

2013
Nebraska
Higher Education
Progress Report

Approved by the Commission March 14, 2013





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Key Takeaways

from the
2013 Nebraska Higher Education Progress Report
 Nebraska's Coordinating Commission for Postsecondary Education

State Priority 1: Increase Enrollments

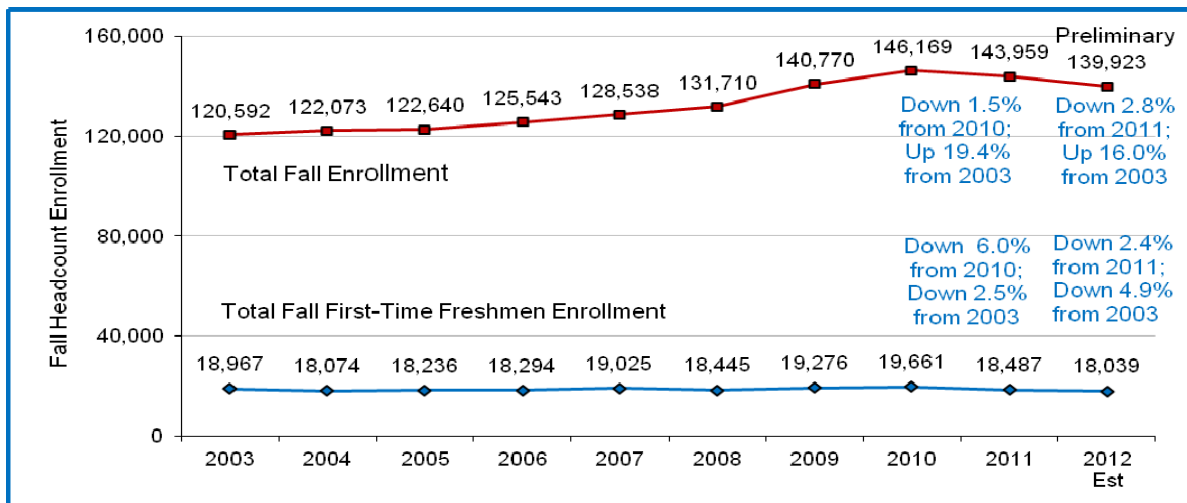
1) Following seven years of steady increases, **total fall enrollment** at Nebraska postsecondary institutions has dropped for each of the past two years.



1a) **Full-time freshmen enrollments** — the continuing “life blood” of institutions — have dropped each of the past two years, as well.



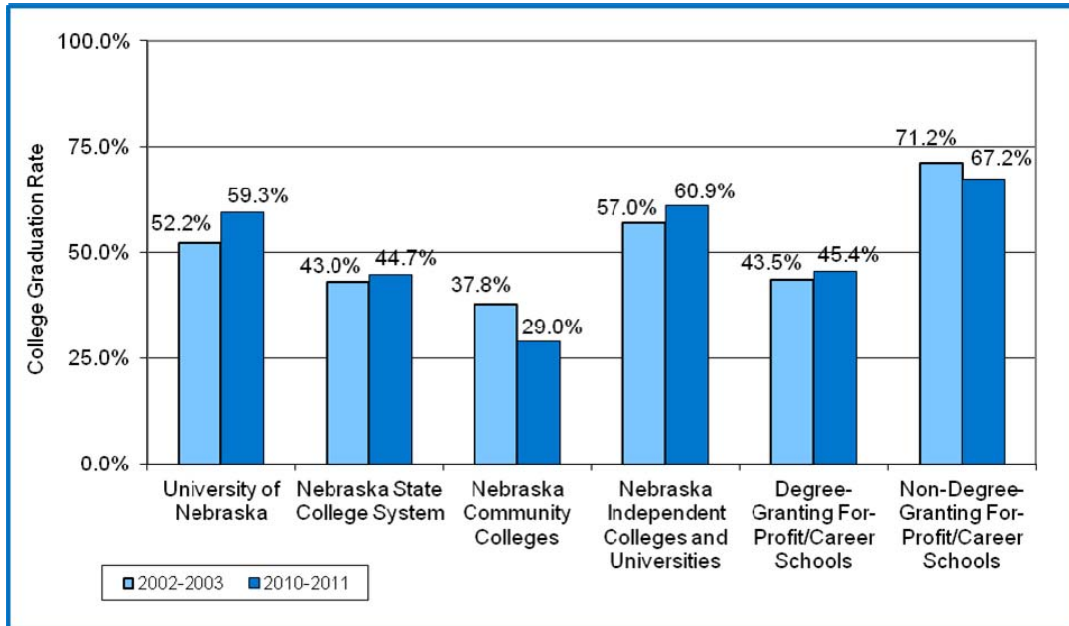
Fall Total Headcount Enrollment and First-Time Freshmen Enrollment: Fall 2003 – Fall 2012



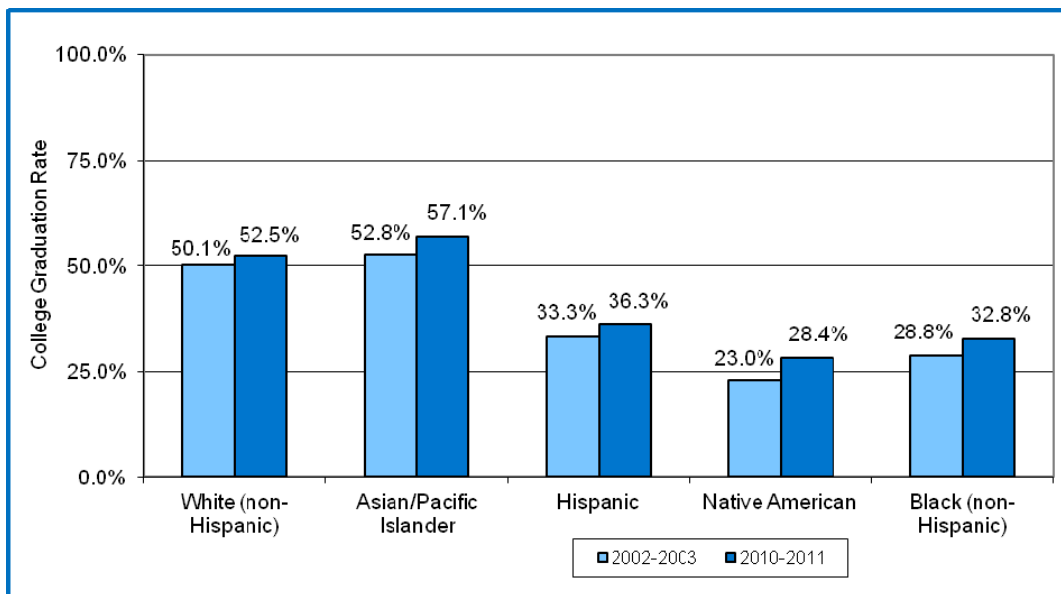
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State Priority 2: Increase Postsecondary Graduation Rates

Graduation Rates for Nebraska Postsecondary Institutions by Sector
2010–2011 Compared to 2002–2003



Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity
2010–2011 Compared to 2002–2003



Minority graduation rates continue to lag behind whites and Asian/Pacific Islanders.

Continued on next page



State Priority 3: Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment

Nebraska continues to attract more working-age adults with less than a high school education than leave the state. Nebraska also may be experiencing a net in-migration of adults with high school diplomas or at least some college. However, due to changes in U.S. Census data collection, it is impossible to determine with certainty whether Nebraska is gaining or losing more working-age adults with associate, bachelor's, or graduate degrees than it has in the past.



Other Key Points

- The state's **need-based financial aid program** is serving the right students—those who most need help. Even with an increase of almost 80 percent in funding during the past 10 years, we can only support 24.6 percent of the students who qualify for aid. But they need *more* aid. Nebraska ranks 33rd in the country in amount of need-based aid per full-time equivalent undergraduate student.
- The **Access College Early (ACE) scholarship program** is remarkably successful. It enables low-income students to take college courses while still in high school. These students graduate from high school and go on to college at significantly higher rates than other low-income students *and* at higher rates than non-low-income students. Almost 88 percent of those ACE students who go on to college earned a 3.0 or higher grade-point average during their first year of college.



Executive Summary

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

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

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

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

Overall Progress and Challenges Facing the State

- The research findings in the *2013 Nebraska Higher Education Progress Report* reflect modest annual changes in the state's postsecondary education system.
- **While the changes measured each year have been relatively small, progress through 2010 was generally in the right direction with respect to the first and second priorities recommended in 2003. However, for the past two years, enrollments have declined.**
- Estimates of net-migration – priority three – do not provide sufficient evidence to 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 most of the state's higher-education goals is generally in the right direction, it is not aggressive enough to meet the state's long-term needs and goals.
 - Significant numbers of students continue to drop out of high school before they earn diplomas, lessening their likelihood of financial and other successes and, for the purposes of this report, reducing the pool of students who could go to college.
 - The college-going rate of Nebraska public and private high school students is now among the top 10 nationally, but it has not increased significantly for graduates of Nebraska's public high schools over the past four years.
 - Freshmen retention rates and college graduation rates have risen only slightly since 2004.
 - College graduation rates are significantly lower for Hispanics, blacks, and Native Americans than for white and Asian undergraduate students.
 - Nebraska has increased the amount of state funds allocated for need-based financial aid, but student borrowing continues to increase and state funding has not kept pace with the increasing number of students who are eligible for state grants.
 - The Nebraska Opportunity Grant program has aided thousands of students, but more state-funded, need-based aid is needed to enable more of the state's low-income and moderately low-income students to go to college and earn degrees.

Priority 1

Increase the number of students who enter postsecondary education in Nebraska

Decreasing enrollments are the most significant trends evidenced in this report on higher education in Nebraska. Over the past two years, Nebraska's total postsecondary headcount enrollment has decreased 4.3% to 139,923 and first-time freshmen enrollment has declined 8.2% to 18,039.

Total fall enrollments

Nebraska's total postsecondary headcount enrollment increased steadily from 120,592 in fall 2003 to a high of 146,169 in fall 2010.

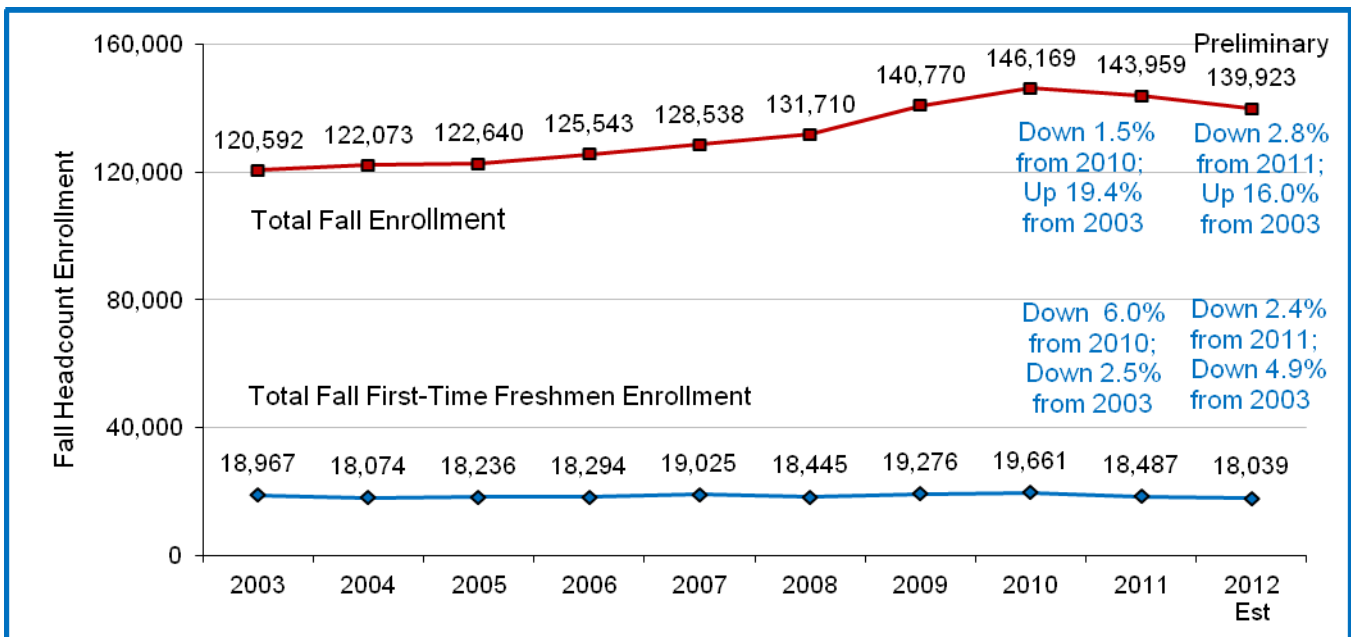
Between fall 2003 and fall 2010, total enrollment increased across all sectors of Nebraska's postsecondary education system. As shown in the first chart on the next page, the highest increases in total fall enrollment between 2003

and 2010 were at the community colleges and within the sector of independent colleges and universities, where Bellevue University accounted for more than half of the sector's growth.

In fall 2012, estimated statewide enrollment was 139,923, up 16.0% from fall 2003 but 4.3% lower than in fall 2010.

Between 2010 and 2012, enrollments at the University of Nebraska and the Nebraska State College System increased slightly, and within the independent (not-for-profit) sector, enrollment decreased only 1%. Consequently, the downturn in statewide enrollment is due primarily to the 9% decrease in enrollment at Nebraska's community colleges and to minor-to-major decreases at almost all of the schools in the for-profit sector.

Fall Total Headcount Enrollment and First-Time Freshmen Enrollment: Fall 2003 – Fall 2012



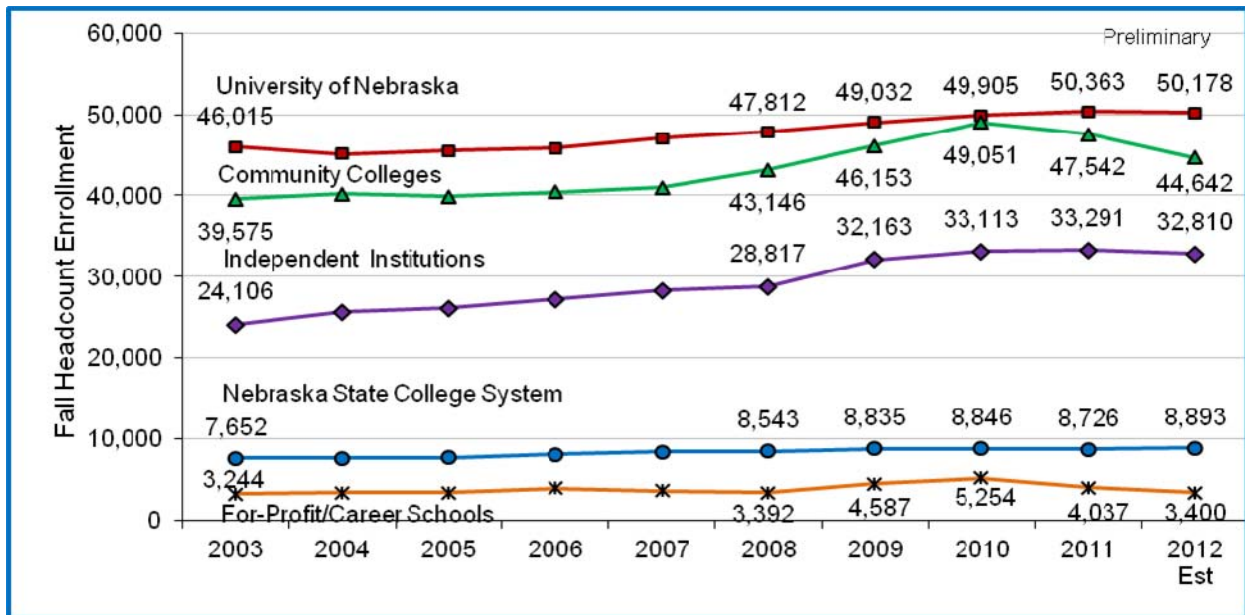
National Center for Education Statistics, Integrated Postsecondary Education Data System

Freshmen fall enrollments

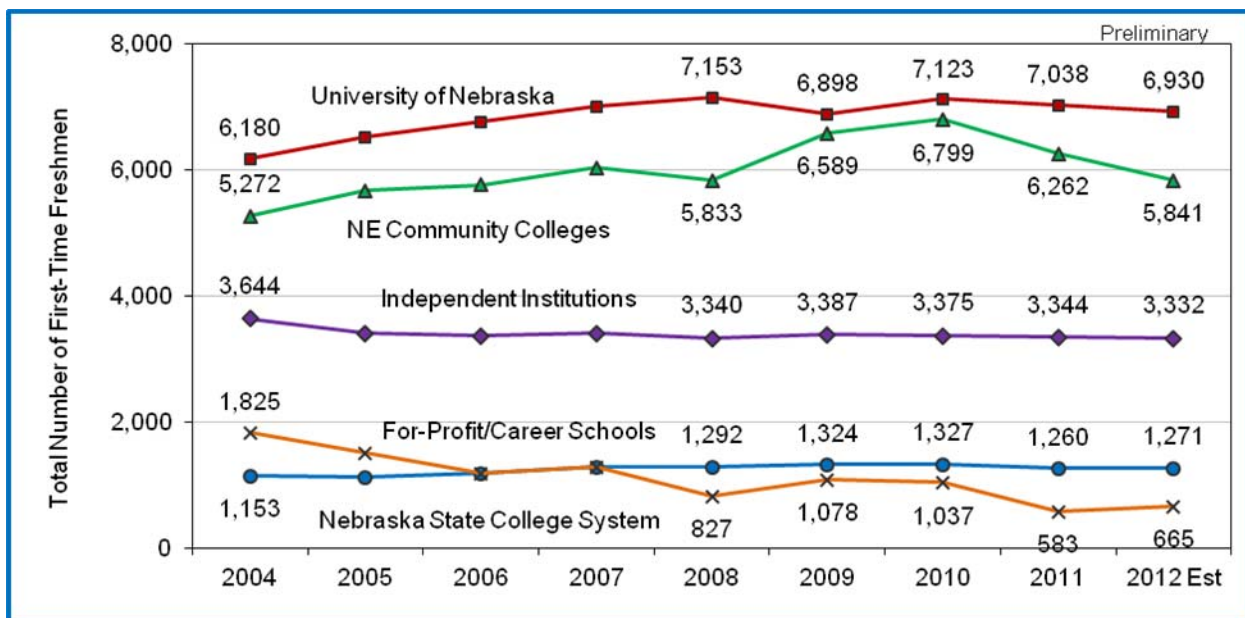
Total enrollment of first-time freshmen at the state's postsecondary institutions increased 3.7%, from 18,967 in fall 2003 to 19,661 in fall 2010. However, since 2010, first-time freshmen enrollments are estimated to have decreased 8.2% to 18,039 in fall 2012, resulting

in a 4.9% decrease since fall 2003, which is the baseline for this report. Since fall 2010, first-time freshmen enrollment has decreased across all five sectors of higher education. The most significant decline has been at the community colleges, where 14% fewer freshmen were enrolled in fall 2012 than in fall 2010.

Fall Total Headcount Enrollment by Sector: Fall 2003 – Fall 2012



First-Time Freshmen Enrollment by Sector: Fall 2003 – Fall 2012



National Center for Education Statistics, Integrated Postsecondary Education Data System

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

The number of students who graduate from Nebraska high schools is important information because more than 80% of the first-time freshmen at Nebraska’s colleges and universities are graduates of Nebraska high schools.¹

Since 2002–2003, the number of students graduating annually from Nebraska high schools has increased 3.2%, and the number of graduates 10 years from now is projected to be 4.2% higher than the number who graduated in 2011–2012.

In 2011–2012, 22,678 students graduated from Nebraska high schools—706 more than in 2002–2003. Based on the latest projections,

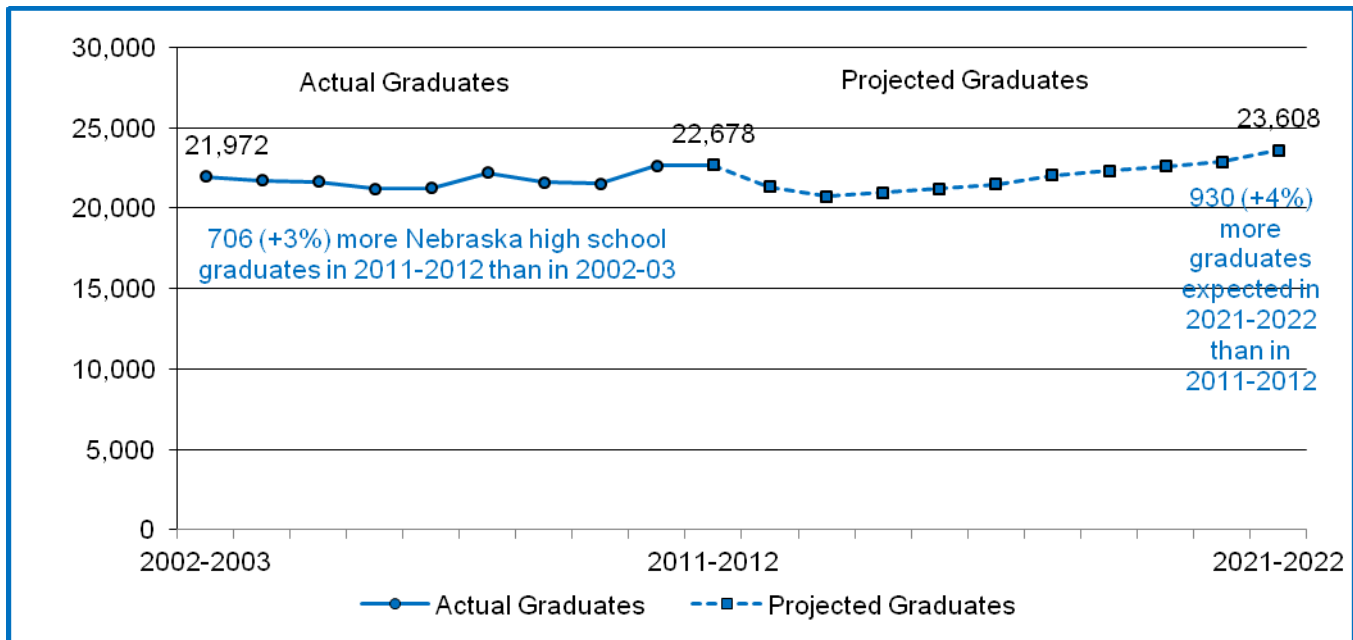
Nebraska high schools will graduate about 900 more students in 2021–2022 than in 2011–2012.

Shifting high school demographics

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

Even though Hispanic students graduate from high school at a lower *rate* than white non-Hispanics and Asians, they are projected to account for 17% of Nebraska’s public high school graduates by 2021–2022, compared to 13% in 2011–2012. As also illustrated by the pie charts on the next page, other minorities are projected to continue to account for 10% or 11% of the state’s high school graduates over the next 10 years.

**Actual and Projected Number of Nebraska High School Graduates
2002–2003 through 2021–2022**

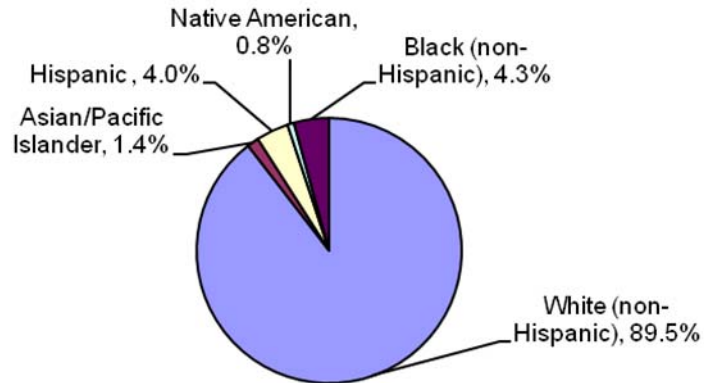


Data Source: Actual numbers of graduates: Nebraska Department of Education. Projected number of graduates: *Knocking at the College Door, Projections of High School Graduates*, Western Interstate Commission for Higher Education (WICHE), December 2012, page 103. Graduates do not include GED recipients or completers who did not receive regular diplomas. Actual and projected graduates include recipients of regular diplomas at state-operated schools, as well as graduates of public and nonpublic (private) high schools. An estimate of 100 graduates from state-operated schools has been added to WICHE’s estimate of public and nonpublic high school graduates each year from 2012–2013 through 2021–2022.

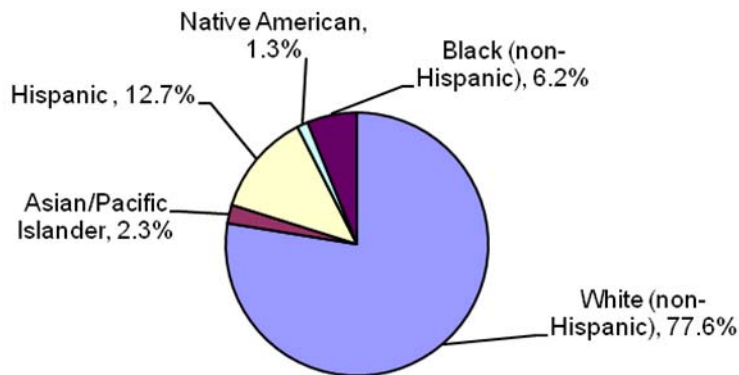
¹This conclusion refers to the first-time freshmen who enroll in college within one year of graduating from high school. These students account for about 80% of all first-time freshmen. The remaining 20% enroll more than a year after high school graduation, and where they graduate from high school is not reported.

Actual and Projected Percentages of Nebraska Public High School Graduates

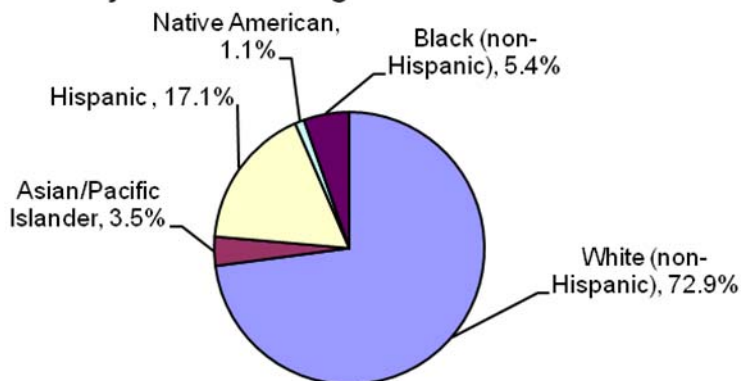
Actual Percentages of Graduates: 2002–2003 Baseline



Actual Percentages of Graduates: 2011–2012



Projected Percentages of Graduates: 2021–2022



Date Source: Nebraska Department of Education for actual number of graduates. For projected numbers, *Knocking at the College Door, Projections of High School Graduates*, Western Interstate Commission for Higher Education (WICHE), December 2012, page 103. Counts do not include graduates of state-operated schools or students in the category of “two or more races.”

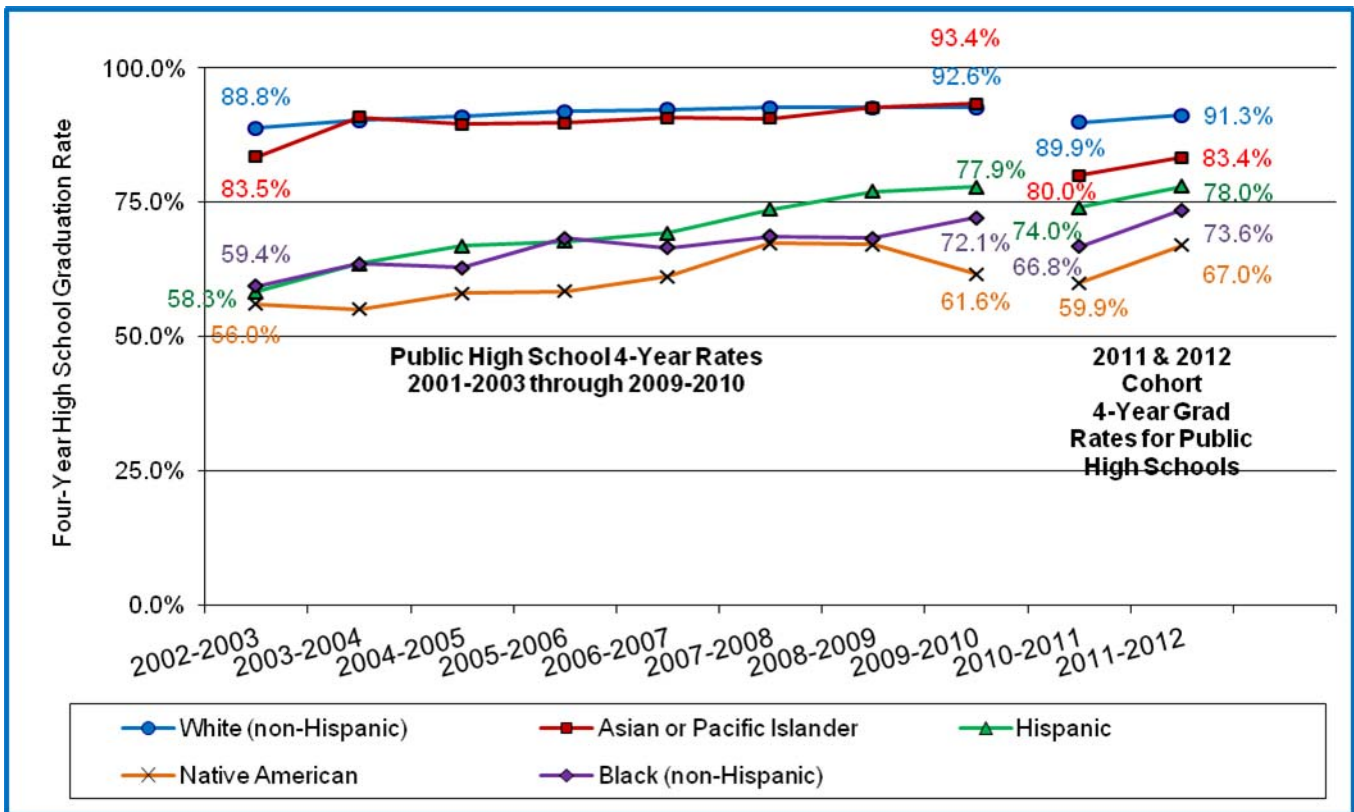
High school graduation rates

The graduation rates at Nebraska's public high schools improved for all of the major racial and ethnic groups between 2002–2003 and 2009–2010.

In 2010–2011, the cohort four-year graduation rate replaced the methodology used previously to calculate graduation rates and established a new baseline for future comparisons. Based on this new methodology, Nebraska's public high school graduation rate was 87.6% in 2011–2012, up from 85.8% one year earlier in 2010–2011. Using the new methodology, males continue to graduate at lower rates than females.

In 2011–2012, the graduation rates for Hispanics, black non-Hispanics, and Native Americans were 13% to 24% lower than the rates for their white classmates. This is an improvement from 2010–2011, when the graduation rates for these minorities were 16% to 30% lower than the graduation rates for white non-Hispanics. Nevertheless, Hispanics, Native Americans, and black non-Hispanics continue to account for disproportionately high percentages of the dropouts from the 7th through 12th grades in Nebraska's public high schools. Consequently, Nebraska needs to continue to strengthen efforts to reduce and eliminate these disparities.

**Nebraska Public High School Graduation Rates
by Race/Ethnicity
2002–2003 through 2011–2012**



Date Source: Nebraska Department of Education. For the sake of simplicity, this chart does not show the cohort graduation rates in 2010–11 or 2011–12 for Native Hawaiians and other Pacific Islanders or for students of two or more races, which are now additional categories for analysis.

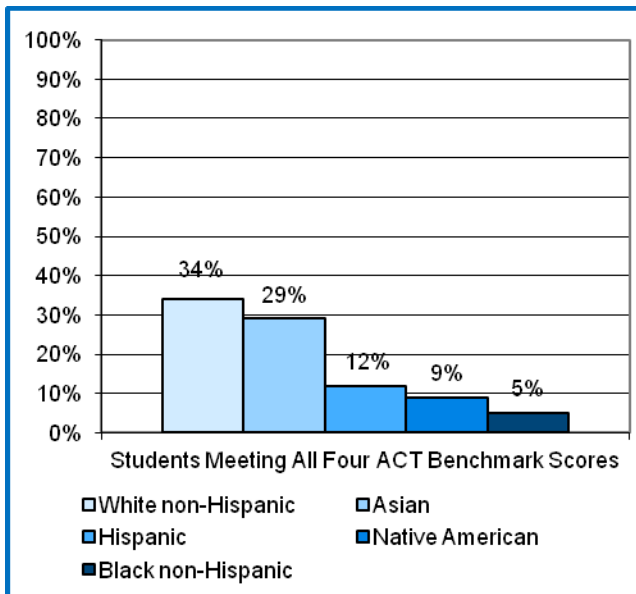
Preparation for college

The average ACT® composite score for Nebraska high school students was 22.0 in 2012—down slightly from 22.1, which was Nebraska’s average composite score for the previous five years. However, Nebraska’s 2012 ACT composite score is still higher than the 2012 national average of 21.1 and also higher than the state average of 21.7 in 2004, which is the baseline for this report.

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

Still, data from ACT, Inc. for the class of 2012 suggest that only 30% 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 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 2012 ACT-Tested Nebraska High School Students Who Met or Exceeded ACT College Readiness Scores by Race/Ethnicity



ACT, Inc. Report on the Class of 2012

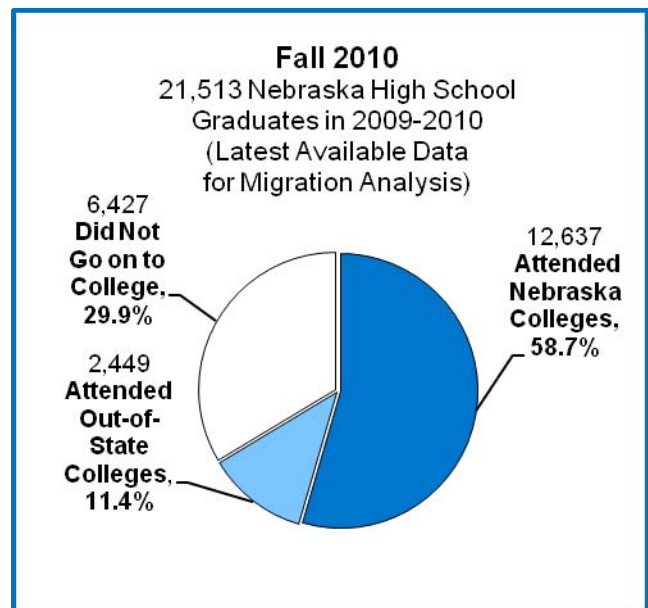
College continuation rates: how they are defined and estimated using IPEDS data

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 Education Data System (IPEDS) maintained by the National Center for Education Statistics (NCES). The advantage of this approach is that, every other year, Nebraska’s college-going rate can be compared directly to the rates of other states.

The latest available IPEDS data are for the high school graduation class of 2009–2010 who continued to college in fall 2010. Of the 21,513 students who graduated from high school in 2009–2010, almost 30% did not go on to college in fall 2010, while 58% went to college in their home state of Nebraska and 11% went out of state to further their education.

Percentages of 2009-2010 Nebraska High School Graduates by Whether and Where They Went to College in Fall 2010



National Center for Education Statistics, Integrated Postsecondary Education Data System

Based on IPEDS data, a total of 70.1% of Nebraska's high school graduates in the class of 2009–2010 enrolled in college in fall 2010, a rate 6.6% higher than in fall 2002.

Of the Nebraska high school students who continued on to college in fall 2010, about 84% enrolled at colleges in Nebraska, up from 81% in fall 2002.

Excluding non-degree-granting schools, the college-going rate for Nebraska high school graduates was 69.5% in fall 2010—the 7th highest among the 50 states. Nebraska's ranking in fall 2010 is a significant improvement from fall 2008, when the state's college-going rate of 65.5% was the 18th highest in the country. (In 1992, Nebraska ranked first.)

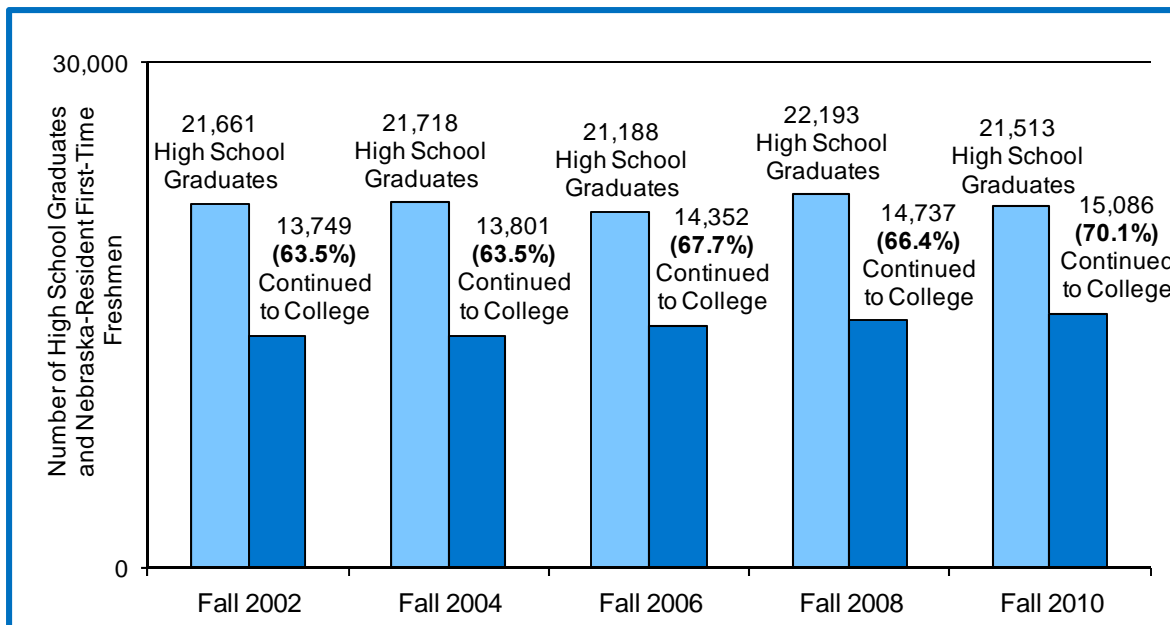
Enrollment of out-of-state and foreign students

In addition to attracting a high percentage of the state's college-going high school graduates, Nebraska colleges enrolled 3,454 out-of-state and foreign first-time freshmen in fall 2010, and the state imported 527 more first-time freshmen than it exported.

An alternative approach to estimating college continuation rates

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

**Nebraska College Continuation Rates Based on IPEDS Data
(Latest Available Analysis)**



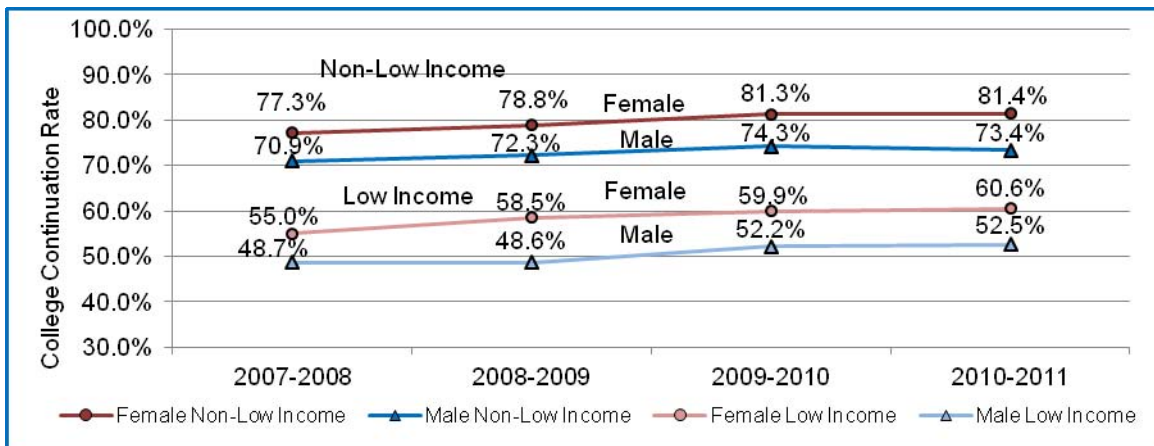
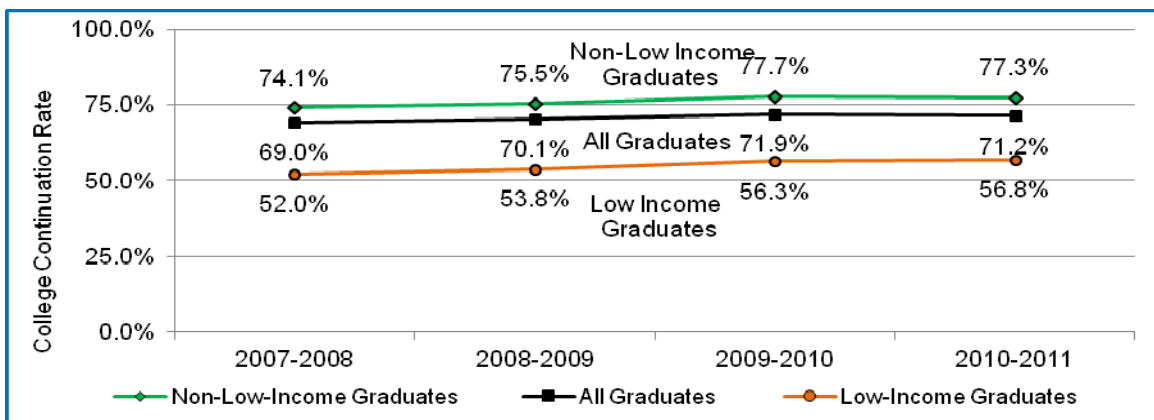
Data Sources: Nebraska Department of Education, January 2007, January 2009, and January 2011, and the National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008 and 2010 surveys. Includes full-time and part-time students enrolled at degree-granting and non-degree-granting colleges and universities in the United States.

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

Using data files from the Nebraska Department of Education matched with college enrollment files from the National Student Clearinghouse, the Commission has conducted research to estimate the college-going rates of Nebraska's public high school graduates in 2007–2008, 2008–2009, 2009–2010, and 2010–2011.¹

As the charts below illustrate, the college continuation rates for low-income graduates of Nebraska's public high schools are significantly lower than the comparable rate for graduates from non-low income households, regardless of gender.² However, female public high school graduates have consistently higher college-going rates than their male classmates, and the lowest college-going rates are for male public high school graduates from low-income households.

College Continuation Rates for Nebraska Public High School Graduates Based on National Student Clearinghouse Data



Data source: Records of public high school graduates from the Nebraska Department of Education (NDE) matched with college enrollment records at the National Student Clearinghouse (NSC). April 2010 & 2011.

¹The 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 do 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.

²Low-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.

Trends in first-time freshmen enrollments

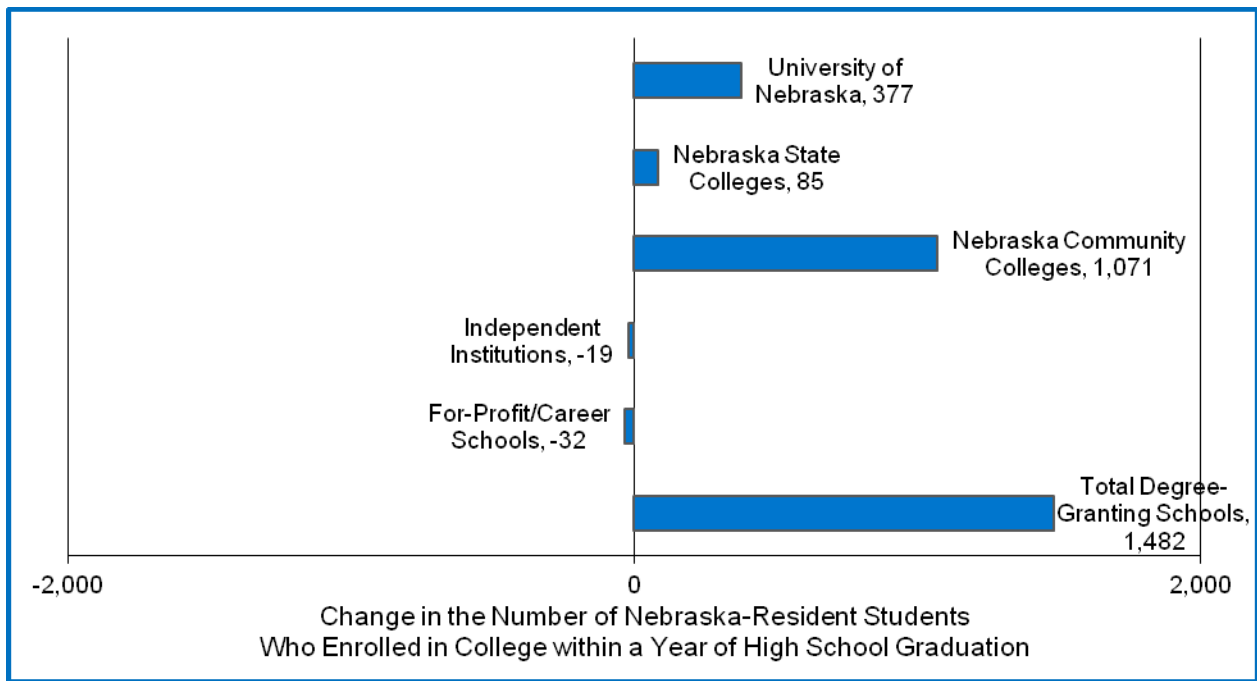
Using IPEDS data collected every two years, the Commission monitors the enrollment of first-time freshmen who are residents of Nebraska, classified by whether they start college within 12 months of high school graduation or wait to enroll in college more than 12 months after they graduate from high school.

The Commission's latest analysis revealed that the number of first-time freshmen who enrolled at Nebraska's community colleges *within a year*

of high school graduation increased by 1,071 students, or 36.7%, between fall 2002 and fall 2010.

In fall 2010, the community colleges accounted for 37% of the first-time freshmen who started college *within a year of high school graduation*, up from 27% in fall 2002. This increase is evidence that, during this time period, an increasing number of Nebraska's recent high school graduates began their college education at Nebraska's community colleges, rather than at other types of institutions within the state.

Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions within 12 Months of High School Graduation Fall 2010 Compared to Fall 2002 (Latest Available Analysis)



National Center for Education Statistics, Integrated Postsecondary Education Data System

The Commission's analysis also revealed that the number of first-time freshmen who started college *more than a year after high school graduation* decreased between fall 2002 and fall 2010 within all sectors, except the community colleges. By fall 2010, the community colleges enrolled 71% of the first-time freshmen who started college

more than a year after high school graduation, up from 51% in fall 2002. Also, in fall 2010, just two colleges—Metropolitan Community College and Southeast Community College—accounted for almost 50% of the state's total enrollment of first-time freshmen who started college *more than a year after high school graduation*.

First-time freshmen enrollments by race/ethnicity

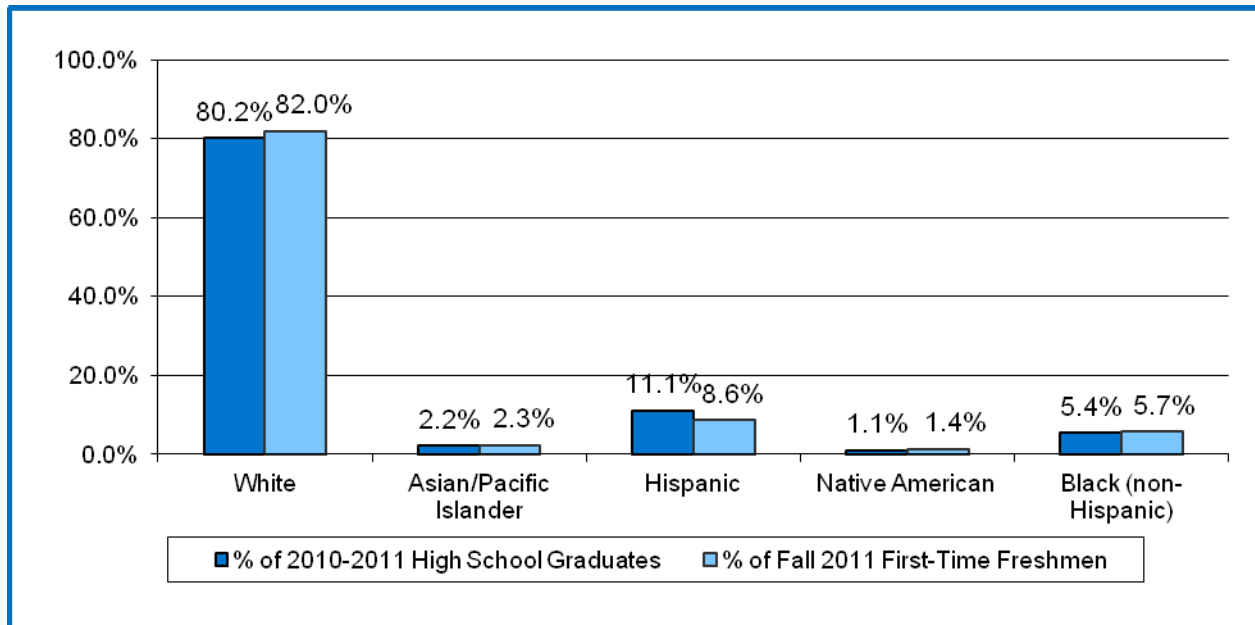
Based on IPEDS data collected annually, higher numbers of Asians/Pacific Islanders, Hispanics, Native Americans and black non-Hispanics were enrolled at Nebraska institutions in fall 2011 than in fall 2003. Over the same period, there was a predictable decrease in the number of white first-time freshmen, given that 10% fewer white non-Hispanics graduated from Nebraska's high schools in 2010–2011 than in 2002–2003.

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 graduation rates for whites and Asians/Pacific Islanders. However,

as shown in the chart below, *minority students who graduate from high school generally tend to be represented among first-time college freshmen in Nebraska to about the same relative degree as their white or Asian classmates.*

Also of interest is the pattern of minority freshmen enrollment by sector. Between fall 2010 and fall 2011, there was a significant decrease in the percentage of black non-Hispanic freshmen who attended for-profit/career schools. However, Nebraska's community colleges continued to attract higher percentages of Hispanic, Native American, and black non-Hispanic freshmen, compared to the percentages of white non-Hispanics and Asians/Pacific Islanders who go to the state's community colleges as first-time freshmen.

Percentages of 2010-2011 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Colleges and Universities in Fall 2011 by Race/Ethnicity



National Center for Education Statistics, Integrated Postsecondary Education Data System
Includes degree-granting and non-degree-granting institutions.

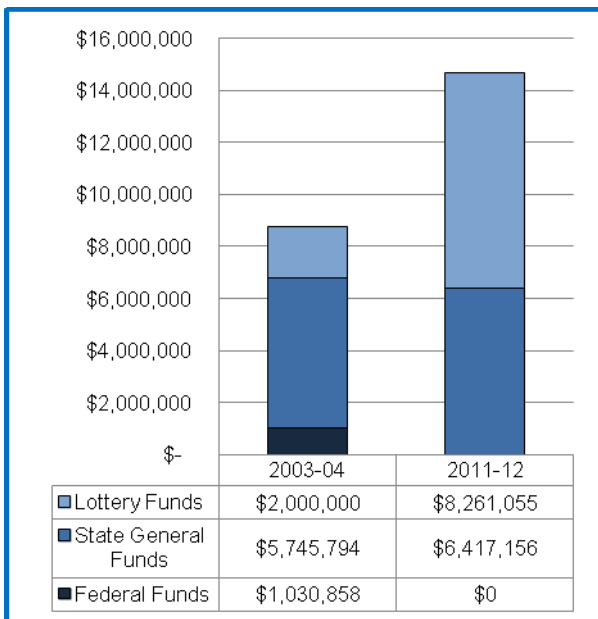
The importance of state-funded financial aid

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 \$14,678,211 in 2011–2012.

Available Funding for Nebraska's State Grant Program 2011–2012 Compared to 2003–2004



In 2011–2012, University of Nebraska students received \$5.8 million, compared to \$2.8 million

to students at the independent institutions, \$2.8 million to students enrolled at the community colleges, \$2.4 million to students at the for-profit/career schools, and \$0.9 million to students attending the state colleges.

As a result of increased funding, the number of low-income students served by the state grant program increased almost 10%, from 13,031 in 2003–2004 to 14,239 in 2011–2012, and the average award increased 54%, from \$670 to \$1,031. Of the students served, 77% come from families with annual incomes of less than \$40,000, and 49% 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 ranked 33rd in the United States in the amount of available need-based financial aid per full-time undergraduate student in 2010–2011. (Source: 42nd Annual Survey Report on State-Sponsored Financial Aid, 2010–2011 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 \$787,225 in 2011–2012. Of the \$800,000 available for ACE scholarships in 2012–2013, \$382,069 had been awarded as of mid-January 2013.

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, 1,706 low-income Nebraska high school students were able to take almost 10,900 credit hours of college coursework in 2011–2012.

Research on the college continuation rates of ACE Scholarship recipients

The number of students who received ACE scholarships when they were seniors at Nebraska public high schools increased from 215 in 2007–2008 to 887 in 2010–2011.

As illustrated in the chart below, the college continuation rates of ACE scholarship recipients are significantly higher than the college-going rates of other low-income public high school graduates.¹

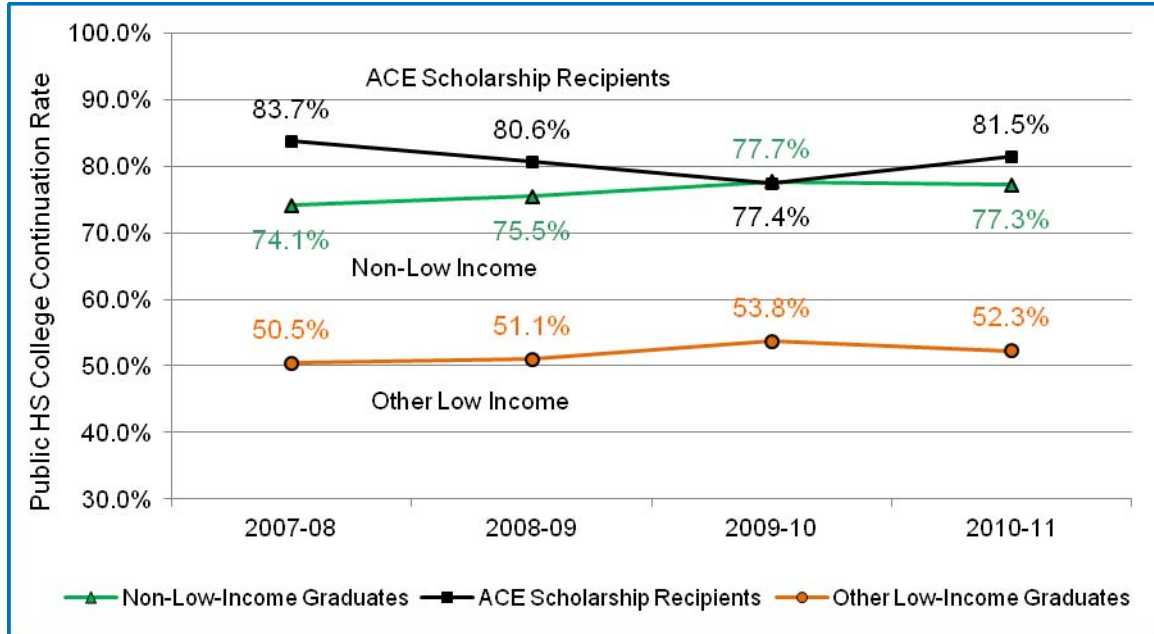
Over the past four years, the college-going rates of ACE scholarship recipients also have been higher than, or equal to, the college-going rates of non-low-income graduates of the state’s public high schools. In effect, the ACE scholarship program has enabled low-income public high school graduates to continue on to college at the

same or higher rates as their non-low-income classmates.

The ACE Plus Scholarship

The ACE Plus Scholarship Program was initiated in 2011–2012 to provide assistance to first- and second-year college students who were ACE scholarship recipients prior to graduating from high school. Initially funded with \$223,000 of a federal College Access Challenge Grant, ACE Plus scholarships were awarded to 317 eligible students in 2011–2012 and to 393 eligible students in 2012–2013 to help them with their college expenses during their first or second year of college. Of the 336 students who received ACE Plus scholarships for their second year of college, 88% had 3.0 or higher grade-point averages (GPAs) after their first year of college, and 64% had first-year GPAs of 3.5 or higher.

College Continuation Rates for 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 7, 2009, April 20 2010, April 28, 2011 and April 24, 2012.

¹Low-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.

Based on IPEDS data that are collected annually, freshmen retention rates and graduation rates are not improving across all sectors of higher education in Nebraska. Analyses of IPEDS data also show that there are continuing racial/ethnic disparities in graduation rates.¹

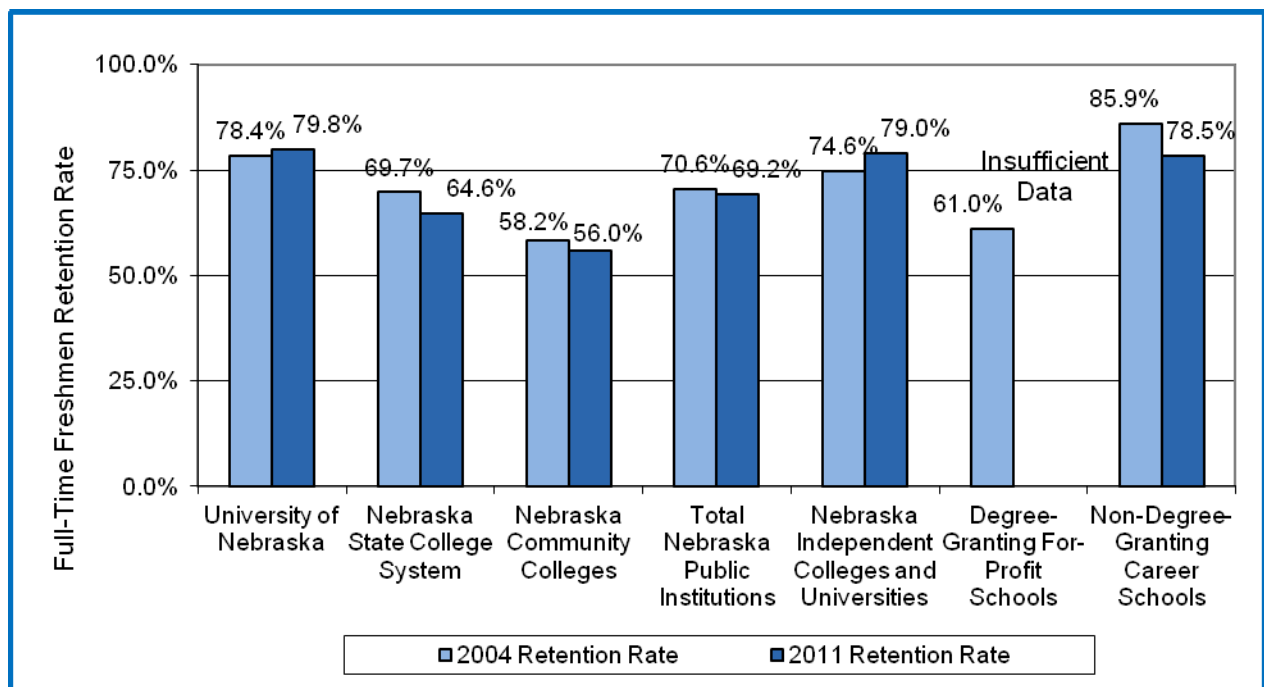
A recent analysis of records at the National Student Clearinghouse provides previously unavailable evidence that notable percentages

of students who start college at Nebraska's public and independent institutions transfer to other schools where they persist in their studies and earn degrees or certificates. This study also reveals that students who attend college part time are far less likely to complete their degree or certificate programs than students who attend college full time.

Freshmen retention rates

As shown in the chart below, full-time freshmen retention rates for the University of Nebraska and the independent (not-for-profit) sector were higher in fall 2011 than they were in fall 2004.

**Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector
Fall 2011 Compared to Fall 2004 Baseline**



National Center for Education Statistics, Integrated Postsecondary Education Data System

¹The freshmen retention rate is the number of freshmen who are enrolled at the same college one year later. The IPEDS definition of a college graduation rate is the percentage of full-time, first-time freshmen who complete their degree programs at the same college within 150% of the time specified for the programs. For example, the specified time frame for four-year programs is six years, while the time frame for two-year programs is three years.

For the remaining four sectors, overall full-time retention rates were lower in fall 2011 than in fall 2004 or data are insufficient to compute a sector retention rate for fall 2011.

Retention rates for full-time students in fall 2011 varied between the public sectors, ranging from 56.0% at the community colleges to 79.8% at the University of Nebraska.

The independent colleges and universities also had a relatively high retention rate of 79.0% in fall 2011. Similarly, the freshmen retention rates for full-time students at the non-degree-granting for-profit career schools was 78.5%.

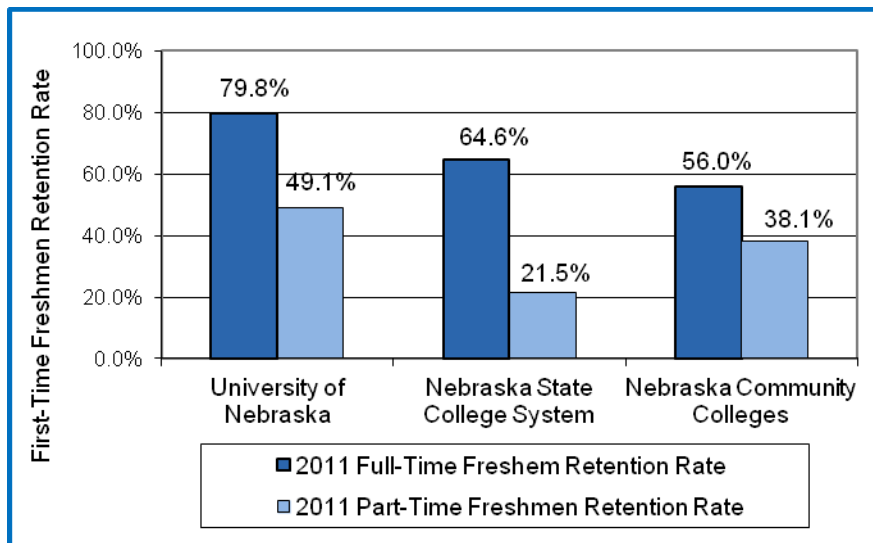
Nebraska's community colleges currently enroll about 75% of the first-time freshmen who start college as part-time students. The colleges' fall 2011 retention rate for part-time freshmen was

38.1%—a rate that was lower than the estimated national average of 41.9% for two-year public institutions in 2011.

Full-time and part-time retention rates compared

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

Fall 2011 Full-Time and Part-Time Freshmen Retention Rates for Students in Nebraska's Public Colleges and Universities



National Center for Education Statistics,
Integrated Postsecondary Education Data System

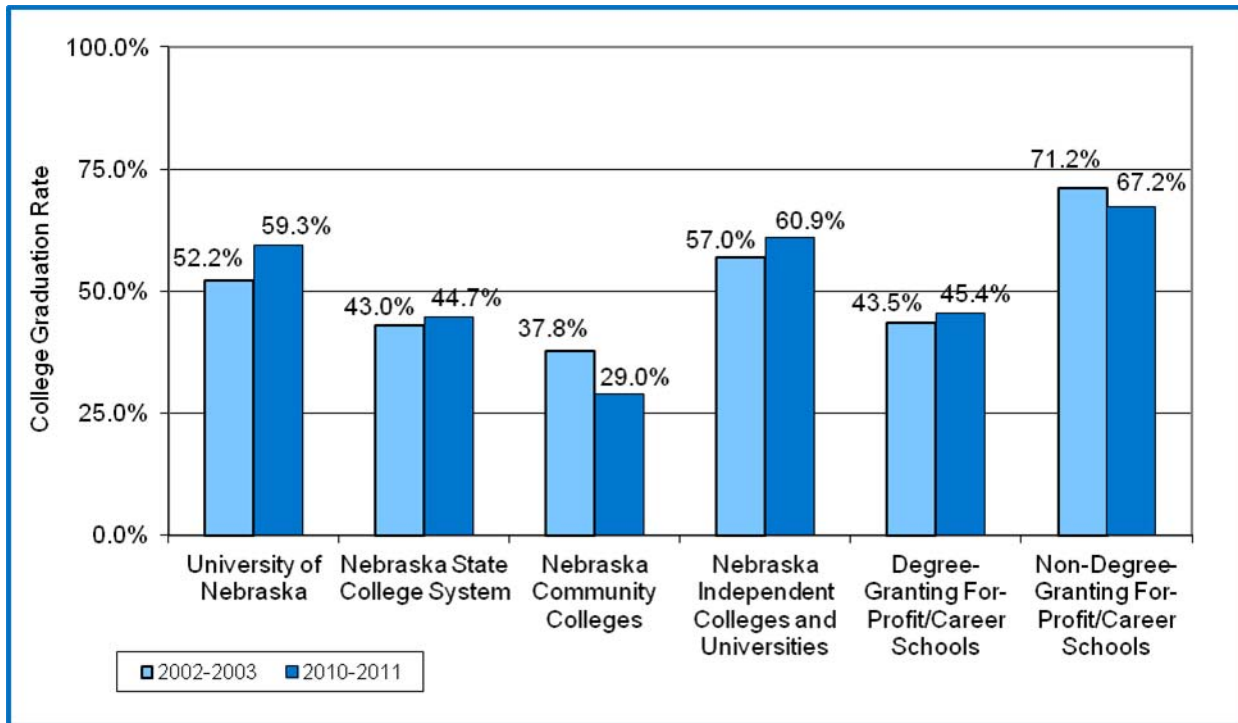
College graduation rates based on IPEDS data

Graduation rates based on IPEDS data can be calculated only for full-time students who graduate from the same college where they started as first-time freshmen.¹ Because transfer students are not counted among the graduates of any reporting institution, IPEDS graduation rates underestimate the percentage of full-time, first-time freshmen who complete degree, certificate or diploma programs. In addition, IPEDS graduation rates cannot be calculated for any students who initially attend college part time.

Based on IPEDS data, the statewide graduation rate for Nebraska institutions increased from 48.4% in 2002–2003 to 50.1% in 2010–2011, the latest year for which data are available.

In 2010–2011, the highest graduation rate among the six sectors of higher education in Nebraska was 67.2%, which was the rate for the non-degree-granting, for-profit schools. The next highest rates were 60.9% for the independent institutions and 59.3% for the University of Nebraska.

**Graduation Rates for Nebraska Postsecondary Institutions by Sector
2010–2011 Compared to 2002–2003**



National Center for Education Statistics, Integrated Postsecondary Education Data System

¹The 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.

Racial/ethnic disparities in graduation rates

Minorities—who account for most of Nebraska’s projected population growth—currently graduate from the state’s high schools at lower rates than do white non-Hispanics.

Minority students who graduate from high school generally tend to be represented among first-time college freshmen at Nebraska 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 colleges and universities.

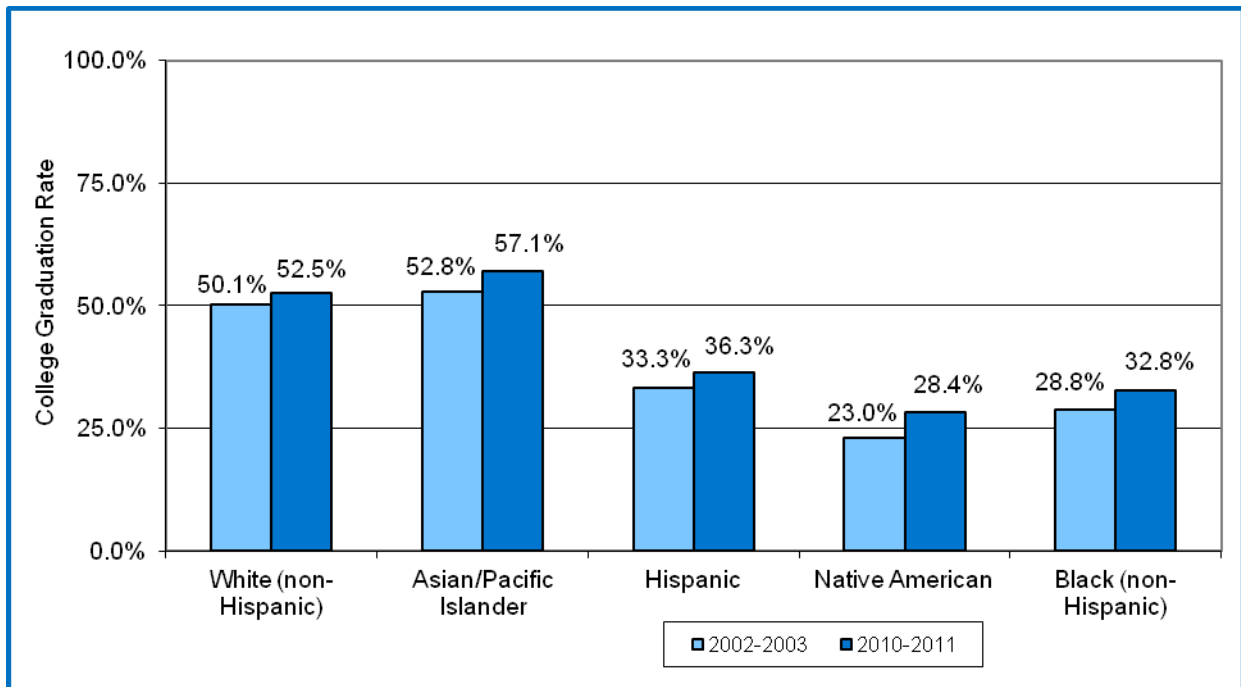
Between 2002–2003 and 2010–2011, graduation rates for all five racial/ethnic groups increased at the University of Nebraska.

Conversely, graduation rates at the state’s community colleges decreased or remained about the same for all five racial/ethnic groups, possibly due, at least in part, to the increasing number of students who have enrolled in academic transfer programs and transfer before they graduate from the community colleges.

Within the Nebraska State College System, graduation rates for white non-Hispanics were higher in 2010-2011 than in 2002-2003. Graduation rates also increased for two minority groups but decreased for the other two, probably as a result of the small number of minority students who started college and graduated at the state colleges.

In comparison, there were no consistent increases or decreases between 2002-2003 and 2010-2011 in completion rates within the independent (non-profit) sector or the for-profit sectors.

**Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity
2010–2011 Compared to 2002–2003**



National Center for Education Statistics, Integrated Postsecondary Education Data System

Graduation and persistence rates based on National Student Clearinghouse data

The National Student Clearinghouse Research Center recently conducted a study of six-year student outcomes based on a national cohort of degree-seeking, first-time freshmen who started college in fall 2006, analyzed by state as well as for the United States as a whole. This report is available at www.studentclearinghouse.org/signature.

For this research, students were classified by the state of the institution where they first started college and by type of institution. Based on Clearinghouse enrollment and completion records, comparable six-year completion and persistence rates were calculated for the students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions.¹

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

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

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

The findings of the Clearinghouse study are evidence that students who enroll initially at four-year institutions—public or private nonprofit—are more likely to earn degrees or certificates, or at least persist in their studies, than students who start college at two-year institutions, regardless of whether they enroll full or part time.

However, students who can attend college full time—exclusively or at least sometime during the course of their studies—are much more likely to earn degrees or certificates and less likely to drop out of college than students who go to college only part time.

The findings of the Clearinghouse study also are evidence that students who start college when they are age 24 or younger are more likely to persist in their studies and complete degree or certificate programs than students who don't start college until they are over the age of 24. This is not surprising since non-traditional students often have family and work responsibilities that may be equally or more important than finishing college.

The completion rates calculated by the Clearinghouse also confirm that a notable percentage of freshmen start college at one institution and then transfer to another where they complete a program of study. Specifically, 14% to 17% of the degree-seeking, first-time students at Nebraska's public and private nonprofit institutions in fall 2006 graduated from two-year or four-year schools to which they had transferred.

Another finding of interest is that about 13% of the students who initially enrolled at Nebraska's two-year public colleges in fall 2006 graduated from four-year institutions over the course of the next six years.

¹Completion rates and graduation rates are synonymous terms. In general, a completion or graduation rate is the percentage of students in a specified cohort who earn degrees, certificates, or diplomas within a specified period of time. A persistence rate is the percentage of the students in a cohort who have not earned degrees or other academic awards but who are still enrolled in college at the end of a specified period of time.

Priority 3

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

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 resulting annual ACS estimates for Nebraska are based on very small samples of the people who move in or out of the state, these estimates vary dramatically from one year to the next.

Combining the latest three years of ACS data increases sample sizes and reduces the margins of error associated with the corresponding estimates of average annual net migration. Still, these estimates do not provide policy makers with a clear, complete picture of the migration patterns of adults who are moving to or from Nebraska.

Based on ACS data collected from 2005 to 2011, Nebraska has continued to attract more working-

age adults with less than a high school diploma than have left the state. However, ACS data are inadequate to determine the exact magnitude of this important migration trend.

Between 2009 and 2011, Nebraska also may have experienced a net in-migration of working-age adults with high school diplomas or some college but no degrees, but the evidence is inconclusive.

Furthermore, there is no solid evidence that Nebraska is gaining or losing more working-age adults with associate degrees, bachelor's degrees, or graduate or professional degrees than it has in the past.

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 available 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.

Institutions Reporting to the Integrated Postsecondary Education Data System (IPEDS) During the Period from 2003 to 2012

University of Nebraska (5)

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

Nebraska State College System (3)

Chadron State College
Peru State College
Wayne State College

Nebraska Community Colleges (6)

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

Independent College & Universities (20)

Bellevue University
BryanLGH College of Health Sciences
Clarkson College
College of Saint Mary
Concordia University
Creighton University
Dana College (closed in 2010)
Doane College
Doane College-Lincoln
Grace University
Hastings College
Little Priest Tribal College
Midland University*
Nebraska Indian Community College
Nebraska Methodist College of Nursing & Allied Health
Nebraska Wesleyan University
Summit Christian College
Union College
York College

*Formerly known as Midland Lutheran College

Degree-Granting For-Profit/Career Schools (11)

Alegent Health School of Radiologic Technology
ITT Technical Institute-Omaha
Kaplan University-Lincoln Campus
Kaplan University-Omaha Campus
Mary Lanning Memorial Hospital School
of Radiologic Technology
Myotherapy Institute
Omaha School of Massage and Healthcare
of Herzing University
The Creative Center
Universal College of Healing Arts
University of Phoenix-Omaha Campus
Vatterott College-Spring Valley Campus

Non-Degree Granting For-Profit/Career Schools (7)

Capitol School of Hairstyling
College of Hair Design
Fullen School of Hair Design
Josephs College of Beauty-Lincoln
La'James International College
Regional West Medical Center School
of Radiologic Technology
Xenon International School of Hair Design II, Inc.

2013 Nebraska Higher Education Progress Report

Introduction

The *2013 Nebraska Higher Education Progress Report* is the ninth 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, persist, and successfully complete a degree; and
 - (c) Reducing, eliminating, and then reversing the net out-migration of Nebraskans with high levels of educational attainment; and
- (4) Unprecedented collaboration and cooperation between and among educational institutions and sectors will be necessary to develop community, regional, and statewide strategies to achieve progress toward these priorities and to assist the state in serving Nebraska students and allowing them to reach their academic caliber.¹

The *2013 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 evidence the extent to which Nebraska's postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

¹Neb. 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.

Nebraska's postsecondary education system consists of five sectors of higher education—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. This report covers all five sectors and also includes important information about Nebraska high schools, which are a primary source of students for Nebraska's postsecondary institutions.

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, 2010, 2011, and 2012.¹ Copies of all of the previous progress reports are available on the Coordinating Commission's Website: www.ccpe.state.ne.us. However, due to data corrections and additions to the Commission's database that have been made since the 2012 report was published, the 2013 report supersedes all previous editions.

The 2013 progress report provides an update of every section of the 2012 report—from an analysis of the pool of Nebraska high school graduates preparing for college to the migration of educated Nebraskans to and from the state.

In updating this report, the Coordinating Commission always uses the latest data available for analysis. However, for several of the analyses for this report, the Commission has to rely primarily on data collected through the Integrated Postsecondary Education Data System (IPEDS) 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.

A significant addition to the 2013 edition of the progress report is a summary of the findings of research recently completed by the National Student Clearinghouse Research Center. This research is the first study of six-year graduation rates and rates of continuing enrollment (persistence) for a national cohort of first-time freshmen analyzed by state as well as for the United States as a whole. Consequently, this study provides previously unavailable information about the graduation and persistence rates of degree-seeking students who started college at postsecondary institutions in Nebraska.

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

Section 1 Increasing Postsecondary Enrollment

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

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

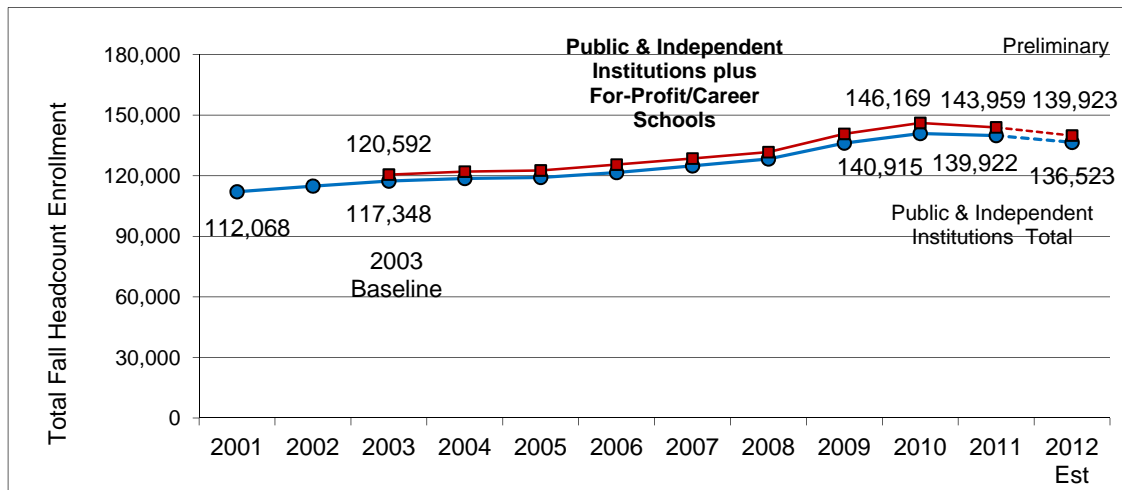
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 2001 through fall 2011. Enrollments for fall 2012 are preliminary, based on estimates that institutions reported to the NCES through the fall 2012 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 Enrollment¹

- Total headcount enrollment at Nebraska’s public, independent and for-profit postsecondary institutions increased steadily from 120,592 in fall 2003, which is the baseline for this report, to 146,169 in fall 2010. However, total enrollment decreased 1.5% between fall 2010 and fall 2011, and based on reported estimates, decreased another 2.8% between fall 2011 and fall 2012. As a result, total headcount enrollment increased from 120,592 in fall 2003 to 139,923 in fall 2012, for a net nine-year increase of 16.0%, or 1.8% per year.

Figure 1.1

**Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions
Fall 2001–Fall 2012¹**



¹Data source for 2001–2011 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Totals for fall 2012 are preliminary estimates. Statewide official enrollments for 2012 will not be available from IPEDS until May 2013. 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.

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

Nebraska Total Fall Headcount Enrollment by Sector

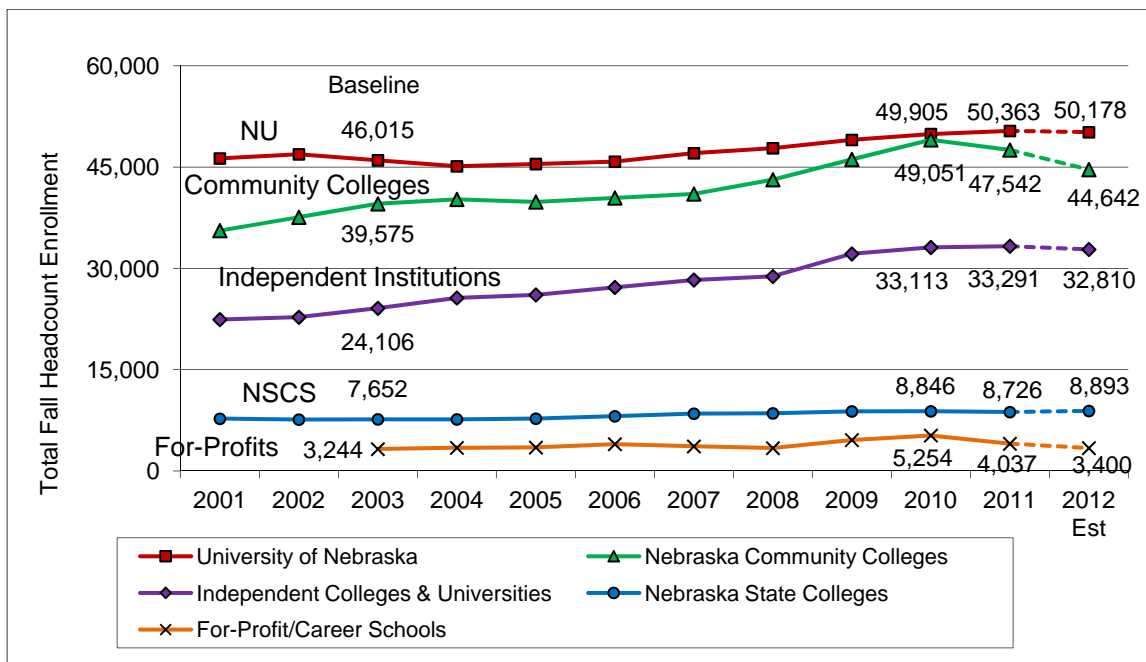
- The University of Nebraska continues to lead the state's higher education system in terms of fall headcount enrollment. As shown in [Figure 1.2](#), Nebraska's state colleges, community colleges, independent (not-for-profit) institutions and for-profit/career schools also have contributed positively to the state's increased enrollment since 2003. However, based on fall 2011 enrollments and preliminary data for fall 2012, noticeable decreases in enrollment occurred within the community college and for-profit sectors between 2010 and 2012.
- By sector, Nebraska's postsecondary enrollment has increased or decreased as follows:

Sector	1-Year	Estimated	8-Year	Estimated
	Change	1-Year	Change	9-Year
	2010 to 2011	Change	2003 to 2011	Change
		2011 to 2012		2003 to 2012
University of Nebraska	0.9%	-0.4%	9.4%	9.0%
Nebraska Community Colleges	-3.1%	-6.1%	20.1%	12.8%
Independent Colleges & Universities	0.5%	-1.4%	38.1%	36.1%
Nebraska State College System	-1.4%	1.9%	14.0%	16.2%
For-Profit/Career Schools	-23.2%	-15.8%	24.4%	4.8%

- 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 2001–Fall 2012¹



¹Data source for 2001–2011 is the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Data for fall 2012 for the University of Nebraska are from the system office. Data for fall 2012 for the other sectors are preliminary estimates based on the fall 2012 IPEDS institutional characteristics survey. Official enrollments for 2012 will not be available from IPEDS until May 2013. 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 from 2001 through 2011, plus the estimated enrollment for 2012. Within this context, fall 2003 baseline enrollments are shown in comparison to the estimated total headcount enrollments for fall 2012. Fall 2012 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 2012 headcount is the estimated enrollment that the institution(s) reported to the National Center for Education Statistics through the fall 2012 IPEDS Institutional Characteristics Survey. (See [Table A1.2](#) in [Appendix 1](#) for supporting data.)

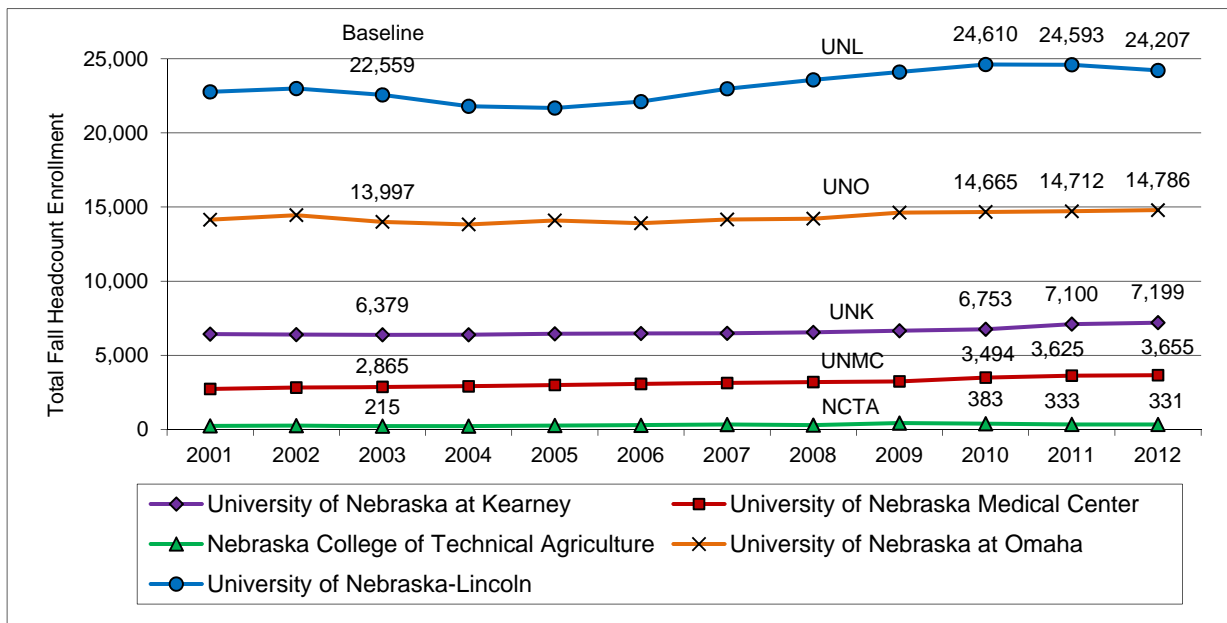
University of Nebraska

- Following are the most recent one-year changes in enrollment, as well as the total increases in enrollment between fall 2003 and fall 2012, at the institutions constituting the University of Nebraska:

Institution	1-Year Change 2010 to 2011	1-Year Change 2011 to 2012	9-Year Change 2003 to 2012
Nebraska College of Technical Agriculture	-13.1%	-0.6%	54.0%
University of Nebraska at Kearney	5.1%	1.4%	12.9%
University of Nebraska-Lincoln	-0.1%	-1.6%	7.3%
University of Nebraska Medical Center	3.7%	0.8%	27.6%
University of Nebraska at Omaha	0.3%	0.5%	5.6%

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution
Fall 2001–Fall 2012¹



¹Data Source for 2001-2011: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Enrollments reported to IPEDS on the fall 2012 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.

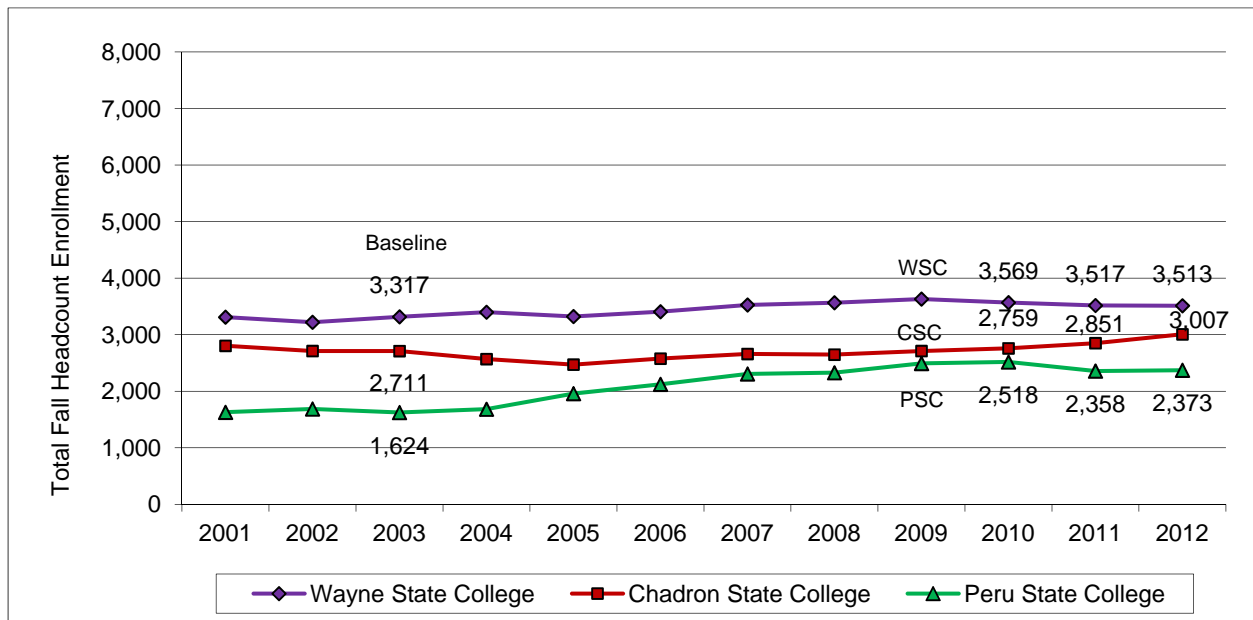
Nebraska State College System

- Primarily as a result of the expansion of online courses and graduate enrollment, total headcount enrollment at Peru State College (PSC) increased 55.0%, or almost 8% a year, between fall 2003 and fall 2010. Between 2010 and 2011, total fall headcount decreased 6.4% at Peru, but a small 0.6% increase was estimated for fall 2012.
- Wayne State College reported 1.5% and 0.1% decreases in total fall enrollment for fall 2011 and fall 2012, but since 2003, total headcount has increased 5.9%.
- In comparison, Chadron State College has had a relatively steady increase in total headcount enrollment since 2005, with 3.3% and 5.5% increases reported for fall 2011 and fall 2012. Although Chadron State enrolls about 500 fewer students than Wayne State, Chadron's 10.9% growth since 2003 was almost twice that of Wayne's 5.9%.
- Following are the most recent one-year changes in enrollment, as well as the total increases in enrollment between fall 2003 and fall 2012, at the institutions constituting the Nebraska State College System:

Institution	1-Year Change 2010 to 2011	1-Year Change 2011 to 2012	9-Year Change 2003 to 2012
Chadron State College	3.3%	5.5%	10.9%
Peru State College	-6.4%	0.6%	46.1%
Wayne State College	-1.5%	-0.1%	5.9%

Figure 1.4

**Fall Headcount Enrollment at Nebraska State College System by Institution
Fall 2001–Fall 2012¹**



¹Data Source for 2001-2011: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

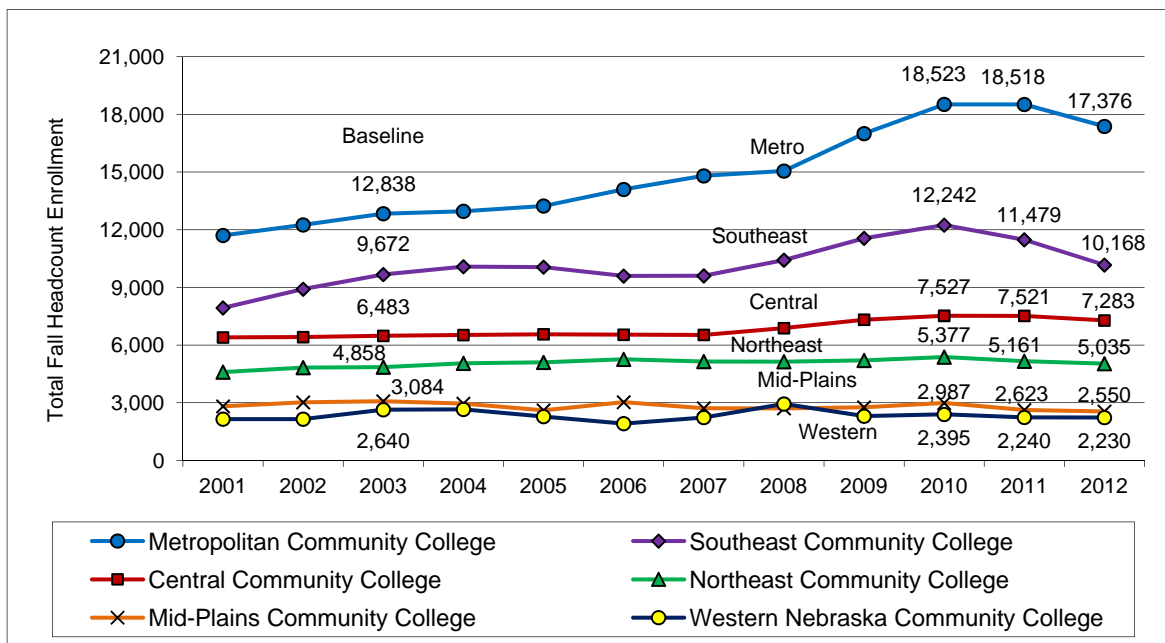
Nebraska Community Colleges

- Overall, total community college enrollments increased 23.9% between fall 2003 and fall 2010, but decreased 9.0% between fall 2010 and fall 2012, for a net nine-year enrollment increase of 12.8% from fall 2003 to fall 2012.
- All six community colleges reported increases in total headcount enrollment between fall 2009 and fall 2010. However, in fall 2011, Metropolitan Community College reported the same enrollment as in fall 2010, and the remaining five colleges reported decreases in their enrollments between fall 2010 and fall 2011. In fall 2012, all six colleges reported estimated enrollments that were lower in 2012 than in fall 2011.
- Following are the most recent one-year changes in enrollment, as well as the total increases in enrollment between fall 2003 and fall 2012, at Nebraska's six community colleges:

Institution	1-Year Change 2010 to 2011	Estimated 1-Year Change 2011 to 2012	Estimated 9-Year Change 2003 to 2012
Central Community College	-0.1%	-3.2%	12.3%
Metropolitan Community College	0.0%	-6.2%	35.3%
Mid-Plains Community College	-12.2%	-2.8%	-17.3%
Northeast Community College	-4.0%	-2.4%	3.6%
Southeast Community College	-6.2%	-11.4%	5.1%
Western Nebraska Community College	-6.5%	-0.4%	-15.5%

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution
Fall 2001–Fall 2012¹



¹Data Source for 2001-2011: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 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 37.4% between fall 2003 and fall 2010, but increased only 0.5% in fall 2011 and decreased an estimated 1.4% in fall 2012.
- 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 2012:

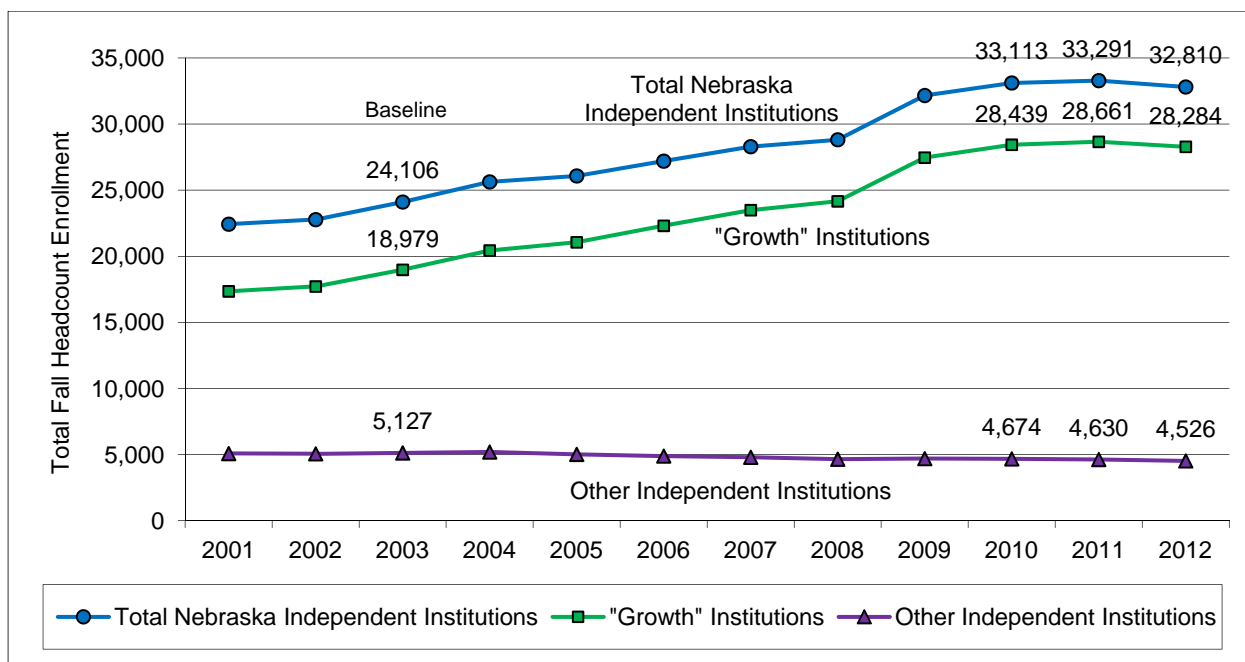
Bellevue University
 Creighton University
 Concordia University
 Clarkson College
 Nebraska Wesleyan University

Doane College¹
 BryanLGH College of Health Sciences
 Nebraska Methodist College
 College of St. Mary

The combined enrollment of these "growth" institutions increased 34.3% between 2003 and 2012, while the total enrollment of the remaining 10 schools decreased 9.8% over the same period.²

Figure 1.6

**Fall Headcount Enrollment at Nebraska Independent Colleges and Universities
 Fall 2001–Fall 2012¹**



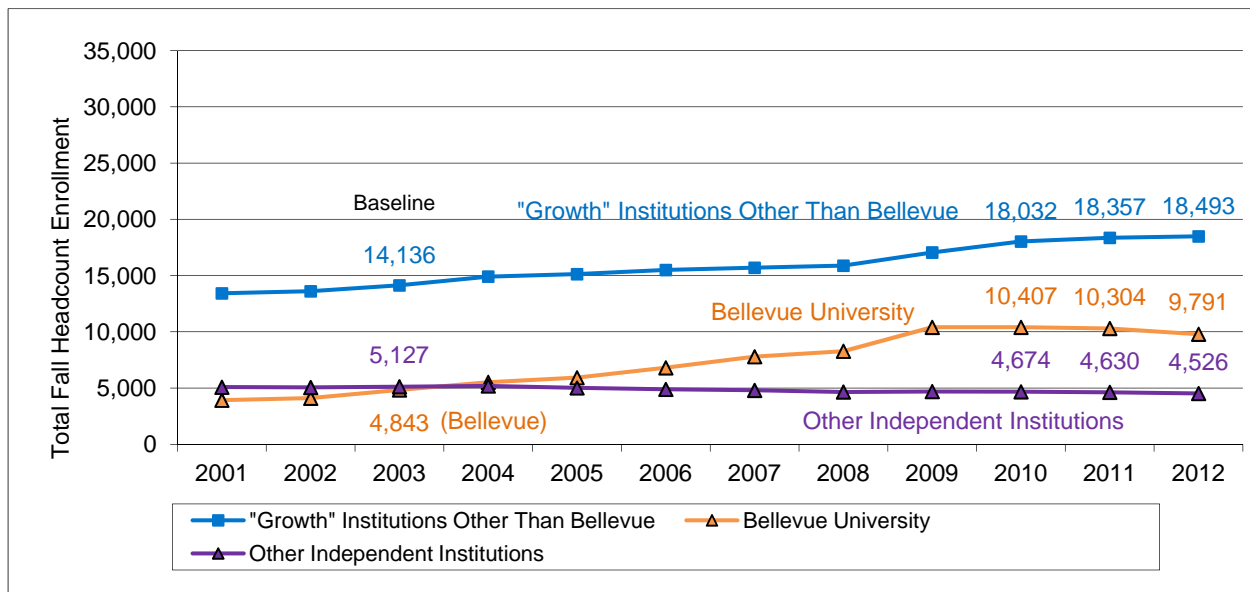
¹Data Source for 2001-2011: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

¹Beginning 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.

²Bellevue 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 nine-year increases in total fall headcount enrollment and higher nine-year growth rates between 2003 and 2012 than other institutions in the independent sector. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

- As of fall 2012, the nine “growth” institutions enrolled 86% of the students who attended Nebraska’s independent colleges and universities, up from about 79% nine years earlier.
- As shown in [Figure 1.7](#) below, Bellevue University’s fall 2012 estimated headcount enrollment was 9,791 full- and part-time students, or more than one-half of the combined enrollment of the other eight “growth” institutions.
- [Figure 1.7](#) also shows that, until fall 2010, Bellevue University’s upward sloping enrollment trend generally paralleled the rising enrollment of the other “growth” institutions in the independent sector. However, Bellevue’s enrollment leveled off in fall 2010, slightly decreased in fall 2011, and more noticeably declined in fall 2012.
- In comparison to Bellevue and the other eight “growth” institutions, the enrollment trend of the other institutions in the independent sector has been flat or declining slightly.

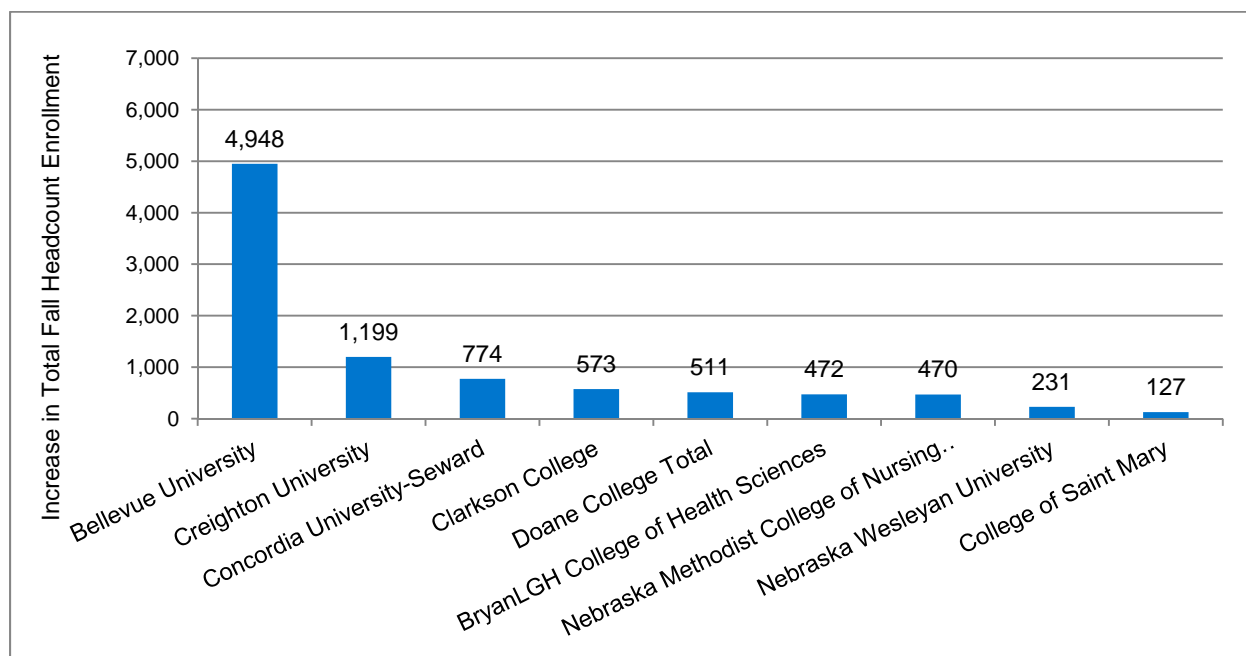
Figure 1.7
Fall Headcount Enrollment of Bellevue University
Compared to Other Nebraska Independent Colleges and Universities
Fall 2001–Fall 2012¹



¹Data Source for 2001-2011: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 institutional characteristics survey. 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 4,948 or 57% of the net increase of 8,740 students in the independent sector between fall 2003 and fall 2012. Even after Bellevue’s enrollment leveled off in 2010 and then decreased, the institution still accounted for 30% of the sector’s estimated total enrollment of 32,810 in fall 2012.
- Creighton University’s enrollment increased by 1,199 students over the nine-year period between 2003 and 2012, accounting for 14% of the sector’s growth. Over the nine years, Creighton’s growth rate was 18.3%.

Figure 1.8
The Highest Nine-Year Increases in Fall Headcount Enrollment
at Nebraska Independent Colleges and Universities
Fall 2003–Fall 2012¹



¹Data Source for 2003-2011: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 institutional characteristics survey. See [Table A1.2](#) in [Appendix 1](#) for supporting data.

- Aside from Bellevue, the three independent schools with the highest nine-year growth rates between fall 2003 and fall 2012 offer programs solely for the health care industry:
 - Clarkson College (with a 96.1% increase of 573 students)
 - Bryan LGH College of Health Sciences (with a 195.0% increase of 472 students)
 - Nebraska Methodist College (with a 111.6% increase of 231 students)
- Although not included among the “growth” institutions, Midland University (formerly known as Midland Lutheran College) experienced a sudden growth in fall 2010 when the school enrolled many of the students from Dana College, which closed in August 2010. As a result of its recent growth, Midland reported an estimated enrollment of 1,126 students in fall 2012, up from 944 in fall 2003, resulting in a net nine-year increase of 19.3%.
- All but one of the remaining eight schools within the independent sector estimated their enrollment in fall 2012 to be about the same or slightly lower than their enrollment in fall 2003.
- The exception was Grace University in Omaha. Between fall 2003 and fall 2012, enrollment at Grace University decreased from 598 to 439, a net decrease of 26.6%, or 159 students.

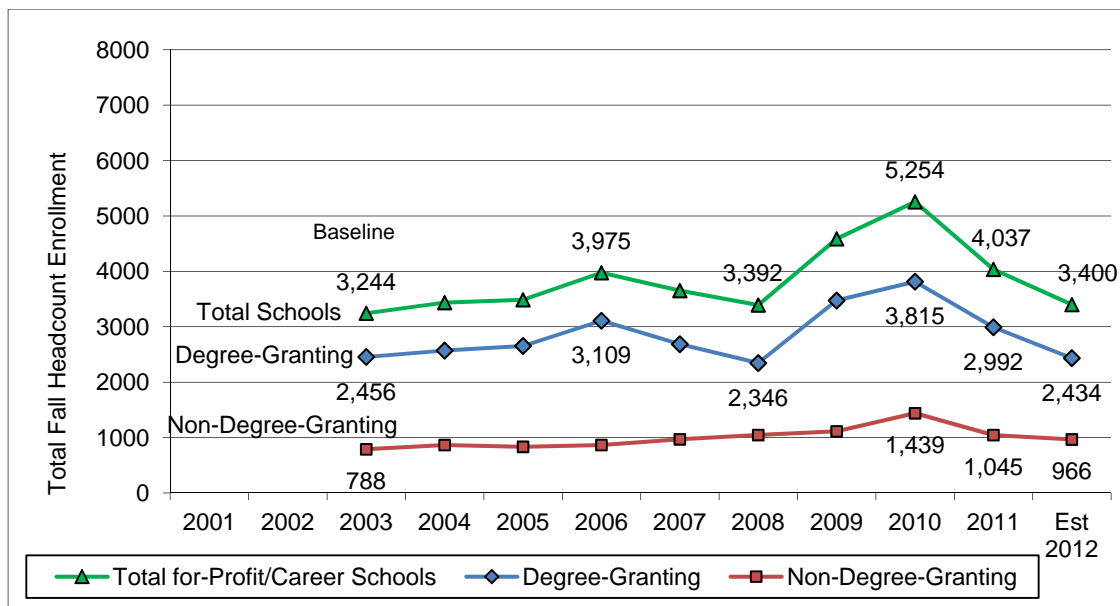
The For-Profit/Career School Sector

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

- The degree-granting schools within the for-profit sector include a variety of institutions, including two of the state’s three schools of radiologic technology. As illustrated in [Figure 1.9](#), total headcount enrollment at the degree-granting schools increased 26.6% between fall 2003 and fall 2006, decreased 24.5% between fall 2006 and fall 2008, increased 62.6% between fall 2008 and fall 2010, and then significantly decreased 36.2% between fall 2010 and fall 2012. This fluctuating trend is due primarily to enrollment increases and decreases at the Kaplan University campuses in Omaha and Lincoln and at Vatterott College in Omaha. However, the Myotherapy Institute, Omaha School of Massage and Healthcare of Herzing University, and Universal College of Healing Arts also contributed noticeably to the ups and downs of the sector. Overall, between fall 2003 and fall 2012, enrollment at the schools currently classified as degree-granting decreased 0.9%.
- As also shown in [Figure 1.9](#), enrollment increased 82.6% between fall 2003 and fall 2010 at the non-degree-granting schools, which consist of six for-profit schools of hair design and one of the state’s three not-for-profit schools of radiologic technology. Based on available data, enrollment decreased 32.9% between fall 2010 and 2012, resulting in a nine-year increase in enrollment of 22.6% between fall 2003 and fall 2012.
- 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 2012.

Figure 1.9

Total Fall Headcount Enrollment within the Nebraska For-Profit/Career School Sector Fall 2003–Fall 2012¹



¹Data Source for 2003-2011: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 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 steadily from 120,592 in fall 2003 to 146,169 in fall 2010, but decreased to 139,923 in fall 2012, 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 2012 is that the enrollments at the independent colleges and universities accounted for a higher percentages of Nebraska's total postsecondary enrollment in 2011 than they did in 2003. At the same time, the combined enrollment of the public institutions accounted for a lower percentage of the state's total enrollment.

Table 1.1 Nebraska Total Fall Headcount Enrollment by Sector: 2003 and 2012¹				
Enrollment Sector	Fall 2003		Estimated Fall 2012	
	Enrollment	% of Enrollment	Enrollment	% of Enrollment
University of Nebraska	46,015	38.2%	50,178	35.9%
Nebraska State Colleges	7,652	6.3%	8,893	6.4%
Nebraska Community Colleges	39,575	32.8%	44,642	31.9%
Total Nebraska Public Colleges and Universities	93,242	77.3%	103,713	74.1%
Nebraska Independent Colleges and Universities	24,106	20.0%	32,810	23.4%
For-Profit Schools*	3,244	2.7%	3,400	2.4%
Total Nebraska Postsecondary Headcount Enrollment	120,592	100.0%	139,923	100.0%
<p>*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.</p>				
<p>¹See Table A.1 in Appendix 1 for data references.</p>				

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.

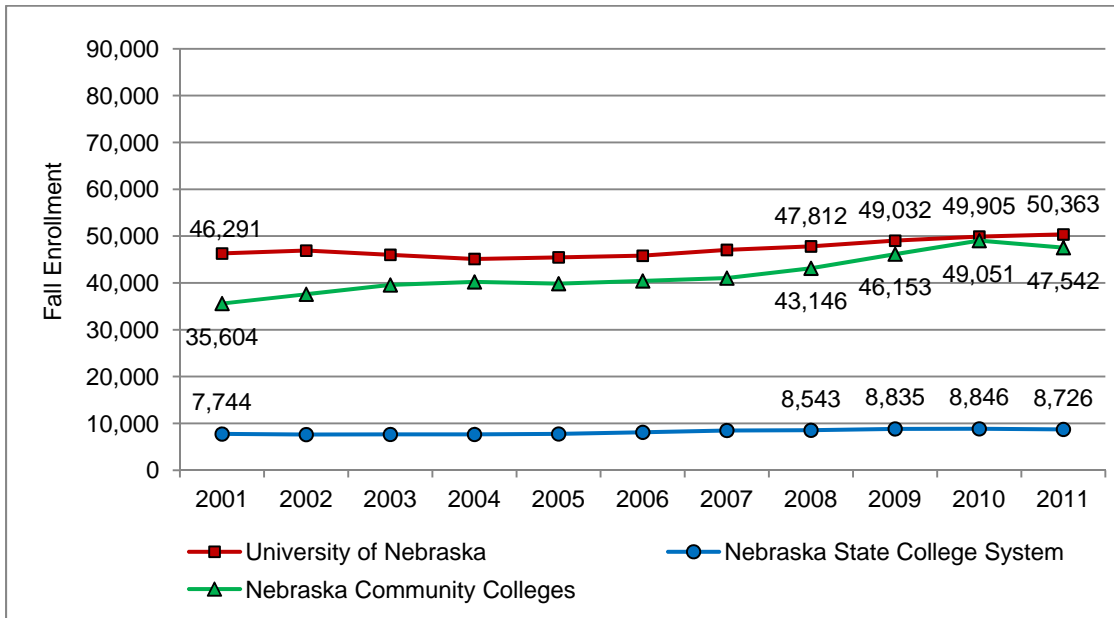
The following analysis compares fall and 12-month unduplicated headcounts for Nebraska’s three public sectors of higher education: the University of Nebraska, the Nebraska State College System, and Nebraska’s six community colleges.¹ For comparisons of the fall and 12-month enrollments of each of the institutions within these sectors, see Section A.7 of the *2010-2011 Factual Look at Higher Education in Nebraska*, which is available on the Commission’s website, 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 2011, 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 2010–2011 academic year. Official 12-month enrollment data for the 2011–2012 academic year, which are comparable to fall 2011 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 2010–2011.

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.

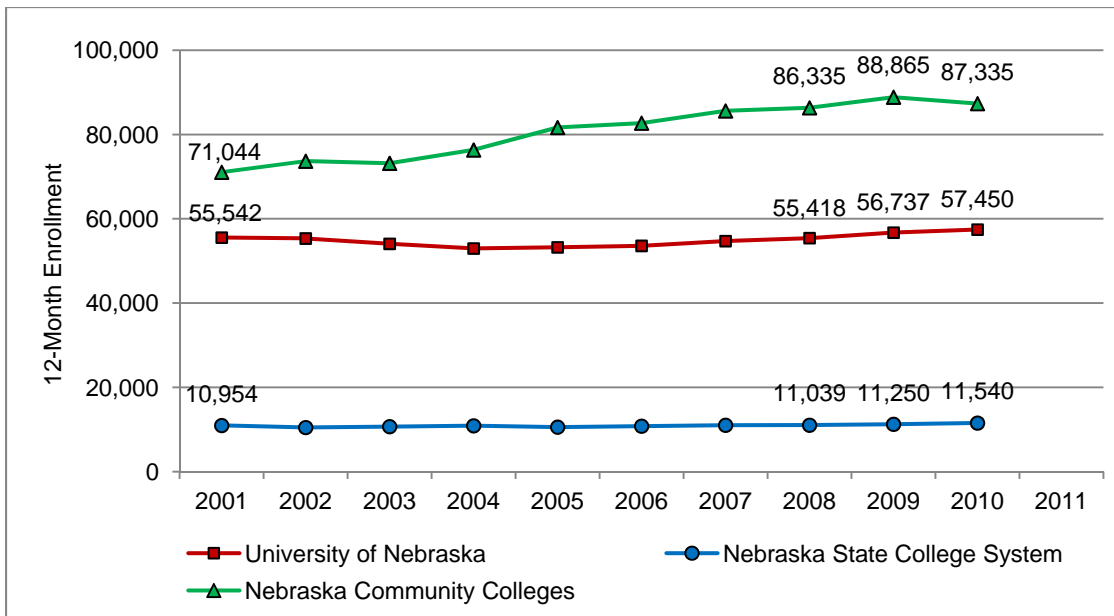
¹This analysis is limited to the sectors with reported 12-month unduplicated headcounts that have been verified by the Coordinating Commission’s research staff. The 12-month unduplicated headcounts reported by Nebraska’s independent (not-for-profit) and for-profit institutions will be included in future 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 2011¹



¹Data 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 2010–2011 Academic Year¹



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

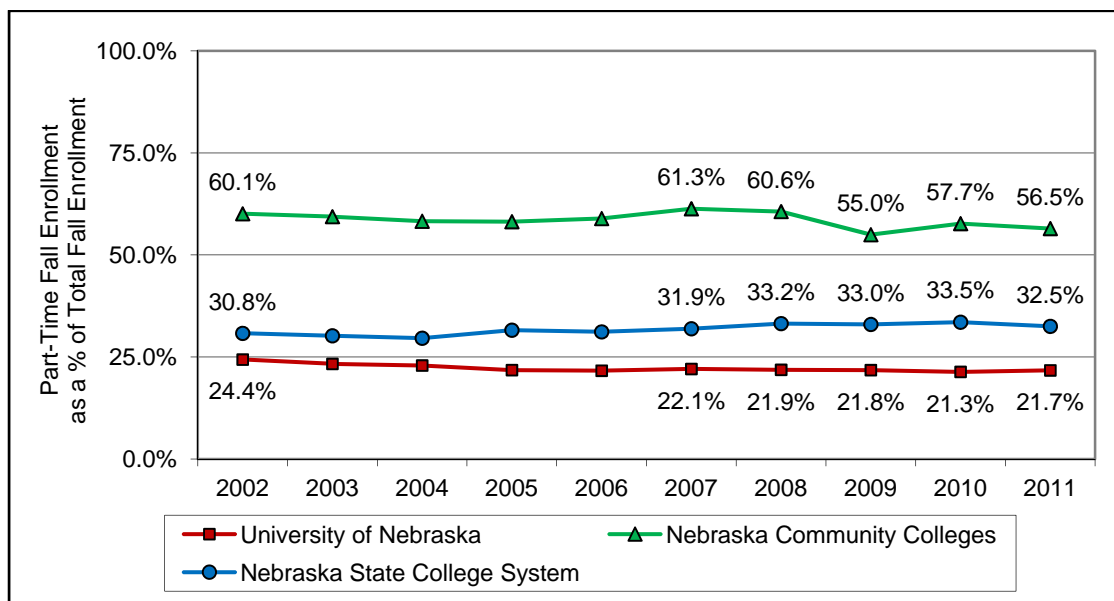
(For CCPE staff reference: Both charts are in Factual Look enrollment file 8_FIIEnrllmnt_UnqHdcnt_InstrctnlActvty.xlsx)

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 2010, for example, the University of Nebraska enrolled 49,905 students compared to an enrollment of 49,051 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 2010–2011, the community colleges served a total of 87,335 students over the course of the academic year, while the University of Nebraska served 57,450 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 57% of total fall enrollment at the community colleges in fall 2011. In comparison, part-time students accounted for 22% of the university’s fall 2011 enrollment and for about one-third of the fall enrollment at the state colleges.¹

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 2010¹



¹Data 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 *2010-2011 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>

(For CCPE staff reference: Factual Look enrollment file 1_Headcount_Level_FT_PT_Gender.xlsx)

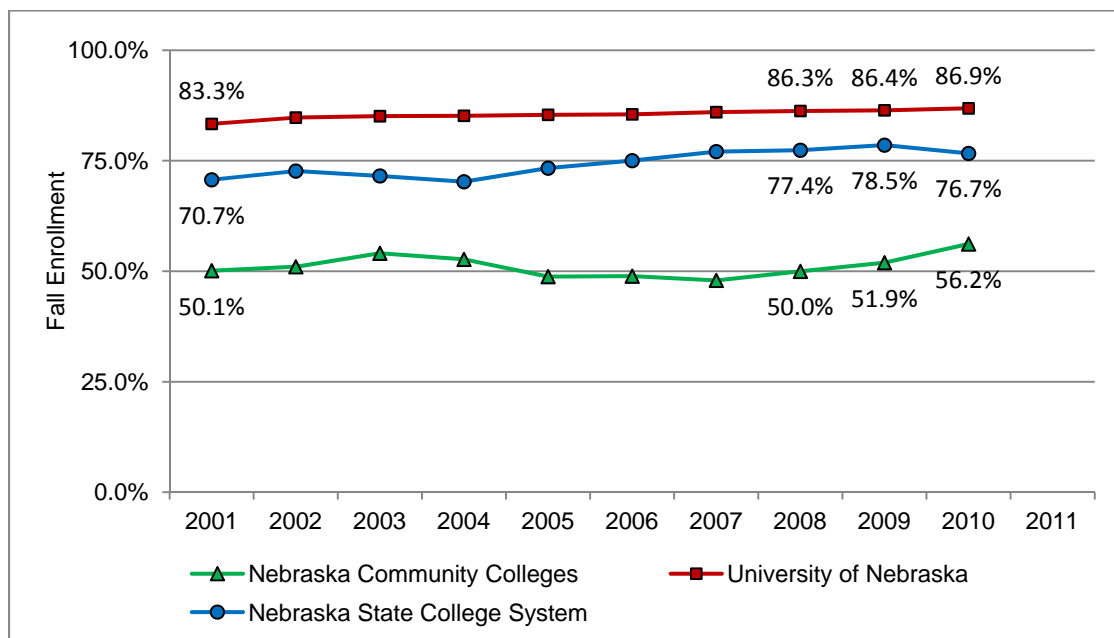
¹The NCES does not ask institutions to report 12-month unduplicated headcounts by full-time/part-time enrollment status. Consequently, the numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments.

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 2010 accounted for 87% and 77% of 12-month enrollment during the 2010-2011 academic year at the University of Nebraska and the Nebraska State College System, respectively. In contrast, fall enrollments account for 56% 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 2009–2010 Academic Year¹



¹Data 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.

(For CCPE staff reference: Factual Look enrollment file 8_FIEEnrllmnt_UnqHdcnt_InstrctnlActvty.xlsx)

Note: From fall 2003 to 2006 Southeast Community College submitted incorrect counts of first-time freshmen. These errors were the result of new students transferring to Southeast Community College being counted inadvertently as first-time freshmen, rather than as transfer students. This practice was corrected when Southeast adopted a new student data system in 2007. Unfortunately, there were other problems with the new data system that resulted in incorrect reports to IPEDS. Working with Southeast, the Coordinating Commission adjusted the college's first-time freshmen data for fall 2003 through fall 2010, with the exception of fall 2009, when no changes in the data were required. These adjustments, which resulted in the best possible estimates of Southeast's enrollments, are reflected in the reported total statewide enrollments of first-time freshmen and total enrollments of first-time freshmen at Nebraska's community colleges, beginning on the next page. See [Explanatory Note A7.1](#) in [Appendix 7](#) for more detailed information.

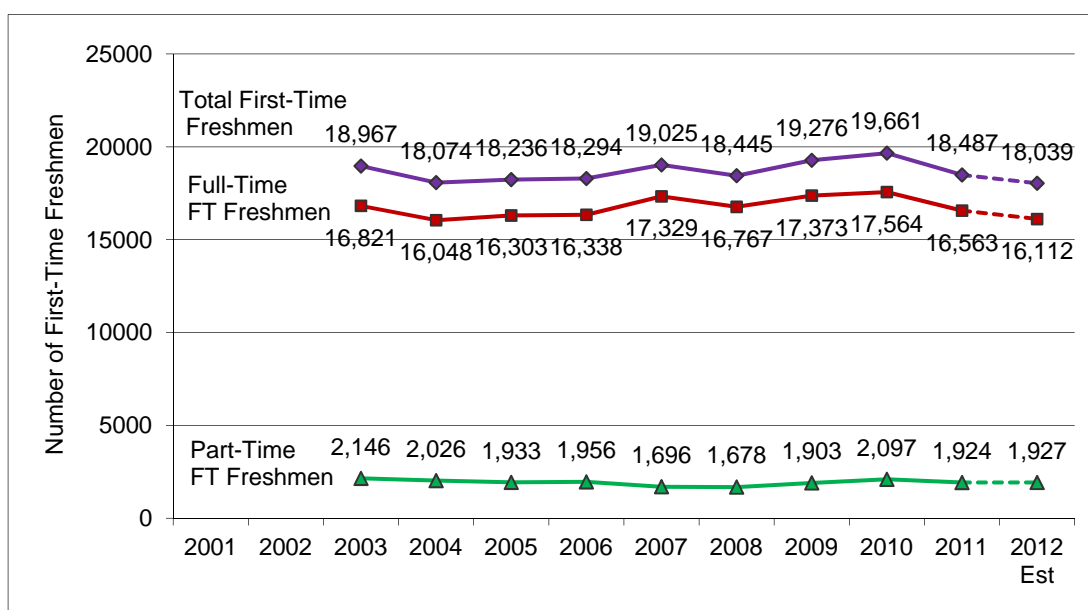
Nebraska First-Time Freshmen Enrollments

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 2011 and fall 2012. First-time freshmen enrollments for fall 2012 are preliminary. Official enrollments for fall 2012 will be available in May 2013 and reported in the *2014 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, increased 3.7% between fall 2003 and fall 2010, but decreased 8.2% between fall 2010 and fall 2012. As a result, there were 4.9%, or 928, fewer first-time students in 2013 than in 2003.
- Full-time, first-time freshmen enrollment has generally paralleled total first-time freshmen enrollment since fall 2003, peaking in fall 2010 and decreasing 8.3% between fall 2010 and fall 2012. As a result, there were 4.2%, or 709, fewer full-time, first-time freshmen in fall 2012 than in fall 2003.
- Part-time, first-time freshmen enrollment did not fluctuate as much as full-time enrollment between fall 2003 and fall 2012. However, part-time, first-time freshmen enrollment decreased 10.2%, or by 219 students, over the nine-year period.
- In fall 2012, full-time freshmen accounted for 89.3% of the first-time freshmen attending postsecondary institutions in Nebraska, up only slightly from 88.7% in fall 2003.

Figure 1.14
Nebraska Total First-Time Freshmen Enrollment by Full- and Part-Time Student Status
Fall 2003–Fall 2012¹

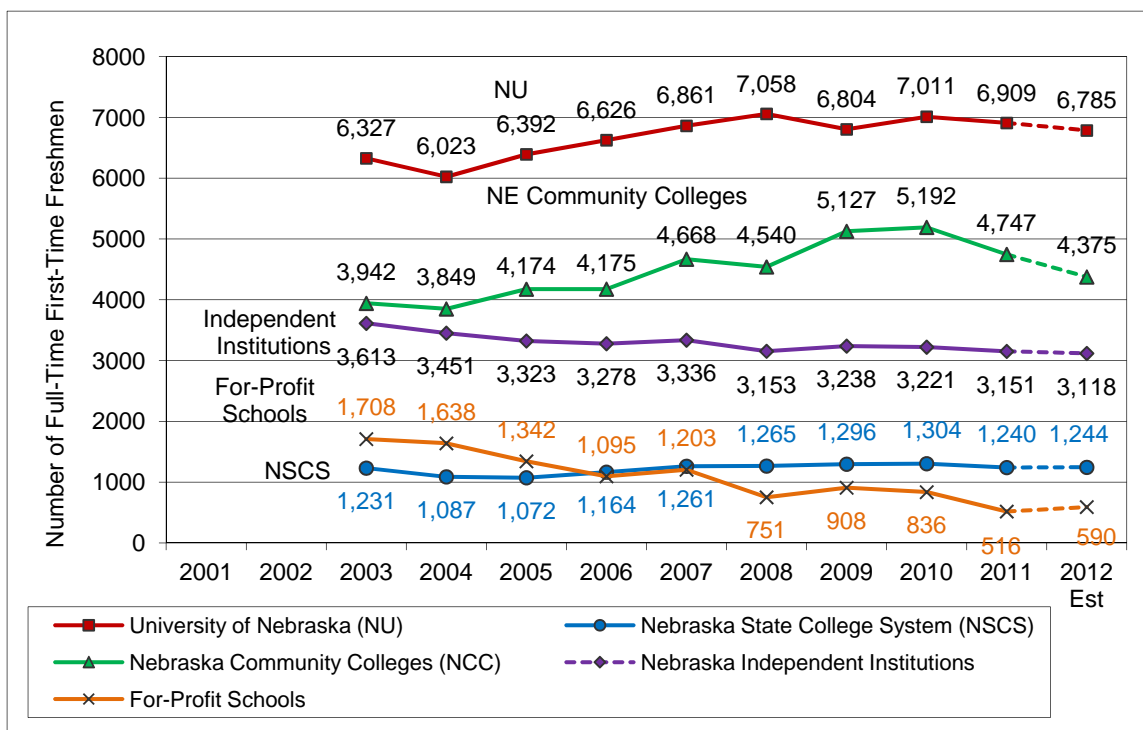


¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 institutional characteristics survey. Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career 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

- All five sectors of higher education in Nebraska reported lower full-time, first-time freshmen enrollments in fall 2012 than in fall 2003, with the most significant decline reported by Nebraska's six community colleges.
- As illustrated in [Figure 1.15](#), full-time, first-time freshmen enrollment at the University of Nebraska decreased 3.2% between 2010 and 2012. However, increases during previous years have resulted in the University of Nebraska experiencing a 7.2% nine-year increase in full-time, first-time freshmen enrollment since fall 2003.
- As shown in [Figure 1.15](#), Nebraska's community colleges experienced a 31.7% increase in the enrollment of full-time, first-time freshmen between fall 2003 and fall 2010. However, since fall 2010, full-time, first-time freshmen enrollment has decreased 15.7%. In spite of this decrease, full-time, first-time freshmen enrollment at the community colleges was 11.0% higher in fall 2012 than it was in fall 2003.
- The number of full-time, first-time freshmen enrolled at Nebraska's independent colleges has gradually declined since fall 2003, including a 3.2% decrease between fall 2010 and fall 2012. As a result, full-time, first-time freshmen enrollment at the independent institutions was 13.7% lower in fall 2012 than it was in fall 2003.

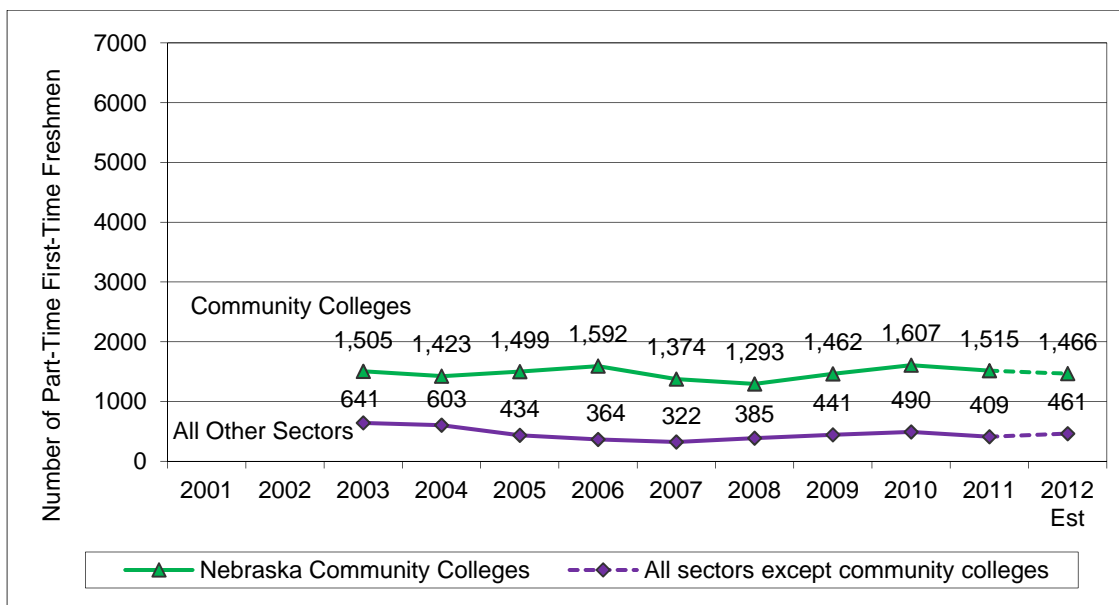
Figure 1.15
Nebraska Total Full-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2012¹



¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 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 65.5%, or 1,118, fewer full-time, first-time freshmen in fall 2012 than they did in 2003. The schools in this sector include a variety of 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 4.6%, or by 60 students, between fall 2010 and fall 2012, but the state colleges experienced a small net enrollment increase of 1.1%, or 13 students, between fall 2003 and fall 2011.
- As shown in [Figure 1.16](#) below, Nebraska’s community colleges account for the majority of first-time freshmen who attend school part time (70.1% of the state total in fall 2003 and 76.1% in 2012). Enrollment of part-time, first-time freshmen at Nebraska’s community colleges increased steadily between fall 2003 and fall 2006, but decreased between fall 2006 and fall 2008 and again between fall 2010 and fall 2012. As a result, part-time enrollment of first-time freshmen at the community colleges was 2.6% lower in fall 2012 than it was in fall 2003.
- The number of part-time freshmen enrolled in other types of institutions steadily decreased by 319 students over the four-year period between 2003 and 2007, increased by 168 students between fall 2007 and fall 2010, and decreased by 29 students between fall 2010 and fall 2012, as shown in [Figure 1.16](#). As a result, from fall 2003 to fall 2012, total part-time enrollment of first-time freshmen at schools, not including the community colleges, decreased by 180 students, or 28.1%.

Figure 1.16
Nebraska Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2003–Fall 2012¹

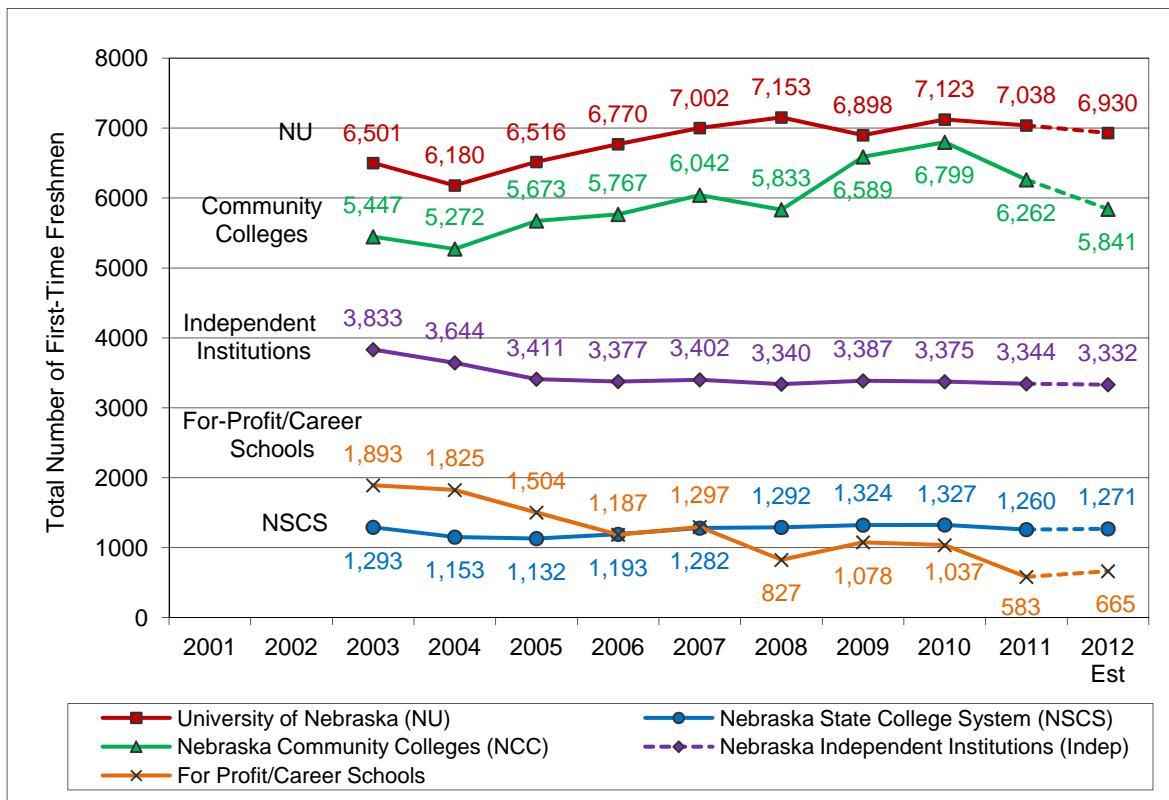


¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 institutional characteristics survey. Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career 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, the University of Nebraska has enrolled more first-time freshmen than any other sector since fall 2003.
- The enrollment of first-time freshmen at the University of Nebraska increased from 6,501 in fall 2003 to 7,153 in fall 2008. After decreasing to 6,898 in fall 2009, first-time freshmen enrollment increased to 7,123 in fall 2010. However, in fall 2012, total first-time freshmen enrollment was reported to be 6,930, down 1.5% from fall 2010 and only 6.6% higher than in fall 2003.
- The state’s community colleges experienced a 14.1% decrease in total first-time freshmen enrollment between fall 2010 and fall 2012, but the sector had 7.2% more freshmen in fall 2012 than in fall 2003.
- The remaining three sectors reported lower first-time freshmen enrollment in fall 2012 than in fall 2003. Over the nine years, total first-time freshmen enrollments decreased 1.7% at Nebraska’s state colleges, 13.1% at Nebraska’s independent colleges and universities, and 64.9% at the state’s for-profit/career schools.

Figure 1.17
Nebraska Total First-Time Freshmen Enrollment by Sector
2003–2012¹



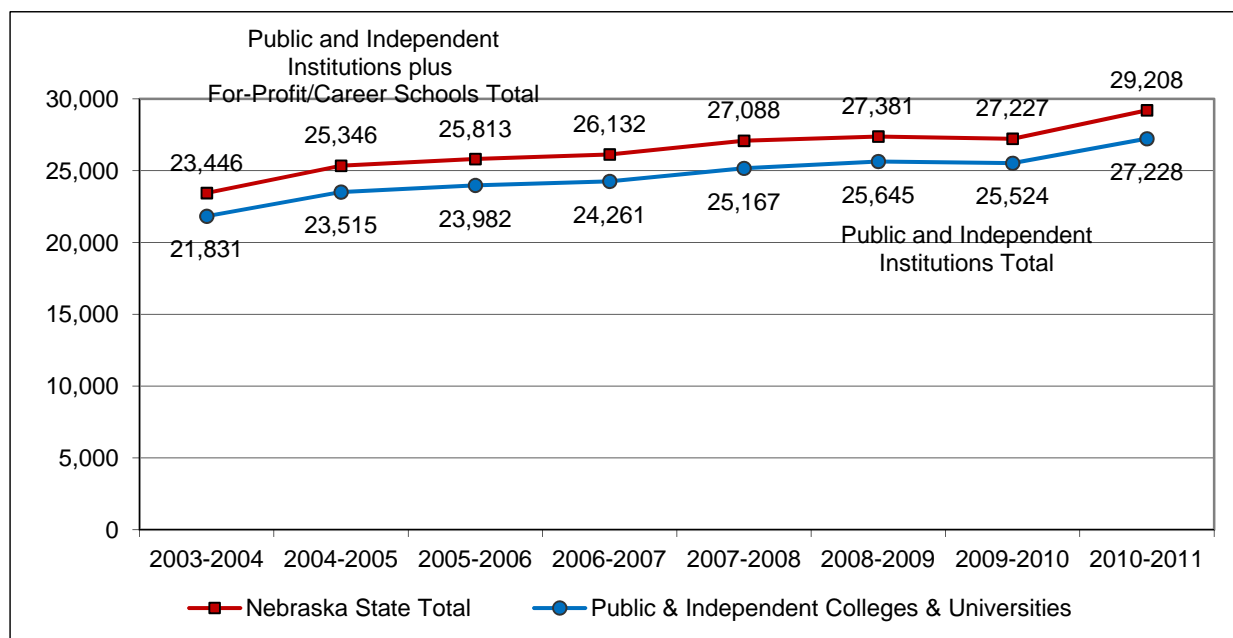
¹Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). For 2012: Estimates reported to IPEDS on the fall 2012 institutional characteristics survey. Includes degree-granting and non-degree-granting for-profit schools and three not-for-profit career 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.

Number of Degrees Conferred at Nebraska Postsecondary Institutions

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

- As shown in [Figure 1.18](#) below, the total number of degrees conferred by Nebraska institutions increased 22.6% from 23,446 in 2003–2004 to 29,208 in 2010–2011, the latest year for which data are available. Excluding the for-profit/career schools, the number of conferred degrees and awards increased 24.7%, from 21,831 in 2003–2004 to 27,228 in 2010–2011.

Figure 1.18
Total Number of Degrees and Other Awards Conferred
by Nebraska Public and Independent Institutions and For-Profit/Career Schools
2003–2004 through 2010–2011¹



¹Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 through fall 2011 IPEDS Surveys.

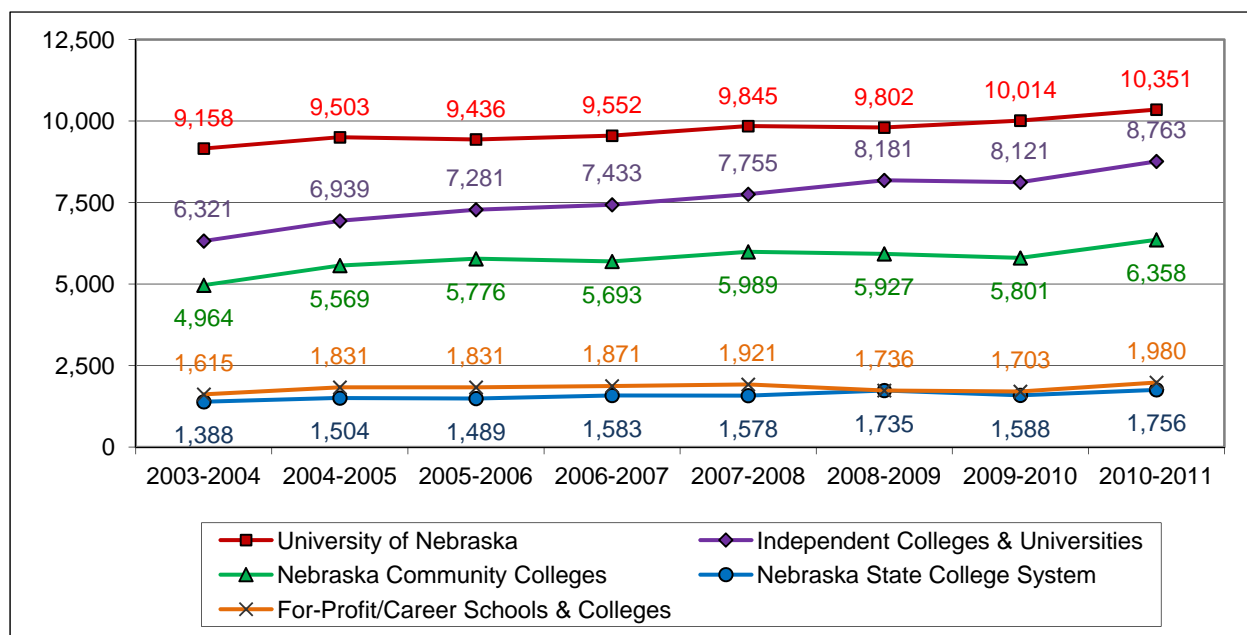
- [Figure 1.19](#) on the next page summarizes the number of degrees and other awards conferred by sector. As shown in this chart, all five sectors awarded more degrees and other awards in 2010–2011 than in 2003–2004:

University of Nebraska	up 13.0%
Independent Colleges & Universities	up 38.6%
Nebraska Community College	up 28.1%
For-Profit/Career Schools	up 22.6%
Nebraska State College System	up 26.5%

- [Table 1.1](#) on the next page shows, by degree level, the number of degrees conferred by all Nebraska colleges and universities, including the degree-granting and non-degree-granting for-profit schools. Based on these data, the highest growth was 38.8% at the master's level. The number of research doctorates and professional practice doctorates increased 14.7%, while the number of associate or other less-than-four-year degrees increased 22.5% and the number of bachelor's degrees increased 22.2% between 2003–2004 and 2010–2011.

Figure 1.19

**Total Number of Degrees and Other Awards Conferred by Sector
2003–2004 through 2010–2011¹**



¹Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 through fall 2011 IPEDS Surveys.

**Table 1.1
Total Number of Degrees Conferred by Degree Level
Nebraska Postsecondary Institutions
2003–2004 through 2010–2011¹**

Degree Level	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Associate degrees and other less than four year degrees	7,029	7,886	8,126	8,037	8,287	8,014	7,837	8,613
Bachelor's degrees and Post baccalaureate certificates	11,503	12,091	12,355	12,640	12,775	13,017	13,091	14,061
Masters degrees and Post-Masters certificates	3,719	4,013	4,040	4,135	4,696	4,979	4,907	5,163
Doctor's degrees ² (research/scholarship and professional practice)	1,195	1,356	1,292	1,320	1,330	1,371	1,392	1,371
Total degrees conferred	23,446	25,346	25,813	26,132	27,088	27,381	27,227	29,208

¹Data Source: National Center for Education Statistics, fall 2004 through fall 2011 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. For CCPE staff reference, data are in Factual Look Excel workbook: 2011_1.2 Completers, WS 2, including Figures 1.18 and 1.19.

²In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

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 Numbers of High School Graduates and High School Graduation Rates

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

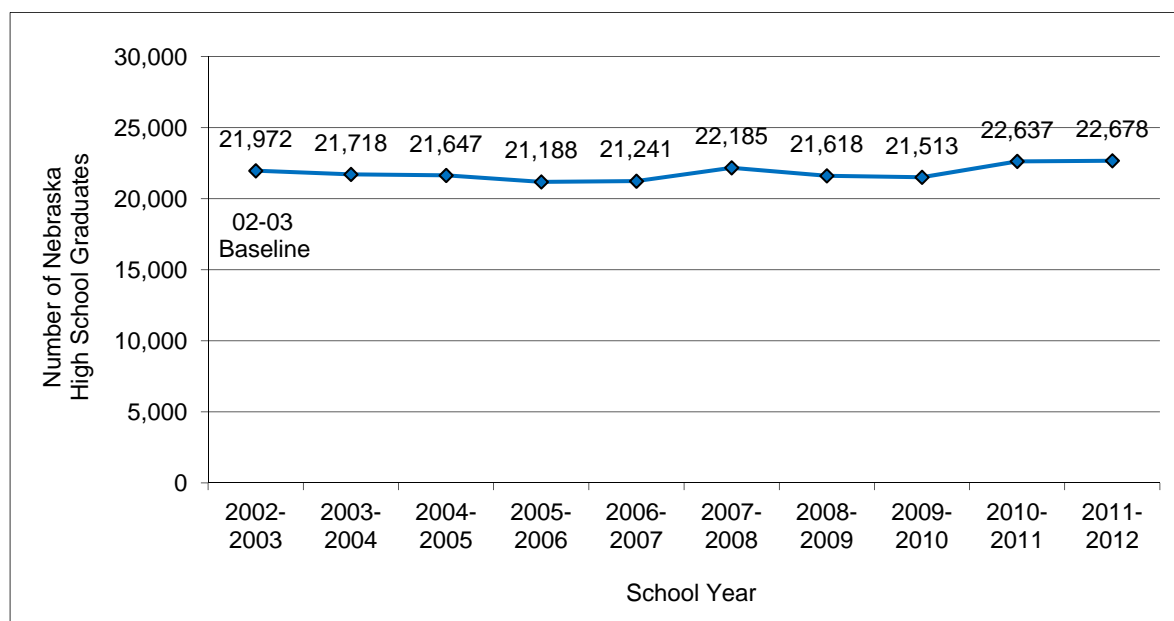
One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state's high schools. In other words, increase Nebraska's high school graduation rate and, in the process, increase the pool of high 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](#), 21,972 students graduated from Nebraska high schools in 2002–2003, 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*.
- The number of students who graduated from Nebraska high schools increased 4.4% from 2006–2007 to 2007–2008, and there was a one-year increase of 5.2% in 2010–2011. Otherwise, however, the number of graduates has increased or decreased only slightly between 2002–2003 and 2011–2012.
- As a result, only 706, or 3.2% more, students graduated from Nebraska high schools in 2011–2012 than in 2002–2003.

Figure 1.1.a.1

Total Number of Nebraska High School Graduates 2002–2003 through 2011–2012¹



¹Data Source: Nebraska Department of Education, December 2007 for data for 2002–2003 through 2005–2006, January 2009 for data for 2006–2007 and 2007–2008, February 2010 for updated 2007–2008 data and 2008–2009 data, February 2011 for updated 2008–2009 data and 2009–2010 data, February 2012 for 2010–2011 data, December 2012 for 2011–2012 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		2010–2011		2011–2012	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	20,313	90.2%	20,379	90.3%
Nonpublic	2,234	10.2%	2,205	9.8%	2,192	9.7%
Subtotal	21,838	100.0%	22,518	100.0%	22,571	100.0%
ESU & SO ²	134		119		107	
State Total	21,972		22,637		22,678	

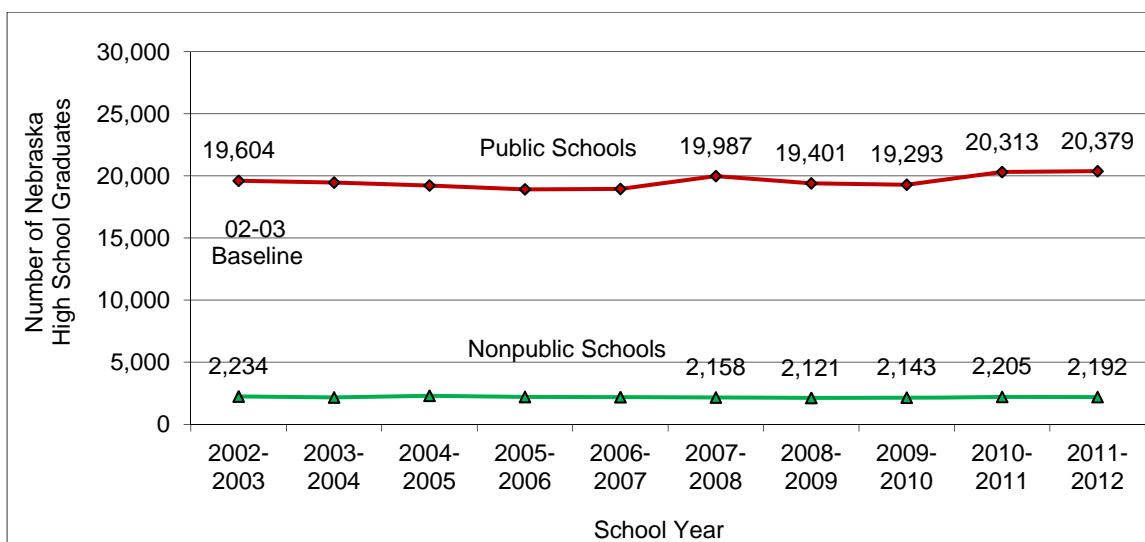
¹Data Source: Nebraska Department of Education, December 2007 for 2002–2003 data, February 2012 for 2010–2011 data, and December 2012 for 2011–2012 data. Graduates do not include GED recipients or completers who did not receive regular diplomas.

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

- Between 2002–2003 and 2011–2012, the number of public high school graduates increased 4.0% to 20,379, while the number graduating from nonpublic (private) high schools decreased 1.9% to 2,192.

Figure 1.1.a.2

**Numbers of Nebraska Public and Nonpublic High School Graduates
2002–2003 through 2011–2012¹**

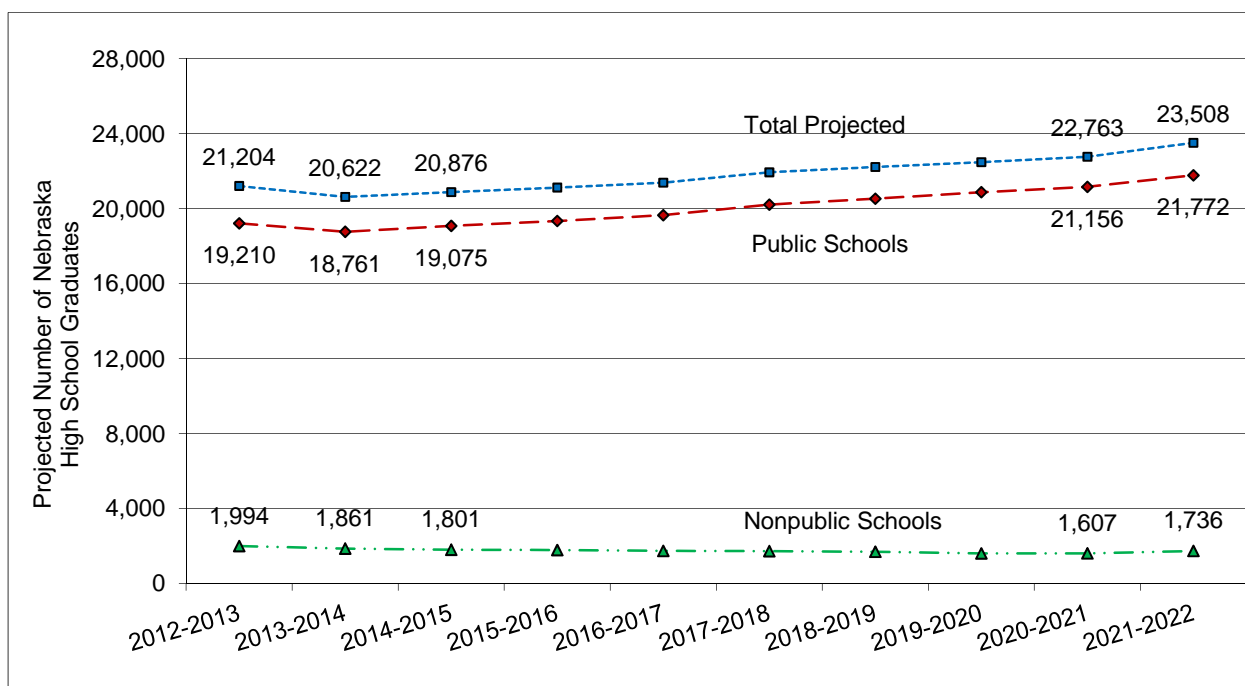


¹Data Source: Nebraska Department of Education, December 2007 for 1999–200 through 2005–2006 data; January 2009, February 2010, and February 2011 for 2006–2007 through 2009–2010 data; February 2012 for 2010–2011 data; and December 2012 for 2011–2012 data. Graduates do not include GED recipients or completers 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:¹
 - About 930 more students are forecast to graduate from Nebraska public and nonpublic high schools in 2021–2022 than graduated during the 2011–2012 school year, a projected increase of 4.2%.
 - Public schools are projected to account for 91% to 93% of Nebraska’s high school graduates through the 2021–2022 school year.
 - The numbers of graduates from Nebraska’s public high schools are projected to decrease 2.3% between 2012–2013 and 2013–2014 and then increase 16.0% from 2013–2014 to 2021–2022.
 - The numbers of graduates from the state’s nonpublic (private) high schools are projected to decrease 6.7% from 2012–2013 to 2013–2014 and decrease another 6.7% from 2013–2014 to 2021–2022.

Figure 1.1.a.3
Projected Numbers of Graduates
from Nebraska Public and Nonpublic High Schools
2012–2013 through 2021–2022¹



¹Data Source: *Knocking at the College Door*, Western Interstate Commission for Higher Education, December 2012, page 103. Projections do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.2](#) in [Appendix 2](#) for supporting data.

¹ *Knocking at the College Door, Projections of High School Graduates by State and Race/Ethnicity*, Western Interstate Commission for Higher Education (WICHE), December 2012. See [Table A2.2](#) in [Appendix 2](#) for supporting data. Based on 2008 WICHE projections, the actual total number of public school graduates between 2005-2006 and 2010-2011 was 3.5% lower than the WICHE projected. For 2011-2012, the actual number of public school graduates was 5.4% higher than WICHE predicted.

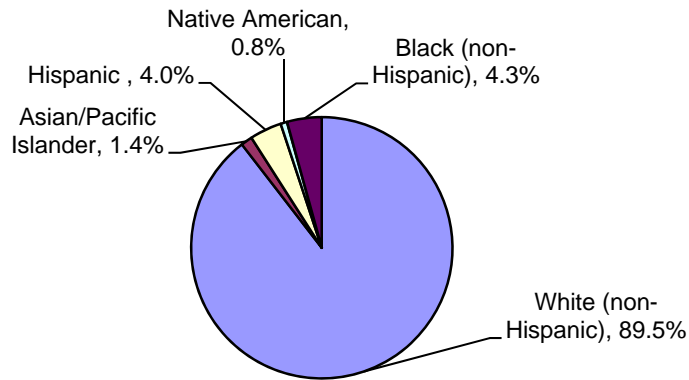
Projected and Recent Changes in Nebraska Public High School Graduates by Race/Ethnicity

- As illustrated by the first and third charts in [Figure 1.1.a.4](#) on the next page, minority students, especially Hispanics, are projected to account for much higher percentages of the state's public high school graduates in 2021–2022 than they did in 2002–2003. 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 2021–2022.
- As illustrated by the first and second charts in [Figure 1.1.a.4](#), actual changes in the racial/ethnic distribution of Nebraska's public high school graduates over the past nine years have been in the direction of the projected trend.
 - The number of white non-Hispanic graduates decreased 12.2% from 2002–2003 to 2011–2012. White non-Hispanics accounted for 77.6% of Nebraska's high school graduates in 2011–2012, down from 89.5% in 2002–2003.
 - In comparison, the total number of minority students who graduated from Nebraska's public high schools more than doubled, from 2,063 in 2002–2003 to 4,455 in 2011–2012. As a result, minorities accounted for 22.4% of the total number of graduates in 2011–2012, up from 10.5% nine years earlier.
- Between 2002–2003 and 2011–2012, the number of public high school graduates in each of the major racial/ethnic groups increased as follows:
 - Asian/Pacific Islanders increased 61.6% (from 279 to 451 graduates)
 - Hispanics increased 224.2% (from 776 to 2,516 graduates)
 - Native Americans increased 58.7% (from 167 to 265 graduates)
 - Black non-Hispanics increased 45.4% (from 841 to 1,223)
- Since 2010–2011, graduates also have been classified in the category of “two or more races.” In 2010–2011, there were 451 public high school graduates in this category. In 2011–2012, the number increased to 525.
- See [Table A2.4](#) in [Appendix 2](#) for supporting data.

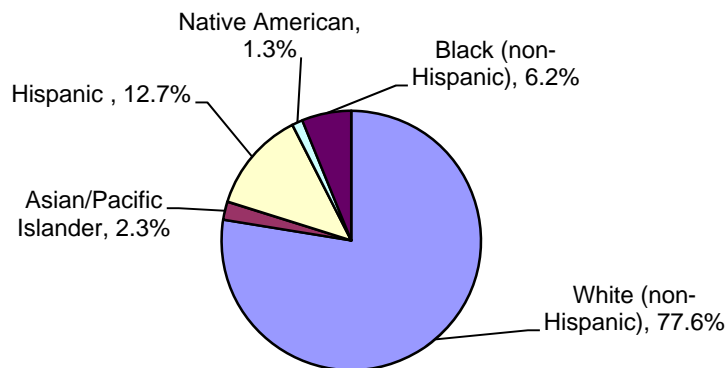
Figure 1.1.a.4

Actual and Projected Percentages of Nebraska Public High School Graduates by Race/Ethnicity¹

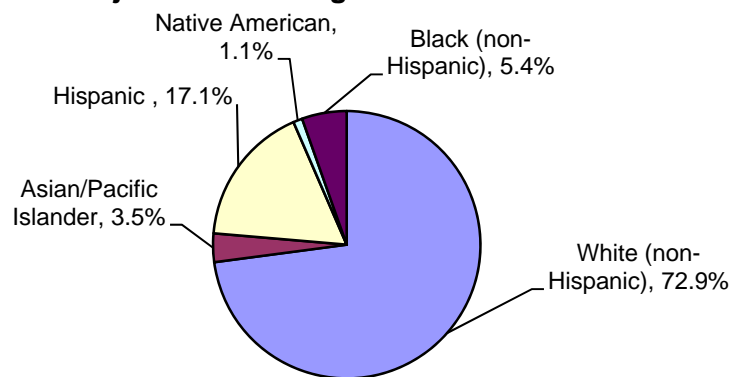
Actual Percentages of Graduates: 2002–2003 Baseline



Actual Percentages of Graduates: 2011–2012



Projected Percentages of Graduates: 2021–2022



¹Data Sources: 2002–2003 and 2011–2012 percentages are based on the numbers of graduates obtained from the Nebraska Department of Education, December 2007 and December 2012, respectively. 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](#) and [Table A2.4](#) in [Appendix 2](#) for supporting data.

Nebraska High School Graduation Rates

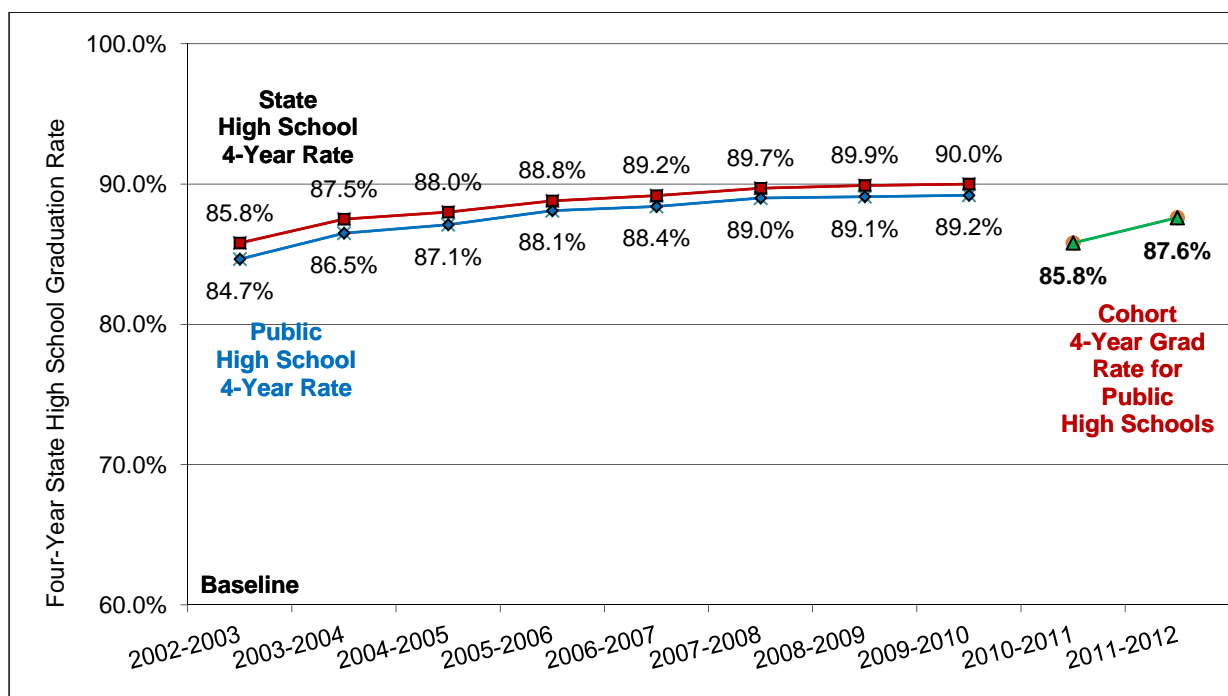
The Coordinating Commission monitors Nebraska high school graduation rates to determine if the proportion of Nebraska's high school students who graduate from high school is increasing, thereby potentially increasing the pool of students who are prepared to go on to college.

Prior to the 2010–2011 school year, the Nebraska Department of Education used what has been called 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** was 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** was also a statewide rate, but it was 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 were calculated.
- As shown in [Figure 1.1.a.5](#) below, Nebraska's **state** four-year graduation rate increased from 85.8% in 2002–2003, which was the original baseline for this section of the progress report, to 90.0% in 2009–2010, or 4.2% over the eight-year period.

Figure 1.1.a.5

Nebraska State and Public High School Four-Year Graduation Rates 2002–2003 through 2009–2010 and the 2011 and 2012 Public High School Cohort Four-Year Graduation Rate for 2010–2011 and 2011–2012¹



¹Data 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, February 2012 and December 2012 for 2010–2011 and 2011–2012 cohort graduation rates, respectively. See [Table A3.1](#) and [Table A3.3](#) in [Appendix 3](#) for supporting data.

- As also illustrated in [Figure 1.1.a.5](#) on the previous page, the four-year 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 public four-year graduation rate and the state rate, which includes both public and nonpublic schools.¹

For the 2010–2011 school year, the Nebraska Department of Education started using the **cohort four-year graduation rate** to measure and report the proportion of Nebraska’s public high school students who earn regular diplomas. Currently, data are not available to calculate a cohort four-year graduation rate for the nonpublic (private) high schools in Nebraska. Consequently, a statewide cohort four-year graduation rate for all public and nonpublic schools in Nebraska is not available for this report.

- As shown in [Figure 1.1.a.5](#) on the previous page, the **2011 (2010–2011) cohort four-year graduation rate for Nebraska’s public schools was 85.8%**.²

The 2011 graduation cohort is the group of students who entered ninth grade for the first time during the 2007–2008 school year. The graduation rate is the percentage of these students who earned regular diplomas by the end of the 2010–2011 school year or the following summer.

- Because the cohort four-year graduation rate is calculated using an entirely different methodology, it is not comparable to the four-year graduation rates for previous school years, which are shown in [Figure 1.1.a.5](#). Consequently, **the 2011 cohort four-year graduation rate established a new baseline for future comparisons**.³
- As also presented in [Figure 1.1.a.5](#) on the previous page, the **2012 (2011–2012) cohort four-year graduation rate for Nebraska’s public schools was 87.6%**, or 1.8 percentage points higher than the cohort rate for 2011 (2010–2011).⁴
- [Figure 1.1.a.6](#) on the next page shows the state-to-state comparisons of the cohort four-year graduation rates calculated for the 2010–2011 school year, the first year for which a national comparison of cohort rates is available.
- As shown in [Figure 1.1.a.6](#), Nebraska’s cohort four-year graduation rate tied with the rates of three other states—Indiana, Tennessee and Texas—for the third highest among the rates reported by 47 states and the District of Columbia. Only five state—Iowa, New Hampshire, North Dakota, Vermont, and Wisconsin—reported higher rates than Nebraska.
- See [Explanatory Note A3.2](#) in [Appendix 3](#) for further information on the cohort four-year graduation rate and how it is calculated.

¹Compared 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 A3.1](#) in [Appendix 3](#) for supporting data.

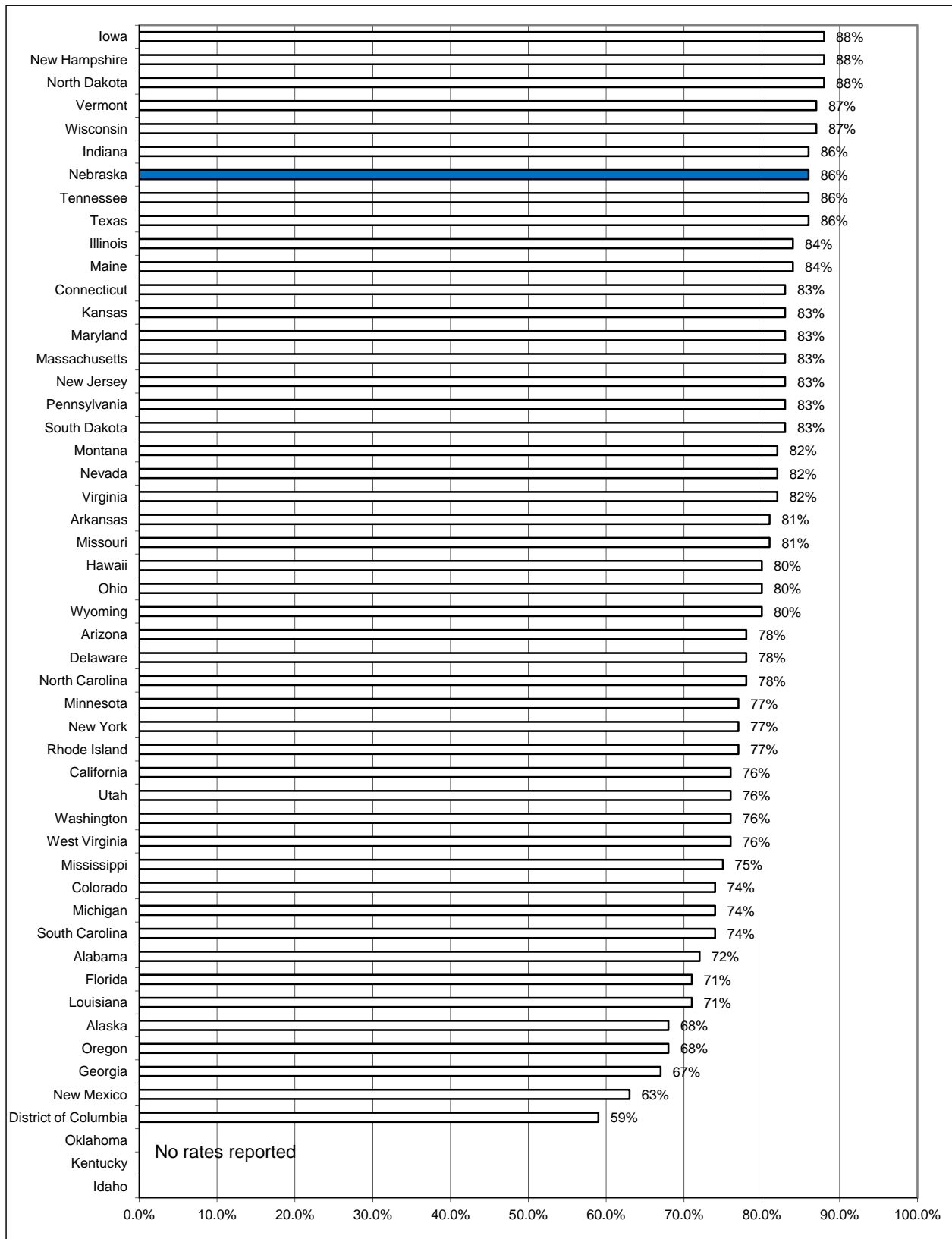
²Nebraska Department of Education, 2010–2011 State of the Schools Report, State-Level Statistics, <http://reportcard.education.ne.gov>, February 3, 2012.

³With the adoption of the cohort four-year graduation rate, the Nebraska Department of Education is no longer using its previous methodology for calculating graduation rates. Consequently, until the cohort four-year graduation rate can be calculated for nonpublic (private) high schools in the state, analyses of high school graduation rates will be limited to those of Nebraska’s public schools, based on the cohort four-year graduate rate methodology.

⁴Nebraska Department of Education, 2012 Cohort Four-Year Graduation Rate, December 27, 2012.

Figure 1.1.a.6

2010-11 Public High School Four-Year Regulatory Adjusted Cohort Graduation Rate



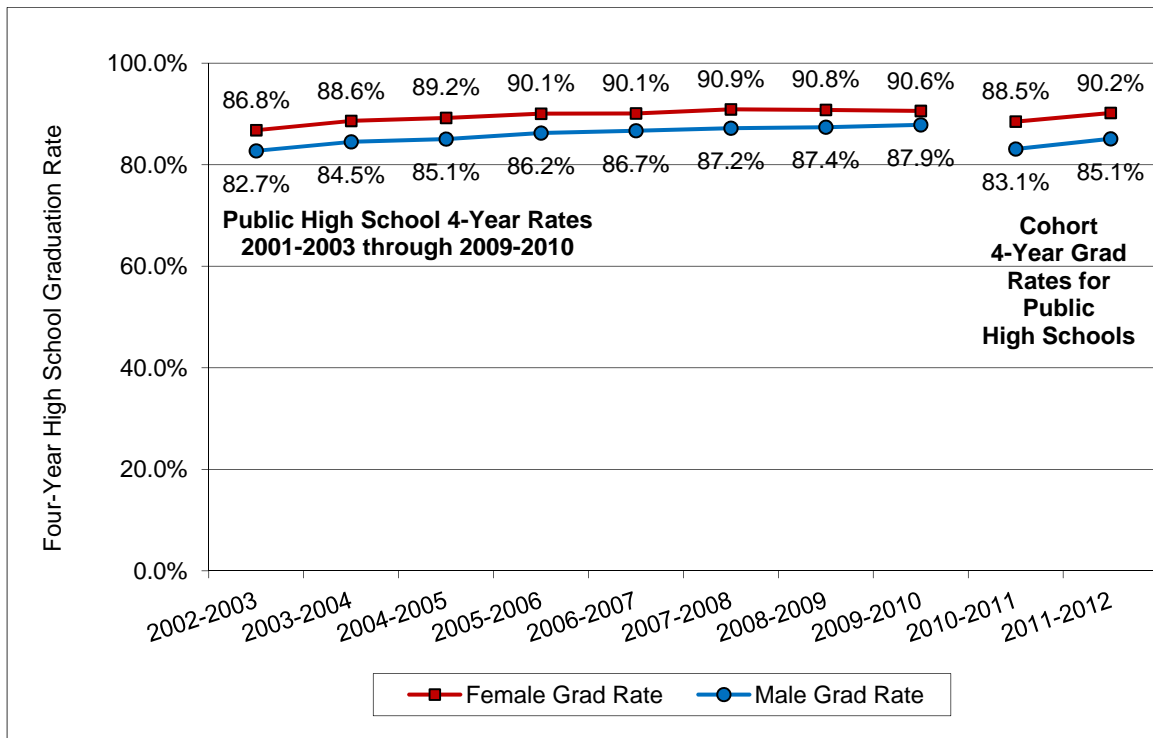
Data Source: U.S. Department of Education, "States Report New High School Graduation Rates Using More Accurate, Common Measure," November 26, 2012, www.ed.gov

Public High School Graduation Rates by Gender

- An analysis of the high school graduation rate data obtained from the Nebraska Department of Education reveals that females continue to have higher graduation rates than males who attend Nebraska’s public high schools, regardless of the methodology used to calculate them.
- As evidenced in [Figure 1.1.a.7](#), the four-year graduation rates for females were higher than the rates for males from 2002–2003 to 2009–2010, and both rates gradually increased over the eight-year period.
- As also illustrated in [Figure 1.1.a.7](#), the cohort four-year graduation rate for females for the 2010–2011 school year was 5.4 percentage points higher than the comparable rate for males.
- As explained previously, the cohort four-year graduation rates for 2010–2011 are not comparable to the rates that have been calculated and reported for previous school years. Consequently, the **88.5% graduation rate for females** and the **83.1% graduation for males in 2010–2011 established new baselines** for future comparisons.
- As shown in [Figure 1.1.a.7](#), the cohort graduation rate for females in 2011–2012 was **90.2%**, or 1.7% higher than the rate for 2010–2011 and **5.1% higher than the rate for males, which was 85.1%**. The rate for males in 2011–2012 was 2.0% higher than the rate for males one year earlier.

Figure 1.1.a.7

By Gender: Nebraska State and Public High School Four-Year Graduation Rates 2002–2003 through 2009–2010 and the 2011 and 2012 Public High School Cohort Four-Year Graduation Rate for 2010–2011 and 2011–2012¹



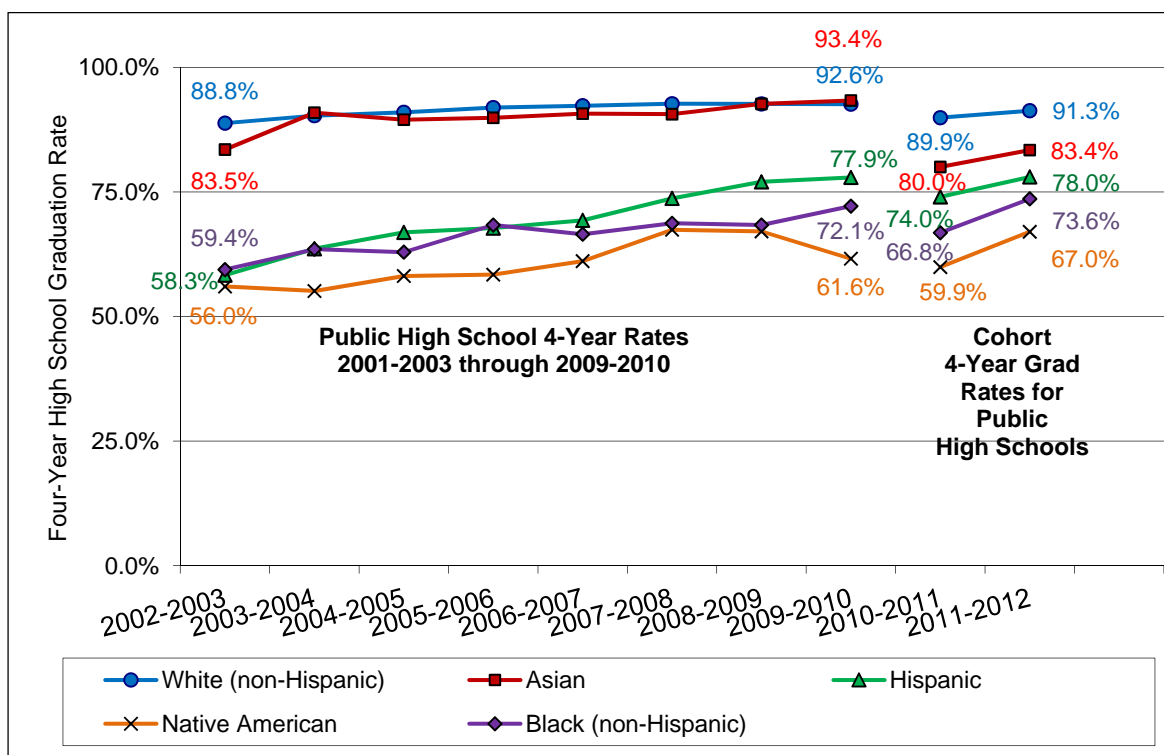
¹Data Source: Nebraska Department of Education, December 2007 for 2002–2003 through 2005–2006 data, January 2009 for 2006–2007, February 2010 for updated 2007–2008 data and 2008–2009 data, February 2011 for updated 2008–2009 data and 2009–2010 data, February 2012 and December 2012 for 2010–2011 and 2011–2012 cohort four-year graduation rates, respectively. See [Table A3.2](#) and [Table A3.3](#) in [Appendix 3](#) for supporting data.

Public High School Graduation Rates by Race/Ethnicity

- The statewide graduation rate for all public high schools and the graduation rates for males and females for Nebraska's public high schools mask the fact that graduation rates vary significantly by race/ethnicity.
- As illustrated in [Figure 1.1.a.8](#), 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 improved for all racial/ethnic groups, the four-year graduation rates for Hispanics, blacks and Native Americans were significantly lower than the four-year graduation rates for whites and Asians/Pacific Islanders from 2002-2003 to 2009-2010.
- [Figure 1.1.a.8](#) also shows the cohort four-year graduation rates for 2010-2011 and 2011-2012.

Figure 1.1.a.8

By Race/Ethnicity: Nebraska State and Public High School Four-Year Graduation Rates 2002-2003 through 2009-2010 and the 2011 and 2012 Public High School Cohort Four-Year Graduation Rate for 2010-2011 and 2011-2012¹



¹ 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, February 2011 for updated 2008-2009 data and 2009-2010 data, and February 2012 and December 2012 for 2010-2011 and 2011-2012 cohort four-year graduation rates, respectively. See [Table A3.1](#) and [Table A3.3](#) in [Appendix 3](#) for supporting data.

Asian includes Pacific Islanders in the rates for 2002-2003 through 2009-2010. For simplicity's sake, [Figure 1.1.a.8](#) does not show the cohort graduation rates for Native Hawaiians and other Pacific Islanders or students of two or more races, which are now additional categories. See [Table A3.3](#) in [Appendix 3](#) for these rates.

- Since they are not comparable to the rates previously calculated by the Nebraska Department of Education, **the cohort four-year graduation rate for each racial/ethnic group in 2010–2011 established a new baseline** for future comparisons.
- As was the case when four-year graduation rates were compared, the cohort four-year graduation rates for 2010–2011 and 2011–2012 are noticeably higher for white non-Hispanic and Asian students than the cohort four-year graduation rates for Hispanic, black non-Hispanic, and Native American students who attended Nebraska’s public high schools.
- And, for all five racial/ethnic groups, the cohort graduation rates for 2011–2012 were higher than the rates for 2010–2011.

The Numbers and Percentages of Dropouts from Nebraska Public High Schools

Analyses published in previous editions of this progress report have shown that the net effect of the lower graduation rates for black non-Hispanics, Hispanics and Native Americans is that these minorities 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.¹

Students who drop out of Nebraska’s public schools are an important topic related to higher education because these are students who have dropped out of the “pipeline” of students who potentially can go on to college and earn degrees or other awards.

In its State of the School report, the Nebraska Department of Education currently publishes only the cohort four-year graduation rate and the corresponding number of students in the cohort who earned regular diplomas within four years, including the summer following their fourth year of high school. A **cohort four-year dropout rate** cannot be calculated simply by subtracting the cohort four-year graduation rate from 100 percent, and the number of students in a cohort who drop out of school cannot be calculated by subtracting the number of regular diploma recipients from the total number of students in the cohort. Such calculations are invalid because the number of students in a cohort who did not receive regular diplomas includes students who are still in school or received other certificates, awards and diplomas, such as the GED, as well as students who dropped out of school.

Although cohort four-year dropout rates by gender or race/ethnicity are not available for analysis, the Nebraska Department of Education (NDE) provides the Commission with the total **number of students in the 7th through 12th grades who dropped out of school** during the school year. In addition, the NDE provides this information by race/ethnicity and by gender.

- Table 1.1.a.2 and Figure 1.1.a.9 on the next page compare the distributions of students who graduated from Nebraska’s public high schools and those who dropped in 2011–2012.
- As shown in Table 1.1.a.2, 1,885 students in the 7th to 12th grades dropped out of Nebraska’s public schools in 2011–2012.
- As evidenced in Table 1.1.a.2 and illustrated in Figure 1.1.a.9 on the next page, white non-Hispanics accounted for 927, or 49.2%, of the students in the 7th to 12th grades who dropped out in 2011–2012.

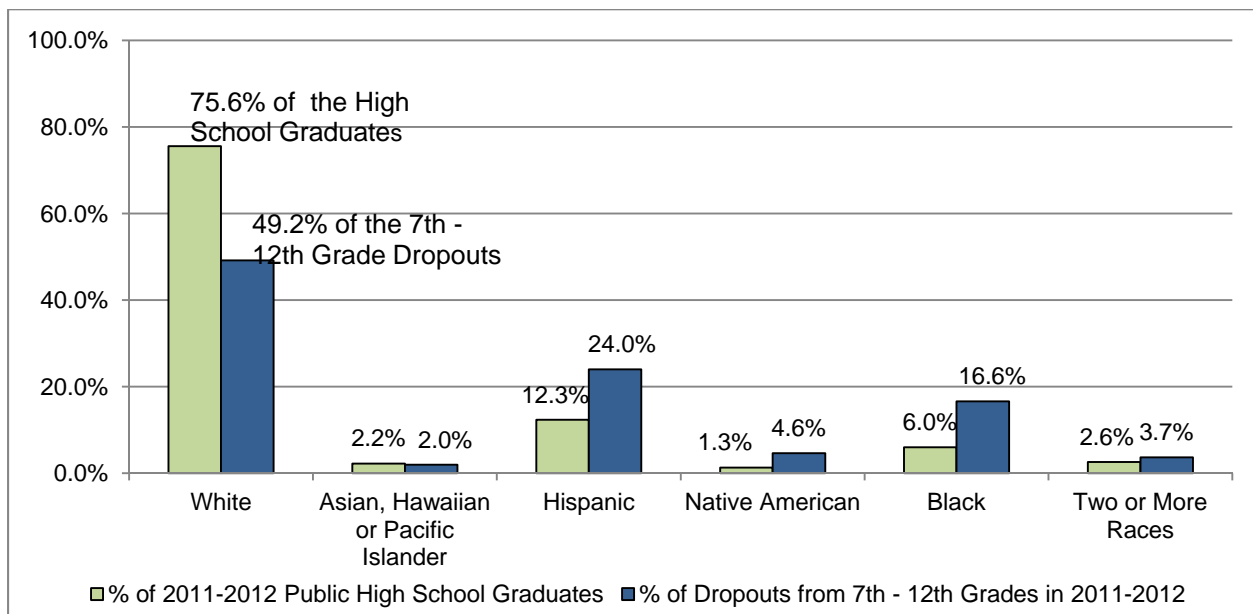
¹For the details of this analysis, see the 2011 Nebraska Higher Education Progress Report, which is available on the Commission’s website: www.ccpe.state.ne.us.

- However, compared to their white classmates, Hispanics, Native Americans and blacks accounted for disproportionately higher percentages of the students who dropped out of school relative to the percentages who graduated in 2011–2012.

Table 1.1.a.2 Distributions of Public High School Graduates and Dropouts from the 7th through 12th Grades by Race/Ethnicity 2011–2012¹				
Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 7 th – 12 th Grades	% of Dropouts
White	15,399	75.6%	927	49.2%
Asian, Hawaiian or Pacific Islander	451	2.2%	37	2.0%
Hispanic	2,516	12.3%	452	24.0%
American Indian/Alaska Native	265	1.3%	87	4.6%
Black or African American	1,223	6.0%	313	16.6%
Two or More Races	525	2.6%	69	3.7%
Public Total	20,379	100.0%	1,885	100.0%

¹Data Source: Nebraska Department of Education, December 27, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas.

Figure 1.1.a.9
Percentages of Public High School Graduates and Dropouts
from the 7th through 12th Grades by Race/Ethnicity
2011–2012¹



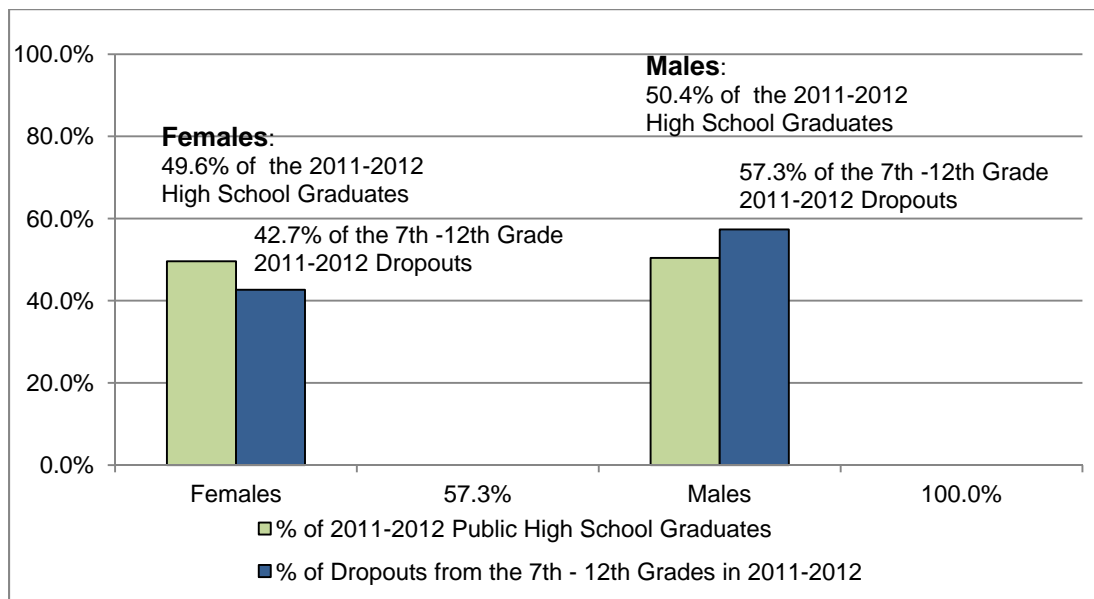
¹Data Source: Nebraska Department of Education, December 27, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A3.4](#) in [Appendix 3](#) for supporting data.

- Based on the same type of analysis by gender, as evidenced in [Table 1.1.a.3](#) and [Figure 1.1.a.10](#) below, males accounted for half of the students who graduated from Nebraska’s public schools in 2010– 2011, but 57.3% of the students in the 7th to 12th grades who dropped out of school.
- [Figure 1.1.a.11](#) on the next page shows that disproportionately higher percentages of male and female students who are Hispanic, black non-Hispanic, or Native American dropped out of school in 2011–2012, relative to their representation among the students who received regular diplomas in 2011–2012.
- [Figure 1.1.a.10](#) also shows that the greatest of these disparities are evidenced for female and male Hispanics. However, the disparities for black males and females also are relatively high.

Table 1.1.a.3 Distributions of Public High School Graduates and Dropouts from the 7th through 12th Grades by Gender 2011–2012¹				
Race/Ethnicity	No. of Graduates	% of Graduates	No. of Dropouts 7 th – 12 th Grades	% of Dropouts
Male	10,275	50.4%	1,081	57.3%
Female	10,104	49.6%	804	42.7%
Public Total	20,379	100.0%	1,885	100.0%

¹Data Source: Nebraska Department of Education, December 27, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas.

Figure 1.1.a.10
Percentages of Public High School Graduates and Dropouts
from the 7th through 12th Grades by Gender
2011–2012¹

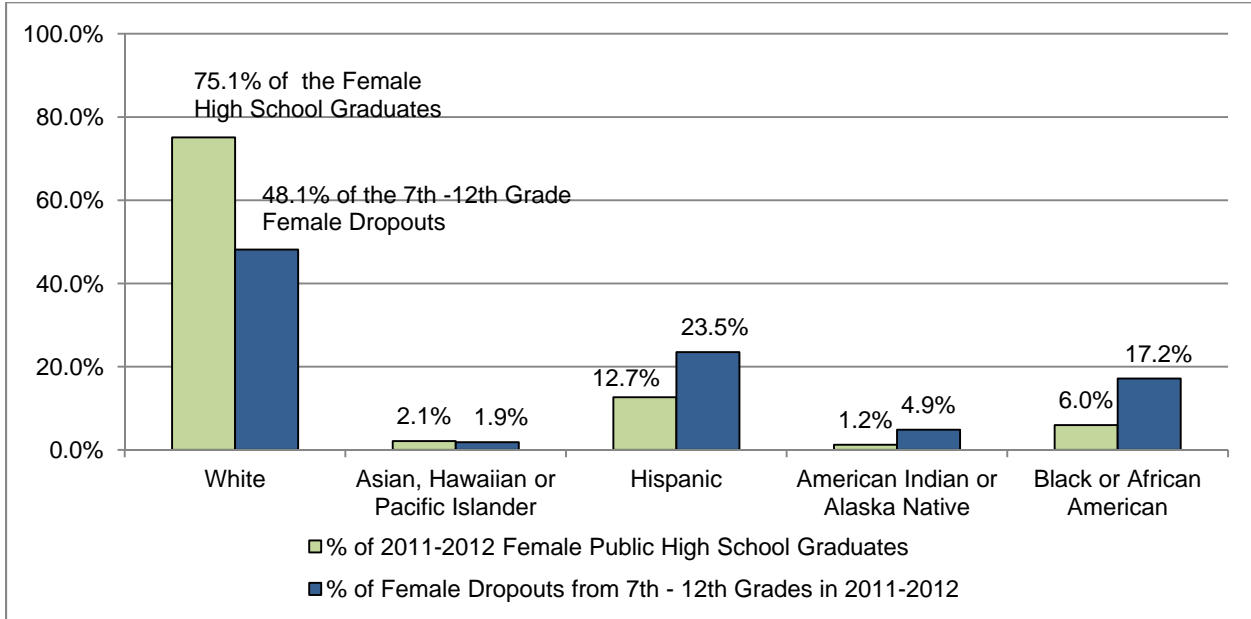


¹Data Source: Nebraska Department of Education, December 27, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A3.4](#) in [Appendix 3](#) for supporting data.

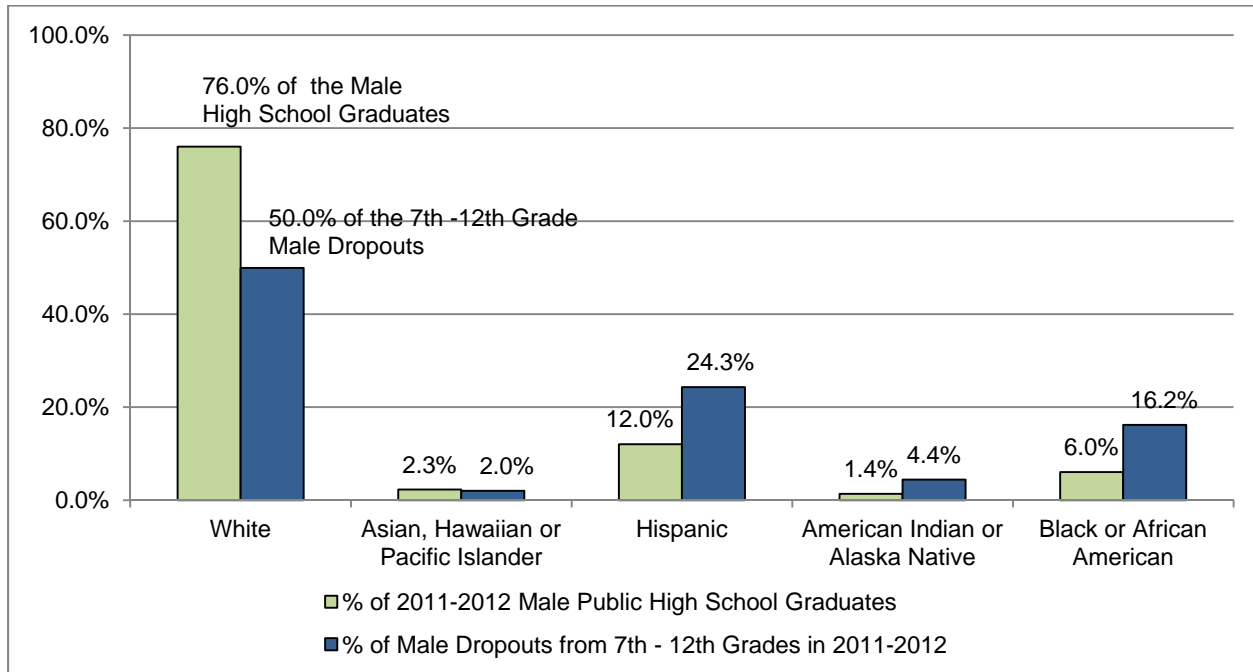
Figure 1.1.a.11

Percentages of Public High School Graduates and Dropouts from the 7th through 12th Grades by Gender and Race/Ethnicity 2011–2012¹

Part A: Females by Race/Ethnicity



Part B: Males by Race/Ethnicity



¹Data Source: Nebraska Department of Education, December 27, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A3.4](#) in [Appendix 3](#) for supporting data.

The findings reported in the preceding tables and charts clearly indicate that greater effort needs to be exerted to reduce the number of students who are dropping out of Nebraska’s public schools each year, regardless of their gender or race/ethnicity. At the same time, an even greater effort should be exerted to encourage minority students to stay in school and continue on to college or some form of postsecondary training.

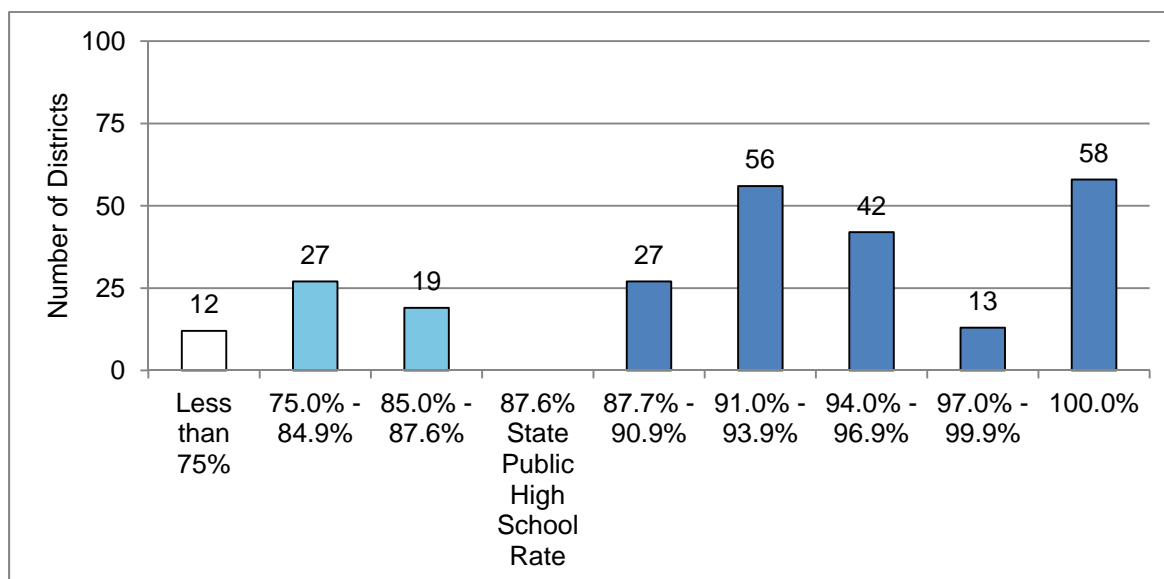
District-Level Analysis of Graduation Rates

The Nebraska Department of Education provided the Commission with the distribution of the cohort four-year graduation rates for Nebraska’s 254 school districts in 2011–2012, as shown in Figure 1.1.a.12 below and Table 1.1.a.4 on the next page.

- As shown in Table 1.1.a.4 on the next page, 58 (23%) of Nebraska’s public school districts had cohort four-year graduation rates of 100%, and 196 districts (77%) had graduation rates higher than the statewide rate of 87.6% in 2011–2012.
- Coincidentally, 58 (23%) of the districts had graduation rates that were equal to or lower than the statewide rate of 87.6% for public schools in 2011–2012, and only 12 districts had rates of less than 75%.
- The two districts with the highest numbers of cohort graduates were Omaha Public Schools with a graduation rate of 75.5% and Lincoln Public Schools with a graduation rate of 83.3%.
- Millard Public Schools reported the third highest number of cohort graduates with a district graduation rate of 92.5%.

Figure 1.1.a.12

Distribution of the Cohort Four-Year High School Graduation Rates for Nebraska Public High School Districts 2011–2012¹



¹Data Source: Nebraska Department of Education, December 27, 2012. The statewide public cohort four-year high school graduation rate for 2011–2012 was 87.6%. State-operated schools are included for the calculation of the statewide public rate. See Table 1.1.a.4 on the next page for percentage of schools in each graduation rate category.

Table 1.1.a.4
Distribution of the Cohort Four-Year High School Graduation Rates
for Nebraska Public High School Districts
2011–2012¹

Cohort Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	% of School Districts	Cumulative % of School Districts
100.00%	58	22.8%	77.2%	22.8%
97.00% - 99.99%	13	5.1%		28.0%
94.00% - 96.99%	42	16.5%		44.5%
91.00% - 93.99%	56	22.0%		66.5%
87.70% - 90.99%	27	10.6%		77.2%
85.00% - 87.69%	19	7.5%	22.8%	84.6%
75.00% - 84.99%	27	10.6%		95.3%
Less than 75.00%	12	4.7%		100.0%
All Public Districts	254	100.0%	100.0%	

¹Four-year graduation rates by district obtained directly from the Nebraska Department of Education, December 27, 2012. Public high schools do not include educational service units or state-operated schools.

²The statewide public cohort four-year high school graduation rate for 2011–2012 was 87.6%.

1.1.b Preparation for College

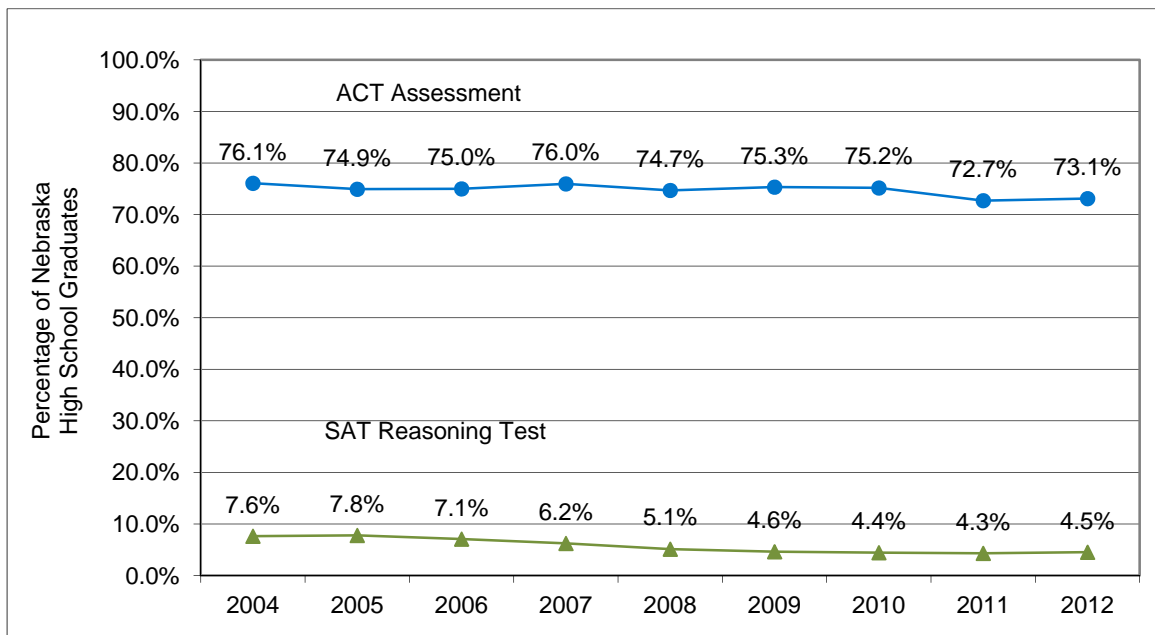
Increase the proportion of Nebraska high school graduates who are adequately prepared to enroll in postsecondary education and proceed through degree completion.

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](#), 73.1% of the Nebraska high school students in the graduating class of 2012 took the ACT Assessment. In comparison, 4.5% 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, 3.0 and 3.1 percentage points lower in 2012 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
2004–2012¹

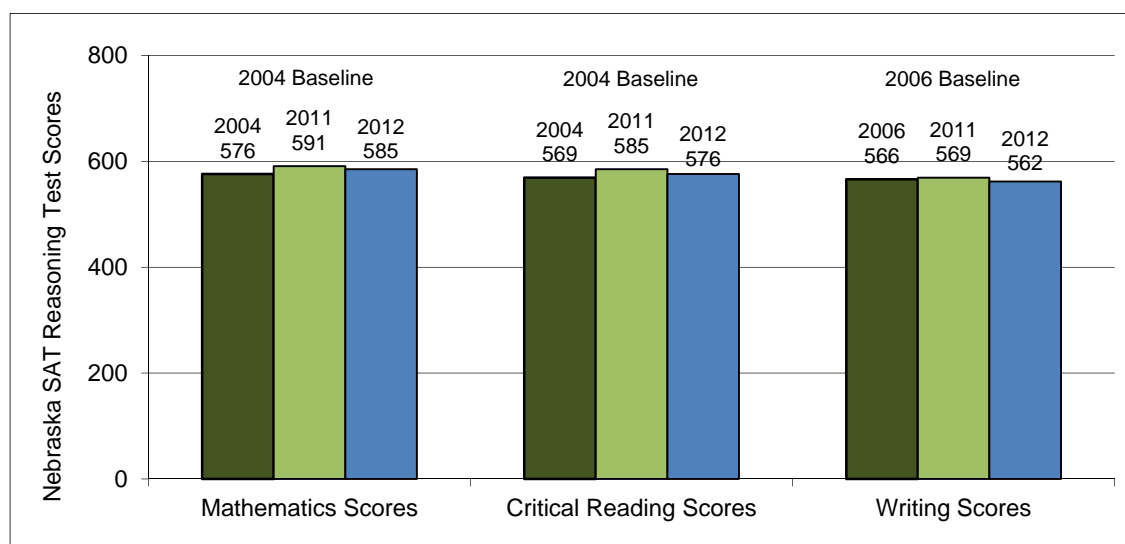


¹Data Sources: ACT, Inc., College Examination Board and the Nebraska Department of Education. See [Table A4.1](#) in [Appendix 4](#) for supporting data.

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 six to nine points lower in 2012 than in 2011. However, the average mathematics and critical reading scores were seven or nine points higher in 2012 than in 2004, which is the baseline for this report, while the average score in writing was four points lower in 2012 than when this test component was introduced in 2006.

Figure 1.1.b.2
Nebraska Average SAT Reasoning Test Scores¹
2010 and 2012 Scores Compared to 2004 or 2006 Baseline



¹Data Source: College Examination Board, State Reports 2004, 2011 and 2012.

- 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 2012. However, no conclusions can be drawn from this finding, given the relatively small sample of self-selected students in Nebraska who have taken the SAT.

Table 1.1.b.1
National and Nebraska Average SAT Reasoning Test Scores¹
2004–2012

Year	Mathematics Scores		Critical Reading Scores		Writing Scores	
	National Average	Nebraska Average	National Average	Nebraska Average	National Average	Nebraska Average
2004	518	576	508	569	Not applicable	
2005	520	579	508	574	Not applicable	
2006	518	583	503	576	497	566
2007	515	585	502	579	494	562
2008	515	585	502	581	494	567
2009	515	594	501	587	493	572
2010	516	593	501	585	492	568
2011	514	591	497	585	489	569
2012	514	585	496	576	489	569

¹Data Source: College Examination Board, State Reports, 2004–2012.

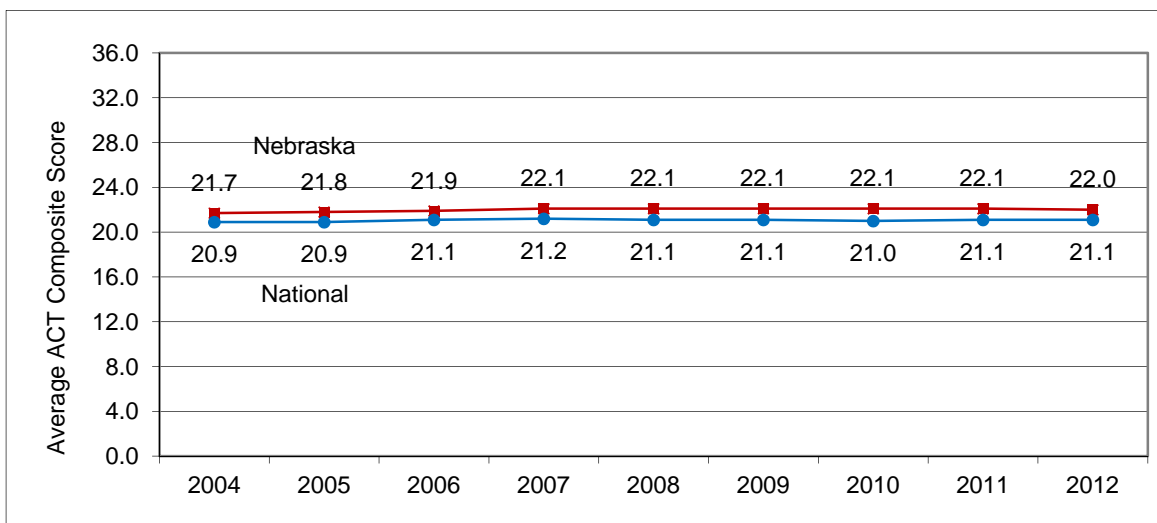
Nebraska ACT Assessment Scores

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 2012 was 22.0, up three-tenths from 21.7 in 2004, which is the baseline for this report, and nine-tenths above the national average of 21.1 in 2012.
- As also shown in the figure below, Nebraska's average composite score was 22.1 for each of the five years between 2007 and 2011, but the state's score dropped one-tenth of a point in 2012.
- Based on information from ACT, Inc., Nebraska had the second highest average composite score among the nine states where 70% to 81% of the 2012 high school graduates took the ACT Assessment. The state with a higher average composite was Minnesota (22.8 with 74% participation). However, direct state-to-state comparisons are generally not advisable.¹

Figure 1.1.b.3

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2004–2012¹

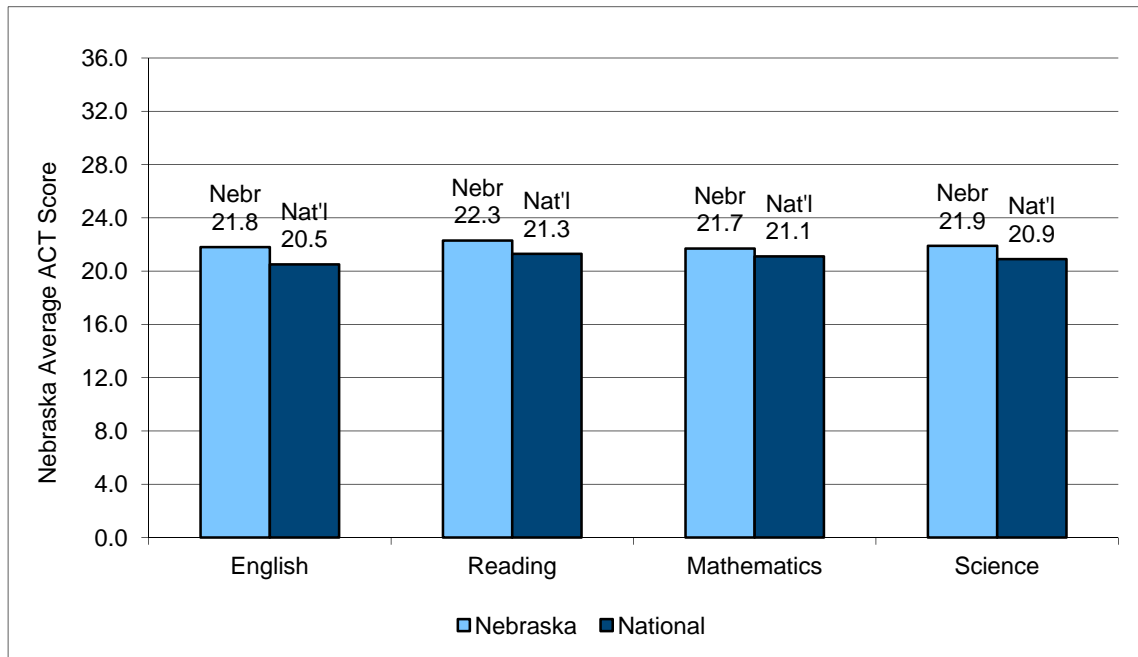


¹Data Source: ACT High School Profile Reports for Nebraska, 2004–2012.

¹The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam taken in about half of the states. Nationally, 1,666,017 (52%) of the students in the high school graduating class of 2012 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, North Dakota, Tennessee, Utah, 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 2012 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 English, mathematics, and science.

Figure 1.1.b.4
Comparison of National and Nebraska Average ACT Scores
in Reading, Science, Mathematics and English
for the Graduating Class of 2012¹



¹Data Source: ACT High School Profile Report for Nebraska, 2012.

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 Score¹</u>
English Composition	English	18
Social Science	Reading	21
Algebra	Mathematics	22
Biology	Science	24

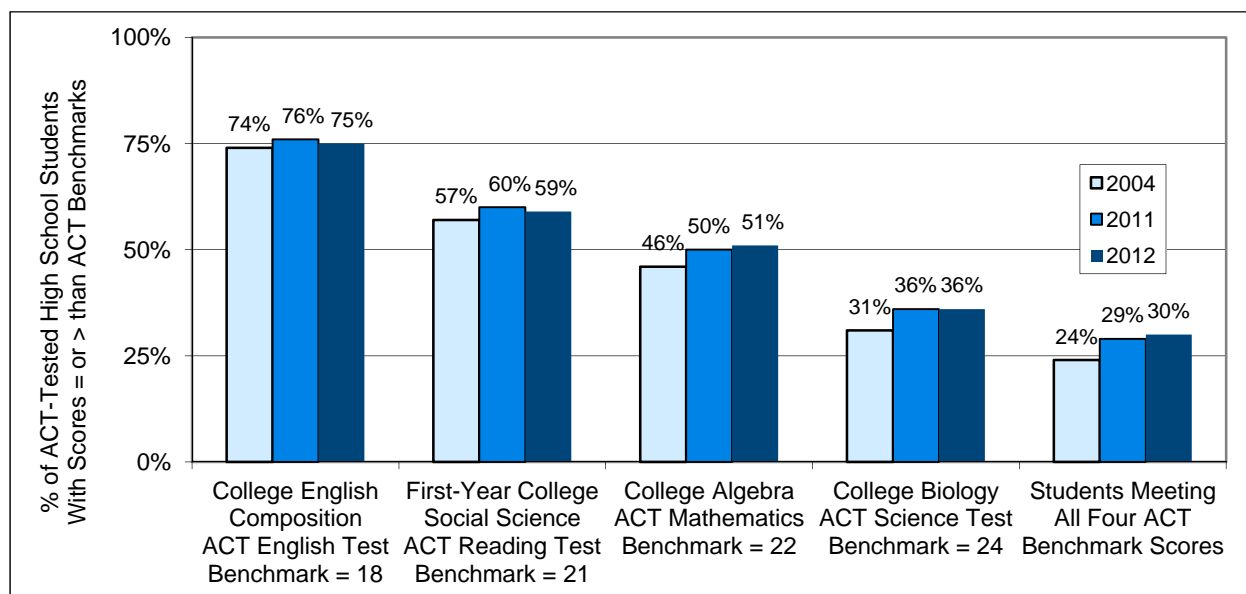
Source: ACT High School Profile Report for Nebraska, 2012.

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

- Based on the data summarized in [Figure 1.1.b.5](#), 75% of the ACT-tested Nebraska high school graduates in 2012 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, 59% met or exceeded the College Readiness Benchmark Score of 21 on the reading test, indicating probable success in entry-level social science courses; 51% met or exceeded the mathematics benchmark score of 22 for college algebra; and only 36% met or exceeded the science benchmark score of 24 for college-level biology.
- Between 2004 and 2012, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, reading, mathematics and science tests increased one to five percentage points. However, between 2011 and 2012, the percentages of tested students who met or exceeded the benchmarks for English and reading decreased by one point.

Figure 1.1.b.5

Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks That Indicate Sufficient Preparation for College-Level Courses. Nebraska High School Graduating Classes: 2011 & 2012 Compared to 2004 Baseline¹



¹Source: ACT High School Profile Report for Nebraska, 2004, 2011 and 2012. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses.

- Additional data reveals that the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks were five to eight percentage points higher than reported national percentages for 2012. (See [Table A4.2](#) in [Appendix 4](#) for supporting data.)
- However, as shown in [Figure 1.1.b.5](#) above, **only 30% of Nebraska's high school graduates in the class of 2012 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.** This percentage is six points higher than in 2004, but it is still relatively low and only one percentage point higher than it was in 2011.

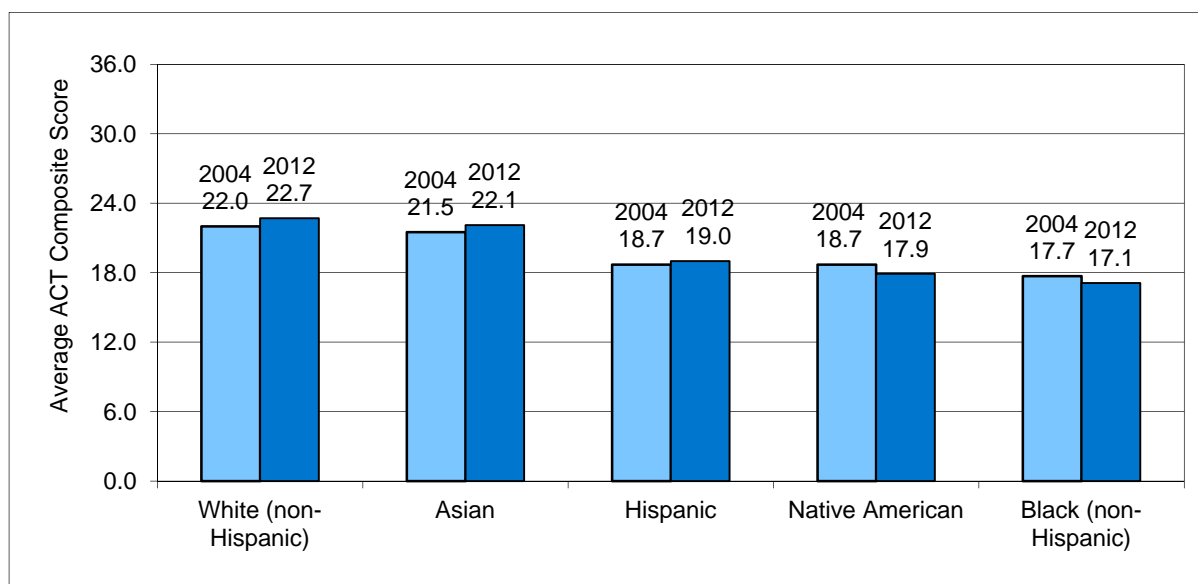
Changes in the Number of Students Who Took the ACT Assessment

- The most significant change in the number of students who took the ACT Assessment in 2012 was the increase in the number of Hispanics: 1,495 in the class of 2012, up from 920 in the class of 2010, an increase of 575 students (62.5%) in only two years.
- Also reflecting Nebraska's changing demographics, 505 fewer white non-Hispanics took the ACT Assessment in 2012 than in 2010, a 3.8% decrease.
- See [Table A4.4](#) in [Appendix 4](#) for the number of students in each racial/ethnic group who took the ACT Assessment in 2004 and from 2009 through 2012.

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 2012 were lower than the average composite scores of their white non-Hispanic and Asian classmates.
- [Figure 1.1.b.6](#) also shows that the average composite scores of white non-Hispanics and Asians increased by six- or seven-tenths of a point between 2004 and 2012. The average scores of Hispanics increased by three-tenths of a point. In contrast, the average composite scores for black non-Hispanics and Native Americans were six- or eight-tenths of a point lower in 2012 than they were in 2004.

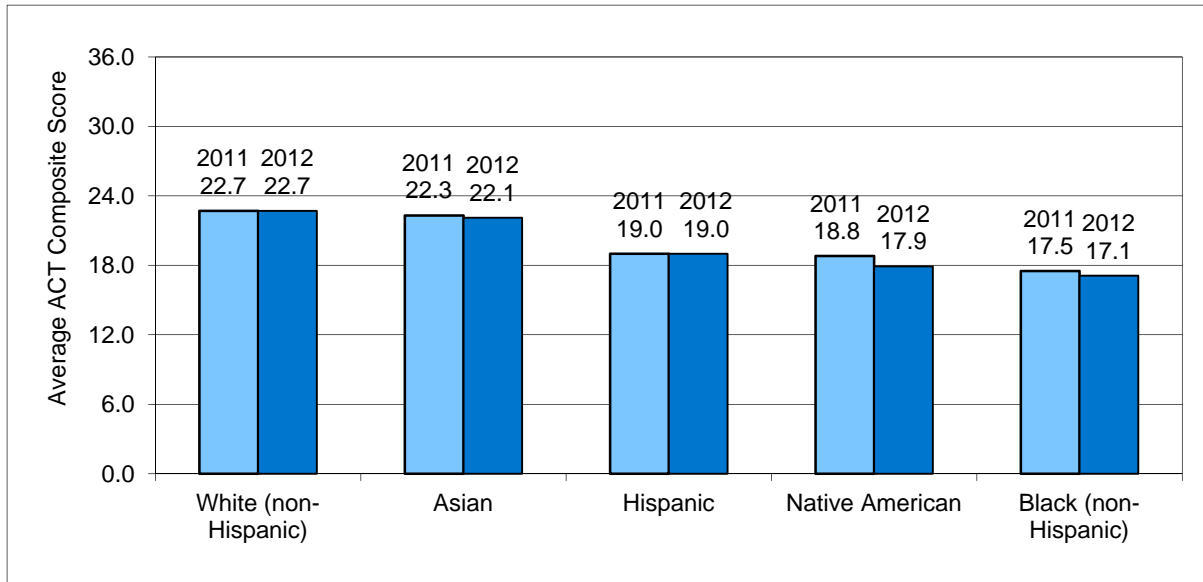
Figure 1.1.b.6
Nebraska Average ACT Composite Scores by Race/Ethnicity
2012 Compared to 2004 Baseline¹



¹Source: ACT High School Profile Report for Nebraska, 2004 and 2012. Prior to 2011, the Asian category included Native Hawaiians and other Pacific Islanders. In 2012, 19 Native Hawaiians and other Pacific Islanders took the ACT Assessment with an average composite score of 18.1. These students are not included in the calculation of the average composite score for Asians in 2012.

- Of equal concern is the fact that the average composite scores for Native Americans and black non-Hispanics were lower in 2012 than they were in 2011, as shown in [Figure 1.1.b.7](#) below.

Figure 1.1.b.7
Nebraska Average ACT Composite Scores by Race/Ethnicity
2012 Compared to 2011¹

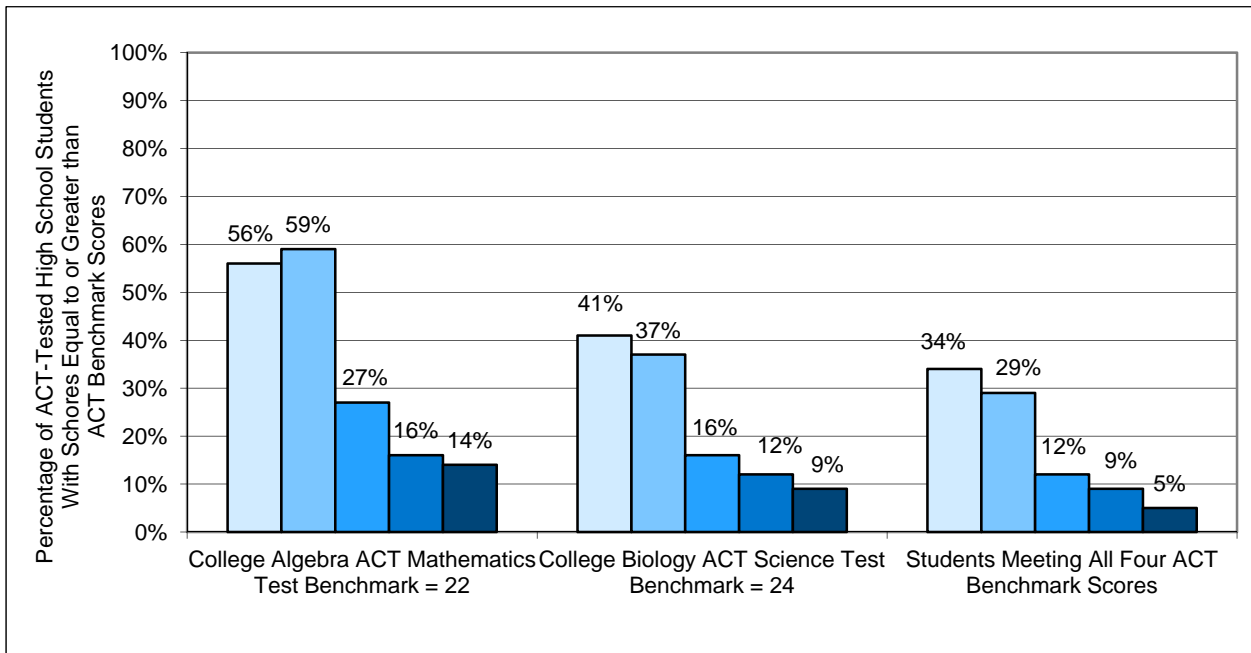
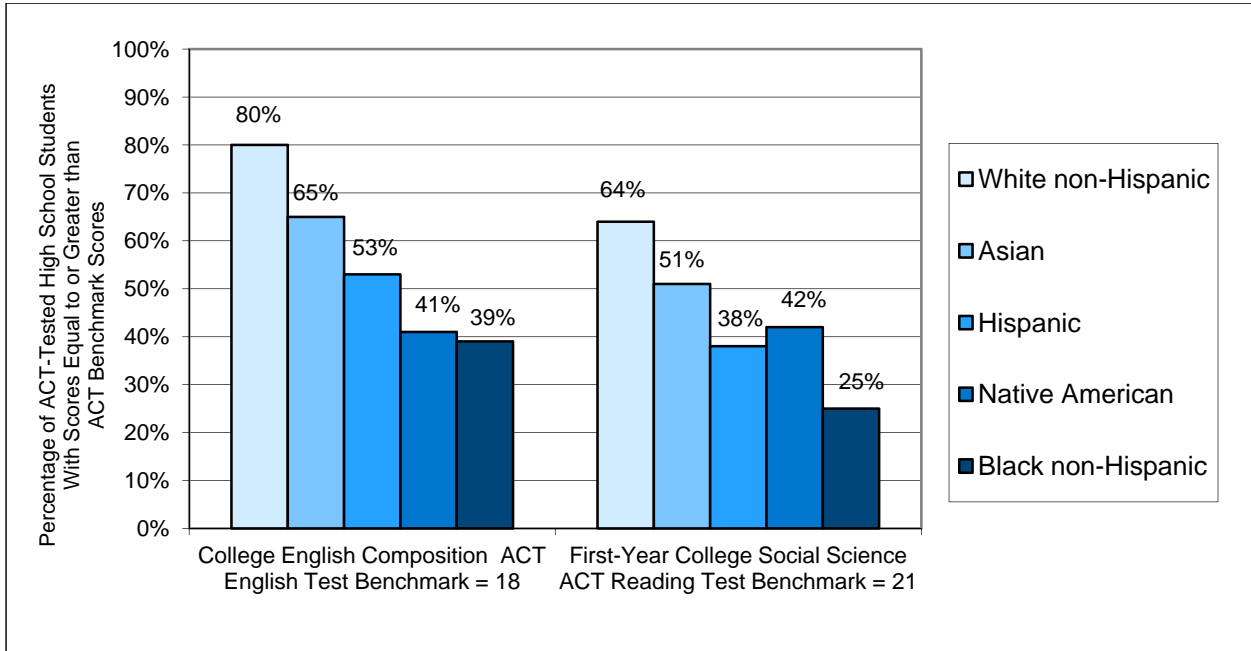


¹Source: ACT High School Profile Report for Nebraska, 2011 and 2012. The Asian category no longer includes Native Hawaiians and other Pacific Islanders. In 2011, 13 Native Hawaiians and other Pacific Islanders took the ACT Assessment with an average composite score of 17.3. In 2012, 19 Native Hawaiians and other Pacific Islanders took the ACT with an average composite score of 18.1.

- Based on the data for the graduating class of 2012 summarized in [Figure 1.1.b.8](#) 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 classmates.
- For example, only 27% of the ACT-tested Hispanics in the class of 2012 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 56% of the white students and 59% of the Asian students. More dramatically, only 16% of the ACT tested Native Americans and 14% of the black non-Hispanics met or exceeded the benchmark score in mathematics.
- As shown in [Figure 1.1.b.8](#) on the next page, the same pattern of percentages is evidenced for the ACT tests in English, reading, mathematics and science, even though the percentages of students who met or exceeded the ACT College Readiness Benchmarks vary by subject matter area.
- In addition, the following chart shows that only 12% of Hispanics, 9% of Native Americans and 5% of blacks in the graduating class of 2012 met or exceeded the ACT College Readiness Benchmarks for all four subject-matter tests.
- In comparison, 34% of the ACT-tested white non-Hispanics and 29% of the Asian ACT tested graduates in 2012 met or exceeded the ACT College Readiness Benchmarks for all four subject-matter tests.

Figure 1.1.b.8

Percentages of ACT-Tested High School Students in the Graduating Class of 2012 Who Met or Exceeded ACT College Readiness Benchmark Scores That Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity¹



¹Source: ACT High School Profile Report for Nebraska, 2012. 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 progress successfully 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.¹

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

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

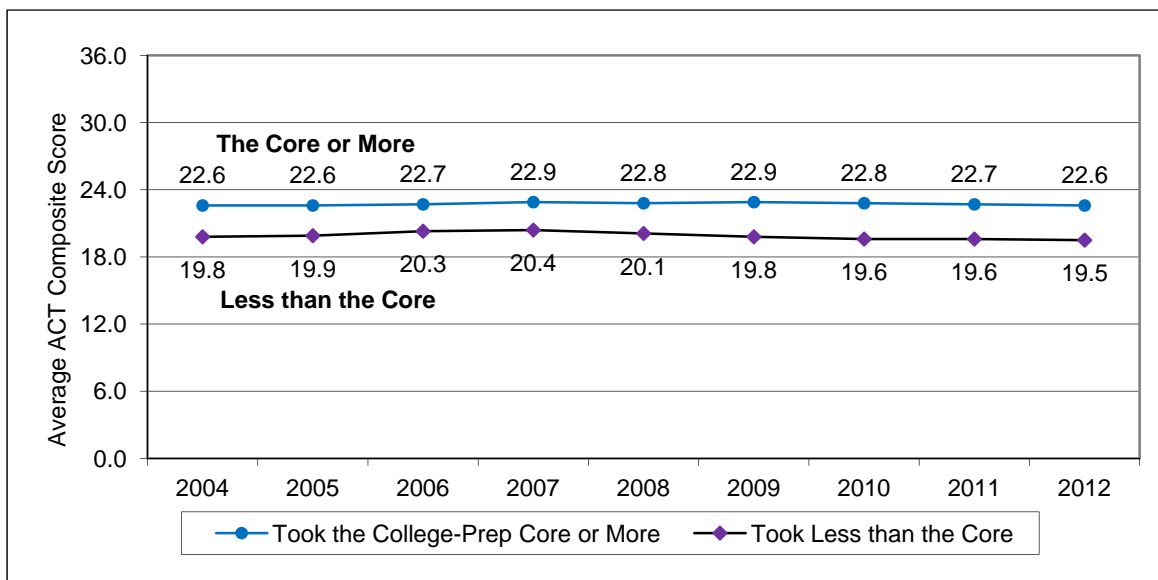
- As shown in Figure 1.1.b.9 on the next page, Nebraska students who have taken or plan to take the core college preparatory courses—or more than the core—in high school have consistently scored higher on the ACT than the students who have completed or plan to complete less than the minimum core.
- Of the ACT-tested students in the class of 2012, those who took the core or more had an average composite score of 22.6 compared to an average score of 19.5 for the students who reported that they took courses that did not meet the minimum core requirements.

¹Executive Summary, *Crisis at the Core: Preparing All Students for College and Work*, ACT, Inc., 2004, page 3, available at http://www.act.org/research/policymakers/pdf/crisis_exec_summary.pdf.

- As also evidenced in [Figure 1.1.b.9](#), the average ACT composite score for the students who took the core or more was the same 2012 as it was in 2004, whereas the average score for students who took less than the core was three-tenths of a point lower in 2012 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 started to fall below the 2004 level in 2010, or why the average ACT composite score of Nebraska students who have taken the core or more increased to 22.9 in 2007, was relatively stable though 2010, but decreased to 22.6 in 2012. However, these trends may be related to an increasing percentage of ACT-tested students reporting that they have taken or plan to take the core.
- Regardless of score variations, the data summarized in [Figure 1.1.b.9](#) 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.10](#) on the next page, the average ACT composite score is higher for students who complete the core or more 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.9
Nebraska Average ACT Composite Scores of Students Who Took
the College-Preparatory Core and Students Who Took Less than the Core
2004–2012¹



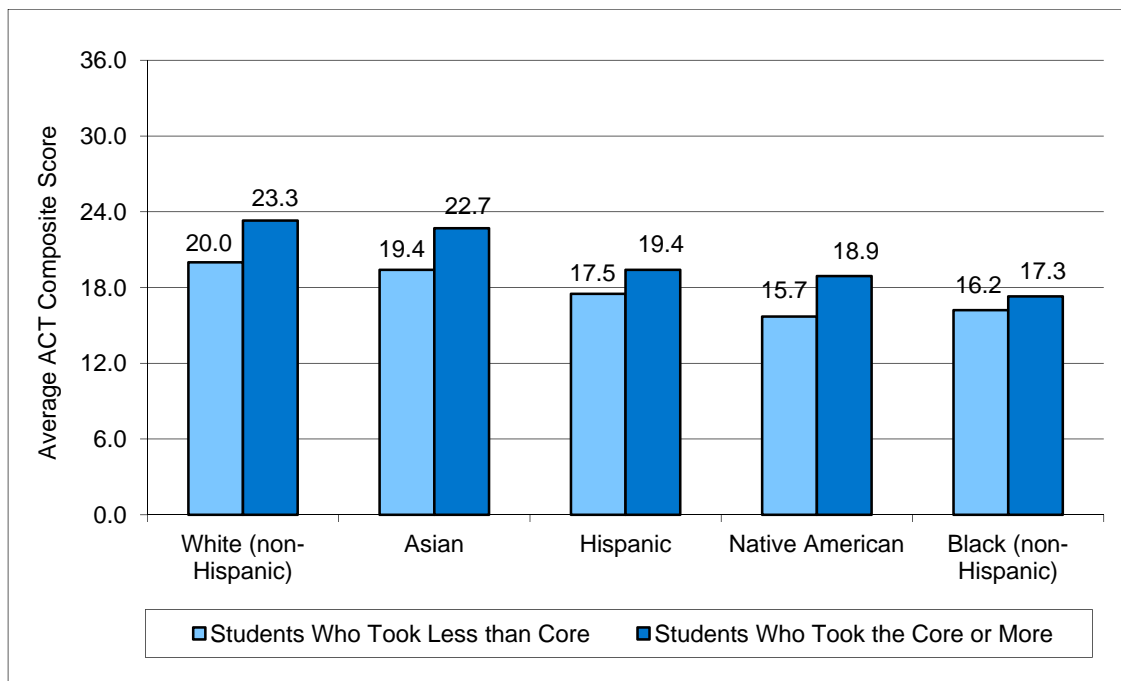
¹Data Source: ACT High School Profile Reports for Nebraska, 2004–2012. ACT, Inc. defines the core college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning 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 2012 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.10](#).

Figure 1.1.b.10

2012 Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity¹



¹Data Source: ACT High School Profile Report for Nebraska, 2012. Numbers of students tested: White (non-Hispanic) 12,870, Asian 432, Hispanic 1,495, Native American 97, black (non-Hispanic) 747, Native Hawaiian and other Pacific Islanders 19, two or more races 513. In this chart, Asian does not include Native Hawaiians and other Islanders.

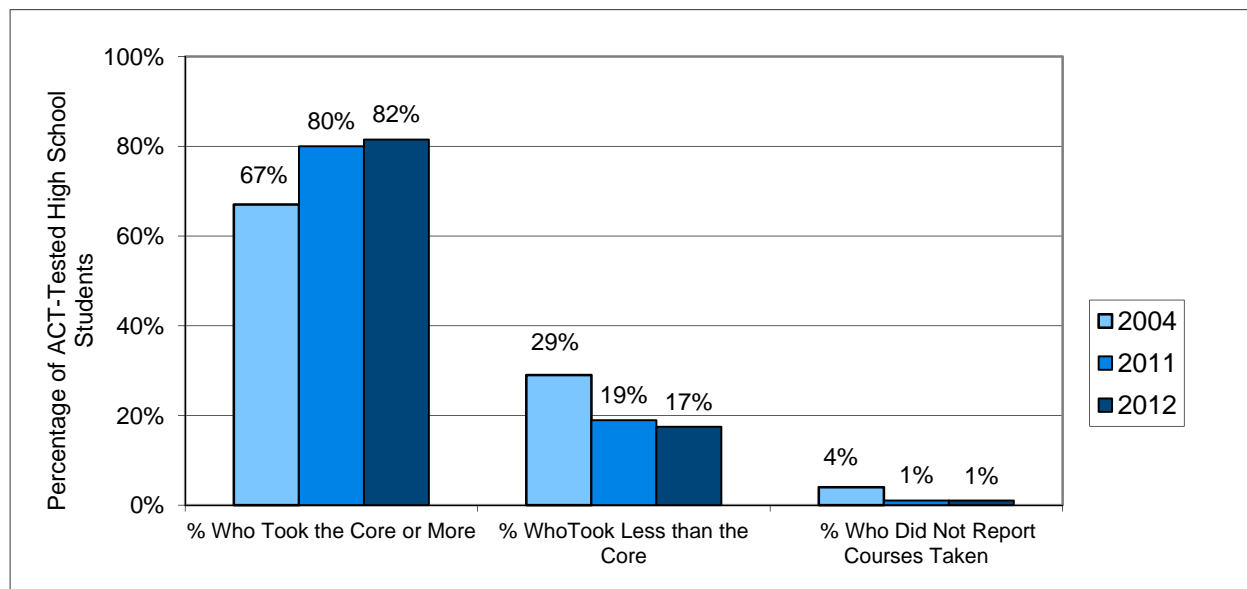
The Percentage of Nebraska ACT-Tested Students Who Take the Core or More

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. However, 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 2011 and 2012.

- A direct comparison of 2004, 2011 and 2012 percentages indicates that the percentage of high school students who take the core or more noticeably increased over the past nine years. As shown in [Figure 1.1.b.11](#) on the following page, the percentage of students who reported that they took the core or more was 15 percentage points higher in 2012 than in 2004, which is the baseline for this report. Conversely, the percentage of students who have said that they took less than the core decreased.

Figure 1.1.b.11

Percentages of Nebraska's ACT-Tested Students Who Reported the Courses They Had Taken or Expected to Take Before They Graduated from High School 2011 and 2012 Compared to 2004 Baseline¹



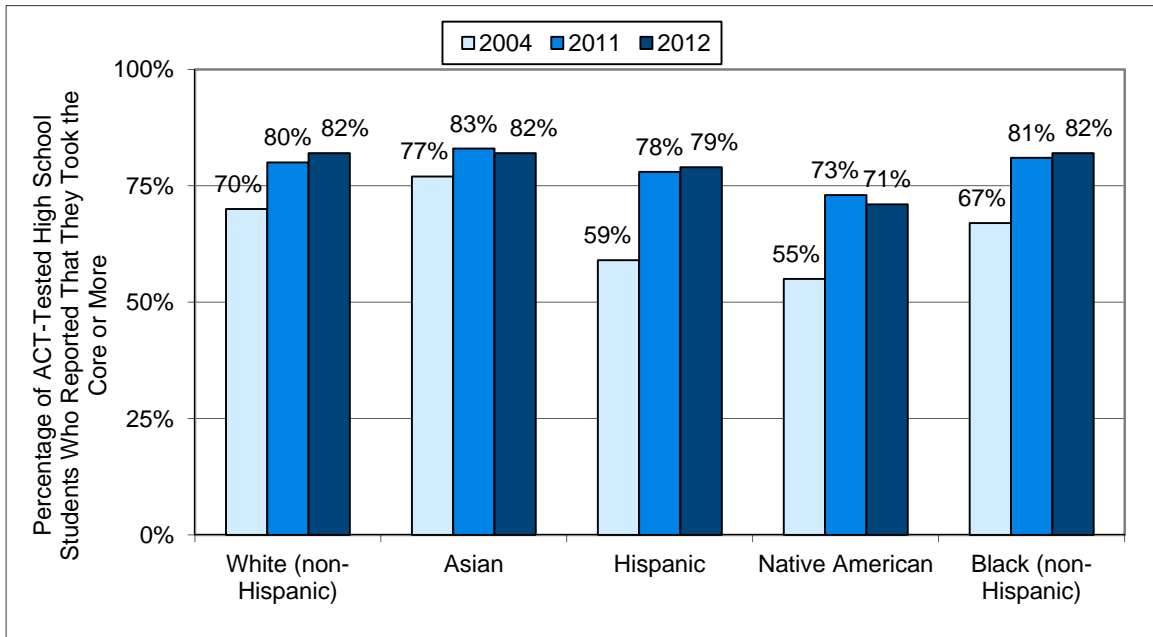
¹Data Source: ACT High School Profile Report for Nebraska, 2007, 2011 and 2012. See Table A4.3 in Appendix 4 for supporting data.

- Figure 1.1.b.12 on the next page shows that, since 2004, 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 of Asians and Native Americans decreased slightly between 2011 and 2012.
- As shown in Figure 1.1.b.13, significantly lower percentages of Hispanic, Native American, and black non-Hispanic high school graduates in Nebraska have been taking the ACT Assessment than their white non-Hispanic and Asian/Pacific Islander classmates.¹

¹Beginning in 2011, the Asian category includes Native Hawaiians and other Pacific Islanders.

Figure 1.1.b.12

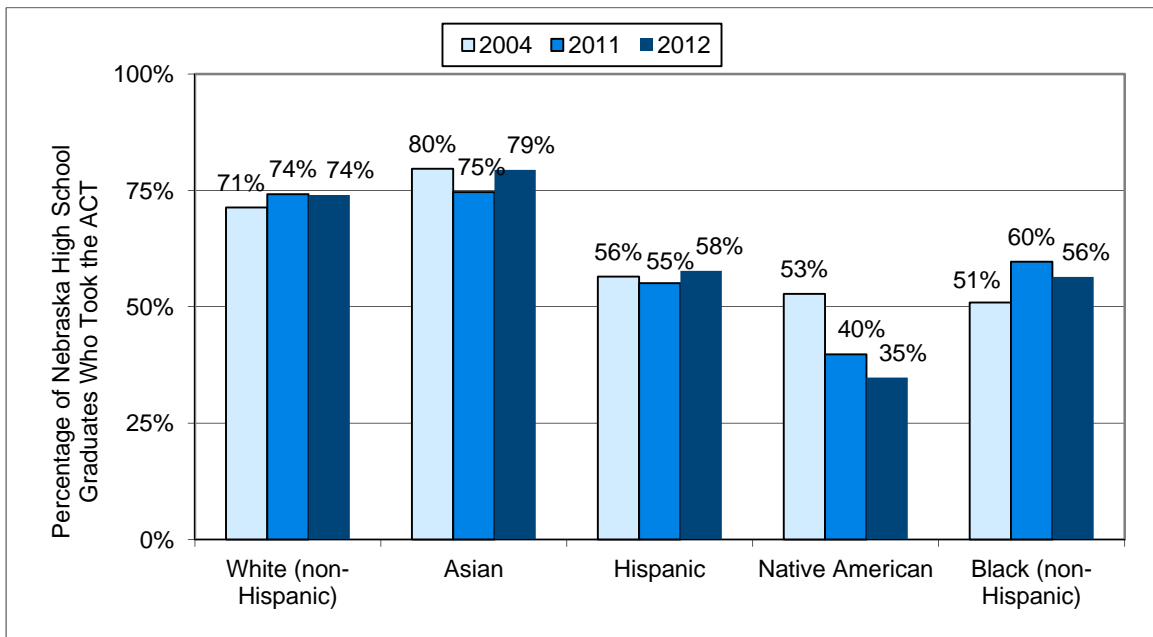
Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2011 and 2012 Compared to 2004 Baseline¹



¹Data Source: ACT High School Profile Report for Nebraska, 2004, 2011 and 2012. See Table A4.4 in Appendix 4 for number of ACT-tested students in each racial/ethnic group.

Figure 1.1.b.13

Percentage of Nebraska High School Graduates Who Took the ACT Assessment by Race/Ethnicity 2011 and 2012 Compared to 2004 Baseline¹



¹Data Sources: Nebraska Department of Education and ACT High School Profile Report for Nebraska for 2004, 2011 and 2012. 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 has provided 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 the National Center for Education Statistics has consistently collected these data for a number of years, allowing the Commission to calculate and publish statewide college continuation rates for 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 2010, providing a basis for estimating the college continuation rate for students who graduated from Nebraska high schools during the 2009–2010 school year. In this report, the estimated college continuation rate for fall 2010 is compared to estimates for previous years, including fall 2002, which is the baseline for this 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 93% of the college students in the United States.¹

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, 2008–2009, 2009–2010, and 2010–2011 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 2010 that is based on IPEDS data.

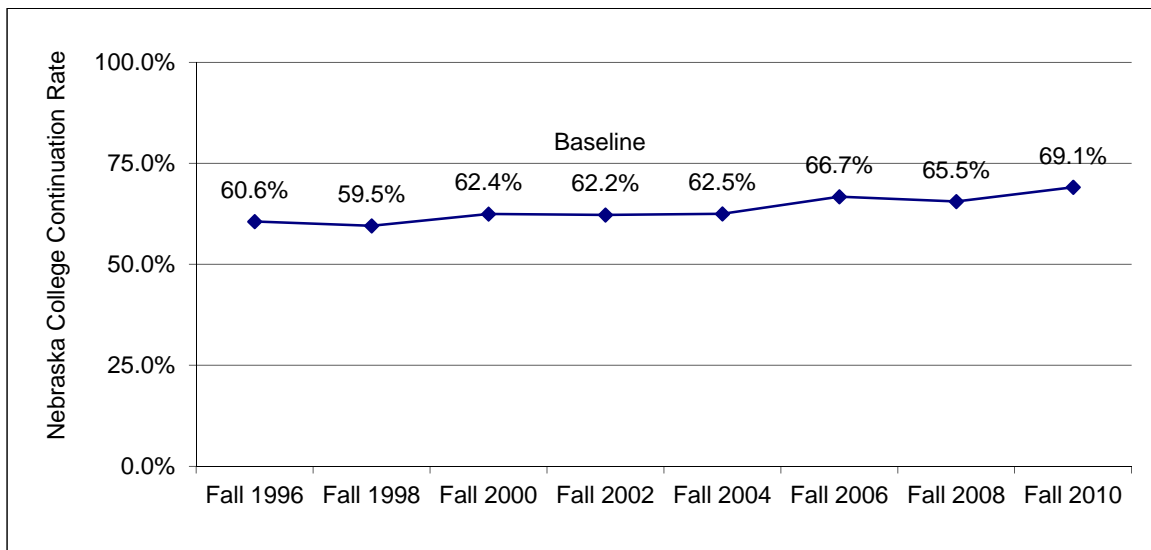
¹<http://www.studentclearinghouse.info/snapshot/>, Introduction to Snapshot reports, September 17, 2012.

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 62.2% 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% and then increased to 69.1% in fall 2010, a net 6.9% increase since fall 2002.
- A higher college continuation rate in 2010 resulted in a 10.3% 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 a 0.7% decrease in the number of Nebraska high school graduates between 2002 and 2010. (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 2010¹**

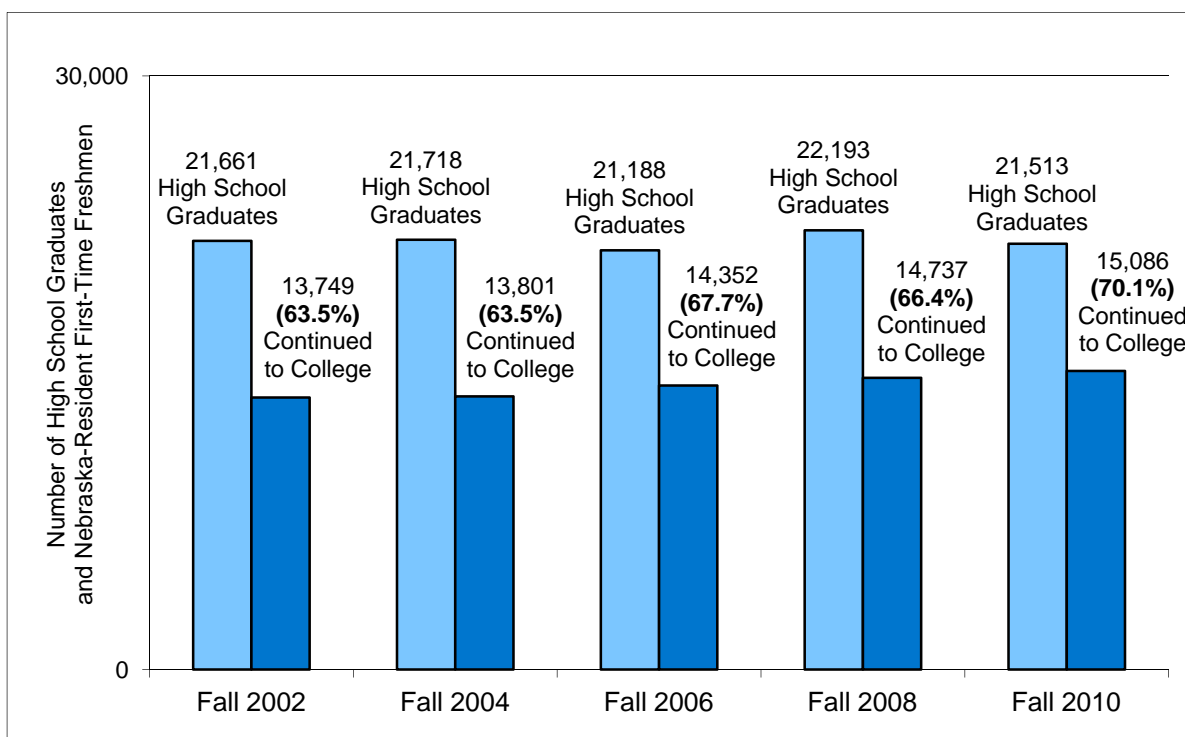


¹Data Sources: Nebraska Department of Education and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), surveys for fall 1996–2010. See [Table A5.1](#) in [Appendix 5](#) for supporting data and a technical note.

- 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 2010 and attended degree-granting and non-degree granting colleges in fall 2010 was 70.1%, a 6.6% increase from the 63.5% 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, 2008 and 2010 Compared to Fall 2002¹

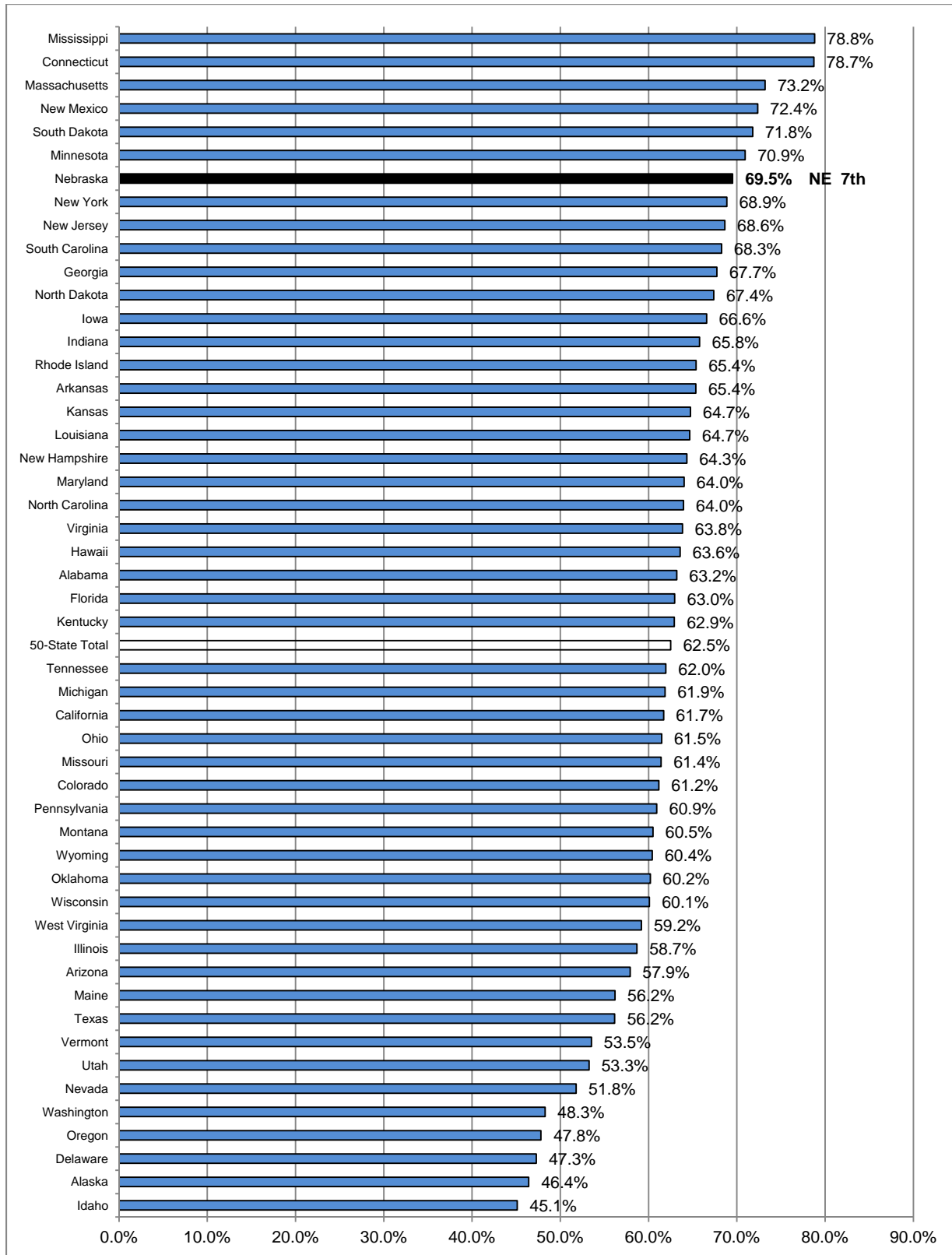


¹Data Sources: Nebraska Department of Education, January 2007, January 2009, and January 2011, and the National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, and 2010 surveys. Includes full-time and part-time students. See [Table A5.2](#) in [Appendix 5](#) for supporting data and 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 2010 after graduating from high school during the 2009–2010 school year. (The national report of college continuation rates in fall 2012 will not be available until at least fall 2013.)
- As shown in [Figure 1.1.3](#) on the next page, Nebraska’s fall 2010 estimated college continuation rate of 69.5% was the 7th highest in the 50-state comparison and 7.0 percentage points above the 50-state average.¹
- Nebraska having the 7th-highest college-going rate in fall 2010 is a noticeable improvement from fall 2008, when Nebraska’s college continuation rate was 65.5% and 18th-highest among the 50 states.

¹Source: Postsecondary Education OPPORTUNITY, www.postsecondary.org, College Continuation Rate Comparisons by State included in the 2010 Chance for College spreadsheet, updated January 22, 2013. The 69.5% estimated college continuation rate for Nebraska in the 50-state study is 0.4% higher than the rate of 69.1% that the Coordinating Commission estimated for fall 2010, as shown in [Figure 1.1.c.1](#) on the previous page. This difference is due to the number of Nebraska nonpublic (private) high school graduates was estimated to be 2,004 for the 50-state study, whereas the Commission used the actual number of nonpublic high school graduates that the Nebraska Department of Education reported to the Commission, which was 2,143. In both cases, the number of public high school graduates was 19,370.

Figure 1.1.c.3
Fall 2010 College Continuation Rate by State



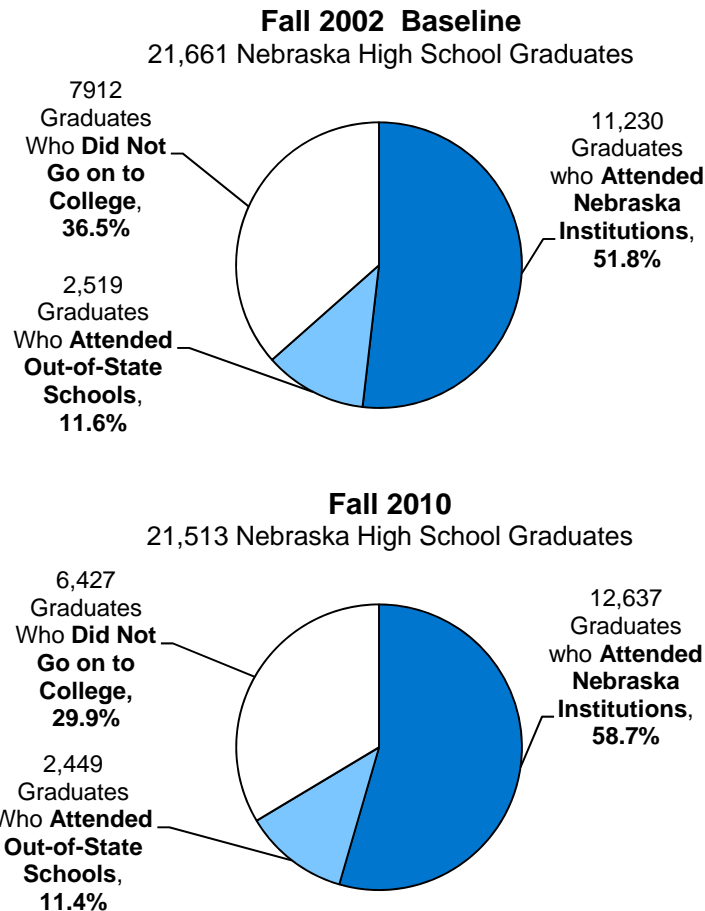
¹Data Source: 2010 Chance for College by Age 19 Spreadsheet, updated January 22, 2013, Postsecondary Education OPPORTUNITY, <http://www.postsecondary.org>.

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.
- As illustrated in Figure 1.1.c.4 on the next page, the Commission estimates that Nebraska's in-state college continuation rate was 58.7% for the state's 2009-2010 high school graduates who attended degree-granting or non-degree-granting colleges, up 6.9% from fall 2002 when 51.8% 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 decreased slightly, from 11.6% of the high school graduating class of 2001-2002 to 11.4% of Nebraska high graduates in 2009-2010, a decrease of 0.2%.
- 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 36.5% of the high school class of 2001-2002 to 29.9% of the graduates in 2009-2010.
- See Table A5.3 in Appendix 5 for supporting data.
- As evidenced in Table A5.3 in Appendix 5, the Commission estimates that the in-state college continuation rate for degree-granting institutions was 57.8% for Nebraska high school graduates in 2009-2010, up from 50.6% of the 2001-2002 high school graduates who attended degree-granting institutions in Nebraska.
- In comparison, the out-of-state college continuation rate decreased from 11.6% for the graduating class of 2001–2002 to 11.2% for 2009-2010 Nebraska high school graduates who attended degree-granting institutions in other states.

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 2010 Compared to Fall 2002¹



¹Date Sources: Nebraska Department of Education, January 2007 for 2001-2002 high school graduates and February 2011 for 2009-2010 graduates, and the National Center for Education Statistics, fall 2002 and fall 2010 IPEDS surveys. Includes full-time and part-time students. See Table A5.3 in Appendix 5 for supporting data. Percentages do not always add to 100.0% due to rounding.

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

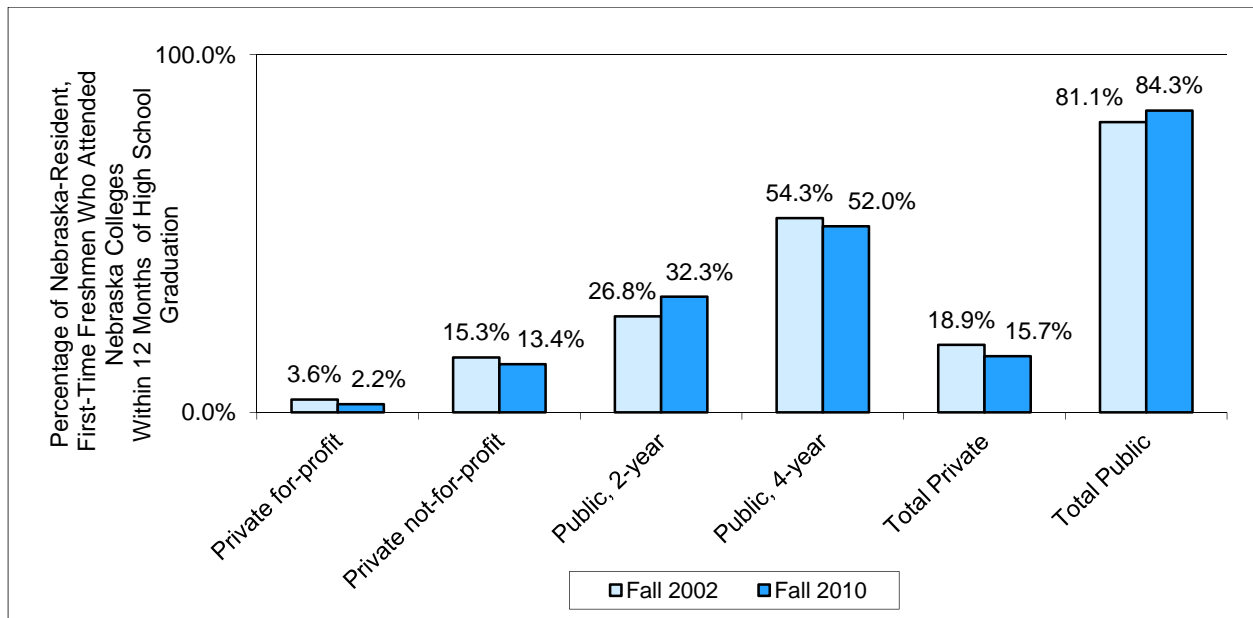
- Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools.
- As shown in Part A and Part B of Figure 1.1.c.5 on the next page, which are based on IPEDS data, the pattern of attendance of Nebraska-resident, first-time freshmen who go to college 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 about 84% of the first-time freshmen who stay in state attend Nebraska's public colleges or universities, compared to 16% 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.

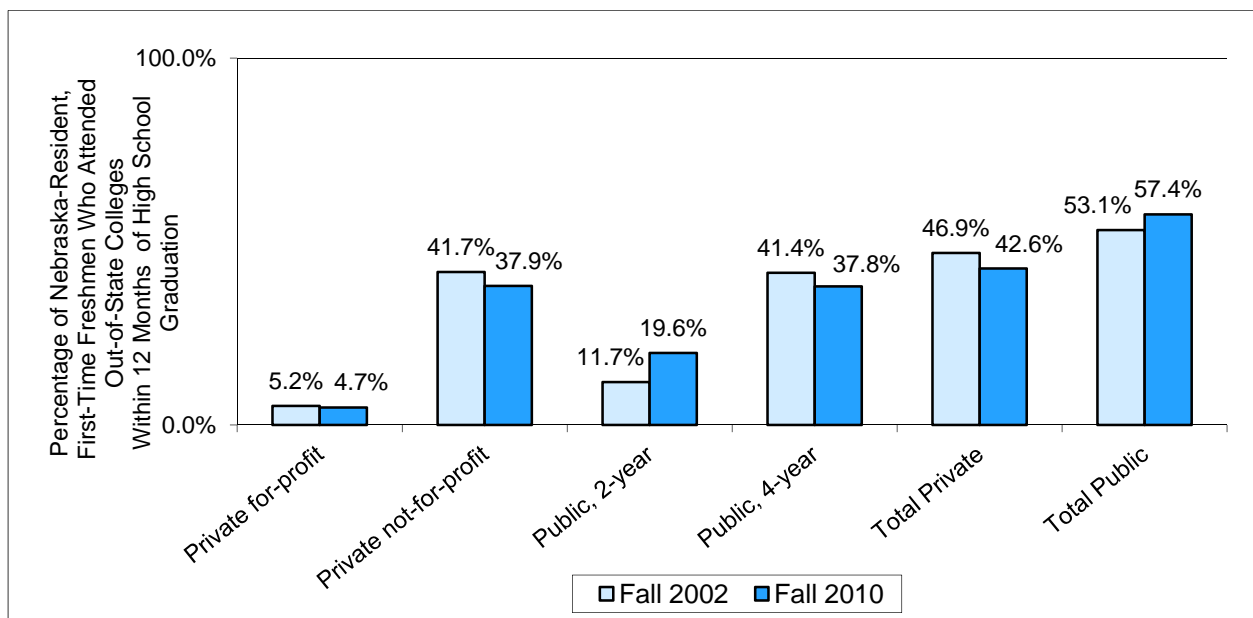
Figure 1.1.c.5

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 2010 Compared to Fall 2002¹

Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions



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



¹Date Source: National Center for Education Statistics, fall 2002 and fall 2010 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 higher percentage of Nebraska-resident first-time freshmen attended Nebraska's public, two-year community colleges in fall 2010 than in fall 2002. This trend also is 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, almost 20% of the Nebraska-resident first-time freshmen at out-of-state institutions attended public, two-year colleges in fall 2010, 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 lower percentages of first-time freshmen from Nebraska in fall 2010 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, 2008–2009, 2009–2010, and 2010–2011 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 classes of 2008–2009, 2009–2010, and 2010–2011, college continuation rates were estimated using NDE records for all public high schools and college enrollment records obtained from the Clearinghouse on April 20, 2010, April 28, 2011, and April 24, 2012, respectively. 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 between 2007–2008 and 2010–2011.¹ In addition, the Commission asked the NDE to determine the number of male and female low-income students

¹For the graduating classes of 2007–2008, 2009–2010, and 2010–2011 the Coordinating Commission also has estimated the college continuation rates for each of the public high schools in Nebraska that award regular high school diplomas. A report or downloadable Excel workbook for each of these analyses is available in the “Data Collection, Reports and Presentations” section of the Commission’s website, www.ccpe.state.ne.us.

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 between 2007–2008 and 2010–2011.¹

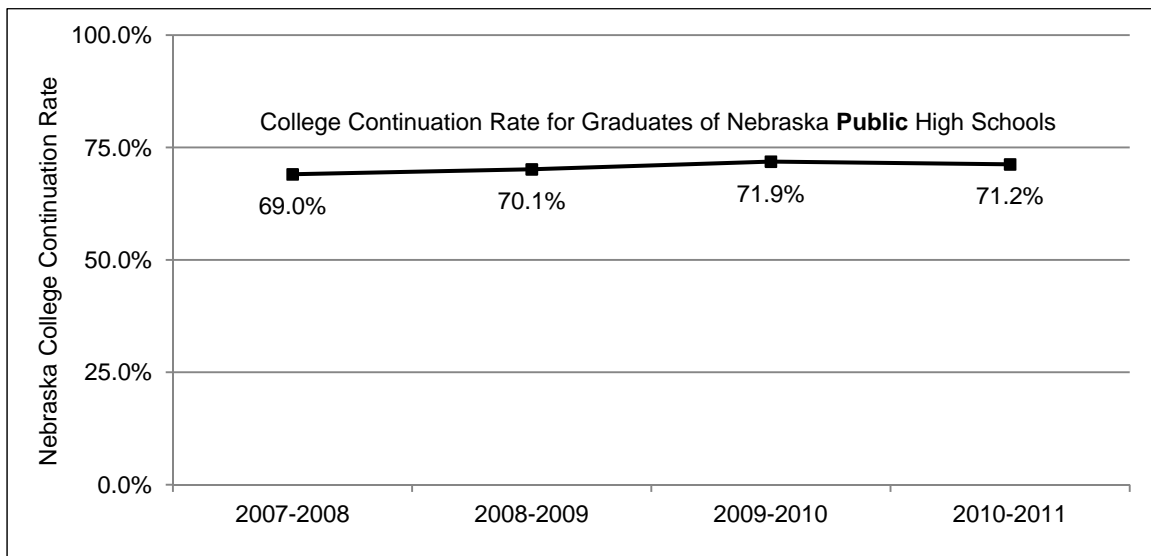
Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches.²

Statewide Public High School College Continuation Rate

- As shown in [Figure 1.1.c.6](#) below, the estimated statewide public high school college continuation rate was 71.2% for the graduating class of 2010–2011, up from 69.0% for the students who graduated in 2007–2008, but down slightly from 71.9% for the class of 2009–2010.

Figure 1.1.c.6

**College Continuation Rates for Nebraska Public High School Graduates
2007–2008 through 2010–2011¹**



¹Data Sources: Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 7, 2009; April 20, 2010, April 28, 2011, and April 24, 2012. See [Table A5.5a](#), [Table A5.6a](#), [Table A5.7a](#), and [Table A5.8a](#) in [Appendix 5](#) for supporting data.

- The statewide rates of 69.0% for the class of 2007–2008 and 71.9% for the 2009–2010 graduating class are higher than the Nebraska statewide college continuation rates of 66.4% and 70.1% based on fall 2008 and fall 2010 IPEDS data, respectively, primarily because students who enrolled in the spring, but not in the fall or preceding summer, are included in National Student Clearinghouse enrollment records.

¹The 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.

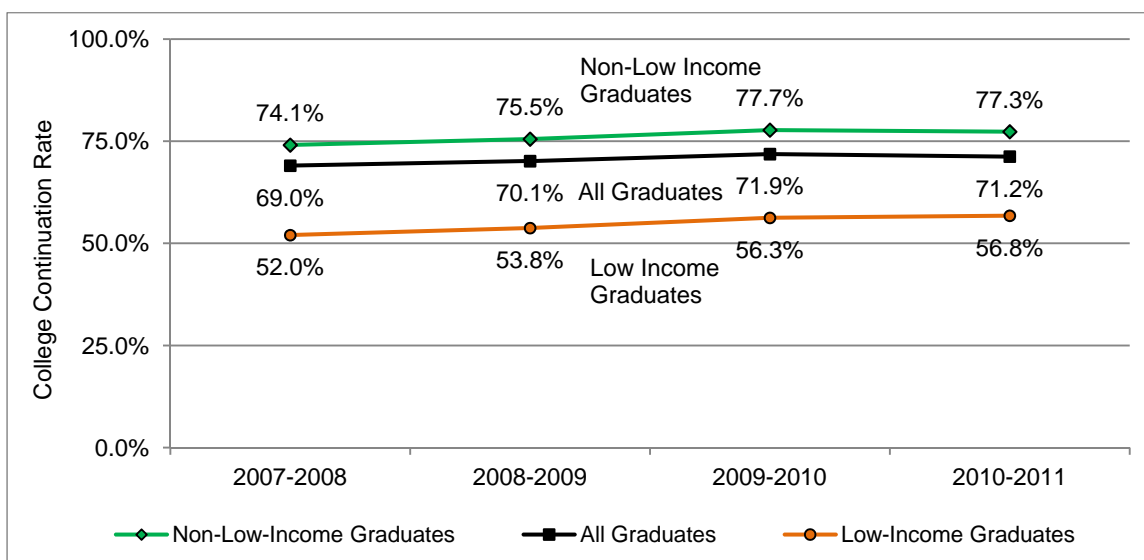
²The non-low-income students in this study included at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records 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.

College Continuation Rates for Public High School Graduates by Income Status

- Students from low-income households accounted for 30% of the Nebraska public high school graduates in 2010–2011, up from 23% in 2007–2008. Conversely, students from non-low-income households accounted for 70% of the graduates in 2009–2010, down from 77% in 2007–2008.
- As shown in [Figure 1.1.c.7](#), the college-going rate for low-income graduates was significantly lower than the continuation rate for non-low-income graduates for the classes of 2007–2008 through 2010–2011.
- The college-going rate for the low-income students increased 4.8 percentage points, from 52.0% in 2007–2008 to 56.8% in 2010–2011. In comparison, the college continuation rate for the students from non-low-income households increased 3.2 percentage points, from 74.1% in 2007–2008 to 77.3% in 2010–2011.

Figure 1.1.c.7

College Continuation Rates for Nebraska Public High School Graduates 2007–2008 through 2010–2011 by Student Income Status¹



¹Data Sources: Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 7, 2009; April 20, 2010, April 28, 2011, and April 24, 2012. See [Table A5.5a](#), [Table A5.6a](#), [Table A5.7a](#), and [Table A5.8a](#) in [Appendix 5](#) for supporting data.

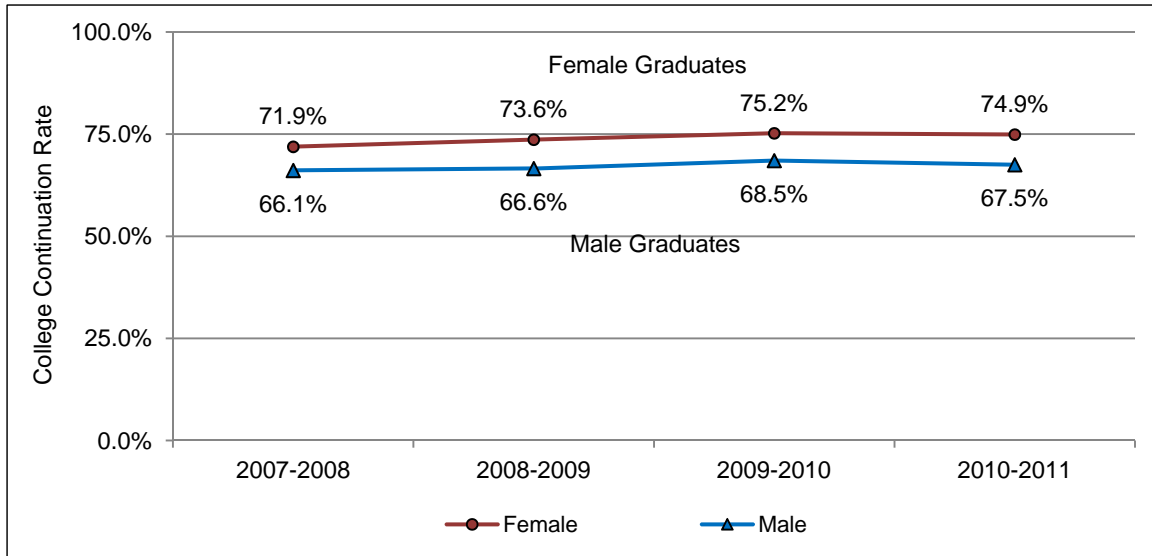
Gender Differences Between Statewide Public High School College Continuation Rates

- Female and male students each accounted for about 50% of the graduates of Nebraska's public high schools from 2007–2008 through 2010–2011.
- However, as shown in [Figure 1.1.c.8](#) on the next page, the college continuation rate for female students in each of these graduating classes was significantly higher than the college continuation rate for their male classmates.
- For the class of 2007–2008, the college-going rate for females was 71.9%, compared to 66.1% for males. Three years later, 74.9% of the females in the 2010–2011 graduating class continued on to college, compared to 67.5% of the male graduates.

- Over the four-year period, the difference between the college-going rates of male and female graduates increased from 5.8 percentage points in 2007–2008 to 7.4 percentage points in 2010–2011.

Figure 1.1.c.8

**College Continuation Rates for Nebraska Public High School Graduates
2007–2008 through 2010–2011 by Gender¹**



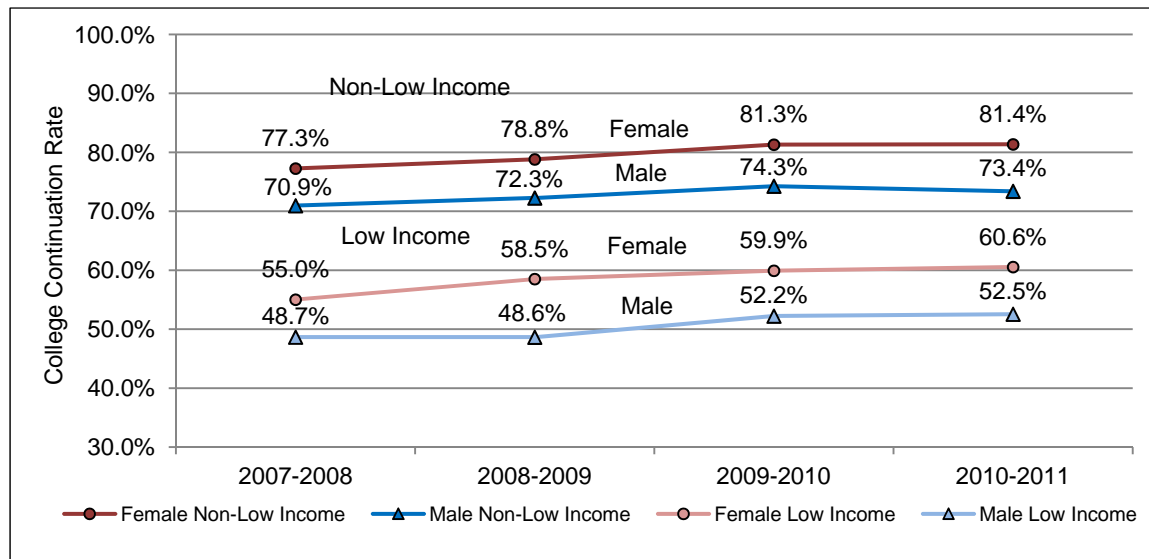
¹Data Sources: Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 7, 2009; April 20, 2010, April 28, 2011, and April 24, 2012. See [Table A5.5a](#), [Table A5.6a](#), [Table A5.7a](#), and [Table A5.8a](#) in [Appendix 5](#) for supporting data.

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

- Female students accounted for 52% or 53% of the low-income graduates and for 49% or 50% of the non-low-income graduates from Nebraska public high schools from 2007–2008 through 2010–2011.
- As shown in [Figure 1.1.c.9](#) on the next 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 between 2007–2008 and 2010–2011.
 - 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 2010–2011, 60.6% of the females continued on to college, compared to 52.5% 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. Three years later, 81.4% of the females continued on to college, compared to 73.4% 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 from 2007–2008 to 2010–2011 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.

Figure 1.1.c.9

College Continuation Rates for Nebraska Public High School Graduates 2007–2008 through 2010–2011 by Student Income Status and Gender¹



¹Data Sources: Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 7, 2009; April 20, 2010, April 28, 2011, and April 24, 2012. See [Table A5.5a](#), [Table A5.6a](#), [Table A5.7a](#), and [Table A5.8a](#) in [Appendix 5](#) for supporting data.

- Directly comparing the students in the two income categories in [figure 1.1.c.9](#) above 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 A5.5b](#), [Table A5.6a](#), [Table A5.6b](#), [Table A5.7a](#), [Table A5.7b](#), [Table A5.8a](#), and [Table A5.8b](#) 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.10](#) on the next page shows Nebraska’s college continuation rates for male and female graduates of the state’s public high schools in 2010-2011 compared to estimates of the college continuation rates for male and female students who graduated from all high schools in the United States in 2011.

The national estimates shown in [Figure 1.1.c.10](#) are based on data obtained from a supplement to the October 2011 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.

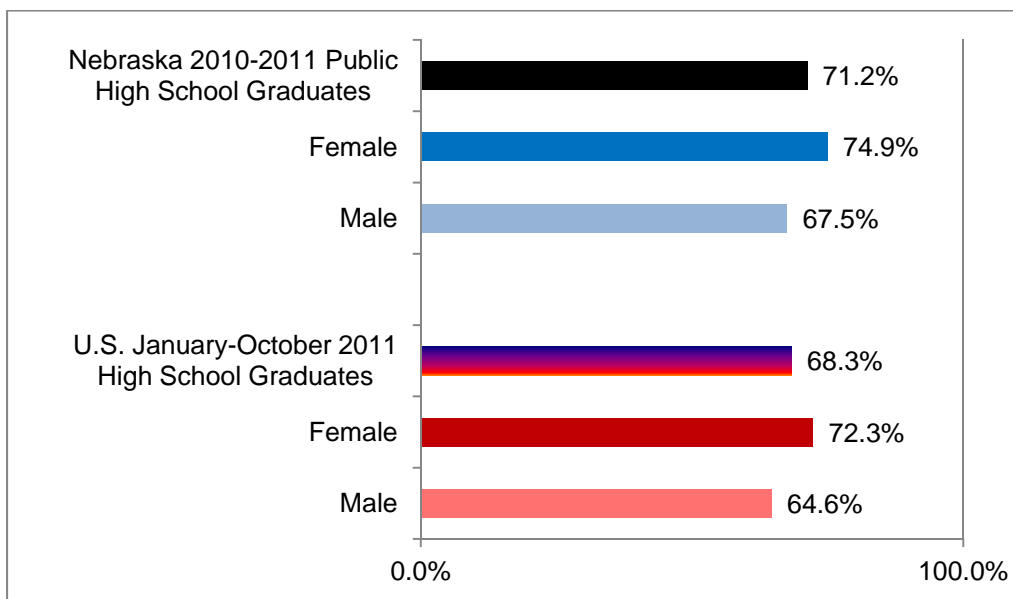
The U.S. Census Bureau conducts the October CPS supplement for the Bureau of Labor Statistics (BLS) in the U.S. Department of Labor. The annual BLS report on college enrollment and work activity of high school graduates is the only available source for estimated national college continuation rates by gender and race/ethnicity. The latest BLS report, released in

April 2012, provides estimates of the college continuation rates of students who graduated from high school during the period from January through October 2011.

- Figure 1.1.c.10 below shows the estimated overall college-going rate of 71.2% for Nebraska public high school students compared to the estimated rate of 68.3% for the United States.
- The estimated college continuation rate for females is 74.9% for Nebraska high school graduates compared to an estimated national rate of 72.3%.
- For males, the estimated college-going rate is 67.5% for Nebraska and 64.6% nationally.

The national estimates shown in Figure 1.1.c.10 did not include 2011 high school graduates who started college after the Current Population Survey (CPS) was conducted in October 2011. Also, since these estimates are based on data collected through the 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 2011 actually may be higher or lower than those reported in Figure 1.1.c.10. Nevertheless, it is safe to assume that the national rates shown below are good estimates.

Figure 1.1.c.10
College Continuation Rates
for 2010-2011 Nebraska Public High School Graduates by Gender
Compared to National Estimated Rates for 2011 High School Graduates¹



¹Data Sources: For Nebraska data, Nebraska Department of Education and the National Student Clearinghouse enrollment records, April 24, 2012. For national data, October 2011 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 2011 High School Graduates,” April 19, 2012, www.bls.gov/news.release/pdf/hsgec.pdf. Findings based on the BLS data also are available in the spreadsheet, “College Entrance and Participation Rates by Race/Ethnicity and Gender for Recent High School Graduates and Leavers,” available at www.postsecondary.org.

As explained earlier in this section, the Nebraska rates shown in Figure 1.1.c.10 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

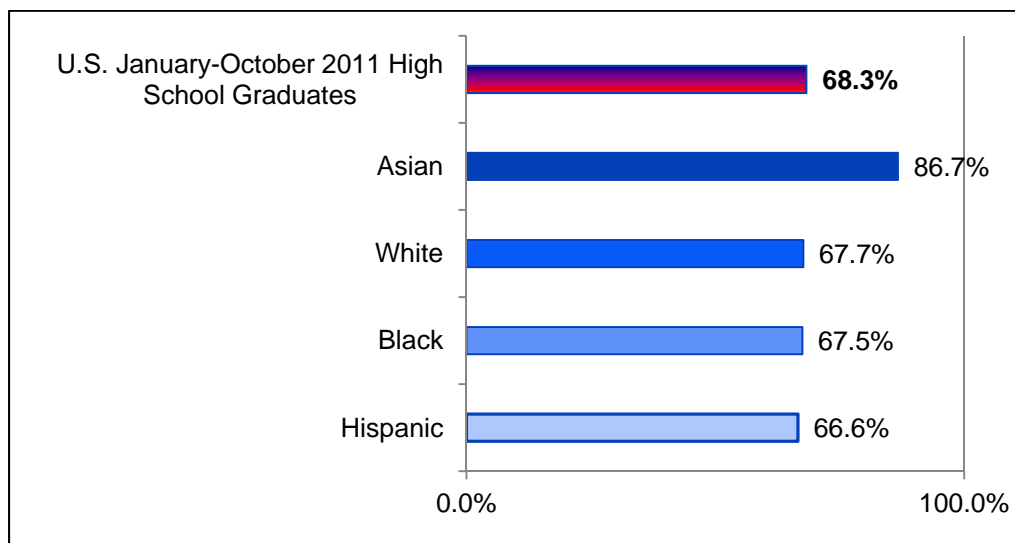
Nebraska’s public high school graduates, the rates presented in [Figure 1.1.c.10](#) are at least slightly underestimated. Given that the Nebraska statistics are underestimated to some degree and the reported national rates are only good estimates, a reasonable conclusion is that Nebraska’s college-going rates for male and female high school graduates probably are at least slightly higher than comparable national rates.

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.11](#) below shows the estimated national college continuation rates of students who graduated from high school during the period from June through October 2011 by their race/ethnicity. As this figure shows, the highest estimated rate was 86.7% for Asian high school graduates. The remaining estimated college-going rates were 67.7% for whites, 67.5% for blacks, and 66.6% for Hispanics.

Figure 1.1.c.11
Estimated National College Continuation Rates
for 2011 High School Graduates by Race/Ethnicity¹



¹Data Sources: October 2011 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 2011 High School Graduates,” April 19, 2012, www.bls.gov/news.release/pdf/hsgec.pdf. Findings based on the BLS data also are available in the spreadsheet, “College Entrance and Participation Rates by Race/Ethnicity and Gender for Recent High School Graduates and Leavers,” available at www.postsecondary.org. This Excel workbook includes a rate for white non-Hispanics by subtracting Hispanics from whites.)

The estimated college-going rates shown in [Figure 1.1.c.11](#) are noticeably higher than the rates based on the October 2010 Current Population Survey for 2010 high school graduates, except in the case of whites. For 2010, the estimated national college-going

rates were 84.0% for Asians, 68.6% for whites, 61.4% for blacks, and 59.6% for Hispanics. That these estimates tend to vary significantly from one year to another is due primarily to the fact that they are based on relatively small national samples of high school graduates who are surveyed each October. However, in spite of annual variations, the rank order of these estimates has been consistent from one year to the next, with Asians and whites having higher college-going rates than blacks and Hispanics.

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 50.6% in fall 2002 to 57.8% in fall 2010. Over the same eight-year period, the percentage who attended out-of-state institutions decreased from 11.6% to 11.2% for a total college continuation rate of 69.1% in fall 2010.¹ (See Table A5.3 in Appendix 5 for supporting data.)

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 2010 and compared to 2002 baseline data in the 2012 Nebraska Higher Education Progress Report. Since data collected in fall 2012 will not be available until mid-2013, the following analysis of data collected in fall 2010 is repeated in this section of the 2013 report.** Findings based on the 2012 data will be published in the *2014 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 2010.²

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.

¹The two rates add to 69.0%, rather than 69.1%, due to rounding.

²For 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.

Note: Findings reported in this section are significantly different than those published in the *2011 Nebraska Higher Education Progress Report* and previous editions of the report, due to reporting errors that have been corrected. See [Explanatory Note A6.2](#) in [Appendix 6](#) for information about these data adjustments.

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 2010, 1,384 more Nebraska-resident, first-time freshmen attended degree-granting institutions within one year of high school graduation. During the same period, 453 fewer Nebraska-resident first-time freshmen enrolled in college more than a year after they graduated from high school, as shown in [Table 1.2.1](#). As a result, the net total enrollment of Nebraska-resident, first-time freshmen at degree-granting institutions increased 931 students, or 5.2%, over the eight-year period.

**Table 1.2.1
Nebraska-Resident, First-Time Freshmen Enrolled at Degree-Granting Postsecondary Institutions Classified by Length of Time Since High School Graduation Fall 2004 through Fall 2010 Compared to Fall 2002¹**

Where Students Enrolled as First-Time Freshmen	Number and Percentage of Nebraska-Resident First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions						Change in the Number and Percentage of Students Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%	n	%
Graduated during the 12 Months Prior to College Enrollment	13,474	75.8%	13,565	78.9%	14,133	79.6%		
Graduated More than 12 Months Prior to College Enrollment	4,291	24.2%	3,626	21.1%	3,617	20.4%		
Total	17,765	100.0%	17,191	100.0%	17,750	100.0%		
	Fall 2008		Fall 2010				n	%
	n	%	n	%				
Graduated during the 12 Months Prior to College Enrollment	14,543	81.3%	14,858	79.5%			1,384	10.3%
Graduated More than 12 Months Prior to College Enrollment	3,353	18.7%	3,838	20.5%			-453	- 10.6%
Total	17,896	100.0%	18,696	100.0%			931	5.2%

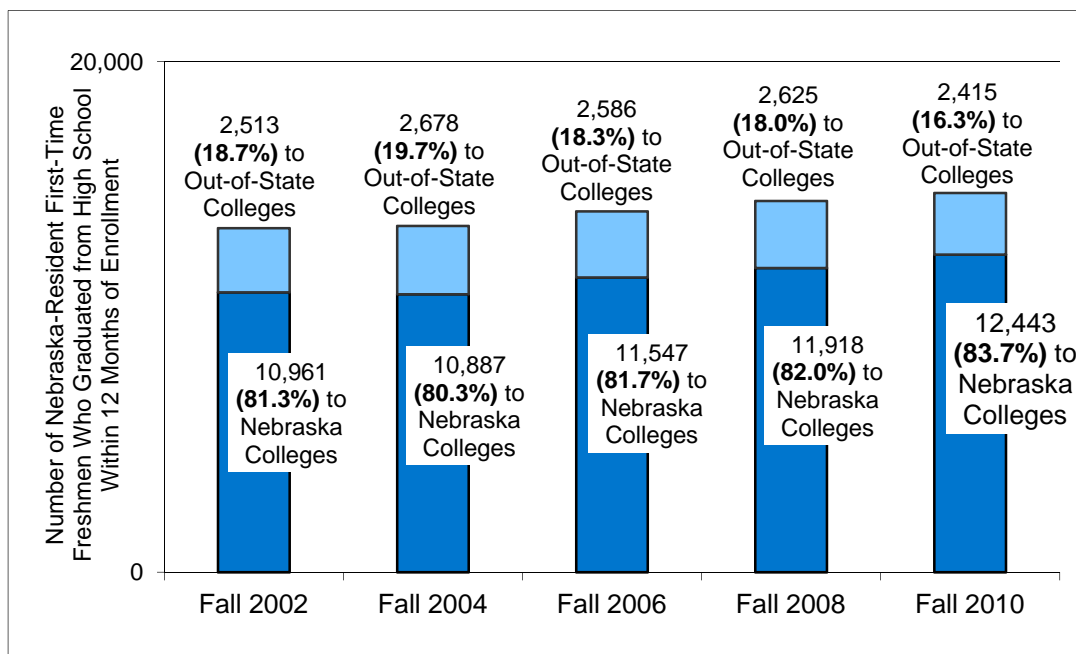
¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, and 2010 IPEDS surveys. Includes full-time and part-time students.

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 1,384 students between 2002 and 2010, shown in [Table 1.2.1](#) on the preceding page, is attributable to a decrease of 98 Nebraska-resident, first-time freshmen who enrolled at out-of-state degree-granting schools within 12 months of high school graduation that was offset by an increase of 1,482 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 2010 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.
- In fall 2010, only 16.3% of Nebraska-resident, first-time freshmen went to out-of-state colleges and universities within a year of graduating from high school, compared to 83.7% who attended schools in Nebraska.

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 2010¹



¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, and 2010 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 three of the five higher education sectors attracted more of these students in fall 2010 than in fall 2002. Specifically, enrollments of Nebraska-resident, first-time freshmen increased or decreased as follows:

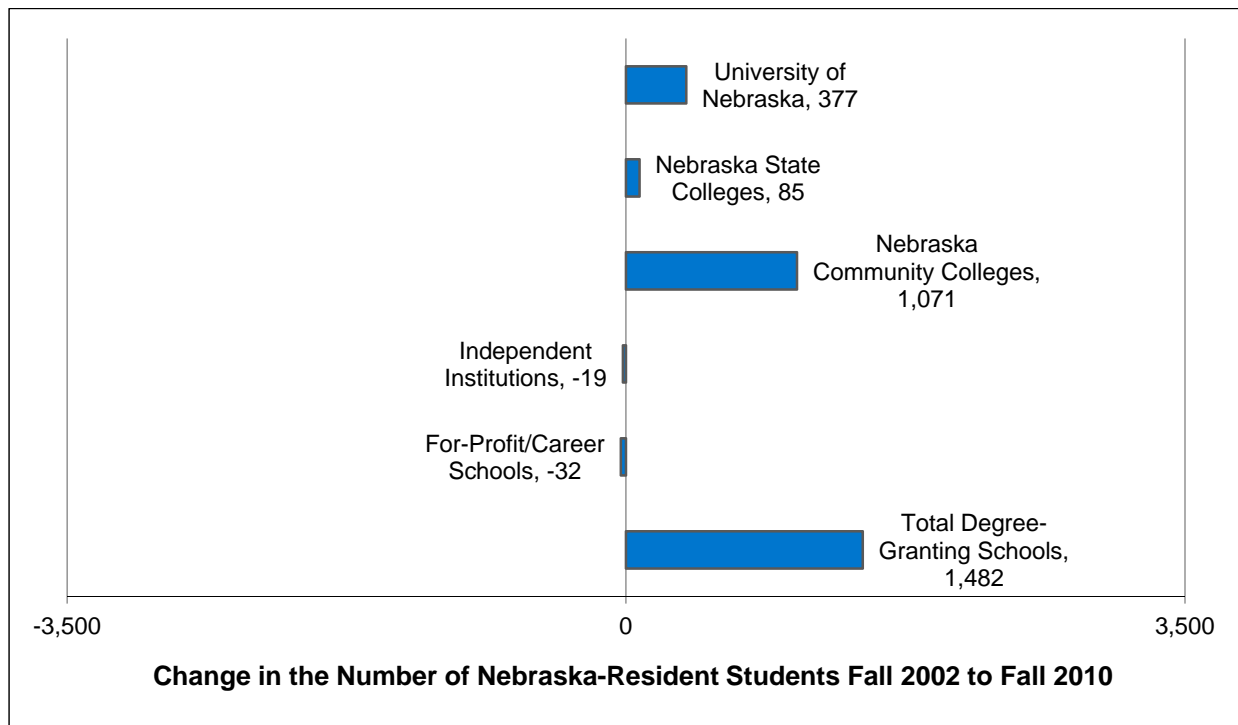
University of Nebraska	up 7.1%	5,313 in 2002 to 5,690 in 2010
Nebraska State College System	up 9.7%	880 in 2002 to 965 in 2010
Nebraska Community Colleges	up 36.7%	2,918 in 2002 to 3,989 in 2010
Nebraska independent institutions	down 1.1%	1,728 in 2002 to 1,709 in 2010
For-profit degree-granting schools	down 26.2%	122 in 2002 to 90 in 2010

See [Table A6.2](#) in [Appendix 2](#) for supporting data, including 2004 through 2008 enrollments.

- As mentioned previously, [out-of-state, degree-granting schools](#) attracted 98 fewer first-time freshmen from Nebraska in fall 2010 than in fall 2002, resulting in [a decrease in the percentage of recent high school graduates who went out of state to pursue their postsecondary education](#).

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 2010 Compared to Fall 2002¹



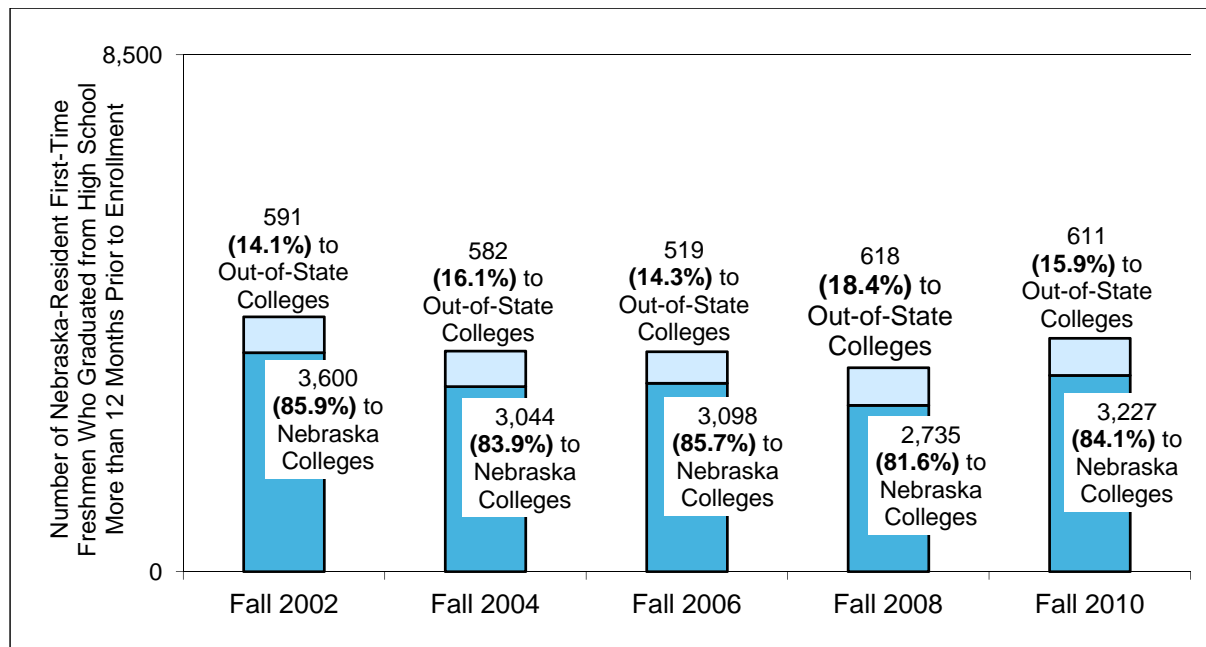
¹Data Source: National Center for Education Statistics, fall 2002 and fall 2010 IPEDS surveys. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data.

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 2010, there was a 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 below, 373 fewer of these freshmen attended Nebraska colleges in fall 2010 than in fall 2002, a decrease of 10.4%.
- In contrast, between 2002 and 2010, 20 more first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school, a 3.4% increase. (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 2010 than in fall 2002, while a higher percentage chose to go out of state. Specifically, 84.1% attended Nebraska colleges in 2010, compared to 85.9% in 2002. In 2010, 15.9% went to out-of-state schools, compared to 14.1% 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 2010¹



¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, and 2010 IPEDS surveys. Includes full-time and part-time students. See Table A6.3 in Appendix 6 for supporting data.

- As also illustrated in Figure 1.2.3 above, total enrollment at out-of-state and in-state schools decreased 20.0% (838 students) from 4,191 in fall 2002 to 3,353 in fall 2008. However, total enrollment of Nebraska students who attended college more than 12 months after high school graduation increased 14.5% (485 students) to 3,838 between fall 2008 and fall 2010, resulting in a net decrease of 8.4% (353 students) between fall 2002 and fall 2010. (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, except the community colleges, reported decreases in the number of Nebraska-resident, first-time freshmen who enrolled in college more than a year after high school graduation. These changes in enrollment can be summarized as follows:

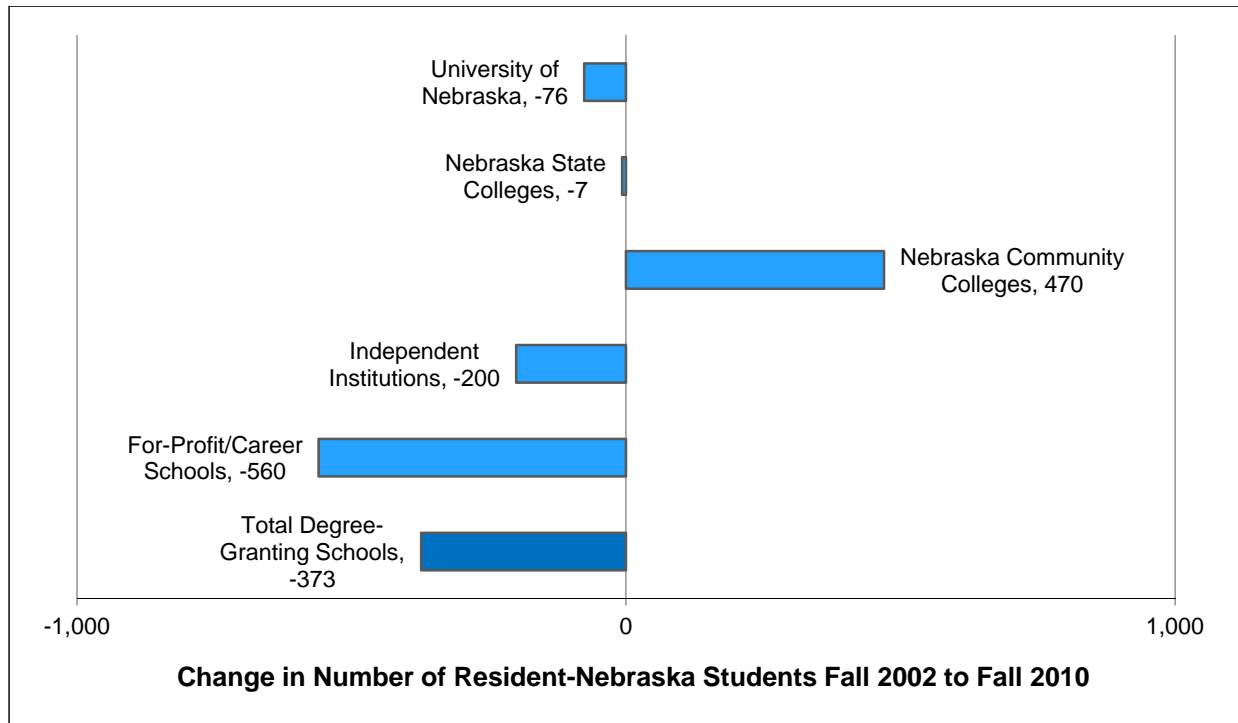
University of Nebraska	down 24.2% (-76)	314 in 2002 to 238 in 2010
Nebraska State College System	down 13.0% (-7)	54 in 2002 to 47 in 2010
Nebraska Community Colleges	up 25.6% (+470)	1,834 in 2002 to 2,304 in 2010
Nebraska independent institutions	down 63.3% (-200)	316 in 2002 to 116 in 2010
For-profit degree-granting schools	down 51.8% (-560)	1,082 in 2002 to 522 in 2010

See [Table A6.4](#) in [Appendix 2](#) for supporting data, including 2004 through 2008 enrollments.

- 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 independent institutions and the for-profit schools. In comparison, the University of Nebraska and the state colleges reported much smaller decreases in this category of students.

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 2010 Compared to Fall 2002¹**



¹Data Source: National Center for Education Statistics, fall 2002 and fall 2010 IPEDS surveys. Includes full-time and part-time students. See [Table A6.4](#) in [Appendix 6](#) for supporting data.

- As shown in [Figure 1.2.4](#) above, degree granting for-profit/career schools enrolled 560 fewer older, first-time freshmen in fall 2010 than they did in fall 2002. This decline is fully attributable to reduced enrollments reported by Vatterott College in Omaha and the Omaha and Lincoln campuses of Kaplan University, previously known as Hamilton College.

- As a result of 560 fewer students enrolling at the for-profit/career schools, this sector accounted for only 16% of the older, first-time freshmen enrolled at Nebraska degree-granting schools in fall 2010, compared to 30% in fall 2002.
- Collectively, Nebraska’s independent colleges and universities enrolled 200 fewer students in the “more than 12 months” first-time freshmen cohort in fall 2010 than in fall 2002. This decrease is attributable to Bellevue University enrolling 150 fewer students and Clarkson College enrolling 50 fewer students between fall 2002 and fall 2010. The other colleges and universities in the independent sector reported that their enrollments of students in this category were only slightly higher or lower in fall 2010 than they were in fall 2002.
- In comparison to the independent and for-profit sectors, the University of Nebraska and the Nebraska State College System experienced much smaller reductions in the numbers of older, first-time freshmen who were enrolled between fall 2002 and fall 2010: seven fewer students at the state colleges and 76 fewer at the university. Of the 76 fewer students at the university, 71 were reported by the University of Nebraska at Omaha.
- Nebraska’s community colleges have historically attracted 50% or more of the first-time freshmen who go to degree-granting colleges in Nebraska more than 12 months after they graduate from high school. As a result, it is not surprising that the community colleges reported a net increase of 470 students in this cohort between fall 2002 and fall 2010.
- As a result of the increase of 470 students in the community college sector and the decreases reported for the other sectors, the six community colleges accounted for 71.4% of the older, first-time freshmen from Nebraska who started college in 2010. In comparison, the other four sectors accounted for the following percentages of the enrollment of older, first-time freshmen: University of Nebraska, 7.4%; Nebraska State College System, 1.5%; independent colleges and universities, 3.6%; and the for-profit schools, 16.2%.
- Further analysis of the available data indicates that the net increase of 470 older, first-time freshmen at the community colleges was the result of declines in enrollment at two of the colleges that were offset by increases at the other four colleges:

Mid-Plains Community College	down 179 students	318 in 2002 to 139 in 2010
Western Nebraska Community College	down 85 students	213 in 2002 to 128 in 2010
Metropolitan Community College	up 80 students	783 in 2002 to 863 in 2010
Central Community College	up 85 students	160 in 2002 to 245 in 2010
Northeast Community College	up 122 students	106 in 2002 to 228 in 2010
Southeast Community College ¹	up 447 students	254 in 2002 to 701 in 2010

- In fall 2010, Metropolitan Community College and Southeast Community College together accounted for 1,564, or 48.5%, of the 3,227 Nebraska-resident, first-time freshmen who started college at Nebraska degree-granting schools more than a year after they graduated from high school, while the remaining four community colleges accounted for 740 of these students, or 22.9%.
- See [Table A6.4](#) in [Appendix 6](#) for a summary of enrollment changes by sector.

¹The increase in enrollment at Southeast Community College is an estimate, based on adjustments of the enrollment data Southeast originally reported for fall 2002. See [Explanatory Note A6.2](#) in [Appendix 6](#).

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 2010, were compared to 2002 baseline statistics in the *2012 Nebraska Higher Education Progress Report*. **The analysis reported in 2012 is repeated in this section of the 2013 report, since data collected for fall 2012 will not be available until mid-2013.** Findings based on the fall 2012 data will be compared to 2002 baseline data in the *2014 Nebraska Higher Education Progress Report*.

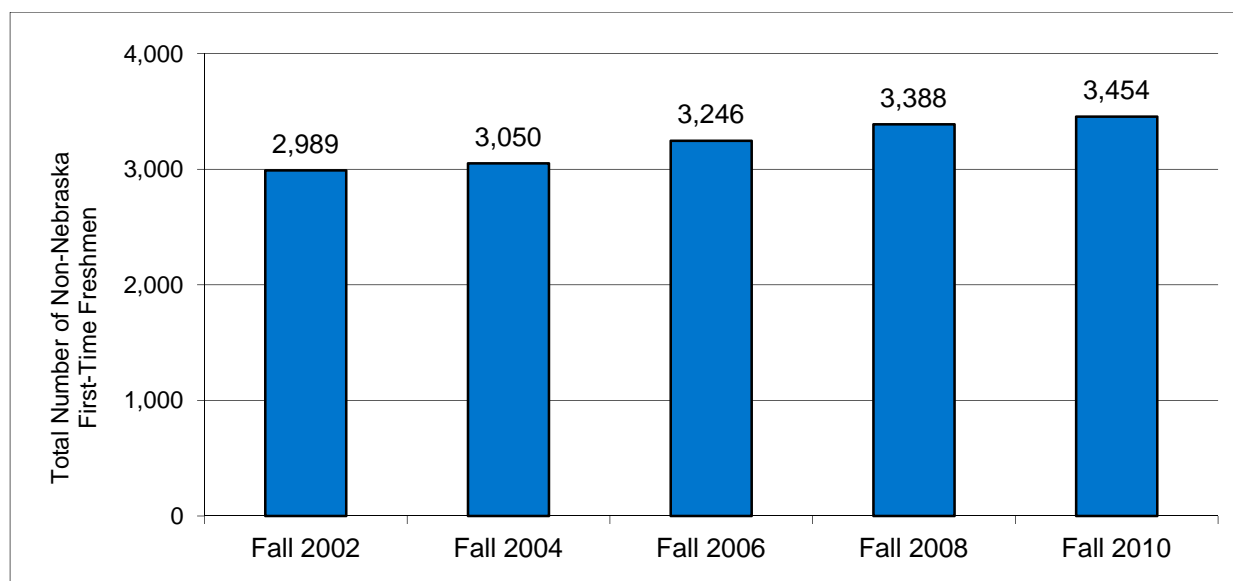
Note: Some findings reported in this section are different than those published in the *2011 Nebraska Higher Education Progress Report* and previous editions of the report, due to reporting errors that have been corrected. See [Explanatory Note A6.2](#) in [Appendix 6](#) for information about these data adjustments.

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 465, or 15.6%, more non-Nebraska, first-time freshmen in fall 2010 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 2010¹



¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, and 2010 IPEDS surveys. Includes full-time and part-time students.

- Non-Nebraska students include out-of-state and foreign students. The University of Nebraska-Lincoln enrolled 808 (23.4%) of the non-Nebraska, first-time freshmen in fall 2010, up from 624 (20.9%) in fall 2002. Creighton University enrolled 737 (21.3%) of the non-Nebraska, first-time freshmen in fall 2010, up from 15.9% in fall 2002. In comparison, only five or six other schools enrolled more than 100 non-Nebraska, first-time freshmen, and two-thirds of Nebraska's colleges and universities enrolled fewer than 50 non-Nebraskan, first-time freshmen in fall 2002 or fall 2010.
- Creighton University attracted 262 more non-Nebraska, first-time freshmen in fall 2010 than it enrolled in fall 2002. The University of Nebraska-Lincoln attracted 184 additional non-Nebraska, first-time freshmen between fall 2002 and fall 2010. Consequently, these two institutions accounted for 446, or 95%, of the 465 additional non-Nebraska, first-time freshmen that were enrolled at Nebraska's degree-granting and non-degree-granting schools.

(See Table A6.9 in Appendix 9 for supporting data on total non-Nebraska, first-time freshmen by institution.)

- 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. In 2010, only 0.3% of all non-Nebraska, first-time freshmen attended non-degree granting schools within the state, while 99.7% attended 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 2010, degree-granting institutions in Nebraska attracted a noticeably higher number of non-Nebraskans who went to college within a year of high school graduation. The state also attracted a slightly higher number of out-of-state and foreign students who started college more than a year after they graduated from high school. Both of these trends are evidenced in Table 1.3.1 on the next page.
- As shown in Table 1.3.1, the net enrollment of out-of-state and foreign students at Nebraska degree-granting institutions increased by 504 students, or 17.2%, between 2002 and 2010. 484 (96%) of these students graduated from high school during the 12 months prior to their college enrollment. The remaining 20 students started college more than a year after high school graduation.
- In fall 2002, Nebraska degree-granting institutions attracted 2,458 non-Nebraska, first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 2,942 non-Nebraskans in 2010, a 19.7% increase of 484 students, as evidenced in Table 1.3.1.
- In 2010, Nebraska degree-granting colleges and universities attracted 500 non-Nebraskans who started college more than 12 months after high school graduation, a 4.2% increase of 20 students, as also shown in Table 1.3.1.

**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 2010 Compared to Fall 2002¹**

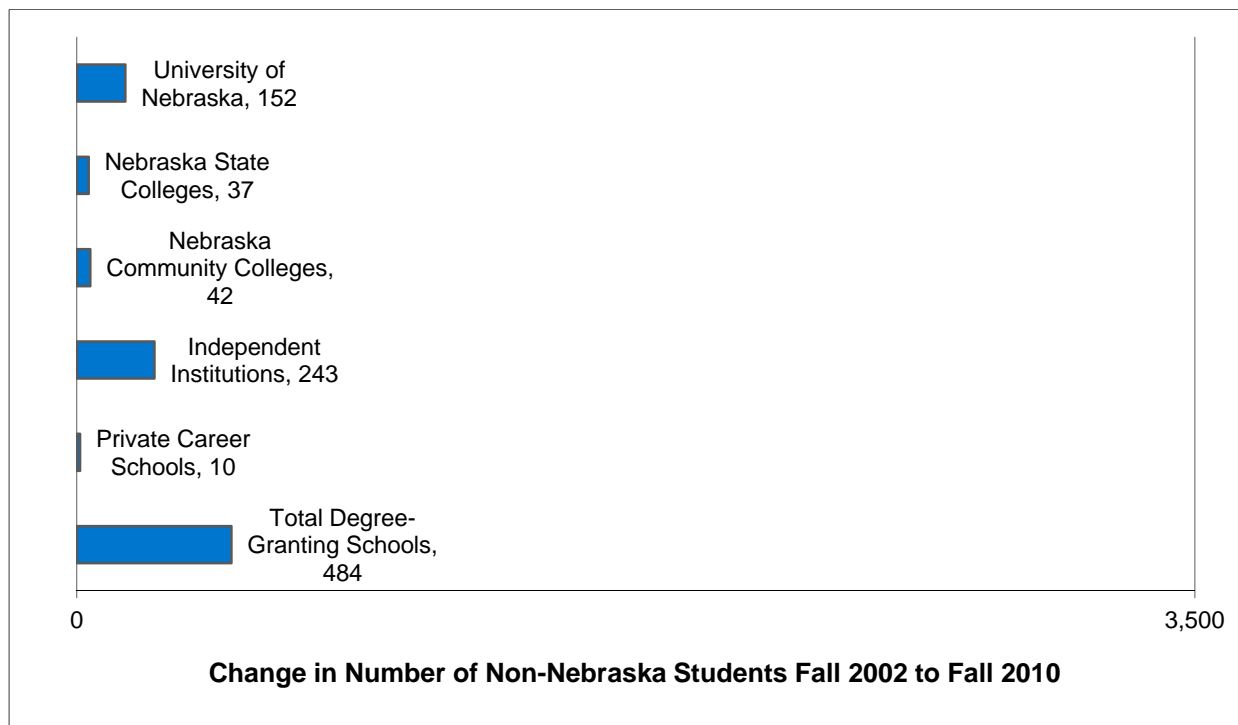
Length of Time Since High School Graduation	Number and Percentage of Non-Nebraska First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions						Change in the Number and Percentage of Students Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Graduated during the 12 Months Prior to College Enrollment	2,458	83.7%	2,424	80.8%	2,783	86.5%		
Graduated More than 12 Months Prior to College Enrollment	480	16.3%	576	19.2%	435	13.5%		
Total	2,938	100.0%	3,000	100.0%	3,218	100.0%		
Length of Time Since High School Graduation	Fall 2008		Fall 2010				n	%
	n	%	n	%				
Graduated during the 12 Months Prior to College Enrollment	2,961	87.9%	2,942	85.5%			484	19.7%
Graduated More than 12 Months Prior to College Enrollment	407	12.1%	500	14.5%			20	4.2%
	3,368	100.0%	3,442	100.0%			504	17.2%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, and 2010 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.

- As shown in [Figure 1.3.2](#) below, almost 50% of the net increase of 484 students who started college within 12 months of high school graduation is attributable to the increased number of non-Nebraskans who attended independent colleges and universities between fall 2002 and fall 2010.
- The University of Nebraska, the Nebraska State College System, and Nebraska's community 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 2010 than in 2002. (See [Table A6.6](#) in [Appendix 6](#) for the supporting data.)
- See [Table A6.7](#) in [Appendix 6](#) for more information on the small increase in 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 2010 Compared to Fall 2002¹



¹Data Source: National Center for Education Statistics, fall 2002 and fall 2010 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 that is illustrated in [Figure 1.3.2](#) 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 A6.8e 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 2010. 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

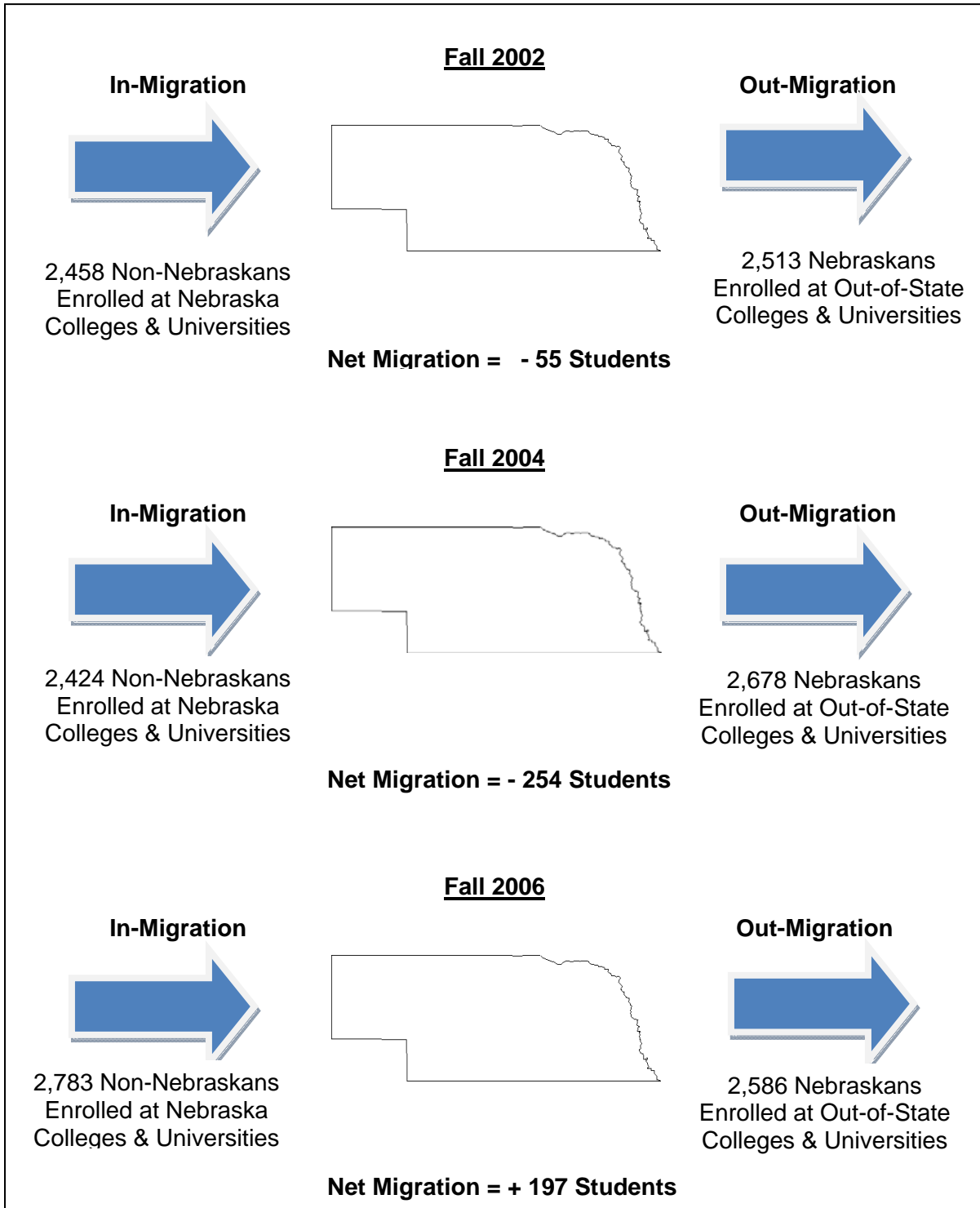
Data summarized in the preceding sections can be used to calculate the net migration of first-time freshmen who attended degree-granting colleges and universities within one year of high school graduation, as illustrated in Figure 1.3.3 on the next two pages.¹

- In fall 2002 and fall 2004, more first-time freshmen who attended degree-granting schools within a year of graduating from high school left Nebraska to go to college than came to Nebraska to begin their postsecondary education.
- While the difference in net migration between fall 2002 and fall 2004 was only 199 students, this change was in the opposite direction of what is desirable for the state.
- About the same numbers of out-of-state and foreign, first-time freshmen who recently graduated from high school were attracted to Nebraska postsecondary institutions in fall 2002 and fall 2004. However, in fall 2004, a 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, fall 2008, and fall 2010, 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, a positive net migration of 336 students in fall 2008, and a positive net migration of 527 students in fall 2010.

¹ The net migration numbers reported in this section are the best possible estimates, given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans for fall 2002, 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. In September 2011, Concordia University's lack of information for 2002 was discovered to be a reporting error that could be corrected through perturbing the data. (See Explanatory Note A6.1 in Appendix 6 for further information about the data adjustments that were made.) There probably are similar reporting errors in other states where Nebraska first-time freshmen attended colleges in fall 2002, 2004 or 2006, but there is no way of knowing how Nebraska's net migration numbers should be adjusted to compensate for such errors.

Figure 1.3.3

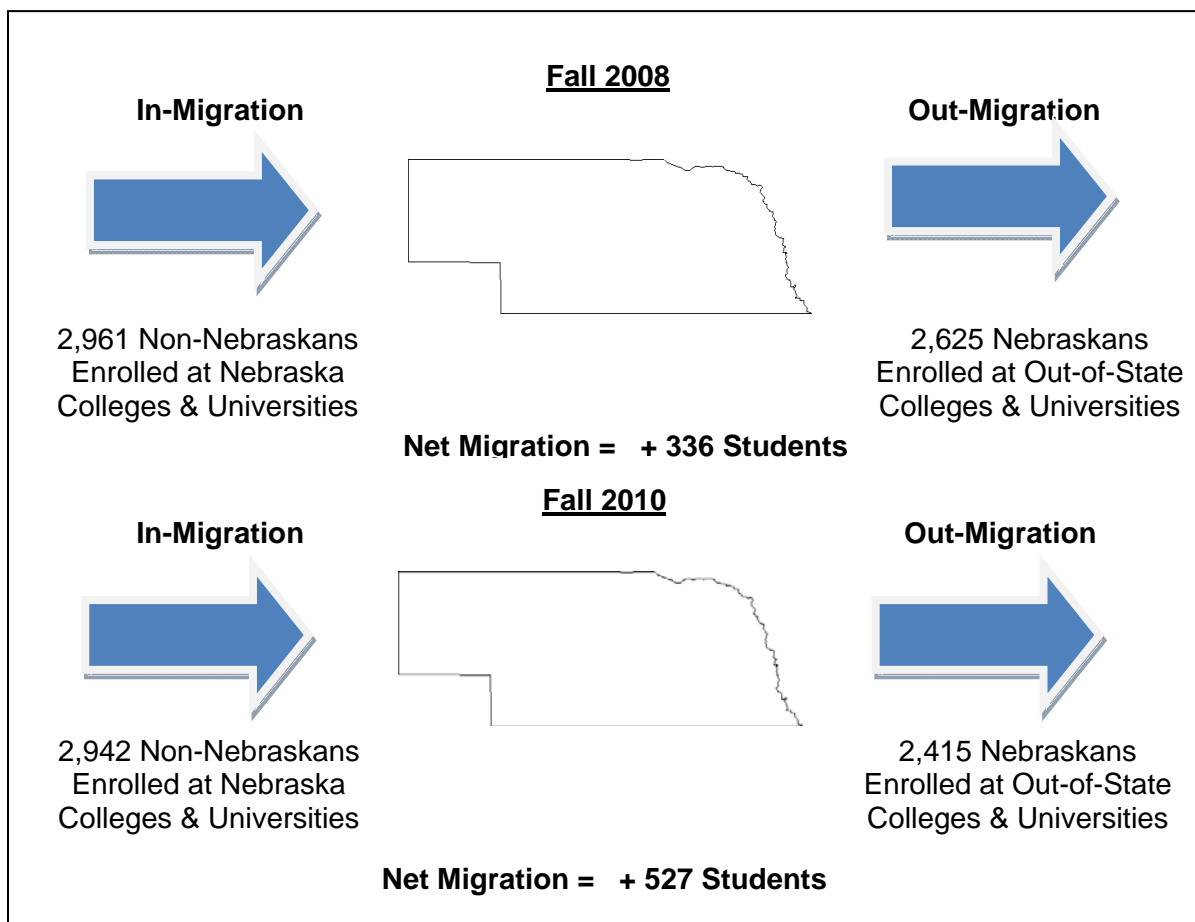
**Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation
Fall 2002–Fall 2010¹**



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 2010¹**



¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008, and 2010 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 A6.10](#) 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 2011, the latest period for which data are available. (Estimated enrollments for fall 2012 are not available by race/ethnicity.)

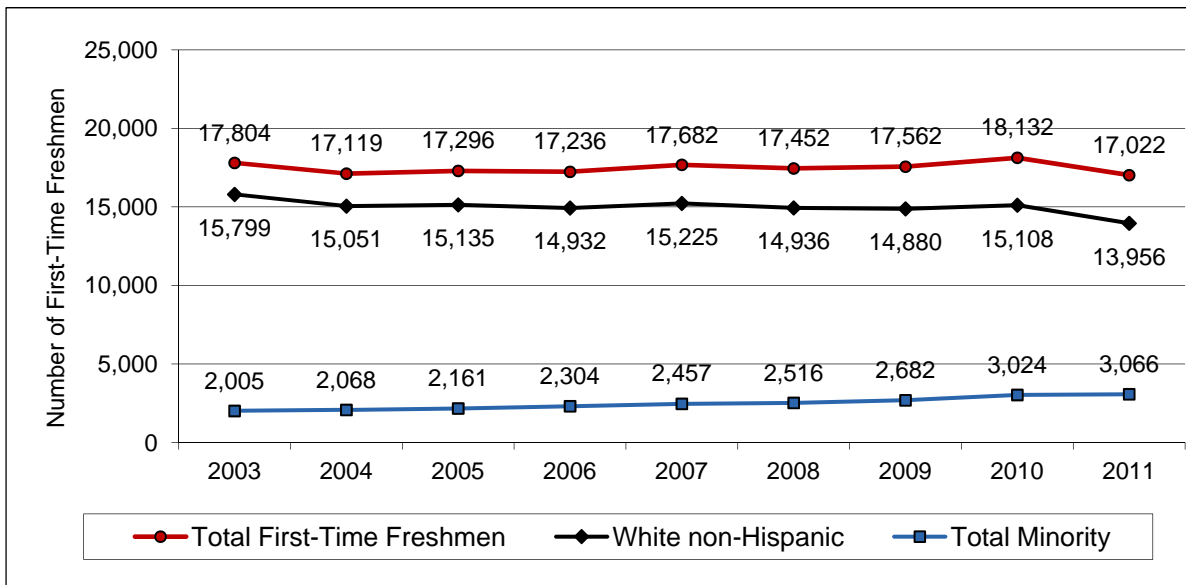
See Explanatory Note A7.1 in Appendix 7 for information about data adjustments that have been made to correct reporting errors in 2006 through 2008 and 2010.

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

- In fall 2011, a total of 17,022 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions, a 4.4% decrease from the total of 17,804 first-time freshmen of known race/ethnicity in fall 2003.
- As shown in Figure 1.4.1 on the next page, first-time freshmen enrollment decreased about 4% between fall 2003 and fall 2004, was relatively stable between fall 2004 and fall 2010, and then decreased 6.1% between fall 2010 and fall 2011.
- As also shown in Figure 1.4.1, the enrollment of white non-Hispanics decreased 7.6% between fall 2010 and fall 2011, while there was a 1.4% increase between fall 2010 and fall 2011 in the number of minority students who were first-time freshmen.
- Between fall 2003 and fall 2011, there was a 11.7% decrease in white non-Hispanic first-time freshmen, while minority enrollments of first-time freshmen increased 52.9%. As a result, minority students accounted for a higher percentage of total first-time freshmen enrollment in fall 2011 than in fall 2003.
- In fall 2003, white non-Hispanics accounted for 88.7% of the first-time freshmen, while minorities accounted for 11.3%. Of the first-time freshmen enrolled in fall 2011, 82.0% were white non-Hispanics, while 18.0% were minorities, an increase of 6.7 percentage points.
- As shown in Figure 1.4.2 on the next page, higher numbers of Hispanics, black non-Hispanics, Asians/Pacific Islanders, and Native Americans were enrolled in college in fall 2011 than in fall 2003.
- The net effect of these changes is that there were 1,061 more minority students attending Nebraska colleges as first-time freshmen in fall 2011 than in fall 2003, an increase of 52.9%. In comparison, there were 1,843 fewer white non-Hispanic first-time freshmen in Nebraska's postsecondary education system in fall 2011 than in fall 2003, a decrease of 11.7%.

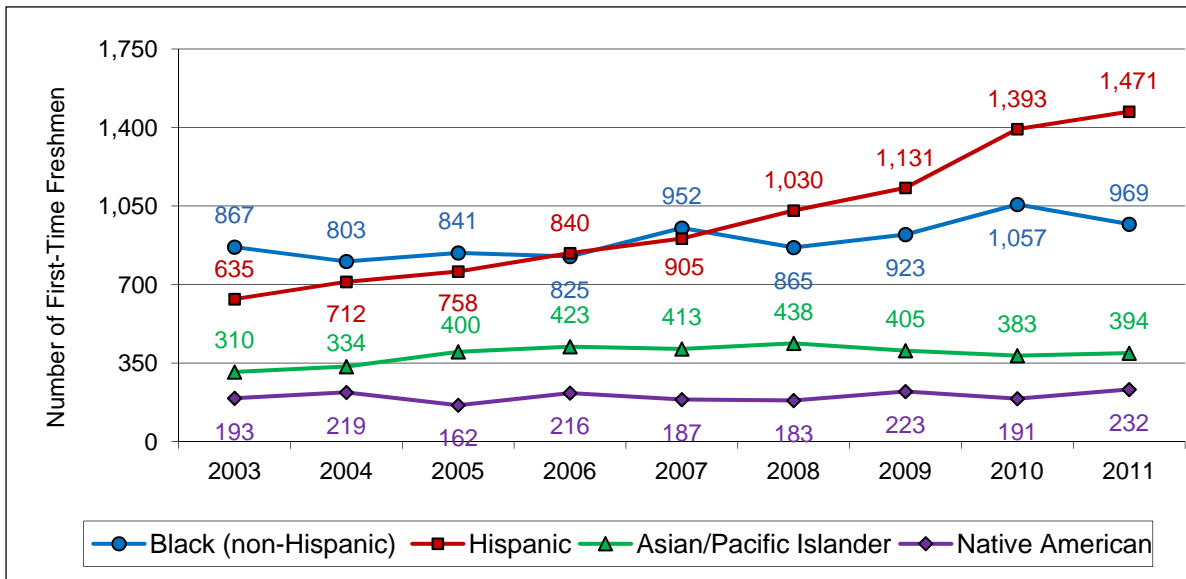
See Table A7.1 and Table A7.2 in Appendix 7 for supporting data.

Figure 1.4.1
Numbers of White Non-Hispanic and Minority First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2003 to Fall 2011¹



¹Data Source: National Center for Education Statistics, 2003 through 2011 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.

Figure 1.4.2
Numbers of Minority Students Enrolled as First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2003 to Fall 2011¹



¹Data Source: National Center for Education Statistics, 2003 through 2011 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.

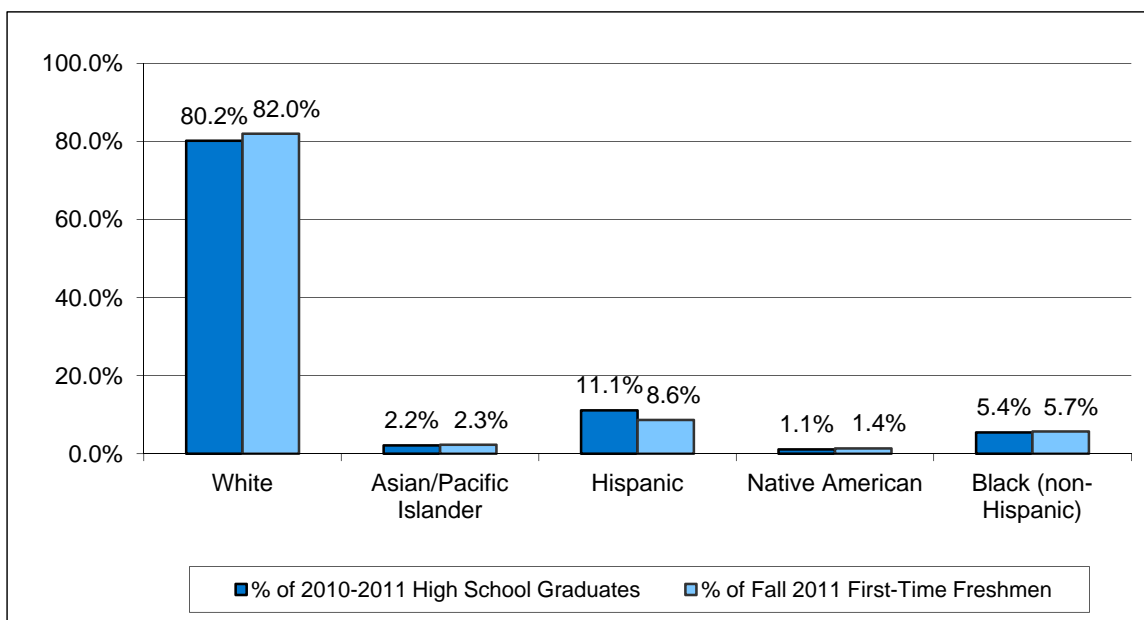
Racial/Ethnic Representation in Nebraska’s Postsecondary Education System Fall 2011

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

- As evidenced in section 1.1.a of this report, disproportionately lower percentages of black non-Hispanics, Hispanics and Native Americans graduate from Nebraska high schools as a result of the fact that their graduation rates are significantly lower than the high school graduation rates for white non-Hispanics and Asians/Pacific Islanders.
- However, as illustrated in [Figure 1.4.3](#) 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 2011.
- 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 1.4.3

Percentages of 2010–2011 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2011 by Race/Ethnicity



¹Data Sources: Nebraska Department of Education, February 2012, and the National Center for Education Statistics, fall 2011 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 A7.2](#) in [Appendix 7](#) for supporting data.

- In fall 2011, white non-Hispanics, Asians/Pacific Islanders, Native Americans, and black non-Hispanics were slightly overrepresented or 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 2010–2011.
- Hispanics, on the other hand, were underrepresented in fall 2011, accounting for 11.1% of Nebraska's high school graduates in 2010–2011, but representing 8.6% of the first-time freshmen who were enrolled at Nebraska colleges in fall 2011.

See the last section of [Table A7.2](#) in [Appendix 7](#) for supporting data.

A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2011

Determining if there was any change between fall 2003 and fall 2011 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 2010–2011 than in 2002–2003. However, comparing the percentage distributions of high school graduates in 2002–2003 and 2010–2011 to the percentage distributions of first-time freshmen in fall 2003 and fall 2011 reveals that, compared to the first-time freshmen who started college in 2003:

- (1) Hispanics were more underrepresented in the fall 2011 freshmen class than in 2003.
- (2) Asians/Pacific Islanders were slightly and about equally overrepresented among the first-time freshmen in fall 2003 and fall 2011.
- (3) Native Americans were slightly and equally represented among first-time freshmen in fall 2003 and fall 2011.
- (4) Black non-Hispanics were less overrepresented in the fall 2011 freshmen class than in fall 2003.
- (5) White non-Hispanics were slightly underrepresented in fall 2003 but overrepresented in fall 2011.

In summary, the overall pattern of representation of the five racial/ethnic groups in fall 2011 was similar to the pattern in fall 2003, except for the shift to the overrepresentation of white students and the increased underrepresentation of Hispanics.

See [Table A7.2](#) in [Appendix 7](#) for supporting data.

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

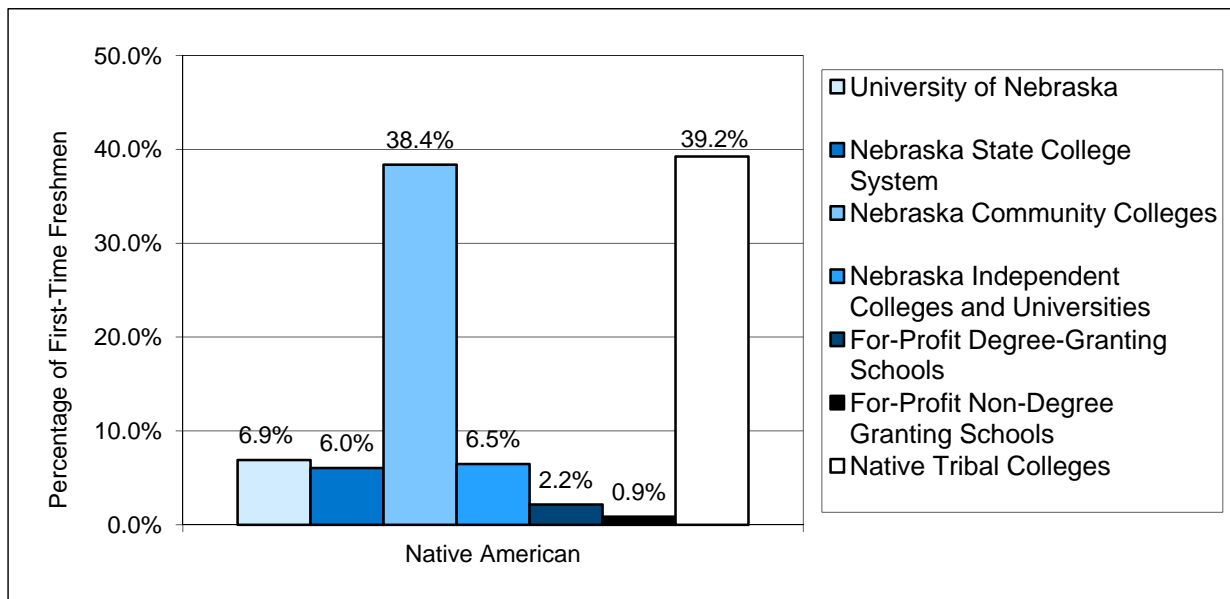
Another approach to analyzing the representation of white non-Hispanics and minorities is to examine the percentage of students in each racial/ethnic group who attend each of the major types of institutions within Nebraska's postsecondary education system. For the purposes of statewide analysis, two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

- As shown in [Figure 1.4.4](#), 91 (39.2%) of the 232 Native Americans who were first-time freshmen in fall 2011 attended Little Priest Tribal College or Nebraska Indian Community College, while 15 (6.5%) chose to enroll at other independent colleges and universities.
- As also shown in [Figure 1.4.4](#), 38.4% of the Native American, first-time freshmen attended the state’s community colleges, 6.9% enrolled at the University of Nebraska, and 6.0% went to Nebraska’s state colleges in fall 2011. About 3% attended schools in the degree-granting or non-degree-granting, for-profit sectors.

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

Figure 1.4.4

Nebraska Enrollment of Native American, First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions Fall 2011¹ (Bars are in order of Legend from Left to Right)



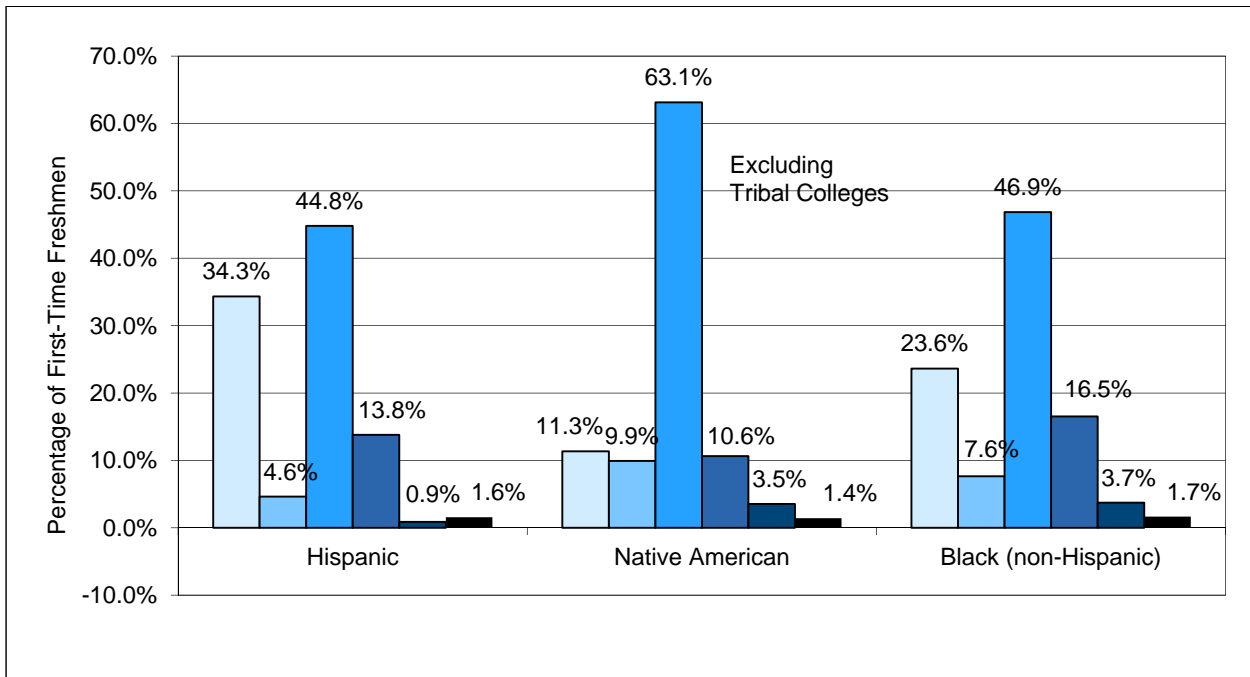
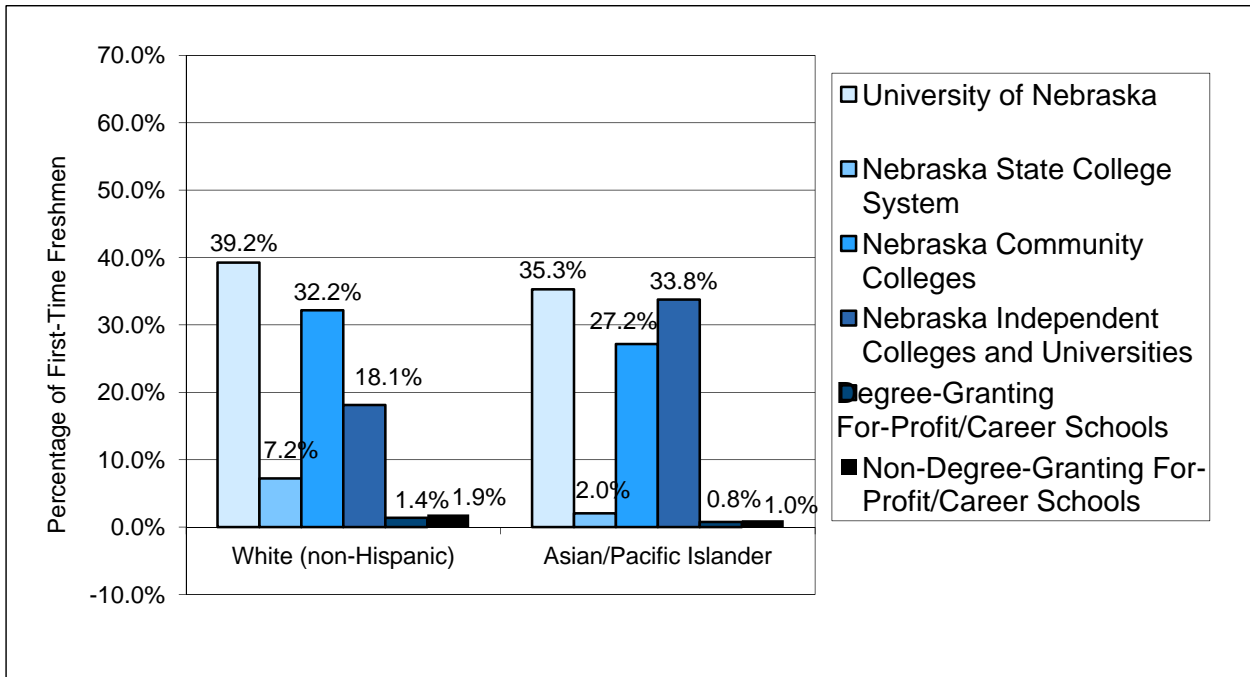
¹Data Source: National Center for Education Statistics, fall 2011 IPEDS survey. Includes part-time students, but not foreign students or students of unknown race/ethnicity. See last page of [Table A7.3](#) in [Appendix 7](#) for supporting data.

- [Figure 1.4.5](#) on the next page shows the percentages of the first-time freshmen in each of the five major racial/ethnic groups who attended the major types of institutions within Nebraska’s postsecondary education system in fall 2011, excluding the two native tribal colleges in the analysis of Native American enrollments.
- The attendance patterns shown in [Figure 1.4.5](#) for fall 2011 are generally the same as those from fall 2005 through fall 2010, except for a general decline in the percentage of black non-Hispanics who have started college at the degree-granting, for-profit career schools and a corresponding increase in the percentage who started college at independent institutions.¹

¹See 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 Progress Report* for comparable information for fall 2006, pages 73 and 76 of the *2009 and 2010 Progress Reports* for the analysis of comparable data for fall 2007 and fall 2008, respectively, page 85 of the *2011 Progress Report* for the 2009 analysis, and page 92 of the *2012 Progress Report* for the attendance pattern in 2010.

Figure 1.4.5

**Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity
Fall 2011¹ (Bars are in order of Legend from Left to Right)**



¹Data Source: National Center for Education Statistics, fall 2011 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 A7.3](#) in [Appendix 7](#) for supporting and comparable data for fall 2003 through 2011.

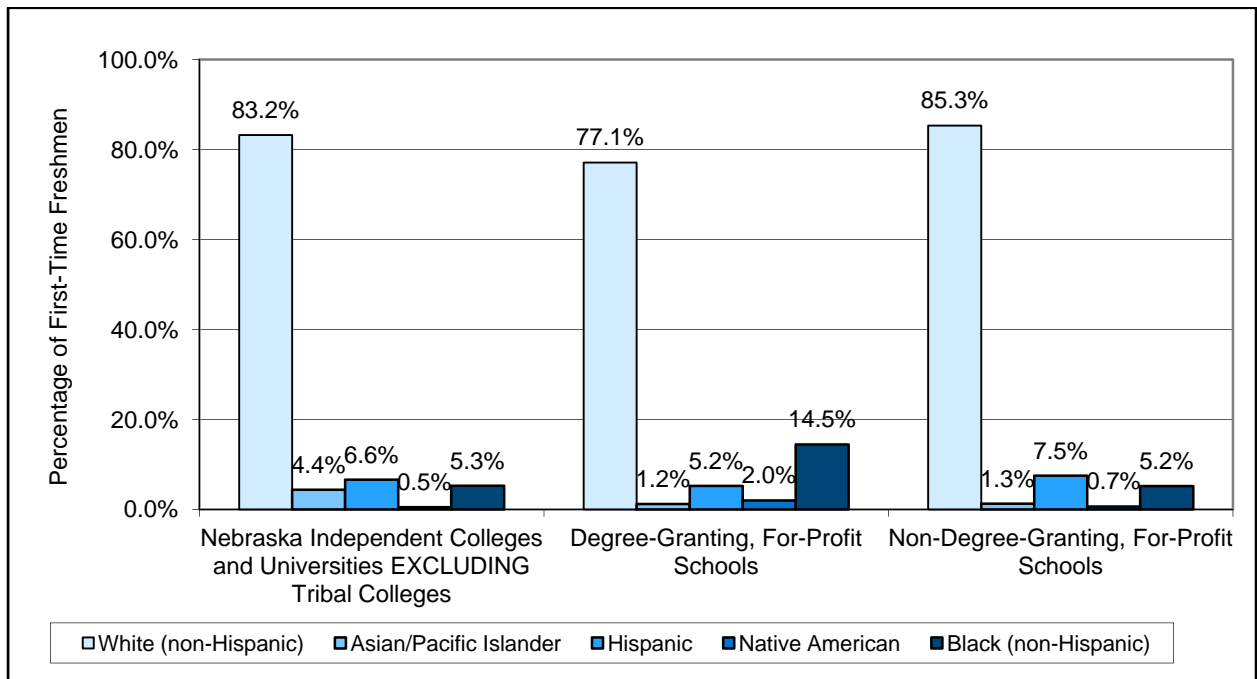
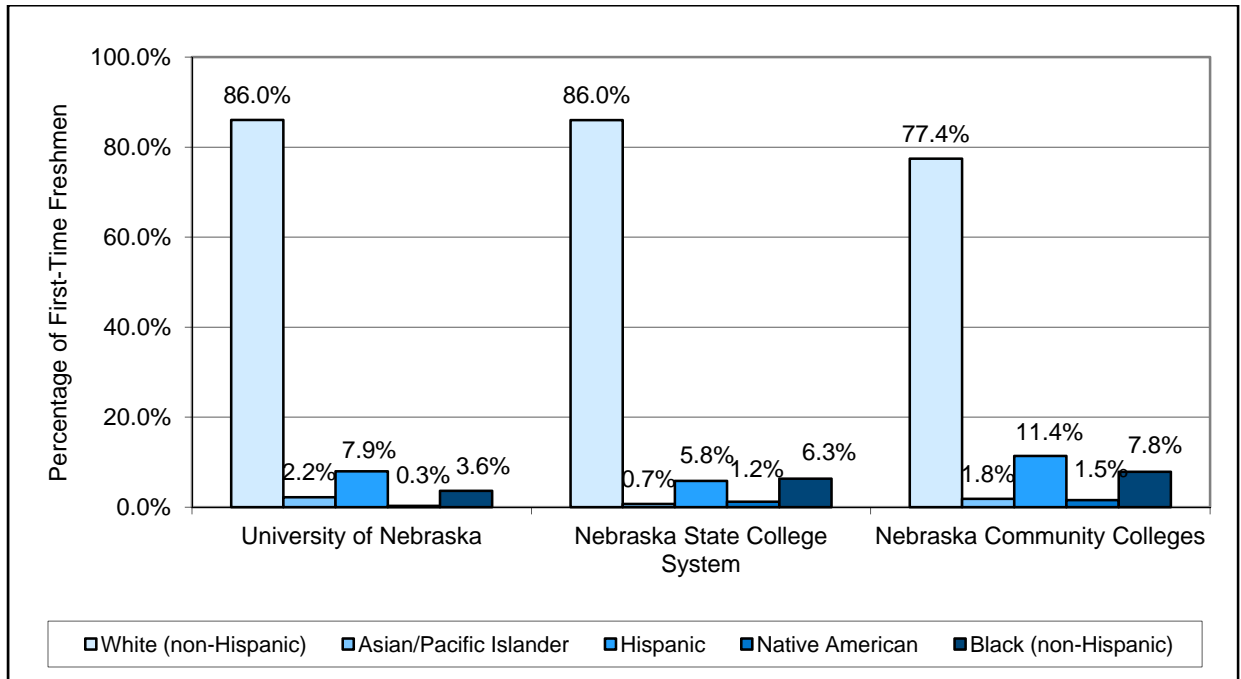
- As evidenced in [Figure 1.4.5](#) on the previous page, white non-Hispanics most frequently enrolled as first-time freshmen at the schools constituting the University of Nebraska and the state's community colleges in fall 2011. In comparison, about half as many white non-Hispanics chose to enroll at 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 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. About equal percentages of Asians/Pacific Islanders and Hispanics enrolled at the University of Nebraska, but the university attracted lower percentages of the Native Americans and black non-Hispanics who were first-time freshmen in fall 2011.
- Referring to [Figure 1.4.5](#), a higher percentage of Hispanics enrolled at Nebraska's community colleges, compared to white non-Hispanic or Asian/Pacific Islander first-time freshmen. Also compared to white non-Hispanics, lower percentages of Hispanic first-time freshmen chose to attend the state colleges, independent institutions, or for-profit schools in fall 2011.
- If the tribal colleges are excluded from the independent sector, as shown in [Figure 1.4.5](#) on the previous page, the first-time freshmen enrollment pattern for Native Americans in fall 2011 is dominated by the high percentage of these students who enroll at the state's community colleges. In comparison, far lower percentages go to the schools constituting the University of Nebraska, the state college, independent institutions or for-profit/career schools.
- In 2011, the first-time freshmen enrollment pattern of black non-Hispanics shared common characteristics with the Hispanics and Native Americans. Like Hispanics and Natives, black first-time freshmen were most likely to enroll at the state's community colleges. However, compared to Hispanics and Natives, a higher percentage of black non-Hispanics started at independent institutions. Compared to Natives, a higher percentage of black non-Hispanics started college at the University of Nebraska, but the percentage of blacks going to the university continued to be 10 to 15 percentage points lower than the percentages of white non-Hispanics, Asian/Pacific Islanders, and Hispanics who enrolled at the university as first-time freshmen.

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 2011, their representation varied across the six sectors of higher education, as shown in [Figure 1.4.6](#) on the next page. Native Americans accounted for 84% of the combined first-time freshmen enrollment of Little Priest Tribal College and Nebraska Indian Community College in fall 2006, 77% of their enrollment in fall 2007, 94% in fall 2008, 96% in fall 2009, 100% in fall 2010, and 94% in fall 2011. Consequently, these two schools are excluded from the sector of independent colleges and universities in the following analysis so that this sector can be more clearly compared to the other sectors in [Figure 1.4.6](#).¹

¹See [Table A7.4](#) 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 2011, including and excluding Little Priest Tribal College and Nebraska Indian Community College.

Figure 1.4.6
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2011¹



¹Data Source: National Center for Education Statistics, fall 2011 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 the independent sector for this chart.

See [Table A7.4](#) and [Table A7.5](#) in [Appendix 7](#) for supporting data and comparable data for fall 2003 through fall 2011.

- The analysis summarized in [Figure 1.4.6](#) 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 quite similar in fall 2011, with these exceptions:
 - Hispanics and black non-Hispanics accounted for higher percentages of the first-time freshmen at the community colleges.
 - Hispanics accounted for a slightly lower percentage of the first-time freshmen enrolled within the Nebraska State College System, compared to the other three sectors.
 - Asians/Pacific Islanders accounted for a small, but higher, percentage of the first-time freshmen at the independent colleges and universities (excluding the tribal colleges).
- At the degree-granting and non-degree-granting, for-profit schools:
 - Hispanics accounted for a slightly higher percentages of the first-time freshmen at the non-degree-granting schools than they did at the degree-granting for-profit schools.
 - 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, except for the independent institutions (excluding the tribal colleges), where Asians/Pacific Islanders accounted for a slightly higher percentage of the first-time freshmen.
 - 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 accounted for a slightly lower percentage of the first-time freshmen at non-degree-granting, for-profit/career schools than they did at the six community colleges and the state colleges in fall 2011. However, they accounted for a higher percentage of the freshmen at the non-degree-granting, for-profit schools than they did within the University of Nebraska and for about the same percentage of the first-time freshmen within the independent sector, excluding the tribal colleges.

Note: The distributions for 2011 in [Figure 1.4.6](#) on the preceding page are essentially the same as the comparable distributions for fall 2003 through fall 2010, with the exception of fall 2005 and fall 2006, when black non-Hispanics accounted for higher percentages of the first-time freshmen at non-degree-granting, for-profit/career schools.

See [Table A7.5](#) in [Appendix 7](#) for supporting data.

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 ten ago as increasing college costs and recessionary pressures make it more difficult for many Nebraskans to be educated beyond high school. While there are several sources of need-based financial aid available to students, the amount available has not kept up with increasing costs and the corresponding need for more financial aid. This can be illustrated in several ways.

The Increasing Number of Students Not Served by Nebraska's State Grant Program

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. In the following discussion, for the sake of simplicity, the grants awarded through the NSG and NOG programs are referred to as Nebraska state grants.

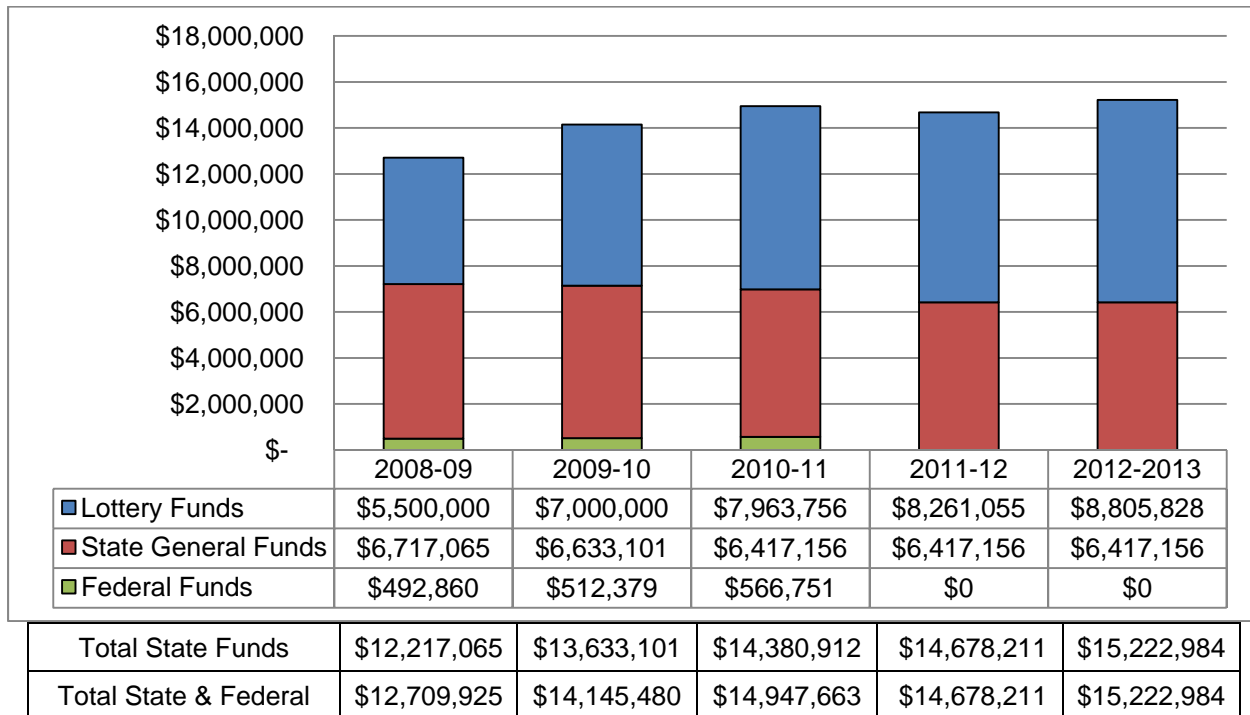
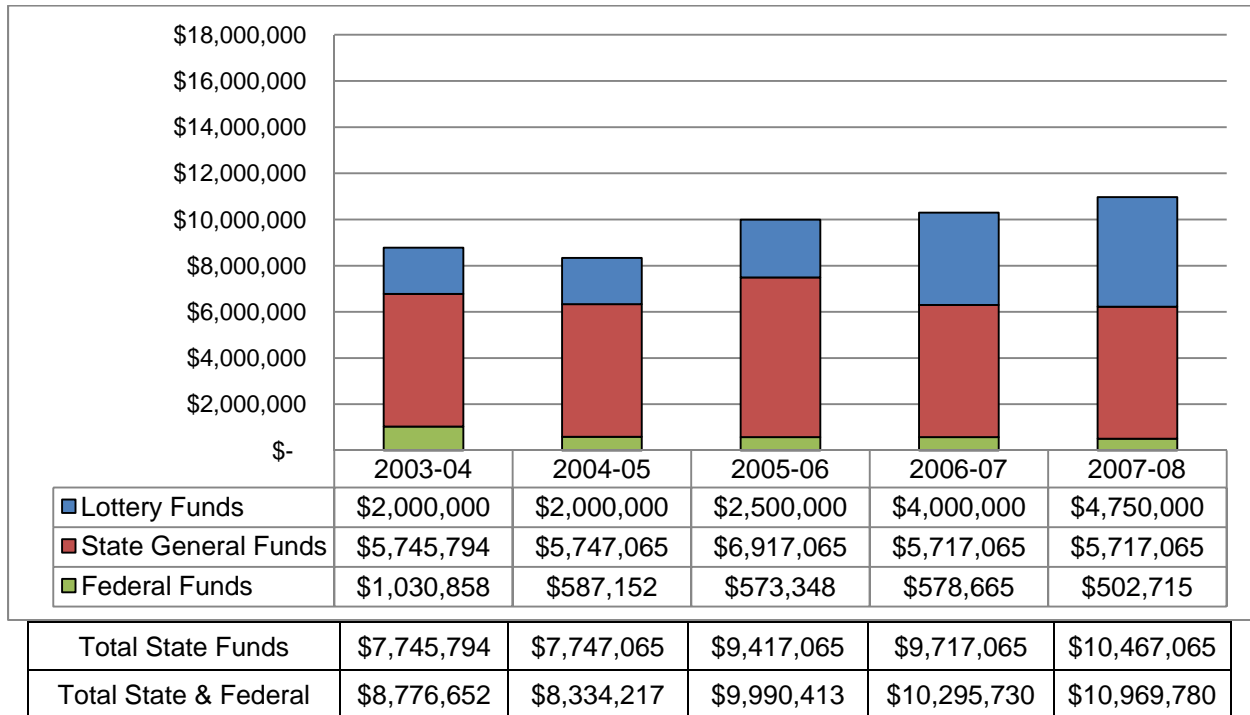
Nebraska state grants are awarded to students who are residents of Nebraska, have high financial need, and who are attending eligible Nebraska colleges and universities. As the following discussion illustrates, Nebraska has significantly increased the amount of funding available for state grants to college students. However, the amount of available funding for financial aid continues to be insufficient to meet the needs of an increasing number of students who are eligible to receive state assistance. As a result, fewer than half of the students who are eligible for state-funded financial aid receive state grants.

Figure 1.5.1 on the next page shows how the amount of available funding for state grants has significantly increased since 2003–2004. For the 2003–2004 academic year, the state allocated \$7,745,794 for grant aid to students attending public and private institutions in Nebraska. For 2011–2012, the state allocated \$14,678,211 to assist needy students in attending higher education institutions in Nebraska, an increase of 89.5%. For the 2012–2013 academic year, the amount of available state funding for grant aid was increased to \$15,222,984, or 3.7% above the amount allocated for 2011–2012. As a result, available state funding for state grants awarded in 2012–2013 is 96.5% higher than the state appropriated for student financial aid in 2003–2004.

Increasing the allocation of lottery funds from \$2,000,000 in 2003–2004 to \$8,805,828 in 2012–2013 accounted for 91% of the total increase in state appropriations for the state grant program. Increasing appropriations from the state's general funds from \$5,745,794 in 2003–2004 to \$6,417,156 in 2010–2011 and maintaining the same level of funding through 2012–2013 accounted for only 9% of the increased appropriations.

Over the same period, federal funding decreased from \$1,030,858 in 2003–2004 to \$566,751 in 2010–2011 and to \$0 in 2011–2012 and 2012–2013. Consequently, total funding for 2012–2013 is only \$275,321, or 1.8%, higher than for 2010–2011.

Figure 1.5.1
Sources and Amounts of Available Funding
for the Nebraska Opportunity Grant Program
 (Previously Known as the Nebraska State Grant Program)
2003-2004 through 2012-13¹



¹Data Source: 2012 Tuition, Fees and Financial Aid Report, Nebraska's Coordinating Commission for Postsecondary Education, September 18, 2012, supplemented with CCPE records, January 2013.

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.

The total amount of available state and federal funds actually awarded through state grants increased 68%, from \$8,735,163 in 2003–2004 to \$14,678,211 in 2011–2012.

Between 2003–2004 and 2009–2010, as shown in [Figure 1.5.2](#) below, the number of students who received state grants increased almost 21%, from 13,031 to 15,704, and the average awarded grant increased from \$670 to \$897. Between 2009–2010 and 2011–2012, the number of students who received state grants decreased 9.3% to 14,239, but the average grant increased to \$1,031.¹

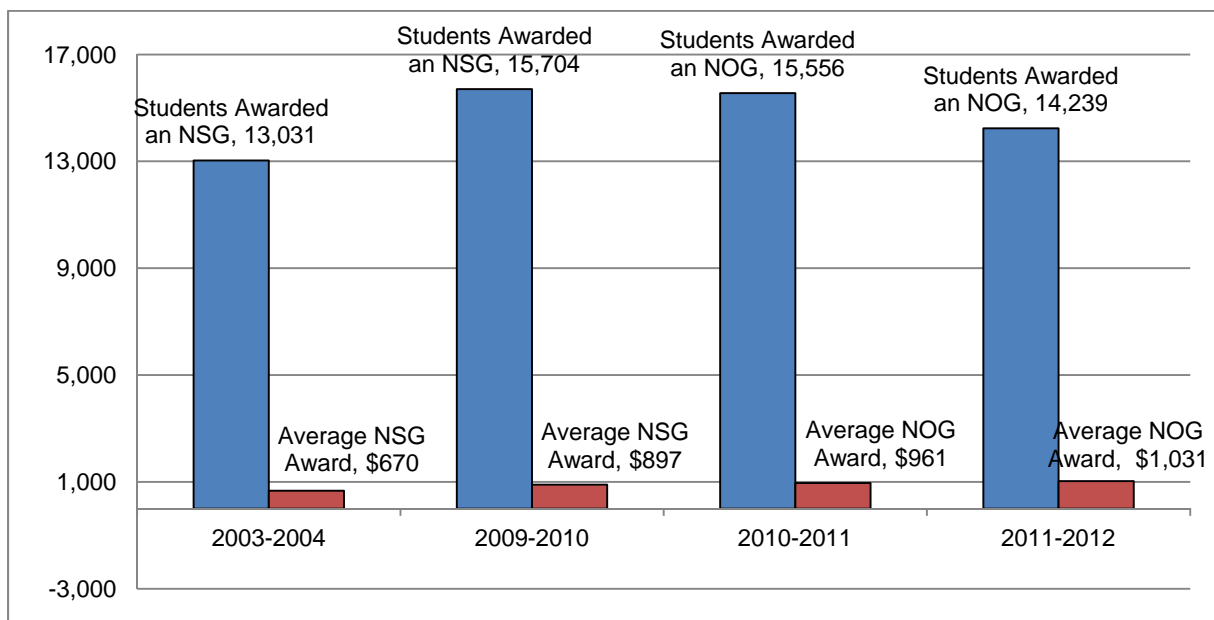
Unfortunately, as shown in [Figure 1.5.3](#) on the next page, many students who are eligible for state grants do not receive them. In 2011–2012, for example, 14,239 students received state grants. However, the Commission estimates that an additional 43,636 students qualified for state grants but did not receive them due to insufficient available funding.

Furthermore, the percentage of eligible students who receive state grants is decreasing. In 2003–2004, 46% of the students who were eligible for state grants received them. In 2011–2012, only 25% of the eligible students received state grants. This decrease, of course, is due to state funding not keeping pace with the increases in the numbers of eligible students.

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 1.5.2

Total Numbers of Students Who Received Nebraska State Grants (NSGs) or Nebraska Opportunity Grants (NOGs) and the Average Grant Awarded 2009–2010 through 2011–2012 Compared to 2003–2004 Baseline¹

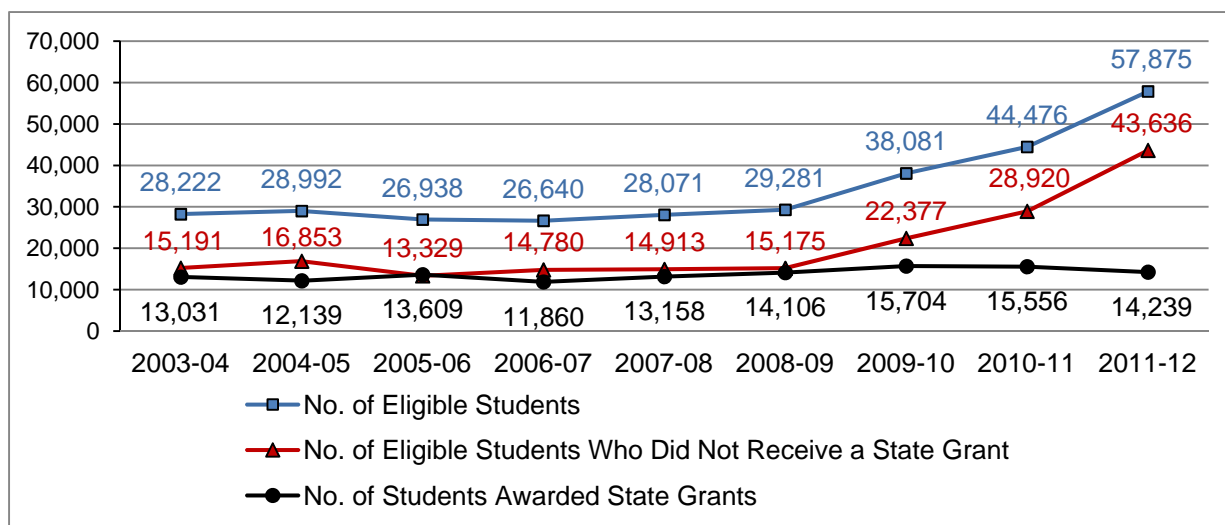


¹Data Source: Nebraska Opportunity Grant Expenditure Reports, September 2004 and September 2012. The Nebraska State Grant program was in effect from 2003–2004 through 2009–2010. Beginning in 2010–2011, the program is called the Nebraska Opportunity Grant.

¹Since 2003–2004, the maximum award a student could receive has been 25% or 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student, depending on the year. In 2003–2004, the maximum award was at the 25% level or \$1,032. For 2012–2013, the maximum award is at the 50% level or \$3,781.

Figure 1.5.3

Number of Students Eligible to Receive Nebraska Opportunity Grants Compared to the Number of Students Awarded an Opportunity Grant 2003–2004 through 2011–2012¹



¹Data Source: Nebraska Opportunity Grant Expenditure Reports and Unmet Need Report, January 2013.

Other Evidence of Unmet Need for Financial Aid

Although state funding of financial aid has increased significantly since 2003–2004, there is still a substantial amount of unmet financial need in Nebraska, including the need not met by state grants. The Commission estimates the annual unmet financial need of all Nebraskans who are eligible for Pell Grants by subtracting the total amount of financial aid, excluding work-study grants, from the total cost of attending Nebraska colleges and universities for all Pell-Grant-eligible students.¹ Using this formula, which includes subsidized and unsubsidized loans as financial aid, the Commission estimates that the unmet need of Nebraskans was probably more than \$150 million in 2009–2010 and \$243 million in 2010–2011, as a result of the significant increase in the number of Nebraskans eligible for financial aid. For details, see page 83 of the Commission’s *2012 Tuition, Fees and Financial Aid Report*, available on the Commission’s Web site at <http://www.ccpe.state.ne.us/publicdoc/ccpe/Reports/tuition-and-fees/default.asp>.

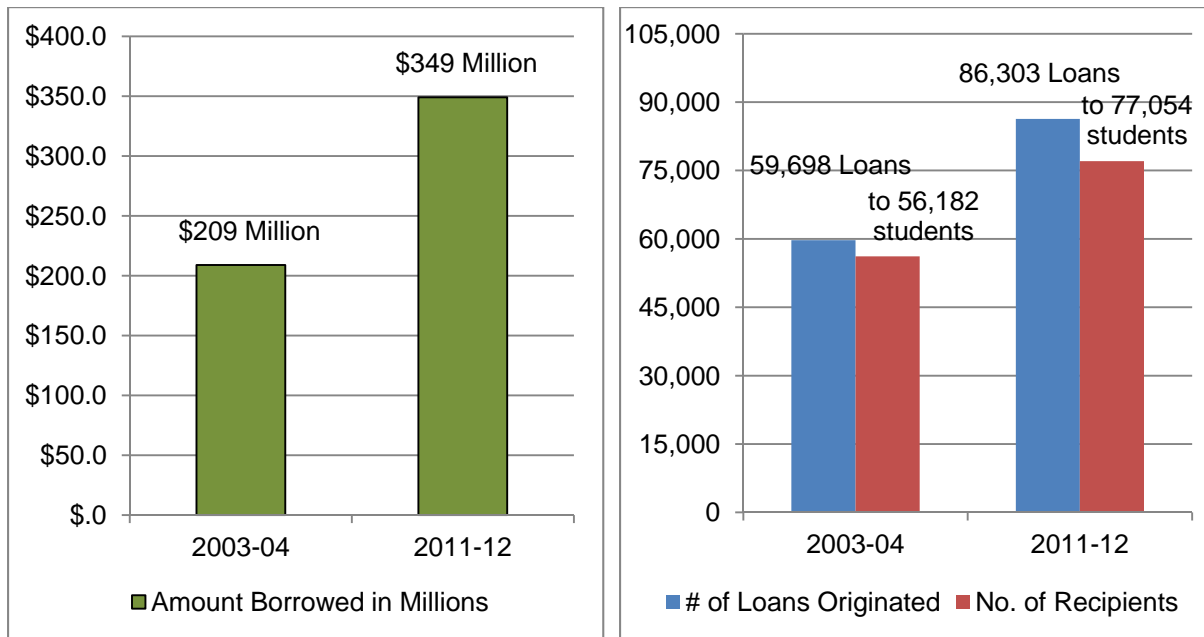
An indicator of the increased difficulty in meeting the financial needs of students is that students and their families are covering an increasing percentage of the costs of education for all sectors of Nebraska’s public postsecondary institutions. For details, see pages 11–15 of the Commission’s *2012 Tuition, Fees and Financial Aid Report*, available as cited above.

Finally, students are borrowing at higher and higher levels. As illustrated in [Figure 1.5.4](#) on the next page, the amount students borrowed to attend Nebraska’s public postsecondary institutions rose 67.1% from \$208,953,401 in 2003–2004 to \$349,108,357 in 2011–2012.² The number of loan recipients increased 37.2% from 56,182 in 2003–2004 to 77,054 in 2011–2012, while their number of originated loans increased 44.6%, from 59,698 to 86,303 over the eight-year period.

¹Cost of attendance includes tuition and mandatory fees, room and board, and required books, supplies, and equipment.

²Originated loans, including fees.

Figure 1.5.4
Level of Student Borrowing to Attend Nebraska’s Public Colleges and Universities
2011–2012 Compared to 2003–2004¹



¹Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2013, Nebraska DAS Supplements and Nebraska CCPE, October 2012.

Introduction to the Remainder of This Section

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.

In fall 2011, the ACE Plus program was initiated. This program is fully funded by a federal College Access Challenge Grant (CACG) and designed to provide financial aid to Nebraska college students who received ACE scholarships while they were in high school.

Since Nebraska’s state grant program has been the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state, the analysis in this section focuses primarily on the changes in the funding of Nebraska’s state grant program that occurred between 2003–2004, which is this report’s baseline year, and 2011–2012. In the analysis of the Nebraska’s state grant program, other sources of need-based aid also are discussed to present a complete picture of the amount of financial aid available to Nebraskans. The last part of this section focuses on the growth of the Access College Early (ACE) Scholarship Program, the college continuation rates of ACE scholarship recipients, and the funding and profiles of ACE Plus scholarship recipients.

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

The Nebraska state grant program was one of several programs based on or administered under the guidelines of Title IV of the U.S. Higher Education Act between 2003 and 2011. 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 students who demonstrate high financial need and attend eligible Nebraska postsecondary institutions.

Funding of Awarded State Grants

- The majority of the funding for Nebraska's state grants has come from the state through the Nebraska Lottery and the state's general fund. From 2003–2004 through 2010–2011, the remaining funding came from the federal government through its regular and special Leveraging Educational Assistance Partnership (S/LEAP) authorizations. In 2011–2012, the Nebraska state grant program became entirely dependent on state funding.
- As shown in [Table 1.5.1](#) on the next page, \$7,704,305 in general state funds accounted for 88.2% of the \$8,735,163 awarded through Nebraska state grants in 2003–2004.
- Between 2003–2004 and 2010–2011, state funding increased \$6,676,607, or 86.7%. This amount more than offset the 45.0% decrease of \$464,107 in federal funding so that by 2010–2011, state funding accounted for 96.2% of the \$14,947,663 awarded in state grants. For 2011–2012, state funding accounted for 100% of the awarded state grants, since federal dollars no longer contributed to the program. (See [Figure 1.5.1](#) for the breakdown of lottery funds, state general funds, and federal funds.)
- In total, the amount of state and federal funding awarded through the state grant program increased 68.0%, from \$8,735,163 in 2003–2004 to \$14,678,211 in 2011–2012.

¹The Academic Competitiveness Grant and National Science and Mathematics Access to Retain Talent (SMART) Grant were eliminated after the 2010–2011 academic year.

Table 1.5.1
Amounts of Nebraska and Federal Funding
Awarded through the Nebraska State Grant Program
2003–2004 through 2011–2012¹

Academic Year	State Funding	% of Total	Federal Funding ²	% of Total	Total Funding	% of Total
Nebraska State Grant (NSG)						
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%
Nebraska Opportunity Grant (NOG)						
2010–2011	\$14,380,912	96.2%	\$566,751	3.8%	\$14,947,663	100.0%
2011–2012	\$14,678,211	100.0%	\$0	0.0%	\$14,678,211	100.0%
\$ Change since 2003–2004	\$6,973,906		-\$1,030,858		\$5,943,048	
% Change since 2003–2004	90.5%		-100.0%		68.0%	

¹Data Sources: U.S. Department of Education Office of Postsecondary Education and Nebraska's Coordinating Commission for Postsecondary Education, October 2005–2012.

The Nebraska Opportunity Grant program was in effect from 2003–2004 through 2009–2010. Beginning in 2010–2011, the program funds the Nebraska Opportunity Grant.

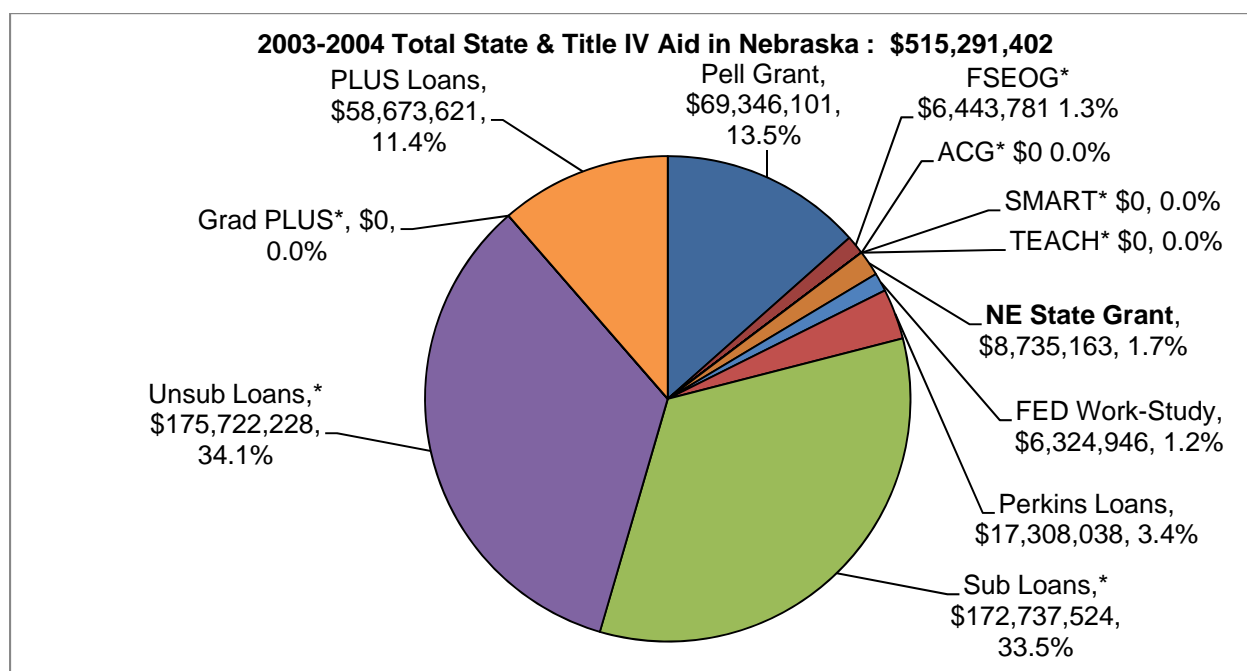
²Many states were unable to participate in the federal funding program in the 2003-2004 academic year. Therefore, those that were able to participate, like Nebraska, received extra funding. In the 2004-2005 academic year, many of the states that could not participate in the previous year were able to return to the program, which 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 2010–2011, Nebraska's state grants were equivalent to 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 1.5.5](#), Nebraska's state grants were equivalent to 1.7% of the \$515,291,402 in Title IV financial aid that was awarded to students attending Nebraska postsecondary institutions in 2003–2004, including loans that must be repaid.¹ Excluding loans, Nebraska state grants were equivalent to 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 was equivalent to 8.5% of the Title IV financial aid awarded in 2003–2004, excluding loans.

Figure 1.5.5

Total Title IV Federal and State Financial Aid Awarded at All Eligible Nebraska Postsecondary Institutions 2003–2004 Baseline Year¹



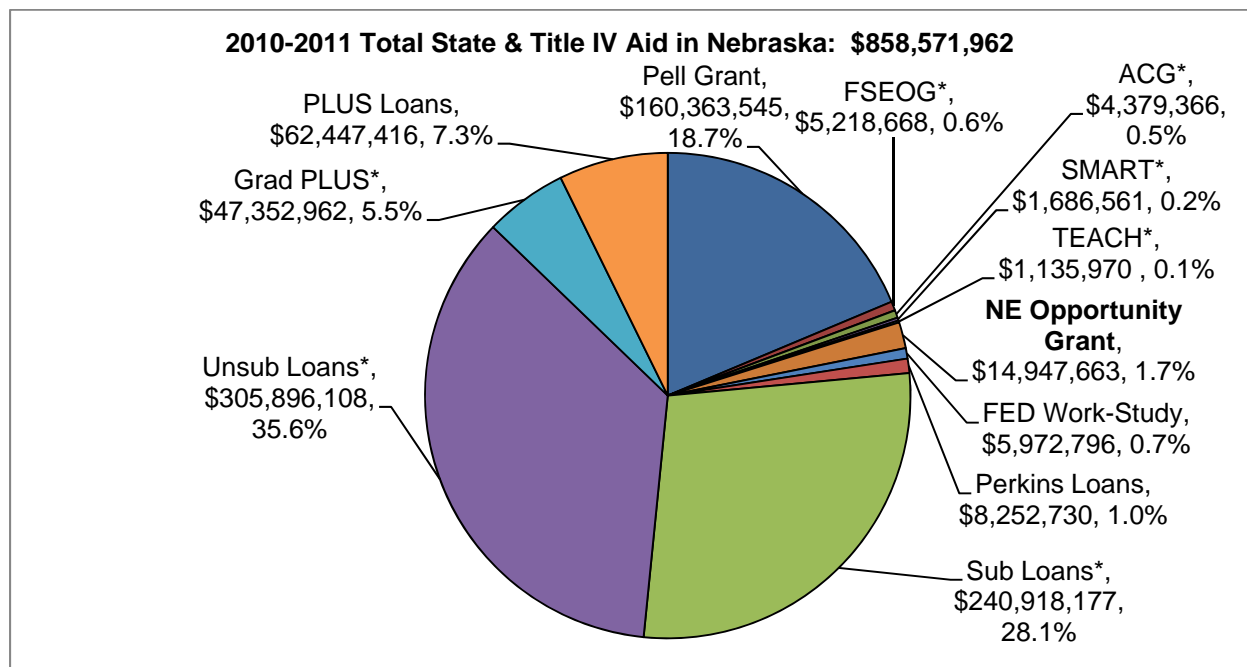
*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students.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

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

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

- Figure 1.5.6 shows Nebraska State Grants as a percentage of the total amount of financial aid awarded to students attending Nebraska colleges and universities in 2010–2011, the latest year for which federal data for all Nebraska institutions are available. (Comparable amounts for 2011–2012 will be reported in this section of the *2014 Nebraska Higher Education Progress Report*.)
- As shown in Figure 1.5.6, Nebraska State Grants totaled \$14,947,663 and was equivalent to 1.7% of the \$858,571,962 in Title IV financial aid that was awarded in 2010–2011, including loans.
- Excluding loans, Nebraska Opportunity Grants was equivalent to 7.7% of the \$193,704,569 in Title IV financial aid awarded to Nebraska college students in 2010–2011.
- Of the \$14,947,663 awarded in state grants in 2010–2011, \$14,380,912 (96.2%) was state funded, while the remaining \$566,751 was federally funded. As a result, the state-funded portion of the Nebraska Opportunity Grant program was equivalent to 7.4% of the Title IV financial aid awarded in 2010–2011, compared to 8.5% in 2003–2004, excluding loans.

Figure 1.5.6
Total Title IV Federal and State Financial Aid
Awarded at All Eligible Nebraska Postsecondary Institutions
2010–2011¹



*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.

¹Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2013, Nebraska DAS Supplements and Nebraska CCPE, October 2012.

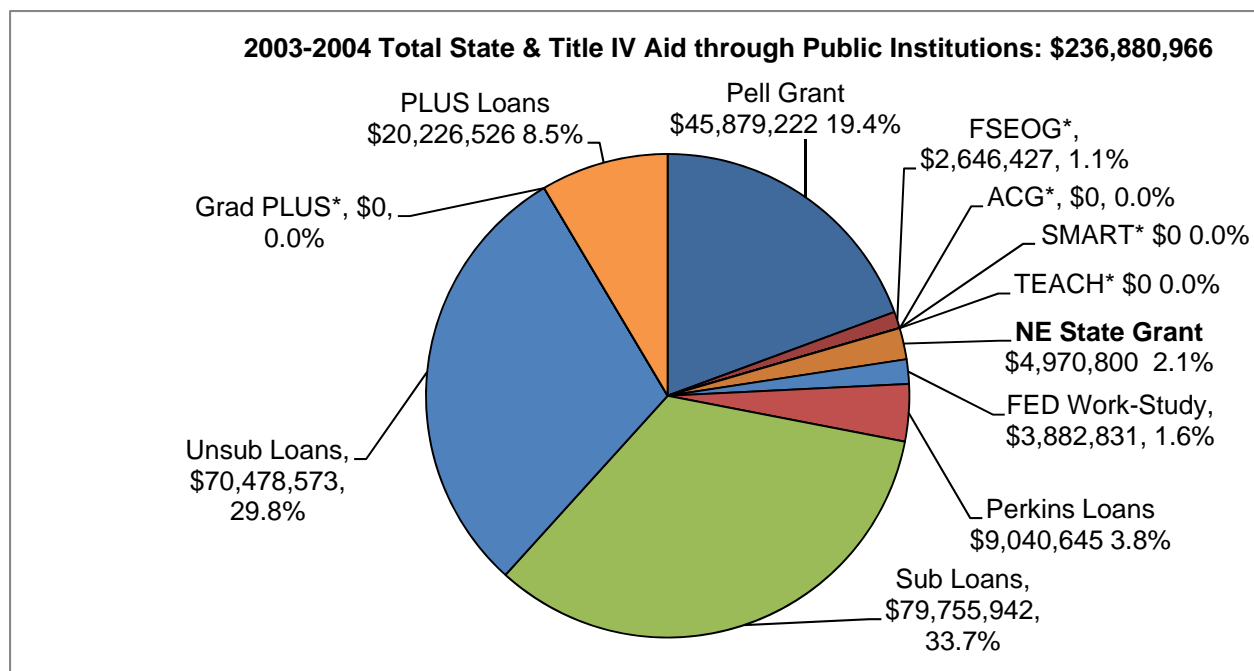
The Nebraska State Grant program was in effect from 2003–2004 through 2009–2010. Beginning in 2010–2011, the program is called the Nebraska Opportunity Grant.

The Nebraska Opportunity 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 1.5.7, 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 were equivalent to 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 \$584,110 (11.8%) provided by the federal government. Consequently, the state-funded portion of the state grant program was equivalent to 7.6% of the total Title IV financial aid awarded by Nebraska public institutions in 2003–2004, excluding loans.

Figure 1.5.7
Total State and Title IV Federal Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
2003–2004¹



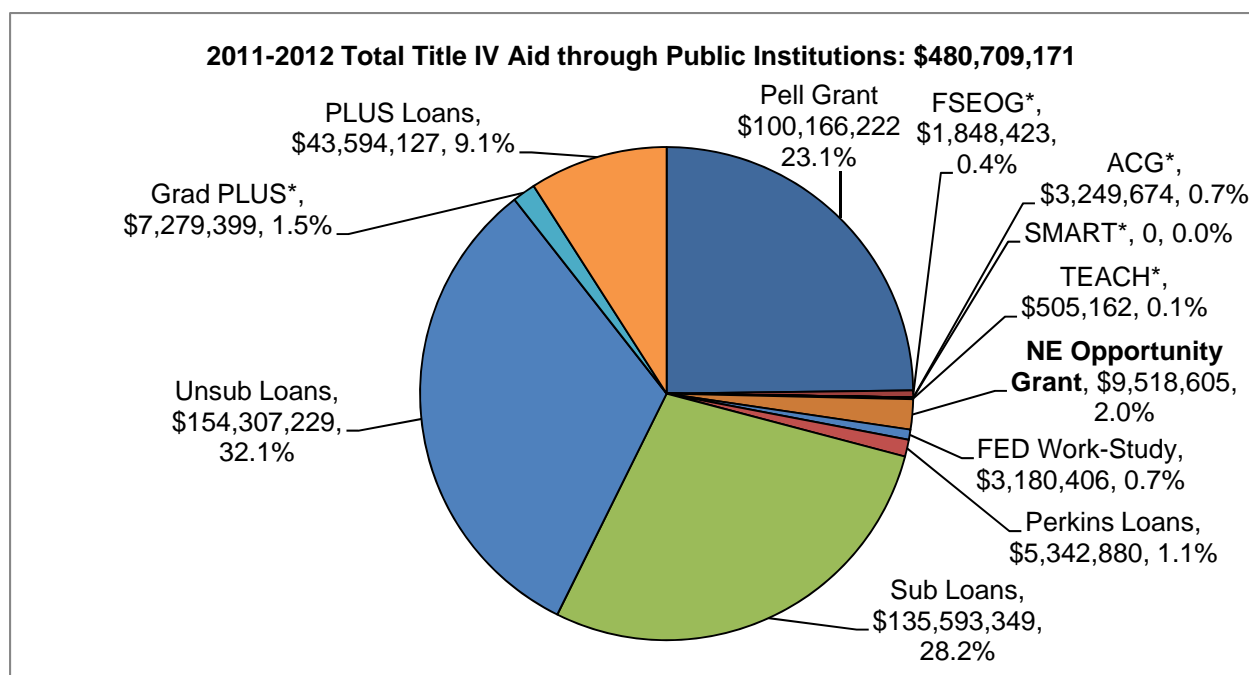
*FSEOG = Federal Supplemental Educational Opportunity Grant; ACG = Academic Competitiveness Grants; SMART = National Science and Mathematics Access to Retain Talent; TEACH = Teacher Education Assistance for College and Higher Education Grants; Grad PLUS = PLUS for Graduate and Professional Degree Students.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

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

For 2011–2012

- 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 2011–2012 are not yet available. However, the amount of aid awarded through each Title IV program to students attending the state’s public institutions in 2011–2012 is available to compare to the amount awarded in 2003–2004.
- A total of \$480,709,171 Title IV financial aid was awarded to students at Nebraska’s public postsecondary institutions in 2011–2012, an increase of \$243,828,205 (102.9%) from the 2003–2004 baseline amount of \$236,880,966.
- As shown in Figure 1.5.8, Nebraska Opportunity Grants accounted for \$9,518,605 or 2.0% of the \$480,709,171 awarded to students at public institutions in 2011–2012, including loans. This percentage is slightly lower than it was in 2003–2004, when state grants accounted for 2.1% of the total state and Title IV financial aid awarded.
- Excluding loans, a total of \$134,592,187 in Title IV financial aid was awarded to students attending public institutions in 2011–2012, an increase of 134.6% from the \$57,379,280 awarded in 2003–2004.

Figure 1.5.8
Total State and Title IV Federal Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
2011–2012¹



*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.

¹Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2013, Nebraska DAS Supplements and Nebraska CCPE, October 2012.

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.

- Of the \$134,592,187 awarded through grants or the work-study program in 2011–2012, 7.1% was awarded through the Nebraska Opportunity Grant program, compared to 8.7% in 2003–2004, as shown in Table 1.5.2.
- State funds accounted for 100% of the \$9,579,265 awarded in state grants to students enrolled at public institutions in 2011–2012. Beginning in 2011–2012, no federal funds were available for funding the state grant program.
- Total federal funding of grants and work study increased by 136.0%, or by \$72,080,992 from \$52,992,590 in 2003–2004 to \$125,073,582 in 2011–2012.
- Between 2003–2004 and 2011–2012, state funding of state grants increased \$5,131,915 or by 117.0%, from \$4,386,690 to \$9,518,605. However, the state funded portion of the Nebraska state grant program decreased from being equivalent to 7.6% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2003–2004 to equaling 7.1% in 2011–2012, as shown in Table 1.5.2.

Table 1.5.2
Need-Based State and Title IV Federal Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
Excluding Loans: 2011–2012 Compared to 2003–2004 Baseline¹

Need-Based Title IV Financial Aid	2003–2004		2011–2012		% Change
	Amount Awarded	% of Total	Amount Awarded	% of Total	
	Nebraska State Grant		Nebraska Opportunity Grant		
State-Funded	\$4,386,690	7.6%	\$9,518,605	7.1%	117.0%
Federal-Funded	\$584,110	1.0%	\$0	0.0%	-100.0%
Total NE State Grant	\$4,970,800	8.7%	\$9,518,605	7.1%	91.5%
Pell Grant	\$45,879,222	80.0%	\$119,207,641	88.6%	159.8%
FSEOG*	\$2,646,427	4.6%	\$2,180,373	1.6%	-17.6%
ACG**	Not awarded		\$0	0.0%	NA
SMART**	Not awarded		\$0	0.0%	NA
TEACH**	Not awarded		\$505,162	0.4%	NA
Federal Work Study	\$3,882,831	6.8%	\$3,180,406	2.4%	-18.1%
Total Title IV Aid Excluding Loans	\$57,379,280	100.0%	\$134,592,187	100.0%	134.6%

*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.

¹Data Sources: U.S. Department of Education Office of Postsecondary Education, January 2013, Nebraska DAS Supplements and Nebraska CCPE, October 2012.

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 more than doubled between 2003–2004 and 2010–2011, and the amount of aid varied by sector, as shown in Table 1.5.3.
- Between 2003–2004 and 2011–2012, the amount of funding provided by Nebraska’s six community colleges increased 163.5%, while the amount of need-based aid available from University of Nebraska increased 152.9% and the amount of aid awarded by the Nebraska State College System increased 54.8%.

Sector	2003–2004		2011–2012		% Change
	\$ Amount	%	\$ Amount	%	
University of Nebraska	\$9,843,307	78.7%	\$24,896,405	79.5%	152.9%
Nebraska State College System	567,739	4.5%	\$878,956	2.8%	54.8%
Nebraska Community Colleges	\$2,102,256	16.8%	\$5,539,197	17.7%	163.5%
Total Other Need-Based Financial Aid	\$12,513,302	100.0%	\$31,314,558	100.0%	150.3%

¹Data Source: Nebraska DAS Supplements, October 2005 and October 2012.

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

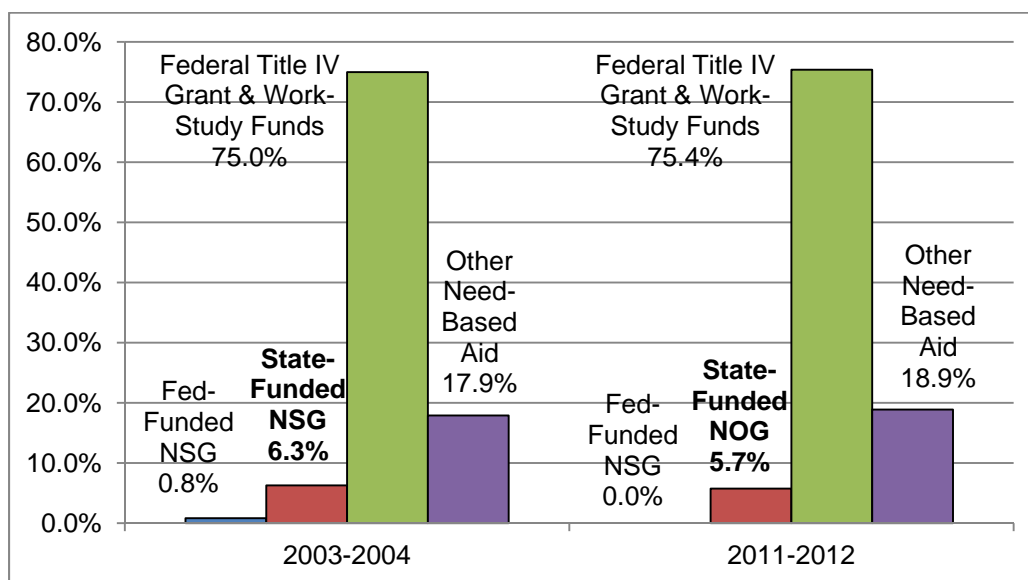
- The total amount of need-based financial aid provided to students attending Nebraska’s public institutions, including Title IV programs and other need-based aid, but excluding loans, increased 137.4% (more than doubled), from \$69,892,582 in 2003–2004 to \$165,906,745 in 2011–2012, as shown in Table 1.5.4 on the next page.
- As also shown in Table 1.5.4 and illustrated in Figure 1.5.9, the state-funded portion of the Nebraska’s state grant program accounted for 6.3% of all of the need-based aid awarded by Nebraska public institutions in 2003–2004, excluding loans.
- Although state funding of the state grants awarded to students at Nebraska’s public institutions more than doubled from \$4.4 million in 2003–2004 to \$9.5 million in 2011–2012, other forms of need-based aid increased at greater rates. As a result, the state-funded portion of the Nebraska Opportunity Grant program was 5.7% of all of the need-based aid awarded by Nebraska public colleges and universities in 2011–2012, compared to 6.3% of the Nebraska State Grant program in 2003–2004.

**Table 1.5.4
Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2011–2012 Compared to 2003–2004 Baseline¹**

Sector	2003–2004		2011–2012		% Change
	\$ Amount	%	\$ Amount	%	
	Nebraska State Grant		Nebraska Opportunity Grant		
State-Funded	\$4,386,690	6.3%	\$9,518,605	5.7%	117.0%
Federal-Funded	\$584,110	0.8%	\$0	0.0%	-100.0%
Federal Title IV Grants & Work-Study Funds	\$52,408,480	75.0%	\$125,073,582	75.4%	138.7%
Other Need-Based Aid	\$12,513,302	17.9%	\$31,314,558	18.9%	150.3%
Total Need-Based Aid Excluding Loans	\$69,892,582	100.0%	\$165,906,745	100.0%	137.4%

¹Data Source: Nebraska DAS Supplements, October 2005 and October 2012.

**Figure 1.5.9
Total Need-Based Financial Aid
Awarded by Public Nebraska Postsecondary Institutions,
Excluding Loans: 2011–2012 Compared to 2003–2004 Baseline¹**



¹Data Source: Nebraska DAS Supplements, October 2005 and October 2012. The Nebraska State Grant (NSG) program was in effect from 2003–2004 through 2009–2010. Beginning in 2010–2011, the program is called the Nebraska Opportunity Grant (NOG).

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. Beginning in 2010–2011 and continuing through 2012–2013, eligible students again have been allowed to apply for scholarships for as many courses as they wanted to take.

Part A and Part B of [Figure 1.5.10](#) 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 \$787,225 in 2011–2012 and, to date, almost \$400,000 has been awarded in scholarships for courses taken during the 2012–2013 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 federal 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 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.

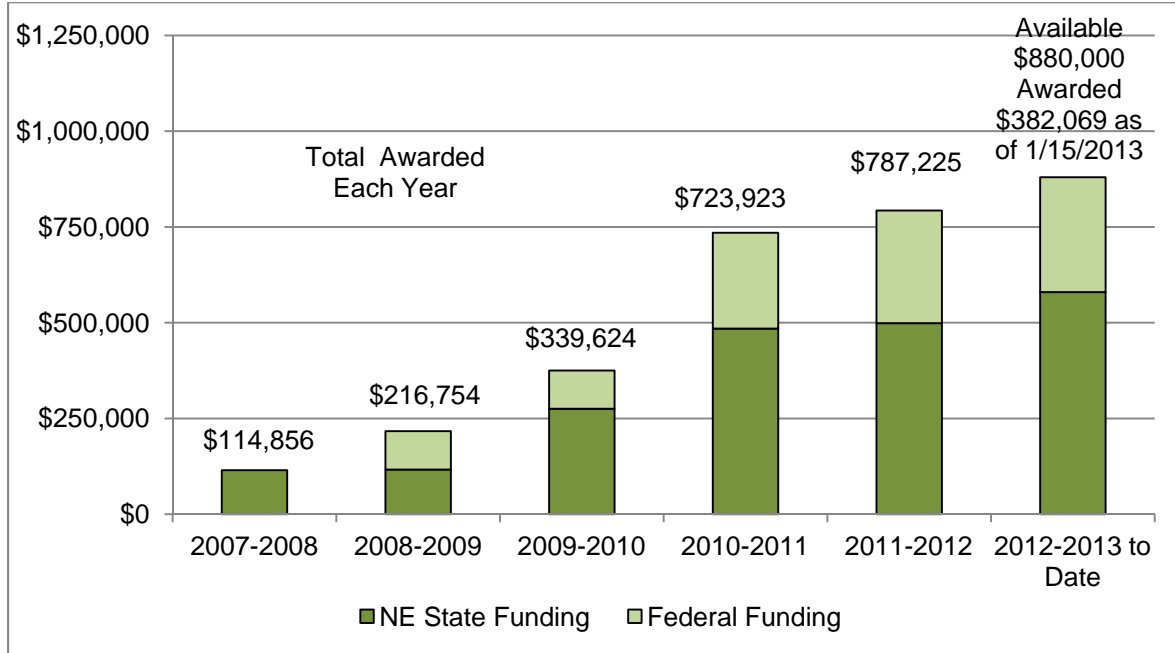
Significant increases in state and federal funding for the ACE scholarship program in 2010–2011 enabled the Commission to award \$723,923 through 2,273 ACE scholarships to 1,554 students attending 220 Nebraska high schools. These students registered for 10,396 credit hours at 12 Nebraska colleges and universities.

An additional \$50,000 in funding in 2011–2012 enabled the Commission to award \$787,225 through 2,314 ACE scholarships to 1,706 students attending 216 Nebraska high schools. These students registered for 10,889 credit hours at 15 Nebraska colleges and universities.

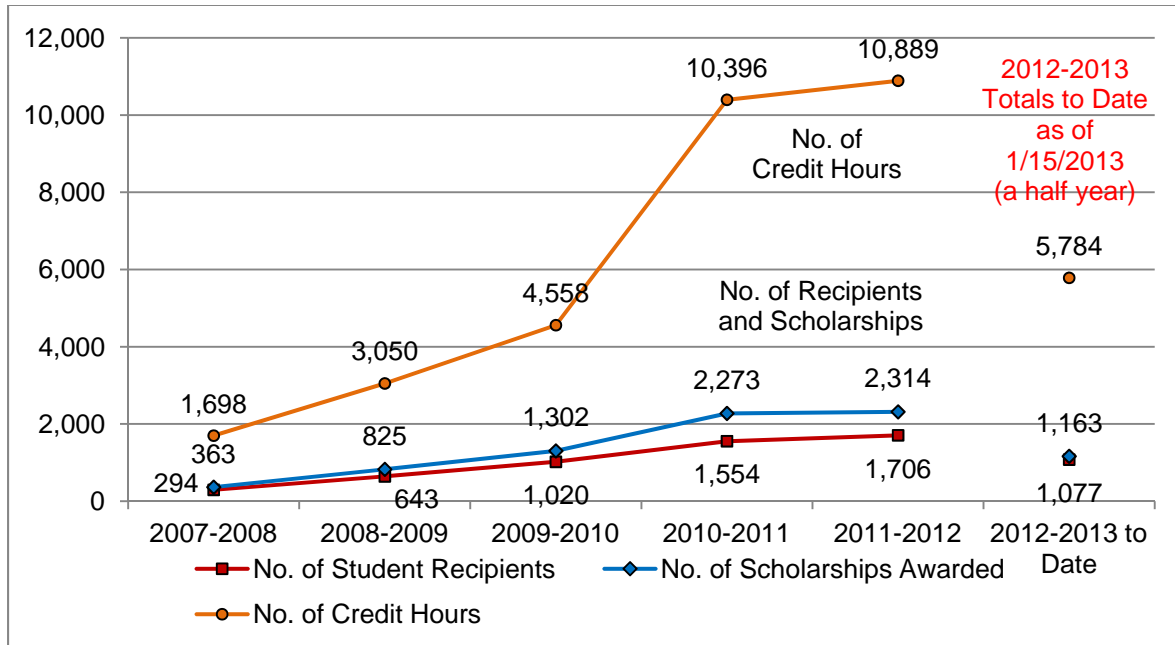
Figure 1.5.10

Growth of the Nebraska Access College Early (ACE) Scholarship Program¹

Part A: Sources and Amount of Funding



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



¹Data Source: Nebraska's Coordinating Commission for Postsecondary Education, August 2012 and January 2013. 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's public high schools during the four school years from 2007–2008 through 2010–2011. 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.¹ 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 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 school years from 2007–2008 through 2010–2011. These students included students from public and nonpublic (private) high schools.²

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.

In this study, a college continuation rate is defined as the percentage of high school graduates who were enrolled in college by April of the year following their graduation. For example, for the high school seniors who received ACE scholarships during 2010–2011, the college continuation rate is the percentage of these students who were enrolled in college during the 2011–2012 academic year or, more specifically, at any time prior to April 2012.

The remainder of this section summarizes the results of the Commission's research on the college continuation rates of the high school seniors who received ACE scholarships from 2007–2008 through 2010–2011. Throughout this summary, the terms college continuation rate and college-going rate are used interchangeably.

¹The 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.

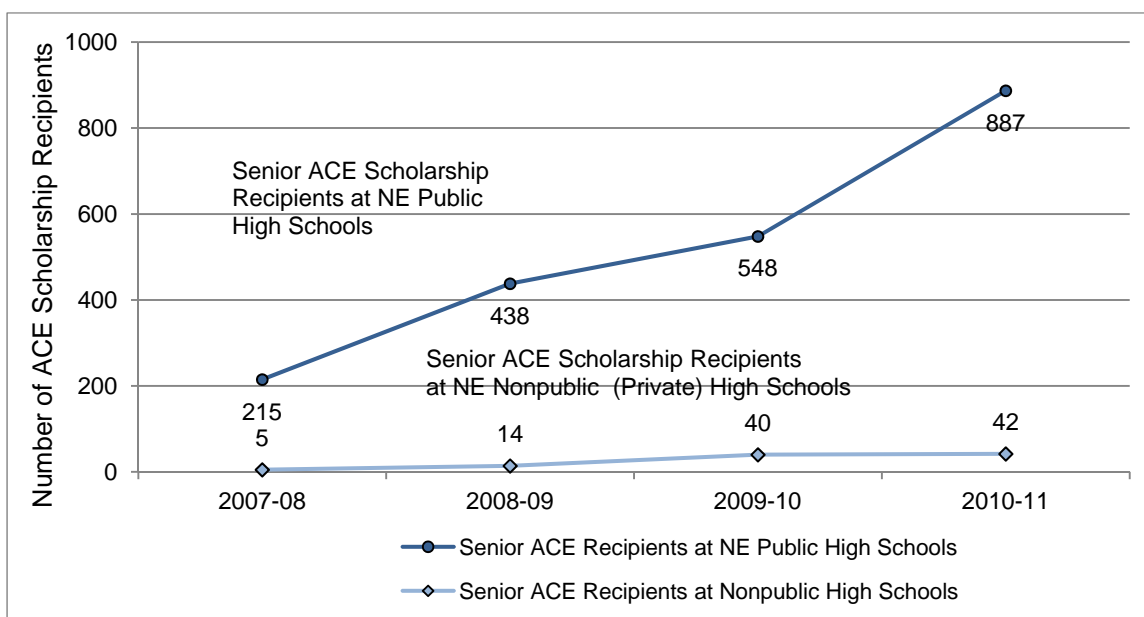
²In both 2009–2010 and 2010–2011, the number of seniors who received ACE scholarships also included one student who was home schooled.

Profile of Nebraska High School Seniors Who Received ACE Scholarships

- [Figure 1.5.11](#) below shows the number of seniors at Nebraska’s public and nonpublic (private) high schools who were ACE scholarship recipients from 2007–2008 through 2010–2011.
- Since 2007–2008, the number of ACE scholarships awarded to high school seniors has steadily increased. However, as total funding for the ACE scholarship program has increased, more scholarships have been awarded to students during their freshmen, sophomore, or junior year of high school. As a result, the percentage of ACE recipients who received scholarships during their senior year decreased between 2007–2008 and 2009–2010. In 2009–2010, 58.4% of the ACE scholarship recipients were seniors, compared to 74.8% in 2007–2008 and 70.1% in 2008–2009. However, in 2010–2011, the percentage of ACE scholarships awarded to seniors increased slightly to 59.9%.

Figure 1.5.11

Number of High School Seniors Who Received Access College Early (ACE) Scholarships by Type of School Attended: 2007–2008 through 2010–2011



Data Source: Nebraska ACE Scholarship Program records, Nebraska’s Coordinating Commission for Postsecondary Education. **Note:** In both 2009–2010 and 2010–2011, there was one additional senior who was home schooled and received an ACE scholarship.

- As shown in [Figure 1.5.11](#), the number of seniors who received ACE scholarships while attending public high schools increased from 215 in 2007–2008 to 887 in 2010–2011.
- The number of seniors who received ACE scholarships while attending nonpublic (private) high schools increased from only five students in 2007–2008 to 42 in 2010–2011.
- Seniors who received ACE scholarships while attending nonpublic high schools accounted for 6.8% of the seniors who received ACE scholarships in 2009–2010, and for 4.5% in 2010–2011, up from 2.3% in 2007–2008.

- Among the high school seniors who received ACE scholarships between 2007–2008 and 2010–2011, significantly more females received scholarships than their male classmates.
 - Females accounted for 65.9% of the senior scholarship recipients in 2007–2008, 72.3% in 2008–2009, 66.5% in 2009–2010, and 67.2% in 2010–2011.

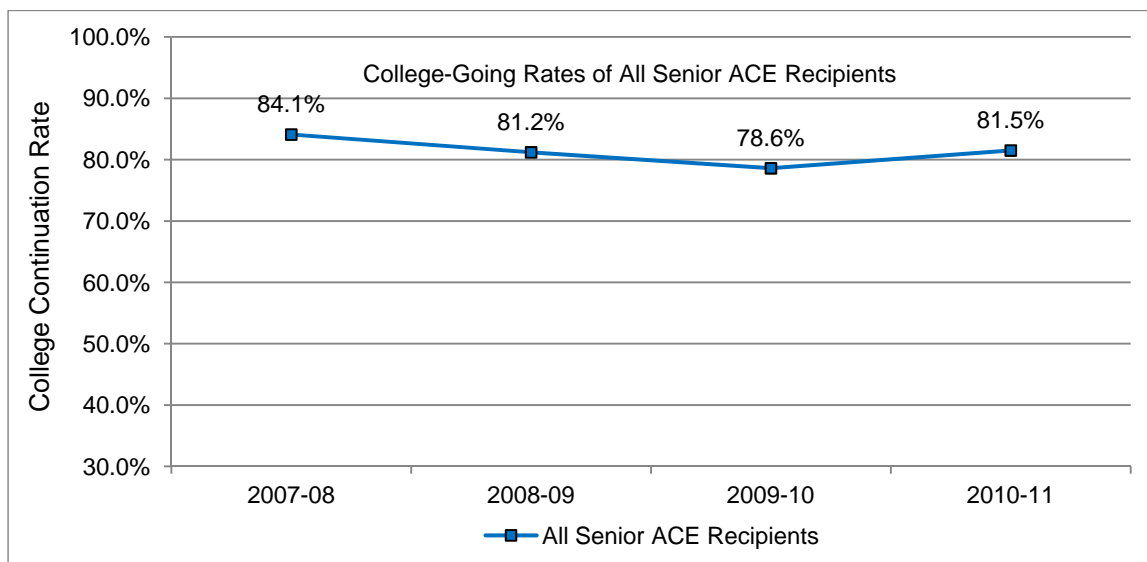
See [Part 1](#) of [Tables A8.4a](#), [A8.4b](#), [A8.4c](#), and [A8.4d](#) in [Appendix 8](#) for supporting data.

Overall College Continuation Rates for Nebraska ACE Scholarship Recipients

- From the first year of the program in 2007-2008 to the third year in 2009-2010, the college continuation rates of ACE scholarship recipients decreased as the number of awarded ACE scholarships increased. Commission staff would expect this decrease in college-going rates as a function of increased funding that has given hundreds of additional students the opportunity to take dual enrollment courses.
- As shown in [Figure 1.5.12](#), the college continuation rates for all seniors who received ACE scholarships decreased from 84.1% for the students who graduated in 2007–2008 to 78.6% for those who finished high school in 2009–2010.
- However, as also illustrated in [Figure 1.5.12](#), the college-going rate for ACE scholarship recipients increased from 78.6% for the class of 2009-2010 to 81.5% among the 2010-11 graduates. This compares to 71.2% for Nebraska’s overall college-going rate for 2010-11.

See [Part 1](#) of [Tables A8.4a](#), [A8.4b](#), [A8.4c](#), and [A8.4d](#) in [Appendix 8](#) for supporting data.

Figure 1.5.12
College Continuation Rates for High School Seniors
Who Received Access College Early (ACE) Scholarships
2007–2008 through 2010–2011



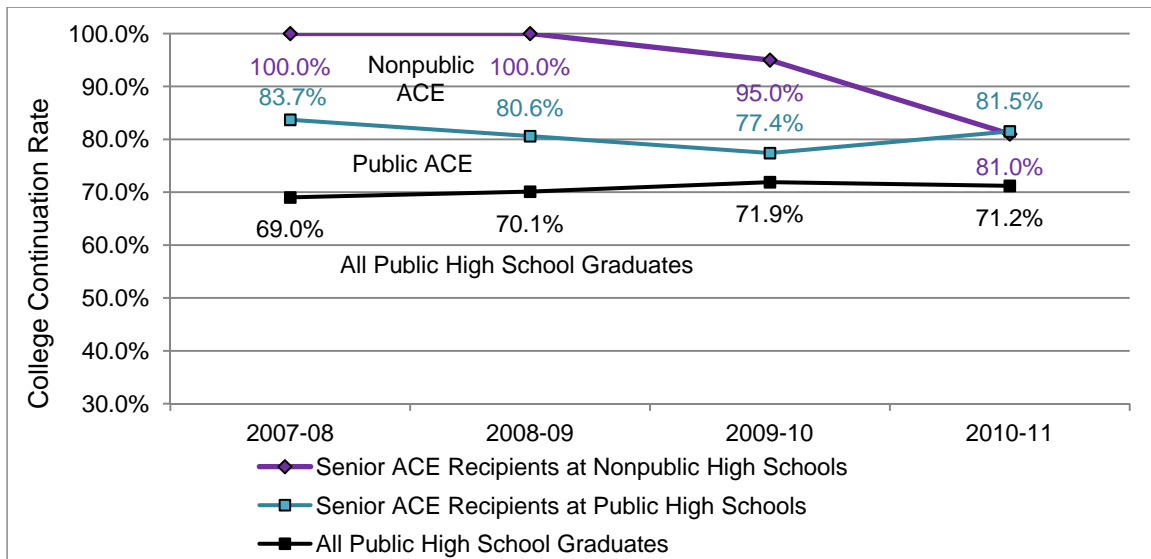
Data Source: Records for the Nebraska ACE Scholarship Program maintained by Nebraska’s Coordinating Commission for Postsecondary Education and enrollment records from the National Student Clearinghouse, July 21, 2009 (for enrollments as of May 31, 2009), April 20, 2010, March 25, 2011, and March 26, 2012. *Note:* Home-school ACE scholarship recipients are not included in the calculation of the rates shown in this chart.

Overall College Continuation Rates for Nebraska ACE Scholarship Recipients by School Type

- As shown in [Figure 1.5.13](#), the college-going rate for ACE scholarship recipients at nonpublic (private) high schools decreased from 100.0% of the graduates in 2007–2008 and 2008–2009 to 81.0% of those in the class of 2010–2011.

Figure 1.5.13

College Continuation Rates for High School Seniors Who Received Access College Early (ACE) Scholarships by Type of School Attended: 2007–2008 through 2010–2011



Data Source: Records for the Nebraska ACE Scholarship Program maintained by Nebraska’s Coordinating Commission for Postsecondary Education and enrollment records from the Nebraska Department of Education and the National Student Clearinghouse, April 7, 2009, April 20, 2010, April 28, 2011, and April 24, 2012. Note: The rates for home-schooled ACE scholarship recipients are not included in the above comparison.

- As also illustrated in [Figure 1.5.13](#) above, the college-going rate for ACE scholarship recipients at Nebraska’s public high schools decreased from 83.7% among the seniors who received scholarships in 2007–2008 to 77.4% for the class of 2009–2010. However, among the 2010-11 recipients, the college-going rate increased to 81.5%.
- In addition, [Figure 1.5.13](#) shows that college continuation rates of the public high school recipients of ACE scholarships have been significantly higher than the statewide college continuation rates for all graduates of Nebraska’s public high schools, reported previously in [Section 1.1.c](#) of this publication.

See [Part 1](#) of [Tables A8.4a](#), [A8.4b](#), [A8.4c](#), and [A8.4d](#) in [Appendix 8](#) for supporting data.

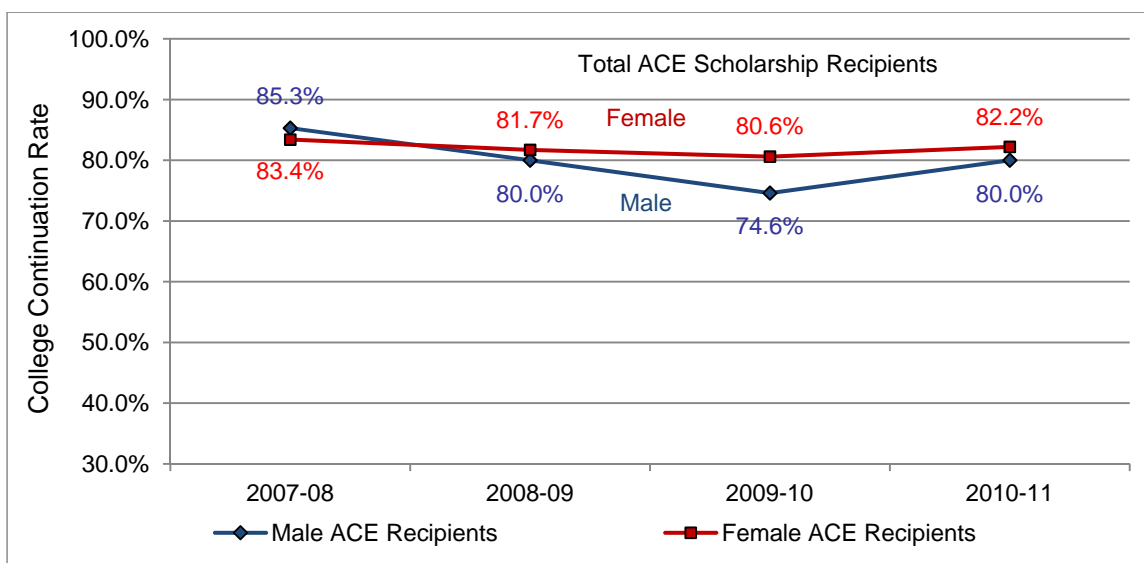
Overall College Continuation Rates for Nebraska ACE Scholarship Recipients by Gender

- For a number of years, the college-going rates of male high school graduates have been lower than the college-going rates of their female classmates. However, as shown in [Figure 1.5.14](#) below, the college continuation rate for male ACE scholarship recipients in 2007–2008 was 85.3%, compared to a slightly lower rate of 83.4% for the female recipients that year.
- As also illustrated in [figure 1.5.14](#), the college-going rates for males and females in the class of 2008–2009 were lower than the previous year, decreasing to 81.7% of the female ACE scholarship recipients, and to 80.0% of the males, going to college.
- Among the 2009–2010 ACE scholarship recipients, 80.6% of the females continued on to college, compared to 74.6% of the males, thereby widening the gap between the males and females from 1.7 percentage points for the class of 2008–2009 to 6.0 percentage points for the ACE scholarship recipients who graduated from high school in 2009–2010.
- Among the seniors who received ACE scholarships in 2010–2011, the gap between the college-going rate of males and females narrowed to 2.2 percentage points as a result of the rate for females increasing to 82.2% and the rate for males increasing to 80.0%.

See [Part 1](#) of [Tables A8.4a](#), [A8.4b](#), [A8.4c](#), and [A8.4d](#) in [Appendix 8](#) for supporting data.

Figure 1.5.14

College Continuation Rates for High School Seniors Who Received Access College Early (ACE) Scholarships by Gender: 2007–2008 through 2010–2011



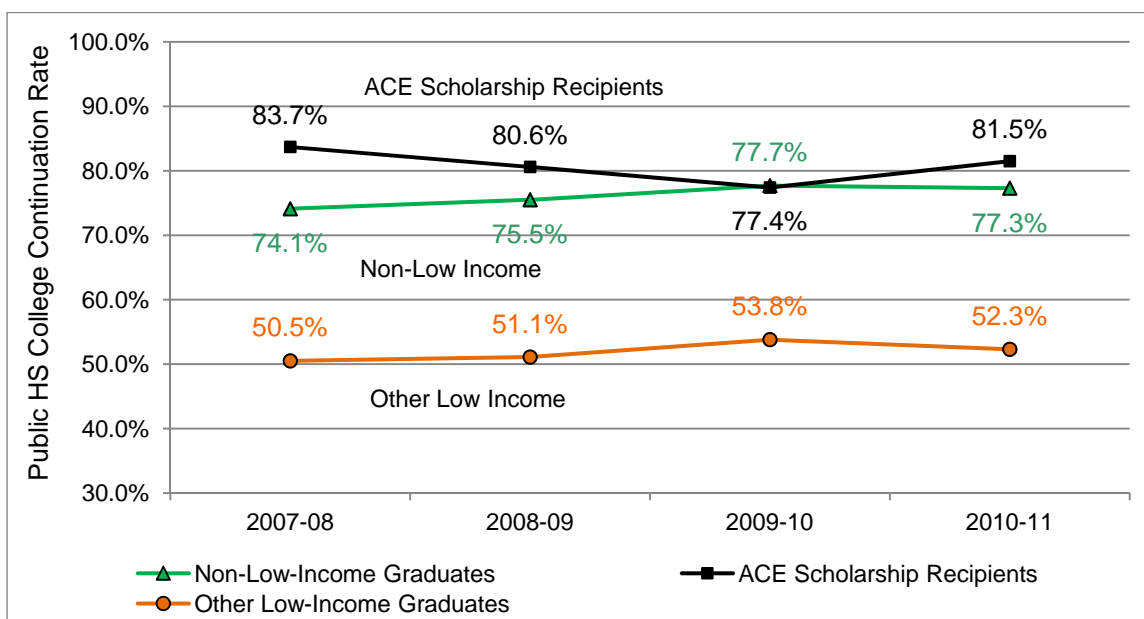
Data Source: Records for the Nebraska ACE Scholarship Program maintained by Nebraska's Coordinating Commission for Postsecondary Education and enrollment records from the National Student Clearinghouse, July 21, 2009 (for enrollments as of May 31, 2009), April 20, 2010, March 25, 2011, and March 26, 2012. **Note:** For both of the classes of 2009-2010 and 2010-11, the number of college-going females included one home-schooled ACE scholarship recipient, as well as the ACE scholarship recipients who graduated from public and nonpublic high schools.

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

- Focusing on the seniors who graduated from Nebraska’s public high schools, Figure 1.5.15 directly compares the college-going rates of the ACE scholarship recipients to the college continuation rates of other low-income graduates and graduates from non-low-income households.¹
- As illustrated in Figure 1.5.15, the college continuation rates of the ACE scholarship recipients have been noticeably higher than, or about equal to, the college-going rates for non-low-income graduates of the state’s public high schools, since the first ACE scholarships were awarded in 2007–2008. In effect, these scholarships have enabled low-income public high school graduates to continue on to college at rates that are higher than, or at least equal to, the college-going rates for their non-low-income classmates.
- Specifically, 81.5% of the 2010–2011 public high school seniors who received ACE scholarships continued on to college, compared to 77.3% of their classmates from non-low-income households.

Figure 1.5.15

College Continuation Rates for Public High School Seniors Who Received Access Early (ACE) Scholarships and Other Graduates of Nebraska Public High Schools by Student Income Status: 2007–2008 through 2010–2011



Data Source: Records for the Nebraska ACE Scholarship Program maintained by Nebraska’s Coordinating Commission for Postsecondary Education and enrollment records from the Nebraska Department of Education and the National Student Clearinghouse, April 7, 2009, April 20, 2010, April 28, 2011, and April 24, 2012.

¹To calculate the college continuation rates for other low-income graduates, the 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.

- As also evidenced in [Figure 1.5.15](#) on the previous page, the college continuation rates for ACE scholarship recipients were significantly higher than the college-going rates for other low-income students who graduated from Nebraska’s public high schools between 2007–2008 and 2010–2011.
- Based on the most recently available data, 81.5% of the 2010–2011 ACE scholarship recipients went to college after they left high school, compared to only 52.3% of the other low-income public high school students who graduated the same year.

See [Part 3](#) of [Tables A8.4a](#), [A8.4b](#), [A8.4c](#), and [A8.4d](#) in [Appendix 8](#) for supporting data.

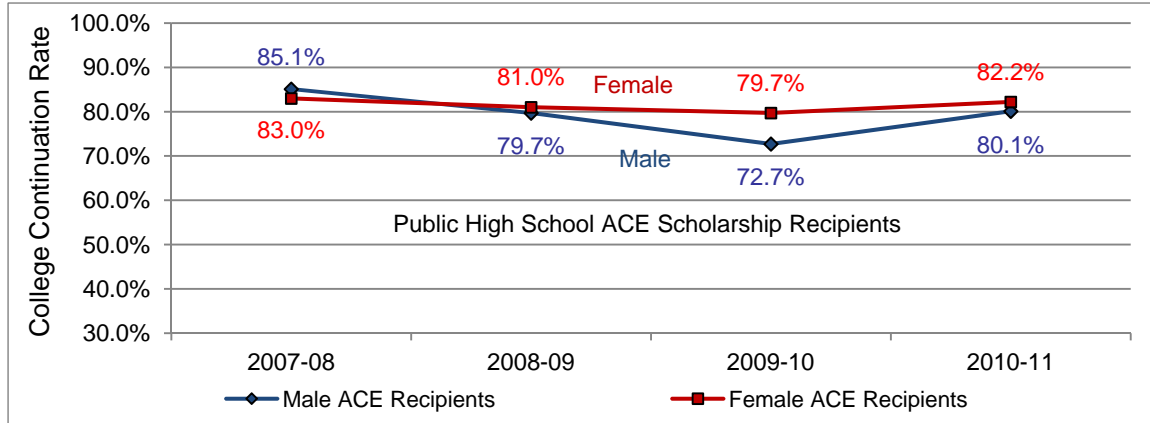
[Gender Comparisons of the College Continuation Rates of Nebraska Public High School ACE Scholarship Recipients, Other Low-Income, and Non-Low-Income Graduates](#)

- Compared to the male scholarship recipients, females accounted for a significantly higher percentage of the public high school seniors who received ACE scholarships between 2007–2008 and 2010–2011.
- Females accounted for about two-thirds of the public high school seniors who received ACE scholarships in 2007–2008, 2009–2010, and 2010–2011, and for 72% of the senior ACE scholarship recipients in 2008–2009.
- In comparison, females accounted for about half of the low-income and non-low-income students who graduated from Nebraska’s public high schools between 2007–2008 and 2010–2011.
- Even though males accounted for almost 50% of all the students who graduated from Nebraska’s high schools between 2007–2008 and 2010–2011, fewer males than females continued on to college after high school graduation.
- The three charts constituting [Figure 1.5.16](#) on the next page directly compare the college continuation rates of the female and male students within each of the three sub-groups of seniors who graduated from Nebraska’s public high schools between 2007–2008 and 2010–2011.
- As shown in [Part A](#) of [Figure 1.5.16](#), the college continuation rates for the male recipients of ACE scholarships were about equal to the college-going rates for females who received scholarships in 2007–2008, 2008–2009, and 2010–2011.
- For the seniors who received ACE scholarships in 2009–2010, the college-going rates for females was 79.7%, or 7.0 percentage points higher than the 72.7% college-going rate for males. This 7.0 percentage point gap is consistent with the differences found between the college-going rates of females and males from other low-income households and non-low-income households, which are shown in [Part B](#) and [Part C](#) of [Figure 1.5.16](#).
- As evidenced in [Part B](#) of [Figure 1.5.16](#), the college-going rate for other low-income females in the class of 2007–2008 was 53.3%, or 10.3 percentage points higher than the 43.0% college-going rate for other low-income males. For the class of 2010–2011, the gap between males and females from other low-income households narrowed to a 5.9 percentage-point difference, with 55.2% of the females going on to college, compared to 49.3% of the males.

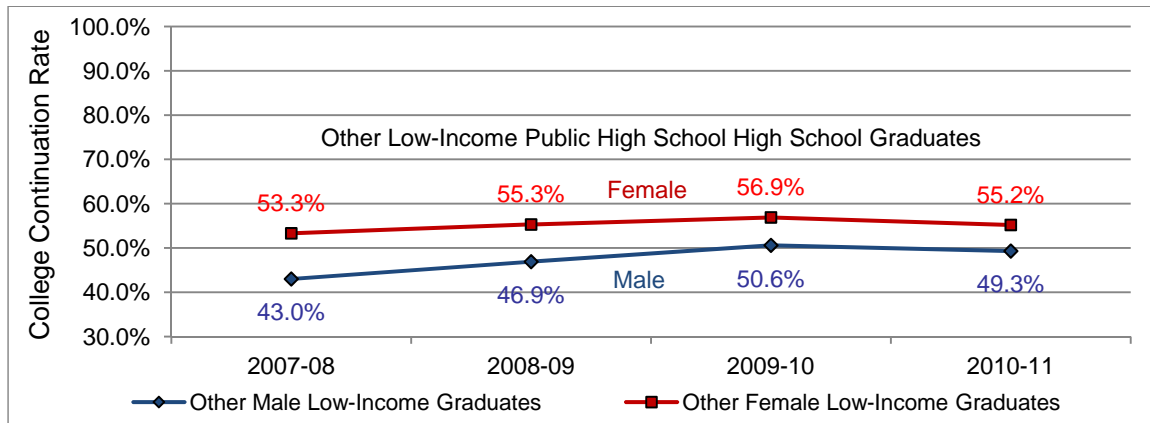
Figure 1.5.16

College Continuation Rates for Public High School Seniors Who Received Access College Early (ACE) Scholarships and Other Graduates of Nebraska Public High Schools by Student Income Status and Gender: 2007–2008 through 2010–2011

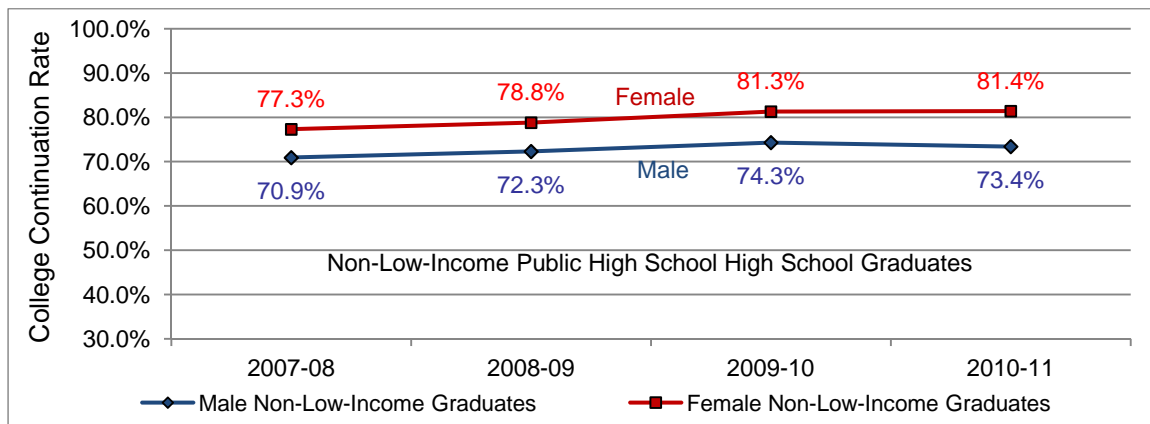
Part A: Low-Income Recipients of ACE Scholarships at Public High Schools



Part B: Other Low-Income Public High School Graduates



Part C: Non-Low-Income Public High School Graduates



Data Source: Records for the Nebraska ACE Scholarship Program maintained by Nebraska's Coordinating Commission for Postsecondary Education and enrollment records from the Nebraska Department of Education and the National Student Clearinghouse, April 7, 2009, April 20, 2010, April 28, 2011, and April 24, 2012.

- As also shown in [Part C](#) of [Figure 1.5.16](#) on the previous page, the college-going rates for female graduates from non-low-income households were 6.4 to 8.0 percentage points higher than the college continuation rate for non-low-income males for the classes of 2007–2008 through 2010–2011. Of the non-low-income graduates from the class of 2010–2011, 81.4% of the females continued to college, compared to 73.4% of the males.
- Together, [Part A](#) and [Part B](#) of [Figure 1.5.16](#) show that the college-going rates for the male and female ACE scholarship recipients from 2007–2008 to 2010–2011 were each significantly higher than the comparable college-going rates for male and female graduates from other low-income households.
- Similarly, [Part A](#) and [Part C](#) of [Figure 1.5.16](#) show that male and female ACE scholarship recipients have had higher college-going rates than their male and female classmates from non-low-income households, with the exception of the ACE scholarship recipients in 2009–2010. In the case of the 2009–2010 graduates, the college continuation rates for male and female recipients of ACE scholarships were 1.6 percentage points lower than the comparable college-going rates for male and female graduates from non-low-income households.
- *These comparisons provide strong evidence that the ACE scholarship program has enabled male and female low-income students to continue on to college at rates that are higher than, or close to, the college-going rates of their non-low-income classmates.* However, the consistent gap between the college-going rates of male and female graduates, regardless of scholarship availability or household income, suggests that there are other factors that need to be identified and addressed to increase the college-going rates of the young men who graduate from Nebraska’s public high schools.

See [Parts 2 and 3](#) of [Tables A8.4a](#), [A8.4b](#), [A8.4c](#), and [A8.4d](#) in [Appendix 8](#) for supporting data.

The ACE Plus Scholarship Program

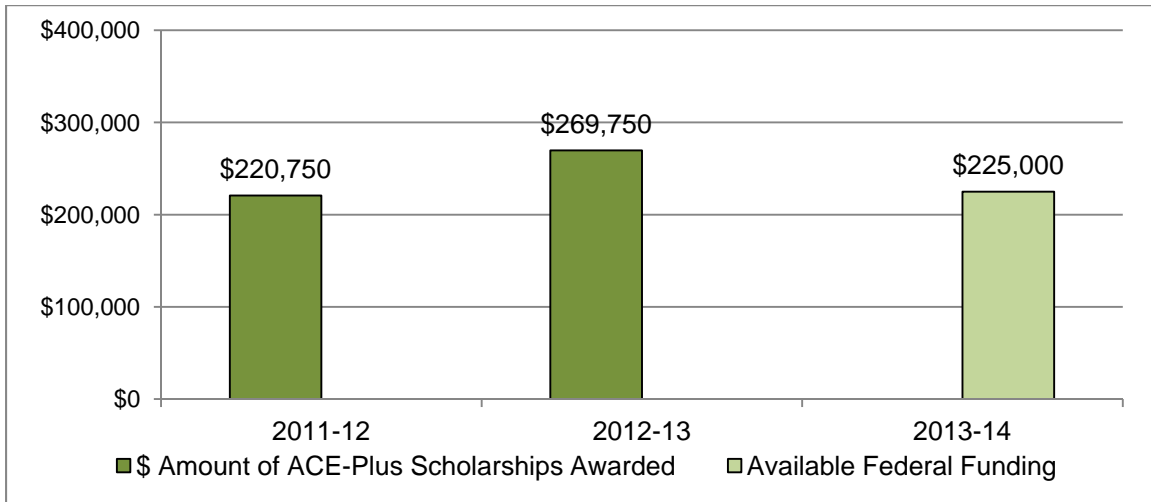
The ACE Plus scholarship program was initiated by the Commission in 2011–2012 to provide assistance to first- and second-year college students who were ACE scholarship recipients prior to graduating from high school. A student does not have to receive an ACE Plus scholarship for their first year of college in order to qualify for a scholarship for their second year in college. However, to qualify for an ACE Plus scholarship, a student must have taken at least one college course while in high school that was funded by the Access College Early (ACE) scholarship program and be enrolled full time in college for a full academic year. In addition, they must have earned at least a 2.0 GPA in ACE courses while in high school and maintain at least a 2.0 GPA during their first year of college in order to qualify for a second-year scholarship.

The ACE Plus scholarship was initially funded with \$223,000 of a federal College Access Challenge Grant (CACG). Of the \$223,000, a total of \$220,750 was awarded in scholarships for the 2011–2012 academic year. For 2012–2013, \$269,750 in federal CACG funding was available and awarded for ACE Plus scholarships. As shown in [Figure 1.5.17](#) on the next page, the ACE Plus budget for 2013–2014 is \$225,000, again funded through CACG.

The first awards of ACE Plus scholarships were made in July and August 2011 for the 2011–2012 academic year. Awards for first-year college students were for \$500, while second-year students received awards of \$1,250. For 2012–2013, awards for first-year college students were \$500, but the scholarship for second-year students was reduced to \$1,000 so that ACE Plus scholarships could be awarded to more students. Awards for 2013–2014 will be the same as for 2012–2013.

Figure 1.5.17

The Amount for ACE Plus Scholarships Awarded or Available Funding

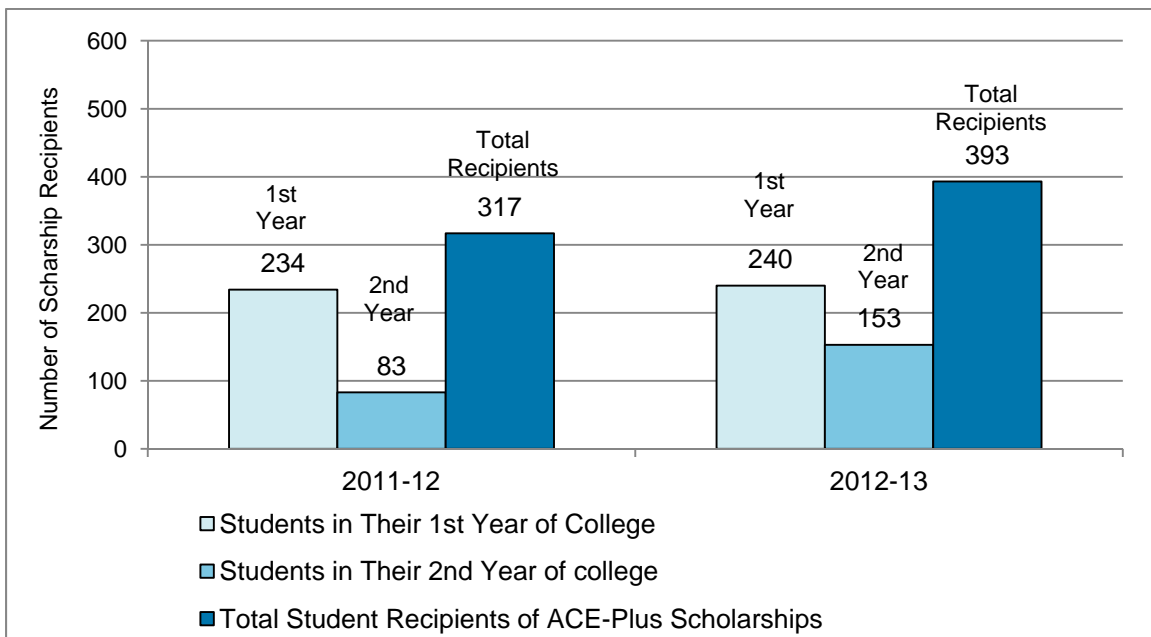


Data Source: Nebraska's Coordinating Commission for Postsecondary Education, November 2012.

As shown in [Figure 1.5.18](#) below, a total of 317 ACE Plus scholarships were awarded for the 2011–2012 academic year. Of the 317 scholarships awarded, 234 (73.8%) went to first-year students and 83 (26.2%) were awarded to second-year students. Of the 393 scholarships awarded for 2012–2013, 240 (61.1%) were awarded to first-year students, while second-year students received 153 (38.9%) of the ACE Plus scholarships.

Figure 1.5.18

Recipients of ACE Plus Scholarships by Year in College



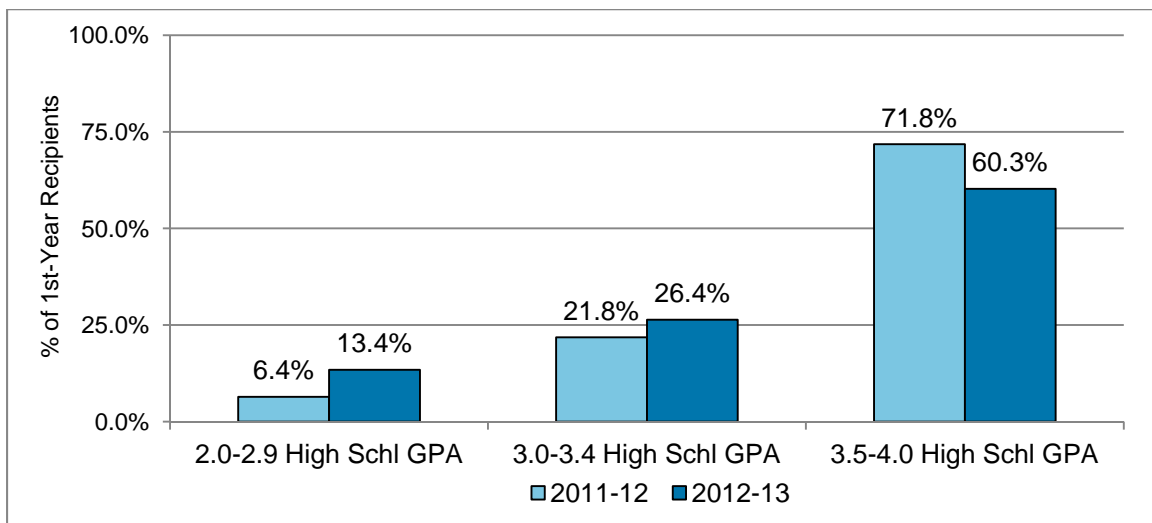
Data Source: Nebraska's Coordinating Commission for Postsecondary Education, November 2012.

The academic success of the students who have received ACE Plus scholarships is illustrated in [Figure 1.5.19](#) and [Figure 1.5.20](#) below. Of the students who received ACE Plus scholarships for their first year of college in 2011–2012 or 2012–2013, more than 85% graduated from high school with a grade-point average (GPA) of 3.0 or higher, and at least 60% graduated with a GPA between 3.5 and 4.0.

Of the students who received ACE Plus scholarships for their second year of college in 2011–2012 or 2012–2013, more than 85% finished their first year in college with a GPA of 3.0 or higher, and more than half had grade points in the range of 3.5 to 4.0.

Figure 1.5.19

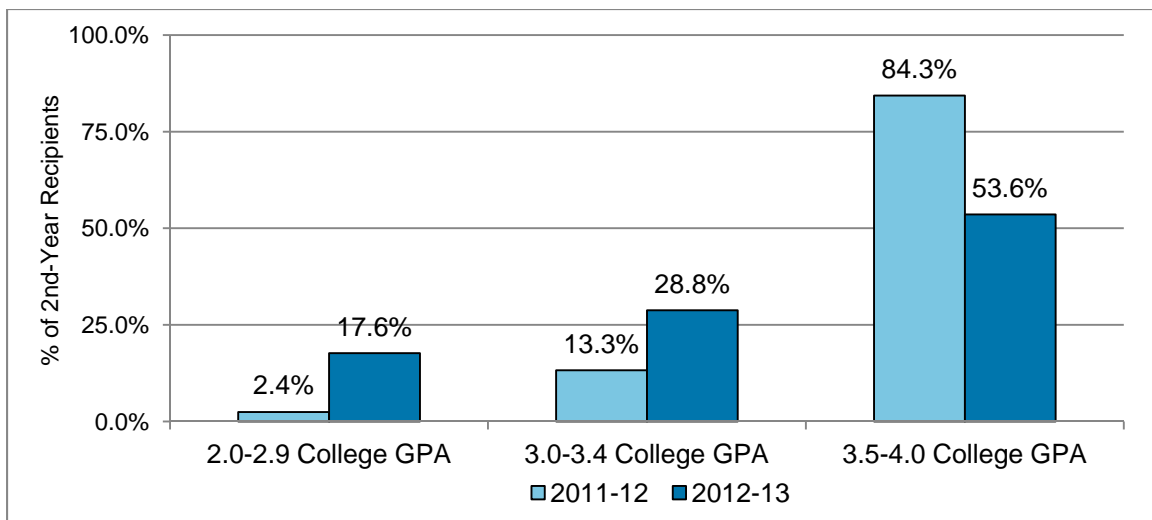
High School Grade-Point Average (GPA) of Students Who Received ACE Plus Scholarships for Their First Year of College



Data Source: Nebraska's Coordinating Commission for Postsecondary Education, November 2012. See [Table A8.5](#) in [Appendix 8](#) for supporting data.

Figure 1.5.20

College Grade-Point Average (GPA) of Students Who Received ACE Plus Scholarships for Their Second Year of College



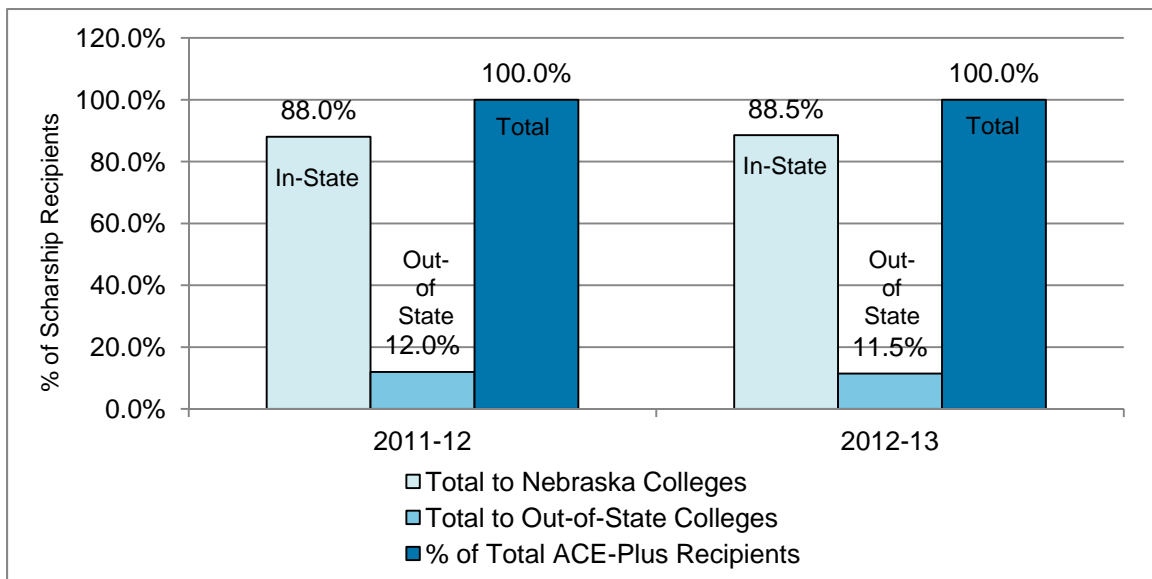
Data Source: Nebraska's Coordinating Commission for Postsecondary Education, November 2012. See [Table A8.5](#) in [Appendix 8](#) for supporting data.

As shown in [Figure 1.5.21](#), 88% of the ACE Plus scholarship recipients go to college in Nebraska, while 12% attend out-of-state schools. (The federal funds that support this program cannot be restricted to students attending in-state institutions.)

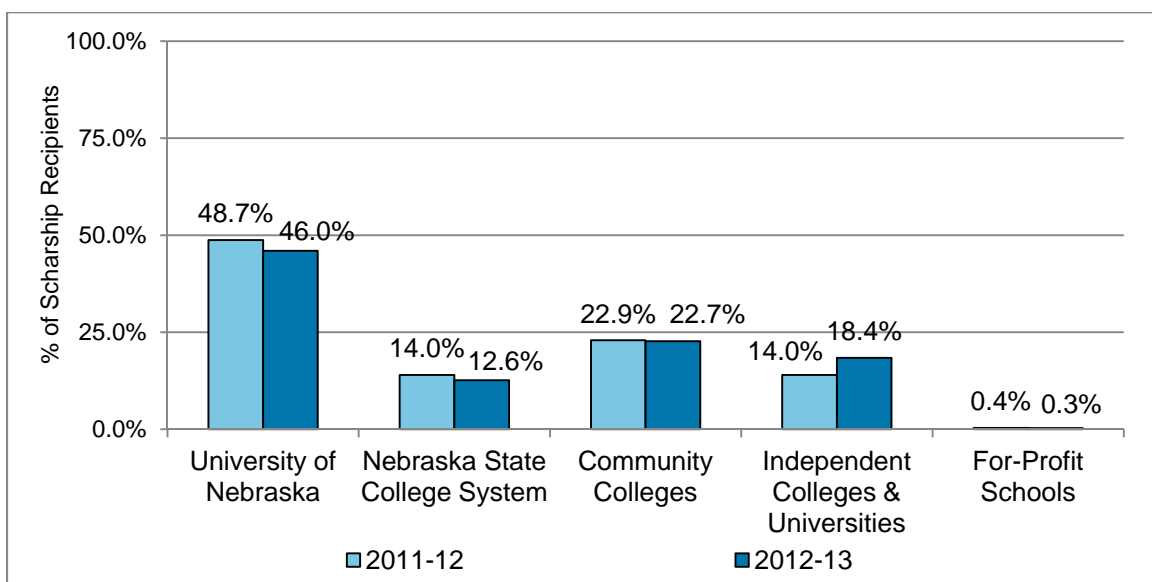
Of the 348 ACE Plus recipients currently going to Nebraska colleges, 46% are going to institutions constituting the University of Nebraska, 23% are attending Nebraska’s community colleges, 13% are enrolled at Nebraska’s state colleges, 18% are going to independent (not-for-profit) schools, and fewer than 1% are going to for-profit/career schools.

Figure 1.5.21
ACE Plus Scholarship Recipients Who Attended
Nebraska and Out-of-State Institutions

Part A: Percentages Who Attended In-State and Out-of-State Colleges



Part B: Percentages Who Attended Nebraska Colleges by Sector



Data Source: Nebraska’s Coordinating Commission for Postsecondary Education, November 2012. See [Table A8.5](#) in [Appendix 8](#) for supporting data.

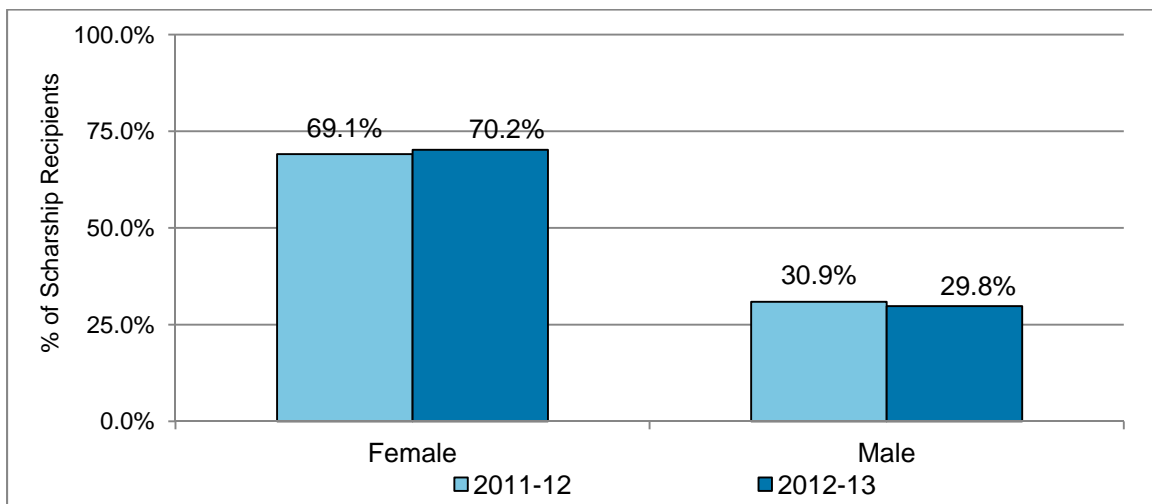
To date, about 70% of the ACE Plus scholarships have been awarded to females, while about 30% have been awarded to men. By race/ethnicity, white non-Hispanics have received 77% of the ACE Plus scholarships to date, while minority students have received 22% of the scholarships.

As previously mentioned in the Section 1.4 of this report and illustrated in [Figure 1.4.3](#), 82.0% of the first-time freshmen enrolled at Nebraska postsecondary institutions were white non-Hispanics, while the remaining 18% of first-time freshmen were minority students. In comparison, as shown in [Figure 1.5.22](#) below, 75.6% of the ACE Plus scholarships were awarded to white non-Hispanics in 2011–2012, while the remaining 24.4% of the ACE Plus scholarships were awarded to minorities or students of two or more races.

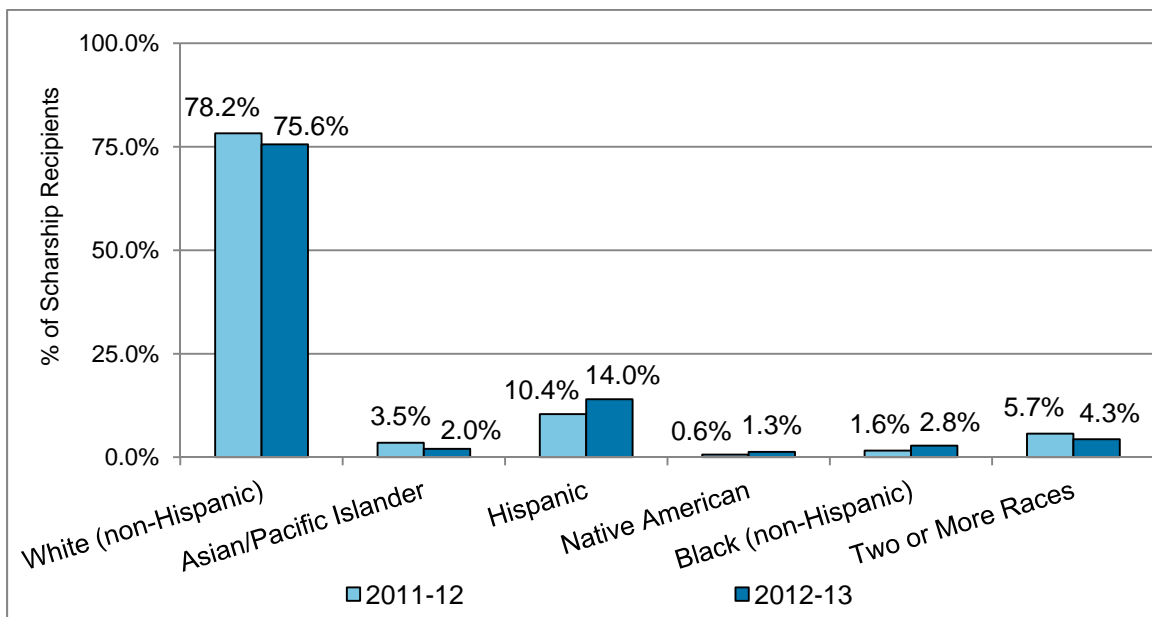
Figure 1.5.22

ACE Plus Scholarship Recipients by Gender and Race/Ethnicity

Part A: By Gender



Part B: By Race/Ethnicity



Data Source: Nebraska's Coordinating Commission for Postsecondary Education, November 2012. See [Table A8.5](#) 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 primarily on freshmen retention rates and college graduation rates that are based on data collected through the Integrated Postsecondary Education Data System (IPEDS), maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. Beginning with the 2013 edition of this report, the Coordinating Commission also is reporting the transfer rates based on IPEDS data for Nebraska's six community colleges.

The NCES is the best available source of data for monitoring the retention and graduation rates of institutions on an annual basis and over time, either by institution or by sector. However, the retention and graduation rates that are reported to the NCES or calculated using data collected through IPEDS are for first-time freshmen who continue their studies at the same institution where they started college. This type of student represents a 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 the persistence or graduation rates of a significant number of Nebraska college students who transfer to other institutions to continue their studies, including students who start college in the academic transfer programs offered by Nebraska's community colleges and then transfer to four-year schools to earn bachelor's degrees.

Freshmen retention rates based on IPEDS data are reported for full-time and part-time students. Graduation and transfer rates that are available through IPEDS are based on the same cohort of full-time, first-time freshmen. No information about the graduation rates or transfers of part-time students can be obtained using IPEDS data.

A transfer rate is the percentage of students in a school's full-time, first-time freshmen cohort who transfer to other institutions. However, IPEDS data are not available to determine if transfer students persist in their studies and graduate from the institutions to which they transfer.

Another limitation of the currently available transfer data is that not all institutions are required to report the number of full-time, first-time freshmen who transfer to other schools. As a result, it is impossible to compute a state-wide transfer rate that is comparable to Nebraska's statewide graduation rate.

2010–2011 was the first academic year that all six of Nebraska's community colleges reported the number of students in their full-time, first-time freshmen cohorts who transferred

to other schools. The resulting transfer rates for these schools are reported at the end of Section 2.2 on college graduation and transfer rates based on IPEDS data.

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

A full report of the 2006 NSC Research Project is in Section 2 of the *2007 Nebraska Higher Education Progress Report*, which is available on the Coordinating Commission's Web site: www.ccpe.state.ne.us. Until this type of research is replicated in Nebraska, this progress report will continue to provide policy-makers with an annual analysis of retention, graduation and transfer rates based on NCES-IPEDS data.

In addition to reporting the latest available retention, graduation, and transfer rates based on NCES-IPEDS data, this section of the 2013 progress report includes information about graduation and persistence rates obtained from a recently published report of research conducted by the National Student Clearinghouse Research Center. Using Clearinghouse data, this research is the first study of six-year student outcomes based on a national cohort of degree-seeking, first-time freshmen analyzed by state as well as for the United States as a whole. As a result, it provides new and additional information about the graduation and persistence rates of students who have started college at two-year colleges, four-year public institutions, and four-year private nonprofit institutions in Nebraska.

The recent study conducted by the National Student Clearinghouse Research Center is not without limitations. However, this study encompasses part-time students as well as full-time students, and it includes students who transferred to other institutions before completing their programs of study. Including these students overcomes important limitations of the analyses that are based only on NCES-IPEDS data. In overcoming these limitations, the research conducted by the Clearinghouse provides previously unavailable information about graduation and persistence rates. Consequently, this information, which is presented in Section 2.3, should be of interest to public policy makers and administrators of postsecondary institutions in Nebraska.

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.

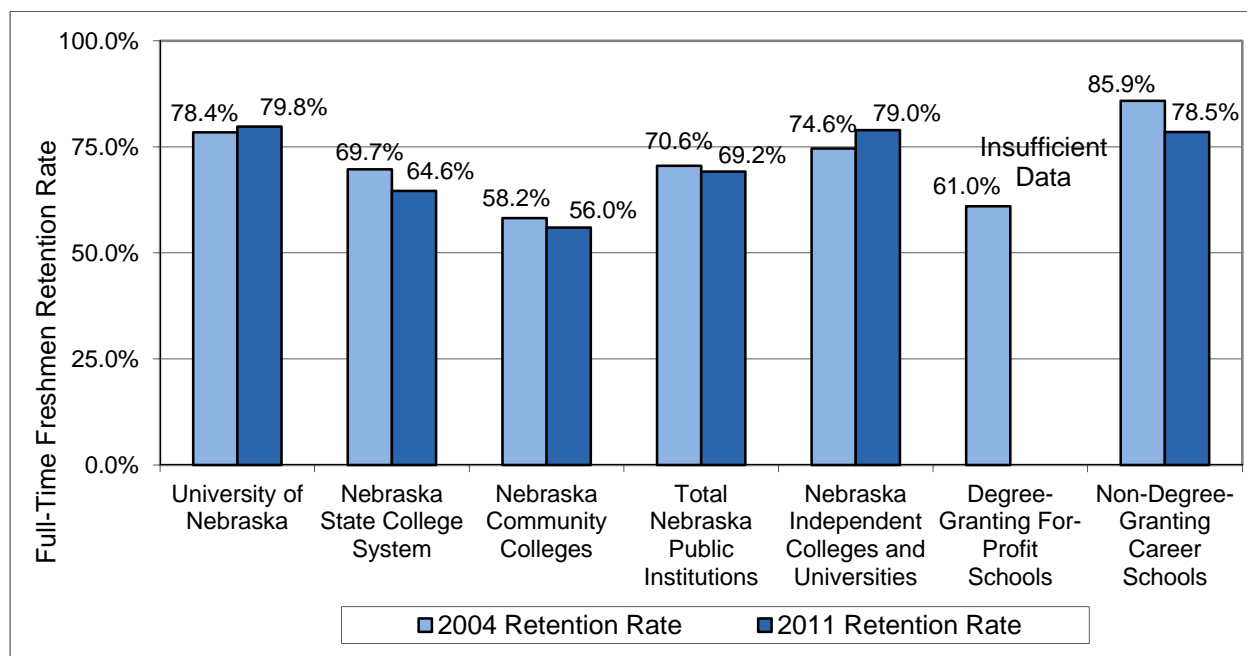
The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS), beginning in fall 2004. The NCES generally defines a retention rate as the percentage 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 2011. Retention rates for fall 2012 will not be available until mid-2013 and will be reported in the *2014 Nebraska Higher Education Progress Report*. Note that necessary data adjustments for Southeast Community College resulted in community college sector and statewide retention rates for fall 2004 that are different than those published previously.

Full-Time Freshmen Retention Rates by Sector and Institution

Figure 2.1.1 below shows that full-time freshmen retention rates for the University of Nebraska and the independent (not-for-profit) sector were higher in fall 2011 than they were in fall 2004. For the remaining sectors, overall full-time retention rates were lower in fall 2011 than they were in fall 2004 or data are not sufficient to compute a sector retention rate for fall 2011.

Figure 2.1.1
Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2011 Compared to Fall 2004 Baseline¹



¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2011 surveys. See [Table A9.1](#) in [Appendix 9](#) for supporting data and detailed footnotes.

- As shown in [Figure 2.1.1](#), the overall full-time retention rate for the degree-granting, for-profit schools was 61.0% in fall 2004. Data are insufficient to calculate an equivalent rate for fall 2011 because only three of the eleven schools currently in this sector reported full-time retention rates for fall 2011 that are comparable to the rates reported for fall 2004. These schools and the retention rates they reported for fall 2011 are as follows: Myotherapy Institute (55%), Omaha School of Massage and Healthcare of Herzing University (64%), and Vatterott College--Spring Valley Campus (59%).

Four of the remaining schools in the degree-granting, for-profit category are now four-year institutions that are required to report only retention rates for bachelor's degree-seeking students, even though most, if not all, of their first-time freshmen enroll in programs that are two years or less in length. As a result, the retention rates for the students not seeking bachelor's degrees are not available for the Kaplan University campuses in Lincoln and Omaha or for ITT Technical Institute in Omaha. However, The Creative Center has reported directly to the Coordinating Commission that, in fall 2010, the school enrolled 34 full-time, first-time freshmen seeking associate degrees and 27 (79.4%) returned to school in fall 2011.

The remaining four schools in the sector do not enroll first-time freshmen or were not operating in 2004. (See the footnotes for [Table A9.1](#) in [Appendix 9](#) for more details.)

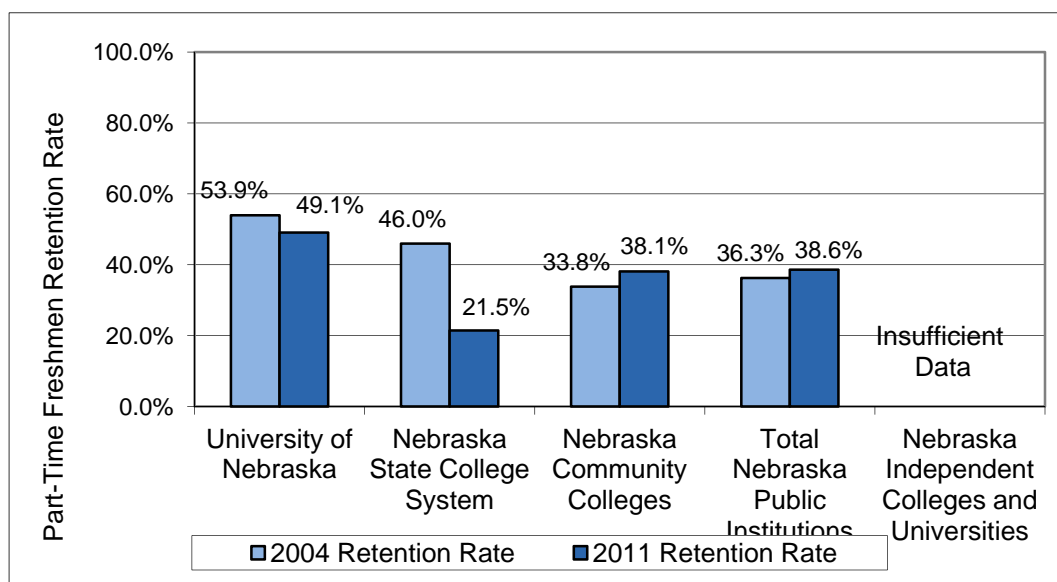
- [Figure 2.1.1](#) on the previous page shows that the most significant decrease in sector retention rates was for the non-degree granting career schools that are operated for-profit and focus on hair and skin care training. As evidenced in [Figure 2.1.1](#), the retention rate for these businesses decreased 7.4%, from 85.9% in fall 2004 to 78.5% in fall 2011. This decrease is due primarily to lower full-time retention rates reported by the College of Hair Design, Joseph's College of Beauty, La'James International College, and Xenon International School of Hair Design II, Inc.
- As shown in [Figure 2.1.1](#), the overall full-time freshmen retention rate for Nebraska's independent (not-for-profit) colleges and universities increased 4.4% from 74.6% to 79.0% between fall 2004 and fall 2011. The 79.0% retention rate for fall 2011 also was a significant improvement over the fall 2010 retention rate of 73.4%.
- In fall 2011, the highest full-time retention rate at the sector level was at the University of Nebraska, where the retention rate increased from 78.4% in fall 2004 to 79.8% in fall 2011. Between fall 2004 and fall 2011, the overall full-time freshmen retention rate for the Nebraska State College System and Nebraska's community colleges decreased 5.1% and 2.2%, respectively. As shown in [Figure 2.1.1](#), the full-time retention rate for the state colleges decreased from 69.7% to 64.6%, while the rate for the state's community colleges decreased from 58.2% to 56.0%.
- The net effect of these changes in sector rates was that the estimated overall full-time retention rate for the three public sectors decreased 1.4%, from 70.6% in fall 2004 to 69.2% in fall 2010, while the rate for all institutions in Nebraska, excluding the degree-granting, for-profit schools decreased 0.9%, from 72.1% in fall 2004 to 71.2% in fall 2011.
- 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 2011 reported by the institutions within each sector.

Part-Time Freshmen Retention Rates by Sector and Institution

- The University of Nebraska enrolled 174 part-time, first-time freshmen in fall 2003 and 112 in fall 2010. As shown in [Figure 2.1.2](#), the retention rate for freshmen enrolled part-time at the University of Nebraska decreased 4.8%, from 53.9% for the students returning in fall 2004 to 49.1% for the students returning in fall 2011 (down from 52.1% in fall 2010).¹
- The Nebraska State College System enrolled 62 part-time, first-time freshmen in fall 2003, and 23 in fall 2011. The system’s retention rate increased from 46.0% in fall 2004 to 48.3% in fall 2009, but decreased to 30.7% in fall 2010 and to 21.5% in fall 2011. This variability is due, in part, to the relatively small number of freshmen enrolled part time.
- In comparison, Nebraska’s six community colleges enrolled 1,505 part-time, first-time freshmen in fall 2003 and 1,607 in fall 2010, or 77% of the state total (up from 70% of the state total in fall 2003). At the community colleges, the part-time freshmen retention rate increased 4.3 percentage points, from 33.8% in fall 2004 to 38.1% in fall 2011, (down from 47.9% in fall 2010). The 4.3% increase is due to four of the six community colleges reporting four-to11-point increases in their part-time retention rates between fall 2004 and fall 2011.
- Note that retention rates for part-time students in all sectors are much lower than those for full-time students.

Figure 2.1.2

**Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2011 Compared to Fall 2004 Baseline¹**



¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2011 surveys. See [Table A9.2](#) in [Appendix 9](#) for supporting data and detailed footnotes.

¹The 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 2.1.2](#).

- 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 2.3%, from 36.3% in fall 2004 to 38.6% in fall 2011, (down from 47.8% in fall 2010). As mentioned previously, this increase was due to the increased part-time retention rates reported by four of the state’s six community colleges.
- 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.

Nebraska Freshmen Retention Rates Compared to Those of Other States

The charts in this section show the fall 2011 overall freshmen retention rates for full-time and part-time freshmen enrolled at Nebraska’s public four-year colleges and universities and Nebraska’s six community colleges, compared to the retention rates for other states and the nation.

Retention Rates for Public Four-Year Institutions

[Figure 2.1.3](#) and [Figure 2.1.4](#) on the next two pages reveal that the fall 2011 retention rates for full-time and part-time freshmen enrolled at Nebraska’s public four-year institutions were below the corresponding national averages.

- As shown in [Figure 2.1.3](#), the overall full-time retention rate for Nebraska’s public four-year institutions—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 77.6% in fall 2011, compared to a 79.3% retention rate for the nation.
- Since 2005, when national comparisons became available, Nebraska’s full-time retention rate for public four-year institutions has decreased 1.8%. Also, Nebraska’s rate has declined relative to the national average and in its ranking relative to those of other states.

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

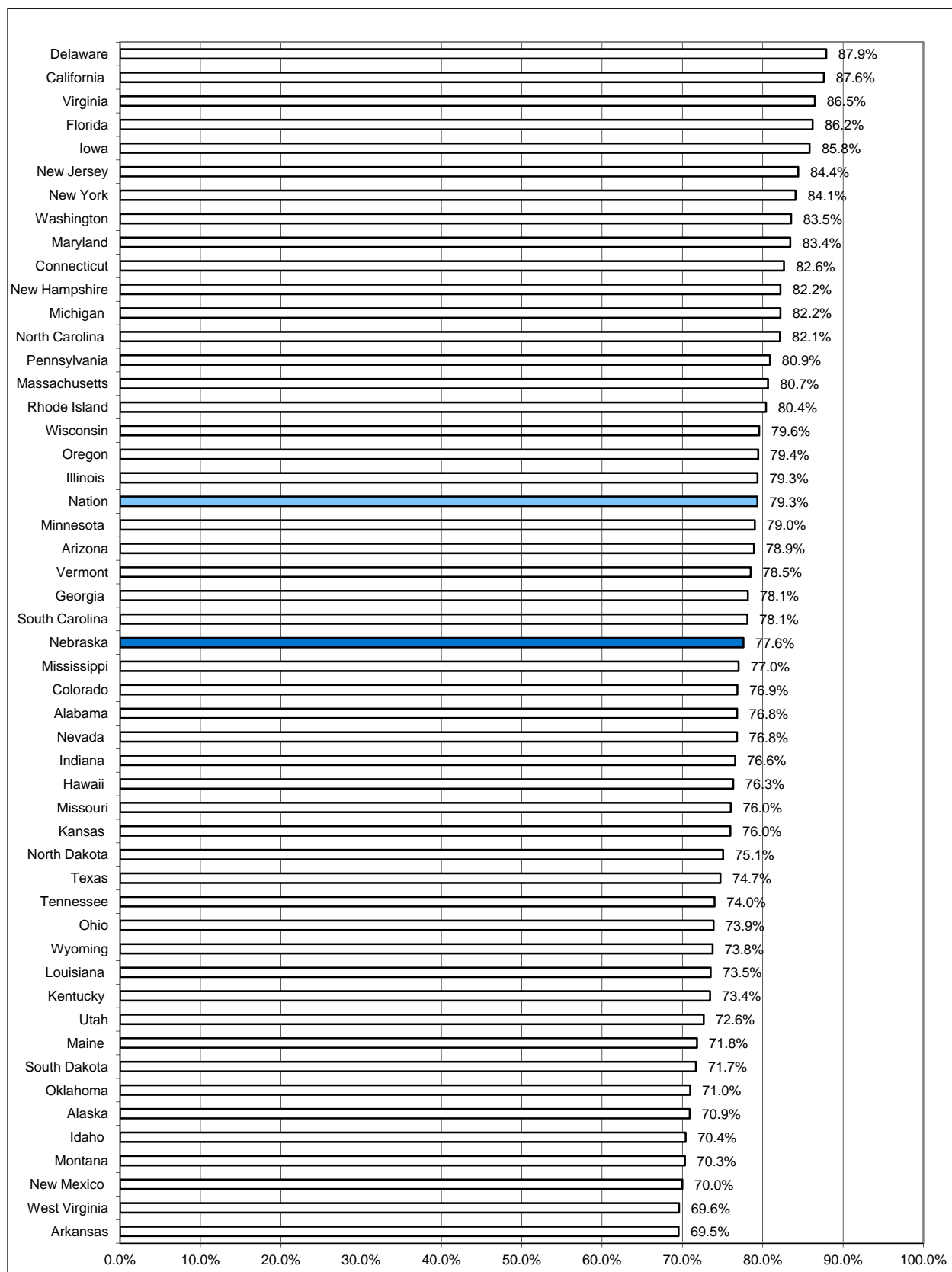
In 2010, Nebraska’s retention rate was 78.6%, which was the 23rd highest in the country for four-year schools and 0.9% lower than the national average of 79.5%.

In 2011, Nebraska’s retention rate fell by one percentage point to 77.6%, which was the 25th highest and 1.7% lower than the national average of 79.3%.

- As shown in [Figure 2.1.4](#), the overall part-time retention rate for Nebraska’s public four-year institutions was 44.4%, or 7.0% lower than the national average of 51.4%. As a result, Nebraska ranked 34th highest among the 50 states in fall 2011.
- In comparison, previous part-time retention rates for Nebraska’s four-year schools were noticeably higher, relative to those of other states. Nebraska’s rate was the 10th highest in fall 2008, when the state’s part-time retention rate was 53.3%, compared to a national rate of 47.7%. In fall 2009 and fall 2010, Nebraska’s public four-year institutions had the 28th highest part-time retention rates when compared to the other 49 states. (In 2009, Nebraska’s part-time retention rate was 47.1%, or 2.8% lower than the national average. In 2010, it was 47.5%, or 2.5% lower than the national average of 50.0%.)

Figure 2.1.3

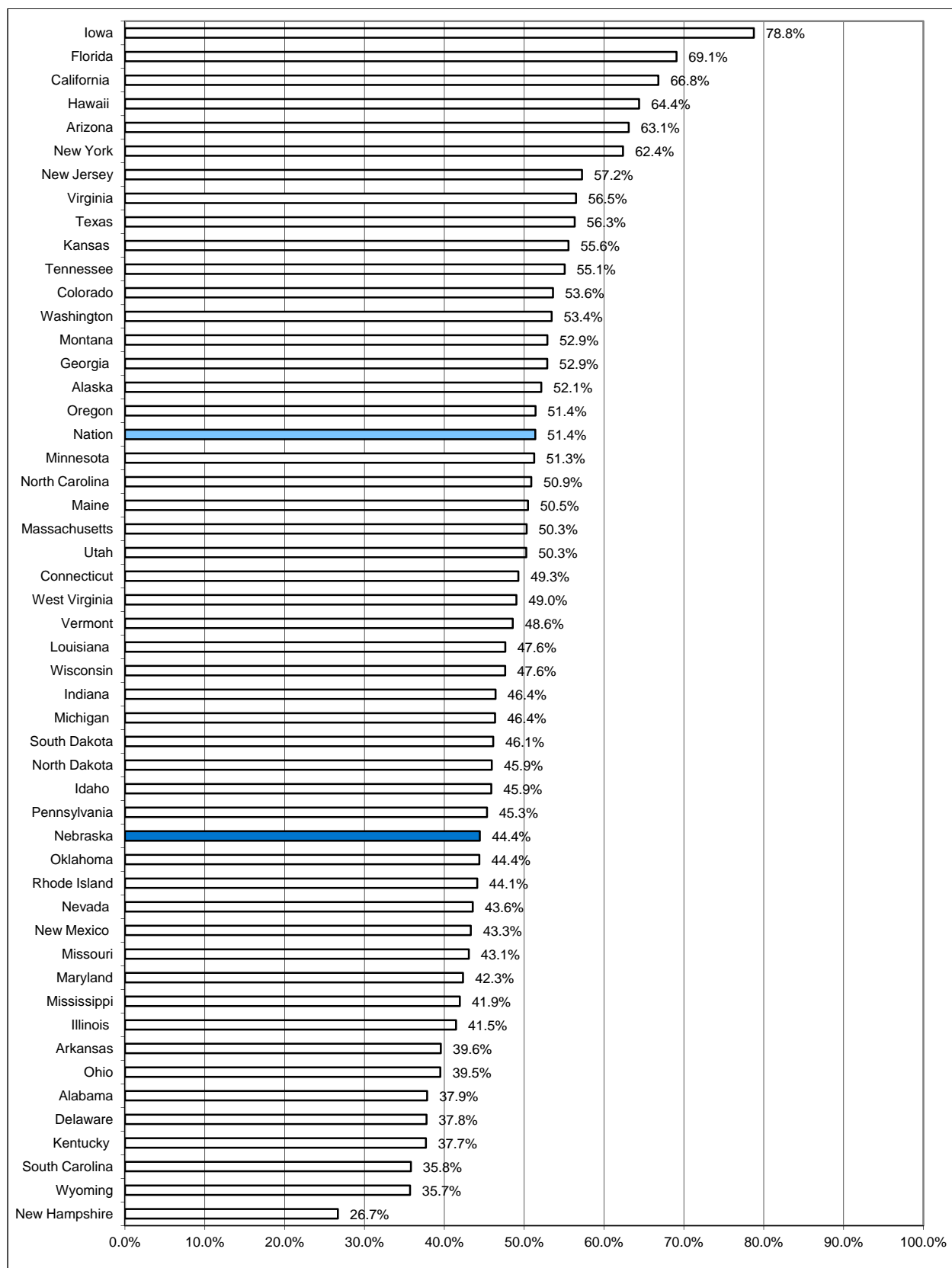
2011 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



¹Data from the National Center for Education Statistics, IPEDS fall 2011 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 11, 2012 (before imputation).

Figure 2.1.4

2011 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



¹Data from the National Center for Education Statistics, IPEDS fall 2011 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 11, 2012 (before imputation).

Retention Rates for Public Two Year Institutions

Figure 2.1.5 and Figure 2.1.6 on the next two pages compare the overall full-time and part-time freshmen retention rates for Nebraska's six community colleges 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 and part-time retention rates 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 shown in Figure 2.1.5 and Figure 2.1.6.

- As shown in Figure 2.1.5, the overall full-time retention rate for Nebraska's community colleges in fall 2011 was 56.0%, or 3.0% below the national rate for all two-year public colleges of 59.0%. As a result, Nebraska's ranking was the 29th highest among the 50 states. Including the NCTA-Curtis (which had a full-time retention rate of 63%) and the NICC (which had a full-time retention rate of 39%), the retention rate for Nebraska's eight public, two-year institutions was 55.5%, lowering Nebraska's rank to 34th.
- An analysis of previous full-time retention rates reveals that the rate for Nebraska's six community colleges was significantly lower in fall 2011 than in fall 2009 and fall 2010.

In fall 2009, the full-time retention rate for Nebraska's community colleges was 64.6%, the 6th highest in the country and 5.6% higher than the national average of 59.0%.

In fall 2010, Nebraska's rate was the 3rd highest, even though the state's rate was 63.9% and the national rate increased slightly to 60.1%

- The dramatic reduction in the state's rate and ranking may be explained, at least in part, by the fact that all six of Nebraska's community colleges reported lower full-time freshmen retention rates in fall 2011 than in fall 2010. These changes in rates ranged from a 2% decrease at Northeast Community College to 10% and 11% decreases at Metropolitan Community College and Southeast Community College, respectively.
- Figure 2.1.6 shows that the overall part-time retention rate for Nebraska's community colleges in fall 2011 was 38.1%, compared to a national average of 41.9%, resulting in Nebraska's rate being the 38th highest in the country. Including NCTA-Curtis and NICC only slightly increases Nebraska's rate to 38.6% and a rank of 36th.
- Like its full-time retention rate, Nebraska's part-time retention rate for the state's community colleges was significantly lower in fall 2011 than in previous years.

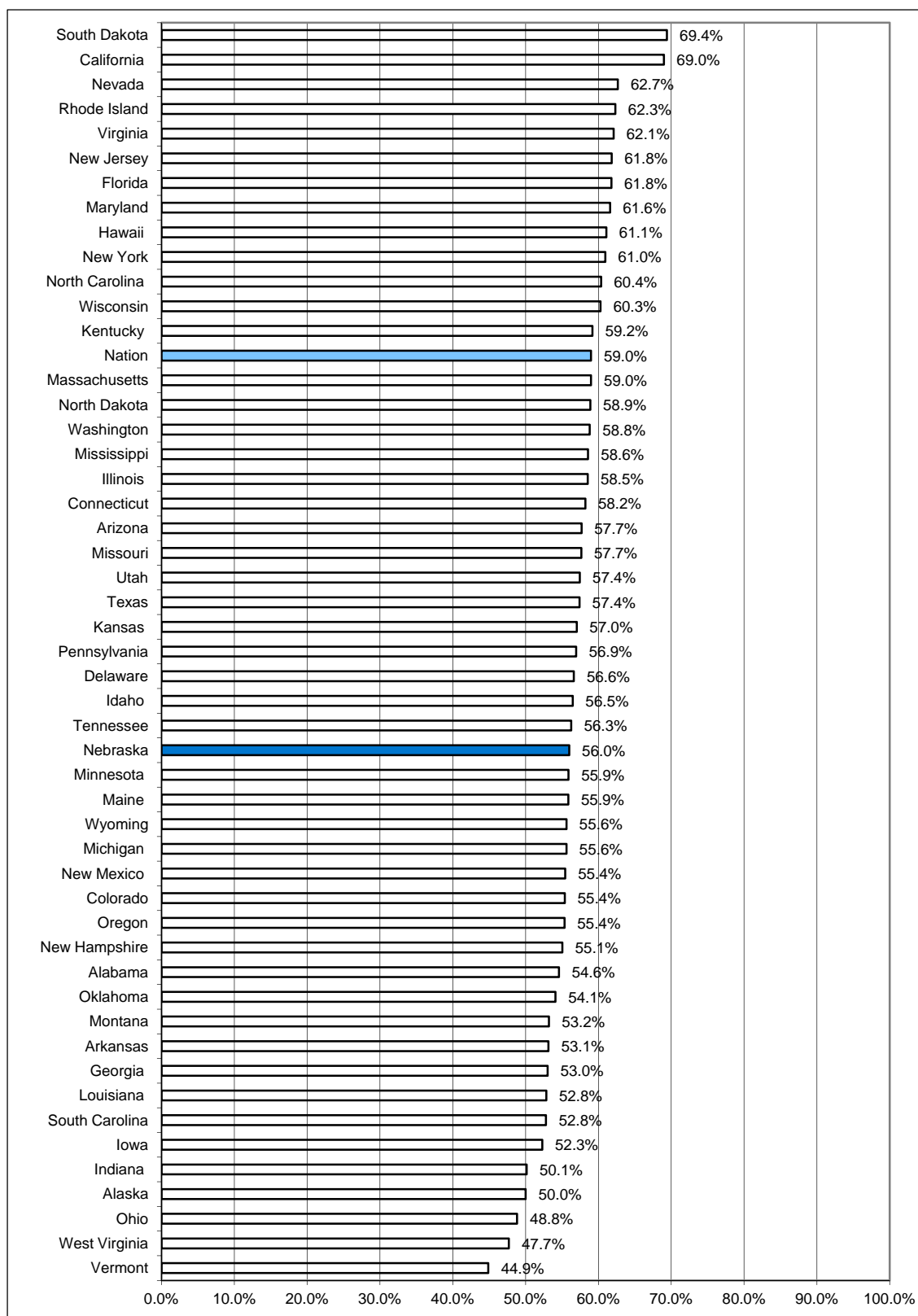
In fall 2008, Nebraska's part-time freshmen retention rate was 50.3%—the 5th highest in the country—compared to a 40.1% retention rate for all two-year public colleges in the country.

In fall 2009 and fall 2010, the overall part-time retention rate for Nebraska's community colleges was the 7th highest (50.0% in 2009, compared to a 38.8% national rate, and 47.9% in 2010, compared to a 41.7% national rate).

- All six of Nebraska's community colleges reported lower part-time retention rates in fall 2011 than in fall 2010. These reductions in rates ranged from 4% decreases at Central Community College and Mid-Plaines to a 13% decrease at Western Nebraska Community College and a 28% decrease at Southeast Community College.

Figure 2.1.5

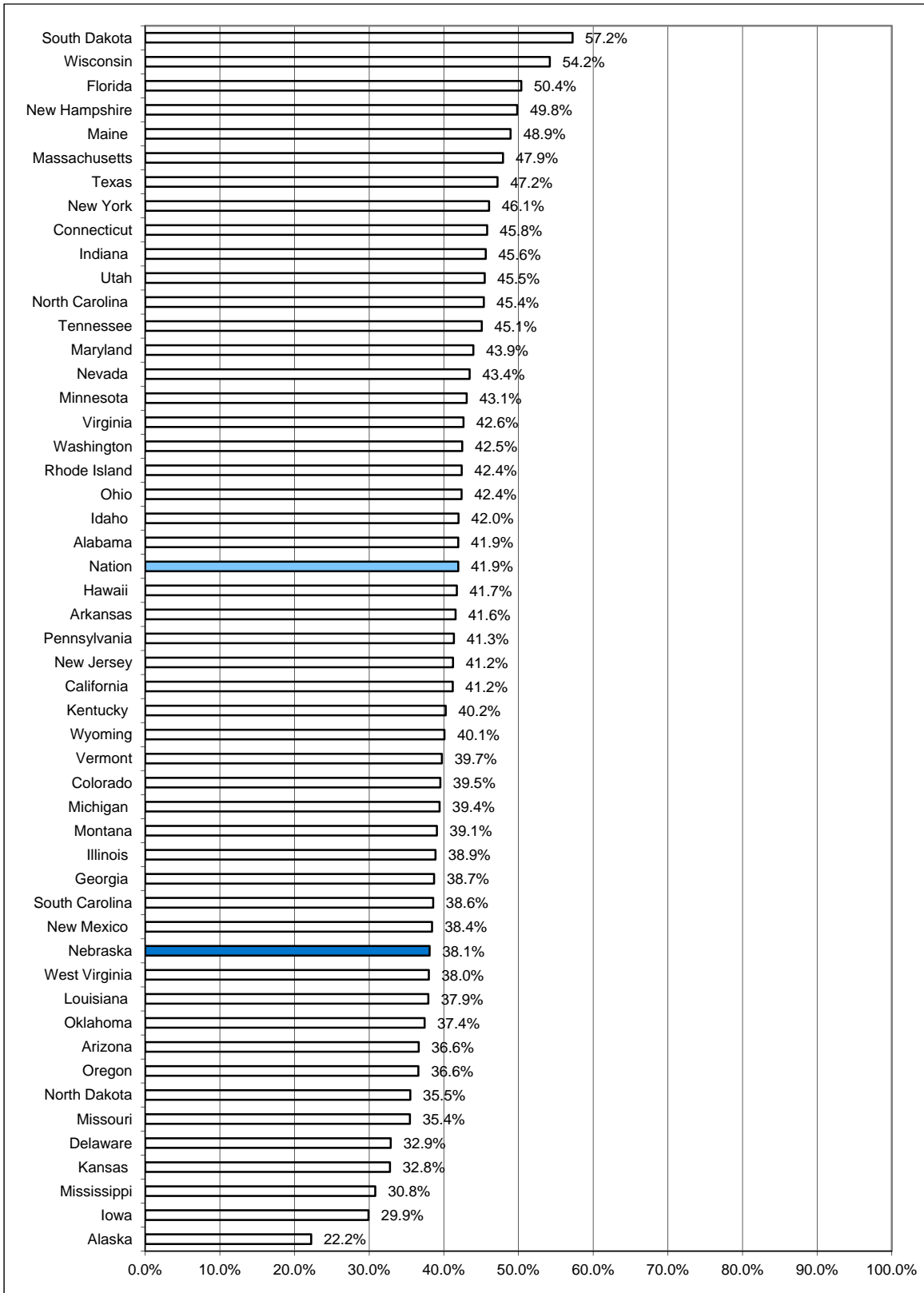
2011 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State
(Nebraska Rate for Nebraska Community Colleges Only)



¹Data from the National Center for Education Statistics, IPEDS fall 2011 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 11, 2012 (before imputation).

Figure 2.1.6

2011 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State
(Nebraska Rate for Nebraska Community Colleges Only)



¹Data from the National Center for Education Statistics, IPEDS fall 2011 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 11, 2012 (before imputation).

- See Table A9.3 in Appendix 9 for the data used to calculate the retention rates for full-time and part-time students enrolled at Nebraska’s public four-year institutions and the state’s six community colleges, which are compared to the national and state rates shown in Figure 2.1.3, Figure 2.1.4, Figure 2.1.5 and Figure 2.1.6.

2.2 College Graduation and Transfer 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 2010–2011 academic year. Completion data for students who finished their degree programs in 2011–2012 will not be available for analysis until mid-2013. Consequently, the following analysis focuses on how 2010–2011 graduation rates for Nebraska institutions compare to 2002–2003 baseline rates. **Throughout this analysis, the terms “completion rate” and “graduation rate” are used interchangeably.**

Based on the same cohorts as graduation rates, the 2010–2011 transfer rates for Nebraska’s six community colleges are presented at the end of this section. Presenting these rates provides an important supplement to the graduation rates reported for these institutions.

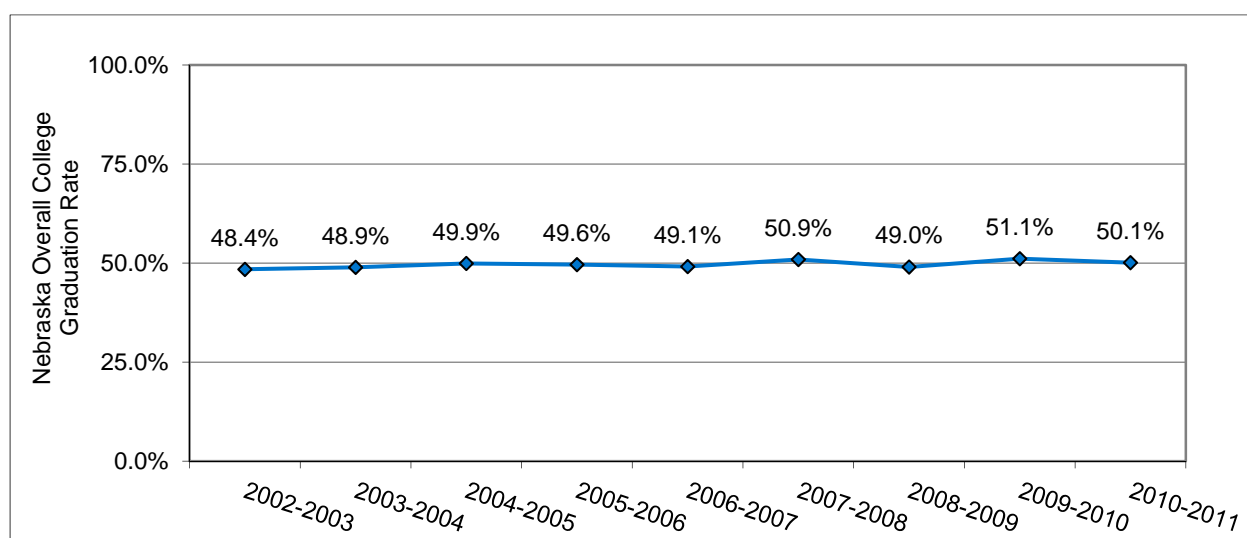
Generally, baccalaureate graduation and transfer rates are based on a six-year time frame, while rates for associate degrees are based on three years. In all case, rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See Explanatory Note A10.1 in Appendix 10 and Explanatory Note A11.1 in Appendix 11 for further information on IPEDS-defined time frames and how completion and transfer 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 50.1% in 2010–2011, down from 51.1% in 2009–2010 and up only 1.7% over the nine-year period.¹

Figure 2.2.1

Overall College Graduation Rate for Nebraska
2002–2003 through 2010–2011¹



¹Data Source: National Center for Education Statistics, fall 2003 through fall 2011 IPEDS surveys. See Table A10.1 in Appendix 10 for supporting data.

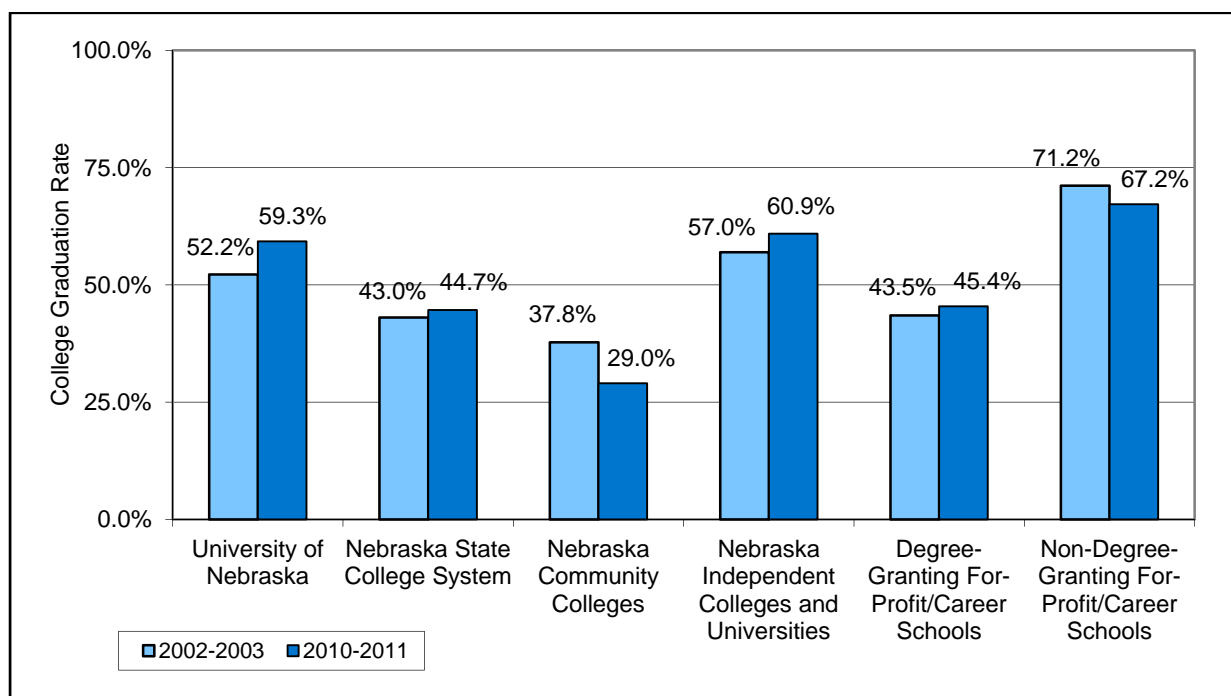
¹Data for Nebraska institutions in the degree-granting and non-degree-granting for-profit sectors are included in the calculation of the state graduation rates presented in this report.

College Graduation Rates by Sector and by Institution

- The state's overall college graduation rate increased 1.7% between 2002–2003 and 2010–2011, 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 and the University of Nebraska.
- The overall graduation rate for the six reporting non-degree-granting, for-profit schools decreased from 71.2% in 2002–2003 to 67.2% in 2010–2011, primarily as a result of La'James International College and Xenon International Academy II, Inc. reporting lower numbers of completers in 2010–2011.
- The sector graduation rate for the degree-granting, for-profit/career schools increased 1.9%, from 43.5% in 2002–2003 to 45.4% in 2010–2011. Within the sector, the lowest graduation rates of the nine reporting schools were 10.0% at the University of Phoenix (which had a first-time freshmen cohort of only 10 students) and 16.1% at ITT Technical Institute in Omaha. The highest rates were 89.7% at The Creative Center and 86.4% at the Universal College of Healing Arts.

Figure 2.2.2

**Graduation Rates for Nebraska Postsecondary Institutions by Sector
2010–2011 Compared to 2002–2003 Baseline¹**



¹Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. See Table A10.3, Table A10.4a, and Table A10i in Appendix 10 for supporting data.

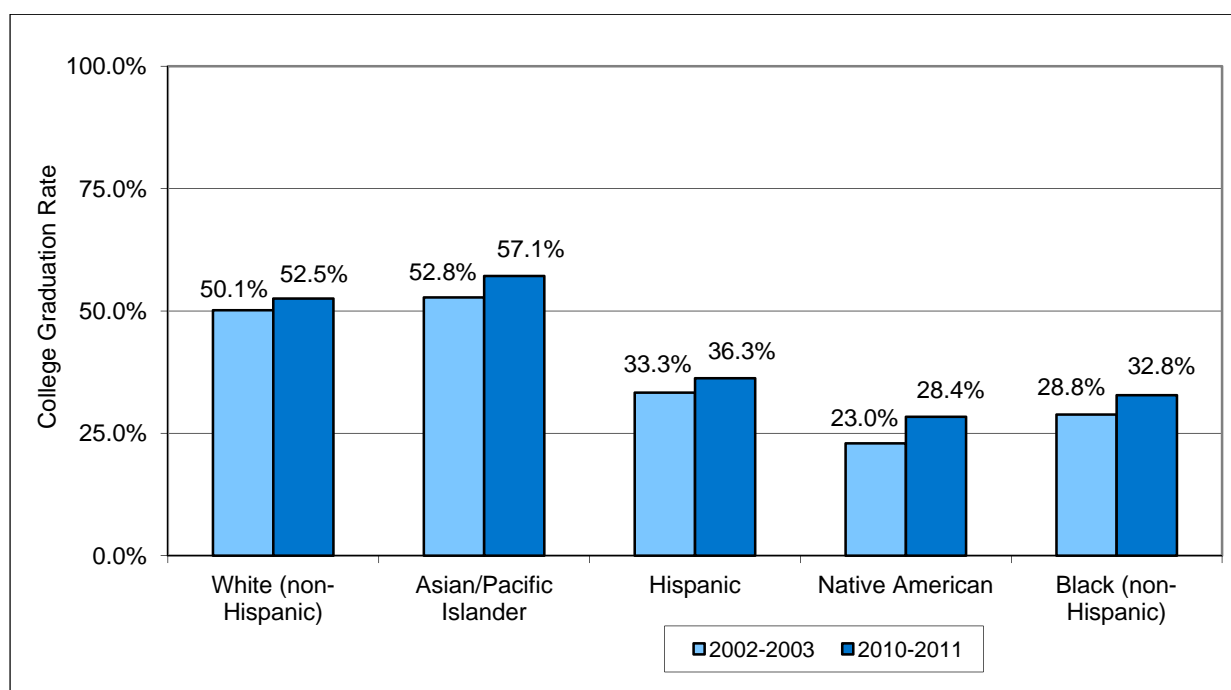
- The overall graduation rate for the University of Nebraska system increased from 52.2% in 2002–2003 to 59.3% in 2010–2011. This gain of 7.1% is attributable to increasing the completion rates at the University of Nebraska-Lincoln to 66.7%, the University of Nebraska at Kearney to 60.6%, and the University of Nebraska at Omaha to 42.8% (down from 44.8% in 2009–2010). The graduation rate at the Nebraska College of Technical Agriculture (NCTA) was 62.6% in 2002–2003 and 2010–2011.
- Graduation rates within the Nebraska State College System 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 decreased to 45.6% in 2010–2011. The completion rate at Peru State College increased from 31.4% in 2002–2003 to 44.5% in 2004–2005 but was 25.8% in 2010–2011. Similarly, at Wayne State College, the graduation rate increased from 45.4% in 2002–2003 to 52.0% in 2005–2006, but decreased to 50.9% in 2010–2011.
- Between 2002–2003 and 2010–2011, the graduation rate at Mid-Plains Community College and Western Nebraska Community College increased to 35.4% and 27.4%, respectively. These increases were more than offset by completion rates that decreased to 33.4% at Central Community College, 13.1% at Metropolitan Community College, 45.7% at Northeast Community College, and 27.1% at Southeast Community College. The net effect of these decreases was that the overall graduation rate at Nebraska's community colleges decreased 8.7%, from 37.8% in 2002–2003 to 29.0% in 2010–2011.
- Within the independent sector, Little Priest Tribal College and Nebraska Indian Community College had completion rates of 0.0% and 11.8%, respectively, in 2010–2011, but the overall graduation rate for the sector was 60.9%, up 4.0% from 57.0% in 2002–2003 and down 1.2% from 62.1% in 2009–2010.
- The highest graduation rates in the independent sector in 2010–2011 were reported by Nebraska Methodist College of Nursing and Allied Health (78.4%), Creighton University (77.3%), Summit Christian College (70.0%), Nebraska Wesleyan University (63.5%) and Doane College-Crete (63.3%).
- In 2010–2011, the remaining ten institutions in the independent sector had graduation rates ranging from 32.1% (Grace University) to 58.8% (Clarkson College).
- Within all of the sectors, some schools showed significant decreases in their completion rates, while others reported noticeable improvements in their completion rates. Statewide, 20 of the postsecondary institutions with undergraduate programs reported lower completion rates in 2010–2011 than in 2002–2003, while 21 schools reported completion rates that were the same or higher. Calculations and comparisons of completion rates based on first-time freshmen cohorts are not applicable to the remaining 11 institutions because the schools have closed or they did not have first-time freshmen cohorts on which to base completion rates in 2002–2003 and/or 2010–2011. 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 2010–2011 completion rates by institution and by sector.
- See Table A10.4a through Table A10.4i 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 2010–2011.

College Graduation Rates by Race/Ethnicity

- An analysis of IPEDS data reveals that completion rates at Nebraska's postsecondary institutions varied and changed by race/ethnicity between 2002–2003 and 2010–2011.
- As shown in [Figure 2.2.3](#), the completion rates for white non-Hispanics and Asians/Pacific Islanders in 2002–2003 and 2010–2011 were significantly higher than the completion rates for Hispanics, Native Americans and black non-Hispanics.
- As also in shown [Figure 2.2.3](#), the completion rates for all five racial/ethnic groups were higher in 2010–2011 than they were in 2002–2003.
- It should be noted, however, that completion rate for each racial ethnic group fluctuate, at least slightly, from year to year. For example, the completion rate for Hispanics in 2008–2009 was the same as it was in 2002–2003 but then higher and almost equal in 2009–10 and 2010–2011. On the other hand, the rate for Native Americans was lower in 2008–2009 than it was in 2002–2003, but higher than the baseline rate in 2009–2010 and 2010–2011. 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 2011, the greatest increases in completion rates were for Native Americans (up 5.4%), Asians/Pacific Islanders (up 4.4%), and black non-Hispanics (up 4.0%). 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
2010–2011 Compared to 2002–2003 Baseline¹**

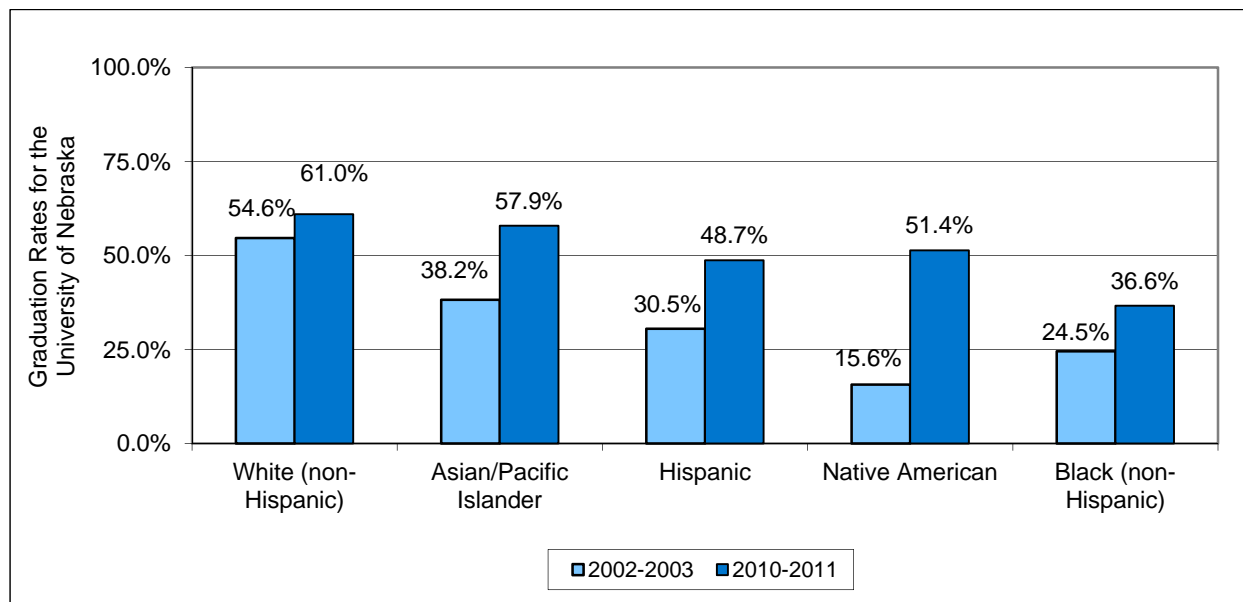


¹Data Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. See [Table A10.5a](#) in [Appendix 10](#) for supporting data.

College Graduation Rates by Sector and by Race/Ethnicity

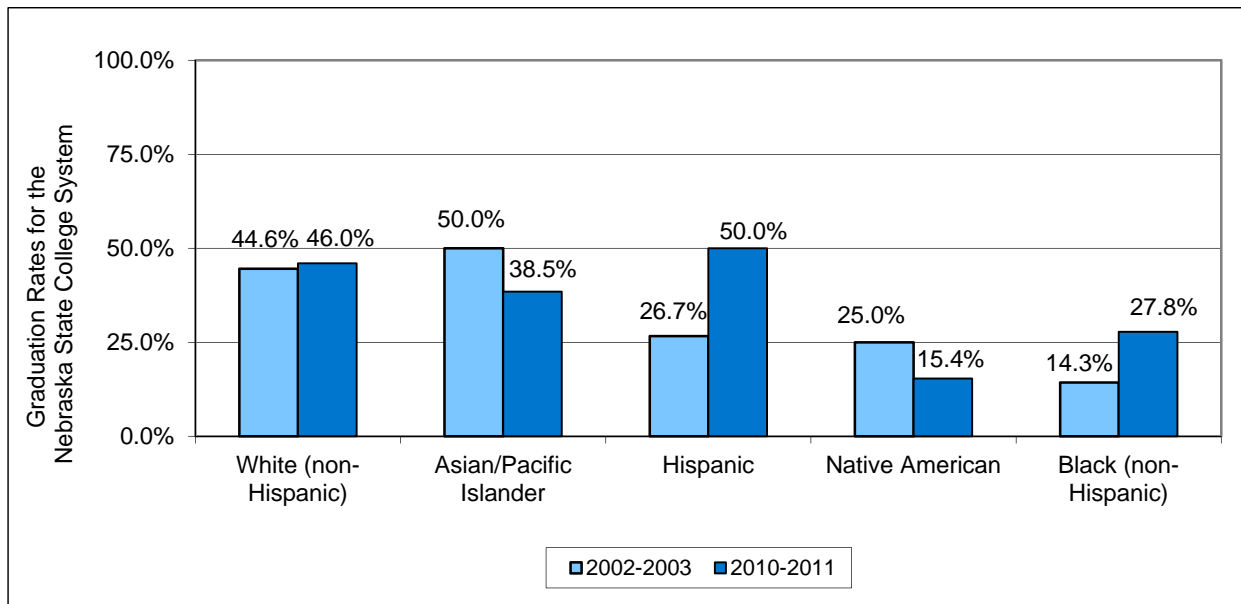
- The charts on this and the following three pages show how graduation rates for the five major racial/ethnic groups varied and changed between 2002–2003 and 2010–2011 within each of the six sectors of higher education in Nebraska.
- As shown in [Figure 2.2.4](#), graduation rates for all five racial/ethnic groups increased at the [University of Nebraska](#) between 2002–2003 and 2010–2011. Conversely, as shown in [Figure 2.2.6](#), graduation rates at [Nebraska’s community colleges](#) decreased or remained the same for all five racial/ethnic groups between 2002–2003 and 2010–2011.
- Within the [Nebraska State College System](#), graduation rates increased slightly for white non-Hispanics between 2002–2003 and 2010–2011. As shown in [Figure 2.2.5](#), graduation rates increased for two of the remaining four racial/ethnic groups, while the rates decreased for the other two. That all five graduation rates did not increase or remain about the same is probably due, at least in part, to the fact that only a small number of minority students graduated from the state colleges in 2002–2003 or 2010–2011.
- There was no consistent pattern of changes between 2002–2003 and 2010–2011 within the independent sector, the sector consisting of degree-granting, for-profit career schools, and the sector consisting of non-degree-granting, for-profit/career schools. Within each of these three sectors, graduation rates increased for three racial/ethnic groups while they decreased for two others. The graduation rate for Asians/Pacific Islanders increased for all three sectors, but there was no other consistent trend evidenced in this analysis.
- See [Table 10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.4
Graduation Rates for the University of Nebraska
by Race/Ethnicity
2010–2011 Compared to 2002–2003 Baseline¹



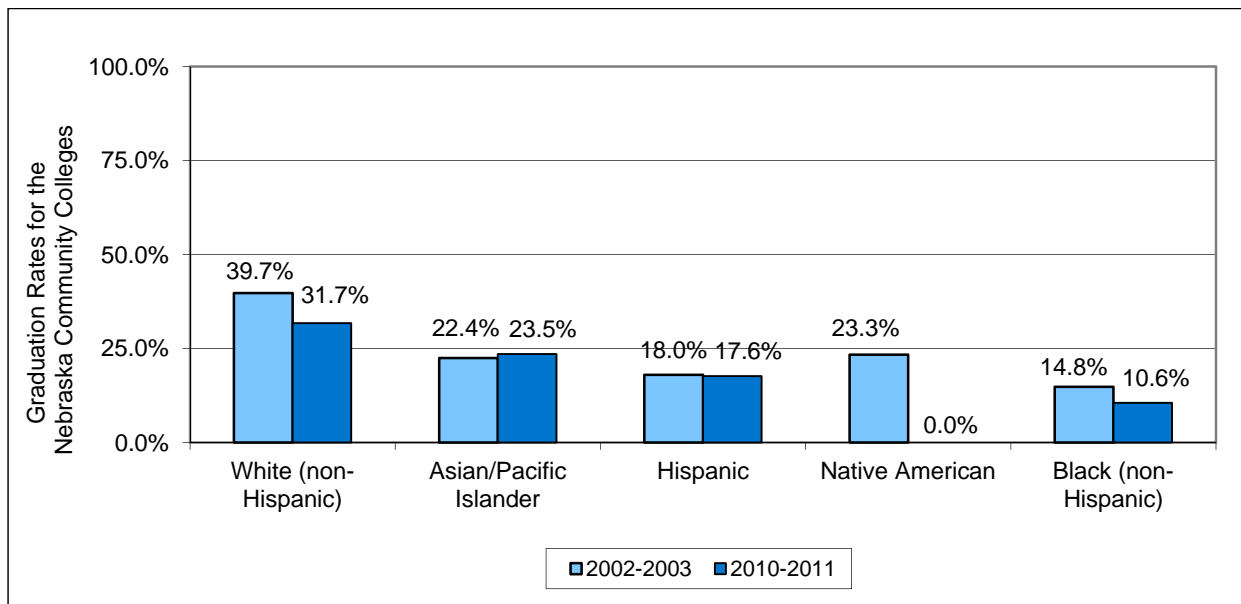
¹Data Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. Five Native Americans graduated in 2002–2003 and 19 graduated in 2010–2011. Otherwise, there were more than 30 graduates in each minority group. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.5
Graduation Rates for the Nebraska State College System
by Race/Ethnicity
2010–2011 Compared to 2002–2003 Baseline¹



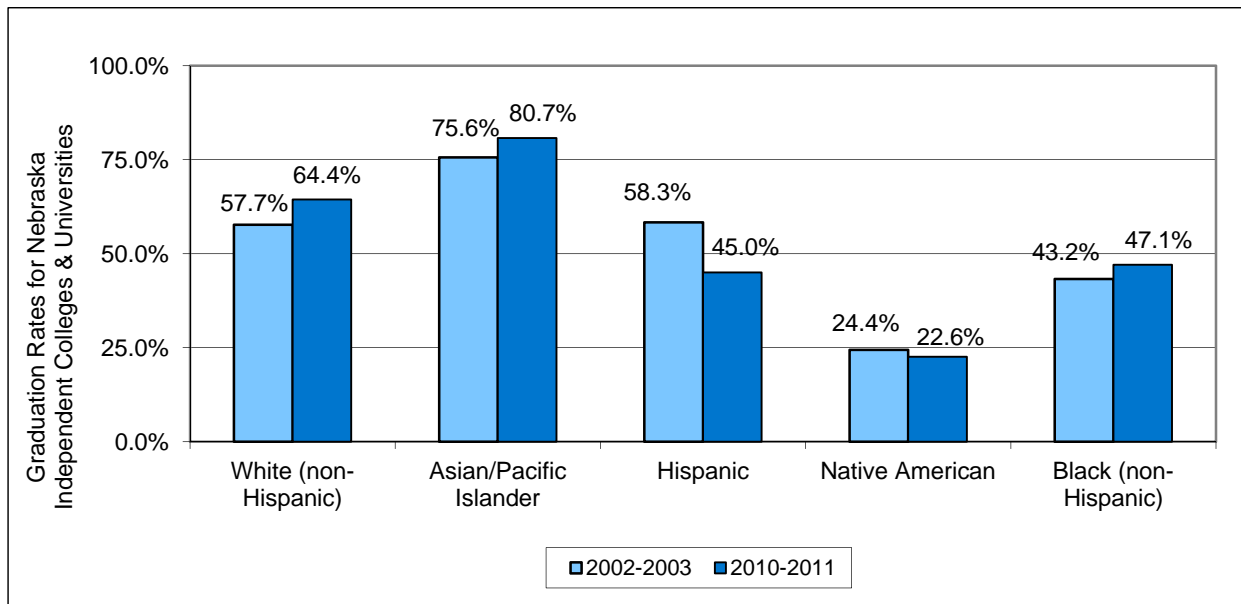
¹Data Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys.
 Number of graduates in 2002–2003: 5 Asian/PI, 4 Hispanic, 5 Native American, 4 black non-Hispanic.
 Number of graduates in 2010–2011: 5 Asian/PI, 9 Hispanic, 2 Native American, 10 black non-Hispanic.
 See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.6
Graduation Rates for the Nebraska Community Colleges
by Race/Ethnicity
2010–2011 Compared to 2002–2003 Baseline¹



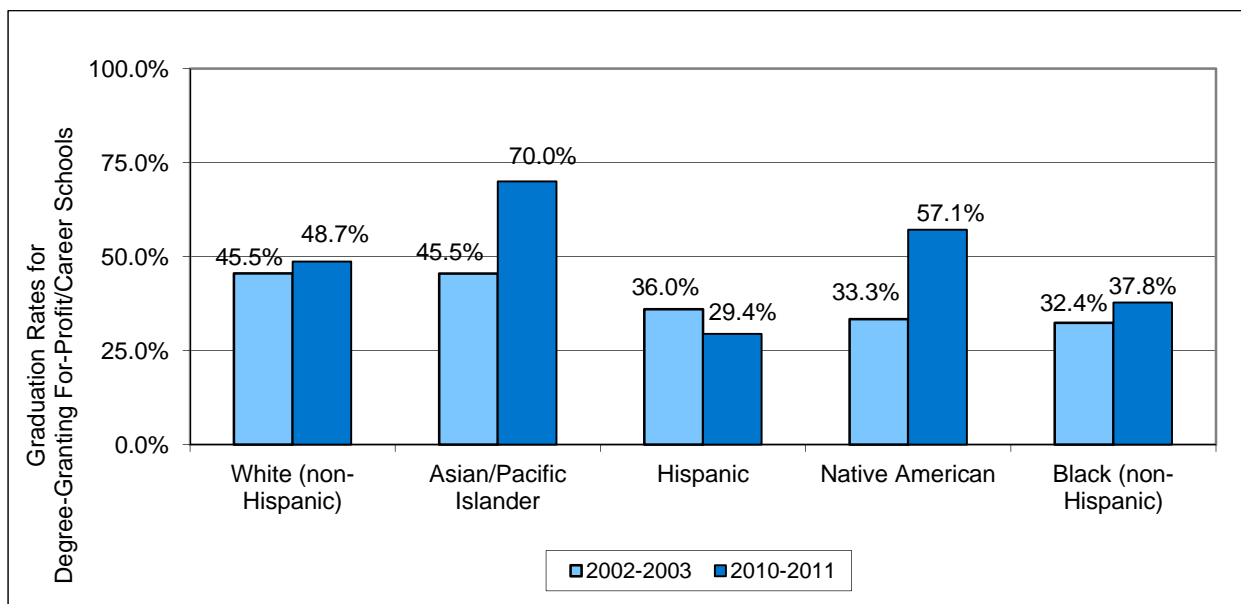
¹Data Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys.
 Number of graduates in 2002–2003: 11 Asian/PI, 23 Hispanic, 7 Native American, 21 black non-Hispanic.
 Number of graduates in 2010–2011: 20 Asian/PI, 48 Hispanic, 0 Native American, 21 black non-Hispanic.
 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
2010–2011 Compared to 2002–2003 Baseline¹



¹Data Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. Ten Native Americans graduated in 2002–2003 and 14 graduated in 2010–2011. Otherwise, there were more than 30 graduates in each minority group. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

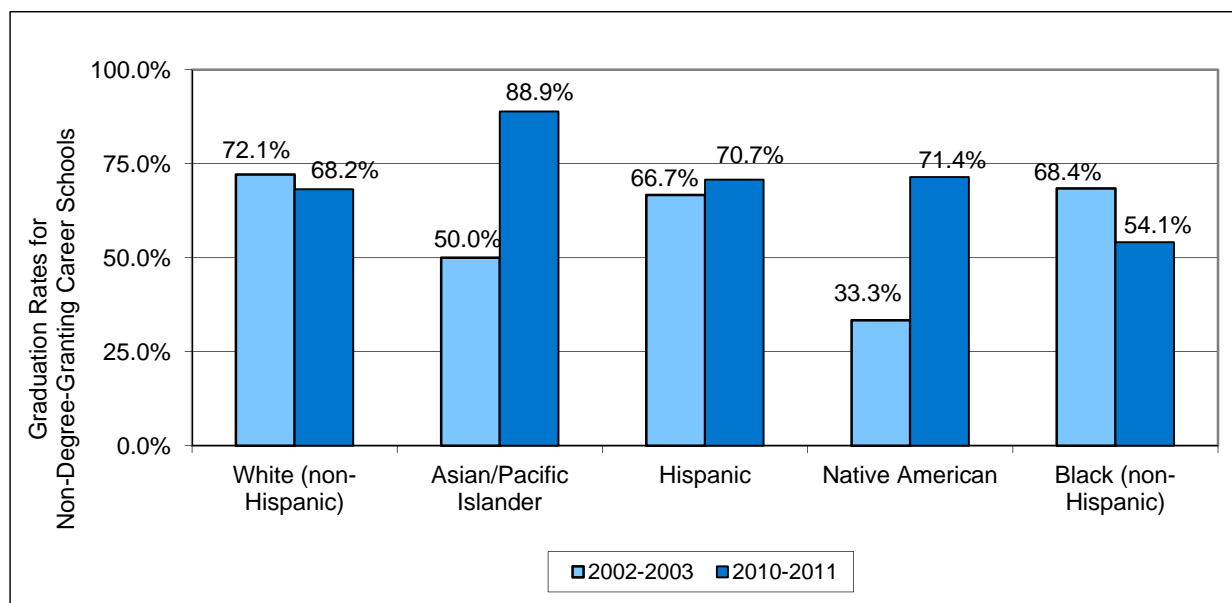
Figure 2.2.8
Graduation Rates for the Degree-Granting, For-Profit/Career Schools
in Nebraska by Race/Ethnicity
2010–2011 Compared to 2002–2003 Baseline¹



¹Data Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. Number of graduates in 2002–2003: 5 Asian/PI, 9 Hispanic, 2 Native American, 44 black non-Hispanic. Number of graduates in 2010–2011: 7 Asian/PI, 15 Hispanic, 4 Native American, 85 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
2010–2011 Compared to 2002–2003 Baseline¹**

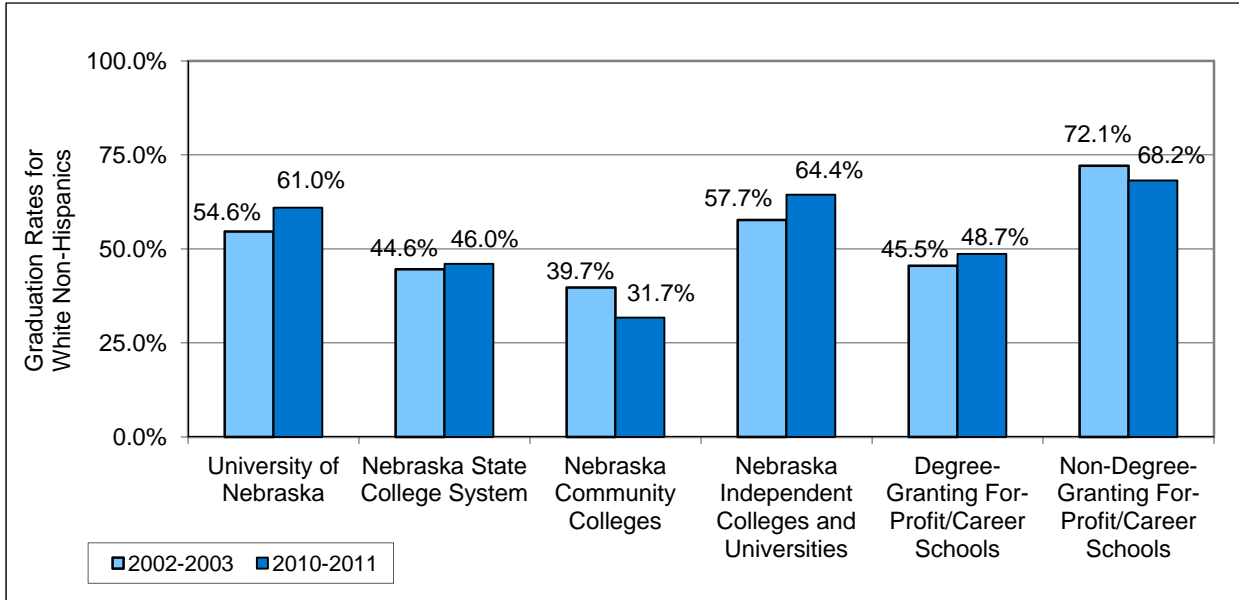


¹Data Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys.
Number of graduates in 2002–2003: 2 Asian/PI, 10 Hispanic, 2 Native American, 26 black non-Hispanic.
Number of graduates in 2010–2011: 8 Asian/PI, 29 Hispanic, 5 Native American, 33 black non-Hispanic.
See [Table A10.6](#) in [Appendix 10](#) for supporting data.

College Graduation Rates by Race/Ethnicity and by Sector

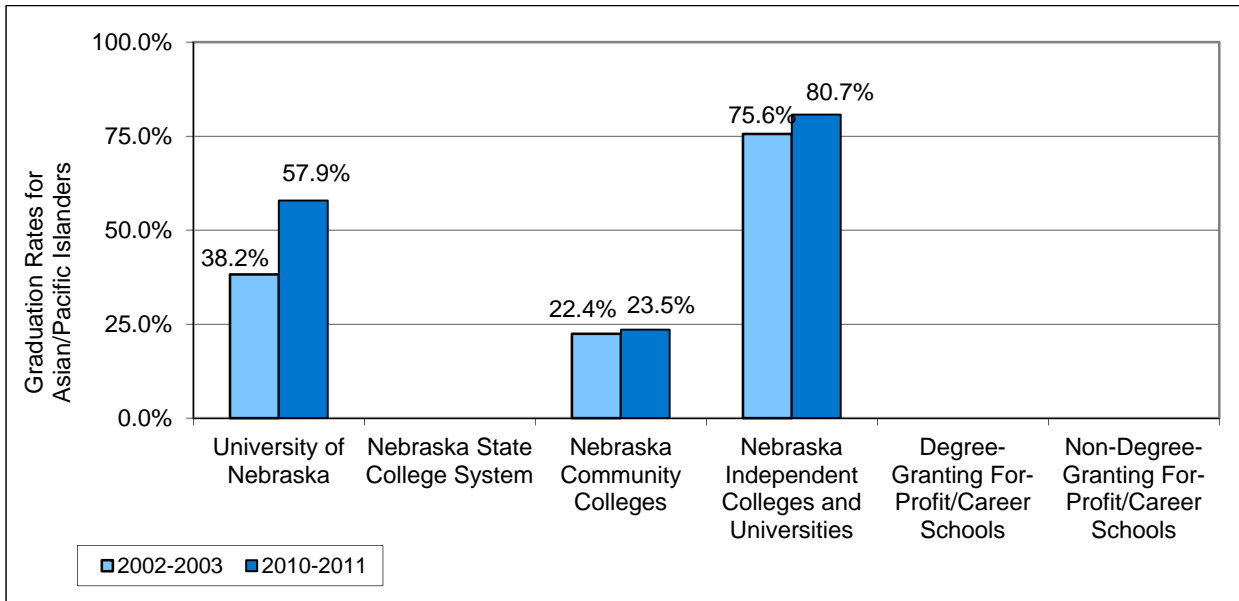
- The charts on the following two pages show how sector graduation rates varied and changed between 2002–2003 and 2010–2011 for each racial/ethnic group.
- Native Americans are excluded from this portion of the analysis because no more than 10, and usually fewer, Native Americans graduated from each of the state’s six sectors of institutions in 2002–2003, and the University of Nebraska and independent sectors were the only sectors that graduated more than 10 Native Americans in 2010–2011. 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](#), graduation rates for white non-Hispanics increased within four of the six sectors of postsecondary education between 2002–2003 and 2010–2011, while rates decreased at Nebraska community colleges and the non-degree-granting schools.
- As illustrated in [Figure 2.2.11](#), graduation rates for Asian/Pacific Islanders were noticeably higher in 2010–2011 than 2002–2003 at the University of Nebraska and within the independent sector, but the rate was only slightly higher at the community colleges.
- Graduation rates for Hispanics increased at the University of Nebraska and within the non-degree-granting, for-profit/careers schools, but decreased at the community colleges and within the independent sector, as evidenced in [Figure 2.2.12](#).
- For black non-Hispanics, graduation rates increased at the University of Nebraska and at the degree-granting and non-degree-granting for-profits, but decreased at the community colleges and independent institutions, as shown in [Figure 2.2.13](#).

Figure 2.2.10
Graduation Rates for White Non-Hispanics by Sector
2010–2011 Compared to 2002–2003 Baseline¹



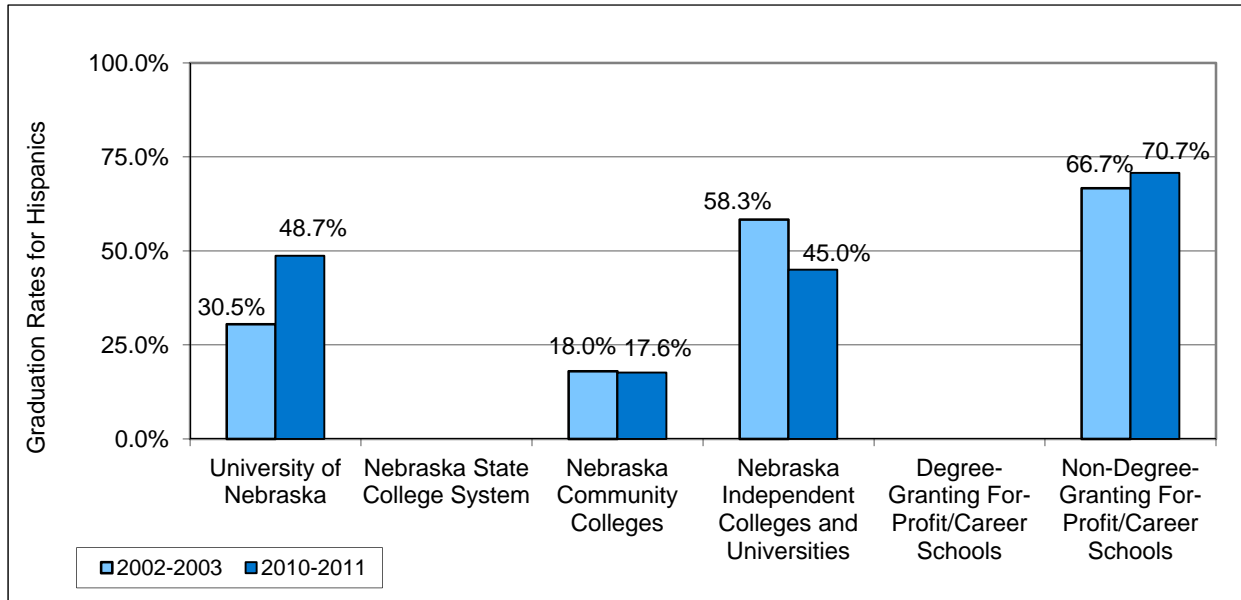
¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.11
Graduation Rates for Asians/Pacific Islanders by Sector
2010–2011 Compared to 2002–2003 Baseline¹



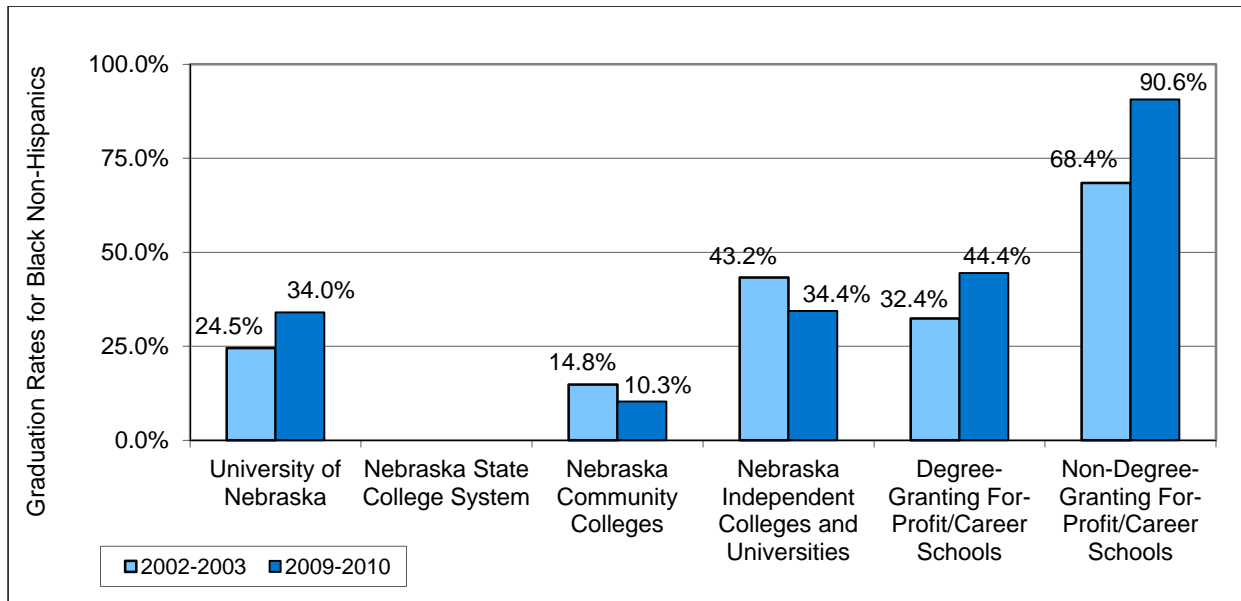
¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2010 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2010–2011. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.12
Graduation Rates for Hispanics by Sector
2010–2011 Compared to 2002–2003 Baseline¹



¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2010–2011. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Figure 2.2.13
Graduation Rates for Black Non-Hispanics by Sector
2010–2011 Compared to 2002–2003 Baseline¹



¹Data Sources: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. Includes only postsecondary education sectors with 10 or more graduates in 2002–2003 and 2010–2011. See [Table A10.6](#) in [Appendix 10](#) for supporting data.

Nebraska Graduation Rates Compared to the Graduation Rates of Other States

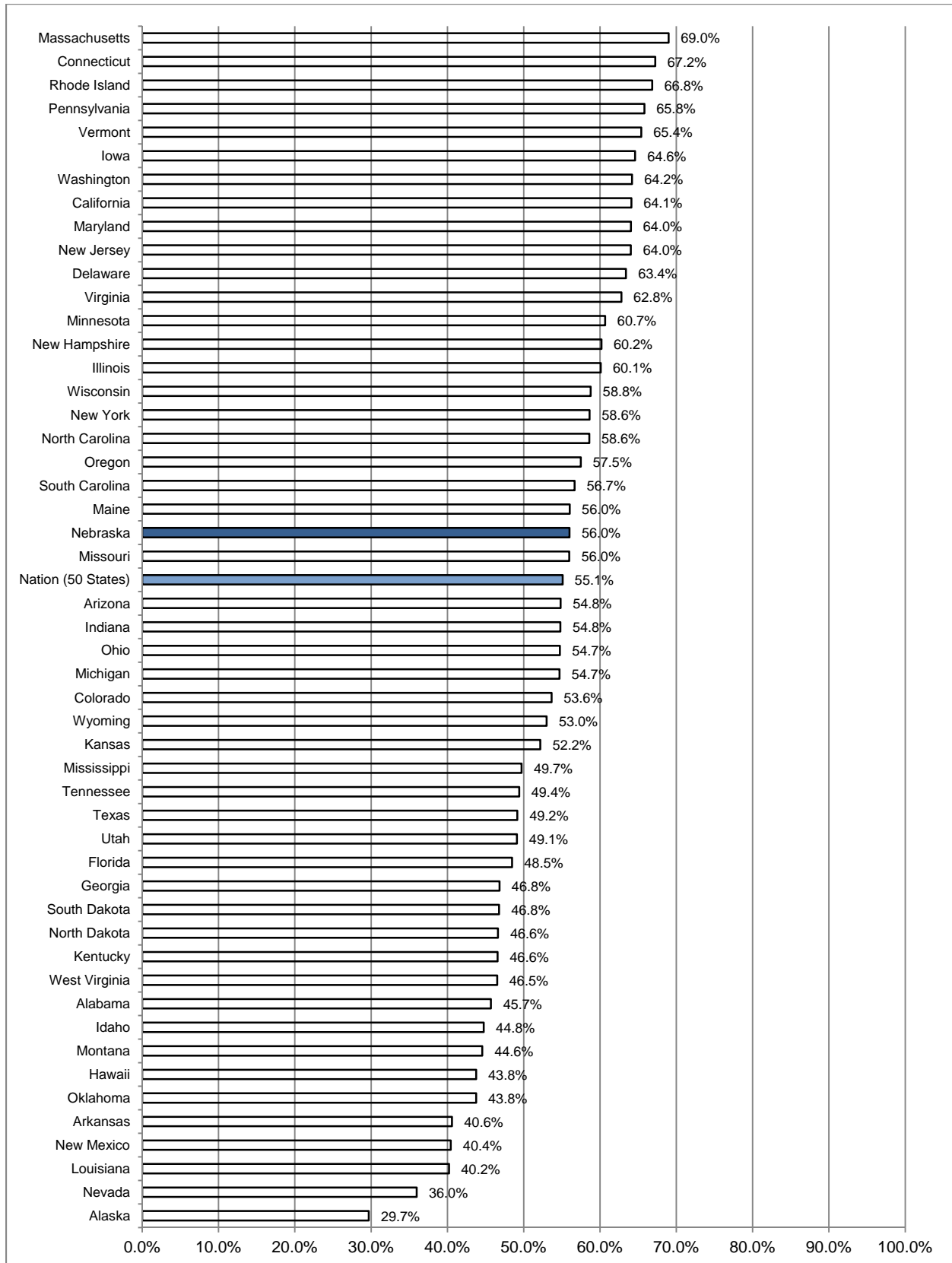
The latest available state-to-state comparisons of college graduation rates are for students who completed their academic degree programs during the 2009–2010 academic year. As mentioned in the introduction of this section, a graduation rate based on IPEDS data is the percentage of full-time, first-time, degree-seeking undergraduates who completed their academic programs within 150 percent of normal time to completion. For example, the graduation rate for students seeking a four-year bachelor's degree is based on a six-year time frame. The graduation rate for students seeking a two-year associate degree is based on a three-year time frame.

Figure 2.1.14 and Figure 2.1.15 on the next two pages show how the graduation rates of Nebraska's four-year and two-year institutions compare to the rates calculated for other states and the United States as a whole. These rates shown in Figure 2.1.14 and Figure 2.1.15 are calculated for all of the degree-granting institutions within each state, including public, private (not-for-profit), and for-profit schools. These rates also are for all awards conferred. For example, the graduation rate for Nebraska's two-year schools encompasses awards of diplomas and certificates as well as two-year associate degrees.

- As shown in Figure 2.2.14, the graduation rate for Nebraska's four-year institutions was 56.0% for 2009–2010, or 22nd highest among the 50 states, and 0.9 percent above the graduation rate for all four-year institutions in the United States, which was 55.1%.¹
- In comparison, the graduation rate for Nebraska's four-year institutions in 2008–2009 was 55.1%, or 0.4 percent lower than the national rate of 55.5%, resulting in the state ranking 25th in the nation.
- For the purposes of calculating the state's two-year graduation rate, Nebraska's two-year institutions consist of the state's six community colleges, Nebraska College of Technical Agriculture, Little Priest Tribal College, Nebraska Indian Community College, Vatterott College-Spring Valley Campus, Omaha School of Massage and Healthcare of Herzing University, Myotherapy Institute, and Universal College of Healing Arts.
- As illustrated in Figure 2.2.15, the graduation rate for Nebraska's two-year institutions was 35.9% for 2009–2010, or 11th highest among the 50 states, and 6.0 percentage points higher than the graduation rate of 29.9% for all two-year institutions in the United States.
- In 2008–2009, Nebraska's graduation rate for its two-year institutions was 30.3%, or 17th highest among the 50 states, and only 1.1 percentage points higher than the national rate of 29.2%.
- Considered separately from the other two-year schools in the state, Nebraska's six community colleges had a graduation rate of 30.4% in 2009–2010, compared to a completion rate of 29.9% for all two-year schools in the United States.

¹For the purposes of calculating the state rate, Nebraska's four-year institutions are the University of Nebraska at Kearney, the University of Nebraska-Lincoln, and the University of Nebraska at Omaha; Chadron State College, Peru State College, and Wayne State College; Bellevue University, Clarkson College, College of Saint Mary, Concordia University-Seward, Creighton University, Doane College-Crete, Grace University, Hastings College, Nebraska Methodist College of Nursing & Allied Health, Midland University, Nebraska Christian College, Nebraska Wesleyan University, Union College, and York College in the independent sector; and the following four degree-granting, for-profit schools: Kaplan University-Lincoln Campus, Kaplan University-Omaha Campus, ITT Technical Institute-Omaha, and The Creative Center.

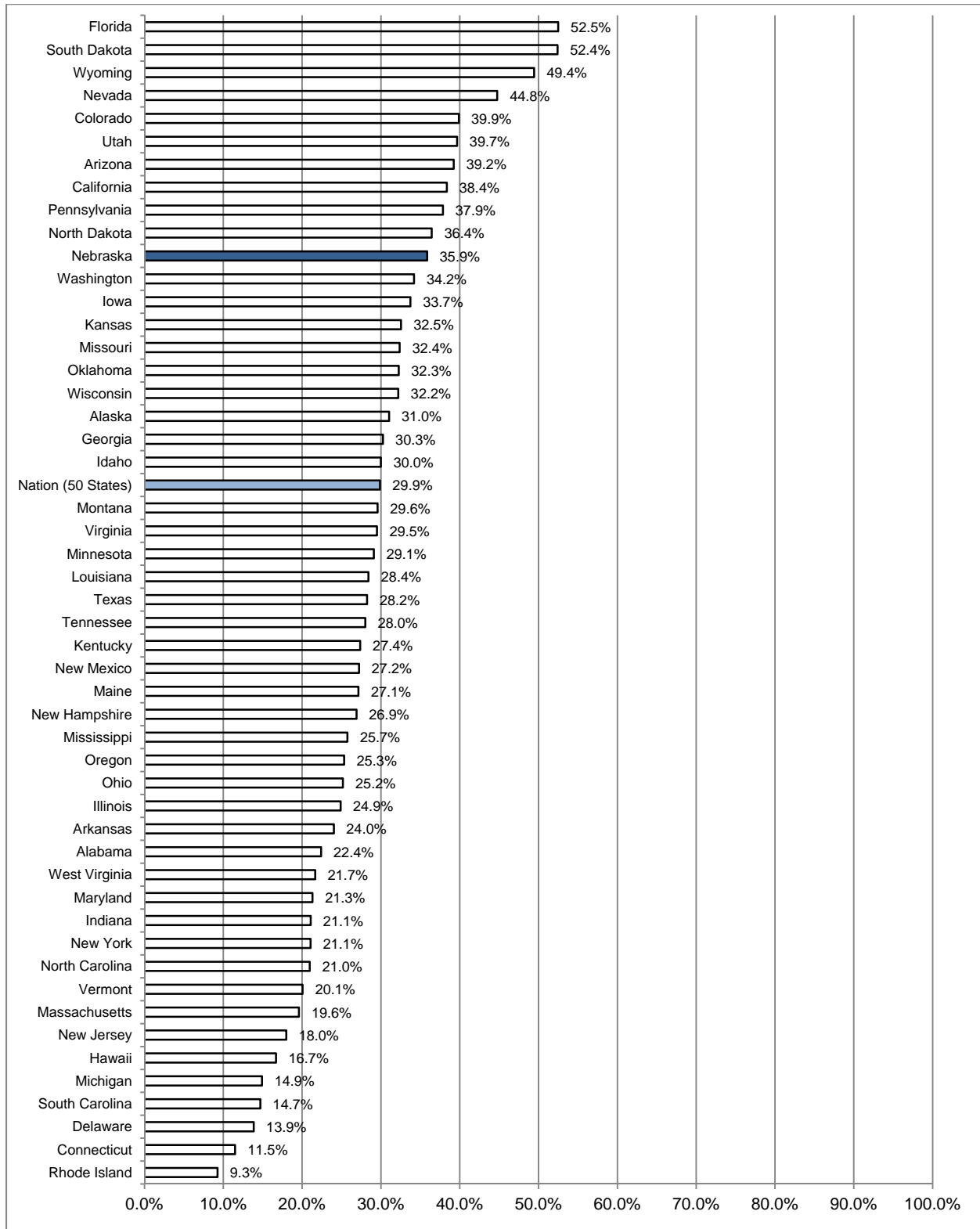
Figure 2.2.14
2009–2010 Graduation Rates for Four-Year Institutions by State¹



¹Data from the National Center for Education Statistics, IPEDS survey for 2009-2010 graduation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), October 2012.

Figure 2.2.15

2009–2010 Graduation Rates for Two-Year Institutions by State¹



¹Data from the National Center for Education Statistics, IPEDS survey for 2009-2010 graduation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), October 2012. Nebraska schools consist of the state's six community colleges, Nebraska College of Technical Agriculture, Little Priest Tribal College, Nebraska Indian Community College, Vatterott College-Spring Valley Campus, Omaha School of Massage and Healthcare of Herzing University, Myotherapy Institute, and Universal College of Healing Arts.

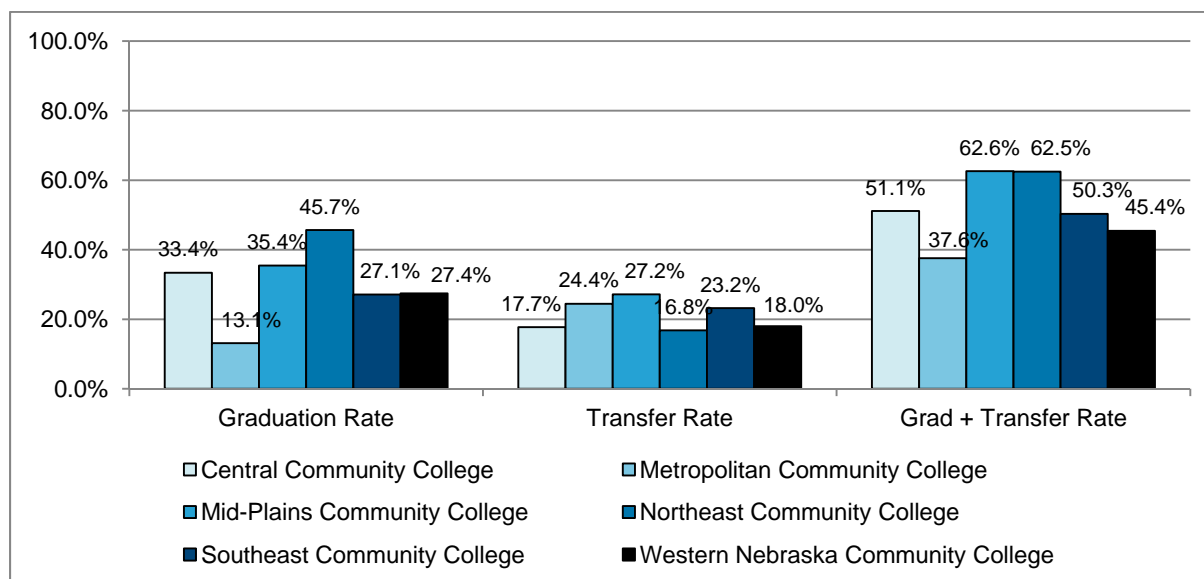
Transfer Rates for Nebraska Community Colleges

All six of Nebraska’s community colleges reported transfer rates for the 2010–2011 academic year. A college’s graduation and transfer rates are based on the same full-time, first-time freshmen cohort. Consequently, a college’s graduation and transfer rates can be added together to determine the total percentage of the full-time, first-time freshmen who either completed their programs or transferred to other schools within 150% of the time specified for normal program completion. For two-year associate degrees, this specific period is usually three years. For one-year certificate programs, 150% of normal completion time is 18 months. (For more information about computed college transfer rates based on IPEDS data, see Explanatory Note A11.1 in Appendix 11.)

Figure 2.2.16 below directly compares the graduation, transfer, and total graduation and transfer rates for the six community colleges, listed in alphabetical order—Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.

- As shown in Figure 2.2.16, the 2010–2011 graduation rates for the colleges ranged from 13.1% at Metropolitan Community College to 45.7% at Northeast.
- The schools’ transfer rates ranged from 6.8% at Northeast to 27.4% at Mid-Plains.
- Combined graduation and transfer rates ranged from 37.6% at Metropolitan Community College to 62.5% or 62.6% at Northeast and Mid-Plains, respectively.

Figure 2.2.16
2010–2011 Graduation and Transfers Rates for Nebraska Community Colleges by Type of Rate¹

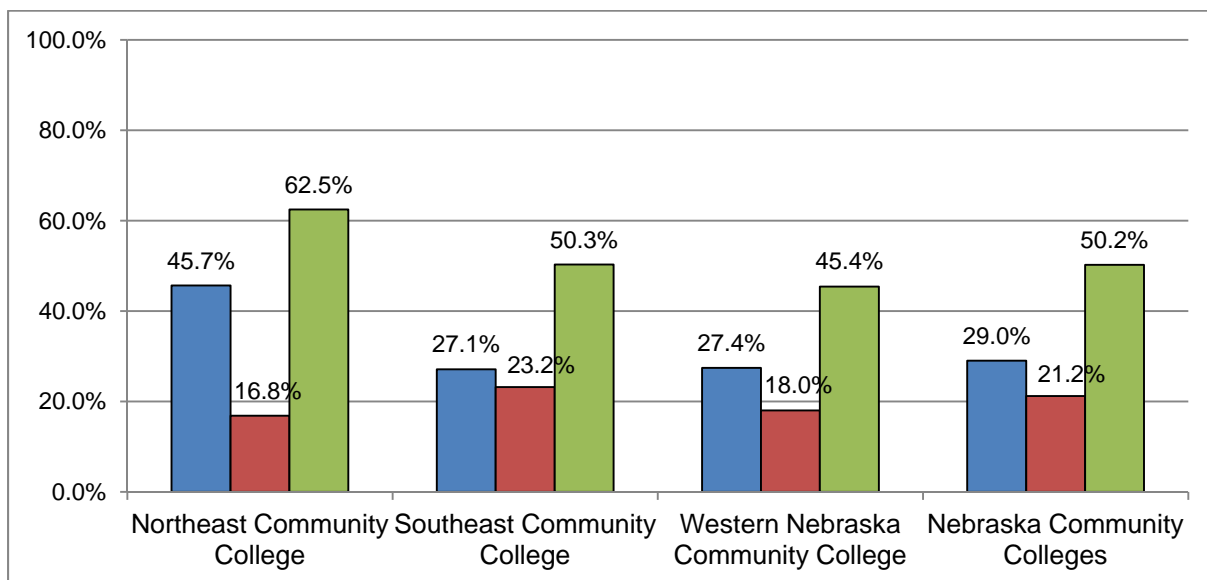
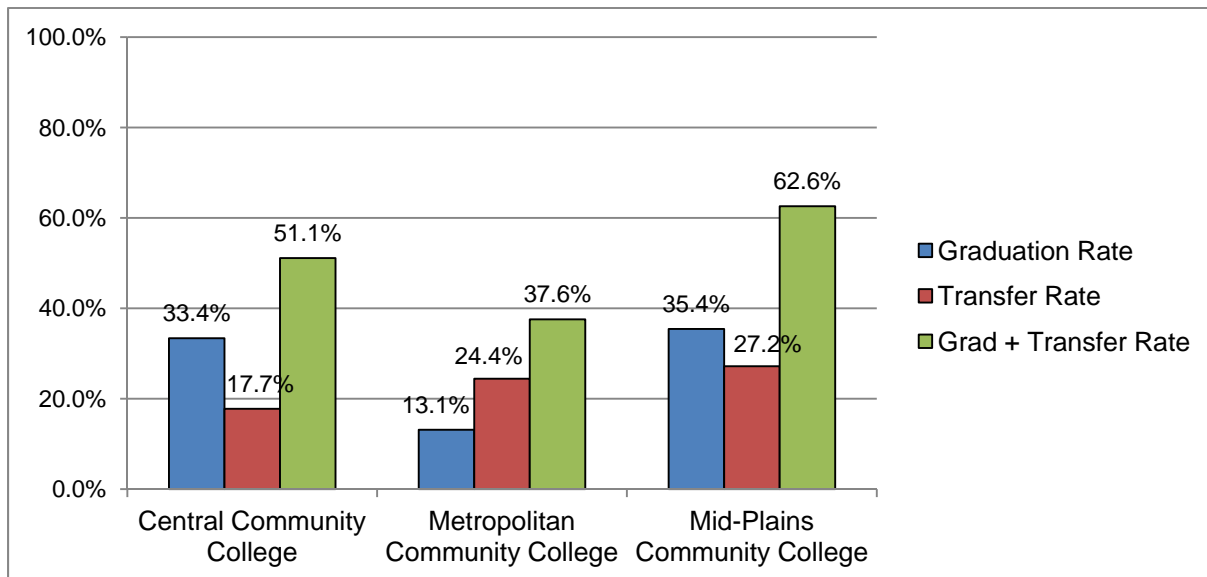


¹Data Sources: National Center for Education Statistics, fall 2011 IPEDS graduation rate survey. See Table A10.4i in Appendix 10 and Table A11.1 in Appendix 11 for supporting data.

Figure 2.2.17 below shows the graduation, transfer, and combined graduation and transfer rates for each of the six colleges and for the community college sector as a whole.

- As shown in Figure 2.2.17, the 2010–2011 graduation rate for the college sector was 29.0%. The transfer rate for the sector was 21.2%, for a combined graduation and transfer rate of 50.2% for the sector.

Figure 2.2.17
2010–2011 Graduation and Transfers Rates for Nebraska Community Colleges by College and for the Sector¹



¹Data Sources: National Center for Education Statistics, fall 2011 IPEDS graduation rate survey. See Table A10.4i in Appendix 10 and Table A11.1 in Appendix 11 for supporting data.

2.3 Graduation and Persistence Rates (Based on Clearinghouse Data)

A recent study by the National Student Clearinghouse Research Center provides important information about the completion and persistence rates of students who start college at Nebraska's public and independent institutions.¹

This new section of the *Nebraska Higher Education Progress Report* summarizes the findings of a recent study of the six-year completion and persistence rates of degree-seeking, first-time freshmen who started college in Nebraska in fall 2006.¹ This study was conducted by the National Student Clearinghouse Research Center and published in the report titled, *Completing College: A State-Level View of Student Attainment Rates*. First available in February 2013, this report presents the findings of the first study of six-year student outcomes based on a national cohort analyzed by state as well as for the United States as a whole. This report also is important because it presents comparable six-year completion and persistence rates for students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions.

Introduction to the National Student Clearinghouse Study

The completion and persistence rates reported in this section are based on the enrollment and completion records maintained by the National Student Clearinghouse since 2002. An analysis of these records resulted in a national cohort of almost 1.9 million college students who could be classified as degree-seeking, first-time freshmen in fall 2006. The enrollment and completion records of these students were then analyzed through the six-year period ending May 31, 2012.

For this study, each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record in the four years prior to fall 2006, and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2006, according to Clearinghouse data. Consequently, data for 2002 through 2006 had to be available in the Clearinghouse database for an institution's students to be included in this study. In addition, records for the six-year period from fall 2006 through May 31, 2012 were required.

The percentage of Nebraska's two-year and four-year institutions with Clearinghouse records dating back to 2002 varied by type of institution. The historical data coverage rate, based on student enrollments, for Nebraska's four-year public institutions was 100.0%, and for the state's four-year private nonprofit institutions, the historical data coverage rate was 94.1%. For this study, Nebraska's two-year public colleges included four of the state's six community colleges and no other two-year public institutions, resulting in a historical data coverage rate of 82.1%. While this rate is notably lower than for the four-year schools, it is high enough to assume that the missing data would not have materially changed the state-to-national comparisons or other findings reported in this section. The Nebraska institutions included in the study are listed at the beginning of Appendix 12 of this report.

First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record in the four years prior to fall 2006, and (2) did not

¹Completion rates and graduation rates are synonymous terms. A completion or graduation rate is the percentage of students in a specified cohort who earn degrees, certificates, or diplomas within a specified period of time. A persistence rate is the percentage of the students in a cohort who have not earned degrees or other academic awards but who are still enrolled in college at the end of a specified period of time.

receive a degree or certificate from any postsecondary institution prior to fall 2006, according to Clearinghouse data. Fall 2006 enrollment was defined as enrollment during any term beginning August 15 through October 31, inclusive.

For this study, degree-seeking status was defined differently for students at two-year and four-year schools. For students who started at four-year institutions, Clearinghouse records had to show that they were enrolled at least half time for at least one term. For students who started at two-year institutions, they had to be enrolled at least half time for at least two terms during the 18 months following fall 2006. For the four-year institutions, the number of students classified as degree-seeking was almost always smaller than the total number of first-time students enrolled, and for the two-year schools, it was significantly lower in most states.

For the purposes of the state-level analysis, there were 13,824 degree-seeking first-time freshmen included in the Nebraska cohort—4,785 who started college at two-year institutions (four of the state's six community colleges), 6,275 who started college at four-year public institutions, and 2,764 who were enrolled at four-year private nonpublic institutions.

The degree-seeking students in this study were classified as exclusively full time students, exclusively part time students, or mixed enrollment students. "Mixed enrollment students" were those who enrolled at least one term full time and at least one term part time over the course of their enrollment, rather than being enrolled exclusively full time or part time. The study does not identify students whose enrollment patterns may have been largely, but not exclusively, full time or part time.

Also for the purposes of analysis, the students were divided into two groups based on age. One group consisted of students who started college for the first time when they were 24 years of age or younger. The other group consisted of students who were over the age of 24 when they first enrolled in college.

Reported Student Outcomes

The six-year student outcomes calculated and compared in the National Student Clearinghouse study are as follows:

Total completion rate: The percentage of the cohort who received diplomas or certificates from any institutions in the United States by the end of the defined six-year period.

Starting institution completion rate: The percentage of the cohort who received degrees or certificates from the same institutions where they enrolled enrolled as first-time freshmen.

Other institutions completion rates: The percentage of the cohort who received degrees or certificates from institutions anywhere in the United States to which they had transferred. This rate is reported separately for the two-year and four-year schools where the students did not initially enroll as first-time freshmen.

Note: For the two-year public institutions, the percentage of students who completed degrees at four-year institutions after they completed programs at two-year colleges also was calculated. This percentage added to the rate of first-time completions at four-year institutions equals the reported total four-year graduation rate for students who initially enrolled as first-time freshmen at two-year public institutions.

Persistence rate: The percentage of the students in a cohort who did not earn a degree or other academic award but who were still enrolled in college at the end of the six-year period.

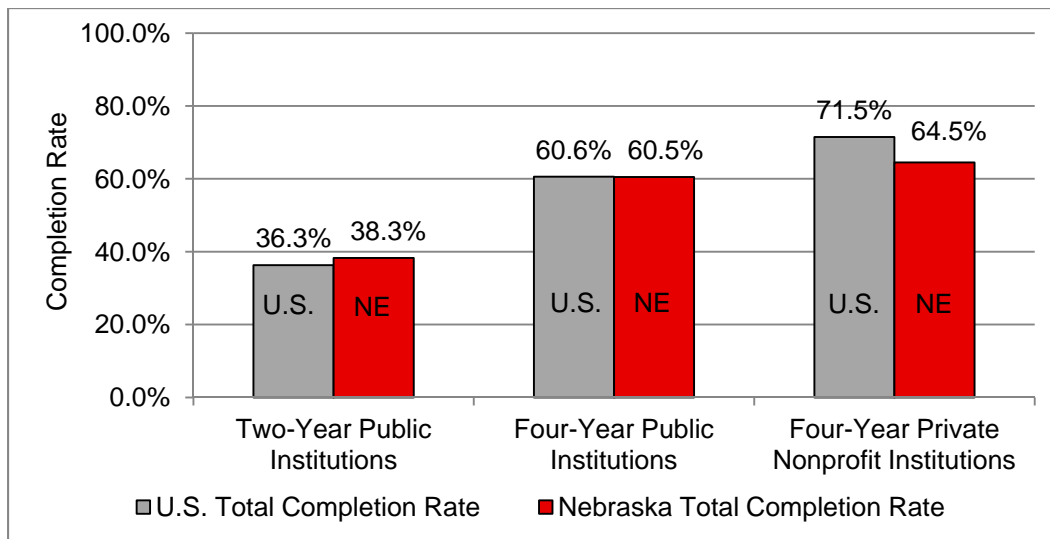
Percentage of students not enrolled: The percentage of the cohort who had not completed degrees or certificate programs and who were not enrolled at any institution as of May 31, 2012, based on National Student Clearinghouse records.

Nebraska Completion and Persistence Rates Compared to National Rates

Figure 2.3.1 below shows how the total completion rates for Nebraska institutions compared to the national rates for two-year public colleges, four-year public institutions, and four-year private nonprofit colleges and universities.

Figure 2.3.1

Six-Year Total Completion Rates for Nebraska and the United States¹



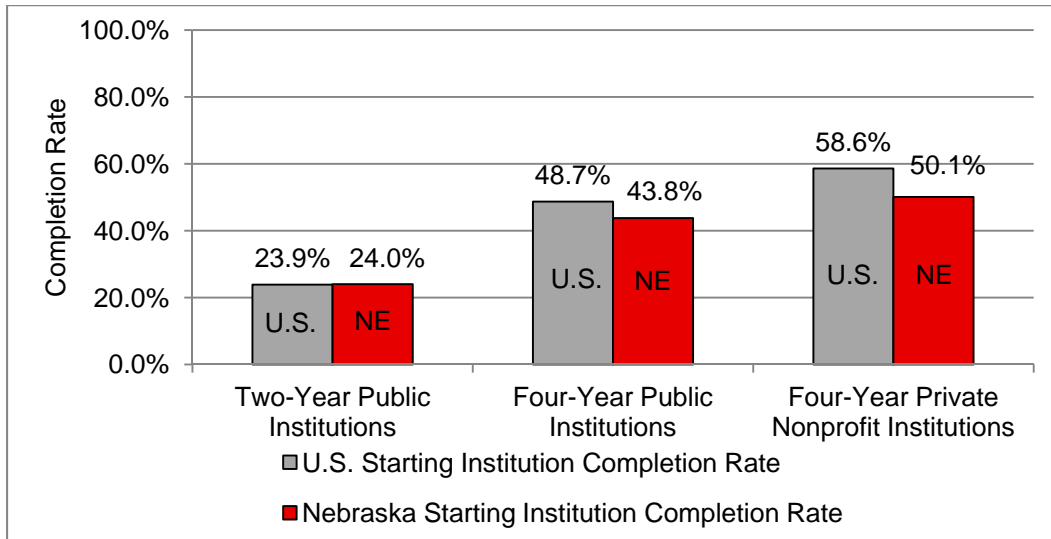
¹Data Source: National Student Clearinghouse Report, February 2013.

- As illustrated above, the degree-seeking, first-time freshmen at Nebraska’s two-year community colleges had a 38.3% total completion rate that was slightly higher than the 36.3% national rate for two-year public institutions.
- For Nebraska’s four-year public colleges and universities, the total completion rate was 60.5%, or essentially the same as the national rate of 60.6%
- While Nebraska’s four-year private nonprofit institutions had a higher total completion rate of 64.5%, this rate was lower than the national rate of 71.5% for similar institutions..

Figure 2.3.2 on the next page compares the U.S. and Nebraska completion rates for students who received degrees or certificates from the same institutions where they initially enrolled as first-time freshmen. In this case, the completion rates for Nebraska’s four-year public and private nonprofit institutions were both lower than the comparable national rates. The completion rate for Nebraska’s two-year community colleges was significantly lower than the rates for the four-year institutions, but the 24.0% completion rate for the community colleges can be considered equal to the 23.9% national rate for public two-year institutions.

Figure 2.3.2

Six-Year Starting Institution Completion Rates for Nebraska and the United States¹



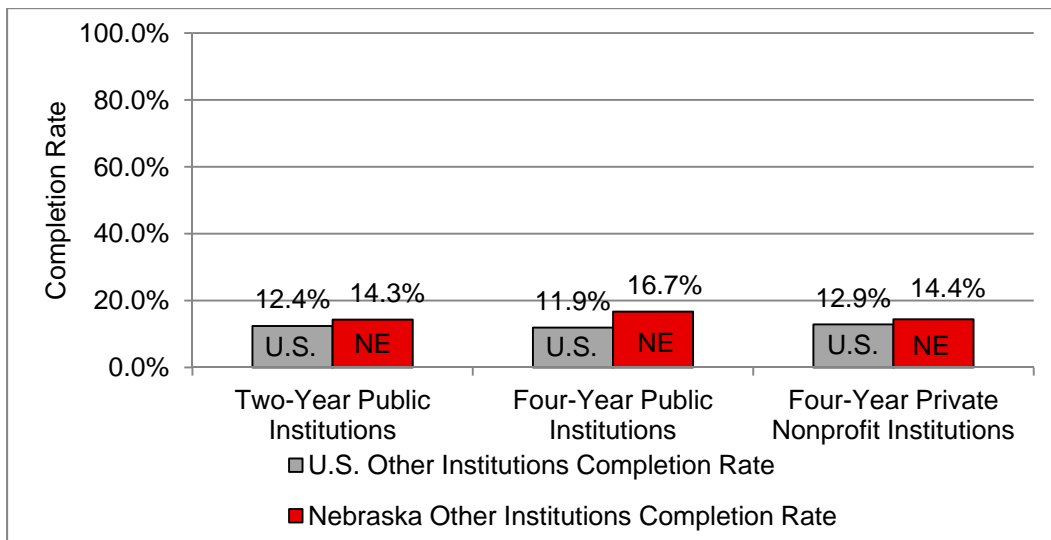
¹Data Source: National Student Clearinghouse Report, February 2013.

One of the reasons the Clearinghouse study is important is that it confirms that a notable percentage of freshmen start college at one institution and then transfer to another school where they complete a program of study.

- As shown in [Figure 2.3.3](#) below, 14% to 17% of the first-time students at Nebraska’s public and private nonprofit institutions in fall 2006 graduated from two-year or four year schools to which they had transferred.
- In the case of all three sectors shown below, Nebraska’s percentages were higher than the comparable national rates.

Figure 2.3.3

Six-Year “Other Institutions” Completion Rates for Nebraska and the United States¹



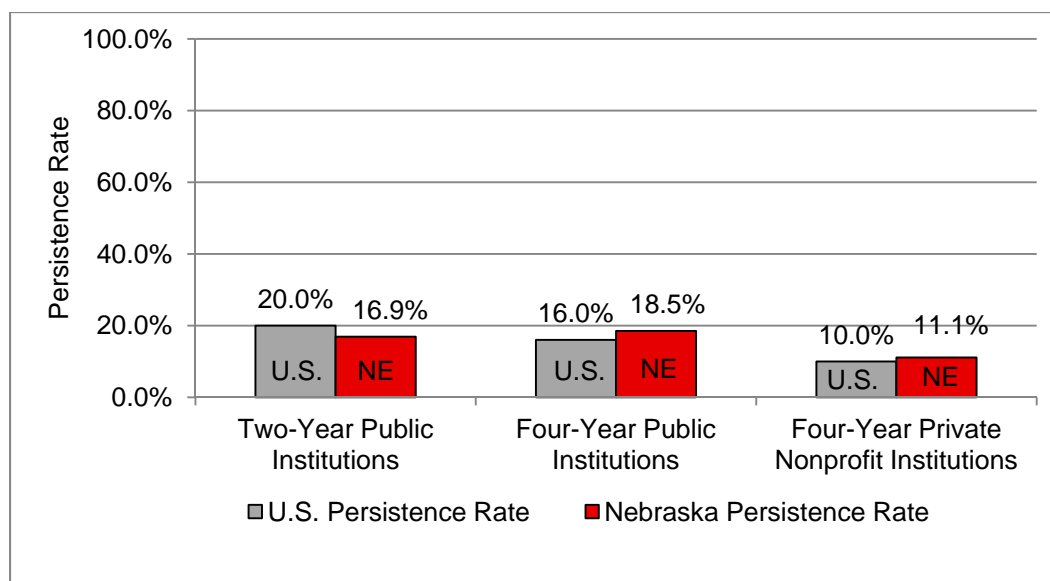
¹Data Source: National Student Clearinghouse Report, February 2013.

The persistence rate in this study is the percentage of students who did not earn degrees or certificates but were still enrolled at any institution as of May 31, 2012.

- As shown in [Figure 2.3.4](#) below, 17% to 19% of the students who started college at Nebraska’s two-year and four-year public institutions were still enrolled at these or other institutions as of May 31, 2012.
- The lower persistence rate of 11% for Nebraska’s four-year private nonprofit schools is a reflection of the fact that these institutions had a total completion rate that was higher than the total completion rates for the state’s two-year and four-year public institutions.
- For all three sectors, Nebraska’s persistence rates were generally in line with the reported national rates.

Figure 2.3.4

Six-Year Persistence Rates for Nebraska and the United States¹



¹Data Source: National Student Clearinghouse Report, February 2013.

All of the six-year student outcomes for the United States as a whole and for Nebraska’s public and private nonprofit institutions are presented in [Table A12.1](#) and [Table A12.2](#) in [Appendix 12](#) of this report. [Table A12.1](#) compares national and Nebraska rates for all of the students who were enrolled in each of the three sectors included in this study. [Table A12.2](#) shows the national and Nebraska six-year outcomes for exclusively full-time students, exclusively part-time students, mixed enrollment students, students who started college when they were 24 years of age or younger, and students who were over the age of 24 when they started college. [Table A12.3](#) and [Table A12.4](#) in [Appendix 12](#) compare the Nebraska student outcomes of these five cohorts within and across the three sectors.

When all of the national and Nebraska percentages in [Table A12.1](#) and [Table A12.2](#) are compared, Nebraska’s percentage rates were not consistently higher or lower than the national percentages. Instead, Nebraska’s outcomes were higher, lower, or about the same as the comparable national rates, depending on the type of institution and the specific student enrollment or age group that was analyzed.

Nebraska Student Outcomes Compared by Enrollment Status

The findings of the National Student Clearinghouse study confirm that the completion rates of full-time students are significantly higher than for students who attend college only part time. This study also reveals that the completion rates for students with combinations of full-time and part-time enrollment are higher than those for exclusively part-time students but lower than the rates for students who consistently go to college full time. In addition, this study confirms that part-time students are less likely to persist in their studies and more likely to drop out of college than exclusively full-time students.

Student Outcomes Compared Within Each Sector

Figure 2.3.5 on the next page shows that exclusively part-time students had total completion rates that were significantly lower than the completion rates for exclusively full-time students or mixed enrollment students, regardless of whether they started college at two-year public, four-year public, or four-year private nonprofit institutions in Nebraska.

Figure 2.3.5 also shows that the six-year persistence rate, or the percentage of students still enrolled, were highest for the mixed enrollment students and lowest for the exclusively full-time students, regardless of the type of institution where they enrolled as first-time freshmen. However, the percentage of students who were no longer enrolled six years after they started college was significantly higher for exclusively part-time students than for exclusively full-time students or mixed enrollment students.

As shown in Figure 2.3.5, 76.4% of the exclusively part-time students who started college at Nebraska's two-year public institutions (community colleges) had not earned degrees or certificates and were no longer in college at the end of six years. Of the exclusively part-time students at Nebraska's four-year public institutions, 56.4% were no longer in college, and for the four-year private nonprofit institutions, 62.6% of the exclusively part-time students had dropped out of college before earning degrees or certificates.

The percentages of exclusively full-time students and mixed enrollment students who dropped out of college before degree completion were much lower than the percentages of exclusively part-time students. However, as shown in Figure 2.3.5, 41.2% of the exclusively full-time students who started at Nebraska's two-year public colleges had not earned academic awards and were no longer in college. This percentage dropped 14.1% for the four-year public institutions and to 18.2% for the four-year private nonprofit schools.

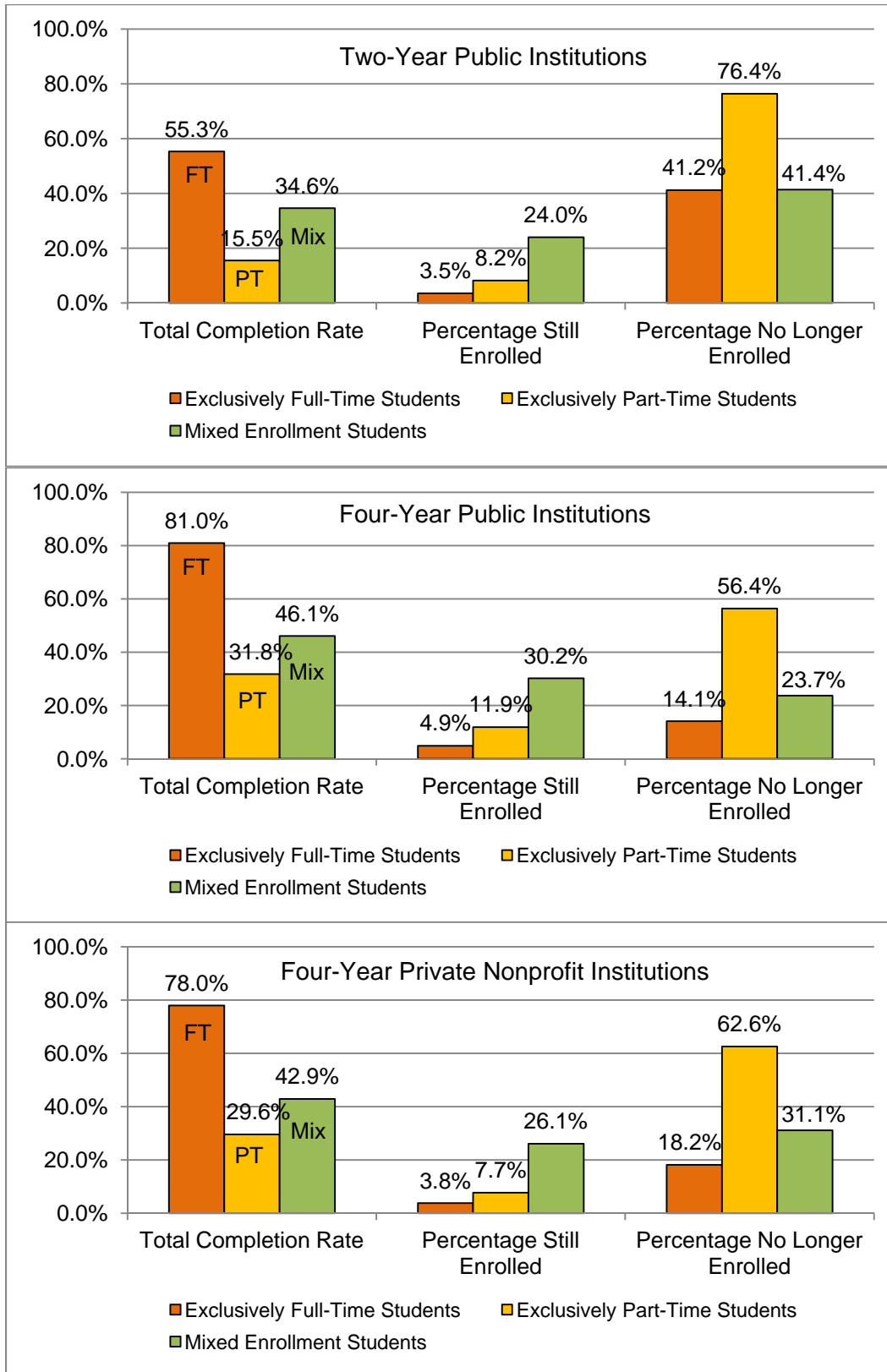
Student Outcomes Compared Across Sectors

Figure 2.3.6 on page 162 shows the same percentages that are presented in the series of charts in Figure 2.3.5 on page 161. However, the charts in Figure 2.3.6 directly compare the student outcomes for the three types of institutions included in this study within each of the three student enrollment groups. Using this type of comparison, Figure 2.3.6 shows that the completion, persistence, and dropout rates of the students who initially enrolled at Nebraska's four-year public and private nonprofit institutions were quite similar. However, these outcomes were noticeably different than the outcomes of students who started college at Nebraska's two-year public institutions.

In general, the comparisons in Figure 2.3.6 are evidence that students who enroll initially at four-year institutions—public or private nonprofit—are more likely to earn degrees or certificates, or at least persist in their studies, than students who start college at two-year institutions, regardless of whether they enroll full or part time.

Figure 2.3.5

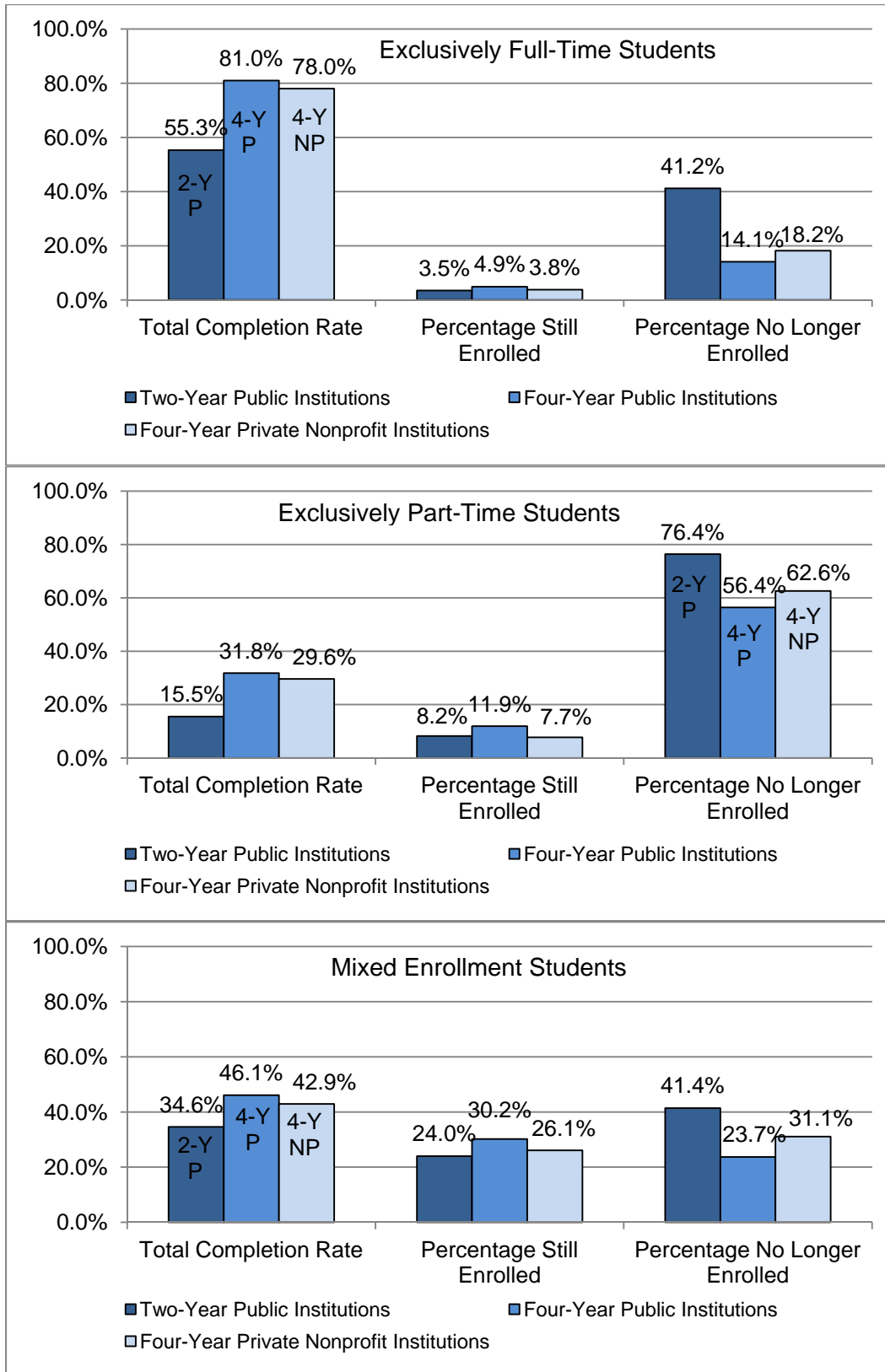
Nebraska Six-Year Student Outcomes by Sector and Student Enrollment Status¹



¹Data Source: National Student Clearinghouse Report, February 2013.

Figure 2.3.6

Nebraska Six-Year Student Outcomes by Student Enrollment Status and Sector¹



¹Data Source: National Student Clearinghouse Report, February 2013.

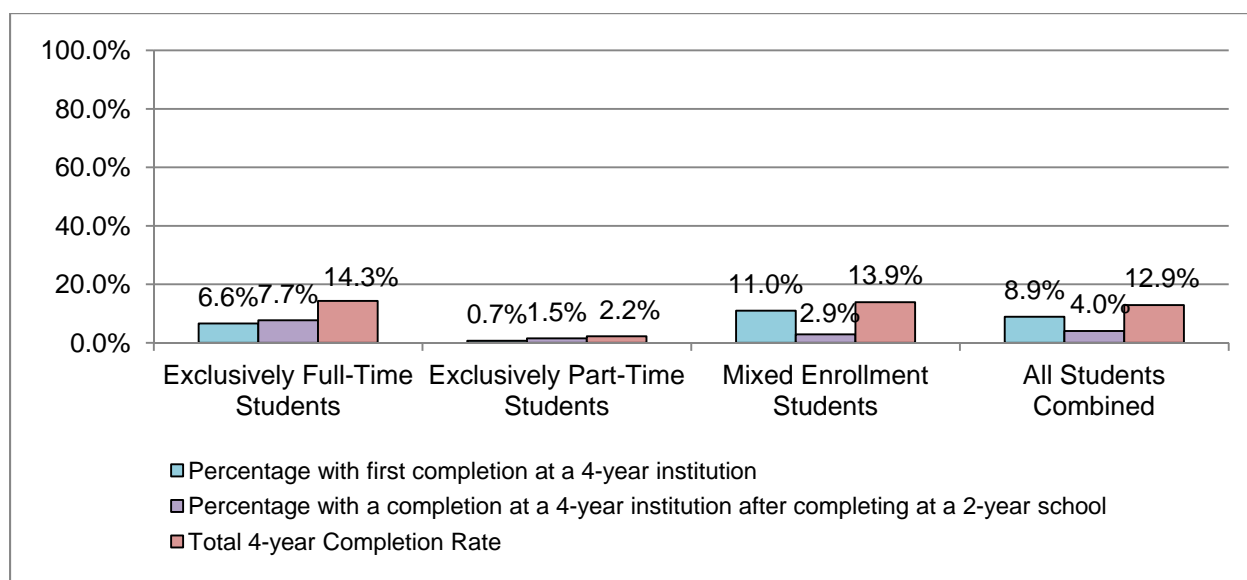
Four-Year Completion Rates for Two-Year Public Institutions

Another finding of the National Student Clearinghouse study that is of interest is the percentage of students who started college at two-year institutions but earned degrees at four-year institutions. As evidenced in [Figure 2.3.7](#) below, about 13% of the students who initially enrolled at Nebraska's two-year public colleges in fall 2006 had earned degrees from four-year institutions over the course of the next six years. For about 9% of the cohort that was analyzed, these degrees were their first completions. For 4% of the cohort, their four-year degrees were earned after they had already completed a degree or certificate program at the two-year college where they initially enrolled or at another two-year school.

As also shown in [Figure 2.3.7](#), exclusively full-time students and mixed enrollment students had significantly higher total four-year graduation rates than students who attended college only part time. Interestingly, exclusively full-time students were more likely than mixed enrollment students to have earned four-year degrees after they had already earned degrees or certificates at two-year schools, even though the total four-year completion rates for these two groups of students were almost the same.

Figure 2.3.7

Nebraska Completion Rates for Four-Year Degrees Earned by Students Who Initially Enrolled at Two-Year Public Institutions¹



¹Data Source: National Student Clearinghouse Report, February 2013.

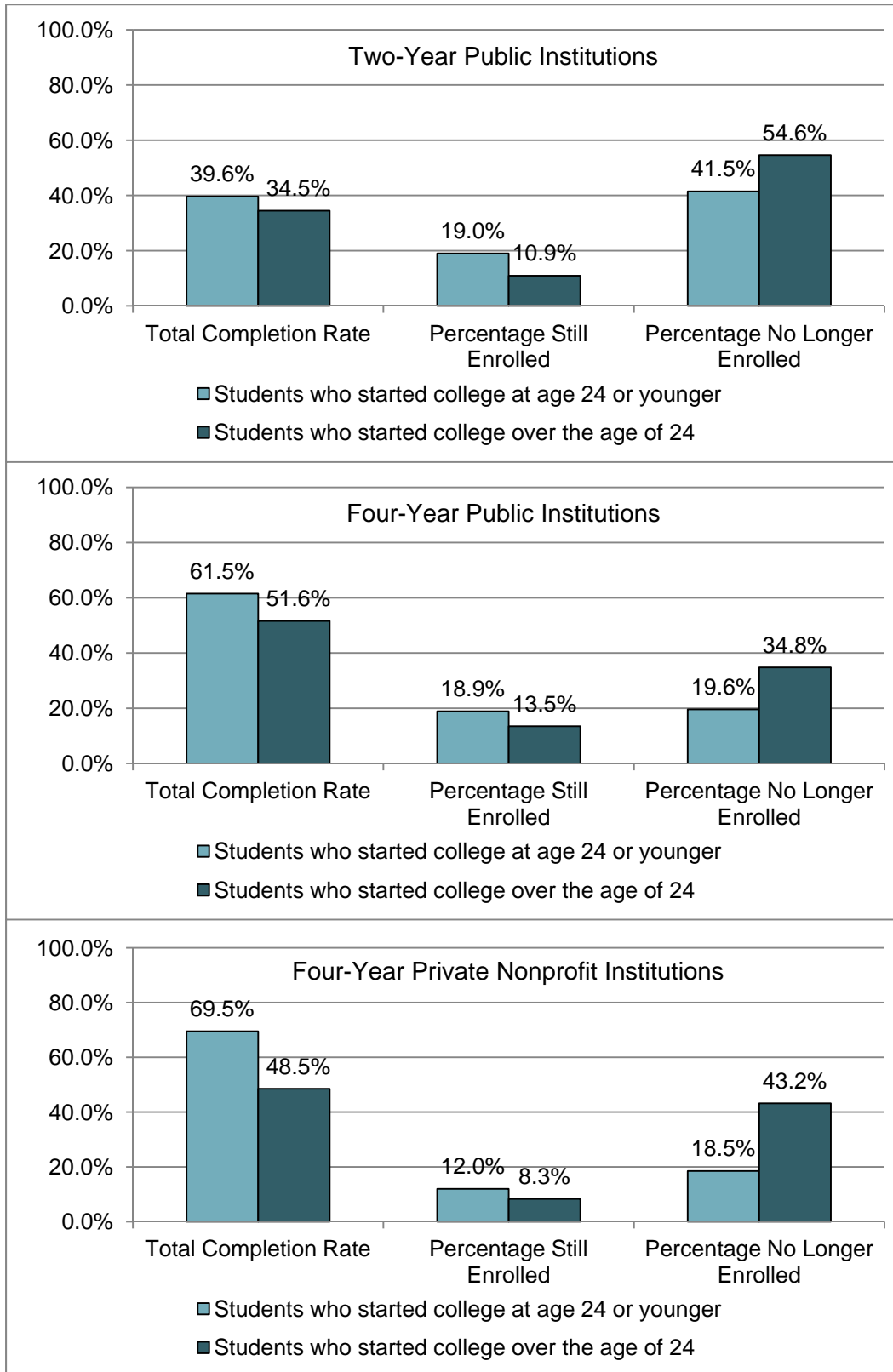
Nebraska Student Outcomes Compared by Age Group

Based on the findings of the National Student Clearinghouse study, students who start college when they are age 24 or younger are more likely to persist in their studies and complete degree or certificate programs than students who don't start college until they are over the age of 24.

As shown in [Figure 2.3.8](#) on the next page, students in the Nebraska cohort who were 24 or younger when they started college had higher total completion rates and higher persistence rates than the students who didn't start college until they were over the age of 24, regardless of whether they initially enrolled at two-year public, four-year public, or four-year private nonprofit institutions.

Figure 2.3.8

Nebraska Six-Year Student Outcomes by Sector and Age Group¹



¹Data Source: National Student Clearinghouse Report, February 2013.

Referring to [Figure 2.3.8](#) on the previous page, the highest total completion rate for the students 24 years of age or younger was 69.5% at the four-year private nonprofit schools, while the highest total completion rate for students 24 or older was 51.6% at the four-year public institutions.

Referring again to [Figure 2.3.8](#), almost 20% of the younger students in the cohorts of Nebraska's public two-year and four-year institutions were still enrolled six years after they started college. Understandably, the persistence rate for the younger students who started college at the four-year private nonprofits was only 12%, reflecting the fact that a higher percentage of the students in this cohort had already earned degrees.

An additional 20% of the students 24 or younger who initially enrolled at Nebraska's four-year public or private nonpublic institutions were no longer enrolled in college six years later. This rate increased to 41.5% for the student who started college at Nebraska's two-year public institutions.

As also shown in [Figure 2.3.8](#), 54.5% of the students in the over-age-24 category who initially enrolled at Nebraska's two-year public college were no longer enrolled six years later. The comparable rates for four-year public and four-year private nonprofit institutions were lower at 34.8% and 43.2%, respectively. However, both of these rates were significantly higher than the rates for the students in the 24-or-younger age group.

Another finding of the study was that students in the 24-or-younger age group who started college at Nebraska's two-year public institutions were twice as likely as students in the over-24 age group to have earned four-year degrees. Of the students in the younger age group, 14.7% had earned degrees at four-year schools, compared to 7.5% of the students in the older age group.

Conclusion

The recent study conducted by the National Student Clearing Research Center clearly shows that students who start college earlier and attend full time are much more likely to earn degrees and certificates. This study is not without limitations. However, it provides reasonable estimates of the six-year completion and persistence rates for Nebraska's two-year public colleges, four-year public institutions, and four-year private nonprofit colleges and universities, compared to national rates. Consequently, it is hoped that this study will be replicated in the future to provide policy makers with ongoing, state-level information based on a national cohort.

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 experience a net in-migration of adults with less than a high school education. However, based on these data, it is impossible to draw 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. ([Table A13.1](#) in [Appendix 13](#) provides a summary of the 2000 migration data.)

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.¹

¹Two 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 annual ACS is that it provides estimates of the numbers of 22- to 64-year-olds who migrated to and from Nebraska based on small samples of individuals who entered or left the state. As a result, the migration estimates for 22- to 64-year-olds developed from ACS data can vary dramatically from one year to another, not because any significant changes in migration patterns have occurred, but because estimates based on small samples commonly fluctuate as a result of sampling error 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, representing up to 2.5% of all households. Using the total ACS sample, the U.S. Census Bureau develops and publishes estimates of the number of adults 25 years of age or older who move into or out of each state. However, the only way to obtain migration estimates for 22- to 64-year-olds is to develop them based on a smaller sample of ACS data that is available for public use.

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 households. However, only a small fraction of the individuals surveyed report that they lived in Nebraska for less than a year, and even smaller samples of respondents from other states say 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 for 22- to 64-year-olds by education level since ACS data first became available for public use.

Since 2007, previous editions of the *Nebraska Higher Education Progress Report* have summarized the annual migration estimates for Nebraska based on data collected through the ACS conducted from 2005 through 2010. This section of the 2013 report summarizes the

migration estimates based on 2011 ACS data collected from samples of 22- to 64-year olds who migrated to and from the state in 2010 or 2011 and compares these estimates to those based on data from each of the previous six surveys. In addition, average annual net migration estimates for 22- to 64-year-olds are presented, based on three years of ACS data collected in 2009, 2010 and 2011.

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.

Migration Estimates for 22- to 64-Year Olds Based on 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 annually from 2005 to 2011.¹ As shown in this chart, the estimates of net migration based on one year of ACS data vary significantly from one year to another.

When the estimates based on the seven 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 six-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 2011. 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 diploma, associate degree, bachelor's degree, and graduate or professional degree.

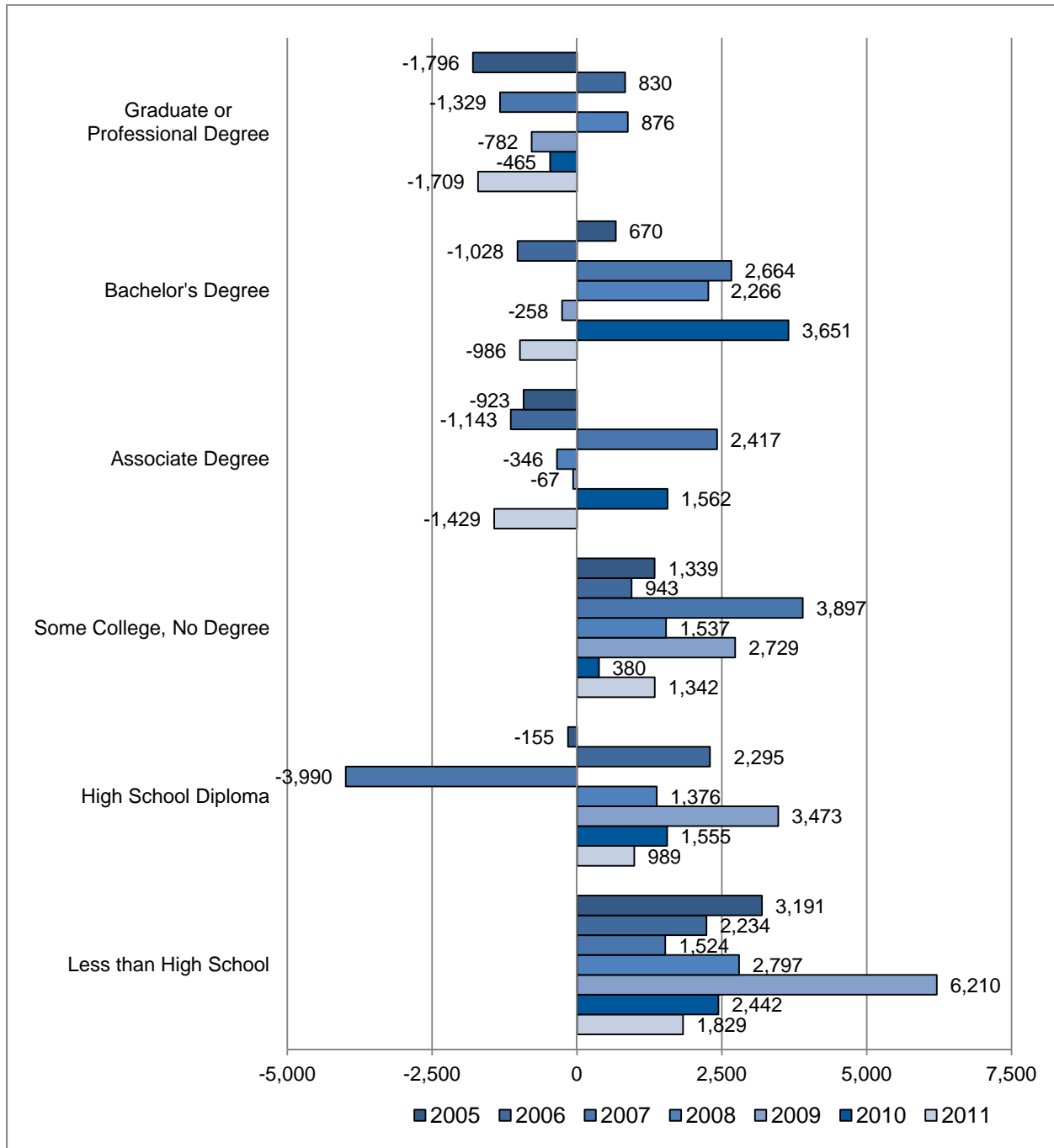
The primary reason for the inconsistent net-migration estimates shown in Figure 3.1 on the next page is that they are based on very small samples. For example, based on the 2011 ACS data available for public use, 1,709 more individuals with graduate or professional degrees moved out of Nebraska than moved into the state. This estimate is based on survey responses from 28 individuals who moved to Nebraska and 41 respondents who moved from Nebraska to other states, or a total of 69 individuals who were surveyed in 2011.

The estimated negative net migration of 1,709 individuals with graduate or professional degrees should be interpreted only as the mid-point in an estimated range of -4,233 to +815, based on a margin of error of +/- 2,524 at the 90% confidence level.² In other words, given the small sample of 2011 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 4,233 and a positive 815. Obviously, such a conclusion provides no help in determining whether the goal of Priority 3 is being achieved.

¹Net 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

²A 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, 2009, 2010, and 2011
American Community Surveys Conducted by the U.S. Census Bureau¹



¹Data Source: Estimates based on the 2005 through 2011 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, 2011, 2012 and December 2012. See [Table A13.2](#) through [Table A13.8](#) in [Appendix 13](#) for supporting data.

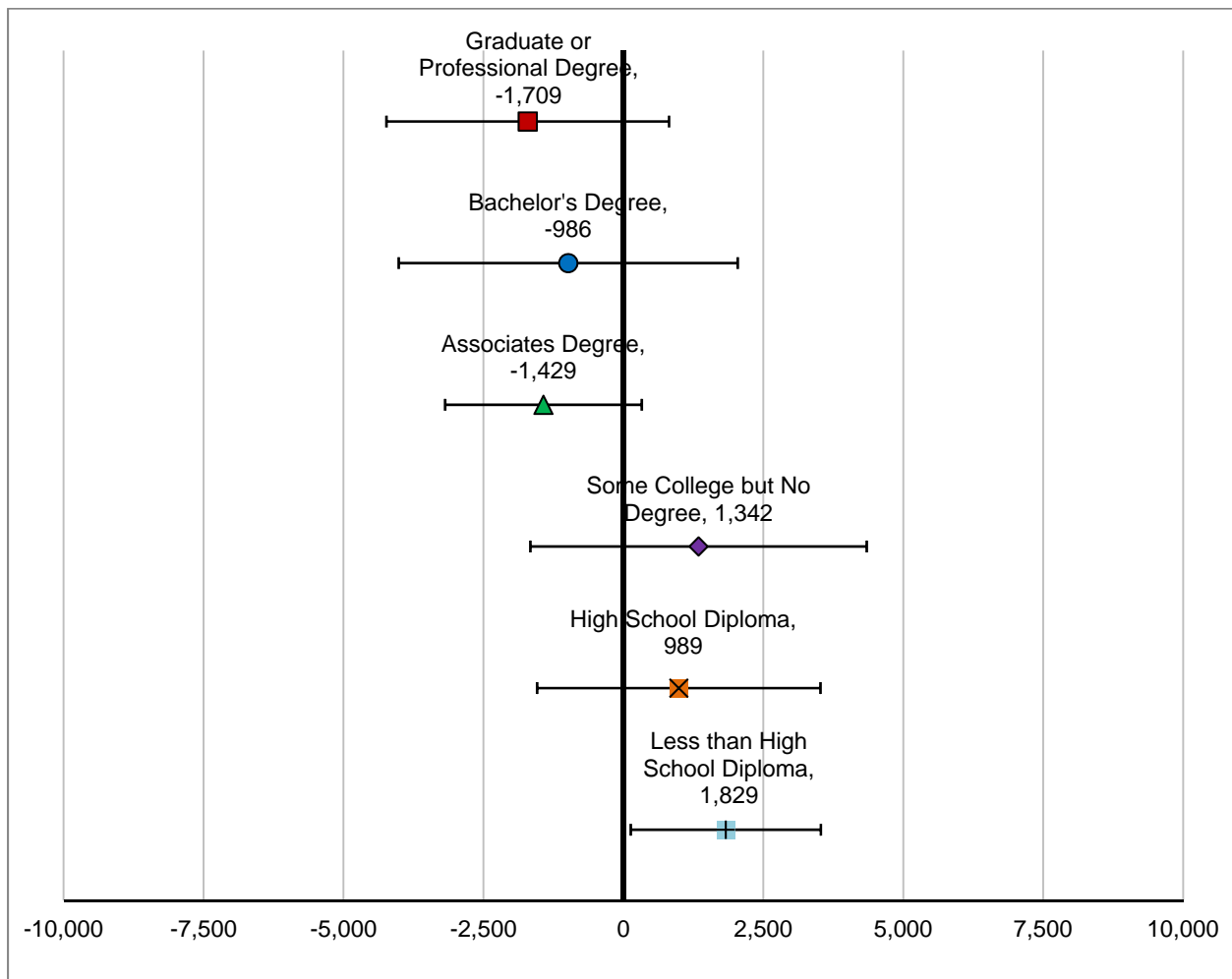
Net migration is the difference between the estimated numbers of individuals who moved to or from Nebraska. If net migration is positive, the number of people who moved to the state is higher than the number who left Nebraska. If net-migration is negative, the number of people who left the state exceeded 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 2011 ACS data. Similar ranges of variability have been calculated for all of the other estimates for 2005 through 2010, 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 2011.

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 positive net migration of adults with less than a high school diploma was 1,829 in 2011 with a 90% confidence interval ranging from 131 to 3,527. However, again, it is important to note that this estimate is based on very small samples.

Figure 3.2
Estimated Nebraska Net-Migration of 22- to 64-Year-Olds by Education,
Based on 2011 American Community Survey Data¹

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.



¹Data Source: Estimates based on the 2011 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2012. See Table A13.9 in Appendix 13 for the margins of error and the number of cases on which each estimate is based.

Specifically, the 2011 net migration estimate for individuals with less than a high school education was based on survey responses from only 33 adults who moved to Nebraska and just 16 individuals who moved from Nebraska to other states, or a total of 49 cases.

In general, no conclusion can be drawn about a net migration estimate when the margin of error exceeds the estimate at the stated confidence level, and especially when the margin of error is large, relative to the estimate. Conversely, a conclusion can be drawn about the direction of net migration at a give education level if the margin of error is less than the estimated migration.

In the case of individuals with less than a high school education, it can be concluded that Nebraska imported more 22- to 64-year-olds with low levels of education than it exported in 2011. However, the available data are inadequate to precisely determine the magnitude of this positive net migration in 2011.

The seven years of data summarized in [Figure 3.1](#) on page 158 suggest that Nebraska consistently attracted more individuals with some college but no degrees, than it lost to other states between 2005 and 2011. However, based on 2011 data alone, as shown in [Figure 3.2](#) on the previous page, no conclusion can be drawn about the direction or magnitude of the net migration of individuals with some college but no degrees. Conclusions also cannot be drawn about the net migration of 22- to 64-year-olds with high school diplomas, associate degrees, bachelor's degrees, or graduate or professional degrees in 2011.

The annual estimates of net migration based on each of the past seven American Community Surveys shown in [Figure 3.1](#) vary quite dramatically from one year to the next, even for the adults with less than a high school education or only some college. Most importantly, they do not provide evidence that Nebraska has consistently gained or lost high school or college graduates as a result of migration.

As mentioned previously, only limited conclusions can be drawn from one-year net migration estimates, due to the small samples on which the estimates are based each year and the relatively high margin of error associated with each estimate. These limitations of the net migration estimates based on only one year of data can at least partially be overcome by calculating annual net migration estimates based on the combined data collected through three or more consecutive surveys, as shown in [Figure 3.3](#) on the next page.

The annual net migration estimates by education level shown in [Figure 3.3](#) are based on the ACS data collected in 2009, 2010 and 2011. The margins of error associated with these annual estimates are still relatively high, ranging from +/- 1,041 for the estimate at the associate degree level to +/- 1,837 for the estimate for individuals with some college but no degrees. However, they are all lower than the margins of error that are associated with the corresponding estimates based on the data collected during only one survey year.

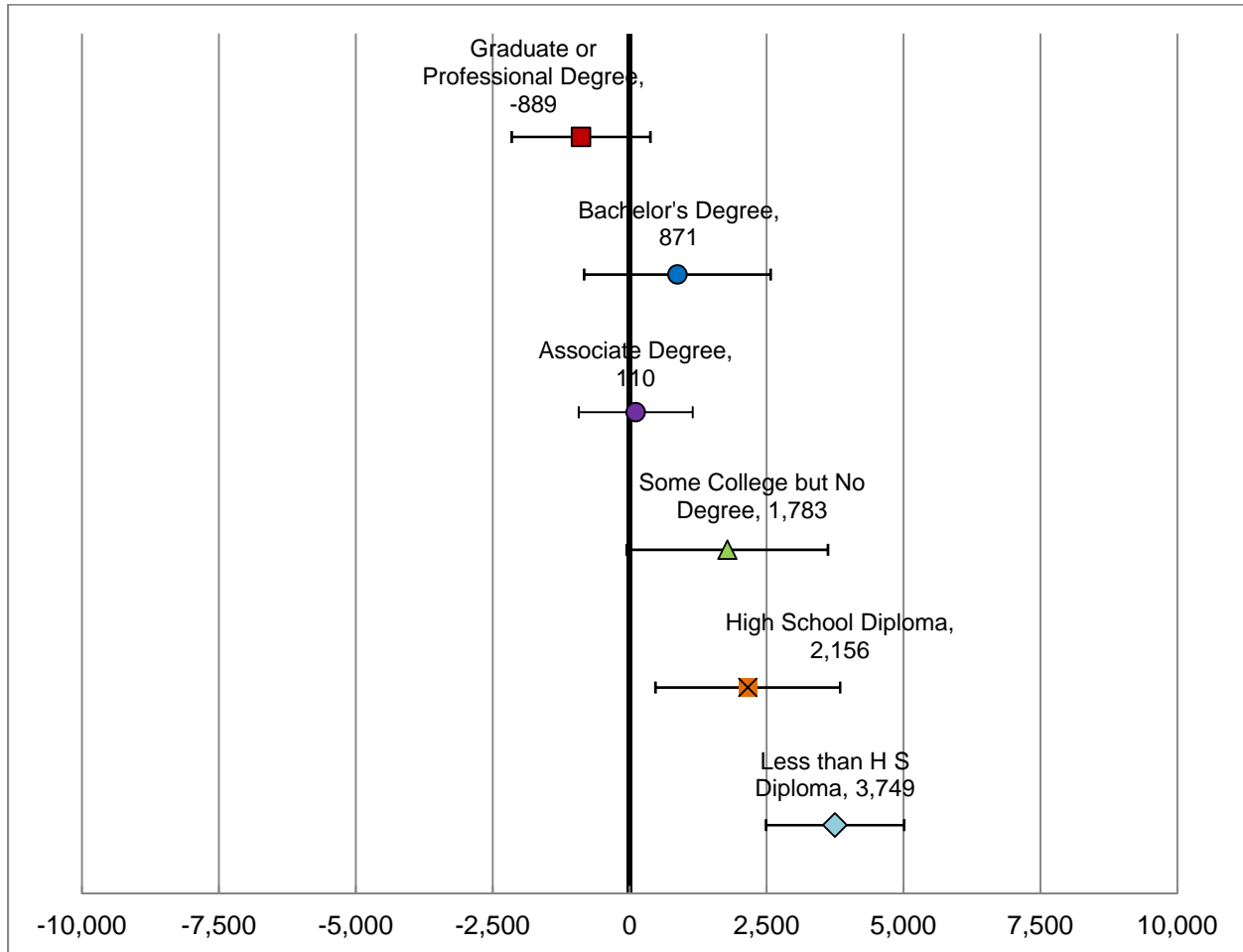
Unfortunately, even with larger samples collected over three years, the margins of error are lower than the net migration estimate at only two levels of education--individuals with less than a high school diploma and high school graduates. For the remaining four education levels, the margins of error are slightly or significantly higher than the estimated net migration.

Based on the estimates shown in [Figure 3.3](#), Nebraska experienced a positive annual net migration of 22- to 64-year-olds with only a high school education or less between 2009 and 2011. During this three-year period, it also is likely that the state experienced a positive annual net migration of 22- to 64-year-olds with some college but no degrees. However, it is impossible

to draw any conclusion about the annual net migration of individuals with degrees at the associate, bachelor's, and graduate or professional levels.

Figure 3.3
Estimated Nebraska Annual Net-Migration of 22- to 64-Year-Olds by Education, 3-Year Estimates Based on 2009, 2010 and 2011 American Community Survey Data¹

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.



¹Data Source: Estimates based on the 2009, 2010 and 2011 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2013. See [Table A13.10](#) in [Appendix 13](#) for the margins of error and the number of cases on which each estimate is based.

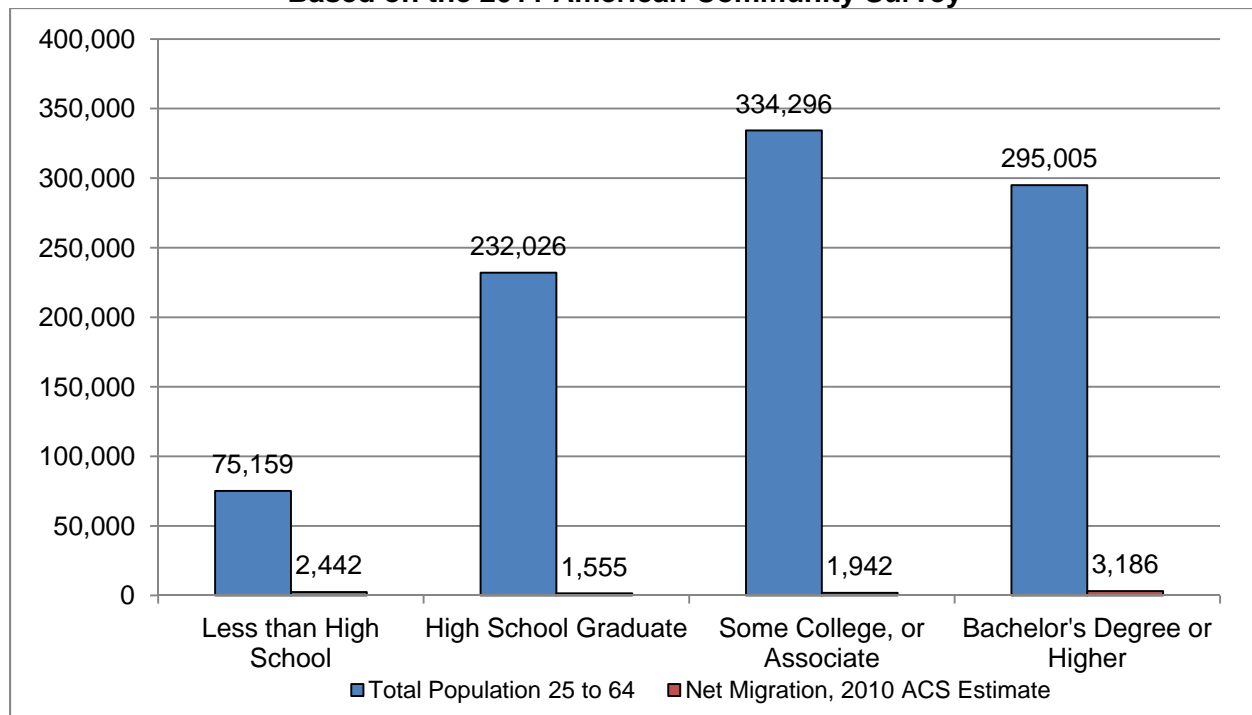
Conclusions Regarding Net Migration by Education Level

Based on the available analyses of last three years of ACS data, the only firm conclusion that can be drawn is that Nebraska has attracted more working-age adults with less than a high school diploma than have left the state. Between 2009 and 2011, Nebraska also may have experienced a net in-migration of working-age adults with high school diplomas or some college but no degrees, but the evidence is inconclusive. Furthermore, there is no solid evidence that Nebraska is experiencing a positive or negative net migration of individuals with associate degrees, bachelor's degrees, or graduate or professional degrees.

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 3.4](#) below, the latest available net-migration estimate at each education level is small, relative to the corresponding total estimated working-age population of the state. Nevertheless, repeated positive or negative net migration will have a corresponding positive or negative effect on the size and quality of the state's labor force over the long run. Consequently, the Coordinating Commission will continue to monitor annual and three-year estimates of the numbers of working-age adults who migrate to and from Nebraska to determine if a clearer, more solidly evidenced picture of Nebraska's net migration pattern emerges from the analysis of ACS data.

Figure 3.4
Estimated Total Nebraska Population of 25-to-64-Year Olds Compared to the
Estimated Nebraska Net-Migration of 22-to-64-Year Olds by Education,
Based on the 2011 American Community Survey¹



¹Data Source: Net migration estimates based on the 2011 American Community Survey (ACS), conducted by the U.S. Census Bureau. Table B23006 for Nebraska, 2011 American Community Survey 1-year, published on the U.S. Census Bureau website, December 2012.

Appendices

Appendix 1

Nebraska College Enrollments

Table A1.1 Nebraska Total Fall Headcount Enrollment by Sector Fall 1999–Fall 2012¹						
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/Career Schools ²	Nebraska State Total
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	32,163	4,587	140,770
2010	49,905	8,846	49,051	33,113	5,254	146,169
2011	50,363	8,726	47,542	33,291	4,037	143,959
2012 Estimated	50,178	8,893	44,642	32,810	3,400	139,923

¹Data source for 2001–2011: 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 2012 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 2012 IPEDS Institutional Characteristics Survey.

Statewide official enrollments for 2012 will not be available from IPEDS until May 2012.

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

²For-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 2000–Fall 2012¹**

Total Headcount Enrollment	2001	2002	2003	2004	2005	2006
University of Nebraska	46,291	46,906	46,015	45,122	45,470	45,819
NCTA-Curtis	234	253	215	220	262	272
University of Nebraska at Kearney	6,426	6,395	6,379	6,382	6,445	6,468
University of Nebraska-Lincoln	22,764	22,988	22,559	21,792	21,675	22,106
University of Nebraska Medical Center	2,724	2,819	2,865	2,904	2,995	3,067
University of Nebraska at Omaha	14,143	14,451	13,997	13,824	14,093	13,906
Nebraska State College System	7,744	7,619	7,652	7,650	7,753	8,108
Chadron State College	2,804	2,712	2,711	2,569	2,472	2,577
Peru State College	1,629	1,687	1,624	1,683	1,959	2,124
Wayne State College	3,311	3,220	3,317	3,398	3,322	3,407
Nebraska Community Colleges	35,604	37,586	39,575	40,233	39,851	40,444
Central Community College	6,399	6,417	6,483	6,524	6,564	6,543
Metropolitan Community College	11,704	12,253	12,838	12,961	13,237	14,098
Mid-Plains Community College	2,816	3,020	3,084	2,957	2,607	3,030
Northeast Community College	4,600	4,832	4,858	5,053	5,101	5,261
Southeast Community College	7,935	8,912	9,672	10,079	10,059	9,594
Western Nebraska Community College	2,150	2,152	2,640	2,659	2,283	1,918
Nebraska Public Institutions	89,639	92,111	93,242	93,005	93,074	94,371
Nebraska Independent Institutions	22,429	22,775	24,106	25,632	26,079	27,197
Bellevue University	3,923	4,107	4,843	5,524	5,929	6,808
BryanLGH College of Health Sciences	154	204	242	305	369	381
Clarkson College	416	507	596	666	711	789
College of St. Mary	930	852	910	994	955	960
Concordia University	1,366	1,425	1,317	1,315	1,330	1,251
Creighton University	6,297	6,327	6,537	6,722	6,791	6,981
Dana College ²	565	580	582	639	673	602
Doane College ³	2,165	2,263	2,273	2,429	2,394	922
Doane College-Lincoln ³	0	0	0	0	0	1,560
Grace University	595	558	598	540	440	410
Hastings College	1,108	1,078	1,113	1,153	1,189	1,137
Little Priest Tribal College	88	146	130	154	109	95
Midland University ⁴	991	953	944	947	926	932
Nebraska Christian College	147	167	159	155	143	159
Nebraska Indian Community College	191	118	190	190	107	115
Nebraska Methodist College	380	343	421	529	565	587
Nebraska Wesleyan University	1,719	1,688	1,840	1,953	2,016	2,068
Summit Christian College	54	46	48	38	52	43
Union College	885	951	902	936	930	956
York College	455	462	461	443	450	441
Nebraska Public and Independent Colleges and Universities	112,068	114,886	117,348	118,637	119,153	121,568

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	2007	2008	2009	2010	2011	Est 2012
University of Nebraska	47,062	47,812	49,032	49,905	50,363	50,178
NCTA-Curtis	327	289	425	383	333	331
University of Nebraska at Kearney	6,478	6,543	6,650	6,753	7,100	7,199
University of Nebraska-Lincoln	22,973	23,573	24,100	24,610	24,593	24,207
University of Nebraska Medical Center	3,128	3,194	3,237	3,494	3,625	3,655
University of Nebraska at Omaha	14,156	14,213	14,620	14,665	14,712	14,786
Nebraska State College System	8,494	8,543	8,835	8,846	8,726	8,893
Chadron State College	2,660	2,649	2,712	2,759	2,851	3,007
Peru State College	2,307	2,328	2,492	2,518	2,358	2,373
Wayne State College	3,527	3,566	3,631	3,569	3,517	3,513
Nebraska Community Colleges	41,035	43,146	46,153	49,051	47,542	44,642
Central Community College	6,531	6,885	7,320	7,527	7,521	7,283
Metropolitan Community College	14,804	15,055	17,003	18,523	18,518	17,376
Mid-Plains Community College	2,715	2,708	2,765	2,987	2,623	2,550
Northeast Community College	5,149	5,140	5,205	5,377	5,161	5,035
Southeast Community College	9,603	10,419	11,556	12,242	11,479	10,168
Western Nebraska Community College	2,233	2,939	2,304	2,395	2,240	2,230
Nebraska Public Institutions	96,591	99,501	104,020	107,802	106,631	103,713
Nebraska Independent Institutions	28,294	28,817	32,163	33,113	33,291	32,810
Bellevue University	7,792	8,278	10,407	10,407	10,304	9,791
BryanLGH College of Health Sciences	397	493	500	528	636	714
Clarkson College	788	820	934	980	1,114	1,169
College of St. Mary	973	953	1,120	1,070	1,063	1,037
Concordia University	1,279	1,344	1,717	2,146	2,196	2,091
Creighton University	6,992	7,051	7,385	7,662	7,730	7,736
Dana College ²	634	546	596	0	0	0
Doane College ³	921	894	964	1,045	1,068	1,149
Doane College-Lincoln ³	1,649	1,651	1,674	1,698	1,633	1,635
Grace University	431	433	490	481	459	439
Hastings College	1,138	1,153	1,154	1,193	1,240	1,112
Little Priest Tribal College	120	116	141	148	172	144
Midland University ⁴	827	803	716	1,117	1,030	1,126
Nebraska Christian College	101	164	123	141	131	149
Nebraska Indian Community College	89	92	129	177	163	172
Nebraska Methodist College	592	589	672	765	847	891
Nebraska Wesleyan University	2,107	2,086	2,093	2,138	2,070	2,071
Summit Christian College	51	41	35	38	39	39
Union College	1,009	914	883	901	886	881
York College	404	396	430	478	510	464
Nebraska Public and Independent Colleges and Universities	124,885	128,318	136,183	140,915	139,922	136,523

Continued on the next page.

Table A1.2 Continued						
Total Headcount Enrollment	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	1-Year Change 09-10
University of Nebraska	0.8%	0.8%	2.7%	1.6%	2.6%	1.8%
NCTA-Curtis	19.1%	3.8%	20.2%	-11.6%	47.1%	-9.9%
University of Nebraska at Kearney	1.0%	0.4%	0.2%	1.0%	1.6%	1.5%
University of Nebraska-Lincoln	-0.5%	2.0%	3.9%	2.6%	2.2%	2.1%
University of Nebraska Medical	3.1%	2.4%	2.0%	2.1%	1.3%	7.9%
University of Nebraska at Omaha	1.9%	-1.3%	1.8%	0.4%	2.9%	0.3%
Nebraska State College System	1.3%	4.6%	4.8%	0.6%	3.4%	0.1%
Chadron State College	-3.8%	4.2%	3.2%	-0.4%	2.4%	1.7%
Peru State College	16.4%	8.4%	8.6%	0.9%	7.0%	1.0%
Wayne State College	-2.2%	2.6%	3.5%	1.1%	1.8%	-1.7%
Nebraska Community Colleges	-0.9%	1.5%	1.5%	5.1%	7.0%	6.3%
Central Community College	0.6%	-0.3%	-0.2%	5.4%	6.3%	2.8%
Metropolitan Community College	2.1%	6.5%	5.0%	1.7%	12.9%	8.9%
Mid-Plains Community College	-11.8%	16.2%	-10.4%	-0.3%	2.1%	8.0%
Northeast Community College	0.9%	3.1%	-2.1%	-0.2%	1.3%	3.3%
Southeast Community College	-0.2%	-4.6%	0.1%	8.5%	10.9%	5.9%
Western Nebraska Community	-14.1%	-16.0%	16.4%	31.6%	-21.6%	3.9%
Nebraska Public Institutions	0.1%	1.4%	2.4%	3.0%	4.5%	3.6%
Nebraska Independent Institutions	1.7%	4.3%	4.0%	1.8%	11.6%	3.0%
Bellevue University	7.3%	14.8%	14.5%	6.2%	25.7%	0.0%
BryanLGH College of Health Sciences	21.0%	3.3%	4.2%	24.2%	1.4%	5.6%
Clarkson College	6.8%	11.0%	-0.1%	4.1%	13.9%	4.9%
College of St. Mary	-3.9%	0.5%	1.4%	-2.1%	17.5%	-4.5%
Concordia University	1.1%	-5.9%	2.2%	5.1%	27.8%	25.0%
Creighton University	1.0%	2.8%	0.2%	0.8%	4.7%	3.8%
Dana College ²	5.3%	-10.5%	5.3%	-13.9%	9.2%	Closed
Doane College ³	-1.4%	3.7%	3.5%	-1.0%	3.7%	4.0%
Doane College-Lincoln ³						
Grace University	-18.5%	-6.8%	5.1%	0.5%	13.2%	-1.8%
Hastings College	3.1%	-4.4%	0.1%	1.3%	0.1%	3.4%
Little Priest Tribal College	-29.2%	-12.8%	26.3%	-3.3%	21.6%	5.0%
Midland University ⁴	-2.2%	0.6%	-11.3%	-2.9%	-10.8%	56.0%
Nebraska Christian College	-7.7%	11.2%	-36.5%	62.4%	-25.0%	14.6%
Nebraska Indian Community College	-43.7%	7.5%	-22.6%	3.4%	40.2%	37.2%
Nebraska Methodist College	6.8%	3.9%	0.9%	-0.5%	14.1%	13.8%
Nebraska Wesleyan University	3.2%	2.6%	1.9%	-1.0%	0.3%	2.2%
Summit Christian College	36.8%	-17.3%	18.6%	-19.6%	-14.6%	8.6%
Union College	-0.6%	2.8%	5.5%	-9.4%	-3.4%	2.0%
York College	1.6%	-2.0%	-8.4%	-2.0%	8.6%	11.2%
Nebraska Public and Independent Colleges and Universities	0.4%	2.0%	2.7%	2.7%	6.1%	3.5%

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Table A1.2 Continued

Total Headcount Enrollment	1-Year Change 10-11	Est 1-Year Change 11-12	8-Year Change 03–11	Estimated 9-Year Chg 03–12
University of Nebraska	0.9%	-0.4%	9.4%	9.0%
NCTA-Curtis	-13.1%	-0.6%	54.9%	54.0%
University of Nebraska at Kearney	5.1%	1.4%	11.3%	12.9%
University of Nebraska-Lincoln	-0.1%	-1.6%	9.0%	7.3%
University of Nebraska Medical Center	3.7%	0.8%	26.5%	27.6%
University of Nebraska at Omaha	0.3%	0.5%	5.1%	5.6%
Nebraska State College System	-1.4%	1.9%	14.0%	16.2%
Chadron State College	3.3%	5.5%	5.2%	10.9%
Peru State College	-6.4%	0.6%	45.2%	46.1%
Wayne State College	-1.5%	-0.1%	6.0%	5.9%
Nebraska Community Colleges	-3.1%	-6.1%	20.1%	12.8%
Central Community College	-0.1%	-3.2%	16.0%	12.3%
Metropolitan Community College	0.0%	-6.2%	44.2%	35.3%
Mid-Plains Community College	-12.2%	-2.8%	-14.9%	-17.3%
Northeast Community College	-4.0%	-2.4%	6.2%	3.6%
Southeast Community College	-6.2%	-11.4%	18.7%	5.1%
Western Nebraska Community College	-6.5%	-0.4%	-15.2%	-15.5%
Nebraska Public Institutions	-1.1%	-2.7%	14.4%	11.2%
Nebraska Independent Institutions	0.5%	-1.4%	38.1%	36.1%
Bellevue University	-1.0%	-5.0%	112.8%	102.2%
BryanLGH College of Health Sciences	20.5%	12.3%	162.8%	195.0%
Clarkson College	13.7%	4.9%	86.9%	96.1%
College of St. Mary	-0.7%	-2.4%	16.8%	14.0%
Concordia University	2.3%	-4.8%	66.7%	58.8%
Creighton University	0.9%	0.1%	18.2%	18.3%
Dana College ²	Closed	Closed	Closed	Closed
Doane College ³	-1.5%	3.1%	18.8%	22.5%
Doane College-Lincoln ³				
Grace University	-4.6%	-4.4%	-23.2%	-26.6%
Hastings College	3.9%	-10.3%	11.4%	-0.1%
Little Priest Tribal College	16.2%	-16.3%	32.3%	10.8%
Midland University ⁴	-7.8%	9.3%	9.1%	19.3%
Nebraska Christian College	-7.1%	13.7%	-17.6%	-6.3%
Nebraska Indian Community College	-7.9%	5.5%	-14.2%	-9.5%
Nebraska Methodist College	10.7%	5.2%	101.2%	111.6%
Nebraska Wesleyan University	-3.2%	0.0%	12.5%	12.6%
Summit Christian College	2.6%	0.0%	-18.8%	-18.8%
Union College	-1.7%	-0.6%	-1.8%	-2.3%
York College	6.7%	-9.0%	10.6%	0.7%
Nebraska Public and Independent Colleges and Universities	-0.7%	-2.4%	19.2%	16.3%

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Table A1.2 Continued					
Total Headcount Enrollment	2003	2004	2005	2006	2007
For-Profit Institutions*	3,244	3436	3487	3975	3653
Degree-Granting For-Profit/Career Schools**	2,456	2,571	2,654	3,109	2,685
Alegent Health School of Radiologic Technology ⁵	26	27	27	26	23
ITT Technical Institute-Omaha	405	449	488	441	490
Kaplan University-Lincoln Campus ⁶	461	578	709	826	522
Kaplan University-Omaha Campus ⁶	656	649	641	788	631
Mary Lanning Memorial Hospital School of Radiologic Technology ⁷	13	17	21	20	19
Myotherapy Institute	55	69	52	43	35
Omaha School of Massage and Healthcare of Herzing University ⁸	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 ⁹	237	215	56	2	0
Vatterott College-Spring Valley Campus ⁹	380	379	366	563	509
Non-Degree-Granting For-Profit/Career Schools**	788	865	833	866	968
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
Regional West Medical Center School of Radiologic Technology	10	11	13	12	11
Xenon International School of Hair Design II	115	135	150	210	243
Nebraska State Total	120,592	122,073	122,640	125,543	128,538
<p>*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.</p> <p>**Note: Sector totals for degree-granting and non-degree-granting for-profit/career schools can be different from those published in prior editions of the <i>Progress Report</i> due to schools changing from the non-degree- to the degree-granting category.</p>					
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Table A1.2 Continued

Total Headcount Enrollment	2008	2009	2010	2011	Est 2012
For-Profit Institutions*	3,392	4,587	5,254	4,037	3,400
Degree-Granting For-Profit/Career Schools**	2,346	3,475	3,815	2,992	2,434
Alegent Health School of Radiologic Technology ⁵	22	22	22	19	18
ITT Technical Institute-Omaha	532	617	732	735	692
Kaplan University-Lincoln Campus ⁶	429	644	690	469	359
Kaplan University-Omaha Campus ⁶	660	1071	1,059	721	684
Mary Lanning Memorial Hospital School of Radiologic Technology ⁷	20	19	20	0	0
Myotherapy Institute	29	26	45	38	33
Omaha School of Massage and Healthcare of Herzing University ⁸	145	104	236	179	148
The Creative Center	118	127	114	119	104
Universal College of Healing Arts	55	61	55	46	40
University of Phoenix-Omaha Campus	60	36	76	79	60
Vatterott College ⁹	0	0	0	0	0
Vatterott College-Spring Valley Campus ⁹	276	748	766	587	296
Non-Degree-Granting For-Profit/Career Schools**	1,046	1,112	1,439	1,045	966
Capitol School of Hairstyling	90	121	104	131	122
College of Hair Design	230	252	374	299	248
Fullen School of Hair Design	34	40	40	43	35
Joseph's College of Beauty ¹⁰	365	353	579	264	279
La'James International College	49	51	47	40	28
Regional West Medical Center School of Radiologic Technology	10	9	10	8	9
Xenon International School of Hair Design II	268	286	285	260	245
Nebraska State Total	131,710	140,770	146,169	143,959	139,923
<p>*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.</p> <p>**Note: Sector totals for degree-granting and non-degree-granting for-profit/career schools can be different from those published in prior editions of the <i>Progress Report</i> due to schools changing from the non-degree- to the degree-granting category.</p>					
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Total Headcount Enrollment	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
For-Profit Institutions*	1.5%	14.0%	-8.1%	-7.1%	35.2%
Degree-Granting For-Profit/Career Schools**	3.2%	17.1%	-13.6%	-12.6%	48.1%
Alegent Health School of Radiologic Technology ⁵	0.0%	-3.7%	-11.5%	-4.3%	0.0%
ITT Technical Institute-Omaha	8.7%	-9.6%	11.1%	8.6%	16.0%
Kaplan University-Lincoln Campus ⁶	22.7%	16.5%	-36.8%	-17.8%	50.1%
Kaplan University-Omaha Campus ⁶	-1.2%	22.9%	-19.9%	4.6%	62.3%
Mary Lanning Memorial Hospital School of Radiologic Technology ⁷	23.5%	-4.8%	-5.0%	5.3%	-5.0%
Myotherapy Institute	-24.6%	-17.3%	-18.6%	-17.1%	-10.3%
Omaha School of Massage and Healthcare of Herzing University ⁸	73.7%	-46.7%	38.6%	18.9%	-28.3%
The Creative Center	-12.9%	24.7%	5.9%	10.3%	7.6%
Universal College of Healing Arts	NA***	100.0%	4.2%	-45.0%	10.9%
University of Phoenix-Omaha Campus	NA***	NA***	10.4%	-52.8%	-40.0%
Vatterott College ⁹					
Vatterott College-Spring Valley Campus ⁹	-29.0%	33.9%	-9.9%	-45.8%	171.0%
Non-Degree-Granting For-Profit Schools**	-3.7%	4.0%	11.8%	8.1%	6.3%
Capitol School of Hairstyling	-10.8%	7.2%	10.1%	-8.2%	34.4%
College of Hair Design	0.0%	-20.9%	49.3%	13.3%	9.6%
Fullen School of Hair Design	-56.0%	9.1%	91.7%	47.8%	17.6%
Joseph's College of Beauty ¹⁰	-4.4%	-2.5%	-4.7%	20.9%	-3.3%
La'James International College	-11.2%	13.9%	-2.2%	-44.3%	4.1%
Regional West Medical Center School of Radiologic Technology	18.2%	-7.7%	-8.3%	-9.1%	-10.0%
Xenon International School of Hair Design II	11.1%	40.0%	15.7%	10.3%	6.7%
Nebraska State Total	0.5%	2.4%	2.4%	2.5%	6.9%
<p>*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.</p> <p>**Note: Percentage changes in the sector totals for degree-granting and non-degree-granting for-profit/career schools can be different from those published in prior editions of the <i>Progress Report</i> due to schools changing from the non-degree- to the degree-granting category.</p> <p>***N/A=Not applicable. The first enrollment at the Universal College of Healing Arts was in 2005 and at the University of Phoenix-Omaha Campus in 2006. Beginning in 2011, enrollment at Mary Lanning Memorial Hospital School of Radiologic Technology was reported through the University of Nebraska at Kearney.</p>					

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Table A1.2 Continued					
Total Headcount Enrollment	1-Year Change 09-10	1-Year Change 10-11	Est 1-Year Change 11-12	8-Year Change 03-11	Estimated 9-Year Chg 03-12
For-Profit Institutions*	14.5%	-23.2%	-15.8%	24.4%	4.8%
Degree-Granting For-Profit/Career Schools**	9.8%	-21.6%	-18.6%	21.8%	-0.9%
Alegent Health School of Radiologic Technology ⁵	0.0%	-13.6%	-5.3%	-26.9%	-30.8%
ITT Technical Institute-Omaha	18.6%	0.4%	-5.9%	81.5%	70.9%
Kaplan University-Lincoln Campus ⁶	7.1%	-32.0%	-23.5%	1.7%	-22.1%
Kaplan University-Omaha Campus ⁶	-1.1%	-31.9%	-5.1%	9.9%	4.3%
Mary Lanning Memorial Hospital School of Radiologic Technology ⁷	5.3%	NA***	NA***	NA***	NA***
Myotherapy Institute	73.1%	-15.6%	-13.2%	-30.9%	-40.0%
Omaha School of Massage and Healthcare of Herzing University ⁸	126.9%	-24.2%	-17.3%	90.4%	57.4%
The Creative Center	-10.2%	4.4%	-12.6%	-7.8%	-19.4%
Universal College of Healing Arts	-9.8%	-16.4%	-13.0%	NA***	NA***
University of Phoenix-Omaha Campus	111.1%	3.9%	-24.1%	NA***	NA***
Vatterott College ⁹					
Vatterott College-Spring Valley Campus ⁹	2.4%	-23.4%	-49.6%	-4.9%	-52.0%
Non-Degree-Granting For-Profit Schools**	29.4%	-27.4%	-7.6%	32.6%	22.6%
Capitol School of Hairstyling	-14.0%	26.0%	-6.9%	52.3%	41.9%
College of Hair Design	48.4%	-20.1%	-17.1%	139.2%	98.4%
Fullen School of Hair Design	0.0%	7.5%	-18.6%	59.3%	29.6%
Joseph's College of Beauty ¹⁰	64.0%	-54.4%	5.7%	-19.8%	-15.2%
La'James International College	-7.8%	-14.9%	-30.0%	-58.3%	-70.8%
Regional West Medical Center School of Radiologic Technology	11.1%	-20.0%	12.5%	-20.0%	-10.0%
Xenon International School of Hair Design II	-0.3%	-8.8%	-5.8%	126.1%	113.0%
Nebraska State Total	3.8%	-1.5%	-2.8%	19.4%	16.0%
<p>*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.</p> <p>**Note: Percentage changes in the sector totals for degree-granting and non-degree-granting for-profit/career schools can be different from those published in prior editions of the <i>Progress Report</i> due to schools changing from the non-degree- to the degree-granting category.</p> <p>***N/A=Not applicable. The first enrollment at the Universal College of Healing Arts was in 2005 and at the University of Phoenix-Omaha Campus in 2006. Beginning in 2011, enrollment at Mary Lanning Memorial Hospital School of Radiologic Technology was reported through the University of Nebraska at Kearney.</p>					
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Table A1.2 Continued

¹Data source for 2000–2011: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), including data corrected by institutions through the IPEDS prior year revision system, with minor data adjustments as needed for improved data accuracy. (Note: Bellevue University submitted a significant change in enrollment for fall 2009 through the IPEDS prior year revision system for 2009 data. The increased reported enrollment for fall 2009 was due to changing the institution's fall reporting date from September 7 to September 30.)

Estimated enrollments for fall 2012 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 2012 IPEDS Institutional Characteristics Survey.

²Dana College was closed in August 2010.

³Beginning 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.

⁴Prior to 2011–2012, Midland University was Midland Lutheran College.

⁵Alegent Health School of Radiologic Technology became classified as a degree-granting school beginning in fall 2007.

⁶Kaplan University was previously known as Hamilton College. The change of name to Kaplan University was effective October 30, 2007.

⁷Beginning in 2011, enrollment at Mary Lanning Memorial Hospital School of Radiologic Technology was reported through the University of Nebraska at Kearney.

⁸Omaha 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.

⁹For 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.)

¹⁰The reported enrollment of 579 in fall 2010 at Joseph's College of Beauty is incorrect. Due to problems with the college's data system, the correct enrollment is not known, but it probably was in the range of 350 to 400.

**Table A1.3
Nebraska 12-Month Unduplicated Headcount Enrollment by Public Sector
2001–2002 Academic Year through 2010–2011 Academic Year¹**

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
2009–2010	56,737	11,250	88,865
2010–2011	57,450	11,540	87,335

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

**Table A1.4
Nebraska First-Time Freshmen Enrollment by Sector: Fall 2001–Fall 2012¹**

Part A: Full-Time, First-Time Freshmen						
Number of Students	2001	2002	2003	2004	2005	2006
University of Nebraska	6,265	6,413	6,327	6,023	6,392	6,626
Nebraska State College System	1,095	1,131	1,231	1,087	1,072	1,164
Nebraska Community Colleges	3,646	3,750	3,942	3,849	4,174	4,175
Nebraska Independent Colleges and Universities	3,113	3,174	3,613	3,451	3,323	3,278
For-Profit/Career Schools*	1,886	1,836	1,708	1,638	1,342	1,095
Nebraska Total	16,005	16,304	16,821	16,048	16,303	16,338
% of Total Freshmen Enrolled	88.2%	89.6%	88.7%	88.8%	89.4%	89.3%
Number of Students	2007	2008	2009	2010	2011	2012 Est
University of Nebraska	6,861	7,058	6,804	7,011	6,909	6,785
Nebraska State College System	1,261	1,265	1,296	1,304	1,240	1,244
Nebraska Community Colleges	4,668	4,540	5,127	5,192	4,747	4,375
Nebraska Independent Colleges and Universities	3,336	3,153	3,238	3,221	3,151	3,118
For-Profit/Career Schools*	1,203	751	908	836	516	590
Nebraska Total	17,329	16,767	17,373	17,564	16,563	16,112
% of Total Freshmen Enrolled	91.1%	90.9%	90.1%	89.3%	89.6%	89.3%
Percentage Changes	1-Year Change 08–09	1-Year Change 09–10	1-Year Change 10–11	8-Year Change 03–11	1-Year Change 11–12 Est	9-Year Change 03–12 Est
University of Nebraska	-3.6%	3.0%	-1.5%	9.2%	-1.8%	7.2%
Nebraska State College System	2.5%	0.6%	-4.9%	0.7%	0.3%	1.1%
Nebraska Community Colleges	12.9%	1.3%	-8.6%	20.4%	-7.8%	11.0%
Nebraska Independent Colleges and Universities	2.7%	-0.5%	-2.2%	-12.8%	-1.0%	-13.7%
For-Profit/Career Schools*	20.9%	-7.9%	-38.3%	-69.8%	14.3%	-65.5%
Nebraska Total	3.6%	1.1%	-5.7%	-1.5%	-2.7%	-4.2%
¹ Data Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). 2000–2011 data are from the IPEDS Fall Enrollment surveys. The 2012 estimates are from the fall 2012 Institutional Characteristics survey. Due to data system problems, the numbers of full-time and part-time, first-time freshmen at Southeast Community College had to be adjusted for fall 2001 through fall 2008 and for fall 2010 to estimate the numbers of full-time, part-time, and total first-time freshmen in the community college sector for these years.						
*Note: For-profit/career schools include two schools of radiologic technology in the degree-granting category and one school of radiologic technology in the non-degree-granting category that are operated by non-profit hospitals or medical centers.						
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Table A1.4 Continued

Part B: Part-Time, First-Time Freshmen						
Number of Students	2001	2002	2003	2004	2005	2006
University of Nebraska	287	226	174	157	124	144
Nebraska State College System	88	71	62	66	60	29
Nebraska Community Colleges	1,430	1,303	1,505	1,423	1,499	1,592
Nebraska Independent Colleges and Universities	171	134	220	193	88	99
For-Profit/Career Schools*	159	167	185	187	162	92
Nebraska Total	2,135	1,901	2,146	2,026	1,933	1,956
% of Total Freshmen Enrolled	11.8%	10.4%	11.3%	11.2%	10.6%	10.7%
Number of Students	2007	2008	2009	2010	2011	2012 Est
University of Nebraska	141	95	94	112	129	145
Nebraska State College System	21	27	28	23	20	27
Nebraska Community Colleges	1,374	1,293	1,462	1,607	1,515	1,466
Nebraska Independent Colleges and Universities	66	187	149	154	193	214
For-Profit/Career Schools*	94	76	170	201	67	75
Nebraska Total	1,696	1,678	1,903	2,097	1,924	1,927
% of Total Freshmen Enrolled	8.9%	9.1%	9.9%	10.7%	10.4%	10.7%
Percentage Changes	1-Year Change 08–09	1-Year Change 09–10	1-Year Change 10–11	8-Year Change 03–11	1-Year Change 11–12 Est	9-Year Change 03–12 Est
University of Nebraska	-1.1%	19.1%	15.2%	-25.9%	12.4%	-16.7%
Nebraska State College System	3.7%	-17.9%	-13.0%	-67.7%	35.0%	-56.5%
Nebraska Community Colleges	13.1%	9.9%	-5.7%	0.7%	-3.2%	-2.6%
Nebraska Independent Colleges and Universities	-20.3%	3.4%	25.3%	-12.3%	10.9%	-2.7%
For-Profit/Career Schools*	123.7%	18.2%	-66.7%	-63.8%	11.9%	-59.5%
Nebraska Total	13.4%	10.2%	-8.2%	-10.3%	0.2%	-10.2%
<p>*Note: For-profit/career schools include two schools of radiologic technology in the degree-granting category and one school 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

Part C: Total First-Time Freshmen						
Number of Students	2001	2002	2003	2004	2005	2006
University of Nebraska	6,552	6,639	6,501	6,180	6,516	6,770
Nebraska State College System	1,183	1,202	1,293	1,153	1,132	1,193
Nebraska Community Colleges	5,076	5,053	5,447	5,272	5,673	5,767
Nebraska Independent Colleges and Universities	3,284	3,308	3,833	3,644	3,411	3,377
For-Profit/Career Schools*	2,045	2,003	1,893	1,825	1,504	1,187
Nebraska Total	18,140	18,205	18,967	18,074	18,236	18,294
Number of Students	2007	2008	2009	2010	2011	2012 Est
University of Nebraska	7,002	7,153	6,898	7,123	7,038	6,930
Nebraska State College System	1,282	1,292	1,324	1,327	1,260	1,271
Nebraska Community Colleges	6,042	5,833	6,589	6,799	6,262	5,841
Nebraska Independent Colleges and Universities	3,402	3,340	3,387	3,375	3,344	3,332
For-Profit/Career Schools*	1,297	827	1,078	1,037	583	665
Nebraska Total	19,025	18,445	19,276	19,661	18,487	18,039
Percentage Changes	1-Year Change 08–09	1-Year Change 09–10	1-Year Change 10–11	8-Year Change 03–11	1-Year Change 11–12 Est	9-Year Change 03–12 Est
University of Nebraska	-3.6%	3.3%	-1.2%	8.3%	-1.5%	6.6%
Nebraska State College System	2.5%	0.2%	-5.0%	-2.6%	0.9%	-1.7%
Nebraska Community Colleges	13.0%	3.2%	-7.9%	15.0%	-6.7%	7.2%
Nebraska Independent Colleges and Universities	1.4%	-0.4%	-0.9%	-12.8%	-0.4%	-13.1%
For-Profit/Career Schools*	30.4%	-3.8%	-43.8%	-69.2%	14.1%	-64.9%
Nebraska Total	4.5%	2.0%	-6.0%	-2.5%	-2.4%	-4.9%
<p>*Note: For-profit/career schools include two schools of radiologic technology in the degree-granting category and one school 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

Table A2.1 Numbers of Nebraska High School Graduates 1992–1993 through 2011–2012¹						
School Year	Type of School/Agency				Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	Educational Service Units	State-Operated Schools ²		
1992–1993	17,452	1,712	0	117	19,281	
1993–1994	16,896	1,659	1	175	18,731	-2.9%
1994–1995	17,685	1,802	6	250	19,743	5.4%
1995–1996	17,742	1,772	0	296	19,810	0.3%
1996–1997	18,359	1,933	0	242	20,534	3.7%
1997–1998	19,407	1,991	0	265	21,663	5.5%
1998–1999	19,917	2,087	2	255	22,261	2.8%
1999–2000	19,629	2,011	0	78	21,718	-2.4%
2000–2001	19,106	2,113	2	79	21,300	-1.9%
2001–2002	19,375	2,147	1	138	21,661	1.7%
2002–2003	19,604	2,234	4	130	21,972	1.4%
2003–2004	19,462	2,162	6	88	21,718	-1.2%
2004–2005	19,225	2,297	2	123	21,647	-0.3%
2005–2006	18,918	2,201	6	63	21,188	-2.1%
2006–2007	18,951	2,186	0	104	21,241	0.3%
2007–2008	19,987	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%
2010–2011	20,313	2,205		119	22,637	5.2%
2011–2012	20,379	2,192		107	22,678	0.2%

¹Data 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, February 2012 for 2010–2011 data, December 2012 for 2011–2012 data.

Graduates do not include GED recipients or completers who did not receive regular diplomas.

²Beginning 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 2021–2022¹**

Academic Year	Public by Race/Ethnicity					Race/Ethnicity Total ²	Public Total ³	Non Public Total	Total
	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)				
Actual									
2002–2003	17,541	279	776	167	841	19,604	19,604	2,234	21,838
2003–2004	17,211	309	890	168	884	19,462	19,462	2,162	21,624
2004–2005	16,825	324	1,076	179	821	19,225	19,225	2,297	21,522
2005–2006	16,389	337	1,119	181	892	18,918	18,918	2,201	21,119
2006–2007	16,354	330	1,172	196	899	18,951	18,951	2,186	21,137
2007–2008	16,930	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
2010-2011	15,779	380	2,351	237	1,074	19,821	20,313	2,205	22,518
2011-2012	15,399	451	2,516	265	1,223	19,854	20,379	2,192	22,571
Projected									
2012-2013	14,814	422	2,230	197	1,046	18,709	19,210	1,994	21,204
2013-2014	14,368	456	2,248	184	920	18,176	18,761	1,861	20,622
2014-2015	14,381	495	2,477	199	968	18,520	19,075	1,801	20,876
2015-2016	14,527	493	2,562	175	999	18,756	19,336	1,783	21,119
2016-2017	14,573	551	2,712	202	997	19,035	19,644	1,737	21,381
2017-2018	14,795	537	2,966	223	1,071	19,592	20,209	1,724	21,933
2018-2019	14,822	640	3,088	225	1,098	19,873	20,524	1,692	22,216
2019-2020	15,008	619	3,319	218	1,064	20,228	20,871	1,604	22,475
2020-2021	15,144	700	3,366	225	1,102	20,537	21,156	1,607	22,763
2021-2022	15,400	733	3,612	233	1,146	21,124	21,772	1,736	23,508
2022-2023	14,830	726	3,783	248	1,384	20,971	21,532	1,721	23,253
2023-2024	15,022	698	3,897	275	1,558	21,450	22,003	1,744	23,747
2024-2025	15,070	733	3,912	284	1,631	21,630	22,157	1,741	23,898
2025-2026	15,009	745	4,089	257	1,580	21,680	22,200	1,746	23,946
2026-2027	14,887	830	4,089	269	1,587	21,662	22,181	1,754	23,935
2027-2028	14,447	808	3,804	231	1,561	20,851	21,335	1,688	23,023

Continued on the next page.

Table A2.2 (Continued)

¹Data 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, February 2011 for 2008–2009 data corrections and 2009-2010 data, February 2012 for 2010–2011 data, December 2012 for 2011-2012 data.

For projected numbers of graduates: *Knocking at the College Door*, Western Interstate Commission for Higher Education, December 2012. Data downloaded from <http://www.wiche.edu/pub/16556>.

²Beginning in 2010–2011, the actual race/ethnicity total does not equal the public total because students in the “two or more races” category are not included in the race/ethnicity total. They are, however, included in the public total. The projected race/ethnicity total does not equal the projected total number of public school graduates, due to differences in the way historical data may have been reported by the state and because graduates for each race/ethnicity were projected separately from the total public projections.

³The 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 2021–2022**

Race/Ethnicity	2002–2003		2021–2022		Projected % Change from 2002–2003 to 2021–2022
	No. of Graduates ¹	% of Graduates	Projected No. of Graduates ²	% of Projected Graduates	
White (non-Hispanic)	17,541	89.5%	15,400	72.9%	-12.2%
Asian/Pacific Islander	279	1.4%	733	3.5%	162.7%
Hispanic	776	4.0%	3,612	17.1%	365.5%
Native American	167	0.8%	233	1.1%	39.5%
Black (non-Hispanic)	841	4.3%	1,146	5.4%	36.3%
Total for Public High Schools	19,604	100.0%	21,124	100.0%	7.8%

¹Actual 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.

²Projected numbers of public high school graduates by race/ethnicity published in *Knocking at the College Door*, Western Interstate Commission for Higher Education, December 2012. Data downloaded from <http://www.wiche.edu/pub/16556>. 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: 2011–2012 Compared to 2002–2003 Baseline¹**

Race/Ethnicity	2002–2003		2011–2012		Change
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
Percentage Change in the Number of Graduates					% Change in the Number of Graduates
White (non-Hispanic)	17,541	89.5%	15,399	77.6%	-12.2%
Asian/Pacific Islander²	279	1.4%	451	2.3%	61.6%
Hispanic	776	4.0%	2,516	12.7%	224.2%
Native American	167	0.8%	265	1.3%	58.7%
Black (non-Hispanic)	841	4.3%	1,223	6.2%	45.4%
Total for Public High Schools	19,604	100.0%	19,854	100.0%	1.3%
Two or More Races			525		
Total for Public High Schools including Two or More Races			20,379		
Change in Percentage the Distribution of Graduates					Increase or Decrease in Percentage Points
White (non-Hispanic)	17,541	89.5%	15,399	77.6%	-11.9%
Asian/Pacific Islander²	279	1.4%	451	2.3%	0.9%
Hispanic	776	4.0%	2,516	12.7%	8.7%
Native American	167	0.8%	265	1.3%	0.5%
Black (non-Hispanic)	841	4.3%	1,223	6.2%	1.9%
Total for Public High Schools	19,604	100.0%	19,854	100.0%	
¹ Official numbers of public high school graduates obtained from the Nebraska Department of Education In December 2007 and December 2012. 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.					
² The Asian/Pacific Islander category for 2011–2012 consists of 422 Asian students and 29 Native Hawaiians or other Pacific Islanders for a total of 451 graduates.					

Appendix 3

Nebraska High School Graduation Rates

Explanatory Note A3.1

The Four-Year High School Graduation Rate and Dropout Rate

Prior to the 2010–2011 school year, the Nebraska Department of Education calculated and reported four-year high school graduation rates, using a method of calculating the percentage of students who graduate from high school developed by the National Center for Education Statistics (NCES). The 2009–2010 school year was the last year for which four-year graduation rates were reported for Nebraska high schools.

The **four-year high school graduation rate** was based on the number of students in 9th grade compared to the number of students in the same class who completed high school four years later and received regular diplomas. For the purposes of computing four-year graduation rates, graduates did not include GED recipients or completers who did not receive regular diplomas. Specifically, four-year high school graduation rates were calculated using the following formula:

Number of high school diploma recipients at the end of Grade 12 (divided by)

Number of Grade 9 dropouts (Year 1) + Number of Grade 10 dropouts (Year 2)
+ Number of Grade 11 dropouts (Year 3) + Number of Grade 12 dropouts (Year 4)
+ Number of high school diploma recipients at the end of Grade 12 (Year 4)

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

The Nebraska Department of Education computed a statewide, four-year high school graduation rate for the state's public schools and also computed a four-year high school graduation rate for each public school district in the state. A statewide, four-year high school graduation rate was also calculated for nonpublic schools, but four-year graduation rates were currently not available for nonpublic schools on an individual basis.

A **four-year high school dropout rate** could be calculated simply by subtracting the four-year graduation rate from 100.0%. This dropout rate also could 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.

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

Explanatory Note A3.2 The Cohort Four-Year High School Graduation Rate

Beginning in the 2010–2011 school year, the Nebraska Department of Education (NDE) started using the **cohort four-year graduation rate** or, more simply, the **cohort graduation rate**, to measure the proportion of Nebraska’s public high school students who receive regular diplomas. The cohort graduation rate currently is not calculated for nonpublic schools in Nebraska.

The cohort four-year graduation rate is calculated by dividing the number of students in a graduation cohort who graduate with a regular high school diploma in four years or less, including the summer following the fourth school year, by the number of students in the graduation cohort.

A student belongs to a graduation cohort based on school enrollment status. The demographic subgroups for a graduation cohort are determined by data submitted by the school district and reported at the student’s final status.

A cohort represents the set of students sharing an expected graduation year. The expected graduation year is determined by adding four years to the school year when the student reaches 9th grade for the first time and remains unchanged.

For example, the 2012 graduation cohort is the group of students who entered 9th grade for the first time at the beginning of or during the 2008–2009 school year. The expected graduation year for this cohort was the 2011–2012 school year.

A graduation cohort is “adjusted” by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the four-year cohort period.

Only students who earn and receive regular diplomas are counted as completers in calculating the cohort graduation rate. Students who receive certificates of achievement or attendance, alternative awards, or General Education Diplomas (GED) remain in the cohort, but they are not counted as completers for the purposes of calculating the cohort graduate rate. Instead, they remain only in the denominator.

Formula:
$$\frac{\text{High School Diploma Recipients (YEAR X)}}{\text{First-time ninth graders (YEAR X - 4) + (students who transfer in) - (students who transfer out)}}$$

A **cohort four-year dropout rate** cannot be calculated simply by subtracting the cohort four-year graduation rate from 100.0%, or by subtracting the number of regular diploma recipients from the total number of students in the cohort. Such calculations are invalid because the number of students who did not receive regular diplomas includes students who are still in school or received other certificates, awards and diplomas, such as the GED, as well as students who dropped out of school or their status is unknown.

Source: Nebraska Department of Education, 2010–2011 State of the Schools Report, Definitions, <http://reportcard.education.ne.gov>.

Table A3.1
Four-Year Graduation Rates
for Nebraska High Schools by Race/Ethnicity
2002–2003 through 2009–2010¹

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2002–2003					
Public High Schools					
White (non-Hispanic)	17,541	2,214	19,755	88.8%	11.2%
Asian/Pacific Islander	279	55	334	83.5%	16.5%
Hispanic	776	555	1,331	58.3%	41.7%
Native American	167	131	298	56.0%	44.0%
Black (non-Hispanic)	841	576	1,417	59.4%	40.6%
Public Total	19,604	3,531	23,135	84.7%	15.3%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,064	11	2,075	99.5%	0.5%
Asian/Pacific Islander	55	0	55	100.0%	0.0%
Hispanic	51	*	52	98.1%	1.9%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	57	*	59	96.6%	3.4%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
ESU and State Operated					
White (non-Hispanic)	99	53	152	65.1%	34.9%
Asian/Pacific Islander	0	0	0		
Hispanic	9	12	21	42.9%	57.1%
Native American	*	7	10	30.0%	70.0%
Black (non-Hispanic)	23	18	41	56.1%	43.9%
ESU & SO Total	134	90	224	59.8%	40.2%
State Total					
White (non-Hispanic)	19,704	2,278	21,982	89.6%	10.4%
Asian/Pacific Islander	334	55	389	85.9%	14.1%
Hispanic	836	568	1,404	59.5%	40.5%
Native American	177	138	315	56.2%	43.8%
Black (non-Hispanic)	921	596	1,517	60.7%	39.3%
State Total	21,972	3,635	25,607	85.8%	14.2%
Continued on the next page.					

Table A3.1 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2003–2004					
Public High Schools					
White (non-Hispanic)	17,211	1,848	19,059	90.3%	9.7%
Asian/Pacific Islander	309	31	340	90.9%	9.1%
Hispanic	890	510	1,400	63.6%	36.4%
Native American	168	137	305	55.1%	44.9%
Black (non-Hispanic)	884	509	1,393	63.5%	36.5%
Public Total	19,462	3,035	22,497	86.5%	13.5%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	8	2,016	99.6%	0.4%
Asian/Pacific Islander	39	0	39	100.0%	0.0%
Hispanic	64	0	64	100.0%	0.0%
Native American	12	0	12	100.0%	0.0%
Black (non-Hispanic)	39	0	39	100.0%	0.0%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%
ESU and State Operated					
White (non-Hispanic)	71	44	115	61.7%	38.3%
Asian/Pacific Islander	1	0	1	100.0%	0.0%
Hispanic	6	9	15	40.0%	60.0%
Native American	2	2	4	50.0%	50.0%
Black (non-Hispanic)	14	10	24	58.3%	41.7%
ESU & SO Total	94	65	159	59.1%	40.9%
State Total					
White (non-Hispanic)	19,290	1,900	21,190	91.0%	9.0%
Asian/Pacific Islander	349	31	380	91.8%	8.2%
Hispanic	960	519	1,479	64.9%	35.1%
Native American	182	139	321	56.7%	43.3%
Black (non-Hispanic)	937	519	1,456	64.4%	35.6%
State Total	21,718	3,108	24,826	87.5%	12.5%
Continued on the next page.					

Table A3.1 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2004–2005					
Public High Schools					
White (non-Hispanic)	16,825	1,668	18,493	91.0%	9.0%
Asian/Pacific Islander	324	38	362	89.5%	10.5%
Hispanic	1,076	533	1,609	66.9%	33.1%
Native American	179	129	308	58.1%	41.9%
Black (non-Hispanic)	821	484	1,305	62.9%	37.1%
Public Total	19,225	2,852	22,077	87.1%	12.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,123	40	2,163	98.2%	1.8%
Asian/Pacific Islander	43	*	44	97.7%	2.3%
Hispanic	64	*	65	98.5%	1.5%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	50	*	51	98.0%	2.0%
Nonpublic Total	2,297	43	2,340	98.2%	1.8%
ESU and State Operated					
White (non-Hispanic)	89	32	121	73.6%	26.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	10	18	44.4%	55.6%
Native American	7	*	9	77.8%	22.2%
Black (non-Hispanic)	21	*	24	87.5%	12.5%
ESU & SO Total	125	47	172	72.7%	27.3%
State Total					
White (non-Hispanic)	19,037	1,740	20,777	91.6%	8.4%
Asian/Pacific Islander	367	39	406	90.4%	9.6%
Hispanic	1,148	544	1,692	67.8%	32.2%
Native American	203	131	334	60.8%	39.2%
Black (non-Hispanic)	892	488	1,380	64.6%	35.4%
State Total	21,647	2,942	24,589	88.0%	12.0%
Continued on the next page.					

Table A3.1 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2005–2006					
Public High Schools					
White (non-Hispanic)	16,389	1,438	17,827	91.9%	8.1%
Asian/Pacific Islander	337	38	375	89.9%	10.1%
Hispanic	1,119	533	1,652	67.7%	32.3%
Native American	181	129	310	58.4%	41.6%
Black (non-Hispanic)	892	413	1,305	68.4%	31.6%
Public Total	18,918	2,551	21,469	88.1%	11.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	73	2,081	96.5%	3.5%
Asian/Pacific Islander	45	*	46	97.8%	2.2%
Hispanic	59	*	60	98.3%	1.7%
Native American	19	0	19	100.0%	0.0%
Black (non-Hispanic)	70	2	72	97.2%	2.8%
Nonpublic Total	2,201	77	2,278	96.6%	3.4%
ESU and State Operated					
White (non-Hispanic)	51	36	87	58.6%	41.4%
Asian/Pacific Islander	0	0	0		
Hispanic	8	5	13	61.5%	38.5%
Native American	*	*	5	40.0%	60.0%
Black (non-Hispanic)	8	9	17	47.1%	52.9%
ESU & SO Total	69	53	122	56.6%	43.4%
State Total					
White (non-Hispanic)	18,448	1,548	19,996	92.3%	7.7%
Asian/Pacific Islander	382	39	421	90.7%	9.3%
Hispanic	1,186	539	1,725	68.8%	31.2%
Native American	202	132	334	60.5%	39.5%
Black (non-Hispanic)	970	424	1,394	69.6%	30.4%
State Total	21,188	2,682	23,870	88.8%	11.2%
Continued on the next page.					

Table A3.1 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2006–2007					
Public High Schools					
White (non-Hispanic)	16,354	1,357	17,711	92.3%	7.7%
Asian/Pacific Islander	330	34	364	90.7%	9.3%
Hispanic	1,172	519	1,691	69.3%	30.7%
Native American	196	125	321	61.1%	38.9%
Black (non-Hispanic)	899	453	1,352	66.5%	33.5%
Public Total	18,951	2,488	21,439	88.4%	11.6%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,971	56	2,027	97.2%	2.8%
Asian/Pacific Islander	61	0	61	100.0%	0.0%
Hispanic	88	0	88	100.0%	0.0%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	59	0	59	100.0%	0.0%
Nonpublic Total	2,186	56	2,242	97.5%	2.5%
ESU and State Operated					
White (non-Hispanic)	74	23	97	76.3%	23.7%
Asian/Pacific Islander	*	0	*	100.0%	0.0%
Hispanic	10	6	16	62.5%	37.5%
Native American	*	*	4	75.0%	25.0%
Black (non-Hispanic)	15	5	20	75.0%	25.0%
ESU & SO Total	104	35	139	74.8%	25.2%
State Total					
White (non-Hispanic)	18,399	1,436	19,835	92.8%	7.2%
Asian/Pacific Islander	393	34	427	92.0%	8.0%
Hispanic	1,270	525	1,795	70.8%	29.2%
Native American	206	126	332	62.0%	38.0%
Black (non-Hispanic)	973	458	1,431	68.0%	32.0%
State Total	21,241	2,579	23,820	89.2%	10.8%
Continued on the next page.					

Table A3.1 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2007–2008					
Public High Schools					
White (non-Hispanic)	16,930	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%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,950	58	2,008	97.1%	2.9%
Asian/Pacific Islander	47	0	47	100.0%	0.0%
Hispanic	74	0	74	100.0%	0.0%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	70	0	70	100.0%	0.0%
Nonpublic Total	2,158	58	2,216	97.4%	2.6%
ESU and State Operated					
White (non-Hispanic)	30	15	45	66.7%	33.3%
Asian/Pacific Islander	0	0	0		
Hispanic	4	*	5	80.0%	20.0%
Native American	*	0	*	100.0%	0.0%
Black (non-Hispanic)	*	*	4	75.0%	25.0%
ESU & SO Total	40	17	57	70.2%	29.8%
State Total					
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 A3.1 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2008–2009					
Public High Schools					
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%
Nonpublic (Private) High Schools					
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%
ESU and State Operated					
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%
State Total					
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 A3.1 (Continued)

Race/Ethnicity	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2009–2010					
Public High Schools					
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%
Nonpublic (Private) High Schools					
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%
ESU and State Operated					
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%
State Total					
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%

¹ 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.

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

* Data values of three or less are masked.

**Table A3.2
Four-Year Graduation Rates
for Nebraska Public High Schools by Gender
2002–2003 through 2009–2010¹**

Gender	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2002–2003					
Public High Schools					
Male	9,710	2,027	11,737	82.7%	17.3%
Female	9,894	1,504	11,398	86.8%	13.2%
Public Total	19,604	3,531	23,135	84.7%	15.3%
2003–2004					
Public High Schools					
Male	9,793	1,795	11,588	84.5%	15.5%
Female	9,669	1,240	10,909	88.6%	11.4%
Public Total	19,462	3,035	22,497	86.5%	13.5%
2004–2005					
Public High Schools					
Male	9,634	1,693	11,327	85.1%	14.9%
Female	9,591	1,159	10,750	89.2%	10.8%
Public Total	19,225	2,852	22,077	87.1%	12.9%
2005–2006					
Public High Schools					
Male	9,388	1,498	10,886	86.2%	13.8%
Female	9,530	1,053	10,583	90.1%	9.9%
Public Total	18,918	2,551	21,469	88.1%	11.9%
2006–2007					
Public High Schools					
Male	9,464	1,446	10,910	86.7%	13.3%
Female	9,487	1,042	10,529	90.1%	9.9%
Public Total	18,951	2,488	21,439	88.4%	11.6%
2007–2008					
Public High Schools					
Male	9,937	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.					

Table A3.2 (Continued)					
Student Group	No. of Graduates	No. of Dropouts 9 th – 12 th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate ²
2008–2009					
Public High Schools					
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%
2009–2010					
Public High Schools					
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%
<p>¹Data 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. Graduates do not include GED recipients or completers who did not receive regular diplomas.</p> <p>Public high schools do not include educational service units or state-operated schools.</p> <p>²See Explanatory Note A3.1 for information on how graduation and dropout rates are calculated.</p>					

**Table A3.3
Cohort Four-Year Graduation Rates for Nebraska Public High Schools
By Race/Ethnicity, Gender, and Other Student Groups
2010–2011 and 2011–2012**

Student Group	Cohort Four-Year Graduation Rate	Number of Cohort Graduates
2010–2011		
Public High Schools Only		
Gender		
Male	83.12%	9,557
Female	88.54%	9,746
Total Cohort Graduates	85.77%	19,303
Race/Ethnicity		
White	89.89%	15,239
Asian	79.95%	327
Native Hawaiian or Other Pacific Islander	90.00%	27
Hispanic	74.04%	2111
American Indian or Alaska Native	59.94%	211
Black or African American	66.83%	937
Two or More Races	88.61%	451
Total Cohort Graduates	85.77%	19,303
Other Groups		
Students eligible for free or reduced lunch	77.58%	5,716
Special education students	69.48%	1,826
English language learners	52.22%	270
¹ Date source: Nebraska Department of Education, 2010–2011 State of the Schools Report, State-Level Statistics, http://reportcard.education.ne.gov , February 3, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas.		
Continued on the next page.		

Table A3.3 (Continued)		
Student Group	Cohort Four-Year Graduation Rate	Number of Cohort Graduates
2011–2012		
Public High Schools Only		
Gender		
Male	85.14%	9,616
Female	90.22%	9,717
Total Cohort Graduates	87.62%	19,333
Race/Ethnicity		
White	91.27%	14,859
Asian	83.52%	375
Native Hawaiian or Other Pacific Islander	82.35%	28
Hispanic	77.98%	2,280
American Indian or Alaska Native	66.95%	233
Black or African American	73.60%	1,068
Two or More Races	84.63%	490
Total Cohort Graduates	87.62%	19,333
Other Groups		
Students eligible for free or reduced lunch	79.52%	6,159
Special education students	72.11%	1,937
English language learners	64.07%	567
¹ Date source: Nebraska Department of Education, December 27, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas.		

**Table A3.4
Number of Graduates and 7th- to 12th-Grade Dropouts
from Nebraska Public High Schools
By Gender and Race/Ethnicity
2010–2011 and 2011–2012**

Student Group	Number of Graduates in 2010–2011	% of Grads	Number of 7th - 12th Grade Dropouts in 2010–2011	% of Dropouts
2010–2011				
Public High Schools Only				
Gender				
Male	10,146	49.9%	1,094	61.0%
Female	10,167	50.1%	699	39.0%
Public Total	20,313	100.0%	1,794	100.0%
Males by Race/Ethnicity				
White	7,950	78.4%	556	50.8%
Asian, Native Hawaiian or Other Pacific Islander	188	1.8%	18	1.7%
Hispanic	1,155	11.4%	268	24.5%
American Indian or Alaska Native	113	1.1%	45	4.1%
Black or African American	511	5.0%	177	16.2%
Two or More Races	229	2.3%	30	2.7%
Male Public Total	10,146	100.0%	1,094	100.0%
Females by Race/Ethnicity				
White	7,829	77.0%	348	49.8%
Asian, Native Hawaiian or Other Pacific Islander	192	1.9%	9	1.3%
Hispanic	1,196	11.8%	198	28.3%
American Indian or Alaska Native	124	1.2%	35	5.0%
Black or African American	563	5.5%	100	14.3%
Two or More Races	263	2.6%	9	1.3%
Female Public Total	10,167	100.0%	699	100.0%
¹ Date source: Nebraska Department of Education, February 3, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas.				
Continued on the next page.				

Table A3.4 (Continued)				
Student Group	Number of Graduates in 2011–2012	% of Grads	Number of 7th - 12th Grade Dropouts in 2011–2012	% of Dropouts
2011–2012				
Public High Schools Only				
Gender				
Male	10,275	50.4%	1,081	57.3%
Female	10,104	49.6%	804	42.7%
Public Total	20,379	100.0%	1,885	100.0%
Males by Race/Ethnicity				
White	7,810	76.0%	540	50.0%
Asian, Native Hawaiian or Other Pacific Islander	237	2.3%	22	2.0%
Hispanic	1,236	12.0%	263	24.3%
American Indian or Alaska Native	140	1.4%	48	4.4%
Black or African American	620	6.0%	175	16.2%
Two or More Races	232	2.3%	33	3.1%
Male Public Total	10,275	100.0%	1,081	100.0%
Females by Race/Ethnicity				
White	7,589	75.1%	387	48.1%
Asian, Native Hawaiian or Other Pacific Islander	214	2.1%	15	1.9%
Hispanic	1,280	12.7%	189	23.5%
American Indian or Alaska Native	125	1.2%	39	4.9%
Black or African American	603	6.0%	138	17.2%
Two or More Races	293	2.9%	36	4.5%
Female Public Total	10,104	100.0%	804	100.0%
¹ Date source: Nebraska Department of Education, December 27, 2012. Graduates do not include GED recipients or completers who did not receive regular diplomas.				

Appendix 4

Nebraska Scores on ACT and SAT Student Assessments

Table A4.1					
Percentages of Nebraska 2000–2012 High School Graduates Who Took the ACT Assessment and/or SAT I: Reasoning Test					
Year	No. of High School Graduates ¹	ACT Assessment		SAT I: Reasoning Test	
		No. of Graduates Tested ²	% of Graduates Tested	No. of Graduates Tested ³	% of Graduates Tested
2000	21,718	16,811	77.4%	1,935	8.9%
2001	21,300	16,677	78.3%	1,887	8.9%
2002	21,661	16,509	76.2%	1,796	8.3%
2003	21,972	16,646	75.8%	1,782	8.1%
2004	21,718	16,523	76.1%	1,656	7.6%
2005	21,647	16,220	74.9%	1,684	7.8%
2006	21,188	15,892	75.0%	1,498	7.1%
2007	21,241	16,137	76.0%	1,325	6.2%
2008	22,185	16,573	74.7%	1,139	5.1%
2009	22,618	16,286	75.3%	1,002	4.6%
2010	21,513	16,172	75.2%	957	4.4%
2011	22,637	16,461	72.7%	980	4.3%
2012	22,678	16,581	73.1%	1,027	4.5%

¹Source: 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, February 2012 for 2011 data, and December 2012 for 2012 data. Numbers are state totals and include graduates from public and nonpublic schools, state operated schools, and educational service units.

²Source: ACT High School Profile Reports for Nebraska, 2003-2012.

³Source: College Examination Board, State Reports, 2003-2012.

Table A4.2
Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks
Nebraska and National High School Graduating Classes: 2002–2012¹

Year of High School Graduation	No. of Students Tested		% of ACT-Tested Students Meeting College Readiness Benchmarks			
			English		Reading	
	Nebraska	National	Nebraska	National	Nebraska	National
2002	16,509	1,116,082	74%	67%	59%	53%
2003	16,646	1,175,059	75%	67%	57%	52%
2004	16,523	1,171,460	74%	68%	57%	52%
2005	16,220	1,186,251	75%	68%	56%	51%
2006	15,892	1,206,455	76%	69%	59%	53%
2007	16,137	1,300,599	77%	69%	58%	53%
2008	16,573	1,421,941	77%	68%	60%	53%
2009	16,286	1,480,469	76%	67%	61%	53%
2010	16,172	1,568,835	76%	66%	60%	52%
2011	16,461	1,623,112	76%	66%	60%	52%
2012	16,581	1,666,017	75%	67%	59%	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	48%	39%	31%	26%	25%	20%
2003	47%	40%	31%	26%	25%	20%
2004	46%	40%	31%	26%	24%	21%
2005	48%	41%	32%	26%	26%	21%
2006	48%	42%	33%	27%	26%	21%
2007	49%	43%	34%	28%	27%	23%
2008	49%	43%	35%	28%	27%	22%
2009	49%	42%	36%	28%	29%	23%
2010	50%	43%	35%	29%	29%	24%
2011	50%	45%	36%	30%	29%	25%
2012	51%	46%	36%	31%	30%	25%

¹Source: ACT High School Profile Reports for Nebraska, 2003-2012.

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
2002–2012¹

Year of High School Graduation	Took the Core or More ²		Took Less Than the Core		Did Not Report Courses Taken		Total No. of Students
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	
2002	10,863	66%	5,064	31%	582	3%	16,509
2003	11,087	67%	4,860	29%	699	4%	16,646
2004	11,022	67%	4,766	29%	735	4%	16,523
2005	10,913	67%	4,397	27%	910	6%	16,220
2006	10,133	64%	4,517	28%	1,242	8%	15,892
2007	9,539	59%	4,458	28%	2,140	13%	16,137
2008	11,934	72%	3,944	24%	695	4%	16,573
2009	12,701	78%	3,346	21%	239	1%	16,286
2010	12,870	80%	3,053	19%	249	2%	16,172
2011	13,168	80%	3,120	19%	173	1%	16,461
2012	13,515	82%	2,896	17%	170	1%	16,581

¹Source: ACT High School Profile Reports for Nebraska, 2003–2012.

² ACT, Inc. defines the core, college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I).

**Table A4.4
Percentage of Nebraska High School Graduates
Who Took the ACT Assessment by Race/Ethnicity
2009 through 2012 Compared to 2004 Baseline**

Race/Ethnicity	Number of Nebraska High School Graduates ¹	Number Who Took the ACT Assessment ²	ACT-Tested as a Percentage of the Number of High School Graduates
Class of 2004			
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%
Subtotal	21,718	15,154	
No info on race/ethnicity		1,369	
Total	21,718	16,523	76%
Class of 2009			
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%
Subtotal	21,618	15,476	
No info on race/ethnicity		810	
Total	21,618	16,286	75%
Class of 2010			
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%
Subtotal	21,513	15,377	71%
No info on race/ethnicity		795	
Total	21,513	16,172	75%
Class of 2011			
White (non-Hispanic)	17,738	13,157	74%
Asian	434	343	79%
Hawaiian/Other Pacific Islander	43	13	30%
Hispanic	2,457	1,353	55%
Native American	244	97	40%
Black (non-Hispanic)	1,205	719	60%
Subtotal	22,121	15,682	71%
Two or more races	516	352	68%
No info on race/ethnicity		427	
Total	22,637	16,461	73%

Continued on the next page.

Table A4.4 Continued			
Race/Ethnicity	Number of Nebraska High School Graduates ¹	Number Who Took the ACT Assessment ²	ACT-Tested as a Percentage of the Number of High School Graduates
Class of 2012			
White (non-Hispanic)	17,390	12,870	74%
Asian	508	432	85%
Hawaiian/Other Pacific Islander	36	19	53%
Hispanic	2,591	1,495	58%
Native American	279	97	35%
Black (non-Hispanic)	1,324	747	56%
Subtotal	22,128	15,641	71%
Two or more races	550	513	93%
No info on race/ethnicity		427	
Total	22,678	16,581	73%
¹ Source: Nebraska Department of Education, August 2005 for 2004 data, February 2010 for 2009 data, January 2011 for updated 2009 data and 2010 data, February 2012 for 2011 data, and February 2013 for 2012 data.			
² ACT High School Profile Reports for Nebraska, 2004, 2009-2012.			

Appendix 5

Nebraska College Continuation Rates

Table A5.1 College Continuation Rates for Nebraska High School Graduates Who Attended <u>Degree-Granting Institutions</u> in the United States within 12 Months of High School Graduation Fall 1996 – Fall 2010				
High School Year	No. of High School Graduates ¹	IPEDS Survey	No. of First-Time Freshmen Who Graduated from High School during the Past 12 Months ²	Continuation Rate ³
1995–1996	19,810	Fall 1996	11,998	60.6%
1997–1998	21,663	Fall 1998	12,892	59.5%
1999–2000	21,718	Fall 2000	13,558	62.4%
2001–2002	21,661	Fall 2002	13,474	62.2%
2003–2004	21,718	Fall 2004	13,565	62.5%
2005–2006	21,188	Fall 2006	14,133	66.7%
2007–2008	22,193	Fall 2008	14,543	65.5%
2009–2010	21,513	Fall 2010	14,858	69.1%
Change Since 2001-02 & Fall 2002	Down 0.7%		Up 10.3%	
<p>¹Data Source: Nebraska Department of Education, January 2007 for 1995-1996 through 2005-2006, January 2009 for 2007-2008, and February 2011 for 2009-2010 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>²Data Source: National Center for Education Statistics, IPEDS fall survey data for 1996, 1998, 2000, 2002, 2004, 2006, 2008, and 2010. 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 through the 2011 edition of the report. Due to an error discovered in September 2011 in the first-time freshmen (FTF) data submitted by Concordia University in fall 2002, the 13,346 FTF total for fall 2002 was increased by 128 students at Concordia for a revised total of 13,474, as shown above, increasing the 2002 college continuation rate to 62.2% from 61.6%, which was reported previously.</p> <p>³Continuation 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>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.</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 2010 Compared to 2002 Baseline

Year of HS Graduation	No. of High School Graduates ¹	IPEDS Survey	No. of First-time Freshmen with Nebraska Residency Who Graduated from High School During the Past 12 Months ²			College Continuation Rate ³
			No. Who Attended Degree-Granting Institutions	No. Who Attended Non-Degree-Granting Institutions	Total First-Time Freshmen	
2001-02	21,661	Fall 2002	13,474	275	13,749	63.5%
2003-04	21,718	Fall 2004	13,565	236	13,801	63.5%
2005-06	21,188	Fall 2006	14,133	219	14,352	67.7%
2007-08	22,193	Fall 2008	14,543	194	14,737	66.4%
2009-10	21,513	Fall 2010	14,858	228	15,086	70.1%

¹Data Source: Nebraska Department of Education, January 2007 for 2001-2002 through 2005-2006, January 2009 for 2007-2008, and February 2011 for 2009-2010 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.

²Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006, 2008, and 2010. 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 through the 2011 edition of the 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. Due to an error discovered in September 2011 in the first-time freshmen (FTF) data submitted by Concordia University in fall 2002, the 13,346 FTF total for fall 2002 was increased by 128 students at Concordia for a revised total of 13,474, as shown above, increasing the 2002 college continuation rate to 63.5% from 62.9%, which was reported previously.

³Continuation 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 2010 Compared to 2002 Baseline

Year of HS Graduation	No. of High School Graduates ¹	Fall IPEDS Survey	No. of First-time Freshmen with Nebraska Residency Who Graduated from High School During the Past 12 Months ²				No. of High School Graduates Who Did Not Go to College	Percentage of High School Graduates Who Did Not Go to College
			No. Who Attended Nebraska Institutions	In-State College Continuation Rate³	No. Who Attended Out-of-State Institutions	Out-of-State College Continuation Rate³		
Degree-Granting Institutions Only								
2001-02	21,661	2002	10,961	50.6%	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%		
2009-10	21,513	2010	12,443	57.8%	2,415	11.2%		
Degree-Granting and Non-Degree-Granting Institutions								
2001-02	21,661	2002	11,230	51.8%	2,519	11.6%	7,912	36.5%
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%
2009-10	21,513	2010	12,637	58.7%	2,449	11.4%	6,427	29.9%
<p>¹Data Source: Nebraska Department of Education, January 2007 for 2001-2002 through 2005-2006, January 2009 for 2007-2008, and February 2011 for 2009-2010 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>²Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006, 2008, and 2010. 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. Due to an error discovered in September 2011 in the first-time freshmen (FTF) data submitted by Concordia University in fall 2002, the number of FTF attending degree-granting schools in fall 2002 was increased by 128 students at Concordia for a revised total of 10,961, as shown above, increasing the 2002 in-state college continuation rate to 50.6% from 50.0%, which was reported previously. This change also increased the in-state rate, including non-degree-granting schools, to 51.8% from 51.3%, and reduced the percentage of high school graduates who did not go to college to 36.5% from 37.1% as reported previously.</p> <p>³In-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.</p>								

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 2010 Compared to the Fall 2002 Baseline¹**

Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended Nebraska Institutions			
	Fall 2002		Fall 2010	
	n	%	n	%
Private for-profit	399	3.6%	284	2.3%
Private not-for-profit	1,720	15.3%	1,697	13.4%
Subtotal	2,119	18.9%	1,981	15.7%
Public, 2-year	3,014	26.8%	4,084	32.3%
Public, 4-year	6,097	54.3%	6,572	52.0%
Subtotal	9,111	81.1%	10,656	84.3%
Total to Nebraska Institutions	11,230	100.0%	12,637	100.0%
Type of Postsecondary Institution Attended	Number and Percentage of First-Time Freshmen with Nebraska Residency Who Attended Out-of-State Institutions			
	Fall 2002		Fall 2010	
	n	%	n	%
Private for-profit	131	5.2%	116	4.7%
Private not-for-profit	1,050	41.7%	928	37.9%
Subtotal	1,181	46.9%	1,044	42.6%
Public, 2-year	294	11.7%	480	19.6%
Public, 4-year	1,044	41.4%	925	37.8%
Subtotal	1,338	53.1%	1,405	57.4%
Total to Out-of-State Institutions	2,519	100.0%	2,449	100.0%
Total All States	13,749		15,086	

¹Data Source: National Center for Education Statistics, IPEDS fall survey data for 2002 and 2010. 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. 2002 data are corrected for the Concordia University error, adding 128 students to the private not-for-profit total for 2002.

Table A5.5a
College Continuation Rates
for 2007–2008 Nebraska Public High School Graduates
by Gender and Student Income Status¹

Student Income Status	No. of 2007–2008 Public High School Graduates ²	No. of Graduates Who Enrolled in College ³	College Continuation Rate ⁴
Males			
Low Income	2,156	1,049	48.7%
Non-Low Income	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Females			
Low Income	2,423	1,333	55.0%
Non-Low Income	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Total			
Low Income	4,579 (22.9%)	2,382	52.0%
Non-Low Income	15,457 (77.1%)	11,449	74.1%
Total	20,036 (100.0%)	13,831	69.0%

¹ 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.

²Data Source: Nebraska Department of Education, April 7, 2009.

³Data Source: National Student Clearinghouse, April 7, 2009.

⁴The 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 Status¹**

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%

¹ 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 Status¹

Student Income Status	No. of 2008–2009 Public High School Graduates ²	No. of Graduates Who Enrolled in College ³	College Continuation Rate ⁴
Males			
Low Income	2,323	1,130	48.6%
Non-Low Income	7,354	5,314	72.3%
Total	9,677	6,444	66.6%
Females			
Low Income	2,497	1,461	58.5%
Non-Low Income	7,320	5,769	78.8%
Total	9,817	7,230	73.6%
Total			
Low Income	4,820 (24.7%)	2,591	53.8%
Non-Low Income	14,674 (75.3%)	11,083	75.5%
Total	19,494 (100.0%)	13,674	70.1%

¹ 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.

²Data Source: Nebraska Department of Education, April 20, 2010.

³Data Source: National Student Clearinghouse, April 20, 2010.

⁴The 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 Status¹**

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%

¹ 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.

Table A5.7a
College Continuation Rates
for 2009–2010 Nebraska Public High School Graduates
by Gender and Student Income Status¹

Student Income Status	No. of 2009–2010 Public High School Graduates ²	No. of Graduates Who Enrolled in College ³	College Continuation Rate ⁴
Males			
Low Income	2,529	1,321	52.2%
Non-Low Income	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
Low Income	2,767	1,658	59.9%
Non-Low Income	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
Low Income	5,296 (27.3%)	2,979	56.3%
Non-Low Income	14,112 (72.7%)	10,969	77.7%
Total	19,408 (100.0%)	13,948	71.9%

¹ 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.

²Data Source: Nebraska Department of Education, April 28, 2011.

³Data Source: National Student Clearinghouse, April 28, 2011.

⁴The college continuation rate is the number of students who were enrolled in college on or before April 28, 2011 after graduating from Nebraska public high schools during the 2009–2010 school year, divided by the total number of students who graduated from Nebraska public high schools in 2009–2010.

**Table A5.7b
Percentage Distributions
of 2009–2010 Nebraska Public High School Graduates
and the Graduates Who Enrolled in College
by Gender and Student Income Status¹**

Gender	Low-Income Public High School Graduates		Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	2,529	47.8%	1,321	44.3%
Female	2,767	52.2%	1,658	55.7%
Total	5,296	100.0%	2,979	100.0%

Gender	Non-Low-Income Public High School Graduates		Non-Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	7,165	50.8%	5,321	48.5%
Female	6,947	49.2%	5,648	51.5%
Total	14,112	100.0%	10,969	100.0%

Gender	Total Number of 2009–2010 Public High School Graduates		2009–2010 Public High School Graduates Who Continued to College	
	n	%	n	%
Male	9,694	49.9%	6,642	47.6%
Female	9,714	50.1%	7,306	52.4%
Total	19,408	100.0%	13,948	100.0%

¹ 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 28, 2011.

Table A5.8a
College Continuation Rates
for 2010–2011 Nebraska Public High School Graduates
by Gender and Student Income Status¹

Student Income Status	No. of 2010–2011 Public High School Graduates ²	No. of Graduates Who Enrolled in College ³	College Continuation Rate ⁴
Males			
Low Income	2,708	1,423	52.5%
Non-Low Income	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
Low Income	3,032	1,836	60.6%
Non-Low Income	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
Low Income	5,740 (29.7%)	3,259	56.8%
Non-Low Income	13,619 (70.3%)	10,533	77.3%
Total	19,359 (100.0%)	13,792	71.2%

¹ 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.

²Data Source: Nebraska Department of Education, April 24, 2012.

³Data Source: National Student Clearinghouse, April 24, 2012.

⁴The college continuation rate is the number of students who were enrolled in college on or before April 24, 2012 after graduating from Nebraska public high schools during the 2010–2011 school year, divided by the total number of students who graduated from Nebraska public high schools in 2010–2011.

**Table A5.8b
Percentage Distributions
of 2010–2011 Nebraska Public High School Graduates
and the Graduates Who Enrolled in College
by Gender and Student Income Status¹**

Gender	Low-Income Public High School Graduates		Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	2,708	47.2%	1,423	43.7%
Female	3,032	52.8%	1,836	56.3%
Total	5,740	100.0%	3,259	100.0%
Gender	Non-Low-Income Public High School Graduates		Non-Low-Income Public High School Graduates Who Continued to College	
	n	%	n	%
Male	6,872	50.5%	5,044	47.9%
Female	6,747	49.5%	5,489	52.1%
Total	13,619	100.0%	10,533	100.0%
Gender	Total Number of 2010–2011 Public High School Graduates		2010–2011 Public High School Graduates Who Continued to College	
	n	%	n	%
Male	9,580	49.5%	6,467	46.9%
Female	9,779	50.5%	7,325	53.1%
Total	19,359	100.0%	13,792	100.0%

¹ 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 24, 2012.

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). Referred to as “migration” or “residency” data, 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, fall 2008, and fall 2010 representing the 2002–2003 through 2009–2010 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 winter or spring.

Beginning with the *2009 Nebraska Higher Education Progress Report*, the numbers of first-time freshmen from Nebraska, other states, and foreign countries who attend Nebraska institutions (in-state data) are obtained by the Commission through survey downloads from IPEDS (referred to as a CCPE survey downloads). The numbers of Nebraska-resident, first-time freshmen who attend out-of-state institutions (out-of-state data) are obtained using the IPEDS database cutting tool.

The in-state data for fall 2002 and fall 2004 were originally obtained through the IPEDS cutting tool, rather than CCPE survey downloads from IPEDS. For the update reported in the *2009 Progress Report*, these data were obtained from CCPE survey downloads. Due to unexplained differences between the data that were retrieved from the cutting tool and downloads, some of the statistics reported for fall 2002 and fall 2004 were slightly higher or lower than the comparable statistics reported in editions of the *Progress Report* that were published prior to 2009.

For the 2010 and 2011 editions of the *Progress Report*, the statistics reported for fall 2002, 2004, and 2006 in the *2009 Progress Report* were updated with the results of the fall 2008 IPEDS survey. For this update, the numbers of Nebraska-resident, first-time freshmen who attended out-of-state institutions in fall 2008 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 IPEDS.

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.

Continued on the next page.

Explanatory Note A6.1 Continued

For the 2012 *Progress Report*, analysis of the first-time freshmen (FTF) migration data includes the results of the fall 2010 IPEDS survey. For this update, the numbers of Nebraska-resident FTF who attended out-of-state institutions in fall 2010 were obtained using the IPEDS database cutting tool. The numbers of FTF from Nebraska, other states, and foreign countries who attended Nebraska institutions in fall 2010 were obtained from the CCPE survey download from IPEDS.

Based on the IPEDS data summarized below, about 98% of all Nebraska-resident FTF attended degree-granting institutions in fall 2008 and fall 2010, while 2% attended non-degree-granting schools.

All Nebraska-Resident, First-Time Freshmen by Type of Institution Attended Fall 2002 through Fall 2010¹						
Type of Institution Attended	Number and Percentage of All Nebraska-Resident First-Time Freshmen					
	Fall 2002		Fall 2004		Fall 2006	
	n	%	n	%	n	%
Degree-Granting	17,793	96.6%	17,191	95.9%	17,750	97.3%
Non-Degree-Granting	627	3.4%	736	4.1%	484	2.7%
Total	18,420	100.0%	17,927	100.0%	18,234	100.0%
Type of Institution Attended	Fall 2008		Fall 2010			
	n	%	n	%		
Degree-Granting	17,896	98.1%	18,696	98.0%		
Non-Degree-Granting	351	1.9%	387	2.0%		
Total	18,247	100.0%	19,083	100.0%		
¹ Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 IPEDS surveys. Includes full-time and part-time students. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.						

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 FTF who attended non-degree-granting schools are excluded from further analysis of the enrollment trends of Nebraska-resident freshmen presented in this section of the *Progress Report*.

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.

**Explanatory Note A6.2
Changes in the Migration Data
for Southeast Community College and Concordia University**

In preparing the 2010 update of the first-time freshmen (FTF) migration data for the *2012 Progress Report*, significant errors were discovered in the FTF enrollments reported by Southeast Community College for fall 2001 through fall 2006, including the FTF migration data reported for fall 2002, fall 2004, and fall 2006. These errors were due to new students transferring to Southeast being counted inadvertently as FTF, rather than as transfer students. As a result, the reported total college enrollments at Southeast were correct, and the counts of FTF who enrolled at Southeast within a year of high school graduation also can be assumed to be correct. However, the reported counts of first-time freshmen who enrolled at Southeast more than a year after high school graduation were too high. This practice was corrected when Southeast adopted a new student data system in 2007.

With the permission of Southeast Community College, Commission staff adjusted the college's FTF data for 2001 through 2006 in the Commission's database, including the college's FTF migration data for fall 2002, fall 2004, and fall 2006. The FTF numbers that Southeast reported were adjusted using ratios based on the data the college reported between 2007 and 2010, under the assumption that there have been no major changes in the enrollment patterns at Southeast since 2001 that are not reflected in the data reported by the institution for 2007 through 2010. While the resulting adjusted data may not be perfectly accurate, they are reasonable estimates for the purposes of state-wide analysis.

The net result of the Southeast Community College data adjustments is that there were major reductions in the numbers of Nebraska-resident FTF who started college at Southeast more than 12 months after college graduation: 2,142 fewer in fall 2002, 1,502 fewer in fall 2004, and 572 fewer in fall 2006. There also were fewer FTF from out-of-state who started college at Southeast more than a year after graduating from high school: 92 fewer in fall 2002, 40 fewer in fall 2004, and 15 fewer in fall 2006. These changes in the reported data affected only the tables in this appendix that summarize the data for FTF who enrolled in college more than 12 months after high school graduation.

The adjusted total number of first-time freshmen reported in this section--that is, the number who started college within a year of high school graduation added to the number who enrolled more than a year after graduating from high school--is typically lower than the total number of first-time at an institution because students of unknown residency are not included in the analysis of migration data for this report. In the case of the migration data for Southeast Community College, the numbers of students with unknown residency were adjusted for 2002 and 2004 (3 adjusted to 0 for 2002, and 127 adjusted to 30 for 2004). (For 2006, the count of one student with unknown residency was not changed.) Given the data adjustments, 3 students were excluded from the Southeast total for 2002, and 97 students were excluded from the count for 2004, for the analysis reported in this section.

In preparing the 2010 migration data update for this report, an error also was discovered in the FTF data submitted by Concordia University in fall 2002. In this case, the institution reported the total number of FTF correctly, but incorrectly reported that none of these freshmen enrolled at Concordia within a year of graduating from high school. Consequently, with the permission of the registrar at Concordia, Commission staff adjusted the institution's FTF migration data for 2002, based on the average percentages of FTF from Nebraska and other states who enrolled at

Continued on the next page.

Explanatory Note A6.2 Continued

Concordia within 12 months of high school graduation in fall 2004, 2006, 2008, and 2010. The net results of these data corrections were as follows: (a) 128 more Nebraska-resident FTF and 177 more FTF from out of state who enrolled at Concordia within 12 months of high school graduation and (b) 128 fewer Nebraska-resident FTF and 177 fewer FTF from out of state who enrolled at Concordia more than 12 months after high school. These changes in the reported data affected Tables A6.1 through A6.8a in this appendix, except for Table A6.5.

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 2010 Compared to Fall 2002 Baseline¹

Where Students Enrolled as First-Time Freshmen	Number and Percentage of <u>Nebraska-Resident, First-Time Freshmen Who Enrolled at <u>Nebraska</u> and <u>Out-of-State</u> Postsecondary Institutions Within 12 Months of High School Graduation</u>						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Nebraska Schools	10,961	81.3%	10,887	80.3%	11,547	81.7%		
Out-of-State Schools	2,513	18.7%	2,678	19.7%	2,586	18.3%		
Total	13,474	100.0%	13,565	100.0%	14,133	100.0%		
Change since the previous IPEDS survey			91	0.7%	568	4.2%		
Where Students Enrolled as First-Time Freshmen	Fall 2008		Fall 2010				n	%
	n	%	n	%				
Nebraska Schools	11,918	82.0%	12,443	83.7%			1,482	13.5%
Out-of-State Schools	2,625	18.0%	2,415	16.3%			-98	-3.9%
Total	14,543	100.0%	14,858	100.0%			1,384	10.3%
Change since the previous IPEDS survey	410	2.9%	315	2.2%				

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 IPEDS surveys. Includes full-time and part-time students. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.

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 2010 Compared to Fall 2002 Baseline¹

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	%		
University of Nebraska	5,313	48.5%	4,988	45.8%	5,452	47.2%		
Nebraska State College System	880	8.0%	818	7.5%	892	7.7%		
Nebraska Community Colleges	2,918	26.6%	3,084	28.3%	3,326	28.8%		
Public Total	9,111	83.1%	8,890	81.7%	9,670	83.7%		
Independent Colleges and Universities	1,728	15.8%	1,847	17.0%	1,779	15.4%		
For-Profit Schools	122	1.1%	150	1.4%	98	0.8%		
Nebraska Total	10,961	100.0%	10,887	100.0%	11,547	100.0%		
Where Students Enrolled as First-Time Freshmen	Fall 2008		Fall 2010				n	%
	n	%	n	%				
University of Nebraska	5,651	47.4%	5,690	45.7%			377	7.1%
Nebraska State College System	942	7.9%	965	7.8%			85	9.7%
Nebraska Community Colleges	3,431	28.8%	3,989	32.1%			1,071	36.7%
Public Total	10,024	84.1%	10,644	85.5%			1,533	16.8%
Independent Colleges and Universities	1,727	14.5%	1,709	13.7%			-19	-1.1%
For-Profit Schools	167	1.4%	90	0.7%			-32	-26.2%
Nebraska Total	11,918	100.0%	12,443	100.0%			1,482	13.5%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 IPEDS surveys. Includes full-time and part-time students. Institutions are classified as degree-granting, based on their classification at the time of each fall survey. Percentages may not always add to 100.0% due to rounding.

**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 2010 Compared to Fall 2002 Baseline¹**

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	3,600	85.9%	3,044	83.9%	3,098	85.7%		
Out-of-State Schools	591	14.1%	582	16.1%	519	14.3%		
Total	4,191	100.0%	3,626	100.0%	3,617	100.0%		
Change since the previous IPEDS survey			-565	-13.5%	-9	-0.2%		
Where Students Enrolled as First-Time Freshmen	Fall 2008		Fall 2010		n	%	n	%
	n	%	n	%				
Nebraska Schools	2,735	81.6%	3,227	84.1%			-373	-10.4%
Out-of-State Schools	618	18.4%	611	15.9%			20	3.4%
Total	3,353	100.0%	3,838	100.0%			-353	-8.4%
Change since the previous IPEDS survey	-264	-7.3%	485	14.5%				
	Change since 2002							
	-838	-20.0%						

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 IPEDS surveys. Includes full-time and part-time students. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.

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 2010 Compared to Fall 2002 Baseline¹

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	8.7%	158	5.2%	233	7.5%		
Nebraska State College System	54	1.5%	63	2.1%	44	1.4%		
Nebraska Community Colleges	1,834	50.9%	1860	61.1%	2,074	66.9%		
Public Total	2,202	61.2%	2,081	68.4%	2,351	75.9%		
Independent Colleges and Universities	316	8.8%	252	8.3%	232	7.5%		
For-Profit Schools	1,082	30.1%	711	23.4%	515	16.6%		
Nebraska Total	3,600	100.0%	3,044	100.0%	3,098	100.0%		
Where Students Enrolled as First-Time Freshmen	Fall 2008		Fall 2010				n	%
	n	%	n	%				
University of Nebraska	292	10.2%	238	7.4%			-76	-24.2%
Nebraska State College System	50	1.7%	47	1.5%			-7	-13.0%
Nebraska Community Colleges	2,010	70.3%	2,304	71.4%			470	25.6%
Public Total	2,352	82.2%	2,589	80.2%			387	17.6%
Independent Colleges and Universities	99	3.5%	116	3.6%			-200	-63.3%
For-Profit Schools	284	14.3%	522	16.2%			-560	-51.8%
Nebraska Total	2,735	100.0%	3,227	100.0%			-373	-10.4%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 IPEDS surveys. Includes full-time and part-time students. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.

Table A6.5
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Colleges and Universities
Classified by Type of Institution Attended
Fall 2004 through Fall 2010 Compared to Fall 2002 Baseline¹

Type of Postsecondary Institution in Nebraska	Number and Percentage of Non-Nebraska, First-Time Freshmen Enrolled at <u>Nebraska</u> Postsecondary Institutions						Change Since Fall 2002	
	Fall 2002		Fall 2004		Fall 2006			
	n	%	n	%	n	%		
Degree-Granting	2,938	98.3%	3,000	98.4%	3,218	99.1%		
Non-Degree-Granting	51	1.7%	50	1.6%	28	0.9%		
Total	2,989	100.0%	3,050	100.0%	3,246	100.0%		
Change since the previous IPEDS survey			61	2.0%	196	6.4%		
Type of Postsecondary Institution in Nebraska	Fall 2008		Fall 2010				n	%
	n	%	n	%				
Degree-Granting	3,368	99.4%	3,442	99.7%			504	17.2%
Non-Degree-Granting	20	0.6%	12	0.3%			- 39	- 76.5%
Total	3,388	100.0%	3,454	100.0%			465	15.6%
Change since the previous IPEDS survey	142	4.4%	66	1.9%				

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 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. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.

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 2010 Compared to Fall 2002 Baseline¹

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	%		
University of Nebraska	854	34.7%	805	33.2%	966	34.7%		
Nebraska State College System	240	9.8%	253	10.4%	227	8.2%		
Nebraska Community Colleges	143	5.8%	142	5.9%	200	7.2%		
Public Total	1,237	50.3%	1,200	49.5%	1,393	50.1%		
Independent Colleges and Universities	1,209	49.2%	1,196	49.3%	1,374	49.4%		
For-Profit Schools	12	0.5%	28	1.2%	16	0.6%		
Nebraska Total	2,458	100.0%	2,424	100.0%	2,783	100.0%		
Where Students Enrolled as First-Time Freshmen	Fall 2008		Fall 2010				n	%
	n	%	n	%				
University of Nebraska	1,079	36.5%	1,006	34.2%			152	17.8%
Nebraska State College System	259	8.7%	277	9.4%			37	15.4%
Nebraska Community Colleges	192	6.5%	185	6.3%			42	29.4%
Public Total	1,530	51.7%	1,468	49.9%			231	18.7%
Independent Colleges and Universities	1,412	47.7%	1,452	49.4%			243	20.1%
For-Profit Schools	19	0.6%	22	0.7%			10	83.3%
Nebraska Total	2,961	100.0%	2,942	100.0%			484	19.7%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 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. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.

**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 2010 Compared to Fall 2002 Baseline¹**

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	%		
University of Nebraska	104	21.7%	68	11.8%	116	26.7%		
Nebraska State College System	25	5.2%	16	2.8%	23	5.3%		
Nebraska Community Colleges	128	26.7%	143	24.8%	137	31.5%		
Public Total	257	53.5%	227	39.4%	276	63.4%		
Independent Colleges and Universities	98	20.4%	265	46.0%	102	23.4%		
For-Profit Schools	125	26.0%	84	14.6%	57	13.1%		
Nebraska Total	480	100.0%	576	100.0%	435	100.0%		
	Fall 2008		Fall 2010				n	%
	n	%	n	%				
University of Nebraska	105	25.8%	122	24.4%			18	17.3%
Nebraska State College System	33	8.1%	38	7.6%			13	52.0%
Nebraska Community Colleges	167	41.0%	234	46.8%			106	82.8%
Public Total	305	74.9%	394	78.8%			137	53.3%
Independent Colleges and Universities	69	17.0%	80	16.0%			-18	-18.4%
For-Profit Schools	33	8.1%	26	5.2%			-99	-79.2%
Nebraska Total	407	100.0%	500	100.0%			20	4.2%

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 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. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.

Table A6.8a
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2002¹

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,313	86.2%	744	12.1%	110	1.8%	6,167
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.5%	47	4.6%	1,018
University of Nebraska-Lincoln	2,934	83.1%	534	15.1%	62	1.8%	3,530
University of Nebraska Medical Center	Not applicable						
University of Nebraska at Omaha	1,399	92.5%	113	7.5%	1	0.1%	1,513
Nebraska State College System	880	78.6%	238	21.3%	2	0.2%	1,120
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%			153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
Nebraska Community Colleges	2,918	95.3%	137	4.5%	6	0.2%	3,061
Central Community College	298	98.0%	6	2.0%			304
Metropolitan Community College	613	96.7%	21	3.3%			634
Mid-Plains Community College	211	92.5%	15	6.6%	2	0.9%	228
Northeast Community College	578	93.7%	35	5.7%	4	0.6%	617
Southeast Community College	987	97.0%	31	3.0%			1,018
Western Nebraska Community College	231	88.8%	29	11.2%			260
Nebraska Public Institutions	9,111	88.0%	1,119	10.8%	118	1.1%	10,348
Nebraska Independent Colleges and Universities	1,728	58.9%	1,164	39.6%	45	1.5%	2,937
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 (Corrected)	128		177				305
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	
Schools are listed according to their degree-granting status at the time of the Fall 2002 survey.							
For-Profit Degree-Granting Schools	122	91.0%	12	9.0%	0	0.0%	134
Hamilton College-Lincoln Campus	51	100.0%					51
Hamilton College-Omaha Campus	37	92.5%	3	7.5%			40
ITT Technical Institute-Omaha	15	78.9%	4	21.1%			19
Myotherapy Institute	No information						
The Creative Center	No information						
Vatterott College	13	72.2%	5	27.8%		0.0%	18
Vatterott College (Spring Valley Campus)	6	100.0%					6
Total Degree-Granting Institutions	10,961	81.7%	2,295	17.1%	163	1.2%	13,419
Non-Degree-Granting Institutions	269	91.8%	24	8.2%	0	0.0%	293
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	72	90.0%	8	10.0%			80
College of Hair Design	24	100.0%		0.0%			24
Fullen School of Hair Design	No information						
Josephs College of Beauty-Lincoln	82	97.6%	2	2.4%			84
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	65	82.3%	14	17.7%			79
Nebraska Total	11,330	82.0%	2,319	16.8%	163	1.2%	13,812

¹Source: National Center for Education Statistics, fall 2002 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. This table was corrected in September 2011 for errors discovered in the 2002 data reported by Concordia University. Correcting these errors resulting in adding 128 Nebraska students and 177 out-of-state students to the independent sector total, the total for all degree granting institutions, and the Nebraska state total. Institutions are classified as degree-granting, based on their classification at the time of the fall 2002 survey.

**Table A6.8b
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary
Institutions Within 12 Months of High School Graduation: Fall 2004¹**

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	4,988	86.1%	702	12.1%	103	1.8%	5,793
NCTA-Curtis	77	77.8%	22	22.2%			99
University of Nebraska at Kearney	951	88.1%	68	6.3%	61	5.6%	1,080
University of Nebraska-Lincoln	2,511	81.4%	534	17.3%	40	1.3%	3,085
University of Nebraska Medical Center	Not applicable						
University of Nebraska at Omaha	1,449	94.8%	78	5.1%	2	0.1%	1,529
Nebraska State College System	818	76.4%	253	23.6%	0	0.0%	1,071
Chadron State College	231	63.8%	131	36.2%			362
Peru State College	139	79.9%	35	20.1%			174
Wayne State College	448	83.7%	87	16.3%			535
Nebraska Community Colleges	3,084	95.6%	138	4.3%	4	0.1%	3,226
Central Community College	362	98.9%	4	1.1%			366
Metropolitan Community College	668	98.1%	13	1.9%			681
Mid-Plains Community College	162	83.1%	33	16.9%			195
Northeast Community College	578	94.3%	35	5.7%			613
Southeast Community College	1,084	96.0%	45	4.0%			1,129
Western Nebraska Community College	230	95.0%	8	3.3%	4	1.7%	242
Nebraska Public Institutions	8,890	88.1%	1,093	10.8%	107	1.1%	10,090
Nebraska Independent Colleges and Universities	1,847	60.7%	1,186	39.0%	10	0.3%	3,043
Bellevue University	39	84.8%	7	15.2%			46
BryanLGH College of Health Sciences	3	100.0%					3
Clarkson College	25	67.6%	12	32.4%			37
College of St. Mary	59	83.1%	12	16.9%			71
Concordia University	87	37.0%	148	63.0%			235
Creighton University	365	37.9%	596	61.8%	3	0.3%	964
Dana College	120	59.1%	83	40.9%			203
Doane College	242	79.3%	62	20.3%	1	0.3%	305
Grace University	18	29.0%	44	71.0%			62
Hastings College	221	77.3%	65	22.7%			286
Little Priest Tribal College	14	87.5%	2	12.5%			16
Midland Lutheran College	200	80.0%	47	18.8%	3	1.2%	250
Nebraska Christian College	21	56.8%	16	43.2%			37
Nebraska Indian Community College	No information						
Nebraska Methodist College	No information						
Nebraska Wesleyan University	397	94.1%	25	5.9%			422
Platte Valley Bible College	2	25.0%	6	75.0%			8
Union College	No information						
York College	34	34.7%	61	62.2%	3	3.1%	98

Continued on the next page.

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	
Schools are listed according to their degree-granting status at the time of the Fall 2004 survey.							
For-Profit Degree-Granting Schools	150	84.3%	28	15.7%	0	0.0%	178
Hamilton College-Lincoln Campus	54	100.0%					54
Hamilton College-Omaha Campus	27	90.0%	3	10.0%			30
ITT Technical Institute-Omaha	27	71.1%	11	28.9%			38
Myotherapy Institute	10	100.0%					10
The Creative Center	24	64.9%	13	35.1%			37
Vatterott College	Reported with Spring Valley						
Vatterott College (Spring Valley Campus)	8	88.9%	1	11.1%			9
Total Degree-Granting Institutions	10,887	81.8%	2,307	17.3%	117	0.9%	13,311
Non-Degree-Granting Institutions	211	94.6%	12	5.4%	0	0.0%	223
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	0						0
College of Hair Design	23	92.0%	2	8.0%			25
Fullen School of Hair Design	8	100.0%	0	0.0%			8
Josephs College of Beauty-Lincoln	64	98.5%	1	1.5%			65
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	116	92.8%	9	7.2%			125
Nebraska Total	11,098	82.0%	2,319	17.1%	117	0.9%	13,534
¹ Source: National Center for Education Statistics, fall 2004 IPEDS survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Institutions are classified as degree-granting, based on their classification at the time of the fall 2004 survey.							

Table A6.8c
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2006¹

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,452	84.9%	879	13.7%	87	1.4%	6,418
NCTA-Curtis	91	79.8%	23	20.2%			114
University of Nebraska at Kearney	804	88.3%	57	6.3%	50	5.5%	911
University of Nebraska-Lincoln	3,038	80.5%	705	18.7%	33	0.9%	3,776
University of Nebraska Medical Center	Not applicable						
University of Nebraska at Omaha	1,519	93.9%	94	5.8%	4	0.2%	1,617
Nebraska State College System	892	79.7%	227	20.3%	0	0.0%	1,119
Chadron State College	217	66.6%	109	33.4%			326
Peru State College	168	85.3%	29	14.7%			197
Wayne State College	507	85.1%	89	14.9%			596
Nebraska Community Colleges	3,326	94.3%	193	5.5%	7	0.2%	3,526
Central Community College	694	99.1%	6	0.9%			700
Metropolitan Community College	751	97.2%	22	2.8%			773
Mid-Plains Community College	149	75.6%	47	23.9%	1	0.5%	197
Northeast Community College	550	96.2%	22	3.8%			572
Southeast Community College	927	95.2%	47	4.8%			974
Western Nebraska Community College	255	82.3%	49	15.8%	6	1.9%	310
Nebraska Public Institutions	9,670	87.4%	1,299	11.7%	94	0.8%	11,063
Nebraska Independent Colleges and Universities	1,779	56.4%	1,359	43.1%	15	0.5%	3,153
Bellevue University	69	90.8%	7	9.2%			76
BryanLGH College of Health Sciences	4	100.0%					4
Clarkson College	No information						
College of St. Mary	56	74.7%	19	25.3%			75
Concordia University	113	39.4%	174	60.6%			287
Creighton University	357	37.0%	602	62.4%	5	0.5%	964
Dana College	78	56.1%	61	43.9%			139
Doane College	195	79.6%	50	20.4%			245
Doane College-Lincoln	5	100.0%					5
Grace University	48	75.0%	16	25.0%			64
Hastings College	172	65.9%	87	33.3%	2	0.8%	261
Little Priest Tribal College	11	91.7%	1	8.3%			12
Midland Lutheran College	210	78.7%	57	21.3%			267
Nebraska Christian College	19	45.2%	23	54.8%			42
Nebraska Indian Community College	9	100.0%					9
Nebraska Methodist College	20	90.9%	2	9.1%			22
Nebraska Wesleyan University	369	89.6%	40	9.7%	3	0.7%	412
Summit Christian College ²	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	
Schools are listed according to their degree-granting status at the time of the Fall 2006 survey.							
For-Profit Degree-Granting Schools	98	86.0%	16	14.0%	0	0.0%	114
Hamilton College-Lincoln Campus	53	96.4%	2	3.6%			55
Hamilton College-Omaha Campus	10	100.0%					10
ITT Technical Institute-Omaha	13	76.5%	4	23.5%			17
Myotherapy Institute	7	100.0%					7
The Creative Center	12	54.5%	10	45.5%			22
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							
Vatterott College	No information						
Vatterott College (Spring Valley Campus)							
Total Degree-Granting Institutions	11,547	80.6%	2,674	18.7%	109	0.8%	14,330
Non-Degree-Granting Institutions	189	94.5%	11	5.5%	0	0.0%	200
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	13	100.0%					13
College of Hair Design	24	96.0%	1	4.0%			25
Fullen School of Hair Design	1	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
Nebraska Total	11,736	80.8%	2,685	18.5%	109	0.8%	14,530

¹Source: 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. Institutions are classified as degree-granting, based on their classification at the time of the fall 2006 survey.

²Platte 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 Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2008¹**

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,651	84.0%	1,014	15.1%	65	1.0%	6,730
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 Medical Center	Not applicable						
University of Nebraska at Omaha	1,581	90.5%	157	9.0%	9	0.5%	1,747
Nebraska State College System	942	78.4%	257	21.4%	2	0.2%	1,201
Chadron State College	249	68.2%	114	31.2%	2	0.5%	365
Peru State College	177	84.3%	33	15.7%			210
Wayne State College	516	82.4%	110	17.6%			626
Nebraska Community Colleges	3,431	94.7%	180	5.0%	12	0.3%	3,623
Central Community College	707	99.2%	6	0.8%			713
Metropolitan Community College	672	97.1%	20	2.9%			692
Mid-Plains Community College	173	77.9%	43	19.4%	6	2.7%	222
Northeast Community College	546	94.8%	30	5.2%			576
Southeast Community College	1,072	98.7%	14	1.3%			1,086
Western Nebraska Community College	261	78.1%	67	20.1%	6	1.8%	334
Nebraska Public Institutions	10,024	86.8%	1,451	12.6%	79	0.7%	11,554
Nebraska Independent Colleges and Universities	1,727	55.0%	1,386	44.2%	26	0.8%	3,139
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	4	40.0%	6	60.0%			10
Union College	18	11.9%	127	84.1%	6	4.0%	151
York College	36	33.6%	71	66.4%			107

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Table A6.8d 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	
Schools are listed according to their degree-granting status at the time of the Fall 2008 survey.							
For-Profit Degree-Granting Schools	167	89.8%	19	10.2%	0	0.0%	186
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
Total Degree-Granting Institutions	11,918	80.1%	2,856	19.2%	105	0.7%	14,879
Non-Degree-Granting Institutions	178	93.7%	12	6.3%	0	0.0%	190
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
Nebraska Total	12,096	80.3%	2,868	19.0%	105	0.7%	15,069

¹Source: 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. Institutions are classified as degree-granting, based on their classification at the time of the fall 2008 survey.

Table A6.8e
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2010¹

Sector or Institutions	Nebraska Students		Out-of-State Students		Foreign Students		Total
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	
University of Nebraska	5,690	85.0%	933	13.9%	73	1.1%	6,696
NCTA-Curtis	83	80.6%	20	19.4%			103
University of Nebraska at Kearney	879	89.3%	93	9.5%	12	1.2%	984
University of Nebraska-Lincoln	3,189	80.6%	705	17.8%	61	1.5%	3,955
University of Nebraska Medical Center	Not applicable						
University of Nebraska at Omaha	1,539	93.0%	115	7.0%			1,654
Nebraska State College System	965	77.7%	275	22.1%	2	0.2%	1,242
Chadron State College	213	61.2%	135	38.8%			348
Peru State College	178	74.2%	62	25.8%			240
Wayne State College	574	87.8%	78	11.9%	2	0.3%	654
Nebraska Community Colleges	3,989	95.6%	178	4.3%	7	0.2%	4,174
Central Community College	800	99.4%	5	0.6%			805
Metropolitan Community College	976	97.0%	30	3.0%			1,006
Mid-Plains Community College	194	78.5%	50	20.2%	3	1.2%	247
Northeast Community College	676	97.1%	19	2.7%	1	0.1%	696
Southeast Community College	1,082	98.2%	19	1.7%	1	0.1%	1,102
Western Nebraska Community College	261	82.1%	55	17.3%	2	0.6%	318
Nebraska Public Institutions	10,644	87.9%	1,386	11.4%	82	0.7%	12,112
Nebraska Independent Colleges and Universities	1,709	54.1%	1,432	45.3%	20	0.6%	3,161
Bellevue University	47	85.5%	8	14.5%			55
BryanLGH College of Health Sciences	33	97.1%	1	2.9%			34
Clarkson College	7	100.0%					7
College of St. Mary	64	76.2%	20	23.8%			84
Concordia University	129	48.0%	139	51.7%	1	0.4%	269
Creighton University	272	27.0%	718	71.4%	16	1.6%	1,006
Dana College	Closed fall 2009						
Doane College	268	83.8%	52	16.3%			320
Doane College-Lincoln							
Grace University	28	54.9%	23	45.1%			51
Hastings College	214	68.6%	97	31.1%	1	0.3%	312
Little Priest Tribal College	12	100.0%					12
Midland Lutheran College	145	64.7%	78	34.8%	1	0.4%	224
Nebraska Christian College	26	53.1%	23	46.9%			49
Nebraska Indian Community College	12	100.0%					12
Nebraska Methodist College of Nursing & Allied Health	32	91.4%	2	5.7%	1	2.9%	35
Nebraska Wesleyan University	367	85.5%	62	14.5%			429
Summit Christian College	1	25.0%	3	75.0%			4
Union College	13	9.4%	126	90.6%			139
York College	39	32.8%	80	67.2%			119

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Table A6.8e Fall 2010 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	
Schools are listed according to their degree-granting status at the time of the Fall 2010 survey.							
For-Profit Degree-Granting Schools	90	80.4%	22	19.6%	0	0.0%	112
Alegent Health School of Radiologic Technology	Not applicable						
ITT Technical Institute-Omaha	22	100.0%					22
Kaplan University-Lincoln Campus	6	100.0%					6
Kaplan University -Omaha Campus	10	90.9%	1	9.1%			11
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	6	100.0%					6
Omaha School of Massage and Healthcare of Herzing University	20	83.3%	4	16.7%			24
The Creative Center	17	51.5%	16	48.5%			33
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							
Vatterott College (Spring Valley Campus)	6	85.7%	1	14.3%			7
Total Degree-Granting Institutions	12,443	80.9%	2,840	18.5%	102	0.7%	15,385
Non-Degree-Granting Institutions	194	98.0%	4	2.0%	0	0.0%	198
Capitol School of Hairstyling	80	100.0%					80
College of Hair Design	44	95.7%	2	4.3%			46
Fullen School of Hair Design	8	100.0%					8
Josephs College of Beauty-Lincoln	28	93.3%	2	6.7%			30
La'James International College	11	100.0%					11
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	23	100.0%					23
Nebraska Total	12,637	81.1%	2,844	18.2%	102	0.7%	15,583

¹Source: National Center for Education Statistics, fall 2010 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. Institutions are classified as degree-granting, based on their classification at the time of the fall 2010 survey.

**Table A6.9
Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Institutions
Fall 2010 Compared to Fall 2002¹**

(Institutions ranked according to the increase or decrease in the number of non-Nebraskans)

Nebraska Institution	Fall 2002		Fall 2010		Increase or Decrease
	No. of Students	% of Students	No. of Students	% of Students	No. of Students
Creighton University	475	15.9%	737	21.3%	262
University of Nebraska-Lincoln	624	20.9%	808	23.4%	184
Mid-Plains Community College	34	1.1%	82	2.4%	48
Nebraska Wesleyan University	17	0.6%	62	1.8%	45
Southeast Community College	42	1.4%	81	2.3%	39
Chadron State College	126	4.2%	164	4.7%	38
Midland Lutheran College	48	1.6%	80	2.3%	32
Hastings College	68	2.3%	98	2.8%	30
Peru State College	37	1.2%	65	1.9%	28
Western Nebraska Community College	75	2.5%	98	2.8%	23
Northeast Community College	45	1.5%	67	1.9%	22
Bellevue University	16	0.5%	33	1.0%	17
Nebraska College of Technical Agriculture	12	0.4%	27	0.8%	15
Metropolitan Community College	68	2.3%	83	2.4%	15
York College	82	2.7%	88	2.5%	6
College of Hair Design	0	0.0%	6	0.2%	6
College of Saint Mary	18	0.6%	22	0.6%	4
Hamilton College-Lincoln Campus	0	0.0%	4	0.1%	4
University of Phoenix-Omaha Campus	0	0.0%	3	0.1%	3
Fullen School of Hair Design	0	0.0%	2	0.1%	2
Central Community College	7	0.2%	8	0.2%	1
BryanLGH College of Health Sciences	0	0.0%	1	0.0%	1
Doane College	51	1.7%	52	1.5%	1
Universal College of Healing Arts	0	0.0%	1	0.0%	1
Doane College-Lincoln	0	0.0%	0	0.0%	0
Little Priest Tribal College	0	0.0%	0	0.0%	0
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0.0%	0	0.0%	0
Myotherapy Institute	0	0.0%	0	0.0%	0
Regional West Medical Center School of Radiologic Technology	0	0.0%	0	0.0%	0
Nebraska Indian Community College	7	0.2%	6	0.2%	-1
Alegent Health School of Radiologic Technology	1	0.0%	0	0.0%	-1
Nebraska Methodist College of Nursing & Allied Health	5	0.2%	3	0.1%	-2
Josephs College of Beauty-Lincoln	6	0.2%	3	0.1%	-3
Omaha School of Massage Therapy	10	0.3%	6	0.2%	-4
Summit Christian College	10	0.3%	3	0.1%	-7
Grace University	44	1.5%	36	1.0%	-8
Union College	149	5.0%	141	4.1%	-8
Capitol School of Hairstyling	8	0.3%	0	0.0%	-8

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Table A6.9 Continued

Nebraska Institution	Fall 2002		Fall 2010		Increase or Decrease
	No. of Students	% of Students	No. of Students	% of Students	No. of Students
Nebraska Christian College	32	1.1%	23	0.7%	-9
La'James International College	10	0.3%	0	0.0%	-10
University of Nebraska at Kearney	181	6.1%	169	4.9%	-12
The Creative Center	29	1.0%	16	0.5%	-13
Vatterott College-Spring Valley Campus	22	0.7%	9	0.3%	-13
ITT Technical Institute-Omaha	14	0.5%	0	0.0%	-14
Xenon International School of Hair Design II Inc	16	0.5%	1	0.0%	-15
Wayne State College	102	3.4%	86	2.5%	-16
University of Nebraska at Omaha	141	4.7%	124	3.6%	-17
Clarkson College	25	0.8%	1	0.0%	-24
Vatterott College	26	0.9%	0	0.0%	-26
Hamilton College-Omaha Campus	46	1.5%	9	0.3%	-37
Concordia University	185	6.2%	146	4.2%	-39
Dana College	75	2.5%	0	0.0%	-75
Nebraska Total	2,989	100.0%	3,454	100.0%	465

¹Source: National Center for Education Statistics, fall 2002 and 2010 IPEDS surveys. Institutions include degree-granting and non-degree-granting schools. Counts include out-of-state and foreign students and full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported.

**Table A6.10
Net Migration of First-Time Freshmen Who Attended Degree-Granting,
Postsecondary Institutions Within 12 Months of High School Graduation
Fall 2004, Fall 2006, Fall 2008 and Fall 2010 Compared to Fall 2002 Baseline¹**

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	Fall 2010	Change Since Fall 2002	% Change Since Fall 2002
In-Migration¹ Non-Nebraska Students Enrolled at Nebraska Colleges and Universities	2,458	2,424	2,783	2,961	2,942	+ 484	19.7%
Out-Migration² Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,513	2,678	2,586	2,625	2,415	- 98	- 3.9%
Net Migration	- 55	- 254	+ 197	+ 336	+ 527		

¹Data Source: National Center for Education Statistics, fall 2002, 2004, 2006, 2008 and 2010 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. Institutions are classified as degree-granting, based on their classification at the time of each fall survey.

In-migration numbers from [Table A6.6](#).

Out-migration numbers from [Table A6.1](#).

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).

Explanatory Note A7.1

Data Adjustments in Total First-Time Freshmen Enrollments and First-Time Freshmen Enrollments by Race/Ethnicity

From fall 2001 to 2006 Southeast Community College submitted incorrect counts of first-time freshmen (FTF). These errors were due to new students transferring to Southeast Community College being counted inadvertently as FTF, rather than as transfer students. As a result, the reported total college enrollments at Southeast were correct, but the counts of FTF—in total and by race/ethnicity—were too high. This practice was corrected when Southeast adopted a new student data system in 2007. However, there were other problems with the new data system at Southeast. The system counted correctly the total number of first-time freshmen, but the numbers of full-time and part-time, first-time freshmen were counted and reported incorrectly to IPEDS for 2007, 2008 and 2010.

The errors in the Southeast Community College data for 2001 through 2006 were identified in mid-2011, when Commission staff were in the process of updating and analyzing the enrollments of first-time freshmen for the *2012 Progress Report*. In September 2011, with the permission and assistance of Southeast Community College, Commission staff adjusted the college's FTF data for 2001 through 2006 in the Commission's database.

The FTF numbers that Southeast reported were adjusted using ratios based on the total FTF enrollments and total college enrollments reported for 2007 through 2010. These ratios were used under the assumption that there have been no major changes in the overall enrollment patterns at Southeast since 2001 that are not reflected in the data that were originally reported by the institution for 2007 through 2010. These resulting adjustments to the total numbers of first-time freshmen, including those of unknown race/ethnicity, were as follows:

Year	Original Total	Adjusted Total	Net Adjustment
2001	3,064	1,191	-1,873
2002	3,520	1,283	-2,237
2003	3,984	1,498	-2,486
2004	3,277	1,638	-1,639
2005	2,815	1,558	-1,257
2006	2,268	1,681	-587

These reduced enrollments affected not only total FTF enrollment for 2001 through 2006, but also the counts of FTF in each of the racial/ethnic categories reported in this section for 2001 through 2006.

Continued on the next page.

Explanatory Note A7.1 Continued

Southeast's counts of full-time and part-time FTF in 2007, 2008, and 2010 were questioned in 2011, but errors in these counts were not confirmed until the counts for 2011 were downloaded in 2012. On August 3, 2012, with the permission of Southeast, Commission staff adjusted the full-time and part-time FTF counts for 2007, 2008, and 2010 using the ratio of full-time FTF students to total FTF in 2009, which Southeast confirmed was correct. Data were adjusted for each gender and race/ethnicity category as well as for the total number of full-time and part-time FTF. While the resulting adjusted data, as summarized in the following table, may not be perfectly accurate, they are reasonable estimates for the purposes of statewide analysis.

Year		Full-Time	Part-Time	Total
2007	Original	931	969	1900
	Adjusted	1584	316	1900
	Difference	653	-653	0
2008	Original	1298	580	1878
	Adjusted	1562	316	1878
	Difference	264	-264	0
2010	Original	1168	696	1864
	Adjusted	1523	341	1864
	Difference	355	-355	0

Any other differences in FTF enrollments between this and previous editions of the *Progress Report* are adjustments that have been made to improve data accuracy, based on information received directly from the reporting institutions or through IPEDS downloads.

**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 2011 Compared to Fall 2003¹**

Race/Ethnicity	Number of First-Time Freshmen						
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007		
White (non-Hispanic)	15,799	15,051	15,135	14,932	15,225		
Asian/Pacific Islander	310	334	400	423	413		
Hispanic	635	712	758	840	905		
Native American	193	219	162	216	187		
Black (non-Hispanic)	867	803	841	825	952		
Total Minority	2,005	2,068	2,161	2,304	2,457		
Total Students	17,804	17,119	17,296	17,236	17,682		
% Change from the previous year		-3.8%	1.0%	-0.3%	2.6%		
Race/Ethnicity	Number of First-Time Freshmen					Change from Fall 2003 to Fall 2011	
	Fall 2008	Fall 2009	Fall 2010	Fall 2011		Change in Number of Students	% Change in Number of Students
White (non-Hispanic)	14,936	14,880	15,108	13,956		-1,843	-11.7%
Asian/Pacific Islander	438	405	383	394		84	27.1%
Hispanic	1,030	1,131	1,393	1,471		836	131.7%
Native American	183	223	191	232		39	20.2%
Black (non-Hispanic)	865	923	1,057	969		102	11.8%
Total Minority	2,516	2,682	3,024	3,066		1,061	52.9%
Total Students	17,452	17,562	18,132	17,022		-782	-4.4%
% Change from the previous year	- 1.3%	+ 0.6%	3.2%	6.1%			
¹ Data Source: National Center for Education Statistics, 2003 through 2011 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
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 2010–2011/Fall 2011¹**

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%	15,799	88.7%	-1.0%
Asian/Pacific Islander	334	1.5%	310	1.7%	0.2%
Hispanic	836	3.8%	635	3.6%	-0.2%
Native American	177	0.8%	193	1.1%	0.3%
Black (non-Hispanic)	921	4.2%	867	4.9%	0.7%
Total Students	21,972	100.0%	17,804	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%	15,051	87.9%	-0.9%
Asian/Pacific Islander	349	1.6%	334	2.0%	0.3%
Hispanic	960	4.4%	712	4.2%	-0.3%
Native American	182	0.8%	219	1.3%	0.4%
Black (non-Hispanic)	937	4.3%	803	4.7%	0.4%
Total Students	21,718	100.0%	17,119	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%	15,135	87.5%	-0.4%
Asian/Pacific Islander	367	1.7%	400	2.3%	0.6%
Hispanic	1,148	5.3%	758	4.4%	-0.9%
Native American	203	0.9%	162	0.9%	0.0%
Black (non-Hispanic)	892	4.1%	841	4.9%	0.7%
Total Students	21,647	100.0%	17,296	100.0%	

Continued on the next page.

Table A7.2 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%	14,932	86.6%	-0.5%
Asian/Pacific Islander	382	1.8%	423	2.5%	0.7%
Hispanic	1186	5.6%	840	4.9%	-0.7%
Native American	202	1.0%	216	1.3%	0.3%
Black (non-Hispanic)	970	4.6%	825	4.8%	0.2%
Total Students	21,188	100.0%	17,236	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)	18,399	86.6%	15,225	86.1%	-0.5%
Asian/Pacific Islander	393	1.9%	413	2.3%	0.4%
Hispanic	1,270	6.0%	905	5.1%	-0.9%
Native American	206	1.0%	187	1.1%	0.1%
Black (non-Hispanic)	973	4.6%	952	5.4%	0.8%
Total Students	21,241	100.0%	7,682	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)	18,910	85.2%	14,936	85.6%	0.4%
Asian/Pacific Islander	402	1.8%	438	2.5%	0.7%
Hispanic	1,508	6.8%	1,030	5.9%	-0.9%
Native American	245	1.1%	183	1.0%	-0.1%
Black (non-Hispanic)	1,120	5.0%	865	5.0%	0.0%
Total Students	22,185	100.0%	17,452	100.0%	
Continued on the next page.					

Table A7.2 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%	14,880	84.7%	0.6%
Asian/Pacific Islander	393	1.8%	405	2.3%	0.5%
Hispanic	1,689	7.8%	1,131	6.4%	-1.4%
Native American	238	1.1%	223	1.3%	0.2%
Black (non-Hispanic)	1,126	5.2%	923	5.3%	0.1%
Total Students	21,618	100.0%	17,562	100.0%	
Race/Ethnicity	2009–2010 Nebraska High School (HS) Graduates		Fall 2010 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	17,795	82.7%	15,108	83.3%	0.6%
Asian/Pacific Islander	410	1.9%	383	2.1%	0.2%
Hispanic	1892	8.8%	1,393	7.7%	-1.1%
Native American	207	1.0%	191	1.1%	0.1%
Black (non-Hispanic)	1209	5.6%	1,057	5.8%	0.2%
Total Students	21,513	100.0%	18,132	100.0%	
Race/Ethnicity	2010–2011 Nebraska High School (HS) Graduates		Fall 2011 First-Time Freshmen		% Difference HS v FTF
	Number	%	Number	%	
White (non-Hispanic)	17,738	80.2%	13,956	82.0%	1.8%
Asian/Pacific Islander	477	2.2%	394	2.3%	0.1%
Hispanic	2457	11.1%	1,471	8.6%	-2.5%
Native American	244	1.1%	232	1.4%	0.3%
Black (non-Hispanic)	1205	5.4%	969	5.7%	0.2%
Total Known Race	22,121	100.0%	17,022	100.0%	
Two or More Races	516				
Total Students	22,637				
<p>¹Official numbers of high school graduates obtained from the Nebraska Department of Education. 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 2011 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non resident aliens (foreign students) and students of unknown race/ethnicity.</p>					

**Table A7.3
Nebraska First-Time Freshmen Sector Enrollments by Race/Ethnicity
Fall 2003 through Fall 2011¹**

Note: The degree-granting and non-degree-granting for-profit/career schools include the schools classified in each of these categories as of fall 2011. Prior to 2009, some for-profit/career schools changed from non-degree-granting to degree-granting.

Fall 2003						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,594	35.4%	116	37.4%	166	26.1%
Nebraska State College System	1,150	7.3%	3	1.0%	31	4.9%
Community Colleges	4,402	27.9%	76	24.5%	204	32.1%
Independent Colleges and Universities	3,137	19.9%	89	28.7%	170	26.8%
Degree-Granting Private Career Schools	977	6.2%	23	7.4%	50	7.9%
Non-Degree-Granting Private Career Schools	539	3.4%	3	1.0%	14	2.2%
Total	15,799	100.0%	310	100.0%	635	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	33	17.1%	160	18.5%	6,069	34.1%
Nebraska State College System	18	9.3%	42	4.8%	1,244	7.0%
Community Colleges	41	21.2%	276	31.8%	4,999	28.1%
Independent Colleges and Universities	94	48.7%	136	15.7%	3,626	20.4%
Degree-Granting Private Career Schools	4	2.1%	223	25.7%	1,277	7.2%
Non-Degree-Granting Private Career Schools	3	1.6%	30	3.5%	589	3.3%
Total	193	100.0%	867	100.0%	17,804	100.0%

¹Source: National Center for Education Statistics, 2003 through 2011 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

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Table A7.3 Continued						
Fall 2004						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,300	35.2%	125	37.4%	199	27.9%
Nebraska State College System	999	6.6%	4	1.2%	24	3.4%
Community Colleges	4,349	28.9%	69	20.7%	279	39.2%
Independent Colleges and Universities	2,949	19.6%	114	34.1%	149	20.9%
Degree-Granting Private Career Schools	843	5.6%	18	5.4%	37	5.2%
Non-Degree-Granting Private Career Schools	611	4.1%	4	1.2%	24	3.4%
Total	15,051	100.0%	334	100.0%	712	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	33	15.1%	159	19.8%	5,816	34.0%
Nebraska State College System	18	8.2%	41	5.1%	1,086	6.3%
Community Colleges	34	15.5%	255	31.8%	4,986	29.1%
Independent Colleges and Universities	117	53.4%	109	13.6%	3,438	20.1%
Degree-Granting Private Career Schools	8	3.7%	204	25.4%	1,110	6.5%
Non-Degree-Granting Private Career Schools	9	4.1%	35	4.4%	683	4.0%
Total	219	100.0%	803	100.0%	17,119	100.0%
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Table A7.3 Continued						
Fall 2005						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,485	36.2%	155	38.8%	245	32.3%
Nebraska State College System	985	6.5%	13	3.3%	17	2.2%
Community Colleges	4,695	31.0%	93	23.3%	313	41.3%
Independent Colleges and Universities	2,800	18.5%	116	29.0%	124	16.4%
Degree-Granting Private Career Schools	828	5.5%	18	4.5%	44	5.8%
Non-Degree-Granting Private Career Schools	342	2.3%	5	1.3%	15	2.0%
Total	15,135	100.0%	400	100.0%	758	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	40	24.7%	197	23.4%	6,122	35.4%
Nebraska State College System	16	9.9%	39	4.6%	1,070	6.2%
Community Colleges	44	27.2%	268	31.9%	5,413	31.3%
Independent Colleges and Universities	54	33.3%	117	13.9%	3,211	18.6%
Degree-Granting Private Career Schools	5	3.1%	182	21.6%	1,077	6.2%
Non-Degree-Granting Private Career Schools	3	1.9%	38	4.5%	403	2.3%
Total	162	100.0%	841	100.0%	17,296	100.0%
Continued on the next page.						

Table A7.3 Continued						
Fall 2006						
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
University of Nebraska	5,651	37.8%	181	42.8%	285	33.9%
Nebraska State College System	984	6.6%	10	2.4%	33	3.9%
Community Colleges	4,664	31.2%	107	25.3%	364	43.3%
Independent Colleges and Universities	2,747	18.4%	113	26.7%	124	14.8%
Degree-Granting Private Career Schools	527	3.5%	6	1.4%	16	1.9%
Non-Degree-Granting Private Career Schools	359	2.4%	6	1.4%	18	2.1%
Total	14,932	100.0%	423	100.0%	840	100.0%
Sector	Native American		Black (Non-Hispanic)		Total	
University of Nebraska	49	22.7%	203	24.6%	6,369	37.0%
Nebraska State College System	20	9.3%	45	5.5%	1,092	6.3%
Community Colleges	65	30.1%	296	35.9%	5,496	31.9%
Independent Colleges and Universities	67	31.0%	97	11.8%	3,148	18.3%
Degree-Granting Private Career Schools	6	2.8%	133	16.1%	688	4.0%
Non-Degree-Granting Private Career Schools	9	4.2%	51	6.2%	443	2.6%
Total	216	100.0%	825	100.0%	17,236	100.0%
Continued on the next page.						

Table A7.3 Continued																		
Fall 2007																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic													
University of Nebraska	5,628	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	688	4.5%	5	1.2%	26	2.9%												
Non-Degree-Granting Private Career Schools	199	1.3%	3	0.7%	6	0.7%												
Total	15,225	100.0%	413	100.0%	905	100.0%												
Sector	Native American²		Black (Non-Hispanic)		Total													
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%	188	19.7%	911	5.2%												
Non-Degree-Granting Private Career Schools	4	2.1%	13	1.4%	225	1.3%												
Total	187	100.0%	952	100.0%	17,682	100.0%												
<p>²A 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> <tbody> <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> </tbody> </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%																	

Table A7.3 Continued																		
Fall 2008																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic													
University of Nebraska	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	367	2.5%	3	0.7%	21	2.0%												
Non-Degree-Granting Private Career Schools	245	1.6%	1	0.2%	10	1.0%												
Total	14,936	100.0%	438	100.0%	1,030	100.0%												
Sector	Native American³		Black (Non-Hispanic)		Total													
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%	98	11.3%	492	2.8%												
Non-Degree-Granting Private Career Schools	3	1.6%	20	2.3%	279	1.6%												
Total	183	100.0%	865	100.0%	17,452	100.0%												
<p>³A 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> <tbody> <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> </tbody> </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%																	

Table A7.3 Continued																		
Fall 2009																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic													
University of Nebraska	5,754	38.6%	141	34.8%	355	31.5%												
Nebraska State College System	912	6.1%	11	2.7%	42	3.7%												
Community Colleges	4,912	33.0%	87	21.5%	509	45.0%												
Independent Colleges and Universities	2,686	18.1%	153	37.8%	181	16.0%												
Degree-Granting Private Career Schools	310	2.1%	8	2.0%	22	1.9%												
Non-Degree-Granting Private Career Schools	306	2.1%	5	1.2%	22	1.9%												
Total	14,880	100.0%	405	100.0%	1,131	100.0%												
Sector	Native American³		Black (Non-Hispanic)		Total													
University of Nebraska	39	17.5%	255	27.6%	6,544	37.3%												
Nebraska State College System	16	7.2%	36	3.9%	1,017	5.8%												
Community Colleges	66	29.6%	384	41.6%	5,958	33.9%												
Independent Colleges and Universities	95	42.6%	155	16.8%	3,270	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%												
Total	223	100.0%	923	100.0%	17,562	100.0%												
<p>³ A total of 65 (29.1%) of the 223 Native Americans who were first-time freshmen in 2009 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 30 (13.5%) were enrolled at other 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>24.7%</td> </tr> <tr> <td>Nebraska State College System (16)</td> <td>10.1%</td> </tr> <tr> <td>Nebraska Community Colleges (66)</td> <td>41.8%</td> </tr> <tr> <td>Independent Colleges and Universities (30)</td> <td>19.0%</td> </tr> <tr> <td>Degree-Granting Private Career Schools (5)</td> <td>3.2%</td> </tr> <tr> <td>Non-Degree-Granting Private Career Schools (2)</td> <td>1.2%</td> </tr> </tbody> </table>							University of Nebraska (39)	24.7%	Nebraska State College System (16)	10.1%	Nebraska Community Colleges (66)	41.8%	Independent Colleges and Universities (30)	19.0%	Degree-Granting Private Career Schools (5)	3.2%	Non-Degree-Granting Private Career Schools (2)	1.2%
University of Nebraska (39)	24.7%																	
Nebraska State College System (16)	10.1%																	
Nebraska Community Colleges (66)	41.8%																	
Independent Colleges and Universities (30)	19.0%																	
Degree-Granting Private Career Schools (5)	3.2%																	
Non-Degree-Granting Private Career Schools (2)	1.2%																	

Table A7.3 Continued																		
Fall 2010																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic													
University of Nebraska	5,910	39.1%	119	31.1%	432	31.0%												
Nebraska State College System	1,073	7.1%	9	2.3%	68	4.9%												
Community Colleges	4,786	31.7%	92	24.0%	629	45.2%												
Independent Colleges and Universities	2,595	17.2%	149	38.8%	214	15.4%												
Degree-Granting Private Career Schools	443	2.9%	8	2.3%	21	1.5%												
Non-Degree-Granting Private Career Schools	301	2.0%	6	1.6%	29	2.1%												
Total	15,108	100.0%	383	100.0%	1,393	100.0%												
Sector	Native American³		Black (Non-Hispanic)		Total													
University of Nebraska	19	9.9%	233	22.0%	6,713	37.0%												
Nebraska State College System	18	9.4%	53	5.0%	1,221	6.7%												
Community Colleges	59	30.9%	491	46.5%	6,057	33.4%												
Independent Colleges and Universities	84	44.0%	129	12.2%	3,171	17.5%												
Degree-Granting Private Career Schools	10	5.2%	122	11.5%	604	3.3%												
Non-Degree-Granting Private Career Schools	1	0.5%	29	2.7%	366	2.0%												
Total	191	100.0%	1,057	100.0%	18,132	100.0%												
<p>³ A total of 64 (33.5%) of the 191 Native Americans who were first-time freshmen in 2010 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 20 (10.5%) were enrolled at other 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 2010:</p> <table> <tbody> <tr> <td>University of Nebraska (19)</td> <td>15.0%</td> </tr> <tr> <td>Nebraska State College System (18)</td> <td>14.2%</td> </tr> <tr> <td>Nebraska Community Colleges (59)</td> <td>46.4%</td> </tr> <tr> <td>Independent Colleges and Universities (20)</td> <td>15.7%</td> </tr> <tr> <td>Degree-Granting Private Career Schools (10)</td> <td>7.9%</td> </tr> <tr> <td>Non-Degree-Granting Private Career Schools (1)</td> <td>0.8%</td> </tr> </tbody> </table>							University of Nebraska (19)	15.0%	Nebraska State College System (18)	14.2%	Nebraska Community Colleges (59)	46.4%	Independent Colleges and Universities (20)	15.7%	Degree-Granting Private Career Schools (10)	7.9%	Non-Degree-Granting Private Career Schools (1)	0.8%
University of Nebraska (19)	15.0%																	
Nebraska State College System (18)	14.2%																	
Nebraska Community Colleges (59)	46.4%																	
Independent Colleges and Universities (20)	15.7%																	
Degree-Granting Private Career Schools (10)	7.9%																	
Non-Degree-Granting Private Career Schools (1)	0.8%																	

Table A7.3 Continued																		
Fall 2011																		
Sector of Higher Education	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students												
	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic													
University of Nebraska	5,477	39.2%	139	35.3%	505	34.3%												
Nebraska State College System	1,007	7.2%	8	2.0%	68	4.6%												
Community Colleges	4,491	32.2%	107	27.2%	659	44.8%												
Independent Colleges and Universities	2,527	18.1%	133	33.8%	203	13.8%												
Degree-Granting Private Career Schools	192	1.4%	3	0.8%	13	0.9%												
Non-Degree-Granting Private Career Schools	262	1.9%	4	1.0%	23	1.6%												
Total	13,956	100.0%	394	100.0%	1,471	100.0%												
Sector	Native American³		Black (Non-Hispanic)		Total													
University of Nebraska	16	6.9%	229	23.6%	6,366	37.4%												
Nebraska State College System	14	6.0%	74	7.6%	1,171	6.9%												
Community Colleges	89	38.4%	454	46.9%	5,800	34.1%												
Independent Colleges and Universities	106	45.7%	160	16.5%	3,129	18.4%												
Degree-Granting Private Career Schools	5	2.2%	36	3.7%	249	1.5%												
Non-Degree-Granting Private Career Schools	2	0.9%	16	1.7%	307	1.8%												
Total	232	100.0%	969	100.0%	17,022	100.0%												
<p>³ A total of 91 (39.2%) of the 232 Native Americans who were first-time freshmen in 2011 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 15 (6.5%) were enrolled at other 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 2011:</p> <table> <tbody> <tr> <td>University of Nebraska (16)</td> <td>11.4%</td> </tr> <tr> <td>Nebraska State College System (14)</td> <td>9.9%</td> </tr> <tr> <td>Nebraska Community Colleges (89)</td> <td>63.1%</td> </tr> <tr> <td>Independent Colleges and Universities (15)</td> <td>10.6%</td> </tr> <tr> <td>Degree-Granting Private Career Schools (5)</td> <td>3.6%</td> </tr> <tr> <td>Non-Degree-Granting Private Career Schools (2)</td> <td>1.4%</td> </tr> </tbody> </table>							University of Nebraska (16)	11.4%	Nebraska State College System (14)	9.9%	Nebraska Community Colleges (89)	63.1%	Independent Colleges and Universities (15)	10.6%	Degree-Granting Private Career Schools (5)	3.6%	Non-Degree-Granting Private Career Schools (2)	1.4%
University of Nebraska (16)	11.4%																	
Nebraska State College System (14)	9.9%																	
Nebraska Community Colleges (89)	63.1%																	
Independent Colleges and Universities (15)	10.6%																	
Degree-Granting Private Career Schools (5)	3.6%																	
Non-Degree-Granting Private Career Schools (2)	1.4%																	

**Table A7.4
Nebraska First-Time Freshmen Enrollment at Independent Colleges & Universities
by Race/Ethnicity: 2011¹**

	Total Independent Colleges & Universities Sector		Tribal Colleges ²		Independent Institutions Sector <u>Excluding</u> Tribal Colleges	
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
White (non-Hispanic)	2,527	80.8%	4	4.1%	2,523	83.2%
Asian/Pacific Islander	133	4.3%	0	0.0%	133	4.4%
Hispanic	203	6.5%	2	2.1%	201	6.6%
Native American	106	3.4%	91	93.8%	15	0.5%
Black (non-Hispanic)	160	5.1%	0	0.0%	160	5.3%
Total Students	3,129	100.0%	97	100.0%	3,032	100.0%

¹Data Source: National Center for Education Statistics, Fall 2011 IPEDS enrollment survey. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

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

**Table A7.5
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2003 through Fall 2011¹**

Note: The degree-granting and non-degree-granting for-profit/career schools include the schools classified in each of these categories as of fall 2011. Prior to 2009, some for-profit/career schools changed from non-degree-granting to degree-granting.

Fall 2003								
Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,594	92.2%	1,150	92.4%	4,402	88.1%	11,146	90.5%
Asian²	116	1.9%	3	0.2%	76	1.5%	195	1.6%
Hispanic	166	2.7%	31	2.5%	204	4.1%	401	3.3%
Native American	33	0.5%	18	1.4%	41	0.8%	92	0.7%
Black (non-Hispanic)	160	2.6%	42	3.4%	276	5.5%	478	3.9%
Total	6,069	100.0%	1,244	100.0%	4,999	100.0%	12,312	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
	White (non-Hispanic)	3,137	86.5%	977	76.5%	539	91.5%	15,799
Asian²	89	2.5%	23	1.8%	3	0.5%	310	1.7%
Hispanic	170	4.7%	50	3.9%	14	2.4%	635	3.6%
Native American	94	2.6%	4	0.3%	3	0.5%	193	1.1%
Black (non-Hispanic)	136	3.8%	223	17.5%	30	5.1%	867	4.9%
Total	3,626	100.0%	1,277	100.0%	589	100.0%	17,804	100.0%

¹Source: National Center for Education Statistics, 2003 through 2011 IPEDS enrollment surveys. Counts include part-time students. Counts do not include non-resident aliens (foreign students) and students of unknown race/ethnicity.

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

³Includes Little Priest Tribal College and Nebraska Indian Community College.

Continued on the next page.

Table A7.5 Continued

Fall 2004

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska	Nebraska State Colleges		Community Colleges		Total Public Institutions		
White (non-Hispanic)	5,300	91.1%	999	92.0%	4,349	87.2%	10,648	89.6%
Asian²	125	2.1%	4	0.4%	69	1.4%	198	1.7%
Hispanic	199	3.4%	24	2.2%	279	5.6%	502	4.2%
Native American	33	0.6%	18	1.7%	34	0.7%	85	0.7%
Black (non-Hispanic)	159	2.7%	41	3.8%	255	5.1%	455	3.8%
Total	5,816	100.0%	1,086	100.0%	4,986	100.0%	11,888	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
	White (non-Hispanic)	2,949	85.8%	843	75.9%	611	89.5%	15,051
Asian²	114	3.3%	18	1.6%	4	0.6%	334	2.0%
Hispanic	149	4.3%	37	3.3%	24	3.5%	712	4.2%
Native American	117	3.4%	8	0.7%	9	1.3%	219	1.3%
Black (non-Hispanic)	109	3.2%	204	18.4%	35	5.1%	803	4.7%
Total	3,438	100.0%	1,110	100.0%	683	100.0%	17,119	100.0%
² The Asian student group includes students of Pacific Islander descent. ³ Includes Little Priest Tribal College and Nebraska Indian Community College.								
Continued on the next page.								

Table A7.5 Continued

Fall 2005

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,485	89.6%	985	92.1%	4,695	86.7%	11,165	88.6%
Asian²	155	2.5%	13	1.2%	93	1.7%	261	2.1%
Hispanic	245	4.0%	17	1.6%	313	5.8%	575	4.6%
Native American	40	0.7%	16	1.5%	44	0.8%	100	0.8%
Black (non-Hispanic)	197	3.2%	39	3.6%	268	5.0%	504	4.0%
Total	6,122	100.0%	1,070	100.0%	5,413	100.0%	12,605	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
	White (non-Hispanic)	2,800	87.2%	828	76.9%	342	84.9%	15,135
Asian²	116	3.6%	18	1.7%	5	1.2%	400	2.3%
Hispanic	124	3.9%	44	4.1%	15	3.7%	758	4.4%
Native American	54	1.7%	5	0.5%	3	0.7%	162	0.9%
Black (non-Hispanic)	117	3.6%	182	16.9%	38	9.4%	841	4.9%
Total	3,211	100.0%	1,077	100.0%	403	100.0%	17,296	100.0%

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

³Includes Little Priest Tribal College and Nebraska Indian Community College.

Continued on the next page.

Table A7.5 Continued

Fall 2006

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,651	88.7%	984	90.1%	4,664	84.9%	11,299	87.2%
Asian²	181	2.8%	10	0.9%	107	1.9%	298	2.3%
Hispanic	285	4.5%	33	3.0%	364	6.6%	682	5.3%
Native American	49	0.8%	20	1.8%	65	1.2%	134	1.0%
Black (non-Hispanic)	203	3.2%	45	4.1%	296	5.4%	544	4.2%
Total	6,369	100.0%	1,092	100.0%	5,496	100.0%	12,957	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
White (non-Hispanic)	2,747	87.3%	527	76.6%	359	81.0%	14,932	86.6%
Asian²	113	3.6%	6	0.9%	6	1.4%	423	2.5%
Hispanic	124	3.9%	16	2.3%	18	4.1%	840	4.9%
Native American	67	2.1%	6	0.9%	9	2.0%	216	1.3%
Black (non-Hispanic)	97	3.1%	133	19.3%	51	11.5%	825	4.8%
Total	3,148	100.0%	688	100.0%	443	100.0%	17,236	100.0%

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

³Includes Little Priest Tribal College and Nebraska Indian Community College.

Continued on the next page.

Table A7.5 Continued

Fall 2007

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,628	88.5%	1,051	90.0%	4,947	84.8%	11,626	87.0%
Asian²	173	2.7%	7	0.6%	95	1.6%	275	2.1%
Hispanic	282	4.4%	39	3.3%	377	6.5%	698	5.2%
Native American	35	0.6%	24	2.1%	59	1.0%	118	0.9%
Black (non-Hispanic)	239	3.8%	47	4.0%	354	6.1%	640	4.8%
Total	6,357	100.0%	1,168	100.0%	5,832	100.0%	13,357	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,712	85.0%	688	75.5%	199	88.4%	15,225	86.1%
Asian²	130	4.2%	5	0.5%	3	1.3%	413	2.3%
Hispanic	175	5.5%	26	2.9%	6	2.7%	905	5.1%
Native American	61	1.9%	4	0.4%	4	1.8%	187	1.1%
Black (non-Hispanic)	111	3.5%	188	20.6%	13	5.8%	952	5.4%
Total	3,189	100.0%	911	100.0%	225	100.0%	17,682	100.0%
² The Asian student group includes students of Pacific Islander descent. ³ Includes Little Priest Tribal College and Nebraska Indian Community College.								
Continued on the next page.								

Table A7.5 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
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	6,003	89.0%	1,089	91.0%	4,641	83.5%	11,733	86.9%
Asian²	160	2.4%	7	0.6%	109	2.0%	276	2.0%
Hispanic	325	4.8%	34	2.8%	427	7.7%	786	5.8%
Native American	35	0.5%	21	1.8%	43	0.8%	99	0.7%
Black (non-Hispanic)	220	3.3%	46	3.8%	335	6.0%	601	4.5%
Total	6,743	100.0%	1,197	100.0%	5,555	100.0%	13,495	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,591	81.3%	367	74.6%	245	87.8%	14,936	85.6%
Asian²	158	5.0%	3	0.6%	1	0.4%	438	2.5%
Hispanic	213	6.7%	21	4.3%	10	3.6%	1,030	5.9%
Native American	78	2.4%	3	0.6%	3	1.1%	183	1.0%
Black (non-Hispanic)	146	4.6%	98	19.9%	20	7.2%	865	5.0%
Total	3,186	100.0%	492	100.0%	279	100.0%	17,452	100.0%

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

³Includes Little Priest Tribal College and Nebraska Indian Community College.

Continued on the next page.

Table A7.5 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
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,754	87.9%	912	89.7%	4,912	82.4%	11,578	85.6%
Asian²	141	2.2%	11	1.1%	87	1.5%	239	1.8%
Hispanic	355	5.4%	42	4.1%	509	8.5%	906	6.7%
Native American	39	0.6%	16	1.6%	66	1.1%	121	0.9%
Black (non-Hispanic)	255	3.9%	36	3.5%	384	6.4%	675	5.0%
Total	6,544	100.0%	1,017	100.0%	5,958	100.0%	13,519	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,686	82.1%	310	75.1%	306	85.0%	14,880	84.7%
Asian²	153	4.7%	8	1.9%	5	1.4%	405	2.3%
Hispanic	181	5.5%	22	5.3%	22	6.1%	1,131	6.4%
Native American	95	2.9%	5	1.2%	2	0.6%	223	1.3%
Black (non-Hispanic)	155	4.7%	68	16.5%	25	6.9%	923	5.3%
Total	3,270	100.0%	413	100.0%	360	100.0%	17,562	100.0%

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

³Includes Little Priest Tribal College and Nebraska Indian Community College.

Continued on the next page.

Table A7.5 Continued

Fall 2010

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,910	88.0%	1,073	87.9%	4,786	79.0%	11,769	84.1%
Asian ²	119	1.8%	9	0.7%	92	1.5%	220	1.6%
Hispanic	432	6.4%	68	5.6%	629	10.4%	1,129	8.1%
Native American	19	0.3%	18	1.5%	59	1.0%	96	0.7%
Black (non-Hispanic)	233	3.5%	53	4.3%	491	8.1%	777	5.6%
Total	6,713	100.0%	1,221	100.0%	6,057	100.0%	13,991	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,595	81.8%	443	73.3%	301	82.2%	15,108	83.3%
Asian ²	149	4.7%	8	1.3%	6	1.6%	383	2.1%
Hispanic	214	6.7%	21	3.5%	29	7.9%	1,393	7.7%
Native American	84	2.6%	10	1.7%	1	0.3%	191	1.1%
Black (non-Hispanic)	129	4.1%	122	20.2%	29	7.9%	1,057	5.8%
Total	3,171	100.0%	604	100.0%	366	100.0%	18,132	100.0%

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

³Includes Little Priest Tribal College and Nebraska Indian Community College.

Table A7.5 Continued

Fall 2011

Race/Ethnicity	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
White (non-Hispanic)	5,477	86.0%	1,007	86.0%	4,491	77.4%	10,975	82.3%
Asian²	139	2.2%	8	0.7%	107	1.8%	254	1.9%
Hispanic	505	7.9%	68	5.8%	659	11.4%	1,232	9.2%
Native American	16	0.3%	14	1.2%	89	1.5%	119	0.9%
Black (non-Hispanic)	229	3.6%	74	6.3%	454	7.8%	757	5.7%
Total	6,366	100.0%	1,171	100.0%	5,800	100.0%	13,337	100.0%
Race/Ethnicity	Other Colleges and Universities						Nebraska Total	
	Independent Colleges and Universities ³		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,527	80.8%	192	77.1%	262	85.3%	13,956	82.0%
Asian²	133	4.3%	3	1.2%	4	1.3%	394	2.3%
Hispanic	203	6.5%	13	5.2%	23	7.5%	1,471	8.6%
Native American	106	3.4%	5	2.0%	2	0.7%	232	1.4%
Black (non-Hispanic)	160	5.1%	36	14.5%	16	5.2%	969	5.7%
Total	3,129	100.0%	249	100.0%	307	100.0%	17,022	100.0%

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

³Includes Little Priest Tribal College and Nebraska Indian Community College. See [table A7.4](#) for the fall 2011 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 currently 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 2011-12 was \$555 to \$5,550.
- **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 Opportunity Grant (NOG):** State grants are awarded to Nebraska-resident students who demonstrate high financial need and who attend eligible Nebraska postsecondary institutions to assist with the students' educational expenses. Funding for the grant comes from the state through the Nebraska Lottery and the state's general fund. The Nebraska State Grant (NSG) program was in effect from 2003–2004 through 2009–2009. Beginning in 2010–2011, the program is called the Nebraska Opportunity Grant (NOG).
- **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. This program was eliminated after the 2010-11 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. This program was eliminated after the 2010-11 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 75th percentile on an admissions test, such as SAT, ACE or GRE and at least a 3.25 GPA. Students must sign an understanding of terms document to certify that they understand the terms of the grant and the teaching service requirements. The student must teach full time for at least four years within eight years of completing the program at a Title I school as a highly qualified 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) Loans:** Sub and Unsub Loans are available to undergraduate and graduate students. Students must demonstrate financial need in order to qualify for a Subsidized Loan, where the federal government pays the interest while the student is in school. Unsubsidized Loans are available to all students, but borrowers are responsible for the interest while in school. Limits for Sub and Unsub Loans range from a maximum of \$5,500 to \$20,500 depending on grade level and dependency status.
- **PLUS Loans:** PLUS loans are available to the parents of dependent undergraduate students. These loans are not need-based. Parents may borrow up to the student's cost of attendance, less any other financial aid received.
- **PLUS Loans for Graduate and Professional Degree Students (GRAD PLUS):** Graduate and professional degree students are eligible to borrow under the PLUS loan program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to PLUS also apply to GRAD PLUS. Applicants must apply for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Loan Program before applying for a Graduate/Professional PLUS loan.

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

**Table A8.1
Nebraska Opportunity Grants (NOG) Awarded by Sector
2011–2012 Compared to 2003–2004 Baseline¹**

	2003–04	2011–12	% Change
Nebraska Public Institutions			
Number of Nebraska-Resident, Pell Grant-Eligible Students	21,373	35,041	63.9%
Number of Students Awarded an NOG	8,740	9,220	5.5%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NOG	40.9%	26.3%	
Total NOG Awarded	\$4,970,800	\$9,518,605	91.5%
Average NOG Award	\$569	\$1,032	81.6%
Independent Colleges & Universities			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,837	5,489	43.1%
Number of Students Awarded an NOG	2,674	2,968	11.0%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NOG	69.7%	54.1%	
Total NOG Awarded	\$2,559,826	\$2,777,975	8.5%
Average NOG Award	\$957	\$936	-2.2%
Private Career Schools			
Number of Nebraska-Resident, Pell Grant-Eligible Students	3,012	4,298	42.7%
Number of Students Awarded an NOG	1,617	2,051	26.8%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NOG	53.7%	47.7%	
Total NOG Awarded	\$1,204,537	\$2,381,631	97.7%
Average NOG Award	\$726	\$1,161	59.9%
Total Nebraska State Grants Awarded			
Number of Nebraska-Resident, Pell Grant-Eligible Students	28,222	44,828	58.8%
Number of Students Awarded an NOG	13,031	14,239	9.3%
Percent of Nebraska-Resident, Pell Grant-Eligible Students Awarded an NOG	46.2%	31.8%	
Total NOG Awarded	\$8,735,163	\$14,678,211	68.0%
Average NOG Award	\$670	\$1,031	53.9%

¹Data Source: Nebraska Opportunity Grant Expenditure Reports, September 2004 and September 2012. 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.

**Table A8.2
Nebraska Opportunity Grants (NOG) Awarded by Sector and Income of Recipient
2011–2012 Compared to 2003–2004 Baseline¹**

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 NOG Recipients	2003–2004		2011–2012		% Change in No. of Recipients
	No. of Recipients	% of Recipients	No. of Recipients	% of Recipients	
Nebraska Public Institutions					
\$0 to \$19,999	4,398	50.3%	4,245	46.0%	-3.5%
\$20,000 to \$39,999	3,079	35.2%	2,689	29.2%	-12.7%
\$40,000 or higher	1,263	14.5%	2,286	24.8%	81.0%
Total	8,740	100.0%	9,220	100.0%	5.5%
Independent Colleges and Universities					
\$0 to \$19,999	946	35.4%	1,222	41.2%	29.2%
\$20,000 to \$39,999	1,147	42.9%	899	30.3%	-21.6%
\$40,000 or higher	581	21.7%	847	28.5%	45.8%
Total	2,674	100.0%	2,968	100.0%	11.0%
Private Career Schools					
\$0 to \$19,999	1,353	83.7%	1,449	70.6%	7.1%
\$20,000 to \$39,999	202	12.5%	383	18.7%	89.6%
\$40,000 or higher	62	3.8%	219	10.7%	253.2%
Total	1,617	100.0%	2,051	100.0%	26.8%
Total Nebraska State Grants Awarded					
\$0 to \$19,999	6,697	51.4%	6,916	48.6%	3.3%
\$20,000 to \$39,999	4,428	34.0%	3,971	27.9%	-10.3%
\$40,000 or higher	1,906	14.6%	3,352	23.5%	75.9%
Total	13,031	100.0%	14,239	100.0%	9.3%

¹Data Source: Nebraska Opportunity Grant Expenditure Reports, September 2004 and September 2012. 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.

**Table A8.3
Access College Early (ACE) Scholarship Program Funding and Awards
2007–2008 to 2012–2013 to Date¹**

Academic Year	NE State Funding	Federal Funding	Total Available Funding	\$ Amount of Scholarships Awarded
2007-2008	\$115,000		\$115,000	\$114,856
2008-2009	\$116,754	\$100,000	\$216,754	\$216,754
2009-2010	\$275,250	\$100,000	\$375,250	\$339,624
2010-2011	\$484,652	\$250,000	\$734,652	\$723,923
2011-2012	\$499,000	\$294,034	\$793,034	\$787,225
2012-2013 to Date	\$580,000	\$300,000	\$880,000	\$382,069
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	1,554	2,273	\$318	\$466
2011-2012	1,706	2,314	\$340	\$461
2012-2013 to Date	1,077	1,163	\$329	\$355
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	3,191	10,396	220	12
2011-2012	3,214	10,889	216	15
2012-2013 to Date	1,638	5,784	Not Yet Available	14

¹Data Source: Records maintained by Nebraska's Coordinating Commission for Postsecondary Education, August 2011 for 2007–2008 through 2010–2011 and January 2013 for 2011–2012 and 2012–2013.

**Table A8.4a
College Continuation Rates of
2007–2008 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Scholarship Recipients by Gender and Type of High School Attended

Type of High School Attended	No. of 2007–2008 High School Seniors Who Received ACE Scholarships ¹	No. of Senior Scholarship Recipients Who Enrolled in College ²	College Continuation Rate ³
Males			
Public	74	63	85.1%
Nonpublic (Private)	1	1	100.0%
Total	75	64	85.3%
Females			
Public	141	117	83.0%
Nonpublic (Private)	4	4	100.0%
Total	145	121	83.4%
Total			
Public	215	180	83.7%
Nonpublic (Private)	5	5	100.0%
Total	220	185	84.1%

¹Data Source: Records of the 2007-2008 ACE scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, July 21, 2009.

²Data 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.)

³The college continuation rate is the 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.

Table A8.4a Continued (2007–2008)

Part 2: Percentage Distributions of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Gender	2007–2008 ACE Scholarship Recipients		ACE Scholarship Recipients Who Continued to College	
	n	%	n	%
Male	74	34.4%	63	35.0%
Female	141	65.6%	117	65.0%
Total	215	100.0%	180	100.0%
Other Low-Income High School Graduates				
Gender	Other Low-Income High School Graduates		Other Low-Income High School Graduates Who Continued to College	
	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%
Non-Low-Income High School Graduates				
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%
Total Number of 2007–2008 High School Graduates				
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%

¹Data 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.

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. The numbers of other low income graduates are 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 A8.4a Continued (2007–2008)

Part 3: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Student Category	No. of 2007–2008 High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate ²
Males			
ACE Scholarship Recipients	74	63	85.1%
Other Low Income Graduates	2,082	986	43.0%
Non-Low Income Graduates	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Females			
ACE Scholarship Recipients	141	117	83.0%
Other Low Income Graduates	2,282	1,216	53.3%
Non-Low Income Graduates	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Total			
ACE Scholarship Recipients	215	180	83.7%
Other Low Income Graduates	4,364	2,202	50.5%
Non-Low Income Graduates	15,457	11,449	74.1%
Total	20,036	13,831	69.0%

¹Data 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.

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. The numbers of other low income graduates are 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.

²The 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 A8.4a Continued (2007–2008)

Technical Note Pertaining to Parts 1, 2 and 3 of Table A8.4a

The numbers of college-going ACE scholarship recipients from public high schools, the numbers of other low-income public high school graduates, and the college continuation rates of these groups as shown in Parts 1, 2 and 3 of Table A8.4a are based exclusively on college enrollment data obtained from the National Student Clearinghouse (NSC). As a result, they are different from the numbers of these students and their college-going rates that were published in the *2010 Nebraska Higher Education Progress Report*. The reported values are different because the number of college-going ACE scholarship recipients reported 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 currently for 2007-2008 are based only on NSC data.

**Table A8.4b
College Continuation Rates of
2008–2009 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Scholarship Recipients by Gender and Type of High School Attended

Type of High School Attended	No. of 2008–2009 High School Seniors Who Received ACE Scholarships ¹	No. of Senior Scholarship Recipients Who Enrolled in College ²	College Continuation Rate ³
Males			
Public	123	98	79.7%
Nonpublic (Private)	2	2	100.0%
Total	125	100	80.0%
Females			
Public	315	255	81.0%
Nonpublic (Private)	12	12	100.0%
Total	327	267	81.7%
Total			
Public	438	353	80.6%
Nonpublic (Private)	14	14	100.0%
Total	452	367	81.2%

¹Data Source: Records of the 2008-2009 ACE scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, April 20, 2010.

²Data 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.)

³The college continuation rate is the 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 A8.4b Continued (2008–2009)

Part 2: Percentage Distributions of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Gender	2008–2009 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%
Other Low-Income High School Graduates				
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%
Non-Low-Income High School Graduates				
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%
Total Number of 2008–2009 High School Graduates				
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%

¹Data 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.

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. The numbers of other low income graduates are 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 A8.4b Continued (2008–2009)

Part 3: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Student Category	No. of 2008–2009 High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate ²
Males			
ACE Scholarship Recipients	123	98	79.7%
Other Low Income Graduates	2,200	1,032	46.9%
Non-Low Income Graduates	7,354	5,314	72.3%
Total	9,677	6,444	66.6%
Females			
ACE Scholarship Recipients	315	255	81.0%
Other Low Income Graduates	2,182	1,206	55.3%
Non-Low Income Graduates	7,320	5,769	78.8%
Total	9,817	7,230	73.6%
Total			
ACE Scholarship Recipients	438	353	80.6%
Other Low Income Graduates	4,382	2,238	51.1%
Non-Low Income Graduates	14,674	11,083	75.5%
Total	19,494	13,674	70.1%

¹Data 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.

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. 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.

²The 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 A8.4c
College Continuation Rates of
2009–2010 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Scholarship Recipients by Gender and Type of High School Attended

Type of High School Attended	No. of 2009–2010 High School Seniors Who Received ACE Scholarships ¹	No. of Senior Scholarship Recipients Who Enrolled in College ²	College Continuation Rate ³
Males			
Public	183	133	72.7%
Nonpublic (Private)	14	14	100.0%
Total	197	147	74.6%
Females			
Public	365	291	79.7%
Nonpublic (Private)	26	24	92.3%
Total	391	315	80.6%
Total			
Public	548	424	77.4%
Nonpublic (Private)	40	38	95.0%
Total	588	462	78.6%

¹Data Source: Records of the 2009-2010 ACE scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, March 25, 2011.

²Data Source: National Student Clearinghouse, March 25, 2011. (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.)

³The college continuation rate is the number of high school seniors who received ACE scholarships in 2009-2010 and were enrolled in college on or before April 28, 2011, divided by the total number of high school seniors who received ACE scholarships in 2009-2010.

Table A8.4c Continued (2009–2010)

Part 2: Percentage Distributions of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Gender	ACE Scholarship Recipients		ACE Scholarship Recipients Who Continued to College	
	n	%	n	%
Male	183	33.4%	133	31.4%
Female	365	66.6%	291	68.6%
Total	548	100.0%	424	100.0%
Gender	Other Low-Income High School Graduates		Other Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Male	2,346	49.4%	1,188	46.5%
Female	2,402	50.6%	1,367	53.5%
Total	4,748	100.0%	2,555	100.0%
Gender	Non-Low-Income High School Graduates		Non-Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Male	7,165	50.8%	5,321	48.5%
Female	6,947	49.2%	5,648	51.5%
Total	14,112	100.0%	10,969	100.0%
Gender	Total Number of 2009–2010 High School Graduates		2009–2010 High School Graduates Who Continued to College	
	n	%	n	%
Male	9,694	49.9%	6,642	47.6%
Female	9,714	50.1%	7,306	52.4%
Total	19,408	100.0%	13,948	100.0%

¹Data Sources: Nebraska’s Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, April 28, 2011, 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 28, 2011.

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. The numbers of other low income graduates are 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 A8.4c Continued (2009–2010)

Part 3: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Student Category	No. of 2009–2010 High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate ²
Males			
ACE Scholarship Recipients	183	133	72.7%
Other Low Income Graduates	2,346	1,188	50.6%
Non-Low Income Graduates	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
ACE Scholarship Recipients	365	291	79.7%
Other Low Income Graduates	2,402	1,367	56.9%
Non-Low Income Graduates	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
ACE Scholarship Recipients	548	424	77.4%
Other Low Income Graduates	4,748	2,555	53.8%
Non-Low Income Graduates	14,112	10,969	77.7%
Total	19,408	13,948	71.9%

¹Data Sources: Nebraska’s Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, April 28, 2011, 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 28, 2011.

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. 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.

²The college continuation rate is the number of students who were enrolled in college on or before April 28, 2011 after graduating from Nebraska public high schools during the 2009–2010 school year, divided by the total number of students who graduated from Nebraska public high schools in 2009–2010.

**Table A8.4d
College Continuation Rates of
2010–2011 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Scholarship Recipients by Gender and Type of High School Attended

Type of High School Attended	No. of 2010–2011 High School Seniors Who Received ACE Scholarships ¹	No. of Senior Scholarship Recipients Who Enrolled in College ²	College Continuation Rate ³
Males			
Public	287	230	80.1%
Nonpublic (Private)	18	14	77.8%
Total	305	244	80.0%
Females			
Public	600	493	82.2%
Nonpublic (Private)	24	20	83.3%
Total	624	513	82.2%
Total			
Public	887	723	81.5%
Nonpublic (Private)	42	34	81.0%
Total	929	757	81.5%

¹Data Source: Records of the 2010-2011 ACE scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, March 26, 2012.

²Data Source: National Student Clearinghouse, March 26, 2012. (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.)

³The college continuation rate is the number of high school seniors who received ACE scholarships in 2010-2011 and were enrolled in college on or before March 26, 2012, divided by the total number of high school seniors who received ACE scholarships in 2010-2011.

Table A8.4d Continued (2010–2011)

Part 2: Percentage Distributions of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Gender	ACE Scholarship Recipients		ACE Scholarship Recipients Who Continued to College	
	n	%	n	%
Male	287	32.4%	230	31.8%
Female	600	67.6%	493	68.2%
Total	887	100.0%	723	100.0%
Gender	Other Low-Income High School Graduates		Other Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Male	2,421	49.9%	1,193	47.0%
Female	2,432	50.1%	1,343	53.0%
Total	4,853	100.0%	2,536	100.0%
Gender	Non-Low-Income High School Graduates		Non-Low-Income High School Graduates Who Continued to College	
	n	%	n	%
Male	6,872	50.5%	5,044	47.9%
Female	6,747	49.5%	5,489	52.1%
Total	13,619	100.0%	10,533	100.0%
Gender	Total Number of 2010–2011 High School Graduates		2010–2011 High School Graduates Who Continued to College	
	n	%	n	%
Male	9,580	49.5%	6,467	46.9%
Female	9,779	50.5%	7,325	53.1%
Total	19,359	100.0%	13,792	100.0%

¹Data Sources: Nebraska’s Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, March 26, 2012, 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 24, 2012.

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. The numbers of other low income graduates are 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 A8.4d Continued (2010–2011)

Part 3: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status¹

Student Category	No. of 2010–2011 High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate ²
Males			
ACE Scholarship Recipients	287	230	80.1%
Other Low Income Graduates	2,421	1,193	49.3%
Non-Low Income Graduates	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
ACE Scholarship Recipients	600	493	82.2%
Other Low Income Graduates	2,432	1,343	55.2%
Non-Low Income Graduates	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
ACE Scholarship Recipients	887	723	81.5%
Other Low Income Graduates	4,853	2,536	52.3%
Non-Low Income Graduates	13,619	10,533	77.3%
Total	19,359	13,792	71.2%

¹Data Sources: Nebraska's Coordinating Commission for Postsecondary Education and National Student Clearinghouse records for ACE scholarship recipient records, March 26, 2012, 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 24, 2012.

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. 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.

²The college continuation rate is the number of students who were enrolled in college on or before April 24, 2012 after graduating from Nebraska public high schools during the 2010–2011 school year, divided by the total number of students who graduated from Nebraska public high schools in 2010–2011.

**Table A8.5
ACE Plus Scholarship Recipients
2011–2012 and 2012–2013¹**

	2011–2012		2012–2013		2013-2014 Not Yet Awarded	
Year in College	n	%	n	%		
First Year in College	234	73.8%	240	61.1%		
Second Year in College	83	26.2%	153	38.9%		
Total	317	100.0%	393	100.0%		
High School GPA of Students Who Received ACE-Plus Scholarships for Their First Year of College						
	n	%	n	%		
2.0–2.9	15	6.4%	32	13.4%		
3.0–3.4	51	21.8%	63	26.4%		
3.5–4.0	168	71.8%	144	60.2%		
Total	234	100.0%	240	100.0%		
No information	0		1			
College GPA of Students Who Received ACE-Plus Scholarships for Their 2nd Year of College						
	n	%	n	%		
2.0–2.9	2	2.4%	27	17.6%		
3.0–3.4	11	13.3%	44	28.8%		
3.5–4.0	70	84.3%	82	53.6%		
Total	83	100.0%	153	100.0%		
College Attended						
	n	%	n	%		
Nebraska Colleges	279	88.0%	348	88.5%		
Out-of-State Colleges	38	12.0%	45	11.5%		
Total	317	100.0	393	100.0%		
Nebraska Colleges Attended by Sector						
	n	%	n	%		
University of Nebraska	136	48.7%	160	46.0%		
Nebraska State Colleges	39	14.0%	44	12.6%		
Community Colleges	64	22.9%	79	22.7%		
Independent Colleges	39	14.0%	64	18.4%		
For-Profit Schools	1	0.4%	1	0.3%		
Total	279	100.0%	348	100.0%		
Continued on the next page.						

Table A8.5 Continued						
	2011–2012		2012–2013		2013-2014 Not Yet Awarded	
Gender	n	%	n	%		
Female	219	69.1%	276	70.2%		
Male	98	30.9%	117	29.8%		
Total	317	100.0%	393	100.0%		
Race/Ethnicity	n	%	n	%		
White (non-Hispanic)	248	78.2%	297	75.6%		
Asian/Pacific Islander	11	3.5%	8	2.0%		
Hispanic	33	10.4%	55	14.0%		
Native American	2	0.6%	5	1.3%		
Black (non-Hispanic)	5	1.6%	11	2.8%		
Two or More Races	18	5.7%	17	4.3%		
Total	317	100.0%	393	100.0%		
White (non-Hispanic)	248	78.2%	297	75.6%		
Minority Total	69	21.8%	96	24.4%		
Total	317	100.0%	393	100.0%		
¹ Data Source: Records of ACE Plus scholarship recipients maintained by Nebraska's Coordinating Commission for Postsecondary Education, September 2011 and November 2012.						

Appendix 9

IPEDS Freshmen Retention Rates

Table A9.1 Nebraska Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2011 Compared to Fall 2004 Baseline¹						
Sector of Nebraska Postsecondary Education	Fall 2004			Fall 2011		
	No. of Full-Time, First-Time Freshmen Fall 2003	Estimated No. of Students Retained Fall 2004 ²	Full-Time Retention Rate Fall 2004 ³	No. of Full-Time, First-Time Freshmen Fall 2010	Estimated No. of Students Retained Fall 2011 ²	Full-Time Retention Rate Fall 2011 ³
University of Nebraska ⁴	6,327	4,962	78.4%	7,011	5,594	79.8%
Nebraska State College System	1,231	858	69.7%	1,304	843	64.6%
Nebraska Community Colleges	3,942	2,295	58.2%	5,192	2,907	56.0%
Total All Public Institutions	11,500	8,114	70.6%	13,507	9,344	69.2%
Nebraska Independent Institutions	3,613	2,696	74.6%	3,221	2,543	79.0%
Degree-Granting For-Profit Schools ⁵	See below NE State Rate			Insufficient Data to Calculate a Sector Retention Rate		
Non-Degree-Granting For-Profit Schools ⁶	589	506	85.9%	362	284	78.5%
Nebraska State Retention Rate (excluding Degree-Granting For-Profit Schools)	15,702	11,316	72.1%	17,090	12,171	71.2%
Degree-Granting For-Profit Schools⁵ (See note below)	961	586	61.0%	Insufficient Data for a Comparison		
Nebraska State Retention Rate (including Degree-Granting For-Profit Schools)	16,663	11,902	71.4%	Insufficient Data for a Comparison		
Note: Kaplan University-Lincoln is excluded from the degree-granting, for-profit schools. The school did not report a retention rate for fall 2004, even though 158 full-time, first-time freshmen were enrolled at the school in fall 2003.						
Footnotes are presented on the next page.						

Table A9.1 Continued

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), (CCPE survey downloads) fall 2003-04 and 2010-11 surveys. Minor adjustments have been made to the numbers of first-time freshmen in the independent and for-profit sectors for 2004 to improve data accuracy. In the process of preparing the *2012 Progress Report*, significant errors were discovered in the first-time freshmen enrollments reported by Southeast Community College, including the number of full-time, first-time freshmen enrolled in fall 2003 and fall 2010. Consequently, the numbers originally reported have been replaced by estimates, based on other data available from Southeast. No database changes were required for fall 2009.

²The NCES requires schools to report only their retention rates, not the numbers of students retained. The estimated number of students retained is calculated by multiplying the reported retention rate by the number of full-time, first-time freshmen reported one year earlier. Due to rounding, state totals may not exactly equal the sum of the sector totals shown in this table.

³The 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.

⁴Excluding the University of Nebraska Medical Center, which does not enroll any first-time freshmen.

⁵For the purposes of this summary, schools are placed in the degree-granting category if they were degree granting in fall 2011. All are operated for profit, except Alegent Health School of Radiologic Technology and the Mary Lanning Memorial Hospital School of Radiologic Technology.

In fall 2003, the degree-granting for-profit sector enrolled a total of 1,119 full-time, first-time freshmen, but 158 of these students were enrolled at Kaplan University-Lincoln, which did not report a retention rate for fall 2004. Consequently, Kaplan University-Lincoln is excluded from the degree-granting, for-profit schools, reducing the number of full-time, first-time freshmen in this sector to 961 in fall 2003 (1,119 less 158). Mary Lanning Memorial Hospital School of Radiologic Technology also is excluded from the calculation of a sector retention rate because the school did not enroll full-time, first-time freshmen in fall 2003.

In fall 2010, the degree-granting for-profit sector enrolled 474 full-time, first-time freshmen. However, only three of the schools in this sector reported retention rates for fall 2011 that are comparable to the rates reported in fall 2004. These schools and the retention rates they reported for fall 2011 are as follows: Myotherapy Institute (55%), Omaha School of Massage and Healthcare of Herzing University (64%), and Vatterott College--Spring Valley Campus (59%).

The available data for the remaining schools in the degree-granting for-profit category are not comparable between fall 2004 and 2011 for the following reasons. (1) 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. (2) ITT Technical Institute-Omaha, Kaplan University-Lincoln Campus, Kaplan University-Omaha Campus, and The Creative Center can no longer report traditional freshmen retention rates. Since they are now four-year schools, they can report retention rates only for bachelor-seeking students, even though all or most of their first-time freshmen register for associate-degree programs or programs of less than two years in length. (3) Mary Lanning Memorial Hospital School of Radiologic Technology does not enroll first-time freshmen. (4) The Universal College of Healing Arts was not established until 2005, but the school has enrolled first-time freshmen since that time and reported an 87% retention rate in fall 2011. (5) The University of Phoenix-Omaha campus was not established until 2006, but the school reported a 36% retention rate for full-time, first-time freshmen in fall 2011. (6) Vatterott College stopped reporting enrollment in 2007.

⁶For the purposes of this summary, schools are placed in the non-degree-granting category if they were non-degree granting in fall 2011. This category includes seven for-profit schools of beauty and hair design, including the East Campus branch of the College of Hair Design. This sector also includes the non-profit Regional West Medical Center School of Radiologic Technology, which did not enroll full-time, first-time freshmen in fall 2003 or in fall 2011.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2011 Compared to Fall 2004 Baseline¹

Sector of Nebraska Postsecondary Education	Fall 2004		Fall 2011	
	No. of Part-Time, First-Time Freshmen Fall 2003	Part-Time Retention Rate Fall 2004 ²	No. of Part-Time, First-Time Freshmen Fall 2010	Part-Time Retention Rate Fall 2011 ²
University of Nebraska ³	174	53.9%	112	49.1%
Nebraska State College System	62	46.0%	23	21.5%
Nebraska Community Colleges	1,505	33.8%	1,607	38.1%
Total All Public Institutions	1,741	36.3%	1,742	38.6%
Nebraska Independent Institutions	220	Insufficient Data	154	Insufficient Data
Degree-Granting For-Profit Schools ⁴	177	Insufficient Data	187	Insufficient Data
Non-Degree-Granting For-Profit Schools ⁵	8	Insufficient Data	14	Insufficient Data
Nebraska State Retention Rate	2,146	Insufficient Data	2,097	Insufficient Data

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), (CCPE survey downloads) fall 2003-04 and 2010-11 surveys. Minor adjustments have been made to the numbers of first-time freshmen in the independent and for-profit sectors for 2004 to improve data accuracy. In the process of preparing the *2012 Progress Report*, significant errors were discovered in the first-time freshmen enrollments reported by Southeast Community College, including the number of part-time, first-time freshmen enrolled in fall 2003 and fall 2010. Consequently, the numbers originally reported have been replaced by estimates, based on other data available from Southeast. No database changes were required for fall 2009.

²The 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.

³Excluding the University of Nebraska Medical Center, which does not enroll any first-time freshmen. The Nebraska College of Technical Agriculture (NCTA) 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. NCTA did not enroll any part-time, first-time freshmen in fall 2010, so there was no retention rate for fall 2011.

⁴For the purposes of this summary, schools are placed in the degree-granting category if they were degree granting in fall 2011. These schools are as follows: Alegent Health School of Radiologic Technology, ITT Technical Institute-Omaha, Lincoln and Omaha campuses of Kaplan University, Mary Lanning Memorial Hospital School of Radiologic Technology, 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 for the two schools of radiologic technology.

⁵For the purposes of this summary, schools are placed in the non-degree-granting category if they were non-degree granting in fall 2011. This category includes seven for-profit schools of beauty and hair design, including the East Campus branch of the College of Hair Design. This sector also includes the non-profit Regional West Medical Center School of Radiologic Technology, which did not enroll part-time, first-time freshmen in fall 2003 or in fall 2010.

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

Fall 2004 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2003	Retention Rate Fall 2004	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,055	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	
Total Public 4-Year Institutions	7,398		5,703	77.1%
Part-Time Freshmen Retention Rates				
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	1,129	68%	768	
Western Nebraska Community College	341	50%	171	
Total Public 2-Year Community Colleges	3,942		2,295	58.2%
Part-Time Freshmen Retention Rates				
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	
Total Public 4-Year Institutions	234		122	52.1%
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	369	42%	155	
Western Nebraska Community College	220	17%	37	
Total Public 2-Year Community Colleges	1,505		509	33.8%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2003 survey for the first-time freshmen cohorts and the fall 2004 survey for the retention rates (CCPE survey downloads). In the process of preparing the *2012 Progress Report*, significant errors were discovered in the first-time freshmen enrollments reported by Southeast Community College, including the numbers of full-time and part-time, first-time freshmen enrolled in fall 2003. Consequently, the numbers originally reported have been replaced by estimates, based on other data available from Southeast, resulting in community college sector totals and retention rates that are lower than previously reported.

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

Continued on the next page.

Table A9.3 Continued

Fall 2005 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2004	Retention Rate Fall 2005	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,098	84%	922	
University of Nebraska-Lincoln	3,238	84%	2,720	
University of Nebraska at Omaha	1,583	75%	1,187	
Chadron State College	326	70%	228	
Peru State College	209	65%	136	
Wayne State College	552	67%	370	
Total Public 4-Year Institutions	7,006		5,563	79.4%
Part-Time Freshmen Retention Rates				
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	1,246	69%	860	
Western Nebraska Community College	335	52%	174	
Total Public 2-Year Community Colleges	3,849		2,284	59.3%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	65	77%	50	
University of Nebraska-Lincoln	28	36%	10	
University of Nebraska at Omaha	60	48%	29	
Chadron State College	44	36%	16	
Peru State College	10	50%	5	
Wayne State College	12	33%	4	
Total Public 4-Year Institutions	219		114	51.9%
Central Community College	115	42%	48	
Metropolitan Community College	606	34%	206	
Mid-Plains Community College	49	20%	10	
Northeast Community College	46	62%	29	
Southeast Community College	392	47%	184	
Western Nebraska Community College	215	16%	34	
Total Public 2-Year Community Colleges	1,423		511	35.9%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2004 survey for the first-time freshmen cohorts and the fall 2005 survey for the retention rates (CCPE survey downloads). In the process of preparing the *2012 Progress Report*, significant errors were discovered in the first-time freshmen enrollments reported by Southeast Community College, including the numbers of full-time and part-time, first-time freshmen enrolled in fall 2004. Consequently, the numbers originally reported have been replaced by estimates, based on other data available from Southeast, resulting in community college sector totals and retention rates that are lower than previously reported. See page 185 of the *2007 Progress Report* for information regarding prior data adjustments.

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

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Table A9.3 Continued

Fall 2006 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2005	Retention Rate Fall 2006	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,022	80%	818	
University of Nebraska-Lincoln	3,538	84%	2,972	
University of Nebraska at Omaha	1,696	71%	1,204	
Chadron State College	289	72%	208	
Peru State College	196	60%	118	
Wayne State College	587	70%	411	
Total Public 4-Year Institutions	7,328		5,730	78.2%
Part-Time Freshmen Retention Rates				
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	1,183	72%	852	
Western Nebraska Community College	306	42%	129	
Total Public 2-Year Community Colleges	4,174		2,640	63.2%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	40	60%	24	
University of Nebraska-Lincoln	22	59%	13	
University of Nebraska at Omaha	62	44%	27	
Chadron State College	37	50%	19	
Peru State College	17	59%	10	
Wayne State College	6	50%	3	
Total Public 4-Year Institutions	184		96	52.1%
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	375	61%	229	
Western Nebraska Community College	171	19%	32	
Total Public 2-Year Community Colleges	1,499		586	39.1%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2005 survey for the first-time freshmen cohorts and the fall 2006 survey for the retention rates (CCPE survey downloads). In September 2008, the NSCS changed the 2006 part-time retention rate for Peru State College from 100% to 59%. In the process of preparing the *2012 Progress Report*, significant errors were discovered in the first-time freshmen enrollments reported by Southeast Community College, including the numbers of full-time and part-time, first-time freshmen enrolled in fall 2005. Consequently, the numbers originally reported have been replaced by estimates, based on other data available from Southeast, resulting in community college sector totals and retention rates that are lower than previously reported.

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

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Table A9.3 Continued

Fall 2007 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2006	Retention Rate Fall 2007	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	958	79%	757	
University of Nebraska-Lincoln	3,831	83%	3,180	
University of Nebraska at Omaha	1,639	74%	1,213	
Chadron State College	354	66%	234	
Peru State College	204	50%	102	
Wayne State College	606	75%	455	
Total Public 4-Year Institutions	7,592		5,940	78.2%
Public 2-Year Community Colleges				
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	1,154	64%	739	
Western Nebraska Community College	362	55%	199	
Total Public 2-Year Community Colleges	4,175		2,567	61.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	56	77%	43	
University of Nebraska-Lincoln	18	44%	8	
University of Nebraska at Omaha	66	41%	27	
Chadron State College	12	33%	4	
Peru State College	12	33%	4	
Wayne State College	5	20%	1	
Total Public 4-Year Institutions	169		87	51.5%
Public 2-Year Community Colleges				
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	527	47%	248	
Western Nebraska Community College	95	19%	18	
Total Public 2-Year Community Colleges	1,592		613	38.5%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2006 survey for the first-time freshmen cohorts and the fall 2007 survey for the retention rates (CCPE survey downloads). In the process of preparing the *2012 Progress Report*, significant errors were discovered in the first-time freshmen enrollments reported by Southeast Community College, including the numbers of full-time and part-time, first-time freshmen enrolled in fall 2006. Consequently, the numbers originally reported have been replaced by estimates, based on other data available from Southeast, resulting in community college sector totals and retention rates that are lower than previously reported. (Also see the [Technical Note](#) at the end of [Table A9.3](#).)

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

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Table A9.3 Continued

Fall 2008 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2007	Retention Rate Fall 2008	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	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	
Total Public 4-Year Institutions	8,027		6,209	77.4%
Part-Time Freshmen Retention Rates				
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	1,584	74%	1,172	
Western Nebraska Community College	383	49%	188	
Total Public 2-Year Community Colleges	4,668		2,972	63.7%
Part-Time Freshmen Retention Rates				
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	
Total Public 4-Year Institutions	162		83	51.0%
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	316	70%	221	
Western Nebraska Community College	119	28%	33	
Total Public 2-Year Community Colleges	1,374		561	40.8%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2007 survey for the first-time freshmen cohorts and the fall 2008 survey for the retention rates (CCPE survey downloads). (Also see the [Technical Note](#) at the end of [Table A9.3](#).)

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

Note: As a result of problems with the data reporting system at Southeast Community College (SECC), the numbers of full-time and part-time, first-time freshmen at SECC in fall 2007 were adjusted in August 2012.

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Table A9.3 Continued

Fall 2009 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2008	Retention Rate Fall 2009	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,037	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	
Total Public 4-Year Institutions	8,232		6,465	78.5%
Part-Time Freshmen Retention Rates				
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	1,562	75%	1,172	
Western Nebraska Community College	361	56%	202	
Total Public 2-Year Community Colleges	4,540		2,961	65.2%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	8	38%	3	
University of Nebraska-Lincoln	34	53%	18	
University of Nebraska at Omaha	52	44%	23	
Chadron State College	12	25%	3	
Peru State College	8	100%	8	
Wayne State College	7	29%	2	
Total Public 4-Year Institutions	121		57	47.1%
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	316	73%	231	
Western Nebraska Community College	94	36%	34	
Total Public 2-Year Community Colleges	1,293		586	45.3%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2008 survey for the first-time freshmen cohorts and the fall 2009 survey for the retention rates (CCPE survey downloads). (Also see the [Technical Note](#) at the end of [Table A9.3](#).)

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

Note: As a result of problems with the data reporting system at Southeast Community College (SECC), the numbers of full-time and part-time, first-time freshmen at SECC in fall 2008 were adjusted in August 2012.

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Table A9.3 Continued

Fall 2010 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2009	Retention Rate Fall 2010	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	969	82%	795	
University of Nebraska-Lincoln	3,965	84%	3,331	
University of Nebraska at Omaha	1,753	73%	1,280	
Chadron State College	407	70%	285	
Peru State College	226	61%	138	
Wayne State College	663	68%	451	
Total Public 4-Year Institutions	7,983		6,278	78.6%
Part-Time Freshmen Retention Rates				
Central Community College	890	63%	561	
Metropolitan Community College	984	53%	522	
Mid-Plains Community College	356	55%	196	
Northeast Community College	881	65%	573	
Southeast Community College	1,640	74%	1,214	
Western Nebraska Community College	376	56%	211	
Total Public 2-Year Community Colleges	5,127		3,277	63.9%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	14	50%	7	
University of Nebraska-Lincoln	21	62%	13	
University of Nebraska at Omaha	59	49%	29	
Chadron State College	15	17%	3	
Peru State College	11	55%	6	
Wayne State College	2	No Report	0	
Total Public 4-Year Institutions	122		58	47.5%
Part-Time Freshmen Retention Rates				
Central Community College	235	43%	101	
Metropolitan Community College	679	44%	299	
Mid-Plains Community College	60	38%	23	
Northeast Community College	87	37%	32	
Southeast Community College	291	70%	204	
Western Nebraska Community College	110	38%	42	
Total Public 2-Year Community Colleges	1,462		701	47.9%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2009 survey for the first-time freshmen cohorts and the fall 2010 survey for the retention rates (CCPE survey downloads). (Also see the [Technical Note](#) at the end of [Table A9.3](#).)

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

Note: The numbers of full-time and part-time, first-time freshmen at Southeast Community College (SECC) in fall 2009 did not have to be adjusted as a result of the problems with the data reporting system at SECC.

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Table A9.3 Continued

Fall 2011 Retention Rates¹

Institutions	No. of First-Time Freshmen Fall 2010	Retention Rate Fall 2011	Estimated No. of Students Retained by Calculation ²	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,124	77%	865	
University of Nebraska-Lincoln	4,039	84%	3,393	
University of Nebraska at Omaha	1,720	73%	1,256	
Chadron State College	384	66%	253	
Peru State College	243	53%	129	
Wayne State College	677	68%	460	
Total Public 4-Year Institutions	8,187		6,356	77.6%
Part-Time Freshmen Retention Rates				
Central Community College	853	59%	503	
Metropolitan Community College	1,148	43%	494	
Mid-Plains Community College	401	50%	201	
Northeast Community College	865	63%	545	
Southeast Community College	1,523	63%	959	
Western Nebraska Community College	402	51%	205	
Total Public 2-Year Community Colleges	5,192		2,907	56.0%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	8	25%	2	
University of Nebraska-Lincoln	36	47%	17	
University of Nebraska at Omaha	68	53%	36	
Chadron State College	14	21%	3	
Peru State College	5	20%	1	
Wayne State College	4	25%	1	
Total Public 4-Year Institutions	135		60	44.4%
Central Community College	206	39%	80	
Metropolitan Community College	799	39%	312	
Mid-Plains Community College	56	34%	19	
Northeast Community College	120	31%	37	
Southeast Community College	341	42%	143	
Western Nebraska Community College	85	25%	21	
Total Public 2-Year Community Colleges	1,607		613	38.1%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), the fall 2010 survey for the first-time freshmen cohorts and the fall 2011 survey for the retention rates (CCPE survey downloads). (Also see the [Technical Note](#) at the end of [Table A9.3](#).)

²The total estimated number of students retained equals the number of first-time freshmen multiplied by the retention rate, rounded to the nearest whole number for this table.

Note: As a result of problems with the data reporting system at Southeast Community College (SECC), the numbers of full-time and part-time, first-time freshmen at SECC in fall 2010 were adjusted in August 2012.

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Table A9.3 Continued

Technical Note – Data for State-to-State Comparisons

The estimated retention rates for the six four-year institutions and the six community colleges that are reported in Table A9.3 are based on the retention rate reported by each school multiplied by the number of first-time freshmen who were enrolled the previous fall. The Commission staff continues to use this methodology so that the retention rates reported each year are directly comparable to the rates calculated for fall 2004, which is the baseline for this report.

Beginning with fall 2005 retention rates, the Coordinating Commission has obtained national IPEDS data for comparing the estimated retention rates for Nebraska's public four-year institutions and the state's six community colleges (as reported in Table A9.3) to the rates for other states. For fall 2005 through fall 2009 retention rates, the national data required for these state-to-state comparisons were obtained each year from the National Center for Higher Education Management Systems (NCHEMS). Beginning with the fall 2010 rates, the Commission's database manager obtained the required national data directly from IPEDS.

For the fall 2005 and fall 2006 rate calculations, NCHEMS used the same methodology that the Commission used to calculate the rates reported in Table A9.3. As stated above, this methodology was based on multiplying the retention rate reported by each school by the number of first-time freshmen who were enrolled the previous fall.

Beginning with the fall 2007 national IPEDS data, the retention rate for an institution is determined by dividing the reported number of retained students by the adjusted fall cohort of first time freshmen. The same methodology is used to calculate the retention rates for the major institutional sectors, such as the four-year public colleges and universities, each state, and for the nation as a whole. Using this methodology, the sector rates based on the national data may be slightly different from those reported in Table A9.3.

**Table A9.4
Nebraska First-Time, Full-Time Freshmen Retention Rates by Institution
Fall 2011 Compared to Fall 2004 Baseline¹**

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2010 Full-Time Freshmen Enrolled Fall 2011	Change Since Fall 2004 Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture	73%	63%	-10%
University of Nebraska at Kearney	82%	77%	-5%
University of Nebraska-Lincoln	79%	84%	5%
University of Nebraska at Omaha	75%	73%	-2%
Nebraska State College System			
Chadron State College	73%	66%	-7%
Peru State College	60%	53%	-7%
Wayne State College	70%	68%	-2%
Nebraska Community Colleges			
Central Community College	60%	59%	-1%
Metropolitan Community College	49%	43%	-6%
Mid-Plains Community College	43%	50%	7%
Northeast Community College	67%	63%	-4%
Southeast Community College	68%	63%	-5%
Western Nebraska Community College	50%	51%	1%
Independent Colleges & Universities			
Bellevue University	62%	50%	-12%
BryanLGH College of Health Sciences	No Report	83%	
Clarkson College	90%	79%	-11%
College of Saint Mary	69%	60%	-9%
Concordia University	77%	81%	4%
Creighton University	88%	88%	0%
Dana College	66%	Closed	
Doane College	79%	75%	-4%
Doane College-Lincoln	Not Open	Not Applicable	
Grace University	67%	82%	15%
Hastings College	75%	74%	-1%
Little Priest Tribal College	43%	33%	-10%
Midland Lutheran College	67%	66%	-1%
Nebraska Christian College	63%	68%	5%
Nebraska Indian Community College	No Report	39%	
Nebraska Methodist College of Nursing & Allied Health	87%	92%	5%
Nebraska Wesleyan University	80%	85%	5%
Summit Christian College	71%	75%	4%
Union College	69%	72%	3%
York College	66%	67%	1%

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Table A9.4 Continued

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2010 Full-Time Freshmen Enrolled Fall 2011	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology	90%	Not Applicable	
ITT Technical Institute-Omaha ²	68%	See Footnote	
Kaplan University-Lincoln Campus ²	No Report	See Footnote	
Kaplan University-Omaha Campus ²	43%	See Footnote	
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Myotherapy Institute	90%	55%	-35%
Omaha School of Massage and Healthcare of Herzing University	95%	64%	-31%
The Creative Center ²	83%	79% See Footnote	
Universal College of Healing Arts	Not Open	87%	
University of Phoenix-Omaha Campus	Not Open	36%	
Vatterott College	69%	Closed	
Vatterott College-Spring Valley Campus	69%	59%	-10%
Non-Degree-Granting Career Schools			
Capitol School of Hairstyling	77%	100%	23%
College of Hair Design	96%	65%	-31%
College of Hair Design-East Campus	Not Open	94%	
Fullen School of Hair Design	69%	75%	6%
Josephs College of Beauty-Lincoln	77%	69%	-8%
La'James International College	100%	79%	-21%
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	100%	86%	-14%

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2011 surveys.

Note: "No Report" indicates that the school did not report a retention rate or reported 0%, even though the school enrolled first-time freshmen the prior year.

"Not Applicable" indicates that the school did not enroll freshmen the prior year.

²Due to a change in IPEDS reporting rules, ITT, Kaplan-Lincoln, Kaplan-Omaha, and The Creative Center can no longer report traditional freshmen retention rates. Since they are now four-year schools, they can report retention rates only for bachelor-seeking students, but all or most of their first-time freshmen register for associate-degree programs or programs of less than two years in length.

The Creative Center reported directly to the Commission staff that the school had 34 first-time students in fall 2010 and that 27 (79.4%) re-enrolled in fall 2011.

**Table A9.5
Nebraska First-Time, Part-Time Freshmen Retention Rates by Institution
Fall 2011 Compared to Fall 2004 Baseline¹**

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2010 Part-Time Freshmen Enrolled Fall 2011	Change Since Fall 2004 Baseline Year
University of Nebraska			
Nebraska College of Technical Agriculture	No Report	Not Applicable	
University of Nebraska at Kearney	67%	25%	-42%
University of Nebraska-Lincoln	42%	47%	5%
University of Nebraska at Omaha	49%	53%	4%
Nebraska State College System			
Chadron State College	42%	21%	-21%
Peru State College	67%	20%	-47%
Wayne State College	50%	25%	-25%
Nebraska Community Colleges			
Central Community College	34%	39%	5%
Metropolitan Community College	35%	39%	4%
Mid-Plains Community College	27%	34%	7%
Northeast Community College	42%	31%	-11%
Southeast Community College	42%	42%	0%
Western Nebraska Community College	17%	25%	8%
Independent Colleges & Universities			
Bellevue University	42%	36%	-6%
BryanLGH College of Health Sciences	Not Applicable	100%	
Clarkson College	80%	Not Applicable	
College of Saint Mary	No Report	100%	
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 Open	Not Applicable	
Grace University	57%	60%	3%
Hastings College	Not Applicable	Not Applicable	
Little Priest Tribal College	No Report	13%	
Midland Lutheran College	No Report	Not Applicable	
Nebraska Christian College	Not Applicable	No Report	
Nebraska Indian Community College	No Report	13%	
Nebraska Methodist College of Nursing & Allied Health	Not Applicable	Not Applicable	
Nebraska Wesleyan University	Not Applicable	No Report	
Summit Christian College	100%	Not Applicable	
Union College	1%	No Report	
York College	No Report	Not Applicable	

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Table A9.5 Continued

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2010 Part-Time Freshmen Enrolled Fall 2011	Change Since Fall 2004 Baseline Year
Degree-Granting Career Schools			
Alegent Health School of Radiologic Technology	Not Applicable	Not Applicable	
ITT Technical Institute-Omaha ²	50%	No Report	
Kaplan University-Lincoln Campus ²	Not Applicable	No Report	
Kaplan University-Omaha Campus ²	No Report	No Report	
Mary Lanning Memorial Hospital School of Radiologic Technology	Not Applicable	Not Applicable	
Myotherapy Institute	100%	Not Applicable	
Omaha School of Massage and Healthcare of Herzing University	70%	54%	-16%
The Creative Center ²	Not Applicable	Not Applicable	
Universal College of Healing Arts	Not Open	Not Applicable	
University of Phoenix-Omaha Campus	Not Open	Not Applicable	
Vatterott College	Not Applicable	Closed	
Vatterott College-Spring Valley Campus	Not Applicable	Not Applicable	
Non-Degree-Granting Career Schools			
Capitol School of Hairstyling	16%	87%	71%
College of Hair Design	Not Applicable	Not Applicable	
College of Hair Design-East Campus	Not Open	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	
Regional West Medical Center School of Radiologic Technology	Not Applicable	Not Applicable	
Xenon International School of Hair Design II Inc	Not Applicable	100%	

¹Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 2004 and 2011 surveys.

Note: "No Report" indicates that the school did not report a retention rate or reported 0%, even though the school enrolled first-time freshmen the prior year.

"Not Applicable" indicates that the school did not enroll freshmen the prior year.

²Due to a change in IPEDS reporting rules, ITT, Kaplan-Lincoln, Kaplan-Omaha, and The Creative Center can no longer report traditional freshmen retention rates. Since they are now four-year schools, they can report retention rates only for bachelor-seeking students, but all or most of their first-time freshmen register for associate-degree programs or programs of less than two years in length.

Appendix 10

IPEDS College Graduation Rates

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

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

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

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institution, or drop out of the institution permanently or temporarily.

With or without cohort adjustments, graduation rates based on IPEDS data are estimates of the percentage of full-time, first-time degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates 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.

¹A 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 2010–2011**

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%
2009–2010	16,438	8,401	51.1%
2010–2011	16,606	8,324	50.1%

¹Source: National Center for Education Statistics, fall 2003 through fall 2011 IPEDS surveys.

**Explanatory Note A10.2
Computation and Comparison of College Graduation Rates by Sector**

Table A10.2 and Table A10.3 compare the latest available graduation rates for the six sectors of postsecondary education to the sector rates in 2002–2003, which is the baseline for this report. The schools that comprise the public and independent (not-for-profit) sectors are the same each year. However, since 2007, the following three for-profit/career schools have changed from non-degree granting to degree-granting status: Alegent Health School of Radiologic Technology, Mary Lanning Memorial Hospital School of Radiologic Technology, and Omaha School of Massage and Healthcare of Herzing University (formerly known as Omaha School of Massage Therapy).

For the comparisons shown in Table A10.2 and Table A10.3, the sector rates for the degree-granting, for-profit/career schools for 2002–2003 and 2010–2011 are computed including Alegent, Mary Lanning, and Herzing, so that these sector rates reflect the graduation rates of the same series of schools. For this comparison, the sector rates for the non-degree-granting, for-profit/career schools for 2002–2003 and 2010–2011 are computed excluding Alegent, Mary Lanning, and Herzing, even though these schools were non-degree granting as of fall 2003.

Table A10.4a through Table A10.4h summarize the graduation rate data by sector and by institution for each year since 2002–2003. In each of these tables, the for-profit/career schools are listed as degree granting or non-degree granting based on how they were classified at the time the graduation rate data for the year was collected.

Table A10.2
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2010–2011 Compared to 2002–2003 Baseline¹

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
University of Nebraska	5,500	2,872	52.2%	
Nebraska State College System	1,306	562	43.0%	
Nebraska Community Colleges	4,564	1,723	37.8%	
Total Public Institutions	11,370	5,157	45.4%	
Independent Colleges and Universities	3,283	1,870	57.0%	
Degree-Granting For-Profit/Career Schools ²	1,104	480	43.5%	
Non-Degree-Granting For-Profit/Career Schools ²	541	385	71.2%	
Total Reporting Institutions	16,298	7,892	48.4%	
2010–2011				Increase or Decrease in Grad Rate
University of Nebraska	6,327	3,751	59.3%	7.1%
Nebraska State College System	1,133	506	44.7%	1.6%
Nebraska Community Colleges	4,269	1,239	29.0%	-8.7%
Total Public Institutions	11,729	5,496	46.9%	1.5%
Independent Colleges and Universities	3,092	1,884	60.9%	4.0%
Degree-Granting For-Profit/Career Schools ²	1,175	534	45.4%	2.0%
Non-Degree-Granting For-Profit/Career Schools ²	610	410	67.2%	-4.0%
Total Reporting Institutions	16,606	8,324	50.1%	1.7%

¹Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys.

²All 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 and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.

The for-profit 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: 2010–2011 Compared to 2002–2003 Baseline¹

Institutions are listed alphabetically within each sector.
 See Table A10.4a and Table A10.4i for supporting data.

Institution	2002–2003 Grad Rate	2010–2011 Grad Rate	Increase or Decrease in Grad Rate ²
University of Nebraska	52.2%	59.3%	7.1%
Nebraska College of Technical Agriculture	62.6%	62.6%	0.0%
University of Nebraska at Kearney	46.7%	60.6%	13.9%
University of Nebraska-Lincoln	59.5%	66.7%	7.2%
University of Nebraska at Omaha	36.4%	42.8%	6.5%
Nebraska State College System	43.0%	44.7%	1.6%
Chadron State College	46.9%	45.6%	-1.3%
Peru State College	31.4%	25.8%	-5.6%
Wayne State College	45.4%	50.9%	5.5%
Nebraska Community Colleges	37.8%	29.0%	-8.7%
Central Community College	38.6%	33.4%	-5.2%
Metropolitan Community College	15.2%	13.1%	-2.1%
Mid-Plains Community College	32.9%	35.4%	2.5%
Northeast Community College	48.7%	45.7%	-3.1%
Southeast Community College	44.2%	27.1%	-17.1%
Western Nebraska Community College	21.9%	27.4%	5.5%
Nebraska Independent Colleges and Universities	57.0%	60.9%	4.0%
Bellevue University	18.5%	37.0%	18.5%
BryanLGH College of Health Sciences	0.0%	N/A	N/A
Clarkson College	47.2%	58.8%	11.6%
College of Saint Mary	35.9%	40.5%	4.6%
Concordia University	58.1%	52.6%	-5.5%
Creighton University	71.1%	77.3%	6.3%
Dana College	53.7%	N/A	N/A
Doane College	60.4%	63.3%	2.9%
Doane College-Lincoln	N/A	N/A	N/A
Grace University	41.2%	32.1%	-9.1%
Hastings College	64.2%	56.1%	-8.1%
Little Priest Tribal College	6.3%	0.0%	-6.3%
Midland Lutheran College	46.1%	44.2%	-1.9%
Nebraska Christian College	34.5%	53.7%	19.1%
Nebraska Indian Community College	35.3%	11.8%	-23.5%
Nebraska Methodist College of Nursing & Allied Health	45.5%	78.4%	32.9%
Nebraska Wesleyan University	63.8%	63.5%	-0.3%
Summit Christian College	59.1%	70.0%	10.9%
Union College	53.3%	54.0%	0.7%
York College	44.4%	42.7%	-1.7%
Total Nebraska Public and Independent Colleges and Universities	48.0%	49.8%	1.8%

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Table A10.3 Continued

Institution	2002–2003 Grad Rate	2010–2011 Grad Rate	Increase or Decrease in Grad Rate
Note: The for-profit/career schools are listed as degree granting or non-degree granting based on their classification as of fall 2011.			
Degree-Granting For-Profit/Career Schools³	43.5%	45.4%	2.0%
Alegent Health School of Radiologic Technology ⁴	100.0%	N/A	N/A
ITT Technical Institute-Omaha	43.1%	16.1%	-27.0%
Kaplan University-Lincoln Campus ⁵	24.9%	36.6%	11.7%
Kaplan University-Omaha Campus ⁵	37.0%	51.1%	14.1%
Mary Lanning Memorial Hospital School of Radiologic Technology ⁴	N/A	N/A	N/A
Myotherapy Institute	N/A	81.5%	N/A
Omaha School of Massage and Healthcare of Herzing University ⁶	82.1%	68.4%	-13.7%
The Creative Center	61.2%	89.7%	28.5%
Universal College of Healing Arts	N/A	86.4%	N/A
University of Phoenix-Omaha Campus	N/A	10.0%	N/A
Vatterott College	35.0%	N/A	N/A
Vatterott College-Spring Valley Campus	72.0%	44.1%	-27.8%
Non-Degree-Granting For-Profit/Career Schools³	71.2%	67.2%	-4.0%
Capitol School of Hairstyling	87.0%	100.0%	13.0%
College of Hair Design	61.8%	76.0%	14.2%
College of Hair Design-East Campus	NA	N/A	N/A
Fullen School of Hair Design	N/A	78.4%	N/A
Josephs College of Beauty-Lincoln	57.1%	55.7%	-1.5%
La'James International College	89.4%	61.0%	-28.4%
Regional West Medical Center School of Radiologic Technology	N/A	N/A	N/A
Xenon International Academy II Inc	84.1%	71.3%	-12.7%
STATE TOTAL	48.4%	50.1%	1.7%

¹Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys.

²A 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.

³All 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.

⁴Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.

⁵Hamilton College became Kaplan University as of October 30, 2007.

⁶Omaha 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 A10.4a
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2002–2003¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
University of Nebraska	5,500	2,872	52.2%
Nebraska College of Technical Agriculture	115	72	62.6%
University of Nebraska at Kearney	1,005	469	46.7%
University of Nebraska at Lincoln	3,195	1,900	59.5%
University of Nebraska at Omaha	1,185	431	36.4%
Nebraska State College System	1,306	562	43.0%
Chadron State College	341	160	46.9%
Peru State College	258	81	31.4%
Wayne State College	707	321	45.4%
Nebraska Community Colleges	4,564	1,723	37.8%
Central Community College	490	189	38.6%
Metropolitan Community College	619	94	15.2%
Mid Plains Community College	498	164	32.9%
Northeast Community College	759	370	48.7%
Southeast Community College	1,901	841	44.2%
Western Nebraska Community College	297	65	21.9%
Nebraska Independent Colleges and Universities	3,283	1,870	57.0%
Bellevue University	108	20	18.5%
BryanLGH College of Health Sciences	1	0	0.0%
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%
Total Nebraska Public and Independent Colleges and Universities	14,653	7,027	48.0%

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Table A10.4a Continued (2002-2003)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
Degree-Granting For-Profit/Career Schools			
2002-2003 baseline graduation rate for comparison to the 2009-2010 rate (including Alegent, Omaha School of Massage Therapy, and Mary Lanning, which became degree-granting in 2007, 2009 and 2010, respectively)	1,104	480	43.5%
Graduation rate for the schools classified as degree-granting in 2002-2003 and listed below	1,000	393	39.3%
Hamilton College-Lincoln Campus ²	325	81	24.9%
Hamilton College-Omaha Campus ²	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%
Non-Degree-Granting For-Profit/Career Schools³			
2002-2003 baseline graduation rate for comparison to the 2009-2010 rate (excluding Alegent, Omaha School of Massage Therapy, and Mary Lanning, which became degree-granting in 2007, 2009 and 2010, respectively)	541	385	71.2%
Graduation rate for the schools classified as non- degree-granting in 2002-2003 and listed below	645	472	73.2%
Alegent Health School of Radiologic Technology	9	9	100.0%
Capitol School of Hairstyling	69	60	87.0%
College of Hair Design	76	47	61.8%
Fullen School of Hair Design	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 ⁴	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%
Total For-Profit/Career Schools	1,645	865	52.6%
State Total	16,298	7,892	48.4%
¹ Source: National Center for Education Statistics, fall 2003 IPEDS data collection. ² Hamilton College became Kaplan University as of October 30, 2007. ³ All of the schools in this category are operated for profit except for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. ⁴ 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: 2003–2004¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
University of Nebraska	5,761	3,170	55.0%
Nebraska College of Technical Agriculture	90	54	60.0%
University of Nebraska at Kearney	1,022	565	55.3%
University of Nebraska at Lincoln	3,353	2,064	61.6%
University of Nebraska at Omaha	1,296	487	37.6%
Nebraska State College System	1,231	560	45.5%
Chadron State College	318	149	46.9%
Peru State College	213	86	40.4%
Wayne State College	700	325	46.4%
Nebraska Community Colleges	4,825	1,584	32.8%
Central Community College	395	112	28.4%
Metropolitan Community College	691	88	12.7%
Mid Plains Community College	449	195	43.4%
Northeast Community College	742	396	53.4%
Southeast Community College	2,241	720	32.1%
Western Nebraska Community College	307	73	23.8%
Nebraska Independent Colleges and Universities	3,268	1,949	59.6%
Bellevue University	89	24	27.0%
BryanLGH College of Health Sciences	1	0	0.0%
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%
Total Nebraska Public and Independent Colleges and Universities	15,085	7,263	48.1%

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Table A10.4b Continued (2003-2004)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
Degree-Granting For-Profit/Career Schools	561	267	47.6%
Hamilton College-Lincoln Campus ²	114	32	28.1%
Hamilton College-Omaha Campus ²	51	20	39.2%
ITT Technical Institute-Omaha	42	15	35.7%
Myotherapy Institute ³	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%
Non-Degree-Granting For-Profit/Career Schools⁴	636	424	66.7%
Alegent Health School of Radiologic Technology ⁵	6	6	100.0%
Capitol School of Hairstyling	75	33	44.0%
College of Hair Design	103	72	69.9%
Fullen School of Hair Design ³	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 ⁵	0	0	Not applicable
Omaha School of Massage Therapy ⁶	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%
Total For-Profit/Career Schools	1,197	691	57.7%
State Total	16,282	7,954	48.9%
<p>¹Source: National Center for Education Statistics, fall 2004 IPEDS data collection.</p> <p>²Hamilton College became Kaplan University as of October 30, 2007.</p> <p>³Myotherapy Institute and Fullen School of Hair Design conferred degrees and awards for the first time in 2003-2004.</p> <p>⁴All 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>⁵Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.</p> <p>⁶Omaha 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 A10.4c
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2004–2005¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
University of Nebraska	6,221	3,486	56.0%
Nebraska College of Technical Agriculture	117	68	58.1%
University of Nebraska at Kearney	1,035	571	55.2%
University of Nebraska at Lincoln	3,592	2,279	63.4%
University of Nebraska at Omaha	1,477	568	38.5%
Nebraska State College System	1,241	548	44.2%
Chadron State College	392	184	46.9%
Peru State College	191	85	44.5%
Wayne State College	658	279	42.4%
Nebraska Community Colleges	5,165	1,749	33.9%
Central Community College	337	92	27.3%
Metropolitan Community College	791	75	9.5%
Mid Plains Community College	464	165	35.6%
Northeast Community College	714	382	53.5%
Southeast Community College	2,499	944	37.8%
Western Nebraska Community College	360	91	25.3%
Nebraska Independent Colleges and Universities	3,260	1,937	59.4%
Bellevue University	95	27	28.4%
BryanLGH College of Health Sciences	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%
Total Nebraska Public and Independent Colleges and Universities	15,887	7,720	48.6%

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Table A10.4c Continued (2004-2005)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
Degree-Granting For-Profit/Career Schools	808	407	50.4%
Hamilton College-Lincoln Campus ²	179	75	41.9%
Hamilton College-Omaha Campus ²	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 ³	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%
Non-Degree-Granting For-Profit/Career Schools⁴	929	675	72.7%
Alegent Health School of Radiologic Technology ⁵	13	13	100.0%
Capitol School of Hairstyling	74	20	27.0%
College of Hair Design	69	55	79.7%
Fullen School of Hair Design	40	21	52.5%
Josephs College of Beauty-Lincoln	284	169	59.5%
La'James International College	97	86	88.7%
Mary Lanning Memorial Hospital School of Radiologic Technology ⁵	0	0	Not applicable
Omaha School of Massage Therapy ⁶	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%
Total For-Profit/Career Schools	1,737	1,082	62.3%
State Total	17,624	8,802	49.9%
<p>¹Source: National Center for Education Statistics, fall 2005 IPEDS data collection.</p> <p>²Hamilton College became Kaplan University as of October 30, 2007.</p> <p>³According to the 2006 IPEDS Completions Survey, Universal College of Healing Arts first conferred degrees in 2005-2006.</p> <p>⁴All 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>⁵Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.</p> <p>⁶Omaha 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 A10.4d
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2005–2006¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
University of Nebraska	6,174	3,392	54.9%
Nebraska College of Technical Agriculture	63	32	50.8%
University of Nebraska at Kearney	996	516	51.8%
University of Nebraska at Lincoln	3,598	2,236	62.1%
University of Nebraska at Omaha	1,517	608	40.1%
Nebraska State College System	1,251	590	47.2%
Chadron State College	427	193	45.2%
Peru State College	201	73	36.3%
Wayne State College	623	324	52.0%
Nebraska Community Colleges	5,458	1,717	31.5%
Central Community College	371	118	31.8%
Metropolitan Community College	825	89	10.8%
Mid Plains Community College	419	173	41.3%
Northeast Community College	742	372	50.1%
Southeast Community College	2,763	888	32.1%
Western Nebraska Community College	338	77	22.8%
Nebraska Independent Colleges and Universities	3,409	2,130	62.5%
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 ²	26	16	61.5%
Grace University ³	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%
Total Nebraska Public and Independent Colleges and Universities²	16,292	7,829	48.1%

Continued on the next page.

Table A10.4d Continued (2005-2006)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
Degree-Granting For-Profit/Career Schools	1,013	561	55.4%
Hamilton College-Lincoln Campus ⁴	254	108	42.5%
Hamilton College-Omaha Campus ⁴	224	76	33.9%
ITT Technical Institute-Omaha	59	26	44.1%
Myotherapy Institute	43	43	100.0%
The Creative Center	67	61	91.0%
Universal College of Healing Arts ⁵	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%
Non-Degree-Granting For-Profit/Career Schools⁶	788	577	73.2%
Alegent Health School of Radiologic Technology ⁷	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 ⁷	0	0	Not applicable
Omaha School of Massage Therapy ⁸	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%
Total For-Profit/Career Schools	1,801	1,138	63.2%
State Total	18,093	8,967	49.6%
<p>¹Source: National Center for Education Statistics, fall 2006 IPEDS data collection.</p> <p>²Doane College-Lincoln and Universal College of Healing Arts first conferred degrees in 2005-2006.</p> <p>³Grace 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>⁴Hamilton College became Kaplan University as of October 30, 2007.</p> <p>⁵According to the 2006 IPEDS Completions Survey, Universal College of Healing Arts first conferred degrees in 2005-2006.</p> <p>⁶All 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>⁷Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.</p> <p>⁸Omaha 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: 2006–2007¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
University of Nebraska	6,210	3,508	56.5%
Nebraska College of Technical Agriculture	104	47	45.2%
University of Nebraska at Kearney	1,038	599	57.7%
University of Nebraska at Lincoln	3,480	2,206	63.4%
University of Nebraska at Omaha	1,588	656	41.3%
Nebraska State College System	1,157	487	42.1%
Chadron State College	388	174	44.8%
Peru State College	186	43	23.1%
Wayne State College	583	270	46.3%
Nebraska Community Colleges	4,920	1,520	30.9%
Central Community College	391	127	32.5%
Metropolitan Community College	742	99	13.3%
Mid Plains Community College	328	115	35.1%
Northeast Community College	774	395	51.0%
Southeast Community College	2,350	704	30.0%
Western Nebraska Community College	335	80	23.9%
Nebraska Independent Colleges and Universities	3,200	1,916	59.9%
Bellevue University	137	26	19.0%
BryanLGH College of Health Sciences	0	0	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	Not applicable
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%
Total Nebraska Public and Independent Colleges and Universities	15,487	7,431	48.0%

Continued on the next page.

Table A10.4e Continued (2006-2007)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
Degree-Granting For-Profit/Career Schools²	785	427	54.4%
Alegent Health School of Radiologic Technology ³	0	0	Not applicable
ITT Technical Institute-Omaha	146	72	49.3%
Hamilton College-Lincoln Campus ⁴	222	96	43.2%
Hamilton College-Omaha Campus ⁴	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 ⁵	0	0	Not applicable
Vatterott College	0	0	Not applicable
Vatterott College-Spring Valley Campus	97	44	45.4%
Non-Degree-Granting For-Profit/Career Schools²	677	470	69.4%
Capitol School of Hairstyling	85	74	87.1%
College of Hair Design	86	50	58.1%
Fullen School of Hair Design	13	13	100.0%
Josephs College of Beauty-Lincoln	268	146	54.5%
La'James International College	93	76	81.7%
Mary Lanning Memorial Hospital School of Radiologic Technology ³	0	0	Not applicable
Omaha School of Massage Therapy ⁶	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%
Total For-Profit/Career Schools²	1,462	897	61.4%
State Total	16,949	8,328	49.1%
<p>¹Source: National Center for Education Statistics, fall 2007 IPEDS data collection.</p> <p>²All 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>³Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.</p> <p>⁴Hamilton College became Kaplan University as of October 30, 2007.</p> <p>⁵University of Phoenix-Omaha Campus first conferred degrees in 2006-2007.</p> <p>⁶Omaha 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: 2007–2008¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
University of Nebraska	6,374	3,659	57.4%
Nebraska College of Technical Agriculture	136	73	53.7%
University of Nebraska at Kearney	1,022	600	58.7%
University of Nebraska at Lincoln	3,615	2,304	63.7%
University of Nebraska at Omaha	1,601	682	42.6%
Nebraska State College System	1,179	542	46.0%
Chadron State College	406	200	49.3%
Peru State College	171	56	32.7%
Wayne State College	602	286	47.5%
Nebraska Community Colleges	4,446	1,450	32.6%
Central Community College	690	223	32.3%
Metropolitan Community College	854	117	13.7%
Mid Plains Community College	237	117	49.4%
Northeast Community College	808	397	49.1%
Southeast Community College	1,551	525	33.8%
Western Nebraska Community College	306	71	23.2%
Nebraska Independent Colleges and Universities	3,269	1,940	59.3%
Bellevue University	143	9	6.3%
BryanLGH College of Health Sciences	0	0	Not applicable
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%
Total Nebraska Public and Independent Colleges and Universities	15,268	7,591	49.7%

Continued on the next page.

Table A10.4f Continued (2007-2008)

Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
Degree-Granting For-Profit/Career Schools²	712	370	52.0%
Alegent Health School of Radiologic Technology ³	0	0	Not applicable
ITT Technical Institute-Omaha	54	27	50.0%
Kaplan University-Lincoln Campus ⁴	197	66	33.5%
Kaplan University-Omaha Campus ⁴	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	Not applicable
Vatterott College	0	0	Not applicable
Vatterott College-Spring Valley Campus	201	102	50.7%
Non-Degree-Granting For-Profit/Career Schools²	797	582	73.0%
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 ³	0	0	Not applicable
Omaha School of Massage Therapy ⁵	104	94	90.4%
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	131	105	80.2%
Total For-Profit/Career Schools²	1,509	952	63.1%
State Total	16,777	8,543	50.9%

¹Source: National Center for Education Statistics, fall 2008 IPEDS data collection.

²All 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.

³Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.

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

⁵Omaha 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 A10.4g
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2008–2009¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2008–2009 Graduation Rate
University of Nebraska	6,233	3,607	57.9%
Nebraska College of Technical Agriculture	117	55	47.0%
University of Nebraska at Kearney	1,012	599	59.2%
University of Nebraska at Lincoln	3,639	2,298	63.1%
University of Nebraska at Omaha	1,465	655	44.7%
Nebraska State College System	1,181	523	44.3%
Chadron State College	395	151	38.2%
Peru State College	188	72	38.3%
Wayne State College	598	300	50.2%
Nebraska Community Colleges	4,594	1,290	28.1%
Central Community College	743	218	29.3%
Metropolitan Community College	908	113	12.4%
Mid Plains Community College	243	105	43.2%
Northeast Community College	742	339	45.7%
Southeast Community College	1,596	431	27.0%
Western Nebraska Community College	362	84	23.2%
Nebraska Independent Colleges and Universities	3,517	2,110	60.0%
Bellevue University (See NOTE)	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	Not applicable
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%
Total Nebraska Public and Independent Colleges and Universities	15,525	7,530	48.5%

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Table A10.4g Continued (2008-2009)

Institution	No. of Students in Cohort	No. Who Completed Degrees	2008–2009 Graduation Rate
Degree-Granting For-Profit/Career Schools²	1,662	735	44.2%
Alegent Health School of Radiologic Technology ³	0	0	N/A
ITT Technical Institute-Omaha	97	39	40.2%
Kaplan University-Lincoln Campus ⁴	595	202	33.9%
Kaplan University-Omaha Campus ⁴	701	302	43.1%
Myotherapy Institute	32	32	100.0%
Omaha School of Massage and Healthcare of Herzing University ⁵	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	Not applicable
Vatterott College	0	0	Not applicable
Vatterott College-Spring Valley Campus	91	48	52.7%
Non-Degree-Granting For-Profit/Career Schools²	841	560	66.6%
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 ³	0	0	Not applicable
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	124	97	78.2%
Total For-Profit/Career Schools²	2,503	1,295	51.7%
State Total	18,028	8,825	49.0%

¹Source: National Center for Education Statistics, fall 2009 IPEDS data collection.

²All 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.

³Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.

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

⁵Omaha 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.

NOTE: Bellevue University submitted new graduation rate data for 2008–2009 through the IPEDS data revision system in 2010–2011. The new data were downloaded to the CCPE data base. According to the new data, the 2008–2009 cohort consisted of 223 students with 90 of these students completing degree programs for a graduation rate of 40.4%. The effects of this change on the graduation rates for the sector, state, and racial/ethnic groups are recorded in the following EXCEL workbook stored with the records for the 2011 *Progress Report*: Bellevue Revision_1_Grd_Rt_GrAYrInstAChrtGrdt2011.xlsx.

**Table A10.4h
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2009–2010¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2009–2010 Graduation Rate
University of Nebraska	5,969	3,444	57.7%
Nebraska College of Technical Agriculture	95	48	50.5%
University of Nebraska at Kearney	1,061	611	57.6%
University of Nebraska-Lincoln	3,236	2,078	64.2%
University of Nebraska at Omaha	1,577	707	44.8%
Nebraska State College System	1,141	512	44.9%
Chadron State College	372	170	45.7%
Peru State College	217	80	36.9%
Wayne State College	552	262	47.5%
Nebraska Community Colleges	4,018	1,223	30.4%
Central Community College	706	233	33.0%
Metropolitan Community College	976	110	11.3%
Mid-Plains Community College	245	79	32.2%
Northeast Community College	779	383	49.2%
Southeast Community College	931	351	37.7%
Western Nebraska Community College	381	67	17.6%
Nebraska Independent Colleges and Universities	3,193	1,983	62.1%
Bellevue University	121	31	25.6%
BryanLGH College of Health Sciences	0	0	Not applicable
Clarkson College	19	9	47.4%
College of Saint Mary	101	47	46.5%
Concordia University	278	166	59.7%
Creighton University	968	743	76.8%
Dana College ²	0	0	Not applicable
Doane College	303	168	55.4%
Doane College-Lincoln	0	0	Not applicable
Grace University	57	25	43.9%
Hastings College	289	187	64.7%
Little Priest Tribal College	21	1	4.8%
Midland Lutheran College	252	132	52.4%
Nebraska Christian College	41	29	70.7%
Nebraska Indian Community College	18	4	22.2%
Nebraska Methodist College of Nursing & Allied Health	34	28	82.4%
Nebraska Wesleyan University	428	278	65.0%
Summit Christian College	9	5	55.6%
Union College	148	84	56.8%
York College	106	46	43.4%
Total Nebraska Public and Independent Colleges and Universities	14,321	7,162	50.0%

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Table A10.4h Continued (2009–2010)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2009–2010 Graduation Rate
Degree-Granting For-Profit/Career Schools³	1,681	853	50.7%
Alegent Health School of Radiologic Technology ⁴	0	0	Not applicable
ITT Technical Institute-Omaha	97	36	37.1%
Kaplan University-Lincoln Campus ⁵	426	123	28.9%
Kaplan University-Omaha Campus ⁵	561	252	44.9%
Mary Lanning Memorial Hospital School of Radiologic Technology ⁴	0	0	Not applicable
Myotherapy Institute	27	27	100.0%
Omaha School of Massage and Healthcare of Herzing University ⁶	42	32	76.2%
The Creative Center	51	33	64.7%
Universal College of Healing Arts	26	22	84.6%
University of Phoenix-Omaha Campus	0	0	Not applicable
Vatterott College	0	0	Not applicable
Vatterott College-Spring Valley Campus	451	328	72.7%
Non-Degree-Granting For-Profit/Career Schools³	436	386	88.5%
Capitol School of Hairstyling	98	85	86.7%
College of Hair Design	77	61	79.2%
Fullen School of Hair Design	12	9	75.0%
Josephs College of Beauty-Lincoln ⁷	104	103	99.0%
La'James International College	43	27	62.8%
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	102	101	99.0%
Total For-Profit/Career Schools³	2,117	1,239	58.5%
State Total	16,438	8,401	51.1%
<p>¹Source: National Center for Education Statistics, fall 2010 IPEDS data collection.</p> <p>²Dana College was closed in August 2010 and did not report to IPEDS thereafter.</p> <p>³All 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>⁴Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.</p> <p>⁵Hamilton College became Kaplan University as of October 30, 2007.</p> <p>⁶Omaha 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> <p>⁷The reported graduation rate of 99.0% for Joseph's college is incorrect. Due to problems with the college's data system, which has been replaced, the correct rate is not known, but it probably is in the range of 55% to 60%.</p>			

**Table A10.4i
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Institution: 2010–2011¹**

Institution	No. of Students in Cohort	No. Who Completed Degrees	2010–2011 Graduation Rate
University of Nebraska	6,327	3,751	59.3%
Nebraska College of Technical Agriculture	91	57	62.6%
University of Nebraska at Kearney	1,013	614	60.6%
University of Nebraska-Lincoln	3,533	2,356	66.7%
University of Nebraska at Omaha	1,690	724	42.8%
Nebraska State College System	1,133	506	44.7%
Chadron State College	333	152	45.6%
Peru State College	213	55	25.8%
Wayne State College	587	299	50.9%
Nebraska Community Colleges	4,269	1,239	29.0%
Central Community College	755	252	33.4%
Metropolitan Community College	876	115	13.1%
Mid-Plains Community College	254	90	35.4%
Northeast Community College	725	331	45.7%
Southeast Community College	1,298	352	27.1%
Western Nebraska Community College	361	99	27.4%
Nebraska Independent Colleges and Universities	3,092	1,884	60.9%
Bellevue University	54	20	37.0%
BryanLGH College of Health Sciences	0	0	Not applicable
Clarkson College	17	10	58.8%
College of Saint Mary	79	32	40.5%
Concordia University	289	152	52.6%
Creighton University	970	750	77.3%
Dana College	0	0	Not applicable
Doane College	256	162	63.3%
Doane College-Lincoln	0	0	Not applicable
Grace University	56	18	32.1%
Hastings College	312	175	56.1%
Little Priest Tribal College	21	0	0.0%
Midland Lutheran College	249	110	44.2%
Nebraska Christian College	41	22	53.7%
Nebraska Indian Community College	17	2	11.8%
Nebraska Methodist College of Nursing & Allied Health	37	29	78.4%
Nebraska Wesleyan University	406	258	63.5%
Summit Christian College	10	7	70.0%
Union College	161	87	54.0%
York College	117	50	42.7%
Total Nebraska Public and Independent Colleges and Universities	14,821	7,380	49.8%

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Table A10.4i Continued (2010–2011)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2010–2011 Graduation Rate
Degree-Granting For-Profit/Career Schools²	1,175	534	45.4%
Alegent Health School of Radiologic Technology ³	0	0	Not applicable
ITT Technical Institute-Omaha	93	15	16.1%
Kaplan University-Lincoln Campus ⁴	246	90	36.6%
Kaplan University-Omaha Campus ⁴	309	158	51.1%
Mary Lanning Memorial Hospital School of Radiologic Technology ³	0	0	Not applicable
Myotherapy Institute	27	22	81.5%
Omaha School of Massage and Healthcare of Herzing University ⁵	38	26	68.4%
The Creative Center	29	26	89.7%
Universal College of Healing Arts	22	19	86.4%
University of Phoenix-Omaha Campus	10	1	10.0%
Vatterott College	0	0	Not applicable
Vatterott College-Spring Valley Campus	401	177	44.1%
Non-Degree-Granting For-Profit/Career Schools²	610	410	67.2%
Capitol School of Hairstyling	59	59	100.0%
College of Hair Design	50	38	76.0%
College of Hair Design-East Campus	0	0	Not applicable
Fullen School of Hair Design	37	29	78.4%
Josephs College of Beauty-Lincoln	273	152	55.7%
La'James International College	41	25	61.0%
Regional West Medical Center School of Radiologic Technology	0	0	Not applicable
Xenon International School of Hair Design II Inc	150	107	71.3%
Total For-Profit/Career Schools²	1,785	944	52.9%
State Total	16,606	8,324	50.1%
<p>¹Source: National Center for Education Statistics, fall 2011 IPEDS data collection.</p> <p>²Dana College was closed in August 2010 and did not report to IPEDS thereafter.</p> <p>³All 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>⁴Alegent Health School of Radiologic Technology and Mary Lanning Memorial Hospital School of Radiologic Technology became classified as a degree-granting schools beginning fall 2007 and fall 2010, respectively.</p> <p>⁵Hamilton College became Kaplan University as of October 30, 2007.</p> <p>⁶Omaha 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
2010–2011 Compared to 2002–2003 Baseline¹**

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
White (non-Hispanic)	14,369	7,206	50.1%	
Asian/Pacific Islander	290	153	52.8%	
Hispanic	360	120	33.3%	
Native American	135	31	23.0%	
Black (non-Hispanic)	565	163	28.8%	
Total Known Race/Ethnicity	15,719	7,673	48.8%	
2010–2011				Increase or Decrease in Grad Rate
White (non-Hispanic)	13,685	7,190	52.5%	2.4%
Asian/Pacific Islander	378	216	57.1%	4.4%
Hispanic	714	259	36.3%	2.9%
Native American	155	44	28.4%	5.4%
Black (non-Hispanic)	817	268	32.8%	4.0%
Total Known Race/Ethnicity	15,749	7,977	50.7%	1.8%

¹Source: National Center for Education Statistics, fall 2003 and fall 2011 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. As a result, the total graduation rate of 48.8% for 2002–2003 is higher than the statewide rates of 48.4%, which is based on the total number of cohorts and completers, including foreign students and students of unknown race/ethnicity. For 2010-2011, the total graduation rate of 50.7% is higher than the statewide rates of 50.1%, which is 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 2010–2011¹**

Year	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)
2002–03	50.1%	52.8%	33.3%	23.0%	28.8%
2003–04	50.6%	49.2%	35.4%	37.3%	25.8%
2004–05	51.6%	49.3%	32.6%	24.2%	30.3%
2005–06	51.1%	49.2%	39.6%	21.6%	31.6%
2006–07	50.8%	51.9%	32.5%	26.2%	32.4%
2007–08	52.4%	56.4%	37.4%	25.2%	31.9%
2008–09	51.1%	56.1%	33.0%	18.4%	32.8%
2009–10	53.1%	53.1%	53.1%	53.1%	53.1%
2010–11	52.5%	57.1%	36.3%	28.4%	32.8%

¹Source: National Center for Education Statistics, fall 2003 through fall 2011 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
2010–2011 Compared to 2002–2003 Baseline¹

Race/Ethnicity	2002–2003		2010–2011		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
University of Nebraska					
White (non-Hispanic)	2,631	54.6%	3,261	61.0%	6.4%
Asian/Pacific Islander	34	38.2%	88	57.9%	19.7%
Hispanic	32	30.5%	113	48.7%	18.2%
Native American	5	15.6%	19	51.4%	35.7%
Black (non-Hispanic)	36	24.5%	71	36.6%	12.1%
Total Known	2,738		3,552		
Nebraska State College System					
White (non-Hispanic)	525	44.6%	462	46.0%	1.4%
Asian/Pacific Islander	5	50.0%	5	38.5%	-11.5%
Hispanic	4	26.7%	9	50.0%	23.3%
Native American	5	25.0%	2	15.4%	-9.6%
Black (non-Hispanic)	4	14.3%	10	27.8%	13.5%
Total	543		488		
Community Colleges					
White (non-Hispanic)	1,625	39.7%	1,115	31.7%	-8.0%
Asian/Pacific Islander	11	22.4%	20	23.5%	1.1%
Hispanic	23	18.0%	48	17.6%	-0.3%
Native American	7	23.3%	0	0.0%	-23.3%
Black (non-Hispanic)	21	14.8%	21	10.6%	-4.2%
Total	1,687		1,204		
Independent Colleges & Universities					
White (non-Hispanic)	1,667	57.7%	1,645	64.4%	6.7%
Asian/Pacific Islander	96	75.6%	88	80.7%	5.1%
Hispanic	42	58.3%	45	45.0%	-13.3%
Native American	10	24.4%	14	22.6%	-1.8%
Black (non-Hispanic)	32	43.2%	48	47.1%	3.8%
Total	1,847		1,840		

Continued on the next page.

Table A10.6 Continued					
Race/Ethnicity	2002–2003		2010–2011		Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
Note: The rates within the for-profit/career school sectors for 2002-2003 and 2010-2011 are calculated based on how the schools were classified as degree granting or non-degree granting as of fall 2011.					
Degree-Granting For-Profit/Career Schools					
White (non-Hispanic)	419	45.5%	383	48.7%	3.2%
Asian/Pacific Islander	5	45.5%	7	70.0%	24.5%
Hispanic	9	36.0%	15	29.4%	-6.6%
Native American	2	33.3%	4	57.1%	23.8%
Black (non-Hispanic)	44	32.4%	85	37.8%	5.4%
Total	479		494		
Non-Degree-Granting For-Profit/Career Schools					
White (non-Hispanic)	339	72.1%	324	68.2%	-3.9%
Asian/Pacific Islander	2	50.0%	8	88.9%	38.9%
Hispanic	10	66.7%	29	70.7%	4.1%
Native American	2	33.3%	5	71.4%	38.1%
Black (non-Hispanic)	26	68.4%	33	54.1%	-14.3%
Total	379		399		
Total Nebraska Postsecondary Institutions					
White (non-Hispanic)	7,206	50.1%	7,190	52.5%	2.4%
Asian/Pacific Islander	153	52.8%	216	57.1%	4.4%
Hispanic	120	33.3%	259	36.3%	2.9%
Native American	31	23.0%	44	28.4%	5.4%
Black (non-Hispanic)	163	28.8%	268	32.8%	4.0%
Total	7,673		7,977		
¹ Source: National Center for Education Statistics, fall 2003 and fall 2011 IPEDS surveys. Counts do not include foreign students and students of unknown race/ethnicity.					

Appendix 11

IPEDS College Transfer Rates

Explanatory Note A11.1
Information on Computed College Transfer Rates Based on Data
Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate transfer-out rates for reporting institutions. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

A transfer-out student is a student who leaves the reporting institutions and enrolls at another institution. A transfer-out rate is the total number of students who are known to have transferred out of the reporting institution within 150% of the normal time to degree or other award completion divided by the number of students in the adjusted cohort.

The cohort for a transfer rate is the same cohort that is used to calculate the graduation or completion rate, namely the full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer.¹

This cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they becomes part-time students, transfer to other institution, or drop out of the institution permanently or temporarily.

Data are collected on the number of students “that transfer to other institutions, if transfer is part of the institution’s mission” (IPEDS glossary definition of Graduation Rates). As a result of the qualification that transfer be part of an institution’s mission, some schools are not required to report the number of students in their freshmen cohorts who transfer to other institutions. Apparently, it also is permissible for some schools to not report transfers, even though they should or it would be desirable for them to report this information.

¹A 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 and transfer rates.

**Table A11.1
Transfer Rates for Nebraska Community Colleges
by Sector and Institution: 2010–2011¹¹**

Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	2010–2011 Transfer Rate
Nebraska Community Colleges	4,269	905	21.2%
Central Community College	755	134	17.7%
Metropolitan Community College	876	214	24.4%
Mid Plains Community College	254	69	27.2%
Northeast Community College	725	122	16.8%
Southeast Community College	1,298	301	23.2%
Western Nebraska Community College	361	65	18.0%

¹Source: National Center for Education Statistics, fall 2011 IPEDS data collection.

**Table A11.2
Graduation and Transfer Rates for Nebraska Community Colleges
by Sector and Institution: 2010–2011¹¹**

Institution	2010–2011 Graduation Rate	2010–2011 Transfer Rate	2010–2011 Graduation Rate Plus Transfer Rate
Nebraska Community Colleges	29.0%	21.2%	50.2%
Central Community College	33.4%	17.7%	51.1%
Metropolitan Community College	13.1%	24.4%	37.6%
Mid Plains Community College	35.4%	27.2%	62.6%
Northeast Community College	45.7%	16.8%	62.5%
Southeast Community College	27.1%	23.2%	50.3%
Western Nebraska Community College	27.4%	18.0%	45.4%

¹Source: National Center for Education Statistics, fall 2011 IPEDS data collection.

Appendix 12

National Student Clearinghouse Research Center Study Six-Year Student Success Outcomes and College Completion Rates for Nebraska and the United States

List of Nebraska Institutions Included In the National Student Clearinghouse Research Center Study	
Institution Name	Institution Type
University of Nebraska–Lincoln	4-year public
University of Nebraska at Omaha	4-year public
University of Nebraska at Kearney	4-year public
Wayne State College	4-year public
Chadron State College	4-year public
Peru State College	4-year public
University of Nebraska Medical Center	4-year public
Metropolitan Community College Area	2-year public
Southeast Community College–Lincoln	2-year public
Mid-Plains Community College	2-year public
Central Community College (Hastings)	2-year public
Central Community College (Grand Island)	2-year public
Central Community College (Columbus)	2-year public
Creighton University	4-year private nonprofit
Bellevue University	4-year private nonprofit
Nebraska Wesleyan University	4-year private nonprofit
Concordia University–Seward	4-year private nonprofit
Doane College–Crete	4-year private nonprofit
Midland University	4-year private nonprofit
Hastings College	4-year private nonprofit
Union College	4-year private nonprofit
College of Saint Mary	4-year private nonprofit
Grace University	4-year private nonprofit
Clarkson College	4-year private nonprofit
Nebraska Methodist College of Nursing & Allied Health	4-year private nonprofit
<p>Source: National Student Clearinghouse Research Center staff, February 28, 2013</p> <p>Note: The three two-year public institutions currently listed at the Clearinghouse but not included in the study are Nebraska Indian Community College, Northeast Community College, and Western Nebraska Community College. Private nonprofit institutions not included in the study are Nebraska Christian College and York College.</p>	

Table A12.1
Six-Year Outcomes for Fall 2006 Degree-Seeking, First-Time Freshmen
by Type of Institution (All students combined)
Nebraska Compared to U.S. Overall¹

Comparison (No. of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Two-Year Public Institutions								
U.S. Overall	36.3%	23.9%	3.0%	9.4%	5.6%	15.0%	20.0%	43.6%
NE (4,785)	38.3%	24.0%	5.5%	8.8%	4.0%	12.9%	16.9%	44.8%
Four-Year Public Institutions								
U.S. Overall	60.6%	48.7%	3.2%	8.7%			16.0%	23.4%
NE (6,275)	60.5%	43.8%	3.7%	13.1%			18.5%	21.0%
Four-Year Private Nonprofit Institutions								
U.S. Overall	71.5%	58.6%	2.4%	10.5%			10.0%	18.5%
NE (2,764)	64.5%	50.1%	3.4%	10.9%			11.1%	24.4%

¹Source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, published February 27, 2013 as a supplement to *Completing College: A National View of Student Attainment Rates*, available at <http://www.studentclearinghouse.info/signature/4/>. See the footnotes at the end of [Table A12.2](#) for definition of terms and other information about this research.

The percentages reported in this table are based on the enrollment and completion records maintained by the National Student Clearinghouse since 2002. An analysis of these records resulted in a national cohort of almost 1.9 million college students who could be classified as degree-seeking, first-time freshmen in fall 2006. The enrollment and completion records of these students were then analyzed through the six-year period ending May 31, 2012.

For this study, each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. The percentage of Nebraska institutions with Clearinghouse records for 2002 through 2012 varied by type of institution. The historical data coverage rate for Nebraska's four-year public institutions was 100.0%, and for the state's four-year private nonprofit institutions, the historical data coverage rate was 94.1%. For Nebraska's two-year public colleges, the historical data coverage rate was 82.1%, which is notably lower than for the four-year schools. However, this rate is high enough to assume that the missing data would not have materially changed the results of the study.

See the footnotes at the end of [Table A12.2](#) for the definitions of first-time enrollment and degree-seeking status in this study.

Table A12.2
Six-Year Outcomes for Fall 2006 Degree-Seeking, First-Time Freshmen
by Enrollment Status and Age Group
Nebraska Compared to U.S. Overall¹

Comparison (No. of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Two-Year Public Institutions								
Exclusively Full-Time Students:								
U.S. Overall	52.6%	38.2%	2.7%	11.7%	13.5%	25.2%	4.1%	43.3%
NE (1,289)	55.3%	38.6%	10.2%	6.6%	7.7%	14.3%	3.5%	41.2%
Exclusively Part-Time Students:								
U.S. Overall	18.4%	16.2%	1.5%	0.7%	1.3%	2.0%	12.2%	69.4%
NE (468)	15.5%	12.2%	2.6%	0.7%	1.5%	2.2%	8.2%	76.4%
Mixed Enrollment Students:								
U.S. Overall	33.2%	20.0%	3.4%	9.9%	3.5%	13.3%	26.8%	39.9%
NE (3,028)	34.6%	19.6%	4.0%	11.0%	2.9%	13.9%	24.0%	41.4%
Students Age 24 or Younger								
U.S. Overall	36.5%	22.4%	3.2%	10.9%	6.2%	17.1%	21.9%	41.7%
NE (3,577)	39.6%	23.2%	5.9%	10.4%	4.2%	14.7%	19.0%	41.5%
Students Over Age 24								
U.S. Overall	35.8%	28.8%	2.5%	4.5%	3.4%	7.9%	14.6%	49.6%
NE (1,197)	34.5%	26.3%	4.2%	4.0%	3.5%	7.5%	10.9%	54.6%
Four-Year Public Institutions								
Exclusively Full-Time Students:								
U.S. Overall	81.0%	71.0%	2.0%	8.0%			4.2%	14.9%
NE (2,707)	81.0%	66.7%	2.6%	11.7%			4.9%	14.1%
Exclusively Part-Time Students:								
U.S. Overall	19.0%	15.5%	2.0%	1.5%			11.2%	69.8%
NE (271)	31.8%	28.5%	2.2%	1.1%			11.9%	56.4%
Mixed Enrollment Students:								
U.S. Overall	46.8%	32.1%	4.5%	10.3%			27.6%	25.6%
NE (3,297)	46.1%	26.2%	4.8%	15.1%			30.2%	23.7%
Students Age 24 or Younger								
U.S. Overall	63.0%	50.2%	3.4%	9.4%			16.5%	20.5%
NE (5,701)	61.5%	43.7%	4.0%	13.8%			18.9%	19.6%
Students Over Age 24								
U.S. Overall	44.5%	38.7%	1.7%	4.1%			13.8%	41.7%
NE (573)	51.6%	44.3%	1.4%	6.0%			13.5%	34.8%

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Table A12.2 (Continued)

Comparison (No. of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Four-Year Private Nonprofit Institutions								
Exclusively Full-Time Students:								
U.S. Overall	85.2%	75.3%		8.7%	1.3%		2.8%	12.0%
NE (1,750)	78.0%	66.8%		8.9%	2.3%		3.8%	18.2%
Exclusively Part-Time Students:								
U.S. Overall	32.0%	26.5%		1.9%	3.7%		9.2%	58.8%
NE (132)	29.6%	20.5%		1.5%	7.6%		7.7%	62.6%
Mixed Enrollment Students:								
U.S. Overall	50.1%	30.0%		15.6%	4.5%		24.3%	25.7%
NE (882)	42.9%	21.5%		16.3%	5.0%		26.1%	31.1%
Students Age 24 or Younger								
U.S. Overall	74.6%	60.6%		11.6%	2.4%		9.9%	15.5%
NE (2,107)	69.5%	52.8%		13.5%	3.3%		12.0%	18.5%
Students Over Age 24								
U.S. Overall	52.8%	46.3%		4.2%	2.3%		10.5%	36.7%
NE (652)	48.5%	41.8%		2.9%	3.9%		8.3%	43.2%

¹Source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, published February 27, 2013 as a supplement to *Completing College: A National View of Student Attainment Rates*, available at <http://www.studentclearinghouse.info/signature/4/>.

The percentages reported in this table are based on the enrollment and completion records maintained by the National Student Clearinghouse since 2002. An analysis of these records resulted in a national cohort of almost 1.9 million college students who could be classified as degree-seeking, first-time freshmen in fall 2006. The enrollment and completion records of these students were then analyzed through the six-year period ending May 31, 2012.

For this study, each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. The percentage of Nebraska institutions with Clearinghouse records for 2002 through 2012 varied by type of institution. The historical data coverage rate for Nebraska's four-year public institutions was 100.0%, and for the state's four-year private nonprofit institutions, the historical data coverage rate was 94.1%. For Nebraska's two-year public colleges, the historical data coverage rate was 82.1%, which is notably lower than for the four-year schools. However, this rate is high enough to assume that the missing data would not have materially changed the results of the study.

First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record in the four years prior to fall 2006, and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2006, according to Clearinghouse data. Fall 2006 enrollment was defined as enrollment during any term beginning August 15 through October 31, inclusive.

Degree-seeking status was defined as follows: (1) for students who started at four-year institutions, enrolled at least half time for at least one term; (2) for students who started at two-year institutions, enrolled at least half time for at least two terms during the 18 months following fall 2006. Especially at two-year institutions, the number of students classified as degree-seeking is smaller than the total number of first-time students enrolled.

For this study, students were classified as exclusively full time students, exclusively part time students, or mixed enrollment students. "Mixed enrollment students" were those who enrolled at least one term full time and at least one term part time during all terms of enrollment, rather than exclusively full time or part time. The study does not identify students whose enrollment patterns may have been largely but not exclusively full time or part time.

Note: The percentages in Tables A12.3 and A12.4 are the same as those presented in Table A12.2.

Table A12.3
Six-Year Outcomes for Fall 2006 Degree-Seeking, First-Time Freshmen
Nebraska Outcomes by Enrollment Status
Compared Within Each Sector and Across Sectors¹

Comparison (No. of Students) ²	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Part A: Comparison of Outcomes Within Each Sector by Enrollment Status								
Two-Year Public Institutions								
FT (1,289)	55.3%	38.6%	10.2%	6.6%	7.7%	14.3%	3.5%	41.2%
PT (468)	15.5%	12.2%	2.6%	0.7%	1.5%	2.2%	8.2%	76.4%
Mix (3,028)	34.6%	19.6%	4.0%	11.0%	2.9%	13.9%	24.0%	41.4%
Four-Year Public Institutions								
FT (2,707)	81.0%	66.7%	2.6%	11.7%			4.9%	14.1%
PT (271)	31.8%	28.5%	2.2%	1.1%			11.9%	56.4%
Mix (3,297)	46.1%	26.2%	4.8%	15.1%			30.2%	23.7%
Four-Year Private Nonprofit Institutions								
FT (1,750)	78.0%	66.8%	2.3%	8.9%			3.8%	18.2%
PT (132)	29.6%	20.5%	7.6%	1.5%			7.7%	62.6%
Mix (882)	42.9%	21.5%	5.0%	16.3%			26.1%	31.1%
Part B: Comparison of Outcomes Across Sectors by Enrollment Status								
Exclusively Full-Time Students								
2Y (1,289)	55.3%	38.6%	10.2%	6.6%	7.7%	14.3%	3.5%	41.2%
4P (2,707)	81.0%	66.7%	2.6%	11.7%			4.9%	14.1%
4N (1,750)	78.0%	66.8%	2.3%	8.9%			3.8%	18.2%
Exclusively Part-Time Students								
2Y (468)	15.5%	12.2%	2.6%	0.7%	1.5%	2.2%	8.2%	76.4%
4P (271)	31.8%	28.5%	2.2%	1.1%			11.9%	56.4%
4N (132)	29.6%	20.5%	7.6%	1.5%			7.7%	62.6%
Mixed Enrollment Students								
2Y (3,028)	34.6%	19.6%	4.0%	11.0%	2.9%	13.9%	24.0%	41.4%
4P (3,297)	46.1%	26.2%	4.8%	15.1%			30.2%	23.7%
4N (882)	42.9%	21.5%	5.0%	16.3%			26.1%	31.1%

¹Source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, published February 27, 2013 as a supplement to *Completing College: A National View of Student Attainment Rates*, available at <http://www.studentclearinghouse.info/signature/4/>. See the footnotes at the end of Table A12.2 for definition of terms and other information about this research.

²Codes: FT = Exclusively full-time students; PT = Exclusively part-time students; Mix = Mixed enrollment status, which means students were enrolled full-time and part-time at different times during the six years of this study. 2Y = Two-Year Public Institutions; 4P = Four-Year Public Institutions; 4N = Four-Year Private Nonprofit Institutions.

Table A12.4
Six-Year Outcomes for Fall 2006 Degree-Seeking, First-Time Freshmen
Nebraska Outcomes by Age Group
Compared Within Each Sector and Across Sectors¹

Comparison (No. of Students) ²	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Part A: Comparison of Outcomes Within Each Sector by Age Group								
Two-Year Public Institutions								
≤24 (3,577)	39.6%	23.2%	5.9%	10.4%	4.2%	14.7%	19.0%	41.5%
>24 (1,197)	34.5%	26.3%	4.2%	4.0%	3.5%	7.5%	10.9%	54.6%
Four-Year Public Institutions								
≤24 (5,701)	61.5%	43.7%	4.0%	13.8%			18.9%	19.6%
>24 (573)	51.6%	44.3%	1.4%	6.0%			13.5%	34.8%
Four-Year Private Nonprofit Institutions								
≤24 (2,107)	69.5%	52.8%	3.3%	13.5%			12.0%	18.5%
>24 (652)	48.5%	41.8%	3.9%	2.9%			8.3%	43.2%
Part B: Comparison of Outcomes Across Sectors by Age Group								
Students Age 24 or Younger								
2Y (3,577)	39.6%	23.2%	5.9%	10.4%	4.2%	14.7%	19.0%	41.5%
4P (5,701)	61.5%	43.7%	4.0%	13.8%			18.9%	19.6%
4N (2,107)	69.5%	52.8%	3.3%	13.5%			12.0%	18.5%
Students Over Age 24								
2Y (1,197)	34.5%	26.3%	4.2%	4.0%	3.5%	7.5%	10.9%	54.6%
4P (573)	51.6%	44.3%	1.4%	6.0%			13.5%	34.8%
4N (652)	48.5%	41.8%	3.9%	2.9%			8.3%	43.2%

¹Source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, published February 27, 2013 as a supplement to *Completing College: A National View of Student Attainment Rates*, available at <http://www.studentclearinghouse.info/signature/4/>. See the footnotes at the end of Table A12.2 for definition of terms and other information about this research.

²Codes: ≤24 = Students age 24 or younger; > 24 = Students over age 24.
 2Y = Two-Year Public Institutions; 4P = Four-Year Public Institutions; 4N = Four-Year Private Nonprofit Institutions.

Appendix 13

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

Table A13.1			
Estimated Nebraska Net Migration of 22- to 64-Year-Olds¹			
1995-2000			
Part A: Migration of 22- to 29-Year-Olds			
Education Degree Level	No. of 22- to 29-Year-Olds Who Moved to Nebraska	No. of 22- to 29-Year-Olds Who Moved Out of Nebraska	Net Migration
Less than High School	7,337	3,094	4,243
High School	8,438	6,247	2,191
Some College	12,835	12,357	478
Associate Degree	2,767	3,420	- 653
Bachelor's Degree	10,799	13,968	- 3,169
Master's Degree	1,490	1,845	- 355
Professional Degree	463	1,248	- 785
Doctorate	163	301	- 138
Total Number of Adults	44,292	42,480	1,812
Part B: Migration of 30- to 64-Year-Olds			
Education Degree Level	No. of 30- to 64-Year-Olds Who Moved to Nebraska	No. of 30- to 64-Year-Olds Who Moved Out of Nebraska	Net Migration
Less than High School	11,453	6,708	4,745
High School	15,195	15,010	185
Some College	15,754	16,739	- 985
Associate Degree	6,438	6,254	184
Bachelor's Degree	15,973	16,321	- 348
Master's Degree	6,112	8,062	- 1,950
Professional Degree	2,284	2,872	- 588
Doctorate	1,735	1,913	- 178
Total Number of Adults	74,944	73,879	1,065
¹ Source: U.S. Census Bureau. Statistics available on www.higheredinfo.org .			

Table A13.2
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2005 American Community Survey
Conducted by the U.S. Census Bureau¹

Level of Education	2005		
	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
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
Total	29,932	27,606	2,326

¹Data 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 A13.3
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 Bureau¹

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
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
Total	40,132	36,001	4,131

¹Data 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 A13.4
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 Bureau¹

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
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
Total	37,177	31,994	5,183

¹Data 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 A13.5
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 Bureau¹

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
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
Total	35,705	27,199	8,506

¹Data 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 A13.6
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 Bureau¹

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
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
Total	37,811	26,506	11,305

¹Data 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.

Table A13.7
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2010 American Community Survey
Conducted by the U.S. Census Bureau¹

Level of Education	2010		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	4,360	1,918	2,442
High school graduate	8,235	6,680	1,555
Some college but no degree	6,834	6,454	380
Associate degree	4,843	3,281	1,562
Bachelor's degree	9,222	5,571	3,651
Graduate or Professional Degree	3,441	3,906	-465
Total	36,935	27,810	9,125

¹Data Source: Estimates based on the 2010 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2012.

Table A13.8
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Based on the 2011 American Community Survey
Conducted by the U.S. Census Bureau¹

Level of Education	2011		
	Estimated In-Migration	Estimated Out-Migration	Estimated Net-Migration
Less than high school diploma	3,659	1,830	1,829
High school graduate	6,671	5,682	989
Some college but no degree	8,295	6,953	1,342
Associate degree	1,643	3,072	-1,429
Bachelor's degree	7,653	8,639	-986
Graduate or Professional Degree	3,982	5,691	-1,709
Total	31,903	31,867	36

¹Data Source: Estimates based on the 2011 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2012.

Table A13.9
Estimated Nebraska Net-Migration of 22- to 64-Year-Olds,
90% Margins of Error, and Number of Cases
Based on the 2011 American Community Survey
Conducted by the U.S. Census Bureau¹

Level of Education	2010		
	Estimated Net-Migration	90% Margin of Error (+/-)	Number of Cases
Less than high school diploma	1,829	1,698	49
High school graduate	989	2,531	116
Some college but no degree	1,342	3,005	128
Associate degree	-1,429	1,757	43
Bachelor's degree	-986	3,028	133
Graduate or Professional Degree	-1,709	2,524	69
Total	36	6,685	538

¹Data Source: Estimates based on the 2011 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), December 2012.

Table A13.10
Estimated Nebraska Annual Net-Migration of 22- to 64-Year-Olds,
90% Margins of Error, and Number of Cases
Based on the 2009, 2010 and 2011 American Community Surveys
Conducted by the U.S. Census Bureau¹

Level of Education	Based on 2009–2011 Data		
	Estimated Annual Net-Migration	90% Margin of Error (+/-)	Number of Cases
Less than high school diploma	3,749	1,262	147
High school graduate	2,156	1,686	345
Some college but no degree	1,783	1,837	351
Associate degree	110	1,041	146
Bachelor's degree	871	1,702	379
Graduate or Professional Degree	-889	1,266	208
Total	7,780	4,180	1576

¹Data Source: Estimates based on the 2010 American Community Survey, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS), January 2012.