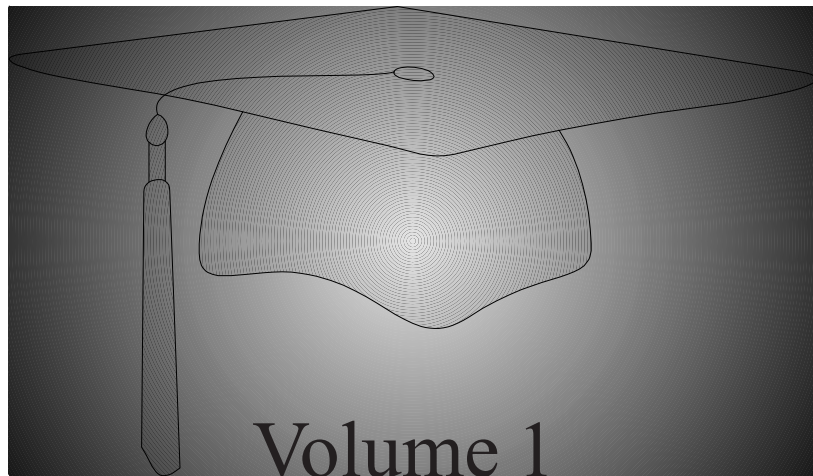




Coordinating Commission
for Postsecondary Education

2004 Baseline Report
for
LR 174
Higher Education
Task Force

*Challenges and Opportunities
for Nebraska*



Executive Summary and Statistical Report

Approved by the Commission
December 9, 2004

COMMISSIONERS

Dr. Dick C.E. Davis, Chair

Mary Lauritzen, Vice Chair

Colleen A. Adam

Dr. Marilyn Harris

Dr. James O'Rourke

William J. Pile

Louis W. Pofahl

Eric Seacrest

Jim Strand

Dr. David R. Powers

Executive Director

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

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2004 LR 174 Baseline Report

Executive Summary

The LR 174 Task Force identified three major priorities for the state's postsecondary education system. Given the responsibility to establish baseline statistics for monitoring progress toward achieving these goals, the Commission obtained and analyzed data pertaining to each of the priorities and the corresponding strategies and objectives that further define the m. Organized by priority, noteworthy findings and conclusions that can be drawn from this research are as follows:

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

Current Total Enrollment

- **Nebraska's postsecondary education system is currently serving almost 121,000 full-time and part-time students.**
 - Based on preliminary enrollment figures for 2004-2005, the total headcount enrollment at Nebraska's public and independent colleges and universities is currently close to 118,000 students.
 - Also based on preliminary data, degree-granting and non-degree granting private career schools in Nebraska are serving about 3,000 students.

Enrollment Trends by Sector of Higher Education

- **Total enrollment at Nebraska's public and independent colleges and universities has generally increased since the early 1990s, but enrollment trends have varied significantly from one sector of higher education to another.**
 - The University of Nebraska has continued to maintain its dominant position as the sector with the highest total enrollment. However, there has been a general downward trend in total enrollment at the University of Nebraska since 1991.
 - The Nebraska state colleges have experienced a slight decline in enrollment since the early 1990s, but their enrollments have been generally stable compared to the other three sectors.
 - The total enrollment of Nebraska community colleges has dramatically increased, and it now accounts for a significantly larger share of Nebraska's total college enrollment than it did a decade ago.
 - The total enrollment of Nebraska's independent colleges and universities has increased more modestly, but these institutions also account for a noticeably larger share of Nebraska's total college enrollment than they have in the past.

Nebraska Enrollment Relative to National Enrollment

- **Nebraska’s total enrollment at public and independent colleges and universities has increased by 7.8% since 1999, but it has not kept pace with increases in national enrollment to the extent it has in the past.**

Challenging Demographic Trends

- **Nebraska’s higher education institutions face challenging demographic trends that are not within their control as they endeavor to increase enrollments.**
 - National college enrollments are projected to increase over the next 10 years, fueled by projected national increases in both the traditional college-age population of 18-to-24-year-olds and the population of adults 25 years of age and older.
 - Nebraska is projected to experience minor declines in its populations of 18-to-24 year-olds and 25-to-44-year-olds over the next 15 years while it experiences only a modest increase in its population of 45-to-64-year-olds.
 - **The net effect of these projected population changes is that higher education institutions in Nebraska are faced with the challenge of increasing enrollments over a period of time when, between 2010 and 2020, the number of high school graduates will be essentially stable, there will be 4% to 5% fewer 18-to-24-year-olds living in Nebraska, and there will be only a modest net increase in the number of 25-to-64-year-olds who have the potential of entering or re-entering postsecondary education as adult students.**
 - Nebraska is also projected to experience significant demographic changes in the composition of its population by race/ethnicity. By 2020, the numbers of white non-Hispanic 18-to-24-year-olds and 25-to-44-year-olds are projected to decrease while the numbers of Hispanics, black non-Hispanics and other minorities in these two age groups are projected to increase.
 - **The implication of the projected changes in the racial/ethnic composition of Nebraska’s population is that it will be nearly impossible to increase the total number of Nebraska students who enter postsecondary education in Nebraska without recruiting significantly more minority students from the state’s populations of 18-to-24-year-olds and 35-to-44-year-olds.**
 - **The projected changes in the racial/ethnic composition of the state’s population are reflected in the fact that the total number of minority students who will graduate from Nebraska high schools is projected to significantly increase over the next 15 years while the number of white non-Hispanic graduates is predicted to decline.**
 - The number of Hispanics who graduate from Nebraska high schools is projected to quadruple so that, by 2018, they will account for 20% of Nebraska’s graduating seniors, up from only 4% in 2003.

- Black non-Hispanics, Native Americans and Asian/Pacific Islanders are projected to account for almost 10% of the graduates of Nebraska high schools by 2018, up from 6.5% in 2003.
- In comparison, the number of white non-Hispanics is predicted to decline by 20% so that, by 2018, they will account for 70% of the state's high school graduates, down from almost 90% of the students who graduated in 2003.
- **With the exception of Asian/Pacific Islanders, minority students historically have had higher high school dropout rates, lower high school graduation rates and lower rates of participation in higher education than white non-Hispanics. Consequently, with an increasing minority population, Nebraska's colleges and universities will be facing the challenge of increasing enrollments when there may be fewer Nebraska high school students who are prepared or planning to pursue college.**

Nebraska High School Graduation and Dropout Rates

- One of the strategic objectives recommended by the LR 174 Task Force to increase postsecondary enrollments in Nebraska is to increase the proportion of PK-12 students who graduate from the state's high schools. However, **Nebraska's public high school graduation rate is already one of the highest in the nation, ranking only below the rates for New Jersey, North Dakota, Utah, Iowa and Minnesota in 2001.**
- **Nebraska's 4-year public high school graduation rate was 84.7% for 2002-2003.**
- **Significantly increasing the statewide public high school graduation rate will be difficult because more than 90% of the state's public school districts have graduation rates above the state average, more than 70% of the public school districts have rates that are in the range of 92% to 100%, and the statewide rate is already comparatively very high.**
- **At the same time, there are several school districts where there are opportunities to increase high school graduation rates, especially among Hispanic, Native American and black non-Hispanic students.**
 - The ten school districts with the lowest four-year graduation rates for 2002-2003 had rates that ranged from as low as 37.5% to as high as 79.8%. Nine other school districts had rates in the range of 80.0% to 84.7%.
 - Statewide, the high school graduation rates for white non-Hispanics and students of Asian or Pacific Islander descent were significantly higher than the graduation rates for Hispanics, black non-Hispanics and Native Americans in 2002-2003.
- **In order to increase high school graduation rates in Nebraska, high school dropout rates must be reduced for white non-Hispanics as well as for minority students.**
 - The four-year dropout rate for white, non-Hispanic high school students was only 11.2% in 2002-2003. However, more than 2,000 (62.7%) of the students who

- dropped out of the class of 2003 sometime between 9th grade and high school graduation were white non-Hispanics.
- The dropout rates for minorities were 16.5% for Asians/Pacific Islanders, 40.6% for black non-Hispanics, 41.7% for Hispanics and 44.0% for Native Americans.
 - The net effect of the higher dropout rates for minorities is that they are disproportionately represented among the students who drop out of high school, compared to the extent they are represented among the state's high school graduates and the high school graduates who go on to college.
 - Furthermore, even though the high school dropout rate for white non-Hispanics is low, compared to the rates for minorities, there are still literally hundreds of white, non-Hispanic students who are reducing their chances for postsecondary education by dropping out of high school before they graduate.
- **A detailed analysis of the state's reported one-year 7th - 12th grade dropout rate revealed that the majority of the students who drop out of school in Nebraska live and go to school in relatively few of the counties in the state. As a result, high school dropout rates are a state issue that is not evidenced statewide.**
- Only 11 counties accounted for 80% of the students who dropped out of the 7th through 12th grades during the 2002-2003 school year, even though these counties accounted for only 55% of the 7th to 12th grade students in Nebraska.
 - The concentration of the state's dropouts is further evidenced by the fact that Douglas and Lancaster counties accounted for 60% of the dropouts in the state and 75% of the dropouts in the 11 counties with the largest numbers of students who dropped out of school in 2002-2003.
- **The findings of this research imply that it will be possible to increase the proportion of students who graduate from Nebraska high schools if the state exerts a greater, more focused effort to reduce dropout rates in the school districts where the greatest numbers of students are dropping out of school.**

Preparation for Postsecondary Education

- Increasing the proportion of students who are prepared academically for postsecondary education and degree completion is another objective recommended by the LR 174 Task Force on Higher Education.
- **Judging by their performance on the ACT Assessment, Nebraska high school students are generally well prepared to take college-level coursework.**
 - About 76% of Nebraska's high school seniors take the ACT.
 - The average ACT score for Nebraska has been 21.6 or 21.7 for the past five years and consistently above the national average.

- Almost 70% of the students who took the ACT during the 2003-2004 school year reported that they had taken the recommended college-preparatory core of high school courses consisting of four years of English and three or more years of social studies, science and mathematics (beginning with Algebra I).
- In 2003-2004, between 45% and 59% of the students reported that they had taken or planned to take more than the minimum recommended core courses, depending on the subject-matter area.
- **Based on 2004 ACT data for Nebraska, lower percentages of black non-Hispanics, Hispanics and Native Americans complete the college-preparatory core defined by ACT, and the average ACT composite scores for these minorities are lower than the the average scores of their white non-Hispanic, Asian or Pacific Islander high school classmates.**
- The most recent research conducted by ACT confirms that students who take the minimum college-preparatory core are more likely to be ready for college-level course work than students who do not take these core courses. This research also indicates that students who take rigorous courses beyond the minimum recommended number are even more likely to be ready for college and that students who take advanced mathematics as well as biology, chemistry and physics are the most likely to be prepared for college-level courses.
- **The clear implications of these findings are that (1) more Nebraska high school students should be encouraged to take the recommended college-preparatory core, (2) more students should be encouraged to take courses beyond the core, especially in math and science, and (3) more effort should be exerted to prepare minority students for college-level coursework, especially since minorities are projected to account for higher percentages of Nebraska’s high school graduates in the future.**

Nebraska College Continuation Rate

- **The percentage of Nebraska high school graduates who go to college within a year of high school graduation is higher than the national average, but increasing the state’s college continuation rate will have the desired effect of increasing the the number of students who enter Nebraska’s postsecondary education system.**
- The current estimated continuation rate for Nebraska is 63.3%, based on the percentage of Nebraska students in the high school graduating class of 2002 who enrolled in higher education institutions, including private career schools, within 12 months of high school graduation.
- Although a continuation rate of 63.3% is higher than the national average, it means that there are significant numbers of Nebraska high school graduates who are opting not to enroll in college. Consequently, there is an opportunity for Nebraska to increase its continuation rate by encouraging and enabling more high school students to continue their education to the postsecondary level. In fact, increasing the college continuation rate may be the most direct and effective way of increasing the number of Nebraska students who enter the state’s postsecondary system as undergraduates.

Need for Increased Financial Aid

- **One of the most important ways of encouraging and enabling more students to continue their education beyond high school is through awards of financial aid, but the current amount of state-funded aid is not meeting the needs of Nebraska students with limited financial resources.**
 - The Commission is currently completing a pilot study of high school graduates who are unable or choosing not to attend college. In this study, three of the top five reasons given for not going to college are related to not having adequate financial support.
 - In 2002-2003, 13,011 students received financial assistance through the state's need-based aid program, compared to 10,770 students in 2001-2002.
 - However, the state's financial aid allocations for needy students are significantly below national figures. In 2001-2002, Nebraska ranked 35th among the states in need-based aid. In 2002-2003, the state's ranking fell to 38th.
 - Due to the lack of need-based financial aid and significant increases in tuition and fees, the unmet need of Nebraska's needy students continues to increase. In 2002-2003, the unmet need was \$74 million. In 2003-2004, it increased to \$85 million.
- **Federally-funded Pell Grants are a significant source of financial aid for needy students, but fewer Nebraska college students may be receiving Pell Grants in the future as a result of recent changes in rules of the U.S. Department of Education.**
 - During the 2002-2003 academic year, 28,773 Nebraska-resident undergraduates received Pell Grants, averaging \$2,231 per recipient.
 - Recent changes in rules of the U.S. Department of Education may reduce the number of students who qualify for Pell Grants.
 - Since students must qualify for Pell Grants as a condition for state-funded aid, the new rules may have the effect of reducing the number of needy students who will qualify for state-funded need-based financial aid.
- **Postsecondary institutions are increasing the amount of financial aid allocated to needy students from institutional and private sources, but significantly more aid is needed from all sources.**

Recruitment of Nebraska and Out-of-State Students

- The LR 174 Task Force recommended that Nebraska's postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.

- The LR 174 Task Force further recommended that the state’s postsecondary education system must more actively recruit non-Nebraska high school graduates in order to increase the number of such students who pursue postsecondary education in Nebraska.
- **Based on the latest available data, a high percentage of Nebraska high school graduates who attend college are already choosing to pursue their postsecondary education in Nebraska.**
 - **84% of Nebraska’s resident first-time freshmen, including those who waited more than a year after high school graduation to begin college, enrolled at colleges and universities within the state in 2002-2003.**
 - In contrast, only 16% of Nebraska’s first-time freshmen traveled out of state to attend college at the beginning of the 2002-2003 academic year.
- **While Nebraska colleges and universities are attracting an impressive percentage of the state’s high school graduates who are going to college, they are attracting far fewer non-resident freshmen than many other states. In 2002-2003, for example, only 3,082 students with known out-of-state or foreign residencies, including those who waited more than a year after high school graduation to go to college, enrolled at Nebraska colleges and universities as first-time freshmen.**
- **Considering only first-time freshmen who enrolled in college within 12 months of their high school graduation, Nebraska exported 2,513 of its high school graduates to institutions in other states while it imported 2,281 out-of-state students and foreign students, resulting in a net out-migration of 232 students in 2002-2003.**
- In the future, Nebraska’s postsecondary institutions may have to increasingly depend on out-of-state students of traditional college age to increase their enrollments as Nebraska’s population of 18-to-24-year-olds declines and the number of Nebraska high school graduates remains stable at best.
- In general, the projected increase in the national population of 18-to-24-year-olds will not only fuel the projected increase in national college enrollments but also create more opportunities for Nebraska colleges and universities to recruit more students from states where there will be increasing numbers of high school graduates and 18-to-24-year-olds.
- National growth opportunities will be tempered by the fact that some of the states from which Nebraska institutions traditionally have drawn the highest numbers of recent high school graduates, including Iowa, South Dakota and Minnesota, are projected to experience decreases in their college-age populations over the next 15 years. Furthermore, it is likely that Nebraska’s colleges and universities will experience increased competition from these and other states when they are recruiting students.
- **The implications of these findings is that Nebraska colleges and universities will have to exert a much greater effort to attract non-Nebraska students than they have in the past if the number of non-resident students in Nebraska’s postsecondary education system is going to significantly increase.**

Nebraska Postsecondary Enrollment by Race/Ethnicity

- The LR 174 Task Force recommended that the efforts to increase the number of students who enter postsecondary education must emphasize and target Nebraska student populations that are currently underrepresented in the state’s higher education system.
- **At the beginning of the 2003-2004 academic year, white non-Hispanics and minority students were generally represented in the state’s postsecondary education system to about the same extent that they were represented among the state’s public high school graduates in 2002-2003.**
 - In 2002-2003, white non-Hispanics accounted for 89.5% of the state’s public high school graduates. In 2003-2004, white non-Hispanics accounted for 89.2% of the first-time freshmen enrolled in Nebraska’s postsecondary education system, including private career schools as well as the state’s public and independent colleges and universities.
 - Minority students accounted for 10.5% of the state’s public high school graduates in 2002-2003, and they accounted for 10.8% of the first-time freshmen enrolled in Nebraska’s higher education institutions in 2003-2004.
- **However, the major racial/ethnic groups have not been equally represented when Nebraska’s postsecondary education system is examined as a whole.**
 - Hispanics students accounted for only 3.4% of the first-time freshmen and only 3.2% of all of the undergraduates enrolled in the Nebraska postsecondary education system at the beginning of the 2003-2004 academic year, whereas Hispanics accounted for 4.0% of the state’s high school graduates in 2002-2003.
 - On the other hand, Asian/Pacific Islanders, black non-Hispanics and Native Americans were all slightly overrepresented among first-time freshmen in 2003-2004.
 - Among all undergraduates in 2003-2004, Asian/Pacific Islanders continued to be over-represented, but Native Americans and black non-Hispanics were represented only to the same extent they were represented among the high school graduates in 2002-2003.
- **The underrepresentation of Hispanics in Nebraska’s postsecondary education system indicates that their college continuation rate is lower than the participation rates for other minorities and white non-Hispanics in Nebraska.**
 - There are no available data to directly estimate continuation rates by race/ethnicity for Nebraska. However, findings of the Commission’s research indicate that Asian/Pacific Islander, black non-Hispanic and Native American first-time freshmen recently have been represented in Nebraska’s postsecondary education system to about the same extent or to a slightly greater extent than they have been represented among the state’s high school graduates. Hispanic first-time freshmen, on the other hand, have been noticeably underrepresented, relative to their representation among

Nebraska high school graduates. Based on these findings alone, the college continuation rate for Hispanic high school graduates is lower than the participation rate for other minorities and white non-Hispanics in Nebraska.

- **While Hispanics were the only minority group underrepresented in Nebraska’s postsecondary education system as a whole, the enrollments of all of the minority groups varied significantly by sector in 2003-2004.**
 - At the University of Nebraska, Asians and Pacific Islanders were slightly overrepresented while Hispanics, Native Americans and black non-Hispanics were all underrepresented in 2003-2004, based on the extent to which they were represented among Nebraska high school graduates in 2002-2003.
 - At Nebraska state colleges, Native Americans were overrepresented, relative to their representation among the state’s high school graduates a year earlier, but Asians/Pacific Islanders, Hispanics and black non-Hispanics were all noticeably underrepresented.
 - Nebraska’s community colleges enrolled the highest numbers of minority students who were first-time freshmen in 2003-2004, except for Native Americans. However, Hispanics, as well as Native Americans, were underrepresented at the community colleges, both as a percentage of first-time freshmen and as a percentage of all undergraduates, relative to the extent that they were represented among Nebraska high school graduates in 2002-2003. In comparison, black non-Hispanics and students of Asian or Pacific Islander decent were slightly overrepresented at community colleges.
 - Asians/Pacific Islanders, Hispanics and Native Americans were overrepresented at the state’s independent colleges and universities in 2003-2004, whereas these institutions enrolled less than a representative number of black non-Hispanics.
 - At private degree-granting career colleges, Hispanic first-time freshmen were represented to the same extent that they were represented among Nebraska high school graduates the previous year. However, black non-Hispanics were significantly overrepresented at these schools at the beginning of the 2003-2004 academic year, both as a percentage of first-time freshmen and as a percentage of all undergraduates, while white non-Hispanics were noticeably underrepresented.
 - Black non-Hispanics were also overrepresented at private non-degree granting career schools in 2003-2004 while the other groups of minority students were underrepresented at these schools.
- **Based on the findings of the Commission’s analysis of college and university enrollments by race/ethnicity:**
 - **Nebraska’s public colleges and universities will have to recruit and retain significantly more Hispanic students than they have in the past, especially since the number of Hispanics who will graduate from Nebraska high schools is projected to significantly increase.**

- **Nebraska’s public colleges and universities should recruit and retain more Native Americans so that this minority is represented within the state’s postsecondary education system to at least the same extent it is represented among Nebraska’s high school graduates.**
- **Nebraska’s public and independent colleges and universities should recruit and retain more black non-Hispanics after they have graduated from high school or started their postsecondary education at community colleges.**

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

Freshmen Retention Rates

- **The findings of the Commission’s research support the recommendation of the LR 174 Task Force that Nebraska’s postsecondary education system must more actively engage in student retention efforts and decrease the proportion of postsecondary education students who fail to persist beyond their first year(s) of enrollment.**
- The latest reported freshmen retention rates of Nebraska’s colleges and universities, including the private career schools, range from as low as 32% to as high as 96%.
- Excluding community colleges and private career schools, the latest reported median freshmen retention rate is 70%, meaning that about half of Nebraska’s colleges and universities are retaining 70% or fewer of their first-year students.

College Graduation Rates

- **The findings of the Commission’s research support the recommendation of the LR 174 Task Force that the state’s postsecondary education system must increase the proportion of students who complete associate degrees within three years of matriculation and baccalaureate degrees within six years of matriculation-defined time frames.**
- The statewide college continuation or completion rate for Nebraska’s public and independent colleges and universities was only 48% in 2002-2003, the latest year for which data are available.
- The 2002-2003 graduation rates were 57.0% for Nebraska’s independent colleges and universities, 52.2% for the University of Nebraska and 43.1% for the Nebraska state colleges.
- The 2002-2003 completion rate for Nebraska’s community colleges was only 37.7%, but data are not available to determine the percentage of community college students who did not receive associate degrees because they transferred to four-year programs or who never intended to complete degree programs when they were enrolled in them.

- Nevertheless, there is potential to increase the graduation rates at nearly all of Nebraska’s public and independent colleges and universities.
- **An analysis of college graduation rates by race/ethnicity indicates that Nebraska’s public and independent colleges and universities should exert a greater, more focused effort to increase the graduation rates of Hispanics, black non-Hispanics and Native Americans.**
- Statewide, the highest graduation rates for 2002-2003 were 52.5% for Asians/Pacific Islanders and 49.7% for white non-Hispanics.
- In comparison, the graduation rates were 31.9% for Hispanics, 24.3% for black non-Hispanics and 24.2% for Native Americans.

“2 plus 2” and Other Degree-Credit Transfer Programs

- The LR 174 Task Force has recommended that the state’s postsecondary education system must expand upon and strengthen existing associate degree to baccalaureate degree “2 plus 2” and other degree-credit transfer programs.
- Over the past 10 years, there has been a substantial increase in the number of students enrolled in academic courses at Nebraska’s community colleges. However, currently available data are insufficient to track the numbers and percentages of students who enroll in and graduate from associate-to-baccalaureate degree programs within the state.
- **Given the current lack of sufficient data, it would be desirable for all Nebraska higher education institutions to participate in the National Student Clearinghouse so that it will be possible to monitor progress toward achieving the LR 174 Task Force’s recommendation regarding degree-credit transfer programs.**

<p>Priority 3: Reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment.</p>
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- Based on data collected by the U.S. Census Bureau in 2000, **Nebraska has experienced a net in-migration of 22-to-29-year-olds and 30-to-64-year-olds with lower levels of education while the state has experienced a net out-migration of college graduates in these two age groups.**
- **Given that more college graduates are leaving the state than moving in, it is good public policy for Nebraska to encourage the development and growth of businesses and nonprofit organizations that will employ more of the workers trained and educated through Nebraska’s postsecondary education system.**

Recommendations for Further Research

- The Commission recommends that all Nebraska higher education institutions be required to fully participate in the National Student Clearinghouse so that transfers from associate degree programs to baccalaureate degree programs can be tracked in the future. In addition, reporting Clearinghouse data is an economical way for institutions to obtain and evaluate retention rates, persistence rates and graduation rates as the LR 174 Task Force continues to monitor progress toward the three priorities it has recommended for Nebraska’s postsecondary education system.
- Since many of the baseline statistics established through the Commission’s research will change very little within a year’s time, it is recommended that follow-up research to monitor progress toward the priorities for Nebraska’s postsecondary education system be conducted every two years rather than on an annual basis.
- During the years between follow-up studies, the LR 174 Task Force may find it valuable to direct the Commission to conduct other research that will assist the task force in furthering its mission. Some examples are:
 - The Commission could be directed to conduct a study of the impact of a shortage of state-funded, need-based aid on college participation rates, retention rates and graduation rates.
 - The Commission could conduct a study to identify programs across the United States that have proven effective in increasing the higher education participation rates, retention rates and graduation rates of minorities.
 - The Commission could engage in joint research with the Nebraska Department of Economic Development, the Nebraska Department of Labor and the University of Nebraska on analyzing workforce requirements to meet employer needs in a growing and evolving economy.

Next Steps . . .

- The baselines established through the Commission’s research will allow the LR 174 Task Force to readily monitor enrollments and other indicators of the progress being made to achieve the priority goals recommended for Nebraska’s postsecondary education system.
- In addition, the Commission’s research calls attention to the questions of what can be done specifically to devise early intervention strategies to:
 - increase high school graduation rates in the school districts with the highest numbers of students dropping out of school
 - increase the number of high school students who are prepared for college-level work
 - increase the college continuation rates so that more Nebraska high school graduates enter the state’s postsecondary education system

- The research also calls attention to important concerns about what can be done to:
 - increase the higher education participation rate and college graduation rate of Native Americans and Hispanics in Nebraska
 - increase the number of black non-Hispanics who continue their postsecondary education at the state’s four-year colleges and universities
 - increase the amount of state-funded financial aid to enable more needy students to enter and persist through college
 - increase the freshmen retention rates and college graduation rates so that more Nebraskans receive degrees, diplomas and certificates from the state’s postsecondary education institutions
 - increase the employment opportunities for workers who desire to remain in Nebraska after they have been trained and educated through the state’s postsecondary education system

- These topics and others of interest to the LR 174 Task Force may be addressed through a variety of means ranging from informal discussions to formal research to policy and program changes.

- The Commission looks forward to continuing to work with the LR 174 Higher Education Task Force and, in collaboration with other members of the academic and business community, would welcome the opportunity to explore alternative ways of achieving the recommended priorities for Nebraska’s postsecondary education system by conducting forums, workshops or conferences and by establishing work groups or task forces on special topics. Examples might include:
 - A conference defining the proper roles and strategies by which the institutions can further contribute to the economic development of Nebraska
 - A conference addressing the needs of employers and ways to enlarge the pool of appropriately educated workers, targeted to the needs of employers for the future prosperity of Nebraska

- The Commission looks forward to working with the Nebraska State Board of Education, local school boards and PK-12 schools to improve preparation of students in earlier grades to enable successful completion of college.

2004 Baseline Report

for LR 174 Higher Education Task Force

Introduction

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

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

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

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

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

1. Increase the number of students who enter postsecondary education in Nebraska.
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- **The state's postsecondary education system must strengthen existing and establish new formal collaborative efforts with Nebraska's PK-12 education system to increase the proportion of PK-12 students who graduate from high school, enroll in postsecondary education and are adequately prepared to proceed through postsecondary degree completion.**
- **The state's postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.**

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

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

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

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

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

Given these directives, this report provides three types of information for the LR 174 Higher Education Task Force to use in monitoring the progress of Nebraska’s postsecondary education system:

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

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

For the sake of convenience, the report is presented in two volumes. This volume focuses primarily on the statistical baselines and other information that can serve as the quantitative bases for monitoring progress toward achieving the priority goals established by the LR 174 Higher Education Task Force. The second volume is a summary and compilation of the reports submitted by Nebraska's public colleges and universities to describe their collaborative relationships with the PK-12 school systems and the business community.

Section 1

Increasing Postsecondary Enrollment

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

Any effort to increase the number of students who enter postsecondary education in Nebraska must begin with a clear picture of current and projected enrollment trends.

National and Nebraska College Enrollments: 1991 – 2001

Table 1.1 provides a summary comparison of the total enrollment at all degree-granting institutions in the United States and the total enrollment at Nebraska’s public and independent colleges and universities for the 10-year period from 1991 to 2001, the latest year for which an official national enrollment figure is available from the National Center for Education Statistics.

Table 1.1 National and Nebraska College Enrollments: 1991 – 2001								
Enrollment Base	1991	1995	1999	2001	Four-Year Change 1991-1995	Four-Year Change 1995-1999	Two-Year Change 1999-2001	Ten-Year Change 1991-2001
National¹	14,359	14,262	14,791	15,928	-0.7%	+3.7%	+7.7%	+10.9%
Nebraska²	107,824	109,219	109,437	112,026	+1.3%	+0.2%	+2.4%	+3.9%

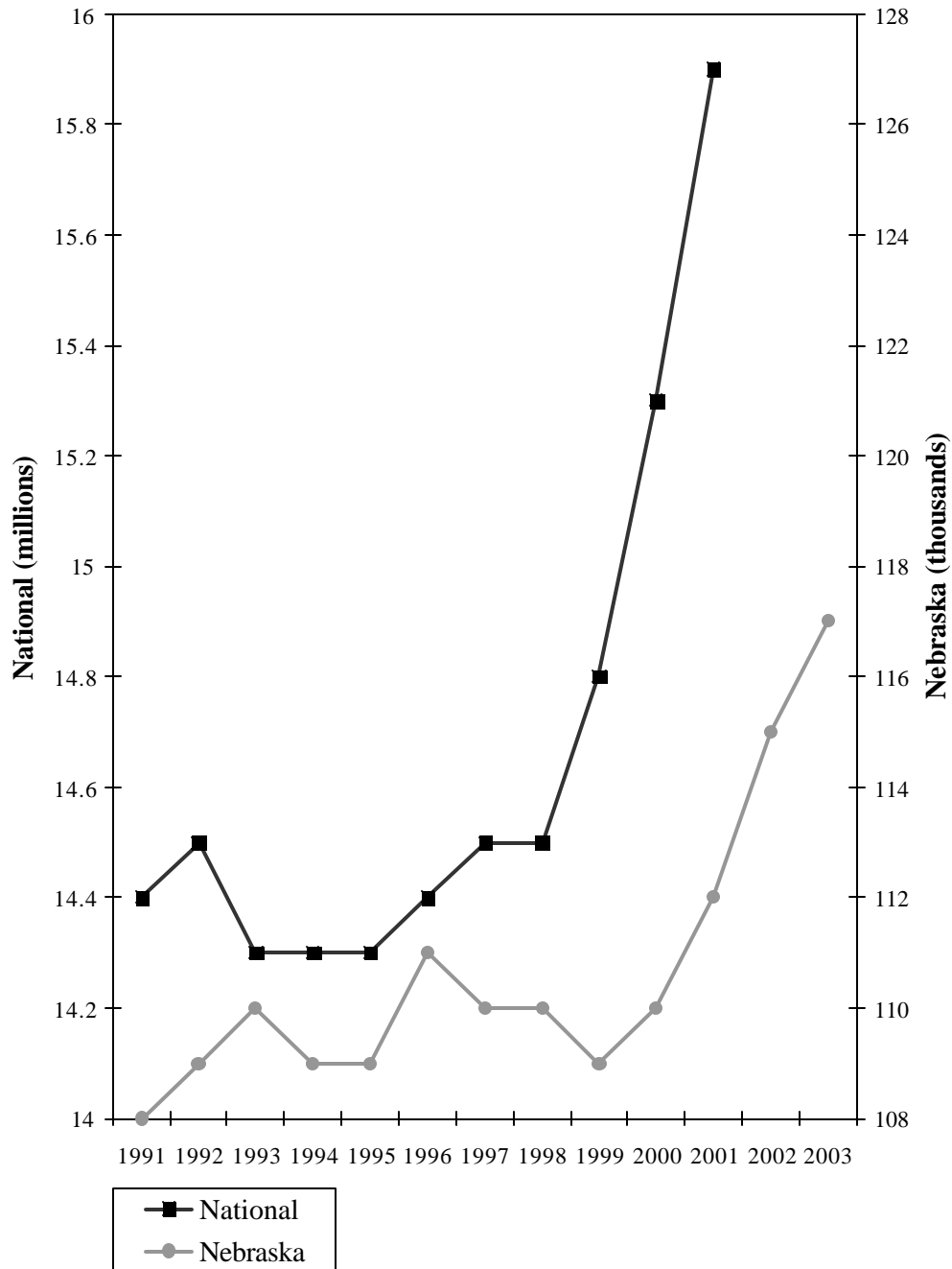
¹In millions, the total headcount enrollment at all degree-granting institutions in the United States. Data obtained from “Projections of Education Statistics to 2013” published by the National Center for Education Statistics, August 2003.

²Total headcount enrollment at all public and independent colleges and universities in Nebraska based on data obtained from the National Center for Education Statistics (NCDES) Integrated Postsecondary Education Data System (IPEDS). Total does not include enrollments at private degree-granting career schools.

- As shown in Table 1.1, national enrollment increased by 10.9% between 1991 and 2001, whereas Nebraska college enrollment increased by 3.9% during the 10-year period.
- National enrollment declined slightly by 0.7% between 1991 and 1995, modestly increased by 3.7% between 1995 and 1999, and then significantly increased by 7.7% between 1999 and 2001. In fact, the two-year increase between 1999 and 2001 accounted for 72% of the total net increase in national enrollment during the 10-year period between 1991 and 2001.
- Similarly, Nebraska’s 2.4% gain in college enrollment during the two years between 1999 and 2001 accounted for 62% of the state’s 10-year net increase in enrollment.
- Although the percentage changes in Nebraska’s enrollment were not always in the same direction or of the same magnitude as the percentage changes in national enrollment during the 10-year period between 1991 and 2001, there is a general similarity in the shape of the two trends when they are compared graphically as shown in Figure 1.1 on the next page.

- The most important distinction between the national and Nebraska enrollment trends shown in [Figure 1.1](#) is that national enrollment rose at a faster rate than Nebraska's enrollment between 1998 and 2001. As a result, Nebraska's enrollment as a percentage of national enrollment was noticeably lower in 2001 than it was throughout the previous decade, as shown in [Table 1.2](#) on the next page.

Figure 1.1
National 1991-2001 Total Enrollment Trend
Compared to 1991-2003 Nebraska College Enrollment



- As shown in Table 1.2 below, Nebraska’s total enrollment at public and independent colleges and universities accounted for 0.75% of national enrollment in 1991. This percentage increased to 0.77% in 1992 and remained at 0.77% or 0.76% through 1998. In 1999, Nebraska’s share of national enrollment began to decrease, and by 2001, it had decreased to 0.70%, indicating that Nebraska was not keeping pace with national enrollment trends to the extent it had in the past.

<p style="text-align: center;">Table 1.2 “Market Share” Nebraska Total Headcount Enrollment as a Percentage of National Enrollment in All Degree-Granting Institutions 1991 - 2001</p>			
Year	National Enrollment (in millions) ¹	Nebraska Enrollment ²	Nebraska Enrollment as % of National
1991	14,359	107,824	0.75%
1992	14,486	109,480	0.76%
1993	14,305	109,997	0.77%
1994	14,279	109,324	0.77%
1995	14,262	109,219	0.77%
1996	14,368	110,937	0.77%
1997	14,502	110,167	0.76%
1998	14,507	110,348	0.76%
1999	14,791	109,437	0.74%
2000	15,312	110,050	0.72%
2001	15,928	112,026	0.70%

¹Source: “ Projections of Education Statistics to 2013” published by the National Center for Education Statistics, August 2003.

²Total headcount enrollment at all public and independent colleges and universities in Nebraska based on data obtained from the National Center for Education Statistics (NCDES) Integrated Postsecondary Education Data System (IPEDS).

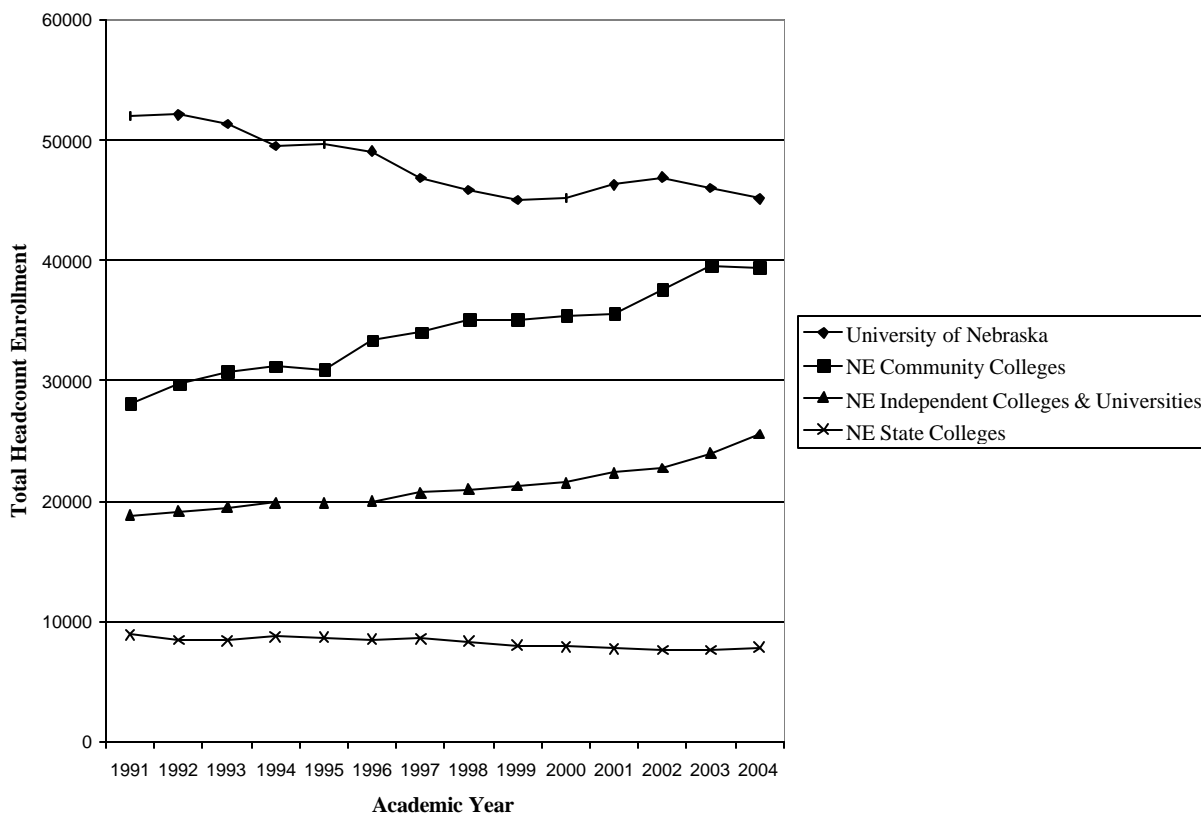
Nebraska College Enrollment: 2001 – 2004

- Between 2001 and 2003, total headcount enrollment at Nebraska’s public and independent colleges and universities increased by 4.7% from 112,026 in 2001 to 117,236 in 2003. This is a substantial increase given that total enrollment increased by only 3.9% over the 10-year period between 1991 and 2001.
- Preliminary enrollment figures for fall 2004 indicate that total headcount enrollment at Nebraska’s public and independent colleges and universities has increased to 117,998, a gain of only 0.6% from one year ago. However, official headcounts will not be available from the National Center for Education Statistics until they have been verified through the Integrated Postsecondary Education Data System (IPEDS), sometime in early 2005.

Nebraska College Enrollment by Sector: 1991 – 2004

- While total college enrollment in Nebraska has generally increased since 1991, enrollment has varied significantly from one sector of higher education to another.
- As evidenced in [Figure 1.2](#) below, there has been a general downward trend in enrollment at the University of Nebraska even though the individual institutions constituting the university have each experienced modest gains, as well as losses, in enrollment since 1991.
- The Nebraska state colleges also have experienced a downward trend in enrollment since 1991, but their enrollments are generally stable, compared to the other three sectors.
- In contrast, Nebraska community colleges have seen a dramatic increase in their enrollments since 1991. Enrollment increases were particularly high between 2001 and 2003 when enrollments increased 11.2%. However, preliminary enrollment figures for 2004 indicate that total community college enrollment may be leveling off, at least temporarily.
- As shown in [Figure 1.2](#), Nebraska’s independent colleges and universities have experienced a modest, but continuing, upward trend in enrollment since 1991.

Figure 1.2
Nebraska College Enrollment by Sector: 1991 - 2004¹



¹Total headcount enrollment obtained from the Integrated Postsecondary Education Data System (IPEDS). Data for 2004 is preliminary. Official enrollments for 2004 will not be available until they have been verified through IPEDS.

It is important to note that enrollments have varied significantly from one institution to another within each sector as well as across the four sectors. Consequently, [Appendix 1](#) of this report provides a detailed analysis of total headcount enrollment by institution during the two-year period between 2001 and 2003, the latest year for which official enrollment data are available from the National Center for Education Statistics.

- Based on the analysis presented in [Appendix 1](#), only six of the 19 independent colleges and universities in Nebraska experienced consecutive annual enrollment increases during the two-year period between 2001 and 2003. Specifically, these institutions were:

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

Preliminary enrollment figures for 2004 indicate that these six institutions are continuing to attract more students for the third year in a row.¹

Furthermore, preliminary enrollment figures for 2004 also indicate that the following four independent colleges and universities have increased their enrollments over the past two years, even though they experienced declines in enrollment between 2001 and 2002:

College of Saint Mary
Hastings College
Nebraska Methodist College
Nebraska Wesleyan University

The remaining nine independent colleges in Nebraska have experienced both gains and losses in their enrollments since 2001, but no consecutive gains during the past three years. However, preliminary enrollment figures for 2004 indicate that four of these schools have current enrollments that are higher than they were a year ago.

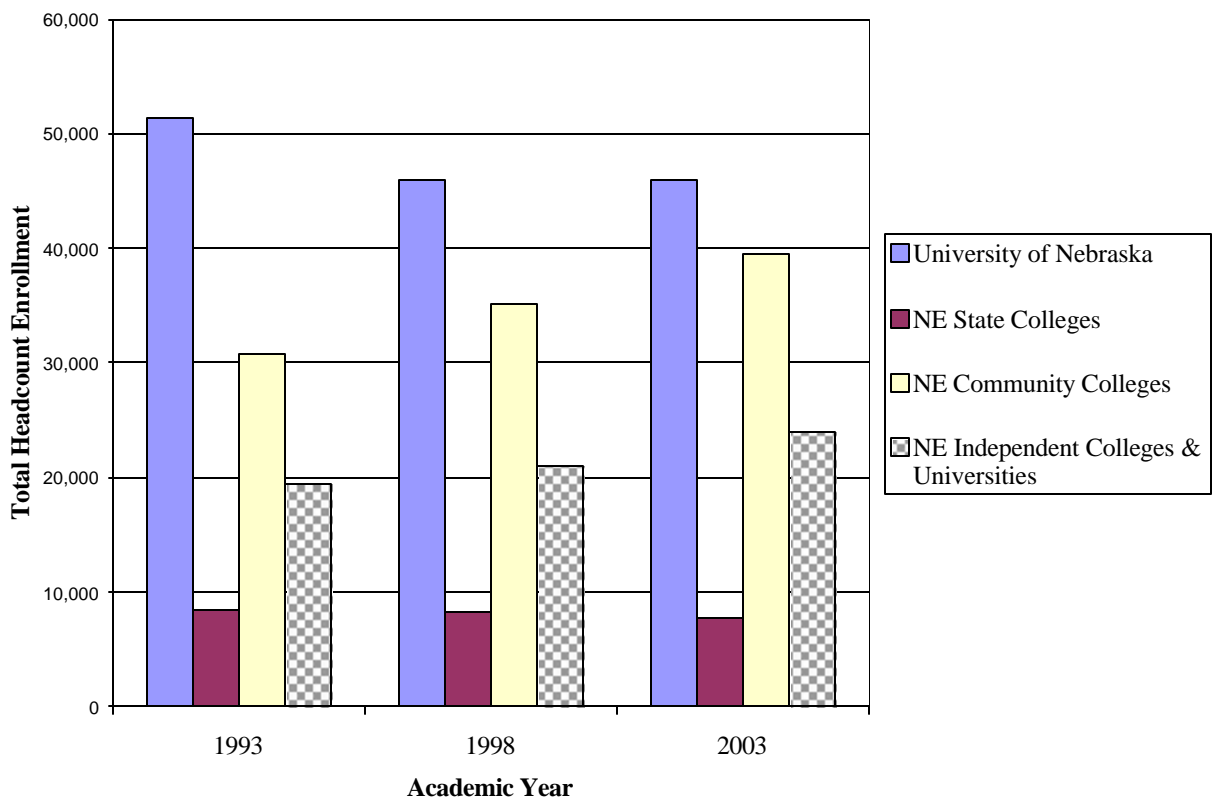
- Based on the analysis of enrollments presented in [Appendix 1](#), all six of Nebraska's community colleges experienced increases in enrollment between 2001 and 2002 and again between 2002 and 2003. However, preliminary enrollment figures for 2004 indicate that enrollments at three of the colleges are currently lower than they were a year ago while the numbers of students attending the other three colleges have continued to increase.
- Within the University of Nebraska system, the University of Nebraska Medical Center experienced increased enrollment between 2001 and 2003, and it appears that this increasing enrollment trend is continuing, based on preliminary figures for 2004. Since 2001, other institutions within the system have seen their enrollments decline or remain stable at best.

¹For the purposes of this report, preliminary enrollment figures for fall 2004 were obtained directly from the public and independent colleges and universities in Nebraska. However, official enrollment data will not be available from the National Center for Education Statistics (NCES) until they have been verified through the Integrated Postsecondary Education Data System (IPEDS). Consequently, 2004 enrollment figures for individual institutions are not included in this report.

In addition to providing enrollment information about individual institutions, [Appendix 1](#) provides an analysis of the changes in total headcount enrollment that occurred by sector during the 10-year period between 1993 and 2003, the latest year for which official institution-level data is available from the National Center for Education Statistics.

- As shown in [Figure 1.3](#) below, the University of Nebraska experienced a significant decrease in enrollment between 1993 and 1998. Between 1998 and 2003, declines in enrollment were almost balanced by comparable gains so that the University of Nebraska continued to maintain its dominant position as the sector with the highest headcount enrollment in 2003.
- As a sector, the Nebraska state colleges experienced a modest decline in enrollment between 1993 and 2003 while they continued to account for a relatively small share of Nebraska’s total college enrollment throughout the 10-year period.
- In contrast, the total enrollment of Nebraska community colleges significantly increased between 1993 and 2003 to the extent that it has moved noticeably closer to the total enrollment of the University of Nebraska.
- Similarly, total enrollment at Nebraska’s independent colleges and universities increased between 1993 and 2003 so that these institutions now account for a larger share of Nebraska’s total college enrollment than in the past.

Figure 1.3
Nebraska College Enrollment by Sector: 1993, 1998 and 2003¹



¹Total headcount enrollment data obtained from the Integrated Postsecondary Education Data System (IPEDS).

- As shown in Table 1.3 below, the net effect of the 10-year enrollment gains and losses that occurred between 1993 and 2003 is that they resulted in a significant change in the general enrollment profile of Nebraska's public and independent colleges and universities. The University of Nebraska and the Nebraska state colleges now account for lower percentages of total Nebraska college enrollment than they did in 1993 while the community colleges and independent colleges and universities account for higher percentages of the students who attend college in Nebraska.

Enrollment Sector	1993		2003		Percentage Difference
	Enrollment	%	Enrollment	%	
University of Nebraska	51,342	46.7%	46,015	39.2%	-7.5%
Nebraska State Colleges	8,387	7.6%	7,652	6.5%	-1.1%
Nebraska Community Colleges	30,777	28.0%	39,575	33.8%	+5.8%
Total Nebraska Public Institutions	90,506	82.3%	93,242	79.5%	-2.8%
Nebraska Independent Colleges and Universities	19,491	17.7%	23,994	20.5%	+2.8%
Total Nebraska Public and Independent Colleges and Universities	109,997	100.0%	117,236	100.0%	

Baseline College Enrollment Statistics

The following two tables provide baseline college enrollments for monitoring progress toward increasing the number of students who enter postsecondary education in Nebraska. These baselines are established using the latest official enrollment data obtained from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

Indicator	Base-Line Year	Base-Line Statistic	Update Year	Update Statistic	Change Since Baseline Year
National "Market Share"¹	2001	0.70%			
Total Postsecondary Enrollment					
Public and Independent Colleges and Universities	2003	117,236			
Private Career Colleges		3,144			
Total Postsecondary Enrollment		120,380			
¹ Total headcount enrollment at Nebraska public and independent colleges and universities as a percentage of the total enrollment at all degree-granting institutions in the United States.					

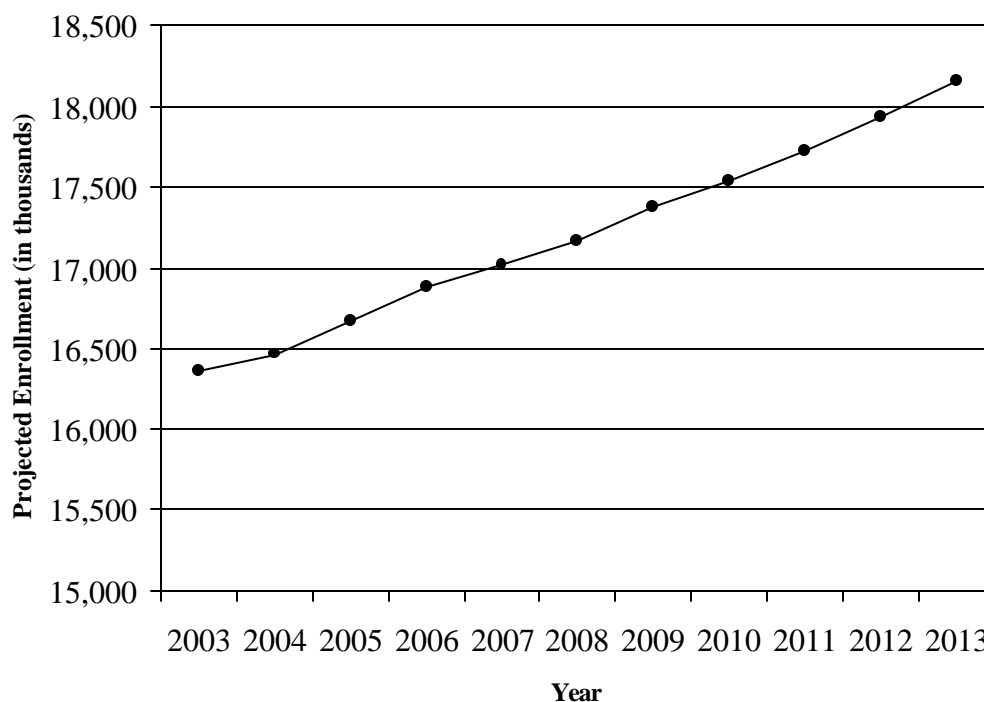
Table B1.2 Total Headcount Enrollment by Institution & Sector Baseline Indicators			
Total Headcount Enrollment	2003 Baseline Enrollment	Update Year Enrollment	% Change Since Baseline Year
University of Nebraska	46,015		
NCTA-Curtis	215		
University of Nebraska at Kearney	6,379		
University of Nebraska-Lincoln	22,559		
UN Medical Center	2,865		
University of Nebraska at Omaha	13,997		
Nebraska State Colleges	7,652		
Chadron State College	2,711		
Peru State College	1,624		
Wayne State College	3,317		
Nebraska Community Colleges	39,575		
Central Community College	6,483		
Metropolitan Community College	12,838		
Mid-Plains Community College	3,084		
Northeast Community College	4,858		
Southeast Community College	9,672		
Western Nebraska Community College	2,640		
Nebraska Public Institutions	93,242		
Nebraska Independent Colleges and Universities	23,994		
Bellevue University	4,843		
BryanLGH College of Health Sciences	242		
Clarkson College	596		
College of St. Mary	910		
Concordia University	1,205		
Creighton University	6,537		
Dana College	582		
Doane College	2,273		
Grace University	598		
Hastings College	1,113		
Little Priest Tribal College	130		
Midland Lutheran College	944		
Nebraska Christian College	159		
Nebraska Indian Community College	190		
Nebraska Methodist College	421		
Nebraska Wesleyan University	1,840		
Platte Valley Bible College	48		
Union College	902		
York College	461		
Nebraska Public and Independent Colleges and Universities	117,236		

Projected National College Enrollment

- According to “Projections of Education Statistics to 2013,” the latest projections available from the National Center for Education Statistics, enrollment at all degree-granting institutions in the United States is predicted to gradually, but steadily, increase as shown in [Figure 1.4](#), from 16,361,000 in 2003 to 18,151,000 in 2013, an increase of 10.9% over the 10-year period. (Annual projections are presented in [Appendix 2](#).)

Figure 1.4

National Projected Enrollment at Degree-Granting Institutions: 2003 – 2013¹



¹Middle alternative projection using a baseline scenario of the economy for projections of disposable income and unemployment rates. Lower and higher alternatives have also been calculated, based on more pessimistic or optimistic scenarios of the economy. Source: “Projections of Education Statistics to 2013,” published by the National Center for Education, U.S. Department of Education, October 2003.

- Nationally, the most important factor affecting projected college enrollment is the predicted increase in the traditional college-age population of 18-to-24-year-olds. In addition, the increasing population of adults 25 years and older is expected to have a positive effect on national enrollment over the next decade.²

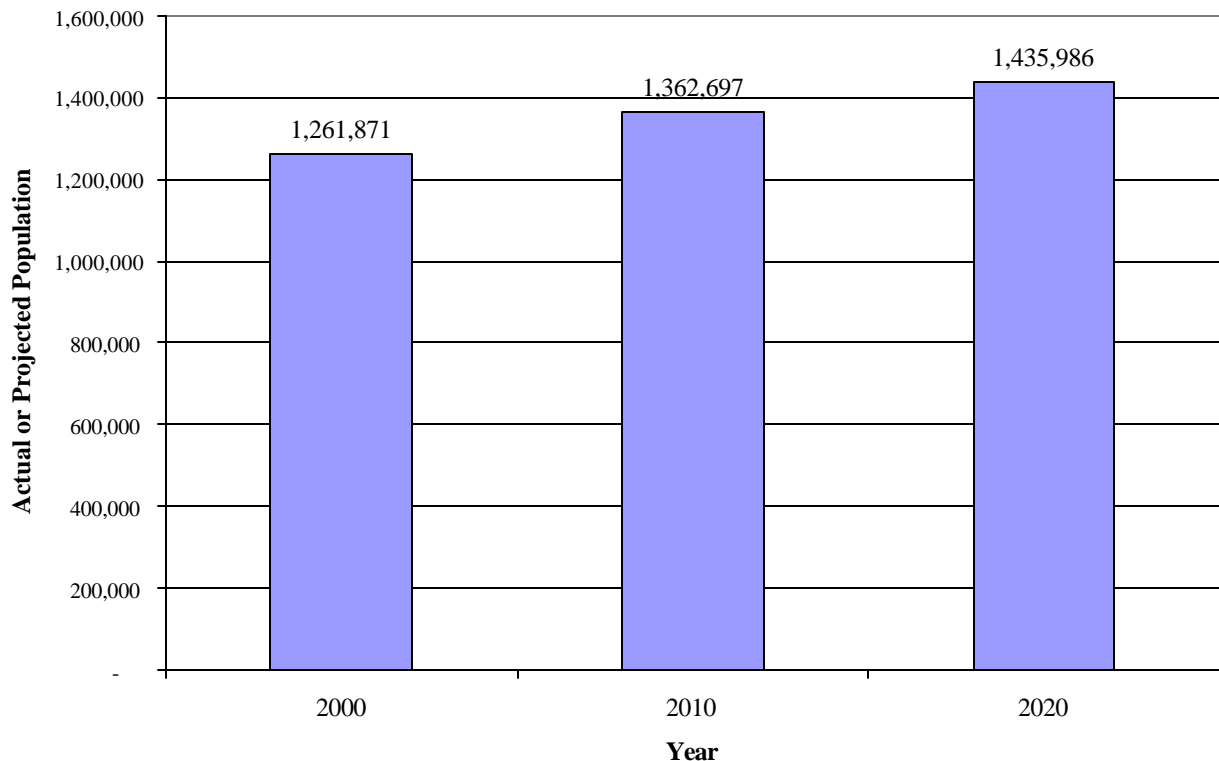
²Sources: “Projections of Education Statistics to 2013,” U.S. Department of Education, National Center for Education Statistics, October 2003. “Meeting Demand for Postsecondary Education,” Education Commission of the States, August 2004.

Nebraska Population Projections by Age

- As shown in Figure 1.5 below, the total number of Nebraskans 18 years of age and older is projected to increase from 1,261,871 in 2000 to 1,435,986 in 2020, or by 13.8% over the 20-year period.
- More specifically, the Nebraska population 18 years and older is predicted to increase by 8.0% from 2000 to 2010, and to increase by 5.4% from 2010 to 2020.³
- In comparison, the national population 18 years of age and older is projected to increase from 203.9 million in 2000 to 245.1 million in 2020, or by 20.3% over the 20-year period.

Figure 1.5

Projected Nebraska Population 18 Years of Age and Older: 2000 – 2020¹

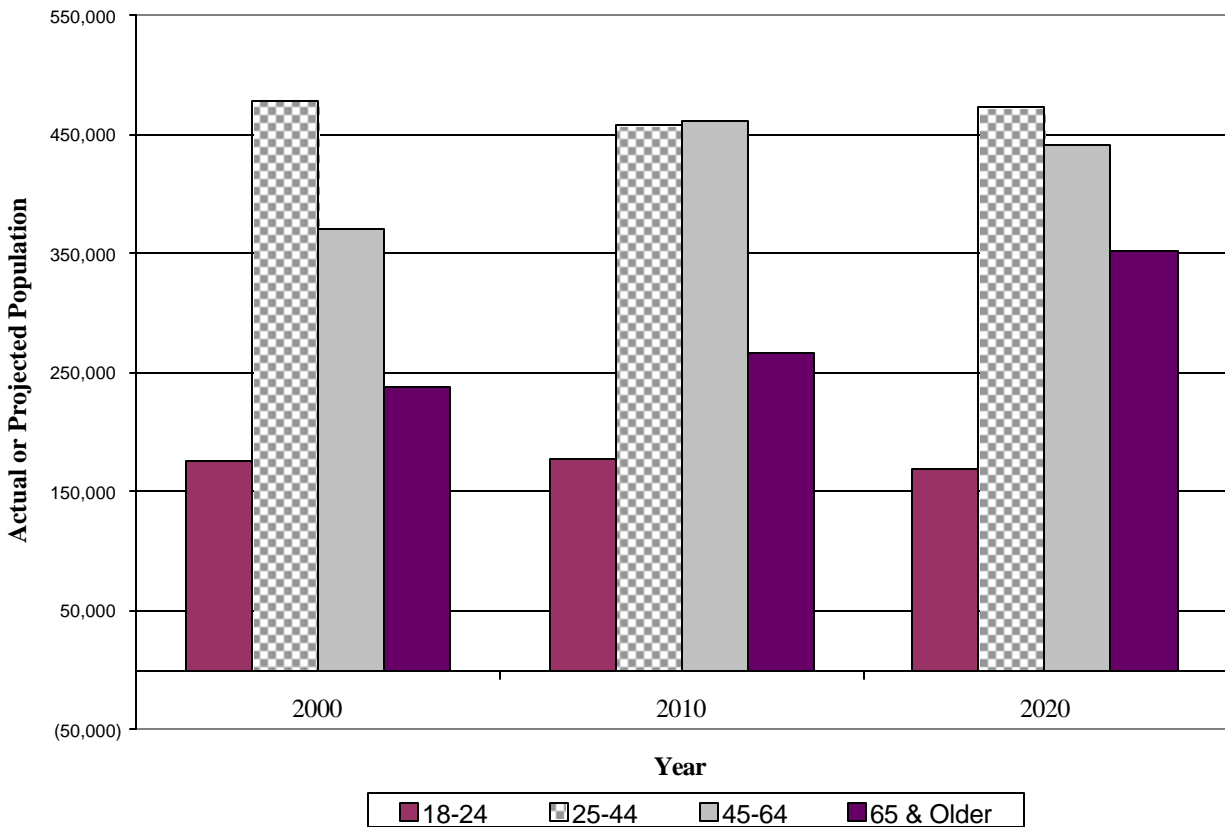


¹Source: U.S. Census Bureau projections published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, October 2004.

³Percentage calculations in this sub-section are based on the U.S. Census Bureau population projections for Nebraska and the United States published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, and presented in Appendix 3. These projections, which were developed prior to the 2000 census, are the latest available. Projections based on 2000 census data are expected to be available in 2005.

- Although the total population of Nebraskans 18 years of age and older is predicted to increase between 2000 and 2020, the number of 18-to-24-year-olds is projected to decrease as shown in [Figure 1.6](#) below. Specifically, the number of 18-to-24-year-olds living in Nebraska is projected to increase by 1.7% from 2000 to 2010 and to decrease by 4.5% between 2010 and 2020 for a net decrease of 2.89% over the 20-year period from 2000 to 2020.
- In comparison, the national population of 18-to-24-year-olds is projected to increase by 13.9% over the 20 years from 2000 to 2020.
- The population of 25-to-44-year-olds in Nebraska is projected to decrease by 4.5% from 2000 to 2010 and then increase by 3.3% from 2010 to 2020, resulting in a net decrease of 1.4% over the 20-year period from 2000 to 2020.
- Conversely, the Nebraska population of 45-to-64-year-olds is projected to significantly increase by 25.0% from 2000 to 2010 and then moderately decrease by 5.5% from 2010 to 2020 for an overall net increase of 19.5% from 2000 to 2020.

Figure 1.6
Projected Nebraska Population 18 Years of Age and Older: 2000 – 2020¹
(Age Distribution)



¹Source: U.S. Census Bureau projections published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, October 2004.

- As also shown in [Figure 1.6](#), the number of Nebraskans 65 years of age and older is projected to increase by 11.4% from 2000 to 2010 and by 32.6% from 2010 to 2020 for a 47.8% increase over the 20-year period.
- The net effect of these projected population changes is that Nebraska cannot rely on an increase in its traditional college-age population of 18-to-24-year-olds to increase the enrollments of the state's postsecondary institutions. To the contrary, the state is faced with the challenge of increasing enrollments over a period of time when the number of 18-to-24-year-olds is projected to slightly decline. Furthermore, between 2000 and 2020, only a modest gain of 7.7% is projected for the total number of Nebraskans who have the potential of entering or re-entering postsecondary education as adult students between the ages of 25 and 64.
- Since the national population of 18-to-24-year-olds is projected to notably increase while Nebraska's population in this age group declines, Nebraska postsecondary institutions may have to increasingly depend on out-of-state students of traditional college age to increase their enrollments. However, as shown in [Table 1.4](#) below, widely varying increases and decreases are projected for the populations of 18-to-24-year-olds in the ten states from which Nebraska institutions traditionally have drawn the highest numbers of recent high school graduates. Iowa and South Dakota, for example, are projected to have decreasing populations of 18-to-24-year-olds through 2020, whereas Texas and California will have significantly increasing traditional college-age populations from which to recruit students.

Table 1.4
Projected Change in the Population of 18-to-24-Year-Olds
in Selected States: 2000 to 2020

State	Number of State Residents at Nebraska Institutions Fall 2002 ¹	Projected Change in Population of 18-to-24-year-olds from 2000 to 2020 ²
Iowa	500	- 10.0%
Colorado	296	+ 7.8%
South Dakota	236	- 10.1%
Kansas	178	+ 3.3%
Missouri	122	0.0%
Minnesota	102	- 4.2%
Wyoming	86	+ 2.6%
Illinois	68	+ 6.5%
Texas	68	+23.5%
California	54	+ 54.3%
Nebraska	For Reference	- 2.9%

¹First-time freshman graduating from high school in the past 12 months, enrolled in degree-granting institutions in Nebraska as of fall 2002. IPEDS fall 2002 enrollment survey. Statistics summarized in Postsecondary Education OPPORTUNITY, August 2004.

²Based on U.S. Census Bureau projections published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, October 2004.

Nebraska Population Projections by Race and Age

- The challenge facing Nebraska’s postsecondary institutions is further complicated by the fact that the state’s racial/ethnic profile is projected to slowly, but noticeably, change between 2000 and 2020.
- Unfortunately, currently available population projections underestimate the number of Hispanics residing in Nebraska, due to the relatively recent and rapid increase in the number of Hispanics living and working in the state. For example, the U.S. Census Bureau projected that a total of 60,142 Hispanics would be living in Nebraska in 2000 whereas the 2000 census count was 94,425. As a result, Hispanics now account for more than 5.0% of the Nebraska population 18 and older. Nevertheless, the projections provided by the U.S. Census Bureau and summarized below are useful in illustrating how the state’s racial/ethnic profile is going to change over the next 15 years.
- As shown in Table 1.5 below, white non-Hispanics are projected to account for a lower percentage of the Nebraska population 18 and older than they did in 2000 while the percentages of minorities are projected to increase.
- By 2020, black non-Hispanics are projected to account for 4.6% of the Nebraska population 18 and older in comparison to 3.6% in 2000.
- Hispanics are predicted to also account for 4.6% of the Nebraska population 18 and older by 2020, up from 3.0% in 2000.
- Other minorities, including Asians, Pacific Islanders and Native Americans, are predicted to increase from 1.8% of the Nebraska population 18 and older to 2.6% of the population in 2020.

Table 1.5
Projected Nebraska Population
18 Years of Age and Older: 2000 – 2020¹

Race/Ethnicity	2000		2010		2020	
	Population	%	Population	%	Population	%
White (non-Hispanic)	1,155,682	91.6%	1,224,291	89.9%	1,266,069	88.2%
Black (non-Hispanic)	45,852	3.6%	56,474	4.1%	65,836	4.6%
Hispanic	37,812	3.0%	51,753	3.8%	66,615	4.6%
Other	22,525	1.8%	30,179	2.2%	37,466	2.6%
Total	1,261,871	100.0%	1,362,697	100.0%	1,435,986	100.0%

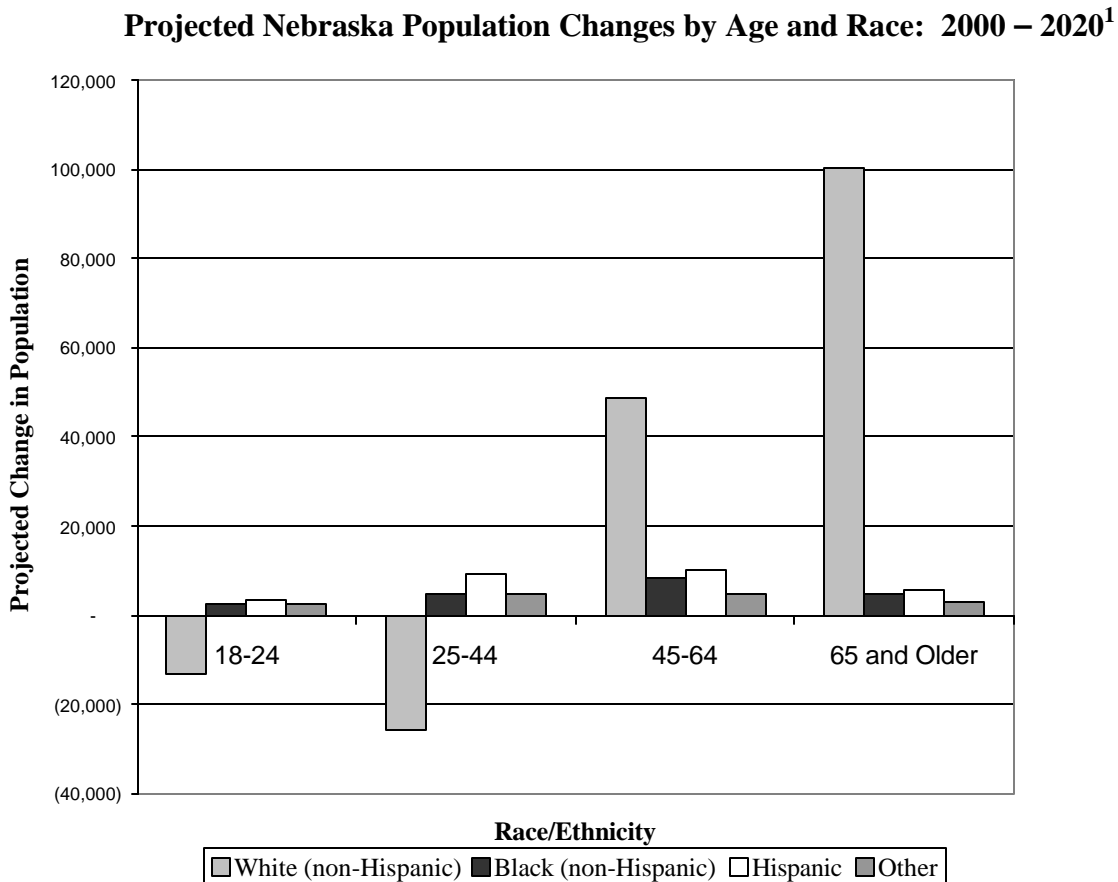
¹Source: U.S. Census Bureau projections published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, October 2004.

- Table 1.6 below shows specifically how the numbers of minority 18-to-24-year-olds and minority 25-to-44-year-olds are projected to increase from 2000 to 2020 while the numbers of white non-Hispanics in these two age groups are predicted to decline. These changes are shown graphically in Figure 1.7.

Race/Ethnicity	Change in No. of 18-to-24-year-olds	Change in No. of 25-to-44-year-olds	Change in No. of 45-to-64-year-olds	Change in No. of 65-year-olds and older
White (non-Hispanic)	- 13,187	- 25,692	+ 48,937	+ 100,329
Black (non-Hispanic)	+ 2,293	+ 4,869	+ 8,193	+ 4,629
Hispanic	+ 3,541	+ 9,181	+ 10,256	+ 5,825
Other	+ 2,311	+ 4,931	+ 4,581	+3,118
Total	- 5,042	- 6,711	+ 71,967	+ 113,901

¹Increases and decreases in the number of individuals in each age and racial/ethnic group calculated using the U.S. Census Bureau projections published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, October 2004.

Figure 1.7



¹Increases and decreases in the number of individuals in each age and racial/ethnic group calculated using the U.S. Census Bureau projections published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, October 2004.

- **The implication of the projected decreases in the white non-Hispanic population and the increases in the minority populations is that it will be nearly impossible to increase the total number of students who enter postsecondary education in Nebraska without recruiting significantly more minority students from the populations of 18-to-24-year-olds and 25-to-44-year-olds.**
- **With the exception of Asians/Pacific Islanders, minorities have been underrepresented in Nebraska’s system of postsecondary education, and they historically have had lower high school graduation rates, lower college participation rates and lower college retention rates than white non-Hispanics. Consequently, these issues must be considered in developing strategies to recruit more minority students from the populations of 18-to-24-year-olds and 25-to-44-year-olds.**

Strategic Objectives to Increase Postsecondary Enrollment

Given **Priority 1 to increase the number of students who enter postsecondary education in Nebraska**, the 2003 LR174 Task Force recommended five strategic objectives to increase college enrollments. For the purposes of establishing baseline statistical indicators to begin monitoring progress toward achieving these objectives, they 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 The state’s postsecondary education system must more actively recruit Nebraska high school graduates in order to increase the proportion of these graduates who pursue their postsecondary education in Nebraska.**
- 1.3 The state’s postsecondary education system must more actively recruit non-Nebraska high school graduates in order to increase the number of such students who pursue postsecondary education in Nebraska.**
- 1.4 Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.**
- 1.5 Increase the number and proportion of Nebraska postsecondary students who are currently underrepresented in the state’s higher education system.**

The remainder of this section focuses on the statistical indicators and other information related to each of these objectives.

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.

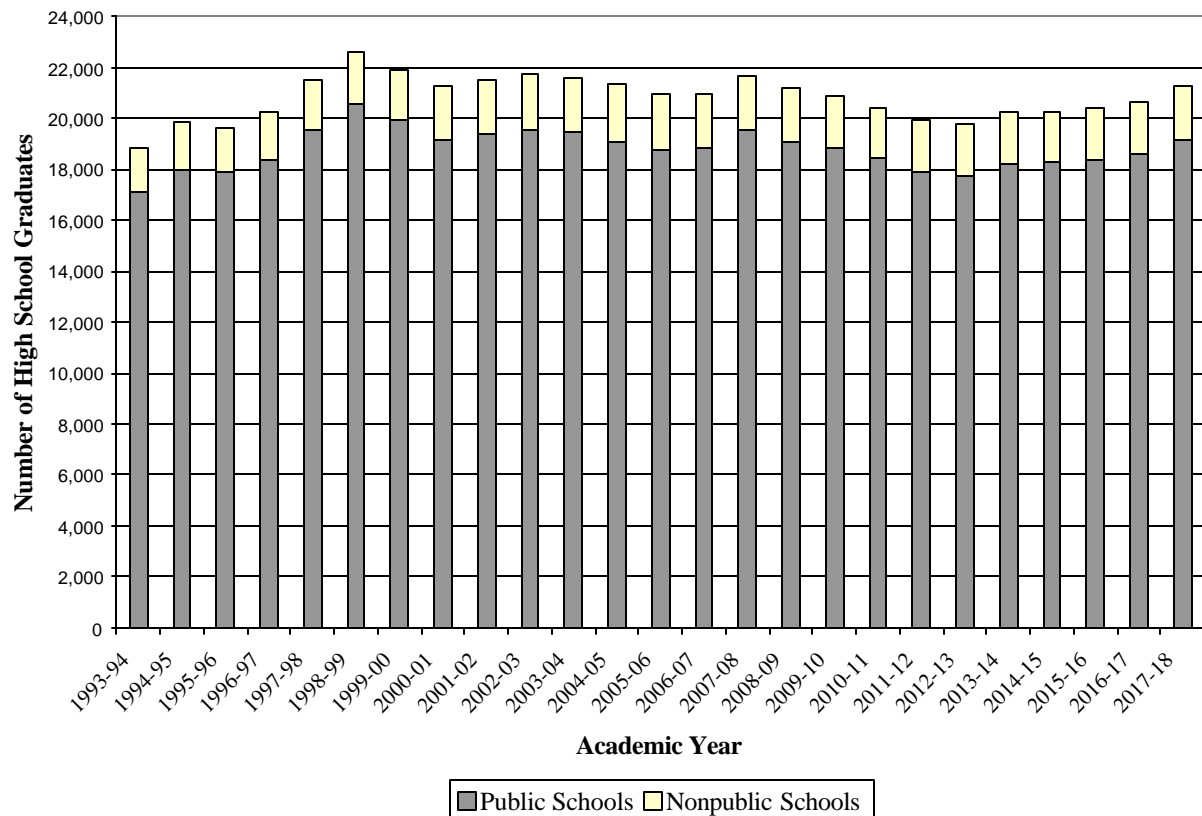
One step toward increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state’s high schools.

Past and Projected Trends in the Number of Nebraska High School Graduates: 1993 - 2018

- A total of 21,838 students graduated from Nebraska public and nonpublic high schools during the 2002-2003 school year, the latest year for which official data are available from the Nebraska Department of Education. Of these graduates, 19,604 or 89.8% graduated from public high schools, while 2,234 or 10.2% graduated from nonpublic high schools.
- As shown graphically in Figure 1.8 below, public schools are projected to continue to account for about 90% of Nebraska’s high school graduates through the 2017-2018 school year. Furthermore, the total number of graduates in 2017-2018 is currently projected to be 21,302, or only 2.5% lower than the number of students who graduated during the 2002-2003 school year. (The past and projected numbers of high school graduates for each year from 1993-1994 through 2017-2018 are presented in Appendix 4.)

Figure 1.8

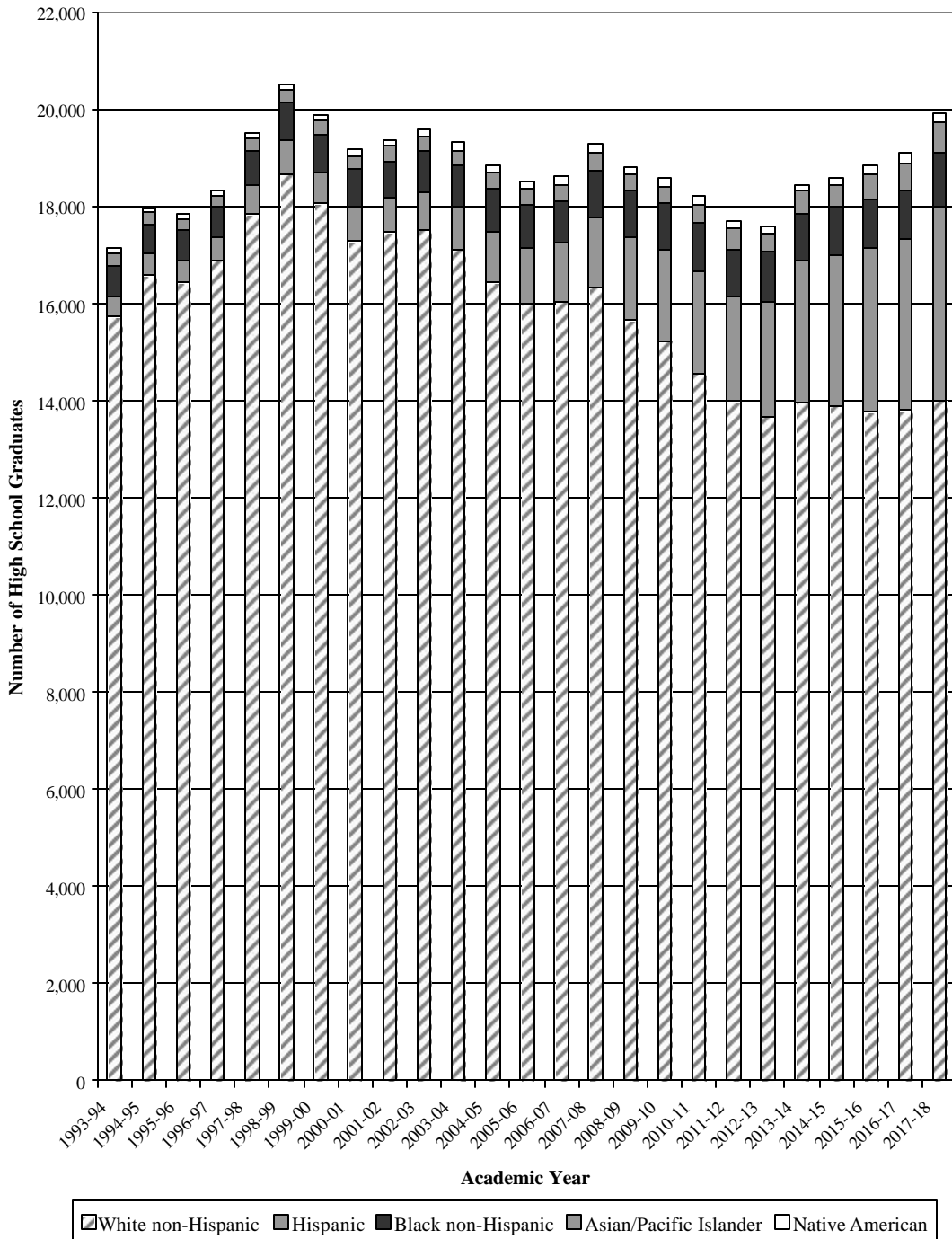
Past and Projected Number of Nebraska Public and Nonpublic High School Graduates 1993-94 through 2017-18¹



¹“Knocking at the College Door,” Western Interstate Commission for Higher Education, 2003. Totals do not include graduates of state-operated schools and educational service units in Nebraska.

To understand the challenge of increasing the proportion of PK-12 students who graduate from high school and subsequently enroll in postsecondary education, it is important to specifically examine the projected trend in the number of students who will graduate from Nebraska’s public high schools by race/ethnicity as shown in [Figure 1.9](#) below.

Figure 1.9
Past and Projected Number of Nebraska
Public High School Graduates by Race/Ethnicity
1993-94 through 2017-18



¹“Knocking at the College Door,” Western Interstate Commission for Higher Education, 2003

- Figure 1.9 on the preceding page clearly shows that the total number of minority students who graduate from Nebraska public high schools is projected to significantly increase while the number of white non-Hispanic graduates is predicted to decline over the next 15 years. (The past and projected numbers of high school graduates by race/ethnicity are presented in Appendix 4.)
- Specifically, the number of white non-Hispanics who will graduate from Nebraska public high schools is projected to decline by 3,526 students or 20.1%, from a total of 17,541 in 2002-2003 to 14,015 in 2017-2018.
- In contrast, the number of Hispanic public high school graduates is projected to more than quadruple, from 776 graduates in 2002-2003 to 3,989 in 2017-2018.
- In comparison, the number of black non-Hispanics graduating from public high schools is projected to increase by 30.7%, from 841 graduates in 2002-2003 to 1,099 graduates in 2017-2018.
- The number of public high school graduates who are of Asian or Pacific Islander decent is predicted to more than double from 279 in 2002-2003 to 630 in 2017-2018.
- At the same time, the number of students of Native American descent is expected to increase by 14.4%, from 167 in 2002-2003 to 191 in 2017-2018.
- As shown in Table 1.7 below, **the net effect of these changes is that white non-Hispanics are projected to account for a lower percentage of the total number of public high school graduates in the future than they have in the past, while minority graduates, especially those who are Hispanic, will account for higher percentages.**

Table 1.7					
Changes in the Percentages of Nebraska Public High School Graduates					
By Race/Ethnicity: 2002-2003 to 2017-2018¹					
Race/Ethnicity	2002-2003		2017-2018		Percentage Difference
	No. of Graduates	%	Projected No. of Graduates	%	
White (non-Hispanic)	17,541	89.5%	14,015	70.3%	- 19.2%
Hispanic	776	4.0%	3,989	20.0%	+ 16.0%
Black (non-Hispanic)	841	4.3%	1,099	5.5%	+ 1.2%
Asian/Pacific Islander	279	1.4%	630	3.2%	+ 1.8%
Native American	167	0.8%	191	1.0%	+ 0.2%
Total for Public High Schools	19,604	100.0%	19,924	100.0%	

¹Calculations based on data published in “Knocking at the College Door,” Western Interstate Commission for Higher Education, 2003 and information obtained from the Nebraska Department of Education, November 16, 2004.

- The projected decrease in the number of white non-Hispanics and the corresponding increases in the number of minority students who are projected to graduate from Nebraska public high schools are important considerations in designing strategies to increase the proportion of PK-12 students who graduate from high school and enroll in postsecondary education. With the exceptions of Asians/Pacific Islanders, minority students generally have had lower college continuation rates as well as lower college retention rates than white non-Hispanics. In addition, as mentioned earlier, minorities have had lower high school graduation rates and higher high school dropout rates than their white non-Hispanic cohorts.

Methods of Calculating High School Graduation Rates and Dropout Rates

The Nebraska Department of Education has adopted the method of calculating high school graduation rates developed by the National Center for Education Statistics (NCES). The resulting percentage rate is referred to as the “NCES graduation rate” or the “four-year high school graduation rate.”

The **four-year high school graduation rate** is based on the number of students in a 9th-grade class compared to the number of students in the same class who complete high school four years later. Specifically, the four-year high school graduation rate is calculated as follows:

$$\frac{\text{Number of high school diploma recipients at the end of Grade 12}}{\text{Number of Grade 9 dropouts (Year 1) + Number of Grade 10 dropouts (Year 2) + Number of Grade 11 dropouts (Year 3) + Number of Grade 12 dropouts (Year 4) + Number of high school diploma recipients at the end of Grade 12 (Year 4)}}$$

The resulting fraction is then multiplied by 100 to express the graduation rate as a percentage.

A **four-year high school dropout rate** can be calculated simply by subtracting the four-year graduation rate from 100.0%. This dropout rate also can be calculated by dividing the total number of dropouts from Grade 9 through Grade 12 by the number of high school diploma recipients at the end of Grade 12 plus the total number of dropouts, and then by multiplying the resulting fraction by 100.

The method of calculating a dropout rate that is used by the Nebraska Department of Education is the **one-year 7th - 12th grade dropout rate**. This rate is the total number of students in the 7th through the 12th grades who drop out of school during an academic year divided by the total number of students in the 7th through 12th grades at the beginning of the school year (referred to as the 7th – 12th grade membership). The resulting fraction is multiplied by 100 to express the dropout rate as a percentage.

The Nebraska Department of Education computes the four-year high school graduation rate for each public school district in the state. However, the four-year high school graduation rate is not currently available for nonpublic schools.

Following a somewhat different procedure, the Nebraska Department of Education computes and reports the one-year 7th - 12th grade dropout rate for public, nonpublic and state-operated schools by public school district, summarized by county.

In calculating either the four-year high school graduation rate or the one-year 7th - 12th grade dropout rate, a “dropout” is defined as an individual who is enrolled sometime during the current school year but who is not enrolled at the beginning of the next school year and has not graduated from high school or completed a state-or-district-approved education program. A dropout is not an individual who has passed away or who has transferred to another public school, a private school, a home school or another district-approved education program. Dropouts also do not include students who are temporarily absent due to suspension, expulsion or illness.

A third type of reported dropout rate is the **U.S. Census Bureau high school drop rate**. To calculate this rate, the total number of 16-to-19-year-olds who are not enrolled in school or who are not high school graduates at the time of the census is divided by the total number of 16-to-19-year-olds in the population. The resulting fraction is multiplied by 100 to express the rate as a percentage. (A high school graduation rate cannot be calculated using U.S. census data, and the high school dropout rate only can be calculated every ten years.)

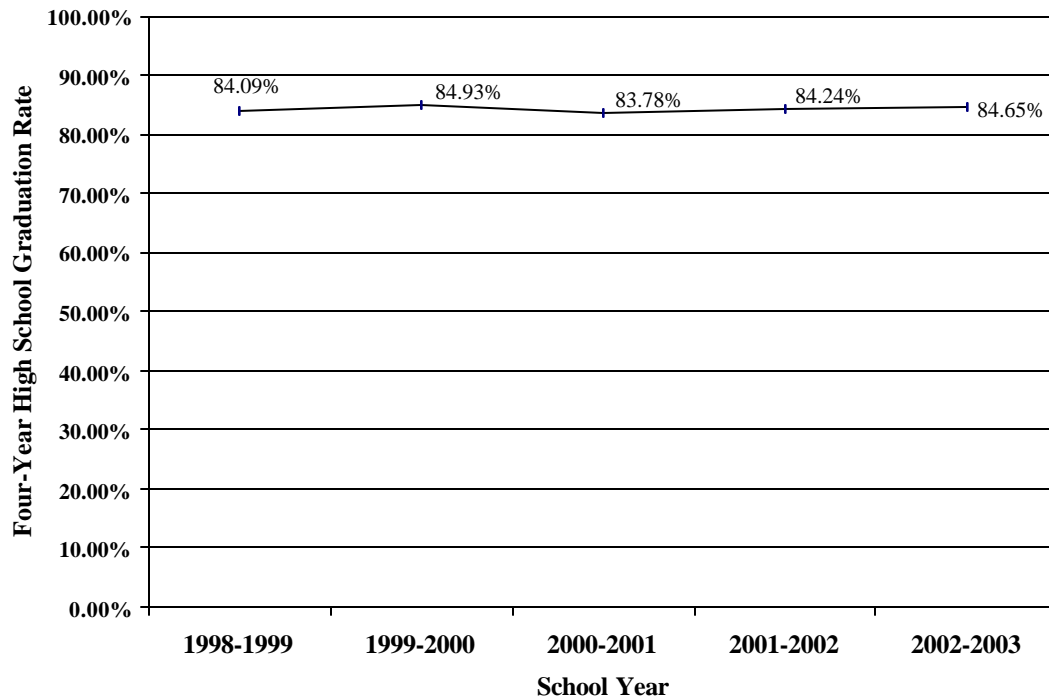
Nebraska Four-Year Public High School Graduation Rates

- As shown in Table 1.8 below and in Figure 1.10 on the next page, Nebraska’s four-year public high school graduation rate increased only slightly over the five-year period from 1998-1999 to 2002-2003, the latest year for which information is available from the Nebraska Department of Education.
- Specifically, Nebraska’s four-year public high school graduation rate increased from 84.1% in 1998-1999 to 84.9% the following year.
- The four-year public high school graduation rate decreased slightly from 1999-2000 to 2000-2001, and then increased in 2001-2002 and 2002-2003 to a rate of 84.7%.

School Year	Four-Year High School Graduation Rate
1998-1999	84.1%
1999-2000	84.9%
2000-2001	83.8%
2001-2002	84.2%
2002-2003	84.7% ²
¹ Source: Nebraska Department of Education. ² Graduation rate as of November 16, 2004.	

Figure 1.10

Nebraska Four-Year Public High School Graduation Rate: 1999-2003¹



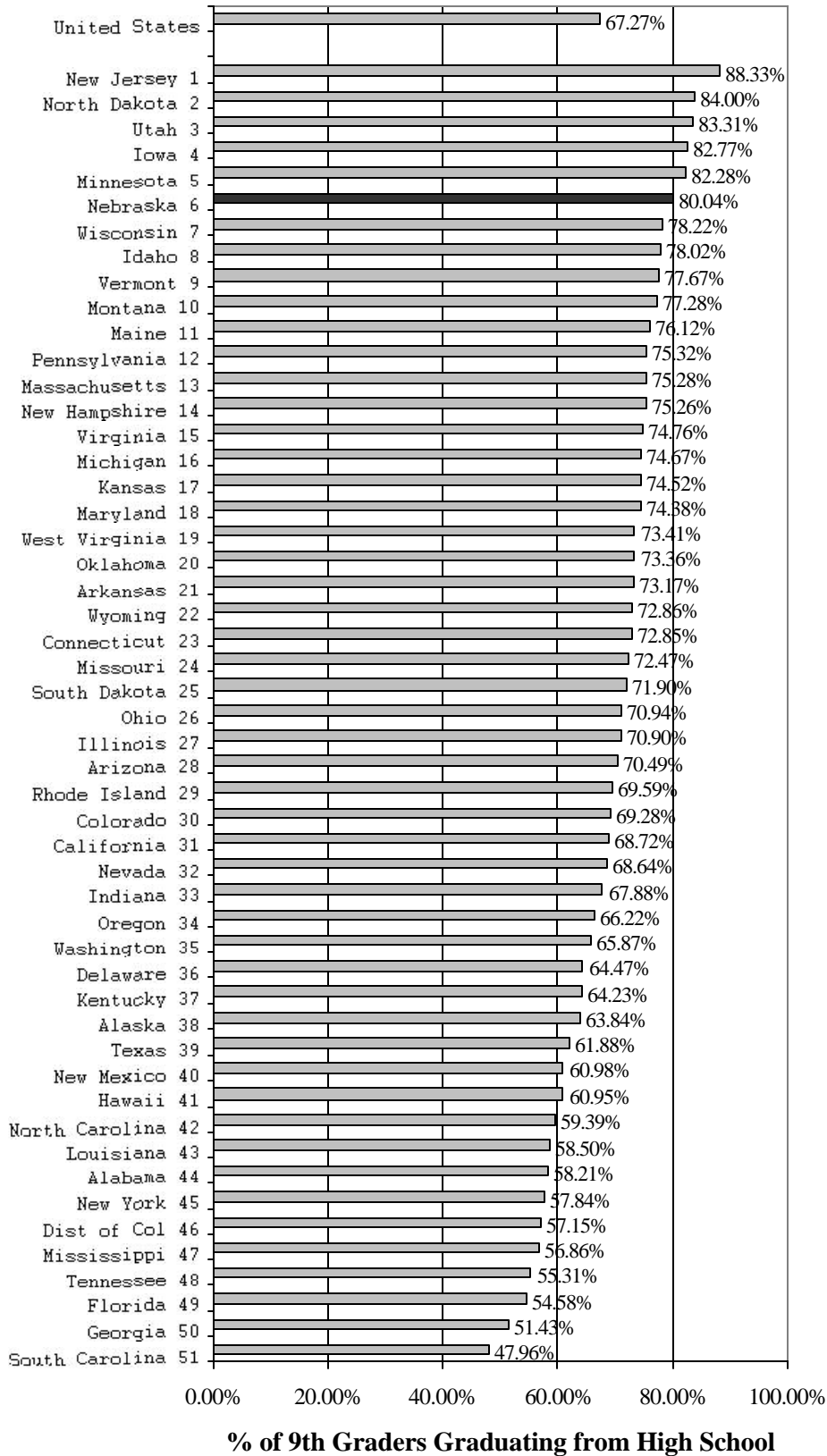
¹Source: Nebraska Department of Education, November 16, 2004.

- Nebraska's four-year high school graduation rate is among the highest rates in the nation, according to reported comparisons like the one shown in [Figure 1.11](#) on the next page.
- The comparison shown in [Figure 1.11](#) is based on data collected from the 50 states by the National Center for Education Statistics (NCES). For the purposes of this comparison, the public high school graduation rate is the ratio of the fall 9th-grade enrollment divided by the number of regular high school diploma recipients four years later with no adjustments for interstate or public-private student migration. Consequently, this rate is similar, but not equal, to the four-year graduation rate calculated and reported by the Nebraska Department of Education.
- Based on the data summarized in [Figure 1.11](#), Nebraska's public high school graduation rate was 80.04% for 2000-2001, the latest year for which actual, rather than projected, graduation statistics are available from the NCES.
- At the end of the 2000-2001 school year, Nebraska's public high school graduation rate of 80.04% was significantly higher than the national rate of 67.27%, and only five states had higher graduation rates than Nebraska. These states were as follows:

New Jersey	88.33%
North Dakota	84.00%
Utah	83.31%
Iowa	82.77%
Minnesota	82.28%

Figure 1.11

2001 Public High School Graduation Rates by State¹



¹Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, October 2004.

- **The implication of the national data summarized in Figure 1.11 is that it may be difficult to significantly increase Nebraska’s state-wide graduation rate when it is already comparatively very high.**
- Furthermore, an analysis of the 2002-2003 public high school graduation rate data provided by the Nebraska Department of Education reveals that the most recently reported statewide graduation rate does not reflect the graduation rates of the majority of Nebraska’s public school districts.
- As shown in Table 1.9 below, more than 90% of Nebraska’s public school districts had four-year high school graduation rates above the statewide rate of 84.7% for 2002-2003. In contrast, only 7.3% of Nebraska’s public school districts had high school graduation rates that were below the statewide rate of 84.7%, and only 3.8% of the districts had graduation rates lower than 80.0% for 2002-2003.
- The ten school districts with four-year high school graduation rates of less than 80% for 2002-2003 were:

Grand Island Public Schools	79.8%	Hall County
Rising City Public Schools	79.2%	Butler County
Brady Public Schools	77.8%	Lincoln County
Schuyler Central High School	77.1%	Colfax County
Omaha Public Schools	75.2%	Douglas County
Chappell Public Schools	75.0%	Deuel County
South Sioux City Community Schools	73.9%	Dakota County
Lincoln Public Schools	73.9%	Lancaster County
Santee Community Schools	66.7%	Knox County
UMO ^ HO ^ Nation Public Schools	37.5%	Thurston County

Table 1.9
Distribution of the Four-Year High School Graduation Rates
of Nebraska Public High School Districts
2002-2003¹

Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	% of School Districts	Cumulative % of School Districts
100.0%	84	32.3%	32.3%	32.3%
96.0% - 99.9%	39	15.0%	40.4%	47.3%
92.0% - 95.9%	66	25.4%		72.7%
88.0% - 91.9%	36	13.8%	20.0%	86.5%
84.8% - 87.9%	16	6.2%		92.7%
80.0% - 84.7%	9	3.5%	3.5%	96.2%
72.0% -79.9%	8	3.1%	3.8%	99.3%
Less than 72.0%	2	0.7%		100.0%
	260	100.0%	100.0%	

¹Source of data analyzed: Nebraska Department of Education, November 8, 2004.

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

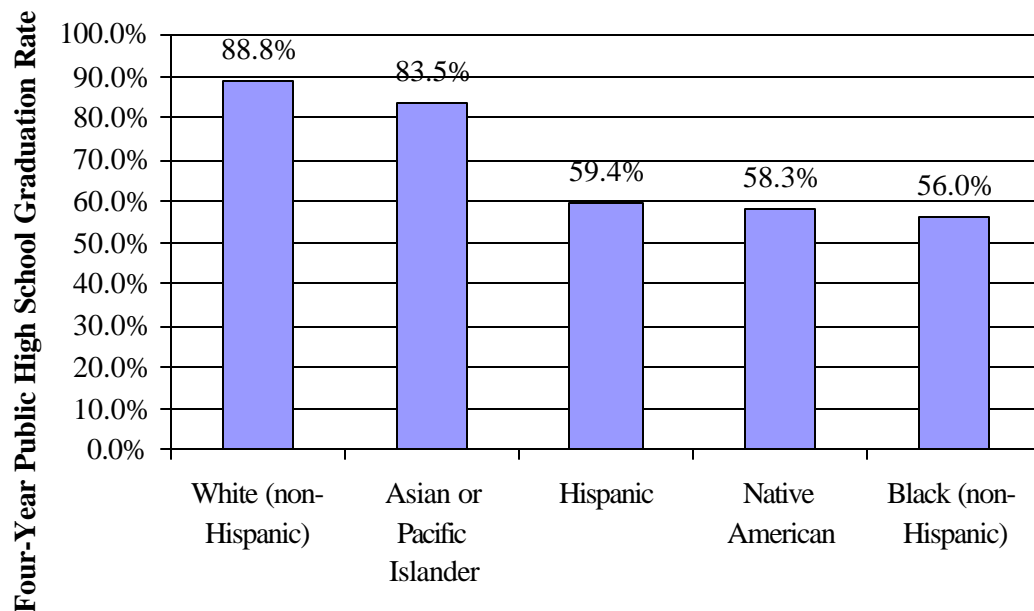
- Further analysis of the 2002-2003 data provided by the Nebraska Department of Education reveals that four-year public high school graduation rates vary significantly by race/ethnicity as evidenced in [Table 1.10](#) and [Figure 1.12](#).
- Statewide, the 2002-2003 four-year public high school graduation rate was 88.8% for white non-Hispanics and 83.5% for students of Asian or Pacific Islander descent. In contrast, the 2002-2003 four-year public high school graduation rate was only 59.4% for black non-Hispanics, 58.3% for Hispanics and 56.0% for Native American students.

Table 1.10 Four-Year Public High School Graduation Rates by Race/Ethnicity 2002-2003¹				
Race/Ethnicity	No. of Graduates	No. of Dropouts	Total Graduates & Dropouts	4-Year Public High School Graduation Rate
White (non-Hispanic)	17,541	2,214	19,755	88.8%
Asian/Pacific Islander	279	55	334	83.5%
Black (non-Hispanic)	841	576	1,417	59.4%
Hispanic	776	555	1,331	58.3%
Native American	167	131	298	56.0%
Nebraska Total	19,604	3,531	23,135	84.7%

¹Source of data analyzed: Nebraska Department of Education, November 16, 2004

Figure 1.12

Four-Year Public High School Graduation Rates by Race/Ethnicity: 2002-2003



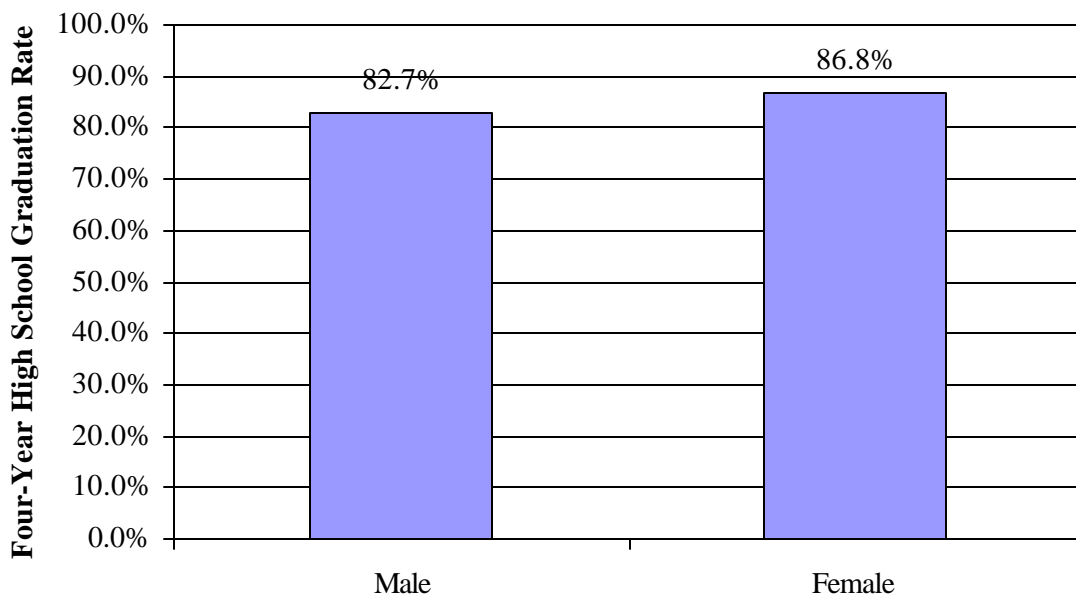
- Table 1.11 and Figure 1.13 show that there was also a significant difference between the four-year public high school graduation rates for male and female students in 2002-2003. Specifically, the graduation rate for males was 82.7%, compared to 86.8% for females.
- Further analysis of the four-year graduation rate data revealed similar gender differences across all five of the racial/ethnic groups. **In other words, regardless of race/ethnicity, female students had higher graduation rates than their male cohorts.**

Table 1.11 Four-Year Public High School Graduation Rates by Gender 2002-2003¹				
Gender	No. of Graduates	No. of Dropouts	Total	4-Year Public High School Graduation Rate
Male	9,710	2,027	11,737	82.7%
Female	9,894	1,504	11,398	86.8%
Nebraska Total	19,604	3,531	23,135	84.7%

¹Source of data analyzed: Nebraska Department of Education, November 16, 2004.

Figure 1.13

Four-Year Public High School Graduation Rates by Gender: 2002-2003



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

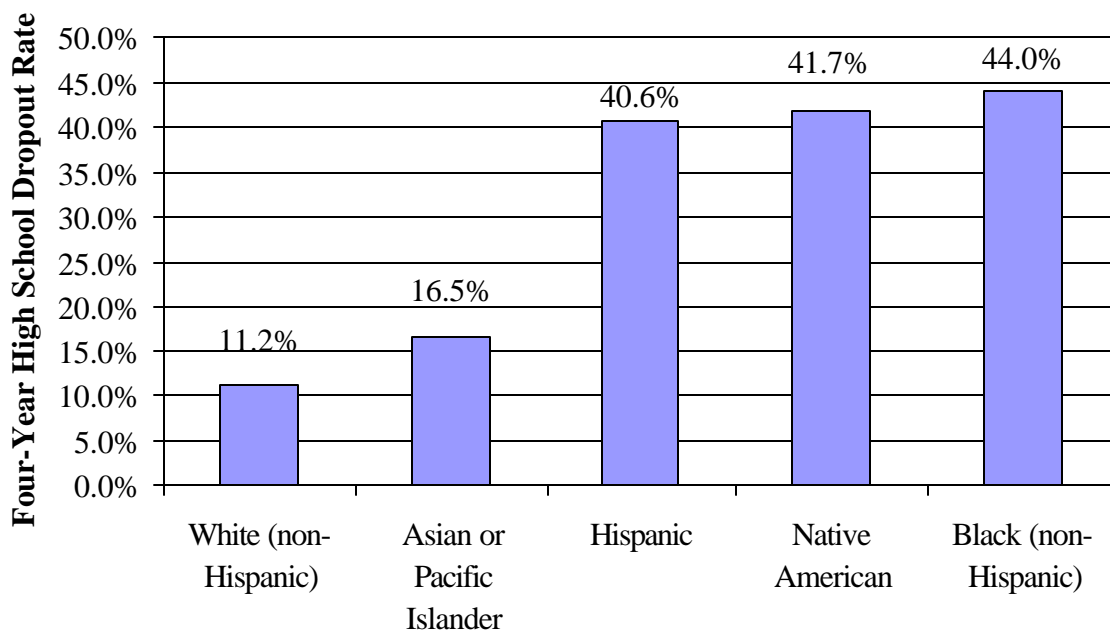
- To improve graduation rates, dropout rates must be reduced. Table 1.12 below shows the 2002-2003 four-year dropout rates based on the same data that are tabulated in Table 1.10. Specifically, Table 1.12 and Figure 1.14 show that the four-year public high school dropout rate was 11.2% for white non-Hispanics and 16.5% for students of Asian or Pacific Islander descent. In comparison, the four-year dropout rate was 40.6% for black non-Hispanics, 41.7% for Hispanics and 44.0% for Native Americans in 2002-2003.

Race/Ethnicity	No. of Graduates	No. of Dropouts	Total	4-Year Public High School Dropout Rate
White (non-Hispanic)	17,541	2,214	19,755	11.2%
Asian/Pacific Islander	279	55	334	16.5%
Black (non-Hispanic)	841	576	1,417	40.6%
Hispanic	776	555	1,331	41.7%
Native American	167	131	298	44.0%
Nebraska Total	19,604	3,531	23,135	15.3%

¹Source of data analyzed: Nebraska Department of Education, November 16, 2004.

Figure 1.14

Four-Year Public High School Dropout Rates by Race/Ethnicity: 2002-2003



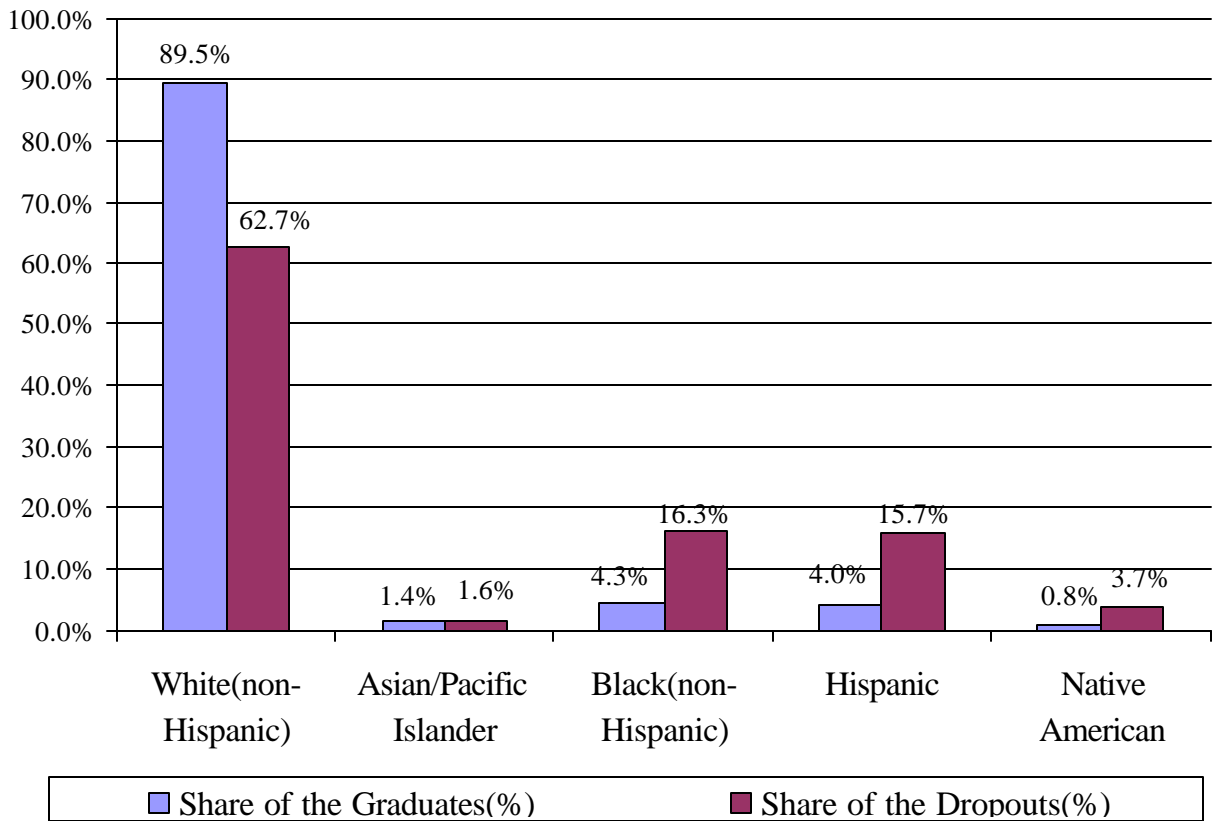
- **The net effect of the higher dropout rates for black non-Hispanics, Hispanics and Native Americans is that they are disproportionately represented among the students who drop out of high school, compared to the extent they are represented among the state's high school graduates.**
- As shown in Table 1.13 below and illustrated in Figure 1.15 on the next page, black non-Hispanics accounted for 16.3% of the dropouts from the class of 2003 while they accounted for only 4.3% of the graduates.
- Similarly, Hispanic students accounted for 15.7% of the dropouts whereas they accounted for only 4.0% of the students who graduated during the 2002-2003 school year.
- Likewise, Native Americans accounted for less than one percent of the students who graduated during the 2002-2003 school year while they accounted for 3.7% of the students who dropped out of the class of 2003.

Table 1.13
Distributions of Public High School Graduates
and Dropouts by Race/Ethnicity
Based on Four-Year Graduation Rate Data¹
2002-2003

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts	% of Dropouts
White (non-Hispanic)	17,541	89.5%	2,214	62.7%
Asian/Pacific Islander	279	1.4%	55	1.6%
Black (non-Hispanic)	841	4.3%	576	16.3%
Hispanic	776	4.0%	555	15.7%
Native American	167	0.8%	131	3.7%
Nebraska Total	19,604	100.0%	3,531	100.0%

¹Source of data analyzed: Nebraska Department of Education, November 16, 2004.

Figure 1.15
Percentages of Public High School Graduates and Dropouts
by Race/Ethnicity: 2002-2003



Nebraska One-Year 7th – 12th Grade Dropout Rates by Race/Ethnicity

The Nebraska Department of Education does not calculate dropout rates based on four-year graduation rate data. Instead, as mentioned earlier, the Department of Education calculates and reports one-year 7th - 12th grade dropout rates. An analysis of the latest available one-year 7th - 12th grade dropout rates is included in this report for two reasons.

First, an analysis of the 7th - 12th grade dropout rates for 2002-2003 confirms that the dropout rates for black non-Hispanics, Hispanics and Native Americans are significantly higher than the dropout rates for white non-Hispanics and Asians/Pacific Islanders. As a result, each of these racial/ethnic groups is disproportionately represented among the students who drop out of school in Nebraska, relative to their 7th - 12th grade membership.

The second reason for including an analysis of 7th - 12th grade dropout rates is that it is useful in identifying the areas of the state where there are opportunities to significantly reduce dropout rates and, in the process, increase public high school graduation rates. Specifically, this analysis reveals that only a few counties account for the majority of the students who drop out of school in Nebraska. As a result, dropout rates are a state issue that is not evidenced statewide.

- As shown in Table 1.14 below, a total of 2,911 students in the 7th through 12th grades dropped out of Nebraska schools during the 2002-2003 school year. Given a total 7th - 12th membership of 150,464, the statewide dropout rate was 1.93%. However, the dropout rate for nonpublic (private) schools was only 0.11%, compared to a dropout rate of 2.15% for public and state-operated schools. Furthermore, since state-operated schools account for only 0.33% of the 7th through 12th grade membership, Nebraska's dropout rate is almost exclusively a public school issue.

Table 1.14 Nebraska One-Year 7th - 12th Grade Dropout Rates by Type of School¹ 2002-2003			
Type of Schools	7-12 Grade Membership	No. of Dropouts	Dropout % Rate
Public Schools and State-Operated Schools	134,763	2,894	2.15%
Nonpublic Schools	15,701	17	0.11%
Nebraska Total	150,464	2,911	1.93%

¹Source of data analyzed: Nebraska Department of Education, September 30, 2004.

- As evidenced in Table 1.15, almost 60% of the 2,911 students who dropped out of the 7th through 12th grades during the 2002-2003 school year were males while about 40% were females.
- Further analysis revealed that there were no statistically significant gender differences among the student dropouts when they were categorized by race/ethnicity. Regardless of race/ethnicity, more males than females dropped out of school. (See Table A5.3 in Appendix 5 for the details of the gender analysis.)

Table 1.15 Nebraska One-Year 7th - 12th Grade Dropouts by Gender¹ 2002-2003		
Gender	No. of Dropouts	% of Dropouts
Female	1,208	41.5%
Male	1,703	58.5%
Nebraska Total	2,911	100.0%

¹Source of data analyzed: Nebraska Department of Education, September 30, 2004.

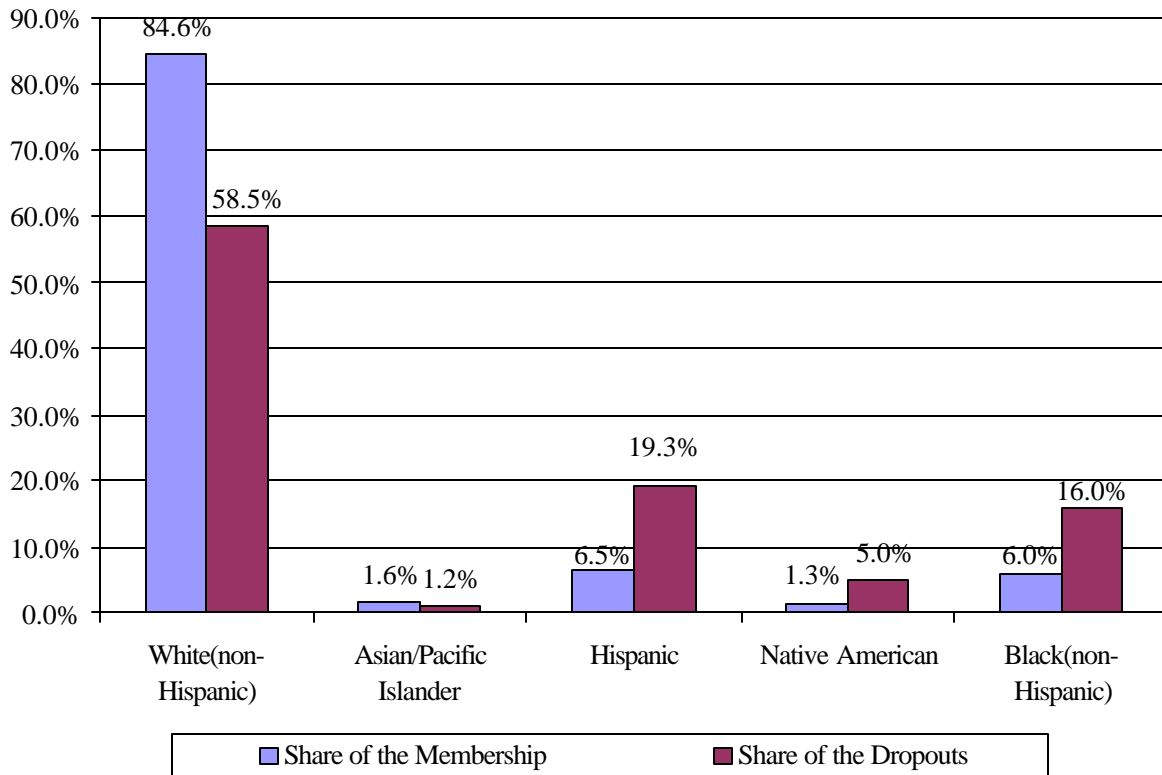
- A statewide analysis of the 7th - 12th grade dropout rates for 2002-2003 reveals that the majority of Nebraska dropouts are white non-Hispanics. However, this analysis also clearly shows that the dropout rates for Hispanics, black non-Hispanics and Native Americans are significantly higher than the dropout rates for white non-Hispanics and Asians/Pacific Islanders. As a result, Hispanics, black non-Hispanics and Native Americans account for disproportionately high percentages of the students who drop out of school, relative to their 7th - 12th grade membership.
 - As evidenced in Table 1.16 below and illustrated in Figure 1.16 on the next page, white non-Hispanics accounted for 84.6% of the students enrolled in the 7th through 12th grades in 2002-2003 and for 58.5% of the students who dropped out of school during the year. However, their drop rate was only 1.34%, compared to the statewide rate of 1.93%.
 - The drop rate for Asian/Pacific Islanders was slightly higher at 1.42%, but this racial/ethnic group accounted for only 1.6% of the 7th - 12th grade membership and only 1.2% of the dropouts in the state.
 - In contrast, the statewide drop rate for Hispanics was 5.74%. As a result, Hispanics accounted for 19.3% of the students who dropped out of school even though they represented only 6.5% of the state's 7th - 12th grade membership in 2002-2003.
 - Similarly, the statewide drop rate for black non-Hispanics was 5.17% in 2002-2003. While they accounted for only 6.0% of the students in the 7th through 12th grades, they accounted for 16.0% of the state's dropouts.

Table 1.16
Nebraska One-Year 7th - 12th Grade Dropout Rates by Race/Ethnicity¹
2002-2003

Race/Ethnicity	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
White (non-Hispanic)	127,236	84.6%	1,703	58.5%	1.34%
Asian/Pacific Islander	2,396	1.6%	34	1.2%	1.42%
Hispanic	9,785	6.5%	562	19.3%	5.74%
Native American	2,047	1.3%	147	5.0%	7.18%
Black (non-Hispanic)	9,000	6.0%	465	16.0%	5.17%
State Total	150,464	100.0%	2,911	100.0%	1.93%

¹Source of data analyzed: Nebraska Department of Education, September 30, 2004.

Figure 1.16
Nebraska One-Year 7th - 12th Grade Dropout Rates by Race/Ethnicity
2002-2003



- Further data analysis revealed that schools in only 11 of the state's 93 counties accounted for almost 80% of the 7th through 12th grade students who dropped out during the 2002-2003 school year. These 11 counties are as follows:

Douglas County
 Lancaster County
 Dodge County
 Colfax County
 Dakota County
 Thurston County
 Hall County
 Dawson County
 Lincoln County
 Dawes County
 Scottsbluff County

- As shown in Table 1.17 below, the 11 Nebraska counties with the highest numbers of dropouts accounted for 54.5% of the students in the 7th through 12th grades but 79.9% of the students who dropped out of school in Nebraska during the 2002-2003 school year.
- Douglas County alone accounted for 40.3% of the students who dropped out of school in 2002-2003, and Lancaster County accounted for another 19.3% of the state's dropouts. Furthermore, Douglas and Lancaster counties together accounted for 75% of the dropouts in the 11 counties with the highest numbers of dropouts, while the remaining nine counties accounted for only 25%.

Table 1.17
The 11 Nebraska Counties with the Highest Numbers
of 7th - 12th Grade Dropouts: 2002-2003¹

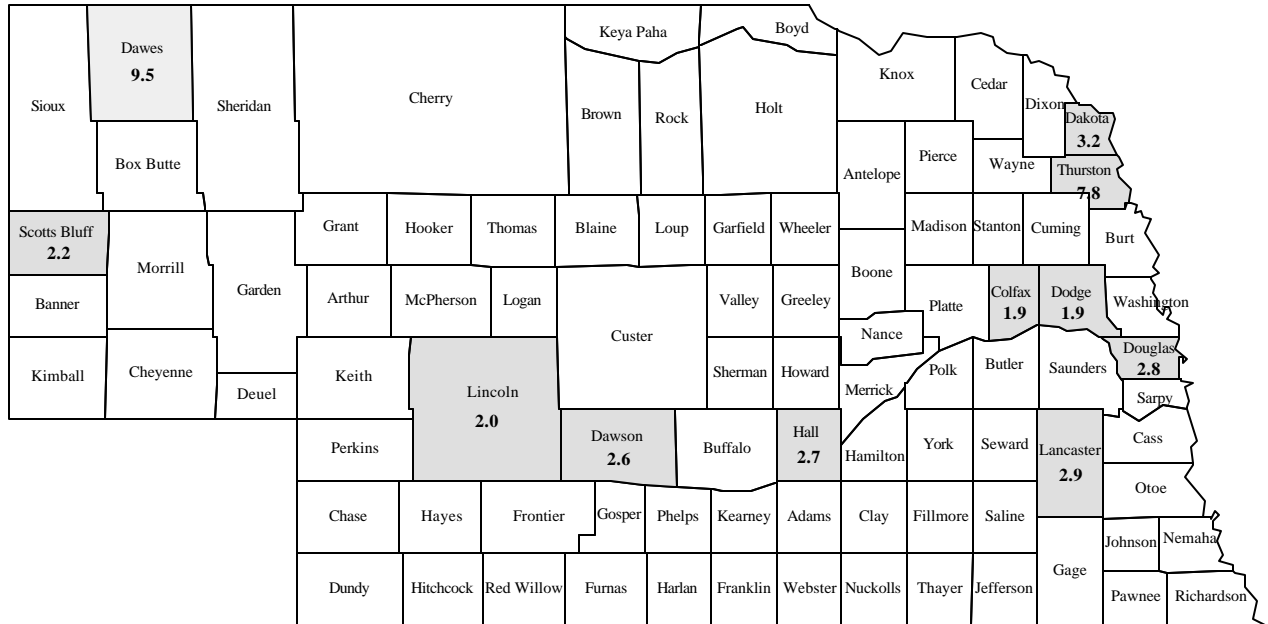
Area of the State	County	7-12 Grade Membership	% of State Total	Total No. of Dropouts	% of State Total	Total Dropout % Rate
Omaha Metro	Douglas	42,245	28.1%	1,172	40.3%	2.77%
Lancaster Metro	Lancaster	19,222	12.8%	561	19.3%	2.92%
Northeast Nebraska	Dodge	3,183	2.1%	59	2.0%	1.85%
	Colfax	1,102	0.7%	21	0.7%	1.91%
	Dakota	1,669	1.1%	54	1.8%	3.22%
	Thurston	850	0.6%	66	2.3%	7.76%
	Total	6,804	4.5%	200	6.8%	
I-80 Corridor	Hall	4,733	3.1%	128	4.4%	2.70%
	Dawson	2,238	1.5%	59	2.0%	2.64%
	Lincoln	2,871	1.9%	57	2.0%	1.97%
	Total	9,842	6.5%	244	8.4%	
Northwest Nebraska	Dawes**	853	0.5%	81	2.8%	9.50%
	Scotts Bluff	2,983	2.0%	67	2.3%	2.25%
	Total	3,836	2.5%	148	5.1%	
11-County Total		81,949	54.5%	2,325	79.9%	2.84%
82 Other Counties Total		68,515	45.5%	586	20.1%	0.86%
Nebraska State Total		150,464	100.0%	2,911	100.0%	1.93%

¹Source of data analyzed: Nebraska Department of Education, September 30, 2004.

**The totals for Dawes County include 75 dropouts from the 225 students in state-operated Job Corps school.

- The map of Nebraska presented as Figure 1.17 shows the 11 counties with the highest numbers of dropouts. As evidenced in Table 1.17 on the preceding page and shown on the map below, all of these counties except Colfax and Dodge had drop rates that were higher than the statewide dropout rate of 1.93%.

Figure 1.17
The 11 Nebraska Counties
with the Highest Numbers of 7th - 12th Grade Dropouts
2002-2003



- Three additional Nebraska counties had 7th - 12th grade dropout rates that were higher than the statewide rate. However, as shown below, these counties are characterized by small numbers of dropouts:

	<u>7th-12th Grade Membership</u>	<u>No. of Dropouts</u>	<u>Dropout Rate %</u>
Brown County	321	9	2.80%
Garden County	201	5	2.49%
Franklin County	188	4	2.13%

- The county with, by far, the highest 7th - 12th grade dropout rate in 2002-2003 was Dawes County in the northwest corner of the state. The county's comparatively high dropout rate of 9.50% is due to the extraordinarily high dropout rate at the state-operated Pine Ridge Job Corps school that is located near Chadron. Of the 225 students enrolled in the 10th, 11th and 12th grades, 75 or 33.3% dropped out of the school during 2002-2003.
- The other 10 counties with the highest numbers of dropouts accounted for 2,250 or 77.3% of the 2,911 students who dropped out of school in Nebraska.

- The analysis of data by race/ethnicity summarized in Table 1.18 reveals that the dropout rate for each racial/ethnic group was significantly higher in the 11 identified counties than it was in the remaining 82 counties in Nebraska. As a result, the dropout rate for the 11 counties combined is three times higher than the overall drop rate for the remaining 82 counties in the state. (See Table A5.6 in Appendix 5 for the numbers on which the dropout rates are based.)

Table 1.18 11-County and 82-County 7th - 12th Grade Dropout Rates by Race/Ethnicity¹ 2002-2003		
Race/Ethnicity	11 Counties with the highest No. of Dropouts	Remaining 82 Counties
White (non-Hispanic)	1.95%	0.73%
Asian/Pacific Islander	1.80%	0.55%
Hispanic	6.80%	2.81%
Native American	9.27%	3.15%
Black (non-Hispanic)	5.49%	2.41%
Nebraska Total	2.84%	0.86%
¹ Source of data analyzed: Nebraska Department of Education.		

- Table 1.19 on the next page shows how the percentage distributions of 7th - 12th grade memberships and dropouts compare for the 11 counties with the highest numbers of dropouts and the remaining Nebraska counties. (See Table A5.6 in Appendix 5 for the numbers on which these percentages are based.)
 - As shown in Table 1.19, Hispanics, Native Americans and black non-Hispanics accounted for disproportionately high percentages of the dropouts in the 11 counties with the highest numbers of dropouts, relative to their 7th - 12th grade membership.
 - Specifically, Hispanics accounted for 21.0% of the dropouts in the 11 counties with the highest numbers of dropouts while they accounted for only 8.8% of the 7th-to-12th graders.
 - Similarly, black non-Hispanics accounted for 19.0% of the dropouts in the identified 11 counties while they accounted for only 9.8% of the 7th - 12th grade membership.
 - Likewise, Native American students represented 5.4% of the dropouts in the 11 counties whereas they accounted for only 1.7% of the students in the 7th through 12th grades.
- Table 1.19 also shows that a similar pattern was revealed for the remaining 82 counties. However, within these counties, minorities accounted for smaller percentages of the dropouts while white non-Hispanics accounted for a noticeably higher percentage.

Table 1.19 Distributions of 7th-12th Grade Memberships and Dropouts in the 11 Counties with the Highest Number of Dropouts and the Remaining 82 Counties by Race/Ethnicity¹ 2002-2003		
Race/Ethnicity	% of 7 th -12 th Membership	% of Dropouts
11 Counties with Highest Number of Dropouts		
White (non-Hispanic)	77.7%	53.3%
Asian/Pacific Islander	2.0%	1.3%
Hispanic	8.8%	21.0%
Native American	1.7%	5.4%
Black (non-Hispanic)	9.8%	19.0%
11-County Total	100.0%	100.0%
82 Remaining Counties		
White (non-Hispanic)	92.7%	79.2%
Asian/Pacific Islander	1.1%	0.7%
Hispanic	3.8%	12.4%
Native American	1.0%	3.8%
Black (non-Hispanic)	1.4%	3.9%
82-County Total	100.0%	100.0%
¹ Source of data analyzed: Nebraska Department of Education.		

- Table A5.10 through Table A5.21 in Appendix 5 show how the distributions of the 7th - 12th membership and dropouts vary across the 11 counties with the highest number of dropouts in 2002-2003.
- For example, black non-Hispanics and Hispanics accounted for more than 50% of the dropouts in Douglas County whereas Hispanics alone accounted for more than 60% of the dropouts in Colfax County and Dawson County. In contrast, white non-Hispanics accounted for about 85% of the dropouts in Dodge County and Lincoln County while Native Americans accounted for 100% of the dropouts in Thurston County.
- **The important implication of these findings is that efforts to reduce the state's dropout rate should be focused on the counties where there are the highest number of dropouts if the objective is to significantly increase the proportion of PK-12 students who graduate from high school in Nebraska. Furthermore, strategies to reduce dropout rates and increase graduation rates should be developed on a county-by-county basis to insure that each racial/ethnic group is given proper and sufficient consideration.**

School District Graduation Rates Selected as Baseline Indicators

Since the Nebraska Department of Education summarizes one-year 7th - 12th grade dropout rates by county, the four-year graduation rates are the most readily available statistics for monitoring graduation rates (and corresponding dropout rates) of the individual school districts within a county. Consequently, the public school districts in each of the counties with the highest numbers of dropouts from the 7th through 12th grades in 2002-2003 were examined to identify the one or two districts that accounted for the majority of the county's dropouts based on four-year graduation rate data.

For example, there are eight public school districts in Douglas County, one of the 11 counties with the highest numbers of dropouts from the 7th - 12th grade membership in 2002-2003. However, Omaha Public Schools accounted for 90% of the county's dropouts using the four-year high school graduation rate method of calculating the number of students who drop out of high school. Furthermore, Omaha Public Schools had a four-year high school graduation rate of only 75.2% whereas the other seven school districts in Douglas County all had graduation rates in the range of 90.7% to 100.0%. Consequently, Omaha Public Schools was selected as the school district in Douglas County to monitor in terms of its four-year high school graduation rate.

In the process of analyzing the four-year public high school graduation rates by school district, Dawes County was eliminated from the original list of 11 counties because the Pine Ridge Job Corps accounted for more than 90% of the dropouts in the county and a four-year public high school graduation rate is not applicable to this school. Within the remaining 10 counties, the following 13 school districts accounted for 85% or more of the dropouts in their counties, and nine of these school districts had four-year graduation rates that were below the statewide rate of 84.7%.

<u>County</u>	<u>School District</u>	<u>Four-Year High School Graduation Rate</u>
Douglas	Omaha Public Schools	75.2%
Lancaster	Lincoln Public Schools	73.9%
Dodge	Fremont Public Schools	86.4%
Colfax	Schuyler Central High School	77.1%
Dakota	South Sioux City Community Schools	73.9%
Thurston	Walthill Public Schools	81.8%
	UMO ^ HO ^ Nation Public Schools	37.5%
Hall	Grand Island Public Schools	79.8%
Dawson	Cozad City Schools	84.6%
	Lexington Public Schools	81.8%
Lincoln	North Platte Public Schools	85.1%
Scotts Bluff	Gering Public Schools	90.0%
	Scottsbluff Public Schools	89.8%

U.S. Census Bureau High School Drop Rate

Before concluding this section, it is interesting to examine the Nebraska high school dropout rate based on U.S. census data collected every ten years. As mentioned earlier, this rate is calculated by dividing the total number of 16-to-19-year-olds who are not enrolled in school or who are not high school graduates at the time of the census by the total number of 16-to-19-year-olds in the population. The resulting fraction is then multiplied by 100 to express the dropout rate as a percentage.

- Based on the 2000 U.S. census, the high school dropout rate for Nebraska was 7.0%, compared to the national dropout rate of 9.8%.
- Eight states had dropout rates that were lower than Nebraska's: North Dakota (4.8%), Iowa (5.8%), Minnesota (5.9%), Vermont (5.9%), Hawaii (6.1%), Maine (6.2%), Wisconsin (6.4%) and Massachusetts (6.6%).
- In comparison, the states with the highest high school dropout rates were Georgia (13.8%), Arizona (14.8%) and Nevada (16.0%).

Baseline High School Graduation Statistics

The following two tables provide baseline high school graduation statistics to monitor progress toward increasing the proportion of PK-12 students who graduate from high school and are minimally qualified to enroll in postsecondary education. These baselines are established using the latest data available from the Nebraska Department of Education.

Table B1.3 Numbers of High School Graduates Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of High School Graduates					
White (non-Hispanic)	2002-2003	17,541			
Asian/Pacific Islander		279			
Black (non-Hispanic)		841			
Hispanic		776			
Native American		167			
Total Public Schools		19,604			
Total Nonpublic Schools	2002-2003	2,234			
Nebraska State Total	2002-2003	21,838			

**Table B1.4 High School Graduation and Dropout Rates
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
4-Year Public High School Graduation Rate					
Nebraska	2002-2003	84.7%			
White (non-Hispanic)		88.8%			
Asian/Pacific Islander		83.5%			
Black (non-Hispanic)		59.4%			
Hispanic		58.3%			
Native American		56.0%			
Male		82.7%			
Female		86.8%			
4-Year Public High School Dropout Rate (based on 4-Year Graduation Rate)					
Nebraska	2002-2003	15.3%			
White (non-Hispanic)		11.2%			
Asian/Pacific Islander		16.5%			
Black (non-Hispanic)		40.6%			
Hispanic		41.7%			
Native American		44.0%			
Male		17.3%			
Female		13.2%			
4-Year Public High School Graduation Rates for Schools in the Counties with the Highest Numbers of Dropouts					
Omaha Public Schools	2002-2003	75.2%			
Lincoln Public Schools		73.9%			
Fremont Public Schools		86.4%			
Schuyler Central High School		77.1%			
South Sioux City Community Schools		73.9%			
Walthill Public Schools		81.8%			
UMO N HO N Nation Public Schools		37.5%			
Grand Island Public Schools		79.8%			
Cozad City Schools		84.6%			
Lexington Public Schools		81.8%			
North Platte Public Schools		85.1%			
Gering Public Schools		90.0%			
Scottsbluff Public Schools		89.8%			

Preparation for Postsecondary Education

In addition to increasing the proportion of students who graduate from Nebraska high schools, it is important to increase the proportion of students who are prepared academically to enter postsecondary education programs and proceed to degree completion. Consequently, the next sections of this report focus on the national assessments used to measure the extent to which students are prepared for high school and college-level coursework.

National Assessment of Educational Progress (NAEP)

Conducted by the National Center for Education Statistics, the National Assessment of Educational Progress (NAEP) provides a representative and continuing assessment of student achievement at the 4th, 8th and 12th grade levels by periodically assessing student achievement in mathematics, reading, science, writing, U.S. history, civics, geography and the arts. The NAEP does not provide scores for individual students or schools. However, it does provide useful state-level information as well as a variety of national statistics.

In Nebraska, NAEP assessments have been conducted at the 4th and 8th grade levels in mathematics, reading, science and writing. The average NAEP scores for Nebraska 8th graders are presented in this report as general indicators of the extent to which Nebraska students are acquiring the knowledge and skills necessary to successfully prepare for college as they progress through high school.

- Table 1.20 summarizes the most recent average NAEP scores for Nebraska and shows how they compare to national averages. Most importantly, Table 1.20 shows the percentages of Nebraska 8th graders who scored at or above the basic and proficient achievement levels on NAEP assessments conducted between 2000 and 2003.

Subject	Year	NAEP Score		Achievement Level	
		National Average	Nebraska Average	% Scoring at or Above Basic	% Scoring at or Above Proficient
Mathematics	2003	276	282	74%	32%
Reading	2003	261	266	77%	35%
Science	2000	149	157	70%	36%
Writing	2002	152	156	88%	32%

¹"Nation's Report Card," National Center for Education Statistics, 2004.

- As shown in Table 1.20, Nebraska average NAEP scores have been slightly higher than the national averages. However, only between 32% and 36% of the 8th graders tested have scored at or above the "proficient" level which would indicate they are well prepared for the series of high school courses that college-bound students are advised to take.

- Since NAEP assessments are conducted only periodically, historical comparisons for Nebraska 8th graders are limited to those shown in Table 1.21.

Table 1.21 Performance of Nebraska 8th Graders on Most Recent and Previous NAEP Assessments¹					
Subject	Most Recent NAEP Assessment		Previous NAEP Assessment		Percentage Difference
	Year	% Scoring at or Above Proficient	Year	% Scoring at or Above Proficient	
Mathematics	2003	32%	2000	30%	+ 2%
Reading	2003	35%	2002	36%	- 1%
Science	2000	36%	1996	35%	+ 1%
Writing	2002	32%	No previous assessment		

¹"Nation's Report Card," National Center for Education Statistics, 2004.

- Based on the comparisons shown in Table 1.21, the percentages of Nebraska 8th graders who are proficient in mathematics and science have increased by one or two percentage points while the percentage proficient in reading has declined slightly. Consequently, based only on these comparisons, it is difficult to conclude whether or not there has been any significant change in the proportion of students who are well prepared to take the core courses recommended for high school students who intend to go to college. Nevertheless, the most recent NAEP assessments can serve as baselines for future comparisons.

The ACT Assessment and SAT I: Reasoning Test

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

Nebraska Participation Rates for the ACT and SAT

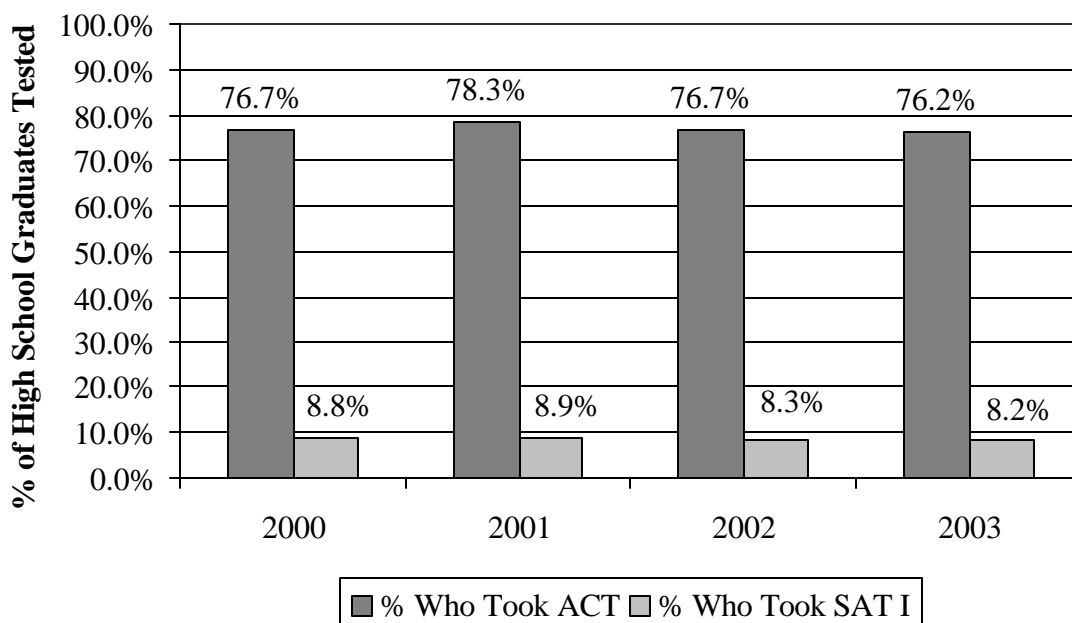
Nationwide, about 20% more students take the SAT I: Reasoning Test than take the ACT Assessment. However, in Nebraska, the ACT is, by far, the most frequently used measure of college readiness. Consequently, the percentage of graduating seniors who take the ACT is the single best indicator of the proportion of Nebraska high school students who are at least considering going on to four-year colleges.

- As shown in [Table 1.22](#) and illustrated in [Figure 1.18](#), the percentage of graduating seniors who took the ACT slightly increased from 76.7% in 2000 to 78.3% in 2001 but then decreased to 76.2% in 2003, the latest year for which the number of high school graduates is available from the Nebraska Department of Education.
- Similarly, the percentage of graduating seniors who took the SAT I: Reasoning Test increased from 8.8% to 8.9% between 2000 and 2001 and then decreased to 8.2% in 2003.

Year	No. of High School Graduates ¹	ACT Assessment		SAT I: Reasoning Test	
		No. of Seniors Tested ²	% of Graduates Tested	No. of Seniors Tested ³	% of Graduates Tested
2000	21,919	16,811	76.7%	1,935	8.8%
2001	21,302	16,677	78.3%	1,887	8.9%
2002	21,534	16,509	76.7%	1,796	8.3%
2003	21,838	16,646	76.2%	1,782	8.2%

¹Source: Nebraska Department of Education, 2004. Numbers include graduates from public and nonpublic schools but exclude graduates of state-operated schools and educational service units.
²ACT High School Profile Report, Graduating Class 2003, State Composite for Nebraska.
³Source: College Examination Board, 2003.

Figure 1.18
Percentages of Nebraska High School Graduates
Who Took the ACT Assessment and SAT I: Reasoning Test: 2000-2003



Nebraska SAT I: Reasoning Test Scores

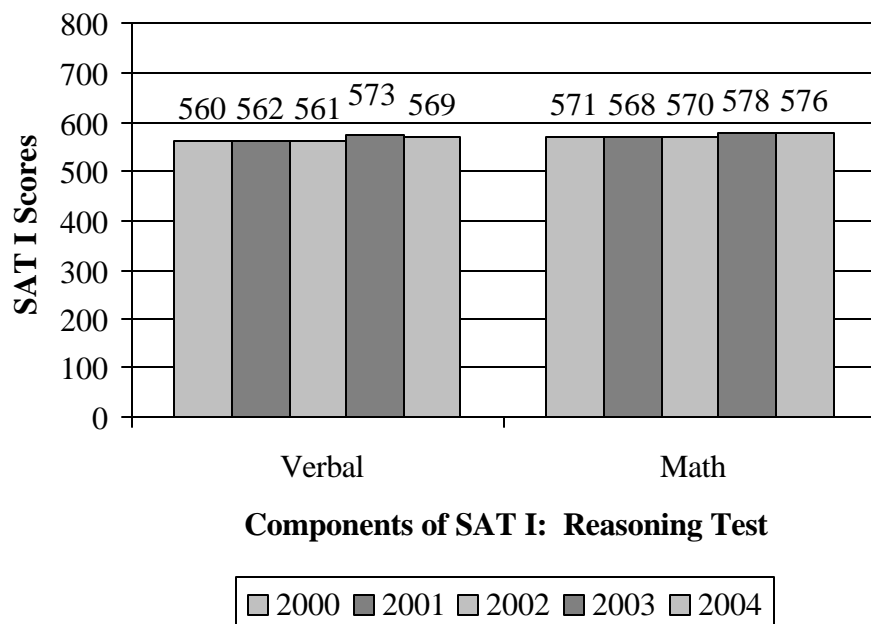
- As shown in [Table 1.23](#) and [Figure 1.19](#), the average scores of Nebraska students who took the SAT I: Reasoning Test between 2000 and 2004 have increased only slightly over the past five years. More importantly, the small percentage of Nebraska students who take the SAT I test typically have stronger academic backgrounds than the general population of college-bound students, explaining why their scores have been consistently higher than the national averages reported in [Table 1.23](#).

Table 1.23				
Average Nebraska SAT I: Reasoning Test Scores¹				
2000 - 2004				
Year	SAT I: Verbal Scores		SAT I: Math Scores	
	National Average	Nebraska Average	National Average	Nebraska Average
2000	505	560	514	571
2001	506	562	514	568
2002	504	561	516	570
2003	507	573	519	578
2004	508	569	518	576

¹Source: College Examination Board.

Figure 1.19

Average Nebraska SAT I: Reasoning Test Scores: 2000 - 2004



Nebraska ACT Composite Scores

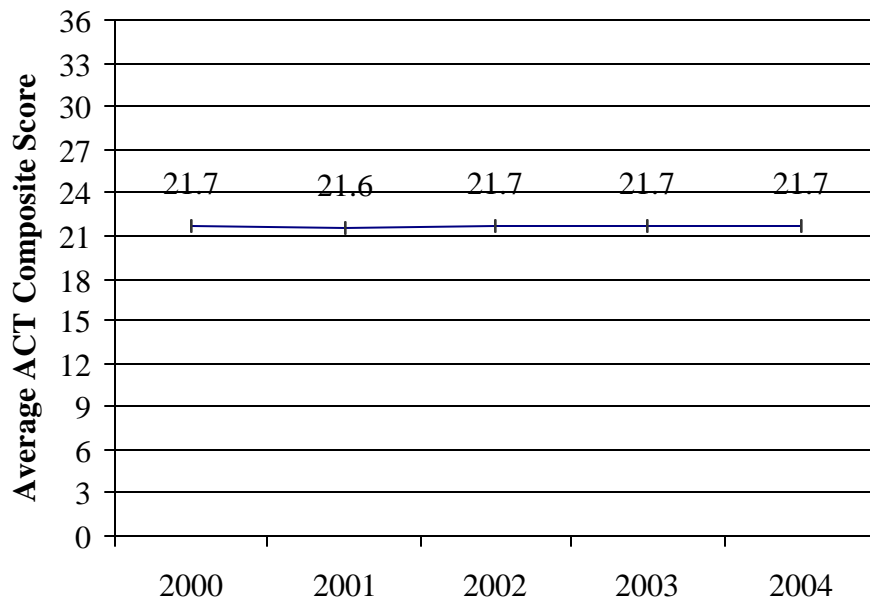
- As evidenced in [Table 1.24](#) and illustrated in [Figure 1.20](#), the average ACT composite score for Nebraska high school seniors has been 21.7 for four of the past five years. As also shown in [Table 1.24](#), Nebraska's average ACT composite score has been consistently higher than the national average.⁴

Year	National Average	Nebraska Average
2000	21.0	21.7
2001	21.0	21.6
2002	20.8	21.7
2003	20.8	21.7
2004	20.9	21.7

¹Source: ACT, Inc.

Figure 1.20

Average Nebraska ACT Composite Scores: 2000 - 2004



⁴It is not advisable to compare the average Nebraska ACT or SAT I scores to the averages for other states because the students who take these tests are self-selected and the percentage of students who take the tests vary dramatically from one state to another.

Many factors contribute to individual and group student achievement as measured by the ACT (or SAT), including motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular activities. However, research conducted by ACT, Inc. has determined that completing the series of high school courses constituting the core college-preparatory program is a significant precondition to success on the ACT Assessment and in postsecondary studies.

ACT defines a core college-preparatory program (or what is simply called “the core”) as consisting of four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses. More specifically, the core is defined as consisting of the following courses:

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

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

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

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

Research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to successfully progress through postsecondary education programs than students who do not complete the core courses recommended for students preparing to go to college. Consequently, for the students who take the ACT, it is important to monitor the average ACT composite score and percentage of students who complete the core as compared to the students who do not.

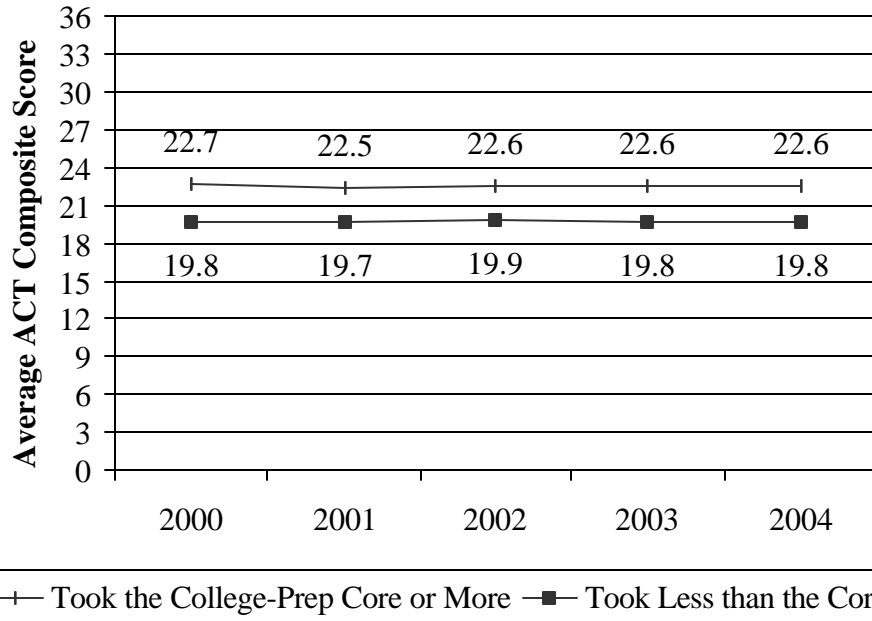
- As shown in Table 1.25 below and illustrated in Figure 1.21 on the next page, Nebraska students who have taken the core college-preparatory courses have consistently scored higher on the ACT than the students who have completed less than the minimum core.

Table 1.25			
2000 - 2004 Average Nebraska ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Did Not Take the Core¹			
Year	Nebraska Average	Average ACT Composite Scores of Students Who Took . . .	
		College-Preparatory Core or More	Less than the Core
2000	21.7	22.7	19.8
2001	21.6	22.5	19.7
2002	21.7	22.6	19.7
2003	21.7	22.6	19.8
2004	21.7	22.6	19.8

¹Source: ACT, Inc.

Figure 1.21

Average Nebraska ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Did Not Take the Core: 2000 - 2004



- As evidenced in [Table 1.26](#), 69.8% of the Nebraska students who took the ACT during the 2003-2004 school year reported that they had taken the college-preparatory core as defined by ACT. In comparison, 30.2% of the students reported that they had taken less than the core in high school. (*Students self-report information pertaining to the courses they have taken in high school when they register to take the ACT.*)

Academic Preparation	Number of Students	% of Students	Average ACT Composite Score
College-Preparatory Core or More	11,022	69.8%	22.6
Less than the Core	4,766	30.2%	19.8
Total	15,788	100.0%	
No Information on Courses Taken	735		

¹Source: ACT High School Profile Report, High School Graduating Class 2004, State Composite for Nebraska.

- National research conducted by ACT, Inc. has shown that Native Americans, Hispanic Americans and African Americans are much less likely to be prepared academically for college than white/Caucasian Americans, Asian Americans and Pacific Islanders. Consequently, it is important to monitor the ACT scores of minority students in Nebraska as well as the percentages of these students who take the college-preparatory core, especially since minorities are projected to account for higher percentages of Nebraska’s high school graduates in the future.
- Based on the ACT data summarized in Table 1.27 below and illustrated in Figure 1.22 on the next page, lower percentages of minority students complete the college-preparatory core defined by ACT, and these students receive lower average ACT composite scores than their white (non-Hispanic) and Asian or Pacific Islander high school classmates.

Table 1.27
2004 Percentages of Students Who Took the College-Preparatory Core
and Average ACT Composite Scores by Race/Ethnicity¹

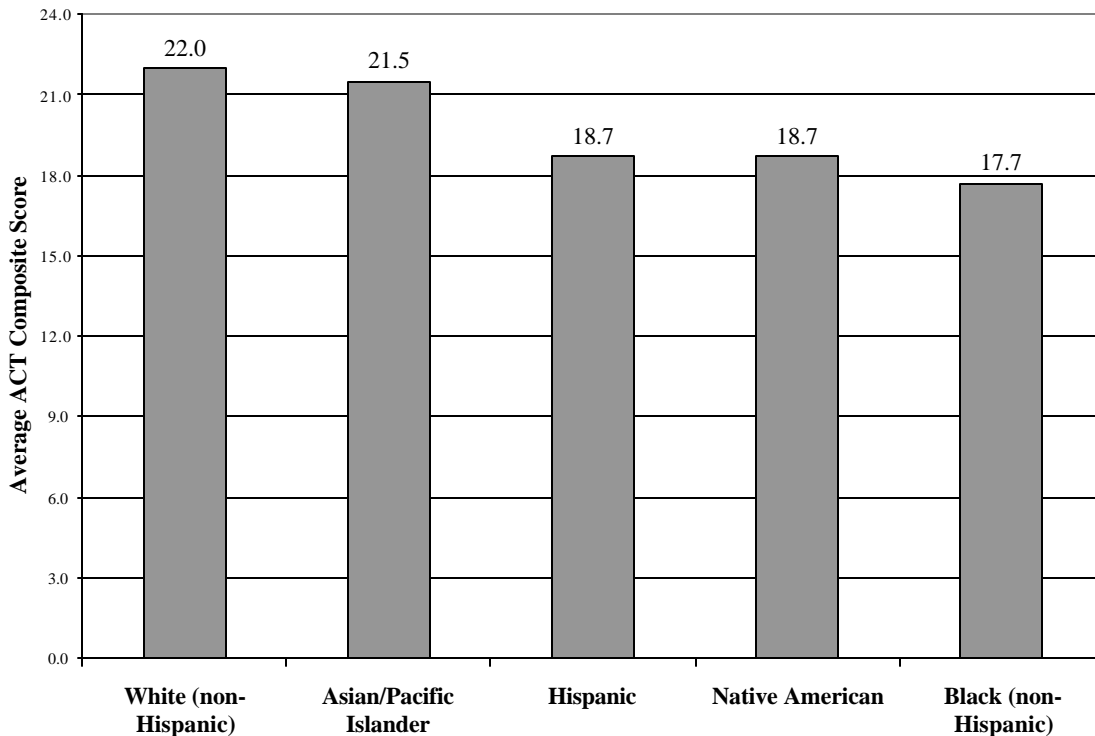
Part A: Percentages of Students Who Took the Core										
Academic Preparation	White (non-Hispanic)		Asian/Pacific Islander		Hispanic		Native American		Black (non-Hispanic)	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
Core or More	9,657	70.4%	207	77.0%	296	58.5%	52	55.3%	292	66.7%
Less than Core	4,065	29.6%	62	23.0%	210	41.5%	42	44.7%	146	33.3%
Total	13,722	100.0%	269	100.0%	506	100.0%	94	100.0%	438	100.0%
No Information on Courses Taken	39		9		36		2		39	
Part B: Average ACT Composite Scores										
Academic Preparation	White (non-Hispanic)		Asian/Pacific Islander		Hispanic		Native American		Black (non-Hispanic)	
	ACT Composite Score		ACT Composite Score		ACT Composite Score		ACT Composite Score		ACT Composite Score	
Core or More	22.8		21.8		19.9		20.4		18.4	
Less than Core	20.1		20.7		17.4		16.5		16.4	
Total Group	22.0		21.5		18.7		18.7		17.7	
¹ Source: ACT High School Profile Report, High School Graduating Class 2004, State Composite for Nebraska.										

- The most recent research conducted and published by ACT, Inc. clearly supports the conclusion, “Students who take a minimum core curriculum are more likely to be ready for college-level work than students who do not take the core. **But students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college. And students whose beyond core coursework includes courses in advanced mathematics beyond Algebra II (such as Trigonometry), as well as Biology, Chemistry, and Physics, are likeliest of all**

to be college ready. And this is true of students at all levels of achievement, not just the high achievers.”⁵ Since the research supporting this conclusion is relevant to objectives established by the 2003 Higher Education Task Force, a copy of the executive summary of ACT’s most recent research report is included as Appendix 6.

Figure 1.22

2004 Average ACT Composite Scores by Race/Ethnicity



- Given the importance of students taking courses beyond the minimum college-preparatory core, Table 1.28 on the next page summarizes the percentages of Nebraska students who reported taking more than the minimum recommended core courses in English, mathematics, social science and natural science. As shown in this table, 45.3% to 58.6% of the students who took the ACT in 2003-2004 reported that they had taken or planned to take more than the minimum core, depending on the subject-matter area.
- **The clear implications of these findings are that (1) more Nebraska high school students should be encouraged to take the recommended college-preparatory core, (2) more students should be encouraged to take courses beyond the core, especially in math and science, and (3) more effort should be exerted to prepare minority students for college-level coursework, especially since minorities are projected to account for higher percentages of Nebraska’s high school graduates in the future.**

⁵Executive Summary, “Crisis at the Core: Preparing All Students for College and Work,” ACT, Inc., page 3.

Table 1.28 Number and Percentage of 2004 ACT-Tested Students Who Took More than the Minimum College-Preparatory Core¹		
Academic Preparation Beyond the Minimum Core	No. of Students	% of Students ²
English 4 years of English plus a course in Speech	9,239	58.6%
Mathematics 3 math courses plus at least one math course beyond Algebra II	7,239	46.0%
Social Science 4 or more social science	7,117	45.3%
Natural Science 3 or 4 natural science courses including Biology, Chemistry and Physics	7,339	46.8%
¹ Source: ACT, Inc. ² Based on the total number of students tested who provided information about the courses they had completed or planned to complete by the end of the 2003-2004 academic year.		

Baseline Indicators of High School and College Readiness

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

Table B1.5 NAEP Assessments of High School Readiness Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
NAEP Assessments					
<i>% of 8th Graders at or Above the Proficient Achievement Level</i>					
Mathematics	2003	32%			
Reading	2003	35%			
Science	2000	36%			
Writing	2002	32%			

**Table B1.6 SAT I and ACT Assessments of College Readiness
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
SAT I: Reasoning Test					
<i>% of High School Graduates Tested</i>	2003	8.2%			
<i>Average SAT I Scores</i>					
Average Verbal Score	2004	569			
Average Math Score		576			
ACT Assessment					
<i>% of High School Graduates Tested</i>	2003	76.2%			
<i>Average ACT Composite Scores</i>					
Nebraska	2004	21.7			
White (non-Hispanic)		22.0			
Asian/Pacific Islander		21.5			
Hispanic		18.7			
Native American		18.7			
Black (non-Hispanic)		17.7			
<i>% of Students Tested Who Took College-Prep Core</i>					
Nebraska	2004	69.8%			
White (non-Hispanic)		70.4%			
Asian/Pacific Islander		77.0%			
Hispanic		58.5%			
Native American		55.3%			
Black (non-Hispanic)		66.7%			
<i>% of Students Who Completed More than the Minimum Core in Four Subject Areas</i>					
English	2004	58.6%			
Mathematics		46.0%			
Social Sciences		45.3%			
Natural Sciences		46.8%			

Nebraska College Continuation Rate

The 2003 LR 174 Higher Education Task Force recommended increasing the proportion of Nebraska's high school graduates who pursue higher education as one of the ways of generally increasing the number of students who enter postsecondary education in Nebraska. Consequently, it is important to monitor the college continuation rate or, in other words, the percentage of Nebraska students who enroll in postsecondary education after they graduate from high school.

The data available to estimate the college continuation rate for Nebraska high school graduates are limited to data collected every two years by the National Center for Education Statistics through the Integrated Postsecondary Education Data System (IPEDS). Since these data are collected only during even-numbered years, the most recent data are based on the fall 2002 IPEDS survey for the 2002-2003 academic year.

Based on IPEDS data, Table 1.29 shows the estimated college continuation rates for Nebraska high school graduates between 1996-1997 and 2002-2003. Specifically, Table 1.29 shows the number of first-time freshmen with Nebraska residency who were attending any degree-granting institution in the United States at the time of the fall IPEDS survey and who graduated from high school sometime during the 12 months prior to the survey.

Table 1.29 College Continuation Rates for First-Time Freshman with Nebraska Residency Who Attended Degree-Granting Institutions in the United States within 12 Months of High School Graduation 1996-1997 – 2002-2003				
School Year	No. of High School Graduates ¹	Academic Year of IPEDS Survey	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months ²	Continuation Rate ³
1995-1996	19,643	1996-1997	12,329	62.8%
1997-1998	21,528	1998-1999	13,231	61.5%
1999-2000	21,919	2000-2001	13,320	60.8%
2001-2002	21,534	2002-2003	13,349	62.0%

¹Source: Nebraska Department of Education. Includes public and nonpublic high school graduates but excludes graduates of state-operated schools and educational service units.

²Source: National Center for Education Statistics, IPEDS survey data for 1996, 1998, 2000 and 2002. as available from Postsecondary Education OPPORTUNITY, www.postsecondary.org.

³Continuation rate = Number of full-time freshman graduating from high school in the past 12 months, enrolled in degree-granting institutions divided by the number of high school graduates. Includes both full-time and part-time students.

- As evidenced in Table 1.29, the estimated college continuation rate for Nebraska high school graduates who attended degree-granting institutions anywhere in the United States was 62.8% for the high school class of 1996 and 62.0% for the class of 2002.

- Also of interest are the percentages of students who pursue their postsecondary education at four-year and two-year public and private institutions.
- As evidenced in [Table 1.30](#) below, almost 74% of the first-time freshman with Nebraska residency who were enrolled at degree-granting institutions in the fall of 2002 were attending four-year schools while slightly more than 26% attended two-year schools.

Table 1.30 Percentages of First-Time Freshmen with Nebraska Residency Who Attended 4-Year and 2-Year Degree-Granting Institutions within 12 Months of High School Graduation 2002-2003		
Type of Degree-Granting Postsecondary Institutions	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months ¹	% of First-Time Freshmen Who Graduated from High School during the Past 12 Months
Public – 4 year	7,141	53.5%
Private – 4 year	2,681	20.1%
Subtotal	9,822	73.6%
Public – 2 year	3,308	24.8%
Private – 2 year	219	1.6%
Subtotal	3,527	26.4%
Total	13,349	100.0%
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Includes full-time and part-time students.		

- Adding the number of high school graduates who attend non-degree granting institutions increases the estimated college continuation rate for Nebraska, but only slightly. As shown in [Table 1.31](#) on the next page, a total of 13,631 or 63.3% of the 21,534 high school graduates in the class of 2002 were reported to be enrolled at degree-granting and non-degree-granting postsecondary institutions as of the fall 2002 IPEDS survey.
- Analysis of IPEDS data reveals that an additional 6,860 Nebraskans were first-time freshmen at postsecondary degree-granting and non-degree-granting institutions in the United States when the fall 2002 IPEDS survey was conducted. However, there is no way of knowing when any of these students graduated from high school so they cannot be incorporated into an estimate of Nebraska’s college continuation rate. Consequently, the best and latest available indicator of the state’s college continuation rate is the rate of 63.3% shown in [Table 1.31](#) on the next page.

Table 1.31
College Continuation Rate for First-Time Freshmen
with Nebraska Residency Who Attended Degree-Granting
and Non-Degree-Granting Institution in the United States
within 12 Months of High School Graduation
2002-2003

Type of Postsecondary Institution Attended	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months ¹	% of First-Time Freshmen Who Graduated from High School during the Past 12 Months	Continuation Rate ²
Degree-Granting	13,349	97.9%	63.3%
Non-Degree-Granting	282	2.1%	
Total	13,631	100.0%	

¹Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Includes full-time and part-time students.

²The total of 13,631 first-time freshmen divided by 21,534, the number of high school graduates during the 2001-2002 school year, according to the Nebraska Department of Education.

- While 63.3% is the best and latest available indicator of Nebraska’s college continuation rate for 2002-2003, it is important to remember that this estimate does not include students who begin their postsecondary educations more than a year after they graduate from high school. Nevertheless, this indicator is a legitimate statistic to monitor over time.
- Based on the most recent national comparisons, Nebraska’s college continuation rate is higher than the national college continuation rate and also higher than the rates for about two-thirds of the states in the country.⁶ The details of this comparison are not included in this report because the number of Nebraska high school graduates used in computing the state’s college continuation rate is significantly higher than the number currently provided by the Nebraska Department of Education, resulting in a lower estimated rate for the state. Since it is not known whether the rates reported for other states are underestimated to the same degree, it is only safe to say that Nebraska’s college continuation rate is above the national average and higher than the rates for many states.
- **Regardless of how Nebraska’s college continuation rate compares to the rates of other states, there is an opportunity for Nebraska to increase its continuation rate beyond the current estimated level of 63.3% by encouraging and enabling more high school students to continue their education after they graduate from high school.**

⁶Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, 2002 College Continuation Rate Comparisons by State included in the Spreadsheet for Chance for College, October 2004.

Baseline Indicators of the College Continuation Rate

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

Table B1.7 Nebraska College Continuation Rate Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
College Continuation Rate					
Number of Nebraska Resident First-Time Freshmen Enrolled at Degree-Granting and Non-Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation	2002-2003	13,631 ¹			
College Continuation Rate	2002-2003	63.3% ²			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. ² The total of 13,631 first-time freshmen divided by 21,534, the number of high school graduates during the 2001-2002 school year, according to the Nebraska Department of Education.					

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

The second strategic objective recommended by the 2003 LR174 Higher Education Task Force to increase college enrollment in Nebraska is to increase the proportion of Nebraska high school graduates who pursue their postsecondary education in their home state.

Nebraska High School Graduates Who Pursue Postsecondary Education in Nebraska

As in the case of computing the state’s college continuation rate, the data to calculate the percentage of Nebraska high school graduates who go to college in Nebraska are limited to data collected every two years by the National Center for Education Statistics through the Integrated Postsecondary Education Data System (IPEDS). Since these data are collected only during even-numbered years, the latest available data were collected through the Fall 2002 IPEDS survey for the 2002-2003 academic year.

- Based on the Fall 2002 IPEDS survey data summarized in Table 1.32, about 84% of the 20,491 first-time freshmen with Nebraska residency were pursuing their postsecondary education in Nebraska while about 16% were enrolled at out-of-state colleges and universities in 2002-2003.
- As also shown in Table 1.32, almost 97% of the 20,491 Nebraska resident first-time freshmen were enrolled at degree-granting colleges and universities, compared to only 3% who attended non-degree granting schools.

Table 1.32 All Nebraska Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions¹ 2002-2003		
Enrollment	No. of Nebraska Resident First-Time Freshmen	% of Nebraska Resident First-Time Freshmen
State Where Enrolled		
Nebraska	17,282	84.3%
Other States	3,209	15.7%
Total	20,491	100.0%
Type of Institution Attended		
Degree-Granting	19,846	96.9%
Non-Degree Granting	645	3.1%
Total	20,491	100.0%
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Includes full-time and part-time students.		

- As shown in Table 1.33, two-thirds of Nebraska resident first-time freshmen graduated from high school during the 12 months prior to their enrollment in college while one-third graduated more than a year before they started their postsecondary education.

Table 1.33 All Nebraska Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions Classified by Length of Time Since High School Graduation¹ 2002-2003		
Length of Time Since High School Graduation	No. of Nebraska Resident First-Time Freshmen	% of Nebraska Resident First-Time Freshmen
Graduated during 12 months Prior to Enrollment	13,631	66.5%
Graduated More than 12 months Prior to College Enrollment	6,860	33.5%
Total	20,491	100.0%
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Includes full-time and part-time students.		

- Considering only the Nebraska resident first-time freshmen who were enrolled at degree-granting schools and who graduated from high school during the past 12 months prior to their enrollment, as shown in Table 1.34, 81.2% of these freshmen were going to college in Nebraska in 2002-2003. In comparison, 18.8% were enrolled at out-of-state colleges and universities.

Table 1.34 Nebraska Resident First-Time Freshmen Enrolled at Degree-Granting Nebraska and Out-of-State Postsecondary Institutions Within 12 Months of High School Graduation¹ 2002-2003		
State Where Enrolled	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months	% of First-Time Freshmen Who Graduated from High School during the Past 12 Months
Nebraska	10,836	81.2%
Other States	2,513	18.8%
Total	13,349	100.0%
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Includes full-time and part-time students.		

- The 18.8% of Nebraska resident students who left Nebraska to go to college is very close to the recently reported national average of 18.0%.⁷ However, as shown in [Table 1.35](#), the percentage of Nebraska first-time freshmen who go to out-of-state colleges varies, depending on the type of institution attended and whether students begin college within a year of high school graduation or wait more than a year to start their postsecondary education.
- Compared to the 81.2% of the first-time freshmen who graduated within 12 months of enrolling at degree-granting colleges in Nebraska, 90.9% of the students who went to degree-granting schools more than a year after they graduated from high school stayed in Nebraska to pursue their studies.
- Among the students who enrolled in non-degree granting schools, 97.9% of the students who graduated during the 12 months prior to their enrollment continued their education in Nebraska whereas 72.7% of the students who graduated more than a year before they enrolled in college stayed in Nebraska when they started their postsecondary education.

Table 1.35
Nebraska Resident First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
by Length of Time Since High School Graduation¹
2002-2003

State Where Enrolled	First-Time Freshmen Who Graduated from High School <u>During 12 Months Prior to College Enrollment</u>		First-Time Freshmen Who Graduated from High School <u>More Than 12 Months Prior to College Enrollment</u>		Total First-Time Freshmen	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
Degree Granting Institutions						
Nebraska	10,836	81.2%	5,906	90.9%	16,742	84.4%
Other States	2,513	18.8%	591	9.1%	3,104	15.6%
Total	13,349	100.0%	6,497	100.0%	19,846	100.0%
Non-Degree Granting Institutions						
Nebraska	276	97.9%	264	72.7%	540	83.7%
Other States	6	2.1%	99	27.3%	105	16.3%
Total	282	100.0%	363	100.0%	645	100.0%
Total Students	13,631		6,860		20,491	
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Includes full-time and part-time students.						

⁷“Interstate Migration of College Freshmen 1986 to 2002,” Postsecondary Education Opportunity, Number 148, October 2004, page 7-8.

- **The implication of these findings is that about 84% of all Nebraska resident first-time freshmen are already continuing their education at Nebraska colleges and universities, making it difficult to significantly increase the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska. Nevertheless, it is important to monitor the percentages of Nebraska resident first-time freshmen who go to college in Nebraska and to aggressively recruit Nebraska high school students who have academic goals that can be achieved through Nebraska’s system of postsecondary education.**

Baseline Indicators of Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska

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

Table B1.8 Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
% of All Nebraska Resident First-Time Freshmen Enrolled at <u>Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions</u>	2002-2003	84.3% ¹			
% of All Nebraska Resident First-Time Freshmen Enrolled at <u>Out-of-State Degree-Granting and Non-Degree-Granting Postsecondary Institutions</u>	2002-2003	15.7% ¹			
% of Nebraska Resident First-Time Freshmen Enrolled at <u>Nebraska Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation</u>	2002-2003	81.2% ¹			
% of Nebraska Resident First-Time Freshmen Enrolled At <u>Out-of-State Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation</u>	2002-2003	18.8% ¹			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey.					

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

The third strategic objective recommended to increase Nebraska enrollments is to increase the number of high school students who come from out of state to go to college in Nebraska.

Non-Nebraska High School Graduates Who Pursue Postsecondary Education in Nebraska

The data used to determine the total number of out-of-state students who enroll as first-time freshmen at Nebraska colleges and universities are collected every two years by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). Since these data are collected during even-numbered years, the latest available data are based on the Fall 2002 IPEDS survey for the 2002-2003 academic year.

It is important to note that counts of non-Nebraska students include foreign students, but they do not include students with unknown states of residence or students for whom no residence information was reported to the NCES but who are counted by the NCES as a balance/correction factor so that the residence totals equal enrollment totals. All of the students with unknown states of residence are excluded from the figures in this report because there is no way of knowing how many of these students are from Nebraska or from other states or countries, and there also is no way of determining when any of these students graduated from high school.

- Based on the IPEDS data summarized in Table 1.36, a total of 3,082 first-time freshmen with known out-of-state or foreign residencies were enrolled at Nebraska colleges in 2002-2003, and 98% of these students attended degree-granting institutions within the state.

<p align="center">Table 1.36 Non-Nebraska First-Time Freshmen Enrolled at Nebraska Colleges and Universities¹ 2002-2003</p>		
Type of Postsecondary Institutions in Nebraska	No. of Non-Nebraska First-time Freshmen	% of Non-Nebraska First-time Freshmen
Degree-Granting	3,031	98.3%
Non-Degree Granting	51	1.7%
Total	3,082	100.0%
<p>¹Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Counts include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.</p>		

- As shown in Table 1.37 on the next page, students with out-of-state or foreign residencies accounted for 15.1% of all of the first-time freshmen enrolled in Nebraska colleges and universities in 2002-2003.

Table 1.37 Nebraska and Non-Nebraska First-Time Freshmen Enrolled at Nebraska Colleges and Universities¹ 2002-2003		
Student Residency	No. of First-time Freshmen	% of First-time Freshmen
Nebraska	17,282	84.9%
Non-Nebraska	3,082	15.1%
Total	20,364	100.0%
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Count of non-Nebraska students includes foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.		

- Of the 3,082 first-time freshmen from outside of Nebraska, 75% graduated from high school during the 12 months prior to their enrollment whereas 25% graduated from high school more than a year before they started college, as shown in Table 1.38.

Table 1.38 Non-Nebraska First-Time Freshmen Enrolled at Nebraska Colleges and Universities by Length of Time Since High School Graduation¹ 2002-2003		
Amount of Time Since High School Graduation	No. of Non-Nebraska First-time Freshmen	% of Non-Nebraska First-time Freshmen
Graduated from High School During the 12 months Prior to College Enrollment	2,305	74.8%
Graduated from High School More than 12 months Prior to College Enrollment	777	25.2%
Total	3,082	100.0%
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Counts include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.		

- Table 1.39 on the next page shows the enrollments of Nebraska and non-Nebraska first-time freshmen who were enrolled at degree-granting institutions and graduated from high school during the 12 months prior to their enrollment in college. As shown in this table, 17.4% of these freshmen were from out of state while 82.6% were Nebraska residents.

Table 1.39
Nebraska and Non-Nebraska First-Time Freshmen
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
Within 12 Months of High School Graduation¹
2002-2003

Student Residency	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months	% of First-Time Freshmen Who Graduated from High School during the Past 12 Months
Nebraska	10,836	82.6%
Non-Nebraska	2,281	17.4%
Total	13,117	100.0%
<p>¹Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Count of non-Nebraska students includes foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.</p>		

- Finally, Table 1.40 on the next page shows how the percentage of non-Nebraska first-time freshmen varies by the length of time since high school graduation and the type of college attended.
- Whereas out-of-state students accounted for 17.4% of the first-time freshmen who were enrolled at degree-granting schools within a year of graduating from high school, Table 1.40 shows they accounted for only 8.0% of the most recent high school graduates at non-degree granting schools.
- Students from outside Nebraska accounted for only 12.3% of the students who attended degree-granting colleges and universities more than a year after they graduated from high school while they accounted for 9.3% of the students at non-degree granting schools who postponed their education for at least a year after high school graduation.
- Based on the enrollments of first-time freshmen for the 2002-2003 academic year summarized in this section, **Nebraska colleges and universities are attracting respectable numbers of non-Nebraska residents, relative to the number of Nebraskans who begin their postsecondary education in Nebraska. However, Nebraska is attracting far fewer non-resident students than many other states.** Specifically, in 2002-2003, 42 states and the District of Columbia attracted more out-of-state students than Nebraska and only seven states and Puerto Rico attracted fewer non-resident students.⁸

⁸“Interstate Migration of College Freshmen 1986 to 2002,” Postsecondary Education Opportunity, Number 148, October 2004, page 4.

- **The implication of these findings is that the Nebraska postsecondary education system will have to exert a much greater effort to attract non-resident students than it has in the past if the number of non-Nebraskans at Nebraska colleges and universities is going to significantly increase in the future.**
- Efforts to recruit more non-Nebraska students will be complicated by the fact that some of the states where Nebraska colleges have most successfully recruited students are projected to have declining numbers of high school graduates between now and 2018. Specifically, states with projected declines include Iowa (-7.4%), South Dakota (-15.4%) and Wyoming (-24.9%). On the other hand, states with projected increases in the number of high school graduates include Colorado (+39.4%), Illinois (+5.8%), Texas (+29.7%) and California (+9.5%). Consequently, there will be continuing and, in some states, increasing opportunities to recruit non-resident students to come to Nebraska to begin their postsecondary education.

Table 1.40
Nebraska and Non-Nebraska First-Time Freshmen
Enrolled at Nebraska Colleges and Universities
by Length of Time Since High School Graduation¹
2002-2003

Residency of Students	First-Time Freshmen Who Graduated from High School <u>During 12 Months</u> Prior to College Enrollment		First-Time Freshmen Who Graduated from High School <u>More Than 12 Months</u> Prior to College Enrollment		Total First-Time Freshmen	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
Degree Granting Institutions						
Nebraska	10,836	82.6%	5,906	88.7%	16,742	84.7%
Other States	2,281	17.4%	750	12.3%	3,031	15.3%
Total	13,117	100.0%	6,656	100.0%	19,773	100.0%
Non-Degree-Granting Institutions						
Nebraska	276	92.0%	264	90.7%	540	91.4%
Other States	24	8.0%	27	9.3%	51	8.6%
Total	300	100.0%	291	100.0%	591	100.0%

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

Appendix 7 provides a detailed listing by institution of the numbers of first-time freshmen with Nebraska, out-of-state or foreign residencies who enrolled at degree-granting colleges and universities in Nebraska for the 2002-2003 academic year within 12 months of graduating from high school. This appendix is included to show how the numbers and percentages of out-of-state and foreign students vary significantly from one institution to another within the state.

Baseline Indicators of Non-Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska

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

Table B1.9 Non-Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of <u>Non-Nebraska</u> First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions	2002-2003	3,082 ¹			
<u>Non-Nebraskans</u> as % of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions		15.1%			
Number of <u>Non-Nebraska</u> First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting</u> Postsecondary Institutions <u>within 12 Months of High School Graduation</u>	2002-2003	2,281 ¹			
<u>Non-Nebraskans</u> as % of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting</u> Postsecondary Institutions <u>within 12 Months of High School Graduation</u>		17.4%			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Counts include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.					

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

Data summarized in the two preceding sections can be used, as shown in Table 1.41, to calculate the net migration of first-time freshmen who attended degree-granting colleges and universities and graduated from high school within 12 months prior to beginning their college education in 2002-2003.

- As evidenced in Table 1.41, 232 more first-time freshmen who attended degree-granting schools within a year of graduating from high school left Nebraska to go to college than came to Nebraska to begin their postsecondary education in 2002-2003.
- Interestingly, based on available NCES data for Nebraska, there was a positive net migration of about 80 students for public 4-year schools in 2002-2003.⁹ In other words, about 80 more students came to Nebraska public 4-year colleges from outside the state than Nebraska students who enrolled at out-of-state 4-year public schools. At the same time, there were negative net migrations for 4-year private schools, 2-year public schools, and 2-year private colleges, resulting in an overall negative net migration of 232 students.

Table 1.41 Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation 2002-2003	
Student Residency and Where They Attended College	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months
In-Migration Non-Nebraska Students Enrolled at Nebraska Colleges and Universities	2,281 ¹
Out-Migration Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,513 ²
Net Migration	- 232³
¹ Table 1.39 ² Table 1.34 ³ This value is higher than the value (-188) calculated and published in Mortenson's Postsecondary Education OPPORTUNITY, October 2004, because Mortenson's in-migration count includes 42 students with unknown states of residency and these students have been excluded from the in-migration count of 2,281 reported in this table. Also, there are small errors in Mortenson's in-migration and out-migration counts that explain the remainder of the discrepancy between the published value and the value reported in this table.	

⁹Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, Residence and Migration for College Freshmen for Nebraska Spreadsheets, August 2004. Counts include foreign students and students with reported unknown states of residence, but counts do not include students for whom no residence information was reported but who are counted by the NCES as a balance or correction factor.

Baseline Indicators of Net Migration of First-Time Freshmen

The following table provides baseline statistics to monitor the net migration of first-time freshmen for Nebraska. These baselines are established using the latest available data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

Table B1.10 Net Migration of First-Time Freshmen Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
In-Migration Number of Non-Nebraska First-Time Freshmen Who Enrolled at Nebraska Colleges and Universities Within 12 Months of High School Graduation	2002-2003	2,281 ¹			
Out-Migration Number of Resident Nebraska First-Time Freshmen Who Enrolled at Out-of-State Colleges and Universities Within 12 Months of High School Graduation	2002-2003	2,513 ¹			
Net Migration		- 232			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Count of non-Nebraska students includes foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.					

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

The fourth recommended strategic objective to increase the number of students who enroll in postsecondary education in Nebraska is to increase need-based financial aid as a means of improving the accessibility of higher education for Nebraskans with limited financial resources.

- The importance of this objective is underscored by the findings of a pilot study currently being completed by the Commission. In this study of high school graduates who are unable or choosing not to attend college, three of the five top reasons given for not going to college are directly related to not having adequate financial support.

Most Recently Reported Levels of Need-Based Financial Aid

At the state level, the latest information pertaining to the amount of need-based financial aid for Nebraska college students is for the 2003-2004 academic year.

- For 2003-2004, the public institutions in Nebraska reported a total of \$5,007,650 in need-based aid from institutional sources.
- An additional \$1,024,095 was expended by the state's public institutions for need-based aid contributed by private sources.
- For the 2003-2004 academic year, the State of Nebraska allocated \$7,745,774 for need-based aid administered by the Nebraska Coordinating Commission for Postsecondary Education. (This amount does not include the small amount of state-funded remissions used for need-based aid.)
- The need-based aid funded by the State of Nebraska is intended only for Nebraska-resident undergraduates who are attending colleges and universities in Nebraska. In 2003-2004, 13,011 students received financial assistance through the state's need-based aid program compared to 10,770 students in 2002-2003.
- In 2003-2004, the average needy undergraduate received \$674 from the state-funded need-based aid program, which includes a small amount of federal funding. This amount was only slightly higher than the \$639 received by the average needy undergraduate in 2002-2003, but more students received assistance through the state-funded need-based aid program.
- Averaging the amount of state-funded aid over the state's postsecondary education system reveals that the state provided \$81.05 per full-time equivalent (FTE) undergraduate student in 2003-2004. This was a significant increase from the \$61.46 per FTE provided in 2002-2003.
- However, the state's financial aid allocations for needy students are significantly below national figures. In 2001-2002, Nebraska ranked 35th among the states in need-based aid. In 2002-2003, the state's rank fell to 38th.

When considering the amount of aid available for needy students, it is also important to consider the number and amount of federal Pell Grants received by undergraduates who are enrolled at Nebraska colleges and universities. Pell Grants are provided only to students who have demonstrated financial need and are limited to a maximum grant of \$4,050. Pell Grant summary statistics are not yet available for 2003-2004. However, comparative statistics for the four years between 1999-2000 and 2002-2003 are presented in Appendix 8 and summarized below.

- During the 2002-2003 academic year, 28,773 Nebraska undergraduates received federal Pell Grants totaling \$64,193,479 and averaging \$2,231 per recipient.
- In comparison, 23,999 Nebraska students received Pell Grants in 1999-2000 for a total of \$40,679,437 in need-based aid and an average grant award of \$1,695.

In order to qualify for assistance from the state's financial aid program, a student must first qualify for federal assistance through the Pell Grant program. Recent changes in rules of the U.S. Department of Education are expected to reduce the number of students who will qualify for Pell Grants and, consequently, for state-funded, need-based financial aid.

Since the Pell Grant program is designed and funded to assist only the neediest students, many students with legitimate needs for assistance do not receive federal or state aid. Furthermore, the amount of funding available at the federal and state levels does not fully meet the needs of even the students who qualify for assistance from these sources. As mentioned earlier, Nebraska colleges and universities also provide some need-based aid from institutional sources and funds contributed by private sources. However, the unmet financial needs of eligible Pell Grant students in Nebraska totaled \$85 million for the 2003-2004 academic year, up \$11 million from \$74 million in 2002-2003.

The implication of the information summarized in this section is that there is a great need for additional financial assistance for Nebraska-resident undergraduates, whether it comes from federal, state or private sources.

Additional information regarding past levels of state and federal need-based financial aid is included in the following two reports available from the Coordinating Commission for Postsecondary Education:

- "Tuition, Fees and Financial Aid Report," July 27, 2004
- "Postsecondary Education Operating Budget Recommendations for 2005-2007"

Baseline Indicators of the Amount of Available Need-Based Financial Aid

The following table provides baseline statistics to monitor the amount of need-based aid that is available for Nebraskans with limited financial resources. These baselines are established using the latest available financial aid records maintained by the Commission and Pell Grant records maintained by the U.S. Department of Education.

Table B1.11 Need-Based Financial Aid Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Public Institutions					
Need-Based Aid from Institutional Sources	2003-2004	\$5,007,650 ¹			
Need-Based Aid from Private Sources		\$1,024,075 ²			
State-Funded Need-Based Aid					
State Allocation for Need-Based Aid	2003-2004	\$7,745,774 ¹			
Amount of Need-Based Aid per FTE Undergraduate		\$81.05			
Average Amount of Aid per Needy Student Recipient		\$674			
Number of Students Who Received State-Funded Financial Aid		13,011			
Federal Pell Grants					
Number of Pell Grant Recipients	2002-2003	28,773			
Total Pell Grants Awarded		\$64,193,479			
Average Pell Grant Per Recipient		\$2,231			
¹ Does not include state-funded remissions or loans. ² Does not include loans.					

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

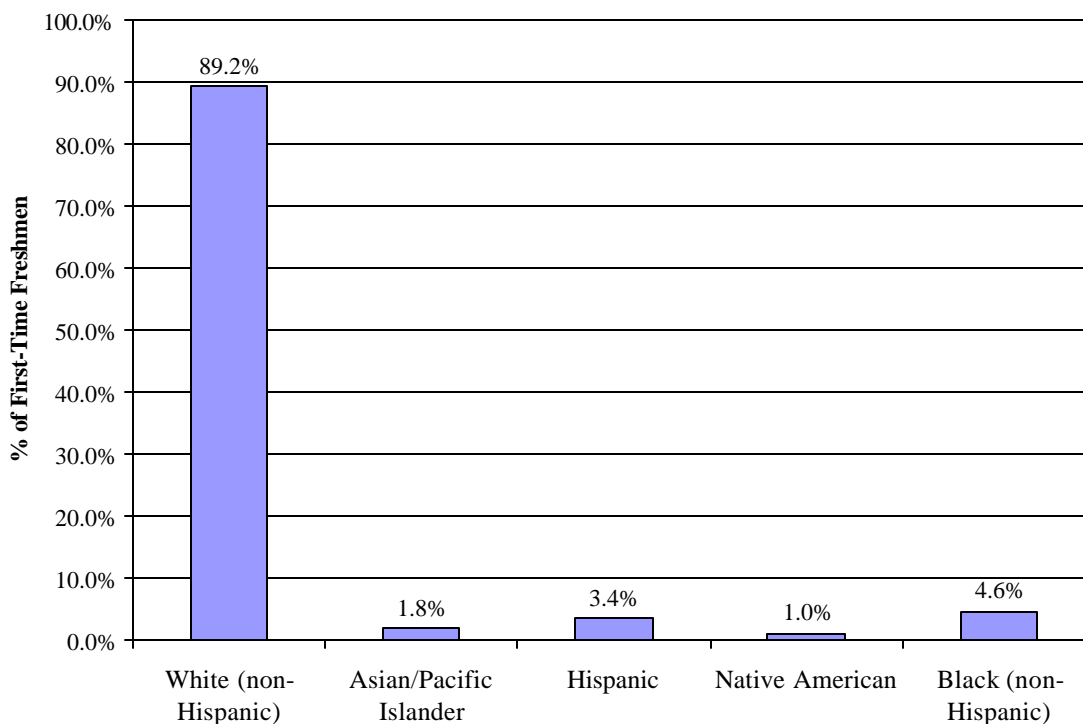
The fifth strategic objective recommended by the LR174 Task Force to increase postsecondary enrollment in Nebraska is to increase the number and percentage of postsecondary students who are currently underrepresented at the colleges and universities in the state.

Current First-Time Freshmen and Undergraduate Enrollment by Race/Ethnicity

Figure 1.23 below shows the extent to which each major racial/ethnic group was represented among the first-time freshmen enrolled in Nebraska's postsecondary education system as of the fall 2003 survey conducted by the National Center for Education Statistics through the Integrated Postsecondary Data System (IPEDS).

- As Figure 1.23 illustrates, almost 90% of the first-time freshmen at Nebraska's degree-granting and non-degree-granting postsecondary schools in 2003-2004 were white non-Hispanics while only 10% were minority students.
- Specifically, only 1.8% of the first-time freshmen were Asian/Pacific Islanders, 3.4% were Hispanics, 1.0% were Native Americans and 4.6% were black non-Hispanics.

Figure 1.23
First-Time Freshmen Enrollment at All Nebraska Degree-Granting and Non-Degree Granting Postsecondary Institutions by Race/Ethnicity 2003-2004



- Table 1.42 below shows how first-time freshmen enrollment varied by type of institution in 2003-2004. As evidenced in this table, Nebraska community colleges enrolled the highest numbers of minority students except for Native Americans. However, the highest percentages of Asian/Pacific Islanders and Hispanics, as well as Native Americans, were at the state's independent colleges and universities. In comparison, the highest percentages of black non-Hispanics were at the private degree-granting and non-degree-granting career schools.

Table 1.42
All First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting
Postsecondary Institutions by Race/Ethnicity¹
2003-2004

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,594	92.2%	1,150	92.4%	6,679	89.6%	13,423	90.9%
Asian²	116	1.9%	3	0.2%	131	1.8%	250	1.7%
Hispanic	166	2.7%	31	2.5%	262	3.5%	459	3.1%
Native American	33	0.5%	18	1.4%	52	0.7%	103	0.7%
Black (non-Hispanic)	160	2.6%	42	3.4%	330	4.4%	532	3.6%
Total	6,069	100.0%	1,244	100.0%	7,454	100.0%	14,767	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities		Private Degree-Granting Career Colleges		Private Non-Degree Career Schools			
	White (non-Hispanic)	3,070	86.2%	830	74.4%	562	91.4%	17,885
Asian²	88	2.5%	21	1.9%	4	0.7%	363	1.8%
Hispanic	173	4.9%	45	4.0%	11	1.8%	688	3.4%
Native American	93	2.6%	4	0.4%	2	0.3%	202	1.0%
Black (non-Hispanic)	139	3.9%	215	19.3%	36	5.9%	922	4.6%
Total	3,563	100.0%	1,115	100.0%	615	100.0%	20,060	100.0%

¹Source: National Center for Education Statistics, Fall 2003 IPEDS survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown ethnicity.

²The Asian student group includes students of Pacific Islander descent.

- Figure 1.24 shows how the percentages of minority first-time freshmen varied by type of institution within the public sector in 2003-2004. As this figure illustrates, Asians and Pacific Islanders were about equally represented at the University of Nebraska and the state's community colleges, but less represented at Nebraska's state colleges where the Native Americans accounted for a higher percentage of first-time freshmen. In comparison, Hispanics and black non-Hispanics accounted for higher percentages of the first-time freshmen at the community colleges than they did at the University of Nebraska or the state colleges.

Figure 1.24
Percentages of Minority First-Time Freshmen at Nebraska Public Institutions
2003-2004

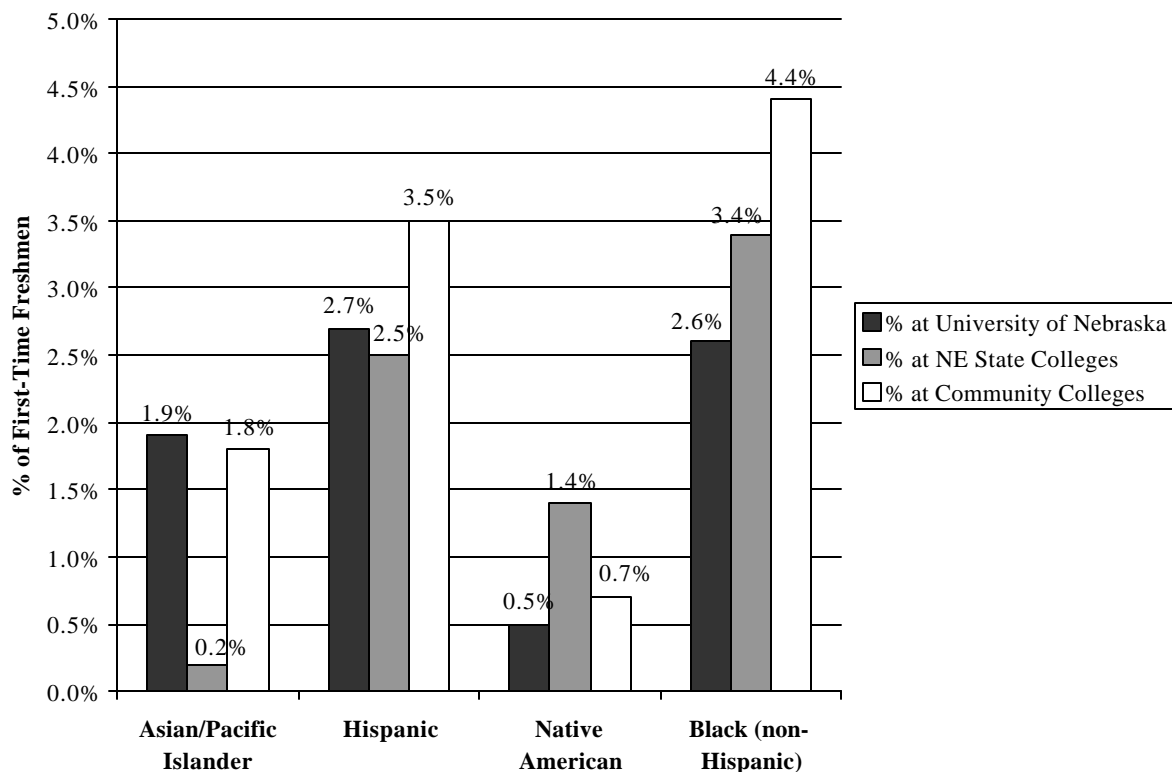


Table 1.43 on the next page shows the extent to which minorities were represented among all undergraduates enrolled in Nebraska's postsecondary education system in 2003-2004.

- The pattern of percentages evidenced in Table 1.43 is similar to the pattern of the percentages of first-time freshmen presented in Table 1.42, except for Hispanics accounting for a higher percentage of the enrollment at community colleges.
- Another difference in Table 1.43 is that the percentages of white non-Hispanics and Asian/Pacific Islanders are slightly higher among all undergraduates than when only first-time freshmen are analyzed. Conversely, the percentages of Hispanics, Native Americans and black non-Hispanics are slightly lower than the corresponding percentages of all first-time freshmen, possibly indicating that the state's postsecondary education system has not been as effective in retaining these minorities as it has been in retaining Asian/Pacific Islanders and white non-Hispanics.

Table 1.43
All Undergraduates at Nebraska Degree-Granting and Non-Degree-Granting
Postsecondary Institutions by Race/Ethnicity¹
2003-2004

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	29,964	91.4%	5,800	93.6%	33,491	88.7%	69,255	90.2%
Asian²	784	2.4%	27	0.4%	767	2.0%	1,578	2.1%
Hispanic	846	2.6%	128	2.1%	1,446	3.8%	2,420	3.2%
Native American	138	0.4%	79	1.3%	213	0.6%	430	0.6%
Black (non-Hispanic)	1,057	3.2%	161	2.6%	1,849	4.9%	3,067	4.0%
Total	32,789	100.0%	6,195	100.0%	37,766	100.0%	76,750	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities		Private Degree-Granting Career Colleges		Private Non-Degree Career Schools			
White (non-Hispanic)	15,766	88.0%	1,762	78.9%	717	91.1%	87,500	89.6%
Asian²	440	2.5%	33	1.5%	4	0.5%	2,055	2.1%
Hispanic	581	3.2%	68	3.0%	15	1.9%	3,084	3.2%
Native American	368	2.1%	10	0.4%	3	0.4%	811	0.8%
Black (non-Hispanic)	760	4.2%	361	16.2%	48	6.1%	4,236	4.3%
Total	17,915	100.0%	2,234	100.0%	787	100.0%	97,686	100.0%
¹ Source: National Center for Education Statistics, Fall 2003 IPEDS survey. Counts do not include non-resident aliens (foreign students) and students of unknown ethnicity.								
² Asian student group includes students of Pacific Islander descent.								

Table 1.44 and Figure 1.25 on the next page compare the extent to which each major racial/ethnic group was represented as a percentage of (1) the total 7th - 12th grade membership (enrollment) of Nebraska's schools in 2002-2003, (2) the total number of Nebraska's high school graduates in 2002-2003, (3) the total enrollment of first-time freshmen in Nebraska's postsecondary education system in 2003-2004 and (4) the total undergraduate enrollment of Nebraska's postsecondary education system in 2003-2004.

Table 1.44
Racial/Ethnic Groups as Percentages of Nebraska 7th - 12th Grade Membership,
High School Graduates, First-Time Freshmen and All Undergraduates
2002-2003 and 2003-2004

Race/Ethnicity	% of 7 th - 12 th Grade Membership 2002-2003 ¹	% of High School Graduates 2002-2003 ²	Nebraska Postsecondary Education System	
			% of First-Time Freshmen 2003-2003 ³	% of All Undergraduates 2003-2004 ⁴
White (non-Hispanic)	84.6%	89.5%	89.2%	89.6%
Asian/Pacific Islander	1.6%	1.4%	1.8%	2.1%
Hispanic	6.5%	4.0%	3.4%	3.2%
Native American	1.3%	0.8%	1.0%	0.8%
Black (non-Hispanic)	6.0%	4.3%	4.6%	4.3%
Total Students	100.0%	100.0%	100.0%	100.0%

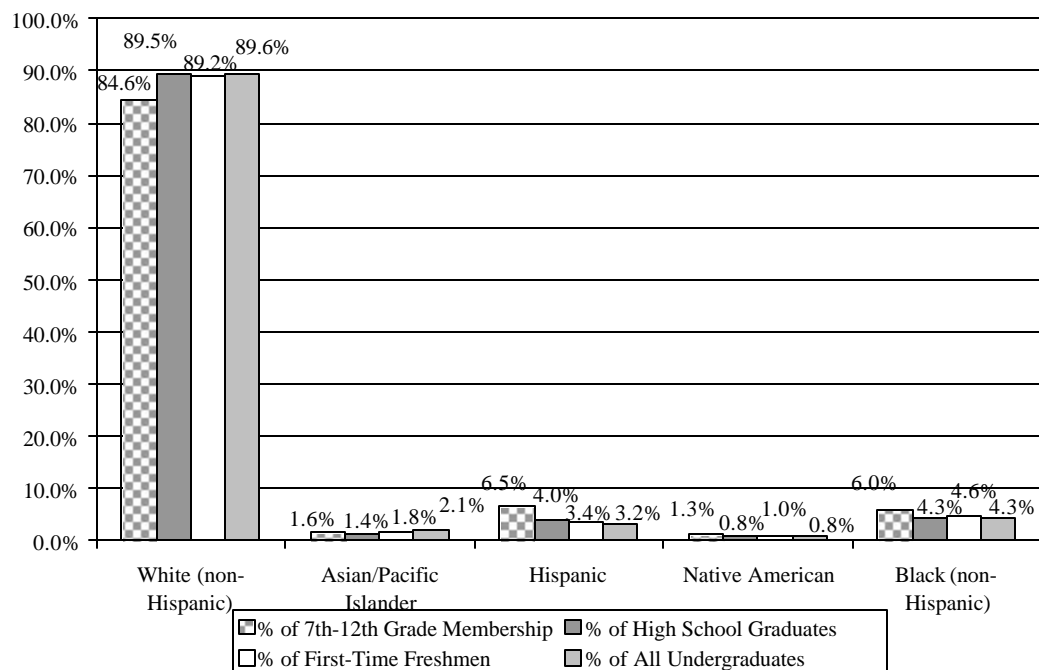
¹Source: Nebraska Department of Education (percentages from Table 1.16).

²Source: Nebraska Department of Education (percentages from Table 1.7).

³Source: National Center for Education Statistics, Fall 2003 IPEDS survey (percentages from Table 1.42).

⁴Source: National Center for Education Statistics, Fall 2003 IPEDS survey (percentages from Table 1.43).

Figure 1.25
Racial/Ethnic Groups as Percentages of Nebraska 7th - 12th Grade Membership,
High School Graduates, First-Time Freshmen and All Undergraduates
2002-2003 and 2003-2004



- As shown in [Table 1.44](#) and [Figure 1.25](#) on the preceding page, and concluded earlier in this report, minority students are underrepresented among Nebraska high school graduates, relative to the extent to which they are represented in the state's 7th - 12th grade membership.
- However, based on the data summarized in [Table 1.44](#) and illustrated in [Figure 1.25](#), the Asians/Pacific Islanders, Native Americans and black non-Hispanics who recently graduated from high school are represented in Nebraska's postsecondary education system to about the same extent as they were represented among Nebraska's high school graduates in 2002-2003. On the other hand, Hispanics are underrepresented among both first-time freshmen and all undergraduates, relative to the extent they were represented among the state's high school graduates in 2002-2003.
- Furthermore, the picture of minority representation changes when the enrollments of Nebraska's public colleges and universities are analyzed as shown in [Table 1.45](#) below. As evidenced in this table, Hispanics, Native Americans and black non-Hispanics are underrepresented in the state's public higher education institutions, relative to the extent they are represented among the state's high school graduates. As shown in [Table 1.42](#) and [Table 1.43](#) earlier in this section, Hispanics are represented in greater percentages at the community colleges and independent colleges and universities, depending on whether only first-time freshmen or all undergraduates are analyzed. Similarly, Native Americans account for higher percentages of the first-time freshmen and all undergraduates at independent colleges and universities. In comparison, black non-Hispanics are more likely to pursue postsecondary education at private career schools or community colleges than to attend independent colleges and universities in the state.

Table 1.45
Racial/Ethnic Groups as Percentages of Nebraska 7th - 12th Grade Membership,
High School Graduates, First-Time Freshmen at Public Institutions
and All Undergraduates at Public Institutions
2002-2003 and 2003-2004

Race/Ethnicity	% of 7 th - 12 th Grade Membership 2002-2003 ¹	% of High School Graduates 2002-2003 ²	Public Institutions	
			% of First-Time Freshmen 2003-2003 ³	% of All Undergraduates 2003-2004 ⁴
White (non-Hispanic)	84.6%	89.5%	90.9%	90.2%
Asian/Pacific Islander	1.6%	1.4%	1.7%	2.1%
Hispanic	6.5%	4.0%	3.1%	3.2%
Native American	1.3%	0.8%	0.7%	0.6%
Black (non-Hispanic)	6.0%	4.3%	3.6%	4.0%
Total Students	100.0%	100.0%	100.0%	100.0%

¹Source: Nebraska Department of Education (percentages from Table 1.16).

²Source: Nebraska Department of Education (percentages from Table 1.7).

³Source: National Center for Education Statistics, Fall 2003 IPEDS survey (percentages from Table 1.42).

⁴Source: National Center for Education Statistics, Fall 2003 IPEDS survey (percentages from Table 1.43).

- Another approach to examining the representation of minorities is to determine the percentage of students in each racial/ethnic group who attend each type of institution within Nebraska's postsecondary education system, as shown in Table 1.46.
 - As evidenced in Table 1.46, significant percentages of all first-time freshmen attended community colleges in 2003-2004, regardless of race/ethnicity.
 - Smaller, but relatively high percentages of white non-Hispanics, Asians/Pacific Islanders and Hispanics were enrolled as first-time freshmen at the institutions constituting the University of Nebraska.

Table 1.46						
First-Time Freshmen Enrollment of Racial/Ethnic Groups by Sector¹						
2003-2004						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White Non-Hispanic		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,594	31.3%	116	32.0%	166	24.1%
Nebraska State Colleges	1,150	6.4%	3	0.8%	31	4.5%
Community Colleges	6,679	37.4%	131	36.1%	262	38.1%
Total Public	13,423	75.1%	250	68.9%	459	66.7%
Independent Colleges and Universities	3,070	17.2%	88	24.2%	173	25.2%
Degree-Granting Private Career Schools	830	4.6%	21	5.8%	45	6.5%
Non-Degree-Granting Private Career Schools	562	3.1%	4	1.1%	11	1.6%
Total	17,885	100.0%	363	100.0%	688	100.0%
Sector	Native American		Black Non-Hispanic		Total	
University of Nebraska	33	16.3%	160	17.4%	6,069	30.2%
Nebraska State Colleges	18	8.9%	42	4.5%	1,244	6.2%
Community Colleges	52	25.8%	330	35.8%	7,454	37.2%
Total Public	103	51.0%	532	57.7%	14,767	73.6%
Independent Colleges and Universities	93	46.0%	139	15.1%	3,563	17.8%
Degree-Granting Private Career Schools	4	2.0%	215	23.3%	1,115	5.5%
Non-Degree-Granting Private Career Schools	2	1.0%	36	3.9%	615	3.1%
Total	202	100.0%	922	100.0%	20,060	100.0%
¹ Source: National Center for Education Statistics, Fall 2003 IPEDS survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown ethnicity.						

- Significant percentages of Asians/Pacific Islanders and Hispanics also were enrolled at independent colleges and universities, but these institutions attracted, by far, the highest percentage of Native Americans.
 - In comparison, black non-Hispanics were more likely to be enrolled in private degree-granting career schools.
-
- **One implication of these findings is that Nebraska's public colleges and universities will have to recruit and retain significantly more Hispanic students if this minority is going to be represented in the state's public institutions to the same extent it is represented among the state's high school graduates, especially since the number of Hispanics graduating from high school is projected to increase in the future.**
 - **Similarly, Nebraska's public colleges and universities should recruit and retain more Native Americans so that this minority is represented within the state's postsecondary education system to at least the same extent as it is represented among Nebraska high school graduates.**
 - **The findings also suggest that Nebraska's public and independent four-year colleges and universities should recruit and retain more black non-Hispanics after they have graduated from high school or after they have started their postsecondary studies at community colleges.**
 - **However, probably the most important implication of this research is that a much greater effort should be exerted to reduce the high school dropout rates and increase the high school graduation rates of Hispanics, black non-Hispanics and Native Americans so that greater percentages of these minority students will be prepared to pursue their postsecondary educations.**

Baseline Indicators of Minority Representation at Nebraska Colleges and Universities

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

Table B1.12 Representation of Minorities in the Nebraska Postsecondary Education System Baseline Indicators						
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year	
Number of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions	2003-2004					
White (non-Hispanic)		17,885				
Asian/Pacific Islander		363				
Hispanic		688				
Native American		202				
Black (non-Hispanic)		922				
% of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions						
White (non-Hispanic)		89.2%				
Asian/Pacific Islander		1.8%				
Hispanic		3.4%				
Native American		1.0%				
Black (non-Hispanic)		4.6%				
Continued on the next page						

**Table B1.12 (Continued) Representation of Minorities
in the Nebraska Postsecondary Education System
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of Undergraduates Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions	2003-2004				
White (non-Hispanic)		87,500			
Asian/Pacific Islander		2,055			
Hispanic		3,084			
Native American		811			
Black (non-Hispanic)		4,236			
% of Undergraduates Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions					
White (non-Hispanic)		89.6%			
Asian/Pacific Islander		2.1%			
Hispanic		3.2%			
Native American		0.8%			
Black (non-Hispanic)		4.3%			

Section 2

Increasing College Retention and Graduation Rates

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

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

The second volume of this report is a compilation of the descriptions of how and to what extent Nebraska’s public-funded colleges and universities are collaborating with PK-12 schools to increase the proportion of students who graduate from high school, enroll in college and are prepared to successfully complete degree programs. Consequently, these descriptions are not addressed in this volume.

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

Freshmen Retention Rates

The National Center for Education Statistics does not track freshmen retention rates through the Integrated Postsecondary Education Data System (IPEDS). Consequently, there are no data available to calculate a statewide freshmen retention rate.

The American College Testing Service operated by ACT, Inc., however, uses the ACT Institutional Data Questionnaire to gather freshmen retention rate data from the colleges and universities it serves. Given this data source, [Table 2.1](#) beginning on the next page shows the freshmen retention rates reported to ACT by postsecondary institutions in Nebraska.

The most recent available retention rates are for fall 2002 freshmen who re-enrolled in fall 2003. The retention rates for fall 2003 freshmen continuing their enrollment in fall 2004 will not be available until late spring of 2005.

- Based on the data summarized in [Table 2.1](#), the freshmen retention rates for the institutions constituting the University of Nebraska are most recently in the range of 73% to 81% whereas the rates at the state colleges are in the range of 55% to 77%.
- Retention rates of between 70% and 96% have been reported for three of the campuses of Nebraska’s community colleges. However, six campuses have reported retention rates in the much lower range of 30% to 54%.

Table 2.1
Freshmen Retention Rates for Nebraska Postsecondary Institutions¹
2000 - 2003

Institution	% of Fall 1999 Freshmen Enrolled in Fall 2000 (1999→2000)	% of Fall 2001 Freshmen Enrolled in Fall 2002 (2001→2002)	% of Fall 2002 Freshmen Enrolled in Fall 2003 (2002→2003)
University of Nebraska			
University of Nebraska-Lincoln	81%	82%	81%
University of Nebraska at Kearney	77%	80%	81%
University of Nebraska at Omaha	66%	73%	73%
Nebraska College of Tech Agriculture	81%	75%	75%
University of Nebraska Medical Center	Not Applicable		
Nebraska State Colleges			
Chadron State College	61%	61%	77%
Wayne State College	63%	65%	70%
Peru State College	55%	55%	No Report
Nebraska Community Colleges			
Southeast Community College-Milford Campus	90%	90%	96%
Southeast Community College-Beatrice Campus	70%	70%	70%
Southeast Community College-Lincoln Campus	30%	30%	No Report
Northeast Community College	80%	80%	No Report
Western Nebraska Community College-Sidney	50%	No Report	No Report
Western Nebraska Community College-Scottsbluff	24%	52%	54%
Mid-Plains Community College	40%	40%	45%
Metropolitan Community College	44%	46%	38%
Central Community College	No Report	No Report	No Report
Independent Colleges & Universities			
Creighton University	88%	No Report	91%
Clarkson College	80%	85%	No Report
BryanLGH College of Health Sciences	84%	84%	No Report
Doane College	83%	83%	No Report
Nebraska Wesleyan University	81%	80%	82%
Concordia University	83%	83%	80%
Nebraska Methodist College	83%	80%	78%
Midland Lutheran College	76%	76%	No Report
Hastings College	74%	75%	75%
Union College	77%	70%	70%
Saint Gregory the Great Seminary	No Report	No Report	70%
York College	82%	73%	68%
College of Saint Mary	67%	68%	68%

Continued on the next page

**Table 2.1 Continued
Freshmen Retention Rates for Nebraska Postsecondary Institutions ¹
2000 - 2003**

Institution	% of Fall 1999 Freshmen Enrolled in Fall 2000 (1999→2000)	% of Fall 2001 Freshmen Enrolled in Fall 2002 (2001→2002)	% of Fall 2002 Freshmen Enrolled in Fall 2003 (2002→2003)
Independent Colleges & Universities, Continued			
Dana College	75%	65%	60%
Nebraska Christian College	73%	57%	No Report
Bellevue University	54%	54%	55%
Grace University	51%	48%	44%
Platte Valley Bible College	28%	56%	41%
Little Priest Tribal College	No Report	40%	38%
Nebraska Indian Community College	40%	32%	32%
Private Degree-Granting Career Schools			
Vatterott College	93%	93%	No Report
Hamilton College	80%	80%	75%
Nebraska College of Business	70%	No Report	No Report
Private Non-Degree-Granting Career School			
Alegent Health School of Radiologic Tech	100%	100%	86%
¹ Source: American College Testing Service, ACT, Inc., ACT Institutional Data Questionnaire.			

- Creighton University most recently reported a retention rate of 91% and eight other independent colleges and universities have reported rates in the 75% to 85% range. More than half of the remaining independent colleges most recently reported rates between 55% and 70%, but four schools have reported rates of between 32% and 44%.
- Excluding community colleges and private career schools, the median reported freshmen retention rate for 2003 was 70%, meaning that about half of Nebraska's colleges and universities are retaining 70% or fewer of their first-year students.
- Not surprisingly, the private career schools have reported generally high retention rates ranging from 75% to 100%.
- **Since several of the independent colleges and universities have retention rates that are higher than those of the majority of the public institutions, there is potential for the public institutions to increase their efforts to retain more of their students from the freshmen to sophomore year.**

- **On the other hand, it is difficult to draw conclusions from the available data because a number of colleges did not report their retention rates to ACT, including some of the public institutions. A solution to this reporting problem is to require that all public institutions participate in the National Student Clearinghouse, rather than having reports limited to those submitted voluntarily to ACT.**

Baseline Indicators of Freshmen Retention Rates

The following table provides baseline indicators for monitoring the freshmen retention rates at institutions within Nebraska’s postsecondary education system. The baseline rate for each institution is the most recent rate reported to the American College Testing Service (ACT). Consequently, baseline years vary, depending on when institutions last reported their freshmen retention rates to ACT.

Table B2.1 Freshmen Retention Rates Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
University of Nebraska					
University of Nebraska-Lincoln	2002-2003	81%			
University of Nebraska at Kearney	2002-2003	81%			
University of Nebraska at Omaha	2002-2003	73%			
Nebraska College of Tech Agriculture	2002-2003	75%			
Nebraska State Colleges					
Chadron State College	2002-2003	77%			
Wayne State College	2002-2003	70%			
Peru State College	2001-2002	55%			
Nebraska Community Colleges					
Southeast Community College Milford Campus	2002-2003	96%			
Southeast Community College Beatrice Campus	2002-2003	70%			
Southeast Community College Lincoln Campus	2001-2002	30%			
Northeast Community College	2001-2002	80%			
Western Nebraska Community College-Sidney	1999-2000	50%			
Western Nebraska Community College-Scottsbluff	2002-2003	54%			
Mid-Plains Community College	2002-2003	45%			
Metropolitan Community College	2002-2003	38%			
Central Community College	None	No Report			

Continued on the next page

**Table B2.1 (Continued) Freshmen Retention Rates
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Independent Colleges & Universities					
Creighton University	2002-2003	91%			
Clarkson College	2001-2002	85%			
BryanLGH College of Health Sciences	2001-2002	84%			
Doane College	2001-2002	83%			
Nebraska Wesleyan University	2002-2003	82%			
Concordia University	2002-2003	80%			
Nebraska Methodist College	2002-2003	78%			
Midland Lutheran College	2001-2002	76%			
Hastings College	2002-2003	75%			
Union College	2002-2003	70%			
Saint Gregory the Great Seminary	2002-2003	70%			
York College	2002-2003	68%			
College of Saint Mary	2002-2003	68%			
Dana College	2002-2003	60%			
Nebraska Christian College	2001-2002	57%			
Bellevue University	2002-2003	55%			
Grace University	2002-2003	44%			
Platte Valley Bible College	2002-2003	41%			
Nebraska Indian Community College	2002-2003	32%			
Little Priest Tribal College	2002-2003	38%			
Median Freshmen Retention Rate for Public and Independent Colleges & Universities	2002-2003	70%			
Private Degree-Granting Career Schools					
Vatterott College	2001-2002	93%			
Hamilton College	2002-2003	75%			
Nebraska College of Business	1999-2000	70%			
Private Non-Degree-Granting Career School					
Alegent Health School of Radiologic Tech	2002-2003	86%			

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

College Graduation Rates

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. For example, 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 3 years.

Students who begin programs during the same year are considered to be cohorts for the purposes of calculating a completion rate. The rate is calculated by dividing the number of completers by the number of cohorts and multiplying the fraction by 100 to express it as a percentage. Throughout this section, the terms “completion rate” and “graduation rate” are used interchangeably.

The graduation rates that are calculated using IPEDS data are conservative estimates because only full-time, first-time degree/certificate-seeking undergraduates are included as cohorts at an institution at the beginning of a degree program. A student remains in a cohort group even if the student becomes a part-time student, transfers to another institution, drops out of the institution permanently or temporarily, or does not fulfill degree requirements. As a result, the graduation rates based on IPEDS data are estimates of only the percentage of full-time, first-time degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates do not estimate the percentage of all students who complete their degree programs after transferring to other institutions or who started their degree programs as part-time students.

- As shown in Table 2.2 and illustrated in Figure 2.1 on the next page, the graduation rate for Nebraska public and independent colleges and universities was 48.0% for 2002-2003, based on IPEDS data collected through the fall 2003 survey. However, as also shown, graduation rates varied noticeably by sector.
- Whereas the graduation rate for independent colleges and universities was 57.0% in 2002-2003, the graduation rate for the University of Nebraska was 52.2% and for the state colleges, it was only 43.1%. The rate for community colleges was even lower at 37.7%.

Table 2.3 on page 104 lists Nebraska’s public and independent colleges and universities in rank order based on the graduation rate calculated for each institution.

- As shown in Table 2.3, Creighton University’s graduation rate of 71.3% was clearly the highest in the state in 2002-2003.
- Seven other institutions had graduation rates in the range of 58% to 64%. Two of the institutions were the Nebraska College of Technical Agriculture and the University of Nebraska-Lincoln. The remaining five schools were independent colleges and universities.

- The completion rates for Nebraska’s state colleges and community colleges were most frequently in the range of 31% to 49%, but the rates at Western Nebraska Community College and Metropolitan Community College were 21.5% and 15.0%, respectively.
- More than half of the independent colleges and universities had graduation rates in the range of 35% to 54% while the rates for Bellevue University and Little Priest Tribal College were noticeably lower at 18.5% and 6.3%, respectively.

Table 2.2			
Graduation Rates for Nebraska Public and Independent Colleges and Universities by Sector: 2002-2003¹			
Sector	No. of Cohorts	No. Who Completed Degree Programs	Graduation Rate
University of Nebraska	5,501	2,872	52.2%
Nebraska State Colleges	1,306	563	43.1%
Nebraska Community Colleges	4,564	1,720	37.7%
Total Public Institutions	11,371	5,155	45.3%
Independent Colleges and Universities	3,284	1,873	57.0%
Total Public and Independent Institutions	14,655	7,028	48.0%

¹Source: National Center for Education Statistics, Fall 2003 IPEDS survey.

Figure 2.1
Graduation Rates for Nebraska Public and Independent Colleges and Universities by Sector: 2002-2003

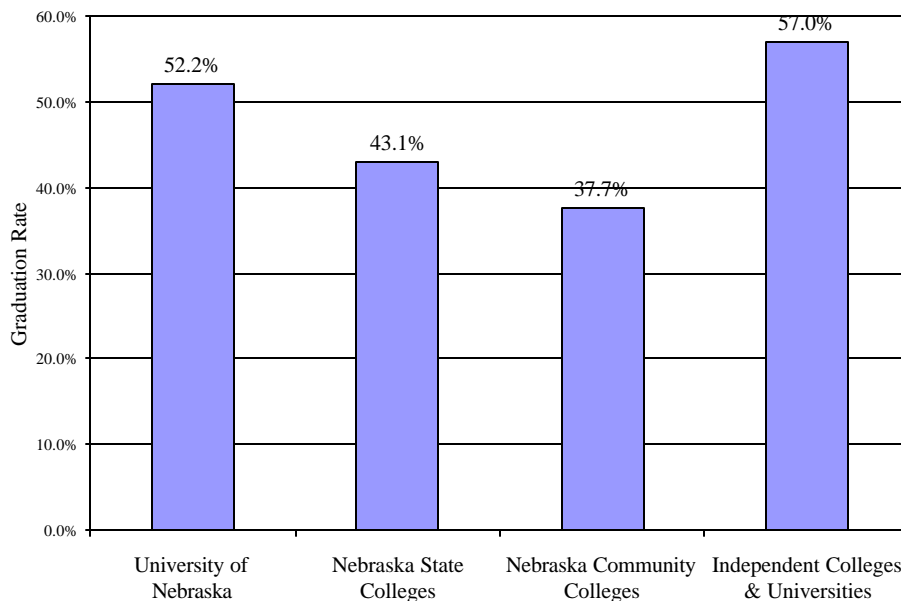


Table 2.3
Graduation Rates for Nebraska Public and Independent
Colleges and Universities by Institution: 2002-2003¹

Institution	No. of Cohorts	No. Who Completed Degrees	Graduation Rate
University of Nebraska			
Nebraska College of Technical Agriculture	116	73	62.9%
University of Nebraska-Lincoln	3195	1900	59.5%
University of Nebraska at Kearney	1005	468	46.6%
University of Nebraska at Omaha	1185	431	36.4%
University of Nebraska Medical Center	Not Applicable		
Nebraska State Colleges			
Chadron State College	341	160	46.9%
Wayne State College	707	321	45.4%
Peru State College	258	82	31.8%
Nebraska Community Colleges			
Northeast Community College	759	369	48.6%
Southeast Community College	1901	842	44.3%
Central Community College	490	189	38.6%
Mid-Plains Community College	498	163	32.7%
Western Nebraska Community College	297	64	21.5%
Metropolitan Community College	619	93	15.0%
Independent Colleges & Universities			
Creighton University	798	569	71.3%
Hastings College	282	181	64.2%
Nebraska Wesleyan University	437	278	63.6%
Doane College	260	157	60.4%
Platte Valley Bible College	22	13	59.1%
Concordia University	277	161	58.1%
Dana College	147	79	53.7%
Union College	122	65	53.3%
Clarkson College	89	42	47.2%
Midland Lutheran College	254	117	46.1%
Nebraska Methodist College of Nursing & Allied Health	22	10	45.5%
York College	153	68	44.4%
Grace University	97	40	41.2%
Nebraska Indian Community College	17	7	41.2%
College of Saint Mary	128	46	35.9%
Nebraska Christian College	55	19	34.5%
Bellevue University	108	20	18.5%
Little Priest Tribal College	16	1	6.3%
Total Public & Independent Colleges & Universities	14,655	7,028	48.0%

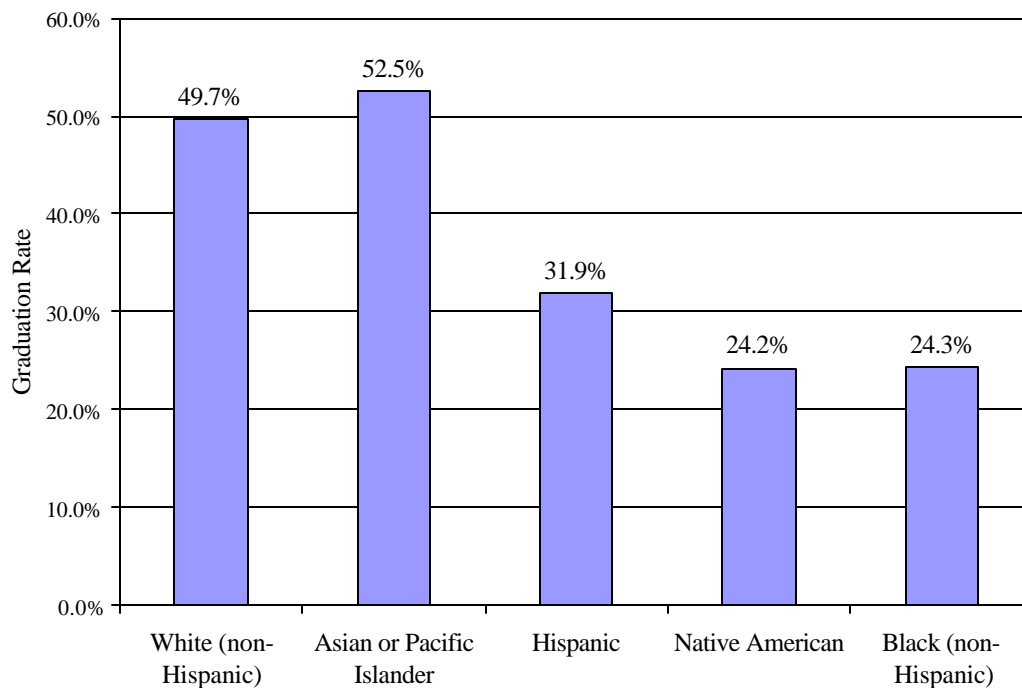
¹Source: National Center for Education Statistics, Fall 2003 IPEDS survey.

Further analysis of the IPEDS completion data for 2002-2003 revealed that graduation rates varied significantly by race/ethnicity as shown in Table 2.4 and illustrated in Figure 2.2 on the next page.

- As evidenced in Table 2.4, the statewide graduation rate of 52.5% for Asians/Pacific Islanders was higher than the 49.7% completion rate for white non-Hispanics. However, the graduation rates for Asians/Pacific Islanders and white non-Hispanics were both significantly higher than the rates for Hispanics, Native Americans and black non-Hispanics.
- Specifically, the graduation rate for Hispanics was about 32% while the rates for Native Americans and black non-Hispanics were both close to 24%.

Table 2.4 Graduation Rates for Nebraska Public and Independent Colleges and Universities by Race/Ethnicity: 2002-2003¹			
Race/Ethnicity	No. of Cohorts	No. Who Completed Degree Programs	Graduation Rate
White (non-Hispanic)	12,978	6,448	49.7%
Asian/Pacific Islander	276	145	52.5%
Hispanic	320	102	31.9%
Native American	124	30	24.2%
Black (non-Hispanic)	391	95	24.3%
Total	14,089	6,820	48.4%
¹ Source: National Center for Education Statistics, Fall 2003 IPEDS survey. Counts include only students of known race/ethnicity. Consequently, the total graduation rate of 48.4% is slightly higher than the statewide rate of 48.0% which is based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity.			

Figure 2.2
Graduation Rates for Nebraska Public and Independent
Colleges and Universities by Race/Ethnicity: 2002-2003



- The analysis of 2002-2003 completion rates summarized in [Table 2.5](#) on the next page reveals that the graduation rates of the major racial/ethnic groups all varied significantly by sector.
- As shown in [Table 2.5](#) on the next page, the completion rates for Asians/Pacific Islanders, Hispanics and black non-Hispanics were clearly the highest at the independent colleges and universities.
- The graduation rates of Native Americans were only slightly higher at Nebraska’s state colleges than they were at independent colleges and universities.
- For white non-Hispanics, the highest graduation rate was at the independent colleges and universities. The graduation rate for white non-Hispanics at the University of Nebraska was lower than at the independent colleges but noticeably higher than the rates for white non-Hispanics at the state colleges and the community colleges.
- **Based on these findings, there is certainly potential to increase the statewide graduation rate of 48.0%. Furthermore, an analysis of college graduation rates by race/ethnicity indicates that Nebraska’s public and independent colleges and universities should exert a greater, more focused effort to increase the graduation rates of Hispanics, black non-Hispanics and Native Americans.**

Table 2.5
Graduation Rates for Nebraska Public and Independent
Colleges and Universities by Sector and Race/Ethnicity¹
2002-2003

Race/Ethnicity	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate
	Public and Independent Colleges & Universities							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Independent Colleges and Universities	
White (non-Hispanic)	2,631	54.6%	525	44.6%	1,625	39.7%	1,667	57.7%
Asian²	34	38.2%	5	50.0%	9	18.4%	97	75.8%
Hispanic	32	30.5%	4	26.7%	23	18.0%	43	59.7%
Native American	6	18.2%	6	30.0%	7	23.3%	11	26.8%
Black (non-Hispanic)	36	24.5%	4	14.3%	22	15.5%	33	44.6%
Total	2,739		544		1,686		1,851	

¹Source: National Center for Education Statistics, Fall 2003 IPEDS survey. Counts include only students of known race/ethnicity. Counts do not include foreign students and students of unknown race/ethnicity.

²The Asian student group includes students of Pacific Islander descent.

Baseline Indicators of College Graduation Rates

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

Table B2.2 College Graduation Rates Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Graduation Rates by Sector					
Nebraska	2002-2003	48.0%			
University of Nebraska		52.2%			
Nebraska State Colleges		43.1%			
Nebraska Community Colleges		37.7%			
Independent Colleges and Universities		57.0%			
Graduation Rates by Race/Ethnicity¹					
Nebraska	2002-2003	48.4%			
White (non-Hispanic)		49.7%			
Asian/Pacific Islander		52.5%			
Hispanic		31.9%			
Native American		24.2%			
Black (non-Hispanic)		24.3%			
¹ Not including foreign students and students of unknown race/ethnicity.					

Bachelor Degrees, Associate Degrees, Diplomas and Certificates Awarded

In addition to monitoring freshmen retention rates and graduation rates, it is possible to use data collected through the Integrated Postsecondary Education Data System (IPEDS) to monitor the number of degrees, diplomas and certificates awarded by Nebraska's postsecondary institutions.

Table 2.6 summarizes by sector the number of degrees, diplomas and certificates awarded in 2002-2003, the latest academic year for which IPEDS data are available.

- As shown in Table 2.6, Nebraska colleges and universities awarded a total of 18,719 undergraduate degrees, diplomas and certificates in 2002-2003. Of this total, 11,845 (63.3%) were bachelor degrees and 6,874 (36.7%) were associate degrees or other awards.
- More than half of the bachelor degrees awarded in Nebraska were conferred by the University of Nebraska, and more than a third were awarded by independent colleges and universities.

Table 2.6		
Bachelor Degrees, Associate Degrees, Diplomas and Certificates Awarded by Nebraska Postsecondary Institutions 2002-2003		
Sector	No. Awarded	% Awarded
Bachelor Degrees		
University of Nebraska	6,180	52.2%
Nebraska State Colleges	1,257	10.6%
Public Total	7,437	62.8%
Independent Colleges and Universities	4,408	37.2%
Total Bachelor Degrees	11,845	100.0%
Associate Degrees, Diplomas and Certificates		
University of Nebraska	66	1.0%
Community Colleges	4,765	69.3%
Public Total	4,831	70.3%
Independent Colleges and Universities	304	4.4%
Degree-Granting Private Career Schools	1,107	16.1%
Non-Degree-Granting Private Career Schools	632	9.2%
Total Associate Degrees, Certificates and Diplomas	6,874	100.0%
Total Degrees & Awards	18,719	100.0%
¹ Source: National Center for Education Statistics, Fall 2003 IPEDS survey.		

- As also shown in Table 2.6 on the preceding page, the state's community colleges granted about 70% of the associate degrees, diplomas and certificates awarded in 2002-2003 while most of the remaining associate degrees, diplomas and certificates were granted by private career schools.

Table 2.7 shows the number and percentages of awarded bachelor degrees by sector and race/ethnicity. Table 2.8 provides a similar summary for associate degrees, diplomas and certificates.

- As shown in Table 2.7, white non-Hispanics received 92.3% of the bachelor degrees awarded while only 7.7% of the bachelor degrees were awarded to minority students.
- Minorities received a slightly higher percentage of the associate degrees, diplomas and certificates awarded in 2002-2003, as evidenced in Table 2.8, but they still accounted for only 9.3% of the recipients of associate degrees, diplomas and certificates.

Table 2.7
Bachelor Degrees Awarded by Nebraska Postsecondary Institutions
by Sector and Race/Ethnicity¹
2002-2003

Race/Ethnicity	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees
	University of Nebraska		Nebraska State Colleges		Independent Colleges and Universities		State Total	
White (non-Hispanic)	5,438	93.2%	1,129	94.9%	3,818	90.4%	10,385	92.3%
Asian²	112	1.9%	10	0.8%	128	3.0%	250	2.2%
Hispanic	132	2.3%	22	1.9%	96	2.3%	250	2.2%
Native American	21	0.4%	9	0.8%	21	0.5%	51	0.5%
Black (non-Hispanic)	131	2.2%	19	1.6%	160	3.8%	310	2.8%
Total	5,834	100.0%	1,189	100.0%	4,223	100.0%	11,246	100.0%

¹Source: National Center for Education Statistics, Fall 2003 IPEDS survey. Counts include only students of known race/ethnicity. Counts do not include foreign students and students of unknown race/ethnicity.

²The Asian student group includes students of Pacific Islander descent.

Table 2.8						
Associate Degrees, Diplomas and Certificates Awarded						
by Nebraska Postsecondary Institutions by Sector and Race/Ethnicity¹						
2002-2003						
Race/Ethnicity	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees
	University of Nebraska		Nebraska Community Colleges		Independent Colleges and Universities	
White (non-Hispanic)	65	98.5%	4,314	92.7%	271	91.5%
Asian²	0	0.0%	81	1.7%	4	1.4%
Hispanic	0	0.0%	104	2.2%	3	1.0%
Native American	1	1.5%	18	0.4%	15	5.1%
Black (non-Hispanic)	0	0.0%	139	3.0%	3	1.0%
Total	66	100.0%	4,656	100.0%	296	100.0%
Race/Ethnicity	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees	No. of Degrees	% of Degrees
	Degree-Granting Career Schools		Non-Degree-Granting Career Schools		State Total	
White (non-Hispanic)	902	82.4%	559	89.6%	6,111	90.7%
Asian²	11	1.0%	4	0.6%	100	1.5%
Hispanic	27	2.5%	19	3.1%	153	2.3%
Native American	4	0.3%	4	0.6%	42	0.6%
Black (non-Hispanic)	151	13.8%	38	6.1%	331	4.9%
Total	1,095	100.0%	624	100.0%	6,737	100.0%
¹ Source: National Center for Education Statistics, Fall 2003 IPEDS survey. Counts include only students of known race/ethnicity. Counts do not include foreign students and students of unknown race/ethnicity ² The Asian student group includes students of Pacific Islander descent.						

Table 2.9 on the next page compares the extent to which minorities were represented among all of the undergraduates in Nebraska's postsecondary education system in 2002-2003 (the last column of Table 1.42) to the representation of minorities among all of the recipients of undergraduate degrees, diplomas and certificates in the same academic year.

- As evidenced in Table 2.9 and illustrated in Figure 2.3, minorities received lower percentages of the degrees, diplomas and certificates awarded than they were represented in the total undergraduate population in 2002-2003.

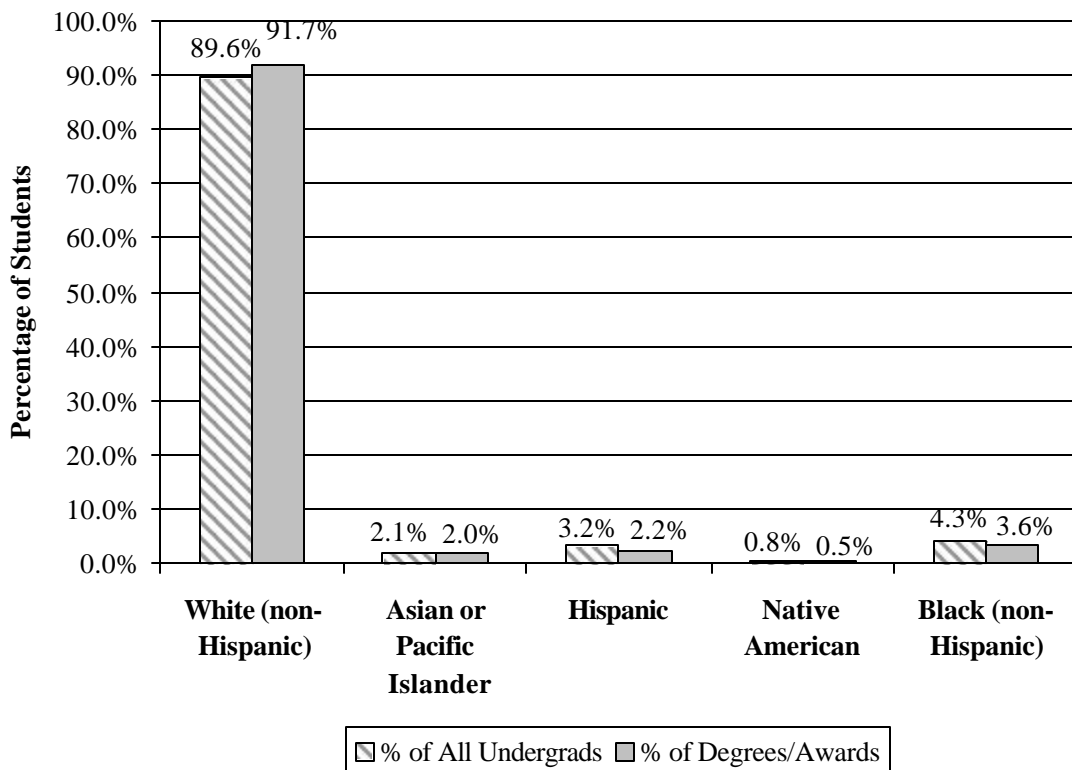
Table 2.9
Comparison of All Undergraduates and Degree/Diploma/Certificate Recipients
at Nebraska Postsecondary Institutions by Race/Ethnicity¹
2002-2003

Race/Ethnicity	No. of All Undergraduates ¹	% of All Undergraduates	No. of Degrees and Other Awards	% of Degrees and Other Awarded	Percentage Difference
White (non-Hispanic)	87,500	89.6%	16,496	91.7%	+ 2.2%
Asian²	2,055	2.1%	350	2.0%	- 0.1%
Hispanic	3,084	3.2%	403	2.2%	- 1.0%
Native American	811	0.8%	93	0.5%	- 0.3%
Black (non-Hispanic)	4,236	4.3%	641	3.6%	- 0.7%
Total	97,686	100.0%	17,983	100.0%	

¹Total number of undergraduates at Nebraska degree-granting and non-degree-granting institutions (Table 1.42).

²The Asian student group includes students of Pacific Islander descent.

Figure 2.3
Comparison of All Undergraduates and Degree/Diploma/Certificate Recipients
at Nebraska Postsecondary Institutions by Race/Ethnicity
2002-2003



- The percentage differences shown in Table 2.9 on the preceding page are a reflection, of course, of the lower graduation rates generally evidenced for minority students.
- **A major implication of these findings is that Nebraska colleges and universities should exert a greater effort to increase the retention and graduation rates of Hispanics, Native Americans and black non-Hispanics as well as generally monitor the number of degrees, diplomas and certificates they receive from the schools in Nebraska’s postsecondary education system.**

Baseline Indicators of Bachelor Degrees, Associate Degrees, Diplomas and Certificates Awarded

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

Table B2.3 Bachelor Degrees, Associate Degrees, Diplomas and Certificates Awarded Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of Undergraduate Degrees, Diplomas and Certificates					
Bachelor Degrees	2002-2003	11,845			
Associate Degrees, Diplomas and Certificates		6,874			
Number of Undergraduate Degrees, Diplomas and Certificates by Race/Ethnicity¹					
White (non-Hispanic)	2002-2003	16,496			
Asian/Pacific Islander		350			
Hispanic		403			
Native American		93			
Black (non-Hispanic)		641			
% of Undergraduate Degrees, Diplomas and Certificates by Race/Ethnicity¹					
White (non-Hispanic)	2002-2003	91.7%			
Asian/Pacific Islander		2.0%			
Hispanic		2.2%			
Native American		0.5%			
Black (non-Hispanic)		3.6%			
¹ Not including foreign students and students of unknown race/ethnicity.					

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

Expanding and strengthening “2 plus 2” degree-credit transfer programs will enable more students to successfully transition from community colleges to institutions where they can complete four-year degree programs. Similarly, expanding and strengthening other degree-credit transfer programs will enable more students to take advantage of educational opportunities offered at different institutions within Nebraska’s postsecondary education system.

“2 plus 2” and Other Degree-Credit Transfer Programs

There is no comprehensive list of the existing associate degree-to-baccalaureate degree programs or other degree-credit transfer programs offered by the institutions in the Nebraska postsecondary education system. However, Table 2.10, beginning on this page, lists the joint degree programs reported by the institutions that responded to the Nebraska Department of Administrative Services (DAS) Supplemental Forms submitted in October of 2004.

Table 2.10		
Joint Degree Programs Offered by Nebraska Public Colleges and Universities¹		
Program Name	Degree	Cooperating Institution(s)
University of Nebraska-Lincoln		
Veterinary Medicine	D.V.M.	Kansas State University
Veterinary Technologist	Associate	NE College of Technical Agriculture
K-12 Program	Ed.D.	University of Nebraska at Omaha
Family Financial Planning	M.S.	Various
University of Nebraska at Omaha		
None Listed		
University of Nebraska at Kearney		
Business Administration	B.S.	Central Community College
Criminal Justice	B.S.	Central Community College
University of Nebraska Medical Center		
None Listed		
Wayne State College		
Business Administration	B.S.	Central Community College
Business Administration	B.S.	Northeast Community College
Elementary Education	B.S.	Northeast Community College
Criminal Justice	B.S.	Northeast Community College
Health Science	B.S.	Creighton University and University of Nebraska Medical Center
¹ Institutions that responded to the Nebraska Department of Administrative Services (DAS) Supplemental Forms submitted in October of 2004.		

Table 2.10 Continued
Joint Degree Programs Offered by Nebraska Public Colleges and Universities¹
2004

Program Name	Degree	Cooperating Institution(s)
Chadron State College		
Physical Therapy	M.P.T	UNMC
Pre-Medicine	M.D.	UNMC
Dentistry	D.D.S.	UNMC
Physicians Assistant	M.P.A.S.	UNMC
Medical Technology	B.S.	UNMC
Radiology	B.S.	UNMC
Pharmacy	Pharm. D.	UNMC
Dental Hygiene	B.S.	UNMC
Nursing	B.S.	UNMC
Pharmacy	Pharm. D.	Creighton University
Occupational Therapy	B.S.	Creighton University
Range Management	B.S.	University of Nebraska-Lincoln
Metropolitan Community College		
None Listed		
Northeast Community College		
Elementary Education	A.A.	Central Community College Wayne State College University of Nebraska-Lincoln
Dairy	Certificate	University of Nebraska-Lincoln
Surgical Technologist	A.A.S.	Southeast Community College
Radiology Technologist	A.A.S.	Southeast Community College
Criminal Justice	A.A.S.	Central Community College Metropolitan Community College Mid-Plains Community College Southeast Community College Western Nebraska Community College and LETC
Southeast Community College		
None Listed		
¹ Institutions that responded to the Nebraska Department of Administrative Services (DAS) Supplemental Forms submitted in October of 2004.		

Enrollment in “2 plus 2” and Other Degree-Credit Transfer Programs

Based on information from the Legislative Fiscal Office, there has been a substantial increase in the number of students enrolled in academic courses at Nebraska’s community colleges. However, data available from the Integrated Postsecondary Education Data System maintained by the National Center for Education Statistics is insufficient to track the numbers and percentages of students who enroll in and graduate from associate-to-baccalaureate degree programs within the state. This type of data is available from the National Student Clearinghouse.

The National Student Clearinghouse is a nationwide database of college student records providing data such as students enrolled in college, the time it took for them to graduate and the degrees they received. The Clearinghouse tracks students throughout their college experience so data is available to determine transfer rates from two-year to four-year institutions and the persistence rates of all enrolled students.

The higher education institutions provide data to the Clearinghouse through an electronic means. The institutions and others may then retrieve databases or analyses of data, whichever they prefer. The difficulty in gathering data from the Clearinghouse for Nebraska institutions is that not all of Nebraska’s postsecondary institutions fully participate in the Clearinghouse. Consequently, current analyses from the Clearinghouse concerning transfers, retention rates, persistence rates and graduation rates are not complete.

The Clearinghouse is a valuable resource and an easy method for institutions to track and evaluate the progress of their students. Furthermore, data or analyses obtained from the Clearinghouse would be a beneficial and cost-effective approach for monitoring the progress of institutions in achieving the three key priorities recommended in the 2003 LR 174 Higher Education Task Force report.

The UNO and Metropolitan Community College STEP Program

While there is currently no comprehensive list of “2 plus 2” and other degree credit transfer programs or any means of measuring the extent to which students are participating in them, such programs are continuing to be developed by institutions in Nebraska’s postsecondary education system. One outstanding example is the joint effort of the University of Nebraska at Omaha (UNO) and Metropolitan Community College. Following is a description of the program provided by the institutions for inclusion in this report:

UNO Partners with Metro, Takes STEP to Grow Science-Related Degrees

UNO and Metropolitan Community College (MCC) have joined forces to increase the number of college-level graduates in the fields of science, technology, engineering and mathematics.

Employers need trained workers with strong math, technology and science skills more than ever. To address this need – and to encourage more minority and nontraditional students to consider math and science careers – UNO and Metropolitan Community College (MCC) have formed a unique partnership.

The two institutions are collaborating to increase the number of college-level graduates in science, technology, engineering and mathematics (collectively known as STEM areas.) The initiative is made possible through a five-year, \$2 million grant from the National Science Foundation's STEM Talent Expansion Program (STEP). UNO was one of 12 institutions awarded funding, chosen from a pool of 190.

One way to increase the number of these students is through scholarships. The program offers three types of scholarships that focus on traditional students (STEP scholars), adult learners and transfer students (from MCC to UNO). Sixteen STEP scholars were selected this year and twenty additional scholars are being recruited for Fall 2005. Of the 16 scholars this year, 10 are women and 8 are of ethnic minority. UNO is recruiting STEP scholars through its long-time Goodrich Scholarship Program that provides financial aid and support services to qualified students.

Another key part of the partnership is the development of new degree options at both schools: MCC is currently awaiting the final approval of six new STEM associate's degrees and UNO is preparing/considering new majors in bioinformatics, information assurance, medicinal chemistry and neuroscience. Additional aspects of the program include coordinating UNO and MCC internship opportunities, fostering early undergraduate research, establishing a mathematics-science learning center at UNO based on an existing model at MCC, and enhancing STEM outreach activities at area high schools.

The partnership provides students with the option of a clearer path from MCC to UNO that includes strong foundation skills with more degree options at MCC and a simplified transition to a bachelor's degree program at UNO. Not only will MCC students' credits transfer to UNO, but also students will know there is a partnership between both institutions designed with their success in mind. By partnering in this program, students at both institutions have a greater continuum of educational opportunities.

The STEP program is an important action in strengthening people resources in science and technology companies, and addressing the shortage of STEM workers in the local and regional community.

The expected outcomes of the partnership include increases in: 1) STEM graduates from Metropolitan Community College, 2) STEM transfer students from MCC to UNO, 3) UNO STEM graduates, and 4) more qualified employees.

Baseline Indicators for "2 plus 2" and Other Degree-Credit Transfer Programs

Statistical baselines have not been established to monitor "2 plus 2" and other degree-credit transfer programs.

Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

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

Reducing, eliminating and then reversing the net migration of Nebraskans with higher levels of educational attainment is a goal that can be achieved only through an extensive statewide effort to increase the number and quality of employment opportunities for college-educated individuals. In exerting this effort, Nebraska's postsecondary education system will be required to play an important role in expanding and strengthening the employment opportunities for individuals with associate, bachelor, graduate and professional degrees.

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

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

At the request of the Commission, Nebraska's public-funded colleges and universities have submitted descriptions of how and to what extent they are already identifying and responding to the needs of businesses. These descriptions are being forwarded to the LR 174 Higher Education Task Force in a separate volume. Consequently, the remainder of this section focuses on an analysis of census data that explains why there is a need to do more to create new and better employment opportunities for college-educated Nebraskans.

Estimates of Net Migration in the Workforce

The U.S. Census Bureau provides an estimate of the numbers of adults who left and entered the state during the five-year period preceding the 2000 census. These estimates and the resulting estimate of net migration are based on responses to questions asked on the long version of the census form which was completed by a sample of the population at the time of the census. The estimates are calculated only every ten years. However, they are probably the best available indicators of net migration.

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

Table 3.1
Estimated Nebraska Net Migration of 22-to-29-Year-Olds¹
1995-2000

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

¹Source: U.S. Census Bureau. Statistics available on www.higheredinfo.org.

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

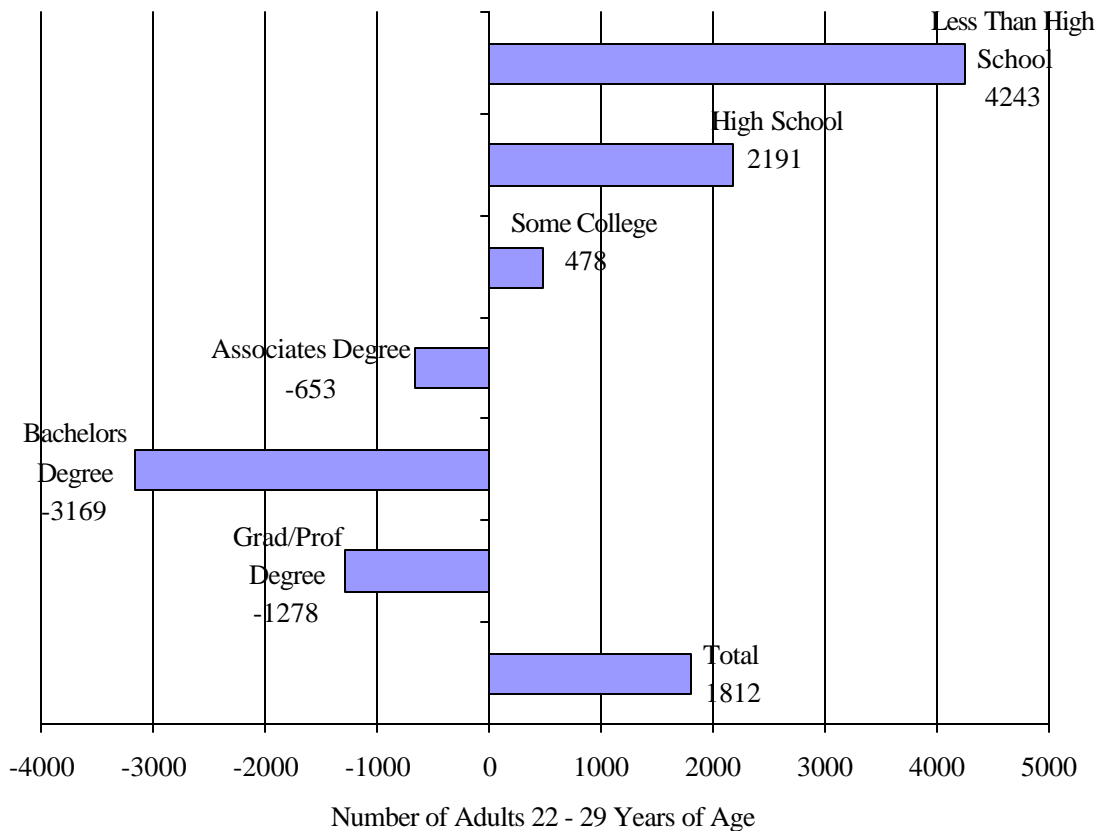


Table 3.2
Estimated Nebraska Net Migration of 30-to-64-Year-Olds¹
1995-2000

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

¹Source: U.S. Census Bureau. Statistics available on www.higheredinfo.org.

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

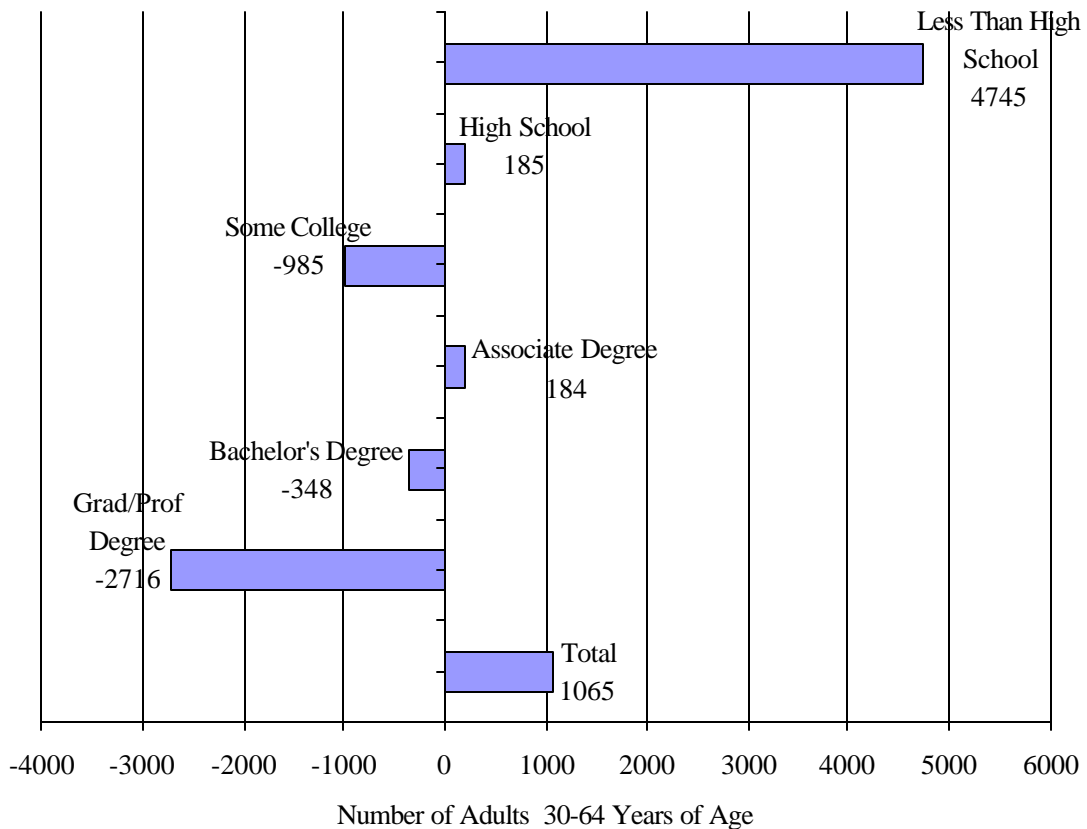


Table 3.3 and Table 3.4 on the next two pages list the specific occupations of the 22-to-29-year-olds and the 30-to-64-year-olds with the highest positive and negative net migration numbers for 1995-2000.

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

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

Given that more college graduates are leaving the state than moving in, it is good public policy for Nebraska to encourage the development and growth of businesses and nonprofit organizations that employ college-educated workers as well as workers with lower levels of education if the state's objective is to reduce and then reverse the "brain drain" it is currently experiencing.

¹Doty, Bob. "Regional Spotlight: Central Region," Nebraska Economic Trends, Nebraska Workforce Development, Department of Labor, May 2003, page 12.

Table 3.3
Estimated Nebraska Net Migration of 22-to-29-Year-Olds
by Education and Occupation¹
1995-2000

(Most Frequent Education Level Highlighted for Each Occupation)

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

Table 3.4
Estimated Nebraska Net Migration of 30-to-64-Year Olds
by Education and Occupation¹
1995-2000

(Most Frequent Education Level Highlighted for Each Occupation)

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

¹Source: U.S. Census Bureau. Statistics available on www.higheredinfo.org.

²Occupations are listed by their SOC code descriptions.

Baseline Indicators of Nebraska Workforce Net Migration

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

Table B3.1 Nebraska Workforce Net Migration Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Net Migration of 22-to-29-Year-Olds by Education Attainment¹					
Less than High School	2000	4,243			
High School		2,191			
Some College		478			
Associate Degree		- 653			
Bachelor Degree		- 3,169			
Masters Degree		- 355			
Professional Degree		- 785			
Doctorate		- 138			
Total Adults		1,812			
Net Migration of 30-to-64-Year-Olds by Education Attainment¹					
Less than High School	2000	4,745			
High School		185			
Some College		- 985			
Associate Degree		184			
Bachelor Degree		- 348			
Masters Degree		- 1,950			
Professional Degree		- 588			
Doctorate		- 178			
Total Adults		1,065			
¹ Source: U.S. Census Bureau.					

Section 4

Series of Baseline Indicators

This section is a compilation of all of the tables listing the baseline indicators identified for the 2004 report to the LR 174 Higher Education Task Force. The purpose of this section is to provide a complete overview of the statistics which have been selected as baselines to monitor progress toward achieving the strategic goals and objectives recommended by the 2003 LR 174 Task Force. Statistics may be added or deleted whenever the Task Force would like more or less information.

The tables are all designed with the same relatively simple format to facilitate comparisons within and across categories of information. When additional information about a related topic is needed or desired, it can be attached easily to the corresponding table or incorporated into a report containing a series of tables.

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

Baseline College Enrollment Statistics

The following two tables provide baseline college enrollments for monitoring progress toward increasing the number of students who enter postsecondary education in Nebraska. These baselines are established using the latest official enrollment data obtained from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

Table B1.1 Nebraska Total Postsecondary Enrollment Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
National "Market Share"¹	2001	0.70%			
Total Postsecondary Enrollment					
Public and Independent Colleges and Universities	2003	117,236			
Private Career Colleges		3,144			
Total Postsecondary Enrollment		120,380			
¹ Total headcount enrollment at Nebraska public and independent colleges and universities as a percentage of the total enrollment at all degree-granting institutions in the United States.					

Table B1.2 Total Headcount Enrollment by Institution & Sector Baseline Indicators			
Total Headcount Enrollment	2003 Baseline Enrollment	Update Year Enrollment	% Change Since Baseline Year
University of Nebraska	46,015		
NCTA-Curtis	215		
University of Nebraska at Kearney	6,379		
University of Nebraska-Lincoln	22,559		
UN Medical Center	2,865		
University of Nebraska at Omaha	13,997		
Nebraska State Colleges	7,652		
Chadron State College	2,711		
Peru State College	1,624		
Wayne State College	3,317		
Nebraska Community Colleges	39,575		
Central Community College	6,483		
Metropolitan Community College	12,838		
Mid-Plains Community College	3,084		
Northeast Community College	4,858		
Southeast Community College	9,672		
Western Nebraska Community College	2,640		
Nebraska Public Institutions	93,242		
Nebraska Independent Colleges and Universities	23,994		
Bellevue University	4,843		
BryanLGH College of Health Sciences	242		
Clarkson College	596		
College of St. Mary	910		
Concordia University	1,205		
Creighton University	6,537		
Dana College	582		
Doane College	2,273		
Grace University	598		
Hastings College	1,113		
Little Priest Tribal College	130		
Midland Lutheran College	944		
Nebraska Christian College	159		
Nebraska Indian Community College	190		
Nebraska Methodist College	421		
Nebraska Wesleyan University	1,840		
Platte Valley Bible College	48		
Union College	902		
York College	461		
Nebraska Public and Independent Colleges and Universities	117,236		

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.

Baseline High School Graduation Statistics

The following two tables provide baseline high school graduation statistics to monitor progress toward increasing the proportion of PK-12 students who graduate from high school and are minimally qualified to enroll in postsecondary education. These baselines are established using the latest data available from the Nebraska Department of Education.

Table B1.3 Numbers of High School Graduates Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of High School Graduates					
White (non-Hispanic)	2002-2003	17,541			
Asian/Pacific Islander		279			
Black (non-Hispanic)		841			
Hispanic		776			
Native American		167			
Total Public Schools		19,604			
Total Nonpublic Schools	2002-2003	2,234			
Nebraska State Total	2002-2003	21,838			

**Table B1.4 High School Graduation and Dropout Rates
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
4-Year Public High School Graduation Rate					
Nebraska	2002-2003	84.7%			
White (non-Hispanic)		88.8%			
Asian/Pacific Islander		83.5%			
Black (non-Hispanic)		59.4%			
Hispanic		58.3%			
Native American		56.0%			
Male		82.7%			
Female		86.8%			
4-Year Public High School Dropout Rate (based on 4-Year Graduation Rate)					
Nebraska	2002-2003	15.3%			
White (non-Hispanic)		11.2%			
Asian/Pacific Islander		16.5%			
Black (non-Hispanic)		40.6%			
Hispanic		41.7%			
Native American		44.0%			
Male		17.3%			
Female		13.2%			
4-Year Public High School Graduation Rates for Schools in the Counties with the Highest Numbers of Dropouts					
Omaha Public Schools	2002-2003	75.2%			
Lincoln Public Schools		73.9%			
Fremont Public Schools		86.4%			
Schuyler Central High School		77.1%			
South Sioux City Community Schools		73.9%			
Walthill Public Schools		81.8%			
UMO ^ HO ^ Nation Public Schools		37.5%			
Grand Island Public Schools		79.8%			
Cozad City Schools		84.6%			
Lexington Public Schools		81.8%			
North Platte Public Schools		85.1%			
Gering Public Schools		90.0%			
Scottsbluff Public Schools		89.8%			

Baseline Indicators of High School and College Readiness

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

Table B1.5 NAEP Assessments of High School Readiness Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
NAEP Assessments					
<i>% of 8th Graders at or Above the Proficient Achievement Level</i>					
Mathematics	2003	32%			
Reading	2003	35%			
Science	2000	36%			
Writing	2002	32%			

**Table B1.6 SAT I and ACT Assessments of College Readiness
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
SAT I: Reasoning Test					
<i>% of High School Graduates Tested</i>	2003	8.2%			
<i>Average SAT I Scores</i>					
Average Verbal Score	2004	569			
Average Math Score		576			
ACT Assessment					
<i>% of High School Graduates Tested</i>	2003	76.2%			
<i>Average ACT Composite Scores</i>					
Nebraska	2004	21.7			
White (non-Hispanic)		22.0			
Asian/Pacific Islander		21.5			
Hispanic		18.7			
Native American		18.7			
Black (non-Hispanic)		17.7			
<i>% of Students Tested Who Took College-Prep Core</i>					
Nebraska	2004	69.8%			
White (non-Hispanic)		70.4%			
Asian/Pacific Islander		77.0%			
Hispanic		58.5%			
Native American		55.3%			
Black (non-Hispanic)		66.7%			
<i>% of Students Who Completed More than the Minimum Core in Four Subject Areas</i>					
English	2004	58.6%			
Mathematics		46.0%			
Social Sciences		45.3%			
Natural Sciences		46.8%			

Baseline Indicators of the College Continuation Rate

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

Table B1.7 Nebraska College Continuation Rate Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
College Continuation Rate					
Number of Nebraska Resident First-Time Freshmen Enrolled at Degree-Granting and Non-Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation	2002-2003	13,631 ¹			
College Continuation Rate	2002-2003	63.3% ²			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. ² The total of 13,631 first-time freshmen divided by 21,534, the number of public and non-public high school graduates during the 2001-2002 school year, according to the Nebraska Department of Education.					

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

Baseline Indicators of Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska

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

Table B1.8 Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
% of All Nebraska Resident First-Time Freshmen Enrolled at <u>Nebraska Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions	2002-2003	84.3% ¹			
% of All Nebraska Resident First-Time Freshmen Enrolled at <u>Out-of-State Degree-Granting and Non-Degree-Granting</u> Postsecondary Institutions	2002-2003	15.7% ¹			
% of Nebraska Resident First-Time Freshmen Enrolled at <u>Nebraska Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation</u>	2002-2003	81.2% ¹			
% of Nebraska Resident First-Time Freshmen Enrolled At <u>Out-of-State Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation</u>	2002-2003	18.8% ¹			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey.					

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

Baseline Indicators of Non-Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska

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

Table B1.9 Non-Nebraska High School Graduates Pursuing Postsecondary Education in Nebraska Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of <u>Non-Nebraska</u> First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions	2002-2003	3,082 ¹			
<u>Non-Nebraskans</u> as % of First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions		15.1%			
Number of <u>Non-Nebraska</u> First-Time Freshmen Enrolled at Nebraska Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation	2002-2003	2,281 ¹			
<u>Non-Nebraskans</u> as % of First-Time Freshmen Enrolled at Nebraska Degree-Granting Postsecondary Institutions within 12 Months of High School Graduation		17.4%			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Counts include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.					

Baseline Indicators of Net Migration of First-Time Freshmen

The following table provides baseline statistics to monitor the net migration of first-time freshmen for Nebraska. These baselines are established using the latest available data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

Table B1.10 Net Migration of First-Time Freshmen Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<i>In-Migration</i> Number of Non-Nebraska First-Time Freshmen Who Enrolled at Nebraska Colleges and Universities Within 12 Months of High School Graduation	2002-2003	2,281 ¹			
<i>Out-Migration</i> Number of Resident Nebraska First-Time Freshmen Who Enrolled at Out-of-State Colleges and Universities Within 12 Months of High School Graduation	2002-2003	2,513 ¹			
<i>Net Migration</i>		- 232			
¹ Source: National Center for Education Statistics, Fall 2002 IPEDS survey. Counts include full-time and part-time students. Count of non-Nebraska students includes foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.					

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

Baseline Indicators of the Amount of Available Need-Based Financial Aid

The following table provides baseline statistics to monitor the amount of need-based aid that is available for Nebraskans with limited financial resources. These baselines are established using the latest available financial aid records maintained by the Commission and Pell Grant records maintained by the U.S. Department of Education.

Table B1.11 Need-Based Financial Aid Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<i>Public Institutions</i>					
Need-Based Aid from Institutional Sources	2003-2004	\$5,007,650 ¹			
Need-Based Aid from Private Sources		\$1,024,075 ²			
<i>State-Funded Need-Based Aid</i>					
State Allocation for Need-Based Aid	2003-2004	\$7,745,774 ¹			
Amount of Need-Based Aid per FTE Undergraduate		\$81.05			
Average Amount of Aid per Needy Student Recipient		\$674			
Number of Students Who Received State-Funded Financial Aid		13,011			
<i>Federal Pell Grants</i>					
Number of Pell Grant Recipients	2002-2003	28,773			
Total Pell Grants Awarded		\$64,193,479			
Average Pell Grant Per Recipient		\$2,231			
¹ Does not include state-funded remissions or loans.					
² Does not include loans.					

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

Baseline Indicators of Minority Representation at Nebraska Colleges and Universities

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

Table B1.12 Representation of Minorities in the Nebraska Postsecondary Education System Baseline Indicators						
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year	
Number of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting</u> and <u>Non-Degree-Granting</u> Postsecondary Institutions	2003-2004					
White (non-Hispanic)		17,885				
Asian/Pacific Islander		363				
Hispanic		688				
Native American		202				
Black (non-Hispanic)		922				
% of First-Time Freshmen Enrolled at Nebraska <u>Degree-Granting</u> and <u>Non-Degree-Granting</u> Postsecondary Institutions						
White (non-Hispanic)		89.2%				
Asian/Pacific Islander		1.8%				
Hispanic		3.4%				
Native American		1.0%				
Black (non-Hispanic)		4.6%				

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**Table B1.12 (Continued) Representation of Minorities
in the Nebraska Postsecondary Education System
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Number of Undergraduates Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions	2003-2004				
White (non-Hispanic)		87,500			
Asian/Pacific Islander		2,055			
Hispanic		3,084			
Native American		811			
Black (non-Hispanic)		4,236			
% of Undergraduates Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions					
White (non-Hispanic)		89.6%			
Asian/Pacific Islander		2.1%			
Hispanic		3.2%			
Native American		0.8%			
Black (non-Hispanic)		4.3%			

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

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

Statistical baselines have not been established to monitor the collaborative relationships between the PK-12 education system and Nebraska colleges and universities. Instead, the public institutions are submitting descriptions of how and to what extent they are collaborating with PK-12 schools to achieve the priorities established by the LR 174 Higher Education Task Force.

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

Baseline Indicators of Freshmen Retention Rates

The following table provides baseline indicators for monitoring the freshmen retention rates at institutions within Nebraska's postsecondary education system. The baseline rate for each institution is the most recent rate report to the American College Testing Service (ACT). Consequently, baseline years vary, depending on when institutions last reported their freshmen retention rates to ACT.

Table B2.1 Freshmen Retention Rates Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
University of Nebraska					
University of Nebraska-Lincoln	2002-2003	81%			
University of Nebraska at Kearney	2002-2003	81%			
University of Nebraska at Omaha	2002-2003	73%			
Nebraska College of Tech Agriculture	2002-2003	75%			
Nebraska State Colleges					
Chadron State College	2002-2003	77%			
Wayne State College	2002-2003	70%			
Peru State College	2001-2002	55%			
Nebraska Community Colleges					
Southeast Community College Milford Campus	2002-2003	96%			
Southeast Community College Beatrice Campus	2002-2003	70%			
Southeast Community College Lincoln Campus	2001-2002	30%			
Northeast Community College	2001-2002	80%			
Western Nebraska Community College-Sidney	1999-2000	50%			
Western Nebraska Community College-Scottsbluff	2002-2003	54%			
Mid-Plains Community College	2002-2003	45%			
Metropolitan Community College	2002-2003	38%			
Central Community College	None	No Report			

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**Table B2.1 (Continued) Freshmen Retention Rates
Baseline Indicators**

Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
Independent Colleges & Universities					
Creighton University	2002-2003	91%			
Clarkson College	2001-2002	85%			
BryanLGH College of Health Sciences	2001-2002	84%			
Doane College	2001-2002	83%			
Nebraska Wesleyan University	2002-2003	82%			
Concordia University	2002-2003	80%			
Nebraska Methodist College	2002-2003	78%			
Midland Lutheran College	2001-2002	76%			
Hastings College	2002-2003	75%			
Union College	2002-2003	70%			
Saint Gregory the Great Seminary	2002-2003	70%			
York College	2002-2003	68%			
College of Saint Mary	2002-2003	68%			
Dana College	2002-2003	60%			
Nebraska Christian College	2001-2002	57%			
Bellevue University	2002-2003	55%			
Grace University	2002-2003	44%			
Platte Valley Bible College	2002-2003	41%			
Nebraska Indian Community College	2002-2003	32%			
Little Priest Tribal College	2002-2003	38%			
Median Freshmen Retention Rate for Public and Independent Colleges & Universities					
	2002-2003	70%			
Private Degree-Granting Career Schools					
Vatterott College	2001-2002	93%			
Hamilton College	2002-2003	75%			
Nebraska College of Business	1999-2000	70%			
Private Non-Degree-Granting Career School					
Alegent Health School of Radiologic Tech	2002-2003	86%			

Baseline Indicators of College Graduation Rates

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

Table B2.2 College Graduation Rates Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<i>Graduation Rates by Sector</i>					
Nebraska	2002-2003	48.0%			
University of Nebraska		52.2%			
Nebraska State Colleges		43.1%			
Nebraska Community Colleges		37.7%			
Independent Colleges and Universities		57.0%			
<i>Graduation Rates by Race/Ethnicity</i>					
Nebraska	2002-2003	48.4%			
White (non-Hispanic)		49.7%			
Asian/Pacific Islander		52.5%			
Hispanic		31.9%			
Native American		24.2%			
Black (non-Hispanic)		24.3%			
¹ Not including foreign students and students of unknown race/ethnicity.					

Baseline Indicators of Bachelor Degrees, Associate Degrees, Diplomas and Certificates Awarded

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

<i>Table B2.3 Bachelor Degrees, Associate Degrees, Diplomas and Certificates Awarded Baseline Indicators</i>					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<i>Number of Undergraduate Degrees & Certificates</i>					
Bachelor Degrees	2002-2003	11,845			
Associate Degrees and Certificates		6,874			
<i>Number of Undergraduate Degrees and Certificates by Race/Ethnicity¹</i>					
White (non-Hispanic)	2002-2003	16,496			
Asian/Pacific Islander		350			
Hispanic		403			
Native American		93			
Black (non-Hispanic)		641			
<i>% of Undergraduate Degrees and Certificates by Race/Ethnicity¹</i>					
White (non-Hispanic)	2002-2003	91.7%			
Asian/Pacific Islander		2.0%			
Hispanic		2.2%			
Native American		0.5%			
Black (non-Hispanic)		3.6%			
¹ Not including foreign students and students of unknown race/ethnicity.					

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

Statistical baselines have not been established to monitor "2 plus 2" and other degree-credit transfer programs.

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

Baseline Indicators of Nebraska Workforce Net Migration

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

Table B3.1 Nebraska Workforce Net Migration Baseline Indicators					
Indicator	Baseline Year	Baseline Statistic	Update Year	Update Statistic	Change Since Baseline Year
<i>Net Migration of 22-to-29-Year-Olds by Education Attainment¹</i>					
Less than High School	2000	4,243			
High School		2,191			
Some College		478			
Associate Degree		- 653			
Bachelor Degree		- 3,169			
Masters Degree		- 355			
Professional Degree		- 785			
Doctorate		- 138			
Total Adults		1,812			
<i>Net Migration of 30-to-64-Year-Olds by Education Attainment¹</i>					
Less than High School	2000	4,745			
High School		185			
Some College		- 985			
Associate Degree		184			
Bachelor Degree		- 348			
Masters Degree		- 1,950			
Professional Degree		- 588			
Doctorate		- 178			
Total Adults		1,065			
¹ Source: U.S. Census Bureau.					

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Appendixes

Appendix 1

Nebraska College Enrollments: 1993 – 2003

Based on data available through the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES), 117,236 students were enrolled at Nebraska's public and independent colleges and universities as of the fall 2003 data collection date. As shown in [Table A1.1](#), an additional 3,144 students were reported to be enrolled at Nebraska's private career colleges for an estimated total headcount of 120,380 students for the 2003-2004 academic year.¹

Type of Institutions	No. of Students	%
Public and Independent Colleges and Universities	117,236	97.4%
Private Career Colleges	3,144	2.6%
Total	120,380	100.0%

The remainder of this appendix focuses exclusively on a comparative analysis of the enrollments of Nebraska's public and independent colleges and universities. This analysis reveals that there were significant changes in the state's enrollment profile in the ten-year period between 1993 and 2003. However, for the purposes of this analysis, it is necessary to first examine changes that occurred in Nebraska's total college enrollment between 2001 and 2003.

Changes in Nebraska College Enrollment: 2001 – 2003

[Table A1.2](#) on the following page shows the percentage changes that occurred in the total headcount enrollments at Nebraska's public and independent colleges and universities between 2001 and 2003. An analysis of the statistics presented in [Table A1.2](#) reveals several key findings.

Total Enrollment at Nebraska Public and Independent Colleges and Universities

- Total headcount enrollment at Nebraska public and independent colleges and universities significantly increased from 112,026 to 117,236 between 2001 and 2003.
- Total enrollment increased 2.6% from 2001 to 2002. Similarly, enrollment increased 2.0% from 2002 to 2003.

¹Throughout this appendix, the terms "total headcount," "total headcount enrollment," "total enrollment" and "college enrollment" are used interchangeably.

**Table A1.2
Nebraska Total Headcount Enrollment by Sector and by Institution 2001-2003**

Sector or Institution	2001	2002	2003	One-Year Change 2001-2002	One-Year Change 2002-2003	Two-Year Change 2001-2003
University of Nebraska	46,291	46,906	46,015	+1.3%	-1.9%	-0.6%
NCTA-Curtis	234	253	215	+8.1%	-15.0%	-8.1%
University of Nebraska at Kearney	6,426	6,395	6,379	-0.5%	-0.3%	-0.7%
University of Nebraska-Lincoln	22,764	22,988	22,559	+1.0%	-1.9%	-0.9%
UN Medical Center	2,724	2,819	2,865	+3.5%	+1.6%	+5.2%
University of Nebraska at Omaha	14,143	14,451	13,997	+2.2%	-3.1%	-1.0%
Nebraska State Colleges	7,744	7,619	7,652	-1.6%	+0.4%	-1.2%
Chadron State College	2,804	2,712	2,711	-3.3%	0.0%	-3.3%
Peru State College	1,629	1,687	1,624	+3.6%	-3.7%	-0.3%
Wayne State College	3,311	3,220	3,317	-2.7%	+3.0%	+0.2%
Nebraska Community Colleges	35,604	37,586	39,575	+5.6%	+5.3%	+11.2%
Central Community College	6,399	6,417	6,483	+0.3%	+1.0%	+1.3%
Metropolitan Community College	11,704	12,253	12,838	+4.7%	+4.8%	+9.7%
Mid-Plains Community College	2,816	3,020	3,084	+7.2%	+2.1%	+9.5%
Northeast Community College	4,600	4,832	4,858	+5.0%	+0.5%	+5.6%
Southeast Community College	7,935	8,912	9,672	+12.3%	+8.5%	+21.9%
Western Nebraska Community College	2,150	2,152	2,640	+0.1%	+22.7%	+22.8%
Nebraska Public Institutions	89,639	92,111	93,242	+2.8%	+1.2%	+4.0%
Nebraska Independent Colleges and Universities	22,387	22,775	23,994	+1.7%	+5.4%	+7.2%
Bellevue University	3,923	4,107	4,843	+4.7%	+17.9%	+23.5%
BryanLGH College of Health Sciences	154	204	242	+32.5%	+18.6%	+57.1%
Clarkson College	416	507	596	+21.9%	+17.6%	+43.3%
College of St. Mary	930	852	910	-8.4%	+6.8%	-2.2%
Concordia University	1,366	1,425	1,205	+4.3%	-15.4%	-11.8%
Creighton University	6,297	6,327	6,537	+0.5%	+3.3%	+3.8%
Dana College	565	580	582	+2.7%	+0.3%	+3.0%
Doane College	2,165	2,263	2,273	+4.5%	+0.4%	+5.0%
Grace University	595	558	598	-6.2%	+7.2%	+0.5%
Hastings College	1,108	1,078	1,113	-2.7%	+3.2%	+0.5%
Little Priest Tribal College	88	146	130	-5.8%	-11.0%	-16.1%
Midland Lutheran College	991	953	944	-3.8%	-0.9%	-4.7%
Nebraska Christian College	147	167	159	+13.6%	-4.8%	+8.2%
Nebraska Indian Community College	191	118	190	-38.2%	+61.0%	-0.5%
Nebraska Methodist College	380	343	421	-9.7%	+22.7%	+10.8%
Nebraska Wesleyan University	1,719	1,688	1,840	-1.8%	+9.0%	+7.0%
Platte Valley Bible College	54	46	48	-14.8%	+4.3%	-11.1%
Union College	885	951	902	+7.5%	-5.0%	+1.9%
York College	413	462	461	+1.5%	-0.2%	+1.3%
Nebraska Public and Independent Colleges and Universities	112,026	114,886	117,236	+2.6%	+2.0%	+4.7%

Source: National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS)

- Total enrollment at Nebraska public and independent colleges and universities increased 4.7% over the two-year period between 2001 and 2003. This is a substantial increase, considering that total headcount enrollment increased by only 3.9% over the 10-year period between 1991 and 2001.²

Total Enrollment at Nebraska Public Institutions

- Total enrollment at Nebraska public institutions increased 4.0% from 2001 to 2003, and Nebraska community colleges accounted for almost all of this increase in total enrollment.
- The University of Nebraska and the Nebraska state colleges experienced modest two-year declines in total enrollment between 2001 and 2003, even though each of these sectors experienced a small increase in enrollment in 2002 or 2003. Specifically, the enrollment at University of Nebraska institutions increased by 1.3% between 2001 and 2002 and then decreased by 1.9% in 2003 for a net two-year decrease of 0.6%. Conversely, the enrollment at Nebraska state colleges decreased by 1.6% between 2001 and 2002 but increased 0.4% in 2003 for a net two-year decrease of 1.2%.
- Compared to the modest declines in total enrollment at the University of Nebraska and the Nebraska state colleges, Nebraska community colleges experienced a 5.6% increase in total enrollment between 2001 and 2002 and a 5.3% increase between 2002 and 2003 for a net two-year increase in total enrollment of 11.2%. These are substantial gains, considering that the average increase in community college enrollment was only 2.4% per year during the 10-year period between 1991 and 2001.²

Total Enrollment at Nebraska Independent Colleges and Universities

- Total enrollment at the independent colleges and universities in Nebraska increased from 22,387 in 2001 to 23,994 in 2003. More specifically, total enrollment in this sector increased by 1.7% between 2001 and 2002 and by 5.4% between 2002 and 2003 for a net two-year gain of 7.17% (rounded to 7.2%). Again, these are notable gains given that the average increase in enrollment at independent colleges and universities was only 1.8% per year during the 10-year period between 1991 and 2001.²
- While the sector of independent colleges and universities as a whole experienced a 7.2% increase in total enrollment, annual and two-year enrollment changes were not consistent across all of the independent institutions.

²Calculations based on total headcount enrollment data obtained from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

- Only six of the 19 Nebraska independent colleges and universities experienced consecutive annual increases in enrollment during the two-year period between 2001 and 2003. These institutions were Bellevue University, BryanLGH College of Health Sciences, Clarkson College, Creighton University, Dana College and Doane College. Together, these schools accounted for 63% of the enrollment at independent institutions but more than 95% of the two-year enrollment increases in this sector.
- Seven other independent institutions had net two-year gains in enrollment, but each of these schools experienced an enrollment decline in 2002 or 2003.
- In comparison, the remaining six independent institutions experienced net two-year losses in enrollment even though four of these schools reported enrollment increases in 2002 or 2003.
- The widely varying two-year enrollment patterns evidenced among the Nebraska independent colleges and universities suggest that total enrollment in this sector is dependent on the relative success or failure of each institution to attract and retain students as well as being a function of a general trend of increasing enrollment.

Changes in Nebraska College Enrollment: 1993 – 2003

Further analysis of college enrollment in Nebraska by sector reveals that there were significant changes in the pattern of total headcount enrollment between 1993 and 2003. Table A1.3 on the next page shows how these changes evolved by summarizing the percentage increases and decreases that occurred in Nebraska college enrollments over this 10-year period. The key findings based on this analysis are as follows.

- Total headcount enrollment at Nebraska public and independent colleges and universities increased from 109,997 in 1993 to 117,236 in 2003, or by 6.6% over the 10-year period.
- Nearly all of the total increase in Nebraska college enrollment occurred after 1998, and more than 70% of the total 10-year increase was evidenced during the two years between 2001 and 2003.
- The University of Nebraska experienced a 10.4% decline in enrollment over the 10-year period. However, most of this decline occurred between 1993 and 1998. Between 1998 and 2003, declines in enrollment in one year were almost balanced by comparable gains in another year so that the university's total enrollment declined only 0.3% between 1998 and 2003.
- The Nebraska state colleges experienced a 10-year enrollment decline of 8.8% between 1993 and 2003, and the majority of this decline occurred between 1998 and 2003.
- The total enrollment of Nebraska community colleges increased by 28.6% over the 10-year period from 1993 to 2003. Although community college enrollments increased almost continuously during this period, more than 45% of the total 10-year gain was due to the surges in enrollment in 2002 and 2003.

Table A1.3 Nebraska Total Headcount Enrollment by Sector: 1993 - 2003								
Enrollment Sector	1993	1998	2001	2003	Five-Year Change 1993-1998	Five-Year Change 1998-2003	Two-Year Change 2001-2003	Ten-Year Change 1993-2003
University of Nebraska	51,342	45,870	46,291	46,015	-10.7%	-0.3%	-0.6%	-10.4%
Nebraska State Colleges	8,387	8,339	7,744	7,652	-0.6%	-8.2%	-1.2%	-8.8%
Nebraska Community Colleges	30,777	35,124	35,604	39,575	+14.1%	+12.7%	+11.2%	+28.6%
Nebraska Public Institutions Total	90,506	89,333	89,636	93,242	-1.3%	+4.4%	+4.0	+3.0%
Nebraska Independent Colleges and Universities	19,491	21,015	22,387	23,994	+7.8%	+14.2%	+7.2%	+23.1%
Nebraska Public and Independent Institutions Total	109,997	110,348	112,026	117,236	+0.3%	+6.2%	+4.7%	+6.6%

- The total enrollment at Nebraska's independent colleges and universities increased steadily between 1993 and 2003 for a net 10-year gain of 23.1%. Enrollment gains were relatively modest between 1993 and 1998, but they noticeably increased between 1998 and 2003 for a net five-year gain in 2003 of 14.2%. The single highest percentage increase in enrollment over the 10-year period occurred between 2002 and 2003, explaining why the two-year increase of 7.2% between 2001 and 2003 accounted for 36% of the total 10-year gain in enrollment at independent institutions.
- The net effect of the 10-year gains and losses summarized in [Table A1.3](#) above is that they resulted in a significant change in the general enrollment profile of Nebraska's public and independent colleges and universities. This significant shift in the overall enrollment profile is shown in [Table A1.4](#) below.

Table A1.4 Enrollment Profiles of Nebraska Colleges & Universities: 1993 and 2003				
Enrollment Sector	1993		2003	
	No. of Students	%	No. of Students	%
University of Nebraska	51,342	46.7%	46,015	39.2%
Nebraska State Colleges	8,387	7.6%	7,652	6.5%
Nebraska Community Colleges	30,777	28.0%	39,575	33.8%
Total Nebraska Public Institutions	90,506	82.3%	93,242	79.5%
Nebraska Independent Colleges and Universities	19,491	17.1%	23,994	20.5%
Total Nebraska Public and Independent Colleges and Universities	109,997	100.0%	117,236	100.0%

- As evidenced in Table A1.4 on the preceding page, the University of Nebraska and Nebraska state colleges accounted for lower percentages of total Nebraska college enrollment in 2003 than they did in 1993 while the community colleges and independent institutions enrolled higher percentages of the students attending college in Nebraska.
- Specifically, the University of Nebraska accounted for 39.2% of Nebraska's total college enrollment in 2003, down from 46.7% in 1993.
- Similarly, Nebraska's state colleges enrolled 6.5% of Nebraska's college students in 2003, compared to 7.6% ten years earlier.
- In contrast, community colleges enrolled 33.8% of Nebraska's college students in 2003, compared to 28.0% in 1993, and independent colleges and universities served 20.5% of the college students in Nebraska in 2003, compared to 17.7% in 1993.

Appendix 2

National College Enrollment Projections: 2003 – 2013

Table A2.1			
Projected Enrollment in All Degree-Granting Institutions in the United States: 2003 - 2013			
Year	Public Institutions (in thousands)	Non-Public Institutions (in thousands)	Total (in thousands)
2003	12,546	3,814	16,361
2004	12,627	3,841	16,468
2005	12,786	3,893	16,679
2006	12,942	3,945	16,887
2007	13,042	3,978	17,020
2008	13,153	4,015	17,168
2009	13,308	4,066	17,374
2010	13,431	4,110	17,541
2011	13,566	4,158	17,724
2012	13,716	4,211	17,927
2013	13,883	4,268	18,151
Year	% of Total	% of Total	Total
2003	76.7%	23.3%	100.0%
2004	76.7%	23.3%	100.0%
2005	76.7%	23.3%	100.0%
2006	76.6%	23.4%	100.0%
2007	76.6%	23.4%	100.0%
2008	76.6%	23.4%	100.0%
2009	76.6%	23.4%	100.0%
2010	76.6%	23.4%	100.0%
2011	76.5%	23.5%	100.0%
2012	76.5%	23.5%	100.0%
2013	76.5%	23.5%	100.0%
¹ Middle alternative projection using a baseline scenario of the economy for projections of disposable income and unemployment rates. Lower and higher alternatives have also been calculated, based on more pessimistic or optimistic scenarios of the economy. Source: "Projections of Education Statistics to 2013," published by the National Center for Education, U.S. Department of Education, October 2003.			

Appendix 3

National and Nebraska Population Projections: 2000 – 2020

Table A3.1					
National Population Projections by Age and Race: 2000 – 2020¹					
2000					
Age Group	White (non-Hispanic)	Black (non-Hispanic)	Hispanic	Other	Total
0-17	45,375,994	10,604,891	11,033,596	3,766,926	70,781,407
18-24	17,510,127	3,751,076	3,678,779	1,318,618	26,258,600
25-44	57,525,555	10,209,600	10,016,516	4,140,932	81,892,603
45-64	47,523,737	6,222,055	4,765,071	2,480,698	60,991,561
65 and Older	29,125,831	2,780,640	1,871,572	931,691	34,709,734
Total	197,061,244	33,568,262	31,365,534	12,638,865	274,633,905
Less 0-17	-45,375,994	-10,604,891	-11,033,596	-3,766,926	-70,781,407
Total 18 & Older	151,685,250	22,963,371	20,331,938	8,871,939	203,852,498
2010					
Age Group	White (non-Hispanic)	Black (non-Hispanic)	Hispanic	Other	Total
0-17	42,738,187	11,265,098	13,740,602	4,766,116	72,510,003
18-24	18,879,802	4,354,037	5,101,130	1,803,050	30,138,019
25-44	50,258,848	9,988,211	11,620,439	4,944,589	76,812,087
45-64	58,677,978	8,609,410	7,829,387	3,730,991	78,847,766
65 and Older	31,834,884	3,248,988	2,847,086	1,477,440	39,408,398
Total	202,389,699	37,465,744	41,138,644	16,722,186	297,716,273
Less 0-17	-42,738,187	-11,265,098	-13,740,602	-4,766,116	-72,510,003
Total 18 & Older	159,651,512	26,200,646	27,398,042	11,956,070	225,206,270
2020					
Age Group	White (non-Hispanic)	Black (non-Hispanic)	Hispanic	Other	Total
0-17	42,367,884	12,231,995	17,164,817	5,838,878	77,603,574
18-24	17,261,162	4,458,768	5,980,824	2,218,075	29,918,829
25-44	50,997,001	10,972,668	14,501,051	6,075,173	82,545,893
45-64	55,322,027	9,223,611	10,270,637	4,637,833	79,454,108
65 and Older	41,444,930	4,651,359	4,734,356	2,388,627	53,219,272
Total	207,393,004	41,538,401	52,651,685	21,158,586	322,741,676
Less 0-17	-42,367,884	-12,231,995	-17,164,817	-5,838,878	-77,603,574
Total 18 & Older	165,025,120	29,306,406	35,486,868	15,319,708	245,138,102
¹ U.S. Census Bureau population projections for the United States (sum of 50 states) published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org , October 2004.					

**Table A3.2
Nebraska Population Projections by Age and Race: 2000 – 2020¹**

2000					
Age Group	White (non-Hispanic)	Black (non-Hispanic)	Hispanic	Other	Total
0-17	383,726	24,132	22,330	13,408	443,596
18-24	154,457	8,456	7,804	4,098	174,815
25-44	427,027	21,432	18,847	11,631	478,937
45-64	345,778	11,208	7,660	5,114	369,760
65 and Older	228,420	4,756	3,501	1,682	238,359
Total	1,539,408	69,984	60,142	35,933	1,705,467
Less 0-17	-383,726	-24,132	-22,330	-13,408	-443,596
Total 18 & Older	1,155,682	45,852	37,812	22,525	1,261,871
2010					
Age Group	White (non-Hispanic)	Black (non-Hispanic)	Hispanic	Other	Total
0-17	371,651	27,823	26,972	17,140	443,586
18-24	152,218	10,132	10,037	5,331	177,718
25-44	396,734	23,287	23,005	14,195	457,221
45-64	424,310	16,747	13,331	7,739	462,127
65 and Older	251,029	6,308	5,380	2,914	265,631
Total	1,595,942	84,297	78,725	47,319	1,806,283
Less 0-17	-371,651	-27,823	-26,972	-17,140	-443,586
Total 18 & Older	1,224,291	56,474	51,753	30,179	1,362,697
2020					
Age Group	White (non-Hispanic)	Black (non-Hispanic)	Hispanic	Other	Total
0-17	371,787	31,681	32,495	20,062	456,025
18-24	141,270	10,749	11,345	6,409	169,773
25-44	401,335	26,301	28,028	16,562	472,226
45-64	394,715	19,401	17,916	9,695	441,727
65 and Older	328,749	9,385	9,326	4,800	352,260
Total	1,637,856	97,517	99,110	57,528	1,892,011
Less 0-17	-371,787	-31,681	-32,495	-20,062	-456,025
Total 18 & Older	1,266,069	65,836	66,615	37,466	1,435,986

¹U.S. Census Bureau population projections for the United States published on the Web site of the National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, October 2004.

Appendix 4

Trend in the Number of Nebraska High School Graduates: 1993 – 2018

Table A4.1									
Actual and Projected Number of Nebraska High School Graduates: 1993 – 2018¹									
Academic Year	White (non-Hispanic)	Hispanic	Black (non-Hispanic)	Asian/Pacific Islander	Native American	Race/Ethnicity Total	PUBLIC Total	NONPUBLIC Total	TOTAL
Actual²									
1993-94	15,739	414	629	255	105	17,142	17,142	1,690	18,832
1994-95	16,599	446	608	238	98	17,989	17,989	1,841	19,830
1995-96	16,449	458	633	223	106	17,869	17,869	1,774	19,643
1996-97	16,900	497	610	227	124	18,358	18,358	1,864	20,222
1997-98	17,857	595	724	231	122	19,529	19,529	1,999	21,528
1998-99	18,679	694	771	261	139	20,544	20,544	2,091	22,635
1999-00	18,072	647	770	303	114	19,906	19,908	2,011	21,919
2000-01	17,293	712	766	287	129	19,187	19,189	2,113	21,302
2001-02	17,484	694	747	327	135	19,387	19,387	2,147	21,534
2002-03	17,541	776	841	279	167	19,604	19,604	2,234	21,838
Projected³									
2003-04	17,122	899	829	317	168	19,335	19,433	2,143	21,576
2004-05	16,455	1,034	892	323	155	18,858	19,093	2,232	21,325
2005-06	16,020	1,148	869	354	152	18,543	18,759	2,173	20,932
2006-07	16,051	1,200	884	320	165	18,620	18,853	2,144	20,996
2007-08	16,362	1,421	977	360	179	19,299	19,574	2,111	21,685
2008-09	15,677	1,702	954	325	173	18,831	19,102	2,114	21,216
2009-10	15,246	1,874	975	338	158	18,591	18,843	2,074	20,917
2010-11	14,571	2,106	994	383	168	18,222	18,448	2,003	20,451
2011-12	13,995	2,154	983	416	164	17,713	17,896	2,036	19,932
2012-13	13,692	2,360	1,026	387	152	17,617	17,766	2,018	19,785
2013-14	13,984	2,926	954	462	145	18,471	18,184	2,034	20,218
2014-15	13,917	3,098	991	439	160	18,606	18,256	2,038	20,294
2015-16	13,773	3,400	989	500	182	18,844	18,357	2,052	20,409
2016-17	13,817	3,524	1,018	536	207	19,102	18,579	2,087	20,667
2017-18	14,015	3,989	1,099	630	191	19,924	19,152	2,150	21,302
¹ “Knocking at the College Door,” Western Interstate Commission for Higher Education, 2003. ² Source of data: Nebraska Department of Education. ³ Source of projections: Western Interstate Commission for Higher Education, 2003.									

Appendix 5

Nebraska One-Year 7th - 12th Grade Dropout Rates: 2002 - 2003

This appendix includes all of the tables prepared in the process of analyzing the one-year 7th – 12th grade dropout rate data obtained from the Nebraska Department of Education. Some of these tables are reproduced in the body of this report as well as being included in this appendix. A map showing the counties with the highest numbers of dropouts is also presented in both this appendix and the body of the report.

Table A5.1 2002-2003 Nebraska One-Year 7th - 12th Grade Dropout Rates by Type of School¹			
Type of Schools	7-12 Grade Membership	No. of Dropouts	Dropout % Rate
Public Schools and State-Operated Schools	134,763	2,894	2.15%
Nonpublic Schools	15,701	17	0.11%
Nebraska Total	150,464	2,911	1.93%
¹ Source of data analyzed: Nebraska Department of Education.			

Table A5.2 2002-2003 Nebraska One-Year 7th - 12th Grade Dropouts by Gender¹		
Gender	No. of Dropouts	% of Dropouts
Female	1,208	41.5%
Male	1,703	58.5%
Nebraska Total	2,911	100.0%
¹ Source of data analyzed: Nebraska Department of Education.		

**Table A5.3
2002-2003 Nebraska One-Year 7th - 12th Grade Dropouts
By Race/Ethnicity and Gender¹**

Race/Ethnicity and Gender ²	No. of Dropouts	% of Racial/Ethnic Group	% of Total No. of Dropouts
White (no n-Hispanic)			
Female	701	41.2%	24.1%
Male	1,002	58.8%	34.4%
Total	1,703	100.0%	58.5%
Asian/Pacific Islander			
Female	15	44.1%	0.5%
Male	19	55.9%	0.7%
Total	34	100.0%	1.2%
Hispanic			
Female	220	39.1%	7.6%
Male	342	60.9 %	11.7%
Total	562	100.0%	19.3%
Native American			
Female	72	49.0%	2.4%
Male	75	51.0%	2.6%
Total	147	100.0%	5.0%
Black (non-Hispanic)			
Female	200	43.0%	6.9%
Male	265	57.0%	9.1%
Total	465	100.0%	16.0%
Nebraska State Total			
Female	1,208	41.5%	41.5%
Male	1,703	58.5%	58.5%
State Total	2,911	100.0%	100.0%

¹Source of data analyzed: Nebraska Department of Education.

²No statistically significant differences were evidenced among the racial/ethnic groups in terms of the proportion of dropouts who were female or male. Statistical test: $\chi^2 = 5.2783$ 4 d.f. $p = .20$ Not significant.

Table A5.4
2002-2003 Nebraska One-Year 7th - 12th Grade Dropout Rates
by Race/Ethnicity¹

Race/Ethnicity	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
White (non-Hispanic)	127,236	84.6%	1,703	58.5%	1.34%
Asian/Pacific Islander	2,396	1.6%	34	1.2%	1.42%
Hispanic	9,785	6.5%	562	19.3%	5.74%
Native American	2,047	1.3%	147	5.0%	7.18%
Black (non-Hispanic)	9,000	6.0%	465	16.0%	5.17%
State Total	150,464	100.0%	2,911	100.0%	1.93%

¹Source of data analyzed: Nebraska Department of Education.

Figure A5.1
11 Nebraska Counties
with the Highest Public High School Dropout Rates
2002-2003

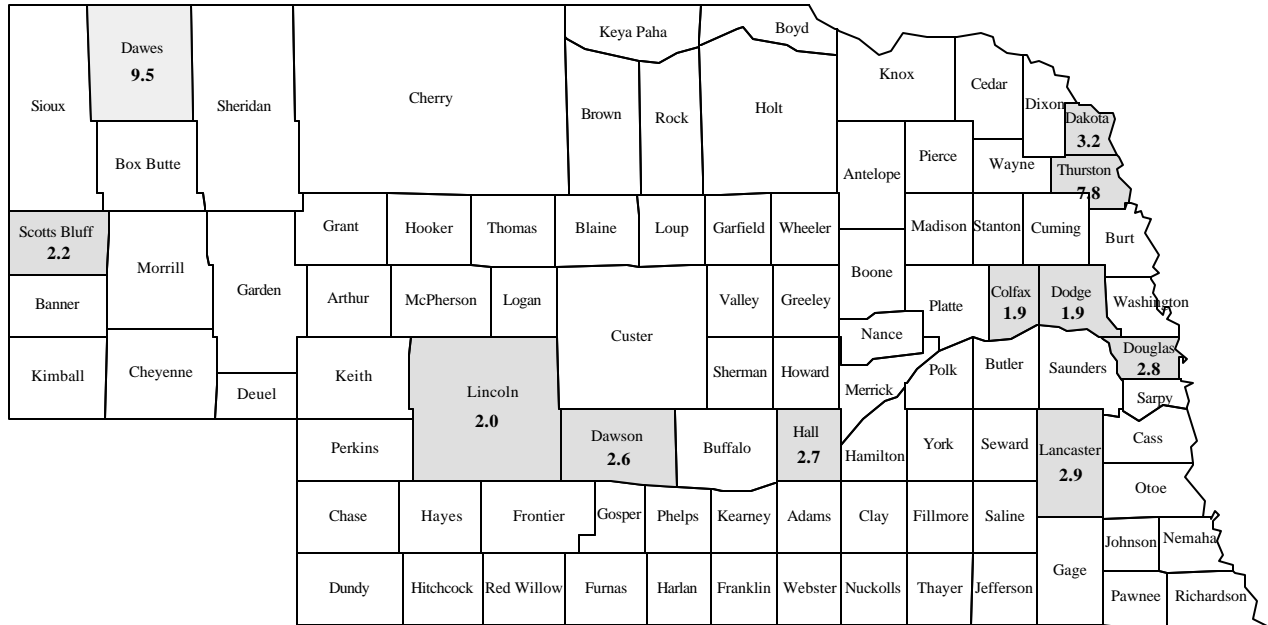


Table A5.5
The 11 Nebraska Counties with the Highest Numbers
of 7th - 12th Grade Dropouts: 2002-2003¹

Area of the State	County	7-12 Grade Membership	% of State Total	Total No. of Dropouts	% of State Total	Total Dropout % Rate
Omaha Metro	Douglas	42,245	28.1%	1,172	40.3%	2.77%
Lancaster Metro	Lancaster	19,222	12.8%	561	19.3%	2.92%
Northeast Nebraska	Dodge	3,183	2.1%	59	2.0%	1.85%
	Colfax	1,102	0.7%	21	0.7%	1.91%
	Dakota	1,669	1.1%	54	1.8%	3.22%
	Thurston	850	0.6%	66	2.3%	7.76%
	Total	6,804	4.5%	200	6.8%	
I-80 Corridor	Hall	4,733	3.1%	128	4.4%	2.70%
	Dawson	2,238	1.5%	59	2.0%	2.64%
	Lincoln	2,871	1.9%	57	2.0%	1.97%
	Total	9,842	6.5%	244	8.4%	
Northwest Nebraska	Dawes**	853	0.5%	81	2.8%	9.50%
	Scotts Bluff	2,983	2.0%	67	2.3%	2.25%
	Total	3,836	2.5%	148	5.1%	
11-County Total		81,949	54.5%	2,325	79.9%	2.84%
82 Other Counties Total		68,515	45.5%	586	20.1%	0.86%
Nebraska State Total		150,464	100.0%	2,911	100.0%	1.93%

¹Source of data analyzed: Nebraska Department of Education.

**The totals for Dawes County include 75 dropouts from the 225 students in state-operated Job Corp school.

Table A5.6
11-County, 82-County and State 2002-2003 7th - 12th Grade Memberships
and Dropout Rates by Race/Ethnicity¹

Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
11-Counties with Highest Number of Dropouts					
White (non-Hispanic)	63,697	77.7%	1,239	53.3%	1.95%
Asian/Pacific Islander	1,670	2.0%	30	1.3%	1.80%
Hispanic	7,189	8.8%	489	21.0%	6.80%
Native American	1,349	1.7%	125	5.4%	9.27%
Black (non-Hispanic)	8,044	9.8%	442	19.0%	5.49%
11-County Total	81,949	100.0%	2,325	100.0%	2.84%
Remaining 82 Counties					
White (non-Hispanic)	63,539	92.7%	464	79.2%	0.73%
Asian/Pacific Islander	726	1.1%	4	0.7%	0.55%
Hispanic	2,596	3.8%	73	12.4%	2.81%
Native American	698	1.0%	22	3.8%	3.15%
Black (non-Hispanic)	956	1.4%	23	3.9%	2.41%
82-County Total	68,515	100.0%	586	100.0%	0.86%
Nebraska Total					
White (non-Hispanic)	127,236	84.6%	1,703	58.5%	1.34%
Asian/Pacific Islander	2,396	1.6%	34	1.2%	1.42%
Hispanic	9,785	6.5%	562	19.3%	5.74%
Native American	2,047	1.3%	147	5.0%	7.18%
Black (non-Hispanic)	9,000	6.0%	465	16.0%	5.17%
State Total	150,464	100.0%	2,911	100.0%	1.93%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.7 11-County and 82-County 2002-2003 7th - 12th Grade Dropout Rates by Race/Ethnicity¹		
Race/Ethnicity	11 Counties with the highest No. of Dropouts	Remaining 82 Counties
White (non-Hispanic)	1.95%	0.73%
Asian/Pacific Islander	1.80%	0.55%
Hispanic	6.80%	2.81%
Native American	9.27%	3.15%
Black (non-Hispanic)	5.49%	2.41%
Nebraska Total		
	2.84%	0.86%
¹ Source of data analyzed: Nebraska Department of Education.		

Table A5.8 Distributions of 2002-2003 7th - 12th Grade Memberships and Dropouts in the 11 Counties with the Highest Number of Dropouts and the Remaining 82 Counties by Race/Ethnicity¹		
Race/Ethnicity	% of 7 th -12 th Membership	% of Dropouts
11 Counties with Highest Number of Dropouts		
White (non-Hispanic)	77.7%	53.3%
Asian/Pacific Islander	2.0%	1.3%
Hispanic	8.8%	21.0%
Native American	1.7%	5.4%
Black (non-Hispanic)	9.8%	19.0%
11-County Total	100.0%	100.0%
82 Remaining Counties		
White (non-Hispanic)	92.7%	79.2%
Asian/Pacific Islander	1.1%	0.7%
Hispanic	3.8%	12.4%
Native American	1.0%	3.8%
Black (non-Hispanic)	1.4%	3.9%
82-County Total	100.0%	100.0%
¹ Source of data analyzed: Nebraska Department of Education.		

**Table A5.9
Distributions of 2002-2003 7th - 12th Grade Memberships
and Dropouts in the 11 Counties with the Highest
Number of Dropouts and the Remaining 82 Counties
by Race/Ethnicity¹**

7th through 12th Grade Membership in 2002-2003						
Race/Ethnicity	11 Counties with High No. Dropouts		Remaining 82 Counties		Nebraska State Total	
	n	%	n	%	n	%
White (non-Hispanic)	63,697	77.7%	63,539	92.7%	127,236	84.6%
Asian/Pacific Islander	1,670	2.0%	726	1.1%	2,396	1.6%
Hispanic	7,189	8.8%	2,596	3.8%	9,785	6.5%
Native American	1,349	1.7%	698	1.0%	2,047	1.3%
Black (non-Hispanic)	8,044	9.8%	956	1.4%	9,000	6.0%
Total	81,949	100.0%	68,515	100.0%	150,464	100.0%
Dropouts from 7th through 12th Grades 2002-2003						
Race/Ethnicity	11 Counties with High No. Dropouts		Remaining 82 Counties		Nebraska State Total	
	n	%	n	%	n	%
White (non-Hispanic)	1,239	53.3%	464	79.2%	1,703	58.5%
Asian/Pacific Islander	30	1.3%	4	0.7%	34	1.2%
Hispanic	489	21.0%	73	12.4%	562	19.3%
Native American	125	5.4%	22	3.8%	147	5.0%
Black (non-Hispanic)	442	19.0%	23	3.9%	465	16.0%
Total	2,325	100.0%	586	100.0%	2,911	100.0%
Dropout % Rate	2.84%		0.86%		1.93%	

¹Source of data analyzed: Nebraska Department of Education.

Table A5.10
Douglas County
2002-2003 7th - 12th Grade Membership and Dropouts¹

Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Douglas					
White (non-Hispanic)	30,998	73.4%	522	44.6%	1.68%
Asian/Pacific Islander	752	1.8%	5	0.4%	0.66%
Hispanic	3,159	7.5%	265	22.6%	8.39%
Native American	398	0.9%	18	1.5%	4.52%
Black (non-Hispanic)	6,938	16.4%	362	30.9%	5.22%
County Total	42,245	100.0%	1,172	100.0%	2.77%

¹Source of data analyzed: Nebraska Department of Education.

Table A5.11
Lancaster County
2002-2003 7th - 12th Grade Membership and Dropouts¹

Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Lancaster					
White (non-Hispanic)	16,755	87.2%	409	72.9%	2.44%
Asian/Pacific Islander	659	3.4%	11	2.0%	1.67%
Hispanic	662	3.4%	59	10.5%	8.91%
Native American	226	1.2%	24	4.3%	10.62%
Black (non-Hispanic)	920	4.8%	58	10.3%	6.30%
County Total	19,222	100.0%	561	100.0%	2.92%

¹Source of data analyzed: Nebraska Department of Education.

Table A5.12
Dodge County
2002-2003 7th - 12th Grade Membership and Dropouts¹

Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Dodge					
White (non-Hispanic)	2,979	93.6%	50	84.7%	1.68%
Asian/Pacific Islander	31	1.0%	0	0.0%	0.00%
Hispanic	143	4.5%	6	10.2%	4.20%
Native American	14	0.4%	2	3.4%	14.29%
Black (non-Hispanic)	16	0.5%	1	1.7%	6.25%
County Total	3,183	100.0%	59	100.0%	1.85%

¹Source of data analyzed: Nebraska Department of Education.

Table A5.13 Lincoln County 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Lincoln					
White (non-Hispanic)	2,615	91.1%	48	84.2%	1.84%
Asian/Pacific Islander	18	0.6%	0	0.0%	0.00%
Hispanic	208	7.2%	9	15.8%	4.33%
Native American	13	0.5%	0	0.0%	0.00%
Black (non-Hispanic)	17	0.6%	0	0.0%	0.00%
County Total	2,871	100.0%	57	100.0%	1.97%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.14 Hall County 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Hall					
White (non-Hispanic)	3,815	80.6%	80	62.5%	2.10%
Asian/Pacific Islander	81	1.7%	5	3.9%	6.17%
Hispanic	783	16.5%	38	29.7%	4.85%
Native American	13	0.3%	1	0.8%	7.69%
Black (non-Hispanic)	41	0.9%	4	3.1%	9.76%
County Total	4,733	100.0%	128	100.0%	2.70%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.15 Scotts Bluff County 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Scotts Bluff					
White (non-Hispanic)	2,152	72.1%	37	55.2%	1.72%
Asian/Pacific Islander	20	0.7%	0	0.0%	0.00%
Hispanic	695	23.3%	24	35.8%	3.45%
Native American	97	3.3%	6	9.0%	6.19%
Black (non-Hispanic)	19	0.6%	0	0.0%	0.00%
County Total	2,983	100.0%	67	100.0%	2.25%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.16 Colfax County 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Colfax					
White (non-Hispanic)	822	74.6%	7	33.3%	0.85%
Asian/Pacific Islander	4	0.4%	0	0.0%	0.00%
Hispanic	268	24.3%	13	61.9%	4.85%
Native American	7	0.6%	1	4.8%	14.29%
Black (non-Hispanic)	1	0.1%	0	0.0%	0.00%
County Total	1,102	100.0%	21	100.0%	1.91%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.17 Dawson County 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Dawson					
White (non-Hispanic)	1,495	66.%	18	30.5%	1.20%
Asian/Pacific Islander	25	1.1%	1	1.7%	4.00%
Hispanic	702	31.4%	40	67.8%	5.70%
Native American	10	0.4%	0	0.0%	0.00%
Black (non-Hispanic)	6	0.3%	0	0.0%	0.00%
County Total	2,238	100.0%	59	100.0%	2.64%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.18 Dakota County 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Dakota					
White (non-Hispanic)	1,008	60.4%	10	18.5%	0.99%
Asian/Pacific Islander	67	4.0%	8	14.8%	11.94%
Hispanic	532	31.9%	29	53.7%	5.45%
Native American	49	2.9%	1	1.9%	2.04%
Black (non-Hispanic)	13	0.8%	6	11.1%	46.15%
County Total	1,669	100.0%	54	100.0%	3.22%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.19 Thurston County 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Thurston					
White (non-Hispanic)	368	43.3%	0	0.0%	0.00%
Asian/Pacific Islander	2	0.2%	0	0.0%	0.00%
Hispanic	10	1.2%	0	0.0%	0.00%
Native American	462	54.4%	66	100.0%	14.29%
Black (non-Hispanic)	8	0.9%	0	0.0%	0.00%
County Total	850	100.0%	66	100.0%	7.76%
¹ Source of data analyzed: Nebraska Department of Education.					

Table A5.20 Dawes County – Pine Ridge Job Corps 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Dawes – Pine Ridge Job Corps*					
White (non-Hispanic)	146	65.0%	53	70.7%	36.30%
Asian/Pacific Islander	0	0	0	0.0%	0.00%
Hispanic	12	5.3%	6	8.0%	50.00%
Native American	12	5.3%	5	6.6%	41.66%
Black (non-Hispanic)	55	24.4%	11	14.7%	20.00%
County Total	225	100.0%	75	100.0%	33.33%
¹ Source of data analyzed: Nebraska Department of Education. *Consists of 10 th , 11 th and 12 th grades only					

Table A5.20 Dawes County – Pine Ridge Job Corps 2002-2003 7th - 12th Grade Membership and Dropouts¹					
Race/Ethnicity and Gender	7-12 Grade Membership	% of Membership	No. of Dropouts	% of Dropouts	Dropout % Rate
Dawes – Not Including Pine Ridge Job Corps					
White (non-Hispanic)	544	86.6%	5	83.3%	0.92%
Asian/Pacific Islander	11	1.8%	0	0.0%	0.00%
Hispanic	15	2.4%	0	0.0%	0.00%
Native American	48	7.6%	1	16.7%	2.08%
Black (non-Hispanic)	10	1.6%	0	0.0%	0.00%
County Total	628	100.0%	6	100.0%	0.96%
¹ Source of data analyzed: Nebraska Department of Education.					

Crisis at the Core

Preparing All Students for College and Work

Executive Summary

Our nation is in a college readiness crisis. Too few of our students are prepared to enter the workforce or postsecondary education without additional training or remediation when they graduate from high school. And far too many have to take remedial courses as part of their postsecondary educations. As a consequence, first-year students are dropping out of school in alarming numbers: one in four freshmen at four-year institutions and one in two freshmen at two-year institutions fails to return for a sophomore year.

ACT research shows that far too few members of the graduating class of 2004 are ready for college-level work in English, math, or science—or for the workplace, where the same skills are now being expected of those who do not attend college. This deficiency is evident among both males and females and among all racial and ethnic groups. And, at present, it does not look as though students already in the pipeline are likely to fare much better.

Improving college readiness is crucial to the development of a diverse and talented labor force that is able to maintain and increase U.S. economic competitiveness throughout the world. What can be done to remedy the situation? How can we help to ensure that more of our students are ready to make the most of the college experience?

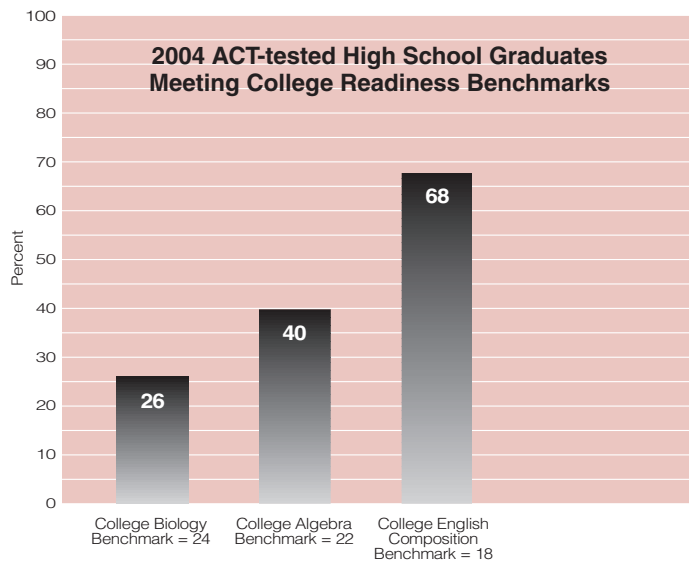
ACT research confirms the results and benefits of a rigorous core preparation curriculum for all students, whether they plan to go on to college or to work after high school. However, our research has also led us to rethink whether the core curriculum—as traditionally defined in terms of numbers of courses—adequately prepares students for success after high school.

Despite the overall stasis or decline in college readiness over the last decade, a strong positive relationship exists between the amount and kind of high school coursework students take and their readiness for college. The more courses students take and the more challenging those courses, the more likely these students will be college ready and will persist to a college degree.

Furthermore, certain specific courses—such as Biology, Chemistry, Physics, and upper-level mathematics courses beyond Algebra II—have a startling effect on student performance and college readiness. ACT calls these courses the *Courses for Success*, and recommends that every high school student who is heading to college or the workplace take the *Courses for Success*. Our reasons for making this recommendation appear in brief on the following pages and in detail in the report entitled *Crisis at the Core: Preparing All Students for College and Work*.

1. Most of America's high school students are not ready for either college or work. We've made virtually no progress in the last ten years helping them to become ready. And from everything we've seen, it's not going to get better any time soon.

▼ **Too few students are ready for college-level coursework, based on ACT's national readiness indicators.** A mere 26 percent of ACT-tested high school graduates met ACT's College Readiness Benchmark demonstrating their readiness for their first credit-bearing college course in Biology, based upon the 2003–2004 results of the ACT Assessment®. Just 40 percent are ready for their first course in college Algebra, and, while better, still only 68 percent are ready for college coursework in English Composition.

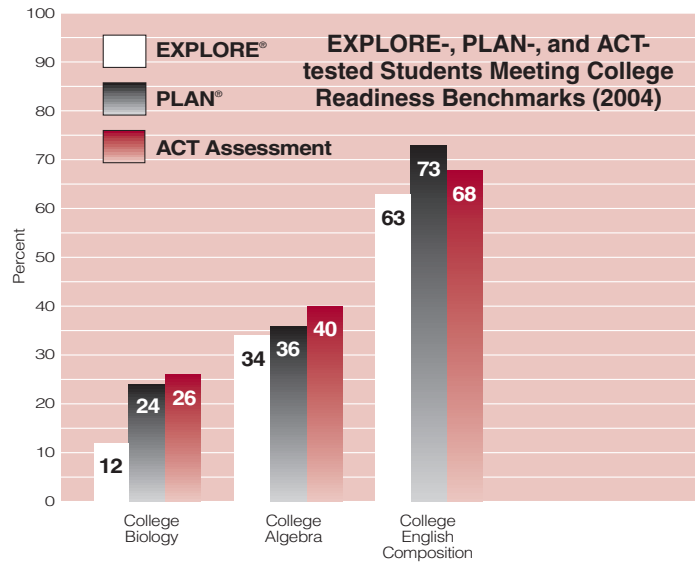


▼ **Minority students are much less likely to be college ready.** Native Americans and Hispanic Americans are only about half as likely as the total population to be ready for college Biology, and African Americans are about five times less likely to be ready. For college Algebra, the percentages of these groups meeting the benchmark were only slightly higher. And while Caucasians and Asian Americans met the ACT Benchmark for college English Composition in greater numbers than the total population, Native Americans, Hispanic Americans, and African Americans were about one and a half times less likely to meet this benchmark than the total population.

▼ **Even fewer students are ready for college and work in all three academic areas—English, mathematics, and science.** The percentage of ACT-tested high school graduates who met or exceeded all three College Readiness Benchmarks is alarming—a mere 22 percent of the 1.2 million students tested in 2004.

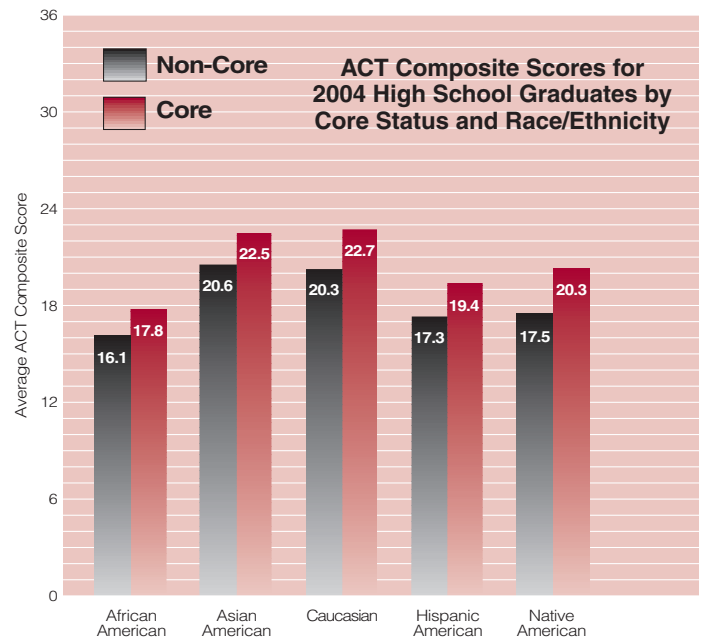
▼ **The students currently at or near the end of the college preparation pipeline will be no more ready for college than the class of 2004.** The percentages of eighth and tenth graders demonstrating

likely readiness for college coursework in 2006 and 2008 are roughly similar to those of this year's graduates, based on results from ACT's early college readiness preparation system, EPAS®.



2. For nearly two decades, we've recommended that, to be ready for college, students take a specific minimum number of high school courses: four years of English and three years each of math, science, and social studies. But not enough students are taking this recommended core. And we now know that simply taking core is not enough. It's the nature and the quality of the courses students take, not only the number, that determine if they will be ready for college and work.

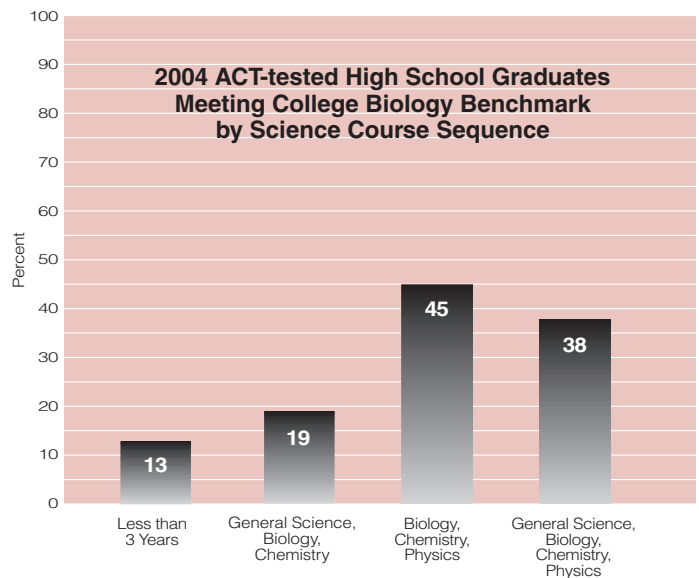
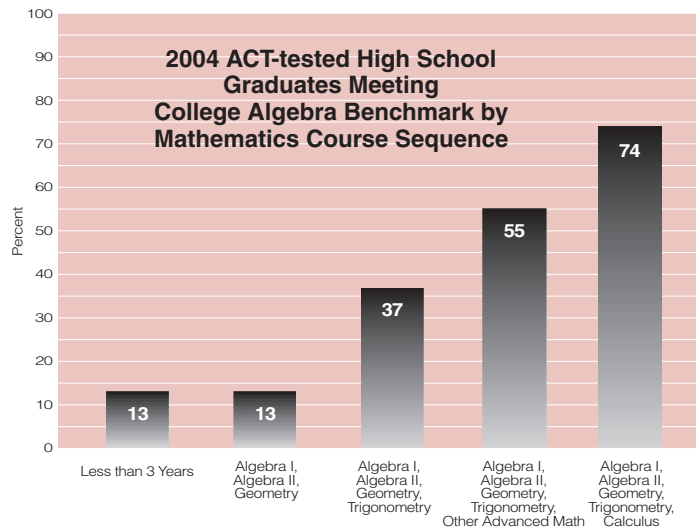
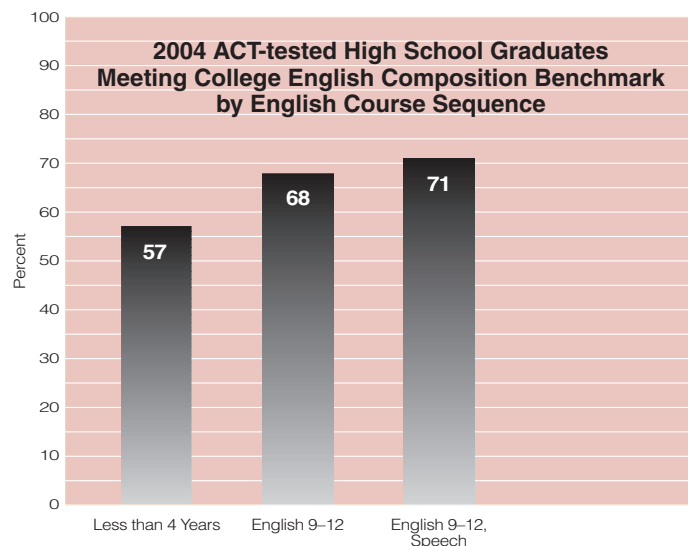
▼ **Students who reported taking the minimum core curriculum score consistently higher on the ACT Assessment than those who reported taking less than core.** ACT has long championed the benefits of the core curriculum, in particular its salutary effect on



ACT Assessment performance. The results for the class of 2004 continue to bear this out: students who take a minimum core curriculum or more attain higher average ACT Assessment composite scores than those who take less than core. The benefits of the minimum core curriculum hold true for racial and ethnic groups.

▼ **Despite the long-recommended benefits of taking a core curriculum, not enough students take a core curriculum or are required to take it.** Since 1994, the overall percentage of students taking a core curriculum has remained relatively stable, showing only a two-percent increase, from 54 to 56 percent. The percentages of males and females and of each racial-ethnic group taking a core curriculum have also remained relatively stable, with no group changing by more than 5 percentage points between 1994 and 2004.

▼ **Even if students take the minimum number of courses as defined by the core curriculum, it will not guarantee that they are college ready.** While taking a core curriculum certainly helps students raise their level of academic preparation and meet high school graduation requirements, it does not necessarily mean that a student is ready for college-level work. Obviously, the rigor of these courses is a strong determiner in preparing students for college and work. ACT Assessment results show the benefits of taking the core curriculum over taking less than the core. But they also show the even greater benefits accrued by students who take *more* than the core curriculum. As shown in the following figures, students who took one or more courses beyond core met or exceeded the College Readiness Benchmarks in significantly greater percentages than students taking only core or less.



▼ **Students gain from taking more rigorous courses regardless of their achievement level.** The value-added results of particular courses when student achievement is held constant, or controlled, are shown on the next page. Cumulatively, the potential average score increase for students on the Science Test is about 2.6 score points, and on the Mathematics Test is nearly 6 score points, *regardless of the level of student achievement.*

What does this mean? Students who take a minimum core curriculum are more likely to be ready for college-level work than are students who do not take the core. But students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college. And students whose beyond-core coursework includes courses in advanced mathematics beyond Algebra II (such as Trigonometry), as well as Biology, Chemistry, and Physics, are *likeliest of all* to be college ready. And this is true of students at all levels of achievement, not just the high achievers.

We are not saying that a concerted effort to improve the rigor of the core courses wouldn't help. It most certainly would. However, our data are based on the realities of the

Note: The percentages expressed in the figures in this summary are percentages of all students who took a particular test.

quality and content of the core courses as they currently exist. Without any improvement in the rigor of the core courses, additional higher-level courses are necessary for students to be prepared.

Value Added by Mathematics Courses When Achievement Is Controlled

Math Course	Average Math Score	Value Added by Course
Calculus	25.0	→ +2.3
Trigonometry	22.7	→ +1.9
Advanced Math	20.8	→ +1.7
Algebra I, Algebra II, & Geometry (Core)	19.1	→ +1.8
Less than 3 courses (Less than Core)	17.3	

Value Added by Science Courses When Achievement Is Controlled

Science Course	Average Science Score	Value Added by Course
Physics	21.2	→ +1.3
Chemistry	19.9	→ +1.3
Biology	18.6	→ +0.6
General Science	18.0	

3. To be ready for college and work, every high school student should be prepared and encouraged to take and do well in rigorous *Courses for Success* that include one or more advanced mathematics courses beyond Algebra II (e.g., Trigonometry) as well as Biology, Chemistry, and Physics.

▼ **Students who are ready for college-level work are more successful in college than those who are not.** Our research consistently shows a strong, positive relationship between performance on the ACT Assessment tests and college success. Students who obtain higher scores on the ACT Assessment are more likely to earn higher grade-point averages in college and stay in college. Moreover, our research shows that when students meet or exceed *all three* of the ACT College Readiness Benchmarks, a clear majority of these students (83 percent) returns to college after the first year—the year in which the national collegiate dropout rates are the highest. And when students take one or more *Courses for Success*, including advanced mathematics courses beyond Algebra II as well as Biology, Chemistry, and Physics, they have the best chance to be ready to enter college and work without need for remediation.

▼ **All students should be prepared and encouraged to take the *Courses for Success*.** The high school core curriculum, defined in terms of minimum numbers of courses students need to take to be ready for college and work, is not sufficient given the quality and the intensity of the core courses students are now taking in high school. Our research data show that when students take the *Courses for Success*, they all benefit, regardless of achievement level, and are much better prepared for college and work. Students don't have to take honors or advanced placement courses to be college ready.

Something can be done for each and every student.

▼ **Approximately 1 in 5 students are succeeding.** Twenty-two percent of the ACT-tested students met or exceeded all three College Readiness Benchmarks. These students likely entered high school with the requisite foundational skills, took rigorous courses, worked hard in those courses, and are now ready to enter college and work.

▼ **Nearly half of students can succeed, but aren't now preparing to succeed.** Approximately 50 percent of the ACT-tested students met one or two of the benchmarks but did not meet all three. By doing just a little bit more—taking an additional math course beyond Algebra II and taking Chemistry and Physics in addition to Biology—they will be much better prepared to succeed in college or work.

▼ **Approximately 3 in 10 students aren't yet, but could be, ready to succeed.** We estimate that there are still far too many students—at least 29 percent who took the ACT Assessment and did not meet any of the benchmarks, plus an undefined percentage who did not take the ACT Assessment—who are not ready for college or work. These students likely lack the foundational skills when they enter high school and do not take either an adequate number or kind of core courses. These students need to be identified for intervention much earlier, certainly before middle school, so that they can strengthen their foundational skills in English, mathematics, and science before they enter high school.

What, then, can be done to encourage more students to take and do well in the critical *Courses for Success*? Clearly, the actions that are necessary for change will neither happen overnight nor should they be the responsibility of educators alone. To ensure that all students have the opportunity to be ready for college and work will take the efforts of educators and policymakers, business and community leaders, and parents. All of us have crucial roles to play in helping our students prepare for college and the workplace. Action plans for selected audiences, as well as a brief description of ACT's demonstration project **Ready to Succeed**, are available in the full *Crisis at the Core* report.

Together, we can make it happen.

Appendix 7

Nebraska and Non-Nebraska First-Time Freshmen by Institution

Table A7.1							
Nebraska and Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation: 2002-2003¹							
Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,313	86.1%	744	12.1%	110	1.8%	6,167
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.6%	47	4.6%	1,018
University of Nebraska-Lincoln	2,934	83.1%	534	15.1%	62	1.8%	3,530
University of Nebraska at Omaha	1,399	92.5%	113	7.4%	1	0.1%	1,513
Nebraska State Colleges	880	78.6%	238	21.2%	2	0.2%	1,120
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%	0	0.0%	153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
Nebraska Community Colleges	2,918	95.3%	137	4.5%	6	0.2%	3,061
Central Community College	298	98.0%	6	2.0%			304
Metropolitan Community College	613	96.7%	21	3.3%			634
Mid-Plains Community College	211	92.5%	15	6.6%	2	0.9%	228
Northeast Community College	578	93.7%	35	5.7%	4	0.6%	617
Southeast Community College	987	97.0%	31	3.0%			1,018
Western Nebraska Community College	231	88.8%	29	11.2%	0	0.0%	260
Nebraska Public Institutions	9,111	88.1%	1,119	10.8%	118	1.1%	10,348
Nebraska Independent Colleges and Universities	1,600	60.8%	987	37.5%	45	1.7%	2,632
Bellevue University	No information						
BryanLGH College of Health Sciences	No information						
Clarkson College	28	80.0%	7	20.0%			35
College of St. Mary	62	80.5%	14	18.2%	1	1.3%	77
Concordia University	No information						
Creighton University	325	40.7%	463	58.0%	10	1.3%	798
Dana College	62	47.0%	70	53.0%			132
Doane College	227	81.7%	51	18.3%			278
Grace University	42	50.0%	42	50.0%			84
Hastings College	207	75.3%	65	23.6%	3	1.1%	275
Little Priest Tribal College	7	100.0%					7
Midland Lutheran College	209	81.3%	47	18.3%	1	0.4%	257
Nebraska Christian College	28	46.7%	29	48.3%	3	5.0%	60
Nebraska Indian Community College	1	100.0%					1
Nebraska Methodist College	26	83.9%	5	16.1%			31
Nebraska Wesleyan University	319	94.9%	17	5.1%			336
Platte Valley Bible College	2	28.6%	5	71.4%			7
Union College	23	13.4%	125	72.7%	24	13.9%	172
York College	32	39.0%	47	57.3%	3	3.7%	82

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

Table A7.1 Continued
Nebraska and Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Postsecondary Institutions Within 12 Months of High School Graduation: 2002-2003¹

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

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

Appendix 8

Pell Grant Recipient Data by State: 1999 – 2003

The following three tables provide state-by-state comparisons for the four academic years from 1999-2000 to 2002-2003:

Table A8.1 Number of Students Receiving Pell Grants

Table A8.2 Total Pell Grants Awarded

Table A8.3 Average Pell Grant Awarded

Table A8.1				
Students Receiving Pell Grants				
State	1999-2000	2000-2001	2001-2002	2002-2003
Alabama	67,025	70,723	81,453	97,048
Alaska	5,345	5,368	5,557	4,568
Arizona	61,019	63,615	71,103	124,224
Arkansas	40,129	42,322	48,843	54,398
California	458,767	471,119	517,657	528,609
Colorado	46,513	47,546	53,151	65,070
Connecticut	24,432	26,182	29,351	31,832
Delaware	6,475	6,754	7,736	9,141
District of Columbia	5,834	6,392	7,062	14,594
Florida	201,103	217,010	251,544	272,633
Georgia	99,184	104,704	122,437	142,844
Hawaii	12,985	13,261	14,181	12,431
Idaho	21,218	22,409	25,338	28,236
Illinois	144,402	147,655	163,602	189,475
Indiana	67,316	70,839	81,933	97,329
Iowa	40,946	42,560	48,220	58,868
Kansas	35,151	36,495	40,703	47,435
Kentucky	56,874	58,334	65,681	74,914
Louisiana	75,983	78,125	84,557	88,012
Maine	17,548	17,291	18,461	17,626
Maryland	55,124	57,140	63,068	63,360
Massachusetts	60,731	60,058	63,883	73,104
Michigan	112,197	117,277	136,268	153,035
Minnesota	55,535	57,999	65,077	72,143
Mississippi	53,578	57,941	66,218	70,440
Missouri	69,403	71,253	78,975	91,673
Montana	17,412	17,372	18,541	17,522
Nebraska	23,999	24,291	26,767	28,773
Nevada	12,963	14,112	18,031	16,881
New Hampshire	10,650	10,720	11,356	13,111
New Jersey	88,125	90,796	99,345	95,037
New Mexico	33,719	34,504	37,106	38,774
New York	326,842	327,290	346,373	358,375
North Carolina	83,224	88,557	106,952	127,863
North Dakota	12,403	12,449	13,319	14,686
Ohio	134,571	138,744	159,920	177,447
Oklahoma	55,019	56,951	63,688	71,389
Oregon	40,933	44,456	52,319	56,914
Pennsylvania	140,823	142,421	154,377	170,701
Rhode Island	10,878	11,215	12,075	20,211
South Carolina	52,666	56,054	64,514	72,834
South Dakota	13,202	13,032	14,097	16,461
Tennessee	63,208	66,826	77,765	92,459
Texas	280,424	291,280	326,986	355,653
Utah	35,330	38,192	44,167	56,967
Vermont	7,991	7,751	8,077	8,620
Virginia	73,062	73,954	82,850	91,501
Washington	65,971	68,618	75,615	81,450
West Virginia	26,848	27,493	30,209	34,732
Wisconsin	51,819	53,116	60,353	63,751
Wyoming	7,130	7,073	7,369	8,129
Total	3,564,029	3,687,639	4,124,230	4,573,283

Source: US Department of Education

**Table A8.2
Total Pell Grants Awarded**

State	1999-2000	2000-2001	2001-2002	2002-2003
Alabama	\$130,867,246	\$149,033,825	\$195,815,685	\$249,545,594
Alaska	\$9,606,161	\$10,150,483	\$11,815,594	\$10,303,599
Arizona	\$113,074,901	\$124,760,186	\$156,775,578	\$280,515,041
Arkansas	\$78,972,338	\$89,115,997	\$117,507,516	\$140,011,528
California	\$926,030,061	\$1,008,975,036	\$1,237,130,177	\$1,321,760,628
Colorado	\$84,242,805	\$92,190,281	\$155,346,108	\$151,357,216
Connecticut	\$41,662,921	\$47,778,562	\$60,506,726	\$70,796,471
Delaware	\$10,797,926	\$11,936,143	\$15,808,827	\$20,498,204
District of Columbia	\$11,320,344	\$13,030,921	\$16,527,190	\$34,312,424
Florida	\$374,467,497	\$431,698,763	\$568,425,542	\$653,761,274
Georgia	\$165,196,988	\$185,367,051	\$246,233,685	\$304,926,173
Hawaii	\$25,071,710	\$27,462,154	\$33,290,167	\$30,796,183
Idaho	\$41,265,103	\$46,543,541	\$59,728,153	\$72,552,291
Illinois	\$265,179,536	\$289,073,559	\$361,049,585	\$445,053,566
Indiana	\$117,438,020	\$131,625,098	\$172,033,381	\$219,929,225
Iowa	\$72,663,863	\$82,133,122	\$104,133,765	\$134,290,962
Kansas	\$61,922,006	\$69,817,414	\$87,676,214	\$110,591,394
Kentucky	\$110,830,252	\$119,400,979	\$151,707,450	\$185,032,464
Louisiana	\$156,455,691	\$170,631,248	\$210,123,177	\$232,679,652
Maine	\$32,665,508	\$34,516,505	\$41,103,713	\$41,624,698
Maryland	\$99,404,533	\$109,901,208	\$137,444,295	\$143,461,054
Massachusetts	\$109,923,096	\$116,092,508	\$138,372,936	\$170,364,595
Michigan	\$192,764,082	\$215,556,145	\$283,524,845	\$341,319,220
Minnesota	\$97,157,124	\$110,440,725	\$138,546,458	\$163,094,507
Mississippi	\$112,594,097	\$129,013,052	\$169,921,508	\$193,163,840
Missouri	\$125,470,714	\$136,806,801	\$171,996,720	\$212,770,600
Montana	\$34,464,011	\$36,967,429	\$44,421,350	\$44,863,188
Nebraska	\$40,679,437	\$45,004,173	\$55,730,411	\$64,193,479
Nevada	\$24,359,632	\$26,308,054	\$38,746,008	\$38,041,570
New Hampshire	\$17,743,910	\$19,270,458	\$22,679,135	\$28,152,654
New Jersey	\$170,121,007	\$188,415,732	\$232,059,690	\$236,234,576
New Mexico	\$65,529,348	\$71,218,694	\$85,815,090	\$94,767,459
New York	\$674,333,385	\$716,746,150	\$853,828,874	\$937,011,981
North Carolina	\$159,592,173	\$181,119,729	\$247,731,227	\$319,548,962
North Dakota	\$23,576,379	\$25,611,836	\$30,522,593	\$36,277,129
Ohio	\$236,723,695	\$260,092,745	\$336,980,621	\$400,734,282
Oklahoma	\$105,808,017	\$116,622,832	\$146,526,044	\$176,490,859
Oregon	\$76,078,699	\$88,755,394	\$117,844,153	\$137,471,143
Pennsylvania	\$260,762,994	\$282,334,263	\$343,106,794	\$405,722,109
Rhode Island	\$19,420,775	\$21,648,515	\$25,828,980	\$46,985,579
South Carolina	\$97,759,551	\$110,888,104	\$145,083,595	\$171,824,248
South Dakota	\$24,793,006	\$26,394,045	\$31,824,064	\$39,742,425
Tennessee	\$117,725,466	\$132,156,180	\$175,663,384	\$224,348,338
Texas	\$531,521,619	\$591,801,889	\$753,034,943	\$868,633,838
Utah	\$63,230,914	\$73,497,480	\$95,636,228	\$135,558,170
Vermont	\$13,941,749	\$14,416,454	\$16,900,326	\$19,432,096
Virginia	\$133,770,439	\$144,795,245	\$182,595,377	\$215,611,446
Washington	\$123,519,287	\$136,618,754	\$169,465,350	\$194,619,715
West Virginia	\$54,136,371	\$58,795,590	\$72,984,687	\$89,163,865
Wisconsin	\$90,723,676	\$101,347,375	\$128,686,668	\$145,492,053
Wyoming	\$13,420,965	\$14,896,688	\$17,011,577	\$19,554,936
Total	\$6,740,781,028	\$7,438,775,115	\$9,413,252,164	\$11,024,988,503

Source: US Department of Education

Table A8.3				
Average Pell Awarded				
State	1999-2000	2000-2001	2001-2002	2002-2003
Alabama	\$1,953	\$2,107	\$2,404	\$2,571
Alaska	\$1,797	\$1,891	\$2,126	\$2,256
Arizona	\$1,853	\$1,961	\$2,205	\$2,258
Arkansas	\$1,968	\$2,106	\$2,406	\$2,574
California	\$2,019	\$2,412	\$2,390	\$2,500
Colorado	\$1,811	\$1,939	\$2,923	\$2,326
Connecticut	\$1,705	\$1,825	\$2,061	\$2,224
Delaware	\$1,668	\$1,767	\$2,044	\$2,242
District of Columbia	\$1,940	\$2,039	\$2,340	\$2,351
Florida	\$1,862	\$1,989	\$2,260	\$2,398
Georgia	\$1,666	\$1,770	\$2,011	\$2,135
Hawaii	\$1,931	\$2,071	\$2,348	\$2,477
Idaho	\$1,945	\$2,077	\$2,357	\$2,569
Illinois	\$1,836	\$1,958	\$2,207	\$2,349
Indiana	\$1,745	\$1,858	\$2,100	\$2,260
Iowa	\$1,775	\$1,930	\$2,160	\$2,281
Kansas	\$1,762	\$1,913	\$2,154	\$2,331
Kentucky	\$1,949	\$2,047	\$2,310	\$2,470
Louisiana	\$2,059	\$2,184	\$2,485	\$2,644
Maine	\$1,861	\$1,996	\$2,227	\$2,362
Maryland	\$1,803	\$1,923	\$2,179	\$2,264
Massachusetts	\$1,810	\$1,933	\$2,166	\$2,330
Michigan	\$1,718	\$1,838	\$2,081	\$2,230
Minnesota	\$1,749	\$1,904	\$2,129	\$2,261
Mississippi	\$2,101	\$2,227	\$2,566	\$2,742
Missouri	\$1,808	\$1,920	\$2,178	\$2,321
Montana	\$1,979	\$2,128	\$2,396	\$2,560
Nebraska	\$1,695	\$1,853	\$2,082	\$2,231
Nevada	\$1,879	\$1,864	\$2,149	\$2,254
New Hampshire	\$1,666	\$1,798	\$1,997	\$2,147
New Jersey	\$1,930	\$2,075	\$2,336	\$2,486
New Mexico	\$1,943	\$2,064	\$2,313	\$2,444
New York	\$2,063	\$2,190	\$2,465	\$2,615
North Carolina	\$1,918	\$2,045	\$2,316	\$2,499
North Dakota	\$1,901	\$2,057	\$2,292	\$2,470
Ohio	\$1,759	\$1,875	\$2,107	\$2,258
Oklahoma	\$1,923	\$2,048	\$2,301	\$2,472
Oregon	\$1,859	\$1,996	\$2,252	\$2,415
Pennsylvania	\$1,852	\$1,982	\$2,223	\$2,377
Rhode Island	\$1,785	\$1,930	\$2,139	\$2,325
South Carolina	\$1,856	\$1,978	\$2,249	\$2,359
South Dakota	\$1,878	\$2,025	\$2,258	\$2,414
Tennessee	\$1,863	\$1,978	\$2,259	\$2,426
Texas	\$1,895	\$2,032	\$2,303	\$2,442
Utah	\$1,790	\$1,924	\$2,165	\$2,380
Vermont	\$1,745	\$1,860	\$2,092	\$2,254
Virginia	\$1,831	\$1,958	\$2,204	\$2,356
Washington	\$1,872	\$1,991	\$2,241	\$2,389
West Virginia	\$2,016	\$2,139	\$2,416	\$2,567
Wisconsin	\$1,751	\$1,908	\$2,132	\$2,282
Wyoming	\$1,882	\$2,106	\$2,309	\$2,406
Total	\$1,891	\$2,017	\$2,282	\$2,411
Source: US Department of Education				