

2011  
Nebraska  
Higher Education  
Progress Report



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## Executive Summary

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

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

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

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

## Overall Progress and Challenges Facing the State

- The research findings in the 2011 Nebraska Higher Education Progress Report reflect modest annual changes in the state's postsecondary education system.
- **While the changes measured each year are relatively small, progress is generally in the right direction with respect to the first and second priorities recommended by the 2003 LR 174 Higher Education Task Force.**
- Estimates of net-migration – priority three – are not sufficiently reliable to clearly conclude whether Nebraska is gaining or losing more working-age adults with bachelor's and graduate degrees than it has in the past.
- Even though progress toward the state's higher-education goals is generally in the right direction, it is not aggressive enough to meet the state's long-term needs and goals.
  - The college-going rate of Nebraska high school students continues to improve, but is not high enough to place the state among the top 10 nationally.
  - Freshmen retention rates have risen only slightly since 2004, and college graduation rates also are only slightly higher. Furthermore, graduation rates are significantly lower for Hispanics, blacks, and Native Americans compared to white and Asian undergraduate students.
- Our needy students – particularly males – are enrolling and succeeding in higher education at much lower rates than their higher-income classmates.
- The Access College Early Scholarship Program, new in 2007-2008, has shown remarkable success for low-income high school students taking college courses – both male and female.
- Nebraska has increased the amount of state funds allocated for need-based financial aid, but student borrowing continues to increase, and more state-funded, need-based aid is needed to enable more of the state's low-income and moderately low-income students to enroll in college and complete degrees.

# Priority 1

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

### Total and freshman fall enrollments

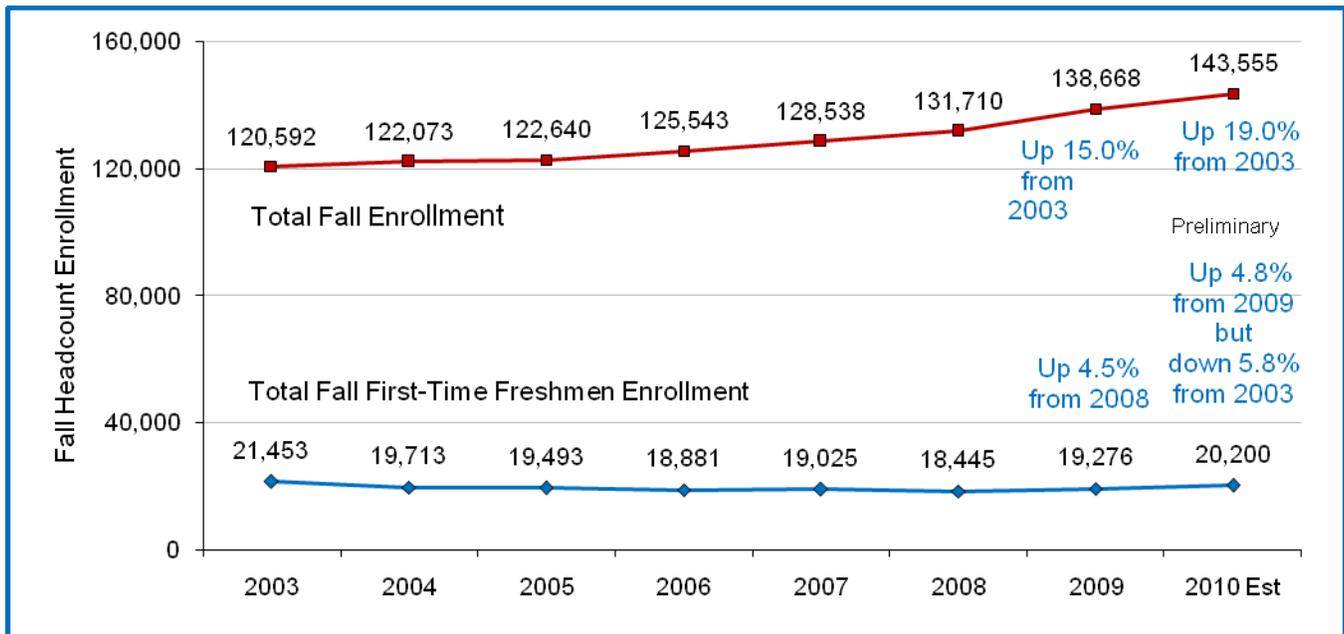
Nebraska's total postsecondary headcount enrollment increased 15.0% from the fall 2003 baseline of 120,592 to 138,668 in fall 2009.

Enrollment is estimated to have increased by another 3.5% to 143,555 in fall 2010. This significant increase is primarily the result of higher enrollments at Metropolitan Community College, Bellevue University, the University of Nebraska-Lincoln, Concordia University, Southeast Community College, Creighton University,

and the University of Nebraska Medical Center. A surge of enrollment was also reported by Midland Lutheran College in fall 2010 when the school enrolled many of the students from Dana College, which closed in August.

Total enrollment of first-time freshmen at the state's postsecondary institutions decreased 14.0%, from 21,453 in fall 2003 to 18,445 in fall 2008, but increased 4.5% in fall 2009 and 4.8% in fall 2010. Nevertheless, first-time freshmen enrollments were 5.8% lower in fall 2010 than in fall 2003, which is the baseline for this report.

**Fall Total Headcount Enrollment and First-Time Freshmen Enrollment at Nebraska Postsecondary Institutions: Fall 2003 – Fall 2010**

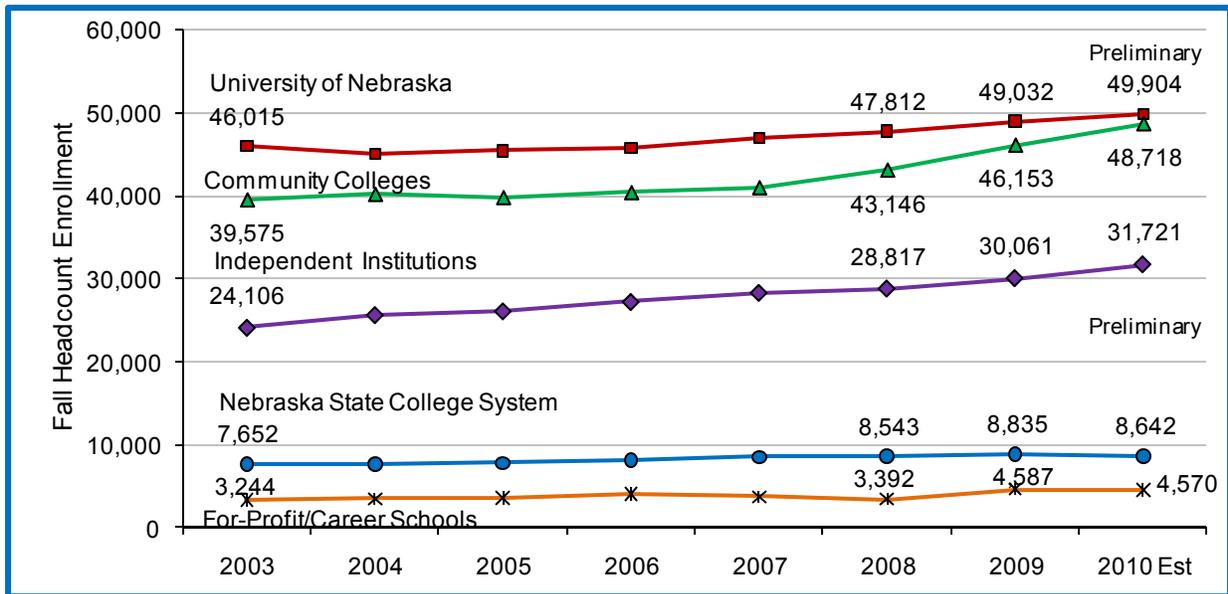


**By sector: Total and freshmen fall enrollments**

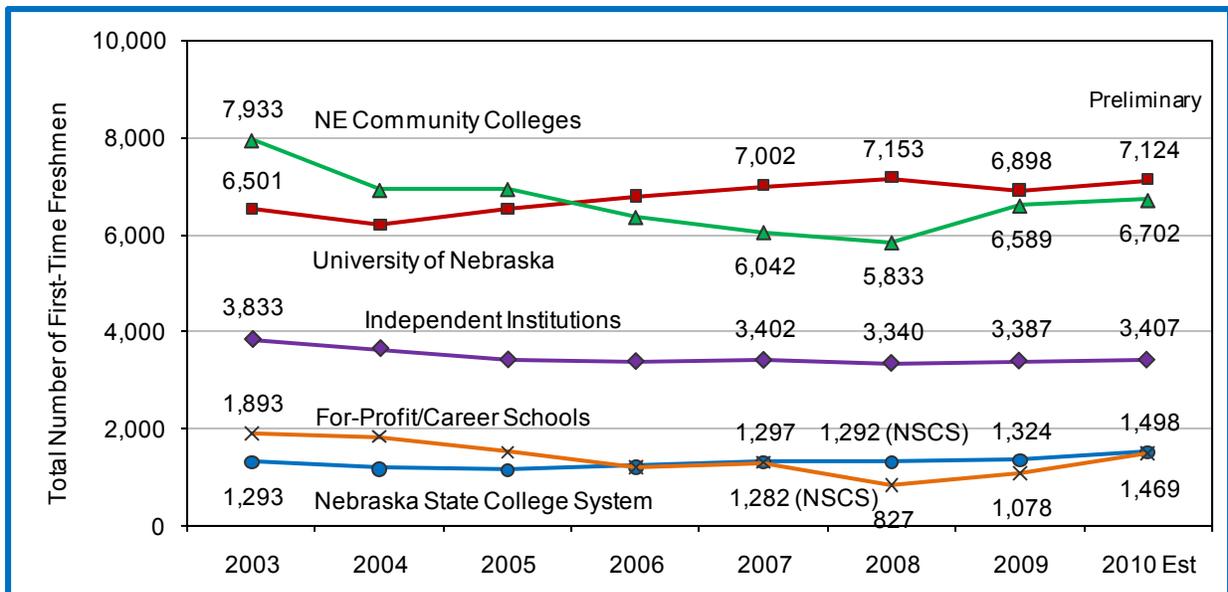
Since fall 2003, total headcount enrollment has increased across all sectors of Nebraska's post-secondary education system, but the highest increases have been at the community colleges and within the sector of independent colleges and universities, where Bellevue University has accounted for more than half of sector growth.

The University of Nebraska has reported a 9.6% increase in total first-time freshmen enrollments between 2003 and 2010, and the Nebraska State College System enrolled 15.9% more first-time freshmen in 2010 than it did in 2003. However, community colleges, the independent institutions, and the for-profit/career schools had lower first-time freshmen enrollment in 2010 than in 2003.

**Fall Total Headcount Enrollment by Sector: Fall 2003 – Fall 2010**



**First-time Freshmen Enrollment by Sector: Fall 2003 – Fall 2010**



National Center for Education Statistics, Integrated Postsecondary Education Data System

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

Since 2002–2003, the number of students graduating annually from Nebraska high schools has decreased 1.2%, and the number of graduates 10 years from now is projected to be 7.3% higher than the number who graduated in 2009–2010.

In 2009–2010, 21,513 students graduated from Nebraska high schools—105 fewer than in 2008–2009. Based on available projections, Nebraska high schools will graduate about 1,600 more students in 2019–2020 than in 2009–2010.

Shifting high school demographics

The demographic profile of Nebraska’s high school graduates is forecast to continue to change significantly over the next decade.

Even though Hispanic students graduate from high school at a lower *rate* than white non-Hispanics and Asians/Pacific Islanders, they are projected to account for 19% of Nebraska’s public high school graduates by 2019–2020, compared to 9% in 2009–2010. The total of other minorities is projected to increase from 8% of the state’s high school graduates in 2009–2010 to 11% in 2019–2020.

High school graduation rates

The graduation rates at Nebraska’s public high schools have improved for all of the major racial and ethnic groups since 2002–2003, and the state’s public high school graduation rate is still among the top ten in the United States.

The graduation rate for the state’s public high schools has risen from 84.7% in 2002–2003 to 89.2% in 2009–2010.

Among minorities, the greatest increase in graduation rates has been among Hispanics. However, the graduation rates for Hispanics, black non-Hispanics and Native Americans continue to be 15% to 30% lower than the rates for white non-Hispanics and Asians/Pacific Islanders. Furthermore, black non-Hispanics and Hispanics continue to account for disproportionately

high percentages of the students who drop out of Nebraska high schools. Consequently, Nebraska needs to continue to strengthen efforts to reduce and eliminate these disparities.

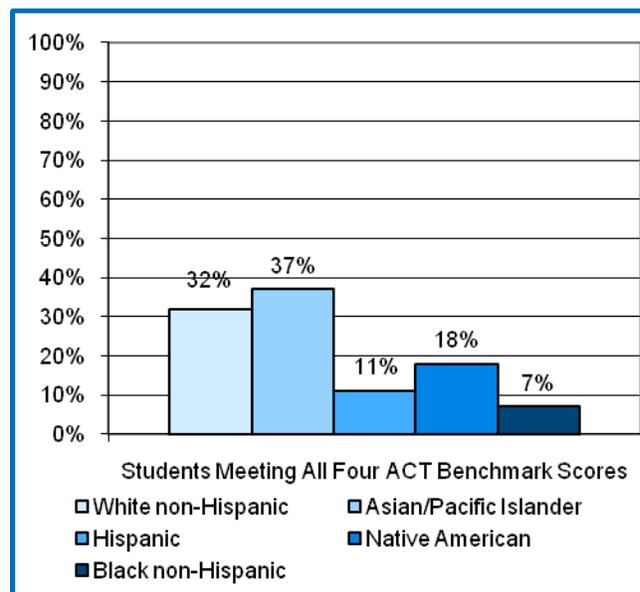
Preparation for college

The average ACT® composite score for Nebraska high school students increased from 21.7 in 2004 to 22.1 over the past four years, and it continues to be slightly higher than the national average.

More of Nebraska’s high school students are taking the college-preparatory “core or more” curriculum, according to ACT, Inc. reports.

Still, data from ACT, Inc. for the class of 2010 suggest that only 29% of Nebraska’s ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. Furthermore, compared to their white non-Hispanic and Asian/Pacific Islander classmates, even lower percentages of the state’s Hispanic, Native American and black non-Hispanic high school graduates are adequately prepared for entry-level college coursework, as shown in the chart below.

**Percentages of 2010 ACT-Tested Nebraska High School Students Who Met or Exceeded ACT College Readiness Scores by Race/Ethnicity**



College continuation rates: how they are defined and estimated

A college continuation rate or college-going rate is defined as the percentage of high school graduates who go to college within a specified period of time after high school graduation.

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

An alternative approach is to calculate Nebraska's college-going rate annually using data obtained from the National Student Clearinghouse in cooperation with the Nebraska Department of Education. The advantage of this approach is that college-going rate can be calculated and compared by student income level.

College continuation rates based on IPEDS data

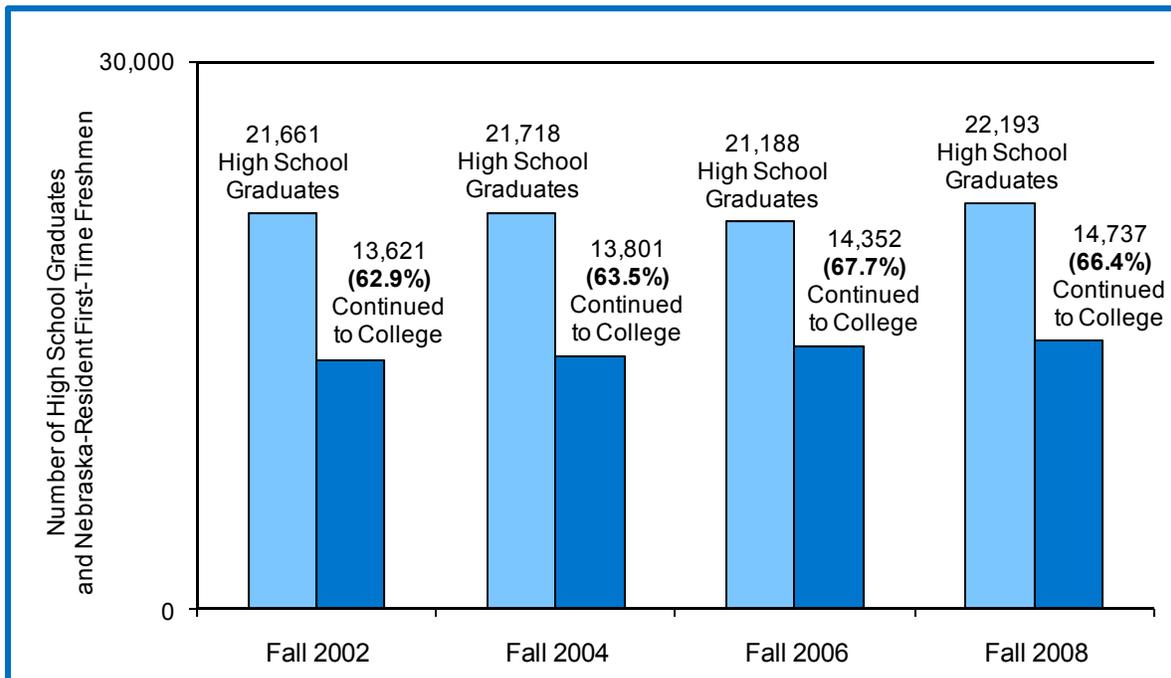
The latest available IPEDS data are for the high school graduation class of 2007–2008 who continued to college in fall 2008. Based on these data, 66.4% of Nebraska's high school graduates in the class of 2007-2008 enrolled in college in fall 2008—a rate 3.5% higher than in fall 2002.

Of the Nebraska high school students who continued on to college in fall 2008, about 82% enrolled at in-state colleges, while the remaining 18% went out of state to school.

Excluding non-degree-granting schools, the college-going rate for Nebraska high school graduates was 65.5% in fall 2008 and the 18th highest in a 50-state comparison.

In addition to attracting a high percentage of the state's high school graduates, Nebraska colleges enrolled about 3,400 out-of-state and foreign first-time freshmen in fall 2008, and the state imported about 340 more first-time freshmen than it exported.

**Nebraska College Continuation Rates Based on IPEDS Data**



Data Sources: Nebraska Department of Education, January 2007 and January 2009, and the National Center

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

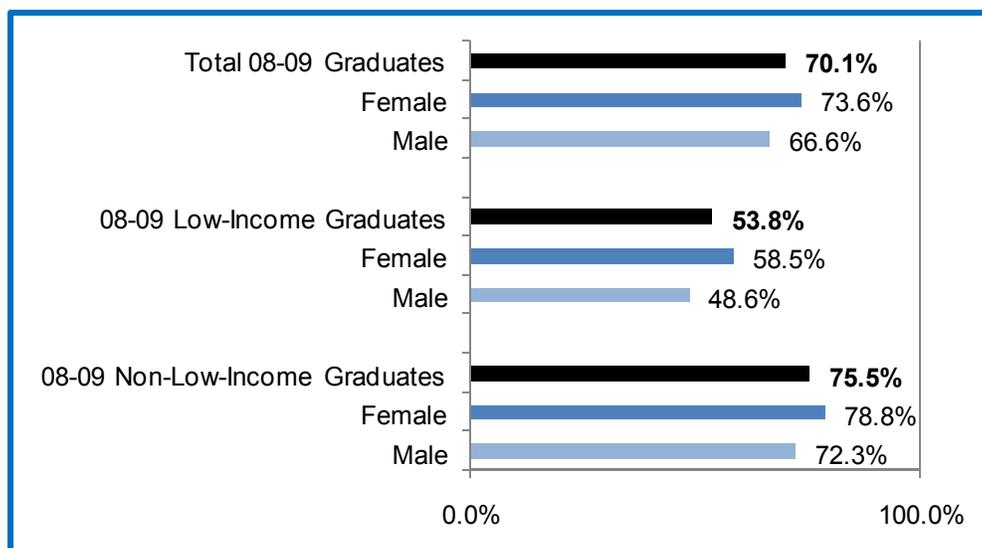
In 2009 and 2010, the Commission conducted new research to estimate the college-going rates of Nebraska's public high school graduates in 2007–2008 and 2008–2009, using data files from the Nebraska Department of Education (NDE) matched with college enrollment files from the National Student Clearinghouse (NSC).<sup>1</sup>

Based on NSC enrollment records, the college continuation rates for Nebraska's public high

school graduates in 2007–2008 and 2008–2009 were 69.0% and 70.1%, respectively.

As the chart below illustrates, the college continuation rates for low-income graduates of Nebraska's public high schools were significantly lower than the comparable rate for graduates from non-low income households, regardless of gender.<sup>2</sup> However, the female public high school graduates had consistently higher college-going rates than their male classmates, and the lowest college-going rate revealed by the Commission's study was for male public high school graduates.

**College Continuation Rates for 2008-2009 Public High School Graduates Based on National Student Clearinghouse Data**



Data source: Records of public high school graduates from the Nebraska Department of Education matched with college enrollment records at the National Student Clearinghouse, April 20, 2010.

<sup>1</sup>The college continuation rates based on NSC data files are not comparable to the statewide rates based on IPEDS data for two reasons. First, available NDE data files did not include graduates of Nebraska's private (non-public) high schools. Second, NSC data files include students who first enrolled in college in the winter or spring, as well as those who started college in the fall or the preceding summer. As a result, the college-going rates based on NDE and NSC data files will be higher than those calculated using IPEDS data, even though they do not include graduates of the state's private high schools.

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

### Important trends in first-time freshmen enrollments

Using IPEDS data collected every two years, the Commission monitors the enrollment of first-time freshmen who are residents of Nebraska, classified by whether they start college within 12 months of high school graduation or wait to enroll in college more than 12 months after they graduate from high school. Although the data for fall 2010 are not yet available, the analysis of previous data has revealed important trends that the Commission will continue to monitor.

Between fall 2002 and fall 2008, all of the sectors of higher education in Nebraska attracted more first-time freshmen who started college within 12 months of their graduation from Nebraska high schools.

However, during this period, there was an almost 50% decline in the number of Nebraskans who started college *more than 12 months after high school graduation*—a decrease of more than 3,000 students that was concentrated primarily among the community colleges.

This decline is an important trend to address because a major mission of the community colleges is to serve non-traditional students, including those who delay going to college for at least a year after they graduate from high school. In 2008, for example, the state's community colleges enrolled 70% of the 2,735 Nebraskans who waited to start college more than a year after high school graduation.

The Commission's analysis also revealed that, between fall 2002 and fall 2008, the number of first-time freshmen from Nebraska who enrolled at the community colleges *within a year of high school graduation* increased by 513 students, or 17.6%. As a result, community colleges accounted for a slightly higher percentage of the freshmen in this category in 2008 than in 2002, indicating that a larger number of Nebraska's recent high school graduates were beginning their college education at Nebraska's community colleges, rather than at the public four-year institutions within the state. Again, this is an important trend that the Commission will continue to monitor.

### Changes in first-time freshmen enrollments by race/ethnicity

Based on IPEDS data collected annually, higher numbers of Asians/Pacific, Hispanics and Native Americans were enrolled at Nebraska institutions in fall 2009 than in fall 2003, but there were slightly fewer black non-Hispanics among the first-time freshmen in 2009.

More surprisingly, there was a much greater-than-expected decrease between 2003 and 2008 in the number of white non-Hispanics who enrolled as first-time freshmen. This trend may be further evidence of the decrease in the number of students who start college more than a year after high school that was mentioned previously, but the two data sets cannot be combined for analysis.

In fall 2009, there was also a decrease in the number of white non-Hispanics enrolled at Nebraska's postsecondary institutions, but it was much less than expected, given that fewer white non-Hispanics graduated from Nebraska high schools in 2008–2009 than in 2007–2008.

The reasons for the unexpected decreases in white non-Hispanic, first-time freshmen and the number of freshmen who start college more than a year after high school are not known. However, economic conditions, higher tuitions and federal and state grant aid not keeping pace with increases in tuition and fees may have been contributing factors. Consequently, the Commission will continue to monitor the freshmen enrollments of white non-Hispanics, as well as minority enrollments when data for fall 2010 become available for analysis.

Also of interest is the pattern of minority freshmen enrollment by sector. The attraction of short-term workforce preparation programs may explain why higher percentages of black non-Hispanic freshmen are attending for-profit/career schools than the freshmen in the other major racial/ethnic groups. Similarly, higher percentages of Hispanic, Native American, and black non-Hispanic freshmen are enrolling at Nebraska's community colleges, compared to the percentages of white non-Hispanics and Asians/Pacific Islanders.

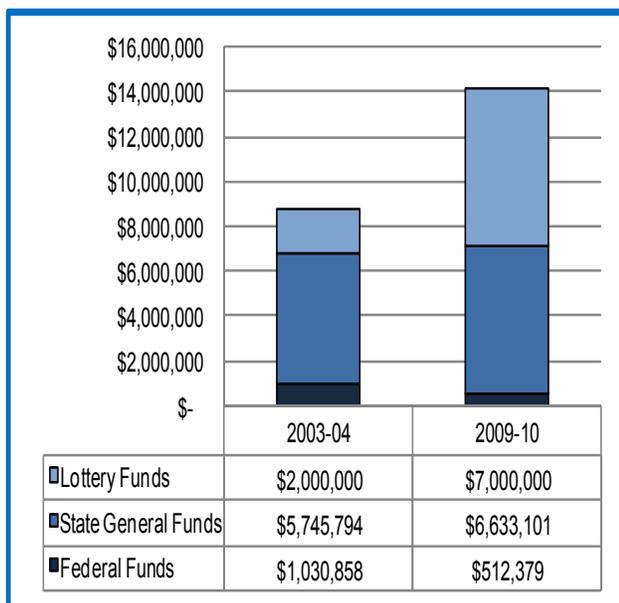
## The importance of state-funded financial aid

Since 2003, Nebraska has made progress toward the goal of improving access to higher education by increasing the amount of state funds allocated for need-based financial aid. However, additional financial aid is needed to enable more of Nebraska's low-income and moderately low income students to go to college, state enrolled and complete degrees.

Nebraska currently provides need-based financial aid to college students through the Nebraska Opportunity Grant program, originally authorized as the Nebraska State Grant program by the Nebraska Scholarship Act, which was passed by the Legislature in 2003.

Including state lottery and federal funds, total dollars available for the state grant program increased from \$8,776,652 in 2003–2004 to \$14,145,480 in 2009–2010.

**Available Funding for Nebraska's State Grant Program 2009–2010 Compared to 2003–2004**



Students in the University of Nebraska sector receive more state grant aid than students in any of the other sectors of higher education in Nebraska. In 2009–2010, the University of Nebraska received \$5.7 million, compared to

\$2.9 million to the independent institutions, \$2.8 million to the community colleges, \$2.4 million to the for-profit/career schools, and \$1.0 million to the state colleges.

As a result of increased funding, the number of low-income students served by the state grant program increased over 20%, from 13,031 in 2003–2004 to 15,704 in 2009–2010, and the average award increased 34% from \$668 to \$897. Of the students served, almost 80% come from families with annual incomes of less than \$40,000, and 52% are from families with incomes of less than \$20,000 a year.

While progress has been made in increasing state funds for Nebraska's need-based financial aid program, Nebraska still ranked 38th in the United States in the amount of available need-based financial aid per full-time undergraduate student in 2008–2009. (Source: *40<sup>th</sup> Annual Survey Report on State-Sponsored Financial Aid, 2008-2009 Academic Year*, National Association of State Student Grant and Aid Programs)

## The success of the ACE scholarship program

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

Using additional state and federal funds, the amount awarded in ACE scholarships increased from \$114,856 in 2007–2008 to \$339,624 in 2009–2010. Of the \$734,652 available for ACE scholarships in 2010–2011, \$541,521 had been awarded as of the end of January 2011.

In 2007–2008, 294 Nebraska high school students took 1,698 credit hours of college coursework as a result of their ACE scholarships. With increased funding, 1,020 low-income Nebraska high school students were able to take 4,558 credit hours of college coursework in 2009–2010. For the 2010–2011 school year to date, ACE scholarships have been awarded to almost 1,600 high school students, taking nearly 7,500 credit hours in college coursework.

Research on the College Continuation rates of ACE Scholarship Recipients

The college-going rates of Nebraska low-income high school seniors who received ACE scholarships in 2007–2008 and 2008–2009 were higher than the college continuation rates of other low-income high school graduates and also higher than the college-going rates of the non-low income graduates of Nebraska’s public schools.<sup>2</sup>

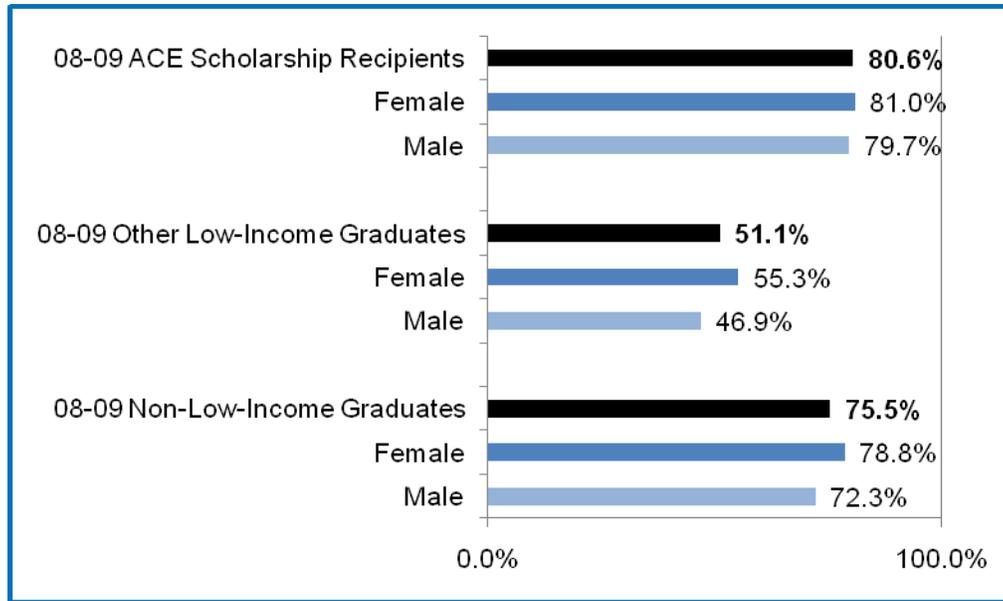
All 14 of the seniors at nonpublic (private) high schools who received ACE scholarships in 2008–2009 continued on to college. Of the 438 public high school seniors who received ACE scholarships in 2008–2009, 80.6% enrolled in college sometime during the 2009–2010 academic year, ending May 31, 2010.

While females accounted for 72% of the public high school seniors who received ACE scholarships in 2008–2009 and males accounted for

only 28% of the recipients, the college-going rates of the male and female scholarship recipients were almost equal: 81.0% for the females and 79.7% for the males. This is an important finding because male high school graduates generally have lower college continuation rates than their female classmates.

Another important finding is that the overall college continuation rate for the public high school seniors who received ACE scholarships in 2008–2009 was 30 percentage points higher than the college-going rates for other low-income graduates of Nebraska’s public schools. Furthermore, the ACE scholarship recipients had an overall college continuation rate that was five percentage points higher than the non-low-income students who graduated from Nebraska’s public high schools in 2008–2009. Given these findings, the ACE Scholarship Program is clearly a very effective tool for increasing Nebraska’s college-going rate among low-income students.

**College Continuation Rates for 2008–2009 ACE Scholarship Recipients Compared to the College Continuation Rates of Other Public High School Graduates**



Data source: Records of public high school graduates from the Nebraska Department of Education and ACE scholarship recipients from the Coordinating Commission for Postsecondary Education matched with college enrollment records at the National Student Clearinghouse, April 20, 2010..

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

## Priority 2

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

Success is measured not only by the number of freshmen who enroll in college, but by those who stay in college beyond their freshmen year and earn degrees or other awards.

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

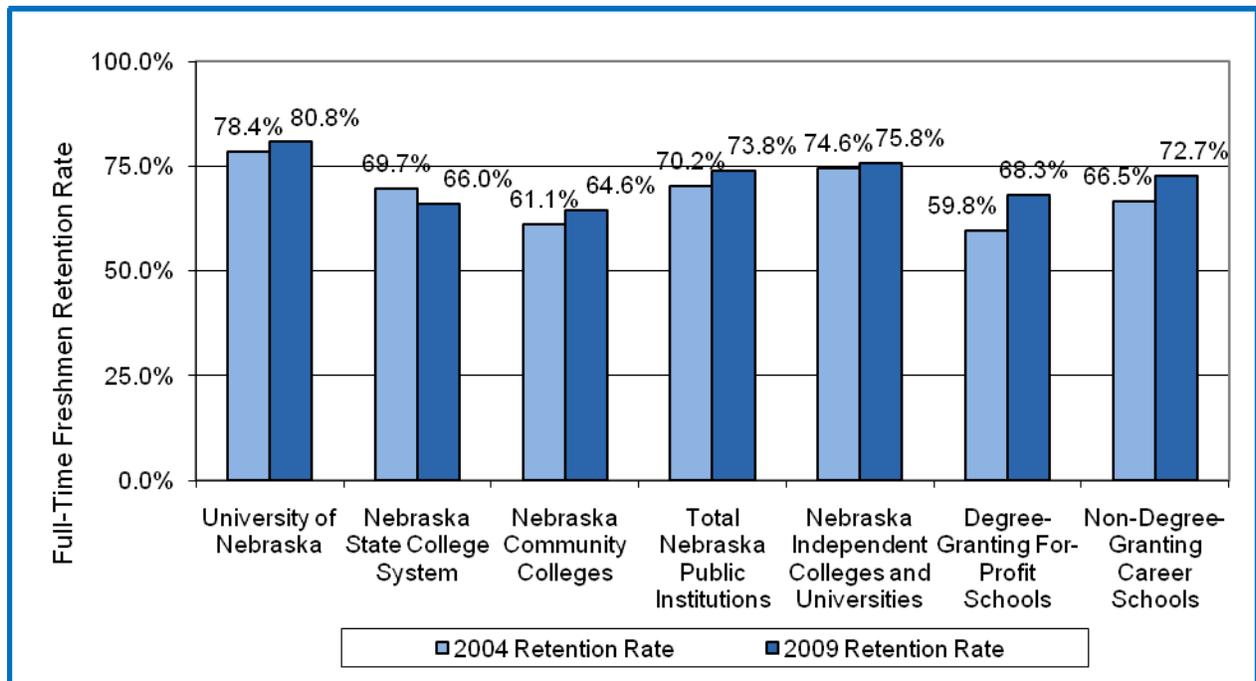
types of institutions, or for all categories of students.

#### Freshmen retention rates

Between fall 2004 and fall 2009, the statewide freshmen retention rate for full-time, first-time freshmen increased from 70.5 to 74.1%.

Retention rates for full-time students in fall 2009 varied between the public sectors, ranging from 64.6% at the community colleges to 80.8% at the University of Nebraska.

**Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector  
Fall 2009 Compared to Fall 2004 Baseline**



National Center for Education Statistics, Integrated Postsecondary Education Data System

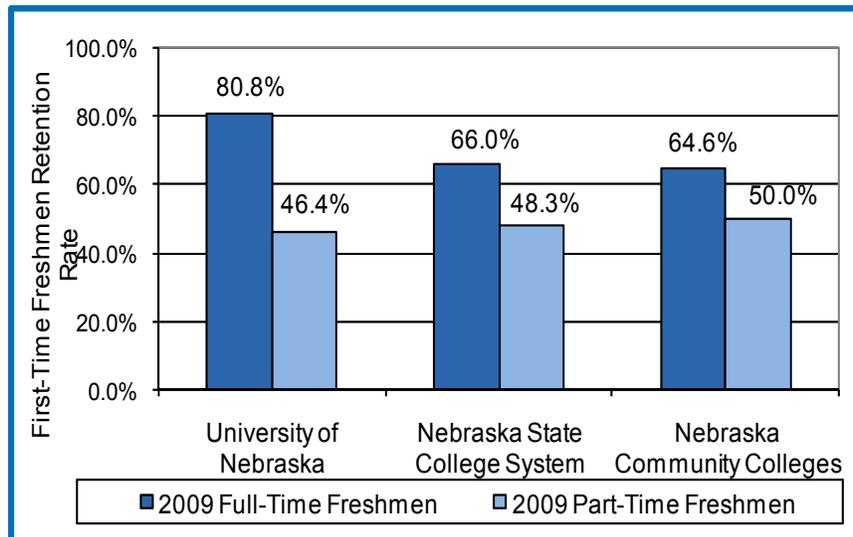
\*The freshmen retention rate is the number of freshmen who are enrolled at the same college one year later. The college graduation rate is the percentage of full-time, first-time freshmen who complete their degree programs at the same college within 150% of the time specified for the programs. For example,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

The independent colleges and universities also had a relatively high retention rate of 75.8% in fall 2009. Similarly, the freshmen retention rates for full-time students at the degree-granting and non-degree-granting for-profit career schools were 68.3% and 72.7%, respectively.

Nebraska's community colleges currently enroll about 75% of the first-time freshmen who start college as part-time students. The colleges' fall 2009 retention rate for part-time freshmen was 50.0%—a rate that is significantly higher than the estimated national average of 38.8% for two-year public institutions in 2009.

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

**Fall 2009 Freshmen Retention Rates  
for Students in Nebraska's Public Colleges and Universities**



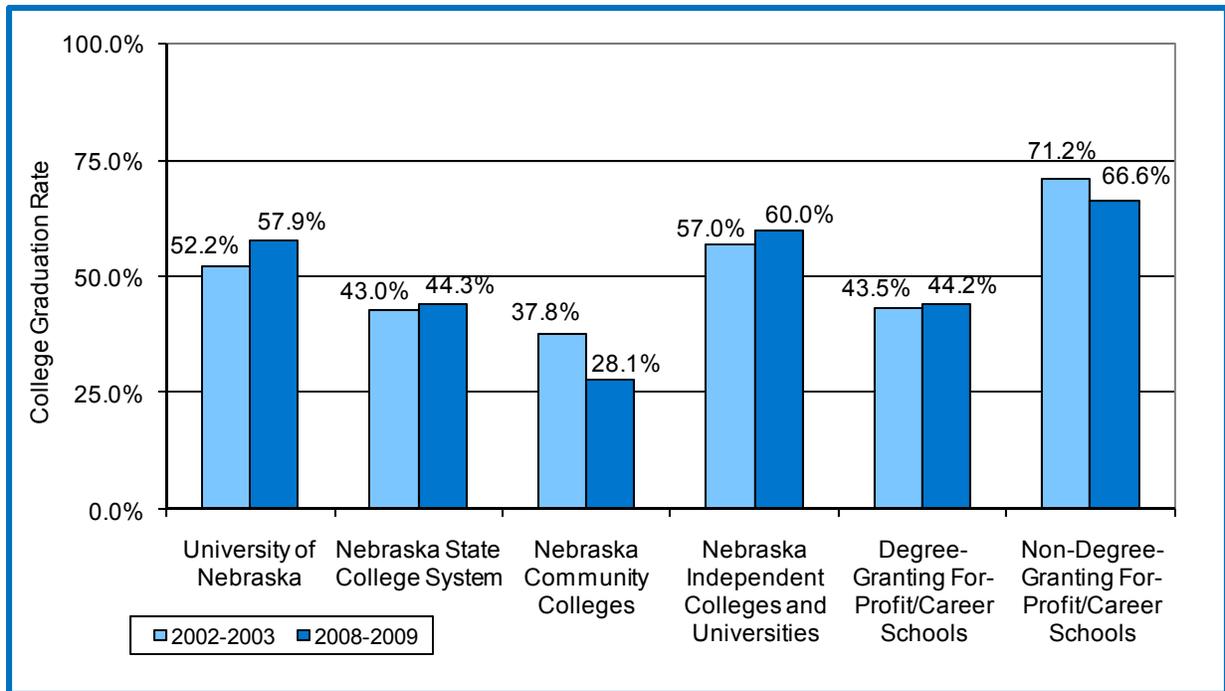
\*\*Estimated retention rates based on research conducted by the University of Nebraska, the Nebraska State College System, Nebraska's six community colleges and Commission staff using National Student Clearinghouse data for the 2007 Nebraska Higher Education Progress Report.

## College graduation rates

Graduation rates based on data collected by the National Center for Education Statistics (NCES) are calculated only for full-time students who graduate from the same college where they started as first-time freshmen. Because transfer students are not counted, this methodology is increasingly inaccurate. Unfortunately, there is no other common, “official” methodology—a major shortcoming in developing policy.

Based on NCES data, the statewide graduation rate for Nebraska institutions increased only slightly from 48.4% in 2002–2003 to 49.0% in 2008–2009, the latest year for which data are available. The non-degree-granting, for-profit schools had the highest graduation rate among the sectors of higher education in Nebraska in 2008–2009, followed by the independent institutions and the University of Nebraska.

**Graduation Rates for Nebraska Postsecondary Institutions by Sector  
2008–2009 Compared to 2002–2003**



National Center for Education Statistics, Integrated Postsecondary Education Data System

Racial/ethnic disparities in graduation rates

Minorities—who account for most of Nebraska’s projected population growth—graduate from the state’s high schools at lower rates than do white non-Hispanics, except for Asians/Pacific Islanders, who graduate at about the same rate.

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

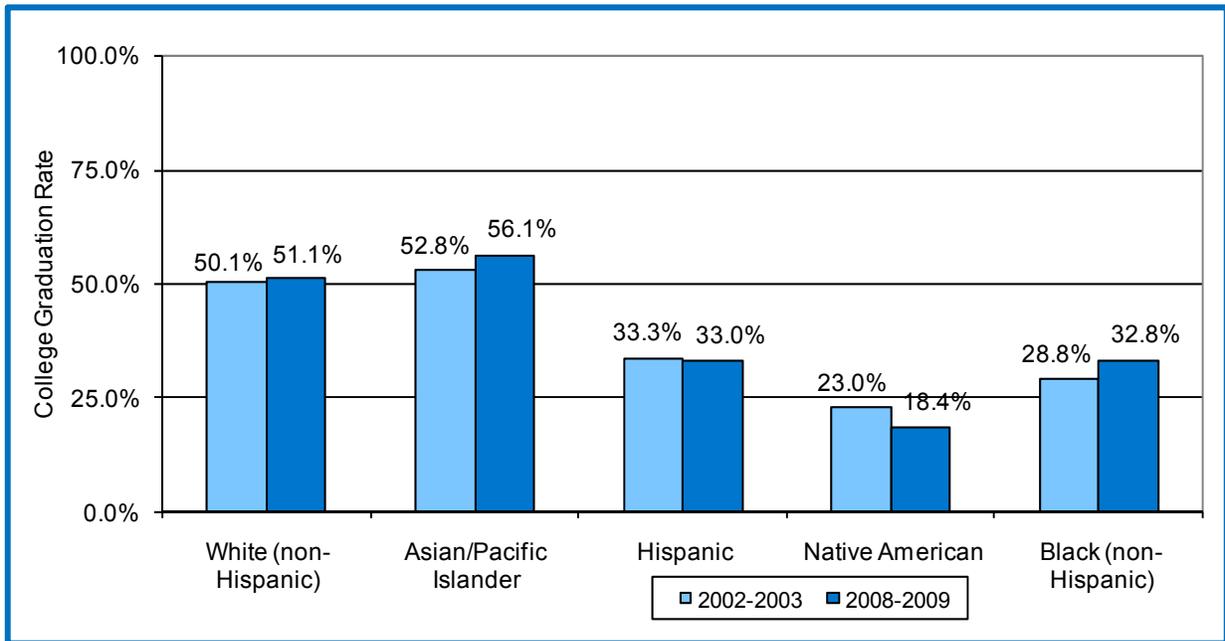
Between 2002–2003 and 2008–2009, graduation rates for all five racial/ ethnic groups increased at

the University of Nebraska. Conversely, graduation rates at the state’s community colleges and independent institutions decreased for four of the five racial/ethnic groups.

Within the Nebraska State College System, graduation rates were lower in 2008-2009 than in 2002-2003 for Asian/Pacific Islanders, Hispanics, and Native Americans, perhaps a reflection, in part, of the relatively low number of minority students at the state colleges.

In comparison, there were no consistent increases or decreases between 2002-2003 and 2008-2009 in completion rates within the two sectors of non-degree-granting and degree-granting for-profit schools, where changes in the graduation rates of minority students are frequently attributable to small numbers of graduates.

**Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity  
2008–2009 Compared to 2002–2003**



National Center for Education Statistics, Integrated Postsecondary Education Data System

## Priority 3

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

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

Beginning in 2005, the U.S. Census Bureau started collecting data annually through the American Community Survey (ACS) to estimate net-migration by education level for each state. Since the ACS estimates for Nebraska are based on very small samples of the people who move in or out of the state, these estimates vary quite dramatically from one year to the next, making it difficult to draw more than tentative conclusions about the migration patterns of the adults who are moving to or from Nebraska.

Based on ACS data collected from 2005 to 2009, Nebraska continues to be an importer of working-age adults with less than a high school education. However, ACS data are inadequate to determine the exact magnitude of this important migration trend.

ACS data also suggest that Nebraska is attracting more individuals with some college, but no degrees, than it is losing to other states. However, the data do not clearly indicate whether Nebraska is gaining or losing more working-age adults with undergraduate and graduate degrees than it has in the past.

Analysis of the ACS data—weak as it is—on this issue is presented on pages 131-136 of the *2011 Nebraska Higher Education Progress Report*.

Although data currently available from the U.S. Census Bureau do not reveal a clear picture of Nebraska migration patterns, there is still reason to be concerned about the possible effects of migration on the size and quality of the state's labor force. Consequently, the Commission will continue to monitor the annual estimates of net-migration by education level in an effort to determine if a clear, overall picture of Nebraska's net migration pattern eventually emerges from the analysis of data from the U.S. Census Bureau.

# 2011 Nebraska Higher Education Progress Report

## Introduction

The *2011 Nebraska Higher Education Progress Report* is the seventh annual report designed to provide the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three major goals for Nebraska's postsecondary education system. Developed by the LR 174 Higher Education Task Force in 2003, these key priorities are incorporated in subdivision (3) of LB 962, now Neb. Rev. Stat. § 85-1428 (2008), which states:

The Legislature finds that:

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

The *2011 Nebraska Higher Education Progress Report* provides legislators and other state policy makers with a detailed comparative analysis to monitor progress toward the three key priorities listed above. Throughout this report, the most recently available statistics are compared to the quantitative baselines established in the *2004 Baseline Report for the LR 174 Higher Education Task Force* or the *2005 Nebraska Higher Education Progress Report for the LR Legislative Evaluation Task Force*. These comparisons document the extent to which Nebraska's postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

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

Prior to this report, Nebraska's Coordinating Commission for Postsecondary Education produced the *2004 Baseline Report for the LR 174 Higher Education Task Force*, the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* and the *Nebraska Higher Education Progress Report* in 2007, 2008, 2009, and 2010.<sup>1</sup> Copies of all of the previous progress reports are available on the Coordinating Commission's Website: [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us).

This report covers five major sectors of higher education in Nebraska—the University of Nebraska; the Nebraska State College System; Nebraska's community colleges; the independent (non-profit) colleges and universities; and the for-profit/career schools. The report also includes important information about Nebraska high schools, which are a primary source of students for Nebraska's postsecondary institutions.

The 2011 progress report provides an update of every section of the 2010 report. This year's report also includes new and additional information about Nebraska's statewide college continuation rates by student income status and gender. In addition, the report tracks the growth of the Access College Early (ACE) scholarship program and the high college continuation rates of the low-income students who receive ACE scholarships.<sup>2</sup>

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

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

<sup>2</sup>ACE scholarships are state-funded awards to eligible low-income Nebraska high school students who take courses for credit from Nebraska postsecondary institutions while the students are in high school.

## Section 1 Increasing Postsecondary Enrollment

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

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

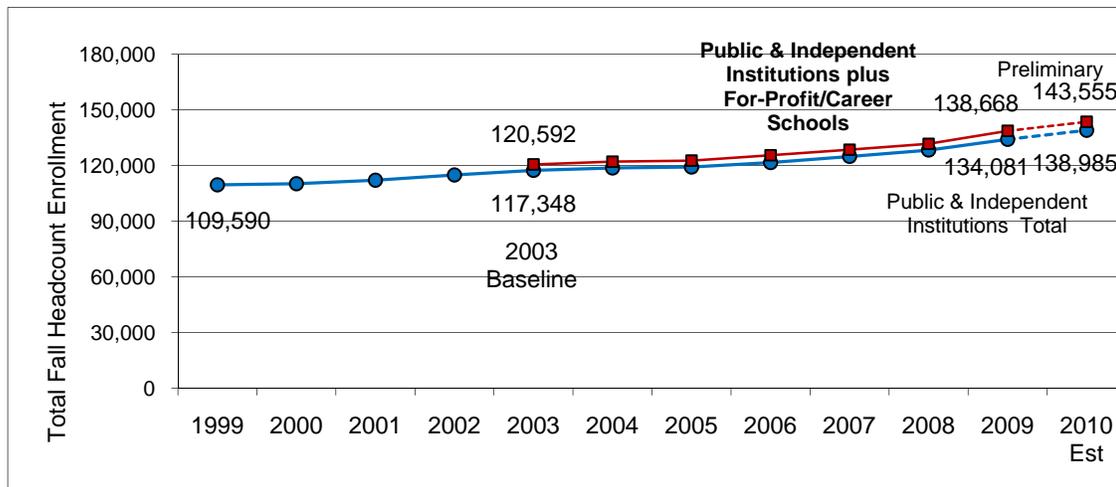
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 1999 through fall 2009. Enrollments for fall 2010 are preliminary, based on estimates that institutions reported to the NCES through the fall 2010 IPEDS Institutional Characteristics Survey and actual counts reported directly to the Coordinating Commission. Total enrollments for the sector consisting of for-profit schools are not reported for the years prior to 2003 due to insufficient, incomparable or unverified data for some schools in the sector.

#### Nebraska Total Fall Headcount Enrollment<sup>1</sup>

- Total headcount enrollment at Nebraska’s public, independent and for-profit postsecondary institutions increased 5.3% between fall 2008 and fall 2009. Based on reported estimates, total enrollment increased 3.5% between fall 2009 and fall 2010.
- Total headcount enrollment increased 15.0% from 120,592 in fall 2003, which is the baseline for this report, to 138,668 in fall 2009. Enrollment further increased to an estimated 143,555 in fall 2010.

**Figure 1.1**

**Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions  
Fall 1999–Fall 2010<sup>1</sup>**



<sup>1</sup>Data source for 1999–2009 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Totals for fall 2010 are preliminary estimates. Statewide official enrollments for 2010 will not be available from IPEDS until May 2011. The for-profit/career school sector includes three non-profit career schools of radiologic technology. See [Table A1.1](#) and [Table A1.2](#) in [Appendix 1](#) for supporting data.

<sup>1</sup>Total headcount is the count of all students taking courses for credit.

## Nebraska Total Fall Headcount Enrollment by Sector

- The University of Nebraska continues to lead the state's higher education system in terms of fall headcount enrollment. However, as shown in [Figure 1.2](#), Nebraska's state colleges, community colleges, independent (not-for-profit) institutions and for-profit/career schools also have contributed positively to the state's increased enrollment since 2003.

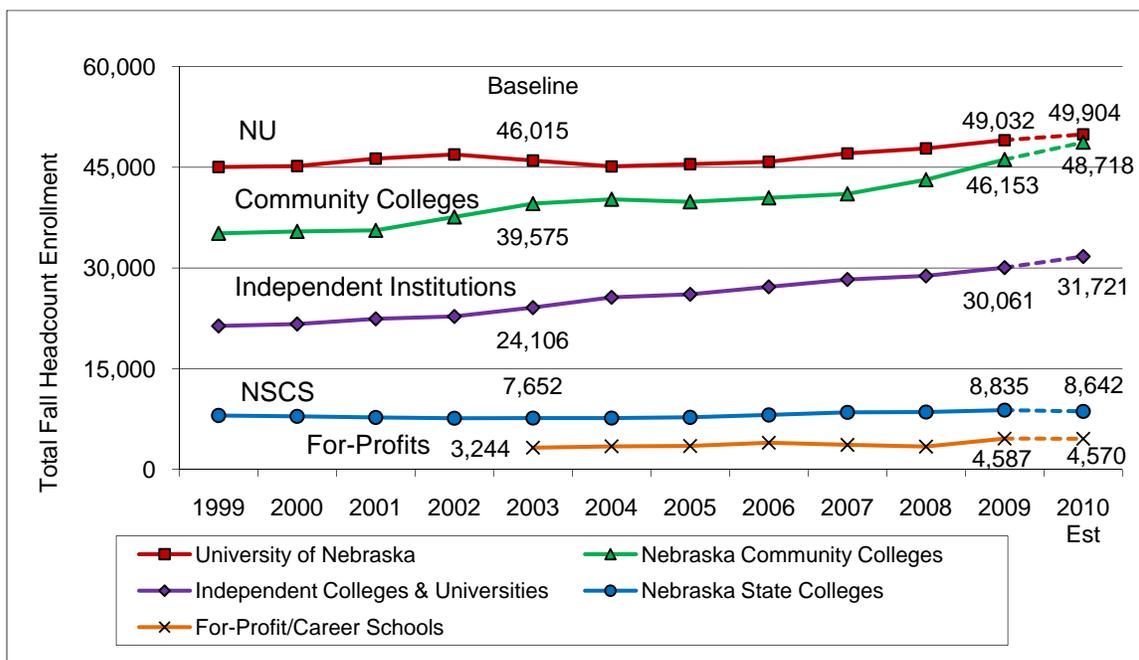
- By sector, Nebraska's postsecondary enrollment has increased as follows:

Sector	1-Year	1-Year	6-Year	7-Year
	Change	Change	Change	Change
	2008 to 2009	2009 to 2010	2003 to 2009	2003 to 2010
University of Nebraska	2.6%	1.8%	6.6%	8.5%
Nebraska Community Colleges	7.0%	5.6%	16.6%	23.1%
Independent Colleges & Universities	4.3%	5.5%	24.7%	31.6%
Nebraska State College System	3.4%	- 2.2%	15.5%	12.9%
For-Profit/Career Schools	35.2%	- 0.4%	41.4%	40.9%

- See [Table A1.1](#) and [Table A1.2](#) in [Appendix 1](#) for supporting data.

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector  
Fall 1999–Fall 2010<sup>1</sup>



<sup>1</sup>Data source for 1999–2009 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2010 for the University of Nebraska are from the system office. Data for fall 2010 for the other sectors are preliminary estimates based on the fall 2010 IPEDS institutional characteristics survey or data received directly from the institutions. Official enrollments for 2010 will not be available from IPEDS until May 2011. For the purposes of this report, the for-profit sector includes three non-profit career schools of radiologic technology. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

## Nebraska Public Colleges and Universities: Fall Enrollment by Institution

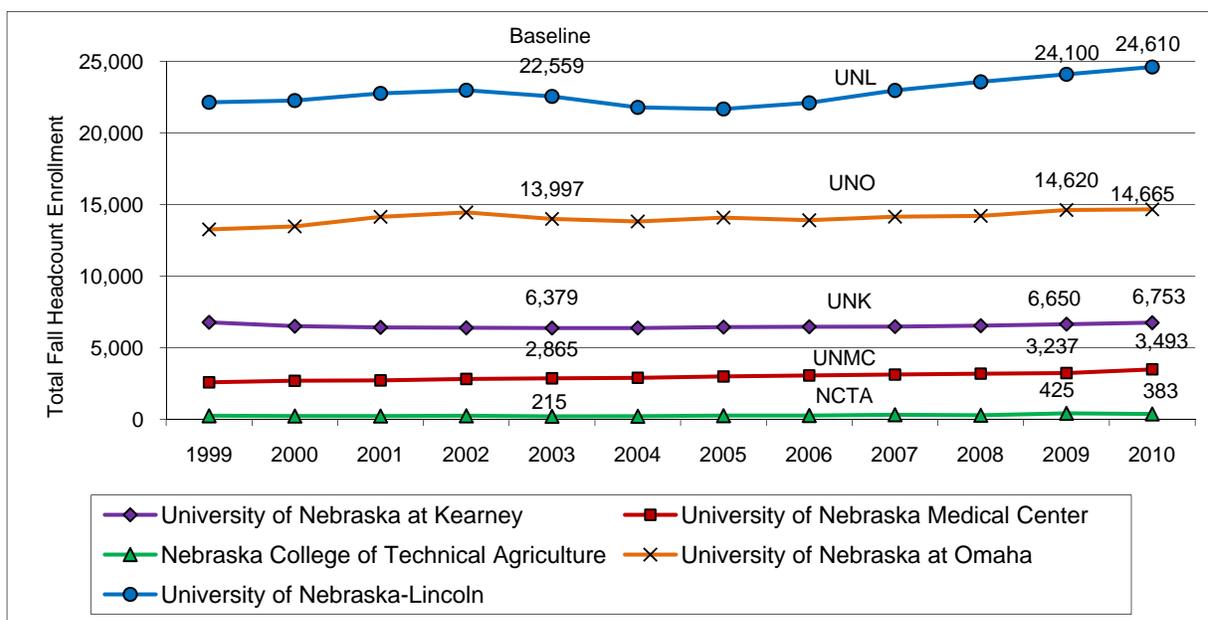
Within all sectors, changes in enrollment vary from one institution to another. The charts in this section show the 10-year enrollment trends of the institutions in each public sector. Within the context of these trends, fall 2003 baseline enrollments are shown in comparison to the total headcount enrollments for fall 2010. Fall 2010 enrollments for the institutions constituting the University of Nebraska were obtained from the office of the University of Nebraska Central Administration. For the other four sectors, the fall 2010 headcount is the estimated enrollment that the institution(s) reported to the National Center for Education Statistics through the fall 2010 IPEDS Institutional Characteristics Survey or the actual headcount(s) that the institution(s) reported directly to the Coordinating Commission. (See [Table A1.2](#) in [Appendix 1](#) for supporting data.)

### University of Nebraska

- Between fall 2003 and fall 2010, total headcount enrollment at the University of Nebraska-Lincoln (UNL) increased 9.1%.
- Between fall 2003 and fall 2010, enrollment at the other institutions constituting the University of Nebraska increased as follows: the University of Nebraska at Omaha (UNO) 4.8%, the University of Nebraska at Kearney (UNK) 5.9%, the University of Nebraska Medical Center (UNMC) 21.9%, and the Nebraska College of Technical Agriculture (NCTA) 78.1% (from 215 students in fall 2003 to 383 in fall 2010).
- Between fall 2009 and fall 2010, total headcount enrollments increased as follows: UNL 2.1%, UNO 0.3%, UNK 1.5% and UNMC 7.9%. Enrollment at NCTA increased 47.1% from 289 in fall 2008 to 425 in fall 2009, and decreased 9.9% from 425 in fall 2009 to 383 in fall 2010, due primarily to fluctuations in dual enrollment.

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution  
Fall 1999–Fall 2010<sup>1</sup>



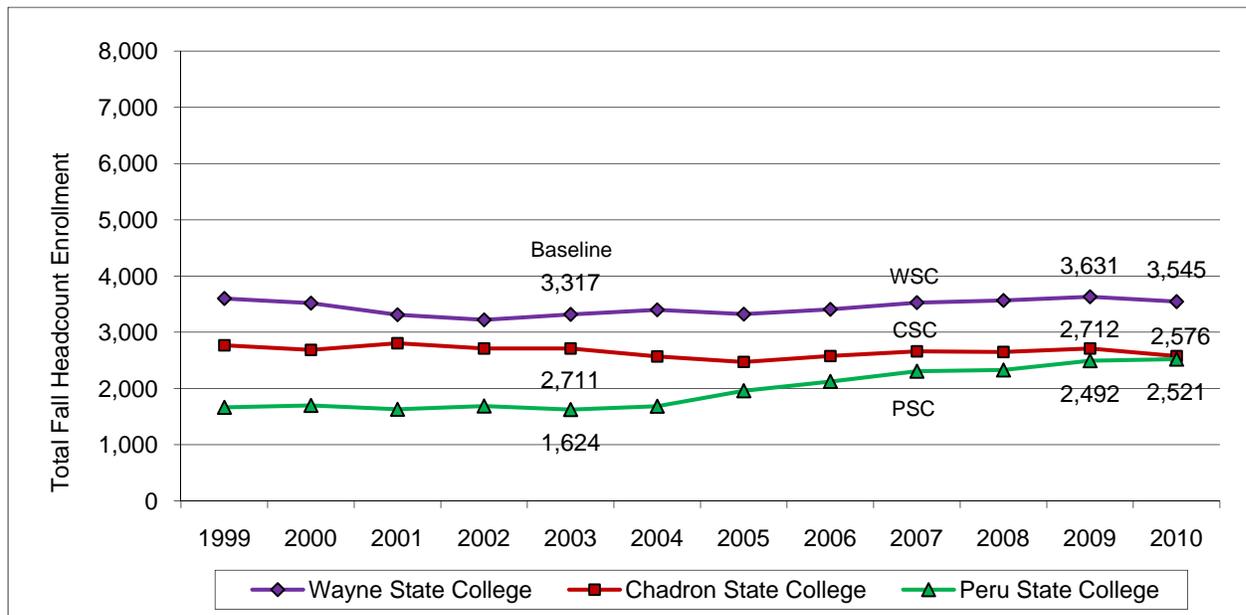
<sup>1</sup>Data Source for 1999-2009: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Enrollments reported to IPEDS on the fall 2010 institutional characteristics survey were the same as those reported directly to the Coordinating Commission by the University of Nebraska Central Administration. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

## Nebraska State College System

- Total headcount enrollment at Wayne State College (WSC) increased 7.5% between fall 2003 and fall 2008. Between 2008 and 2009, enrollment at WSC increased 1.8%, resulting in a 9.5% increase over the six-year period between fall 2003 and fall 2009. However, total enrollment at WSC decreased 2.4% from fall 2009 to fall 2010, reducing the seven-year increase from fall 2003 to fall 2010 to 6.9%.
- Decreases in total headcount enrollment at Chadron State College (CSC) in fall 2004, fall 2005, and fall 2008 were equally offset by enrollment increases in fall 2006, fall 2007, and fall 2009, so that there was no net increase or decrease in the college's enrollment between fall 2003 and fall 2009. However, there was a 5.0% decrease between fall 2009 and fall 2010, so that the net change in enrollment between fall 2003 and fall 2010 also is a decrease of 5.0%.
- Primarily as a result of the expansion of online courses and graduate enrollment, total headcount enrollment at Peru State College (PSC) increased 42.1% or more than 10% a year between fall 2003 and fall 2007. Enrollment increased only 0.9% between fall 2007 and fall 2008, but total headcount increased 7.0% between fall 2008 and fall 2009 and 1.2% between fall 2009 and fall 2010, for a net seven-year increase of 55.2%.

**Figure 1.4**

### **Fall Headcount Enrollment at Nebraska State College System by Institution Fall 1999–Fall 2010<sup>1</sup>**



<sup>1</sup>Data Source for 1999-2009: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

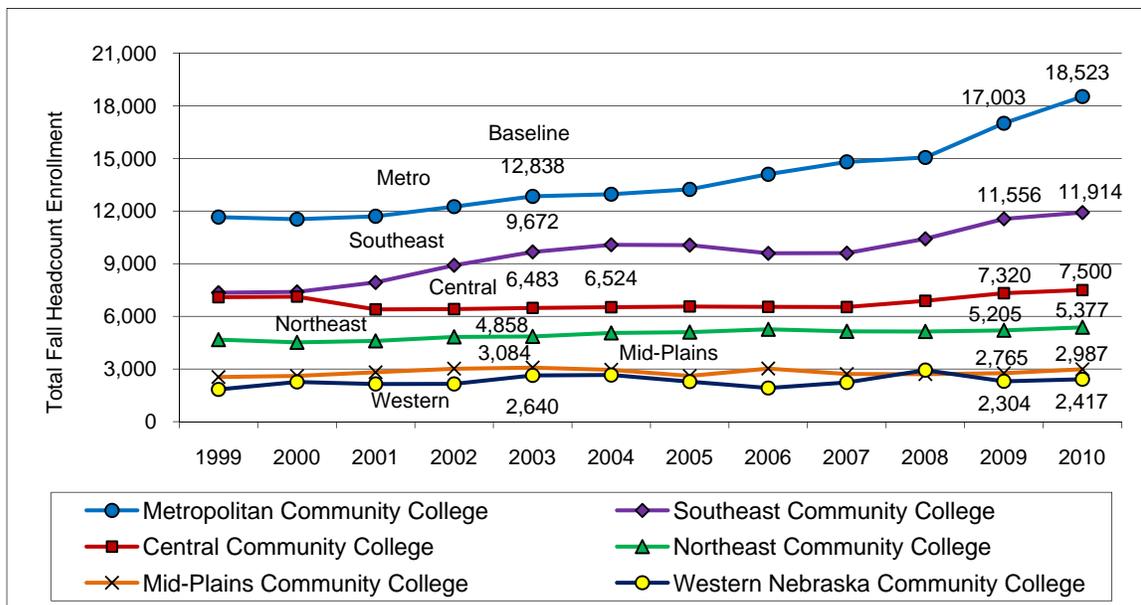
## Nebraska Community Colleges

- Overall, total community college enrollments increased 23.1% between fall 2003 and fall 2010.
- All six community colleges reported increases in total headcount enrollment between fall 2009 and fall 2010. However, two of the six colleges have experienced net declines in fall headcount enrollment since fall 2003, which is the baseline for this report, while the remaining four colleges have shown net increases in total fall headcount enrollment over the seven-year period between fall 2003 and fall 2010.
- Fall headcount enrollment at Mid-Plains Community College decreased 10.3% between fall 2003 and fall 2009, but there was an 8.0% increase between fall 2009 and fall 2010. As a result, enrollment was 3.1% lower in fall 2010 than in fall 2003.
- Due primarily to fluctuating demand for industry training classes, increases in the total headcount enrollment at Western Nebraska Community College have been more than offset by year-to-year decreases. As a result, total headcount enrollment declined 8.4% from 2,640 in fall 2003 to 2,417 in fall 2010.

	1-Year Change 2009 to 2010	Seven-Year Change 2003 to 2010
- Central Community College	2.5%	15.7%
- Metropolitan Community College	8.9%	44.3%
- Mid-Plains Community College	8.0%	- 3.1%
- Northeast Community College	3.3%	10.7%
- Southeast Community College	3.1%	23.2%
- Western Nebraska Community College	4.9%	-8.4%

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution  
Fall 1999–Fall 2010<sup>1</sup>



<sup>1</sup>Data Source for 1999-2009: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

## Nebraska Independent Colleges and Universities

- Total fall headcount enrollment at Nebraska's 19 independent colleges and universities increased 24.7% between fall 2003 and fall 2009, and by another estimated 5.5% in fall 2010, for an estimated total seven-year increase of 31.6%.
- As illustrated in [Figure 1.6](#) below, the following nine institutions accounted for nearly all of the sector's growth between fall 2003 and fall 2010:

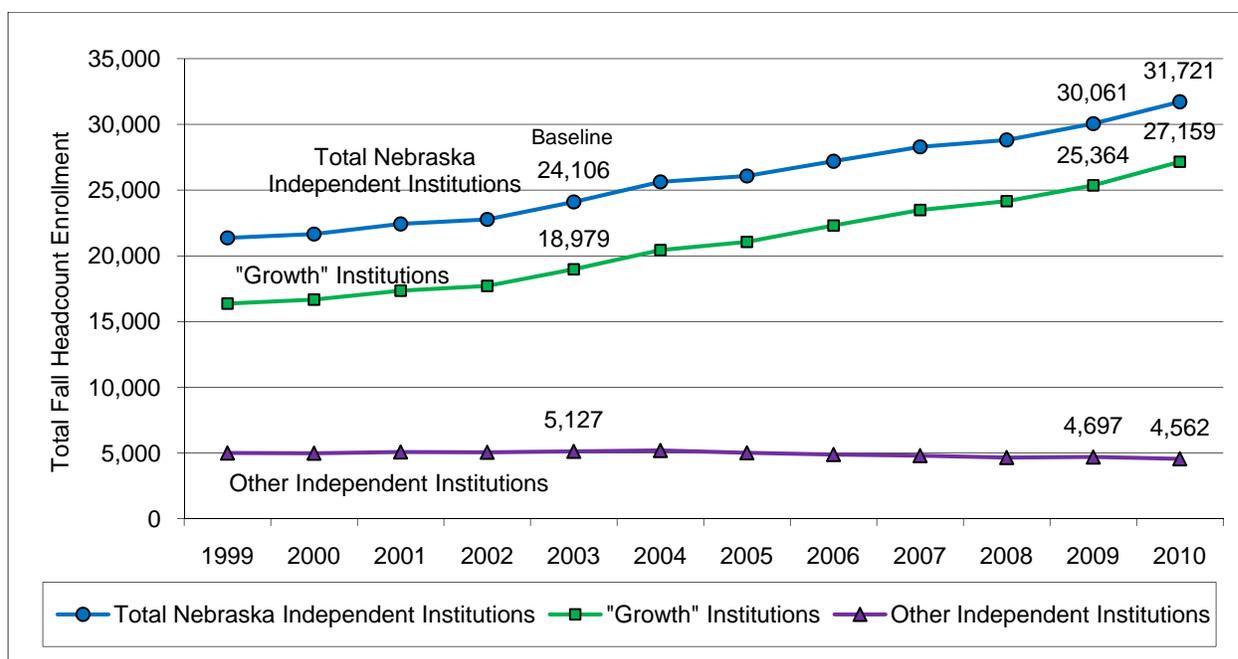
Bellevue University  
 Creighton University  
 Concordia University  
 Clarkson College  
 Nebraska Wesleyan University

Doane College<sup>1</sup>  
 BryanLGH College of Health Sciences  
 Nebraska Methodist College  
 College of St. Mary

The combined enrollment of these "growth" institutions increased 43.1% between 2003 and 2010, while the total enrollment of the remaining 10 schools decreased 11.0% over the same period.<sup>2</sup>

**Figure 1.6**

**Fall Headcount Enrollment at Nebraska Independent Colleges and Universities  
 Fall 1999–Fall 2010<sup>1</sup>**



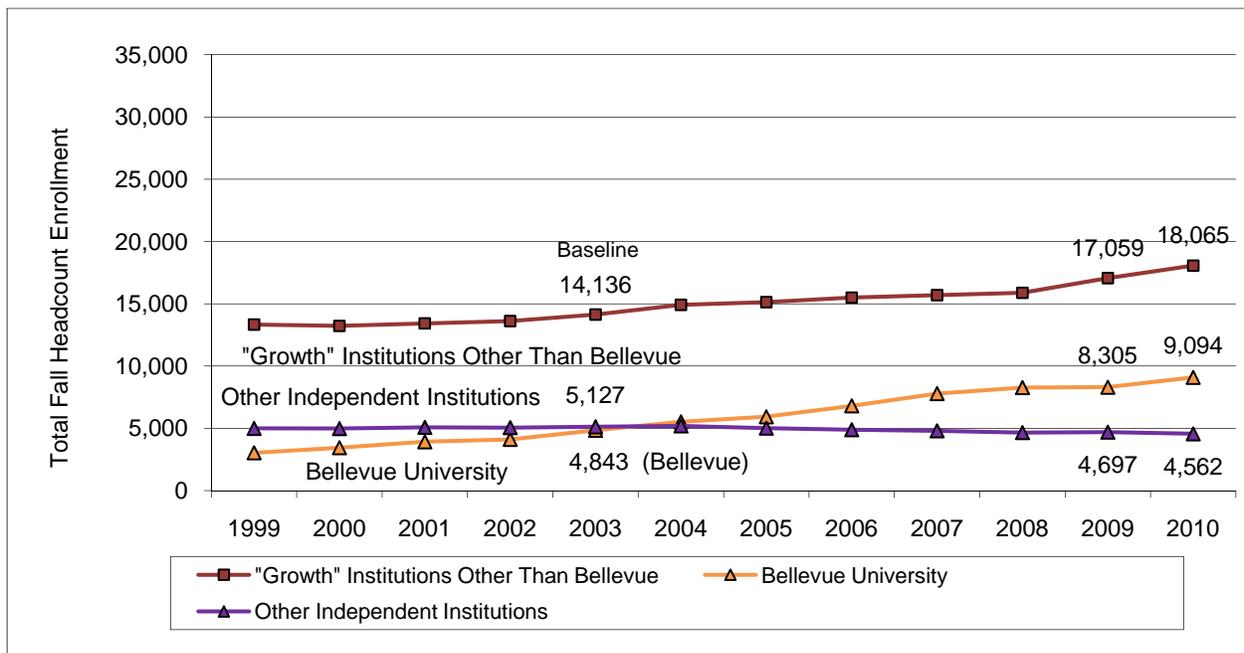
<sup>1</sup>Data Source for 1999-2009: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey or directly to the Coordinating Commission.. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

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

<sup>2</sup>Bellevue University, Creighton University, Concordia University, Clarkson College, Nebraska Wesleyan University, Doane College, BryanLGH College of Health Sciences, Nebraska Methodist College, and College of St. Mary are categorized by the Commission as "growth" institutions because these institutions had higher seven-year increases in total fall headcount enrollment and higher seven-year growth rates between 2003 and 2010 than other institutions in the independent sector. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

- As shown in [Figure 1.7](#) below, Bellevue University's fall 2010 headcount enrollment was 9,024 full- and part-time students, or about one-half of the combined enrollment of the other eight "growth" institutions.
- [Figure 1.7](#) also shows that Bellevue University's upward sloping enrollment trend generally has paralleled the rising enrollment of the other "growth" institutions in the independent sector.
- In comparison, the enrollment trend of the other institutions in the independent sector is flat or declining slightly.

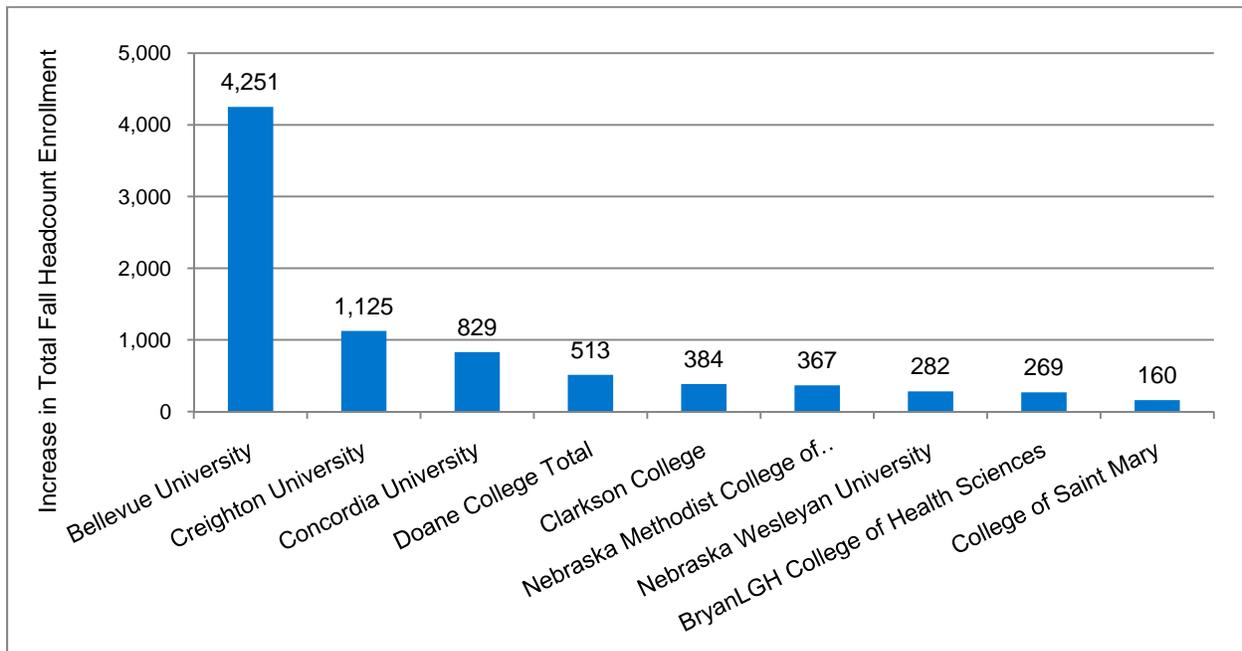
**Figure 1.7**  
**Fall Headcount Enrollment of Bellevue University**  
**Compared to Other Nebraska Independent Colleges and Universities**  
**Fall 1999–Fall 2010<sup>1</sup>**



<sup>1</sup>Data Source for 1999-2009: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey or directly to the Coordinating Commission. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

- As shown in [Figure 1.8](#) on the next page, Bellevue University alone accounted for 4,251 or 56% of the net increase of 7,615 students in the independent sector between fall 2003 and fall 2010.
- Creighton University's enrollment increased by 1,125 students over the seven-year period, accounting for 15% of the sector's growth.
- Fall enrollment at Concordia University, Clarkson College, Nebraska Wesleyan University, Doane College, Bryan LGH College of Health Sciences, Nebraska Methodist College, and College of St. Mary each increased 160 to 829 students between fall 2003 and fall 2010.
- As of fall 2010, the nine "growth" institutions enrolled 86% of the students who attended Nebraska's independent colleges and universities, up from about 79% seven years earlier.

**Figure 1.8**  
**The Highest Seven-Year Increases in Fall Headcount Enrollment**  
**at Nebraska Independent Colleges and Universities**  
**Fall 2003–Fall 2010<sup>1</sup>**



<sup>1</sup>Data Source for 1999-2009: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey or directly to the Coordinating Commission. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

- Dana College was among the 10 other institutions in the independent sector, but the college was closed in August 2010.
- Of the remaining nine institutions, four reported relatively small increases in fall enrollment between fall 2003 and fall 2010:

Midland Lutheran College	98 students	1.3%
Hastings College	80 students	1.1%
Little Priest Trial College	18 students	0.2%
York College	18 students	0.2%

- The increase in Midland College enrollment was due primarily to the influx of students from Dana College in fall 2010. Between 2003 and 2009, Midland had experienced a 24.2% decline in fall enrollment. The increase of 326 students in fall 2010 brought the school's enrollment to 1,042, or slightly higher than the school's enrollment of 1,036 students in 1999.
- The other five institutions in the independent sector experienced the following declines in total enrollment over the seven-year period:

Union College	- 1 student	0.0%
Summit Christian College	- 10 students	0.1%
Nebraska Christian College	- 17 students	0.2%
Nebraska Indian Community College	- 52 students	0.7%
Grace University	- 117 students	1.5%

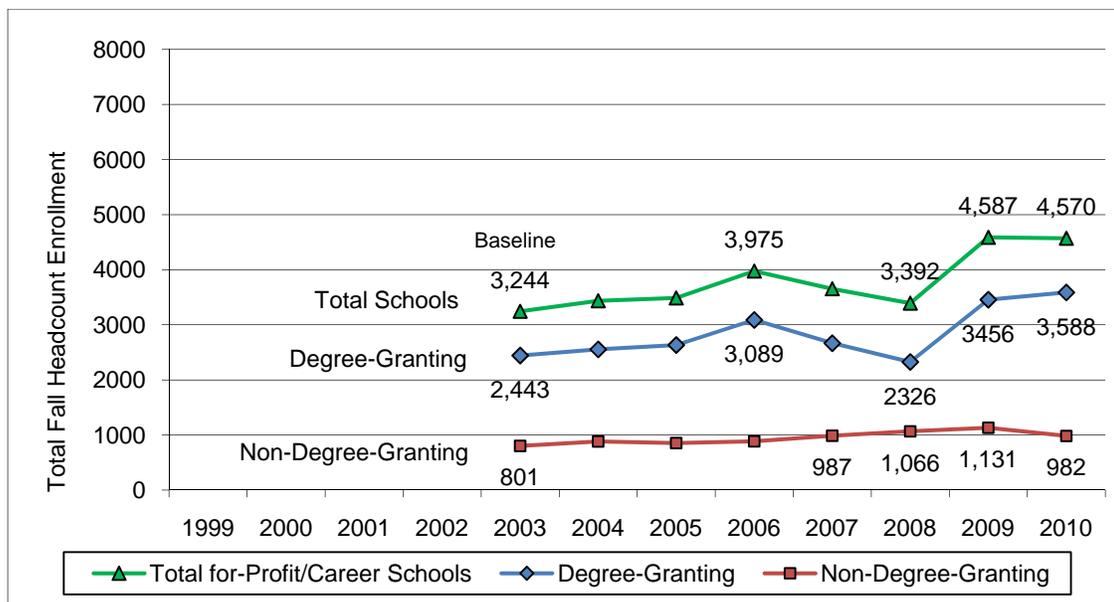
## The For-Profit/Career School Sector

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

- As illustrated in [Figure 1.9](#), total headcount enrollment within the for-profit sector decreased 8.1% between fall 2006 and fall 2007 and decreased 7.1% between fall 2007 and fall 2008. Enrollment increased 35.2% in fall 2009, due primarily to increased enrollment at the Kaplan University campuses in Omaha and Lincoln and at Vatterott College. However, total sector enrollment decreased 0.4%, from 4,587 in fall 2009 to 4,570 in fall 2010, based on preliminary figures.
- Based on estimated fall 2010 enrollments, total enrollment in the for-profit sector increased 40.9% over the past seven years.
- As shown in [Figure 1.9](#), enrollment increased 22.6% between fall 2003 and fall 2010 at the non-degree-granting schools, which consist of six for-profit schools of hair design and two not-for-profit schools of radiologic technology.
- In comparison, enrollment increased 46.9% between fall 2003 and fall 2010 at the state’s degree-granting, for-profit schools, which include a variety of institutions, including one of the state’s three not-for-profit schools of radiologic technology.
- See [Table A1.2](#) in [Appendix 1](#) for a list of the schools in the for-profit sector and their total headcount enrollments from fall 2003 to fall 2010.

**Figure 1.9**

### **Total Fall Headcount Enrollment within the Nebraska For-Profit/Career School Sector Fall 2003–Fall 2010<sup>1</sup>**



<sup>1</sup>Data Source for 2003-2010: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

## **Nebraska Fall Headcount Enrollment Summary by Sector**

- Including the enrollments at for-profit schools, Nebraska's total postsecondary headcount enrollment increased 19.0%, from 120,592 in fall 2003 to 143,555 in fall 2010, based on preliminary counts.
- As shown in [Table 1.1](#), the net effect of the changes in enrollment that occurred between the fall 2003 baseline and fall 2010 is that the enrollments at the independent colleges and universities and the for-profit schools accounted for slightly higher percentages of Nebraska's total postsecondary enrollment in 2010. The combined enrollment of the public institutions accounted for a slightly lower percentage of the state's total enrollment.

<b>Table 1.1 Nebraska Total Fall Headcount Enrollment by Sector: 2003 and 2010<sup>1</sup></b>				
Enrollment Sector	Fall 2003		Estimated Fall 2010	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment
University of Nebraska	46,015	38.2%	49,904	34.8%
Nebraska State Colleges	7,652	6.3%	8,642	6.0%
Nebraska Community Colleges	39,575	32.8%	48,718	33.9%
<b>Total Nebraska Public Colleges and Universities</b>	93,242	<b>77.3%</b>	107,264	<b>74.7%</b>
<b>Nebraska Independent Colleges and Universities</b>	24,106	<b>20.0%</b>	31,721	<b>22.1%</b>
<b>For-Profit Schools*</b>	3,244	<b>2.7%</b>	4,570	<b>3.2%</b>
Total Nebraska Postsecondary Headcount Enrollment	120,592	100.0%	143,555	100.0%
*Note: All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.				
<sup>1</sup> See <a href="#">Table A.1</a> in <a href="#">Appendix 1</a> for data references.				

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

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

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

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

The following analysis compares fall and 12-month unduplicated headcounts for Nebraska's three public sectors of higher education: the University of Nebraska, the Nebraska State College System, and Nebraska's six community colleges.<sup>1</sup> For comparisons of the fall and 12-month enrollments of each of the institutions within these sectors, see Section A.7 of the *2009-2010 Factual Look at Higher Education in Nebraska*, which is available on the Commission's Web site, [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us).

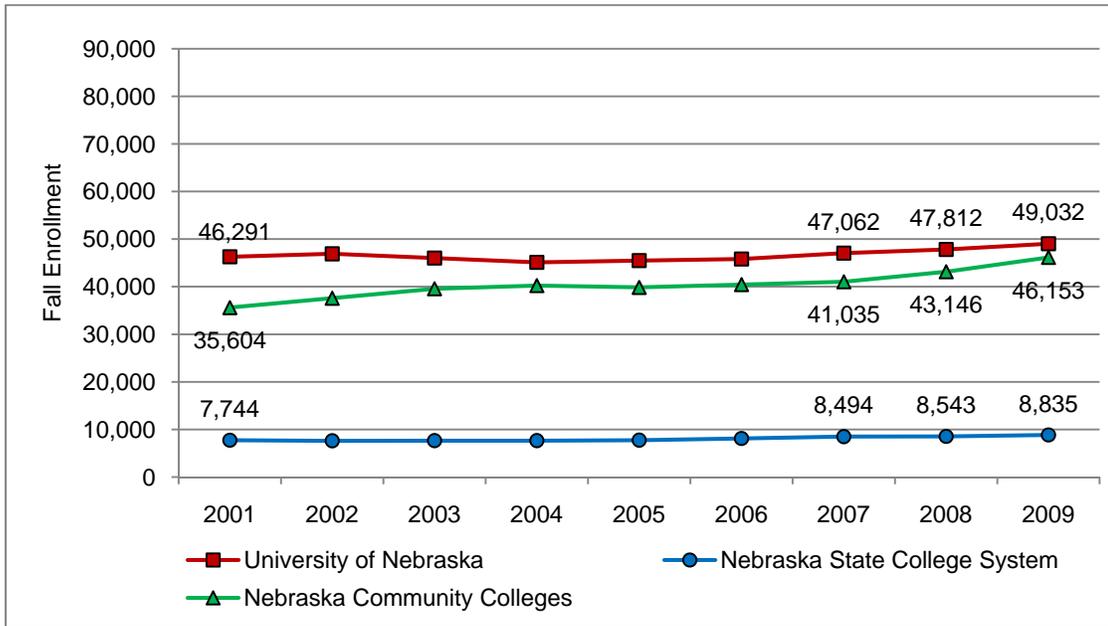
Figure 1.10 on the next page shows the total fall enrollments for the three public sectors from fall 2001 through fall 2009, the latest period for which official data are available from the NCES. Figure 1.11 shows the comparable 12-month enrollments reported to the NCES for the 2001–2002 academic year through the 2008–2009 academic year. Official 12-month enrollment data for the 2009–2010 academic year, which are comparable to fall 2009 enrollments, are not yet available from the NCES. For this reason, direct comparisons of fall and 12-month enrollments in this discussion are limited to 2001–2002 through 2008–2009.

The fall and 12-month enrollments shown in Figure 1.10 and Figure 1.11 are both valid measures for determining whether sector enrollments are generally increasing, decreasing or staying about the same. However, the two headcounts provide different information about sector enrollments.

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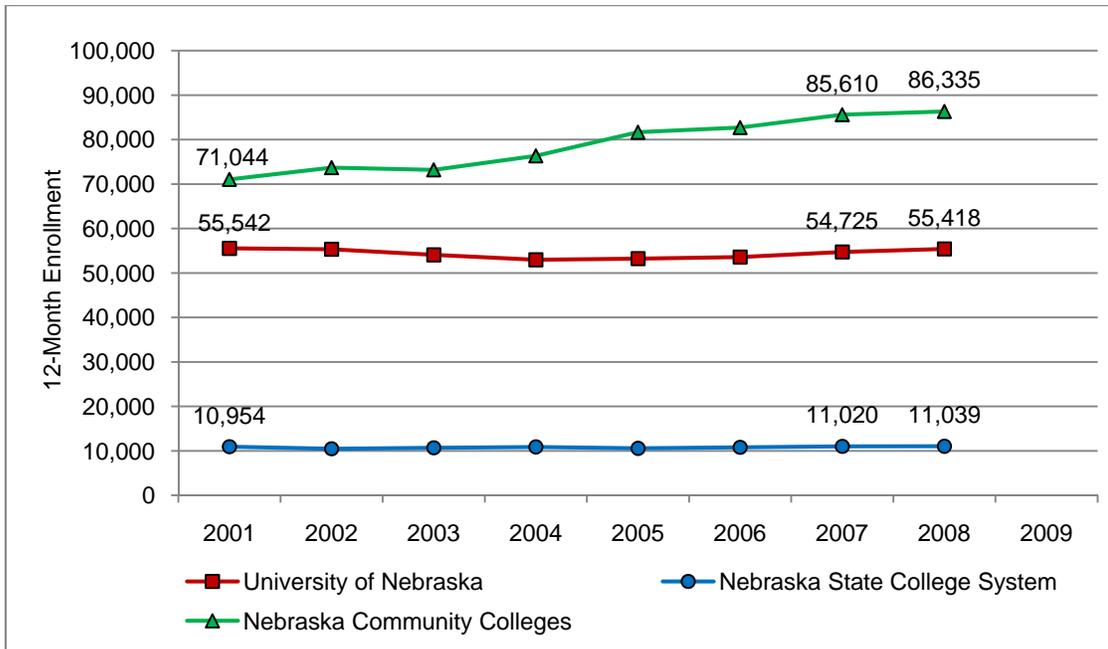
<sup>1</sup>This analysis is limited to the sectors with reported 12-month unduplicated headcounts that have been verified by the Coordinating Commission's research staff. The 12-month unduplicated headcounts reported by Nebraska's independent (not-for-profit) and for-profit institutions will be included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

**Figure 1.10**  
**Fall Headcount Enrollment**  
**at Nebraska Public Postsecondary Institutions by Sector**  
**Fall 2001–Fall 2009<sup>1</sup>**



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

**Figure 1.11**  
**12-Month Unduplicated Headcount**  
**at Nebraska Public Postsecondary Institutions by Sector**  
**2001–2002 Academic Year through 2008–2009 Academic Year<sup>1</sup>**



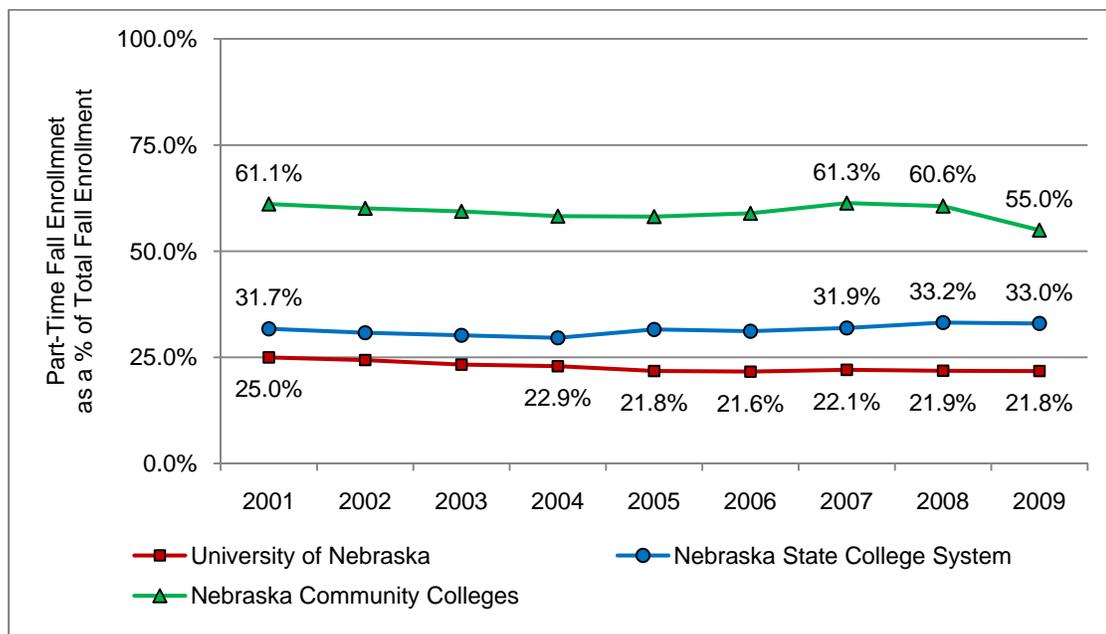
<sup>1</sup>Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). See [Table A1.3](#) in [Appendix 1](#) for supporting data.

Based on the fall enrollments charted in [Figure 1.10](#) on the previous page, the University of Nebraska enrolls a higher number of students than Nebraska’s six community colleges. In fall 2008, for example, the University of Nebraska enrolled 47,812 students compared to an enrollment of 43,146 students at the community colleges.

The 12-month enrollments summarized in [Figure 1.11](#), on the other hand, show that Nebraska’s community colleges serve a significantly greater number of students than the University of Nebraska over the course of an academic year. As also illustrated in the chart, the difference between the 12-month enrollments of these two sectors has increased since the 2001–2002 academic year. As a result, in 2008–2009, the community colleges served a total of 86,335 students over the course of the academic year, while the University of Nebraska served 55,418 students. This is not surprising, given the differences in the institutional missions and programs offered by these two sectors.

The significantly higher 12-month headcount of the community colleges reflects the fact that these colleges serve many students who take courses only one semester or quarter of the academic year. Furthermore, the community colleges enroll significantly more part-time students than the university or state colleges. As shown in [Figure 1.12](#) below, part-time students accounted for 55% of total fall enrollment at the community colleges in fall 2009. In comparison, part-time students accounted for 22% of the university’s fall 2009 enrollment and for one-third of the fall enrollment at the state colleges.<sup>1</sup>

**Figure 1.12**  
**Part-Time Fall Enrollment as a Percentage of Total Fall Headcount Enrollment**  
**at Nebraska Public Postsecondary Institutions by Sector**  
**Fall 2001–Fall 2009<sup>1</sup>**



<sup>1</sup>Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For supporting data, see the Excel workbook titled, Section A: Enrollment, for the 2009-2010 *Factual Look at Higher Education in Nebraska* on the Commission’s Web site at: <http://www.ccpe.state.ne.us/publicdoc/ccpe/Reports/FactLook/default.asp>

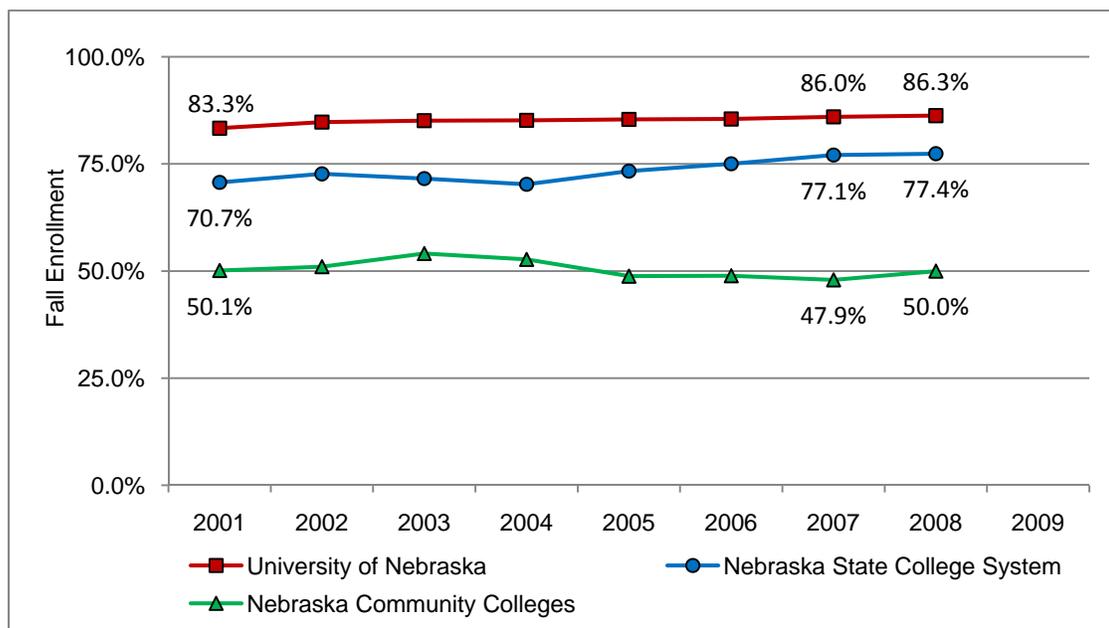
<sup>1</sup>The NCES does not ask institutions to report 12-month unduplicated headcounts by full-time/part-time enrollment status. Consequently, the numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments.

Figure 1.13 below shows fall enrollment as a percentage of 12-month enrollment as a means of directly comparing these two headcounts. As shown in this chart, fall enrollment in fall 2008 accounted for 86% and 77% of 12-month enrollment during the 2008-2009 academic year at the University of Nebraska and the Nebraska State College System, respectively. In contrast, fall enrollments account for 50% of the students served annually by the state's six community colleges.

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

**Figure 1.13**

**Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount at Nebraska Public Postsecondary Institutions by Sector 2001–2002 Academic Year through 2008–2009 Academic Year<sup>1</sup>**



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

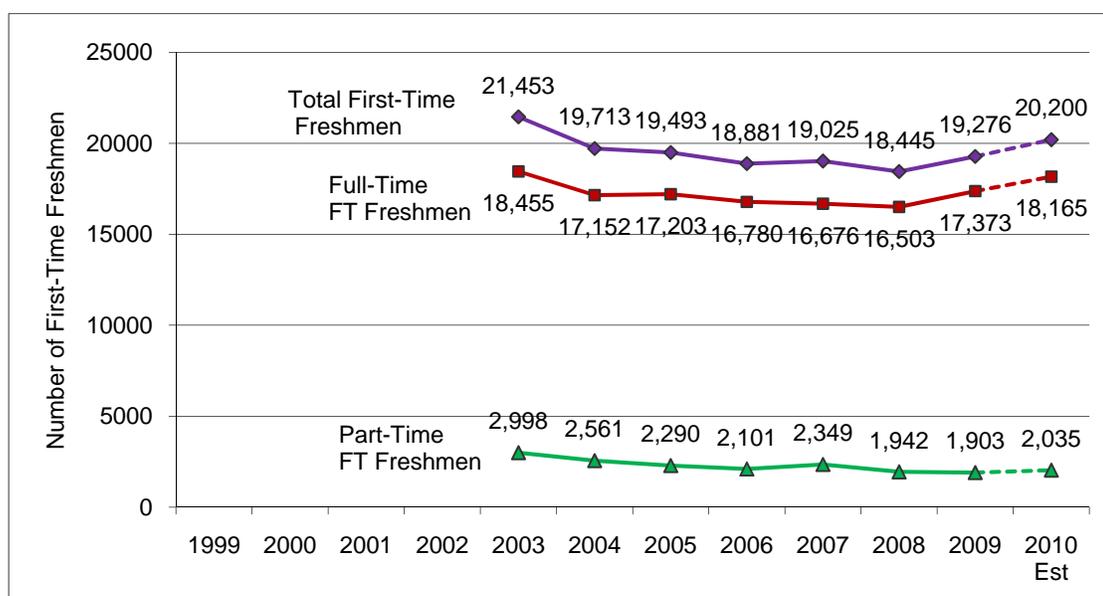
## Nebraska First-Time Freshmen Enrollments

First-time freshmen enrollments are indicators of the general direction that undergraduate enrollments are headed as well as general measures of the numbers of high school graduates who go on to college in Nebraska. Consequently, this section compares 2003 baseline enrollments of first-time freshmen to freshmen enrollments in fall 2009 and fall 2010. First-time freshmen enrollments for fall 2010 are preliminary. Official enrollments for fall 2010 will be available in May 2011 and reported in the *2012 Nebraska Higher Education Progress Report*.

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

- As shown in [Figure 1.14](#), total enrollment of first-time freshmen at all of Nebraska's colleges and universities, including for-profit/career schools, decreased 14.0% between fall 2003 and fall 2008 and then increased 4.5% in fall 2009 and 4.8% in fall 2010. As a result, there were 5.8% or 1,253 fewer first-time students in 2010 than in 2003.
- Full-time, first-time freshmen enrollment paralleled total first-time freshmen enrollment, decreasing 10.6% between fall 2003 and fall 2008 and increasing 10.1% between fall 2008 and fall 2010, resulting in a net decrease of only 1.6% since fall 2003.
- Part-time, first-time freshmen enrollment increased 6.9%, or by 132 students, between fall 2009 and fall 2010. However, part-time, first-time freshmen enrollment was 32.1% lower in fall 2010 than it was in fall 2003.
- In fall 2010, full-time freshmen accounted for 89.9% of the first-time freshmen attending postsecondary institutions in Nebraska, up from 86.0% in fall 2003. Conversely, part-time, first-time freshmen decreased from 14.0% to 10.1% of total freshmen enrollment.

**Figure 1.14**  
**Nebraska Total First-Time, Freshmen Enrollment by Full- and Part-Time Student Status**  
**Fall 2003–Fall 2010<sup>1</sup>**



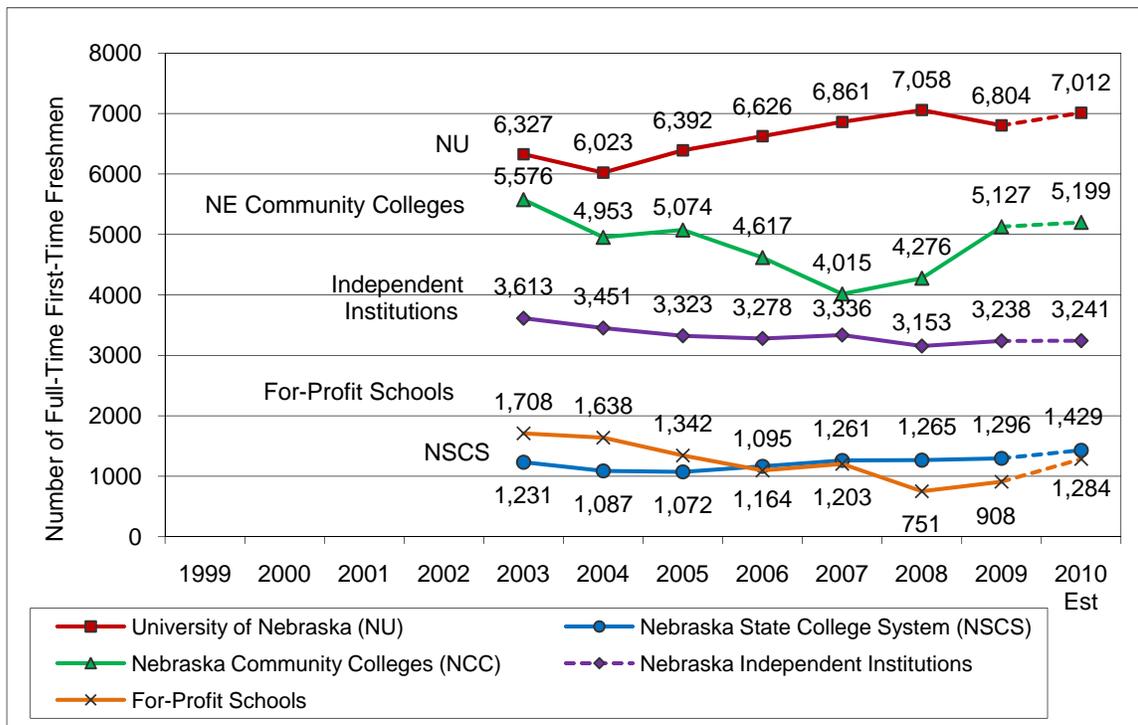
<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey. Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career schools of radiologic technology in addition to the enrollments at all public and independent colleges and universities. See [Table A1.4](#) in [Appendix 1](#) for supporting data.

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

- The University of Nebraska and the Nebraska State College System are the only sectors that reported seven-year net increases in the number of full-time, first-time freshmen enrolled between fall 2003 and fall 2010.
- As illustrated in [Figure 1.15](#), the University of Nebraska experienced decreases in the number of full-time, first-time freshmen enrolled between fall 2003 and fall 2004 and between fall 2008 and fall 2009. However, these decreases were offset by increases in fall 2005 through fall 2008 and in fall 2010, resulting in a seven-year net gain of 10.8% in full-time, first-time freshmen enrollment between fall 2003 and fall 2010.
- As shown in [Figure 1.15](#), Nebraska's community colleges experienced a dramatic 28.0% decrease in the enrollment of full-time, first-time freshmen between fall 2003 and fall 2007. However, since fall 2007, full-time, first-time freshmen enrollment has increased 29.5%. As a result, full-time, first-time freshmen enrollment at the community colleges was only 6.8% lower in fall 2010 than it was in fall 2003.
- The number of full-time, first-time freshmen enrolled at Nebraska's independent colleges increased slightly between fall 2006 and fall 2007 and between fall 2008 and fall 2010. However, full-time, first-time freshmen enrollment at the independent institutions was 10.3% lower in fall 2010 than it was in fall 2003.

Figure 1.15

### Nebraska Total Full-Time, First-Time Freshmen Enrollment by Sector Fall 2003–Fall 2010<sup>1</sup>

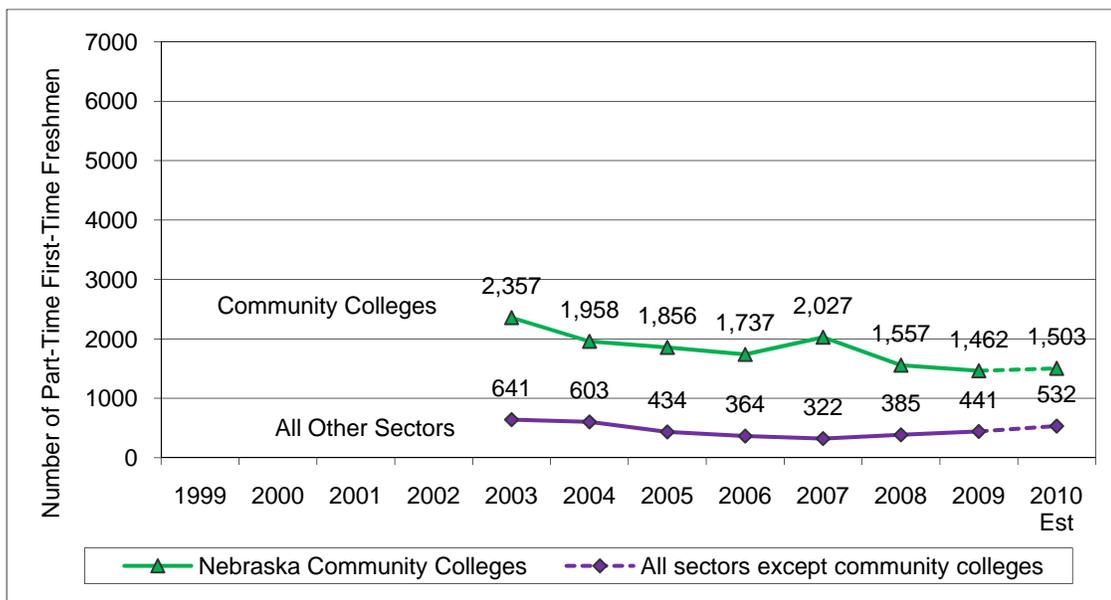


<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey. Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career schools of radiologic technology in addition to the enrollments at all public and independent colleges and universities. See [Part A of Table A1.4 in Appendix 1](#) for supporting data.

- As also illustrated in [Figure 1.15](#) on the preceding page, Nebraska's for-profit/career schools enrolled 24.8% fewer full-time, first-time freshmen in fall 2010 than they did in 2003, even though these schools reported significant enrollment increases in fall 2009 and fall 2010. The schools in this sector include the University of Phoenix, a variety of other for-profit schools, and three schools of radiologic therapy operated by non-profit hospitals or medical centers.
- The enrollment of full-time, first-time freshmen at Nebraska's state colleges decreased 12.9% between fall 2003 and fall 2005. However, enrollments increased 33.3% between fall 2005 and fall 2010. As a result, the number of full-time, first time freshmen enrolled at the state colleges was 16.1% higher in fall 2010 than it was in fall 2003.
- As shown in [Figure 1.16](#) below, Nebraska's community colleges account for the majority of first-time freshmen who attend school part time (78.6% of the state total in fall 2003 and 73.9% in 2010). Enrollment of part-time, first-time freshmen at Nebraska's community colleges decreased between fall 2003 and fall 2006 and decreased again between fall 2007 and fall 2009. With only two increases over the seven-year period, part-time enrollment of first-time freshmen at the community colleges was 36.2% lower in fall 2010 than it was in fall 2003.
- The number of part-time freshmen enrolled in other types of institutions steadily decreased over the four-year period between 2003 and 2007. Between fall 2007 and fall 2010, enrollment increased from 322 to 532 students, as shown in [Figure 1.16](#). As a result, from fall 2003 to fall 2010, total part-time enrollment of first-time freshmen at schools, not including the community colleges, decreased by 109 students, or 17.0%.

**Figure 1.16**

**Nebraska Total Part-Time, First-Time Freshmen Enrollment by Sector  
Fall 2003–Fall 2010<sup>1</sup>**



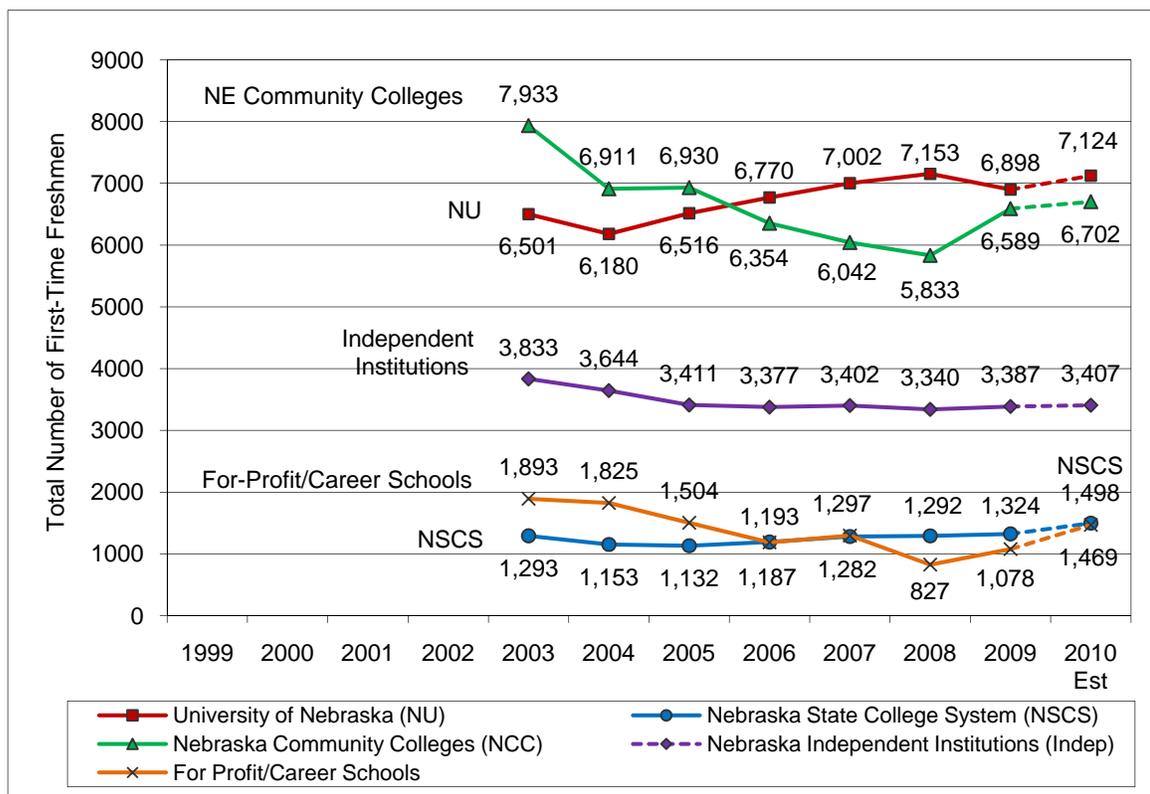
<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey. Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career schools of radiologic technology in addition to the enrollments at all public and independent colleges and universities. See [Part B of Table A1.4](#) in [Appendix 1](#) for supporting data.

## Nebraska Total Enrollment of First-Time Freshmen by Sector

- When full-time and part-time enrollments of first-time freshmen are combined as shown in Table 1.17 below, Nebraska's community colleges enrolled more first-time freshmen than any other sector until fall 2006 when the number of first-time freshmen attending the institutions constituting the University of Nebraska exceeded the total enrolled at community colleges.
- The enrollment of first-time freshmen at the University of Nebraska has increased each fall since 2003, except for fall 2004 and fall 2009. As a result, enrollment in fall 2010 was 9.6% higher than it was in fall 2003.
- At the state colleges, the total number of first-time freshmen enrolled was 15.9% higher in fall 2010 than it was in fall 2003.
- The remaining three sectors reported lower first-time freshmen enrollment in fall 2010 than in fall 2003. Over the seven years, total first-time freshmen enrollments decreased 15.5% at Nebraska's community colleges, 11.1% at Nebraska's independent colleges and universities, and 22.4% at the state's for-profit/career schools.

**Figure 1.17**

**Nebraska Total First-Time Freshmen Enrollment by Sector  
2003–2010<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2010: Estimates reported to IPEDS on the fall 2010 institutional characteristics survey. Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career schools of radiologic technology in addition to the enrollments at all public and independent colleges and universities. See Part C of Table A1.4 in Appendix 1 for supporting data.

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

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

- 1.1 Increase the proportion of PK-12 students who graduate from high school, enroll in postsecondary education and are adequately prepared to proceed through postsecondary degree completion.**
- 1.2 Increase the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska.**
- 1.3 Increase the number of non-Nebraska high school graduates who pursue postsecondary education in Nebraska.**
- 1.4 Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state's higher education system.**
- 1.5 Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.**

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



## 1.1.a High School Graduation Rates

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

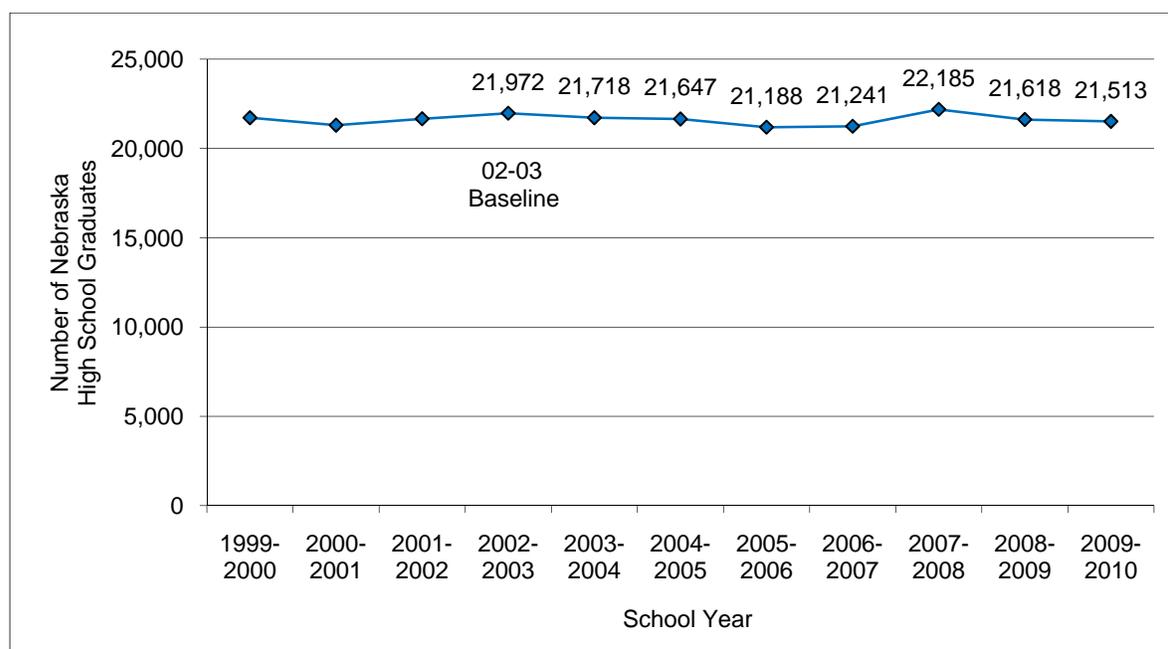
One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state's high schools. In other words, increase Nebraska's high school graduation rate and, in the process, increase the pool of high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

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

- As shown in [Figure 1.1.a.1](#), the number of students who graduated from Nebraska high schools started to decline slightly after the 2002–2003 school year, the latest year for which official data were available from the Nebraska Department of Education for the *2004 Baseline Report for the LR 174 Higher Education Task Force*.
- Over the next three years, the number of students receiving regular diplomas decreased 3.6%, from 21,972 in 2002–2003 to 21,188 in 2005–2006.
- The number of graduates from Nebraska high schools increased 0.3% in 2006–2007 and 4.4% in 2007–2008 for a two-year increase of 4.7%. However, the number of graduates decreased 2.6% in 2008–2009 and 0.5% in 2009–2010 to 21,513. As a result, 459 or 1.2% fewer students graduated from Nebraska high schools in 2009–2010 than in 2002–2003, which is the baseline for this progress report.

**Figure 1.1.a.1**

**Total Number of Nebraska High School Graduates  
1999–2000 through 2009–2010<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, December 2007 for data for 1998–1999 through 2005–2006, January 2009 for data for 2006–2007 and 2007–2008, February 2010 for updated 2007–2008 data and 2008–2009 data, and February 2011 for updated 2008–2009 data and 2009–2010 data. Counts include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.1](#) in [Appendix 2](#) for supporting data.

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

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

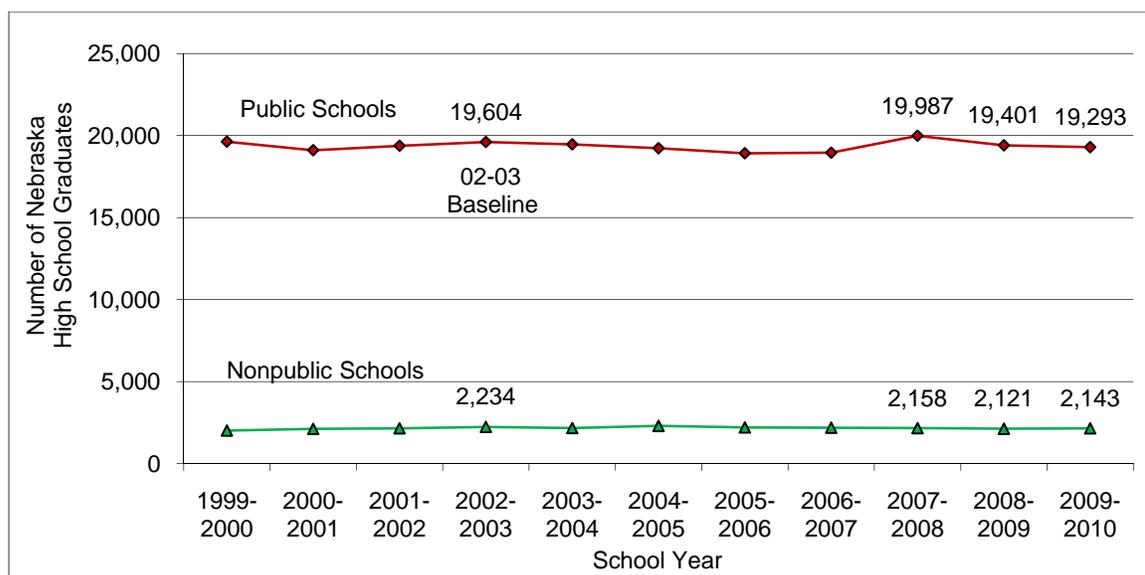
Type of School	Baseline 2002–2003		2008–2009		2009–2010	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	19,401	90.1%	19,293	90.0%
Nonpublic	2,234	10.2%	2,121	9.9%	2,143	10.0%
Subtotal	21,838	100.0%	21,522	100.0%	21,436	100.0%
ESU & SO <sup>2</sup>	134		96		77	
State Total	21,972		21,618		21,513	

<sup>1</sup>Data Source: Nebraska Department of Education, December 2007 for 2002–2003 data February 2011 for updated 2008–2009 data and 2009–2010 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

<sup>2</sup>ESU = Educational Service Units; SO = State-Operated Schools.

- Between 2002–2003 and 2009–2010, the number of public high school graduates decreased 1.6% to 19,293, while the number graduating from private high schools decreased 4.1% to 2,143

**Figure 1.1.a.2  
Numbers of Nebraska Public and Nonpublic High School Graduates  
1999–2000 through 2009–2010<sup>1</sup>**

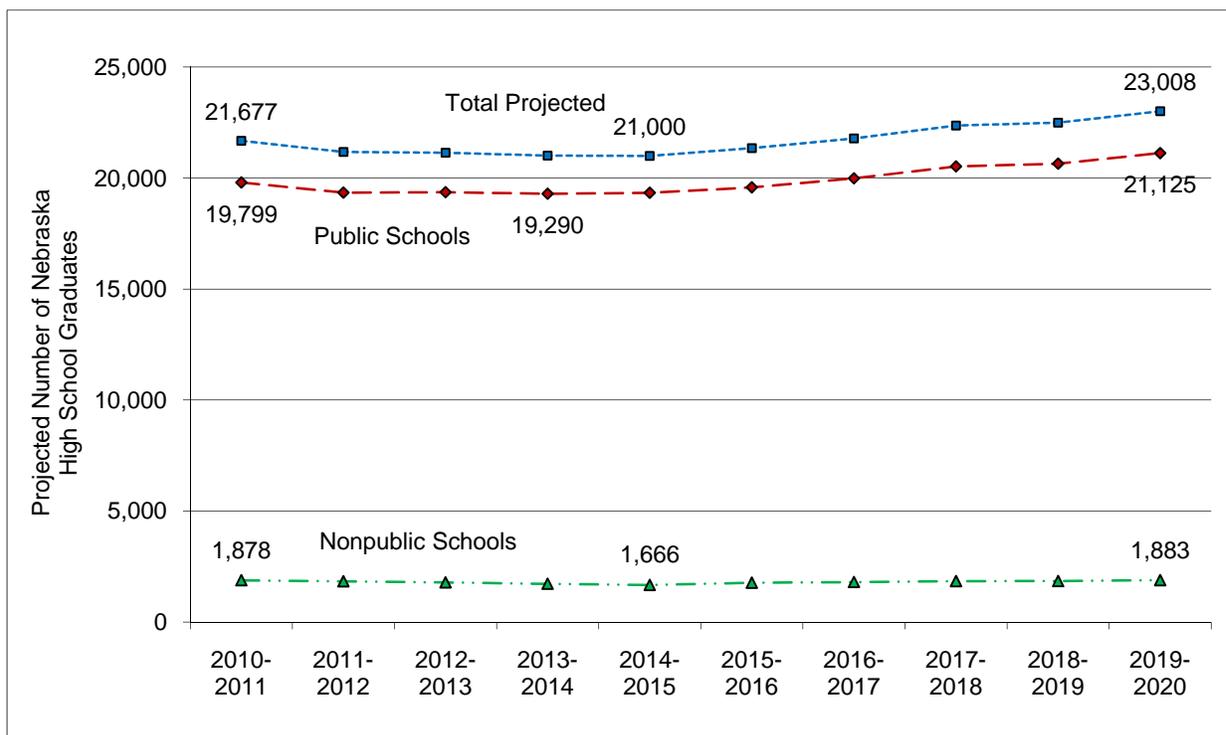


<sup>1</sup>Data Source: Nebraska Department of Education, December 2007 for 1999–200 through 2005–2006 data; January 2009, February 2010, and February 2011 for 2006–2007 through 2009–2010 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

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

- Based on projections by the Western Interstate Commission for Higher Education:
  - About 1,600 more students will be graduating from Nebraska public and nonpublic high schools in 2019–2020 than graduated during the 2009–2010 school year. This is a 7.3% projected increase.
  - Public schools are projected to account for between 90% and 92% of Nebraska’s high school graduates through the 2019–2020 school year.<sup>1</sup>
  - The numbers of graduates from Nebraska’s public and nonpublic high schools are projected to decline 2.6% and 11.3%, respectively, between 2010–2011 and 2013–2014 or 2014–2015.

**Figure 1.1.a.3**  
**Projected Numbers of Graduates**  
**from Nebraska Public and Nonpublic High Schools**  
**2010–2011 through 2019–2020<sup>1</sup>**



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

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

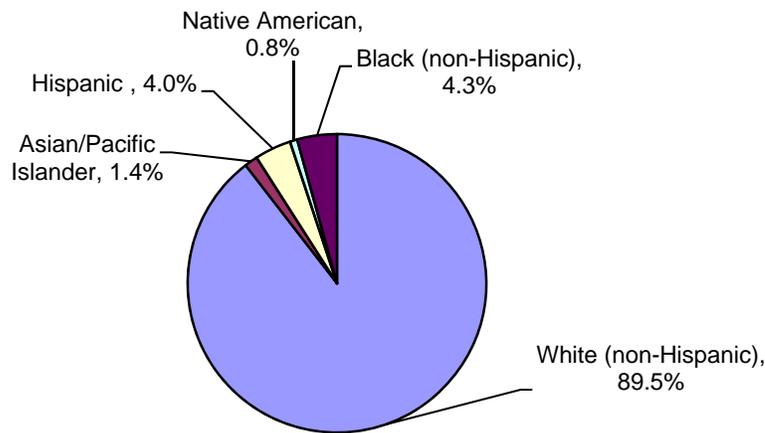
**Projected and Recent Changes in Nebraska Public High School Graduates by Race/Ethnicity**

- The number of graduates from Nebraska public high schools is projected to decrease and then increase over the next decade. By 2019–2020, minority students, especially Hispanics, are projected to account for much higher percentages of the state’s public high school graduates than they did in 2002–2003, as illustrated in Figure 1.1.a.4. This is projected to be the case, despite the fact that Hispanic students tend to graduate from high school at lower rates than white and Asian students. Conversely, white non-Hispanics are projected to account for a significantly lower percentage of the students who will graduate from Nebraska’s public high schools in 2019–2020.

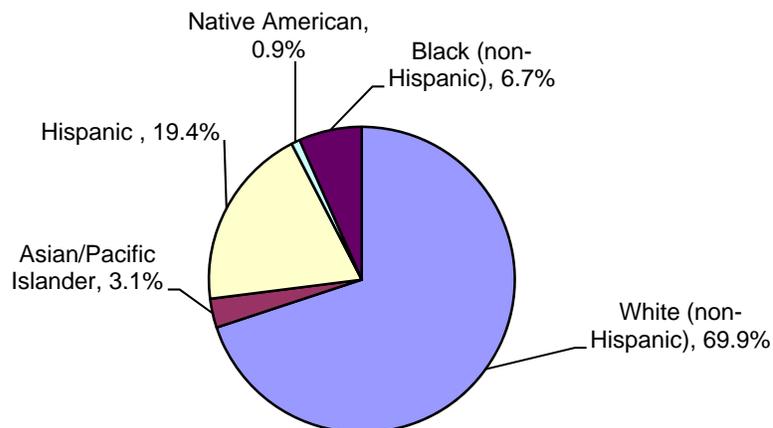
**Figure 1.1.a.4**

**Actual and Projected Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2002–2003 and 2019–2020<sup>1</sup>**

**Actual Percentages of Graduates: 2002–2003 Baseline**



**Projected Percentages of Graduates: 2019–2020**



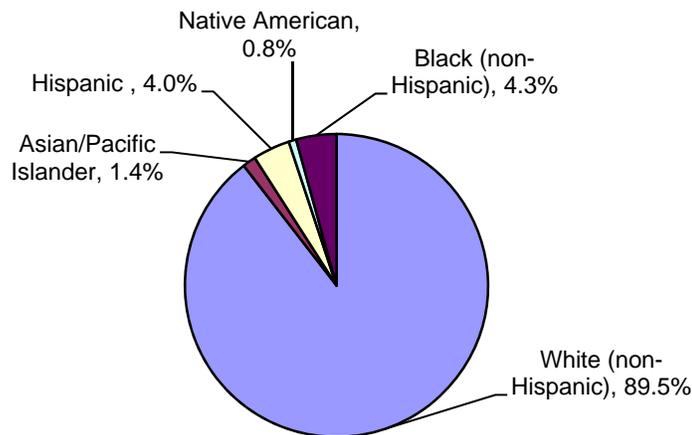
<sup>1</sup>Data Sources: 2002–2003 percentages are based on the numbers of graduates obtained from the Nebraska Department of Education, December 2007. Projected percentages are based on data from *Knocking at the College Door*, Western Interstate Commission for Higher Education, March 2008, page 91. Actual counts and projections do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See Table A2.3 in Appendix 2 for supporting data.

- As shown in [Figure 1.1.a.5](#), actual changes in the racial/ethnic distribution of Nebraska’s high school graduates over the past seven years have been in the direction of the projected trend.
  - The number of white non-Hispanic graduates decreased 9.5% from 2002–2003 to 2009–2010, and white non-Hispanics accounted for 82.3% of Nebraska’s high school graduates in 2009–2010, down from 89.5% in 2003–2002.
  - In comparison, the total number of minority students who graduated from Nebraska’s high schools increased 65.5% from 2002–2003 to 2009–2010. Minorities accounted for higher percentages of the total number of graduates than they did seven years earlier.

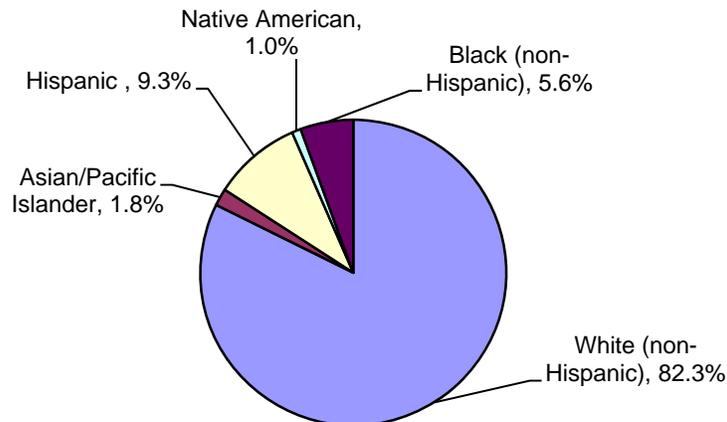
**Figure 1.1.a.5**

**Actual Percentages of Nebraska Public High School Graduates by Race/Ethnicity in 2009–2010 Compared to 2002–2003<sup>1</sup>**

**Actual Percentages of Graduates: 2002–2003 Baseline**



**Actual Percentages of Graduates: 2009–2010**



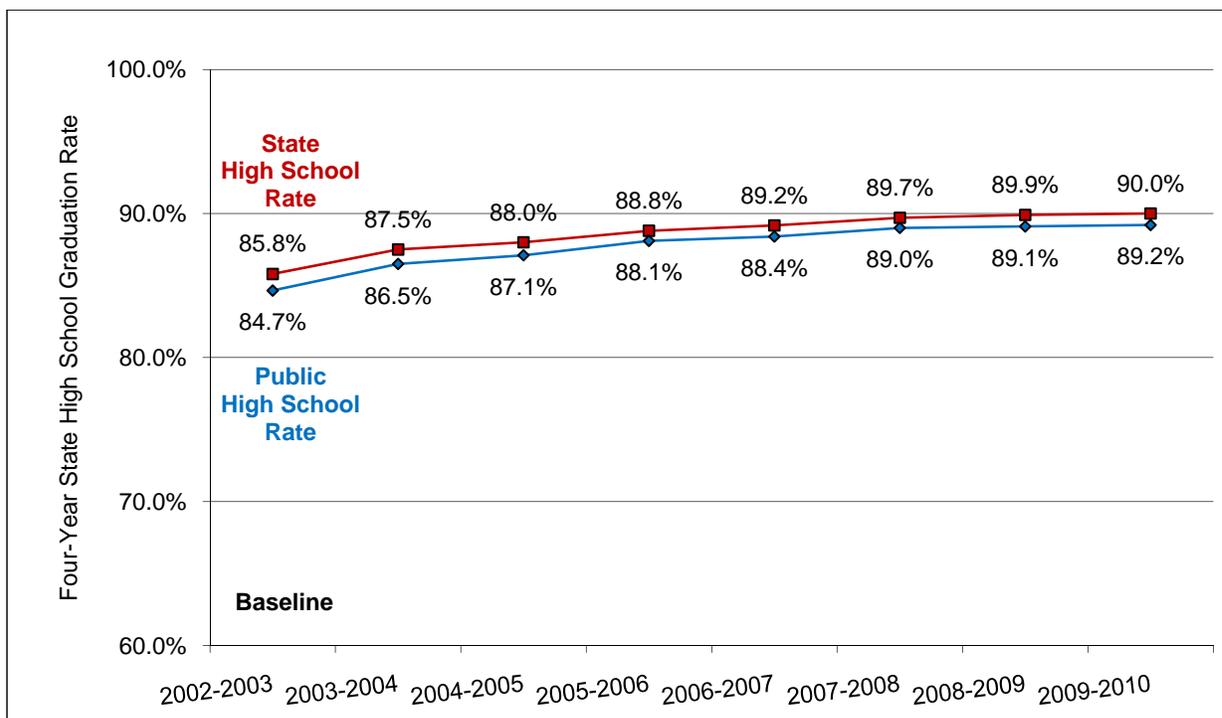
<sup>1</sup>Data Sources: Nebraska Department of Education, December 2007 for 2002-2003 data and February 2011 for 2009-2010 data. Counts do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.4](#) in [Appendix 2](#) for supporting data.

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

- Although the total number of students who graduated from Nebraska high schools decreased 1.2% between 2002–2003 and 2009–2010, the state’s graduation rate increased significantly.
- The Nebraska Department of Education uses the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.
  - Nebraska’s **state four-year graduation rate** is based on data that include the graduates of educational service units, state-operated schools and nonpublic (private) schools as well as the graduates of the state’s public schools.
  - In comparison, the **public four-year graduation rate** is also a statewide rate, but it is limited to data from Nebraska’s public high schools.
  - See Explanatory Note A3.1 in Appendix 3 for information on how four-year graduation rates are calculated.
- As shown in Figure 1.1.a.6 below, Nebraska’s state graduation rate increased from 85.8% in 2002–2003, which is the baseline for this progress report, to 90.0% in 2009–2010, or 4.2% over the seven-year period.
- In comparison, the graduation rate for the public high schools rose 4.5%, from 84.7% in 2002–2003 to 89.2% in 2009–2010, narrowing the gap between the state and public four-year graduation rates.

**Figure 1.1.a.6**

**Nebraska State and Public High School Four-Year Graduation Rates  
2002–2003 through 2009–2010<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, December 2007 for data for 2002–2003 through 2005–2006, January 2009 for data for 2006–2007, February 2010 for updated 2007–2008 data and 2008–2009 data, February 2011 for updated 2008–2009 data and 2009–2010 data. See Table A3.3 in Appendix 3 for supporting data.

- The graduation rate for Nebraska’s public high schools is lower than the overall state rate, whereas the graduation rate for Nebraska’s nonpublic (private) schools is significantly higher than the state rate.<sup>1</sup> Nevertheless, Nebraska’s public high school graduation rate was the eighth highest in the United States in 2008, which is the latest national comparison.<sup>2</sup>
- As shown in [Table 1.1.a.3](#) below, 40.7% of Nebraska’s 253 public school districts had four-year high school graduation rates of 100%, and 61.7% had graduation rates in the range of 96% to 100% for the 2009–2010 school year. In contrast, only 15.0% of Nebraska’s public high school districts had graduation rates that were equal to or below the statewide rate of 89.2% for public schools in 2009–2010.
- See [Table A3.2](#) in [Appendix 3](#) for a list of the 38 public school districts with graduation rates equal to or below the public statewide rate of 89.2% in 2009–2010. As a comparison, 24 districts had graduation rates below the public statewide rate of 89.1% in 2008–2009.

**Table 1.1.a.3  
Distribution of the Four-Year, High School Graduation Rates  
of Nebraska Public High School Districts  
2009–2010<sup>1</sup>**

Four-Year High School Graduation Rate	No. of School Districts	Percentage of School Districts	Subtotaled Percentages of School Districts	Cumulative % of School Districts
100.0%	103	40.7%	61.7%	40.7%
96.0% - 99.9%	53	20.9%		61.7%
93.0% - 95.9%	36	14.2%	23.3%	75.9%
89.3% - 92.9%	23	9.1%		85.0%
85.0% - 89.2%	18	7.1%	15.0%	92.1%
80.0% - 84.9%	14	5.5%		97.6%
70.0% - 79.9%	4	1.6%		99.2%
Less than 70.0%	2	0.8%		100.0%
	253	100.0%	100.0%	

<sup>1</sup>Four-year graduation rates by district obtained from the Nebraska Department of Education, February 2011. See [Table A3.1](#) in [Appendix 3](#) for the comparable baseline distribution of public high school graduation rates for 2002–2003.

<sup>2</sup>The statewide public high school graduation rate for 2009–2010 was 89.2%.

<sup>1</sup>Compared to the public high school graduation rates of 84.7% in 2002–2003 and 89.2% in 2009–2010, the four-year graduation rates for nonpublic (private) high schools were 99.4% for 2002–2003 and 99.7% for 2009–2010, based on data obtained from the Nebraska Department of Education, January 2009 and February 2011. See [Table A3.3](#) in [Appendix 3](#) for supporting data.

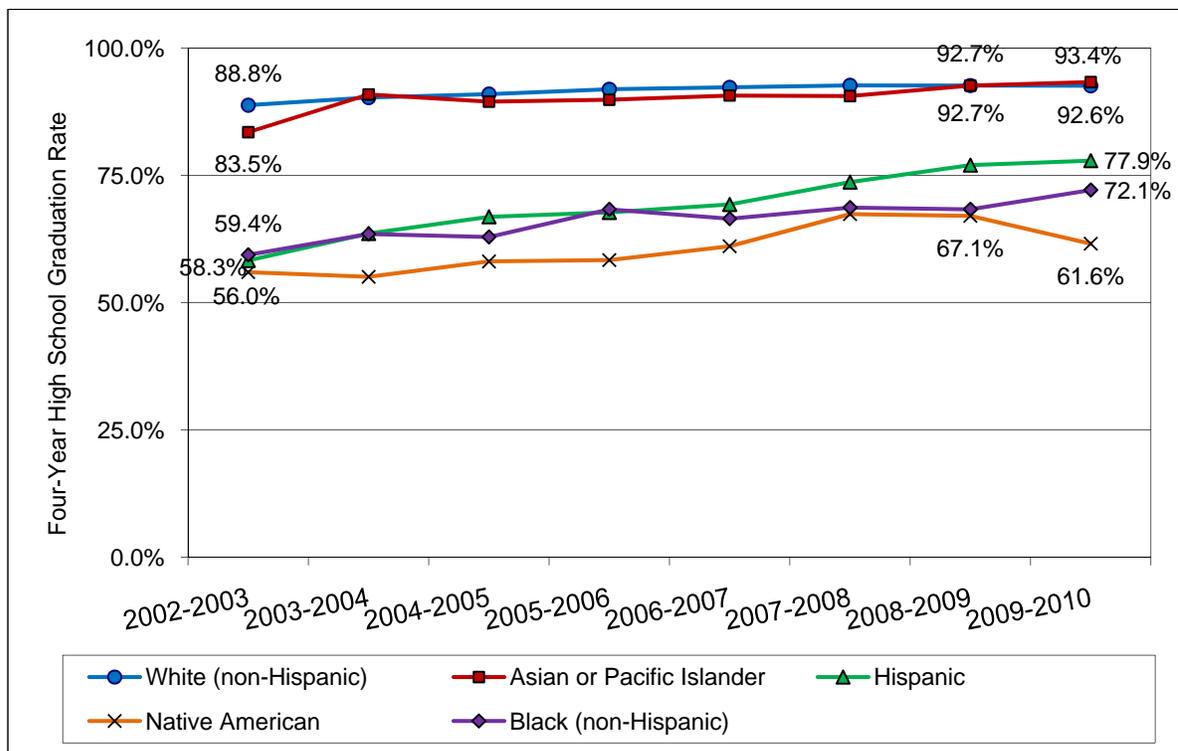
<sup>2</sup>Compared to the other 49 states and the District of Columbia, Nebraska had the fifth highest public high school graduation rate in 2004; the sixth highest rate in 2003, 2005 and 2006; the seventh highest in 2007, and eight highest in 2008, the most recent year for which state comparisons are available. Data for these comparisons are published in the spreadsheet titled Public High School Graduation Rates by State, updated July 2010 on the *Postsecondary Education OPPORTUNITY* Web site, [www.postsecondary.org](http://www.postsecondary.org).

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

- The relatively high four-year graduation rates that characterize most of the state’s public high schools mask the fact that graduation rates within the state vary significantly by race/ethnicity.
- As illustrated in [Figure 1.1.a.7](#), the four-year high school graduation rate for each of the five reported racial/ethnic groups generally increased between 2002–2003 and 2009–2010.
- Among the minorities, the largest increase in graduation rates between 2002–2003 and 2009–2010 was evidenced among Hispanics, while less improvement was reported for Native Americans and black non-Hispanics.
- Although graduation rates have improved for all racial/ethnic groups, the four-year graduation rates for Hispanics, blacks and Native Americans have continued to be significantly lower than the graduation rates for whites and Asians/Pacific Islanders since 2002–2003.
- The net effect of the lower graduation rates for black non-Hispanics, Hispanics and Native Americans is that these minorities continue to account for disproportionately high percentages of the students who drop out of the public high schools in Nebraska, compared to their representation among the graduates of these schools. This is an important finding because minorities, and Hispanics in particular, are projected to account for higher percentages of Nebraska’s high school students in the future.

**Figure 1.1.a.7**

**Nebraska Four-Year, Public High School Graduation Rates by Race/Ethnicity  
2002–2003 through 2009–2010<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, December 2007 for 2002–2003 through 2005–2006 data, January 2009 for 2006–2007 data, February 2010 for updated 2007–2008 data and 2008–2009 data, and February 2011 for updated 2008–2009 data and 2009–2010 data. See [Table A3.3](#) in [Appendix 3](#) for supporting data.

- For the purposes of computing four-year graduation and dropout rates for any given high school class, the numbers of students who dropped out of the class in the ninth, tenth, eleventh and twelfth grades are added together to determine the total number of students who dropped out over the four years. The resulting total number of dropouts can then be compared to the number of graduates in the class, as shown in [Table 1.1.a.4](#) for the class of 2009–2010.

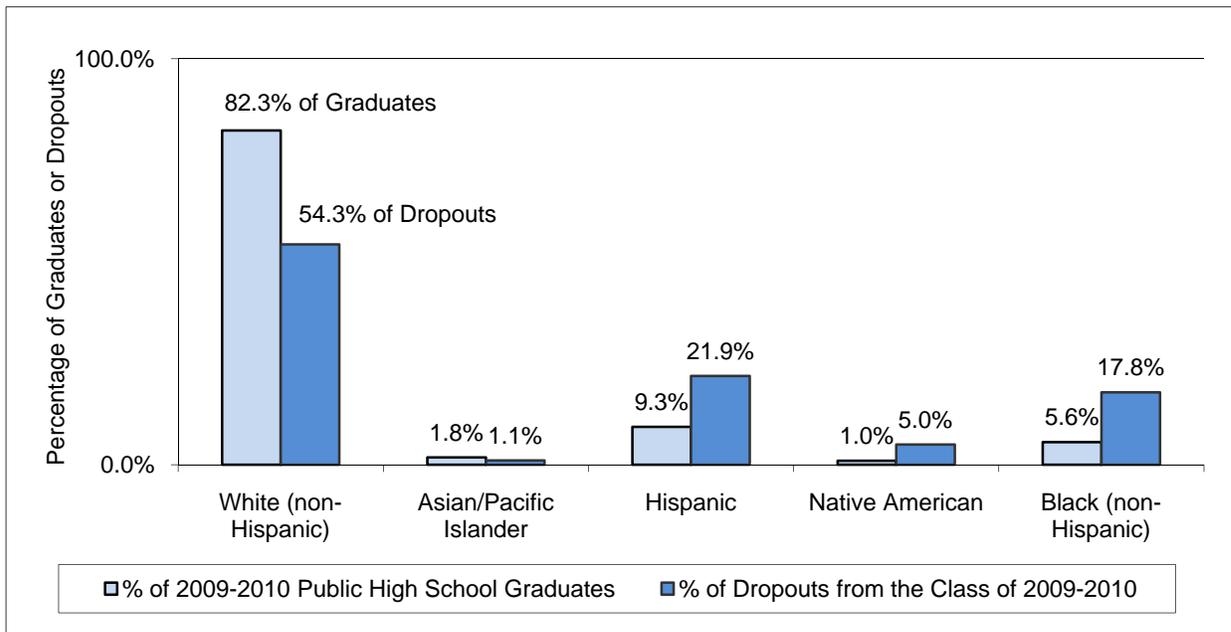
<b>Table 1.1.a.4 Distributions of Public High School Graduates and Dropouts by Race/Ethnicity Based on Four-Year Graduation Rate Data 2009–2010<sup>1</sup></b>				
Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	% of Dropouts
<b>White (non-Hispanic)</b>	15,878	82.3%	1,267	54.3%
<b>Asian/Pacific Islander</b>	351	1.8%	25	1.1%
<b>Hispanic</b>	1,801	9.3%	511	21.9%
<b>Native American</b>	186	1.0%	116	5.0%
<b>Black (non-Hispanic)</b>	1,077	5.6%	416	17.8%
Nebraska Public Total	19,293	100.0%	2,335	100.0%

<sup>1</sup>Data Source: Nebraska Department of Education, February 2011. See [Table A3.4](#) in [Appendix 3](#) for the distributions of public high school graduates and dropouts by race/ethnicity for 2002–2003 through 2009–2010.

- As evidenced in [Table 1.1.a.4](#) above and illustrated in [Figure 1.1.a.8](#) on the next page, white non-Hispanics accounted for the largest number and percentage of dropouts from the class of 2009–2010. However, Hispanics, Native Americans and blacks accounted for a disproportionately higher percentage of students who dropped out of the class relative to the number of students who graduated in 2009–2010.
- Furthermore, as shown in [Figure 1.1.a.9](#) on the next page, Hispanics, Native Americans and blacks accounted for higher percentages of the dropouts from the class of 2009–2010 than they did from the class of 2002–2003. This increase is a result of both the higher number of minority students and their lower graduation rates, relative to the graduation rates of their white and Asian/Pacific Islander classmates.
- Consequently, although the four-year graduation rates for Hispanics, Native Americans and blacks increased between 2002–2003 and 2009–2010, these minorities continue to account for disproportionate and increasing percentages of Nebraska’s public high school dropouts compared to the extent they are represented among the graduates of the state’s public high schools.

**Figure 1.1.a.8**

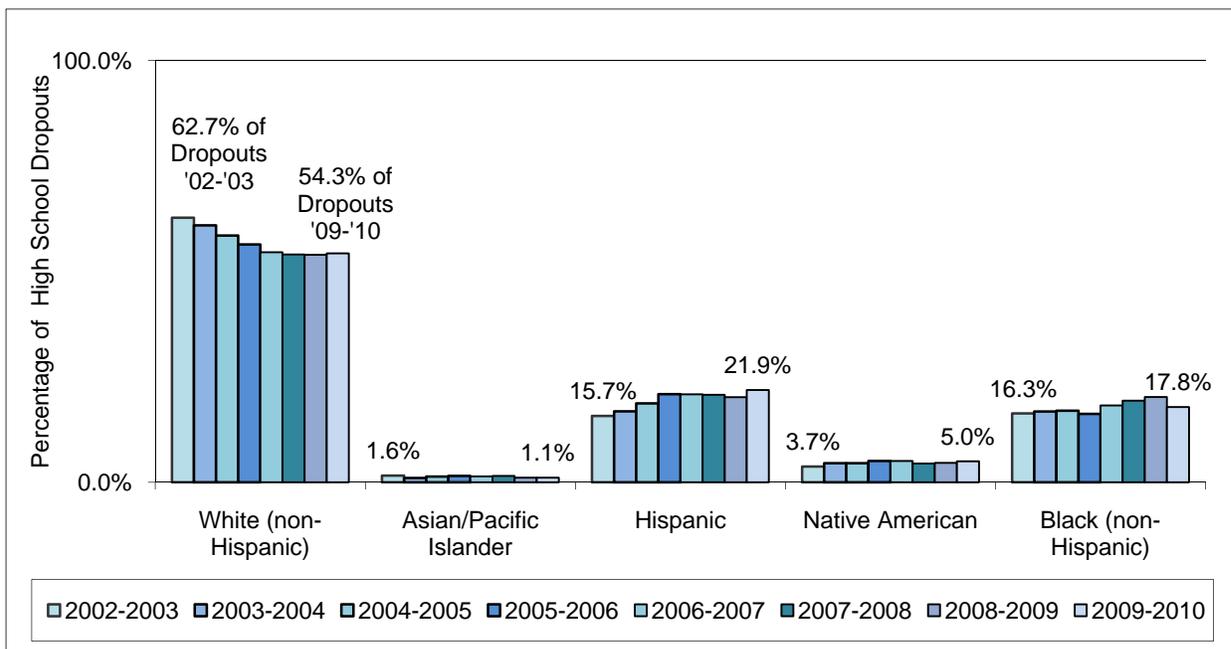
**Percentages of Public High School Graduates and Dropouts by Race/Ethnicity  
Based on Four-Year Graduation Rate Data  
2009–2010<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, February 2011. See [Table 1.1.a.4](#) on the previous page for supporting data.

**Figure 1.1.a.9**

**Percentages of Public High School Dropouts by Race/Ethnicity  
Based on Four-Year Graduation Rate Data  
2002–2003 through 2009–2010<sup>1</sup>**



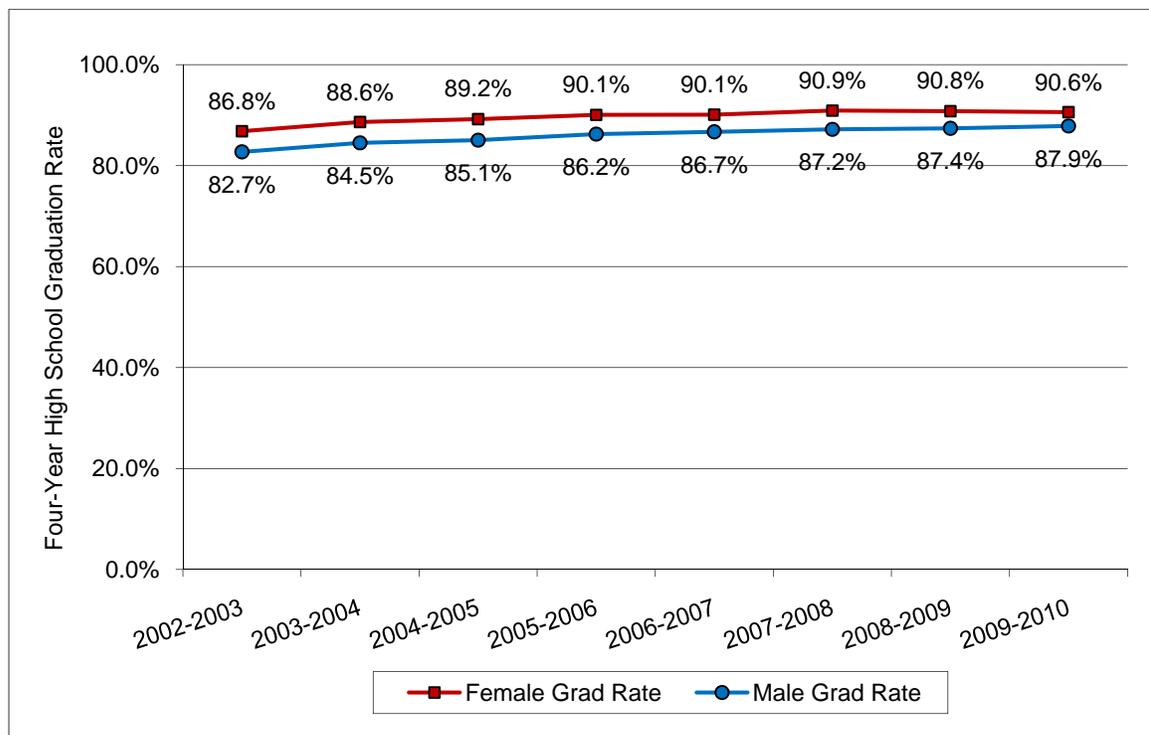
<sup>1</sup>Data Source: Nebraska Department of Education, February 2011. See [Table A3.4](#) in [Appendix 3](#) for supporting data.

## **Nebraska Four-Year, Public High School Graduation Rates by Gender**

- Analyses of the four-year, public high school graduation rate data obtained from the Nebraska Department of Education reveal that females continue to have higher graduation rates than males who attend Nebraska’s public high schools.
- As evidenced in [Figure 1.1.a.10](#), the graduation rates for males and females both gradually increased from 2002–2003 to 2009–2010. Beginning in 2005–2006, the gender gap in graduation rates slightly narrowed.
- Over the three years from 2002–2003 through 2004–2005, there was a 4.1 percentage difference between the graduation rates of males and females who completed high school in Nebraska.
- The difference between the graduation rates of males and females narrowed slightly to 3.9 percentage points in 2005–2006 and the difference narrowed to 3.4 percentage points in 2006–2007, due to a slightly higher increase in the graduation rate for males than for females in 2005–2006 and no change in the graduation rate for females in 2006–2007.
- The difference between the graduation rates of males and females increased from 3.4 percentage points in 2006–2007 to 3.7 percentage points in 2007–2008, and decreased again to 3.4 percentage points in 2008–2009. In 2009–2010, the difference further narrowed to only 2.7 percentage points.

**Figure 1.1.a.10**

**Nebraska Four-Year, Public High School Graduation Rates by Gender  
2002–2003 through 2009–2010<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, Nebraska Department of Education, December 2007 for 2002–2003 through 2005–2006 data, January 2009 for 2006–2007, February 2010 for updated 2007–2008 data and 2008–2009 data, and February 2011 for updated 2008–2009 data and 2009–2010 data. See [Table A3.5](#) in [Appendix 3](#) for supporting data.

**Public School Districts Selected for Further Analysis**

An analysis of the four-year public high school graduation rate data for 2002–2003 through 2009–2010 indicates that Nebraska’s statewide public graduation rate has increased and that the graduation rates for students in all of the reported racial/ethnic groups have improved. However, 2,335 students in the class of 2009–2010 dropped out of Nebraska’s public high schools before they completed the requirements for graduation.

Further analysis of the four-year graduation rate data reveals that 14 (5.5%) of the state’s 253 public high school districts currently account for 72% of the state’s dropouts from public high schools. Consequently, efforts to further increase graduation rates and reduce dropout rates might best focus on these selected districts in order for the graduation rates for each racial/ethnic group and the state as a whole to continue to improve.

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

**Figure 1.1.a.11**

**The 11 Nebraska Counties Where the 14 Selected School Districts that Account for More than 70% of the States Dropouts are Located**

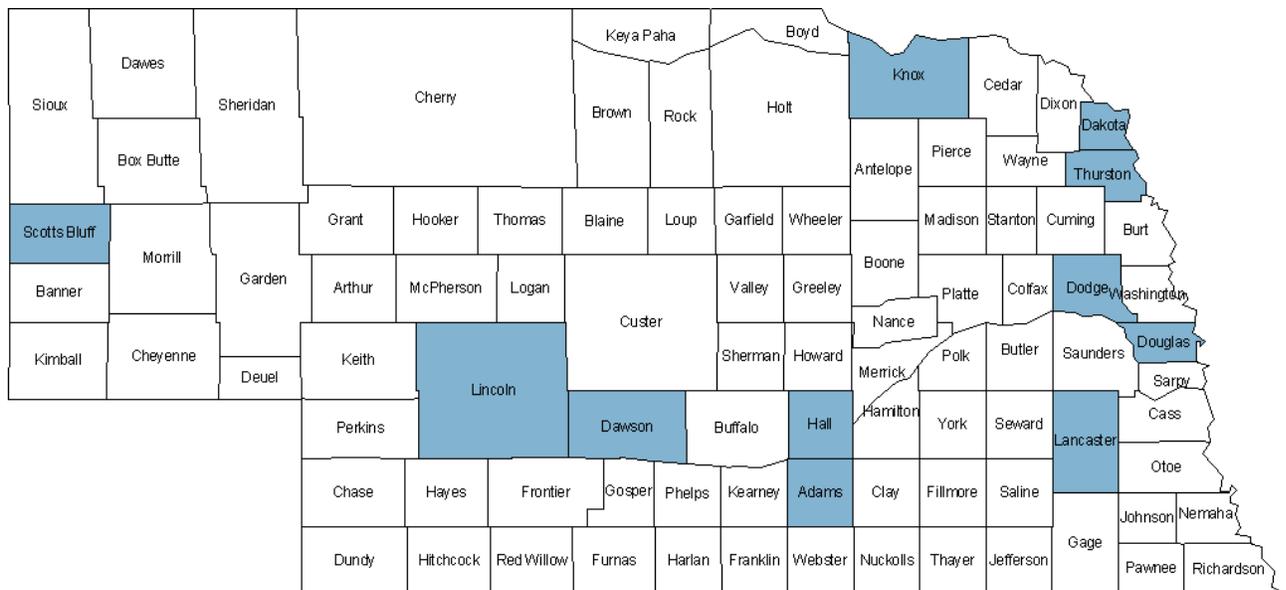


Table 1.1.a.5 lists the 14 school districts originally selected for analysis in 2002–2003, which is the baseline of this report for high school graduation and dropout records. Together, these 14 school districts accounted for 72.7% of the state’s high school dropouts in 2002–2003. To be included initially among the 14 school districts selected for analysis, a district had to meet one or both of the following criteria:

- (1) The district’s four-year graduation rate was lower than the statewide rate for Nebraska public schools in 2002–2003 and 2003–2004, and the district reported more than 15 dropouts from the class of 2002–2003.
- (2) The district’s four-year graduation rate was one of the five lowest in the state for the 2002–2003 or 2003–2004 school year.

The 14 school districts selected for analysis in 2009–2010 are the same as those selected in 2002–2003, except for Schuyler Central High School, which is no longer included, and Ralston Public Schools, which has been added to the list.<sup>1</sup>

- As shown in [Table 1.1.a.5](#), the 14 selected school districts represented 31% or 33% of the state’s public high school graduates but about 72% of all of the dropouts from Nebraska’s public high schools in 2002–2003 and 2009–2010.
- Although 14 districts continue to account for 72% of the state’s high school dropouts, the number of dropouts from the districts decreased 34.7% between 2002–2003 and 2009–2010. During the same period, the number of graduates from the districts increased only 4.3%.

**Table 1.1.a.5  
Number of High School Graduates and Dropouts  
for the 14 Selected Nebraska School Districts  
2009–2010 Compared to 2002–2003<sup>1</sup>**

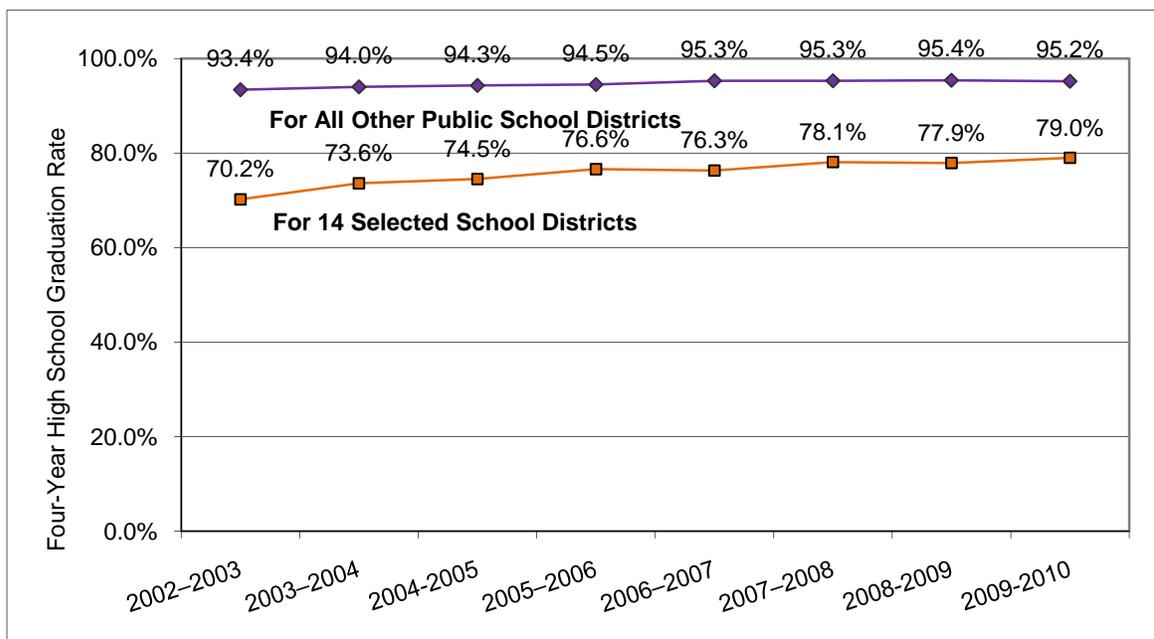
County	District or School Name	No. of Graduates		No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	
		2002–03	2009–10	2002–03	2009–10
Adams	Hastings Public Schools	233	218	54	20
Colfax	Schuyler Central High School	74		30	
Dakota	South Sioux City Community Schools	176	264	64	20
Dawson	Lexington Public Schools	130	154	32	39
Dodge	Fremont Public Schools	286	291	65	56
Douglas	Ralston Public Schools		230		41
Douglas	Omaha Public Schools	2,336	2319	1,342	883
Hall	Grand Island Public Schools	367	415	123	76
Knox	Santee Community Schools	8	3	4	5
Lancaster	Lincoln Public Schools	1,883	1915	716	418
Lincoln	North Platte Public Schools	297	246	57	48
Scotts Bluff	Scottsbluff Public Schools	207	202	39	38
Thurston	Walthill Public Schools	18	12	7	2
Thurston	Umo <sup>n</sup> ho <sup>n</sup> Nation Public Schools	9	17	18	28
Thurston	Winnebago Public Schools	21	20	16	3
	<b>Total for 14 School Districts</b>	<b>6,045</b>	<b>6,306</b>	<b>2,567</b>	<b>1,677</b>
	<b>% of Nebraska Public School Total</b>	<b>30.8%</b>	<b>32.7%</b>	<b>72.7%</b>	<b>71.8%</b>
	Nebraska Public School Total	19,604	19,293	3,531	2,335

<sup>1</sup>Data Source: Nebraska Department of Education, December 2007 and February 2011.

<sup>1</sup>Schuyler Central High School is not included in the list of 14 school districts for 2009–2010 because Schuler Central High School had a graduation rate that was higher than the statewide rate for Nebraska public schools in both 2008–2009 and 2009–2010. In 2008–2009, Schuyler’s graduation rate was 90.0% and, in 2009–2010, its graduation rate was 91.7%. Ralston Public Schools were added to the list of selected school districts in 2009–2010 because Ralson’s graduation rate was lower than the statewide rate for Nebraska’s public schools in both 2008–2009 and 2009–2010, and the district reported more than 15 dropouts each of these years. In 2008–2009, Ralston’s graduation rate was 85.0% with 37 dropouts and, in 2009–2010, the district’s graduation rate was 84.9% with 41 dropouts.

- As illustrated in [Figure 1.1.a.12](#) below, the combined graduation rate for the 14 districts increased from 70.2% in 2002–2003 to 79.0% in 2009–2010, an increase of 8.8 percentage points.
- As also evidenced in [Figure 1.1.a.12](#), the overall four-year graduation rate for the 14 selected school districts continues to be significantly lower than the combined graduation rate for all of Nebraska’s other public high schools. However, the difference between the overall graduation rate for the 14 monitored districts and the graduation rate for all other Nebraska public school districts generally narrowed between 2002–2003 and 2009–2010. This means that, in general, the percentage of students receiving regular high school diplomas in the 14 districts has increased at a higher rate than the graduation rate for all of the other public school districts.
- However, with a few exceptions, most of the selected school districts have continued to have graduation rates that are relatively low, compared to the graduation rates of other public school districts in Nebraska.
- See [Table A3.6](#) in [Appendix 3](#) for detailed four-year graduation rate statistics for 2002–2003 through 2009–2010 for the 14 monitored school districts.

**Figure 1.1.a.12**  
**Four-Year Graduation Rates for 14 Selected Nebraska School Districts**  
**and All Other Nebraska Public High School Districts**  
**2002–2003 through 2009–2010<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska Department of Education, December 2007, January 2009, February 2010 and February 2011. From 2002–2003 through 2008–2009, the selected districts were Fremont Public Schools, Grand Island Public Schools, Hastings Public Schools, Lexington Public Schools, Lincoln Public Schools, North Platte Public Schools, Omaha Public Schools, Santee Community Schools, Schuyler Central High School, Scottsbluff Public Schools, South Sioux City Community Schools, Umo ^ Ho ^ Nation Public Schools, Walthill Public Schools and Winnebago Public Schools. Schuyler Central High School was dropped from the list of 14 districts in 2009–2010 and replaced by Ralston Public Schools (see the footnote at the bottom of the previous page). For the preceding seven years, the same 14 school districts were included in the calculation of the four-year graduation rates so that the rates are directly comparable.

## 1.1.b Preparation for College

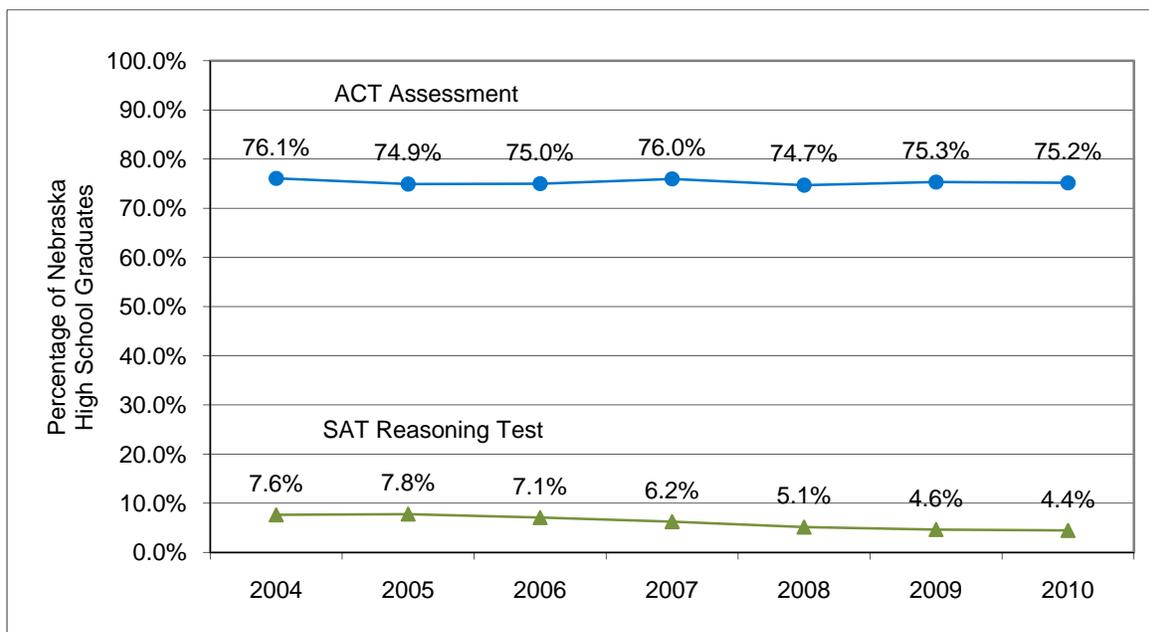
**Increase the proportion of Nebraska high school graduates who are adequately prepared to enroll in postsecondary education and proceed through degree completion.**

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

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

- The ACT Assessment is the predominant college entrance exam available to measure the extent to which Nebraska students are prepared for academic coursework beyond high school. As shown in [Figure 1.1.b.1](#), 75.2% of the Nebraska high school students in the graduating class of 2010 took the ACT Assessment. In comparison, 4.4% of the students took the SAT Reasoning Test.
- As also illustrated in [Figure 1.1.b.1](#), the participation rates for the ACT Assessment and the SAT Reasoning Test were, respectively, 0.9 and 3.2 percentage points lower in 2010 than in 2004, which is the baseline for this annual progress report. (See [Table A4.1](#) in [Appendix 4](#) for supporting data.)

**Figure 1.1.b.1**  
**Percentages of Nebraska High School Graduates**  
**Who Took the ACT Assessment and/or the SAT Reasoning Test**  
**2004–2010<sup>1</sup>**

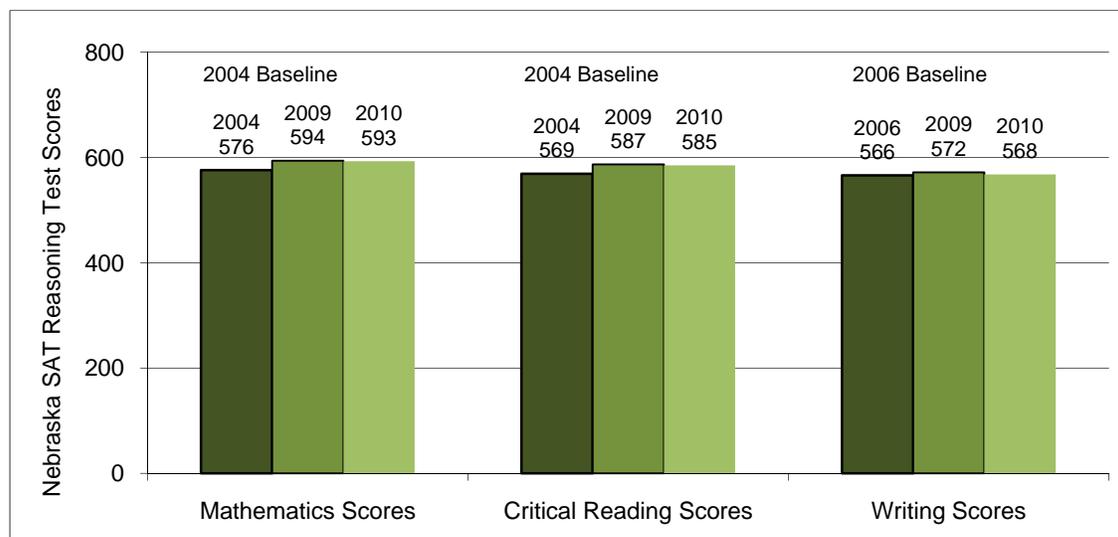


<sup>1</sup>Data Sources: ACT, Inc., College Examination Board and the Nebraska Department of Education. See [Table A4.1](#) in [Appendix 4](#) for supporting data.

## Nebraska SAT Reasoning Test Scores

- The three components of the SAT Reasoning Test measure achievement in mathematics, critical reading and writing. As shown in [Figure 1.1.b.2](#), the average scores of Nebraska high school students on all three components were slightly lower in 2010 than in 2009. However, the average mathematics and critical reading scores were 16 or 17 points higher in 2010 than in 2004, which is the baseline for this report, and the average score in writing was two points higher in 2010 than when this test component was introduced in 2006.

**Figure 1.1.b.2**  
**Nebraska Average SAT Reasoning Test Scores<sup>1</sup>**  
**2009 and 2010 Scores Compared to 2004 or 2006 Baseline**



<sup>1</sup>Data Source: College Examination Board, State Reports 2004-2010.

- As shown in [Table 1.1.b.1](#), the average math, critical reading and writing scores of Nebraska high school students who took the SAT continued to be well above the national averages in 2010. However, given the relatively small sample of self-selected students who were tested, no conclusions can be drawn based on this finding or the fact that average SAT scores of Nebraska students have increased or only slightly decreased as the percentage of Nebraska high school students taking the test has decreased.

**Table 1.1.b.1**  
**National and Nebraska Average SAT Reasoning Test Scores<sup>1</sup>**  
**2002–2010**

Year	Mathematics Scores		Critical Reading Scores		Writing Scores	
	National Average	Nebraska Average	National Average	Nebraska Average	National Average	Nebraska Average
2004	518	<b>576</b>	508	<b>569</b>	Not applicable	
2005	520	<b>579</b>	508	<b>574</b>	Not applicable	
2006	518	<b>583</b>	503	<b>576</b>	497	<b>566</b>
2007	515	<b>585</b>	502	<b>579</b>	494	<b>562</b>
2008	515	<b>585</b>	502	<b>581</b>	494	<b>567</b>
2009	515	<b>594</b>	501	<b>587</b>	493	<b>572</b>
2010	516	<b>593</b>	501	<b>585</b>	492	<b>568</b>

<sup>1</sup>Data Source: College Examination Board, State Reports, 2004–2010.

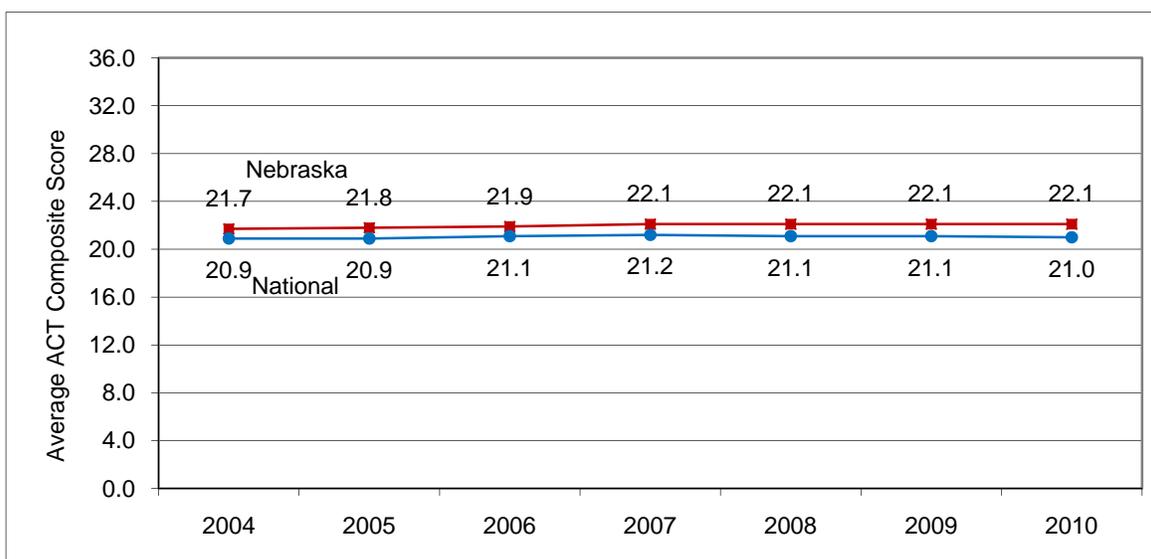
## **Nebraska ACT Assessment Scores**

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

- As shown in [Figure 1.1.b.3](#), the average ACT composite score for Nebraska high school students in the graduating class of 2010 was 22.1, up from 21.7 in 2004, which is the baseline for this report.
- As also shown in the figure below, Nebraska's average composite score in 2010 was the same as in 2007, 2008, and 2009, and the state's average composite has continued to be above the national average.
- Based on information from ACT, Inc., Nebraska had the second highest average composite score among the 17 states where 70% or more of the 2010 high school graduates took the ACT Assessment. Minnesota's average composite was higher at 22.9. However, direct state-to-state comparisons are generally not advisable.<sup>1</sup>

**Figure 1.1.b.3**

**Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2004–2010<sup>1</sup>**

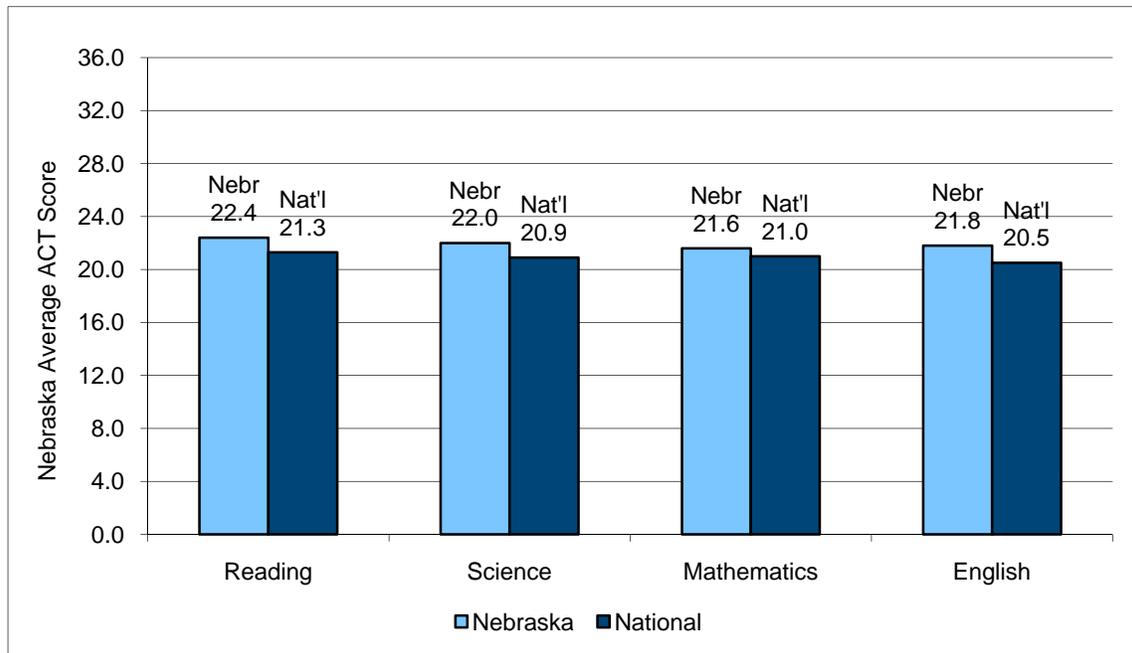


<sup>1</sup>Data Source: ACT High School Profile Reports for Nebraska, 2004–2010.

<sup>1</sup>The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam taken in about 25 states. Nationally, 1,568,835 (or about 47%) of the students in the high school graduating class of 2010 took the ACT Assessment. Each year, average ACT scores are reported for every state, but state-to-state comparisons are not advisable for several reasons. Currently, Colorado, Illinois, Kentucky, Louisiana, Michigan, Mississippi, Tennessee, and Wyoming are the only states where the ACT Assessment is administered to all or to more than 95% of the students who will graduate from high school. In all other states, the students who take the ACT are self-selected and, as a result, do not necessarily represent the total student populations of their states. Furthermore, the percentages of students who take the ACT vary greatly from one state to another, as do other factors that affect student achievement, such as the quality of school systems and the demographic and socio-economic characteristics of students and their families. For these reasons, specific state-to-state comparisons are not included in this report.

- Figure 1.1.b.4 shows that Nebraska students in the 2010 graduating class scored above the national average on each of the subject-area tests that constitute the ACT Assessment.
- Following the national trend, the average ACT scores of Nebraska's high school graduates were slightly higher in reading than in science, mathematics and English.

**Figure 1.1.b.4**  
**Comparison of National and Nebraska Average ACT Scores**  
**in Reading, Science, Mathematics and English**  
**for the Graduating Class of 2010<sup>1</sup>**



<sup>1</sup>Data Source: ACT High School Profile Report for Nebraska, 2010.

### **ACT College Readiness Benchmark Scores**

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

<u>College Course or Area</u>	<u>ACT Subject-Area Test</u>	<u>College Readiness Benchmark Score<sup>1</sup></u>
English Composition	English	18
Social Science	Reading	21
Algebra	Mathematics	22
Biology	Science	24

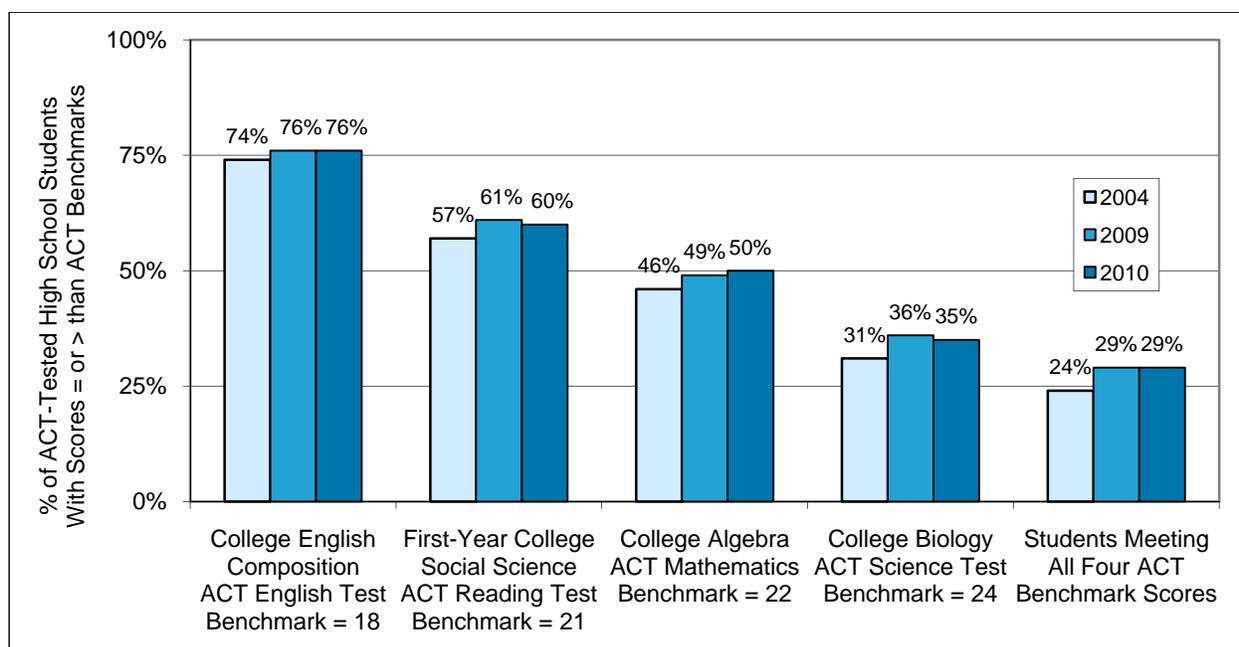
<sup>1</sup>Source: ACT High School Profile Report for Nebraska, 2010.

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

- Based on the data summarized in [Figure 1.1.b.5](#), 76% of the ACT-tested Nebraska high school graduates in 2010 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating that there is a relatively high probability that these students will earn at least a C in college-level English composition courses.
- In comparison, 60% met or exceeded the College Readiness Benchmark Score of 21 on the reading test, indicating probable success in entry-level social science courses; 50% met or exceeded the mathematics benchmark score of 22 for college algebra; and only 35% met or exceeded the science benchmark score of 24 for college-level biology.
- Between 2004 and 2010, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, reading, mathematics and science tests increased two to four percentage points. However, between 2009 and 2010, the percentages stayed the same or up or down only one percentage point, depending on the subject matter area.

**Figure 1.1.b.5**

### **Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks That Indicate Sufficient Preparation for College-Level Courses. Nebraska High School Graduating Classes: 2009 & 2010 Compared to 2004 Baseline<sup>1</sup>**



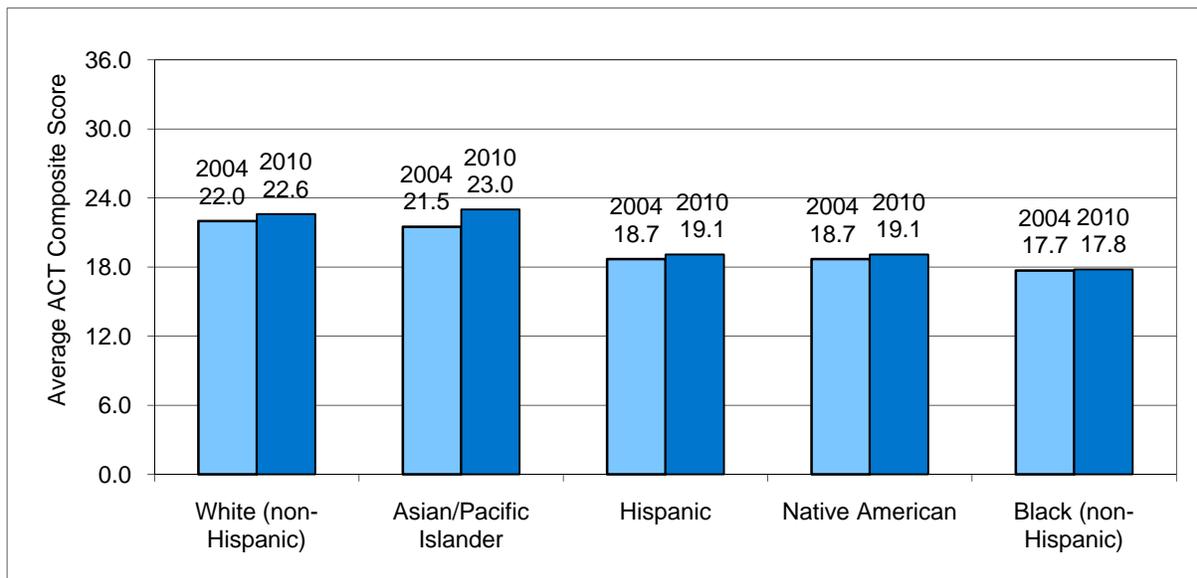
<sup>1</sup>Source: ACT High School Profile Report for Nebraska, 2004, 2009 and 2010. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses.

- Additional data reveals that the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks were six to ten percentage points higher than reported national percentages for 2010. (See [Table A4.2](#) in [Appendix 4](#) for supporting data.)
- However, as shown in [Figure 1.1.b.5](#) above, **only 29% of Nebraska's high school graduates in the class of 2010 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.** This percentage is five points higher than in 2004 but still relatively low.

## **ACT Composite Scores and College Readiness Percentages by Race/Ethnicity**

- Average ACT composite scores and the percentages of students who meet or exceed ACT College Readiness Benchmark Scores vary significantly by race/ethnicity.
- As shown in [Figure 1.1.b.6](#), the average composite scores for Hispanics, Native Americans and black non-Hispanics who graduated from Nebraska high schools in 2004 or 2010 were lower than the average composite scores of their white non-Hispanic and Asian/Pacific Islander classmates.
- [Figure 1.1.b.6](#) also shows that the average composite scores of Asians/Pacific Islanders increased by one and one-half points between 2004 and 2010. The average scores of white non-Hispanics, Hispanics and Native Americans increased by four- or six-tenths of a point. However, the average composite score for black non-Hispanics was only one-tenth of a point higher in 2010 than it was in 2004.

**Figure 1.1.b.6**  
**Nebraska Average ACT Composite Scores by Race/Ethnicity**  
**2010 Compared to 2004 Baseline<sup>1</sup>**



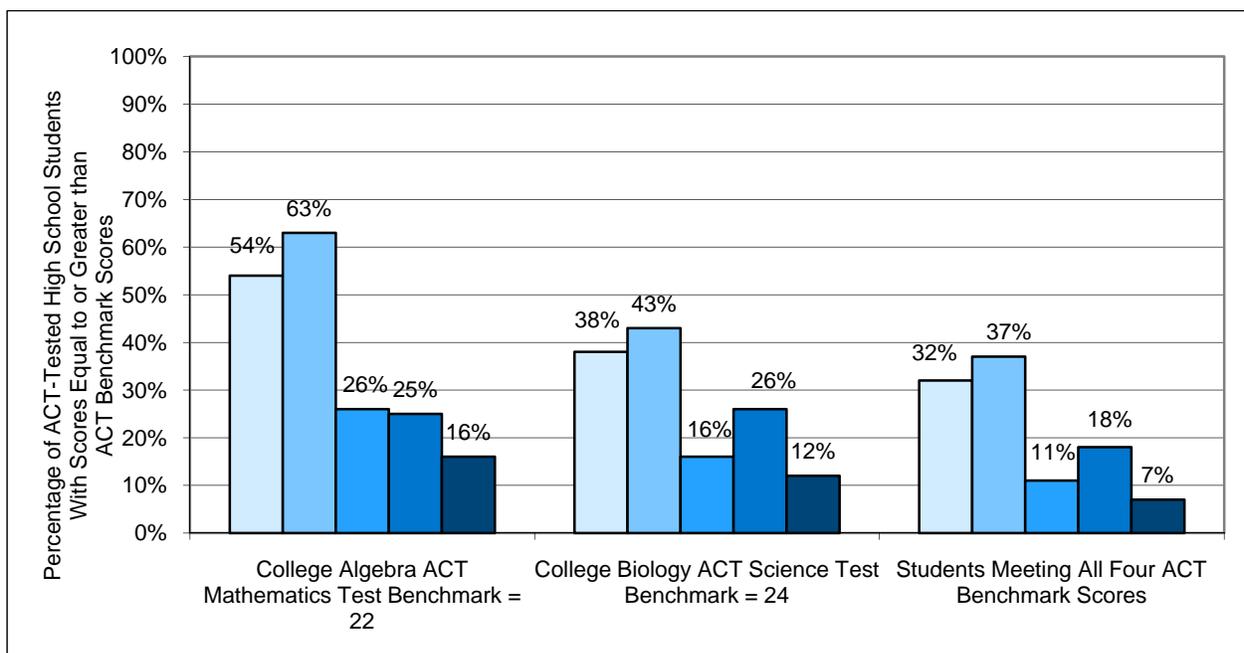
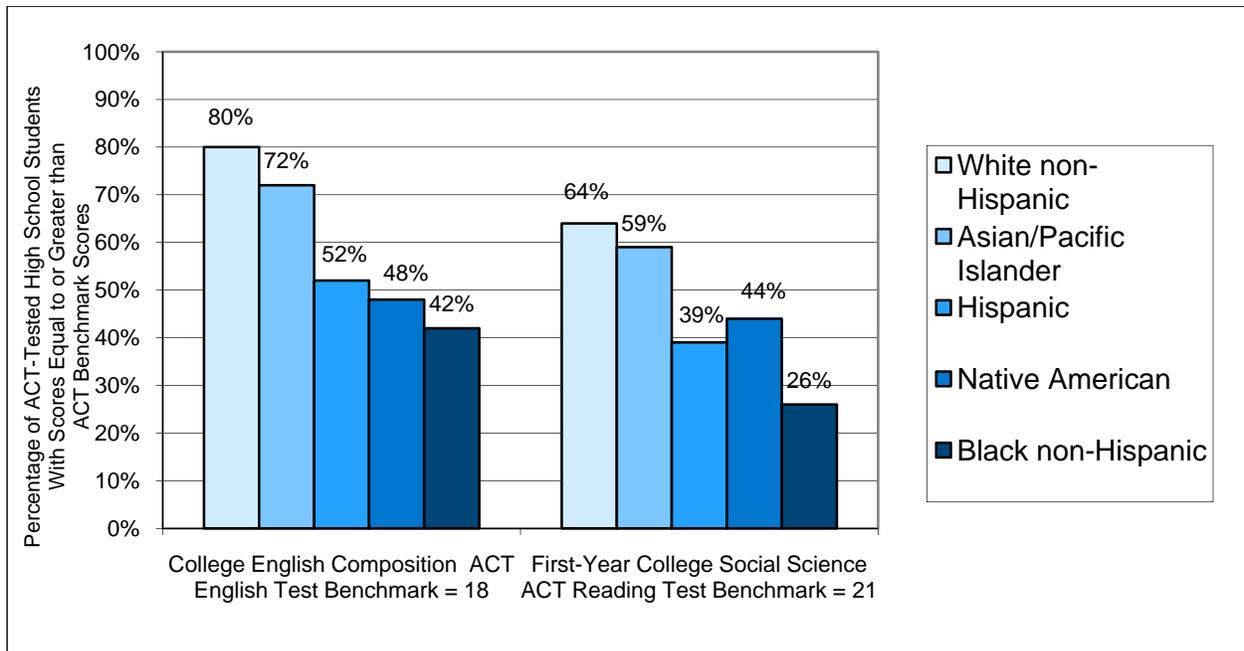
<sup>1</sup>Source: ACT High School Profile Report for Nebraska, 2004 and 2010.

- Based on the data for the graduating class of 2010 summarized in [Figure 1.1.b.7](#) on the next page, significantly lower percentages of Hispanics, Native Americans and black non-Hispanics are sufficiently prepared for college-level coursework, compared to their white or Asian/Pacific Islander classmates.
- For example, only 26% of the ACT-tested Hispanics in the class of 2010 met or exceeded the ACT College Readiness Benchmark Score in mathematics, indicating that they were sufficiently prepared to earn at least a C in college algebra, compared to 54% of the white students and 63% of the Asian/Pacific Islander students. Similarly, only 25% of the ACT-tested Native Americans and 16% of the black non-Hispanics met or exceeded the benchmark score in mathematics.
- As shown on the next page, the same pattern of percentages is evidenced for the ACT tests in English, reading, mathematics and science, even though the percentages of students who met or exceeded the ACT College Readiness Benchmarks vary by subject matter area.

- In addition, the following chart shows that only 11% of Hispanics, 18% of Native Americans and 7% of blacks in the graduating class of 2010 met or exceeded the ACT College Readiness Benchmarks for all four subject-matter tests.

**Figure 1.1.b.7**

**Percentages of ACT-Tested High School Students in the Graduating Class of 2010 Who Met or Exceeded ACT College Readiness Benchmark Scores That Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity<sup>1</sup>**



<sup>1</sup>Source: ACT High School Profile Report for Nebraska, 2010. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses.

## **The Importance of the ACT-Recommended High School Core Curriculum**

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

- 4 years of English (English 9, English 10, English 11, and English 12)
- 3 years of Math (selected from Algebra I, Algebra II, Geometry, Trigonometry, and Calculus)
- 3 years of Social Sciences (selected from American History, World History, American Government, Economics, Geography, and Psychology)
- 3 years or more of Natural Sciences (selected from General/Physical/Earth Science, Biology, Chemistry, and Physics)

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

- The research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to successfully progress through postsecondary education programs than students who do not complete the core courses recommended for students preparing to go to college.
- Furthermore, research conducted by ACT, Inc. indicates that students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college than students who take the minimum core. This research also indicates that students whose coursework beyond the core includes advanced courses in mathematics, such as trigonometry or calculus, as well as courses in biology, chemistry and physics, are the likeliest of all high school students to be ready for college-level coursework.<sup>1</sup>

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

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

- As shown in Figure 1.1.b.8 on the next page, Nebraska students who have taken or plan to take the core college preparatory courses—or more than the core—in high school have consistently scored higher on the ACT than the students who have completed or plan to complete less than the minimum core.
- Of the ACT-tested students in the class of 2010, those who took the core or more had an average composite score of 22.8 compared to an average score of 19.6 for the students who reported that they took courses that did not meet the minimum core requirements.

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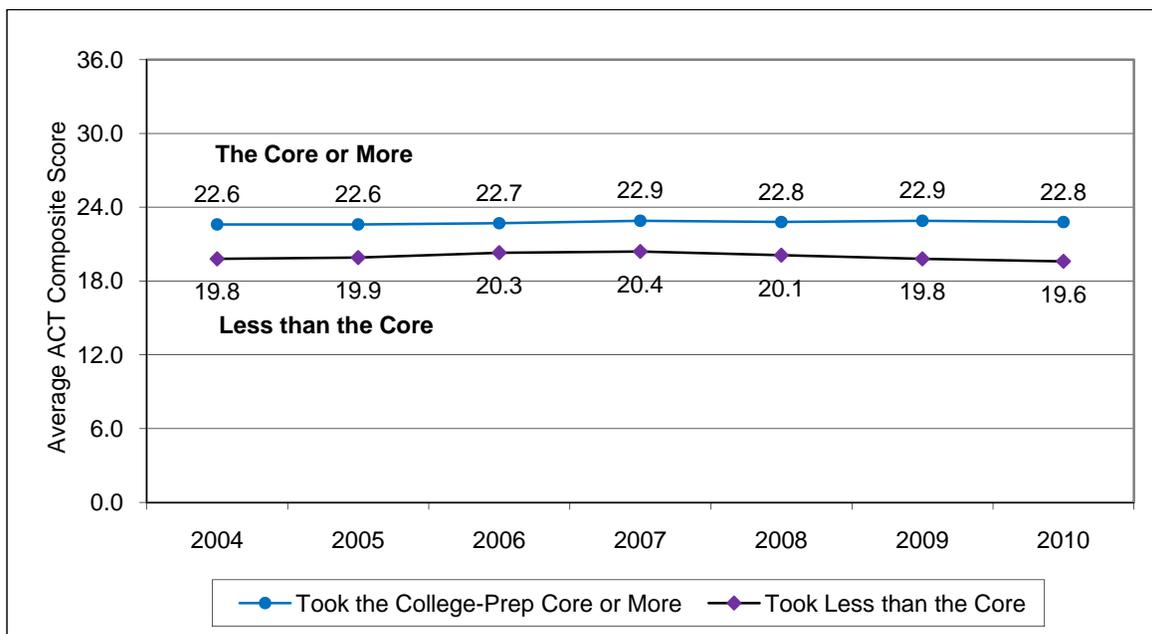
<sup>1</sup>Executive Summary, *Crisis at the Core: Preparing All Students for College and Work*, ACT, Inc., 2005, page 3, and ACT High School Profile Report for Nebraska, 2009, pages 21-22.

- As also evidenced in [Figure 1.1.b.8](#), the average ACT composite score for the students who took the core or more increased two-tenths of a point between 2004 and 2010, whereas the average score for students who took less than the core was two-tenths of a point lower in 2010 than it was in 2004.
- The reports provided by ACT do not explain why the average ACT composite score of Nebraska students who have taken less than the core improved between 2004 and 2007 and then decreased to below the 2004 level in 2010, or why the average ACT composite score of Nebraska students who have taken the core or more increased but is now holding stable at 22.8 or 22.9, as has been the case since 2007.
- Regardless of unexplained score variations, the data summarized in [Figure 1.1.b.8](#) provides strong evidence that taking the college-preparatory curriculum continues to have a positive effect on ACT composite scores and improves a student’s chances for achieving academic success in college-level courses.
- Furthermore, as shown in [Figure 1.1.b.9](#) on the next page, the average ACT composite score is higher for students who complete the core than for students who take less than the core, regardless of race/ethnicity.

Note: By the 2014-2015 school year, Nebraska school districts will have to adopt and implement graduation requirements that include meeting standards similar to those represented by the core, college-preparatory high school curriculum advocated by ACT, Inc. Prior to adoption of the new state-wide standards, Nebraska high school graduation requirements were set by each school district individually and may or may not have included “the core” as defined by ACT, Inc.

**Figure 1.1.b.8**

**Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2004–2010<sup>1</sup>**



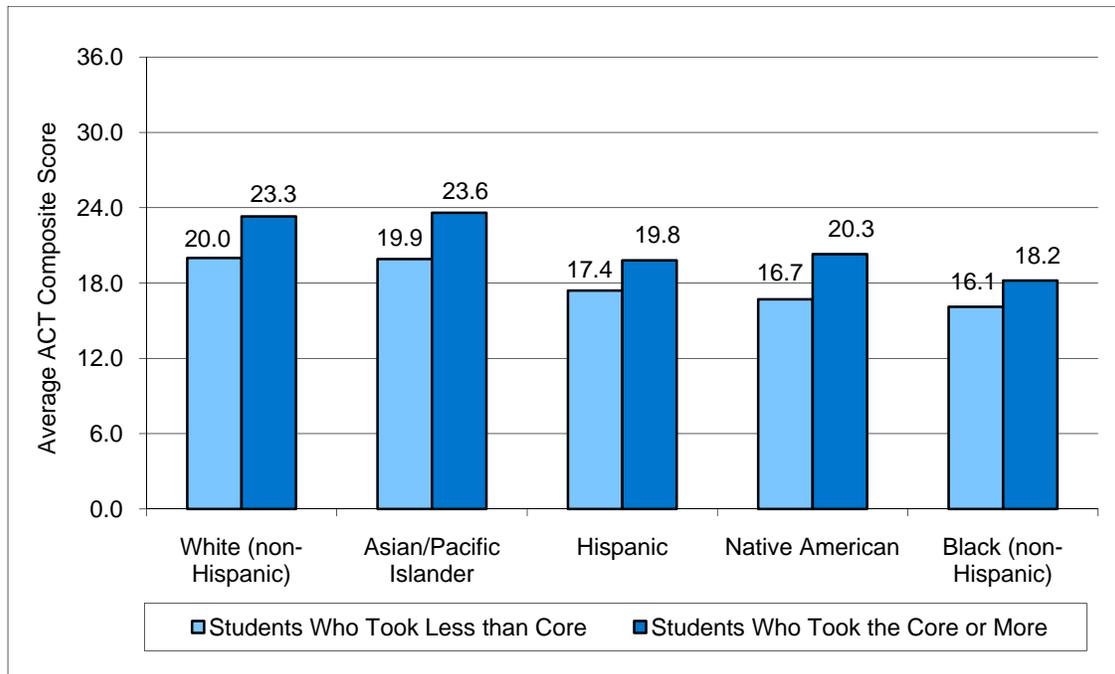
<sup>1</sup>Data Source: ACT High School Profile Reports for Nebraska, 2004–2010. ACT, Inc. defines the core college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I).

- Taking “the core or more” helps students of every race/ethnicity.

Within each of the five racial/ethnic groups, the average ACT composite score was higher for the students in the graduating class of 2010 who took the college-preparatory core than the average score for students who took less than the core, as illustrated in [Figure 1.1.b.9](#).

**Figure 1.1.b.9**

**2010 Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity<sup>1</sup>**



<sup>1</sup>Data Source: ACT High School Profile Report for Nebraska, 2010. Numbers of students tested: White (non-Hispanic) 13,375, Asian/Pacific Islander 303, Hispanic 920, Native American 105, black (non-Hispanic) 674.

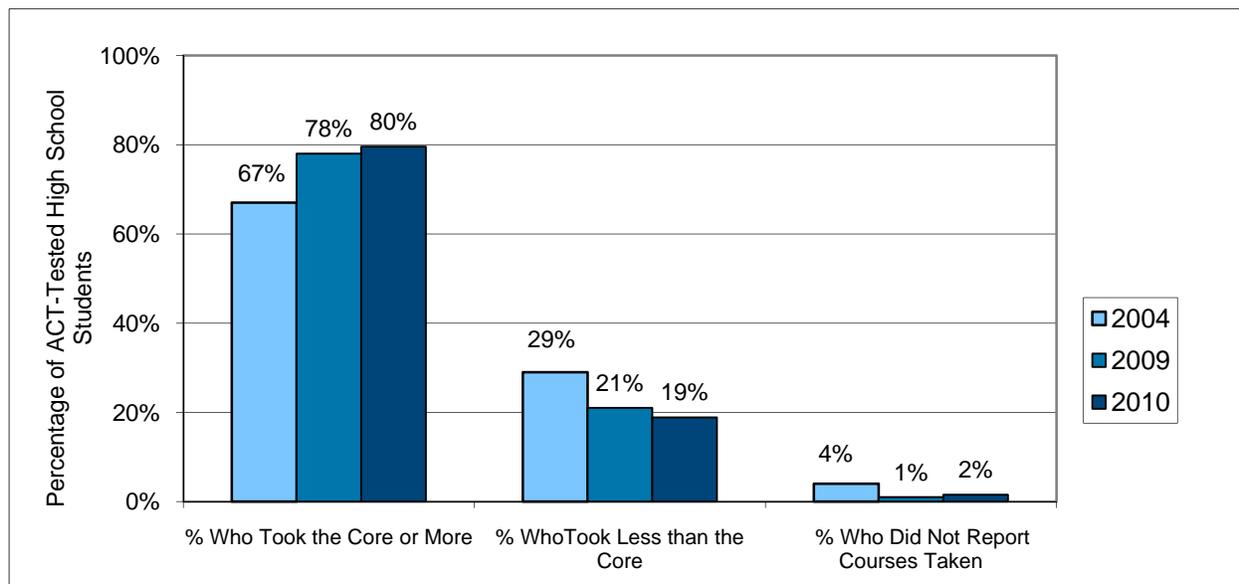
**The Percentage of Nebraska ACT-Tested Students Who Take the Core or More**

As mentioned earlier in this section, the students themselves report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Self reporting may make the data less accurate and/or less reliable. The percentage of ACT-tested students who reported the courses they took or planned to take in high school was 96% in 2004 and 99% in 2009 and 2010. As a result, it is possible to compare the percentages of ACT-tested students in the classes of 2009 and 2010 who took the core or more to the percentage of ACT-tested 2004 high school graduates who took the core or more.

- A direct comparison of 2004, 2009 and 2010 percentages indicates that the percentage of high school students who take the core or more noticeably increased over the past seven years. As shown in [Figure 1.1.b.10](#) on the following page, the percentage of students who reported that they took the core or more was 11 percentage points higher in 2009 than in 2004, which is the baseline for this report. In 2010, the percentage of students who reported that they took the core or more was two percentage points higher than in 2009. Conversely, the percentage of students who have said that they took less than the core decreased.

Figure 1.1.b.10

Percentages of Nebraska's ACT-Tested Students Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School 2009 and 2010 Compared to 2004 Baseline<sup>1</sup>

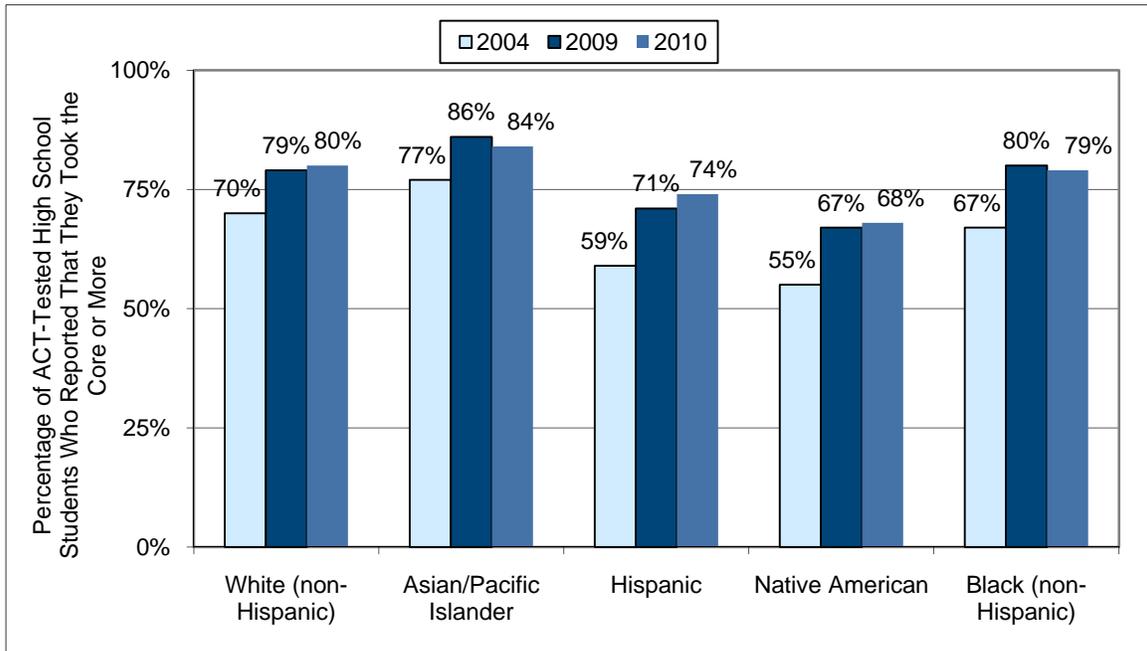


<sup>1</sup>Data Source: ACT High School Profile Report for Nebraska, 2007, 2009 and 2010. See Table A4.3 in Appendix 4 for supporting data.

- Figure 1.1.b.11 on the next page shows that there has been a general increase in the percentage of the ACT-tested students in each of the five major racial/ethnic groups who have reported taking the core or more in high school, even though the percentages for Asians/Pacific Islanders and black non-Hispanics decreased slightly between 2009 and 2010.
- As shown in Figure 1.1.b.12, significantly lower percentages of Hispanic, Native American, and black non-Hispanic high school graduates in Nebraska are taking the ACT Assessment than their white non-Hispanic and Asian/Pacific Islander classmates.

**Figure 1.1.b.11**

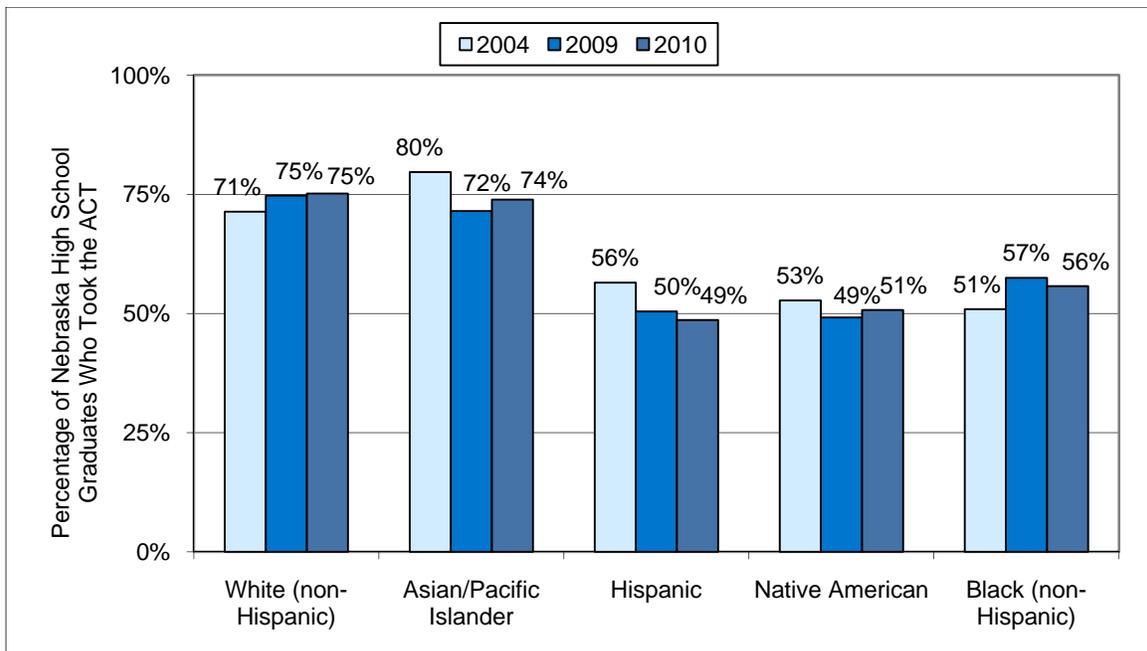
**Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2009 and 2010 Compared to 2004 Baseline<sup>1</sup>**



<sup>1</sup>Data Source: ACT High School Profile Report for Nebraska, 2004, 2009 and 2010.

**Figure 1.1.b.12**

**Percentage of Nebraska High School Graduates Who Took the ACT Assessment by Race/Ethnicity 2008 and 2009 Compared to 2004 Baseline<sup>1</sup>**



<sup>1</sup>Data Sources: ACT High School Profile Report for Nebraska, 2004, 2008 and 2009. See [Table A4.4](#) in [Appendix 4](#) for supporting data.

### 1.1.c College Continuation Rates

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

One strategic approach to increasing the total number of students who enroll at Nebraska's postsecondary institutions is to increase the state's college continuation rate, or the percentage of Nebraska high school graduates who go to college. Increasing the state's college continuation rate is also one of the primary goals of Nebraska's P-16 Initiative. (Since a college-going rate is the same as a college continuation rate, the two terms are used interchangeably in this report.)

#### **Introduction: Two Measures of Nebraska's College Continuation Rates**

Beginning with the *2010 Nebraska Higher Education Progress Report*, this section provides estimates of the state's college continuation rate based on two different approaches to data collection and analysis. The first approach relies on data collected every two years through the Integrated Postsecondary Data System (IPEDS) maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The second approach is an annual study that is based on data obtained from the National Student Clearinghouse (NSC) in cooperation with the Nebraska Department of Education.

#### **College Continuation Rates Based on IPEDS Data**

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

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

College continuation rates based on IPEDS data also are limited to first-time freshmen who start college in the fall term or preceding summer of the academic year following their graduation from high school. First-time freshmen who wait to start college later in the academic year are not included.

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

An important advantage of using IPEDS data is that National Center for Education Statistics has consistently collected these data for a number of years, allowing the Commission to calculate and publish statewide college continuation rates for degree- and non-degree-granting institutions for an extended period of time. In addition, IPEDS data are currently the

only source that research organizations can use to calculate a national college continuation rate and make state-to-state comparisons of college-going rates.

The latest available IPEDS data were reported by institutions for first-time freshmen who started college in fall 2008, providing a basis for estimating the college continuation rate for students who graduated from Nebraska high schools during the 2007–2008 school year. In this report, the estimated college continuation rate for fall 2008 is compared to estimates for previous years, including fall 2002, which is the baseline for this report.

Data to calculate the state's college-going rate in 2010 will be available in mid-2011. When estimated, the college continuation rate for 2010 will be reported and compared to previous rates in the *2012 Nebraska Higher Education Progress Report*.

### College Continuation Rates Based on National Clearinghouse Data

An approach to estimating college continuation rates that overcomes major limitations of using IPEDS data is to use data available from the National Student Clearinghouse (NSC). The NSC is a not-for-profit organization that serves as a central repository of postsecondary student enrollment, degree, and diploma data voluntarily submitted by more than 3,300 colleges and universities. These institutions enroll 92% of the college students in the United States.

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

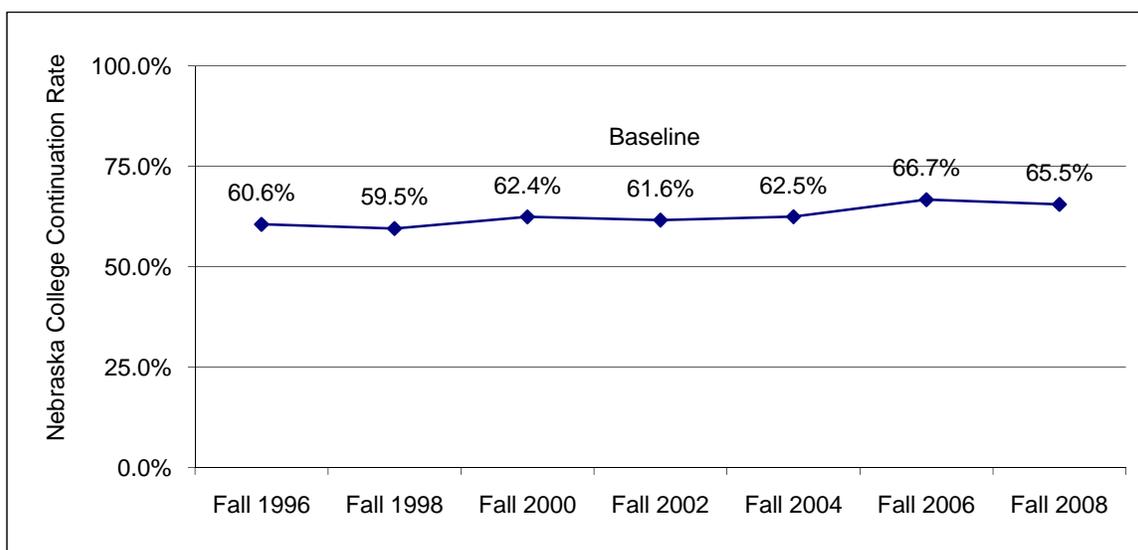
The Coordinating Commission has estimated college continuation rates for the students who graduated from Nebraska's public high schools during the 2007-2008 and 2008-2009 school years, using data obtained from the National Student Clearinghouse. The findings of this research are summarized at the end of this section as an important supplement to the Commission's estimate of Nebraska's state-wide college continuation rate for fall 2008 that is based on IPEDS data.

## **Nebraska Statewide College Continuation Rates Based on IPEDS Data**

- Using IPEDS data, the college continuation rate is the number of Nebraska-resident, first time freshmen who enrolled in college within 12 months of high school graduation, divided by the number of students who graduated from Nebraska high schools during the previous school year.
- As evidenced in [Figure 1.1.c.1](#), the estimated college continuation rate for Nebraska high school graduates who attended degree-granting institutions anywhere in the United States rose from 61.6% in fall 2002, which is the baseline for this report, to 66.7% in fall 2006. In fall 2008, the rate decreased slightly to 65.5%, a net increase of 3.9% since fall 2002.
- A higher college continuation rate in 2008 resulted in a 9.0% increase in the number of Nebraska-resident, first-time freshmen who attended degree-granting institutions within 12 months of graduating from high school, while there was only a 2.5% increase in the number of Nebraska high school graduates between 2002 and 2008. (See [Table A5.1](#) in [Appendix 5](#) for supporting data.)

**Figure 1.1.c.1**

**College Continuation Rate for Nebraska High School Graduates  
Who Attended Degree-Granting Institutions in the United States  
within 12 Months of High School Graduation  
Fall 1996 – Fall 2008<sup>1</sup>**

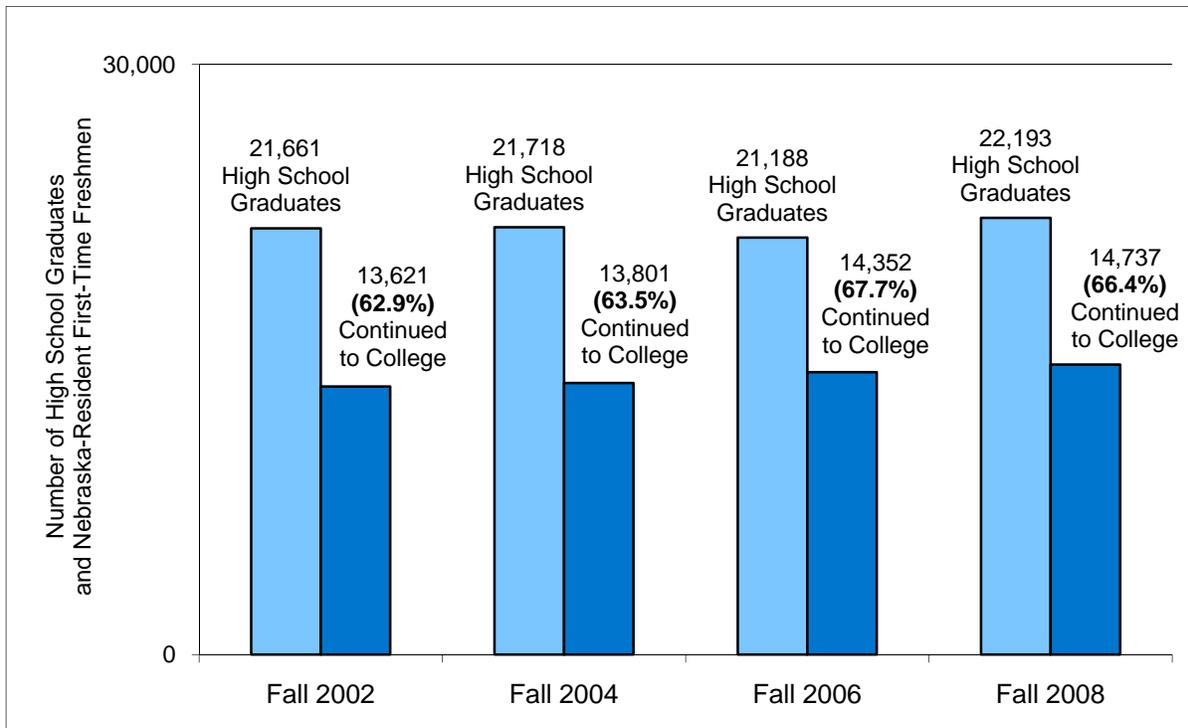


<sup>1</sup>Data Sources: Nebraska Department of Education and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), surveys for fall 1996–2008. See [Table A5.1](#) in [Appendix 5](#) for supporting data and a technical note.

- Adding the number of high school graduates who attended non-degree-granting institutions only slightly increases the estimated college continuation rate for Nebraska.
- As illustrated in [Figure 1.1.c.2](#) on the next page, the college continuation rate for Nebraska students who graduated in the high school class of 2008 and attended degree-granting and non-degree granting colleges in fall 2008 was 66.4%, a 3.5% increase from the 62.9% continuation rate in 2002. See [Table A5.1](#) and [Table A5.2](#) in [Appendix 5](#) for supporting data.

Figure 1.1.c.2

**College Continuation Rate for Nebraska High School Graduates  
Who Attended Degree-Granting and Non-Degree-Granting Institutions  
in the United States within 12 Months of High School Graduation  
Fall 2004, 2006 and 2008 Compared to Fall 2002<sup>1</sup>**

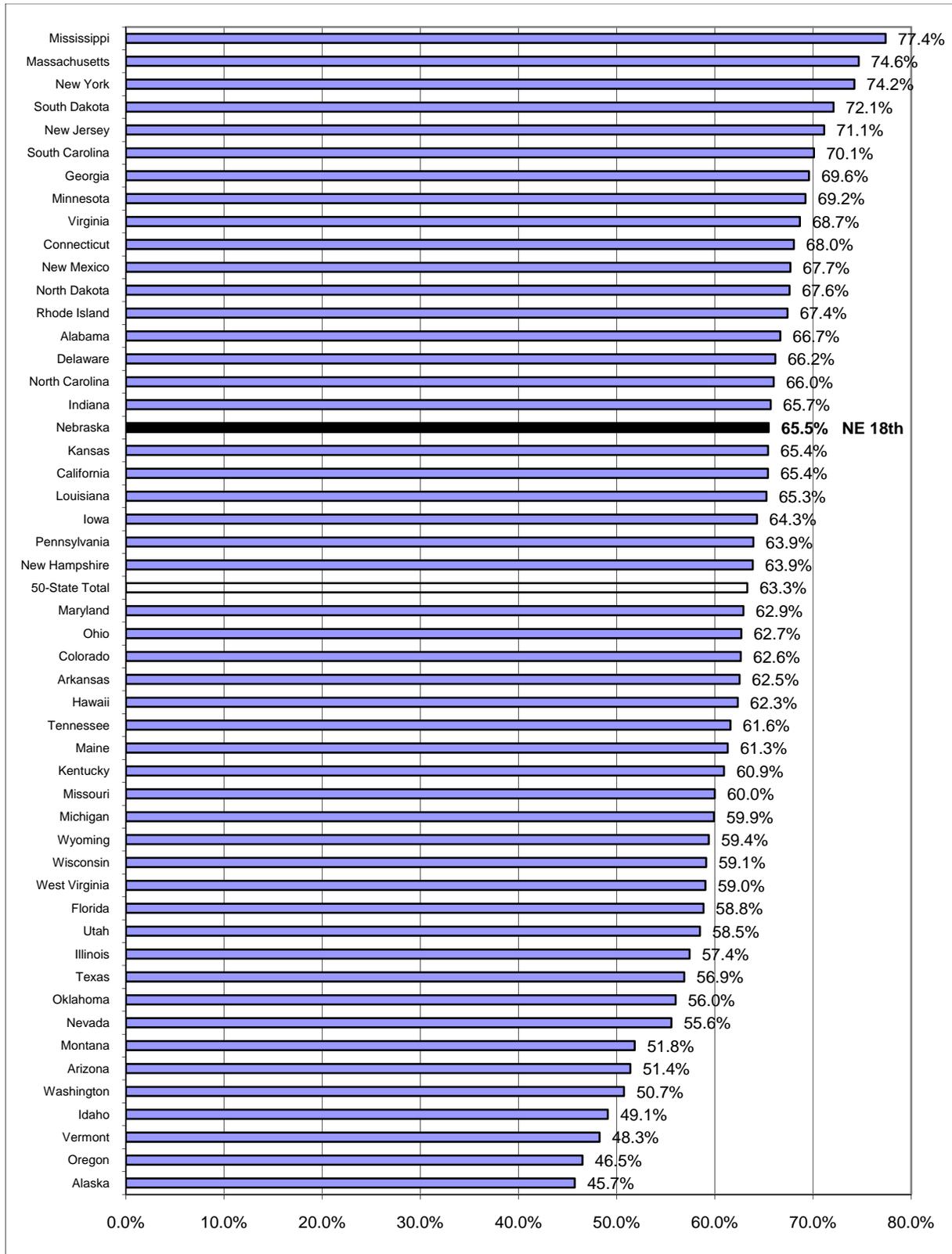


<sup>1</sup>Data Sources: Nebraska Department of Education, January 2007 and January 2009, and the National Center for Education Statistics, IPEDS fall 2002, 2004, 2006 and 2008 surveys. Includes full-time and part-time students. See [Table A5.2](#) in [Appendix 5](#) for supporting data and a technical note.

- The most recent national study of college continuation rates is limited to students who attended degree-granting institutions as first-time freshmen in fall 2008. As shown in [Figure 1.1.3](#) on the next page, Nebraska's fall 2008 estimated college continuation rate of 65.5% was the 18<sup>th</sup> highest in the 50-state comparison and 2.2 percentage points above the 50-state average.<sup>1</sup>

<sup>1</sup>Source: Postsecondary Education OPPORTUNITY, [www.postsecondary.org](http://www.postsecondary.org), College Continuation Rate Comparisons by State included in the 2008 Chance for College spreadsheet, updated August 5, 2010. The 65.5% estimated college continuation rate for Nebraska in the 50-state study is exactly the same as the rate that the Coordinating Commission estimated for fall 2008. However, the two estimates are based on slightly different sets of numbers. Both estimates rely on IPEDS data, but the database used in the 50-state study included 14,531 Nebraska-resident first-time freshmen who attended degree-granting institutions, whereas the IPEDS data that the Commission staff downloaded from the NCES included 14,543 students. The 50-state study used an estimated number of nonpublic (private) high school graduates added to the number of public high school graduates reported to the NCES for a total estimate of 22,191 Nebraska high school graduates. The official number of Nebraska high school graduates that the Commission obtained from the Nebraska Department of Education was 22,193. The two sets of numbers are very close in value so the resulting estimates of Nebraska's college continuation rate both round to 65.5%.

**Figure 1.1.c.3**  
**Fall 2008 College Continuation Rate by State**



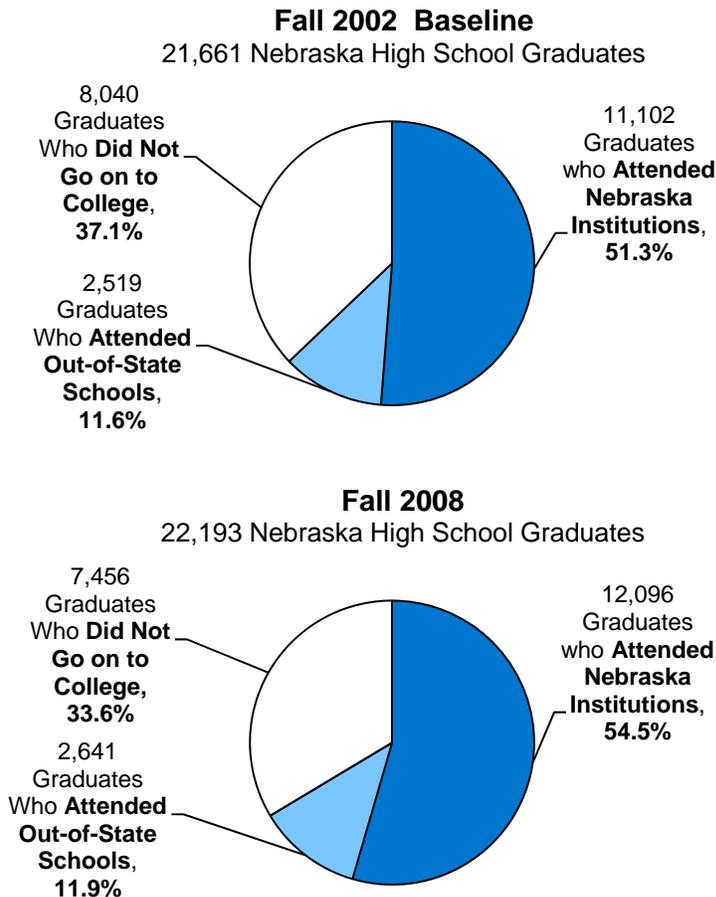
<sup>1</sup>Data Source: 2008 Chance for College by Age 19 Spreadsheet, updated August 5, 2010, Postsecondary Education OPPORTUNITY, <http://www.postsecondary.org>.

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

- The statewide college continuation rate for Nebraska high school graduates can be partitioned into two rates:
  - the in-state college continuation rate, which is the percentage of Nebraska high school graduates who attend postsecondary institutions in Nebraska within 12 months of high school graduation
  - the out-of-state college continuation rate, which is the percentage of Nebraska high school graduates who continue on to college at out-of-state institutions within 12 months of graduating from high school.
- The Commission estimates that the in-state college continuation rate for degree-granting institutions was 53.7% for Nebraska high school graduates in 2007-2008, up from 50.0% of the 2001-2002 high school graduates who attended degree-granting institutions in Nebraska.
- In comparison, the out-of-state college continuation rate increased from 11.6% for the graduating class of 2001–2002 to 11.8% for 2007-2008 Nebraska high school graduates who attended degree-granting institutions in other states.
- As illustrated in Figure 1.1.c.4 on the next page, the Commission estimates that Nebraska's in-state college continuation rate was 54.5% for the state's 2007-2008 high school graduates who attended degree-granting or non-degree-granting colleges, up 3.2% from fall 2002 when 51.3% of Nebraska's 2001-2002 high school graduates enrolled at colleges and universities in Nebraska.
- Over the same period, the out-of-state college continuation rate for both degree-granting and non-degree-granting schools increased only slightly, from 11.6% of the high school graduating class of 2001-2002 to 11.9% of Nebraska high graduates in 2007-2008, an increase of 0.3%.
- The net effect of these increases is that the estimated percentage of Nebraska high school graduates who do not go on to college within 12 months decreased from 37.1% of the high school class of 2001-2002 to 33.6% of the graduates in 2007-2008.
- See Table A5.3 in Appendix 5 for supporting data.

**Figure 1.1.c.4**

**In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions and the Percentage Who Did Not Go on to College within 12 Months of High School Graduation Fall 2008 Compared to Fall 2002<sup>1</sup>**



<sup>1</sup>Date Sources: Nebraska Department of Education, January 2007 for 2001-2002 high school graduates and January 2009 for 2007-2008 graduates, and the National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A5.3](#) in [Appendix 5](#) for supporting data.

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

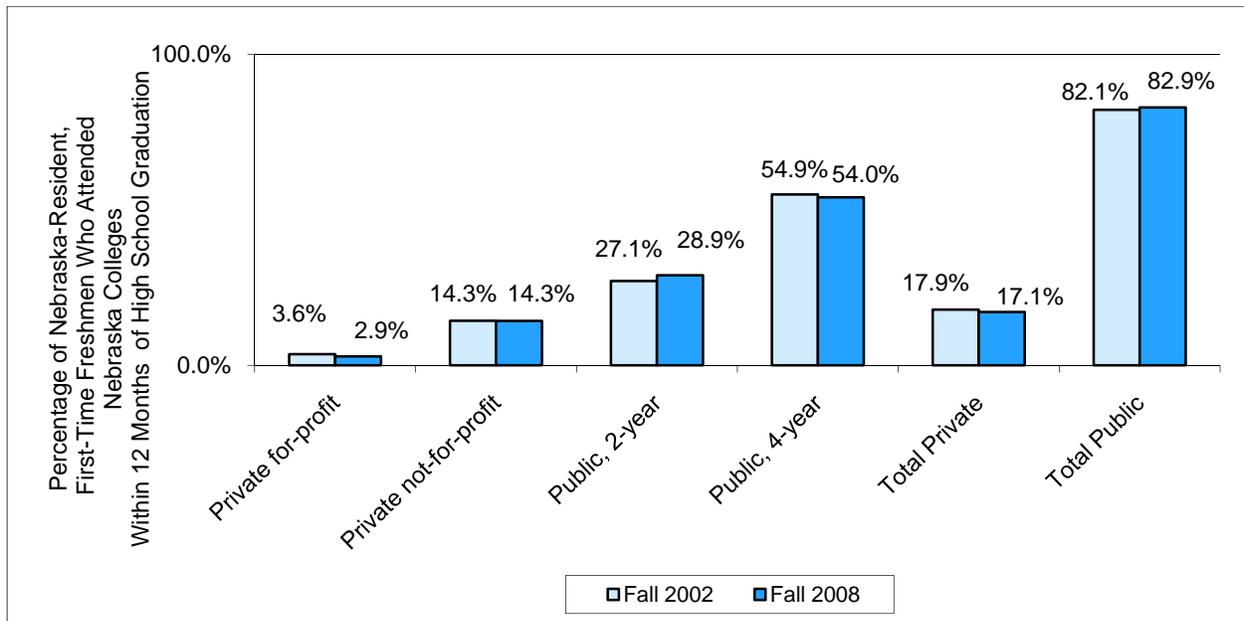
- Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools.
- As shown in Parts A and B of [Figure 1.1.c.5](#) on the next page, which is based on IPEDS data, the pattern of attendance of Nebraska-resident, first-time freshmen who go to college in Nebraska within a year of graduating from high school is different from the pattern of Nebraskans who go out of state to school their freshman year.
- Part A of [Figure 1.1.c.5](#) shows that 83% of the first-time freshmen who stay in state attend Nebraska's public colleges or universities, compared to 17% who go to private, for-profit or non-profit institutions within the state.

- In contrast, Part B of [Figure 1.1.c.5](#) reveals that about 57% of the first-time freshmen who go out of state attend public institutions, while 43% go to private institutions.

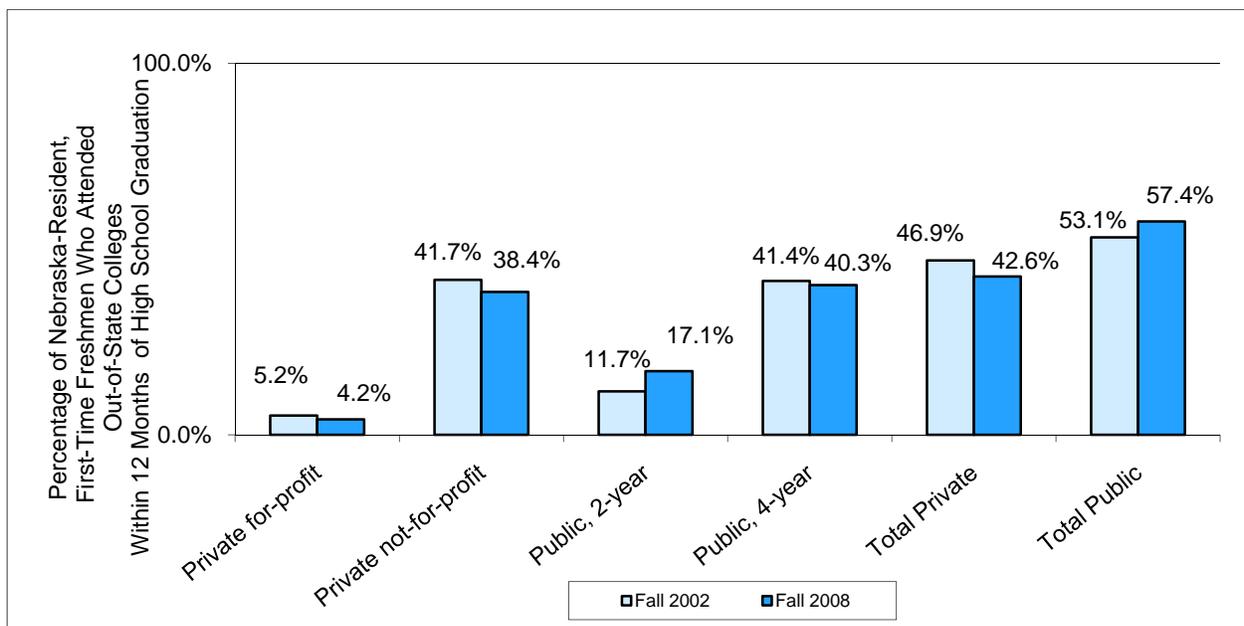
**Figure 1.1.c.5**

**Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State, Degree-Granting and Non-Degree-Granting Institutions Within 12 Months of High School Graduation Fall 2008 Compared to Fall 2002<sup>1</sup>**

**Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions**



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



<sup>1</sup> Date Source: National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A5.4](#) in [Appendix 5](#) for supporting data.

- The charts on the preceding page also show that a slightly higher percentage of Nebraska-resident first-time freshmen attended Nebraska’s public, two-year community colleges in fall 2008 than in fall 2002. This trend is even more evident among the first-time freshmen from Nebraska who attended out-of-state institutions within 12 months of high school graduation.
- As shown in Part B of [Figure 1.1.c.5](#), 17% of the Nebraska-resident first-time freshmen at out-of-state institutions attended public, two-year colleges in fall 2008, compared to about 12% in fall 2002.
- Compared to the public, two-year colleges, the other sectors of in-state and out-of-state institutions attracted the same or lower percentages of first-time freshmen from Nebraska in fall 2008 than they did in fall 2002.

### **College Continuation Rates for Male and Female Low-Income and Non-Low-Income Nebraska Public High School Graduates Based on National Student Clearinghouse Data**

As mentioned in the introduction to this section, the Coordinating Commission worked with the Nebraska Department of Education (NDE) to estimate the college continuation rates for students who graduated from Nebraska public high schools during the 2007–2008 and 2008–2009 school years. These estimates included only “on time” graduates—students who graduated from high school in four years or less. Students who graduated from Nebraska’s nonpublic (private) high schools or who required longer than four years to graduate were not included in this research.

For the class of 2007–2008, college continuation rates were estimated using the records for all 2007–2008 public high school graduates maintained by the NDE and college enrollment records obtained from the National Student Clearinghouse on April 7, 2009. For the class of 2008–2009, college continuation rates were estimated using NDE records for all public high school graduates in 2008–2009 and college enrollment records obtained from the Clearinghouse on April 20, 2010. The enrollment records received from the Clearinghouse included Nebraska high school graduates who started college in the spring term of the academic year, as well as the students who continued on to college during the summer or fall following high school graduation.

The Coordinating Commission’s analysis of the college enrollment records received from the Clearinghouse indicated that these records did not include a few hundred students who continued on to college from Nebraska high schools each year. These students were not included because they attended private, not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. As a result of these exclusions, the college continuation rates reported in this section are underestimated to at least some degree.

Using student records from the NDE and the enrollment data from the Clearinghouse, the Coordinating Commission estimated the college continuation rate for all public high school students who earned regular diplomas during the 2007–2008 and 2008–2009 school years.<sup>1</sup> In addition, the Commission asked the NDE to determine the number of male and female

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<sup>1</sup>For the graduating class of 2007-2008, the Coordinating Commission also estimated the college continuation rates for each of the 284 public high schools in Nebraska that award regular high school diplomas. The *Report on College Continuation Rates for Nebraska High Schools for the High School Class of 2007-08* is available on the Commission’s website, [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us).

low-income students in these graduating classes and to determine how many of these students continued on to college by the following April, based on enrollment records obtained from the Clearinghouse. Using the counts provided by NDE, the Commission estimated the college continuation rates for male and female low-income and non-low-income students who graduated from public schools in 2007–2008 and 2008–2009.<sup>1</sup>

Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches.<sup>2</sup>

### Statewide Public High School College Continuation Rates

- Of the 20,036 students who graduated from Nebraska’s public high schools in 2007–2008, 13,831 enrolled in college sometime prior to April 7, 2009, resulting in a statewide public high school college continuation rate of 69.0% as of April 7, 2009, as shown at the top of [Figure 1.1.c.6](#) on the next page.
- The statewide rate of 69.0% for public high school graduates is higher than the Nebraska statewide college continuation rate of 65.5% based on fall 2008 IPEDS data primarily because students who enrolled in the spring, but not in the fall or preceding summer, are included in National Student Clearinghouse enrollment records.
- The comparable college continuation rate for public high school graduates in 2008-2009 was 70.1%, as shown in [Figure 1.1.c.7](#) on the next page. Of the 19,494 graduates of Nebraska’s public high schools in 2008–2009, 13,674 continued on to college sometime prior to April 20, 2010.

### Gender Differences Between Statewide Public High School College Continuation Rates

- Female and male students each accounted for about 50% of the 2007-2008 and 2008-2009 graduates of Nebraska’s public high schools.
- However, as shown in [Figure 1.1.c.6](#) on the next page, the college continuation rate for female graduates of Nebraska public high schools in 2007–2008 was 71.9%, compared to a 66.1% college continuation rate for male graduates.
- Similarly, as shown in [Figure 1.1.c.7](#), the college-going rate for females who graduated in 2008–2009 was 73.6%, while the college-going rate for their male classmates was 66.6%.

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

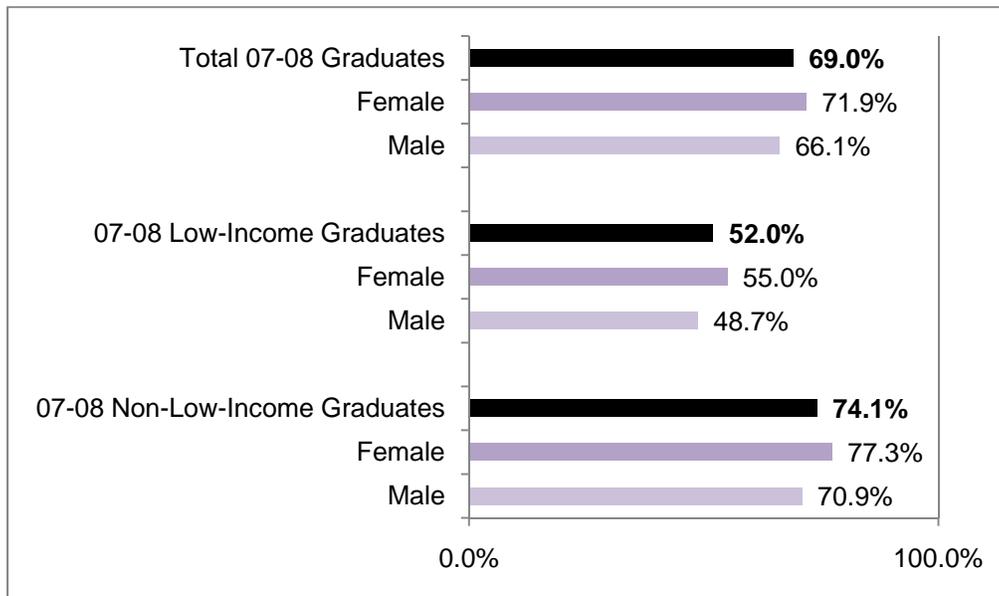
- Female students accounted for 53% of the low-income graduates from Nebraska public high schools in 2007–2008 and for 52% of the low-income graduates in 2008–2009. In 2007–2008 and 2008–2009, female students accounted for 50% of the non-low-income graduates from Nebraska public high schools.

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<sup>1</sup>The numbers of non-low-income graduates in each class were determined by subtracting the numbers of male and female low-income graduates from the total numbers of graduates provided by the NDE.

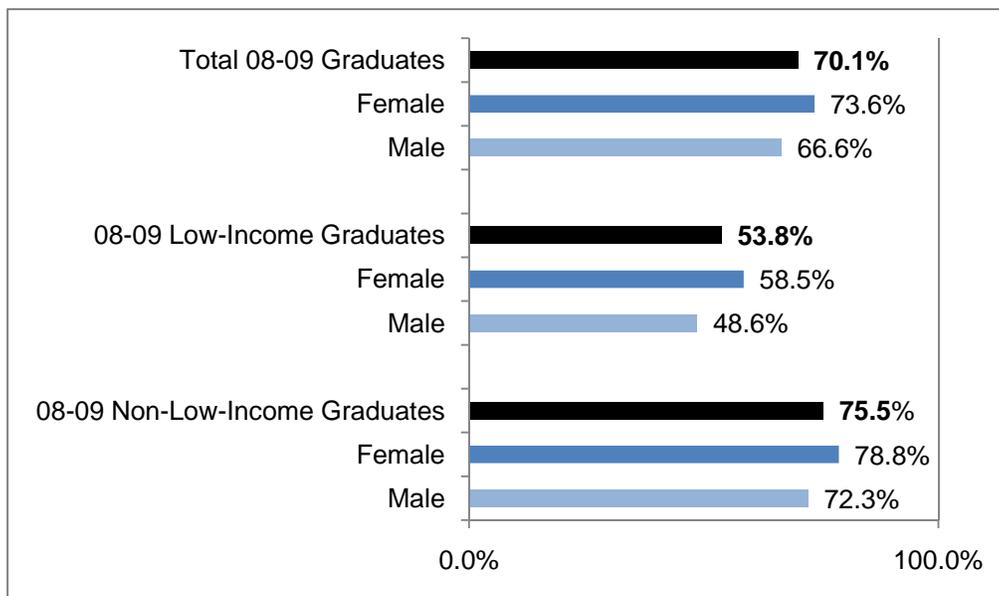
<sup>2</sup>The non-low-income students in this study included at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category could not be identified and excluded for the purposes of analysis.

**Figure 1.1.c.6**  
**College Continuation Rates**  
**for 2007-2008 Nebraska Public High School Graduates**  
**by Student Income Status and Gender<sup>1</sup>**



<sup>1</sup>Data Sources: Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 7, 2009. See [Table A5.5a](#) in [Appendix 5](#) for supporting data.

**Figure 1.1.c.7**  
**College Continuation Rates**  
**for 2008-2009 Nebraska Public High School Graduates**  
**by Student Income Status and Gender<sup>1</sup>**



<sup>1</sup>Data Sources: Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 20, 2010. See [Table A5.6a](#) in [Appendix 5](#) for supporting data.

- As shown in [Figure 1.1.c.6](#) and [Figure 1.1.c.7](#) on the preceding page, the college continuation rate for female graduates was significantly higher than the rate for male graduates among both the low-income and non-low-income students who graduated in 2007–2008 and 2008–2009.
  - Among the low-income graduates in 2007–2008, 55.0% of the female students continued on to college, compared to 48.7% of the male graduates. Among the low-income graduates in 2008–2009, 58.5% of the females continued on to college, compared to 48.6% of the males.
  - Among the non-low-income graduates in 2007–2008, 77.3% of the female graduates went to college, compared to 70.9% of the male graduates. The following year, 78.8% of the females continued on to college, compared to 72.3% of the males.
- As a result of their higher college continuation rates, female graduates accounted for 56% of the low-income graduates and 52% of the non-low-income public high school graduates in 2007–2008 and 2008–2009 who continued on to college.
- In comparison, male students accounted for 44% of the low-income graduates who went to college and 48% of the non-low-income graduates who continued on to college.
- Directly comparing the students in the two income categories clearly shows that the college continuation rate for low-income students was significantly lower than the comparable rate for graduates from non-low-income households, regardless of gender.
- However, the lowest college continuation rate revealed by this research was for male high school graduates from low-income households.
- See [Table A5.5a](#), [Table 5.5b](#), [Table 5.6a](#), and [Table A5.6b](#) in [Appendix 5](#) for supporting data.

### **Nebraska Statewide Public High School College Continuation Rates Compared to U.S. Rates by Gender**

[Figure 1.1.c.8](#) on the next page shows Nebraska’s college continuation rates for male and female graduates of the state’s public high schools in 2008-2009 compared to estimates of the college continuation rates for male and female students who graduated from all high schools in the United States in 2009.

The national estimates shown in [Figure 1.1.c.8](#) are based on data obtained from a supplement to the October 2009 Current Population Survey (CPS). The CPS is a monthly survey of about 60,000 households that provides information about the labor force, employment, and unemployment in the United States. Each October, a supplement to the CPS gathers more detailed information about school or college enrollment.

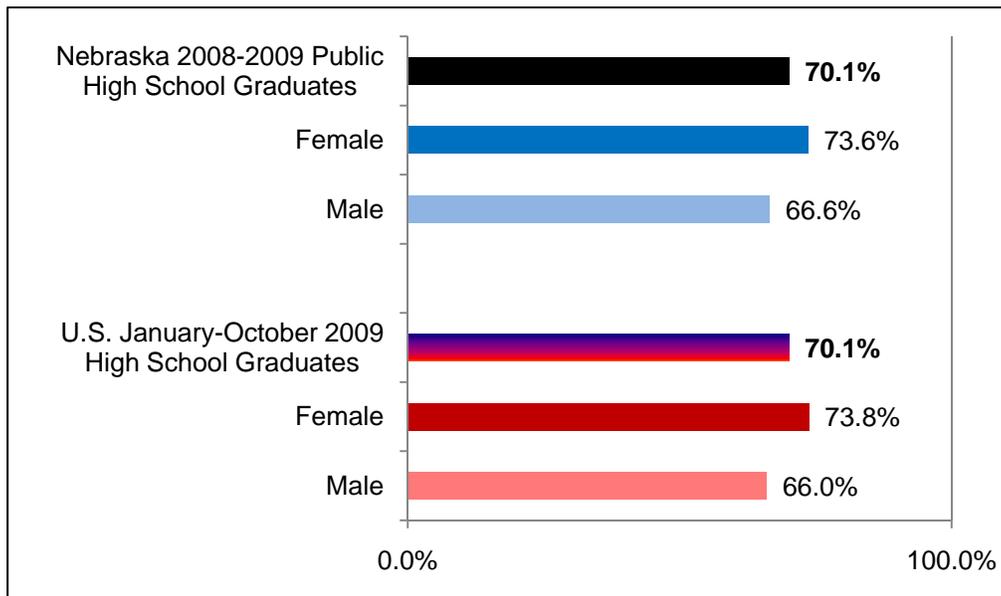
The U.S. Census Bureau conducts the CPS for the Bureau of Labor Statistics (BLS) in the U.S. Department of Labor. The annual BLS report on college enrollment and work activity of high school graduates is the only available source for estimated national college continuation rates by gender and race/ethnicity. The latest BLS report, released in April 2010, provides estimates of the college continuation rates of students who graduated from high school during the period from January through October 2009.

- The estimated overall college-going rates for Nebraska and the United States, which are shown in [Figure 1.1.c.8](#) on the next page, are exactly the same—70.1%.
- The college continuation rates for females are almost the same—73.6% for Nebraska high school graduates compared to an estimated national rate of 73.8%.
- For males, the college-going rate is 66.6% for Nebraska and 66.0% nationally.

Since the national estimates shown in [Figure 1.1.c.8](#) are based on data collected through the Current Population survey (CPS), these statistics are subject to both sampling and non-sampling errors. As a result of these errors, the nation’s college-going rates for male and female high school graduates in the class of 2009 actually may be higher or lower than those reported in [Figure 1.1.c.8](#). Nevertheless, it is safe to assume that the national rates shown below are good estimates.

As explained earlier in this section, the Nebraska rates shown in [Figure 1.1.c.8](#) are based on data obtained from the Nebraska Department of Education and the National Student Clearinghouse. Since graduates of the state’s nonpublic (private) high schools were excluded from the study and Clearinghouse files did not include enrollment records for some of Nebraska’s public high school graduates, the rates presented in [Figure 1.1.c.8](#) are at least slightly underestimated. Given that the Nebraska statistics are underestimated to some degree and the reported national rates are only good estimates, a reasonable conclusion is that Nebraska’s college-going rates for male and female high school graduates are about the same or, perhaps, slightly higher than comparable national rates.

**Figure 1.1.c.8**  
**College Continuation Rates**  
**for 2008-2009 Nebraska Public High School Graduates by Gender**  
**Compared to National Estimated Rates for 2009 High School Graduates<sup>1</sup>**



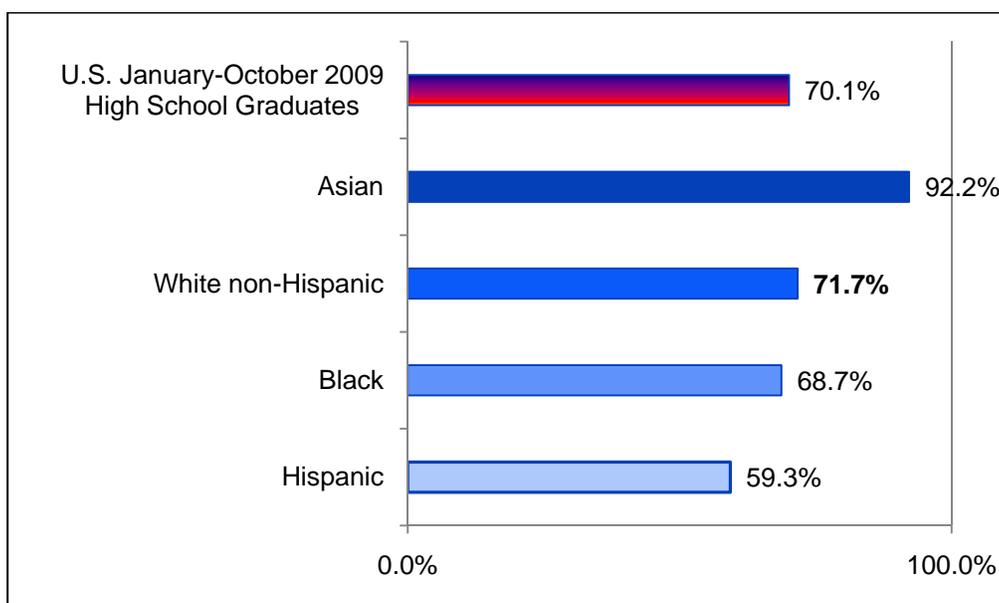
<sup>1</sup>Data Sources: For Nebraska data, Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 20, 2010. For national data, October 2009 Current Population Survey conducted by the U.S. Census Bureau and reported by the U.S. Bureau of Labor Statistics, U.S. Department of Labor, in “College Enrollment and Work Activity of 2009 High School Graduates,” April 27, 2010, [www.bls.gov/news.release/pdf/hsqec.pdf](http://www.bls.gov/news.release/pdf/hsqec.pdf). Summary findings also are available in the May 2010 issue of Postsecondary Education OPPORTUNITY at [www.postsecondary.org](http://www.postsecondary.org).

## U.S. College Continuation Rates by Race/Ethnicity

No study has been conducted to estimate Nebraska's college-going rates by race/ethnicity, and there is no available set of national data for making state-to-state comparisons by race/ethnicity or gender. However, the annual report on college enrollment and work activity published by the Bureau of Labor Statistics (BLS) provides estimates of the national college-going rates for four racial/ethnic groups: white, Asian, black and Hispanic. As mentioned previously, the BLS bases these estimates on data collected through the October supplement of the Current Population Survey (CPS), which is conducted by the U.S. Census Bureau.

Figure 1.1.c.9 below shows the estimated national college continuation rates of students who graduated from high school during the period from June through October 2009 by their race/ethnicity.<sup>1</sup> As this figure shows, the highest estimated rate was 92.2% for Asian high school graduates. The remaining estimated college-going rates were 71.7% for white non-Hispanics, 68.7% for blacks, and 59.3% for Hispanics.

**Figure 1.1.c.9**  
**Estimated National College Continuation Rates**  
**for 2009 High School Graduates by Race/Ethnicity<sup>1</sup>**



<sup>1</sup>Data Sources: October 2009 Current Population Survey conducted by the U.S. Census Bureau and reported by the U.S. Bureau of Labor Statistics, U.S. Department of Labor, in "College Enrollment and Work Activity of 2009 High School Graduates," April 27, 2010, [www.bls.gov/news.release/pdf/hsgcec.pdf](http://www.bls.gov/news.release/pdf/hsgcec.pdf). Summary findings (with the rate for whites excluding Hispanics) are available in the May 2010 issue of Postsecondary Education OPPORTUNITY at [www.postsecondary.org](http://www.postsecondary.org).

<sup>1</sup>The estimates of the college continuation rates for minorities are based on small samples. For example, 53 Asians, 143 blacks, and 170 Hispanics in the October 2009 survey sample. As a result, these estimates would be expected to vary noticeably from year to year. In comparison, the estimate for white non-Hispanics is based on a sample of 776 respondents in October 2009. A sample of this size is likely to produce more reliable results, but a national estimate based on a sample of this size is still subject to the effects of sampling and non-sampling errors.

## 1.2 Nebraska High School Graduates Who Go to College in Nebraska

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

The analysis of college continuation rates, summarized in the previous section of this report, revealed that the estimated proportion of Nebraska high school graduates who attended degree-granting institutions in Nebraska within a year of high school graduation increased from 50.0% in fall 2002 to 53.7% in fall 2008. Over the same four-year period, the percentage who attended out-of-state institutions increased from 11.6% to 11.8% for a total college continuation rate of 65.5% in fall 2008.

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

The data required to monitor the proportion of Nebraska high school graduates who go to colleges and universities in Nebraska or other states are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center of Education Statistics in the U.S. Department of Education. **The latest available data were collected in fall 2008 and compared to 2002 baseline data in the 2010 Nebraska Higher Education Progress Report. Since data collected in fall 2010 will not be available until mid-2011, the analysis of data reported in 2008 is repeated in this section of the 2011 report.** Findings based on the 2010 data will be published in the *2012 Nebraska Higher Education Progress Report*.

The best available estimate of the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska is the number of students with Nebraska residency who enroll at Nebraska degree-granting institutions as first-time freshmen within a year of graduating from high school, compared directly to the number who go out of state to college. Consequently, this section provides a detailed analysis of the numbers and percentages of Nebraska high school graduates who attended Nebraska and out-of-state, degree-granting institutions as first-time freshmen within 12 months of graduating from high school between fall 2002 and fall 2008.<sup>1</sup>

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

Data reported by non-degree-granting schools are excluded from the following analysis because the residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002, which is the baseline for this analysis. See Explanatory Note A6.1 in Appendix 6 for more information on the collection and limitations of the data analyzed in this section.

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

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

- Between fall 2002 and fall 2008, there was an increase in the number of Nebraska-resident, first-time freshmen who attended degree-granting institutions within one year of high school graduation. But there was a much larger decrease in the number of first-time freshmen who enrolled in college more than a year after they graduated from high school, as shown in Table 1.2.1. As a result, total enrollment of Nebraska-resident first-time freshmen at degree-granting institutions decreased by 9.6% over the six-year period.
- The 9.6% decrease in the number of Nebraska-resident first-time freshmen who attended degree-granting colleges and universities between fall 2002 and fall 2008 is due entirely to the 48.1% decrease in the number of Nebraskans who started college more than one year after high school graduation. This steep decline is discussed in detail later in this section.

**Table 1.2.1  
Nebraska-Resident, First-Time Freshmen Enrolled at Degree-Granting Postsecondary Institutions Classified by Length of Time Since High School Graduation Fall 2004 through Fall 2008 Compared to Fall 2002<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions						Change in the Number and Percentage of Students Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Graduated during the 12 Months Prior to College Enrollment	13,346	67.4%	13,565	72.6%	14,133	77.1%		
Graduated More than 12 Months Prior to College Enrollment	6,461	32.6%	5,128	27.4%	4,189	22.9%		
Total	19,807	100.0%	18,693	100.0%	18,322	100.0%		
	Fall 2008						n	%
	n	%						
Graduated during the 12 Months Prior to College Enrollment	14,543	81.3%					1,197	9.0%
Graduated More than 12 Months Prior to College Enrollment	3,353	18.7%					-3,108	-48.1%
Total	17,896	100.0%					-1,911	-9.6%

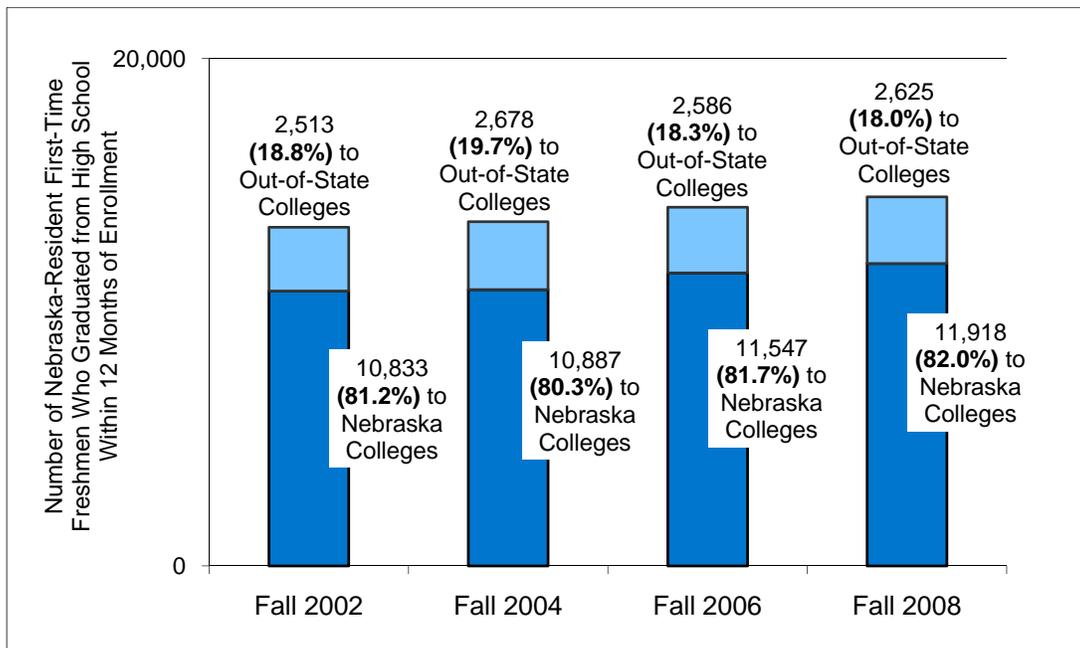
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

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

- The net increase of 1,197 students between 2002 and 2008, shown in [Table 1.2.1](#) on the preceding page, is attributable to an increase of 112 Nebraska-resident, first-time freshmen who enrolled at out-of-state degree-granting schools within 12 months of high school graduation and an increase of 1,085 students who pursued their postsecondary education at degree-granting institutions in Nebraska. (See [Table A6.1](#) in [Appendix 6](#) for supporting data.)
- As illustrated in [Figure 1.2.1](#) below, the enrollment increases between fall 2002 and fall 2008 resulted in a higher percentage of Nebraska-resident, first-time freshmen starting college in Nebraska, while a lower percentage pursued their postsecondary education out of state.

**Figure 1.2.1**

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



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A6.1](#) in [Appendix 6](#) for supporting data.

- As illustrated in [Figure 1.2.2](#), the increase in the percentage of recent Nebraska high school graduates who pursued their postsecondary education in their home state is attributable to the fact that all of the higher education sectors attracted more of these students in fall 2008 than in fall 2002. Specifically, enrollments of Nebraska-resident first-time freshmen increased as follows:

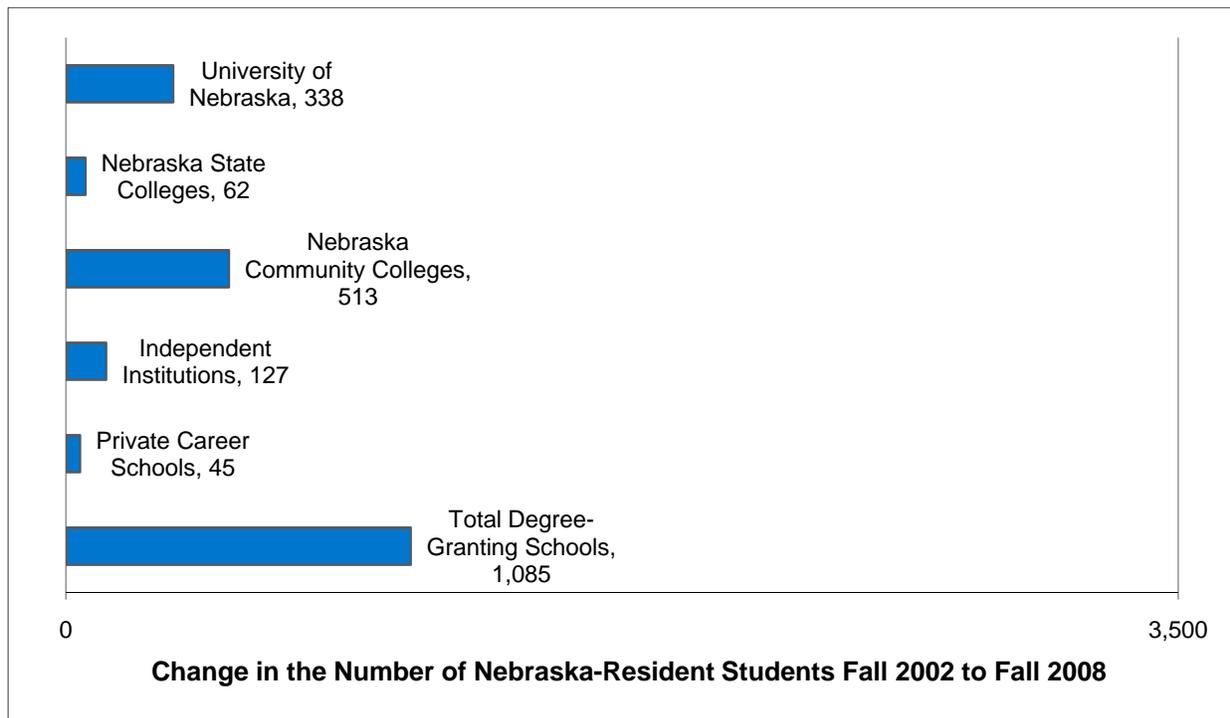
University of Nebraska	up 6.4%	5,313 in 2002 to 5,651 in 2008
Nebraska State College System	up 7.0%	880 in 2002 to 942 in 2008
Nebraska Community Colleges	up 17.6%	2,918 in 2002 to 3,431 in 2008
Nebraska independent institutions	up 7.9%	1,600 in 2002 to 1,727 in 2008
For-profit degree-granting schools	up 36.9%	122 in 2002 to 167 in 2008

See [Table A6.2](#) in [Appendix 2](#) for supporting data, including 2004 and 2006 enrollments.

- As mentioned previously, [out-of-state, degree-granting schools](#) attracted only 112 more first-time freshmen from Nebraska in fall 2008 than in fall 2002, resulting in [a net decrease in the percentage of recent high school graduates who went out of state to pursue their postsecondary education](#).
- See the *Fall 2006 Nebraska Report on the Residence and Migration of First-Time Freshmen* for detailed information on the out-of-state colleges and universities attended by Nebraska-resident first-time freshmen. This report is available on the Coordinating Commission Web site, [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us). An update is scheduled for publication when the data for fall 2010 are available in 2011.

**Figure 1.2.2**

**Changes in the Numbers of Nebraska-Resident, First-Time Freshmen  
Enrolled at Nebraska Degree-Granting Institutions  
Within 12 Months of Graduation from High School  
Fall 2008 Compared to Fall 2002<sup>1</sup>**



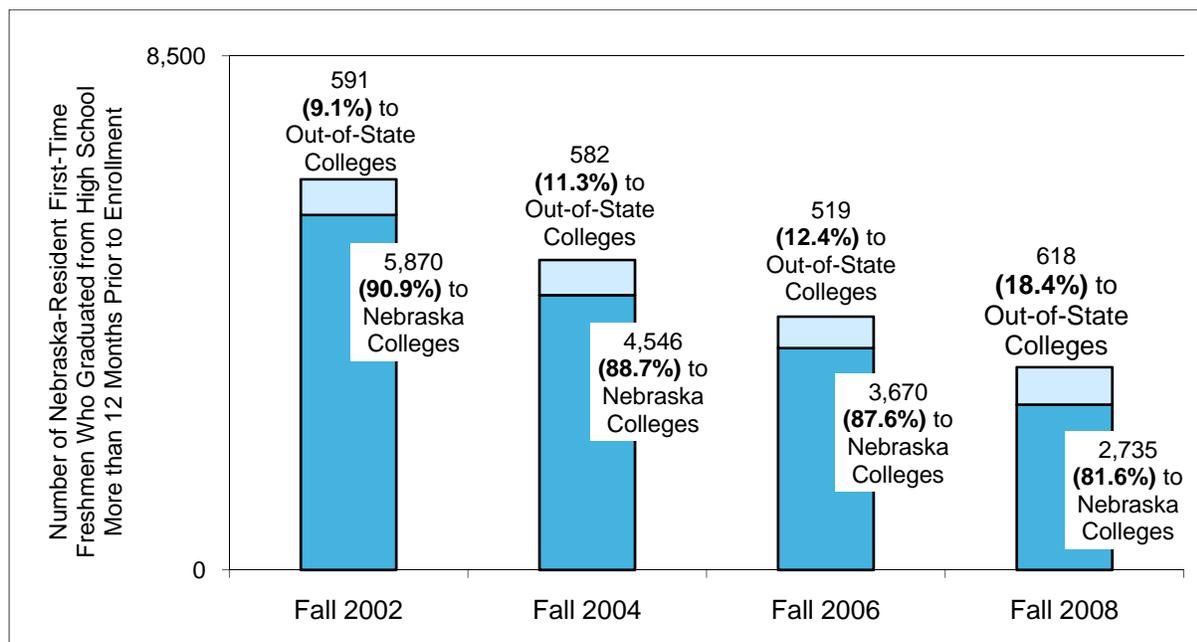
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002 and fall 2006 IPEDS surveys. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data.

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

- Between fall 2002 and fall 2008, there was a significant decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at degree-granting institutions in Nebraska more than a year after they graduated from high school. As illustrated in Figure 1.2.3, 3,135 fewer of these freshmen attended Nebraska colleges in fall 2008 than in fall 2002, a decrease of 48.5%.
- In contrast, between 2002 and 2008, 27 more first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school. (See Table A6.3 in Appendix 6 for supporting data.)
- As shown in Figure 1.2.3, the net effect of these changes in enrollment was that a lower percentage of the students who graduated from high school more than a year before college enrollment attended Nebraska postsecondary institutions in fall 2008 than in fall 2002, while a higher percentage chose to go out of state. Specifically, 81.6% attended Nebraska colleges in 2008, compared to 90.9% in 2002. In 2008, 18.4% went to out-of-state schools, compared to 9.1% in 2002.

**Figure 1.2.3**

**Number and Percentage of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions More than 12 Months After Graduation from High School  
Fall 2002–Fall 2008<sup>1</sup>**

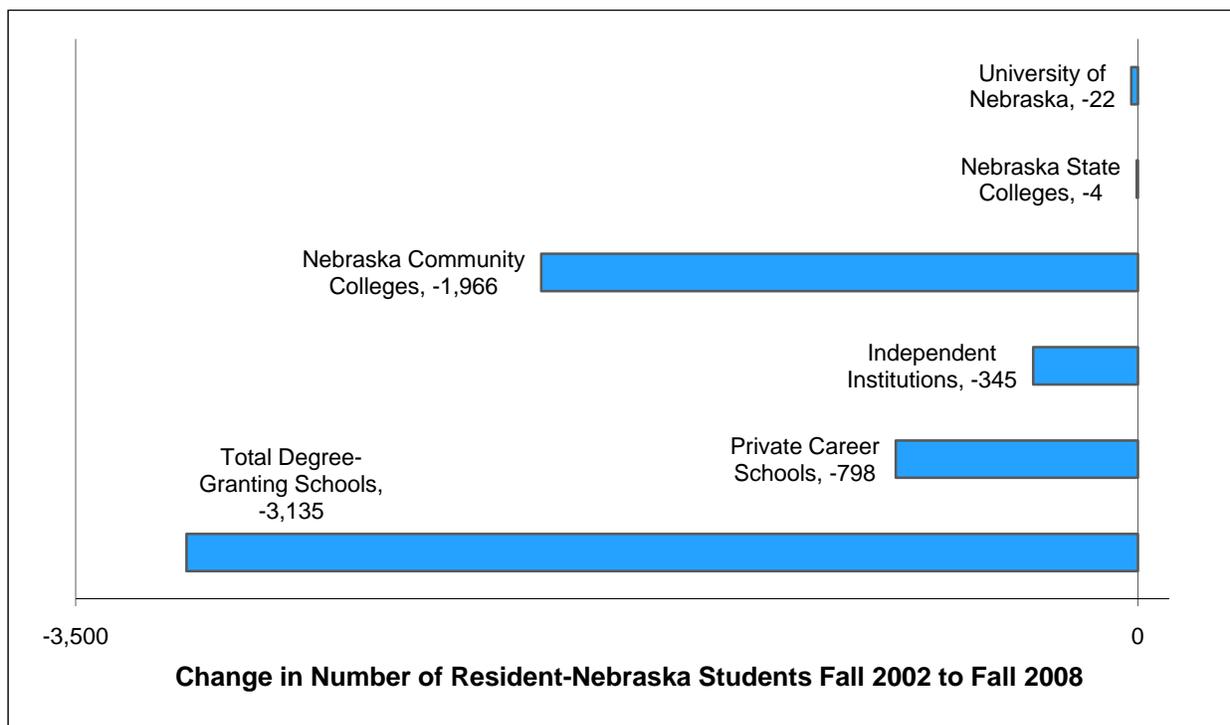


<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students. See Table A6.3 in Appendix 6 for supporting data.

- In 2002, a total of 6,461 Nebraskans started college at in-state or out-of-state colleges more than a year after they graduated from high school graduation. By 2008, the total had declined 48.1% to 3,353 first-time freshmen, a difference of 3,108 students.
- Total enrollment decreased steadily over the six-year period: 20.6% between fall 2002 and fall 2004, 18.3% between fall 2004 and fall 2006, and 20.0% between fall 2006 and fall 2008. (See Table A6.3 in Appendix 6 for supporting data.)

- As illustrated in [Figure 1.2.4](#) below, all of the sectors of higher education in Nebraska experienced decreases in the number of first-time freshmen who enrolled in college more than a year after high school graduation, but the degree of decline varied dramatically by sector.
- The greatest decreases in the enrollment of first-time freshmen who started college more than a year after high school graduation were reported by the Nebraska community colleges and the for-profit schools. Together, the state’s six community colleges accounted for 63% of the total decrease of 3,135 students. Degree-granting schools in the for-profit sector accounted for another 25% of the total decrease. (See [Table A6.4](#) in [Appendix 6](#) for supporting data.)
- Nebraska’s community colleges have historically attracted, by far, the greatest share of the first-time freshmen who go to college more than 12 months after they graduate from high school. As a result, it is only logical that the colleges in this sector would be expected to experience the greatest changes if there is a general downward or upward trend in the enrollment of students in this cohort.

**Figure 1.2.4**  
**Changes in the Numbers of Nebraska-Resident, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting Institutions**  
**More than 12 Months After Graduation from High School**  
**Fall 2008 Compared to Fall 2002<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A6.4](#) in [Appendix 6](#) for supporting data.

- Further analysis of the available data indicates that Southeast Community College alone accounted for 85% of the total decrease of 1,996 students shown for the community colleges in [Figure 1.2.4](#). Between fall 2002 and fall 2008, Southeast enrolled 1,666 fewer first-time freshmen who started college more than 12 months after they graduated from high school.

- Even with a substantial decrease in the number of older first-time freshmen enrolled at Southeast Community College, this institution has continued to attract a high number of older, first-time freshmen. In fall 2002, Southeast enrolled 2,396 students in this category, accounting for 41% of all of the Nebraska-resident first-time freshmen who started college at degree-granting institutions more than a year after high school graduation. In fall 2008, Southeast attracted 27% (730) of the state's first-time freshmen in this cohort.
- Compared to Southeast, Metropolitan Community College (Metro) experienced a much lower decrease in the enrollment of older, first-time freshmen between 2002 and 2008. At the beginning of this period, Metro enrolled 783 (13%) of the state's first-time freshmen who started college at degree-granting schools more than 12 months after high school graduation. In fall 2008, Metro enrolled 67 fewer students in this cohort than it did in fall 2002. With 714 older, first-time freshmen in fall 2008, Metro enrolled 26% of the state's first-time freshmen who graduated more than a year before they went to college, almost equaling Southeast's percentage.
- Between 2002 and 2008, Mid-Plains Community College enrolled 253 fewer first-time freshmen who started college more than a year after high school graduation, and Western Nebraska Community College and Northeast Community College reported a decrease of 118 students in this cohort. By fall 2008, Mid-Plains enrolled only 65 first-time freshmen from Nebraska who started college more than a year after high school, and Western enrolled 95 students in this category, accounting for 2% and 3% of the state's enrollment, respectively.
- Over the same six-year period, Central Community College experienced an increase of 67 Nebraska-resident, first-time freshmen who enrolled more than a year after high school graduation and Northeast also reported a comparable increase of 73 freshmen in this cohort. As a result, Central enrolled 227 students in fall 2008, and Northeast enrolled 179, accounting for 8% and 7%, respectively, of the state's enrollment of older, first-time freshmen.
- In spite of the significant decline in the number of older first-time freshmen who attended Southeast and Mid-Plains, the community colleges as a whole attracted an increased share of the "more than 12 months" first-time freshmen cohort between fall 2002 and fall 2008. In fall 2002, the state's six community colleges accounted for 68% of the Nebraska-resident first-time freshmen who enrolled in degree-granting colleges more than 12 months after graduating from high school. In fall 2008, this percentage increased to 73%.
- In fall 2008, for-profit/career schools accounted for 10% of the first-time freshmen who enrolled at degree-granting colleges more than a year after high school graduation, but the for-profit schools accounted for 25% of the total decrease of 3,135 students shown in [Figure 1.2.4](#) on the previous page.
- Degree-granting for-profit schools enrolled 798 fewer older first-time freshmen in fall 2008 than they did in fall 2002. About 80% of this decline is attributable to reduced enrollments at the Omaha and Lincoln campuses of Kaplan University.<sup>1</sup>
- Collectively, Nebraska's independent colleges and universities enrolled 345 fewer students in the "more than 12 months" first-time freshmen cohort in fall 2008 than in fall 2002. However, 90% of this decrease is attributable to reduced enrollments at Bellevue University and Concordia University.

<sup>1</sup>Kaplan University was previously known as Hamilton College.

- In comparison to the other four sectors, the University of Nebraska and the Nebraska State College System experienced very small reductions in the numbers of older, first-time freshmen that were enrolled between fall 2002 and fall 2008. However, together with the independent institutions, these sectors accounted for only 16% of all of the first-time freshmen from Nebraska who enrolled in the state's degree-granting schools more than 12 months after high school graduation.
- See [Table A6.4](#) in [Appendix 6](#) for a summary of enrollment changes by sector.
- Why there was a significant decrease in the number of first-time freshmen who enrolled in college more than 12 months after high school graduation, especially at Southeast Community College, is not known. However, economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees are three of the factors that may have adversely affected the enrollments of Nebraska residents who did not go to college immediately or soon after they graduated from high school.

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

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

The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and foreign students who enroll as first-time freshmen at Nebraska's postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

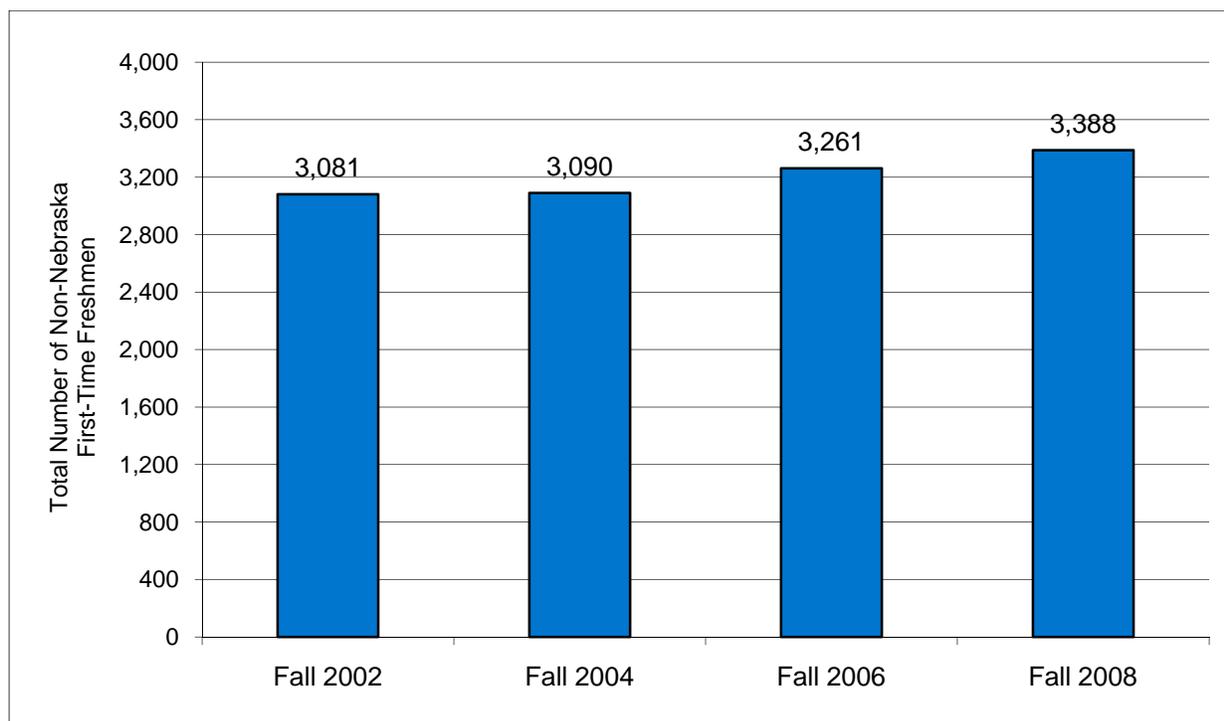
The latest available data, which were collected in fall 2008, were compared to 2002 baseline statistics in the *2010 Nebraska Higher Education Progress Report*. **The analysis reported in 2010 is repeated in this section of the 2011 report since data collected for fall 2010 will not be available until mid-2011.** Findings based on the fall 2010 data will be included and compared to 2002 baseline data in the *2012 Nebraska Higher Education Progress Report*.

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

- As shown in [Figure 1.3.1](#), Nebraska's degree-granting and non-degree-granting colleges attracted 307, or 10.0%, more non-Nebraska, first-time freshmen in fall 2008 than in fall 2002.

**Figure 1.3.1**

**Total Number of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Institutions Fall 2002–Fall 2008<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

- From fall 2002 through fall 2008, 98% or 99% of all non-Nebraska, first-time freshmen attended degree-granting colleges, while only 1% or 2% were enrolled at non-degree granting schools. (See Table A6.5 in Appendix 6 for supporting data.)
- Non-Nebraska first-time freshmen who attended non-degree granting schools are excluded from the remainder of this analysis because the residency data reported by the non-degree granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002, which is the baseline for comparisons.
- Between 2002 and 2008, degree-granting institutions in Nebraska attracted a higher number of non-Nebraskans who went to college within a year of high school graduation, but a lower number of out-of-state and foreign students who started college more than a year after they graduated from high school.
- As shown in Table 1.3.1, the net enrollment of out-of-state and foreign students at Nebraska degree-granting institutions increased by 338 students, or 11.2%, between 2002 and 2008.

**Table 1.3.1**  
**Non-Nebraska, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting Postsecondary Institutions**  
**Classified by Length of Time Since High School Graduation**  
**Fall 2004 through Fall 2008 Compared to Fall 2002<sup>1</sup>**

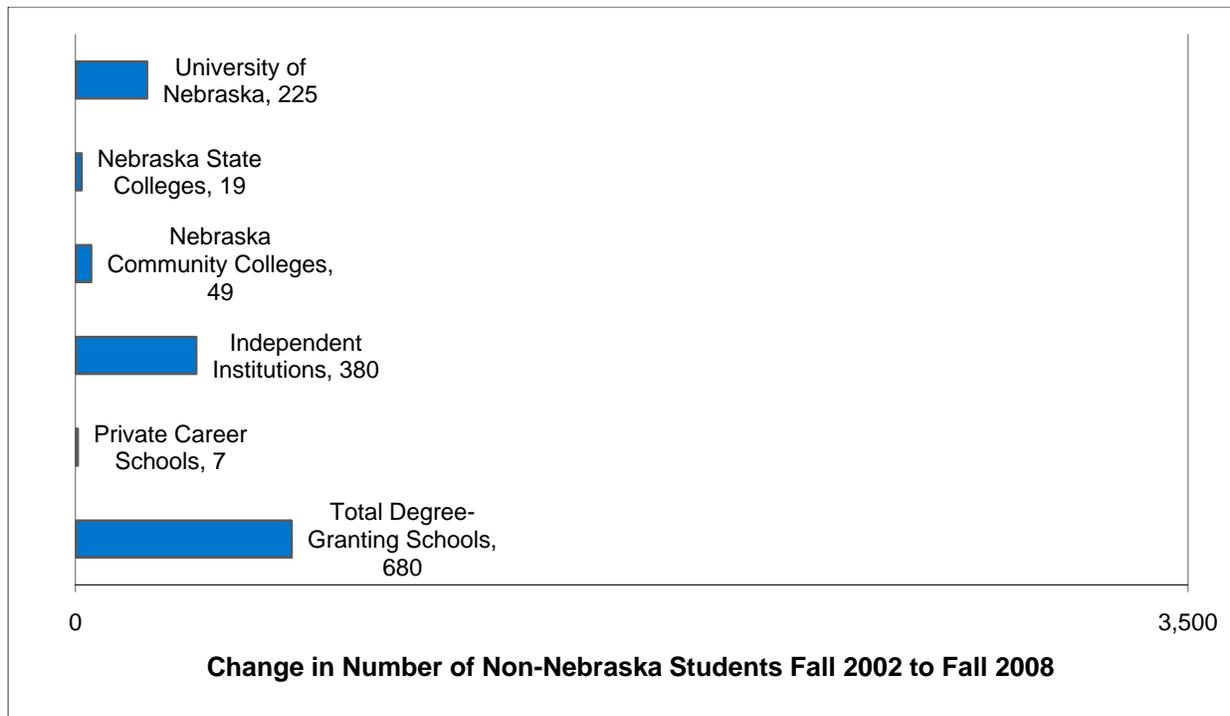
Length of Time Since High School Graduation	Number and Percentage of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions						Change in the Number and Percentage of Students Since Fall 2002	
	Fall 2002		Fall 2004	Fall 2006	Fall 2008		n	%
	n	%	n	n	n	%		
Graduated during the 12 Months Prior to College Enrollment	2,281	75.3%	2,424	2,783	2,961	87.9%	680	29.8%
Graduated More than 12 Months Prior to College Enrollment	749	24.7%	616	450	407	12.1%	-342	-45.7%
Total	3,030	100.0%	3,040	3,233	3,368	100.0%	338	11.2%

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Note: Counts of non-Nebraska students include foreign students, but they do not include students with unknown states of residence or students for whom no residence information was reported to the NCES but who are counted by the NCES as a balance/correction factor so that the residence totals equal enrollment totals. All of the students with unknown states of residence are excluded because there is no way of knowing how many of these students are from Nebraska or from other states or countries, and there also is no way of determining when any of these students graduated from high school.

- In fall 2002, Nebraska degree-granting institutions attracted 2,281 non-Nebraska first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 2,961 non-Nebraskans in 2008, a 29.8% increase of 680 students, as evidenced in Table 1.3.1 above.

- As shown in [Figure 1.3.2](#) below, 56% of the net increase of 680 students is attributable to the increased number of non-Nebraskans who attended independent colleges and universities between fall 2002 and fall 2008.
- The University of Nebraska, Nebraska's community colleges, and state colleges also experienced gains in the number of non-Nebraskans that they attracted, but the for-profit colleges attracted only a few more out-of-state students in 2008 than in 2002. (See [Table A6.6](#) in [Appendix 6](#) for supporting data. See [Table A6.7](#) in [Appendix 6](#) for more information on the decreased enrollment of non-Nebraskans who enrolled as first-time freshmen at Nebraska colleges more than a year after high school graduation.)

**Figure 1.3.2**  
**Changes in the Numbers of Non-Nebraska, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting Institutions**  
**Within 12 Months of Graduation from High School**  
**Fall 2008 Compared to Fall 2002<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002 and fall 2008 IPEDS surveys. Includes full-time and part-time students. See [Table A6.6](#) in [Appendix 6](#) for supporting data.

- The net increase in the number of out-of-state and foreign students who came to Nebraska as first-time freshmen within 12 months of high school graduation is of interest because this category of students is equivalent to Nebraska-resident, first-time freshmen who start college within a year of graduating from high school. As will be shown in the next section, a comparison of these two groups of students provides an estimate of whether Nebraska is exporting more high school graduates as first-time freshmen than it is attracting from other states and foreign countries.

- Table A6.8a through Table A6.8d in Appendix 6 provide detailed listings by institution of the numbers of first-time freshmen with Nebraska, out-of-state, and foreign residencies who were enrolled at degree-granting colleges and universities within 12 months of high school graduation from fall 2002 through fall 2008. These tables are included to show how the numbers and percentages of Nebraska and non-Nebraska students vary from year to year, and from one institution to another within the state.

### **Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen**

Data summarized in the preceding sections can be used to calculate the net migration of first-time freshmen who attended degree-granting colleges and universities within one year of high school graduation, as illustrated in Figure 1.3.3 on the next two pages.<sup>1</sup>

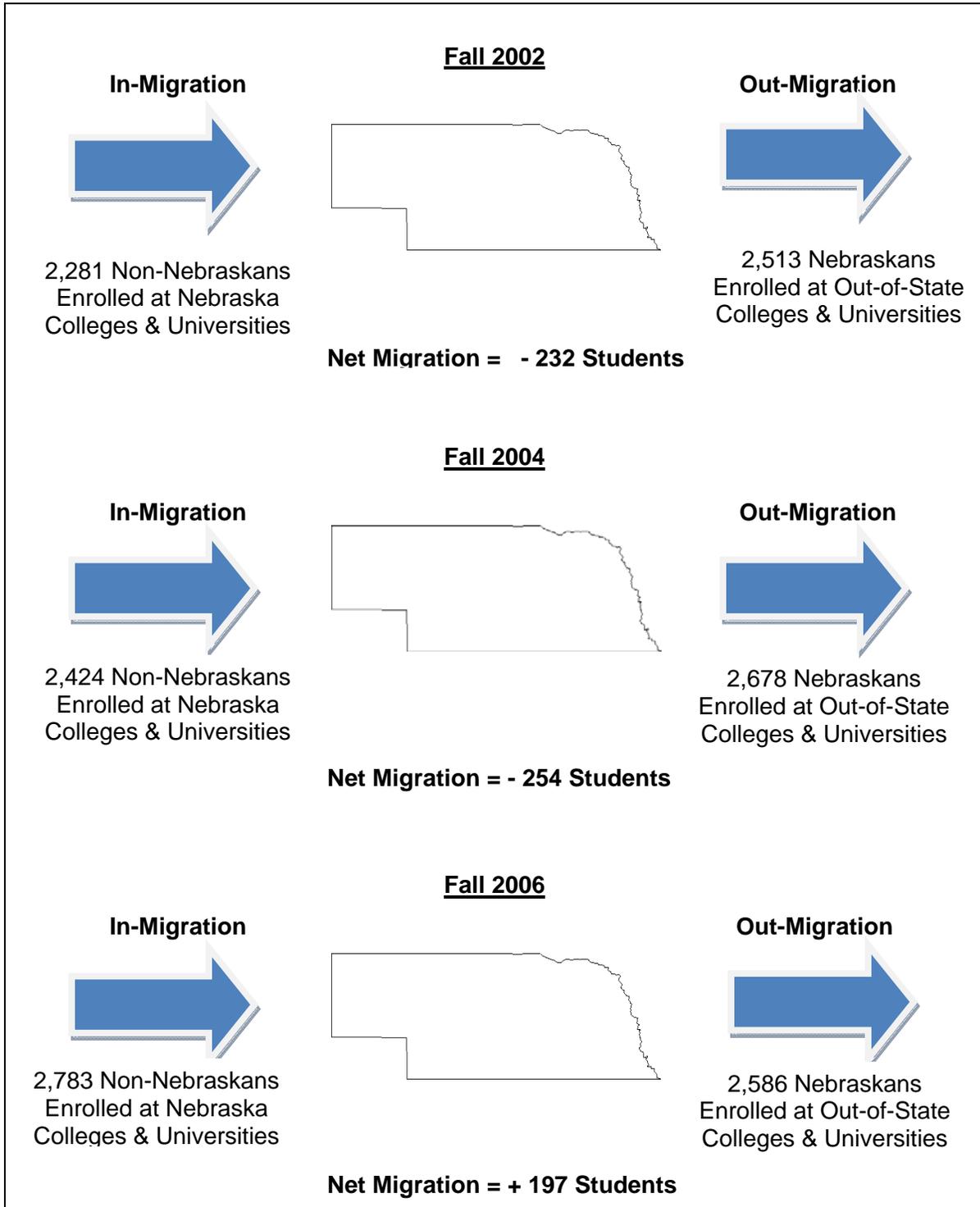
- In fall 2002 and fall 2004, more first-time freshmen who attended degree-granting schools within a year of graduating from high school left Nebraska to go to college than came to Nebraska to begin their postsecondary education.
- While the difference in net migration between fall 2002 and fall 2004 was only 22 students, this change was in the opposite direction of what is desirable for the state.
- In line with the recommendations of the 2003 LR 174 Higher Education Task Force, more out-of-state and foreign, first-time freshmen who recently graduated from high school were attracted to Nebraska postsecondary institutions in fall 2004 than in fall 2002. However, contrary to the task force's recommendations, an even higher number of Nebraska-resident, first-time freshmen went out of state to attend college within a year of graduating from high school, resulting in a greater negative net migration in 2004 than in 2002.
- In fall 2006 and fall 2008, however, more first-time freshmen came to Nebraska to attend degree-granting colleges within 12 months of high school graduation than left Nebraska to go to school out of state, resulting in a positive net migration of 197 students in fall 2006 and a positive net migration of 336 students in fall 2008.
- See the *Fall 2006 Nebraska Report on the Residence and Migration of First-Time Freshmen* for a more detailed analysis of net migration. This report is available on the Commission Web site, [www.ccpe.state.ne.us](http://www.ccpe.state.ne.us). An updated version is scheduled for publication when the data for fall 2010 is available in 2011.

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<sup>1</sup> The net migration numbers reported in this section are the best possible estimates, given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans for fall 2002, fall 2004, and fall 2006 may be slightly underestimated or overestimated due to the fact that eight (8) degree-granting institutions in Nebraska did not report their numbers of first-time freshmen who graduated from high school within 12 months of college enrollment by state or country of residency for all three survey years. Bellevue University, Concordia University, and The Creative Center did not submit this information to the NCES in 2002, but they submitted residency information in 2004. Conversely, in 2004, Nebraska Indian Community College, Nebraska Methodist College, Union College, and Vatterott College (Deerfield Campus) did not submit residency information about their freshmen who had enrolled within 12 months of high school graduation, even though they had submitted this type of information in 2002. Vatterott College also did not submit residency data in 2006. In 2006, Clarkson College did not provide residency data to the NCES, but the college did submit data in 2002 and 2004. Since there may be similar reporting errors in other states where Nebraska first-time freshmen attended colleges in fall 2002, 2004 or 2006, there is no way of knowing how Nebraska's net migration numbers should be adjusted to compensate for such errors.

Figure 1.3.3

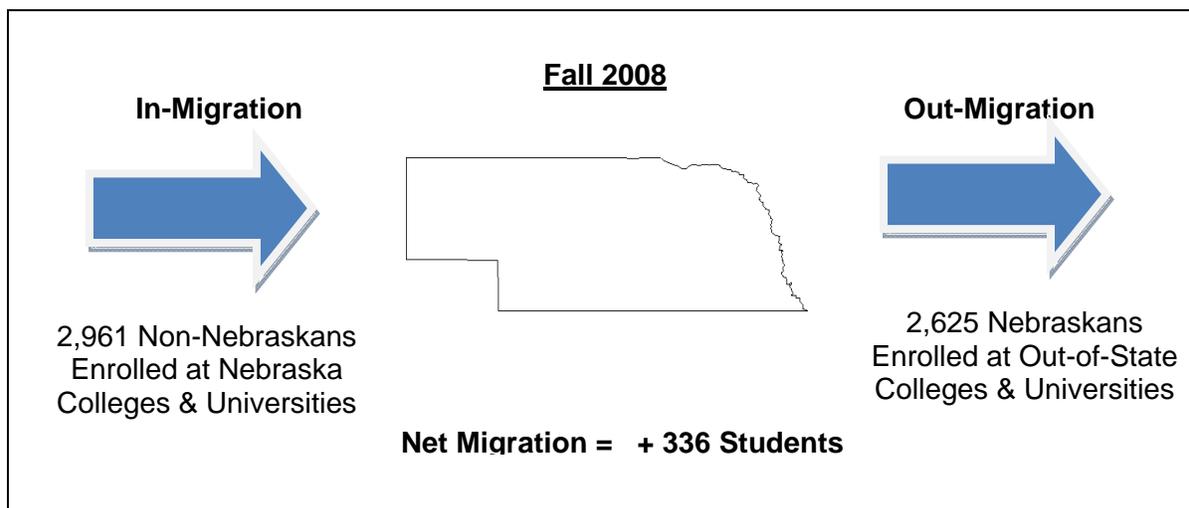
**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation  
Fall 2002–Fall 2008<sup>1</sup>**



Continued on the next page

**Figure 1.3.3, Continued**

**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation  
Fall 2002–Fall 2008<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts of non-Nebraskans include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.9](#) in [Appendix 6](#) for supporting data.

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

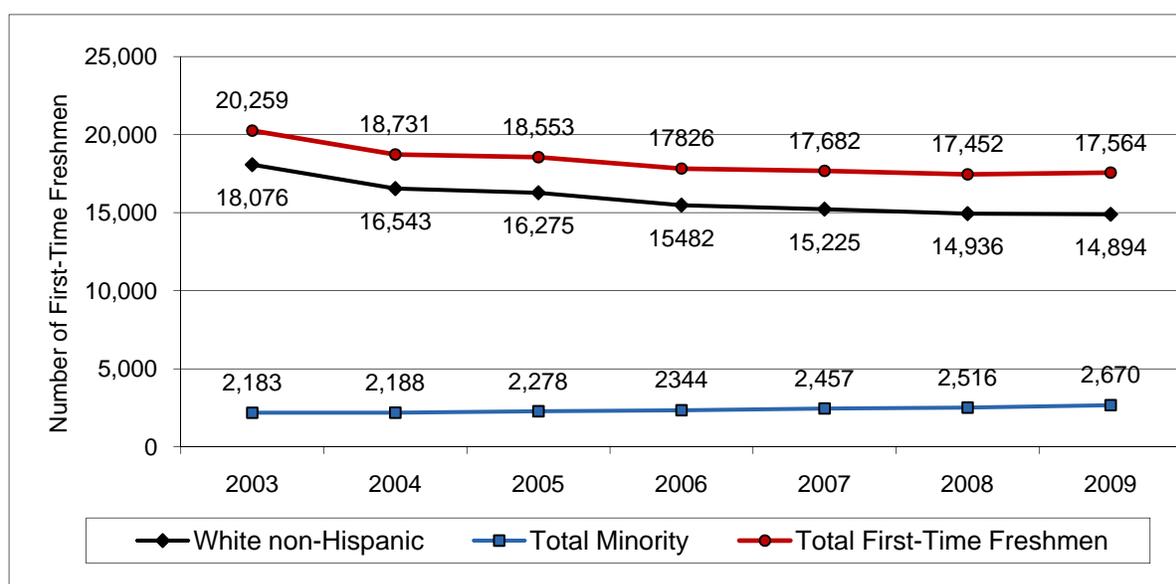
**Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state's higher education system.**

Increasing the number and percentage of students who have been underrepresented in Nebraska's higher education system is another recommended approach to increasing the state's postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2003 in the numbers of white non-Hispanics and minority students who have been enrolled as first-time freshmen at Nebraska colleges and (2) the extent to which each racial/ethnic group was represented in the state's postsecondary education system in fall 2009, the latest period for which data are available.

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

- In fall 2009, a total of 17,564 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions, a 13.3% decrease from the total of 20,259 first-time freshmen of known race/ethnicity in fall 2003.
- As shown in [Figure 1.4.1](#), first-time freshmen enrollment was in steady decline until fall 2009, when there was a 0.6% increase in the enrollment of first-time freshmen of known race/ethnicity. This slight increase may indicate that the downward trend in the number of first-time freshmen of known race/ethnicity is leveling off or even reversing.
- As also shown in [Figure 1.4.1](#), the enrollment of white non-Hispanics was slightly lower in fall 2009 than in fall 2008, while there was a 6.1% increase between fall 2008 and fall 2009 in the number of minority students who were first-time freshmen.

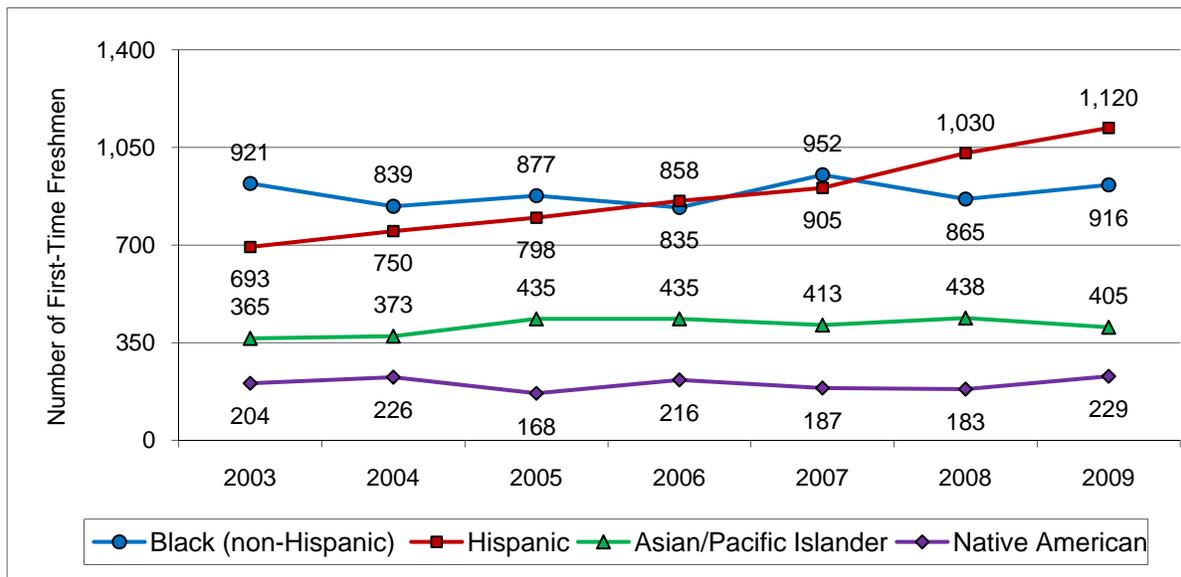
**Figure 1.4.1**  
**Numbers of White Non-Hispanic and Minority First-Time Freshmen**  
**at Nebraska Postsecondary Institutions**  
**Fall 2003 to Fall 2009<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, 2003 through 2009 IPEDS enrollment surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions.

- In general, there has been a steady decline in white non-Hispanic first-time freshmen that has coincided with a small, but steady, annual increase in the numbers of minority students enrolled as first-time freshmen at Nebraska's colleges and universities. As a result, minority students accounted for a higher percentage of total first-time freshmen enrollment in fall 2009 than in fall 2003.
- In fall 2003, white non-Hispanics accounted for 89.2% of the first-time freshmen, while minorities accounted for 10.8%. Of the first-time freshmen enrolled in fall 2009, 84.8% were white non-Hispanics, while 15.2% were minorities, an increase of 4.4 percentage points.
- As shown in [Figure 1.4.2](#), higher numbers of Hispanics, Asians/Pacific Islanders, and Native Americans enrolled in college in fall 2009 than in fall 2003, and there were only five fewer black non-Hispanics enrolled as first-time freshmen in Nebraska colleges in 2009 than in 2003. (See [Table A7.1](#) and [Table A7.3](#) in [Appendix 7](#) for supporting data.)

**Figure 1.4.2**  
**Numbers of Minority Students Enrolled as First-Time Freshmen**  
**at Nebraska Postsecondary Institutions**  
**Fall 2003 to Fall 2009<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, 2003 through 2009 IPEDS enrollment surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions.

- The net effect of these changes is that there were 487 more minority students attending Nebraska colleges as first-time freshmen in fall 2009 than in fall 2003, an increase of 22.3%. In contrast, there were 3,182 fewer white non-Hispanic first-time freshmen in Nebraska's postsecondary education system in fall 2009 than in fall 2003, a decrease of 17.6%. (See [Table A7.1](#) and [Table A7.2](#) in [Appendix 7](#) for supporting data.)
- As shown in [Table 1.4.1](#) on the next page, a year-by-year analysis of the numbers of white non-Hispanic, first-time freshmen reveals that, between fall 2003 and fall 2004, 1,533 fewer white non-Hispanics enrolled at Nebraska institutions, accounting for almost half of the total decrease of 3,182 students from 2003 to 2009.

**Table 1.4.1**  
**Actual and Estimated Expected Changes in the**  
**Number of White (Non-Hispanic), First-Time Freshmen at Nebraska**  
**Degree-Granting and Non-Degree-Granting Postsecondary Institutions**  
**Fall 2003 through Fall 2009<sup>1</sup>**

Change from:	To:	Actual Change	Estimated Expected Change <sup>2</sup>	Difference between Actual and Expected
Fall 2003	Fall 2004	- 1,533	-212	-1,321
Fall 2004	Fall 2005	- 268	-129	-139
Fall 2005	Fall 2006	- 793	- 326	-467
Fall 2006	Fall 2007	- 257	- 27	-230
Fall 2007	Fall 2008	- 289	+ 283	-572
Change through Fall 2008		-3,140	- 411	- 2,729
Fall 2008	Fall 2009	- 42	- 408	+ 366
Total Change through Fall 2009		- 3,182	- 819	- 2,363

<sup>1</sup>Based on data from the National Center for Education Statistics, fall 2003 through 2009 IPEDS surveys.

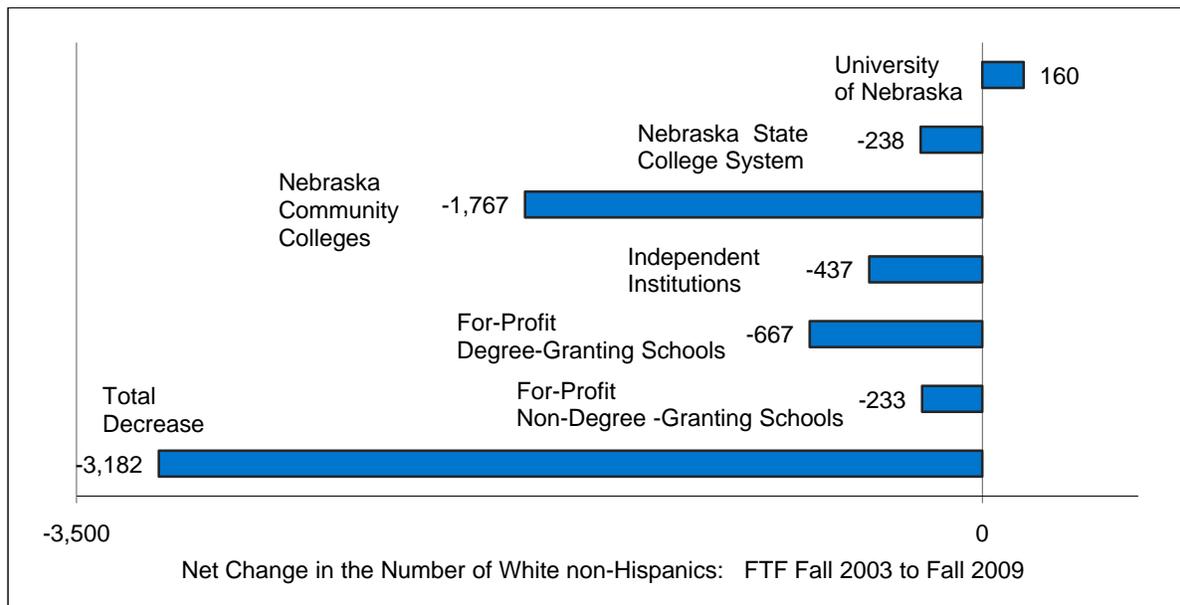
<sup>2</sup>The one-year increase or decrease in the number of white non-Hispanics who graduated from Nebraska high schools multiplied by the estimated college continuation rate for the second of the two high school classes being compared. See [Table A7.3](#) for the numbers of white non-Hispanic high school graduates and [Table A5.3](#) for estimated in-state college continuation rates for fall 2004, fall 2006, and fall 2008.

- Over the next four years, the number of white non-Hispanics enrolled as first-time freshmen at Nebraska colleges continued to decline: 268 fewer in fall 2005, 793 fewer in fall 2006, 257 fewer in fall 2007, and 289 fewer in fall 2008. In fall 2009, the decline was much smaller. Only 42 fewer white non-Hispanics enrolled as first-time college students, compared to the number who enrolled in fall 2008.
- As shown in [Table 1.4.1](#) above, each annual decline in the enrollment of white non-Hispanic, first-time freshman between fall 2003 and fall 2009 was greater than would be expected, except for fall 2009, given the year-to-year changes that occurred in the number of white non-Hispanics who graduated from Nebraska high schools each year between 2002-2003 and 2008-2009 and the estimated percentage of these students who continued on to college in Nebraska within a year of graduating from high school, which are presented in [Table A5.3](#) in [Appendix 5](#).
- For example, due to an increase in the number of white non-Hispanics who graduated from Nebraska high schools between 2006-2007 and 2007-2008, it would be expected that 283 more white non-Hispanics would be enrolled as first-time freshmen at Nebraska colleges between fall 2007 and fall 2008. However, what actually occurred was a decrease in enrollment of 289 students, or a total of 572 fewer white non-Hispanic, first-time freshmen than would be expected.
- Between fall 2003 and fall 2008, the total actual decrease of 3,140 white non-Hispanic first-time freshmen was much greater than the decrease of 411 students that was expected. Like the analysis of migration data summarized in section 1.2, this analysis indicates that the unexpected decline in enrollment that occurred between fall 2003 and fall 2008 was

most likely among the white non-Hispanics who would not have started college for more than a year after they graduated from high school. In other words, it is likely that the unexpected decline in white non-Hispanics was due to a decrease in the number of older, nontraditional students who enrolled as first-time freshmen during this five-year period.

- Compared to the previous five years, the decline in the number of white non-Hispanics in fall 2009 was much less than expected. As shown in [Table 1.4.1](#), only 42 fewer white non-Hispanics enrolled in college in fall 2009 than in fall 2008, whereas a decrease of 408 would be expected, given the decrease that occurred in the number of white non-Hispanics who graduated from Nebraska high schools between 2008 and 2009.
- The data for fall 2009 indicate that the downward trend in the number of white non-Hispanic first-time freshmen may have started to level off as a result of a resurgence in the number of older high school graduates going to college for the first time. However, data are not yet available for fall 2010 to determine if this is the case.
- As shown in [Figure 1.4.3](#) and [Figure 1.4.4](#) on the next page, all of the sectors of higher education in Nebraska experienced net declines in the number of white non-Hispanics enrolled as first-time freshmen between 2003 and 2009, except for the University of Nebraska.

**Figure 1.4.3**  
**Net Changes in the Numbers of White Non-Hispanics**  
**Enrolled as First-Time Freshmen (FTF) at Nebraska Postsecondary Institutions**  
**Fall 2009 Compared to Fall 2003 Baseline<sup>1</sup>**



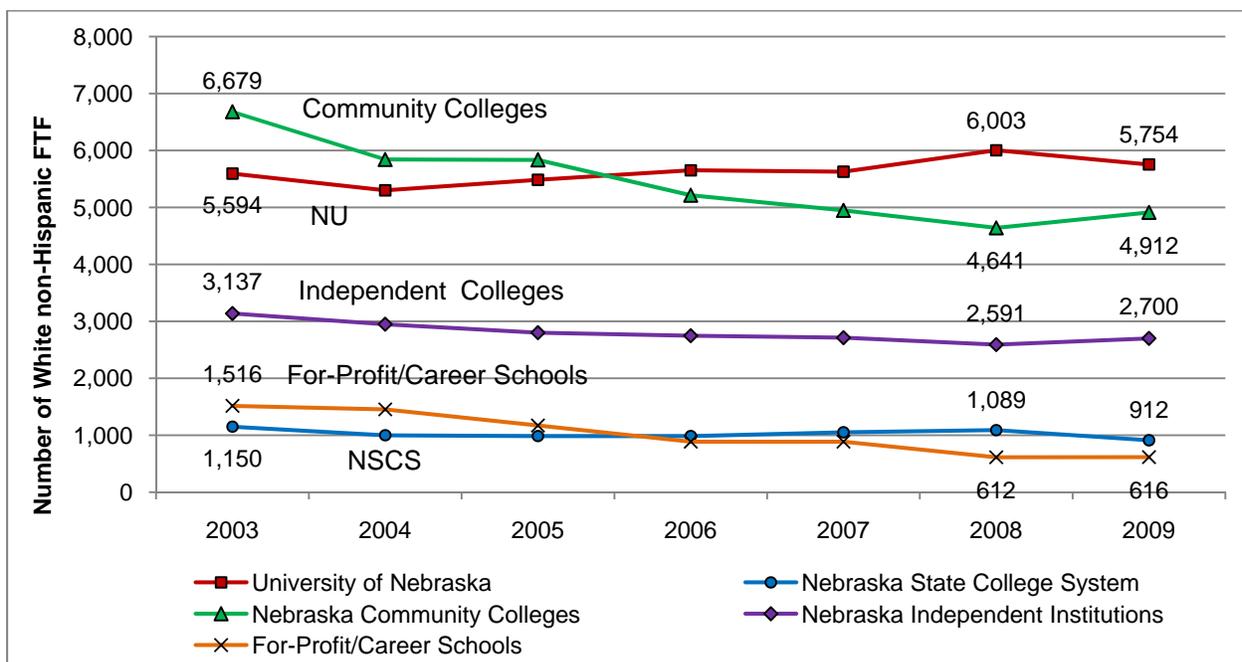
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. See [Table A7.2](#) in [Appendix 7](#) for supporting data.

- [Figure 1.4.4](#) on the next page shows the six-year trends in the numbers of white non-Hispanic first-time freshmen within the five major sectors of higher education in Nebraska.
- In the case of the University of Nebraska, decreases of 294, 23, and 249 white non-Hispanic first-time freshmen in fall 2004, fall 2007, and fall 2009, respectively, were offset by increases of 185, 166, and 375 white students in fall 2005, 2006 and 2008. As a result, there was a net gain of 160 white non-Hispanics between 2003 and 2009.

- Lower enrollments at Nebraska’s community colleges—at Southeast Community College, in particular—accounted for more than half of the decrease in the total number of white non-Hispanic, first-time freshmen between fall 2003 and fall 2009.<sup>1</sup> However, as shown in [Figure 1.4.3](#), the for-profit schools also experienced a noticeable decline of white non-Hispanic first-time freshmen, particularly at the degree-granting schools. In comparison, more modest declines were evidenced at the Nebraska state colleges and independent institutions.
- The reasons for the unexpected decreases shown in [Figure 1.4.4](#) are not known but, as mentioned in section 1.2 of this report, economic conditions, higher tuitions, and federal and state grant aid not keeping pace with increases in tuition and fees are three factors that may have adversely affected first-time freshmen enrollments, especially among older, nontraditional students. On the other hand, the current recession may be a factor explaining why there is some evidence that the general decline in the numbers of white non-Hispanic first-time freshmen started to level off, beginning in fall 2009.

**Figure 1.4.4**

**Numbers of White Non-Hispanic Students Enrolled as First-Time Freshmen at Nebraska Postsecondary Institutions by Sector Fall 2003 to Fall 2009<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, 2003 through 2009 IPEDS enrollment surveys. Includes part-time students, but not foreign students or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions.

<sup>1</sup>Decreases from the preceding year in the enrollment of white non-Hispanic first-time freshmen at Southeast Community College were 696 in fall 2004, 400 in fall 2005, 485 in fall 2006, 316 in fall 2007, 96 in fall 2008, and 47 in fall 2009 for a total six-year decrease of 2,040. Other net decreases in the numbers of white non-Hispanic first-time freshmen over the six-year period were as follows: 97 fewer at Metropolitan Community College and 173 fewer at Mid-Plains Community College. These decreases were offset slightly by the following six-year net increases in the numbers of white non-Hispanic first-time freshmen: 420 at Central Community College, 57 at Northeast Community College, and 66 at Western Nebraska Community College.

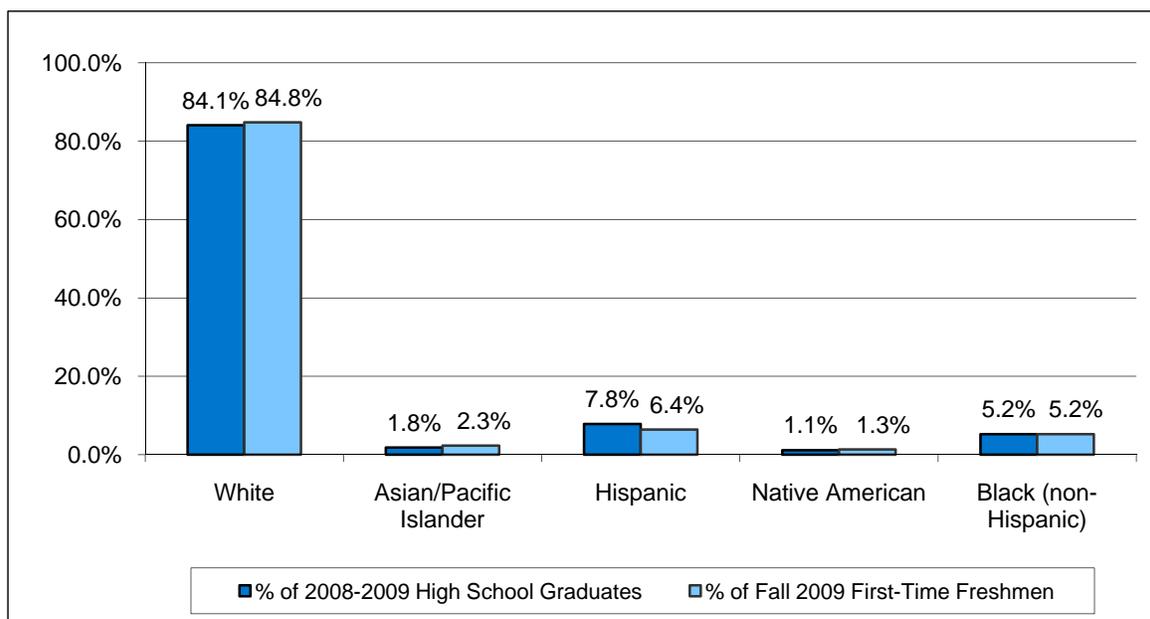
## **Racial/Ethnic Representation in Nebraska’s Postsecondary Education System Fall 2009**

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

- As evidenced in section 1.1.a of this report, disproportionately lower percentages of black non-Hispanics, Hispanics and Native Americans graduate from Nebraska high schools as a result of the fact that their graduation rates are significantly lower than the high school graduation rates for white non-Hispanics and Asians/Pacific Islanders.
- However, as illustrated in [Figure 1.4.5](#) below, minority students who graduate from high school generally tend to be represented among first-time college freshmen in Nebraska to about the same degree as white non-Hispanics, except for Hispanics who were slightly underrepresented among first-time freshmen in fall 2009.
- If the relationship revealed in the following figure continues in the future, increasing the numbers and high school graduation rates of minority students should result in proportional increases in their college continuation rates and their representation in classes of first-time freshmen.

**Figure 1.4.5**

### **Percentages of 2008–2009 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2009 by Race/Ethnicity**



<sup>1</sup>Data Sources: Nebraska Department of Education, February 2010, and the National Center for Education Statistics, fall 2009 IPEDS survey. Percentages of high school graduates include graduates of public and nonpublic schools, educational service units, and state-operated schools. Percentages of first-time freshmen include part-time students, but not foreign students or students of unknown race/ethnicity. See the last subsection of [Table A7.3](#) in [Appendix 7](#) for supporting data.

- In fall 2009, white non-Hispanics and Asians/Pacific Islanders were slightly overrepresented, while Native Americans and black non-Hispanics were about equally represented among the first-time freshmen at Nebraska's postsecondary institutions, relative to the extent that they were represented among the state's high school graduates in 2008–2009.
- Hispanics, on the other hand, were underrepresented in fall 2009, accounting for 7.8% of Nebraska's high school graduates in 2008–2009, but representing 6.4% of the first-time freshmen who were enrolled at Nebraska colleges in fall 2009.

See the last section of [Table A7.3](#) in [Appendix 7](#) for supporting data.

### **A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2009**

Determining if there was any change between fall 2003 and fall 2009 in the pattern of racial/ethnic representation in Nebraska's postsecondary education system is complicated by the fact that fewer white non-Hispanics and more minority students graduated from Nebraska high schools in 2008–2009 than in 2002–2003. However, comparing the percentage distributions of high school graduates in 2002–2003 and 2008–2009 to the percentage distributions of first-time freshmen in fall 2003 and 2009 reveals that, compared to the first-time freshmen who started college in 2003:

- (1) Hispanics were more underrepresented in the fall 2009 freshmen class than in 2003.
- (2) Asians/Pacific Islanders were slightly more overrepresented among the first-time freshmen in fall 2009.
- (3) Native Americans were slightly and equally overrepresented among first-time freshmen in fall 2003 and fall 2009, relative to the extent that they were represented among the state's high school graduates in 2002–2003 and 2008-2009.
- (4) Black non-Hispanics were slightly overrepresented in fall 2003, but equally represented among Nebraska high school grades in 2008-2009 and the state's first-time college freshmen in fall 2009.
- (5) White non-Hispanics were slightly underrepresented in fall 2003 but overrepresented in fall 2009.

In summary, the overall pattern of representation for all of the racial/ethnic groups was about the same in fall 2009 as it was in fall 2003.

See [Table A7.3](#) in [Appendix 7](#) for supporting data.

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

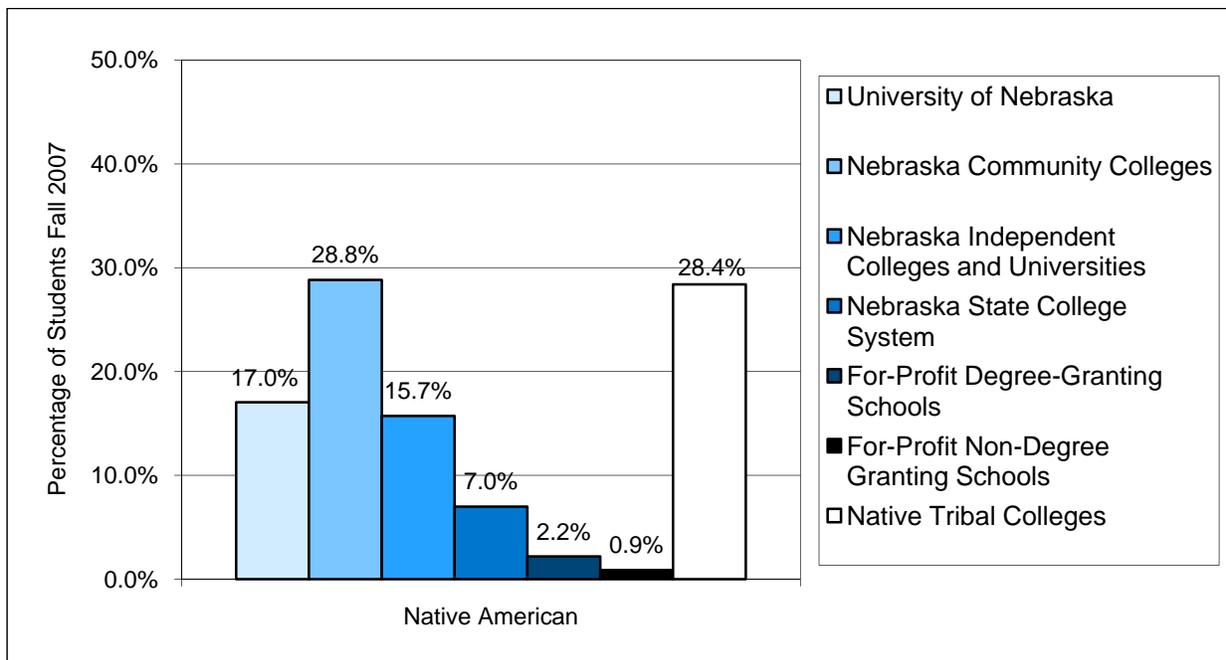
Another approach to analyzing the representation of white non-Hispanics and minorities is to examine the percentage of students in each racial/ethnic group who attend each of the major types of institutions within Nebraska's postsecondary education system. For the purposes of statewide analysis, two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

- As shown in [Figure 1.4.6](#), 28% of the 229 Native Americans who were first-time freshmen in fall 2009 attended Little Priest Tribal College or Nebraska Indian Community College, while 16% chose to enroll at other independent colleges and universities.
- As also shown in [Figure 1.4.6](#), 29% of the Native American, first-time freshmen attended the state's community colleges, 17% enrolled at the University of Nebraska, and 7% went to Nebraska's state colleges in fall 2009. In comparison, only 3% attended schools in the degree-granting or non-degree-granting for-profit sectors.

See the last subsection of [Table A7.4](#) in [Appendix 7](#) for supporting data.

**Figure 1.4.6**

**Nebraska Enrollment of Native American, First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions Fall 2009<sup>1</sup> (Bars are in order of Legend from Left to Right)**



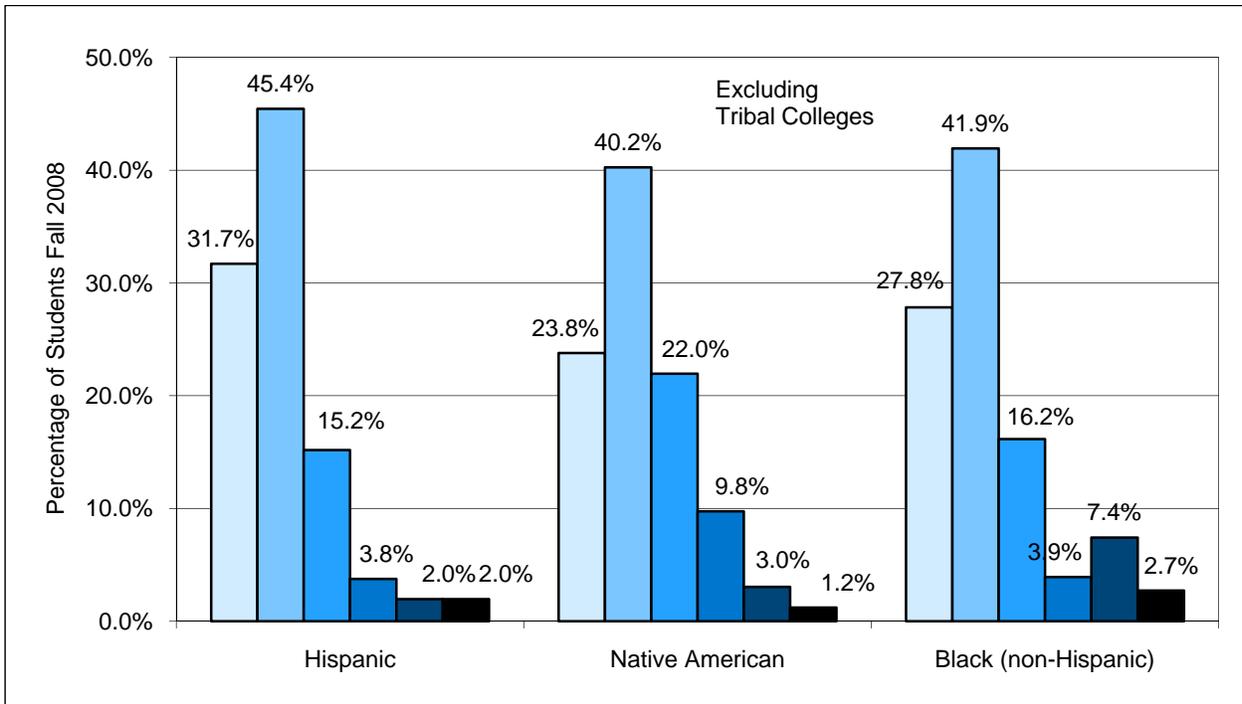
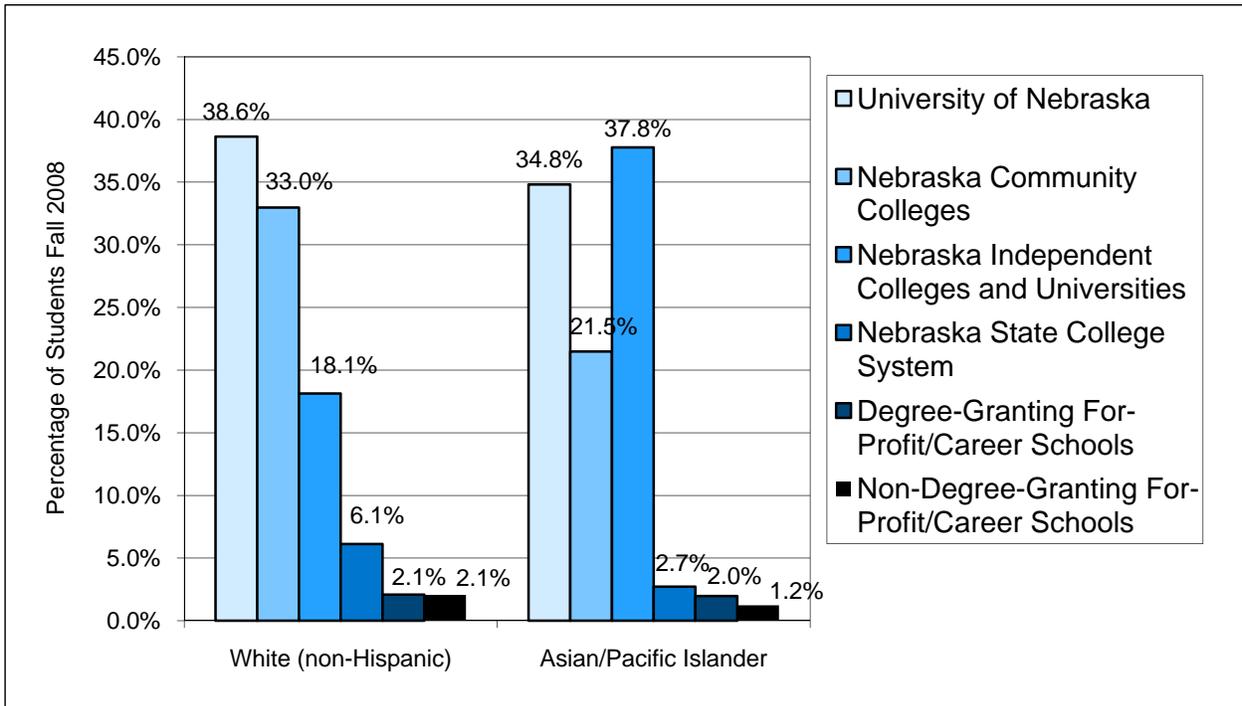
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2009 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity. See the fourth page of [Table A7.4](#) in [Appendix 7](#) for supporting data.

- [Figure 1.4.7](#) on the next page shows the percentages of the first-time freshmen in each of the five major racial/ethnic groups who attended the major types of institutions within Nebraska's postsecondary education system in fall 2009, excluding the two native tribal colleges in the analysis of Native American enrollments.
- The attendance patterns shown in [Figure 1.4.7](#) are generally the same as those from fall 2005 through fall 2008.<sup>1</sup>

<sup>1</sup>See page 62 of the *2007 Nebraska Higher Education Progress Report* for the attendance pattern in fall 2005 by race/ethnicity, page 66 of the *2008 Nebraska Higher Education Progress Report* for comparable information for fall 2006, pages 73 and 76 of the *2009 and 2010 Nebraska Higher Education Progress Reports* for the analysis of comparable data for fall 2007 and fall 2008, respectively.

**Figure 1.4.7**

**Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity  
Fall 2009<sup>1</sup> (Bars are in order of Legend from Left to Right)**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2009 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

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

See [Table A7.4](#) in [Appendix 7](#) for supporting and comparable data for fall 2003 through 2009.

- As evidenced in [Figure 1.4.7](#) on the previous page, white non-Hispanics most frequently enrolled as first-time freshmen at the schools constituting the University of Nebraska and the state's community colleges in fall 2009. In comparison, about half as many white non-Hispanics chose to enroll at independent institutions, and noticeably fewer attended state colleges or for-profit/career schools.
- Compared to the other minority racial/ethnic groups, higher percentages of Asians/Pacific Islanders enrolled at the University of Nebraska and independent institutions, while a lower percentage attended the state's community colleges and only small percentages chose to enroll at the state colleges or for-profit/career schools.
- Referring to [Figure 1.4.7](#), a higher percentage of Hispanics enrolled at Nebraska's community colleges, compared to the first-time freshmen in the other racial/ethnic groups, while about equal or lower percentages chose to attend the other types of institutions within the state.
- If the tribal colleges are excluded from the independent sector, as shown in [Figure 1.4.7](#) on the previous page, the first-time freshmen enrollment pattern for Native Americans is similar to the pattern for Hispanics, except that Native American students were more likely to attend the independent and state colleges and less likely to attend the state's community colleges.
- The first-time freshmen enrollment pattern of black non-Hispanics was also similar to the pattern for Hispanics in fall 2009, except for the important difference that a significantly higher percentage of the black non-Hispanics were enrolled in for-profit degree-granting schools. Compared to other racial/ethnic groups, black non-Hispanics were also more likely to be enrolled in non-degree-granting for-profit schools and, aside from white non-Hispanics, black first-time freshmen were more likely to be enrolled at the state colleges. Like their Native American classmates, black non-Hispanics were less likely than white non-Hispanics, Asian/Pacific Islanders, and Hispanics to enroll as first-time freshmen at the institutions constituting the University of Nebraska. Compared to the other racial/ethnic groups, black and Hispanic students were the least likely to attend independent colleges and universities as first-time freshmen in fall 2009.

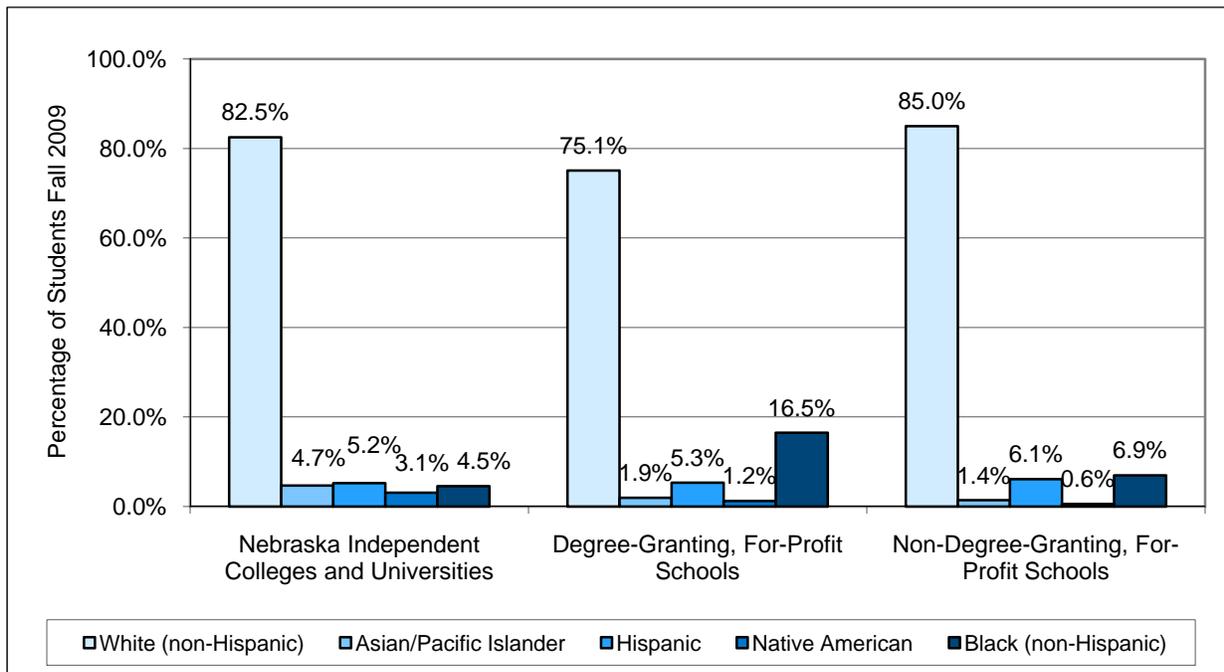
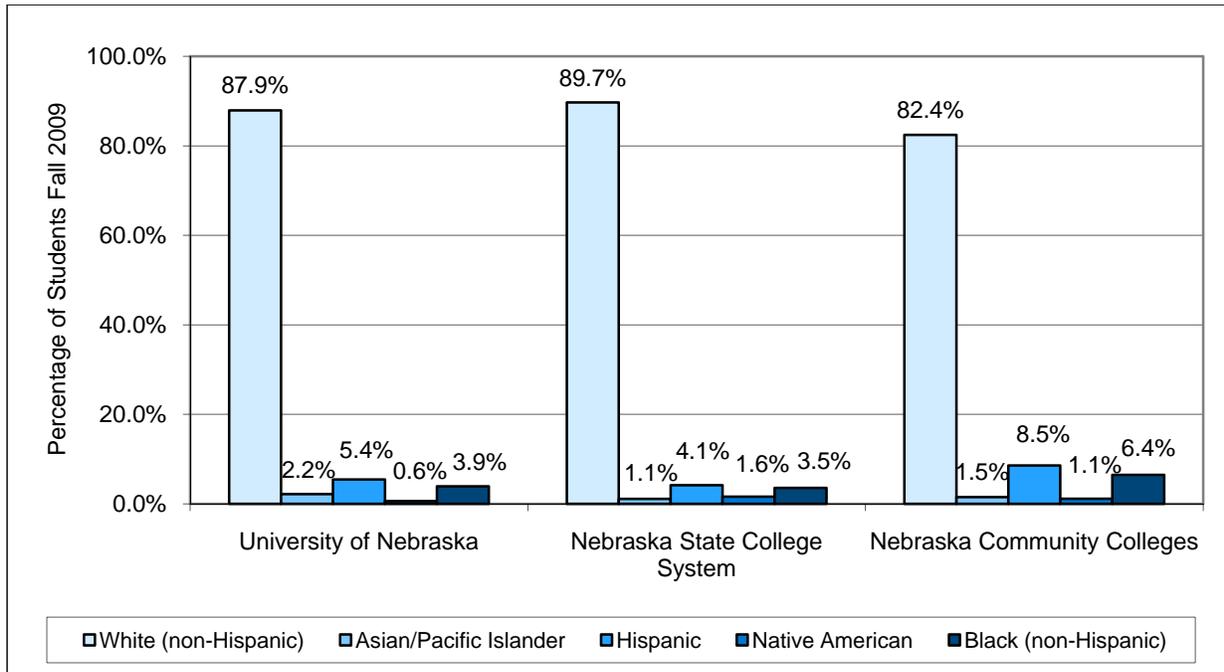
### **Representation of Racial/Ethnic Groups by Sector**

Since different percentages of white non-Hispanics and minority students enrolled as first-time freshmen at each of the major types of postsecondary institutions in fall 2009, their representation varied across the six sectors of higher education, as shown in [Figure 1.4.8](#) on the next page. Native Americans accounted for 84% of the combined first-time freshmen enrollment of Little Priest Tribal College and Nebraska Indian Community College in fall 2006, 77% of their enrollment in fall 2007, 94% in fall 2008, and 96% in fall 2009. Consequently, these two schools are excluded from the sector of independent colleges and universities in the following analysis so that this sector can be more clearly compared to the other sectors in [Figure 1.4.8](#).<sup>1</sup>

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<sup>1</sup>See [Table A7.5](#) in [Appendix 7](#) for the distribution of first-time freshmen at the two native tribal colleges and the distributions of first-time freshmen at independent institutions in 2009, including and excluding Little Priest Tribal College and Nebraska Indian Community College.

**Figure 1.4.8**  
**Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector**  
**Fall 2009<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2009 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity.

See [Table A7.5](#) and [Table A7.6](#) in [Appendix 7](#) for supporting data and comparable data for fall 2003 through fall 2009.

- The analysis summarized in [Figure 1.4.8](#) on the preceding page reveals that the racial/ethnic distributions of first-time freshmen enrolled at (1) the University of Nebraska, (2) the Nebraska state colleges, (3) the Nebraska community colleges, and (4) Nebraska's independent colleges and universities were very similar in fall 2009, with two exceptions:
  - Hispanics accounted for a higher percentages of the first-time freshmen at the community colleges and independent schools.
  - Hispanics accounted for a slightly lower percentage of the first-time freshmen enrolled within the Nebraska State College System, compared to the other three sectors.
- At the degree-granting and non-degree-granting, for-profit schools:
  - Hispanics accounted for about the same percentages of the first-time freshmen as they did within the University of Nebraska, community college and independent (not-for profit) sectors.
  - Asian/Pacific Islanders and Native Americans were represented at the for-profit schools in about the same or lower percentages as they were within the other four sectors.
  - Black non-Hispanics, on the other hand, accounted for a significantly higher percentage of the first-time freshmen at the degree-granting, for-profit schools than they did within any of the other sectors. Black non-Hispanics also accounted for a slightly higher percentage of the freshmen at the non-degree-granting, for-profit schools than they did within the University of Nebraska, the Nebraska State College System, the six community colleges, or the independent sectors in fall 2009.

**Note:** The distributions for 2009 in [Figure 1.4.8](#) on the preceding page are essentially the same as the comparable distributions for fall 2005 through fall 2008, with the exception that black non-Hispanics accounted a lower percentage of the first-time freshmen at non-degree-granting, for-profit/career schools in 2007, 2008, and 2009 than in 2005 or 2006.

## 1.5 Financial Aid

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

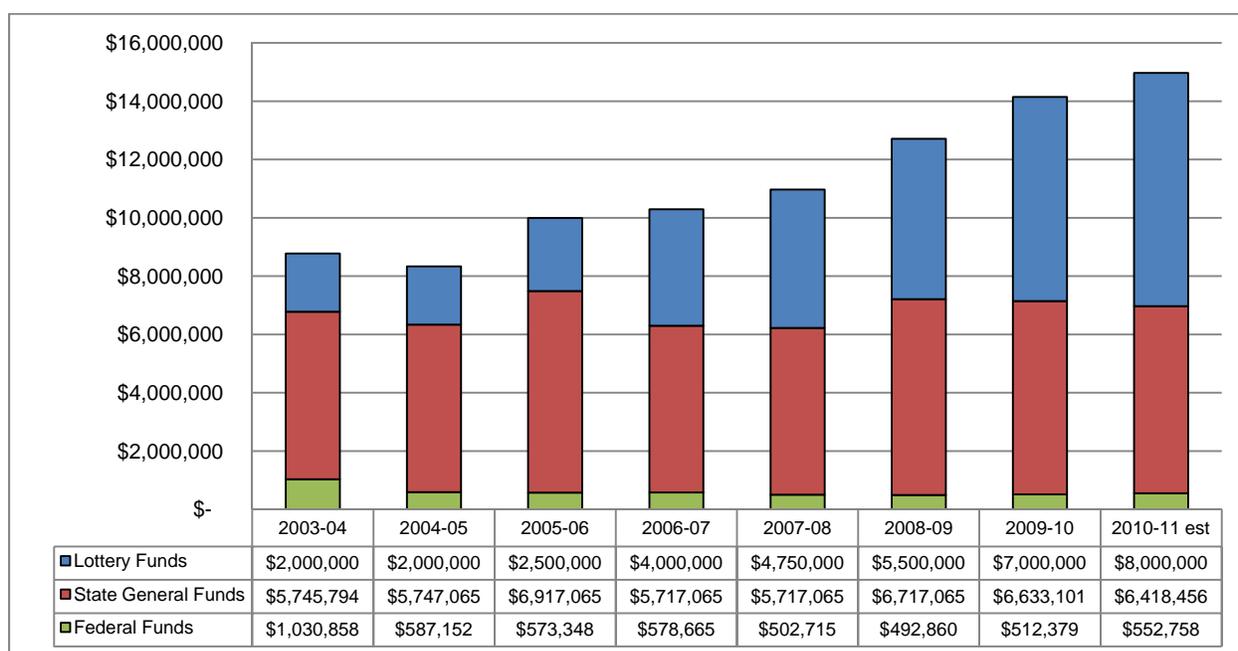
The 2003 LR 174 Higher Education Task Force recommended increasing need-based financial aid as a means of improving access to higher education for Nebraskans with limited financial resources. Since 2003, Nebraska has increased the amount of state funds allocated for need-based financial aid, thereby making progress toward the goal of improving access to higher education within the state

Today, financial aid is even more important than it was five or six years ago as increasing college costs and recessionary pressures make it more difficult for many Nebraskans to be educated beyond high school. While there are many sources of financial aid available to students, the amount available has not kept up with increasing costs. This can be illustrated in several ways.

First, Nebraska allocates state general and lottery funds to a financial aid program now called the Nebraska Opportunity Grant program (NOG). This program was previously called the Nebraska State Grant program (NSG), with the name change becoming effective for the 2010–2011 academic year.

The NOG awards grants to students who are residents of Nebraska, who are attending eligible Nebraska colleges and universities, and who are eligible for Federal Pell Grants. Requiring NOG recipients to be Pell-Grant eligible ensures that Nebraska’s state-funded grants are awarded to students who demonstrate the highest need for financial assistance.

**Figure 1.5.1**  
Sources and Amounts of Available Funding for the Nebraska State Grant and Nebraska Opportunity Grant Program 2003-2004 through 2010-11<sup>1</sup>



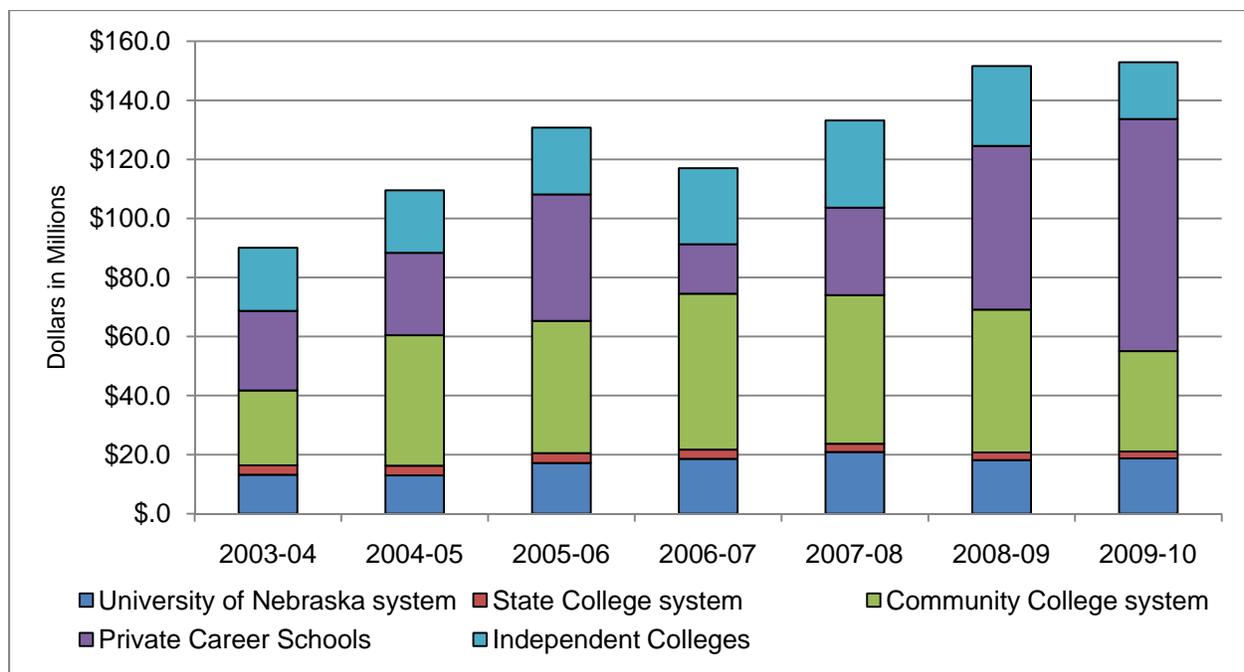
<sup>1</sup>Data Source: 2010 Tuition, Fees and Financial Aid Report, Nebraska’s Coordinating Commission for Postsecondary Education, August 5, 2010. The Nebraska State Grant program was in effect from 2003–2004 through 2009–2010. Beginning in 2010–2011, the program is called the Nebraska Opportunity Grant.

As shown in [Figure 1.5.1](#) on the preceding page, the state provided \$7,745,794 in grant aid to students attending public and private institutions in Nebraska in 2003-2004. By 2009-2010, the state allocated \$13,633,101 to assist needy students in attending higher education institutions in Nebraska, an increase of over 55%.

The \$13,633,101 in state funds allocated to financial aid provided grants to 15,704 students at an average of \$897 per award. However, the Commission estimates that an additional 15,175 students qualified for state grants, but sufficient funds were not available to meet the needs of these students.

Although state funding of financial aid has increased significantly since 2003-2004, there is a substantial amount of unmet financial need in Nebraska. As shown in [Figure 1.5.2](#) below, the Commission estimates that there was approximately \$153 million in unmet financial need at Nebraska's colleges and universities in 2009-2010, including \$55 million at Nebraska's public institutions. The unmet need at the University of Nebraska, the Nebraska State College System, and the state's six community colleges is down from almost \$70 million in 2008-2009, but it is still a high, continuing unmet need.

**Figure 1.5.2**  
**Unmet Financial Need of Students at Nebraska Colleges and Universities**  
**2003-2004 to 2009-2010<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska's Coordinating Commission for Postsecondary Education's Unmet Need Report, compiled from data submitted to the Commission by Nebraska's postsecondary institutions. September 2010.

A second indicator of increased financial need is that students and their families are covering an increasing percentage of the costs of education for all sectors of Nebraska's public postsecondary institutions. For details, see pages 11-15 of the Commission's *2010 Tuition, Fees and Financial Aid Report*. The report is available on the Commission's Web site at <http://www.ccpe.state.ne.us/publicdoc/ccpe/Reports/tuition-and-fees/default.asp>.

**Finally, students are borrowing at higher and higher levels. The amount students borrowed to attend Nebraska's public postsecondary institutions rose 60.7% from \$195,668,123 in 2003–2004 to \$314,501,740 in 2009–2010. The number of loans increased 32.7% from 54,444 in 2003–2004 to 72,236 in 2009–2010.**

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

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

Since the Nebraska State Grant program has been the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state since 2003, the analysis in this section focuses primarily on the changes in the Nebraska State Grant program that occurred between 2003–2004, which is this report's baseline year, and 2009–2010. In the analysis of the Nebraska State Grant program, other sources of need-based aid also are discussed to present a complete picture of the amount of financial aid available to Nebraskans. The last part of this section focuses on the growth of the Access College Early (ACE) Scholarship Program and the college continuation rates of scholarship recipients.

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

The Nebraska State Grant (NSG) program was one of several programs based on or administered under the guidelines of Title IV of the U.S. Higher Education Act between 2003 and 2010. These programs provide financial aid to students attending postsecondary institutions in Nebraska and include the following federal programs (see [Explanatory Note A8.1](#) in [Appendix 8](#) for definitions of all of the financial aid programs listed below):

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

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

## **Funding of the Nebraska State Grant Program**

- The majority of the funding for Nebraska's state grants comes from the state through the Nebraska Lottery and the state's general fund, while the remaining funding comes from the federal government through its regular and special Leveraging Educational Assistance Partnership (S/LEAP) authorizations.
- As shown in Table 1.5.1 below, state funding in the amount of \$7,704,305 accounted for 88.2% of the \$8,735,163 awarded through Nebraska state grants in 2003–2004.
- Between 2003–2004 and 2009–2010, state funding increased \$5,876,369, or 76.3%. This amount more than offset the 50.3% decrease of \$518,479 in federal funding so that by 2009–2010, state funding accounted for 96.4% of the \$13,580,674 awarded in state grants.
- In total, the amount of state and federal funding awarded through the state grant program increased 61.3%, from \$8,735,163 in 2003–2004 to \$14,093,053 in 2009–2010.

**Table 1.5.1  
Amounts of Nebraska and Federal Funding  
for the Nebraska State Grant Program  
2003–2004 through 2009–2010<sup>1</sup>**

Academic Year	State Funding	% of Total	Federal Funding <sup>2</sup>	% of Total	Total Funding	% of Total
2003–2004	\$7,704,305	88.2%	\$1,030,858	11.8%	\$8,735,163	100.0%
2004–2005	\$7,749,542	93.0%	\$587,152	7.0%	\$8,336,694	100.0%
2005–2006	\$9,344,247	94.2%	\$573,348	5.8%	\$9,917,595	100.0%
2006–2007	\$9,809,558	94.4%	\$578,665	5.6%	\$10,388,223	100.0%
2007–2008	\$11,919,109	96.0%	\$502,715	4.0%	\$12,421,824	100.0%
2008–2009	\$12,118,524	96.1%	\$492,860	3.9%	\$12,611,384	100.0%
2009–2010	\$13,580,674	96.4%	\$512,379	3.6%	\$14,093,053	100.0%
\$ Change since 2003–2004	\$5,876,369		-\$518,479		5,357,890	
% Change since 2003–2004	76.3%		-50.3%		61.3%	

<sup>1</sup>Data Sources: U.S. Department of Education Office of Postsecondary Education and Nebraska's Coordinating Commission for Postsecondary Education, October 2005–2009.

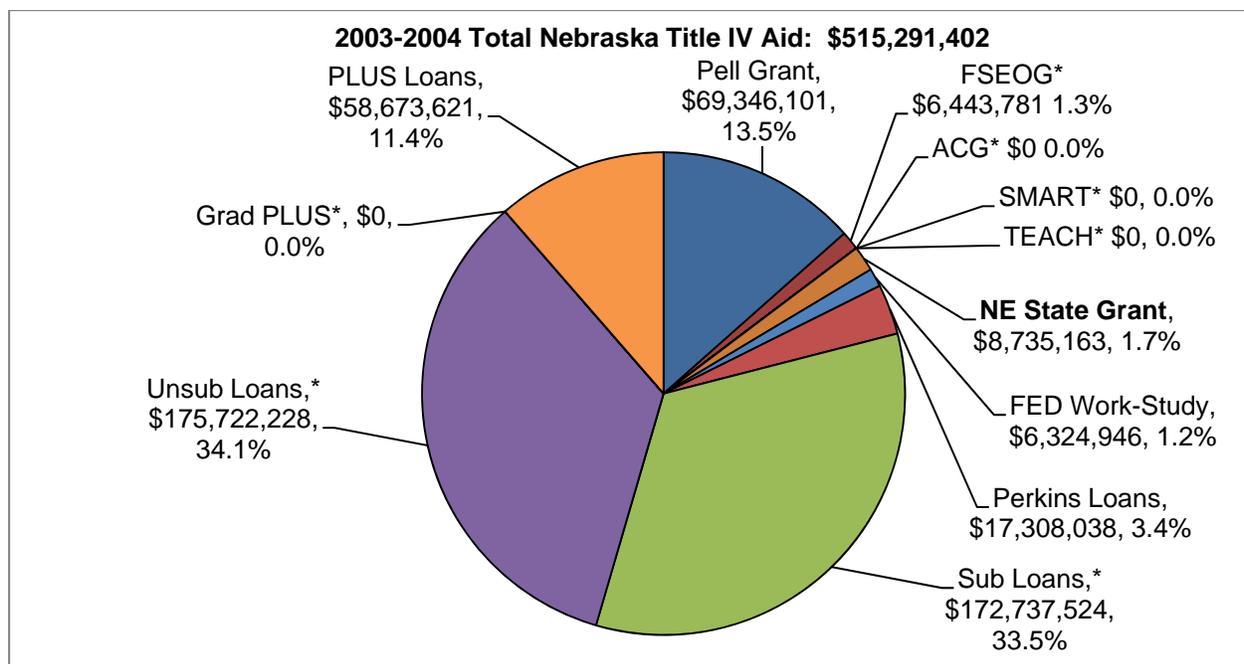
<sup>2</sup>Many states were unable to participate in the federal funding program in the 2003-2004 academic year. Therefore, those that were able to participate, like Nebraska, received extra funding. In the 2004-2005 academic year, many of the states that could not participate in the previous year were able to return to the program which, in turn, reduced the amount of funding to the other participating states.

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

- Between 2003–2004 and 2008–2009, Nebraska State Grants accounted for only a small percentage of all of the total Title IV financial aid awarded through all of the eligible postsecondary institutions in Nebraska.
- As shown in [Figure 1.5.3](#), Nebraska State Grants accounted for 1.7% of the \$515,291,402 in Title IV financial aid that was awarded to students attending Nebraska postsecondary institutions in 2003–2004, including loans that must be repaid.<sup>1</sup> Excluding loans, Nebraska State Grants accounted for 9.6% of the \$90,849,991 in Title IV financial aid awarded to Nebraska college students in 2003–2004.
- As mentioned previously, the State of Nebraska funded \$7,704,305 (88.2%) of the \$8,735,163 awarded in state grants, while the remaining \$1,030,858 was federally funded. As a result, the state-funded portion of the Nebraska Grant State program accounted for 8.5% of the Title IV financial aid awarded in 2003–2004, excluding loans.

**Figure 1.5.3**

### **Total Title IV Federal and State Financial Aid Awarded at All Eligible Nebraska Postsecondary Institutions 2003–2004 Baseline Year<sup>1</sup>**



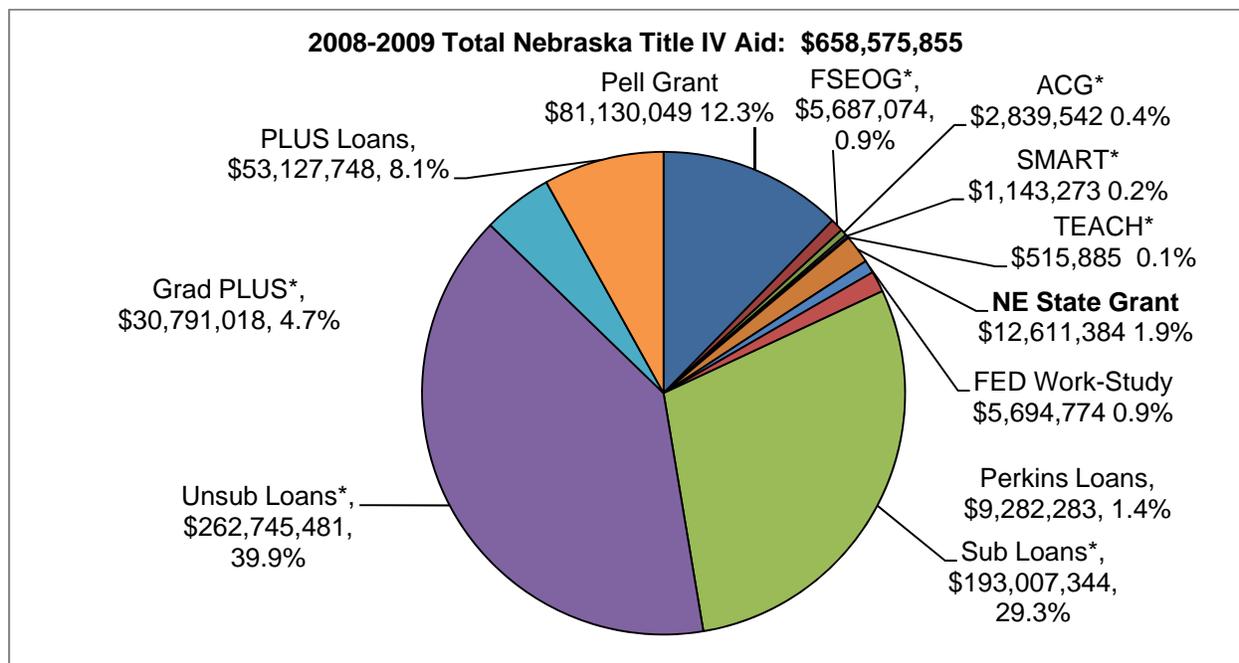
\*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. ACG, SMART and TEACH grants and Grad Plus loans were not available in 2003–2004. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the [Explanatory Note A8.1](#) in [Appendix 8](#) for information about each of the programs included in this analysis.

<sup>1</sup>Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.

<sup>1</sup>The interest on a Perkins Loan or a subsidized Stafford loan is paid by the federal government while the student borrower is in college. Therefore, this interest is comparable to a grant in the sense that it does not have to be repaid. For the sake of clarification, the amounts reported in this section are for the actual amounts borrowed, not including interest.

- Figure 1.5.4 shows Nebraska State Grants as a percentage of the total amount of financial aid awarded to students attending Nebraska colleges and universities in 2008–2009, the latest year for which federal data for all Nebraska institutions are available. (Comparable amounts for 2009–2010 will be reported in this section of the *2012 Nebraska Higher Education Progress Report*.)
- As shown in Figure 1.5.4, Nebraska State Grants totaled \$12,611,384 and accounted for 1.9% of the \$658,575,855 in Title IV financial aid that was awarded in 2008–2009, including loans.
- Excluding loans, Nebraska State Grants accounted for 11.6% of the \$109,106,096 in Title IV financial aid awarded to Nebraska college students in 2008–2009.
- Of the \$12,611,384 awarded in state grants in 2008–2009, \$12,118,524 (96.1%) was state funded, while the remaining \$492,860 was federally funded. As a result, the state-funded portion of the Nebraska Grant State program accounted for 11.1% of the Title IV financial aid awarded in 2008–2009, compared to 8.5% in 2003–2004, excluding loans.

**Figure 1.5.4**  
**Total Title IV Federal and State Financial Aid**  
**Awarded at All Eligible Nebraska Postsecondary Institutions**  
**2008–2009<sup>1</sup>**



\*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis.

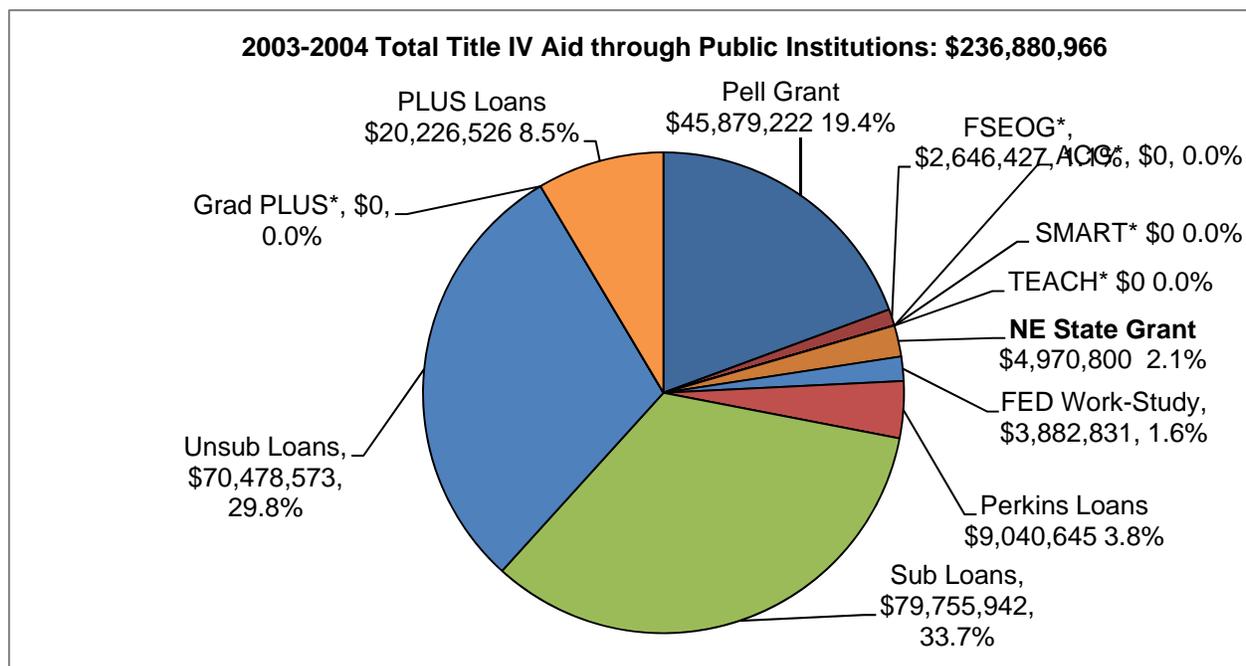
<sup>1</sup>Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2011, Nebraska DAS Supplements and Nebraska CCPE, October 2009.

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

**For 2003–2004 (Baseline Year)**

- Of the \$515,291,402 in financial aid that was awarded to students at all of Nebraska’s eligible postsecondary institutions in 2003–2004, \$236,880,966 (46.0%) was awarded to students attending the state’s public institutions, consisting of the University of Nebraska, the Nebraska State College System, and the Nebraska community colleges.
- As shown in Figure 1.5.5, Nebraska State Grants accounted for 2.1% of the \$236,880,966 in financial aid awarded by Nebraska’s public institutions in 2003–2004. Excluding loans, state grants accounted for 8.7% of the \$57,379,280 in Title IV financial aid awarded by public institutions in 2003–2004.
- The State of Nebraska provided \$4,386,690 (88.2 %) of the \$4,970,800 for state grants that were awarded at public institutions, compared to \$584,100 (11.8%) provided by the federal government. Consequently, the state-funded portion of the state grant program accounted for 7.6% of the total Title IV financial aid awarded by Nebraska public institutions in 2003–2004, excluding loans.

**Figure 1.5.5**  
**Total Title IV Federal and State Financial Aid**  
**Awarded at Nebraska Public Postsecondary Institutions**  
**2003–2004<sup>1</sup>**



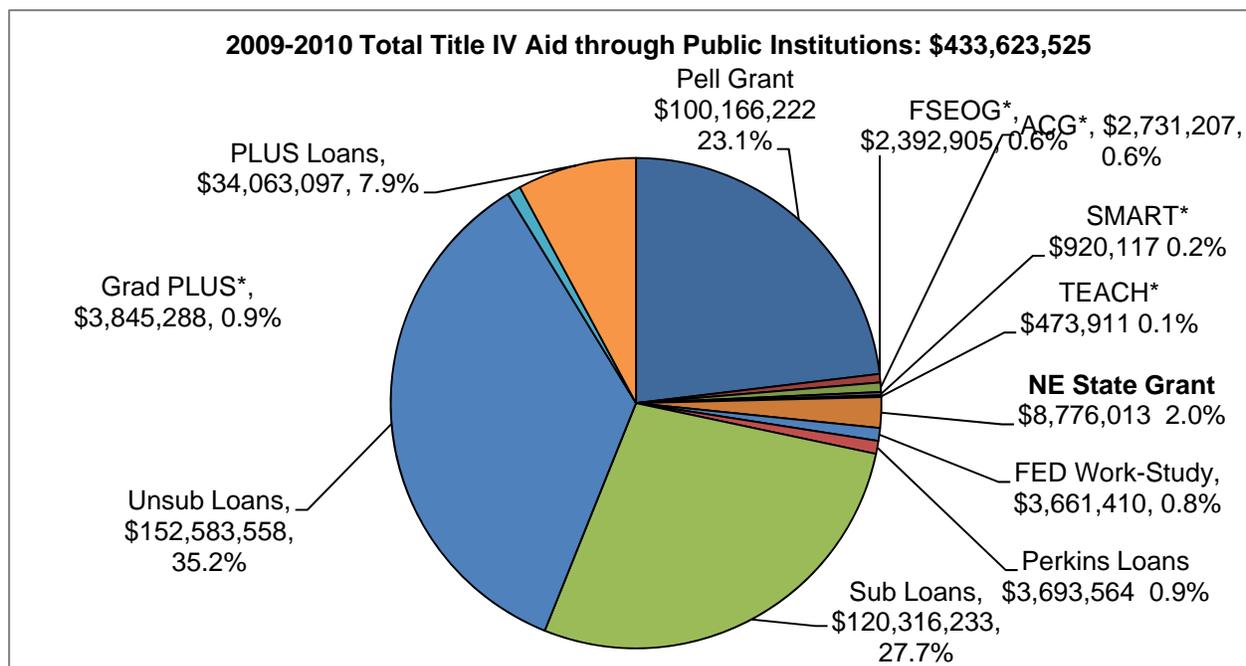
\*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. ACG, SMART and TEACH grants and Grad Plus loans were not available in 2003–2004. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis.

<sup>1</sup>Data Sources: U.S. Department of Education Office of Postsecondary Education, Nebraska DAS Supplements, and Nebraska CCPE, October 2005.

**For 2009–2010**

- The amounts of federal funding for all types of Title IV financial aid that were awarded to students at all of Nebraska’s eligible postsecondary institutions in 2008–2009 are not yet available. However, the amount of aid awarded through each Title IV program to students attending the state’s public institutions in 2009–2010 is available to compare to the amount awarded in 2003–2004.
- A total of \$433,623,525 Title IV financial aid was awarded to students at Nebraska’s public postsecondary institutions in 2009–2010, an increase of \$196,742,559 (83.1%) from the 2003–2004 baseline amount of \$236,880,966.
- As shown in Figure 1.5.6, Nebraska State Grants accounted for 2.0% of the \$433,623,525 awarded to students at public institutions in 2009–2010, including loans. This percentage is slightly lower than it was in 2003–2004, when state grants accounted for 2.1% of the total Title IV financial aid awarded.
- Excluding loans, a total of \$119,121,785 in Title IV financial aid was awarded to students attending public institutions in 2009–2010, an increase of 107.6% from the \$57,379,280 awarded in 2003–2004.

**Figure 1.5.6**  
**Total Title IV Federal and State Financial Aid**  
**Awarded at Nebraska Public Postsecondary Institutions**  
**2009–2010<sup>1</sup>**



\*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students. Unsub and Sub Loans refer to unsubsidized and subsidized loans. See the Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis.

<sup>1</sup>Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2010, Nebraska DAS Supplements and Nebraska CCPE, October 2010.

- Of the \$119,121,785 awarded through grants or the work-study program in 2009–2010, 7.4% was awarded through the Nebraska State Grant program, compared to 8.7% in 2003–2004, as shown in [Table 1.5.2](#).
- State funds accounted for \$8,435,701 (96.1%) of the \$8,776,013 awarded in state grants to students enrolled at public institutions in 2008–2010, while federal funds accounted for the remaining \$340,312 (3.9%).
- Total federal funding of grants and work study increased by 108.9%, or by \$57,693,494, from \$52,992,590 in 2003–2004 to \$110,686,084 in 2009–2010.
- Between 2003–2004 and 2009–2010, state funding of state grants increased \$4,049,011 or by 92.3%, from \$4,386,690 to \$8,435,701. However, the state funded portion of the Nebraska State Grant program decreased from 7.6% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2003–2004 to 7.1% in 2009–2010, as shown in [Table 1.5.2](#).

**Table 1.5.2**  
**Need-Based Title IV Federal and State Financial Aid**  
**Awarded at Nebraska Public Postsecondary Institutions**  
**Excluding Loans: 2009–2010 Compared to 2003–2004 Baseline<sup>1</sup>**

Need-Based Title IV Financial Aid	2003–2004		2009–2010		% Change
	Amount Awarded	% of Total	Amount Awarded	% of Total	
<b>Nebraska State Grant</b>					
<b>State-Funded</b>	<b>\$4,386,690</b>	<b>7.6%</b>	<b>\$8,435,701</b>	<b>7.1%</b>	<b>92.3%</b>
Federal-Funded	\$584,110	1.0%	\$340,312	0.3%	-41.7%
Total NE State Grant	\$4,970,800	8.7%	\$8,776,013	7.4%	76.6%
Pell Grant	\$45,879,222	80.0%	\$100,166,222	84.1%	118.3%
FSEOG*	\$2,646,427	4.6%	\$2,392,905	2.0%	-9.6%
ACG**	Not awarded		\$2,731,207	2.3%	NA
SMART**	Not awarded		\$920,117	0.8%	NA
TEACH**	Not awarded		\$473,911	0.4%	NA
Federal Work Study	\$3,882,831	6.8%	\$3,661,410	3.1%	-5.7%
<b>Total Title IV Aid Excluding Loans</b>	<b>\$57,379,280</b>	<b>100.0%</b>	<b>\$119,121,785</b>	<b>100.0%</b>	<b>107.6%</b>

\*FSEOG = Federal Supplemental Educational Opportunity Grant.

\*\*Academic Competitive Grants (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grants were first awarded in 2006–2007. Teacher Education Assistance for College and Higher Education (TEACH) Grants were first awarded in 2008–2009.

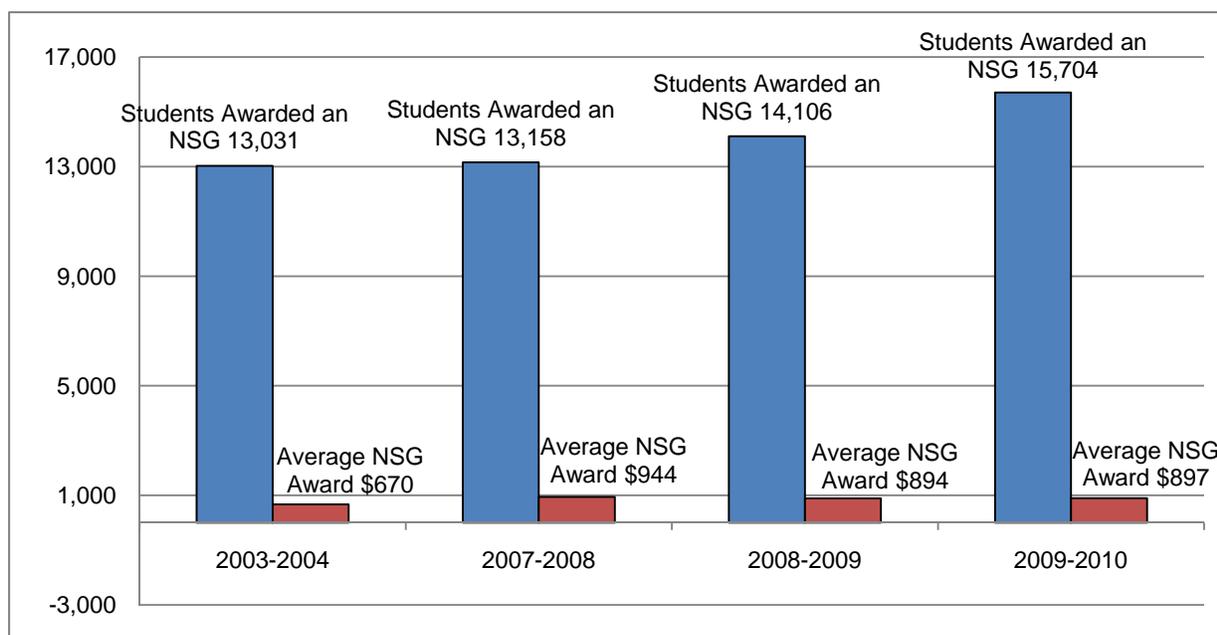
<sup>1</sup>Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2010, Nebraska DAS Supplements and Nebraska CCPE, October 2010.

## **Number and Average Amount of Nebraska State Grants Awarded**

- The total amount of Nebraska State Grants awarded to Nebraskans attending all eligible postsecondary institutions in Nebraska increased by 61.3%, from \$8,735,163 in 2003–2004 to \$14,093,053 in 2009–2010.
- In 2009–2010, the average awarded grant was \$227 higher than in 2003–2004. However, a higher number of students received state grants in 2008–2009 and in 2009–2010 than in 2007–2008, so the average grant was \$50 lower in 2008–2009 and \$47 lower in 2009–2010 than it was in 2007–2008, as illustrated in [Figure 1.5.7](#).<sup>1</sup>
- Of the 28,222 Nebraska-resident, Pell Grant-eligible students who attended postsecondary institutions in Nebraska in 2003–2004, 46.2% received state grants. In 2009–2010, 41.2% of the 38,081 eligible students received Nebraska State Grants. The decrease in the percentage receiving grants was due to the Nebraska State Grants program not keeping pace with the 34.9% increase in Pell Grant-eligible students, even though state funding was 61.3% higher in 2009–2010 than in 2003–2004.
- See [Table A8.1](#) and [Table A8.2](#) in [Appendix 8](#) for supporting data and for additional information about the numbers and amounts of Nebraska State Grants awarded by sector.

**Figure 1.5.7**

### **Total Numbers of Students Who Received Nebraska State Grants (NSGs) and the Average Grant Awarded: 2007–2008 through 2009–2010 Compared to 2003–2004 Baseline<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2010.

<sup>1</sup>In 2003–2004, the maximum award a student could receive was 25% of the tuition and mandatory fees charged to a full-time, Nebraska-resident undergraduate student attending the University of Nebraska-Lincoln (UNL), resulting in a maximum award of \$1,032. In 2004–2005, the Legislature changed the maximum award to 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student. For 2007–2008 through 2009–2010, the maximum award reverted to the 25% level or \$1,646. For 2010–2011, the maximum award again will be at the 50% level.

## **Other Need-Based Financial Aid Programs at Nebraska’s Public Institutions**

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

- The total amount of need-based financial aid, not including Title IV aid, provided to students by Nebraska’s public institutions increased 60.4%% between 2003–2004 and 2008–2009, and the amount of aid varied by sector, as shown in Table 1.5.3.
- The amount of funding provided by Nebraska’s six community colleges increased 125.6%, while the amount of need-based aid available from University of Nebraska increased 46.7% and the amount of aid awarded by the Nebraska State College System increased 57.3% between 2003–2004 and 2009–2010.

Sector	2003–2004		2009–2010		% Change
	\$ Amount	%	\$ Amount	%	
University of Nebraska	\$9,843,307	78.7%	\$14,440,402	71.9%	46.7%
Nebraska State College System	567,739	4.5%	\$893,031	4.4%	57.3%
Nebraska Community Colleges	\$2,102,256	16.8%	\$4,743,248	23.6%	125.6%
Total Other Need-Based Financial Aid	\$12,513,302	100.0%	\$20,076,681	100.0%	60.4%

<sup>1</sup>Data Source: Nebraska DAS Supplements, October 2005 and October 2010.

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

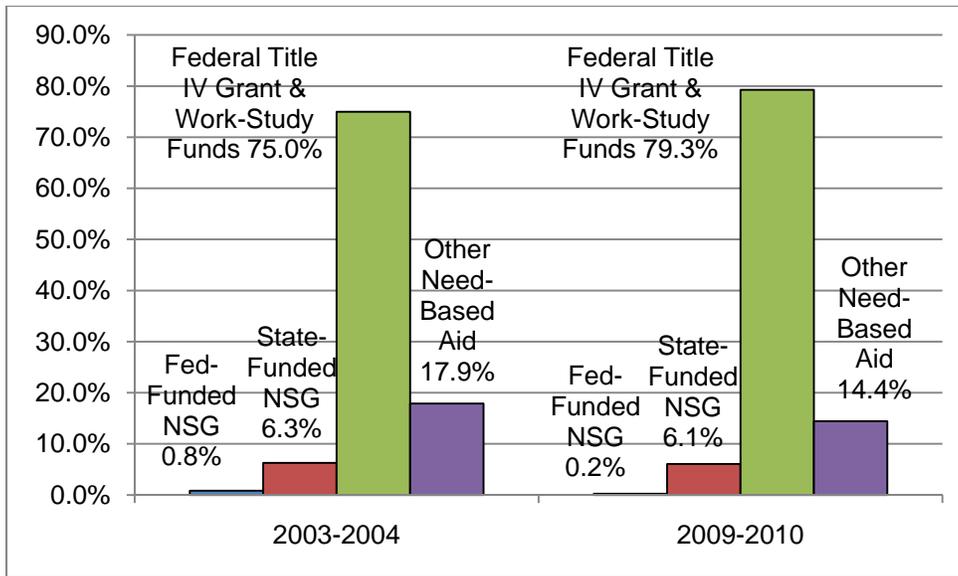
- The total amount of need-based financial aid provided to students attending Nebraska’s public institutions, including Title IV programs and other need-based aid, but excluding loans, increased 37.8%, from \$69,892,582 in 2003–2004 to \$96,291,384 in 2008–2009, as shown in Table 1.5.4 on the next page.
- As also shown in Table 1.5.4 and illustrated in Figure 1.5.8, the state-funded portion of the Nebraska State Grant program accounted for 6.3% of all of the need-based aid awarded by Nebraska public institutions in 2003–2004, excluding loans.
- As the result of a 72.4% increase in state funding and decreases in federal funding for state grants and federal work-study programs that were not offset by the 59.8% increase in institution-based programs, the state-funded portion of the Nebraska State Grant program was 7.9% of all of the need-based aid awarded by Nebraska public colleges and universities in 2008–2009, compared to 6.3% in 2003–2004.

**Table 1.5.4  
Total Need-Based Financial Aid  
Awarded by Public Nebraska Postsecondary Institutions,  
Excluding Loans: 2009–2010 Compared to 2003–2004 Baseline<sup>1</sup>**

Sector	2003–2004		2009–2010		% Change
	\$ Amount	%	\$ Amount	%	
<b>Nebraska State Grants</b>					
<b>State-Funded</b>	<b>\$4,386,690</b>	<b>6.3%</b>	<b>\$8,435,701</b>	<b>6.1%</b>	<b>92.3%</b>
Federal-Funded	\$584,110	0.8%	\$340,312	0.2%	-41.7%
Federal Title IV Grants & Work-Study Funds	\$52,408,480	75.0%	\$110,345,772	79.3%	110.5%
Other Need-Based Aid	\$12,513,302	17.9%	\$20,076,681	14.4%	60.4%
<b>Total Need-Based Aid Excluding Loans</b>	<b>\$69,892,582</b>	<b>100.0%</b>	<b>\$139,198,466</b>	<b>100.0%</b>	<b>99.2%</b>

<sup>1</sup>Data Source: Nebraska DAS Supplements, October 2005 and October 2010.

**Figure 1.5.8  
Total Need-Based Financial Aid  
Awarded by Public Nebraska Postsecondary Institutions,  
Excluding Loans: 2009–2010 Compared to 2003–2004 Baseline<sup>1</sup>**



<sup>1</sup>Data Source: Nebraska DAS Supplements, October 2005 and October 2010.

## **Access College Early (ACE) Scholarship Program**

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

For the first year of the program in 2007–2008, eligible students were allowed to apply for scholarships for as many courses as they wanted to take. In 2008–2009 and 2009–2010, scholarships were limited to funding only one course per term per eligible student, so that a student could receive scholarships for a maximum of two or three courses during the school year, depending on whether courses were taken on a semester or quarter basis. In 2010–2011, eligible students again were allowed to apply for scholarships for as many courses as they wanted to take.

Part A and Part B of [Figure 1.5.9](#) on the next page show the growth of the ACE Scholarship Program. Using state and federal funds, the program has grown steadily since its inception. Awarded scholarships increased from \$114,856 in 2007–2008 to \$339,624 in 2009–2010 and, to date, \$541,521 have been awarded in scholarships for courses taken during the 2010–2011 school year. Likewise, the number of scholarships, the number of students receiving scholarships, and the number of college credit hours funded through ACE scholarships have increased significantly since the beginning of the program.

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

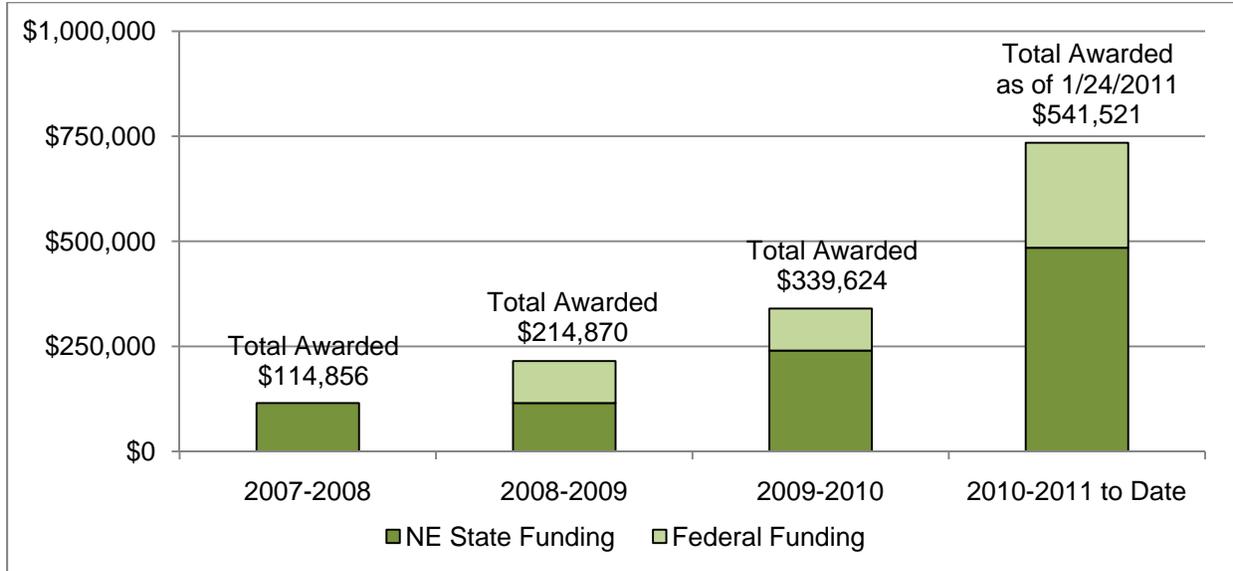
For the 2008–2009 academic year, the Commission received a federal grant of \$330,000—of which \$100,000 was allocated to the ACE program. With this additional funding, 825 ACE scholarships totaling \$216,754 were awarded to 643 students from 135 Nebraska high schools. These students registered for 3,050 credit hours at 13 Nebraska colleges and universities while they were enrolled in high school.

The \$100,000 federal grant was available again for the 2009–2010 academic year, and funding from the State of Nebraska for the ACE program was slightly more than doubled to allow the Commission to award 1,302 scholarships totaling \$339,624. These scholarships were awarded to 1,020 students from 191 high schools who registered for 4,558 credit hours at a dozen Nebraska colleges and universities. Of the 1,020 students awarded scholarships, 738 (72.4%) took courses during only one term, while the remaining 282 students (27.6%) received scholarships for two or three terms, depending on whether the courses taken were offered on a college semester or quarter basis.

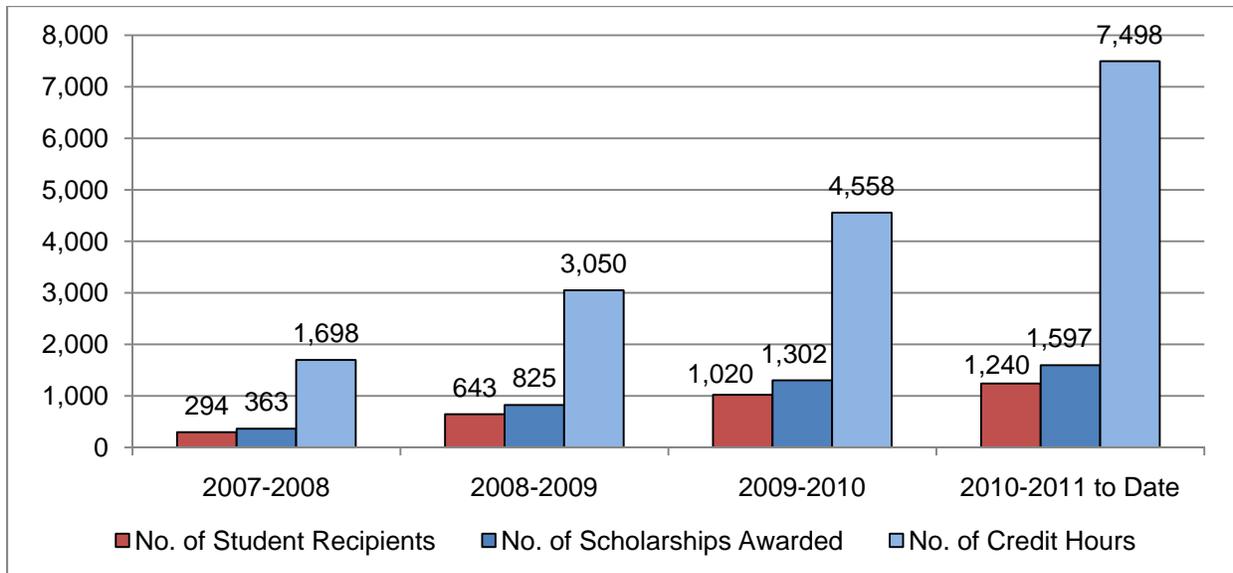
As of late January, 2011, the Commission had awarded \$541,521 of the \$734,652 in available funding for 2010–2011. At this time, 1,597 ACE scholarships had been awarded to 1,240 students from 197 Nebraska high schools. These students registered for 7,498 credit hours at 12 colleges and universities in Nebraska, and more scholarships will be awarded before the end of the 2010–2011 academic year.

**Figure 1.5.9**  
**Growth of the Nebraska Access College Early (ACE) Scholarship Program<sup>1</sup>**

Part A: Sources and Amount of Funding



Part B: Numbers of Student Recipients, ACE Scholarships, and Credit Hours



<sup>1</sup>Data Source: Nebraska's Coordinating Commission for Postsecondary Education, January 2011. See [Table A8.3](#) in [Appendix 8](#) for supporting data.

## **Research on the College Continuation Rates of ACE Scholarship Recipients**

In 2009, the Coordinating Commission started conducting research to determine how many of the high school seniors who receive ACE scholarships continue on to college, compared to other low-income and non-low-income graduates of Nebraska's public high schools. Following is a summary of the methodology and findings of this research to date.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse, the Coordinating Commission estimated the college continuation rates for male and female low-income and non-low-income students who graduated from Nebraska public high schools during the 2007–2008 and 2008–2009 school years. Students who attended nonpublic (private) high schools were not included in this analysis because the NDE did not have records for all of the nonpublic high school students in the state.

For the purposes of this research, low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches.<sup>1</sup> For additional information about the methodology of this research project, refer to Section 1.1.c of this report, which is titled, College Continuation Rates.

As a separate but related project, the Commission used its records of the 2007–2008 and 2008–2009 ACE scholarship recipients and college enrollment records from the Clearinghouse to calculate the college continuation rates of the male and female scholarship recipients who were seniors in high school during the 2007–2008 and 2008–2009 school years. These students included students from public and nonpublic (private) high schools.

As the next step in this research, the Commission compared the college continuation rates for the seniors who received ACE scholarships while attending public high schools to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools. Students who attended nonpublic (private) high schools were not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students by income status.

### **Profile of Nebraska ACE Scholarship Recipients:**

- In 2007-2008 and 2008-2009, the majority of ACE scholarship recipients were seniors in high school.<sup>2</sup>
  - Of the 294 high school students who received ACE scholarships in 2007–2008, 220 (74.8%) were seniors and 74 (25.2%) were freshmen, sophomores, or juniors.
  - Of the 645 high school students who received ACE scholarships in 2008–2009, 452 (70.1%) were seniors and 193 (29.9%) were freshmen, sophomores, or juniors.

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<sup>1</sup>The non-low-income students in this study included at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category could not be identified and excluded for the purposes of analysis.

<sup>2</sup>Nebraska ACE Scholarship Program records, Nebraska's Coordinating Commission for Postsecondary Education, 2011 progress report spreadsheet 08-09\_U.S.\_ACE-Public HS NSC CIIg Cont Rates.xls.

- Nearly all of the seniors who received ACE scholarships in 2007–2008 and 2008–2009 attended public high schools; only a few were students at nonpublic (private) high schools.
  - Of the 220 seniors who received ACE scholarships in 2007–2008, 215 (97.7%) attended public high schools, while only five (2.3%) attended nonpublic (private) high schools in Nebraska.
  - Of the 452 seniors who received ACE scholarships in 2008–2009, 438 (96.9%) attended public high schools, while only 14 (3.1%) attended nonpublic (private) high schools.
- Among the high school seniors who received ACE scholarships in 2007–2008 and 2008–2009, significantly more females received scholarships than their male classmates, even though males and females each accounted for about 50% of the students who graduated during the two school years.
  - In 2007–2008, four (80.0%) of the five seniors who received ACE scholarship at nonpublic (private) high schools were females.
  - In 2008–2009, 12 (85.7%) of the 14 seniors who were awarded ACE scholarship recipients at nonpublic (private) high schools were females.
  - Of the 215 seniors who were awarded ACE scholarships at public high schools in 2007–2008, 141 (65.6%) were female and 74 (34.4%) were male.
  - Of the 438 seniors who were awarded ACE scholarships at public high schools in 2008–2009, 315 (71.9%) were female and 123 (28.1%) were male.

See [Tables A8.4a](#), [A8.4b](#), [A8.5a](#), and [A8.5b](#) in [Appendix 8](#) for supporting data.

#### Overall College Continuation Rates for Nebraska ACE Scholarship Recipients

- The college continuation rate for seniors who received ACE scholarship recipients at nonpublic (private) high schools in 2007–2008 and 2008–2009 was 100.0%.
  - All five of the nonpublic high school seniors who received ACE scholarships in 2007–2008 and all 14 of the nonpublic high school seniors who were ACE scholarship recipients in 2008–2009 were enrolled in college sometime during the following year.
- The college continuation rates for seniors at public high schools were 83.7% for the students who received ACE scholarships in 2007–2008 and 80.6% for those who received scholarships in 2008–2009.
  - Of the 215 ACE scholarship recipients who were seniors in 2007–2008, 180 (83.7%) continued on to college sometime during the 2008–2009 academic year.
  - Of the 438 ACE scholarship recipients who were seniors in 2008–2009, 353 (80.6%) continued on to college sometime during the 2009–2010 academic year.
- In total, 84.1% of the 220 public and nonpublic high school seniors who received ACE scholarships in 2007–2008 continued on to college sometime during the 2008–2009 academic year.

Of the 452 seniors who received ACE scholarships in 2008–2009, 81.2% were enrolled in college by the end of the 2009–2010 academic year.

See [Tables A8.4a](#) and [A8.5a](#) in [Appendix 8](#) for supporting data.

## College Continuation Rates for Male and Female Nebraska ACE Scholarship Recipients

- Compared to male scholarship recipients, females accounted for a significantly higher percentage of the public high school seniors who received ACE scholarships in 2007–2008 and 2008–2009. However, as shown in Part A and Part B of [Figure 1.5.10](#) on the next page, the college continuation rates for the male and female scholarship recipients were almost equal.

As shown in [Figure 1.5.10](#), 83.0% of the female ACE scholarship recipients and 85.1% of the males who received scholarship in 2007–2008 continued on to college in 2008–2009.

Of the 2008–2009 ACE scholarship recipients, 81.0% of the females and 79.7% of the males continued on to college in 2009–2010.

See [Table A8.4a](#) and [Table A8.5a](#) in [Appendix 8](#) for supporting data.

## College Continuation Rates of Nebraska ACE Scholarship Recipients Compared to the College-Going Rates of Other Low-Income and Non-Low-Income Graduates

### Overall Comparisons

- As also evidenced in [Figure 1.5.10](#), the college continuation rates for public high school seniors who received ACE scholarships in 2007–2008 and 2008–2009 were significantly higher than the college continuation rates of other low-income graduates from Nebraska's public schools.<sup>1</sup>
  - Whereas 83.7% of the 2007–2008 ACE scholarship recipients went to college after they left high school, only 50.5% of the other low-income graduates of Nebraska's public high schools continued on to college.
  - The following year, 80.6% of the 2008–2009 ACE scholarship recipients went to college in 2009–2010, compared to only 51.1% of the other low-income high school graduates.
- [Figure 1.5.10](#) further shows that the ACE scholarship recipients in the 2007–2008 and 2008–2009 had higher college continuation rates than the non-low income graduates of Nebraska's public high schools.
  - Compared to 83.7% of the 2007–2008 ACE scholarship recipients who continued on to college, the college continuation rate for non-low-income seniors who graduated from Nebraska public high schools the same year was 74.1%, or 9.6 percentage points lower.
  - Among the senior public high school students who graduated in 2008–2009, 80.6% of the ACE scholarship recipients continued on to college in 2009–2010, compared to 75.5% of the non-low-income graduates, a difference of 5.1 percentage points.

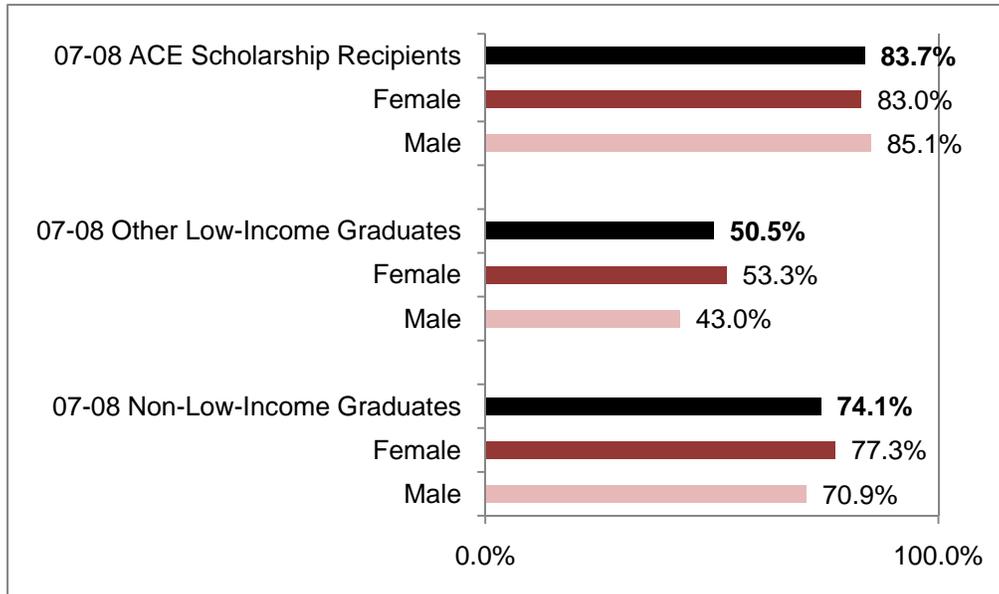
See [Table A8.4c](#) and [Table A8.5c](#) in [Appendix 8](#) for supporting data.

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<sup>1</sup>To calculate the college continuation rates for other low-income graduates, the 2007–2008 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

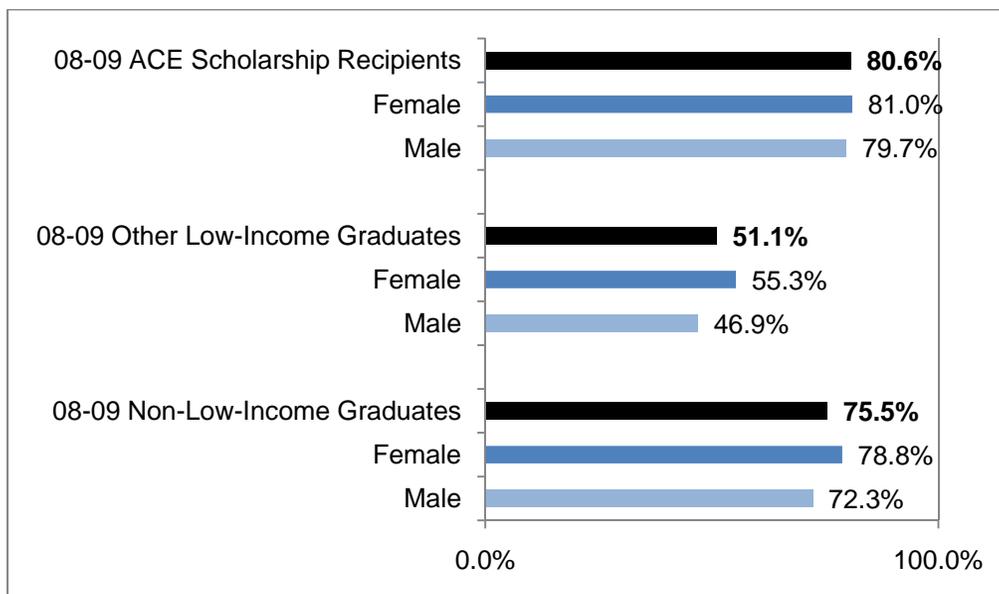
**Figure 1.5.10**  
**College Continuation Rates**  
**for Public High School Seniors Who Received Access Early (ACE) Scholarships**  
**and Other Graduates of Nebraska Public High Schools**  
**by Gender and Student Income Status: 2007–2008 and 2008–2009**

Part A: 2007–2008 Public High School Graduates<sup>1</sup>



<sup>1</sup>Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, July 15, 2009, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all other Nebraska public high school graduates, April 7, 2009. See [Table A8.4c](#) in [Appendix 8](#) for supporting data and explanatory footnotes.

Part B: 2008–2009 Public High School Graduates<sup>2</sup>



<sup>2</sup>Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, April 20, 2010, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all other Nebraska public high school graduates, April 20, 2010. See [Table A8.5c](#) in [Appendix 8](#) for supporting data and explanatory footnotes.

### Comparisons by Gender

- Whereas the college continuation rates for male and female ACE scholarship recipients were about equal for graduates in 2007–2008 and 2008–2009, the college-going rates for other low-income public high school graduates were significantly lower for males than for females, as illustrated in Figure 1.5.10 on the preceding page.
  - Of the low-income seniors who did not receive ACE scholarships in 2007–2008, 52.3% were females and 53.3% of these young women continued on to college. In comparison, 47.7% were males and 43.0% of these young men enrolled in college sometime during the following year.
  - In 2007–2008, 49.8% of the other low-income graduates were females and 50.2% were males, but 55.3% of the females continued on to college, while the college continuation rate for the males was 46.9%.
- In 2007–2008 and 2008–2009, males and females each accounted for about 50% of the public high school graduates from non-low income households. However, like the low-income graduates who did not receive ACE scholarships, the female graduates from non-low-income households had higher college continuation rates than non-low-income males.
  - As shown in Figure 1.5.10, 77.3% of the non-low-income female graduates in 2007–2008 continued on to college, compared to 70.9% of the males in the same income category.
  - Of the non-low-income graduates in 2008–2009, 78.8% of the females continued on to college, compared to 75.5% of the males.

See Tables A8.4b, A8.4c, A8.5b, and A8.5c in Appendix 8 for supporting data.



## Section 2

### Increasing College Retention and Graduation Rates

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

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

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

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

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

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



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

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

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

The latest available data to compare to fall 2004 freshmen retention rates are for fall 2009. Retention rates for fall 2010 will not be available until mid-2011 and will be reported in the *2012 Nebraska Higher Education Progress Report*.

### **Full-Time Freshmen Retention Rates**

Figure 2.1.1 on the next page shows that the overall full-time freshmen retention rates for five of the six sectors of higher education in Nebraska increased between fall 2004 and fall 2009, indicating that there has been a general upward trend in Nebraska full-time freshmen rates since 2004. Based on the available IPEDS data, this conclusion is certainly true for the University of Nebraska, Nebraska's community colleges, Nebraska's independent colleges, and the states' non-degree-granting for-profit career schools. However, comparable retention rates for fall 2004 and fall 2009 are available for only five of the ten schools in the degree-granting for-profit sector, and the Nebraska State College System reported lower full-time freshmen retention rates for 2009 than in fall 2004.

- The most significant increase in sector retention rates was for the non-degree granting career schools that are operated for-profit and focus on hair and skin care training. As evidenced in Figure 2.1.1, the retention rate for these six businesses increased 6.2% from 66.5% in fall 2004 to 72.7% in fall 2009.
- Figure 2.1.1 shows that there also was an increase in the sector retention rate for the degree-granting for-profit schools between fall 2004 and fall 2009. However, as mentioned above, the rates shown in Figure 2.1.1 are based on the rates reported in fall 2004 and fall 2009 by only five of the ten schools now classified in this sector. These schools are Kaplan University-Omaha Campus, Myotherapy Institute, Omaha School of Massage and Healthcare of Herzing University, The Creative Center, and Vatterott College. As shown in Figure 2.1.1, the overall retention rate of these four colleges increased 8.5% from 59.8% in fall 2004 to 68.3% in fall 2009. This increase was due to Kaplan University reporting a 21% higher retention rate for its Omaha Campus in fall 2009, while the other schools reported retention rates for fall 2009 that were the same or 10% to 19% lower than the rates they

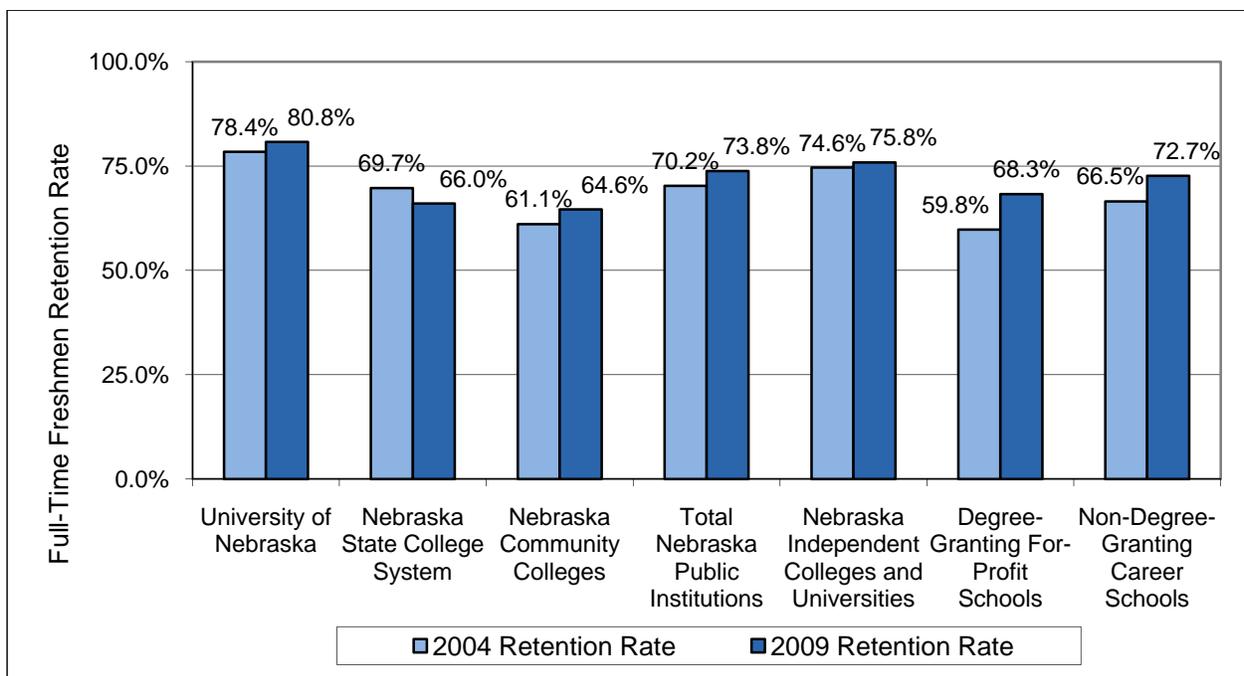
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<sup>1</sup>The analyses of freshmen retention rates included in the *2004 Baseline Report for the LR 174 Higher Education Task Force* and the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* were based on the retention rates for full-time freshmen voluntarily reported to ACT, Inc. When more complete data, including the retention rates for part-time students, became available from the NCES, it was advisable to discontinue using data obtained from ACT, Inc. and change the baseline for comparisons to fall 2004, the first period for which the NCES required institutions to report retention rates for full-time and part-time freshmen.

reported in fall 2004. This high variability in retention rates and the lack of comparable data for the other schools in this sector make it difficult to come to any firm conclusion about whether sector rates increased or decreased between fall 2004 and fall 2009.

- The remaining five schools in the degree-granting for-profit sector had to be excluded from the sector rate calculation because they did not report retention rates in 2004 or 2009, did not enroll freshmen in 2008, or were not operating in 2004.
- As shown in [Figure 2.1.1](#), the overall freshmen retention rates for Nebraska’s independent (not-for-profit) colleges and universities increased 1.2% from 74.6% to 75.8%.
- Between fall 2004 and fall 2009, the overall full-time freshmen retention rate for the University of Nebraska and Nebraska’s community colleges increased 2.4% and 3.5%, respectively. As shown in [Figure 2.1.1](#), the university’s full-time retention rate increased from 78.4% to 80.8%, and the rate for the state’s community colleges increased from 61.1% to 64.6%, while the Nebraska State College System’s rate decreased from 69.7% to 66.0%.

**Figure 2.1.1**  
**Full-Time Freshmen Retention Rates**  
**of Nebraska Postsecondary Institutions by Sector**  
**Fall 2009 Compared to Fall 2004 Baseline<sup>1</sup>**



<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2009 surveys. See [Table A9.1](#) in [Appendix 9](#) for supporting data.

NOTE: The retention rates for the degree-granting for-profit schools are based only on the rates reported by five colleges: Kaplan University-Omaha campus, Myotherapy Institute, Omaha School of Massage and Healthcare of Herzing University, The Creative Center and Vatterott College. The available date for the remaining schools in this category are not comparable between fall 2004 and 2009 for the following reasons. ITT Technical Institute-Omaha reported a retention rate of 68% in fall 2004; retention rate data for fall 2009 is forthcoming but not yet available. Kaplan University-Lincoln Campus did not report a retention rate for fall 2004, but reported a 50% retention rate in 2009. Alegent Health School of Radiologic Technology enrolled 13 first-time freshmen in fall 2003, but no longer enrolls freshmen. The Universal College of Healing Arts was not established until 2005, but the school has enrolled first-time freshmen since that time and reported a 91% retention rate in fall 2009. The University of Phoenix-Omaha campus was not established until 2006 and did not enroll any full-time, first-time freshmen in fall 2008.

- The net effect of these changes in sector rates was that the estimated overall full-time retention rate for the three public sectors increased 3.6%, from 70.2% in fall 2004 to 73.8% in fall 2009, while the rate for all institutions in Nebraska increased 3.6%, from 70.5% in fall 2004 to 74.1% in fall 2009.
- See [Table A9.1](#) in [Appendix 9](#) for data related to the calculated sector and state retention rates for full-time freshmen and [Table A9.4](#) in [Appendix 9](#) for the full-time retention rates for fall 2004 and fall 2009 reported by the institutions within each sector.
- [Figure 2.1.2](#) and [Figure 2.1.3](#) on the next two pages reveal that the fall 2009 retention rates for full-time freshmen enrolled at Nebraska's public four-year institutions was one tenth of a percent below the national average, while the retention rate for full-time students attending Nebraska's six community colleges was well above national full-time retention rates based on data for comparable institutions across the country.
- As shown in [Figure 2.1.2](#), the overall full-time retention rate for Nebraska's public four-year institutions—the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 78.5% in fall 2009, compared to a 78.6% retention rate for the nation.
- Since 2005, when national comparisons became available, Nebraska's full-time retention rate for public four-year institutions has not improved, relative to the national average or in its ranking relative to those of other states.

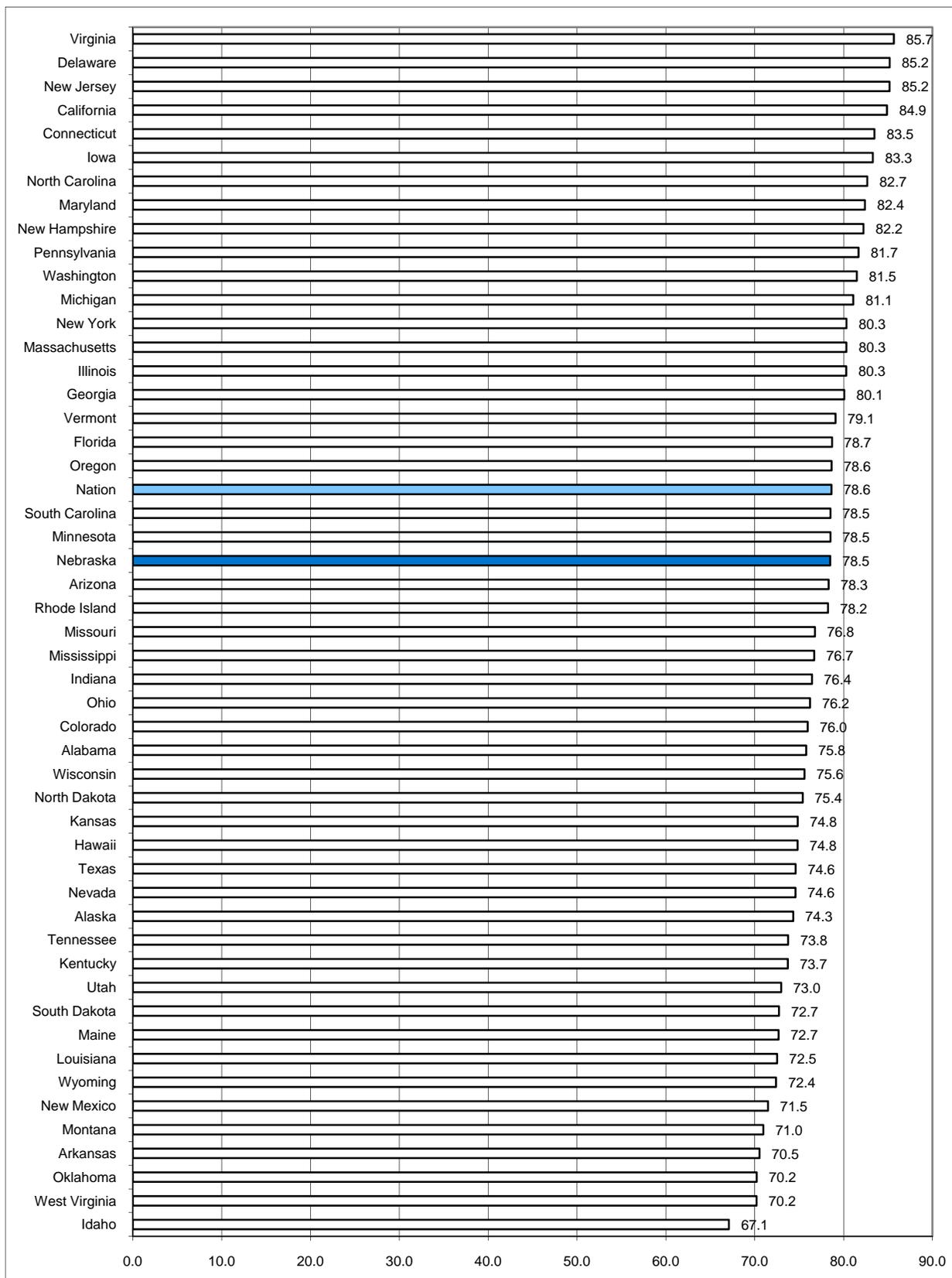
In 2005, Nebraska had a rate of 79.4%, which was the 17<sup>th</sup> highest among the 50 states and 1.7% higher than the national average of 77.7%.

In 2009, Nebraska's retention rate had decreased 0.9% to 78.5%, which was the 23<sup>rd</sup> highest in the country for four-year schools and only 0.1% lower than the national average of 78.6%.

- In [Figure 2.1.3](#), the overall full-time freshmen retention rate for Nebraska's six community colleges is compared to the state and national rates for all two-year public colleges. These colleges include public-supported tribal colleges and technical colleges, as well as community colleges. Consequently, retention data for the Nebraska College of Technical Agriculture at Curtis (NCTA-Curtis) and the Nebraska Indian Community College (NICC), which is federally supported, are included in the computation of the national full-time retention rate for all two-year public colleges. Data for the NCTA-Curtis and the NICC are not included in the calculation of the full-time retention rate for Nebraska's six community colleges.
- As shown on the chart, the overall full-time retention rate for Nebraska's community colleges in 2009 was 64.6%, compared to a national rate for all two-year public colleges of 59.0%.
- Including the NCTA-Curtis (which had a full-time retention rate of 77%) and the NICC (which had a full-time retention rate of 24%), the retention rate for Nebraska's eight public, two-year institutions was 64.8%, making Nebraska's rate the 4<sup>th</sup>-highest among the 50 states.
- As a point of reference, the overall full-time retention rate for Nebraska's community colleges was 62.0% in fall 2008, compared to a national retention rate for all two-year public colleges of 60.0%.
- See [Table A9.3](#) in [Appendix 9](#) for the data used to calculate the full-time retention rates for Nebraska public, four-year institutions and the state's six community colleges for fall 2005 through fall 2009.

Figure 2.1.2

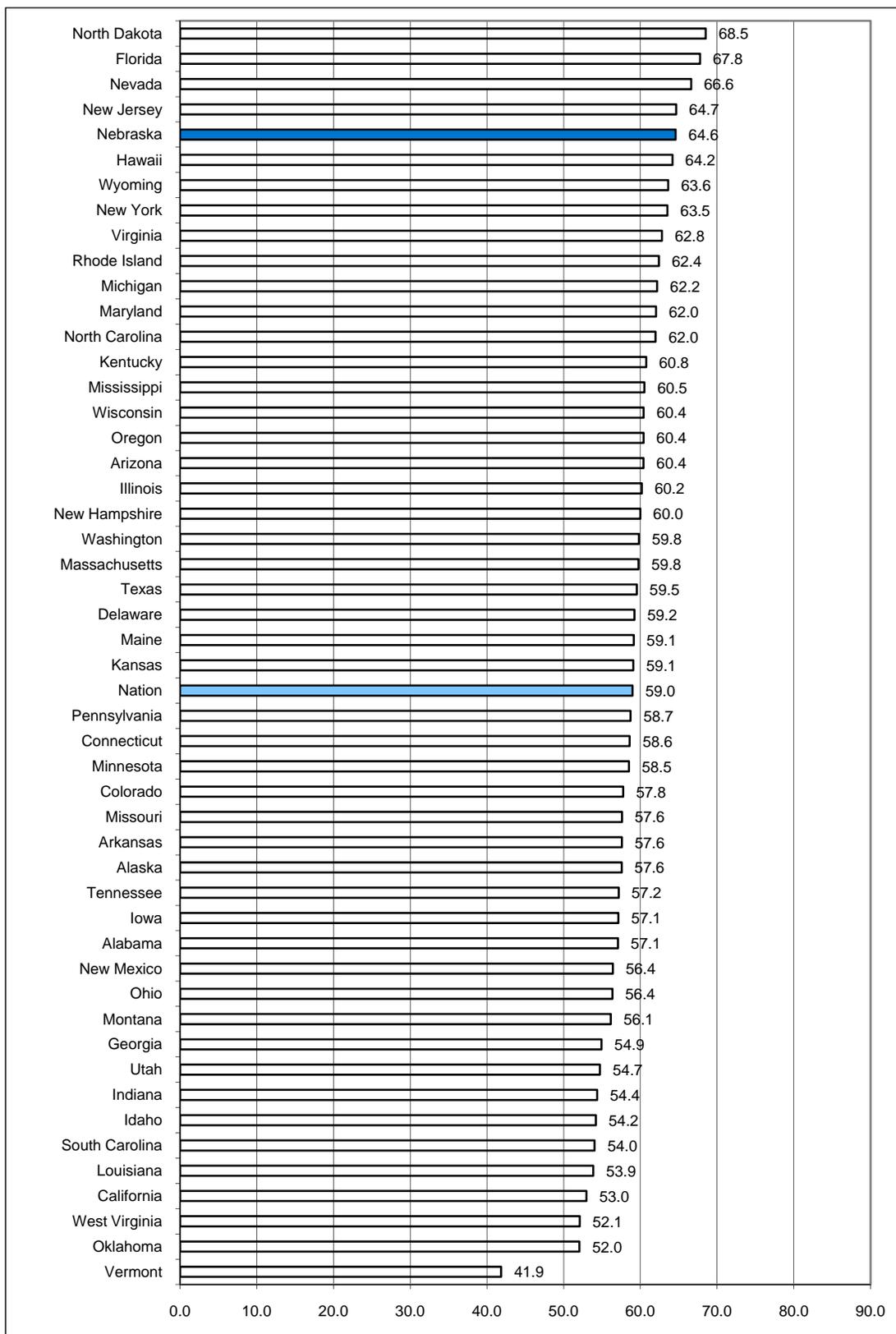
2009 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



<sup>1</sup>Data from the National Center for Education Statistics, IPEDS fall 2009 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2011.

Figure 2.1.3

2009 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State  
(Nebraska Rate for Nebraska Community Colleges Only)



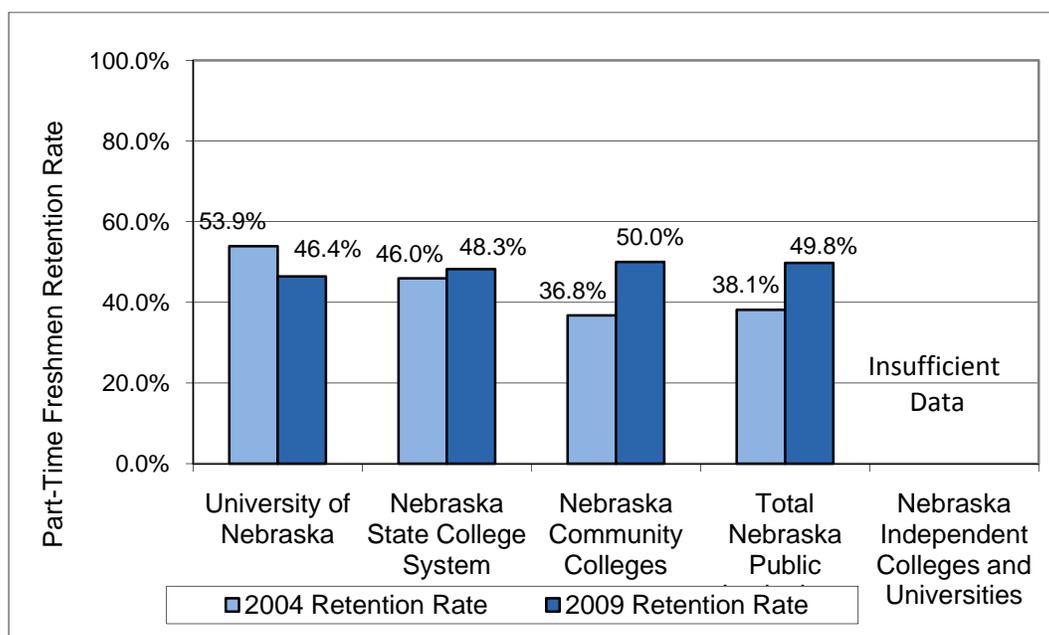
<sup>1</sup>Data from the National Center for Education Statistics, IPEDS fall 2008 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2011.

## Part-Time Freshmen Retention Rates

- The University of Nebraska enrolled 174 part-time, first-time freshmen in fall 2003 and 95 in fall 2008. As shown in [Figure 2.1.4](#), the retention rate for freshmen enrolled part-time at the University of Nebraska decreased 7.5%, from 53.9% for the students returning in fall 2004 to 46.4% for the students returning in fall 2009.<sup>1</sup>
- The Nebraska State College System enrolled 62 part-time, first-time freshmen in fall 2003, and 27 in fall 2009. The system's retention rate decreased from 46.0% to 30.8% between fall 2004 and fall 2007, increased to 43.0% in 2008, and increased to 48.3% in 2009. This variability is due, in part, to the relatively small number of freshmen enrolled part time.
- In comparison, Nebraska's six community colleges enrolled 2,357 part-time, first-time freshmen in fall 2003 and 1,557 in fall 2009, or 80% of the state total (up slightly from 79% of the state total in fall 2003). At the community colleges, the part-time freshmen retention rate increased by 13.2 percentage points, from 36.8% in fall 2004 to 50.0% in fall 2009, down only slightly from 50.3% in fall 2008. This substantial increase is due primarily to an increase in Southeast Community College's reported retention rate for part-time students, which increased from 42% in fall 2004 to 73% in fall 2009. In comparison, the retention rates for part-time, first-time freshmen at the other five community colleges were between 33% and 46% in fall 2009.

**Figure 2.1.4**

**Part-Time Freshmen Retention Rates  
of Nebraska Postsecondary Institutions by Sector  
Fall 2009 Compared to Fall 2004 Baseline<sup>1</sup>**



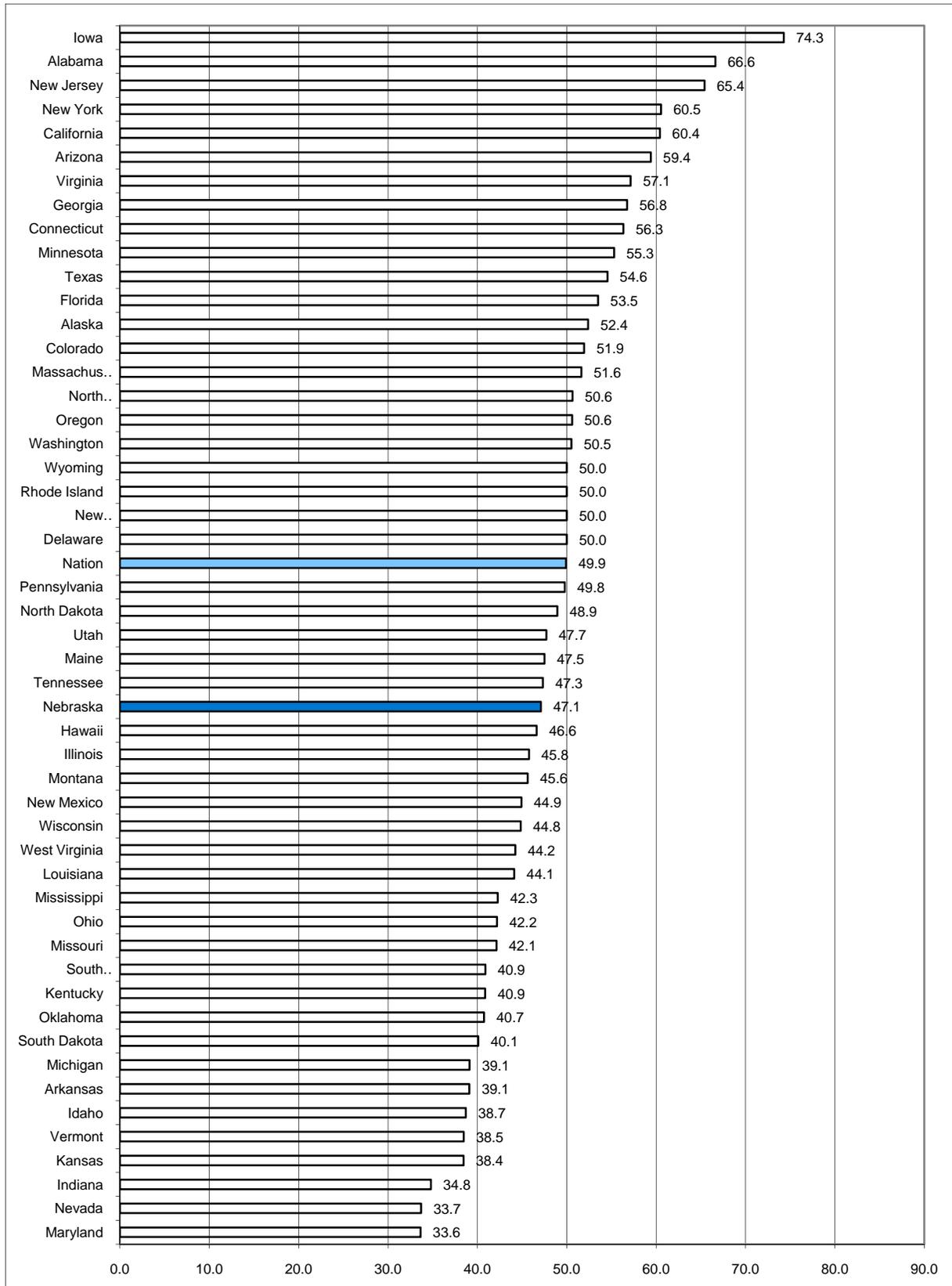
<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2009 surveys. See [Table A9.2](#) in [Appendix 9](#) for supporting data.

<sup>1</sup>The Nebraska College of Technical Agriculture (NCTA) reported two part-time, first-time freshmen in fall 2003, but the school did not report a retention rate for these students in fall 2004, so for the purposes of the sector rate calculation, NCTA's retention rate was assumed to be 0%. Excluding NCTA from the calculation of a total part-time freshmen retention rate for the University of Nebraska results in a retention rate of 54.6% for fall 2004, which is 0.7% higher than the rate shown in [Figure 2.1.4](#).

- Due to insufficient data from institutions in the independent and for-profit sectors, an overall part-time retention rate for the state cannot be computed for these sectors. However, it can be estimated that the overall part-time retention rate for the three public sectors—the University of Nebraska, the Nebraska State College System and Nebraska’s community colleges—increased 11.7%, from 38.1% in fall 2004 to 49.8% in fall 2009, down slightly from 50.3% in fall 2008. As mentioned previously, this significant increase was due to the increase in the reported retention rate at Southeast Community College.
- See [Table A9.2](#) in [Appendix 9](#) for data related to the calculated sector rates for part-time freshmen and [Table A9.5](#) in [Appendix 9](#) for part-time retention rates by institution.
- [Figure 2.1.5](#) and [Figure 2.1.6](#) on the next two pages show the fall 2009 overall retention rates for part-time freshmen enrolled at Nebraska’s public four-year institutions and the state’s six community colleges, compared to the retention rates for other states and the nation.
- As shown in [Figure 2.1.5](#), the overall part-time retention rate for Nebraska’s public four-year institutions—the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 47.1%, compared to a national average of 49.9% for fall 2009. As a result, Nebraska rate ranked 29<sup>th</sup> highest among the 50 states in fall 2009, compared to 10<sup>th</sup> in fall 2008, when the part-time retention rate for Nebraska’s public four-year institutions was 53.3% and the national rate was 47.7%. In fall 2007, Nebraska’s part-time retention for four-year public institutions was 51.5%, or the 16<sup>th</sup> highest, compared to a national rate of 48.9%.
- In [Figure 2.1.6](#), the overall part-time freshmen retention rate for Nebraska’s six community colleges is compared to state and national part-time rates for all two-year public colleges. Since these colleges include public-supported tribal colleges and technical colleges, as well as community colleges, the retention rates for the Nebraska College of Technical Agriculture at Curtis (NCTA-Curtis) and the Nebraska Indian Community College (NICC) are included in the computation of the national retention rate for part-time students. However, retention data for the NCTA-Curtis and the NICC are not included in the part-time retention rate calculated for Nebraska’s six community colleges.
- As shown in [Figure 2.1.6](#), the overall part-time retention rate for Nebraska’s community colleges was 50.0% in fall 2009, compared to a 38.8% part-time retention rate for all two-year public colleges in the United States.
- The NCTA-Curtis reported enrolling only one part-time, first-time freshmen in fall 2008, NICC enrolled eight, and only one or two of the nine students were enrolled in fall 2009. Consequently, including NCTA-Curtis and NICC, the retention rate for Nebraska’s public two-year institutions is only slightly reduced to 49.8% or 49.9%, making it the 7<sup>th</sup> highest among the 50 state rates. In fall 2008, Nebraska’s comparable part-time freshmen retention rate was 50.0%, and the 5<sup>th</sup> highest in the country.
- See [Table A9.3](#) in [Appendix 9](#) for the data used to calculate the retention rates for part-time students enrolled at Nebraska public four-year institutions and the six community colleges, which are compared to the national rates shown in [Figure 2.1.5](#) and [Figure 2.1.6](#).

Figure 2.1.5

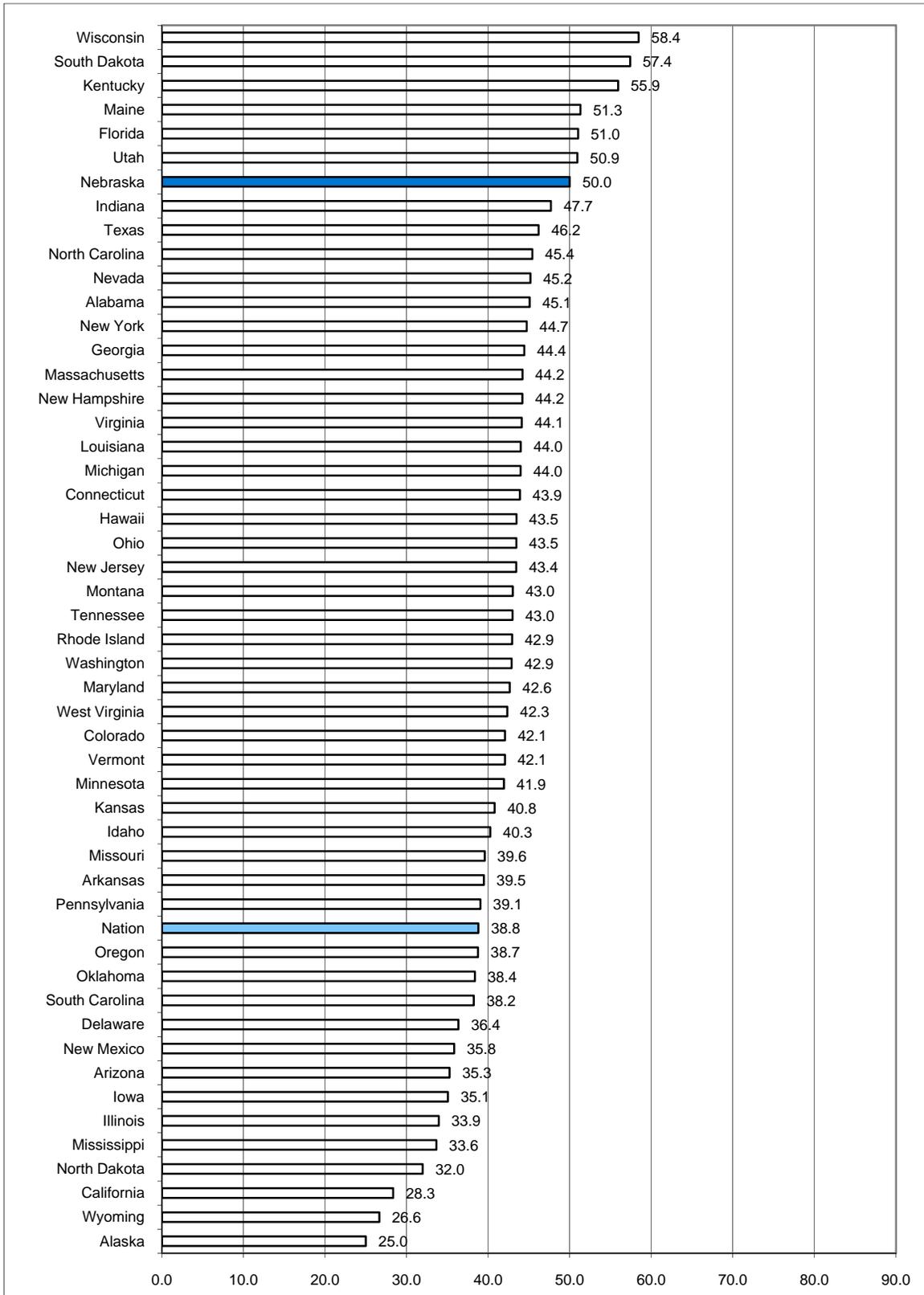
2009 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



1 Data from the National Center for Education Statistics, IPEDS fall 2008 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2011.

**Figure 2.1.6**

**2009 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State  
(Nebraska Rate for Nebraska Community Colleges Only)**



<sup>1</sup>Data from the National Center for Education Statistics, IPEDS fall 2008 survey, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2011.



## 2.2 College Graduation Rates (Based on IPEDS Data)

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

The college graduation rates reported in this section are based on data collected by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The latest available data are for undergraduates who completed degree programs during the 2008–2009 academic year. Completion data for students who finished their degree programs in 2009–2010 will not be available for analysis until mid-2011. Consequently, the following analysis focuses on how 2008–2009 graduation rates for Nebraska institutions compare to 2002–2003 baseline rates. Throughout this analysis, the terms “completion rate” and “graduation rate” are used interchangeably.

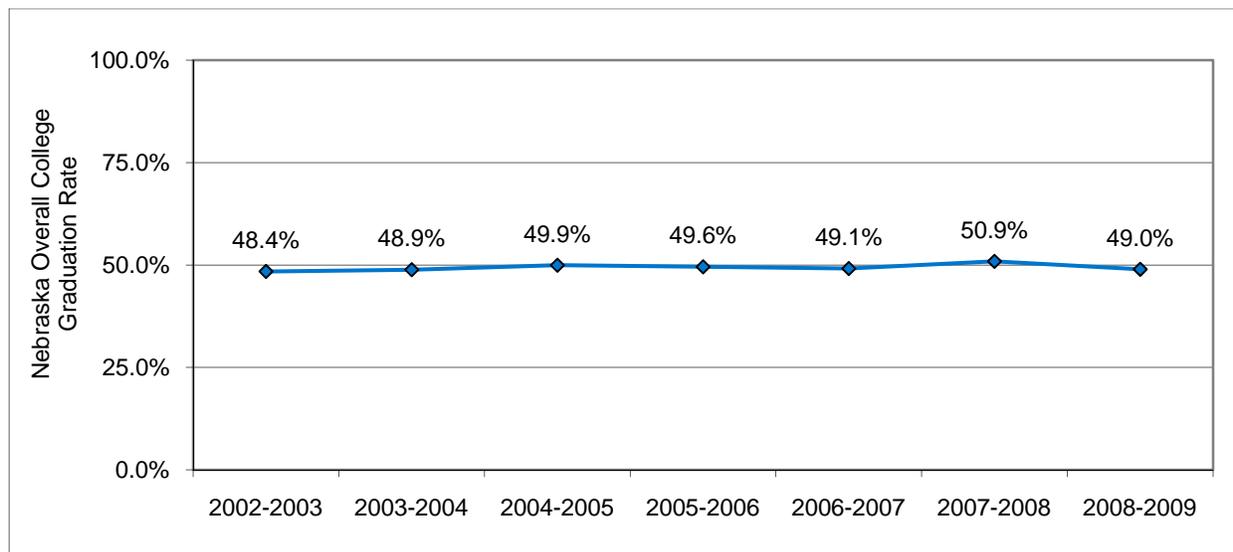
Generally, baccalaureate graduation rates are based on a six-year time frame, while rates for associate degrees are based on three years. Rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See [Explanatory Note A10.1](#) in [Appendix 10](#) for further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

#### **The Overall College Graduation Rate for Nebraska**

- The statewide graduation rate for Nebraska’s postsecondary institutions increased from 48.4% in 2002-2003 to 50.9% in 2007-2008, but decreased to 49.0% in 2008-2009, resulting in a net gain of only 0.6% over the seven-year period.<sup>1</sup>

**Figure 2.2.1**

**Overall College Graduation Rate for Nebraska  
2002–2003 through 2008–2009<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 through fall 2009 IPEDS surveys. See [Table A10.1](#) in [Appendix 10](#) for supporting data.

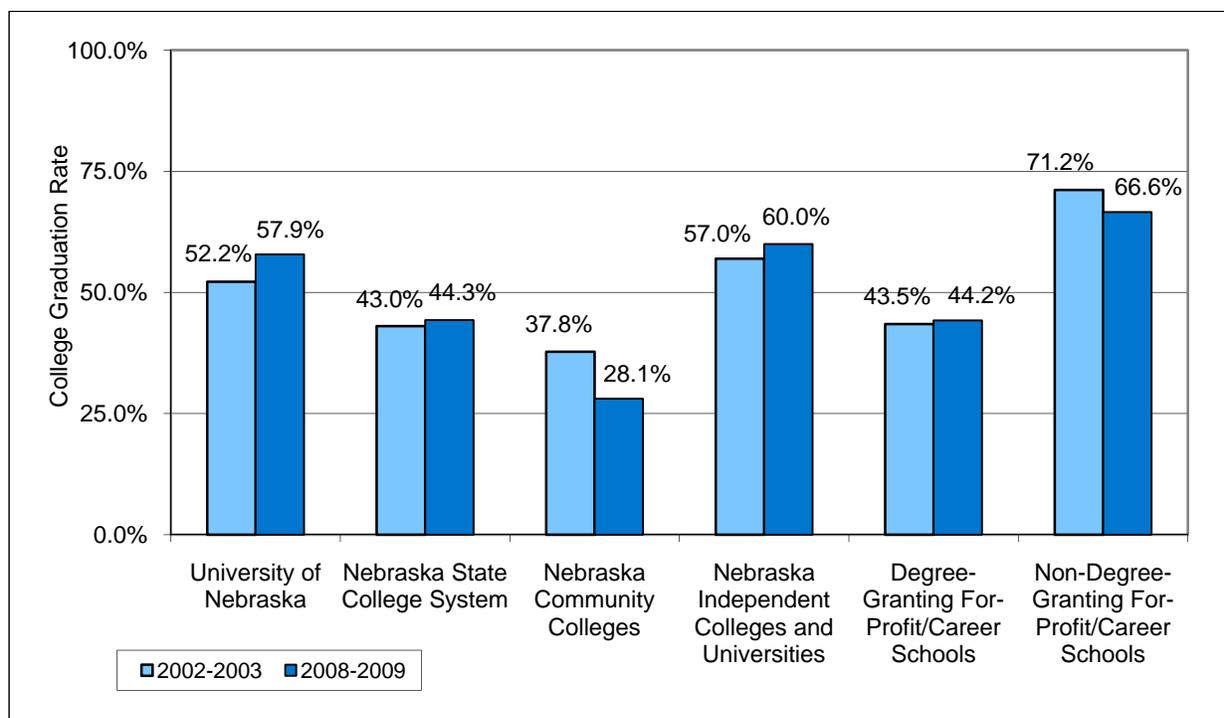
<sup>1</sup>Data for Nebraska institutions in the degree-granting and non-degree-granting for-profit sectors are included in the calculation of the state graduation rates presented in this report. All rates reflect the latest available data reported by Nebraska institutions.

## College Graduation Rates by Sector and by Institution

- The state's overall college graduation rate increased by 0.6% between 2002–2003 and 2008–2009, but completion rates by sector varied noticeably, as shown in Figure 2.2.2 below. (See Table A10.2 in Appendix 10 for supporting data.)
- The non-degree-granting, for-profit schools have had the highest overall completion rate among the state's six sectors of postsecondary education since 2002–2003, followed by Nebraska's independent (not-for-profit) colleges and universities.
- As shown in Figure 2.2.2, the graduation rate for the non-degree-granting, for-profit schools decreased from 71.2% in 2002–2003 to 66.6% in 2008–2009, while the sector rate for Nebraska's independent institutions increased from 57.0% to 60.0%.
- Compared to the decline in the graduation rate of the non-degree-granting, for-profit/career schools, the sector completion rate for the degree-granting, for-profit/career schools increased 0.7%, from 43.5% in 2002–2003 to 44.2% in 2008–2009.
- Within each of the two for-profit sectors, some schools showed significant decreases in their completion rates, while others reported noticeable improvements in their graduation rates. Consequently, the sector completion rates shown in Figure 2.2.2 should not be interpreted as an indicant of the performance of any particular school. See Table A10.3 for the 2002-2003 and 2008-2009 completion rates by institution and by sector.

**Figure 2.2.2**

### **Graduation Rates for Nebraska Postsecondary Institutions by Sector 2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



<sup>1</sup>Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. The rates for non-degree- and degree-granting schools in 2002–2003 are different from those published in the March 2010 *Progress Report* due to Alegent Health School of Radiologic Technology and Omaha School of Massage and Healthcare of Herzing University changing from the non-degree- to the degree-granting category. See Table A10.3 and Table A10.4a in Appendix 10 for supporting data.

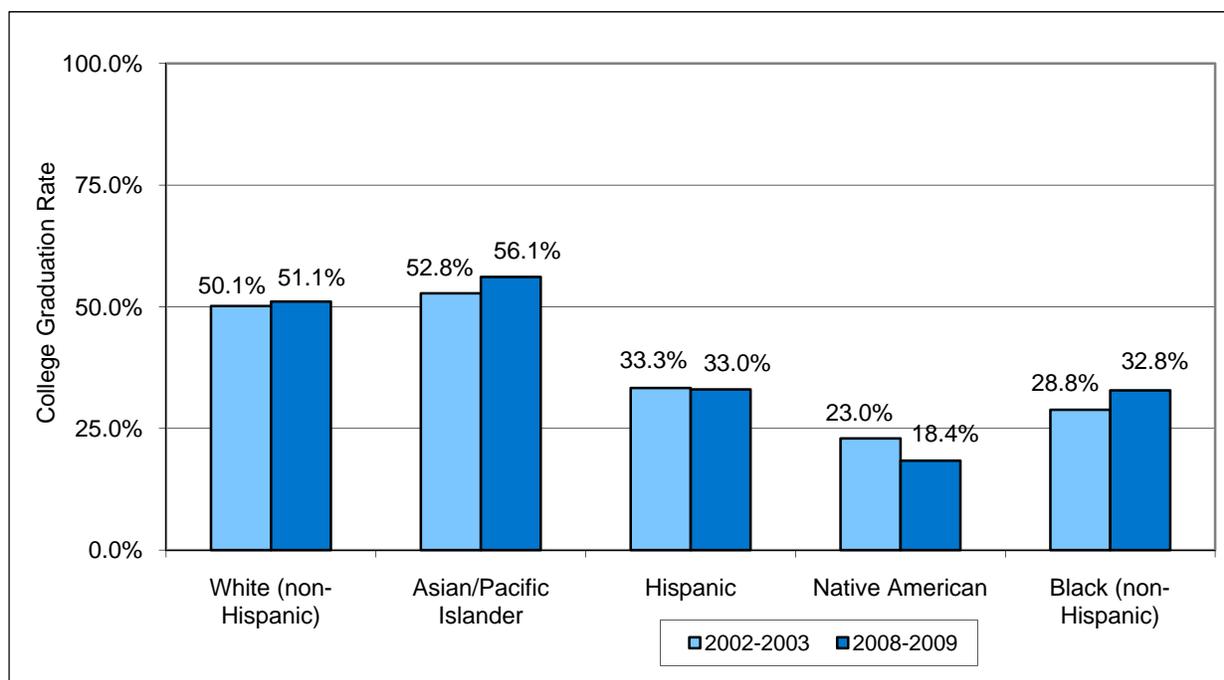
- The overall graduation rate for the University of Nebraska system increased from 52.2% in 2002–2003 to 57.9% in 2008–2009. This gain of 5.7% is attributable to increasing the completion rates at the University of Nebraska-Lincoln to 63.1%, the University of Nebraska at Kearney to 59.2%, and the University of Nebraska at Omaha to 44.7%. These increases more than offset the decrease in the graduation rate at the Nebraska College of Technical Agriculture (NCTA), which was 47.0% in 2008–2009, compared to 62.6% in 2002–2003.
- Graduation rates at Nebraska’s state colleges have tended to fluctuate since 2002–2003. Between 2002–2003 and 2007–2008, the graduation rate at Chadron State College increased from 46.9% to 49.3% but fell to 38.2% in 2008–2009. The completion rate at Peru State College increased from 31.4% in 2002–2003 to 38.3% in 2008–2009 but was as high as 44.5% in 2004–2005 and as low as 23.1% in 2006–2007. Similarly, at Wayne State College, the graduation rate increased from 45.4% in 2002–2003 to 50.2% in 2008–2009, with a low of 42.4% in 2004–2005 and a high of 52.0% in 2005–2006.
- Increases in graduation rates to 43.2% at Mid-Plains Community College and 23.2% at Western Nebraska Community College between 2002–2003 and 2008–2009 were more than offset by completion rates that decreased to 45.7% at Northeast Community College, 29.3% at Central Community College, 27.0% at Southeast Community College, and 12.4% at Metropolitan Community College. The net effect of these increases and decreases was that the overall graduation rate at the community colleges decreased 9.7%, from 37.8% in 2002–2003 to 28.1% in 2008–2009.
- Within the independent sector, Nebraska Indian Community College and Little Priest Tribal College had completion rates of 0.0% and 12.5%, respectively, in 2008–2009, but the overall graduation rate for the sector was 60.0%, up 3.0% from 57.0% in 2002–2003.
- The highest graduation rates in the independent sector in 2008–2009 were reported by Nebraska Methodist College of Nursing and Allied Health (83.3%), BryanLGH College of Health Sciences (78.6%), Summit Christian College (77.3%), Creighton University (74.7%), Nebraska Wesleyan University (66.2%) and Doane College (63.9%).
- In 2008–2009, the graduation rates of the eight reporting, degree-granting, for-profit schools ranged from 33.9% at the Lincoln campus of Kaplan University (previously Hamilton College) to 100% at the Myotherapy Institute. As mentioned previously, the overall graduation rate for the sector increased from 43.5% in 2002–2003 to 44.2% in 2008–2009.<sup>1</sup>
- Within the category of non-degree-granting, for-profit schools, decreases in graduation rates between 2002–2003 and 2008–2009 more than offset increases so that the sector’s overall graduation rate decreased from 71.2% in 2002–2003 to 66.6% in 2008–2009.<sup>1</sup>
- Statewide, 36% of the postsecondary institutions with undergraduate programs had completion rates that were lower in 2008–2009 than in 2002–2003, while the graduation rates for the remaining 64% were higher.
- See [Table A10.3](#) for the comparison of 2002-2003 and 2008-2009 rates and [Table A10.4a](#) through [Table A10.4g](#) in [Appendix 10](#) for the data used to calculate the completion rates for the six sectors and each of the state’s postsecondary institutions from 2002–2003 through 2008–2009.

<sup>1</sup>The numbers of graduates and graduation rates for non-degree- and degree-granting schools in 2002–2003 are different from those published in the March 2010 *Progress Report* due to Alegent Health School of Radiologic Technology and Omaha School of Massage and Healthcare of Herzing University changing from non-degree- to the degree-granting. See [Table A10.4a](#) in [Appendix 10](#) for supporting data.

## **College Graduation Rates by Race/Ethnicity**

- An analysis of IPEDS completion data reveals that graduation rates at Nebraska's postsecondary institutions varied and changed by race/ethnicity between 2002–2003 and 2008–2009.<sup>1</sup>
- As shown in [Figure 2.2.3](#), the graduation rates for white non-Hispanics and Asians/Pacific Islanders in 2002–2003 and 2008–2009 were significantly higher than the completion rates for Hispanics, Native Americans and black non-Hispanics.
- In 2007–2008, the graduation rates for all five racial/ethnic groups were higher than they were in 2002–2003. As shown [Figure 2.2.3](#), the completion rates for white non-Hispanics, Asian/Pacific Islanders, and black non-Hispanics also were higher in 2008–2009 than they were in 2002–2003. However, the completion rate for Hispanics in 2008–2009 was the same as it was in 2002–2003, and the rate for Native Americans was lower in 2008–2009 than it was in 2002–2003. Such fluctuations in the completion rates of minorities may be due, in part, to the relatively low number of graduates in these racial/ethnic categories.
- As of fall 2009, the greatest increases in graduation rates were for black non-Hispanics (up 4.0%) and Asians/Pacific Islanders (up 3.3%). See [Table A10.5a](#) and [Table A10.5b](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.3**  
**Graduation Rates for Nebraska Postsecondary Institutions**  
**by Race/Ethnicity**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



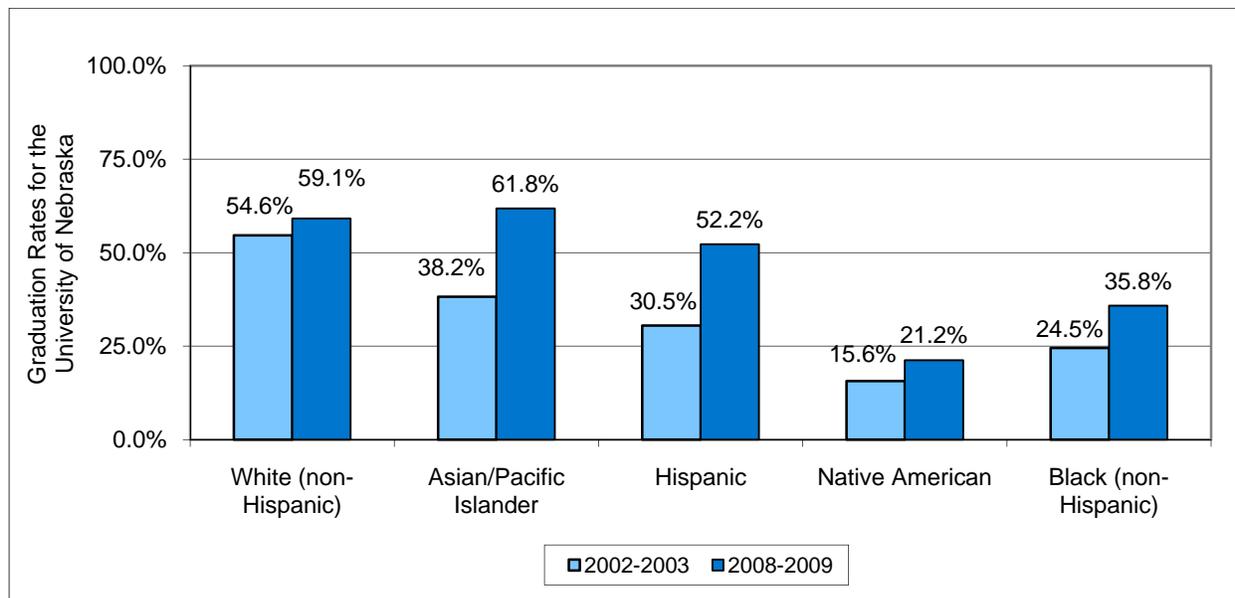
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. See [Table A10.5a](#) in [Appendix 10](#) for supporting data.

<sup>1</sup>Throughout the remainder of this section, the graduation rates for students who attended non-degree- and degree-granting schools in 2002–2003 are different from those published in the March 2010 *Progress Report* due to Alegant Health School of Radiologic Technology and Omaha School of Massage and Healthcare of Herzing University changing from the non-degree- to the degree-granting category.

## **College Graduation Rates by Sector and by Race/Ethnicity**

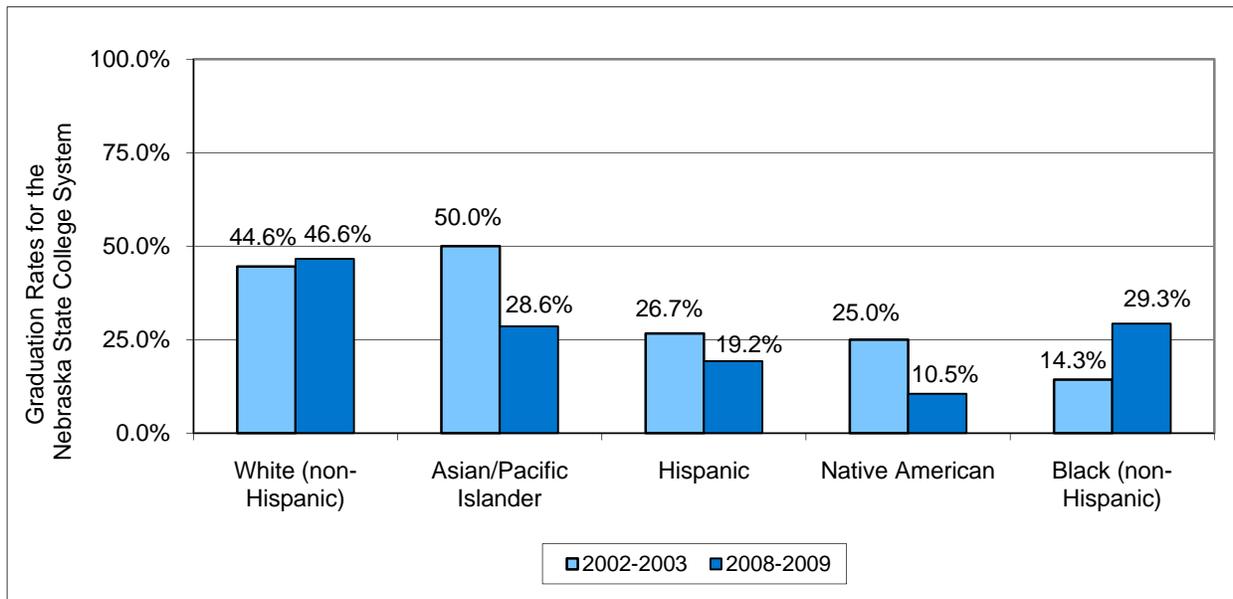
- The charts on this and the following three pages show how graduation rates for the five major racial/ethnic groups varied and changed between 2002–2003 and 2008–2009 within each of the six sectors of higher education in Nebraska.
- As shown in [Figure 2.2.4](#), graduation rates for all five racial/ethnic groups increased at the University of Nebraska between 2002–2003 and 2008–2009.
- Conversely, graduation rates at Nebraska’s community colleges and the state’s independent colleges and universities decreased for four of the five racial/ethnic groups. The exceptions were increased graduation rates for Asian/Pacific Islanders at the community colleges and for white non-Hispanics graduating from Nebraska’s independent institutions.
- Within the Nebraska State College System, the graduation rates for white non-Hispanics and black non-Hispanics in 2008-2009 were higher than they were in 2002-2003, but the graduation rates for Asians/Pacific Islanders, Hispanics, and Native Americans were lower, perhaps due, in part, to the low numbers of minority students on which these rates are based.
- There was no consistent pattern of changes between 2002–2003 and 2008–2009 within the two sectors of degree-granting and non-degree-granting for-profit career schools, where changes in the graduation rates of minority students are frequently attributable to the relatively small numbers of graduates.
- See [Table 10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.4**  
**Graduation Rates for the University of Nebraska**  
**by Race/Ethnicity**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



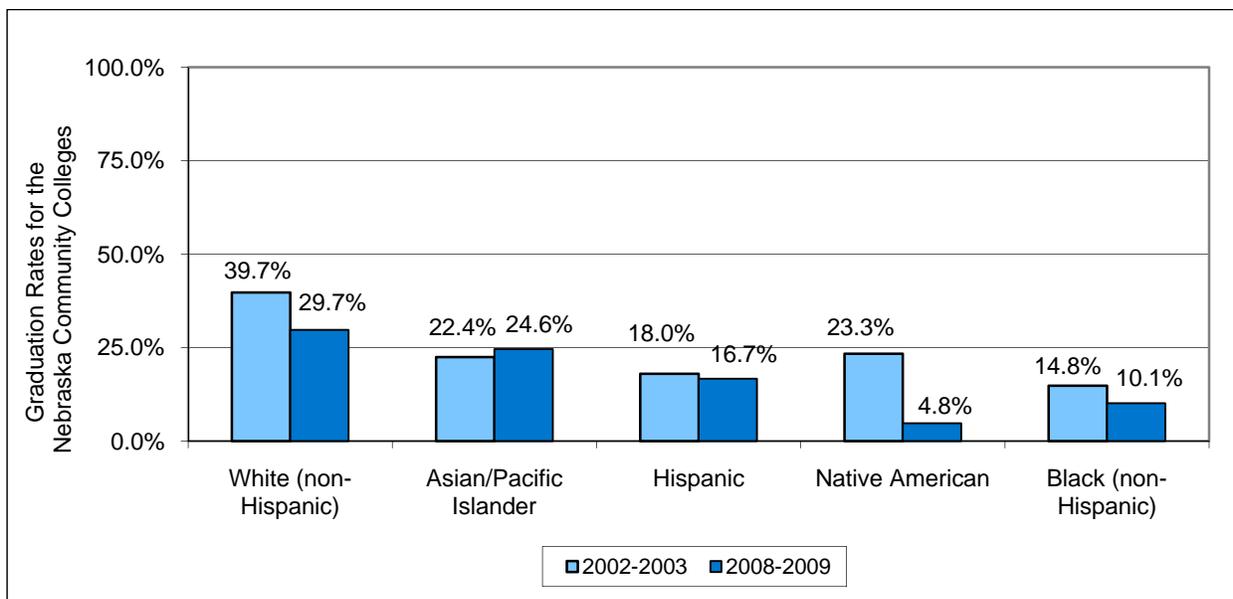
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Five Native Americans graduated in 2002–2003 and seven graduated in 2008–2009. Otherwise, there were more than 30 graduates in each minority group. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.5**  
**Graduation Rates for the Nebraska State College System**  
**by Race/Ethnicity**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



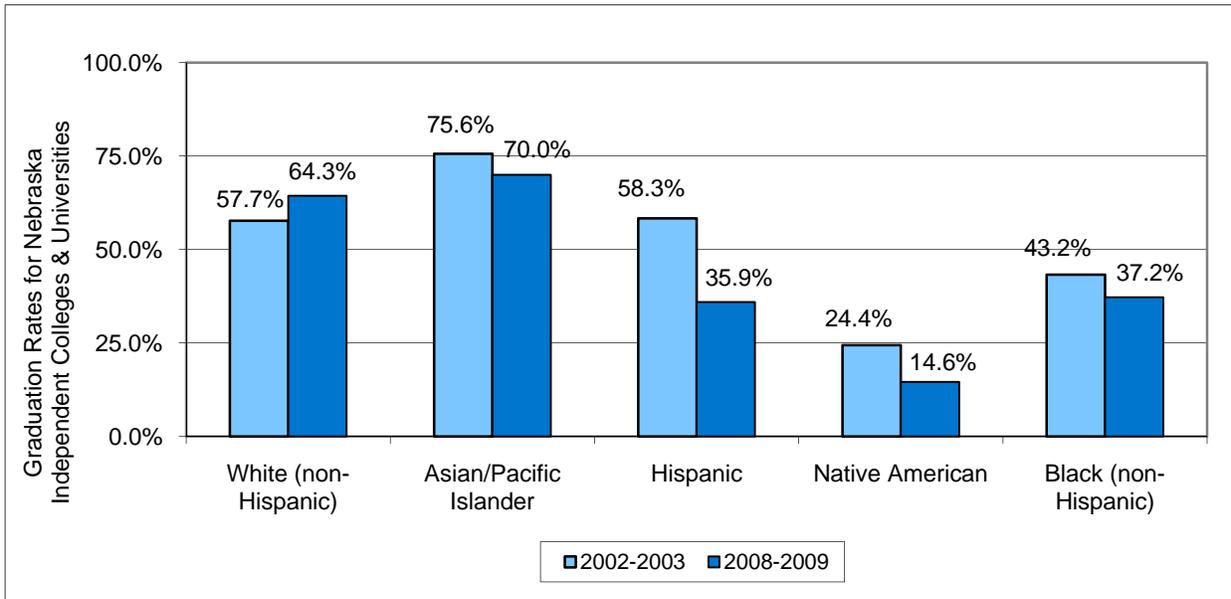
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys.  
 Number of graduates in 2002–2003: 5 Asian/PI, 4 Hispanic, 5 Native American, 4 black non-Hispanic.  
 Number of graduates in 2008–2009: 2 Asian/PI, 5 Hispanic, 2 Native American, 12 black non-Hispanic.  
 See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.6**  
**Graduation Rates for the Nebraska Community Colleges**  
**by Race/Ethnicity**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



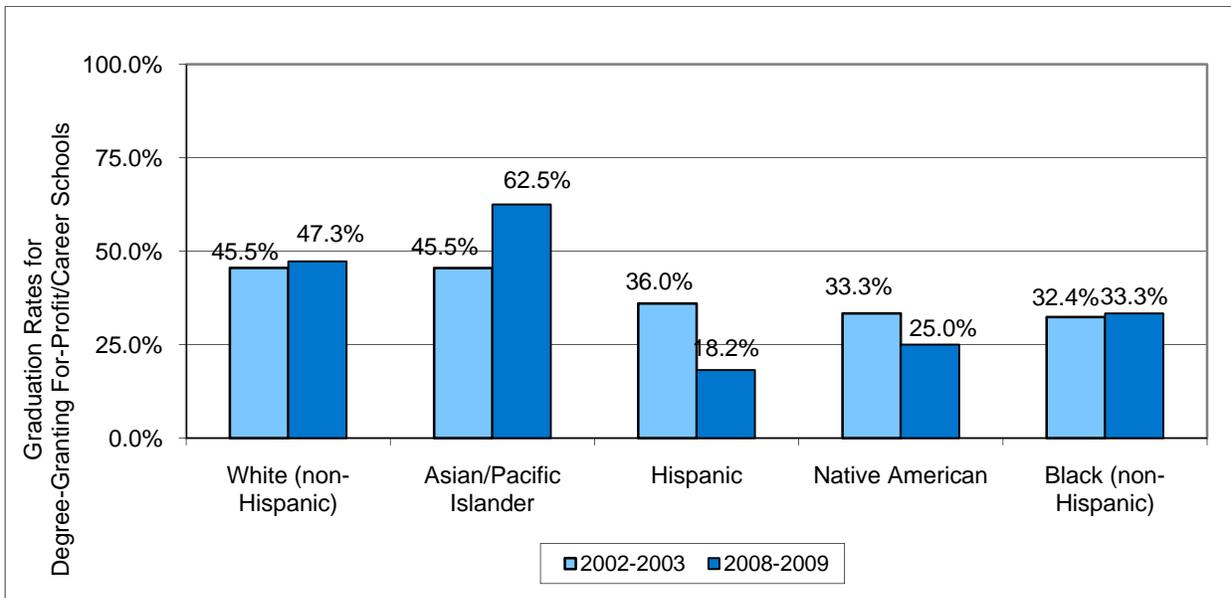
<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys.  
 Number of graduates in 2002–2003: 11 Asian/PI, 23 Hispanic, 7 Native American, 21 black non-Hispanic.  
 Number of graduates in 2008–2009: 15 Asian/PI, 42 Hispanic, 2 Native American, 17 black non-Hispanic.  
 See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.7**  
**Graduation Rates for Independent Colleges and Universities**  
**in Nebraska by Race/Ethnicity**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Ten Native Americans graduated in 2002–2003 and seven graduated in 2008–2009. Otherwise, there were more than 30 graduates in each minority group. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

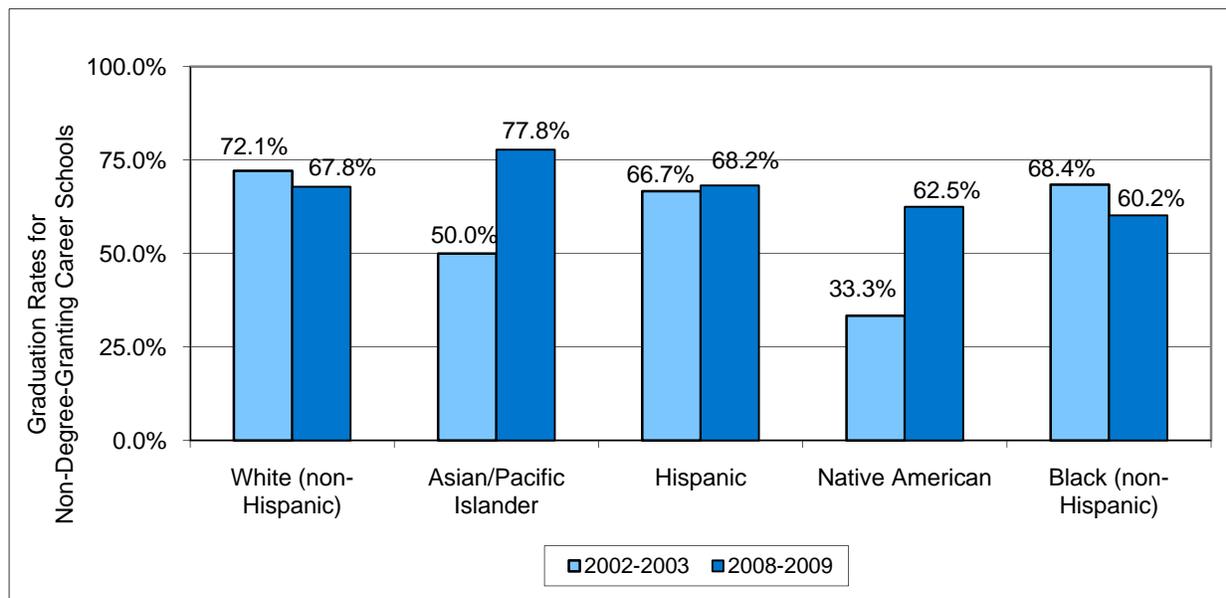
**Figure 2.2.8**  
**Graduation Rates for the Degree-Granting, For-Profit/Career Schools**  
**in Nebraska by Race/Ethnicity**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Number of graduates in 2002–2003: 5 Asian/PI, 9 Hispanic, 2 Native American, 44 black non-Hispanic. Number of graduates in 2008–2009: 5 Asian/PI, 6 Hispanic, 4 Native American, 89 black non-Hispanic. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.9**

**Graduation Rates for the Non-Degree-Granting, For-Profit/Career Schools  
in Nebraska by Race/Ethnicity  
2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**

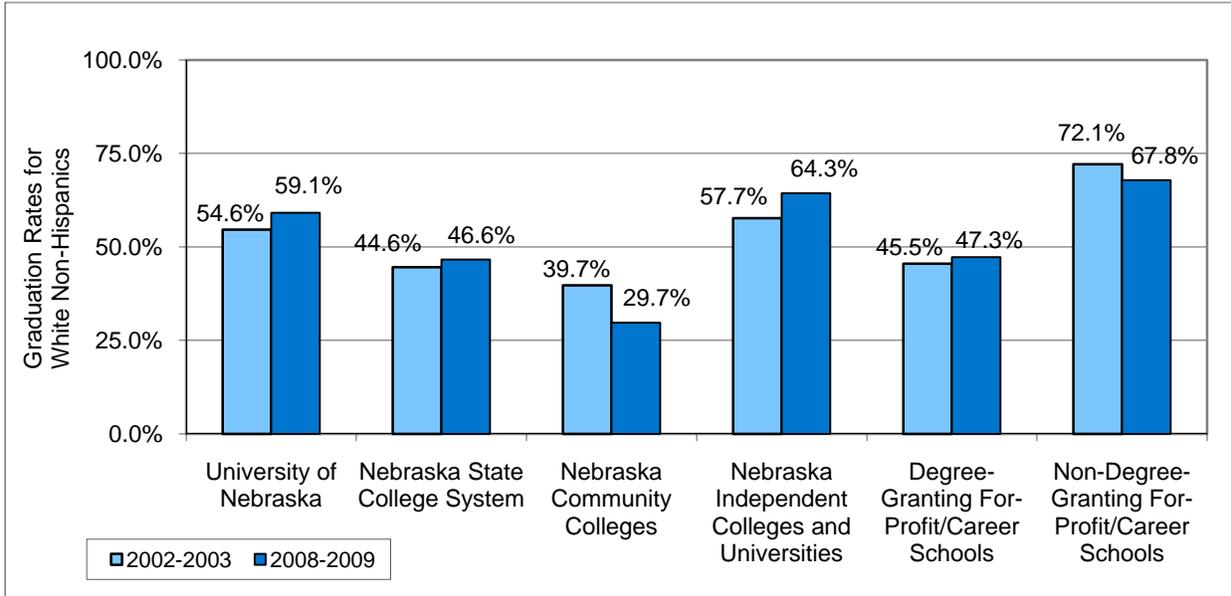


<sup>1</sup>Data Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Number of graduates in 2002–2003: 2 Asian/PI, 10 Hispanic, 2 Native American, 26 black non-Hispanic. Number of graduates in 2008–2009: 7 Asian/PI, 30 Hispanic, 10 Native American, 62 black non-Hispanic. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**College Graduation Rates by Race/Ethnicity and by Sector**

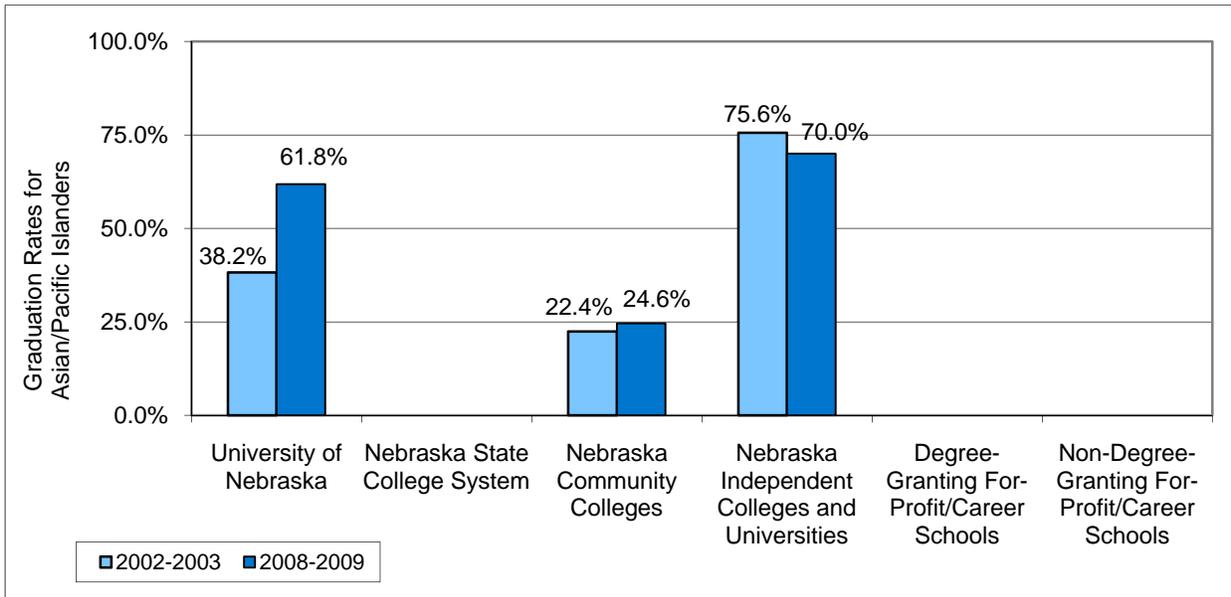
- The charts on the following two pages show how sector graduation rates varied and changed between 2002–2003 and 2008–2009 for each racial/ethnic group.
- Native Americans are excluded from this portion of the analysis because no more than 10, and usually fewer, Native Americans graduated from each of the state’s six sectors of institutions in 2002–2003 or 2008–2009. Graduation rates for the other racial/ethnic groups are shown only for sectors with 10 or more graduates in both years.
- As shown in [Figure 2.2.10](#), the graduation rate for white non-Hispanics increased or stayed about the same across four sectors—the University of Nebraska, the Nebraska State College System, the independent institutions and the degree-granting, for-profit/career schools—but decreased at Nebraska’s community colleges and non-degree-granting, for-profit/career schools.
- As illustrated in [Figure 2.2.11](#), the graduation rate for Asian/Pacific Islanders was significantly higher in 2008–2009 than 2002–2003 at the University of Nebraska, slightly higher at the community colleges, but lower within the independent sector.
- The graduation rate for Hispanics significantly increased at the University of Nebraska and slightly increased at the non-degree-granting, for-profit/career schools, but decreased within the community college and independent sectors, as evidenced in [Figure 2.2.12](#).
- For black non-Hispanics, graduation rates increased at the University of Nebraska and the degree-granting for-profits, but decreased at the community colleges, independent institutions, and non-degree-granting schools, as shown in [Figure 2.2.13](#).

**Figure 2.2.10**  
**Graduation Rates for White Non-Hispanics by Sector**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



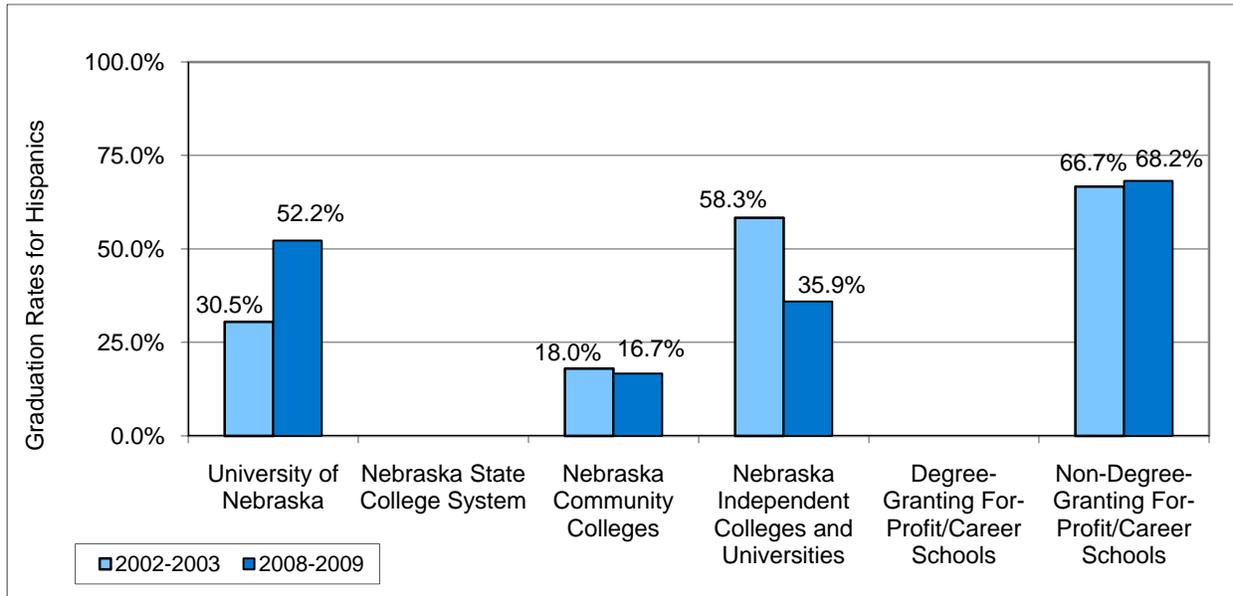
<sup>1</sup>Data Sources: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.11**  
**Graduation Rates for Asians/Pacific Islanders by Sector**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



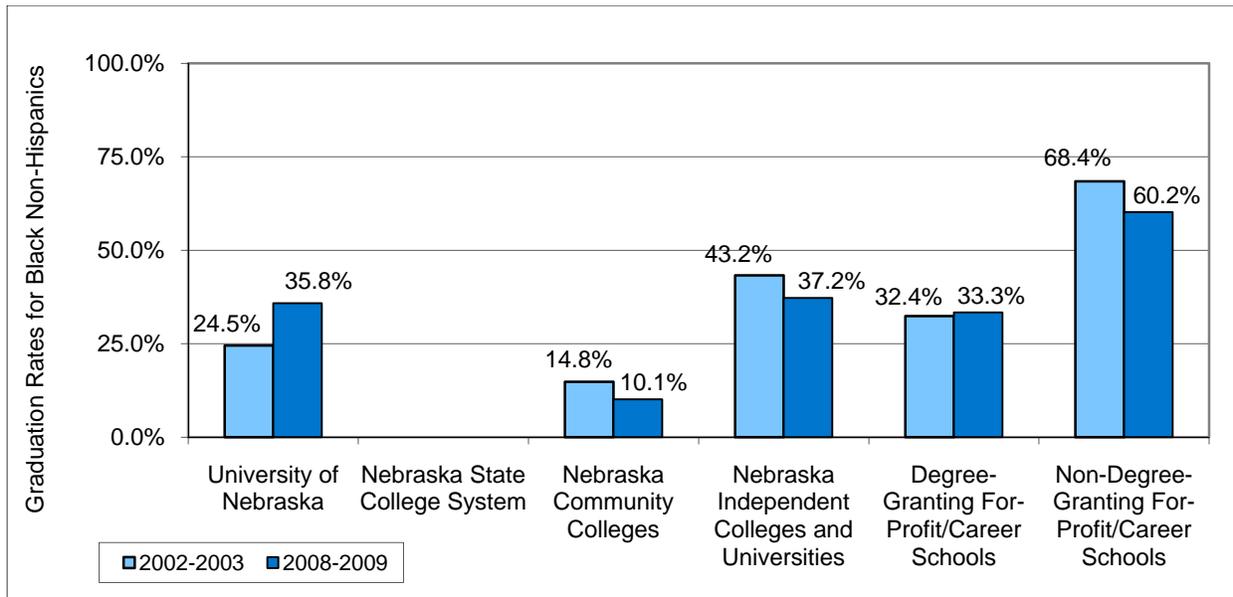
<sup>1</sup>Data Sources: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2008–2009. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.12**  
**Graduation Rates for Hispanics by Sector**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



<sup>1</sup>Data Sources: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2008–2009. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

**Figure 2.2.13**  
**Graduation Rates for Black Non-Hispanics by Sector**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**



<sup>1</sup>Data Sources: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2008–2009. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

## Section 3

### Reversing the Net Out-Migration of College-Educated Nebraskans

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

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

Based on the most recent data collected by the U.S. Census Bureau, Nebraska is continuing to attract a significant net in-migration of adults with less than a high school education. However, based on these data, it is impossible to draw any firm conclusions about the overall migration patterns of the adults who moved to or from Nebraska since 2000 and particularly about those with higher levels of education. Consequently, this section reviews currently available migration estimates and explains why these estimates do not clearly indicate whether Nebraska is gaining or losing more college-educated adults than it has in the past.

#### **Previous and New Estimates of Adult Migration**

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

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

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

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<sup>1</sup>Two data collection forms were used in conducting the 2000 U.S. Census: (1) the short form, which was used to count the total population, and (2) the long form, which obtained detailed demographic, housing, social, and economic data from a sample of U.S. households. The American Community Survey has replaced the decennial census long form and, beginning in 2010, the decennial census provides only a count of the total population.

The decennial long form asked each respondent whether household members had lived in their current home five years ago, and, if not, to report the location of their previous residence. In comparison, the ACS form asks if members of a household lived in a different residence one year ago.

Unlike the decennial census, which ideally counts the U.S. population at one point of the year, the ACS is conducted monthly over the course of the survey year. As a result, the migrations reported by survey respondents actually can occur within a time frame that ranges from almost a year before the first wave of the survey is conducted in January to shortly before the last wave of the survey is conducted in December. Consequently, the ACS migration data for any given survey year represents a possible migration period that is almost two years long. Furthermore, the second year of this two-year period is almost the same as the first migration year represented in the next survey. Since the ACS migration data are based on overlapping time frames that are each almost two years long, rather than a clearly defined five-year period, ACS migration data are not directly comparable to the decennial census data collected in 2000.

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

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

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

Section 3 of the *Nebraska Higher Education Progress Report* for 2007, 2008, 2009 and 2010 summarized the migration estimates for Nebraska based on data collected through the ACS conducted in 2005, 2006, 2007 and 2008. These surveys obtained data from small samples of individuals who moved into or out of Nebraska in 2004-05, 2005-06, 2006-07, and 2007-08, respectively.

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

This section of the 2011 report summarizes the migration estimates based on 2009 ACS data collected from a sample of individuals who migrated to and from the state in 2008 or 2009. In addition, this section compares these estimates to those based on the previous four surveys.

For the sake of simplicity, the ACS migration data reported in the following discussion and charts are labeled by survey year, rather than by the two-year migration period that is relevant to each survey.

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

Figure 3.1 on the next page summarizes the net-migration estimates for Nebraska by education level, based on the results of the ACS conducted in 2005, 2006, 2007, 2008 and 2009. As illustrated in this chart, the estimates based on the 2009 ACS data are significantly different than those based on ACS data collected over the preceding four years. Also, there are noticeable differences among the estimates derived from the 2005, 2006, 2007 and 2008 data.

When the estimates based on the five years of ACS data are compared, as shown in Figure 3.1, an overall migration pattern is not clearly revealed. Based on these estimates, Nebraska consistently attracted more working-age adults with less than a high school education than it exported over the five-year period. In addition, the estimates of net migration shown in Figure 3.1 indicate that Nebraska consistently attracted working-age adults with some college, but no degrees, between 2005 and 2009. However, these trends are not as solidly evidenced as they appear in Figure 3.1 due to the inherent variability of estimates based on small samples of survey respondents. Furthermore, there is no consistency in the direction of the estimates of net migration for the other four education levels shown in Figure 3.1, namely, high school graduate, associate degree, bachelor's degree, and graduate or professional degree.

The primary reason for the inconsistent net-migration estimates shown in Figure 3.1 on the previous page is that they are based on very small samples. For example, based on 2009 ACS data, 782 more individuals with graduate or professional degrees moved out of Nebraska than moved into the state. This estimate is based on survey responses from 33 individuals who moved to Nebraska and 46 respondents who moved from Nebraska to other states, or a total of 79 individuals in the sample of about 3 million Americans who were surveyed in 2009.

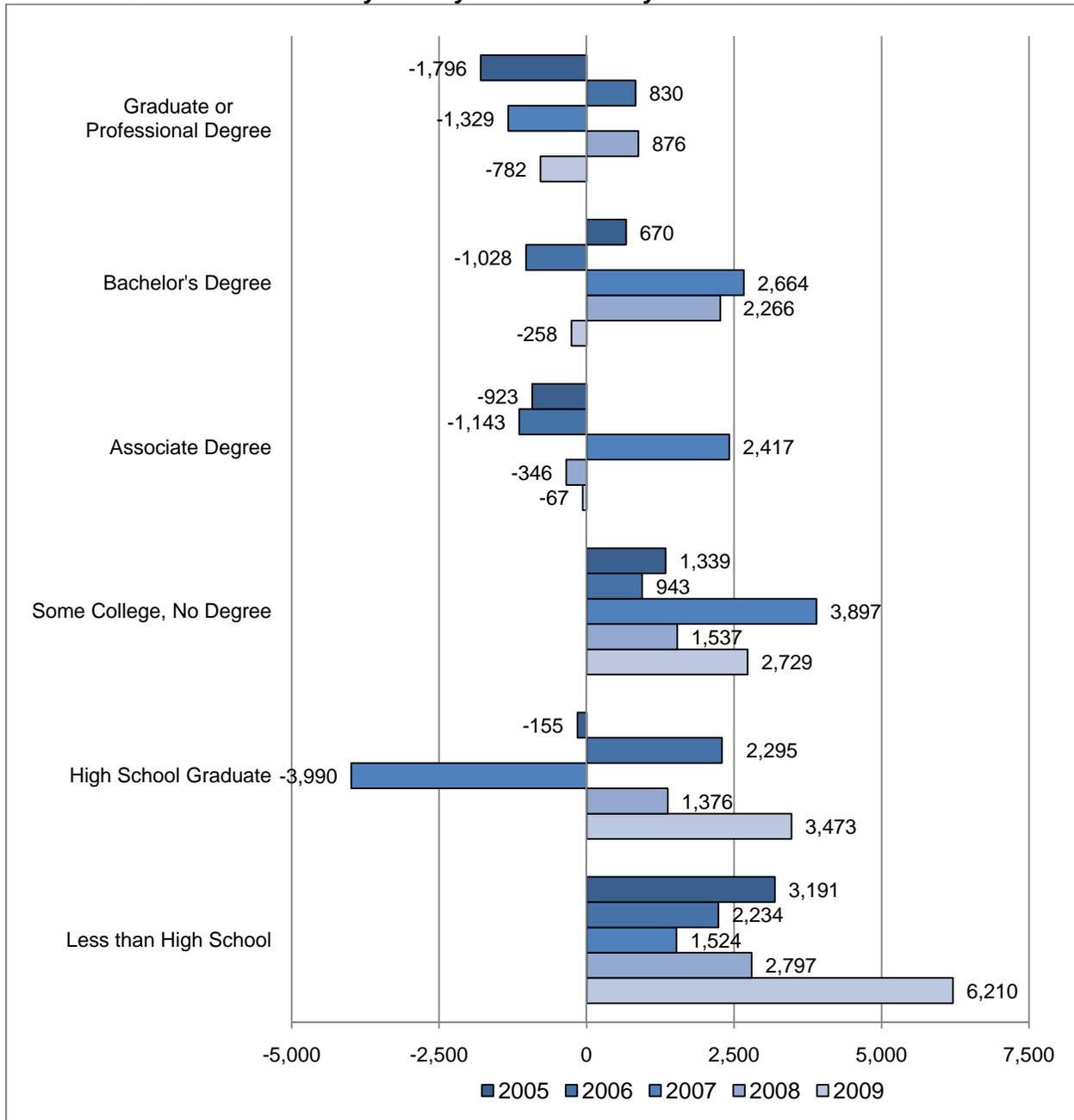
Based on the statistical analysis of the data obtained from the individuals surveyed in 2009, the estimated negative net migration of 732 individuals with graduate or professional degrees should be interpreted only as the mid-point in an estimated range of -2,731 to +1,167 at the 90% confidence level. In other words, given the small sample of 2009 survey respondents who moved to or from Nebraska, the only conclusion that can be firmly drawn is that the actual net migration of people with graduate or professional degrees was probably somewhere between a negative 2,731 and a positive 1,167.

Similarly, the estimated negative net migration of 258 adults with bachelor's degree shown in Figure 3.1 for 2009 is based on survey responses from 50 individuals who moved to Nebraska and 76 respondents who moved from Nebraska to other states, or a total of 126 individuals with bachelor's degrees. Given this small sample, the only firm conclusion that can be drawn is that the actual net migration of adults with bachelor's degrees was probably somewhere between a negative 2,763 and a positive 2,247. Obviously, such conclusions provide no help in determining whether the goal of Priority 3 is being achieved.

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<sup>1</sup>A 90% confidence levels means that it is estimated that the actual net migration number will fall within the specified range at least 90% of the time.

**Figure 3.1**  
**Estimated Nebraska Net-Migration of 22- to 64-Year-Olds by Education,**  
**Based on the 2005, 2006, 2007, 2008 and 2009**  
**American Community Surveys Conducted by the U.S. Census Bureau<sup>1</sup>**



<sup>1</sup>Data Source: Estimates based on the 2005, 2006, 2007, 2008 and 2009 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2007, 2008, 2009, 2010, and 2011. See [Table A11.1](#), [Table 11.2](#), [Table 11.3](#), [Table 11.4](#), and [Table 11.5](#) in [Appendix 11](#) for supporting data.

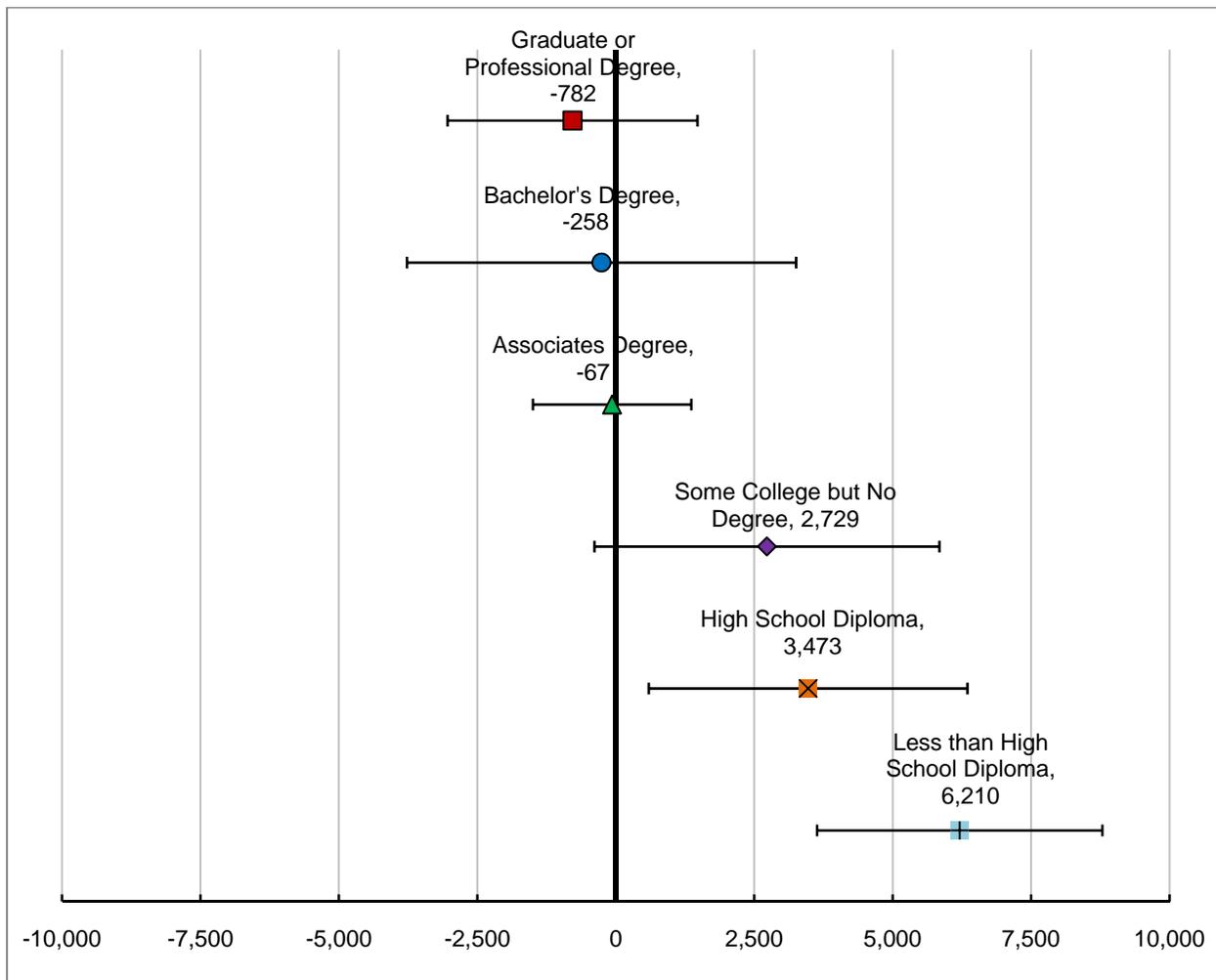
Net migration is the difference between the estimated numbers of individuals who moved to or from Nebraska. If net migration is positive, the number of people who moved to the state is higher than the number who left Nebraska. If net-migration is negative, the number of people who left the state exceeded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

Figure 3.2 below visually illustrates the margins of error for the net-migration estimates that are based on 2009 ACS data. Similar ranges of variability have been calculated for all of the other estimates for 2005, 2006, 2007 and 2008, which are summarized in Figure 3.1. Given that these ranges are relatively wide and the corresponding net-migration estimates at each education level are significantly different from one year to the next, it is difficult to draw even tentative conclusions about the general migration pattern of working-age adults who moved to or from Nebraska between 2005 and 2009.

Overall, the data summarized in Figure 3.1 on the previous page indicate that Nebraska continues to be an importer of working-age adults with less than a high school diploma. As illustrated in Figure 3.2 below, the estimated net positive migration of adults with less than a high school diploma was 6,210 in 2009 with a 90% confidence interval ranging from 3,449 to 8,971. However, again, it is important to note that this estimate is based on very small samples.

**Figure 3.2**  
**Nebraska Net Migration Estimates by Education Level**  
**Based on 2009 American Community Survey Data**

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



<sup>1</sup>Data Source: Estimates based on the 2009 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2011.

Specifically, the 2009 net migration estimate was based on survey responses from only 36 adults who moved to Nebraska and just 11 individuals who moved from Nebraska to other states. Consequently, while there is little doubt Nebraska is importing more adults with low levels of education than it is exporting, available data are inadequate to accurately determine the magnitude of this migration trend.

The data summarized in [Figure 3.1](#) and [Figure 3.2](#) also provide evidence that the state is attracting more individuals with some college, but no degrees, than it is losing to other states. However, all of the estimates based on ACS surveys to date tend to vary quite dramatically from one year to the next, even for the adults with less than a high school education or only some college, and they do not provide evidence that the state is consistently losing or gaining high school or college graduates as a result of migration.

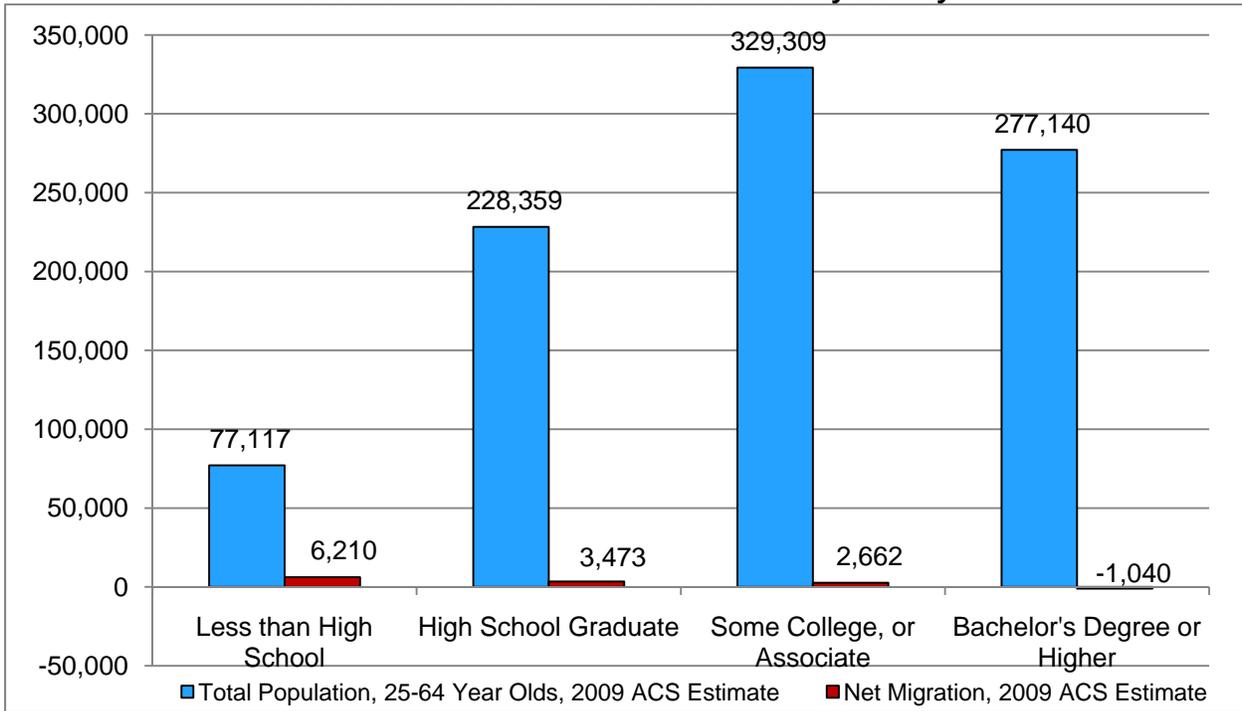
In summary, the ACS data analyzed to date suggest that Nebraska is continuing to attract working-age adults with lower levels of education, but the data do not clearly indicate whether Nebraska is gaining or losing more adults with undergraduate and graduate degrees than it has in the past. Consequently, the Coordinating Commission will continue to monitor annual estimates of the numbers of working-age adults who migrate to and from Nebraska to determine if a clearer, overall picture of Nebraska's net migration pattern eventually emerges from the analysis of additional ACS data.

### **Additional Information Related to Migration**

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

As an additional frame of reference, [Table 3.1](#) at the end of this section shows the number of degrees conferred by all postsecondary institutions between 2003–2004 and 2008–2009, the latest year for which data are available. These institutions include degree-granting and non-degree-granting, for-profit schools, as well as the University of Nebraska, the Nebraska State College System, Nebraska's six community colleges and the state's independent colleges and universities.

**Figure 3.3**  
**Estimated Total Nebraska Population of 25-to-64-Year Olds in Compared to the**  
**Estimated Nebraska Net-Migration of 22-to-64-Year Olds by Education,**  
**Based on the 2009 American Community Survey<sup>1</sup>**



<sup>1</sup>Data Source: Estimates based on the 2009 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2011.

**Table 3.1**  
**Total Number of Degrees Conferred**  
**Nebraska Postsecondary Institutions**  
**2003–2004 through 2008–2009<sup>1</sup>**

Degree Level	2003–2004	2004–2005	2005-2006	2006-2007	2007-2008	2008-2009
Associate degrees and other less than four year degrees	7,029	7,886	8,126	8,037	8,287	8,014
Bachelor's degrees and Post baccalaureate certificates	11,503	12,091	12,355	12,640	12,775	13,017
Masters degrees and Post-Masters certificates	3,719	4,013	4,040	4,135	4,696	4,980
Doctor's degrees <sup>2</sup> (research/scholarship and professional practice)	1,195	1,356	1,292	1,320	1,330	1,370
<b>Total degrees conferred</b>	<b>23,446</b>	<b>25,346</b>	<b>25,813</b>	<b>26,132</b>	<b>27,088</b>	<b>27,381</b>

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2004, 2005, 2006, 2007, 2008 and 2009 IPEDS surveys. Include the University of Nebraska, the Nebraska State College System, Nebraska community colleges, independent colleges and universities, degree-granting for-profit schools, non-degree-granting for-profit schools and schools of radiologic technology operated by non-profit medical organizations.

<sup>2</sup>In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, Occupational therapy and physical therapy.

## Appendices



## Appendix 1

### Nebraska College Enrollments

<b>Table A1.1</b> <b>Nebraska Total Fall Headcount Enrollment by Sector</b> <b>Fall 1999–Fall 2010<sup>1</sup></b>						
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/Career Schools <sup>2</sup>	Nebraska State Total
1999	45,028	8,033	35,159	21,370		
2000	45,183	7,902	35,447	21,655		
2001	46,291	7,744	35,604	22,429		
2002	46,906	7,619	37,586	22,775		
2003	46,015	7,652	39,575	24,106	3,244	120,592
2004	45,122	7,650	40,233	25,632	3,436	122,073
2005	45,470	7,753	39,851	26,079	3,487	122,640
2006	45,819	8,108	40,444	27,197	3,975	125,543
2007	47,062	8,494	41,035	28,294	3,653	128,538
2008	47,812	8,543	43,146	28,817	3,392	131,710
2009	49,032	8,835	46,153	30,061	4,587	138,668
2010 Preliminary	49,904	8,642	48,718	31,721	4,570	143,555

<sup>1</sup>Data source for 1999–2009: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy.

Preliminary enrollments for fall 2010 are based on the latest available information from the following sources:  
 For the University of Nebraska: University of Nebraska Central Administration.  
 For the other sectors: Estimated enrollment that an institution reported to the NCES through Part B of the fall 2010 IPEDS Institutional Characteristics Survey or the actual headcount that the institution reported directly to the Coordinating Commission.

Statewide official enrollments for 2010 will not be available from IPEDS until May 2011.

See [Table A1.2](#) for data summarized by institution.

<sup>2</sup>For-profit schools include three career schools of radiologic technology operated by not-for-profit hospitals or medical centers.

**Table A1.2  
Nebraska Total Headcount Enrollment by Sector and by Institution: Fall 1999–Fall 2010<sup>1</sup>**

<b>Total Headcount Enrollment</b>	1999	2000	2001	2002	2003	2004
<b>University of Nebraska</b>	<b>45,028</b>	<b>45,183</b>	<b>46,291</b>	<b>46,906</b>	<b>46,015</b>	<b>45,122</b>
NCTA-Curtis	252	234	234	253	215	220
University of Nebraska at Kearney	6,780	6,506	6,426	6,395	6,379	6,382
University of Nebraska-Lincoln	22,142	22,268	22,764	22,988	22,559	21,792
University of Nebraska Medical Center	2,590	2,696	2,724	2,819	2,865	2,904
University of Nebraska at Omaha	13,264	13,479	14,143	14,451	13,997	13,824
<b>Nebraska State College System</b>	<b>8,033</b>	<b>7,902</b>	<b>7,744</b>	<b>7,619</b>	<b>7,652</b>	<b>7,650</b>
Chadron State College	2,768	2,686	2,804	2,712	2,711	2,569
Peru State College	1,664	1,698	1,629	1,687	1,624	1,683
Wayne State College	3,601	3,518	3,311	3,220	3,317	3,398
<b>Nebraska Community Colleges</b>	<b>35,159</b>	<b>35,447</b>	<b>35,604</b>	<b>37,586</b>	<b>39,575</b>	<b>40,233</b>
Central Community College	7,095	7,126	6,399	6,417	6,483	6,524
Metropolitan Community College	11,658	11,534	11,704	12,253	12,838	12,961
Mid-Plains Community College	2,548	2,607	2,816	3,020	3,084	2,957
Northeast Community College	4,671	4,520	4,600	4,832	4,858	5,053
Southeast Community College	7,351	7,396	7,935	8,912	9,672	10,079
Western Nebraska Community College	1,836	2,264	2,150	2,152	2,640	2,659
<b>Nebraska Public Institutions</b>	<b>88,220</b>	<b>88,532</b>	<b>89,639</b>	<b>92,111</b>	<b>93,242</b>	<b>93,005</b>
<b>Nebraska Independent Institutions</b>	<b>21,370</b>	<b>21,655</b>	<b>22,429</b>	<b>22,775</b>	<b>24,106</b>	<b>25,632</b>
Bellevue University	3,035	3,445	3,923	4,107	4,843	5,524
BryanLGH College of Health Sciences	123	137	154	204	242	305
Clarkson College	406	400	416	507	596	666
College of St. Mary	1,071	947	930	852	910	994
Concordia University	1,158	1,270	1,366	1,425	1,317	1,315
Creighton University	6,325	6,237	6,297	6,327	6,537	6,722
Dana College <sup>2</sup>	538	583	565	580	582	639
Doane College <sup>3</sup>	2,163	2,135	2,165	2,263	2,273	2,429
Doane College-Lincoln <sup>3</sup>						
Grace University	563	578	595	558	598	540
Hastings College	1,148	1,130	1,108	1,078	1,113	1,153
Little Priest Tribal College	0	0	88	146	130	154
Midland Lutheran College	1,036	1,025	991	953	944	947
Nebraska Christian College	130	162	147	167	159	155
Nebraska Indian Community College	169	170	191	118	190	190
Nebraska Methodist College	414	400	380	343	421	529
Nebraska Wesleyan University	1,675	1,699	1,719	1,688	1,840	1,953
Summit Christian College	51	52	54	46	48	38
Union College	856	788	885	951	902	936
York College	509	497	455	462	461	443
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>109,590</b>	<b>110,187</b>	<b>112,068</b>	<b>114,886</b>	<b>117,348</b>	<b>118,637</b>

Continued on the next page.

<b>Table A1.2 Continued</b>						
<b>Total Headcount Enrollment</b>	2005	2006	2007	2008	2009	Est 2010
<b>University of Nebraska</b>	<b>45,470</b>	<b>45,819</b>	<b>47,062</b>	<b>47,812</b>	<b>49,032</b>	<b>49,904</b>
NCTA-Curtis	262	272	327	289	425	383
University of Nebraska at Kearney	6,445	6,468	6,478	6,543	6,650	6,753
University of Nebraska-Lincoln	21,675	22,106	22,973	23,573	24,100	24,610
University of Nebraska Medical Center	2,995	3,067	3,128	3,194	3,237	3,493
University of Nebraska at Omaha	14,093	13,906	14,156	14,213	14,620	14,665
<b>Nebraska State College System</b>	<b>7,753</b>	<b>8,108</b>	<b>8,494</b>	<b>8,543</b>	<b>8,835</b>	<b>8,642</b>
Chadron State College	2,472	2,577	2,660	2,649	2,712	2,576
Peru State College	1,959	2,124	2,307	2,328	2,492	2,521
Wayne State College	3,322	3,407	3,527	3,566	3,631	3,545
<b>Nebraska Community Colleges</b>	<b>39,851</b>	<b>40,444</b>	<b>41,035</b>	<b>43,146</b>	<b>46,153</b>	<b>48,718</b>
Central Community College	6,564	6,543	6,531	6,885	7,320	7,500
Metropolitan Community College	13,237	14,098	14,804	15,055	17,003	18,523
Mid-Plains Community College	2,607	3,030	2,715	2,708	2,765	2,987
Northeast Community College	5,101	5,261	5,149	5,140	5,205	5,377
Southeast Community College	10,059	9,594	9,603	10,419	11,556	11,914
Western Nebraska Community College	2,283	1,918	2,233	2,939	2,304	2,417
<b>Nebraska Public Institutions</b>	<b>93,074</b>	<b>94,371</b>	<b>96,591</b>	<b>99,501</b>	<b>104,020</b>	<b>107,264</b>
<b>Nebraska Independent Institutions</b>	<b>26,079</b>	<b>27,197</b>	<b>28,294</b>	<b>28,817</b>	<b>30,061</b>	<b>31,721</b>
Bellevue University	5,929	6,808	7,792	8,278	8,305	9,094
BryanLGH College of Health Sciences	369	381	397	493	500	511
Clarkson College	711	789	788	820	934	980
College of St. Mary	955	960	973	953	1,120	1,070
Concordia University	1,330	1,251	1,279	1,344	1,717	2,146
Creighton University	6,791	6,981	6,992	7,051	7,385	7,662
Dana College	673	602	634	546	596	0
Doane College <sup>3</sup>	2,394	922	921	894	964	1,048
Doane College-Lincoln <sup>3</sup>		1,560	1,649	1,651	1,674	1,738
Grace University	440	410	431	433	490	481
Hastings College	1,189	1,137	1,138	1,153	1,154	1,193
Little Priest Tribal College	109	95	120	116	141	148
Midland Lutheran College	926	932	827	803	716	1,042
Nebraska Christian College	143	159	101	164	123	142
Nebraska Indian Community College	107	115	89	92	129	138
Nebraska Methodist College	565	587	592	589	672	788
Nebraska Wesleyan University	2,016	2,068	2,107	2,086	2,093	2,122
Summit Christian College	52	43	51	41	35	38
Union College	930	956	1,009	914	883	901
York College	450	441	404	396	430	479
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>119,153</b>	<b>121,568</b>	<b>124,885</b>	<b>128,318</b>	<b>134,081</b>	<b>138,985</b>

Continued on the next page.

<b>Table A1.2 Continued</b>						
<b>Total Headcount Enrollment</b>	1-Year Change 03-04	1-Year Change 04-05	1-Year Change 05-06	1-Year Change 06-07	1-Year Change 07-08	1-Year Change 08-09
<b>University of Nebraska</b>	<b>-1.9%</b>	<b>0.8%</b>	<b>0.8%</b>	<b>2.7%</b>	<b>1.6%</b>	<b>2.6%</b>
NCTA-Curtis	2.3%	19.1%	3.8%	20.2%	-11.6%	47.1%
University of Nebraska at Kearney	0.0%	1.0%	0.4%	0.2%	1.0%	1.6%
University of Nebraska-Lincoln	-3.4%	-0.5%	2.0%	3.9%	2.6%	2.2%
University of Nebraska Medical	1.4%	3.1%	2.4%	2.0%	2.1%	1.3%
University of Nebraska at Omaha	-1.2%	1.9%	-1.3%	1.8%	0.4%	2.9%
<b>Nebraska State College System</b>	<b>0.0%</b>	<b>1.3%</b>	<b>4.6%</b>	<b>4.8%</b>	<b>0.6%</b>	<b>3.4%</b>
Chadron State College	-5.2%	-3.8%	4.2%	3.2%	-0.4%	2.4%
Peru State College	3.6%	16.4%	8.4%	8.6%	0.9%	7.0%
Wayne State College	2.4%	-2.2%	2.6%	3.5%	1.1%	1.8%
<b>Nebraska Community Colleges</b>	<b>1.7%</b>	<b>-0.9%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>5.1%</b>	<b>7.0%</b>
Central Community College	0.6%	0.6%	-0.3%	-0.2%	5.4%	6.3%
Metropolitan Community College	1.0%	2.1%	6.5%	5.0%	1.7%	12.9%
Mid-Plains Community College	-4.1%	-11.8%	16.2%	-10.4%	-0.3%	2.1%
Northeast Community College	4.0%	0.9%	3.1%	-2.1%	-0.2%	1.3%
Southeast Community College	4.2%	-0.2%	-4.6%	0.1%	8.5%	10.9%
Western Nebraska Community	0.7%	-14.1%	-16.0%	16.4%	31.6%	-21.6%
<b>Nebraska Public Institutions</b>	<b>-0.3%</b>	<b>0.1%</b>	<b>1.4%</b>	<b>2.4%</b>	<b>3.0%</b>	<b>4.5%</b>
<b>Nebraska Independent Institutions</b>	<b>6.3%</b>	<b>1.7%</b>	<b>4.3%</b>	<b>4.0%</b>	<b>1.8%</b>	<b>4.3%</b>
Bellevue University	14.1%	7.3%	14.8%	14.5%	6.2%	0.3%
BryanLGH College of Health Sciences	26.0%	21.0%	3.3%	4.2%	24.2%	1.4%
Clarkson College	11.7%	6.8%	11.0%	-0.1%	4.1%	13.9%
College of St. Mary	9.2%	-3.9%	0.5%	1.4%	-2.1%	17.5%
Concordia University	-0.2%	1.1%	-5.9%	2.2%	5.1%	27.8%
Creighton University	2.8%	1.0%	2.8%	0.2%	0.8%	4.7%
Dana College	9.8%	5.3%	-10.5%	5.3%	-13.9%	9.2%
Doane College <sup>3</sup>	6.9%	-1.4%	3.7%	3.5%	-1.0%	3.7%
Doane College-Lincoln <sup>3</sup>						
Grace University	-9.7%	-18.5%	-6.8%	5.1%	0.5%	13.2%
Hastings College	3.6%	3.1%	-4.4%	0.1%	1.3%	0.1%
Little Priest Tribal College	18.5%	-29.2%	-12.8%	26.3%	-3.3%	21.6%
Midland Lutheran College	0.3%	-2.2%	0.6%	-11.3%	-2.9%	-10.8%
Nebraska Christian College	-2.5%	-7.7%	11.2%	-36.5%	62.4%	-25.0%
Nebraska Indian Community College	0.0%	-43.7%	7.5%	-22.6%	3.4%	40.2%
Nebraska Methodist College	25.7%	6.8%	3.9%	0.9%	-0.5%	14.1%
Nebraska Wesleyan University	6.1%	3.2%	2.6%	1.9%	-1.0%	0.3%
Summit Christian College	-20.8%	36.8%	-17.3%	18.6%	-19.6%	-14.6%
Union College	3.8%	-0.6%	2.8%	5.5%	-9.4%	-3.4%
York College	-3.9%	1.6%	-2.0%	-8.4%	-2.0%	8.6%
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>1.1%</b>	<b>0.4%</b>	<b>2.0%</b>	<b>2.7%</b>	<b>2.7%</b>	<b>4.5%</b>

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**Table A1.2 Continued**

<b>Total Headcount Enrollment</b>	<b>Est 1-Year Change 09–10</b>		<b>6-Year Change 03–09</b>	<b>Estimated 7-Year Chg 03–10</b>
<b>University of Nebraska</b>	<b>1.8%</b>		<b>6.6%</b>	<b>8.5%</b>
NCTA-Curtis	-9.9%		97.7%	78.1%
University of Nebraska at Kearney	1.5%		4.2%	5.9%
University of Nebraska-Lincoln	2.1%		6.8%	9.1%
University of Nebraska Medical Center	7.9%		13.0%	21.9%
University of Nebraska at Omaha	0.3%		4.5%	4.8%
<b>Nebraska State College System</b>	<b>-2.2%</b>		<b>15.5%</b>	<b>12.9%</b>
Chadron State College	-5.0%		0.0%	-5.0%
Peru State College	1.2%		53.4%	55.2%
Wayne State College	-2.4%		9.5%	6.9%
<b>Nebraska Community Colleges</b>	<b>5.6%</b>		<b>16.6%</b>	<b>23.1%</b>
Central Community College	2.5%		12.9%	15.7%
Metropolitan Community College	8.9%		32.4%	44.3%
Mid-Plains Community College	8.0%		-10.3%	-3.1%
Northeast Community College	3.3%		7.1%	10.7%
Southeast Community College	3.1%		19.5%	23.2%
Western Nebraska Community College	4.9%		-12.7%	-8.4%
<b>Nebraska Public Institutions</b>	<b>3.1%</b>		<b>11.6%</b>	<b>15.0%</b>
<b>Nebraska Independent Institutions</b>	<b>5.5%</b>		<b>24.7%</b>	<b>31.6%</b>
Bellevue University	9.5%		71.5%	87.8%
BryanLGH College of Health Sciences	2.2%		106.6%	111.2%
Clarkson College	4.9%		56.7%	64.4%
College of St. Mary	-4.5%		23.1%	17.6%
Concordia University	25.0%		30.4%	62.9%
Creighton University	3.8%		13.0%	17.2%
Dana College	Closed		2.4%	Closed
Doane College <sup>3</sup>	5.6%		16.1%	22.6%
Doane College-Lincoln <sup>3</sup>				
Grace University	-1.8%		-18.1%	-19.6%
Hastings College	3.4%		3.7%	7.2%
Little Priest Tribal College	5.0%		8.5%	13.8%
Midland Lutheran College	45.5%		-24.2%	10.4%
Nebraska Christian College	15.4%		-22.6%	-10.7%
Nebraska Indian Community College	7.0%		-32.1%	-27.4%
Nebraska Methodist College	17.3%		59.6%	87.2%
Nebraska Wesleyan University	1.4%		13.8%	15.3%
Summit Christian College	8.6%		-27.1%	-20.8%
Union College	2.0%		-2.1%	-0.1%
York College	11.4%		-6.7%	3.9%
<b>Nebraska Public and Independent Colleges and Universities</b>	<b>3.7%</b>		<b>14.3%</b>	<b>18.4%</b>

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<b>Table A1.2 Continued</b>					
<b>Total Headcount Enrollment</b>	2003	2004	2005	2006	2007
<b>For-Profit Institutions*</b>	<b>3,244</b>	<b>3,436</b>	<b>3,487</b>	<b>3,975</b>	<b>3,653</b>
<b>Degree-Granting For-Profit/Career Schools**</b>	<b>2,443</b>	<b>2,554</b>	<b>2,633</b>	<b>3,089</b>	<b>2,666</b>
Alegent Health School of Radiologic Technology <sup>4</sup>	26	27	27	26	23
ITT Technical Institute-Omaha	405	449	488	441	490
Kaplan University-Lincoln Campus <sup>5</sup>	461	578	709	826	522
Kaplan University-Omaha Campus <sup>5</sup>	656	649	641	788	631
Myotherapy Institute	55	69	52	43	35
Omaha School of Massage and Healthcare of Herzing University <sup>6</sup>	94	95	165	88	122
The Creative Center	129	93	81	101	107
Universal College of Healing Arts			48	96	100
University of Phoenix-Omaha Campus				115	127
Vatterott College <sup>7</sup>	237	215	56	2	0
Vatterott College-Spring Valley Campus <sup>7</sup>	380	379	366	563	509
<b>Non-Degree-Granting For-Profit/Career Schools**</b>	<b>801</b>	<b>882</b>	<b>854</b>	<b>886</b>	<b>987</b>
Capitol School of Hairstyling	86	93	83	89	98
College of Hair Design	125	172	172	136	203
Fullen School of Hair Design	27	25	11	12	23
Joseph's College of Beauty	329	340	325	317	302
La'James International College	96	89	79	90	88
Mary Lanning Memorial Hospital School of Radiologic Technology	13	17	21	20	19
Regional West Medical Center School of Radiologic Technology	10	11	13	12	11
Xenon International School of Hair Design II	115	135	150	210	243
<b>Nebraska State Total</b>	<b>120,592</b>	<b>122,073</b>	<b>122,640</b>	<b>125,543</b>	<b>128,538</b>
<p><b>*Note:</b> All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><b>**Note:</b> Sector totals for degree-granting and non-degree-granting for-profit/career schools are different from those published in the March 2010 <i>Progress Report</i> due to Omaha School of Massage and Healthcare of Herzing University changing from the non-degree- to the degree-granting category.</p>					
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<b>Table A1.2 Continued</b>			
<b>Total Headcount Enrollment</b>	2008	2009	Est 2010
<b>For-Profit Institutions*</b>	<b>3,392</b>	<b>4,587</b>	<b>4,570</b>
<b>Degree-Granting For-Profit/Career Schools**</b>	<b>2,326</b>	<b>3,456</b>	<b>3,588</b>
Alegent Health School of Radiologic Technology <sup>4</sup>	22	22	22
ITT Technical Institute-Omaha	532	617	822
Kaplan University-Lincoln Campus <sup>5</sup>	429	644	539
Kaplan University-Omaha Campus <sup>5</sup>	660	1,071	931
Myotherapy Institute	29	26	53
Omaha School of Massage and Healthcare of Herzing University <sup>6</sup>	145	104	236
The Creative Center	118	127	104
Universal College of Healing Arts	55	61	50
University of Phoenix-Omaha Campus	60	36	63
Vatterott College <sup>7</sup>	0	0	0
Vatterott College-Spring Valley Campus <sup>7</sup>	276	748	768
<b>Non-Degree-Granting For-Profit/Career Schools**</b>	<b>1,066</b>	<b>1,131</b>	<b>982</b>
Capitol School of Hairstyling	90	121	105
College of Hair Design	230	252	253
Fullen School of Hair Design	34	40	41
Joseph's College of Beauty	365	353	280
La'James International College	49	51	37
Mary Lanning Memorial Hospital School of Radiologic Technology	20	19	20
Regional West Medical Center School of Radiologic Technology	10	9	11
Xenon International School of Hair Design II	268	286	235
<b>Nebraska State Total</b>	<b>131,710</b>	<b>138,668</b>	<b>143,555</b>
<p><b>*Note:</b> All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><b>**Note:</b> Sector totals for degree-granting and non-degree-granting for-profit/career schools are different from those published in the March 2010 <i>Progress Report</i> due to Omaha School of Massage and Healthcare of Herzing University changing from the non-degree- to the degree-granting category.</p>			
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<b>Table A1.2 Continued</b>						
<b>Total Headcount Enrollment</b>	1-Year Change 03-04	1-Year Change 04-05	1-Year Change 05-06	1-Year Change 06-07	1-Year Change 07-08	1-Year Change 08-09
<b>For-Profit Institutions*</b>	<b>5.9%</b>	<b>1.5%</b>	<b>14.0%</b>	<b>-8.1%</b>	<b>-7.1%</b>	<b>35.2%</b>
<b>Degree-Granting For-Profit/Career Schools**</b>	<b>4.5%</b>	<b>3.1%</b>	<b>17.3%</b>	<b>-13.7%</b>	<b>-12.8%</b>	<b>48.6%</b>
Alegent Health School of Radiologic Technology <sup>4</sup>	3.8%	0.0%	-3.7%	-11.5%	-4.3%	0.0%
ITT Technical Institute-Omaha	10.9%	8.7%	-9.6%	11.1%	8.6%	16.0%
Kaplan University-Lincoln Campus <sup>5</sup>	25.4%	22.7%	16.5%	-36.8%	-17.8%	50.1%
Kaplan University-Omaha Campus <sup>5</sup>	-1.1%	-1.2%	22.9%	-19.9%	4.6%	62.3%
Myotherapy Institute	25.5%	-24.6%	-17.3%	-18.6%	-17.1%	-10.3%
Omaha School of Massage and Healthcare of Herzing University <sup>6</sup>	1.1%	73.7%	-46.7%	38.6%	18.9%	-28.3%
The Creative Center	-27.9%	-12.9%	24.7%	5.9%	10.3%	7.6%
Universal College of Healing Arts	NA***	NA***	100.0%	4.2%	-45.0%	10.9%
University of Phoenix-Omaha Campus	NA***	NA***	NA***	10.4%	-52.8%	-40.0%
Vatterott College <sup>7</sup>						
Vatterott College-Spring Valley Campus <sup>7</sup>	-3.7%	-29.0%	33.9%	-9.9%	-45.8%	171.0%
<b>Non-Degree-Granting For-Profit Schools**</b>	<b>10.1%</b>	<b>-3.2%</b>	<b>3.7%</b>	<b>11.4%</b>	<b>8.0%</b>	<b>6.1%</b>
Capitol School of Hairstyling	8.1%	-10.8%	7.2%	10.1%	-8.2%	34.4%
College of Hair Design	37.6%	0.0%	-20.9%	49.3%	13.3%	9.6%
Fullen School of Hair Design	-7.4%	-56.0%	9.1%	91.7%	47.8%	17.6%
Joseph's College of Beauty	3.3%	-4.4%	-2.5%	-4.7%	20.9%	-3.3%
La'James International College	-7.3%	-11.2%	13.9%	-2.2%	-44.3%	4.1%
Mary Lanning Memorial Hospital School of Radiologic Technology	30.8%	23.5%	-4.8%	-5.0%	5.3%	-5.0%
Regional West Medical Center School of Radiologic Technology	10.0%	18.2%	-7.7%	-8.3%	-9.1%	-10.0%
Xenon International School of Hair Design II	17.4%	11.1%	40.0%	15.7%	10.3%	6.7%
<b>Nebraska State Total</b>	<b>1.2%</b>	<b>0.5%</b>	<b>2.4%</b>	<b>2.4%</b>	<b>2.5%</b>	<b>5.3%</b>
<p><b>*Note:</b> All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><b>**Note:</b> Percentage changes in the sector totals for degree-granting and non-degree-granting for-profit/career schools are different from those published in the March 2010 <i>Progress Report</i> due to Omaha School of Massage and Healthcare of Herzing University changing from the non-degree- to the degree-granting category.</p> <p><b>***N/A=</b>Not applicable. The first enrollment at the Universal College of Healing Arts was in 2005 and at the University of Phoenix-Omaha Campus in 2006.</p>						
Continued on the next page.						

<b>Table A1.2 Continued</b>				
<b>Total Headcount Enrollment</b>	<b>Est 1-Year Change 09–10</b>		<b>6-Year Change 03–09</b>	<b>Estimated 7-Year Chg 03–10</b>
<b>For-Profit Institutions*</b>	<b>-0.4%</b>		<b>41.4%</b>	<b>40.9%</b>
<b>Degree-Granting For-Profit/Career Schools**</b>	<b>3.8%</b>		<b>41.5%</b>	<b>46.9%</b>
Alegent Health School of Radiologic Technology <sup>4</sup>	0.0%		-15.4%	-15.4%
ITT Technical Institute-Omaha	33.2%		52.3%	103.0%
Kaplan University-Lincoln Campus <sup>5</sup>	-16.3%		39.7%	16.9%
Kaplan University-Omaha Campus <sup>5</sup>	-13.1%		63.3%	41.9%
Myotherapy Institute	103.8%		-52.7%	-3.6%
Omaha School of Massage and Healthcare of Herzing University <sup>6</sup>	126.9%		10.6%	151.1%
The Creative Center	-18.1%		-1.6%	-19.4%
Universal College of Healing Arts	-18.0%		NA***	NA***
University of Phoenix-Omaha Campus	75.0%		NA***	NA***
Vatterott College <sup>7</sup>				
Vatterott College-Spring Valley Campus <sup>7</sup>	2.7%		21.2%	24.5%
<b>Non-Degree-Granting For-Profit Schools**</b>	<b>-13.2%</b>		<b>41.2%</b>	<b>22.6%</b>
Capitol School of Hairstyling	-13.2%		40.7%	22.1%
College of Hair Design	0.4%		101.6%	102.4%
Fullen School of Hair Design	2.5%		48.1%	51.9%
Joseph's College of Beauty	-20.7%		7.3%	-14.9%
La'James International College	-27.5%		-46.9%	-61.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	5.3%		46.2%	53.8%
Regional West Medical Center School of Radiologic Technology	22.2%		-10.0%	10.0%
Xenon International School of Hair Design II	-17.8%		148.7%	104.3%
<b>Nebraska State Total</b>	<b>3.5%</b>		<b>15.0%</b>	<b>19.0%</b>
<p><b>*Note:</b> All institutions in this category are operated for profit <u>except</u> for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><b>**Note:</b> Percentage changes in the sector totals for degree-granting and non-degree-granting for-profit/career schools are not comparable to those published in the March 2010 <i>Progress Report</i> due to Omaha School of Massage and Healthcare of Herzing University changing from the non-degree- to the degree-granting category.</p> <p><b>***N/A=</b>Not applicable. The first enrollment at the Universal College of Healing Arts was in 2005 and at the University of Phoenix-Omaha Campus in 2006.</p>				
Continued on the next page.				

### Table A1.2 Continued

<sup>1</sup>Data source for 1999–2009: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) with minor data adjustments as needed for improved data accuracy.

Estimated enrollments for fall 2010 are based on the latest available information from the following sources:

For the University of Nebraska: University of Nebraska Central Administration  
For the other sectors: Estimated enrollment that an institution reported to the NCES through Part B of the fall 2010 IPEDS Institutional Characteristics Survey or the actual headcount that the institution reported directly to the Coordinating Commission.

<sup>2</sup>Dana College was closed in August 2010.

<sup>3</sup>Beginning in 2006, Doane College-Lincoln became a reporting institution, separate from Doane College. For the purpose of calculating changes in enrollment, the headcounts at the two campuses are totaled.

<sup>4</sup>Alegent Health School of Radiologic Technology became classified as a degree-granting school beginning in fall 2007.

<sup>5</sup>Kaplan University was previously known as Hamilton College. The change of name to Kaplan University was effective October 30, 2007.

<sup>6</sup>Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning in fall 2009.

<sup>7</sup>For the purpose of calculating changes in enrollment, the headcounts at Vatterott College and Vatterott College-Spring Valley Campus are totaled.

The 171% increase in Vatterott's 2009 fall enrollment was due primarily to increased enrollment in the following programs: hair styling (about 150 students), medical assistant (about 150 students), and veterinary technician (about 75 students). There were also noticeable increases in enrollments in the heating and air conditioning program and a new physical fitness trainer program. There also was increased enrollment in every program offered by the college. (Source: Vatterott College staff.)

**Table A1.3  
Nebraska 12-Month Unduplicated Headcount Enrollment by Public Sector  
2001–2002 Academic Year through 2008–2009 Academic Year<sup>1</sup>**

Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges
2001–2002	55,542	10,954	71,044
2002–2003	55,336	10,483	73,684
2003–2004	54,075	10,691	73,188
2004–2005	52,970	10,889	76,344
2005–2006	53,240	10,573	81,666
2006–2007	53,591	10,807	82,708
2007–2008	54,725	11,020	85,610
2008–2009	55,418	11,039	86,335

<sup>1</sup>Data source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

**Table A1.4  
Nebraska First-Time Freshmen Enrollment by Sector: Fall 1997–Fall 2010<sup>1</sup>**

<b>Part A: Full-Time, First-Time Freshmen</b>						
<b>Number of Students</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
University of Nebraska	6,369	6,304	6,265	6,413	6,327	6,023
Nebraska State College System	1,231	1,209	1,095	1,131	1,231	1,087
Nebraska Community Colleges	4,302	4,506	4,939	5,209	5,576	4,953
Nebraska Independent Colleges and Universities	3,206	3,337	3,113	3,174	3,613	3,451
For-Profit/Career Schools*	1,329	1,495	1,886	1,836	1,708	1,638
<b>Nebraska Total</b>	<b>16,437</b>	<b>16,851</b>	<b>17,298</b>	<b>17,763</b>	<b>18,455</b>	<b>17,152</b>
<b>% of Total Freshmen Enrolled</b>	<b>86.2%</b>	<b>87.5%</b>	<b>86.4%</b>	<b>86.9%</b>	<b>86.0%</b>	<b>87.0%</b>
<b>Number of Students</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010 Est</b>
University of Nebraska	6,392	6,626	6,861	7,058	6,804	7,012
Nebraska State College System	1,072	1,164	1,261	1,265	1,296	1,429
Nebraska Community Colleges	5,074	4,617	4,015	4,276	5,127	5,199
Nebraska Independent Colleges and Universities	3,323	3,278	3,336	3,153	3,238	3,241
For-Profit/Career Schools*	1,342	1,095	1,203	751	908	1,284
<b>Nebraska Total</b>	<b>17,203</b>	<b>16,780</b>	<b>16,676</b>	<b>16,503</b>	<b>17,373</b>	<b>18,165</b>
<b>% of Total Freshmen Enrolled</b>	<b>88.3%</b>	<b>88.9%</b>	<b>87.7%</b>	<b>89.5%</b>	<b>90.1%</b>	<b>89.9%</b>
<b>Percentage Changes</b>	<b>1-Year Change 06–07</b>	<b>1-Year Change 07–08</b>	<b>1-Year Change 08–09</b>	<b>6-Year Change 03–09</b>	<b>1-Year Change 09–10 Est</b>	<b>7-Year Change 03–10 Est</b>
University of Nebraska	3.5%	2.9%	-3.6%	7.5%	3.1%	10.8%
Nebraska State College System	8.3%	0.3%	2.5%	5.3%	10.3%	16.1%
Nebraska Community Colleges	-13.0%	6.5%	19.9%	-8.1%	1.4%	-6.8%
Nebraska Independent Colleges and Universities	1.8%	-5.5%	2.7%	-10.4%	0.1%	-10.3%
For-Profit/Career Schools*	9.9%	-37.6%	20.9%	-46.8%	41.4%	-24.8%
<b>Nebraska Total</b>	<b>-0.6%</b>	<b>-1.0%</b>	<b>5.3%</b>	<b>-5.9%</b>	<b>4.6%</b>	<b>-1.6%</b>
<sup>1</sup> Data Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). 1999–2009 data are from the IPEDS Fall Enrollment surveys. The 2010 estimates are from the 2010 Institutional Characteristics survey.						
*Note: For-profit/career schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.						
Continued on the next page.						

**Table A1.4 Continued**

<b>Part B: Part-Time, First-Time Freshmen</b>						
<b>Number of Students</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
University of Nebraska	260	258	287	226	174	157
Nebraska State College System	79	89	88	71	62	66
Nebraska Community Colleges	2,041	1,802	2,010	2,081	2,357	1,958
Nebraska Independent Colleges and Universities	135	143	171	134	220	193
For-Profit/Career Schools*	116	107	159	167	185	187
<b>Nebraska Total</b>	<b>2,631</b>	<b>2,399</b>	<b>2,715</b>	<b>2,679</b>	<b>2,998</b>	<b>2,561</b>
<b>% of Total Freshmen Enrolled</b>	<b>13.8%</b>	<b>12.5%</b>	<b>13.6%</b>	<b>13.1%</b>	<b>14.0%</b>	<b>13.0%</b>
<b>Number of Students</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010 Est</b>
University of Nebraska	124	144	141	95	94	112
Nebraska State College System	60	29	21	27	28	69
Nebraska Community Colleges	1,856	1,737	2,027	1,557	1,462	1,503
Nebraska Independent Colleges and Universities	88	99	66	187	149	166
For-Profit/Career Schools*	162	92	94	76	170	185
<b>Nebraska Total</b>	<b>2,290</b>	<b>2,101</b>	<b>2,349</b>	<b>1,942</b>	<b>1,903</b>	<b>2,035</b>
<b>% of Total Freshmen Enrolled</b>	<b>11.7%</b>	<b>11.1%</b>	<b>12.3%</b>	<b>10.5%</b>	<b>9.9%</b>	<b>10.1%</b>
<b>Percentage Changes</b>	<b>1-Year Change 06–07</b>	<b>1-Year Change 07–08</b>	<b>1-Year Change 08–09</b>	<b>6-Year Change 03–09</b>	<b>1-Year Change 09–10 Est</b>	<b>7-Year Change 03–10 Est</b>
University of Nebraska	-2.1%	-32.6%	-1.1%	-46.0%	19.1%	-35.6%
Nebraska State College System	-27.6%	28.6%	3.7%	-54.8%	146.4%	11.3%
Nebraska Community Colleges	16.7%	-23.2%	-6.1%	-38.0%	2.8%	-36.2%
Nebraska Independent Colleges and Universities	-33.3%	183.3%	-20.3%	-32.3%	11.4%	-24.5%
For-Profit/Career Schools*	2.2%	-19.1%	123.7%	-8.1%	8.8%	0.0%
<b>Nebraska Total</b>	<b>11.8%</b>	<b>-17.3%</b>	<b>-2.0%</b>	<b>-36.5%</b>	<b>6.9%</b>	<b>-32.1%</b>
<p><b>*Note:</b> For-profit/career schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.</p>						
Continued on the next page.						

**Table A1.4 Continued**

<b>Part C: Total First-Time Freshmen</b>						
<b>Number of Students</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
University of Nebraska	6,629	6,562	6,552	6,639	6,501	6,180
Nebraska State College System	1,310	1,298	1,183	1,202	1,293	1,153
Nebraska Community Colleges	6,343	6,308	6,949	7,290	7,933	6,911
Nebraska Independent Colleges and Universities	3,341	3,480	3,284	3,308	3,833	3,644
For-Profit/Career Schools*	1,445	1,602	2,045	2,003	1,893	1,825
<b>Nebraska Total</b>	<b>19,068</b>	<b>19,250</b>	<b>20,013</b>	<b>20,442</b>	<b>21,453</b>	<b>19,713</b>
<b>Number of Students</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010 Est</b>
University of Nebraska	6,516	6,770	7,002	7,153	6,898	7,124
Nebraska State College System	1,132	1,193	1,282	1,292	1,324	1,498
Nebraska Community Colleges	6,930	6,354	6,042	5,833	6,589	6,702
Nebraska Independent Colleges and Universities	3,411	3,377	3,402	3,340	3,387	3,407
For-Profit/Career Schools*	1,504	1,187	1,297	827	1,078	1,469
<b>Nebraska Total</b>	<b>19,493</b>	<b>18,881</b>	<b>19,025</b>	<b>18,445</b>	<b>19,276</b>	<b>20,200</b>
<b>Percentage Changes</b>	<b>1-Year Change 06-07</b>	<b>1-Year Change 07-08</b>	<b>1-Year Change 08-09</b>	<b>6-Year Change 03-09</b>	<b>1-Year Change 09-10 Est</b>	<b>7-Year Change 03-10 Est</b>
University of Nebraska	3.4%	2.2%	-3.6%	6.1%	3.3%	9.6%
Nebraska State College System	7.5%	0.8%	2.5%	2.4%	13.1%	15.9%
Nebraska Community Colleges	-4.9%	-3.5%	13.0%	-16.9%	1.7%	-15.5%
Nebraska Independent Colleges and Universities	0.7%	-1.8%	1.4%	-11.6%	0.6%	-11.1%
For-Profit/Career Schools*	9.3%	-36.2%	30.4%	-43.1%	36.3%	-22.4%
<b>Nebraska Total</b>	<b>0.8%</b>	<b>-3.0%</b>	<b>4.5%</b>	<b>-10.1%</b>	<b>4.8%</b>	<b>-5.8%</b>
<p><b>*Note:</b> For-profit/career schools include one school of radiologic technology in the degree-granting category and two schools of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.</p>						

## Appendix 2

### Actual and Projected Numbers of Nebraska High School Graduates

<b>Table A2.1</b> <b>Numbers of Nebraska High School Graduates</b> <b>1992–1993 through 2009–2010<sup>1</sup></b>						
School Year	Type of School/Agency				Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	Educational Service Units	State-Operated Schools <sup>2</sup>		
1992–1993	17,452	1,712	0	117	19,281	
1993–1994	16,896	1,659	1	175	18,731	-2.9%
1994–1995	17,685	1,802	6	250	19,743	5.4%
1995–1996	17,742	1,772	0	296	19,810	0.3%
1996–1997	18,359	1,933	0	242	20,534	3.7%
1997–1998	19,407	1,991	0	265	21,663	5.5%
1998–1999	19,917	2,087	2	255	22,261	2.8%
1999–2000	19,629	2,011	0	78	21,718	-2.4%
2000–2001	19,106	2,113	2	79	21,300	-1.9%
2001–2002	19,375	2,147	1	138	21,661	1.7%
2002–2003	19,604	2,234	4	130	21,972	1.4%
2003–2004	19,462	2,162	6	88	21,718	-1.2%
2004–2005	19,225	2,297	2	123	21,647	-0.3%
2005–2006	18,918	2,201	6	63	21,188	-2.1%
2006–2007	18,951	2,186	0	104	21,241	0.3%
2007–2008	19,987	2,158		40	22,185	4.4%
2008–2009	19,401	2,121		96	21,618	-2.6%
2009–2010	19,293	2,143		77	21,513	-0.5%

<sup>1</sup>Data Source: Nebraska Department of Education, December 2007 for 1992–1993 through 2005–2006 data, January 2009 for 2006–2007 and 2007–2008 data, February 2010 for 2007–2008 data corrections and 2008–2009 data, February 2011 for 2008–2009 data corrections and 2009–2010 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

<sup>2</sup>Beginning in 2007–2008, the number of graduates for educational service units and state operated schools are totaled.

**Table A2.2**  
**Actual and Projected Numbers of Nebraska High School Graduates**  
**2002–2003 through 2021–2022<sup>1</sup>**

Academic Year	Public by Race/Ethnicity					Race/Ethnicity Total <sup>2</sup>	Public Total <sup>3</sup>	Non Public Total	Total
	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)				
<b>Actual</b>									
2002–2003	17,541	279	776	167	841	19,604	19,604	2,234	21,838
2003–2004	17,211	309	890	168	884	19,462	19,462	2,162	21,624
2004–2005	16,825	324	1,076	179	821	19,225	19,225	2,297	21,522
2005–2006	16,389	337	1,119	181	892	18,918	18,918	2,201	21,119
2006–2007	16,354	330	1,172	196	899	18,951	18,951	2,186	21,137
2007–2008	16,930	355	1,430	225	1,047	19,987	19,987	2,158	22,145
2008–2009	16,203	328	1,609	222	1,039	19,401	19,401	2,121	21,522
2009-2010	15,878	351	1,801	186	1,077	19,293	19,293	2,143	21,436
<b>Projected</b>									
2010–2011	15,778	412	1,982	228	1,127	19,527	19,799	1,878	21,677
2011–2012	15,212	450	2,032	213	1,170	19,077	19,342	1,834	21,176
2012–2013	15,012	438	2,167	197	1,247	19,061	19,360	1,781	21,141
2013–2014	14,810	487	2,384	193	1,146	19,020	19,290	1,720	21,010
2014–2015	14,601	488	2,546	184	1,234	19,053	19,334	1,666	21,000
2015–2016	14,765	508	2,618	181	1,241	19,313	19,581	1,769	21,350
2016–2017	14,750	572	2,882	222	1,282	19,708	19,985	1,799	21,784
2017–2018	14,969	676	3,291	220	1,372	20,528	20,524	1,841	22,365
2018–2019	14,885	607	3,711	216	1,361	20,780	20,649	1,843	22,492
2019-2020	14,975	658	4,157	198	1,427	21,415	21,125	1,883	23,008
2020-2021	15,209	697	4,312	221	1,452	21,891	21,584	1,933	23,517
2021-2022	14,950	697	4,331	216	1,545	21,739	21,380	1,914	23,294

<sup>1</sup>Data sources:

For actual numbers of graduates: Nebraska Department of Education, December 2007 for the numbers of graduates in 2002–2003 through 2005–2006, January 2009 for the numbers of graduates in 2006–2007 and 2007–2008, February 2010 for 2007–2008 data corrections and for the number of graduates in 2008–2009, and February 2011 for 2008–2009 data corrections and 2009-2010 data.

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

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

<sup>3</sup>The actual and projected public totals do not include graduates from education service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas.

**Table A2.3**  
**Projected Changes in the Numbers and Percentages of Public High School Graduates**  
**by Race/Ethnicity: 2002–2003 Compared to 2019–2020**

Race/Ethnicity	2002–2003		2019–2020		Projected % Change from 2002–2003 to 2019–2020
	No. of Graduates <sup>1</sup>	% of Graduates	Projected No. of Graduates <sup>2</sup>	% of Projected Graduates	
<b>White (non-Hispanic)</b>	17,541	89.5%	14,975	69.9%	-14.6%
<b>Asian/Pacific Islander</b>	279	1.4%	658	3.1%	135.8%
<b>Hispanic</b>	776	4.0%	4,157	19.4%	435.7%
<b>Native American</b>	167	0.8%	198	0.9%	18.6%
<b>Black (non-Hispanic)</b>	841	4.3%	1,427	6.7%	69.7%
Total for Public High Schools	19,604	100.0%	21,415	100.0%	9.2%

<sup>1</sup>Actual numbers of public high school graduates obtained from the Nebraska Department of Education, August 2005. Counts do not include graduates of educational service units or state-operated schools.

<sup>2</sup>Projected numbers of public high school graduates by race/ethnicity published in *Knocking at the College Door*, Western Interstate Commission for Higher Education, March 2008, page 91. Projections do not include graduates of educational service units or state-operated schools.

**Table A2.4  
Actual Changes in the Numbers and Percentages of Public High School Graduates  
by Race/Ethnicity: 2009–2010 Compared to 2002–2003 Baseline<sup>1</sup>**

Race/Ethnicity	2002–2003		2009–2010		Change
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
<b>Percentage Change in the Number of Graduates</b>					% Change in the Number of Graduates
<b>White (non-Hispanic)</b>	17,541	89.5%	15,878	82.3%	-9.5%
<b>Asian/Pacific Islander</b>	279	1.4%	351	1.8%	25.8%
<b>Hispanic</b>	776	4.0%	1,801	9.3%	132.1%
<b>Native American</b>	167	0.8%	186	1.0%	11.4%
<b>Black (non-Hispanic)</b>	841	4.3%	1,077	5.6%	28.1%
<b>Total for Public High Schools</b>	19,604	100.0%	19,293	100.0%	-1.6%
<b>Change in Percentage the Distribution of Graduates</b>					Increase or Decrease in Percentage Points
<b>White (non-Hispanic)</b>	17,541	89.5%	15,878	82.3%	-7.2%
<b>Asian/Pacific Islander</b>	279	1.4%	351	1.8%	0.4%
<b>Hispanic</b>	776	4.0%	1,801	9.3%	5.3%
<b>Native American</b>	167	0.8%	186	1.0%	0.2%
<b>Black (non-Hispanic)</b>	841	4.3%	1,077	5.6%	1.3%
<b>Total for Public High Schools</b>	19,604	100.0%	19,293	100.0%	

<sup>1</sup>Official numbers of public high school graduates obtained from the Nebraska Department of Education In December 2007 and February 2011. Numbers do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas.

## Appendix 3

### Nebraska High School Graduation and Dropout Rates

#### Explanatory Note A3.1 Methods of Calculating High School Graduation Rates and Dropout Rates

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

The **four-year, high school graduation rate** is based on the number of students in 9<sup>th</sup> grade compared to the number of students in the same class who complete high school four years later and receive regular diplomas. For the purposes of computing four-year graduation rates, graduates do not include GED recipients or completers who do not receive regular diplomas. Specifically, four-year high school graduation rates are calculated using the following formula:

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

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

The Nebraska Department of Education computes a statewide, four-year, high school graduation rate for the state’s public schools and also computes a four-year, high school graduation rate for each public school district in the state. A statewide, four-year, high school graduation rate is also calculated for nonpublic schools, but four-year graduation rates are currently not available for nonpublic schools on an individual basis.

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

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

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

**Table A3.1**  
**Distribution of the Four-Year High School Graduation Rates**  
**for Nebraska Public High School Districts**  
**2002–2003<sup>1</sup>**

Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	% of School Districts	Cumulative % of School Districts
100.0%	76	29.6%	29.6%	29.6%
96.0% - 99.9%	39	15.2%	40.5%	44.7%
92.0% - 95.9%	65	25.3%		70.0%
88.0% - 91.9%	33	12.8%	19.8%	82.9%
84.8% - 87.9%	18	7.0%		89.9%
80.0% - 84.7% <sup>2</sup>	14	5.4%	10.1%	95.3%
72.0% - 79.9%	8	3.1%		98.4%
Less than 72%	4	1.6%		100.0%
	257	100.0%	100.0%	

<sup>1</sup>Four-year graduation rates by district downloaded from the Nebraska Department of Education Web site, <http://www.nde.state.ne.us>, October 5, 2005. Public high schools do not include educational service units or state-operated schools.

<sup>2</sup>The statewide public high school graduation rate for 2002–2003 was 84.7%.

**Table A3.2  
The 38 Nebraska Public School Districts with Four-Year High School  
Graduation Rates Equal To or Below the Statewide Public Rate  
2009–2010<sup>1</sup>**

County	County No.	Public School District	No. of Graduates	Four-Year Graduation Rate
2008–2009 Statewide Public Graduation Rate			19,293	89.2%
MORRILL	62	BRIDGEPORT PUBLIC SCHOOLS	33	89.2%
SCOTTS BLUFF	79	GERING PUBLIC SCHOOLS	132	89.2%
ANTELOPE	02	NELIGH-OAKDALE SCHOOLS	24	88.9%
DAWES	23	CHADRON PUBLIC SCHOOLS	64	88.9%
DAWSON	24	SUMNER-EDDYVILLE-MILLER SCHS	16	88.9%
PERKINS	68	PERKINS COUNTY SCHOOLS	32	88.9%
SCOTTS BLUFF	79	MITCHELL PUBLIC SCHOOLS	32	88.9%
BUFFALO	10	KEARNEY PUBLIC SCHOOLS	301	88.5%
PHELPS	69	HOLDREGE PUBLIC SCHOOLS	69	88.5%
PLATTE	71	COLUMBUS PUBLIC SCHOOLS	247	88.2%
CHASE	15	WAUNETA-PALISADE PUBLIC SCHS	22	88.0%
OTOE	66	NEBRASKA CITY PUBLIC SCHOOLS	97	87.4%
THURSTON	87	WINNEBAGO PUBLIC SCHOOLS	20	87.0%
PAWNEE	67	PAWNEE CITY PUBLIC SCHOOLS	19	86.4%
MADISON	59	NORFOLK PUBLIC SCHOOLS	235	85.8%
GARDEN	35	GARDEN COUNTY SCHOOLS	24	85.7%
HOWARD	47	ELBA PUBLIC SCHOOLS	6	85.7%
THURSTON	87	WALTHILL PUBLIC SCHOOLS	12	85.7%
DOUGLAS	28	RALSTON PUBLIC SCHOOLS	230	84.9%
HALL	40	GRAND ISLAND PUBLIC SCHOOLS	415	84.5%
DEUEL	25	CREEK VALLEY SCHOOLS	16	84.2%
MADISON	59	NEWMAN GROVE PUBLIC SCHOOLS	16	84.2%
SALINE	76	CRETE PUBLIC SCHOOLS	96	84.2%
SCOTTS BLUFF	79	SCOTTSBLUFF PUBLIC SCHOOLS	202	84.2%
BURT	11	TEKAMAH-HERMAN COMMUNITY SCHS	37	84.1%
DODGE	27	FREMONT PUBLIC SCHOOLS	291	83.9%
LINCOLN	56	NORTH PLATTE PUBLIC SCHOOLS	246	83.7%
MCPHERSON	60	MC PHERSON COUNTY SCHOOLS	5	83.3%
CHASE	15	CHASE COUNTY SCHOOLS	23	82.1%
LANCASTER	55	LINCOLN PUBLIC SCHOOLS	1,915	82.1%
SCOTTS BLUFF	79	MORRILL PUBLIC SCHOOLS	27	81.8%
BOONE	06	ST EDWARD PUBLIC SCHOOLS	8	80.0%
DAWSON	24	LEXINGTON PUBLIC SCHOOLS	154	79.8%

<sup>1</sup>Nebraska Department of Education, January 2009.

<b>Table A3.2 (Continued)</b>				
County	County No.	Public School District	No. of Graduates	Four-Year Graduation Rate
2009–2010 Statewide Public Graduation Rate, continued			19,293	89.2%
GAGE	34	SOUTHERN SCHOOL DIST 1	21	77.8%
SCOTTS BLUFF	79	MINATARE PUBLIC SCHOOLS	21	77.8%
DOUGLAS	28	OMAHA PUBLIC SCHOOLS	2,319	72.4%
THURSTON	87	UMO N HO N NATION PUBLIC SCHS	17	37.8%
KNOX	54	SANTEE COMMUNITY SCHOOLS	3	37.5%
		Total Graduates for these 38 districts		7,447
		Percentage of public graduates		43.1%
		Percentage of public dropouts		80.5%
		Graduation Rate for these 38 districts		79.8%
<sup>1</sup> Nebraska Department of Education, February 2011.				

**Table A3.3  
Four-Year Graduation Rates  
for Nebraska High Schools by Race/Ethnicity  
2002–2003 through 2009–2010<sup>1</sup>**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2002–2003</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	17,541	2,214	19,755	88.8%	11.2%
Asian/Pacific Islander	279	55	334	83.5%	16.5%
Hispanic	776	555	1,331	58.3%	41.7%
Native American	167	131	298	56.0%	44.0%
Black (non-Hispanic)	841	576	1,417	59.4%	40.6%
Public Total	19,604	3,531	23,135	84.7%	15.3%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	2,064	11	2,075	99.5%	0.5%
Asian/Pacific Islander	55	0	55	100.0%	0.0%
Hispanic	51	*	52	98.1%	1.9%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	57	*	59	96.6%	3.4%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
<b>ESU and State Operated</b>					
White (non-Hispanic)	99	53	152	65.1%	34.9%
Asian/Pacific Islander	0	0	0		
Hispanic	9	12	21	42.9%	57.1%
Native American	*	7	10	30.0%	70.0%
Black (non-Hispanic)	23	18	41	56.1%	43.9%
ESU & SO Total	134	90	224	59.8%	40.2%
<b>State Total</b>					
White (non-Hispanic)	19,704	2,278	21,982	89.6%	10.4%
Asian/Pacific Islander	334	55	389	85.9%	14.1%
Hispanic	836	568	1,404	59.5%	40.5%
Native American	177	138	315	56.2%	43.8%
Black (non-Hispanic)	921	596	1,517	60.7%	39.3%
State Total	21,972	3,635	25,607	85.8%	14.2%
Continued on the next page.					

**Table A3.3 (Continued)**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2003–2004</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	17,211	1,848	19,059	90.3%	9.7%
Asian/Pacific Islander	309	31	340	90.9%	9.1%
Hispanic	890	510	1,400	63.6%	36.4%
Native American	168	137	305	55.1%	44.9%
Black (non-Hispanic)	884	509	1,393	63.5%	36.5%
Public Total	19,462	3,035	22,497	86.5%	13.5%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	2,008	8	2,016	99.6%	0.4%
Asian/Pacific Islander	39	0	39	100.0%	0.0%
Hispanic	64	0	64	100.0%	0.0%
Native American	12	0	12	100.0%	0.0%
Black (non-Hispanic)	39	0	39	100.0%	0.0%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%
<b>ESU and State Operated</b>					
White (non-Hispanic)	71	44	115	61.7%	38.3%
Asian/Pacific Islander	1	0	1	100.0%	0.0%
Hispanic	6	9	15	40.0%	60.0%
Native American	2	2	4	50.0%	50.0%
Black (non-Hispanic)	14	10	24	58.3%	41.7%
ESU & SO Total	94	65	159	59.1%	40.9%
<b>State Total</b>					
White (non-Hispanic)	19,290	1,900	21,190	91.0%	9.0%
Asian/Pacific Islander	349	31	380	91.8%	8.2%
Hispanic	960	519	1,479	64.9%	35.1%
Native American	182	139	321	56.7%	43.3%
Black (non-Hispanic)	937	519	1,456	64.4%	35.6%
State Total	21,718	3,108	24,826	87.5%	12.5%
Continued on the next page.					

**Table A3.3 (Continued)**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2004–2005</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	16,825	1,668	18,493	91.0%	9.0%
Asian/Pacific Islander	324	38	362	89.5%	10.5%
Hispanic	1,076	533	1,609	66.9%	33.1%
Native American	179	129	308	58.1%	41.9%
Black (non-Hispanic)	821	484	1,305	62.9%	37.1%
Public Total	19,225	2,852	22,077	87.1%	12.9%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	2,123	40	2,163	98.2%	1.8%
Asian/Pacific Islander	43	*	44	97.7%	2.3%
Hispanic	64	*	65	98.5%	1.5%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	50	*	51	98.0%	2.0%
Nonpublic Total	2,297	43	2,340	98.2%	1.8%
<b>ESU and State Operated</b>					
White (non-Hispanic)	89	32	121	73.6%	26.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	10	18	44.4%	55.6%
Native American	7	*	9	77.8%	22.2%
Black (non-Hispanic)	21	*	24	87.5%	12.5%
ESU & SO Total	125	47	172	72.7%	27.3%
<b>State Total</b>					
White (non-Hispanic)	19,037	1,740	20,777	91.6%	8.4%
Asian/Pacific Islander	367	39	406	90.4%	9.6%
Hispanic	1,148	544	1,692	67.8%	32.2%
Native American	203	131	334	60.8%	39.2%
Black (non-Hispanic)	892	488	1,380	64.6%	35.4%
State Total	21,647	2,942	24,589	88.0%	12.0%
Continued on the next page.					

**Table A3.3 (Continued)**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2005–2006</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	16,389	1,438	17,827	91.9%	8.1%
Asian/Pacific Islander	337	38	375	89.9%	10.1%
Hispanic	1,119	533	1,652	67.7%	32.3%
Native American	181	129	310	58.4%	41.6%
Black (non-Hispanic)	892	413	1,305	68.4%	31.6%
Public Total	18,918	2,551	21,469	88.1%	11.9%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	2,008	73	2,081	96.5%	3.5%
Asian/Pacific Islander	45	*	46	97.8%	2.2%
Hispanic	59	*	60	98.3%	1.7%
Native American	19	0	19	100.0%	0.0%
Black (non-Hispanic)	70	2	72	97.2%	2.8%
Nonpublic Total	2,201	77	2,278	96.6%	3.4%
<b>ESU and State Operated</b>					
White (non-Hispanic)	51	36	87	58.6%	41.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	5	13	61.5%	38.5%
Native American	*	*	5	40.0%	60.0%
Black (non-Hispanic)	8	9	17	47.1%	52.9%
ESU & SO Total	69	53	122	56.6%	43.4%
<b>State Total</b>					
White (non-Hispanic)	18,448	1,548	19,996	92.3%	7.7%
Asian/Pacific Islander	382	39	421	90.7%	9.3%
Hispanic	1,186	539	1,725	68.8%	31.2%
Native American	202	132	334	60.5%	39.5%
Black (non-Hispanic)	970	424	1,394	69.6%	30.4%
State Total	21,188	2,682	23,870	88.8%	11.2%
Continued on the next page.					

**Table A3.3 (Continued)**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2006–2007</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	16,354	1,357	17,711	92.3%	7.7%
Asian/Pacific Islander	330	34	364	90.7%	9.3%
Hispanic	1,172	519	1,691	69.3%	30.7%
Native American	196	125	321	61.1%	38.9%
Black (non-Hispanic)	899	453	1,352	66.5%	33.5%
Public Total	18,951	2,488	21,439	88.4%	11.6%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	1,971	56	2,027	97.2%	2.8%
Asian/Pacific Islander	61	0	61	100.0%	0.0%
Hispanic	88	0	88	100.0%	0.0%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	59	0	59	100.0%	0.0%
Nonpublic Total	2,186	56	2,242	97.5%	2.5%
<b>ESU and State Operated</b>					
White (non-Hispanic)	74	23	97	76.3%	23.7%
Asian/Pacific Islander	*	0	*	100.0%	0.0%
Hispanic	10	6	16	62.5%	37.5%
Native American	*	*	4	75.0%	25.0%
Black (non-Hispanic)	15	5	20	75.0%	25.0%
ESU & SO Total	104	35	139	74.8%	25.2%
<b>State Total</b>					
White (non-Hispanic)	18,399	1,436	19,835	92.8%	7.2%
Asian/Pacific Islander	393	34	427	92.0%	8.0%
Hispanic	1,270	525	1,795	70.8%	29.2%
Native American	206	126	332	62.0%	38.0%
Black (non-Hispanic)	973	458	1,431	68.0%	32.0%
State Total	21,241	2,579	23,820	89.2%	10.8%
Continued on the next page.					

**Table A3.3 (Continued)**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2007–2008</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	16,930	1,329	18,259	92.7%	7.3%
Asian/Pacific Islander	355	37	392	90.6%	9.4%
Hispanic	1,430	510	1,940	73.7%	26.3%
Native American	225	109	334	67.4%	32.6%
Black (non-Hispanic)	1,047	476	1,523	68.7%	31.3%
Public Total	19,987	2,461	22,448	89.0%	11.0%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	1,950	58	2,008	97.1%	2.9%
Asian/Pacific Islander	47	0	47	100.0%	0.0%
Hispanic	74	0	74	100.0%	0.0%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	70	0	70	100.0%	0.0%
Nonpublic Total	2,158	58	2,216	97.4%	2.6%
<b>ESU and State Operated</b>					
White (non-Hispanic)	30	15	45	66.7%	33.3%
Asian/Pacific Islander	0	0	0		
Hispanic	4	*	5	80.0%	20.0%
Native American	*	0	*	100.0%	0.0%
Black (non-Hispanic)	*	*	4	75.0%	25.0%
ESU & SO Total	40	17	57	70.2%	29.8%
<b>State Total</b>					
White (non-Hispanic)	18,910	1,402	20,312	93.1%	6.9%
Asian/Pacific Islander	402	37	439	91.6%	8.4%
Hispanic	1,508	511	2,019	74.7%	25.3%
Native American	245	109	354	69.2%	30.8%
Black (non-Hispanic)	1,120	477	1,597	70.1%	29.9%
State Total	22,185	2,536	24,721	89.7%	10.3%
Continued on the next page.					

**Table A3.3 (Continued)**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2008–2009</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	16,203	1,283	17,486	92.7%	7.3%
Asian/Pacific Islander	328	26	354	92.7%	7.3%
Hispanic	1,609	480	2,089	77.0%	23.0%
Native American	222	109	331	67.1%	32.9%
Black (non-Hispanic)	1,039	481	1,520	68.4%	31.6%
Public Total	19,401	2,379	21,780	89.1%	10.9%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	1,902	19	1,921	99.0%	1.0%
Asian/Pacific Islander	65	0	65	100.0%	0.0%
Hispanic	72	*			
Native American	11	*			
Black (non-Hispanic)	71	*			
Nonpublic Total	2,121	23	2,144	98.9%	1.1%
<b>ESU and State Operated</b>					
White (non-Hispanic)	67	22	89	75.3%	24.7%
Asian/Pacific Islander	0	0	0		
Hispanic	*	*			
Native American	*	0			
Black (non-Hispanic)	16	15	31	51.6%	48.4%
ESU & SO Total	96	39	135	71.1%	28.9%
<b>State Total</b>					
White (non-Hispanic)	18,172	1,324	19,496	93.2%	6.8%
Asian/Pacific Islander	393	26	419	93.8%	6.2%
Hispanic	1,689	484	2,173	77.7%	22.3%
Native American	238	110	348	68.4%	31.6%
Black (non-Hispanic)	1,126	497	1,623	69.4%	30.6%
State Total	21,618	2,441	24,059	89.9%	10.1%
Continued on the next page.					

**Table A3.3 (Continued)**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2009–2010</b>					
<b>Public High Schools</b>					
White (non-Hispanic)	15,878	1,267	17,145	92.6%	7.4%
Asian/Pacific Islander	351	25	376	93.4%	6.6%
Hispanic	1,801	511	2,312	77.9%	22.1%
Native American	186	116	302	61.6%	38.4%
Black (non-Hispanic)	1,077	416	1,493	72.1%	27.9%
Public Total	19,293	2,335	21,628	89.2%	10.8%
<b>Nonpublic (Private) High Schools</b>					
White (non-Hispanic)	1,874	3	1,877	99.8%	0.2%
Asian/Pacific Islander	57	0	57	100.0%	0.0%
Hispanic	80	3	83	96.4%	3.6%
Native American	16	0	16	100.0%	0.0%
Black (non-Hispanic)	116	0	116	100.0%	0.0%
Nonpublic Total	2,143	6	2,149	99.7%	0.3%
<b>ESU and State Operated</b>					
White (non-Hispanic)	43	28	71	60.6%	39.4%
Asian/Pacific Islander	2	0	2	100.0%	0.0%
Hispanic	11	3	14	78.6%	21.4%
Native American	5	4	9	55.6%	44.4%
Black (non-Hispanic)	16	6	22	72.7%	27.3%
ESU & SO Total	77	41	118	65.3%	34.7%
<b>State Total</b>					
White (non-Hispanic)	17,795	1,298	19,093	93.2%	6.8%
Asian/Pacific Islander	410	25	435	94.3%	5.7%
Hispanic	1,892	517	2,409	78.5%	21.5%
Native American	207	120	327	63.3%	36.7%
Black (non-Hispanic)	1,209	422	1,631	74.1%	25.9%
State Total	21,513	2,382	23,895	90.0%	10.0%

<sup>1</sup> Data Source: Nebraska Department of Education, January 2009 (2006–2007 data corrected), February 2010 for 2007–2008 data corrections and 2008–2009 data, and February 2011 for 2008–2009 data corrections and 2009–2010 data.

<sup>2</sup> See [Explanatory Note A3.1](#) for information on how graduation and dropout rates are calculated.

\* Data values of three or less are masked.

**Table A3.4  
Distribution of Nebraska Public High School Graduates and Dropouts by Race/Ethnicity  
Based on Four-Year Graduation Rate Data  
2002–2003 through 2009–2010<sup>1</sup>**

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	% of Dropouts	Total Graduates & Dropouts	% of Total Graduates & Dropouts
<b>2002–2003</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	17,541	89.5%	2,214	62.7%	19,755	85.4%
Asian/Pacific Islander	279	1.4%	55	1.6%	334	1.4%
Hispanic	776	4.0%	555	15.7%	1,331	1.3%
Native American	167	0.8%	131	3.7%	298	6.1%
Black (non-Hispanic)	841	4.3%	576	16.3%	1,417	5.8%
Public Total	19,604	100.0%	3,531	100.0%	23,135	100.0%
<b>2003–2004</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	17,211	88.4%	1,847	60.9%	19,058	84.7%
Asian/Pacific Islander	309	1.6%	31	1.0%	340	1.5%
Hispanic	890	4.6%	510	16.8%	1,400	1.4%
Native American	168	0.9%	137	4.5%	305	6.2%
Black (non-Hispanic)	884	4.5%	509	16.8%	1,393	6.2%
Public Total	19,462	100.0%	3,034	100.0%	22,496	100.0%
<b>2004–2005</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	16,825	87.5%	1,668	58.5%	18,493	83.8%
Asian/Pacific Islander	324	1.7%	38	1.3%	362	1.6%
Hispanic	1,076	5.6%	533	18.7%	1,609	7.3%
Native American	179	0.9%	129	4.5%	308	1.4%
Black (non-Hispanic)	821	4.3%	484	17.0%	1,305	5.9%
Public Total	19,225	100.0%	2,852	100.0%	22,077	100.0%
<b>2005–2006</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	16,389	86.6%	1,438	56.4%	17,827	83.0%
Asian/Pacific Islander	337	1.8%	38	1.5%	375	1.7%
Hispanic	1,119	5.9%	533	20.9%	1,652	7.7%
Native American	181	1.0%	129	5.1%	310	1.4%
Black (non-Hispanic)	892	4.7%	413	16.2%	1,305	6.1%
Public Total	18,918	100.0%	2,551	100.0%	21,469	100.0%

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**Table A3.4 Continued**

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	% of Dropouts	Total Graduates & Dropouts	% of Total Graduates & Dropouts
<b>2006–2007</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	16,354	86.3%	1,357	54.5%	17,711	82.6%
Asian/Pacific Islander	330	1.7%	34	1.4%	364	1.7%
Hispanic	1,172	6.2%	519	20.9%	1,691	7.9%
Native American	196	1.0%	125	5.0%	321	1.5%
Black (non-Hispanic)	899	4.7%	453	18.2%	1,352	6.3%
Public Total	18,951	100.0%	2,488	100.0%	21,439	100.0%
<b>2007–2008</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	16,930	84.7%	1,329	54.0%	18,259	81.3%
Asian/Pacific Islander	355	1.8%	37	1.5%	392	1.7%
Hispanic	1,430	7.2%	510	20.7%	1,940	8.6%
Native American	225	1.1%	109	4.4%	334	1.5%
Black (non-Hispanic)	1,047	5.2%	476	19.3%	1,523	6.8%
Public Total	19,987	100.0%	2,461	100.0%	22,448	100.0%
<b>2008–2009</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	16,203	83.5%	1,283	53.9%	17,486	80.3%
Asian/Pacific Islander	328	1.7%	26	1.1%	354	1.6%
Hispanic	1,609	8.3%	480	20.2%	2,089	9.6%
Native American	222	1.1%	109	4.6%	331	1.5%
Black (non-Hispanic)	1,039	5.4%	481	20.2%	1,520	7.0%
Public Total	19,401	100.0%	2,379	100.0%	21,780	100.0%

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**Table A3.4 Continued**

Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	% of Dropouts	Total Graduates & Dropouts	% of Total Graduates & Dropouts
<b>2009–2010</b>						
<b>Public High Schools</b>						
White (non-Hispanic)	15,878	82.3%	1,267	54.3%	17,145	79.3%
Asian/Pacific Islander	351	1.8%	25	1.1%	376	1.7%
Hispanic	1,801	9.3%	511	21.9%	2,312	10.7%
Native American	186	1.0%	116	5.0%	302	1.4%
Black (non-Hispanic)	1,077	5.6%	416	17.8%	1,493	6.9%
Public Total	19,293	100.0%	2,335	100.0%	21,628	100.0%

<sup>1</sup>Data source: Nebraska Department of Education, January 2009 for 2002–2003 through 2006–2007 (data corrections included), February 2010 for 2007–2008 data corrections and 2008–2009 data, and February 2011 for 2008–2009 data corrections and 2009–2010 data.

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

**Table A3.5  
Four-Year Graduation Rates  
for Nebraska Public High Schools by Gender  
2002–2003 through 2009–2010<sup>1</sup>**

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2002–2003</b>					
<b>Public High Schools</b>					
Male	9,710	2,027	11,737	82.7%	17.3%
Female	9,894	1,504	11,398	86.8%	13.2%
Public Total	19,604	3,531	23,135	84.7%	15.3%
<b>2003–2004</b>					
<b>Public High Schools</b>					
Male	9,793	1,795	11,588	84.5%	15.5%
Female	9,669	1,240	10,909	88.6%	11.4%
Public Total	19,462	3,035	22,497	86.5%	13.5%
<b>2004–2005</b>					
<b>Public High Schools</b>					
Male	9,634	1,693	11,327	85.1%	14.9%
Female	9,591	1,159	10,750	89.2%	10.8%
Public Total	19,225	2,852	22,077	87.1%	12.9%
<b>2005–2006</b>					
<b>Public High Schools</b>					
Male	9,388	1,498	10,886	86.2%	13.8%
Female	9,530	1,053	10,583	90.1%	9.9%
Public Total	18,918	2,551	21,469	88.1%	11.9%
<b>2006–2007</b>					
<b>Public High Schools</b>					
Male	9,464	1,446	10,910	86.7%	13.3%
Female	9,487	1,042	10,529	90.1%	9.9%
Public Total	18,951	2,488	21,439	88.4%	11.6%
<b>2007–2008</b>					
<b>Public High Schools</b>					
Male	9,937	1,454	11,391	87.2%	12.8%
Female	10,050	1,007	11,057	90.9%	9.1%
Public Total	19,987	2,461	22,448	89.0%	11.0%
Continued on the next page.					

<b>Table A3.5 Continued</b>					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate <sup>2</sup>
<b>2008–2009</b>					
<b>Public High Schools</b>					
Male	9,625	1,388	11,013	87.4%	12.6%
Female	9,776	991	10,767	90.8%	9.2%
Public Total	19,401	2,379	21,780	89.1%	10.9%
<b>2009–2010</b>					
<b>Public High Schools</b>					
Male	9,627	1,331	10,958	87.9%	12.1%
Female	9,666	1,004	10,670	90.6%	9.4%
Public Total	19,293	2,335	21,628	89.2%	10.8%
<sup>1</sup> Data source: Nebraska Department of Education, January 2009 for 2002–2003 through 2006–2007 (data corrections included), February 2010 for 2007–2008 data corrections and 2008–2009 data, and February 2011 for 2008–2009 data corrections and 2009–2010 data. Public high schools do not include educational service units or state-operated schools.					
<sup>2</sup> See <a href="#">Explanatory Note A3.1</a> for information on how graduation and dropout rates are calculated.					

**Table A3.6  
Four-Year Graduation Rate Statistics  
for the 14 Selected Nebraska School Districts  
2002–2003 through 2009–2010<sup>1</sup>**

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

Continued on the next page.

**Table A3.6 Continued**

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Four-Year Graduation Rate
<b>2004–2005</b>					
01-0018	Adams	Hastings Public Schools	233	35	86.9%
19-0123	Colfax	Schuyler Central High School	82	29	73.9%
22-0011	Dakota	South Sioux City Community Schools	190	43	81.5%
24-0001	Dawson	Lexington Public Schools	119	48	71.3%
27-0001	Dodge	Fremont Public Schools	261	48	84.5%
28-0001	Douglas	Omaha Public Schools	2,263	1,069	67.9%
40-0002	Hall	Grand Island Public Schools	381	106	78.2%
54-0505	Knox	Santee Community Schools	masked	masked	47.1%
55-0001	Lancaster	Lincoln Public Schools	1,907	514	78.8%
56-0001	Lincoln	North Platte Public Schools	300	44	87.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	197	67	74.6%
87-0013	Thurston	Walthill Public Schools	masked	masked	55.6%
87-0016	Thurston	Umo <sup>n</sup> ho <sup>n</sup> Nation Public Schools	12	22	35.3%
87-0017	Thurston	Winnebago Public Schools <sup>2</sup>	22	masked	73.3%
		Total for 14 School Districts	5,980	2,046	74.5%
		% of Nebraska Public Total	31.1%	71.7%	
		Nebraska Public Total	19,225	2,852	87.1%
<b>2005–2006</b>					
01-0018	Adams	Hastings Public Schools	193	34	85.0%
19-0123	Colfax	Schuyler Central High School	88	22	80.0%
22-0011	Dakota	South Sioux City Community Schools	184	33	84.8%
24-0001	Dawson	Lexington Public Schools	147	47	75.8%
27-0001	Dodge	Fremont Public Schools	271	27	90.9%
28-0001	Douglas	Omaha Public Schools	2,228	941	70.3%
40-0002	Hall	Grand Island Public Schools	399	90	81.6%
54-0505	Knox	Santee Community Schools	masked	masked	57.1%
55-0001	Lancaster	Lincoln Public Schools	1,867	464	80.1%
56-0001	Lincoln	North Platte Public Schools	257	28	90.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	183	51	78.2%
87-0013	Thurston	Walthill Public Schools	masked	12	40.0%
87-0016	Thurston	Umo <sup>n</sup> ho <sup>n</sup> Nation Public Schools	17	32	34.7%
87-0017	Thurston	Winnebago Public Schools <sup>2</sup>	24	masked	75.0%
		Total for 14 School Districts	5,870	1,792	76.6%
		% of Nebraska Public Total	31.0%	70.2%	
		Nebraska Public Total	18,918	2,551	88.1%

Continued on the next page.

**Table A3.6 Continued**

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Four-Year Graduation Rate
<b>2006–2007</b>					
01-0018	Adams	Hastings Public Schools	201	39	83.8%
19-0123	Colfax	Schuyler Central High School	85	22	79.4%
22-0011	Dakota	South Sioux City Community Schools	175	27	86.6%
24-0001	Dawson	Lexington Public Schools	131	29	81.9%
27-0001	Dodge	Fremont Public Schools	266	51	83.9%
28-0001	Douglas	Omaha Public Schools	2,223	928	70.5%
40-0002	Hall	Grand Island Public Schools	385	113	77.3%
54-0505	Knox	Santee Community Schools	masked	masked	53.3%
55-0001	Lancaster	Lincoln Public Schools	1,896	496	79.3%
56-0001	Lincoln	North Platte Public Schools	251	17	93.7%
79-0032	Scotts Bluff	Scottsbluff Public Schools	202	37	84.5%
87-0013	Thurston	Walthill Public Schools	11	masked	64.7%
87-0016	Thurston	Umo <sup>n</sup> ho <sup>n</sup> Nation Public Schools	12	41	22.6%
87-0017	Thurston	Winnebago Public Schools <sup>2</sup>	21	12	63.6%
		Total for 14 School Districts	5,867	1,825	76.3%
		% of Nebraska Public Total	31.0%	73.4%	
		Nebraska Public Total	18,951	2,488	88.4%
<b>2007–2008</b>					
Kearney Public Schools included and North Platte Public Schools removed from the list <sup>3</sup>					
01-0018	Adams	Hastings Public Schools	246	34	87.9%
10-0007	Buffalo	Kearney Public Schools <sup>3</sup>	354	56	86.3%
19-0123	Colfax	Schuyler Central High School	96	24	80.0%
22-0011	Dakota	South Sioux City Community Schools	252	35	87.8%
24-0001	Dawson	Lexington Public Schools	158	36	81.4%
27-0001	Dodge	Fremont Public Schools	282	44	86.5%
28-0001	Douglas	Omaha Public Schools	2,336	955	71.0%
40-0002	Hall	Grand Island Public Schools	378	105	78.3%
54-0505	Knox	Santee Community Schools	0	masked	0.0%
55-0001	Lancaster	Lincoln Public Schools	1,958	445	81.5%
79-0032	Scotts Bluff	Scottsbluff Public Schools	175	24	87.9%
87-0013	Thurston	Walthill Public Schools	18	10	64.3%
87-0016	Thurston	Umo <sup>n</sup> ho <sup>n</sup> Nation Public Schools	15	17	46.9%
87-0017	Thurston	Winnebago Public Schools	35	masked	83.3%
		Total for 14 School Districts	6,303	1,792	77.9%
		% of Nebraska Public Total	31.5%	72.8%	
		Nebraska Public Total	19,995	2,460	89.0%
Totals including North Platte and excluding Kearney			6,217	1,744	78.1%

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**Table A3.6 Continued**

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Four-Year Graduation Rate
<b>2008–2009</b>					
Note: North Platte Public Schools returned to the list of 14 selected schools for 2008–2009 <sup>3</sup>					
01-0018	Adams	Hastings Public Schools	198	32	86.1%
19-0123	Colfax	Schuyler Central High School	117	13	90.0%
22-0011	Dakota	South Sioux City Community Schools	231	31	88.2%
24-0001	Dawson	Lexington Public Schools	180	17	91.4%
27-0001	Dodge	Fremont Public Schools	287	55	83.9%
28-0001	Douglas	Omaha Public Schools	2,293	990	69.8%
40-0002	Hall	Grand Island Public Schools	373	98	79.2%
54-0505	Knox	Santee Community Schools	masked	masked	61.5%
55-0001	Lancaster	Lincoln Public Schools	1,954	428	82.0%
56-0001	Lincoln	North Platte Public Schools <sup>3</sup>	277	37	88.2%
79-0032	Scotts Bluff	Scottsbluff Public Schools	174	17	91.1%
87-0013	Thurston	Walthill Public Schools	12	masked	75.0%
87-0016	Thurston	Umo <sup>n</sup> ho <sup>n</sup> Nation Public Schools	17	13	56.7%
87-0017	Thurston	Winnebago Public Schools	24	masked	82.8%
		Total for 14 School Districts	6,145	1,745	77.9%
		% of Nebraska Public Total	31.7%	73.4%	
		Nebraska Public Total	19,398	2,377	89.1%
Additional Districts with Below Average Graduation Rates and More than 15 Dropouts in 2008–2009:					
79-0032	Douglas	Ralston Public Schools	209	37	85.0%
87-0013	Scotts Bluff	Gering Public Schools	138	27	83.6%
Continued on the next page.					

**Table A3.6 Continued**

County and District	County	District or School Name	No. of Graduates	No. of Dropouts 9 <sup>th</sup> – 12 <sup>th</sup> Grades	Four-Year Graduation Rate
<b>2009–2010<sup>4</sup></b>					
01-0018	Adams	Hastings Public Schools	218	20	91.6%
22-0011	Dakota	South Sioux City Community Schools	264	20	93.0%
24-0001	Dawson	Lexington Public Schools	154	39	79.8%
27-0001	Dodge	Fremont Public Schools	291	56	83.9%
28-0054	Douglas	Ralston Public Schools <sup>4</sup>	230	41	84.9%
28-0001	Douglas	Omaha Public Schools	2319	883	72.4%
40-0002	Hall	Grand Island Public Schools	415	76	84.5%
54-0505	Knox	Santee Community Schools	3	5	37.5%
55-0001	Lancaster	Lincoln Public Schools	1915	418	82.1%
56-0001	Lincoln	North Platte Public Schools <sup>3</sup>	246	48	83.7%
79-0032	Scotts Bluff	Scottsbluff Public Schools	202	38	84.2%
87-0013	Thurston	Walthill Public Schools	12	2	85.7%
87-0016	Thurston	Umo <sup>n</sup> ho <sup>n</sup> Nation Public Schools	17	28	37.8%
87-0017	Thurston	Winnebago Public Schools	20	3	87.0%
		Total for 14 School Districts	6,306	1,677	79.0%
		% of Nebraska Public Total	32.7%	71.8%	
		Nebraska Public Total	19,293	2,335	89.2%
Additional Districts with Below Average Graduation Rates and More than 15 Dropouts in 2009–2010:					
10-0007	Buffalo	Kearney Public Schools	301	39	88.5%
59-0002	Madison	Norfolk Public Schools	235	39	85.8%
71-0001	Platte	Columbus Public Schools	247	33	88.2%
<sup>1</sup> Data Sources: For 2002–2003 and 2003–2004: Nebraska Department of Education, August 2005. For 2004–2005 and 2005–2006: Nebraska Department of Education, January 2007. For 2006–2007: Nebraska Department of Education, January 2009 for data that corrects the data received in December 2007 and reported in the 2008 edition of this report. For 2007–2008: Nebraska Department of Education, January 2009. For 2008–2009: Nebraska Department of Education, February 2010. For 2009-2010: Nebraska Department of Education, February 2011.  Numbers under 10 are masked prior to 2009-2010, but the masked numbers are included in the total numbers of graduates and dropouts for the 14 school districts.  <sup>2</sup> The number of dropouts from Winnebago Public Schools was estimated for 2002–2003, based on 21 graduates and an average graduation rate for the 5 years from 1998–1999 through 2002–2003 of 56.19%. The estimate of 16 dropouts then resulted in a calculated graduation rate of 56.8%.					
Continued on the next page.					

### Table A3.6 Continued

<sup>3</sup>North Platte Public Schools was removed from the list of monitored districts for 2007–2008 because the district had a graduation rate that was higher than the statewide rate for Nebraska public schools in 2006–2007 and 2007–2008, but was returned to the list for 2008–2009 because the district's graduation rate fell below the statewide rate. Kearney Public Schools was added to the list for 2007–2008 because the district had a graduation rate that was lower than the statewide rate for Nebraska public schools and more than 15 dropouts in 2006–2007 and 2007–2008. Kearney was not included in the list for 2008–2009 because its graduation rate was 89.9%, which was above the public state rate of 89.1%.

<sup>4</sup>Schuyler Central High School is not included in the list of 14 school districts for 2009–2010 because Schuler Central High School had a graduation rate that was higher than the statewide rate for Nebraska public schools in both 2008–2009 and 2009–2010. In 2008–2009, Schuyler's graduation rate was 90.0% and, in 2009–2010, its graduation rate was 91.7%. Ralston Public Schools were added to the list of selected school districts in 2009–2010 because Ralston's graduation rate was lower than the statewide rate for Nebraska's public schools in both 2008–2009 and 2009–2010, and the district reported more than 15 dropouts each of these years. In 2008–2009, Ralston's graduation rate was 85.0% with 37 dropouts and, in 2009–2010, the district's graduation rate was 84.9% with 41 dropouts.



## Appendix 4

### Nebraska Scores on ACT and SAT Student Assessments

<b>Table A4.1</b>					
<b>Percentages of Nebraska 2000–2010 High School Graduates Who Took the ACT Assessment and/or SAT I: Reasoning Test</b>					
Year	No. of High School Graduates <sup>1</sup>	ACT Assessment		SAT I: Reasoning Test	
		No. of Graduates Tested <sup>2</sup>	% of Graduates Tested	No. of Graduates Tested <sup>3</sup>	% of Graduates Tested
2000	21,718	16,811	<b>77.4%</b>	1,935	<b>8.9%</b>
2001	21,300	16,677	<b>78.3%</b>	1,887	<b>8.9%</b>
2002	21,661	16,509	<b>76.2%</b>	1,796	<b>8.3%</b>
2003	21,972	16,646	<b>75.8%</b>	1,782	<b>8.1%</b>
2004	21,718	16,523	<b>76.1%</b>	1,656	<b>7.6%</b>
2005	21,647	16,220	<b>74.9%</b>	1,684	<b>7.8%</b>
2006	21,188	15,892	<b>75.0%</b>	1,498	<b>7.1%</b>
2007	21,241	16,137	<b>76.0%</b>	1,325	<b>6.2%</b>
2008	22,185	16,573	<b>74.7%</b>	1,139	<b>5.1%</b>
2009	22,618	16,286	<b>75.3%</b>	1,002	<b>4.6%</b>
2010	21,513	16,172	<b>75.2%</b>	957	<b>4.4%</b>

<sup>1</sup>Source: Nebraska Department of Education, October 2005 and December 2007 for 2000 through 2006 data, January 2009 for updated 2007 data and 2008 data, January 2010 for updated 2008 data and 2009 data, January 2011 for updated 2009 data and 2010 data. Numbers are state totals and include graduates from public and nonpublic schools, state operated schools, and educational service units.

<sup>2</sup>Source: ACT High School Profile Reports for Nebraska, 2003-2010.

<sup>3</sup>Source: College Examination Board, State Reports, 2003-2010.

**Table A4.2**  
**Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks**  
**Nebraska and National High School Graduating Classes: 2002–2010<sup>1</sup>**

Year of High School Graduation	No. of Students Tested		% of ACT-Tested Students Meeting College Readiness Benchmarks			
			English		Reading	
	Nebraska	National	Nebraska	National	Nebraska	National
2002	<b>16,509</b>	1,116,082	<b>74%</b>	67%	<b>59%</b>	53%
2003	<b>16,646</b>	1,175,059	<b>75%</b>	67%	<b>57%</b>	52%
2004	<b>16,523</b>	1,171,460	<b>74%</b>	68%	<b>57%</b>	52%
2005	<b>16,220</b>	1,186,251	<b>75%</b>	68%	<b>56%</b>	51%
2006	<b>15,892</b>	1,206,455	<b>76%</b>	69%	<b>59%</b>	53%
2007	<b>16,137</b>	1,300,599	<b>77%</b>	69%	<b>58%</b>	53%
2008	<b>16,573</b>	1,421,941	<b>77%</b>	68%	<b>60%</b>	53%
2009	<b>16,286</b>	1,480,469	<b>76%</b>	67%	<b>61%</b>	53%
2010	<b>16,172</b>	1,568,835	<b>76%</b>	66%	<b>60%</b>	52%

Year of High School Graduation	% of ACT-Tested Students Meeting College Readiness Benchmarks					
	Mathematics		Science		Meeting All Four ACT Benchmark Scores	
	Nebraska	National	Nebraska	National	Nebraska	National
2002	<b>48%</b>	39%	<b>31%</b>	26%	<b>25%</b>	20%
2003	<b>47%</b>	40%	<b>31%</b>	26%	<b>25%</b>	20%
2004	<b>46%</b>	40%	<b>31%</b>	26%	<b>24%</b>	21%
2005	<b>48%</b>	41%	<b>32%</b>	26%	<b>26%</b>	21%
2006	<b>48%</b>	42%	<b>33%</b>	27%	<b>26%</b>	21%
2007	<b>49%</b>	43%	<b>34%</b>	28%	<b>27%</b>	23%
2008	<b>49%</b>	43%	<b>35%</b>	28%	<b>27%</b>	22%
2009	<b>49%</b>	42%	<b>36%</b>	28%	<b>29%</b>	23%
2010	<b>50%</b>	43%	<b>35%</b>	29%	<b>29%</b>	24%

<sup>1</sup>Source: ACT High School Profile Reports for Nebraska, 2003-2010.

**Table A4.3**  
**Numbers and Percentages of ACT-Tested Students Who Reported the Courses**  
**They Had Taken or Expected to Take Before They Graduated from High School**  
**2002–2010<sup>1</sup>**

Year of High School Graduation	Took the Core or More <sup>2</sup>		Took Less Than the Core		Did Not Report Courses Taken		Total No. of Students
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	
2002	10,863	66%	5,064	31%	582	3%	16,509
2003	11,087	67%	4,860	29%	699	4%	16,646
2004	11,022	67%	4,766	29%	735	4%	16,523
2005	10,913	67%	4,397	27%	910	6%	16,220
2006	10,133	64%	4,517	28%	1,242	8%	15,892
2007	9,539	59%	4,458	28%	2,140	13%	16,137
2008	11,934	72%	3,944	24%	695	4%	16,573
2009	12,701	78%	3,346	21%	239	1%	16,286
2010	12,870	80%	3,053	19%	249	2%	16,172

<sup>1</sup>Source: ACT High School Profile Reports for Nebraska, 2003-2010.

<sup>2</sup> ACT, Inc. defines the core, college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I).

**Table A4.4  
Percentage of Nebraska High School Graduates  
Who Took the ACT Assessment by Race/Ethnicity  
2009 and 2010 Compared to 2004 Baseline**

	Number of Nebraska High School Graduates <sup>1</sup>	Number Who Took the ACT Assessment <sup>2</sup>	ACT-Tested as a Percentage of the Number of High School Graduates
<b>Class of 2004</b>			
White (non-Hispanic)	19,290	13,761	71%
Asian/Pacific Islander	349	278	80%
Hispanic	960	542	56%
Native American	182	96	53%
Black (non-Hispanic)	937	477	51%
Total	21,718	15,154	
No info on race/ethnicity		1,369	
<b>Class of 2009</b>			
White (non-Hispanic)	18,172	13,579	75%
Asian/Pacific Islander	393	281	72%
Hispanic	1,689	852	50%
Native American	238	117	49%
Black (non-Hispanic)	1,126	647	57%
Total	21,618	15,476	
No info on race/ethnicity		810	
<b>Class of 2010</b>			
White (non-Hispanic)	17,795	13,375	75%
Asian/Pacific Islander	410	303	74%
Hispanic	1,892	920	49%
Native American	207	105	51%
Black (non-Hispanic)	1,209	674	56%
Total	21,513	15,377	71%
No info on race/ethnicity		795	

<sup>1</sup>Source: Nebraska Department of Education, August 2005 for 2004 data, February 2010 for 2009 data, and January 2011 for updated 2009 data and 2010 data.

<sup>2</sup>ACT High School Profile Reports for Nebraska, 2004, 2009 and 2010.

## Appendix 5

### Nebraska College Continuation Rates

<b>Table A5.1</b> <b>College Continuation Rates for Nebraska High School Graduates</b> <b>Who Attended <u>Degree-Granting Institutions</u> in the United States</b> <b>within 12 Months of High School Graduation</b> <b>Fall 1996 – Fall 2008</b>				
High School Year	No. of High School Graduates <sup>1</sup>	IPEDS Survey	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months <sup>2</sup>	Continuation Rate <sup>3</sup>
1995–1996	19,810	Fall 1996	11,998	60.6%
1997–1998	21,663	Fall 1998	12,892	59.5%
1999–2000	21,718	Fall 2000	13,558	62.4%
2001–2002	21,661	<b>Fall 2002</b>	13,346	<b>61.6%</b>
2003–2004	21,718	<b>Fall 2004</b>	13,565	<b>62.5%</b>
2005-2006	21,188	<b>Fall 2006</b>	14,133	<b>66.7%</b>
2007-2008	22,193	<b>Fall 2008</b>	14,543	<b>65.5%</b>
<p><sup>1</sup>Data Source: Nebraska Department of Education, January 2007 for 1995-1996 through 2005-2006 and January 2009 for 2007-2008 data. Includes graduates of educational service units and state-operated systems as well as public and nonpublic high school graduates. Graduates do not include GED recipients or completers who did not receive regular diplomas.</p> <p><sup>2</sup>Data Source: National Center for Education Statistics, IPEDS fall survey data for 1996, 1998, 2000, 2002, 2004, 2006 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download. To maintain data consistency, the number of first-time freshmen in fall 2002 was changed from 13,349 to 13,346 in the <i>2007 Nebraska Higher Education Progress Report</i> and carried forward to this report.</p> <p><sup>3</sup>Continuation rate = Number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting institutions divided by the total number of high school graduates. Includes both full-time and part-time students.</p>				
<p><b>Technical Note:</b> Nebraskans who have delayed going to college for more than a year after they graduated from high school are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas.</p>				

**Table A5.2**  
**College Continuation Rates for Nebraska High School Graduates**  
**Who Attended Degree-Granting and Non-Degree-Granting Institutions**  
**in the United States within 12 Months of High School Graduation**  
**Fall 2004 through Fall 2008 Compared to 2002 Baseline**

Year of HS Graduation	No. of High School Graduates <sup>1</sup>	IPEDS Survey	No. of First-time Freshmen with Nebraska Residency Who Graduated from High School During the Past 12 Months <sup>2</sup>			College Continuation Rate <sup>3</sup>
			No. Who Attended <b>Degree-Granting</b> Institutions	No. Who Attended <b>Non-Degree-Granting</b> Institutions	Total First-Time Freshmen	
2001-02	21,661	<b>Fall 2002</b>	13,346	275	13,621	<b>62.9%</b>
2003-04	21,718	<b>Fall 2004</b>	13,565	236	13,801	<b>63.5%</b>
2005-06	21,188	<b>Fall 2006</b>	14,133	219	14,352	<b>67.7%</b>
2007-08	22,193	<b>Fall 2008</b>	14,543	194	14,737	<b>66.4%</b>

<sup>1</sup>Data Source: Nebraska Department of Education, January 2007 for 2001-2002 through 2005-2006 and January 2009 for 2007-2008 data. Includes graduates of educational service units and state-operated systems as well as public and nonpublic high school graduates. Graduates do not include GED recipients or completers who did not receive regular diplomas.

<sup>2</sup>Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download. To maintain data consistency, the number of first-time freshmen in fall 2002 was changed from 13,349 to 13,346 in the *2007 Nebraska Higher Education Progress Report* and carried forward to this report. Similarly, the numbers of first-time freshmen who attended non-degree granting institutions were changed from 282 to 275 for fall 2002 and from 139 to 236 for fall 2004.

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

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

**Table A5.3**  
**In-State and Out-of State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States and the Estimated Number and Percentage of Nebraska High School Graduates Who Did Not Go to College within 12 Months of High School Graduation Fall 2004 through Fall 2008 Compared to 2002 Baseline**

Year of HS Graduation	No. of High School Graduates <sup>1</sup>	Fall IPEDS Survey	No. of First-time Freshmen with Nebraska Residency Who Graduated from High School During the Past 12 Months <sup>2</sup>				No. of High School Graduates Who Did Not Go to College	Percentage of High School Graduates Who Did Not Go to College
			No. Who Attended <b>Nebraska</b> Institutions	<b>In-State College Continuation Rate</b> <sup>3</sup>	No. Who Attended <b>Out-of-State</b> Institutions	<b>Out-of-State College Continuation Rate</b> <sup>3</sup>		
<b>Degree-Granting Institutions Only</b>								
2001-02	21,661	2002	10,833	50.0%	2,513	11.6%		
2003-04	21,718	2004	10,887	50.1%	2,678	12.3%		
2005-06	21,188	2006	11,547	54.5%	2,586	12.2%		
2007-08	22,193	2008	11,918	53.7%	2,625	11.8%		
<b>Degree-Granting and Non-Degree-Granting Institutions</b>								
2001-02	21,661	2002	11,102	51.3%	2,519	11.6%	8,040	37.1%
2003-04	21,718	2004	11,098	51.1%	2,703	12.4%	7,917	36.5%
2005-06	21,188	2006	11,736	55.4%	2,616	12.3%	6,836	32.3%
2007-08	22,193	2008	12,096	54.5%	2,641	11.9%	7,456	33.6%

<sup>1</sup>Data Source: Nebraska Department of Education, January 2007 for 2001-2002 through 2005-2006 and January 2009 for 2007-2008 data. Includes graduates of educational service units and state-operated systems as well as public and nonpublic high school graduates. Graduates do not include GED recipients or completers who did not receive regular diplomas.

<sup>2</sup>Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download.

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

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

**Table A5.4  
Percentages of First-Time Freshmen with Nebraska Residency  
Who Attended Nebraska and Out-of-State, Degree-Granting  
and Non-Degree-Granting Colleges, Universities and For-Profit/Career  
Schools within 12 Months of High School Graduation by Type of Institution  
Fall 2008 Compared to the Fall 2002 Baseline<sup>1</sup>**

Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended <b>Nebraska</b> Institutions			
	Fall 2002		Fall 2008	
	n	%	n	%
Private for-profit	399	3.6%	345	2.8%
Private not-for-profit	1,592	14.3%	1,724	14.3%
Subtotal	1,991	17.9%	2,069	17.1%
Public, 2-year	3,014	27.1%	3,499	28.9%
Public, 4-year	6,097	54.9%	6,528	54.0%
Subtotal	9,111	82.1%	10,027	82.9%
Total to Nebraska Institutions	11,102	100.0%	12,096	100.0%
Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended <b>Out-of-State</b> Institutions			
	Fall 2002		Fall 2008	
	n	%	n	%
Private for-profit	131	5.2%	110	4.2%
Private not-for-profit	1,050	41.7%	1,015	38.4%
Subtotal	1,181	46.9%	1,125	42.6%
Public, 2-year	294	11.7%	452	17.1%
Public, 4-year	1,044	41.4%	1,064	40.3%
Subtotal	1,338	53.1%	1,516	57.4%
Total to Out-of-State Institutions	2,519	100.0%	2,641	100.0%
Total All States	13,621		14,737	

<sup>1</sup>Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002 and 2008. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download.

**Table A5.5a**  
**College Continuation Rates**  
**for 2007–2008 Nebraska Public High School Graduates**  
**by Gender and Student Income Status<sup>1</sup>**

Student Income Status	No. of 2007–2008 Public High School Graduates <sup>2</sup>	No. of Graduates Who Enrolled in College <sup>3</sup>	College Continuation Rate <sup>4</sup>
<b>Males</b>			
Low Income	2,156	1,049	48.7%
Non-Low Income	7,803	5,536	70.9%
<b>Total</b>	<b>9,959</b>	<b>6,585</b>	<b>66.1%</b>
<b>Females</b>			
Low Income	2,423	1,333	55.0%
Non-Low Income	7,654	5,913	77.3%
<b>Total</b>	<b>10,077</b>	<b>7,246</b>	<b>71.9%</b>
<b>Total</b>			
Low Income	4,579	2,382	52.0%
Non-Low Income	15,457	11,449	74.1%
<b>Total</b>	<b>20,036</b>	<b>13,831</b>	<b>69.0%</b>

<sup>1</sup> Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

<sup>2</sup>Data Source: Nebraska Department of Education, April 7, 2009.

<sup>3</sup>Data Source: National Student Clearinghouse, April 7, 2009.

<sup>4</sup>The college continuation rate is the number of students who were enrolled in college on or before April 7, 2009 after graduating from Nebraska public high schools during the 2007–2008 school year, divided by the total number of students who graduated from Nebraska public high schools in 2007–2008.

**Table A5.5b  
Percentage Distributions  
of 2007–2008 Nebraska Public High School Graduates  
and the Graduates Who Enrolled in College  
by Gender and Student Income Status<sup>1</sup>**

Gender	Low-Income Public High School Graduates		Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	2,156	47.1%	1,049	44.0%
Female	2,423	52.9%	1,333	56.0%
Total	4,579	100.0%	2,382	100.0%
Gender	Non-Low-Income Public High School Graduates		Non-Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	7,803	50.5%	5,536	48.4%
Female	7,654	49.5%	5,913	51.6%
Total	15,457	100.0%	11,449	100.0%
Gender	Total Number of 2007–2008 Public High School Graduates		2007–2008 Public High School Graduates Who Continued to College	
	n	%	n	%
Male	9,959	49.7%	6,585	47.6%
Female	10,077	50.3%	7,246	52.4%
Total	20,036	100.0%	13,831	100.0%

<sup>1</sup> Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

Data Sources: Nebraska Department of Education and National Student Clearinghouse, April 7, 2009.

**Table A5.6a**  
**College Continuation Rates**  
**for 2008–2009 Nebraska Public High School Graduates**  
**by Gender and Student Income Status<sup>1</sup>**

Student Income Status	No. of 2008–2009 Public High School Graduates <sup>2</sup>	No. of Graduates Who Enrolled in College <sup>3</sup>	College Continuation Rate <sup>4</sup>
<b>Males</b>			
Low Income	2,323	1,130	48.6%
Non-Low Income	7,354	5,314	72.3%
Total	9,677	6,444	66.6%
<b>Females</b>			
Low Income	2,497	1,461	58.5%
Non-Low Income	7,320	5,769	78.8%
Total	9,817	7,230	73.6%
<b>Total</b>			
Low Income	4,820	2,591	53.8%
Non-Low Income	14,674	11,083	75.5%
Total	19,494	13,674	70.1%

<sup>1</sup> Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

<sup>2</sup>Data Source: Nebraska Department of Education, April 20, 2010.

<sup>3</sup>Data Source: National Student Clearinghouse, April 20, 2010.

<sup>4</sup>The college continuation rate is the number of students who were enrolled in college on or before April 20, 2010 after graduating from Nebraska public high schools during the 2008–2009 school year, divided by the total number of students who graduated from Nebraska public high schools in 2008–2009.

**Table A5.6b  
Percentage Distributions  
of 2008–2009 Nebraska Public High School Graduates  
and the Graduates Who Enrolled in College  
by Gender and Student Income Status<sup>1</sup>**

Gender	Low-Income Public High School Graduates		Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	2,323	48.2%	1,130	43.6%
Female	2,497	51.8%	1,461	56.4%
Total	4,820	100.0%	2,591	100.0%

Gender	Non-Low-Income Public High School Graduates		Non-Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	7,354	50.1%	5,314	47.9%
Female	7,320	49.9%	5,769	52.1%
Total	14,674	100.0%	11,083	100.0%

Gender	Total Number of 2008–2009 Public High School Graduates		2008–2009 Public High School Graduates Who Continued to College	
	n	%	n	%
Male	9,677	49.6%	6,444	47.1%
Female	9,817	50.4%	7,230	52.9%
Total	19,494	100.0%	13,674	100.0%

<sup>1</sup> Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

Data Sources: Nebraska Department of Education and National Student Clearinghouse, April 20, 2010.

## Appendix 6

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

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

The data used to estimate the number and percentage of Nebraska high school graduates who go to college in Nebraska or out of state are collected every two years by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). These data are collected through the fall IPEDS surveys that are conducted in even-numbered years. Consequently, the latest available data are for fall 2002, fall 2004, fall 2006 and fall 2008, representing the 2002–2003, 2004–2005, 2006–2007 and 2008–2009 academic years. These data include full-time and part-time students. Data for fall include students who start college during the summer, but they do not include students who start college in the spring.

Beginning with the *2009 Nebraska Higher Education Progress Report*, out-of-state data were obtained directly from the IPEDS database cutting tool, whereas in-state data were obtained from the CCPE IPEDS survey download from IPEDS. In-state statistics reported in previous editions of this report were based on data obtained from the IPEDS database cutting tool, rather than from the CCPE IPEDS survey download. Due to unexplained differences between the data that are retrieved from the cutting tool and download, some of the statistics reported in this section for 2002 and 2004 in the 2009 progress report were slightly higher or lower than in previous editions of this report.

The statistics for fall 2002, 2004 and 2006 presented in the 2009 progress report are updated with the results of the fall 2008 IPEDS survey. For this update, the numbers of Nebraska-resident, first-time who attended out-of-state institutions were obtained using the IPEDS database cutting tool. The numbers of first-time freshmen from Nebraska, other states, and foreign countries who attended Nebraska institutions in fall 2008 were obtained from the CCPE survey download from IPERS.

The numbers of first-time freshmen from Nebraska who attended Nebraska institutions that were obtained from the CCPE IPEDS survey download for fall 2008 were compared to the data collected through the fall 2008 Nebraska county migration survey of Nebraska institutions, which was conducted by the Commission. Since some institutions completed the county survey after they completed the IPEDS fall 2008 survey, the results of the two surveys were not exactly the same. As of December 8, 2009, 47 more freshmen who had graduated from high school less than one year before enrolling at a Nebraska institution were reported on the CCPE IPEDS survey download than on the Commission's county survey. Conversely, 54 fewer freshmen who attended Nebraska colleges more than 12 months after high school graduation were reported on the CCPE IPEDS survey download than on the county survey. As a result, the net difference between the two surveys was only seven students.

Based on the IPEDS data summarized on the next page of this note, about 97% of all Nebraska-resident, first-time freshmen attended degree-granting, postsecondary institutions in Nebraska or other states, compared to 3% who attended non-degree-granting schools. As shown in the table on the next page, 98% of all Nebraska-resident, first-time freshmen attended degree-granting institutions in fall 2008, while 2% attended non-degree-granting schools.

Continued on the next page.

**Explanatory Note A6.1 Continued**

<b>All Nebraska-Resident, First-Time Freshmen by Type of Institution Attended Fall 2002 through Fall 2008<sup>1</sup></b>						
Type of Institution Attended	Number and Percentage of All Nebraska-Resident First-Time Freshmen					
	<b>Fall 2002</b>		<b>Fall 2004</b>		<b>Fall 2006</b>	
	n	%	n	%	n	%
<b>Degree-Granting</b>	19,807	96.9%	18,693	96.2%	18,322	97.4%
Non-Degree-Granting	627	3.1%	736	3.8%	484	2.6%
Total	20,434	100.0%	19,429	100.0%	18,806	100.0%
Type of Institution Attended	<b>Fall 2008</b>					
	n	%				
<b>Degree-Granting</b>	17,896	98.1%				
Non-Degree-Granting	351	1.9%				
Total	18,247	100.0%				
<sup>1</sup> Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.						

The residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002 or 2004. In order to maintain comparability with the 2002 baseline data, Nebraska-resident, first-time freshmen who attended non-degree-granting schools are excluded from the analysis.

The data collected from degree-granting, independent institutions and for-profit schools in fall 2002, 2004 and 2006 are limited by the fact that a few schools did not report the numbers and residence status of their first-time freshmen who graduated from high school within 12 months of college enrollment. See Table A6.8a, Table A6.8b and Table A8c for the institutions that did not provide this information.

**Table A6.1  
Nebraska-Resident, First-Time Freshmen  
Enrolled at Nebraska and Out-of-State Degree-Granting Postsecondary Institutions  
Within 12 Months of High School Graduation  
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident</u> , First-Time Freshmen Who Enrolled at <u>Nebraska</u> and <u>Out-of-State</u> Postsecondary Institutions Within 12 Months of High School Graduation						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Nebraska Schools	10,833	81.2%	10,887	80.3%	11,547	81.7%		
<b>Out-of-State Schools</b>	<b>2,513</b>	18.8%	<b>2,678</b>	19.7%	<b>2,586</b>	18.3%		
Total	13,346	100.0%	13,565	100.0%	14,133	100.0%		
Change since the previous IPEDS survey			219	1.6%	568	4.2%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
Nebraska Schools	11,918	82.0%					1,085	10.0%
<b>Out-of-State Schools</b>	<b>2,625</b>	18.0%					<b>112</b>	4.5%
Total	14,543	100.0%					1,197	9.0%
Change since the previous IPEDS survey	410	2.9%						

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

**Table A6.2**  
**Nebraska-Resident, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting Postsecondary Institutions**  
**Within 12 Months of High School Graduation**  
**Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident, First-Time Freshmen Who Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation</u>						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%	n	%
University of Nebraska	5,313	49.0%	4,988	45.8%	5,452	47.2%		
Nebraska State College System	880	8.1%	818	7.5%	892	7.7%		
Nebraska Community Colleges	2,918	26.9%	3,084	28.3%	3,326	28.8%		
Public Total	<b>9,111</b>	<b>84.1%</b>	<b>8,890</b>	<b>81.7%</b>	<b>9,670</b>	<b>83.7%</b>		
Independent Colleges and Universities	1,600	14.8%	1,847	17.0%	1,779	15.4%		
For-Profit Schools	122	1.1%	150	1.4%	98	0.8%		
Nebraska Total	<b>10,833</b>	<b>100.0%</b>	<b>10,887</b>	<b>100.0%</b>	<b>11,547</b>	<b>100.0%</b>		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
University of Nebraska	5,651	47.4%					338	6.4%
Nebraska State College System	942	7.9%					62	7.0%
Nebraska Community Colleges	3,431	28.8%					513	17.6%
Public Total	<b>10,024</b>	<b>84.1%</b>					<b>913</b>	<b>10.0%</b>
Independent Colleges and Universities	1,727	14.5%					127	7.9%
For-Profit Schools	167	1.4%					45	36.9%
Nebraska Total	<b>11,918</b>	<b>100.0%</b>					<b>1,085</b>	<b>10.0%</b>

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

**Table A6.3  
Nebraska-Resident, First-Time Freshmen  
Enrolled at Nebraska and Out-of-State, Degree-Granting Postsecondary Institutions  
More than 12 Months After High School Graduation  
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident, First-Time Freshmen Who Enrolled at Nebraska and Out-of-State Postsecondary Institutions More Than 12 Months After High School Graduation</u>						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006		n	%
	n	%	n	%	n	%		
Nebraska Schools	5,870	90.9%	4,546	88.7%	3,670	87.6%		
Out-of-State Schools	591	9.1%	582	11.3%	519	12.4%		
Total	6,461	100.0%	5,128	100.0%	4,189	100.0%		
Change since the previous IPEDS survey			-1,333	-20.6%	-939	-18.3%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%	n	%	n	%		
Nebraska Schools	2,735	81.6%					-3,135	-53.4%
Out-of-State Schools	618	18.4%					27	4.6%
Total	3,353	100.0%					-3,108	-48.1%
Change since the previous IPEDS survey	-836	-20.0%						

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

**Table A6.4**  
**Nebraska-Resident First-Time Freshmen,**  
**Enrolled at Nebraska Degree-Granting Postsecondary Institutions**  
**More than 12 Months After High School Graduation**  
**Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident</u> , First-Time Freshmen Who Enrolled at <u>Nebraska Postsecondary Institutions</u> More than 12 Months after High School Graduation						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006		n	%
	n	%	n	%	n	%		
University of Nebraska	314	5.3%	158	3.5%	233	6.3%		
Nebraska State College System	54	0.9%	63	1.4%	44	1.2%		
Nebraska Community Colleges	3,976	67.7%	3,362	74.0%	2,646	72.1%		
Public Total	<b>4,344</b>	<b>74.0%</b>	<b>3,583</b>	<b>78.8%</b>	<b>2,923</b>	<b>79.6%</b>		
Independent Colleges and Universities	444	7.6%	252	5.5%	232	6.3%		
For-Profit Schools	1,082	18.4%	711	15.6%	515	14.0%		
Nebraska Total	<b>5,870</b>	<b>100.0%</b>	<b>4,546</b>	<b>100.0%</b>	<b>3,670</b>	<b>100.0%</b>		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
University of Nebraska	292	10.2%					-22	-7.0%
Nebraska State College System	50	1.7%					-4	-7.4%
Nebraska Community Colleges	2,010	70.3%					-1,966	-49.4%
Public Total	<b>2,352</b>	<b>82.2%</b>					-1,992	-45.9%
Independent Colleges and Universities	99	3.5%					-345	-77.7%
For-Profit Schools	284	14.3%					-798	-69.3%
Nebraska Total	<b>2,735</b>	<b>100.0%</b>					-3,135	-53.3%

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Includes full-time and part-time students.

**Table A6.5  
Non-Nebraska, First-Time Freshmen  
Enrolled at Nebraska Colleges and Universities  
Classified by Type of Institution Attended  
Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Type of Postsecondary Institution in Nebraska	Number and Percentage of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Degree-Granting	3,030	98.3%	3,040	98.4%	3,233	99.1%		
Non-Degree-Granting	51	1.7%	50	1.6%	28	0.9%		
Total	3,081	100.0%	3,090	100.0%	3,261	100.0%		
Change since the previous IPEDS survey			9	0.3%	171	5.5%		
Type of Postsecondary Institution in Nebraska	Fall 2008						n	%
	n	%						
Degree-Granting	3,368	99.4%					338	11.2%
Non-Degree-Granting	20	0.6%					-31	-60.8%
Total	3,388	100.0%					307	10.0%
Change since the previous IPEDS survey	127	3.9%						

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

**Table A6.6**  
**Non-Nebraska, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting, Postsecondary Institutions**  
**Within 12 Months of High School Graduation**  
**Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Non-Nebraska, First-Time Freshmen Who Enrolled at <u>Nebraska Postsecondary Institutions</u> Within 12 Months of High School Graduation						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%	n	%
University of Nebraska	854	37.4%	805	33.2%	966	34.7%		
Nebraska State College System	240	10.5%	253	10.4%	227	8.2%		
Nebraska Community Colleges	143	6.3%	142	5.9%	200	7.2%		
Public Total	<b>1,237</b>	54.2%	<b>1,200</b>	49.5%	<b>1,393</b>	50.1%		
Independent Colleges and Universities	1,032	45.2%	1,196	49.3%	1,374	49.4%		
For-Profit Schools	12	0.5%	28	1.2%	16	0.6%		
Nebraska Total	<b>2,281</b>	100.0%	<b>2,424</b>	100.0%	<b>2,783</b>	100.0%		
Where Students Enrolled as First-Time Freshmen	Fall 2008						n	%
	n	%						
University of Nebraska	1,079	36.5%					225	26.3%
Nebraska State College System	259	8.7%					19	7.9%
Nebraska Community Colleges	192	6.5%					49	34.3%
Public Total	<b>1,530</b>	51.7%					<b>293</b>	23.7%
Independent Colleges and Universities	1,412	47.7%					380	36.8%
For-Profit Schools	19	0.6%					7	58.3%
Nebraska Total	<b>2,961</b>	100.0%					<b>680</b>	29.8%

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts include foreign students. Counts do not include Students with reported unknown states of residence and students for whom no residence information was reported.

**Table A6.7**  
**Non-Nebraska, First-Time Freshmen**  
**Enrolled at Nebraska Degree-Granting, Postsecondary Institutions**  
**More than 12 Months after High School Graduation**  
**Fall 2004 through Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Non-Nebraska, First-Time Freshmen Who Enrolled at <u>Nebraska</u> Postsecondary Institutions More than 12 Months after High School Graduation						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%	n	%
University of Nebraska	104	13.9%	68	11.0%	116	25.8%		
Nebraska State College System	25	3.3%	16	2.6%	23	5.1%		
Nebraska Community Colleges	220	29.4%	183	29.7%	152	33.8%		
Public Total	<b>349</b>	46.6%	<b>267</b>	43.3%	<b>291</b>	64.7%		
Independent Colleges and Universities	275	36.7%	265	43.0%	102	22.7%		
For-Profit Schools	125	16.7%	84	13.6%	57	12.7%		
Nebraska Total	<b>749</b>	100.0%	<b>616</b>	100.0%	<b>450</b>	100.0%		
	<b>Fall 2008</b>						n	%
	n	%						
University of Nebraska	105	25.3%					1	1.0%
Nebraska State College System	33	8.0%					8	32.0%
Nebraska Community Colleges	167	40.2%					-53	-24.1%
Public Total	<b>305</b>	73.5%					<b>-44</b>	-12.6%
Independent Colleges and Universities	69	16.6%					-206	-74.9%
For-Profit Schools	41	9.9%					-111	-73.0%
Nebraska Total	<b>415</b>	100.0%					<b>-361</b>	-46.5%

<sup>1</sup>Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts include foreign students. Counts do not include Students with reported unknown states of residence and students for whom no residence information was reported.

**Table A6.8a**  
**Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2002<sup>1</sup>**

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	
<b>University of Nebraska</b>	<b>5,313</b>	<b>86.2%</b>	<b>744</b>	<b>12.1%</b>	<b>110</b>	<b>1.8%</b>	<b>6,167</b>
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.5%	47	4.6%	1,018
University of Nebraska-Lincoln	2,934	83.1%	534	15.1%	62	1.8%	3,530
University of Nebraska at Omaha	1,399	92.5%	113	7.5%	1	0.1%	1,513
<b>Nebraska State College System</b>	<b>880</b>	<b>78.6%</b>	<b>238</b>	<b>21.3%</b>	<b>2</b>	<b>0.2%</b>	<b>1,120</b>
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%			153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
<b>Nebraska Community Colleges</b>	<b>2,918</b>	<b>95.3%</b>	<b>137</b>	<b>4.5%</b>	<b>6</b>	<b>0.2%</b>	<b>3,061</b>
Central Community College	298	98.0%	6	2.0%			304
Metropolitan Community College	613	96.7%	21	3.3%			634
Mid-Plains Community College	211	92.5%	15	6.6%	2	0.9%	228
Northeast Community College	578	93.7%	35	5.7%	4	0.6%	617
Southeast Community College	987	97.0%	31	3.0%			1,018
Western Nebraska Community College	231	88.8%	29	11.2%			260
<b>Nebraska Public Institutions</b>	<b>9,111</b>	<b>88.0%</b>	<b>1,119</b>	<b>10.8%</b>	<b>118</b>	<b>1.1%</b>	<b>10,348</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1,600</b>	<b>60.8%</b>	<b>987</b>	<b>37.5%</b>	<b>45</b>	<b>1.7%</b>	<b>2,632</b>
Bellevue University	No information						
BryanLGH College of Health Sciences	Not applicable						
Clarkson College	28	80.0%	7	20.0%			35
College of St. Mary	62	80.5%	14	18.2%	1	1.3%	77
Concordia University	No information						
Creighton University	325	40.7%	463	58.0%	10	1.3%	798
Dana College	62	47.0%	70	53.0%			132
Doane College	227	81.7%	51	18.3%			278
Grace University	42	50.0%	42	50.0%			84
Hastings College	207	75.3%	65	23.6%	3	1.1%	275
Little Priest Tribal College	7	100.0%					7
Midland Lutheran College	209	81.3%	47	18.3%	1	0.4%	257
Nebraska Christian College	28	46.7%	29	48.3%	3	5.0%	60
Nebraska Indian Community College	1	100.0%					1
Nebraska Methodist College	26	83.9%	5	16.1%			31
Nebraska Wesleyan University	319	94.9%	17	5.1%			336
Platte Valley Bible College	2	28.6%	5	71.4%			7
Union College	23	13.4%	125	72.7%	24	14.0%	172
York College	32	39.0%	47	57.3%	3	3.7%	82

Continued on the next page.

**Table A6.8a Fall 2002 Continued**

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
<b>For-Profit Degree-Granting Schools</b>	<b>122</b>	<b>91.0%</b>	<b>12</b>	<b>9.0%</b>	<b>0</b>	<b>0.0%</b>	<b>134</b>
Hamilton College-Lincoln Campus	51	100.0%					51
Hamilton College-Omaha Campus	37	92.5%	3	7.5%			40
ITT Technical Institute-Omaha	15	78.9%	4	21.1%			19
Myotherapy Institute	No information						
The Creative Center	No information						
Vatterott College	13	72.2%	5	27.8%		0.0%	18
Vatterott College (Spring Valley Campus)	6	100.0%					6
<b>Total Degree-Granting Institutions</b>	<b>10,833</b>	<b>82.6%</b>	<b>2,118</b>	<b>16.2%</b>	<b>163</b>	<b>1.2%</b>	<b>13,114</b>
<b>Non-Degree-Granting Institutions</b>	<b>269</b>	<b>91.8%</b>	<b>24</b>	<b>8.2%</b>	<b>0</b>	<b>0.0%</b>	<b>293</b>
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	72	90.0%	8	10.0%			80
College of Hair Design	24	100.0%		0.0%			24
Fullen School of Hair Design	No information						
Josephs College of Beauty-Lincoln	82	97.6%	2	2.4%			84
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	65	82.3%	14	17.7%			79
<b>Nebraska Total</b>	<b>11,102</b>	<b>82.8%</b>	<b>2,142</b>	<b>16.0%</b>	<b>163</b>	<b>1.2%</b>	<b>13,407</b>
<sup>1</sup> Source: National Center for Education Statistics, fall 2002 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.							

**Table A6.8b  
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting,  
Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2004<sup>1</sup>**

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	
<b>University of Nebraska</b>	<b>4,988</b>	<b>86.1%</b>	<b>702</b>	<b>12.1%</b>	<b>103</b>	<b>1.8%</b>	<b>5,793</b>
NCTA-Curtis	77	77.8%	22	22.2%			99
University of Nebraska at Kearney	951	88.1%	68	6.3%	61	5.6%	1,080
University of Nebraska-Lincoln	2,511	81.4%	534	17.3%	40	1.3%	3,085
University of Nebraska at Omaha	1,449	94.8%	78	5.1%	2	0.1%	1,529
<b>Nebraska State College System</b>	<b>818</b>	<b>76.4%</b>	<b>253</b>	<b>23.6%</b>	<b>0</b>	<b>0.0%</b>	<b>1,071</b>
Chadron State College	231	63.8%	131	36.2%			362
Peru State College	139	79.9%	35	20.1%			174
Wayne State College	448	83.7%	87	16.3%			535
<b>Nebraska Community Colleges</b>	<b>3,084</b>	<b>95.6%</b>	<b>138</b>	<b>4.3%</b>	<b>4</b>	<b>0.1%</b>	<b>3,226</b>
Central Community College	362	98.9%	4	1.1%			366
Metropolitan Community College	668	98.1%	13	1.9%			681
Mid-Plains Community College	162	83.1%	33	16.9%			195
Northeast Community College	578	94.3%	35	5.7%			613
Southeast Community College	1,084	96.0%	45	4.0%			1,129
Western Nebraska Community College	230	95.0%	8	3.3%	4	1.7%	242
<b>Nebraska Public Institutions</b>	<b>8,890</b>	<b>88.1%</b>	<b>1,093</b>	<b>10.8%</b>	<b>107</b>	<b>1.1%</b>	<b>10,090</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1,847</b>	<b>60.7%</b>	<b>1,186</b>	<b>39.0%</b>	<b>10</b>	<b>0.3%</b>	<b>3,043</b>
Bellevue University	39	84.8%	7	15.2%			46
BryanLGH College of Health Sciences	3	100.0%					3
Clarkson College	25	67.6%	12	32.4%			37
College of St. Mary	59	83.1%	12	16.9%			71
Concordia University	87	37.0%	148	63.0%			235
Creighton University	365	37.9%	596	61.8%	3	0.3%	964
Dana College	120	59.1%	83	40.9%			203
Doane College	242	79.3%	62	20.3%	1	0.3%	305
Grace University	18	29.0%	44	71.0%			62
Hastings College	221	77.3%	65	22.7%			286
Little Priest Tribal College	14	87.5%	2	12.5%			16
Midland Lutheran College	200	80.0%	47	18.8%	3	1.2%	250
Nebraska Christian College	21	56.8%	16	43.2%			37
Nebraska Indian Community College	No information						
Nebraska Methodist College	No information						
Nebraska Wesleyan University	397	94.1%	25	5.9%			422
Platte Valley Bible College	2	25.0%	6	75.0%			8
Union College	No information						
York College	34	34.7%	61	62.2%	3	3.1%	98

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**Table A6.8b Fall 2004 Continued**

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
<b>For-Profit Degree-Granting Schools</b>	<b>150</b>	<b>84.3%</b>	<b>28</b>	<b>15.7%</b>	<b>0</b>	<b>0.0%</b>	<b>178</b>
Hamilton College-Lincoln Campus	54	100.0%					54
Hamilton College-Omaha Campus	27	90.0%	3	10.0%			30
ITT Technical Institute-Omaha	27	71.1%	11	28.9%			38
Myotherapy Institute	10	100.0%					10
The Creative Center	24	64.9%	13	35.1%			37
Vatterott College	Reported with Spring Valley						
Vatterott College (Spring Valley Campus)	8	88.9%	1	11.1%			9
<b>Total Degree-Granting Institutions</b>	<b>10,887</b>	<b>81.8%</b>	<b>2,307</b>	<b>17.3%</b>	<b>117</b>	<b>0.9%</b>	<b>13,311</b>
<b>Non-Degree-Granting Institutions</b>	<b>211</b>	<b>94.6%</b>	<b>12</b>	<b>5.4%</b>	<b>0</b>	<b>0.0%</b>	<b>223</b>
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	0						0
College of Hair Design	23	92.0%	2	8.0%			25
Fullen School of Hair Design	8	100.0%	0	0.0%			8
Josephs College of Beauty-Lincoln	64	98.5%	1	1.5%			65
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	116	92.8%	9	7.2%			125
<b>Nebraska Total</b>	<b>11,098</b>	<b>82.0%</b>	<b>2,319</b>	<b>17.1%</b>	<b>117</b>	<b>0.9%</b>	<b>13,534</b>
<sup>1</sup> Source: National Center for Education Statistics, fall 2004 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.							

**Table A6.8c**  
**Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2006<sup>1</sup>**

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

Continued on the next page.

**Table A6.8c Fall 2006 Continued**

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

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

<sup>2</sup>Platte Valley Bible College became known as Summit Christian College as of fall 2005.

**Table A6.8d**  
**Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2008<sup>1</sup>**

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	
<b>University of Nebraska</b>	<b>5,651</b>	<b>84.0%</b>	<b>1,014</b>	<b>15.1%</b>	<b>65</b>	<b>1.0%</b>	<b>6,730</b>
NCTA-Curtis	65	78.3%	18	21.7%			83
University of Nebraska at Kearney	881	90.2%	85	8.7%	11	1.1%	977
University of Nebraska-Lincoln	3,124	79.6%	754	19.2%	45	1.1%	3,923
University of Nebraska at Omaha	1,581	90.5%	157	9.0%	9	0.5%	1,747
<b>Nebraska State College System</b>	<b>942</b>	<b>78.4%</b>	<b>257</b>	<b>21.4%</b>	<b>2</b>	<b>0.2%</b>	<b>1,201</b>
Chadron State College	249	68.2%	114	31.2%	2	0.5%	365
Peru State College	177	84.3%	33	15.7%			210
Wayne State College	516	82.4%	110	17.6%			626
<b>Nebraska Community Colleges</b>	<b>3,431</b>	<b>94.7%</b>	<b>180</b>	<b>5.0%</b>	<b>12</b>	<b>0.3%</b>	<b>3,623</b>
Central Community College	707	99.2%	6	0.8%			713
Metropolitan Community College	672	97.1%	20	2.9%			692
Mid-Plains Community College	173	77.9%	43	19.4%	6	2.7%	222
Northeast Community College	546	94.8%	30	5.2%			576
Southeast Community College	1,072	98.7%	14	1.3%			1,086
Western Nebraska Community College	261	78.1%	67	20.1%	6	1.8%	334
<b>Nebraska Public Institutions</b>	<b>10,024</b>	<b>86.8%</b>	<b>1,451</b>	<b>12.6%</b>	<b>79</b>	<b>0.7%</b>	<b>11,554</b>
<b>Nebraska Independent Colleges and Universities</b>	<b>1,727</b>	<b>55.0%</b>	<b>1,386</b>	<b>44.2%</b>	<b>26</b>	<b>0.8%</b>	<b>3,139</b>
Bellevue University	102	88.7%	13	11.3%			115
BryanLGH College of Health Sciences	24	96.0%	1	4.0%			25
Clarkson College	13	92.9%	1	7.1%			14
College of St. Mary	52	86.7%	8	13.3%			60
Concordia University	106	39.8%	160	60.2%			266
Creighton University	309	31.7%	650	66.6%	17	1.7%	976
Dana College	77	57.0%	58	43.0%			135
Doane College	203	83.9%	39	16.1%			242
Doane College-Lincoln	4	100.0%					4
Grace University	55	57.3%	41	42.7%			96
Hastings College	211	66.8%	104	32.9%	1	0.3%	316
Little Priest Tribal College	15	93.8%	1	6.3%			16
Midland Lutheran College	93	66.0%	46	32.6%	2	1.4%	141
Nebraska Christian College	23	60.5%	15	39.5%			38
Nebraska Indian Community College	3	100.0%					3
Nebraska Methodist College	40	90.9%	4	9.1%			44
Nebraska Wesleyan University	339	89.2%	41	10.8%			380
Summit Christian College <sup>2</sup>	4	40.0%	6	60.0%			10
Union College	18	11.9%	127	84.1%	6	4.0%	151
York College	36	33.6%	71	66.4%			107

Continued on the next page.

**Table A6.8d Fall 2008 Continued**

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
<b>For-Profit Degree-Granting Schools</b>	<b>167</b>	<b>89.8%</b>	<b>19</b>	<b>10.2%</b>	<b>0</b>	<b>0.0%</b>	<b>186</b>
Alegent Health School of Radiologic Technology	Not applicable						
ITT Technical Institute-Omaha	38	100.0%					38
Kaplan University-Lincoln Campus	17	94.4%	1	5.6%			18
Kaplan University -Omaha Campus	46	93.9%	3	6.1%			49
Myotherapy Institute	27	100.0%					27
The Creative Center	28	65.1%	15	34.9%			43
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							
Vatterott College (Spring Valley Campus)	8	100.0%					8
<b>Total Degree-Granting Institutions</b>	<b>11,918</b>	<b>80.1%</b>	<b>2,856</b>	<b>19.2%</b>	<b>105</b>	<b>0.7%</b>	<b>14,879</b>
<b>Non-Degree-Granting Institutions</b>	<b>178</b>	<b>93.7%</b>	<b>12</b>	<b>6.3%</b>	<b>0</b>	<b>0.0%</b>	<b>190</b>
Capitol School of Hairstyling	25	89.3%	3	10.7%			28
College of Hair Design	35	97.2%	1	2.8%			36
Fullen School of Hair Design	9	90.0%	1	10.0%			10
Josephs College of Beauty-Lincoln	44	100.0%					44
La'James International College	8	100.0%					8
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	22	91.7%	2	8.3%			24
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	35	87.5%	5	12.5%			40
<b>Nebraska Total</b>	<b>12,096</b>	<b>80.3%</b>	<b>2,868</b>	<b>19.0%</b>	<b>105</b>	<b>0.7%</b>	<b>15,069</b>

<sup>1</sup>Source: National Center for Education Statistics, fall 2008 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.

<sup>2</sup>Platte Valley Bible College became known as Summit Christian College as of fall 2005.

**Table A6.9**  
**Net Migration of First-Time Freshmen Who Attended Degree-Granting,**  
**Postsecondary Institutions Within 12 Months of High School Graduation**  
**Fall 2004, Fall 2006 and Fall 2008 Compared to Fall 2002 Baseline<sup>1</sup>**

Student Residency and Where They Attended College	Number of First-Time Freshmen Who Attended Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation					
	Fall 2002	Fall 2004	Fall 2006	Fall 2008	Change Since Fall 2002	% Change Since Fall 2002
<b>In-Migration</b> <b>Non-Nebraska</b> Students Enrolled at <b>Nebraska</b> Colleges and Universities	2,281 <sup>1</sup>	2,424	2,783	2,961	+ 680	+ 29.8%
<b>Out-Migration</b> <b>Resident Nebraska</b> Students Enrolled at <b>Out-of-State</b> Colleges and Universities	2,513 <sup>2</sup>	2,678	2,586	2,625	+ 112%	+ 4.5%
<b>Net Migration</b>	<b>- 232</b>	<b>- 254</b>	<b>+ 197</b>	<b>+ 336</b>	<b>+ 568</b>	

<sup>1</sup>In-migration numbers from [Table A6.6](#).

<sup>2</sup>Out-migration numbers from [Table A6.1](#).

Data Source: National Center for Education Statistics, fall 2002, 2004, 2006 and 2008 IPEDS surveys. Counts include full-time and part-time students. Counts of non-Nebraskans include foreign students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

## Appendix 7

### Nebraska First-Time Freshmen Enrollments by Race/Ethnicity

#### Technical Note A7.1

All of the data summarized in this appendix are downloaded from the National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), with minor data adjustments as needed for improved data accuracy.

**Table A7.1**

**Changes in the Number of First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity Annual Percentage Change and Fall 2009 Compared to Fall 2003<sup>1</sup>**

Race/Ethnicity	Number of First-Time Freshmen						
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007		
White (non-Hispanic)	18,076	16,543	16,275	15,482	15,225		
Asian/Pacific Islander	365	373	435	435	413		
Hispanic	693	750	798	858	905		
Native American	204	226	168	216	187		
Black (non-Hispanic)	921	839	877	835	952		
Total Students	20,259	18,731	18,553	17,826	17,682		
% Change from the previous year		- 7.5%	- 1.0	- 3.9%	- 0.8%		
Race/Ethnicity	Number of First-Time Freshmen					Change from Fall 2003 to Fall 2009	
	Fall 2008	Fall 2009				Change in Number of Students	% Change in Number of Students
White (non-Hispanic)	14,936	14,894				-3,182	-17.6%
Asian/Pacific Islander	438	405				40	11.0%
Hispanic	1,030	1,120				427	61.6%
Native American	183	229				25	12.3%
Black (non-Hispanic)	865	916				-5	-0.5%
Total Students	17,452	17,564				-2,695	-13.3%
% Change from the previous year	- 1.3%	+ 0.6%					

<sup>1</sup>Data Source: National Center for Education Statistics, 2003 through 2009 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

**Table A7.2**  
**Changes in the Number of White (non-Hispanic), First-Time Freshmen at**  
**Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions**  
**Annual Percentage Change and Fall 2009 Compared to Fall 2003<sup>1</sup>**

Sector of Higher Education	Number of Students					Change from Fall 2003 to Fall 2007	
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Change in Number of Students	% Change in Number of Students
University of Nebraska	5,594	5,300	5,485	5,651	5,628		
Nebraska State College System	1,150	999	985	984	1,051		
Nebraska Community Colleges	6,679	5,841	5,835	5,214	4,947		
Independent Colleges & Universities	3,137	2,949	2,800	2,747	2,712		
Degree-Granting For-Profit Schools	895	759	743	477	664		
Non-Degree-Granting For-Profit Schools	621	695	427	409	223		
<b>Total White (non-Hispanic)</b>	<b>18,076</b>	<b>16,543</b>	<b>16,275</b>	<b>15,482</b>	<b>15,225</b>		
% Change from the previous year		- 8.5%	- 1.6%	- 4.9%	- 1.7%		
Sector of Higher Education	Number of Students					Change from Fall 2003 to Fall 2009	
	Fall 2008	Fall 2009				Change in Number of Students	% Change in Number of Students
University of Nebraska	6,003	5,754				<b>160</b>	<b>2.9%</b>
Nebraska State College System	1,089	912				<b>-238</b>	<b>-20.7%</b>
Nebraska Community Colleges	4,641	4,912				<b>-1,767</b>	<b>-26.5%</b>
Independent Colleges & Universities	2,591	2,700				<b>-437</b>	<b>-13.9%</b>
Degree-Granting For-Profit Schools	332	310				<b>-667</b>	<b>-68.3%</b>
Non-Degree-Granting For-Profit Schools	280	306				<b>-233</b>	<b>-43.2%</b>
<b>Total White (non-Hispanic)</b>	<b>14,936</b>	<b>14,894</b>				<b>-3,182</b>	<b>-17.6%</b>
% Change from the previous year	- 1.9%	- 0.3%					

<sup>1</sup>Data Source: National Center for Education Statistics, 2003 through 2009 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity. For-profit schools include non-profit schools of radiologic technology. Beginning in fall 2009, Omaha School of Massage and Healthcare of Herzing University was classified as a degree-granting for-profit school. Prior to fall 2009, it was a non-degree-granting for-profit school called Omaha School of Massage Therapy.

**Table A7.3  
Comparison of the Percentage Distributions of Nebraska High School Graduates  
and First-Time Freshmen at Nebraska Degree-Granting and  
Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity  
2002–2003/Fall 2003 through 2008–2009/Fall 2009<sup>1</sup>**

Race/Ethnicity	2002–2003 Nebraska High School (HS) Graduates		Fall 2003 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,704	89.7%	18,076	89.2%	-0.5%
Asian/Pacific Islander	334	1.5%	365	1.8%	0.3%
Hispanic	836	3.8%	693	3.4%	-0.4%
Native American	177	0.8%	204	1.0%	0.2%
Black (non-Hispanic)	921	4.2%	921	4.6%	0.4%
Total Students	21,972	100.0%	20,259	100.0%	
Race/Ethnicity	2003–2004 Nebraska High School (HS) Graduates		Fall 2004 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,290	88.8%	16,543	88.3%	-0.5%
Asian/Pacific Islander	349	1.6%	373	2.0%	0.4%
Hispanic	960	4.4%	750	4.0%	-0.4%
Native American	182	0.8%	226	1.2%	0.4%
Black (non-Hispanic)	937	4.3%	839	4.5%	0.1%
Total Students	21,718	100.0%	18,731	100.0%	
Race/Ethnicity	2004–2005 Nebraska High School (HS) Graduates		Fall 2005 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	19,037	87.9%	16,275	87.8%	-0.2%
Asian/Pacific Islander	367	1.7%	435	2.3%	0.6%
Hispanic	1,148	5.3%	798	4.3%	-1.0%
Native American	203	0.9%	168	0.9%	0.0%
Black (non-Hispanic)	892	4.1%	877	4.7%	0.6%
Total Students	21,647	100.0%	18,553	100.0%	

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**Table A7.3 Continued**

Race/Ethnicity	2005–2006 Nebraska High School (HS) Graduates		Fall 2006 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,448	87.1%	15,482	86.9%	-0.2%
Asian/Pacific Islander	382	1.8%	435	2.4%	0.6%
Hispanic	1186	5.6%	858	4.8%	-0.8%
Native American	202	1.0%	216	1.2%	0.3%
Black (non-Hispanic)	970	4.6%	835	4.7%	0.1%
Total Students	21,188	100.0%	17,826	100.0%	

Race/Ethnicity	2006–2007 Nebraska High School (HS) Graduates		Fall 2007 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,351	85.9%	15,225	86.1%	0.2%
Asian/Pacific Islander	390	1.8%	413	2.3%	0.5%
Hispanic	1,242	5.8%	905	5.1%	-0.7%
Native American	201	0.9%	187	1.1%	0.2%
Black (non-Hispanic)	1,167	5.5%	952	5.4%	-0.1%
Total Students	21,351	100.0%	17,682	100.0%	

Race/Ethnicity	2007–2008 Nebraska High School (HS) Graduates		Fall 2008 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,919	85.2%	14,936	85.6%	0.4%
Asian/Pacific Islander	402	1.8%	438	2.5%	0.7%
Hispanic	1,508	6.8%	1,030	5.9%	-0.9%
Native American	245	1.1%	183	1.0%	-0.1%
Black (non-Hispanic)	1,119	5.0%	865	5.0%	0.0%
Total Students	22,193	100.0%	17,452	100.0%	

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**Table A7.3 Continued**

Race/Ethnicity	2008–2009 Nebraska High School (HS) Graduates		Fall 2009 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	18,172	84.1%	14,894	84.8%	0.7%
Asian/Pacific Islander	393	1.8%	405	2.3%	0.5%
Hispanic	1,689	7.8%	1,120	6.4%	-1.4%
Native American	238	1.1%	229	1.3%	0.2%
Black (non-Hispanic)	1,126	5.2%	916	5.2%	0.0%
Total Students	21,618	100.0%	17,564	100.0%	

<sup>1</sup>Official numbers of high school graduates obtained from the Nebraska Department of Education in January 2009, February 2010, and February 2011. Numbers include graduates of nonpublic schools, public schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. Numbers of first-time freshmen at all Nebraska degree-granting and non-degree-granting, postsecondary institutions are based on data obtained through the National Center for Education Statistics, 2003 through 2009 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non resident aliens (foreign students) and students of unknown race/ethnicity.

<b>Table A7.4 Nebraska First-Time Freshmen Sector Enrollments by Race/Ethnicity Fall 2003 through Fall 2009<sup>1</sup></b>						
<b>Fall 2003</b>						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>White (Non-Hispanic)</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>	
University of Nebraska	5,594	30.9%	116	31.8%	166	23.9%
Nebraska State College System	1,150	6.4%	3	0.8%	31	4.5%
Community Colleges	6,679	36.9%	131	35.9%	262	37.8%
Independent Colleges and Universities	3,137	17.4%	89	24.4%	170	24.5%
Degree-Granting Private Career Schools	895	5.0%	21	5.8%	47	6.8%
Non-Degree-Granting Private Career Schools	621	3.4%	5	1.4%	17	2.5%
<b>Total</b>	<b>18,076</b>	<b>100.0%</b>	<b>365</b>	<b>100.0%</b>	<b>693</b>	<b>100.0%</b>
Sector	<b>Native American</b>		<b>Black (Non-Hispanic)</b>		<b>Total</b>	
University of Nebraska	33	16.2%	160	17.4%	6,069	30.0%
Nebraska State College System	18	8.8%	42	4.6%	1,244	6.1%
Community Colleges	52	25.5%	330	35.8%	7,454	36.8%
Independent Colleges and Universities	94	46.1%	136	14.8%	3,626	17.9%
Degree-Granting Private Career Schools	4	2.0%	216	23.4%	1,183	5.8%
Non-Degree-Granting Private Career Schools	3	1.5%	37	4.0%	683	3.4%
<b>Total</b>	<b>204</b>	<b>100.0%</b>	<b>921</b>	<b>100.0%</b>	<b>20,259</b>	<b>100.0%</b>
<sup>1</sup> Source: National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.						
Continued on the next page.						

<b>Table A7.4 Continued</b>						
<b>Fall 2004</b>						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>White (Non-Hispanic)</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>	
University of Nebraska	5,300	32.0%	125	33.5%	199	26.5%
Nebraska State College System	999	6.0%	4	1.1%	24	3.2%
Community Colleges	5,841	35.3%	108	29.0%	317	42.3%
Independent Colleges and Universities	2,949	17.8%	114	30.6%	149	19.9%
Degree-Granting Private Career Schools	759	4.6%	17	4.6%	33	4.4%
Non-Degree-Granting Private Career Schools	695	4.2%	5	1.3%	28	3.7%
<b>Total</b>	<b>16,543</b>	<b>100.0%</b>	<b>373</b>	<b>100.0%</b>	<b>750</b>	<b>100.0%</b>
Sector	<b>Native American</b>		<b>Black (Non-Hispanic)</b>		<b>Total</b>	
University of Nebraska	33	14.6%	159	19.0%	5,816	31.1%
Nebraska State College System	18	8.0%	41	4.9%	1,086	5.8%
Community Colleges	41	18.1%	291	34.7%	6,598	35.2%
Independent Colleges and Universities	117	51.8%	109	13.0%	3,438	18.4%
Degree-Granting Private Career Schools	8	3.5%	198	23.6%	1,015	5.4%
Non-Degree-Granting Private Career Schools	9	4.0%	41	4.9%	778	4.2%
<b>Total</b>	<b>226</b>	<b>100.0%</b>	<b>839</b>	<b>100.0%</b>	<b>18,731</b>	<b>100.0%</b>
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<b>Table A7.4 Continued</b>						
<b>Fall 2005</b>						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>White (Non-Hispanic)</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>	
University of Nebraska	5,485	33.7%	155	35.6%	245	30.7%
Nebraska State College System	985	6.1%	13	3.0%	17	2.1%
Community Colleges	5,835	35.8%	128	29.4%	353	44.2%
Independent Colleges and Universities	2,800	17.2%	116	26.7%	124	15.6%
Degree-Granting Private Career Schools	743	4.6%	18	4.1%	39	4.9%
Non-Degree-Granting Private Career Schools	427	2.6%	5	1.1%	20	2.5%
<b>Total</b>	<b>16,275</b>	<b>100.0%</b>	<b>435</b>	<b>100.0%</b>	<b>798</b>	<b>100.0%</b>
Sector	<b>Native American</b>		<b>Black (Non-Hispanic)</b>		<b>Total</b>	
University of Nebraska	40	23.8%	197	22.5%	6,122	33.0%
Nebraska State College System	16	9.5%	39	4.4%	1,070	5.8%
Community Colleges	50	29.8%	304	34.7%	6,670	36.0%
Independent Colleges and Universities	54	32.1%	117	13.3%	3,211	17.3%
Degree-Granting Private Career Schools	5	3.0%	177	20.2%	982	5.3%
Non-Degree-Granting Private Career Schools	3	1.8%	43	4.9%	498	2.7%
<b>Total</b>	<b>168</b>	<b>100.0%</b>	<b>877</b>	<b>100.0%</b>	<b>18,553</b>	<b>100.0%</b>
Continued on the next page.						

<b>Table A7.4 Continued</b>						
<b>Fall 2006</b>						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>White (Non-Hispanic)</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>	
University of Nebraska	5,651	36.5%	181	41.6%	285	33.2%
Nebraska State College System	984	6.4%	10	2.3%	33	3.8%
Community Colleges	5,214	33.7%	119	27.4%	382	44.5%
Independent Colleges and Universities	2,747	17.7%	113	26.0%	124	14.5%
Degree-Granting Private Career Schools	477	3.1%	6	1.4%	16	1.9%
Non-Degree-Granting Private Career Schools	409	2.6%	6	1.4%	18	2.1%
<b>Total</b>	<b>15,482</b>	<b>100.0%</b>	<b>435</b>	<b>100.0%</b>	<b>858</b>	<b>100.0%</b>
Sector	<b>Native American</b>		<b>Black (Non-Hispanic)</b>		<b>Total</b>	
University of Nebraska	49	22.7%	203	24.3%	6,369	35.7%
Nebraska State College System	20	9.3%	45	5.4%	1,092	6.1%
Community Colleges	65	30.1%	306	36.6%	6,086	34.1%
Independent Colleges and Universities	67	31.0%	97	11.6%	3,148	17.7%
Degree-Granting Private Career Schools	6	2.8%	133	15.9%	638	3.6%
Non-Degree-Granting Private Career Schools	9	4.2%	51	6.1%	493	2.8%
<b>Total</b>	<b>216</b>	<b>100.0%</b>	<b>835</b>	<b>100.0%</b>	<b>17,826</b>	<b>100.0%</b>
Continued on the next page.						

<b>Table A7.4 Continued</b>																		
<b>Fall 2007</b>																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	<b>White (Non-Hispanic)</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>													
University of Nebraska	5,628	37.0%	173	41.9%	282	31.2%												
Nebraska State College System	1,051	6.9%	7	1.7%	39	4.3%												
Community Colleges	4,947	32.5%	95	23.0%	377	41.7%												
Independent Colleges and Universities	2,712	17.8%	130	31.5%	175	19.3%												
Degree-Granting Private Career Schools	664	4.4%	5	1.2%	25	2.8%												
Non-Degree-Granting Private Career Schools	223	1.5%	3	0.7%	7	0.8%												
<b>Total</b>	<b>15,225</b>	<b>100.0%</b>	<b>413</b>	<b>100.0%</b>	<b>905</b>	<b>100.0%</b>												
Sector	<b>Native American<sup>2</sup></b>		<b>Black (Non-Hispanic)</b>		<b>Total</b>													
University of Nebraska	35	18.7%	239	25.1%	6,357	36.0%												
Nebraska State College System	24	12.8%	47	4.9%	1,168	6.6%												
Community Colleges	59	31.6%	354	37.2%	5,832	33.0%												
Independent Colleges and Universities	61	32.6%	111	11.7%	3,189	18.0%												
Degree-Granting Private Career Schools	4	2.1%	187	19.6%	885	5.0%												
Non-Degree-Granting Private Career Schools	4	2.1%	14	1.5%	251	1.4%												
<b>Total</b>	<b>187</b>	<b>100.0%</b>	<b>952</b>	<b>100.0%</b>	<b>17,682</b>	<b>100.0%</b>												
<p><sup>2</sup>A total of 43 (23.0%) of the 187 Native Americans who were first-time freshmen in 2007 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 18 (9.6%) were enrolled at other colleges and universities within the sector of independent colleges and universities. For the purpose of comparing the racial/ethnic groups, <u>excluding the tribal colleges</u> results in the following percentage distribution for Native Americans for 2007:</p> <table> <tr> <td>University of Nebraska</td> <td>24.3%</td> </tr> <tr> <td>Nebraska State College System</td> <td>16.7%</td> </tr> <tr> <td>Nebraska Community Colleges</td> <td>41.0%</td> </tr> <tr> <td>Independent Colleges and Universities</td> <td>12.5%</td> </tr> <tr> <td>Degree-Granting Private Career Schools</td> <td>2.8%</td> </tr> <tr> <td>Non-Degree-Granting Private Career Schools</td> <td>2.8%</td> </tr> </table>							University of Nebraska	24.3%	Nebraska State College System	16.7%	Nebraska Community Colleges	41.0%	Independent Colleges and Universities	12.5%	Degree-Granting Private Career Schools	2.8%	Non-Degree-Granting Private Career Schools	2.8%
University of Nebraska	24.3%																	
Nebraska State College System	16.7%																	
Nebraska Community Colleges	41.0%																	
Independent Colleges and Universities	12.5%																	
Degree-Granting Private Career Schools	2.8%																	
Non-Degree-Granting Private Career Schools	2.8%																	

<b>Table A7.4 Continued</b>																		
<b>Fall 2008</b>																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	<b>White (Non-Hispanic)</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>													
University of Nebraska	6,003	40.2%	160	36.5%	325	31.6%												
Nebraska State College System	1,089	7.3%	7	1.6%	34	3.3%												
Community Colleges	4,641	31.1%	109	24.9%	427	41.5%												
Independent Colleges and Universities	2,591	17.3%	158	36.1%	213	20.7%												
Degree-Granting Private Career Schools	332	2.2%	3	0.7%	18	1.7%												
Non-Degree-Granting Private Career Schools	280	1.9%	1	0.2%	13	1.3%												
<b>Total</b>	<b>14,936</b>	<b>100.0%</b>	<b>438</b>	<b>100.0%</b>	<b>1,030</b>	<b>100.0%</b>												
Sector	<b>Native American<sup>3</sup></b>		<b>Black (Non-Hispanic)</b>		<b>Total</b>													
University of Nebraska	35	19.1%	220	25.4%	6,743	38.6%												
Nebraska State College System	21	11.5%	46	5.3%	1,197	6.9%												
Community Colleges	43	23.5%	335	38.7%	5,555	31.8%												
Independent Colleges and Universities	78	42.6%	146	16.9%	3,186	18.3%												
Degree-Granting Private Career Schools	3	1.6%	95	11.0%	451	2.6%												
Non-Degree-Granting Private Career Schools	3	1.6%	23	2.7%	320	1.8%												
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>865</b>	<b>100.0%</b>	<b>17,452</b>	<b>100.0%</b>												
<p><sup>3</sup>A total of 49 (26.8%) of the 183 Native Americans who were first-time freshmen in 2008 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 29 (15.8%) were enrolled at other colleges and universities within the sector of independent colleges and universities. For the purpose of comparing the racial/ethnic groups, <u>excluding the tribal colleges</u> results in the following percentage distribution for Native Americans for 2008:</p> <table> <tr> <td>University of Nebraska (35)</td> <td>26.1%</td> </tr> <tr> <td>Nebraska State College System (21)</td> <td>15.7%</td> </tr> <tr> <td>Nebraska Community Colleges (43)</td> <td>32.1%</td> </tr> <tr> <td>Independent Colleges and Universities (29)</td> <td>21.6%</td> </tr> <tr> <td>Degree-Granting Private Career Schools (3)</td> <td>2.2%</td> </tr> <tr> <td>Non-Degree-Granting Private Career Schools (3)</td> <td>2.2%</td> </tr> </table>							University of Nebraska (35)	26.1%	Nebraska State College System (21)	15.7%	Nebraska Community Colleges (43)	32.1%	Independent Colleges and Universities (29)	21.6%	Degree-Granting Private Career Schools (3)	2.2%	Non-Degree-Granting Private Career Schools (3)	2.2%
University of Nebraska (35)	26.1%																	
Nebraska State College System (21)	15.7%																	
Nebraska Community Colleges (43)	32.1%																	
Independent Colleges and Universities (29)	21.6%																	
Degree-Granting Private Career Schools (3)	2.2%																	
Non-Degree-Granting Private Career Schools (3)	2.2%																	

<b>Table A7.4 Continued</b>																		
<b>Fall 2009</b>																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	<b>White (Non-Hispanic)</b>		<b>Asian/Pacific Islander</b>		<b>Hispanic</b>													
University of Nebraska	5,754	38.6%	141	34.8%	355	31.7%												
Nebraska State College System	912	6.1%	11	2.7%	42	3.8%												
Community Colleges	4,912	33.0%	87	21.5%	509	45.4%												
Independent Colleges and Universities	2,700	18.1%	153	37.8%	170	15.2%												
Degree-Granting Private Career Schools	310	2.1%	8	2.0%	22	2.0%												
Non-Degree-Granting Private Career Schools	306	2.1%	5	1.2%	22	2.0%												
<b>Total</b>	<b>14,894</b>	<b>100.0%</b>	<b>405</b>	<b>100.0%</b>	<b>1,120</b>	<b>100.0%</b>												
Sector	<b>Native American<sup>3</sup></b>		<b>Black (Non-Hispanic)</b>		<b>Total</b>													
University of Nebraska	39	17.0%	255	27.8%	6,544	37.3%												
Nebraska State College System	16	7.0%	36	3.9%	1,017	5.8%												
Community Colleges	66	28.8%	384	41.9%	5,958	33.9%												
Independent Colleges and Universities	101	44.1%	148	16.2%	3,272	18.6%												
Degree-Granting Private Career Schools	5	2.2%	68	7.4%	413	2.4%												
Non-Degree-Granting Private Career Schools	2	0.9%	25	2.7%	360	2.0%												
<b>Total</b>	<b>229</b>	<b>100.0%</b>	<b>916</b>	<b>100.0%</b>	<b>17,564</b>	<b>100.0%</b>												
<p><sup>3</sup> A total of 65 (28.3%) of the 229 Native Americans who were first-time freshmen in 2009 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 36 (15.7%) were enrolled at other colleges and universities within the sector of independent colleges and universities. For the purpose of comparing the racial/ethnic groups, <u>excluding the tribal colleges</u> results in the following percentage distribution for Native Americans for 2009:</p> <table> <tbody> <tr> <td>University of Nebraska (39)</td> <td>23.8%</td> </tr> <tr> <td>Nebraska State College System (16)</td> <td>9.8%</td> </tr> <tr> <td>Nebraska Community Colleges (66)</td> <td>40.2%</td> </tr> <tr> <td>Independent Colleges and Universities (36)</td> <td>22.0%</td> </tr> <tr> <td>Degree-Granting Private Career Schools (5)</td> <td>3.0%</td> </tr> <tr> <td>Non-Degree-Granting Private Career Schools (2)</td> <td>1.2%</td> </tr> </tbody> </table>							University of Nebraska (39)	23.8%	Nebraska State College System (16)	9.8%	Nebraska Community Colleges (66)	40.2%	Independent Colleges and Universities (36)	22.0%	Degree-Granting Private Career Schools (5)	3.0%	Non-Degree-Granting Private Career Schools (2)	1.2%
University of Nebraska (39)	23.8%																	
Nebraska State College System (16)	9.8%																	
Nebraska Community Colleges (66)	40.2%																	
Independent Colleges and Universities (36)	22.0%																	
Degree-Granting Private Career Schools (5)	3.0%																	
Non-Degree-Granting Private Career Schools (2)	1.2%																	

**Table A7.5  
Nebraska First-Time Freshmen Enrollment at Independent Colleges & Universities  
by Race/Ethnicity: 2009<sup>1</sup>**

	Total Independent Colleges & Universities Sector		Tribal Colleges <sup>2</sup>		Independent Institutions Sector Excluding Tribal Colleges	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
White (non-Hispanic)	2,700	82.5%	3	4.4%	2,697	84.2%
Asian/Pacific Islander	153	4.7%	0	0.0%	153	4.8%
Hispanic	170	5.2%	0	0.0%	170	5.3%
Native American	101	3.1%	65	95.6%	36	1.1%
Black (non-Hispanic)	148	4.5%	0	0.0%	148	4.6%
<b>Total Students</b>	<b>3,272</b>	<b>100.0%</b>	<b>68</b>	<b>100.0%</b>	<b>3,204</b>	<b>100.0%</b>

<sup>1</sup>Data Source: National Center for Education Statistics, Fall 2009 IPEDS enrollment survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

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

**Table A7.6  
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector  
Fall 2003 through Fall 2009<sup>1</sup>**

Fall 2003								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska	Nebraska State Colleges		Community Colleges		Total Public Institutions		
<b>White</b> (non-Hispanic)	5,594	92.2%	1,150	92.4%	6,679	89.6%	13,423	90.9%
<b>Asian<sup>2</sup></b>	116	1.9%	3	0.2%	131	1.8%	250	1.7%
<b>Hispanic</b>	166	2.7%	31	2.5%	262	3.5%	459	3.1%
<b>Native American</b>	33	0.5%	18	1.4%	52	0.7%	103	0.7%
<b>Black</b> (non-Hispanic)	160	2.6%	42	3.4%	330	4.4%	532	3.6%
<b>Total</b>	<b>6,069</b>	<b>100.0%</b>	<b>1,244</b>	<b>100.0%</b>	<b>7,454</b>	<b>100.0%</b>	<b>14,767</b>	<b>100.0%</b>
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities <sup>3</sup>		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
<b>White</b> (non-Hispanic)	3,137	86.5%	895	75.7%	621	90.9%	18,076	89.2%
<b>Asian<sup>2</sup></b>	89	2.4%	21	1.8%	5	0.7%	365	1.8%
<b>Hispanic</b>	170	4.7%	47	4.0%	17	2.5%	693	3.4%
<b>Native American</b>	94	2.6%	4	0.3%	3	0.4%	204	1.0%
<b>Black</b> (non-Hispanic)	136	3.8%	216	18.3%	37	5.4%	921	4.6%
<b>Total</b>	<b>3,626</b>	<b>100.0%</b>	<b>1,183</b>	<b>100.0%</b>	<b>683</b>	<b>100.0%</b>	<b>20,259</b>	<b>100.0%</b>

<sup>1</sup>Source: National Center for Education Statistics, 2003 through 2008 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

<sup>2</sup>The Asian student group includes students of Pacific Islander descent.

<sup>3</sup>Includes Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

Continued on the next page.

**Table A7.6 Continued**

**Fall 2004**

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>Public Institutions</b>							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
<b>White</b> (non-Hispanic)	5,300	91.1%	999	92.0%	5,841	88.5%	12,140	89.9%
<b>Asian<sup>2</sup></b>	125	2.1%	4	0.4%	108	1.6%	237	1.8%
<b>Hispanic</b>	199	3.4%	24	2.2%	317	4.8%	540	4.0%
<b>Native American</b>	33	0.6%	18	1.7%	41	0.6%	92	0.7%
<b>Black</b> (non-Hispanic)	159	2.7%	41	3.8%	291	4.4%	491	3.6%
<b>Total</b>	<b>5,816</b>	<b>100.0%</b>	<b>1,086</b>	<b>100.0%</b>	<b>6,598</b>	<b>100.0%</b>	<b>13,500</b>	<b>100.0%</b>
Race/Ethnicity	<b>Other Colleges and Universities</b>						<b>Nebraska Total</b>	
	Independent Colleges and Universities <sup>3</sup>		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
<b>White</b> (non-Hispanic)	2,949	85.8%	759	74.8%	695	89.3%	16,543	88.3%
<b>Asian<sup>2</sup></b>	114	3.3%	17	1.7%	5	0.6%	373	2.0%
<b>Hispanic</b>	149	4.3%	33	3.3%	28	3.6%	750	4.0%
<b>Native American</b>	117	3.4%	8	0.8%	9	1.2%	226	1.2%
<b>Black</b> (non-Hispanic)	109	3.2%	198	19.5%	41	5.3%	839	4.5%
<b>Total</b>	<b>3,438</b>	<b>100.0%</b>	<b>1,015</b>	<b>100.0%</b>	<b>778</b>	<b>100.0%</b>	<b>18,731</b>	<b>100.0%</b>

<sup>2</sup>The Asian student group includes students of Pacific Islander descent.

<sup>3</sup>Includes Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

Continued on the next page.

**Table A7.6 Continued**

**Fall 2005**

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>Public Institutions</b>							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
<b>White</b> (non-Hispanic)	5,485	89.6%	985	92.1%	5,835	87.5%	12,305	88.8%
<b>Asian<sup>2</sup></b>	155	2.5%	13	1.2%	128	1.9%	296	2.1%
<b>Hispanic</b>	245	4.0%	17	1.6%	353	5.3%	615	4.4%
<b>Native American</b>	40	0.7%	16	1.5%	50	0.7%	106	0.8%
<b>Black</b> (non-Hispanic)	197	3.2%	39	3.6%	304	4.6%	540	3.9%
<b>Total</b>	<b>6,122</b>	<b>100.0%</b>	<b>1,070</b>	<b>100.0%</b>	<b>6,670</b>	<b>100.0%</b>	<b>13,862</b>	<b>100.0%</b>
Race/Ethnicity	<b>Other Colleges and Universities</b>						<b>Nebraska Total</b>	
	Independent Colleges and Universities <sup>3</sup>		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
<b>White</b> (non-Hispanic)	2,800	87.2%	743	75.7%	427	85.7%	16,275	87.7%
<b>Asian<sup>2</sup></b>	116	3.6%	18	1.8%	5	1.0%	435	2.4%
<b>Hispanic</b>	124	3.9%	39	4.0%	20	4.0%	798	4.3%
<b>Native American</b>	54	1.7%	5	0.5%	3	0.6%	168	0.9%
<b>Black</b> (non-Hispanic)	117	3.6%	177	18.0%	43	8.6%	877	4.7%
<b>Total</b>	<b>3,211</b>	<b>100.0%</b>	<b>982</b>	<b>100.0%</b>	<b>498</b>	<b>100.0%</b>	<b>18,553</b>	<b>100.0%</b>

<sup>2</sup>The Asian student group includes students of Pacific Islander descent.

<sup>3</sup>Includes Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

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**Table A7.6 Continued**

**Fall 2006**

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>Public Institutions</b>							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
<b>White</b> (non-Hispanic)	5,651	88.7%	984	90.1%	5,214	85.7%	11,849	87.5%
<b>Asian<sup>2</sup></b>	181	2.8%	10	0.9%	119	2.0%	310	2.3%
<b>Hispanic</b>	285	4.5%	33	3.0%	382	6.3%	700	5.2%
<b>Native American</b>	49	0.8%	20	1.8%	65	1.1%	134	1.0%
<b>Black</b> (non-Hispanic)	203	3.2%	45	4.1%	306	5.0%	554	4.1%
<b>Total</b>	6,369	100.0%	1,092	100.0%	6,086	100.0%	13,547	100.0%

Race/Ethnicity	<b>Other Colleges and Universities</b>						<b>Nebraska Total</b>	
	Independent Colleges and Universities <sup>3</sup>		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
<b>White</b> (non-Hispanic)	2,747	87.3%	477	74.8%	409	83.0%	15,482	86.9%
<b>Asian<sup>2</sup></b>	113	3.6%	6	0.9%	6	1.2%	435	2.4%
<b>Hispanic</b>	124	3.9%	16	2.5%	18	3.7%	858	4.8%
<b>Native American</b>	67	2.1%	6	0.9%	9	1.8%	216	1.2%
<b>Black</b> (non-Hispanic)	97	3.1%	133	20.8%	51	10.3%	835	4.7%
<b>Total</b>	3,148	100.0%	638	100.0%	493	100.0%	17,826	100.0%

<sup>2</sup>The Asian student group includes students of Pacific Islander descent.

<sup>3</sup>Includes Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

Continued on the next page.

**Table A7.6 Continued**

**Fall 2007**

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>Public Institutions</b>							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
<b>White</b> (non-Hispanic)	5,628	88.5%	1,051	90.0%	4,947	84.8%	11,626	87.0%
<b>Asian</b> <sup>2</sup>	173	2.7%	7	0.6%	95	1.6%	275	2.1%
<b>Hispanic</b>	282	4.4%	39	3.3%	377	6.5%	698	5.2%
<b>Native American</b>	35	0.6%	24	2.1%	59	1.0%	118	0.9%
<b>Black</b> (non-Hispanic)	239	3.8%	47	4.0%	354	6.1%	640	4.8%
<b>Total</b>	<b>6,357</b>	<b>100.0%</b>	<b>1,168</b>	<b>100.0%</b>	<b>5,832</b>	<b>100.0%</b>	<b>13,357</b>	<b>100.0%</b>

Race/Ethnicity	<b>Other Colleges and Universities</b>						<b>Nebraska Total</b>	
	Independent Colleges and Universities <sup>3</sup>		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
<b>White</b> (non-Hispanic)	2,712	85.0%	664	75.0%	223	88.8%	15,225	86.1%
<b>Asian</b> <sup>2</sup>	130	4.2%	5	0.6%	3	1.2%	413	2.3%
<b>Hispanic</b>	175	5.5%	25	2.8%	7	2.8%	905	5.1%
<b>Native American</b>	61	1.9%	4	0.5%	4	1.6%	187	1.1%
<b>Black</b> (non-Hispanic)	111	3.5%	187	21.1%	14	5.6%	952	5.4%
<b>Total</b>	<b>3,189</b>	<b>100.0%</b>	<b>885</b>	<b>100.0%</b>	<b>251</b>	<b>100.0%</b>	<b>17,682</b>	<b>100.0%</b>

<sup>2</sup>The Asian student group includes students of Pacific Islander descent.

<sup>3</sup>Includes Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

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**Table A7.6 Continued**

**Fall 2008**

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>Public Institutions</b>							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
<b>White</b> (non-Hispanic)	6,003	89.0%	1,089	91.0%	4,641	83.5%	11,733	86.9%
<b>Asian<sup>2</sup></b>	160	2.4%	7	0.6%	109	2.0%	276	2.0%
<b>Hispanic</b>	325	4.8%	34	2.8%	427	7.7%	786	5.8%
<b>Native American</b>	35	0.5%	21	1.8%	43	0.8%	99	0.7%
<b>Black</b> (non-Hispanic)	220	3.3%	46	3.8%	335	6.0%	601	4.5%
<b>Total</b>	<b>6,743</b>	<b>100.0%</b>	<b>1,197</b>	<b>100.0%</b>	<b>5,555</b>	<b>100.0%</b>	<b>13,495</b>	<b>100.0%</b>
Race/Ethnicity	<b>Other Colleges and Universities</b>						<b>Nebraska Total</b>	
	Independent Colleges and Universities <sup>3</sup>		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
<b>White</b> (non-Hispanic)	2,591	81.3%	332	73.6%	280	87.5%	14,936	85.6%
<b>Asian<sup>2</sup></b>	158	5.0%	3	0.7%	1	0.3%	438	2.5%
<b>Hispanic</b>	213	6.7%	18	4.0%	13	4.1%	1,030	5.9%
<b>Native American</b>	78	2.4%	3	0.7%	3	0.9%	183	1.0%
<b>Black</b> (non-Hispanic)	146	4.6%	95	21.1%	23	7.2%	865	5.0%
<b>Total</b>	<b>3,186</b>	<b>100.0%</b>	<b>451</b>	<b>100.0%</b>	<b>320</b>	<b>100.0%</b>	<b>17,452</b>	<b>100.0%</b>

<sup>2</sup>The Asian student group includes students of Pacific Islander descent.

<sup>3</sup>Includes Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) for the fall 2008 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

**Table A7.6 Continued**

**Fall 2009**

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	<b>Public Institutions</b>							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
<b>White</b> (non-Hispanic)	5,754	87.9%	912	89.7%	4,912	82.4%	11,578	85.6%
<b>Asian<sup>2</sup></b>	141	2.2%	11	1.1%	87	1.5%	239	1.8%
<b>Hispanic</b>	355	5.4%	42	4.1%	509	8.5%	906	6.7%
<b>Native American</b>	39	0.6%	16	1.6%	66	1.1%	121	0.9%
<b>Black</b> (non-Hispanic)	255	3.9%	36	3.5%	384	6.4%	675	5.0%
<b>Total</b>	6,544	100.0%	1,017	100.0%	5,958	100.0%	13,519	100.0%
Race/Ethnicity	<b>Other Colleges and Universities</b>						<b>Nebraska Total</b>	
	Independent Colleges and Universities <sup>3</sup>		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
<b>White</b> (non-Hispanic)	2,700	82.5%	310	75.1%	306	85.0%	14,894	84.8%
<b>Asian<sup>2</sup></b>	153	4.7%	8	1.9%	5	1.4%	405	2.3%
<b>Hispanic</b>	170	5.2%	22	5.3%	22	6.1%	1,120	6.4%
<b>Native American</b>	101	3.1%	5	1.2%	2	0.6%	229	1.3%
<b>Black</b> (non-Hispanic)	148	4.5%	68	16.5%	25	6.9%	916	5.2%
<b>Total</b>	3,272	100.0%	413	100.0%	360	100.0%	17,564	100.0%

<sup>2</sup>The Asian student group includes students of Pacific Islander descent.

<sup>3</sup>Includes Little Priest Tribal College and Nebraska Indian Community College. See [Table A7.5](#) for the fall 2009 first-time freshmen enrollments of these two tribal colleges and first-time freshmen enrollments in the independent sector, excluding tribal college enrollments.

## Appendix 8

### Financial Aid Programs

#### Explanatory Note A8.1 Definitions of Federal and State Title IV Financial Aid Programs

The following are definitions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students:

- **Federal Pell Grant:** Federal Pell Grants are awarded to undergraduates who have not earned a bachelor's degree and who demonstrate high financial need. Pell Grants do not have to be repaid. The award range for Pell Grants for the award year 2009–10 was \$400 to \$5,350.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** Undergraduate students with exceptional need and who have not received a bachelor's degree are eligible to receive the FSEOG. FSEOG awards can range from \$100 to \$4,000 and do not have to be repaid, but awards are subject to the availability of funds at a student's institution.
- **Nebraska State Grant (NSG):** State grants are awarded to Nebraska-resident, Pell Grant-eligible students attending eligible Nebraska postsecondary institutions to assist with the students' educational expenses. Funding for the grant comes from both the federal government through its Special Leveraging Educational Assistance Partnership Program authorizations and from the state through the Nebraska Lottery and the state's general fund. Because this program is based on Pell Grant eligibility, students must demonstrate financial need to receive a Nebraska State Grant.
- **Academic Competitiveness Grants (ACGs):** Created under the Higher Education Reconciliation Act of 2005, ACGs are need-based but limited to students who have demonstrated academic achievement. To receive an ACG, a student must be a college freshman or sophomore, a U.S. citizen, Pell Grant-eligible and have completed a program of rigorous high school course work as defined by their state and recognized by the U.S. Secretary of Education. ACGs provide additional funds of up to \$750 for first-year college students and up to an additional \$1,300 for second-year students who are enrolled full time and maintain a 3.0 GPA in college. Institutions began to award these grants beginning in the 2006–2007 academic year.
- **National Science and Mathematics Access to Retain Talent (SMART) Grants:** Created under the Higher Education Reconciliation Act of 2005, SMART grants are need-based but limited to students majoring in specified fields who maintain B averages in college. To receive a SMART grant, a student must be a third- or fourth-year college student; a U.S. citizen; Pell Grant-eligible; enrolled full time; majoring in a designated science, technology, mathematics, or critical language; and maintaining a 3.0 GPA. Students who meet these criteria will automatically receive up to \$4,000 in additional financial aid. Institutions began to award SMART grants beginning in the 2006–2007 academic year.
- **Federal Work-Study (FWS):** The FWS provides on- and off-campus jobs for graduate and undergraduate students who demonstrate financial need. Work-study amounts awarded vary from institution to institution.

Continued on the next page.

## Explanatory Note A8.1 Continued

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

- **Teacher Education Assistance for College and Higher Education (TEACH) Grants:** The TEACH grant program was established under the College Cost Reduction and Access Act (CCRAA) to benefit current and prospective teachers. Beginning in 2008-2009, students may be awarded up to \$4,000 per academic year. Undergraduate and post-baccalaureate students may receive up to a total of \$16,000, while graduate students may receive up to \$8,000. Eligible students must be currently completing or planning to complete coursework necessary to begin a career in teaching. There are, however, graduate degree alternatives for teachers or retirees with experience in a teacher shortage area. To be considered for a grant, a student must have a score above the 75<sup>th</sup> percentile on an admissions test, such as SAT, ACE or GRE and at least a 3.25 GPA. Students must sign an understanding of terms document to certify that they understand the terms of the grant and the teaching service requirements. The student must teach full time for at least four years within eight years of completing the program at a Title I school as a highly qualified teacher and/or in a specified subject area (mathematics, science, foreign language, bilingual education, special education, reading or another “high need” field). If service is not met, the grant must be repaid as an unsubsidized direct Stafford Loan with interest from the date(s) of original disbursement.
- **Perkins Loan:** Perkins Loans are fixed, low-interest (5%) loans available to graduate and undergraduate students with financial need. Undergraduate students may borrow up to \$4,000 per year, and graduate students may borrow up to \$6,000 per year, depending on the availability of funds at their institution.
- **Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans:** Stafford Loans are available to undergraduate and graduate students. Students must demonstrate financial need in order to qualify for a Subsidized Stafford Loan, where the federal government pays the interest while the student is in school. Unsubsidized Stafford Loans are available to all students, but borrowers are responsible for the interest while in school. Loan limits for Stafford Loans range from a maximum of \$5,500 to \$20,500 depending on grade level and dependency status.
- **PLUS Loans for Graduate and Professional Degree Students (GRAD PLUS):** Graduate and professional degree students are eligible to borrow under the PLUS loan program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS also apply to PLUS loans for graduate and professional students. Applicants must apply for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.
- **PLUS Loans:** PLUS loans are available to the parents of dependent undergraduate students. These loans are not need-based. Parents may borrow up to the student’s cost of attendance, less any other financial aid received.

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

**Table A8.1  
Nebraska State Grants (NSG) Awarded by Sector  
2009–2010 Compared to 2003–2004 Baseline<sup>1</sup>**

	<b>2003–04</b>	<b>2009–10</b>	<b>% Change</b>
<b>Nebraska Public Institutions</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	21,373	27,907	30.6%
Number of Students Awarded an NSG	8,740	10,322	18.1%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	40.9%	37.0%	
Total NSG Awarded	\$4,970,800	\$8,776,013	76.6%
Average NSG Award	\$569	\$850	49.5%
<b>Independent Colleges &amp; Universities</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,837	5,297	38.1%
Number of Students Awarded an NSG	2,674	2,884	7.9%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	69.7%	54.4%	
Total NSG Awarded	\$2,559,826	\$2,733,430	6.8%
Average NSG Award	\$957	\$948	-1.0%
<b>Private Career Schools</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,012	4,877	61.9%
Number of Students Awarded an NSG	1,617	2,498	54.5%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	53.7%	51.2%	
Total NSG Awarded	\$1,204,537	\$2,583,610	114.5%
Average NSG Award	\$726	\$1,034	42.4%
<b>Total Nebraska State Grants Awarded</b>			
Number of Nebraska-Resident, Pell Grant-Eligible Students	28,222	38,081	34.9%
Number of Students Awarded an NSG	13,031	15,704	20.5%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NSG	46.2%	41.2%	
Total NSG Awarded	\$8,735,163	\$14,093,053	61.3%
Average NSG Award	\$668	\$897	34.4%

<sup>1</sup>Data Source: Nebraska State Grant Expenditure Reports, September 2004 and September 2010.

**Table A8.2**  
**Nebraska State Grants (NSG) Awarded by Sector and Income of Recipient**  
**2009–2010 Compared to 2003–2004 Baseline<sup>1</sup>**

As shown in this table, students who reported incomes of \$0 to \$19,999 received the highest number and percentage of state grants in each sector, with the exception of students attending independent colleges and universities in 2003–2004.

Higher Education Sector and Income Level of NSG Recipients	2003–2004		2009–2010		% Change in No. of Recipients
	No. of Recipients	% of Recipients	No. of Recipients	% of Recipients	
<b>Nebraska Public Institutions</b>					
\$0 to \$19,999	4,398	50.3%	4,863	47.1%	10.6%
\$20,000 to \$39,999	3,079	35.2%	2,910	28.2%	-5.5%
\$40,000 or higher	1,263	14.5%	2,549	24.7%	101.8%
Total	8,740	100.0%	10,322	100.0%	18.1%
<b>Independent Colleges and Universities</b>					
\$0 to \$19,999	946	35.4%	1,231	42.7%	30.1%
\$20,000 to \$39,999	1,147	42.9%	883	30.6%	-23.0%
\$40,000 or higher	581	21.7%	770	26.7%	32.5%
Total	2,674	100.0%	2,884	100.0%	7.9%
<b>Private Career Schools</b>					
\$0 to \$19,999	1,353	83.7%	1,988	79.6%	46.9%
\$20,000 to \$39,999	202	12.5%	338	13.5%	67.3%
\$40,000 or higher	62	3.8%	172	6.9%	177.4%
Total	1,617	100.0%	2,498	100.0%	54.5%
<b>Total Nebraska State Grants Awarded</b>					
\$0 to \$19,999	6,697	51.4%	8,082	51.5%	20.7%
\$20,000 to \$39,999	4,428	34.0%	4,131	26.3%	-6.7%
\$40,000 or higher	1,906	14.6%	3,491	22.2%	83.2%
Total	13,031	100.0%	15,704	100.0%	20.5%

<sup>1</sup>Data Sources: Nebraska State Grant Expenditure Reports, September 2004 and September 2009.

**Table A8.3  
Access College Early (ACE) Scholarship Program Funding and Awards  
2007–2008 to 2010–2011 to Date<sup>1</sup>**

Academic Year	NE State Funding	Federal Funding	Total Available Funding	\$ Amount of Scholarships Awarded
2007-2008	\$115,000		\$115,000	\$114,856
2008-2009	\$115,000	\$100,000	\$215,000	\$216,754
2009-2010	\$240,000	\$100,000	\$340,000	\$339,624
2010-2011 to Date	\$484,652	\$250,000	\$734,652	\$541,521
Academic Year	No. of Student Recipients	No. of Scholarships Awarded	Average Scholarship	Average Received per Student
2007-2008	294	363	\$316	\$391
2008-2009	643	825	\$263	\$337
2009-2010	1,020	1,302	\$261	\$333
2010-2011 to Date	1,240	1,597	\$339	\$437
Academic Year	No. of Dual Enrollment Courses	No. of Credit Hours	No. of Nebraska High Schools Represented	No. of Nebraska Colleges & Universities Where Students Took Courses
2007–2008	497	1,698	110	11
2008–2009	912	3,050	135	13
2009–2010	1,369	4,558	191	12
2010–2011 to Date	2,322	7,498	197	12
<sup>1</sup> Data Source: Nebraska’s Coordinating Commission for Postsecondary Education, January 2011.				

**Table A8.4a  
College Continuation Rates  
for High School Seniors Who Received  
Access College Early (ACE) Scholarships in 2007–2008  
by Gender and Type of High School Attended**

Type of High School Attended	No. of 2007–2008 High School Seniors Who Received ACE Scholarships <sup>1</sup>	No. of Senior Scholarship Recipients Who Enrolled in College <sup>2</sup>	College Continuation Rate <sup>3</sup>
<b>Males</b>			
Public	74	63	85.1%
Nonpublic (Private)	1	1	100.0%
<b>Total</b>	<b>75</b>	<b>64</b>	<b>85.3%</b>
<b>Females</b>			
Public	141	117	83.0%
Nonpublic (Private)	4	4	100.0%
<b>Total</b>	<b>145</b>	<b>121</b>	<b>83.4%</b>
<b>Total</b>			
Public	215	180	83.7%
Nonpublic (Private)	5	5	100.0%
<b>Total</b>	<b>220</b>	<b>185</b>	<b>84.1%</b>

<sup>1</sup>Data Source: Records of the 2007-2008 ACE scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, July 21, 2009.

<sup>2</sup>Data Source: National Student Clearinghouse, July 21, 2009. (National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse.)

<sup>3</sup>The college continuation rate is the number of total number of high school seniors who received ACE scholarships in 2007-2008 and were enrolled in college on or before May 31, 2009, divided by the total number of high school seniors who received ACE scholarships in 2007-2008.

The college continuation rates for the public high school graduates shown in this table are based exclusively on college enrollment data obtained from the National Student Clearinghouse (NSC) and, as a result, are different from the rates published in Table A8.3 of the *2010 Nebraska Higher Education Progress Report*. The number of college-going students reported in Table A8.3 in the 2010 report included six females and two males who were not listed in the college enrollment file obtained from the NSC. These students were contacted personally and found to be attending college, even though they were not included in the enrollment files obtained from the NSC. Adding these students to the college-going students identified through the NSC improved the accuracy of the estimated college continuation rates for the ACE scholarship recipients and increased the rates for males, females and the total group for 2007-2008, as reported in the *2010 Progress Report*. While the rates reported in 2010 are more accurate, they are not directly comparable to computed rates for subsequent years based strictly on NSC records. Since the Commission must rely only on NSC files for estimating college-going rates in subsequent years, the rates reported currently for 2007-2008 in Table A8.3a above are the rates based only on NSC data.

**Table A8.4b  
Percentage Distributions  
of Public High School Seniors Who Received Access Early (ACE) Scholarships  
and Other 2007–2008 Graduates of Nebraska Public High Schools  
by Gender and Student Income Status<sup>1</sup>**

Gender	ACE Scholarship Recipients		ACE Scholarship Recipients Who Continued to College <sup>2</sup>	
	n	%	n	%
Male	74	34.4%	63	35.0%
Female	141	65.6%	117	65.0%
Total	215	100.0%	180	100.0%
Gender	Other Low-Income High School Graduates		Other Low-Income High School Graduates Who Continued to College <sup>2</sup>	
	n	%	n	%
Male	2,082	47.7%	986	44.8%
Female	2,282	52.3%	1,216	55.2%
Total	4,364	100.0%	2,202	100.0%
Gender	Non-Low-Income High School Graduates		Non-Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Male	7,803	50.5%	5,536	48.4%
Female	7,654	49.5%	5,913	51.6%
Total	15,457	100.0%	11,449	100.0%
Gender	Total Number of 2007–2008 High School Graduates		2007–2008 High School Graduates Who Continued to College	
	n	%	n	%
Male	9,959	49.7%	6,585	47.6%
Female	10,077	50.3%	7,246	52.4%
Total	20,036	100.0%	13,831	100.0%

<sup>1</sup> Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

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### Table A8.4b Continued

Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, July 15, 2009, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all low-income and non-low-income Nebraska public high school graduates, April 7, 2009.

National Student Clearinghouse records do not include students who enrolled in small private, not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse.

To determine the numbers of other low-income graduates, the 2007–2008 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

<sup>2</sup>The numbers of college-going ACE scholarship recipients and other low-income public high school graduates shown in this table are based exclusively on college enrollment data obtained from the National Student Clearinghouse (NSC) and, as a result, are different from the numbers of these students published in Table A8.4 of the *2010 Nebraska Higher Education Progress Report*. The number of college-going ACE scholarship recipients reported in Table A8.4 in the 2010 report included six females and two males who were not listed in the college enrollment file obtained from the NSC. These students were contacted personally and found to be attending college, even though they were not included in the enrollment files obtained from the NSC. Adding these students to the college-going ACE scholarship recipients identified through the NSC improved the accuracy of the count of college-going students who had received ACE scholarships. However, the resulting, more accurate counts of male and female college-going ACE scholarship recipients are not directly comparable to counts for subsequent years based strictly on NSC records. Since the Commission must rely only on NSC files for estimating college-going rates in subsequent years, the numbers of college-going students reported for 2007-2008 in Table A8.3b above are based only on NSC data.

**Table A8.4c**  
**College Continuation Rates**  
**for Public High School Seniors Who Received Access Early (ACE) Scholarships**  
**and Other 2007–2008 Graduates of Nebraska Public High Schools**  
**by Gender and Student Income Status<sup>1</sup>**

Student Category	No. of 2007–2008 High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate <sup>2</sup>
<b>Males</b>			
ACE Scholarship Recipients <sup>3</sup>	74	63	85.1%
Other Low Income Graduates <sup>3</sup>	2,082	986	43.0%
Non-Low Income Graduates	7,803	5,536	70.9%
<b>Total</b>	<b>9,959</b>	<b>6,585</b>	<b>66.1%</b>
<b>Females</b>			
ACE Scholarship Recipients <sup>3</sup>	141	117	83.0%
Other Low Income Graduates <sup>3</sup>	2,282	1,216	53.3%
Non-Low Income Graduates	7,654	5,913	77.3%
<b>Total</b>	<b>10,077</b>	<b>7,246</b>	<b>71.9%</b>
<b>Total</b>			
ACE Scholarship Recipients <sup>3</sup>	215	180	83.7%
Other Low Income Graduates <sup>3</sup>	4,364	2,202	50.5%
Non-Low Income Graduates	15,457	11,449	74.1%
<b>Total</b>	<b>20,036</b>	<b>13,831</b>	<b>69.0%</b>

<sup>1</sup>Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, July 15, 2009, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all low-income and non-low-income Nebraska public high school graduates, April 7, 2009.

National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse.

To determine the numbers of other low-income graduates, the 2007–2008 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

Continued on the next page.

### Table A8.4c Continued

<sup>2</sup>The college continuation rate is the number of students who were enrolled in college on or before April 7, 2009 after graduating from Nebraska public high schools during the 2007–2008 school year, divided by the total number of students who graduated from Nebraska public high schools in 2007–2008.

<sup>3</sup>The numbers of college-going ACE scholarship recipients, the numbers of other low-income public high school graduates, and the college continuation rates shown in this table are based exclusively on college enrollment data obtained from the National Student Clearinghouse (NSC) and, as a result, are different from the numbers of these students and their college-going rates that were published in Table A8.5 of the *2010 Nebraska Higher Education Progress Report*. The reported values are different because the number of college-going ACE scholarship recipients reported in Table A8.5 in the 2010 report included six females and two males who were not listed in the college enrollment file obtained from the NSC. These students were contacted personally and found to be attending college, even though they were not included in the enrollment files obtained from the NSC. Adding these students to the college-going ACE scholarship recipients identified through the NSC improved the accuracy of the count of college-going students who had received ACE scholarships. However, the resulting, more accurate counts and college continuation rates of the male and female college-going ACE scholarship recipients are not directly comparable to counts and college continuation rates for subsequent years based strictly on NSC records. Since the Commission must rely only on NSC files for estimating college-going rates in subsequent years, the numbers of college-going students and the corresponding college continuation rates reported for 2007-2008 in Table A8.3c above are based only on NSC data.

**Table A8.5a**  
**College Continuation Rates**  
**for High School Seniors Who Received**  
**Access College Early (ACE) Scholarships in 2008–2009**  
**by Gender and Type of High School Attended**

Type of High School Attended	No. of 2008–2009 High School Seniors Who Received ACE Scholarships <sup>1</sup>	No. of Senior Scholarship Recipients Who Enrolled in College <sup>2</sup>	College Continuation Rate <sup>3</sup>
<b>Males</b>			
Public	123	98	79.7%
Nonpublic (Private)	2	2	100.0%
Total	125	100	80.0%
<b>Females</b>			
Public	315	255	81.0%
Nonpublic (Private)	12	12	100.0%
Total	327	267	81.7%
<b>Total</b>			
Public	438	353	80.6%
Nonpublic (Private)	14	14	100.0%
Total	452	367	81.2%

<sup>1</sup>Data Source: Records of the 2008-2009 ACE scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, April 20, 2010.

<sup>2</sup>Data Source: National Student Clearinghouse, April 20, 2010. (National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse.)

<sup>3</sup>The college continuation rate is the number of total number of high school seniors who received ACE scholarships in 2008-2009 and were enrolled in college on or before April 20, 2010, divided by the total number of high school seniors who received ACE scholarships in 2008-2009.

**Table A8.5b  
Percentage Distributions  
of Public High School Seniors Who Received Access Early (ACE) Scholarships  
and Other 2008–2009 Graduates of Nebraska Public High Schools  
by Gender and Student Income Status<sup>1</sup>**

Gender	ACE Scholarship Recipients		ACE Scholarship Recipients Who Continued to College	
	n	%	n	%
Male	123	28.1%	98	27.8%
Female	315	71.9%	255	72.2%
Total	438	100.0%	353	100.0%
Gender	Other Low-Income High School Graduates		Other Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Male	2,200	50.2%	1,032	46.1%
Female	2,182	49.8%	1,206	53.9%
Total	4,382	100.0%	2,238	100.0%
Gender	Non-Low-Income High School Graduates		Non-Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Male	7,354	50.1%	5,314	47.9%
Female	7,320	49.9%	5,769	52.1%
Total	14,674	100.0%	11,083	100.0%
Gender	Total Number of 2008–2009 High School Graduates		2008–2009 High School Graduates Who Continued to College	
	n	%	n	%
Male	9,677	49.6%	6,444	47.1%
Female	9,817	50.4%	7,230	52.9%
Total	19,494	100.0%	13,674	100.0%

<sup>1</sup> Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

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**Table A8.5b Continued**

Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, April 20, 2010, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all low-income and non-low-income Nebraska public high school graduates, April 20, 2010.

National Student Clearinghouse records do not include students who enrolled in small private, not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse.

To determine the numbers of other low-income graduates, the 2008–2009 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

**Table A8.5c  
College Continuation Rates  
for Public High School Seniors Who Received Access Early (ACE) Scholarships  
and Other 2008–2009 Graduates of Nebraska Public High Schools  
by Gender and Student Income Status<sup>1</sup>**

Student Category	No. of 2008–2009 High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate <sup>2</sup>
<b>Males</b>			
ACE Scholarship Recipients <sup>3</sup>	123	98	79.7%
Other Low Income Graduates <sup>3</sup>	2,200	1,032	46.9%
Non-Low Income Graduates	7,354	5,314	72.3%
<b>Total</b>	<b>9,677</b>	<b>6,444</b>	<b>66.6%</b>
<b>Females</b>			
ACE Scholarship Recipients <sup>3</sup>	315	255	81.0%
Other Low Income Graduates <sup>3</sup>	2,182	1,206	55.3%
Non-Low Income Graduates	7,320	5,769	78.8%
<b>Total</b>	<b>9,817</b>	<b>7,230</b>	<b>73.6%</b>
<b>Total</b>			
ACE Scholarship Recipients <sup>3</sup>	438	353	80.6%
Other Low Income Graduates <sup>3</sup>	4,382	2,238	51.1%
Non-Low Income Graduates	14,674	11,083	75.5%
<b>Total</b>	<b>19,494</b>	<b>13,674</b>	<b>70.1%</b>

<sup>1</sup>Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students include at least some students who live in low-income households, but who do not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, April 20, 2010, and Nebraska Department of Education and National Student Clearinghouse enrollment records for all low-income and non-low-income Nebraska public high school graduates, April 20, 2010.

National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse.

To determine the numbers of other low-income graduates, the 2008–2009 recipients of ACE scholarships were assumed to be included among the male and female low-income graduates that the Nebraska Department of Education reported to the Coordinating Commission. The numbers of other low income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low income graduates reported by the Nebraska Department of Education.

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**Table A8.5c Continued**

<sup>2</sup>The college continuation rate is the number of students who were enrolled in college on or before April 20, 2010 after graduating from Nebraska public high schools during the 2008–2009 school year, divided by the total number of students who graduated from Nebraska public high schools in 2008–2009.



## Appendix 9

### IPEDS Freshmen Retention Rates

<b>Table A9.1 Nebraska Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2009 Compared to Fall 2004 Baseline<sup>1</sup></b>				
Sector of Nebraska Postsecondary Education	Fall 2004		Fall 2009	
	No. of Full-Time, First-Time Freshmen Fall 2003	<b>Full-Time Retention Rate Fall 2004<sup>2</sup></b>	No. of Full-Time, First-Time Freshmen Fall 2008	<b>Full-Time Retention Rate Fall 2009<sup>2</sup></b>
University of Nebraska <sup>3</sup>	6,327	78.4%	7,058	80.8%
Nebraska State College System	1,231	69.7%	1,265	66.0%
Nebraska Community Colleges	5,576	61.1%	4,276	64.6%
Total All Public Institutions	13,134	70.2%	12,599	73.8%
Nebraska Independent Institutions	3,613	74.6%	3,153	75.8%
Degree-Granting For-Profit Schools <sup>4</sup>	1,119	59.8%	482	68.3%
Non-Degree-Granting For-Profit Schools <sup>5</sup>	589	66.5%	269	72.7%
<b>Nebraska State Retention Rate</b>	18,455	70.5%	16,503	74.1%
<p><sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), (CCPE survey downloads) fall 2004 and 2009 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors for 2004 to improve data accuracy. No database changes were required for fall 2009.</p> <p><sup>2</sup>The retention rate for fall of a given year is the percentage of first-time freshmen enrolled in the fall of the previous year who were enrolled at the same institution one year later.</p> <p><sup>3</sup>Excluding the University of Nebraska Medical Center, which does not enroll any first-time freshmen.</p>				
Footnotes are continued on the next page.				

**Table A9.1 Continued**

<sup>4</sup>For the purposes of this summary, schools are placed in the degree-granting category if they were degree granting in fall 2009. All are operated for profit, except Alegent Health School of Radiologic Technology.

The degree-granting for-profit sector enrolled a total of 1,119 full-time, first-time freshmen in fall 2003 and 482 full-time, first-time freshmen in fall 2008. However, the retention rates for the degree-granting for-profit schools shown in this table are based only on the rates reported by five colleges: Kaplan University-Omaha campus, Myotherapy Institute, Omaha School of Massage and Healthcare of Herzing University, The Creative Center, and Vatterott College. Together, these schools enrolled 855 first-time, full-time freshmen in fall 2003, retaining 511 of them in fall 2004. In fall 2008, the four schools enrolled 309 full-time, first-time freshmen and retained 211 of them of in fall 2009.

The available data for the remaining schools in the degree-granting for-profit category are not comparable between fall 2004 and 2009 for the following reasons. ITT Technical Institute-Omaha reported a retention rate of 68% in fall 2004; retention rate data for fall 2009 is forthcoming but not yet available. Kaplan University-Lincoln Campus did not report a retention rate for fall 2004, but reported a 50% retention rate in 2009. Alegent Health School of Radiologic Technology enrolled 13 full-time, first-time freshmen in fall 2003 and reported a 90% retention rate in fall 2004, but no longer enrolls freshmen. The Universal College of Healing Arts was not established until 2005, but the school has enrolled first-time freshmen since that time and reported a 91% retention rate in fall 2009. The University of Phoenix-Omaha campus was not established until 2006 and did not enroll any full-time, first-time freshmen in fall 2008.

<sup>5</sup>For the purposes of this summary, schools are placed in the non-degree-granting category if they were non-degree granting in fall 2009. This category includes six schools of beauty and hair design, which are operated for profit, and two schools of radiologic technology, which are operated by non-profit medical organizations. The non-degree-granting schools of radiologic technology did not enroll full-time, first-time freshmen in fall 2003 or in fall 2008

**Table A9.2  
Nebraska Part-Time Freshmen Retention Rates  
of Nebraska Postsecondary Institutions by Sector  
Fall 2009 Compared to Fall 2004 Baseline<sup>1</sup>**

Sector of Nebraska Postsecondary Education	Fall 2004		Fall 2009	
	No. of Part-Time, First-Time Freshmen Fall 2003	Part-Time Retention Rate Fall 2004 <sup>2</sup>	No. of Part-Time, First-Time Freshmen Fall 2008	Part-Time Retention Rate Fall 2009 <sup>2</sup>
University of Nebraska <sup>3</sup>	174	53.9%	95	46.4%
Nebraska State College System	62	46.0%	27	48.3%
Nebraska Community Colleges	2,357	36.8%	1,557	50.0%
Total All Public Institutions	2,593	38.1%	1,679	49.8%
Nebraska Independent Institutions	220	Insufficient Data	187	Insufficient Data
Degree-Granting For-Profit Schools <sup>4</sup>	177	Insufficient Data	62	Insufficient Data
Non-Degree-Granting For-Profit Schools <sup>5</sup>	8	Insufficient Data	14	Insufficient Data
<b>Nebraska State Retention Rate</b>	2,998	Insufficient Data	1,942	Insufficient Data

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), (CCPE survey downloads) fall 2004 and 2009 surveys with minor adjustments to the numbers of first-time freshmen in the independent and for-profit sectors for 2004 to improve data accuracy. No database changes were required for fall 2009.

<sup>2</sup>The retention rate for fall of a given year is the percentage of first-time freshmen enrolled in the fall of the previous year who were enrolled at the same institution one year later. The schools in the independent and for-profit sectors did not provide sufficient data to calculate part-time retention rates for these sectors or for the state.

<sup>3</sup>Excluding the University of Nebraska Medical Center, which does not enroll any first-time freshmen. The Nebraska College of Technical Agriculture did not report a 2004 retention rate for its two part-time students, so the rate is assumed to be zero for the purposes of the sector rate calculation.

<sup>4</sup>For the purposes of this summary, schools are placed in the degree-granting category if they were degree granting in fall 2009. These schools are as follows: Alegent Health School of Radiologic Technology, ITT Technical Institute-Omaha, Lincoln and Omaha campuses of Kaplan University, Myotherapy Institute, Omaha School of Massage and Healthcare of Herzing University, The Creative Center, Universal College of Healing Arts, University of Phoenix-Omaha Campus, and Vatterott College. All are operated for profit, except Alegent Health School of Radiologic Technology.

<sup>5</sup>For the purposes of this summary, schools are placed in the non-degree-granting category if they were non-degree granting in fall 2009. This category includes six schools of beauty and hair design, which are operated for profit, and two schools of radiologic technology, which are operated by non-profit medical organizations. The non-degree-granting schools of radiologic technology did not enroll full-time, first-time freshmen in fall 2003 or in fall 2008

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

**Fall 2004 Retention Rates<sup>1</sup>**

Institutions	No. of First-Time Freshmen Fall 2003	Retention Rate Fall 2004	Estimated No. of Students Retained by Calculation <sup>2</sup>	Estimated Retention Rate for State-to-State Comparisons
<b>Full-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	1,055	82%	865	
University of Nebraska-Lincoln	3,641	79%	2,876	
University of Nebraska at Omaha	1,471	75%	1,103	
Chadron State College	459	73%	335	
Peru State College	174	60%	104	
Wayne State College	598	70%	419	
<b>Total Public 4-Year Institutions</b>	<b>7,398</b>		<b>5,703</b>	<b>77.1%</b>
<b>Public 2-Year Community Colleges</b>				
Central Community College	374	60%	224	
Metropolitan Community College	891	49%	437	
Mid-Plains Community College	472	43%	203	
Northeast Community College	735	67%	492	
Southeast Community College	2,763	68%	1,879	
Western Nebraska Community College	341	50%	171	
<b>Total Public 2-Year Community Colleges</b>	<b>5,576</b>		<b>3,406</b>	<b>61.1%</b>
<b>Part-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	68	67%	46	
University of Nebraska-Lincoln	38	42%	16	
University of Nebraska at Omaha	66	49%	32	
Chadron State College	44	42%	18	
Peru State College	6	67%	4	
Wayne State College	12	50%	6	
<b>Total Public 4-Year Institutions</b>	<b>234</b>		<b>122</b>	<b>52.3%</b>
<b>Public 2-Year Community Colleges</b>				
Central Community College	119	34%	40	
Metropolitan Community College	661	35%	231	
Mid-Plains Community College	83	27%	22	
Northeast Community College	53	42%	22	
Southeast Community College	1,221	42%	513	
Western Nebraska Community College	220	17%	37	
<b>Total Public 2-Year Community Colleges</b>	<b>2,357</b>		<b>867</b>	<b>36.8%</b>

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 survey (CCPE survey download).

<sup>2</sup>The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

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**Table A9.3 Continued**

**Fall 2005 Retention Rates<sup>1</sup>**

Institutions	No. of First-Time Freshmen Fall 2004	Retention Rate Fall 2005	Estimated No. of Students Retained by Calculation <sup>2</sup>	Estimated Retention Rate for State-to-State Comparisons
<b>Full-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	1,098	84%	922	
University of Nebraska-Lincoln	3,238	84%	2,720	
University of Nebraska at Omaha	1,583	75%	1,187	
Chadron State College	326	70%	228	
Peru State College	209	65%	136	
Wayne State College	552	67%	370	
<b>Total Public 4-Year Institutions</b>	<b>7,006</b>		<b>5,563</b>	<b>79.4%</b>
<b>Part-Time Freshmen Retention Rates</b>				
Central Community College	385	58%	223	
Metropolitan Community College	805	47%	378	
Mid-Plains Community College	316	34%	108	
Northeast Community College	762	71%	541	
Southeast Community College	2,350	69%	1,622	
Western Nebraska Community College	335	52%	174	
<b>Total Public 2-Year Community Colleges</b>	<b>4,953</b>		<b>3,046</b>	<b>61.5%</b>
<b>Part-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	65	77%	50	
University of Nebraska-Lincoln	28	36%	10	
University of Nebraska at Omaha	60	48%	29	
Chadron State College	44	36%	16	
Peru State College	10	50%	5	
Wayne State College	12	33%	4	
<b>Total Public 4-Year Institutions</b>	<b>219</b>		<b>114</b>	<b>51.9%</b>
Central Community College	115	42%	48	
Metropolitan Community College	606	34%	206	
Mid-Plains Community College	49	20%	10	
Northeast Community College	46	62%	29	
Southeast Community College	927	47%	436	
Western Nebraska Community College	215	16%	34	
<b>Total Public 2-Year Community Colleges</b>	<b>1,958</b>		<b>763</b>	<b>39.0%</b>

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2005 survey (CCPE survey download). See page 185 of the *2007 Progress Report* for information regarding data adjustments.

<sup>2</sup>The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

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**Table A9.3 Continued**

**Fall 2006 Retention Rates<sup>1</sup>**

Institutions	No. of First-Time Freshmen Fall 2005	Retention Rate Fall 2006	Estimated No. of Students Retained by Calculation <sup>2</sup>	Estimated Retention Rate for State-to-State Comparisons
<b>Full-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	1,022	80%	818	
University of Nebraska-Lincoln	3,538	84%	2,972	
University of Nebraska at Omaha	1,696	71%	1,204	
Chadron State College	289	72%	208	
Peru State College	196	60%	118	
Wayne State College	587	70%	411	
<b>Total Public 4-Year Institutions</b>	<b>7,328</b>		<b>5,730</b>	<b>78.2%</b>
<b>Part-Time Freshmen Retention Rates</b>				
Central Community College	694	67%	465	
Metropolitan Community College	905	51%	462	
Mid-Plains Community College	298	58%	173	
Northeast Community College	788	71%	559	
Southeast Community College	2,083	72%	1,500	
Western Nebraska Community College	306	42%	129	
<b>Total Public 2-Year Community Colleges</b>	<b>5,074</b>		<b>3,288</b>	<b>64.8%</b>
<b>Part-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	40	60%	24	
University of Nebraska-Lincoln	22	59%	13	
University of Nebraska at Omaha	62	44%	27	
Chadron State College	37	50%	19	
Peru State College	17	59%	10	
Wayne State College	6	50%	3	
<b>Total Public 4-Year Institutions</b>	<b>184</b>		<b>96</b>	<b>52.1%</b>
Central Community College	254	32%	81	
Metropolitan Community College	604	33%	199	
Mid-Plains Community College	47	31%	15	
Northeast Community College	48	62%	30	
Southeast Community College	732	61%	447	
Western Nebraska Community College	171	19%	32	
<b>Total Public 2-Year Community Colleges</b>	<b>1,856</b>		<b>804</b>	<b>43.3%</b>

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2006 survey (CCPE survey download).

In September 2008, the NSCS changed the 2006 part-time retention rate for Peru State College from 100% to 59%.

<sup>2</sup>The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

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**Table A9.3 Continued**

**Fall 2007 Retention Rates<sup>1</sup>**

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

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2007 survey (CCPE survey download). The National Center for Higher Education Management Systems (NCHEMS) obtained data for national and state comparisons using the IPEDS cutting tool. Calculations based on survey download data were used for this table and for Nebraska's rates in state-to-state comparisons so that the fall 2007 rates for Nebraska were comparable to those for fall 2004. (Beginning in 2007, the survey download and cutting tool no longer contained the same data elements.)

<sup>2</sup>The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

**Table A9.3 Continued**

**Fall 2008 Retention Rates<sup>1</sup>**

Institutions	No. of First-Time Freshmen Fall 2007	Retention Rate Fall 2008	Estimated No. of Students Retained by Calculation <sup>2</sup>	Estimated Retention Rate for State-to-State Comparisons
<b>Full-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	948	79%	749	
University of Nebraska-Lincoln	4215	84%	3,541	
University of Nebraska at Omaha	1603	69%	1,106	
Chadron State College	409	64%	262	
Peru State College	198	64%	127	
Wayne State College	654	65%	425	
<b>Total Public 4-Year Institutions</b>	<b>8,027</b>		<b>6,209</b>	<b>77.4%</b>
<b>Part-Time Freshmen Retention Rates</b>				
Central Community College	706	65%	459	
Metropolitan Community College	925	51%	472	
Mid-Plains Community College	289	52%	150	
Northeast Community College	781	68%	531	
Southeast Community College	931	74%	689	
Western Nebraska Community College	383	49%	188	
<b>Total Public 2-Year Community Colleges</b>	<b>4,015</b>		<b>2,489</b>	<b>62.0%</b>
<b>Part-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	48	65%	31	
University of Nebraska-Lincoln	20	55%	11	
University of Nebraska at Omaha	73	43%	31	
Chadron State College	6	17%	1	
Peru State College	8	100%	8	
Wayne State College	7	0%	0	
<b>Total Public 4-Year Institutions</b>	<b>162</b>		<b>83</b>	<b>51.0%</b>
Central Community College	160	35%	56	
Metropolitan Community College	645	32%	206	
Mid-Plains Community College	74	34%	25	
Northeast Community College	60	33%	20	
Southeast Community College	969	70%	678	
Western Nebraska Community College	119	28%	33	
<b>Total Public 2-Year Community Colleges</b>	<b>2,027</b>		<b>1,019</b>	<b>50.3%</b>

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2008 survey (CCPE survey download). The National Center for Higher Education Management Systems (NCHEMS) obtained data for national and state comparisons using the IPEDS cutting tool. Calculations based on survey download data were used for this table and for Nebraska's rates in state-to-state comparisons so that the fall 2008 rates for Nebraska were comparable to those for fall 2004. (Beginning in 2007, the survey download and cutting tool no longer contained the same data elements.)

<sup>2</sup>The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

**Table A9.3 Continued**

**Fall 2009 Retention Rates<sup>1</sup>**

Institutions	No. of First-Time Freshmen Fall 2008	Retention Rate Fall 2009	Estimated No. of Students Retained by Calculation <sup>2</sup>	Estimated Retention Rate for State-to-State Comparisons
<b>Full-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	1,037	83%	861	
University of Nebraska-Lincoln	4,166	84%	3,499	
University of Nebraska at Omaha	1,764	72%	1,270	
Chadron State College	403	66%	266	
Peru State College	209	63%	132	
Wayne State College	653	67%	438	
<b>Total Public 4-Year Institutions</b>	<b>8,232</b>		<b>6,465</b>	<b>78.5%</b>
<b>Part-Time Freshmen Retention Rates</b>				
Central Community College	756	62%	469	
Metropolitan Community College	876	55%	482	
Mid-Plains Community College	255	55%	140	
Northeast Community College	730	68%	496	
Southeast Community College	1,298	75%	974	
Western Nebraska Community College	361	56%	202	
<b>Total Public 2-Year Community Colleges</b>	<b>4,276</b>		<b>2,763</b>	<b>64.6%</b>
<b>Part-Time Freshmen Retention Rates</b>				
University of Nebraska at Kearney	8	38%	3	
University of Nebraska-Lincoln	34	53%	18	
University of Nebraska at Omaha	52	44%	23	
Chadron State College	12	25%	3	
Peru State College	8	100%	8	
Wayne State College	7	29%	2	
<b>Total Public 4-Year Institutions</b>	<b>121</b>		<b>57</b>	<b>47.1%</b>
Central Community College	189	43%	81	
Metropolitan Community College	586	33%	193	
Mid-Plains Community College	47	40%	19	
Northeast Community College	61	46%	28	
Southeast Community College	580	73%	423	
Western Nebraska Community College	94	36%	34	
<b>Total Public 2-Year Community Colleges</b>	<b>1,557</b>		<b>779</b>	<b>50.0%</b>

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2009 survey (CCPE survey download). The National Center for Higher Education Management Systems (NCHEMS) obtained data for national and state comparisons using the IPEDS cutting tool. Calculations based on survey download data were used for this table and for Nebraska's rates in state-to-state comparisons so that the fall 2009 rates for Nebraska were comparable to those for fall 2004. (Beginning in 2007, the survey download and cutting tool no longer contained the same data elements.)

<sup>2</sup>The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate. Numbers in this table \*are rounded to the nearest whole number, but sector rates are based on numbers carried two decimal places.

**Table A9.4  
Nebraska First-Time, Full-Time Freshmen Retention Rates by Institution  
Fall 2009 Compared to Fall 2004 Baseline<sup>1</sup>**

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2008 Full-Time Freshmen Enrolled Fall 2009	Change Since Fall 2004 Baseline Year
<b>University of Nebraska</b>			
Nebraska College of Technical Agriculture	73%	77%	4%
University of Nebraska at Kearney	82%	83%	1%
University of Nebraska-Lincoln	79%	84%	5%
University of Nebraska at Omaha	75%	72%	-3%
<b>Nebraska State College System</b>			
Chadron State College	73%	66%	-7%
Peru State College	60%	63%	3%
Wayne State College	70%	67%	-3%
<b>Nebraska Community Colleges</b>			
Central Community College	60%	62%	2%
Metropolitan Community College	49%	55%	6%
Mid-Plains Community College	43%	55%	12%
Northeast Community College	67%	68%	1%
Southeast Community College	68%	75%	7%
Western Nebraska Community College	50%	56%	6%
<b>Independent Colleges &amp; Universities</b>			
Bellevue University	62%	38%	-24%
BryanLGH College of Health Sciences	No Report	96%	
Clarkson College	90%	77%	-13%
College of Saint Mary	69%	64%	-5%
Concordia University	77%	76%	-1%
Creighton University	88%	89%	1%
Dana College	66%	57%	-9%
Doane College	79%	79%	0%
Doane College-Lincoln	Not Applicable	50%	
Grace University	67%	65%	-2%
Hastings College	75%	73%	-2%
Little Priest Tribal College	43%	43%	0%
Midland Lutheran College	67%	63%	-4%
Nebraska Christian College	63%	53%	-10%
Nebraska Indian Community College	No Report	24%	
Nebraska Methodist College of Nursing & Allied Health	87%	73%	-14%
Nebraska Wesleyan University	80%	79%	-1%
Summit Christian College	71%	67%	-4%
Union College	69%	63%	-6%
York College	66%	58%	-8%

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**Table A9.4 Continued**

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2008 Full-Time Freshmen Enrolled Fall 2009	Change Since Fall 2004 Baseline Year
<b>Degree-Granting Career Schools</b>			
Alegent Health School of Radiologic Technology	90%	Not Applicable	
ITT Technical Institute-Omaha	68%	Forthcoming	-68%
Kaplan University-Lincoln Campus	No Report	50%	
Kaplan University-Omaha Campus	43%	64%	21%
Myotherapy Institute	90%	71%	-19%
Omaha School of Massage and Healthcare of Herzing University	95%	84%	-11%
The Creative Center	83%	83%	-83%
Universal College of Healing Arts	Not Applicable	91%	
University of Phoenix-Omaha Campus	Not Applicable	Not Applicable	
Vatterott College	69%	Not Applicable	
Vatterott College-Spring Valley Campus	69%	59%	-10%
<b>Non-Degree-Granting Career Schools</b>			
Capitol School of Hairstyling	77%	62%	-15%
College of Hair Design	96%	86%	-10%
College of Hair Design-East Campus	Not Applicable	96%	
Fullen School of Hair Design	69%	83%	14%
Josephs College of Beauty-Lincoln	77%	58%	-19%
La'James International College	100%	58%	-42%
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	100%	94%	-6%

<sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2009 surveys.

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

**Table A9.5**  
**Nebraska First-Time, Part-Time Freshmen Retention Rates by Institution**  
**Fall 2009 Compared to Fall 2004 Baseline<sup>1</sup>**

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2008 Part-Time Freshmen Enrolled Fall 2009	Change Since Fall 2004 Baseline Year
<b>University of Nebraska</b>			
Nebraska College of Technical Agriculture	No Report	16%	
University of Nebraska at Kearney	67%	38%	-29%
University of Nebraska-Lincoln	42%	53%	11%
University of Nebraska at Omaha	49%	44%	-5%
<b>Nebraska State College System</b>			
Chadron State College	42%	25%	-17%
Peru State College	67%	100%	33%
Wayne State College	50%	29%	-21%
<b>Nebraska Community Colleges</b>			
Central Community College	34%	43%	9%
Metropolitan Community College	35%	33%	-2%
Mid-Plains Community College	27%	40%	13%
Northeast Community College	42%	46%	4%
Southeast Community College	42%	73%	31%
Western Nebraska Community College	17%	36%	19%
<b>Independent Colleges &amp; Universities</b>			
Bellevue University	42%	49%	7%
BryanLGH College of Health Sciences	Not Applicable	Not Applicable	
Clarkson College	80%	100%	20%
College of Saint Mary	No Report	33%	
Concordia University	No Report	Not Applicable	
Creighton University	No Report	Not Applicable	
Dana College	Not Applicable	Not Applicable	
Doane College	No Report	Not Applicable	
Doane College-Lincoln	Not Applicable	67%	
Grace University	57%	44%	-13%
Hastings College	Not Applicable	Not Applicable	
Little Priest Tribal College	No Report	38%	
Midland Lutheran College	No Report	Not Applicable	
Nebraska Christian College	Not Applicable	Not Applicable	
Nebraska Indian Community College	No Report	13%	
Nebraska Methodist College of Nursing & Allied Health	Not Applicable	Not Applicable	
Nebraska Wesleyan University	Not Applicable	Not Applicable	
Summit Christian College	100%	50%	-50%
Union College	1%	Not Applicable	
York College	No Report	Not Applicable	

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<b>Table A9.5 Continued</b>			
Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2008 Part-Time Freshmen Enrolled Fall 2009	Change Since Fall 2004 Baseline Year
<b>Degree-Granting Career Schools</b>			
Alegent Health School of Radiologic Technology	Not Applicable	Not Applicable	
ITT Technical Institute-Omaha	50%	Forthcoming	-50%
Kaplan University-Lincoln Campus	No Report	50%	
Kaplan University-Omaha Campus	No Report	67%	
Myotherapy Institute	100%	100%	-0%
Omaha School of Massage and Healthcare of Herzing University	70%	100%	
The Creative Center	Not Applicable	Not Applicable	
Universal College of Healing Arts	Not Applicable	Not Applicable	
University of Phoenix-Omaha Campus	Not Applicable	Not Applicable	
Vatterott College	Not Applicable	Not Applicable	
Vatterott College-Spring Valley Campus	Not Applicable	Not Applicable	
<b>Non-Degree-Granting Career Schools</b>			
Capitol School of Hairstyling	16%	100%	84%
College of Hair Design	Not Applicable	Not Applicable	
Fullen School of Hair Design	Not Applicable	Not Applicable	
Josephs College of Beauty-Lincoln	Not Applicable	Not Applicable	
La'James International College	Not Applicable	Not Applicable	
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	Not Applicable	75%	
<p><sup>1</sup>Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2009 surveys.</p> <p>Note: For 2004, No Report indicates that the school did not report a retention rate or reported 0%. For 2004 and 2009, Not Applicable indicates that the school did not enroll freshmen to retain that year..</p>			



## Appendix 10

### IPEDS College Graduation Rates

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

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

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

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

<sup>1</sup>A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several for-profit career schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating graduation rates.

**Table A10.1  
Overall Graduation Rate for Nebraska Postsecondary Institutions  
2002-2003 through 2008-2009**

Year	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2002-2003	16,298	7,892	48.4%
2003-2004	16,282	7,954	48.9%
2004-2005	17,624	8,802	49.9%
2005-2006	18,093	8,967	49.6%
2006-2007	16,949	8,328	49.1%
2007-2008	16,777	8,537	50.9%
2008-2009	18,028	8,825	49.0%

<sup>1</sup>Source: National Center for Education Statistics, fall 2003 through fall 2009 IPEDS surveys.

**Table A10.2**  
**Graduation Rates for Nebraska Postsecondary Institutions by Sector**  
**2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
<b>2002–2003</b>				
University of Nebraska	5,500	2,872	52.2%	
Nebraska State College System	1,306	562	43.0%	
Nebraska Community Colleges	4,564	1,723	37.8%	
Total Public Institutions	11,370	5,157	45.4%	
Independent Colleges and Universities	3,283	1,870	57.0%	
Degree-Granting For-Profit/Career Schools	1,104	480	43.5	
Non-Degree-Granting For-Profit/Career Schools <sup>2</sup>	541	385	71.2	
<b>Total Reporting Institutions</b>	<b>16,298</b>	<b>7,892</b>	<b>48.4%</b>	
<b>2008–2009</b>				Increase or Decrease in Grad Rate
University of Nebraska	6,233	3,607	57.9%	5.7%
Nebraska State College System	1,181	523	44.3%	1.3%
Nebraska Community Colleges	4,594	1,290	28.1%	-9.7%
Total Public Institutions	12,008	5,420	45.1%	-0.3%
Independent Colleges and Universities	3,517	2,110	60.0%	3.0%
Degree-Granting For-Profit/Career Schools <sup>2</sup>	1,662	735	44.2%	0.7%
Non-Degree-Granting For-Profit/Career Schools <sup>2</sup>	841	560	66.6%	-4.6%
<b>Total Reporting Institutions</b>	<b>18,028</b>	<b>8,825</b>	<b>49.0%</b>	<b>0.6%</b>

<sup>1</sup>Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys.

<sup>2</sup>All of the career schools are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. All three schools of radiologic technology were non-degree-granting schools until 2007.

Alegent Health School of Radiologic Technology became classified as a degree-granting school beginning fall 2007.

Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.

**Table A10.3**  
**Graduation Rates for Nebraska Postsecondary Institutions**  
**by Sector and Institution: 2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**

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

Institution	2002–2003 Grad Rate	2008–2009 Grad Rate	Increase or Decrease in Grad Rate <sup>2</sup>
<b>University of Nebraska</b>	<b>52.2%</b>	<b>57.9%</b>	<b>5.7%</b>
Nebraska College of Technical Agriculture	62.6%	47.0%	-15.6%
University of Nebraska-Lincoln	59.5%	63.1%	3.7%
University of Nebraska at Kearney	46.7%	59.2%	12.5%
University of Nebraska at Omaha	36.4%	44.7%	8.3%
<b>Nebraska State College System</b>	<b>43.0%</b>	<b>44.3%</b>	<b>1.3%</b>
Chadron State College	46.9%	38.2%	-8.7%
Wayne State College	45.4%	50.2%	4.8%
Peru State College	31.4%	38.3%	6.9%
<b>Nebraska Community Colleges</b>	<b>37.8%</b>	<b>28.1%</b>	<b>-9.7%</b>
Northeast Community College	48.7%	45.7%	-3.1%
Southeast Community College	44.2%	27.0%	-17.2%
Central Community College	38.6%	29.3%	-9.2%
Mid-Plains Community College	32.9%	43.2%	10.3%
Western Nebraska Community College	21.9%	23.2%	1.3%
Metropolitan Community College	15.2%	12.4%	-2.7%
<b>Nebraska Independent Colleges and Universities</b>	<b>57.0%</b>	<b>60.0%</b>	<b>3.0%</b>
Creighton University	71.1%	74.7%	3.7%
Hastings College	64.2%	61.8%	-2.4%
Nebraska Wesleyan University	63.8%	66.2%	2.3%
Doane College	60.4%	63.9%	3.5%
Summit Christian College	59.1%	77.3%	18.2%
Concordia University	58.1%	60.8%	2.7%
Dana College	53.7%	49.4%	-4.4%
Union College	53.3%	54.3%	1.0%
Clarkson College	47.2%	61.9%	14.7%
Midland Lutheran College	46.1%	48.1%	2.0%
Nebraska Methodist College of Nursing & Allied Health	45.5%	83.3%	37.9%
York College	44.4%	44.6%	0.2%
Grace University	41.2%	54.4%	13.1%
College of Saint Mary	35.9%	44.9%	8.9%
Nebraska Indian Community College	35.3%	0.0%	-35.3%
Nebraska Christian College	34.5%	48.8%	14.3%
Bellevue University	18.5%	21.4%	2.9%
Little Priest Tribal College	6.3%	12.5%	6.3%
BryanLGH College of Health Sciences	N/A	78.6%	N/A
Doane College-Lincoln	N/A	N/A	N/A
<b>Total Nebraska Public and Independent Colleges and Universities</b>	<b>48.0%</b>	<b>48.5%</b>	<b>0.5%</b>

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**Table A10.3 Continued**

Institution	2002–2003 Grad Rate	2008–2009 Grad Rate	Increase or Decrease in Grad Rate
<b>Degree-Granting For-Profit/Career Schools<sup>3</sup></b>	<b>43.5%</b>	<b>44.2%</b>	<b>0.7%</b>
Alegent Health School of Radiologic Technology <sup>4</sup>	100.0%	N/A	N/A
Omaha School of Massage and Healthcare of Herzing University <sup>5</sup>	82.1%	92.9%	10.8%
Vatterott College-Spring Valley Campus	72.0%	52.7%	-19.2%
The Creative Center	61.2%	55.4%	-5.8%
ITT Technical Institute-Omaha	43.1%	40.2%	-2.9%
Kaplan University-Omaha Campus <sup>6</sup>	37.0%	43.1%	6.1%
Vatterott College	35.0%	N/A	N/A
Kaplan University-Lincoln Campus <sup>6</sup>	24.9%	33.9%	9.0%
Myotherapy Institute	N/A	100.0%	N/A
Universal College of Healing Arts	N/A	87.5%	N/A
University of Phoenix-Omaha Campus	N/A	N/A	N/A
<b>Non-Degree-Granting For-Profit/Career Schools<sup>3</sup></b>	<b>71.2%</b>	<b>66.6%</b>	<b>-4.6%</b>
La'James International College	89.4%	68.5%	-20.9%
Capitol School of Hairstyling	87.0%	100.0%	13.0%
Xenon International School of Hair Design II Inc	84.1%	78.2%	-5.8%
College of Hair Design	61.8%	84.6%	22.8%
Josephs College of Beauty-Lincoln	57.1%	54.3%	-2.8%
Fullen School of Hair Design	N/A	83.3%	N/A
Mary Lanning Memorial Hospital School of Radiologic Technology	N/A	N/A	N/A
Regional West Medical Center School of Radiologic Technology	N/A	N/A	N/A
<b>STATE TOTAL</b>	<b>48.4%</b>	<b>49.0%</b>	<b>0.5%</b>

<sup>1</sup>Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys.

<sup>2</sup>A graduation rate or a comparison of graduation rates is not applicable (N/A) when a school had no first-time freshmen in a graduation cohort for one or both years compared.

<sup>3</sup>All of the career schools are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.

<sup>4</sup>Alegent became classified as a degree-granting school beginning fall 2007.

<sup>5</sup>Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.

<sup>6</sup>Hamilton College became Kaplan University as of October 30, 2007.

**Table A10.4a  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Institution: 2002–2003<sup>1</sup>**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
<b>University of Nebraska</b>	<b>5,500</b>	<b>2,872</b>	<b>52.2%</b>
Nebraska College of Technical Agriculture	115	72	62.6%
University of Nebraska at Kearney	1,005	469	46.7%
University of Nebraska at Lincoln	3,195	1,900	59.5%
University of Nebraska at Omaha	1,185	431	36.4%
<b>Nebraska State College System</b>	<b>1,306</b>	<b>562</b>	<b>43.0%</b>
Chadron State College	341	160	46.9%
Peru State College	258	81	31.4%
Wayne State College	707	321	45.4%
<b>Nebraska Community Colleges</b>	<b>4,564</b>	<b>1,723</b>	<b>37.8%</b>
Central Community College	490	189	38.6%
Metropolitan Community College	619	94	15.2%
Mid Plains Community College	498	164	32.9%
Northeast Community College	759	370	48.7%
Southeast Community College	1,901	841	44.2%
Western Nebraska Community College	297	65	21.9%
<b>Nebraska Independent Colleges and Universities</b>	<b>3,283</b>	<b>1,870</b>	<b>57.0%</b>
Bellevue University	108	20	18.5%
BryanLGH College of Health Sciences	1	0	0.0%
Clarkson College	89	42	47.2%
College of Saint Mary	128	46	35.9%
Concordia University	277	161	58.1%
Creighton University	798	567	71.1%
Dana College	147	79	53.7%
Doane College	260	157	60.4%
Doane College-Lincoln	0	0	Not applicable
Grace University	97	40	41.2%
Hastings College	282	181	64.2%
Little Priest Tribal College	16	1	6.3%
Midland Lutheran College	254	117	46.1%
Nebraska Christian College	55	19	34.5%
Nebraska Indian Community College	17	6	35.3%
Nebraska Methodist College of Nursing & Allied Health	22	10	45.5%
Nebraska Wesleyan University	437	279	63.8%
Summit Christian College	22	13	59.1%
Union College	120	64	53.3%
York College	153	68	44.4%
<b>Total Nebraska Public and Independent Colleges and Universities</b>	<b>14,653</b>	<b>7,027</b>	<b>48.0%</b>

Continued on the next page.

<b>Table A10.4a Continued (2002-2003)</b>			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
<b>Degree-Granting For-Profit/Career Schools</b>			
<b>2002-2003 baseline graduation rate for comparison to the 2008-2009 rate</b> (including Alegent and Omaha School of Massage Therapy, which became degree-granting in 2007 and 2009, respectively)	<b>1,104</b>	<b>480</b>	<b>43.5%</b>
<b>Graduation rate</b> for the schools classified as degree-granting in 2002-2003 and listed below	<b>1,000</b>	<b>393</b>	<b>39.3%</b>
Hamilton College-Lincoln Campus <sup>2</sup>	325	81	24.9%
Hamilton College-Omaha Campus <sup>2</sup>	235	87	37.0%
ITT Technical Institute-Omaha	58	25	43.1%
Myotherapy Institute	0	0	Not applicable
The Creative Center	67	41	61.2%
Universal College of Healing Arts	0	0	Not applicable
University of Phoenix-Omaha Campus	0	0	Not applicable
Vatterott College	183	64	35.0%
Vatterott College-Spring Valley Campus	132	95	72.0%
<b>Non-Degree-Granting For-Profit/Career Schools<sup>3</sup></b>			
<b>2002-2003 baseline graduation rate for comparison to the 2008-2009 rate</b> (excluding Alegent and Omaha School of Massage Therapy, which became degree-granting in 2007 and 2009, respectively)	<b>541</b>	<b>385</b>	<b>71.2%</b>
<b>Graduation rate</b> for the schools classified as non- degree-granting in 2002-2003 and listed below	<b>645</b>	<b>472</b>	<b>73.2%</b>
Alegent Health School of Radiologic Technology <sup>4</sup>	9	9	100.0%
Capitol School of Hairstyling	69	60	87.0%
College of Hair Design	76	47	61.8%
Fullen School of Hair Design	0	0	Not applicable
Josephs College of Beauty-Lincoln	217	124	57.1%
La'James International College	66	59	89.4%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	Not applicable
Omaha School of Massage Therapy <sup>5</sup>	95	78	82.1%
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	113	95	84.1%
<b>Total For-Profit/Career Schools</b>	<b>1,645</b>	<b>865</b>	<b>52.6%</b>
<b>State Total</b>	<b>16,298</b>	<b>7,892</b>	<b>48.4%</b>
<sup>1</sup> Source: National Center for Education Statistics, fall 2003 IPEDS data collection. <sup>2</sup> Hamilton College became Kaplan University as of October 30, 2007. <sup>3</sup> All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. <sup>4</sup> Alegent became classified as a degree-granting school beginning fall 2007. <sup>5</sup> Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.			

**Table A10.4b  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Institution: 2003–2004<sup>1</sup>**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
<b>University of Nebraska</b>	<b>5,761</b>	<b>3,170</b>	<b>55.0%</b>
Nebraska College of Technical Agriculture	90	54	60.0%
University of Nebraska at Kearney	1,022	565	55.3%
University of Nebraska at Lincoln	3,353	2,064	61.6%
University of Nebraska at Omaha	1,296	487	37.6%
<b>Nebraska State College System</b>	<b>1,231</b>	<b>560</b>	<b>45.5%</b>
Chadron State College	318	149	46.9%
Peru State College	213	86	40.4%
Wayne State College	700	325	46.4%
<b>Nebraska Community Colleges</b>	<b>4,825</b>	<b>1,584</b>	<b>32.8%</b>
Central Community College	395	112	28.4%
Metropolitan Community College	691	88	12.7%
Mid Plains Community College	449	195	43.4%
Northeast Community College	742	396	53.4%
Southeast Community College	2,241	720	32.1%
Western Nebraska Community College	307	73	23.8%
<b>Nebraska Independent Colleges and Universities</b>	<b>3,268</b>	<b>1,949</b>	<b>59.6%</b>
Bellevue University	89	24	27.0%
BryanLGH College of Health Sciences	1	0	0.0%
Clarkson College	26	11	42.3%
College of Saint Mary	116	54	46.6%
Concordia University	293	179	61.1%
Creighton University	794	561	70.7%
Dana College	127	58	45.7%
Doane College	266	169	63.5%
Doane College-Lincoln	0	0	Not applicable
Grace University	85	48	56.5%
Hastings College	309	194	62.8%
Little Priest Tribal College	9	0	0.0%
Midland Lutheran College	275	113	41.1%
Nebraska Christian College	54	21	38.9%
Nebraska Indian Community College	39	39	100.0%
Nebraska Methodist College of Nursing & Allied Health	23	13	56.5%
Nebraska Wesleyan University	429	270	62.9%
Summit Christian College	15	14	93.3%
Union College	183	103	56.3%
York College	135	78	57.8%
<b>Total Nebraska Public and Independent Colleges and Universities</b>	<b>15,085</b>	<b>7,263</b>	<b>48.1%</b>

Continued on the next page.

<b>Table A10.4b Continued (2003-2004)</b>			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
<b>Degree-Granting For-Profit/Career Schools</b>	<b>561</b>	<b>267</b>	<b>47.6%</b>
Hamilton College-Lincoln Campus <sup>2</sup>	114	32	28.1%
Hamilton College-Omaha Campus <sup>2</sup>	51	20	39.2%
ITT Technical Institute-Omaha	42	15	35.7%
Myotherapy Institute <sup>3</sup>	36	36	100.0%
The Creative Center	75	62	82.7%
Universal College of Healing Arts	0	0	Not applicable
University of Phoenix-Omaha Campus	0	0	Not applicable
Vatterott College	51	40	78.4%
Vatterott College-Spring Valley Campus	192	62	32.3%
<b>Non-Degree-Granting For-Profit/Career Schools<sup>4</sup></b>	<b>636</b>	<b>424</b>	<b>66.7%</b>
Alegent Health School of Radiologic Technology <sup>5</sup>	6	6	100.0%
Capitol School of Hairstyling	75	33	44.0%
College of Hair Design	103	72	69.9%
Fullen School of Hair Design <sup>3</sup>	12	12	100.0%
Josephs College of Beauty-Lincoln	226	131	58.0%
La'James International College	84	73	86.9%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	Not applicable
Omaha School of Massage Therapy <sup>6</sup>	0	0	Not applicable
Regional West Medical Center School of Radiologic Technology	5	5	100.0%
Xenon International School of Hair Design II Inc	125	92	73.6%
<b>Total For-Profit/Career Schools</b>	<b>1,197</b>	<b>691</b>	<b>57.7%</b>
<b>State Total</b>	<b>16,282</b>	<b>7,954</b>	<b>48.9%</b>
<sup>1</sup> Source: National Center for Education Statistics, fall 2004 IPEDS data collection. <sup>2</sup> Hamilton College became Kaplan University as of October 30, 2007. <sup>3</sup> Myotherapy Institute and Fullen School of Hair Design conferred degrees and awards for the first time in 2003-2004. <sup>4</sup> All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. <sup>5</sup> Alegent became classified as a degree-granting school beginning fall 2007. <sup>6</sup> Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.			

**Table A10.4c  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Institution: 2004–2005<sup>1</sup>**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
<b>University of Nebraska</b>	<b>6,221</b>	<b>3,486</b>	<b>56.0%</b>
Nebraska College of Technical Agriculture	117	68	58.1%
University of Nebraska at Kearney	1,035	571	55.2%
University of Nebraska at Lincoln	3,592	2,279	63.4%
University of Nebraska at Omaha	1,477	568	38.5%
<b>Nebraska State College System</b>	<b>1,241</b>	<b>548</b>	<b>44.2%</b>
Chadron State College	392	184	46.9%
Peru State College	191	85	44.5%
Wayne State College	658	279	42.4%
<b>Nebraska Community Colleges</b>	<b>5,165</b>	<b>1,749</b>	<b>33.9%</b>
Central Community College	337	92	27.3%
Metropolitan Community College	791	75	9.5%
Mid Plains Community College	464	165	35.6%
Northeast Community College	714	382	53.5%
Southeast Community College	2,499	944	37.8%
Western Nebraska Community College	360	91	25.3%
<b>Nebraska Independent Colleges and Universities</b>	<b>3,260</b>	<b>1,937</b>	<b>59.4%</b>
Bellevue University	95	27	28.4%
BryanLGH College of Health Sciences	0	0	Not applicable
Clarkson College	87	63	72.4%
College of Saint Mary	105	49	46.7%
Concordia University	324	147	45.4%
Creighton University	822	614	74.7%
Dana College	142	72	50.7%
Doane College	278	191	68.7%
Doane College-Lincoln	0	0	Not applicable
Grace University	99	46	46.5%
Hastings College	286	178	62.2%
Little Priest Tribal College	12	0	0.0%
Midland Lutheran College	269	107	39.8%
Nebraska Christian College	37	24	64.9%
Nebraska Indian Community College	11	0	0.0%
Nebraska Methodist College of Nursing & Allied Health	22	16	72.7%
Nebraska Wesleyan University	358	248	69.3%
Summit Christian College	11	5	45.5%
Union College	166	92	55.4%
York College	136	58	42.6%
<b>Total Nebraska Public and Independent Colleges and Universities</b>	<b>15,887</b>	<b>7,720</b>	<b>48.6%</b>

Continued on the next page.

<b>Table A10.4c Continued (2004-2005)</b>			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
<b>Degree-Granting For-Profit/Career Schools</b>	<b>808</b>	<b>407</b>	<b>50.4%</b>
Hamilton College-Lincoln Campus <sup>2</sup>	179	75	41.9%
Hamilton College-Omaha Campus <sup>2</sup>	215	77	35.8%
ITT Technical Institute-Omaha	77	34	44.2%
Myotherapy Institute	35	35	100.0%
The Creative Center	57	51	89.5%
Universal College of Healing Arts	83	29	34.9%
University of Phoenix-Omaha Campus	0	0	Not applicable
Vatterott College	64	51	79.7%
Vatterott College-Spring Valley Campus	98	55	56.1%
<b>Non-Degree-Granting For-Profit/Career Schools<sup>3</sup></b>	<b>929</b>	<b>675</b>	<b>72.7%</b>
Alegent Health School of Radiologic Technology <sup>4</sup>	13	13	100.0%
Capitol School of Hairstyling	74	20	27.0%
College of Hair Design	69	55	79.7%
Fullen School of Hair Design	40	21	52.5%
Josephs College of Beauty-Lincoln	284	169	59.5%
La'James International College	97	86	88.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	Not applicable
Omaha School of Massage Therapy <sup>5</sup>	99	88	88.9%
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	253	223	88.1%
<b>Total For-Profit/Career Schools</b>	<b>1,737</b>	<b>1,082</b>	<b>62.3%</b>
<b>State Total</b>	<b>17,624</b>	<b>8,802</b>	<b>49.9%</b>
<sup>1</sup> Source: National Center for Education Statistics, fall 2005 IPEDS data collection. <sup>2</sup> Hamilton College became Kaplan University as of October 30, 2007. <sup>3</sup> All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. <sup>4</sup> Alegent became classified as a degree-granting school beginning fall 2007. <sup>5</sup> Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.			

**Table A10.4d  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Institution: 2005–2006<sup>1</sup>**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
<b>University of Nebraska</b>	<b>6,174</b>	<b>3,392</b>	<b>54.9%</b>
Nebraska College of Technical Agriculture	63	32	50.8%
University of Nebraska at Kearney	996	516	51.8%
University of Nebraska at Lincoln	3,598	2,236	62.1%
University of Nebraska at Omaha	1,517	608	40.1%
<b>Nebraska State College System</b>	<b>1,251</b>	<b>590</b>	<b>47.2%</b>
Chadron State College	427	193	45.2%
Peru State College	201	73	36.3%
Wayne State College	623	324	52.0%
<b>Nebraska Community Colleges</b>	<b>5,458</b>	<b>1,717</b>	<b>31.5%</b>
Central Community College	371	118	31.8%
Metropolitan Community College	825	89	10.8%
Mid Plains Community College	419	173	41.3%
Northeast Community College	742	372	50.1%
Southeast Community College	2,763	888	32.1%
Western Nebraska Community College	338	77	22.8%
<b>Nebraska Independent Colleges and Universities</b>	<b>3,409</b>	<b>2,130</b>	<b>62.5%</b>
Bellevue University	60	16	26.7%
BryanLGH College of Health Sciences	0	0	Not applicable
Clarkson College	70	50	71.4%
College of Saint Mary	76	35	46.1%
Concordia University	329	208	63.2%
Creighton University	881	650	73.8%
Dana College	182	90	49.5%
Doane College	300	211	70.3%
Doane College-Lincoln <sup>2</sup>	26	16	61.5%
Grace University <sup>3</sup>	119	57	47.9%
Hastings College	269	168	62.5%
Little Priest Tribal College	17	3	17.6%
Midland Lutheran College	270	165	61.1%
Nebraska Christian College	62	21	33.9%
Nebraska Indian Community College	44	5	11.4%
Nebraska Methodist College of Nursing & Allied Health	12	7	58.3%
Nebraska Wesleyan University	423	296	70.0%
Summit Christian College	16	3	18.8%
Union College	137	72	52.6%
York College	116	57	49.1%
<b>Total Nebraska Public and Independent Colleges and Universities<sup>2</sup></b>	<b>16,292</b>	<b>7,829</b>	<b>48.1%</b>

Continued on the next page.

<b>Table A10.4d Continued (2005-2006)</b>			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
<b>Degree-Granting For-Profit/Career Schools</b>	<b>1,013</b>	<b>561</b>	<b>55.4%</b>
Hamilton College-Lincoln Campus <sup>4</sup>	254	108	42.5%
Hamilton College-Omaha Campus <sup>4</sup>	224	76	33.9%
ITT Technical Institute-Omaha	59	26	44.1%
Myotherapy Institute	43	43	100.0%
The Creative Center	67	61	91.0%
Universal College of Healing Arts <sup>5</sup>	48	0	0.0%
University of Phoenix-Omaha Campus	0	0	Not applicable
Vatterott College	183	146	79.8%
Vatterott College-Spring Valley Campus	135	101	74.8%
<b>Non-Degree-Granting For-Profit/Career Schools<sup>6</sup></b>	<b>788</b>	<b>577</b>	<b>73.2%</b>
Alegent Health School of Radiologic Technology <sup>7</sup>	0	0	Not applicable
Capitol School of Hairstyling	40	40	100.0%
College of Hair Design	83	68	81.9%
Fullen School of Hair Design	41	28	68.3%
Josephs College of Beauty-Lincoln	299	181	60.5%
La'James International College	47	45	95.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	Not applicable
Omaha School of Massage Therapy <sup>8</sup>	142	124	87.3%
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	136	91	66.9%
<b>Total For-Profit/Career Schools</b>	<b>1,801</b>	<b>1,138</b>	<b>63.2%</b>
<b>State Total</b>	<b>18,093</b>	<b>8,967</b>	<b>49.6%</b>
<p><sup>1</sup>Source: National Center for Education Statistics, fall 2006 IPEDS data collection.</p> <p><sup>2</sup>Doane College-Lincoln and Universal College of Healing Arts first conferred degrees in 2005-2006.</p> <p><sup>3</sup>Grace University originally reported 108 completers and later corrected this number to 57. The resulting graduation rate was 47.9%, rather than 90.8%, which was reported in the 2008 version of this report. The reduced number of completers at Grace University also reduced the sector and state totals as shown in this version of the table.</p> <p><sup>4</sup>Hamilton College became Kaplan University as of October 30, 2007.</p> <p><sup>5</sup>Universal College of Healing Arts first conferred degrees in 2005-2006.</p> <p><sup>6</sup>All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><sup>7</sup>Alegent became classified as a degree-granting school beginning fall 2007.</p> <p><sup>8</sup>Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.</p>			

**Table A10.4e  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Institution: 2006–2007<sup>1</sup>**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
<b>University of Nebraska</b>	<b>6,210</b>	<b>3,508</b>	<b>56.5%</b>
Nebraska College of Technical Agriculture	104	47	45.2%
University of Nebraska at Kearney	1,038	599	57.7%
University of Nebraska at Lincoln	3,480	2,206	63.4%
University of Nebraska at Omaha	1,588	656	41.3%
<b>Nebraska State College System</b>	<b>1,157</b>	<b>487</b>	<b>42.1%</b>
Chadron State College	388	174	44.8%
Peru State College	186	43	23.1%
Wayne State College	583	270	46.3%
<b>Nebraska Community Colleges</b>	<b>4,920</b>	<b>1,520</b>	<b>30.9%</b>
Central Community College	391	127	32.5%
Metropolitan Community College	742	99	13.3%
Mid Plains Community College	328	115	35.1%
Northeast Community College	774	395	51.0%
Southeast Community College	2,350	704	30.0%
Western Nebraska Community College	335	80	23.9%
<b>Nebraska Independent Colleges and Universities</b>	<b>3,200</b>	<b>1,916</b>	<b>59.9%</b>
Bellevue University	137	26	19.0%
BryanLGH College of Health Sciences	0	0	Not applicable
Clarkson College	108	75	69.4%
College of Saint Mary	80	37	46.3%
Concordia University	265	153	57.7%
Creighton University	760	570	75.0%
Dana College	156	78	50.0%
Doane College	218	146	67.0%
Doane College-Lincoln	0	0	N/A
Grace University	95	39	41.1%
Hastings College	252	157	62.3%
Little Priest Tribal College	26	2	7.7%
Midland Lutheran College	269	145	53.9%
Nebraska Christian College	73	34	46.6%
Nebraska Indian Community College	23	2	8.7%
Nebraska Methodist College of Nursing & Allied Health	18	14	77.8%
Nebraska Wesleyan University	392	273	69.6%
Summit Christian College	18	6	33.3%
Union College	202	107	53.0%
York College	108	52	48.1%
<b>Total Nebraska Public and Independent Colleges and Universities</b>	<b>15,487</b>	<b>7,431</b>	<b>48.0%</b>

Continued on the next page.

<b>Table A10.4e Continued (2006-2007)</b>			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
<b>Degree-Granting For-Profit/Career Schools<sup>2</sup></b>	<b>785</b>	<b>427</b>	<b>54.4%</b>
Alegent Health School of Radiologic Technology <sup>3</sup>	0	0	Not applicable
ITT Technical Institute-Omaha	146	72	49.3%
Hamilton College-Lincoln Campus <sup>4</sup>	222	96	43.2%
Hamilton College-Omaha Campus <sup>4</sup>	165	86	52.1%
Myotherapy Institute	41	41	100.0%
The Creative Center	74	56	75.7%
Universal College of Healing Arts	40	32	80.0%
University of Phoenix-Omaha Campus <sup>5</sup>	0	0	Not applicable
Vatterott College	0	0	Not applicable
Vatterott College-Spring Valley Campus	97	44	45.4%
<b>Non-Degree-Granting For-Profit/Career Schools<sup>2</sup></b>	<b>677</b>	<b>470</b>	<b>69.4%</b>
Capitol School of Hairstyling	85	74	87.1%
College of Hair Design	86	50	58.1%
Fullen School of Hair Design	13	13	100.0%
Josephs College of Beauty-Lincoln	268	146	54.5%
La'James International College	93	76	81.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	Not applicable
Omaha School of Massage Therapy <sup>6</sup>	66	58	87.9%
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	66	53	80.3%
<b>Total For-Profit/Career Schools<sup>2</sup></b>	<b>1,462</b>	<b>897</b>	<b>61.4%</b>
<b>State Total</b>	<b>16,949</b>	<b>8,328</b>	<b>49.1%</b>
<p><sup>1</sup>Source: National Center for Education Statistics, fall 2007 IPEDS data collection.</p> <p><sup>2</sup>All of the schools in the for-profit/career school categories are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><sup>3</sup>Alegent became classified as a degree-granting school beginning fall 2007.</p> <p><sup>4</sup>Hamilton College became Kaplan University as of October 30, 2007.</p> <p><sup>5</sup>University of Phoenix-Omaha Campus first conferred degrees in 2006-2007.</p> <p><sup>6</sup>Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.</p>			

**Table A10.4f  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Institution: 2007–2008<sup>1</sup>**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
<b>University of Nebraska</b>	<b>6,374</b>	<b>3,659</b>	<b>57.4%</b>
Nebraska College of Technical Agriculture	136	73	53.7%
University of Nebraska at Kearney	1,022	600	58.7%
University of Nebraska at Lincoln	3,615	2,304	63.7%
University of Nebraska at Omaha	1,601	682	42.6%
<b>Nebraska State College System</b>	<b>1,179</b>	<b>542</b>	<b>46.0%</b>
Chadron State College	406	200	49.3%
Peru State College	171	56	32.7%
Wayne State College	602	286	47.5%
<b>Nebraska Community Colleges</b>	<b>4,446</b>	<b>1,450</b>	<b>32.6%</b>
Central Community College	690	223	32.3%
Metropolitan Community College	854	117	13.7%
Mid Plains Community College	237	117	49.4%
Northeast Community College	808	397	49.1%
Southeast Community College	1,551	525	33.8%
Western Nebraska Community College	306	71	23.2%
<b>Nebraska Independent Colleges and Universities</b>	<b>3,269</b>	<b>1,940</b>	<b>59.3%</b>
Bellevue University	143	9	6.3%
BryanLGH College of Health Sciences	0	0	N/A
Clarkson College	103	43	41.7%
College of Saint Mary	97	60	61.9%
Concordia University	319	199	62.4%
Creighton University	802	612	76.3%
Dana College	140	59	42.1%
Doane College	273	182	66.7%
Doane College-Lincoln	2	2	100.0%
Grace University	92	40	43.5%
Hastings College	276	177	64.1%
Little Priest Tribal College	6	0	0.0%
Midland Lutheran College	264	144	54.5%
Nebraska Christian College	59	21	35.6%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	32	23	71.9%
Nebraska Wesleyan University	336	221	65.8%
Summit Christian College	11	3	27.3%
Union College	167	90	53.9%
York College	117	54	46.2%
<b>Total Nebraska Public and Independent Colleges and Universities</b>	<b>15,268</b>	<b>7,591</b>	<b>49.7%</b>

Continued on the next page.

<b>Table A10.4f Continued (2007-2008)</b>			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
<b>Degree-Granting For-Profit/Career Schools<sup>2</sup></b>	<b>712</b>	<b>370</b>	<b>52.0%</b>
Alegent Health School of Radiologic Technology <sup>3</sup>	0	0	N/A
ITT Technical Institute-Omaha	54	27	50.0%
Kaplan University-Lincoln Campus <sup>4</sup>	197	66	33.5%
Kaplan University-Omaha Campus <sup>4</sup>	132	61	47.0%
Myotherapy Institute	41	41	100.0%
The Creative Center	57	45	78.9%
Universal College of Healing Arts	30	27	90.0%
University of Phoenix-Omaha Campus	0	0	N/A
Vatterott College	0	0	N/A
Vatterott College-Spring Valley Campus	201	102	50.7%
<b>Non-Degree-Granting For-Profit/Career Schools<sup>2</sup></b>	<b>797</b>	<b>582</b>	<b>73.0%</b>
Capitol School of Hairstyling	113	88	77.9%
College of Hair Design	79	53	67.1%
Fullen School of Hair Design	28	28	100.0%
Josephs College of Beauty-Lincoln	253	145	57.3%
La'James International College	89	69	77.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	N/A
Omaha School of Massage Therapy <sup>5</sup>	104	94	90.4%
Regional West Medical Center School of Radiologic Technology	0	0	N/A
Xenon International School of Hair Design II Inc	131	105	80.2%
<b>Total For-Profit/Career Schools<sup>2</sup></b>	<b>1,509</b>	<b>952</b>	<b>63.1%</b>
<b>State Total</b>	<b>16,777</b>	<b>8,543</b>	<b>50.9%</b>
<p><sup>1</sup>Source: National Center for Education Statistics, fall 2008 IPEDS data collection.</p> <p><sup>2</sup>All of the schools in the for-profit/career school categories are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><sup>3</sup>Alegent became classified as a degree-granting school beginning fall 2007.</p> <p><sup>4</sup>Hamilton College became Kaplan University as of October 30, 2007.</p> <p><sup>5</sup>Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.</p>			

**Table A10.4g  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Institution: 2008–2009<sup>1</sup>**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2008–2009 Graduation Rate
<b>University of Nebraska</b>	<b>6,233</b>	<b>3,607</b>	<b>57.9%</b>
Nebraska College of Technical Agriculture	117	55	47.0%
University of Nebraska at Kearney	1,012	599	59.2%
University of Nebraska at Lincoln	3,639	2,298	63.1%
University of Nebraska at Omaha	1,465	655	44.7%
<b>Nebraska State College System</b>	<b>1,181</b>	<b>523</b>	<b>44.3%</b>
Chadron State College	395	151	38.2%
Peru State College	188	72	38.3%
Wayne State College	598	300	50.2%
<b>Nebraska Community Colleges</b>	<b>4,594</b>	<b>1,290</b>	<b>28.1%</b>
Central Community College	743	218	29.3%
Metropolitan Community College	908	113	12.4%
Mid Plains Community College	243	105	43.2%
Northeast Community College	742	339	45.7%
Southeast Community College	1,596	431	27.0%
Western Nebraska Community College	362	84	23.2%
<b>Nebraska Independent Colleges and Universities</b>	<b>3,517</b>	<b>2,110</b>	<b>60.0%</b>
Bellevue University	252	54	21.4%
BryanLGH College of Health Sciences	56	44	78.6%
Clarkson College	21	13	61.9%
College of Saint Mary	78	35	44.9%
Concordia University	222	135	60.8%
Creighton University	933	697	74.7%
Dana College	164	81	49.4%
Doane College	288	184	63.9%
Doane College-Lincoln	0	0	N/A
Grace University	103	56	54.4%
Hastings College	338	209	61.8%
Little Priest Tribal College	16	2	12.5%
Midland Lutheran College	235	113	48.1%
Nebraska Christian College	43	21	48.8%
Nebraska Indian Community College	13	0	0.0%
Nebraska Methodist College of Nursing & Allied Health	42	35	83.3%
Nebraska Wesleyan University	417	276	66.2%
Summit Christian College	22	17	77.3%
Union College	162	88	54.3%
York College	112	50	44.6%
<b>Total Nebraska Public and Independent Colleges and Universities</b>	<b>15,525</b>	<b>7,530</b>	<b>48.5%</b>

Continued on the next page.

<b>Table A10.4g Continued (2008-2009)</b>			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2008–2009 Graduation Rate
<b>Degree-Granting For-Profit/Career Schools<sup>2</sup></b>	<b>1,662</b>	<b>735</b>	<b>44.2%</b>
Alegent Health School of Radiologic Technology <sup>3</sup>	0	0	N/A
ITT Technical Institute-Omaha	97	39	40.2%
Kaplan University-Lincoln Campus <sup>4</sup>	595	202	33.9%
Kaplan University-Omaha Campus <sup>4</sup>	701	302	43.1%
Myotherapy Institute	32	32	100.0%
Omaha School of Massage and Healthcare of Herzing University <sup>5</sup>	42	39	92.9%
The Creative Center	56	31	55.4%
Universal College of Healing Arts	48	42	87.5%
University of Phoenix-Omaha Campus	0	0	N/A
Vatterott College	0	0	N/A
Vatterott College-Spring Valley Campus	91	48	52.7%
<b>Non-Degree-Granting For-Profit/Career Schools<sup>2</sup></b>	<b>841</b>	<b>560</b>	<b>66.6%</b>
Capitol School of Hairstyling	60	60	100.0%
College of Hair Design	78	66	84.6%
Fullen School of Hair Design	42	35	83.3%
Josephs College of Beauty-Lincoln	464	252	54.3%
La'James International College	73	50	68.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	N/A
Regional West Medical Center School of Radiologic Technology	0	0	N/A
Xenon International School of Hair Design II Inc	124	97	78.2%
<b>Total For-Profit/Career Schools<sup>2</sup></b>	<b>2,503</b>	<b>1,295</b>	<b>51.7%</b>
<b>State Total</b>	<b>18,028</b>	<b>8,825</b>	<b>49.0%</b>
<p><sup>1</sup>Source: National Center for Education Statistics, fall 2008 IPEDS data collection.</p> <p><sup>2</sup>All of the schools in the for-profit/career school categories are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers.</p> <p><sup>3</sup>Alegent became classified as a degree-granting school beginning fall 2007.</p> <p><sup>4</sup>Hamilton College became Kaplan University as of October 30, 2007.</p> <p><sup>5</sup>Omaha School of Massage Therapy was renamed Omaha School of Massage and Healthcare of Herzing University and became classified as a degree-granting school beginning fall 2009.</p>			

**Table A10.5a  
Graduation Rates for Nebraska Postsecondary Institutions  
by Race/Ethnicity  
2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
<b>2002–2003</b>				
<b>White (non-Hispanic)</b>	14,369	7,206	<b>50.1%</b>	
<b>Asian/Pacific Islander</b>	290	153	<b>52.8%</b>	
<b>Hispanic</b>	360	120	<b>33.3%</b>	
<b>Native American</b>	135	31	<b>23.0%</b>	
<b>Black (non-Hispanic)</b>	565	163	<b>28.8%</b>	
Total Known Race/Ethnicity	15,719	7,673	<b>48.8%</b>	
<b>2008–2009</b>				Increase or Decrease in Grad Rate
<b>White (non-Hispanic)</b>	15,283	7,807	<b>51.1%</b>	1.0%
<b>Asian/Pacific Islander</b>	285	160	<b>56.1%</b>	3.3%
<b>Hispanic</b>	654	216	<b>33.0%</b>	-0.3%
<b>Native American</b>	174	32	<b>18.4%</b>	-4.6%
<b>Black (non-Hispanic)</b>	856	281	<b>32.8%</b>	4.0%
Total Known Race/Ethnicity	17,252	8,496	<b>49.2%</b>	0.4%

<sup>1</sup>Source: National Center for Education Statistics, fall 2003 through fall 2009 IPEDS surveys. Institutions include the degree-granting and non-degree-granting for-profit/career schools. Counts do not include foreign students and students of unknown race/ethnicity. Consequently, the total graduation rates of 48.8% and 49.2% for 2002–2003 and 2008–2009, respectively, are higher than the statewide rates of 48.4% and 49.0%, which are based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity.

**Table A10.5b**  
**Graduation Rates for Nebraska Postsecondary Institutions**  
**by Race/Ethnicity**  
**2002–2003 Baseline through 2008–2009<sup>1</sup>**

Year	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)
2003	50.1%	52.8%	33.3%	23.0%	28.8%
2004	50.6%	49.2%	35.4%	37.3%	25.8%
2005	51.6%	49.3%	32.6%	24.2%	30.3%
2006	51.1%	49.2%	39.6%	21.6%	31.6%
2007	50.8%	51.9%	32.5%	26.2%	32.4%
2008	52.4%	56.4%	37.4%	25.2%	31.9%
2009	51.1%	56.1%	33.0%	18.4%	32.8%

<sup>1</sup>Source: National Center for Education Statistics, fall 2003 through fall 2009 IPEDS surveys. Institutions include the degree-granting and non-degree-granting for-profit/career schools. Counts do not include foreign students and students of unknown race/ethnicity.

**Table A10.6  
Graduation Rates for Nebraska Postsecondary Institutions  
by Sector and Race/Ethnicity  
2008–2009 Compared to 2002–2003 Baseline<sup>1</sup>**

Race/Ethnicity	2002–2003		2008–2009		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
<b>University of Nebraska</b>					
<b>White (non-Hispanic)</b>	2,631	54.6%	3,204	59.1%	4.6%
<b>Asian/Pacific Islander</b>	34	38.2%	68	61.8%	23.6%
<b>Hispanic</b>	32	30.5%	82	52.2%	21.8%
<b>Native American</b>	5	15.6%	7	21.2%	5.6%
<b>Black (non-Hispanic)</b>	36	24.5%	53	35.8%	11.3%
Total Known	2,738		3,414		
<b>Nebraska State College System</b>					
<b>White (non-Hispanic)</b>	525	44.6%	487	46.6%	2.0%
<b>Asian/Pacific Islander</b>	5	50.0%	2	28.6%	-21.4%
<b>Hispanic</b>	4	26.7%	5	19.2%	-7.4%
<b>Native American</b>	5	25.0%	2	10.5%	-14.5%
<b>Black (non-Hispanic)</b>	4	14.3%	12	29.3%	15.0%
Total	543		508		
<b>Community Colleges</b>					
<b>White (non-Hispanic)</b>	1,625	39.7%	1,168	29.7%	-10.0%
<b>Asian/Pacific Islander</b>	11	22.4%	15	24.6%	2.1%
<b>Hispanic</b>	23	18.0%	42	16.7%	-1.3%
<b>Native American</b>	7	23.3%	2	4.8%	-18.6%
<b>Black (non-Hispanic)</b>	21	14.8%	17	10.1%	-4.7%
Total	1,687		1,244		
<b>Independent Colleges &amp; Universities</b>					
<b>White (non-Hispanic)</b>	1,667	57.7%	1,891	64.3%	6.7%
<b>Asian/Pacific Islander</b>	96	75.6%	63	70.0%	-5.6%
<b>Hispanic</b>	42	58.3%	51	35.9%	-22.4%
<b>Native American</b>	10	24.4%	7	14.6%	-9.8%
<b>Black (non-Hispanic)</b>	32	43.2%	48	37.2%	-6.0%
Total	1,847		2,060		

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Table A10.6 Continued					
Race/Ethnicity	2002–2003		2008–2009		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
<b>Degree-Granting For-Profit/Career Schools<sup>2</sup></b>					
<b>White (non-Hispanic)</b>	419	45.5%	610	47.3%	1.8%
<b>Asian/Pacific Islander</b>	5	45.5%	5	62.5%	17.0%
<b>Hispanic</b>	9	36.0%	6	18.2%	-17.8%
<b>Native American</b>	2	33.3%	4	25.0%	-8.3%
<b>Black (non-Hispanic)</b>	44	32.4%	89	33.3%	1.0%
Total	479		714		
<b>Non-Degree-Granting For-Profit/Career Schools<sup>2</sup></b>					
<b>White (non-Hispanic)</b>	339	72.1%	447	67.8%	-4.3%
<b>Asian/Pacific Islander</b>	2	50.0%	7	77.8%	27.8%
<b>Hispanic</b>	10	66.7%	30	68.2%	1.5%
<b>Native American</b>	2	33.3%	10	62.5%	29.2%
<b>Black (non-Hispanic)</b>	26	68.4%	62	60.2%	-8.2%
Total	379		556		
<b>Total Nebraska Postsecondary Institutions</b>					
<b>White (non-Hispanic)</b>	7,206	50.1%	7,807	51.1%	0.9%
<b>Asian/Pacific Islander</b>	153	52.8%	160	56.1%	3.4%
<b>Hispanic</b>	120	33.3%	216	33.0%	-0.3%
<b>Native American</b>	31	23.0%	32	18.4%	-4.6%
<b>Black (non-Hispanic)</b>	163	28.8%	281	32.8%	4.0%
Total	7,673		8,496		
<p><sup>1</sup>Source: National Center for Education Statistics, fall 2003 and fall 2009 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.</p> <p><sup>2</sup>The numbers of graduates and graduation rates for non-degree- and degree-granting schools in 2002–2003 are different from those published in the March 2010 <i>Progress Report</i> due to Alegent Health School of Radiologic Technology and Omaha School of Massage and Healthcare of Herzing University changing from non-degree- to the degree-granting.</p>					



## Appendix 11

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

<b>Table A.11.1</b>			
<b>Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds</b>			
<b>Based on the 2005 American Community Survey</b>			
<b>Conducted by the U.S. Census Bureau<sup>1</sup></b>			
Level of Education	<b>2005</b>		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	4,140	949	3,191
High school graduate	6,092	6,247	-155
Subtotal	10,232	7,196	3,036
Some college but no degree	6,644	5,305	1,339
Associate degree	2,605	3,528	-923
Bachelor's degree	8,623	7,953	670
Master's degree	1,259	2,263	-1,004
Professional degree	445	1,064	-619
Doctorate	124	297	-173
Subtotal	13,056	15,105	-2,049
Total	29,932	27,606	2,326
<sup>1</sup> Data Source: Estimates based on the 2005 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2006.			

**Table A.11.2  
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds  
Based on the 2006 American Community Survey  
Conducted by the U.S. Census Bureau<sup>1</sup>**

Level of Education	2006		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	6,479	4,245	2,234
High school graduate	8,700	6,405	2,295
Subtotal	15,179	10,650	4,529
Some college but no degree	9,502	8,559	943
Associate degree	2,163	3,306	-1,143
Bachelor's degree	8,962	9,990	-1,028
Graduate or Professional Degree	4,326	3,496	830
Subtotal	15,451	16,792	-1,341
Total	40,132	36,001	4,131

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

**Table A.11.3  
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds  
Based on the 2007 American Community Survey  
Conducted by the U.S. Census Bureau<sup>1</sup>**

Level of Education	2007		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	5,239	3,715	1,524
High school graduate	6,060	10,050	-3,990
Subtotal	11,299	13,765	-2,466
Some college but no degree	9,586	5,689	3,897
Associate degree	4,169	1,752	2,417
Bachelor's degree	9,576	6,912	2,664
Graduate or Professional Degree	2,547	3,876	-1,329
Subtotal	16,292	12,540	3,752
Total	37,177	31,994	5,183

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

**Table A.11.4**  
**Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds**  
**Based on the 2008 American Community Survey**  
**Conducted by the U.S. Census Bureau<sup>1</sup>**

Level of Education	2008		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	4,731	1,934	2,797
High school graduate	7,534	6,158	1,376
Subtotal	12,265	8,092	4,173
Some college but no degree	8,167	6,630	1,537
Associate degree	1,983	2,329	-346
Bachelor's degree	9,508	7,242	2,266
Graduate or Professional Degree	3,782	2,906	876
Subtotal	15,273	12,477	2,796
Total	35,705	27,199	8,506

<sup>1</sup>Data Source: Estimates based on the 2008 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2010.

**Table A.11.5**  
**Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds**  
**Based on the 2009 American Community Survey**  
**Conducted by the U.S. Census Bureau<sup>1</sup>**

Level of Education	2009		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	7,426	1,216	6,210
High school graduate	8,314	4,841	3,473
Subtotal	15,740	6,057	9,683
Some college but no degree	9,636	6,907	2,729
Associate degree	2,185	2,252	-67
Bachelor's degree	6,452	6,710	-258
Graduate or Professional Degree	3,798	4,580	-782
Subtotal	22,071	20,449	1,622
Total	37,811	26,506	11,305

<sup>1</sup>Data Source: Estimates based on the 2009 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2011.

