University	19	0.6%	15	0.3%	-4
Hastings College	90	2.8%	98	2.2%	8
Little Priest Tribal College	2	0.1%	11	0.2%	9
Midland University	58	1.8%	129	2.9%	71
Nebraska Christian College of Hope International University	23	0.7%	6	0.1%	-17
Nebraska Indian Community College	0	0.0%	5	0.1%	5
Nebraska Methodist College of Nursing & Allied Health	2	0.1%	5	0.1%	3
Nebraska Wesleyan University	43	1.3%	64	1.4%	21
Summit Christian College	3	0.1%	4	0.1%	1
Union College	168	5.2%	145	3.3%	-23
York College	67	2.1%	67	1.5%	0

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Table A6.8 Continued

Institution	Fall 2006		Fall 2016		Δ Since Fall 2006
	N	% of Non-NE FTF	N	% of Non-NE FTF	
For-Profit/Career Schools					
Capitol School of Hairstyling and Esthetics	0	0.0%	12	0.3%	12
CHI Health School of Radiologic Technology	-	-	-	-	0
College of Hair Design-Downtown	1	0.0%	0	0.0%	-1
College of Hair Design-East Campus	-	-	0	0.0%	0
Fullen School of Hair Design	2	0.1%	-	-	-2
ITT Technical Institute-Omaha	13	0.4%	-	-	-13
Joseph's College Cosmetology	8	0.2%	0	0.0%	-8
Kaplan University-Lincoln Campus	6	0.2%	1	0.0%	-5
Kaplan University-Omaha Campus	25	0.8%	7	0.2%	-18
La'James International College	3	0.1%	2	0.0%	-1
Mary Lanning Memorial Hospital School of Radiologic Technology	-	-	-	-	0
Myotherapy Institute	0	0.0%	0	0.0%	0
National American University-Bellevue	-	-	0	0.0%	0
Omaha School of Massage and Healthcare of Herzing University	9	0.3%	4	0.1%	-5
Paul Mitchell the School Lincoln	-	-	2	0.0%	2
Regional West Medical Center School of Radiologic Technology	-	-	-	-	0
The Creative Center	14	0.4%	9	0.2%	-5
Universal College of Healing Arts	1	0.0%	2	0.0%	1
University of Phoenix-Omaha Campus	0	0.0%	-	-	0
Vatterott College-Spring Valley	14	0.4%	-	-	-14
Xenon International Academy-Omaha	5	0.2%	1	0.0%	-4
Nebraska Total	3,246	100.0%	4,428	100.0%	1,182
<p><i>Note.</i> Counts include out-of-state and nonresident alien students and 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. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2006 and fall 2016 surveys.</p>					

Appendix 7

First-Time Freshmen Enrollments by Race/Ethnicity

Table A7.1							
Changes in the Number of First-Time Freshmen at Nebraska Postsecondary Institutions by Race/Ethnicity Fall 2007 through Fall 2017							
Race/Ethnicity	Number of First-Time Freshmen						
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
White non-Hispanic	15,225	14,936	14,880	15,100	13,956	13,675	13,845
Asian/Pacific Islander	413	438	405	382	394	488	451
Hispanic	905	1,030	1,131	1,396	1,471	1,600	1,834
Native American	187	183	223	191	232	165	174
Black non-Hispanic	952	865	923	1,054	969	1,028	1,095
Two or More Races	NA	39	72	349	407	383	519
Total Minority	2,457	2,555	2,754	3,372	3,473	3,664	4,073
Total Students	17,682	17,491	17,634	18,472	17,429	17,339	17,918
% Δ from Previous Yr.	2.6%	-1.1%	0.8%	4.8%	-5.6%	-0.5%	3.3%
Race/Ethnicity	Number of First-Time Freshmen				Δ Since Fall 2007		
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	N	%	
White non-Hispanic	13,594	12,976	13,069	12,917	-2,308	-15.2%	
Asian/Pacific Islander	520	518	513	552	139	33.7%	
Hispanic	1,929	1,987	2,098	2,104	1,199	132.5%	
Native American	127	151	151	165	-22	-11.8%	
Black non-Hispanic	960	859	910	830	-122	-12.8%	
Two or More Races	557	716	663	640	NA	NA	
Total Minority	4,093	4,231	4,335	4,291	1,834	74.6%	
Total Students	17,687	17,207	17,404	17,208	-474	-2.7%	
% Δ from Previous Yr.	-1.3%	-2.7%	1.1%	-1.1%			
<p><i>Note.</i> Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010. Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys.</p>							

**Table A7.2
Comparison of the Percentage Distributions
of Nebraska High School Graduates and First-Time Freshmen
at Nebraska Postsecondary Institutions by Race/Ethnicity
2006-2007/Fall 2007 through 2016-2017/Fall 2017**

Race/Ethnicity	2006-2007 Neb. HS Grads		Fall 2007 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	18,399	86.6%	15,225	86.1%	-0.5
Asian/Pacific Islander	393	1.9%	413	2.3%	0.4
Hispanic	1,270	6.0%	905	5.1%	-0.9
Native American	206	1.0%	187	1.1%	0.1
Black non-Hispanic	973	4.6%	952	5.4%	0.8
Total Students	21,241	100.0%	17,682	100.0%	
Race/Ethnicity	2007-2008 Neb. HS Grads		Fall 2008 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	18,910	85.2%	14,936	85.6%	0.4
Asian/Pacific Islander	402	1.8%	438	2.5%	0.7
Hispanic	1,508	6.8%	1,030	5.9%	-0.9
Native American	245	1.1%	183	1.0%	-0.1
Black non-Hispanic	1,120	5.0%	865	5.0%	0.0
Total Known Race	22,185	100.0%	17,452	100.0%	
Two or More Races			39		
Total Students			17,491		
Race/Ethnicity	2008-2009 Neb. HS Grads		Fall 2009 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	18,172	84.1%	14,880	84.7%	0.6
Asian/Pacific Islander	393	1.8%	405	2.3%	0.5
Hispanic	1,689	7.8%	1,131	6.4%	-1.4
Native American	238	1.1%	223	1.3%	0.2
Black non-Hispanic	1,126	5.2%	923	5.3%	0.1
Total Known Race	21,618	100.0%	17,562	100.0%	
Two or More Races			72		
Total Students			17,634		
Race/Ethnicity	2009-2010 Neb. HS Grads		Fall 2010 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	17,795	82.7%	15,100	83.3%	0.6
Asian/Pacific Islander	410	1.9%	382	2.1%	0.2
Hispanic	1,892	8.8%	1,396	7.7%	-1.1
Native American	207	1.0%	191	1.1%	0.1
Black non-Hispanic	1,209	5.6%	1,054	5.8%	0.2
Total Known Race	21,513	100.0%	18,132	100.0%	
Two or More Races			349		
Total Students			18,472		

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Table A7.2 Continued

Race/Ethnicity	2010-2011 Neb. HS Grads		Fall 2011 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	17,738	78.4%	13,956	80.1%	1.7
Asian/Pacific Islander	477	2.1%	394	2.3%	0.2
Hispanic	2,457	10.9%	1,471	8.4%	-2.4
Native American	244	1.1%	232	1.3%	0.3
Black non-Hispanic	1,205	5.3%	969	5.6%	0.2
Two or More Races	516	2.3%	407	2.3%	0.1
Total Students	22,637	100.0%	17,429	100.0%	
Race/Ethnicity	2011-2012 Neb. HS Grads		Fall 2012 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	17,390	76.7%	13,675	78.9%	2.2
Asian/Pacific Islander	544	2.4%	488	2.8%	0.4
Hispanic	2,591	11.4%	1,600	9.2%	-2.2
Native American	279	1.2%	165	1.0%	-0.3
Black non-Hispanic	1,324	5.8%	1,028	5.9%	0.1
Two or More Races	550	2.4%	383	2.2%	-0.2
Total Students	22,678	100.0%	17,339	100.0%	
Race/Ethnicity	2012-2013 Neb. HS Grads		Fall 2013 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	17,092	75.5%	13,845	77.3%	1.8
Asian/Pacific Islander	493	2.2%	451	2.5%	0.3
Hispanic	2,761	12.2%	1,834	10.2%	-2.0
Native American	243	1.1%	174	1.0%	-0.1
Black non-Hispanic	1,338	5.9%	1,095	6.1%	0.2
Two or More Races	714	3.2%	519	2.9%	-0.3
Total Students	22,641	100.0%	17,918	100.0%	
Race/Ethnicity	2013-2014 Neb. HS Grads		Fall 2014 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	17,168	74.6%	13,594	76.9%	2.2
Asian/Pacific Islander	619	2.7%	520	2.9%	0.2
Hispanic	3,024	13.1%	1,929	10.9%	-2.2
Native American	226	1.0%	127	0.7%	-0.3
Black non-Hispanic	1,337	5.8%	960	5.4%	-0.4
Two or More Races	630	2.7%	557	3.1%	0.4
Total Students	23,004	100.0%	17,687	100.0%	

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Table A7.2 Continued

Race/Ethnicity	2014-2015 Neb. HS Grads		Fall 2015 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	16,976	74.1%	12,976	75.4%	1.3
Asian/Pacific Islander	625	2.7%	518	3.0%	0.3
Hispanic	3,151	13.8%	1,987	11.5%	-2.2
Native American	235	1.0%	151	0.9%	-0.1
Black non-Hispanic	1,247	5.4%	859	5.0%	-0.4
Two or More Races	678	3.0%	716	4.2%	1.2
Total Students	22,912	100.0%	17,207	100.0%	
Race/Ethnicity	2015-2016 Neb. HS Grads		Fall 2016 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	16,953	73.9%	13,069	75.1%	1.2
Asian/Pacific Islander	630	2.7%	513	2.9%	0.2
Hispanic	3,190	13.9%	2,098	12.1%	-1.8
Native American	224	1.0%	151	0.9%	-0.1
Black non-Hispanic	1,350	5.9%	910	5.2%	-0.7
Two or More Races	598	2.6%	663	3.8%	1.2
Total Students	22,945	100.0%	17,404	100.0%	
Race/Ethnicity	2016-2017 Neb. HS Grads		Fall 2017 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White non-Hispanic	16,932	72.4%	12,917	75.1%	2.7
Asian/Pacific Islander	758	3.2%	552	3.2%	0.0
Hispanic	3,444	14.7%	2,104	12.2%	-2.5
Native American	256	1.1%	165	1.0%	-0.1
Black non-Hispanic	1,314	5.6%	830	4.8%	-0.8
Two or More Races	681	2.9%	640	3.7%	0.8
Total Students	23,385	100.0%	17,208	100.0%	

Note. High school graduates 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. First-time freshmen include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010. FTF = first-time freshmen. HS = high school. Data sources: For high school graduates: Nebraska Department of Education, December 2018. For first-time freshmen: National Center for Education Statistics, IPEDS fall 2007 through 2017 surveys.

**Table A7.3
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2007 through Fall 2017**

Fall 2007																
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic											
	N	%	N	%	N	%										
University of Nebraska	5,628	37.0%	173	41.9%	282	31.2%										
Nebraska State College System	1,051	6.9%	7	1.7%	39	4.3%										
Nebraska Community Colleges	4,947	32.5%	95	23.0%	377	41.7%										
Independent Colleges and Universities	2,712	17.8%	130	31.5%	175	19.3%										
For-Profit/Career Schools	887	5.8%	8	1.9%	32	3.5%										
Total	15,225	100.0%	413	100.0%	905	100.0%										
Sector of Higher Education	Native American ^a		Black non-Hispanic		Total											
	N	%	N	%	N	%										
University of Nebraska	35	18.7%	239	25.1%	6,357	36.0%										
Nebraska State College System	24	12.8%	47	4.9%	1,168	6.6%										
Nebraska Community Colleges	59	31.6%	354	37.2%	5,832	33.0%										
Independent Colleges and Universities	61	32.6%	111	11.7%	3,189	18.0%										
For-Profit/Career Schools	8	4.3%	201	21.1%	1,136	6.4%										
Total	187	100.0%	952	100.0%	17,682	100.0%										
<p>^a 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 institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, <i>excluding the tribal colleges</i> results in the following distribution for Native Americans for 2007:</p> <table> <tr> <td>University of Nebraska (35)</td> <td>24.3%</td> </tr> <tr> <td>Nebraska State College System (24)</td> <td>16.7%</td> </tr> <tr> <td>Nebraska Community Colleges (59)</td> <td>41.0%</td> </tr> <tr> <td>Independent Colleges and Universities (18)</td> <td>12.5%</td> </tr> <tr> <td>For-Profit/Career Schools (8)</td> <td>5.6%</td> </tr> </table>							University of Nebraska (35)	24.3%	Nebraska State College System (24)	16.7%	Nebraska Community Colleges (59)	41.0%	Independent Colleges and Universities (18)	12.5%	For-Profit/Career Schools (8)	5.6%
University of Nebraska (35)	24.3%															
Nebraska State College System (24)	16.7%															
Nebraska Community Colleges (59)	41.0%															
Independent Colleges and Universities (18)	12.5%															
For-Profit/Career Schools (8)	5.6%															
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Table A7.3 Continued

Fall 2008

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	6,003	40.2%	160	36.5%	325	31.6%
Nebraska State College System	1,089	7.3%	7	1.6%	34	3.3%
Neb. Community Colleges	4,641	31.1%	109	24.9%	427	41.5%
Independent Colleges and Universities	2,591	17.3%	158	36.1%	213	20.7%
For-Profit/Career Schools	612	4.1%	4	0.9%	31	3.0%
Total	14,936	100.0%	438	100.0%	1,030	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	35	19.1%	220	25.4%	0	0.0%	6,743	38.6%
Nebraska State College System	21	11.5%	46	5.3%	4	10.3%	1,201	6.9%
Neb. Community Colleges	43	23.5%	335	38.7%	25	64.1%	5,580	31.9%
Independent Colleges and Universities	78	42.6%	146	16.9%	10	25.6%	3,196	18.3%
For-Profit/Career Schools	6	3.3%	118	13.6%	0	0.0%	771	4.4%
Total	183	100.0%	865	100.0%	39	100.0%	17,491	100.0%

^a A total of 49 (26.8%) of the 183 Native Americans who were first-time freshmen in 2008 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 29 (15.8%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2008:

University of Nebraska (35)	26.1%
Nebraska State College System (21)	15.7%
Nebraska Community Colleges (43)	32.1%
Independent Colleges and Universities (29)	21.6%
For-Profit/Career Schools (6)	4.5%

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Table A7.3 Continued

Fall 2009

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,754	38.6%	141	34.8%	355	31.5%
Nebraska State College System	912	6.1%	11	2.7%	42	3.7%
Neb. Community Colleges	4,912	33.0%	87	21.5%	509	45.0%
Independent Colleges and Universities	2,686	18.1%	153	37.8%	181	16.0%
For-Profit/Career Schools	616	4.1%	13	3.2%	44	3.9%
Total	14,880	100.0%	405	100.0%	1,131	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	39	17.5%	255	27.6%	0	0.0%	6,544	37.1%
Nebraska State College System	16	7.2%	36	3.9%	17	23.6%	1,034	5.9%
Neb. Community Colleges	66	29.6%	384	41.6%	30	41.7%	5,988	34.0%
Independent Colleges and Universities	95	42.6%	155	16.8%	24	33.3%	3,294	18.7%
For-Profit/Career Schools	7	3.1%	93	10.1%	1	1.4%	774	4.4%
Total	223	100.0%	923	100.0%	72	100.0%	17,634	100.0%

^a A total of 65 (29.1%) of the 223 Native Americans who were first-time freshmen in 2009 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 30 (13.5%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2009:

University of Nebraska (39)	24.7%
Nebraska State College System (16)	10.1%
Nebraska Community Colleges (66)	41.8%
Independent Colleges and Universities (30)	19.0%
For-Profit/Career Schools (7)	4.4%

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Table A7.3 Continued

Fall 2010

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,910	39.1%	119	31.2%	432	30.9%
Nebraska State College System	1,073	7.1%	9	2.4%	68	4.9%
Neb. Community Colleges	4,786	31.7%	92	24.1%	629	45.1%
Independent Colleges and Universities	2,595	17.2%	149	39.0%	214	15.3%
For-Profit/Career Schools	736	4.9%	13	3.4%	53	3.8%
Total	15,100	100.0%	382	100.0%	1,396	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	19	9.9%	233	22.1%	151	43.3%	6,864	37.2%
Nebraska State College System	18	9.4%	53	5.0%	18	5.2%	1,239	6.7%
Neb. Community Colleges	59	30.9%	491	46.6%	74	21.2%	6,131	33.2%
Independent Colleges and Universities	84	44.0%	129	12.2%	102	29.2%	3,273	17.7%
For-Profit/Career Schools	11	5.8%	148	14.0%	4	1.1%	965	5.2%
Total	191	100.0%	1,054	100.0%	349	100.0%	18,472	100.0%

^a A total of 64 (33.5%) of the 191 Native Americans who were first-time freshmen in 2010 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 20 (10.5%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2010:

University of Nebraska (19)	15.0%
Nebraska State College System (18)	14.2%
Nebraska Community Colleges (59)	46.4%
Independent Colleges and Universities (20)	15.7%
For-Profit/Career Schools (11)	8.7%

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Table A7.3 Continued

Fall 2011

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,477	39.2%	139	35.3%	505	34.3%
Nebraska State College System	1,007	7.2%	8	2.0%	68	4.6%
Neb. Community Colleges	4,491	32.2%	107	27.2%	659	44.8%
Independent Colleges and Universities	2,527	18.1%	133	33.8%	203	13.8%
For-Profit/Career Schools	454	3.3%	7	1.8%	36	2.4%
Total	13,956	100.0%	394	100.0%	1,471	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	16	6.9%	229	23.6%	188	46.2%	6,554	37.6%
Nebraska State College System	14	6.0%	74	7.6%	30	7.4%	1,201	6.9%
Neb. Community Colleges	89	38.4%	454	46.9%	79	19.4%	5,879	33.7%
Independent Colleges and Universities	106	45.7%	160	16.5%	102	25.1%	3,231	18.5%
For-Profit/Career Schools	7	3.0%	52	5.4%	8	2.0%	564	3.2%
Total	232	100.0%	969	100.0%	407	100.0%	17,429	100.0%

^a A total of 91 (39.2%) of the 232 Native Americans who were first-time freshmen in 2011 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 15 (6.5%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2011:

University of Nebraska (16)	11.4%
Nebraska State College System (14)	9.9%
Nebraska Community Colleges (89)	63.1%
Independent Colleges and Universities (15)	10.6%
For-Profit/Career Schools (7)	5.0%

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Table A7.3 Continued

Fall 2012

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,366	39.2%	188	38.5%	493	30.8%
Nebraska State College System	1,011	7.4%	14	2.9%	89	5.6%
Neb. Community Colleges	4,507	33.0%	119	24.4%	744	46.5%
Independent Colleges and Universities	2,433	17.8%	160	32.8%	229	14.3%
For-Profit/Career Schools	358	2.6%	7	1.4%	45	2.8%
Total	13,675	100.0%	488	100.0%	1,600	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	15	9.1%	233	22.7%	218	56.9%	6,513	37.6%
Nebraska State College System	17	10.3%	106	10.3%	26	6.8%	1,263	7.3%
Neb. Community Colleges	64	38.8%	509	49.5%	51	13.3%	5,994	34.6%
Independent Colleges and Universities	62	37.6%	124	12.1%	81	21.1%	3,089	17.8%
For-Profit/Career Schools	7	4.2%	56	5.4%	7	1.8%	480	2.8%
Total	165	100.0%	1,028	100.0%	383	100.0%	17,339	100.0%

^a A total of 49 (29.7%) of the 165 Native Americans who were first-time freshmen in 2012 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 13 (7.9%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2012:

University of Nebraska (15)	12.9%
Nebraska State College System (17)	14.7%
Nebraska Community Colleges (64)	55.2%
Independent Colleges and Universities (13)	11.2%
For-Profit/Career Schools (7)	6.0%

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Table A7.3 Continued

Fall 2013

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,657	40.9%	181	40.1%	614	33.5%
Nebraska State College System	1,043	7.5%	11	2.4%	118	6.4%
Neb. Community Colleges	4,268	30.8%	114	25.3%	790	43.1%
Independent Colleges and Universities	2,488	18.0%	139	30.8%	246	13.4%
For-Profit/Career Schools	389	2.8%	6	1.3%	66	3.6%
Total	13,845	100.0%	451	100.0%	1,834	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	14	8.0%	277	25.3%	235	45.3%	6,978	38.9%
Nebraska State College System	8	4.6%	59	5.4%	57	11.0%	1,296	7.2%
Neb. Community Colleges	54	31.0%	501	45.8%	86	16.6%	5,813	32.4%
Independent Colleges and Universities	95	54.6%	158	14.4%	138	26.6%	3,264	18.2%
For-Profit/Career Schools	3	1.7%	100	9.1%	3	0.6%	567	3.2%
Total	174	100.0%	1,095	100.0%	519	100.0%	17,918	100.0%

^a A total of 78 (44.8%) of the 174 Native Americans who were first-time freshmen in 2013 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 17 (9.8%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2013:

University of Nebraska (14)	14.6%
Nebraska State College System (8)	8.3%
Nebraska Community Colleges (54)	56.3%
Independent Colleges and Universities (17)	17.7%
For-Profit/Career Schools (3)	3.1%

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Table A7.3 Continued

Fall 2014

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,754	42.3%	219	42.1%	670	34.7%
Nebraska State College System	1,127	8.3%	14	2.7%	108	5.6%
Neb. Community Colleges	3,929	28.9%	137	26.3%	851	44.1%
Independent Colleges and Universities	2,470	18.2%	145	27.9%	258	13.4%
For-Profit/Career Schools	314	2.3%	5	1.0%	42	2.2%
Total	13,594	100.0%	520	100.0%	1,929	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	13	10.2%	276	28.8%	266	47.8%	7,198	40.7%
Nebraska State College System	19	15.0%	71	7.4%	37	6.6%	1,376	7.8%
Neb. Community Colleges	40	31.5%	436	45.4%	146	26.2%	5,539	31.3%
Independent Colleges and Universities	55	43.3%	134	14.0%	103	18.5%	3,165	17.9%
For-Profit/Career Schools	0	0.0%	43	4.5%	5	0.9%	409	2.3%
Total	127	100.0%	960	100.0%	557	100.0%	17,687	100.0%

^a A total of 40 (31.5%) of the 127 Native Americans who were first-time freshmen in 2014 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 15 (11.8%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2014:

University of Nebraska (13)	14.9%
Nebraska State College System (19)	21.8%
Nebraska Community Colleges (40)	46.0%
Independent Colleges and Universities (15)	17.2%
For-Profit/Career Schools (0)	0.0%

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Table A7.3 Continued

Fall 2015

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,780	44.5%	206	39.8%	735	37.0%
Nebraska State College System	1,028	7.9%	13	2.5%	96	4.8%
Neb. Community Colleges	3,655	28.2%	130	25.1%	789	39.7%
Independent Colleges and Universities	2,282	17.6%	165	31.9%	327	16.5%
For-Profit/Career Schools	231	1.8%	4	0.8%	40	2.0%
Total	12,976	100.0%	518	100.0%	1,987	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	14	9.3%	306	35.6%	273	38.1%	7,314	42.5%
Nebraska State College System	18	11.9%	81	9.4%	40	5.6%	1,276	7.4%
Neb. Community Colleges	56	37.1%	333	38.8%	145	20.3%	5,108	29.7%
Independent Colleges and Universities	61	40.4%	116	13.5%	248	34.6%	3,199	18.6%
For-Profit/Career Schools	2	1.3%	23	2.7%	10	1.4%	310	1.8%
Total	151	100.0%	859	100.0%	716	100.0%	17,207	100.0%

^a A total of 42 (27.8%) of the 151 Native Americans who were first-time freshmen in 2015 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 19 (12.6%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2015:

University of Nebraska (14)	12.8%
Nebraska State College System (18)	16.5%
Nebraska Community Colleges (56)	51.4%
Independent Colleges and Universities (19)	17.4%
For-Profit/Career Schools (2)	1.8%

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Table A7.3 Continued

Fall 2016

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,858	44.8%	231	45.0%	796	37.9%
Nebraska State College System	953	7.3%	10	1.9%	106	5.1%
Neb. Community Colleges	3,777	28.9%	117	22.8%	877	41.8%
Independent Colleges and Universities	2,213	16.9%	151	29.4%	286	13.6%
For-Profit/Career Schools	268	2.1%	4	0.8%	33	1.6%
Total	13,069	100.0%	513	100.0%	2,098	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	21	13.9%	297	32.6%	328	49.5%	7,531	43.3%
Nebraska State College System	8	5.3%	85	9.3%	53	8.0%	1,215	7.0%
Neb. Community Colleges	59	39.1%	394	43.3%	149	22.5%	5,373	30.9%
Independent Colleges and Universities	62	41.1%	115	12.6%	123	18.6%	2,950	17.0%
For-Profit/Career Schools	1	0.7%	19	2.1%	10	1.5%	335	1.9%
Total	151	100.0%	910	100.0%	663	100.0%	17,404	100.0%

^a A total of 56 (37.1%) of the 151 Native Americans who were first-time freshmen in 2016 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 6 (4.0%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2016:

University of Nebraska (21)	22.1%
Nebraska State College System (8)	8.4%
Nebraska Community Colleges (59)	62.1%
Independent Colleges and Universities (6)	6.3%
For-Profit/Career Schools (1)	1.1%

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Table A7.3 Continued

Fall 2017

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,905	45.7%	270	48.9%	781	37.1%
Nebraska State College System	952	7.4%	13	2.4%	111	5.3%
Neb. Community Colleges	3,290	25.5%	115	20.8%	848	40.3%
Independent Colleges and Universities	2,515	19.5%	150	27.2%	326	15.5%
For-Profit/Career Schools	255	2.0%	4	0.7%	38	1.8%
Total	12,917	100.0%	552	100.0%	2,104	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	24	14.5%	313	37.7%	281	43.9%	7,574	44.0%
Nebraska State College System	10	6.1%	76	9.2%	54	8.4%	1,216	7.1%
Neb. Community Colleges	40	24.2%	261	31.4%	149	23.3%	4,703	27.3%
Independent Colleges and Universities	89	53.9%	154	18.6%	139	21.7%	3,373	19.6%
For-Profit/Career Schools	2	1.2%	26	3.1%	17	2.7%	342	2.0%
Total	165	100.0%	830	100.0%	640	100.0%	17,208	100.0%

^a A total of 70 (42.4%) of the 165 Native Americans who were first-time freshmen in 2017 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 19 (11.5%) were enrolled at other institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2017:

University of Nebraska (24)	25.3%
Nebraska State College System (10)	10.5%
Nebraska Community Colleges (40)	42.1%
Independent Colleges and Universities (19)	20.0%
For-Profit/Career Schools (2)	12.1%

Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010. Data source: National Center for Education Statistics, IPEDS fall 2007 through 2017 surveys.

Table A7.4
First-Time Freshmen Enrollments
at Nebraska's Independent Colleges & Universities
by Race/Ethnicity: Fall 2017

Race/Ethnicity	Total Independent Sector		Tribal Colleges ^a		Independent Sector <u>Excluding</u> Tribal Colleges	
	N	%	N	%	N	%
White non-Hispanic	2,515	74.6%	2	2.8%	2,513	76.1%
Asian/Pacific Islander	150	4.4%	0	0.0%	150	4.5%
Hispanic	326	9.7%	0	0.0%	326	9.9%
Native American	89	2.6%	70	97.2%	19	0.6%
Black non-Hispanic	154	4.6%	0	0.0%	154	4.7%
Two or More Races	139	4.1%	0	0.0%	139	4.2%
Total Students	3,373	100.0%	72	100.0%	3,301	100.0%

Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2017 survey.

^a Little Priest Tribal College 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 A7.5
First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2007 through Fall 2017**

Fall 2007

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,628	88.5%	1,051	90.0%	4,947	84.8%	11,626	87.0%		
Asian/Pacific Islander	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		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,712	85.0%	887	78.1%	15,225	86.1%				
Asian/Pacific Islander	130	4.2%	8	0.7%	413	2.3%				
Hispanic	175	5.5%	32	2.8%	905	5.1%				
Native American	61	1.9%	8	0.7%	187	1.1%				
Black non-Hispanic	111	3.5%	201	17.7%	952	5.4%				
Total	3,189	100.0%	1,136	100.0%	17,682	100.0%				

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Table A7.5 Continued

Fall 2008

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	6,003	89.0%	1,089	90.7%	4,641	83.2%	11,733	86.8%		
Asian/Pacific Islander	160	2.4%	7	0.6%	109	2.0%	276	2.0%		
Hispanic	325	4.8%	34	2.8%	427	7.7%	786	5.8%		
Native American	35	0.5%	21	1.7%	43	0.8%	99	0.7%		
Black non-Hispanic	220	3.3%	46	3.8%	335	6.0%	601	4.4%		
Two or More Races	0	0.0%	4	0.3%	25	0.4%	29	0.2%		
Total	6,743	100.0%	1,201	100.0%	5,580	100.0%	13,524	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,591	81.1%	612	79.4%	14,936	85.4%				
Asian/Pacific Islander	158	4.9%	4	0.5%	438	2.5%				
Hispanic	213	6.7%	31	4.0%	1,030	5.9%				
Native American	78	2.4%	6	0.8%	183	1.0%				
Black non-Hispanic	146	4.6%	118	15.3%	865	4.9%				
Two or More Races	10	0.3%	0	0.0%	39	0.2%				
Total	3,196	100.0%	771	100.0%	17,491	100.0%				

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Table A7.5 Continued

Fall 2009

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,754	87.9%	912	88.2%	4,912	82.0%	11,578	85.3%		
Asian/Pacific Islander	141	2.2%	11	1.1%	87	1.5%	239	1.8%		
Hispanic	355	5.4%	42	4.1%	509	8.5%	906	6.7%		
Native American	39	0.6%	16	1.5%	66	1.1%	121	0.9%		
Black non-Hispanic	255	3.9%	36	3.5%	384	6.4%	675	5.0%		
Two or More Races	0	0.0%	17	1.6%	30	0.5%	47	0.3%		
Total	6,544	100.0%	1,034	100.0%	5,988	100.0%	13,566	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,686	81.5%	616	79.6%	14,880	84.4%				
Asian/Pacific Islander	153	4.6%	13	1.7%	405	2.3%				
Hispanic	181	5.5%	44	5.7%	1,131	6.4%				
Native American	95	2.9%	7	0.9%	223	1.3%				
Black non-Hispanic	155	4.7%	93	12.0%	923	5.2%				
Two or More Races	24	0.7%	1	0.1%	72	0.4%				
Total	3,294	100.0%	774	100.0%	17,634	100.0%				

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Table A7.5 Continued

Fall 2010

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,910	86.1%	1,073	86.6%	4,786	78.1%	11,769	82.7%		
Asian/Pacific Islander	119	1.7%	9	0.7%	92	1.5%	220	1.5%		
Hispanic	432	6.3%	68	5.5%	629	10.3%	1,129	7.9%		
Native American	19	0.3%	18	1.5%	59	1.0%	96	0.7%		
Black non-Hispanic	233	3.4%	53	4.3%	491	8.0%	777	5.5%		
Two or More Races	151	2.2%	18	1.5%	74	1.2%	243	1.7%		
Total	6,864	100.0%	1,239	100.0%	6,131	100.0%	14,234	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,595	79.3%	736	76.3%	15,100	81.7%				
Asian/Pacific Islander	149	4.6%	13	1.3%	382	2.1%				
Hispanic	214	6.5%	53	5.5%	1,396	7.6%				
Native American	84	2.6%	11	1.1%	191	1.0%				
Black non-Hispanic	129	3.9%	148	15.3%	1,054	5.7%				
Two or More Races	102	3.1%	4	0.4%	349	1.9%				
Total	3,273	100.0%	965	100.0%	18,472	100.0%				

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Table A7.5 Continued

Fall 2011

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,477	83.6%	1,007	83.8%	4,491	76.4%	10,975	80.5%		
Asian/Pacific Islander	139	2.1%	8	0.7%	107	1.8%	254	1.9%		
Hispanic	505	7.7%	68	5.7%	659	11.2%	1,232	9.0%		
Native American	16	0.2%	14	1.2%	89	1.5%	119	0.9%		
Black non-Hispanic	229	3.5%	74	6.2%	454	7.7%	757	5.6%		
Two or More Races	188	2.9%	30	2.5%	79	1.3%	297	2.2%		
Total	6,554	100.0%	1,201	100.0%	5,879	100.0%	13,634	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,527	78.2%	454	80.5%	13,956	80.1%				
Asian/Pacific Islander	133	4.1%	7	1.2%	394	2.3%				
Hispanic	203	6.3%	36	6.4%	1,471	8.4%				
Native American	106	3.3%	7	1.2%	232	1.3%				
Black non-Hispanic	160	5.0%	52	9.2%	969	5.6%				
Two or More Races	102	3.2%	8	1.4%	407	2.3%				
Total	3,231	100.0%	564	100.0%	17,429	100.0%				

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Table A7.5 Continued

Fall 2012

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,366	82.4%	1,011	80.0%	4,507	75.2%	10,884	79.0%		
Asian/Pacific Islander	188	2.9%	14	1.1%	119	2.0%	321	2.3%		
Hispanic	493	7.6%	89	7.0%	744	12.4%	1,326	9.6%		
Native American	15	0.2%	17	1.3%	64	1.1%	96	0.7%		
Black non-Hispanic	233	3.6%	106	8.4%	509	8.5%	848	6.2%		
Two or More Races	218	3.3%	26	2.1%	51	0.9%	295	2.1%		
Total	6,513	100.0%	1,263	100.0%	5,994	100.0%	13,770	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,433	78.8%	358	74.6%	13,675	78.9%				
Asian/Pacific Islander	160	5.2%	7	1.5%	488	2.8%				
Hispanic	229	7.4%	45	9.4%	1,600	9.2%				
Native American	62	2.0%	7	1.5%	165	1.0%				
Black non-Hispanic	124	4.0%	56	11.7%	1,028	5.9%				
Two or More Races	81	2.6%	7	1.5%	383	2.2%				
Total	3,089	100.0%	480	100.0%	17,339	100.0%				

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Table A7.5 Continued

Fall 2013

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,657	81.1%	1,043	80.5%	4,268	73.4%	10,968	77.9%		
Asian/Pacific Islander	181	2.6%	11	0.8%	114	2.0%	306	2.2%		
Hispanic	614	8.8%	118	9.1%	790	13.6%	1,522	10.8%		
Native American	14	0.2%	8	0.6%	54	0.9%	76	0.5%		
Black non-Hispanic	277	4.0%	59	4.6%	501	8.6%	837	5.9%		
Two or More Races	235	3.4%	57	4.4%	86	1.5%	378	2.7%		
Total	6,978	100.0%	1,296	100.0%	5,813	100.0%	14,087	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,488	76.2%	389	68.6%	13,845	77.3%				
Asian/Pacific Islander	139	4.3%	6	1.1%	451	2.5%				
Hispanic	246	7.5%	66	11.6%	1,834	10.2%				
Native American	95	2.9%	3	0.5%	174	1.0%				
Black non-Hispanic	158	4.8%	100	17.6%	1,095	6.1%				
Two or More Races	138	4.2%	3	0.5%	519	2.9%				
Total	3,264	100.0%	567	100.0%	17,918	100.0%				

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Table A7.5 Continued

Fall 2014

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White non-Hispanic	5,754	79.9%	1,127	81.9%	3,929	70.9%	10,810	76.6%
Asian/Pacific Islander	219	3.0%	14	1.0%	137	2.5%	370	2.6%
Hispanic	670	9.3%	108	7.8%	851	15.4%	1,629	11.5%
Native American	13	0.2%	19	1.4%	40	0.7%	72	0.5%
Black non-Hispanic	276	3.8%	71	5.2%	436	7.9%	783	5.5%
Two or More Races	266	3.7%	37	2.7%	146	2.6%	449	3.2%
Total	7,198	100.0%	1,376	100.0%	5,539	100.0%	14,113	100.0%

Race/ Ethnicity	Other Colleges and Universities				Nebraska Total	
	Independent Colleges and Universities		For-Profit/Career Schools			
	N	%	N	%	N	%
White non-Hispanic	2,470	78.0%	314	76.8%	13,594	76.9%
Asian/Pacific Islander	145	4.6%	5	1.2%	520	2.9%
Hispanic	258	8.2%	42	10.3%	1,929	10.9%
Native American	55	1.7%	0	0.0%	127	0.7%
Black non-Hispanic	134	4.2%	43	10.5%	960	5.4%
Two or More Races	103	3.3%	5	1.2%	557	3.1%
Total	3,165	100.0%	409	100.0%	17,687	100.0%

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Table A7.5 Continued

Fall 2015

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,780	79.0%	1,028	80.6%	3,655	71.6%	10,463	76.4%		
Asian/Pacific Islander	206	2.8%	13	1.0%	130	2.5%	349	2.5%		
Hispanic	735	10.0%	96	7.5%	789	15.4%	1,620	11.8%		
Native American	14	0.2%	18	1.4%	56	1.1%	88	0.6%		
Black non-Hispanic	306	4.2%	81	6.3%	333	6.5%	720	5.3%		
Two or More Races	273	3.7%	40	3.1%	145	2.8%	458	3.3%		
Total	7,314	100.0%	1,276	100.0%	5,108	100.0%	13,698	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,282	71.3%	231	74.5%	12,976	75.4%				
Asian/Pacific Islander	165	5.2%	4	1.3%	518	3.0%				
Hispanic	327	10.2%	40	12.9%	1,987	11.5%				
Native American	61	1.9%	2	0.6%	151	0.9%				
Black non-Hispanic	116	3.6%	23	7.4%	859	5.0%				
Two or More Races	248	7.8%	10	3.2%	716	4.2%				
Total	3,199	100.0%	310	100.0%	17,207	100.0%				

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Table A7.5 Continued

Fall 2016

Race/ Ethnicity	Public Institutions									
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions			
	N	%	N	%	N	%	N	%		
White non-Hispanic	5,858	77.8%	953	78.4%	3,777	70.3%	10,588	75.0%		
Asian/Pacific Islander	231	3.1%	10	0.8%	117	2.2%	358	2.5%		
Hispanic	796	10.6%	106	8.7%	877	16.3%	1,779	12.6%		
Native American	21	0.3%	8	0.7%	59	1.1%	88	0.6%		
Black non-Hispanic	297	3.9%	85	7.0%	394	7.3%	776	5.5%		
Two or More Races	328	4.4%	53	4.4%	149	2.8%	530	3.8%		
Total	7,531	100.0%	1,215	100.0%	5,373	100.0%	14,119	100.0%		
Race/ Ethnicity	Other Colleges and Universities				Nebraska Total					
	Independent Colleges and Universities		For-Profit/Career Schools							
	N	%	N	%	N	%				
White non-Hispanic	2,213	75.0%	268	80.0%	13,069	75.1%				
Asian/Pacific Islander	151	5.1%	4	1.2%	513	2.9%				
Hispanic	286	9.7%	33	9.9%	2,098	12.1%				
Native American	62	2.1%	1	0.3%	151	0.9%				
Black non-Hispanic	115	3.9%	19	5.7%	910	5.2%				
Two or More Races	123	4.2%	10	3.0%	663	3.8%				
Total	2,950	100.0%	335	100.0%	17,404	100.0%				

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Table A7.5 Continued

Fall 2017

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White non-Hispanic	5,905	78.0%	952	78.3%	3,290	70.0%	10,147	75.2%
Asian/Pacific Islander	270	3.6%	13	1.1%	115	2.4%	398	2.9%
Hispanic	781	10.3%	111	9.1%	848	18.0%	1,740	12.9%
Native American	24	0.3%	10	0.8%	40	0.9%	74	0.5%
Black non-Hispanic	313	4.1%	76	6.3%	261	5.5%	650	4.8%
Two or More Races	281	3.7%	54	4.4%	149	3.2%	484	3.6%
Total	7,574	100.0%	1,216	100.0%	4,703	100.0%	13,493	100.0%

Race/ Ethnicity	Other Colleges and Universities				Nebraska Total	
	Independent Colleges and Universities		For-Profit/Career Schools			
	N	%	N	%	N	%
White non-Hispanic	2,515	74.6%	255	74.6%	12,917	75.1%
Asian/Pacific Islander	150	4.4%	4	1.2%	552	3.2%
Hispanic	326	9.7%	38	11.1%	2,104	12.2%
Native American	89	2.6%	2	0.6%	165	1.0%
Black non-Hispanic	154	4.6%	26	7.6%	830	4.8%
Two or More Races	139	4.1%	17	5.0%	640	3.7%
Total	3,373	100.0%	342	100.0%	17,208	100.0%

Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010. Data source: National Center for Education Statistics, IPEDS fall 2007 through 2017 surveys.

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Appendix 8

Financial Aid Programs

Explanatory Note A8.1 Definitions of Federal and State Title IV Financial Aid Programs

The following are descriptions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students between 2007-2008 and 2017-2018:

- **Academic Competitiveness Grant (ACG):** Created under the Higher Education Reconciliation Act of 2005, ACGs were need-based but limited to students who had demonstrated academic achievement. To receive an ACG, a student must have been 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 provided additional funds of up to \$750 for first-year college students and up to an additional \$1,300 for second-year students who were enrolled full time and maintained a 3.0 GPA in college. Institutions began awarding these grants in the 2006-2007 academic year. This program was eliminated after the 2010-2011 academic year.
- **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 2017-2018 was \$596 to \$5,920.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** Undergraduate students with exceptional need who have not received a bachelor's degree are eligible to receive the FSEOG. FSEOG awards can range from \$100 to \$4,000 and do not have to be repaid, but awards are subject to the availability of funds at a student's institution.
- **Federal Work-Study (FWS):** The FWS provides on- and off-campus jobs for graduate and undergraduate students who demonstrate financial need. Work-study amounts awarded vary from institution to institution.
- **Iraq and Afghanistan Service Grant (IASG):** The IASG provides money to college or career school students to help pay for educational expenses. A student may be eligible to receive the IASG if the student's parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and the student is not eligible for a Federal Pell Grant on the basis of the Expected Family Contribution but meets the remaining Federal Pell Grant eligibility requirements, and the student was under 24 years old or enrolled in college at least part time at the time of the parent's or guardian's death. The grant was awarded for the first time in Nebraska in 2013-2014. The grant award is equal to the amount of a maximum Federal Pell Grant for the award year but cannot exceed the student's cost of attendance for that year.
- **Nebraska Opportunity Grant (NOG):** State grants are awarded to Nebraska-resident students who demonstrate high financial need and who attend eligible Nebraska postsecondary institutions to assist with the students' educational expenses. Funding for the grant comes from the state through the Nebraska Lottery and the state's General Fund.
- **National Science and Mathematics Access to Retain Talent (SMART) Grant:** Created under the Higher Education Reconciliation Act of 2005, SMART grants were need-based but limited to students majoring in specified fields who maintained B averages in college. To

Continued on the next page.

Explanatory Note A8.1 Continued

receive a SMART grant, a student must have been a third- or fourth-year college student; a U.S. citizen; Pell Grant-eligible; enrolled full time; majored in a designated science, technology, mathematics, or critical language; and maintained a 3.0 GPA. Students who met these criteria would receive up to \$4,000 in additional financial aid. Institutions began awarding SMART grants in the 2006-2007 academic year. This program was eliminated after the 2010-2011 academic year.

- **Perkins Loans:** Perkins Loans were fixed, low-interest (5%) loans available to graduate and undergraduate students with financial need. Undergraduate students were able to borrow up to \$5,500 per year, and graduate students were able to borrow up to \$8,000 per year, depending on the availability of funds at their institution. Under federal law, the authority for schools to make new Perkins Loans ended September 2017, and final disbursements were permitted through June 2018.
- **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.
- **PLUS Loans for Graduate and Professional Degree Students (Grad PLUS):** Graduate and professional degree students are 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 PLUS also apply to GRAD PLUS. Applicants must apply for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Loan Program before applying for a Graduate/Professional PLUS loan.
- **Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans:** Sub and Unsub Loans are available to undergraduate and graduate students. Students must demonstrate financial need in order to qualify for a Subsidized Loan, where the federal government pays the interest while the student is in school. Unsubsidized Loans are available to all students, but borrowers are responsible for the interest while in school. Limits for Sub and Unsub Loans range from a maximum of \$5,500 to \$20,500 depending on grade level and dependency status.
- **Teacher Education Assistance for College and Higher Education (TEACH) Grant:** 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, ACT, or GRE and have at least a 3.25 GPA. Students must sign a TEACH Grant Agreement to Serve in which the student agrees to teach in a high-need field, at an elementary school, secondary school, or educational service agency that service students from low-income families, for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which the student received the grant. 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.

Students must demonstrate financial need to be considered for all aid programs listed except for the TEACH, the Unsubsidized Loan, the PLUS, and the GRAD 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.

**Explanatory Note A8.2
Definitions of Income Groups
for Access College Early (ACE) Scholarship Recipients**

The following definitions are used for Table A8.4:

- **Low-income students:** Students approved to receive free or reduced-price school lunches.
- **Non-low-income students:** Students not approved for free or reduced-price school lunches. The non-low-income students include students in low-income households that have not applied for free or reduced-price school lunches. Participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education; therefore, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.
- **Other low-income graduates:** Students approved to receive free or reduced-price school lunches that did not receive an ACE scholarship.

**Table A8.1
Nebraska Opportunity Grants (NOG) Awarded by Sector
2017-2018 Compared to 2007-2008**

	2007-2008	2017-2018	% Change
Nebraska Public Institutions			
Number of NOG-Eligible Students	20,596	30,200	46.6%
Number of Students Awarded a NOG	8,780	9,304	6.0%
Percent of Eligible Students Awarded a NOG	42.6%	30.8%	-27.7%
Total Amount Awarded	\$7,760,671	\$12,912,956	66.4%
Average Amount Award	\$884	\$1,388	57.0%
Independent Colleges & Universities			
Number of NOG-Eligible Students	4,045	4,643	14.8%
Number of Students Awarded a NOG	2,576	3,003	16.6%
Percent of Eligible Students Awarded a NOG	63.7%	64.7%	1.6%
Total Amount Awarded	\$2,471,413	\$3,372,485	36.5%
Average Amount Award	\$959	\$1,123	17.1%
For-Profit/Career Schools			
Number of NOG-Eligible Students	3,430	1,185	-65.5%
Number of Students Awarded a NOG	1,802	542	-69.9%
Percent of Eligible Students Awarded a NOG	52.5%	45.7%	-12.9%
Total Amount Awarded	\$2,189,740	\$1,107,057	-49.4%
Average Amount Award	\$1,215	\$2,043	68.1%
Total Nebraska Opportunity Grants Awarded			
Number of NOG-Eligible Students	28,071	36,028	28.3%
Number of Students Awarded a NOG	13,158	12,849	-2.3%
Percent of Eligible Students Awarded a NOG	46.9%	35.7%	-23.9%
Total Amount Awarded	\$12,421,824	\$17,392,498	40.0%
Average Amount Award	\$944	\$1,354	43.4%
<p><i>Note.</i> To be eligible for a NOG, the student must be a Nebraska resident, attend a Nebraska postsecondary institution, and have a minimum EFC as determined by completing the Free Application for Federal Student Aid (FAFSA). Students who would otherwise qualify for a NOG but do not complete the FAFSA are not included in the number of NOG-eligible students. Data source: Nebraska's Coordinating Commission for Postsecondary Education, <i>Nebraska Opportunity Grant Year-End Report</i>, 2008 and 2018.</p>			

**Table A8.2
Nebraska Opportunity Grants (NOG) Awarded by Sector and Income of Recipient
2017-2018 Compared to 2007-2008**

Income Level of NOG Recipients by Sector	2007-2008		2017-2018		% Change in # of Recipients
	# of Recipients	% of Recipients	# of Recipients	% of Recipients	
Nebraska Public Institutions					
\$0 to \$19,999	4,116	46.9%	3,096	33.3%	-24.8%
\$20,000 to \$39,999	2,947	33.6%	2,754	29.6%	-6.5%
\$40,000 or Higher	1,717	19.6%	3,454	37.1%	101.2%
Total	8,780	100.0%	9,304	100.0%	6.0%
Independent Colleges and Universities					
\$0 to \$19,999	1,004	39.0%	1,234	41.1%	22.9%
\$20,000 to \$39,999	952	37.0%	783	26.1%	-17.8%
\$40,000 or Higher	620	24.1%	986	32.8%	59.0%
Total	2,576	100.0%	3,003	100.0%	16.6%
For-Profit/Career Schools					
\$0 to \$19,999	1,518	84.2%	320	59.0%	-78.9%
\$20,000 to \$39,999	240	13.3%	147	27.1%	-38.8%
\$40,000 or Higher	44	2.4%	75	13.8%	70.5%
Total	1,802	100.0%	542	100.0%	-69.9%
Total Nebraska Opportunity Grants Awarded					
\$0 to \$19,999	6,638	50.4%	4,650	36.2%	-29.9%
\$20,000 to \$39,999	4,139	31.5%	3,684	28.7%	-11.0%
\$40,000 or Higher	2,381	18.1%	4,515	35.1%	89.6%
Total	13,158	100.0%	12,849	100.0%	-2.3%
Data source: Nebraska's Coordinating Commission for Postsecondary Education, <i>Nebraska Opportunity Grant Year-End Report</i> , 2008 and 2018.					

**Table A8.3
Access College Early (ACE) Scholarship Program Funding and Awards
2007-2008 to 2017-2018**

Academic Year	NE State Funding	Federal Funding	Total Available Funding	\$ Amount of Scholarships Awarded
2007-2008	\$115,000	\$0	\$115,000	\$114,856
2008-2009	\$116,754	\$100,000	\$216,754	\$216,754
2009-2010	\$275,250	\$100,000	\$375,250	\$339,624
2010-2011	\$484,652	\$250,000	\$734,652	\$699,071
2011-2012	\$499,000	\$294,034	\$793,034	\$812,968
2012-2013	\$580,000	\$300,000	\$880,000	\$813,760
2013-2014	\$640,000	\$285,000	\$925,000	\$921,071
2014-2015	\$685,000	\$271,890	\$956,890	\$953,596
2015-2016	\$735,000	\$92,082	\$827,082	\$814,910
2016-2017	\$951,414	\$0	\$951,414	\$947,076
2017-2018	\$965,300	\$0	\$965,300	\$914,907
Academic Year	# of Student Recipients	# of Scholarships Awarded	Average Scholarship	Average Received per Student
2007-2008	294	363	\$316	\$391
2008-2009	643	825	\$263	\$337
2009-2010	1,020	1,302	\$261	\$333
2010-2011	1,601	2,152	\$325	\$437
2011-2012	1,707	3,442	\$236	\$476
2012-2013	1,705	3,445	\$236	\$477
2013-2014	1,866	3,969	\$232	\$494
2014-2015	1,919	4,082	\$234	\$497
2015-2016	1,894	3,575	\$228	\$430
2016-2017	2,156	4,036	\$235	\$439
2017-2018	2,456	3,723	\$246	\$373
Academic Year	# of Dual Enrollment Courses	# of Credit Hours	# of NE High Schools Represented	# of NE Colleges & Universities Where Students Took Courses
2007-2008	497	1,698	110	11
2008-2009	912	3,050	135	13
2009-2010	1,369	4,558	191	12
2010-2011	3,191	10,396	220	12
2011-2012	3,214	10,889	216	15
2012-2013	3,445	11,877	210	15
2013-2014	3,969	13,592	217	20
2014-2015	4,082	13,785	211	18
2015-2016	3,575	12,195	204	17
2016-2017	4,036	13,977	209	18
2017-2018	3,723	12,512	224	18
Data source: Nebraska's Coordinating Commission for Postsecondary Education, December 2018.				

**Table A8.4.a
College Continuation Rates of
2007-2008 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	74	63	85.1%
Nonpublic (Private)	1	1	100.0%
Home-Schooled	0	0	
Total	75	64	85.3%
Females			
Public	141	117	83.0%
Nonpublic (Private)	4	4	100.0%
Home-Schooled	0	0	
Total	145	121	83.4%
Total			
Public	215	180	83.7%
Nonpublic (Private)	5	5	100.0%
Home-Schooled	0	0	
Total	220	185	84.1%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	74	63	85.1%
Other Low-Income Graduates	2,082	986	43.0%
Non-Low-Income Graduates	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Females			
ACE Scholarship Recipients	141	117	83.0%
Other Low-Income Graduates	2,282	1,216	53.3%
Non-Low-Income Graduates	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Total			
ACE Scholarship Recipients	215	180	83.7%
Other Low-Income Graduates	4,364	2,202	50.5%
Non-Low-Income Graduates	15,457	11,449	74.1%
Total	20,036	13,831	69.0%

Note. The college continuation rate is the number 2007-08 high school graduates who enrolled in college on or before April 7, 2009, divided by the total number of students who graduated from Nebraska high schools in 2007-08. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), July 2009; National Student Clearinghouse (college continuation data), April and July 2009; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2009.

**Table A8.4.b
College Continuation Rates of
2008-2009 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	123	98	79.7%
Nonpublic (Private)	2	2	100.0%
Home-Schooled	0	0	
Total	125	100	80.0%
Females			
Public	317	257	81.1%
Nonpublic (Private)	10	10	100.0%
Home-Schooled	0	0	
Total	327	267	81.7%
Total			
Public	440	355	80.7%
Nonpublic (Private)	12	12	100.0%
Home-Schooled	0	0	
Total	452	367	81.2%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	123	98	79.7%
Other Low-Income Graduates	2,200	1,032	46.9%
Non-Low-Income Graduates	7,354	5,314	72.3%
Total	9,677	6,444	66.6%
Females			
ACE Scholarship Recipients	317	257	81.1%
Other Low-Income Graduates	2,180	1,204	55.2%
Non-Low-Income Graduates	7,320	5,769	78.8%
Total	9,817	7,230	73.6%
Total			
ACE Scholarship Recipients	440	355	80.7%
Other Low-Income Graduates	4,380	2,236	51.1%
Non-Low-Income Graduates	14,674	11,083	75.5%
Total	19,494	13,674	70.1%

Note. The college continuation rate is the number 2008-09 high school graduates who enrolled in college on or before April 20, 2010, divided by the total number of students who graduated from Nebraska high schools in 2008-09. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), April 2010 and February 2015 (corrected); National Student Clearinghouse (college continuation data), April 2010; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2010.

Table A8.4.c
College Continuation Rates of
2009-2010 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	186	136	73.1%
Nonpublic (Private)	11	11	100.0%
Home-Schooled	0	0	
Total	197	147	74.6%
Females			
Public	368	293	79.6%
Nonpublic (Private)	23	22	95.7%
Home-Schooled	1	1	100.0%
Total	392	316	80.6%
Total			
Public	554	429	77.4%
Nonpublic (Private)	34	33	97.1%
Home-Schooled	1	1	100.0%
Total	589	463	78.6%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	186	136	73.1%
Other Low-Income Graduates	2,343	1,185	50.6%
Non-Low-Income Graduates	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
ACE Scholarship Recipients	368	293	79.6%
Other Low-Income Graduates	2,399	1,365	56.9%
Non-Low-Income Graduates	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
ACE Scholarship Recipients	554	429	77.4%
Other Low-Income Graduates	4,742	2,550	53.8%
Non-Low-Income Graduates	14,112	10,969	77.7%
Total	19,408	13,948	71.9%

Note. The college continuation rate is the number 2009-10 high school graduates who enrolled in college on or before March 25, 2011, divided by the total number of students who graduated from Nebraska high schools in 2009-10. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), March 2011; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), March 2011.

Table A8.4.d
College Continuation Rates of
2010-2011 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	291	232	79.7%
Nonpublic (Private)	14	12	85.7%
Home-Schooled	0	0	
Total	305	244	80.0%
Females			
Public	604	495	82.0%
Nonpublic (Private)	20	18	90.0%
Home-Schooled	1	1	100.0%
Total	625	514	82.2%
Total			
Public	895	727	81.2%
Nonpublic (Private)	34	30	88.2%
Home-Schooled	1	1	100.0%
Total	930	758	81.5%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	291	232	79.7%
Other Low-Income Graduates	2,417	1,191	49.3%
Non-Low-Income Graduates	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
ACE Scholarship Recipients	604	495	82.0%
Other Low-Income Graduates	2,428	1,341	55.2%
Non-Low-Income Graduates	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
ACE Scholarship Recipients	895	727	81.2%
Other Low-Income Graduates	4,845	2,532	52.3%
Non-Low-Income Graduates	13,619	10,533	77.3%
Total	19,359	13,792	71.2%

Note. The college continuation rate is the number 2010-11 high school graduates who enrolled in college on or before March 26, 2012, divided by the total number of students who graduated from Nebraska high schools in 2010-11. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), March and April 2012; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2012.

**Table A8.4.e
College Continuation Rates of
2011-2012 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	341	276	80.9%
Nonpublic (Private)	16	14	87.5%
Home-Schooled	1	1	100.0%
Total	358	291	81.3%
Females			
Public	631	524	83.0%
Nonpublic (Private)	21	21	100.0%
Home-Schooled	0	0	
Total	652	545	83.6%
Total			
Public	972	800	82.3%
Nonpublic (Private)	37	35	94.6%
Home-Schooled	1	1	100.0%
Total	1,010	836	82.8%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	341	276	80.9%
Other Low-Income Graduates	2,606	1,247	47.9%
Non-Low-Income Graduates	6,687	4,820	72.1%
Total	9,634	6,343	65.8%
Females			
ACE Scholarship Recipients	631	524	83.0%
Other Low-Income Graduates	2,609	1,495	57.3%
Non-Low-Income Graduates	6,501	5,355	82.4%
Total	9,741	7,374	75.7%
Total			
ACE Scholarship Recipients	972	800	82.3%
Other Low-Income Graduates	5,215	2,742	52.6%
Non-Low-Income Graduates	13,188	10,175	77.2%
Total	19,375	13,717	70.8%

Note. The college continuation rate is the number 2011-12 high school graduates who enrolled in college on or before May 31, 2013, divided by the total number of students who graduated from Nebraska high schools in 2011-12. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), August and September 2013; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), August 2013.

Table A8.4.f
College Continuation Rates of
2012-2013 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	342	283	82.7%
Nonpublic (Private)	12	11	91.7%
Home-Schooled	1	1	100.0%
Total	355	295	83.1%
Females			
Public	609	536	88.0%
Nonpublic (Private)	22	19	86.4%
Home-Schooled	3	2	66.7%
Total	634	557	87.9%
Total			
Public	951	819	86.1%
Nonpublic (Private)	34	30	88.2%
Home-Schooled	4	3	75.0%
Total	989	852	86.1%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	342	283	82.7%
Other Low-Income Graduates	2,705	1,283	47.4%
Non-Low-Income Graduates	6,689	4,921	73.6%
Total	9,736	6,487	66.6%
Females			
ACE Scholarship Recipients	609	536	88.0%
Other Low-Income Graduates	2,766	1,534	55.5%
Non-Low-Income Graduates	6,342	5,208	82.1%
Total	9,717	7,278	74.9%
Total			
ACE Scholarship Recipients	951	819	86.1%
Other Low-Income Graduates	5,471	2,817	51.5%
Non-Low-Income Graduates	13,031	10,129	77.7%
Total	19,453	13,765	70.8%

Note. The college continuation rate is the number 2012-13 high school graduates who enrolled in college on or before March 27, 2014, divided by the total number of students who graduated from Nebraska high schools in 2012-13. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), June 2014; National Student Clearinghouse (college continuation data), March and April 2014; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2014.

Table A8.4.g
College Continuation Rates of
2013-2014 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	394	301	76.4%
Nonpublic (Private)	10	10	100.0%
Home-Schooled	1	1	100.0%
Total	405	312	77.0%
Females			
Public	657	561	85.4%
Nonpublic (Private)	28	23	82.1%
Home-Schooled	3	3	100.0%
Total	688	587	85.3%
Total			
Public	1,051	862	82.0%
Nonpublic (Private)	38	33	86.8%
Home-Schooled	4	4	100.0%
Total	1,093	899	82.3%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	394	301	76.4%
Other Low-Income Graduates	2,730	1,345	49.3%
Non-Low-Income Graduates	6,568	4,852	73.9%
Total	9,692	6,498	67.0%
Females			
ACE Scholarship Recipients	657	561	85.4%
Other Low-Income Graduates	2,780	1,608	57.8%
Non-Low-Income Graduates	6,400	5,303	82.9%
Total	9,837	7,472	76.0%
Total			
ACE Scholarship Recipients	1,051	862	82.0%
Other Low-Income Graduates	5,510	2,953	53.6%
Non-Low-Income Graduates	12,968	10,155	78.3%
Total	19,529	13,970	71.5%

Note. The college continuation rate is the number 2013-14 high school graduates who enrolled in college on or before May 31, 2015, divided by the total number of students who graduated from Nebraska high schools in 2013-14. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), August 2015; National Student Clearinghouse (college continuation data), August 2015; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), August 2015.

**Table A8.4.h
College Continuation Rates of
2014-2015 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	426	336	78.9%
Nonpublic (Private)	18	17	94.4%
Home-Schooled	0	0	
Total	444	353	79.5%
Females			
Public	669	558	83.4%
Nonpublic (Private)	14	11	78.6%
Home-Schooled	4	4	100.0%
Total	687	573	83.4%
Total			
Public	1,095	894	81.6%
Nonpublic (Private)	32	28	87.5%
Home-Schooled	4	4	100.0%
Total	1,131	926	81.9%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	426	336	78.9%
Other Low-Income Graduates	2,780	1,328	47.8%
Non-Low-Income Graduates	6,549	4,806	73.4%
Total	9,755	6,470	66.3%
Females			
ACE Scholarship Recipients	669	558	83.4%
Other Low-Income Graduates	2,767	1,534	55.4%
Non-Low-Income Graduates	6,445	5,379	83.5%
Total	9,881	7,471	75.6%
Total			
ACE Scholarship Recipients	1,095	894	81.6%
Other Low-Income Graduates	5,547	2,862	51.6%
Non-Low-Income Graduates	12,994	10,185	78.4%
Total	19,636	13,941	71.0%

Note. The college continuation rate is the number 2014-15 high school graduates who enrolled in college on or before May 27, 2016, divided by the total number of students who graduated from Nebraska high schools in 2014-15. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2016; National Student Clearinghouse (college continuation data), May 2016; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2016.

Table A8.4.i
College Continuation Rates of
2015-2016 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	379	292	77.0%
Nonpublic (Private)	8	7	87.5%
Home-Schooled	0	0	
Total	387	299	77.3%
Females			
Public	656	546	83.2%
Nonpublic (Private)	20	20	100.0%
Home-Schooled	2	0	0.0%
Total	678	566	83.5%
Total			
Public	1,035	838	81.0%
Nonpublic (Private)	28	27	96.4%
Home-Schooled	2	0	0.0%
Total	1,065	865	81.2%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	379	292	77.0%
Other Low-Income Graduates	2,911	1,448	49.7%
Non-Low-Income Graduates	6,662	4,878	73.2%
Total	9,952	6,618	66.5%
Females			
ACE Scholarship Recipients	656	546	83.2%
Other Low-Income Graduates	2,740	1,556	56.8%
Non-Low-Income Graduates	6,484	5,353	82.6%
Total	9,880	7,455	75.5%
Total			
ACE Scholarship Recipients	1,035	838	81.0%
Other Low-Income Graduates	5,651	3,004	53.2%
Non-Low-Income Graduates	13,146	10,231	77.8%
Total	19,832	14,073	71.0%

Note. The college continuation rate is the number 2015-16 high school graduates who enrolled in college on or before May 25, 2017, divided by the total number of students who graduated from Nebraska high schools in 2015-16. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2017; National Student Clearinghouse (college continuation data), May 2017; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), October 2017.

Table A8.5.a
College Continuation Rates of Public High School Graduates Who Received
2016-2017 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	423	345	81.6%
Female	705	602	85.4%
Total	1,128	947	84.0%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	423	345	81.6%
Other Low-Income Graduates	3,028	1,392	46.0%
Non-Low-Income Graduates	6,584	4,807	73.0%
Total	10,035	6,544	65.2%
Females			
ACE Scholarship Recipients	705	602	85.4%
Other Low-Income Graduates	2,984	1,737	58.2%
Non-Low-Income Graduates	6,225	5,129	82.4%
Total	9,914	7,468	75.3%
Total			
ACE Scholarship Recipients	1,128	947	84.0%
Other Low-Income Graduates	6,012	3,129	52.0%
Non-Low-Income Graduates	12,809	9,936	77.6%
Total	19,949	14,012	70.2%

Note. The college continuation rate is the number 2016-17 public high school graduates who enrolled in college on or before May 31, 2018, divided by the total number of students who graduated from Nebraska public high schools in 2016-17. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), May 2018; National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data), May 2018.

Appendix 9

IPEDS Freshmen Retention Rates

Explanatory Note A9.1
Information on Freshmen Retention 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 freshmen retention rates.

The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

A cohort may be reduced only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they change their enrollment intensity (full time/part time), transfer to other institutions, or drop out of the institution permanently or temporarily. Beginning with 2016 retention data, cohorts are adjusted by adding inclusions to the adjusted freshmen cohort data. Inclusions to the freshmen cohort consist of first-time bachelor's seeking study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.

**Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2017 Compared to Fall 2007**

Sector	Fall 2007			Fall 2017		
	No. of Full-Time, First-Time Freshmen Fall 2006	No. of Students Retained Fall 2007	Full-Time Retention Rate Fall 2007	No. of Full-Time, First-Time Freshmen Fall 2016	No. of Students Retained Fall 2017	Full-Time Retention Rate Fall 2017
University of Nebraska	6,604	5,264	79.7%	7,550	6,090	80.7%
Nebraska State College System	1,174	793	67.5%	1,217	793	65.2%
Nebraska Community Colleges	4,524	2,794	61.8%	4,182	2,544	60.8%
Nebraska Independent Institutions	3,381	2,550	75.4%	3,256	2,529	77.7%
For-Profit/ Career Schools	1,016	722	71.1%	255	209	82.0%
Nebraska State Retention Rate	16,699	12,123	72.6%	16,460	12,165	73.9%

Data source: National Center for Education Statistics, IPEDS fall 2007 and fall 2017 surveys.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2017 Compared to Fall 2007

Sector	Fall 2007			Fall 2017		
	No. of Part-Time, First-Time Freshmen Fall 2006	No. of Students Retained Fall 2007	Part-Time Retention Rate Fall 2007	No. of Part-Time, First-Time Freshmen Fall 2016	No. of Students Retained Fall 2017	Part-Time Retention Rate Fall 2017
University of Nebraska	144	78	54.2%	96	50	52.1%
Nebraska State College System	20	6	30.0%	12	5	41.7%
Nebraska Community Colleges	1,713	673	39.3%	1,506	612	40.6%
Nebraska Independent Institutions	137	59	43.1%	41	19	46.3%
For-Profit/ Career Schools	186	59	31.7%	22	14	63.6%
Nebraska State Retention Rate	2,200	875	39.8%	1,677	700	41.7%

Data source: National Center for Education Statistics, IPEDS fall 2007 and fall 2017 surveys.

**Table A9.3
Nebraska Freshmen Retention Rates
for Public Four-Year Institutions and Public Two-Year Institutions
Fall 2007 through Fall 2017**

Institutions	No. of First-Time Freshmen Fall 2006	Retention Rate Fall 2007	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	937	79%	743	
University of Nebraska-Lincoln	3,831	83%	3,176	
University of Nebraska at Omaha	1,638	74%	1,208	
Chadron State College	354	66%	234	
Peru State College	214	50%	107	
Wayne State College	606	75%	452	
Total Public 4-Year Institutions	7,580		5,920	78.1%
Public Two-Year Institutions				
Nebraska College of Technical Agriculture	198	69%	137	
Central Community College	744	63%	471	
Metropolitan Community College	900	54%	488	
Mid-Plains Community College	243	59%	143	
Northeast Community College	679	70%	473	
Southeast Community College	1,596	64%	1,021	
Western Nebraska Community College	362	55%	198	
Total Public 2-Year Institutions	4,722		2,931	62.1%
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	3	33%	1	
Wayne State College	5	20%	1	
Total Public 4-Year Institutions	160		84	52.5%
Public Two-Year Institutions				
Nebraska College of Technical Agriculture	4	0%	0	
Central Community College	235	33%	77	
Metropolitan Community College	609	33%	203	
Mid-Plains Community College	28	39%	11	
Northeast Community College	74	65%	48	
Southeast Community College	672	47%	316	
Western Nebraska Community College	95	19%	18	
Total Public 2-Year Institutions	1,717		673	39.2%
Continued on the next page.				

Table A9.3 Continued

Fall 2008 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2007	Retention Rate Fall 2008	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	915	79%	719	
University of Nebraska-Lincoln	4,215	84%	3,521	
University of Nebraska at Omaha	1,603	69%	1,108	
Chadron State College	409	64%	260	
Peru State College	198	64%	126	
Wayne State College	654	65%	427	
Total Public 4-Year Institutions	7,994		6,161	77.1%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	249	46%	115	
Central Community College	706	65%	461	
Metropolitan Community College	862	51%	436	
Mid-Plains Community College	289	52%	149	
Northeast Community College	744	68%	507	
Southeast Community College	931	74%	689	
Western Nebraska Community College	383	49%	189	
Total Public 2-Year Institutions	4,164		2,546	61.1%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	57	65%	37	
University of Nebraska-Lincoln	20	55%	11	
University of Nebraska at Omaha	72	43%	31	
Chadron State College	6	17%	1	
Peru State College	8	100%	8	
Wayne State College	7	0%	0	
Total Public 4-Year Institutions	170		88	51.8%
Nebraska College of Technical Agriculture	95	66%	63	
Central Community College	160	35%	56	
Metropolitan Community College	653	32%	206	
Mid-Plains Community College	74	34%	25	
Northeast Community College	60	33%	20	
Southeast Community College	969	70%	678	
Western Nebraska Community College	119	28%	33	
Total Public 2-Year Institutions	2,130		1,081	50.8%
Continued on the next page.				

Table A9.3 Continued

Fall 2009 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2008	Retention Rate Fall 2009	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,019	83%	843	
University of Nebraska-Lincoln	4,166	84%	3,494	
University of Nebraska at Omaha	1,755	72%	1,256	
Chadron State College	403	66%	264	
Peru State College	209	63%	132	
Wayne State College	653	67%	436	
Total Public 4-Year Institutions	8,205		6,425	78.3%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	107	77%	82	
Central Community College	756	62%	465	
Metropolitan Community College	876	55%	485	
Mid-Plains Community College	255	55%	141	
Northeast Community College	685	68%	466	
Southeast Community College	1,298	75%	974	
Western Nebraska Community College	364	56%	205	
Total Public 2-Year Institutions	4,341		2,818	64.9%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	8	38%	3	
University of Nebraska-Lincoln	34	53%	18	
University of Nebraska at Omaha	52	44%	23	
Chadron State College	12	25%	3	
Peru State College	8	100%	8	
Wayne State College	7	29%	2	
Total Public 4-Year Institutions	121		57	47.1%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	37	16%	6	
Central Community College	189	43%	82	
Metropolitan Community College	586	33%	193	
Mid-Plains Community College	47	40%	19	
Northeast Community College	61	46%	28	
Southeast Community College	580	73%	423	
Western Nebraska Community College	94	36%	34	
Total Public 2-Year Institutions	1,594		785	49.2%
Continued on the next page.				

Table A9.3 Continued

Fall 2010 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2009	Retention Rate Fall 2010	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	957	82%	783	
University of Nebraska-Lincoln	3,965	84%	3,348	
University of Nebraska at Omaha	1,753	73%	1,285	
Chadron State College	407	70%	286	
Peru State College	226	61%	137	
Wayne State College	663	68%	449	
Total Public 4-Year Institutions	7,971		6,288	78.9%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	114	75%	86	
Central Community College	890	63%	564	
Metropolitan Community College	984	53%	524	
Mid-Plains Community College	356	55%	195	
Northeast Community College	853	65%	551	
Southeast Community College	1,640	74%	1,214	
Western Nebraska Community College	376	56%	210	
Total Public 2-Year Institutions	5,213		3,344	64.1%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	14	50%	7	
University of Nebraska-Lincoln	21	62%	13	
University of Nebraska at Omaha	59	49%	29	
Chadron State College	12	17%	2	
Peru State College	11	55%	6	
Wayne State College	2	0%	0	
Total Public 4-Year Institutions	119		57	47.9%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	127	13%	17	
Central Community College	235	43%	102	
Metropolitan Community College	679	44%	298	
Mid-Plains Community College	60	38%	23	
Northeast Community College	87	37%	32	
Southeast Community College	291	70%	204	
Western Nebraska Community College	110	38%	42	
Total Public 2-Year Institutions	1,589		718	45.2%

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Table A9.3 Continued

Fall 2011 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2010	Retention Rate Fall 2011	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,124	77%	869	
University of Nebraska-Lincoln	4,039	84%	3,378	
University of Nebraska at Omaha	1,720	73%	1,254	
Chadron State College	384	66%	254	
Peru State College	243	53%	129	
Wayne State College	677	68%	460	
Total Public 4-Year Institutions	8,187		6,344	77.5%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	128	63%	81	
Central Community College	853	59%	506	
Metropolitan Community College	1,148	43%	491	
Mid-Plains Community College	401	50%	200	
Northeast Community College	865	63%	547	
Southeast Community College	1,168	63%	732	
Western Nebraska Community College	402	51%	204	
Total Total Public 2-Year Institutions	4,965		2,761	55.6%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	8	25%	2	
University of Nebraska-Lincoln	36	47%	17	
University of Nebraska at Omaha	68	53%	36	
Chadron State College	14	21%	3	
Peru State College	5	20%	1	
Wayne State College	4	25%	1	
Total Public 4-Year Institutions	135		60	44.4%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	NA	0	
Central Community College	206	39%	80	
Metropolitan Community College	799	39%	314	
Mid-Plains Community College	56	34%	19	
Northeast Community College	120	31%	37	
Southeast Community College	696	42%	289	
Western Nebraska Community College	85	25%	21	
Total Total Public 2-Year Institutions	1,962		760	38.7%

Continued on the next page.

Table A9.3 Continued

Fall 2012 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2011	Retention Rate Fall 2012	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,058	79%	839	
University of Nebraska-Lincoln	4,056	84%	3,405	
University of Nebraska at Omaha	1,710	72%	1,228	
Chadron State College	392	66%	259	
Peru State College	172	63%	109	
Wayne State College	676	70%	470	
Total Public 4-Year Institutions	8,064		6,310	78.2%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	85	65%	55	
Central Community College	811	61%	492	
Metropolitan Community College	961	50%	477	
Mid-Plains Community College	442	55%	241	
Northeast Community College	790	67%	527	
Southeast Community College	1,368	64%	875	
Western Nebraska Community College	379	53%	200	
Total Public 2-Year Institutions	4,836		2,867	59.3%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	16	25%	4	
University of Nebraska-Lincoln	37	59%	22	
University of Nebraska at Omaha	75	43%	32	
Chadron State College	12	42%	5	
Peru State College	2	100%	2	
Wayne State College	6	33%	2	
Total Public 4-Year Institutions	148		67	45.3%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	1	0%	0	
Central Community College	212	41%	87	
Metropolitan Community College	747	35%	264	
Mid-Plains Community College	92	23%	21	
Northeast Community College	79	30%	24	
Southeast Community College	275	43%	117	
Western Nebraska Community College	86	29%	25	
Total Public 2-Year Institutions	1,492		538	36.1%

Continued on the next page.

Table A9.3 Continued

Fall 2013 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2012	Retention Rate Fall 2013	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,123	76%	848	
University of Nebraska-Lincoln	3,918	84%	3,277	
University of Nebraska at Omaha	1,648	75%	1,232	
Chadron State College	398	67%	268	
Peru State College	194	58%	113	
Wayne State College	693	62%	429	
Total Public 4-Year Institutions	7,974		6,167	77.3%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	96	67%	64	
Central Community College	740	63%	465	
Metropolitan Community College	1,237	50%	624	
Mid-Plains Community College	425	53%	225	
Northeast Community College	800	68%	547	
Southeast Community College	1,203	57%	691	
Western Nebraska Community College	373	49%	181	
Total Public 2-Year Institutions	4,874		2,797	57.4%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	13	46%	6	
University of Nebraska-Lincoln	19	47%	9	
University of Nebraska at Omaha	113	58%	66	
Chadron State College	11	36%	4	
Peru State College	14	29%	4	
Wayne State College	2	0%	0	
Total Public 4-Year Institutions	172		89	51.7%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	NA	0	
Central Community College	199	39%	78	
Metropolitan Community College	761	31%	238	
Mid-Plains Community College	109	35%	38	
Northeast Community College	83	34%	28	
Southeast Community College	317	50%	158	
Western Nebraska Community College	95	20%	19	
Total Public 2-Year Institutions	1,564		559	35.7%

Continued on the next page.

Table A9.3 Continued

Fall 2014 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2013	Retention Rate Fall 2014	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,007	80%	801	
University of Nebraska-Lincoln	4,396	84%	3,693	
University of Nebraska at Omaha	1,780	77%	1,378	
Chadron State College	458	65%	298	
Peru State College	272	58%	159	
Wayne State College	690	68%	467	
Total Public 4-Year Institutions	8,603		6,796	79.0%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	70	66%	46	
Central Community College	710	65%	461	
Metropolitan Community College	1,077	47%	509	
Mid-Plains Community College	398	59%	236	
Northeast Community College	749	69%	517	
Southeast Community College	1,205	61%	736	
Western Nebraska Community College	335	59%	198	
Total Public 2-Year Institutions	4,544		2,703	59.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	15	33%	5	
University of Nebraska-Lincoln	24	33%	8	
University of Nebraska at Omaha	95	45%	43	
Chadron State College	5	20%	1	
Peru State College	6	0%	0	
Wayne State College	1	100%	1	
Total Public 4-Year Institutions	146		58	39.7%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	NA	0	
Central Community College	194	44%	86	
Metropolitan Community College	866	37%	317	
Mid-Plains Community College	87	32%	28	
Northeast Community College	78	29%	23	
Southeast Community College	361	42%	153	
Western Nebraska Community College	83	28%	23	
Total Public 2-Year Institutions	1,669		630	37.7%
Continued on the next page.				

Table A9.3 Continued

Fall 2015 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2014	Retention Rate Fall 2015	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	985	80%	785	
University of Nebraska-Lincoln	4,628	83%	3,820	
University of Nebraska at Omaha	1,743	77%	1,344	
Chadron State College	460	65%	298	
Peru State College	259	54%	139	
Wayne State College	680	72%	490	
Total Public 4-Year Institutions	8,755		6,876	78.5%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	121	65%	79	
Central Community College	622	69%	427	
Metropolitan Community College	1,075	45%	489	
Mid-Plains Community College	353	60%	211	
Northeast Community College	785	75%	588	
Southeast Community College	1,064	60%	635	
Western Nebraska Community College	335	52%	174	
Total Public 2-Year Institutions	4,355		2,603	59.8%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	5	40%	2	
University of Nebraska-Lincoln	24	50%	12	
University of Nebraska at Omaha	96	49%	47	
Chadron State College	6	17%	1	
Peru State College	9	22%	2	
Wayne State College	5	40%	2	
Total Public 4-Year Institutions	145		66	45.5%
Nebraska College of Technical Agriculture	0	NA	0	
Central Community College	182	44%	80	
Metropolitan Community College	885	33%	295	
Mid-Plains Community College	34	44%	15	
Northeast Community College	94	38%	36	
Southeast Community College	306	45%	139	
Western Nebraska Community College	71	31%	22	
Total Public 2-Year Institutions	1,572		587	37.3%
Continued on the next page.				

Table A9.3 Continued

Fall 2016 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2015	Retention Rate Fall 2016	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	931	84%	778	
University of Nebraska-Lincoln	4,603	82%	3,784	
University of Nebraska at Omaha	1,602	77%	1,240	
Chadron State College	413	64%	265	
Peru State College	249	63%	157	
Wayne State College	630	67%	419	
Total Public 4-Year Institutions	8,428		6,643	78.8%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	91	64%	58	
Central Community College	611	68%	416	
Metropolitan Community College	909	53%	485	
Mid-Plains Community College	329	67%	221	
Northeast Community College	768	70%	536	
Southeast Community College	1,010	63%	633	
Western Nebraska Community College	317	53%	168	
Total Public 2-Year Institutions	4,035		2,517	62.4%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	7	57%	4	
University of Nebraska-Lincoln	25	56%	14	
University of Nebraska at Omaha	95	48%	46	
Chadron State College	15	40%	6	
Peru State College	1	100%	1	
Wayne State College	1	0%	0	
Total Public 4-Year Institutions	144		71	49.3%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	NA	0	
Central Community College	197	48%	94	
Metropolitan Community College	774	34%	263	
Mid-Plains Community College	56	29%	16	
Northeast Community College	79	39%	31	
Southeast Community College	359	42%	151	
Western Nebraska Community College	73	21%	15	
Total Public 2-Year Institutions	1,538		570	37.1%

Continued on the next page.

Table A9.3 Continued

Fall 2017 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2016	Retention Rate Fall 2017	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	996	79%	790	
University of Nebraska-Lincoln	4,833	83%	4,004	
University of Nebraska at Omaha	1,612	76%	1,229	
Chadron State College	382	66%	251	
Peru State College	257	57%	146	
Wayne State College	578	69%	396	
Total Public 4-Year Institutions	8,658		6,816	78.7%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	109	61%	67	
Central Community College	600	65%	392	
Metropolitan Community College	1,057	53%	559	
Mid-Plains Community College	371	63%	235	
Northeast Community College	865	68%	589	
Southeast Community College	977	62%	605	
Western Nebraska Community College	312	53%	164	
Total Public 2-Year Institutions	4,291		2,611	60.8%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	12	50%	6	
University of Nebraska-Lincoln	27	44%	12	
University of Nebraska at Omaha	57	56%	32	
Chadron State College	6	50%	3	
Peru State College	5	40%	2	
Wayne State College	1	0%	0	
Total Public 4-Year Institutions	108		55	50.9%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	NA	0	
Central Community College	181	51%	93	
Metropolitan Community College	747	41%	308	
Mid-Plains Community College	81	25%	20	
Northeast Community College	85	33%	28	
Southeast Community College	371	42%	156	
Western Nebraska Community College	41	17%	7	
Total Public 2-Year Institutions	1,506		612	40.6%
Data source: National Center for Education Statistics, IPEDS fall 2007 through fall 2017 surveys.				

**Table A9.4
Nebraska Full-Time Freshmen Retention Rates by Institution
Fall 2017 Compared to Fall 2007**

Sector and Institution	Fall 2007			Fall 2017		
	No. FTF Fall 2006	No. Retained Fall 2007	Retention Rate Fall 2007	No. FTF Fall 2016	No. Retained Fall 2017	Retention Rate Fall 2017
University of Nebraska						
Neb. College of Technical Agriculture	198	137	69%	109	67	61%
University of Nebraska at Kearney	937	743	79%	996	790	79%
University of Nebraska-Lincoln	3,831	3,176	83%	4,833	4,004	83%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	1,638	1,208	74%	1,612	1,229	76%
Nebraska State College System						
Chadron State College	354	234	66%	382	251	66%
Peru State College	214	107	50%	257	146	57%
Wayne State College	606	452	75%	578	396	69%
Nebraska Community Colleges						
Central Community College	744	471	63%	600	392	65%
Metropolitan Community College	900	488	54%	1,057	559	53%
Mid-Plains Community College	243	143	59%	371	235	63%
Northeast Community College	679	473	70%	865	589	68%
Southeast Community College	1,596	1,021	64%	977	605	62%
Western Nebraska Community College	362	198	55%	312	164	53%
Nebraska Independent Institutions						
Bellevue University	106	30	28%	27	20	74%
Bryan College of Health Sciences	1	1	100%	50	45	90%
Clarkson College	123	97	79%	26	20	77%
College of Saint Mary	92	56	61%	102	86	84%
Concordia University-Nebraska	302	233	77%	322	240	75%
Creighton University	968	832	86%	1,032	920	89%
Dana College	146	95	65%	0	0	NA
Doane University-Arts & Sciences	247	193	78%	303	237	78%
Doane University-Graduate and Professional Studies	3	3	100%	1	1	100%
Grace University	63	31	49%	35	18	51%
Hastings College	263	192	73%	273	187	68%
Little Priest Tribal College	16	6	38%	26	15	58%
Midland University	270	166	61%	340	212	62%
Nebraska Christian College of Hope International University	51	45	88%	16	13	81%
Nebraska Indian Community College	13	2	15%	16	8	50%
Nebraska Methodist College of Nursing & Allied Health	22	17	77%	31	24	77%
Nebraska Wesleyan University	413	338	82%	420	313	75%
Summit Christian College	6	3	50%	2	2	100%
Union College	189	137	72%	137	110	80%
York College	87	73	84%	97	58	60%

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Table A9.4 Continued

Sector and Institution	Fall 2007			Fall 2017		
	No. FTF Fall 2006	No. Retained Fall 2007	Retention Rate Fall 2007	No. FTF Fall 2016	No. Retained Fall 2017	Retention Rate Fall 2017
For-Profit/Career Schools						
Capitol School of Hairstyling and Esthetics	13	5	38%	77	75	97%
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
College of Hair Design-Downtown	65	56	86%	13	11	85%
College of Hair Design-East Campus	0	0	NA	15	15	100%
Fullen School of Hair Design	19	15	79%	0	0	NA
ITT Technical Institute-Omaha	52	25	48%	0	0	NA
Joseph's College Cosmetology	151	119	79%	45	30	67%
Kaplan University-Lincoln Campus	113	68	60%	0	0	NA
Kaplan University-Omaha Campus	201	117	58%	2	2	100%
La'James International College	77	66	86%	17	12	71%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA	0	0	NA
Myotherapy Institute	32	32	100%	15	12	80%
National American University-Bellevue	0	0	NA	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	0	0	NA	24	15	63%
Paul Mitchell the School Lincoln	0	0	NA	4	0	0%
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
The Creative Center	31	25	81%	0	0	NA
Universal College of Healing Arts	48	46	96%	8	6	75%
University of Phoenix-Omaha Campus	12	2	17%	0	0	NA
Vatterott College-Spring Valley	90	39	43%	0	0	NA
Xenon International Academy-Omaha	112	107	96%	35	31	89%
<i>Note.</i> FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2007 and fall 2017 surveys.						

**Table A9.5
Nebraska Part-Time Freshmen Retention Rates by Institution
Fall 2017 Compared to Fall 2007**

Sector and Institution	Fall 2007			Fall 2017		
	No. FTF Fall 2006	No. Retained Fall 2007	Retention Rate Fall 2007	No. FTF Fall 2016	No. Retained Fall 2017	Retention Rate Fall 2017
University of Nebraska						
Neb. College of Technical Agriculture	4	0	0%	0	0	NA
University of Nebraska at Kearney	56	43	77%	12	6	50%
University of Nebraska-Lincoln	18	8	44%	27	12	44%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	66	27	41%	57	32	56%
Nebraska State College System						
Chadron State College	12	4	33%	6	3	50%
Peru State College	3	1	33%	5	2	40%
Wayne State College	5	1	20%	1	0	0%
Nebraska Community Colleges						
Central Community College	235	77	33%	181	93	51%
Metropolitan Community College	609	203	33%	747	308	41%
Mid-Plains Community College	28	11	39%	81	20	25%
Northeast Community College	74	48	65%	85	28	33%
Southeast Community College	672	316	47%	371	156	42%
Western Nebraska Community College	95	18	19%	41	7	17%
Nebraska Independent Institutions						
Bellevue University	37	11	30%	7	5	71%
Bryan College of Health Sciences	8	8	100%	8	6	75%
Clarkson College	38	28	74%	0	0	NA
College of Saint Mary	8	3	38%	0	0	NA
Concordia University-Nebraska	0	0	NA	0	0	NA
Creighton University	0	0	NA	0	0	NA
Dana College	0	0	NA	0	0	NA
Doane University-Arts & Sciences	1	0	0%	0	0	NA
Doane University-Graduate and Professional Studies	2	1	50%	0	0	NA
Grace University	6	0	0%	2	1	50%
Hastings College	0	0	NA	0	0	NA
Little Priest Tribal College	5	2	40%	4	0	0%
Midland University	0	0	NA	0	0	NA
Nebraska Christian College of Hope International University	6	2	33%	0	0	NA
Nebraska Indian Community College	21	2	10%	19	6	32%
Nebraska Methodist College of Nursing & Allied Health	0	0	NA	0	0	NA
Nebraska Wesleyan University	0	0	NA	0	0	NA
Summit Christian College	0	0	NA	0	0	NA
Union College	3	1	33%	1	1	100%
York College	2	1	50%	0	0	NA

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Table A9.5 Continued

Sector and Institution	Fall 2007			Fall 2017		
	No. FTF Fall 2006	No. Retained Fall 2007	Retention Rate Fall 2007	No. FTF Fall 2016	No. Retained Fall 2017	Retention Rate Fall 2017
For-Profit/Career Schools						
Capitol School of Hairstyling and Esthetics	12	12	100%	13	11	85%
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
College of Hair Design-Downtown	0	0	NA	0	0	NA
College of Hair Design-East Campus	0	0	NA	0	0	NA
Fullen School of Hair Design	0	0	NA	0	0	NA
ITT Technical Institute-Omaha	2	0	0%	0	0	NA
Joseph's College Cosmetology	0	0	NA	0	0	NA
Kaplan University-Lincoln Campus	89	20	22%	2	0	0%
Kaplan University-Omaha Campus	68	12	18%	4	2	50%
La'James International College	0	0	NA	0	0	NA
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA	0	0	NA
Myotherapy Institute	10	10	100%	0	0	NA
National American University-Bellevue	0	0	NA	1	0	0%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA	2	1	50%
Paul Mitchell the School Lincoln	0	0	NA	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
The Creative Center	0	0	NA	0	0	NA
Universal College of Healing Arts	0	0	NA	0	0	NA
University of Phoenix-Omaha Campus	0	0	NA	0	0	NA
Vatterott College-Spring Valley	0	0	NA	0	0	NA
Xenon International Academy-Omaha	5	5	100%	0	0	NA
<i>Note.</i> FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2007 and fall 2017 surveys.						

Appendix 10

IPEDS College Graduation Rates within 150% of Normal Time

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. (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.) The rate is calculated by dividing the number of completers by the number of students in the adjusted cohort. The resulting percentage may be referred to as a “completion rate” or “graduation rate.”

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

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 historically 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.

The recent addition of the Outcome Measures Survey to IPEDS addresses some of the shortcomings of the Graduation Rate Survey mentioned above. The Outcome Measures Survey includes transfer student cohorts as well as first-time student cohorts, both types of students further disaggregated into full-time, part-time, and Pell Grant recipients. The Commission intends to incorporate the new information into the *Progress Report* over time. Data from the Outcome Measures Survey is presented in the Commission’s *Comprehensive Plan* annual metrics report, *Measuring Accomplishments*, at ccpe.nebraska.gov/reports.

**Table A10.1
 Graduation Rates within 150% of Normal Time
 for Nebraska Public Postsecondary Institutions
 2006-2007 through 2016-2017**

Year	Public Two-Year Institutions			Public Four-Year Institutions		
	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2006-2007	5,024	1,567	31.2%	7,263	3,948	54.4%
2007-2008	4,582	1,523	33.2%	7,417	4,128	55.7%
2008-2009	4,711	1,345	28.6%	7,297	4,075	55.8%
2009-2010	4,113	1,271	30.9%	7,015	3,908	55.7%
2010-2011	4,360	1,296	29.7%	7,369	4,200	57.0%
2011-2012	5,269	1,459	27.7%	7,566	4,294	56.8%
2012-2013	4,961	1,341	27.0%	7,985	4,486	56.2%
2013-2014	4,759	1,385	29.1%	8,204	4,679	57.0%
2014-2015	4,874	1,408	28.9%	7,982	4,596	57.6%
2015-2016	4,542	1,438	31.7%	8,170	4,673	57.2%
2016-2017	4,354	1,467	33.7%	8,061	4,778	59.3%

Data source: National Center for Education Statistics, IPEDS 2007 through 2017 surveys.

**Table A10.2
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector
2016-2017 Compared to 2006-2007**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
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%	
Independent Colleges and Universities	3,200	1,916	59.9%	
For-Profit/Career Schools	1,462	897	61.4%	
State Total	16,949	8,328	49.1%	
2016-2017				Percentage Pt. Change in Grad Rate
University of Nebraska	6,942	4,267	61.5%	5.0
Nebraska State College System	1,240	570	46.0%	3.9
Nebraska Community Colleges	4,233	1,408	33.3%	2.4
Independent Colleges and Universities	3,123	2,009	64.3%	4.5
For-Profit/Career Schools	511	338	66.1%	4.8
State Total	16,049	8,592	53.5%	4.4
Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.				

Table A10.3
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2016-2017 Compared to 2006-2007

Institution	2006-2007 Grad Rate	2016-2017 Grad Rate
University of Nebraska	56.5%	61.5%
Nebraska College of Technical Agriculture	45.2%	48.8%
University of Nebraska at Kearney	57.7%	61.3%
University of Nebraska-Lincoln	63.4%	67.9%
University of Nebraska Medical Center	NA	NA
University of Nebraska at Omaha	41.3%	47.1%
Nebraska State College System	42.1%	46.0%
Chadron State College	44.8%	41.8%
Peru State College	23.1%	36.0%
Wayne State College	46.3%	50.9%
Nebraska Community Colleges	30.9%	33.3%
Central Community College	32.5%	40.4%
Metropolitan Community College	13.3%	15.8%
Mid-Plains Community College	35.1%	34.9%
Northeast Community College	51.0%	55.2%
Southeast Community College	30.0%	30.7%
Western Nebraska Community College	23.9%	31.0%
Nebraska Independent Colleges and Universities	59.9%	64.3%
Bellevue University	19.0%	16.7%
Bryan College of Health Sciences	NA	78.6%
Clarkson College	69.4%	74.1%
College of Saint Mary	46.3%	47.7%
Concordia University-Nebraska	57.7%	66.2%
Creighton University	75.0%	80.6%
Dana College	50.0%	NA
Doane University-Arts & Sciences	67.0%	62.8%
Doane University-Graduate and Professional Studies	NA	NA
Grace University	41.1%	42.9%
Hastings College	62.3%	54.5%
Little Priest Tribal College	7.7%	11.8%
Midland University	53.9%	48.7%
Nebraska Christian College of Hope International University	46.6%	24.4%
Nebraska Indian Community College	8.7%	6.7%
Nebraska Methodist College of Nursing & Allied Health	77.8%	70.0%
Nebraska Wesleyan University	69.6%	65.2%
Summit Christian College	33.3%	0.0%
Union College	53.0%	53.9%
York College	48.1%	53.8%
Total Nebraska Public and Independent Colleges and Universities	48.0%	53.1%

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Table A10.3 Continued		
Institution	2006-2007 Grad Rate	2016-2017 Grad Rate
For-Profit/Career Schools	61.4%	66.1%
Capitol School of Hairstyling and Esthetics	87.1%	83.1%
CHI Health School of Radiologic Technology	NA	NA
College of Hair Design-Downtown	58.1%	70.5%
College of Hair Design-East Campus	NA	78.8%
Fullen School of Hair Design	100.0%	NA
ITT Technical Institute-Omaha	49.3%	NA
Joseph's College Cosmetology	54.5%	58.6%
Kaplan University-Lincoln Campus	43.2%	31.6%
Kaplan University-Omaha Campus	52.1%	25.0%
La'James International College	81.7%	73.3%
Mary Lanning Memorial Hospital School of Radiologic Technology	NA	NA
Myotherapy Institute	100.0%	76.9%
National American University-Bellevue	NA	NA
Omaha School of Massage and Healthcare of Herzing University	87.9%	47.2%
Paul Mitchell the School Lincoln	NA	0.0%
Regional West Medical Center School of Radiologic Technology	NA	NA
The Creative Center	75.7%	71.1%
Universal College of Healing Arts	80.0%	100.0%
University of Phoenix-Omaha Campus	NA	NA
Vatterott College-Spring Valley	45.4%	NA
Xenon International Academy-Omaha	80.3%	72.9%
State Total	49.1%	53.5%
<i>Note.</i> See Table A10.4 for supporting data. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.		

**Table A10.4
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2006-2007 through 2016-2017**

2006-2007 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2006-2007 Graduation Rate
University of Nebraska	6,210	3,508	56.5%
Nebraska College of Technical Agriculture	104	47	45.2%
University of Nebraska at Kearney	1,038	599	57.7%
University of Nebraska-Lincoln	3,480	2,206	63.4%
University of Nebraska Medical Center	0	0	NA
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%
Bryan College of Health Sciences	0	0	NA
Clarkson College	108	75	69.4%
College of Saint Mary	80	37	46.3%
Concordia University-Nebraska	265	153	57.7%
Creighton University	760	570	75.0%
Dana College	156	78	50.0%
Doane University-Arts & Sciences	218	146	67.0%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	95	39	41.1%
Hastings College	252	157	62.3%
Little Priest Tribal College	26	2	7.7%
Midland University	269	145	53.9%
Nebraska Christian College of Hope International University	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	18	6	33.3%
Union College	202	107	53.0%
York College	108	52	48.1%
Total Nebraska Public and Independent Colleges and Universities	15,487	7,431	48.0%

Continued on the next page.

Table A10.4 Continued

2006-2007 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2006-2007 Graduation Rate
For-Profit/Career Schools	1,462	897	61.4%
Capitol School of Hairstyling and Esthetics	85	74	87.1%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	86	50	58.1%
College of Hair Design-East Campus	0	0	NA
Fullen School of Hair Design	13	13	100.0%
ITT Technical Institute-Omaha	146	72	49.3%
Joseph's College Cosmetology	268	146	54.5%
Kaplan University-Lincoln Campus	222	96	43.2%
Kaplan University-Omaha Campus	165	86	52.1%
La'James International College	93	76	81.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	41	41	100.0%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	66	58	87.9%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	74	56	75.7%
Universal College of Healing Arts	40	32	80.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	97	44	45.4%
Xenon International Academy-Omaha	66	53	80.3%
State Total	16,949	8,328	49.1%

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Table A10.4 Continued

2007-2008 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2007-2008 Graduation Rate
University of Nebraska	6,374	3,659	57.4%
Nebraska College of Technical Agriculture	136	73	53.7%
University of Nebraska at Kearney	1,022	600	58.7%
University of Nebraska-Lincoln	3,615	2,304	63.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,601	682	42.6%
Nebraska State College System	1,179	542	46.0%
Chadron State College	406	200	49.3%
Peru State College	171	56	32.7%
Wayne State College	602	286	47.5%
Nebraska Community Colleges	4,446	1,450	32.6%
Central Community College	690	223	32.3%
Metropolitan Community College	854	117	13.7%
Mid Plains Community College	237	117	49.4%
Northeast Community College	808	397	49.1%
Southeast Community College	1,551	525	33.8%
Western Nebraska Community College	306	71	23.2%
Nebraska Independent Colleges and Universities	3,269	1,940	59.3%
Bellevue University	143	9	6.3%
Bryan College of Health Sciences	0	0	NA
Clarkson College	103	43	41.7%
College of Saint Mary	97	60	61.9%
Concordia University-Nebraska	319	199	62.4%
Creighton University	802	612	76.3%
Dana College	140	59	42.1%
Doane University-Arts & Sciences	273	182	66.7%
Doane University-Graduate and Professional Studies	2	2	100.0%
Grace University	92	40	43.5%
Hastings College	276	177	64.1%
Little Priest Tribal College	6	0	0.0%
Midland University	264	144	54.5%
Nebraska Christian College of Hope International University	59	21	35.6%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	32	23	71.9%
Nebraska Wesleyan University	336	221	65.8%
Summit Christian College	11	3	27.3%
Union College	167	90	53.9%
York College	117	54	46.2%
Total Nebraska Public and Independent Colleges and Universities	15,268	7,591	49.7%

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Table A10.4 Continued

2007-2008 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2007-2008 Graduation Rate
For-Profit/Career Schools	1,758	957	54.4%
Capitol School of Hairstyling and Esthetics	113	88	77.9%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	79	53	67.1%
College of Hair Design-East Campus	0	0	NA
Fullen School of Hair Design	28	28	100.0%
ITT Technical Institute-Omaha	54	27	50.0%
Joseph's College Cosmetology	253	145	57.3%
Kaplan University-Lincoln Campus	197	66	33.5%
Kaplan University-Omaha Campus	381	73	19.2%
La'James International College	89	69	77.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	41	35	85.4%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	104	94	90.4%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	57	45	78.9%
Universal College of Healing Arts	30	27	90.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	201	102	50.7%
Xenon International Academy-Omaha	131	105	80.2%
State Total	17,026	8,548	50.2%

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Table A10.4 Continued			
2008-2009 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2008-2009 Graduation Rate
University of Nebraska	6,233	3,607	57.9%
Nebraska College of Technical Agriculture	117	55	47.0%
University of Nebraska at Kearney	1,012	599	59.2%
University of Nebraska-Lincoln	3,639	2,298	63.1%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,465	655	44.7%
Nebraska State College System	1,181	523	44.3%
Chadron State College	395	151	38.2%
Peru State College	188	72	38.3%
Wayne State College	598	300	50.2%
Nebraska Community Colleges	4,594	1,290	28.1%
Central Community College	743	218	29.3%
Metropolitan Community College	908	113	12.4%
Mid Plains Community College	243	105	43.2%
Northeast Community College	742	339	45.7%
Southeast Community College	1,596	431	27.0%
Western Nebraska Community College	362	84	23.2%
Nebraska Independent Colleges and Universities	3,488	2,146	61.5%
Bellevue University	223	90	40.4%
Bryan College of Health Sciences	56	44	78.6%
Clarkson College	21	13	61.9%
College of Saint Mary	78	35	44.9%
Concordia University-Nebraska	222	135	60.8%
Creighton University	933	697	74.7%
Dana College	164	81	49.4%
Doane University-Arts & Sciences	288	184	63.9%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	103	56	54.4%
Hastings College	338	209	61.8%
Little Priest Tribal College	16	2	12.5%
Midland University	235	113	48.1%
Nebraska Christian College of Hope International University	43	21	48.8%
Nebraska Indian Community College	13	0	0.0%
Nebraska Methodist College of Nursing & Allied Health	42	35	83.3%
Nebraska Wesleyan University	417	276	66.2%
Summit Christian College	22	17	77.3%
Union College	162	88	54.3%
York College	112	50	44.6%
Total Nebraska Public and Independent Colleges and Universities	15,496	7,566	48.8%

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Table A10.4 Continued

2008-2009 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2008-2009 Graduation Rate
For-Profit/Career Schools	2,503	1,295	51.7%
Capitol School of Hairstyling and Esthetics	60	60	100.0%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	78	66	84.6%
College of Hair Design-East Campus	0	0	NA
Fullen School of Hair Design	42	35	83.3%
ITT Technical Institute-Omaha	97	39	40.2%
Joseph's College Cosmetology	464	252	54.3%
Kaplan University-Lincoln Campus	595	202	33.9%
Kaplan University-Omaha Campus	701	302	43.1%
La'James International College	73	50	68.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	32	32	100.0%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	42	39	92.9%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	56	31	55.4%
Universal College of Healing Arts	48	42	87.5%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	91	48	52.7%
Xenon International Academy-Omaha	124	97	78.2%
State Total	17,999	8,861	49.2%

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Table A10.4 Continued

2009-2010 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2009-2010 Graduation Rate
University of Nebraska	5,969	3,444	57.7%
Nebraska College of Technical Agriculture	95	48	50.5%
University of Nebraska at Kearney	1,061	611	57.6%
University of Nebraska-Lincoln	3,236	2,078	64.2%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,577	707	44.8%
Nebraska State College System	1,141	512	44.9%
Chadron State College	372	170	45.7%
Peru State College	217	80	36.9%
Wayne State College	552	262	47.5%
Nebraska Community Colleges	4,018	1,223	30.4%
Central Community College	706	233	33.0%
Metropolitan Community College	976	110	11.3%
Mid-Plains Community College	245	79	32.2%
Northeast Community College	779	383	49.2%
Southeast Community College	931	351	37.7%
Western Nebraska Community College	381	67	17.6%
Nebraska Independent Colleges and Universities	3,193	1,983	62.1%
Bellevue University	121	31	25.6%
Bryan College of Health Sciences	0	0	NA
Clarkson College	19	9	47.4%
College of Saint Mary	101	47	46.5%
Concordia University-Nebraska	278	166	59.7%
Creighton University	968	743	76.8%
Dana College	0	0	NA
Doane University-Arts & Sciences	303	168	55.4%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	57	25	43.9%
Hastings College	289	187	64.7%
Little Priest Tribal College	21	1	4.8%
Midland University	252	132	52.4%
Nebraska Christian College of Hope International University	41	29	70.7%
Nebraska Indian Community College	18	4	22.2%
Nebraska Methodist College of Nursing & Allied Health	34	28	82.4%
Nebraska Wesleyan University	428	278	65.0%
Summit Christian College	9	5	55.6%
Union College	148	84	56.8%
York College	106	46	43.4%
Total Nebraska Public and Independent Colleges and Universities	14,321	7,162	50.0%

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Table A10.4 Continued

2009-2010 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2009-2010 Graduation Rate
For-Profit/Career Schools	2,013	1,136	56.4%
Capitol School of Hairstyling and Esthetics	98	85	86.7%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	77	61	79.2%
College of Hair Design-East Campus	0	0	NA
Fullen School of Hair Design	12	9	75.0%
ITT Technical Institute-Omaha	97	36	37.1%
Joseph's College Cosmetology ^a	-	-	NA
Kaplan University-Lincoln Campus	426	123	28.9%
Kaplan University-Omaha Campus	561	252	44.9%
La'James International College	43	27	62.8%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	27	27	100.0%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	42	32	76.2%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	51	33	64.7%
Universal College of Healing Arts	26	22	84.6%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	451	328	72.7%
Xenon International Academy-Omaha	102	101	99.0%
State Total	16,334	8,298	50.8%

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Table A10.4 Continued

2010-2011 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2010-2011 Graduation Rate
University of Nebraska	6,327	3,751	59.3%
Nebraska College of Technical Agriculture	91	57	62.6%
University of Nebraska at Kearney	1,013	614	60.6%
University of Nebraska-Lincoln	3,533	2,356	66.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,690	724	42.8%
Nebraska State College System	1,133	506	44.7%
Chadron State College	333	152	45.6%
Peru State College	213	55	25.8%
Wayne State College	587	299	50.9%
Nebraska Community Colleges	4,269	1,239	29.0%
Central Community College	755	252	33.4%
Metropolitan Community College	876	115	13.1%
Mid-Plains Community College	254	90	35.4%
Northeast Community College	725	331	45.7%
Southeast Community College	1,298	352	27.1%
Western Nebraska Community College	361	99	27.4%
Nebraska Independent Colleges and Universities	3,092	1,884	60.9%
Bellevue University	54	20	37.0%
Bryan College of Health Sciences	0	0	NA
Clarkson College	17	10	58.8%
College of Saint Mary	79	32	40.5%
Concordia University-Nebraska	289	152	52.6%
Creighton University	970	750	77.3%
Dana College	0	0	NA
Doane University-Arts & Sciences	256	162	63.3%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	56	18	32.1%
Hastings College	312	175	56.1%
Little Priest Tribal College	21	0	0.0%
Midland University	249	110	44.2%
Nebraska Christian College of Hope International University	41	22	53.7%
Nebraska Indian Community College	17	2	11.8%
Nebraska Methodist College of Nursing & Allied Health	37	29	78.4%
Nebraska Wesleyan University	406	258	63.5%
Summit Christian College	10	7	70.0%
Union College	161	87	54.0%
York College	117	50	42.7%
Total Nebraska Public and Independent Colleges and Universities	14,821	7,380	49.8%

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Table A10.4 Continued

2010-2011 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2010-2011 Graduation Rate
For-Profit/Career Schools	1,785	944	52.9%
Capitol School of Hairstyling and Esthetics	59	59	100.0%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	50	38	76.0%
College of Hair Design-East Campus	0	0	NA
Fullen School of Hair Design	37	29	78.4%
ITT Technical Institute-Omaha	93	15	16.1%
Joseph's College Cosmetology	273	152	55.7%
Kaplan University-Lincoln Campus	246	90	36.6%
Kaplan University-Omaha Campus	309	158	51.1%
La'James International College	41	25	61.0%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	27	22	81.5%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	38	26	68.4%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	29	26	89.7%
Universal College of Healing Arts	22	19	86.4%
University of Phoenix-Omaha Campus	10	1	10.0%
Vatterott College-Spring Valley	401	177	44.1%
Xenon International Academy-Omaha	150	107	71.3%
State Total	16,606	8,324	50.1%

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Table A10.4 Continued

2011-2012 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2011-2012 Graduation Rate
University of Nebraska	6,518	3,808	58.4%
Nebraska College of Technical Agriculture	116	56	48.3%
University of Nebraska at Kearney	937	524	55.9%
University of Nebraska-Lincoln	3,828	2,474	64.6%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,637	754	46.1%
Nebraska State College System	1,164	542	46.6%
Chadron State College	354	148	41.8%
Peru State College	204	71	34.8%
Wayne State College	606	323	53.3%
Nebraska Community Colleges	5,153	1,403	27.2%
Central Community College	888	283	31.9%
Metropolitan Community College	1,021	124	12.1%
Mid-Plains Community College	356	129	36.2%
Northeast Community College	872	412	47.2%
Southeast Community College	1,640	369	22.5%
Western Nebraska Community College	376	86	22.9%
Nebraska Independent Colleges and Universities	3,131	1,869	59.7%
Bellevue University	103	32	31.1%
Bryan College of Health Sciences	0	0	NA
Clarkson College	22	11	50.0%
College of Saint Mary	92	33	35.9%
Concordia University-Nebraska	302	189	62.6%
Creighton University	965	719	74.5%
Dana College	0	0	NA
Doane University-Arts & Sciences	247	158	64.0%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	63	27	42.9%
Hastings College	262	145	55.3%
Little Priest Tribal College	15	0	0.0%
Midland University	270	126	46.7%
Nebraska Christian College of Hope International University	51	20	39.2%
Nebraska Indian Community College	28	5	17.9%
Nebraska Methodist College of Nursing & Allied Health	22	14	63.6%
Nebraska Wesleyan University	413	270	65.4%
Summit Christian College	4	1	25.0%
Union College	185	92	49.7%
York College	87	27	31.0%
Total Nebraska Public and Independent Colleges and Universities	15,966	7,622	47.7%

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Table A10.4 Continued

2011-2012 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2011-2012 Graduation Rate
For-Profit/Career Schools	1,662	877	52.8%
Capitol School of Hairstyling and Esthetics	88	71	80.7%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	97	65	67.0%
College of Hair Design-East Campus	59	48	81.4%
Fullen School of Hair Design	33	26	78.8%
ITT Technical Institute-Omaha	68	23	33.8%
Joseph's College Cosmetology	150	87	58.0%
Kaplan University-Lincoln Campus	220	77	35.0%
Kaplan University-Omaha Campus	245	101	41.2%
La'James International College	45	30	66.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	23	20	87.0%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	37	20	54.1%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	31	24	77.4%
Universal College of Healing Arts	13	13	100.0%
University of Phoenix-Omaha Campus	24	1	4.2%
Vatterott College-Spring Valley	401	186	46.4%
Xenon International Academy-Omaha	128	85	66.4%
State Total	17,628	8,499	48.2%

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Table A10.4 Continued

2012-2013 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2012-2013 Graduation Rate
University of Nebraska	6,853	4,040	59.0%
Nebraska College of Technical Agriculture	128	67	52.3%
University of Nebraska at Kearney	915	487	53.2%
University of Nebraska-Lincoln	4,214	2,814	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,596	672	42.1%
Nebraska State College System	1,260	513	40.7%
Chadron State College	409	136	33.3%
Peru State College	197	79	40.1%
Wayne State College	654	298	45.6%
Nebraska Community Colleges	4,833	1,274	26.4%
Central Community College	852	212	24.9%
Metropolitan Community College	1,148	143	12.5%
Mid-Plains Community College	401	137	34.2%
Northeast Community College	862	372	43.2%
Southeast Community College	1,168	317	27.1%
Western Nebraska Community College	402	93	23.1%
Nebraska Independent Colleges and Universities	3,152	1,914	60.7%
Bellevue University	104	41	39.4%
Bryan College of Health Sciences	9	5	55.6%
Clarkson College	31	15	48.4%
College of Saint Mary	93	39	41.9%
Concordia University-Nebraska	264	168	63.6%
Creighton University	947	719	75.9%
Dana College	0	0	NA
Doane University-Arts & Sciences	259	157	60.6%
Doane University-Graduate and Professional Studies	2	0	0.0%
Grace University	82	43	52.4%
Hastings College	302	174	57.6%
Little Priest Tribal College	24	1	4.2%
Midland University	215	106	49.3%
Nebraska Christian College of Hope International University	45	11	24.4%
Nebraska Indian Community College	23	3	13.0%
Nebraska Methodist College of Nursing & Allied Health	50	34	68.0%
Nebraska Wesleyan University	438	300	68.5%
Summit Christian College	11	2	18.2%
Union College	164	61	37.2%
York College	89	35	39.3%
Total Nebraska Public and Independent Colleges and Universities	16,098	7,741	48.1%

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Table A10.4 Continued

2012-2013 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2012-2013 Graduation Rate
For-Profit/Career Schools	1,329	714	53.7%
Capitol School of Hairstyling and Esthetics	74	70	94.6%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	96	57	59.4%
College of Hair Design-East Campus	75	56	74.7%
Fullen School of Hair Design	21	17	81.0%
ITT Technical Institute-Omaha	61	26	42.6%
Joseph's College Cosmetology	105	71	67.6%
Kaplan University-Lincoln Campus	166	66	39.8%
Kaplan University-Omaha Campus	255	94	36.9%
La'James International College	39	20	51.3%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	38	33	86.8%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	22	14	63.6%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	41	33	80.5%
Universal College of Healing Arts	23	22	95.7%
University of Phoenix-Omaha Campus	6	0	0.0%
Vatterott College-Spring Valley	244	93	38.1%
Xenon International Academy-Omaha	63	42	66.7%
State Total	17,427	8,455	48.5%

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Table A10.4 Continued

2013-2014 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2013-2014 Graduation Rate
University of Nebraska	7,023	4,176	59.5%
Nebraska College of Technical Agriculture	85	37	43.5%
University of Nebraska at Kearney	1,019	575	56.4%
University of Nebraska-Lincoln	4,164	2,781	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,755	783	44.6%
Nebraska State College System	1,266	540	42.7%
Chadron State College	403	146	36.2%
Peru State College	210	77	36.7%
Wayne State College	653	317	48.5%
Nebraska Community Colleges	4,674	1,348	28.8%
Central Community College	811	267	32.9%
Metropolitan Community College	887	121	13.6%
Mid-Plains Community College	439	145	33.0%
Northeast Community College	790	364	46.1%
Southeast Community College	1,368	347	25.4%
Western Nebraska Community College	379	104	27.4%
Nebraska Independent Colleges and Universities	3,015	1,913	63.4%
Bellevue University	34	10	29.4%
Bryan College of Health Sciences	25	20	80.0%
Clarkson College	22	13	59.1%
College of Saint Mary	76	37	48.7%
Concordia University-Nebraska	273	181	66.3%
Creighton University	984	766	77.8%
Dana College	0	0	NA
Doane University-Arts & Sciences	247	146	59.1%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	62	34	54.8%
Hastings College	320	188	58.8%
Little Priest Tribal College	27	4	14.8%
Midland University	157	75	47.8%
Nebraska Christian College of Hope International University	38	10	26.3%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	56	37	66.1%
Nebraska Wesleyan University	383	266	69.5%
Summit Christian College	9	5	55.6%
Union College	160	79	49.4%
York College	112	41	36.6%
Total Nebraska Public and Independent Colleges and Universities	15,978	7,977	49.9%

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Table A10.4 Continued

2013-2014 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2013-2014 Graduation Rate
For-Profit/Career Schools	1,219	625	51.3%
Capitol School of Hairstyling and Esthetics	79	79	100.0%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	51	31	60.8%
College of Hair Design-East Campus	78	64	82.1%
Fullen School of Hair Design	32	25	78.1%
ITT Technical Institute-Omaha	76	26	34.2%
Joseph's College Cosmetology	111	67	60.4%
Kaplan University-Lincoln Campus	170	49	28.8%
Kaplan University-Omaha Campus	259	88	34.0%
La'James International College	31	20	64.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	22	19	86.4%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	22	12	54.5%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	47	32	68.1%
Universal College of Healing Arts	8	8	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	134	39	29.1%
Xenon International Academy-Omaha	99	66	66.7%
State Total	17,197	8,602	50.0%

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Table A10.4 Continued

2014-2015 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2014-2015 Graduation Rate
University of Nebraska	6,782	4,066	60.0%
Nebraska College of Technical Agriculture	96	51	53.1%
University of Nebraska at Kearney	974	544	55.9%
University of Nebraska-Lincoln	3,965	2,658	67.0%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,747	813	46.5%
Nebraska State College System	1,296	581	44.8%
Chadron State College	406	172	42.4%
Peru State College	227	83	36.6%
Wayne State College	663	326	49.2%
Nebraska Community Colleges	4,778	1,357	28.4%
Central Community College	740	234	31.6%
Metropolitan Community College	1,236	166	13.4%
Mid-Plains Community College	424	147	34.7%
Northeast Community College	800	387	48.4%
Southeast Community College	1,203	330	27.4%
Western Nebraska Community College	375	93	24.8%
Nebraska Independent Colleges and Universities	3,005	1,926	64.1%
Bellevue University	11	2	18.2%
Bryan College of Health Sciences	28	22	78.6%
Clarkson College	14	10	71.4%
College of Saint Mary	105	50	47.6%
Concordia University-Nebraska	288	169	58.7%
Creighton University	1,052	828	78.7%
Dana College	0	0	NA
Doane University-Arts & Sciences	309	190	61.5%
Doane University-Graduate and Professional Studies	1	0	0.0%
Grace University	69	32	46.4%
Hastings College	290	169	58.3%
Little Priest Tribal College	6	1	16.7%
Midland University	115	50	43.5%
Nebraska Christian College of Hope International University	19	5	26.3%
Nebraska Indian Community College	22	2	9.1%
Nebraska Methodist College of Nursing & Allied Health	49	36	73.5%
Nebraska Wesleyan University	393	245	62.3%
Summit Christian College	4	1	25.0%
Union College	114	65	57.0%
York College	116	49	42.2%
Total Nebraska Public and Independent Colleges and Universities	15,861	7,930	50.0%

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Table A10.4 Continued

2014-2015 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2014-2015 Graduation Rate
For-Profit/Career Schools	1,111	517	46.5%
Capitol School of Hairstyling and Esthetics	77	70	90.9%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	44	32	72.7%
College of Hair Design-East Campus	41	34	82.9%
Fullen School of Hair Design	12	12	100.0%
ITT Technical Institute-Omaha	117	34	29.1%
Joseph's College Cosmetology	43	23	53.5%
Kaplan University-Lincoln Campus	138	35	25.4%
Kaplan University-Omaha Campus	201	60	29.9%
La'James International College	18	10	55.6%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	18	16	88.9%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	29	22	75.9%
Paul Mitchell the School Lincoln	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	48	28	58.3%
Universal College of Healing Arts	8	8	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	220	69	31.4%
Xenon International Academy-Omaha	97	64	66.0%
State Total	16,972	8,447	49.8%

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Table A10.4 Continued

2015-2016 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2015-2016 Graduation Rate
University of Nebraska	6,936	4,127	59.5%
Nebraska College of Technical Agriculture	70	30	42.9%
University of Nebraska at Kearney	1,124	640	56.9%
University of Nebraska-Lincoln	4,039	2,692	66.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,703	765	44.9%
Nebraska State College System	1,304	576	44.2%
Chadron State College	384	166	43.2%
Peru State College	243	86	35.4%
Wayne State College	677	324	47.9%
Nebraska Community Colleges	4,472	1,408	31.5%
Central Community College	710	268	37.7%
Metropolitan Community College	1,077	141	13.1%
Mid-Plains Community College	395	133	33.7%
Northeast Community College	749	397	53.0%
Southeast Community College	1,205	369	30.6%
Western Nebraska Community College	336	100	29.8%
Nebraska Independent Colleges and Universities	3,219	2,065	64.2%
Bellevue University	8	1	12.5%
Bryan College of Health Sciences	30	22	73.3%
Clarkson College	13	6	46.2%
College of Saint Mary	90	36	40.0%
Concordia University-Nebraska	276	186	67.4%
Creighton University	1,010	798	79.0%
Dana College	0	0	NA
Doane University-Arts & Sciences	327	192	58.7%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	62	41	66.1%
Hastings College	312	182	58.3%
Little Priest Tribal College	17	3	17.6%
Midland University	228	106	46.5%
Nebraska Christian College of Hope International University	46	29	63.0%
Nebraska Indian Community College	33	2	6.1%
Nebraska Methodist College of Nursing & Allied Health	39	23	59.0%
Nebraska Wesleyan University	427	299	70.0%
Summit Christian College	3	3	100.0%
Union College	167	72	43.1%
York College	131	64	48.9%
Total Nebraska Public and Independent Colleges and Universities	15,931	8,176	51.3%

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Table A10.4 Continued

2015-2016 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2015-2016 Graduation Rate
For-Profit/Career Schools	512	341	66.6%
Capitol School of Hairstyling and Esthetics	73	58	79.5%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	28	15	53.6%
College of Hair Design-East Campus	47	40	85.1%
Fullen School of Hair Design	0	0	NA
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	92	55	59.8%
Kaplan University-Lincoln Campus	27	6	22.2%
Kaplan University-Omaha Campus	49	18	36.7%
La'James International College	19	13	68.4%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	10	8	80.0%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	38	26	68.4%
Paul Mitchell the School Lincoln	9	9	100.0%
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	35	26	74.3%
Universal College of Healing Arts	5	5	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon International Academy-Omaha	80	62	77.5%
State Total	16,443	8,517	51.8%

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Table A10.4 Continued

2016-2017 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2015-2016 Graduation Rate
University of Nebraska	6,942	4,267	61.5%
Nebraska College of Technical Agriculture	121	59	48.8%
University of Nebraska at Kearney	1,055	647	61.3%
University of Nebraska-Lincoln	4,056	2,756	67.9%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,710	805	47.1%
Nebraska State College System	1,240	570	46.0%
Chadron State College	392	164	41.8%
Peru State College	172	62	36.0%
Wayne State College	676	344	50.9%
Nebraska Community Colleges	4,233	1,408	33.3%
Central Community College	621	251	40.4%
Metropolitan Community College	1,075	170	15.8%
Mid-Plains Community College	352	123	34.9%
Northeast Community College	785	433	55.2%
Southeast Community College	1,064	327	30.7%
Western Nebraska Community College	336	104	31.0%
Nebraska Independent Colleges and Universities	3,123	2,009	64.3%
Bellevue University	6	1	16.7%
Bryan College of Health Sciences	28	22	78.6%
Clarkson College	27	20	74.1%
College of Saint Mary	88	42	47.7%
Concordia University-Nebraska	314	208	66.2%
Creighton University	974	785	80.6%
Dana College	0	0	NA
Doane University-Arts & Sciences	290	182	62.8%
Doane University-Graduate and Professional Studies	0	0	NA
Grace University	70	30	42.9%
Hastings College	321	175	54.5%
Little Priest Tribal College	17	2	11.8%
Midland University	265	129	48.7%
Nebraska Christian College of Hope International University	41	10	24.4%
Nebraska Indian Community College	15	1	6.7%
Nebraska Methodist College of Nursing & Allied Health	30	21	70.0%
Nebraska Wesleyan University	359	234	65.2%
Summit Christian College	5	0	0.0%
Union College	154	83	53.9%
York College	119	64	53.8%
Total Nebraska Public and Independent Colleges and Universities	15,538	8,254	53.1%

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Table A10.4 Continued

2016-2017 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed Degrees	2015-2016 Graduation Rate
For-Profit/Career Schools	511	338	66.1%
Capitol School of Hairstyling and Esthetics	89	74	83.1%
CHI Health School of Radiologic Technology	0	0	NA
College of Hair Design-Downtown	44	31	70.5%
College of Hair Design-East Campus	33	26	78.8%
Fullen School of Hair Design	0	0	NA
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	99	58	58.6%
Kaplan University-Lincoln Campus	19	6	31.6%
Kaplan University-Omaha Campus	28	7	25.0%
La'James International College	30	22	73.3%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	13	10	76.9%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	36	17	47.2%
Paul Mitchell the School Lincoln	1	0	0.0%
Regional West Medical Center School of Radiologic Technology	0	0	NA
The Creative Center	45	32	71.1%
Universal College of Healing Arts	4	4	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon International Academy-Omaha	70	51	72.9%

State Total

16,049

8,592

53.5%

Data source: National Center for Education Statistics, IPEDS 2007 through 2017 surveys.

^a For 2009-2010, Josephs College Cosmetology originally reported 104 students in the cohort, 103 of whom completed degrees (99.0% graduation rate). These numbers were reported in versions of this report prior to 2014 and are incorrect. Due to problems with the college's data system, which has been replaced, the correct rate is not known, but it is likely in the range of 55% to 60%. Since the correct numbers are unknown, Josephs' students are not included in the 2009-2010 graduation rate table.

Table A10.5
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector and Race/Ethnicity
2016-2017 Compared to 2006-2007

Race/Ethnicity	2006-2007			2016-2017		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
University of Nebraska						
White non-Hispanic	5,426	3,125	57.6%	5,441	3,488	64.1%
Asian/Pacific Islander	116	66	56.9%	137	83	60.6%
Hispanic	130	51	39.2%	492	240	48.8%
Native American	24	9	37.5%	16	9	56.3%
Black non-Hispanic	168	61	36.3%	210	87	41.4%
Two or More Races	NA	NA	NA	183	90	49.2%
Total Known Race/Ethnicity	5,864	3,312		6,479	3,997	
Nebraska State College System						
White non-Hispanic	1,033	454	43.9%	994	490	49.3%
Asian/Pacific Islander	7	1	14.3%	8	3	37.5%
Hispanic	22	9	40.9%	67	22	32.8%
Native American	12	4	33.3%	14	1	7.1%
Black non-Hispanic	33	7	21.2%	69	15	21.7%
Two or More Races	NA	NA	NA	30	10	33.3%
Total Known Race/Ethnicity	1,107	475		1,182	541	
Nebraska Community Colleges						
White non-Hispanic	4,304	1,433	33.3%	3,037	1,158	38.1%
Asian/Pacific Islander	51	9	17.6%	92	28	30.4%
Hispanic	187	25	13.4%	574	132	23.0%
Native American	23	5	21.7%	27	3	11.1%
Black non-Hispanic	154	22	14.3%	264	35	13.3%
Two or More Races	NA	NA	NA	104	15	14.4%
Total Known Race/Ethnicity	4,719	1,494		4,098	1,371	
Nebraska Independent Colleges and Universities						
White non-Hispanic	2,766	1,749	63.2%	2,418	1,641	67.9%
Asian/Pacific Islander	77	53	68.8%	130	99	76.2%
Hispanic	79	38	48.1%	199	99	49.7%
Native American	54	9	16.7%	49	10	20.4%
Black non-Hispanic	83	30	36.1%	126	47	37.3%
Two or More Races	NA	NA	NA	81	53	65.4%
Total Known Race/Ethnicity	3,059	1,879		3,003	1,949	
Continued on the next page.						

Table A10.5 Continued						
Race/Ethnicity	2006-2007			2016-2017		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
For-Profit/Career Schools						
White non-Hispanic	1,066	646	60.6%	385	256	66.5%
Asian/Pacific Islander	9	6	66.7%	4	1	25.0%
Hispanic	47	28	59.6%	63	51	81.0%
Native American	9	5	55.6%	4	2	50.0%
Black non-Hispanic	143	68	47.6%	30	13	43.3%
Two or More Races	NA	NA	NA	16	9	56.3%
Total Known Race/Ethnicity	1,274	753		502	332	
Total Nebraska Postsecondary Institutions						
White non-Hispanic	14,595	7,407	50.8%	12,275	7,033	57.3%
Asian/Pacific Islander	260	135	51.9%	371	214	57.7%
Hispanic	465	151	32.5%	1,395	544	39.0%
Native American	122	32	26.2%	110	25	22.7%
Black non-Hispanic	581	188	32.4%	699	197	28.2%
Two or More Races	NA	NA	NA	414	177	42.8%
Total Known Race/Ethnicity	16,023	7,913		15,264	8,190	
<p><i>Note.</i> The race/ethnicity category 'two or more races' was an optional reporting category for graduation rates reported for 2007-2008, 2008-2009, and 2009-2010. Adoption of the category was mandatory beginning with graduation rate data reported for 2010-2011. Data source: National Center for Education Statistics, IPEDS 2007 and 2017 surveys.</p>						

Table A10.6
Graduation Rates within 150% of Normal Time
for Two-Year Public Institutions by Financial Aid Received
2015-2016 through 2016-2017

2015-2016 Graduation Rates			
Institution	Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	70	30	42.9%
Pell Grant Recipients	35	17	48.6%
Subsidized Stafford Loan Recipient ^a	11	3	27.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	24	10	41.7%
Central Community College	710	268	37.7%
Pell Grant Recipients	400	136	34.0%
Subsidized Stafford Loan Recipient ^a	48	18	37.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	262	114	43.5%
Metropolitan Community College	1,077	141	13.1%
Pell Grant Recipients	570	62	10.9%
Subsidized Stafford Loan Recipient ^a	52	7	13.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	455	72	15.8%
Mid-Plains Community College	395	133	33.7%
Pell Grant Recipients	190	49	25.8%
Subsidized Stafford Loan Recipient ^a	19	6	31.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	186	78	41.9%
Northeast Community College	749	397	53.0%
Pell Grant Recipients	392	177	45.2%
Subsidized Stafford Loan Recipient ^a	100	58	58.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	257	162	63.0%
Southeast Community College	1,205	369	30.6%
Pell Grant Recipients	639	159	24.9%
Subsidized Stafford Loan Recipient ^a	80	38	47.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	486	172	35.4%
Western Neb. Community College	336	100	29.8%
Pell Grant Recipients	162	36	22.2%
Subsidized Stafford Loan Recipient ^a	24	5	20.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	150	59	39.3%
Total Two-Year Public Institutions	4,542	1,438	31.7%
Pell Grant Recipients	2,388	636	26.6%
Subsidized Stafford Loan Recipient ^a	334	135	40.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	1,820	667	36.6%
Continued on the next page.			

Table A10.6 Continued			
2016-2017 Graduation Rates			
Institution	Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	121	59	48.8%
Pell Grant Recipients	51	21	41.2%
Subsidized Stafford Loan Recipient ^a	16	7	43.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	54	31	57.4%
Central Community College	621	251	40.4%
Pell Grant Recipients	337	126	37.4%
Subsidized Stafford Loan Recipient ^a	31	17	54.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	253	108	42.7%
Metropolitan Community College	1075	170	15.8%
Pell Grant Recipients	591	84	14.2%
Subsidized Stafford Loan Recipient ^a	82	12	14.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	402	74	18.4%
Mid-Plains Community College	352	123	34.9%
Pell Grant Recipients	171	43	25.1%
Subsidized Stafford Loan Recipient ^a	16	6	37.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	165	74	44.8%
Northeast Community College	785	433	55.2%
Pell Grant Recipients	399	195	48.9%
Subsidized Stafford Loan Recipient ^a	70	37	52.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	316	201	63.6%
Southeast Community College	1064	327	30.7%
Pell Grant Recipients	512	128	25.0%
Subsidized Stafford Loan Recipient ^a	131	61	46.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	421	138	32.8%
Western Neb. Community College	336	104	31.0%
Pell Grant Recipients	166	39	23.5%
Subsidized Stafford Loan Recipient ^a	16	5	31.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	154	60	39.0%
Total Two-Year Public Institutions	4,354	1,467	33.7%
Pell Grant Recipients	2,227	636	28.6%
Subsidized Stafford Loan Recipient ^a	362	145	40.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	1,765	686	38.9%

Note. Includes students who completed an award within 150% of normal time. Data source: National Center for Education Statistics, IPEDS 2016 through 2017 surveys.

^a Only includes recipients that did not receive a Pell Grant.

Table A10.7
Graduation Rates within 150% of Normal Time
for Four-Year Public Institutions by Financial Aid Received
2015-2016 through 2016-2017

2015-2016 Graduation Rates			
Institution	Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,124	640	56.9%
Pell Grant Recipients	453	226	49.9%
Subsidized Stafford Loan Recipient ^a	164	89	54.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	507	325	64.1%
University of Nebraska-Lincoln	4,039	2,692	66.7%
Pell Grant Recipients	1,050	588	56.0%
Subsidized Stafford Loan Recipient ^a	754	462	61.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	2,235	1,642	73.5%
University of Nebraska at Omaha	1,488	672	45.2%
Pell Grant Recipients	475	193	40.6%
Subsidized Stafford Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	816	400	49.0%
Chadron State College	384	166	43.2%
Pell Grant Recipients	178	85	47.8%
Subsidized Stafford Loan Recipient ^a	35	12	34.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	171	69	40.4%
Peru State College	243	86	35.4%
Pell Grant Recipients	111	38	34.2%
Subsidized Stafford Loan Recipient ^a	38	9	23.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	94	39	41.5%
Wayne State College	677	324	47.9%
Pell Grant Recipients	288	119	41.3%
Subsidized Stafford Loan Recipient ^a	121	56	46.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	268	149	55.6%
Total Four-Year Public Institutions	7,955	4,580	57.6%
Pell Grant Recipients	2,555	1,249	48.9%
Subsidized Stafford Loan Recipient ^a	1,309	707	54.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	4,091	2,624	64.1%

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Table A10.7 Continued

2016-2017 Graduation Rates

Institution	Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,055	647	61.3%
Pell Grant Recipients	396	213	53.8%
Subsidized Stafford Loan Recipient ^a	191	125	65.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	468	309	66.0%
University of Nebraska-Lincoln	4,056	2,756	67.9%
Pell Grant Recipients	990	556	56.2%
Subsidized Stafford Loan Recipient ^a	791	529	66.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	2,275	1,671	73.5%
University of Nebraska at Omaha	1,506	718	47.7%
Pell Grant Recipients	493	201	40.8%
Subsidized Stafford Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	816	438	53.7%
Chadron State College	392	164	41.8%
Pell Grant Recipients	164	68	41.5%
Subsidized Stafford Loan Recipient ^a	44	12	27.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	184	84	45.7%
Peru State College	172	62	36.0%
Pell Grant Recipients	88	26	29.5%
Subsidized Stafford Loan Recipient ^a	32	12	37.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	52	24	46.2%
Wayne State College	676	344	50.9%
Pell Grant Recipients	303	130	42.9%
Subsidized Stafford Loan Recipient ^a	123	65	52.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	250	149	59.6%
Total Four-Year Public Institutions	7,857	4,691	59.7%
Pell Grant Recipients	2,434	1,194	49.1%
Subsidized Stafford Loan Recipient ^a	1,378	822	59.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	4,045	2,675	66.1%

Note. Includes students who completed a bachelor's or equivalent degree within 150% of normal time. Data source: National Center for Education Statistics, IPEDS 2016 through 2017 surveys.

^a Only includes recipients that did not receive a Pell Grant.

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Appendix 11

IPEDS College Transfer Rates within 150% of Normal Time

Explanatory Note A11.1 Information on Computed College Transfer 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 transfer-out rates for reporting institutions. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

A transfer-out student is a student who leaves the reporting institution (before completing a degree) and enrolls at another institution. A transfer-out rate is the total number of students who are known to have transferred out of the reporting institution within 150% of the normal time to degree or other award completion divided by the number of students in the adjusted cohort.

The cohort for a transfer rate is the same cohort that is used to calculate the graduation or completion rate, namely the full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer. (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 transfer rates.)

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

Data are collected on the number of students that transfer to other institutions if the mission of the institution, "...includes providing substantial preparation for students to enroll in another eligible institution..." (IPEDS Graduation Rates Full Instructions). As a result of the qualification that transfer be part of an institution's mission, some schools are not required to report the number of students in their freshmen cohorts who transfer to other institutions. Therefore, it is permissible for some schools to not report transfers, even though it would be desirable for them to report this information.

Table A11.1
Transfer Rates within 150% of Normal Time
for Nebraska Community Colleges by Sector and Institution
2010-2011 through 2016-2017

Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2010-2011			
Nebraska Community Colleges	4,269	905	21.2%
Central Community College	755	134	17.7%
Metropolitan Community College	876	214	24.4%
Mid Plains Community College	254	69	27.2%
Northeast Community College	725	122	16.8%
Southeast Community College	1,298	301	23.2%
Western Nebraska Community College	361	65	18.0%
2011-2012			
Nebraska Community Colleges	5,153	1,016	19.7%
Central Community College	888	179	20.2%
Metropolitan Community College	1,021	227	22.2%
Mid Plains Community College	356	80	22.5%
Northeast Community College	872	130	14.9%
Southeast Community College	1,640	319	19.5%
Western Nebraska Community College	376	81	21.5%
2012-2013			
Nebraska Community Colleges	4,833	943	19.5%
Central Community College	852	161	18.9%
Metropolitan Community College	1,148	266	23.2%
Mid Plains Community College	401	82	20.4%
Northeast Community College	862	114	13.2%
Southeast Community College	1,168	235	20.1%
Western Nebraska Community College	402	85	21.1%
2013-2014			
Nebraska Community Colleges	4,674	1,000	21.4%
Central Community College	811	159	19.6%
Metropolitan Community College	887	223	25.1%
Mid Plains Community College	439	91	20.7%
Northeast Community College	790	129	16.3%
Southeast Community College	1,368	325	23.8%
Western Nebraska Community College	379	73	19.3%

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Table A11.1 Continued			
Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2014-2015			
Nebraska Community Colleges	4,778	969	20.3%
Central Community College	740	162	21.9%
Metropolitan Community College	1,236	272	22.0%
Mid Plains Community College	424	95	22.4%
Northeast Community College	800	111	13.9%
Southeast Community College	1,203	254	21.1%
Western Nebraska Community College	375	75	20.0%
2015-2016			
Nebraska Community Colleges	4,472	812	18.2%
Central Community College	710	109	15.4%
Metropolitan Community College	1,077	223	20.7%
Mid Plains Community College	395	98	24.8%
Northeast Community College	749	101	13.5%
Southeast Community College	1,205	218	18.1%
Western Nebraska Community College	336	63	18.8%
2016-2017			
Nebraska Community Colleges	4,233	741	17.5%
Central Community College	621	106	17.1%
Metropolitan Community College	1,075	210	19.5%
Mid Plains Community College	352	76	21.6%
Northeast Community College	785	99	12.6%
Southeast Community College	1,064	178	16.7%
Western Nebraska Community College	336	72	21.4%
Data source: National Center for Education Statistics, IPEDS 2011 through 2017 surveys.			

**Table A11.2
Graduation Rates Plus Transfer Rates within 150% of Normal Time
for Nebraska Community Colleges by Sector and Institution
2010-2011 through 2016-2017**

Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2010-2011			
Nebraska Community Colleges	4,269	2,144	50.2%
Central Community College	755	386	51.1%
Metropolitan Community College	876	329	37.6%
Mid Plains Community College	254	159	62.6%
Northeast Community College	725	453	62.5%
Southeast Community College	1,298	653	50.3%
Western Nebraska Community College	361	164	45.4%
2011-2012			
Nebraska Community Colleges	5,153	2,466	47.9%
Central Community College	888	509	57.3%
Metropolitan Community College	1,021	351	34.4%
Mid Plains Community College	356	209	58.7%
Northeast Community College	872	542	62.2%
Southeast Community College	1,640	688	42.0%
Western Nebraska Community College	376	167	44.4%
2012-2013			
Nebraska Community Colleges	4,833	2,217	45.9%
Central Community College	852	373	43.8%
Metropolitan Community College	1,148	409	35.6%
Mid Plains Community College	401	219	54.6%
Northeast Community College	862	486	56.4%
Southeast Community College	1,168	552	47.3%
Western Nebraska Community College	402	178	44.3%
2013-2014			
Nebraska Community Colleges	4,674	2,348	50.2%
Central Community College	811	426	52.5%
Metropolitan Community College	887	344	38.8%
Mid Plains Community College	439	236	53.8%
Northeast Community College	790	493	62.4%
Southeast Community College	1,368	672	49.1%
Western Nebraska Community College	379	177	46.7%
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Table A11.2 Continued			
Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2014-2015			
Nebraska Community Colleges	4,778	2,326	48.7%
Central Community College	740	396	53.5%
Metropolitan Community College	1,236	438	35.4%
Mid Plains Community College	424	242	57.1%
Northeast Community College	800	498	62.3%
Southeast Community College	1,203	584	48.5%
Western Nebraska Community College	375	168	44.8%
2015-2016			
Nebraska Community Colleges	4,472	2,220	49.6%
Central Community College	710	377	53.1%
Metropolitan Community College	1,077	364	33.8%
Mid Plains Community College	395	231	58.5%
Northeast Community College	749	498	66.5%
Southeast Community College	1,205	587	48.7%
Western Nebraska Community College	336	163	48.5%
2016-2017			
Nebraska Community Colleges	4,233	2,149	50.8%
Central Community College	621	357	57.5%
Metropolitan Community College	1,075	380	35.3%
Mid Plains Community College	352	199	56.5%
Northeast Community College	785	532	67.8%
Southeast Community College	1,064	505	47.5%
Western Nebraska Community College	336	176	52.4%
Data source: National Center for Education Statistics, IPEDS 2011 through 2017 surveys.			

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Appendix 12

National Student Clearinghouse Research Center Study, *Completing College: A State-Level View of Student Attainment Rates,* Fall 2011 Cohort

Six-Year Student Success Outcomes and College Completion Rates for Nebraska and the United States

Table A12.1 List of Nebraska Institutions Included in the National Student Clearinghouse Research Center Study Fall 2011 Cohort
2-Year Public
Central Community College
Metropolitan Community College
Mid-Plains Community College
Northeast Community College
Southeast Community College
Western Nebraska Community College
4-Year Public
Chadron State College
Peru State College
Wayne State College
University of Nebraska at Kearney
University of Nebraska-Lincoln
University of Nebraska at Omaha
4-Year Private Nonprofit
Bellevue University
College of Saint Mary
Concordia University-Nebraska
Creighton University
Doane University-Arts & Sciences
Grace University
Hastings College
Midland University
Nebraska Methodist College
Nebraska Wesleyan University
Union College
<i>Note.</i> Institutions with less than 50 students were not included in this study. Fall 2011 enrollment is defined as enrollment during any term beginning August 15 through October 31, 2011, inclusive. If no term started between these dates, the term that started between June 1 and August 14, 2011, inclusive, was used. Data source: National Student Clearinghouse Research Center staff, October 4, 2018.

Table A12.2
Six-Year Outcomes for Fall 2011 Degree-Seeking, First-Time Freshmen
by Type of Institution: Nebraska Compared to U.S. Overall

Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two- Year	Four- Year				
Two-Year Public Institutions								
U.S. Overall	37.5%	26.5%	3.4%	7.7%	7.0%	14.7%	15.2%	47.3%
NE Overall (6,421)	38.8%	25.7%	7.0%	6.1%	4.9%	11.0%	11.8%	49.4%
Enrollment Status:								
<i>Exclusively Full-Time:</i>								
U.S. Overall	58.5%	43.9%	3.1%	11.4%	17.0%	28.4%	2.2%	39.4%
NE (2,263)	55.6%	38.4%	11.1%	6.1%	9.1%	15.2%	1.6%	42.8%
<i>Exclusively Part-Time:</i>								
U.S. Overall	18.7%	16.8%	1.2%	0.6%	1.3%	2.0%	9.7%	71.7%
NE (420)	15.7%	12.1%	2.6%	1.0%	1.2%	2.2%	8.2%	76.1%
<i>Mixed Enrollment Status:</i>								
U.S. Overall	32.7%	21.4%	3.8%	7.5%	4.1%	11.6%	21.1%	46.3%
NE (3,738)	31.1%	19.5%	5.0%	6.7%	2.7%	9.4%	18.4%	50.5%
Gender:								
<i>Male</i>								
U.S. Overall	35.7%	25.1%	2.8%	7.8%	6.3%	14.1%	14.9%	49.4%
NE (2,977)	39.6%	28.2%	6.6%	4.9%	3.7%	8.6%	9.4%	51.0%
<i>Female:</i>								
U.S. Overall	40.5%	28.5%	4.0%	8.0%	7.9%	15.9%	16.2%	43.3%
NE (3,221)	38.6%	23.6%	7.7%	7.3%	6.0%	13.3%	14.8%	46.6%
Age Group:								
<i>Students Age 20 or Younger:</i>								
U.S. Overall	40.9%	27.5%	3.8%	9.7%	8.8%	18.4%	16.9%	42.2%
NE (4,404)	43.4%	27.5%	8.6%	7.4%	6.0%	13.4%	12.6%	44.0%
<i>Students Age 21 Through Age 24:</i>								
U.S. Overall	26.4%	19.3%	2.8%	4.3%	3.6%	7.9%	14.4%	59.2%
NE (775)	27.6%	19.0%	4.6%	4.1%	2.7%	6.9%	13.9%	58.5%
<i>Students Age 25 or Older:</i>								
U.S. Overall	33.1%	27.8%	2.3%	3.0%	3.1%	6.1%	9.7%	57.2%
NE (1,236)	29.4%	23.5%	3.0%	2.9%	2.1%	5.0%	7.7%	63.0%

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Table A12.2 Continued

Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two- Year	Four- Year				
Four-Year Public Institutions								
U.S. Overall	64.7%	53.5%	3.4%	7.8%			11.1%	24.2%
NE Overall (7,577)	68.2%	54.3%	4.6%	9.3%			11.7%	20.2%
Enrollment Status:								
<i>Exclusively Full-Time:</i>								
U.S. Overall	84.1%	74.2%	2.0%	7.9%			2.3%	13.6%
NE (4,273)	86.5%	73.9%	3.1%	9.6%			2.2%	11.3%
<i>Exclusively Part-Time:</i>								
U.S. Overall	19.8%	16.9%	1.4%	1.5%			8.2%	72.0%
NE (106)	16.1%	13.2%	0.9%	1.9%			9.5%	74.5%
<i>Mixed Enrollment Status:</i>								
U.S. Overall	46.0%	32.2%	5.4%	8.5%			22.1%	31.8%
NE (3,198)	45.4%	29.5%	6.6%	9.3%			24.4%	30.3%
Gender:								
<i>Male</i>								
U.S. Overall	61.1%	50.9%	3.1%	7.1%			12.3%	26.7%
NE (3,513)	63.8%	52.5%	4.6%	6.7%			12.9%	23.3%
<i>Female:</i>								
U.S. Overall	68.5%	55.7%	4.0%	8.9%			10.5%	21.0%
NE (3,700)	73.5%	56.5%	5.0%	12.0%			11.0%	15.5%
Age Group:								
<i>Students Age 20 or Younger:</i>								
U.S. Overall	67.7%	55.6%	3.7%	8.4%			11.5%	20.8%
NE (7,204)	69.4%	55.0%	4.7%	9.6%			11.6%	19.0%
<i>Students Age 21 Through Age 24:</i>								
U.S. Overall	49.6%	42.5%	2.1%	5.0%			9.8%	40.6%
NE (161)	42.7%	35.9%	3.1%	3.7%			17.4%	40.0%
<i>Students Age 25 or Older:</i>								
U.S. Overall	48.9%	43.5%	1.5%	3.9%			8.7%	42.5%
NE (202)	49.6%	45.2%	0.0%	4.5%			9.4%	41.0%

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Table A12.2 Continued

Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two- Year	Four- Year				
Four-Year Private Nonprofit Institutions								
U.S. Overall	76.0%	63.7%	2.3%	10.0%			7.2%	16.7%
NE Overall (3,037)	74.3%	60.7%	3.3%	10.4%			7.9%	17.8%
Enrollment Status:								
<i>Exclusively Full-Time:</i>								
U.S. Overall	88.5%	78.2%	1.1%	9.2%			1.7%	9.8%
NE (2,130)	87.7%	76.8%	2.1%	8.9%			1.4%	10.9%
<i>Exclusively Part-Time:</i>								
U.S. Overall	35.1%	30.1%	2.0%	2.9%			6.8%	58.2%
NE (<50)	-	-	-	-			-	-
<i>Mixed Enrollment Status:</i>								
U.S. Overall	48.8%	30.7%	5.2%	12.9%			21.1%	30.1%
NE (858)	43.8%	23.0%	6.4%	14.4%			23.8%	32.5%
Gender:								
<i>Male</i>								
U.S. Overall	72.6%	60.9%	2.2%	9.5%			8.4%	19.0%
NE (1,313)	70.1%	55.5%	4.1%	10.6%			9.0%	21.0%
<i>Female:</i>								
U.S. Overall	79.5%	66.2%	2.5%	10.8%			6.6%	13.9%
NE (1,659)	78.7%	65.5%	2.8%	10.5%			7.2%	14.2%
Age Group:								
<i>Students Age 20 or Younger:</i>								
U.S. Overall	78.7%	65.4%	2.5%	10.8%			7.4%	13.9%
NE (2,615)	78.1%	63.1%	3.4%	11.7%			7.7%	14.2%
<i>Students Age 21 Through Age 24:</i>								
U.S. Overall	67.4%	59.4%	1.4%	6.7%			6.5%	26.1%
NE (98)	52.2%	38.7%	5.1%	8.4%			12.3%	35.6%
<i>Students Age 25 or Older:</i>								
U.S. Overall	61.6%	54.3%	1.0%	6.4%			6.7%	31.7%
NE (315)	51.8%	49.5%	1.9%	0.3%			8.7%	39.6%
<p><i>Note.</i> The percentages reported in this table are based on the enrollment and completion records maintained by the National Student Clearinghouse. An analysis of these records resulted in a national cohort of nearly 2.3 million college students who were classified as degree-seeking, first-time freshmen in fall 2011. The enrollment and completion records of these students were then analyzed through the six-year period ending May 31, 2017. Each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. The percentage of Nebraska institutions with Clearinghouse records varied by type of institution. The historical data coverage rate for Nebraska's four-year public institutions was 100.0%, Nebraska's four-year private nonprofit institutions was 94.5%, and Nebraska's two-year public colleges was 99.8%. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record prior to fall 2011 (not counting dual enrollments while still in high school), and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2011, according to Clearinghouse data. Since Clearinghouse enrollment data does not include a flag for dual enrollment, students were classified as dual enrollment if their enrollment/degree records prior to fall 2011 were before the student turned 18 years old. Fall 2011 enrollment was defined as enrollment during any term beginning August 15 through October 31, 2011, inclusive. If no term started between these dates, the Clearinghouse used the term that started between June 1 and August 14, 2011, inclusive. Data source: National Student Clearinghouse Research Center, <i>Completing College: A State-Level View of Student Attainment Rates</i> (Signature Report No. 14a), published February 2018.</p>								

Appendix 13

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

Table A13.1		
Nebraska Educational Attainment of 22- to 64-Year-Olds		
Based on the 2008-2012 and 2013-2017 American Community Survey		
Level of Education	Estimated Total Population	
	N	%
2008-2017		
High School Graduate or Below	335,330	33.1%
Some College or Associate's	372,125	36.7%
Bachelor's Degree or Higher	306,293	30.2%
Total	1,013,748	
2013-2017		
High School Graduate or Below	330,872	32.0%
Some College or Associate's	366,341	35.5%
Bachelor's Degree or Higher	335,936	32.5%
Total	1,033,149	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2008-2012 and 2013-2017. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.		

Table A13.2
Nebraska Average Annual In-Migration, Out-Migration, and
Net Migration of 22- to 64-Year-Olds by Education Level
Based on the 2008-2012 and 2013-2017 American Community Survey

Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	Number of Cases
2008-2012				
High School Graduate or Below	9,950	7,572	2,378	392
Some College or Associate's	9,594	9,086	508	358
Bachelor's Degree or Higher	10,124	11,680	-1,556	395
Total Migration	29,668	28,338	1,330	1,145
2013-2017				
High School Graduate or Below	8,353	7,309	1,044	362
Some College or Associate's	9,603	8,749	854	391
Bachelor's Degree or Higher	12,066	13,753	-1,687	498
Total Migration	30,022	29,811	211	1,251
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2008-2012 and 2013-2017. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.				

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